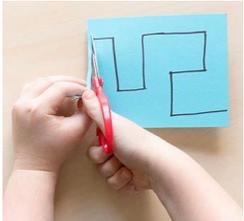


# Preschool Choice Board: Week of June 1

Pick 1-2 boxes to do each day. Put a happy face in the box or color the box when completed. Remember to read everyday to your child.

<p style="text-align: center;"><b>Literacy Skill</b> <b>Words, Words, Words</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Attached Handouts</li> <li>● Child Scissors</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Sight Words Cards Handout: Cut out cards, point out the words while reading them and put them up on the fridge! Keep a look out for these sight words when you are reading with your child to reinforce the words.</li> <li>● Crayon Words: Color and cut out the crayons on the attached handout, find objects the same color and write the color word!</li> </ul>  <ul style="list-style-type: none"> <li>● Number Words: Cut apart the strips on the attached handout for each number (number, dots and word = a strip). Glue the number strips on a piece of construction paper. Find that number of small objects for each strip.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">●</td> <td style="width: 33%; text-align: center;">One</td> </tr> </table> <p><b>Extension Activities:</b> Environmental Print and I Spy Game instructions attached.</p>	1	●	One	<p style="text-align: center;"><b>Math Skill</b> <b>Sequencing Items By Size</b></p> <p>This skill is needed for determining differences among a series of sizes. It helps your child make choices and understand where items fit in a series.</p> <p><b>What to Do:</b></p> <ul style="list-style-type: none"> <li>● Find safe household objects for your child to play with that are graduated in size, such as measuring spoons, canister, toys shoes or jar lids in varying sizes.</li> <li>● Show your child one set of objects and invite her to play: “Here are a set of six measuring spoons. Let’s see what you can do with them.”</li> <li>● Wait for your child to notice the different sizes and begin to compare the items. Give her plenty of time to play without assistance.</li> <li>● When you notice your child comparing sizes, talk about size relationships: “You put them all in a row. Let’s see, this is the smallest one at this end. What did you put at the other end?”</li> <li>● Invite your child to record her accomplishment by placing the row of items on a piece of paper and tracing around each one.</li> </ul>	<p style="text-align: center;"><b>Art Experience</b> <b>Homemade Paint</b></p> <p><b>Paint Recipe:</b></p> <ul style="list-style-type: none"> <li>● 2 cups flour</li> <li>● 2 cups salt</li> <li>● 2 cups warm water</li> <li>● Water-soluble food coloring</li> <li>● Paint Brush</li> <li>● Objects to paint</li> </ul>  <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Make your base paint.</b> Take a large bowl and mix in the flour and salt. Add the water and continue mixing until the mixture is completely blended. <b>TIPS:</b> For a smoother consistency, heat up the water, add the salt, stir and then mix in flour. The mixture may turn purple, it’s normal. It’ll turn a neutral shade once you start mixing everything.</li> <li>2. <b>Add the color.</b> Now divide the mixture into different containers and add a different food coloring into each one. Stir well until you get a smooth colored mixture.</li> </ol> <p>Take the paint outside. Paint bottles or tin cans for Yard Bowling, paper, cardboard boxes, paper towels, foil, coffee filters, etc. Allow your child to be creative with their painting.</p>
1	●	One			
<p style="text-align: center;"><b>Outdoor Experience</b> <b>Yard Bowling</b></p> <p><b>Materials and Instructions:</b></p> <ul style="list-style-type: none"> <li>● 6 to 8 2-liter bottles (or smaller)</li> <li>● Rocks/Beans/Rice (or something else to weigh down the bottles)</li> <li>● Art supplies: Paint, paper bags, or other supplies to decorate bottles</li> <li>● Ball: to use as the bowling ball</li> </ul> <p>Kids love making things, being outside and throwing objects. Yard bowling can cover all those interests and skills. Slip and Slide Bowling looks like tons of fun. This is how we slip and slide at Ms. Kim’s house.</p> 	<p style="text-align: center;"><b>Gross Motor Skill</b> <b>Create a Wiggle Jar</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Attached Action Cards Handout</li> <li>● Child Scissors</li> <li>● Jar or Container</li> </ul> <ol style="list-style-type: none"> <li>1. Have your child cut out the attached action cards and make your own throughout the summer</li> <li>2. Place them in a jar or container.</li> <li>3. When your child needs a movement break, pull a few cards for everyone to do.</li> </ol> 	<p style="text-align: center;"><b>Fine Motor Skill</b> <b>Cutting Mazes</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Child Scissors</li> <li>● Cardstock or Paper</li> <li>● Markers or Crayons</li> </ul> <p>Here is a fun way to build your child's scissor skills. Cut a piece of cardstock or paper into a square, use a marker or crayon to draw a maze. Then have your child use the scissor to go through the maze. Another option is to have your child make their own maze to cut through.</p> 			
<p>Visit <a href="http://www.milanareaschools.org">www.milanareaschools.org</a> to:</p> <ol style="list-style-type: none"> <li>1. View the <a href="#">Kindergarten Orientation Slide Show</a></li> <li>2. Complete the <a href="#">Preliminary Kindergarten Registration Survey</a></li> </ol> 		<p>Visit <a href="http://www.washtenawpreschool.org">www.washtenawpreschool.org</a> to complete an interest form to see if you qualify for free preschool.</p> 			

Text And Learn for Kindergarten ([www.texttolearn.com](http://www.texttolearn.com)) Text TALK to 77453 to receive FREE easy suggestions for how parents of young children can “make any time learning time” with daily interactions

## Additional Online Family Resource Links:

**Healthy at Home: A Toolkit for Supporting Families Impacted by COVID-19:** [healthyathome.readyrosie.com/en/](https://healthyathome.readyrosie.com/en/)

**HighScope at Home:** [highscope.org/active-learning-at-home/](https://highscope.org/active-learning-at-home/)

**PBS Meet the Helpers:** [www.wtvp.org/coronavirus-meet-the-helpers/](https://www.wtvp.org/coronavirus-meet-the-helpers/)

<p><b>READING</b></p>	<p><b>Scholastic Learn at Home: Prek-K:</b>  <a href="https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html">classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html</a></p> <p><b>Storyline Online:</b> <a href="https://www.storylineonline.net">www.storylineonline.net</a></p> <p><b>Unite for Literacy:</b> <a href="https://www.uniteforliteracy.com">www.uniteforliteracy.com</a></p> <p><b>KidLit TV:</b> <a href="https://kidlit.tv/?s=read+out+loud">kidlit.tv/?s=read+out+loud</a></p>
<p><b>LITERACY &amp; MATH</b></p>	<p><b>Starfall:</b> <a href="https://www.starfall.com/h/index-kindergarten.php">https://www.starfall.com/h/index-kindergarten.php</a></p> <p><b>ABCya:</b> <a href="https://www.abcya.com/grades/prek">www.abcya.com/grades/prek</a></p>
<p><b>SCIENCE</b></p>	<p><b>Kids National Geographic:</b> <a href="https://kids.nationalgeographic.com">kids.nationalgeographic.com</a></p> <p><b>Mystery Science:</b> <a href="https://mysteryscience.com/school-closure-planning">mysteryscience.com/school-closure-planning</a></p>
<p><b>SOCIAL STUDIES</b></p>	<p><b>Virtual Field Trips:</b>  <a href="https://docs.google.com/document/d/1SvIdgTx9djKO6SjyvPDsoGlgkE3iExmi3qh2KRRku_w/mobilebasic?urp=gmail_link">docs.google.com/document/d/1SvIdgTx9djKO6SjyvPDsoGlgkE3iExmi3qh2KRRku_w/mobilebasic?urp=gmail_link</a></p> <p><b>More Virtual Field Trips:</b> <a href="https://www.weareteachers.com/best-virtual-field-trips/">https://www.weareteachers.com/best-virtual-field-trips/</a></p>
<p><b>HEALTH &amp; NUTRITION</b></p>	<p><b>Nomster Chef:</b> <a href="https://www.nomsterchef.com/nomster-recipe-library">www.nomsterchef.com/nomster-recipe-library</a>            Children cooking with their grown-ups encourages culinary skills, literacy, math, and science skills.</p> <p><b>Exercise with Regie Rainbow:</b>  <a href="https://www.youtube.com/watch?v=3d5TFt7JolY&amp;feature=youtu.be">www.youtube.com/watch?v=3d5TFt7JolY&amp;feature=youtu.be</a></p> 
<p><b>MUSIC</b></p>	<p><b>Music Classes with Mrs. Mellinger on YouTube.com:</b>  <a href="https://youtu.be/TkunprDGQQ">https://youtu.be/TkunprDGQQ</a></p>

Your child is special and truly one of a kind. Keep this in mind as you watch your child's growth from day to day. As your child grows, some changes may come quickly and others more slowly. During these early years, you may have concerns or would like additional resources about your child's growth, development, health or behavior. If you do have concerns or questions, make sure to talk with someone, such as a doctor, your teacher or you may contact me at any time at 734-439-5159 or through email at [mellingerl@milanareaschools.org](mailto:mellingerl@milanareaschools.org).

Respectfully,  
 Lisa Mellinger, Early Childhood Director  
 Paddock's Early Childhood Center



**FACE COVERING DO'S & DON'TS**

- DO** make sure you can breathe through it.
- DO** wear it whenever going out in public.
- DO** make sure it covers nose & mouth.
- DO** make sure that it's clean.
- DON'T** use if under two years old.
- DON'T** use surgical masks or other PPE intended for health-care workers.

# Additional Choice Board Extensions:

## Literacy Skills: Words, Words, Words

### Environmental Print Words

Look for signs or labels around your house or while out in your community.



### I Spy Letter

Cut words out of recyclable materials!



## Math Skill: Sequencing Items By Size

Challenge your child to notice a different type of size relationship by filling a few identical plastic cups with varying levels of water. When she arranges them correctly, add more water to (or pour some water out of) one or two glasses so that she can find a new order.



**Outdoor Extension:** Continue your sequencing size exploration out in nature by collecting leaves, flowers or rocks in a basket to bring home and arrange them by size.

**Why is this important?** Playing with objects of graduated size encourages your child to create arrangements and sequences based on size or amount. This skill is needed for determining differences among a series of sizes. It helps your child make choices and understand where items fit in series.

## Outdoor Experience: Yard Bowling with Kids

### Tin Can Bowling

#### Materials and Instructions:

- Empty Tin Cans
- Homemade Paint: to paint your tin cans
- Ball: to use as a bowling ball

Stack up your tin cans and have a ball!



### Glow in the Dark Bowling

#### Materials and Instructions:

- Water bottles or clear plastic bottles filled with water: so glow sticks float
- Glow Sticks: to insert in bottles
- Ball: to use as a bowling ball



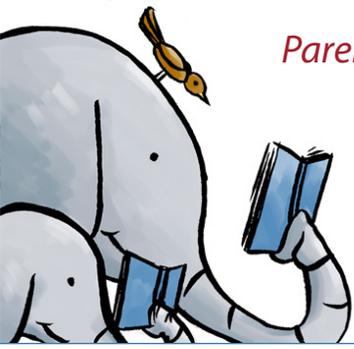
Wait until dark and enjoy an evening of bowling fun!



Visit these great sites for more outside game ideas to play this summer:

<https://www.pinterest.com/pin/420523683938606831/>

<https://www.pinterest.com/pin/39828777931796082/>



# Growing readers!

Brought to you by Reading Rockets, Colorín Colorado and LD OnLine

## Tips for Teaching Your Child About Phonemes

As the parent of a young child, you probably have a sense that you should help your child learn the letters of the alphabet. As the foundation for all written words, letters are important because they are the symbols for the small actions your mouth makes as you say words. What's equally important, however, is that your child learns the sound associated with each letter. These individual sounds are called phonemes, and children who know about the connection between a letter and its phoneme have an easier time learning to read.

### Tip #1: Focus on one sound at a time

Certain sounds, such as /s/, /m/, /f/ are great sounds to start with. The sound is distinct, and can be exaggerated easily. "Please pass the mmmmmmmilk." "Look! There's a ssssssssnake!" "You have fffffff markers on the table." It's also easy to describe how to make the sound with your mouth. "Close your mouth and lips to make the sound. Now put your hand on your throat. Do you feel the vibration?" Once your child learns a few phonemes, it will be easier to keep talking about letters and sounds.

### Tip #2: Make the learning memorable!

Have fun with the letters and sounds. Gestures, such as a "munching mouth" made with your hand can make the /m/ sound much more fun! "Slithering snakes" made with an arm or hand can make the /s/ sound easy to remember. Tongue tickers, also called alliterative words, in which the sound you're focusing on is repeated over and over again, can be a fun way to provide practice with a sound. Try these!

- For M: Miss Mouse makes marvelous meatballs!
- For S: Silly Sally sings songs about snakes and snails.
- For F: Freddy finds fireflies with a flashlight

### Tip #3: Help your child listen for the sounds

One part of learning letters and sounds is being able to figure out if a word contains a particular sound. "Do we hear /mmmmmm/ in the word mmmmmmoon? Do we hear /mmmmmm/ in the word *cake*?" These sorts of activities, done orally with your child, can help him begin to listen for and hear sounds within words.

### Tip #4: Apply letter-sound skills to reading

Putting these skills to work within a book is a powerful way to help your child see the connection between letters, sounds, and words. As you're reading together, find places in the book to point out the letters and sounds you've been working on together. "Look! This page says 'Red fish, blue fish.'" There's the /ffffff/ sound we've been having fun with! It's at the beginning of the word fish."

This Growing Readers tip sheet was based on an article written for teachers. To read the full article: Murray, B. (2012). Tell me about Fred's fat foot again: Four tips for successful PA lessons. *The Reading Teacher*, 66(2), 139-144. And visit Dr. Murray's website, The Reading Genie, at <http://www.auburn.edu/rdggenie>.

how to

# Use Shared Reading

to Promote Emergent Literacy



## PRINT AWARENESS

Use shared storytimes to help children:

- ▶ **Recognize that print is different from pictures.** You can do this by tracking the print in the storybook with your finger as you read, or explicitly stating the difference: "Here's a picture that shows what's happening in the story"; "These are the words that tell the story."
- ▶ **Understand print directionality.** To communicate the sequence in which pages are read, say, "I read this page first [point to the left page], and I read this one next [point to the right page]." To communicate the left-to-right orientation of words, say "I start reading here [point to the first word on a line] and go this way [move a finger in a left-to-right motion under the words]."
- ▶ **Identify the top and bottom of a page.** Say, "I start reading up here [track the first line of print], and then I go to the next line [track left to right under the second line]. I read each one until I come to the bottom [move a finger down the page to the bottom line]. I read each page from top to bottom."
- ▶ **Realize that print tells a story.** Point to the print and explain to the child, "These are the words that tell this story." Check for understanding by saying, "Show me which part tells the story," or asking, "What do these words do?"
- ▶ **Identify the first letter in his or her name.** Select a book that contains several words that begin with the uppercase form of this letter. Show the child a written example of the letter and say you'll be looking for it as you read. Interrupt the story periodically and ask "Can you point to the letter M in this word?"
- ▶ **Learn some letters of the alphabet.** Select a letter used at least three times in a storybook. Show the child a written example of the letter and say you'll be looking for it. Interrupt the story on two or three occasions and ask, "Can you put your finger on the letter T in this word?"
- ▶ **Understand that words are made up of letters.** Select a few words in a storybook that contain two or three letters. If possible, pick words with at least one letter the child already knows. Interrupt the story and point to one of the selected words. Ask "How many letters are in this word?" and help the child point to the letters as he or she counts.
- ▶ **Identify the space between two words.** In a storybook, find two short words next to each other (in here, to the). Point to the two words selected and cover the surrounding words. Ask the child, "How many words do you see here?" Help the child count them, and say "There's a little space between these two words to keep them apart. Can you put your finger on that space?" Direct the child's finger to point to the space between the words.
- ▶ **Point to words individually as they are read by an adult.** Select a page in a storybook that contains at least one page where there are only one or two lines of print. Ask the child, "Can you point to the words on this page as I read each one?" Reading at a slower pace, guide the child's finger for the first several words and then let the child continue independently.

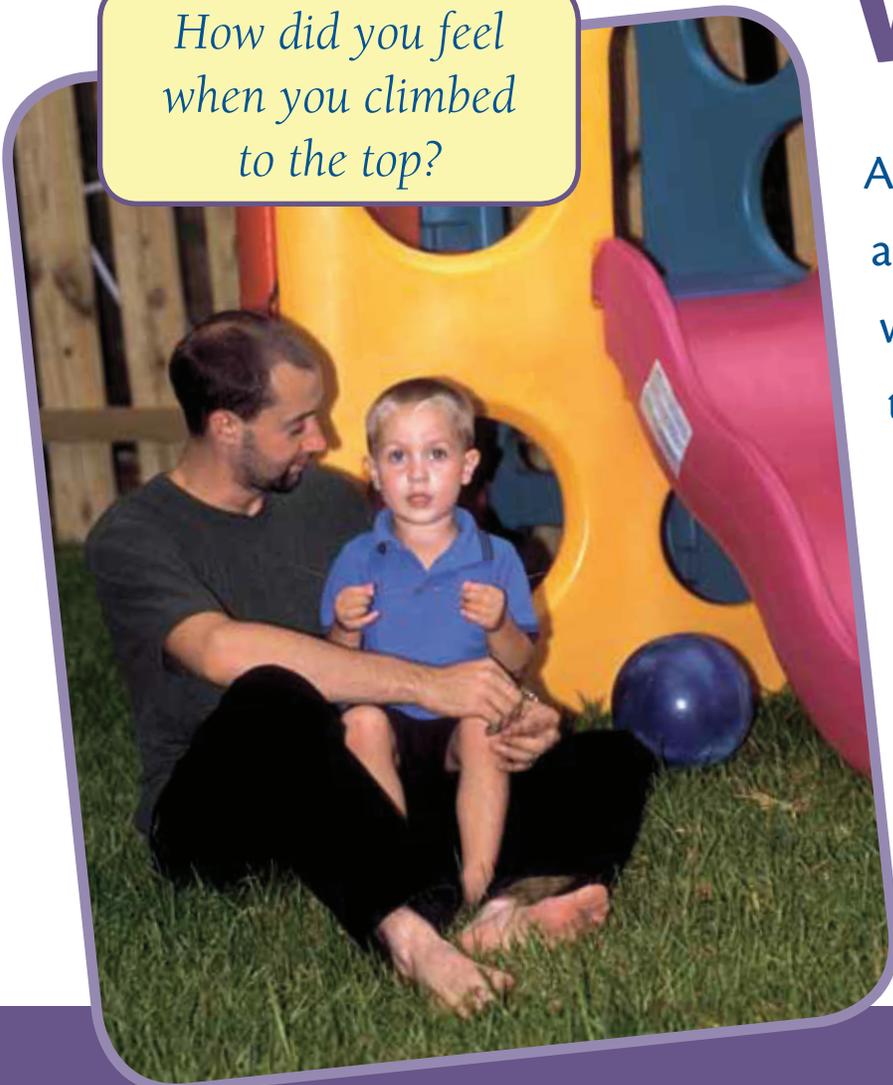
# Activities for Children 48 - 60 Months Old



<p>Play the "who, what, and where" game. Ask your child who works in a school, what is in a school, and where is the school. Expand on your child's answers by asking more questions. Ask about other topics, like the library, bus stop, or post office.</p>	<p>When you are setting the table for a meal, play the "what doesn't belong" game. Add a small toy or other object next to the plate and eating utensils. Ask your child if she can tell you what doesn't belong here. You can try this game any time of the day. For example, while brushing your child's hair, set out a brush, barrette, comb, and a ball.</p>	<p>Let your child help prepare a picnic. Show him what he can use for the picnic (bread, peanut butter, and apples). Lay out sandwich bags and a lunch box, basket, or large paper bag. Then go have fun on the picnic.</p>	<p>On a rainy day, pretend to open a shoe store. Use old shoes, paper, pencils, and a chair to sit down and try on shoes. You can be the customer. Encourage your child to "write" your order down. Then she can take a turn being the customer and practice trying on and buying shoes.</p>	<p>Play the "guess what will happen" game to encourage your child's problem-solving and thinking skills. For example, during bath time, ask your child, "What do you think will happen if I turn on the hot and cold water at the same time?" or "What would happen if I stacked the blocks to the top of the ceiling?"</p>
<p>Play "bucket hoops." Have your child stand about 6 feet away and throw a medium-size ball at a large bucket or trash can. For fun outdoors on a summer day, fill the bucket with water.</p>	<p>Write your child's name often. When your child finishes drawing a picture, be sure to put his name on it and say the letters as you write them. If your child is interested, encourage him to name and/or to copy the letters. Point out the letters in your child's name throughout the day on cereal boxes, sign boards, and books.</p>	<p>Invite your child to play a counting game. Using a large piece of paper, make a simple game board with a straight path. Use dice to determine the count. Count with your child, and encourage her to hop the game piece to each square, counting each time the piece touches down.</p>	<p>Make a person with playdough or clay using sticks, buttons, toothpicks, beads, and any other small items. Start with a playdough (or clay) head and body and use the objects for arms, legs, and eyes. Ask your child questions about his person.</p>	<p>Encourage your child to learn her full name, address, and telephone number. Make it into a singing or rhyming game for fun. Ask your child to repeat it back to you when you are riding in the car or on the bus.</p>
<p>Cut out three small, three medium, and three large circles. Color each set of circles a different color (or use colored paper for each). Your child can sort the circles by color or by size. You can also ask your child about the different sizes. For example, ask your child, "Which one is smallest?" Try this game using buttons removed from an old shirt.</p>	<p>Go on a walk and pick up things you find. Bring the items home and help your child sort them into groups. For example, groups can include rocks, paper, or leaves. Encourage your child to start a collection of special things. Find a box or special place where he can display the collection.</p>	<p>Play a picture guessing game. Cover a picture in a familiar book with a sheet of paper and uncover a little at a time until your child has guessed the picture.</p>	<p>Let your child help you prepare a meal. She can spread peanut butter and jelly, peel a banana, cut with a butter knife, pour cereal, and add milk (using a small container). Never give her a task involving the stove or oven without careful supervision.</p>	<p>"Write" and mail a letter to a friend or relative. Provide your child with paper, crayons or pencil, and an envelope. Let your child draw, scribble, or write; or he can tell you what to write down. When your child is finished, let him fold the letter to fit in the envelope, lick, and seal. You can write the address on the front. Be sure to let him decorate the envelope as well. After he has put the stamp on, help mail the letter.</p>
<p>Play "circus." Find old, colorful clothes and help your child put on a circus show. Provide a rope on the ground for the high wire act, a sturdy box to stand on to announce the acts, fun objects for a magic act, and stuffed animals for the show. Encourage your child's imagination and creativity in planning the show. Don't forget to clap.</p>	<p>Take a pack of playing cards and choose four or five matching sets. Lay the cards out face up, and help your child to find the pairs. Talk about what makes the pairs of cards the "same" and "different."</p>	<p>Make bubbles. Use 1/4 cup dishwashing liquid (Dawn or Joy works best) and 2 2/3 cups water. Use straws to blow bubbles on a cookie sheet. Or make a wand by stringing two pieces of a drinking straw onto a string or piece of yarn. Tie the ends of the string together to make a circle. Holding onto the straw pieces, dip the string in the bubble mixture. Pull it out and gently move forward or backward. You should see lovely, big bubbles.</p>	<p>Make a bean bag to catch and throw. Fill the toe of an old sock or pantyhose with 3/4 cup dry beans. Sew the remaining side or tie off with a rubber band. Play "hot potato" or simply play catch. Encourage your child to throw the ball overhand and underhand.</p>	<p>Pretend to be an animal. Encourage your child to use her imagination and become a kitty. You can ask, "What do kitties like to eat?" or "Where do kitties live?" Play along, and see how far the game can go.</p>

# How Did You Feel When ...?

*How did you feel  
when you climbed  
to the top?*



After a game of physical activity, share a quiet moment with your child as you both think back on and talk about your feelings during the game.

Recalling feelings right after they have happened will help your child learn how to explain himself to others.



## Why this is important

You can ask questions in a way that will help your child recall and tell about how he was feeling during an active play experience. When he hears the question immediately after the experience, he can put together the recent actions with the feelings he had at that time. Understanding his feelings helps him to make decisions about trying an activity again. The remembrance of a sensory feeling helps to recall the word for it.

## What you do

- Sit quietly with your child after an active session of exciting play such as riding a bike or playing ball. Ask, *Can you tell me what was the hardest thing you just did?*
- Wait as your child recalls the experience. Respond to his answer by repeating it back to him and adding a question: *Pushing your feet was hard. But you did it anyway, didn't you?*
- Suggest a few choices if he cannot remember: *Was it steering? Was it catching the ball in time?*
- Ask him other questions to help him remember the feel of the experience: *What felt the easiest? The scariest? The best?* Give him choices and ideas if needed.

## Another idea

As he becomes comfortable with this activity, wait longer before asking him to recall. Do you remember how it felt when the ball was coming to you?

### Let's read together!

*Feelings: A First Poem Book About Feelings*  
by Felicia Law

# Build a Person

*You can use this button for a nose.*

Ask questions that will encourage your child to create a detailed person from playdough and craft materials.

Your child will practice using his fine motor skills while thinking about the parts of a whole.





## Why this is important

Playing with playdough will increase your child's skills in using his fingers. Building a person helps him remember which parts make up a whole. This game supports your child's fine motor development while increasing his awareness of how the body is put together.

## What you do

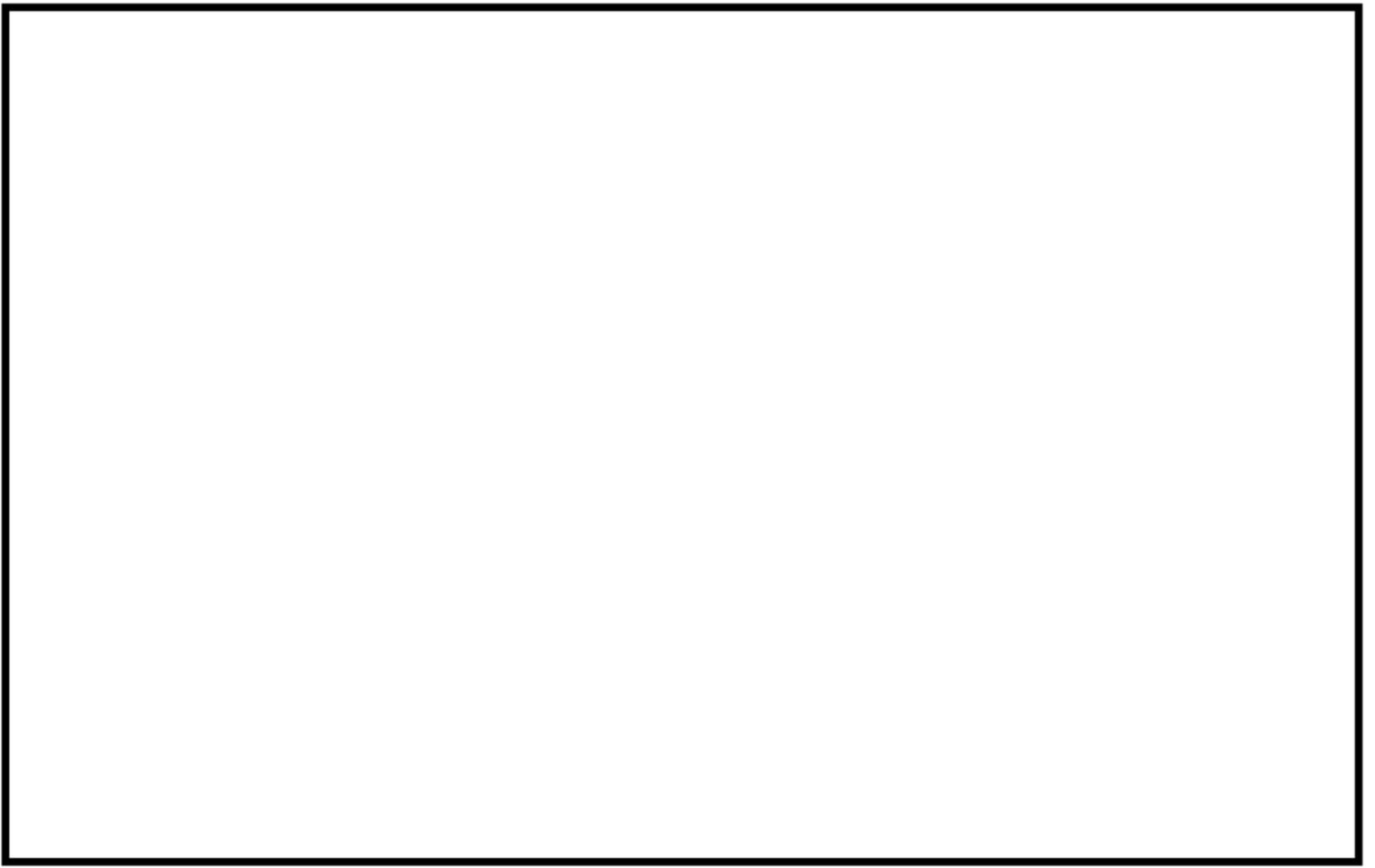
- Invite your child to make a person with playdough by offering a box of supplies such as popsicle sticks, toothpicks, buttons, and a variety of other small items. **Make sure that younger children do not have access to the small parts that could be a choking hazard.**
- Ask your child, *Which of these could you use to make a person?* If needed, prompt him with questions such as, *What could you use for the legs?*
- Notice how he selects items and attaches them in various ways to make a body.
- Make encouraging comments to your child, but do not participate in the game. Let him choose and create his way: *Those buttons make round black eyes. I see you're using popsicle sticks for legs. What a creative way to make a nose!*

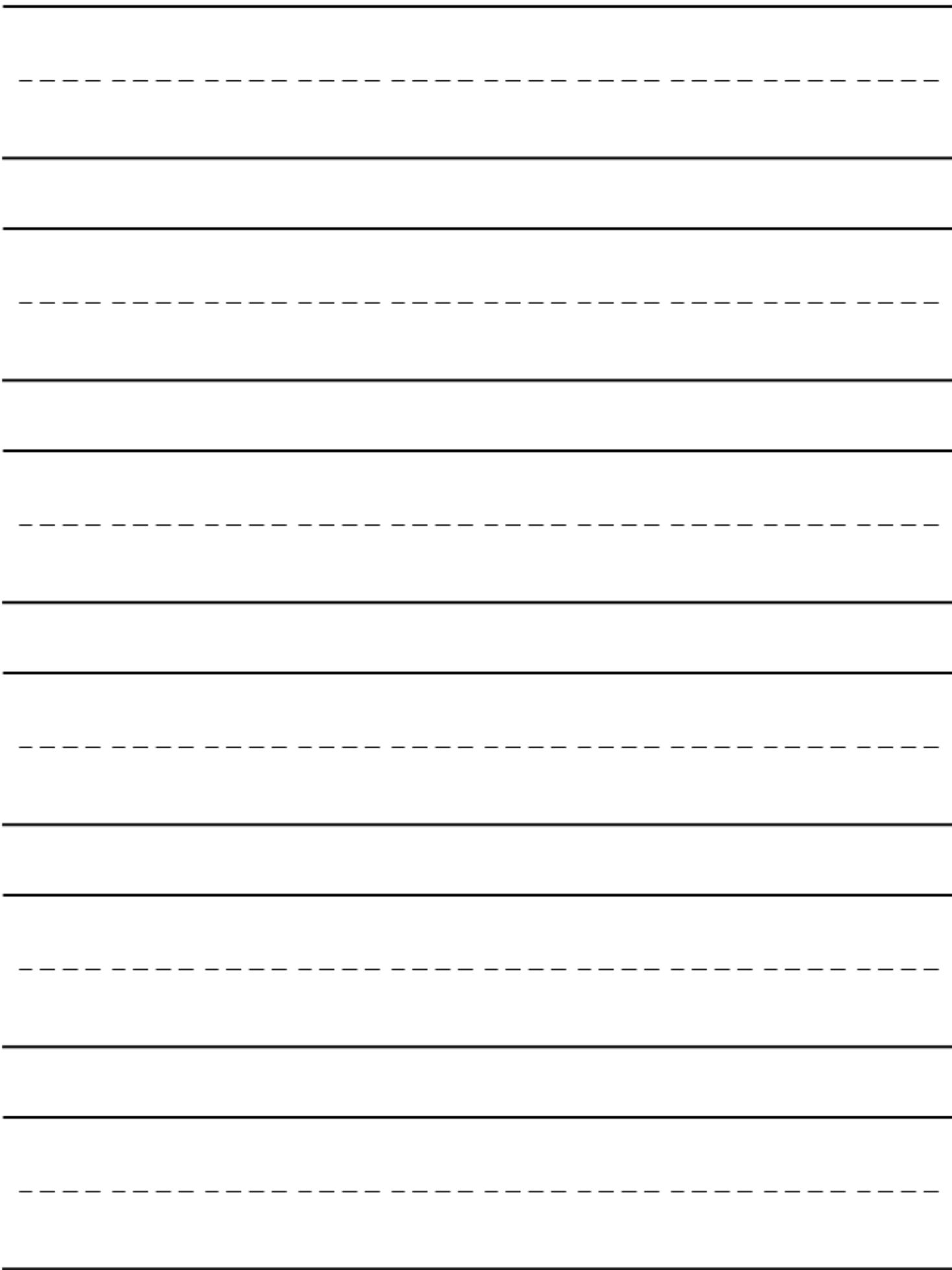
## Another idea

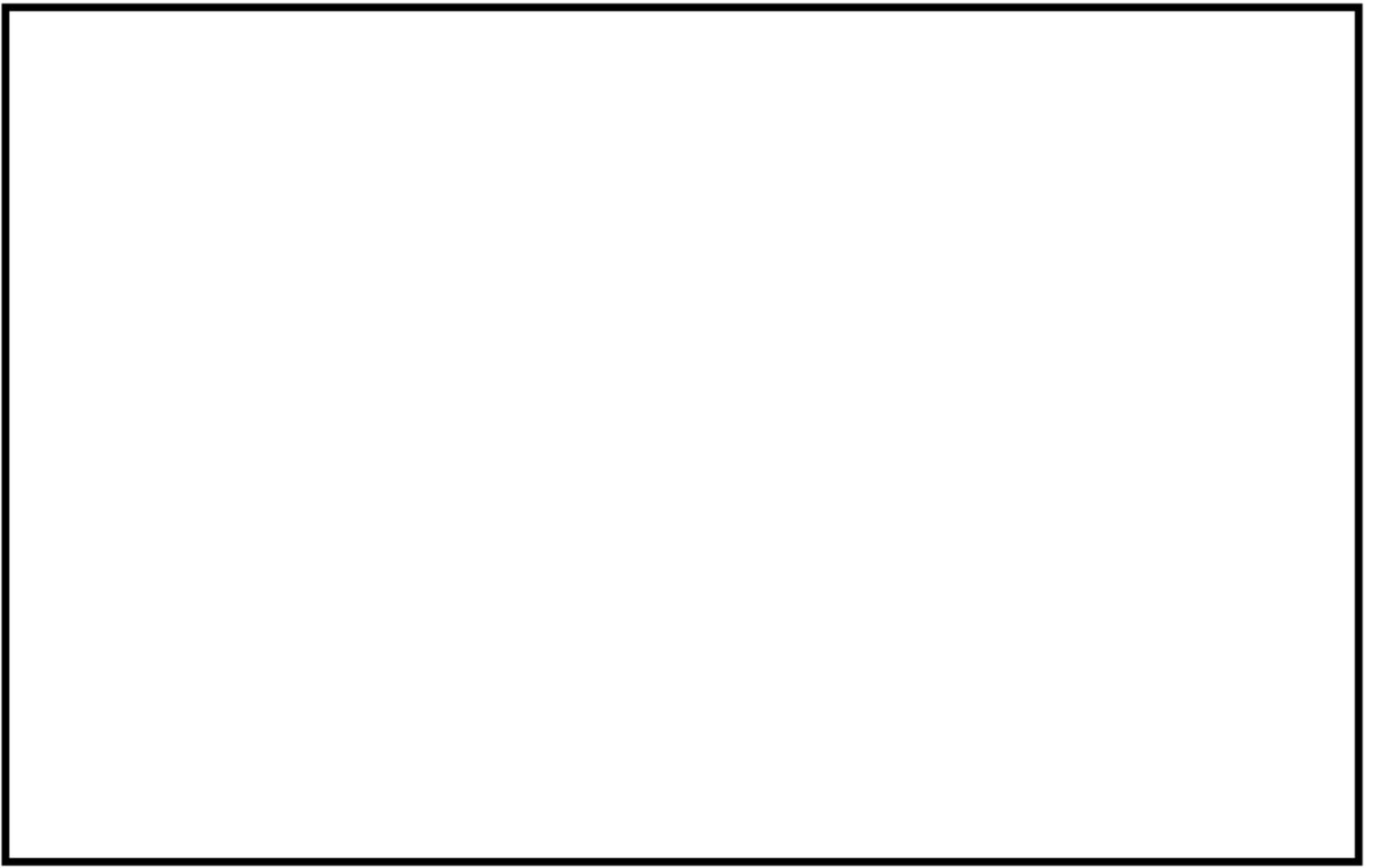
Your child could use his imagination to create farm animals, birds, or pets. If he seems reluctant to start, invite a few friends to play with him. The children may get ideas from one another.

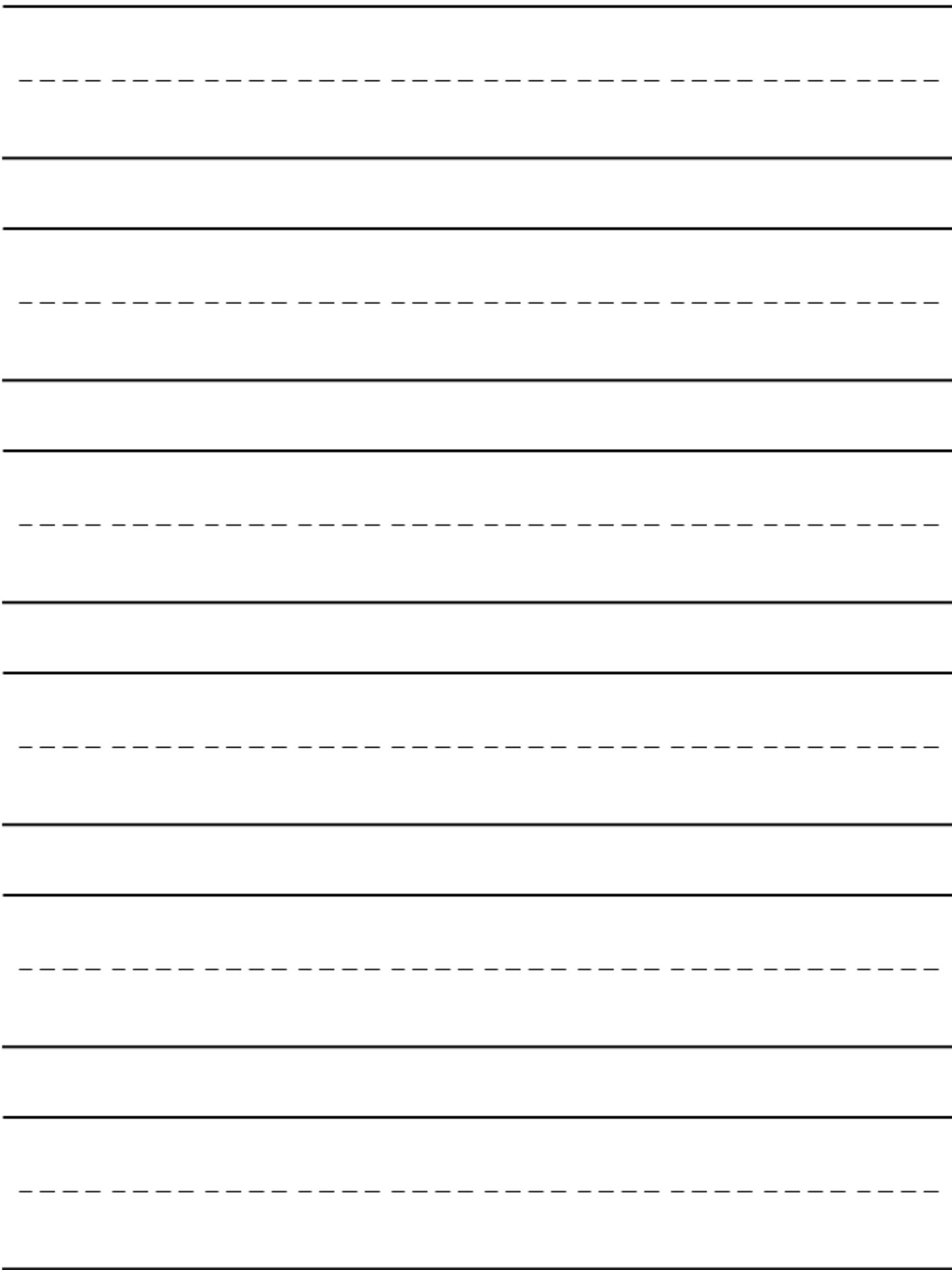
### Let's read together!

*Parts*  
by Tedd Arnold









**SCISSOR SKILLS:** There's a lot that goes into cutting. The grasping of scissors, opening and closing loops, holding and manipulating paper, keeping scissors on the line, maintaining endurance to keep on snipping...it can be a difficult task for children with hand weakness or difficulty with any of these scissor tasks. Children need to cut things, a lot of things, all different things, again and again. *Have fun with your cutting adventure!*

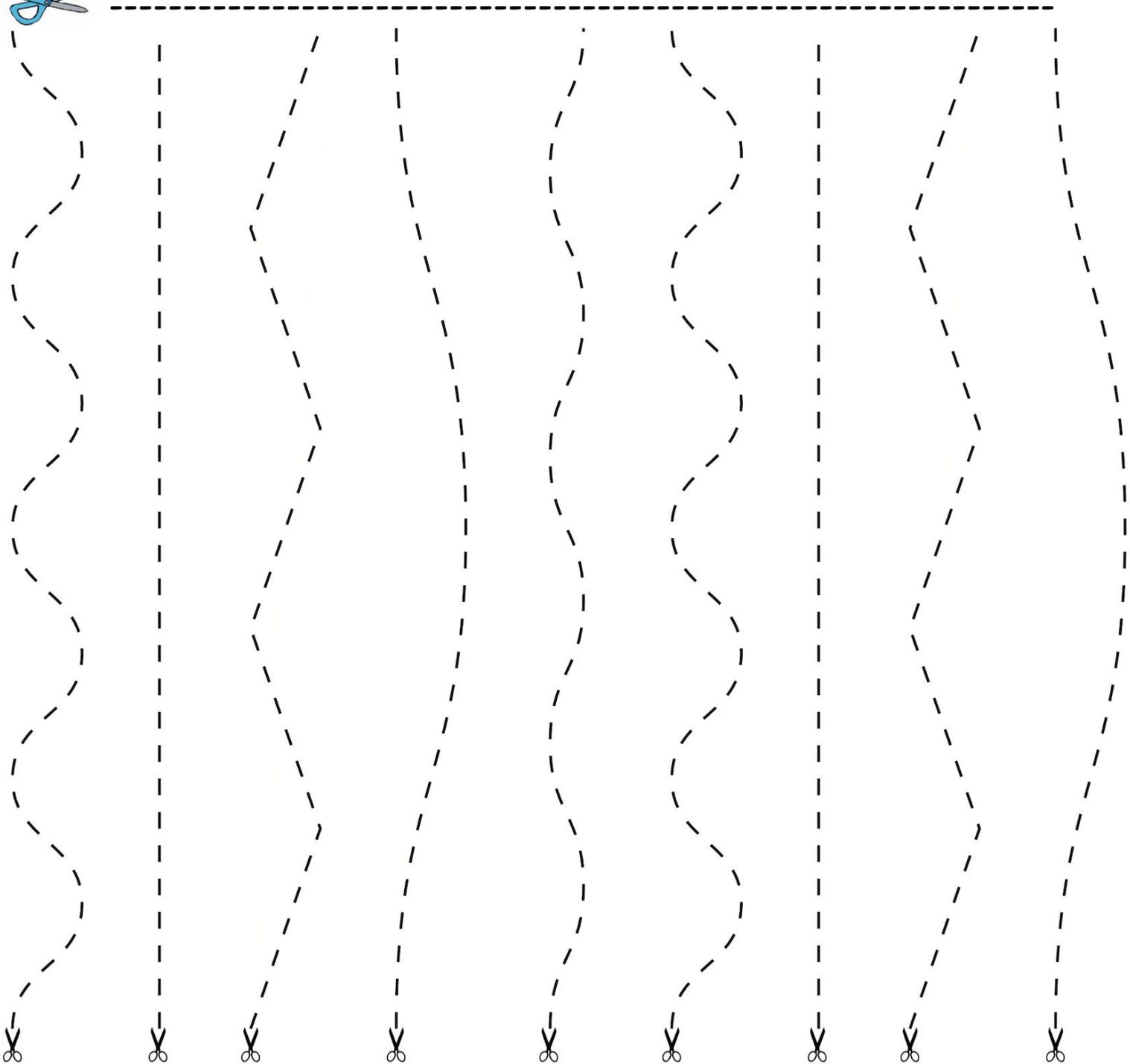
**Remember to always supervise when children are using scissors.**

**Extension Activities** with no lines or instructions to help your child master scissors and cutting:

- play dough
- simple strips from junk mail or newspapers
- strips or pictures in magazines or catalogs
- flowers, leaves or grass
- yarn, ribbon or streamers
- food packages and boxes

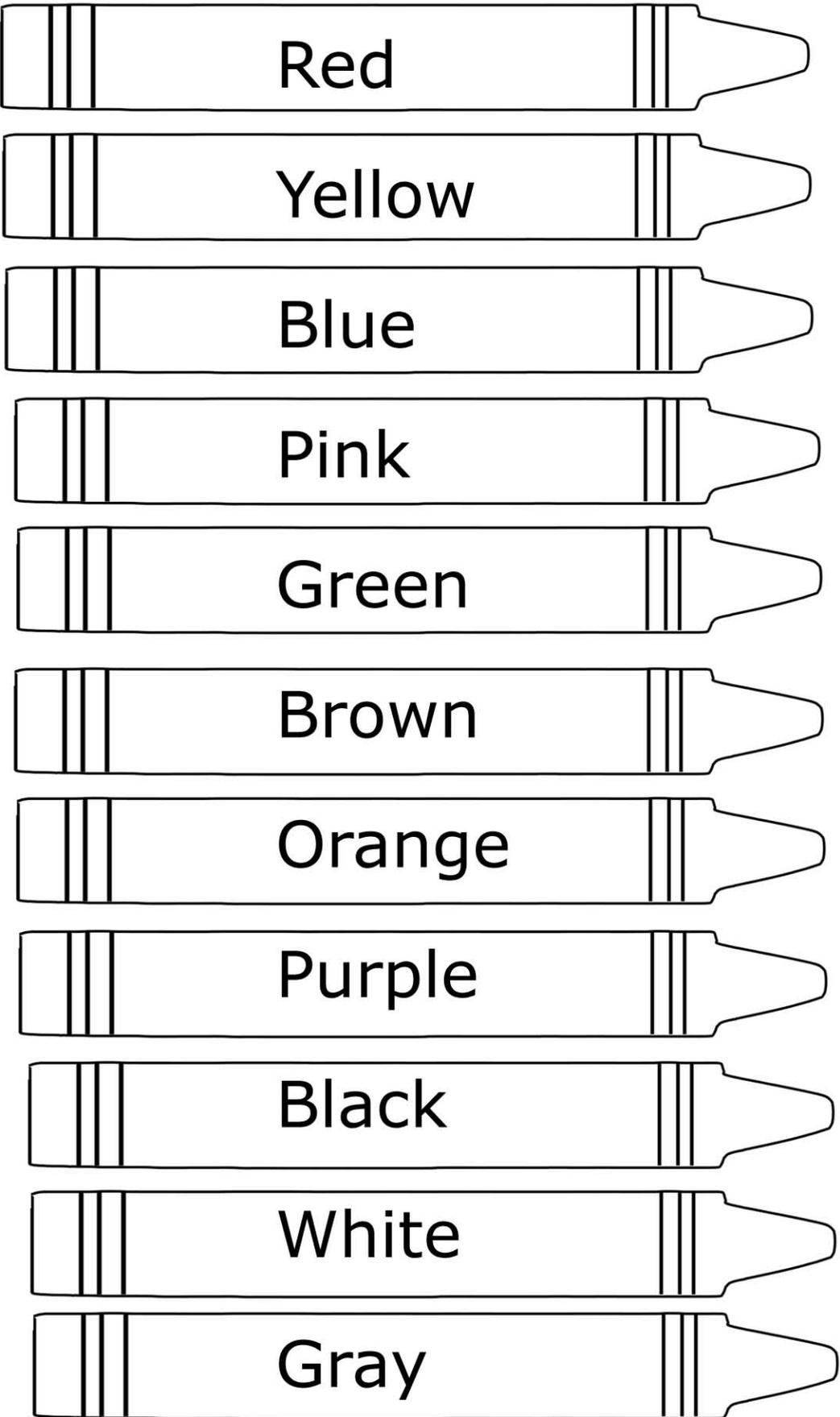
**Challenge Activity:** Have your child measure with a ruler and then cut to that length.

Have your child carefully cut along the mixed lines below for practice.



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COLOR THE CRAYONS



Red

Yellow

Blue

Pink

Green

Brown

Orange

Purple

Black

White

Gray

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# Numbers 1-10

1	●	One
2	● ●	Two
3	● ● ●	Three
4	● ● ● ●	Four
5	● ● ● ● ●	Five
6	● ● ● ● ● ●	Six
7	● ● ● ● ● ● ● ●	Seven
8	● ● ● ● ● ● ● ●	Eight
9	● ● ● ● ● ● ● ● ● ●	Nine
10	● ● ● ● ● ● ● ● ● ●	Ten

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where

jump

away

here

help

make

yellow

two

play

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three

find

run

funny

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To assemble your own jar:

1. Print the free download.
2. Cut out cards and the label.
3. Use packing tape to attach the label to a jar.
4. Determine if there are any cards that won't work for your family and discard them.
5. Throw the cards in the jar.

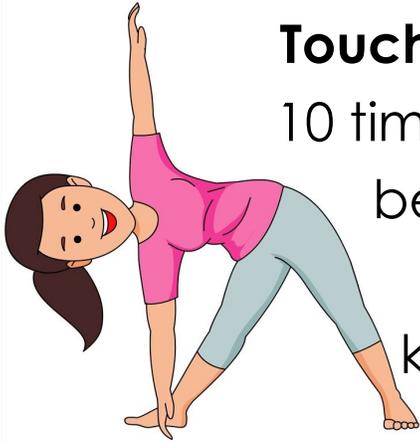
Use **The Wiggle Jar** whenever your student has the wiggles, when your student needs a break from a lesson, or when your student is having a slumpy, low energy moment.



Materials and information may be used for your own personal and school use.

Material may not be used for resale or shared electronically. © HSS

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**Touch your toes**  
10 times without  
bending  
your  
knees.



**Jump Rope.**  
Count to 30!

**Jump and stretch** for 2  
minutes with an exercise  
ball.



**Shape your body into  
letters of the alphabet**  
as you spell your name.



**Stretch your  
arms up to the  
sky.** Hold for 10  
seconds. Do it  
two more times.



**Pretend you  
are in a band**  
for 2 minutes;  
play the  
instrument of  
your choice!



**Jump on the trampoline**  
for 10 minutes.

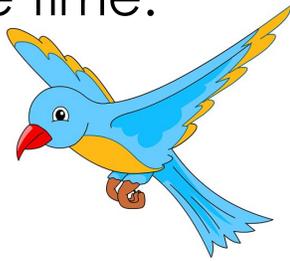


**Play Simon Says** with  
someone for 10 minutes.



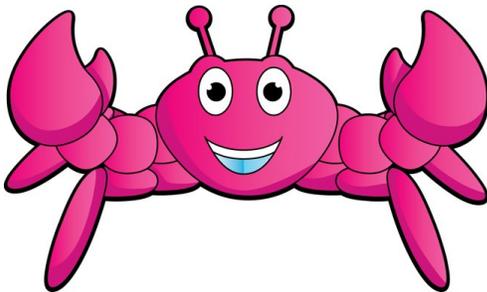
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**Flap your wings** and fly like a bird around the house one time.

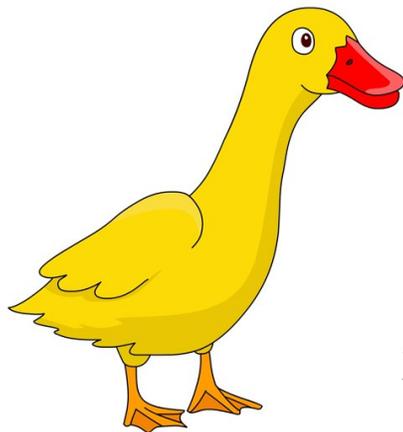
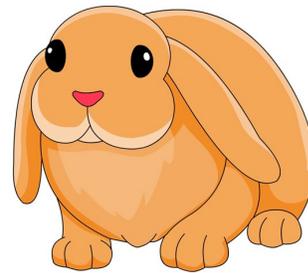


How long can you **stand on one foot** like a **flamingo**?

**Crab walk** across a room.

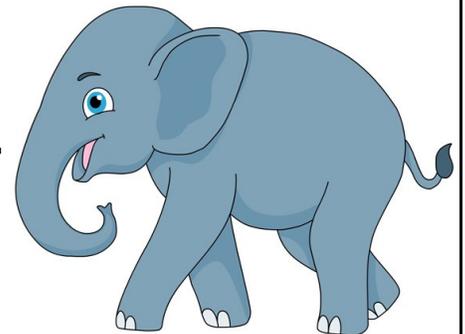


**Hop like a bunny** 20 times.



**Waddle like a duck** for 2 minutes.

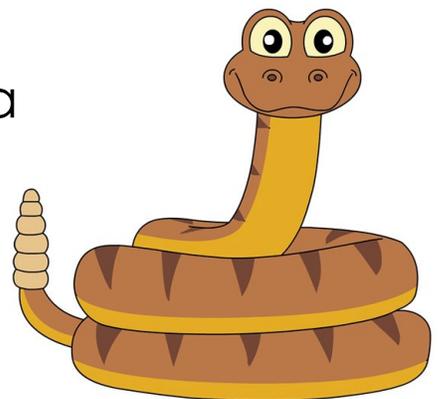
**Stomp like an elephant** for 1 minute.



**Leap like a frog** 15 times.



**Slither** across a room like a **snake**.



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**Jog in place**  
while you  
sing the  
alphabet  
song.

## March

around the  
room and  
count to 30  
while you  
march.



Go outside  
and **ride**  
**your bike**  
for 10  
minutes.



**Somersault**  
5 times.



Do  
15  
**jumping**  
**jacks.**

Do  
10  
**push-ups.**



**Run around**  
**the outside**  
**of your**  
**house 3**  
times.

**Bear walk**  
across a  
room.



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**Push the wall**  
(hold it up!)  
for 30  
seconds.

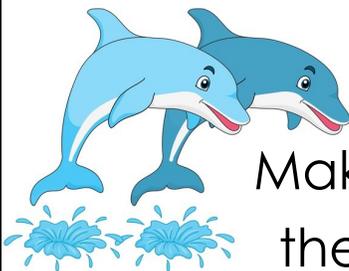


**Walk** an imaginary tight rope across the length of a room.



Try to **hula hoop!**  
Keep trying  
for 2  
minutes.

**Take 4 deep breaths.**  
Relax for 3 minutes.



Make a circle on the floor. **Jump in and out of it**  
15 times.

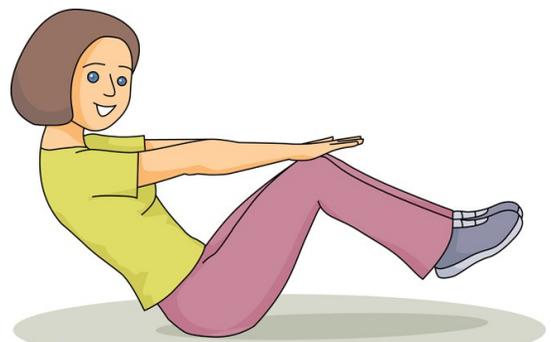


Turn on your favorite song and **dance** until it is over.

**Crawl**  
across  
a room.



Complete 10 **sit-ups.**



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