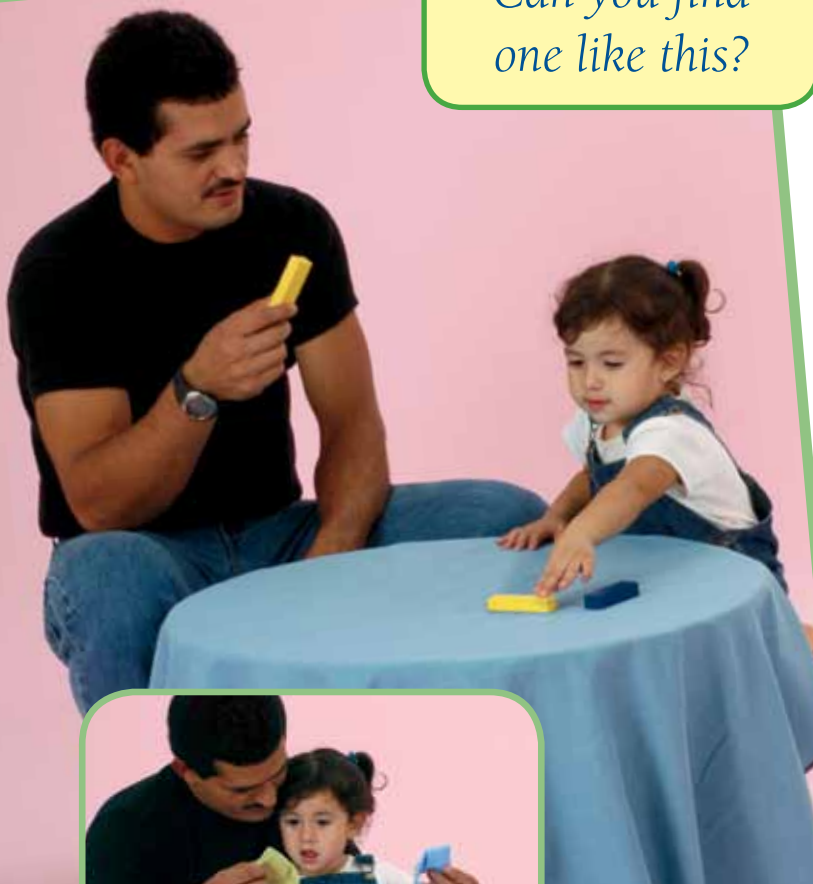


# Matching Colors

*Can you find one like this?*



Help your child match two like-colored objects in a group of three.

Hearing you say the names of colors as she selects them helps her to later identify and sort objects by color.



*Which sock looks the same as the one on your foot?*



## Why this is important

Drawing your child's attention to colors helps her learn the names of each one, match and group items of identical color, and notice the differences between colors. Your child may find it easier to understand and remember an object if she can place it in a category such as color.

## What you do

- Draw your child's attention to the colors of objects as she plays with them. *Find three objects with two being the same color. Use the words like and same.*
- Show her the three objects. Choose one, show it to her, and ask her to find the other one that is the same color. *I have a yellow block. Look at the colors. Can you find one like mine?*
- Describe her choice and offer her another try if she chooses the wrong color. *That block is red. My block is yellow. Can you find another yellow block?*
- Give her time to find the matching item. If she still does not, then place your object next to the correct one. *Look at the yellow blocks. They are the same.* Stop playing if she appears frustrated.
- Move the objects on the table as you play, so that she has to look in a new spot each time. When she finds the matching object, even accidentally, offer her encouragement. *You found the yellow block just like mine!*
- Invite her to lead the game and ask you to choose a block. She may vary the game by stacking the blocks or hiding them.

## Ready to move on?

Add more blocks, and more colors, to the game once your child can easily choose between two or three colors. Encourage her to group objects by color. Offer her a tray or box to help separate the objects by color.

### Let's read together!

*Mouse Paint*  
by Ellen Stoll Walsh

# The Knee Star

*Here's a star for  
your knee.*

Put a star sticker or some other marker on a part of your child's body and talk about that part throughout the day.

Your child will learn to locate body parts and recognize their names.





## Why this is important

Knowing the words for body parts helps your child understand when other people talk about them. You can give your child markers that help locate body parts and connect them with their names. Knowing words that refer to his own body helps him build a better understanding of himself.

## What you do

- Begin by playing a quick review game to find out which body parts your child already knows. Say, *Touch your neck. Touch your elbow. Touch your ankle.*
- Choose a body part your child is not aware of. Then, make it clear where that body part is by marking it. For example, if you choose *knee*, make it clear where his knee is by putting a star sticker on it.
- Remind him during the day about where to find his knee: *I see that you're bending your knees. Your knees are under the table when you sit in that chair.*
- Think about body parts that are not used every day such as shin, knuckle, and sole. Find an interesting way to mark each one you teach.
- Invite your child to go back and rename each part as he adds to his list of words.

## Another idea

Help your child recognize body parts on others by inviting him to find your shin, ankle, etc. He can also find the parts on a doll as he finds them on his own body.

### Let's read together!

*Toes, Ears, & Nose!*  
by Karen Katz

# Me in a Mirror

*Look at you!*



Talk to your child about what she sees as she discovers herself in the mirror.

Watching herself in the mirror helps your child connect what she sees with what she feels her body doing.





## Why this is important

Your child may enjoy examining herself in front of a mirror. Practicing smiles, making faces, brushing her teeth, or washing her face all help her connect what she sees in the mirror with what she feels her body doing. The more your child learns about herself and what she can do, the more comfortable she will feel in new situations.

## What you do

- Give your child a safe, hand-held mirror. **Unless it is a toy made of unbreakable Plexiglas®, you need to stay right next to her to make sure the mirror doesn't break.**
- Encourage her to make faces. *Can you stick out your tongue?*
- Offer her a comb, toothbrush, or washcloth and let her play with them as she watches herself.
- Describe her actions as she sees them in the mirror. *You're washing your nose. The comb is getting caught in your hair!* Make sure you let her direct her own play.
- Use a wall mirror to allow your child to see her whole body. She may pose or dance in front of it. You can join her and talk about her image, but give her time to play on her own.

## Another idea

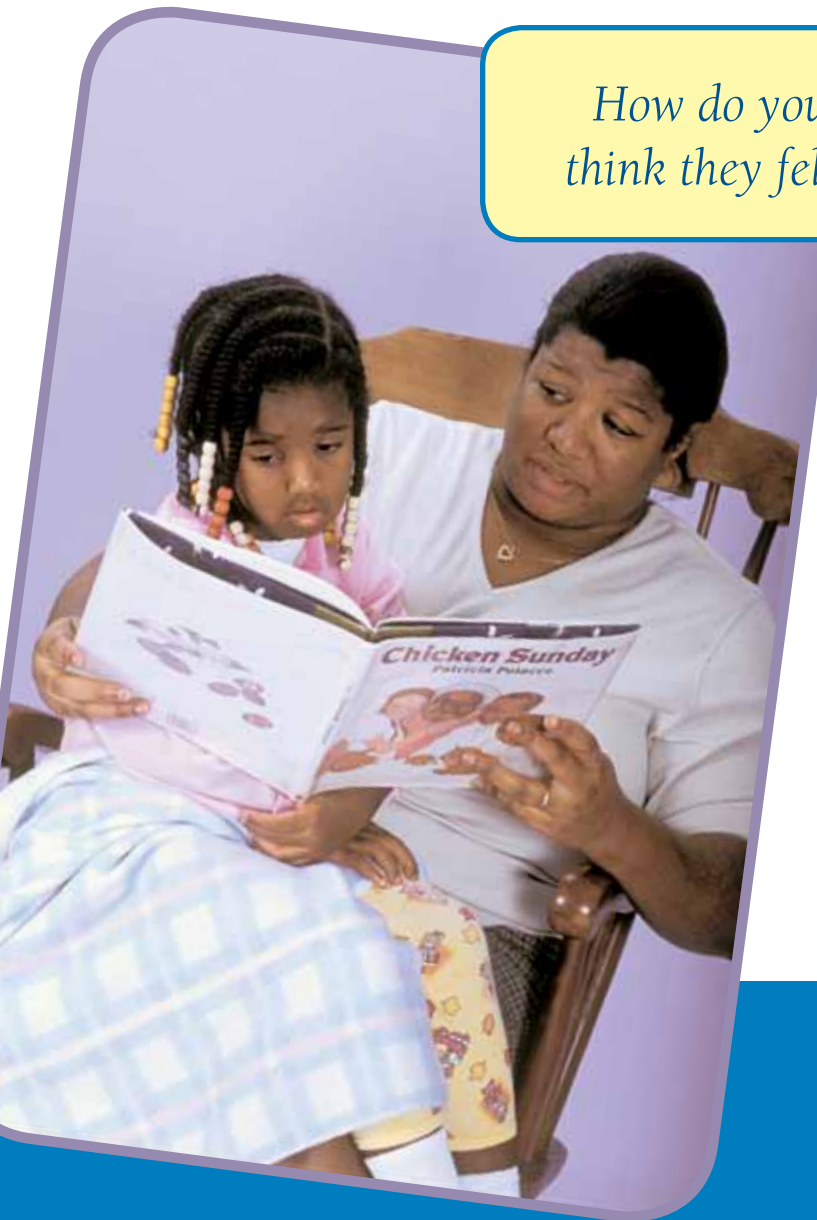
Keep your child's interest in the mirror by offering hats, scarves, or jewelry for her to try on.

### Let's read together!

*Mirror Mirror What Will I Be?*  
by Christopher Inns

# I Wonder How She's Feeling

*How do you think they felt?*



Pause when reading a story to ask your child how she thinks one of the characters in the story feels.

This helps your child become more aware of others' feelings and be able to say a few words about them.



## Why this is important

You can guide your child to think and talk about the needs and feelings of characters in stories. Taking an active role in storytime builds early literacy skills and increases her vocabulary. We understand the feelings of others by mentally projecting ourselves into their situation. This skill will help your child begin to be more aware of the feelings and needs of others.

## What you do

- Invite your child to read a story with you.
- Pause occasionally as you read to encourage your child to wonder about the feelings or needs of one of the characters. For example, in the story of *The Three Bears*, pause when Goldilocks tastes the bowls of porridge. Say, *I wonder how she's feeling. What do you think?*
- Accept your child's answer and continue with the story. If she needs help answering the question, encourage her to use clues from the illustrations or give her a few choices: *Do you think Goldilocks is full or hungry? You were right. She is full now. She was hungry, so she ate all of the porridge in the little bowl!*
- Limit the number of questions you ask per story, and rephrase any question that seems to be too difficult for your child. You can change *How do you think she's feeling?* to *Do you think she's feeling scared?*

## Another idea

Ask your child how she would feel if she were in the character's place. *How would you feel if you lost your favorite toy?*

### Let's read together!

*Chicken Sunday*  
by Patricia Polacco