

# WEEK FIVE

## LANGUAGE DEVELOPMENT

### MUSIC: "LITTLE NOSE" SONG

Your Materials: none

*Sung to "Mary Had a Little Lamb."*

Sing the song to the child. Repeat and have him touch his own nose.



(Camden) has a little nose,  
Little nose, little nose.  
(Camden) has a little nose,  
It's, oh, so nice to touch.  
*[touch nose]*

- **For Younger Children:** Sing the song to the child and gently touch his nose.
- **For Older Children:** Encourage the child to sing the song and touch his nose. Substitute other facial features in place of "nose," such as mouth or chin.



### LANGUAGE: FACE VOCABULARY CARD

Materials From Kit: Face Vocabulary Card

Your Materials: scissors

Cut apart the Face Vocabulary Card on the dotted line. Laminate, if desired. [Save the Toes Vocabulary Card for pg. 20.]

Direct the child's attention to the picture. Name and point to the different features of the face: nose, eyes, ears, cheeks, chin, mouth, etc.



- **For Younger Children:** Point to and name the facial features on the child. For example, point to the nose on the Face Vocabulary Card and say, "This is a nose." Then, point to the child's nose and say, "Here is your nose." Repeat with the eyes, ears, cheeks, chin, mouth, etc.
- **For Older Children:** Point to and identify the facial features on the Face Vocabulary Card. As you point to a facial feature, ask the child to identify their own features. For example, point to the nose on the Face Vocabulary Card and say, "Here is a nose. Where is your nose?" Repeat with the eyes, ears, cheeks, chin, mouth, etc.

## PHYSICAL DEVELOPMENT

### LARGE MOTOR: I CAN

Your Materials: none

Demonstrate the actions while reciting the rhyme. Repeat and guide the child through the actions.

I can blink with two eyes.  
*[blink eyes]*

I can wiggle ten fingers.  
*[wiggle fingers]*

I can wiggle my two feet, two feet, two feet.  
*[wiggle feet]*

I can wiggle my two feet, all day long.  
*[wiggle feet]*

- **For Younger Children:** Recite the rhyme to the child. Wiggle her hands and feet.
- **For Older Children:** Encourage the child to recite the rhyme and perform the actions with you.

### HAND-EYE COORDINATION: SHOW ME

Your Materials: stuffed animal/doll

Show the child a stuffed animal or doll. Point to and identify the facial features on the stuffed animal or doll. Hold a mirror so the child can see himself. Have him point to his facial features in the mirror.

- **For Younger Children:** Take the child's finger and guide it to his nose and then, your nose. Repeat with other facial features. Name the facial features as you touch them.
- **For Older Children:** Offer a stuffed animal or doll to the child. Ask him to locate the stuffed animal's nose. Ask him to locate his nose and your nose. Repeat with other facial features.

## CREATIVE EXPLORATION

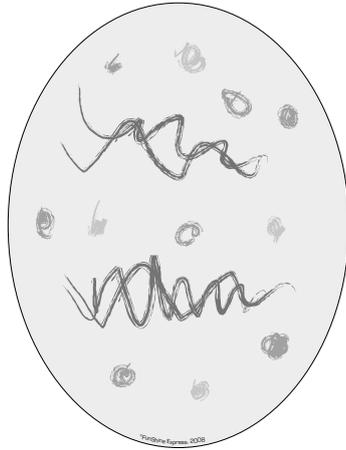
### ART: SPRING EGG

**Materials From Kit:** per child - 1 Spring Egg pattern

**Your Materials:** purple and pink jumbo crayons, scissors, black marker

Give each child one yellow Spring Egg pattern. Demonstrate how to hold a crayon and color the egg. Cut out the egg. Write her name on the egg using a black marker. Save for "My Easter Eggs" bulletin board (see pg. 6).

- **For Younger Children:** Tape the Spring Egg pattern to a high chair tray. Place a crayon in the child's hand. Guide her hand in a back and forth motion to make marks on the paper. Let her try to color by herself.
- **For Older Children:** Children this age use crayons in a scribbling fashion. Praise their work. Describe the marks they are making on their egg. Use terms, such as straight, curvy, round, etc. Name the colors.



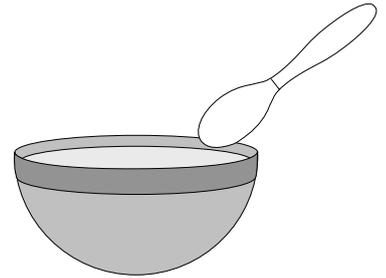
### DRAMATIC PLAY:

### WHAT'S FOR DINNER?

**Your Materials:** play dishes, pretend food items

Bring play dishes and pretend food items to a table. Invite a child to join you. Pick up an item and pretend to use it. Tell the child you are hungry, and you would like them to fix you something to eat.

- **For Younger Children:** Offer play dishes and food items for the child to explore. Help the child place the food items in the dishes.
- **For Older Children:** Tell the child you are hungry and ask if you can have something to eat. Encourage him to give you a plate filled with food items. Pretend to eat and thank him for the food.



## NUMBERS/COLORS/SHAPES

### COLORS: MATCHING EGGS

**Materials From Kit:** 1 yellow paper, 1 purple paper, 1 pink paper

**Your Materials:** pencil, scissors, clear contact paper, crayons or markers, stickers, basket, plastic eggs

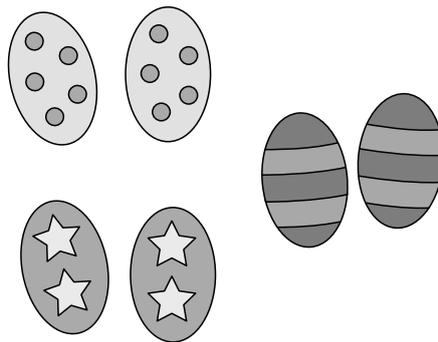
Draw and cut out two eggs on each of the colored papers. Decorate each pair differently. Draw dots or stripes on the eggs or attach stickers. Laminate, if desired.

Invite a child to join you.

Mix up two sets of matching eggs

Help the child match the two sets. Point out the features that make each set the same.

- **For Younger Children:** Offer plastic eggs for the child to hold and explore. Provide a basket for her to set the eggs in and remove them from.
- **For Older Children:** Mix all three sets of eggs in a basket. Invite the child to find the matching pairs. Assist, as needed.



### SHAPES:

### LET'S MAKE A SQUARE

**Your Materials:** purple, pink, and brown jumbo crayons, paper

Offer the child a jumbo crayon and a large piece of paper. Guide his hand to form a square. Name the color and count the sides as it is formed.

- **For Younger Children:** Place a crayon in the child's hand and allow him to color freely on the paper.
- **For Older Children:** Draw a square for the child using a crayon. Invite him to trace over the square with his finger. Then, encourage him to draw a square on his own. Assist, if needed. Allow him to practice making squares as long as they he is interested.

WRITING: SCRIBBLING IS A PREWRITING SKILL. IT HELPS STRENGTHEN HANDS AND FINGERS.