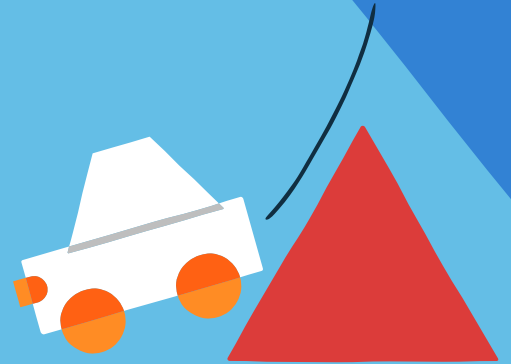


At Home Learning Guide for Preschoolers (3 years old)

Week of April 27, 2020



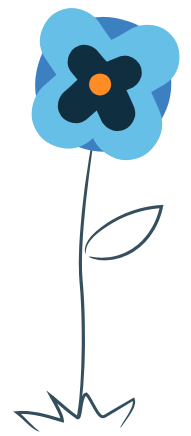
This week in our centers, preschoolers would typically be learning about the green and growing world of **Plants and Gardening**. Even though we're not in our centers right now, there are lots of ways you can bring the fun of plants and gardens to life at home.

This week begins with a **Language and Literacy activity** that introduces your child to the plant life cycle. A **Cognitive Development activity** later in the week teaches them about the parts of plant, and a plant observation activity applies what they've learned and puts their **Executive Function skills** to work. If you accessed our [Preschool guide](#) from the week of April 20th and planted some seeds, keep taking those daily pictures so you can create your time-lapse video!

We understand that during these times of social-distancing and isolating at home it may be difficult to get outside for some of these activities. You can use houseplants and pictures of plants in books and child-friendly magazines to help your child learn about plants if you can't get outside.

Developmental Domains are the areas of focus that support development of the whole child. Interested in learning more? Click [here](#) to discover the six developmental domains.

This Week's Theme: Plants and Gardening



What you'll find in this guide. . .

We've organized this content the way your child would be learning it in their center, but you and your child can choose your own adventures and do the activities in any order.

MONDAY

Let's Chat (Language and Literacy)

Plant Life Cycle From seed to flower, your child learns the different stages of plant growth.

Read with Me (Language and Literacy)

Fun in the Sun Read Aloud with Letter and Sound Review Use household objects and a playful song to help your child review the sounds of four letters, then read along as story characters have fun in the sun.



TUESDAY

Express Yourself! (Creative Expression)

The Life of a Seed Your child uses creative movement to show how a seed grows into a plant.

Get the Wheels Turning (Cognitive Development)

Eat It, Then Regrow It! Start your own vegetable garden or carrot fern using the parts of vegetables that we usually don't eat – the tops and bottoms!



WEDNESDAY

Get the Wheels Turning (Cognitive Development)

Parts of a Plant From roots to fruit, your child learns the different parts of a plant.

Get the Wheels Turning (Cognitive Development)

April Showers Your child will create their own rainstorm in a cup!



THURSDAY

Get the Wiggles Out (Physical Development and Wellness)

Vegetable Toss Your child practices their large muscle skills as they toss toy vegetables into a basket.

Growing Flexible Brains (Executive Function)

Mindful Moment with Nature Sounds Relax and unwind as you listen to the soothing sounds of nature with your child. Keep calm and breathe on!



EVERYDAY LEARNING EXPERIENCES

Pick an activity to weave learning experiences into your everyday routines—no preparation needed!

FRIDAY

Growing Flexible Brains (Executive Function)

Plant Observations Your child observes how a plant grows and changes over time.

Virtual Field Trip

United States Botanic Garden Take a virtual tour of an incredible variety of plants.



FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Social emotional learning is always important, but never more so than in challenging times like these when our ability to manage our emotions is put to the test!



Getting Ready for the Week: Materials to Gather

Monday:

- ❑ Marker
- ❑ Picture of a plant life cycle (included)
- ❑ Scissors (for adult use)
- ❑ Sheet of paper
- ❑ Four objects from around the house that you can refer to, one each that begins with these letters:
 - ❑ **F** – (for example, a fork, funnel, or frame)
 - ❑ **L** – (for example, a lemon or lime, lamp, or light switch)
 - ❑ **R** – (for example, a rubber band, radio or refrigerator)
- ❑ The short vowel sound of **U** (for example, an umbrella or an object you have placed Upside-down)
- ❑ [Video link](#) to the book *Fun in the Sun* by Lyssa Horvath, illustrated by Krista Martenson

Tuesday:

- ❑ Bowls or pie plates, 2
- ❑ Carrots, with leafy tops or short stems*
- ❑ Celery bunch*
- ❑ Cutting board
- ❑ Regrowing Vegetables [video](#)
- ❑ Sharp knife (for adult use)
- ❑ Water

Wednesday:

- ❑ Cloud in a Cup [video](#)
- ❑ Eye dropper (a spoon will work, if you don't have an eye dropper)
- ❑ Food coloring, blue (optional)
- ❑ Marker
- ❑ Paper towels, 2
- ❑ Picture of a plant and its parts (included)
- ❑ Pitcher or container of water, small
- ❑ Plastic or glass drinking cup, clear
- ❑ Rubber band (tape will work, if you don't have a rubber band)
- ❑ Weather sounds from a digital source, like the Rain Sleep Sounds app, Relax Rain app, or an online audio file

Thursday:

- ❑ Basket or box, large
- ❑ Mindful Moment [video](#) with nature sounds
- ❑ Toy vegetables

Friday:

- ❑ Crayons, markers, or colored pencils
- ❑ Paper
- ❑ Pencil
- ❑ Video recording device (optional)
- ❑ United States Botanic Garden [link](#)

Tip: At the beginning of your week, gather materials and place them in a container so you're ready to go!

* If you don't have carrots or a celery bunch on hand, that's okay! You can substitute another vegetable, like green onions, onions, romaine lettuce, bok choy, cabbage, garlic, basil, mint, rosemary, and cilantro. For information on how to regrow some of these vegetables and more, check out [this resource](#).



MONDAY

Let's Chat: Plant Life Cycle

From seed to flower, your child learns the different stages of plant growth.



Length of activity:
15 minutes*

*Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult: High**

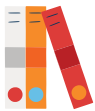


Level of Prep Required: Low



What you need:

[Picture of a plant life cycle](#) (see next page)



What your child is learning:

- The life cycle of plants
- Plant-related vocabulary
- How to apply what they learn to real-world situations

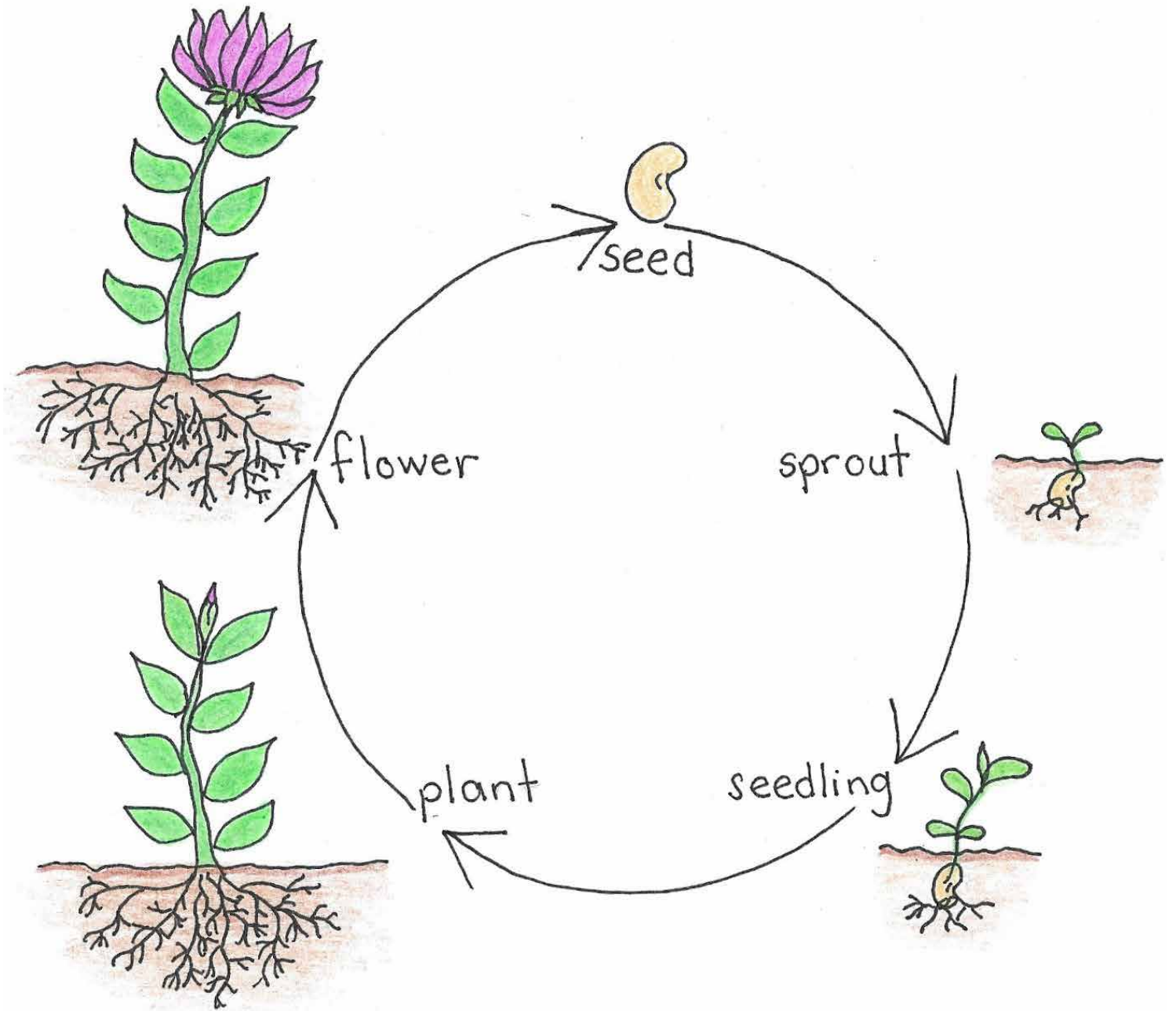
What you do: Begin by asking your child what they know about how plants grow. Tell them that over the next several days, they'll be doing activities to help them learn about plants. Today, they are going to learn about the life cycle of a plant. Explain that a life cycle of a plant means how a plant grows, or the different stages, or forms, a plant goes through as it grows from a seed to a full-grown plant.

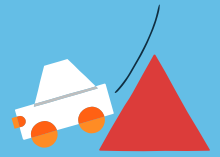
Show them the [picture](#) of the plant life cycle, and starting at the top with the seed, share the different stages of growth of a plant.

Invite your child to share observations about each stage of the plant life cycle. If you planted seeds last week to make a time-lapse video, ask your child what stage of the plant life cycle their plants are in. Look for opportunities if you are outdoors with your child to make observations about plants in different stages, like the young seedlings of flowers, new leaves on trees, or the sprouts of vegetable seeds in a garden. If it is safer for you to stay inside, point out some new or growing plants or trees from a window.

If your child is ready: Provide them with paper and drawing tools and invite them to create their own representation of the plant life cycle.

Plant Life Cycle





MONDAY

(continued)

Read with Me: *Fun in the Sun* Read Aloud with Letter and Sound Review

Use household objects and a playful song to review the sounds of four letters, then read along as the story characters have fun in the sun.



Length of activity:
15–20 minutes*

*Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult: High**

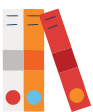


Level of Prep Required: Medium



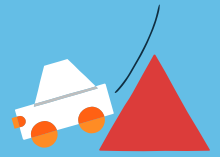
What you need:

- Marker
- Scissors (for adult use)
- Sheet of paper
- Four objects from around the house that you can refer to, one each that begins with these letters:
 - **F** – (for example, a fork, funnel, or frame)
 - **L** – (for example, a lemon or lime, lamp, or light bulb)
 - **R** – (for example, a rubber band, radio or ring)
 - The short vowel sound of **U** (for example, an umbrella or an object you have placed Upside-down)
- [Video link](#) to the book *Fun in the Sun* by Lyssa Horvath, illustrated by Krista Martenson



What your child is learning:

- The names and shapes of uppercase and lowercase F, L, R, and U
- How to say the /f/, /l/, /r/, and /u/ sounds and hear them in words



What you do: Cut the paper into four pieces. With your child watching, write the uppercase and lowercase versions of a letter on each piece of paper: Ff, Ll, Rr, and Uu (your child can do this, if they already know how). Ask your child to name each letter as you write it. Talk together about the sound each letter makes, naming each of the objects you gathered. “Here’s a raincoat. What sound do you hear at the beginning of raincoat? What letter makes that sound?”

Teach your child the song verses below. They should be sung to the tune of “Are You Sleeping” or “Frere Jacques.” As you sing each verse, show your child the corresponding letter as well as the object that starts with the letter.

F is for fish,

F is for fish.

/f/, /f/, /f/,

/f/, /f/, /f/.

Fish swim in the water,

Fish swim in the water!

/f/, /f/, /f/,

/f/, /f/, /f/.

L is for lemon,

L is for lemon.

/l/, /l/, /l/,

/l/, /l/, /l/.

Lemons are quite sour,

Lemons are quite sour!

/l/, /l/, /l/,

/l/, /l/, /l/.

R is for rabbit,

R is for rabbit.

/r/, /r/, /r/,

/r/, /r/, /r/.

Rabbits hopping quickly,

Rabbits hopping quickly!

/r/, /r/, /r/,

/r/, /r/, /r/.

U is for umbrella,

U is for umbrella.

/u/, /u/, /u/,

/u/, /u/, /u/.

Umbrellas keep us dry,

Umbrellas keep us dry!

/u/, /u/, /u/,

/u/, /u/, /u/.

Tell your child that the book they’re going to hear has lots of words with these letter sounds in them.

Play the [video](#) and invite your child to watch along as the book is read aloud. Then, help your child recall the characters and what happened.

If you like, you can mute the audio while you play the video and read the book aloud yourself. Or if your child is ready, you can take turns reading every other page, pausing the video as needed.

Questions to ask:

- What sound do you hear at the beginning of the word _____?
- What sound does letter ___ make? / What letter makes the /___/ sound?
- What word did you hear in the story that begins with the /___/ sound?





TUESDAY

Express Yourself!: The Life of a Seed

Your child uses creative movement to show how a seed grows into a plant.



Length of activity:
15-20 minutes*

*Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult:** High



Level of Prep Required: Low



What you need:
N/A



What child is learning:

- How to use creative movement to share ideas or information
- The life cycle of plants
- How to recall information from prior experiences and relate it to current experiences

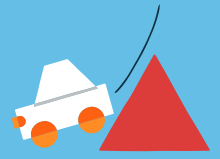
What you do: Ask your child to share what they have learned about how plants grow. If you did the previous week's time-lapse video activity, encourage your child to share the observations they made as the seed sprouted. Explain that when a seed is planted, the seed itself is torn apart by the new plant growing inside of the seed. The young plant pushes its way out of the seed, growing roots down into the soil and a sprout that pushes up through the soil. If you planted a seed last week, did you see any remnants of the seed when the plant sprouted?

Next, invite your child to act out how a seed grows into a plant as you share each stage of the growth process. Read each of the stages below, and ask questions as needed to help them decide what movement or pose to make.

- A newly planted seed (How big is a seed? How can you make yourself small like a seed?)
- The seed growing roots (What part of your body could you pretend are roots?)
- The seed growing into a sprout (Which direction do sprouts grow?)
- The sprout growing up out of the soil (How can you show that the sprout has grown a little, but isn't a big plant yet?)
- The sprout reaching toward the sun and growing into a larger plant (How can you show that you are a growing plant?)
- A full-grown plant (How can you show that you are large plant?)

If your child is interested, repeat the activity adding other things that happen during the life of a plant. Additional stages could include the formation of flowers, flowers blooming, flowers growing into fruit, the fruit being picked, leaves falling off, and the plant going to sleep for the winter. Ask your child to share what they know about the life of a plant that wasn't in the first activity and add their ideas next time.

If your child is ready: Invite them to narrate the story of a seed's growth while you or other family members act out what is happening.



TUESDAY

(continued)

Get the Wheels Turning: Eat It, Then Regrow It!

Start your own vegetable garden or carrot fern using the parts of vegetables that we usually don't eat – the tops and bottoms!



Length of activity:

20-30 minutes*

*Duration will vary depending on your child's interest.

Level of Engagement Required by Adult: High



Level of Prep Required: Medium



What you need:

- Bowls or pie plates, 2
- Carrots, with leafy tops or short stems*
- Celery bunch*
- Cutting board
- Regrowing Vegetables [video](#)
- Ruler
- Sharp knife (for adult use)
- Water

** If you don't have carrots or a celery bunch on hand, that's okay! You can substitute another vegetable, like green onions, onions, romaine lettuce, bok choy, cabbage, garlic, basil, mint, rosemary, and cilantro. For information on how to regrow some of these vegetables and more, check out [this resource](#).*



What your child is learning:

- Literacy and math skills, such as reading, following instructions, and measuring
- Food safety
- Cooking-related vocabulary
- Increased openness to trying foods they've prepared
- How the parts of vegetables that we don't eat can be regrown or used in other ways



TUESDAY

(continued)

What you do: Invite your child to help you wash the vegetables thoroughly. As you wash, tell your child that many foods we eat can actually be regrown. What ideas does your child have about which types of foods can be regrown?

Show your child the celery and carrots (or other vegetable you've selected) and explain that new plants can be grown from the parts of these vegetables that we don't eat.

To regrow celery, cut the bottom 3 to 4 inches from the celery bunch and have your child place it in a bowl. Have your child pour about 1 or 2 inches of water into the bowl, then set the bowl aside. Slice what remains of the celery stalks to use in a recipe or cut them into sticks to snack on.

Carrot tops don't actually grow new carrots to eat, but they will grow new leaves and roots. Cut the leafy greens or stems off the carrots, leaving about a $\frac{3}{4}$ -inch stub above the top of the carrot. Have your child place the carrot tops upright in a bowl, with the cut sides facing down. Have your child slowly pour water into the bowl about $\frac{1}{2}$ -1 inch above the bottom of the carrot tops. Slice what remains of the carrots to use in a recipe or cut them into sticks to snack on.

How do you care for your new plants? Place the bowls in an area indoors that gets direct light. Change the water in the bowls daily. In about a week you'll see new celery stalks starting to form at the inner portion of the celery plant and new leaves and roots forming on the carrot tops. After the celery bottom has sprouted new leaves and the carrot tops have sprouted several new roots, the vegetables can be transplanted into the ground, a raised garden bed, a pot, or other appropriate location. In a matter of months, you'll have celery to harvest and beautiful carrot ferns to admire!

Questions to ask:

- What types of foods do you think can be regrown?
- What parts of these vegetables do you think would regrow?
- What do you think we will need to make the celery and carrots grow into new plants?
- How long do you think it will take for the vegetables to start growing new leaves?





WEDNESDAY

Get the Wheels Turning: Parts of a Plant

From roots to fruit, your child learns the different parts of a plant.



Length of activity:

15 minutes*

*Duration will vary depending on your child's interest. child's interest.

Level of Engagement Required by Adult: High



Level of Prep Required: Low



What you need:

- [Picture of a plant and its parts](#) (see next page)

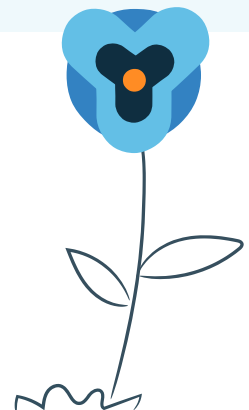


What your child is learning:

- That living things have basic needs
- Plant-related vocabulary
- How to communicate and share ideas and experiences with others

What you do: Show your child the [picture](#) of a plant or a real plant if available. Point out the different parts of the plant and invite your child to name any they are familiar with. As you point out the parts, ask your child to share what they know about that part of the plant and what it does. Invite your child to make observations about these different parts and to share and discuss experiences they have had, like seeing leaves change color or different fruits they have eaten.

If your child is ready: Invite your child to go on a plant-parts scavenger hunt using outdoor plants, house plants, or pictures of plants in books and magazines. For example, ask your child to find a specific color of flower or three different leaves.





Parts of a Plant

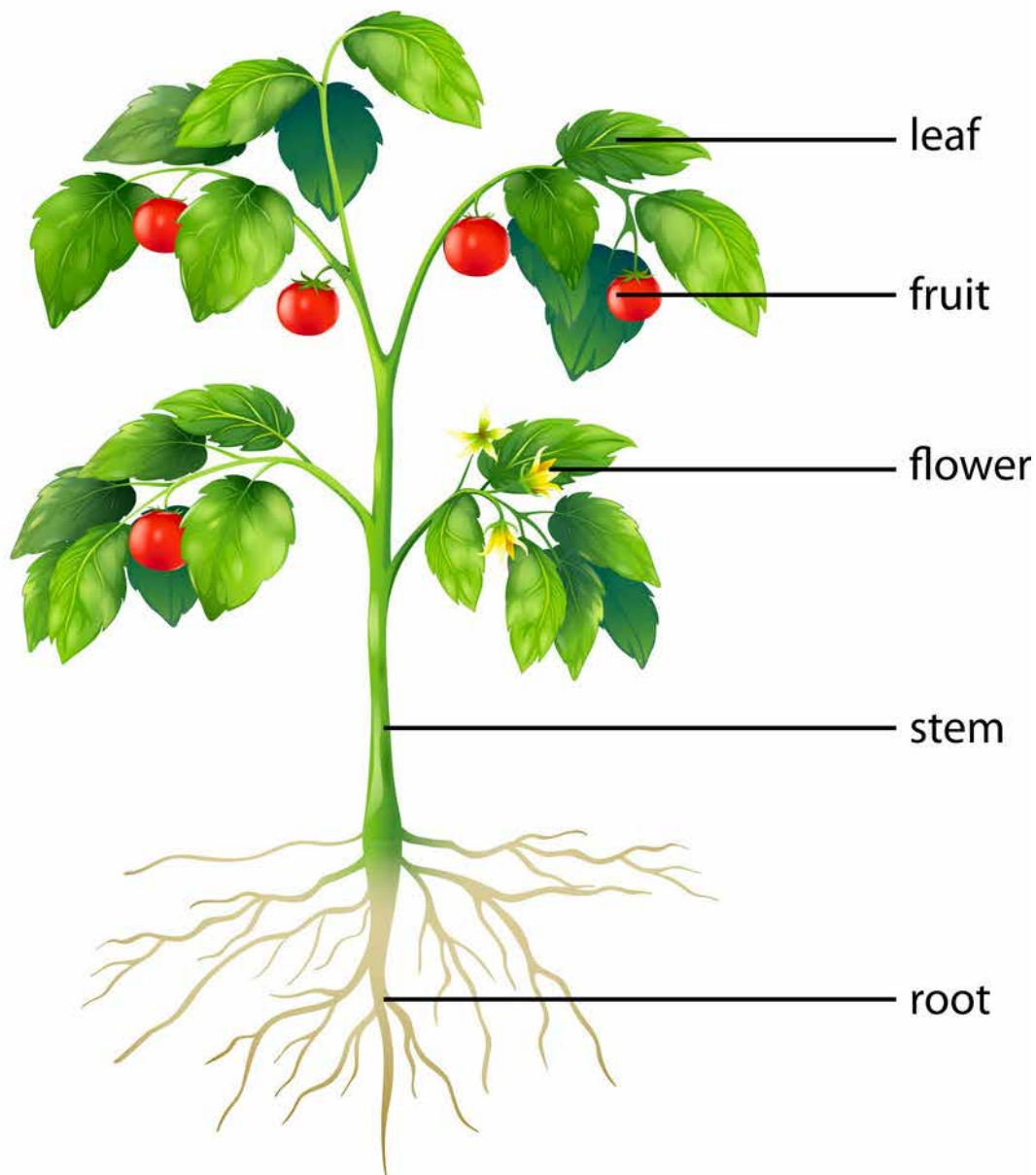
Roots: Roots grow beneath the ground and help the plant get water and nutrients from the soil.

Stem: The stem holds the plant upright, provides support, and carries water and nutrients from the roots to the rest of the plant.

Leaves: Leaves take in sunlight to help the plant grow strong.

Flowers: The flower produces the seeds to grow more plants. Some flowers produce fruit.

Fruit: When flowers produce fruit, most often the seeds of the plant are inside the fruit. Some plants produce fruits we can eat.





WEDNESDAY

(continued)

Get the Wheels Turning: April Showers

Help your child create their own rainstorm in a cup!



Length of activity:
20–30 minutes*

*This activity can be done in short amounts over the course of the week.

Level of Engagement Required by Adult: High



Level of Prep Required: High



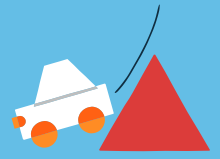
What you need:

- ❑ Cloud in a Cup [video](#)
- ❑ Eye dropper (a spoon will work if you don't have an eye dropper)
- ❑ Food coloring, blue (optional)
- ❑ Marker
- ❑ Paper towels, 2
- ❑ Pitcher or container of water, small
- ❑ Plastic or glass drinking cup, clear
- ❑ Rubber band (tape will work, if you don't have a rubber band)
- ❑ Weather sounds from a digital source, like the Rain Sleep Sounds app or Relax Rain app



What your child is learning:

- Observation skills
- How clouds collect water
- What makes rain fall from a cloud



WEDNESDAY

(continued)

What you do: Without your child watching, play the sound of rain or thunder, for a few seconds. Then, ask your child to try to identify the sound. What image did the sound bring to their mind? If your child said “rain” or “a thunderstorm,” they are correct! Explain that this activity is all about creating their very own rainstorm in a cup. Ask your child to wonder with you, what makes rain?

Watch the Cloud in a Cup [video](#).

Fold two paper towels in half or fourths (depending on the size of the paper towels), to create a layered cover for the top of the cup. Explain that your child will use their imagination to pretend the paper-towel cover is a cloud. Invite your child to use the marker to draw a cloud shape on the cover, to help them imagine. Show your child how to place the folded paper towels on top of the cup and secure them with a rubber band.

Next, invite your child to put a couple drops of blue food coloring in the water. Give your child the eye dropper and show them how to squeeze the bulb to draw up and release water back into the pitcher. If you don't have an eye dropper, you can use a small spoon to scoop up some water.

Ask your child to make observations about the “cloud” on the cup. Your child might use descriptive words like white, dry, fluffy, or soft. Explain that right now, the cloud is empty. Have your child fill the eye dropper with blue water and squeeze one drop of water on the top of the paper towel. Ask your child to describe what they see happening as the water lands on the paper towel.

Have your child squeeze another drop of water on the paper-towel cloud. Explain that clouds collect water from the air around them – just like the paper-towel cloud is collecting water. Have your child keep adding drops of water to the paper-towel cloud until it is saturated and begins dripping water down into the cup. When that happens, ask your child to describe what they see happening.

Tell your child that just like the paper-towel clouds, real clouds also hold water until they become too full and can't hold any more. When that happens, voila – the water falls down from the clouds as rain!

If you have extra time or your preschooler is having an extra good time, they can keep adding water to their paper-towel cloud to create a rainstorm.

Questions to ask:

- What makes rain?
- What did you notice when you dropped the water on the paper towel?
- How does your cloud look different now?
- What might happen if you added another drop of water?
- What happens when clouds have too much water in them?
- What ideas do you have about what's happening?
- What does this remind you of?





THURSDAY

Get the Wiggles Out: Vegetable Toss

Your child practices their large muscle skills as they toss toy vegetables into a basket.



Length of activity:
10-15 minutes*

*Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult:** Medium

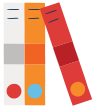


Level of Prep Required: Low



What you need:

- Basket or box, large
- Toy vegetables*



What your child is learning:

- How to coordinate large-muscle movements to toss an object at a target
- Counting to ten using one-to-one correspondence
- How to make observations and comparisons

What you do: Collect a variety of plush or plastic toy vegetables and place them in the basket. Show your child the basket of vegetables and ask them to share the name of each vegetable as they take it out of the basket and place it on the floor. As they name each vegetable, invite them to share what they know about the vegetable, like how it grows, how it tastes, whether or not they have eaten it before, and if they liked it.

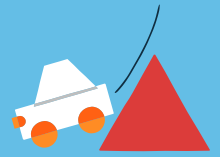
When all of the vegetables have been removed from the basket, place the basket approximately 3 feet from your child. Invite them to toss the vegetables, one at a time, into the basket. When your child has tossed all the vegetables, encourage them to count and make comparisons about the vegetables in the basket and the vegetables outside the basket.

- How many vegetables made it into the basket?
- How many vegetables are outside the basket?
- Are there more vegetables inside or outside the basket?

Have your child collect the vegetables and return to the same spot. Can they get more in the basket this time?

**If plush or plastic toy vegetables are not available, you can use other small items for your child to toss, such as rolled up socks, paper balls, or lightweight plastic balls.*

If your child is ready: Increase the distance between your child and the basket or create a few different spots for your child to toss from, putting a couple vegetables at each spot.



THURSDAY

(continued)

Growing Flexible Brains: Mindful Moment with Nature Sounds

You and your child will relax and unwind as you listen to the soothing sounds of nature. Keep calm and breathe on!



Length of activity:
10-15 minutes*

*Duration will vary depending on your child's interest.

Level of Engagement Required by Adult: High



Level of Prep Required: Low



What you need:
Mindful Moment [video](#) with nature sounds



What your child is learning:

- How to pay attention to sounds they hear
- Deep breathing and focus as a way to self-soothe
- To identify nature sounds they prefer over others
- To name their feelings

What you do: Talk with your child about the sounds they might hear on a spring day. These sounds may vary depending on where you live. Does your child hear birds singing or rain falling? What other sounds do they hear?

Explain that listening to sounds in nature can help us relax and feel peaceful. Tell your child you are going to listen together to outdoor nature sounds they might hear in the spring.

Invite your child to sit or lie down near you. Take a few deep breaths together to begin, then lower or close your eyes and play the sounds [video](#).

When the sounds video is done playing, ask your child to look up or open their eyes, then share what they heard and how they felt while listening to the different sounds. Talk about how you are both feeling after taking this moment to breathe and relax together.

You can do this activity anytime, with or without the sounds video! Just find a quiet spot together in a local park (practicing social distancing, of course) or in your own outdoor space, and listen to the sounds around you!



THURSDAY

(continued)

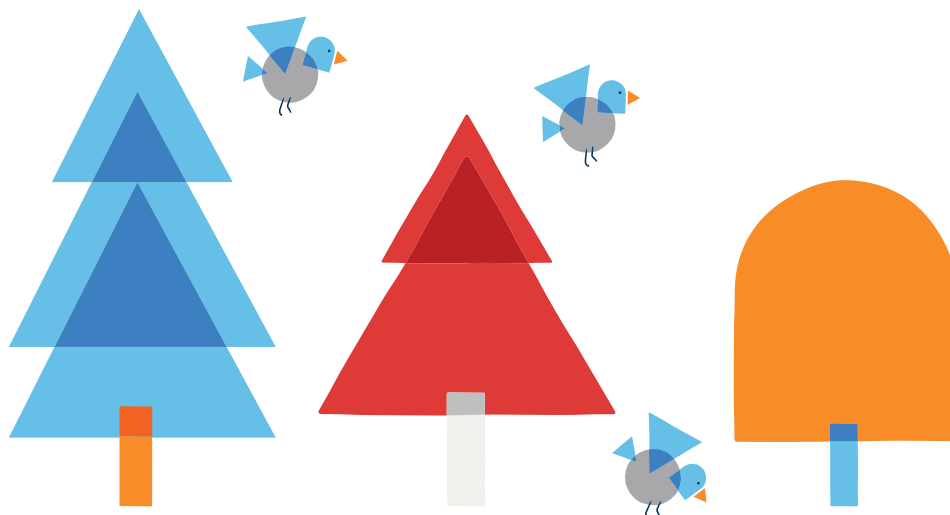
Questions to ask:

- What sounds did you hear?
- Which sound was your favorite?
- Which sound was your least favorite?
- How did the sound of _____ make you feel?
- How do you feel after taking some deep breaths and listening to these sounds?
- Do you notice anything different about your body? Are your shoulders relaxed? Is your heart racing?

A note about mindfulness:

Mindfulness is the practice of focusing on or paying close attention to what we are doing or what is happening around us in the present moment. A “mindful moment” is literally that—a moment in which you focus on a thought, image, feeling, sensation, or the environment around you. It gives us a way to calm and re-center when we feel stressed, anxious, or simply need a break.

Research has shown that practicing mindfulness with children benefits their brains, overall well-being, and social and emotional development. It helps them develop attentiveness, self-management skills, self- and other-awareness, relationship skills, and the ability to cope with big feelings in a positive way. Interested in learning more about mindfulness for children? Check out [this website](#).





FRIDAY

Growing Flexible Brains: Plant Observations

Your child observes how a plant grows and changes over time.



Length of activity:
15-20 minutes*

*Duration will vary depending on your child's interest.

Level of Engagement Required by Adult: Medium



Level of Prep Required: Low



What you need:

- Crayons, markers, or colored pencils
- Paper
- Pencil
- Video recording device (optional)



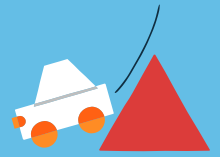
What your child is learning:

- How to recall information from prior experiences and relate those ideas to current experiences
- How to make observations and comparisons
- How to record information using words or pictures

What you do: Select an area outdoors where your child can safely make plant observations. If an outdoor space is not available, select a houseplant, if you did the time-lapse video last week, you can use the sprout that is growing from that activity, or if you did Tuesday's activity Eat It, Then Regrow It, you can use the plants you're regrowing.

Show your child the area you have selected for their observations. Invite them to pick one plant in this area to observe over the next week. For this first observation, ask them what they notice about the plant.

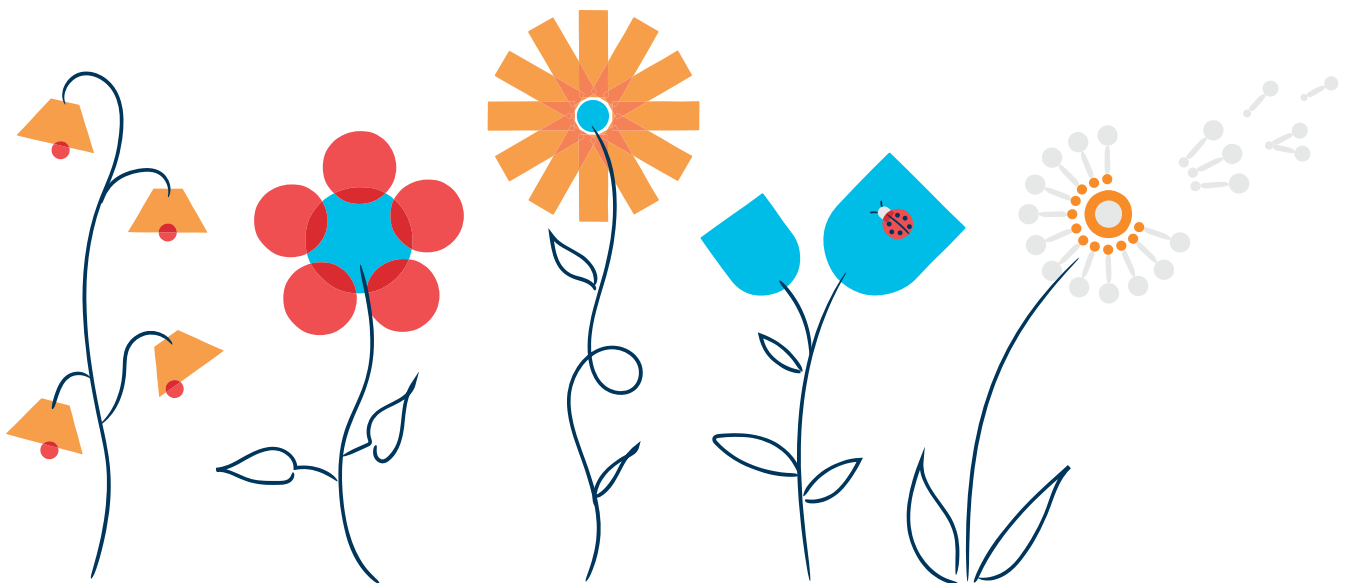
- How big is the plant?
- What color are the leaves? What shape and size are they? Are there a lot of leaves or just a few?
- What kind of stems does the plant have? Are they green and soft like a flower stem or woody like a bush or tree?
- Are there flowers on the plant? If so, what color are they? How big are they? How many are there?



If a recording device is available, record your child making their observations, inviting them to hold the device and/or select which parts of the plant to show. Have your child create a drawing of their observations on the paper.

Over the next week, invite your child to make new observations about the plant and to record them in the same way. Encourage them to think about previous observations and ways the plant may have changes, such as more flowers or new leaves.

If your child is ready: Invite your child to use measuring tools to record the size of the plant. For example, if they are observing the sprout they planted last week, consider placing a skewer or dowel in the soil next to the sprout and having your child use a marker to record the plant's growth.



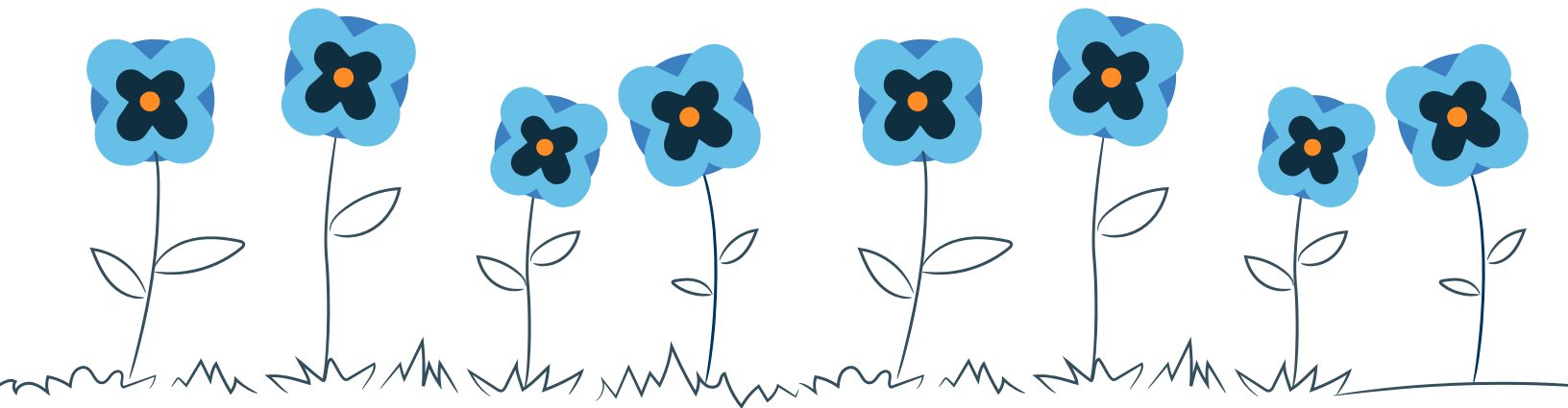
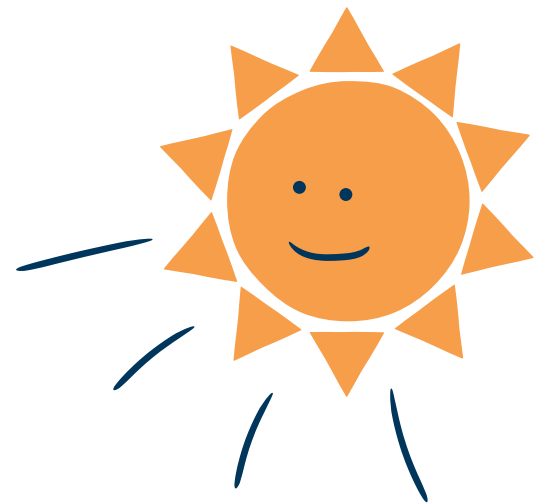


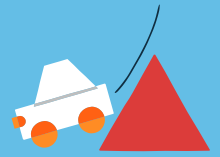
FRIDAY

(continued)

Virtual Field Trip: United States Botanic Garden

Take a virtual tour of the [United States Botanic Garden](#), where you can see an incredible variety of plants including a rose garden and an indoor tropical garden. As you tour the garden with you child, encourage them to look for plants that they have seen growing where you live!





Everyday Learning Experiences

Pick an activity to weave learning experiences into your everyday routines—no preparation needed!

1

When your child is doing something you think is unsafe or undesirable, like running in the kitchen or being rough with their books, help them **think through their actions** by connecting the experience to things that have happened before. For example, you might say something like “I’m worried about you running in the kitchen. Yesterday when you were running in the living room you bumped into the table and that looked like it really hurt. Show me those great walking feet of yours while you head to the sink.” Or, “I see you pulling really hard on the pages of that book. Remember how sad you were when you were rough with your flower drawing and it ripped? Let’s be kind with the book and turn the pages gently.”

2

During a time when you have lots of items to deal with, like dishes on the table, laundry in the basket, or toys on the floor, ask your child to help you by picking them up one at a time and **counting** as they bring them to you. Help them get to 10 by counting your growing number of items each time they bring you a new one and prompting them to get the next number: “One, two, three, four, five cups! Can you bring me number 6?”

3

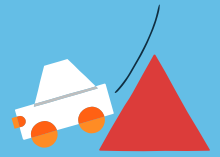
During a time when your child has to wait, like while dinner is cooking or it’s not quite time to play, help them stay occupied by asking them to look for five things they’ve never noticed before in whatever space you’re in. For example, they might observe that one of the books on the shelf is upside down or that the carpet has two shades of the same color in it. Practice **making observations** with them when you can, so they know how to do it on their own when it’s time to wait.

4

When your child’s body language or behavior shows you that they’re having big feelings like anger or sadness, take a moment to talk with them about it and help them **name their emotions**. For example, you might say something like “You are yelling and throwing your toys. You look mad. How do you feel?” Encourage your child to use words to tell you what feelings they’re experiencing.

5

When your own emotions are running high and you could use a way to calm down, model taking slow, deep breaths. Be **honest about how you’re feeling** and what you’re doing by saying something like “I’m so frustrated that this computer isn’t working! I want to feel better. I’m going to take three deep breaths.” Invite your child to breathe with you and offer deep breathing as a strategy to them when they need help feeling calm.



Focus on Social and Emotional Learning

Parenting young children through a global pandemic is probably not something you ever anticipated doing. There are a ton of emotions that come with this experience, and the emotional rollercoaster isn't limited to adults—our kids are feeling it too. In young children, stress and anxiety show themselves in a variety of ways, from sleep disruptions to emotional meltdowns to extra clinginess and attention seeking.

Watch our first episode of [Puppet Pals!](#) We introduce our favorite puppet characters, Uncle Gerald and Tootlebootle, who discuss living in a pandemic. Do you have a topic you'd like our puppets to discuss? Send your idea to education@kc-education.com!

Also, our friends at Sesame Street have a variety of materials designed to support you and your little ones through this unprecedented moment in our history. From tips for families on how to schedule the day and keep learning happening at home, to dances and meditations to help kiddos manage big feelings, check out <https://www.sesamestreet.org/caring> for strategies, resources, and much more.

