STORYTELLING AND FAIRYTALES
WEEK 6 • DAY 3
GREETING

ACTIVITY

Begin the day with positive energy. Start your day with a big smile as you say good morning to your child. Then, try a simple breathing activity.

Encourage your child to take a deep breath and watch his or her belly go out and in with each inhale and exhale. Try to inhale for three seconds and exhale for five seconds. While doing the breathing exercise, have your child stretch his or her arms high above his or her head and stand on tiptoe to make his or her body as tall as possible. Relax, and then repeat this exercise three times.

You can do this activity throughout the day to help your child unwind or refocus.

LEARNING SKILLS

Regulates emotions and behaviors

MATERIALS

N/A

MORNING MEETING

ACTIVITY

Have fun with wacky hairstyles! If you want, send a picture of your child’s wacky hairstyle to your child’s teacher.

Read your little one’s favorite fairy tale. Try reading or listening to a Brothers Grimm classic about a hairy situation, such as Rapunzel. Talk about the different parts of the book, such as the front cover, back cover and spine.

LEARNING SKILLS

Demonstrates knowledge of print and its uses

MATERIALS

Book or read-aloud
**TRANSITION**

ACTIVITY
Pretend you are at a fairy-tale ball. Turn on classical music, and twirl around the house as you dance your way to the next activity.

LEARNING SKILLS
Movement

MATERIALS
Music

**PRE-EXPLORATION**

ACTIVITY
Work together with your little one to identify a story he or she would like to retell. Gather some props from around the house to support the story. These could include animals, dolls or action figures for the main characters, drawings depicting the weather in the story and boxes for the settings, such as houses, a park or a town. Encourage your child to create a stage by using a large blanket or setting up a space outdoors.

LEARNING SKILLS
Retells stories, recounts details

MATERIALS
Book, props (related to the book of choice), stage area

**PURPOSEFUL EXPLORATION**

ACTIVITY
Record your child retelling his or her favorite tale using a book and props. Afterward, let your child watch himself or herself. If your child would like, have him or her record the story again. For fun, share the video with your family members or with your child’s teacher.

LEARNING SKILLS
Retells stories, uses tools and other technology to perform tasks

MATERIALS
Book, props, stage area, recording device
### POST EXPLORATION

**ACTIVITY**
Reflect on and discuss the experience of being on camera. Would your child like to make any changes? Would he or she like to do it again with another book?

**LEARNING SKILLS**
Engages in conversations

**MATERIALS**
N/A

### MEALTIME

**ACTIVITY**
Use those helping hands! Encourage your child to help you set the table and clear the table.

**LEARNING SKILLS**
Peer participation

**MATERIALS**
N/A

### TRANSITION

**ACTIVITY**
Say, “Find an object that starts with [any letter of the alphabet].” Play several rounds.

**LEARNING SKILLS**
N/A

**MATERIALS**
Objects from around the house
### LEARNING LAB

**ACTIVITY**
Help your child recall the events in the fairy tale from the morning meeting. Have your child place the events in sequential order. As an extension, ask your child to draw the sequence of events. Your child can do this independently.

**LEARNING SKILLS**
Recalls events, sequencing

**MATERIALS**
Book, paper, crayons

### OUTSIDE TIME

**ACTIVITY**
Gather natural items that could be used to build a house from the story of *The Three Little Pigs*. Try to build a house using all the items that you collect.

**LEARNING SKILLS**
Shows inventiveness in thinking

**MATERIALS**
Sticks, hay, blades of grass, rocks, pebbles, read-aloud, for story reference

### REST TIME

**ACTIVITY**
It’s time to relax. Establish a routine before naps that supports your child in calming his or her body and settling his or her mind.

**LEARNING SKILLS**
N/A

**MATERIALS**
N/A
**TRANSITION**

**ACTIVITY**
How many items can you balance on your hands or on your head? Try using items like pieces of paper, soft blocks, magazines or books. Count the items, and see how many of each item you can balance!

**LEARNING SKILLS**
Gross motor skills

**MATERIALS**
Objects to balance

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**CHILD’S CHOICE**

**ACTIVITY**
Use this time to let your child complete an activity of his or her choice.

**LEARNING SKILLS**
N/A

**MATERIALS**
N/A