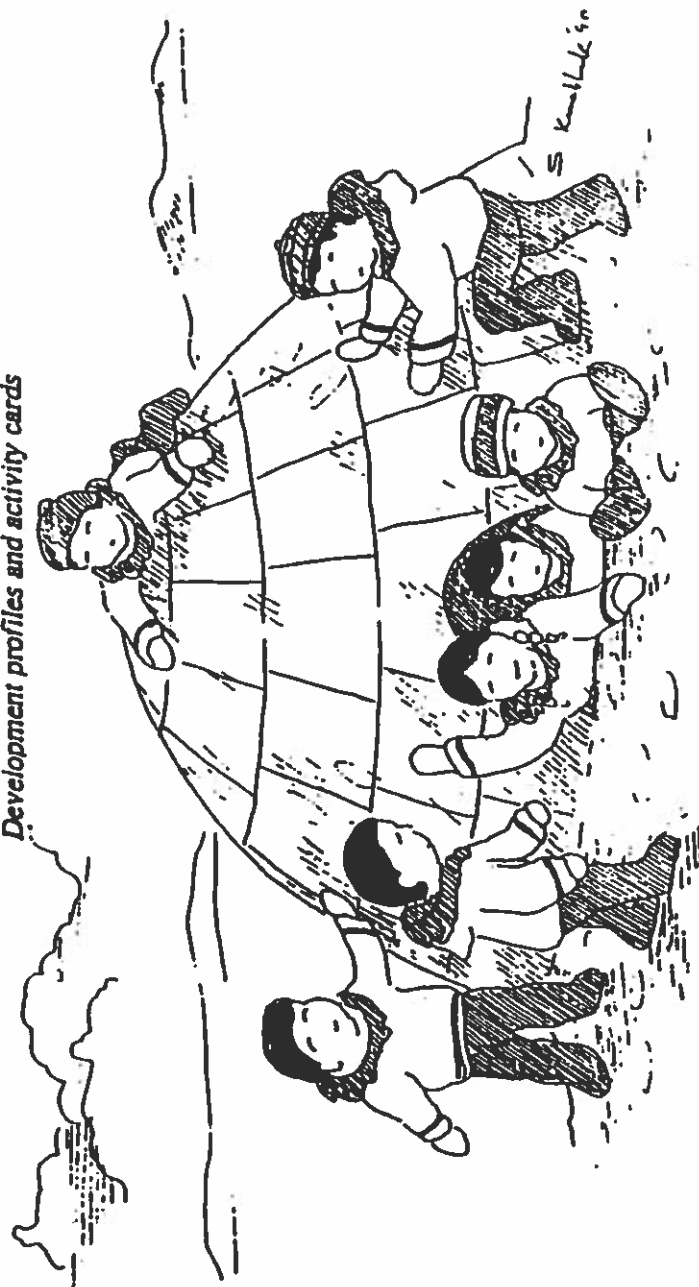


ገጽ ፩ ለ፳፻፲፱ ዓ.ም. ለ፳፻፲፱ ዓ.ም. ለ፳፻፲፱ ዓ.ም. ለ፳፻፲፱ ዓ.ም. ለ፳፻፲፱ ዓ.ም.

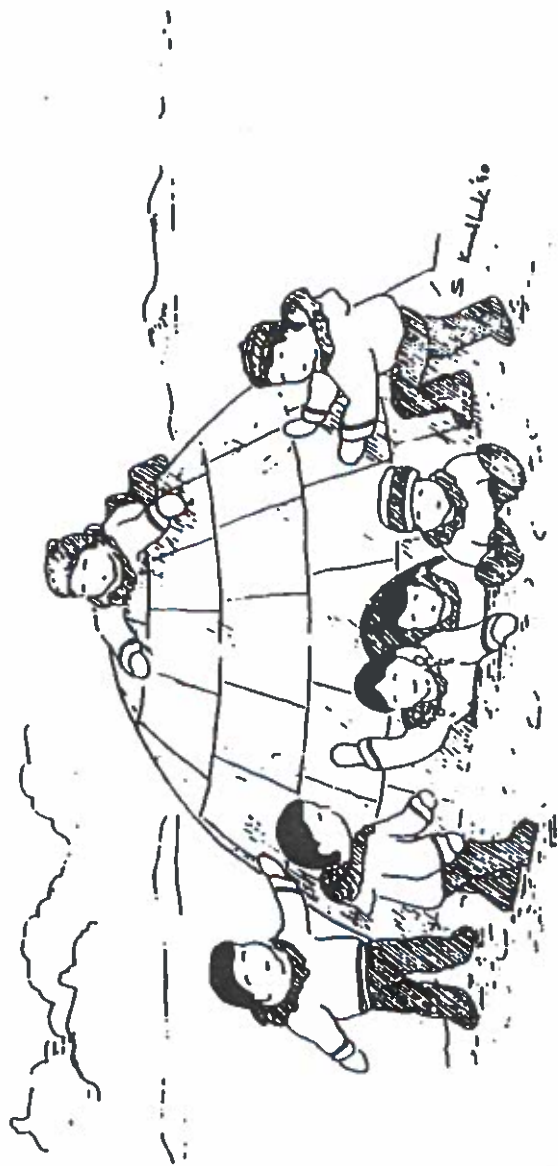
Games for children 0 to 5 years old
Development profiles and activity cards



ገጽ ፩ ለ፳፻፲፱ ዓ.ም.
Katiak Regional Government

Games for children 0 to 5 years old

Development profiles and activity cards



This document was produced by the Kativik Regional Government under the Paitsivik Project, and was made possible by a subsidy from the Government of Canada's Child Care Initiatives Fund.

Games for children 0 to 5 years old

Development profiles and activity cards

Research

Louise Girard, Early Childhood Educator

Text

Louise Girard, Early Childhood Educator
Carole Morache, Day-Care Consultant

Consultants

Suzanne Dansereau, Early Childhood Educator
Claudette Pitre-Robin, Day-Care Consultant
Carol Rowan, Day-Care Consultant

Production

Regroupement des garderies de la région 6C

Supervision and Coordination

Catherine Pariseau and Carol Rowan
Kativik Regional Government

Illustrations

Sammy Kudluk

French-English Translation

Ivana Spagnoli, Aid-O-Tex

English-Inuittitut Translation

Mailee Saunders, Tukisinnatisiyi

Printing

Imprimerie Richelieu Roto Litho
Saint-Jean-sur-le-Richelieu

Acknowledgements

Vicki Gordon, Iqitauvik Day-Care
Annie Kasudluak Alaku, Inukjuak

The views expressed herein are solely those of the authors and do not necessarily represent the official policy of the Department of National Health and Welfare.

Foreword

In 1989, the Child Care Initiatives Fund approved the Kativik Regional Government's proposal to carry out the Pairitsivik Project. The main objective of this project is to provide support to the communities of the Nunavik region, and to develop information and planning tools for the implementation of child care services.

One of the activities planned for this project has been the production of cards for persons working with children between 0 and 5 years old in various child care services. This document contains those cards in a format that is practical to work with and that can be easily distributed.

The Kativik Regional Government would like to thank Vicki Gordon and Mary Johannes, respectively Chairwoman and Director of the Iqitauvik Day-Care in Kuujuaq, for their invaluable contribution. Their efforts have enabled the team of day-care consultants who prepared this document to define the needs and expectations of the North more accurately.

The Kativik Regional Government would also like to express its gratitude to the Initiatives Fund, whose contribution enabled the production of these cards.

*Kativik Regional Government
Manpower Section*

3-94-476-71

1989-1990-11. 1895-1896-11. 1897-1898-11. 1899-1900-11. 1901-1902-11. 1903-1904-11. 1905-1906-11. 1907-1908-11. 1909-1910-11. 1911-1912-11. 1913-1914-11. 1915-1916-11. 1917-1918-11. 1919-1920-11. 1921-1922-11. 1923-1924-11. 1925-1926-11. 1927-1928-11. 1929-1930-11. 1931-1932-11. 1933-1934-11. 1935-1936-11. 1937-1938-11. 1939-1940-11. 1941-1942-11. 1943-1944-11. 1945-1946-11. 1947-1948-11. 1949-1950-11. 1951-1952-11. 1953-1954-11. 1955-1956-11. 1957-1958-11. 1959-1960-11. 1961-1962-11. 1963-1964-11. 1965-1966-11. 1967-1968-11. 1969-1970-11. 1971-1972-11. 1973-1974-11. 1975-1976-11. 1977-1978-11. 1979-1980-11. 1981-1982-11. 1983-1984-11. 1985-1986-11. 1987-1988-11. 1989-1990-11. 1991-1992-11. 1993-1994-11. 1995-1996-11. 1997-1998-11. 1999-2000-11. 2001-2002-11. 2003-2004-11. 2005-2006-11. 2007-2008-11. 2009-2010-11. 2011-2012-11. 2013-2014-11. 2015-2016-11. 2017-2018-11. 2019-2020-11. 2021-2022-11. 2023-2024-11. 2025-2026-11. 2027-2028-11. 2029-2030-11. 2031-2032-11. 2033-2034-11. 2035-2036-11. 2037-2038-11. 2039-2040-11. 2041-2042-11. 2043-2044-11. 2045-2046-11. 2047-2048-11. 2049-2050-11. 2051-2052-11. 2053-2054-11. 2055-2056-11. 2057-2058-11. 2059-2060-11. 2061-2062-11. 2063-2064-11. 2065-2066-11. 2067-2068-11. 2069-2070-11. 2071-2072-11. 2073-2074-11. 2075-2076-11. 2077-2078-11. 2079-2080-11. 2081-2082-11. 2083-2084-11. 2085-2086-11. 2087-2088-11. 2089-2090-11. 2091-2092-11. 2093-2094-11. 2095-2096-11. 2097-2098-11. 2099-2100-11. 2101-2102-11. 2103-2104-11. 2105-2106-11. 2107-2108-11. 2109-2110-11. 2111-2112-11. 2113-2114-11. 2115-2116-11. 2117-2118-11. 2119-2120-11. 2121-2122-11. 2123-2124-11. 2125-2126-11. 2127-2128-11. 2129-2130-11. 2131-2132-11. 2133-2134-11. 2135-2136-11. 2137-2138-11. 2139-2140-11. 2141-2142-11. 2143-2144-11. 2145-2146-11. 2147-2148-11. 2149-2150-11. 2151-2152-11. 2153-2154-11. 2155-2156-11. 2157-2158-11. 2159-2160-11. 2161-2162-11. 2163-2164-11. 2165-2166-11. 2167-2168-11. 2169-2170-11. 2171-2172-11. 2173-2174-11. 2175-2176-11. 2177-2178-11. 2179-2180-11. 2181-2182-11. 2183-2184-11. 2185-2186-11. 2187-2188-11. 2189-2190-11. 2191-2192-11. 2193-2194-11. 2195-2196-11. 2197-2198-11. 2199-2200-11. 2201-2202-11. 2203-2204-11. 2205-2206-11. 2207-2208-11. 2209-2210-11. 2211-2212-11. 2213-2214-11. 2215-2216-11. 2217-2218-11. 2219-2220-11. 2221-2222-11. 2223-2224-11. 2225-2226-11. 2227-2228-11. 2229-2230-11. 2231-2232-11. 2233-2234-11. 2235-2236-11. 2237-2238-11. 2239-2240-11. 2241-2242-11. 2243-2244-11. 2245-2246-11. 2247-2248-11. 2249-2250-11. 2251-2252-11. 2253-2254-11. 2255-2256-11. 2257-2258-11. 2259-2260-11. 2261-2262-11. 2263-2264-11. 2265-2266-11. 2267-2268-11. 2269-2270-11. 2271-2272-11. 2273-2274-11. 2275-2276-11. 2277-2278-11. 2279-2280-11. 2281-2282-11. 2283-2284-11. 2285-2286-11. 2287-2288-11. 2289-2290-11. 2291-2292-11. 2293-2294-11. 2295-2296-11. 2297-2298-11. 2299-2300-11. 2301-2302-11. 2303-2304-11. 2305-2306-11. 2307-2308-11. 2309-2310-11. 2311-2312-11. 2313-2314-11. 2315-2316-11. 2317-2318-11. 2319-2320-11. 2321-2322-11. 2323-2324-11. 2325-2326-11. 2327-2328-11. 2329-2330-11. 2331-2332-11. 2333-2334-11. 2335-2336-11. 2337-2338-11. 2339-2340-11. 2341-2342-11. 2343-2344-11. 2345-2346-11. 2347-2348-11. 2349-2350-11. 2351-2352-11. 2353-2354-11. 2355-2356-11. 2357-2358-11. 2359-2360-11. 2361-2362-11. 2363-2364-11. 2365-2366-11. 2367-2368-11. 2369-2370-11. 2371-2372-11. 2373-2374-11. 2375-2376-11. 2377-2378-11. 2379-2380-11. 2381-2382-11. 2383-2384-11. 2385-2386-11. 2387-2388-11. 2389-2390-11. 2391-2392-11. 2393-2394-11. 2395-2396-11. 2397-2398-11. 2399-2400-11. 2401-2402-11. 2403-2404-11. 2405-2406-11. 2407-2408-11. 2409-2410-11. 2411-2412-11. 2413-2414-11. 2415-2416-11. 2417-2418-11. 2419-2420-11. 2421-2422-11. 2423-2424-11. 2425-2426-11. 2427-2428-11. 2429-2430-11. 2431-2432-11. 2433-2434-11. 2435-2436-11. 2437-2438-11. 2439-2440-11. 2441-2442-11. 2443-2444-11. 2445-2446-11. 2447-2448-11. 2449-2450-11. 2451-2452-11. 2453-2454-11. 2455-2456-11. 2457-2458-11. 2459-2460-11. 2461-2462-11. 2463-2464-11. 2465-2466-11. 2467-2468-11. 2469-2470-11. 2471-2472-11. 2473-2474-11. 2475-2476-11. 2477-2

[illegible][illegible]

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840.

b7D; b7C
b6; b7C

Preamble

Activity cards will be useful when they are being used daily. They will give you an idea of what you can do with the children and which games you can play.

The children can do different activities and they will learn from them.

These activity cards will benefit the day-care workers and the children because there are cards for quiet games, moving games and body movement.

There are activity cards for babies up to five years old, so everyone can use them.

Vicki Gordon
Kuujuuaq

Northern children are special

Northern children are special because they follow and learn Inuit traditions as they grow. Inuit children have their own culture that is unique.

Inuit children are special because of the food they eat. Most of the time, Inuit children eat country food like caribou meat, fish, ptarmigan and others. These foods are eaten fresh, frozen or cooked. Northern children are more often fed at odd hours, when they are hungry.

Inuit children have freedom in their environment. They know the freedom of the outdoors. They often mix with people other than their parents.

Northern children are frequently taken outdoors, which helps them adapt to the cold northern weather. Inuit children often go hunting with their families.

The northern child has a special family situation, meaning that adopted children know their natural parents. The adoptive parents are respected and considered the real parents of the adopted child.

Last but not least, northern children show the need to be loved. They need cuddling and hugs from their parents and caregivers, which in time will contribute to their behaviour and growth.

*Contributed by Annie Kasudluak Alaku,
in consultation with the women of Inukjuak.*

Introduction

The cards in this document focus on children between 0 and 5 years old. Throughout our research and writing, our primary goal has been to respect the development of children, their desire to learn, and their spontaneity. We have also wanted to relay the uniqueness of those first years of a child's life, and to emphasize the importance of children being able to learn in a harmonious environment, at their own rhythm, with the respect they deserve, and always with the encouragement and support of adults.

We have divided the cards into three main sections according to the age of the children: from 0 to 2 years old, from 2 to 3 years old, and from 3 to 5 years old. Each of the sections contains a development profile, a card on the layout of play areas, a card on safety measures, and 25 activity cards.

The activities suggested in this document are a starting point. We have been careful to select activities that are related to all aspects of development, but most importantly, that both children and adults will find stimulating, amusing and appealing. Feel free, however, to use your imagination to add and create new activities.

Before using these cards, take the time to read the three short texts in the following pages that deal with the importance of play in a child's life, with the day-care as the child's daily environment, and with hygiene in a day-care.

We hope that these cards will make you eager to play and experience many adventures with children; playing should give children the opportunity to discover the many splendours of the world they live in, to have their first learning experiences, and most of all, to take the time to grow up slowly.

Playing freely

"Children play. Children do not play to learn, but learn because they play ... Playing is the driving force behind children, and pleasure is the driving force behind playing."
Jean Epstein

Children are great explorers and have an insatiable curiosity; for them, living is first and foremost a source of pleasure. They need their caregivers to share in their playtime and to transmit the joy of playing. But adults can only share in children's games if they themselves enjoy playing ... in other words, if they can find the child within themselves.

Through play, children have their first learning experiences that will shape their way of being and their future. The day-care - a place to live, rest and have fun - is a unique setting that allows children to play and develop freely. The organization and layout of a day-care should be flexible enough to permit children to choose and create their own activities.

Playing is fun ... playing is exploring ... playing is discovering ... playing is also learning.

The day-care ... first and foremost for children

Children are the heart and the main reason for the existence of a day-care. The day-care is often the child's first experience with community life outside of the family. It is therefore important that adults, parents and the staff work together so that the philosophy and organization of the day-care reflect the educational and cultural values that have already been transmitted to the children by their families.

The day-care and its staff must not replace the parents, but must orchestrate an environment that will enable children to thrive, to grow up freely, in harmony with themselves, their peers and their families. Parents and staff must organize an environment according to the age and needs of children so that the children may play, run, do activities alone or in a group, and develop their creativity; the day-care must be a place where children are happy to be and to find their friends.

Children are the most important resource of a society, and the day-care is the first door leading into this society. The day-care must stimulate independence, instill a sense of responsibility, and allow children to develop with respect for themselves and others. The day-care must also meet children's most immediate needs of safety, care and love.

Hygiene in a day-care

The day-care constitutes a new way of life for children because their daily environment changes from their home to a place where numerous children regularly live long periods of time in a group.

Even though we would like to recreate a family setting in a day-care, the fact that a day-care brings together numerous children from different families and environments means that it can also become a place where infectious diseases are transmitted. Thus, certain habits or attitudes stemming from our own family experience must be replaced with new ones that are adapted to life in a group.

Part of a day-care's activities consist of teaching children cleanliness, toilette training, hand washing, etc.; however, day-care personnel must also respect certain procedures when carrying out their daily tasks:

- Children must have their own soother and baby bottle; these must be well identified and must not be given to any other child.
- Children must have a different facecloth for each use.
- Children must have their own glass, spoon and fork for meals and snacks.
- Children must have their own toothbrush, comb and hairbrush.
- The day-care must be clean; the premises, equipment and toys must be regularly disinfected.
- The personnel must wash their hands frequently, for example, after changing diapers, or cleaning the children in any way. (Research has shown that washing hands well frequently may reduce the incidence of certain infectious illnesses, such as diarrhea, by 50%).

[illegible][illegible]

1. 1940-1941 2. 1941-1942 3. 1942-1943 4. 1943-1944 5. 1944-1945 6. 1945-1946 7. 1946-1947 8. 1947-1948 9. 1948-1949 10. 1949-1950 11. 1950-1951 12. 1951-1952 13. 1952-1953 14. 1953-1954 15. 1954-1955 16. 1955-1956 17. 1956-1957 18. 1957-1958 19. 1958-1959 20. 1959-1960 21. 1960-1961 22. 1961-1962 23. 1962-1963 24. 1963-1964 25. 1964-1965 26. 1965-1966 27. 1966-1967 28. 1967-1968 29. 1968-1969 30. 1969-1970 31. 1970-1971 32. 1971-1972 33. 1972-1973 34. 1973-1974 35. 1974-1975 36. 1975-1976 37. 1976-1977 38. 1977-1978 39. 1978-1979 40. 1979-1980 41. 1980-1981 42. 1981-1982 43. 1982-1983 44. 1983-1984 45. 1984-1985 46. 1985-1986 47. 1986-1987 48. 1987-1988 49. 1988-1989 50. 1989-1990 51. 1990-1991 52. 1991-1992 53. 1992-1993 54. 1993-1994 55. 1994-1995 56. 1995-1996 57. 1996-1997 58. 1997-1998 59. 1998-1999 60. 1999-2000 61. 2000-2001 62. 2001-2002 63. 2002-2003 64. 2003-2004 65. 2004-2005 66. 2005-2006 67. 2006-2007 68. 2007-2008 69. 2008-2009 70. 2009-2010 71. 2010-2011 72. 2011-2012 73. 2012-2013 74. 2013-2014 75. 2014-2015 76. 2015-2016 77. 2016-2017 78. 2017-2018 79. 2018-2019 80. 2019-2020 81. 2020-2021 82. 2021-2022 83. 2022-2023 84. 2023-2024 85. 2024-2025 86. 2025-2026 87. 2026-2027 88. 2027-2028 89. 2028-2029 90. 2029-2030 91. 2030-2031 92. 2031-2032 93. 2032-2033 94. 2033-2034 95. 2034-2035 96. 2035-2036 97. 2036-2037 98. 2037-2038 99. 2038-2039 100. 2039-2040

Առաջին համաշխարհային պատերազմի ժամանակ, 1914-1918 թթ. Ռուսական կայսրության և Եվրոպայի մյուս պետությունների միջև տեղի ունեցած պատերազմը, որի արդյունքում Ռուսական կայսրությունը փլուզվեց, հանգեցրեց Հայաստանի և Արևելյան Անատոլիայի տարածքների միջև սահմանների վերանային և հայկական բնակչության զանգվածային սպանությանը։

- [illegible]

***Development Profiles, Safety Measures,
Layout and Activity Cards
Children 0 to 2 years old***

Information on child development in this section should be considered only as a guideline. All children develop at their own rate and have their own interests; it is possible that they have either not reached or have progressed beyond certain stages of development described in this section. Above all, it is important to listen to the children and to respect their abilities and limitations.

Development profile of children 1 to 3 months old

- Look at faces attentively.
- Hold their head up for several seconds when lying on their stomach.
- Hold an object in their hands for a very short time.
- Smile when spoken to gently and respond with little squeals and laughter.
- React to sounds in their environment.
- Move their legs a great deal.
- Play with their hands.
- Bring their hands to their mouth.
- Lift their head when lying on their back.
- Follow a moving object.
- Follow a moving person.
- Explore their surroundings visually.
- Roll from their back onto their side and vice versa.
- Look to see where sounds come from.
- Recognize their mother.

Development profile of children 4 to 6 months old

- Raise their head and shoulders by using their arms and hands as a support when lying on their stomach.
- Play with their feet.
- Pick up objects using the palms of their hands.
- Roll over from their back onto their stomach.
- Turn over from their stomach onto their back.
- Follow the movement of persons and objects until out of sight.
- Gurgles; combine certain vowels.
- Grab an object hanging above them.
- Make small sounds with their lips.
- Demonstrate increasing attachment to mother and caregivers.
- Communicate with other persons through sounds and smiles.
- Sit with some help.
- Explore objects with their mouth.

Development profile of children 7 and 8 months old

- Stand up with help.
- Explore objects with their mouth.
- Look at objects that they make fall.
- Respond to being called by their name.
- Imitate.
- Clap their hands.
- Prattle; repeat groups of syllables.
- Bang objects against a surface.
- Try to climb.
- Recognize familiar faces.
- Sit without help.

Development profile of children 9 and 10 months old

- Sit up from a lying down position.
- Bite and chew toys.
- Crawl.
- Sway to music.
- Stand up by leaning against people or furniture.
- Look for the object that has fallen.
- Reach for the spoon when being fed.
- Begin having control over their fingers; hold an object between their thumb and forefinger.
- Like throwing objects on the floor.
- Understand the words "no" and "bye".
- Like listening to and imitating sounds.

Development profile of children 11 and 12 months old

- Like hearing the sounds they make.
- Walk if held by the hand.
- Climb.
- Like tearing and crumpling paper.
- Hold a large crayon and scribble.
- Like finding a hidden object.
- Like rolling a ball.
- Like removing objects from containers and replacing them.
- Like playing "give and take".
- Begin saying their first words.

Development profile of children 13 and 14 months old

- Stand up alone.
- Walk.
- Kneel on the floor or on a step.
- Climb steps on their hands and knees.
- Hold two objects in one hand.
- Like listening to nursery rhymes and songs.
- Like playing with their voice.
- Have a vocabulary of three to five words.
- Like looking at pictures in a book; recognize certain pictures.
- Understand the name of certain objects.
- Waddle to the sound of music.
- Imitate doing household chores.
- Hold their cup when drinking.
- Help when being dressed.
- Understand the relation between the "container" and the "content".
- Like pushing their toys.

Development profile of children 15 and 16 months old

- Walk without falling for short distances.
- Like carrying objects in bags.
- Move constantly.
- Go up or down stairs with help.
- Point to what they want with their finger.
- Fit objects into one another.
- Throw a ball and get it.
- Like emptying containers.
- Have a vocabulary of six to seven words.
- Turn several pages of a book at once.
- Like moving to the sound of music.
- Like pulling and pushing large toys.
- Like smelling different odours.
- Imitate simple actions.

Development profile of children 17 and 18 months old

- Run jerkily.
- Come down stairs backwards on their hands and knees.
- Point to certain parts of their body: eyes, nose, mouth ...
- Remove certain clothing alone.
- Identify pictures in a book.
- Carry out simple instructions.
- Remember where objects go.
- Like exploring cupboards and drawers.
- Turn the pages of a book.
- Have a vocabulary of approximately ten words.
- Generally play alone, but like to be surrounded by others.
- Like carrying objects.
- Put a round or square object into the corresponding space.
- Build a tower of three or four blocks.
- Show their discomfort when their diaper is soiled, and ask to go to the bathroom.

Development profile of children 19 to 21 months old

- Like to jump, run, throw and climb.
- Put objects of simple shapes into the corresponding spaces.
- Kick a ball.
- Walk on a slightly raised beam.
- Like scribbling.
- Like dancing to music a great deal.
- Like pouring water or sand back and forth from one container into another.
- Build a tower of five or six blocks.
- Have a vocabulary of approximately fifteen words.

Development profile of children 22 to 24 months old

- Walk backwards.
- Go up or down stairs without alternating feet.
- Like walking with someone holding their hand in order to keep their balance.
- Handle objects with more ease.
- Have more coordination for precise movements.
- Like simple stories very much.
- Imitate animals.
- Point to parts of the body.
- Have a vocabulary of approximately thirty words.
- Like toys that move.
- Like playing with percussion instruments.
- Construct short sentences.
- Like filling and emptying containers, and fitting objects into one another.
- Pull, push and drag objects with more coordination.
- Pull a zipper up and down.
- Prefer playing in twos rather than in a group.
- Associate identical objects.
- Ask to go to the bathroom.

Safety measures for children 0 to 2 years old

So that children may develop in complete safety, it is very important to consider the following:

- Objects should be chosen according to the age and ability of the children.
- Children to the age of 2 years put everything into their mouth. Objects left within their reach must therefore be clean and large enough so that the children do not choke on them. Sharp objects, objects which may break, and objects covered with a toxic material or painted with paint containing lead must also be kept away from small children.
- Cleaning supplies, guns, knives, etc. should always be kept out of the children's reach.
- Rope or string used to pull objects must never be longer than 30 cm in order to avoid the risk of strangulation.
- Safety belts, baby seats, amautis, olipikas ... should always be used.
- Safety gates should be put up at the top and bottom of stairs that are accessible to children.
- To prevent falls, food on the floor should be picked up after each meal, and toys should be put away regularly.
- A string or ribbon should never be used to put a soother around a baby's neck.
- All electrical outlets not being used should be covered.
- Pieces of toys should be glued or screwed together rather than nailed.
- Only art materials labelled "non-toxic" should be purchased.
- It is important to verify the solidity and stability of chairs and furniture that children lean against when learning to walk.

Layout of play areas for children up to 2 years old

The layout of play areas for children is very important. Play areas must be designed so as to allow children to develop freely while at the same time stimulating various aspects of this development.

The following are examples of activity areas, in order of importance, to consider when setting up a play room for small children, as well as examples of activities that may be done in these areas:

- 1 Areas for motor activities where children may discover, at their own rhythm and in complete safety, what their bodies are capable of doing (running, climbing, jumping, etc.).
- 2 Areas for sensorimotor activities where children may explore with their senses the world that surrounds them (water games, sand games, block games, sensory games and painting).
- 3 Activities involving imitating and pretending where children may reproduce daily situations or improvise scenarios inspired from their home and social life (dress-up games, doll house corner, block games, puppets).
- 4 Activities involving manipulation where children may learn to understand various concepts: association, grouping, seriation (puzzles, paper and crayons, picture books, association games, handling games).

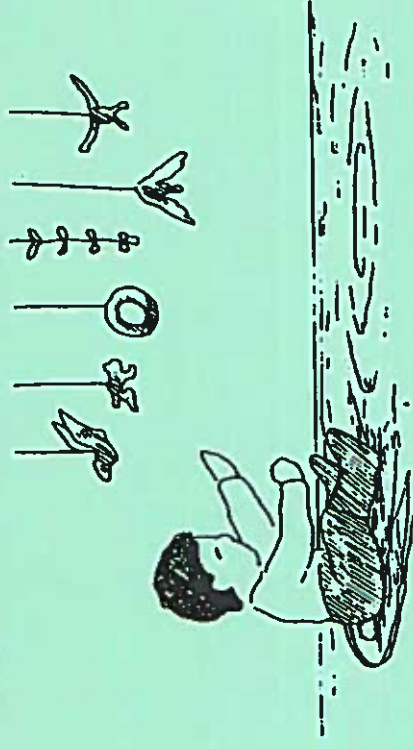
Activity card for children 0 to 2 years old - Card 1

Children like ...

Looking at objects of different shapes, textures and colours.

Different objects may be hung at varying heights and locations, depending on whether the child is lying down, sitting or crawling. Everyday objects may be used, for example:

- ribbons
- plastic containers
- balloons
- decorations
- large buttons on string
- aluminium plates
- pieces of fabric
- pieces of fur
- pieces of wallpaper
- plastic spoons
- feathers
- bones

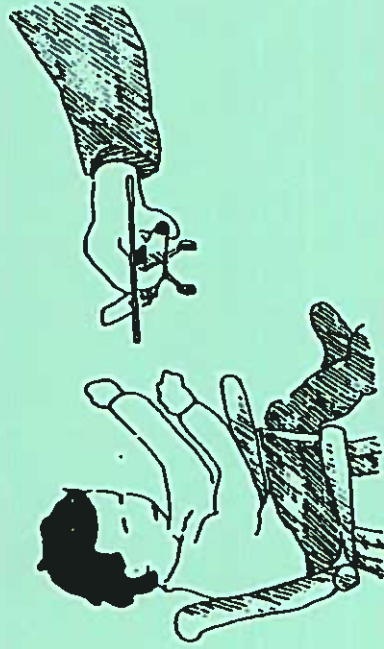


When children cannot move about alone, their position and location should be changed so that they may discover the world around them. Being able to look at things is an important source of stimulation for children.

Activity card for children 0 to 2 years old - Card 2

Children like ...

Looking at moving objects.



Children like to follow moving objects with their eyes. First, move a brightly coloured object near the child's face in various directions. You will notice that even when very young, children like to look at moving objects: soap bubbles, balls of wool, balloons, trucks, airplanes, etc.

Activity card for children 0 to 2 years old - Card 3

Children like ...

Being surprised.

Children like being surprised by suddenly discovering the eyes or face of an adult who has hidden them (playing "peek-a-boo"). Make a simple toy (a puppet named Peek-a-boo) that will give the child the pleasure of suddenly discovering a hidden object. Draw a face on a wooden spoon and add wool or cotton for hair. Play with the child by hiding the puppet in a simply decorated roll of paper, and surprising the child when you remove the puppet from the roll.



Activity card for children 0 to 2 years old - Card 4

Children like ...

Looking at themselves in a mirror, discovering their body, seeing themselves move.

This activity is important for children to learn to identify themselves and to perceive their own image.

Using an unbreakable mirror with one or more sides, on a stand or on a wall, allows children to see themselves in several dimensions, and lends itself well to numerous games:

- point to and name different parts of the body (nose, ears, arms ...);
- move in different ways (jump, bend, lift a leg ...);
- express different emotions (joy, anger, sadness ...).



Activity card for children 0 to 2 years old - Card 5

Children like ...

Looking at picture books.

Small children enjoy this activity very much. They like to recognize objects in their immediate surroundings, and to discover animals of all types and people in familiar situations.

They also like to look at catalogues, magazines and especially photo albums.

You may make your own little books by pasting the items below on pieces of cardboard bound with ribbon or string:

- pictures of animals, and familiar objects and situations;
- pictures drawn by the child;
- pictures of family and friends.

Children like to be told simple stories. They appreciate the intimate contact and the closeness that this activity creates.

Activity card for children 0 to 2 years old - Card 6

Children like ...

Finding a hidden object.

This game appeals to children of all ages and may be played in different ways depending on the child's age. Hide an object that the child particularly likes nearby under a blanket, in a container ... When the child is older, you may make the game more complicated by hiding the object in a more difficult place.

Children also like to hide themselves, and to try to find you or your hiding place. First hide yourself near the child, and then slowly find hiding places farther away, depending on the child's ability to locate you.

Activity card for children 0 to 2 years old - Card 7

Children like ...

Taking, touching and handling various objects.

This activity is essential for the development of eye-hand coordination.

Children first begin by hitting objects above them with their hands and feet. These objects should be of various shapes, colours, textures and weights. This action will become more refined with age, and the child will soon be able to take the object.

It is essential that only harmless objects be left within the reach of children:

- playing cards
- balls of wool
- spools of thread
- old magazines
- plastic containers
- keys
- empty cassette boxes
- bells
- pieces of fur
- etc.

Activity card for children 0 to 2 years old - Card 8

Children like ...

Filling and emptying containers of different shapes and sizes.



Leave numerous objects and containers of different shapes and sizes within reach that the children may fill or empty. You will notice that children also like to move about while carrying these objects.

Activity card for children 0 to 2 years old - Card 9

Children like ...

Touching different textures with their body.

Children of all ages like this game. You may construct a large, shallow box with different compartments for various materials, such as sand, pebbles, moss or simply grains (rice, barley, etc.).

You may also make a textured carpet (patchwork) by sewing together different pieces of fabric: velvet, fur, wool, duffel, etc.



Activity card for children 0 to 2 years old - Card 10

Children like ...

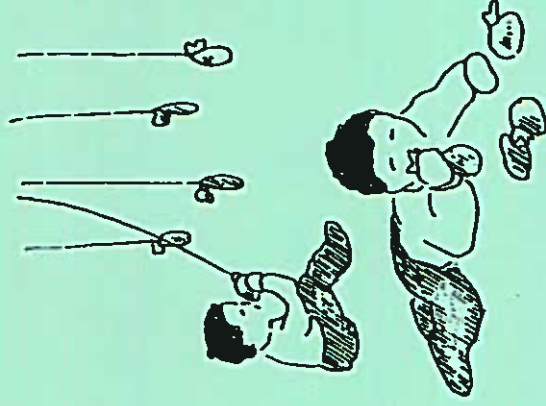
Smelling different odours.

It is important to develop the sense of smell which is generally forgotten in activities suggested for small children.

You may prepare little bags made out of thin fabric, such as cotton, which lets odours easily escape. These small bags may contain plants, leaves or flowers found in your environment. You may hang these bags within the children's reach or simply leave them on the floor.

You may also take walks with the children and ask them to identify the smells in the environment (summer flowers, skins rotting on the beach, food cooking in kitchens, skins being dried, niko, etc.)

These activities allow children to develop and express a particular liking for certain odours.



Activity card for children 0 to 2 years old - Card 11

Children like ...

Hearing different sounds.

From an early age, children react to sounds in their environment, to music and to human voices. Generally, soft sounds from music or a human voice will calm and relax children.

Children like to discover where sounds come from. You may make a sound, with your voice or an object, from different locations in the room. Begin near the child, and then slowly move farther away. The child must guess where the sound is coming from. You should show the child what is making the sound so that the object can be associated with the sound it produces.

Activity card for children 0 to 2 years old - Card 12

Children like ...

Hearing and producing sounds with objects.

These objects may or may not be hung at the children's height. You may use bells, percussion-instruments or other objects producing sounds. You may make your own percussion instruments by putting the objects listed below in empty containers with tightly fitting covers:

- | | |
|-------------|-----------|
| - rice | - corks |
| - dry pasta | - salt |
| - dry beans | - lentils |
| - soil | - water |
| - sand | - etc. |

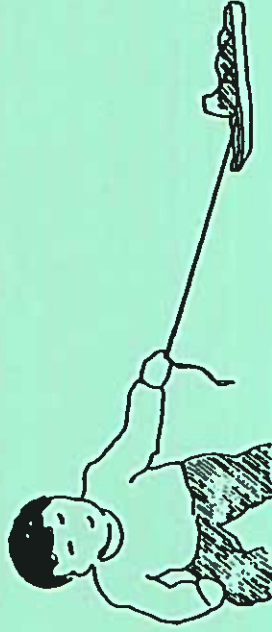
Activity card for children 0 to 2 years old - Card 17

Children like ...

Pulling objects with a string.

When children have mastered walking forwards, backwards and sideways, they like to attach a string to certain objects, especially objects that make noise. Many toys of this type can be purchased, however, you may make your own with various objects:

- spools of thread
- bells
- rolling objects
- percussion instruments
- wooden boats
- kamotiks
- and other objects chosen by children



Activity card for children 0 to 2 years old - Card 18

Children like ...

Playing with balls.

Children like to see all types of balls rolling, be they small or big, of foam or rubber; they like to catch them and throw them back. Many games may be played with balls:

- place yourself near the child and throw the ball; the child will throw it back to you.
Move farther away progressively;
- the child is seated on the floor, legs spread; ask to have the ball rolled to you;
- standing up, the child must throw the ball into a basket or box;
- bowling: the child must try to knock down the pins (clean milk cartons or plastic pins) by throwing or kicking the ball.

Activity card for children 0 to 2 years old - Card 19

Children like ...

Undressing alone.

This activity allows children to develop dexterity (to become skillful with their hands). Children learn how to pull down zippers, unbutton clothing, take off their socks, mittens, etc.

You may make a board that will teach the children how to handle different types of fasteners found on clothing:

- buttons
- snaps
- zippers
- velcro
- laces
- etc.

The children may also play dress-up games to improve their skills.



Activity card for children 0 to 2 years old - Card 20

Children like ...

Stringing/threading.

This activity develops eye-hand coordination. With a stiff string or thread, the child may string objects with holes (small empty tape rolls, curtain rings, beads, spools of thread ...). The child may make a bracelet, necklace, belt, crown, etc.

You may also cut out a shape (a piece of clothing, animal, fruit, moon, star ...) from cardboard and make holes with a hole puncher. The child must slip the string or thread into the holes.

Activity card for children 0 to 2 years old - Card 21

Children like ...

Playing with shapes that fit into specific spaces.

The circle, square and triangle are the first shapes that children identify. Take the cover of a box and make a hole just large enough for a small ball to pass through. When the child is capable of putting the ball into the hole, add two other holes to the cover in the shape of a square and triangle. You may make this activity more complicated by continuing to add more holes of various shapes (diamond, rectangle, star, etc.).

Children also like to do puzzles where each piece fits into a specific space.

You may also leave children several containers or pots and their covers so that the children can place or remove the covers.

Children also like to turn taps and handles, and screw covers on plastic containers.



Activity card for children 0 to 2 years old - Card 22

Children like ...

Playing with shapes that fit into each other.

Children like putting one thing into another. You may give them bowls, plastic cups or other objects of different sizes that fit into each other.



Playing with shapes that they can stack.

Children like stacking objects of different or identical sizes, that they may pile from the largest to the smallest, or simply randomly. They may use cups, rings or other objects that can be stacked. Children like to make "towers", especially with blocks. When small, they stack these blocks, and later they may construct any number of things with them.



Activity card for children 0 to 2 years old - Card 23

Children like ...

Gathering objects according to their shape, size and colour.

Children learn to group identical objects, objects with the same shape, and objects that are smaller or larger. You may give children everyday objects, such as clothing, utensils, dishes, fruits, vegetables, crayons ...



Activity card for children 0 to 2 years old - Card 24

Children like ...

Modelling different shapes.

Children of all ages enjoy modelling because this activity responds to their need to touch and handle, as well as to their need to be creative. Play dough, soil and sand are the materials most often used. Play dough may be purchased, however, it is very easy to make, as seen by these three recipes:

Salt dough

1 cup of flour
1/2 cup of table salt
1/2 cup of water
1 squirt of dish soap

Mix all the ingredients together.

This dough should be kept in the refrigerator in a tightly sealed container.

Dough cooked before

modelling

1 cup of flour, 1/2 cup of salt
1 tsp of cream of tartar
1 cup of water
1 or 2 tsp of oil

Food colouring (optional)

Mix the liquid ingredients and the colouring together. Add the remaining ingredients, and cook over medium heat until the mixture forms into a ball and separates from the pot. Cool the mixture, then put it in a tightly sealed container in the refrigerator.

Dough cooked after

modelling

2 cups of flour
1/2 cup of salt
3/4 cup of water

Mix all the ingredients together, and knead the mixture. This dough must be used within four hours of being made, otherwise it will harden. When the shapes have been modelled, put them in the oven (250°F) until hard. Cool, then decorate with paint or other decorations.

Activity card for children 0 to 2 years old - Card 25

Children like ...

Painting.

Children like putting different colours onto paper, either with their fingers or with a paintbrush. They like to discover the shapes and colours they create, and they obtain a great deal of pleasure and satisfaction admiring their creations.

Children like making impressions of their hands and feet by dipping them into paint and pressing them onto paper. Children are always curious to discover the impressions of other participants in this activity.

Children also like drawing with wax crayons, colouring pencils and non-toxic, felt-tip pens.

At this age, children are creating their first scribbles and doodles, and should not be expected to reproduce shapes, objects or people; that stage will come much later. When children are drawing or painting, it is important to let them use their imagination freely and not to intervene or to try to correct them.

*Development Profiles, Safety Measures,
Layout and Activity Cards
Children 2 to 3 years old*

Information on child development in this section should be considered only as a guideline. All children develop at their own rate and have their own interests; it is possible that they have either not reached or have progressed beyond certain stages of development described in this section. Above all, it is important to listen to the children and to respect their abilities and limitations.

Development profile of children 2 to 3 years old

Language

- Vocabulary increases by a considerable number of words.
- Speak of themselves in the third person.
- Call themselves by their first name.
- Ask questions: what's that? why? where? how?
- Construct sentences of three or four words that do not necessarily follow normal sentence structure.
- Often display or use negative expressions (shaking their head to mean "no", saying "not" or "no").
- Like hearing words and sounds that rhyme (caribou and peek-a-boo, woopee and youpee).
- React to the intonations of voices and sounds from the people around them.
- Carry on small conversations.

Development profile of children 2 to 3 years old

Relations with others

- Like helping adults with certain daily tasks.
- Like imitating the movements of adults.
- Find it difficult to share their toys or toys that they have temporarily adopted.
- May have conflicts with other children (short, frequent quarrels) for no apparent reason.
- May get along better with older children.
- Still prefer to play alone, but like to know there are people around them; may play with other children for short periods of time.
- Understand the idea of "waiting for their turn".
- When playing, represent their reality in a symbolic way (acting out movements and situations of their daily life by basing them on real, created or adapted elements).
- Become aware of themselves and discover their own identity.
- Family is very important; like talking about, and like being talked to about their brother, sister, father, mother, cousin ... and the bonds that they have with these family members.

Development profile of children 2 to 3 years old

Daily routines

- Eat without an adult's help.
- Completely undress alone.
- Help when getting dressed.
- Go to the bathroom during the day, but may still wet their bed at night.

Development profile of children 2 to 3 years old

Sensorimotor abilities

- Walk on their toes.
- Jump with their feet together.
- Jump two consecutive times on the same foot.
- Stand on one foot approximately two seconds.
- Jump from small heights (between 6 to 18 inches or 1 to 2 steps).
- Like jumping, climbing and sliding.
- Like pushing objects that roll, chairs, baskets or any other object that slides easily.
- Like rocking in a rocking chair or swinging on swings.
- Use both hands with more coordination.
- Fit objects into one another, pile them, and take them down with more ease.
- Like to screw, unscrew, fill, empty and dig.
- Like to handle, squeeze and crush different materials: play dough, clay, sand, soil ...
- Like to line up objects beside one another.
- Their field of vision is increasing.
- Situate objects in relation to their body; are more aware of what surrounds them and can avoid obstacles.
- Build towers of seven to eight blocks, and greatly enjoy knocking them down.
- May begin singing spontaneously.
- Like to hear and sing the same songs several times.
- React to music by swaying, stamping their feet, hopping.

Development profile of children 2 to 3 years old

Intellectual abilities

- Concentrate more when watching and listening.
- Concentrate more during manipulation activities (puzzles, association games, etc.).
- Are progressively grasping the notion of time; understand the meaning of "now", "wait", and are becoming more aware of the "immediate past".
- Understand the notions of "high" and "low", "outside" and "inside".
- Understand two or three simple, successive instructions.
- Understand simple "cause and effect" relations (for example, if I press the light switch, the light will come on).
- Grasp the difference between "one" and "several".
- Count up to three.
- Begin to have mental images of persons and objects, and understand that these persons and objects exist even if they cannot be seen.
- Become aware of their abilities and limitations.
- Recognize certain colours (red, yellow, blue, green).

Safety measures for children 2 to 3 years old

So that children may develop in complete safety, it is very important to consider the following:

- Objects should be chosen according to the age and ability of the children.
- Children between 2 and 3 years old still put things into their mouth. Objects left within their reach must therefore be clean and large enough so that the children do not choke on them. Sharp objects, objects which may break, and objects covered with a toxic material or painted with paint containing lead must also be kept away from small children.
- Cleaning supplies, guns, knives, etc. should always be kept out of the children's reach.
- Rope or string used to pull objects must never be longer than 30 cm in order to avoid the risk of strangulation.
- Safety belts, baby seats, amautis, olipikas ... should always be used.
- Safety gates should be put up at the top and bottom of stairs that are accessible to children.
- To prevent falls, food on the floor should be picked up after each meal, and toys should be put away regularly.
- All electrical outlets not being used should be covered.
- Pieces of toys should be glued or screwed together rather than nailed.
- Only art materials labelled "non-toxic" should be purchased.
- It is important to verify the solidity and stability of the furniture and equipment used by the children inside and outside the day-care.

Layout of play areas for children 2 to 3 years old

The layout of play areas for children is very important. Play areas must be designed so as to allow children to develop freely while at the same time stimulating various aspects of this development.

The following are examples of activity areas, in order of importance, to consider when setting up a play room for small children, as well as examples of activities that may be done in these areas:

- 1 Areas for motor activities where children may discover, at their own rhythm and in complete safety, what their bodies are capable of doing (running, climbing, jumping, etc.).
- 2 Areas for sensorimotor activities where children may explore with their senses the world that surrounds them (water games, sand games, block games, sensory games and painting).
- 3 Activities involving imitating and pretending where children may reproduce daily situations or improvise scenarios inspired from their home and social life (dress-up games, doll house corner, block games, puppets).
- 4 Activities involving manipulation where children may learn to understand various concepts: association, grouping, seriation (puzzles, paper and crayons, picture books, association games, handling games).

Activity card for children 2 to 3 years old - Card 1

Children like ...

Guessing which objects are hidden.

In a large brown paper bag or under a cover, hide various objects: hairbrush, toothbrush, plastic glass, crayon, small ball, etc. Leave an opening in the bag so that a child's hand can slip into it. The children must identify the hidden objects by feeling them.

Discover a hidden treasure by following a trail.

Hide a treasure (a snack, a new book, balloons) in a place far enough from the child. On the floor, leave a trail of coloured pieces of paper from the starting point leading to the treasure. The child must follow the trail, picking up the pieces of paper until the treasure is discovered.

שבת פסח' 2 - 3 - 4

✓ 45A, 4C-4'S, ...

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84

[illegible]

1947-1948
 1949-1950
 1951-1952
 1953-1954
 1955-1956
 1957-1958
 1959-1960
 1961-1962
 1963-1964
 1965-1966
 1967-1968
 1969-1970
 1971-1972
 1973-1974
 1975-1976
 1977-1978
 1979-1980
 1981-1982
 1983-1984
 1985-1986
 1987-1988
 1989-1990
 1991-1992
 1993-1994
 1995-1996
 1997-1998
 1999-2000
 2001-2002
 2003-2004
 2005-2006
 2007-2008
 2009-2010
 2011-2012
 2013-2014
 2015-2016
 2017-2018
 2019-2020
 2021-2022
 2023-2024
 2025-2026
 2027-2028
 2029-2030
 2031-2032
 2033-2034
 2035-2036
 2037-2038
 2039-2040
 2041-2042
 2043-2044
 2045-2046
 2047-2048
 2049-2050
 2051-2052
 2053-2054
 2055-2056
 2057-2058
 2059-2060
 2061-2062
 2063-2064
 2065-2066
 2067-2068
 2069-2070
 2071-2072
 2073-2074
 2075-2076
 2077-2078
 2079-2080
 2081-2082
 2083-2084
 2085-2086
 2087-2088
 2089-2090
 2091-2092
 2093-2094
 2095-2096
 2097-2098
 2099-2100
 2101-2102
 2103-2104
 2105-2106
 2107-2108
 2109-2110
 2111-2112
 2113-2114
 2115-2116
 2117-2118
 2119-2120
 2121-2122
 2123-2124
 2125-2126
 2127-2128
 2129-2130
 2131-2132
 2133-2134
 2135-2136
 2137-2138
 2139-2140
 2141-2142
 2143-2144
 2145-2146
 2147-2148
 2149-2150
 2151-2152
 2153-2154
 2155-2156
 2157-2158
 2159-2160
 2161-2162
 2163-2164
 2165-2166
 2167-2168
 2169-2170
 2171-2172
 2173-2174
 2175-2176
 2177-2178
 2179-2180
 2181-2182
 2183-2184
 2185-2186
 2187-2188
 2189-2190
 2191-2192
 2193-2194
 2195-2196
 2197-2198
 2199-2200
 2201-2202
 2203-2204
 2205-2206
 2207-2208
 2209-2210
 2211-2212
 2213-2214
 2215-2216
 2217-2218
 2219-2220
 2221-2222
 2223-2224
 2225-2226
 2227-2228
 2229-2230
 2231-2232
 2233-2234
 2235-2236
 2237-2238
 2239-2240
 2241-2242
 2243-2244
 2245-2246
 2247-2248
 2249-2250
 2251-2252
 2253-2254
 2255-2256
 2257-2258
 2259-2260
 2261-2262
 2263-2264
 2265-2266
 2267-2268
 2269-2270
 2271-2272
 2273-2274
 2275-2276
 2277-2278
 2279-2280
 2281-2282
 2283-2284
 2285-2286
 2287-2288
 2289-2290
 2291-2292
 2293-2294
 2295-2296
 2297-2298
 2299-2300
 2301-2302
 2303-2304
 2305-2306
 2307-2308
 2309-2310
 2311-2312
 2313-2314
 2315-2316
 2317-2318
 2319-2320
 2321-2322
 2323-2324
 2325-2326
 2327-2328
 2329-2330
 2331-2332
 2333-2334
 2335-2336
 2337-2338
 2339-2340
 2341-2342
 2343-2344
 2345-2346
 2347-2348
 2349-2350
 2351-2352
 2353-2354
 2355-2356
 2357-2358
 2359-2360
 2361-2362
 2363-2364
 2365-2366
 2367-2368
 2369-2370
 2371-2372
 2373-2374
 2375-2376
 2377-2378
 2379-2380
 2381-2382
 2383-2384
 2385-2386
 2387-2388
 2389-2390
 2391-2392
 2393-2394
 2395-2396
 2397-2398
 2399-2400
 2401-2402
 2403-2404
 2405-2406
 2407-2408
 2409-2410
 2411-2412
 2413-2414
 2415-2416
 2417-2418
 2419-2420
 2421-2422
 2423-2424
 2425-2426
 2427-2428
 2429-2430
 2431-2432
 2433-2434
 2435-2436
 2437-2438
 2439-2440
 2441-2442
 2443-2444
 2445-2446
 2447-2448
 2449-2450
 2451-2452
 2453-2454
 2455-2456
 2457-2458
 2459-2460
 2461-2462
 2463-2464
 2465-2466
 2467-2468
 2469-2470
 2471-2472
 2473-2474
 2475-2476
 2477-2478
 2479-2480
 2481-2482
 2483-2484
 2485-2486
 2487-2488
 2489-2490
 2491-2492
 2493-2494
 2495-2496
 2497-2498
 2499-2500
 2501-2502
 2503-2504
 2505-2506
 2507-2508
 2509-2510
 2511-2512
 2513-2514
 2515-2516
 2517-2518
 2519-2520
 2521-2522
 2523-2524
 2525-2526
 2527-2528
 2529-2530
 253

[illegible]

Activity card for children 2 to 3 years old - Card 2

Children like ...

Listening to and telling stories.

Children like being told simple stories, and appreciate the intimate contact and feeling of closeness that this activity creates. They greatly enjoy listening to stories from an illustrated book or created from your imagination. They often ask for the same stories because they like anticipating situations they already know. These stories should be short, and when read from a book, should be accompanied by attractive pictures that the child can easily understand.

Children also like being asked questions on the stories they are hearing or on the pictures in the books. For example: what is the dog doing? who is the little girl drinking her milk with? what colour is the hat? etc.



Activity card for children 2 to 3 years old - Card 3

Children like ...

Recognizing and naming objects.

In a room, outline the shape of a river with masking tape, making sure that the children can jump across the river. Have a variety of pictures or photographs of objects and animals ready. Place yourself at the edge of the river and explain that in order to get across, the children must correctly identify the picture shown. If a child does not know the answer or gives an incorrect one, you should give the correct answer and allow the child to cross the river.

Activity card for children 2 to 3 years old - Card 4

Children like ...

Playing with puppets.

Puppets let children express their feelings and transpose reality with a different point of view. Some children play with puppets as they would with dolls, others prefer presenting them on stage. You may make puppets with a variety of materials found in your everyday environment. The following are three examples:

Paper Bags. Draw a face on the paper bag. Turn the corners of the bag and attach them to make ears. Slide the child's hand into the bag, and attach the bag to the wrist with a string or ribbon.

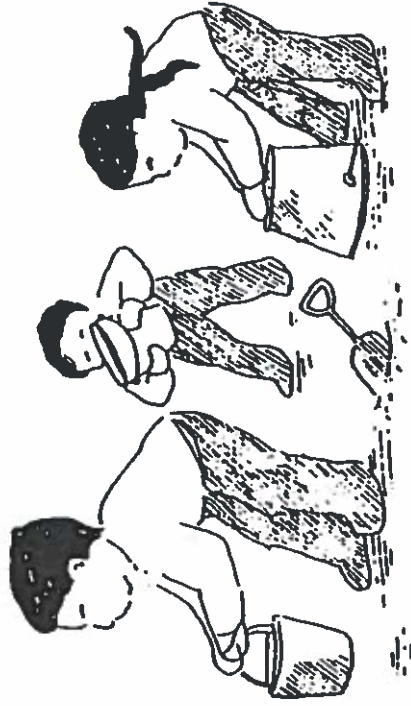
Wool sock. Glue or sew eyes, and a nose or muzzle onto the sock. Slide the child's hand into the sock so that the thumb is at the heel of the sock and the other four fingers are at the end of the sock (where the toes would normally be). The child simply has to open and close the hand to make the puppet talk.

Felt. Cut two pieces the size of the child's finger out of a piece of felt, duffel or other strong fabric. Glue or sew these two pieces together and add decorations. When finished, slide the puppet onto the child's finger.

Activity card for children 2 to 3 years old - Card 5

Children like ...

Emptying and pouring from one container into another.



Settle the children around a tub or a sand box, and leave small containers that they can easily hold within reach. Children like filling containers with water or sand and pouring the contents from one container into another. They may repeat this operation numerous times and always with an enormous amount of concentration and pleasure.

These are excellent activities to help children develop eye-hand coordination and their perception of volume. These activities may also be done outdoors or at home; children simply need containers that they can easily handle.

Activity card for children 2 to 3 years old - Card 6

Children like ...

Hearing and producing sounds with objects.

You may make your own percussion instruments for children by filling empty containers with tightly fitting covers with the following: rice, corks, dry pasta, salt, dry beans, lentils, soil, water, sand, etc.

Locating sounds.

Put a blindfold or scarf on the child's eyes. Place yourself a short distance from the child and make a sound with a bell or another instrument that you and the child have constructed prior to this activity. The child must determine where the sound is coming from and comes to meet you. Repeat the activity, getting progressively farther away, but always remaining in the same room as the child.

Activity card for children 2 to 3 years old - Card 7

Children like ...

Recognizing sounds in their environment.

On a tape recorder, record sounds that are familiar to the children: the telephone, water running from a tap, a toilet flushing, a dog barking, the engine of a skidoo, the engine of a truck, the wind blowing, etc. Have the children listen to the tape, and stop after each sound to give the children the chance to identify the sound. You may repeat the tape as often as you and the children wish.

Another way to organize this activity is to glue a photograph or picture representing four to six of the sounds that you have recorded onto a large piece of cardboard. The children may then place an object on the corresponding picture or photograph when they recognize the sound.

Activity card for children 2 to 3 years old - Card 8

Children like ...

Singing and dancing.

Children particularly like singing. This activity is very important for teaching children rhythm. Children like to play with their voices and to discover the different sounds they can make. Singing allows them to become aware of their breathing and to learn new vocabulary.

Children also like to listen to songs and nursery rhymes, and enjoy different types of music (popular, classical and traditional). They like to sway, dance and skip to the sound of music. A staff member may bring in a musical instrument, such as the accordion, and play for the children.

For children, singing and dancing are often associated with a holiday, joy, fun ...

Between 2 and 3 years old, children very much like holding hands and dancing in a circle while singing. Children will most enjoy songs that involve some movements (sitting, raising arms, stamping feet, hopping, etc.).

Activity card for children 2 to 3 years old - Card 9

Children like ...

Blowing bubbles.

First, construct a device to make the bubbles by shaping a piece of wire into a 1-inch circle (this device can also be purchased). Prepare the liquid by mixing one part of dish soap with two parts of water; 1 tablespoon of glycerin per half-litre of water may be added (optional). The adult or child then dips the bubble-making device into the soapy liquid and blows the bubbles which the other children try to catch.

Suggest this activity to children when you are outdoors, especially on a sunny day: the sunlight reflects on the bubbles and creates magnificent colours ... and the wind will carry the bubbles away!



Activity card for children 2 to 3 years old - Card 10

Children like ...

Recognizing and exploring the image of their own body.

Spread a large piece of paper approximately the child's size on the floor. Have the child lie on the paper and draw the shape of the child's body with a thick crayon. Suggest that the child draw the facial features and colour in the body. Hang the drawing on the wall at the child's height. Children greatly enjoy recognizing themselves and their friends. This activity allows children to develop a sense of their own physical identity.

You may modify this activity by cutting the child's silhouette out of a large piece of cardboard. After colouring in the silhouette, the child may handle and explore it (turn it around, carry it, show it to friends, etc.). You may also cut out your own silhouette with the help of another adult. Hang it up beside the child's and make comparisons of the two silhouettes with the child.

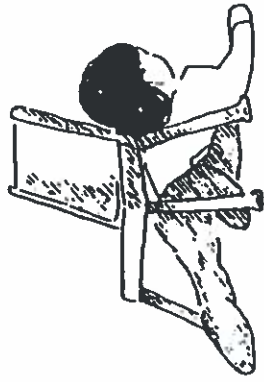
Activity card for children 2 to 3 years old - Card 11

Children like ...

Clearing obstacles.

In a room, or outdoors, set up an obstacle course of three or four obstacles that consist of the following: walking along a winding line marked out with masking tape; crawling under a chair; climbing onto a chair; jumping into a hoop; crawling through a tunnel; walking in a straight line while carrying a bag of sand or grain on the head; walking along a beam, etc.

When your course is organized, go through it yourself and guide the children so that all the obstacles can be cleared. Use your imagination to invent other obstacles, however, always make sure that the obstacles are very safe for the children.



Activity card for children 2 to 3 years old - Card 12

Children like ...

Playing fox and lemming.

Choose two children to play the fox and lemming. Attach a tail made of a long sock filled with fabric or paper onto the back of the lemming. The fox and lemming face each other, and speak while they shake hands:

| | |
|----------|-------------------------|
| fox: | "Hello lemming" |
| lemming: | "ee, ee, ee, Hello fox" |
| fox: | (fox sound) |

Right after this short conversation, the fox tries to catch the lemming's tail. The fox chases the lemming around a circle whose boundaries have already been set, until the lemming's tail has been caught. The game ends and two other children may be chosen to be the fox and lemming.

Activity card for children 2 to 3 years old - Card 13

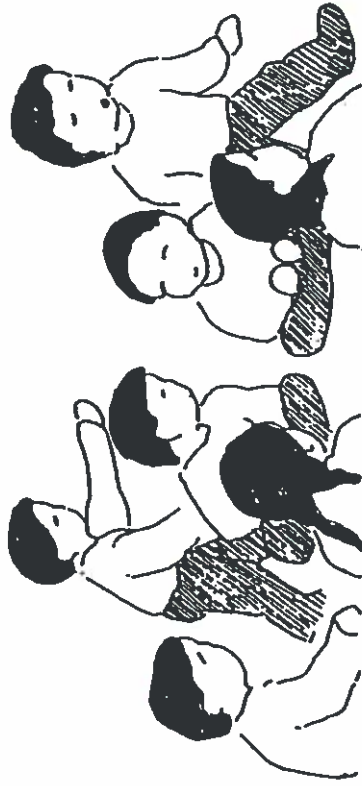
Children like ...

Playing the fox.

The children are seated close to each other in a circle on the floor. A child is chosen to play the fox. The fox walks around the circle of children, who cannot turn around, and quietly, without being seen, places a handkerchief behind one of the children. The chosen child must try to catch the fox before the fox runs

around the circle and sits down in the chosen child's place. If the fox is caught, the game continues with the same fox, who tries again; if the fox sits in the chosen child's place, the chosen child becomes the fox.

And the game continues ...

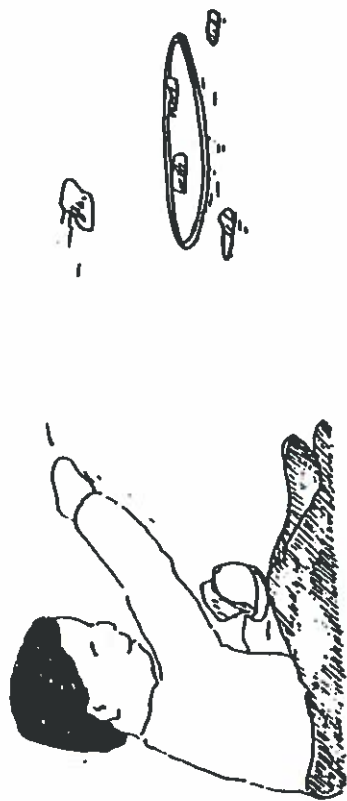


Activity card for children 2 to 3 years old - Card 14

Children like ...

Throwing in order to hit a target.

Put a hoop or draw a goose on the floor. Ask the children to place themselves 2 ft from the target. All together, or each one in turn, the children throw paper balls or small bags of sand or grain at the goose. This activity may be made more complicated by asking the children to get progressively farther away from the target.



Activity card for children 2 to 3 years old - Card 15

Children like ...

Fishing.

Children have always enjoyed fishing, and there are a multitude of ways to play this game, depending on the materials. These are just two examples:

1. Wrap soft wire that is not dangerous for the children around several objects and twist it at the end so that a loop large enough to slip a hook into is made. Bury these objects into a box filled with sand, leaving the loops exposed. Make a fishing rod out of a well-sanded piece of wood, tie a piece of string at one end, and attach a hook made out of wire to the end of the string. With the fishing rod, the children must slide the hook into the loop and pull the object out of the sand.
2. Draw animals or familiar objects on cards or paper of different shapes and colours on which you have put a paper clip; spread the cards or paper in a box. Make a fishing rod out of a well-sanded piece of wood, tie a piece of string at one end, and attach a magnet to the end of the string. The children must manipulate the fishing rod so that the magnet touches a paper clip, and then the object can be slowly pulled out of the box.

Activity card for children 2 to 3 years old - Card 16

Children like ...

Playing with hoops.

All the children have their own hoops on the floor in front of them. Explain that when you give the signal (clap your hands or a tambourine, ring a bell, etc.), they must jump into their hoops and wait for the next signal to know when to jump out of the hoops. Repeat this activity several times. When finished, let the children play with their hoops; you may then increase the number of hoops available.

This activity allows children to understand the difference between "inside" and "outside", and to associate a movement with a given signal.

Activity card for children 2 to 3 years old - Card 17

Children like ...

Playing with balls.

Bowling

Children enjoy knocking down pins by throwing or kicking a ball. You may use clean milk cartons or empty cardboard rolls (from paper towels or toilette paper) that the children have decorated, or plastic pins.

Passing a ball through a tunnel

The children line up one behind the other. The first child passes the ball through his/her legs so that the second child receives the ball and passes it in the same way to the third child, and so on. When the ball reaches the end of the line, the last child goes to the front and the game continues. Before ending the game, make sure that each child has had the chance to be at the beginning of the line at least once.

Rolling balls

The children are seated in a circle. The adult is in charge of the game and names a child to whom the ball will be rolled. The child gets ready to receive the ball and returns it to the adult after catching it. The adult repeats the game with all the children, naming them randomly.

Activity card for children 2 to 3 years old - Card 18

Children like ...

Relaxing by becoming aware of their body.

Children need time to relax during the day and these times can be enjoyable. These are two examples of activities that are both fun and relaxing.

Small and big

Have fun with the children letting them imagine that they are very big or very small. In a loud voice, give the instruction "you are big"; the children must stretch up onto their toes, reaching their arms high into the air. When you softly give the instruction, "you are small", the children curl up into a ball to become as small as possible. You may repeat this activity as long as the children are enjoying themselves. This activity may also be done in front of a mirror.

Making faces

Ask the children to do the following, but show them how first:

1. click their tongue against their palate;
2. open their mouth wide and lick the outside in a circular motion;
3. stretch their tongue out as far as possible;
4. try to touch their nose with their tongue;
5. open their eyes very wide;
6. squeeze their eyes tightly shut;
7. open their eyes normally;
8. close their eyes without squeezing;
9. finish by putting their hands on their eyes.

18'6'4' ...

18'6'4' ... 18'6'4' ... 18'6'4' ...

18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ...

18'6'4' ...

18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ...

18'6'4' ...

18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ...

1. 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ...

2. 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ...

3. 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ...

4. 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ...

5. 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ...
6. 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ...
7. 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ...
8. 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ...
9. 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ... 18'6'4' ...

Activity card for children 2 to 3 years old - Card 19

Children like ...

Playing with shapes that fit into specific spaces.

Children can differentiate several shapes. They like doing puzzles where each piece fits into a specific space, as well as puzzles whose pieces may be put together in a variety of ways. Children also like to turn taps and handles, and screw covers on plastic containers. You may leave children several containers or pots and their covers so that they may place and remove the covers.

Playing with shapes that they can stack.

Children like stacking objects of different or identical sizes, that they may pile from the largest to the smallest, or simply randomly. They may use cups, rings or other objects that can be stacked. Children like to make "towers", especially with blocks. When small, they stack these blocks, and later they may construct any number of things with them that they will enjoy knocking down.

Gathering objects according to their shape, size and colour.

Children learn to group identical objects, objects with the same shape, and objects that are smaller or larger. You may give children everyday objects, such as clothing; utensils, dishes, fruits, vegetables, crayons ...

Activity card for children 2 to 3 years old - Card 20

Children like ...

Memorizing objects or pictures.

Put three or four objects side by side, and give the child enough time to memorize and name them. Then ask the child to turn around while you hide all the objects except one under a blanket. The child must guess which object is not hidden. Begin the game again with another child, but remove another object. Since this game is played in a group, each child has the opportunity to interchange roles: an accomplice to the adult who hides the objects, and the main player who guesses which object has been removed. The game also allows children to develop their ability to wait their turn.

You may make this game more complicated by increasing the number of objects to be memorized, or by choosing new objects that are similar in colour, shape, size, etc.

You may continue to play this game as long as the children show interest.

Activity card for children 2 to 3 years old - Card 21

Children like ...

Pretending.

Improvise or stage a make-believe game with children. Children enjoy it when adults participate in their games of reproducing situations from their daily life (meals, naps, the water truck delivering water, a skidoo ride, races, going on vacation, fishing, etc.). The following is an example of a make-believe game.

Using empty boxes or containers, reproduce the shelves of a store. On a table, set up a cash register that is real or made out of a box. With the children, decide who will play the various roles of clients, cashier, store manager, etc. Let the children use their imagination to begin the game; they will be very happy that you are willing to go along with them. The following situations may be reproduced: arriving by skidoo, looking at the merchandise on the shelves, choosing the goods to be purchased, talking with store personnel, going to the cash register, paying the cashier, packing the goods, etc.

Activity card for children 2 to 3 years old - Card 22

Children like ...

Modelling different shapes.

Children of all ages enjoy modelling because this activity responds to their need to touch and handle, as well as to their need to be creative. Play dough, soil and sand are the materials most often used. Play dough may be purchased, however, it is very easy to make, as seen by these three recipes:

Salt dough

1 cup of flour
1/2 cup of table salt
1/2 cup of water
1 squirt of dish soap

Mix all the ingredients together.
This dough should be kept in the refrigerator in a tightly sealed container.

Dough cooked before

modelling

1 cup of flour, 1/2 cup of salt
1 tsp of cream of tartar
1 cup of water
1 or 2 tsp of oil

Food colouring (optional)

Mix the liquid ingredients and the colouring together. Add the remaining ingredients, and cook over medium heat until the mixture forms into a ball and separates from the pot. Cool the mixture, then put it in a tightly sealed container in the refrigerator.

Dough cooked after

modelling

2 cups of flour
1/2 cup of salt
3/4 cup of water

Mix all the ingredients together, and knead the mixture. This dough must be used within four hours of being made, otherwise it will harden. When the shapes have been modelled, put them in the oven (250°F) until hard. Cool, then decorate with paint or other decorations.

Activity card for children 2 to 3 years old - Card 23

Children like ...

Painting.

Children like putting different colours onto paper, either with their fingers or with a paintbrush. They like to discover the shapes and colours they create, and they obtain a great deal of pleasure and satisfaction admiring their creations.

Children like making impressions of their hands and feet by dipping them into paint and pressing them onto paper. Children are always curious to discover the impressions of other participants in this activity.

You may also put drops of paint on paper that the children can blow with a straw into different designs and shapes as they like.

Children also like drawing with wax crayons, colouring pencils and non-toxic, felt-tip pens.

Children like ...

Making impressions with various shapes.

Children enjoy printing various shapes that they have dipped into paint.

With sponges, foam, thick fabric, or potatoes cut in half, make different shapes to be printed (circle, square, triangle, moon, star, fish, goose foot, seal flipper ...).

Pour poster paint of one or several colours into containers large enough to hold the shapes to be printed. The child chooses one or several shapes, dips them into the paint, and prints them onto a large piece of paper or cardboard.



Activity card for children 2 to 3 years old - Card 25

Children like ...

Cutting and pasting.

Children enjoy working with scissors, glue and paper to create collages of all types. In order to make this task easier and safer for children, these rules should be followed:

- Scissors must have rounded ends, and their blades should preferably be covered with plastic. Children should be calm and seated when using scissors, and should always be supervised by an adult.
- Glue must be non-toxic. If you are using liquid glue, transfer it into small plastic containers with tightly fitting lids. The children can use the glue with a small stick or spatula.
- Paper may be of various quality and format, but it must be suitable for the materials with which it will be used.

Cutting and pasting stimulates the imagination and creativity of children. It is therefore important to have many materials on hand during these times that the children can explore freely: dry pasta (macaroni, spaghetti, etc.), straws, grains and seeds (of melons, pumpkins, apples, etc.), dry beans, cereal, wool, pieces of fabric, ribbon, shells, flowers, sand, wood shavings, coloured paper, newspaper, wallpaper, wrapping paper, magazines, catalogues, brochures, pieces of skin, pieces of fur, bones, teeth, etc.

*Development Profiles, Safety Measures,
Layout and Activity Cards
Children 3 to 5 years old*

Information on child development in this section should be considered only as a guideline. All children develop at their own rate and have their own interests; it is possible that they have either not reached or have progressed beyond certain stages of development described in this section. Above all, it is important to listen to the children and to respect their abilities and limitations.

Development profile of children 3 to 4 years old

Language

- Like to play with words and make up rhymes.
- Like new words, and may even invent them.
- Ask questions: what's that? why? where? how?
- Use language to express their needs and are generally well understood.
- Describe and report immediate or very recent situations.
- Verbally describe an action in a picture or book.
- Construct sentences of four to five words, but do not necessarily follow normal sentence structure yet.
- Use the plural, but not necessarily according to grammatical rules ("my friends goes home").
- Increasingly use the personal pronouns "I" and "me", and the possessive adjective "my".
- Say their first and last name.
- Carry on small conversations.

Development profile of children 3 to 4 years old

Relations with others

- Like helping adults and enjoy being complimented on their efforts.
- Like imitating real people and presenting them on stage, but may also create imaginary characters.
- Like imitating other children.
- Like disguising themselves.
- Begin differentiating that which belongs to them and that which belongs to others or to the group.
- Begin sharing and lending toys, and negotiating for what they want.
- May still have conflicts with other children with regard to sharing toys.
- Enjoy the company of other children their own age, and are more attentive to the needs of others, both children and adults.
- Enjoy being in small groups.
- Like funny situations.
- Are both charming and charmers; they have a great desire to please.
- Are more aware of belonging to a particular sex, and know the difference between boys and girls.
- Understand the idea of "waiting for their turn".
- Family is very important; like talking about and being talked to about their brother, sister, father, mother, cousin ... and the bonds that they have with these family members.

Development profile of children 3 to 4 years old

Daily routines

- Eat alone without excessively dirtying themselves or spilling food.
- Like helping with household tasks: serving meals, clearing the table, washing the table, sweeping, etc.
- Help put away their toys.
- Find it easier to undress than to dress; need help with certain buttons that are difficult to reach or with certain fasteners (laces, zippers, etc.).
- Go to the bathroom alone, but still wet their bed at night.
- Wash their hands alone, but may require help drying them.
- Are getting used to brushing their teeth after meals.
- Need less sleep during the day.

Development profile of children 3 to 4 years old

Sensorimotor abilities

- Climb stairs by alternating their feet, but may come down the stairs without necessarily alternating them.
- Run, jump and climb with more coordination.
- Run on their toes.
- Keep their balance on one foot.
- Hop one to three steps.
- Like to throw and catch a ball.
- Walk along a straight line.
- Like pouring milk, juice and other liquids by themselves.
- Follow a beat when walking.
- Use the pedals to move their tricycle.
- Cut with scissors.
- Have a better perception of their body and easily identify several parts.
- Find their bearings during short and simple journeys.
- Recognize simple geometrical shapes and reproduce them in their drawings.
- Build towers of approximately nine blocks.
- Like participating in musical activities that include all the children in their group.
- Sing a short song alone.

Development profile of children 3 to 4 years old

Intellectual abilities

- Group objects according to colour and size.
- Recognize colours and associate different components according to colour.
- Concentrate more during manipulation activities (puzzles, association games, etc.).
- Are progressively grasping the notion of time; understand the meaning of "before", "after", "today" and "tomorrow".
- Understand the meaning of "high" and "low", "outside" and "inside", "beside".
- Understand the meaning of "smaller" and "bigger".
- Understand simple "cause and effect" relations, and anticipate the consequences of their actions.
- Grasp the difference between "one" and "several".
- Count to between three and five.
- Are aware of their abilities and limitations.
- Know the use of familiar objects.
- Recognize and associate identical images (lotto games).
- Remember recent events and talk about them.

Development profile of children 4 to 5 years old

Language

- Like playing with words.
- Sometimes use aggressive vocabulary when in conflict with other children or an adult.
- Use language to express their needs and make themselves well understood.
- Increasingly use words related to time (minute, day, month, season, year).
- Increasingly use words related to space: "on", "above", "below", "behind" and "in front".
- Construct a sentence of five to six words.
- Begin mastering some grammatical rules, such as plurals.
- Can be very talkative.
- Ask many questions: why? when? how?

פּאַרלאָמענט

- דערפֿאַרן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט.
- דערפֿאַרן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט.
- פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט.
- אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט.
- אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט.
- אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט.
- אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט.
- אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט, אַרבעטן פֿאַרן פּאַרלאָמענט.

Development profile of children 4 to 5 years old

Daily routines

- Feed themselves without any difficulty, and handle a spoon and fork easily, but not a knife.
- Follow certain rules during mealtime, but have problems staying quiet.
- Like setting the table and serving meals.
- Need less sleep during the day, but a period of relaxation may be beneficial.
- Will put away their toys, but prefer that this activity be suggested as a game.
- Dress and undress almost entirely alone and recognize the "front" and "back" of clothing.
- Tie their shoelaces, but have problems with the bows.
- Occasionally wet their bed at night.
- Rarely wake up during the night.
- Are getting used to brushing their teeth after meals.
- Wash their hands and face alone.

Development profile of children 4 to 5 years old

Intellectual abilities

- Grasp the notion of time within a fixed period.
- Understand the meaning of "behind" and "in front", "under" and "on", "above" and "below".
- Grasp the notion of volume.
- Understand "cause and effect" relations.
- Count up to five.
- Remember recent events and talk about them.
- Grasp the notion of categories: fruits, vegetables, water animals, land animals, etc.
- Recognize the characteristics of a person or an object by detecting the shape, sound, smell, taste and size.
- Tell a story with a certain amount of logic.
- Understand a variety of instructions during team games: stop when you hear a sound, take small steps, bend down, etc.
- Are able to reflect and thus, to anticipate a situation and see themselves in the future.
- Are curious about new words and their meanings.
- Like listening to stories and have sustained attention.

Safety measures for children 3 to 5 years old

So that children may develop in complete safety, it is very important to consider the following:

- Objects should be chosen according to the age and ability of the children, and explanations should be given so that they can safely use the objects.
- Cleaning supplies, guns, knives, etc. should always be kept out of the children's reach.
- Toys should be put away when children are finished playing so that the children do not trip over them.
- Children should be taught to recognize and prevent certain potentially dangerous situations.
- Children should be taught to follow rules and to cooperate when in a group situation:
 - . they should not push or shove;
 - . they should be encouraged to communicate when in conflict with other children;
 - . they should move about calmly and quietly during outings;
 - . they should help their friends when necessary.
- Children should be taught to follow rules during outdoor activities:
 - . they should not use outdoor equipment when it is wet or icy;
 - . they should not stand up on swings or double up on them;
 - . they should slide down the slide one at a time, get out of the way quickly, and never climb back up the slide;
 - . they should warn their friend on the other side of a teeter-totter when getting off.
- The play rooms should not be overcrowded so that the children can run and jump without bumping into equipment.
- Tricycles should be in good condition and should be adapted to the age and size of the children.
- Children should wear shoes with non-skid soles rather than socks so that they do not fall during activities.

Layout of play areas for children 3 to 5 years old

The layout of play areas for children is very important. Play areas must be designed so as to allow children to develop freely while at the same time stimulating various aspects of this development. Even though children between the ages of 3 and 5 still need to jump, run and climb a great deal, their activity areas are primarily centered around manipulation games, such as the following:

- sand games
- water games
- block games
- dramatic play or make-believe games
- quiet games
- reading activities
- visual arts activities
- motor activities
- musical activities

It is therefore important that the play areas be grouped according to the activities that will take place in them (quiet or noisy, dirty or less dirty, etc.). These areas must permit the children to explore and discover the world around them and this, in close contact with their peers.

Activity card for children 3 to 5 years old - Card 1

Children like ...

Doing experiments with water.

The children fill small containers with snow or ice and bring them inside. After a while, they will notice that the snow or ice is melting, and that if the containers are placed near a sunny window, this water will slowly evaporate.

Children also enjoy observing the reaction of water when it comes into contact with other materials, such as salt, sugar, vinegar, oil, milk, pepper, coffee, etc. They also like watching the behaviour of various objects in water: erasers, sponges, crayons, balls, keys, paper, salt, sugar, chocolate drinking powder, pieces of fabric, etc. Leave objects of all sorts within the children's reach so that they can observe if the objects float, sink, become soaked, etc.

Activity card for children 3 to 5 years old - Card 2

Children like ...

Science activities.

Have the children put a stick of celery with leaves into a glass of water; add a few drops of food colouring to the water, and let the water and celery sit until the celery leaves have changed colour (approximately 3 hours). Explain to the children that the celery drinks the water in the glass, and that the inside of the celery has small canals which carry the water to the leaves. You can show the children these canals by cutting open the celery widthwise.

All the children should have their own celery stick for their own experiment. Use different colours of food colouring so that the children can compare results.

Activity card for children 3 to 5 years old - Card 3

Children like ...

Listening to and telling stories.

Children like listening to and telling stories. They greatly enjoy listening to stories from an illustrated book or created from your imagination. They often ask for the same stories because they like anticipating situations they already know. These stories should be short, and when read from a book, should be accompanied by attractive pictures that the child can easily understand.

Children also like looking at books alone. They can spend several minutes examining the details of pictures and telling themselves the story if they know it.

Children often choose a book as a companion during quiet periods or when they want to be away from a group.

In a group, children enjoy inventing new stories. You may suggest or choose a theme or the beginning of a story with the children's help. Spontaneously, or one by one, the children can continue the story in any way they like.

Activity card for children 3 to 5 years old - Card 4

Children like ...

Watching grass grow.

Ask the children to draw eyes, a nose and a mouth on a white paper cup or a styrofoam cup. The children fill their cups with soil and plant seeds for grass. They regularly water the soil so that it is always a bit wet. Leave the children's cups near a natural source of light, and several days later, the children will see the grass - or hair - starting to grow. You will notice that the grass grows very quickly, and that the children will obtain a great deal of pleasure cutting their characters' hair.

Watching a plant grow.

The children fill a cup or container with soil and bury a piece of potato with eyes approximately 1 cm from the top of the soil. The piece of potato must be completely covered with soil. The children must water the soil regularly so that it is always a bit wet. The children will see a small plant sprouting quite quickly. The small plants should preferably be left near a natural source of light.

The children place the top part of a carrot approximately 2 cm thick in a saucer filled with water, and place the saucers near a natural source of light. After several days, the children will begin to see a small plant sprouting from the carrot. Ensure that there is always water in the saucers. Children may also try this experiment with a radish.

Activity card for children 3 to 5 years old - Card 5

Children like ...

Memorizing objects or pictures.

Show the child five to eight different objects, allowing enough time for the objects to be memorized. Ask the child to turn around while you hide all the objects except one under a blanket. The child must guess which object is not hidden. Begin the game again with another child, but remove another object. Since this game is played in a group, each child has the opportunity to interchange roles: an accomplice to the adult who hides the objects, and the main player who guesses which object has been removed. The child may also be the one to remove one of the objects from underneath the blanket.

You may make this game more complicated by increasing the number of objects to be memorized, or by choosing new objects that are more similar in colour, shape, size, etc.

You may continue to play this game as long as the children show interest.

Activity card for children 3 to 5 years old - Card 6

Children like ...

Participating in "Olympics".

As a special day, organize a variety of activities that will delight children: races, jumps and games of skill. These activities will generally take place outdoors, thereby allowing the children to expend physical energy while having fun. The following are some activities that you may suggest to the children.

Races

The children place themselves at the starting line and wait for the signal to begin. Depending on the complexity or difficulty of the race, adjust the distance. More than one race may be organized: one-legged races; wheelbarrow races (one child plays the wheelbarrow, hands on the ground, and the partner holds the ankles); races where an orange or small ball is held between the chin and neck; races with one eye closed; races where the children keep their hands on their heads; backward races; crawling races; obstacle course races; etc.

Jumps

Each taking their turn, or all together, the children may jump as follows: high jump, long jump, jumping on one foot, jumping with arms crossed, jumping with eyes closed, etc.

Games of skill

The children participate in various skill-testing games: aiming at a target with a ball, or a bag of sand or grain; moving (walking, running, backwards, on knees, crunched down, etc.) in a defined area with a full glass of water in hand, with an object (pillow, book) on the head, holding a spoon with a ping-pong ball in it, etc.

Activity card for children 3 to 5 years old - Card 7

Children like ...

Miming and presenting small plays.

The child or adult imitates situations (brushing teeth, brushing hair, eating), emotions (joy, anger, sadness), animals, etc. The imitating must be done in silence, and the other children must recognize and identify what they see.

Tell a story that the child will act out as the action unfolds. You may also reverse the roles so that you become the actor and the child becomes the reader.



Construct a puppet stage using a solid cardboard box that is large enough to hide a child crouching down behind it. With the puppets, the child can present shows and small plays that are either improvised or based on known stories.

Activity card for children 3 to 5 years old - Card 8

Children like ...

Playing "Simon says".

The children stand in a straight line or semi-circle facing the leader of the game (an adult or child). The leader asks the children to perform certain movements (raise a hand, scratch their head, bend over, etc.). The children must obey only the instructions that begin with "Simon says" (for example: Simon says take a step forward). The children must not obey instructions that do not begin in this way (for example: lift your leg). The goal of the leader is to give a series of instructions and to trick the children into following instructions that do not begin with "Simon says". The child that performs the action not beginning with "Simon says" joins the leader in the front and becomes the new leader.

The adult should be the first leader in order to show the children how the game is played.

This activity allows children to develop their concentration and to have a better perception of their body.

Activity card for children 3 to 5 years old - Card 9

Children like ...

Singing and dancing.

Children particularly like singing. This activity is very important for teaching children rhythm. Children like to play with their voices and to discover the different sounds they can make. Singing allows them to become aware of their breathing and to learn new vocabulary.

Children like to dance to all sorts of rhythms, and they enjoy listening to all types of music, especially to music they recognize. When singing, they can follow rhythm, tones and pauses. They also know quite a few songs. They enjoy singing alone or in a group, and like it when people listen to them. A staff member may bring in a musical instrument, such as the accordion, and play for the children.

For children, singing and dancing are often associated with a holiday, joy, fun ...

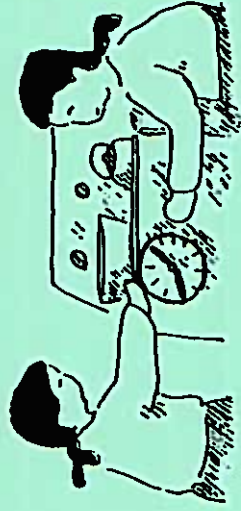
Activity card for children 3 to 5 years old - Card 10

Children like ...

Cooking simple dishes.

Children enjoy participating in simple cooking activities, such as making bannock, cookies, muffins, cakes, fruit salad, sandwiches, spreads, etc.

Choose recipes that do not need too many ingredients or handling. Prepare all the ingredients according to the quantities required. Children can help mix, pour liquids, add dry ingredients, whip the mixture, etc. You may make this activity even more pleasurable for the children by letting them decorate the finished product according to their imagination. Remember, however, that adult supervision in the kitchen is essential.

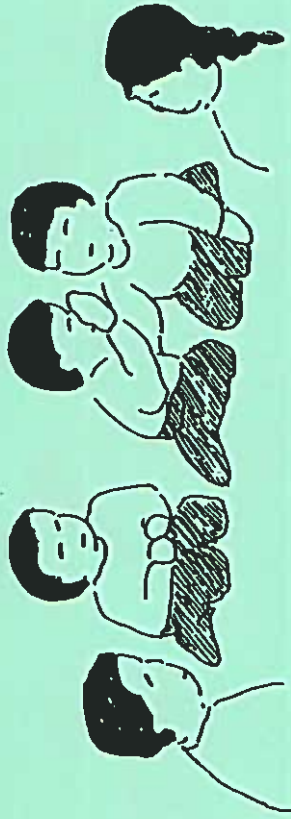


Activity card for children 3 to 5 years old - Card 11

Children like ...

Whispering secrets.

The children form a circle. One child chooses a word and whispers it to the next child, who whispers it to the next child, and so forth. The last child in the circle to hear the secret repeats the word out loud. The child who began the secret then tells the other children what the original word was and comparisons are made. The last child chooses another word and the game continues.



Activity card for children 3 to 5 years old - Card 12

Children like ...

Clearing obstacles.

In a room, or outdoors, set up an obstacle course of five to six obstacles that consist of the following: walking along a winding line marked out with masking tape; crawling under a chair; climbing onto a chair; jumping into a hoop; crawling through a tunnel; walking in a straight line with a bag of sand or grain on the head; walking along a beam; etc.

When the course is organized, explain it to the children. The children will be impatient to begin, but should be reminded of the different steps. Use your imagination to invent other obstacles, however, always make sure that they are very safe for the children.

Activity card for children 3 to 5 years old - Card 13

Children like ...

Chasing games.

Many chasing games exist, and children very much enjoy them because they have the chance to run and expend physical energy. These are some examples of chasing games.

One child is chosen as the leader. The rest of the children place themselves at the far end of the play area that has been previously established for the game. The leader stands in the middle of this area, facing the children, approximately 2 m from them. The leader chooses a word (Qilaluqraq) to be the starting signal. When the leader gives the signal, the other children must try to cross the area to the other side without being caught by the leader. The children who are caught join the leader and when the signal is given again, they help catch the other children trying to cross to the other side of the play area. The game continues until all the children are caught.

One child is chosen to be "it", and runs after the other children trying to touch them. The children who are touched immediately crouch down. A crouching child may rejoin the game only if touched by a "free" child (one of the children being chased). After a certain time, choose another child to be "it". There are numerous variations to this game. Children who are caught may freeze and remain as is without moving, or they may become a type of animal, make a face, etc.

Activity card for children 3 to 5 years old - Card 14

Children like ...

Finding hidden objects by following clues.

Ask one child to stand aside from the group and turn away. With the help of the other children, hide an object in a place that is easily accessible. Ask the child to return to the group. The child must try to find the hidden object with the help of clues from the other children. However, the only clues that may be given are "it's sunny" when the child is getting closer to the object, or "it's snowing" when the child is getting farther from the object.

When the child has found the object, another child leaves the group and the game begins again.

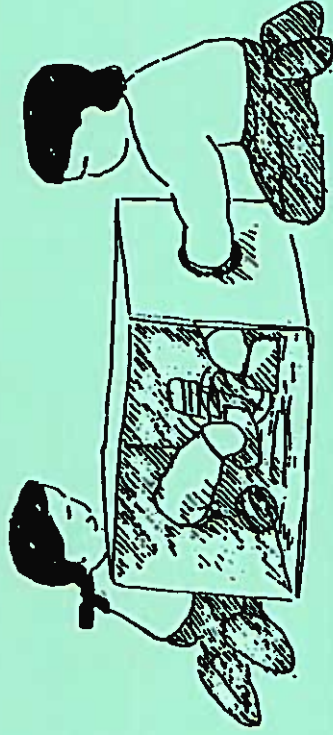
Activity card for children 3 to 5 years old - Card 15

Children like ...

Recognizing objects by feeling them.

Use a shoe box or any other medium-sized box that is empty and that has a cover. On each side of the box, make a hole large enough for a child's hands. Put four or five objects with different textures and shapes into the box: toothbrush, small block, plastic cup, book, piece of skin, cassette box, spoon, orange, potato, bone, etc. The child must try to recognize the objects in the box by feeling them.

All the children take their turn to identify the objects in the box.



Activity card for children 3 to 5 years old - Card 16

Children like ...

Recognizing food by its taste and smell.

Put four or five different foods in small containers that the child, with a blindfold on, must try to recognize by smelling. Choose foods that have different and contrasting smells, such as vinegar, mustard, peanut butter, chocolate, pepper, etc.

Repeat this activity, but this time with foods that the child will attempt to recognize by tasting. Choose a variety of foods with contrasting tastes: fruit juice, crackers, carrots, peanut butter, cheese, muktuk, tuktuk, fish, etc.



Activity card for children 3 to 5 years old - Card 17

Children like ...

Playing with hoops.

All the children have their own hoops which represent their house. One of the children pretends to be a bear sleeping. The children dance around the bear; when the bear wakes up, all the children hurry to find their house before the bear catches one of them. The first child caught by the bear then becomes the bear, and the child who played the bear takes over the other child's "house". And the game begins again ...

Hoops representing islands are placed on the floor close to one another. Indicate the starting and finishing point to the child. The child must jump from one island to another without touching the water. When the child reaches the last island, one of the fish that have been scattered on the floor before the game must be caught.

Activity card for children 3 to 5 years old - Card 18

Children like ...

Playing in a group with a ball.

Children will enjoy playing these three games in a group.

The children stand in a circle or line up with their arms crossed. The adult throws the ball to the children, however, at certain times, the adult only pretends to throw the ball; in this case, the children must not uncross their arms until the adult really throws the ball. Children particularly enjoy this game because of the element of surprise.

The children sit in a circle, legs spread, and feet touching. They roll the ball to each other on the floor, and the ball must not leave the circle. You may tell the children that the circle is an island surrounded by water, and that the ball must not fall into the water.

The children are seated in a circle, and they pass the ball to each other with their hands. When the leader of the game, who has turned away from the children, makes a sound with a tambourine or a bell, the child who has the ball leaves the circle and joins the leader. This child now becomes the leader, turns away from the other children, and makes a noise. Continue the game until all the children have had the chance to be the leader at least once.

Activity card for children 3 to 5 years old - Card 19

Children like ...

Relaxing by stretching.

Children need time to relax during the day, and these times can also be fun. The following are examples of relaxing activities that children will enjoy, and that may also be done with soft music playing.

The children stand up straight. They stretch their arms out in front of them as far as possible. Then they lift their arms high above them as if to touch the ceiling, and raise themselves onto their toes (their whole bodies are stretching upwards). Slowly, they relax their hands, arms, shoulders, head and body, and lean forward. They stay in this position for several seconds, their arms hanging down as low as possible. Repeat this activity several times.

The children are on their backs. They spread their arms and legs as far as possible, and then bring them back in. This exercise may also be done in the snow. Children are curious to discover the impressions that their bodies leave in the snow.

You may suggest this calming activity to the children just before their naps or after activities that have particularly excited them.

Activity card for children 3 to 5 years old - Card 20

Children like ...

Playing with blocks.

Children like building houses, bridges and garages with blocks, and use their creations for make-believe games. These games allow a multitude of components to be integrated - small cars, people, pieces of fabric - that will diversify and multiply the activities possible.

Children particularly enjoy block games during their free time, therefore, it is important that these games be accessible at all times. You may set up a special corner for block games so that the children may construct their creations in a quiet place.

A variety of block games (plastic, wood, and cardboard) are available commercially. Various empty cardboard boxes may also be used: tissue boxes, cracker boxes, cereal boxes, tea boxes, etc.

These games stimulate several aspects of the children's development: eye-hand coordination; social skills; verbal and non-verbal expression; and notions of volume, space and quantity.

Activity card for children 3 to 5 years old - Card 21

Children like ...

Playing board games.

Children like playing in small groups, and participating in board games or in thinking games (association, seriation, grouping, discrimination, etc.).

Several games are available commercially (dominoes, lotto, snakes and ladders, etc.), however, you may make some of your own using photographs or pictures from magazines and catalogues. Choose pictures representing elements that are related (a paddle and a canoe, a seal and a whale, a mitten and a hand, etc.), and ask the children to group the images according to colour, shape, category, and complementarity.

Activity card for children 3 to 5 years old - Card 22

Children like ...

Pretending.

Children enjoy improvising and staging make-believe games. They like to reproduce situations from their daily life (meals, naps, the water truck delivering water, a skidoo ride, races, going on vacation, fishing, etc.).

It is important to set up a suitable place for make-believe games where the children will find objects from their daily life: dishes, pots, table, chairs, costumes, rags, blankets, dolls, hats, purses, shoes, stove and refrigerator (that can be made with large, empty cardboard boxes). Encourage time when the children can play these games because they allow children to express their creativity and emotions, as well to make contact with other children.



Activity card for children 3 to 5 years old - Card 23

Children like ...

Modelling different shapes.

Children of all ages enjoy this activity, and they like having a variety of objects to use when modelling (plastic utensils, small rollers, cutters). Modelling responds to the need of children to touch and handle, and encourages their creativity.

Play dough, soil and sand are the materials most often used during modelling activities. Children can make objects, characters, and real or imaginary animals.

Play dough may be purchased, however, it is also very easy to make, as seen by the three recipes on page 77.

Activity card for children 3 to 5 years old - Card 24

Children like ...

Painting.

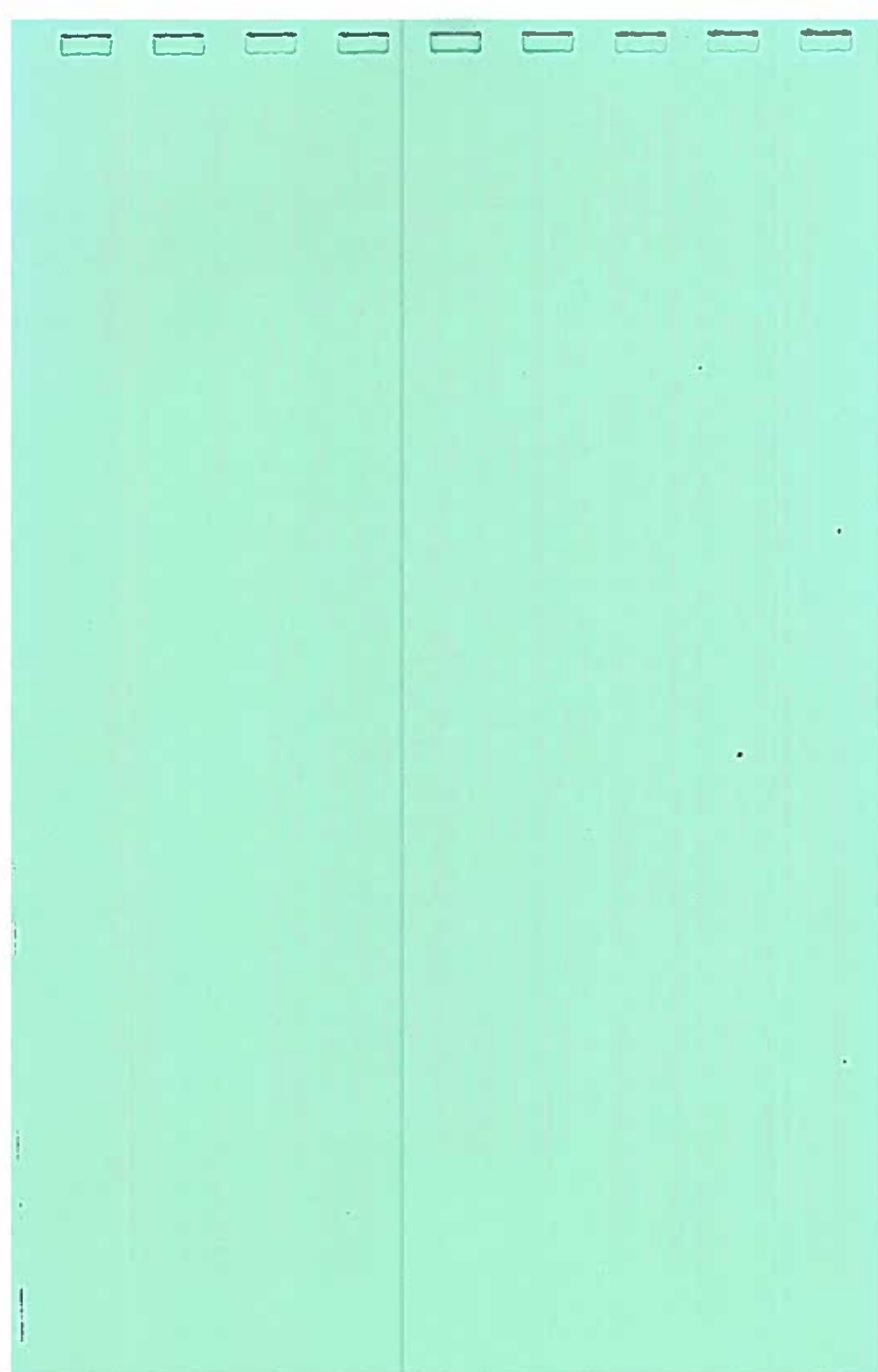
Children like applying different colours onto paper, either with their fingers or with a paintbrush. They like to discover the shapes and colours they create, and may reproduce objects and characters inspired from their real life or their imagination. They also enjoy drawing with wax crayons, colouring pencils and felt-tip pens.

Children like making murals with other children. On a wall, put a piece of paper large enough for several children to paint on at the same time. You may suggest a theme (the sun, hunting, the seasons, etc.) if you wish.

Musical colouring

Settle the children on the floor in groups of two. Give each group a large sheet and wax crayons or felt-tip pens. Choose some soft music that the children will listen to during the activity. At the sound of the music, one of the children in the group begins to draw and the other watches. When the adult stops the music at intervals varying between 5 and 30 seconds, the child who was watching begins drawing. The game may continue as long as the children are enjoying themselves.

Children obtain a great deal of pleasure and satisfaction admiring and showing their creations.



National Library of Canada / Bibliography

- BETSALEL-PRESSER, Raquel et GARON, Denise, La garderie, une expérience de vie pour l'enfant, Collection Ressources et petite enfance, Office des services de garde à l'enfance, Québec, 1984, 3 tomes.
- BERTHIAUME, Denise, Programme de développement global de l'enfant (2 et 3 ans), Syndicat de l'enseignement de l'Estrée, Regroupement des garderies des Cantons de l'Est, Sherbrooke, 1987.
- BOULIANE, Louise L. et BERGERON, Michèle et CRONK, Carolyn, Allô papa! Allô maman! Allô le monde!, Ministère de la santé et des services sociaux, Québec, 1985.
- CALVET, Didier, L'enfant bouge, Les Éditions de l'homme, Montréal, 1983.
- CAMPBELL, Sheila D., Installations et équipement de garderies, Santé et Bien-être social Canada, Ottawa, 1984.
- CAPLAN, Frank et CAPLAN, Theresa, La deuxième année de mon enfant, Les Éditions de l'homme, Montréal, 1985.
- CAPLAN, Frank et CAPLAN, Theresa, Les années clés de mon enfant, Les Éditions de l'homme, Montréal, 1985.
- CHAUVEL, Denise et NORET, Christiane, Apprenez à relaxer vos enfants, Éditions Retz, Paris, 1980.
- COREY-BERNIER, Ginette et DUCLOS, Germain et GRAVEL, Sylvie, Les pitchounets, les lutins et les autres, Intervention auprès des enfants de garderie ayant des difficultés de comportement, CLSC Côte-des-Neiges, Outremont, 1986.

5A7A7C NJC APL v" / Bibliography

LAVAL-LAMBERT, Marie-Josée, Fichier et guide d'éducation psychomotrice pour les enfants de 4 à 8 ans, Les Editions Brault et Bouthillier Limitée, Montréal, 1975.

LENOIR, Danielle, La magie des jeux de blocs, La Ludothèque de Saint-Lambert, Saint-Lambert, 1983.

LENOIR, Danielle, Les jeux d'eau pour les enfants d'âge préscolaire, Regroupement des garderies de la région 6C, Saint-Lambert, 1983.

LEQUEUX, Paulette, Jouer... pour le plaisir, Armand Colin-Bourrellet, Paris, 1979.

LEVY, Janine, L'éveil du tout-petit, Editions du seuil, Paris, 1972.

MINGUET-PATOCKA, Anne, Je fais, je bricole et prends mon temps, Grolier Limitée, Montréal, 1976.

PROVOST, Michelle, Nunavik, la terre où on s'installe, Musée de la Civilisation du Québec, Ministère de l'Éducation du Québec, Les publications Graficor, Québec 1988.

SAMSON-HINDSON, Pauline, Eveil à l'esprit scientifique chez les petits, Guérin Editeur Ltée, Montréal, 1984.



