



ACTIVITIES FOR PARENTS

For use with the LAP-D Screen



Fine Motor Writing

1. Find time when the child can have pencil and paper, and an adult can be near to supervise. He/she might sit on kitchen floor while mother is cooking.
2. Encourage the child to mark with a stick in the sand or with chalk on the sidewalk.
3. When you are writing, give the child paper and pencil and let him write, too.
4. Display the child's drawings at home-on the refrigerator, taped to a door, or anywhere they can be seen by others. Talk about them with the child, "I like the green lines and blue dots you made on this one!"
5. Use larger surfaces at first (large pieces of paper or cardboard). Tape the paper down if the child has difficulty holding the paper while writing.
6. Magic Markers are especially good for those children who have difficulty grasping and/or applying pressure to writing instruments. (Magic Markers can be replenished by dripping food coloring into the felt tip).
7. Allow the child to scribble with chalk on the driveway.
8. Put a blob of finger paint on a large piece of paper and scribble with child. Talk in enthusiastic tones, especially for the first finger painting experience, about the feel of the paint and the movements you make.
9. Let the child imitate different strokes in sand (sandbox or shallow box with 1/2" of sand in it).
10. Let the child paste colored strips of paper over different strokes drawn on plain paper.
11. Let the child glue large seeds or beans on different strokes drawn on plain piece of cardboard.
12. Provide various materials for writing: magic markers, crayons, paints, chalk, and things to write on: newsprint, paper sacks, sides of cardboard boxes. Observe to see that the child is developing the skill of holding a pencil appropriately. Assist if needed.
13. Have the child sitting in a comfortable place with paper and large pencils on the table. Place the pencil in a sponge hair roller if the child cannot hold it by himself/herself. The pencil can also be taped to his finger.
14. Cut letters of the alphabet from fabric scraps or sandpaper and glue it to a piece of cardboard. Let the child trace it with his fingers.
15. Using a grocery bag or large piece of paper, draw large thick letters of the alphabet. Have the child run a small car, toy animal or any small object along the outline. Encourage the child to stay "on the road."



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Fine Motor Writing

Continued

16. Play a game of “make one like this” as you use straws, sticks or spaghetti to make the letters of the alphabet.
17. Pick a letter of the alphabet to look for in newspapers, signs, pictures, etc. Let the child point to it as you draw circles around it. Progress to looking for several letters at a time.
18. Paste a picture of a person cut out of a magazine onto lightweight cardboard. Cut the picture apart to make a puzzle. Let the child put the body parts together to make a person. Let the child see what “funny people” he can make by putting parts of different pictures together to make a mixed-up person.
19. Make a man from clay or play dough with the child. Use a pencil to make eyes, nose, and mouth.
20. Play “potato man” or “cootie” games. Talk about parts as you put them together.
21. Paint pictures after going out of town on a trip or to the zoo, farm, fire station, or doctor’s office. The child may paint whatever he/she likes as long as it relates to the trip.
22. Have the child paint his/her own home. The child should describe his/her home before painting to fix the image in his/her mind.
23. Provide many experiences for creative visual in art: drawing, painting, collage design, cutting, and pasting.
24. When the child is drawing a person, ask questions which will help him remember body parts. “What will the person hear with?”
25. Play “pin the (body part) on the Person.”
26. Cut magazine pictures of people into parts. Add and take away parts and let the child tell you what’s missing. Let him ask you what’s missing.
27. With the child, make people from clay or play dough naming the body parts. Make animals and name their parts, too.

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ACTIVITIES FOR PARENTS

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Fine Motor Manipulation

1. Sing “Where is Thumbkin.” {Tune of “Are You Sleeping”}
Where is Thumbkin? (Wiggle thumb, right hand)
Where is Thumbkin?
Here I am! (Wiggle thumb, left hand)
Here I am!
How are you today, sir? (Thumb, right hand)
Very fine, I thank you. (Thumb, left hand)
Run away, run away. (Thumb right hand, then thumb left behind back)

Repeat using “pointer,” “tall man,” “ring man,” and “short man” to represent other fingers.

2. Use finger puppets on the child’s fingers. Let him have a play or act out a story. Put puppets on your fingers, also.
3. If possible, allow the child to assist in some cooking that requires stirring of mixtures that are not hot such as bread or cake batter, chocolate pudding, jello.
4. Make chocolate milk. Have child stir instant chocolate mix into a glass of milk. Hold the glass if he/she is not able.
5. Let the child practice putting smaller things into larger things – crayons in the box, money in the piggybank, empty cardboard tubes in empty cans.
6. Make a circle of holes in the top of a box. Place a small toy animal inside the circle and have the child “build a fence around it, so it doesn’t get lost.” Use small sticks.
7. Make lacing cards (heavy cardboard with holes punched around the edge) and use shoestrings with plastic ends. Let the child lace around the cards.
8. Strengthen the “open-close” finger response by placing a rubber band around the thumb and index finger. Have the child do as you do when you open and close the fingers. Demonstrate using kitchen tongs to pick up large cotton balls. Assist child as he does this, and then allow him to do it alone. Progress to picking up 1” cubes and putting them in a box.
9. String pieces of plastic drinking straws. These make lightweight necklaces or bracelets which children like to wear.
10. String macaroni. Paint to make jewelry.
11. Provide wind-up toys for child to operate.
12. Provide toys with knobs to turn which may be easier than wind-up mechanisms.
13. Place some small objects on a table and ask the child to try picking them up with thumb and each of his fingers. Demonstrate for the child.



ACTIVITIES FOR PARENTS

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Fine Motor Manipulation

Continued

14. Draw a face on each finger (each family member). Let the child be the face on his thumb. Have each member of the family come to visit the child (thumb) and give him a hug or kiss by touching faces together.
15. Put lipstick, charcoal, or other lasting substance on thumb and touch each finger tip to thumb making dot on each finger.
16. Go out to fly a kite. Have the child wind string on holder as you pull in the kite.
17. Help child write a letter to a sick friend or grandparent. Child helps to fold letter, puts it in envelope independently, applies stamp and seals the envelope.
18. Make invitations to a birthday party. Child does as much as possible on the invitation and puts each in an envelope.

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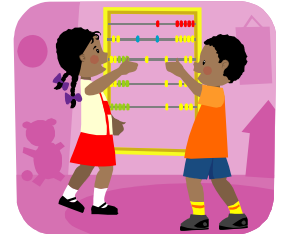
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ACTIVITIES FOR PARENTS

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Cognitive Counting



1. Let the child match lots of different kinds of objects – spoons, plastic glasses, pine cones, blocks, empty grocery containers, milk cartons, etc.
2. Encourage the child to group things together while he plays – pick out all the toy horses and put them in a “corral,” group the toy chickens together and build them a chicken house. Help him put all his dolls to bed together.
3. Let the child help you sort clothes. Let him find all the socks, and then help you match them in pairs.
4. Have the child dial given numbers on the telephone.
5. Tap a simple pattern on the table, and then ask child to do it.
6. Frequently sing number 1-5 or more to and with child.
7. Practice counting eggs as you put them away.
8. Sing “One little, two little, three little Indians” song. Use fingers to indicate numbers.
9. Take turns counting fast, slow, loud, and soft from one to three or more, depending on how well the child is counting.
10. Count pieces of snack foods, like popcorn, raisins, bits of fruit.
11. Count buttons on shirts, strokes of hair brushing, pieces of dirty clothes as they go into the hamper.
12. Count people in line at supermarket, items in grocery cart, etc.
13. Write numerals 1-10 on cards and as the child counts, help him put these in order.
14. Provide many opportunities for the child to count and to see the numerals one to ten.
15. The child will be learning to count objects at this time, but may be able to count by rote (memory) further.
16. Have child line up household items by size (canisters, bottles, glasses).
17. Stack blocks together in graduated sizes.
18. Work counting activities into the regular daily routine. “Get three paint brushes.” “Give Susan three crackers.” Give me three buttons.”

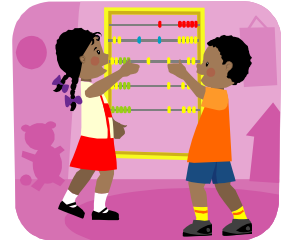


ACTIVITIES FOR PARENTS

For use with the LAP-D Screen

Cognitive Counting

Continued



19. Have the child glue pictures on a sheet of paper corresponding to the numeral written on it. The child may cut or tear his own pictures from magazines, or if the topic of the day is gardens, he will find garden pictures and cut those out.
20. Play game. Have three construction paper pockets attached to the wall. On each is the numeral 1, 2, or 3. Give each child 10 popsicle sticks or pennies. "Put two in the 2 pockets, etc." Provide opportunity for child to play independently. Continue the activity increasing the sequences each time.
21. Count the legs on animals.
22. Count steps together as you walk.
23. Count other children in a given space.
24. Pretend to be popcorn popping and count to fifteen as you jump.
25. Clap hands together and count.

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ACTIVITIES FOR PARENTS

For use with the LAP-D Screen

Language



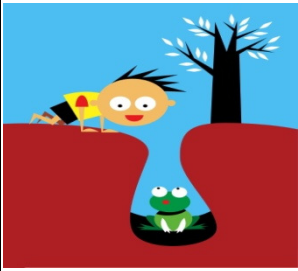
1. Make a large poster covered with jumbled pictures of several groups such as food, clothes, toys, things we ride in, things that make music, or other groups. Give the child a stack of small square pieces of paper and play “Pin the Square on the (Toys).” Use straight pins or pieces of tape.
2. Bring out two or three groups of household items such as things we eat with, fruits, vegetables, things we cook in, and ask the child to “Put the (fruit) over here and all the (things we cook with) over here.
3. Using small toys have the child “Put all the (animals) in this box and all the (people) in this box.”
4. Ask the child questions – one at a time, such as:
Can a fish swim?
Can a dog fly?
Can a tree walk?
Can a bird sing?
Can a chair hop?
Can a chair write?
Do you eat bread?
Do you eat rocks?
5. Show a picture with lots of absurdities in it. Ask the child to find the wrong things in the picture and tell you about them.
Examples: A dog reading a newspaper in a rocking chair
A person curled up on the rug sound asleep.
An elephant or fish in a baby bed.
6. Place several objects on a table such as a fork, a hair brush, a shoe, a cup, and a car. Ask the child to give you “The one we eat with,” “The one we ride in,” “The one we drink out of.”

Begin to show pictures after many experiences with the concrete objects. When first showing the picture try to use one that looks very much like the real object. “Point to the one that goes on your feet.” “Point to the one that we cut with.”

Some objects to use: hat, shoe, scissors, cup, car, and book.

7. Name actions all around you. “Dad is eating his cake. He likes it.” “Look, the cat is climbing the tree.”

Present the child with drawings that show actions or action pictures cut from magazines. Point to the pictures and identify to the child the action taking place in each picture. “The boy is jumping rope.” Some action pictures which could be depicted are: reading, sleeping, sitting, eating, walking, running, swimming, jumping. Ask the child to point to the picture of the person who is reading, etc. Present a few pictures at a time to select from. Gradually increase the number of choices as the child demonstrates success.



ACTIVITIES FOR PARENTS

For use with the LAP-D Screen

Language Continued



8. Pantomime actions for the children and let them tell you what you are doing. Let the children take turns pantomiming actions.

Have the children notice and name actions all around you. "What is he/she doing?"

Look at pictures in magazines, the newspaper or on T.V. and ask the child to tell you what the action is. If the action word is new, name it for him/her.
9. Cut out large action-filled pictures from magazines. Ask "where" questions and expect the child to locate the object.
10. Present pictures of equipment like an iron, a broom, a bulldozer, a toaster, and a garden hose. Ask the child "how" to use them.
11. Have a poster with one-half illustrating day and the other half illustrating night. Have the child paste pictures of daytime activities on the day side and nighttime activities on the night side.
12. Begin with 2 items such as a bell and a drum. Have child name each instrument and play it for a few seconds. Then have the child close his eyes and remove one of the instruments. Ask, "What is missing?" If the child has difficulty, let him hear the sound of the instrument. Repeat once or twice to make sure that the child understands the task. Then add a third item. Gradually introduce different sets of three items, first using those that have sound and then those which the child can look at and touch. As the child becomes more proficient, have them perform the task using vision as his only means of examining and remembering the objects.
13. Cut pictures of objects from a magazine: table, chair, crib, high chair, shirt, sweater, jeans, people, etc. Cut off a recognizable part and have the child tell "What's missing." Take the cut off missing part and have the child match it to the correct object.
14. Use actual objects or pictures of our related items such as foods, clothing, and toys. Have the child name each of the four items. Remove all items and replace only three of them. Have the child tell which one is missing. Rotate missing items until all four have been removed.

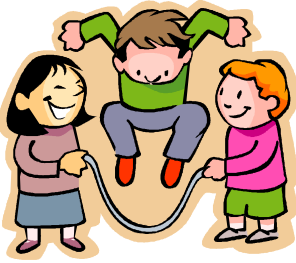
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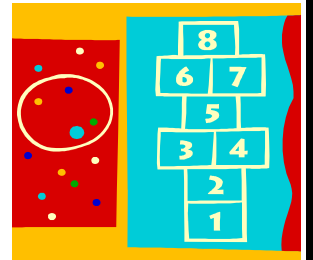
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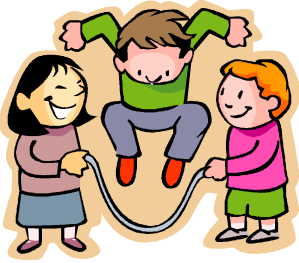
ACTIVITIES FOR PARENTS

For use with the LAP-D Screen

Gross Motor Body Movement



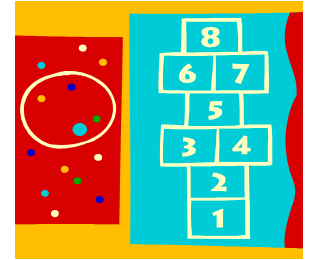
1. Show pictures of storks, flamingos, ducks, and other birds standing on one foot. Point this out to child and say “Let’s try to do that. Watch me.”
2. Pretend to be storks. Stand on one foot with hands on hips like wings. Progress to hopping on one foot.
3. Pretend to be high-wire walkers in the circus. Use tape to make straight lines then curves or zigzags. Walk heel to toe following the lines forward then backward.
4. Make lines with tape that goes near or on things of different textures (rug, linoleum, cement, wood, etc.) Have children walk on lines heel to toe forward and backward. Also can imitate animal walks following the lines.
5. Make an obstacle course and use a line to walk on as part of it – under tables over chairs, walk on line, etc.
6. March to music along lines.
7. Draw small circles on the sidewalk, just big enough for the child’s toes. Have him/her try to walk only in the circles, not letting his heels touch the sidewalk.
8. Play games – Simon Says, Follow the Leader or games you make up yourself. Include in directions walking on tiptoe, jumping from low object, jumping over objects, hopping on one foot, skipping, balance on one foot, jumping over stick or rope, etc. Gradually make the game more difficult.
9. Do things on tiptoe – running, playing tag, tiptoe up the stairs, tiptoe to bed, etc.
10. Encourage child to jump off steps where there is plenty of landing area.
11. Play jump rope over a non-swinging rope you’re holding. Gradually increase the distance between the rope and the floor to 12 inches.
12. Play “Jump the Brook (Creek)” gradually increasing the width of the creek from 3 inches to 10 inches. Use two ropes or two lengths of masking tape.
13. Play frogs jumping from lily pad to lily pad.
14. Play doctor and have the child pretend he has an injured foot he can’t use.
15. Sing the song “Bunny Hop” or use a record and “bunny hop” around the room.
16. Have the child jump from square to square on a tile floor or rug made of squares. When he/she has jumped with both feet, ask him to hop on one foot.



ACTIVITIES FOR PARENTS

For use with the LAP-D Screen

Gross Motor Body Movement Continued



17. Pretend to be the Easter Bunny. Hop on both feet, then on one foot as you hide and look for eggs. Have the children mimic.
18. Tie a red ribbon to the child's left foot and a blue one on his right foot. Have the child "hop on the red" or "hop on blue."
19. Pretend to be horses and gallop around the room or in the yard.
20. Have a skipping race between two points. Increase the distance. Praise for "skipping so fast."
21. Sing a favorite song that is good for skipping and skip with the child – "Skip to My Lou."
22. Skip around objects or skip while holding hands.
23. A little rhyme could keep the child interested in learning to stand on toes:
Up we go
Down we go
First our heels
Then our toes.
24. Have child reach with both arms up, up on tiptoes. "Reach and stretch to get the (toy)." This will increase development of balancing skills while on tiptoe.
25. Play "Hopscotch" by making large animal footprints and put them close together. Let the child hop from print to print. Use sidewalk or tape on floor.
26. Draw footprints on the sidewalk so that the child hops only on one foot several times before he comes to a pair of prints and can rest.
27. Draw a short hopscotch board (numbers 1-5). Play with the child. Add more blocks as the child is able to hop further.
28. Have the child hop from a "start" line as far as he can on one foot. Mark on the sidewalk where he has to put his other foot down. Have him see if he can "break his record."
29. Play "Hop Tag" like ordinary tag, only everyone must hop on one foot instead of running.
30. Have skipping races. Praise each for skipping so fast.
31. Skip to music with the child or have other family member join him.
32. Play "jump the stick." Have two children hold a long stick 3, 4, 6, 8, 10 inches off the ground. Each child at his turn jumps 3 inches and as line comes back around, he jumps a little higher.

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