WEEK 6 • DAY 2

FAMILIES AND COMMUNITY
## Greeting

**Activity**

Begin the day with positive energy. Start your day with a big smile as you say good morning to your child. Then, try a simple breathing activity. Encourage your child to take a deep breath and watch his or her belly go out and in with each inhale and exhale. Try to inhale for three seconds and exhale for five seconds. While doing the breathing exercise, have your child stretch his or her arms high above his or her head and stand on tiptoe to make his or her body as tall as possible. Relax, and then repeat this exercise three times. You can do this activity throughout the day to help your child unwind or refocus.

**Learning Skills**

Regulates emotions and behaviors

**Materials**

N/A

## Morning Meeting

**Activity**

What is news in your child’s world? Talk to your child about his or her feelings and the differences between being at home and going to school. You can journal about your child’s thoughts together. Then, return to this activity as his or her feelings and moods change over the next few days or weeks. Talk with your child about who is a member of your family.

**Learning Skills**

Recall, working memory

**Materials**

Journal, pencil
<table>
<thead>
<tr>
<th><strong>TRANSITION</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>ACTIVITY</strong></td>
<td>Hop up and down while counting the number of people in your family. If there are three people in your family, hop three times.</td>
</tr>
<tr>
<td><strong>LEARNING SKILLS</strong></td>
<td>Demonstrates knowledge of self and others</td>
</tr>
<tr>
<td><strong>MATERIALS</strong></td>
<td>N/A</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>PRE-EXPLORATION</strong></th>
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<tbody>
<tr>
<td><strong>ACTIVITY</strong></td>
<td>Draw a self-portrait, a portrait of someone in your family or a portrait of a friend.</td>
</tr>
<tr>
<td><strong>LEARNING SKILLS</strong></td>
<td>Demonstrates knowledge of self and others</td>
</tr>
<tr>
<td><strong>MATERIALS</strong></td>
<td>Paper, crayons</td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>PURPOSEFUL EXPLORATION</strong></th>
<th></th>
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<tr>
<td><strong>ACTIVITY</strong></td>
<td>Build a town with your child. Encourage your child to collect stuffed animals, dolls, action figures, cars or other objects to create a community. Your child can do this independently. When your child has finished, have him or her describe it to you, and ask open-ended questions about the creation.</td>
</tr>
<tr>
<td><strong>LEARNING SKILLS</strong></td>
<td>Shows a basic understanding of how people live</td>
</tr>
<tr>
<td><strong>MATERIALS</strong></td>
<td>Materials to build your town</td>
</tr>
</tbody>
</table>
### POST-EXPLORATION

| ACTIVITY | Ask your child what his or her favorite part of your hometown is. Your child may prefer a movie theater or park. |
| LEARNING SKILLS | N/A |
| MATERIALS | N/A |

### MEALTIME

| ACTIVITY | Let’s work on our manners! Practice saying please and thank you during your meal. |
| LEARNING SKILLS | Manners |
| MATERIALS | N/A |

### TRANSITION

| ACTIVITY | Play freeze dance to your favorite song before moving to your next activity. Play music and dance. Then, pause the music and freeze in place. |
| LEARNING SKILLS | Physical motor skills |
| MATERIALS | Music player |
**LEARNING LAB**

**ACTIVITY**
Using photos from around the house or from photo albums, discuss which family members are part of your immediate family and which are part of your extended family. You can also try putting your family members in order from youngest to oldest.

**LEARNING SKILLS**
Sorting

**MATERIALS**
Photos

**OUTSIDE TIME**

**ACTIVITY**
Trace your child’s body with chalk, and label the body parts together while singing “Head, Shoulders, Knees and Toes.”

*Head, shoulders, knees and toes, knees and toes.*
*Head, shoulders, knees and toes, knees and toes.*
*Eyes and ears and mouth and nose.*
*Head, shoulders, knees and toes, knees and toes.*

**LEARNING SKILLS**
Physical motor skills

**MATERIALS**
Chalk, song lyrics
### REST TIME

**ACTIVITY**

It’s time to relax. Establish a routine before naps that supports your child in calming his or her body and settling his or her mind.

**LEARNING SKILLS**

N/A

**MATERIALS**

N/A

### TRANSITION

**ACTIVITY**

Have your child act like or pretend to be a different family member as you transition to the next activity.

**LEARNING SKILLS**

Explores drama through action and language

**MATERIALS**

N/A

### CHILD’S CHOICE

**ACTIVITY**

Use this time to let your child complete an activity of his or her choice.

**LEARNING SKILLS**

N/A

**MATERIALS**

N/A