



6-10 YEAR-OLDS

**SUNNY  
IDEAS  
FOR A  
RAINY  
DAY 4**





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## How To Use These Books

There is a *Sunny Ideas for a Rainy Day* for each of these age groups: 2-6, 6-10, and 10-14. AND, there are multiple installments so that you can add a new age group or new activities to your collection. This is installment #4.

### What will you get?

- ♥ A few general developmental attributes of a typically developing child for each age year
- A new activity for each age group (feel free to mix and match)
- Instructions for each activity and a list of materials (supplies are easy to find)
- A parent key for:
  - Prep/set up time (1- 4 clocks) 
  - Messy /clean up (1- 4 sponges) 
  - Level of supervision (green, yellow, red)   
  - Why do this activity (besides fun, of course) ?
  - Ideas for extending or adding on +
- Templates for activities when needed
- A list of resources for further reading

## The Body: To Know It Is To Love It

One of the most powerful gifts you can give your child is comfort in, appreciation for, and acceptance and love of his or her own body. Integral to healthy growth in all senses of the word healthy: physically, emotionally, intellectually, socially, sexually, and spiritually, the body is the home of it all.

As you know from your own life, many of the messages children receive about themselves via the media, school, and other people in their lives will be skewed toward the negative. So, it's ultra important to give your child the most loving and affirming experiences you can when it comes to his body - himself.

So, what are the components of a healthy relationship with our bodies? Here are a few:

- Freedom to explore the five senses; allowing all types of sensual experiences related to skin, eyes, mouth, ears, and nose. Opportunities to explore, wonder, recoil, and muck around within safe and secure boundaries.
- Validation of their inner senses; hunger, elimination, pain, emotions, and connection to others; language to describe and accept their experiences, the ones that can't be seen.
- Experiences that give confidence in their appearance, their type of beauty.
- Exposure to variety of concepts of beauty.
- Factual knowledge about their bodies and how they function.

If you are anything like my clients and me, you can benefit from applying the above to your adult life, as well— it's never too late.

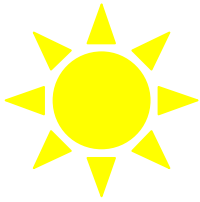
I plan on continuing with this theme for a few installments, as it is such a rich topic. For now, here are some fun and easy activities that support your child's growing understanding of, and appreciation for, his or her body. As always, you'll find that these hands-on activities integrate academic, social and emotional learning.

Enjoy,

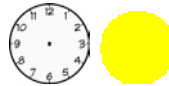
*Judy*

## Six - Seven

- ♥ Can learn 20 new words per day!
- ♥ Teeth are changing continuously.
- ♥ Industrious, enthusiastic, receptive, love surprises.
- ♥ Still asks questions for reassurance from adult.
- ♥ Willing to ask open-ended questions.
- ♥ The process of discovery is more important than the outcome.
- ♥ Can generate and respond to Who, What, Where, When & Why questions.
- ♥ They can be active in reading and writing stories.
- ♥ Friendships are not yet based on appreciating the qualities of another.
- ♥ Can follow 3 step directions in sequence.
- ♥ Easily upset when there are changes in plans.
- ♥ It's easier to learn rules for a game, but change them to win, or suit needs – competitive.



### Activity: Make an Impression!



#### You'll need:

1. Model Magic (colored) or any kind of soft clay
2. Small plastic food storage bags
3. Access to the Internet
4. Camera

#### What to do:

1. To begin, your child can play this online game, matching which teeth belong to which animal.

<http://www.sciencekids.co.nz/gamesactivities/teetheating.html>

2. Tell your child that, like fingerprints, each human being has a unique tooth impression.
3. Put a fist-sized ball of Model Magic type clay in a plastic bag. One for each of you. Make sure the air is squeezed out of it.
4. Gently bite down on the clay, through the bag. Observe.
5. Brainstorm reasons we have teeth, and what part in the digestive process they might play.
6. Take a picture of your child's teeth and mouth. Do it from many different angles. Since it is difficult to see inside our own mouths, this will be fascinating to your child.
7. Go to these two sites to learn more about types of human teeth and what they do.  
<http://www.rightparenting.com/upload/1342072851thumb.jpg>  
<http://sciencewithme.com/learn-about-the-teeth/>

**? Knowing more about their teeth can only help inspire better tooth care (a.k.a. brushing). Stay tuned for *Sunny Ideas Volume 5*, which will have a cool activity about that.**

**? Observation, identification, and learning facts about the body are all aspects of scientific thinking and learning.**

**+ Make tooth impressions with more members of your family and then make a guessing game to see if you can identify them based on their dental impression.**

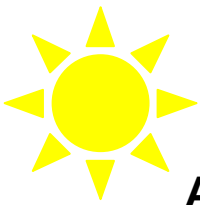
**+ If you have pet with teeth, study your pet's mouth, Look on the Internet for cool pictures of animal teeth.**

**+ Do more exploration of how teeth work. Give your child an apple or carrot and ask her to notice which teeth she uses to for biting and for chewing. On which side does she chew most often?**



## Seven - Eight

- ♥ Can learn 20 new words per day!
- ♥ Fidgety. Need physical activity.
- ♥ Can plan the steps to complete a project.
- ♥ Being read to is enjoyable: books beyond their reading level.
- ♥ Defines a friend as someone who is like them in some way and shares similar interests.
- ♥ Can follow complex 3 to 4 step directions.
- ♥ Serious and can be moody, intense, hypersensitive, & self conscious – doesn't like making mistakes.
- ♥ May imitate peers to feel like part of the group, but prefers to work alone to completion.
- ♥ Interested in the world around them, curious, inventive.



**Activity:** Give Me A Hand



You'll need:

1. Access to the internet or a resource (see additional resources on pg.12) for a diagram of the bones of the hand
2. Popsicle sticks or tongue depressors (pencils will do too)
3. Tape
4. Small items like beads, coins, beans
5. Paper
6. Markers
7. Tracing paper (optional)

### What to do:

1. Have your child observe his hands. Where does he see and feel evidence of bones? How many bones does he think we have in our hands?
2. Look at this [diagram of the hand](#).
3. Ask your child to count the bones.
4. Why so many? Make guesses.
5. Experiment by simulating having only one bone per finger by taping one stick to each finger.
6. Ask your child to pick up various items like coins, beans, and paper.
7. Ask your child to perform a typical function like scratch and itch, blow his nose, button a shirt, brush hair, etc. What else do the many bones in our hands allow us to do? (Hint, think about sports, musical instruments, video games, texting, etc.). Imagine what we wouldn't be able to do without hands!
8. You can finish this activity by tracing or drawing a hand with bones labeled (if your child likes that kind of thing). Or, make a cookie or play dough "hand." Click [here](#) for instructions.

**? This activity may give you and your child new appreciation for the intricacies of the human hand. Perhaps you found new meaning in the phrase "hands-on learning!"**

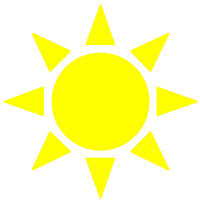
**? This activity uses research skills, observation and experimentation – important science skills.**

**+ The hand is pretty fascinating. You can branch off into making fingerprints, joints, or discussing the sensitive and abundant nerves in the hand. Or, you can explore the reason we have thumbs!**



## Eight - Nine

- ♥ Can learn 20 new words per day!
- ♥ Adjusts better to change.
- ♥ Enjoys humor, cooperation and sociability while working.
- ♥ Industrious, in a hurry, tends to underestimate size of projects.
- ♥ Needs a good deal of physical activity, but tires easily, needs short breaks.
- ♥ Tends to exaggerate.
- ♥ Identifies a best friend, having (at least) one is very important at this age.
- ♥ Recognizes what characterizes a “good” friend.
- ♥ More balanced when coping with frustration and failure.
- ♥ Recognizes mixtures and blends of feelings.
- ♥ Can work cooperatively toward a shared goal.



### **Activity:** Heart Sounds



### *Make a Stethoscope*

#### You'll need:

1. Plastic tubing or hose of some kind (18" – 2') or a paper towel tube
2. Scissors/craft knife
3. Funnels (1 small and 1 larger) or 2 plastic bottles
4. Strong tape like duct tape

#### What to do:

1. Have your child put her hand on your chest and ask her if she can feel your heart beating. Then ask permission to feel hers.

2. Ask her, about situations in which she can feel her heart beating loudly and/or fast.
3. It may seem obvious, but ask her what heartbeat has to do with being alive. Do inanimate or dead things have a heartbeat?
4. Ask her to get very still to see if she can hear her own heart beating without touching her body. Can she hear yours?
5. Use these instructions to make a stethoscope to hear her heart beat (and she, yours) more clearly.
6. Cut about 18" – 2' of tubing or use the paper towel tube.
7. Attach the funnels to each end with the tape. Use one to fit over your ear, and the other to listen to the chest. If you don't have funnels, cut the end off of two plastic bottles to make funnels.
8. Listen to your heartbeat at rest. Notice the two pronounced but different sounds.
9. See if you can copy the sounds of your heart with your voice or with other items around your house. Experiment with what sounds closest in pitch and rhythm.

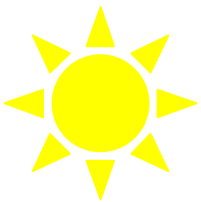
**? This activity connects your child to the sound of her heart and will probably raise questions about how it works that future activities will explore – stay tuned. Or, see the Other Resources page and go on your own adventure.**

**? The last part of this activity encourages your child to explore the relationship between music and the human heartbeat.**

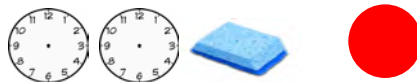
**+ Record the sounds you make (with voice and other items) to simulate the pitch, rhythm and speed of your heartbeats. You can write a song to it.**

## Nine – Ten

- ♥ Looks for explanations of how things work, why things happen the way they do.
- ♥ Issues of fairness and justice become important and interesting.
- ♥ Complains about aches and pains.
- ♥ Can be critical of self and others, anxious and easily worried.
- ♥ Wants to “make deals” with adults and peers.
- ♥ Can manage two concepts simultaneously.
- ♥ Keeping it light, laughing, and good-natured humor go a long way.
- ♥ Increased sense of truthfulness and trustworthiness.
- ♥ Often outspoken and critical of adults, although still dependent on adult approval.
- ♥ Values the process and the outcome.



**Activity:** This is your Brain



You'll need:

1. 1 cup cooked oatmeal – left to congeal for about 15 minutes
2. Plastic food storage bags
3. 3 lb. weight or something that weighs 3 lbs.
4. Head of cauliflower (optional)
5. Tape measure
6. Access to the Internet
7. Paper and pencil

What to do:

1. Pre cook and put the oatmeal in a plastic bag (squeeze out the air).
2. Ask your child to put his tongue on the roof of his mouth. Tell him that right above that bone (the palate) is his brain. His brain is also behind his eyes and behind his ears.
3. Now gently toss the oatmeal-filled bag to him. Feel that? That's what his brain would feel like if he could touch it. It's pinker though.
4. Now hand your child 3 lbs. This is how much your brain weighs.
5. The circumference of the brain is about 5.5 inches and it's about 3.7 inches high. Measure the cauliflower and cut it, if necessary, to fit the brain's size. Or, find something else in your home that would work.
6. Watch this 1.36 minute video  
<https://www.youtube.com/watch?v=XSzsl5aGcK4>
7. Now your child knows what his brain feels like, what it weighs, where it is, and how big it is and that it's generates and uses electrical energy, what does his brain control?
8. Challenge your child to come up with "100 things my brain does for me" and make a list. Keep adding to it. If you aren't sure the brain's role in any item on your list, go research it!

**? This is a great hand-on activity to get a sense of the brain's physical features and to build curiosity about its functions.**

**+ You can have your child play a guessing game, "What Body Part is This? " with family members using the oatmeal, weights and cauliflower.**

## Additional Resources

(See *Sunny Ideas For A Rainy Day 1, 2 & 3* for more)

### Books About the Body for Ages 6-10

[The Search for the Missing Bones \(The Magic School Bus Chapter Book, No. 2\)](#) by Eva Moore and Ted Enik

[First Human Body Encyclopedia \(Dk First Reference Series\)](#) by Penny Smith

[The Heart: Our Circulatory System](#) by Seymour Simon

[The Brain: Our Nervous System](#) by Seymour Simon

[Bones: Our Skeletal System](#) by Seymour Simon

### Websites About the Human Body for Ages 6-10

<http://www.apples4theteacher.com/elibrary/bodybook.html>

An interactive human body book created by school kids. Fun.

<http://faculty.washington.edu/chudler/neurok.html>

<http://www.kidskonnnect.com/subjectindex/31-educational/health/337-human-body.html>

[http://www.kidsbiology.com/human\\_biology/index.php](http://www.kidsbiology.com/human_biology/index.php)

### Good Books for Parents to Read & Websites to Visit

Book [Mindset: The New Psychology of Success](#) by Carol Dweck

<http://www.mindsetworks.com/brainology/> website based on Mindset book, with a program available for purchase that teaches children about their brains. Promotes concept that we can shape and grow our brains.

[Sex and Sensibility By Deb Roffmen](#) by Deborah M. Roffman

Sane, calm, and practical approaches to helping your child understand her/his body and human sexuality.

## ACKNOWLEDGMENTS

The information in this book is culled from years of experience in the classroom, from extensive readings, attending conferences and working in collaboration with inventive, interesting and extraordinary teachers. I cannot name them all, but some contributed so much to my understanding of children, child development, teaching and creating curriculum that I must name them.

So thank you to:

Karen Biddulph, Director of the Mead School, whose faith in me, friendship, and consistent guidance in the social and emotional development of children, taught me more than I can say.

Joy Lenters, teacher extraordinaire, whose years as my teaching partner (and friend) inspired my quest for depth and meaning in curriculum and is still inspiring me outside of the classroom.

Barbara Allen-Lyall, who taught me so much about mathematics and about the brain.

Marcia Zimmerman, who thought up the original “Block Recipes” (See *Sunny Ideas* for 2-6 year-olds) and whose compelling and inventive activities supported the learning of so many Pre-K and Kindergarten students.

Chris Mutolo, whose passion for reaching every child and whose skills at breaking down complicated procedures into small steps helped me do the same.

Unfortunately, I can't identify where all of the activities in this book come from. I'm guessing that it was a teacher, one of my sisters, or a camp counselor that showed me some of them.

Thank you,

*Judy*