



Home Activities for School Readiness **For Emergency School Closure**

CHILD'S FULL NAME:					DATE OF BIRTH:		DATE:	
SITE:		CLASSROOM:			WEEK ENDING:			

During this School Closure we are providing these Home Activities to promote continued learning and school readiness in the areas of math & science, Language & literacy, health and physical development. We encourage you to share these experiences and activities with your child.

1. Place a check mark in the box for the day(s) that the activity was completed. We anticipate that each activity will take about 15 minutes.

Activity 1: Read a favorite book to your child 10 to 20 min per day. Point to pictures, familiar words and talk about the story as you read it. Watch many of the available videos of celebrities and authors reading books. Or better yet, ask a relative read a story over the phone, facetime or snapchat.

Check days completed:

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 MON TUES WED THURS FRI SAT SUN

Activity 2: More Gardening with preschoolers and toddlers is as simple as using the tops of carrots or the bottoms of celery to re-grow them. See attached article for how to regrow many household scraps. Preschoolers can draw a picture about what they observe.

Check days completed:

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 MON TUES WED THURS FRI SAT SUN

Activity 3: Home Link #15 Follow the activity for the Second Step home link throughout the week. For infants and younger Toddlers sing the song and do the movements for "If You're Happy and You Know It" and notice and name what they might be feeling.

Check days completed:

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 MON TUES WED THURS FRI SAT SUN

2. Daily Learning Activities are any activity that promotes learning in each of the domains of development. See back for descriptions of the domains that promote learning. Check the school readiness domains you completed throughout the day and check average amount spent per activity:

Social-Emotional/self help	<input type="checkbox"/>				
Math & Science	<input type="checkbox"/>				
Language & Literacy	<input type="checkbox"/>				
Health	<input type="checkbox"/>				
Physical Development	<input type="checkbox"/>				
Write time spent in activity	<input type="checkbox"/> 15 <input type="checkbox"/> 20 <input type="checkbox"/> 30 Min Per Activity	<input type="checkbox"/> 15 <input type="checkbox"/> 20 <input type="checkbox"/> 30 Min Per Activity	<input type="checkbox"/> 15 <input type="checkbox"/> 20 <input type="checkbox"/> 30 Min Per Activity	<input type="checkbox"/> 15 <input type="checkbox"/> 20 <input type="checkbox"/> 30 Min Per Activity	<input type="checkbox"/> 15 <input type="checkbox"/> 20 <input type="checkbox"/> 30 Min Per Activity
	MON	TUES	WED	THURS	FRI

3. PLEASE RETURN THIS FORM TO YOUR CHILD'S CLASSROOM TEACHER FOR CREDIT.



Carrot



Carrot



Celery



Celery

Carrot Tops and Celery Stalk Bottoms

Great house plants can be grown from just the tops of carrots and the discarded bottom of a celery bunch.

Carrot Tops:

Cut 1½ inches off the tops of 2 or 3 carrots. Use firm fresh carrots. Soft carrots will likely rot before they root. If they come with greens, cut off the greens, leaving about a ¾ inch stub. Place carrot top pieces upright on their cut ends in a shallow bowl and maintain 1 inch of water in the bowl at all times. Change water as necessary to maintain freshness. The carrot will send out roots from the sides and greens will sprout from the top. Once roots are established, plant the carrot pieces in a 1¾ pint pot, using a moistened potting mixture. The carrot top should be just below the top surface of the soil. Place the pot in a sunny window and keep it well-watered but not sitting in water. Carrot plants will wilt if too dry, but recover quickly when watered. Once established, low strength indoor fertilizer may be used.

Celery Stalk Bottoms

The usually discarded bottom of a celery bunch can grow new celery greens. When most of the stalks are used, cut any remaining stalks, leaving a stalk stub of about 1½ inches. Place the celery stalk bottom in a shallow bowl and maintain 1 inch of water at all times. Change water as necessary to maintain freshness. Celery bottoms and carrot tops can be in the same bowl. Roots will soon appear from the celery stalk bottom and new celery growth will sprout from the top. Once sufficient roots are established, plant the celery bottom in a 1¾ pint pot using a moistened potting mixture. The bottom of the celery stalks should be just below the soil surface. Place the pot in a sunny window, keep well-watered but not sitting in water. Once established, low strength indoor plant fertilizer may be used.

What to Expect: Carrots and celery produce attractive potted plants and can be maintained inside or outside in pots for a long time. Carrot plants are quite frilly and somewhat resemble ferns. While both can be replanted outside, the carrot will not produce a new carrot root for eating. Very rarely, the celery might produce a new edible celery bunch in the garden.

You can also grow any kind of lettuce, onions and garlic, and potatoes and sweet potatoes or yams.

Have fun, many additional resources are on the web if you need more help.



Lesson Time

Your child is learning to name his or her strong feelings to help calm down. You can help your child practice calming down at home:

- Notice when your child is having strong, uncomfortable feelings.
- Say: **Put your hands on your tummy and say "Stop." Name your feeling.**

Sometimes it's hard for children to name their feelings. Talking to a grown-up helps.

Play Time

Play a game with your child to practice naming different feelings. Review the feelings your child has learned about: happy, sad, scared, surprised, angry, excited, worried, and frustrated.

Say: **Let's play Name the Feeling. Pretend this is happening to you: Someone calls you a mean name. How do you feel? You say, "I am feeling _____(mad, sad)." Have your child name the feeling.**

Let's try another one! Make up your own stories or use these:

- I am late to pick you up from school.
- It is your birthday today.
- You are trying to zip up your coat, but the zipper gets stuck.

Story Time



This week's story is about Gabe. Another child called Gabe some mean names. The teacher notices Gabe is having an uncomfortable feeling and helps him name his feeling. Ask your child about this story.

- **What do you see in this photo?**
- **How is Gabe feeling?** (Sad.)
- **How can you tell?** (By the look on his face. By his body—his head is down. By what is happening.)
- **How do you think Gabe will feel after he talks to his teacher?** (He will feel calmer.)

Now let's pretend you're Gabe. Show me what you can do to start calming down. Put your hands on your tummy, say "Stop," and then say, "I'm sad."