

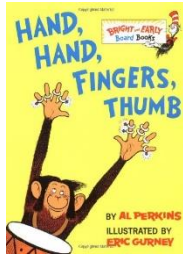


## BOOKMATES'

### LOVE, LAUGH, LEARN: Weekly Literacy Resources



#### **Hand Hand Fingers Thumb by Al Perkins**



This story has a fun, repetitive rhythm that will have families drumming along with the silly monkeys featured in the book.

If you don't have the book at home, copy and paste this link to have the book read to you as a song: <https://www.youtube.com/watch?v=1F8UIQ7AZFc>

Whether or not you read the book, try these activities that will support your child's learning:

#### **Make Your Own Drums**

Materials needed: container (can be a plastic cup, coffee tin, empty margarine container or any other you have in your recycling or around your house!), balloon, rubber band, tape

Blow a balloon up and let the air out to give it a bit of stretch and then cut the tip off. Stretch the balloon over the top of the container, and secure with a rubber band and tape if you want it to be extra secure. And just like that you have a drum! You can tap with your hands and thumbs, or collect sticks from outside and use those as drum sticks. They actually sound really good when you have different sizes to play, although it can take a bit of practice to get into the knack of not hitting them too hard. If you want, you can get fancy and paint the container



too!



Note: You may need bigger balloons to fit containers that have a wider mouth. You can also add rice or pebbles into the container prior to putting the balloon on to add "shaking" as a sound option!

Of course children can turn anything into a drum. Pots and pans or empty containers with the lid on, and an old wooden spoon and work just fine too!

#### **Hand, Hand, Finger, Foot Painting**



This is a great activity to do outside now that the weather is warm. Bring out the paint (recipe for home-made paint on next page). Allow kids to paint their hands and feet and make imprints on large pieces of paper. They can then turn these imprints into a big collage or individual works of art!



## Hand, Hand, Finger, Foot Paint Recipe

### Ingredients:

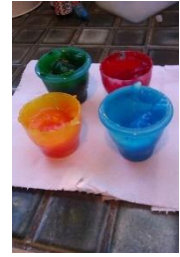
2 cups of water

1/2 cup of plain flour

2 tablespoons of sugar

2 tablespoons of table salt

Food colouring (you could also experiment with natural food colourings)



### Method:

Combine all dry ingredients in a saucepan and then add the water. Using a whisk, stir over medium heat. As the flour heats it will start to thicken. Just turn the heat off when your mixture is the consistency you want.

Divide the mixture into glass jars or plastic cups. Add your colouring and once cooled down you will be ready to paint. Pour into paper plates or right onto the paper outside if doing foot painting. Alternatively, children can paint their feet and hands with a paintbrush or sponge and then make their artwork.

- Adding a few drops of dishwashing liquid will give it a smoother consistency, and a glossy finish when dry
- For extra sensory stimulation - add texture such as sand ...OR
- Add a few drops of essential oil - such as orange or peppermint - for beautiful smelling paint

## SING AND RHYME TOGETHER

### The Animals in the Jungle

(sung to the tune The wheels On The Bus)



The monkeys in the jungle say ooh, ooh, aah, ooh, ooh, aah, ooh, ooh, aah,  
The monkeys in the jungle say ooh, ooh, aah, all day long.

Continue with parrots say squawk, tigers say grrr ...etc

### Ten Fingers

(spoken rhyme, add actions)

I have ten fingers, they all belong to me,  
I can make them do things, would you like to see?  
I can shut them up tight, I can open them wide,  
I can put them together, I can make them hide.  
I can make them jump high, I can make them jump low,  
I can fold them up quietly, and hold them just so!



## GET ACTIVE!!!

### GO ON A “FIVE SENSES WALK”

Research supports that children learn best by using all of their senses. Going on a walk together is also a great family activity! (Depending on the ages and interests of your children, you might consider doing this activity over the course of several days to focus on one sensory experience at a time)

Tell your children you are going to be scientists as you explore the outdoors. Before going, ask them to predict what they will see, hear, touch, and smell. Provide magnifying glasses, binoculars, paper and crayons, and other “investigating” tools. A smart phone or iPad with camera and video/audio capabilities is a great technology option for children to use if available. Explain that they will use these different tools to explore and record information.

Focus on finding things using each of the 5 senses:

**TOUCH:** Invite children to touch different types of textures and describe how they feel (such as cement, gravel or rubber surfaces, grass, plants, tree bark, brick, and metal). An option here would be to do texture rubbings (use crayon to rub paper over the texture being explored). You could also have children collect things during the walk and then sort them according to texture or make connections to items they have explored through touch on the walk and day-to-day items (i.e. the underside of this mushroom feels soft, like my cat’s fur) This is also an opportunity to remind children that we must be gentle with nature and leave things where they belong.

**SIGHT:** Use binoculars and magnifying glasses to study and observe things in the environment. What do they notice about the colors and textures of things that have been magnified? Children can photograph different textured surfaces as well as different colors that they see outdoors. Encourage children to use descriptive language as they share their observations and discoveries.

**SMELL:** Ask children to describe different types of smells. Compare smells to other familiar scents (i.e. this flower smells like the soap in our bathroom at home). Sit quietly in one spot, close your eyes and breathe deeply to focus on what different smells you can detect.



**SOUND:** Sit quietly in one spot, close your eyes and focus on the different sounds you can hear. Have the children describe the sounds and what they think these sounds are. As an option, use your phone or other audio recorder to record a variety of outdoor sounds that children hear.

**TASTE:** Find objects in the environment that you know are safe for children to ingest (i.e. if you have a raspberry bush, they can pick and taste a raspberry). If you do not have this as an option, have your children imagine what some of the things they have seen on their walk might taste – “I think a cloud must taste like cotton candy”. Another option is to have snack time outside. Food often tastes different when eaten outdoors as all of our senses are heightened. Or, blindfold the children and have them taste different food items while outside. See which items they can identify.



After the walk, an option is to create a chart about how different senses were used during your walk. Provide children with paper and markers to create drawings and dictations about their experiences. Use the photographs and texture rubbings etc., to create a book about their sensory walk. Invite children to identify the outdoor sounds that they recorded and include that description in their stories, journals and book making. Ask questions, encourage new observations, and create new stories from these recent adventures!

Need a laugh? Try this joke with your child:

What do you call an angry monkey?  
Answer: Furious George!

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