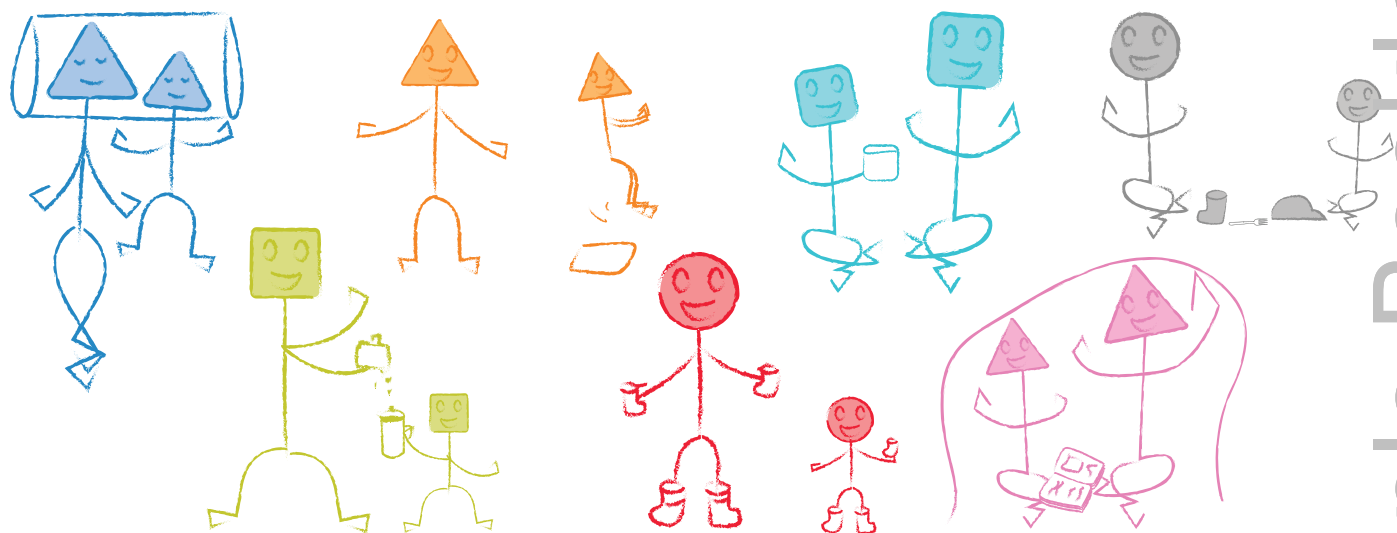


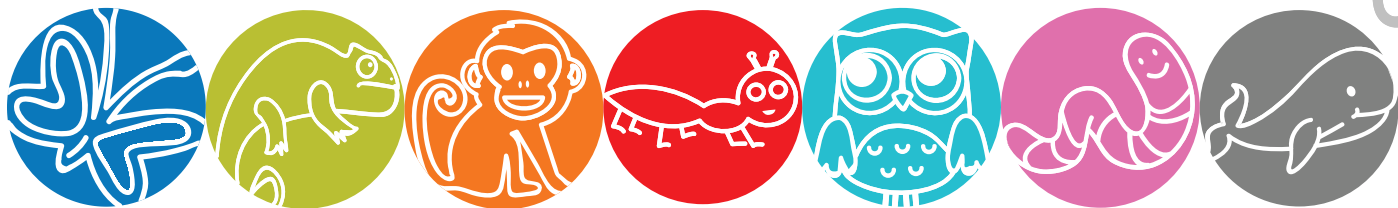
Growing Great Kids™ presents:

# PLAY *with* ME! 3

Younger 3's



*Activities for Three Year Olds and Their Families*





from your partners at...



# PLAY *with* ME!

Parent-Child Activity Manuals for Home Visits with 3 & 4 Year-Olds

## OVER 400 ACTIVITIES FOR KIDS AND THEIR FAMILIES



These developmentally appropriate activities, combined with love, laughter, and fun, will support joyful interactions between children and their parents to create the kinds of childhoods that prepare kids for all that awaits them in life.

## ORGANIZED BY 7 LEARNING DOMAINS



- Approaches to Learning
- Social & Emotional Development
- Language & Communication
- Literacy
- Scientific Reasoning
- Mathematics
- Perceptual, Motor, & Physical Development

## SCOPE & SEQUENCE



Many areas of human development follow documented sequences whereby new abilities, skills, and knowledge build on those that have already been acquired. By matching the developmental abilities of each child, as well as preferences and interests of the child and their family, parents are supported to find as many opportunities as possible to engage in learning with their child.



## CAN BE USED WITH EITHER GGK P-36 MONTHS OR GGK FOR PRESCHOOLERS

These parent-child activity manuals are part of the GGK™ for Preschoolers curriculum, but they are also available for use by anyone who is GGK™ certified in either our Prenatal to 36 Months or Preschool versions.

The decision to add these manuals to your existing GGK™ curricula sets will expand your program's reach and extended family engagement in activities.



## ACTIVITY MATERIALS EASILY FOUND IN MOST HOMES



The activities require very few supplies and those that are required are easily accessible. Parents will learn that great fun and learning can be created with what they have on hand.

## ACTIVITIES DEVELOPED BY & FOR HOME VISITORS

These activities were created by people who do exactly what home visitors do. Much thought has gone into what works to engage parents and their children in lots of joyful, home-based interaction.



Coming Soon!

Questions? Call 1-715-679-8381  
[www.greatkidsinc.org](http://www.greatkidsinc.org)

Sample Booklet

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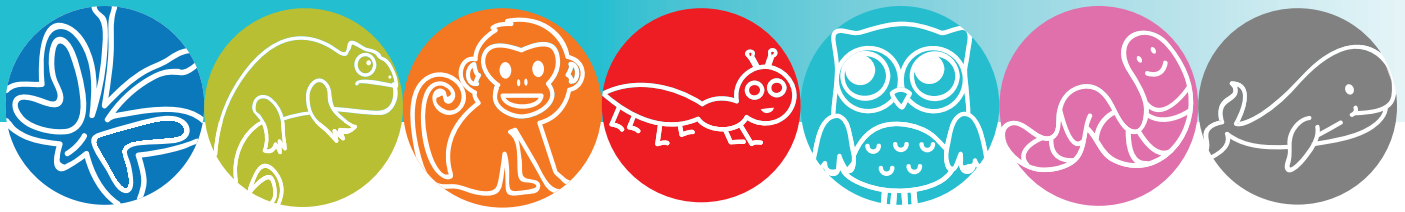
# Editor's Note

*People like you know what people like you need.*

Compilation and editing of this project has been truly exhilarating. What is different about these manuals is that we have very intentionally worked from the inception of the product to capture the power of the collective spirit. We have solicited the work of many specialists in fields that impact parenting and children's early years to assist us with development. These manuals are compilations of work that has been submitted over several months by people much like you who passionately do this kind of work every day.

In today's terminology, what we are doing is a version of crowd-sourcing. What we've always called it is partnership and collaboration. Regardless of the language used, what we know is that Great Kids, Inc. truly values our partnerships with those of you in the field of Home Visiting and Early Childhood Education. Our work has always been based on theoretical and empirical foundations but has also been highly flavored by the feedback and commentary we hear from our partners and the families that they serve.

The 2019 Growing Great Kids for Preschoolers PLAY with ME!3 and PLAY with ME!4 Activity Manuals are an embodiment of our belief that our partners bring strengths to the table that collectively surpass that of any one individual. As we reviewed the activities submitted, it was exciting to picture the joyful parent-child interactions that would result. The project had the feel of a community cookbook...only instead of food, everyone was sharing their ideas for cooking up fun and learning! We owe a debt of gratitude to the contributing writers who have given so much of themselves to help us bring that joy to life for families. **GKI** views everything we do through the lens of human connection. These activities really highlight the beauty of harnessing the power of those connections to create stronger connections for those that come after us!



## Preface

Each new day is exciting for young children and their families. The thrill of discovery through the eyes of a child is rejuvenating for all that witness it. We also know that each day as a parent brings with it challenges as well. Young children are programmed to learn, but to optimize their development parents must be intentional about providing a supportive learning environment that is safe and full of relationships that support curiosity and exploration. Considering the many things vying for the family's attention, this isn't always as simple as it sounds.

GKI believes that joyful interactions between children and their parents are critical to creating the kinds of childhoods that prepare kids for all that awaits them in life. The following series of developmentally appropriate activities, combined with love, laughter, and fun, will effectively engage families in the kinds of experiences that will maximize their child's understanding of the world around them.

## Introduction

There are four Parent & Child Activity Manuals that are part of the **Growing Great Kids™** for Preschoolers Curriculum. The PLAY with ME!3 activity manuals are for children who are developmentally between 37 months and 48 months of age. The PLAY with ME!4 activity manuals are for children who are developmentally between 49 months and 60 months of age. Each manual contains over 100 activities that are aimed at enhancing parent-child relationships while supporting child development across all learning domains.



# Recommendations for Use

- The activities are designed to be introduced to the parent and child and practiced during Home Visits. Parents will engage in the activity with their child and then hopefully repeat the fun between visits. The most positive outcomes occur when the home visitor empowers the parent to become their child's "Developmental Specialist."
- Each activity is based on the use of materials that can easily be found in most households. Because each household is different, home visitors should encourage families to use these suggested activities to spark their imagination. Thinking about variations of each activity that best fit their family culture, preferences, supplies, and the specific interests of their child will individualize the experiences in a very important way.
- These activities are to be used in conjunction with Growing Great Kids™ for Preschoolers Curriculum Modules.
- Always remember that these are activities for the parent to engage in with their child. They are not designed for the Home Visitor to do with the child. The Home Visitor's role is that of a facilitator, providing support and encouragement while expanding the learning experience for both parent and child.
- Be sure to support the parent to ask themselves the Ready for Play and Learning questions before initiating an activity. Highlighting this tool at each visit will emphasize for families its importance. The repetition will also support their learning and understanding of how to set the stage for success.
- The home visitor and parents actively partner in the planning of home visits. Providing ownership to parents is an important part of the parent engagement process. Just as a reminder - Photocopying activities from this manual is not permitted by copyright law – please be sure to use the Parent Handout version when building Parent Handbooks.



# Scope and Sequence

All four Activity Manuals along with the Growing Great Kids™ for Preschoolers Curriculum Manual provide the scope of potential material to be covered during the use of this parenting curriculum on Home Visits with the families of 3 to 5-year-old children. It is not expected, however, that each activity be completed for each child and their family.

The manuals are broken down into units that are based on the child's developmental age. It is important to know that this should be individualized based on the needs of each child. The Three-Year-Old Activity manuals include Unit 1: Young Three's (37-42 months) and Unit 2: Older Three's (43-48 months). The Four-Year-Old manuals include Unit 1: Young Fours (49-54 months) and Unit 2: Older Fours (55-60 months). Within each unit you will find activities appropriate for that developmental level that are categorized based on the following primary Learning Domains that they are designed to support:



Social & Emotional Development



Scientific Reasoning



Mathematics



Perceptual, Motor & Physical Development



Approaches to Learning



Literacy



Language & Communication

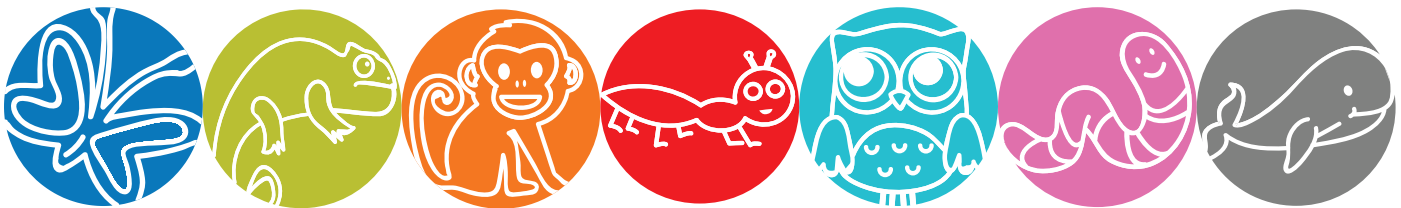
# Scope and Sequence

While activities are segregated by learning domains, it is important to remember that all learning domains are closely connected and there is often a considerable amount of domain overlap with learning that occurs during any given activity. Many activities have been selected because they provide learning experiences that are domain-general or cover many areas of learning.

It has been well established that many areas of human development follow documented sequences whereby new abilities, skills, and knowledge build on those that have already been acquired. We also recognize that children all learn at varying rates and additionally may have varying levels of development across the domains.

There is not an established sequence that must be followed other than matching the activity to the developmental level of the child. It will be critical that activities are chosen based on abilities, preferences and interests of the child and the family. It is important, however, to make sure that each child is given the opportunity to experience activities from each domain with extra emphasis being placed on areas that may currently be challenging for that child. Activities are most effective at supporting development when they challenge the child to achieve at a level just beyond their current level of mastery and when they have many opportunities to practice.

Parents should be encouraged to find as many opportunities as possible to engage in these, or variations of these activities with their child. This kind of repetition and exposure will enhance the parent-child relationship as well as the child's overall development.





# Build a Face



## Why do this activity:

- ▶ Children will learn to recognize basic emotions
- ▶ Children will learn to use words to describe emotions
- ▶ Children will begin to develop empathy
- ▶ Children will learn to offer support to others in distress

## SUPPLIES:

- Magazines or photographs of faces
- Scissors
- Paper plate(s)

## How to do this activity:

1. Before you begin, collect several magazine pictures or photographs of people's faces. Cut the pictures into strips showing the eyes and eyebrows, nose and mouth.
2. Let your child choose from the different picture strips to build a face. Use a paper plate for a head.
3. Describe the face your child has built. For example, you might say something like: **This person's eyebrows are up and their eyes are open wide.**
4. Ask your child what they think the person might be feeling. Ask how they could help the person if needed.
5. Mix and match the picture strips to build new faces and talk about them.
6. Have your child practice making the same faces that the pictures are showing.
7. Talk to them about how they feel when their face looks like that.



# Color Change



## Why do this activity:

- ▶ Children will learn about using the five senses to observe
- ▶ Children will learn how to describe what they observe
- ▶ Children will learn to draw a picture to represent what they observed
- ▶ Children will learn to make a prediction
- ▶ Children will learn how to conduct a simple experiment and analyze results

## SUPPLIES:

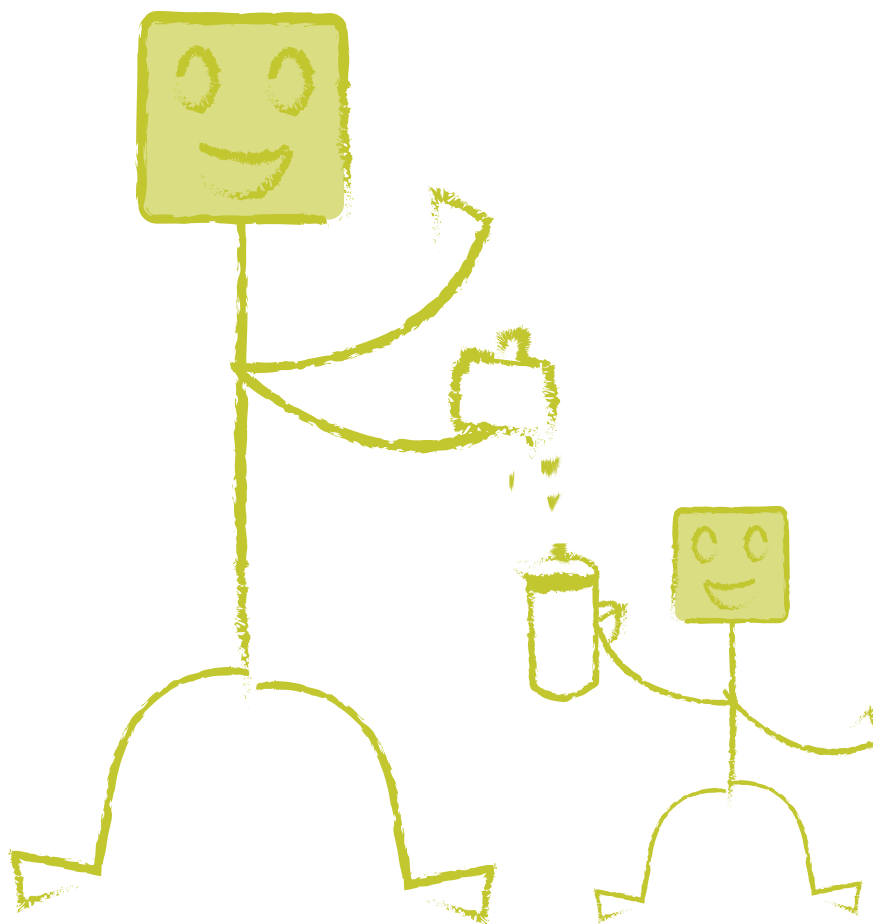
- Clear container
- Water
- Food coloring (at least 2 different colors)
- Paper
- Crayons or washable markers

## How to do this activity:

1. Help your child to fill the container with water and place it on a stable surface.
2. Support them to make careful observations about the water (if it has bubbles, if it is clear, if it is wet, if it is warm/cold, etc.)
3. Write down their observations as they talk about them.
4. Ask your child to draw a picture of the container of water.
5. Let them add a few drops of food coloring using one color.
6. Support them to make more observations about what is different.
7. Ask your child to draw a picture of what happened to the water when the food coloring was added.
8. Ask your child to predict what might happen if you add another color of food coloring to the water. Add several drops and then talk about the results.

## How to... continued

9. Encourage your child to draw another picture of what happened to the water when the second food coloring was added.
10. Save the pictures and encourage your child to share their experiment results with another family member or friend.





# Movement Patterns



## Why do this activity:

- ▶ Children will enhance their perceptual skills
- ▶ Children will improve coordination
- ▶ Children will improve strength and stamina
- ▶ Children will learn to recognize and copy a simple pattern
- ▶ Children will learn how their body moves in space

## SUPPLIES:

- None

## How to do this activity:

1. Ask your child to watch you and copy what you do.
2. Make two different movements in a pattern. For example, step to the left, step to the right, step to the left, step to the right.
3. As your child moves with you, tell them that this is called a pattern.
4. Create a new movement pattern. For example, stretch your arms up, then touch your knees. Encourage your child to copy you.
5. Create another movement pattern. Ask your child to join you. Then stop moving but ask your child to continue. For example, you might say something like: **Let me see your moves! Keep going!** Notice if your child can continue the pattern on their own.
6. If your child decides to change the movement pattern, be sure to follow along.
7. Ask them to take a turn being the leader and you follow their movement pattern.



# Socks, Socks and More Socks



## Why do this activity:

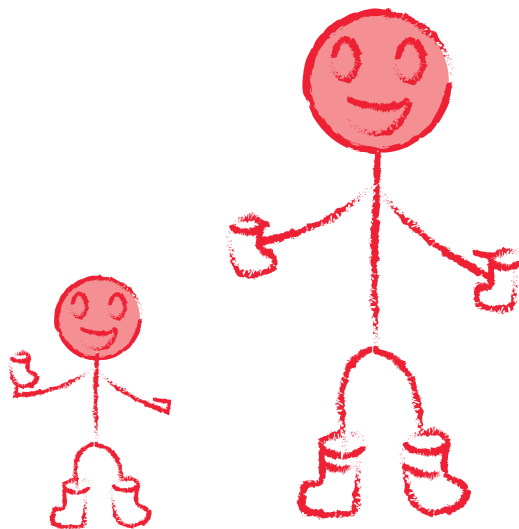
- ▶ Children will work on matching and sorting
- ▶ Children will begin to associate the word “pair” with the number 2
- ▶ Children will contribute to family chores

## SUPPLIES:

- Socks (8-10 pairs)

## How to do this activity:

1. Gather about 8 to 10 pairs of socks and help (child's name) lay each sock out individually.
2. Talk with your child about which socks look the **SAME** and which ones look **DIFFERENT**.
3. Help your child match the socks and count them. Introduce the word “pair”. “Pair of socks” Discuss a pair is a set of 2.
4. As you do this, introduce the word “pair.” Hold up a pair of socks and say something like: **This is a PAIR of socks. A PAIR is a set of 2.**







# Dough It Yourself!



## Why do this activity:

- ▶ Children will learn to pay attention to tasks and experiences for short periods of time
- ▶ Children will learn to persist on tasks when presented with small challenges
- ▶ Children will learn to hold small amounts of information in their mind
- ▶ Children will learn to use their imagination in play and other creative works
- ▶ Children will enhance small motor coordination
- ▶ Children will learn about basic measuring

## SUPPLIES:

- 4 zip-lock bags
- Food coloring
- 4 cups of flour
- 1 cup of table salt
- Water
- 1 cup, 1/2 cup, 1/4 cup measuring cups
- Tools for play-dough sculpting (silverware, rolling pin, old lids, etc.)

## How to do this activity:

1. Invite your child to help you make play-dough. You can do this over a baking sheet or recycled cardboard to help make clean-up easier.
2. Help them to put 1 cup of flour into each of the zip-lock bags.
3. Then help them add 1/4 cup of salt to each bag.
4. Help them to pick a color of food coloring for each bag and add one drop to each.
5. Hold each bag while your child adds 1/2 cup of water to each one.
6. Carefully remove the air as you seal the bag securely.
7. Explain to your child that by squishing the mixture around in the bag with their hands they can make it into play-dough (you may need to add more flour or water depending on the conditions).



# The Story Sock Game



## Why do this activity:

- ▶ Children will learn to answer questions about main characters and events from a story
- ▶ Children will learn to indicate likes and dislikes about a book
- ▶ Children will begin to develop critical thinking skills



## SUPPLIES:

- Paper
- Crayons or markers
- Tape
- Socks
- Book

## How to do this activity:

1. Write some simple questions about a book onto individual pieces of paper. For example you might write questions like: **What was your favorite part?** or **Who was your favorite character in this book?** Remember to include questions about the events in the book as well. You might ask something like: **How did the fox and bear solve the problem?**
2. Tape the questions onto a wall or door, away from breakable objects.
3. Read the book to your child.
4. After you have finished reading the story, tell them that they are going to play the story sock game. Roll up a sock into a ball.
5. Let your child throw the sock ball at the papers taped to the wall.
6. If the sock ball hits a question, read it to them. Let your child answer it on their own. If they need help, encourage them to look back at the pictures in the book to figure out the answer.
7. Keep playing the story sock game until all the questions have been answered.



# Odd One Out



## Why do this activity:

- ▶ Children will increase their ability to pay attention
- ▶ Children will improve communication skills
- ▶ Children will increase vocabulary
- ▶ Children will increase their understanding of characteristics

## SUPPLIES:

- 4 household items

## How to do this activity:

1. Three of the items should be related, while the fourth item should stand out as having different characteristics. For example, you might lay out a hat, shoe, a pair of sunglasses and a fork.
2. Ask your child to identify which item is not like the others. You might have to give them more than one turn before they pick up the correct object. Once your child knows which item does not belong, ask them questions about the different object. You might say something like: **Why doesn't the fork belong with these other items?**
3. As your child's skill at the game grows, make it more challenging to spot the differences.

