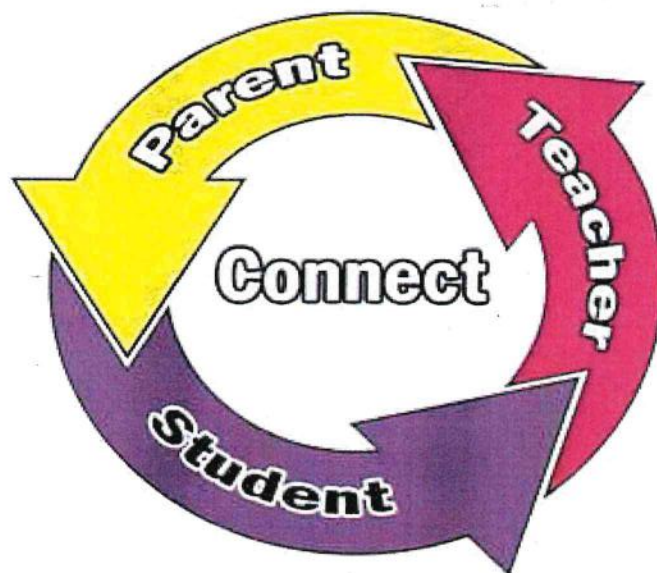


The Leaguers, Inc.

Home School Connection Packet

3 Year Old



Dear Parents and Families,

The Leaguers Inc. Head Start/Early Head Start Program individualizes by providing children and families with prolonged absences with a variety of learning experiences in the home environment through our Home-School Connection.

As always, our first priority is your child's wellbeing and education. During this time that your child is out of school our education staff has provided hands-on learning activities directly from The Creative Curriculum to continue to support your child's learning and development.

This Home-School Connection packet is compiled to ensure learning is continued during your child's absence from school and is comprised of learning activities extended from the classroom into the home environment

Home-School Connection is how parents are able to reinforce what children are learning in the classroom at home through activities related to the Unit or Topic of study.

Included in this Home-School Connection Packet are activities for child's development and learning in the following areas:

- Language Development
- Literacy Development
- Mathematics Development
- Social-Emotional Development

*"Together may we give our children the roots to grow
and the wings to fly"*

Teaching Strategies: Development and Learning Activities
Language Development



Mother, May I?

Primary Objectives

- 4. Demonstrates traveling skills
- 5. Demonstrates balancing skills
- 8b. Follows directions

Why It's Important

A simple sequence-of-movement game like "Mother, May I?" encourages your child to follow more complex directions. It also helps her strengthen large muscles and develop coordination.

Materials

Large open floor space or outdoor area

What You Do

1. If possible, include other children in the game. Explain to your child and the other children that you will be playing a game together called "Mother, May I?"
2. Tell them that you are the "mother." Stand at least 10 feet away from the children and encourage them face you.
3. Request that your child perform a specific large-muscle movement (e.g., hop, skip, jump, or walk). *Take five baby steps.* Encourage her to respond, *Mother, may I?* Respond, *Yes, you may.*
4. Continue to give each child a turn until one of them reaches you. Invite her to become the "mother."
5. Observe how your child follows directions. To make this activity more challenging, give your child a direction that includes three or more steps. *Take 1 giant step, 3 tiptoe steps, and 2 leapfrog jumps.*
6. Continue the game for as long as your child is interested.



Tell Me About Your Breakfast

Primary Objectives

9d. Tells about another time or place

Why It's Important

Your child may be accustomed to seeing words and pictures together in books, but she must have opportunities to practice making the connection in her own work. When you ask for an explanation of a picture that your child has drawn, you develop her ability to create her own labels and stories to accompany her illustrations.

Materials

Markers or crayons

What You Do

1. At some point during the day, invite your child to sit at the table with paper and crayons and draw a picture of what she had for breakfast that morning. Encourage her to include additional details if she wishes.
2. Wait for your child to explain her picture to you before asking further questions. Be sure to ask open-ended questions that prompt her to talk about the details of her picture. *I see that you drew a cup next to the plate. What is in the cup?*
3. Allow her to add to the picture as she recalls more detail of the morning. Record her words next to her picture or on a separate piece of paper. Read her words back to her when you are finished writing.
4. You can extend this activity by encouraging your child to draw and dictate in order to express her ideas about events, emotions, dreams, memories, future plans, etc.

Picture This

Primary Objectives

- 10a. Engages in conversations
- 10b. Uses social rules of language

Why It's Important

Your child will learn language when he is allowed to lead conversations about topics that interest him and when he is supported by adults who listen and respond appropriately. Activities that encourage this type of interaction support and extend language development.

Materials

2–3 pictures that your child might find interesting

What You Do

1. Invite your child to choose a picture from the collection and talk about it with you.
2. Encourage him to lead the conversation, facilitating the discussion by providing prompts and asking open-ending questions. *Can you tell me about...? I wonder why....*
3. Go slowly, giving your child time to think and communicate his thoughts to you.
4. Help your child put his thoughts into words by listening and restating the content of his message.
5. If your child seems ready, repeat his responses back to him in a slightly more advanced form. Think about new words you might use and open-ended questions you might ask to extend his language. *You noticed the people in the picture are wearing coats and hats. And you think it must be cold outside. Where do you think they are going?*



Conversations

Primary Objectives

10a. Engages in conversations

Why It's Important

Children often see adults as teachers as well as companions. Some children will naturally ask for help or discuss topics with adults, whereas others might be less comfortable and refrain from conversation. Working together on puzzles provides an excellent opportunity to engage in some one-on-one conversation. This activity will help your child relate to adults and feel more comfortable talking with them.

Materials

Puzzles

What You Do

1. The next time your child chooses to do a puzzle, encourage her to ask a familiar adult to help her. If she selects you as her helper, talk with her about what she is doing. *I see that you are working very hard on that puzzle. Would you like some help?*
2. Look for opportunities throughout the day to have one-on-one conversations with your child. For example, at snack time, see if your child initiates a conversation with you. Listen to her words and watch how she interacts with you while she eats. Ask open-ended questions that prompt her to continue the conversation.
3. Respond to your child's comments and questions. Share your thoughts with her and encourage her to share her with you. *I like to eat grilled cheese sandwiches and tomatoes. What foods do you like to eat?*



How Was Your Day?

Primary Objectives

10a. Engages in conversations

Why It's Important

Children are enthusiastic about putting their actions and ideas into words. Talking with your child about his daily activities and asking thought-provoking questions will encourage him to use and extend his language.

Materials

None

What You Do

1. Look for opportunities to ask your child questions about his day or specific recent events.
2. Focus on your child's responses, allowing him time to put his thoughts into words.
3. Repeat his words back to him to confirm that you understood his attempt to communicate.
You had a fun time playing with your cousin. You played with dolls at her house.
4. Extend the conversation by using open-ended questions based on his responses. *When you built the tower, how high did you go? What did you notice about the wet sand?*
5. Continue the conversation for as long as your child appears comfortable and enthusiastic about sharing his ideas.



Seeking Attention

Primary Objectives

10b. Uses social rules of language

Why It's Important

Children at this stage of development are just learning how to get their needs met. As a caring adult, a very important role you have is to reinforce your child's positive ways of getting your attention. Encouraging him to use new and more words in a request will help him understand the connection between language and getting his needs met.

Materials

None

What You Do

1. During the next snack time, you can suggest that your child use the words *excuse me* when he needs something or wants to say something.
2. Use the words naturally in conversation so that your child can model your behavior and the words to get others to pay attention to him. For example, when he wants more juice, you can request that he say, *Excuse me, could I have more juice please?*
3. Look for opportunities throughout the day to help your child practice his new way of getting your attention or seeking your help to resolve a conflict.
4. If your child throws something at you or takes something from you without asking, model the correct way for him to get your attention: *I don't like it when you do that, but if you just tap me on the back or say my name, I will answer you or help you.*
5. Try to anticipate your child's reactions to problems so that you can offer reminders in advance of your availability.



Telephone Talk

Primary Objectives

10b. Uses social rules of language

Why It's Important

Role-playing different types of conversations helps prepare your child for future verbal interactions.

Materials

Two toy telephones

What You Do

1. Place the telephones in separate areas of the room, but close enough so that the two speakers can hear each other. Invite your child to have a telephone conversation with you.
2. Begin the conversation by saying hello and introducing yourself. Ask your child to say hello and state his name.
3. Ask simple questions that you know your child can answer easily. *How are you today?*
4. Encourage him to ask you a question. *What would you like to ask me about?*
5. Follow your child's cues to determine how long the conversation should be. End the conversation with a common closing. *It was nice to talk with you. Good-bye.*
6. Encourage your child to use the phones with someone else to practice conversations at a later time.



Feels the Same or Different?

Primary Objectives

- 9a. Uses an expanding expressive vocabulary
- 13. Uses classification skills

Why It's Important

Providing your child with lots of interesting objects to explore and discover encourages her to use language to describe what she is doing, seeing, and feeling.

Materials

Objects with different textures; large basket; medium-sized bins labeled *Smooth* and *Rough*

What You Do

1. Put all of the items into a large basket. Place the basket near the labeled bins.
2. Invite your child to join you in exploring the collection of items. Show her the collection and allow her to examine each item.
3. Ask her if she can help you sort the items by whether they feel smooth or rough.
4. Invite your child to choose an item out of the basket. Ask her if it feels smooth or rough. Encourage her to use new vocabulary to talk about the item. *How does this feel to you? It feels smooth. How else can you describe it?*
5. When she makes a decision, have her place the item in the bin with the appropriate label.
6. Continue the activity until all of the items are sorted or until your child loses interest.
7. You can extend this activity by adding more bins and inviting your child to designate her own categories for sorting.



ABC Song

Primary Objectives

- 4. Demonstrates traveling skills
- 8a. Comprehends language

Why It's Important

Children love to sing and move in various ways, and some even learn best through music and movement. Singing the ABCs in a variety of ways will help your child become more familiar with the alphabet and enjoy learning it.

Materials

None

What You Do

1. Before beginning, think about different ways in which your child could move and sing the ABC song.
2. Invite your child to sing the ABC song in various ways: loudly, in a whisper, in a high voice, in a low voice, etc.
3. Encourage her to move in a variety of ways as she sings: while tiptoeing, stomping, clapping, etc. *Can you sing the song and stomp your feet as you sing? Let's see if you can sing it loudly while you stomp!*
4. Observe how much of the song your child can sing, and sing along, if needed.
5. Invite your child to march along to the ABCs as you transition to the next part of your day. For example, she could march to the kitchen for lunch or toward the door to put on her coat.

Teaching Strategies: Development and Learning Activities
Literacy Development



Rhyming Riddles

Primary Objectives

15a. Notices and discriminates rhyme

Why It's Important

Children can develop their understanding of rhyme by thinking of rhyming words. Giving your child riddles to figure out keeps him interested as he uses thinking skills to solve the word riddle.

Materials

None

What You Do

1. Invite your child to play a game called "Rhyming Riddles." Explain that rhyming words sound alike at the end. Offer a few examples and invite your child to name any rhyming words he knows.
2. Explain to your child that a riddle is a word puzzle or a word problem that he will figure out the answer to. Pose a riddle that prompts your child to supply a rhyming word. *I'm thinking of something that you wear on your hands in the winter that rhymes with kittens. What am I thinking of?*
3. If your child gives an incorrect response, offer comments or questions to help him figure out the answer. *Yes, we do wear gloves on our hands in the winter. Listen as I say the two words: kittens... gloves. Do they sound the same at the end? Can you think of something else you might wear on your hands that sounds like the word kittens?*
4. Continue the game for as long as your child is interested.
5. You can use this activity throughout your day by making riddles for your child to answer. *Let's go to the kitchen for our snack. We're having something that rhymes with suit.*



Clapping Songs

Primary Objectives

15c. Notices and discriminates discrete units of sound

Why It's Important

Playing with sounds is an effective and fun way to help your child become familiar with the sounds he hears every day.

Materials

None

What You Do

1. Think of a few simple rhyming songs that will be easy for your child to learn and remember.
2. Invite your child to sing a few songs with you. Have him listen as you clap out the sounds in the words while singing *Miss Mary Mack, Mack, Mack, all dressed in black, black, black....*
3. Ask your child to join in clapping and chanting along with you. Slow down the tempo of the song as needed so that he can sing and clap along. Experiment with different rhythms and words.
4. Demonstrate how to make up a new song to clap to. Invite him to make up new songs for you both to sing and clap to together.
5. Continue the activity for as long as your child is interested.
6. Use this activity to transition from one activity to another during your day together. Encourage your child to sing one of the songs to other family members.



D Is for Door

Primary Objectives

16a. Identifies and names letters

Why It's Important

In addition to knowing how letters appear in the alphabet, it is important for your child to recognize letters in other settings.

Materials

Tape; 52 index cards (two for each letter of the alphabet)

What You Do

1. Before you begin this activity, print a letter on each index of the 52 cards. Make sure you have two for each letter. Adjust the number of letter cards as age-appropriate for your child. Attach the index cards to various objects around the room that begin with that letter (e.g., tape the *C* to a chair, the *D* to a door, and the *T* to a table). Spread the matching letters on the table where your child can reach them.
2. Invite your child to match letters with you around the room. Point out the letters taped to objects around the room. Explain that she may go and stand near a letter that she recognizes, say its name, and then find its mate in the collection of letters on the table. *You went and stood by the chair. Can you tell me what letter is taped there? That's right! It's a C. Can you find a C here on the table?* When she locates it, have her tape it to the chair.
3. Next, ask your child to choose a letter that she recognizes from the collection of cards on the table and find its mate somewhere in the room. *What letter did you pick up? That's right! It's an F. Can you find another F in the classroom?*
4. Walk with her around the room while she looks for each letter she has chosen.
5. Continue this activity for as long as your child is interested.



Making My Name

Primary Objectives

16a. Identifies and names letters

Why It's Important

For many young children, the letters in their names are the first letters they recognize and the most important to them. Activities built around your child's name are meaningful and fun, and they promote his knowledge of the alphabet in a personal way.

Materials

Envelopes; markers; letter manipulatives or small cards with one letter on each that spells your child's name

What You Do

1. Place the letters inside the envelope. Write your child's name on the outside of the envelope.
2. Invite your child to spell his name with you. Show him the envelope with his name printed on the front. Explain that the letters inside are the letters he will need to spell his name.
3. Have your child take the letters out of the envelope, one at a time. Encourage him to identify each letter he sees.
4. After he has taken out all of the letters, explain that he can use his printed name on the front of the envelope as a guide to help him spell his name.
5. Encourage him to arrange the letters in the correct order. When he is finished, review the name and match it to the front of the envelope.
6. Let him know that he may use the envelope and letters to share the activity with a friend or family member at a later time.



Today's News

Primary Objectives

17b. Uses print concepts

Why It's Important

Children learn to understand written words when the context is interesting or familiar to them. Writing down and discussing a plan for the day will help your child think about what types of things she wants to do and accomplish.

Materials

Large piece of paper; markers

What You Do

1. Talk with your child about some of the things you are planning to do the next day. You can discuss what kinds of chores you will be doing, what errands you will run, which books you will read together, what you will have for dinner, etc.
2. The next day, explain that you are going to make a newspaper to read with your child. Write "Today's News" at the top of a large piece of paper. Underneath the heading, write what will happen that day. *Today at lunch time we will have tuna salad. Before bed we will read Goldilocks and the Three Bears.*
3. When you are finished writing, encourage your child to read the "news" with you. Encourage her to follow along by moving her hand under the words as you read. It says, *"Today, at story time we will read...."*
4. Listen to the comments your child makes about the news. Talk about familiar features of the print. Comment on her observations. *Yes, we stop reading when we get to the period. The next word starts with an uppercase letter. That's the beginning of the next sentence.*
5. After reading the news together, invite your child to choose what she would like to do first or which book she would like to read. Encourage her to point out her choice on the paper.
6. At the end of the day, invite her to go back to the newspaper and see which things she did that day. Before she goes to bed, talk about what will be in tomorrow's newspaper.

I Can Read Words

Primary Objectives

17b. Uses print concepts

Why It's Important

Children are surrounded by environmental print. They recognize many logos, candy wrappers, cereal boxes, and store names at an early age. Using familiar and meaningful print will help your child begin to understand that the print (and not the picture) tells the story.

Materials

Collection of environmental print (cereal boxes, wrappers from favorite snacks, local supermarket bags, logos from familiar restaurants, toy labels); small, decorated paper bag with your child's name and *Words I Can Read* written on it

What You Do

1. Invite your child to look through the collection of environmental print and choose an item that contains words that she recognizes. *Does anything here have words you can read on it? Which one?*
2. After your child chooses an item, ask him to read it to you. I see you picked the yellow cereal box. Can you tell me what these words say? As she reads the print, run your finger under the words from left to right. *That's right! This box has the word raisin on it.*
3. Encourage your child to talk about the print. Offer prompts as needed, and listen to what she already knows about print concepts. *Now it's my turn to read the words on the cereal box. Will you help me? Show me where to start reading. Which way do I go from there?*
4. Continue this activity with other print items for as long as your child is interested. Help her fill her *Words I Can Read* bag with examples of environmental print. Trim the labels, boxes, etc. just enough so they will fit into her bag. Encourage her to read the words in her bag to you and to other family members whenever she shows interest.



Read a Book, Ask a Question

Primary Objectives

18a. Interacts during reading experiences, book conversations, and text reflections

Why It's Important

Children who can look at a book and identify objects on the page comprehend what they see. If your child can answer questions about content, she understands what she hears. Asking questions about a book while you read together can help your child develop her ability to interpret pictures and words on the pages.

Materials

None

What You Do

1. Each time you invite your child to read with you, make the reading interactive. Ask questions about each page of the book. *What kind of animal is Clifford? What color is he?* Encourage your child to ask a question if she is unsure about something in the story.
2. Ask her a variety of questions that she can answer verbally or nonverbally, as appropriate. *Cindy, where is Clifford's tail? Can you tell me what Clifford has in his mouth? Where do you think he going next?* Vary the questions you ask. Start with simple questions and then move on to more complex ones if your child is ready.
3. Observe your child's comprehension of the pictures and words. Notice any distress if she is unable to answer the questions you ask.
4. Because children thrive on repetition, your child may want you to read the same books and ask the same questions each time. This is a great way to build her confidence and comfort with books.

Teaching Strategies: Development and Learning Activities
Mathematics Development



Flying Disk in Motion

Primary Objectives

6. Demonstrates gross-motor manipulative skills

21a. Understands spatial relationships

Why It's Important

A child beginning to experiment with objects and their positions in space may need adult guidance to understand how to manipulate those objects. By imitating an adult's actions, your child may begin to recognize how objects move and the many ways in which they can be positioned.

Materials

Flying disk toys

What You Do

1. Place the disks in an unoccupied area on the floor or outside on the ground.
2. Invite your child to join you in playing with the flying disks. Encourage her to explore one of the disks and talk about its attributes.
3. Once your child is comfortable holding the disk, ask her to hold it with one hand. Invite her to complete a series of positional tasks with the disk, such as holding it behind her back, on top of her head, between her knees, and above her feet. Perform each motion yourself and encourage your child to imitate your movements. *Now put it on your elbow. Now hold it next to your ear.*
4. Ask your child to think of another way to hold the disk. Follow her motions as she leads. Encourage her to think of creative ways to use the disk (as a steering wheel, hat, or tray, for example).
5. You can extend this activity by using other objects such as scarves, beanbags, balls, or hockey pucks.



How Many Steps?

Primary Objectives

- 4. Demonstrates traveling skills
- 20a. Counts

Why It's Important

Providing your child with a goal to focus on while she practices her gross-motor skills may encourage her to move more readily, even with adult support. Counting each step slowly is a way to support your child's efforts to move purposefully and methodically.

Materials

None

What You Do

1. When moving from one area of the room to another, hold your child's hand or provide other appropriate support, and count together the number of steps you take.
2. Offer as much assistance as necessary for your child to move smoothly around the room. Acknowledge her movements. *Walking up stairs is hard work. You are really using your strong leg muscles today.*
3. Count when going up and down stairs, through doors, etc. *One, two, three, four, five, six. Six steps to get to the sink.*
4. When repeating a path already taken, ask your child if she can remember the number of steps it took the last time. Count again to see if the number matches. *It took us six steps to get to the sink. Let's see how many steps it takes to get back to the chair. One, two, three, four, five. Only five! Wow, you must have taken really big steps this time.*
5. Notice if your child becomes tired or frustrated. Offer time to rest when needed. Offer physical and emotional support as well. *You've done a lot of moving today. Let's take a break and relax your muscles now.*

Hide and Seek

Primary Objectives

4. Demonstrates traveling skills

20a. Counts

Why It's Important

Finding new ways to encourage your child to practice her counting skills keeps her interested in math concepts. It also teaches her the many ways that math skills are used throughout the day.

Materials

Small objects (rocks, paper clips, beanbags, seashells, etc.); small bucket, box, or basket for collecting objects

What You Do

1. Invite your child to explore the collection of objects. Encourage her to count the number of objects she sees.
2. Explain that you will use the objects to play a game of Hide and Seek. Ask your child to cover her eyes, or have her stand in an area of the room that is blocked from view, while you hide the objects for her to find. *You counted five objects. I'm now going to hide all five objects for you to find.*
3. After you have hidden the objects, offer your child the basket. Encourage her to hunt for each object and place it in the basket when she finds it. Explain that she should count the objects as she finds them so that she will know when they are all found.
4. Once she has successfully collected all of the objects, you may hide them again or make the game more challenging by increasing the number of objects. If you are using more than five objects, count them together as your child finds them.
5. Look for simple experiences throughout the day that will provide your child with more practice counting.

Five Little Monkeys

Primary Objectives

- 5. Demonstrates gross-motor manipulative skills
- 20a. Counts

Why It's Important

Movement activities that involve counting help your child to learn number sequences while developing motor skills.

Materials

Markers; scissors; medium-sized paper grocery bags

What You Do

1. Cut a hole big enough for your child's face to show through on one of the large rectangular sides of each bag. Draw ears next to the hole to look like monkey ears.
2. Invite your child and four others to play "Five Little Monkeys" with you. Ask each child to put on a monkey mask.
3. Count the children with the monkey masks. *One, two, three, four, five. There are five monkeys.*
4. Sing the song: *Five little monkeys jumping on the bed. One fell off and bumped his head. Mama called the doctor and the doctor said, No more monkeys jumping on the bed! Four little monkeys jumping on the bed....*
5. Continue until there are no more monkeys in the song. As you sing, encourage the children to jump up and down.
6. As each monkey "falls off the bed," have one of the children pretend to fall and then sit next to you.
7. After each monkey falls off the bed, recount the children. Encourage the children who are no longer jumping to count with you. *Can you help me count the rest of the monkeys? One, two, three. Only three monkeys left to jump.*
8. When the song is finished, encourage the children to sing it again on their own. Keep the monkey masks with your child's other toys for her to use at a later time.



Footprint Frenzy

Primary Objectives

- 4. Demonstrates traveling skills
- 21a. Understands spatial relationships

Why It's Important

Following footprints is a great way for your child to develop her balancing skills. She will have fun figuring out where to go next and will be challenged as she thinks and moves simultaneously.

Materials

Colored construction paper; markers; scissors; tape

What You Do

1. Use the construction paper to make footprints of different shapes and sizes. You can include animal prints such as those of dogs, cats, and bears. Trace your child's feet on the paper and cut out her footprints as well.
2. Show your child the collection of footprints and discuss who or what might have made the different types of prints. *I know a bear would make a footprint like this because it is big. What kind of footprint do you think a dog would make?*
3. Place the footprints around the room and invite your child to follow them, placing one foot on each footprint as she goes.
4. Encourage her to think about where she is going. *You are getting closer to the door. It looks like you'll move to a red footprint next.*
5. As she moves around the room, prompt her to describe her position. *Are you near the door or the sink? What are you next to? What you are between?*
6. Continue the activity for as long as your child is interested. Vary the game by creating different paths with the footprints.

Bead Patterns

Primary Objectives

- 7a. Uses fingers and hands
- 23. Demonstrates knowledge of patterns

Why It's Important

Exploring the different shapes, colors, and sizes of beads provides a great opportunity for your child to learn about patterns and build important fine-motor skills. She may enjoy forming her own original creative patterns.

Materials

Beads of various colors; shapes; and sizes; sturdy string or yarn

What You Do

1. Create a simple bead pattern to use as an example that you can share with your child.
2. Show your child the different beads that are available for her to use to make a pattern.
3. Discuss the features of the different types of beads. *This bead is blue, and it is also in the shape of a heart. What do you notice about the bead you are holding?*
4. Share your bead pattern with her and read the pattern together. *I made a pattern with red and green beads. It is red, green, red, green, red, green, red, green.*
5. Invite your child to create her own pattern by stringing the beads.
6. As she strings the beads, make observations about what she is creating. *I see red, yellow, and green beads on your string.* When she is finished, ask her to tell you about the pattern she created.
7. Display her finished pattern, and encourage her to read the pattern to others.
8. Continue the activity for as long as she is interested. Encourage her to create different types of patterns.

Copycat Rhythm

Primary Objectives

23. Demonstrates knowledge of patterns

Why It's Important

Children enjoy making sounds and rhythms with everyday objects. This activity helps your child recognize and repeat patterns as she learns how to make different sounds.

Materials

Wooden blocks; spoons

What You Do

1. Invite your child to listen to the sounds you make with the blocks. Clap two wooden blocks together in a simple rhythm, such as one-two, one-two. Give your child her own blocks to use, and encourage her to repeat the rhythm.
2. When your child can repeat a simple rhythm, extend the pattern, such as one-two-three, one-two-three. Ask questions that prompt your child to think about and discuss the sounds she hears. *Listen to the blocks. Can you make your blocks sound like that?*
3. Observe your child as she repeats the rhythm. Note if she is keeping a steady beat or randomly clapping the blocks together. Speed up or slow down the rhythm as needed.
4. Continue the game by encouraging your child to create a pattern for you to repeat. It's your turn to make a rhythm. *I'll copy the pattern you make.*
5. Explain to your child that she may use other materials to make rhythm patterns such as spoons, rhythm sticks, or her clapping hands.

Friendship Fruit Salad

Primary Objectives

20b. Quantifies

Why It's Important

Grocery shopping, counting fruit, and mixing ingredients can teach your child a lot about math and reasoning skills. This activity will support her growing ability to use numbers as she counts individual items for the salad.

Materials

Small cups; plastic knives and spoons; 3–5 apples, oranges, bananas, and any other fruit that your child likes; plastic bags

What You Do

1. Go to the grocery store and ask your child to help you pick out the fruit.
2. When you get home, invite your child to look at the fruit with you. Talk with her about what types of fruit you have. Ask her questions about what she sees. *Which of these fruits do you like best? Do you like bananas on your cereal in the morning?*
3. Have your child pick out three apples, three bananas, three oranges, and three pears (or any other seasonal fruit) from the collection of fruit. Listen as she counts and offer help if needed. Have her place each set of fruit into a separate bag.
4. Prepare for making the fruit salad by asking your child to wash her hands and then gather the bags of fruit. Encourage her to count the items in each bag again. *Do the bags all have the same amount of fruit in them?*
5. Ask your child to wash the fruit. As she washes the fruit, encourage her to count each piece aloud. *How many are washed? How many are left to be washed?*
6. Remind your child how important it is to be careful when using a knife. Give her appropriately sized soft fruit chunks to cut with the plastic knife.
7. Challenge your child to count out five pieces of each fruit after it is cut and place the pieces in separate bowls or cups. *Do the cups have the same amount of fruit? How many are in the banana cup? How many are in the apple cup?*
8. Invite her to pour all the fruit cups into the bowl to make fruit salad. As you share the salad, talk about the amounts of fruit you used.

Teaching Strategies: Development and Learning Activities
Social- Emotional Development

Active Listening

Primary Objectives

1a. Manages feelings

Why It's Important

Using active listening with your child lets him know that his feelings are being understood, even if he can't verbalize them yet. When your child displays a strong emotion, active listening teaches him language that will help him eventually verbalize his feelings. This strategy also supports his development of empathy, helps diffuse emotional situations, and lets your child know that you care.

Materials

None

What You Do

1. When your child shows strong emotions, get down to his eye level. Make eye contact and offer a gentle touch to let him know that you are listening.
2. If your child is not able to express himself verbally, you may have to talk about what you see and assess his feelings about the situation. *You are frowning at Michael's pile of blocks. Are you trying to tell him that you would like to have some of his blocks to play with?*
3. If your child talks, repeat his words in language he can understand while reflecting his tone. *You want that truck! You really want that truck!* (Say this as you scrunch up your nose and furrow your brow.)
4. Name and explain his feelings. *You are angry because Tommy has that truck.*
5. Help your child put his feelings and needs into words, if possible.



If You're Angry and You Know It

Primary Objectives

1a. Manages feelings

Why It's Important

Providing fun ways for your child to talk about feelings when he is not in the moment of experiencing an intense emotion is a great way to help him recognize, name, and learn appropriate strategies for managing these feelings in the future.

Materials

Poster with lyrics to "If You're Happy and You Know It"

What You Do

1. Tell your child that you are going to sing a song about feelings. Introduce the feelings that will be in the song, and invite him to make faces that express those feelings. Model the faces to demonstrate. *This song is about when we're angry. Can you make an angry face? This is my angry face. This song is also about being happy. Can you make a happy face with me?*
2. Sing the song and invite your child to join in singing, performing the actions, and making the feeling faces.
3. Invite your child to think of new feelings, actions, and facial expressions to add to the song. *You would like to sing about feeling worried? What would your worried face look like?*
4. Sing the song for as long as your child is interested.



Taking Care of Myself

Primary Objectives

- 1c. Takes care of own needs appropriately

Why It's Important

When children are very young, they obviously depend on adults to take care of any personal needs. Over time, children notice that others do these things for themselves, so they become interested in gaining some of that independence. Finally, they come to realize that in taking care of their own needs they are not only showing off their independence, but they are also keeping themselves safe and healthy.

Materials

None

What You Do

1. Look for opportunities to express appreciation when your child takes responsibility for her personal needs. *You do such a good job of washing your hands.*
2. Read books with self-help themes, such as *Jesse Bear, What Will You Wear?* by Nancy Carlstrom or *On Your Potty* by Virginia Miller.
3. Ask your child to model procedures for younger siblings or friends who might just be learning those skills. *I see that you put on your mittens to go outside. Can you show Tabitha how to put on her mittens?*
4. You can encourage your child's development in other ways, such as by hanging photographs of her working on self-care tasks or inviting her to make a story using the pictures.



Talking With Adults

Primary Objectives

2a. Forms relationships with adults

Why It's Important

Some children will naturally engage in conversations with adults, whereas others might need more encouragement. When your child sees how you engage in conversations, she may want to imitate your actions.

Materials

None

What You Do

1. When you see your child playing by herself or with another child, wait to see if she invites you or another adult to join her.
2. You can support her by getting down to her level as she plays. Ask other adults to do the same.
3. During pretend play, encourage your child to interact with you or another adult by playing beside her. For example, if she is making a pretend breakfast, sit down and pretend to be hungry. *It looks like you're setting the table for breakfast. What are you making? May I please have some breakfast?*
4. If your child does not respond to your attempts to join her, allow her to play alone. Initiate play periodically to help your child feel comfortable including you.
5. Look for other opportunities throughout the day that give your child a chance to interact with adults, such as talking with a neighbor or giving payment to the cashier at the grocery store.



Share Alike

Primary Objectives

3a. Balances needs and rights of self and others

Why It's Important

While sharing can be challenging for young children, learning this important skill will help them develop successful relationships with other children. Notice how your child accepts compromise when it is suggested by a friend or adult.

Materials

None

What You Do

1. If negotiation is not a skill that your child is aware of yet, you can join her play and model turn-taking behavior and social language for her.
2. While on the playground, observe your child's interest in taking a turn on the equipment. Model the correct way to ask for a turn: *May I have a turn on the swing? When will you be finished using it?*
3. Take your turn on the swing, and if your child still appears to not know how to ask for a turn, say, *Would you like a turn?*
4. Look for other opportunities throughout the day to help your child ask for a turn using equipment or materials.



Offer a Solution

Primary Objectives

3b. Solves social problems

Why It's Important

Your child will eventually learn to use thinking skills to resolve conflicts. Until she can come up with her own solutions, she will need suggestions from an adult. Offering solutions to a conflict when your child is distressed will help her manage her emotions and begin to understand that conflicts can be resolved.

Materials

None

What You Do

1. When you offer a solution to a conflict, observe how your child responds to your involvement. Does your presence calm her? Notice if she is agreeable to your suggested solution.
2. Get down on your child's level. Make eye contact and offer a gentle touch to let her know you are there to support her.
3. Explain the situation in simple words and name your child's feelings. *You are frustrated because you would like to play with a truck like Mica's.*
4. Enforce the rule or limit, if necessary. Holding your child's hands gently, say, *We need to be kind and safe. I cannot let you hit Mica. That hurts his body.* Offer a solution. *Here is another blue truck just like Mica's that you can use.*
5. After you have explained the situation, named your child's feelings, enforced the rule, and offered a solution, observe how your child responds. If she does not respond immediately to your solution, you may want to offer her a choice of two solutions and let her decide. *Would you like to play with the blue truck or would you like to use the bulldozer?* Remember to remain calm. Your calm, caring presence will keep a conflict from escalating by helping your child manage her emotions and encouraging her to focus on resolving the problem.



Consoling Friends

Primary Objectives

2b. Responds to emotional cues

Why It's Important

Sometimes it is difficult for children to understand abstract concepts such as emotions. Eventually, your child will learn from adults how to console another person, provide that person with what he needs to feel better, or resolve a conflict.

Materials

None

What You Do

1. To find out how your child responds to the feelings of others, observe her as she engages in pretend play. For example, if she pretends that a baby is crying (or if another child is the baby pretending to cry), how does she react? Does she demonstrate concern? Does she sing the baby a song, hug it, rock it, or talk to it in a soothing voice?
2. As your child role-plays, help her to examine how she responds to the emotions of others by commenting on what you see her doing or saying. *I see that the baby is crying. You are singing her a song to make her feel better.*
3. If she is playing with another child, try not to step into their play or interrupt it. Merely observe how she responds to others' emotions and provide suggestions and support when needed. You can also use "feeling dolls" (or make puppets with different expressions on their faces) and ask your child to react to how each doll is feeling.
4. If other children are present, sing "If You're Happy and You Know It" with them. After singing it through one time, replace the word *happy* with *sad* and other emotion words. *If you're sad and you know it, cry some tears!* After the "sad" stanza of the song, invite a child to act out crying. Ask your child to approach the "crying" child and respond to him or her. Demonstrate the appropriate consoling behavior or tell her how you like to be comforted if necessary. You can also change the words to the song so that they explain how to comfort another person. *If she's mad and you know it, ask her why.*
5. Encourage your child's playmates or family members to participate in the activity so that your child can observe them and learn from their demonstrations.