



2-6 YEAR-OLDS

**SUNNY
IDEAS
FOR A
RAINY
DAY 4**






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How To Use These Books

There is a *Sunny Ideas for a Rainy Day* for each of these age groups: 2-6, 6-10, and 10-14. AND, there are multiple installments so that you can add a new age group or new activities to your collection. This is Volume #4.

What will you get?

- ♥ A few general developmental attributes of a typically developing child for each age year
- A new activity for each age group
- Instructions for each activity and a list of materials (supplies are easy to find)
- A parent key for:
 - Prep/set up time (1- 4 clocks) 
 - Messy /clean up (1- 4 sponges) 
 - Level of supervision (green, yellow, red)   
 - Why do this activity (besides fun, of course) ?
 - Ideas for extending or adding on +
- Templates for activities when needed
- A list of resources for further reading

The Body: To Know It Is To Love It

One of the most powerful gifts you can give your child is comfort in, appreciation for, and acceptance and love of his or her own body. Integral to healthy growth in all senses of the word healthy, physically, emotionally, intellectually, socially, sexually, and spiritually; the body is the home of it all.

As you know from your own life, many of the messages children receive about themselves via the media, school, and other people in their lives, will be skewed toward the negative. So, it's ultra important to give your child the most loving and affirming experiences you can when it comes to his body - himself.

So, what are the components of a healthy relationship with our bodies? Here are a few:

- Freedom to explore the five senses; allowing all types of sensual experiences related to skin, eyes, mouth, ears, and nose. Opportunities to explore, wonder, recoil, and muck around within safe and secure boundaries.
- Validation of their inner senses; hunger, elimination, pain, emotions, and connection to others; language to describe and accept their experiences, the ones that can't be seen.
- Experiences that give confidence in their appearance, their type of beauty.
- Exposure to variety of concepts of beauty.
- Factual knowledge about their bodies and how they function.

If you are anything like my clients and me, you can benefit from applying the above to your adult life, as well– it's never too late.

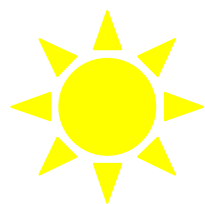
I plan on continuing with this theme for a few installments, as it is such a rich topic. For now, here are some fun and easy activities that support your child's growing understanding of, and appreciation for, his or her body. As always, you'll find that these hands-on activities integrate academic, social and emotional learning.

Enjoy,

Judy

Two – Three

- ♥ Can learn 2 new words per day!
- ♥ Mobile now and learning through the senses.
- ♥ Play happens *alongside* other children.
- ♥ Cause and effect is very interesting – filling and dumping.
- ♥ Wants both comfort and independence = frustration.
- ♥ Growing sense of self (see above) – “mine,” emotions/feelings.
- ♥ Follows 1 and 2 step directions.
- ♥ Understands “after” but not “before.”



Activity: Bath Time Body



You'll need:

1. You can do this activity in the bath or just pretend you are taking one!

What to do:

1. You can make this a song or a chant if you like. Fill in the blanks with body part name while you pretend to wash it (or really wash it):

“I’m going to take a bath and wash my _____,
everybody has a _____.”

Obviously, you will change the words when you wash genitalia because everyone doesn't have the same. I recommend using accurate names for genitalia from the very beginning.

Try this: “I’m going to take a bath and wash my _____.
_____ are private, everyone has private parts.”

? This activity helps children name body parts, recognize the need to take care of them (keep them clean), and teaches them that they belong.

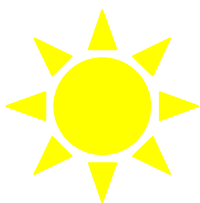
? This activity is an opportunity to introduce the language of private parts.

+ You can add, “I love my _____” to the chant.

+ You can repeat the chant when drying. “I’m gonna dry my _____, pat, pat, pat.”

Three - Four

- ♥ Can learn 6 new words per day!
- ♥ Exploring with senses and gross motor activities.
- ♥ Curiosity about how things work and why – lots of questions.
- ♥ Cooperative play – sharing materials with others, take turns.
- ♥ Awareness of other people’s feelings.
- ♥ Ability to tell a story and interest in telling, “what happened.”
- ♥ Follows 2 and 3 step directions.



Activity: Color Dots and Body Parts



You’ll need:

A package of colored dot stickers

What to do:

1. Name a part of the body like your nose and then say, "I'm going to put a red sticker on my nose, gently."
2. Have your child copy you putting a color dot on different parts of your body until you think she's got the hang of it. *(If you notice your child is still hesitant about colors, you can use just one color dot, so you are concentrating on body parts. Or, you can pick body parts your child already knows well and concentrate on learning the colors).*
3. Then ask her to put a specific color dot on a specific part of your body. Then ask her to do it on her own. For example, "Put a blue dot gently on my knee. Give your knee a blue dot too!"
4. When you finished, review where the dots are located, e.g. "I have a red dot on my nose. You have a red dot on your nose." Gently touch (or kiss) those places as you speak.
5. Take a picture of colorful dotted parent and child!

? This activity re-enforces color identification and body part identification.

? Connection to each other, giving and taking, and treating bodies gently, are emotional/social learning in this activity.

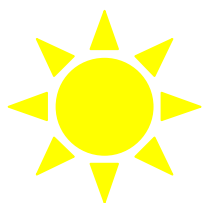
+ Add "Please" and "Thank You" to each request and you will also be teaching manners and consideration.

+ Your child may want to decide where to put the dots. Great! Be sure to re-enforce the name of that part.

+ Teach your child the poem on pg.11.

Four – Five

- ♥ Active, on the go, busy, collisions common.
- ♥ Pretend play is imaginative and sustained.
- ♥ Interested in how things move & work – transportation, digestion, and elimination.
- ♥ Ideas for problem solving are unusual & creative.
- ♥ Cooperative play – some will collaborate (build off others' ideas).
- ♥ Follows multi-step directions.
- ♥ Rhyming, beginning sounds, alphabet recognition, number recognition 1 - 5.
- ♥ Understands basic sequence of events.
- ♥ Nightmares common.



Activity: Hello Body, How Do You Do?



You'll need:

1. Camera
2. Scissors
3. Paper or chart pad for the list
4. Markers

Part 2 (optional)

5. Art paper or butcher paper roll
6. Index card or stickie notes
7. Highlighter
8. Glue

What to do:

Part 1

1. Together, repeat this phrase/chant, “These are my _____, how do you do, this what my _____ like to do.”
2. Sit opposite to your child and introduce a part of your body to him. “These are my hands, how do you do (wave), this is what my hands like to do.” Then act out and name activities like, clap with joy, write word, pet our cat, hold your hand, etc.
3. Now it’s his turn. Acknowledge each part of his body after he introduces it by waving back and saying hello.
4. Write his words about what those parts like to do on your paper.
5. Take a picture of the parts he named. No need to do all at once. Glue the photos next to the list of actions. Or...

Part 2

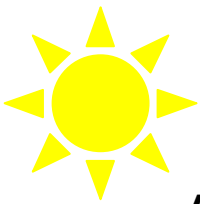
1. Trace the outline of your child’s body on the art paper.
2. Draw in the parts of his body that he named in the chant.
3. Use the highlighter to write the actions he described, one for each car/stickie note.
4. He can either trace the letters he can handle or not.
5. Glue or stick the notes next to the area they describe.

? This activity builds self-awareness, language (action words), hand/eye coordination (tracing), and appreciation for all the actions a body, your child’s body, can do.

? It also fosters connection between parent and child, especially if the parents acknowledges the body parts and doesn’t exclude any.

Five – Six

- ♥ Can learn 6-9 new words per day!
- ♥ Persists in long term projects and can return to an activity after being interrupted.
- ♥ Plays collaboratively now (builds off of others' ideas).
- ♥ Can tell a story with important events and details using complex sentences.
- ♥ Has the concept of “word” separated from another “word.”
- ♥ Can work with numbers 1-10, e.g., which is less 5 or 6? What number comes before 8? And, addition to make 10.
- ♥ Needs permission from adults, asks “Can I?”
- ♥ Compares objects for similarities and differences (people too).
- ♥ Can recognize the “unit” (e.g. blue, orange) of a repeating pattern.
- ♥ Skips, walks backwards + more complex activities (bike, swim).
- ♥ Clear “handedness.”
- ♥ Pride and self-esteem from learning new skills.
- ♥ Can use clear language to express feelings and causes.
- ♥ Thrives on repetition, consistency and guidelines.



Activity: FrankenBody



You'll need:

1. Large white paper (if you have it)
2. Markers or crayons
3. Scissors
4. Magazines

What to do:

1. Your child can go through the magazines and cut out 4 of every body part your child can name: 4 heads, 4 pairs of arms, etc.
2. Combine and glue the body parts to make 4 crazy mixed up Franken Bodies/People. She can draw the parts she didn't cut out to make whole bodies.
3. Name each FrankenBody.
4. Write a character description of each one. Describe age, background, preferences, etc.

? This activity is a great way to discuss diversity.

? This is a fun introduction to the Language Arts concept of "character," including what a character does, looks like and how a character feels, and what this character values.

+ Pretend these 4 Frankenbodies are friends (FrankenBuddies), and write/dictate a story (or stories) about their adventures.

I LOVE MY BODY

I love my body from head to toe.
I appreciate my body as it does grow.

I love my wiggly toes.
I love my smelling nose.

I love my eyes, they help me see.
My eyes are special just like me.

Also amazing are my ears,
they can hear far and near.

My mouth and teeth are pretty neat.
I like my tongue that tastes things sweet.

I use my hand to say "hello."
My arms put on a jacket when it's time to go.

My elbows and knees and joints all bend.
I love my fingers holding hands with a friend.

I love my neck and stomach, too!
On each foot I put a shoe!

My front and back and sides are nice!
My legs can dance and they add spice.

I love my body from head to toe.
ALL BODIES ARE BEAUTIFUL AS THEY GROW!

Adapted from a poem

By Danielle Raspberry Levin

Additional Resources

(See *Sunny Ideas For A Rainy Day 2-6 Volumes 1,2 & 3* for more)

Books About the Body for Kids

[Toddlers](#)

[3-5 year olds](#)

Websites for Child Development

<http://www.healthychildren.org>

Resources and articles for ages 2-5

<http://www.search-institute.org/developmental-assets>

Developmental assets: what kids need to succeed in life

<http://www.pbs.org/parents/childdevelopment>

Developmental guidelines for young children by age and category

<http://www.education.com/magazine/article/body-talk-preschool/>

<http://babyshrink.com/tag/body-awareness-in-preschoolers>

Good Books for Parents to Read

[But How'd I Get in There in the First Place?](#) By [Deborah Roffman](#)

ACKNOWLEDGMENTS

The information in this book is culled from years of experience in the classroom, from readings (see Resources), attending conferences and working in collaboration with inventive, interesting and extraordinary teachers. I cannot name them all, but a few contributed so much to my understanding of children, child development, teaching and creating curriculum that I must name them.

So thank you to:

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Joy Lenters, teacher extraordinaire, whose years as my teaching partner (and friend) inspired my quest for depth and meaning in curriculum and is still inspiring me outside of the classroom.

Barbara Allen, who taught me “Make Ten” (See *Sunny Ideas: Volume 1* for 6-10 year-olds), so much about mathematics and about the brain.

Marcia Zimmerman, who thought up the original “Block Recipes” (See *Sunny Ideas: Volume 1* for 2-6 year-olds) and whose compelling and inventive activities supported the learning of so many Pre-K and Kindergarten students over the years.

Chris Mutolo, whose passion for reaching every child and skills at breaking down complicated procedures into small steps helped me learn to do the same.

Unfortunately, I can’t identify where some of the activities in this book actually come from. It was probably a combination of camp counselors, teachers, mommy groups, and my imagination.

Thank you.

Judy