

parentcircle

★ Little
Learners
@Home ★

Me, Myself and I



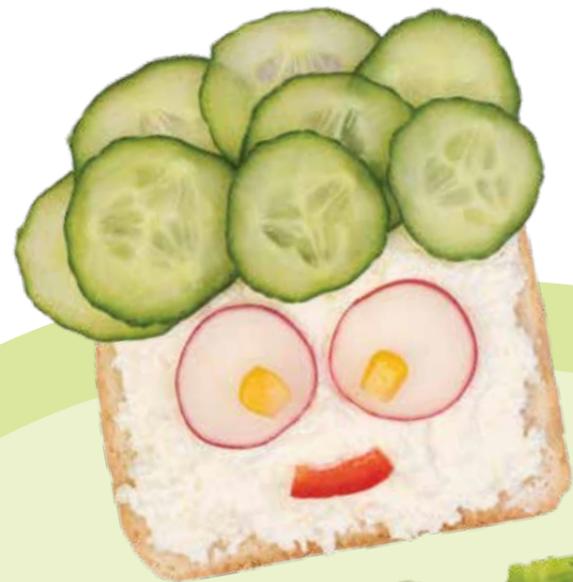
A HOME LEARNING PROGRAMME FOR 3-5 YEAR OLDS

Sample Activities

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FACE SANDWICH



FACE SANDWICH - PARENT SHEET

HOW-TO INSTRUCTIONS

Help your child learn to fix his own snacks – this activity involves making face sandwiches which are colourful and fun.

When you prepare the sandwich, talk to your child about the names of different food items – tomato, cucumber, cheese, lettuce, dried fruits, nuts, eggs, etc. Talk to him about shapes – ‘We’re slicing the cucumber and making circle-shaped pieces’ or ‘We’re cutting the circle-shaped tomato slice in half to make it a semi-circle’. Talk to him about colours – ‘The cucumbers are green. The boiled eggs are white and their yolks are yellow’, and so on.

Make one sandwich in front of your child. Ask your child to make another sandwich while you are giving some guidance – ‘For your face sandwich, what do you want to make the eyes with? How will you make the hair and the mouth?’ Let your child also tell you how many slices of cucumber or cheese she’ll need.

★ MAKE IT CHALLENGING

Get your child to use at least 4 different colours and 3 different shapes to make the face.

DEVELOPMENTAL SKILLS

Fine Motor Skills, Creativity, Shapes, Colour Perception, Self-Help Skills

PARENT TIP

Learning to be independent is a natural developmental progression in your growing child, which is acquired when you give your child opportunities to do things on his own. It helps your child feel capable and will make her want to help around the home.

Your child loves to get involved and help out in useful ways. So why not get him to prepare his own simple snack or assist you while you cook a meal. Most likely, he will enjoy eating it too. Besides, there’s great scope for bonding over cooking and eating together!

NAME MY FEELINGS



I feel happy when _____



I feel sad when _____



I feel angry when _____



I feel scared when _____



★ MAKE IT CHALLENGING



I feel worried when _____



I feel frustrated when _____



I feel upset when _____

I feel jealous when _____



I feel excited when _____



NAME MY FEELINGS - PARENT SHEET



HOW-TO INSTRUCTIONS

Ask your child to tell you what makes her feel happy, sad, angry, scared... Write down her answers. If she can write, encourage her to write.

DEVELOPMENTAL SKILLS

Emotional-Awareness, Emotional Regulation

PARENT TIP

This is a wonderful activity to have a conversation with your little one, and to better understand your child's feelings and thoughts.

When your child learns to name his emotions, it is the first step towards helping your child manage his emotions. When your child is battling big emotions, if she is unable to verbally communicate to you how she is feeling, she is likely to act it out with tantrums or crying. But, if she is able to name her emotions and tell you how she is feeling, you will be able to help her accordingly.

Sometimes, your child may feel upset or scared about something that appears trivial and unimportant to you. But, to the child it is a 'big' feeling about a 'big' happening.

So, don't just brush aside your child's emotions. Instead, listen, empathise and soothe your child.

WHAT CAN I DO WITH MY BODY?

All the things I can do

Walk	Dance	Skip	Fly	March	
Jump	Hop	Run	Bounce	Trot	Scratch
Swim	Sit	Stand	Spill	Stamp	
Crawl	Chew	Blow	Dive	Sniff	
Wink	Kiss	Tap	Trip	Stretch	
Lick	Bow	Twirl	Jog	Climb	Swing

Now let's try these. .

- Can you sit on your hands while tapping your left foot on the floor?
- Can you crawl on the floor while winking with your left eye?
- Can you swing your arms while licking your lips?
- Can you jump with both feet while sniffing with your nose?

★ MAKE IT CHALLENGING

- Can you do the swimming action (while lying on your tummy on the floor) while blowing with your mouth?
- Can you hop with your right leg while tapping your tummy with your right hand?
- Can you stretch your arms up while twirling around?



WHAT CAN I DO WITH MY BODY? - PARENT SHEET



HOW-TO INSTRUCTIONS

For each of the actions, ask your child to act it out. If she doesn't understand the meaning of certain action words, explain it to her and demonstrate it. Then have your child follow the instructions and have fun!

DEVELOPMENTAL SKILLS

Gross Motor Skills, Following Instructions, Focus and Concentration

PARENT TIP

Encourage your child to explore the flexibility of her body. Become a child yourself and have a whole lot of fun as you both try to coordinate large and fine motor movements.

Your child's motor skills are still developing. Therefore, trying to combine one skill with another can be challenging. If your child is still learning to hop, then asking her to tap her tummy while hopping will only frustrate and discourage her. Even if your child has success in hopping a couple of times, she will feel 'I can' and become more confident. Once she masters this skill, then challenge her to add the 'touch your tummy' action while hopping. Even if she can't do it the first time, encourage her to keep trying. Once she gets it, watch her excitement and sense of pride for accomplishing a challenging task. Celebrate moments of your child's little successes with joyful yells and watch her swell with pride as she gets better at coordinating dual actions. You would have helped your child's self-belief rise a notch higher when she says, "I can do this too!"

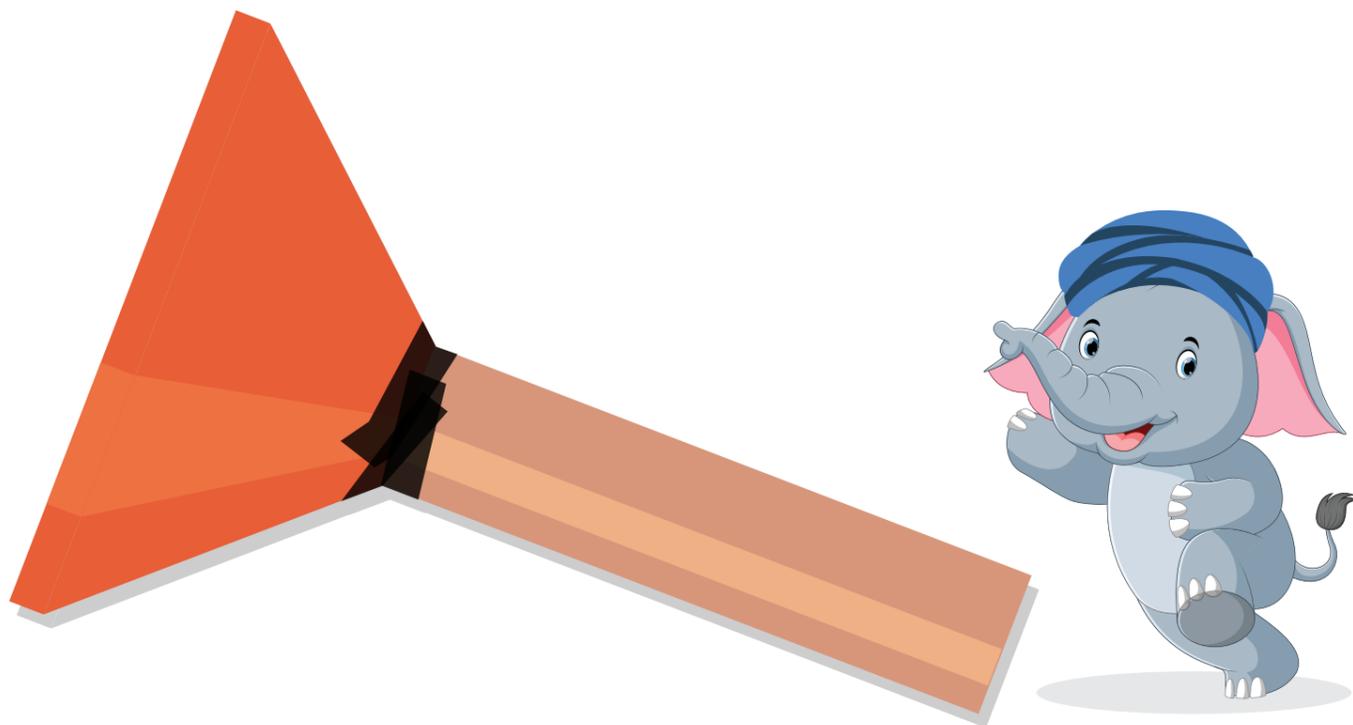
LISTEN TO YOUR HEART

What is a Stethoscope?

1. When you go to the doctor, he or she will probably use something called a stethoscope to hear the sounds that the inside of your body makes.
2. Usually, we can't hear these sounds very well, but with a stethoscope, they get a whole lot louder!
3. With it, the doctor can hear your heartbeat, the air going in and out of your lungs, tummy gurgles, and other wonderful noises that tell the doctor how things are working inside your body.



Now, let's make our own stethoscope and use it to listen to others' heartbeat



LISTEN TO YOUR HEART - PARENT SHEET

HOW-TO INSTRUCTIONS

Discuss what a stethoscope is with your child. Then help your child make one as described below.

Materials required: A kitchen roll tube (or cardboard rolled and made into a cylinder shape), duct tape, and a small funnel (you can always make one using chart paper or flexible cardboard).

Procedure:

- First, ask your child to use just the kitchen roll tube. Have him place one end of it on your chest and the other end against his ear and listen. Can he hear your heart beating?
- Next, tape the funnel into one end of the kitchen roll. Now have your child place the funnel on your chest and the other end of the tube against his ear. Have him listen to your heartbeat. Does it sound clearer?

★ MAKE IT CHALLENGING

- Make a prediction (guess) – what do you think will happen to your heart rate if you did some jumps? Will your heart beat faster?
- Try counting the number of heartbeats for 10 seconds (set the timer), before and after some exercise. Was your prediction (guess) correct?

DEVELOPMENTAL SKILLS

Sensory Skills, Scientific Thinking, Counting

PARENT TIP

Making this stethoscope offers a wonderful way for your child to explore his body in a scientific manner.

Expect a lot of 'doctor' pretend play and check-ups when you're done making the stethoscope. Preschoolers love imaginary play. It offers multiple benefits-encourages creativity, supports social and emotional development, and improves language and communication skills.

I CAN FOLLOW MY ROUTINE



I CAN FOLLOW MY ROUTINE - PARENT SHEET

HOW-TO INSTRUCTIONS

Create morning and bedtime routine charts for your child.

- Sit with your child and make a list of all the things she does as a part of her morning and bedtime routines from brushing teeth, getting dressed and so on. For an older child, it might additionally involve making the bed and feeding a pet.
- For each routine chart:
 1. Draw a 6 inches x 9 inches rectangle on the chart paper and cut it out.
 2. Cut out 1 inch x 6 inches strips of chart paper (6 to 8 strips for each chart). On each strip, measure 4 inches and mark the folding line as on the opposite page. Fold each strip of paper along that line.
 3. Write the title on the chart such as 'Sana's Daytime Routine'.
 4. On each strip, draw a picture and write the name of the activity to be done. On top of the folded flap, write 'DONE'. Your child can help draw and write each activity, if he can.
 5. Attach Velcro pieces on the strips of paper as shown in the picture. Glue the strips to the chart as shown.

Your child's routine chart is ready! Pin it up in a place your child can reach. Keep all flaps open. As your child completes each activity, she can close the flaps shut. This will make her feel in control of her routine and eliminate any nagging or yelling by the parent.

DEVELOPMENTAL SKILLS

Sequencing, Independence, Responsibility, Self-Regulation

PARENT TIP

It is the preschoolers development stage to insist on doing things on her own - though at her own pace and time! This is the stage to exercise autonomy. Make an attractive daily routine chart for your child and place it in an area where it is visible to her as a friendly reminder for what is to be done and when. It's the nagging that makes children resist and respond with behaviour that says, "I won't!", and then a battle ensues. A routine chart, on the other hand, lets your child think, "Yes, I can!"

SORTING CLOTHES



T-Shirt



Shorts



Socks



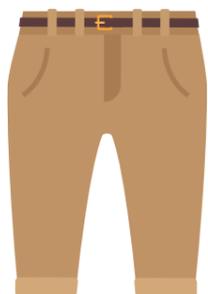
Shirt



Dress



Skirt



Pant



Underwear



Shoe



SORTING CLOTHES - PARENT SHEET

HOW-TO INSTRUCTIONS

This is a great activity to do with your child while you are doing your laundry; or you could also get some clothes from your child's cupboard for this activity (make sure you have at least 3 pieces of clothing for each of the categories listed on the cards). Mix all the clothes together.

Cut out the cards from the template provided and stick them on thick cardboard or laminate them. Get a basket for each type of clothing or you could use a mat.

Place the cards in front of each basket or on the mat with adequate space (about 2 feet) between each card. Now, ask your child to sort out the clothes and place each piece of clothing next to the card that is labelled with the category it belongs to.

Here are other ways to get your child to sort clothes:

By colours, by clothes belonging to each family member, by occasion - night clothes/school clothes/play clothes/festive clothes, and so on. Get creative

★ MAKE IT SIMPLER

Have only two categories - Inner Wear /Outer Wear or White clothes/Coloured Clothes

DEVELOPMENTAL SKILLS

Vocabulary, Sorting, Logical Thinking, Decision Making

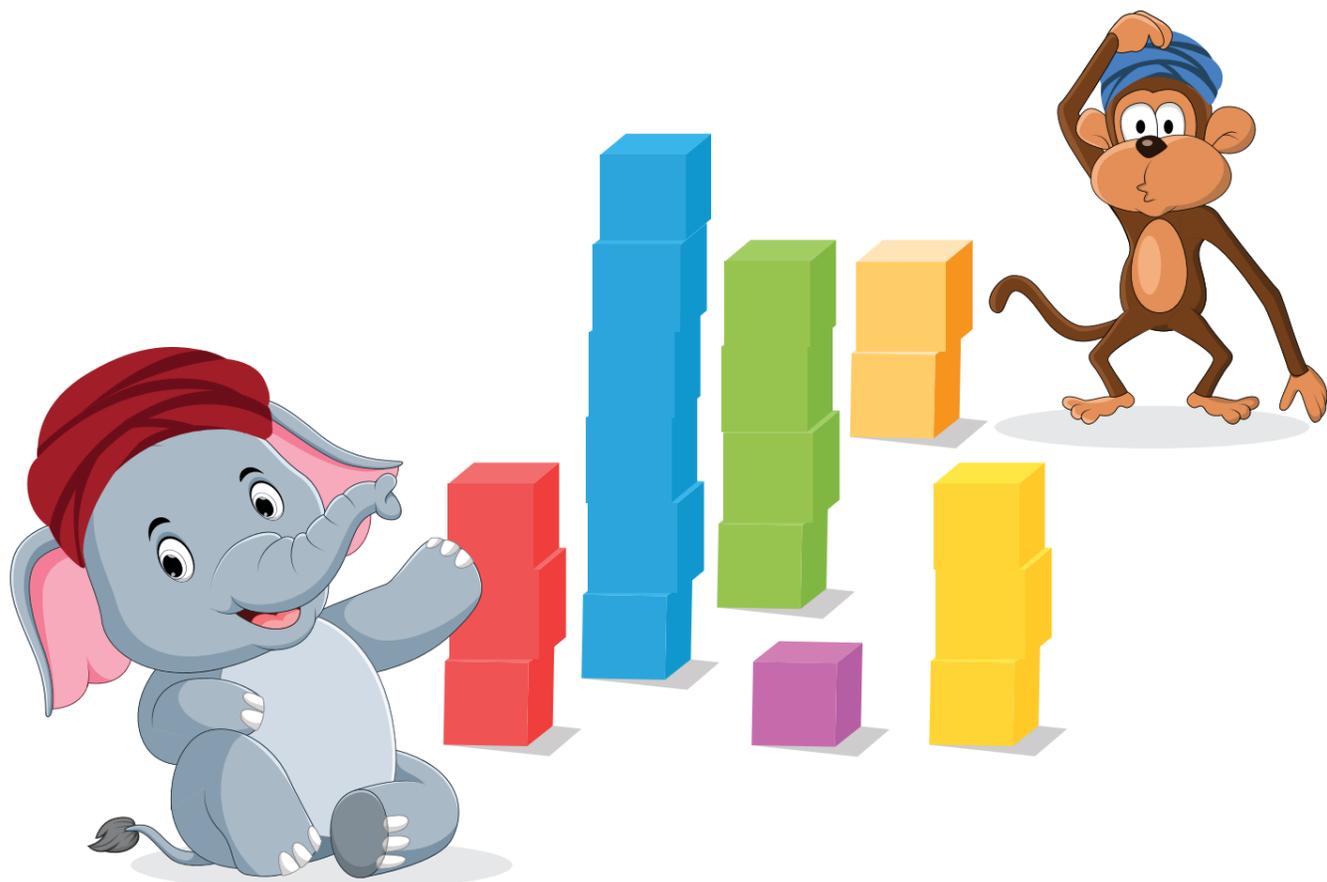
PARENT TIP

Sorting is an early Maths skill. It helps your child compare and contrast objects – what is same? what is different? This helps your child organise his thoughts and think logically. This helps strengthen his left brain which is the seat of Logic, Organisation, Language and Names.

Your preschooler may choose clothing combinations that could drive you up the wall, but, don't sweat. It's a sign he's growing up. Preschoolers are at a developmental stage when they are trying to assert their independence and test limits. But instead of letting it become a power struggle, let him have that control. Give him little choices such as, 'Do you want to wear the red shirt or the blue shirt?' Try to lay out his clothes the previous night, to avoid meltdowns during rushed mornings.

MY WORLD OF TOWERS

Meet Mannu and Ella. They love building towers using blocks. Can you identify the colours of the different towers they have built? Can you count the number of blocks in each tower?



MY WORLD OF TOWERS - PARENT SHEET

HOW-TO INSTRUCTIONS

Read the instructions to your child and ask him to point to the blocks in the picture as you ask him questions.

Here is a hands-on extension of the activity: Tell your child he is a tower builder today. Ask him to bring out all his building blocks/bricks and build towers. You can ask him to:

- Build towers in a specific colour or with a specific number of blocks.
- Build towers as he wishes. Keep any two towers next to each other and ask, “Which is taller? Which is shorter?”. Have your child order the towers from shortest to tallest. Ask, “Which is the tallest tower? Which is the shortest tower?”

★ MAKE IT CHALLENGING

- Ask your child to build a tower with a specific colour pattern. For example, “Two red bricks, then one blue brick, then two red bricks, then one blue brick.” Then ask him what colour brick comes next.
- Ask your child to count the number of bricks in one tower. Ask him to add one more brick to it. How many bricks are there in the tower now? If he removes one brick, how many bricks are left in the tower now? And so on.
- If your child has built a tower with 3 bricks, how many more bricks does he need to add to make it a 5-brick tower? (You can give hints – Add one more; now there are 4 bricks. Add one more; now there are 5 bricks. How many did we add to the 3-brick tower to make it a 5-brick tower?) – How many bricks does he have to remove to make it a 2-brick tower? Give hints as above, removing one brick at a time.

DEVELOPMENTAL SKILLS

Colour Perception, Counting, Pattern Recognition, Comparison, Fine Motor Skills

PARENT TIP

Playing with building blocks and bricks has many benefits, from stimulating your child’s imagination and creativity, to developing his tactile sensation(touch), correlating his abstract and concrete thoughts, and developing fine motor skills. Block play serves as a great tool to help your child develop numeracy skills, such as patterning counting, addition, subtraction, matching, comparison and sorting.

BALL GAMES

1. OLIVER TWIST

Oliver Twist
 Can you do this?
 Bet you a penny you can't do this
 Oh, you can?
 If so
 do so
 Number one – touch your shoe
 Number two – touch your shoulder
 Number three – touch your knee
 Number four – touch the floor
 Number five – come on jump
 Number six – wiggle your hips
 Number seven – point to the sky
 Number eight – open the gate
 Number nine – clap your hands
 Number ten – start again!



This rhyme has lots of action. As your child recites the first five lines, have her bounce the ball and catch it. Then when she says, 'Number One – touch your shoe', your child has to bounce the ball, touch her shoe and then catch the ball.

★ MAKE IT SIMPLER

If your child is still learning to bounce the ball then just say, 'Number One – Bounce and catch', and keep repeating it.

2. TOSS THE BALL

Line up 4 boxes (top open), or 4 large vessels in a row. Take 4 sheets of paper. On each sheet, write large numbers 1, 2, 3, 4. Tape one sheet of paper to the front of each box. Draw a line (or use a broad tape), about 5 feet away, in front of the boxes. Give your child a tennis ball, or even a ball made of crumpled newspaper. Have your child stand behind the line. Call out a number. Give your child 3 chances to throw the ball into the box that has that number

taped to it. Take turns tossing the ball. For you, draw a line at least 10 feet away and stand behind it. Have your child call out a number for you to toss.

For a variation, instead of numbers, write alphabets/ colour the sheets/ or draw shapes on the sheets of paper, based on what you want your child to learn.

★ MAKE IT SIMPLE OR CHALLENGING

Based on your child's ability to throw, draw the line closer or further away from the boxes. You want your child to feel success first, before you start challenging her to do more.



3. SAY AND CATCH

Sit or stand in a circle and pass the ball from one person to another. Before starting, decide on a subject or category. Each player must say a word based on the chosen subject before catching the ball. For example, if you choose colours as the subject, the person must say a colour before he catches the ball. If he catches the ball before saying a colour, or if he misses catching the ball, he has to perform an action that you decide on at the start of the game – for example, jump 3 times or make everyone laugh.



DEVELOPMENTAL SKILLS

Gross Motor Skills, Coordination, Ball Control, Vocabulary, Number Sense

PARENT TIP

When your child plays with balls of different sizes and textures, it develops his hand-eye coordination, exercises his hand and leg muscles and improves his fitness. Playing ball with your child is a great way for you to engage with him. With these games, your child gets to exercise his mind and body simultaneously, making the learning process more effective.