

The purpose of the **Week of the Young Child®** is to focus public attention on the needs of young children and their families and to recognize the early childhood programs and services that meet those needs.

This year the Week of the Young Child® will be celebrated April 6 – 12, 2024. Below are a few suggested activities from the Early Childhood faculty and staff at Rowan – Cabarrus Community College to engage children in play this week. Make time for play this week and every week!



MUSIC MONDAY
APRIL 8

Shake Your Shakers!

When children actively listen, they can better understand the sounds around them which helps to build language proficiency.

Materials: Musical Egg Shakers or music shakers that you may have on hand, chart paper, marker, glue stick, and pictures to illustrate directional words: air, low, high, yes, no, ground, up, down, near, far, car, fast, slow, stop, go

Procedure: Create a chart with the lyrics of the song written on chart paper for the children to see the print. Next to each directional word place an image (printed out or drawn) representing the word. Sing the song aloud while pointing to the lyrics on the chart paper and doing the action. For example, when you sing “up,” point to the picture up and shake your shaker upward. Hand out shakers to each child. Encourage children to participate independently! Sing the song and encourage the children to listen carefully to the words, look at the pictures, and follow the directions.

NC Foundations: LDC-1

Extension Questions: Can you think of some new lyrics we can add to our shaker song?

<https://www.singplaycreate.com/2018/05/egg-shaker-activities.html>



TASTY TUESDAY
APRIL 9

No Bake Animal or Insect Cookies

When cooking or baking with children you are building vocabulary, math skills and exposing them to the tastiest science experiments.

Materials: Graham cracker squares, White frosting, Mini marshmallows, Black candy melts or small chocolate morsels, Small candy eyes. Gel food coloring, Small tube of black gel frosting, Small plastic bowls, Paper plates, Plastic spoons, Toothpicks

Procedure: Gather all materials. Have each child choose an animal or insect they want to create with their graham cracker. (For example: sheep, ladybug, or cow). Assist children with frosting each graham cracker square with white frosting (if the child chooses to create an insect/animal that needs colored frosting have the child add food coloring to the white frosting and stir it with a plastic spoon). Using the black candy melts, chocolate morsel, mini marshmallows, or the tube of black gel frosting have the children create the animal/insect head or facial features. Assist the children with using a toothpick to add a small dab of frosting to the back of the animal/insect's eyes. Place the eyes on the animal/insect's head. Allow the children to enjoy the tasty **NC Foundations:** CD-10, CD-14, CD-15

<https://dancingthroughtherain.com/no-bake-sheep-grahams/>



WORK TOGETHER WEDNESDAY

April 10

Mini Clothes Pin Structures

Using hands-on materials helps children learn and make sense of basic math skills.

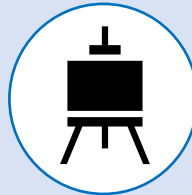
Materials: Mini Wooden Clothespins, Craft Sticks

Procedure: Demonstrate for children using clothespins and craft sticks to create structures. Divide children into groups. Encourage them to experiment with the materials and work together to build structures. Challenge the children to build the tallest structures possible using the mini clothespins and craft sticks. **NC Foundations HPD-5 APL-5,6 CD-11, LDC-2**

Extension Activity: Encourage children to line up their structures to compare and discuss their observations. Introduce a new challenge: Build a bridge.

<https://frugalfun4boys.com/engineering-challenges-clothespins-binder-clips-craft-sticks/>

<https://classroomcentral.org/wp-content/uploads/2022/03/Experiment-Mini-Clothes-Pin-Structure.pdf>



ARTSY THURSDAY APRIL 11

Watercolor Flowers

Providing opportunities for exploration, prediction, and creating items using open-ended materials helps children begin to demonstrate good problem-solving skills and make both scientific and mathematical connections.

Materials: Blue, yellow, and red watercolors, Cups, Water to dilute watercolors, Pipettes, Coffee filters, Book: Planting a Rainbow, Pipe cleaners, Paper towels or cloth towels for messy spills

Procedure: Set up multiple small cups of diluted watercolors with at least two for each color and 2-3 pipettes per color. Include multiple coffee filters for children to use. Read the book Planting a Rainbow by Lois Ehlert. With a small group of children, demonstrate how to use the pipettes to add color to the coffee filters. Encourage the children to use their pipettes to add watercolor to the coffee filters. Allow coffee filters to dry. After they have dried, demonstrate to children how to twist the coffee filter in the center at the bottom and wrap a pipe cleaner around it to resemble a flower stem. Encourage the children to do it themselves if they would like to add the stem. **NC Foundations: HPD-5, LDC-9, CD-15**



FAMILY FRIDAY APRIL 12

All Families are alike and different.

Through relationships, children become aware of self, family, and the community.

Materials: Book: What Makes A Family, Paper, Drawing Materials (markers, crayons, colored pencils, etc.)

Procedure: Read the book "What Makes A Family" or any book that discusses families. Ask open-ended questions about families. What makes your family special? Who are the people who make up your family? Provide materials for the children to draw a picture of their families. Ask them to tell you about their picture and write down all of what they tell you. **NC Foundations: CD-6h, CD-6k**

Extension Activity: Create a graph to show how many people are in each family and discuss it with your students when the results are in.

Music Monday
Shake Your Shakers

Lyrics sung to the tune of “London Bridges”.

Shake your shakers in the air
Shake it here, shake it there
Shake your shakers in the air
Shake your shakers.

Shake it high and shake it low (I change my voice to reflect High/Low)
Shake it yes, shake it no
Shake it high and shake it low
Shake your shakers.

Shake it up and shake it down (Hold it up high and then down low)
Shake your shaker on the ground
Shake it up and shake it down
Shake your shakers.

Shake it near and shake it far
Drive your shaker like a car
Shake it near and shake it far
Shake your shakers.

Shake it fast and shake it slow
Shake it stop, shake it go
Shake it fast and shake it slow
Shake your shakers.

YouTube link: <https://www.youtube.com/watch?v=rAJpI5cUdC4&t=2s>

