Cincinnati Public Schools
Remote Learning Plan
Grade: Pre-School

Building __________________
Student Name____________________

Weekly Learning Experiences:
● Week One: Family
● Week Two: Home living experiences
● Week Three: Community
● Week Four: Health and Nutrition
● Week Five: Outdoor Experiences
● Week Six: Transportation
● Week Seven: Animals
Week One: (insert date)  Family

**Reading (Language and Literacy)**
Follow this link to have your child hear a story about a family:
https://www.youtube.com/watch?v=FHnxUy6xhVI
Once your child has heard the story, ask your child:
- Who did Jay Jay go visit?
- What did they have dinner?
- What does your family like to eat for dinner?
- What kinds of questions would you like to ask your family, like Jay Jay asked his family?
- What is the same/different about your family and the family in the story?

**Writing**
Have your child identify the letters of people’s names when you write them.
Have your child write their name and the names of people in their household.
Draw a picture of those you live with.

**Math**
Talk to your child about:
- Who is older and younger
- Who is tallest and shortest
- How many people are in your family
- How many boys and how many girls

**Science**
Have your child look at photos of themselves from when they were younger. Create a timeline of the child’s life so far. (if photos are not available, use magazine pictures of babies to help guide a discussion).

Standards addressed:
**ELA: Reading Comprehension:** ask and answer questions and comment about characters and major events in familiar stories
**Writing:** Writing Process: With modeling and support, print letters of own name and other meaningful words
**Math:** Measurement: measure length and volume using non-standard measurement tools
**Science:** With modeling and support, demonstrate an understanding that living things change over time
Week Two: (insert date)  Home Living Experiences

Reading
Identify household items that begin with the letter sounds of F and M.
Identify household items that end with the letter sounds of T and K.

Writing:
Have your child draw a picture of someone in your household completing a chore.
Write down a simple sentence describing what your child drew. Point out the punctuation used.

Math
Find a pair of shoes from everyone who lives in your house.
Count the number of shoes you have
Order the shoes from biggest to smallest.

Science
Compare the size of everyone’s shoes. Discuss how children change and grow.

Standards addressed:

ELA: With modeling and support, identify initial and final sounds in words
Writing: With modeling and support, notice and sporadically use punctuation in writing.
Math: Measurement: measure length and volume using non-standard measurement tools
Science: With modeling and support, demonstrate an understanding that living things change over time
Week Three:  Community

Reading
With your child, make a list of all of the community helpers you can think of. Ask your child to rhyme for each community helper listed. (words that are not real are ok to rhyme)

Writing
Have your child pick their favorite community helper. Help your child write a list of items that the community helper needs to do their job. (ie, a mailman would need a mail truck or a rain coat).
***Children are at many different levels of writing. Please allow your child to attempt writing independently before doing it for them.

Math
Create a pattern of community helper items (see attached pattern sheet)

Science
Discuss the uniforms of community helpers and how they are the same and different as well as how they are useful to their job.

Standards addressed:

ELA: With modeling and support, recognize and produce rhyming words
Writing: With modeling and support, use a combination of drawing, dictating and emergent writing to share information.
Math: Recognize, duplicate and extend simple patterns.
Science: With modeling and support, explore the properties of objects and materials.
Week Four: Health and Nutrition

Reading
Identify unknown foods and objects in the grocery store ad or magazine. Clap the syllables in the new words found.

Writing
Using a grocery store ad or magazine, create a list of items that you would like to purchase at the grocery store.

Science and Math
Using household items like cups and water, predict which cup will hold more or less water. Predict how many little cups it will take to fill the large cup.

Physical Well-being:
Play a game of ‘Simon Says’. When you wake up in the morning, stretch your body. Play a game of follow the leader. Play a game of ‘Mother May I’.

Standards addressed:

ELA: With modeling and support, determine the meaning of unknown words or concepts using the context of conversations, pictures or concrete objects.
ELA: With modeling and support, identify blended segments in syllables and spoken words.
Writing: With modeling and support, use a combination of drawing, dictating and emergent writing to share information.
Math: Measure length and volume using nonstandard measurement tools.
Science: Make predictions.
Physical Well-being: Demonstrates locomotive skills with control, coordination, and balance during active play.
Week Five: Outdoor Experiences

Math
If possible, go outside or look out a window, count and draw what you see (ie, trees, birds, flowers).

Science
If possible, go outside and explore things that grow (plants, flowers, trees).

Reading
Read a book, poem, chant or nursery rhyme with your child. Ask them to retell what happened at the beginning, middle and end of the story.

Writing
Draw a picture of your favorite spring time activity. Describe why it is your favorite activity.

Physical Well Being
Allow children to explore soil with tools such as a spoon, shovel, fingers, rake along with a bucket or small container so that they can fill it up.

Standards addressed:

ELA: Ask and answer questions and comment about characters and major events in a familiar story.
Writing: With modeling and support, discuss and respond to questions from others about writing and drawing.
Math: Demonstrate one to one correspondence when counting objects. Understand that the last number spoken tells the number of objects.
Science: Explore objects, materials and events in the environment. With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (sun, moon, soil, weather).
Physical Well Being: Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements.
Week Six:  Transportation

Reading
Play a game of ‘I Spy’.  (I Spy with my little eye something that ______). You can fill in the blank with rhymes, begins with a sound/letter, ends with the sound.

Writing
Write and illustrate a story about a time that you took a trip (to grandma’s house, to the park, to the store).
Write and illustrate a story about a trip that you would like to take.

Math
Have your child hide their favorite toy somewhere in the house. Have them create a map using positional (ie, behind, above, next to, on top of) words to help you find it.

Science and Physical Well being
Create multiple paper airplanes. Which one travels furthers?
Using empty boxes, binders, or cookie sheets, create a ramp. Experiment with a variety of objects like cans, boxes, and balls to see how they move down the ramp.

Standards addressed:

ELA: With modeling and support identify initial and final sounds in spoken words.
Writing: Read what he or she has written.
Math: Demonstrate understanding of the relative position of objects using terms.
Science: With modeling and support explore the position and motion of objects.
Physical Well Being: Use household tools independently with eye hand coordination to carry out activities.
**Week Seven: Animals**

**Reading**
Read with your child *Animals, Animals*. Use the questions on the backside of the book to discuss what you read.

**Writing**
Have your child write and illustrate a story about their favorite animal.

**Math**
Using the provided materials, have your child sort the pictures of the animals into different categories. Ask them to explain their thinking.

**Science**
Discuss with your child similarities and differences between people and animals.

**Physical Well-being**
Play a game of animal charades with your child. Have your child act out different animals and guess which animal they are.

Standards addressed:

**ELA:** With modeling and support, describe, categorize, compare, and contrast information in informational text.
**Writing:** Read what he or she has written.
**Math:** Collect data by categories to answer simple questions.
**Science:** With modeling and support, recognize similarities and differences between people and other living things.
**Physical Well-being:** Demonstrates locomotive skills with control, coordination, and balance during active play.
Additional activities that you can do with your preschool child while at home:

1. Trace the letters that your children see on everyday objects around the house like cereal boxes.  (CC Game 149)
2. Have your child help you prepare a meal. Ask them to read the recipe cards and give you directions on what happens first, next and last. (CC Game 187)
3. Ask your child When, How and Why questions. (CC Game 159)
4. Play games like Mealtime Math and Today’s Color to encourage learning in everyday situations (see the Vroom handout for more instructions and games).
5. Talk to your child about how they are feeling. Use the attached PATHS game to have your child play a matching game. (attached)
6. When able, take a walk outside and count the things you can see.
7. Read a story with your child about how they can manage their feelings during difficult situations. (attached)

Please use the following educational websites to allow your children to explore other concepts.

https://www.starfall.com/h/
https://imaginationlibrary.com/
https://kids.nationalgeographic.com/
http://thekidzpage.com
https://kids.scholastic.com/kids/home/
What comes next?
Circle the object that comes next.
PREPARING STUDENTS FOR LIFE
Through Academic Achievement · Personal Well-Being · Career Readiness
Theme 5: Animals Everywhere

Think & Talk

What animal is bigger than you?
What animal is smaller than you?

Animals, Animals
Spencer Hutse

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9 780618 513901
THEME 5: Animals Everywhere

Animals Everywhere
Who is softer?

Who is taller?
Yes, and you traced it with your finger.

Teach your child the letters in his name by first saying them, pointing them out in print, and finally tracing the shape of each letter with him. Your child will eventually remember the letters and begin to understand that letters make words.
Why this is important

The letters of your child's name provide a good beginning for learning letters. Your child will become aware of letters as symbols and recognize the sound and sight of the letters in his name. Learning to recognize the letters of his written name is part of early literacy.

What you do

- Make a point of saying and spelling your child's name together by saying: Joey, J-O-E-Y. Can you come here, please? He will begin to associate the letters with his name.

- Try getting his attention using only the letters once he becomes familiar with them. The next step will be helping him learn to recognize the letters.

- Point out one letter at a time until he can recognize all the letters of his name. Cereal boxes, magazines, signboards, toys, and labels provide good sources of big, colorful letters.

- Trace the letter with your finger when you see it and encourage your child to do the same.

- Use his knowledge of circles and lines when you're acquainting him with the letter: An O is a circle. An E is four straight lines. A J is curved at the bottom.

- Encourage him to remember any associations he makes, such as a J resembles a candy cane.

Another idea

Use consistent language when he learns to write his letters. The same descriptions will help him remember the shape of each letter in his name. If his interest continues, help him recognize additional letters beyond those in his name.

Let's read together!

Matthew A.B.C.
by Peter Catalanotto
Tell How

Offer your child simple recipe cards so he can tell you or someone in your family how to prepare food.

Your child’s confidence will grow as he shows that he can follow the recipe cards and give directions.

Then you stir and stir.
Why this is important

Following a recipe gives your child practice with a sequence of directions. Learning to take a more directive and responsible role can lead to new kinds of partnerships. Changing one's role in a familiar situation is a first step for taking on the risk of a new role in a new situation. Studying the pictures and text on cards gives practice in early literacy.

What you do

- Build on the early LearningGames activity of making a simple recipe together by letting him direct the action the next time you make it.
- Explain that he will be the one who directs this activity.
- Offer your child the cards that were made for the previous recipe activity.
- Prepare the hot water and then ask for the next step: Now, what do I do first? What did you and Daddy do first when you made JELL-O? Do the cards tell you?
- Help him, if needed, by reviewing the drawings and asking What do I need to put the JELL-O in?
- Ask for each step as you move through the activity. Review all the steps after the recipe is made.
- Talk about how much help he provided: I'm so happy you're getting big enough to help by telling me what comes next. It's fun to have you as my partner.
- Try the game again at a later time, and notice how much he can do from memory without relying on the cards.

Another idea

Think of other activities that could be carried out using cards, such as making a peanut butter sandwich or folding paper to make a greeting card. Each activity should have no more than three steps until your child becomes skilled at following the directions.

Let's read together!

A Cake All For Me
by Karen Magnuson Beil
Why is it so cold?

In daily events or after reading a book, occasionally ask a question that begins with one of the words *when*, *how*, or *why*.

These questions will stimulate your child to think more deeply about time, processes, and reasons.
Why this is important

Asking when, how, or why questions will deepen the level of your child's thinking. To answer them she will need to talk about time, process, and reasons. This encourages her to give longer answers with several parts. Thinking about how and why are some of the hardest tasks we do throughout life. This early practice can give your child a pattern of successful thinking to follow and to build on as she grows older. When she answers questions during book reading, she is building her early literacy skills.

What you do

- Ask your child when, how, and why questions during conversation or reading. When do we eat breakfast? How did you dig that deep hole? Why did the three bears go for a walk?
- Give your child plenty of time to think about her answers to these challenging questions. Return to simpler questions if she struggles to answer.
- Pause after reading a page of a book together and ask one of the questions, so she can think about the story.

Another idea

Continue to ask questions that gently test your child's knowledge. Many everyday moments such as riding in the car, taking a bath, or drawing with chalk can offer opportunities for question-and-answer sessions with your child.

Let's read together!

Red Leaf, Yellow Leaf
by Lois Ehler
Vroom Tips

These print-at-home tip sheets include a mix of Vroom Brain Building Activities™ for children ages 0-5. Share them, put them up on your fridge, or carry them around—whatever helps remind you that brain-building moments are all around you.

Brain Building Basics™

**Look**
Children use their eyes to learn. See what catches your child’s attention and talk about it. Or connect eye-to-eye, then smile, chat, hug, or make funny faces!

**Chat**
Children’s brains light up when you talk, sing, or make sounds back and forth with them. Chat about your day, food, and what’s around you, or string sounds together for a fun conversation!

**Take Turns**
Children learn from taking turns when you play, talk, or explore. After they go, take your turn. Then repeat: they go, you go, they go, you go!

**Follow**
Young children learn best when you follow their lead. Tune into your child’s words, sounds, movements and ideas! Then respond with your own words and actions.

**Stretch**
Children’s brains grow strong when you help them stretch their learning further. Keep a moment going: ask your child a question that starts with what, when, where, how or why!

We’ve made the science of early learning simple! Remember these 5 actions to help build your child’s brain anytime. They’re color coded for easy finding.

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Eye Gazing

Take a few minutes and look into your child’s eyes. As they look back, smile and talk with them. Do what they do. If they blink, you blink. If they look left, you look left. Let them see your eyes too, and have fun keeping eye contact.

Suggested Age
0 - 12 months

Brainy Background™

When your child looks at you, and you respond, they’re making new connections in their brain. Children learn best through loving relationships. When you look at each other and react to each other, the bond you have is growing stronger.

#44

Blowfish

After you change your child, puff up your cheeks like a blowfish and then place their feet on your cheeks to push the air out till you go “pop!” What other sounds or faces can you make together—like sticking out your tongue? Can they copy some of these?

Suggested Age
0 - 12 months

Brainy Background™

The back-and-forth game you’re playing with your child when making faces and noises may seem silly, but it’s not! They’re learning to watch you and respond, which are important skills for communicating now and in the future.

#438

Gab and Go

When you’re getting ready to go out, talk about what you’re doing and how your child might be feeling. Maybe you could say, “We’re getting ready to go to the store. You’re wriggling and have a smile on your face. You seem excited. Let’s go and see what we find there.” How do they respond? Follow their lead!

Suggested Age
0 - 12 months

Brainy Background™

When you talk about their world, your child learns to connect what they’re doing with words. When you talk about their feelings, it helps them understand their emotions and who they are. Following their lead helps them learn best.

#689

Learn more at vroom.org
Real Life Matchup

Match pictures to the real objects. After looking at a picture of an apple, for example, let your child touch and smell one. Describe what they're doing. “You're feeling the smooth red apple. Look, here it is in the picture!” Go back and forth and create a conversation.

Suggested Age 0 - 12 months

Brainy Background™

Babies take in information through their senses. When you let them make connections between real objects and pictures by using their senses, you help them understand the world around them. You're also introducing them to new words in a fun way through a back-and-forth conversation.

It's All New

Almost everything is new to your child in their first year. So describe what you see. “There goes the yellow school bus. Beep beep!” Let them see, hear, smell, and even touch things, if possible. Notice what they're interested in and have a back-and-forth chat. “You see the big tree? What else do you see?”

Suggested Age 0 - 12 months

Brainy Background™

When you chat back-and-forth with your child, you help them begin to learn words. They're making connections between words and what they represent. This is an important language skill. By responding to their interests, you're prompting them to learn more.

Bouncing Baby

Does your baby love to bounce when you hold them on your lap? Bounce them up and down. Try going fast and slow as well as stopping and starting. How do they respond? Follow their lead and respond to their sounds and movements. Continue doing what they like best.

Suggested Age 0 - 12 months

Brainy Background™

Giving your baby experiences with different ways of moving helps them learn how their body works and will help develop self-control in the future. By following their lead—watching if they smile or turn away—you're helping them learn to communicate with you.

Suggested Age 0 - 12 months

Learn more at vroom.org
Dance Speeds

Dance with your child and ask, "Should we dance slow?" Pick them up and gently move as you hum a slow tune. "Should we dance fast?" Change your tune and dance faster. Watch how they use their arms or move to tell you which they like and respond to what they're telling you.

Suggested Age
0 - 18 months

Brainy Background
"Dance Speeds" gives you a chance to do something fun together in a loving way. It also allows you to respond to their movements to begin to help them connect words to their feelings and thoughts. It's the way your child will learn to talk and communicate later.

Hand Talk

Show your child how to tell you they're feeling hungry by touching their hand to their mouth or rubbing their belly. If you do this over and over and then give them food while saying the word "hungry," they will pick up the symbol and learn to talk to you with their hands.

Suggested Age
0 - 18 months

Brainy Background
Children can express themselves with their hands (for example, by pointing) long before they can use words. Helping them learn to use "Hand Talk," will help them learn to communicate with words in the future.

Just the Two of Us

In a calm moment together, take the time to look at your child's face. Point to their nose and say, "your nose." Then point to your nose and say, "my nose." Respond to what they do. Do they point too? Do they smile or repeat your words or sounds? Try this with different parts of your face.

Suggested Age
0 - 2 years

Brainy Background
Children are more likely to learn when they're in a relaxed and supportive environment. As you help your child learn new words, you're also introducing them to the ideas of same and different. The ability to make these kinds of connections is at the heart of learning.

Learn more at vroom.org
Take Time to Watch

Take a minute today to watch your child. Pay attention to what they look at. How do they move? What do they sound like? What are they learning? Even when you’re busy, responding to what they are learning deepens your connection with them.

Suggested Age 0 - 5 years

Brainy Background

When you’re in tune with your child, you’ll be able to pay attention to their needs and interests. This deepens the trust between you. Your child needs this security to reach out into the world to explore, experiment, discover, and learn.

#30 vroom.org

Shaking Sounds

Put your baby on their back or tummy and shake something that makes noise, like keys. Do they follow the sound with their eyes or head? What do they do when you shake fast or slow? If they do something, copy that action or sound and have a conversation without words.

Suggested Age 0 - 6 months

Brainy Background

You’re helping your baby learn to pay attention and to focus on what is happening. They’re also learning about cause-and-effect: When you shake something, it makes a sound. Your positive words and actions encourage them to pay attention.

#986 vroom.org

Reach High

Place your baby on their back and dangle anything safe, handy, and interesting just out of their reach. Encourage them to follow the objects with their eyes and head or to reach for them. Comment on how hard they try, “You almost touched the spoon!”

Suggested Age 0 - 6 months

Brainy Background

In this activity, your baby is practicing controlling their body to look at or reach for a spoon. You’re helping them build their brain and develop important skills like focus, self-control, and persistence.

#987 vroom.org

Learn more at vroom.org
Peekaboo Many Ways!

How many ways can you play “Peekaboo”? You can hide your eyes behind your hand, or use a hat, a napkin, or whatever is handy and then say “Peekaboo!” Help your child take a turn. What can they hide behind? Saying “I see you!” when one of you stops hiding should make you both laugh.

Suggested Age 6 months - 2 years

Brainy Background™

This back-and-forth game builds the connection between you and your child. As they watch your face and movements, your child is learning to trust that things (and people!) go away and come back. This is an important part of building relationships and becoming independent.

#79

Peekaboo Day

Make today “Peekaboo Day.” See how many times and ways you can play “Peekaboo” with your child. Catch their eye around a corner, through your fingers, over a book, from under a chair.

Suggested Age 6 months - 2 years

Brainy Background™

Use the ideas from today to play “Peekaboo” often. Over time, you can take turns leading. It is a fun way to practice hellos and goodbyes and to learn an important idea: that people still exist even when out of sight.

#813

Fitting Cups

Give your child safe containers of different sizes to play with. You can use measuring cups, bowls, or whatever is handy. Encourage them to try placing some of the containers inside others. Talk together about what they’re doing. “Two cups fit inside the big pot.” “Which others fit? Which ones don’t?” Ask questions to keep it going!

Suggested Age 12 months - 2 1/2 years

Brainy Background™

Your child learns ideas like numbers, shapes, and sizes by using them in simple ways like this. Talking about what your child is doing also helps them learn new words. Plus, it motivates them to keep exploring and learning!

#604

Learn more at vroom.org
Let's Ride!

As you ride in a bus, train, or car with your child, talk about the ride! You can say, “Here comes a bumpy road!” and talk about how it feels or sway back and forth as you say, “Here come the curves!” Talk about whether you’re going fast or slow and how that feels. Let them try to describe the ride. Taking turns is fun!

Suggested Age 12 months - 2 1/2 years

Brainy Background™

As you talk about your ride, you encourage your child to think flexibly and switch between different ideas. This promotes creative thinking. When they experience what words like bumpy mean, they’re more likely to remember and use them later.

Multiplying Words

When your child starts to say words or make sounds that could be words, connect them to more words. If they say “nose,” you can say, “There’s your nose and there’s mine.” If they say “beep, beep,” you can say, “The horns on the car go beep, beep.” Later you can ask, “What sound do cars make?”

Suggested Age 12 months - 2 1/2 years

Brainy Background™

Children learn to speak by hearing you connect the sounds they make with words. And they learn more words when you add your words to theirs. In this way their brains become more efficient and faster at processing sounds—the building blocks of speech.

What’s That?

Does your child point and say “dat”? Ask them, “What do you want?” Have them lead you to what they’re pointing at. When you find it, you can say, “That’s a spoon!” or “That’s the light switch!”

Suggested Age 12 months - 2 years

Brainy Background™

From infancy on, children pay attention to the intentions of other people and want to tell you theirs. Pointing and saying “dat” is a first step toward learning how to communicate. You can help children learn this by finding what they want and naming it.

Suggested Age 12 months - 2 years

Learn more at vroom.org
If You’re Happy and You Know It

Sing “If you’re happy and you know it clap your hands.” (If you don’t know the tune, make up your own.) At the end of the line, clap your hands and ask your child to clap their hands too. Next, try changing up actions: touch your nose, hop on one foot, or snap your fingers. When they are ready, ask them to pick what actions you do next!

**Suggested Age** 12 months - 5 years

**Brainy Background**: When you ask your child to follow directions with this game, you’re helping them to learn how to focus while having fun. This skill is very important in learning and in life.

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**Pointer Power**

While you’re with your child watch what catches their eye. Point to things you see and say what they are. “There’s a black bird and he’s flying!” or “The little girl is jumping.” Watch where they’re looking and say what it is.

**Suggested Age** 18 months - 2 years

**Brainy Background**: When you describe what you see, or what your child sees, they’re making connections between words and what they mean. Children who know words and what the words mean have a head start on learning.

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**Stop and Explore**

When you’re out, find a safe spot to let your child explore. Get down to see the world from their point of view. Touch the dirt or the pavement. Do you notice a small creature crawling by? Talk together about what you see and refer back to it later that day.

**Suggested Age** 18 months - 3 years

**Brainy Background**: Talking back and forth about what your child sees, hears, and feels helps them connect their world to words. It also adds new words to their vocabulary. When you bring it up again later and think back, you help them get better at remembering.

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Learn more at vroom.org
Sort & Clean

Encourage your child to sort objects during cleanup. Talk about what you’re doing: “All of the small lids go in the little bowl and the big lids go in the big bowl.” Then mix it up and ask them to put the small objects in the big bowl. You can also sort by shape or color.

Suggested Age 18 months - 4 years

Brainy Background™

Being able to group things by size or color is an important skill. When you switch the rules of the game, you’re helping them learn how to think flexibly, use self-control and not go on autopilot.

#408 vröm.org

Smile and Wink

Smile at your child and then wink at them. Repeat it several times, then encourage them to try to copy you. The smile is easy, and their wink, which may be just crinkling their eyes, will make you smile again! Take turns. Count how many smiles and winks you share.

Suggested Age 2 years - 3 years

Brainy Background™

Playing “Smile and Wink” may seem simple, but it takes a great deal of skill for your child to pay attention to what you’re doing, remember the rules (first you smile, then wink), and copy what you’re doing. These are important skills for school and life.

#54 vröm.org

New to You

When they are playing, help your child do things they haven’t done before. Try out the swings or the slide at a playground, or even feel the different textures on the ground. As long as they’re safe, let them try new things, with a helping hand if they need it. How do they respond? Celebrate what they say and do!

Suggested Age 2 years - 3 years

Brainy Background™

Giving your child the chance to do safe things by themself helps them feel confident and to learn to take on challenges.

#182 vröm.org

Learn more at vroom.org
Touch Talk

Ask your child to touch the clothes you’re both wearing. Talk back and forth about how they feel. You could say, “We’re both wearing shirts. Mine is smooth and yours is wrinkled.” Take turns using as many words as you can to describe how your clothes feel.

Suggested Age 2 years - 3 years

Brainy Background

This type of conversation helps your child learn how to make connections. This is the idea that that one thing (a word) can stand for other things (what they touch). You’re also helping them learn new words and their meanings.

Clothing Choices

Does your child want to choose their clothes? Help them by giving them two choices: “Do you want to wear your blue pants or your green pants?” When they choose, congratulate them by saying, “Great choice, I like those too.”

Suggested Age 2 years - 3 years

Brainy Background

Limiting choices in the early years sets your child up for success as a decision-maker, a skill they’ll use their whole life. You’re giving them the control they want and need without letting them get overwhelmed. This lets them focus on thinking.

One, Two Foods

Pick two food words, such as banana and apple, to make a word pattern two times. Repeat with your child, “Banana, apple, banana, apple.” Have them pick two food words and make a pattern two times: “fork, spoon, fork, spoon.” Talk about which word comes first and second.

Suggested Age 2 years - 3 years

Brainy Background

When your child is choosing words, listening to words, and making patterns with you, they’re creating and then using a rule. Understanding and applying rules in patterns helps them learn math concepts.

Learn more at vroom.org
Rolie Polie

Grab a ball or anything that rolls and is soft and play a game of catch. Roll the ball back and forth and talk to your child about what is happening.

Suggested Age 2 years - 5 years

Brainy Background

Brain building can be just this simple. This game helps your child learn to pay attention and remember the rules. Chatting while you do it adds new words to their vocabulary too.

Handy Helpers

In the morning, take turns being “Handy Helpers.” Help each other find a pair of socks, pour milk, or zip up a jacket. Ask your child, “Will you please help me ___?” Then invite them to ask you for help. It’s a nice way to start the day!

Suggested Age 2 years - 5 years

Brainy Background

Taking turns helping one another gives your child practice communicating and helps them explore the idea that people have different wants and needs.

Animal Adventure

Turn your living room into an “Animal Adventure.” Make an animal noise. Can your child guess the name of the animal? Can they copy the sound back? Now it’s their turn to make a sound for you to guess. See how many times you can go back and forth: “Woofff! Hissssss! Rooarr!”

Suggested Age 2 years - 5 years

Brainy Background

Back-and-forth conversations, whether they’re with words, sounds or faces, help your child learn to pay attention, listen carefully, and follow the rules rather than go on autopilot.

Learn more at vroom.org
**Bathtime Sing-a-long**

During bathtime sing your child’s favorite songs. You can make up your own song about what’s happening in the bath too. Are they pouring water from a cup, or pretending with a toy? Encourage them to sing their own song and respond to them.

**Suggested Age**

2 years - 4 years

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**Simple Steps**

Make cleanup more fun by starting small. Say something like, “You can pick up these three books first.” After that, encourage your child to choose their next simple step. As they get the hang of it, increase the number of objects and add more steps.

**Suggested Age**

2 years - 4 years

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**Mealtime Math**

Are you eating crackers or other food like that? Ask your child how many they want. Give them that amount and say, “Eat one. How many are left?” Count together, encouraging them to count out loud. Then you take a turn. Continue this game until the crackers are all gone.

**Suggested Age**

2 years - 5 years

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**Brainy Background**

When you ask your child to respond to the songs, you’re helping them pay attention, while also making connections between what they already know and what you’re asking. These connections help them organize information in new ways, which is very important to learning.

**Brainy Background**

By helping your child break tasks down into steps, you encourage them to practice using strategies to achieve goals. They can use these strategies to take on challenges in the future.

**Brainy Background**

In “Mealtime Math,” your child is thinking in symbols—that the numeral 3 represents three of something. This game helps them begin to understand how to add and subtract in everyday life. Games like this help build a strong foundation for learning math later on.

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Learn more at vroom.org
More or Less?

Give your child two plastic tubs or old boxes and ask them to choose safe things like toys or spoons to put inside. Ask questions about more and less, empty and full. You can say, "I wonder which box has more spoons? How can we find out?" See what ideas they come up with!

**Suggested Age**
2 years - 5 years

**Brainy Background™**
As they work with objects and containers, your child is practicing problem solving while exploring math and science ideas like space, shape, number, and size. They're also using focus and self-control to grasp the items, put them inside, and think about what they see.

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How Many Ways?

Choose an object in your home, like a used paper towel roll, and challenge your child to see how many different ways they can use it. It can be a telescope, a tunnel for something small, or a musical instrument like a horn. What other items can they find around the house to explore? Take turns!

**Suggested Age**
2 years - 5 years

**Brainy Background™**
Thinking of lots of new ways to use an object challenges your child's imagination. This calls on flexible and creative thinking, important skills in life and in school.

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Child Author

Start telling a story with your child: "Once upon a time there was a beautiful person who lived in a castle." Ask them, "What do you think this person did today?" They might say, "She played!" You continue, "What did she play with?" Keep the story going based on their responses.

**Suggested Age**
2 1/2 years - 5 years

**Brainy Background™**
Telling ongoing stories with children can become a loving tradition that they will remember and cherish all of their lives. It's skill building too. This is a great way to use imagination and build their memory and vocabulary.

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Learn more at vroom.org
### 20 Questions

When you're reading or telling a story to your child at bedtime, ask them questions about the story. Pause the story and ask: "What do you think will happen next? How do you think the character feels? What would you do if that happened to you?"

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<tr>
<th>Suggested Age</th>
<th>2 1/2 years - 5 years</th>
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### Doing the Dishes

When you have a sink full of dishes, turn the chore into something fun. As you scrub, ask your child to talk about the shapes of each dish. "What else is round like this bowl?" Have a conversation around their response. Remember, there are no wrong answers!

<table>
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### Size Search

Invite your child to hunt for objects of different sizes. How many small things can they find? What about big things? Make it harder and ask them to find things that are medium-sized or huge. Talk about what they see and what is the same and different.

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### Brainy Background

- Asking questions (what, where, when, who, why) helps your child learn to focus and pay attention to the details of the story and use critical thinking skills. These questions also build their memory.

### Brainy Background

- Every back and forth conversation you have builds your child's brain. Try and build on what they're saying, using their response to inspire the next question. This helps grow their communication skills.

### Brainy Background

- When you and your child take turns and talk about ideas like big and small and same and different, you're helping to develop their vocabulary. They're also beginning to understand math and science ideas that are important now and in the future.

Learn more at vroom.org
### Reporting Live

Waiting is a part of life. Do you wait in line at the store, at a doctor's office, or for a ride? While you're waiting, pretend you're a newscaster. Using your pretend microphone, ask your child questions: “What do you see? Who else is here? What do you think is going to happen next?”

**Suggested Age**
3 years - 5 years

### Cart Companion

When you're grocery shopping with your child, hand them some of the items before you put them into the cart. As they check each out, tell them its name and talk about what you plan to use it for. Make sure it’s a conversation, where they're adding their ideas!

**Suggested Age**
3 years - 5 years

### Once Upon a Time

On a long ride, make up funny stories with your child. You start it off with something like, “Once upon a time there was a teeny, tiny wiggly ant…” Then let them tell you what happens next. Take turns adding to the story and see how far their imagination can go.

**Suggested Age**
3 years - 5 years

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### Brainy Background™

Giving your child a chance to tell the news provides them a chance to look at what is happening around them and put it into words. They're learning to be an effective communicator. There's nothing like a pretend microphone to get someone talking!

**#216**

### Brainy Background™

Holding an object in front of your child as you say its name helps them learn new vocabulary. And every time you have a back and forth conversation that extends their knowledge, you're building a brain!

**#262**

### Brainy Background™

As you go back and forth inventing a story, the interesting, new, and fun words you use invite your child to add to their growing vocabulary. This is an important part of communicating with others.

**#642**

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Learn more at vroom.org
### Outside Adventures

Going out? Grab a container and see what you and your child find that's safe to pick up. Do you see some rocks to bring home and decorate? Do you see some leaves to glue into a collage? Do you see a bug to watch before you let it go? Continue watching and talking about what you see.

**Suggested Age**
3 years - 5 years

### Brainy Background

"Outside Adventures" helps your child build many learning skills—focusing, communicating about what they’re seeing and doing, and thinking critically about what they’re finding.

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### Today’s Color

Any day can start off with a little color. Ask your child to pick today’s color, like yellow, red, or blue. When you’re getting them dressed, take turns picking something that’s the same color. See if you both can find more things the same color during breakfast.

**Suggested Age**
4 years - 5 years

### Brainy Background

A conversation about color builds on something your child knows. Focusing on details, like colors, is a skill they can use for other kinds of learning and will help them learn to read.

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### Today’s To-Do

Talk back and forth with your child about the plans for the day. Maybe you can chat about what you’re having for breakfast. Where are they going for the day? What might you do together? Or what are you both excited to do today?

**Suggested Age**
4 years - 5 years

### Brainy Background

There is no better way to learn how to plan than practicing. Giving your child a chance to think about the day ahead helps them use what they already know in new and flexible ways.
We are learning about many different feelings in PATHS class.
These are the first 4 feelings that we are talking about: happy, sad, scared and mad.

We are learning that:

• ALL feelings are OK—there are no bad feelings.
• EVERYBODY has feelings.
• There are many different kinds of feelings.
• Feelings tell us important things about what is going on around us.

For each emotion, we look at pictures of people’s faces so we know what faces look like when people feel that way. We also talk about the things that make us feel that way. You can help your child learn that everyone has different feelings.

• Sharing your feelings will help your child understand that everyone has feelings.
• Asking your child about his or her feelings and listening to him or her lets your child know that feelings are all OK and important to talk about.

Activity:

• Play a matching game with your child. Cut out the picture cards on the next two pages. Turn the cards face down.

• With your child, turn over two cards at a time. Try to find the pictures that match.

• If the two cards don’t match, turn them face down again.

• When a match is found, pick the cards up.

Another activity would be to have your child pick up any face-down card and talk about a time when he or she had that feeling.
On our walk we saw:

- Tree
- Squirrel
- Stones
- Bird
- Butterfly
- Branch
- Leaf
- Flower
- Bacteria
- Flower
Before heading to the grocery store, clip some pictures of the snacks out of the weekly ads in the newspaper. Also clip the label off of products you still have at home.

And just taped them onto a piece of paper.

Some of the items I included in our snacks grocery store scavenger hunt:

- Capri Sun Juice Drink
- popcorn
- graham crackers
- baby carrots
- berries
- pickles
- trail mix
- pudding
- yogurt
- string cheese
- Apples
Feelings:
Spread peanut butter or fruit spread/jam. Have Children make expressions and faces with dried fruit and then discuss how each face is feeling. Then eat the snack they made!

Copy the Feeling:
Have a child pick a Feeling Faces Card out of a hat and demonstrate how someone would look if he or she were walking and feeling that way. For example, if someone were mad, he or she would be frowning and stamping his or her feet.

Turtle Salad:
Put a leaf of lettuce on a small plate. Add a pear or peach half (cut side down). Add five small chunks of cheese for the legs and tail and two raisins for eyes. Snack time!
At school, your child is learning to control his or her behavior and address problems by doing Turtle. This is part of the PATHS curriculum. If you remember, PATHS lessons teach children self-control, emotional understanding, and problem solving—both at home and at school. You can help your child learn self-control by encouraging him or her to do Turtle at home, as well as at school.

What is doing Turtle?

- Doing Turtle means using the Turtle Technique.
- Doing Turtle teaches your child how to calm down. When your child is calm, it is easier for him or her to understand how he or she feels and to think about the choices he or she has before acting.
- There are 3 steps for doing the Turtle sequence:
  1. Tell yourself to stop! (Fold your arms across your chest.)
  2. Take a deep breath.
  3. Say the problem and how you feel. (For example, "I feel... because...," as in "I feel angry because my friend is not sharing the toys.")

Your child learned about doing Turtle through a story we read in class. A home copy is included with this handout.

**ACTIVITY:**

Read *Twiggle Learns to Do Turtle* with your child. Ask him or her why Twiggle needed to calm down.
Part 1

Twiggle the turtle liked going to school. At school, he saw his friends Henrietta the hedgehog, Daphne the duck and Duke the dog.
Twiggle liked his teacher, Miss Cathy. He liked Circle Time and having cheese crackers for snack.

Twiggle's favorite place to play was the block area. Most days, Twiggle and his friends had fun playing together.
But sometimes, if Twiggle felt sad or mad, he would say or do mean things.

One day, Twiggle and his friends built a super tower in the block area. Henrietta decided the super tower needed one more block. She stood on tiptoe to reach the top of the tower.
All of a sudden, there was a loud crash. The super tower came tumbling down.
The blocks fell all over the floor.

Twiggle felt very, very angry inside. His heart was beating very fast. He felt like he was going to blow up.
"You ruined our super tower," he yelled at Henrietta.  
"I don’t want to be your friend!"

Twiggle was so mad that he pushed Henrietta on top of the blocks. Henrietta felt scared. The blocks hurt her when she fell on them. Her feelings were hurt, too.

Miss Cathy said, "Twiggle, I know you are angry, but yelling at Henrietta and pushing her down are not OK choices in our classroom.”

"Tomorrow," she said, "I want you to talk to my friend. His name is Wise Old Turtle. He will help you learn how to calm down when you are upset.”
For the rest of the day, Twiggle’s friends stayed away from him. On the way home from school, no one wanted to sit next to Twiggle on the bus. Twiggle felt lonely without his friends.

Part 2

The next day at school, Twiggle played by himself. He felt very sad about what he had done to Henrietta.
"Twiggle, Wise Old Turtle is here to talk with you," Miss Cathy said.

Wise Old Turtle and Twiggle sat in the quiet corner. Twiggle told Wise Old Turtle what had happened with Henrietta. He told Wise Old Turtle that he sometimes has problems with his friends when he gets mad or upset.

"Twiggle, you already have the answer to your problem wherever you go," said Wise Old Turtle.
"It is your shell!" Wise Old Turtle said. "If you feel mad, sad or upset in any way, you can go inside your shell to calm down. I call this 'doing Turtle.' Watch me."

"Go inside your shell like this," said Wise Old Turtle. "When you are inside your shell, do three things."

"First, tell yourself to stop."

"Next, take one long, deep breath."
"Then, say what the problem is and how you feel."
"This will help you calm down and stay in control," Wise Old Turtle explained.

The next day at school, Henrietta still felt mad at Twiggle for pushing her down in the block area. She grabbed a picture that Twiggle was drawing and ripped it in half.
Twiggle started feeling very mad inside his body. He wanted to hit Henrietta. Then he remembered what Wise Old Turtle taught him. He could do Turtle! Twiggle pulled his arms, legs and head into his shell and said “Stop!”

Next he took a long, deep breath. Twiggle could feel that he was starting to calm down. Then he came out of his shell. He told Henrietta, “The problem is that you tore my picture—and I feel mad.”
Miss Cathy gave Twiggle a compliment. She said, “I like the way you did Turtle to calm down and used your words to talk to Henrietta.”

Henrietta said she was sorry to Twiggle for tearing his picture. Twiggle said he was sorry for pushing Henrietta down in the blocks. Twiggle and Henrietta were friends again.

Henrietta asked Twiggle to teach her how to do Turtle. Twiggle taught all of his friends how to calm down when they felt upset. Soon the whole class was doing Turtle!