



Short Activity
Ages 6–8
30–60 minutes

Beetle (UK)

Description

Beetle is a British game in which one draws a beetle in parts. The part drawn is decided by the roll of a die. Players take turns rolling and the first player to draw all the beetle parts wins.

Number of Participants

For a minimum of 1 participant

Space Considerations

An open space (indoors or outdoors), either on the ground or with tables and chairs

Competencies

- Development of fine motor skills
- Eye-hand coordination
- Following directions
- Logic and sequencing
- Understanding shapes

Materials

- Paper
- Pen or pencil
- Dice
- Card stock (optional)

Preparation

- Print beetle templates (legend and body parts)
- Optional: Prepare paper die if using that format

Implementation

How to Play (Source: [Wikipedia](#))

1. Players roll a die in order to draw a part of the beetle.
2. The body must be drawn first before any other body parts, therefore a player must roll the number corresponding to the body in order to start drawing the beetle.
3. The head must be drawn before the eyes and antennae.
4. The traditional rolls are:
 - 6 is for the body, of which there is one (must be drawn first)
 - 5 is for the head, of which there is one (must be drawn before the eyes and antennae)
 - 4 is for a wing, of which there are two
 - 3 is for a leg, of which there are six
 - 2 is for an antenna, of which there are two
 - 1 is for an eye, of which there are two

Note: Before starting, players can choose to change which body part corresponds to each number on the die. Mark these changes on the legend template.

5. The first person to complete the beetle drawing wins.

Accessibility Considerations

- Give participants the option to work in groups or alone, as they prefer.
- Use larger dice, such as paper dice made with the template included or foam dice (can be purchased at dollar stores).
- Instead of dice, use one of the following options:
 - Spoons: Place 6 spoons with numbers attached to them in a cup. Players draw a spoon each turn to determine their number.
 - Playing cards: Create a set of six cards (Ace to 6). Players randomly draw a card each turn to determine their number.
- Pre-cut the beetle pieces from the template provided.
- Add tactile features to the template pieces, using materials such as:
 - Playdough
 - Wikki Stix
 - 3D markers
 - Craft glue (once dried will become tactile)

Book Suggestions

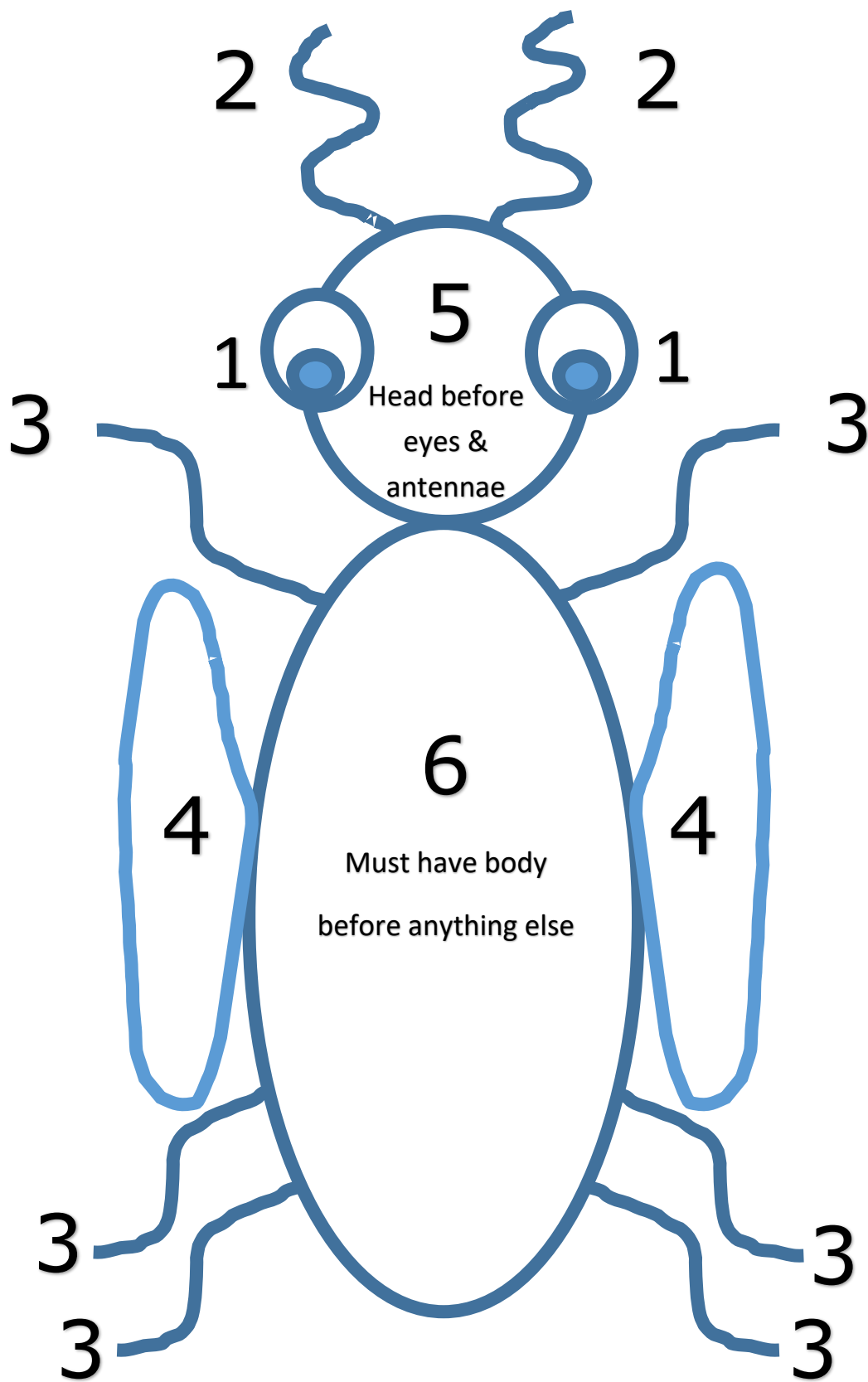
The Button Book by Sally Nicholls

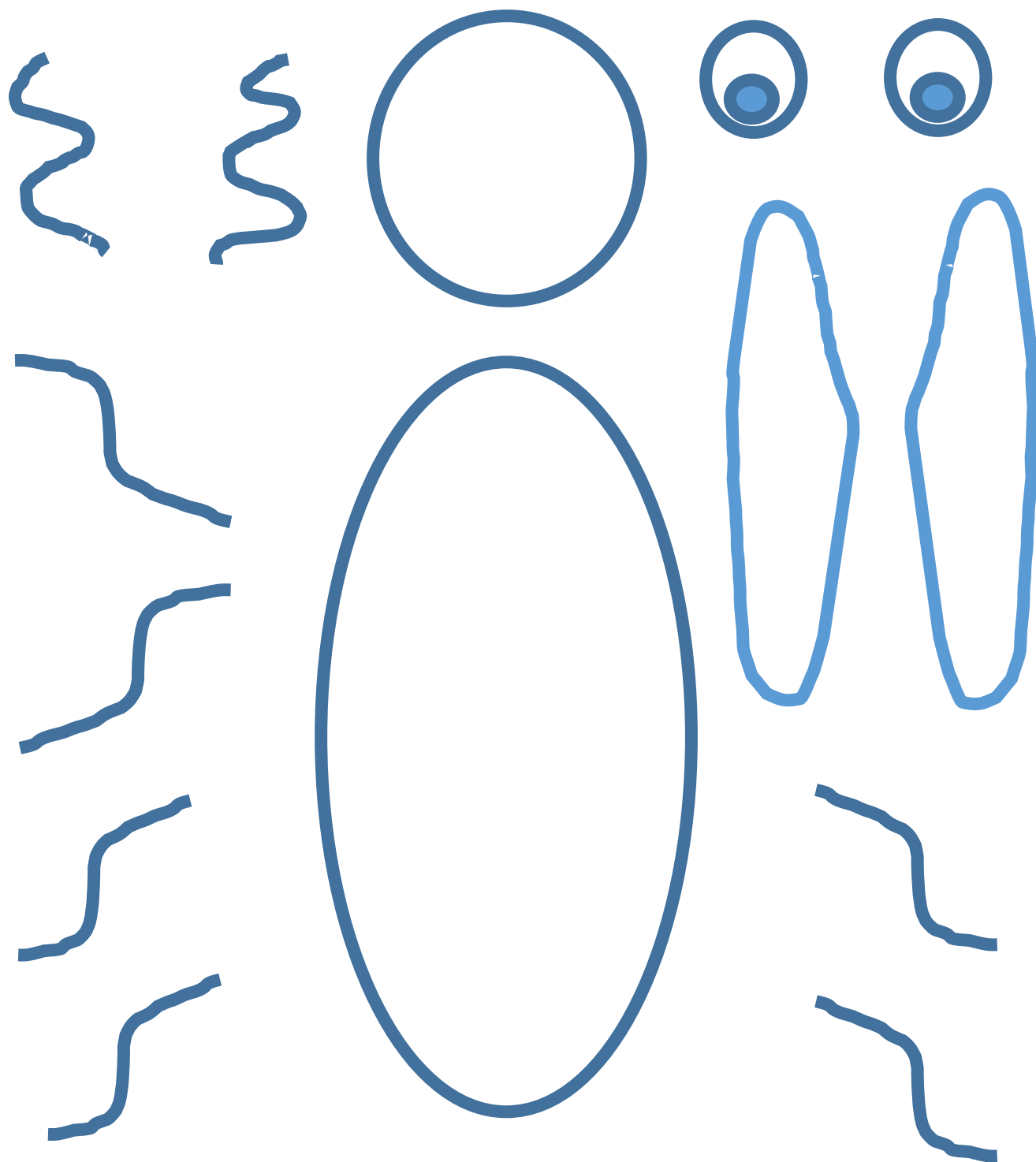
Do Not Eat the Game! by Matthew McElligott

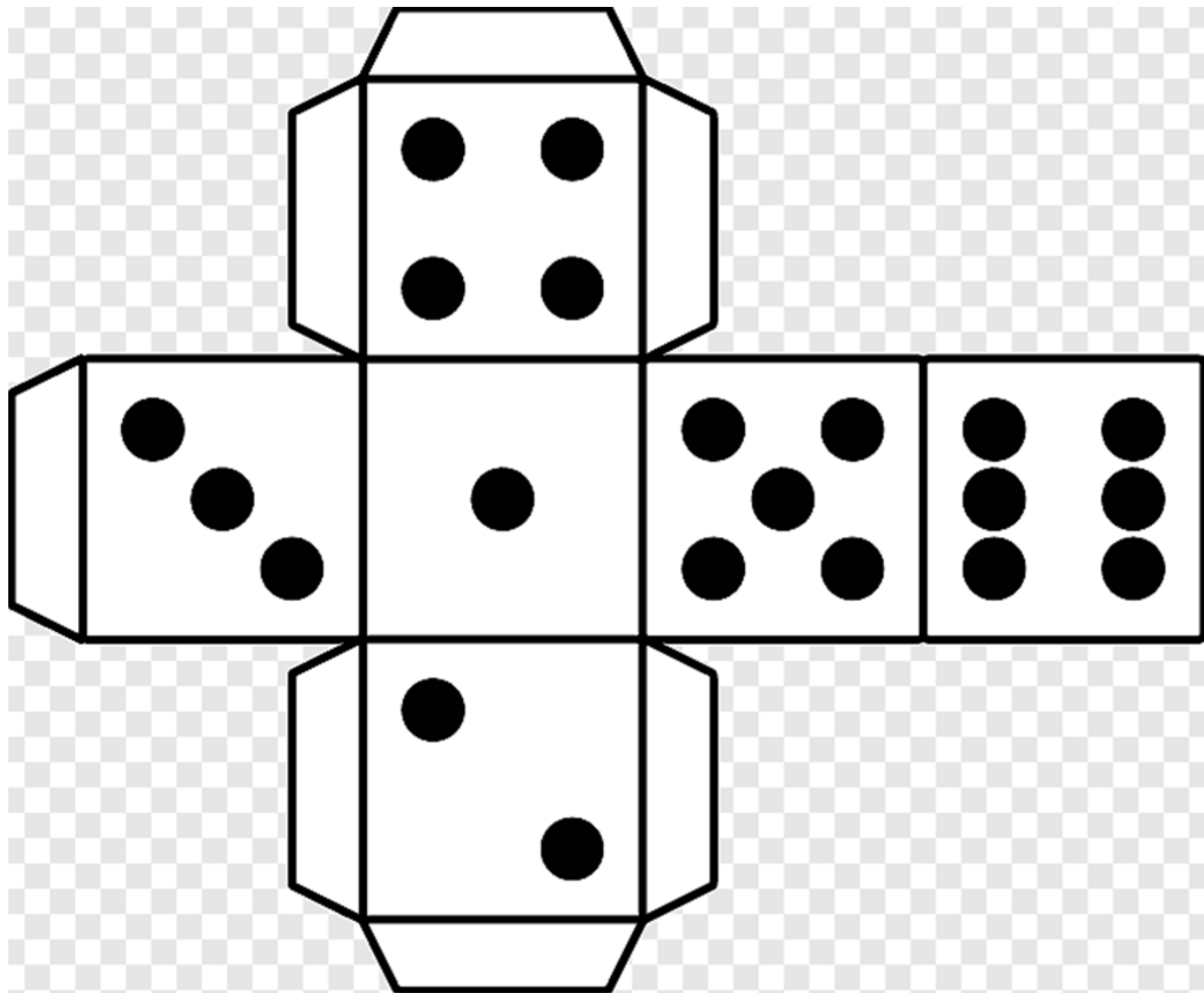
Megabat Is a Fraidybat by Anna Humphrey

Images and Templates

- Legend of numbers for each part of the beetle
- Beetle parts
- Paper die (card stock is recommended)









Craft
Ages 0–3
15 minutes

Olympic Torch

Description

Create your very own Olympic torch to celebrate the Tokyo Olympics

Space Considerations

Any type of space where kids can do a craft

Competencies

- Artistic expression
- Creative expression
- Development of fine motor skills

Materials

- Card stock, construction paper or regular paper for Olympic torch template
- Crayons, pencil crayons or markers
- Stickers, pompons, glitter and other decorative items (optional)
- Tissue paper: red and orange
- Clear tape
- Scissors (adult use only)

Preparation

- Optional: Pre-cut the torch template for all participants, or allow parents/caregivers to do so

Implementation

1. Distribute the Olympic torch base (one to each participant) along with colouring and decorative items.
2. Participants colour and decorate the Olympic torch base.
3. With adult assistance, participants roll the torch into a cone shape, overlapping the paper by a few centimeters, and secure it with clear tape.

4. Distribute the tissue paper.
5. Participants stuff the tissue paper inside the torch, letting it stick out to create the appearance of flames.

Accessibility Considerations

- Offer a pre-cut torch base or easy-grip scissors for parents and caregivers
- Offer a variety of options for colouring the base of the torch—crayons, pencil crayons and markers
- Offer large glue sticks and different options for affixing base—tape, glue, stapler, etc. Adult assistance is likely required for this step
- Offer tactile items for kids to use to decorate the base

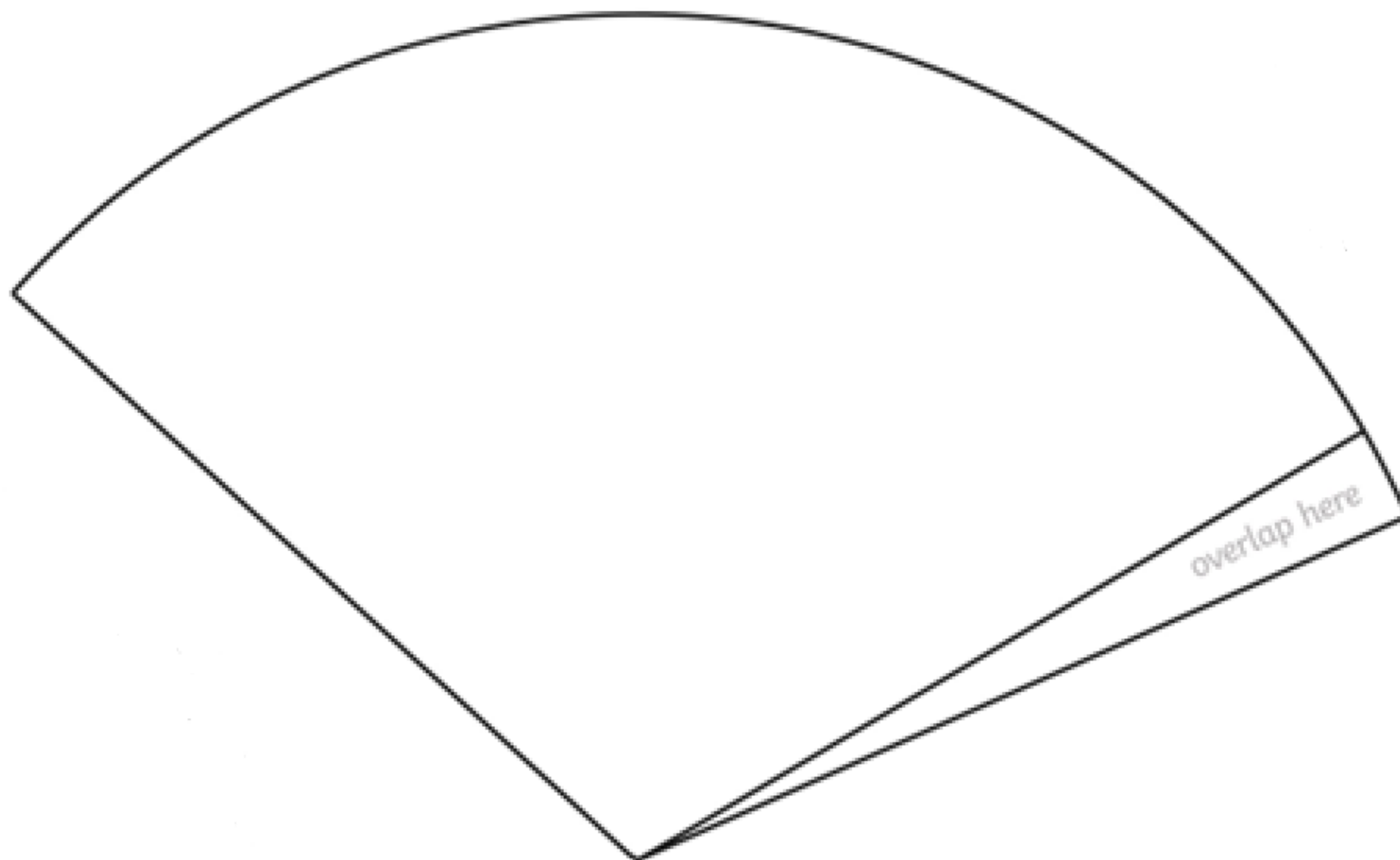
Book Suggestions

Lucy Tries Basketball by Lisa Bowes

Peanut Goes for the Gold by Jonathan Van Ness

Templates and Images

Olympic Torch Template







Craft
Ages 6–8
15 minutes

Goalie Mask

Description

Decorate your own goalie mask, inspired by the book *That's Not Hockey* by Andrée Poulin

Space Considerations

Any type of space where kids can be seated to do a craft

Competencies

- Artistic expression
- Development of fine motor skills

Materials

- Card stock for printing the [goalie mask template](#)
- Crayons, pencil crayons or markers
- Construction paper or cardboard
- Glue sticks
- String or twine (5 pieces of 30 cm string for each participant)
- Tape
- Stickers, pompoms, beads, glitter and other decorative items (optional)
- Scissors (adult use only)
- One-hole punch (optional)

Preparation

- Print the goalie mask templates on card stock.
- Optional: Pre-cut the mask, including the eyes, the mouth, and five small holes inside the border of the mask for the string. A one-hole punch may be useful for creating starter holes for scissors. For extra durability, you may consider gluing the mask onto construction paper or cardboard.

Implementation

1. Distribute the goalie mask templates.

2. Optional: Provide participants with safety scissors if they are cutting around the borders of the mask. Cutting holes for the eyes, mouth and string is much more challenging—it is recommended this be done by staff or parents/caregivers.
3. Participants can colour their masks and affix various decorative items—stickers, glitter, pompoms, beads, etc.—using glue when needed.
4. Recommended: Place a small piece of tape between the string holes and the border of the mask—this will improve the durability of the mask.
5. Distribute five pieces of string or twine to each participant.
6. With adult assistance as needed, participants should thread a piece of string through each hole and tie a knot. They should be careful not to pull too tight as this might rip the masks.
7. With a mask held on the participant's face, staff or a parent/caregiver can help gently tie the mask behind the head.

Accessibility Considerations

- Provide a variety of tactile items and colouring instruments that participants can use to decorate their masks in any way they see fit
- Offer pre-cut options for the mask, including all string holes
- Assist with knot tying as needed
- Offer easy-grip scissors if asking participants to cut out their own masks

Book Suggestions

Breaking the Ice: The True Story of the First Woman to Play in the National Hockey League by Angie Bullaro

Hockey Night in Kenya by Danson Mutinda and Eric Walters

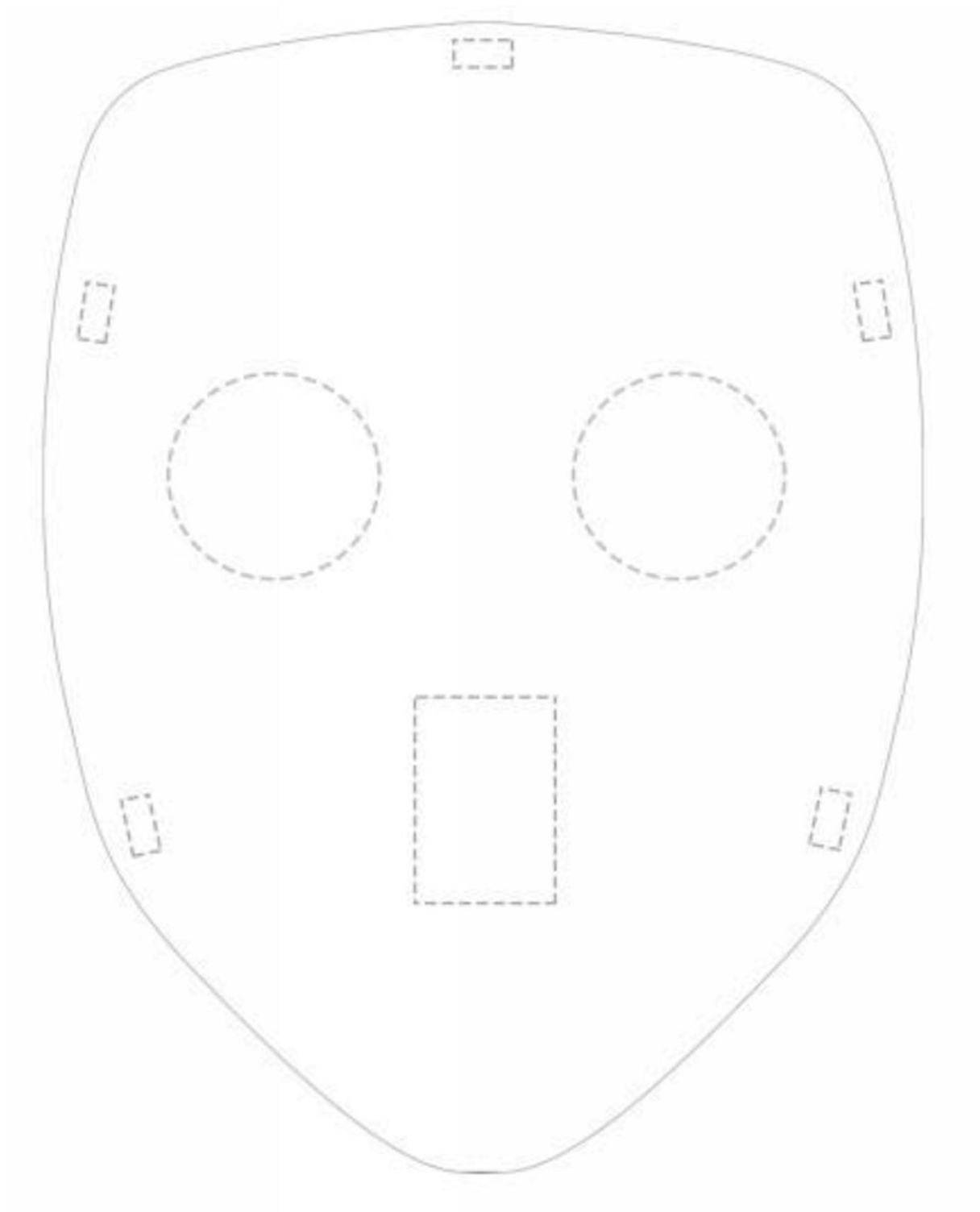
Let's Play a Hockey Game by Kari-Lynn Winters

Meet Willie O'Ree by Elizabeth MacLeod

That's Not Hockey by Andrée Poulin

Templates and Images

Goalie Mask Template







Long Activity
Ages 9–12
30 minutes

Basketball Coding

Description

Learn the basics of coding language as you maneuver a character through a paper basketball court, and then try out your new coding skills on the computer.

Space Considerations

Participants will need access to tables and enough space to spread out the coding printouts. If the computer coding portion of this activity is included, all participants will also need access to a computer or tablet (individually or shared in small groups).

Competencies

- Computer literacy
- Logic and sequencing
- Problem solving
- Understanding cause and effect relationships

Materials

- Paper for printing basketball court templates
- Paper for printing coding commands
- Computers or tablets (optional)
- Scissors (staff use only)
- Characters (figurines similar in size to a LEGO person), or paper printouts of small characters (one per participant)
- Pencils

Preparation

- Print several copies of the coding commands—about one copy for every two participants
- Separate all the coding commands by cutting along the grey lines
- Print the basketball court templates, one for each participant

Implementation

Basketball Court 1: Beginner

1. Hand out Basketball Court 1: Beginner
 - Introduce the concept of “sequence”:
 - Code must be written in a specific order called a sequence
 - Just like a story wouldn’t make sense if the sentences were re-arranged in the wrong order, code won’t work if it’s written in the wrong sequence
 - Hand out the following pre-cut coding instructions: *Go Forward, Turn Right, Turn Left, End*
 - Participants need to create a long list of the instructions that they think the character needs to follow to reach the basketball hoop (assuming the character already has the basketball in their hand)
 - The character must avoid the defenders on the court and only stay on the white squares
 - Once participants have organized their list from top (first command) to bottom (final command, or *End*), place the character on the start square
 - Another participant, staff or a caregiver can check the code by moving the character and following the instructions in the list
 - Flip over each command as it is completed
 - Participants can make corrections as needed—young children often need corrections on left and right turns, as they must think about the turns from the characters’ perspective

Basketball Court 1: Advanced

2. Hand out Basketball Court 1: Advanced
 - For the advanced level, we are still working with the same coding commands: *Go Forward, Turn Right, Turn Left, End*. However, now we assume that our player does not have the basketball in their hands at the start. They must avoid defenders to go and get the basketball, turn around (*hint*: two left or right turns in a row will have the character facing the opposite, correct direction), and then make their way to the hoop
 - Once participants have organized their list from top (first command) to bottom (final command), place the character on the start square
 - Another participant, staff or a caregiver can check the code by moving the character and following the instructions in the list

- Flip over each command as it is completed
- Participants can make corrections as needed




Basketball Court 2: Beginner

- Hand out Basketball Court 2: Beginner
 - Introduce the concept of “loops”:
 - This is when you want to repeat steps in a sequence
 - Rather than piecing together three separate “move forward” commands, children can learn to use the code “for ____ steps, move forward,” filling in the blank space with the amount of steps needed
 - Hand out the following pre-cut coding instructions: *Go Forward, Turn Right, Turn Left, For ____ Steps, End*, and a pencil
 - Participants need to create a long list of the instructions that they think the character needs to follow to reach the basketball hoop
 - It’s a good habit to start indenting the line of code underneath the loops—this is required by some computer coding languages, and it also makes the language much more readable
 - Once participants have organized their list from top (first command) to bottom (final command), place the character on the start square
 - Another participant, staff or a caregiver can check the code by moving the character and following the instructions in the list
 - Flip over each command as it is completed
 - Participants can make corrections as needed

Basketball Court 2: Advanced

- Hand out Basketball Court 2: Advanced
 - For the advanced level, use the same coding commands as the beginner level: *Go Forward, Turn Right, Turn Left, For ____ Steps, End*. However, now we assume that our player does not have the basketball in their hands at the start. They must avoid defenders to go and get the basketball, turn around (*hint*: two left or right turns in a row will have the character facing the opposite direction), and then make their way to the hoop
 - Once participants have organized their list from top (first command) to bottom (final command), place the character at the start box
 - Another participant, staff or a caregiver can check the code by moving the character and following the instructions in the list
 - Flip over each command as it is completed
 - Participants can make corrections as needed

Basketball Court 3

5. Hand out Basketball Court 3 (note: this is an advanced concept so there is no beginner level)
 - Introduce the concept of “if-then-else” statements:
 - These will enable kids to think about writing as short a program as possible
 - An if-then-else statement is comparable to answering a *true or false* question—if the answer is true, a certain action occurs; if the answer is false, another action occurs
 - To get their character to walk in a straight line, participants could come up with the following code: “If > there is no  > in front of me > go forward”
 - Hand out all of the coding instructions: *Go Forward, Turn Right, Turn Left, For ____ Steps, If, Else, Else If, There is a , There is Not a , In Front of Me, To My Left, To My Right, On All Three Sides*
 - Participants need to create a long list of the instructions that they think the character needs to follow to reach the basketball hoop
 - There are many possible codes that can be written based on these options
 - Allow participants to experiment with the different options and see if they can write a variety of code to get their character to the hoop
 - Once participants have organized their list from top (first command) to bottom (final command), place the character on the start square
 - Another participant, staff or a caregiver can check the code by moving the character and following the instructions in the list
 - Flip over each command as it is completed
 - Participants can make corrections as needed
6. If you have access to computers or tablets for the program, or if you would simply like to encourage participants to practice their coding after the program, try out the [basketball coding challenges](#) on the Hour of Code website. If there is interest, there are also more general [sports coding challenges](#) available on the same website.

Accessibility Considerations

- We've included a variety of levels to the basketball courts and coding printouts. Depending on the age and ability of your participants, you can select which basketball courts and coding printouts are most suitable
- Read out and explain all the coding commands for kids before the program
- On the *Hour of Code* website, there is an option for participants to see the instructions in larger font as well as to have the instructions read out to them—see the top right corner of the screen for these options
- If available, offer participants an accessible computer space with a mouse and a larger screen. If using a tablet, instruct participants how they can adjust the zoom of the screen if possible
- There are a number of free, accessible websites that participants may also check out:
 - [Code.org](https://code.org)
 - [Code Monster](https://www.codemonster.com/)
 - [Scratch](https://scratch.mit.edu/)

Book Suggestions

Level 13: A Slacker Novel by Gordon Korman

The Boy Who Thought Outside the Box: The Story of Video Game Inventor Ralph Baer by Marcie Wessels

The Magic of Basketball by Kayla Alexander and Kesia Alexander

Templates and Images

Coding Commands

Go Forward ↑	Go Forward ↑
Go Forward ↑	Go Forward ↑
Go Forward ↑	Go Forward ↑
Go Forward ↑	Go Forward ↑
Go Forward ↑	Go Forward ↑
Turn Left ↶	Turn Right ↷
Turn Left ↶	Turn Right ↷
Turn Left ↶	Turn Right ↷
Turn Left ↶	Turn Right ↷
Turn Left ↶	Turn Right ↷

FOR < ____ steps **END**

FOR < ____ steps **END**

FOR < ____ steps **END**

FOR < ____ steps **END**

FOR < ____ steps **END**









FOR < ____ steps **END**

FOR < ____ steps **END**

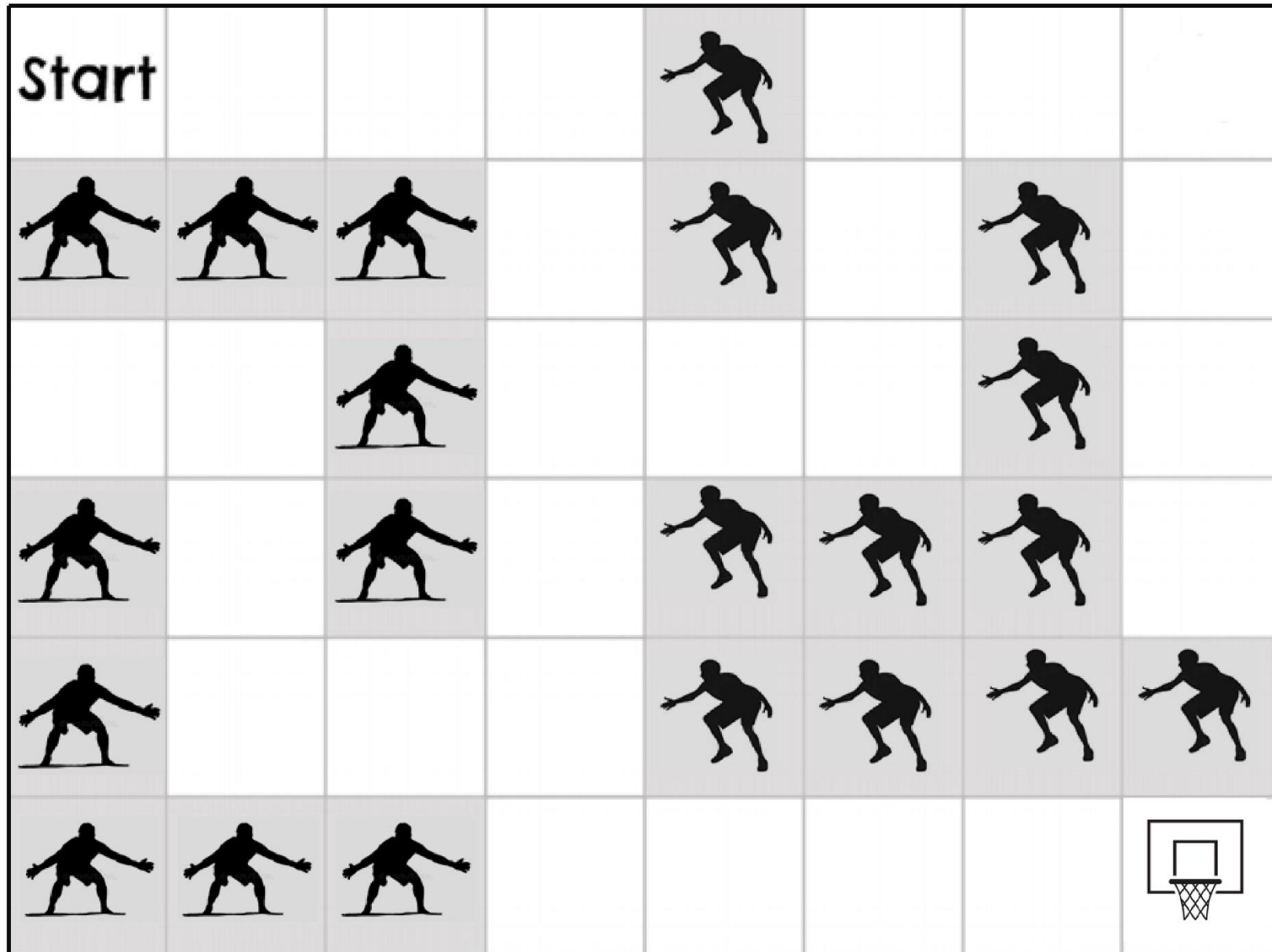
FOR < ____ steps **END**

FOR < ____ steps **END**

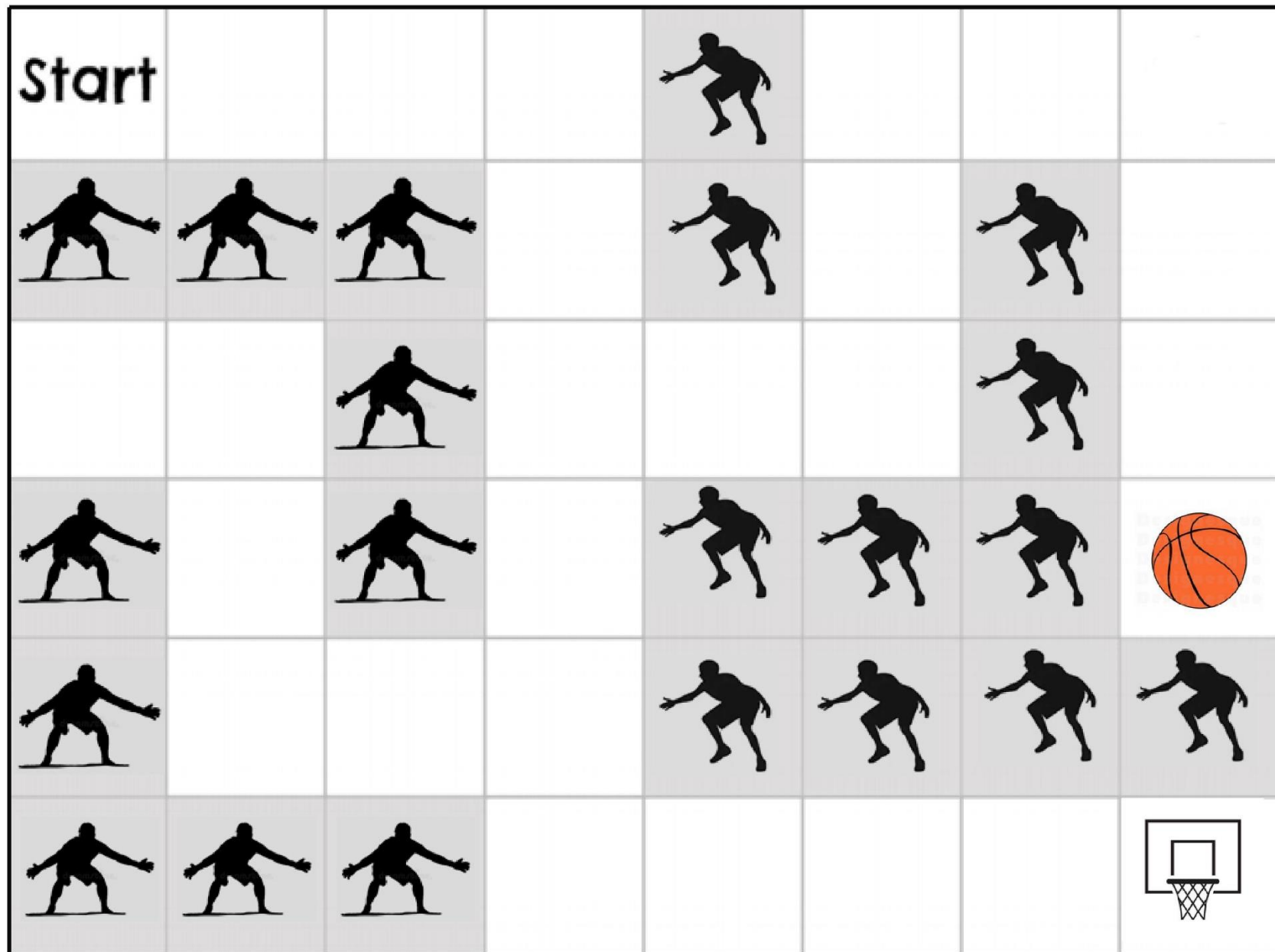
FOR < ____ steps **END**

IF	there is a 	in front of me
IF	there is a 	in front of me
IF	there is a 	to my left
IF	there is a 	to my left
ELSE IF	there is not a 	to my right
ELSE IF	there is not a 	to my right
ELSE IF	there is not a 	on all 3 sides
ELSE IF	there is not a 	on all 3 sides
ELSE	END	END
ELSE	END	END

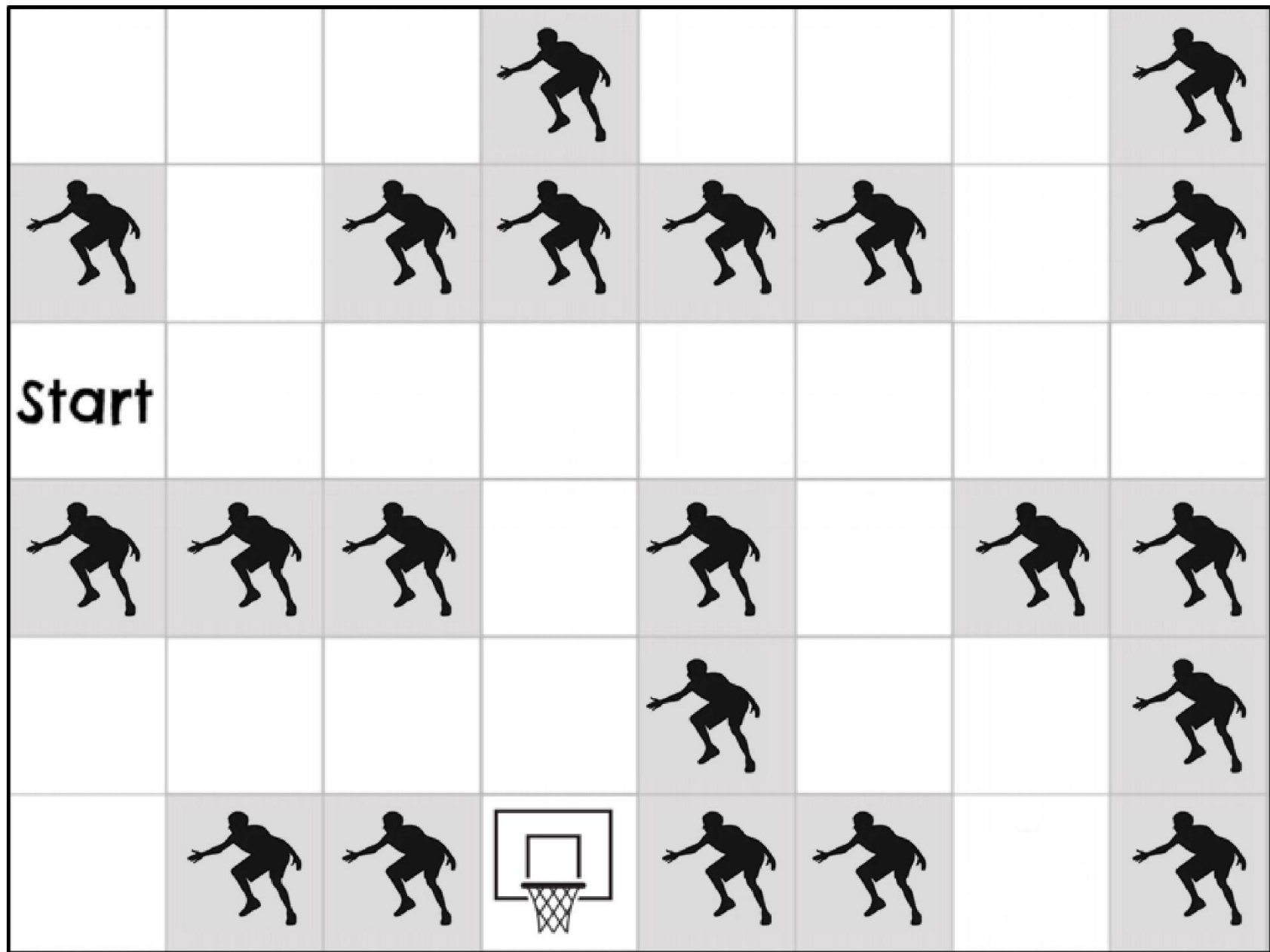
Basketball Court 1: Beginner



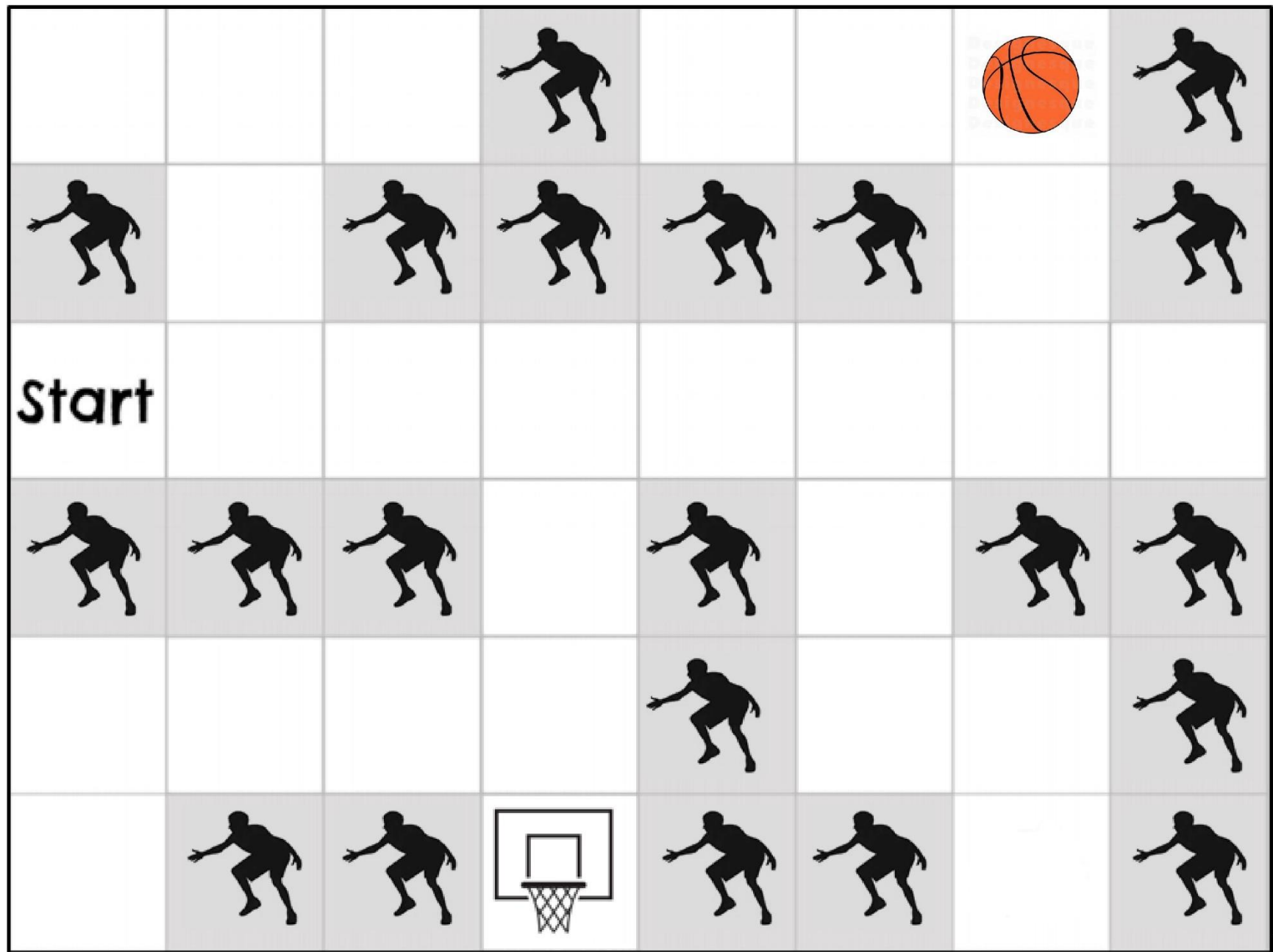
Basketball Court 1: Advanced



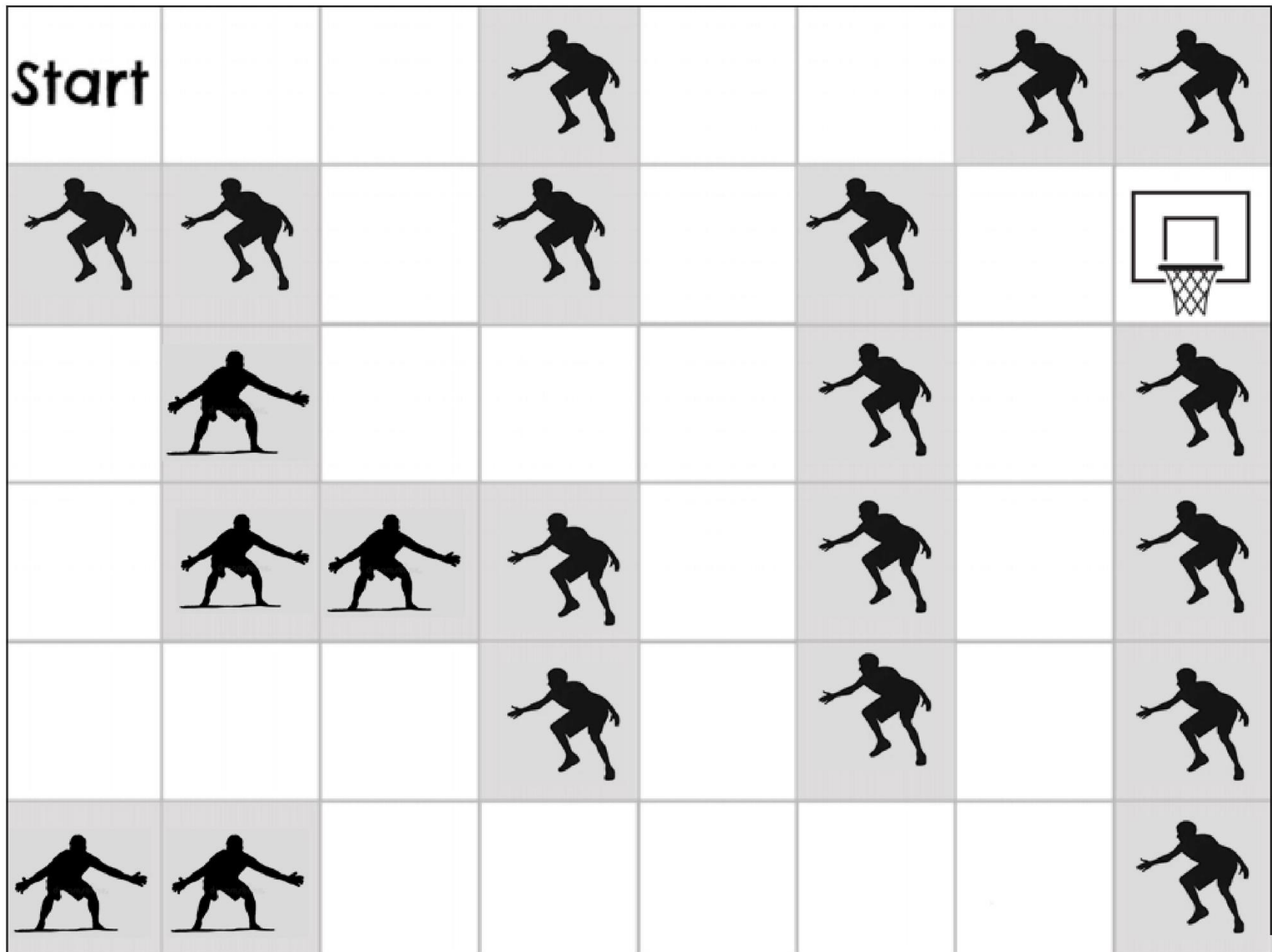
Basketball Court 2: Beginner



Basketball Court 2: Advanced



Basketball Court 3





Short Activity
Ages 0–3
10 minutes

Connect the Dots

Description

Connect the dot worksheets using artwork by Dave Whamond

Space Considerations

Indoor space where participants can complete a worksheet

Competencies

- Artistic expression
- Development of fine motor skills
- Eye–hand coordination
- Following directions

Materials

- Pencil
- Crayons, pencil crayons or markers
- Printouts of the *Connect the Dots* templates (in order of difficulty):
 - [Connect the Dots—Kite](#)
 - [Connect the Dots—I Love Reading](#)
 - [Connect the Dots—Magician](#)
 - [Connect the Dots—Tree](#)
 - [Connect the Dots—Sun](#)

Implementation

1. Print out and distribute a version of the *Connect the Dot* worksheets, chosen based on the age group of your participants.
2. Distribute pencils and crayons, pencil crayons or markers.
3. Encourage participants to connect the dots by starting at the number 1 and then drawing a line to the next number, until they reach the last number in

the series. Participants should connect the last number in the series back to number 1.

4. After connecting the dots, participants can colour the image.
5. You may consider printing the worksheets to have the sheets available for kids as a passive activity outside of a scheduled program.

Accessibility Considerations

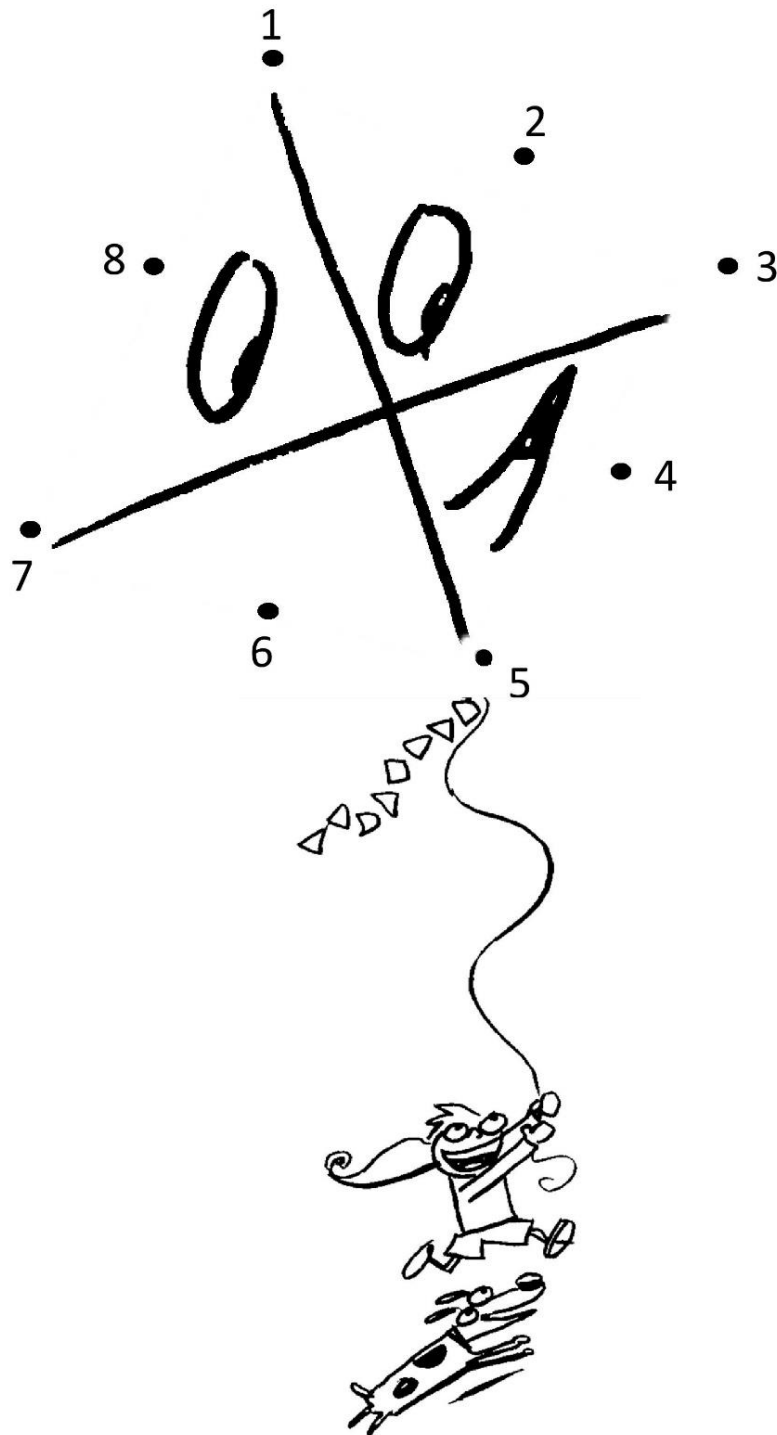
- Offer children a variety of writing instruments to connect the dots and allow them to choose what they feel most comfortable with.
- We have varied the level of difficulty in these worksheets, with the *Kite* template containing less dots, larger font for the numbers, and a straightforward pattern.
- The following printables contain sans serif fonts: Magician Hat, I Love Reading and Sun.
- Bump dots (or 3D markers) could be used to create a tactile, accessible option.

Book Suggestions

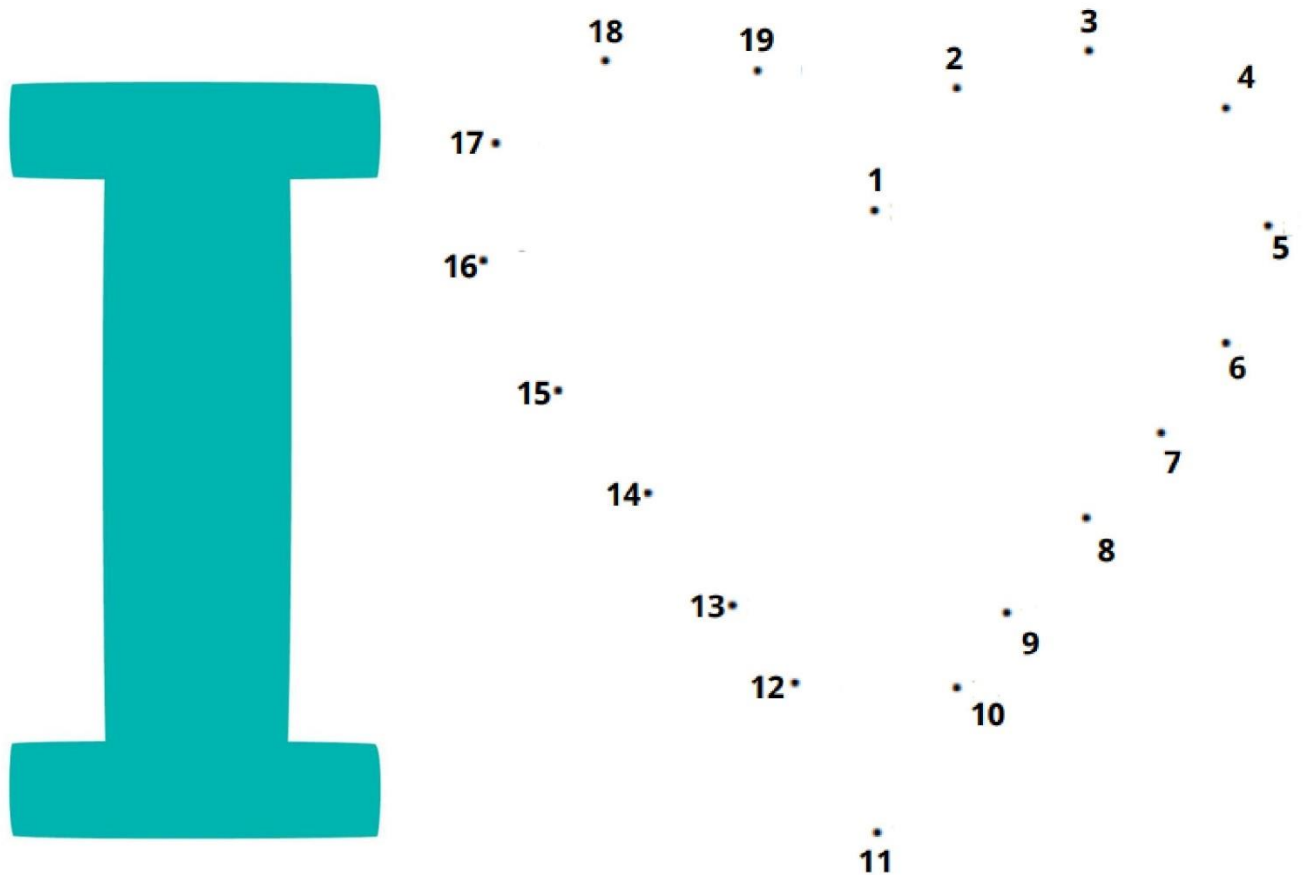
Yoga Baby by Amy Hovey

When We Are Kind by Monique Gray Smith

Images and Templates



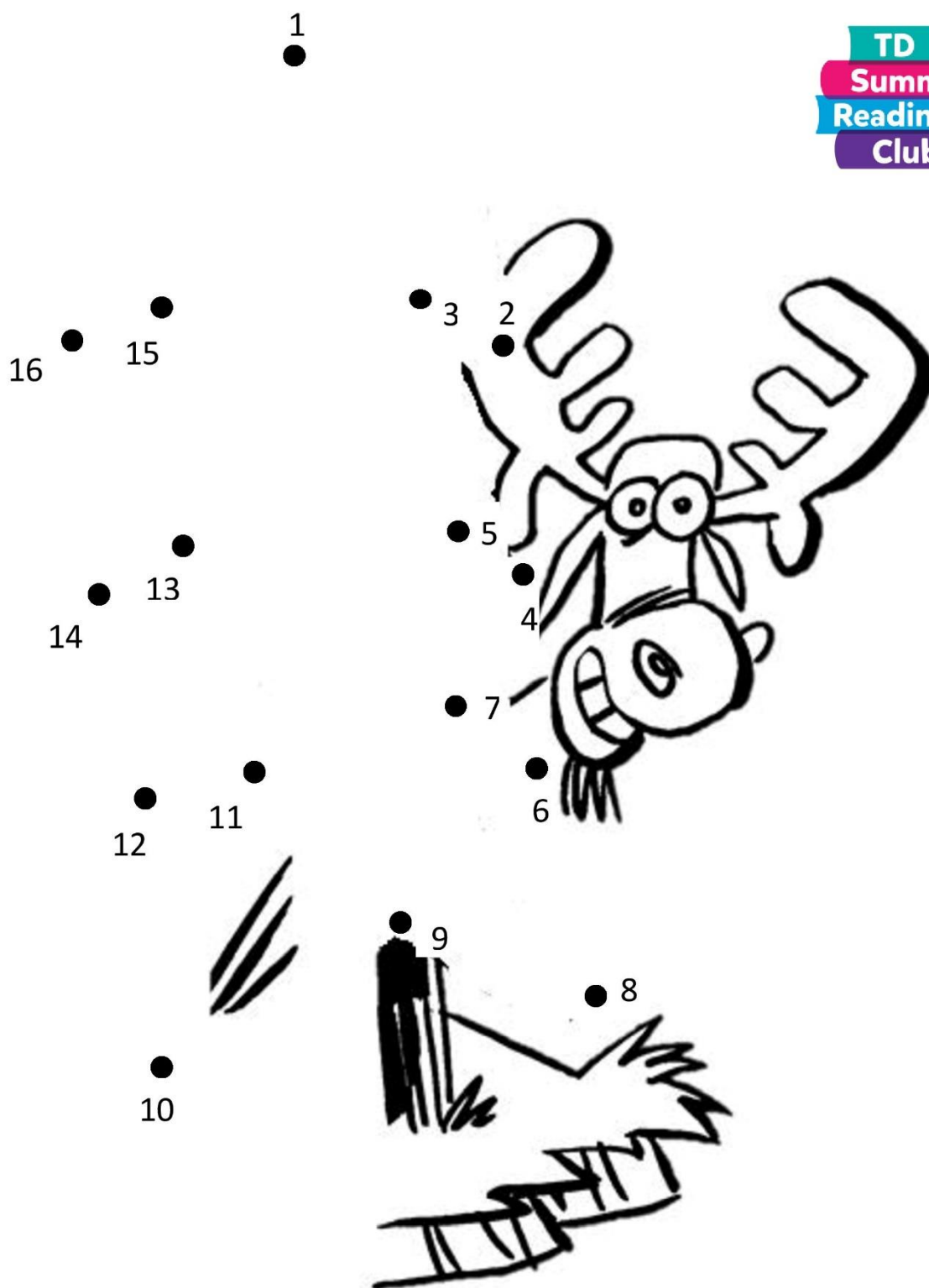
Connect the dots and colour your picture!



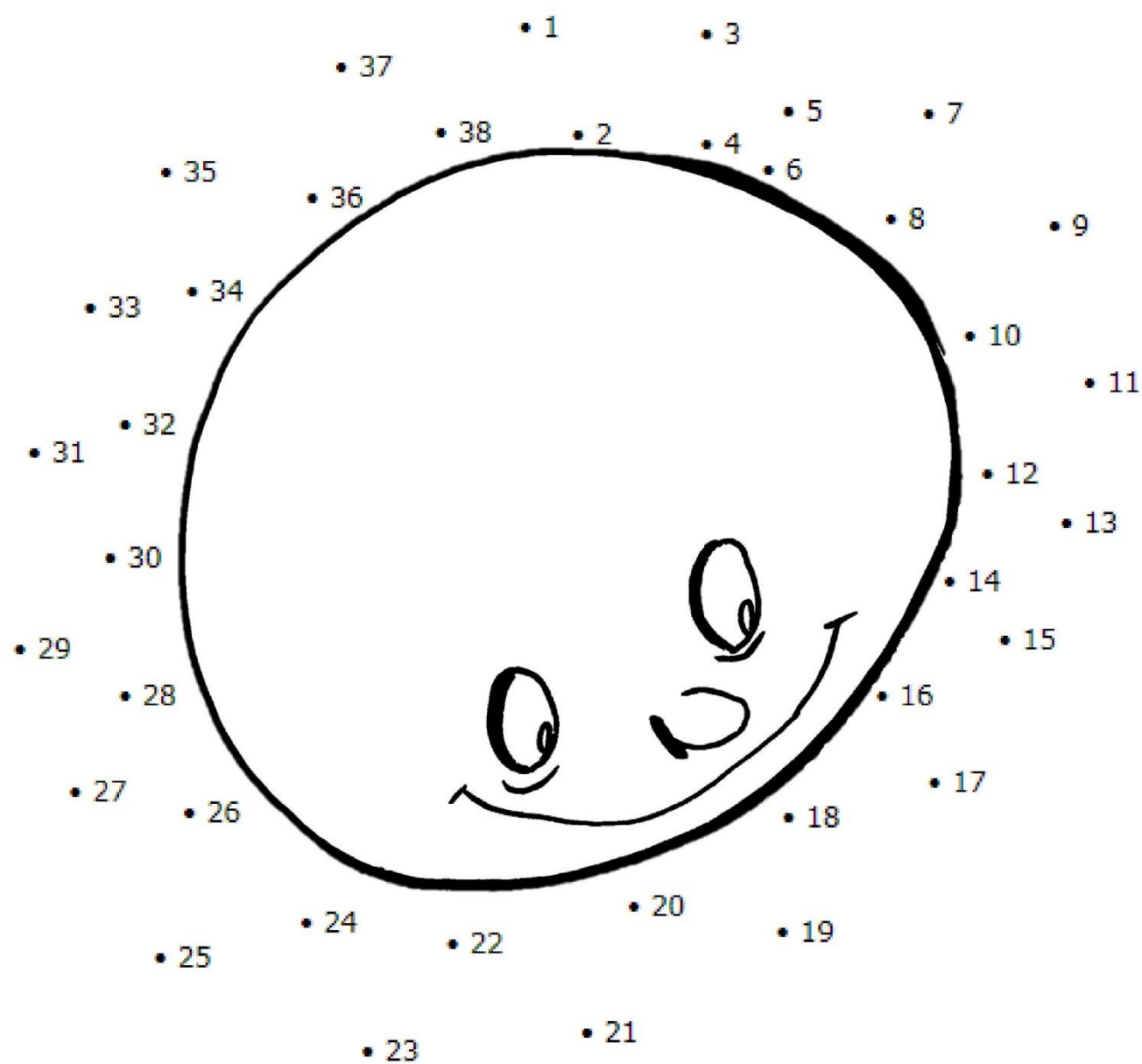
READING

Connect the
dots and colour
your picture!





Connect the dots and colour your picture!





Short Activity
Ages 3–5
20 minutes

Button Game

Description

Inspired by “The Button Book” by Sally Nicholls, create your very button board and assign actions to your creation

Space Considerations

Any type of space where participants can be seated to work on a craft

Competencies

- Creative and imaginative thinking
- Following directions
- Memory
- Sensory motor skills

Materials

- Felt board, poster board or bristol board
- Cut outs of various shapes on construction paper in various colours
- Card stock
- Foam shapes or other tactile items (e.g. pompoms, pipe cleaners, playdough, etc.) (optional)
- Crayons, pencil crayons or markers
- Scissors (adult use only)
- Glue

Preparation

- If desired, create a large button board to display for children. Glue large shapes of various colours (i.e. buttons) onto a large poster board. It is recommended to have between 4 and 10 buttons total.

Implementation

This activity is ideal to combine with a storytime that includes reading *The Button Book* by Sally Nicholls.

1. Consider creating a large button board to demonstrate to participants. Include various shapes on the board. Explain that each button represents an action for participants to do, and we only know what that action is after we press the button.
2. Assign actions to each of the buttons as they are pressed. There are a lot of possibilities. Here are a few examples of actions:
 - a. Clap your hands 5 times
 - b. Spin around
 - c. Do the head and shoulders actions as fast as you can
 - d. Sing *Twinkle, Twinkle Little Star*
 - e. Say your name five times fast
 - f. Make an animal sound
 - g. Bounce in place
 - h. Invent your very own dance move
 - i. Dance like a robot
 - j. Freeze in a funny pose
 - k. Pretend to fall asleep
3. As each button is pressed, announce the action and encourage participants to try it out (e.g. "Let's press the square red button. Oh, that's the singing button! We have to sing *Twinkle, Twinkle Little Star*.")
4. After all buttons have been pressed, go back and press some buttons silently—can the participants remember what the actions were for that button? Depending on the age range of your group, you can assist and adapt this as necessary.

Craft component: Encourage children to create their own button boards

1. Distribute a sheet of card stock and a set of shape cut-outs or other tactile items to participants. It is recommended to distribute between 4 and 10 shapes to each participant.
2. Participants glue the shapes onto their board and decorate with crayons, pencil crayons or markers.
3. Participants should think about actions that each button represents and attempt to remember those actions. Participants can then get other children, parents, caregivers, or staff to test out their button boards—press each button and let the participant tell you what the action is!

Accessibility Considerations

- Storyboards and activities where kids can follow the sequence of what will happen next are ideal for sensory storytimes
- Use large shapes for the buttons if using construction paper cut-outs. There are many tactile alternatives for this activity, including material like pompoms, playdough, pipe cleaners, foam shapes, etc. Have a variety of material on hand for kids of different abilities to choose from.
- When assigning actions to the button board demonstrated by staff, select simple actions that are suitable for your age group and for all participants. If necessary, you can also have alternatives ready to adapt. Be considerate of kids who may not like to be in a setting with loud noises. For example, encourage clapping hands quietly if the group is very large, or suggest two-finger clapping instead.
- For participants who are deaf or hard of hearing, print out the text of each action and hold it up for all to see when the button is pressed.
- Pre-cut the shapes used for the buttons or offer easy-grip scissors to all participants.

Book Suggestions

The Button Book by Sally Nicholls

David Jumps In by Alan Woo

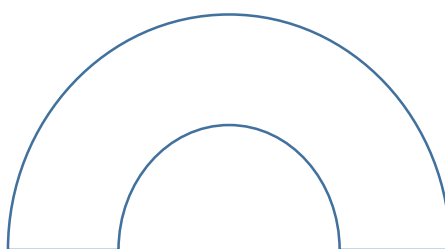
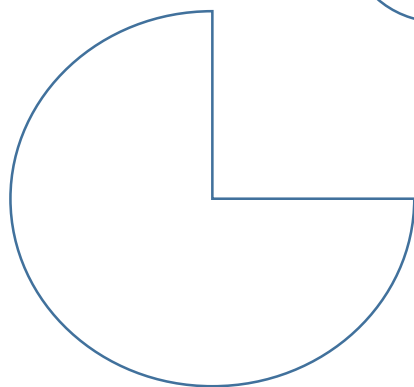
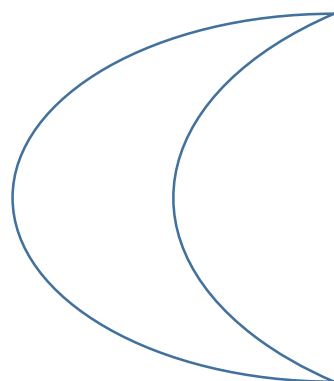
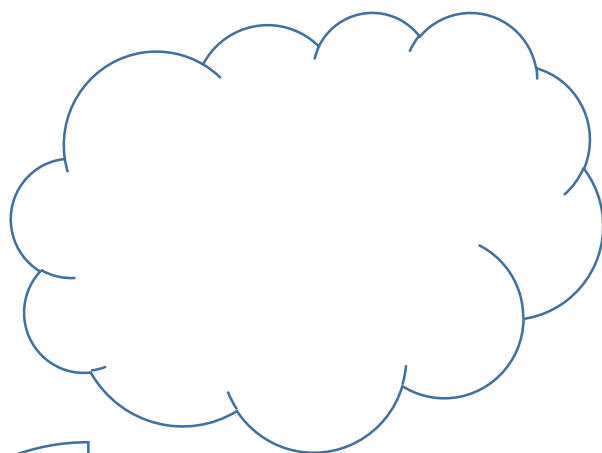
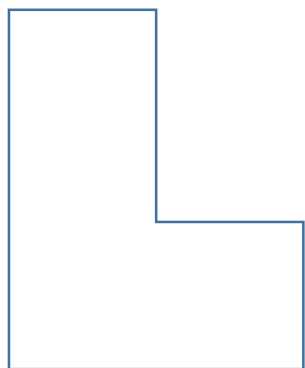
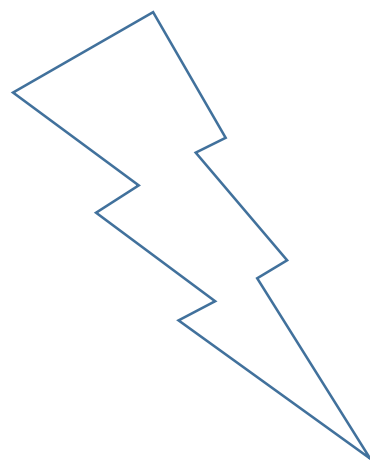
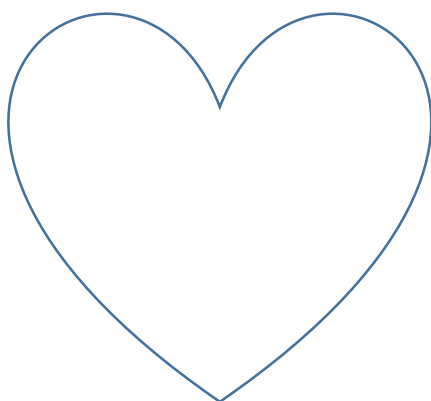
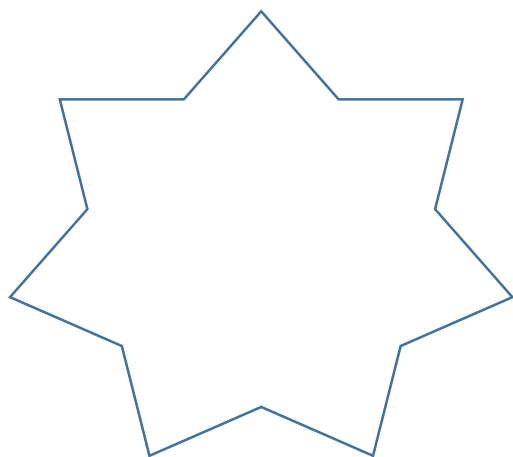
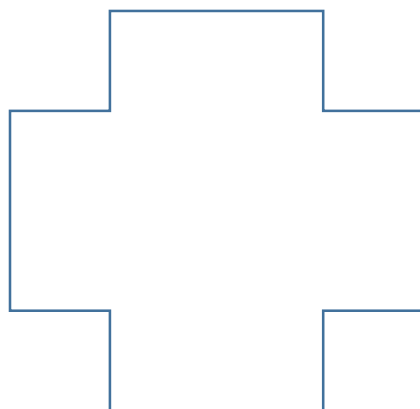
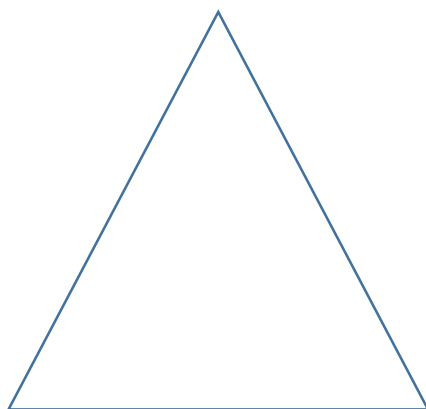
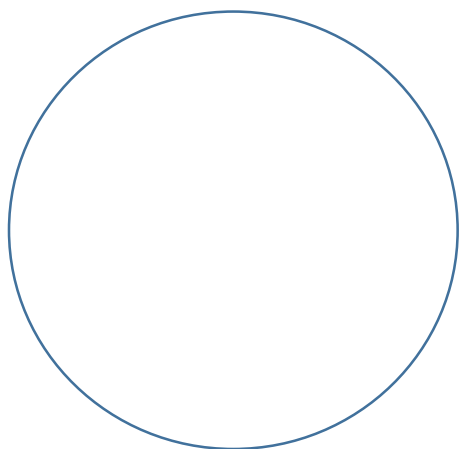
Peanut Goes for the Gold by Jonathan Van Ness

Templates and Images

BUTTON BOARD



Button shapes for cutting





Short Activity
Ages 3–5
10–20 minutes

Shape Maze

Description

Participants attempt to make their way through a shape maze in this fun activity that can be played outdoors or indoors

Space Considerations

A large space where you can draw or tape 20+ large shapes for participants to step on

Competencies

- Body awareness
- Classification skills
- Following directions
- Understanding shapes

Materials

- Chalk (for outdoor game)
- Tape (for indoor game)

Preparation

- For an outdoor activity:
 - Use chalk to draw a variety of shapes in rows and columns. We recommend using four shapes for this age group: circle, square, triangle and heart. You may add more shapes or incorporate a variety of colours to make the game more challenging.
 - Draw a shape in each row, mixing up their column locations. You can use as many rows as desired. We recommend between 6 and 20 rows.

- For an indoor activity:
 - Use tape (or any suitable alternative for your floor) to add shapes to the floor

Implementation

There are many ways to adapt this game to suit the age level of your participants. Here are a few.

Maze:

1. Ask participants to start at the beginning of the maze.
2. Announce the first shape.
3. One by one, participants should make their way through the maze by advancing one row at a time and stepping on the shape in each row. For example, the instruction would be, "Get to the end of the maze by stepping on the circle in each row."
4. At the end of the maze, participants can move back to the starting position to repeat the activity with a new shape.
5. To add difficulty to this game, include more shapes in each row and consider varying the colours as well. For example, encourage participants to move through the maze by stepping on all the blue circles until they reach the end.

Find the Shape:

1. Instead of playing this as a maze, call out a shape and participants must find and move to one of those shapes. This means multiple participants can play at once. For example, the instruction would be, "Everyone move to a circle."
2. Then, call the next shape, speeding up the commands if appropriate for the age group of your participants.
3. In this version, the shapes do not have to be in a grid with straight rows and columns.

Build Your Own Maze:

1. You can also allow participants to create their own miniature maze, using chalk or tape and working in teams or individually. Be sure to teach participants how to draw the shapes before starting!

Accessibility Considerations

- For participants who are deaf or hard of hearing: Print the commands in large font and hold up the commands for participants to follow. For example, the command could be "Get to the end by stepping on all the **CIRCLES**" or "Find a **BLUE CIRCLE** to move to." For younger children who may not be reading yet, consider holding up a picture of the shape that the children should move to. You can demonstrate the action of moving to the shape so they can follow along until they grasp the concept.
- Participants in wheelchairs can participate in this game. Ensure the shapes are large enough for participants to move to in their wheelchairs.

Book Suggestions

Boxitects by Kim Smith

The Button Book by Sally Nicholls

Soaked by Abi Cushman

Rad by Anne Bustard

David Jumps In by Alan Woo

Templates and Images



Image from *Creative Family Fun* (creativefamilyfun.net)



Short Activity
Ages 9–12
20 minutes

Pencil Puzzles

Description

A package of pencil puzzles including a word search, a crossword puzzle, a silly story, secret messages and a braille alphabet decoder.

Space Considerations

Any type of space where participants can be seated to do a worksheet

Competencies

- Creative and imaginative thinking
- Following directions
- Written communication skills

Materials

- Printouts of the pencil puzzle worksheets
- Pencils or pens

Implementation

These worksheets can be included as part of a scheduled program or be used as a passive activity in which you leave the printouts out for kids to complete at any time. You can also post these printable worksheets on your library's social media platforms for parents and caregivers to download.

1. Print the desired number of pencil puzzle worksheets.

- [Ancient Olympics Word Search](#)

Instructions: Participants search for and circle the ancient Olympic sports in the jumble of letters. The words may appear horizontally, vertically, diagonally and

backwards.

- [Ball Sports Crossword Puzzle](#)

Instructions: Participants read the numbered clues and write the answer in the spot marked by that number in the crossword puzzle. Clues are marked as either across or down.

- [Silly Story](#)

Instructions: This worksheet should be printed double-sided. Participants fill in words based on the prompts on the first side of the sheet. Next, they flip the page over and write their word choices into the corresponding boxes and then they read the story.

- [Secret Messages](#)

Instructions: Participants write their own secret message by using the shapes and symbols in place of the corresponding letters. If desired, participants can hand the sheet over to another participant or a parent/caregiver to decode the message.

- [Braille decoder](#)

Instructions: Participants use the braille alphabet chart to decode the braille. Then, participants can try to braille their first name and last name.

Accessibility Considerations

- Our worksheets contain large font wherever possible.
- We've included a variety of worksheet options so staff and participants can pick whatever is most appealing and/or suitable for them.
- As always, kids can be encouraged to work in teams if desired. For example, while working on the crossword puzzle, it's not necessary for all participants to write but everyone can contribute answers to the clues.
- Consider using [tongue twisters](#) as an alternative for children who may have difficulty with completing pencil-and-paper worksheets.

Book Suggestions

Camp Average: Double Foul by Craig Battle

The Puck Drops Here (Hockey Super Six) by Kevin Sylvester

Thea Stilton and the Race for the Gold by Thea Stilton



Craft
Ages 0–3
15–30 minutes

Alphabet Flower Garden

Description

This activity will create alphabet flowers that can be used to spell names, words or be used for other word-related activities.

Space Considerations

Any type of space where kids can be seated to do a craft

Competencies

- Artistic expression
- Creative expression
- Development of fine motor skills
- Spatial relationships
- Understanding shapes

Materials

- Plastic flower pots in various sizes
- Stones (or anything that can fill the flower pots and hold the “flowers” in place)
- Craft sticks
- Green liquid watercolour paint or food colouring (optional)
- Flower and/or bug stickers
- Black permanent marker
- Tray, cookie sheet or flat container
- Green felt

Preparation

- Optional: Colour plain craft sticks green to look like flower stems
 1. Soak craft sticks overnight in green food colouring or liquid watercolour paint

2. Rinse them in water the next day and place them on paper towels to dry

Implementation

1. Create the flowers

- a. Write one letter of the alphabet toward the bottom of each stick using a black permanent marker
- b. Place one flower or bug sticker at the top of each stick



2. Create the garden

- a. Line a tray or cookie sheet with green felt (this keeps the pots from sliding around and adds some colour)
- b. Fill each flower pot with stones and place the pots on the tray



- c. Add your "flowers" to the pots by pushing the letter end into the stones



Accessibility Considerations

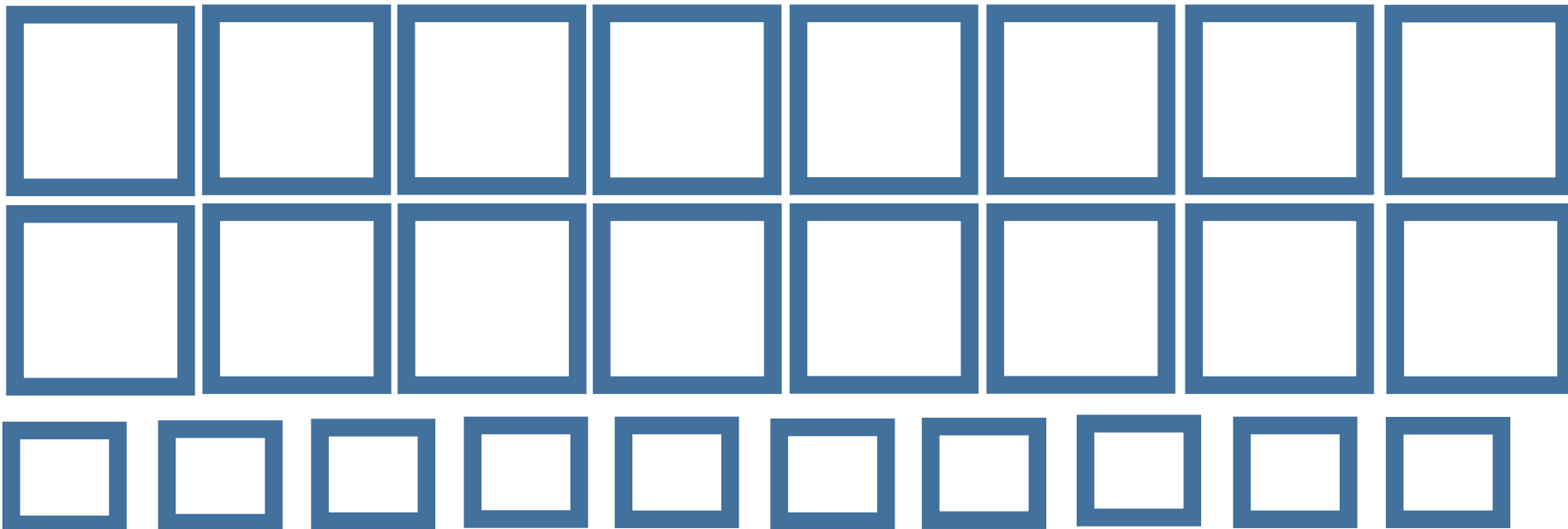
- Use medium- and large-sized flower pots
- Use larger craft sticks
- Use foam flower or bug stickers (or pre-cut flowers or bugs with velcro dots to attach them to the sticks)

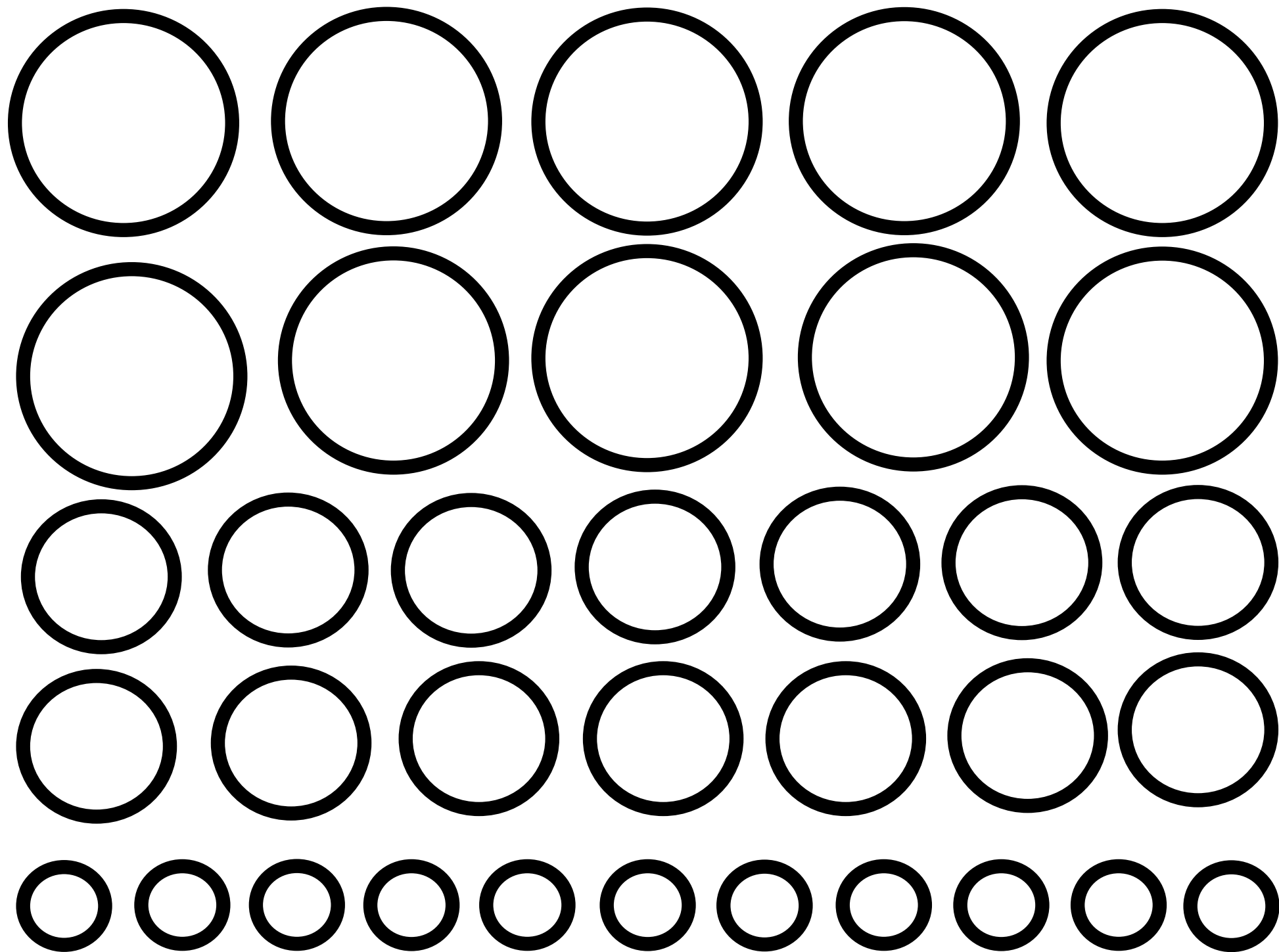
Book Suggestions

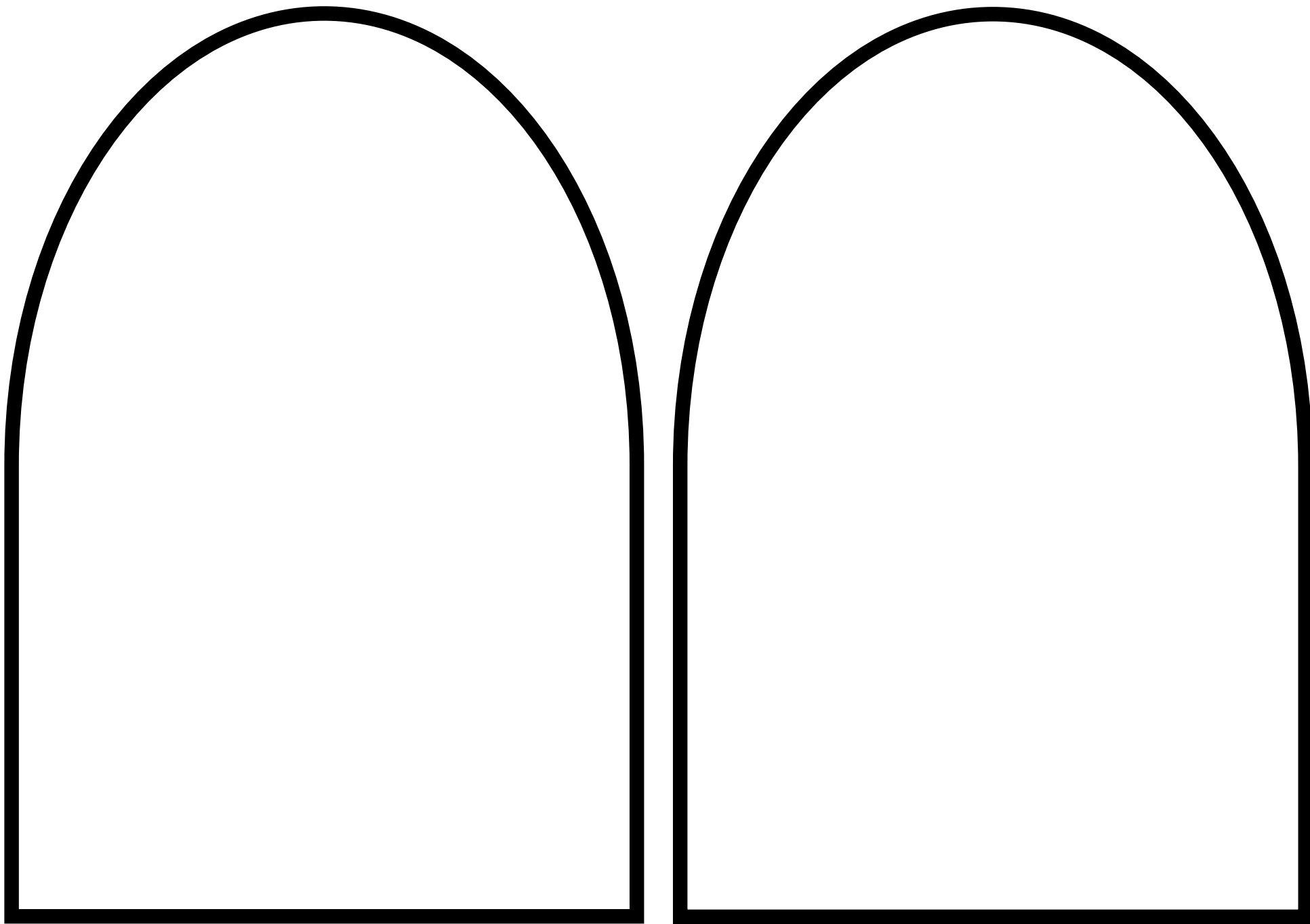
The Canadian Kids' Guide to Outdoor Fun by Helaine Becker

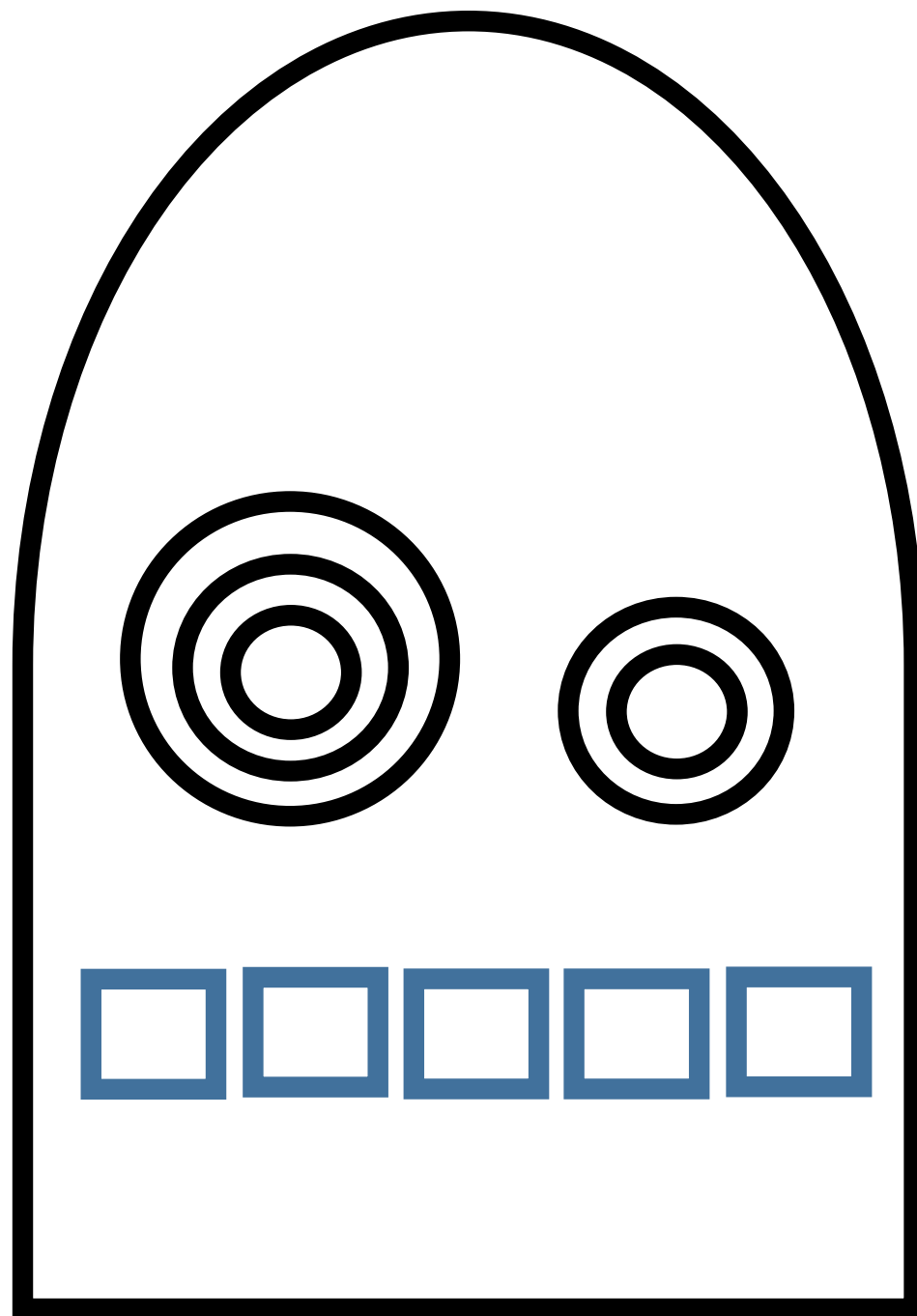
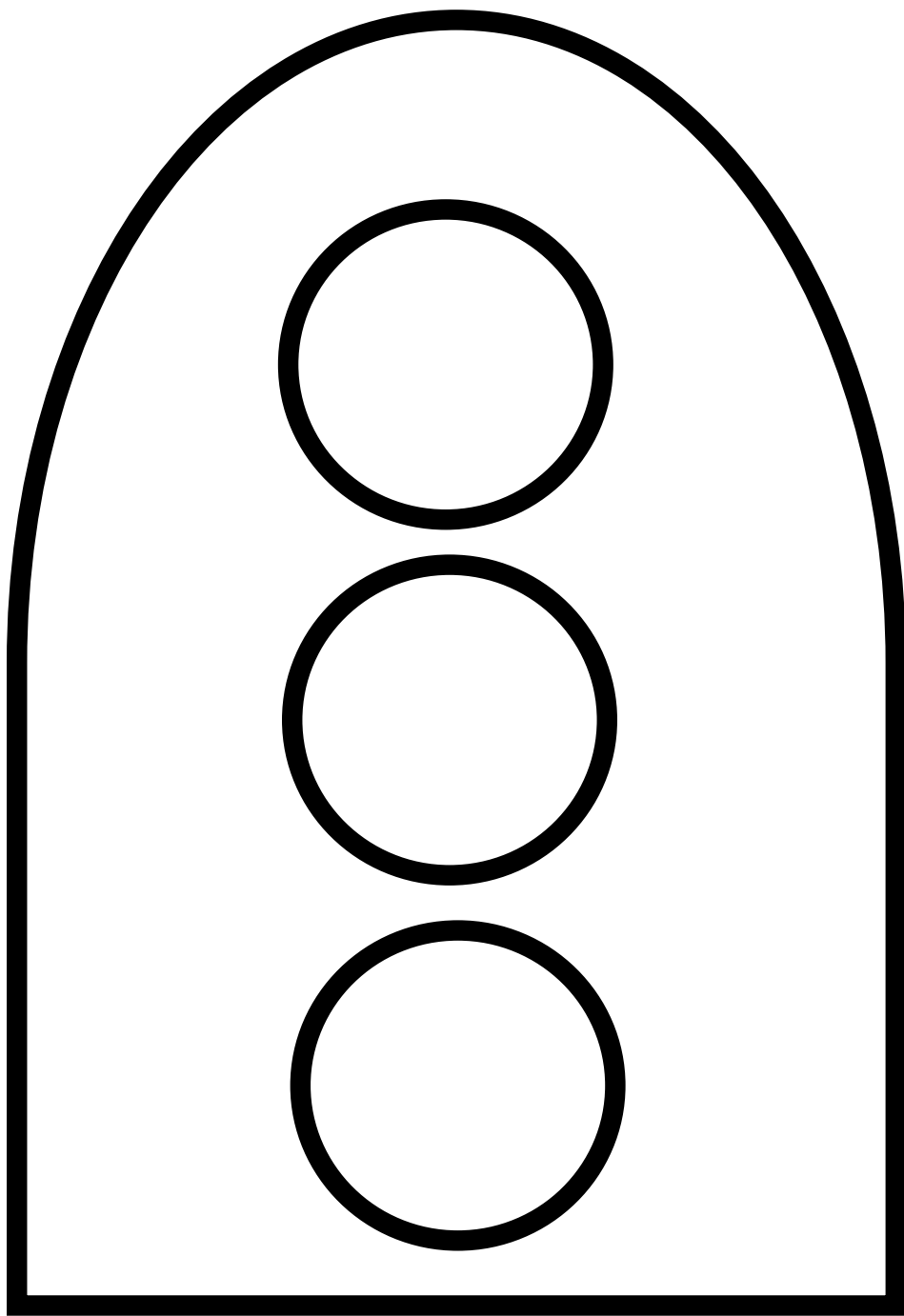
Recycle and Remake by DK

Gurple and Preen: A Broken Crayon Cosmic Adventure by Linda Sue Park











Long Activity
Ages 0–3
40 minutes

I Spy Colours

Description

Find different colours in various places based on experience or knowledge! You can write the name of the item or draw it. Fill a line, several lines or a full card.

Number of Participants

For a minimum of 1 participant and their parent or caregiver

Space Considerations

An indoor space with room for children and their caregivers to do a paper and pencil activity

Competencies

- Development of fine motor skills
- Sensory motor skills
- Memory
- Study of nature
- Understanding and appreciation of animals

Materials

- I Spy card
- Pen or pencil
- Playdough (optional)
- Staff Recommended Titles booklist (optional)
- Book display (optional)
- Computer or mobile device (optional)

Preparation

- Set up research tools (optional)
 - Staff Recommended Titles booklist—create your own recommendation list
 - Book display—Set up books featuring places on the I Spy card on a table or truck for participants to reference
 - Electronic devices—set up computers or tablets with recommended websites

Implementation

1. Library staff give each participant an I Spy card and instructs them to fill out a line, several lines or a full card.
2. Parents and caregivers can work with the kids to "spy" items based on their memory or by using the books and reference resources provided by staff.
3. The spied item can be written by caregivers or draw by kids in the corresponding box.

Accessibility Considerations:

- Card can be printed on 8.5" x 14" paper with larger font
- Put playdough lines on the card to make it easier to find the boxes
- Choose or create images in advance and kids can place these on their game cards instead of writing or drawing spied items, making the activity more tactile

Book Suggestions

Gurple and Preen: A Broken Crayon Cosmic Adventure by Linda Sue Park

Hide-and-Seek: A First Book of Position Words by R.D. Ornot

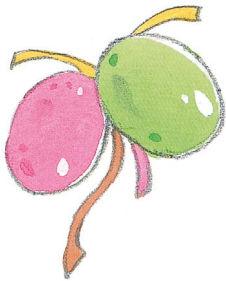
David Jumps In by Alan Woo

Images and Templates

- 8.5" x 11" I Spy Card
- 8.5" x 14" I Spy Card

BLUE	RED	YELLOW	GREEN	ORANGE
Pool	Home	School	Garden	Grocery Store
Home	Grocery Store	Garden	Zoo	Library
Beach	Farm	Library	Grocery Store	Home
Grocery Store	Beach	Home	Park	Garden
School	Garden	Grocery Store	Farm	Zoo

BLUE	RED	YELLOW	GREEN	ORANGE
Pool	Home	School	Garden	Grocery Store
Home	Grocery Store	Garden	Zoo	Library
Beach	Farm	Library	Grocery Store	Home
Grocery Store	Beach	Home	Park	Garden
School	Garden	Grocery Store	Farm	Zoo



Draw Your Perfect Birthday Party

Who will come? What will you wear? What food will you eat? What fun games will you play?

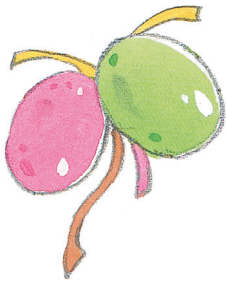


The Canadian
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annick press
annickpress.com

Art by Michael Martchenko and _____



Moira MadLibs!



Fill in the blanks to write your own story!

I can't wait for my _____th birthday party! I am going to invite all of my
number

friends and family. There will be a _____ cake and pizza with _____
colour *food*

and _____ on top. There will also be a clown, a magician and a
food

_____. When it is time to eat the cake, everyone will sing
job

_____. The present that I want most is _____. Maybe
song *toy*

if I'm lucky, _____ will be there too! I can't wait for my birthday.....
person

good thing it's only _____ days away!
number



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