



**Oak Meadow**

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# TABLE OF CONTENTS



## Beginnings

Introduction to Wonder.....	3
Teaching and Learning: Rhythm.....	11
Teaching and Learning: Stories and Storytelling.....	17



## Autumn: Working Together

September Story: The Turnip.....	25
Autumn Fun: September.....	33
October Story: Striped Chipmunk's Special Surprise.....	51
Autumn Fun: October.....	57
November Story: Free Choice.....	71
Autumn Fun: November.....	73
Teaching and Learning: Transitions.....	87



## Winter: Caring for One Another

December Story: The Cobbler's Shoe.....	95
Winter Fun: December.....	105
January Story: The Monkey and the Gardener.....	119
Winter Fun: January.....	125
February Story: Free Choice.....	135
Winter Fun: February.....	137
Teaching and Learning: Art, a Creative Experience.....	147



## Spring: Diversity Makes Us Stronger

March Story: The Three Little Butterflies.....	157
Spring Fun: March.....	167
April Story: Busy Bees.....	177
Spring Fun: April.....	187
May Story: Free Choice.....	195
Spring Fun: May.....	197
Teaching and Learning: Play and Play Spaces.....	205



## Summer: Community

June Story: Little Bunny Sunny.....	215
Summer Fun: June.....	225
July Story: The Cat and the Mouse.....	237
Summer Fun: July.....	245
August Story: Free Choice.....	255
Summer Fun: August.....	257
Teaching and Learning: Nature Really <i>Is</i> the Best Teacher.....	267



## Anytime: Kindness

Anytime Fun.....	273
Special Occasions.....	285
Birthday Celebrations.....	286
Seasonal Festivals.....	289
Teaching and Learning: The Gift of Joy.....	291

## Appendix

Materials List.....	295
Tasks and Treats.....	309
Gifts by and for Children.....	310
Making Your Own Toys.....	312
Resources.....	315
Felt Board Story Templates.....	317
Striped Chipmunk's Special Surprise.....	317
The Turnip.....	327
The Cobbler's Shoe.....	333
The Monkey and the Gardener.....	337
The Three Little Butterflies.....	345
Busy Bee.....	351
Little Bunny Sunny.....	357
The Cat and the Mouse.....	361

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# Beginnings

# Beginnings

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“When children are given love, freedom, a natural environment, and opportunities for creative expression, they have always found ways to release their unique genius.”

*Lawrence Williams, The Heart of Learning*

The early years of a child’s life are a time of wonder, curiosity, experimentation, exploration, and play. In fact, play is how children learn best in the early years.

That’s why this preschool course is not actually school—it is *play*. There are no formal lessons in reading, writing, or math, but rest assured your child will still be learning a great deal about these topics and developing important skills. Play is a child’s work. Through play, children develop spatial and bodily awareness, enrich their vocabulary, and expand their worldview. Also, children learn how the world works, develop relationship and communication skills, and explore their own interests and natural talents through play. In doing so, they build a foundation for future academic and personal success.

This course invites you to go at your child’s pace and dive into a world of wonder and discovery. Enjoy playing, learning, and growing with your child!

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## Introduction to Wonder

# Introduction To Wonder

## Welcome to a year of wonder and play!

Young children learn mainly through observation, imitation, and imaginative play. The early years of a child's life are when they develop their will, which is the force that turns ideas into actions. Will is expressed through the physical body. It causes a three-year-old to insist on dressing themselves, no matter how long it takes, and it is in full force whenever a child learns to tie their shoes for the first time. Will makes things happen. As you work and play with your child through the preschool years, you will witness their development of skills, as expressed primarily through the will. This course provides activities designed to nurture and enhance your child's natural capacities while creating wonder, joy, and fun.

## Course Materials

Here are the materials included in the preschool course package:

- Oak Meadow coursebook, *Preschool Play: Seasons of Wonder*
- *Read to Your Toddler Every Day: 20 Folktales to Read Aloud*
- *A Bedtime Full of Stories: 50 Folktales and Legends from Around the World*
- Barefoot Books *Children of the World*
- *I Am Kind: Songs for Unique Kids* (CD)

*Read to Your Toddler Every Day* and *A Bedtime Full of Stories* are collections of stories from around the world. Specific stories are suggested for reading at different times of the year (as noted below), but you are welcome to read the stories on your own, in any order, at any time. *Barefoot Book of Children* is a picture book that celebrates the diversity of the human race and highlights cultural traditions from dozens of countries. This book can be read repeatedly and slowly enjoyed as the illustrations are richly detailed and captivating. Each page provides an excellent topic for conversation about ways in which people are alike and different. The *I Am Kind* CD includes original songs that promote cooperation, gratitude, self-worth, and other important concepts.

In the appendix, there is an extensive list of materials that will help you as you prepare your supplies for the activities you choose each week. The appendix includes additional resources you may be interested in. We also highly recommend reading *The Heart of Learning* by Lawrence Williams, who cofounded Oak Meadow in 1975.










## How to Use This Course

This preschool course is primarily aimed at three- and four-year-old children and can be used for children from two to five years old. It follows the seasons of the year, and each season is connected to a fundamental concept. There is a wide selection of activities to do in each season, and the seasons and activities can be done in any order. (If you are beginning preschool in the spring, you will start with that section.) In addition to the four seasonal units, there is a section of activities that can be enjoyed anytime. Interspersed with the child-centered activities, you'll find a variety of topics related to teaching and learning. These are aimed at providing guidance for you as your children move through the preschool years.

Each month, you will find stories, verses (poems), songs, games, activities, and recipes. Some activities incorporate movement and others are more focused, which provides a nice balance to your daily routine. You might want to look over the month's activities ahead of time to map out a plan for dividing the activities into four weeks of fun and games, or you could take a more relaxed approach and choose whatever appeals to you each day. Young children tire easily, so don't try to do too much at once. Take the time to enjoy each activity. As the year unfolds, you will probably settle into a regular rhythm that works well for you and your family. (Refer to "Teaching and Learning: Rhythm" for more information about setting up a daily schedule.)

There is a great deal of material in this course. You may not get to everything in a single year. Many families will use this course for two or more years in a row, repeating favorite activities, expanding on them as their child's skills develop, and trying new ones. Early childhood is a special time, and we encourage you not to rush through these "seasons of wonder."

Each month is anchored by a story, followed by a variety of activities. The stories that anchor each month will express the seasonal theme in some way. The seasonal themes are as follows:

-  Autumn: Working Together
-  Winter: Caring for One Another
-  Spring: Diversity Makes Us Stronger
-  Summer: Community
-  Anytime: Kindness

The anchor stories can be read each day for a week or several times a week for a month. You can simply read or tell the stories without discussing the theme, or you can use the stories as a springboard for conversations about the theme. It's up to you. Children will absorb the messages in the stories even if you do not discuss them in any overt way.

You'll find the third story in each seasonal unit is a free choice. This means you can use any book you like (perhaps a favorite from the library), tell a story you know, or make up a new one. In addition to your free-choice story or book, you will find a list of story selections from the two anthologies included in the course package, *Read to Your Toddler Every Day: 20 Folktales to Read Aloud* and *A Bedtime Full of Stories: 50 Folktales and Legends from Around the*

*World*. The suggested readings are chosen because they have elements that relate to the unit theme and represent a wide array of cultural traditions. You are welcome to choose one story to focus on (a book you've selected, a story you've made up, or a story from one of the anthologies) or use all of them over the course of the month.

To provide some inspiration and to help you with original stories, story ideas that convey the unit theme are suggested in each free-choice section. Perhaps there is someone in your family or social circle who particularly likes telling or making up stories. Inviting them to tell your child a story for the free-choice section in each unit is a wonderful way to widen your child's experiences and help them form closer bonds with others.

## Key Elements of a Preschool Program

### ***Imaginative Play***

Imaginative play can take up a large portion of a young child's day. It can take the form of any type of pretending, such as using a block as a car and zooming it across the kitchen tile "road," dressing up and pretending to be someone else, making a sandcastle while telling a story of who lives there, pretending to be different types of animals, or any other type of play that engages a child's imagination. Given the time and space to engage in free play, children often need little encouragement to exercise their imagination and will sometimes come up with elaborate stories to accompany their play. Some children are happy to share their pretend narratives with anyone willing to listen while others prefer to act out their rich imaginative story lines without explanation.

Through imaginative play, young children build vital skills, including language, social, emotional, and cognitive skills. New vocabulary words are practiced as stories are reenacted and a connection is made between spoken and written language. Role-playing inspires an understanding of others' feelings, provides an opportunity for cooperative play, and allows children to practice sharing responsibilities. Imaginative play develops creative problem-solving and thinking skills, and bolsters confidence and self-esteem. (See "Teaching and Learning: Play and Play Spaces for more information.)

### ***Imitation***

Imitation is a big part of imaginative play as children mimic the work and interactions of parents, siblings, and other influential role models. Opportunities abound each day for your child to imitate you in your "real work." Children would much rather join in family life than have life revolve around them. When you include your children in the daily tasks of life, allowing them to work side by side with you, you nurture the development of their will and sense of self. Frequently making children the center of attention or constantly asking them to choose what they would like to wear, do, or eat forces children into a greater degree of self-awareness than is appropriate or comfortable for a three- to five-year-old. When joining a parent in their purposeful work instead, a child can feel valued and appreciated without being watched as if they are in the spotlight or need to perform. Working together, a harmonious flow is established between the adult and child, resulting in a deeper bond.

Washing and drying dishes or folding clothes together are some examples of imitative activities that offer the supportive presence of an adult and give a child an opportunity to

be an integral part of household activities. Other examples of cooperative tasks include stacking wood, sweeping the floor, raking leaves, doing gardening tasks, setting the table, feeding animals, and sorting toys into bins. Activities that are done by hand (rather than by machine) are especially beneficial for helping a child develop a thoughtful, caring, and careful attitude toward the task at hand.

### ***Verses and Movement***

Language skills can be enhanced by incorporating movement and verses. Finger plays are simple hand gestures that portray the action in a song or verse and are especially appealing to young children. Finger plays help a child learn a verse, memorize the sequence of action or events, develop fine motor skills, and activate their imagination. Some songs and verses are more active and use larger body motions or full body movement. Verses are often short and repetitive, so a child can learn them easily.

Not all children will join in a verse at first. Doing the same verse two or three times each day will give your child time to learn it. As you model the verse and actions, your child will begin to imitate the actions as they absorb the words. Focus on one or two verses at first so you can learn and model them with confidence.

Keep in mind that your child will probably love certain verses and want to hear them again and again. However, there may be some verses that just don't resonate with them. Feel free to move on to another choice if your child is uninterested in or resistant to a certain verse.

### ***Music***

Singing is a joyful way to share music with your child. It doesn't matter if you have singing experience; your child will love to hear you sing and sing along with you! Preschool songs often include motions that help children develop rhythm and coordinated body movements. You can use simple songs to supplement your activities throughout the day. Singing songs can help a child smoothly transition between activities. (Refer to "Teaching and Learning: Transitions" for more information.) Work songs and festive songs provide a way for children to learn about daily activities and seasonal events.



Children's music can be enjoyed in many ways, and singing simple tunes that a parent makes up on the spot are most enjoyable. Children delight in a song that captures the task of the moment. You can turn any activity or instruction into a song just by using a singsong voice, using a tune you already know, or making up a tune of your own. Your children will love it, and they won't care if your pitch is wobbly or you forget the tune midway and shift to something else. Short lines repeated in a chant or singsong voice can be especially helpful: "Yummy, yummy, lunch time! Let's have lunch!" or "Time to get dressed, pants on first. One leg, two legs, pants on first!" Feel free to be creative as you sing through the day. You can also use the *I Am Kind* CD that is part of the course package or any other recorded music for children to bring this element into your day.

## ***Stories***

It is through stories that we explore what it means to be human and live in the world. Children will often sit happily for long stretches of time listening to stories being read to them. Reading to children helps develop skills they will need when learning to read and write in later years. Stories also help develop important social-emotional skills. Through stories, children learn to empathize, consider alternate perspectives, explore a wide range of emotions, communicate opinions and feelings, resolve conflicts, and solve problems in creative ways.

In addition to the stories and books in this course, you are encouraged to read other books to your child on a regular basis. Young children enjoy both fiction and nonfiction books. Books can be mirrors that reflect a child's familiar world or windows that offer them a glimpse into worlds far beyond their door. Children benefit from having a healthy balance of "mirrors and windows" in the literature they experience so they not only see themselves represented but also have a chance to see what life is like for someone else.

In addition to reading stories from books, children greatly enjoy hearing stories that are told from memory or made up on the spot. They will often be particularly intrigued by stories family members or close friends tell about when they were young. (Refer to "Teaching and Learning: Stories and Storytelling" for more information.) Storytelling is an art form, so feel free to express yourself creatively while telling stories.

While many children will happily sit still and listen to stories for long periods of time, very active children sometimes find it challenging to sit still, no matter how engaging the story is. If you notice your child fidgeting during storytelling or having trouble focusing on the story, it might help to include small props in your storytelling, such as finger puppets, stuffed animals, figurines, or other objects related to the story. Give your child a squishable ball they can keep in their hands or let them sit in a rocking chair as they listen. Some parents combine story time and snack time so children have something to eat while listening, which can help them settle down. Another idea is to have your child hold a favorite blanket, stuffed animal, or other comfort item during story time. You might even remind your child of the rules by telling the stuffed animal, "Remember, we need to be quiet during story time so we can hear the story." This helps your child become aware of the expectations and their own behavior. If your child starts to fidget with the animal to the point of disruption, you can gently ask your child to whisper to the animal, "It's time to listen to the story. We can play afterward."

In the beginning, while your child is getting used to your new preschool schedule and activities, keep story time brief. Find picture books or tell stories that are short, and plan an active break before story time so they have a chance to stretch their limbs before settling down. As your child grows and develops more self-regulation, they will be able to sit for longer stories.

## ***Repetition***

Repetition is an essential element of a preschool program. Young children enjoy and benefit from hearing stories, songs, and verses repeated. This gives them a sense of comfort and familiarity. When you read a story, don't just read it once. Read it once a day for a week

or read it several times a week for a month. When you sing a song, repeat it several times, and then sing it again in the following days and weeks. The same applies to verses. Hearing them over and over allows children to absorb the words, learn them by heart, and sing along or recite a verse with you. It is only after multiple repetitions that young children are able to become active participants. The same applies to games, activities, crafts, cooking projects, and every other element of this course. You might want to bookmark or keep a list of particular favorites and revisit them throughout the year.

## Modifications for Different Geographical Regions

The stories in this coursebook are mostly based on the temperate regions in the Northern Hemisphere. For those living in the Southern Hemisphere, the stories and seasonal activities are easy to change based on when the different seasons are present in your region. For example, you can complete the Autumn stories and activities during the months of March, April, and May.

In general, anyone can adapt any of the verses and stories based on their region and culture. For instance, you can incorporate animals or plants that are prevalent in your location and more familiar to your child. If food is mentioned that is not familiar to your culture, you may want to substitute something that is noted in your region. If you have a different type of climate, use familiar landscapes, weather, and seasonal changes. Recreational activities, clothing, vehicles, types of housing, city sights, and more can all be adapted to your specific locale as needed. Adding activities about your culture's food and traditions or art and music can supplement what is already present in this course and will enrich your child's experience.

## Make the Course Your Own

Some parents may want to have a structured preschool time five days a week while others may prefer a rhythm of two or three times per week. The following section, "Teaching and Learning: Rhythm," offers some ways to develop daily and weekly activities while providing flexibility and creativity based on individual needs.

As you make your way through the course, you will find online resources mentioned. You can access all of these from the preschool section of the Curriculum Links page on the Oak Meadow website:

[www.oakmeadow.com/curriculum-links](http://www.oakmeadow.com/curriculum-links)

Bookmark the page so you can keep all the course resources handy.

You might enjoy some added inspiration from our Oak Meadow Pinterest pages. Here are several to start with:

Fairies, Gnomes, and Other Wee Folk

[pinterest.com/oakmeadowschool/fairies-gnomes-and-other-wee-folk](https://pinterest.com/oakmeadowschool/fairies-gnomes-and-other-wee-folk)

Gardening and Outdoors Fun

[pinterest.com/oakmeadowschool/gardening-outdoors-fun](https://pinterest.com/oakmeadowschool/gardening-outdoors-fun)

Sensory Experiences, Small World Bins, and More

[pinterest.com/oakmeadowsschool/sensory-experiences-small-world-bins-and-more](https://pinterest.com/oakmeadowsschool/sensory-experiences-small-world-bins-and-more)

Snacks and Treats

[pinterest.com/oakmeadowsschool/snacks-and-treats](https://pinterest.com/oakmeadowsschool/snacks-and-treats)

Nature Tables and Displays

[pinterest.com/oakmeadowsschool/nature-tables-displays](https://pinterest.com/oakmeadowsschool/nature-tables-displays)

Early Learning Activities

[pinterest.com/oakmeadowsschool/early-learning-activities](https://pinterest.com/oakmeadowsschool/early-learning-activities)

Bookmark them so you can return to them whenever you are looking for new ideas.

This course can be used in any way that is helpful to you—there is more than one way to do it. So, dive in and develop a method that works best for you and your child. The most important thing is to explore the world together and develop a sense of wonder and joy!

The background is a solid light blue. Three stylized white clouds are scattered in the upper half. The lower half features a row of trees: a round tree with green leaves on the left, a tall thin tree with green needles, a triangular tree with green needles, a large round tree with green leaves and small red apples, and a partially visible tree on the right. The ground is a light tan color with many small green dashes representing falling leaves. Three red apples are shown on the ground near the base of the trees.

# Autumn:

## Working Together

# Autumn: Working Together

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Working together is a key ingredient of family and community. Preschoolers are often eager to pitch in and be involved in family chores and activities. This spirit of teamwork is the theme of this unit, and you'll find it expressed in the stories and many of the activities. You can model teamwork by cheering others on, noticing and appreciating cooperation, asking for help, and offering to help whenever the occasion arises. Your actions will convey a strong message to your child and help promote harmony in your home and community.



# September Story: The Turnip



## Story Time

### **The Turnip**

*(Adapted from a traditional tale)*

One day, a farmer planted a turnip seed and said, "Grow my turnip, grow big and sweet."

The turnip grew. It grew and grew.

It grew sweet and large. *Very* large.

The farmer watched the turnip grow. When it looked ready to harvest, she took hold of the turnip and pulled.

She pulled and pulled.

But the turnip wouldn't budge. It remained firm in the ground.

The farmer called to her sister to come help pull the turnip from the ground. The sister held on to the farmer, and the farmer took hold of the turnip.

They pulled and pulled.

But the turnip wouldn't budge. It remained firm in the ground.

The sister called to her friend to come help pull the turnip from the ground. The friend held on to the sister, the sister held on to the farmer, and the farmer took hold of the turnip.

They pulled and pulled.

But the turnip wouldn't budge. It remained firm in the ground.

The friend called their dog to come help pull the turnip from the ground. The dog held the friend, the friend held the sister, the sister held the farmer, and the farmer took hold of the turnip.

They pulled and pulled.

But the turnip wouldn't budge. It remained firm in the ground.

The dog called the cat to come help pull the turnip from the ground. The cat held the dog, the dog held the friend, the friend held the sister, the sister held the farmer, and the farmer took hold of the turnip.

They pulled and pulled.

But the turnip wouldn't budge. It remained firm in the ground.

The cat called the mouse to come help pull the turnip from the ground. The mouse held the cat, the cat held the dog, the dog held the friend, the friend held the sister, the sister held the farmer, and the farmer took hold of the turnip.

They pulled and pulled with all their might!

Pop! The turnip came out of the ground, and that night, everyone enjoyed a delicious turnip dinner.

# Verses

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## **Mr. Finney Had a Turnip**

*by Henry Wadsworth Longfellow*

Mr. Finney had a turnip,  
And it grew, and it grew,  
And it grew behind the barn,  
And the turnip did no harm.

And it grew, and it grew,  
Till it could grow no taller;  
Then Mr. Finney took it up  
And put it in the cellar.

There it lay, there it lay,  
Till it began to rot;  
When his daughter Susie washed it  
And put it in the pot.

Then she boiled it and boiled it,  
As long as she was able;  
Then his daughter Susie took it  
And put it on the table.

Mr. Finney and his wife  
Both sat down to sup;  
And they ate, and they ate,  
Until they ate the turnip up.





## Songs

Songs are a wonderful way to bring a playful, joyful aspect to your day. They can be sung for any occasion and at any time. They can help with transitions, reinforce concepts that you introduced through storytelling, and cheer up or calm down a child who needs support. Singing easily lends itself to movement, so feel free to add clapping, marching, dancing, or motions to your songs.

Songs that relate to the story or season are included in each section. Many of them you may already know or remember from your childhood. You can find audio or video versions online to help you learn any tunes you are unfamiliar with.

Many of the songs listed can be found on the Oak Meadow website at the following link:

[oakmeadow.com/curriculum-links](https://oakmeadow.com/curriculum-links)

The words might vary slightly, but the links will help you learn the tune. Once a song is in your repertoire, you'll find you can change the words to suit many different tasks, topics, or times.

Don't worry if you don't consider yourself a singer. Your child loves to hear your voice, so any song you offer will likely be eagerly embraced, and soon you and your child will be singing together!

### **Oats, Peas, Beans, and Barley**

Oats, peas, beans, and barley grow.

Oats, peas, beans, and barley grow.

Not you nor I, nor anyone knows

How oats, peas, beans, and barley grow.

### **The Farmer Plants the Seeds**

*(Sung to the tune of "The Farmer in the Dell")*

The farmer plants the seeds, *(pretend to plant seeds)*

The farmer plants the seeds,

Hi, ho, the dairy-o,

The farmer plants the seeds.

*(Verse repeats with different words each time)*

The sun comes out to shine . . . *(make large circle with arms overhead and fingertips touching)*

The rain begins to fall . . . *(flutter your hands up and down)*

The seeds begin to grow . . . *(slowly rise until standing)*

The farmer picks the crops . . . *(pretend to pick crops)*

We all sit down to eat . . . *(sit down and pretend to eat)*

### **The Turnip Man**

*(Sung to the tune of "The Muffin Man")*

Do you know the turnip man,

The turnip man,

the turnip man?

Do you know the turnip man,

Who likes to sing with me?

Oh, he loves the letter T,

the letter T,

the letter T,

Oh, he loves the letter T,

and likes to sing with me!

# Games

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## ANIMAL SOUNDS

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Say the name of an animal, and then imitate its sound together. Before you play, you may want to brainstorm the names of animals, or sing a song about animals, such as “Old McDonald Had a Farm” or the song below.

Had a Rooster Songtale

[youtube.com/watch?v=Lk4G2NwwWGQ&ab\\_channel=EmilyAnuszkiewicz](https://youtube.com/watch?v=Lk4G2NwwWGQ&ab_channel=EmilyAnuszkiewicz)

Another way to play this game is to use a collection of animal pictures or figurines. Take turns choosing an animal at random and imitating its sound. If you are using animal figurines, you can increase the challenge by having your child select an animal without looking and try to figure out what it is using touch alone. Once they have figured it out, have them make the animal noise instead of naming the animal.

## TURNIP, TURNIP, BEET

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This game is a variation of Duck, Duck, Goose and is good for a small group. Have all the players sit on the ground in a circle. If you only have a few players, they can sit far apart to make the circle bigger.

One player walks around the outside of the circle, gently tapping the head of each person in the group, saying “Turnip” with each tap. When the tapper decides to say “beet,” the person who was tapped jumps up and chases the tapper around the outside of the circle. The tapper tries to get to the empty space where the person was sitting before being tagged by the chaser. If the person is tagged, they can sit in the center of the circle for one turn; if this feels uncomfortable, they can either resume tapping or take their seat in the circle. The chaser becomes the next tapper and the game resumes.

Tag games like this don’t have to solely rely on speed. Since older children are often faster than younger ones, older/faster children can be tasked with skipping or hopping around the circle. The goal is for each player to have a chance for full body movement



# Activities

## FELT BOARD STORY: THE TURNIP

After you have read “The Turnip” several times and are familiar enough to tell the story in your own words, you can retell it as a felt board story. Don’t try to recite the story verbatim—just tell it as you remember it.

In the appendix, you will find templates for this story. Cut out the shapes. Place each one on a piece of felt and trace around the edges, choosing whatever colors you’d like for each shape. Cut out the felt shapes ahead of time so they are ready when you want to tell the story.

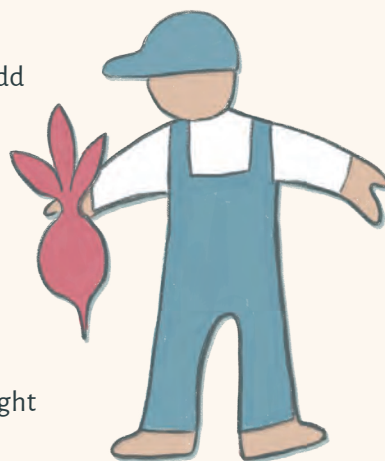
Here are some suggestions for telling this story using a felt board.

1. You will notice that the people shapes are different sizes. This story provides a great opportunity for showing relative sizes, so the first shape (the farmer) is the largest and the last shape (the mouse) is the smallest. This story also conveys the message that even the smallest among us can help the group succeed. You don’t need to discuss this idea—the story itself conveys the message perfectly.
2. Place the farmer (the largest person shape) on the felt board and begin telling the story.
3. When you get to the part where the turnip has grown very large, add the turnip to the board.
4. As each character comes to help, add them to the board. Place the characters close together to show how they are all working together.
5. When the turnip finally comes out of the ground, you can move it so it looks like the farmer is holding it up in the air.

After telling the story once or twice using the felt board, your child might like to play with the felt pieces or tell the story on their own.

### Materials

- felt story board
- felt in various colors



# Activities

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## TUG TOGETHER

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In this cooperative version of tug-of-war, you and your child work together to move a heavy object. If there are two or more children, they can work together without adult help. You can include as many people as you like in this activity to further highlight the theme of working together.

Fill a large container with something heavy. For instance, put rocks in a 5-gallon bucket that has a lid, place canned food in a box, or fill a tote with water. Tie a sturdy rope around the container and have the children work together to pull it to a certain destination (finish line).

This works well as a physical activity on its own, but it can also have a practical element. For instance, moving a bag of compost from the car to the garden, transporting rocks to build a rock wall, hauling water for watering plants, pulling a laundry basket to the laundry room, bringing groceries into the house, moving a heavy branch that has fallen, or moving wood from a woodpile to the house. This type of hard work provides physical, emotional, and mental benefits as children gain strength, cooperate as part of a team, and experiment with the best way to get a task done.

## PUPPET PLAY

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Do you have a collection of stuffed animals or puppets? Using these to create a simple puppet show offers a way to bring the story to life. You can present the puppet show one day and then leave the items for your child to use for future tellings of the story. Alternately, you and your child can tell the story together using puppets. Puppets can also be used for spontaneous storytelling.

It doesn't matter if the stuffed animals or puppets match the story character. A teddy bear, for example, can become a cow, person, or other character for the story. This ability—to imagine one thing represents another—is a form of symbolic thinking, which is the basis of math (where numbers and symbols stand for quantities and processes) and literacy (where letters stand for sounds, and groups of letters stand for words that represent objects, emotions, actions, or concepts). Puppet play also helps develop social-emotional skills as children confer emotions onto their puppets, allowing them to work through conflict and process feelings in a safe way. For instance, a preschooler who is adjusting to a new baby in the family might express related themes in their puppet play.

For more puppet ideas, see the description of the puppet show activity in the Activities section of “Anytime Fun.”





# Cooking

## VEGETABLE TASTING PARTY

Cut up a variety of raw and cooked vegetables into bite-size pieces. Include some unfamiliar vegetables your child may not have tasted before. If you are working on knife skills with your child, they can carefully help with cutting the softer foods. If they are not yet learning to use a knife, they can be put in charge of arranging the cut vegetables on plates (one plate for each taster).

Taste the vegetables one at a time and try to find descriptive words that characterize each vegetable. Is it crunchy or mushy? Is it sweet, bitter, or bland? Compare the different tastes and see if you can find a new favorite. It's okay if there are some foods your child isn't ready to try—they can still be encouraged to touch, squeeze, smell, and lick each type of vegetable and describe them. Helping them become familiar with new foods will make it more likely they will try them in the future.

### *Ingredients*

- assorted vegetables





## Autumn Fun: September



# Verses

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## **Two Little Hands**

Two little hands go clap, clap, clap. (*clap hands*)  
Two little feet go tap, tap, tap. (*tap feet on floor*)  
Two little hands go thump, thump, thump. (*make two fists and pound one on top of the other*)  
Two little feet go jump, jump, jump. (*stand up and jump in place*)  
One little body turns round and round. (*turn in a circle*)  
One little body sits quietly down. (*sit down*)

## **Like a Leaf or a Feather**

Like a leaf or a feather  
In the windy autumn weather, (*wave arms like branches in the breeze*)  
We twirl around and twirl around (*turn in a circle*)  
And all float down together! (*sit or crouch down with hands floating to the ground*)

## **Golden in the Garden**

By Annette Wynne

It's golden in the treetops.  
It's golden in the sky.  
It's golden, golden, golden.  
September's passing by.

## **Five Little Children**

Five little children went to the woods. (*hold up right hand with open fingers*)  
Out came the lion and there she stood. (*hold up left fist*)  
Five frightened children ran, ran away! (*put right hand behind your back*)  
There stood the lion and roared all day. (*open left hand like a wide mouth and roar*)

## **Way Up High in the Apple Tree**

Way up high in the apple tree,  
A bright red apple I did see.  
I climbed right to the tippity-top  
When all of a sudden, I heard a kerplow!  
That bright red apple, so juicy and round,  
Fell all the way down, down to the ground.  
But way up high in the apple tree,  
Another bright red apple I did see.  
So, I climbed right to the tippity-top  
When all of a sudden, I heard a kerplow!  
That bright red apple, so juicy and round,  
It too fell down, down to the ground!

## **The Leaves Are Green**

The leaves are green, the nuts are brown.  
They hang so high, they won't come down.  
Leave them alone till frosty weather,  
Then they will all come down together.

## **Owl**

There's a wide-eyed owl (*cup fingers around your eyes*)  
With a pointed nose, (*point out a finger like a long nose*)  
And pointed ears, (*stick up two fingers by the side of your head*)  
And claws for toes. (*clench fingers like claws*)  
He sits high up in the tree, (*point upward*)  
And when he looks at you, (*point to child*)  
He flaps his wings (*flap arms*)  
And says "Whooo! Whooo!" (*hoot like an owl*)



## Songs

### **Over in the Meadow**

Over in the meadow, In the sand, in the sun,  
Lived an old mother turtle and her little turtle one.  
“Dig,” said the mother.  
“I dig,” said the one.  
And they dug all day in the sand in the sun.

Over in the meadow, where the stream runs blue,  
Lived an old mother fish and her little fishies two.  
“Swim,” said the mother.  
“We swim,” said the two.  
And they swam all day where the stream runs blue.

Over in the meadow, in a hole in a tree,  
Lived an old mother owl and her little owls three.  
“Whoo,” said the mother.  
“We whoo,” said the three.  
And they whooped all day in the hole in the tree.

Over in the meadow, by an old barn door,  
Lived an old mother rat and her little ratties four.  
“Gnaw,” said the mother.  
“We gnaw,” said the four.  
And they gnawed all day by the old barn door.

Over in the meadow, in a snug beehive,  
Lived an old mother bee and her little bees five.  
“Buzz,” said the mother.  
“We buzz,” said the five.  
And they buzzed all day in the snug beehive.

Over in the meadow, in a nest built of sticks,  
Lived an old mother crow and her little crows six.  
“Caw,” said the mother.  
“We caw,” said the six.  
And they cawed all day in the nest built of sticks.

Over in the meadow, where the grass grows so even,  
Lived an old mother frog and her little froggies seven.  
“Jump,” said the mother.  
“We jump,” said the seven.  
And they jumped all day where the grass grows so even.

Over in the meadow, by an old mossy gate,  
Lived an old mother lizard and her little lizards eight.  
“Bask,” said the mother.  
“We bask,” said the eight.  
And they basked all day by the old mossy gate.

Over in the meadow, by the old scotch pine,  
Lived an old mother duck and her little duckies nine.  
“Quack,” said the mother.  
“We quack,” said the nine.  
And they quacked all day by the old scotch pine.

Over in the meadow, in a cozy little den,  
Lived an old mother beaver and her little beavers ten.  
“Build,” said the mother.  
“We build,” said the ten.  
And they built all day in the cozy little den.





# Games

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## FIND THE NUT

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For this game, you'll need a handful of nuts still in their shells. Hide the nuts inside or in an outdoor play area. Have your child pretend to be a squirrel hunting for some good winter food. For very young children, hide the nuts in places that are easy to find or tie a bright ribbon around each nut to make it stand out from its surroundings.

For an extra physical challenge, hide the nuts in places that require climbing, crawling, or jumping to reach. If you have more than one child, they can work together to find the nuts.

### Materials

- 10 or more nuts in the shell

## WHAT'S MISSING?

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Here is a simple game that helps develop a child's observational skills and memory recall. Gather four or five objects. With your child seated in front of you, place the items in a row one at a time, describing each one as it is placed. Encourage your child to repeat the description as the item is placed.

For example, your row of objects might be described like this:

- brown acorn cap
- shiny white stone
- spiky pine cone
- long blue and white feather

After all the items have been named, have your child turn around or close their eyes. Place a blanket over the items and remove one, hiding it behind your back. Have your child open their eyes and carefully remove the blanket. Have them try to recall what is missing.

You can repeat the game, taking turns hiding one item. As your child's ability improves, you can add additional items to make the game more challenging or remove more than one item at a time.



# Activities

## APPLE STAR PRINTS

Make apple star prints with this simple activity. Making apple star prints on butcher paper or newspaper yields a nice wrapping paper. Making prints on painting paper can become a nice collage. Small paper, the size of a note card, can be used for individual prints that make a sweet, simple gift. To promote social-emotional skills, you can help your child write and send a get-well note, thank-you note, or card that simply expresses “I’m thinking of you.”

### Instructions

1. Add paint to the shallow dishes, one color per dish. Craft trays or large plastic tops to quart-size containers work well.
2. Find the star in the apple by cutting it in two horizontally, so that the top (stem side) and the bottom are still intact. You should see a star shape inside. Take a moment to let your child see the star and enjoy the wonder of the moment.
3. Cut enough apples to have one apple star for each color paint you want to use.
4. Have your child carefully place one apple, star-side down, in each paint dish.
5. Show your child how to twist or tap the apple in the paint to make sure it has enough color on it, and then carefully press it onto the paper once, lifting it straight up so the print doesn't smudge. They may need to practice a bit to get clear prints so have plenty of paper ready.

For an alternative, you can cut the apple in half (remember to admire the star!), and then cut a slice that includes the star and use that for the prints. The rest of the apple can be eaten for a snack afterward.

### Materials

- apples
- knife
- cutting board
- tempera paint
- shallow dishes, one for each paint color
- paper (painting paper, note card paper, butcher paper, or newspaper)



## DISCOVERY SCAVENGER HUNT

Make a list of living things that you might see around your home or in a nearby park. Your list can be written down or illustrated with simple drawings or printed photos so that young children can “read” it. You can keep your list general (such as flowers, insects, trees, and birds) or be more specific (such as dandelion, spider, pine tree, and blue jay). Working together, see how many living things you can find. This is an excellent activity to do while taking a walk or hike. It develops observational skills, attention to detail, and an appreciation of the natural world. This is an excellent time to discuss the importance of caring for the environment. As you seek out living things, you can talk about ways to explore nature without disturbing the plants and animals that live there.

Instead of creating a list ahead of time, you might prefer to create a list as you see things. You might also like to take photos of what you see to look at later. You could also print the photos and make a collage of your scavenger hunt discoveries.



# Cooking

## APPLE BUTTER

Apple butter is a delicious treat for snacks. You can spread it on bread or crackers, or use it as a topping for pancakes.

### Instructions

1. Peel, core, and chop the apples. Children can help with this. Learning how to use tools properly at a young age is a good way to get them interested in food preparation and cooking.
2. In a large saucepan, boil the cider for 15 minutes.
3. Add the prepared apples. Reduce the heat to bring the mixture to a simmer. Cook for 1 hour.
4. Remove the pan from the heat. Carefully mash the apples. Children can help with this step. Remind them the mixture is hot, and show them how to do it carefully.
5. Stir in the honey and spices. Return the pan to low heat.
6. Cook uncovered, stirring often, until the apple butter is thick.
7. Place the cooled apple butter in glass jars. Store them in the refrigerator. The apple butter can be eaten right away and will keep for several weeks in the refrigerator.

### Ingredients

- 3 cups (710 mL) apple cider
- 2 pounds (900 g) apples
- $\frac{1}{3}$  cup honey
- 1 teaspoon ground cinnamon
- $\frac{1}{2}$  teaspoon ground cloves
- $\frac{1}{2}$  teaspoon ground allspice

## APPLESAUCE

Making applesauce is a great activity to do after going to an orchard to pick fresh apples.

### Instructions

1. Peel, core, and cut the apples. Place them in a saucepan with a small amount of water (approximately  $\frac{1}{3}$  cup).
2. Bring the water and apples to a boil, and then reduce the heat to medium. Cook until the apples are soft, about 5–8 minutes.
3. Mash the apples or run them through a food mill to create the applesauce.

Eat your fill, but save enough for the muffin recipe below. If there is some applesauce left over, place it in the refrigerator for an easy snack later in the week.

### Ingredients

- apples
- food mill (optional)

# October Story: Striped Chipmunk's Special Surprise



## Story Time

### **Striped Chipmunk's Special Surprise**

*(Adapted from a story by Carolyn Sherwin Bailey)*

It was a busy fall for all the forest friends. There were many nuts and seeds and berries to gather before Jack Frost arrived and the cold North Wind began to blow. All throughout the forest, animals were scurrying and hurrying about in search of food to collect and store for eating during the long winter.

However, there was one animal who was not hustling and bustling like all the others. Striped Chipmunk had fallen in a hole and hurt one wee paw. Now, Striped Chipmunk limped along very slowly.

It was such hard work for Striped Chipmunk to gather food for the winter while moving so slowly. All the other forest friends had gathered all the nuts and seeds and berries before Striped Chipmunk could get many.

Soon, Jack Frost arrived. The North Wind began to whistle its wintry song. All the forest friends settled in for the cold days ahead.

One brisk and beautiful autumn day, Rusty Rabbit was sorting nuts in his kitchen at the root of the old fir tree. He had just finished making a chestnut roly-poly pudding when

suddenly he thought, "I wonder if Striped Chipmunk is doing okay since falling in that hole and getting a hurt paw. I think I will go visit and bring some dinner for Striped Chipmunk."

So, Rusty Rabbit took off his apron and placed a big slice of the chestnut roly-poly pudding in a basket. Then he twitched his twitchety ears, hopped out the door, and scampered toward Striped Chipmunk's house.

Rusty Rabbit had not gone very far when he passed the house of Grandmother Groundhog, who peered out from her door, sniffed her sniffety nose, and inquired, "Where are you going on this brisk and beautiful day, Rusty Rabbit?"

Rusty Rabbit stopped to chat. "I am going over to Striped Chipmunk's house with a bit of dinner to share."

Grandmother Groundhog responded, "I found many apples in the orchard, and I have plenty to share. I will put some apples in your basket if there is room."

Rusty Rabbit replied, "Yes, there is room in my basket. Thank you so much! That will be a nice treat for Striped Chipmunk."

Grandmother Groundhog waddled away and soon returned with sweet juicy apples to put in the basket.



## **Striped Chipmunk's Special Surprise** (Continued)

Rusty Rabbit continued down the path but had not gone very far when he met another friend.

Skippy Squirrel was looking out of his nest in the treetops. He shivered a shivery shiver and inquired, "Where are you going on this brisk and beautiful day, Rusty Rabbit?"

Rusty Rabbit stopped to chat. "I am going over to Striped Chipmunk's house with a bit of dinner to share."

Skippy Squirrel responded, "I gathered many nuts this year, and I have plenty to share. I will put some nuts in your basket if there is room."

Rusty Rabbit replied, "Yes, there is room in my basket. Thank you so much! That will be a nice treat for Striped Chipmunk."

Skippy Squirrel scurried away and soon returned with a collection of nuts to put in the basket.

Rusty Rabbit continued down the path, but he had not gone very far when he met another friend.

Big Bear looking out of her cave. She blinked her blinkety eyes, and inquired, "Where are you going on this brisk and beautiful day, Rusty Rabbit?"

Rusty Rabbit stopped to chat. "I am going over to Striped Chipmunk's house with a bit of dinner to share."

Big Bear responded, "I picked many wild berries this year, and I have plenty to share. I will put some in your basket if there is room."

Rusty Rabbit replied, "Yes, there is room in my basket. Thank you so much! That will be a nice treat for Striped Chipmunk."

Big Bear lumbered away and soon returned with a big paw full of wild berries to put in the basket.

Rusty Rabbit tried to continue down the path, but now his basket was quite full and heavy. When he

tried to lift it, he could not. So, he began to push the full and heavy basket slowly down the trail.

After a while, Rusty Rabbit exclaimed, "Oh dear! It is much too full and heavy for me to push all the way to Striped Chipmunk's house. It will be dark before I get there!"

Two young field mice heard Rusty Rabbit and peered out of their warm cozy nest. They wiggled their wiggly tails and inquired, "Where are you going on this brisk and beautiful day, Rusty Rabbit?"

"I am going over to Striped Chipmunk's house with a bit of dinner to share," said Rusty Rabbit, "but our friends Grandmother Groundhog, Skippy Squirrel, and Big Bear added food to the basket, and now it is too heavy for me to carry."

The two field mice responded in unison, "We can help you!"

So, the two mice tied their tails to the handle of the basket and pulled, and Rusty Rabbit went behind and pushed. They huffed and puffed and pulled and pushed.

After much huffing and puffing and pulling and pushing, they reached Striped Chipmunk's house.

They tapped at the door, and Striped Chipmunk welcomed them inside. Rusty Rabbit and the mice presented the immense basket overflowing with food and told the story of all the friends who wanted to share their food. Rusty Rabbit unpacked the basket, revealing berries, nuts, apples, and the roly-poly pudding. Striped Chipmunk was delighted!

They all enjoyed a delicious dinner, and there was plenty of food left over for Striped Chipmunk to eat in the winter days ahead.



## Verses

### Chipmunk, Chipmunk

Chipmunk, chipmunk  
by the straw,  
Is that an acorn in your paw?  
Chipmunk, chipmunk  
dashing around,  
How many acorns have you found?  
Chipmunk, chipmunk  
by the tree,  
Chipmunk, chipmunk,  
look at me!

### Chipmunk Play

Here's a chipmunk, with eyes so bright, *(form a circle around your eyes with your fingers)*  
Hunting for nuts with all its might. *(shade your eyes with a hand and look around)*  
Here's its hole where day by day *(cup one hand to make a "hole")*  
Nut after nut it stores away. *(poke finger on other hand into hole)*  
When winter comes with the cold and storm, *(cross arms and shiver)*  
Chipmunk sleeps curled up, all snug and warm. *(lay head on hands, eyes closed)*

### Apples Hanging on the Trees

*(After the first verse, repeat using other types of tree fruit, such as peaches, apricots, plums, or pears.)*

Apples hanging on the trees, *(hold your arms up with fists hanging like tree branches with hanging fruit)*  
We are thankful for the bees.  
First drops one, *(drop one fist and pat knee)*  
Then drops two, *(drop the other fist and pat knee)*  
A big, big bite for me and you! *(pretend to take a big bite of the fruit)*

## Songs

### Skidamarink

Skid-a-ma-rink a-dink a-dink  
Skid-a-ma-rink a-doo  
I love you!  
Skid-a-ma-rink a-dink a-dink  
Skid-a-ma-rink a-doo  
I love you!  
I love you in the morning  
And in the afternoon.  
I love you in the evening  
And underneath the moon.  
Skid-a-ma-rink a-dink a-dink  
Skid-a-ma-rink a-doo  
I love you!





# Games

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## NUT HUNT

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Squirrels need to remember where they hide their nuts in the autumn. You can do a nut hunt in your home. This game is similar to the Find the Nut game listed in the September activities, but this time your child is the one who hides the nuts and then recalls the hiding places in order to retrieve the nuts later.

Have your child pretend to be a squirrel as they hide five acorns or nuts around the house. Tell them they will have to find and collect the nuts the next day. The following day, see if your child remembers where the nuts are hidden. This activity can also be done outdoors.

For counting practice and an extra memory challenge, have your child hide one nut in one spot, two nuts in the next spot, three in the next, and so on. The following day, see if they can find the nut caches in ascending order, from 1 to 5. Another time, have them find the nut caches in descending order, from 5 to 1.

### Materials

- acorns or nuts





# Activities

## FELT BOARD STORY: STRIPED CHIPMUNK'S SPECIAL SURPRISE

After you have read “Striped Chipmunk’s Special Surprise” several times and are familiar enough to tell the story in your own words, you can retell it as a felt board story. Remember, you don’t have to tell the story verbatim. As long as you include the main story elements, you can tell the story in your own way.

In the appendix, you will find templates for this story. Cut out the shapes. Place each one on a piece of felt and trace around the edges, choosing whatever colors you’d like for each shape. Cut out the felt shapes ahead of time so they are ready when you want to tell the story.

Here are some suggestions for telling this story using a felt board.

1. Place the chipmunk on the board and begin telling the story. You can choose whether or not to act out the part with the chipmunk falling into a hole and limping. You do not need to show this action, however; your child will use their imagination and create story pictures in their head.
2. When the rabbit comes into the story, place the rabbit on the board. Add the basket and then place the roly-poly pudding in the basket. You can lay the roly-poly pudding on top of the basket piece, or you can tuck part of the roly-poly pudding behind the top of the basket to make it look like it is inside the basket and sticking out a bit.
3. Add each character as they are introduced. Place each character’s contribution in the basket.
4. When the basket is too full for the rabbit to move on his own, add the two mice on the other side of the basket. You don’t have to try to make the felt pieces push and pull the basket—you can leave that part up to the imagination.
5. When they arrive at the chipmunk’s house, add the chipmunk to the board. Take each type of food item out of the basket in reverse order as the rabbit unpacks the basket: 4 strawberries, 3 acorns, 2 apples, and 1 roly-poly pudding. Line up each item to emphasize the different quantities. You can count each one as you take it out to reinforce number concepts, or you can just tell the story without emphasizing the numbers.

Feel free to use your creativity as you use the shapes to tell the story.

### Materials

- felt story board
- felt in various colors

# Activities

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## NATURE OBSERVATIONS

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Observe squirrels and chipmunks as they busily gather nuts and seeds for winter. This can be done by sitting inside and looking through a window or by being outside in your yard or a park. For your best chance at seeing these animals, find a place where there is abundant food for them, such as near oak trees or fir trees that have lots of cones, in a garden with lots of sunflowers, or near a bird feeding station.



# Cooking

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## ROLY-POLY PUDDING

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A roly-poly pudding is a rolled dough with a sweet or savory filling. The base can be sponge cake, pastry, or bread dough. The traditional method is to steam or boil the pudding. You can find many versions online, from simple to fancy.

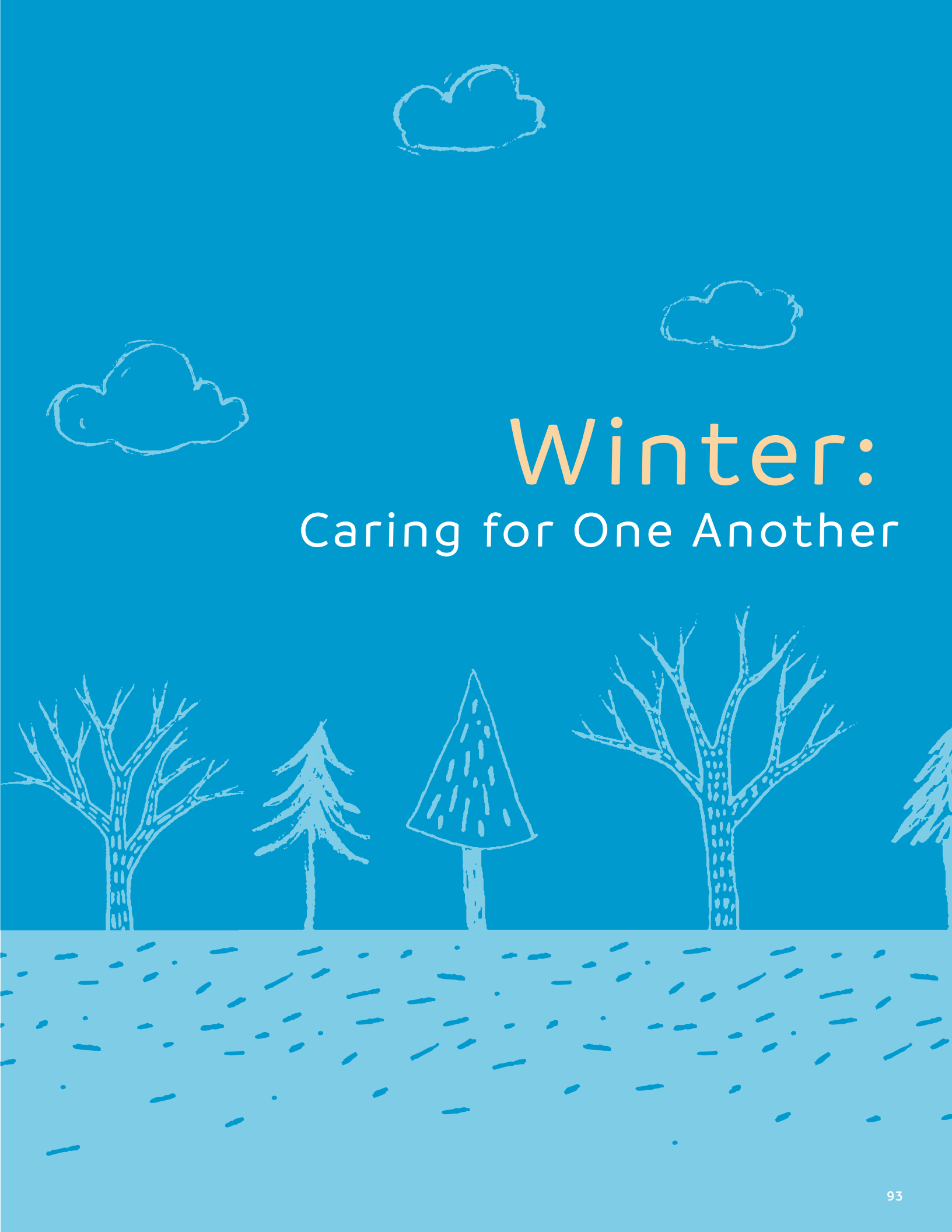
Here is a quick, kid-friendly way to make a roll-up dessert.

### Instructions

1. Roll out the pie crust.
2. Spread jam over the top, leaving  $\frac{1}{2}$  inch around the edges.
3. Cut the dough into squares and then cut each square in half diagonally to make triangle shapes.
4. Roll up each triangle, starting at the wide end. Young children will enjoy this task.
5. Place the roll-ups on a silicone mat or parchment-lined baking sheet.
6. Bake at 375° (190°C) until golden brown, about 15–20 minutes.

### Ingredients

- frozen or refrigerated pie crust, thawed
- jam



# Winter:

## Caring for One Another

# Winter: Caring for One Another

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Winter is an excellent time to focus on caring for one another. Children are used to having someone take care of their needs. Giving them the opportunity to care for others is a wonderful way to boost their sense of purpose and place in the family. As you read the stories and do the activities in this unit, find ways to highlight this theme. You might help your child prepare a basket of baked goods for a neighbor or make a card to send to someone far away. Caring for others can also take the form of making a cozy spot for a pet, helping someone do chores or make food, or playing quietly so someone else can rest. Making caring actions a part of everyday life will benefit those who give the care as much as those who receive it.

# December Story: The Cobbler's Shoe



## Story Time

### ***The Cobbler's Shoe***

*by Kay Gibson*

One cold winter day, a cobbler cut and sewed a pair of new shoes. He had made three pairs already for a family who lived in the village. The last and smallest pair was nearly complete. He just had to finish a bit more sewing.

As the day grew to a close, the cobbler decided to bring the little shoes home with him to complete the final stitches because he was hungry, and a nice vegetable soup was just waiting to be heated on his stove. He placed the shoes in his sack, put on his warm woolen jacket and soft scarf, and closed the shop for the evening.

When he walked outside, the cold wind blew strongly. The cobbler had to cover his face with his scarf. As he placed the scarf across his face, his sack shifted and one of the little shoes fell out and landed in a pile of snow. Without realizing the shoe was gone, the cobbler headed home.

Now, it just so happened that a little gray mouse was passing by when the cobbler dropped the shoe. The mouse quickly hopped inside, glad to be out of the cold wind and snow. She snuggled up and listened to the sounds

outside. The wind howled and the trees cracked from the cold temperatures, but the mouse felt safe inside the shoe. Eventually, she fell asleep.

The mouse woke with a start. She was very cold. The wind had stopped, but the cold had grown. Even the shelter of the shoe didn't keep the little mouse from feeling the cold. She poked out her nose and shivered. Snow had blown up against the side of the shoe. The silver glow of the moon shone in the sky. All was quiet.

The mouse decided to find something to make the shoe more cozy and warm. She hopped out of the shoe.

The mouse noticed some small wood chips on the road that must have fallen off a woodcutter's wagon. She quickly collected them and ran back to the shoe. She placed the chips inside the shoe and spread them all around. But the mouse was not satisfied.

She cautiously looked around a bit more. She saw a torn bit of cloth hanging off a bench. Carefully looking right and then left, the mouse trotted over to the bench. She tugged on the cloth until it pulled away from the bench. She looked around once again to make sure all was safe and then ran back to the shoe stuck in the snow.

## ***The Cobbler's Shoe*** (Continued)

The cloth was just the right thing to make her new home cozy and warm. The wood chips gave her some cushion and the cloth some warmth. She was greatly satisfied.

But after all that work, the little mouse was hungry. She stuck her nose out of the shoe and looked to the right and looked to the left. All was safe, so she went to the base of a large pine tree and found a pine cone that still had some seeds in it. She nibbled on it and ate all the seeds that were left. She headed back to her new home to rest. Her full belly made her a bit slow.

She was almost at the shoe when she saw a silent shadow drop from above. An owl! She ran and jumped into the shoe, just in time! The owl just missed grabbing the mouse with its large talons. The mouse was grateful to be safe in her new home. She curled up in the warm cloth on the cushion of wood chips and fell asleep.

In the morning, the cobbler slowly made his way back to his shop. He was sad that he had lost the little shoe because it would mean another day before he could make a new shoe and deliver the pairs of shoes to the family.

Just beside the door to his shop, he noticed an odd lump in the snow. It couldn't be, the cobbler thought. But indeed, there, buried in the snow, was the missing shoe! As he went to reach for the little shoe, he noticed lots of tiny footprints all around it. Something moved inside the shoe.

When he cautiously lifted it, a little gray mouse jumped out of the shoe, landed on the snow, and ran away as quickly as a little mouse could.

The mouse ran out of sight around a nearby building. The cobbler took the shoe and went inside his shop. He cleaned out the shoe and placed it with the rest of the newly completed shoes. He would be able to deliver all the shoes to the family as promised.

At the end of the day, the cobbler found an old shoe with a small hole in the toe, just the right size for a mouse. He gathered the wood chips and the piece of cloth that he found in the new little shoe and placed them into the old shoe. Then he sewed closed the ankle section of the shoe, leaving the small hole in the toe open to make a little doorway. Finally, he tucked a handful of nuts inside through the little hole.

The cobbler closed the shop and placed the shoe close to the building where the little mouse had gone. He walked home with a great smile on his face.

The mouse found the shoe and cautiously looked it over. Once she was satisfied all was well, she slipped inside through the little hole. She ate a delicious meal of nuts, and then curled up all snug and warm. The little mouse fell fast asleep, very content indeed.



## Verses

### ***I Am a Cobbler***

I am a cobbler,  
And this is what I do:  
Rap-tap-a-tap  
To mend a shoe.

### ***Mouse House***

A mouse lived in a little hole,  
Lived softly in a little hole.  
When all was quiet, quiet as can be, (shh, shh)  
When all was quiet, quiet as can be,  
Out popped she!



## Songs

### ***Peter Hammers with One Hammer***

*(For this verse, you can replace the name Peter with your child's name or any name you prefer.)*

Peter works with one hammer, one hammer, one hammer, *(one fist pounds the ground as if using a hammer)*  
Peter works with one hammer all day long!  
Peter works with two hammers, two hammers, two hammers, *(use both fists in hammer fashion)*  
Peter works with two hammers all day long!  
Peter works with three hammers, three hammers, three hammers, *(add a foot to the hammering)*  
Peter works with three hammers all day long!  
Peter works with four hammers, four hammers, four hammers, *(use both feet and both hands)*  
Peter works with four hammers all day long!  
Peter works with five hammers, five hammers five hammers, *(add head to rhythmic pounding)*  
Peter works with five hammers all day long!  
Peter is so tired, tired, tired, *(lay head on hands as if sleeping)*  
Peter is so tired! Ah, good night!



# Games

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## HIDING GAME

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This is a hide-and-seek game using an object, such as a button, shell, rock, or shoe. This is a good game to play if you are waiting for something, such as at a restaurant or a doctor's office. It can be played anywhere, inside or outside.

Choose an object to hide. One person hides the object while the others close their eyes and chant the following verse:

Cobbler, cobbler mend my shoe!

Have it done by half past two.

Half past two is far too late!

Have it done by half past eight.

The object should be hidden by the time the verse is complete. The seekers then look around and find the object. Whoever finds it gets to hide it next.

If space is very limited or you need to keep children in their seats, here is an alternative way to play. Use an object small enough to easily hide in the palm of your hand. Have one person make a fist with both hands and place one on top of the other. Recite the "Cobbler, cobbler, mend my shoe" verse while the person switches their fists from bottom to top continuously until the end of the verse. Then, have others guess which hand holds the object by asking them, "Top or bottom?"



# Activities

## FELT BOARD STORY: THE COBBLER'S SHOE

After you are familiar with “The Cobbler’s Shoe” and can retell it on your own, prepare the felt board story shapes using the templates in the appendix.

Here are some suggestions for telling this story using a felt board.

1. You can begin telling the story with nothing on the felt board, or you can prepare to tell the story by placing the wood chips, cloth, and pine cone in one corner of the board. You don’t have to explain what these are. If your child asks, you could say “Let’s wait and see,” or “Let’s find out,” and begin telling the story.
2. When you get to the part where the cobbler drops the shoe, place the shoe on the felt board. When the mouse hops into the shoe, you can place the mouse piece on top of the shoe piece; you don’t have to try to put the mouse inside the shoe by tucking it behind the shoe piece. You want your child to be able to see the mouse. Their imagination will help them understand that they are seeing the mouse inside the shoe.
3. When the mouse collects the wood chips, you can have the mouse make several trips, carrying one piece at a time, or you can simply move the whole pile at once and place it, nest-like, on the shoe.
4. Continue to add shapes as each element comes up in the story.
5. When the cobbler prepares the old shoe to give to the mouse at the end of the story, you will use the same shoe, pretending it is now sewn closed at the top. The nuts and the mouse will be pushed through an imaginary hole in the toe.

### Materials

- felt story board
- felt in various colors

## BREAD ANIMALS

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Bread dough is fun to form into animal shapes. You can use any yeast dough recipe (such as the one found in the Cooking section of *Autumn Fun: September*). Give your child a small ball of dough to shape. Each shape can be put on a baking sheet when finished, then your child can receive a new ball of dough. Younger children might like to just work with the dough without having a specific shape in mind, and that's fine too. They can let you know when their dough is ready for the baking sheet. The simple act of working with the dough is beneficial in terms of sensory input and the development of hand and finger strength.

You can show your child how to do a few simple shapes and then let them come up with their own ideas. Snakes can be made by rolling the dough into a long, thin rope. Snails can be made by coiling a long, skinny piece of dough, leaving the end sticking out like the snail's head. A turtle can be made by mounding a small piece for the shell and then sticking on tiny bits of dough for the legs, head, and tail. A mouse can have a long, skinny tail and two ears made by pinching the dough into peaks. If you add a dab of water when you are joining two pieces of dough, they will stick together better when baking.



## Winter Fun: December

# Verses

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## **The Field Mouse**

A tiny mouse scuttles over the snow. *(move two fingers quickly down your arm from shoulder to wrist)*

Tell me, little field mouse, where do you go? *(lift hands in questioning gesture)*

"I'm taking wee seeds into my burrow!" *(move two fingers back up your arm)*

## **Three Woodpeckers**

One woodpecker goes peck, peck, peck. *(pinch thumb and forefinger together like a beak and make a pecking motion)*

Two woodpeckers go peck, peck, peck *(make pecking motions with both hands)*

Three woodpeckers, what do they do? *(lift hands in questioning gesture)*

Peck, peck, peck! *(use both hands and your head to make pecking motions)*

Now you do it too!

## **Jack Frost**

Watch out! Watch out! *(raise your hands with fingers wide as though startled each time you say "Watch out")*

Jack Frost is about! *(hold upper arms and shiver as if cold)*

## **Star Shine**

Star above me shining, *(raise your hands above your head)*  
Shine into my golden crown. *(gently rest your hands on your head or form a crown)*

Star above me shining, *(raise your hands above your head)*  
Shine into everything I do in the world. *(bring your hands straight in front with palms up)*

Star above me shining, *(raise your hands above your head)*  
Shine into my heart so good. *(rest your hands on your heart)*

## **Star Light, Star Bright**

Star light, star bright,  
First star I see tonight,  
I wish I may, I wish I might,  
Have the wish I wish tonight.



## Songs

### **Ring Around the Rosie**

Ring around the rosie, *(hold hands and dance in a circle)*  
A pocket full of posies.  
Ashes, ashes,  
We all fall down! *(let go of hands and fall down)*  
The cows are in the meadow *(walk on hands and knees, pretending to be cows)*  
Eating buttercups.  
Ashes, ashes,  
We all jump up! *(jump up and join hands to repeat)*

### **Jingle Bells**

Jingle bells, jingle bells,  
Jingle all the way.  
Oh, what fun it is to ride  
in a one-horse open sleigh! Hey!  
Jingle bells, jingle bells,  
Jingle all the way.  
Oh, what fun it is to ride  
in a one-horse open sleigh!



# Games

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## SMELLING GAME

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This is a simple game that will develop your child's sensory awareness.

Choose 4–6 herbs or spices and place each one in a small container. Try to use a variety of different smells. Some ideas are rosemary, lemon or orange zest, oregano, garlic, cinnamon, cloves, and vanilla.

Place a blindfold over your child's eyes or have them close their eyes and hand them one container at a time to smell. Can they guess what they are smelling? Can they describe the smell? You can try describing it as well. Practice using descriptive words such as *sweet*, *bitter*, *spicy*, *sour*, *earthy*, or even words such as *surprising* and *delicious*! *Yuck* is acceptable too! Describing what they are experiencing can help children become more attuned to the information they are receiving through their senses.

### Materials

- 4–6 herbs or spices
- 4–6 small containers

## I LOVE

---

Take turns saying, “I love . . .” and then name something you love. For instance, you might say, “I love dancing!” and your child might say, “I love peanut butter and jelly sandwiches!”

For older children, you can add more challenge to this simple game by turning it into a cumulative game where each player has to repeat what others have said before adding their own. For instance, “Mommy loves books, Grandma loves cookies, Daddy loves singing, and I love bunnies!” The game can reset each time you go around the circle (so children only have to remember three or four phrases in each round), or you can continue repeating previous rounds and adding to them.

Another time, play this game by identifying people you love or what you love about them. For instance, “I love Daddy and the way he reads stories,” or “I love our dog and how she is always happy to see me.” Expressing affectionate feelings and appreciation for others is another facet of caring for one another.

# Activities

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## INDOOR SENSORY BIN

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A sensory bin is a collection of items that are explored by touch. This is a wonderful way to develop the sense of touch, observational skills, and the ability to categorize. It can also be a very relaxing activity for children.

Create a sensory bin by placing a collection of items of different textures in a small bin, bowl, or other container. You might include items such as buttons, cotton balls, bits of yarn and ribbon, something crinkly (like a ball of paper), marbles or glass “gems,” coins or keys, a hair scrunchy, a piece of Velcro, or any other small objects that have a distinctive feel. (If you have very young children, make sure nothing will present a choking hazard.)

Mix the items and have your child use their fingers to sift through the contents. Ask your child to pick out one item and describe what it feels like. Once they have looked at and described each type of item, have your child close their eyes or look away as they reach into the bin and choose one item without looking at it. Can they name the item? Have your child take out items one at a time and sort them into piles. Then, have them put everything back into the bin and try to sort them into piles without looking, using only their sense of touch.

Another day, have your child sort the items in a sensory bin into separate piles and then count the items in each pile. Have your child touch each item as it is counted and push it to the side. This will help them develop counting skills as well as one-to-one correspondence, which is the understanding that each item in a set counts as one and is only counted once (rather than counting the same item several times). These quantifying skills are important foundations for later math processes.





# Activities

## STARGAZING

Go outside at night and try to recognize stars or constellations, or just simply enjoy the night sky.

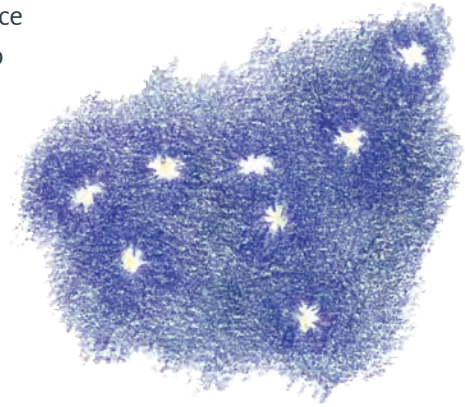
Depending on where you live, you may have a good view of the night sky. Often city lights limit sky viewing at night, so if this is the case, you could visit a place where the night sky is visible. Viewing the stars and planets at night can help build a beneficial connection to nature and natural rhythms.

When viewing the night sky, try to notice any patterns in the stars. Are some stars brighter than others? Is the moon shining? If so, what shape is it? Are there any planets in the sky?

The NASA website below, which gives monthly information about what you might be able to observe, is a good resource:

Night Sky Planner

[nightsky.jpl.nasa.gov/planner.cfm](https://nightsky.jpl.nasa.gov/planner.cfm)



## FELT STARS

Felt stars hanging from a ceiling or near a child's bed can create a magical atmosphere.

### Instructions

1. Make a star template out of cardboard or poster board. You can make several star templates of different sizes.
2. Trace the stars on a piece of felt. Use white, yellow, or silver felt, or whatever color you prefer.
3. Cut out the felt stars.
4. Use a threaded needle to attach a piece of thread through one of the points for hanging.

### Materials

- cardboard or poster board
- scissors
- felt
- pen
- needle
- thread



# Cooking

## PORRIDGE

Porridge is just a fancy word for hot cereal. You can use oats or any grain. Try rice, amaranth, or quinoa. Use your grain of choice and add an appropriate amount of water (usually a ratio of two or three parts water to one part grain). For instance, you can use 3 cups of water and 1 cup of oats. It is best to check recipes as there may be differences depending on the grain. Some are cook quickly while others may need a longer cooking time.

Porridge usually tastes better if you add a small amount of maple syrup or honey, some dried fruit, applesauce, or cinnamon. Jam or fruit preserves also make great toppings. There are many ways to supplement a porridge using nuts, seeds, fresh fruit, etc. Try a few different ways and see what your child likes best. You can put the nuts, seeds, and fruit on the side so each person can add whatever they like.

### *Ingredients*

- *oats or other grain*

## HOLIDAY COOKING AND BAKING

Does your family have any traditional foods that you eat at this time of year? Perhaps you make tamales, dumplings, latkes (potato pancakes), fruitcake, cookies, or other types of treats. Make sure to include your child in the preparations for any festival you like to celebrate.

Young children can help with assembling ingredients, measuring, peeling, sorting, stirring, forming balls of dough, pressing fork marks into pastry, and many other small tasks. Make sure they can reach the work surface safely and comfortably; give them an apron so no one has to worry about clothes getting dirty; and demonstrate the correct techniques and safety precautions.

Their enjoyment of the treat will increase greatly with the knowledge that they helped create it. Sharing homemade treats and celebrations with others outside the family is a sweet way to express caring for others.

The background of the page is a solid light blue. In the upper half, there are three stylized white clouds with black outlines. In the lower half, there is a row of five stylized trees. From left to right: a tree with a round green canopy and brown trunk; a tall, thin, triangular green tree; a tall, thin, triangular green tree with vertical black lines; a tree with a round green canopy and brown trunk; and a partially visible tree on the right edge. The ground is represented by a light blue area with scattered black horizontal dashes.

# Appendix

**Materials List** ..... 295

**Tasks and Treats**..... 309

**Gifts by and for Children**..... 310

**Making Your Own Toys** ..... 312

**Resources** ..... 315

**Felt Board Story Templates**..... 317

# Materials List

TEACHING AND LEARNING: STORIES AND STORYTELLING	PROJECT	MATERIALS
	How to Make a Felt Board	<ul style="list-style-type: none"> <li>rectangular piece of sturdy cardboard or blank painting canvas (approximately 18 × 24 inches)</li> <li>felt or flannel, neutral color, one large piece (approximately 22 × 28 inches)</li> <li>hot glue gun or staple gun</li> <li>scissors</li> </ul>
AUTUMN CRAFTS AND ACTIVITIES		
Autumn Stories	Felt Board Story: The Turnip	<ul style="list-style-type: none"> <li>felt story board</li> <li>felt in various colors</li> </ul>
	Sorting Veggies	<ul style="list-style-type: none"> <li>assorted vegetables</li> </ul>
	Nut Hunt	<ul style="list-style-type: none"> <li>acorns or nuts</li> </ul>
	Felt Board Story: Striped Chipmunk's Special Surprise	<ul style="list-style-type: none"> <li>felt story board</li> <li>felt in various colors</li> </ul>
Autumn Fun: September	Find the Nut	<ul style="list-style-type: none"> <li>10 or more nuts in the shell</li> </ul>
	Apple Game	<ul style="list-style-type: none"> <li>apple</li> </ul>
	Apple Star Prints	<ul style="list-style-type: none"> <li>apples</li> <li>knife</li> <li>cutting board</li> <li>tempera paint</li> <li>shallow dishes, one for each paint color</li> <li>paper (painting paper, note card paper, butcher paper, or newspaper)</li> </ul>
	Beeswax Apples	<ul style="list-style-type: none"> <li>modeling beeswax</li> </ul>
	Drying flowers	<ul style="list-style-type: none"> <li>flowers for drying</li> <li>fine sand</li> <li>box</li> </ul>
	Grinding Grain	<ul style="list-style-type: none"> <li>manual grinder</li> <li>grains, such as rice, rye, or wheat berries</li> </ul>
	Hopscotch	<ul style="list-style-type: none"> <li>sidewalk chalk</li> </ul>
	Kite Flying	<ul style="list-style-type: none"> <li>kite</li> </ul>

AUTUMN CRAFTS AND ACTIVITIES (Continued)	PROJECT	MATERIALS
Autumn Fun: October	Seed Collage	<ul style="list-style-type: none"> <li>• seeds</li> <li>• construction paper</li> <li>• glue</li> </ul>
	Painting Leaves	<ul style="list-style-type: none"> <li>• watercolor paints</li> <li>• painting paper</li> <li>• paintbrush</li> <li>• poster board or sturdy paper</li> <li>• scissors</li> </ul>
	Pressing Autumn Leaves	<ul style="list-style-type: none"> <li>• autumn leaves</li> <li>• wax paper or sturdy paper</li> <li>• iron (optional)</li> <li>• flower press (optional)</li> </ul>
	Leaf and Fern Prints	<ul style="list-style-type: none"> <li>• leaves and/or ferns</li> <li>• drawing paper</li> <li>• masking tape</li> <li>• beeswax block crayons</li> <li>• construction paper</li> <li>• scissors</li> </ul>
	Carving Pumpkins	<ul style="list-style-type: none"> <li>• pumpkin</li> <li>• carving knife</li> <li>• bowl (to save the seeds)</li> <li>• tealight or votive candle</li> <li>• pen or marker</li> </ul>
	Spring Bulbs	<ul style="list-style-type: none"> <li>• spring flower bulbs</li> <li>• shovel or trowel</li> <li>• mulch (leaves, straw, grass clippings, etc.)</li> </ul>
	Finger Knitting	<ul style="list-style-type: none"> <li>• chunky yarn</li> </ul>
Autumn Fun: November	Autumn Tic-Tac-Toe	<ul style="list-style-type: none"> <li>• 10 miniature pumpkins, 5 orange and 5 white</li> <li>• masking tape</li> </ul>
	Pine Cone Owls	<ul style="list-style-type: none"> <li>• pine cones (one for each owl you want to make)</li> <li>• cotton balls or wool roving in a natural color</li> <li>• colored felt for the wings and eyes</li> <li>• white glue</li> </ul>
	Planting Garlic	<ul style="list-style-type: none"> <li>• garlic bulbs</li> <li>• shovel or trowel</li> <li>• compost (optional)</li> <li>• mulch (leaves, straw, grass clippings, etc.)</li> </ul>
	Moss Garden	<ul style="list-style-type: none"> <li>• moss</li> <li>• aluminum pie plate or other shallow container</li> <li>• small seedling</li> </ul>

AUTUMN CRAFTS AND ACTIVITIES (Continued)	PROJECT	MATERIALS
Autumn Fun: November (Continued)	Sand Clay Beads	<ul style="list-style-type: none"> <li>• clean sand</li> <li>• white glue</li> <li>• bamboo skewers (one for each person)</li> <li>• yarn</li> </ul>
	Finger Painting	<ul style="list-style-type: none"> <li>• finger paint</li> <li>• finger-painting paper</li> </ul>
	Table Place Cards	<ul style="list-style-type: none"> <li>• index cards</li> <li>• crayons</li> </ul>
	Lantern	<ul style="list-style-type: none"> <li>• pint glass jar</li> <li>• thin wire, 18 inches in length</li> <li>• colored tissue paper</li> <li>• white glue</li> <li>• glue brush (one for each person)</li> </ul>
	Luminaries	<ul style="list-style-type: none"> <li>• small paper bags</li> <li>• sand</li> <li>• votive candle</li> <li>• hole punch or hammer and nail (optional)</li> </ul>
	Corn Husk Dolls	<ul style="list-style-type: none"> <li>• 5 corn husks for each doll</li> <li>• raffia or jute string</li> <li>• scissors</li> <li>• a small tub for soaking the husks</li> </ul>
WINTER CRAFTS AND ACTIVITIES		
Winter Stories	Mice Under the Snow	<ul style="list-style-type: none"> <li>• a large white bedsheet or tablecloth</li> <li>• several small containers with lids</li> <li>• food items such as pretzels, apple slices, or cheese cubes</li> </ul>
	Felt Board Story: The Cobbler's Shoe	<ul style="list-style-type: none"> <li>• felt story board</li> <li>• felt in various colors</li> </ul>
	Monkey Memory Game	<ul style="list-style-type: none"> <li>• index cards or sturdy paper</li> <li>• pictures of different monkey species</li> <li>• scissors</li> <li>• glue</li> </ul>
	Felt Board Story: The Monkey and the Gardener	<ul style="list-style-type: none"> <li>• felt story board</li> <li>• felt in various colors</li> </ul>
	Braiding	<ul style="list-style-type: none"> <li>• bulky yarn, cordage, long grasses, or other braiding material</li> </ul>

WINTER CRAFTS AND ACTIVITIES (Continued)	PROJECT	MATERIALS
Winter Fun: December	Smelling Game	<ul style="list-style-type: none"> <li>• 4–6 herbs or spices</li> <li>• 4–6 small containers</li> </ul>
	Winter Wreath	<ul style="list-style-type: none"> <li>• fir branches, such as spruce or hemlock (pines tend to have lots of sticky pitch)</li> <li>• round wire wreath frame (found in craft stores)</li> <li>• thin wire</li> <li>• wire cutter</li> <li>• ribbon or other decorative items</li> </ul>
	Window Stars	<ul style="list-style-type: none"> <li>• kite paper in an assortment of colors</li> <li>• glue stick</li> <li>• scissors</li> </ul>
	Modeling with Beeswax	<ul style="list-style-type: none"> <li>• beeswax in assorted colors</li> </ul>
	Candle Dipping	<ul style="list-style-type: none"> <li>• double boiler</li> <li>• 3–5 pounds of candle wax (beeswax or soy)</li> <li>• candle wicks, approximately 20 inches for each pair of candles</li> <li>• dowels or sturdy sticks, approximately 8–12 inches long (one for each pair of candles)</li> <li>• hanging rack or deep narrow box</li> <li>• tray or paper (to catch candle drips)</li> <li>• sharp knife (one that you don't mind getting wax on)</li> </ul>
	Birch Log Candleholder	<ul style="list-style-type: none"> <li>• white birch log, approximately 4 inches in diameter and 6–8 inches in length</li> <li>• felt piece (to cover the bottom of the log)</li> <li>• glue</li> <li>• saw</li> <li>• drill</li> <li>• berries, pine cones, or small boughs for decoration</li> </ul>
	Pomander Ball	<ul style="list-style-type: none"> <li>• oranges</li> <li>• whole cloves</li> </ul>
	Felt Stars	<ul style="list-style-type: none"> <li>• cardboard or poster board</li> <li>• scissors</li> <li>• felt</li> <li>• pen</li> <li>• needle</li> <li>• thread</li> </ul>



WINTER CRAFTS AND ACTIVITIES (Continued)	PROJECT	MATERIALS
Winter Fun: January	Hunt for the Stars	<ul style="list-style-type: none"> <li>• construction paper, cloth, or shiny paper</li> <li>• scissors</li> </ul>
	Counting Stars	<ul style="list-style-type: none"> <li>• index cards or study paper</li> <li>• crayons or markers</li> </ul>
	Find the Bear	<ul style="list-style-type: none"> <li>• construction paper or pictures of bears</li> <li>• scissors</li> <li>• craft sticks</li> <li>• glue</li> </ul>
	Terrarium	<ul style="list-style-type: none"> <li>• glass container or jar</li> <li>• soil</li> <li>• seeds</li> <li>• seedlings</li> </ul>
	Winter Blooms	<ul style="list-style-type: none"> <li>• flower bulbs (narcissus, amaryllis, etc.)</li> <li>• soil or rocks</li> <li>• small flowerpot or glass container</li> </ul>
	Pine Cone Bird Feeder	<ul style="list-style-type: none"> <li>• dried pine cones</li> <li>• birdseed</li> <li>• tray or bowl</li> <li>• peanut butter (or other nut butter)</li> <li>• butter knife</li> <li>• yarn</li> </ul>
Winter Fun: February	Split Pea Pictures	<ul style="list-style-type: none"> <li>• 5–8 split peas, lentils, or dried beans</li> <li>• glue</li> <li>• paper</li> <li>• crayons</li> </ul>
	Valentine Cards	<ul style="list-style-type: none"> <li>• construction paper</li> <li>• glue</li> <li>• tissue paper</li> <li>• scissors</li> <li>• sequins or other decorative items</li> </ul>
	Valentine Window Decorations	<ul style="list-style-type: none"> <li>• construction paper</li> <li>• tissue paper</li> <li>• bowl</li> <li>• contact paper</li> <li>• scissors</li> </ul>
	Watercolor Night Sky	<ul style="list-style-type: none"> <li>• watercolor paint, dark blue</li> <li>• watercolor paper</li> <li>• paintbrush</li> <li>• sponge</li> <li>• coarse salt</li> </ul>

TEACHING AND LEARNING: ART, A CREATIVE EXPERIENCE	PROJECT	MATERIALS
	<b>Wet-on-Wet Watercolor Painting</b>	<ul style="list-style-type: none"> <li>• watercolor paper</li> <li>• paintbrush (one for each painter)</li> <li>• water in a jar (for rinsing brushes)</li> <li>• watercolor paints in primary colors (mix a small amount of pigment in a jar of water)</li> <li>• flat waterproof surface or art board</li> <li>• sponge (for wiping the excess water off paper before beginning)</li> </ul>
	<b>Wonder Balls</b>	<ul style="list-style-type: none"> <li>• wool (carded, fleece, or roving)</li> <li>• cheese bag or nylon stocking</li> <li>• water</li> <li>• dish soap</li> </ul>
<b>SPRING CRAFTS AND ACTIVITIES</b>		
<b>Spring Stories</b>	<b>Butterfly Matching Game</b>	<ul style="list-style-type: none"> <li>• pictures of butterflies</li> <li>• scissors</li> </ul>
	<b>Felt Board Story: The Three Little Butterflies</b>	<ul style="list-style-type: none"> <li>• felt story board</li> <li>• felt in various colors</li> </ul>
	<b>Butterfly Symmetry</b>	<ul style="list-style-type: none"> <li>• drawing or painting paper</li> <li>• crayons, tempera paints, or oil pastels</li> </ul>
	<b>Flying Butterfly</b>	<ul style="list-style-type: none"> <li>• felt</li> <li>• felted ball</li> <li>• needle</li> <li>• thread</li> <li>• large-eye blunt upholstery needle</li> <li>• yarn</li> <li>• scissors</li> </ul>
	<b>Butterfly Wings for Pretending</b>	<ul style="list-style-type: none"> <li>• poster board or large piece of paper</li> <li>• tempera paint</li> <li>• paint brush</li> <li>• cardboard, approximately 12 × 4 inches</li> <li>• ribbon or string, 4 feet in length, cut in half</li> <li>• glue or tape</li> </ul>
	<b>Busy, Buzzy Bee Dance Game</b>	<ul style="list-style-type: none"> <li>• flowers (fresh, paper, or silk)</li> </ul>
	<b>Felt Board Story: Busy Bees</b>	<ul style="list-style-type: none"> <li>• felt story board</li> <li>• felt in various colors</li> </ul>
	<b>Buzzing Bee</b>	<ul style="list-style-type: none"> <li>• felt</li> <li>• felted ball</li> <li>• needle</li> <li>• thread</li> <li>• scissors</li> </ul>

SPRING CRAFTS AND ACTIVITIES (Continued)	PROJECT	MATERIALS
Spring Stories (Continued)	Spider on a String	<ul style="list-style-type: none"> <li>felted ball</li> <li>large-eye blunt upholstery needle</li> <li>yarn</li> <li>scissors</li> </ul>
	Honeycomb Investigation	<ul style="list-style-type: none"> <li>honeycomb packed in raw honey</li> </ul>
Spring Fun: March	Watch Out for Puddles	<ul style="list-style-type: none"> <li>brown paper</li> <li>scissors</li> </ul>
	Spring Bulbs	<ul style="list-style-type: none"> <li>flower bulbs, such as daffodils or crocuses</li> <li>small glass jar</li> </ul>
	Growing Grass	<ul style="list-style-type: none"> <li>grass seed</li> <li>small pot or shallow container</li> <li>soil</li> </ul>
	Rainbows	<ul style="list-style-type: none"> <li>drawing or painting paper</li> <li>crayons or watercolor paint</li> </ul>
	Beeswax Bird Nests	<ul style="list-style-type: none"> <li>modeling beeswax</li> </ul>
Spring Fun: April	Animal Sorting Game	<ul style="list-style-type: none"> <li>pictures of insects and small animals</li> <li>scissors</li> </ul>
	Planting Peas	<ul style="list-style-type: none"> <li>pea seeds</li> <li>shovel or trowel</li> </ul>
	Finger Paint Flowers	<ul style="list-style-type: none"> <li>finger paint</li> <li>finger-painting paper</li> </ul>
Spring Fun: May	From Egg to Butterfly	<ul style="list-style-type: none"> <li>index cards</li> <li>crayons</li> <li>pictures or drawings of the life cycle of a butterfly</li> <li>glue</li> </ul>
	Colors in Nature	<ul style="list-style-type: none"> <li>construction paper</li> <li>scissors</li> </ul>
	May Day Streamers	<ul style="list-style-type: none"> <li>dowels or sticks, approximately 18 inches long</li> <li>variety of colored ribbons, <math>\frac{1}{2}</math>–<math>\frac{3}{4}</math> inch in width</li> <li>hot glue or strong tape (optional)</li> </ul>
	May Day Baskets	<ul style="list-style-type: none"> <li>sturdy paper</li> <li>tape</li> <li>hole punch</li> <li>ribbon</li> <li>fresh flowers</li> </ul>
	Painting with Flowers	<ul style="list-style-type: none"> <li>variety of flowers</li> <li>newspaper or table covering</li> <li>painting or drawing paper</li> <li>art trays or paper plates</li> <li>tempera paint</li> </ul>

SUMMER CRAFTS AND ACTIVITIES	PROJECT	MATERIALS
Summer Stories	Felt Board Story: Little Bunny Sunny	<ul style="list-style-type: none"> <li>felt story board</li> <li>felt in various colors</li> </ul>
	Painting Outside	<ul style="list-style-type: none"> <li>painting paper or large cardboard box</li> <li>watercolor or tempera paints</li> <li>paintbrush</li> </ul>
	Felt Board Story: The Cat and the Mouse	<ul style="list-style-type: none"> <li>felt story board</li> <li>felt in various colors</li> </ul>
	Knitted Cat	<ul style="list-style-type: none"> <li>yarn</li> <li>knitting needles</li> <li>needle</li> <li>thread</li> <li>scissors</li> <li>stuffing (wool roving, cotton batting, or other material)</li> </ul>
	Felted Mouse	<ul style="list-style-type: none"> <li>scissors</li> <li>felt</li> <li>needle and thread</li> <li>stuffing (wool roving, cotton batting, or other material)</li> <li>yarn</li> </ul>
Summer Fun: June	Plant or Animal?	<ul style="list-style-type: none"> <li>pictures of plants and animals</li> <li>index cards</li> <li>scissors</li> <li>glue</li> </ul>
	Decorative Clay Pots	<ul style="list-style-type: none"> <li>clay flowerpots</li> <li>tempera paint</li> <li>paintbrush</li> </ul>
	Sunflower House	<ul style="list-style-type: none"> <li>sunflower seeds (planting type, not eating type)</li> <li>flowerpot</li> <li>soil</li> </ul>
	Fairy House	<ul style="list-style-type: none"> <li>natural materials, such as ferns, bark, or sticks</li> </ul>
	Bubble Prints	<ul style="list-style-type: none"> <li>tempera paint, several colors</li> <li>dish soap</li> <li>water</li> <li>straw</li> <li>muffin tin or small containers, one for each color</li> <li>thick drawing or painting paper</li> <li>newspaper</li> <li>apron</li> </ul>
	Nature Collage	<ul style="list-style-type: none"> <li>natural materials, such as seeds, leaves, or grasses</li> <li>construction paper</li> <li>glue</li> </ul>

SUMMER CRAFTS AND ACTIVITIES (Continued)	PROJECT	MATERIALS
Summer Fun: July	Leaf and Flower Crowns	<ul style="list-style-type: none"> <li>• collection of leaves with long stems</li> <li>• collections of flowers with long stems</li> </ul>
	Seashell Mobile	<ul style="list-style-type: none"> <li>• variety of shells</li> <li>• driftwood, stick, or dowel</li> <li>• fishing line or twine</li> <li>• scissors</li> </ul>
	Sand Art Collage	<ul style="list-style-type: none"> <li>• sturdy paper</li> <li>• white glue</li> <li>• paintbrush</li> <li>• sand</li> </ul>
	Cork Boat	<ul style="list-style-type: none"> <li>• 3 corks per boat</li> <li>• 2 rubber bands per boat</li> <li>• wooden toothpick for the mast</li> <li>• construction paper for the sail</li> </ul>
Summer Fun: August	Digging for Treasure	<ul style="list-style-type: none"> <li>• straw, sand, or soil</li> <li>• flowerpot or other container</li> <li>• objects to hide</li> </ul>
	Sidewalk Chalk Art	<ul style="list-style-type: none"> <li>• sidewalk chalk</li> </ul>
	Book of Pressed Flowers	<ul style="list-style-type: none"> <li>• flowers</li> <li>• sturdy paper</li> <li>• stapler</li> <li>• glue</li> <li>• crayons</li> <li>• flower press (optional)</li> </ul>
	Ocean Mural	<ul style="list-style-type: none"> <li>• poster board or large paper</li> <li>• tempera or watercolor paint</li> <li>• paintbrushes</li> <li>• tissue paper</li> <li>• drawing paper or watercolor paper</li> <li>• glue or tape</li> <li>• yarn</li> </ul>
ANYTIME CRAFTS AND ACTIVITIES		
Anytime Fun	Bee-ing Kind	<ul style="list-style-type: none"> <li>• drawing paper</li> <li>• construction paper</li> <li>• crayons</li> <li>• scissors</li> <li>• glue</li> <li>• cotton ball</li> <li>• yellow and black paint or markers</li> </ul>
Puppet Show	Paper Plate Puppets	<ul style="list-style-type: none"> <li>• small paper plates</li> <li>• construction paper</li> <li>• crayons</li> <li>• craft sticks</li> <li>• glue</li> </ul>

ANYTIME CRAFTS AND ACTIVITIES (Continued)	PROJECT	MATERIALS
<b>Puppet Show (Continued)</b>	<b>Paper Bag Puppets</b>	<ul style="list-style-type: none"> <li>• small paper bags</li> <li>• crayons</li> </ul>
	<b>Stick Puppets</b>	<ul style="list-style-type: none"> <li>• pictures of characters</li> <li>• crayons</li> <li>• scissors</li> <li>• glue</li> <li>• cardboard</li> <li>• paint sticks</li> </ul>
<b>Special Occasions</b>	<b>Birthday Crown</b>	<ul style="list-style-type: none"> <li>• felt or construction paper</li> <li>• sequins, dried flowers, stickers, tissue paper, or other decorations</li> </ul>
	<b>Birthday Necklace or Bracelet</b>	<ul style="list-style-type: none"> <li>• felted balls</li> <li>• large-eye blunt upholstery needle</li> <li>• yarn</li> <li>• scissors</li> </ul>
<b>Make Your Own Toys</b>	<b>Gnomes</b>	<ul style="list-style-type: none"> <li>• felt in assorted colors</li> <li>• wool roving (for stuffing)</li> <li>• needle</li> <li>• thread</li> <li>• scissors</li> <li>• embroidery thread for added decoration (optional)</li> </ul>
	<b>Knitted Animals</b>	<ul style="list-style-type: none"> <li>• yarn</li> <li>• knitting needles</li> <li>• needle</li> <li>• thread</li> <li>• scissors</li> <li>• stuffing (wool roving, cotton batting, or other material)</li> </ul>
	<b>Simple Dolls</b>	<ul style="list-style-type: none"> <li>• stretchy fabric, such as a T-shirt material (to be used for the head)</li> <li>• wool roving</li> <li>• string or yarn</li> <li>• felt</li> <li>• needle</li> <li>• thread</li> <li>• scissors</li> <li>• embroidery thread, buttons, or other decorations for embellishment (optional)</li> </ul>
	<b>Mini Stuffed Animal</b>	<ul style="list-style-type: none"> <li>• felt or other material</li> <li>• needle</li> <li>• thread</li> <li>• wool roving or other stuffing</li> <li>• yarn</li> </ul>