

PUZZLES

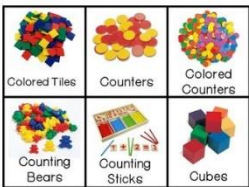


Engage in private speech as your child solves puzzles. Give strategies for solving the puzzle and facilitate your child's use of private speech to remember the strategy. For example:

- "Look at the picture before you start, and say to yourself, 'I'm solving a _____ puzzle,' or 'My puzzle is a picture of a _____'"
- "Look for the color that matches and say, 'I'm looking for blue.'"
- "Look for the part of the picture and say, 'I'm looking for the tail of the dog,'"
- "When you turn the puzzle piece say, 'turn, turn, turn,' until it fits"
- Look for the shape and say 'I need a square piece,' or 'I need a piece that has a curve.'"
- "Match the shape and say, 'The pointy part goes here.'"
- "Describe part-whole relationships and say, 'I think this is part of the dog's tail.'"

MANIPULATIVES

(Manipulatives are physical tools of teaching – coins, blocks, markers, etc.)



Encourage your child to make things, create patterns, and count objects:

- "What color are you going to use next?"
- "What are you making?"
- "How many do you have there?"
- "Is there a pattern?"
- "What are you building or making?"
- "Hold the string like this and the bead like this."
- "Hold the cube like this and the other cube like this"

BLOCKS

Encourage your child to describe what they are building before they get started. If they cannot think of something, help them brainstorm about a particular project

- "What are you building?"
- "Where are you going to put that block?"
- "Is it balanced?"
- "Is it big enough?"

PLAY DOUGH

Encourage your child to make shapes with play dough and use play dough tools

- "What are you making?"
- "Are you going to make it bigger or smaller?"
- "Can you use this to make something?" (cookie cutter, roller, etc)

