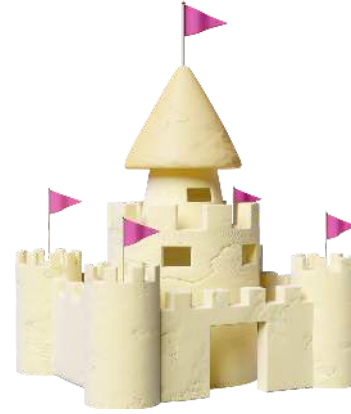


**SOCIAL
EMOTIONAL
DEVELOPMENT**



PLAY CATCH



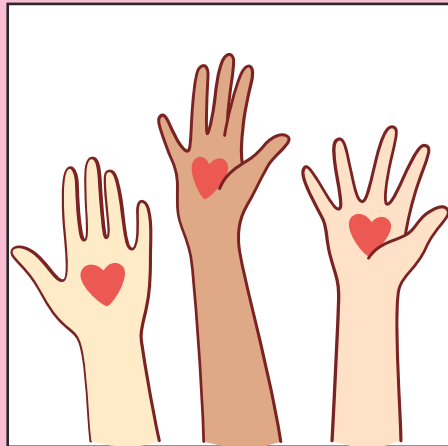
**BUILD A
FORT**



PICNIC



**CLOSET
CLEAN OUT**



**HELPING
HANDS**



**OBSTACLE
COURSE**



**JOIN A
GROUP**

Host a picnic outside.

Skills Developed: cooperate, share, recognize emotions and listen to others, forming friendships, responding to conversations, physical interaction, and resilience

Cooperate with a partner to make a cardboard box fort, then turn it into a veterinary clinic with stuffed animals or parking garage for trikes. Alternatively, turn your box into a boat.

Skills Developed: Independence and autonomy. Creativity, decision making, problem solving, self-esteem.

Take turns playing catch.

Skills Developed: taking turns, cooperation, hand-eye coordination, and depth perception. It also works to help children coordinate opposite sides of the body and to develop timing and accurate movement of their body.

Inflatable ball included

Social and emotional development begins the day your child is born. This is when children start to understand who they are, if the world is a safe place, what they are feeling and what to expect when interacting with others. It's when they learn how to form and sustain positive relationships; experience, manage, and express emotions.

Children who acquire a strong emotional foundation skill in the early years can better manage everyday social interactions later in life. It is critical for the development of overall brain architecture and has enormous consequences on their ability to learn.

Teach your child how to join a group; "Can I help you build the tower?" or "Can I help cook the pizza?"

Skills Developed: Making friends, group inclusion, language.

Let children lead in building an obstacle course outside.

Skills Developed: cooperation, regulate emotions and behaviors, establish and sustain positive relationships, participate cooperatively and constructively in group situations, relationships with others, expressive and receptive language.

With a crayon or marker invite child to draw "Helping Hands", then wash their hands to help prepare food.

Skills Developed: self-control (executive functions), cooperation, relations with others, taking turns.

Markers included.

Clean out a closet and give away outgrown clothes or toys.

Skills Developed: Compassion, generosity, empathy

**PERCEPTUAL
MOTOR &
PHYSICAL
DEVELOPMENT**



**PLANT A
GARDEN**



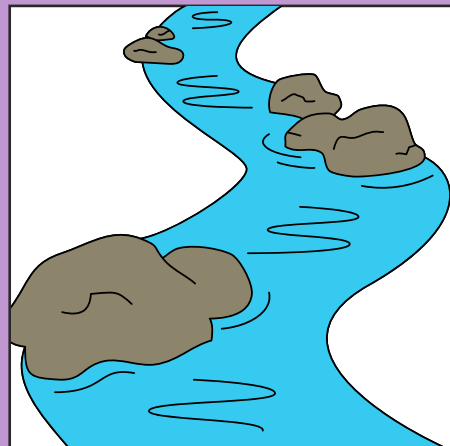
**MAKE A
ZOO**



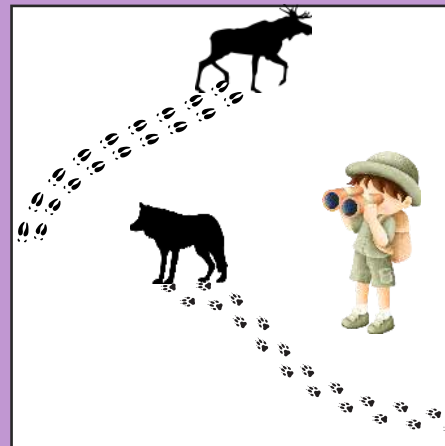
**GO FOR A
WALK**



**PAINT THE
SIDEWALK**



**RIVER
OBSTACLES**



**ANIMAL
TRACK HUNT**



**WALK LIKE
AN ANIMAL**

Go for a walk and collect things.

Skills Developed: leg strength, balance, the ability to shift your weight while in motion, manage changes in surfaces and inclines, move up and down stairs, balance, and stamina.

Make a block/Lego zoo and add plastic animals

Skills Developed: fine motor skills, developing dexterity and strength in the fingers. Improved eye/hand coordination. The development of spatial skills.

Plant a garden or go to a farm to pick cherry tomatoes, in season berries, cucumbers, or sugar snap peas.

Skills Developed: work in teams, take turns, and share resources needed to build their gardens. Fine motor control and also work larger muscles bilateral coordination.

Seeds included

This is foundational to children's learning in all areas because it permits children to fully explore and function in their environment. This area of development is represented as four elements: perception, gross motor, fine motor, and health, safety, and nutrition.

Walk like animals (bear, crab, duck, frog, rabbit)

Skills Developed: Coordination and Balance, strengthen core, develops flexibility, gross motor, body awareness, and spatial awareness.

Go for a walk after it rains and look for tracks. Name the animal or person who made the tracks, try to step in the tracks.

Skills Developed: balance their body, improves coordination, and gross motor skills; regulates brain chemicals and reduce stress, promotes motor skills, bones, and muscles.

Draw a river with sidewalk chalk, adding obstacles fish may encounter (log jam, bear, fish wheel). Invite your preschooler to be a fish and traverse the river. Later take turns jumping the river.

Skills Developed: building physical techniques of developmental and fine motor skills. Also, you can work on coordination skills.

Let children use a paint brush or sponge to "paint" the sidewalk or side of building with water.

Skills Developed: Gross motor, building finger, wrist, and hand strength while improving their hand-eye coordination, creativity, self-regulation, and independence.

Paint brush included

APPROACHES TO LEARNING



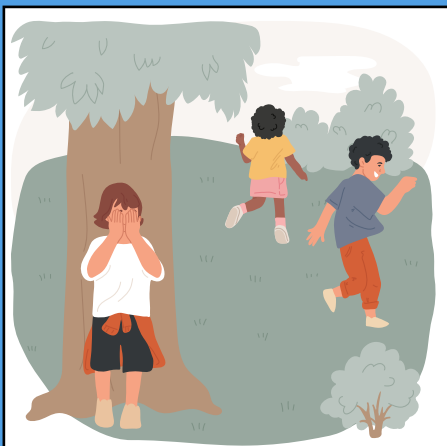
**CARS &
TRUCKS**



FOIL BOAT



**PLAY
PRETEND**



**OUTDOOR
GAMES**



**GARAGE
BAND**



**SANDBOX
TREASURE**



**PARTNER
OBSTACLES**

Dramatic Play - berry picking, fishing, gardening.

Skills Developed:

Exploring self-empowerment, make choices, act out their feelings, math, self-regulation, especially in role-playing where children are expected to fulfill a particular part in the play scenario.

Make a foil boat to see how many pebbles, leaves or other cargo it will hold, then change the shape of the boat and compare cargo capacity.

Skills Developed: Curiosity, persistence, creativity, and problem-solving skills, gross and fine motor skills, predicting, emergent STEM skills. Learning conflict resolution, helping children to learn creative problem-solving skills alongside their peers.

Take cars and trucks outside and build a road system.

Skills Developed:

Explore the visual, dramatic and, imagination, flexibility and then creativity, social and emotional development, receptive and expressive language, and problem-solving abilities.

Approaches to Learning include curiosity & initiative, problem solving, risk-taking, persistence, confidence as well as effort, & attentiveness. Depending on the quality of their early experiences, children either form healthy or unhealthy attitudes toward learning.

Create an obstacle course (ideas below!) and have the children try to maneuver through it while holding their partner's hand.

Skills Developed:

Emotional and behavioral self-regulation, initiative, and creativity.

If your child has a sandbox, put small treasures in the sand and encourage your child to collect the treasures. If no sandbox is available, use a large flat tub outside to avoid a mess.

Skills Developed:

Emotional and cognitive self-regulation, initiative and curiosity, lifting and lowering objects, object manipulation, persistence and language.

Garage band. You can easily create musical instruments out of household items. Have fun with your child creating and "playing" your homemade instruments—you can even pretend to play a concert together.

Skills Developed:

Rhythm, language, self-regulation, initiative and curiosity, creativity.

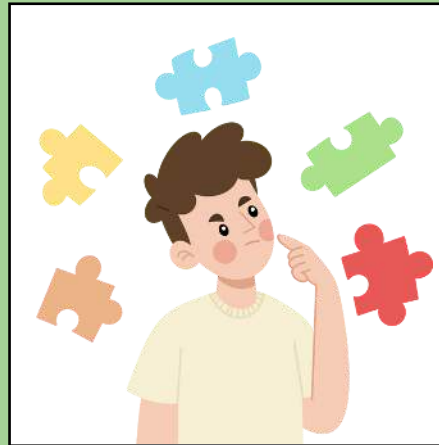
Play outdoor games with family and friends such as Red Light-Green Light, Simon Says, Duck Duck Goose and other games that create opportunities for social interactions, waiting, and more!

Skills Developed: Self-regulation, initiative and curiosity and creativity.

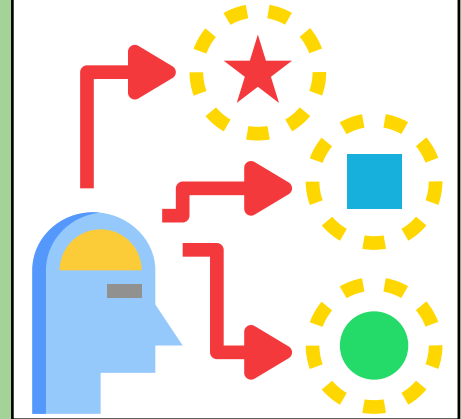
COGNITIVE DEVELOPMENT



**NUMBERS &
LETTERS**



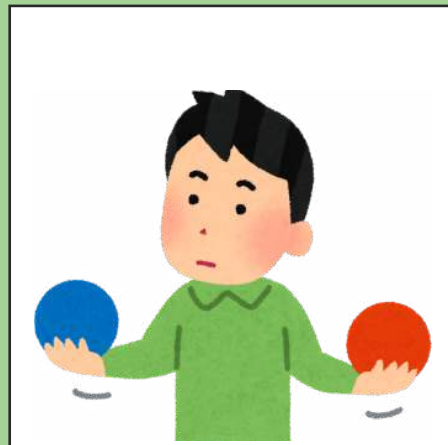
**DIY
PUZZLE**



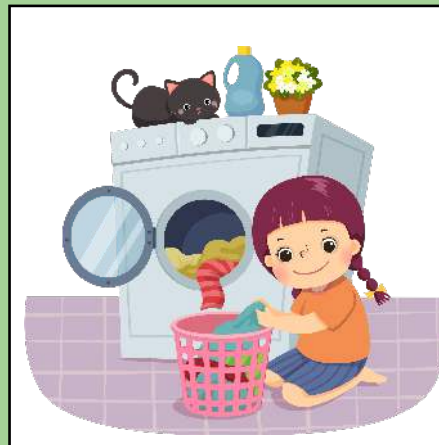
**WHAT DOESN'T
BELONG**



**SET THE
TABLE**



**WOULD YOU
RATHER?**



LAUNDRY



**MODEL A
QUESTION**

What Doesn't Belong? During a quiet time of day, or in the car play What Doesn't Belong? Take turns with your children naming three things and identifying what does not fit with the other two. If they respond in an unexpected way do not tell them they are wrong, but rather say "Tell me more." This conversation will give you a hint about how your child thinks and problem solves.

Skills Developed: receptive and expressive language, critical thinking, relationships with others

Cut front of a cereal box off and encourage your child to cut into several pieces. Reassemble to original. As your Little One becomes more familiar, try mixing two or three box fronts to create a better challenge.

Skills developed: self-regulation concentration, spatial awareness, shape recognition, fine motor, problem solving skills, language, relationships with others.

Choose number or letter you want your Little One to focus on (such as first letter of their name) and repeat it vertically and horizontally as you write. They use tape to follow the path of targeted numbers or letters.

Skill developed: Number or letter identification.

These skills include questioning, spatial relationships, problem-solving, imitation, memory, number sense, classification and symbolic play. Imaginations are becoming a primary vehicle for play and learning. They begin to compare, contrast, organize, analyze, and come up with more and more complex ways to solve problems, which helps their math skills and scientific reasoning become more sophisticated.

Ask Question You are modeling what a good question looks and sounds like. Slow down and listen to your Little one and they will develop the habit of sharing and talking with you.

Skills Developed: Relationships with others, receptive and expressive language, creativity

Tapping into your child's innate desire to participate—and teaching them valuable skills along the way—builds confidence and creates a sense of belonging. Start with: pillowcase, Washcloth, towel, pants, shorts socks, and tee-shirts.

Skills developed: Receptive and expressive language, fine and gross motor, following directions, counting and sequencing, comparing and categorizing, Self-regulation and relationships with others.

Would You Rather With your children, take turns thinking about and answering Would You Rather questions.

Skill Developed: Receptive and expressive language, relationships with others, critical thinking, creativity and self-regulation.

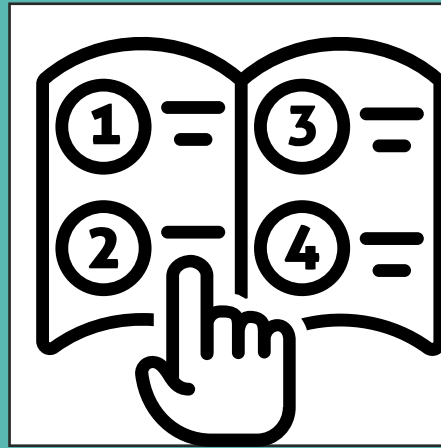
Setting Table Take a few minutes to show each piece of tableware to your child and make sure they know the proper name for each item. Have your child place the pieces in the correct spot for each family member table setting.

Skills Developed: Executive functions, memory, problem solving, gross and fine motor, relationships with others

LANGUAGE AND LITERACY



SORTING & CATEGORIZING



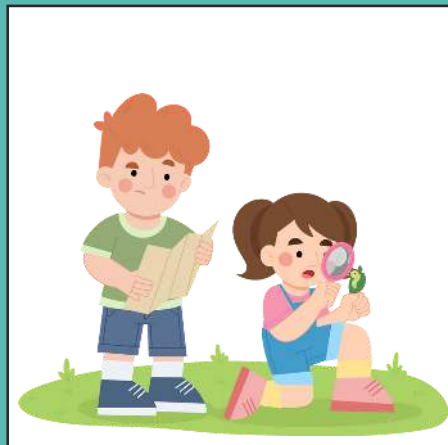
FOLLOWING DIRECTIONS



I SPY OUTSIDE



COOKING AND BAKING



SCAVENGER HUNT



LEARNING SONGS & RHYMES



PUZZLE TIME

I Spy Outside Ask your child to identify things they might see in their yard or on a walk such as leaves, sticks or pebbles. Create a title and label your graph. Here are two examples. Pretend to be a scientist: keep track of what you see or collect and then record the data. Talk about the results: counting or thinking about which had the most or fewest.

Skills developed: Relationships with others, thinking, planning, expressive and receptive language, emergent math, gross and fine motor skills.

Following Directions: Show ways to follow directions throughout the day. Get your child's attention, make sure they are looking at you, and go over the steps you take when getting dressed, washing hands, brushing teeth, or cleaning up toys. You can even create a picture or sign with the list of steps for common daily tasks. Later give 2 step directions

Skill Developed: Sequencing and Following Directions

Ask your child to find the picture or object that does not belong and tell why.

Skills Developed: Reasoning and turn taking, relationships with adults and other children

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language).

Language and literacy skills can develop in any language, and for the most part, they develop first in the child's home language.

Language skills continue to expand, and by the end of the preschool period, children speak in adult-like sentences, tell and re-tell stories, use verbal humor, and engage in group discussions.

Have your child pick out a puzzle. Talk about the pictures on the box. What new words can be found in the puzzle? Look for Curves, corners, color variations. Find puzzles that have different themes, like holidays, animals, or foods.

Skill developed: vocabulary, sentence length, longer conversations

Singing nursery rhyme songs like Row, Row, Row Your Boat and Wheels on the Bus teaches them about different sounds and words. Singing songs and hearing rhymes will help children learn to read.

Skills Developed: Memory, vocabulary, rhythm, print awareness

Hide 10 of your child's favorite items throughout your home or yard—and create a simple checklist. Can they find and mark them off the checklist of pictures and/or words? Help them as they hunt to find all 10. You can give clues like “move five steps,” “move backward,” “Take two steps toward the window.”

Skill Developed: listening to directions, relationships with others, perseverance

Have your child help gather the ingredients. Some recipes have pictures of ingredients, making them easier to find. Talk about what you do first, second, and so on. Encourage your Little One to describe what they are doing (mix gently or stir quickly, pound hard) Children can also learn about numbers and measurements while cooking. **Skills developed:** Sentence length, describing words, sequencing words