IT’S DRAMA TIME

WEEK 6 • DAY 5
## GREETING

### ACTIVITY
Greet your child by singing these lyrics to the tune of “Frere Jacques.”

<table>
<thead>
<tr>
<th>Where is [your child’s name]?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here you are!</td>
</tr>
<tr>
<td>I’m so glad to see you,</td>
</tr>
<tr>
<td>I’m sure you wouldn’t guess it if you guessed a long long while</td>
</tr>
</tbody>
</table>

### LEARNING SKILLS
Forming relationships with adults, healthy habits, expressing emotion through words and sounds

### MATERIALS
Song lyrics

## GATHERING ACTIVITY

### ACTIVITY
Sing the song “I’ve Got Something in My Pocket” (The Brownie Smile song).

<table>
<thead>
<tr>
<th>I’ve got something in my pocket</th>
</tr>
</thead>
<tbody>
<tr>
<td>That belongs across my face</td>
</tr>
<tr>
<td>I keep it very close to me in the most convenient place</td>
</tr>
<tr>
<td>I’m sure you wouldn’t guess it if you guessed a long long while</td>
</tr>
</tbody>
</table>

Pretend to “take the face off” and “put it back in your pocket,” and repeat the song with many different faces and emotions.

### LEARNING SKILLS
Music and expression, identifying emotions and developing empathy, fine motor skill development

### MATERIALS
Song lyrics
**TRANSITION**

**ACTIVITY**
Twirl like a ballerina to your next activity!

**LEARNING SKILLS**
Gross motor skill development, symbolic play, creative expression

**MATERIALS**
N/A

**PROCESSING ACTIVITY**

**ACTIVITY**
Collect a variety of different clothing items - hats, scarves, shoes, shirts, accessories, bags, etc. - from different members of your household and dress up in some of them. Encourage your child to dress him- or herself and to practice buttoning and zippering. Once dressed, ask your child to act out the role he or she has adopted. What does this person do or say? How does this person feel?

**LEARNING SKILLS**
Pretend play, role-playing, fine and gross motor skill development, sustaining independent play

**MATERIALS**
Different clothing items and accessories

**CONNECTION ACTIVITY**

**ACTIVITY**
Write the titles of common songs you and your child know on pieces of paper such as “The ABCs,” “Itsy Bitsy Spider,” “Twinkle, Twinkle, Little Star” and “Bingo,” and fold them up. Select an item to act as your microphone (wooden spoon, hairbrush, etc.) and choose a folded piece of paper. Open it up and sing the song together. Perform into your microphones as though you were on stage. Don’t forget to dance too! If possible, record your performance to watch and share with other family members later. Leave your “microphones” out for your child to continue to play with throughout the day.

**LEARNING SKILLS**
Pretend play, role-playing, gross motor skill development, music and expression

**MATERIALS**
Paper, pen, items that could represent a microphone, recording device
## PERSONAL CARE INTERACTIONS

**ACTIVITY**
Encourage your child to make faces in the mirror while they are washing their face with a washcloth. If you have a small, non-breakable mirror or hanging full-length mirror, provide your child access to continue practicing faces throughout the day.

**LEARNING SKILLS**
Sense of self, self-help skills, fine and gross motor skill development

**MATERIALS**
Washcloth, mirror

## MEALTIME

**ACTIVITY**
Use a device to play an opera and listen to music while you eat. Discuss how an opera is a play or story told through song. While listening and eating, talk about how the music makes you feel.

Some popular operas are *Carmen* by Georges Bizet, *Rigoletto* by Giuseppe Verdi and *The Barber of Seville* by Gioachino Rossini and Pierre-Augustin Caron de Beaumarchais.

**LEARNING SKILLS**
Creative expression, arts and culture, identifying emotions

**MATERIALS**
Music-playing device, music

## TRANSITION

**ACTIVITY**
Ask your child, “What is the first thing we need to do to get ready to go outside? What is second?” Talk about each step and encourage your little one to complete the steps on their own.

**LEARNING SKILLS**
Establishing routines, sequencing, planning

**MATERIALS**
N/A
## OUTSIDE TIME

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Play “I spy” with your little one. For every item you spy, play with it! “I spy a ball.” Play with the ball. “I spy a slide.” Go down it! “I spy a bird.” Act like a bird.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING SKILLS</td>
<td>Gross motor skill development, awareness of environment</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## REST TIME

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Read <em>Good Night Gorilla</em> by Peggy Rathmann or listen to this read-along as you snuggle your child and help him or her relax for rest time. If you do not have <em>Good Night, Gorilla</em>, any good-night-themed book will work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING SKILLS</td>
<td>Language development, developing an interest in print, establishing healthy routines, self-regulation</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>Book or read-along</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.

**LEARNING SKILLS**

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

**MATERIALS**

Song lyrics

**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