



Dear CDR Parents,

As we are dealing with the impact of the Coronavirus (COVID-19) the safety and well-being of our clients and staff is our priority.

We want to encourage parents to continue to be engaged with their children during the closure of our preschools and home visits. We are providing resources and activities for you and your child to work together at home as well as community resources that can be found on our website at www.cdrv.org.

Please follow us on Facebook, Instagram and on our CDR website at www.cdrv.org for current information and ongoing program updates.

Sincerely,

Head Start and Early Head Start Staff



Parent Resources

For up to date information on the Coronavirus (COVID-19) and community resources, please visit www.vcemergency.com

If you or someone you know is in a crisis there are people and organizations willing and able to help. For immediate help, please call (24/7) 866-998-2243.

Ventura County Health Care Agency Crisis Response Team

- [Mobile Crisis Response Team](#) (24/7)
- [Youth and Family Crisis Services](#) (1-866-998-2243)
- [VC Crisis Intervention Team](#) (805) 383-4806
- [VC 211 Crisis Services](#) (Dial 2-1-1 or text your zip code to 898-211 for more help)
- [VC National Alliance on Mental Illness \(NAMI\) – Crisis Support](#) (1-866-998-2243)
- [National Suicide Prevention Lifeline “Talk to Someone Now”](#) (1-800-273-8255)

General Resources

Call 211

Food Resources

www.foodshare.com



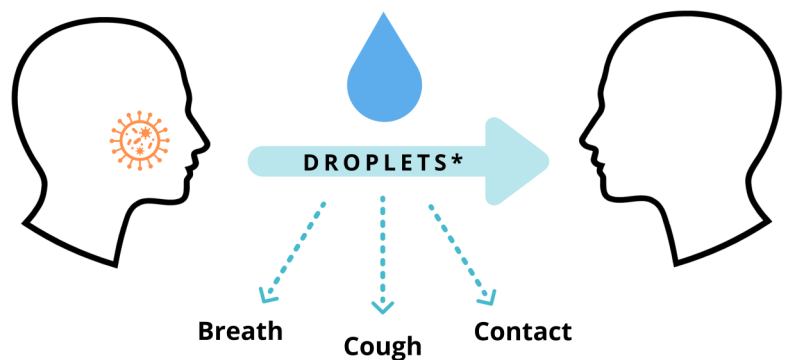
What is novel coronavirus?

Novel coronavirus (COVID-19) is a new virus strain spreading from person-to-person in China and other countries, including the United States. In some instances, cases outside of China have been associated with travelers from China. Health experts are concerned because little is known about this new virus and it has the potential to cause severe illness and pneumonia in some people.

How does novel coronavirus spread?

Health experts are still learning the details. Currently, it is thought to spread:

- via respiratory droplets produced when an infected person coughs or sneezes.
- between people who are in close contact with one another (within about 6 feet).



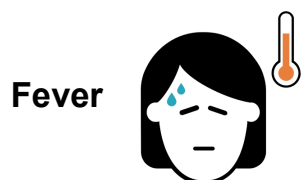
* Droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

How severe is novel coronavirus?

Experts are still learning about the range of illness from novel coronavirus. Reported cases have ranged from mild illness (like a common cold) to severe pneumonia that requires hospitalization. So far, deaths have been reported mainly in older adults who had other health conditions.

What are the symptoms?

People who have been diagnosed with novel coronavirus have reported symptoms that may appear in as few as 2 days or as long as 14 days after exposure to the virus:



Who is at risk for novel coronavirus?

Currently the risk to the general public is low. At this time, there are a small number of individual cases in the U.S. To minimize the risk of spread, health officials are working with healthcare providers to promptly identify and evaluate any suspected cases.

Travelers to and from certain areas of the world may be at increased risk. Although coronavirus originated geographically in Wuhan, China, the disease is not specific to any ethnic group. **Chinese ancestry – or any other ancestry – does not make a person more vulnerable to this illness.**

How can I protect myself from novel coronavirus?

If you are traveling overseas (to China but also to other places) follow the CDC's guidance: wwwnc.cdc.gov/travel.

Right now, the novel coronavirus has not been spreading widely in the United States, so there are no additional precautions recommended for the general public. Steps you can take to prevent spread of flu and the common cold will also help prevent coronavirus:

- wash hands often with soap and water. If not available, use hand sanitizer.
- avoid touching your eyes, nose, or mouth with unwashed hands.
- avoid contact with people who are sick.
- stay home while you are sick and avoid close contact with others.
- cover your mouth/nose with a tissue or sleeve when coughing or sneezing.



Currently, there are no vaccines available to prevent novel coronavirus infections.

How is novel coronavirus treated?

There are no medications specifically approved for coronavirus. Most people with mild coronavirus illness will recover on their own by drinking plenty of fluids, resting, and taking pain and fever medications. However, some cases develop pneumonia and require medical care or hospitalization.

For more information: www.kingcounty.gov/covid

Updated 2/19/2020



Websites:

American Academy of Pediatrics

<https://www.healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/2019-Novel-Coronavirus.aspx>

<https://www.healthychildren.org/spanish/health-issues/conditions/chest-lungs/paginas/2019-novel-coronavirus.aspx>

CDC

Symptoms

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

King County, Washington Public Health Page

This site has a great handout on COVID 19 in several languages

<https://www.kingcounty.gov/depts/health/communicable-diseases/disease-control/novel-coronavirus.aspx>

Washington State Department of Health

This link has a ton of information in multiple languages

<https://www.doh.wa.gov/Emergencies/NovelCoronavirusOutbreak2020/HealthEducation>

Facebook Ventura County

<https://www.facebook.com/CountyOfVentura/>

In Spanish, this was just created on 3/16/20

<https://www.facebook.com/condadodeventuraespanol/>

Patients with COVID-19 have experienced mild to severe respiratory illness.

Symptoms* can include

FEVER



COUGH



***Symptoms may appear 2-14 days after exposure.**

Seek medical advice if you develop symptoms, and have been in close contact with a person known to have COVID-19 or if you live in or have recently been in an area with ongoing spread of COVID-19.


SHORTNESS OF BREATH



Below is a list of schools around Ventura County that are providing meals:

Conejo Valley Unified School District

<https://www.conejousd.org/Free-Meal-Information>

[Signature Programs](#)[Departments](#)[Schools](#)[Board of Education](#)[Parents](#)[Staff](#)[Community](#)

Lunch Locations & Times

Where will meals be available to students during the school closure effective Monday, March 16 through Friday, March 20?

CVUSD will be serving meals at eight school sites next week starting on Monday. We will be offering sack lunches out of the District's kitchen vans - which are easily recognized by the District's logo on the vehicles.

The schedule will be as follows:

Week of 3/16 through 3/20 Lunch Locations & Time:

11:30 - 12:15 PM Westlake Hills Elementary 3333 S. Medicine Bow Court, 91362 Banyan Elementary 1120 Knollwood Drive, 91320 Weathersfield Elementary 3151 Darlington Drive, 91360 Las Casitas Community Room 1707 Calle Diamante, 91320	12:30 - 1:15 PM Conejo Elementary 280 N. Conejo School Road, 91362 Walnut Elementary 581 Dena Drive, 91320 Ladera STARS Academy 1211 Calle Almendro, 91360 Glenwood Elementary 1135 Windsor Drive, 91360
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Children 2-18 years old are eligible to receive a meal at no cost. Children must be present in order to receive a meal.

*Locations may be subject to change

Almuerzo Lugares y Horarios

Almuerzos - Sitios de servicio y horarios

¿Dónde habrá comidas disponibles para los alumnos cuando las escuelas estén cerradas desde el lunes 16 al viernes 20 de marzo?

CVUSD servirá almuerzos en 8 sitios diferentes la semana próxima, comenzando el lunes. Las bolsas de almuerzo pueden ser retiradas de las camionetas de la cocina central del distrito, fáciles de reconocer porque tienen el logo del distrito en las puertas. Los horarios serán los siguientes:

Semana del 3 al 20 de marzo

Horarios y ubicaciones:

11:30 - 12:15 PM Westlake Hills Elementary 3333 S. Medicine Bow Court, 91362 Banyan Elementary 1120 Knollwood Drive, 91320 Weathersfield Elementary 3151 Darlington Drive, 91360 Las Casitas Community Room 1707 Calle Diamante, 91320	12:30 - 1:15 PM Conejo Elementary 280 N. Conejo School Road, 91362 Walnut Elementary 581 Dena Drive, 91320 Ladera STARS Academy 1211 Calle Almendro, 91360 Glenwood Elementary 1135 Windsor Drive, 91360
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Fillmore Unified School District

<https://www.fillmoreusd.org/apps/news/article/1184946>

To: Fillmore USD Families

Re: Meal Service During Closures

The Fillmore Unified School District (FUSD) Child Nutrition Services (CNS) program will provide an opportunity for families to “drive through or walk up” and pick up meals for the children in their family, at one of three sites in our community. Children under the age of 18 must be present in order for meals to be provided. The meals will consist of a lunch for that day and breakfast for the following day.

Meals will be served between 11 a.m. and 1 p.m., Monday, March 16th through Friday, March 20th in the driveway/street at each participating school or community site.

Participants are being asked to remain in their vehicle and meals will be passed through the window based on the number of children inside. Individuals who opt to walk up will be provided a meal that will need to be taken home.

This program will be solely for the pickup of meals. Meals are not to be consumed on site.

We are encouraging families to continue to be proactive in reducing the risk of COVID-19 by not congregating at the school site or area once meals have been distributed, continue to wash your hands often, sneeze or cough into a tissue, and stay home if you are sick.

Sites for Meal Distribution:

- Piru Square Park: Corner of Center Street and Piru Square
 - (approved site for distribution of meals by the Ventura County Environmental Health Division)
- Fillmore Middle School, 543 A St, Fillmore, CA 93015
- Mountain Vista Elementary School, 918 5th St, Fillmore, CA 93015

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Hueneme School District

<https://www.hueneme.org/>

The District will be serving meals at two school sites, from 11:00 - 1:00. The meals will be served "grab-n-go" style.

Week of Monday, March 16th through Friday, March 20th

Meal Locations & Time (Please note these locations may be subject to change):

Richard Bard Elementary School

11:00 - 1:00

622 E. Pleasant Valley Rd.

Port Hueneme, CA

Parkview Elementary School

11:00 - 1:00

1416 Sixth Place,

Port Hueneme, CA

Ojai Unified School District

<https://www.ojaiusd.org/article/207404?org=ojai-unified-school-district>

We are deeply concerned about the well-being of your children during this time. More important than distance learning this week is making sure that each and every student's basic needs are met. Beginning Tuesday, March 17th, our Student Care Teams will be on every school campus from 11-1. You or your children can stop by to pick up brown bag lunch and breakfast for the following day, or check out freshly-sanitized computers or library books. All meals are free for all children, even if they do not yet attend OUSD.

We will also have crisis counseling available for our students who may be having a hard time processing this event.

If you have children in multiple schools, please know you can visit the closest campus for these services. You can simply come to campus from 11-1, or you can fill out the form below if you can't make it to a campus and we will contact you.

All Student Care Team services will be closely monitored to ensure compliance with social distancing and sanitation protocols.

Oxnard School District (K-8)

<https://www.oxnardsd.org/Page/10948>

Free Meals Available During School Closure (Week of March 16 - March 20)

Oxnard School District will provide FREE meals to all children 1-18 years old during the school closure. Starting on Monday, March 16, three school sites (Harrington, Cesar Chavez, and Driffill) will be open Monday through Friday from 10 a.m. - noon to distribute Grab n' Go meals. See location addresses below. No identification or proof of school enrollment is required.

SITE	ADDRESS	SCHEDULE
Cesar Chavez School	301 North Marquita Street, Oxnard, CA 93030	Starts Mar. 16 Daily, 10-12 P.M.
Harrington School	451 East Olive Street, Oxnard, CA 93033	Starts Mar. 16 Daily, 10-12 P.M.
Driffill School	910 South E Street, Oxnard, CA 93030	Starts Mar. 16 Daily, 10-12 P.M.

Oxnard Union High School District

<https://www.oxnardunion.org/news/2020/school-closure-memo/>

We will continue to serve meals on a 'grab n' go' basis, through which students may receive bags of food every day from 10:00-1:00 p.m. Understanding potential limitations of transportation for some of our students who must be bused to school. below are the locations where food may be picked-up for any student:

- Adolfo Camarillo S.
- Channel Islands
- Hueneme
- Oxnard
- Pacifica
- Rio Mesa **and** Rio Vista Middle School

Notes:

Condor H.S., Frontier H.S. and Oxnard Middle College High Schools students may receive food at any of the schools listed above. Rancho Campana and C.A.P.E. can pick-up meals at Adolfo Camarillo H.S.

Pleasant Valley School District

<https://www.pleasantvalleysd.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=1080&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=17666&PageID=1>

FOOD SERVICES NOTICE:

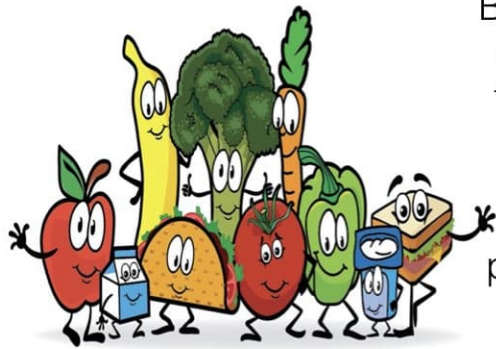
To support our community during the school closures PVSD plans to continue operating food service programs at the Las Posas, PVSEA, and Rancho Rosal school sites. Breakfast will be served from 9am-10am, and lunch will be served from 12:30-1:30pm. Food will be served "grab and go" style, with students picking up food in the kitchen, and eating off site.

[Read the notice from PVSD Food Services by clicking here...](#)

Para apoyar a nuestra comunidad durante el cierre de las escuelas, PVSD planea continuar operando programas de servicio de alimentos en las escuelas de Las Posas, PVSEA y Rancho Rosal. El desayuno se servirá de 9 am a 10 am, y el almuerzo se servirá de 12: 30-1: 30 pm. La comida se servirá al estilo "agarrar y llevar", con los estudiantes recogiendo comida en la cocina y comiendo fuera del sitio.

Rio School District

<https://rioschools.org/>



Beginning Monday, March 16, students can come to any site between 10:30 a.m. and 12:30 p.m. to pick up a snack and meal at the cafeteria.

El lunes 16 de marzo, los estudiantes pueden venir a cualquier escuela entre las 10:30 a.m. y las 12:30 p.m. recoger una merienda y comida en la cafetería.

Santa Paula Unified School District

<https://www.santapaulaunified.org/>



The Santa Paula Unified School District and its Child Nutrition Services Team will be providing "Grab n Go" meals for families to pick-up, Monday through Friday, from 10:30 am-12:30 pm beginning this Monday, March 16th.

- Parents or students may walk or drive up to carts that we will be set up at the school sites listed below to receive one breakfast and one lunch per child ages 1-18 years of age. Meals will be served as "Grab n Go."
- All Children are welcome; they do not have to be SPUSD students, no ID or information is needed, and the children do not need to be present; all Santa Paula families are welcome.
- All meals must be taken off the property to be eaten, as we are trying to maintain social distancing.
- We will be evaluating this program daily and will make adjustments if needed. Meals will be served at the following 2 sites:

1. Glen City Elementary: 141 S Steckel Drive
2. Barbara Webster Elementary: 1150 Saticoy Street

Simi Valley Unified School District

<https://www.simivalleyusd.org/coronavirus>

Lunch Services

From March 16 to March 20, the Child Nutrition Department will provide lunch from 11:30 a.m. to 12:30 p.m. at Berylwood Elementary School (ADDRESS) and Santa Susanna High School. Any child age 18 and under may participate and receive a meal free of charge, regardless of enrollment in the Simi Valley Unified School District. We are implementing a drive-through system for meal distribution to prevent large groups from forming. In order to receive a lunch, the child must be present in the vehicle. Meals will include an entrée, a fruit and vegetable option and milk. Please know that students will not be allowed to eat at the schools after picking up their lunches.

Ventura Unified School District

<https://www.venturausd.org/>

Parents or students may walk or drive up to the carts that we will have set up and receive one breakfast (for the next day) and one lunch per child ages 1-18 years of age.

- All children are welcome; they do not have to be VUSD students
 - No ID or information is needed
 - All meals must be taken off the property to be eaten, as we are trying to maintain social distancing.
 - Six sites are distributing the meals, they are
1. Atlas Elementary School 760 Jazmin Avenue, Ventura
 2. Montalvo Elementary 2050 Grand Avenue, Ventura
 3. Will Rogers Elementary 316 Howard Street, Ventura
 4. Data Middle School 2060 Cameron Street, Ventura
 5. Sheridan Way Elementary 573 Sheridan Way, Ventura
 6. Sunset K-8 School 400 Sunset Ave., Oak View

February 29, 2020

Talking to Children About COVID-19 (Coronavirus) A Parent Resource

A new type of coronavirus, abbreviated COVID-19, is causing an outbreak of respiratory (lung) disease. It was first detected in China and has now been detected internationally. While the immediate health risk in the United States is low, it is important to plan for any possible outbreaks if the risk level increases in the future.

Concern over this new virus can make children and families anxious. While we don't know where and to what extent the disease may spread here in the United States, we do know that it is contagious, that the severity of illness can vary from individual to individual, and that there are steps we can take to prevent the spread of infection. Acknowledging some level of concern, without panicking, is appropriate and can result in taking actions that reduce the risk of illness. Helping children cope with anxiety requires providing accurate prevention information and facts without causing undue alarm.

It is very important to remember that children look to adults for guidance on how to react to stressful events. If parents seem overly worried, children's anxiety may rise. Parents should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. However, children also need factual, age appropriate information about the potential seriousness of disease risk and concrete instruction about how to avoid infections and spread of disease. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.

Specific Guidelines

Remain calm and reassuring.

- Children will react to and follow your verbal and nonverbal reactions.
- What you say and do about COVID-19, current prevention efforts, and related events can either increase or decrease your children's anxiety.
- If true, emphasize to your children that they and your family are fine.
- Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your children talk about their feelings and help reframe their concerns into the appropriate perspective.

Make yourself available.

- Children may need extra attention from you and may want to talk about their concerns, fears, and questions.
- It is important that they know they have someone who will listen to them; make time for them.
- Tell them you love them and give them plenty of affection.

Avoid excessive blaming.

- When tensions are high, sometimes we try to blame someone.
- It is important to avoid stereotyping any one group of people as responsible for the virus.
- Bullying or negative comments made toward others should be stopped and reported to the school.
- Be aware of any comments that other adults are having around your family. You may have to explain what comments mean if they are different than the values that you have at home.

Monitor television viewing and social media.

- Limit television viewing or access to information on the Internet and through social media. Try to avoid watching or listening to information that might be upsetting when your children are present.
- Speak to your child about how many stories about COVID-19 on the Internet may be based on rumors and inaccurate information.
- Talk to your child about factual information of this disease—this can help reduce anxiety.
- Constantly watching updates on the status of COVID-19 can increase anxiety—avoid this.
- Be aware that developmentally inappropriate information (i.e., information designed for adults) can cause anxiety or confusion, particularly in young children.
- Engage your child in games or other interesting activities instead.

Maintain a normal routine to the extent possible.

- Keep to a regular schedule, as this can be reassuring and promotes physical health.
- Encourage your children to keep up with their schoolwork and extracurricular activities, but don't push them if they seem overwhelmed.

Be honest and accurate.

- In the absence of factual information, children often imagine situations far worse than reality.
- Don't ignore their concerns, but rather explain that at the present moment very few people in this country are sick with COVID-19.
- Children can be told this disease is thought to be spread between people who are in close contact with one another—when an infected person coughs or sneezes.
- It is also thought it can be spread when you touch an infected surface or object, which is why it is so important to protect yourself.
- For additional factual information contact your school nurse, ask your doctor, or check the <https://www.cdc.gov/coronavirus/2019-ncov/index.html> website.

Know the symptoms of COVID-19.

- The CDC believes these symptoms appear in a few days after being exposed to someone with the disease or as long as 14 days after exposure:
 - Fever
 - Cough
 - Shortness for breath
- For some people the symptoms are like having a cold; for others they are quite severe or even life threatening. In either case it is important to check with your child's healthcare provider (or yours) and follow instructions about staying home or away from public spaces to prevent the spread of the virus.

Review and model basic hygiene and healthy lifestyle practices for protection.

- Encourage your child to practice every day good hygiene—simple steps to prevent spread of illness:
 - Wash hands multiple times a day for at least 20 seconds (singing Twinkle, Twinkle Little Star slowly takes about 20 seconds).
 - Cover their mouths with a tissue when they sneeze or cough and throw away the tissue immediately, or sneeze or cough into the bend of their elbow. Do not share food or drinks.

- Practice giving fist or elbow bumps instead of handshakes. Fewer germs are spread this way.
- Giving children guidance on what they can do to prevent infection gives them a greater sense of control over disease spread and will help to reduce their anxiety.
- Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a strong immune system to fight off illness.

Discuss new rules or practices at school.

- Many schools already enforce illness prevention habits, including frequent hand washing or use of alcohol-based hand cleansers.
- Your school nurse or principal will send information home about any new rules or practices.
- Be sure to discuss this with your child.
- Contact your school nurse with any specific questions.

Communicate with your school.

- Let your school know if your child is sick and keep them home. Your school may ask if your child has a fever or not. This information will help the school to know why your child was kept home. If your child is diagnosed with COVID-19, let the school know so they can communicate with and get guidance from local health authorities.
- Talk to your school nurse, school psychologist, school counselor, or school social worker if your child is having difficulties as a result of anxiety or stress related to COVID-19. They can give guidance and support to your child at school.
- *Make sure to follow all instructions from your school.*

Take Time to Talk

You know your children best. Let their questions be your guide as to how much information to provide. However, don't avoid giving them the information that health experts identify as critical to ensuring your children's health. Be patient; children and youth do not always talk about their concerns readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. It is very typical for younger children to ask a few questions, return to playing, then come back to ask more questions.

When sharing information, it is important make sure to provide facts without promoting a high level of stress, remind children that adults are working to address this concern, and give children actions they can take to protect themselves.

Information is rapidly changing about this new virus—to have the most correct information stay informed by accessing <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

Keep Explanations Age Appropriate

- Early elementary school children need brief, simple information that should balance COVID-19 facts with appropriate reassurances that their schools and homes are safe and that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people take every day to stop germs and stay healthy, such as washing hands. Use language such as “adults are working hard to keep you safe.”
- Upper elementary and early middle school children will be more vocal in asking questions about whether they truly are safe and what will happen if COVID-19 comes to their school or community. They may need assistance separating reality from rumor and fantasy. Discuss efforts of school and

community leaders to prevent germs from spreading.

- Upper middle school and high school students are able to discuss the issue in a more in-depth (adult-like) fashion and can be referred directly to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Having such knowledge can help them feel a sense of control.

Suggested Points to Emphasize When Talking to Children

- Adults at home and school are taking care of your health and safety. If you have concerns, please talk to an adult you trust.
- Not everyone will get the coronavirus (COVID-19) disease. School and health officials are being especially careful to make sure as few people as possible get sick.
- It is important that all students treat each other with respect and not jump to conclusions about who may or may not have COVID-19.
- There are things you can do to stay healthy and avoid spreading the disease:
 - Avoid close contact with people who are sick.
 - Stay home when you are sick.
 - Cover your cough or sneeze into your elbow or a tissue, then throw the tissue in the trash.
 - Avoid touching your eyes, nose, and mouth.
 - Wash hands often with soap and water (20 seconds).
 - If you don't have soap, use hand sanitizer (60–95% alcohol based).
 - Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.

Additional Resources

Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks, <https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/SMA14-4886>

Coping With Stress During Infectious Disease Outbreaks, <https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>

Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19), <https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>

Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About, <https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>

For more information related to schools and physical and mental health, visit www.nasponline.org and www.nasn.org.

Home Activities

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Don't forget to read a book with your child every day!	Count the letters in your name	Sort toys from smallest to biggest	Count the letters in your last name	Do laundry together, have child match socks.	Review the letters in child's name	Look for 8 things that start with the letter C.
Draw a character from your favorite book	Go on an insect hunt around your home	Sorting laundry- Long/short	Look for the letter "A" during the day	Hunt for square shapes around the home.	Dance Party – hop 10 times. Can you make a pattern while you dance?	Count the letters in your last name.
Naming parts of the body.	Look for different textures around the house.	Look for 5 things shaped like a triangle.	Count fingers and toes	Act out your favorite book	Look for the letter E throughout the day	Red light, green light racing game.
Family day- plan an activity together	Hunt for Circles around the home.	Cooking- Have child help you cook. (Measure, count, sort...)	Find the letter of your first name through- out the day	Draw letters of your names	Dance to music- What movements are you doing?	Draw a picture of favorite animal.
Family day- plan an activity together	Dance to music	Have a family dinner together. Discuss what your favorite things to do are.	Count the people in your family. Try Drawing them	Color a box and pretend it is a boat	Sorting laundry by colors	Take a walk around the house- look for the color yellow.

Actividades en el Hogar

Domingo	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado
¡No olvide leer un libro con su hijo todos los días!	Cuenta las letras a tu nombre	Ordenar juguetes de más pequeño a más grande	Cuenta las letras en tu apellido	Lavar la ropa juntos, que los niños busquen los pares de calcetines.	Revise y diga las letras en nombre del niño	Busque 8 cosas que comienzan con la letra "C".
Dibuja un personaje de tu libro favorito	Ir en una búsqueda de insectos alrededor de su casa	Clasificación de lavandería- Largo/corto	Busque la letra "A" durante el día	Busca formas cuadradas alrededor de la casa.	Dance Party – saltar 10 veces. ¿Puedes hacer un patrón mientras bailas?	Cuenta las letras en su apellido.
Nombrar partes del cuerpo.	Busca diferentes texturas alrededor de la casa.	Busca 5 cosas con forma de triángulo.	Contar los dedos de las manos y los pies	Actúa tu libro favorito	Busque la letra "E" durante todo el día	Luz roja/juego de carreras deluz verde..
Día familiar: planifiquen una actividad juntos	Busca círculos en casa.	Cocinar- Pida a un niño que le ayude a cocinar. (Medir, contar, ordenar...)	Encuentra la carta de tu nombre a través del día	Dibuja letras de tus nombres	Baila con música- ¿Qué movimientos estás haciendo?	Dibujar un dibujo de animal favorito.
Día familiar: planifiquen una actividad juntos	Bailar al lado de la música	Que tengas una cena familiar juntos. Analice cuáles son sus cosas favoritas.	Cuenta con las personas de tu familia. Trate de dibujarlos.	Colorea una caja y finge que es un barco.	Clasificación de la ropa por colores	Caminar alrededor de la casa- buscar el color amarillo.

Peek-a-Boo Box

Primary Objectives

2a. Forms relationships with adults

Why It's Important

Playing peek-a-boo with your child allows her to watch you momentarily disappear and then reappear. It also provides a great opportunity for your child to mirror your expression of feelings—she smiles and laughs when you reappear because you are smiling.

Materials

Scissors; cardboard box

What You Do

1. Remove the top flaps from the cardboard box so there are only five sides to the box (four sides plus the bottom).
2. Invite your child to participate in this activity. Sit on the floor and seat her on your lap or right in front of you.
3. Lower the box slowly over your head until it covers your face. Ask, *Where is [Elsie]? I can't see her!*
4. Remove the box from your head, smile, and say, *Peek-a-boo!*
5. Observe your child's reaction to your reappearance. Pay attention to whether or not she mirrors your happy expression.
6. You can make this activity more challenging by making different facial expressions each time you reappear. Observe your child's reactions to your expressions. Make sure to return to the happy expression so your child can end the game joyfully.
7. Once your child is mobile, encourage her to use the peek-a-boo box to crawl under and then reappear.

My Face, Your Face

Primary Objectives

10. Engages in conversations

Why It's Important

Interactive talking games that encourage turn taking demonstrate the pattern of conversation. When you encourage your child to recognize parts of her face and yours, you help her identify herself as an individual who is separate from you.

Materials

None

What You Do

1. Watch for moments when your child's attention is focused on you, such as during daily routines like diapering or feeding.
2. Invite her to reach out to touch your face. Name the facial feature she touches. *That is my nose.*
3. Point to the corresponding part on her face. *There is your nose.*
4. Encourage her to point to her corresponding facial part on her own. *Can you find your nose? Can you find my nose again?*
5. While feeding your child a bottle, comment on her eyes. *I see you looking up at me with your big, brown eyes.* Point to her eyes. *I see you with my eyes. Point to your eyes.*
6. While offering her cereal, talk about her mouth and the food she is eating. *How about a bite of cereal? Can you open your mouth? Watch me open my mouth. Ahhh... you're opening your mouth wide. I can open my mouth wide, too.*
7. Use words that describe facial and body parts frequently. Play this game often, paying attention to your child's ability to take turns listening and responding.

Fill and Dump

Primary Objectives

7a. Uses fingers and hands

Why It's Important

Children at this stage love to experiment with cause and effect by filling up a container and dumping it out. You can encourage your child's fine-motor development as she fills and dumps by providing materials that are the right size for her to pick up with a thumb and index finger. When you demonstrate how to pick up and drop the materials into small containers, you give your child the opportunity to imitate your actions.

Materials

Small blocks or beads; large containers; small containers

What You Do

1. Place the small blocks into a large container and arrange several small containers next to it.
2. Show the materials to your child. Allow her to explore the materials on her own.
3. If she does not use the materials for filling, pick up a block using your thumb and index finger and drop it into a small container. Then dump it out.
4. Your child may imitate your play or continue to use the materials another way. Acknowledge her efforts. *You are banging the red block on the floor. You dropped the green block into the cup.*
5. Stay nearby and periodically acknowledge her play. This will help her sustain her attention to the experience.
6. Allow your child to continue with the activity for as long as she is interested. Leave the materials where she can find them to use again during play.



At Arm's Reach

Primary Objectives

- 6. Demonstrates gross-motor manipulative skills
- 7a. Uses fingers and hands

Why It's Important

When they are very young, children begin to move their bodies purposefully. You promote your child's gross- and fine-motor development when you provide them with experiences that encourage them to move, reach, and stretch.

Materials

Blanket; basket of small toys

What You Do

1. This activity is appropriate only for infants who are able to support their body weight enough for tummy-time activities.
2. Spread the blanket on the floor in an area where your child will be protected from other activity in the room.
3. Place your child on her tummy on the blanket. Show her a toy and describe it to her. *Look, I have a blue and white rattle.*
4. Put the toy on the blanket just at arm's reach for your child so that she has to stretch her arm out to grab it.
5. Give her time to shake, mouth, and touch the toy.
6. When she shows you she is ready for a new experience, place another toy just at arm's reach for her to grab.
7. Encourage her to use the opposite arm by placing the toy within closer reach of the arm she did not previously use.
8. Repeat the interaction for as long as your child is interested. Pay particular attention to her activity level. It is hard work for your child to lie on her tummy and reach for toys. You may notice that she is beginning to have a hard time supporting her head and neck, she is no longer reaching for objects, or she has an unhappy look on her face. When your child shows you that she is finished or that her body is getting tired, help her change position so she can rest her muscles.

Hear and See Toys

Primary Objectives

- 5. Demonstrates balancing skills
- 11a. Attends and engages
- 11d. Shows curiosity and motivation

Why It's Important

The world and all its sights and sounds are completely new to young children. One great way to help your child begin to pay attention to the unique sights and sounds in his environment is to give him opportunities to explore toys that make noise.

Materials

Toys that are visually stimulating and make sounds

What You Do

1. Place one or two noise-making toys within your child's reach.
2. When your child reaches for a toy, describe what he is doing. *You grabbed that green rattle.*
3. As he explores the toy, talk with him about what he is doing and what he hears. *That rattle makes a noise when you shake it. Shake, shake, shake.* When he stops moving the toy, point out that the noise has stopped. *No more shake noise!*
4. Pay attention to your child's cues. Your child may not have developed the muscles that allow him to drop a toy when he has finished exploring it. Help him release the toy if he looks upset or frustrated.

Tissue Paper Play

Primary Objectives

11d. Shows curiosity and motivation

Why It's Important

When you provide your child with a variety of objects to explore, you help her notice how these materials react to her touch. She will also learn about various textures and how they feel.

Materials

Sheets of tissue paper

What You Do

1. Place the tissue paper within your child's reach. Invite her to explore the tissue paper.
2. Describe what your child is doing, seeing, feeling, and hearing: *You grabbed the blue piece of tissue paper. It went up in the air when you kicked it with your foot. It is crumbling in your fist. It is making a crinkling noise.*
3. Engage in play with her. You may hold a sheet of tissue paper up to your face to play peek-a-boo or sing a song about kites as you wave the paper through the air.
4. Model different ways to explore the tissue paper by crumpling some in your hand or throwing it in the air. *Look how the red piece floats. The paper is making a rustling sound when we touch it.*
5. If your child draws the tissue paper toward her mouth, redirect her by showing her other ways to play with it. *Let's use our hands to play with the tissue paper. See how I pat, pat, pat the tissue paper with my hand?*
6. Continue the activity for as long as your child is interested. Discard the sheets when she is no longer exploring the tissue paper.

Picture Pointing

Primary Objectives

17a. Uses and appreciates books and other texts

Why It's Important

Richly illustrated books with pictures of familiar and unfamiliar objects will engage your child and encourage her interest in pictures, print, books, and reading.

Materials

Picture books

What You Do

1. Set up books in various areas of your home, such as near pretend play materials, in active areas, and in quiet areas. Look for opportunities to read books with your child alone or with one or two other children.
2. Select a book and tell your child that you have a book to read with her. *Remember when we saw a caterpillar outside this morning? Let's read about this very hungry caterpillar. This book is called The Very Hungry Caterpillar.*
3. As you read, talk to your child about the pictures. Encourage her to point to any familiar objects. *Look, there is a watermelon on this page. Do you see it? Yes, there it is! You love watermelon, don't you? Yum!*
4. Point out new objects to your child and describe them. *This big brown oval is called a cocoon. It is where the caterpillar stays until it becomes a butterfly. Can you say cocoon?*
5. Encourage your child to explore the book on her own. Guide her as appropriate. For example, if she holds the book upside down, turn it over for her and say, *That tree is upside-down. Can you make it right-side up? There we go.*
6. Use language to reinforce what your child does as she explores the book. *Yes, there's the strawberry. I see you pointing to the strawberry. Can you find the hole in the pickle? There it is. You found the hole!*
7. Plan opportunities for books and reading based on your child's natural preferences. If she enjoys looking at books during quieter times of the day, read books during quiet moments and before and after naps. If she prefers to physically hold and explore books, read a story beside her and allow her to listen while you read aloud.

I Spy Outside

Primary Objectives

2c. Interacts with peers

Why It's Important

Your child may need some transition time between playing alone and playing with other children. Watching the other children engage in fun activities and talking about them with you could encourage her to join in their play.

Materials

None

What You Do

1. When outside on the playground, observe your child's interest in what others are doing. Notice if she appears eager to join them or if she shows distress when other children are near. While the group plays on the playground, sit nearby with your child.
2. Invite her to play a game with you in which she describes what she sees and you have to guess what it is. Demonstrate how the game is played. *I spy a boy climbing a ladder. He's wearing something blue. Yes! You see James wearing a blue coat. He's going up the ladder and sliding down the slide.*
3. Alternate roles as you play the game together. If your child is preverbal, encourage her to point to something she sees. *You are pointing towards the sandbox. Do you see Jeremiah playing with the big shovels?*
4. If your child appears ready to join the other children, stop the game and encourage her to play with the others. *Would you like to climb up the ladder so you can go down the slide too?*
5. If she shows no interest in the other children on the playground, stay near your child to offer support. Try the game later in a different setting that may interest her more.

Color Hunt

Primary Objectives

- 4. Demonstrates traveling skills
- 13. Uses classification skills

Why It's Important

Before your child can follow one-step directions independently, he may need assistance putting the words into action. Using verbal and visual instructions together when giving directions will help your child follow them. In this activity, your child will practice classification skills by matching objects by a single attribute: color.

Materials

Small cards, each showing a color and the color's name

What You Do

1. Select an area either indoors or outdoors in which there is at least one object in view that matches each color card.
2. Invite your child to go on a color hunt with you.
3. Explain that he may choose a color card and then find something in the room or on the playground that matches the color on the card.
4. Begin with one color at a time. Invite your child to choose a card and then find an object to match it. *You picked a red card. Can you find something in the room that is also red?*
5. Offer directional instructions if he has a difficult time locating an object. *Walk forward to the door and look by the rocking chair. Do you see anything red on the floor?*
6. Make sure your directions are brief. Wait for your child to complete one direction before offering another.
7. When your child has finished matching the cards with objects, explain that the cards will be available for him to use later. Encourage him to match with the cards with new objects the next time he plays with them.

Big Box Basketball

Primary Objectives

6. Demonstrates gross-motor manipulative skills

Why It's Important

Children at this stage of development find comfort in being with familiar people. Playing games with you helps your child develop secure relationships. This game also helps him develop motor skills that he can apply to other activities.

Materials

Large cardboard box; soft balls

What You Do

1. Fold down the flaps on the top of the box or cut them off completely. Place the cardboard box in the center of an open space. Place the balls around the box. Invite your child to come and play.
2. Demonstrate to your child how to place a ball in the box. Describe what you are doing.
3. Invite your child to place a ball in the box. Encourage him by using supportive words. *You put the big blue ball in the box.*
4. Once all of the balls are inside the box, take the balls out and repeat the activity. Try tossing the balls from different places around the box.
5. Use your child's name frequently during the game. Repeat common vocabulary, such as *in*, *out*, *box*, and *ball*.
6. You can extend the activity by turning the box on its side and encouraging your child to roll a ball into the box. Encourage him to try new ways of getting the balls into the box.

The Itsy Bitsy Spider

Primary Objectives

- 9a. Uses an expanding expressive vocabulary
- 9b. Speaks clearly

Why It's Important

Young children enjoy exploring the sounds they can make with their voices. Simple rhymes and fingerplays give your child the opportunity to play with the sounds of language as she expands her vocabulary.

Materials

None

What You Do

1. Invite your child to sing "The Itsy Bitsy Spider" with you. Sing slowly the first time to give your child a chance to match your words and hand motions.
2. When you sing the words itsy bitsy, change the pitch of your voice for emphasis.
3. Sing the song again, changing the words to big fat spider and using a different voice pitch and hand motions. Invite your child to mimic your words and movements. *This time we're going to sing about a big fat spider. I'm going to make my voice sound louder and lower when we sing.*
4. Ask your child to think of other ways to sing the song by changing the words, pitch, or motions. Encourage her to lead the song as you follow along.
5. Continue the activity for as long as your child is interested.
6. At other times throughout the day, give your child the opportunity to think of new words and motions for other familiar songs. Invite her to share her ideas with others.

Shoe Sort

Primary Objectives

13. Uses classification skills

Why It's Important

Your child can learn about matching objects by using the things that are around him. This activity will help your child pay close attention to familiar objects and notice their similarities and differences.

Materials

Shoes that children wear for different purposes (e.g., sandals, snow boots, sneakers, and formal shoes)

What You Do

1. Invite your child to explore the collection of shoes. Together, look at the shoes one at a time and talk about each type. *When do you wear your sandals? What shoes do you like to wear when it's raining?*
2. Encourage your child to find the matching pairs of shoes. *I see you found a sneaker. Can you find the one that matches it?*
3. Continue the activity for as long as your child is interested. Vary the game at another time by using socks, mittens, gloves, or doll clothes.

Find a Sign

Primary Objectives

- 4. Demonstrates traveling skills
- 17b. Uses print concepts

Why It's Important

One way that children begin to understand the concept of reading is by observing neighborhood signs with pictures and words. Pointing out those signs and what they mean shows your child the many ways in which reading is a part of everyday life.

Materials

None

What You Do

1. Invite your child to take a walk with you around the neighborhood. Point out particular signs, and ask your child to guess what each sign says. Read the words on it aloud to him. *What do you think this sign says? Yes, it says STOP. You know it is a stop sign because of its shape and color.*
2. If the sign has only a symbol, explain how symbols without words can mean something, too. Signs indicating a crosswalk, school zone, or library often have no words. Talk with your child about the symbols he sees.
3. Discuss with your child the reasons why signs are used. Talk about signs that direct people where to go or those that give safety instructions.
4. Encourage him to look for signs when riding in the car or bus, or when he goes to a new place.

How Many Steps?

Primary Objectives

4. Demonstrates traveling skills

20a. Counts

Why It's Important

Providing your child with a goal to focus on while she practices her gross-motor skills may encourage her to move more readily, even with adult support. Counting each step slowly is a way to support your child's efforts to move purposefully and methodically.

Materials

None

What You Do

1. When moving from one area of the room to another, hold your child's hand or provide other appropriate support, and count together the number of steps you take.
2. Offer as much assistance as necessary for your child to move smoothly around the room. Acknowledge her movements. *Walking up stairs is hard work. You are really using your strong leg muscles today.*
3. Count when going up and down stairs, through doors, etc. *One, two, three, four, five, six. Six steps to get to the sink.*
4. When repeating a path already taken, ask your child if she can remember the number of steps it took the last time. Count again to see if the number matches. *It took us six steps to get to the sink. Let's see how many steps it takes to get back to the chair. One, two, three, four, five. Only five! Wow, you must have taken really big steps this time.*
5. Notice if your child becomes tired or frustrated. Offer time to rest when needed. Offer physical and emotional support as well. *You've done a lot of moving today. Let's take a break and relax your muscles now.*

Step, Squirt, Scrub, Swipe

Primary Objectives

1c. Takes care of own needs appropriately

Why It's Important

Your child needs a great deal of guidance and practice as she learns to attend to her physical needs on her own. Helping your child address her needs while also encouraging her growing abilities allows her to observe and participate in each task. As each process becomes routine for your child, your role will become secondary.

Materials

Large piece of paper; markers; photos or illustrations of children carrying out the steps for handwashing

What You Do

1. Create a chart that names and illustrates the following steps:
 1. Step up to the sink with help from an adult.
 2. Hold out hands to allow adult to squirt soap into them.
 3. Scrub hands together: back, front, and between fingers.
 4. Rinse hands and use paper towel to swipe hands and rub until dry.
2. Post the chart next to the bathroom sink. Refer to the chart each time that your child washes her hands. Talk through each step with your child as she completes it: *Now you are drying your hands.*
3. Use a paper towel to turn the water off. Help your child step down when she is finished.
4. Remember that the goal is for your child to complete the steps independently. Follow her cues to determine how much or how little she can do on her own.
5. Each time you practice this activity, encourage your child to use the chart as a reminder. Offer specific encouragement as she washes her hands: *I see that you spread out your fingers so you could scrub between them by yourself!*

If You're Angry and You Know It

Primary Objectives

1a. Manages feelings

Why It's Important

Providing fun ways for your child to talk about feelings when he is not in the moment of experiencing an intense emotion is a great way to help him recognize, name, and learn appropriate strategies for managing these feelings in the future.

Materials

Poster with lyrics to "If You're Happy and You Know It"

What You Do

1. Tell your child that you are going to sing a song about feelings. Introduce the feelings that will be in the song, and invite him to make faces that express those feelings. Model the faces to demonstrate. *This song is about when we're angry. Can you make an angry face? This is my angry face. This song is also about being happy. Can you make a happy face with me?*
2. Sing the song and invite your child to join in singing, performing the actions, and making the feeling faces.
3. Invite your child to think of new feelings, actions, and facial expressions to add to the song. *You would like to sing about feeling worried? What would your worried face look like?*
4. Sing the song for as long as your child is interested.

Making Molding Dough

Primary Objectives

7a. Uses fingers and hands

8b. Follows directions

Why It's Important

The experience of making molding dough while answering open-ended questions about the process gives your child a chance to associate words with the experience. It is also an opportunity for her to use objects as she performs tasks with multiple steps.

Materials

Large spoon or spatula; saucepan; food coloring (2 or more colors); large bowl; small cup of water; 1/2 cup of salt; 1 cup flour; 1 tablespoon cream of tartar; 1 tablespoon oil

What You Do

1. Designate a space at a table for this activity. Place ingredients on or near the table. Measure all ingredients and place them in individual bowls. Invite your child to the table to help you make molding dough.
2. Encourage your child to feel the salt and shake it into the bowl. Talk about the way it feels. *How does the salt feel in your hand?*
3. Ask her to mix in the other ingredients in the following order: flour, cream of tartar, oil, and water.
4. As she adds the ingredients and stirs, ask open-ended questions about the process. *What do you think we should add next? What will happen when we add the water? I wonder how we can make our molding dough a different color.*
5. Transfer the ingredients to the saucepan and assist your child in adding the food coloring. Heat gently, stirring constantly. When the mixture pulls away from the sides and is the consistency of dough, take it off the heat and allow it to cool.
6. When the dough is cool enough to handle safely, place a small amount in front of your child. Talk about the dough's temperature, texture, and color.
7. Allow her adequate time to play with the warm dough. You can extend her play by introducing tools such as craft sticks, rolling pins, or cookie cutters.

Crayons, Crayons, Crayons

Primary Objectives

7b. Uses writing and drawing tools

Why It's Important

Children must practice making marks on a page in order to develop an understanding of writing. Introducing your child to writing tools before he has begun his attempts at writing will help him focus on forming letters rather than on the unfamiliar sensation of a pencil in his hand. Your child's interest in writing will grow as he watches his random marks change into recognizable forms.

Materials

Drawing paper (different colors and shapes); crayons

What You Do

1. Observe how your child holds a crayon. Notice where he places the crayon on his paper in an effort to simulate writing. Observe his reaction to the marks he makes.
2. Invite your child to sit at the table and play with the crayons and paper. Encourage him to draw or write whatever he chooses.
3. Talk with him about what you see. Ask questions about his work. *You are using the blue crayon on the red circle paper. What color will you use next?* Give him ample time to experiment with each color and shape.
4. Continue with this activity for as long as your child is interested. Invite him to help you display his artwork in your home so he can share it with friends and other family members.

Listening, Looking, and Moving

Primary Objectives

8b. Follows directions

Why It's Important

Children learn by listening, looking, and moving. To help your child better understand language, encourage her to participate in a story by listening to the words, looking at the pictures, and connecting the words to movements.

Materials

Book: *The Three Billy Goats Gruff* by Susan Blair, Christine Ferrare, and Ellen Appleby (or another version of the story)

What You Do

1. Tell your child you are going to read a story about three billy goats. Ask her if she has ever seen or heard of a billy goat.
2. Read the story with your child, allowing her time to look at the illustrations and talk about what she sees.
3. Help her understand new vocabulary as you read the book together.
4. When you are finished, explain to your child that you will read the book again, and this time you will give her directions to follow. *When I say trip, trop, trip, trop you will stomp your feet and pretend you are walking over the bridge.*
5. Give your child other two-step directions throughout the story. Act out the motions for her to follow, if necessary.
6. You can extend this activity to other stories that your child is familiar with. When you feel your child can easily follow two-step directions, try adding a third step.

Carton of Eggs

Primary Objectives

20a. Counts

Why It's Important

Games that require your child to place one object in an individual designated space encourage her understanding of counting one object at a time. When you play this kind of game with your child, you can give her the assistance she needs to be successful.

Materials

Bowl; empty egg carton; plastic eggs

What You Do

1. Place an empty egg carton and the bowl of plastic eggs on a table. Invite your child to sort the eggs with you.
2. Demonstrate the process of putting one egg in each section of the egg carton. Ask her to repeat the action. *I'm going to put one egg here in this space. I'll put another one in the space next to it.*
3. Allow your child to use trial and error to determine how the eggs can be placed in the carton.
4. When there are only a few remaining empty spaces, count the number of spaces together. Ask your child to count out how many eggs she will need to fill the spaces. *There are one, two, three spots left in the carton. That means we need three more eggs. Can you help me count three eggs?*
5. Repeat the process a few times or for as long as your child is interested. After the egg carton is filled, explain where the eggs and carton are kept so that she can use them again at a later time.

Five Little Monkeys

Primary Objectives

- 5. Demonstrates gross-motor manipulative skills
- 20a. Counts

Why It's Important

Movement activities that involve counting help your child to learn number sequences while developing motor skills.

Materials

Markers; scissors; medium-sized paper grocery bags

What You Do

1. Cut a hole big enough for your child's face to show through on one of the large rectangular sides of each bag. Draw ears next to the hole to look like monkey ears.
2. Invite your child and four others to play "Five Little Monkeys" with you. Ask each child to put on a monkey mask.
3. Count the children with the monkey masks. *One, two, three, four, five. There are five monkeys.*
4. Sing the song: *Five little monkeys jumping on the bed. One fell off and bumped his head. Mama called the doctor and the doctor said, No more monkeys jumping on the bed! Four little monkeys jumping on the bed....*
5. Continue until there are no more monkeys in the song. As you sing, encourage the children to jump up and down.
6. As each monkey "falls off the bed," have one of the children pretend to fall and then sit next to you.
7. After each monkey falls off the bed, recount the children. Encourage the children who are no longer jumping to count with you. *Can you help me count the rest of the monkeys? One, two, three. Only three monkeys left to jump.*
8. When the song is finished, encourage the children to sing it again on their own. Keep the monkey masks with your child's other toys for her to use at a later time.