



Move Your Body with Mia and the Monsters

E-LEARNING PACK

Includes:

- Parents' Guide to Home-Based Physical Activity
- Daily Routines for Learning at Home
- Routine Template for Parents
- Children's Activity Sheets

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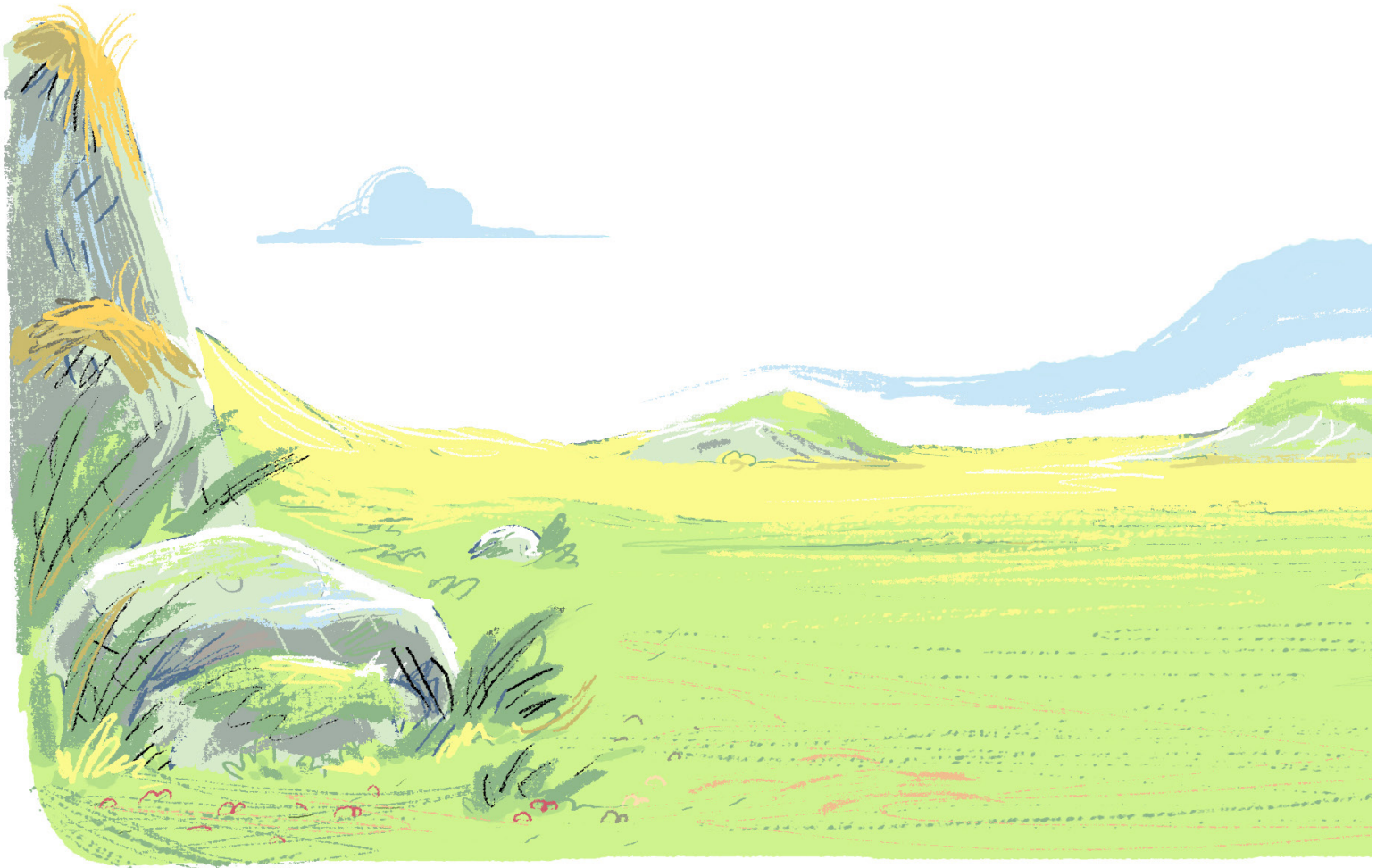
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**A Parents' Guide to Home-Based
Physical Activity**



A Parents' Guide to Home-Based Physical Activity

Did you enjoy moving along with Mia and her monster friends? Here are some more ideas for moving your body at home! Why not try these activities out with your children and their friends? In this resource, you'll find a list of fun physical exercises to try at home, as well as information about which types of skills these activities can grow.

HOW MANY CAN YOU PLAY?



1. MOVE LIKE AN ANIMAL

In an open space, inside or outside, have your child move around like an animal. Can you gallop like a caribou? Can you walk on all fours like a polar bear? Can you slither like a snake?

Skills Developed: Gross Motor Skills including balancing, sliding, galloping, leaping, hopping.

2. SIMON SAYS

With your child, play the game Simon Says by naming body parts, acting like an item, or even by moving around like an animal. For example, "Simon says hop like a bunny," "Stand tall like a tree," or "Touch your nose!"

Skills Developed: Listening Skills, Gross Motor Skills including reaching, hopping, pointing and balancing.

3. MOVEMENT CHARADES

In this game, have child choose an animal to act out, for example, acting like a polar bear on the hunt, and have caregivers try to guess what the child is. Suggestion cards or help from a caregiver with names of animals or items may be helpful for children in this activity.

Skills Developed: Gross Motor Skills including balancing, hopping, reaching, sliding.

4. COLOUR GAME

This game starts with a caregiver shouting out a colour. The child will go as fast as possible and either place their hand on that colour or bring an item of that colour to their caregiver! This game can be made into a competition if more than one child is participating.

Skills Developed: Listening Skills, Gross Motor Skills including running and leaping.

5. HOMEMADE OBSTACLE COURSE

Using household items, such as chairs, pillows, blankets or boxes, have children create an obstacle course! Have them crawling under tables, jumping over chairs, and even tossing items into a laundry basket. This activity can be done in an indoor or outdoor setting. For a more competitive activity, create two obstacle courses and have children race through them.

Skills Developed: Gross Motor Skills including running, jumping, crawling, throwing; Critical Thinking Skills when building the course such as balancing, stacking, and building.

6. ABC TREASURE HUNT

Starting with the letter A and continuing through the alphabet, have children go through the house to either point out or retrieve an item that starts with that letter. To make this game competitive, have children race each other to find each item and bring it back to the caregiver as fast as possible.

Skills Developed: Listening Skills and Gross Motor Skills including running, jumping, reaching.



7. FORT BUILDING

Using household items like chairs, tables, blankets and pillows, have your child build a fort. This can lead to some roleplay games, like having the child be a polar bear or fox building their den for the winter!

Skills Developed: Critical Thinking Skills including planning, building and problem solving; Social Skills, including negotiating and cooperation; and Gross Motor Skills such as balancing and stacking.

8. ICEBERG JUMP

Scatter “icebergs,” which can include blankets, pillows and cushions, across the floor in an open space. The child starts at one end of the room and must jump to each iceberg without falling into the “water” (don’t touch the floor!). For extra fun, a caregiver or other child can be the polar bear on the hunt for any children falling into the water!

Skills Developed: Gross Motor Skills such as running, jumping, crawling, leaping.

9. TRADITIONAL INUIT GAMES

Have your children practice the many traditional Inuit games, including the high kick, kneel jump, back push, muskox push and the arm pull! Make it into a friendly family competition to see who can do the best!

Skill Developed: Gross Motor Skills such as balance, body movements and strength; Social Skills including knowledge of Inuit Culture.

10. BALLOON KEEP UP/BALLOON VOLLEYBALL

Using a balloon, have a competition to see who can hit the balloon up in the air the most times in a row without it falling to the floor! Caregivers can count with the children how many times they are hitting it in the air. Caregivers can also join in and hit the balloon back and forth with the child, counting how many hits between the both of you!

Skills Developed: Gross Motor Skills including jumping, striking, running, hand-eye coordination, counting.

11. TAPE SHAPE GAME

Using tape, such as masking tape or painters' tape, create shapes and letters spread out around the floor of your house. Ask children to move different ways to each shape, for example ask children to crab walk from the square to the A, and so on.

Skills Developed: Gross Motor Skills such as crawling, jumping, sliding, leaping, hopping.

12. SOCK TARGET CHALLENGE

Using household items including plastic cups, containers, toilet paper and paper towel rolls, have children set up a target. Using balled up socks, children can attempt to knock over the target by kicking, throwing or rolling the socks at the target. For a competition, have a caregiver join in on the fun!

Skills Developed: Gross Motor Skills such as throwing, balancing, aiming, catching.

13. KICK THE CAN

The game starts out as hide-and-seek. Hiders must try to sneak out of their hiding spot to kick the can (can be placed in the middle of the room) without being tagged!

Skills Developed: Gross Motor Skills such as running, crawling, leaping.

14. FREEZE DANCE

Play some music. Children must freeze when the music stops. If they move, they are out of the game! Can include different movements, including animal movements, rolls and spins.

Skills Developed: Gross Motor Skills such as swinging arms, moving legs and feet, and develops rhythm.

15. COPY ME/FOLLOW THE LEADER

Travel from room to room moving in different ways such as sliding, skipping, hopping, or acting like an animal! Have children copy movements, such as balancing an item on a body part (like a book balanced on their head).

Skills Developed: Gross Motor Skills such as leaping, hopping, skipping, sliding and balancing.



Daily Routines for Learning at Home

Daily Routines for Learning at Home

WHAT IS A DAILY ROUTINE?

Daily routines are activities that happen in the same order each day. When young children have a predictable and consistent routine at home, they are more likely to be calm, feel safe and learn. Daily routines also ensure that you provide opportunities throughout the day to support all areas of your child's development!

Following a routine doesn't mean you have to do the exact same thing with your child every day. Instead, it means creating a consistent structure to your day. It is the structure of the day, and not necessarily the timing, that is key when creating a routine. Every child is different, and you know what timing will work best in your home.

There are five main areas of child development:

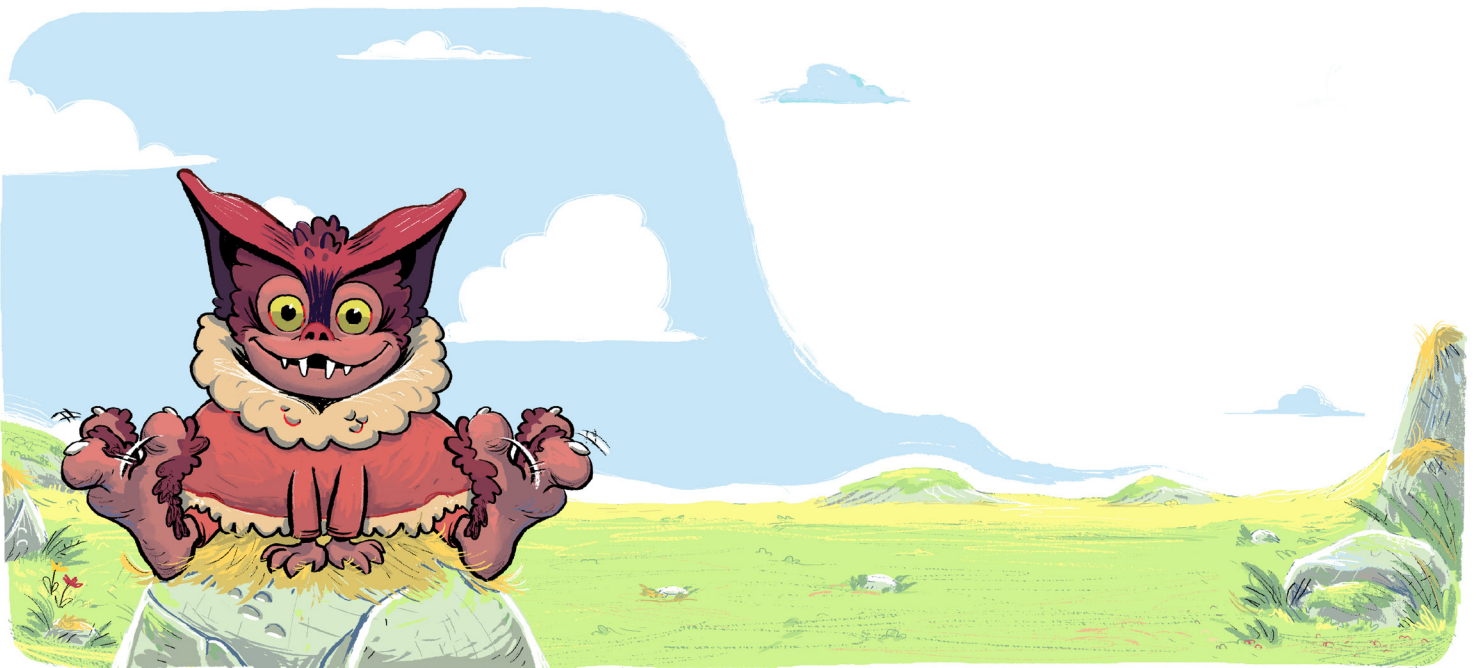
1. **Physical development.** Developing gross motor (large muscle) and fine motor (small muscle) strength and skills.
2. **Social development.** Learning how to interact with others and build relationships.
3. **Cognitive development.** Building thinking, problem-solving, and memory skills.
4. **Emotional development.** Recognizing and expressing emotions.
5. **Language development.** Putting sounds and words together to communicate.



SAMPLE DAILY ROUTINE

Here is an example of a daily routine that you can follow with young children at home. This is not a schedule with specific timing but rather a structure for the types of activities that you can do with children every day.

You will notice that screen time is not included in the suggested daily routine. This is because young children learn best through active play! If your child does use screens such as a tablet or television, try to keep their usage to no more than 15-20 minutes at any given time, and consider directing them to educational content, such as NBES's Engaged Read videos or online webchannel, [Ilinniarutit!TV](#).

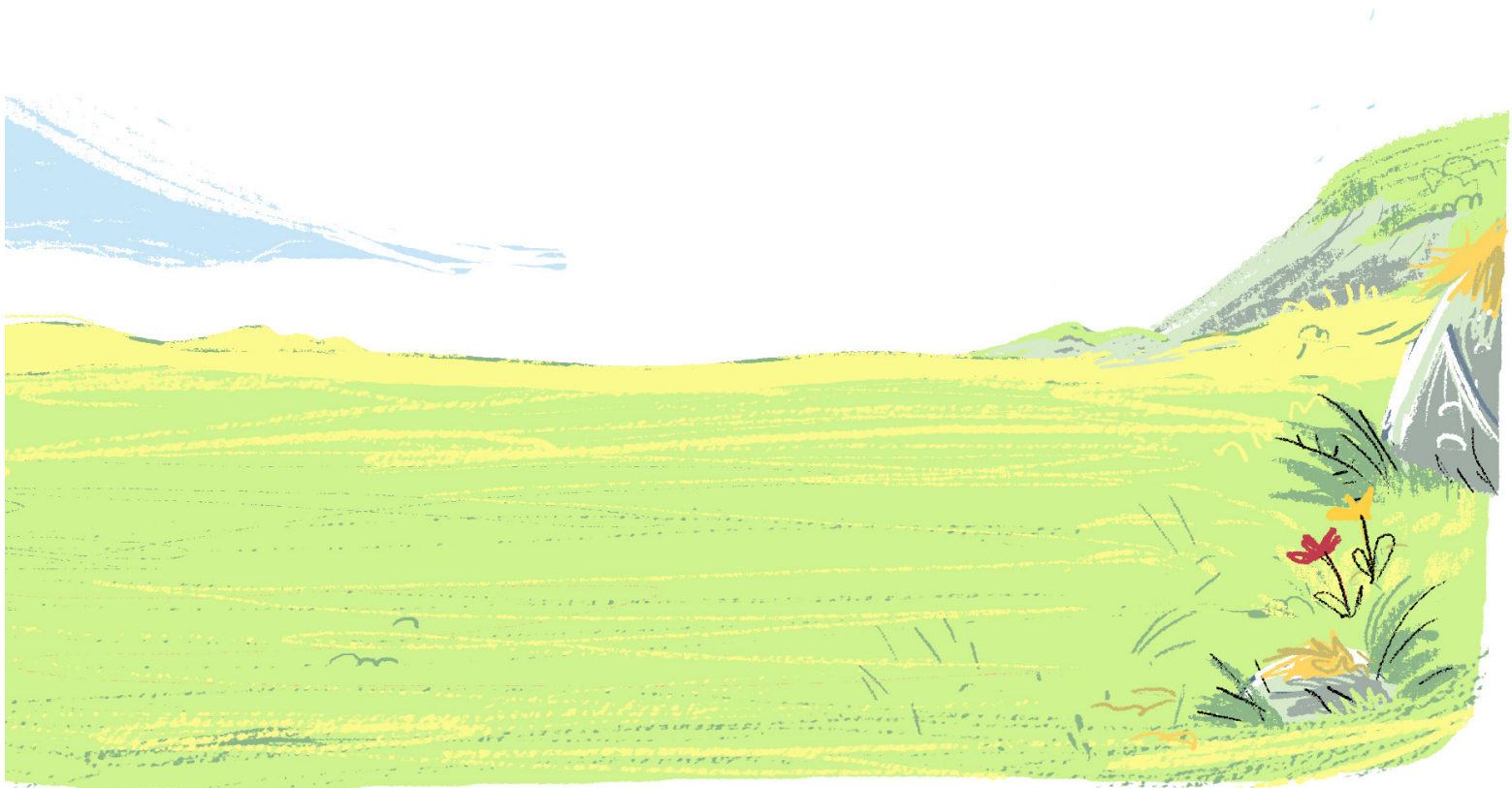


SAMPLE DAILY ROUTINE

Wake-up routine	<p>Getting up at the same time each day is an important part of a consistent and well-structured daily routine. Equally important is keeping the order in which you do things in your wake-up routine the same each day. If, first thing in the morning, your child needs a cuddle, then always start your day with a cuddling session! If your child is using the potty, make sure they get to the potty right after they wake up.</p> <p>With a predictable routine each morning, your child will learn what they need to do and begin to take on different parts of the routine themselves. The wake-up routine should be adapted to suit the needs of your child as they get older.</p> <p>Keep the wake-up routine simple and predictable. Be excited about the day and what is going to happen. Your excitement will spark excitement in your child!</p>
Breakfast	<p>Making and eating breakfast is an important part of each day's routine but it also provides rich opportunities for teaching your child about healthy nutritional practices. And there are so many opportunities to introduce and practice new language! Talk to your child as you prepare food. Name the different foods, and talk about how the foods taste, look and feel. If appropriate, include your child in the preparation of food.</p>
Play time	<p>The majority of a young child's day should be spent engaging in play. Young children learn best through play because it is the most natural way for them to learn.</p> <p>You play an important role in your child's development by building play experiences into the daily routine that are fun, challenging, and level-appropriate. Beyond scheduling time for play, you can also act as your child's partner in play. Talk about what your child is doing, ask them questions, and engage in their play (without interfering).</p> <p>Play time can be both structured and unstructured and it is important to include opportunities for both types of play during the day. An example of structured play is playing a game with your child that has specific rules (for example, hide-and-seek). An example of unstructured play is bringing out a box of building blocks for your child to explore.</p> <p>Remember that play time can happen indoors and outdoors!</p> <p><i>Note: You may wish to schedule a break halfway through play time to enjoy a nutritious snack with your child!</i></p>

<p>Music time</p>	<p>Scheduling time each day to focus on enjoying music with your child provides many developmental benefits. Listening to, or singing, children’s songs encourages children to listen to, sing along, and move to the music! Children are given the opportunity to build language skills and learn about rhythm and timing. Choose a favourite children’s CD to listen at this time each day, or sing your favourite childhood songs to your child.</p>
<p>Lunch</p>	<p>As with breakfast, preparing and eating a nutritious lunch should be an important part of your daily routine. Talk about what you and your child are eating and also about your day so far. Try to include a variety of nutritious foods (for example, traditional foods) into your child’s daily diet. This will engage your child’s interest for making healthy choices in the future.</p>
<p>Book time</p>	<p>Ideally, books will be a part of your daily routine throughout the day, including during play time. But by scheduling time each day specifically for sharing books, you are showing that books are important.</p> <p>Reading and rereading favourite books helps young children learn about the world around them and helps to develop early literacy skills. Book time also helps prepare young children for when the time comes to start reading books on their own!</p> <p>Scheduling book time right before rest time is important. Find a quiet and comfortable place for you and your child to relax as you share a familiar or new story together.</p>
<p>Rest time</p>	<p>Scheduling a nap at the same time each day will help your child’s ability to learn. Throughout the rest of your child’s busy day, they are exploring and learning new things. A regularly scheduled period of rest is necessary for children to recharge and ready themselves to keep learning for the rest of the afternoon! It also provides time for you, the caregiver, to rest as well!</p>
<p>Snack time</p>	<p>Depending on how long your child rests, you may wish to serve your child a nutritious snack before they resume their daily routine of learning and fun.</p>
<p>Creative time</p>	<p>Creative time is used to provide children with the opportunity to do activities such as working with homemade playdough, drawing, colouring, painting, simple needle and thread projects, baking or using their imagination to create something with recycled materials.</p>

Playtime	<p>Near the end of the day, children may be less receptive to structured play (for example, games with multiple steps or rules). The second scheduled play time will usually include mostly unstructured play (for example, children decide with what and how they want to play). This is a perfect opportunity for you to become a partner in play! Experiment with and model new ways to play with familiar toys. Suggest ideas for new ways your child can play with their toys.</p> <p>And don't forget, play time can happen indoors and outdoors!</p>
Dinner	<p>Try to keep the time of day that you make and serve dinner consistent. A delayed dinner means that bedtime will also be delayed. If applicable, talk to your child about different parts of the day and any special plans you may have for the next day.</p>
Bedtime routine	<p>Just as getting up at a consistent time each day is important for a daily routine, going to bed each night at the same time is equally beneficial. Bedtime routine should include opportunities to learn about healthy living, such as brushing your teeth or having a bath. It is also a perfect opportunity to share one last familiar story, with a book or orally, with your child.</p> <p>Getting to bed at the same time each night will help ensure that your child is well-rested and ready to learn the next day!</p>



Routine Template for Parents





CREATING YOUR DAILY ROUTINE

Use the reproducible blank template below to help schedule your daily routine. As you plan for your day, here are some things to keep in mind:

Be flexible. As young children grow and develop, they may need more time for sleep, more time to eat, more time to play, more time to enjoy a book with you and so on.

Make transitions fun. Transitioning from one part of the day to the next can be difficult for young children. As young children enter into a new part of the daily routine, sing songs, say chants, and talk about what is happening. Give plenty of warning when one part of the day is ending and a new one is beginning.

Explain routines. As you do each part of the routine, explain what is happening. Consider posting a visual schedule of the day. A visual schedule will often only have pictures and no text. This will allow children to see what is coming next so there are no surprises.

Be patient. It takes time to establish a routine. Over time, participation in daily routines fosters healthy development and self-confidence.

Wake-up routine	
Breakfast	
Play time	
Music time	
Lunch	
Book time	
Rest time	
Snack time	
Creative time	
Playtime	
Dinner	
Bedtime routine	

RESOURCES

Here is a list of free resources that can complement your daily routine. At the links below you can find suggestions for activities, play, songs, books and recipes.

- NBES website (Inuktitut books)
<https://nbes.ca/educational-resources/>
- Ilagiinut Song Book, 2nd Edition (songs and song book)
<https://inuuqatigiit.ca/wp-content/uploads/2012/05/Song-Book-Final1.pdf>
- Ilinniarutit!TV (videos, phonics, songs, books)
<https://ilinniarutit.ca/>
- NTI-Inhabit Resources (audiobooks, videos, books)
<https://nti-inhabit.com/>
- Anaana's Tent (games, songs, books, videos)
<http://www.anaanastent.com/en/games>
- Ukaliq and Kalla (games, activities, recipes)
<https://ukaliqandkalla.com/>



Children's Activity Sheets

Activity: Colour Mia and the Monsters!



Activity: Short Story!

Make up your own story about Mia and the Monsters. Remember, anything can happen in your story! Use your imagination!

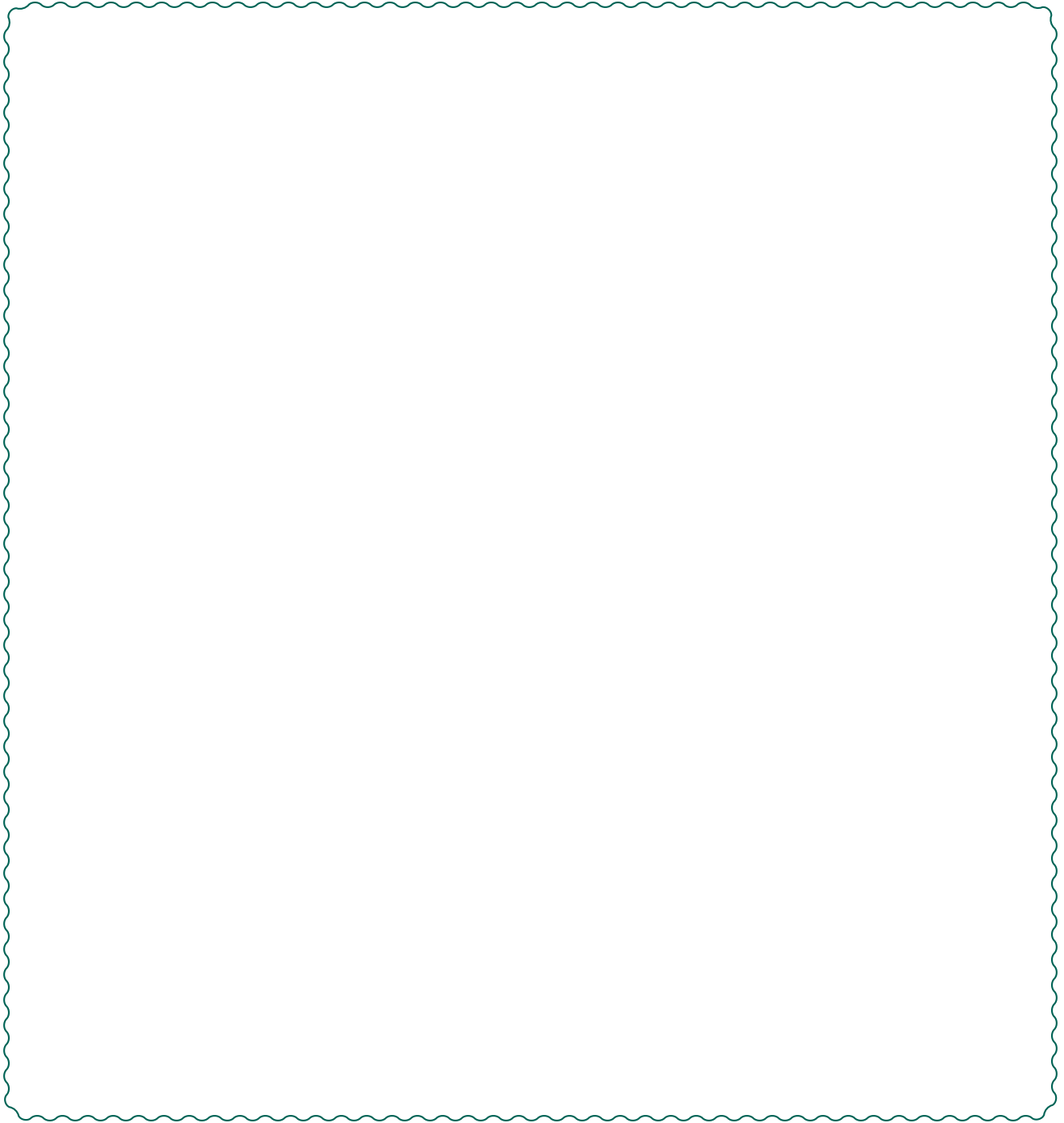
Here are some questions to think about when writing your story:

- How many characters will be in your story? What do they look like? What are they named?
- Where does your story take place?
- What kind of story do you want to tell? Funny? Happy? Adventure? Mystery?
- What is the message of your story?

Activity: Make Your Own Monster!

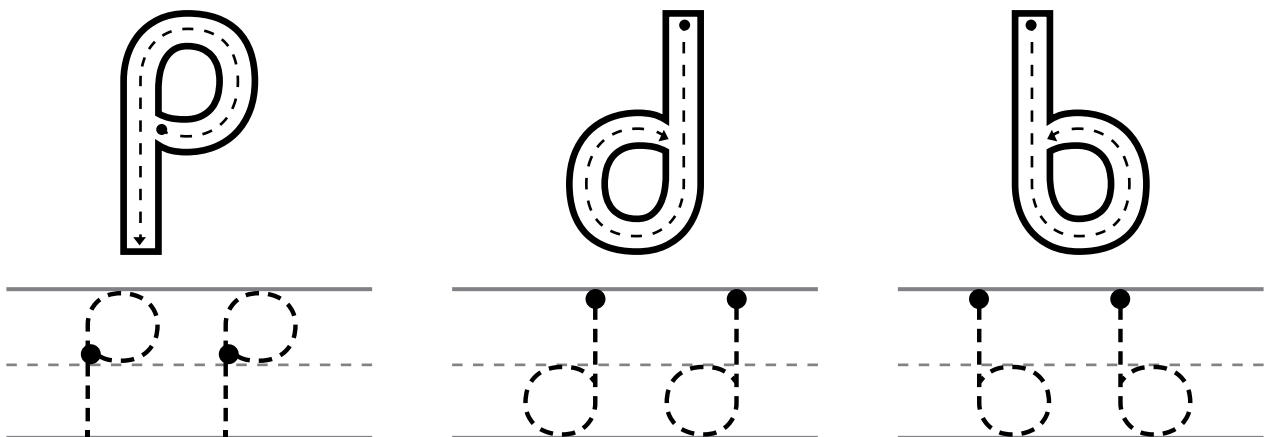
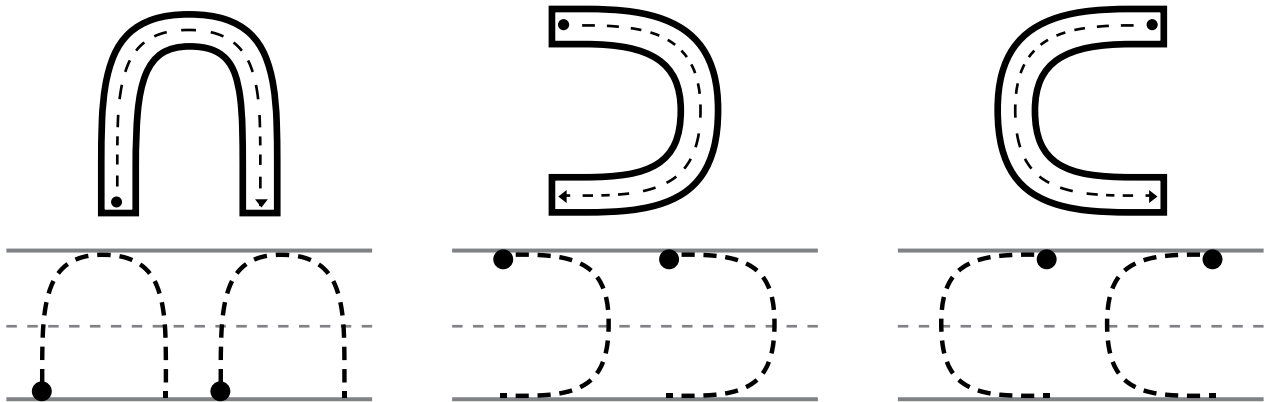
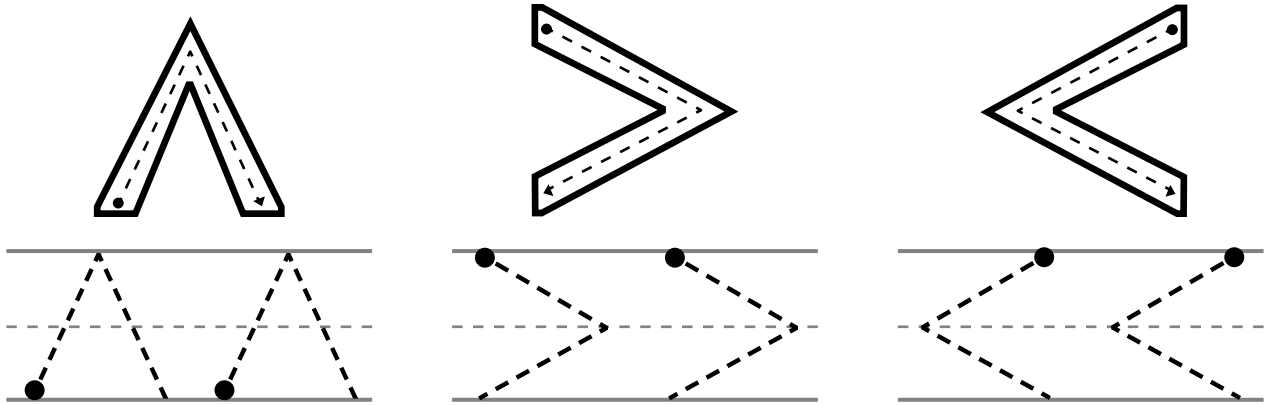
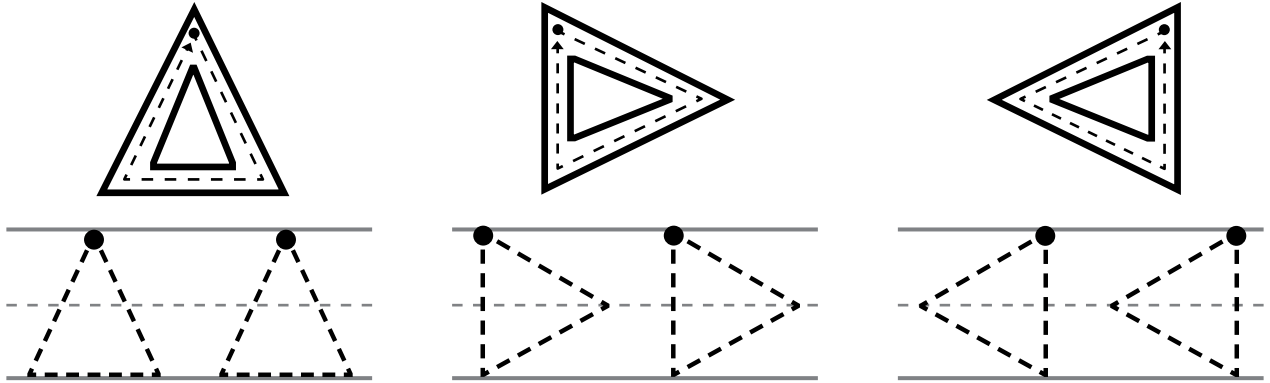
In the space below, create your own monster and draw it out. Your monster can look any way you can imagine. Draw your monster and colour it in!

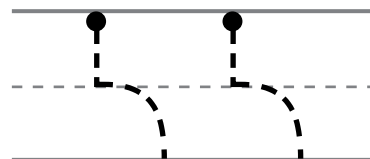
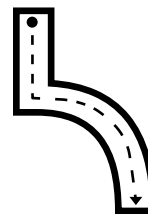
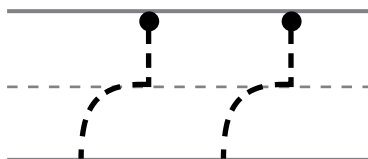
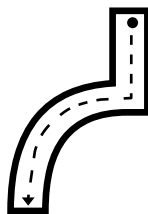
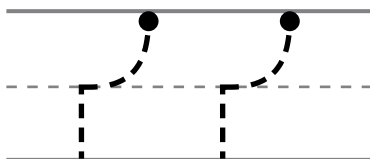
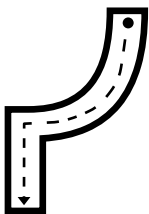
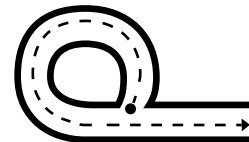
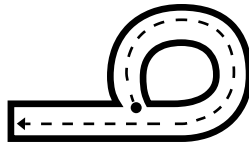
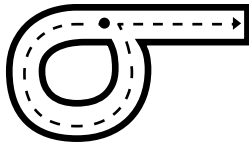
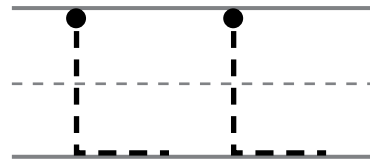
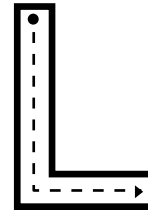
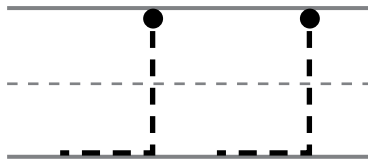
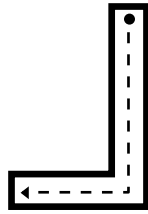
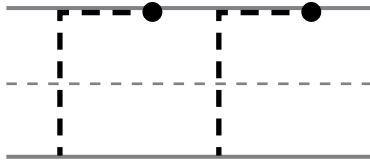
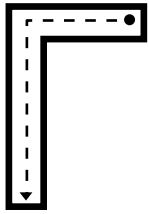
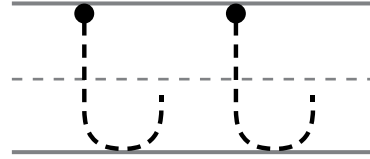
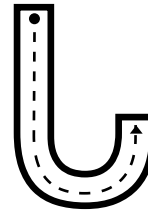
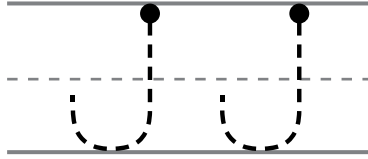
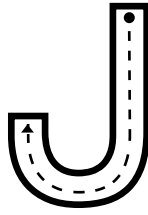
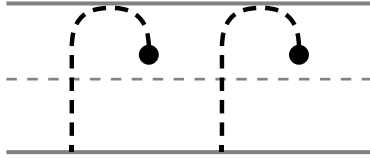
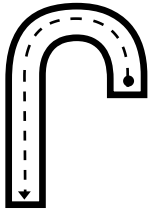
You can even give your monster a special name.

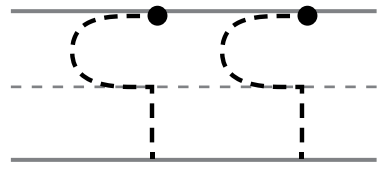
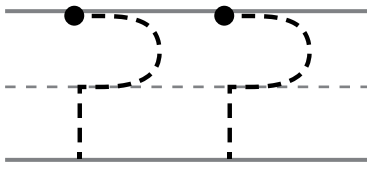
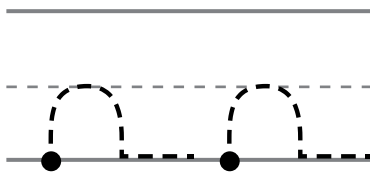
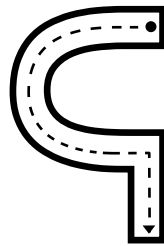
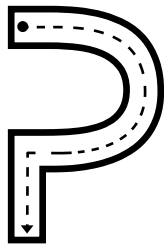
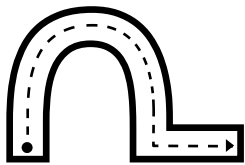
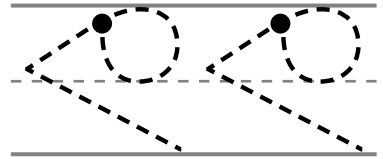
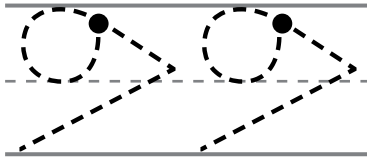
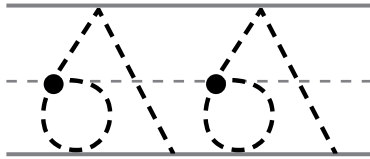
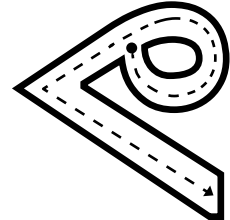
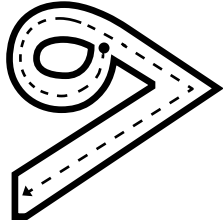
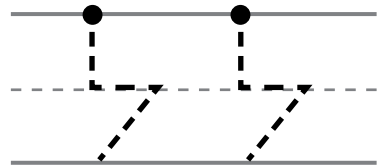
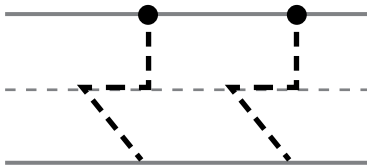
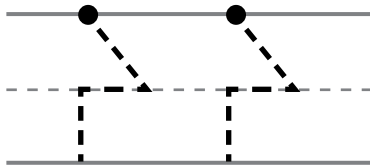
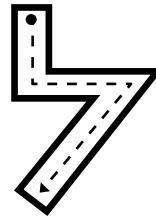
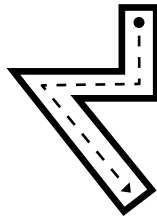
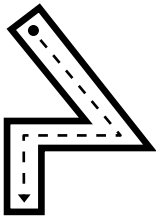
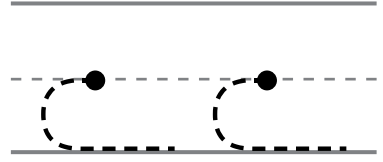
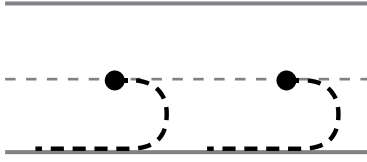
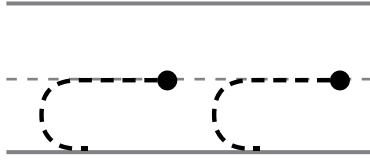
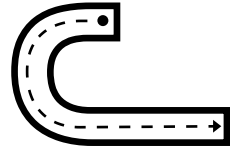
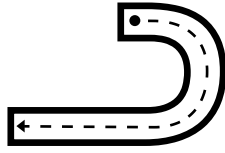
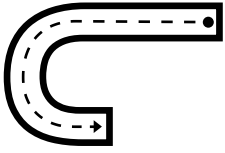


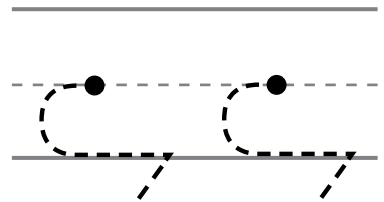
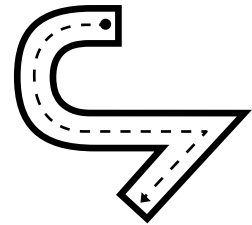
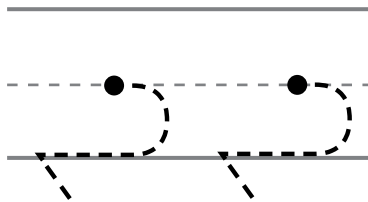
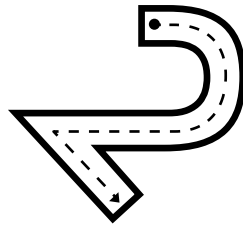
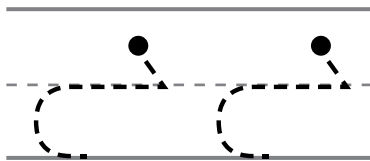
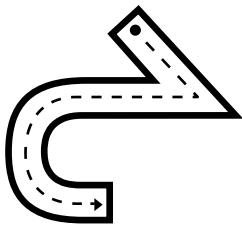
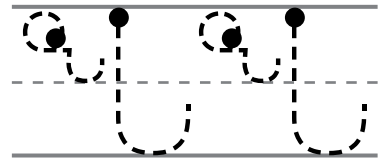
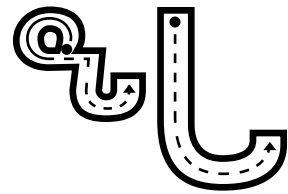
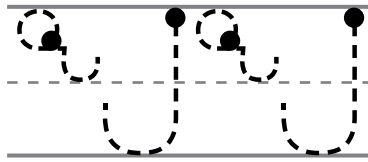
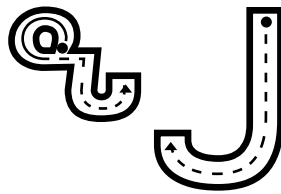
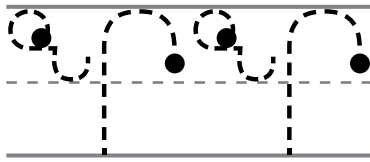
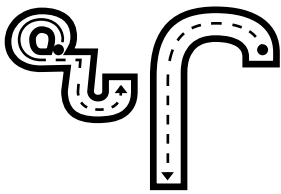
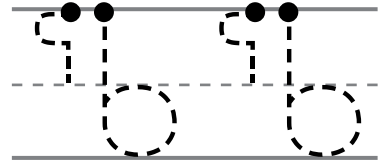
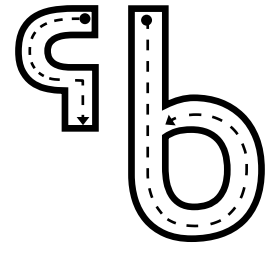
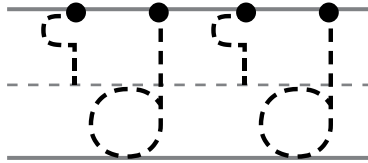
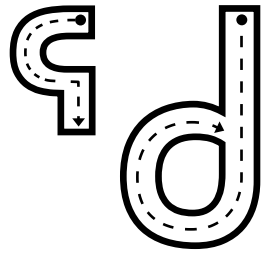
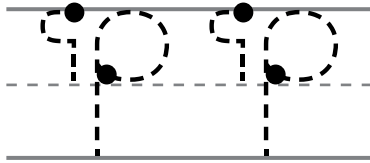
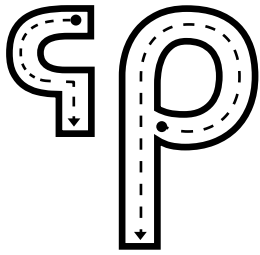
Activity: Trace the Alphabet

Trace the alphabet below. Say each syllabic out loud as you trace!

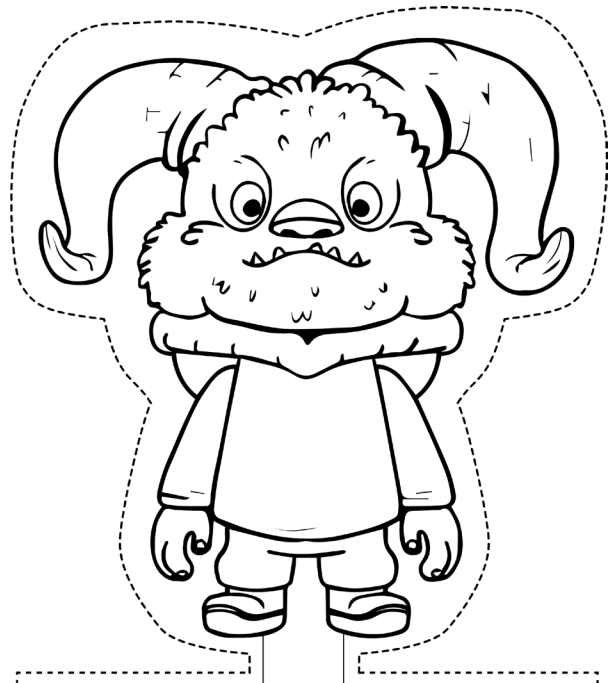
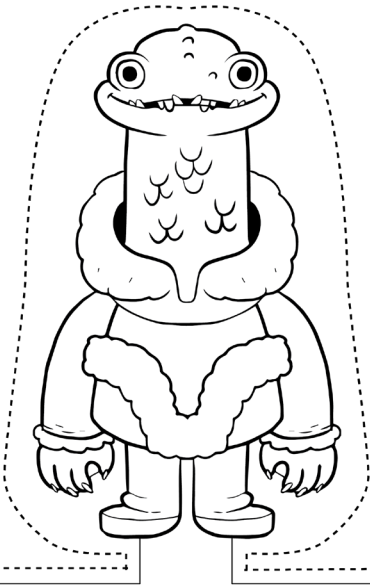
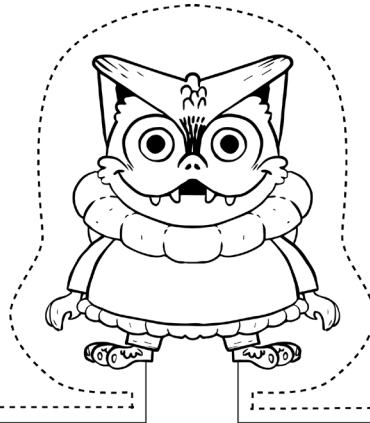








Activity: Finger Puppets



Colour the puppets and cut along the dotted lines.

Have a friend wrap each puppet around two of your fingers and use tape to hold the puppet together.

With a partner or on your own, use the puppets to act out your own Mia and the Monsters story!



Move Your Body with
Mia and the Monsters

CRE

