

NOTE: September is usually a big transition month at the day home with children leaving the center and new clients starting. These activities are a way for the children and Providers to get to know each other. Remember that even though a specific target is attached to the activity each child will get something different from the experience. We don't expect all children to recognize their names, letters, draw a face or be able to understand the vocabulary. Just having different opportunities to explore the materials independently and with their peers will be a learning experience for all ages.

SOCIAL

OUR FAMILIES

Tell the children to listen to what you are saying and stand up and do the action if what you say is true about them!

Stand up and jump on one foot if you have a brother.

Stand up and spin around if you have a pet.

Stand up and dance if you have a sister.

Have the children standing name them (brother, pet, etc.)

Be sure to help children who aren't sure of the answers (Dee-Dee, you have a baby sister!

Stand up! What is your baby sister's name?)

You may have to assist some of the children with recognizing if the question you are asking is true for them.

Target: peer labelling

FIVE THINGS ABOUT ME

Invite one of your children to join you at a table.

Have the child place one hand on a sheet of construction paper and trace around it.

Then ask the child to think of five special things about his or herself.

My favorite color, My favorite food, My favorite animal, My favorite toy, My favorite movie etc.

Write each thing the child says on one of the fingers on the hand print.

Later, let each child hold up their hand prints, while you or they tell what is written on each finger. Hang the handprints where the children can look at them. This activity will help you to get to know the children. If you have children that are none verbal you can describe the child on the five fingers. Eye color, hair color, personality traits (happy, smiles) etc. Do a handprint for yourself.

Target: peer interaction

WHO AM I?

<http://www.pinterest.com/pin/80572280812368895/>

This is a poster that you create and then the children try to label the "eye picture" of each child in the day home. You can change it once a week to hair, hand, feet, ear etc. pictures.

Target: peer recognition

IN THE WHOLE WIDE WORLD

In this whole wide world, (make a circle with your two arms)

I can clearly see. (put fingers around your eyes, looking through)

There is only one of you. (point to other person)

And there is only one of me. (Point to yourself)

Target: peer interaction

GETTING TO KNOW EACH OTHER

In advance, using your experiences with the child or the application and or discussion with the parent if the child is new, create 5 "clues" about the child (i.e. I have a dog named Spot, I have a blanket on my bed with Star Wars, I have 2 sisters, My favorite ice cream is chocolate, and I have a swing set in my backyard, I am 4 years old etc.). I stress that the clues must be obvious to the child, but to put their name on the form just in case.

During the week, read out the forms each and the children guess who they think it is. They have a ball with this and usually are able to pick themselves out.

Target: peer recognition

PHYSICAL

Gross Motor

SEE NOW WHAT I CAN DO

Tune: "Hokey-Pokey"

Oh, I can reach up high,

Oh, I can reach down low.

Oh, I can clap real fast.

Oh, I can clap real slow.

I can do so many things,

I can twirl around.

That's what I can do!

Invite your children to act out the song. Create additional verses substituting other action words for "reach" and "clap", such as "point" or "march".

Target: balance

HOW DO I MOVE?

Let your children think of different ways they move their bodies.

Then tell them that you will play a moving game with them.

Name a way for the children to move their bodies, such as hopping, jumping, crawling, tip-toeing, walking backward, dancing slowly, spinning quickly.

Have the children move their bodies that way.

Repeat with other movement words.

Variation: Let your children take turns naming a way for everyone to move.

Target: muscle coordination

RUNAWAY

I have two eyes to see with,

I have two feet to run,

I have two hands to wave with,

And nose I have but one.

I have two ears to hear with,

And a tongue to say 'good day!'

And two red cheeks for you to kiss,

And now I'll run away.

Target: balance

Fine Motor

HAND PRINTS

Set out pans or plates of paint and some paper.

Have children press their hands into the paint and make impressions on the paper.

When dry, attach the following poem to each painting and let your children take them home.

Discuss the differences in the sizes and shapes of the hands. After the pictures have dried see if the children can guess which hand picture belongs to which child

Here are my hands, so tiny and small,

For you to hang upon the wall.

For you to watch, as the years go by,

How fast they grow, my hands and I.

Author Unknown

Target: hand coordination

FINGERPRINTS

Use paint or ink to fingerprint all of your children. Write the name of the corresponding child on their fingerprint. Place all of the fingerprints in one area with magnifying glasses. Tell the children to look closely and they will see that no one has the same print

Target: eye hand coordination

INTELLECTUAL

Language

NO ONE LIKE ME

There's no one who is just like me,

No one who knows how to be:

Me when I am mad or sad.

Me when I am very glad.

There's no one who's just like me.

Me is who I'm proud to be

Target: rhyming

THERE IS NO ONE LIKE ME

There is no one just like me

Look around and you will see

There is no one like me to be found

Some are short and some are tall

Some are big and some are small

I am very special because I'm me!

Target: confidence

SPECIAL ME

Special, special, special me
How I wonder what I'll be
In this big world I can be
Anything I want to be
Special, special, special me
How I wonder what I'll be

Target: self esteem

READ A BOOK

Chose a book from the list below or read one that you may already have on hand.

Target: vocabulary

All About Me Books

[All by Myself \(Little Critter\) \(Look-Look\)](#) by Mercer Mayer

[Frederick](#) by Leo Lionni

[Happy Birthday, Sam](#) by Pat Hutchins

[Here Are My Hands](#) by Bill Martin Jr. and John Archambault

[I Like Me! \(Picture Puffins\)](#) by Nancy Carlson

[Just Because I Am: A Child's Book of Affirmation](#) by Lauren Murphy

[Leo the Late Bloomer](#) by Robert Krauss

[Now I Am Three](#) by Jane Belk Moncure--these are older books, most libraries have the collections. This particular series by Moncure has one for each age Now I'm One! Now I'm Two! etc.

[My Book About Me](#) by Dr. Seuss

[The Foot Book \(The Bright and Early Books for Beginning Beginners\)](#) by Dr. Seuss

[Herman the Helper](#) by Robert Kraus

[The Mixed-Up Chameleon](#) by Eric Carle

[Now I'm Big](#) by Margaret Miller

Books about Families

[Are You My Mother? \(Bright & Early Board Books\(TM\)\)](#) by P. D. Eastman

[The Berenstain Bears' New Baby](#) by Stan and Jan Berenstain

[Clifford's Family \(Clifford 8x8\)](#) by Norman Bridwell

[Guess How Much I Love You: Pop-Up](#) by Sam McBratney

[Just Me and My Mom \(A Little Critter Book\)](#) by Mercer Mayer

[My Mom and Dad Make Me Laugh](#) by Nick Sharratt

[RELATIVES CAME](#) by Cynthia Rylant

Cognitive

EXPRESSION CARDS

Make expression cards using small index cards and a marking pen.

Draw sets of 6-8 types of expressions.

Examples: 2 happy faces; 2 mad faces; 2 sad faces; 2 surprised faces, 2 sleepy faces; 2 frowns; etc. (there are facial expression cards as an attachment with this email)

Mix up the cards, then give the cards to your child and have her find the sets of impressions.

Target: labelling

NAME SOUP (click on the link for directions) **Target: letter recognition**

<https://www.pinterest.com/pin/445082375654627775/>

NAME MATCHING ACTIVITY

There is some prep work involved in this activity.

<https://earlylearningideas.com/name-matching-cards-and-name-activities/>

Target: name recognition

FACE MIX AND MATCH

Really simple face mix and match activity. You may want to laminate the pictures to make them more durable.

http://littlepeoplelearn.blogspot.ca/2011/05/playing-with-photos_24.html

Target: matching

NAME LETTER MATCH (click on the link for directions) **Target: letter recognition**

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[ak0.pinimg.com/originals/8a/60/8f/8a608f92bc2d2a98ae117f3b5dcf9af0.jpg](https://s-media-cache-ak0.pinimg.com/originals/8a/60/8f/8a608f92bc2d2a98ae117f3b5dcf9af0.jpg)

SHOE MATCHING

Have each of your children take off one shoe.

Place the shoes in the middle of the room.

When you clap your hands, have the children go to the pile and find their matching shoe.

Target: matching

Variation- Jacket matching. Have the children take turns matching the items to the other children in the center

MEASURE ME

Give the children a string and scissors. Have one child lie down and let them measure how tall he is and then cut the string. Later the children can compare their strings and show them to their families. VARIATION: get out a scale and have the children weigh themselves.

Target: measuring

CREATIVE

WHERE ARE YOU SENSES

Trace your children on a large piece of paper. Have them either write, draw, or place stickers on the different places where their senses are (for instance draw a flower on your nose, a violin on your ear, etc.) You can do this activity as a group.

Target: creativity

ALL ABOUT ME SENSORY BIN

<https://www.pinterest.com/pin/212021094935351504/>

Target: sensory

ALL ABOUT ME SENSORY BIN

<http://totallytots.blogspot.ca/2011/07/whats-in-tub-all-about-me.html>

Target: sensory

I LIKE.....

Materials Needed: A small picture of each child, magazines, scissors, glue, crayons, construction paper

The children glue their picture on the construction paper. They cut out or rip pictures from magazines of things that they like such as: dogs, cats, flowers, different foods, etc.

Target: making choices

EMOTIONAL

PAINT MY SHADOW

<http://rhythmsofplay.com/shadow-art-outdoor-science/>

Target: self-recognition

I'M SPECIAL MIRROR ACTIVITY

Click on the link for instructions for this activity. It involves a song and the children looking at themselves in a mirror and watching their face as they make different expressions.

<https://www.teachpreschool.org/2010/09/01/i-am-special/>

Target: - self expression

EXPRESSIONS

Place pictures of children showing different expressions (laughing, surprised, mad, crying, smiling, etc.) Put a mirror next to the pictures and let them try copying the expressions.

Target: self-expression. There is a set of expression pictures that were sent as an attachment with this email.

Life Size Me

- Large roll of brown wrapping paper (Dollar Store)
- A set of each child's clothing
- An 8 by 10 picture of each child's face

Have the child lay on a piece of long brown wrapping paper that is doubled over and trace them. Have the child cut out their body shape. Staple the 2 pieces of paper together leaving a 4 inch opening at the top in bottom. Have the children scrunch up old newspapers and flyers to stuff into their "body". Once the paper body is full staple both of the openings.

VARIATION: You can also have the children just cut out a single piece of paper and then draw on a face and clothes.

Target: self-recognition

I LIKE ME

I like me, I like me

I'm wild about myself and I like me,

I like me my pictures on the shelf

I take myself to the picture show

I take myself wherever I go

I like me, I like me

I'm wild about myself

Target: self confidence

WHO IS IT?

Materials Needed: A large box with a hand mirror in it. Tell the children there is someone special in the box. Pass it around the art table and let them shake and guess what is in it without looking. When they have each had a turn, take out the mirror, pass it around and have the children look at the special person-them! Provide paper plates and miscellaneous arts and crafts supplies for them to make their own face! **Target: self esteem**

COOKING IDEAS

MY OWN VEGGIE DIPPERS

In separate containers, set out a variety of veggies, such as the following: celery sticks, cucumber rounds, yellow bell pepper strips, cherry tomatoes, and broccoli florets.

Also set out 3 or 4 different kinds of dips/salad dressings.

Then let your children choose the veggies and the dip they want to create their own veggie snack.

Target: independence

MY OWN TRAIL MIX

In separate containers, set out a variety of cereals, pretzels and small crackers, raisins etc. Place spoons or small scoops in each container. Give each child a small Ziploc bag and let them spoon small portions of whatever items they prefer for their own trail mix.

Target: decision making

MUFFIN FACES

Toast an English muffin for each child

Let the children spread cream cheese, peanut butter or another spread onto their muffin.

Then set out some different items (meat pieces, cucumbers, raisins, cheese strings etc.) for your children to use to decorate their muffin faces.

Target: creativity

ENTER TO WIN

Email odysseychildcare@outlook.com with the date of the meeting on or before Monday Sept 11 2018 to be entered into a draw at the meeting.

Target: reading the entire activity plan

THUMBPRINT COOKIES

Ingredients: 1/2 cup margarine; 2 cups flour; 1 teaspoon salt; 1/3 cup water; fruit jam or fresh fruit

Mix all ingredients together with the children (I usually divide the ingredients up so that each child can add at least one items or a portion of an item). Form stiff dough.

Separate the dough into small amounts, one for each child. They roll it into a ball (of course, after manipulating and checking it out for a while!) and then use their thumb to make an indent on the top. Place on cookie sheet. Bake at 350 degrees F. for 8-10 minutes. (NOTE: I also make a paper chart of which cookie belongs to which child!). Each child adds a 1/2 teaspoon of fruit jam or some fresh fruit in the thumb indent. **Target: cooperation**

CRACKER FACES

Ingredients needed: Round crackers, shredded cheese, raisins, cheese spread (peanut butter)
The children place some spread on a cracker. Use the raisins and shredded cheese to make a face on their cracker! **Target: self-expression**