

Why Do I Need To Wash?

TEACHER'S GUIDE

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I. BEFORE READING ACTIVITIES

QUESTIONS

1. Anticipatory Questions

Before reading *WHY DO I NEED TO WASH?* with the children ask:

- Do your hands get dirty?
- Why should you wash your hands?
- Why can the dirt on our hands make us sick?
- When should we wash our hands?

2. Book Knowledge

Show the children the book. Invite 2 or 3 children to read the title aloud one at a time.

Then ask:

- Who is the author?
- Who is the illustrator?

3. Predicting Story Events

Prior to reading the book aloud to the children, show them pages 2-5 of the story so they can “read” the illustrations to predict what the story is about. If the children cannot answer a particular question, say “We will read the story to find out.”

Page 2: What do you think is going on?

Page 3: What has happened?

Page 4: What happened to Malik?

Pages 4 & 5: What will happen next?

Let’s read *WHY DO I NEED TO WASH?* to find out what is happening with these children.

K-W-L Activity (Know, Want to Learn, Learned)

Draw a three-column chart on a White or Black board and label as on the chart below.

K What I KNOW	W What I WANT to know	L What I LEARNED

Ask the students what they already **know** about why we need to wash our hands. Write their answers in the K column.

Then allow students to discuss what they **want** to learn. List their answers in the W column.

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Later, after reading the story, come back to the chart and fill in what the students **learned** in the L column.

Review what they already knew in the K column and determine if their knowledge was accurate; correct any inaccurate statements.

Review the W column to see if there are more things to learn. If so, either give the the information or help them find it.

II. COMPREHENSION QUESTIONS

After reading the book to the children, return to the beginning. Show children each page and encourage them to discuss each question.

- Page 2: What are the children doing?
- Page 3: What did Malik do?
- Page 4: What happened to Malik?
- Page 5: What will Mr. Tap do for Malik?
- Page 6: Why is Mr. Tap washing Malik's arm?
- Page 7: Why are the children coming inside?
- Page 8: What did Mr. Tap say about Malik?
- Page 9: What did Anna, David, and Pedro notice about their hands?
- Page 10: What did Mr. Tap tell the children to do?
- Page 11: What are the children doing in each of the pictures?
- Page 12: Do you think Anna and David got their hands clean? What did Pedro think?
- Page 13: What does Mr. Tap think?
- Page 14: Who knows how to wash hands?
- Page 15: Will Sam really know how to wash hands so they are clean?
- Page 16: What is Sam doing in each of the pictures?
- Page 17: Does Sam get his hands clean?
- Page 18: What does Anna say that Sam did?
- Page 19: What does Malik say that Sam did?
- Page 20: How did Sam answer Anna's question?
- Page 21: What does Pedro say about germs?
- Page 22: Why did Mr. Tap wash Malik's elbow?
- Page 23: Why do you think Lily can't see germs?
- Page 24: Why do we need a microscope to see germs?
- Page 25: What is going on in each picture?
- Page 26 and 27: Describe what you see in each big circle. Are you surprised that germs look like this?
- Page 28: Are some germs bad for us? Is that why we should wash our hands?
- Page 29: When should we wash our hands?
- Page 30: What are other times we should wash our hands?
- Page 31: What kind of special day will the children have?

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III. ORAL AND AUDITORY ACTIVITIES

1. Listen for Your Word

Write each of the following words on a piece of paper. Give each child one word; that will be his/her word. Read the story again. Each time a child hears his/her word, the child should hold up the card.

Words:

**around asked bubbles called germs hands wash looks
playing should water washing we washed have looks**

2. Consonant Jump

The children stand in a line. Read the following words from the story slowly. Each time the children hear a word that begins with a consonant, they jump forward.

Words:

**after basket clean inside bubbles asked made soap it
germs microscope off sick water door bathroom can**

3. Rhyming Game

Work with a small group of children (2-4). Say each word and invite each child to say other words that rhyme.

Words:

**day can could hand how make fell for go
see should way how at fun got he that might**

4. Vowel Game

Work with a small group of children (2-4). Write each of the following words on a piece of paper and give each child one or more words. Say the words with the child. Then, reread the story. Each time a child hears his/her word, the child should hold up the card.

Words:

**a about around asked are all is if it inside
us it's I of off or**

5. Dramatize the Story

Invite the children to play the parts of Malik, David, Mr. Tap, Anna, Pedro, Sam, and Lily.

Invite children to demonstrate proper hand washing techniques. Provide bars of soap of various sizes, colors, and shapes.

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IV. ACTIVITIES TO INCREASE COMPREHENSION, VOCABULARY, AND WORD ATTACK SKILLS

WORD WALL

Make cards, first with the high-frequency words (see **bold words** in the Word List) and later, with the remainder of the words in the book. As children learn to identify the words in the book and on the cards, place those words on the Word Wall.

Play the **Word Game**. Each day, for 5 minutes, lead the children in choral reading of the words on the Word Wall, pointing to each word before saying it. As children's sight vocabularies grow, let them take turns leading the choral reading. Encourage children to read the words to one another during the day.

Keep the book *WHY DO I NEED TO WASH?* near the Word Wall so they can find the words in the story.

BULLETIN BOARDS

THIS IS THE WAY WE WASH OUR HANDS. After several of the children have mastered hand washing, photograph them going through each of the steps. Place each of the photos on the bulletin board with a label explaining what is going on in the photo.

SOAPS. Ask children to bring in wrappers or boxes from bars of soap of various brands. Display the wrappers and the word "SOAP." Invite several children to individually write the word "Soap" in different colors and display their words with the wrappers.

If possible, display bars of soap of various colors, shapes, and sizes.

WORDS ABOUT BEING CLEAN. Brainstorm with children and invite them to suggest words that bring cleanliness, hand washing, cold and flu prevention to mind. If they have difficulty, suggest words such as:

clean, hand washing, water, soap, towels, paper towels, germs, shower, bath, faucet, bathtub, sink, and so forth. Invite them to make drawings to depict each of the words. Place the words and their pictures on the bulletin board.

WORD GAME

Select a word that is in the children's spoken vocabulary and is related to the story. Write it down. Then, have the children listen carefully as you give each clue. They may guess what the word is after each clue. For example:

- It has 5 letters.
- It is wet.
- We use it and soap to wash our hands.
- It can be hot or cold.
- You can drink it.

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After giving the five clues, show the paper with **water** written on it. Pronounce the word. Invite the children to pronounce the word with you. Place the word on the Word Wall. Discuss the children's responses. Who guessed the special word first?

POCKET CHART AND WORD BUILDING

- Build words by adding beginning letters (onsets) to word patterns (rimes). Prepare for the activities by making cards for beginning consonant sounds – high-frequency consonants: **s, f, m, t, d, r, l, b, c, p** and the others: **n, g, v, j, h, w, k = /k/, c = /s/, g, y, z, x = /ks/** and the high-frequency consonant digraphs: **ch, sh, th, wh**.

Make cards for the word patterns (rimes). Rimes for short e include **-ed, -ell, -em, -en, -end, -ent, -est, -et**. (See list of rimes at the end of this section.)

Since the words **get, help, tell, plenty, rest, them, then** are in the story and the children know these words as sight words, place the consonant cards for **g, h, t, r, pl, th** in a pocket of the chart. Nearby, place the rime **-et**. Point to the card with **-et** and ask children what letter should be placed at the front to make **get**. When someone replies, place the **g** next to the **-et** and carefully enunciate it. Have the children enunciate it with you several times. Then, ask: "Can you think of another word that rhymes with **get**?" Continue with **-elp, -ell, -en, -em** and the appropriate consonants.

Continue building words with the word patterns for the short vowels, the long vowels, r-controlled vowels, and the other vowels.

- Invite the children to make words in the pocket chart. They could practice forming the words on the Word Wall.

WORD PATTERNS (RIMES)

Short Vowels /a/ -ab -ack -ad -ag -am -an -and -ang -ank -ap -ask -at
/e/ -ed -ell -en -end -est -et
/i/ -id -ig -ill -im -in -ing -ink -ip -it
/o/ -ob -ock -od -og -op -ot
/u/ -ub -uck -uff -ug -um -ump -un -ung -unk -ut

Long Vowels

/a/ -ace -ade -ake -ale -ame -ane -ape
-ate -aid -ail -ain -ay
/e/ -eak -eal -eam -eat -eed -eep -eet
/i/ -ice -ide -ime -ine -ive -ind -y
/o/ -oke -one -ope -old -ow
/u/ -use

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r Vowels /air/ -air, -are, -ear
 /ar/ -ar, -ark, -arm, -art
 /schwa + r/ -ear, -eer
 /or/ -ore, -orn

Other Vowels
 /aw/ -all, -aw, -ought
 /oi/ -oil, -oy
 /oo/ -ook
 /oo/ -ew, -oot
 /ow/ -out, -ow

WORD LIST High-frequency words are in **bold**.

a	dirty	if	our	time
about	do	in	Pedro	to
after	door	inside	play	too
all	down	is	playing	towel
and	eat	it	said	us
Anna	elbow	it's	Sam	used
are	everyone	know	saw	very
around	fell	learn	school	wagon
asked	fine	let's	see	was
at	first	like	should	wash
basket	for	Lily	show	washed
bathroom	fun	live	sick	washing
before	germs	look	small	water
begin	get	looks	sneeze	way
bubbles	go	lot	so	we
but	goes	made	soap	what
called	going	make	some	when
can	got	Malik	still	who
can't	hand	Malik's	tag	why
children	hands	me	tell	with
clean	has	microscope	that	yes
come	have	might	the	you
cough	he	Mr. Tap	their	your
could	him	my	them	
David	his	need	then	
day	how	of	they	
did	hurt	off	this	
dirt	I	or	threw	

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V. ACTIVITIES TO INTEGRATE *WHY DO I NEED TO WASH?* INTO YOUR CURRICULUM

ART

Dirty Hands/Clean Hands

- Invite each child to take two pieces of white construction paper, 8.5 x 11 inches or larger.
- Let children work in pairs. One child should place both his/her hands palms down on the construction paper. The other child traces around each hand and up the wrist a short distance with a crayon.
- The children trade places and the tracer places his/her hands palms down and the first child traces this child's hands.
- Then, invite each child to color or paint the first pair of hand prints as though they are dirty: dirty fingernails, smudges of dirt, pieces of leaves and grass, etc. Then, paint or color the second pair of hand prints as clean: clean fingernails perhaps with polish, rings on the fingers, bracelets, etc.
- Display the creations on a bulletin board entitled DIRTY HANDS/CLEAN HANDS.

Our Prints

- Working with a small group of children, provide each child with a large sheet of white construction paper.
- Set out watercolor pigments in red, blue, yellow - or finger paints, or tempera paints.
- Explain that everyone's fingerprints are different. So are each person's hand prints.
- First, invite each child to press his/her thumbs into one color and then a second color of pigment. The child should press each thumb onto the construction paper, at least several times, until the whorls of the thumb print are visible.
- Next, invite each child to press the fingers of each hand into the paint and press each finger onto the construction paper. Help each child roll each finger so that a clear print is visible.
- Finally, paint the palms and fingers of each child's hands. Let the child press each hand onto the construction paper for a few seconds so a clean hand print emerges. Label each hand RIGHT or LEFT.
- Encourage the children to wash their hands thoroughly and to clean up any spills.
- Invite the children to compare their thumb prints, their other fingerprints, and their palm prints.
- Display the prints on a bulletin board: OUR PRINTS. Place each child's name with his/her prints.

Illustrations

- After the children have enjoyed the illustrations in *WHY DO I NEED TO WASH?*, discuss the idea that if a different artist had created the illustrations, they might look different.
- Invite each child to select a favorite part of the book and create a new illustration for it.
- Provide paper, colored markers, paint, and crayons.
- When the illustrations are finished, each artist should sign his/her creation. The teacher should label each illustration with the name the child chooses for the illustration.
- Display the illustrations for all to enjoy.

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MUSIC and RHYTHM

Song on CD

The CD includes a song that complements the story.

Hand Game by Jill Gallina and Michael Gallina (consultant) from *Hand Jivin'* ©2001 available from Educational Activities, Inc.

This song explores a variety of hand movement, right/left discrimination, hand and arm dexterity, body identification, listening skills.

Vocabulary:

above, back, hand, head, high, knee, low, shake, shoulder, slap, swing, touch

March and Chant

To help children learn the chant, say each line as you march in time and invite the children to repeat each line with you as they march. Make hand motions to pantomime the actions. When they learn the whole chant, invite different children to lead the chant. March in place at first, then march around the room or out on the playground.

Dir-ty, dir-ty, dir-ty, dir-ty;
Wash, wash, wash, wash;
Scrub, scrub, scrub, scrub;
Soap, soap, soap, soap;
Wa-ter, wa-ter, wa-ter, wa-ter;
Bub-bles, bub-bles, bub-bles, bub-bles;
Rinse, rinse, rinse, rinse;
Dry, dry, dry, dry;
Clean, clean, clean, clean.

Clap, Snap, Slap

- Discuss with the children the many sounds our hands can make; clapping, snapping fingers, tapping, slapping our thighs, and so on.
- Play *You'll Sing a Song and I'll Sing a Song* (CD 45010) by Ella Jenkins. This is one of the most popular children's recordings of all times. It includes 15 finger-snapping, clapping, and thigh-slapping songs and rhythm exercises.

Clap, Snap, and Tap

- Play *Clap, Snap, And Tap* (CD 48) by Ambrose Brazelton. Various types of music are used to motivate the students: finger snapping, rhythmic hand and arm movements, finger exercises, cooperative cross-hand patting and various other exercises.

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MATH

How Many Hand Prints Tall, High, and Long?

- Working with a small group of children (3-5), let them hold their hands up palm to palm and compare the size of their hands, both right hands and left hands. Discuss whose hands are wider, longer, bigger overall. Let the children compare their hands with those of the teacher or other adult.
- Invite the children to measure the height and length of various objects in the classroom in hand widths and hand lengths. Record, for example, how many hand prints in length is a table as measured by the hand of Child A and of Child B.
- Explain that the height of horses is measured in “hands.” Invite children to measure their heights in hands too. Let a child stand against the wall and place a light pencil mark at the top of the child’s head. Invite another child to measure how many hand lengths the first child is. Let children trade places and measure one another’s height in hands. Record the hand heights of each child.

Compare Hand Sizes

- Provide construction paper and crayons for each child.
- Let the children work in pairs. One child places both hands palms down on the construction paper and the other child traces around both hands.
- The children trade places so that the other child may have his/her hands traced.
- Invite the pair of children to compare their hand prints. Are one child’s hands longer, wider, a slightly different shape?
- Invite pairs of children to compare their hand prints.
- Place the outlines of hands on a bulletin board with the title: Each Hand is Different, But Each Hand has Five Fingers. Place each child’s name near his/her hand outlines.

COOKING AND SNACKS *The emphasis is on the use of the child’s hands.*

Kitchen Hand Washing

- Emphasize the importance of washing hands before and during food preparation.
- Encourage each child to wash his/her hands prior to working in the kitchen and preparing snacks.
- Ask children why they should wash their hands before preparing food, working in the kitchen, or eating.

Kitchen Center Activities

- Provide soap, a large plastic bowl, and towels for children to practice washing their hands in preparation to working in the kitchen.
- Provide various utensils for them to practice using such as spatulas, pancake turners, spoons of various sizes, measuring spoons, measuring cups, etc. Have water available for pouring.
- Provide dried legumes for children to measure with measuring spoons or cups and pour into small bowls, pans, etc.

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How We Use Our Hands in the Kitchen

- Provide various kitchen utensils such as a whisk, a big spoon, a small spoon, a fork, a potato masher, and so forth. Demonstrate the various uses of each utensil and emphasize how the hands and fingers are used.
- Invite children to pretend they are working in the kitchen and use the various utensils.
- Invite children to prepare snacks including: torn pieces of lettuce, peeled oranges divided into sections, small clumps of grapes, hulled strawberries, etc.

Finger Foods

Encourage tactile sensitivity by inviting children to use their hands and fingers in picking up finger foods of various types. Discuss how to use the fingers to manage various foods such as:

Carrot sticks	Celery sticks	Apple slices	Raisins
Crackers with cheese	Grapes	Melon slices	
Pieces of cheese	Popcorn	Cheese slices	
A cup of soup	An orange slice	A glass of water	

LITERACY

Class Book

Invite each child to write about a favorite food and include the recipe, if possible. Encourage the child to add a drawing or illustration of the food. Bind all the descriptions and recipes into a class book entitled WE LIKE TO EAT. Place the book in the Reading Center for all to enjoy.

Washing and Cleaning: A Class Book

- Invite children to make drawings depicting good hand-washing techniques, washing their faces, etc. Title the drawings and include the artist's name.
- Invite children to make drawings about cleaning their tables, their rooms at home, helping in the family's kitchen. Title the drawings and include the artist's name.
- Bind all the creations into a class book. Place the book in the Reading Center for all to enjoy.

Books About Cleanliness and Comparisons

Arnold, Katya. *Elephants Can Paint Too!* NY: Simon and Schuster, 2006.

Baker, Jeannie. *Home.* NY: Greenwillow, 2005.

Beaumont, Karen. *I Ain't Gonna Paint No More!* Orlando, FL: Harcourt, 2006.

French, Jackie. *Diary of a Wombat.* NY: Clarion, 2004.

Gravett, Emily. *Orange Pear Apple Bear.* NY: Simon and Schuster, 2007.

Kvasnosky, Laura McGee. *Zelda and Ivy: The Runaways.* Cambridge, MA: Candlewick, 2007.

Long, Melinda. *How I Became a Pirate.* San Diego, CA: Harcourt, 2004.

McMullan, Kate. *I Stink!* NY: HarperCollins/Joanna Cotler, 2003.

Park, Linda Sue and Julia Durange. *Yum! Yuck! A Foldout Book of People Sounds.* Watertown, MA: Charlesbridge, 2006.

Sayre, April Pulley. *Stars Beneath Your Bed.* Greenwillow, 2007.

_____. *Vulture View.* NY: Holt, 2007.

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Seeger, Laura Vaccaro. *Black? White! Day? Night! A Book of Opposites*. New Milford, CT: Roaring Brook/Neal Porter, 2007.

Watt, Melanie. *Scaredy Squirrel*. Toronto, ON, Canada: Kids Can, 2007.

RESOURCES FOR TEACHERS

Web Sites for Information and Posters

www.cdc.gov Information from the Center for Disease Control on washing hands and germ control; hand hygiene in a variety of situations.

<http://en.wikipedia.org> Purpose of hand washing, differences between personal and medical hand washing, and related topics.

www.1st-in-handwashing.com Hand-washing posters.

www.globright.com Hand washing and germ spread training and awareness. Offers various products such as Germjuice and Germaglow to teach how important thorough hand cleaning is.

www.henrythehand.com Introduces National Hand Washing Awareness Week, school projects, infection control, food safety, posters, and other information and materials useful in the classroom.

www.kidshealth.org Importance of hand washing, tips for getting reluctant kids to wash their hands.

www.mayoclinic.com Includes importance of hand washing, dangers of not washing your hands, proper hand washing techniques, use of an alcohol-based hand sanitizer, when hands should be washed, kids and clean hands.

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VI. CLASSROOM ACTIVITIES

Activity Sheet 1. Write the beginning letter of each picture.

1. r s l ___oap		2. b l h ___ands	
3. t w d ___agon		4. g t r ___erms	
5. s r m ___icroscope		6. w f s ___ash you hands	
7. t b v ___asket		8. f t w ___able	

Name _____ Class _____ Date _____



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VI. CLASSROOM ACTIVITIES

Activity Sheet 2. Say each word. Then, circle the words that are the same.

1.

do door do

2.

made make make

3.

clean come come

4.

what when what

5.

get go get

6.

like like live

7.

begin before begin

8.

look looks look

Name _____ Class _____ Date _____



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VI. CLASSROOM ACTIVITIES

Activity Sheet 3. For each box, say the word. Then, circle the words that rhyme.

1. can arm man	2. soap small fall
3. so tag go	4. tell the fell
5. play say saw	6. way water day
7. hand and has	8. too your you

Name _____ Class _____ Date _____



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VI. CLASSROOM ACTIVITIES

Activity Sheet 4. Fill in each blank.

1. **fell** **play** **hurt**
Malik _____ and hurt his elbow.

2. **dirty** **wash** **inside**
"Your elbow is _____," said Mr. Tap.

3. **hurt** **need** **wash**
"We need to _____ your elbow," said Mr. Tap.

4. **dirt** **germs** **soap**
"Dirt has _____ that might make you sick," said Mr. Tap.

5. **playing** **eating** **looking**
"_____ was fun," said Anna, "but I got dirty."

6. **hands** **feet** **food**
Anna and David washed their _____.

7. **water** **soap** **food**
Sam used soap and _____ when he washed his hands.

8. **food** **clean** **germs**
Every day should be _____ Hands Day!

Name _____ Class _____ Date _____



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VII. HOME CONNECTION - Parent/Family Activities

Dear Parents and Family,

Our class has read *Why Do I Need to Wash?* This story is about a boy who falls in the school playground. He and his friends learn about getting dirty, washing properly to get rid of dirt and germs, and how and when to wash their hands.

Some ideas in the book are:

- Playing outside is fun, but you can get dirty.
- Dirt has germs that might make you sick.
- Some children wash their hands but do not get them clean.
- Hand washing means using plenty of soap and water, scrubbing until the soap bubbles, washing around and under your fingernails and up on your wrist, then rinsing with clean water, drying with a paper towel, and throwing the towel into a waste basket.
- Germs are VERY small. You need a microscope to see them.
- Wash your hands after you play, after going to the bathroom, before you eat, and after you cough or sneeze.

We are sending home some activities for family members to do with your child. Parent/Family Activities encourage communication and reinforce many concepts introduced in the story.

Thank you for working with your child. We think you will enjoy these activities.

Sincerely,

Name _____ Class _____ Date _____



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VII. HOME CONNECTION - Parent/Family Activities

Activity 1.

Ask your child to show you how to wash his/her hands properly.

Activity 2.

Take a tour of your home with your child. Invite the child to find the many different kinds of soap there are in your home. Compare the colors of the soap, the shape of the bars, and the fragrance.

Invite your child to go to the grocery store with you. Go to the aisle where all the hand/bath soaps are displayed. Look at the many different brands of soap. If possible, let your child select a bar of soap or bottle of liquid soap to take home and use.

Activity 3.

Give your child a piece of paper and ask him/her to draw an outline of his/her hands. Then, ask the child to draw an outline of your hands. Compare the size and shapes of your hands. Which hand is bigger? Which hand has the smaller fingers? Which hand has the biggest thumb? Ask your child to color and decorate the hands.

Activity 4.

Talk with your child about how important our hands are and how many things they do. Invite the child to tell you all the things our hands can do for us (waving, scratching, clapping, rubbing, cutting, writing, and so forth). Encourage the child to think about using his/her hands and to tell you more about how helpful hands are.

Activity 5.

Encourage your child to help you in the kitchen as you prepare a meal and afterward as you clean up. Talk about how you use your hands to do various tasks. Talk about how it takes time to learn to do things such as cutting with a knife, peeling an apple or an orange, buttering bread, etc.

Encourage your child to help you with folding laundry, sweeping, dusting, mopping, making a bed, and any other task that involved the use of one's hands.

Activity 6.

Show your child how to take good care of his/her hands. Discuss caring for fingernails, using lotion or cream on dry hands, using gloves to protect hands while doing household cleaning and yard work, wearing gloves to keep hands warm and dry.

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