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**Imagination Station Family Fun Activity Guide**

**Title:** Touch & Feel Shapes

**Ages:** Infant/Toddler

**Standards:** TN-ELDS

AL.0-12.1 Interact with caregiver in a playful manner.

AL.13-24.1 Interact with familiar people and a variety of materials in a playful manner.

AL.13-24.3 Demonstrate an emerging awareness of the connection between prior and new knowledge.

AL.25-36.3 Demonstrate an increasing awareness of the connection between prior and new knowledge.

AL.13-24.4 Attempt new things with adult support.

AL.0-12.5 Begin to explore materials by mouthing, touching and throwing.

AL.0-12.7 With prompting and support show awareness of people and things in his environment.

AL. 25-36.7 Identify a problem and try to solve it.

AL.0-12.9 Begin to pay attention to familiar sounds, activities and people.

LE.25-36.1 Understand questions, simple directions, beginning concepts, and the ideas and sequence of stories.

LE.0-12.2 Use some sounds and body movements to communicate.

LE.13-24.2 Use consistent sounds, gestures, and some words to communicate

LE.25-36.2 Use words and some standards of speech to express thoughts and ideas.

LE.13-24.3 Develop and make sounds with intentionality to communicate needs.

LE.25-36.3 Produce speech that is increasingly understandable by most familiar adults.

LE.0-12.4 Focus eyes on simple pictures in books or drawings.

LE.13-24.4 Begin to show interest in exploring books.

LE.25-36.4 Begin to understand the connection between books and personal experiences.

LE.0-12.5 Begin to explore physical properties of a book.

LE.13-24.5 Show awareness and interest in familiar pictures and begin to interact with story through familiar hand motions and expression of emotions.

LE.25-36.5 Recognize and enjoy reading familiar books.

LE.0-12.6 Show increased involvement and enjoyment with books.

LE.13-24.6 Show enjoyment of books and stories.

MA.0-12.3 Make things happen through use of senses of sight, sound, taste, and touch.

MA.13-24.3 Show interest in and understanding of identifying characteristics of objects.

MA.25-36.3 Demonstrate emerging understanding of the relationship between objects, solving simple jigsaw puzzles and matching similar shapes.

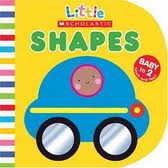
MA.0-12.5 Display short term memory.

S.0-12.2 Show interest in surroundings by focusing on faces and objects in close range.

S.13-24.2 Use exploration as a means of understanding and processing differences and similarities.

Shapes (Little Scholastic) by Justine Smith (2007)

In this book, readers can learn the basic shapes through hands-on pages. This bold and bright book illustrates everyday objects to touch and feel.



Touch and Feel: Shapes (Touch & Feel) by DK Publishing (2013)

In this book, readers will learn about circles, squares, triangles, and other shapes as they touch and feel. The sparkly and colorful pages will grab the reader’s attention.

\*Special Note: Depending on the age of your child, they might need more help from you. Let the child do what he or she can, but assist them whenever necessary. Also, all these activities do not have to be completed all at once. If your child starts to get bored or tired, take a break, and come back to the activities later in the day.

Play-doh Shapes: Communication, Fine motor skills, and Problem solving

Shapes (Little Scholastic) Play-doh Shape Cookie Cutters

Show your child the cover of the book Shapes (Little Scholastic), and tell them that they are going to learn about shapes. Read the book to your child, while stopping at each page to have them feel each shape. For example, say, “This is a square,” and have your child touch and feel the square. Also, have your child repeat the name of the shape as they are touching and feeling. Then, get out some play-doh and the shape cookie-cutters. Explain to your child that you are going to call out a shape, show them the picture of the shape in the book, and have them find the shape cookie cutter that matches. When your child has found the correct shape cookie cutter, have them use the shape cookie cutter to make the shape out of play-doh. After your child has made the shape out of play-doh, ask them to feel the shape, describe what it feels like, and to try to say the name of the shape.

Shaving Cream Shapes: Gross motor skills, and Problem solving

Touch and Feel: Shapes (Touch & Feel) Shaving Cream

Show your child the cover of the book Touch and Feel: Shapes, and tell them that they are going to get to touch and feel some more shapes. As you read the book aloud to your child, stop at each page to have them touch and feel each shape. Also, have your child repeat the name of the shape as they are touching and feeling. After your child has had a chance to feel the shape, ask them to either name or point to another object around the room that is the same shape as the one in the book. Next, squirt a tennis ball size of shaving cream out on your table, and spread the shaving cream out flat on the surface. Then, explain to your child that you are going to call out a shape, show them the picture in the book, and they are to draw the shape in the shaving cream. If your child is having trouble, you can help them. First, try having them copy you drawing the shape in the shaving cream, and if they still cannot draw the shape, guide their hand to draw the shape in the shaving cream.

Shape Sorter: Communication, Gross motor skills, Fine motor skills, and Problem solving

Shape Sorter

Lay out the shape sorter, and place all the shapes out and around the sorter. First, have your child outline each shape opening on the sorter with their finger, and while they are outlining the opening, have them repeat the name of the shape they are outlining. Then, explain to your child that they are to pick up a shape, find the correct hole, and push the shape into the sorter. Every time your child picks up a shape, ask them to name the shape they are holding. If your child cannot name the shape, say the name aloud, and have them repeat what you say. Let your child play with the shape sorter as long as they are interested.

Extension Activity:

Pattern Blocks Container Sand

As an extension activity, you can have your child do a shape dig. Open the container of shapes and sand, and let your child dig through the sand to find the hidden shapes. Each time your child pulls out a shape, have them either name the shape or repeat the shape’s name after you. After your child has found all the shapes, hide the shapes back in the sand, and let your child dig as long as they are interested.