MINI MASTERPIECES

WEEK 6 • DAY 4
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
Let’s think about what we are thankful for. Discuss what you would like to create today. Let’s be thankful for the different ways we can express creativity. Identify different art mediums, such as traditional art supplies, building materials or natural items.

LEARNING SKILLS
Engages in conversations

MATERIALS
N/A

TRANSITION

ACTIVITY
Count how many paintings or pieces of art are displayed in your house.

LEARNING SKILLS
Counting

MATERIALS
N/A
## Pre-Exploration

**Activity**
Look up some examples of masterpieces online. Try searching for works of art by Van Gogh, Monet, Escher, Dali, Wiley or Picasso. You can also virtually visit the Metropolitan Museum of Art.

**Learning Skills**
Explores visual arts, uses technology

**Materials**
Computer or tablet

## Purposeful Exploration

**Activity**
It’s time to get creative! Gather anything and everything that could be used to create a masterpiece. This could include old newspapers, magazines, scraps of fabric or cloth, natural items, paint, crayons, glue, markers and large pieces of paper for the canvas.

**Learning Skills**
Explores visual arts

**Materials**
Art supplies and various materials

## Post Exploration

**Activity**
Discuss what your child created, and ask him or her to think about what could be added later. Ask your child about what the process of creating the artwork was like, how he or she decided what to use where and which colors were most important to your child.

**Learning Skills**
Engages in conversations

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

**ACTIVITY**
Discuss what you are thankful for during mealtime.

**LEARNING SKILLS**
N/A

**MATERIALS**
N/A

**TRANSITION**

**ACTIVITY**
Go on a bear hunt. You can hide a bear somewhere in the house and provide clues to your little one.

**LEARNING SKILLS**
N/A

**MATERIALS**
Teddy bear or any stuffed animal

**LEARNING LAB**

**ACTIVITY**
Read or listen to *The Day the Crayons Quit* by Drew Daywalt and Oliver Jeffers. After reading together, encourage your child to sort crayons by color.

**LEARNING SKILLS**
Sorting

**MATERIALS**
Book or read-aloud, crayons
### OUTSIDE TIME

**ACTIVITY**
Paint outside with your child using paper and watercolors. You can make your own watercolors by adding food coloring to water.

**LEARNING SKILLS**
Explores art materials

**MATERIALS**
Watercolors, brushes, food coloring, water

### 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**
Try skating on paper, paper plates or wax paper! Stand on paper and scoot around your house.

**LEARNING SKILLS**
Gross motor skills

**MATERIALS**
Paper, paper plates or wax paper
## Child's Choice

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Use this time to let your child complete an activity of his or her choice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING SKILLS</td>
<td>N/A</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>N/A</td>
</tr>
</tbody>
</table>