



Integrated Pre-School

DISTANCE LEARNING DAYS 40-49

Greetings Integrated Pre-School Families,

It's hard to believe that this packet marks 40 days of distance learning. Please pause and take a moment to acknowledge all the work you have done to support your PK student over the past 40 days! Again, we THANK YOU repeatedly for your commitment to providing your child with routine, predictability, and experiences that keep them curious! We hope using the MSTEAMS platform is becoming more intuitive and familiar to you. Your child's teacher will continue to help guide you as needed, just say the word! Stay well and let us know if there is anything we can do to help!

Room 16: Melissa Towers	mtowers@enfieldschools.org
Room 17: Mary Horn	mhorn@enfieldschools.org
Room 19: Patti Curley	pcurley@enfieldschools.org
Room 21: Jen Wood	jwood@enfieldschools.org
BCBA: Connie Mazzetta	cmazzetta@enfieldschools.org
Occupational Therapist: Kristine Beaulieu	kbeaulieu@enfieldschools.org
Occupational Therapist: Jennifer Crowley	jcrowley@enfieldschools.org
Occupational Therapist: Jill Shea	jshea@enfieldschools.org
Physical Therapist: Catherine D'Agostino	cdagostino@Futureshealth.com
Speech and Language: Tara McCann	tmccann@enfieldschools.org
Speech and Language: Stephani Pawlowicz	spawlowicz@enfieldschools.org
PK-5 Special Education Coordinator: Laurie Seigel	lseigel@enfieldschools.org
Director of Early Childhood Initiatives: Jaclyn Valley	jvalley@enfieldschools.org
Stowe Site Supervisor: Kathy Piccuiro	kpiccuiro@enfieldschools.org
Jennifer Maier, Health Manager	jmaier@enfieldschools.org

Below you will find a schedule, list of suggested activities as well as additional activities for a challenge. This can be done in the morning with breaks in between or spread out across the entire day. Each should take about 10-15 minutes.

Integrated Preschool Schedule:
Morning Activities; includes greetings and self-help skills
Fine motor, visual perceptual learning
Listening & Responding, Social/Emotional Learning
Brain break, gross motor activity, music/movement;
Individualized activities IEP objectives (will be sent home individually) Additional resources science/math
Snack
Read Aloud, Literacy
Art Activity

Linear Calendar: A linear calendar provides a more concrete, visual representation of time than the matrix calendar. Each PK classroom uses a linear calendar. We represent weekend or “home” days as a house and school days as a backpack. When school is not in session due to a holiday, snow day, or in this case emergency closure, a red “no” symbol is placed over the backpack. You can cut and tape/glue the template calendar below to make a linear calendar for home or duplicate it using this structure as a guide using whatever materials you have available. This calendar will be familiar to your child. In the event the school closure extends past May 20, simply add a red “no” symbol to the remaining days.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
				Memorial Day					
31									

May


Day 40 5/19	Day 41 5/20	Day 42 5/21	Day 43 5/22	Day 44 5/26
<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>
<p>Fine Motor or Visual Perceptual Matching Work: Matching Objects: trace objects and match them up, match object to object, and/or match pictures to objects, match pictures to pictures -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Make "clouds" out of cotton balls, stretch the cotton to match the outline of a shape e.g. heart, circle, triangle, etc. -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Use tweezers to pick up items during a craft activity or on an outside scavenger hunt -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Slice a banana with a butter knife and place them on a plate to make a smiley face (2 eyes and a smile) -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Cut out pictures from a magazine and match by category (e.g. red flower with a purple flower, yellow car with a black car, pineapple and strawberries (fruit) etc.) -or choose from an additional fine motor activity</p>
<p>Listening and Responding Activity/ Social/Emotional Learning: Have your child copy you doing different motor actions: Say "do this" and demonstrate: clap, stomp, jump, freeze, wave, sit, stand, stand on one foot, etc. -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Ask your child to perform 4 different motor actions without showing them what to do. Say:</p> <ul style="list-style-type: none"> • "Clap your hands." • "Stomp your feet." • "Put your arms up." • "Freeze." <p>-or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Have your child choose a book and say "show me": (ideas):</p> <ul style="list-style-type: none"> • something yellow • something blue • a car • "who" is the story about (the character) • a number • a house, etc. <p>-or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: When other family members are present, give your child a common item such as a coin or a pencil and tell them to, "Give it to... named person" Help your child find the named family member if needed without repeating the instruction. Then repeat the game until everyone receives an item. -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Sing Head, Shoulders, Knees, and Toes, perform the song with your child. Encourage them to imitate. Then see if he/she can do the movements independently while you sing. -or choose from an additional social/emotional activity</p>
<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>	<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>	<p>Brain Break /Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>	<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>	<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>
<p>Individualized Activities: *See the individual work personalized to your child's IEP goals/objectives sent with this packet.</p>	<p>Individualized Activities: * See the individual work personalized to your child's IEP goals/objectives sent with this packet.</p>	<p>Individualized Activities: * See the individual work personalized to your child's IEP goals/objectives sent with this packet.</p>	<p>Individualized Activities: * See the individual work personalized to your child's IEP goals/objectives sent with this packet.</p>	<p>Individualized Activities: * See the individual work personalized to your child's IEP goals/objectives sent with this packet.</p>

-or choose an additional math or science activity	-or choose an additional math or science activity	-or choose an additional math or science activity	-or choose an additional math or science activity	-or choose an additional math or science activity
Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.	Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.	Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.	Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.	Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.
Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources -or choose an additional literacy activity	Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources -or choose an additional literacy activity	Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources -or choose an additional literacy activity	Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources -or choose an additional literacy activity	Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources -or choose an additional literacy activity
Art Activity: Use a pencil eraser, dip into paint to make polka dot art Encourage imitation, and requesting skills	Art Activity: Use light colored crayons (yellow, white, or light blue) and then paint over it with water-colors Encourage imitation, requesting skills.	Art Activity: Use Lego bricks and dip them into paint to create Encourage imitation, and requesting skills	Art Activity: Make a picture using loose buttons (e.g. a heart, balloon, a happy face) Encourage imitation, and requesting skills	Art Activity: Make a chick in a nest For the nest use: half of a paper plate, glue items from outside-e.g. sticks, straw, leaves, etc. Encourage imitation, and requesting skills

Additional Activities (challenge)

Subject	Day 45 5/27	Day 46 5/28	Day 47 5/29	Day 48 6/1	Day 49 6/2
Fine motor	Buttoning clothing and working a zipper Or Peel and stick stickers	Freeze plastic items into a block of ice and let your child chip away!	Make a cutting bin. Place strips of paper (use junk mail, old magazines) in a bin and let the kids cut or rip the strips into tiny pieces	String buttons or beads onto pipe cleaners or a shoelace	Practice cutting 1" snips and then glue them onto paper *Remember when we cut our thumbs on top! 😊
Social/ Emotional Learning	Second Step Week 11: Accidents Your child is learning how to tell when something happens by accident. An accident is when we do something we didn't mean to do. When something happens by accident, your child can:	Second Step Week 12: Caring and Helping Your child is learning that being kind to other people is a way to show we care about how they are feeling. He is or she is learning how to be kind to others by:	Second Step Week 13: We Feel Feelings in Our Bodies Your child is learning that we feel feelings in our bodies. He or she is also learning about feeling worried.	Second Step Week 14: Strong Feelings Your child is learning that sometimes he or she has strong feelings that are uncomfortable. Your child is also learning about feeling frustrated. Children can feel frustrated when they are trying to do something that is hard. Children are learning this	Second Step Week 15: Naming Feelings Your child is learning to name his or her strong feelings to help calm down. You can help your child practice calming down at home: <ul style="list-style-type: none">Notice when your child is having strong, uncomfortable feelings.

	<ul style="list-style-type: none"> say "it was an accident. I didn't mean to _____. Are you okay?" do something to help Play a pretend game with your child to practice responding to accidents. Say: We're going to play a pretend game. We'll take turns pretending something happened by accident. Pretend I spilled the milk on your drawing. Model what to say: It was an accident. I didn't mean to. Say how you'll help: I'll wipe it up. Take turns using other pretend accidents. Say: <ul style="list-style-type: none"> you accidentally tore a page out of my book. I accidentally dropped your toy and it broke. You accidentally got mud on the floor with your dirty shoes. 	<ul style="list-style-type: none"> Listening to them Helping them <p>Understanding how to be kind helps your child get along well with others at school and at home.</p> <p>Play a game with your child to practice being kind. Say: We're going to play a game. We'll take turns pretending something sad happened. Pretend you hurt your foot. Model what to say: You look sad. Are you okay? Wait for a reply. Then say how you'll help: Let me put some ice on it.</p> <p>Take turns using other pretend events. Say:</p> <ul style="list-style-type: none"> I lost my keys A page is torn in your favorite book. My friend is sick. 	<p>Children are learning these steps for when they feel worried:</p> <ul style="list-style-type: none"> Put your hands on your tummy. Ask, "How is my body feeling?" Notice how your body feels. It may feel uncomfortable. Your tummy might hurt, or your heart might beat quickly. Talk to a grown-up. <p>When your child is worried, talking to a grown-up can help him or her cope.</p> <p>Play a game with your child to practice what to do when feeling worried. Say: We are going to play I'm Worried. First think about something you sometimes worry about. Now say, "I'm worried." Put your hands on your tummy and ask, "How is my body feeling?" Now tell me what you worry about. Give your child an example of what you worry about. I sometimes worry I will be late for work. Continue playing if your child has more than one thing he or she worries about.</p>	<p>step for when they feel frustrated: Put your hands on your tummy and say "Stop" to begin calming down. Knowing how to calm down helps your child learn at school and at home.</p> <p>Play a game with your child. Practice calming down while trying to do something hard, such as buttoning a coat, tying a shoe, or putting together a new puzzle.</p> <p>Say: We're going to play Freeze! while you are buttoning your coat. Explain the game. You will start buttoning your coat. When I say "Freeze!" you stop, put your hand on your tummy, and notice if your body feels uncomfortable. If you are feeling frustrated, you say "Stop!" Then when I say "Go" start buttoning up your coat again. Play the game while your child tries one or two difficult tasks.</p>	<ul style="list-style-type: none"> Say: Put your hands on your tummy and say "Stop", Name your feeling. <p>Sometimes it's hard for children to name their feelings. Talking to a grown up helps.</p> <p>Play a game with your child to practice naming different feelings. Review the feelings your child has learned about happy, sad, scared, surprised, angry, excited, worried, and frustrated.</p> <p>Say: Let's play Name the Feeling. Pretend this is happening to you: Someone calls you a mean name. How do you feel? You say, "I am feeling _____ (mad, sad)." Have your child name the feeling.</p> <p>Let's try another one! Make up your own stories or use these:</p> <ul style="list-style-type: none"> I am late to pick you up from school. It is your birthday today. You are trying to zip up your coat, but the zipper gets stuck.
Gross motor	Lay pillows around the floor and do frog jumps over them.	Play the floor is lava, designate where the "lava" is and move around without touching it.	Do the Freeze dance!	Play hopscotch	Play musical chairs
Math	Put numbers on sticky notes or cards (1-5 or 1-10) and find the same number of objects that match the number	Draw 5 green caterpillars and 5 apples, "how many in all". If you make different colored apples you could ask "how many red, yellow, green"	Make an ABC pattern, e.g. color red, yellow, green circles (like a traffic light) ask your child "what color comes next"	Build block towers -Compare and contrast, "who's tower is taller, shorter".	Tape giant numbers on the floor to resemble a telephone say a number and have your child touch that number, increase difficulty by pairing a couple of numbers e.g. 3, 7
Science	Place different objects into a sock. Feel without looking and try to guess what it is.	Go on a critter hunt in your yard. What did you see? How many bugs, birds,	Sink and Float experiments with any items in your home, make hypotheses!	Which makes more bubbles? A bar of soap or dish soap?	Make a DIY projector using a toilet paper roll, plastic wrap banded around on one end, and

		squirrels? Describe what you saw.			then place a foam sticker onto the plastic wrap. Turn the lights out and flashlight through the tube. 
Literacy	Read your child's favorite story. Before reading say "when I'm reading your eyes belong on the book" (point to your eyes), "everyone needs to be quiet" (put your finger up to your mouth for shh) "so everyone can hear" (point to your ear). Begin reading! See if he/she can answer "wh" questions (who, what, where, when). Was there a problem in the story?	Find objects in the home that start with the first letter of your name!	Make a book with folded paper. Draw pictures, write letters, and/or words, and tell your family the story,	Find something in your home that rhymes with: room, cook, fan, grass, spork, red	Find 10 objects in your home that start with the letter "D".

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Fine Motor or Visual Perceptual Matching Work: Practice scooping sand/water/rice/dried macaroni with different cups and spoons and pouring it into containers. -or choose from an additional fine motor activity	Fine Motor or Visual Perceptual Matching Work: Play with cars or trains on a track or car mat. You can be creative and create your own homemade car track using a large flattened cardboard box and markers. -or choose from an additional fine motor activity	Fine Motor or Visual Perceptual Matching Work: Using a shape sorter or connect four board, practice "put in" and matching skills. If you don't have those items, you can make your own by cutting a slit in a box and use plastic bottle caps or pennies to "put in" the slit. -or choose from an additional fine motor activity	Fine Motor or Visual Perceptual Matching Work: Practice stacking blocks or cups. -or choose from an additional fine motor activity	Fine Motor or Visual Perceptual Matching Work: Play with Puzzles or Pegboards. -or choose from an additional fine motor activity

<p>Listening and Responding Activity/ Social/Emotional Learning: Use 5 of your child's favorite toys. Show him/her 2 at a time and ask, "Where is ___?" Have your child touch or point to the object that you requested.</p> <p>-or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Find 20 small items around the house or pictures (from a magazine or google images). Place 4 items on the table at a time. Use common objects (spoon, fork, car, doll, ball, sock, pencil, crayon, animals, etc.). Say "Show me ___." Or "Touch ___." Have your child touch or point to the object you requested.</p> <p>-or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Ask your child to perform 4 different motor actions without showing them what to do. Say: "Show me clapping." "Can you jump." "Show me running." "Can you wave?"</p> <p>-or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning Play hide and seek. Move around the room and call your child's name. Does your child look to see where you are?</p> <p>-or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Use 5 of your child's favorite toys. Show him/her 2 and ask. "Where is ___?" Have your child touch or point to the object you requested.</p> <p>-or choose from an additional social/emotional activity</p>
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<p>Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p>Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p>Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p>Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p>Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>
<p>Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p>Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p>Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p>Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p>Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>

Art Activity: Paint a picture.	Art Activity: Draw with crayons.	Art Activity: Draw in the dirt with a stick.	Art Activity: Draw with sidewalk chalk.	Art Activity: Create 3-d art with empty toilet paper or paper towel tubes. Add ribbons, colored paper, washi tape, etc.
Encourage imitation, and requesting skills	Encourage imitation, requesting skills.	Encourage imitation, and requesting skills	Encourage imitation, and requesting skills	Encourage imitation, and requesting skills

Additional Activities (challenge)

Subject	Day 45 5/27	Day 46 5/28	Day 47 5/29	Day 48 6/1	Day 49 6/2
Fine motor	Put Legos or snap cubes together.	Pick up Cheerios or marshmallows with tweezers. Move them from one bowl to another.	Practice buttoning a shirt and snapping pants.	Pop bubble wrap.	Play with play dough or clay.
Social/Emotional Learning	<p>Second Step - Review Week 11: Accidents Your child is learning how to tell when something happens by accident. An accident is when we do something we didn't mean to do. When something happens by accident, your child can:</p> <ul style="list-style-type: none"> say "it was an accident. I didn't mean to _____. Are you okay?" do something to help <p>Play a pretend game with your child to practice responding to accidents. Say: We're going to play a pretend game. We'll take turns pretending something happened by accident. Pretend I spilled the milk on your drawing. Model what to say: It was an accident. I didn't mean to. Say how you'll help: I'll wipe it up.</p>	<p>Second Step - Review Week 12: Caring and Helping Your child is learning that being kind to other people is a way to show we care about how they are feeling. He is or she is learning how to be kind to others by:</p> <ul style="list-style-type: none"> Listening to them Helping them <p>Understanding how to be kind helps your child get along well with others at school and at home.</p> <p>Play a game with your child to practice being kind. Say: We're going to play a game. We'll take turns pretending something sad happened. Pretend you hurt your foot. Model what to say: You look sad. Are you okay? Wait for a reply. Then say how you'll help: Let me put some ice on it.</p>	<p>Second Step - Review Week 13: We Feel Feelings in Our Bodies Your child is learning that we feel feelings in our bodies. He or she is also learning about feeling worried. Children are learning these steps for when they feel worried:</p> <ul style="list-style-type: none"> Put your hands on your tummy. Ask, "How is my body feeling?" Notice how your body feels. It may feel uncomfortable. Your tummy might hurt, or your heart might beat quickly. Talk to a grown-up. <p>When our child is worried, talking to a grown-up can help him or her cope.</p> <p>Play a game with your child to practice what to do when feeling worried.</p>	<p>Second Step - Review Week 14: Strong Feelings Your child is learning that sometimes he or she has strong feelings that are uncomfortable. Your child is also learning about feeling frustrated. Children can feel frustrated when they are trying to do something that is hard. Children are learning this step for when they feel frustrated: Put your hands on your tummy and say "Stop" to begin calming down. Knowing how to calm down helps your child learn at school and at home.</p> <p>Play a game with your child. Practice calming down while trying to do something hard, such as buttoning a coat, tying a shoe, or putting together a new puzzle.</p> <p>Say: We're going to play Freeze! while you are buttoning your</p>	<p>Second Step - Review Week 15: Naming Feelings Your child is learning to name his or her strong feelings to help calm down. You can help your child practice calming down at home:</p> <ul style="list-style-type: none"> Notice when your child is having strong, uncomfortable feelings. Say: Put your hands on your tummy and say "Stop", Name your feeling. <p>Sometimes it's hard for children to name their feelings. Talking to a grown up helps.</p> <p>Play a game with your child to practice naming different feelings. Review the feelings your child has learned about happy, sad, scared, surprised, angry, excited, worried, and frustrated.</p> <p>Say: Let's play Name the Feeling. Pretend this is happening to you: Someone calls you a mean name. How do you feel? You say, "I am feeling _____ (mad, sad)." Have your child name the feeling.</p> <p>Let's try another one! Make up your own stories or use these:</p> <ul style="list-style-type: none"> I am late to pick you up from school. It is your birthday today. You are trying to zip up your coat, but the zipper gets stuck.

	<p>Take turns using other pretend accidents. Say:</p> <ul style="list-style-type: none"> • you accidentally tore a page out of my book. • I accidentally dropped your toy and it broke. <p>You accidentally got mud on the floor with your dirty shoes.</p>	<p>Take turns using other pretend events. Say:</p> <ul style="list-style-type: none"> • I lost my keys • A page is torn in your favorite book. • My friend is sick. 	<p>Say: We are going to play I'm Worried. First think about something you sometimes worry about. Now say, "I'm worried." Put your hands on your tummy and ask, "How is my body feeling?" Now tell me what you worry about. Give your child an example of what you worry about. I sometimes worry I will be late for work. Continue playing if your child has more than one thing he or she worries about.</p>	<p>coat. Explain the game. You will start buttoning your coat. When I say "Freeze!" you stop, put your hand on your tummy, and notice if your body feels uncomfortable. If you are feeling frustrated, you say "Stop!" Then when I say "Go" start buttoning up your coat again. Play the game while your child tries one or two difficult tasks.</p>	
Gross motor	<p><i>Skating on paper plates:</i> what you need: paper plates what you do: put one paper plate under each foot. Slide forward as if you were ice skating!</p>	<p><i>Ball toss:</i> what you need: buckets, laundry basket, ball (if you don't have a ball, use rolled up socks). what you do: set the buckets and baskets up in different ways and have the child toss the ball in from different distances and positions</p>	<p><i>Stomp on bubble wrap:</i> what you need: bubble wrap, tape what you do: tape bubble wrap on the floor and have your child stomp on it to make it pop! You can do a whole variety of gross motor moves, including jumping with 2 feet, jumping on 1 foot, or even crawling over it. Take your child's socks off for an added sensory experience!</p>	<p><i>Painters tape paths:</i> what you need: painter's tape what you do: use blue painter's tape to make a variety of paths for kids to balance on! You can try straight lines, zig zag lines, or a figure 8!</p>	<p><i>Under the bridge:</i> what you need: toy cars or trains. what to do: have your child lay on his back. Start driving some toys cars and ask your child to "raise the bridge" to let the cars go through!</p>
Math	<p>Practice counting with pieces of cereal, buttons, Barbie shoes or Legos, etc.</p>	<p>Name the shapes of your food at meal and snack time.</p>	<p>Count out 10 Legos. Build something with them.</p>	<p>Draw a short flower and a tall flower. Draw a short tree and a tall tree.</p>	<p>Practice writing some numbers. Use sidewalk chalk, paper, or write in the sand.</p>
Science	<p>Draw what you see in the sky at night. Draw what you see in the sky in the day.</p>	<p>Test objects in water to see if they float or sink. Try: spoon, sponge, toy, leaf, block, etc.</p>	<p>Place a wet paper towel in a Ziplock with a lima bean (or seed). Tape it to the window to grow.</p>	<p>Make bubble solution with 1 spoon of dish soap & ¼ cup water. Stir. Use dry rigatoni for a bubble blower.</p>	<p>Build a ramp with blocks or a board and test objects to see which will roll.</p>
Literacy	<p>Choose a book and search for the letter "a" on each page. Try other letters.</p>	<p>Practice writing your name and other letters on paper, in the sand, & with sidewalk chalk.</p>	<p>If you were a bird, where would you fly? Draw a picture. Tell someone about your picture.</p>	<p>Say your favorite nursery rhymes.</p>	<p>Find an item in your house that begins with "a." Try with other letters.</p>

Supplemental activities:

Websites	Apps	T.V Shows
<ul style="list-style-type: none">• www.abcmouse.com• www.starfall.com• www.turtlediary.com• www.brainpopjr.com• www.storylineonline.net• https://www.youtube.com/user/CosmicKidsYoga• Allaboutbirds.org• Classroommagazines.scholastic.com	<ul style="list-style-type: none">• Kahn Academy Kids• Teach me kindergarten• Jumpstart preschool• Kids Academy• Reading Eggs-Learn to Read• Fuzzy Numbers• PBS Kids Video or Games• Daniel Tiger for Parents	<p>Daniel Tiger: A modern day Mr. Rogers, touching on all social/emotional topics. Wild Kratts: Amazing information about wildlife in a fun real life/cartoon format. Odd Squad: A great show for math skills and problem solving Ready, Jet, GO: Full of space and other science information. Nature Cat: Fun and Funny information about science and nature Dinosaur Train: all things Dinosaur Peg + Cat: Another great show for math skills and problem solving Super Why: Awesome reading skills show Cyberchase: A show full of math, reading, science and problem solving Word Girl: A great, funny show that teaches reading and vocabulary Word World: A fun, animated show that teaches phonics and pre reading skills Sid the Science Kid: All things science Splash and Bubbles: an underwater adventure that teaches about ocean science and other environmental topics Let's Go Luna and Molly of Denali: teach tons of multicultural content and vocabulary</p>