



CHILD CARE COUNCIL

Serving Columbia, Greene and Ulster Counties

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Assistant Program Director - Penny Dombrowski, ext. 132

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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

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Parent Counselor - Kristin Scace, ext. 104

Food Program - Carey Braidt, ext. 103

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Legally Exempt Enrollment - Laurie Vogel, ext. 102



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FAMILY'S CHILD CARE COUNCIL

School Age Activities



OVER FIVE

2013/2014

What's inside:

- *Reading and Writing*
- *Small Motor Skills*
- *Large Motor Skills*
- *Diversity*

FUN LEARNING ACTIVITIES TIPS FOR CHILD CARE PROVIDERS

CRAFTS AND BOOKS

GOAL:

1. To create a greater interest in books
2. To associate books with other fun activities

SET UP AND MATERIALS:

1. A book whose main character can be recreated easily, (i.e. Brown Bear)
2. Supply the children with materials needed to create the main character, (i.e. Paper, crayons, paints, glue and felt

PROCEDURE:

1. Read the book to the children several times before doing the activity
2. Have the children create their own (Brown Bear) and then hang it on a bulletin board
3. Have children use their creations every time you read the book in the future

SUGGESTIONS AND VARIATIONS:

You can use a book that has no picture of the main character, such as a nursery rhyme, and let the children create the main character from the book's description.

CREATE A NEW ENDING

GOAL:

1. To increase children's creativity
2. To increase children's interest in books

SET UP AND MATERIALS:

1. A new or favorite story
2. Chart paper

PROCEDURE:

1. Read a book to the children several times so that they may familiarize themselves with the book.
2. Encourage children to change the ending of a story and create their own ending.
3. Write the different endings on chart paper

SUGGESTIONS AND VARIATIONS:

1. Read a story, but do not read the end of the story. Have the children predict what the ending of the story will be. You may even choose to have the children illustrate the ending. Encourage children to share their illustrations. A great story to incorporate this idea with is "The Mysterious Tadpole" by Steven Kellogg.
2. Create stories verbally without endings, encourage the children to complete the story.



THE CYCLE OF LIFE

GOALS:

1. To develop an understanding of the sequence of life from young to old.
2. To develop an awareness about senior citizens.
3. To discuss stereotypes about senior citizens.

SET UP AND MATERIALS:

Pictures of people at all ages, pictures should show people in non-stereotypical activities. (i.e. A senior citizen swimming, diving or skiing)

PROCEDURE:

Use the pictures to create a discussion with the children. Talk about what the people are doing. Can they do it at any age? What is similar about the different people, what is different? Try to counteract children's beliefs concerning abilities and ageism. (i.e. Grandpas don't dance.)

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



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

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

"I'M SPECIAL": A BOOK ABOUT ME**GOAL:**

To help children feel good about themselves and notice how each of the children in the class is special.

SET UP AND MATERIALS:

1. Construction paper
2. Yarn
3. Hole punch
4. Camera
5. Felt- tip marker
6. Glue

PROCEDURE:

1. Make a book for each child by folding three sheets of construction paper in half.
2. Punch holes 1/2 inch from the fold.
3. Thread the yarn through the holes and tie in a bow to secure the book.
4. Take a picture of each child and glue it on the cover.
5. Fill in the book with information about the child (height, weight, skin color, eye color, favorite food, family size and members, pets, nick name, birth date, and age) Set the "I'm Special" books in an area where accessible to children to read at any time.

VARIATION: Take one book of all children with a page or two on each child; this can be kept in the classroom while the individual ones could go home.

**WE ARE ALIKE AND DIFFERENT**

GOAL: To help children identify ways in which people are similar

SET UP AND MATERIALS:

1. One large piece of paper
2. Felt-tip marker

PROCEDURE:

1. Display the paper on a wall.
2. Ask the children to look around at all of the people in the classroom. Say, "Look at their faces and look at their bodies. Let's see if we can name all of the ways we are like one another."
3. Ask the group, "What is one way that our bodies are all the same?" Ask individual children the same question."
4. Write the answers on the paper.
5. When the list is complete, show the children pictures of people from other cultures.
6. Ask the children, "How is this person like you?"

**PREDICTION****GOAL:**

1. To increase children's rhyming abilities
2. To enable children to arrive at deductions

SET UP AND MATERIALS:

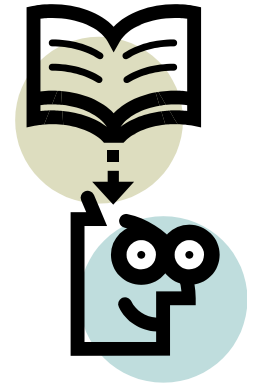
1. Choose a predictable book that rhymes. (i.e. "Is Your Mama a Llama")
2. Choose a book where the character does the same thing many times.

PROCEDURE:

1. Read the book to children.
2. Soon they would be able to tell what word is coming next. (i.e. "I can't, said the ___?" Children will be able to reply "ant".)

SUGGESTIONS AND VARIATIONS:

1. Describe any animal or object and have the children guess. For example, its a fruit, its yellow and its round? Answer: A lemon.
2. Say a word and have the children say a word that rhymes with it. For example, you would say hat and they could reply with mat, sat, pat, cat or bat.

**PAPER BRIDGE****GOAL:**

1. To encourage problem solving techniques
2. To develop the cause and effect concept

SET UP AND MATERIALS:

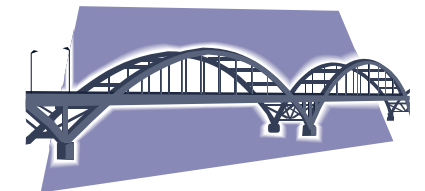
1. A piece of construction paper 3 inches wide and 7 inches long.
2. Several nickels

PROCEDURE:

1. Place the piece of paper flat, with each end resting on an object, such as a book, to create a bridge
2. Ask the children how many coins they think the bridge can hold
3. Try several different amounts of coins until the children realize the bridge cannot hold any coins
4. Now, fold the piece of paper so that it had one inch sides and a one inch base and is still 7 inches long
5. Now repeat the experiment and see how many coins the bridge can hold with its added support

VARIATIONS:

1. Use heavier and lighter objects for the bridge
2. Use matchbox cars to test the bridge's strength



CUT PAPER DESIGN

GOAL:

1. To increase ability to manipulate scissors
2. To familiarize with shapes

SET UP AND MATERIALS:

1. Construction paper
2. Safety scissors

PROCEDURE:

1. Fold the construction paper in half.
2. Cut a design along the folded edge, leaving the top inch and the bottom inch of the folded edge uncut.
3. Open or unfold construction paper and discover a symmetrical image.

VARIATIONS:

1. Use this method, and also cut along the outer edges and leave the middle of the folded edge uncut instead of the top and bottom of the folded edge, on white construction paper to create a snowflake.
2. Create perfect hearts, circles and squares by cutting half of the image out of the folded edge.



STOP THE MUSIC

GOAL:

1. Auditory skills
2. Various locomotor transport skills

SET UP AND MATERIALS:

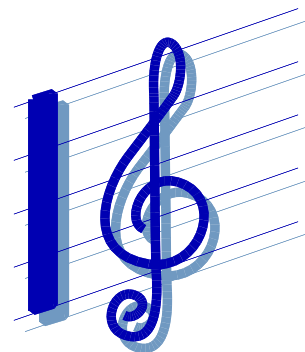
1. Indoor or outdoor space
2. Music - tape recorder or record player

PROCEDURE:

1. The day care provider explains that this is a listening game. During the playing of the music, children are to move around the space without touching each other showing that they respect "personal space".
2. When the music stops, the children are to "FREEZE" in their spots.
3. They resume moving when the music starts again.

SUGGESTIONS AND VARIATIONS:

1. Typical movement challenges might be:
 - a. skip in the space
 - b. tip toe around
 - c. hop
 - d. jump
 - e. various animal walks



FIELD TRIPS

GOAL:

1. To encourage curiosity and exploration
2. To provide an opportunity to set and test limits
3. To encourage self-discipline

SET UP AND MATERIALS:

1. Find a place that is good for a children's field trip (i.e. the library, the bakery, a farm, the zoo or even your backyard.)
2. Discuss with the people at the place you've chosen for a field trip, the procedure and the safety concerns.



PROCEDURE:

1. Prepare the children for the field trip by discussing it beforehand. You can also incorporate the field trip into story time and arts and crafts.
2. Discuss the limits of the field trip. For example, what they can and cannot touch.
3. Encourage the children to ask many questions before, during and after the trip.
4. Discuss what they learned and whatever questions they may still have.

VARIATIONS:

1. A walk in your backyard to collect leaves is also a great opportunity to encourage creativity and test limits. You can even use the leaves in an arts and crafts project.
2. Assign the children partners through the field trip to encourage cooperation.



DRAMATIC PLAY

GOAL:

1. To encourage imagination and creativity
2. To encourage socialization and cooperation

SET UP AND MATERIALS:

1. Make many dramatic play items available. For example, food items, clothes, hats from any different professions, animal headbands, telephones, jewelry, cards, play money, dolls, pocketbooks, shopping bags or costumes etc.
2. Make time available for the children to explore the dramatic play area.

PROCEDURE:

1. Prepare a scenario for children to play. For example, a restaurant scene, grocery store, beauty parlor, Cowboys and Indians, a wedding, the jungle or any other scenarios.
2. Have the children negotiate the parts each child wants to play.
3. Begin the scenario with them and let them continue to create it themselves.

VARIATIONS:

1. You can take pictures or videotape the children during dramatic play.
2. You can create a small simple play that the children can perform for their parents at pick up time.