

# STREAMin<sup>3</sup>™

integrated | intentional | interactions



## FAMILY ACTIVITY CARDS

### Preschool

<https://streamin3.org/>

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## Using This Guide

The STREAMin3 curriculum support children's development of the Core and STREAM skills that children need to be successful in kindergarten and beyond, including: Relate, Regulate, Think, Communicate, and Move. This booklet contains simple, fun activity suggestions that you can do at home to support your child's growth of these skills.

### Ways to Use the Cards:

- ◆ When/if it works for you! These are suggested activities that are meant to be small add-ons to your day. Pick and choose what works for you and your family's routine.
- ◆ Put them in your purse, diaper bag, or car and keep them handy for times when there may be long wait periods (for example, the doctor's office).
- ◆ Use them when a babysitter or caregiver is coming over to help them engage with your child.
- ◆ Focus on the skills that your child may need extra support with and tie them into your daily routine.



**FAMILY  
ACTIVITIES:  
RELATE**

**Preschool**

<https://streamin3.org/>



## Skills You Are Supporting

The activities in this section are intended to be fun and engaging ways to support your child with Relate skills. You can use these activities many different times throughout your day, and most of them can be used inside or outside.

### Children will build their skills related to:

- ◆ **Positive Relationships:** to learn to connect with others, including the ability to build and maintain relationships.
- ◆ **Self Confidence:** developing confidence in their thoughts and abilities so they are willing to try new things.
- ◆ **Sense of Self:** developing an awareness that their bodies, thoughts, and actions are separate from others, and helping them form a positive self-identity.
- ◆ **Empathy:** to become aware of how someone else might be feeling, why they may be feeling that way, and respond with care or kindness.
- ◆ **Problem-Solving:** using important information in their mind to complete a task.



## Conversation Starters

Talk to your child throughout the day about things that are going on around them. Ask questions that need more than a “Yes” or “No” answer (i.e., open-ended questions; see examples below), then ask your child, “Why?” questions to keep your conversation going.

### Engage in Social Conversations

- ◆ “How are you feeling today? Why?”
- ◆ “For lunch I ate \_\_\_\_\_. What did you have for lunch?”
- ◆ “If you could be any animal, what would it be? Why did you choose that?”
- ◆ “If you could be any superhero, who would you be and why?”



## **It's Good to Be Me!**

Ask your child to share something that makes them special, such as something they did (e.g., wrote their name) or a trait they have (e.g., kind, helpful). Consider sharing your own examples with them!

### **Embrace Similarities & Differences, Acknowledge & Affirm Physical Attributes, Interests, & Characteristics**

“We are proud of ourselves for so many different things. I love how we are all different and special in our own way.”

“I agree! You are \_\_\_\_\_. I remember when you \_\_\_\_\_.”



## How Do They Feel?

With your child, make up or tell stories about people, characters, or animals. Ask your child how the person may be feeling and/or what they may need. A few examples are listed below but think about the interests of your child as you create these stories.

### **Prompt Children to Consider the Needs/Feelings of Others**

- ◆ “In the story, they worked for hours on a puzzle and then it got knocked over. How do you think they felt? What do you think they should do?”
- ◆ “I watched the best show las night! (Character) saved the day by... How do you think they were feeling? How do you think the people were feeling before they got there?”
- ◆ “The neighbor’s cat got stuck outside last night. How do you think they were feeling? What did the cat need that it was missing?”





## Favorite Things

Provide a category and ask your child to share their “favorite,” then share yours.

### Examples of categories:

- ◆ Animal
- ◆ Insect
- ◆ Song
- ◆ Food
- ◆ Toy
- ◆ Color
- ◆ Games
- ◆ Book
- ◆ Way to travel
- ◆ Vacation
- ◆ Superhero
- ◆ Time of day
- ◆ Season
- ◆ Person to visit
- ◆ Character

## Embrace Similarities and Differences

“Sometimes we like the same things, but often we don’t. That’s what makes us all unique!”



## Practice Gratitude

Practicing gratitude helps children form positive relationships and creates a happier outlook on life.

Make practicing gratitude a regular part of your routine by asking your child what they are grateful for and sharing your own ideas.

For example:

### **Practice your own gratitude:**

- ◆ Tell your child something they have done to make you feel grateful.
- ◆ Tell your child something that has happened in your life that has made you feel grateful.

### **Ask your child to practice gratitude:**

- ◆ Name one thing that has happened so far today that made you feel thankful or grateful.
- ◆ Name something a friend did for you or with you today that made you feel grateful.
- ◆ Name something you ate over the weekend that made you feel grateful.
- ◆ Name something someone said to you today that made you feel grateful.



## Steady Beat

**Steady beat** is the ongoing, repeating, pulse in music (it is the beat you'd naturally tap your foot to!). Keeping and listening to a steady beat is an important skill for music learning.

Sit by your child and encourage them to keep the same steady beat as you, either on their laps with their hands or by patting the floor. For added fun, you can get a pot or pan out and encourage the child to use a wooden spoon to keep the beat!

### Embrace Similarities and Differences

“You are keeping the same steady beat as me. I can feel and hear us together! Our beat is the same!”



## Reflection Affirmations

As you and your child get ready, look in the mirror with them and narrate some of their qualities. Encourage them to label things about themselves that they notice or things that they are proud of.

### **Acknowledge & Affirm Physical Attributes, Interests, & Characteristics**

“You have dark brown hair and brown eyes.”

“You are kind.”

“What do you like about yourself? You like that you are funny! That is right, you are funny.”



## Positive Notes

Encourage your child to think about people who they are grateful for and have them write positive notes to friends, teachers, community helpers, family, etc. If possible, deliver notes with your child, send it in the mail, or take a picture and email/text it. Talk about how it feels to give and receive positive notes.

### **Prompt Children to Consider the Needs/Feelings of Others, Prompt Children to Provide Care for Others**

“You are right, your teacher is super nice! I am glad they helped you find the toy you wanted today. Do you think it would make them happy to get a thank you card?”

“Your grandma misses you. Do you think it would be nice to make a card for grandma? How do you think that would make her feel?”



## **Create a Story**

Throughout your day (e.g., in the car, during bedtime routines), create a fun and interesting story with your child. Include common social problems that your child may face in the story and work with them to come up with solutions to solve the problem. The stories can be realistic, or you can make them silly.

### **Prompt Children to Find/Accept a Solution**

“They were both playing in the block center and someone accidentally knocked over their tower. It mad them so sad! What could they do?”

“The elephant was so frustrated that the giraffe didn’t want to play with them. What could the elephant do?”



**FAMILY  
ACTIVITIES:  
REGULATE  
& MOVE**

**Preschool**

<https://streamin3.org/>



## Skills You Are Supporting

The activities in this section are intended to be fun and engaging ways to support your child with Regulate and Move skills. You can use these activities many different times throughout your day, and most of them can be used inside or outside.

### Children will build their skills related to:

- ◆ **Focus:** to block out distractions and hone in on a task.
- ◆ **Control:** their impulses, behaviors, and movements (large/gross and small/fine).
- ◆ **Flexibility:** to shift their attention or hold multiple things in mind to complete a task successfully.
- ◆ **Memory:** recall or hold relevant information in mind to complete a task.





## Follow the Music: Tempo

When you are playing music ask your child to choose a movement that matches the tempo or speed of the music being played. For example, when the speed is fast and upbeat, you and your child can skip or do jumping jacks. When the music is slow, you can tiptoe. To make it a little harder, come up with moves to fit the music (instead of letting your child dance freely). Movement ideas include: skate, gallop, slither, hop, march, glide, etc.

### Narrate and Label

#### Behavior Management:

“When you heard the slow music start, you stopped your body from jumping and started to crawl. That’s hard to stop jumping!”

“You are controlling your body as you slowly put one foot in front of the other along with the music.”



## Follow the Leader

Show your child how to follow your movements then give them a chance to be the leader. Take turns being the leader during the game. When your child is the leader, they can choose movements (e.g., go from walking forward to walking backwards) or you can give suggestions if they need (e.g., “What should we do with our hands?” or, “What *new* move should we copy?”).

## Narrate and Label

### **Cognitive Flexibility:**

“Whoa! I switched directions quickly and you turned right with me!”

### **Focus and Attention:**

“You were interested in that ladybug for a second, but you quickly turned your focus back to our game!”



## Bubbles

Using bubbles, challenge your child to a game where they try to pop each bubble before it hits the ground.

Switch the body parts used to pop the bubbles:

- ◆ Use your feet to pop the bubbles.
- ◆ Use your elbows to pop the bubbles.
- ◆ Use your knees to pop the bubbles.

### Narrate and Label

#### **Cognitive Flexibility:**

“Switch! Now pop with your feet. I see you remembering to use your feet instead of your hands!”

#### **Focus and Attention:**

“You are watching closely so you are ready to pop as soon as I blow new bubbles!”



## I-Spy

Give your child a clue about an object (e.g., “I spy something that is blue”) and have your child do a movement to the object (e.g., hop to the blue bucket to show that’s their guess). Include a variety of movements (e.g., run, skip, crawl, and walking backwards).

### Narrate and Label

#### **Working Memory:**

“I see you are repeating the word ‘blue’ over and over to help you remember that you are looking for something blue.”

“You are remembering a lot at the same time. You are thinking about what the clue was, what you think it was, *and* how to move your body to crawl backwards!”



## Kicking Balls

Have your child try different ways to kick a ball by setting up a “goal” for them to kick the ball into.

Play outside or inside with a soft ball or even crumbled paper or rolled socks.

When this goal becomes easy, make the size of the goal smaller so your child will have to try new ways to kick the ball to make the goal. You can play inside with a soft, foam ball. Try making “little” kicks to make the goal.

### Narrate and Label

#### Focus and Attention:

“I see you are thinking hard and are watching the ball closely as you move it to the goal.”

#### Managing Behaviors:

“You are figuring out that even though big kicks are fun, you have to make small kicks to direct the ball to the net! Nice!”



## Simon Says

Play the classic Simon Says game. If you say, “Simon Says” before a command, your child should do it. If you give a command without saying “Simon Says,” your child isn’t supposed to move.

Start simple with one-step directions (e.g., “Simon Says, jump!”). Do the movements as you play. You can use this game to get ready for something (e.g., “Simon says, get your coat and backpack!”), to clean up an area (e.g., “Simon Says to pick up sticks in the yard.”), or just for fun!

### Narrate and Label

#### Focus and Attention:

“You are listening so closely to hear if I say, ‘Simon Says.’”

“You didn’t jump when I said ‘jump’ because I didn’t say ‘Simon Says.’ Nice listening!”



## Bean Bag Toss

Set up targets (e.g., buckets, baskets, or boxes) on the ground. Show your child how to toss the bean bag (or you can use a small stuffed animal or even rolled up socks!) to a target and then have them try. Describe how you move your arm, hand, and grasp to help hit the target.

### Narrate and Label

#### Managing Behaviors:

“I can tell that you are holding the bean bag lightly in your hand. Your arm is steady, and your eyes are on the bucket as you toss it into the bucket.”



## Bowling

Fill clear bottles of different sizes with colored water (plain water is fine if coloring is not available). Invite your child to try to knock down the bottles by rolling balls of different sizes and heaviness.

### Narrate and Label

#### Managing Behaviors:

“You are moving your arm carefully so that the ball rolls straight in front of you – that helps you knock down the bottles!”

#### Focus:

“You’re only looking at the red bottles and ignoring the other bottles.”





## Dance Party

Ask your child to suggest a dance move (e.g., a clap), then practice the move together. Add on another dance move to do after the first one. Put the first two moves together (e.g., clap then spin). Continue until you have a set of 3 or 4 dance moves. Have a dance party using the set of moves – add music when you and your child are ready!

### Narrate and Label

**Working Memory:**

“I see you remembered which dance move comes first, second, and third!”

**Managing Behaviors:**

“Nice job dancing! You are controlling your body so you don’t bump into anything.”



## We're A Zoo

Pick an animal and have your child pretend to move like it (e.g., kangaroo). Repeat with different animals (e.g., elephant, bird, horse, fish, bear, turtle, or pig). Let your child have turns naming an animal and you do the movement. When you say, "We're a zoo!" your child can pretend to be an animal of their choice. Make it a little harder by choosing animals that are hard to imitate (e.g., snake).

### Narrate and Label Children's Skills

#### **Cognitive Flexibility:**

"I could tell you were thinking hard about what movement you needed to change to as you shifted from one animal to the next."

#### **Managing Behaviors:**

"Some animals had big movements – like an elephant stomping – and some had small movements – like fish with puckered lips. Some were fast and some were slow. They all made you control your body in specific ways."



## Freeze

Have your child dance or move in various ways (e.g., dance, jump, run, ride a bike) and “freeze” when you call out. Wait 3-5 seconds before calling out “go” to move again. This can be done inside or outside.

## Narrate and Label

### Focus and Attention:

“Wow! You are listening so closely to hear the directions!”

### Managing Behaviors:

“I see you holding your body very still.”



## Walking & Running

Challenge your child to follow instructions as they move from one side of the playground or room to another (e.g., walk or run forwards, backwards, sideways; run fast or slow; long step walking). Use a whistle, bell, or music to let your child know that it is time to **start** walking or running. After a few rounds, use it to let them know to **stop** (e.g., freeze mid-run).

### Narrate and Label

#### Managing Behaviors:

“Your body is bent and ready to run. But you are holding your body still, waiting for the bell.”

#### Cognitive Flexibility:

“You told your body it’s time to switch from running to walking. Nice!”



## Buckets

Challenge your child to move water from one large bucket or bowl to another using only sponges or dish rags. Encourage your child to find ways to drop as little water as possible (e.g., slow, steady walking, different grips). If it's too cold for water and sponges, use small toys and large spoons.

### Narrate and Label

#### **Focus and Attention:**

"I see you are concentrating as you carry the sponge to the bucket."

#### **Managing Behaviors:**

"You are trying to keep the water from falling by keeping your grip soft and open, and walking very slowly."



## Balance Beams

Form balance beams by stacking wooden blocks and/or planks of various sizes, taping a line on the ground, or drawing chalk on the ground. Encourage your child to stand and/or walk on the beam. Provide your hand or an object to hold if necessary. Let your child add their own ideas (e.g., add turns, curves, or elevation) to make it harder.

### Narrate and Label

#### Focus and Attention:

“I see that your eyes are looking at the balance beam. You’re really focusing on keeping your balance as you walk across the beam.”

#### Managing Behaviors:

“Putting your arms out to your side helps you keep your balance – nice job!”



## Hopscotch

Draw a simple hopscotch board with chalk. Have your child toss a rock or beanbag and then hop to the square where it lands. If you'd like to join in, have your child count along as you jump while they wait for their turn.

### Narrate and Label

#### Managing Behaviors:

"You moved your arm carefully and with control to throw the rock lightly so it stayed on the board!"

"Waiting is hard. You are waiting so patiently and helping me count during my turn!"

"You are carefully jumping, and now you are keeping your body still inside the square."



## Mindfulness: Meditate

Turn off the lights in a room (leave on a small lamp or use a flashlight for a small amount of light) and work on sitting for a short meditation/quiet time (maybe a few minutes). Your child will be practicing sitting quietly and learning to pay attention to one thing at a time. This is challenging for most children (and even some adults!). The goal is not mastery - just practice!

Give your child something to focus their attention on. For example:

- ◆ Place hands on belly and chest and watch or feel belly and chest move with each breath.
- ◆ Cup both hands in front of mouth, and very quietly and slowly, pretend to blow air into a “balloon.”
- ◆ Think about the parts of a favorite story or show.
- ◆ Guide child through tensing and releasing parts of the body one part at a time (e.g., make a fist really hard and hold it tight, then slowly release your fist until your hand is open).





## **Mindfulness: Listen to the Bell**

Use a bell, a set of chimes, or even a phone app with sounds on it to play the sound of a bell. Tell your child that as you make the sound, they should listen carefully until they can no longer hear it (which is usually 30 seconds to a minute).

### **Narrate and Label**

#### **Focus and Attention:**

“When I listen to the bell and really focus on it, it lasts much longer than I thought it would. What do you hear when you listen carefully?”



## Yoga: Calm-Down

Moving through yoga poses is a great way to strengthen and calm bodies and minds. Lead your child through poses by practicing each pose, then slowly move from one pose to the next pose. Show your child how to take and release 5 deep breaths in each pose. Do not correct your child if pose or deep breathing isn't perfect.



Child's Pose



Table Top



Cow



Cat



Seated  
Forward Fold



Supine Twist  
(Right, Left)



Legs Up  
On Wall



Savasana



## Yoga: Animal Poses

Moving through yoga poses is a great way to strengthen and calm bodies and minds. Lead your child through poses by first practicing each animal pose, then slowly move from one animal pose to the next animal pose. Show your child how to take and release 5 deep breaths in each pose or ask your child to make animal sounds as they do the pose!



Cat



Cow



Downward Dog



Three-Legged Dog  
(Right, Left)



Dolphin



Cobra



Camel



Half Tortoise



## **Breathing: Zipper Lips**

Breathing exercises help children calm down and become aware of their bodies.

Have your child sit on the floor with legs crossed, shoulders back, spine tall, and hands in their lap or over the heart.

Children are used to breathing through their mouths. Have your child practice “zipping” their lips and taking deep breaths in and out through the nose. Have your child watch the movement of their stomach. Consider laying on their back so it’s easy to see their belly rising and falling; or placing their hands under their nose to feel the air coming out.

### **Narrate and Label**

#### **Focus and Attention:**

“I see you’re watching your belly rise and fall. You are watching and listening closely to your breath.”



## **Breathing: Fast Noses**

Breathing exercises help children calm down and become aware of their bodies.

Have your child sit on the floor with their legs crossed, shoulders back, spine tall, and hands in their lap or over the heart.

Play with nose breathing by having your child breathe faster and faster through the nose only. Start with slow breaths and build up to faster and faster breaths.

### **Narrate and Label**

#### **Cognitive Flexibility:**

“You are used to breathing with your mouth, and it can be tricky to just use your nose, but you’re doing it!”



## **Breathing: Counting Breaths**

Breathing exercises help children calm down and become aware of their bodies.

Have your child sit on the floor with legs crossed, shoulders back, spine tall, and hands in their lap or over the heart.

Count each inhale and exhale and/or have your child take a deep breath for 3 counts. Then have them release for 3 counts, as well. You say, “Deep breath in, 1-2-3, release, 1-2-3.”

## **Narrate and Label**

### **Managing Behavior:**

“It’s really hard to hold your breath for 3 counts.  
You are in control of your body.”

“When you are in control of your breathing, it  
can help calm down your body.”



## **Breathing: Dragon's Breath**

Breathing exercises help children calm down and become aware of their bodies.

Have your child take a deep breath in while raising their arms over their head. Then have your child release the air out, while at the same time, bending knees, bending forward at the waist, and flinging their arms down and then behind.

### **Narrate and Label**

**Working Memory:**

“Wow, that’s a lot to remember. You have to think about bending your knees, where your arms go, *and* when to push the air out.”



## **Breathing: Lion's Breath**

Breathing exercises help children calm down and become aware of their bodies.

Have your child sit tall, crawl like a lion, or lay on their back and curl legs into their chest (forming a ball).

Have your child take a deep breath in through the nose, then stretch their mouth wide open, stick out their tongue, and release air through their mouth making a “haaaaaah” sound.

### **Narrate and Label**

#### **Working Memory:**

“I see you are upset. Can you breathe like a lion like we practiced? Nice job. You are releasing your breath and making a ‘haaaah’ sound. You are calming your body down.”





## Breathing: Balloons

Breathing exercises help children calm down and become aware of their bodies.

Have your child sit on the floor with legs crossed, shoulders back, spine tall, and hands in their lap or over the heart.

Have your child take a deep breath in through the nose. Next, cup both hands around the mouth like a pretend balloon. Release the air through the mouth to “blow up the balloon.”

### Narrate and Label

#### **Cognitive Flexibility:**

“It’s not your hand anymore – it’s a balloon! You are pretending to blow up the balloon even though you can’t see it.”



## **Breathing: Ear Humming**

Breathing exercises help children calm down and become aware of their bodies.

Have your child sit on the floor with their legs crossed, shoulders back, and spine tall.

Have your child put their fingers in their ears. Take a deep breath in through the nose and hum air out through the mouth. Play around with breathing faster or slower or humming different tunes.

### **Narrate and Label**

#### **Focus and Attention:**

“Putting your fingers in your ears means you can really focus and hear your breath humming out.”



## Listen & Keep the Beat

A steady beat is the beat you'd tap your foot to when listening to a song! It can be a great tool for building focus and attention and for helping children to calm down.

As a practice (before your child is feeling strong emotions, or in-the-moment when your child needs help to calm down), listen to music with a slow speed and have them gently keep the steady beat or keep it for them by gently tapping them or rocking with them.

With older children, provide a space in a room where they could listen to music on headphones. Model how to rock or pat to the steady beat.

### ***Examples of appropriate music:***

*Aquarium by Saint-Saens; Clair de Lune by Debussy;  
Waltz of the Flowers from The Nutcracker Suite by  
Tchaikovsky*



## Mindfulness: Musical Minute

Mindfulness or meditation exercises help children increase their attention, become less anxious, and become more self-aware and in control of their emotions/actions over time.

Turn the lights down or off. Play a calming piece of classical music and lead your child in big, slow movements that follows the music. Encourage big, deep breaths with a long, slow exhale. You and your child can be standing or lying down on the floor.

### ***Examples of appropriate music:***

*Aquarium by Saint-Saens; Clair de Lune by Debussy; Moonlight Sonata by Beethoven; The Swan by Saint-Saens*



## Music Tells a Story

Choose a piece of music that is interesting and sounds different in different parts.

Ask your child to show what they think is happening in the music through storytelling, puppets, dolls, imaginative play, drawing, acting out the music, etc.

### ***Examples of appropriate music:***

*Autumn from The Four Seasons by Vivaldi; William Tell Overture by Rossini; Hoe-Down from Rodeo by Copland; Ride of the Valkyries by Wagner*

## Narrate and Label

### **Cognitive Flexibility:**

“I heard the music change. How will your story (or movement) change with it?”

### **Focus and Attention:**

“You are listening so closely to the music to hear how it changes.”



## Emotion Charades

Play emotion charades with your child by taking turns acting out an emotion, such as making an angry face, while the other guesses what emotion it is. If your child is able to identify emotions easily, you can add more to the game by asking them why you might be feeling that way.

As your child is beginning to be able to recognize emotions, you can include them in your everyday conversations!

### Narrate and Label

#### **Recognize and Describe Emotions:**

“You are making a face with a big frown. My guess is that you are pretending to be sad!”

“I see that you are smiling and holding up the picture you made. You must be feeling proud!”



## Move to the Beat!

Play songs with strong and repeating beats. Have your child to move to the beat.

*The monkey stomp, stomps, stomps his feet  
The monkey stomp, stomps, stomps his feet  
Monkey see, monkey do  
The monkey does the same as you!*

*...claps, claps, claps his hands  
...covers, covers, covers his eye  
...jumps, jumps, jumps up and down*

If you do not have music available, you can have your child create a steady beat with you by clapping your hands on your knees for a steady beat. Have your child clap or stomp along to make it a little harder.



## Sequence Songs

Lead your child in sequence songs where each movement builds on the last and repeats.

**For example:**

Oh in the woods there was a tree  
The prettiest tree  
You ever did see  
And the tree was in the ground  
And the green grass grew all around, all around,  
and the green grass grew all around  
And on that tree  
There was a limb  
The prettiest limb  
That you ever did see  
And the limb was on the tree  
And the tree in the ground  
And the green grass grew all around, all around,  
and the green grass grew all around

Continue to add on (branch, nest) all the while  
repeating the whole sequence and coming back to  
the green grass.

*Others: Mother Gooney Bird, Alice the Camel*





**FAMILY  
ACTIVITIES:  
THINK**

**Preschool**

<https://streamin3.org/>



## Skills You are Supporting

The activities in this section are intended to be fun and engaging ways to support your child with Think and Think: Early Math Skills. You can use these activities many different times throughout your day, and most of them can be used inside or outside.

### Children will build their skills related to:

- ◆ **Reasoning:** to learn to think through something to come to a conclusion (i.e., *why* things happen, *how* things work, and *what* will happen next).
- ◆ **Inquiry:** developing their ability to observe, experiment, gather information, and explore the world around them to better understand it.
- ◆ **Numeracy:** the ability to work with and understand numbers, including counting, comparing, and ordering numbers.
- ◆ **Operations:** addition and subtraction
- ◆ **Patterning:** a predictable sequence that results from applying a particular rule.
- ◆ **Geometry:** learning the characteristics of shapes.



## Let's Pretend

Pretend to be an animal or a favorite character with your child.

### For example:

- ◆ Fly like a bird to the kitchen
- ◆ Float like a leaf
- ◆ Tiptoe like a ninja (or like a bear is sleeping)
- ◆ Crawl like a dog
- ◆ "Feed" a stuffed animal something

### **Narrate Imitation and Representation and Label Symbols**

"I see you are flapping your wings just like a bird."

"We are walking slow and quiet. Shhh! We don't want to wake the bear!"



# I-Spy

Give a clue about an object for your child to guess.  
Give your child clues that require thinking, and not just searching.

## For example:

- ◆ “I-Spy something that water comes from.”
- ◆ “I-Spy something that is alive.”
- ◆ “I-Spy something that is pushed *and* pulled.”

## Math-related examples:

- ◆ “I-Spy something with \_\_\_ (colors) on it.”
- ◆ “I-Spy something in front of a book.”
- ◆ “I-Spy 4 rectangles.”

## Prompt Children's Explanations

“Tell me why you thought it was that object.”

“How did you know it was the...?”



## Who Am I?

Play a guessing game with your child by giving them simple clues so that they can guess the person, animal, or thing you are thinking of. Be sure to give your child time to guess.

### For example:

- ◆ “I have a long mane, I roar, and I like to eat meat.”
- ◆ “Every school day I bring you delicious food. I do *not* live at your house.”
- ◆ “I have 4 sturdy legs and I hold books/food. (table).”

### Prompt Children's Explanations

“Tell me why you guessed that. Does that animal fit all of the clues? Let's think about each clue.”



## What Would Happen If?

Come up with ideas of things that might happen and ask your child, “What would happen if...” questions. These can be real or silly ones.

### For Example:

- ◆ “What would happen if I forgot to turn on the light?”
- ◆ “What would happen if your teddy bear could talk?”
- ◆ “What would happen if we could fly?”
- ◆ “What would happen if your toy dinosaur became a real live dinosaur?”

### Promote Predictions

“I wonder what would happen if...”

“How would we get enough food for a dinosaur?”



## Conversation Starters

Talk to your child throughout the day about things that are going on around them. Ask questions that need more than a “Yes” or “No” answer (i.e., open-ended questions; see examples below), then ask your child, “Why do you think that?” to keep your conversation going.

### Ask Open-Ended Questions

- ◆ “How do you think that got here (*pointing to object*)?”
- ◆ “What do you think is going to happen next in our day? Why?”
- ◆ “Why do you think you eat your school lunch at a table instead of on a floor?”

#### **Problem-Solving Questions:**

- ◆ “Oh man. My backpack broke this morning. Do you have any ideas about what I can do?”



## Same or Different?

Pick two items in the house or two items from outside. Ask your child to look carefully at each item (e.g., two toys or a stick and a leaf). Then ask child to explain how the 2 items are the same and how they are different.

### Examples:

Two stuffed animals a teddy bear and an elephant

- ◆ Same: both have 2 eyes, 4 legs, they're both soft
- ◆ Different: bear has little ears, elephant has big ears, elephant has a trunk and bear does not

### Prompt Children to Compare, Contrast, and Categorize

- ◆ **Compare**: "Do these two cups look the same?"
- ◆ **Contrast**: "How is this leaf different from this one?"
- ◆ **Categorize**: "Let's sort your toys into soft and hard."





## Snack Math

Snack or mealtime is a fun time to talk math! While having a snack or a meal, you can:

- ◆ Count the number of crackers and raisins on the plate.
- ◆ Compare to see if there are more or less crackers than raisins.
- ◆ Practice adding and subtracting: “If I had 5 crackers and I eat 1 of my crackers, how many crackers do I have left? Let’s count to find out.”

### **Prompt Children to Compare (Amount)**

**Ask your child to count sets of snack items:**

“Let’s sort our M&M’s by color and see how many of each color we have.”

**Use math words:** “I see you have more grapes than crackers. I counted 9 grapes and 4 crackers.”

**Ask your child to compare amounts:** “Do you have more or less crackers than I do? Let’s count to find out.”



## Pattern Movements

Have fun with your child and make patterns out of movements. Start with easy ones. You can say the pattern as you are doing it and ask your child to join you. To make it a little harder, add more movements to your pattern.

### For Example:

- ◆ Step, jump, step, jump
- ◆ Jump, jump, spin, spin, jump, jump, spin, spin
- ◆ Hop, step, jumping jack, hop, step, jumping jack

### Prompt Children to Identify, Repeat, or Extend Patterns

“I’m doing a pattern – step, wiggle, step, wiggle – what comes next? Right! Step comes next!”

“Watch, I am going to do a pattern, then you do it too. Clap, jump, clap, jump. Now you do it!  
Great job!”



## Fun with Shapes

Shapes are everywhere. Your child can practice finding and drawing shapes. As they draw, talk about the shape they made. For example:

- ◆ In the bathtub, your child can draw shapes with water on the tub.
- ◆ Outside, your child can draw shapes in the dirt with their finger or a stick, or on the sidewalk with chalk.
- ◆ Your child can draw shapes on a plate while washing dishes.

It's not about drawing the shapes perfectly, but allowing your child the chance to practice and have fun!

### **Prompt Children to Identify Shapes and/or Their Properties**

"I see you drew a square. It has 4 sides that are all the same size."

"Oh, I see you drew a triangle! It has 3 corners and 3 sides. Way to go!"



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## Addition/ Subtraction Songs

Sing songs and fingerplays with your child that include addition and/or subtraction of small numbers from 1–5 or 10.

**For example:**

Way up high in the apple tree,  
Five red apples smiled at me (*hold up 5 fingers*),  
I shook that tree as hard as I could (*shake hand*),  
Dooowwnn came an apple... (*Pretend 1 finger is falling*)  
Mmmm, it was good!

Repeat the rhyme until all of the apples are off of the tree and there are zero apples left.

### Prompt Children to Add and Subtract Using Objects

“Oh no! We started with 5 apples, but 2 have fallen down. How many do we have left? What is 5 take away 2?”



## Word Problems

During mealtime or when playing, ask your child to solve simple word problems that will require them to count small numbers of items or do very simple addition or subtraction.

Use objects (e.g., toys, coins, or plastic cups/bowls) to help you child when possible. It's ok if they don't know the answer – work together to figure it out.

### **Prompt Children to Add and Subtract Using Objects**

“Oh no! We started with 7 crackers, but 2 have been eaten. How many do we have left? What is 7 take away 2? We can count to find out:  
1...2...3...4...5.”

“I have 4 pennies and 2 dimes today. How many coins do you think I have altogether? Let's count to find out: 4...5...6! I have 6 coins!”



## Shape Scavenger Hunt

Shapes are everywhere! With your child, search for shapes in the house, outside, when reading a book, or while running errands.

### Possible ways to play:

- ◆ Identify a shape and have your child search for it (e.g., “Let’s find a square!”).
- ◆ Make a list of shapes to find and check off each one as you find it.
- ◆ Write down all of the shapes your child sees. Add check marks by the shapes each time one is found. Count the check marks when hunt is finished.
- ◆ Give a shape for them to run and stand by.

### Prompt Children to Identify Shapes and/or Their Properties

“We are looking for squares. What do we know about squares that can help us search for them? How many sides do they have? Right! They have 4 sides! Are the sides the same or different lengths? Right, they are the same.”



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## Which is More?

Using objects you have (e.g., balls or blocks) or objects you see/collect around you (e.g., trees, sticks, rocks), make a game out of counting or guessing to see which is more. Be playful and silly and use objects your child is interested in to make this fun.

### Examples:

- ◆ Two jars filled with different objects.
- ◆ Blades of grass outside verses number of trees outside.
- ◆ Stuffed animals versus cars.

### Prompt Children to Compare

“Which do you think we have more of in our house: books or chairs? Why do you think so?”

“I have 3 carrots on my plate and you have 4. Who has more? How do you know that?”



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## Laundry Sort

As you are putting away laundry, encourage your child to help you sort the clothes into the right piles (e.g., shirts in one pile, pants in another). Talk to your child about why they chose to sort the clothes in a certain way (see questions below). Put all the socks in a pile and have your child find the socks that match (count the pairs).

### Prompt Children to Compare

“I noticed that you put all of the sweatshirts into one pile and all of the t-shirts into another. What made you decide to do it that way? How else could we have sorted these items?”

“I saw you put all of your clothes in one pile and mine in another! That was a smart decision since my clothes are larger than yours!”

“We put the clothes in one pile and the towels in another pile because the clothes go to the bedrooms and the towels go in the closet.”





## Position Words

Ask your child to move their body or an object (e.g., stuffed animal, toy, ball) into different positions (e.g., next to, beside, on top, under).

### Examples of position words/ideas:

- ◆ “Put the (object) on top of your head.”
- ◆ “Put the (object) next to your body.”
- ◆ “Put the (object) under your foot.”
- ◆ “Stand next to the bookshelf.”
- ◆ “Stand in front of a chair.”

Clean-up time is also a great time to work on position words such as, “Put the toy on top of the shelf,” or “Place the book next to the couch.”

### Prompt Children to Identify Position in Space

“I see that you moved next to the bookshelf like I asked you to. Are you in front of it, on the side of it, or behind it?”



## Counting Fingerplays & Songs

Sing songs and sing fingerplays that include counting up/down from 1-5 or 10. For example:

5 little seashells, lying on the shore. Swish went the waves. Then there were... 4.

---

Here is a beehive. Where are the bees? (*hold up fist*)  
Hidden away where nobody sees.  
Watch and you'll see them come out of the hive,  
One, two, three, four, five!  
Buzzzzzzzz... All fly away!

---

5 little speckled frogs,  
Sat on a speckled log,  
Eating the most delicious bugs. Yum! Yum!  
One jumped into the pool,  
Where it was nice and cool,  
Now there are 4 green speckled frogs.

Act out the motions and show the number of fingers as you sing (e.g., 4 fingers when saying 4). Count down until you get to 0 seashells, bees, or frogs. Be sure to point out that 0 means nothing.



## Steady Beat Patterns

Listen to an upbeat piece of music (hint: think of the type of a song you would like to jog to). Guide your child in patting their laps (not clapping!) to the beat. As they grow more comfortable doing this, create a beat pattern.

### **Just Beginning:**

Keep it simple! For example, pat your lap for 8 beats, pat your shoulders for 8 beats, and repeat.

### **More challenging:**

Extend the pattern up to 4 different movements and shorten the time on each movement. For example, pat your lap for 4 beats, pat your hips for 4 beats, pat your shoulders for 4 beats, pat your head for 4 beats, and then repeat the whole pattern.

*Examples of appropriate music:*

*Concerto Grosso in C Major by Correlli; Rondo All Turca by Mozart; Eine Kleine Nachtmusik by Mozart*



**FAMILY  
ACTIVITIES:  
COMMUNICATE**

**Preschool**

<https://streamin3.org/>



## Skills You Are Supporting

The activities in this section are intended to be fun and engaging ways to support your child with Communicate skills. You can use these activities many different times throughout your day, and most of them can be used inside or outside.

### Children will build their skills related to:

- ◆ **Communicating and Speaking:** the ability to use language to explore their world, use their imagination, and connect with others.
- ◆ **Listening and Understanding:** developing an ability to use active listening to make sense of the world around them.
- ◆ **Print Knowledge:** developing an awareness that each letter has a name and a sound, that letters create words, and that these words have meaning and are the foundation for reading.
- ◆ **Phonological Awareness:** to become aware of the sounds of letters in words, that words can rhyme, and to notice when words start with the same letter.



## **Best, Worst, Weirdest**

During family meals, drives, or bedtime routines, talk about the best, worst, and weirdest part of you and your child's day. If possible, include the entire family or call a special friend or family member to share.

Taking turns in a conversation can be really difficult for children. Pass an object (e.g., saltshaker, special pen) to the family member whose turn it is to talk/share.

### **Maintain 3-5 Back and Forth Exchanges**

Ask questions or make comments to keep the conversation going! Try to shoot for going back and forth with your child 3-5 times about whatever they choose to share. Encourage your child to ask questions, too!



## Rhyming Songs & Poems

Support your child's early literacy skills by building rhymes into your everyday routines through song.

**For example:**

Walking, walking, walking, walking,  
Hop, hop, hop! Wiggle, wiggle, wiggle,  
Now let's stop!  
Now let's stop!

---

Put hands up high (*wiggle hands high*),  
Put hands down low (*wiggle hands low*),  
Take a bow,  
It's time to go!

---

*(Moving hands with words)*

Open, shut them,  
Open, shut them,  
Give a little clap,  
Open, shut them,  
Open, shut them,  
Put them in your lap.

*Others: On My Toe, There's a Cobbler, Chop Chop Chippity Chop, Miss Polly Had a Dolly,  
Three Little Ducks, Down by the Bay, My Little Puppy, Jenny Jenkins, Gray Squirrel*



## Conversation Starters

Talk to your child throughout the day about things that are going on around them. Ask questions that need more than a “Yes” or “No” answer (i.e., open-ended questions; see examples below), then ask your child, “Why?” questions to keep your conversation going.

### Encourage Talk Beyond the Here and Now

#### Past:

- ◆ “Can you remember a time that we (*fill in a specific activity or event*)?”

#### Future:

- ◆ “We are going to the fair this weekend. What do you think you will see/do?”

#### Pretend:

- ◆ “If you could be any animal, what would you be? How do you think you would get a bath?”
- ◆ “I saw you playing before. What were you pretending?”

#### Options/Judgements:

- ◆ “Did you like... why?”
- ◆ “Is it fair if...?”





## Write a Story

Together with your child, create a story taking turns telling what happens next. If you have paper and pen you can write down the story as you create it. If not just have fun being creative.

### Story Starters:

- ◆ One day we went to the farm, but all the cows were out of the barn so we...
- ◆ When I woke up, there was a unicorn in my bedroom, so I...
- ◆ At the park, I found a talking squirrel, so I...

### Draw Attention to the Structure of Stories

**Review your story:** "At the beginning of our story, we ... In the middle of our story, we ... At the end of our story, we..."



## I'm Thinking Of...

Provide word clues and invite your child to guess the word that you are thinking of.

When giving clues, always share the *category* of the word (such as, it's a food or it's a shape), then give hints about the word. You can provide added clues as needed until your child guesses the word you were thinking of (including the sound the word starts with).

**Easier:** (*choose something your child can see*) "I am thinking of a vehicle. It has two wheels, makes a lot of noise, and we read about it today when we read about Ralph riding a... m-m-m Yes! You guessed it!"

**Harder:** (*pick an uncommon word or positional clue*) "I am thinking of a body part. You bend it in all directions. And your head sits on top of it!"



## Simon Says: Body Parts

Play Simon Says with body parts. Your child will have to listen carefully as you call out different moves for them to make. If you say, “Simon Says...” they do the move, but if you DON’T say “Simon Says,” they DON’T do the move. This will help them learn the names of their body parts in addition to encouraging careful listening.

### Use Gestures and/or Visual Supports to Encourage Listening

“Simon Says wiggle your arms (*point to your arms*). Stop! Oh, I didn’t say ‘Simon Says stop.’”

“Simon Says touch your nose (*point to your nose*), Simon Says bend your knees (*point to your knees*). Wiggle your hips (*point to your hips*). Oh! I didn’t say ‘Simon Says wiggle your hips!’”



## Rhyme Time

Support your child's early literacy skills by playing with rhyming words throughout the day. You can use real or made-up words, but the important idea is calling attention to the fact that the words sounds alike.

### Comment and Ask Questions About How Words Sound

- ◆ As you go about your daily routine, call out words that rhyme. For example, when putting on a coat, "You're putting on your coat, coat-goat rhyme! What else rhymes with coat? You're right, zoot rhymes! You're good at rhyming words!"
- ◆ Playing outside: "You are having fun bouncing the ball against the wall. Two of those words rhymed! Ball rhymes with wall."
- ◆ Pick a word and take turns saying words that rhyme with it (e.g., Cat-hat-mat-bat).



## Letter Hunt

Search for letters around you – look at cereal boxes, street signs, etc. You can change the game to make it easier or harder based on the needs of your child.

- ◆ Go on a walk and write down all the letters that your child sees. Review the letters after your walk.
- ◆ Pick one letter at a time and see how many places your child can find that letter (e.g., food labels, books, etc.).
- ◆ Pick one letter for the day and see how many places your child can find that letter.
- ◆ Show a letter and prompt your child to find ones that look like it.
- ◆ Show an uppercase letter and prompt your child to find the lowercase letter.
- ◆ Give the sound instead of the letter name (e.g., “Can you find a letter that says /g/?”).



## Let's Time It!

Play games around the length of time. Experiences with minutes, seconds, and hours can give children a better understanding of time. Having discussions about time (e.g., “We’ll have lunch in an hour,” or, “We have to leave for your doctor’s appointment in 10 minutes.”) will help them start to understand time and the order of events.

Use your phone, stopwatch, or a timer that allows them to see seconds or minutes ticking off.

- ◆ “This is a minute (*time it and watch with your child*).”
- ◆ Guess how many minutes it will take for a snowball (or ice cube) to melt inside and time it.
- ◆ “Do you think it will take 1, 5, or 10 minutes for us to walk to the end of the block?”
- ◆ **Questions:** “We are going to the library at nine o’clock, and we will go outside at ten o’clock. Where are we going first?”



## Sing a Question

Throughout the day, engage with your child by having a singing conversation.

For example:

**Parent:** ♪♪ What did you eat for breakfast this morning? ♪♪

**Child:** ♪♪ I had cereal and milk and strawberries... ♪♪

Continue the conversation in your singing voice until the child signals that they have lost interest by no longer singing back to you or when they stop making eye contact.

Singing perfectly is not important.



## Echo Songs

Sing songs and have your child repeats after you.

For example:

Charlie over the ocean, (echo)  
Charlie over the sea, (echo)  
Charlie catch a blackbird (echo)  
Can't catch me. (echo)  
Oh, my! (echo)

---

No more pie, (echo)  
Pie's too sweet, (echo)  
I want a piece of meat (echo)  
Meat's too red (echo)  
I wanna piece of bread, (echo)  
Bread's too brown, (echo)  
I think I'll go to town, (echo)  
Town's too far, (echo)  
I think I'll take the car, (echo)  
Car won't go, (echo)  
I fell and stubbed my toe (echo)  
Toe gives me pain, (echo)  
I think I'll take the train, (echo)  
Train had a wreck, (echo)  
I fell and hurt my neck, (echo)  
Oh, my! (echo)  
No more pie, (echo)

*Others: Kye Kye Kule, John the Rabbit*





## Active Listening

Play a piece of music for your child and after 1-3 minutes, ask about what they hear in the music.

For example:

- ◆ “Does this music sound like horses running or like a person dancing?”

**Just Beginning:** Start by giving simple questions that offer options or only require one-word answers, such as the one above.

**Ready for a Challenge:** Gradually move towards more open-ended questions (questions that require more than a one-word answer) to encourage their growing vocabulary.

For example:

- ◆ “What does this music make you think of?”
- ◆ “If this music was in a movie, what do you think is happening in the movie right now?”

You can also ask your child to show you what the music sounds like by moving to the music (e.g., stomping, swaying, arms over head, head nodding, facial expressions, acting-out a scene).