



## Fairy Tales

Have you ever wanted to kiss a frog to find out if he was really your prince?  
How about sailing a boat to the middle of the world to find a treasure?

Fairy Tales encourage an imagination!

With your child, write your own fairy tale. Sharing a story together will create laughs and fun, encouraging a love for reading.

Take turns finding words that rhyme with:

<b>BELLE</b>	(fell, gel, sell, tell)
<b>SLEEP</b>	(beep, keep, sheep)
<b>GOAT</b>	(boat, float, coat)
<b>FIGHT</b>	(bite, height, light)

**Conversation Starters:** Ask your child one of these questions to begin a conversation about the theme

1. Who is your favorite cartoon character?
2. Why do you like that character?
3. Would I look silly if I were a cartoon character? What would I look like?

### Book Topic & Internet Search

*Don't forget that you can help your child create their own books by stapling or taping paper together in the form of a book.*

Who is sleeping beauty?

*Could I be a prince?*

Is magic real?

Billy goats who fight

what is a fairy tale?

## UNDERSTAND WHAT YOU READ

Effective reading comprehension requires repetition. Reading comprehension is a learned and trained skill that will enhance comprehension abilities in every area of learning. Their comprehension level will guide your discussion, it can be very factual, or it may go deeper.

### *Activity: The Ugly Duckling*

**Materials needed:** White cardstock, crayons, black tempera paint mixed with a few drops of dish detergent, smock, and toothpicks.

**Suggested reading:** *The Ugly Duckling*

Begin by reading, watching the online video, or telling the story of the *The Ugly Duckling*, discussing as needed.

Proceed to ask questions focusing the attention to the main idea of the story; remembering that you are special. Talk about how words can affect the way others feel. Recall how other ducklings were mean and ask for suggestions on how they could make the right choice in using nicer words. Focus on the importance of using positive words.

Follow on with the project, remembering that this project is to demonstrate how something that seems “ugly” can in fact be beautiful.

- Color the white cardstock using a large crayon(s), covering the entire cardstock.
- Use the black tempera paint mixed with a few drops of dish detergent to paint over the crayon-covered cardstock.
- Allow sufficient time for drying and once 100% dry, demonstrate how, by using a toothpick, to scratch off the black tempera paint, a beautiful colorful mark is revealed.
- Assist and guide your child as needed while they scratch off the black paint to create their beautiful artwork.
- Together, enjoy their art work and discuss how beauty may be hidden. Emphasize the importance to not judge others by their appearance yet highlight the importance of being nice and allowing others’ inner beauty to be revealed.

By taking a closer look at early learning, we raise educational success later in life. Listening focuses on school readiness, which includes math and reading preparation. The children of parents who are actively involved in learning are prepared to participate in kindergarten.



Research says

The use of dramatic play will only enhance reading comprehension. As your young learner plays with dramatization, he will learn about himself, others, and in general the world. Young children will enhance their development of communication and problem-solving skills by engaging in dramatic play. Through this type of play, children feel safe to experiment and explore emotions of fear or instinct, such as the motherly instinct or fatherly instinct.

## **Activity: Goldilocks and the Three Bears – The Three Billy Goats Gruff**

**Materials Needed:** Twigs, small branches, leaves, glue, large white art paper, sparkles, and cutouts

Recreate some settings to facilitate the re-enactment of the stories.

Use a jungle gym or line up items children can step on like pillows or books to use as a bridge for *The Three Billy Goats Gruff*, chairs for *Goldilocks and the Three Bears*.

Allow enough time to role-play, facilitating creativity and self-expression.

In order to most accurately and appropriately enhance the development of math skills in young learners we must try to use hands-on materials, allow for the child to explore, probe your child to improve their intellect and comprehension level, share problem-solving options, and encourage him to figure out some solutions on his own.

## **Activity: Snow White and the Seven Dwarfs**

**Materials needed:** Large #7 printouts, colors, stickers, pompoms, beads, glue, random objects, etc.

**Suggested reading:** *Snow White and the Seven Dwarfs* by RH Disney

Begin by counting in unison from 1 to 10 or higher depending on the level of ability of your child. Follow by reading *Snow White and the Seven Dwarfs* and discuss.

Encourage your young learner to do some action that can be counted. Repeat the action 7 times counting aloud with them (Examples include shake hands, clap, jump, etc.)

Next, supply your child with the preprinted number “7” and have them color and glue 7 items chosen from the objects you presented them.

Research says

Human development is significant to provide balance to preschooler’s daily education, and improve attention span, memory, curiosity, and nervous system development. Interaction is the best way for children to learn and develop their imagination. Through play, children learn societal roles, norms, and values.

## It is all about the BRAIN!

Story sequencing enhances reading comprehension. By allowing the young learner to recall story events, he has to connect with his prior knowledge and in order to have prior knowledge, he must have good listening skills.

### *Activity: Goldilocks and the Three Bears*

**Materials needed:** Paper bags, crayons, scissors, glue, cardstock, wiggly eyes, brown and yellow yarn

**Suggested reading:** *Goldilocks and the Three Bears*

You may wish to prepare for the activity by drawing and cutting simple body parts for each of the three bears and Goldilocks.

Begin by reading, watching, or telling the story of *Goldilocks and Three Bears* and discussing with your child. Focus attention to the choice Goldilocks made to enter into the bears' house. Listen and encourage the expression of your child's personal opinion. Sit around the various materials prepared previously for the creation of each paper bag puppet. Allow your child to choose which of the four characters to begin creating. Color and glue the body parts with your guidance as needed and proceed to role play. Retell the story using the puppets and encourage creative new twists to the story with different endings.

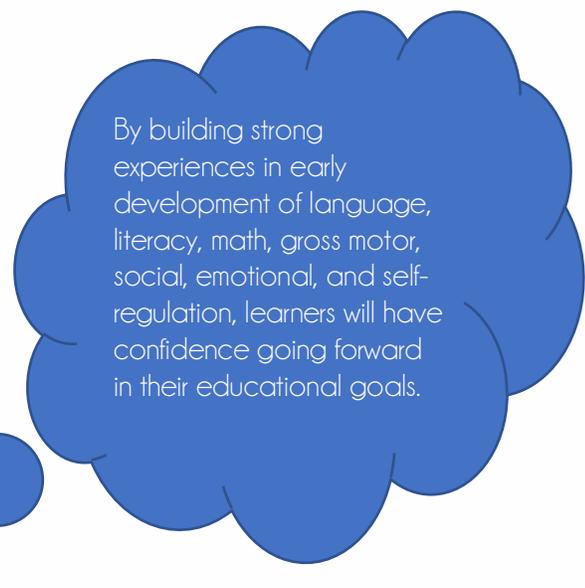
## Time for Fun!

Dramatic play in the early years has many benefits such as: emotional expression, ability to handle future situations, language development, self-awareness, and awareness of others. By using pretend scenarios, children connect real life experience and emotions. Young children love to use props and may play the same pretend game for days or weeks at a time. Dramatic play evolves with their maturity and experiences.

### *Activity: Three Little Pigs*

**Materials Needed:** Pink cardstock - large pink circles (for the pigs' heads), small pink circles (for the pigs' noses), and small pink triangles (for the pigs' ears), glue, and paper bags

- Have your child create their own piggy puppets
- Take turns being the wolf and allow time to act out the story *The Three Little Pigs*
- Allow your child to incorporate any other happenings in their own story



By building strong experiences in early development of language, literacy, math, gross motor, social, emotional, and self-regulation, learners will have confidence going forward in their educational goals.

Ensure that the math games are fun. Promote an environment of play and no pressure. This atmosphere will feel safe for your child to evolve and effortlessly learn mathematical skills. Within the right attitude, your child will set himself up for success in math for the future.

## *Activity: Number Caterpillar*

**Materials Needed:** Preprinted circle shape of different colors, pencils, construction paper, and glue

Begin by counting from one to ten or higher with your child. Provide you child with ten small squares with preprinted circles on each square. Guide your child in cutting each circle out. Proceed with having your child write the numbers 1-10 on each circle.

Have your child glue the numbers accordingly in order on their construction paper allowing sufficient room to finish their caterpillar by drawing antennas and feet.

Children during their early years notice math dimensions and are more open to math concepts. This is the time to explore patterns, navigate space, balance building blocks, and compare quantities. Math can even be found during snack time dividing up a box of animal crackers or raisins. This helps children to make sense of their world beyond school and build a collation of developing successful math skills.



Research says

## *Activity: Making connections to size*

**Materials needed:** Flannel board, white cardstock, pencils, erasers, black Sharpie, paints, brushes, markers, glue, scissors, laminating machine, and velcro

**Suggested reading:** *The Three Billy Goats Gruff* (video or book)

Prior to the activity, draw, color, or paint and laminate three Billy goats, troll, and bridge.

1. Begin by watching the video or reading *The Three Billy Goats Gruff* and discuss.
2. Explain to your child that they will be retelling the story using the flannel board.
3. Reintroduce the characters, preparing the flannel board with the bridge and troll.
4. Encourage and guide your young learner to use dramatic tones of voice with large movements and prop pieces to bring the story of *The Three Billy Goats Gruff* to life.
5. Prompt your child that the three Billy goats are of different sizes, so encourage them to create different voices depending on their age.
6. Encourage new, creative endings and guide your child throughout.

## IMAGINE THE FUN!

Efficient reading comprehension will occur if the material presented is content and age appropriate for your young learner. You know your child best, try to adhere to his interests as you seek activities and books to engage him. It all begins with interest, learning skills develop more efficiently when children are interested

### Activity: The Three Little Pigs

**Materials Needed:** Straws, popsicle sticks, and rocks

Begin by showing a video or retelling the classic story of *The Three Little Pigs* and prompt discussion with your child.

Focus on each of the pig's choices for building materials.

Probe and encourage your child to share and express their opinions. Guide them verbally by asking questions that will allow their critical thinking and explanation for their answer. For example, the words "how" and "why" will automatically guide their focus to expand their answer.

Together, construct small building structures using straws, sticks, and rocks.

Once the building structure is built, may take a few days, experiment blowing them down.

Interaction is a key component of comprehension in all areas and levels. By having that interaction, you'll know your child's strengths and areas to work on. Engage in discussions while playing to understand your child's thinking process and the comprehension that is occurring.

Comparing objects ultimately helps young learners develop measurement skills. Simple math concepts are critical to the ability to later understand addition, subtraction, multiplication, and division. Through play and the use of simple objects, a strong mathematical base will be achieved.

### Activity: Goldilocks and the Three Bears

**Materials needed:** Preprint pictures of three bears including, small, big, and biggest, crayons, colored pencils, and bulletin board

**Suggested reading:** *Goldilocks and Three Bears* by Jan Brett

Begin by reading *Goldilocks and the Three Bears* or recalling the story.

This time, focus attention to the bear's individual sizes "small, big, and biggest".

Provide your child with three preprinted bears in their different sizes.

Allow enough time to decorate and color each of the bears.

Discuss the bear's differences while your child colors them.

To further the activity, have your child color and draw their own or preprinted chairs, bowls, and beds of each size and have them identify them by size and placed with the corresponding bear.

It is our responsibility to keep our children safe from harm, first and foremost. It is also an important responsibility to teach young children about stranger danger. Teaching them through the use of a story book will ease the transition into a difficult topic. Answer all their questions and give them the tools to keep themselves safe.

## *Activity: The Little Red Riding Hood*

**Materials needed:** White cardstock, colored pencils, and crayons

**Suggested reading:** *The Little Red Riding Hood* by Brothers Grimm

This is a great story that can be easily enriched using puppetry.

Begin by reading *The Little Red Riding Hood*, discussing and recalling events.

Follow on by focusing on the main ideas and important message of the story. Discuss with your child the definition of a stranger.

Encourage the discussion by talking about feeling nervous around strangers, how their body may feel, and important ways to stay safe. See the below outline and easily connect the story to real life experiences:

- Little Red Riding Hood does not know the wolf and gives him information. Strangers are people we do not know. Some strangers are nice, and some are not. Never give out information to a stranger.
- Little Red Riding Hood is scared to go through the woods. Discuss signs her body gives her including the fast beating heart and wobbly legs.
- Little Red Riding Hood might like to tell her mother that she is scared. Have your child name at least one person they can talk to when scared. Remind them about teachers and police officers.
- Little Red Riding Hood hears a strange voice inside Granny's house. Discuss the best choice in order to stay safe.
- Little Red Riding Hood screams when she realizes the wolf is dressed in Granny's clothes and the woodcutter hears her. Discuss that if they feel they are in danger, it is OK to do whatever they can to feel safe, such as scream, be rude, etc.

Finally, trace your child's hands onto the white cardstock. Together, name a few people that make them feel safe and write those names on each finger of their hand print. Have your child color their hand print and make your child aware of ways to communicate to others if they feel scared or uncomfortable. *Stop - No - I don't like what you are doing - That makes me sad, angry, or scared.*