STORYTELLING AND FAIRYTALES

WEEK 6 • DAY 3
### Greeting

**Activity**
Greet your child by singing these lyrics to the tune of "Frere Jacques."

Where is [your child’s name]?
Where is [your child’s name]?
Here you are!
Here you are!
I’m so glad to see you,
I’m so glad to see you,
Home with me.
Home with me.

**Learning Skills**
Forming relationships with adults, developing healthy habits, expressing emotion through words and sounds

**Materials**
Song lyrics

### Gathering Activity

**Activity**
Read a book to your toddler by using a sock as a puppet. Have the puppet tell the story instead of you. Try The Three Little Pigs by Tony Ross for a fun board-book fairy tale.

**Learning Skills**
Dramatic arts, language and literacy, symbolic play

**Materials**
Sock, any book available

### Transition

**Activity**
Ask your child to name his or her favorite animal. Walk, crawl, stomp or fly to your next activity by moving like that animal.

**Learning Skills**
Exploring drama through storytelling, symbolic play, gross motor skill development

**Materials**
N/A
PROCESSING ACTIVITY

ACTIVITY
Gather familiar stuffed animals or dolls and ask your child to select a few to help “tell a story.” Use the animals or dolls to act out a familiar tale or song such as “Itsy Bitsy Spider,” “Humpty Dumpty” or “Old MacDonald.” Change the characters in the story as needed to reflect the animals or dolls selected. Begin by saying “Once upon a time...” and end with “The end!”

Encourage your toddler to keep playing with the stuffed animals or dolls independently. Add a familiar book or another stuffed animal to the mix when his or her interest starts to dissolve.

LEARNING SKILLS
Interacting with stories and books, sustaining independent play

MATERIALS
Stuffed animals or dolls, familiar books

CONNECTION ACTIVITY

ACTIVITY
Cut out photos of people, objects, places, animals, etc. from an old magazine. Help your child glue or tape these images to a piece of paper. Use the collage he or she has created to tell a story.

If you do not have magazines at home, you can print some pictures from the internet or use extra family photos.

LEARNING SKILLS
Fine motor skill development, beginning reading comprehension

MATERIALS
Magazines, paper, tape or glue

PERSONAL CARE INTERACTION

ACTIVITY
During bath time, give your child a washcloth and encourage him or her to wash his or her body and toys. While your child washes, ask him or her to identify the different features of his or her face.

LEARNING SKILLS
Self-help skills, self-confidence, sense of self

MATERIALS
Washcloth, bath toys, soap
## MEALTIME

**ACTIVITY**
During mealtime, have your child hold the cup while you pour the milk, water, etc. For older children, encourage them to help you pour. Use descriptive phrases such as “Hold the cup still, please” and “It’s coming out.”

**LEARNING SKILLS**
Self-help skills, body awareness, establishing healthy routines

**MATERIALS**
Cup, milk, water or another beverage

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## TRANSITION

**ACTIVITY**
Encourage your child to put his or her own socks and shoes on before going outside. Count with your child his or her feet, one and two, his or her socks, one and two, his or her shoes, one and two. Use encouraging words as needed. “You can do it!” “You got one on!” “Keep trying!” Celebrate effort and success.

**LEARNING SKILLS**
Counting, sense of self, self-help skills

**MATERIALS**
N/A

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## OUTSIDE TIME

**ACTIVITY**
Create a pattern of simple exercises for you and your child, e.g., 2 jumping jacks, 3 toe touches, 4 reach-for-the-skies, then repeat. Once you are warmed up, play a simple game of cat-and-mouse, chasing your child around the yard.

**LEARNING SKILLS**
Gross motor skill development, counting and sequencing

**MATERIALS**
N/A
## REST TIME

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>As you help your child settle for rest time, cuddle together and tell your child a story about a favorite memory from your childhood. Stroke your child’s hair or rub or gently pat your child’s back as you sit together.</th>
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</thead>
<tbody>
<tr>
<td>LEARNING SKILLS</td>
<td>Language development, establishing healthy routines, self-regulation</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## TRANSITION

| ACTIVITY | Greet your child as he or she wakes up from rest time by singing the song from morning Greeting to the tune of “Frere Jacques.”

Where is [your child’s name]?
Where is [your child’s name]?
Here you are!
Here you are!
I’m so glad to see you,
I’m so glad to see you,
Home with me. Home with me. |
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<tr>
<td>MATERIALS</td>
<td>Song lyrics</td>
</tr>
</tbody>
</table>
## Child’s Choice

### Activity
Review the activities from this morning with your child and ask what he or she wants to do. Repeating activities helps your child develop the relevant skills and build confidence. As your child starts to get the hang of an activity, make the activity slightly more difficult to keep him or her challenged and engaged.

### Learning Skills
Communicating preferences, developing memory of previous experiences and connecting to present

### Materials
N/A