STRIVE FOR 5!

LITTLE THINGS CARDS

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LITTLE THINGS BIG LEARNING

Use these cards to help you talk, read, and sing more with children every day in fun and playful ways. Follow the children’s lead and interests. Use each card once a week or use them several times. Make observations and adjust for learning differences. The icons tell you in which areas children are learning!
Get out rattles and squeaky toys. Help the babies choose the toys and play. Join in and describe what the baby is doing ("you have the ball" or "you made it squeak").

**LEARNING AREAS:**
- Language & Literacy
- Physical & Healthy Development
- 21st Century Skills

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Start with one ball, add more. Say “Roll the blue ball,” and repeat the word “ball.” Say “Ba, ba, ba...ball” while looking into the babies’ eyes and pointing to the ball. Older babies can roll it back and forth!

Learning Areas:
- Language & Literacy
- Physical & Healthy Development
- Social-Emotional Development

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Talk together as you blow bubbles. Babies will watch and track the bubbles (older infants will try to blow them, too). Use words to describe the position of the bubbles – up, down, over, under, all around, and in between.
WHERE IS IT?

Use a big hat, basket, or small box. Place an object on the floor. Say, “Here is the shiny red truck.” Drop the hat over the truck. Ask, “Where is it?” Repeat with other objects.
Look at the baby. Ask, “Where is your nose?” Older babies will recognize the word and point to it. Wiggle or touch the child’s nose. Name more parts of the body – eyes, toes, leg, and hand.
Get out dolls and clothes. Talk about each piece of clothing as they dress the dolls. Ask, “What is that? What color is it? How does it feel? What are they getting dressed for?”
Get a bucket of toys and have the children dump them out, then fill up the bucket again. Say, “Let’s put them back in one by one.” Ask the children to name and describe the toys as they put them in the bucket.
Place a toy, sponge, apple, or other object in a bag. Ask the children to close their eyes and place their hand in the bag to guess what it is. Ask, “What does it feel like? What do you think it is?”

**Learning Areas:**

- Language & Literacy
- Science & Scientific Thinking

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2-YEAR-OLDS

DRAW ME A PICTURE!

Scribbling is an important first step in learning how to write. Get out the crayons or washable markers. Let the children draw and scribble away. Say, “Tell me about your picture. What colors did you use?”

LEARNING AREAS:

- Language & Literacy
- Creative Expression
- Physical & Healthy Development

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Select a favorite book. Read the book but leave out key words. Have the children fill in the words while you point to the matching picture. For example, “The ______ (dog) ran out of the ______ (house).”
Say a word that contains only one syllable, like cat, clapping once as you say it. Now say a word with two syllables, like kitten, clapping twice. Try a few more, clapping for each syllable.
Encourage children to point to something they see around them and name it. Practice saying the word together aloud while stretching and emphasizing each letter sound. Move your hands out like you’re stretching a rubber band. Now snap the word back together, saying it quickly.
3-YEAR-OLDS

LET’S MAKE A FOOD RHYME!

Who can rhyme the most food words? What rhymes with cheese, pea, or banana? Take turns until you run out of words or see how many you can rhyme at one time. They can be silly words, too!

LEARNING AREAS:

- Language & Literacy
- Creative Expression
- Physical & Healthy Development

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Let's make a book!

Help the children make a book about different topics like food or buildings! Fold and staple paper. Cut photos from a magazine or junk mail, then glue them in the book and name each picture. Help children write the word under the picture.

Learning Areas:
- Language & Literacy
- Creative Expression
- Physical & Healthy Development

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Let’s draw before we sleep!

Play soft and soothing music and ask the children to close their eyes, take deep breaths, and imagine one of their favorite things. Then, encourage them to open their eyes and draw a picture of it. Ask them to “write” the name of the object under the picture. Scribbles are okay, too!

Learning Areas:
- Language & Literacy
- Creative Expression
- Physical & Healthy Development
- Executive Function

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Take out the dress up clothes or a clean pile of shirts and pants. Sort by color, type, or size. For example, “tiny here, humongous there.” As you sort, use new and interesting words like “tiny” to describe something very small or “humongous” to describe something that is really big. Children CAN learn big, new words as long as you show them what these words mean and repeat them often.
Play a game of “Animal Simon Says” to help children stretch and wake up their muscles to start the day! For example, “Simon says, reach up high for a banana like a monkey!” Or, “Simon says, flap your wings up and down like a bird!” Keep going with other animals and their movements.
There are so many words you can use to describe food. During meal time, share conversations about the colors, tastes, or textures of the foods you’re eating. Is it soft, crunchy, creamy, sweet, sour, cold, warm, or juicy?
Open a magazine or book. Point to a picture that starts with the "M" sound. Ask the children to find pictures that begin with the same sound. How many can they find? Repeat.
Play “Name that Face” to learn how to name different emotions. Take turns making faces and guessing the feeling. Talk about what happened that day that made you feel happy or sad.
Try a new twist on charades. Set jobs as the category and take turns thinking up and acting out different responsibilities. Are you a veterinarian, astronaut, teacher, or gardener?
Ever looked closely at a word and discovered more words within it? Take the word “CELEBRATE” and write it on a board or paper. How many words can the children find? What about “caterpillar”? Two, three, maybe even five?
Act out a silent story with the children and encourage them to guess what you’re doing and describe the story out loud. Hold up fingers, make facial expressions, and use body motions. How will the children tell the tale?

Learning Areas:

- Language & Literacy
- Creative Expression
- 21st Century Skills

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Early readers are interested in individual letters and words. Take a walk outside or around the room. Ask children to name the letters they see. Try finding the letters in your names.
5-YEAR-OLDS

TIME FOR BED

CAN YOU REMEMBER?

Read a book together and see what connections children can make to other books or real-life experiences. Model the behavior by saying, “This reminds me of a time when...” Encourage them to do the same.

LEARNING AREAS:

Language & Literacy
Executive Function
21st Century Skills

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