



## CHILD CARE COUNCIL

Serving Columbia, Greene and Ulster Counties

### Child Care Council Staff:

**Team Leader** - Carroll Sisco, (845) 331-7080, ext. 131

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**Program Directors** - Kerry Wolfeil, ext. 133

**Assistant Program Director** - Penny Dombrowski, ext. 132

**Registrars** - Bonnie Kudlacik, ext. 138 and Diann Keyser, ext. 135

**Parent Counselor** - Jessica Markle, ext. 126

**Food Program** - Cindy Eggers, ext.130 and Tamar Reed ext. 137

**Legally Exempt Enrollment** - Penny Dombrowski, ext. 132 and Tamar Reed, ext. 137

**Trainings** - Diann Keyser, ext. 135

**Reception** - Margie Knox

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**Food Program** - Carey Braidt, ext. 103

**Trainings** - Carey Braidt, ext. 103

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## FAMILY'S CHILD CARE COUNCIL

### Preschool Activities



## THREE TO FIVE

2013/2014

### What's inside:

- *Beginning Reading*
- *Small Motor Skills*
- *Movement Exploration*

## FUN LEARNING ACTIVITIES TIPS FOR CHILD CARE PROVIDERS

### READING ALOUD

- Is fun.
- Opens doors.
- Builds the desire to read.
- Gives educational advantage.
- Becomes part of a family heritage.
- Establishes bonds of love.
- Develops ability to read alone.

### READING ALONE

- Expands a child's world.
- Develops independence.
- Stirs the imagination.
- Establishes a life long reading habit.
- Develops vocabulary.
- Develops understanding of other people.

- Young children like to hear the same story over and over again. They need to hear the same story repeatedly to make it their own.
- Children like to participate in story reading and story telling. Look for books with flaps to lift or parts that fold out. Let the child turn the pages. Encourage the child say the words he knows.
- Children need to see that reading and writing are useful and enjoyable things to do before they begin to work on remembering letter names.
- Reading stories and poems to children is the best way to teach them to read.
- Children's natural curiosity and desire to make sense of their world is the only motivation they need to learn.
- Children learn by doing things (actively exploring books and print).

## PRESCHOOLERS

1. Use words to express themselves.
  - 2.-Struggle for independence: "Wanna do it myself."
  - 3.-Play with language, sing-song, nonsense sounds.
  - 4.-Are fascinated by other children, share grudgingly.
  - 5.-May create an imaginary friend.
  - 6.-Are fearful of the dark and strangers.
  - 7.Like simple folktales, but not fairy tales
1. Use age appropriate literature
  - according to developmental level
  - attention span
  - abilities
2. Become familiar with the book
  - discuss author/illustrator
  - pre-read
  - know dialogue, characters, plot
  - anticipate possible reactions, questions
3. Choose your book extension
  - how can you extend the book?
  - how can you go beyond the story?
4. Follow through
  - plan out the book extension
  - get needed materials
  - make it FUN!!
5. Present story
  - share book with feeling and excitement
  - have eye contact with children
  - use different voices, get into characters
- 6.Share with the children book extensions
  - share with children your ideas on what to do next; get their input
  - be detailed with children; show your excitement for the activity .



#### resource

Hudson Valley Foundation for Youth Health and Family of Woodstock  
Fun learning Activities– Tips for Child Care Providers 2006

## OBSTACLE COURSE

### GOAL:

1. Balance
2. Coordination

### SET UP AND MATERIALS:

1. Moveable objects such as chairs, pillow, and blocks scattered around the space.
2. Appropriate indoor or outdoor area.

### PROCEDURE:

1. Demonstrate the path you would like the children to take around, over or under the objects, then let them try it.
2. Repeat the exercise walking backwards.

### SUGGESTIONS OR VARIATIONS:

1. Have a child take an adult's hand and close his/her eyes. Walking slowly, lead the child on a path that snakes between and around the objects, being careful not to touch them.
2. The obstacle course can also be designed for younger children. You can use items that a baby can crawl under, over or around. For incentive, you can call baby and encourage baby through the obstacle course or you can place a favorite toy or item at the opposite end of the obstacle course. Don't forget to reward and praise baby.
3. Use cardboard boxes to create a maze that children can crawl through. Make sure they are big enough boxes so that no one gets stuck or scared.



**Mission Statement:**  
To support the community by expanding and promoting high quality Child Care that meets the needs of children & their families.

Visit our website [www.familyofwoodstockinc.org](http://www.familyofwoodstockinc.org)

**BEAD STRINGING****GOAL:**

Develop Eye-hand coordination and greater control of hand motions

**SET UP AND MATERIALS:**

1. Beads, large enough so they can't be swallowed. Their size will also depend on the age and ability of the child.
2. String, on which to string the beads

**PROCEDURE:**

1. Let the children play with the beads and the string for awhile. See if they can string the beads without instruction.
2. Let the child hold the string while you put on a bead, and then you hold the string while the child puts on a bead.

**PLAYDOUGH****GOAL:**

To encourage creativity, To develop dexterity of hands, To learn how new motions, such as rolling, pounding and squeezing clay hands can be used to create play items of new and different shapes.

**SET UP AND MATERIALS:**

- |                                                          |                                               |
|----------------------------------------------------------|-----------------------------------------------|
| 1 cup salt                                               | 1 1/2 cups flour                              |
| 1/2 cup water with a few drops of food coloring mixed in |                                               |
| 2 tbsp. salad oil                                        | A play area that play dough will not stick to |
| Optional: smocks for children                            |                                               |

**PROCEDURE:**

1. Mix salt, flour, water, and salad oil together until you get a good consistency for modeling.
2. Let children use play dough to create many different things.

**MOVEMENT EXPLORATION - BEAN BAGS****GOAL:**

To practice following directions and develop body image awareness

**SET UP AND MATERIALS:**

1. A bean bag for each child
2. Indoor or outdoor space
3. Children sitting in a circle

**PROCEDURE:**

1. The day care provider gives directions and monitors the children to see how well they follow the challenge. The day care provider should reinforce and praise generously.
2. The day care provider says, "Keeping the bean bag in front of you on the floor, show me how you can touch your head to the bean bag. Keep your head on the bean bag until I name another body part."
 

ear	stomach	nose	foot	chest	shoulder
hip	wrist	thumb	chin	knee	neck
3. Then, the children could be asked to pick up the bean bag and to touch various parts of the body with the bean bag.

**MAKE A BOOK****GOAL:**

1. To increase the understanding of the concept of sequence
2. To increase creativity

**SET UP AND MATERIALS:**

1. Paper, pictures, crayons and markers
2. Cardboard, yarn, hole punch and glue

**PROCEDURE:**

1. Have the children color or create several pictures (one for each page)
2. Glue the pictures to pieces of cardboard slightly larger than the pictures.
3. Have the children arrange the pictures in an order to create a story
4. Make three hole punches in each piece of cardboard and connect them with the yarn, just like a three ring binder.

**SUGGESTIONS AND VARIATIONS:**

1. Use a theme for the books, such as animals or my favorite things
2. Create a book about the child. It may be easier for a child to arrange a book about themselves in sequence, rather than create a sequence for an abstract story.
3. Do a "take off" of another book, ex. Brown Bear, Brown Bear. Use the children's names in the books and read the child created books at circle time.

**Small Motor BUBBLES**

**GOAL:** To explore shapes and sizes

**SET UP AND MATERIALS:**

- 1/4 cup glycerin,
- 1/2 cup water
- 1 tablespoon liquid detergent
- A jar and a straw

**PROCEDURE:**

1. Mix all ingredients in the jar.
2. Let children use straw to blow bubbles.

**BEAN BAGS AND MATCHING BASKETS**

**GOAL:** To develop an awareness of differences and similarities

**SET UP AND MATERIALS:**

1. Several pairs of bean bags with different cultural designs.
2. Baskets lined with material that matches the bean bags.

**PROCEDURE:**

1. Place the baskets on the floor in a row.
2. Give each child a bean bag.
3. The child carries the bean bag to the matching basket and dropping it into the basket.





## PUZZLES

## GOAL:

- 1.To develop problem solving skills
- 2.To sort by size and shape

## SET UP AND MATERIALS:

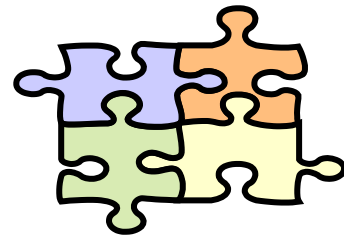
- 1.Construction paper and scissors
- 2.Contact paper

## PROCEDURE:

- 1.Cover construction paper with contact paper
- 2.Cut up paper into about ten pieces and have children reassemble to original shape

## VARIATIONS:

1. Cover a picture or magazine cover with contact paper and then cut up & reassemble
2. Contact two pictures back to back to make it more difficult to reassemble
3. Put numbers on the pieces to make it easier to assemble



## MATCHING SHAPES AND COLORS

## GOAL:

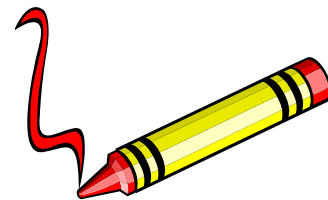
1. To increase child's shape recognition
2. To sort by shape, size and color
3. To develop classifying and sorting skills

## SET UP AND MATERIALS:

1. Construction paper, crayons
2. Contact paper

## PROCEDURE:

1. On a white sheet of construction paper, draw several shapes. Keep the same shape the same color. For example make all the triangles orange, but make them several different sizes.
2. Cut out matching shapes from construction paper.
3. Cover all the construction paper with contact paper to help preserve it.



## COLORS

## GOALS:

1. To help children recognize colors
2. To help children label colors

## SET UP AND MATERIALS:

Several items, such as food, crayons, toys, clothes or books, that are of various colors

## PROCEDURE:

1. Start with the primary colors of red, yellow and blue.
2. Present child with a few items and ask them if they can select the one that is red, blue or yellow.
3. If they answer correctly, praise them and continue on with colors, periodically returning to the color for reinforcement.
4. If the child answers incorrectly, praise them for trying and encourage them to try again. Present them with the same color until they are able to associate the color and the proper label.

## HOW TALL AM I

## GOAL:

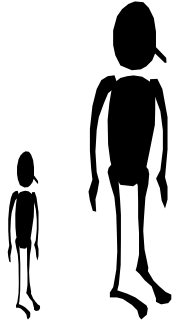
1. To become familiar with height measurements
2. To become familiar with how the body is measured

## SET UP AND MATERIALS:

1. A height chart
2. Name tags

## PROCEDURE:

1. Measure each child's height against the chart and place a name tag with their name on it by their height
2. Update the children's height twice a year



## FINGERPAINT

## GOAL:

- 1 To develop digit (finger) dexterity
2. Greater awareness of body ability

## SET UP AND MATERIALS:

1. Flour
2. Salt
3. Water
4. Food coloring
5. Construction paper (optional: smocks for children)

## PROCEDURE:

1. Mix flour and a little salt with water until you get thick, gravy like base.
2. Divide into various portions and color each with food coloring
3. Let the children help decide on the colors to use.
4. Let children use their fingers, instead of a paintbrush, to create pictures
5. Have children create a rainbow using all five fingers and different colors simultaneously



## SEWING

## GOALS:

- 1.To develop digit (finger) dexterity
- 2.To enhance sequential skills

## SET UP AND MATERIALS:

1. Yarn or string
2. A hole punch
3. Coffee can lid

## PROCEDURE:

1. Punch several holes in the coffee can lid.
2. Instruct children to pull yarn or string through the holes in the coffee can lid, as if sewing.

