STORYTELLING AND FAIRYTALES

WEEK 6 • DAY 3
GREETING
ACTIVITY
Good morning! Tell your child your favorite fairytale or classic story. It can be as simple as *The Three Little Pigs*. Ask your child questions as you tell the story, such as how do you think the pigs felt about that wolf?

LEARNING SKILLS
Listening skills, empathy

MATERIALS
N/A

MORNING MEETING
ACTIVITY
Reflect and plan. Talk about what you did together yesterday. What was the most fun? Today, we are going to do some storytelling and learn a few fairytales. Remember to make time for fun things that you and your child would like to do. Write it on your plan.

LEARNING SKILLS
Planning and organization, reflection

MATERIALS
Daily chart, paper, pencils or markers

TRANSITION
ACTIVITY
Sing a song from a classic fairytale and dance around the house. Try “Let It Go” from Frozen or title songs from the Wizard of Oz, “Somewhere Over the Rainbow” or from “Winnie the Pooh”. You can find the songs online to get you started. You and your child may have some other favorites too.

LEARNING SKILLS
Fluency, music and movement

MATERIALS
Videos for song and rhyme reference
**Pre-Exploration**

**Activity**
Talk about what a puppet is and how we can use puppets to tell a story or act out events in everyday life. Ask your child what kind of puppets he or she would like to make, such as animals or people.

**Learning Skills**
Creativity, Planning

**Materials**
N/A

**Purposeful Exploration**

**Activity**
Have your child make a few puppets using a variety of materials. Your child can make a puppet stage using an old box. Next, ask your child to put on a puppet show and act out a story or everyday actions, like riding in a car, cleaning the house or eating dinner. What will the puppets do and say?

**Learning Skills**
Building creativity, storytelling

**Materials**
Paper, paper bags, socks, crayons and markers, scissors, recycled paper tubes, old boxes, buttons

**Post-Exploration**

**Activity**
Ask your child to plan another puppet show. What will it be about? What extra materials will you need?

**Learning Skills**
Reflection, planning

**Materials**
N/A
### MEALTIME

**ACTIVITY**  
Talk about the meals in a fairytale, such as a feast for the Beauty and the Beast, or what did Goldilocks and the Three Bears eat? Plan a fairytale snack.

**LEARNING SKILLS**  
Creativity, key ideas, details

**MATERIALS**  
Meal items, try some porridge

### TRANSITION

**ACTIVITY**  
Open a picture book. Ask your child to pick a page and talk about the picture. Repeat two to three times.

**LEARNING SKILLS**  
Creativity, craft and structure of a story

**MATERIALS**  
Choice of a picture book

### LEARNING LAB

**ACTIVITY**  
Ask your child to make a storyboard. Explain that each card or piece of paper tells part of a story. The story needs a beginning, middle and end. Your child can draw pictures on the board, write words and glue cut out pictures to make the board. After the board is done, have your child tell you the story using the board.

**LEARNING SKILLS**  
Key ideas and details, sequencing, vocabulary, critical thinking

**MATERIALS**  
Paper or cards, crayons, colored pencils, markers, old magazines, glue, scissors
### OUTSIDE TIME

**ACTIVITY**
Read the book or listen to *That’s What Leprechauns Do* by Eve Bunting, or tell your child the story of leprechauns. Have your child create a leprechaun trap for these fairytale creatures, using the box and foil as well as gathering materials from outside. Leprechauns love shiny things!

**LEARNING SKILLS**
Creativity, Problem-solving, Empathy

**MATERIALS**
Old box, tin foil, gold paint or pipe cleaners
For full activity description, see hyperlink for Leprechaun Traps.

*Enrichment provided by Tinkergarten®*

### REST TIME

**ACTIVITY**
Time to relax. Establish a routine before naps that supports your child in calming his or her body and settling the mind.

**LEARNING SKILLS**
N/A

**MATERIALS**
N/A

### TRANSITION

**ACTIVITY**
Take turns acting out a simple task, such as brushing teeth, combing hair or putting clothes away. Ask your child what you should do first, second and third.

**LEARNING SKILLS**
Story structure, sequencing, communication

**MATERIALS**
N/A
**CHILD’S CHOICE**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>This may be a good time to do the one thing your child wanted to do today. You can also do this activity anytime during the day.</th>
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</thead>
<tbody>
<tr>
<td>LEARNING SKILLS</td>
<td>N/A</td>
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<tr>
<td>MATERIALS</td>
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