

Online Virtual KinderPrep activities for Week 8:

Welcome song:

Hello everybody and how are you? How are you? How are you?

Hello everybody and how are you today?

Other verses: And clap your hands; Stomp your feet; Jump right up; Sit right down

Knowing synonyms and antonyms are good ways for children to improve their vocabulary. Synonyms are words that mean the same – big, large, huge / small, tiny, little. Antonyms are words that mean the opposite – black, white; big, little.

Opposites activity – do an action and have children do the opposite; wave high (low) face front (back) move fast (slow) open eyes (shut) hands above your head (under)

The letters we will introduce today are VWX. Use magnetic capital letters and spread out on white board. While showing the letter, tell them the name of the letter, show how to write it, and say the sound it makes. Tell them some words that begin with that sound.

Show the letter V and tell them the sound /v/. Say words that start with /v/ such as van, vacuum, and vine. Then sing the song: “We’re looking for a V, we’re looking for a V, /v/, /v/, /v/, /v/, We’re looking for a V.” Have your child find the letter V. Repeat with W (wig, wipe, wet) and X, we listen for the last sound for /x/ (box, mix, fox).

For each workshop there will be 5 activities to do with your child at home.

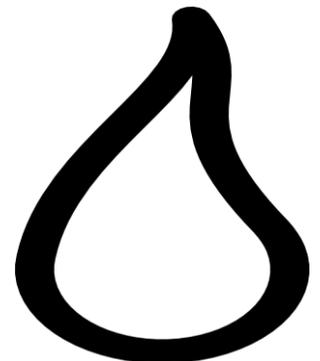
- 1) Opposites match - Lay the cards out on the table upside down. Take turns turning the cards over and trying to make a match of opposites. Explain what the pictures are if they are not aware. You will need the opposite cards.
- 2) Play is how children learn. Blocks are a great toy that will allow children to explore and experiment with many different skills. Play with blocks with your child. Use some of the words to encourage vocabulary, science, and math. You will need blocks and the paper with the vocabulary words.
- 3) **v, w, x** – Pick a small letter card. Punch a hole in the big letter card of the letter that you picked. After all of the holes are punched, then take yarn and string it to make the letters. You will need the small and big letter cards, a hole punch, tape, and yarn.
- 4) Make a candlestick – Roll a piece of paper that is 5” by 6” and glue or tape the edge. Cut 4 slits in the bottom of the roll and glue or tape onto a paper plate. Cut out the flame and attach to the top of the roll of paper. Say the nursery rhyme “Jack be Nimble.”
Jack be nimble. Jack be quick.
Jack jump over the candlestick.

Then say it again changing ‘Jack’ to your child’s name. You will need paper, tape or glue, and scissors.

- 5) Read a book about opposites such as “Dinosaur Roar” by Paul Strickland or “Little White Fish has a Party” by Guido Genetchen. Or you can read some nursery rhymes.

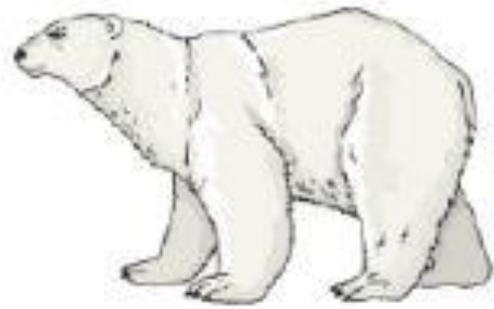
The handout at the end will give you some ideas of other activities you can do with blocks.

This is the flame for the candlestick:





black



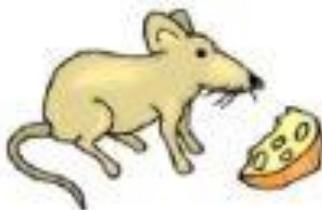
white



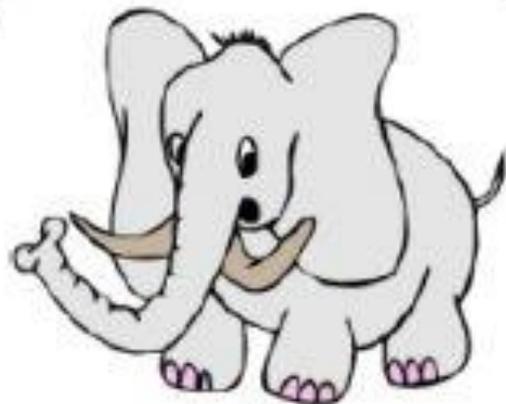
happy



sad



little



big



day



night



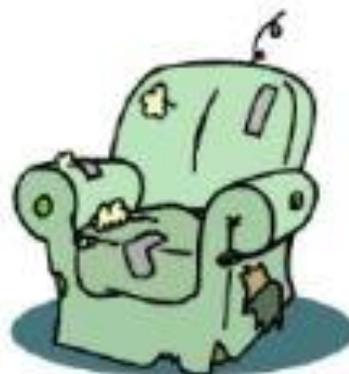
hot



cold

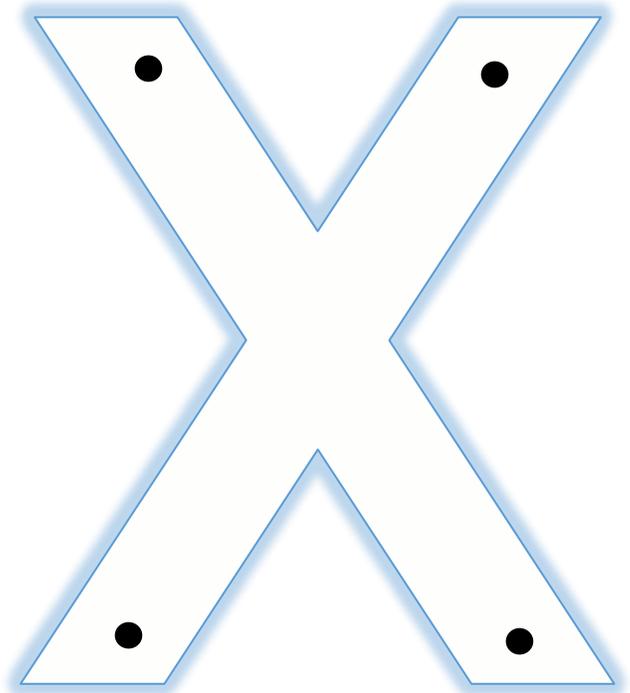
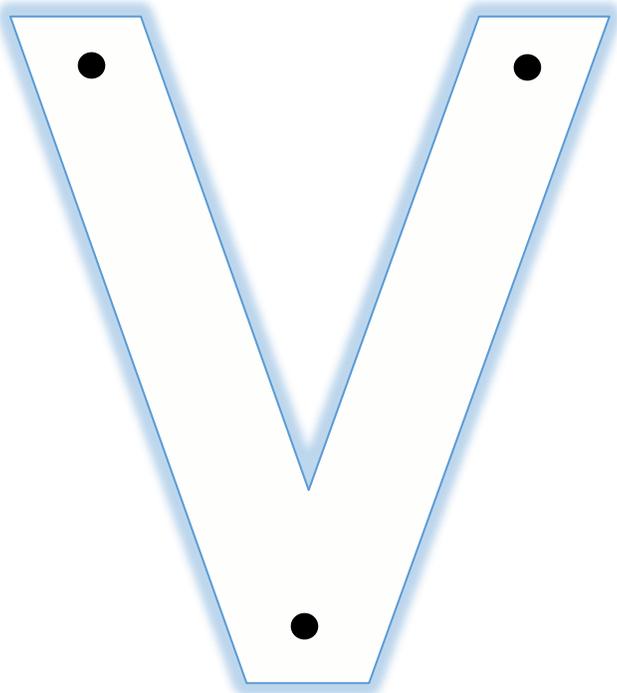
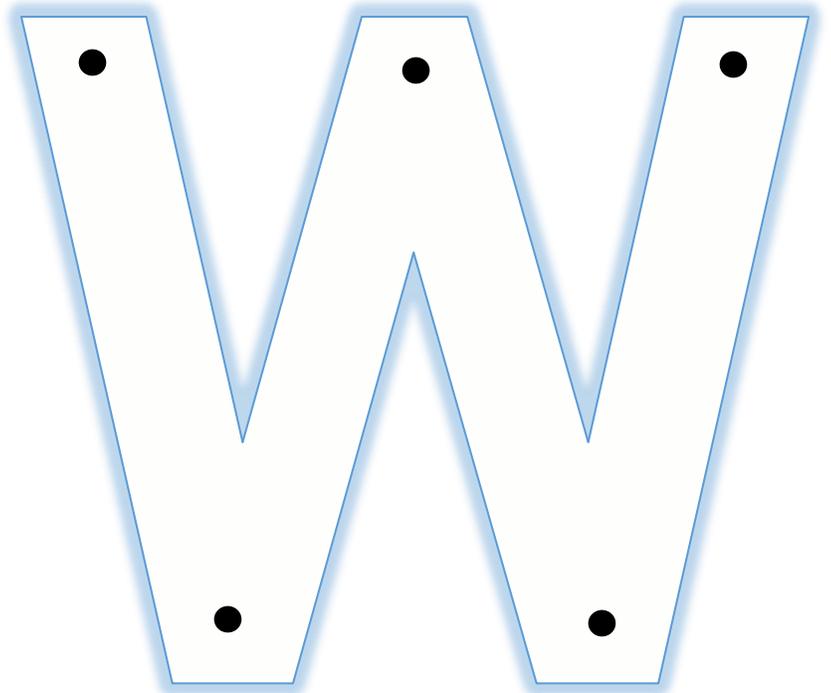


new



old

V	V	V
W	W	W
W	W	X
X	X	X



Block Play

Children learn LITERACY skills while playing with blocks through sequencing, retelling stories, listening, expanding, elaborating and writing.

Here are some ways children develop literacy skills through block play:

- A child who puts a rectangular block to their ear and “talks on the phone” is using symbolic thought. This will help them learn that shapes and lines on a page can become letters and numbers.
- A child dictates a story about what they have built.
- A child builds a street by alternating square and rectangular blocks. They are demonstrating an ability to repeat and expand patterns.
- Have paper and pencils available so that they can add signs to their construction.
- You can ask questions about what they are building such as: How do you know that is a _____ (zoo, palace)?

Children can learn about SCIENCE while playing with blocks through comparing, predicting, problem solving, weighing and balancing.

Here are some ways children develop science skills through block play:

- A child builds a tower and knocks it down. They are experimenting. Will the blocks always fall? How hard do I have to push? Why did they fall?
- A child builds a ramp and rolls cars down it. They are exploring mass, velocity, inclines and wheels.
- A child places one more block on the tower. This child is taking risks to learn more.
- A child describes blocks as smooth, flat, or heavy. This child is using words to describe characteristics of matter.
- You can ask questions such as: How is this tower like that building? Can you find another block that is the same as this one? What would happen if you added this block to your tower?

Children can learn MATH skills while playing with blocks through counting, estimating, equality, adding, planning, classifying, and volume.

Here are some ways children develop math skills through block play:

- A child counts how many blocks they have. They might ask you for two more blocks.
- A child sorts the blocks by shape, size, or color. They are using concrete objects to show sets.
- A child puts blocks in order by matching a picture. This child is learning one-to-one correspondence, a skill important in counting.
- A child tells a friend that her tower is bigger because she used more block. This child is using words to compare quantity. (more, less, fewer, greater, same)
- A child makes a “fence” by alternating squares and rectangular blocks. This child shows an understanding of patterns.
- You can ask questions such as: How many more blocks do you need to finish the fence? What’s another way you can build that building?

The adult’s role in block play:

- Make time and space for blocks. While two-year-olds may only build for a few minutes, older children may play for hours. Find a space where you can leave the blocks out so they can add to them for several days.
- Save household materials for building. Objects such as small boxes, scrap wood, empty food cartons, and paper tubes can be used with blocks.
- Follow your child’s lead in block play. Support their project by showing interest and talking about details of their construction.
- Ask open-ended questions about the building process. Examples: “Tell me about what you are building?” “What animals live in your barn?” Open-ended questions don’t have one correct answer, rather, they expand the possibilities. Questions like, Why? How? or What if? invite children to talk.



Block Play



While playing use words such as:

same	rough	heaviest	lines
different	smallest	series	balance
hard	light	weight	whole
color	sort	long	heavy
shape	predict	tall	square
imagine	estimate	narrow	curve
higher	experiment	order	triangle
next	symbol	top	circle
second	inside	less	square
first	last	add	rectangle
lower	compare	count	
plan	bottom	outside	
details	biggest	pattern	

Roadways

Use painter's tape and make roads on the floor. Build houses and stores along the road.

Tower-building contest

Have a contest building not the tallest towers (as we usually do), but the 'most interesting' or 'fanciest' towers. It's amazing what a little change in vocabulary can do!

Styrofoam shipping forms

Unique shape and molding of forms that protect shipped items encourage children to come up with intriguing designs of their own.

Stuffed Animal Homes

Have children build block homes to fit different-sized stuffed animals.

Add props

Give your child easy access to dramatic play props like kitchen utensils, recycled plastic containers, toy cars, figurines, etc. so they can be creative with their blocks.

Measure it

Add a basket of measuring tools like tape measures, rulers, or yardsticks.

