

Let's Get Started

**Weekly Focus Activities,
Planned Learning Opportunities,
and Songs**



Communication & Language Development

DESCRIPTION, PLANNED LEARNING OPPORTUNITIES & SONGS

Connectability:

Understanding How and Why your Child Communicates

<http://connectability.ca/2011/11/03/understanding-how-and-why-your-child-communicates>

Communication and language development refers to how children communicate their wants and needs to others. It includes verbal (vocalizations, babbling, single words, two words, and sentences) and non-verbal (gestures, facial expressions, and body movements) cues. Communication skills also includes children's ability to comprehend language (i.e., level of understanding, such as following 1 – 2 step commands).

Which community professional would be most appropriate for communication/ language development?

A Speech-Language Pathologist

Why bring in a Speech-Language Pathologist?

Speech-Language Pathologists are licensed by the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO), which allows them to practise in Ontario. Speech-Language Pathologists are concerned with the prevention, identification, assessment, treatment and rehabilitation of communication and/or swallowing disorders in children and adults. They work closely with other professionals, sometimes as part of a multidisciplinary team (Communicative Disorder Assistants, Early Childhood Consultants, Speech-Language Assistants) in providing a coordinated program of care.

Information was taken from Toronto Preschool Speech and Language Services website <http://www.tpsls.on.ca>

[CREATIVE]

Baking Cupcakes

RECIPE/ PREPARATION:

- 2 1/4 cup all purpose flour
 - 1 1/3 cup sugar
 - 3 teaspoons baking powder
 - 1/2 teaspoon salt
 - 1/2 cup shortening
 - 1 cup milk
 - 1 teaspoon vanilla
 - 2 large eggs
1. Preheat oven to 350 degrees. Line cupcake pans with paper liners.
 2. Combine flour, sugar, baking powder, and salt in a large mixing bowl. Add shortening, milk, and vanilla. Beat for 1 minute on medium speed. Scrape side of bowl with a spatula.
 3. Add eggs to the mixture. Beat for 1 minute on medium speed. Scrape bowl again. Beat on high speed for 1 minute 30 seconds until well mixed.
 4. Spoon cupcake batter into paper liners until 1/2 to 2/3 full.
 5. Bake for 20 to 25 minutes or until the toothpick inserted in center comes out clean.
 6. Cool 5 minutes in pans then remove and place on wire racks to cool completely.
 7. Once cupcakes are completely cooled, decorate with different coloured icing sprinkles and candies.

[CREATIVE]

Baking Cupcakes

MATERIALS/ PREPARATION: On previous page

LOCATION REQUIREMENTS: Kitchen counter, or large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- As cupcakes are being measured, mixed, and baked, it is important for the facilitator to explain the process step-by-step. It is important to focus on process over product during this learning opportunity.
- It is a good idea to create a communicative temptation by placing the colored icing or candies further back on the table so that children have to ask for it in order to use it
- Facilitator then responds by labeling action again (e.g., "Did you want the red icing?")

EXTENSION/ADAPTATION:

- If baking is a big hit, you can bake a cake, cookies or even pizza! As long as you label and discuss the different parts that make up the food, as well as what the processes of baking are, children will be encouraged to expand their vocabulary.

WHAT I LEARN:

Language: As this learning opportunity captures my interest, I begin to practise and use my communication skills without even noticing it. As you label my actions I am building my vocabulary.

Social: As I play, communicate, and interact with you, I am learning to socialize in new ways.

[CREATIVE]

Feather Painting

MATERIALS/ PREPARATION:

- Feathers
- Glue
- Different coloured Tempera paint
- Construction paper
- Mix a little bit of glue with the paint
- Have children use the feathers to paint on the paper
- If they want, allow children keep the feathers on the paint. As it dries, they will stay in place.

LOCATION REQUIREMENTS: Art table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to use the feathers to paint their picture.
- Discuss with child the actions they are taking (e.g., "you are using the red paint to make circles on your blue paper," etc.).
- Ask children about their picture using open ended, non-leading questions.
- Allow children to explore and manipulate the different materials provided.

EXTENSION/ADAPTATION:

- You can add in different materials to the art experience such as branches, leaves, flowers or other natural objects. These can then be further discussed and thereby deepen the child's vocabulary and enhance their language and communication development.

WHAT I LEARN:

Cognitive: I am learning about the different shapes, colours, and textures which I am using.

Language: As you label my actions I am enhancing my vocabulary and my understanding of communication skills.

[PRETEND PLAY]

Professional Dress-up

MATERIALS/ PREPARATION:

- Dress up clothes
- Doctor kit
- Clip boards and pencils
- Different "professionals' hats" (e.g., police officer, firefighter, construction worker, etc.)

LOCATION REQUIREMENTS: Pretend play area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Provide children with a collection of dress-up materials and props which can encourage imaginative play.
- Allow children to pretend, explore, and represent their creativity and their understanding of the world around them through their play.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be expanded by having different community professionals come into the program and talk about their jobs
- This planned learning opportunity can be expanded by singing songs and incorporating books into the program room and into the centre

WHAT I LEARN:

Social: As I play with others I am learning and enhancing my social development.

Language: As I pretend to be different people in different places I am encouraged to use new words.

Emotional: As you play with me and teach me about the different professionals and careers I am building a better representation of the world around me.

[PRETEND PLAY]

Puppet Play

MATERIALS/ PREPARATION:

- A variety of different puppets
- Puppets that also enable you to practise sign language with them

LOCATION REQUIREMENTS: Pretend play area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Provide children with different puppets that they can manipulate and enter into an imaginative world with.
- You can either sit on the carpet one-on-one with a child or with a small group of children.

EXTENSION/ADAPTATION:

- For children who are hard of hearing, use the puppets that allow you to practise sign language so children can become familiar with it

WHAT I LEARN:

Social: I will practise my imaginative and creative thinking as well as turn-taking.

Language: I will practise my communication and social skills as I interact and play with others.

Physical: Through playing with the different puppets and making them move in different ways, I will be able to practise my fine motor skills.

[PRETEND PLAY]

Restaurant

MATERIALS/ PREPARATION:

- Kitchen set
- Dishes
- Cutlery
- Aprons
- Chef hats
- Appliances (e.g., stove, fridge, microwave)
- Table, chairs, etc.
- Play food (or pictures of food taped onto plates)

LOCATION REQUIREMENTS: Pretend play area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Provide the children with a variety of different props and objects to enhance their creative and imaginative play.

EXTENSION/ADAPTATION:

- Add materials from your own kitchen to enhance the imaginative play.
- You can add non-coloured play dough to the kitchen centre so children can roll, mix and stir it to really feel like they are baking.

WHAT I LEARN:

Cognitive: I am using props and objects to stimulate my imagination and speech.

Language: Through playing with others in this way, I am encouraged to use new words, and learn what different items, foods, utensils, and dishes are called.

Physical: Through the molding and sculpting of play dough, I am developing my fine motor skills.

[PRETEND PLAY]

Blowing boats

MATERIALS/ PREPARATION:

- Water
- Sensory bin/sensory table
- Boats
- straws

LOCATION REQUIREMENTS: Sensory bin/sensory table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Fill up sensory bin with water and put toy boats in it.
- Using straws, encourage children to blow the boats across the water from one end to the other.
- Encourage children to take turns blowing and directing their boats across the water.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be expanded by labeling what actions are being taken.
- Children can make their own boats using different classroom materials.

WHAT I LEARN:

Physical: I learn and practise how to move my mouth in order to direct the boat. This helps me create an understanding of the different shapes my mouth can make, and will help me in practising good respiration skills necessary for the production of speech.

Social: As I take turns, encourage, and cheer my friends on, I am learning the give-and-take, which is required in social interaction.

Language: As you label what I am doing, I am building a greater understanding of language.

[SENSORY]

Molding and Sculpting Play

MATERIALS/ PREPARATION:

- Model magic, play dough or play foam of many different colours

LOCATION REQUIREMENTS: Sensory table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Allow children to roll, stretch, mix colours, make different shapes and explore and manipulate the material.
- Label the child's actions as you play (e.g., "roll it", "pack it", "make it into a ball", "stretch it", etc.).
- Allow children to bring home their creations and encourage children to explain to their family the colours they used and what they made.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be adapted by making the play dough with the families and talking about each step of the process, (e.g., "Now we put the flour in, and the oil, and now let's mix it.>").
- You can also expand this opportunity by using clay that hardens and painting it at a later date.

WHAT I LEARN:

Language: When you label my actions and what I play with, I am learning and practising new words and adding to my vocabulary of shapes and colours.

Physical: As I roll, manipulate, and explore the dough, I am developing my fine motor muscle development and gaining more control.

[SENSORY]

Sensory Box

MATERIALS/ PREPARATION:

- Small box (e.g., a shoe box)
- Different textured objects

Place different textured objects (e.g., soft, rough, round, smooth, squishy) in a box and place a blanket over it, or make the box so that there is a hole to fit the child's hand into, so the child can touch the object without seeing what it is

LOCATION REQUIREMENTS: Comfy area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage the child to place their hand in the box and describe what they feel.
- Child may need prompting questions (e.g., "What does it feel like?", or "What shape is it?", etc.).

EXTENSION/ADAPTATION:

- This planned learning opportunity can be adapted by having each child create and find different objects to put in the sensory box.
- This planned learning opportunity can be extended by having a child listen to another child (or an adult) give the description of the object and then trying to guess what the object is.

WHAT I LEARN:

Language: When I describe and explain what the object feels like, I am practising my language and communication skills and expanding my vocabulary.

Cognitive: As I try to guess what the object is by listening to the description given, I am using my critical thinking and my language skills to guess what the object could be.

[TABLE TOP]

Blowing and Whistling Games

MATERIALS/ PREPARATION:

- Bubble solution, bubble wands, whistle
- Kit, kazoos, flutes, whistle sippers, etc

LOCATION REQUIREMENTS: Table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to experiment and use the different whistles and bubble blowers.
- Encourage children to experiment and explore the many different sounds they can make and all they can do with their mouths.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by adding a variety of different items which the children can use, manipulate, and experiment with.

WHAT I LEARN:

Physical: I am developing hand-eye coordination as I maneuver and work the different whistles and wands.

Social: As I play with others I am learning and enhancing my social development.

[TABLE TOP]

Recognizing Your Voice

MATERIALS/ PREPARATION:

- Tubaloos
- Phones
- Microphones
- Horns

LOCATION REQUIREMENTS: Table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Allow children to talk, sing, play, manipulate, and explore the toys which are provided for them..
- Children can talk to each other, pretend to be on T.V., pretend to be on a radio show, or just explore what the different sounds they can make.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be expanded by by labeling what is being done (e.g., loud and quiet, etc.).

WHAT I LEARN:

Language: As I explore and manipulate the toys that are provided, I am learning about what sounds my voice can make.

Social: I will practise my language skills by hearing what my voice sounds like more closely, as well as responding to other people whom I am playing with.

Language: As you label my different sounds and actions, I am learning new words and the meanings of these words.

[TABLE TOP]

Playing with Mirrors

MATERIALS/ PREPARATION:

- Different sized and shaped mirrors

LOCATION REQUIREMENTS: Table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to make different faces in the mirrors (e.g., silly faces, angry faces, sad faces, smiley faces etc.).
- As children make the different kinds of faces it is important to label what is being done (e.g., "you are making a smiley face" and "you are making a really sad face," etc.).

EXTENSION/ADAPTATION:

- This planned learning opportunity can be expanded by adding different props and materials that encourage and prolong this opportunity (e.g., dress-up clothes, sun glasses, hats, etc.) and will make looking into the mirror an exciting and fun experience for children.

WHAT I LEARN:

Physical: As I change the ways my face and mouth can move in the mirror, I am practising oral muscle coordination, which is important for future language and for articulating sounds.

Language: As you label my different sounds and actions, I am learning new words and the meanings that each word has.

[TABLE TOP]

Puff Away

MATERIALS/ PREPARATION:

- Straws
- Masking tape
- Objects with different weights and structures such as:
 - Light weight- facial tissues, cotton balls, straws, tissue paper
 - Cylindrical- empty cans, toilet paper rolls, paper towel rolls, corks
 - Spherical- ping pongs balls, gold balls, container lids, Tupperware

LOCATION REQUIREMENTS: Area on the floor or large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Mark a 'start' line and 'finish' line with masking tape.
- Have children take a straw and blowing (e.g., short puffs, long puffs, hard, soft, etc.).
- Start with the lighter object and progress to the heavier objects.
- Experiment with the different shapes and talk about how they move.
- Try out different ways of blowing – short puffs, long puffs, hard, soft.
- Explore different ways of blowing on the object- from above, side, bottom.

EXTENSION/ADAPTATION:

- It is important to be mindful of the developmental level of the children in your program and cater the number of steps in the process and dialogue to their individual needs.

WHAT I LEARN:

Physical: I am enhancing my fine motor skills by practising eye-hand coordination while blowing with a straw.

Social: I am interacting with my friends and cheering them on.

Emotional: I am proud of myself for getting to the finish line and learning to take turns.

[TABLE TOP]

Marshmallow Pick up

MATERIALS/ PREPARATION:

- Straws
- Cup
- Mini marshmallows
- Placemat

LOCATION REQUIREMENTS: Area on the floor or large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Children are given a cup with mini marshmallows (5 – 10) and are encouraged to empty them onto their individual placemat.
- Once the mini marshmallows are on the placemat, encourage the children to use their straw to pick up the marshmallow and try to put it back into the cup.
- Try it without hands.

EXTENSION/ADAPTATION:

- If a child has difficulty sucking through the straw, you can ask him/her to blow the marshmallow into the cup by laying the cup on its side.
- It is important to be mindful of the developmental level of the children in your program and cater the number of steps in the process and dialogue to their individual needs.

WHAT I LEARN:

- **Physical:** I am enhancing my fine motor skills by practising eye-hand coordination while sucking through the straw and moving objects with the straw.
- **Social:** I am interacting with my friends and cheering them on.
- **Emotional:** I am proud of myself for getting to the finish line and learning to take turns.

[SONGS]**A JUMBO JET**

(sung to the tune of Arum Sum Sum)

A jumbo jet a jumbo jet

(arms out to your sides like an air plane)

A little helicopter *(twirl your finger in the air)*

And a jumbo jet *(out again for the airplane)*

A jumbo jet a jumbo

(arms out to your sides like an air plane)

A little helicopter *(twirl your finger in the air)*

And a jumbo jet *(out again for the airplane)*

A rocket a rocket

(hands together above your head)

A little helicopter *(twirl your finger in the air)*

And a jumbo jet *(out again for the airplane)*

A rocket a rocket

(hands together above your head)

A little helicopter *(twirl your finger in the air)*

And a jumbo jet *(out again for the airplane)*

A Big red truck a big red truck

(pretend to drive a car)

A little Mini Mini and a big red truck

(pretend to drive a small then a large car)

A big red truck a big red truck

(pretend to drive a car)

A little Mini Mini and a big red truck

(pretend to drive a small then a large car)

A Ferrari a Ferrari *(pretend to slick back hair with hand then the other hand)*

A little Mini Mini and a big red truck

(pretend to drive a small then a large car)

BABY BUMBLEBEE

I'm bringing home my baby bumblebee

Won't my mommy be so proud of me

I'm bringing home my baby bumblebee

Ouch- he stung me!

I'm squishing my baby bumblebee...

Eeew! I'm all messy!

I'm wiping up my baby bumblebee...

I'm all clean!

****Do actions for bringing home(cup hands) squishing up, and wiping off.*

CLAP YOUR HANDS

Clap your hands, clap your hands,

Clap them just like me.

Touch your shoulders, touch your shoulders,

Touch them just like me.

Tap your knees, tap your knees,

Tap them just like me.

Shake your head, shake your head,

Shake it just like me.

Clap our hands clap your hands,

Now let them quiet be.

THIS IS A CROCODILE

This is a crocodile, an orangutan, a sneaky snake, and the eagle flies

A rabbit, a beaver, a crazy elephant!

NANNA NANNA

NANAANANANAA...oh!

****Repeat in whisper or out loud.*

LITTLE RED WAGON

Bumping up and down in my little red wagon

Bumping up and down in my little red wagon

Bumping up and down in my little red wagon

Won't you be my darling.

Emily *(or child's name)* going to fix it with her hammer

Emily *(or child's name)* going to fix it with her hammer

Emily *(or child's name)* going to fix it with her hammer

Won't you be my darling

[SONGS]

LITTLE SANDY GIRL

See the little sandy girl, sitting by the shore
Crying, crying, til his eyes are sore
Stand up Sandy girl and wipe your tears away
Choose the one you like the best and when
you go out to play
Tra-la-la-la-la, Tra-la-la-la-la, ...

SIX LITTLE DUCKS

Six little ducks that I once knew
Fat ones, skinny ones, too
But the one little duck with a feather on his
back
He led the others with a quack, quack, quack
Quack, Quack, Quack, Quack, Quack, Quack
He led the others with a quack, quack, quack
Down the river they would go
Wibble, wobble, wibble, wobble, all in a row.
But the little duck with a feather on his back
He led the other's with a ...
Home from the river they would come
Wibble, wobble, wibble, wobble, ho-hum-hum
Butt the one little duck with a feather on his
back,
He led the others with a ...

THREE LITTLE MONKEYS

3 little monkeys swinging from a tree
Along came a crocodile as quiet as can be
The first money said, You can't catch me,
SNAP! Etc.

WIND THE BOBBIN UP

Wind the bobbin up, wind the bobbin up
Pull, pull, clap, clap, clap!
Point to the ceiling, point to the floor
Point to the window, point to the door
Clap your hands together, 1-2-3
Then put your hands together on your knees,
***Repeat: *whisper*

GRANDFATHER CLOCK

The grandfather clock goes tick, tock,
Tick tock
The kitchen clock goes tick-tock, tick-tock,
tick-tock-tick-tock
And Mommy's little watch goes
Tickle, tickle, tickle...
****Bounce the child to the rhythm of the
song.*

FIVE LITTLE MONKEYS

5 little monkeys jumping on the bed
One rolled off and bumped his head
Mommy called the doctor and the doctor said,
No more monkeys jumping on the bed.
4 little monkeys...

Physical Development

DESCRIPTION, PLANNED LEARNING OPPORTUNITIES & SONGS

Physical development includes gross motor and fine motor. Gross motor refers to bringing large muscles under control in order to master root skills in the physical domain. These include: crawling, sitting, standing, walking, running, and jumping. Fine motor refers to mastering precise and accurate small muscle movements of the fingers. These include reaching, grasping, and manipulating small objects. Motor development also encompasses sensory development.

Which community professional would be most appropriate for physical development?

An Occupational Therapist (OT)

Why bring in an Occupational Therapist (OT)?

Occupational Therapists (OT) are regulated health professionals who work with people to maximize their participation in learning opportunities of daily living. OTs use information from teachers, parents and special needs resource staff, as well as clinical observation to assess children's functional abilities. OTs seek to identify learning opportunities, equipment and environmental changes that will enhance children's participation and development.

Information was taken from Holland Bloorview Kids Rehabilitation Hospital Community Outreach Service brochure.

Connectability:

Practical Strategies for Developing Fine Motor Skills

<http://connectability.ca/2011/03/21/practical-strategies-for-developing-fine-motor-skills>

[FINE MOTOR]

Setting up a planned learning opportunity where children are able to use different tools to pick up and sort items is a great way for children to practise their eye-hand coordination, improve manipulative skills, as well as improve their adaptive skills. Using various tools encourages the children to find different ways to make them work and can help them develop control over their pincer grips (when applicable). Examples include:

- Chopsticks
- Spatula
- Spaghetti spoon
- Spoons/Forks
- Tongs
- Eye dropper
- Pliers
- Syringe

Set up the learning opportunity in a way where the children need to use the tools. (E.g., hiding small objects in sand, in dirt, freezing things in ice and have the children use the different tools to get to the item, sort them into ice cube trays, etc.).

Ideas for small muscle learning opportunities:

Small muscle learning opportunities require a lot of use of the fingers and small muscles of the hand. Examples of these planned learning opportunities include:

- Padlocks with keys
- Boxes with lids
- Jars with screw top lids
- Different types of door locks and bolts to remove with a tool
- Pouring liquids/solids from one container into another (extension: pouring through a funnel, pouring through a strainer and then into another container)
- Manipulating buckles, buttons, zippers, safety pins, studs, laces, Velcro, snap-ons, etc.
- Tracing around stencils
- Painting with a spray bottle
- Playing connect the dots
- Stamping exercises
- Lacing learning opportunities
- Sticker learning opportunities
- Pennies in a piggy bank
- Making goop
- Making, stirring, rolling and pounding play dough
- Rolling small balls out of tissue paper, then gluing the balls onto construction paper to form pictures or designs

Hide & Seek using play dough or silly putty:

This is another great planned learning opportunity to help young children improve their manipulation skills:

- Stretch out silly putty or play dough and hide coins or any tiny objects in it, then mush it up into a ball.
- Encourage the child to pull the putty/play dough apart and find all the objects you put in there.
- You can also put “googley” eyes in it and when you shake the putty/play dough you can hear the eyes wiggle. Children will love this silly idea!

The following is a list of creative, fine motor “food type” planned learning opportunities that can easily be set up in the classroom. The children will love the fun and exciting ways that they get to be creative.

Note: always use food items with caution; keep in mind the different allergies that the children may have and be aware of social economic status of the participants.

- **Pudding Painting:** Have the children help you make an instant pudding mix. You can also buy the pudding pre-made. Use different types of paper or paper plates to finger paint on.
- **Fruit Juice Painting Cubes:** Freeze juice with strong colors (grape, orange, cranberry) into ice cubes. Take cubes out to draw with on white paper.
- **Magic Milk Paint:** Open a can of sweetened condensed milk and place in muffin tins. Add a few drops of food color and paint with Q-tips. It dries very shiny
- **Marshmallow Pictures:** Create different types of pictures or things by gathering toothpicks and different sizes and colours of marshmallows and poking the toothpicks into the marshmallows. Examples of things children can make include snowmen, vehicles, etc.

Barber Shop with Play Dough:

- Ahead of time, roll the play dough into balls representing people’s heads (decorate as you see appropriate) and put straws into the top to represent hair
- A variety of straws can be used (e.g., thin, thick, swirly, bendy, short and long straws etc.).

It is important to be mindful of the developmental level of the children in your program and cater the number of steps in the process and dialogue to their own individual needs.

Encourage children to use scissors to cut the ‘straw hair’ as short as they want. Ensure scissors are supportive of all the children’s skill levels and support children during the learning opportunity where needed.

Doing "laundry":

Set up small pieces of clothing (e.g. doll clothing) in the sensory bin. If possible, add water and soap and encourage the children to practise washing the clothes.

MATERIALS/PREPARATION:

- Small scrubbers
- Sponges
- Wash board
- Clothes pegs, etc.

CHILDREN CAN:

- Use the scrubbers and sponges to "clean" the clothes
- "Dry" the clothes by using their hands to squeeze out any excess water
- Hang the clothes up to dry on a clothesline with the clothes pegs
- Fold the clothes once they're dried
- Iron clothes (optional)

This is also an excellent way for children to interact with their peers, problem solve, work together, share and take turns.

[GROSS MOTOR]**Movement Interpretations:**

Children can interpret almost every experience, thing or event by exploring different types of movement and making it their own creatively. Keeping these movement interpretations open-ended allow the children to discover, understand, and appreciate their imagination while learning more about their emotions and developing their gross-motor skills. Take the list below as examples. These movement interpretations can be expanded with endless possibilities:

1. LIFE CYCLE OF A BUTTERFLY

- a) caterpillar crawling
- b) caterpillar eating grass
- c) caterpillar hanging very still from branch/twig
- d) chrysalis hanging very still
- e) butterfly emerging from chrysalis
- f) butterfly drying its wings
- g) butterfly flying

2. AIRPLANE SEQUENCE

- a) starting motor
- b) taking off
- c) flying
- d) arriving
- e) landing safely

3. POPCORN

- a) butter melting
- b) popping
- c) everyone ending in a ball shape on the floor, all "popped"

4. WATER

- a) dripping
- b) flooding
- c) flowing in a fountain
- d) freezing
- e) melting
- f) spilling
- g) sprinkler

5. LAUNDRY

- a) inside washing machine
- b) inside dryer
- c) being scrubbed on a washboard
- d) being pinned to a clothesline
- e) drying in the breeze

[GROSS MOTOR]

Variations on Jumping Rope:

Although rope jumping can be difficult for young children, it can help improve their locomotor skills, physical fitness, and motor planning. The children can jump over the rope for height and timing, or with both feet and alternating feet.

- **Rope line:** Children jump from side-to-side over length of rope, forward, then backward.
- **High water:** Two children hold a rope between them (loosely in hands). The third child attempts to jump over the rope forward, backward, sideways, and at progressive heights.
- **Snake:** Two children hold a rope between them (loosely in hands) and move it back and forth on the floor like a snake. The third child attempts to jump over the rope.
- **Swing jump:** Two children hold a rope between them and swing it back and forth. The third child jumps over the rope.
- **Circle:** Teacher or child is in the middle of the circle and turns with the rope so that each child must jump as it passes.
- **Run:** Two children turn the rope between them and the third child tries to run through without the rope touching him or her.
- **Circus tight rope:** Create a circus tight rope on the ground with the rope. Next show them how to walk on this by placing one foot in front of the other, then have them try.

Simon Says:

Playing Simon Says can help your children develop body awareness as well as spatial awareness. Not only can they practise their gross motor skills, they learn to listen and follow instructions. Remember to keep it fun and to really get the children to practise moving about rather than just standing in one place.

Throwing Beanbags:

Have the children throw beanbags into containers, buckets, etc. The children can also throw them at empty standing bottles and/or cans to try and knock them down. Not only is this a great way for children to practise their eye-hand coordination, it is also a great way for children to socialize and take turns with their peers.

[GROSS MOTOR]**Ball Painting:**

Have children roll a ball in paint and then roll it down a strip of large paper. You can also get the children to roll the ball back and forth to each other. Remember to use different types of balls: (e.g., big, small, balls with textures, balls with different weights, etc.).

Shoe Box Walk:

- Lay a path of 6-10 shoe boxes filled with different materials (e.g., cotton balls, shag carpet, AstroTurf, fake fur, shredded paper, etc.).
- Help children walk through the path and explore the materials with bare feet or with socks on.
- To extend the learning opportunity, place the boxes further apart or closer together as needed, as well as change the shape of the path (S shape, etc.).
- It is important to be mindful of the developmental level of the children in your program and cater the number of steps in the process and dialogue to their own individual needs.

Music/Dance:

Children can bounce, sway, wiggle, run, jump, and move specific body parts (arms and legs) to the various types of rhythms. Have fun listening to a range of music and dance styles.

To extend this planned learning opportunity bring in:

- Home made instruments (e.g., paper plate tambourines, bottles, etc.)
- filled with various materials to make noise (water and confetti, beans, coins, etc.)
- Scarves – move the scarves to the beats
- Parades – march to the music (fast and slow)
- “Ring around the Rosie” or “Chicken Dance” or other active songs are ways for you to have the child side step, lower themselves to the ground and rise again

[GROSS MOTOR]

Walks:

Children can explore types of textures and surfaces that will enhance their balance and sensory awareness. Try hills, grass, gravel, sand, bath mats, sticky paper, and bubble wrap.

- To build your own hilly areas: Gather blankets, pillows and cushions. Place a large blanket over them and tape it down. Encourage children to walk, roll, etc. over the large 'mountain.'

Animal Movements:

This activity offers children a creative way to practise hopping, jumping, crawling, stretching, and moving.

- Hop like a kangaroo
- Crawl like a dog/cat
- Stretch out like a bear
- Gallop like a horse
- Slither like a snake
- Waddle like a duck

Ball Play:

Ball play is a great way to practise gross motor and build turn taking skills. Label "My turn", then roll or throw the ball, when it is the child's turn say, "your turn." Try building anticipation by counting, "1, 2..." pause "... 3," and then on three throw the ball.

- Use balls with different textures (e.g., bumpy, squishy, hard, soft, etc.).
- Use balls that are different sizes and weights: weights (e.g., small, big, heavy, light, beach ball, etc.).
- Rolling the ball back and forth supports the child's balance in the sitting position.
- Throwing balls back and forth: practise balance and coordination.
- Throw balls at a target: place a block tower in front of your child and encourage them to hit the tower.
- Hang a ball from the ceiling – encourage your child to touch the ball. They will practise jumping and stretching.
- Kicking the ball: supports children in practising to shift their weight to one foot.

[GROSS MOTOR]**Pushing and Pulling:**

Practise different pushing and pulling learning opportunities that will strengthen your child's muscles and enhance their coordination and balance.

- Wagons – Provide your child with a small wagon which they can fill up, empty, and pull around with them.
- Push Play Toys – Pretend lawn mowers or other toys are great for toddlers.
- Pull Toys – You can always make a pull toy out of stuffed animals or play trucks by simply tying a rope around the toy. Be careful that it is not long enough to be a choking hazard.

Jumping:

Jumping greatly strengthens your child's leg and feet muscles and enhances their coordination and balance.

- Pretend to be a jack-in-the-box. Have your child squat down low and then jump up like a jack-in-the-box. You can even sing this song while you play:
 - *Pop Goes the Weasel Tune*
Down, down, down he goes,
Down to the bottom.

When someone opens the box Out pops Jack

Jumping continued

- Two foot jumps – have your child try to jump with both feet off the ground
- Jump in the water – set out a blue blanket or carpet and encourage your child to jump in the water
- Jump off Step – Have your child stand on a step and jump from the first step to the floor. Depending on the developmental level, the child can hold one of your hands or not.

[GROSS MOTOR]

Songs

DANCE

She didn't dance, dance, dance
She didn't dance at all today
She didn't dance, dance, dance
No, nor yesterday
So dance her up and up and up and up
Dance her up to the sky;
Dance her up and up and up and up
And she'll be down by and by
She is like a lady,
She is like a queen,
She is like a lady
Off to the fair at Lynn
So dance she up and up and up and up
Dance her up to the sky
Dance her up and up and up and up
And she'll be down by and by

HORESY HORSEY

Horse, Horse, don't you stop
Just let your feet go flipperty, flop
Let your tail go swish
And your wheels go round
Gippety up, we're homeward bound
We ain't in a hurry, we ain't in a scurry
We don't have a very heavy load
Oh horse, horse, don't you stop
Just let your feet go, flipperty flop
Let your tail go swish
And your wheel go round
Gippety up and we're homeward bound

JACK BE NUMBLE...

Jack be nimble, Jack be quick
Jack jump over the candlestick.

I'M A BIG RED FIRE TRUCK

(Sung to I'm a little tea pot)
I'm a big red fire truck long and stout.
When I am needed I roar and shout.
People love to see me rush about
Just turn me on and head me out.

I'm a big red fire truck stout and long.
Here is my ladder, tall and strong.
When I get a call, you'll hear my song.
Just climb aboard and turn me on.
Hurry Hurry Drive The Firetruck
Hurry hurry drive the firetruck (X3)
Ding, ding, ding, ding!
Hurry hurry spray the water (X3)
Ding, ding, ding, ding!
Hurry hurry climb the ladder (X3)
Ding, ding, ding, ding!
Hurry hurry save the baby (X3)
Ding, ding, ding, ding!
Hurry, hurry back to the station (X3)
Ding, ding, ding, ding!

LET'S GO WALKING

Let's go walking, walking, walking
Let's go walking, walking so
Let's go walking, walking, walking
Let's go walking walking so
Walking high, walking low
Walking fast, walking slow
Let's go walking, walking, walking
Let's go walking, walking, walking
Let's go walking, so.

[GROSS MOTOR]**JACK IN THE BOX**

Jack in the box
Sits so still
Won't you come out
Yes I will

LONDON BRIDGE IS FALLING DOWN

London Bridge is falling down
(when sing "down", we go down)
Falling down, falling down,
London Bridge is falling down
My fair lady, oh!
Build it up with bricks and stones
Bricks and stones, bricks and stones
Build it up with bricks and stones
My fair lady, oh!

ROW ROW ROW YOUR BOAT (ROCK, BOUNCE)

Row row row your boat,
Gently down the stream
Merrily, merrily merrily merrily
Life is but a dream,
***repeat with Rock, rock, rock your boat...
Bounce, bounce, bounce ... Etc***

HEAD AND SHOULDERS

Head and shoulders
Knees and toes
Knees and toes
Knees and toes
Head and shoulders
Knees and toes
Eyes ears mouth and nose

RING AROUND THE ROSE

Ring around the Rosie
A pocket full of posies
Hush a Hush a we all fall down!
Picking up the daisies and the buttercups
Hush a hush a we all stand up!

ROLLY POLLY *(do actions with words)*

Rolly polly, roly polly
Up, up, up, down, down, down,
Rolly polly, roly polly,
In, in, in, out, out, out
Rolly polly, roly polly
Front, front, front, back, backm back
Rolly polly, roly, polly
Fast, fast, fast, slow, slow, slow

SLEEPING BUNNIES

*See the sleeping bunnies,
sleeping till it's noon
Shall we wake them with a merry tune?
Oh so still, are they ill?
Shhh...
Wake up sleeping bunnies hop, hop, hop
Wake up sleeping bunnies hop, hop, hop
Wake up sleeping bunnies hop and stop!
***you can change up the animals (frogs,
kangaroos, lions)*

STEPPING STONES

Stepping over stepping stones
One, two, three
Stepping over stones
Wont' you follow me
The river's very fast
The river's very wide
Stepping over stepping stones
We're reached the other side.

Connectability Resources for Professionals:

Workshop *Playing to Learn* <http://connectability.ca/2010/09/25/playing-to-learn/>

Joining In Play article <http://connectability.ca/2010/09/23/joining-in-play/>

Social Skills Program <http://connectability.ca/2010/10/29/using-the-school-age-social-skills-program-kit/>

Connectability Resources for Parents/Families

Building Social Skills <http://connectability.ca/2010/09/23/building-social-skills/>

Tip Sheet: *Everyday Opportunities to Practice Turn Taking* (appendix)

Tip Sheet: *Planned Learning Opportunities That Encourage Sharing and Co-operating* (appendix)

Play Skills

DESCRIPTION, PLANNED LEARNING OPPORTUNITIES & SONGS

Children use play as an avenue for learning and generalizing new skills and concepts. Children need opportunities to imitate, explore, and learn through trial and error to gain skills in all areas of their development.

TYPES OF PLAY THAT CHILDREN ENGAGE IN:

Solitary play: Children engage in play on their own and do not play with other children

Onlooker play: Children observe other children's play but do not join in

Parallel play: Children play beside one another but do not engage in play together

Associative play: Children engage in play with one another in a loosely structured way

Cooperative play: Children engage in play with planning and assigning roles

Turn-taking opportunities allow children to learn how to play with their friends.

[CREATIVE]

Keep On Moving

MATERIALS/ PREPARATION: Just your bodies!

LOCATION REQUIREMENTS: Carpet area or another big space that you can move around in

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Help children to find their own personal space in the room where they can move without touching another child.
- Introduce the learning opportunity by saying, "Today we are going to pretend the room is filled with very different things. Listening and thinking about the different things will help us move. For example, what if the room was filled from the floor to the ceiling with balloons and we had to move? How would we do it? Show me with your body how you would move. How would it feel on your body?"

EXTENSION/ADAPTATION:

- Other examples include: jell-o, snow, mashed potatoes, sand, ice, water, honey, frozen yogurt, ice cream, cotton candy, glue, rubber tires, pillows, jelly beans, etc. Be creative with it and have fun!

WHAT I LEARN:

Physical: As I move around the room and turn my body into different shapes, I am practising my gross motor muscle coordination and my balance.

Social: As I listen to the instructions of the teacher and play alongside others, I am enhancing my social skills by observing how different people may think of different things.

Emotional: I enjoy moving around and pretending. When I play with you and am silly with you, my trust in you is heightened, and a stronger attachment is formed.

[CREATIVE]

Puffy Paint

LOCATION REQUIREMENTS: On large table

DIRECTIONS/ SUGGESTIONS:

- Encourage children to use squeeze bottles to make different shapes, patterns and designs on their papers.
- Label the child's actions, and discuss with them what they are doing and what they are making. Be sensitive to the fact that at this age it is about process over product. However sometimes children do have insight into what it is that they are creating.

RECIPE:

- Squeeze bottles
- Flour
- Salt
- Water
- Tempera Paint
- Mix equal amounts of flour, salt, and water
- Add liquid tempera paint for colour
- Pour mixture into squeeze bottles and paint (mixture will harden in a puffy shape)

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by adding additional colours, or by playing music and encouraging children to paint or spray to the beat of the music.
- This planned learning opportunity can also be extended by adding glue to the mixture, which will then allow you to add in different collage items.

WHAT I LEARN:

Physical: As I squeeze the squirt bottle, I am strengthening the muscles in my hand.

Social: As I collaborate on this masterpiece with my friends, I am seeing the beautiful things that can be created when working with others, and am learning important lessons about turn taking and sharing.

Emotional: I like working with my friends to create a beautiful piece of art, and I am excited to see the different things that we can create together as we collaborate.

[CREATIVE]

Spray Bottle Mural

MATERIALS/ PREPARATION:

- Masking tape or bull-dog clips
- One meter heavyweight paper
- Thin red, yellow and blue paint in spray bottles
- Aprons

LOCATION REQUIREMENTS: Outside on a brick wall, fence, or easel

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Tape or clip the paper along the fence, brick wall or easel
- Pour paint into the spray bottles
- Ensure children are wearing aprons and encourage them to squirt the paint onto the paper (colours will mix and overlap, creating various patterns on the paper)
- Encourage children to work together to make a beautiful masterpiece

EXTENSION/ADAPTATION:

- This learning opportunity can be extended by adding additional colours, or by playing music and encouraging children to paint or spray to the beat of the music

WHAT I LEARN:

Physical: As I squeeze the trigger on the squirt bottle, I am strengthening the muscles in my hand.

Social: As I collaborate on this masterpiece with my friends, I am seeing the beautiful things which can be created when working with others, and am learning important lessons of turn taking and sharing.

Emotional: I love seeing all the beautiful colours blend into each other. Sometimes I get frustrated when they do not go exactly where I want them to, but I like it when you encourage me and compliment the artwork.

[PRETEND PLAY]

Taxi Cab Driver

MATERIALS/ PREPARATION:

- Large appliance box or boxes
 - Paint
 - Plastic or paper plates
 - Paint brushes
 - Tacky glue
 - Craft knife or box cutter
 - Coloured construction paper
 - Coloured tape
1. Make a car that can fit at least two children inside (driver and passenger)
 2. Cut out doors on both sides of the box
 3. Glue smaller boxes to the front and back of the main box for the trunk and the hood of the car
 4. Separate the flaps of the box and pull them up to use as a windshield
 5. Paint the car, add construction paper, add racing stripes with coloured tape
 6. Cut out lights from construction paper and attach them to the front and the back of the car
 7. Attach coloured paper or plastic plates on each side for wheels
 8. Use a paper plate for the steering wheel

LOCATION REQUIREMENTS: Pretend play area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Upon completion of the creation of the taxi cab, children will be interested in it and want to drive it (this is a great chance to practise turn taking and sharing, as only one child can be the driver of the car).
- Encourage children to take turns being the driver or the passenger and if needed, give time warnings and countdowns of when turns are over.

EXTENSION/ADAPTATION:

- If the car is big enough, this planned learning opportunity can be extended by inviting other children to enter the back of the car and pretend they are passengers in the taxi.
- This planned learning opportunity can be adapted by providing big doors, or removing the doors completely for children who are in wheel chairs.

WHAT I LEARN:

Social: When I play with my family and other children I am practising turn-taking and sharing, and am beginning to understand the importance and meaning of social rules.

Language: When I hear you explain and label what I am doing, I am forming a greater understanding of social rules and expected behaviours, as well as why they are expected.

Emotional: I love driving cars, but I am sad when it is not my turn and I have to wait. However, I am starting to understand that everyone gets a turn.

[PRETEND PLAY]

Feeding Babies

MATERIALS/ PREPARATION:

- Dolls
- Spoons
- Pretend baby food or baby food jar

LOCATION REQUIREMENTS: Pretend play area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Have one child play with two babies and feed one, then feed the other.
- Encourage the child to alternate between babies and explain to them that if one baby has to wait too long they may become hungry. For that reason it is important for the babies to take turns.

EXTENSION/ADAPTATION:

- Depending on the age and developmental level of the children, you could possibly use the children themselves to model the play.
- One child could be the parent and two other children could be the babies who are wanting to be fed; the parent would have to alternate between feeding the children.

WHAT I LEARN:

Physical: As I feed the babies, I am practising basic fine motor skills.

Social: When I play with my family and the babies, I am learning important social rules, such as turn taking and the importance and meaning of sharing.

Language: When I hear you explain and label what I am doing, I am forming a greater understanding of social rules of expected behaviours as well as why they are expected.

[PRETEND PLAY]

Fishing Game

MATERIALS/ PREPARATION:

- Construction paper, scissors
 - Bin
 - Mac tac or laminator
 - Paperclips, long thin stick, string, magnets
1. Cut out paper fish and laminate them
 2. Attach paper clips to the mouth area and make a fishing pole from the long stick, string and a magnet

LOCATION REQUIREMENTS: Pretend play area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Place all the fish in the small bin and encourage two or more children to take turns fishing
- Label the children's actions, and introduce the task in a way that motivates the children to work together to get all the fish

EXTENSION/ADAPTATION:

- Depending on the age and developmental level of the children, you can add numbers to the fish or colours and ask the children to try to fish for specific fish (e.g., "Can you get the red fish?", or "Can you get the number 1?", etc.).

WHAT I LEARN:

Social: When I play with others, I am practising turn-taking and sharing, and am beginning to understand the importance and meaning of such social rules.

Language: When I hear you explain and label what I am doing, I am forming a greater understanding of social rules of expected behaviours, as well as why they are expected.

Cognitive: When you introduce concepts of colour and numeration to the play, I am learning and applying concepts without even noticing.

[SENSORY]

Goey Gunk

MATERIALS/ PREPARATION:

- 1 cup water
- 2 cups white glue
- Food colouring
- 1 1/3 cup warm water
- 4 tsp Borax
- Large Spoons
- Airtight container
- Tools for cutting and rolling

Solution A:

- 1 cup water
- 1 cup white glue
- 2tbsp. liquid tempera paint or 10-15 drops food colouring

Solution B:

- 1 1/3 cup warm water
- 4 tsp. Borax laundry booster

DIRECTIONS/ SUGGESTIONS:

- This is a great material to mould, bounce, twist and sculpt with. It is a rubbery-like substance which the children will love.
- Encourage children to try to make different shapes and encourage them to share the different tools.
- Label the children's work and try to get them to encourage their friends in their work (e.g., "Wow, look how Billy is making his goey gunk really long").

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by adding scissors to it; it is a soft and easy material to cut, and great for children who have not had a lot of practise with scissors.
- For children who may have sensory sensitivities, you can provide rubber gloves to protect their hands so they can continue to play.

WHAT I LEARN:

Physical: As I bend, twist, stretch and mould the goey gunk, I am enhancing my fine motor skills, as well as my eye-hand coordination.

Creative: I am engaging in original thinking, imagination, and expression (both verbal and non-verbal).

Social: When I play with the goey gunk, it enhances my relations with others as I cooperate and share with them.

Emotional: This is a soothing sensory learning opportunity, and it calms me when I feel overwhelmed or over-stimulated.

[SENSORY]**Goop****MATERIALS/ PREPARATION:**

- 1 Box cornstarch
 - 2 cups water
 - Food colouring (optional)
 - Plastic container, cookie sheet or washable tray
1. In a plastic container, pour in some cornstarch (the precise amount of cornstarch you start with does not matter). You will be adding water and cornstarch until you get it to the consistency you like
 2. Continue to add water to the cornstarch until the mixture is not powdery, but slimy. If you make the consistency too watery, simply add a little more cornstarch.
 3. To make homemade goop in all sorts of different colours, simply add food coloring to the process
 4. You can use a variety of tools, like a fork or wooden spoon to mix all the ingredients together thoroughly, or you can simply use your hands to mix

DIRECTIONS/ SUGGESTIONS:

- Goop is an excellent sensory/science learning opportunity for young children as the texture changes depending on how you mould it or play with it.
- In order to promote play skills, it is important to promote sharing. You can try 1) putting the goop in a large enough bin for multiple children, or 2) provide different play tools which require turn taking and sharing.

EXTENSION/ADAPTATION:

- For children who may have sensory sensitivities, you can provide them with rubber gloves to avoid getting the goop directly on their hands, or encourage them to use tools to explore.

WHAT I LEARN:

Physical: As I mould, shape, squeeze, pinch, and play in the goop, I am practising fine motor control and strengthening the muscles in my hand.

Social: As I play, share, and take turns with my friends around me, I am learning patience and self-control.

Cognitive: As I play, shape, sculpt, and explore the properties of goop, I am creating a representation of goop and beginning to understand how it changes into different forms (from solid to liquid and back).

[SENSORY]

Rainbow Stew

MATERIALS/ PREPARATION:

- 1 cup cornstarch
 - 3/4 cup sugar
 - 4 cups water
 - 2 different primary colours (food colouring or liquid water colours)
 - Zip-close freezer bags
 - Sturdy tape (e.g. duct tape)
1. Mix first three ingredients in a pot
 2. Place on medium heat, stirring constantly until thickened
 3. Remove from heat and let cool
 4. Divide into bowls and add one colour to each bowl. Place one or two heaping tablespoons of each coloured mixture into each child's freezer bag. Use sturdy tape for extra security

[SENSORY]

Rainbow Stew

MATERIALS/ PREPARATION: On previous page

LOCATION REQUIREMENTS: Large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage the children to mash and mix the colours together and discuss what they see happening
- Hold bags up to the light or tape them to a window to really see the colours coming through
- This is a great material for the children to experiment and play with, and an excellent learning opportunity for children who have a sensory sensitivity and do not like to directly touch the material
- In order to practise play skills through this learning opportunity, it is important to introduce it in such a way which allows for turn-taking and sharing. For example, you could give the bags out in a staggered way so that some children watch another child mix colours while the other children can comment and guess what colour it is going to become, etc.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by taping the bags to the table and providing the children with cars that they could drive over the bag and make different patterns and tracks
- This planned learning opportunity can also be extended by creating different combinations of colours for the children to experiment with

WHAT I LEARN:

Physical: As I bend, twist, stretch and mould the material, I am enhancing my fine motor skills and my eye-hand coordination.

Social: When I play with the other children, it enhances my social skills as I cooperate and share with them.

Emotional: This activity calms me when I feel overwhelmed or over-stimulated as it is a soothing sensory learning opportunity.

[TABLE TOP]

No-Mess Messy Paint

MATERIALS/ PREPARATION:

- Colored finger-paint (red, yellow, blue)
- Ziploc bags
- Optional: duct tape

LOCATION REQUIREMENTS: Large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Put one blob each of red and yellow paint in one bag and zip it up. To prevent leaking, insert the bag, seam down, into a second bag, or seal the bag with duct tape.
- Prepare a bag with yellow and blue paint, and another bag with blue and red paint.
- Demonstrate to children that they can squish the blobs of paint together to see that red and yellow make orange, yellow and blue make green and blue and red make purple, as well as "writing" letters, numbers, and shapes through the plastic.

EXTENSION/ADAPTATION:

- Experiment with different liquids or gel-like substances (hair gel, glue, cornstarch in water, ketchup, etc.).
- Puncture a small hole in the bottom of the plastic bag and use it to squeeze like a pastry bag to write and draw on paper or a tray.
- Try putting all the colors in one bag, and learn about brown.

WHAT I LEARN:

Physical: I am enhancing my fine motor skills by opening and closing my fingers and by using different fingers to mix the colors.

Cognitive: I am getting the opportunity to explore concepts related to letters and shapes which can help with my communication and language skills.

[TABLE TOP]

Connector Blocks

MATERIALS/ PREPARATION:

- Large connector blocks (e.g., Mega Blocks, Lego, etc.)

LOCATION REQUIREMENTS: Large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to work together to build a castle, a tower, a house, etc.
- Facilitate social play by demonstrating how to work together, encourage each other, and share materials.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by adding toy animals, people, cars, etc. to the play and allow children to take the play wherever they want to go.
- For a sensory adaption you can add pom-poms, cotton balls, or a similar material and watch as the children's creativity takes them to new places.

WHAT I LEARN:

Physical: As I build towers and castles with the blocks, I am practising my fine motor and gross motor skills.

Social: When I play with the other children and build with them, I am learning important social skills as we interact.

Emotional: I am happy when I build a great big tower, and sometimes sad when others knock it down. However, it is important for me to learn about how to handle my disappointment and frustration when it does occur so that I look forward to continuing to learn about different methods of handling my emotions, and to continuing to play with my friends

[TABLE TOP]

Nesting Toys

MATERIALS/ PREPARATION:

- Gather several aluminum or tin cans of various diameters such as coffee, soup, tomato paste, and large juice cans (you can also use plastic containers)
- With one end removed, clean and soak off labels from each can
- Hammer down the edges until they are flat and very smooth; use cloth or vinyl tape to cover the rims and edges
- With the tape, make stripes around each can (primary colors work well). Nest the smaller cans inside larger ones. If you turn the cans upside down, you can stack them to make a tall tower

LOCATION REQUIREMENTS: Large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- For this learning opportunity children can play together to stack, build, and practise seriation and other math concepts while working together.
- Facilitate social play by asking and encouraging children to play, build, and create with each other. Encourage them to communicate, share, and take turns together.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by providing other materials, blocks, people, cars etc. and allow children to take the play where they want to take it.

WHAT I LEARN:

Physical: As I play, stack, and line up the tins, I am practising both my fine motor and gross motor coordination.

Social: When the other children and I work together to stack, line up, and knock over the tins, we are enjoying a cooperative task and are enhancing our social skills.

Emotional: I enjoy seeing what I can do and how high I can make the tower, and I am excited to work with other children to do such things.

[TABLE TOP]

Rolling a Ball

MATERIALS/ PREPARATION: Small balls

LOCATION REQUIREMENTS: Large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- This learning opportunity is designed to encourage reciprocal play between child and parent or caregiver, or between one child and another child.
- Families are encouraged to roll the ball back and forth across the table, focusing, and trying to keep the ball from falling on the floor.

EXTENSION/ADAPTATION:

- If it is too difficult for children to keep it on the table, or if children are becoming frustrated, you can move the learning opportunity to the floor, sitting with your legs open, facing the other person.
- Once children become comfortable with this, you can try either moving back to the table, or you can remain on the floor and try to roll the ball on cue with music.
- By adding multiple players you are also change and adapt the learning opportunity.

WHAT I LEARN:

Physical: As I roll the ball to the other player, I am practising my gross motor muscle coordination, and as I catch it I am enhancing my hand-eye coordination.

Social: As I roll the ball to the to the player, I know that I have to wait for my next turn, but am excited when it rolls back to me.

Emotional: I am excited to learn how much I can do and feel proud when I learn a new skill.

[FLOOR TIME]

Keep it Up!

MATERIALS/ PREPARATION: Balloon(s)

LOCATION REQUIREMENTS: Large area on the floor

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Blow-up balloon(s) ahead of time and be aware of potential safety hazards.
- Gather children together in a large group, or break up into smaller groups or partners.
- Show children how to play the game: pass the balloon back and forth or around circle while keeping the balloon up in the air. Demonstrate how the balloon can be kept in the air (e.g., using your body, blowing, etc).
- Encourage children to participate in the game and try calling out body parts to encourage the children to use a variety of muscles, (e.g., "Try using your mouth to blow", or "can you use your elbow?", and demonstrate with actions).

EXTENSION/ADAPTATION:

- To increase complexity of activity, try adding multiple balloons at one time, or adding as the children play. Also try only using one body part (e.g., blowing only) to keep the balloon up.
- If children have limited mobility, encourage the use of body parts that they are able to move, or have them help with calling out names of body parts for the other children to use.

WHAT I LEARN:

Social: I am learning about turn-taking when I let a friend have a turn with the balloon.

Physical: I am increasing my hand-eye coordination when I concentrate on the balloon and make movements to keep it up. I'm using my gross motor, and am increasing my oral and motor skills

Emotional: I feel good when I am able to keep the balloon up.

Language: I am learning about the importance of talking to friends and playing with others. I am also labeling actions that I am doing.

[SONGS]**HELLO EVERYBODY**

Hello everybody, and how are you,
how are you, how are you?

Hello everybody, and how are you and
how are you today?

Hello everybody, let's clap our hands,

Clap our hands, clap our hands

Hello everybody, let's clap our hands

Clap our hands today. *

A HUG AND A KISS

Oh, a hug is not a hug, until you give it away

Give it away, give it away

A hug is not a hug, until you give it away

It will come right back to you.

A kiss is not a kiss, until you give it away

Give it away, give it away

A kiss is not a kiss, until you give it away

It will come right back to you.

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it,
clap your hands

If you're happy and you know it,
clap your hands

If you're happy and you know it and you really
want to show it

If you're happy and you know it,
clap your hands.

***Go through the rest of emotions, excited,
angry, sad, shy, silly, etc.

PEEK-A-BOO

Peek-a-boo peek-a-boo I see you,

Peek-a-boo peek-a-boo I love you.

LITTLE SANDY GIRL

See the little sandy girl, sitting by the shore

Crying, crying, til his eyes are sore.

Stand up Sandy girl and wipe your tears away

Choose the one you like the best and when
you go out to play.

Tra-la-la-la-la, Tra-la-la-la-la

TEA

Here's a cup of tea

And here's a cup

And here's a pot of tea.

Pour a cup and pour a cup and

Drink it up with me.

THE MORE WE GET TOGETHER

The more we get together, together, together

The more we get together

The happier we'll be

Because your friends are my friends

And my friends are your friends

The more we get together the happier we'll be

**DOGGIE, DOGGIE, WHO'S GOT Y
OUR BONE**

Doggie, doggie, who's got your bone

Somebody stole it from your home...

Guess who, maybe you

Maybe the money from the zoo.

Wake up doggie, find your bone

If you find it bring it home

LONDON BRIDGE IS FALLING DOWN

London Bridge is falling down (when sing
"down", we go down)

Falling down, falling down

London Bridge is falling down

My fair lady, oh!

Build it up with bricks and stones

Bricks and stones, bricks and stones

Build it up with bricks and stones

My fair lady, oh!

ICE CREAM

You be the ice cream
And I'll be the freezer
You be the lemon
And I'll be the squeezer

You be the hot dog
And I'll be the bun
You be the baby
And we'll have some fun!

TWO LITTLE BIRDIES

Two little birdies sitting in a tree
One named Quiet (whisper)
One named Loud (louder voice)
Fly away quiet (whisper)
Fly away Loud (louder)
Come back Quiet (whisper)
Come back Loud (louder)

ROW ROW ROW YOUR BOAT

Row row row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.
**Repeat with Rock, rock, rock your boat...
Bounce, bounce, bounce...Etc**

SALLY GO ROUND THE SUN

Sally go round the sun
Sally go round the moon
Sally go round the sun
On a Saturday afternoon
(*can change date and use child's name*)

SLEEPING BUNNIES

See the sleeping bunnies,
sleeping till it's noon
Shall we wake them with a merry tune?
Oh so still, are they ill?
Shhh...
Wake up sleeping bunnies hop, hop hop
Wake up sleeping bunnies hop, hop, hop
Wake up sleeping bunnies hop and stop!
*** *You can change up the animals (frog, kangaroos, lions)*

ZOOM, ZOOM, ZOOM

Zoom, zoom, zoom
We're going to the moon
Zoom, zoom, zoom
We're going to the moon.
If you want to take a trip
Climb aboard my rocket ship
Zoom, zoom, zoom
We're going to the moon
5, 4, 3, 2, 1, Blast Off!!!

HUNGRY

We're hungry!
What will we eat?
We have some rice,
We have some dhal,
We have some potatoes,
We have some soup,
So...
Stil the pot, kir-a-ka-da,
Kir-a-ka-da, kir-a-ka-da
Kir-a-ka-da
So...
This is for Papa,
This is for Mama,
This is for sister,
This is for brother,
And this is for you!
So...
The pot is empty;
Give the crumbs to the birds

Self-Help Skills

DESCRIPTION, PLANNED LEARNING OPPORTUNITIES & SONGS

Self-help refers to skills children use to support their daily living learning opportunities, such as: feeding, toileting, dressing, washing, etc.

Which community professional would be most appropriate for self-help skills?

A Toronto Public Health Nurse

Why bring in a Toronto Public Health Nurse?

Toronto Public Health Nurses promote the health of children, youth and families, and of people in their reproductive years, as well as the mental health and well-being of all Toronto residents. Programs that help to promote these areas include: child health, reproductive health, dental health, homelessness prevention, violence prevention, and mental health.

Information was taken from the City of Toronto Public Health Nurse website: www.toronto.ca/health/phnurse_index.htm

TORONTO PUBLIC HEALTH PROGRAMS FOR FAMILIES AND CHILDREN

1. **Peer Nutrition Program:** Aimed at improving the feeding practices and skills of parents/caregivers and children (6 months – 6 years). Sessions are led by trained Community Nutrition Assistants with support from Registered Dietitians.
2. **Nobody's Perfect:** For children 18 months – 6 years. It is an 8 week program for parents/caregivers that uses a participant-centered approach to help parents/caregivers recognize and build on their strengths and to find positive ways to raise healthy and happy children.
3. **Healthy Babies Healthy Children:** Offered for prenatal – 3 years of age. Provides support to families through the prenatal and postpartum period and through the early childhood years.
4. **The Incredible Years:** For children 2 – 6 years. It is a 12 week program for parents/caregivers with a child who want to learn about the social and emotional development in children featuring interactive play, non-violent discipline, logical consequences, and problem solving skills.

Take home strategies on self-help and transitions for families:

Tip Sheet: *Preparing Children for Transitions*
<http://connectability.ca/2010/09/23/preparing-for-transitions/>

Packing a Child-Friendly Snack <http://connectability.ca/2011/10/06/packing-a-child-friendly-snack/>

Using Visual Sequences to Teach Self-Care Skills
<http://connectability.ca/2011/08/31/using-visual-sequences-to-teach-self-care-skills>

Flip-Flop Over the Top
<http://connectability.ca/2011/07/25/flip-flop-over-the-top-sequence/>

Taking Care of Myself-Learning together module <http://connectability.ca/2010/07/24/learning-together/>

[CREATIVE]

Making Pizza

MATERIALS/ PREPARATION:

Be aware of food allergies and sensitivities before preparation

- Round Pitas (white or whole wheat)
 - Pizza sauce
 - Mozzarella cheese
 - Toppings of your choice (veggies, cooked meats, etc.)
1. Preheat oven to 375 degrees, spoon pizza sauce over round pitas. Top with mozzarella and desired toppings
 2. Place on baking sheet and cook for 7 – 10 minutes or until the cheese has melted

LOCATION REQUIREMENTS: Kitchen or large table in classroom

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Make and bake a pizza with the families and children in your program. Have children and parents cut up mushrooms, peppers, grate cheese etc.
- Work together to make the pizza, put it in the oven, and take out when ready.
- Once cooled, children can either eat it together or take it home with them.

EXTENSION/ADAPTATION:

- It is important to be mindful of the developmental level of the children in your program and cater the number of steps in the process to their individual needs

WHAT I LEARN:

Physical: I am enhancing my fine motor skills by cutting, spreading, and spooning the different toppings onto the pizza.

Social: I am interacting and sharing the toppings and supplies with my friends and practising turn-taking.

Emotional: I am proud of myself for making such a yummy pizza.

[CREATIVE]

Mark-Making

MATERIALS/ PREPARATION:

- Large mural paper
- Different sizes, colours, and types of mark making materials such as markers, crayons, pencil crayons etc.

LOCATION REQUIREMENTS: Large table or floor area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Tape the mural paper down to the table or floor area and provide children with a variety of different mark-making utensils.
- Encourage children to draw whatever they want and use whatever mark-making material they would like.
- Try to encourage children to hold the pencil using the pincer grasp .

EXTENSION/ADAPTATION:

- If children have a difficult time holding a pencil or pen, you can attach a foam piece (which you can purchase at various educational supply stores or office supply stores) or you can use a hair curler to put on the base of the mark-making utensil.

WHAT I LEARN:

Physical: As I colour and draw different pictures, I am enhancing my fine motor development and practising my pincer grasp.

Social: I am having fun sharing materials and interacting with my friends at the table. I am enhancing my social skills and practising conflict resolution strategies as they arise, with the facilitation of the teacher.

Emotional: Look what I can do! I enjoy making different pictures and experimenting and exploring the effect of different materials.

[PRETEND PLAY]

Dress-up

MATERIALS/ PREPARATION:

- Have a variety of dress-up clothes with various buttons, zippers, and other closure mechanisms
- Include seasonal items such as sunglasses, hats, snow pants, rain boots, winter boots etc.

LOCATION REQUIREMENTS: In the pretend play area or in an open area on the carpet

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to try on the different articles of clothing and practise using the various buttons, zippers, velcro, and other closure mechanisms.
- Encourage children in their pretend play and simply allow them to become comfortable in the outfits they have chosen to wear.

EXTENSION/ADAPTATION:

- You can always extend and adapt the curriculum that is responsive to individual needs and developmental level of the children in your care. By adding a variety of clothing that they may regularly have difficulty with, you are providing them with the opportunity for practice in their self-help skills.

WHAT I LEARN:

Social: As I play with you, I am practising turn taking and sharing of the materials, while also practising much needed skills for dressing myself.

Emotional: I am proud of myself for doing up my buttons and putting on my snow pants. I am happy when I learn something else that I can do.

Physical: I am practising my fine motor development as I do up my buttons, zippers, and other closures.

[PRETEND PLAY]

Kitchen Play

MATERIALS/ PREPARATION:

- Velcro play food which allows for cutting
- Cutlery
- Dishes
- Other kitchen supplies

LOCATION REQUIREMENTS: In the pretend play area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to use the play food to cook dinner, lunch, create a restaurant, or just to explore.
- Allow children to play freely about the kitchen centre and encourage them where and how to chop if they need assistance.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be expanded by adding play dough and allowing the children to cut and chop the play dough.
- This planned learning opportunity can further be expanded by actually cooking or preparing a meal such as cupcakes or pizza (see corresponding learning opportunities).

WHAT I LEARN:

Social: As I play with you, I am practising turn taking and sharing of the materials, while also practising much needed skills for cutting food and holding cutlery.

Emotional: I am proud of myself when I am able to cut, chop, and prepare food for my friends.

Physical: I am practising my fine motor development as I hold the cutlery to cut and chop my food.

[PRETEND PLAY]

Toilet Learning

MATERIALS/ PREPARATION:

- Dolls
- Pretend toilet
- Sink
- Doll clothing
- Diapers
- Toilet paper

LOCATION REQUIREMENTS: In the pretend play area or an open area on the carpet

DIRECTIONS/ SUGGESTIONS:

- The idea for this planned learning opportunity is to simulate a toilet learning situation where the child is teaching the doll to go to the bathroom on the toilet.
- To do this, provide the child with the necessary props and encourage the child to do it step by step, to check the diaper, remove the dolls pants and diaper, sit on the toilet, use toilet paper, pretend to wash their hands, etc.
- Allow children the opportunity to play with the dolls and the materials given so that they can build skills in empathy.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be expanded by using the dolls to practise a variety of different daily routines such as eating, going to bed etc.
- Remember to base this planned learning opportunity on the developmental level of the child. If the child can only understand two steps, only do two steps and add on as the child becomes more comfortable in the routine.

WHAT I LEARN:

Social: As I play with you, I am practising turn-taking and sharing materials, as we as being socialized in ways that help me through routines that occur regularly throughout the day.

Emotional: I am proud of myself for helping my doll go to the bathroom. I feel confident in what I can do. I am excited to play with you and learn new things.

[PRETEND PLAY]

Kitchen Clean up

MATERIALS/ PREPARATION:

- Dramatic play kitchen dishes (e.g., dishes, pots, pans, cups, plates, etc.)
- Wash cloths
- Water bin
- Drying towels
- Sponges
- Dish rack

LOCATION REQUIREMENTS: Large table or in the pretend play area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Ahead of time, prepare water (e.g., scrubbing plates, adding soap, drying plates, etc.).
- Demonstrate to children what can be done with the water: scrubbing plates, adding soap, drying plates, etc.
- Encourage children to try it themselves and discuss how we help to clean up.

EXTENSION/ADAPTATION:

- It important to be aware of sensory sensitivity and encourage children to explore the activity in ways that reflect individual needs and developmental levels (e.g., gloves can be worn).
- To introduce water play to children, start by encouraging them to explore the water by touching/feeling it.

WHAT I LEARN:

Physical: I am enhancing my fine motor skills by lifting containers with water and improving hand-eye coordination when washing.

Social: I can play alongside my friends and imitate their actions.

Cognitive: I am getting the opportunity to explore concepts related to pouring, and am increasing my vocabulary (i.e., wet, dry, sink, float, in, and out).

[SENSORY]

Sensory Salad

MATERIALS/ PREPARATION:

- Construction paper
- Bowls
- Buttons, pom poms, straws, bits of paper, etc.
- Tongs

LOCATION REQUIREMENTS: Sensory table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Place a bowl in front of each child and encourage children to prepare a "salad" out of the listed materials. Have them tear the construction paper (or lettuce) add the vegetables in (buttons, pom poms, etc.) cut the celery (straws), etc.
- Encourage children to use which ever materials they want and support them in mixing all the ingredients together.

EXTENSION/ADAPTATION:

- You can give each child a plate and ask them to share the salad and dish it out to their friends by using tongs.

WHAT I LEARN:

Physical: I am developing my fine motor skills as I use the tongs to share with my friends.

Social: I am enhancing my social skills when I share materials with others.

Emotional: I am excited to be able to make a pretend salad and am proud of myself. I am learning that it is fun to try to do new things for myself.

[SENSORY]**Brushing Teeth****MATERIALS/ PREPARATION:**

- Dolls (preferably with teeth showing)
- Toothbrushes
- Child toothpaste
- Teeth models

LOCATION REQUIREMENTS: Table or sensory bin

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children and parents or caregivers to practise brushing teeth on dolls or on tooth models.
- Go through step-by-step, wetting the tooth brush, putting toothpaste on the toothbrush, and then brushing teeth and finishing with a rinse.
- Encourage the children to use the materials on the dolls, practising and having fun with teeth brushing.

EXTENSION/ADAPTATION:

- Have children bring in their own toothbrushes and use the facility's sink to brush their own teeth, or encourage the parents and caregivers to continue this learning opportunity upon arriving home.

WHAT I LEARN:

Physical: As I brush my doll's teeth, I am enhancing my fine-motor control and developing my muscles as I move the toothbrush back and forth.

Social: As I play with my family and friends, I am practising my social skills by communicating and interacting with them in new ways.

Emotional: I love learning new things especially when you praise me for it. I am excited to continue to learn, and practise these skills at home.

[SENSORY]

Pouring Cups

MATERIALS/ PREPARATION:

- Plastic kitchen accessories (cups, bowls, spoons)
- Measuring cups
- Water bin or large bowl(s)
- Water

LOCATION REQUIREMENTS: Area on the floor or large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Ahead of time, prepare water bin or large bowl with water and accessories.
- Demonstrate to children what can be done with the water (i.e., scooping, pouring, splashing, pushing, pulling, tipping, etc.)
- Show children different ways of scooping and pouring (i.e., a little vs. a lot, using the measuring cups to look at the amount, etc.).
- Encourage children to try it themselves.

EXTENSION/ADAPTATION:

- To introduce water play to children, start by encouraging them to explore the water by touching/feeling it.
- Experiment by adding food coloring to the water, or objects that can be put into the accessories: this further encourages 'in' and 'out', as well as cause-and-effect.

WHAT I LEARN:

Physical: I am enhancing my fine motor skills by lifting containers with water and improving my hand-eye coordination when I pour the water out.

Social: I can play alongside my friends and imitate their actions. I can also be creative and imagine the water is soup and I am a chef.

Cognitive: I am getting the opportunity to explore concepts related to pouring, and am increasing my vocabulary (i.e., wet, dry, sink, float, in, out, etc.).

[TABLE TOP]

Washing Babies

MATERIALS/ PREPARATION:

- Sensory bin
- Hard plastic baby dolls
- Soap, cloths, loofahs, towels
- Doll clothing

LOCATION REQUIREMENTS: Sensory area in a sensory bin

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Provide children with all the necessary materials to bathe, dry, clothe and care for their babies.
- Encourage children to wash the babies, dry them well, and pick out clothing for them.
- Allow them adequate time to do this and remember to label objects and actions, and to encourage them in what they are doing.

EXTENSION/ADAPTATION:

- It important to be aware of sensory sensitivity and encourage children to explore the activity in ways that reflect individual needs and developmental levels (e.g., you can provide them with rubber gloves or other alternatives that are effective for them to engage with the learning opportunity).
- Because of the possible smells from the soap and the feeling of the water, children might feel overwhelmed if there are a lot of people at the sensory table. Remember to be mindful of this.

WHAT I LEARN:

Physical: I am enhancing my fine motor skills by manipulating the sponges, loofahs, clothes, etc. when bathing the baby dolls, changing the diaper, changing the clothes, etc.

Social: I am interacting and sharing supplies with my friends and practising turn taking.

Emotional: It is fun to play with the babies and get them ready. I like pretending to be an adult and helping them out.

[TABLE TOP]

Fastening Fun

MATERIALS/ PREPARATION:

Toys that feature different kinds of fastening and closure mechanisms such as:

- Vests that have buttons, zippers, snaps, Velcro etc.
- Shoes that encourage the practice of tying laces, Velcro, etc.

LOCATION REQUIREMENTS: At a table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Place a variety of different fastening type learning opportunities on the table and encourage parents and children to work together to zip them up, button them, use the Velcro and practise their fine motor skills while playing and interacting with others.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be expanded by bringing in the child's own clothing, coats, shoes, overalls, etc. The children can then practise on their own clothes and are able to further understand how playing with the fasteners and different closure mechanisms can then be transferred to real, everyday life.

WHAT I LEARN:

Physical: As I play with these different fasteners, I am practising important fine motor skills that I will need for many different things.

Social: When I play with my family and the children in the room, I am practising my social skills by talking, interacting, and communicating.

Emotional: I feel proud when I learn to do things on my own. I am excited to continue to learn the new things that I can do.

[TABLE TOP]

Sequencing Cards

MATERIALS/ PREPARATION:

- Either make your own sequencing cards or you can use the ones attached in the Appendix, which demonstrate to children the steps of getting ready for outdoor play (in winter) or putting pants on, etc.

LOCATION REQUIREMENTS: At a table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Print, colour, and laminate or mac-tac cards, and place on the table
- Encourage adults and children to work together to try to figure out which comes first – the boots or the snow pants, until children lose interest or have mastered the sequence

EXTENSION/ADAPTATION:

- This planned learning opportunity can be expanded by printing a double set of cards and laminating them, and using them as a matching game once children are done figuring out the order in which they go in.
- This planned learning opportunity can also be extended by having children practise in real life what they have practiced on the page. For example, once children are finished the winter gear sequencing cards, they can get their own winter coats, snow pants and boots, and see if they can remember the order on their own

WHAT I LEARN:

Physical: As I play with these different cards and move them around, I am practising my fine motor development.

Social: When I play with my family and the children in the room, I am practising my social skills by talking, interacting, and communicating.

Emotional: I feel proud when I learn to do things on my own. I am excited to continue to learn new things that I can do.

[TABLE TOP]

Turn-Taking Games

MATERIALS/ PREPARATION:

- Games such as: matching games, group puzzles, magnet or felt boards, etc.
- Anything that requires turn-taking and sharing

LOCATION REQUIREMENTS: At a table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- This planned learning opportunity is quite simple to set up, although it may require more facilitation than others.
- Encourage children to share, take turns, and interact together in a positive manner.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by adding more children to the mix, and having them continue to take turns and share.
- The more children that are added, the longer the wait time between the children's turns, and the more self-control that will be required of the children.
- Be careful that you are sensitive to the children's developmental level. Do not force children to take turns in big groups, but rather slowly work up to it.

WHAT I LEARN:

Physical: As I play with the toys, I am enhancing my fine motor muscle coordination and control.

Social: When I play with my family and the children in the room, I am practising my social skills by talking, interacting, and communicating. As I wait for my turn I am also practising my self control.

Emotional: I feel proud when I learn to do things on my own and you praise me. I am excited to continue to learn new things.

[DEVELOPMENT SONGS]**CHANGE YOUR DIAPER (SIGN SONG)**

Oh it's time to change your diaper
cause it's wet,
Oh it's time to change your diaper
cause it's wet,
Yes it's time to change your diaper,
It's time to change your diaper cause it's wet.

EVERYBODY

Everybody do this, do this, do this
Everybody do this, just like me.

WAKE UP

Wake up toes, wake up toes
Wake up toes, and wiggle, wiggle, wiggle
Wake up toes, wake up toes
Wake up and a-wiggle in the morning.
Wake up feet...
Wake up hands...
Wake up head...
Wake up everything...

GOOD MORNING

Good morning, good morning,
good morning to you
Good morning, everybody and how do you do?
Your face is like sunshine,
you give us good cheer
Good morning, good morning,
We're glad that you're here.

GOOD BYE SONG*(ASL– SIGN LANGUAGE)*

Oh, It's time to say
Goodbye to our friends

Oh, It's time to say
Goodbye to our friends

Oh, It's time to say Goodbye,
Make a smile and wink an eye,

Oh, It's time to say
Goodbye to our friends

GOOD MORNING TRAIN

The good morning train is coming,
how are you? Choo choo
The good morning train is coming,
how are you? Choo Choo
The good morning train is coming,
the good morning train is coming,
the good morning training is coming.
How are you? Choo Choo
And we'll say hello to *(child's name)*
how are you? Choo Choo
And we'll say hello to *(child's name)*
And we'll say hello to *(child's name)*
And we'll say hello to *(child's name)*
how are you?
****Repeat until all of the children's names are done.*
And we'll say hello to everyone how are you?
Choo Choo

HELLO EVERYBODY

Hello everybody, and how are you,
how are you, how are you?
Hello everybody, and how are you and
how are you today?
Hello everybody, let's clap our hands,
Clap our hands, clap our hands
Hello everybody, let's clap our hands
Clap our hands today

TWO MORE MINUTES (TUNE OF FRERE JACQUES)

Two more minutes
Two more minutes
Left to play
Left to play
Two more minutes
Two more minutes
Left to play

TEDDY BEAR, TEDDY BEAR

Teddy bear, teddy bear, turn around
Teddy bear, teddy bear, touch the ground
Teddy bear, teddy bear, show your shoes
Teddy bear, teddy bear that will do
Teddy bear, teddy bear, go up the stairs
Teddy bear, teddy bear, come down from there
Teddy bear, teddy bear, turn our the light
Teddy bear, teddy bear, say good night.

THE MORE WE GET TOGETHER

The more we get together, together, together
The more we get together
The happier we'll be
Because your friends are my friends
And my friends are your friends
The more we get together the happier we'll be

HUNGRY HUNGRY

Hungry, hungry, I am hungry
Table, table here I come
I could eat a moose, good burger
14 pickles and a purple plum
Time to have our snack,
Time to have our snack
We're sang some songs and
we've had a great day
Now it's time to have our snack

I'M IN THE MOOD FOR LISTENING

I'm in the mood for listening
Hey how 'bout you
I'm in the mood for listening
Listening a story with you
Hey, hey what do you say
I'm in the mood for that today
Hey, hey what do you say
I'm in the mood for that

SLEEP BABY SLEEP

Sleep, baby, sleep
Your father is watching the sheep
Your mother shakes the dream land tree
Down fall the little dreams on thee
Sleep, baby, sleep

Sleep, baby, sleep
The big stars are the sheep
The little stars are the lambs I guess
The white moon is the shepherdess
Sleep, baby, sleep

ITS TIME TO TIDY UP

It's time to tidy up
It's time to tidy up
It's time to put the toys away
It's time to tidy up

Sensory Development

DESCRIPTION, PLANNED LEARNING OPPORTUNITIES & SONGS

Children learn through experiencing the world around them. Children use their senses to process information and make it meaningful to them.

WHAT ARE THE SENSES?

- Tactile (touch)
- Olfactory (smell)
- Gustatory (taste)
- Visual (sight)
- Vestibular (balance)
- Auditory (hearing)
- Proprioception (the position of our body parts, their relation to each other and their relation to other people and objects)

HOW CAN THE FACILITATOR SUPPORT SENSORY DEVELOPMENT?

- Encourage children to explore all materials.
- Provide accommodations for children with texture sensitivities (e.g., gloves, paint brushes, tools, etc.).
- Have planned learning opportunities that relate to all the senses.
- Make clean up time easier with materials and equipment easily accessible (e.g., wash cloths, bins, sink, etc.).
- Plan ahead for learning opportunities (smocks, mats, cloths, etc.).
- Have fun! Get messy.

Sensory Stimulation Workshop

<http://connectability.ca/2011/02/02/sensory-stimulation/>

[CREATIVE]

Finger Painting

MATERIALS/ PREPARATION:

- Paper
 - 2 cups flour
 - 2 cups cold water
 - Food colouring
1. Put water in a large bowl.
 2. Slowly add flour while stirring.
 3. Once it is all mixed together, divide into smaller bowls and add food colouring

LOCATION REQUIREMENTS: At a large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Provide children with a large piece of paper and some finger paints which they can manipulate and explore with.
- Provide children with the three primary colours (red, yellow, blue) so that they can also observe the colours changing and mixing together.

EXTENSION/ADAPTATION:

- It is important to be aware of sensory sensitivity and encourage children to explore the activity in ways that reflect individual needs and developmental levels (i.e., you can provide rubber gloves or other tools, such as paint brushes or spongers).
- You can also add scents to the experience by adding natural extracts or oils to the paint.

WHAT I LEARN:

Physical: As I move my fingers around my page to make different designs and shapes, I am practising my fine motor development.

Social: As I play, communicate, and interact with you, I am learning to socialize in new ways.

Emotional: I feel calm as I move my hands through the cool paint, and as I make different designs on and across the page.

[CREATIVE]

Rubbing and Tracing

MATERIALS/ PREPARATION:

- Paper
- Crayons
- Different materials such as: buttons, paper clips, corrugated cardboard, paper lace doilies, bricks, signs with raised letters, combs, sand paper, mosaic tiles, leather, wood grain, bark, fabric, leaves, screens, etc.

LOCATION REQUIREMENTS: At a large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to experiment with design, shape, and texture using different materials. Place paper over top of materials and rub the crayon over top, revealing the physical characteristics of the objects themselves.
- Discuss with the child the different shapes, textures, and designs that they are making as well as the physical properties of the objects (e.g., are the objects smooth/ rough/ bumpy/ flat?).

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by changing what types of materials you have available
- This planned learning opportunity can also be extended by creating a collage using the different materials

WHAT I LEARN:

Physical: I am enhancing my fine motor development when I rub the crayon over paper or an object.

Social: As I play, communicate and interact with you, I am learning to socialize in new ways.

Emotional: I enjoy watching the objects reveal themselves, and I am very happy when I work with you to make different creations while you show me new things that I can do.

[CREATIVE]

Textured Painting

MATERIALS/ PREPARATION:

- Paper
- Paint brushes
- Paint easel
- Paint smock
- Non-toxic tempera paint with different materials inside it such as: sand, cornmeal, oatmeal, feathers, glycerin, glue, etc.

LOCATION REQUIREMENTS: At a large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Provide children with a large piece of paper and paint brushes at a paint easel. Provide different textured paints to explore with.
- As children explore the paints, discuss with them the characteristics of the paints. (e.g., "Which one is the most slippery?", "Which one is the roughest?", "Which one is the bumpiest?", etc.).

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by adding more and more textures to the paint. Make sure you start off slowly being careful not to overwhelm the child; but as they become more and more familiar with the paints and textures which they are using, feel free to add new textures to the mix.

WHAT I LEARN:

Physical: As I hold and maneuver the paint brush that I am using, I am practicing my pincer grip which is a very important skill to have.

Social: As I play, communicate, and interact with you, I am learning to socialize in new ways.

Emotional: It is relaxing for me to paint using the different materials and textures. I enjoy exploring and creating beautiful masterpieces.

[CREATIVE]

Edible Paint

MATERIALS/ PREPARATION:

- Flour
- Sugar
- Salt
- Food coloring
- Plastic cups/plates
- Paper
- Smocks
- Pot / saucepan

LOCATION REQUIREMENTS: Kitchen area and large table

DIRECTIONS/ SUGGESTIONS:

- Make the paint ahead of time: add two tablespoons of sugar to a saucepan/pot, then add 1/3 cup of flour to the saucepan. Mix with two cups of water and whisk until smooth. Turn on the heat and stir continually until the mixture thickens.
- Pour into your plastic cups equally. You will have one cup for every color of paint you would like to make.
- Mix in a couple drops of food coloring and stir until completely dissolved. Let cool completely.
- Encourage children to explore the paint with their hands and paint their lips or paper with this edible paint.

EXTENSION/ADAPTATION:

- It is important to be aware of sensory sensitivity and encourage children to explore the activity ways that reflect individual needs and developmental levels (e.g., gloves can be worn, paint brushes/ tools can be used).

WHAT I LEARN:

Physical: I am enhancing my fine motor skills as I am practising to move my hands and fingers.

Social: I can play alongside my friends and imitate their actions.

[CREATIVE]

Making Applesauce

MATERIALS/ PREPARATION:

Ingredients:

- 4 – 6 medium apples
- 1/4 cup sugar
- 1/2 stick cinnamon

LOCATION REQUIREMENTS: Kitchen area and large table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Peel and core the apples and cut them ahead of time.
- Place them in a large pot and add a small amount of water (1 inch).
- Cover the pot and cook slowly (simmer) until apples are tender. The cooked apples then can be mashed – children love to mash away.
- Add sugar to taste (about 1/2 cup for 4 apples), and then put it back on the stove until the sugar dissolves.
- Add 1/2 stick of cinnamon if desired.
- Enjoy at snack time.

EXTENSION/ADAPTATION:

- It important to be aware of sensory sensitivity and encourage children to explore the activity in ways that reflect individual needs and developmental levels.
- Add in cinnamon hearts while hot and see the color change.

WHAT I LEARN:

Cognitive: I am practising my measuring, and learning concepts like in, out, stir, pour, etc.

Social: I can play alongside my friends and imitate their actions. I am learning how to keep my hands safe and listen to adults.

[PRETEND PLAY]

Finding the Sunken Treasure

MATERIALS/ PREPARATION:

- Sensory bin
- Sparkles
- Play jewelry, rings, necklaces, bracelets, etc.
- Water

LOCATION REQUIREMENTS: Sensory bin

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to search for the sunken treasure and find out what is in the water.
- Children will be encouraged to put their arms in the water and search for the different pieces of jewelry which are at the bottom of the bin.
- Talk to the children about what they find in the water and what the objects feel like. Are the objects smooth, rough, bumpy?

EXTENSION/ADAPTATION:

- This planned learning opportunity can be adapted by providing rubber gloves or gardening gloves to children with sensory sensitivities and encouraging them to continue to play in the water. Or, you can add in a fishing pole and the child can try to pick up the jewelry using the pole.

WHAT I LEARN:

Physical: As I move my hands around the bin looking for buried treasure, I am developing my fine motor skills.

Social: As I play, communicate, and interact with you, I am learning to socialize in new ways.

Language: As we discuss what I am doing, I am learning new names for things and enhancing my language skills.

Emotional: I am enjoying playing pretend with you and playing together.

[PRETEND PLAY]

Garden Centre

MATERIALS/ PREPARATION:

- Soil, leaves, water
- Pots, shovels, rakes, etc.
- Squishy pretend bugs

LOCATION REQUIREMENTS: Sensory bin

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to work in the garden centre, to fill their pots with soil, to water their plants, and to plant the leaves in the soil.
- Discuss with the children the steps of gardening and why they are important, and teach them the different labels for the objects which you are using together.
- Be careful that children do not eat soil.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be adapted by providing rubber gloves or gardening gloves to children with sensory sensitivities and encouraging them to continue to play in the gardening centre.

WHAT I LEARN:

Physical: As I hold my rake and shovel and play in the soil, I am practising my fine motor muscle control and strengthening the muscles in my hands.

Social: As I play, communicate, and interact with you, I am learning to socialize in new ways.

Language: As we discuss what I am doing, I am learning new names for objects and enhancing my language skills.

Emotional: I am enjoying pretending to plant and garden with you, I enjoy when we are working together on something.

[PRETEND PLAY]

Puppet Play

MATERIALS/ PREPARATION:

- Puppets which are different weights, textures and shapes

LOCATION REQUIREMENTS: Sensory bin

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to use the different puppets which are provided, and explore the different textures of the puppets.
- Ask open ended questions regarding the shape, texture, size, weight and feel of the different puppets, and help the child find the words to describe the different properties of each.

EXTENSION/ADAPTATION:

- You can make your own puppets with the children using socks, nylons, or other materials.

WHAT I LEARN:

Physical: As I maneuver the different puppets, I am strengthening the muscles in my hand and enhancing my fine motor muscle control.

Social: As I play, communicate, and interact with you, I am learning to socialize in new ways.

Language: As we discuss what I am doing, I am learning new names for things and enhancing my language skills.

Emotional: I am enjoying playing pretend with you and playing together.

[SENSORY TABLE]

Sun Clay

MATERIALS/ PREPARATION:

- 2 cups salt
 - 1 cup + 1 tbsp water
 - 1 cup cornstarch
1. Mix salt and 1/2 cup of water in a heavy sauce pan. Cook over medium heat stirring constantly until salt dissolves and remove from heat
 2. Combine cornstarch and remaining water and add it to the salt water
 3. Cook over low heat until mixture is thick and smooth
 4. Spoon clay onto table or a board to cool
 5. Store in air tight container

Mixture will dry hard if placed in sunlight and can be later painted by children

If you are unable to cook at your centre, a similar clay is:

- 1 cup flour
- 1 cup salt
- Water

For this recipe simply mix flour and salt together and slowly add water until you have dough that is not too sticky but can form a ball really well. Be careful not to add too much water though.

This clay is a great substitute and is also able to dry in the sun.

[SENSORY TABLE]

Sun Clay

MATERIALS/ PREPARATION: On previous page

LOCATION REQUIREMENTS: Sensory or art table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- You can either make the clay with the children or have it pre-made.
- Provide cookie cutters, rolling pins and other clay toys to children.
- Encourage children to take the clay home and place it by a window to dry and to paint it later.

EXTENSION/ADAPTATION:

- This planned learning activity can be adapted by providing rubber gloves for children who are sensitive to the feeling of the clay.
- This planned learning activity can be extended by having children bring their creations home and paint their clay sculptures at a later time.

WHAT I LEARN:

Physical: As I pinch, coil, roll, mash, ball, and mold my clay in a variety of different ways, I am practising important fine motor skills.

Social: As I play, communicate, and interact with you, I am learning to socialize in new ways.

Emotional: I am delighted in my creation and very excited to display it, especially when it has been painted. There were a lot of steps to this creation, I put a lot of work into it, and I am very proud of my sculpture.

[SENSORY TABLE]

Sensory Exploration March

MATERIALS/ PREPARATION:

- Bubble wrap
- Cellophane
- Mac-tac
- Different types of fabric

LOCATION REQUIREMENTS: On the floor in a circle or different pattern

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Tape the different materials to the floor (Mac-Tac sticky side up) and go on a sensory exploration march around the classroom, stepping on the different textures and materials. Children can also crawl around and touch them with their hands.
- Ask the children questions regarding how it feels (e.g., "Is it bumpy/smooth/soft/sticky, etc.?").

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by changing what types of materials you have available and switching it up.
- This planned learning opportunity can also be expanded by playing music for the children to dance to while stepping or marching on the different textures and materials.
- This planned learning opportunity can be adapted for children in wheelchairs by sticking the materials to the sides or tops of shelves which they can reach.

WHAT I LEARN:

Physical: As I walk around the classroom, I am practising my gross motor development and muscle coordination.

Social: As I play, communicate, and interact with you, I am learning to socialize in new ways.

Emotional: I have fun moving, dancing, and feeling the different textures. I really enjoy when we are silly together.

[SENSORY TABLE]

Ice Cube Painting

MATERIALS/ PREPARATION:

- Ice cube trays
- Food colouring
- Water
- Freezer
- Paper

LOCATION REQUIREMENTS: Sensory or art table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Provide children with different coloured ice-cubes which they can maneuver and manipulate in different ways to make different designs on their page.
- Ask children questions regarding how it feels, what is happening, and discuss the different designs which they are creating.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be adapted by providing rubber gloves for children who are sensitive to the wetness, or even cloth gloves to children who are sensitive to the cold. You can also freeze the ice cubes with popsicle sticks.
- This planned learning opportunity can be extended by having children help you to make the next batch of coloured ice-cubes so they could learn how water (a liquid) turns into ice (a solid).

WHAT I LEARN:

Physical: As I play, move, manipulate, and maneuver the ice across my page, I am enhancing my fine motor control.

Social: As I play, communicate, and interact with you, I am learning to socialize in new ways.

Emotional: I enjoy seeing the ice melt and like the beautiful creation that I am making. I am proud of my creation and enjoy working closely with you.

[TABLE TOP]

Matching Scent Containers

MATERIALS/ PREPARATION:

- Film containers (check a photo lab)
 - Empty spice bottles etc.
 - Cotton balls (for scented liquids to be placed on)
 - Different scents such as: bath crystals, tea, onion, vanilla extract, lemon peel, pine, cloves, peppermint extract, rosemary, dill, basil, thyme, etc.
1. Place scents in small containers and poke holes in the lid so children can smell it.
 2. Make two containers for each scent

LOCATION REQUIREMENTS: Table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to smell the different containers and match the scent to another container that has the same scent.

EXTENSION/ADAPTATION:

- If children are having a difficult time differentiating between scents, feel free to add a picture or shape to the side of the container, which children can use to identify pairs.

WHAT I LEARN:

Physical: As I move the containers around and try to identify the pair of scents, I am practising basic fine motor skills.

Social: As I play, communicate, and interact with you, I am learning to socialize in new ways.

Language: As we discuss what I am doing, I am learning new names for things and enhancing my language skills.

Sensory: I am enhancing the development of my olfactory (to smell) sense through trying to pair and differentiate between scents.

[TABLE TOP]

Nature Texture Feel

MATERIALS/ PREPARATION:

- Margarine container, large sock
 - Variety of different nature objects with different textures such as: twigs, rocks, leaves, flowers, grass, etc.
1. Place margarine container inside the large sock and place one of the above items inside the container, one at a time

LOCATION REQUIREMENTS: Table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to put their hand inside the sock and feel the object that is in the margarine container.
- Ask them questions about the object (e.g., "How does the item feel?", "What could it be?").

EXTENSION/ADAPTATION:

- If a child has difficulty explaining or articulating what they think it might be, it is best to first reveal to the child what objects could possibly be inside, and then place them in the socks one at a time and ask them to describe again which object is which.
- You can change your question to, "Can you find the twig?" etc.

WHAT I LEARN:

Physical: As I place my hand inside the sock, I am enhancing my fine motor skills and developing my muscle coordination.

Social: As I play, communicate, and interact with you, I am learning to socialize in new ways.

Language: As we discuss what I am doing, I am learning new names for things and enhancing my language skills.

Emotional: I enjoy playing this game and guessing what objects are in the margarine container. I like that the objects are hidden and that I have to find them. I might get frustrated if I don't find them right away, so please give me praise and encouragement in my tasks.

[TABLE TOP]

Stringing Art

MATERIALS/ PREPARATION:

- String or shoe lace with a straight and hard edge
- Different materials such as: buttons, washers, soda pop tabs, tin foil, egg carton cups, plastic straws, plastic paper clips, spools, paper reinforcements, hole punched paper, etc.

LOCATION REQUIREMENTS: Table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Using a large table, place a small basket with an assortment of the above materials and a piece of string or shoe lace with a knot at one end. Encourage children to string the different materials one by one to create a creative mobile.
- As children put each material or object on the string, label the physical characteristics of the materials such as round, square, big, small, red, yellow, smooth, bumpy, etc.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by continuing to add a variety of different textured objects to the experience over a period of time, and discussing the characteristics of each with the child.

WHAT I LEARN:

Physical: As I place the different objects on the string, I am building fine motor skills and enhancing my coordination.

Social: As I play, communicate, and interact with you, I am learning to socialize in new ways.

Emotional: I am concentrating very intently at the task at hand, and at times might become frustrated, but I like it when you encourage me and praise me for the good work that I am doing, and when you help to teach me new ways of doing something.

[SONGS]

FINGERS

I have 10 fingers
 And they all belong to me.
 I can make them do things,
 Would you like to see?
 I can shut them up tight,
 Or open them all wide
 Put them all together
 Or make them all hide
 I can make them jump high,
 I can make them jump low.
 I can fold them quietly
 And hold them all just so.

ITSY BITSY SPIDER

The itsy bitsy spider climbed up
 the water spout,
 Down came the rain and washed
 the spider out.
 Out came the sun and dried up all the rain,
 And the itsy bitsy spider climbed up
 the spout again.
****Repeat with the great big spider (big voice)
 and eensy weensy spider (little voice).*

I'VE GOT TWO HANDS

I've got two hands,
 I'm gonna make them move
 I've got two hands,
 I'm gonna make them move
 I've got two hands,
 I'm gonna make them move
 You know,
 that's what makes the world go round
 It's a little bit up and a little bit down
 It's a little bit up and a little bit down
 It's a little bit up and a little bit down
 You know,
 that's what makes the world go round

JOHNNY, JOHNNY WHOOPS!

Johnny, Johnny, Johnny, Johnny,
 Whoops Johnny, Whoops Johnny,
 Johnny, Johnny, Johnny,
****Hold the child's hand and working from
 the pinky to the thumb and then back on every
 'Johnny' touch a finger top. For the whoops
 slide your pointer finger down between the
 child's pointer finger and thumb.*

OPEN THEM, SHUT THEM

Open them, shut them,
 Open them, shut them
 Give them a little clap
 Open them, shut them,
 Open them, shut them
 Place them behind your back.
 Creepy, creepy, creepy, creepy crawly
 Right under your little mouth
 But do not let them in
 Open them, shut them,
 Open them, shut them
 Give them a great big clap.
 Open them, shut them,
 Open them, shut them
 Place them in your lap.
****Do actions.*

LOUD, BANG, BANG, RATTLE

I'm gonna loud, loud, bang, bang, rattle
 Bang bang BANG!
 Let's make many a noise
 I'm gonna soft, soft, sh, quiet, sh, sh
 Let's not make any noise
 ROUND AND ROUND THE GARDEN
 Round and round the garden,
 Like a teddy bear
 One step, two steps...TICKLE under there!
****Circle around and around the child's belly
 and take steps towards the armpits and tickle
 under the arm.*

[SONGS]

SLOWLY SLOWLY

Slowly, slowly, very slowly

Goes the garden snail

Slowly, slowly, very slowly

Up the garden rail

Quickly, quickly, very quickly

Runs the little mouse

Quickly, quickly, very quickly

To his little house.

****Start at the child's wrist and walk your finger up towards the child's under arm.**

TOE KNEE (TONY) CHEST NUT

Toe, knee, chest, nut, nose I love you

Toe, knee, nose, toe, knee, nose

Toe, knee, chest, nut, nose I love you

That's what toe, knee nose.

****Do actions.*

TWO LITTLE EYES

Two little eyes to look around

Two little ears to hear each sound

One little nose to smell what's sweet

One little mouth that likes to eat!

****Point to each feature when singing about it.*

TWO TWO JAPANESE ORIGIN

Two, two

What are two?

Eyes are two - one, two, (point out)

Ears are two - one, two, (point out)

Two, two

What are two?

Hands are two – one, two, (clap x 2)

Feet are two – one, two, (stomp beat_

Two, two

What are two?

You know you know,

My arms are two! (hug child)

WORMS

There's a worm and here he comes!

Oh, no! He's on my toe!

Oh, gee! He's on my knee!

Oh my! He's on my thigh!

Oh, fiddle! He's on my middle!

Oh, darn! He's on my arm!

Oh, heck! He's on my neck!

Oh, dread! He's on my Head!

EEK!!!! (tickle baby)

Social Emotional Development

DESCRIPTION, PLANNED LEARNING OPPORTUNITIES & SONGS

Social-emotional development begins in infancy through bonding that occurs between caregiver and child. Children's social-emotional skills can later drive them to learn to communicate, connect with others, resolve conflicts, and cope with challenges. These skills also give children the confidence to reach goals, and the ability to persist in the face of difficulty.

Some information was taken from: www.zerotothree.org.

ATTACHMENT SERVES FOUR MAJOR FUNCTIONS:

1. Providing a sense of security
2. Regulating affect and arousal
3. Promoting the expression of feelings and communication
4. Serving as a base for exploration

Take home strategies on Social-Emotional Development

Connectability Resources for Parents

Teaching your Child about Emotions <http://connectability.ca/2010/09/23/teaching-your-child-about-emotions/>

Facts about behaviour <http://connectability.ca/2010/09/23/facts-about-behaviour/>

Encouraging Positive Behaviour <http://connectability.ca/2010/09/23/encouraging-positive-behaviour/>

General Strategies for dealing with Problem Behaviours <http://connectability.ca/2010/09/23/general-strategies-for-dealing-with-problem-behaviours>

[CREATIVE]

Feeling Puppets

MATERIALS/ PREPARATION:

- Multicultural coloured paper
- Scissors
- Glue
- Popsicle sticks
- Googely eyes
- Markers
- Yarn

LOCATION REQUIREMENTS: Art table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/SUGGESTIONS:

- Facilitators can choose to either put the puppets together (multicultural coloured paper, scissors, glue) before the planned learning opportunity, or have it part of the learning opportunity.
- Begin the learning opportunity by telling a story using a pre-made set of feeling puppets to children familiar with a range of emotions.
- After the story, show the children the materials and encourage them to make a face with their current emotion.

EXTENSION/ADAPTATION:

- Encourage children to make multiple puppets to show how they feel in different situations (i.e. if they are hurt, if they are sad, if they are excited).

WHAT I LEARN:

Physical: I am developing my fine motor skills by using my fingers to hold onto the markers.

Emotional: I feel good about myself when I can express my emotions. I learn to name emotions when you say them often.

Language: I learn new words when you repeat them often.

[CREATIVE]**Mural****MATERIALS/ PREPARATION:**

- Different-sized paint brushes
- Different-coloured tempera paint
- Mural paper
- Tape
- Tape paper to either floor, table, or wall

LOCATION REQUIREMENTS:

Large enough area that will accommodate multiple children

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to paint their emotions using an array of colours and different-sized brushes.
- Children will work together to create their masterpiece and interact as they share the paints and brushes.
- Remember to label the children's actions, what they're choosing and using, and facilitate turn-taking and sharing amongst children-.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by putting music on and having children listen and paint to the music.

WHAT I LEARN:

Physical: I am developing my fine motor skills by handling the the different-sized paint brush to create images

Emotional: I feel good about myself when I can express my emotions and creativity. I learn to name emotions when you say them often.

Social: I am learning and practising turn-taking and sharing.

Language: I learn new words when you repeat them often.

[CREATIVE]

Collage

MATERIALS/ PREPARATION:

- Mac Tac (tape to your art table sticky side up)
- Yarn
- Construction paper
- Pom poms
- Different faces cut out from magazines
- Other recycled materials

LOCATION REQUIREMENTS: Art table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Have an assortment of materials that children can choose from and use.
- Children work together to create their masterpiece and interact as they share the materials and ask each other for turns with the materials provided.
- Label the children's actions, what they're choosing and using, and facilitate turn-taking and sharing among children.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by asking children to bring pictures of themselves (or take the children's pictures) and including it into the collage.
- You could also encourage children to cut other pictures out of magazines to add to collage and introduce scissors to the table.

WHAT I LEARN:

Physical: I am practising my fine motor skills when I use my hands to put different pieces of paper together, and use scissors to cut shapes out of magazines

Emotional: I feel good about myself when I can express my through my creations.

Social: I am learning and practising turn-taking and sharing as I work together with my peers to create masterpieces.

[PRETEND PLAY]**Ribbon/Scarf Dance****MATERIALS/ PREPARATION:**

- Different coloured ribbon or scarves
- CD player
- CDs with different tempos or rhythms

LOCATION REQUIREMENTS: Big enough space for children to move around

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Provide children with many different coloured scarves and ribbons to dance to the music with.
- Encourage the children to throw the scarves in a "happy way," in a "sad way," in a "funny way," etc. and see what the children will come up with!

EXTENSION/ADAPTATION:

This planned learning opportunity can be extended by including different shakers, bells, and other instruments, and by encouraging the children to play with them in the same ways (e.g., in a happy/sad/funny way, etc.).

WHAT I LEARN:

Physical: As I move around the room waving and throwing my scarf I am learning muscle coordination and enhancing my balance.

Emotional: As I try to outwardly display the different emotions you are asking for, I am beginning to form a deeper understanding of them and how they might look.

Social: As I play with my friends I learn how they may appear when they feel happy, sad, angry, upset, etc. I begin to notice that people show their emotions in different ways.

[PRETEND PLAY]

Yoga Animals

MATERIALS/ PREPARATION:

- Just your bodies and an open space

LOCATION REQUIREMENTS: Large open space for children to move around in

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Show the children and families different yoga moves representing animals and ask them to pretend to be that animal and encourage them to act it out.
- You can provide pictures of the yoga moves if that will be beneficial to your program.
- Encourage the adults and children to do the moves but also act like the respective animal. For example, if they are being the cobra, ask them to continue to slither like a cobra. If they are standing like the lion, ask them to roar like the lion and ask them what the lion may act like, what he may feel, and what he might do if he was happy, sad, angry, etc.

EXTENSION/ADAPTATION:

- You can add props or animal costumes to the experience to make it seem a bit more realistic, and to enhance their imaginative experience in new ways.

WHAT I LEARN:

Physical: I am enhancing my gross motor development and practising my balance and coordination as I make the different poses and continue to act out the different animals.

Social: I am practising my social skills by playing and interacting with friends, caregivers, and families.

Emotional: I am able to relax my body by stretching and making different poses, and I am also able to think about different emotions that others might have and how they might represent them.

[PRETEND PLAY]**Band-aid Play****MATERIALS/ PREPARATION:**

- Different sized band-aids or stickers
- Dolls

LOCATION REQUIREMENTS: Comfy play area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to put the band-aids on their caregiver, parent or doll, and have their parent put the band-aids on them.
- Ask questions like, "Oh, what happened?" or "How does it make you feel?" etc.
- Label what the child is doing, "You are putting the band-aid on your babies arm" etc.

EXTENSION/ADAPTATION:

- Add other medical supplies such as a doctor's kit with other bandages, pretend needles, etc.
- It is important to add in medical supplies or toy medical supplies that the children may have come into contact with in hospitals or doctor offices they have been in.
- Adaptations to the props should be determined by the children whom attend the centre and should be based on individual needs and experiences.

WHAT I LEARN:

Physical: As I place stickers and band-aids on my babies, caregivers, or parents, I am developing my fine motor coordination and my pincer grasp.

Social: I learn how to care and nurture for my doll when they might be hurt or sad.

Emotional: I am able to represent my emotions, fears and worries in connection with the doctor's office, and I am able to express them in an open way.

[PRETEND PLAY]

Doctor's Office

MATERIALS/ PREPARATION:

- Doctor materials- stethoscope, thermometer, doctor bag, doctor coat, band aids, popsicle sticks, etc.
- Dolls
- Note pads
- Desk
- Scale
- Blood pressure with pump
- Gloves

LOCATION REQUIREMENTS: Dramatic area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage the child and parent/caregiver to explore the pretend play area with the doctor's materials.
- Ask the family to act out their experiences at the doctor's office to help children feel comfortable with going to the doctor's office.
- Let families know that it is OK to act out children being sad at the office as this will give them an opportunity to comfort the child and support attachment.

EXTENSION/ADAPTATION:

- It is important to be mindful of the developmental level of the children in your program and cater the number of steps in the process and dialog to their own capabilities.

WHAT I LEARN:

Self Help: I practise my self-help skills by putting on the doctor's coat

Social: I practise taking turns using materials with my friends.

Emotional: This helps me work through my feelings of going to the doctor's office.

Fine Motor: I enjoy practising my fine motor skills by sticking band aids on me and my friends.

[PRETEND PLAY]

Multi-Cultural Play

MATERIALS/ PREPARATION:

- Multi-cultural clothing that the children can wear
- Multi cultural food

LOCATION REQUIREMENTS: Pretend play area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to try on, wear and imagine themselves in someone else's shoes.
- Help them as they change into different outfits, and use different props in their play.
- Label what they are putting on, and model for them how they wear it, eat it, etc.

EXTENSION/ADAPTATION:

- With the children in the group you can make different types of food for snack time and encourage children to try the different food (which they may not have regularly eaten at home).

WHAT I LEARN:

Emotional: I will begin to understand what it is like to think in another person's situation and imagine what it would be like if I were them.

Social: As I play with my friends, I am practising my social skills and learning how to take turns and interact in a social setting.

Emotional: As I try various outfits on and various costumes, I feel good about the way I look in them, and how I feel when I wear them.

[SENSORY]

Felt Board Faces

MATERIALS/ PREPARATION:

- Try to make a felt board by gluing or taping a large piece of felt to cardboard
- Make felt facial features such as eyes, nose, mouth etc.
- Make multiple types of features (e.g., one smiley mouth, one angry mouth, one surprised mouth, happy eyes, sad eyes, grumpy eyes, etc.). Be creative and have fun with it.

LOCATION REQUIREMENTS: Table or carpet area

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage the child to use the different facial features to make a picture of people with different emotions.
- Label the child's actions and ask open ended questions such as, "How does that mouth make that child look?" or "That looks like a sad face" etc.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by asking the child to put together a face that represents the way they feel. You could suggest this to the child by asking, "How are you feeling today?" and after the child answers, continuing by suggesting, "Lets find all the happy faces and put the face together".

WHAT I LEARN:

Physical: I am enhancing my fine motor development by selecting and placing my desired pieces where I want them to go.

Social: I am practising sharing when there are other children also doing this exercise, and when I have to wait my turn.

Emotional: I am learning what people look like when they feel happy, sad, surprised, and scared, and am reflecting on my own feelings.

[SENSORY]

Identifying Individuals

MATERIALS/ PREPARATION:

- Shredded paper
- Sensory bin
- Play people with diverse characteristics
- Other small figurines

LOCATION REQUIREMENTS: Sensory bin

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Hide figurines and little people in the sensory bin with the shredded paper.
- Play a form of hide and seek where children are encouraged to find the girl with the red hat, the boy in the wheel chair, the woman with the broken leg, the man with the blue shirt, etc.
- Remember to label the actions. "You got it," or "that man has green pants on." etc.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be adapted by asking, "What people can you find in here?" and as they pull them out label defining characteristics. Such as, "That boy is in a wheel chair and is playing basketball," or "That woman is wearing sunglasses because the sun hurts her eyes." etc.

WHAT I LEARN:

Emotional: I feel good about myself when I can express my emotions. I learn to name emotions when you say them often.

Social: I am learning and practising turn-taking and sharing.

Language: I learn new words when you repeat them often.

[SENSORY]

Playing with Play Dough

MATERIALS/ PREPARATION:

- 3 cups flour
 - 1 1/2 cups salt
 - 3 cups water
 - 2 tbsp vegetable oil
 - 1 tbsp cream of tartar
 - A few drops of food colouring, or unsweetened drink mix (1 pkg)
1. Mix all of the ingredients in a large saucepan
 2. Cook over medium heat, until the dough comes away from the edges of the pan and it becomes difficult to move the spoon
 3. Remove from heat
 4. Cool until it can be handled
 5. Place on counter or wax paper and knead 3 – 4 times
 6. Store in air tight container

Recipe can also be cooked in the microwave for 5 minutes, stopping to stir every minute until finished.

[SENSORY]

Playing with Play Dough

MATERIALS/ SONG:

- See previous pages
- For song, see next page

LOCATION REQUIREMENTS: Sensory table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Sit with children and sing the play dough song (on next page).
- Encourage children to roll, sculpt, and represent feelings and emotions through their play dough.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended to be responsive to individual and group needs of the child and family involved.
- Invite children to come up with other ways you can reflect emotions through play dough.
- You can also provide an array of different figurines and small toys and sing,
- "These are toys (insert child's name) likes to play with, likes to play with, likes to play with, these are toys (insert child's name) likes to play with, when I am feeling happy (or different emotion)".

WHAT I LEARN:

Physical: As I mould, roll, sculpt ,and explore the play dough, I am strengthening the muscles in my hand and developing fine motor coordination.

Emotional: I learn different ways to represent my emotions in my body and my actions, and I think about what I like to do when I feel a certain way.

Social: As I play with my friends I am practising my social skills and learning how to take turns and interact with others.

]SENSORY]

Playing with Play Dough

SONG:

(Tune of head and shoulders)

This is how we roll the play-dough
Roll the play-dough, roll the play-dough,
This is how we roll the play-dough, so we can make a ball

This is how we flatten our play-dough
Flatten our play-dough, flatten our play-dough,
This is how we flatten our play-dough
So we can make a pancake.

This is how we make a smile,
Make a smile, make a smile
This is how we make a smile,
To show our friends we're happy

This is how we make a frown,
Make a frown, make a frown,
This is how we make a frown,
When we are feeling sad

**** Come up with alternate verses, it's really easy to do because it is such a simple tune. Have fun with it, and incorporate ideas from some of the children and families you are working with as a way of including them into the program!*

[TABLE TOP]

Playing with Blocks

MATERIALS/ PREPARATION:

- Blocks of many different sizes and different shapes

LOCATION REQUIREMENTS: Big table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to build towers.
- Come up with goals for the children which are developmentally- and age-appropriate, such as having a tower that is 4 blocks high, 6 blocks high, etc.
- It is important that planned learning opportunities are challenging without being too difficult.
- Model making a tower yourself and when your blocks fall, respond in a positive manner and start building again.
- If children's towers fall, remember to encourage them to try again and come up with different ways to make it sturdier.

EXTENSION/ADAPTATION:

- This planned learning opportunity can be extended by increasing the number of blocks in your tower.

WHAT I LEARN:

Physical: I am developing my fine motor skills by learning how to pick up small pieces and carefully place them on top of other blocks to make a tower.

Social: I am learning that other people's towers also fall down and that it is okay when it happens; it's just part of the learning process.

Emotional: I feel great when I build a tall tower and sad when it falls, but I am beginning to understand that it is okay to be disappointed and I am learning new ways to reach my goals.

Visit [connectability for free emotion cards:](http://connectability.ca/2010/09/23/emotion-matching-game-2/)

<http://connectability.ca/2010/09/23/emotion-matching-game-2/>

[TABLE TOP]

Emotion Matching Game

MATERIALS/ PREPARATION:

- Emotion Cards
- Cardboard/Bristol board
- Laminator/mac-tac
- Tape or glue

LOCATION REQUIREMENTS: Table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to pick up different emotion cards.
- Encourage children to label and classify what emotion is being displayed on the card.

EXTENSION/ADAPTATION:

- Use pictures of children with in your own program or organization to illustrate the different emotions.

WHAT I LEARN:

Emotional: I am becoming familiar with the different types of emotions and am learning to classify and learn what the differences are. I am enhancing my empathetic development in building an understanding of different emotions.

Cognitive: I am developing cognitive skills as I challenge my memory when I play the game.

Physical: I am developing fine motor skills as I play and enjoy the game.

[TABLE TOP]

Emotion Dice

MATERIALS/ PREPARATION:

Dice template

- Scissors
 - Tape or glue
1. Print out the dice template from the link provided on the side
 2. Cut out the template and put the dice together with tape

LOCATION REQUIREMENTS: Table

TIME: As long as the child's interest and attention can be sustained

DIRECTIONS/ SUGGESTIONS:

- Encourage children to roll the dice.
- Encourage children to label and classify what emotion is being displayed on the dice.

EXTENSION/ADAPTATION:

- Encourage children to pretend to be sad, angry, happy, calm, based upon the emotion to which they rolled.

WHAT I LEARN:

Emotional: I enhance my empathetic development in building an understanding that everyone feels sad, angry, upset, happy, joyful and content, and that it is okay and normal to feel these ways. I am learning about the different types of emotions and learn to classify and recognize what they may look like.

Physical: I am developing fine-motor skills as I play and enjoy the game.

Visit [connectability](http://connectability.ca/2011/07/25/emotion-dice-game/) for your free dice template at:

<http://connectability.ca/2011/07/25/emotion-dice-game/>

[SONGS]

HELLO EVERYBODY

Hello everybody, and how are you,
how are you, how are you?
Hello everybody,
and how are you and how are you today?
Hello everybody, let's clap our hands,
Clap our hands, clap our hands
Hello everybody, let's clap our hands
Clap our hands today.

A HUG AND A KISS

Oh, a hug is not a hug,
until you give it away
Give it away, give it away
Oh, a hug is not a hug,
until you give it away
It will come right back to you.

Oh, a kiss is not a kiss,
until you give it away
Give it away, give it away
Oh, a kiss is not a kiss,
until you give it away
It will come right back to you.

HUSH, LITTLE BABY

Hush little baby, don't say a word
Mama's goin buy you a mockingbird
If that mockingbird don't sing,
Mama's goin buy you a diamond ring
If that diamond ring turns brass,
Mama's goin buy you a looking glass
If that looking glass gets broke
Mama's goin buy you a billy goat
If that billy goat gets bony
Mama's goin buy you a Shetland pony
If that pony runs away
Mama's going buy you another some day

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it,
clap your hands
If you're happy and you know it,
clap your hands
If you're happy and you know it
and you really want to show it
If you're happy and you know it,
clap your hands.
****Go through rest of emotions, excited,
angry, sad, shy, silly, etc.*

PEEK-A-BOO

Peek-a-boo peek-a-boo I see you,
Peek-a-boo peek-a-boo I love you.

ROCK ME EASY

Rock me easy, rock me slow.
Rock me where the robins go.
Rock the branch and rock the bough.
Rock the baby robins now.
Rock me up and rock me down.
Rock me off to sleep town.
Rock me gently up the staris
To snuggle with my teddy bears.
Rock me easy, rock me slow
Rock me where the robins go.

TEA

Here's a cup
And here's a cup
And here's a pot of tea.
Pour a cup and pour a cup and
Drink it up with me.

THE MORE WE GET TOGETHER

The more we get together, together, together
The more we get together
The happier we'll be
Because your friends are my friends
And my friends are your friends
The more we get together the happier we'll be

[SONGS]

I LOVE YOU

I love you, you love me,
 We're a happy family,
 With a great big hug,
 And a kiss from me to you,
 Hope you say you love me too.

LITTLE SANDY GIRL

See the little sandy girl, sitting by the shore
 Crying, crying, til his eyes are sore
 Stand up Sandy girl and wipe your tears away
 Choose the one you like the best and when
 you go out to play
 Tra-la-la-la-la, Tra-la-la-la-la, ...

LOVE GROWS ONE BY ONE

Note by note we make a song,
 Voice by voice we sing it
 Choir by choir we will up the world
 With the music that we bring it.

Love grows one by one,
 Two by two and four by four,
 Love grows round like a circle,
 And comes back a knocking at your front door.

So let me take your hand, my friend,
 We'll each take the hand of another,
 One by one we'll reach for all,
 Our sisters and our brothers.

Love grows one by one,
 Two by two and four by four,
 Love grows round like a circle,
 And comes back a knocking at your front door.

TOMMY THUMB

Tommy thumb is up and
 Tommy thumb is down,
 Tommy thumb is dancing all around the town,

Dancing on my shoulders, dancing on my head
 Dancing on my knees and tuck them into bed
****Repeat with Pete pointer, Toby Tall, Ruby Ring, Baby Finger, finger family.*

MISS POLLY

Miss Polly had a dolly who was sick, sick, sick
 So she called for the doctor to come
 Quick, quick, quick
 The doctors came with his bag and his hat
 And he knocked on the door with a rat-tat-tat
 He looked at the dolly and he shoot his hat
 And he knocked on the door with a rat-tat-tat
 He looked at the dolly and he shook his
 Head and said, Miss Polly put her
 Straight to bed
 He wrote in a paper for a pill, pill, pill
 I'll be back in the morning with my bill, bill, bill

MR. SUN

Oh Mr. Sun, Sun, Mr. Golden Sun
 Please shine down on me
 Oh Mr. Sun, Sun, Mr. Golden Sun
 Hiding behind the trees
 These little children are asking me
 To please come out, so they can play with me
 Oh Mr. Sun, Sun, Mr. Golden Sun,
 Please shine down on me.

THIS LITTLE PIGGY

This little piggy went to market,
 This little piggy stayed home,
 This little piggy had roast beef,
 And this little piggy had non,
 And this little piggy went wee-wee-wee,
 All the way home.

HEAD TUMMY, TOES

Pat your head, and rub your tummy
 Tickle your toes, and hug your mummy