

# discovery time

## Big and Small

Parents and caregivers, extend Discovery Time into your home. Share these fingerplays and activities with young children. **The letter for this theme is O.**

### Opposites

*(Perform actions as suggested by words)*

Roll your hands so slowly,

As slowly as can be.

Roll your hands so quickly,

As quickly as can be.

Clap your hands so softly,

As softly as can be.

Clap your hands so loudly,

As loudly as can be.

Now fold your arms like me!

### This Is Big

This is big, big, big.

*(Stretch hands far to sides)*

This is small, small, small.

*(Cup hands together)*

This is short, short, short.

*(Hold palms close vertically)*

This is tall, tall, tall.

*(Hold palms far apart vertically)*

This is fast, fast, fast.

*(Roll hands quickly)*

This is slow, slow, slow.

*(Roll hands slowly)*

This is yes, yes, yes.

*(Nod head)*

This is no, no, no!

*(Shake head)*

### Soft and Loud

*(Tune: "London Bridge")*

Indoor voices must be soft,

*(Whispering voice)*

Must be soft, must be soft.

Indoor voices must be soft,

Yes, indeed they must.

Outdoor voices can be LOUD!

*(Loud voice)*

Can be LOUD! Can be LOUD!

Outdoor voices can be LOUD!

Yes, indeed they can.

### Once There Was a Snowman

Once there was a snowman, a snowman,  
a snowman.

Once there was a snowman, tall, tall, tall.

*(Stand on tippy toes, reaching for the ceiling)*

In the sun he melted, he melted, he melted.

*(Slowly lower arms and begin to sink towards floor)*

In the sun he melted, small, small, small.

*(Crouch into a ball and be as small as you can)*

But,

Once there was a snowman...

*(Repeat whole song).*



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**Help your child get ready to read with these simple activities.**

- **Talking:** It takes longer when your child is just learning to talk to respond to our questions. This happens because four parts of her brain have to work together for her to form a response. You need to be patient and wait anywhere from five to twelve seconds for your child to respond. The extra time you give her allows her the practice she needs to respond more quickly over time.
- **Singing:** Singing songs about the order in which things take place can help your child develop the mathematical concepts of sequencing.
- **Reading:** Hearing rhymes and patterns in sounds helps to trigger speech. Scientific evidence also shows that early learning of nursery rhymes helps your child build a strong foundation for learning how to read.
- **Writing:** Being able to coordinate small muscles in hands and fingers enables your child to hold things, cut with scissors, tie his shoes, and fasten buttons. Development of fine motor skills also helps prepare him to write.
- **Playing:** Active use of arms and legs encourages development of gross motor skills, which contributes to school readiness and learning. Games like kickball or soccer help develop her mind as well as her body.

## family literacy tip

### **Patience in Learning**

When you enjoy a book, let your child know that you like it and why. Sharing your enjoyment helps give him a positive attitude towards books. This positive attitude will influence him when he gets to school and learns to read. Let your child choose books and tell you why he likes them.

Diamant-Cohen, Betsy, and Saroj Nadkarni Ghoting. *The Early Literacy Kit: A Handbook and Tip Cards*. American Library Association, 2010.



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