MCM’S Activity Kit & Parent Guide

Included in your kit are the materials and information for the following activities:

1. Health Activity: Fuzzy Germs
2. Art Activity: Coloring upside down like Michelangelo
3. STEM Activity: Marshmallow Engineering Challenge
4. Story Reading and Retelling (Interactive Read Alouds)
5. Favorite Books List for Young Children

Instagram/Facebook Moment
We would to see your finished products!
Please tag us on social media, @mschildsmuseum on Instagram and @MississippiChildrensMuseum on Facebook, using the hashtag #mcmathome.
You may also send us an email with any questions or ideas at programs@mcm.ms
Health Activity: Fuzzy Germs

Description:
- Do you know how germs are spread?
- Why do we use tissues when we sneeze or cough?
- Why do we wash our hands before we eat or after we use the restroom?

Set Up:
Gather materials: yarn, fork, scissors, googly eyes, glue:

The Activity:
1. Start by wrapping your yarn around the prongs of the fork.
2. You can either tie the end to one prong, or just hold it with your thumb until you’ve wrapped it enough that the end stays.
3. Keep wrapping until you have a large puff on the fork.
4. Tie a smaller piece of yarn around the middle of your puff.
5. Carefully slide the yarn off the fork and cut the loops.
6. Fluff out the ends and trim any uneven strands.
7. Be careful not to pull the yarn out of your tie.
8. Use glue to attach the googly eyes.

The Lesson:
- It is very easy to spread germs when we cough or sneeze without covering our mouths.
- Hold your little germ flat on your hand and blow lightly.
- How far does he travel?
- How far can you make him travel?
- Now hold a tissue in front of your mouth and blow again.
- How far does your germ travel this time?
- The germs you just made may be cute, but real germs are not!
- We can help prevent the spread of germs by coughing into a tissue or our elbow, using a tissue when we need to sneeze or wipe our noses, and washing our hands often.

Want more?
Find more healthy fun activity pages online at mschildrensmuseum.org/activities-you-can-do-at-home

Be sure to take pictures or videos and tag #MCMAtHome
Art Activity: Coloring Upside Down Like Michelangelo

Vocabulary:
- **Renaissance**: This means “rebirth” in French. During this time, there was a “rebirth” in interest in the arts. People also made scientific discoveries during this time.
- **Sculptor**: This is someone who creates sculptures. Sculptures are works of art that are three dimensional. They are not flat, like when we draw on a piece of paper. Sculptures are usually made from clay, marble, metal, or wood.
- **Scaffolding**: This is used by workers to reach high places. They are usually made from a platform and metal rods. Often they are used by construction workers to reach high areas on buildings.

The Lesson:
- Michelangelo Buonarroti was born in Caprese, Italy on March 6, 1475. He moved to Florence when he was very young. During this time, Florence was in the middle of the Italian Renaissance. Renaissance means “rebirth,” and the culture in Italy during this time was booming! Michelangelo wanted to be an artist, so this was the perfect place for him to grow up. Michelangelo trained hard to become an artist, and soon he was creating sculptures from marble.
- In 1505, Michelangelo returned to Rome, where the Pope asked him to paint the ceiling of the Sistine Chapel. Even though he considered himself a sculptor, he agreed to paint the ceiling. It took him four years! To paint the ceiling, Michelangelo had to lie on his back on a scaffolding. He painted the whole ceiling upside down! His painting was huge, including nine scenes from the Bible, and over 300 people! No two of these people look alike.
- **Fun fact**: Michelangelo hid a painting of himself in the ceiling of the Sistine Chapel!

Set Up:
Gather materials: paper, tape, paint or crayons:

The Activity:
- Find a table or chair that you can fit underneath, lying on your back.
- Tape your sheet of paper to the bottom of your chair.
- Lying on your back under the chair, try to create a drawing or painting like Michelangelo did!
- Is it hard to paint while you’re lying on your back?
- How is this different from painting sitting upright?

Find more activity pages online at mchildrensmuseum.org/activities-you-can-do-at-home
Be sure to take pictures or videos and tag #MCMAAtHome
STEM Activity: Marshmallow Engineering Challenge

Vocabulary:
- **STEM**: Science, Technology, Engineering and Math.
- **Engineering**: Using science to design and build.

The Lesson:
- During this activity, students will get a chance to explore some of the basic principles of engineering.
- In addition, students will use elements of the design process (ask, imagine, plan, create, improve).
- Engineers use this process regularly to design things we see and use every day!

Set Up:
Gather materials: marshmallows, toothpicks

The Activity:
- Using the marshmallows and toothpicks, encourage children to come up with a design that can be created with the provided supplies.
- Ask them to think through how the design will look.
- Are there enough materials to create it?
- How exactly will it be put together?
- Once their plan is in place, go and begin building.
- After the first design is finished, ask them to analyze their creation.
- Is it structurally sound?
- What improvements can be made?

Want more?
Find more STEM activity pages to experiment at home online at mschildrensmuseum.org/activities-you-can-do-at-home

Be sure to take pictures or videos and tag #MCMAtHome
Story Reading and Retelling
Interactive Read Alouds

The Lesson:
• Retelling stories helps build comprehension, vocabulary, and oral language. Supporting children to retell stories we read to or with them with visual aids and props can be highly beneficial to their reading development.

Interactive Read Alouds:
• Before you read:
  o Discuss what the book is about.
  o Connect it to real life experiences your child may have had or other books you’ve read to him/her.
• During reading:
  o Discuss what’s happening on each page as you read it.
  o Explain any words that your child may be unfamiliar with.
  o Ask questions to be sure that your child understands what is happening in the story.
• After reading:
  o Review what happened in the story (what happened First? Then? Next? Last?).
  o Connect the story to real events.
  o Ask what your child did or didn’t like about it.
  o Did he/she have a favorite part?

Retelling with Visual Aids:
• Guide your child through using a “visual map” to draw what happened in the story.
• Assist him/her as needed with summarizing and sequencing events.
• Have him/her explain the events of the story as they draw it.
• Non-Fiction (Informational) Text is a little different. Is usually shares information and facts instead of telling a story. Appropriate questions to retell non-fiction text would be: what was the story about, what did we learn in the story, what facts did we read about, what happened when __________?

Want more?
Visit mschildrensmuseum.org/activities-you-can-do-at-home for downloadable activities. Be sure to take pictures or videos and tag #MCMAtHome
Retelling Map

Beginning

Middle

End
Show the Main Idea
Use words and pictures to tell about the main idea.

Be sure to take pictures or videos and tag #MCMAtHome
TALKING TO AND WITH CHILDREN FROM BIRTH IS ESSENTIAL TO LEARNING TO READ.

Human beings learn language at a very early age by listening to others speak and then practicing these words themselves. This “give and take” is fundamental to early literacy development and, specifically, learning to read.

More children in Mississippi need to receive this oral stimulation early. TALK from the START! is a statewide campaign to raise awareness and boost the early language development of our youngest Mississippians.

Rocky says...

These are my favorite books!

<table>
<thead>
<tr>
<th>ROCKY’S FAVORITE BOOKS FOR AGES BIRTH - 1 YEAR+</th>
<th>ROCKY’S FAVORITE BOOKS FOR AGES 2-3 YEARS+</th>
<th>ROCKY’S FAVORITE BOOKS FOR AGES 4-5 YEARS+</th>
</tr>
</thead>
<tbody>
<tr>
<td>We’re Going on a Bear Hunt by Michael Rosen &amp; Helen Oxbury</td>
<td>The Very Hungry Caterpillar by Eric Carle</td>
<td>Caps for Sale by Esphyr Slobodkina</td>
</tr>
<tr>
<td>Ten Little Fingers and Ten Little Toes by Mem Fox</td>
<td>Goodnight Moon by Margaret Wise Brown</td>
<td>Don’t Let the Pigeon Drive the Bus by Mo Willems</td>
</tr>
<tr>
<td>The Little Blue Truck by Alice Schertle</td>
<td>It’s Ok to Be Different by Todd Parr</td>
<td>Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst</td>
</tr>
<tr>
<td>Where’s Spot? by Eric Hill</td>
<td>The Snowy Day by Ezra Jack Keats</td>
<td>Stellaluna by Janell Cannon</td>
</tr>
<tr>
<td>Please, Baby, Please by Spike Lee</td>
<td>Green Eggs and Ham by Dr. Seuss</td>
<td>The Gruffalo by Julia Donaldson</td>
</tr>
<tr>
<td>The Runaway Bunny by Margaret Wise Brown</td>
<td>Cars and Trucks and Things That Go by Richard Scarry</td>
<td>Curious George by H.A. &amp; Margaret Rey</td>
</tr>
<tr>
<td>Brown Bear, Brown Bear by Bill Martin Jr. &amp; Eric Carle</td>
<td>If You Give a Mouse a Cookie by Laura Joffe Numeroff</td>
<td>The Little Engine That Could by Watty Piper</td>
</tr>
<tr>
<td>Moo, Baa, La La La! by Sandra Boynton</td>
<td>Frog and Toad by Arnold Lobel</td>
<td>Where the Wild Things Are by Maurice Sendak</td>
</tr>
<tr>
<td>Good Night, Gorilla by Peggy Rathmann</td>
<td>The Mitten by Jan Brett</td>
<td>Chrysanthemum by Kevin Henkes</td>
</tr>
<tr>
<td>Chicka Chicka Boom Boom by Bill Martin Jr. &amp; John Archambault</td>
<td>Llama Llama Red Pajama by Anna Dewdney</td>
<td>The Maggie B. by Irene Haas</td>
</tr>
</tbody>
</table>

talkfromthestart.org
# Rocky’s Favorite Books for First Grade

- **Strega Nona** by Tomi dePaola
- **Mae Among the Stars** by Roda Ahmen & Stasia Burrington
- **Giraffes Can’t Dance** by Giles Andreae & Guy Parker-Rees
- **At the Same Moment Around the World** by Clotilde Perrin
- **One Grain of Rice** by Demi
- **Cloudy with a Chance of Meatballs** by Judi Barrett & Ronald Barrett
- **Thunder Cakes** by Patricia Polacco
- **Tar Beach** by Faith Ringgold
- **Hil Fly Guy** by Tedd Arnold
- **The Big Honey Hunt** by Stan & Jan Berenstain

# Rocky’s Favorite Books for Second Grade

- **Flat Stanley** by Jeff Brown
- **Duck for President** by Doreen Cronin & Betsy Lewin
- **Mercy Watson** by Kate DiCamillo
- **Dog Man** by Dav Pilkey
- **Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.** by Doreen Rappaport
- **Dinosaurs Before Dark** by Mary Pope Osborne
- **Moses Goes to a Concert** by Isaac Millman
- **Rosie Revere, Engineer** by Andrea Beaty
- **Jumanji** by Chris Van Allsberg
- **My Father’s Dragon** by Ruth Stiles Gannett & Ruth Crisman Gannett

# Rocky’s Favorite Books for Third Grade

- **Cam Jansen and the Mystery of the Babe Ruth Baseball** by David Adler
- **The Paperboy** by Dav Pilkey
- **Sideways Stories from Wayside School** by Louis Sachar
- **The Magic School Bus Inside Ralphie** by Beth Nadler
- **Tales of a Fourth Grade Nothing** by Judy Blume
- **Harry Potter and the Sorcerer’s Stone** by J.K. Rowling
- **The One and Only Ivan** by Katherine Applegate
- **Charlotte’s Web** by E.B. White
- **Stargazers** by Gail Gibbons
- **The Boxcar Children** by Gertrude Chandler Warner

---

**Founding Partners**

- **Mississippi Children’s Museum**
  - The mission of MCM is to provide unparalleled experiences that ignite a thirst for discovery, knowledge, and learning in all children. The museum accomplishes this mission through hands-on and engaging exhibits and programs focusing on literacy, the arts, science, health and nutrition—the keys to helping our children mature into healthy and productive adult learners.
  - [WWW.MSCHILDRENSMUSEUM.ORG](http://WWW.MSCHILDRENSMUSEUM.ORG)

- **Barksdale Reading Institute**
  - The Barksdale Reading Institute works to improve the overall quality of public education in Mississippi through strategic literacy initiatives and providing professional development to teachers and administrators.
  - BRI was founded in 2000 by Jim and Sally Barksdale, who, after researching the state of education in America, became convinced that reading is the most fundamental skill that every child must master in order to become successful.
  - [WWW.MSREADS.ORG](http://WWW.MSREADS.ORG)

---

When adults talk purposefully with children, children develop larger vocabularies.

Talking from the start is everyone’s responsibility!
I’m Rocky the Reader!
HAPPY BIRTHDAY!

MISSISSIPPI
CHILDREN'S
MUSEUM

OF FUN!

YEARS

10
Research shows that reading aloud to your child daily is one of the most powerful things you can do to help them develop strong literacy and reading skills.

**Your Attitude Matters**

Developing a positive emotional outlook about reading is critical for developing motivation to read.

Did You Know?

Your child will follow your cues when determining how they feel about reading.

Sharing a happy reading experience with your child on a regular basis can impact their long-term reading ability.

**Important Tips**

Interactive Read Alouds provide opportunities to develop many literacy and thinking skills.

- **A**
  - The younger the child, the shorter their attention span.
  - In the beginning, choose shorter books. Then, as you notice their attention span getting longer, you can start reading longer books.

- **B**
  - Let your child help pick the book. While variety is good, re-reading the same book multiple times is OK!

- **C**
  - Ask questions throughout reading and model your thinking.

**Before Reading, Make Connections**

- Preview the book by discussing the title and what it’s about. Build on prior knowledge.

- Build vocabulary while reading by discussing new words and what they mean.

**Ask questions throughout reading and model your thinking.**

**Your Attitude Matters**

**Did You Know?**

Your child will follow your cues when determining how they feel about reading.

**Important Tips**

Interactive Read Alouds provide opportunities to develop many literacy and thinking skills.

- **A**
  - The younger the child, the shorter their attention span.
  - In the beginning, choose shorter books. Then, as you notice their attention span getting longer, you can start reading longer books.

- **B**
  - Let your child help pick the book. While variety is good, re-reading the same book multiple times is OK!

- **C**
  - Ask questions throughout reading and model your thinking.

**Before Reading, Make Connections**

- Preview the book by discussing the title and what it’s about. Build on prior knowledge.

- Build vocabulary while reading by discussing new words and what they mean.

**Ask questions throughout reading and model your thinking.**