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Activity Title:

The Sound of Feelings

The Learning Goals we shared with your child are:

- **Identifying Emotions**
- **Respect for Others**
- **Evaluating**

We shared these goals by discussing how listening to others shows we are interested in what they say and lets them know we care. Listening to others also lets us know how they feel. The children closed their eyes and listened to statements such as:

- *(Excited)* Wow, I can hardly wait to work in the science center today!
- *(Bored)* This story is not interesting *(yawn)*.
- *(Sleepy)* It's way past my bedtime.

Children learned they could identify feelings by listening to the tone of voice in these examples.



Continue at home by having a conversation with your child about the importance of listening to know how others are feeling. Try this activity with your child: See how many emotions can be identified by the way they sound.



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Activity Title:

Look What We Can Do!

The Learning Goals we shared with your child are:

- **Recognizing Strengths**
- **Self-Confidence**
- **Reflecting**

We shared these goals by using a puppet to learn about hard work and persistence. For example: The puppet explained that they learned to tie their shoes even though it was hard at first. They kept trying and finally learned to tie their shoes.



Continue at home by taking time to discuss the “Look What We Can Do!” poster the children created. Talk with your child about being persistent in order to learn new things.



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Activity Title:

Children of the World

The Learning Goals we shared with your child are:

- **Respect for Others**
- **Appreciating Diversity**
- **Communication**

We shared these goals by stressing the importance of respecting those who are different from us. We sang the following song to demonstrate our awareness of cultural issues and respect for human dignity and differences:

“The Children of the World”

(Sing to the tune of “The Wheels on the Bus.”)

The children of the world can sing a song,
sing a song, sing a song.

The children of the world can sing a song,
all day long.

The children of the world can laugh and play,
laugh and play, laugh and play.

The children of the world can laugh and play,
all day long.



Continue at home by singing this song with your child, replacing “world” with the names of various countries. For example, “The children of China can sing a song...”

Some ideas include:

- Use the names of countries, states, or cities you have lived or visited.
- Use the names of countries, states, or cities you would like to visit.
- Use the names of countries, states, or cities from your family’s heritage.



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Activity Title:

Diversity Role-Play

The Learning Goals we shared with your child are:

- **Appreciating Diversity**
- **Perspective-Taking**
- **Communication**

We shared these goals by highlighting the importance of respecting those who are different from us. We displayed pictures of children from various countries and discussed how there are differences and/or similarities between them (e.g., clothing for different weather, places they shop, money used, food they eat for lunch, what their school looks like, transportation).

We read *We're More Alike Than Different*, by Sophia Day. We discussed that we may have differences from people in other countries, but our similarities connect us and give us a reason to celebrate.



Continue at home by talking with your child about respecting the differences of those from various countries.

We would like to introduce the children to items from your family's country of origin (or countries where you have lived or visited). Items are placed in interest centers (avoid sending one-of-a-kind or expensive items). Typical additions are money/pictures of money, pictures of food, dress-up clothing, children's toys and books, musical instruments, restaurant menus, etc.



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Activity Title:

Heritage Potluck

The Learning Goals we shared with your child are:

- **Appreciating Diversity**
- **Social Engagement**
- **Respect for Others**

We shared these goals by discussing the many things that make us special and unique, such as the type of foods we like to eat, the style of clothes we like to wear, the things we like and dislike, and our heritage. We planned a Heritage Potluck meal to celebrate our different family traditions.



Continue at home by engaging your child in a discussion about special traditions your family has, or show your child on a map where your ancestors lived. Encourage your child to speak with and learn from older family members. When children are exposed to a variety of generations and life experiences, it helps them learn respect and tolerance for diversity.

Please join us for our Heritage Potluck and bring a dish to share. The dish can be a favorite family meal, a food that is representative of your heritage or family traditions.



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Activity Title:

Same on the Inside

The Learning Goals we shared with your child are:

- **Perspective-Taking**
- **Empathy**
- **Evaluating**

We shared these goals by discussing how we all have similarities and differences. We used yellow, green, and red apples to demonstrate similarities and differences. The apples looked different on the outside and tasted different, but were similar on the inside (white flesh, brown seeds, etc.). We also discussed the power of words to help or hurt. A bruised apple may look fine on the outside, but inside there are marks that show it has not been cared for.



Continue at home by having a discussion with your child about similarities and differences, and how we can help others feel welcome and respected.



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Activity Title:

Tooty Fruity

The Learning Goals we shared with your child are:

- **Appreciating Diversity**
- **Communication**
- **Reflecting**

We shared these goals by discussing the many ways we are similar and different. We used a variety of fruits to describe similarities and differences. We found that the fruits were different in size, shape, color, and taste. The fruits were similar because they are all in the same food group.



Continue at home by having a discussion with your child about similarities and differences. It is our differences that make our community a wonderful and interesting place to learn and grow.



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Activity Title:

Our Hand Mural

The Learning Goals we shared with your child are:

- **Respect for Others**
- **Appreciating Diversity**
- **Evaluating**

We shared these goals by discussing how we are all similar because we are human beings. There are also many things about us that make us different, such as the color of our hair and skin, the things we like and dislike, and how we celebrate family traditions. We made a hand mural with paint colors that matched our skin tones.



Continue at home by having a discussion with your child about being respectful of differences.



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Activity Title:

Stand Tall

The Learning Goals we shared with your child are:

- **Appreciating Diversity**
- **Evaluating**
- **Reflecting**

We shared these goals by discussing how our height makes us different from one another. We made a height chart to demonstrate the similarities and differences in the height of each member of our class.



Continue at home by making a family height chart to demonstrate the similarities and differences in the height of your family members. Measure over time to demonstrate how your child has grown.



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Activity Title:

Our Class Book

The Learning Goals we shared with your child are:

- **Appreciating Diversity**
- **Evaluating**
- **Respect for Others**

We shared these goals by thinking of the many things that make us different and unique. We drew pictures of ourselves and some of our favorite things to highlight our uniqueness.



Continue at home by having a discussion with your child about their unique qualities.



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Activity Title:

Active Listening

The Learning Goals we shared with your child are:

- **Respect for Others**
- **Perspective-Taking**
- **Communication**

We shared these goals by discussing the importance of active listening. To actively listen means to fully concentrate on what is being said rather than passively hearing the message of the speaker. First, we watched the puppets practice active listening and then practiced it. We learned that:

- Each puppet listened while the other spoke.
- The puppets looked at each other when speaking and listening.
- Each puppet waited for one to finish speaking before the other spoke.



Continue at home by practicing active listening at home with your child.



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Activity Title:

Gabby Feels...

The Learning Goals we shared with your child are:

- **Perspective-Taking**
- **Empathy**
- **Identifying emotions**

We shared these goals by discussing the importance of recognizing the feelings of others. For example, if we see a friend who is feeling sad, we can talk to them and show compassion and understanding. Showing we care can help others feel special. We used puppets to demonstrate different emotions. Examples include:

- *It is really stormy outside and the clouds are really dark. How do you think I am feeling? (scared)*
- *I fell off my bike and hurt my knee. How do you think I am feeling? (sad)*

The children created a We Care Bag that holds items that might help someone feel better when they are experiencing upsetting emotions.



Continue at home by asking your child how the We Care Bag could be helpful to others. Share a story about an event in your life when you felt sad, excited, or disappointed. Praise your child for recognizing your feelings and showing compassion.

Consider making a We Care Bag at home. You can use a small bag or basket and fill it with items like:

- Adhesive bandages
- Tissues
- Stickers
- A small book
- A small stuffed toy
- A small lightweight blanket



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Activity Title:

Lucas Is Excited Because...

The Learning Goals we shared with your child are:

- **Perspective-Taking**
- **Identifying Emotions**
- **Respect for Others**

We shared these goals by using a puppet to describe a variety of situations. The children discussed what they might feel in each situation.



Continue at home by having a discussion with your child about recognizing emotions and feelings. Ask your child:

- *How do you feel when it is time to take a bath?*
- *How do you think I feel about taking a bath?*
- *How do you feel about eating (name of food) for dinner tonight?*
- *How do you think everyone else feels about eating (name of food) for dinner tonight?*



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Activity Title:

What Is Bullying?

The Learning Goals we shared with your child are:

- **Respect for Others**
- **Identifying Emotions**
- **Ethical Responsibility**

We shared these goals by learning how to recognize and handle bullies. We discussed three forms of bullying and why they are not acceptable:

- Verbal – using words to hurt (name calling, taunting, threatening)
- Physical – using actions to hurt (hitting, kicking, pushing)
- Relational – using friendships to hurt (excluding people, saying someone can't be your friend, turning someone's friend against that person)



Continue at home by having a discussion with your child about bullying. Using kind words and actions and being nice to each other will help put a stop to bullying.



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Activity Title:

What's Your Name?

The Learning Goals we shared with your child are:

- **Relationship-Building**
- **Communication**
- **Respect for Others**

We shared these goals by discussing the importance of respect, friendship, and calling each other by our names. We used the puppets to demonstrate how to introduce ourselves to one another. We learned that by asking questions, we learn more about each other.



Continue at home by making sure your child learns the names of family members and friends who visit your home frequently. Encourage your child to introduce themselves to other children. Try asking, “What is your friend’s name?” If your child uses physical descriptions (the girl in the blue dress), ask again, “What is their name?” to reinforce the importance of using names. You can also use this as an opportunity to discuss titles of respect and how you want your children to address adults.



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Activity Title:

Good Morning, Friends

The Learning Goals we shared with your child are:

- **Communication**
- **Relationship-Building**
- **Social Engagement**

We shared these goals by discussing the importance of expressing that we value others and letting them know we enjoy spending time with them. We sang the following song:

“Good Morning Friends”
(to the tune of “Happy Birthday”)

Good morning, (child’s name).
Good morning, (child’s name).
Good morning, (child’s name).
We’re glad that you’re here.



Continue at home by singing this song using the names of your family members. Discuss other ways we can show someone we feel happy to see them (high-five, fist bump, ask “How are you?”). Consider making a special way for your family to greet each other (hugs, a secret handshake, a song).

Think about a friend, family member, or neighbor who might need encouragement this week. Take time with your child to send a card, bring them a meal, or show you value them in a special way.



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Activity Title:

The Long and Short of It

The Learning Goals we shared with your child are:

- **Communication**
- **Social Engagement**
- **Evaluating**

We shared these goals by explaining each of us has a special name. We clapped to the rhythm of this chant:

Some names are short.
Some names are long.
Say your name,
And clap along.

We learned about syllables as we chanted each other's names. We clapped children's names and said, for example, "Lu-cas one, two. Lucas' name has two syllables."



Continue at home by saying this chant and counting the syllables of the names of your family members. Have a discussion about how your child's name was chosen. Was your child named after someone? What do your family members' names mean?



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Activity Title:

Upset and Happy and Sad, Oh My!

The Learning Goals we shared with your child are:

- **Communication**
- **Identifying Emotions**
- **Perspective-Taking**

We shared these goals by using the Emotion Cards. We discussed how facial expressions can help us know how people are feeling. We used a mirror to imitate a variety of basic emotional expressions, such as happy, sad, excited, etc.



Continue at home by having your child make a variety of facial expressions. Guess the emotion your child is displaying, then switch roles. Ask your child to teach you Audio Track #6: *Feelings*.



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Activity Title:

My Turn, Your Turn

The Learning Goals we shared with your child are:

- **Communication**
- **Teamwork**
- **Respect for Others**

We shared these goals by emphasizing the importance of making positive choices by taking turns. We used puppets to role-play taking turns as a positive choice.



Continue at home by praising your child when taking turns or making other positive choices at home. Playing games can be a fun way to help children practice taking turns. Consider planning a family game night this week and acknowledge your child for demonstrating the ability to take turns.



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Activity Title:

Thinking About Others

The Learning Goals we shared with your child are:

- **Communication**
- **Relationship-Building**
- **Solving Problems**

We shared these goals by using the puppets to help children understand why we take time to think about others. We discussed using words that help instead of words that hurt when we are feeling frustrated or mad. For example: One puppet sang too loudly, and a classmate said, “It hurts my ears.” The puppet responded by yelling, “I don’t care! This is my favorite song!” We discussed ways we can control our behavior and use words that help. The puppet responded again by apologizing and singing softly.



Continue at home by encouraging your child to think about others before taking action. Discuss the importance of relationships and valuing others. Remind children to ask for a second chance when they’ve realized their response was hurtful or unkind. Try modeling this response for your child. For example, “I’m sorry I yelled. I worked hard today and am feeling tired. Can I have a second chance? I want you to feel valued.”



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Activity Title:

I Like You, You Like Me

The Learning Goals we shared with your child are:

- Relationship-building
- Social engagement
- Communication

We shared these goals by using the puppets to teach us the following song:

“I Like You, You Like Me”
(to the tune of Twinkle, Twinkle”)

I like you and you like me.
We play together as friends, you see.
We share our toys and have lots of fun.
We help each other until our work is done.

I like you and you like me.
We play together as friends, you see.



Continue at home by encouraging your child to sing this song for you! Take time to learn about your child’s friends. Try asking, “What are your friends’ names? What do you like to do with your friends? How do friends show that they value others?”



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Activity Title:

Why Does Aanya Feel Sad?



The Learning Goals we shared with your child are:

- **Relationship-Building**
- **Identifying Emotions**
- **Teamwork**

We shared these goals by explaining that having compassion and empathy means we feel another friend's sadness. When we have compassion and empathy, we have interest in the feelings of others. We used a puppet to help children understand compassion. The puppet said, "I'm feeling so sad. Someone wasn't being safe with the books and some have ripped pages. Now, I can't read these." The children talked about what they could do to help the puppet feel better as they worked together to fix the torn pages.



Continue at home by asking your child to tell you what they came up with to help the puppet feel better. Be aware of opportunities for your child to help someone (e.g., picking up an item someone dropped without realizing, helping carry things, helping to clean up spills, holding a door open). Praise your child for being aware of the need and offering help.



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Activity Title:

It's Nice of You to Say So

The Learning Goals we shared with your child are:

- **Relationship-building**
- **Communication**
- **Respect for Others**

We shared these goals by learning how to accept feedback for responsible actions. We used the puppets to explain the importance of accepting feedback from others and responding appropriately. Examples include:

- One puppet said, "That was so nice of you to carry my backpack for me when I wasn't feeling well. Thanks so much." The other puppet responded, "You are welcome. It's nice of you to thank me. I appreciate it a lot. I always like to help my friends."
- One puppet said, "Thank you for helping me straighten the science shelves. That was kind of you, indeed." The other puppet responded, "It's nice of you to say so. I will help you anytime. You are welcome."



Continue at home by complimenting your child when they graciously accept feedback for responsible actions.



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Activity Title:

The Manners Song

The Learning Goals we shared with your child are:

- **Communication**
- **Relationship-Building**
- **Respect for Others**

We shared these goals by discussing the importance of modeling positive peer interactions and using manners. We sang a song with a puppet about manners.



Continue at home by encouraging your child to sing this song for you! Listen to Audio Track 7: *Please and Thank You*. Involve your child in planning a fancy meal or tea party as a fun way to practice manners.



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Activity Title:

Would You, Please?

The Learning Goals we shared with your child are:

- **Social Engagement**
- **Communication**
- **Respect for Others**

We shared these goals by discussing the importance of using manners to politely ask for something we need or want. We practiced table manners today. Some examples include saying:

- *Please pass the green beans.*
- *May I please have more water?*



Continue at home by asking your child to show you their ability to use manners to ask for assistance during meal times! Discuss how asking for help and using manners can help a meal be smooth, safe and enjoyable.



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Activity Title:

We Work Together

The Learning Goals we shared with your child are:

- **Relationship-Building**
- **Identifying Emotions**
- **Communication**

We shared these goals by demonstrating positive peer interactions using puppets and then tried them out ourselves. We talked about phrases we use when working nicely together. Examples include:

- *I'm glad we are friends.*
- *I'm glad we are friends, too.*
- *We work and play together every day. That is what friends do.*
- *I feel happy when you help me clean up the toys.*



Continue at home by taking time to talk about the “We Work Together” poster the children created. Consider doing a task that requires (or is easier with) two or more family members working together (e.g., playing a game, singing in a pretend band, carrying groceries, moving a large object). Discuss how it feels to have people we can count on to help do things that we can’t do alone.



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Activity Title:

Friendship Chain

The Learning Goals we shared with your child are:

- **Relationship-Building**
- **Communication**
- **Reflecting**

We shared these goals by discussing the importance of fostering caring relationships with our friends. We made a Friendship Chain with strips of construction paper to remind us of the importance of friendships. The children decorated each ring with the story of someone who showed they care or did something that helped children feel happy.



Continue at home by asking your child to describe some of the Friendship Chain stories. Discuss with your child how we can show that we value friendships and relationships. Consider starting your own chain, adding links each time you catch a family member being extra kind.



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Activity Title:

Helping Hands

The Learning Goals we shared with your child are:

- **Social Engagement**
- **Teamwork**
- **Empathy**

We shared these goals by discussing the many ways we can have compassion and show others how much we care about them. One way is to work on a class project to help and show others we care, which is why we have started our Helping Hands project.



Continue at home by encouraging your child's participation in our Helping Hands project.

We have decided to collect _____
to benefit _____.
We will collect items until _____.
Thank you for participating in our Helping Hands service project.



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Activity Title:

We're More Alike Than Different

The Learning Goals we shared with your child are:

- **Perspective-Taking**
- **Respect for Others**
- **Empathy**

We shared these goals by reading the book *We're More Alike Than Different* by Sophia Day. We discussed that our differences are what make us unique. We also learned that some people have physical challenges and might need to work harder to do the same activities. We used tools to learn what it means to have a hearing impairment, a visual impairment, and a physical impairment. We discovered that we can learn to play in different ways so everyone can learn and have fun.



Continue at home by having a discussion with your child about different abilities. You can ask, "What are some things that would be harder to do if you..."

- ...needed a walker for help."
- ...could not hear sounds."
- ...could not see colors."
- ...could not use your hands."

The first time meeting someone who looks different or has different abilities (physical or otherwise) can be uncomfortable. Help your child come up with some questions to ask if they are curious about someone's differences.



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Activity Title:

My Family Loves Me

The Learning Goals we shared with your child are:

- **Relationship-Building**
- **Identifying Emotions**
- **Communication**

We shared these goals by reading the book *My Family Loves Me* by Sophia Day. We discussed that we can say “I love you” through words and actions that show we care.

We learned how to say ‘I love you’ in:

- Italian - Ti amo (*tee ah-mo*)
- German - Ich liebe dich (*esh lee-bah desh*)
- Mandarin - 我爱你 (*wǒ ài nǐ*)
- Hebrew - אָנִי אוֹהֶבֶת אוֹתְךָ (*ah-nee o-hev-et ot-akh*)
- Swahili - Nakupenda (*nah-koo-PEND-ah*)
- Russian - я тебя люблю (*yeah teh-byah loo-bloo*)
- Portuguese - Eu te amo (*ee-oh tee ah-moh*)

- Hindi - मैं तुमसे प्यार करता हूँ (*may thoom-se pyar kar-tha hoom*)
- Arabic - أحبك (*oo-HEH-boo-kee*)
- Korean - 사랑해 (*sah-rang-hey*)
- Spanish - Te amo (*tay ah-mo*)

We also learned how to say “I love you” in American Sign Language (ASL). Ask your child to show you!



Continue at home by having a discussion with your child about the ways we say and show “I love you.” Ask your child to complete the following sentence:

- I know that _____ (family member) loves me because _____.
(e.g., “I know that Dad loves me because we play baseball together,” or “I know that Grandma loves me because we sing together.”)
- Say, “I know that you love me because _____.” (e.g., you give me giant hugs, you kiss me goodnight, you come to me when you’re hurt, etc.)



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