



Preschool Calamity Day Activity Packet

Hello Families!

Calamity Days are great opportunities to practice and play with your child!

The attached packet gives you suggestions for reading and math skills to practice on a daily basis, while your student is out of the classroom.

It is also great to participate in play with your child!

- ★ Blow bubbles together and count how many you can POP!
- ★ Play tag outside
- ★ Dancing, either freestyle or through songs with movements, such as "Head, Shoulders, Knees, and Toes," "I'm a Little Teapot," "The Wheels on the Bus," or "Popcorn," provides lots of motion.
- ★ Walking around the neighborhood or park. For variety, add in marching, jogging, skipping, hopping, or even musical instruments to form a parade. As you walk, tell stories, look for colors, count, or play games.
- ★ Sing Fingerplays: Songs such as "The Itsy Bitsy Spider" that have accompanying hand movements
- ★ Playdough!! Build, sculpt, and create!

You can also find this packet on our website at www.ovesc.org

Bright Beginnings Staff

Literacy activities for children

Key points

- Activities like talking, singing, reading, storytelling, drawing and writing all help to develop your child's literacy.
- For babies and younger children, try activities like nursery rhymes, sound games, 'I spy', and books with rhyme, rhythm and repetition.
- For school children, look for words in billboards, signs and supermarket items. Encourage your child to try writing words. And keep on reading!

About literacy activities

Talking, singing, playing sound and word games, reading, writing and drawing with your child are great ways to set up a good literacy foundation.

The great news is that **everyday activities**, like going to the local shops or library, all offer lots of fun opportunities for literacy development.

And **you don't need lots of time for literacy activities** – five minutes a few times a day is often enough. The key is to use different times and opportunities to help your child learn. It can be as simple as writing a shopping list, playing a rhyming game or reading a story before bed.

It's never too early to start getting your child involved with literacy activities – even babies enjoy listening to stories and being part of conversations.

Babies, toddlers and preschoolers: literacy activities

Talking and singing activities

Talking and singing with young children helps them to develop listening and speaking skills. Here are some ideas to get you started:

- Use rhyme whenever you can. Use phrases like 'snug as a bug in a rug' or make up nonsense rhymes about things you're doing – for example, 'putting fish in the cat's dish'.
- Sing nursery rhymes with your child. Nursery rhymes teach your child language, rhyme, repetition and rhythm. You could try 'Baa baa black sheep', 'Miss Polly had a dolly' or the 'Alphabet song'.

- Repeat sounds your child makes, or make up sounds and see whether your child can copy them. For example, 'Cows say moo. Can you say moo?'
- At mealtimes, talk about the food you're preparing, what you're doing to it, how it tastes and what it looks like.
- Talk about objects outside the house – for example, the rustling of leaves, or the sounds of the birds or traffic. Ask your child if she can make the sounds for wind, rain, water, airplanes, trains and cars.
- Play games like 'I spy' using colours. This can be lots of fun, especially for preschoolers. For example, 'I spy with my little eye, something that's green. What's something green I might be looking at?'



If you can't remember the words, tune or actions to a nursery rhyme, you could spark your memory with our [Baby Karaoke](https://raisingchildren.net.au/guides/baby-karaoke) (<https://raisingchildren.net.au/guides/baby-karaoke>).

Reading and book-based activities

Reading with children develops their vocabulary, ability to listen and understand, and ability to connect sound and words. Your child might like these activities:

- Try books with rhyme, rhythm and repetition. Many children enjoy books by Dr Seuss and Pamela Allen – for example, *The cat in the hat* or *Doodledum dancing*.
- Encourage your child to turn the pages and talk about what he sees. Use your finger to guide your child's eyes from left to right across the page as you read, and point out certain words or phrases.
- Choose lift-the-flap books or touch-and-feel books. You could even make your own book with objects your child likes to look at and touch.
- Encourage your child to take the lead with reading – for example, 'Where do we start from?' Every so often, stop reading and ask your child what she thinks will happen next.
- Link books with real life. For example, if you've read a book about playing in a park, you might like to take your child to the local park and point out swings that look like the ones in the book.
- Encourage your child to act out the story that you're reading. For example, you can ask your child to hop like the kangaroo in the book.

Follow your child's lead with reading – encourage him, but don't push him. Experiment with different books to see what he likes, and just have fun!



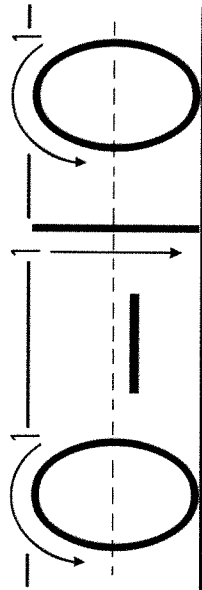
Let's Read (<https://raisingchildren.net.au/preschoolers/play-learning/literacy-reading-stories/lets-read>) is an Australian program that promotes reading with babies and children aged 0-5 years. Let's Read resources include reading tipsheets and book suggestion lists.

Drawing and writing literacy activities

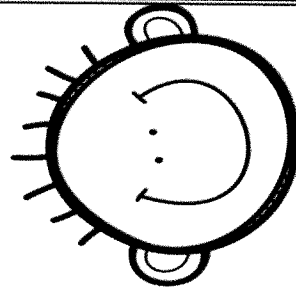
Scribbling and drawing help young children develop fine motor skills for writing with pencils and pens later in childhood. Here are some activities to try:

- Encourage your child to draw and write using pens, pencils, crayons and markers. She'll probably be excited to add a scribble or drawing on birthday cards or letters in a big swirl of colour.
- Encourage your child to try some letters or write his name on all the artwork he creates. You can write out letters in one colour and ask your child to trace them in another colour.
- Help your child use playdough to make the letters of the alphabet or numbers.
- Give your child opportunities to use letters of the alphabet in different forms – on blocks, magnetic letters that stick on the fridge, and puzzle pieces.
- Cut out or draw pictures of basic household items – chair, table, TV, wall, door and so on – then write the items' names on separate pieces of paper. Ask your child to match the name of the item to the picture.
- Encourage your child to tell you about her drawings and help your child write down the words she uses to describe them.

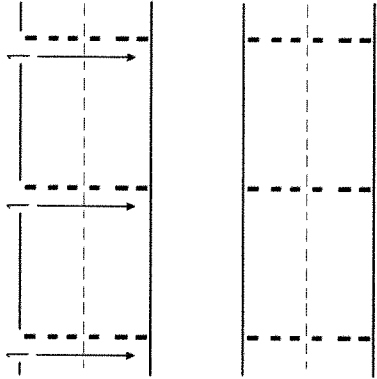
MY BOOK OF Numbers



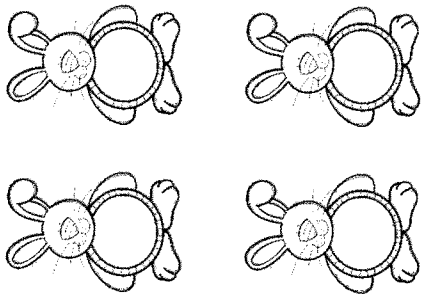
Name _____



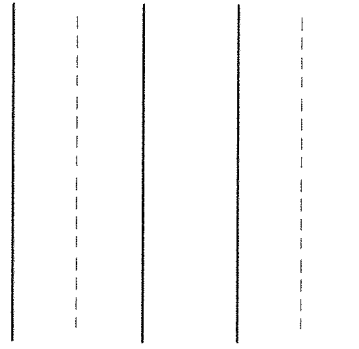
Trace



Color 1

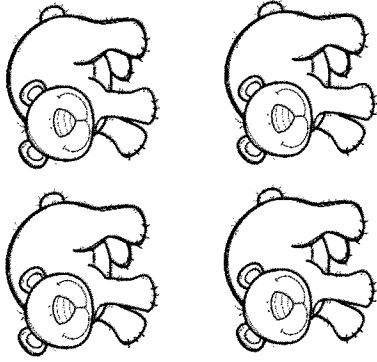


Write

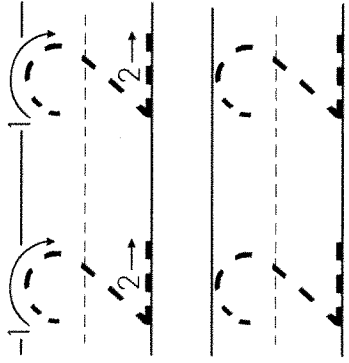


Paste

Color 2



Trace

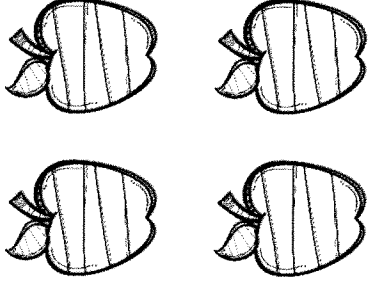


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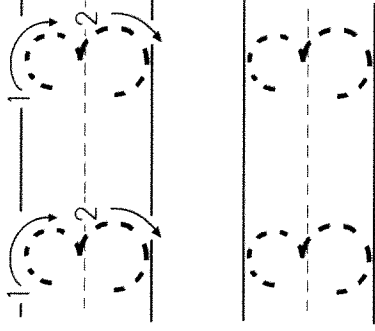
Write

Four sets of handwriting lines for practice, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Color 3



Trace

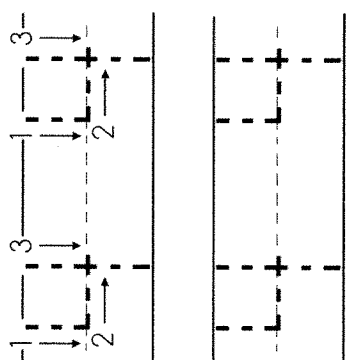


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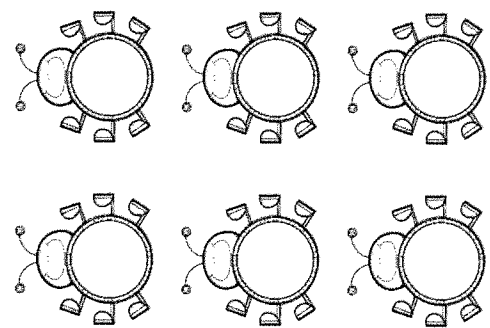
Write

Four sets of handwriting lines for practice, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Trace



Color 4



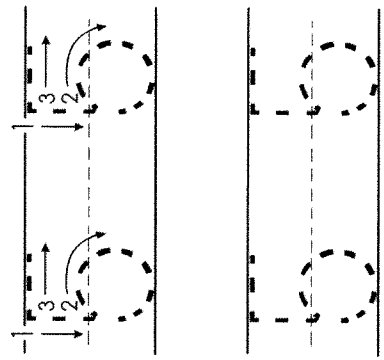
Write

Handwriting practice lines for uppercase letter H, consisting of five rows with solid top and bottom lines and a dashed middle line.

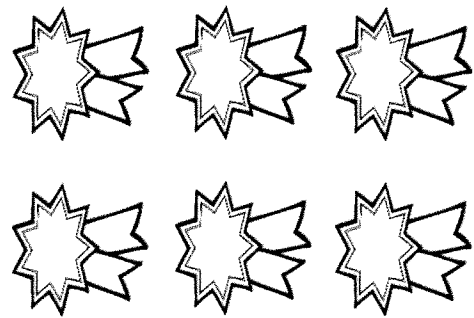
Paste

Blank space for pasting the colored beetles from the adjacent section.

Trace



Color 5



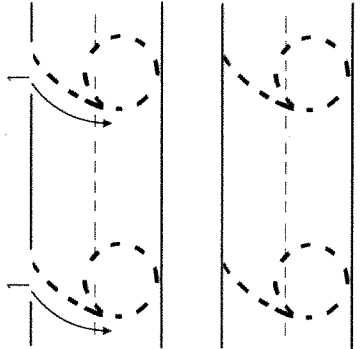
Write

Handwriting practice lines for uppercase letter S, consisting of five rows with solid top and bottom lines and a dashed middle line.

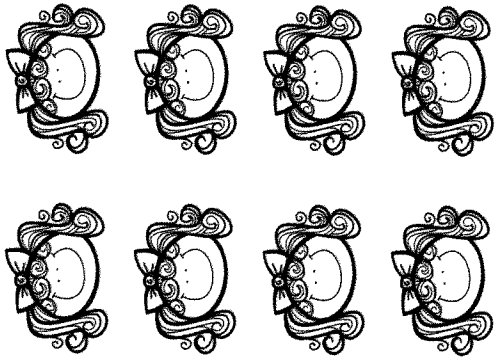
Paste

Blank space for pasting the colored stars from the adjacent section.

Trace



Color 6



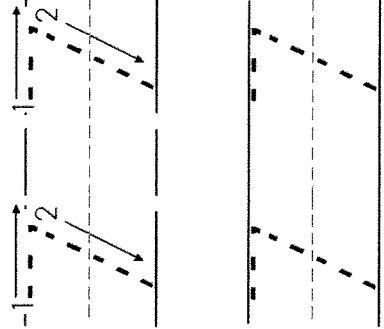
Write

Handwriting practice lines for uppercase letter S, consisting of four sets of solid top and bottom lines with a dashed middle line.

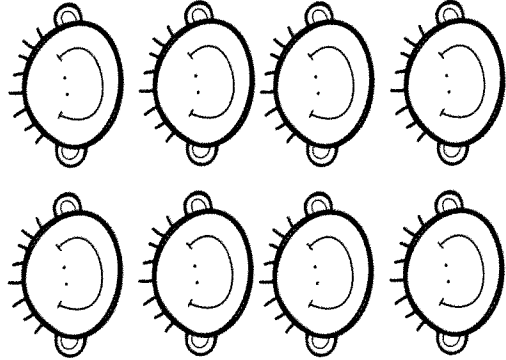
Paste

Large empty rectangular box for pasting the colored girl faces.

Trace



Color 7



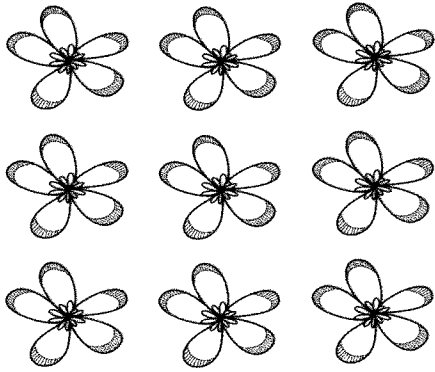
Write

Handwriting practice lines for uppercase letter Z, consisting of four sets of solid top and bottom lines with a dashed middle line.

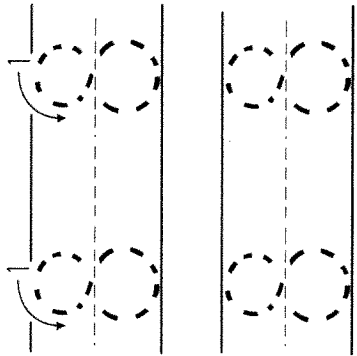
Paste

Large empty rectangular box for pasting the colored boy faces.

Color 8



Trace

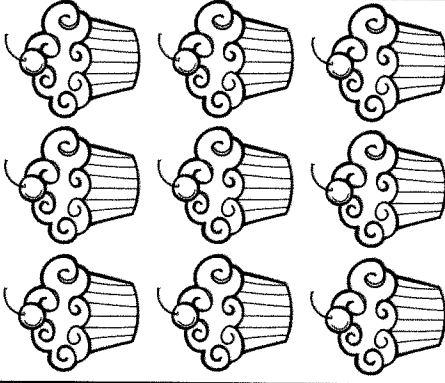


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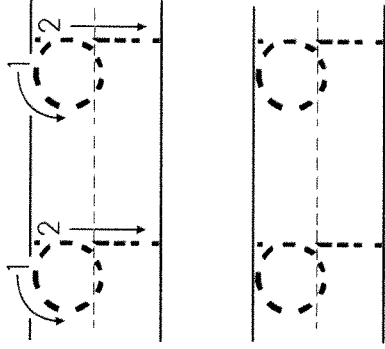
Write

Handwriting practice lines for the number 8. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such rows provided for writing practice.

Color 9



Trace

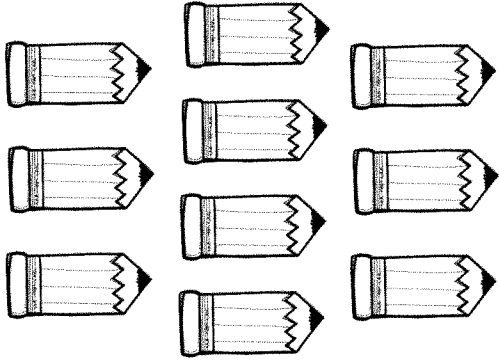


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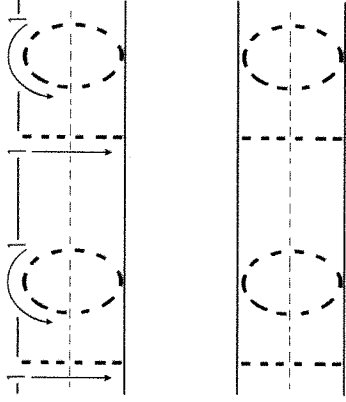
Write

Handwriting practice lines for the number 9. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such rows provided for writing practice.

Color 10



Trace

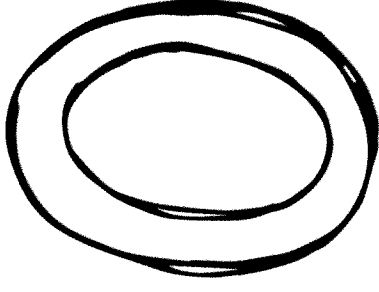


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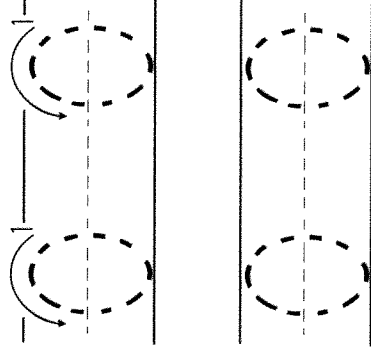
Write

Handwriting practice lines for the number 10, consisting of five sets of solid top and bottom lines with a dashed middle line.

Color it



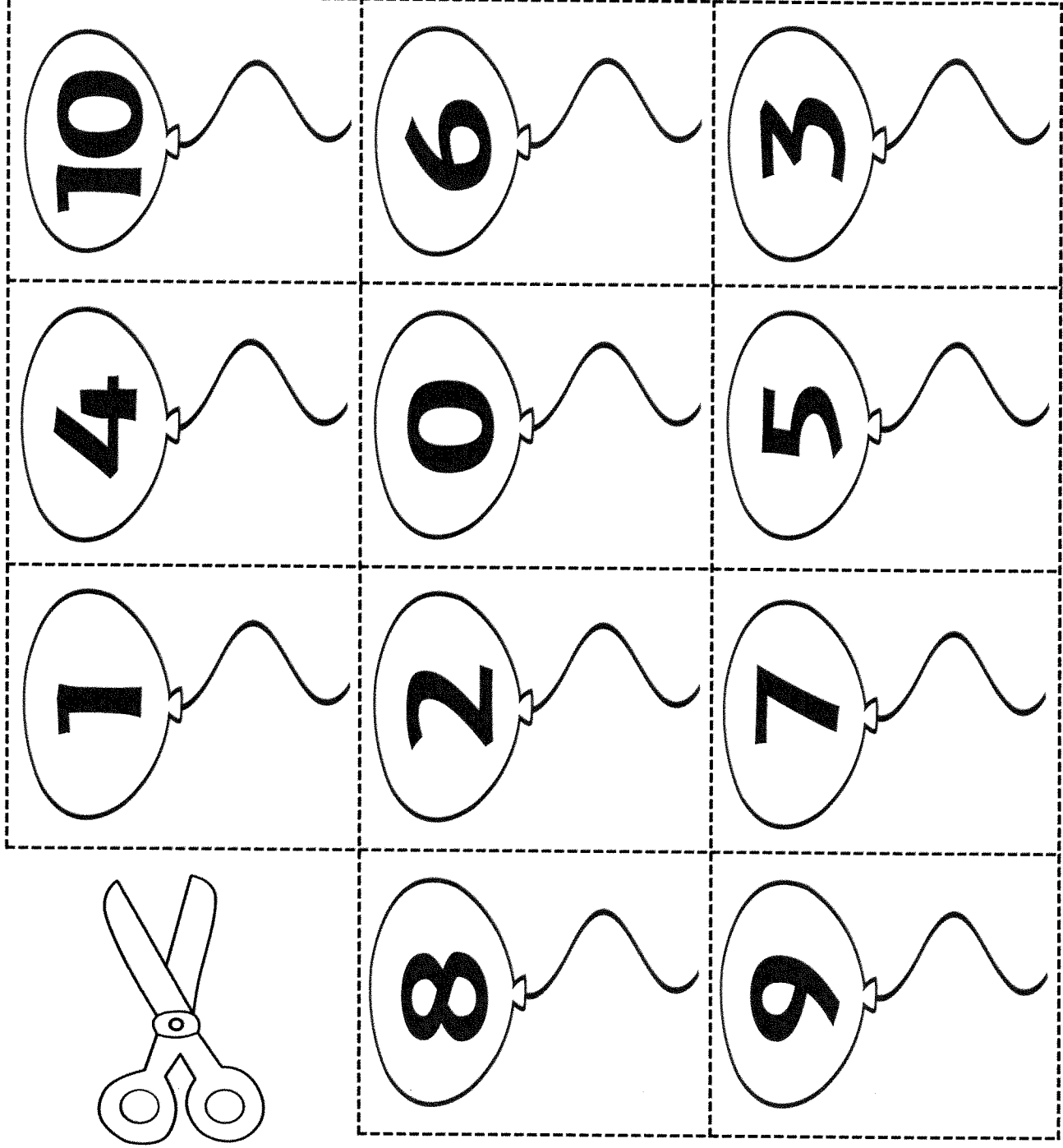
Trace



Paste

Write

Handwriting practice lines for the number 0, consisting of five sets of solid top and bottom lines with a dashed middle line.



Day 1

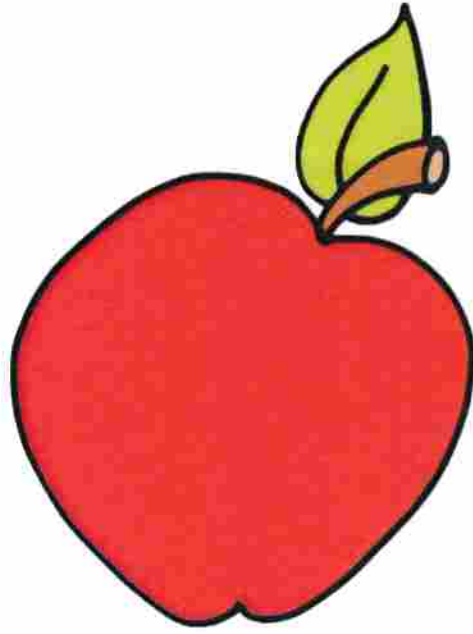
My Color Book



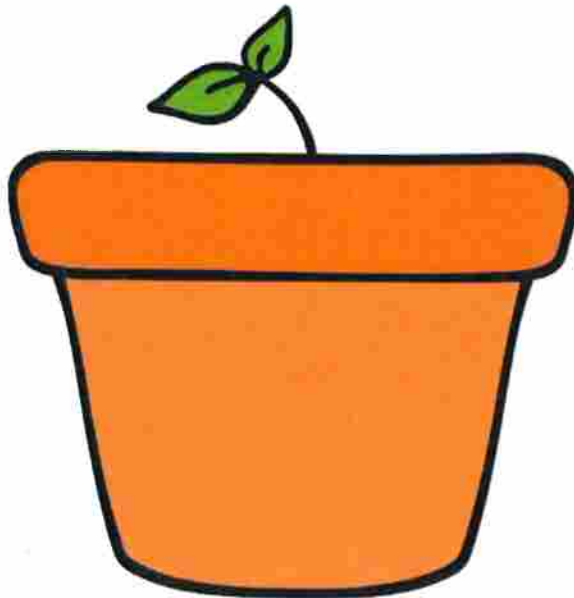
www.thisreadingmama.com

All About Colors Pre-K/K Pack
Sight Words
my, is, and

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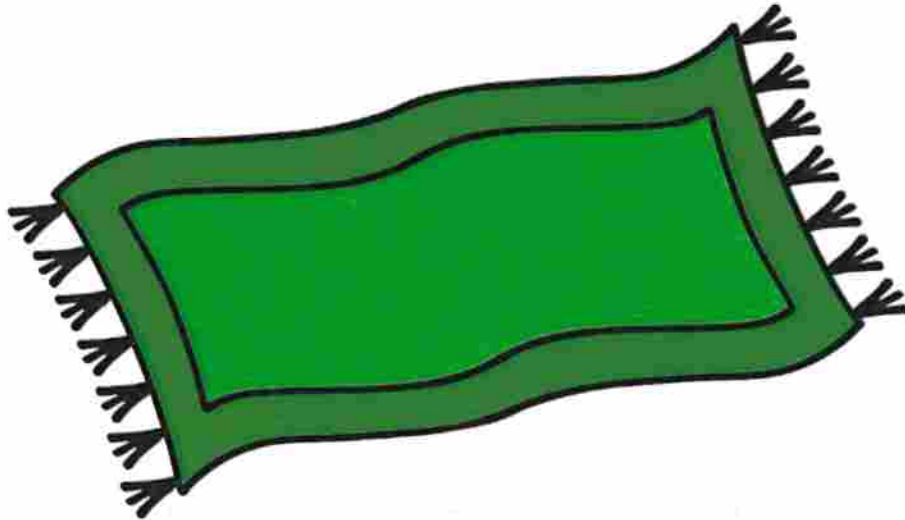
My apple is red.



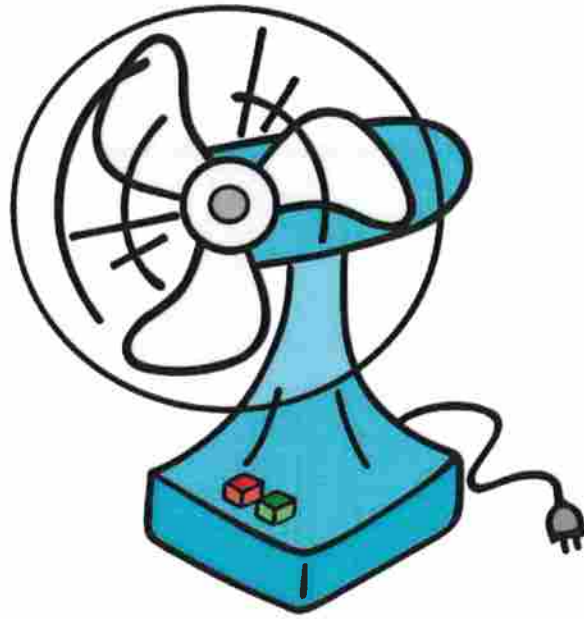
My pot is orange.



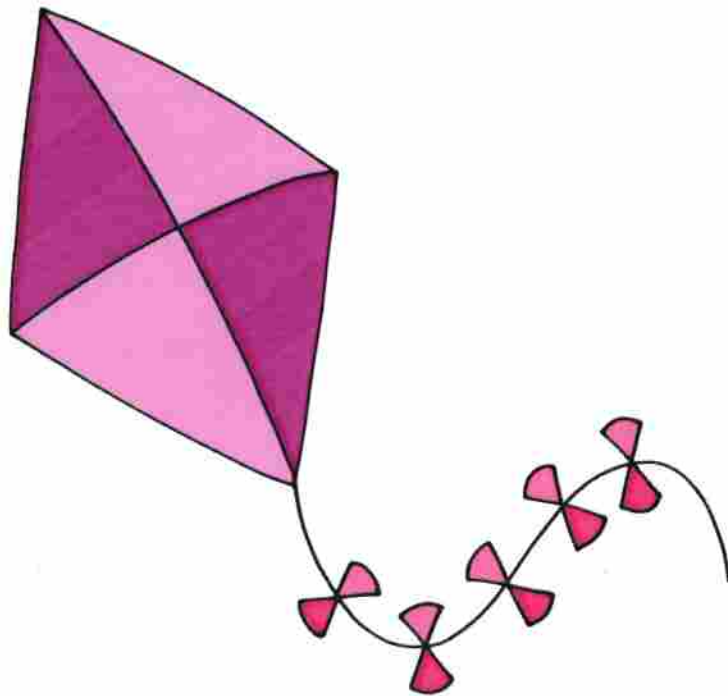
My bus is yellow.



My rug is green.



My fan is blue.

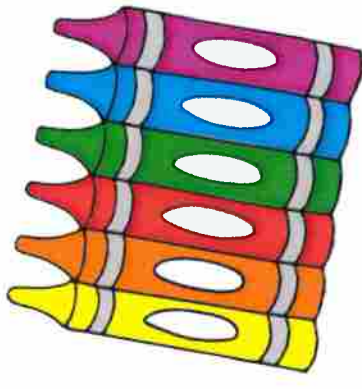


My kite is purple and pink.

Color Print Awareness

Directions:

- On another piece of paper, have your child draw or paint something with their favorite color.
- Together spell their favorite color on the last blank in the sentence below.
- Cut out and mix up the words in the sentence.
- Lay out all the words so the child can see them. Say the sentence in the correct order and let the child help you put them back in the right order.
- Glue them down on the paper under the child's picture or on another sheet of paper.
- Read the sentence out loud, pointing to each word as you read it.
- Ask the child to give it a try, too!



My	favorite	color
is		

Shape Sorting

Cut out the pictures below and paste them in the correct columns.

Circle

Square

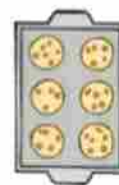
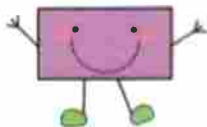
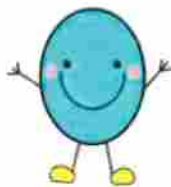


Shape Sorting

Cut out the pictures below and paste them in the correct columns.

Rectangle

Oval

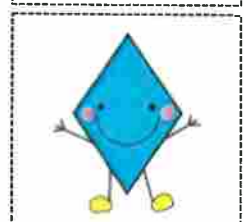
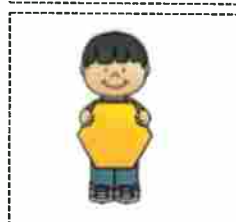
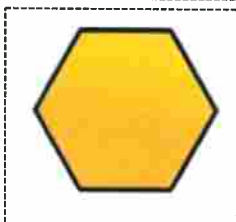
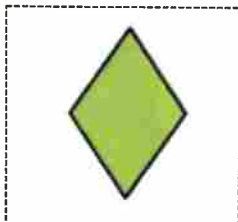
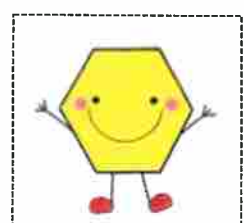
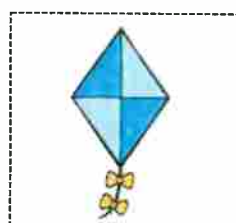
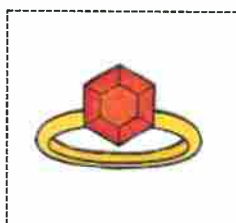
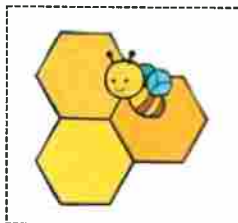


Shape Sorting

Cut out the pictures below and paste them in the correct columns.

Diamond

Hexagon



Day 2

Color Syllable Count and Clip

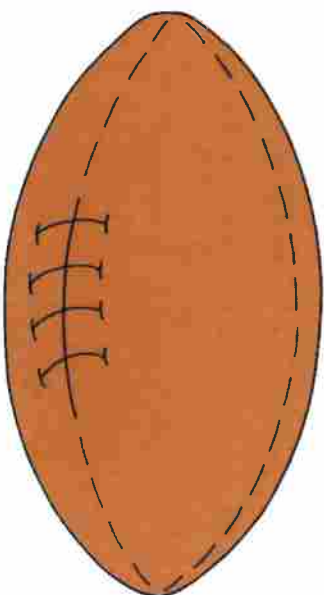
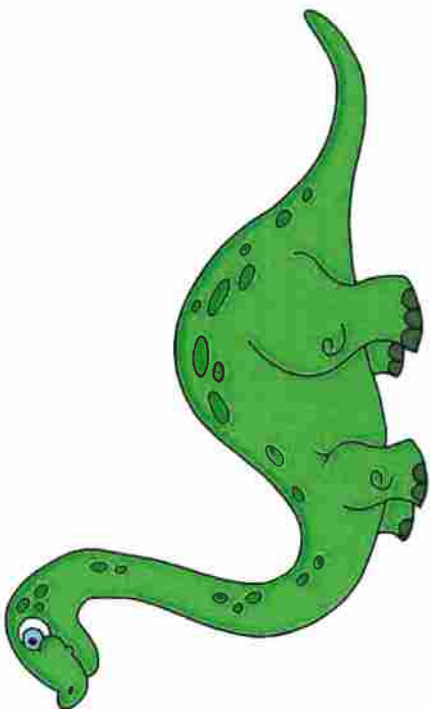
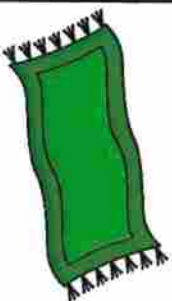
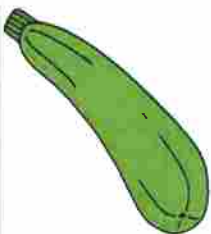
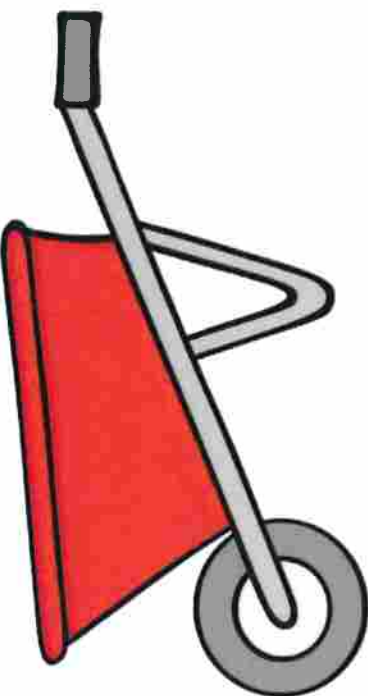
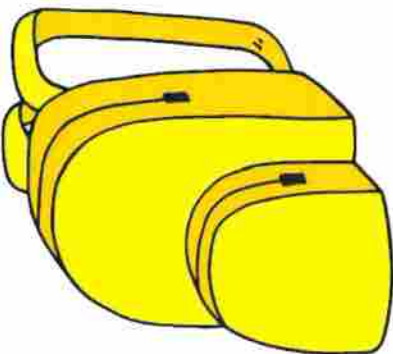
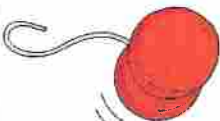
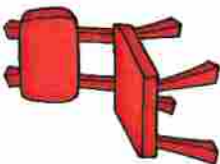
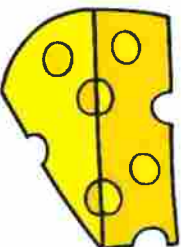
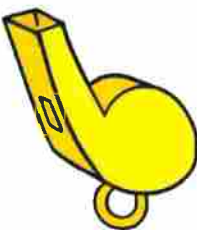


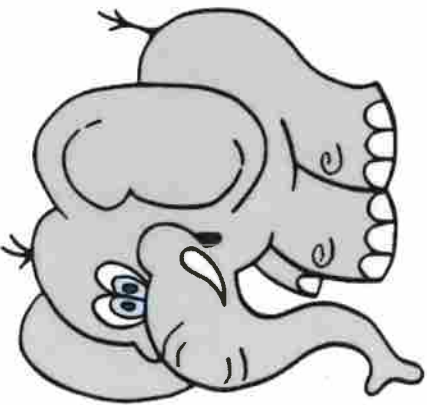
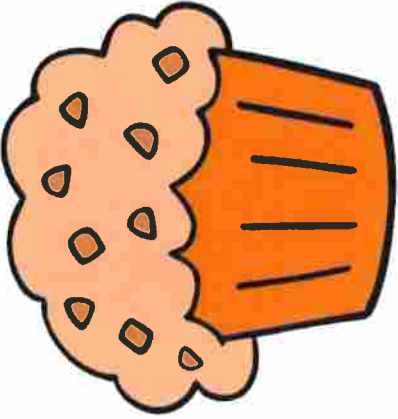
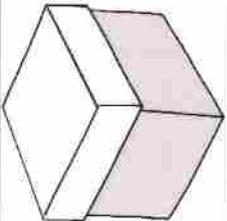
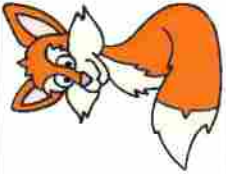
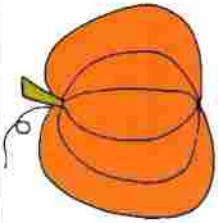
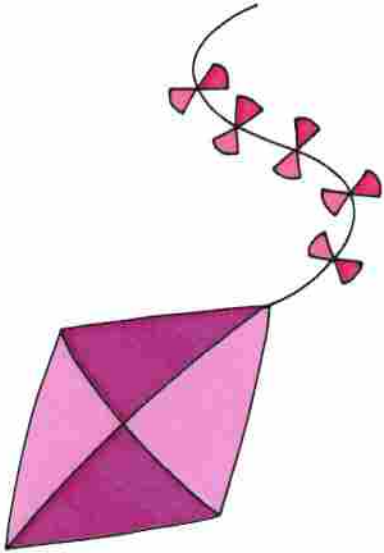
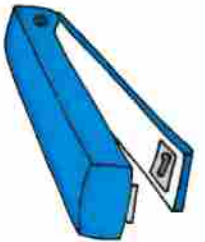
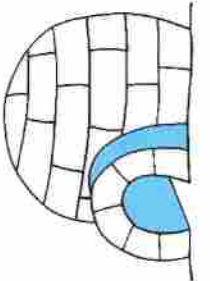
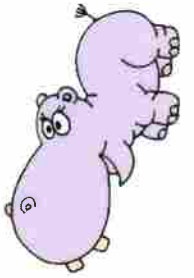
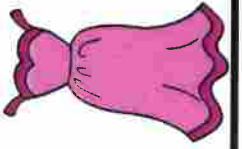
Directions:

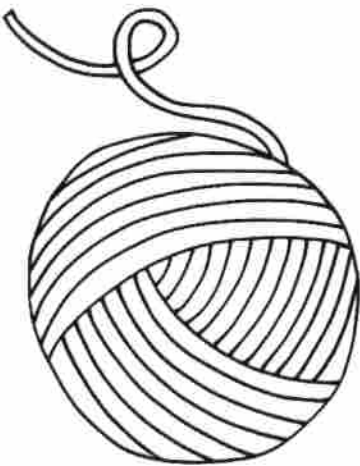

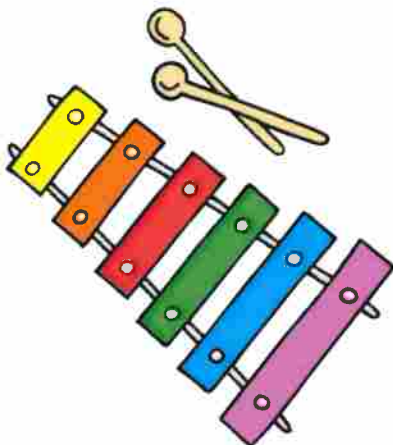

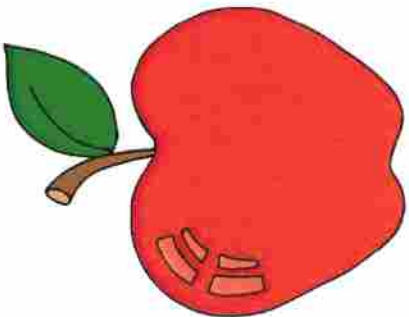
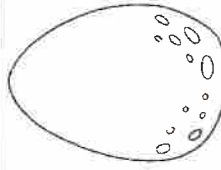



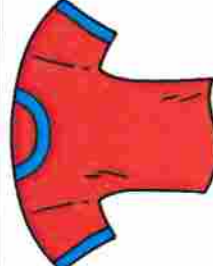
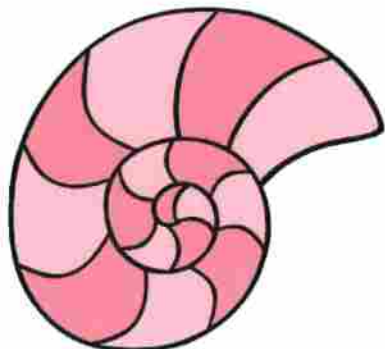

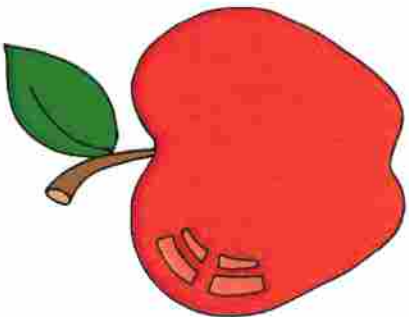


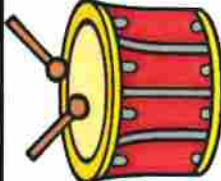

- *Lay one card out at a time on a work surface. Say the name of the larger picture like this "di-no-saur"; separating the syllables with a little pause. Do the same thing with each smaller picture below.
- *Using a clothes pin, clip the smaller picture that has the same number of syllables as the larger image.
- *After modeling, let your child try it out!

Picture Key: (red word has the same number of syllables)

football- **donkey**, dog, leg / **dinosaur**- rug, **zucchini**, shamrock / **wheelbarrow**- yo-yo, chair, **ladybug** /
backpack- cheese, **whistle**, bus / **elephant**- **koala**, box, rock / **muffin**- fox, **pumpkin**, shrimp /
sock- fan, stapler, igloo / **kite**- hippopotamus, kettle, **dress** / **apple**- drum, **pencil**, shirt /
yarn- Q-tip, **egg**, pillow / **shell**- ice cream, lollipop, **brush** / **xylophone**- **umbrella**, rainbow, block

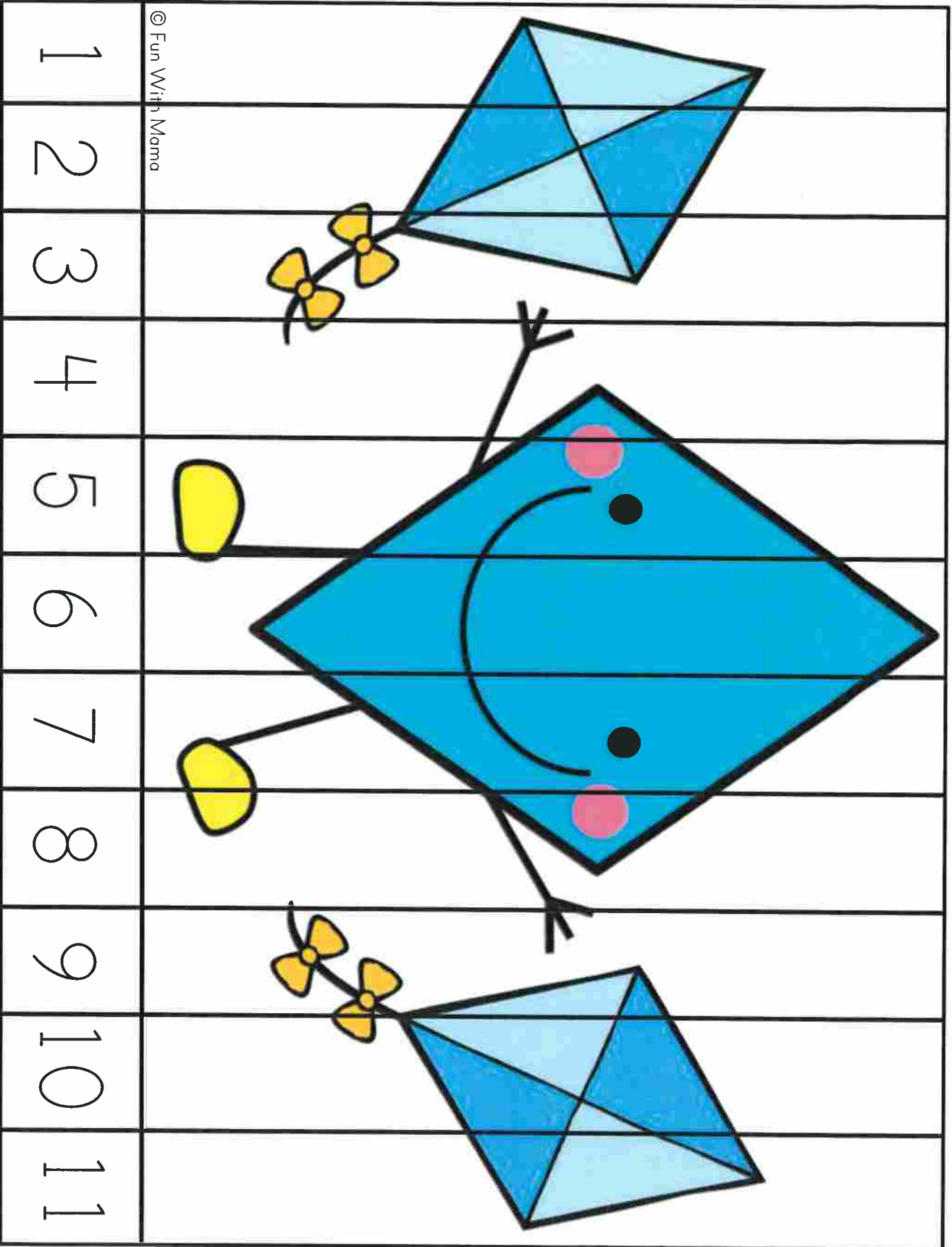




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Counting Puzzle. Print, cut out on solid black lines, laminate for durability and put the puzzle together in the correct number order.

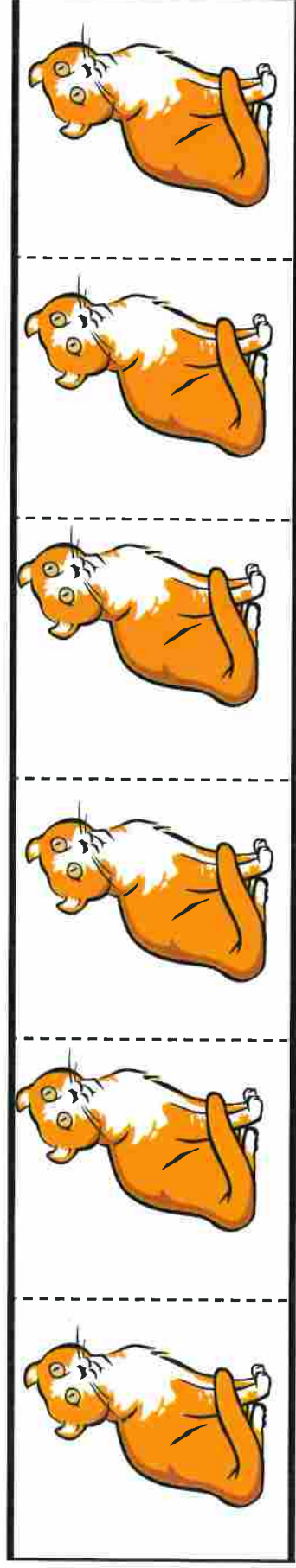


Day 3

Rhyme Time Cut & Pattern Cards

*I recommend printing these onto cardstock to make it easier for the child to cut.

*To prepare for the child, cut along the darker, horizontal lines first to create 4 separate strips. (like the strip below)



*Give the strips to the child and ask her to cut along each dotted line to make six separate picture cards for each row.

*This can be used as a stand-alone cutting activity OR the little cards can then be used to make patterns together with your child. (such as: snowman, hat, snowman, hat, etc.)

A-Rhyming We Will Go

A-rhyming we will go,

A-rhyming we will go;

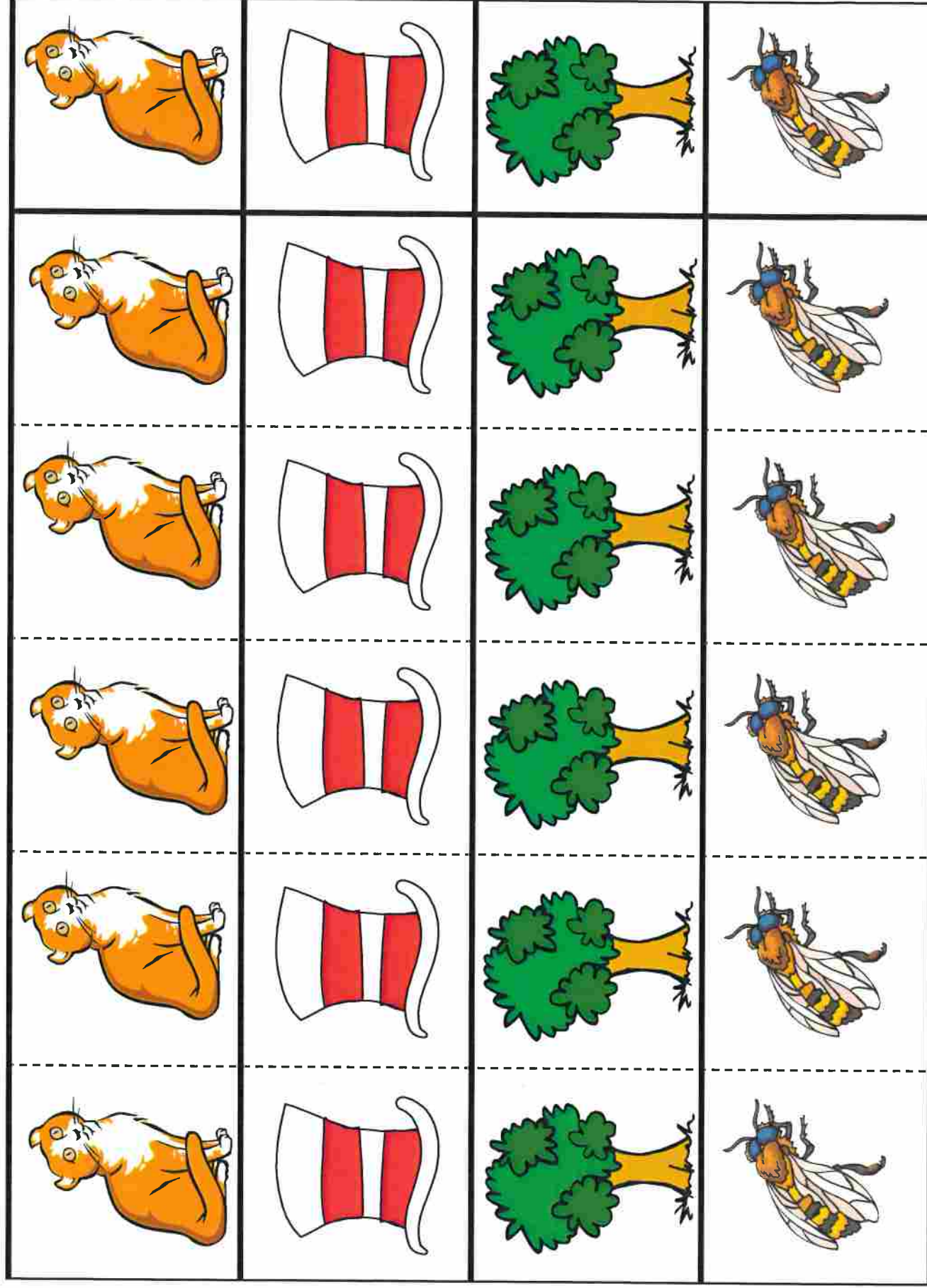
We'll catch a _____

And put him in a _____ ,

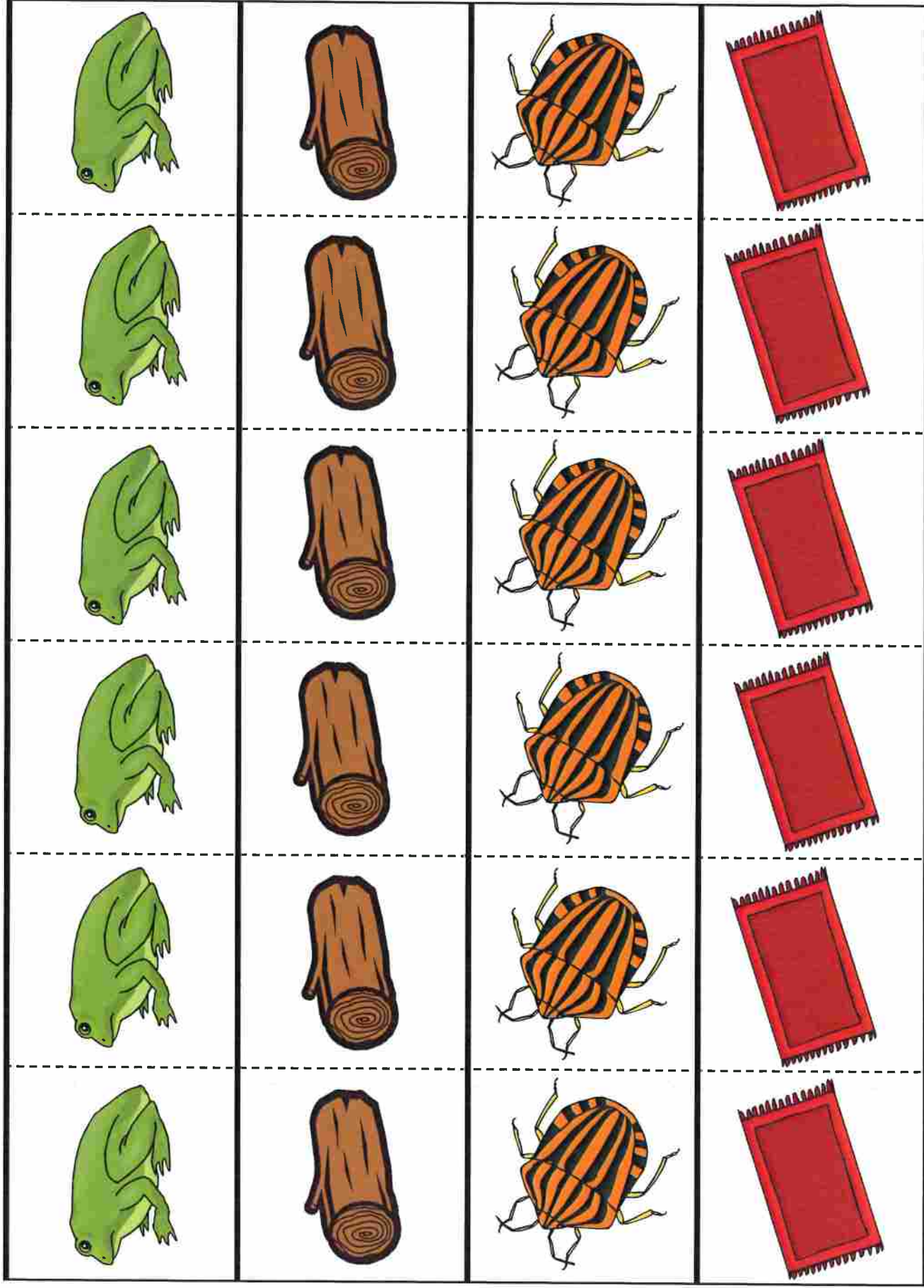
And then we'll let him go!

Adapted from Oh, A-Hunting We Will Go by John Langstaff

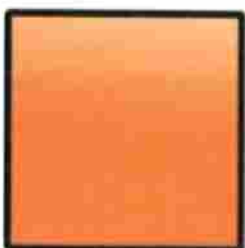
Rhyme Time Cut & Pattern Cards



Rhyme Time Cut & Pattern Cards



2 Piece Puzzles



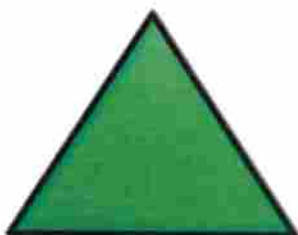
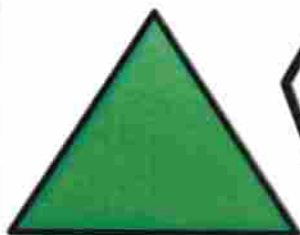
square

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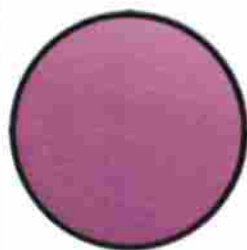
rectangle

© Fun With Mama



triangle

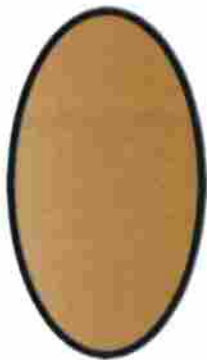
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circle

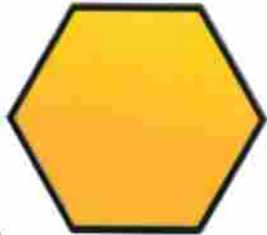
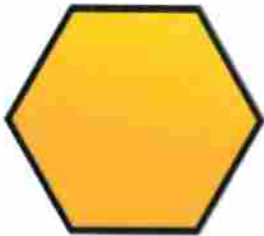
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2 Piece Puzzles



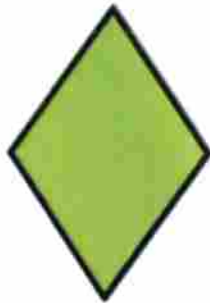
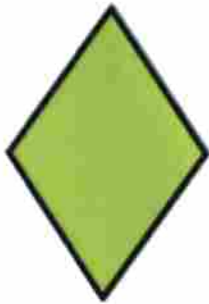
oval

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hexagon

© Fun With Mama



diamond

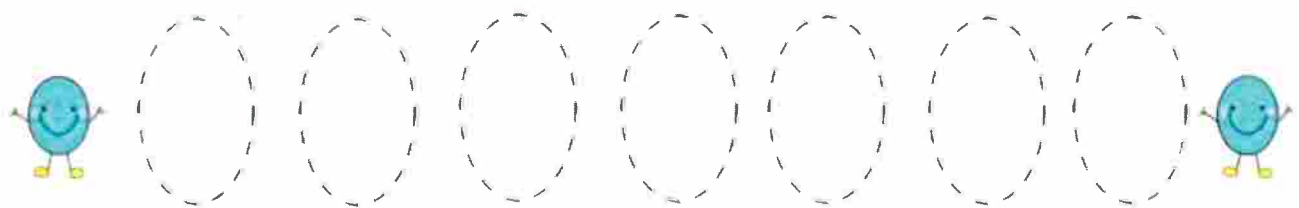
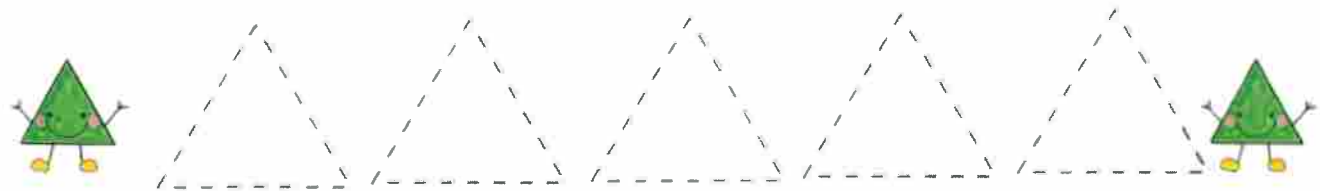
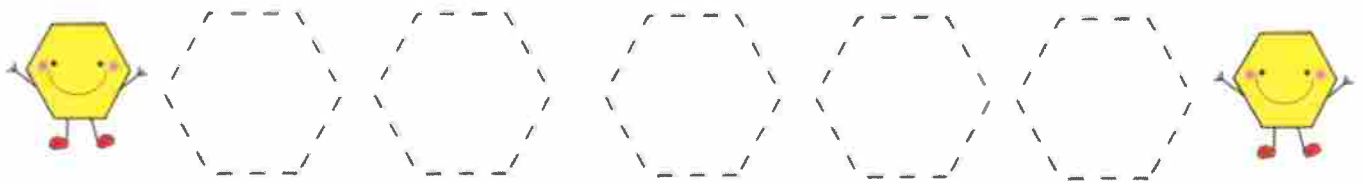
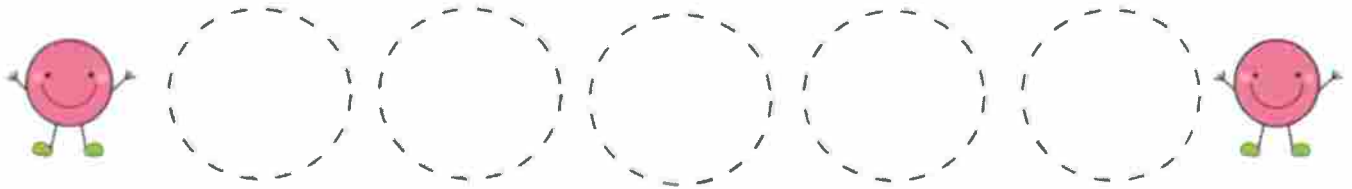
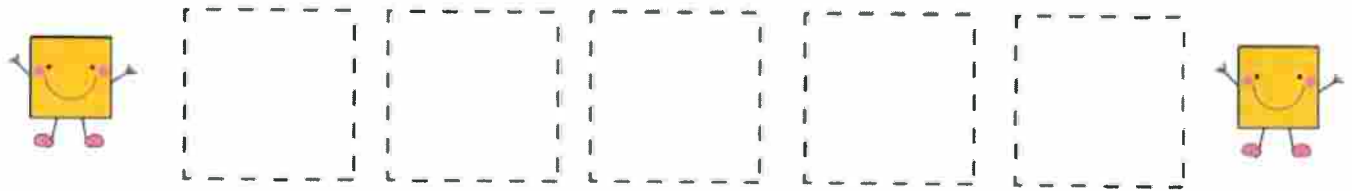
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trapezoid

© Fun With Mama

Tracing

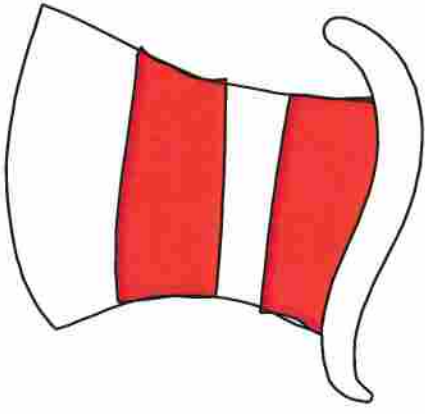


Day 4

1. Cut out pictures

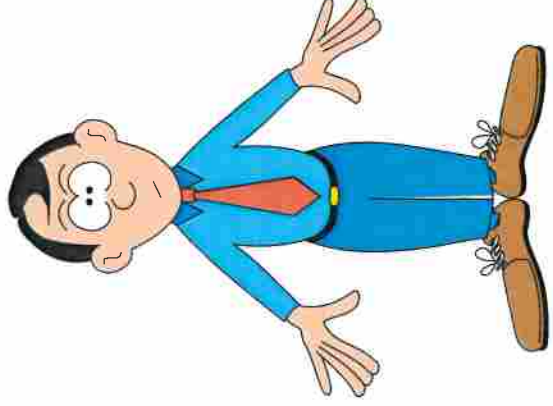
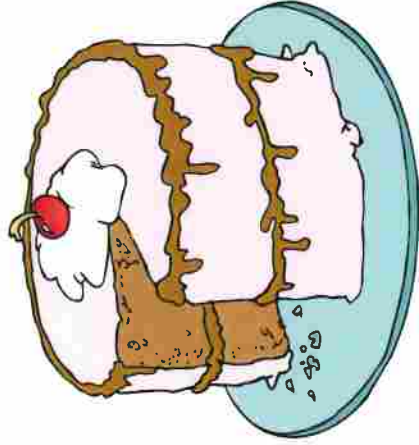
2. Play Memory - make a rhyming match

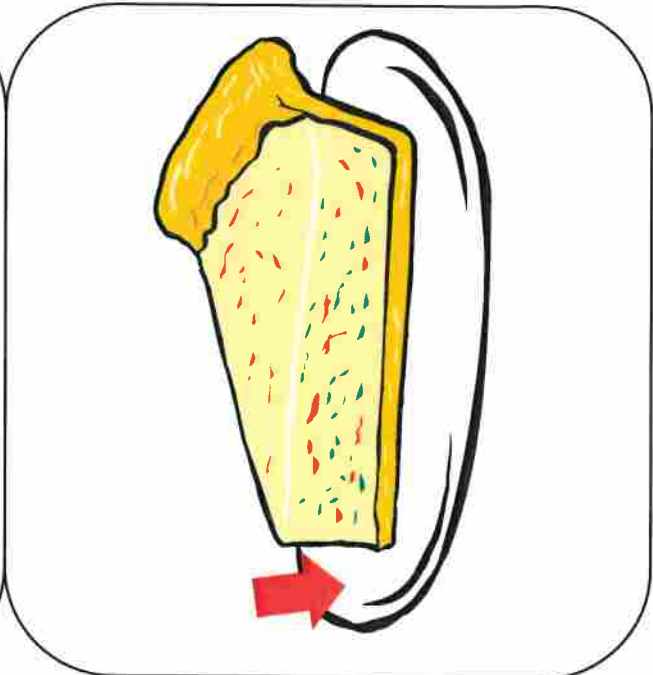
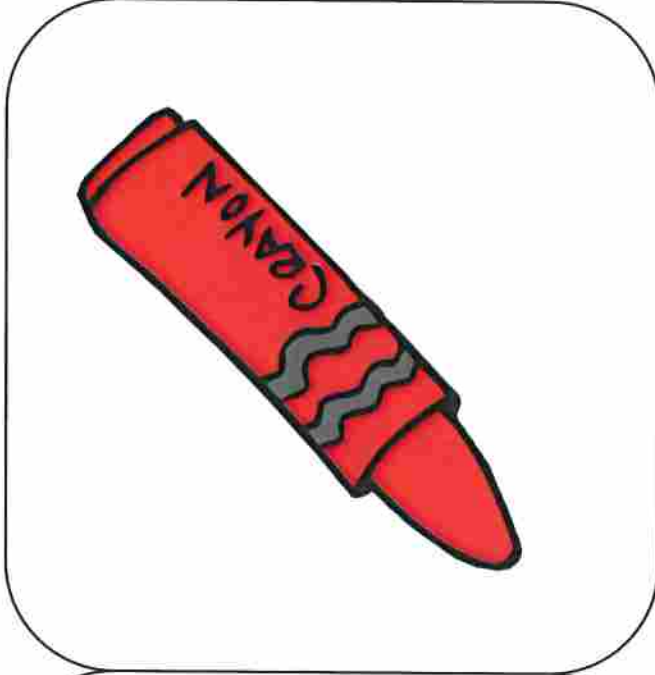
Roll-a-Rhyme



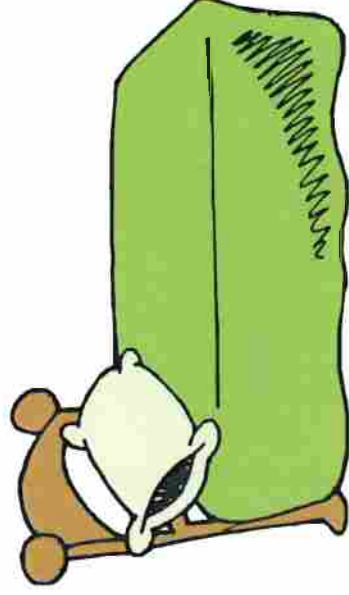
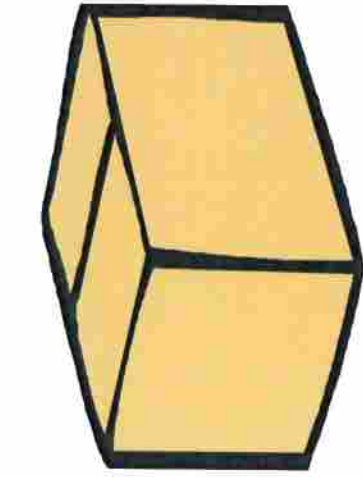
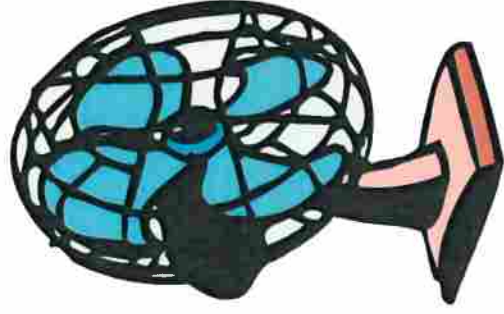
1st Die

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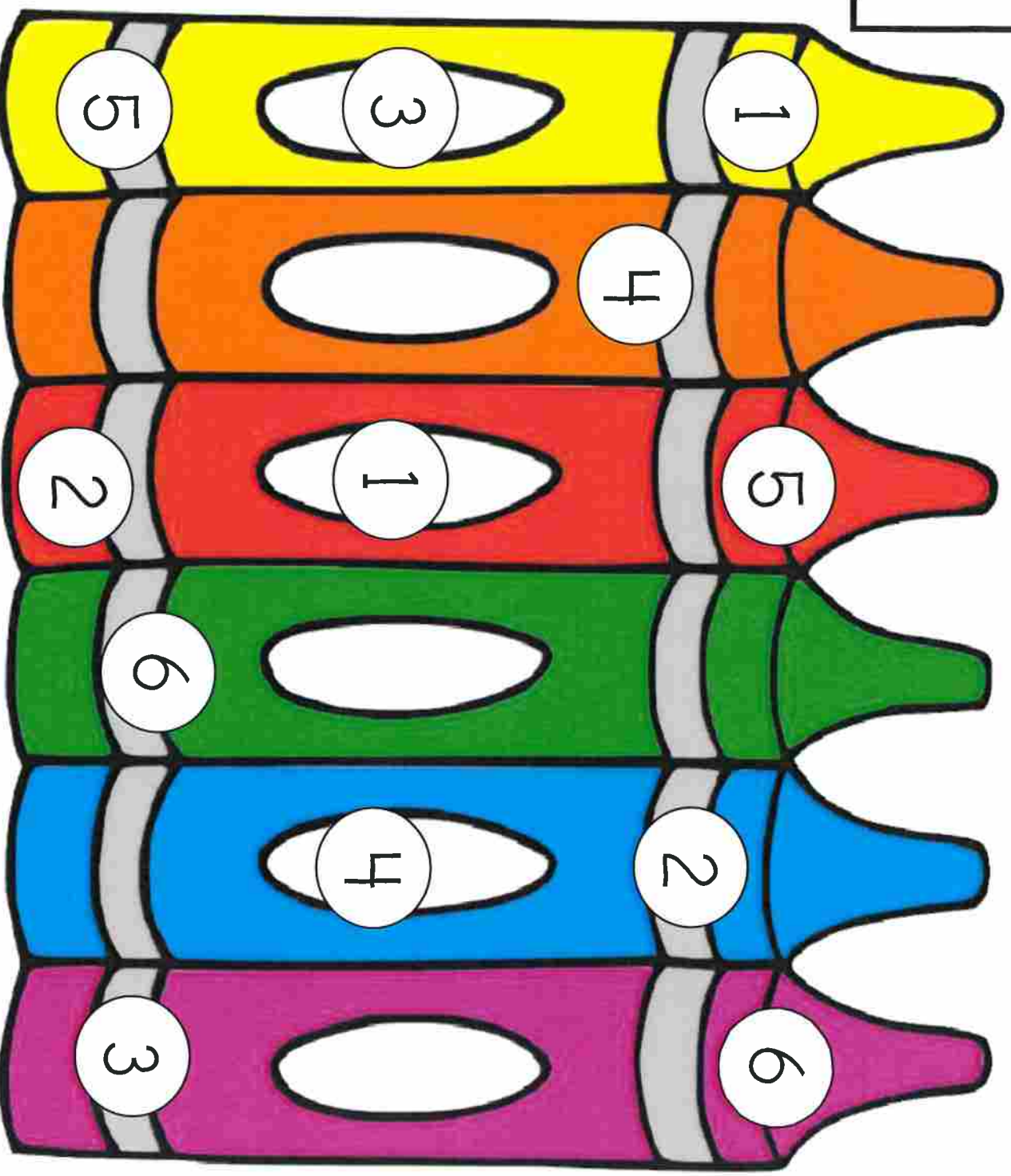
2nd Die



2nd Die

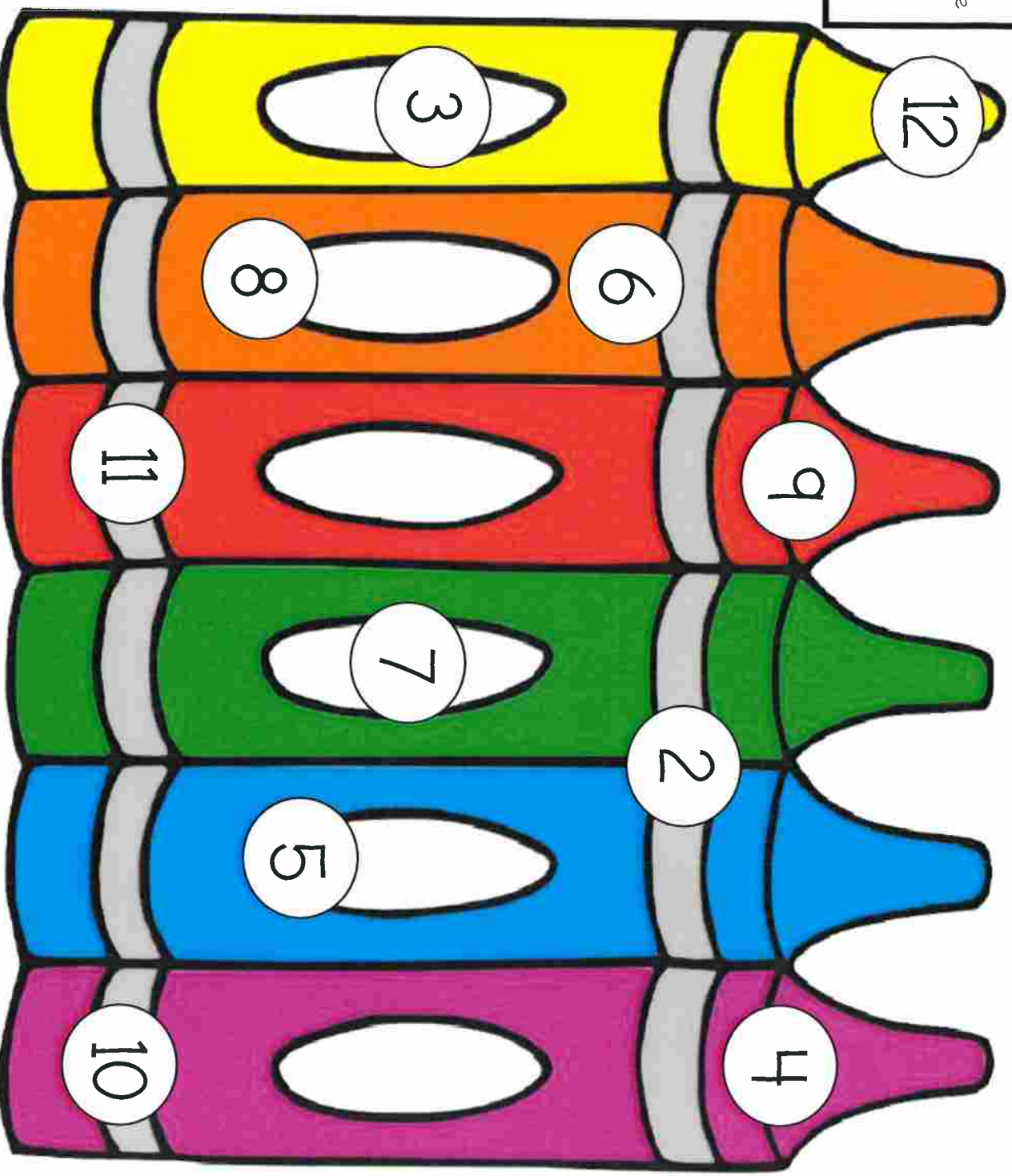
Directions:

Roll 1 die. Find the number on the crayon picture and cover.



Directions:

Roll 2 dice. Add up the two numbers. Find the sum on the crayon picture and cover.

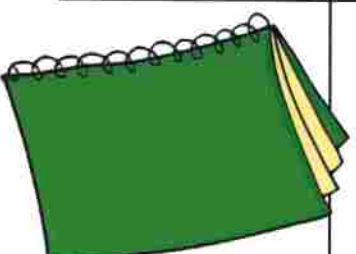


Color Me Maze

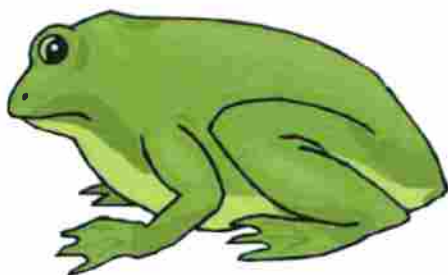
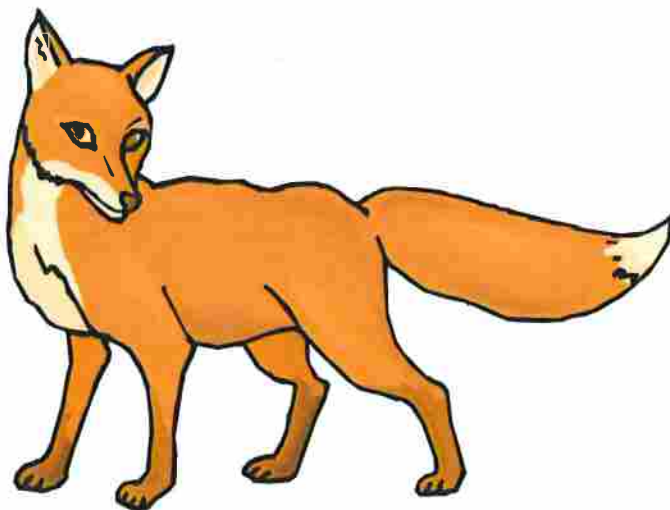
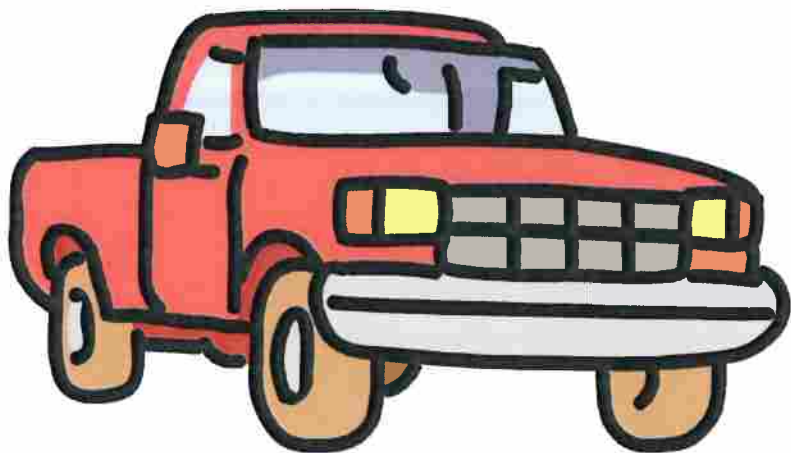
Can you help the colors get to the notebook by drawing a path from 1-10?



8	4	5	6
2	3	8	7
1	10	7	5
4	2	5	
3	10		



Day 5



Cut out the
pictures. Paste
them into the book
onto the rhyming
pages.



Hat on a Cat



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Version 2: Read, Paste, and Write

Sight Words: *I, see, a, on*

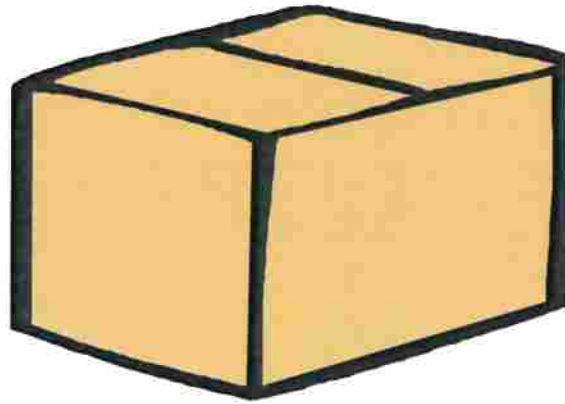
Updated Rhyme Time Pre-K/K Pack
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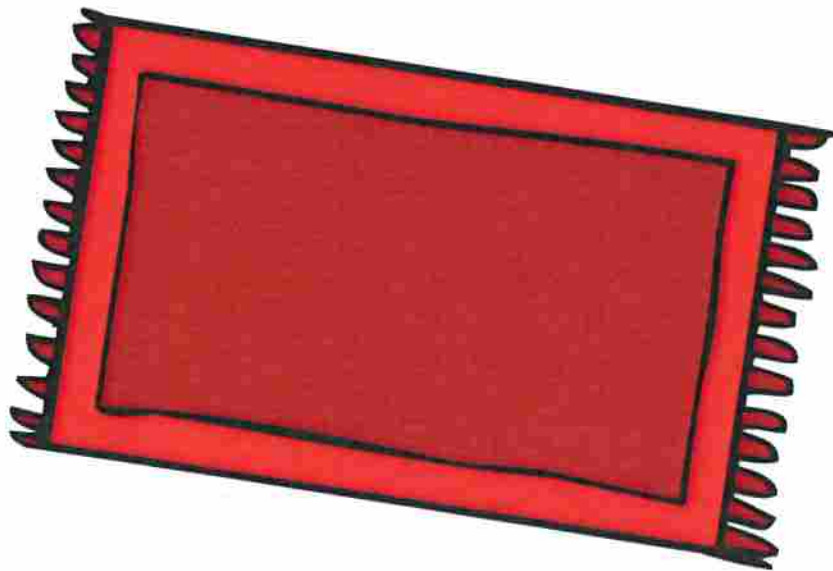
I see a _____ on a cat.



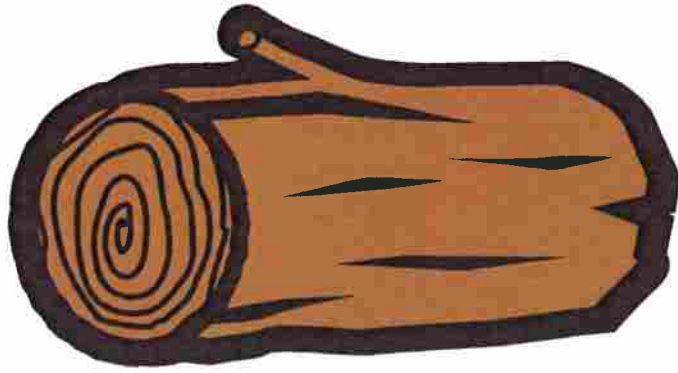
I see a _____ on a tree.



I see a _____ on a box.



I see a _____ on a rug.



I see a _____ on a log.



I see a _____ on a duck!

How Many Bugs on the Rug?

Print the rug from the next page and number cards onto cardstock and laminate for durability.

VERSION 1 (easier)

- *Place some bugs on the rug.
- *Ask your child to count the number of bugs.
- *Help him locate the number from the number cards.

VERSION 2 (harder)

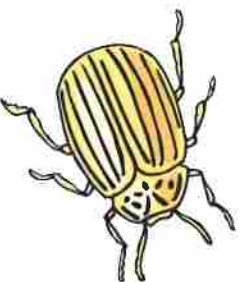
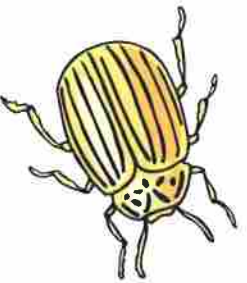
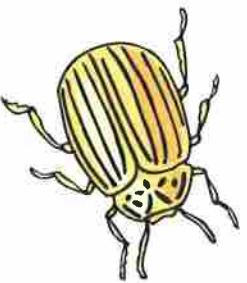
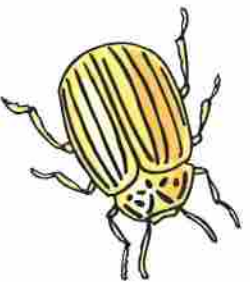
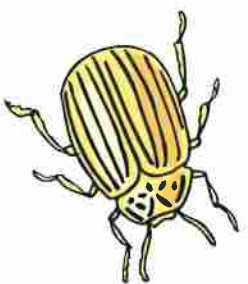
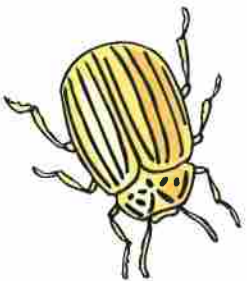
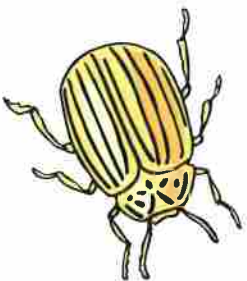
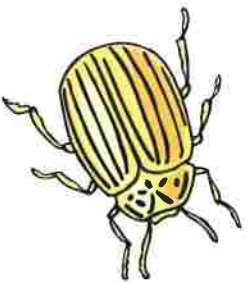
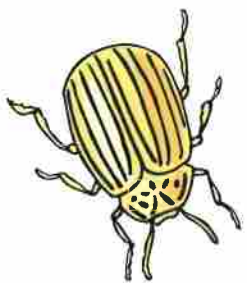
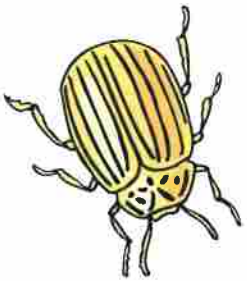
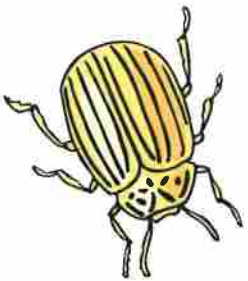
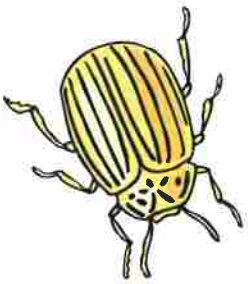
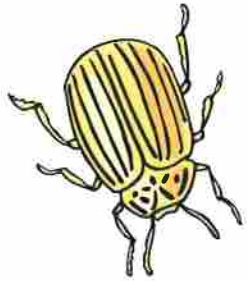
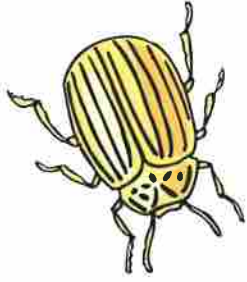
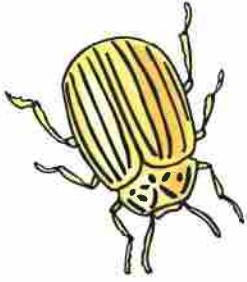
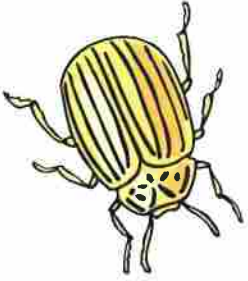
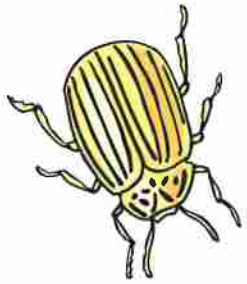
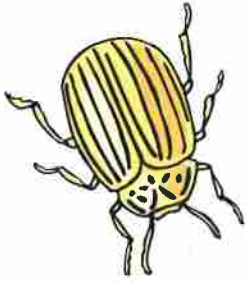
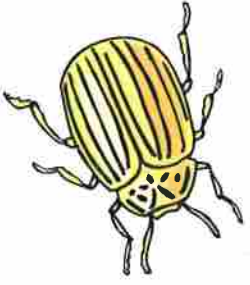
- *Place some bugs on the rug.
- *Ask your child to count the number of bugs.
- *Help him locate and trace the correct number with the number tracer cards.



VERSION 3 (hardest)

- *Place some bugs on the and then more.
- *Pose is as a problem to the child such as "There were 3 bugs on the rug. 3 more came along. How many bugs are there now?"
- *The child solves the problem and locates the number or locates AND traces the number with the number tracer cards.

Those children who are ready for it could write the number without tracing or write the number sentence!



1

2

3

4

5

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6

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