









New Trails and Three Trails Early Childhood Choice Board









- Complete 2 activities each day: **ATTACHED RESOURCES** are highlighted in yellow
- Teacher/Parent weekly check-in: Share successes, questions and/or concerns you had with the activities.
- Optional: Share pictures or videos of the activities with your teacher

Week of April 6

			
<p>Child picks 1 item to use as a measuring tool (Examples: spoon, marker, doll, block) . Find 3-4 items that are longer, shorter and the same size as your tool.</p> <p>Example: The spoon is:</p> <ul style="list-style-type: none"> • longer than the rug. • shorter than the penny. • the same length as a fork. 	<p>Child picks a story for the parent to read.</p> <ul style="list-style-type: none"> • Before reading ask: What do you think this book will be about? Why do you think that? • During reading: Stop and predict what might happen next, and why? • After reading: Was your prediction correct? Why? 	<p>Child moves objects from one cup to the other using a pinching tool.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Small object: cotton balls, beans, cereal, legos, grapes. • Pinching tool: Tongs, tweezer, clothespin, or thumb/pointer finger • 2 cups or containers 	<p>Parent asks their child to find 3 or more items that BEGIN with the same sound as their name. Repeat with familiar words</p> <ul style="list-style-type: none"> • Family members, popular places, toys <p>Example:</p> <ul style="list-style-type: none"> • Donna starts with the “D” sound- donuts, dog, Doritos
<p>Parent creates an ABAB and ABBA patterns. Have the child continue your pattern. Patterns:</p> <ul style="list-style-type: none"> • ABAB: fork, spoon, fork, spoon • ABBA: car, truck, truck, car, car, truck, truck, car 	<p>Parent reads a story to the child.</p> <p>Ask questions:</p> <ul style="list-style-type: none"> • What happened first? • What happened next? • What happened last? <p>Have the child draw a picture of their favorite character or part of the book.</p>	<p>Parent places a long strip of tape on the floor (or find a straight line). Child walks the line like a tightrope.</p> <ul style="list-style-type: none"> • Walk: , heel-to-toe, tiptoe, skip. <p>Challenges-Walks:</p> <ul style="list-style-type: none"> • Walk backwards, sideways, balance an object. 	<p>Parent gives two actions for child to do. Say:</p> <ul style="list-style-type: none"> • “How many things can you remember to do? Can you rub your head and pat your knees?” <p>Continue the game adding one more action.</p>
<p>Child traces and cuts out the right hand-number each finger 1-5. Child traces and cuts out the left hand-number each finger 6-10.</p> <ul style="list-style-type: none"> • How many fingers do you have? <p>Repeat with your left and right foot.</p> <ul style="list-style-type: none"> • How many toes do you have? • How many toes and fingers do you have all together? 	<p>Child writes and draws a letter for their teacher. In the letter share:</p> <ul style="list-style-type: none"> • What you have been doing at home? 	<p>Parent teaches child the HAND WASHING VISUAL PROCEDURES and HANDWASHING SONG</p> <p>Practice each time child washes hands.</p> 	<p>Parent describes a familiar item to the child. Ask:</p> <ul style="list-style-type: none"> • “What could it be? How do you know?” Repeat with different items or categories (feelings, action, place, person). <p>Example:</p> <ul style="list-style-type: none"> • I am thinking of something that is round, red, and has spots on it-What could it be? (ladybug)
<p>Child finds inside/outside objects that are 2D shapes.</p> <ul style="list-style-type: none"> • What shape is the object? How did you know which shape the object was? How many corners, how many sides? <p>2D Shapes:</p> <ul style="list-style-type: none"> • Triangle, rectangle, circle, square, rhombus, oval, trapezoid, hexagon 	<p>Child picks a story to read to parent. Ask:</p> <ul style="list-style-type: none"> • Where do you start reading? • Where to stop reading.? • Point to a word. • Point to a letter on the page. 	<p>Parent practices asking safety questions. Child answers in a complete sentence:</p> <ul style="list-style-type: none"> • first and last name • birthday • age <p>Example:</p> <ul style="list-style-type: none"> • What is your name? My name is Donna Denney. 	<p>Parent reads HOW DO YOU FEEL? chart with child. Ask questions-child answers in a complete sentence.:</p> <ul style="list-style-type: none"> • What is the feeling? • What does your face look like? • Tell about a time you felt_____

Week of April 13

			
<p>Parent and child pick 1 item to use as a measuring tool (Examples: spoon, marker, doll, block) . With the tool measure the length of different items in your house/outside</p> <p>Example:</p> <ul style="list-style-type: none"> The couch is 15 spoons long. 	<p>Child picks a story to read to parent.</p> <ul style="list-style-type: none"> Before reading: What do you think this book will be about? Why do you think that? During reading: Stop and predict what might happen next, and why? After reading: Was your prediction correct? Why? 	<p>Child practices independently getting dressed:</p> <ul style="list-style-type: none"> Zipping (pants, coats) Buttoning (shirt, pants) Tying. (shoes) Putting on jacket 	<p>Parent asks their child to find 3 or more items that END with the same sound as their name. Repeat with familiar words</p> <ul style="list-style-type: none"> Family members, popular places, toys <p>Example:</p> <ul style="list-style-type: none"> Dog ends with “g” sound- rag, frog, bag
<p>Child create and extend their own ABAB and ABBA pattern. Pattern:</p> <ul style="list-style-type: none"> ABAB: fork, spoon, fork, spoon ABBA: car, truck, truck, car, truck, truck, car 	<p>Parent reads a story to the child. Ask questions:</p> <ul style="list-style-type: none"> What happened first? What happened next? What happened last? <p>Have the child draw a picture of their favorite character or part of the book.</p>	<p>Child pretends to move like different animals: Animal movement:</p> <ul style="list-style-type: none"> Slither like a snake, crab walk, bear crawl, frog jump, bunny hop, penguin waddle, flap like a chicken 	<p>Have the child hold an item (ball, toy, car).</p> <p>Parent gives the child directions where to put the item using prepositional words:</p> <ul style="list-style-type: none"> under, over, behind, on, in, beside <p>Example: Put the ball on the TV. Put the ball in the cup.</p>
<p>Parent gives direction: action word and a number between 1-20. Child follows direction, counting after each action.</p> <ul style="list-style-type: none"> Action words : clap, squats, march. skip, hop <p>Example:</p> <ul style="list-style-type: none"> Jump 10 times: Child jumps and says 1, 2, 3,..... 	<p>Scavenger Hunt: Parent creates a list (picture/words) of 5 objects in the house/outside.. Using the list the child finds the objects in the house.</p> <ul style="list-style-type: none"> Repeat activity, switching roles -child creates list and parent hunts. <p>Example:</p> <ul style="list-style-type: none"> crayon, toy car, fork, ball, shoe 	<p>Child teaches 3 family/friends the HAND WASHING VISUAL PROCEDURES and HANDWASHING SONG.</p> <p>Practice each time child washes hands</p> 	<p>Parent thinks of a color and 3 items the child can see. Ask, “Can you guess what my color is? LIST THE 3 ITEMS.” Repeat with different items and colors.</p> <p>Example:</p> <ul style="list-style-type: none"> Can you guess what my color is? Donna’s shirt, the chair and the circle on the rug.” (all are red).
<p>Child finds inside/outside objects that are 3D shapes.</p> <ul style="list-style-type: none"> What shape is the object? How did you know which shape the object was? How many corners, how many sides? <p>3D shapes:</p> <ul style="list-style-type: none"> sphere, cube, cone, cylinder, rectangular prism, pyramid, triangular prism 	<p>Child writes and draws a letter for their family In the letter share:</p> <ul style="list-style-type: none"> What are 3 things you are grateful for? Post the letter in a prominent place 	<p>Parent practices asking safety questions. Child answers in a complete sentence:</p> <ul style="list-style-type: none"> parents’ first and name phone number address. <p>Example:</p> <ul style="list-style-type: none"> What is your phone number? My phone number is 373-3723 	<p>Parent reads I LOVE YOU RITUALS to their child. Practice doing the movements as you sing.</p> <ul style="list-style-type: none"> Have your child teach the two they learned to a sibling, friend or relative.



HAND WASHING VISUAL PROCEDURES



HAND WASHING SONG

Tune: Wheels on the BUS

The soap on your hands goes sud, sud, sud.

Sud, sud, sud. Sud, sud, sud.

The soap on your hands goes sud, sud, sud.

And the germs go down the drain



**PROCEDIMIENTOS
VISUALES DE LAVADO DE MANOS**



CANCIÓN DE LAVADO DE MANOS



Melodía: ruedas en el autobús

El jabón en tus manos se vuelve sud, sud, sud.

Sud, sud, sud. Sud, sud, sud.

El jabón en tus manos se vuelve sud, sud, sud.

Y los gérmenes se van por el desagüe.

How do you feel?



Angry



Scared



Sad



Happy



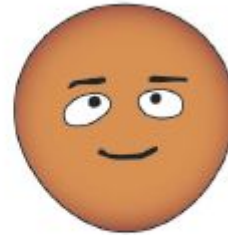
Frustrated



Anxious



Disappointed



Calm



S.T.A.R



Drain



Balloon



Pretzel

I LOVE YOU RITUALS

Below are rituals to say and act out with your child. The words are bold and italicized with the actions below.

Humpty Dumpty sat on the wall.

Adult makes wall with hands, child makes fist with each hand and rests it on the top of the wall.

Humpty Dumpty had a great fall.

When the fist falls off, adult gently catches child's wrists.

All the Queen's horses, And all the King's men,

Release the child's wrist and gently massage arms

Could put Humpty together again.

Bring the child's hands together. Wrap your two hands securely around the child's. Bring your united hands up to the child's eye level, sharing a loving gaze while saying the last line.

Little Miss Muffet, sat on a tuffet.

The child uses two fingers to sit on the tuffet.

Eating her oatmeal today.

The child pretends to eat oatmeal.

Along came a spider, that sat down beside her,

The adult uses the other hand to dramatize a spider crawling down to sit beside the child's Miss Muffet fingers.

And said, "Have a good day!"

Shake hands



Miss Muffett

A wonderful woman lived in a shoe,

Hold child's hand and give palm massage.



Wonderful Woman

She had so many children She knew exactly what to do.

Massage each finger on one hand as you say each word.

She held them.

Fold thumb in and then fold the fingers over it like a fist.

She rocked them.

Cradle and rock the fist

And tucked them in bed. "I love you, I love you," Is what she said.

HUG

Hot cross buns. Hot cross buns.

Clap your thighs with both hands, clap your hands together, then high 10. (2x)



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One penny, two penny, hot cross buns.

Both you and child hold right hand index fingers and touch them, then two fingers of left hand then repeat above.

Give them to your daughters, Give them to your sons.

Use your right hand to shake the child's right hand, use your left hand to shake the child's left hand

One penny, two penny, hot cross buns.

Use your right hand to shake the child's right hand, use your left hand to shake the child's left hand

Twinkle, twinkle little star.

Touch child's fingers, wiggling them

What a wonderful child you are.

Bring arms down to gently rest on child's shoulders.



Twinkle twinkle

With bright eyes and nice round cheeks,

Touch child's eyebrows and cheeks.

A talented person from head to feet.

Touch child's head and feet.

Twinkle, twinkle little star,

Touch fingers, wiggling them.

What a wonderful child you are!

Hug

Peter, Peter, Pumpkin Eater Twist your waist

Had a friend he loved to greet.

Reach out and shake the child's hand.

Treated her with kind respect,

Gently put your left arm on the child's right shoulder and demonstrate a kind touch.

And in the morning hugged her neck.

Move from this position to a gentle hug.



Peter, Peter