

To go Further!



Custom Dice

The making of a big enough dice (*T6_4yearolds_Valentine's-Day_To-go-further*).

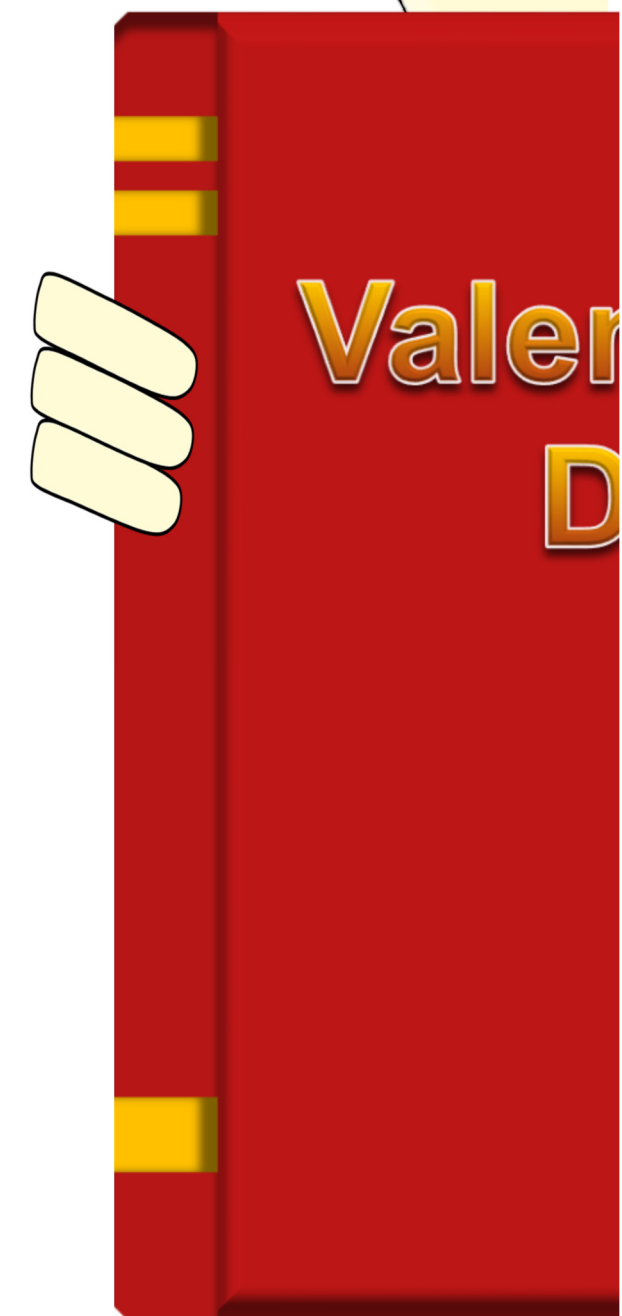
You can write and add a few pictures on each of the faces.

After having thrown the dice, the children will have to identify the picture showing up:



- * Their favourite toy
- * Their favourite colour
- * Their favourite meal
- * Their favourite plush animal
- * Their favourite sport
- * Their favourite animal.

They can explain why they prefer it.



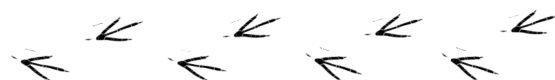
ÉLÉ-SGMS-COM Project: Introduction to reading and writing – After school programs – Community

Researcher in charge: Julie Myre-Bisaillon, professor, Faculty of Education, Université de Sherbrooke

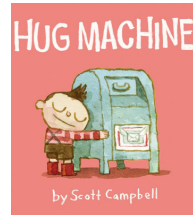
Program tools available at : www.ele-sgms.ca



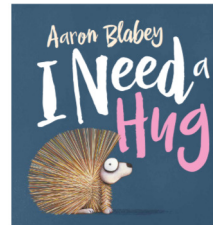
ÉLÉ-SGMS-COM Project partners:



Proposed Books



Hug Machine
Scott Campbell
Ill. Scott Campbell
Pub. Atheneum Books for Young Readers



I Need a Hug
Aaron Blabey
Ill. Aaron Blabey
Éd. Scholastic

Suggestions for an animated break

In the book Hug Machine from whom would you like to get a hug?
Or
Show me your favourite page in the book « Hug Machine » and tell me why?

Sciences Activity

Experience with magnets.
In a workshop put several magnets and different objects in a box.
The children will be able to test if the objects are magnetized.
They will then be able to walk around the room and find objects or pieces of furniture that are magnetized.

Complementary activity

For My Colourful Porcupine

- *Make porcupines with half-pears, toothpicks, raisins, cranberries or mini-marshmallows that the children will stick on toothpicks.
- *You can give them small pieces of cherries to make the eyes.
- *They can taste it afterwards

Proposed Nursery Rhyme

5 Little Hearts

Five little hearts all in a row
The first one said, "I love you so"
The second one said, "Will you be my valentine?"
The third one said, "I will, if you'll be mine."
The fourth one said, "I'll always be your friend."
The fifth one said, "We'll all be friends until the end."

<https://www.youtube.com/watch?v=n5noNWgcAAE>

Indoor Activity

Title: My Colourful Porcupine
Focus Story: *I Need a Hug*
Time: 15 minutes
Objectives: Have the children work with plasticine.

Preparation :

- *Give each child a ball of plasticine. It's their porcupine. He's feeling cold. They must warm it up with their hands in order to soften it up.
- *The porcupine loses its quills: the children form small peaks by pinching and removing small pieces of plasticine with the thumb and index finger. They put them on the table.
- *Afterwards, the children pick up all the quills with the ball left in their hands.

Activity:

- *Every child forms the body, the head and the feet of the porcupine by sculpting with his fingers.
- *Then he inserts the toothpicks in the body of his porcupine.

Instructor's Role:

- *You must show the children how to form the different parts of the body by sliding plasticine with their fingers between those different parts.
- *You can display the porcupines for a few days. Afterwards you can collect the plasticine and the toothpicks to place in an art centre.
- *NB: To clean hands and tables wipe a piece of brown paper before using soap and water. It's magical.

Materials

- *Plasticine
- *Colour toothpicks

Materials

- *Hoops, skipping ropes, chairs or cones with string.
- *Picture of animals with different textures on the animal (*T6_4yearolds_St-Valentin's-Day_Activity-in-gym*)
- *Bear=fur, turtle=wood (Popsicle stick), sheep=wool, snake=bubble-wrap, hedgehog= Velcro, whale=paper or smooth material.

Activity in the Gym

Title: The Road to Hugs
Focus Story: *Hug Machine*
Time: 20 minutes

Objectives: Allow the children to improvise on the different ways of moving while imitating animals and following different instructions.

Preparation : Prepare two sets of animals' pictures. In the gym, plan two circuits with six stations for each circuit, as described below.

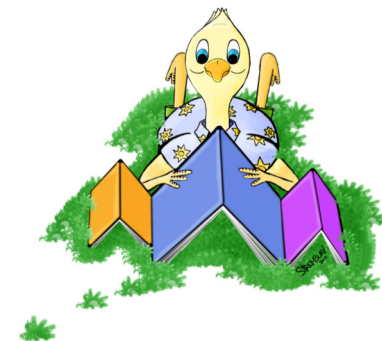
Activity:

- *Form teams of two players and have two teams start at the same time. At each station, the children have to give a hug to the animal (pat it) and do the challenge.
- 1. Bear (hoops in line): walk like a bear, putting at least one foot in each hoop as you go and keep going like a bear to the next station.
- 2. Turtle (two chairs or orange cones connected by a string): on all fours without the knees touching the ground, pass under the string.
- 3. Sheep (no object): roll to the next station.
- 4. Snake (an obstacle of your choice): crawl and pass over a chair or over any other object.
- 5. Hedgehog (skipping rope on the ground): walk on the rope keeping one's balance.
- 6. Whale (no object): lie on the ground and move forward by sliding with the hands or pretending to swim.

Math variation

For The Road to Hugs

Emphasize the math concept for each course: over, under, on, inside.



Instructor's Role

Show clearly that the activity must be done 2 by 2. This will reduce waiting time. When possible, the children do the challenge holding hands. You must also show the movement to be made between each station and mention to the children that they must hug or pat the animal before leaving.