

Family Message



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Activity Title:

To Beet or Not to Beet

The Learning Goals we shared with your child are:

- **Accurate Self-Perception**
- **Reflecting**
- **Communication**

We shared these goals by creating a chart to determine which vegetables each child likes, dislikes, or hasn't tried and listed the reasons why for each one. We discussed that although we may like some vegetables more than others, eating a variety of vegetables helps us stay healthy. We read a book about different foods and eating styles.

We role-played how we can respond in various scenarios, such as when we are served food that we dislike, when we try a new food for the first time, or when we have different preferences than a friend. We also discussed that different families have different recipes and styles of cooking.



Continue at home by having a discussion about which vegetables and other foods your family members like and dislike when you come together for a meal. Try some new foods, and marvel at the differences! Consider preparing a meal from a different culture to try new foods.



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Activity Title:

This Is What I Like



The Learning Goals we shared with your child are:

- **Accurate Self-Perception**
- **Communication**
- **Reflecting**

We shared these goals by using puppets to talk about the importance of being physically active and the physical activities we like. Some of us like riding bikes, some like dancing, and others like playing soccer. We discussed that when our bodies are healthy, our emotions are healthier, too.



Continue at home by having a discussion about the physical activities each of your family members like and dislike. Let your child choose a family activity tonight—enjoy a walk or bike ride together!

Help create a Physical Activity card for your child. Please place a picture* of your child engaged in their favorite physical activities (biking, karate, sporting events, swimming, dance) in the upper space and write a short description of the activity in the space below. Discuss how this activity can help keep their body (and feelings) healthy.

*Note: If a picture is not available, have your child draw a picture of a favorite physical activity.



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Activity Title:

Needs or Wants



The Learning Goals we shared with your child are:

- **Accurate Self-Perception**
- **Communication**
- **Evaluating**

We shared these goals by discussing and charting items we need, such as food, clothing, shelter, or a blanket, and things we want, such as toys, candy, games, or shoes that light up. We talked about how we show that we value others by showing our thanks when they give us one of our wants.



Continue at home by having a discussion about needs and wants with your child. Role-play some scenarios and ask if it is a need or a want. For example:

- You are at the store and you buy a new toy. (want)
- Your stomach is growling so you eat your lunch. (need)
- Your sneakers broke so you buy new shoes. (need)

Consider creating “Thank you” cards with your children to show thanks when given a wanted item.



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Activity Title:

Crawl, Walk, Run

The Learning Goals we shared with your child are:

- **Recognizing Strengths**
- **Reflecting**
- **Communication**

We shared these goals by using puppets to have a discussion about the abilities we have now versus the abilities we had when we were little. Examples included:

- When I was little, I could crawl but not walk. Now that I am older, I am able to walk and run. When I am a little older, I will run faster!
- When I was little, I used a sippy cup. Now, I drink from a cup without a lid.



Continue at home by having a discussion with your child about their many abilities. Review pictures with your child of when they were younger (or tell a story about when they were younger) and discuss how much they have accomplished. Talk about what it feels like to grow up by asking:

- *How do you feel when you learn something new?*
- *What are you excited to do as you grow up?*



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Activity Title:

Gabby Says

The Learning Goals we shared with your child are:

- **Identifying Emotions**
- **Perspective-Taking**
- **Accurate Self-Perception**

We shared these goals by using a puppet to help children recognize how emotions are linked to behavior. Children played a game similar to Simon Says. Examples included:

- Gabby says, “Look sad.”
- Gabby says, “Look angry.”
- Gabby says, “Look confused.”

We discussed different situations that might cause us to feel these emotions and how we might react when we feel them.



Continue at home by using your child’s Emotion Cards to have a discussion with your child about appropriate ways to react when we feel sad, angry, or confused. Play a few rounds of (Family Member’s Name) Says by having each family member take a turn giving instructions.



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Activity Title:

Oh, I Am Upset!

The Learning Goals we shared with your child are:

- **Identifying Emotions**
- **Perspective-Taking**
- **Self-Efficacy**

We shared these goals by using puppets to help us recognize emotions and feelings. Examples included:

- A child accidentally knocked a classmate's blocks over while dancing.
- A child was feeling angry and almost pushed a classmate.

We discussed that both of the children were feeling upset. We explained that we can apologize and be more careful next time. We explained that when we are feeling upset, we need to stop and think before acting. The child whose blocks were knocked down was given a second chance to respond to the situation using Our Values.

When children practice healthy responses to strong emotions, they are better able to choose the healthy response when the situation occurs again.



Continue at home by having a discussion about how to handle difficult emotions with your child. Try offering your child (and you, too!) a “reset” to practice responses in examples of challenging situations. Model this by describing a situation and saying, for example, “Oops! I need a reset. Let me stop and think.” Then name the emotion you would feel and why. “I felt frustrated because it hurt when I stepped on the toy car.”



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Activity Title:

If You're Happy and You Know It, What Do You Do?



The Learning Goals we shared with your child are:

- **Identifying Emotions**
- **Accurate Self-Perception**
- **Analyzing Situations**

We shared these goals by singing the song, "If You're Happy and You Know It":

If you're happy and you know it, smile and cheer. (Hooray!)

If you're happy and you know it, smile and cheer. (Hooray!)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, smile and cheer. (Hooray!)

Other verses included:

- If you're sad and you know it, frown and cry.
- If you're angry and you know it, say, "Grrr."
- If you're frightened and you know it, say, "Yikes."



Continue at home by singing this song with your child. Have a discussion about appropriate ways to interact with a friend/family member who feels happy, sad, scared, etc. Say something like, "Do we laugh if a friend is feeling sad? No? What can we do?"



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Activity Title:

This Makes Me Happy

The Learning Goals we shared with your child are:

- Identifying Emotions
- Perspective-Taking
- Accurate Self-Perception

We shared these goals by using scenarios to practice identifying emotions, comforting friends who are feeling sad, and cheering with friends who are happy.



Continue at home by discussing these (or your own) situations:

- You had a video call with Grandma and showed a new picture you drew. How do you think Grandma feels?
- You were going to play remote control cars today, but we are all out of batteries for it. How would you feel?
- Your friend was going to come over to play in the morning, but they are sick and need to rest. How do you feel? How do you think your friend feels?

Review the Emotion Cards your child created. Discuss the emotions they feel in various situations.



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Activity Title:

Some Like It Hot



The Learning Goals we shared with your child are:

- **Accurate Self-Perception**
- **Recognizing Strengths**
- **Appreciating Diversity**

We shared these goals by using puppets to have a discussion about the type of weather they like and why. We discussed that our preferences are part of what makes us unique. We also talked about how to enjoy others' preferences. For example:

- We may prefer hot weather, but we can still have fun building a snowman with a friend.
- We might not like to feel hot, but it's fun to go swimming with our family.



Continue at home by asking questions:

- *Do you prefer hot or cool weather? Why?*
- *What is your favorite ice cream flavor? Why?*
- *What is your favorite sport? Why?*
- *What is your favorite book? Why?*

Encourage children to find something positive about the preference of others. For example:

- *You like hot weather; I like it cold. I like to go camping with you, even when it's hot. What is something we like to do together when it snows?*
- *What if the store is out of your favorite ice cream flavor? I wonder if we could make banana splits instead.*
- *I know you like to watch baseball, but remember the football game we watched together? Why do you think we had so much fun?*



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Activity Title:

Celebrate! Strengths

The Learning Goals we shared with your child are:

- **Recognizing Strengths**
- **Self-Confidence**
- **Accurate Self-Perception**

We shared these goals by using puppets to discuss strengths. Examples include:

- I wish I could run fast like you. Sometimes I feel sad that I can't.
- I'm sorry you feel sad. I can run fast, but I can't draw like you. Sometimes I feel frustrated when I try to draw.
- I'm sorry that frustrates you. I do like to draw. We each have our own abilities that make us unique and special.
- We all have amazing strengths to celebrate!

We then discussed our own strengths and were amazed at all of the wonderful things we can do. Take time to read the poster the children created describing the abilities and strengths they have.



Continue at home by having a conversation about your child's abilities. Boost your child's self-esteem by taking time to do a favorite activity together. You can say something like, "I love to do this with you," or "I love to (watch you dance, listen to you sing, see you run, paint pictures)."



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Activity Title:

I Am an Amazing Learner

The Learning Goals we shared with your child are:

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

We shared these goals by inviting children to share something they learned at school. Children completed the following statement:

“I am an amazing learner because...”



Continue at home by asking your child to share something they learned that day. Take a moment to read what the children are proud of on the “I Am an Amazing Learner” poster. Use the self-portrait sent home today to record your child’s statements. Update the self-portrait as your child learns new things. Display the self-portrait at your child’s eye level and read it often.



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Activity Title:

You Did It!

The Learning Goals we shared with your child are:

- **Self-Confidence**
- **Self-Efficacy**
- **Self-Motivation**

We shared these goals by praising children as they demonstrated Our Values. For example, we offered praise by saying:

- *That was friendly of you to welcome our guest.*
- *Look at all your hard work.*
- *I saw how you safely carried that cup of water.*

The children also spent time praising other children. We discussed how we feel proud when we give and receive compliments.



Continue at home by praising your child for their hard work. Describe what you saw and why you are proud of them. Encourage your child (and other family members) to recognize when others demonstrate being friendly, being safe, or working hard.



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Activity Title:

Our Hands

The Learning Goals we shared with your child are:

- **Appreciating Diversity**
- **Goal-Setting**
- **Reflecting**

We shared these goals by determining that some of us are left-handed and others are right-handed. We traced our hands and discovered that it was easier to trace with our dominant hand. We learned a new poem:

This is my left hand.
This is my right.
I have two hands
To hold you tight.

This is my left hand.
This is my right.
I rest them together
When I sleep at night.



Continue at home by exploring who in your family is left-handed and who is right-handed. Encourage your child to recite the poem for you.



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Activity Title:

All About Us

The Learning Goals we shared with your child are:

- **Appreciating Diversity**
- **Perspective-Taking**
- **Evaluating**

We shared these goals by discussing how our differences make us special. We described the similarities and differences between the puppets.



Continue at home by creating an All About Us collage with your child using pictures, stickers, and drawings. Bring it back for us to display.



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Activity Title:

Help Me, Please

The Learning Goals we shared with your child are:

- **Respect for Others**
- **Communication**
- **Empathy**

We shared these goals by talking about how to ask politely for help. We used the puppets to model using the word “Please.” Examples include:

- *I made a mess while I was playing with the toys. Will you please help me clean up?*
- *I spilled my milk. Will you please give me a cloth so I can wipe it up?*



Continue at home by asking your child to sing this song:

“I Help You, You Help Me” (to the tune of “This Old Man”)

I help (Julia), (Julia) helps me,
Together we are friends, you see.
With a clap-clap, tap-tap, we have lots of fun.
We help each other till we are done.

Sing this song with your child. Remind your child that saying “please” is a wonderful way to ask for help!



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Activity Title:

I Know That Sound

The Learning Goals we shared with your child are:

- **Self-Discipline**
- **Goal-Setting**
- **Reflecting**

We shared these goals by learning how to calm ourselves through listening. We played a variety of instruments and closed our eyes. We used only our sense of hearing to identify the instruments, even though it was tempting to open our eyes.



Continue at home by having your child practice controlling the impulse to open their eyes as you play or listen to a variety of sounds. Ask your child to talk about what they hear.

In the morning, sit quietly with your child, eyes closed, for 20-30 seconds. Listen to the sounds around you. Use the MVP at Home Template and encourage your child to draw a picture of the sounds they hear onto the top portion and assist your child in writing the words in the bottom portion. Return the completed template so we can share our listening experiences.



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Activity Title:

Freeze Frame

The Learning Goals we shared with your child are:

- **Impulse Control**
- **Self-Discipline**
- **Self-Efficacy**

We shared these goals by listening to calming and soothing music and dancing to help release energy and feelings of frustration. We played a game of “Freeze Frame” where children danced while music played and stayed still (frozen) when it stopped.



Continue at home by trying a game of “Freeze Frame” with your child. Try some of these variations:

- Act like animals: move like animals (e.g., snakes, elephants, dogs, monkeys, etc.) while the music plays
- Fast or slow: move quickly or slowly while music plays
- Move it: change the movement type (e.g., hop, skip, jump, walk, run in place, tiptoe)
- Opposite freeze: freeze when the music plays and dance when the music stops
- Balance: balance on one foot when the music stops

This stop-and-go routine helps children collect their thoughts, focus on listening, and develop control.



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Activity Title:

Blowing Bubbles

The Learning Goals we shared with your child are:

- **Stress Management**
- **Identifying Emotions**
- **Self-Efficacy**

We shared these goals by blowing bubbles to help us feel calm. Next, we used our breath to move small items by blowing through a straw. We concluded by relaxing and blowing imaginary bubbles. This activity encouraged us to breathe deeply.



Continue at home by having your child blow bubbles (real or imaginary) to calm down when they are upset.



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Activity Title:

Take Five

The Learning Goals we shared with your child are:

- **Stress Management**
- **Impulse Control**
- **Self-Efficacy**

We shared these goals by having the puppets teach a technique that can be used if we are frustrated or angry. This is how we Take Five:

- Stop (*Push hand forward to mime “stop.”*)
- Be still (*Lift other hand to meet it and point up.*)
- Take five breaths (*Use pointed finger to trace the fingers on the opposite hand. Breathe in when tracing up and breathe out when tracing down.*)



Continue at home by practicing Take Five with your child. Listen to Audio Track 10: *Breathe with Me* as you practice together. Remind your child to Take Five when feeling frustrated or angry.



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Activity Title:

Blowing Out Candles

The Learning Goals we shared with your child are:

- **Stress Management**
- **Impulse Control**
- **Self-Efficacy**

We shared these goals by pretending to blow out candles. This activity helps us feel calm because it encourages us to breathe deeply. We each held up one hand and counted five fingers. We pretended our fingers were candles and blew them out one at a time, curling each finger down as we blew.



Continue at home by asking your child to show you this calming strategy. Listen to Audio Track 10: *Breathe with Me (with Instructions)* to practice with your child.



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Activity Title:

Let's Breathe - Flower Breath

The Learning Goals we shared with your child are:

- **Stress Management**
- **Identifying Emotions**
- **Impulse Control**

We shared these goals by learning a calming breathing technique called Flower Breath. We pretended to hold a flower and smell it by breathing in through our noses and out through our mouths.



Continue at home by encouraging your child to show you Flower Breath. Listen to Audio Track 10: *Breathe with Me (with Instructions)* to practice Flower Breath with your child.



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Activity Title:

Let's Breathe - Waterfall Breath

The Learning Goals we shared with your child are:

- **Stress Management**
- **Identifying Emotions**
- **Self-Motivation**

We shared these goals by learning a calming breathing technique called Waterfall Breath. We inhaled deeply while lifting our arms overhead and then exhaled slowly through our mouths with a hissing sound (“shhhhhh”) while lowering our arms and wiggling our fingers.



Continue at home by encouraging your child to show you Waterfall Breath. Practice by listening to Audio Track 10: *Breathe with Me (with Instructions)*.



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Activity Title:

Let's Breathe - Bear Breath



The Learning Goals we shared with your child are:

- **Stress Management**
- **Self-Discipline**
- **Identifying Emotions**

We shared these goals by learning a calming breathing technique called Bear Breath. We breathed in through our noses for a count of three, paused for a count of two, breathed out through our mouths for a count of three, and paused for a count of two.



Continue at home by encouraging your child to show you Bear Breath. Listen to Audio Track 10: *Breathe with Me (with Instructions)* to review this and the other breathing techniques they have learned. Discuss how you feel before and after you use these tools for relaxation.



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Activity Title:

Let's Breathe - Bunny Breath

The Learning Goals we shared with your child are:

- **Stress Management**
- **Impulse Control**
- **Identifying Emotions**

We shared these goals by learning a breathing technique called Bunny Breath. We pretended to be bunnies taking three quick sniffs through our noses and one long exhale out our noses. We can use this quick moment of pause to help us make choices which show we value others.



Continue at home by encouraging your child to show you Bunny Breath. Listen to Audio Track 10: *Breathe with Me (with Instructions)* to practice this and the other breathing techniques we have learned. Discuss with your child how the Bunny Breath gives us a moment to stop and think before reacting.



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Activity Title:

Stretching

The Learning Goals we shared with your child are:

- **Self-Discipline**
- **Stress Management**
- **Self-Efficacy**

We shared these goals by doing simple stretches to bring a sense of calm. We touched our toes and reached to the sky on our tiptoes. Lying on our backs, we made the letters “X” and “T” with our arms and legs. We moved slowly in and out of each stretch.



Continue at home by trying stretching exercises with your child. Ask your child to demonstrate how to stretch like a tree, a seal, and a butterfly. Try to create your own nature-inspired stretches.



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Activity Title:

Tense and Relax

The Learning Goals we shared with your child are:

- **Stress Management**
- **Self-Motivation**
- **Self-Efficacy**

We shared these goals by learning that tensing and relaxing our muscles can help us feel relaxed. We made fists with our hands, brought our shoulders up to our ears, counted to five, and relaxed. We repeated this process five times.



Continue at home by asking your child to show you this calming strategy.



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Activity Title:

Yoga Time

The Learning Goals we shared with your child are:

- **Stress Management**
- **Self-Discipline**
- **Self-Efficacy**

We shared these goals by learning yoga activities that strengthen our bodies, make us more flexible, and help calm us. Here's a couple of the poses we learned:

- **The Leaf:** Sit with your spine straight, soles of the feet together, and hands on ankles. Gently round your spine and return to sitting up straight. Repeat.
- **The Flower:** Sit with your spine straight, soles of the feet together, and hands on ankles. Gently bounce your knees toward the floor ten or more times.



Continue at home by asking your child to show you the yoga poses they learned!



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Activity Title:

Goals Are Great

The Learning Goals we shared with your child are:

- **Goal-Setting**
- **Organizational Skills**
- **Self-Motivation**

We shared these goals by using a puppet to learn about setting goals.

For example, the puppet's goal was to learn to read. The puppet asked what is needed to become a reader. We explained that you need to look at a lot of books and have others read to you, learn the sounds each letter makes, and sound out the letters you see.



Continue at home by having your child tell you about the goal(s) they set and how each goal will be met. Involve your child in multi-step tasks at home, such as cleaning a room, making a snack or meal, or doing a craft. Reinforce the need to make a plan and the steps needed to achieve a goal.



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Activity Title:

Think First

The Learning Goals we shared with your child are:

- **Ethical Responsibility**
- **Analyzing Situations**
- **Evaluating**

We shared these goals by using the puppets to talk about making the right choice and making the choice to say “no” in unsafe situations. Examples included:

- Would it be the right choice to tell your mom you washed your hands when you really did not, and why?
- Should we leave the yard without asking permission, and why?

Children were asked to think about each question for a moment before answering. As they answered, we discussed the importance of saying “no” when a situation is unsafe and why.



Continue at home by asking your child:

- *Should we go into a neighbor’s house without asking permission?*
- *Is it the right choice to take something without asking?*
- *Should children open the door when someone rings the doorbell?*



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Activity Title:

Making Decisions

The Learning Goals we shared with your child are:

- **Ethical Responsibility**
- **Analyzing Situations**
- **Evaluating**

We shared these goals by stressing the importance of making positive choices. We played a game called “Make the Right Choice.” We discussed scenarios and the children determined which ones were the right choice. Examples include:

- Go outside to play without asking.
- Get angry with your mom when she won’t buy you a new toy.
- Help clean up.
- Help a friend in need.
- Feed your dog, then wash your hands.



Continue at home by talking with your child about taking time to stop and think to help them make the right choice.



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Activity Title:

Be Curious, Ask Questions

The Learning Goals we shared with your child are:

- Analyzing Situations
- Evaluating
- Ethical Responsibility

The message we shared is focusing on the importance of asking clarifying questions. We used puppets to explain we use the words “why,” “when,” “what,” “where,” and “how” when asking questions to get information we need. Examples include:

- What can we do to let others know we are being nice?
- How can we show others we are their friend?



Continue at home by reminding children to use question words when they are curious to learn more.



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Activity Title:

The Way We're Made

The Learning Goals we shared with your child are:

- **Accurate Self-Perception**
- **Evaluating**
- **Reflecting**

We shared these goals by reading *The Way We're Made* by Sophia Day. We discussed that we are good the way we are made and our physical attributes and abilities make us unique. We made fingerprint impressions on paper. We noticed how some fingerprints had hills and some had swirls, but each fingerprint is as unique as the person it belongs to.



Continue at home by having a discussion with your child about the physical attributes and the abilities that make them (and you) unique.



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