

**Learning Outcomes:**

- Engages in positive relationships and interactions with adults
- Develops and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture

**Mental Health:**

*Dr. Bailey's Conscience Discipline Strategies*

**Unite**

**Morning Song:**  
"Buenos Días, Good Morning"

<https://www.youtube.com/watch?v=WdQ-aL8S7k>

**Calm**

**S.T.A.R.**

(Smile, Take a deep breath And Relax)

**Connect**

Demonstrate shaking hands with your family members.

**Commit**

Tell children that the house/ classroom is a safe place. Remind you child "I will keep you safe and you can help me do this".

**Morning Message:** Have the child listen and repeat the following sentences throughout the week. Ask parent to write the following sentences on sheets of paper/index cards and place them throughout the house and read them together using their index finger or a pointer, such as a pen, pencil, popsicle stick, and/or the handle of a spoon and read them together from left to right. This trains the brain to read from left to right. Encourage child to repeat after you the first time, and then clap or tap the words on the sentence. *\*Please remind parents that these sentences will be revisited thought learning\**

**1. I have one nose.**

**2. I have two eyes.**

**Theme 1: All About Me**

**Week 1: My Face**

**Family Connection**

**Nursery Rhyme/ Song**

**Enrichment Activities**

**Special Needs Adaptations**

**Theme 1  
Week 1**

**LITERACY**



**Title of the Story: "Precious Faces"**

Read Aloud Tips: *Use hand motions, different tones and pitches in your voice to tell the story.*

*Intonations: Deep Voice, Medial Tone, and High Pitch sound.*

**Discuss:**

Discuss reasons why children might be sad or happy.

This is a great opportunity to ask open ended questions.

Ask children what Max is doing to try to help the children.

**Math**



Invite children to try doing a task with their eyes closed. (Eat, build

**Parents as Partners**

Theme 1 (#1-4)

**Nursery Rhyme:**

"Humpty Dumpty"

<https://www.youtube.com/watch?v=nrv495corBc>

**Song/s:**

The Alphabet Song

**Kindermusik:**

"Eensy Weensy Spider"

<https://youtu.be/Io0QY8DfC8g>

**Literature**

**Enrichment:**

- Create props
- Game
- Finger play
- Puppet Show
- Song with body movements.

**YouTube Video:**

"Eyes, Ears, Nose and Mouth"

[https://www.youtube.com/watch?v=G1mLHb4c\\_bg](https://www.youtube.com/watch?v=G1mLHb4c_bg)

**Extension/s:**

Create an *All About Me* Book

Use, puppets/picture books/props to show emotions. State how characters in the book are feeling. For example if child is mad say: "Wow, that little boy is really mad. I see he is crying. I wonder why?"

Music: Model and sing with the child the song. Use movements to encourage the child to engage in the song. You may also use puppets or props to help.

Math: Model and offer assistance to children to do the task. Praise child when they do the task saying things like "Great job you're doing it." Redirect as needed.

with blocks, complete a puzzle, put on a sock, etc.)



All About me Frog Street Document.

**Social Studies**

Guide your child to draw your house on paper, use sidewalk chalk, and/or paint. Discuss the different features of the house by identifying different shapes.

Offer assistance if child is struggling to do the task. Praise child when they do the task by saying things like “Great job you’re doing it.” If task is too complicated, start slow. Draw the roof of the house first. After child is successful then keep adding to it. Praise child when they accomplish task or engage in task.

**Pretend and Learn**


Encourage children to “prepare dinner”. Discuss how we use our mouth and nose to taste foods. Discuss how foods smell and taste and describe their textures.

Model for child what this looks like. Use visuals if available of type of food you will use and what materials. Praise child when they accomplish task or engage in task.

**Art/Creativity Station**

Encourage children to color while listening to music. Point out that they are using their ears to hear the music.

Give the child choices of what song they want to listen to and have them choose. Engage child by having them choose a color. Ask questions. Where they want to sit? What are you going to color?

		<p style="text-align: center;"><b>STEAM</b> </p> <p>Invite children to explore the eye wear and tools. Discuss how and when items is used.</p>				<p>Allow toddler to touch feel materials. Ask open-ended questions and offer choices. Say encouraging phrases.</p>
		<p><b>Language Development:</b></p> <p>I look in the mirror. Share the poem with children as you both look in the mirror.</p> <p>“I look in the mirror and what do I see?, I see a funny face looking at me, A scrunched up nose, twisted mouth, squinty eyes and two fuzzy eyebrows- What a surprise!, I looked in the mirror and what do I do? I giggle and laugh at the sight of you”</p> <p>“Miro al espejo y ¿Qué veo yo ahí?, una cara muy rara que mira hacia mí, una nariz torcida, una bosa muy chueca y unos ojos chiquitos y dos cejas muy bonitas. Miro al espejo y ¿Qué hago por fin?, me rio a carcajadas porque te veo a ti”.</p>				<p>Show visuals if available, a mirror, make a funny face, squint your eyes, etc. Repeat the poem. Sit child close to you and have child repeat words with you. Use different tones of voices make it interactive. Ask questions.</p>

		<b>Physical Development:</b> Toss ball in a basket. Encourage child to toss balls in a basket.			Offer assistance. Praise child when they do the task. Redirect as necessary.
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<b>Mental Health:</b> <i>Dr. Bailey's Conscience Discipline Strategies</i>	<b>Unite</b> <b>Morning Song:</b> <b>"Buenos Días, Good Morning"</b> <a href="https://www.youtube.com/watch?v=WdQ-aIL8S7k">https://www.youtube.com/watch?v=WdQ-aIL8S7k</a>	<b>Calm</b> <b>S.T.A.R.</b> (Smile, Take a deep breath And Relax)	<b>Connect</b> Demonstrate shaking hands with your family members.	<b>Commit</b> Tell children that the house/ classroom is a safe place. Remind you child "I will keep you safe and you can help me do this".
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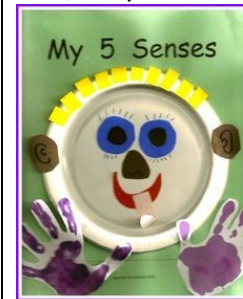
**Morning Message:** Have the child listen and repeat the following sentences throughout the week. Ask parent to write the following sentences on sheets of paper/index cards and place them throughout the house and read them together using their index finger or a pointer, such as a pen, pencil, popsicle stick, and/or the handle of a spoon and read them together from left to right. This trains the brain to read from left to right. Encourage child to repeat after you the first time, and then clap or tap the words on the sentence. *\*Please remind parents that these sentences will be revisited thought learning\**

**1. I can see.      2. I can hear.      3. I can smell.**


<b>Theme: 1 All About Me</b> <b>Week: 2 My senses</b>	<b>Family Connection</b>	<b>Nursery Rhyme/ Song</b>	<b>Enrichment Activities</b>	<b>Special Needs Adaptations</b>
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<b>Theme 1</b> <b>Week 2</b>	<b>LITERACY</b>  <b>Title of the Story: "Skidamarink"</b> <a href="http://onlinelibrary.frogstreet.com/ebooks/FEPK/view.php?sku=FEPK115e&amp;lang=english#p=1">http://onlinelibrary.frogstreet.com/ebooks/FEPK/view.php?sku=FEPK115e&amp;lang=english#p=1</a> Read Aloud Tips: <i>Use hand motions, different tones and pitches in your voice to tell the story.</i>	<b>Parent as partners</b>  Theme 1 (#1-4)	<b>Nursery Rhyme:</b> "If your happy and you know it"  <b>Song/s:</b> The Alphabet Song  <b>Music and Movement</b>	<b>Literature</b> <b>Enrichment:</b> -Create props -Game -Finger play -Puppet Show	
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	<p><b>Wonderful Words of the Week:</b></p> <p>Happy Sad</p>	<p><i>Intonations: Deep Voice, Medial Tone, and High Pitch sound.</i></p> <p><b>Discuss:</b> Invite children to mimic your hand motions and actions during the story. Ask open-questions.</p>		<p><b>Kindermusik:</b> "Walk and Stop" <a href="https://youtu.be/cFBeXuFOuQ">https://youtu.be/cFBeXuFOuQ</a></p>	<p>-Song with body movements</p> <p><b>Technology</b> <b>YouTube Video:</b> "Five Senses Song" <a href="https://www.youtube.com/watch?v=j4XZ8Oojt-w">https://www.youtube.com/watch?v=j4XZ8Oojt-w</a></p>	<p>Model for child the motions and actions. Offer assistance.</p> <p>Music: Model and sing with the child the song. Use movements to encourage the child to engage in the song. You may also use puppets or props to help.</p>
		<p><b>Math</b> </p>	<p>Teach children the song. If possible while using a real toothbrush so they can practice the correct way to brush their teeth.</p> <p><b>"This is the Way We Brush our Teeth"</b> <i>(Tune: Mulberry Bush)</i></p> <p><i>This is the way we brush our teeth. Brush our teeth. Brush our teeth. This is the way we brush our teeth. Morning noon and night.</i></p>		<p>Create "My 5 Senses" collage that include different parts of the face/body.</p>	<p>Math: Model and offer assistance to child to do the task. Praise child when they do the task saying things like "Great job you're doing it." Redirect as necessary. Offer praise.</p>
		<p><b>Social Studies</b></p>	<p>Invite children to manipulate playdough, discuss the texture, color, and smell of the dough. Provide items (large buttons, leaves, rocks) to use to make prints in the dough.</p>			<p>Let children choose the materials and what color of play dough. If necessary, model for the children how to make the prints. Ask questions.</p>
	<p><b>Pretend and Learn</b></p>	<p>Invite children to try different types of hats.</p>			<p>Give choices. Praise children and use enthusiastic phrases such as "wow that</p>	



September 14<sup>th</sup> – 18<sup>th</sup> , 2020

	(Cowboy, cap, hat, beanie, etc.)				hat is big" Ask questions.
	<b>Art/Creativity Station</b> Encourage children to paint with scented paint (add drops of scented oils, vanilla, cinnamon, etc.) Discuss the smells as children work.				Give children choices to choose what scents they want. Use a bigger brush or other materials to paint such as sponges etc. if child is having problems grasping.
	<b>STEAM</b>  Invite children to help you blow bubbles using bubble solution (you can create bubble solution with dish soap and water). Invite children to try to keep a bubble aloft by gentle blowing it.				Have child help you create the bubble solution. Assist and model for the child the action of blowing bubbles.
	<b>Language Development:</b> Tell an abbreviated version of the story "The Three Little Pigs". Encourage children to recite the lines "Not by the hair of my chinny chin chin", where appropriate. Link: <a href="https://www.youtube.com/watch?v=HtHjB6rRmQc">https://www.youtube.com/watch?v=HtHjB6rRmQc</a>				Use visual aids. Ex: stuffed animals, puppets etc. While abbreviating use hand, gestures, and different tones of voices. Ask open-ended questions.

	<p><b>Physical Development:</b> Place a small ball on the floor. Have children get into a crawling position and move the ball with their nose. Have children repeat the game by using their chin to move the ball.</p>				<p>Model and assist child if struggling to complete activity. Start with one action. Have child use their nose once they are successful move to chin and so on etc. Praise child when they are engaging in task and trying. Say things like "Good job trying to roll the ball with your nose" "Let's try again. "</p>
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<p><b>Mental Health:</b> <i>Dr. Bailey's Conscience Discipline Strategies</i></p>	<p><b>Unite</b> <b>Morning Song:</b> "Buenos Días, Good Morning" <a href="https://www.youtube.com/watch?v=WdQ-aLL8S7k">https://www.youtube.com/watch?v=WdQ-aLL8S7k</a></p>	<p><b>Calm</b> <b>S.T.A.R.</b> (Smile, Take a deep breath And Relax)</p>	<p><b>Connect</b> Demonstrate shaking hands with your family members.</p>	<p><b>Commit</b> Tell children that the house/ classroom is a safe place. Remind you child "I will keep you safe and you can help me do this".</p>
<p><b>Morning Message:</b> Have the child listen and repeat the following sentences throughout the week. Ask parent to write the following sentences on sheets of paper/index cards and place them throughout the house and read them together using their index finger or a pointer, such as a pen, pencil, popsicle stick, and/or the handle of a spoon and read them together from left to right. This trains the brain to read from left to right. Encourage child to repeat after you the first time, and then clap or tap the words on the sentence. <i>*Please remind parents that these sentences will be revisited thought learning*</i></p> <p style="text-align: center;"><b>1. I have <u>fingers</u>.      2. I have <u>arms</u>.      3. I have <u>hands</u>.</b></p>				
<p><b>Theme: 1 All About Me</b> <b>Week 3: Arms, Hands and Fingers</b></p>	<p><b>Family Connection</b></p>	<p><b>Nursery Rhyme/ Song</b></p>	<p><b>Enrichment Activities</b></p>	<p><b>Special Needs Adaptations</b></p>

**Theme 1  
Week 3**

**Wonderful Words of the Week:**  
  
Arms  
Hands  
Fingers

**LITERACY**



**Title of the Story: “Hands and Fingers”**  
Read Aloud Tips: *Use hand motions, different tones and pitches in your voice to tell the story.*  
*Intonations: Deep Voice, Medial Tone, and High Pitch sound.*

**Discuss:**  
Encourage children to show their hands.  
Ask: “How many hands do you have?”  
Encourage them to wiggle their fingers.  
Ask: “Where are your thumbs?” As you read the book ask children about things they do with their hands and fingers.

**Math**



Give each child a sheet of paper.  
Encourage children to tear their paper into smaller pieces.  
  
Ask: Can anyone make a square or circle by tearing their paper?

**Parent as partners**  
  
Theme 1 (#1-4)

**Nursery Rhyme:**  
“Where is Thumking”  
<https://youtu.be/bRNDu3O2VQY>

**Song/s:**  
The Alphabet Song

**Music and Movement**  
**Kindermusik:**  
“Colors of the RAINBOW”  
<https://youtu.be/6LSGjBdHTYM>

**Literature**  
**Enrichment:**  
-Create props  
-Game  
-Finger play  
-Puppet Show  
-Song with body movements

**Technology**  
**YouTube Video:**  
“This Little Piggy”  
<https://youtu.be/UQCJ-XMhA2I>


Encourage your child to trace his hands on a paper using different writing materials.



Model for child the motions and actions. Offer assistance.

Music: Model and sing with the child the song. Use movements to encourage the child to engage in the song. You may also use puppets or props to help.

Math: Model and offer assistance to children to do the task. Praise child when they do the task saying things like “Great job you’re doing it.” “Let’s try again.”

	<p style="text-align: center;"><b>Social Studies</b></p> <p>Teach children how to shake hands. Explain that this is one way we greet people. Have children shake hands with family member. Teach your child different ways to greet people in public. Ex. Wave hello, peace sign, smile, etc.</p>				<p>Offer to assist child to help shake hands. Gently grab their hand and model. Praise the child saying things like “that was a great handshake” Repeat task.</p>
	<p style="text-align: center;"><b>Pretend and Learn</b></p> <p>Invite children to use their fingers to do pretend things, such as strumming a guitar, playing a piano, crawling like a spider, pinching the air, snapping or twinkling stars.</p>				<p>Model task. Offer to assist. Praise the child saying things like You did great playing the piano”</p>
	<p style="text-align: center;"><b>Art/Creativity Station</b></p> <p>Place washable paint on a surface and invite children to make designs with their fingers. Ask: Which fingers are you using to draw?</p>				<p>Introduce paint by putting a small amount in finger for child feel. Wait to see how child responds and move on to placing more paint. If necessary, assist child with designs. Provide encouraging and praising words.</p>
	<p style="text-align: center;"><b>STEAM</b> </p> <p>Exploring sounds with do it yourself instruments. Ex: Pots and pans, wooden spoons, boxes, cups, etc. Invite children to discover different types of sounds.</p>				<p>Offer choices to child by letting them decide what instruments to use. Praise the child saying things like “Great job making sounds” Let child guide there learning and ask open-ended questions.</p>

		<p><b>Language Development:</b></p> <p>Encourage child to retell the story “Hands and Fingers” by expression, questions, hand movements and finger play. Encourage child to show you their hands and move their fingers.</p>				<p>Model task. Offer assistance to child if struggling to model the story. Praise child when they attempt and if they are successful. Encourage child to try again.</p>
		<p><b>Physical Development:</b></p> <p>Ask children to stretch as high as they can in their tiptoes and then relax. Do this several times. Ask children to name the body parts they are stretching.</p>				<p>Model and assist child as necessary. Start with one-step directions. Ex: Reach high. Redirect as necessary. Once child is successful with the first step move on to the next step. Provide praising words and encouragement. Such as “ You are doing a great job reaching.”</p>

**Learning Outcomes:**



- Develops and engages in positive relationships with adults.
- Develops and demonstrates control over some of their feelings and behaviors.
- Learns and internalizes rules routines and directions.
- Develops personal relationships with peers.


<b>Mental Health:</b> <i>Dr. Bailey's Conscience Discipline Strategies</i>	<b>Unite</b> <b>Morning Song:</b> <b>"Buenos Días, Good Morning"</b> <a href="https://www.youtube.com/watch?v=WdQ-aIL8S7k">https://www.youtube.com/watch?v=WdQ-aIL8S7k</a>	<b>Calm</b> <b>S.T.A.R.</b> (Smile, Take a deep breath And Relax)	<b>Connect</b> Demonstrate shaking hands with your family members.	<b>Commit</b> Tell children that the house/ classroom is a safe place. Remind you child "I will keep you safe and you can help me do this".
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**1. I can move my legs. 2. I can move my feet. 3. I can move my toes.**

<b>Theme 1: All About Me</b> <b>Week 4: Legs, Feet and Toes</b>	<b>Family Connection</b>	<b>Nursery Rhyme/ Song</b>	<b>Enrichment Activities</b>	<b>Special Needs Adaptations</b>
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<b>Theme 1</b> <b>Week 4</b>	<p style="text-align: center;"><b>LITERACY</b> </p> <p><b>Title of the Story: "Warm-Up Chant"</b>          Read Aloud Tips: <i>Use hand motions, different tones and pitches in your voice to tell the story.</i>  <i>Intonations: Deep Voice, Medial Tone, and High Pitch sound.</i></p>	<p><b>Parents as Partners</b></p> <p>Theme 1 (#1-4)</p>	<p><b>Nursery Rhyme:</b>          "This Little Piggy"  <a href="https://youtu.be/UQCJ-XMhA2I">https://youtu.be/UQCJ-XMhA2I</a></p> <p><b>Song/s:</b>          The Alphabet Song</p>	<p><b>Literature</b></p> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>-Create props</li> <li>-Game</li> <li>-Finger play</li> <li>-Puppet Show</li> <li>-Song with body movements.</li> </ul>	<p>Model for child the task. Offer assistance. Redirect as necessary.</p>
<p><b>Wonderful Words of the Week:</b></p> <p>Legs Feet Toes</p>	<p><b>Discuss:</b>          Encourage children to act out the chant as you read. Invite children to add body parts to the chant.          Ex: "This is my waist; I bend at my waist. I twist with my waist."</p>		<p><b>Kindermusik:</b>          "Going to The Castle"  <a href="https://youtu.be/p1Xd2N06L54">https://youtu.be/p1Xd2N06L54</a></p>	<p><b>YouTube Video:</b>          "The Ants Go Marching"  <a href="https://www.youtube.com/watch?v=2SfbCGwOM">https://www.youtube.com/watch?v=2SfbCGwOM</a></p>	<p>Music: Model and sing with the child the song. Use movements to encourage the child to engage in the song. You may also use puppets or props to help.</p>
	<p style="text-align: center;"><b>Math</b> </p> <p>Leg Comparison. Compare legs with different family members. Observe which legs are shorter or longer.</p>			<p><b>Extension/s:</b>          Encourage child to go outside and use their legs, feet and toes to hop, run and jump. Explain that we use these body parts to be more physical.</p>	<p>Math: Model task for child. Encourage child to participate by saying things such as "Wow look how long daddy's legs are"</p>

<b>September 25<sup>th</sup> – Oct 2<sup>nd</sup>, 2020</b>					
		<p style="text-align: center;"><b>Social Studies</b></p> <p>Happy Moves. Discuss ways we use our legs, knees, toes and feet to show we are happy. (dancing, jumping, tiptoeing) Discuss ways we use our legs for fun. (Running, jumping, kicking a ball, riding a bike, etc.)</p>			<p>Provide visual examples of how we use our legs, knees, toes, feet etc. when we are happy/having fun. Model these movements for child and have them follow. Provide praising and encouragement. Redirect as needed.</p>
		<p style="text-align: center;"><b>Pretend and Learn</b></p> <p>Challenge children to match pairs of shoes and pairs of socks. Discuss the shoe types and their purpose.</p>			<p>Model task and assist child. Offer praise when child attempts to do task and if they complete it. Offer encouragement for child to try again such as "Great job trying let's try again".</p>
		<p style="text-align: center;"><b>Art/Creativity Station</b></p> <p>Invite child to trace their feet on a sheet of paper using different writing materials.</p>			<p>Model task and assist child. Offer praise when child attempts to do task and if they complete it. Offer encouragement for child to try again such as "Great job trying let's try again".</p>
	<p style="text-align: center;"><b>STEAM</b> </p> <p>Tape trails of shoe tracks on the floor and invite children to follow the trails. Include flashlight to enhance the experience.</p>			<p>Have child assist with placing the tape. Model task and assist child. Offer praise when child attempts to do task and if they complete it. Offer encouragement for child to try again.</p>	

		<p><b>Language Development:</b>          Invite children to sing and act out the chant “Five Little Monkey”. Discuss the body parts children use for jumping.</p>			<p>Show child visual cues by pointing to the different body parts. Model for the child the task. Provide encouraging words and ask questions to engage child participation such as “look how high we jump” “Can you jump higher?”</p>
		<p><b>Physical Development:</b>          If a smooth surface is available, invite children to remove their shoes and “skate: in their socks.  <b>Safety Note: Supervise closely to make sure children don’t fall.</b></p>			<p>Model task and assist child. Offer praise when child attempts to do task and if they complete it. Offer encouragement for child to try again such as “Great job trying let’s try again”.</p>



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- Develops personal relationships with peers.


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1. I have one nose. 2. I have two legs. 3. I have fingers. 4. I can move my legs.

Theme 1: All About Me Week 5: My Body		Family Connection	Nursery Rhyme/ Song	Enrichment Activities	Special Needs Adaptations
<b>Theme 1 Week 5</b>	<p style="text-align: center;"><b>LITERACY</b> </p> <p><b>Title of the Story: “Body Talk in Rhyme”</b>  <a href="http://onlinelibrary.frogstreet.com/ebooks/FEPK/view.php?sku=FEPK107e&amp;lang=english">http://onlinelibrary.frogstreet.com/ebooks/FEPK/view.php?sku=FEPK107e&amp;lang=english</a></p> <p>Read Aloud Tips: <i>Use hand motions, different tones and pitches in your voice to tell the story.</i>  <i>Intonations: Deep Voice, Medial Tone, and High Pitch sound.</i></p> <p><b>Discuss:</b>            Invite your children to talk with his or her body by trying to imitate some of the moves the children are doing in the book cover.            Ask: What do you think we will find out when we read this book?”</p>	<p><b>Parents as Partners</b></p> <p>Theme 1 (#1-4)</p>	<p><b>Nursery Rhyme:</b>            “The Gingerbread Man”  <a href="https://youtu.be/pckuS--UIV4">https://youtu.be/pckuS--UIV4</a></p> <p><b>Song/s:</b>            The Alphabet Song</p> <p><b>Kindermusik:</b>            “Flea Fly Mosquito”  <a href="https://youtu.be/tJu1UTIGTUE">https://youtu.be/tJu1UTIGTUE</a></p>	<p><b>Literature</b></p> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>-Create props</li> <li>-Game</li> <li>-Finger play</li> <li>-Puppet Show</li> <li>-Song with body movements.</li> </ul> <p><b>YouTube Video:</b>            “Head, Shoulders, Knees and Toes”  <a href="https://www.youtube.com/watch?v=h4eueDYPTlg">https://www.youtube.com/watch?v=h4eueDYPTlg</a></p> <p><b>Extension/s:</b>            Stop and Go.            Cut out a red and green circle for stop and go sign. Explain that red means stop and green means go. Give a command such as “jump” and have children jump when they see the green circle, and stop jumping when they see the red circle.</p>	<p>Model for child the task. Offer assistance. Redirect as necessary.</p> <p>Music: Model and sing with the child the song. Use movements to encourage the child to engage in the song. You may also use puppets or props to help.</p> <p>Math: Model task and assist child as needed. Provide visual cues to child. Redirect as necessary.</p>
	<p><b>Wonderful Word of the Week:</b></p> <p style="text-align: center;">Body</p> <p style="text-align: center;"><b>Math</b> </p> <p>Musical search. Hide a musical toy that you have and invite children to use their ears to find the hidden toy.  <i>Adaptation: Provide clues if children are not able to find to toy.</i></p>				

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		<p><b>Social Studies</b></p> <p>Children can take short walks in their neighborhood and identify structures. Ex: Houses, churches, schools, stores, etc.</p>				<p>Ask open-ended questions. Praise child saying things such as "good job identifying" Let child be in charge of their own learning by choosing the structure.</p>
		<p><b>Pretend and Learn</b></p> <p>Invite children to create different hairstyles on play dolls, themselves or family members.</p>				<p>Model task and assist child. Offer praise when child attempts to do task and if they complete it. Offer encouragement for child to try again such as "That is a great hairstyle. Let's do another one".</p>
		<p><b>Art/Creativity Station</b></p> <p>Invite children to trace their body or shadow on a sidewalk using chalk. Discuss the different body parts.</p>				<p>Model task and assist child. Offer praise when child attempts to do task and if they complete it. Offer encouragement for child to try again such as "That is a great shadow. Or Let's try again". Redirect if necessary.</p>
		<p><b>STEAM</b> </p> <p>Encourage children to pound, twist, roll, and tear playdough. Add cookie cutters so children can make pretend cookies.</p>				<p>Model task and assist child. If child is struggling, have child complete one task at a time. First, pound the playdough then after child has completed that move onto twisting the playdough and so on. Offer praise when child attempts to do task and if they complete it. Provide encouraging words.</p>
		<p><b>Language Development:</b></p>				<p>If the child is struggling to complete task start with two word</p>

		<p>Encourage child to talk in complete sentences.  Ex. "I can use my hands to open a door".  "I can jump with my legs".</p>				<p>phrases as the child completes this add more words. Redirect as necessary. Offer praise when child attempts to do task and if they complete it. "You are doing a great job saying the words" Provide encouraging words.</p>
		<p><b>Physical Development:</b>  Have children walk across the house or outdoors taking baby steps and giant steps. Ask: Which size step gets you there faster?.</p>				<p>Model task and assist child. Offer praise when child attempts to do task and if they complete it. Praise child such as "Great job trying let's try again".</p>