



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



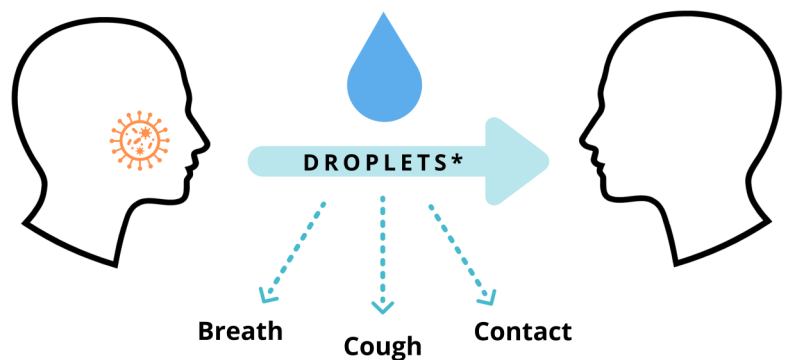
What is novel coronavirus?

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).



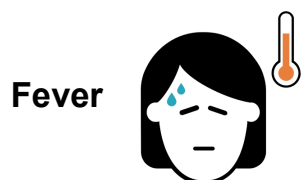
** Droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.*

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:

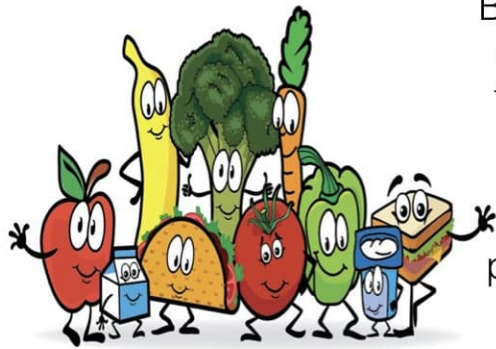
To support our community during the school closures PVSD plans to continue operating food service programs at the Las Posas, PVSEA, and Rancho Rosal school sites. Breakfast will be served from 9am-10am, and lunch will be served from 12:30-1:30pm. Food will be served "grab and go" style, with students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

Match and Name Pictures

Yes! You found two that are the same. What are those called?



Mix up pairs of identical pictures and ask your child to find matches and name them.

Your child will learn to recognize which pictures are the same and may say the name of each one.





Why this is important

Your child will learn to recognize similarities between pictures as he learns the name of each pictured object. Although your child may not clearly name the pictures at first, he will learn to recognize and match them as you say the names. By first hearing and then repeating the name, he may begin to link pictures to various sounds, ideas, and vocabulary.

What you do

- Gather two identical copies of 10 or more pictures. Attach the pictures to cards to make them sturdy.
- Place four cards (two of them identical) face up in front of your child. Invite him to find the two that are the same. He may point to or pick up the cards.
- Respond to his choice by saying: *Yes, these two are alike. These are called tomatoes.* You do not need to label the other pictures.
- Shuffle the cards back into the original stack and play again.
- Encourage your child to name the pictures after becoming familiar with the game. *What are these called?*
- Tell him the word for the picture if he needs help: *You know what it looks like to me? It looks like a bulldozer. Can you say bulldozer?*
- Encourage him to stack each matching pair so that he builds a pile of matching cards.

Another idea

As he gets comfortable with the game, add more pairs to each round. Try three or four pairs of cards, and space them so that he must look thoroughly to find each matching set. Encourage him to name all the pictures as he plays.

Let's read together!

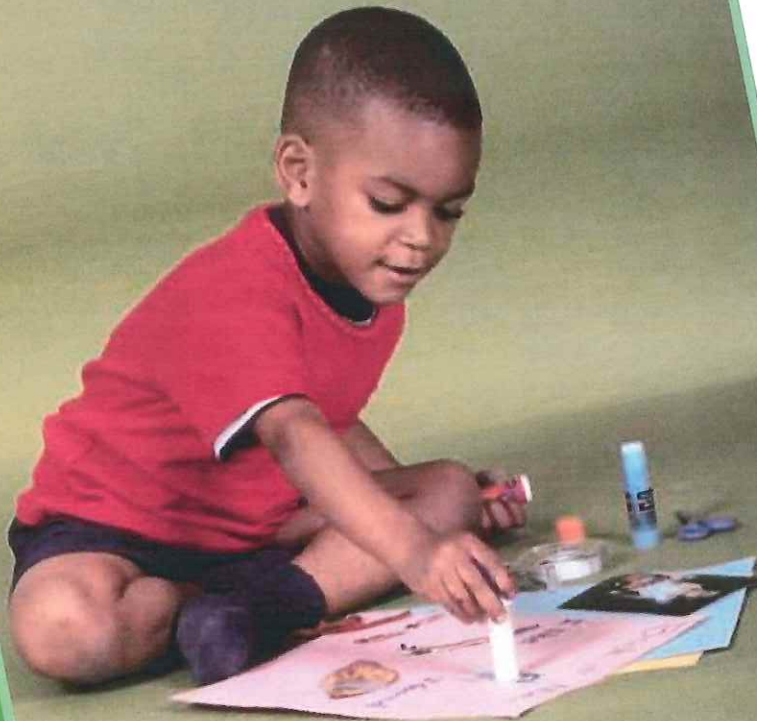
The Very Hungry Caterpillar
by Eric Carle

A Book About Me

Your book tells a lot about you.

Encourage your child to save items that are important to him, and help him put them in a book.

Your child can use the book to share important aspects of his life with friends and family.





Why this is important

Your child knows many different facts about himself. You can help him bring those facts together in a book. Collecting personal items in a book gives your child a reason to feel proud. This book also provides a resource that your child can review again at any time and may be a source of identity and security for your child.

What you do

- Help your child collect items that represent his favorite things. For example, *You like peaches so much. Let's save the label from this basket of peaches.*
- Encourage him to set aside special mementos. For example, these could include a leaf from his favorite climbing tree, one of his drawings, or a postcard he receives.
- Fasten together several sheets of construction paper to make a book.
- Add a title to the cover, such as *A Book About Jon*, or ask your child what he would like to call his book.
- Invite him to decorate the cover of the book. Let your child attach the mementos to each page using glue or tape.
- Talk about each page as he assembles it: *This page reminds me that your Grandma loves you and writes to you. And this shows how much you like to draw with your crayons.*
- Make sure to include empty pages in the book so that he can add more items later.

Let's read together!

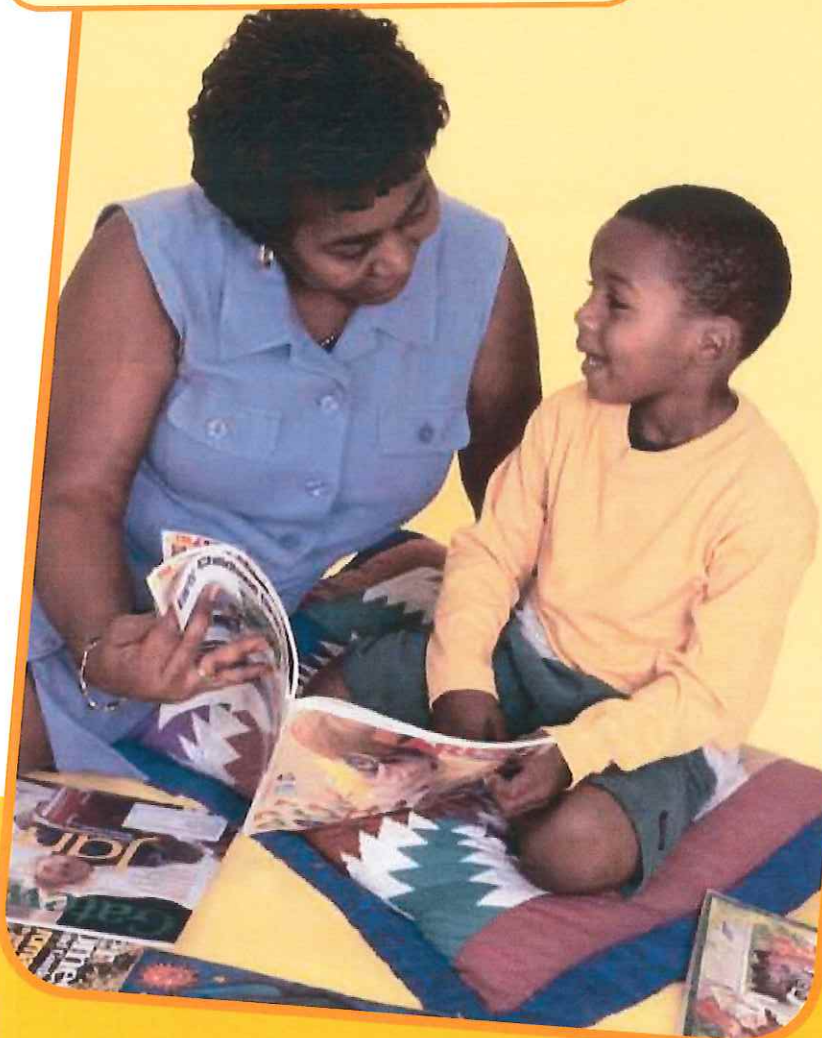
I Like Me!
by Nancy Carlson

Another idea

Encourage your child to share his album with friends and family. Write a few simple words next to a picture such as *My pet* or *I found*. He may not use many words to describe each page, but he will enjoy sharing his life with others. Invite family members to ask him questions about his book.

Showing What I Know

Put your finger on something that's purple.



Name or describe a picture you see in a magazine or book and invite your child to point to it on the page.

Your child will have an opportunity to practice hearing and understanding many words.



Why this is important

Naming or describing the pictures you see and then inviting your child to point to them on the page allows him to practice hearing and understanding words. Reading books with him helps him practice using his ability to understand words. This game can help you and your child become aware of the different kinds of things he knows.

What you do

- Invite your child to sit with you and look at a book. Choose a children's book or a family magazine, and pause on pages that interest both of you.
- Ask questions that will let your child demonstrate his knowledge, especially knowledge that goes beyond his spoken vocabulary. A few examples of questions are:

Can you find something that goes fast?

Which plate has two cookies on it?

Can you point to the spaghetti?

Which picture has an open window in it?

- Observe your child thinking about the question and pointing to the answer.
- Follow your child's lead and adjust the difficulty of the game by choosing a book with many pictures on the page, or continue to use a book with only a few pictures.

Let's read together!

Bark George
by Jules Feiffer

Another idea

Play the game many times by varying the books or magazines and the questions. When you come to a picture that you know your child is able to say, let him name it and ask you to point. If your child recognizes any letters, invite him to point to and name them as well.

Compare Two Amounts

Yes, you showed me the one that has less dough.



Give your child something to play with, such as playdough or water, that can be divided into two parts.

You can help your child notice amounts and talk about them using the words *more* and *less*.



Why this is important

Recognizing the difference between two amounts is the basis for many math concepts. Your child will enjoy grouping, dividing, and pouring to create amounts she can label with *more* and *less*. Later, she will use her skills to arrange items in a series.

What you do

- Provide playdough for your child.
- Notice when she divides her playdough: *You made this into two different parts. Look, this ball has more playdough and this ball has less.*
- Move the balls around on the table and say, *Point to the one that has more dough. Point to the one that has less.*
- Continue the game by pressing the dough back together and then making a new ball from part of the dough.
- Show her the ball you made and suggest that she make a smaller ball, one with less dough. Describe the balls using the words *more* and *less*.
- Encourage her to use the words by asking, *How much dough does this one have? How much does the other one have?* Help her with the words as needed.

Another idea

Play the game again using two identical cups with water. Your child will learn a new form of more and less by looking at the level of the water in the cups. Then try other materials and containers, such as sand in buckets, air in balloons, or yogurt in bowls.

Let's read together!

Little Rabbits' First Number Book
by Alan Baker

What's It For?

*Is that something
to build with?*

No!



As you look at various objects and pictures with your child, ask a question about the purpose of the item.

Your child will practice grouping objects by thinking about what they are used for.

*Which of these
things can we
build with?*





Why this is important

Classifying items into groups is a basic way to organize our knowledge. Your child will have the chance to practice sorting as she hears the names of categories that explain the uses and functions of objects. By guiding your child to focus on items one at a time, you are showing her how to deal with big tasks slowly and systematically.

What you do

- Gather several objects or pictures of objects. Spread the objects out in front of your child and invite her to play.
- Start by saying, *Some of these are things we can wear. Let's find out which ones.*
- Let your child examine each object as you talk about it.
- Keep your questions age-appropriate. Use Yes/No questions if your child is unable to say more about an item. Confirm her answers to let her know that you understand her: *You're right, I can't imagine anyone wearing a crayon! Let's put that over here in a pile of things you can't wear.*
- Challenge your child to use each object, even if her first guess at classifying is incorrect. *Can you wear that book on your head? No, I guess it goes in the other pile, right?*
- Continue the game until all the objects are classified.
- Try categories such as *things we ride, things we use to eat, things we read*, etc.

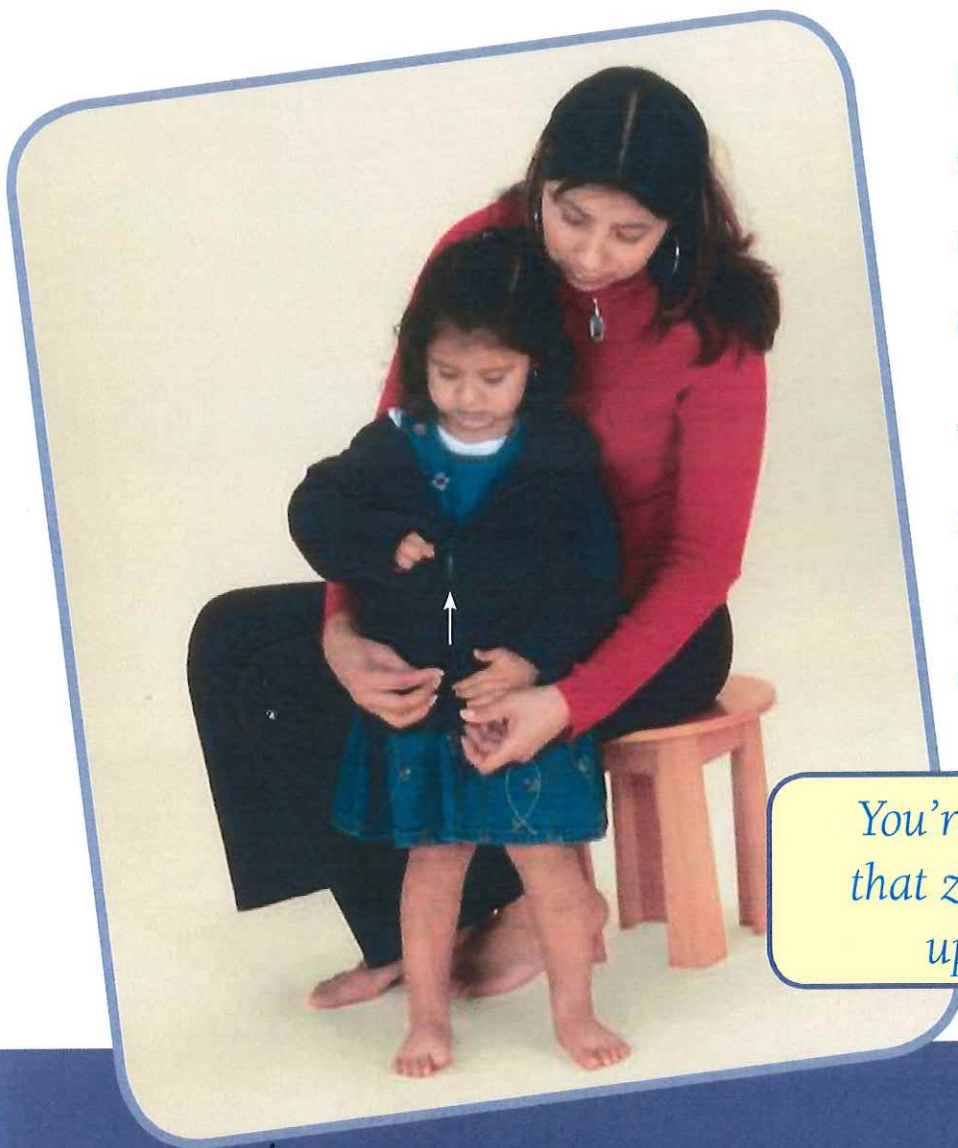
Another idea

You can make the game more active by placing the piles around the room. Your child will need to pick up each object, examine it, and then carry it to the appropriate pile.

Let's read together!

Around the House
by Victoria Huseby

Button and Zip



Lead your child through the steps of buttoning and unbuttoning and zipping and unzipping.

Your child will become more confident with her personal care skills of dressing and undressing.

*You're moving
that zipper up,
up, up.*



Why this is important

Guiding your child in learning to button and zip helps her learn the skills needed for independent dressing. Children who are struggling to be independent often are unwilling to accept the help they need. By learning the more difficult steps like buttoning and zipping, she will be able to take care of her own dressing at home or school.

What you do

- Give your child a smock or sweater with large buttons and buttonholes. Explain and demonstrate how to put the button through the buttonhole.
- Show her how to push the button halfway through the hole. Then, hold that part of the button as she pulls the cloth over the other half.
- Keep a few garments handy that have easy-to-fasten buttons. Let her practice during a long car ride or while waiting at the doctor's office. Encourage her to button her own clothes when she is ready.
- Teach her how to zip a zipper by letting her zip up your coat for you. Explain how to hold the bottom of the coat as she pulls up on the zipper.
- Resist the urge to finish the job for her. She needs lots of practice to master this skill!

Another idea

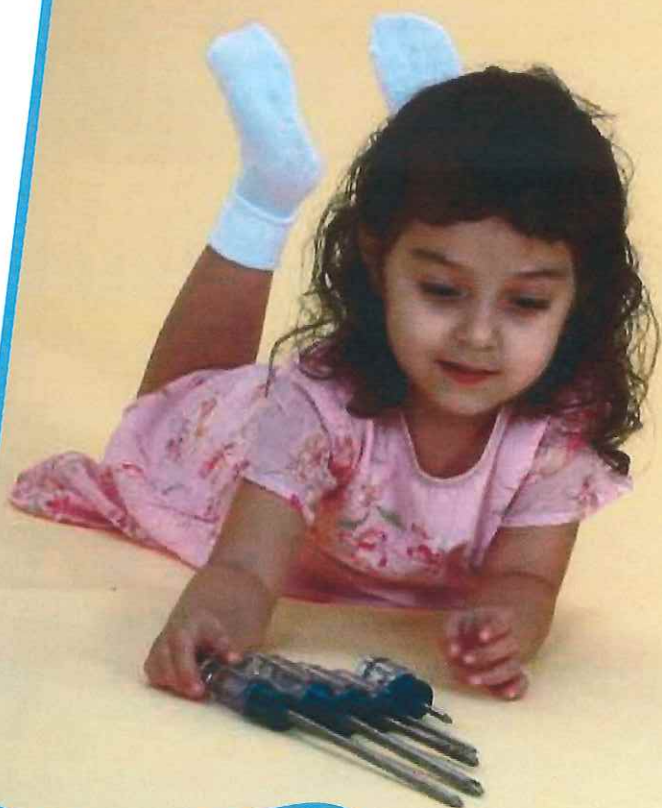
Invite your child to practice buttoning and zipping in front of a mirror. Encourage her to show a friend or relative what she is learning.

Let's read together!

Zippers, Buttons, and Bows
by Moira Butterfield

Playing With Many Sizes

Big, big, little, little



Offer your child objects that are graduated in size, such as a canister set or measuring cups, and respond to the way she arranges them.

Your child will begin to learn about the math skill of sequencing items by size.





Why this is important

Playing with objects of graduated size encourages your child to create arrangements and sequences based on size or amount. This skill is needed for determining the differences among a series of sizes, such as in clothing, food portions, and tools. It will help your child make choices when she is able to understand where any one item fits in a series.

What you do

- Find safe household objects for your child to play with that are graduated in size, such as measuring spoons, canisters, nesting toys, or graduated wrenches. You also can create groups of shoes or jar lids in varying sizes.
- Show your child one set of objects and invite her to play: *Here are a set of six measuring spoons. Let's see what you can do with them.* (If you use measuring spoons or cups, make sure they are separate and not joined on a ring.)
- Wait for your child to notice the different sizes and begin to compare the items. Give her plenty of time to play without assistance.
- When you notice your child comparing sizes, talk about size relationships: *You put them all in a row. Let's see, this is the smallest one at this end. What did you put at the other end?*
- Invite your child to record her accomplishment by placing the row of items on a piece of paper and tracing around each one.

Ready to move on?

Challenge your child to notice a different type of size relationship by filling a few identical plastic cups with varying levels of water. When she arranges them correctly, add more water to (or pour some water out of) one or two glasses so that she can find a new order.

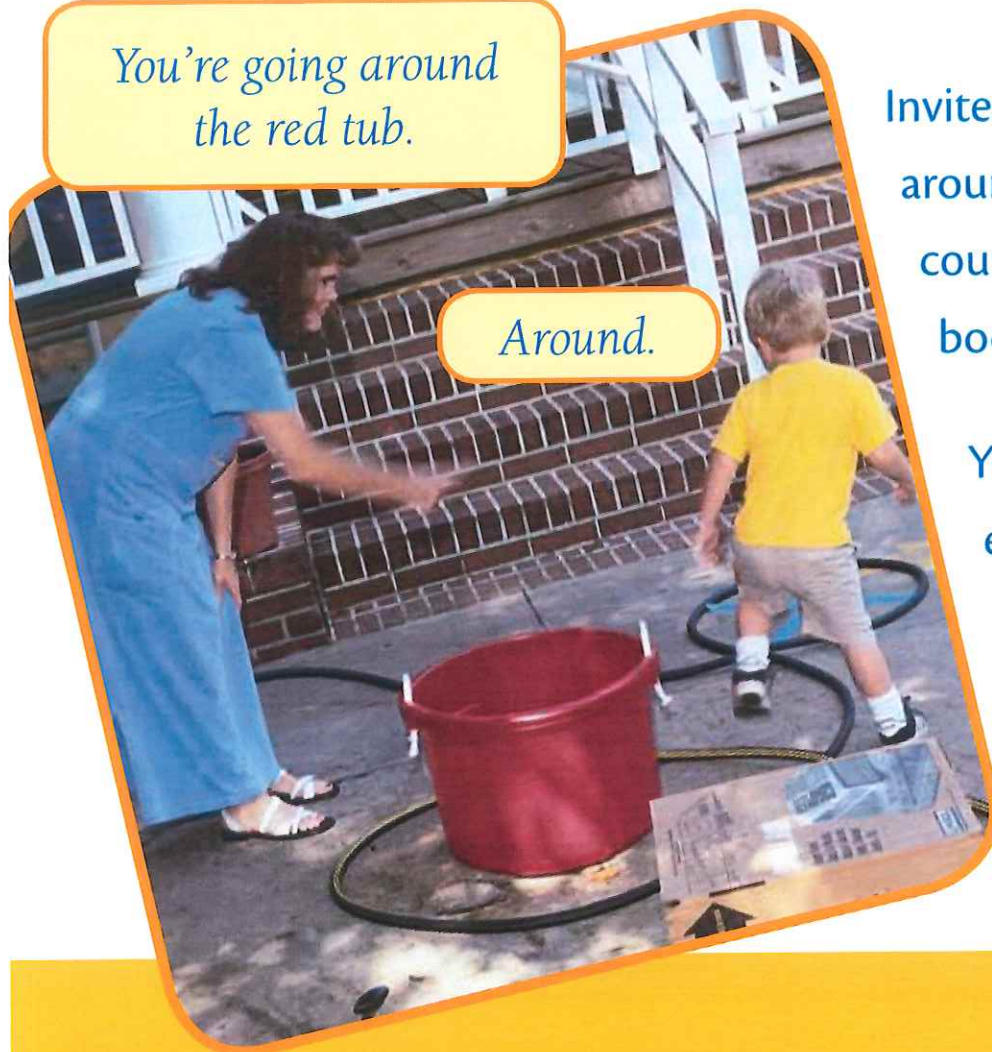
Let's read together!

Swimmy
by Leo Lionni

Move and Say

*You're going around
the red tub.*

Around.



Invite your child to maneuver around a small obstacle course while you describe his body motions.

Your child will gain experience using position words to talk about what he is doing.



Why this is important

The best way for your child to learn action words is to hear them and say them just at the moment he is engaged in doing them. Performing the actions increases his understanding of positions in space. Knowing the words for spatial relationships increases his understanding of situations and instructions. For example, *Go around the puddle to the car* is quite different from *Go to the car*.

What you do

- Use a garden hose or rope to mark an interesting path for your child to follow.
- Describe his movements as he moves along the path: *through the box tunnel, under the bench, over the block*.
- Invite him to say the words first with you and then encourage him to describe his position by himself. *Where will you go next?*
- Add new challenges to the path to increase his physical skills. Try incorporating a small plastic lid that he can stand on with one foot or a one-inch wide tape for walking on a line.
- Describe more subtle movements such as *walk next to the box, jump away from the paper, go around the puddle, or tiptoe along the line*.
- Periodically, reposition the obstacles to provide new actions and help him learn new positions.
- Walk him through the path the first time you use the new position words.

Ready to move on?

Play a game with one rule: Your child must say the word that describes his action as he does it.

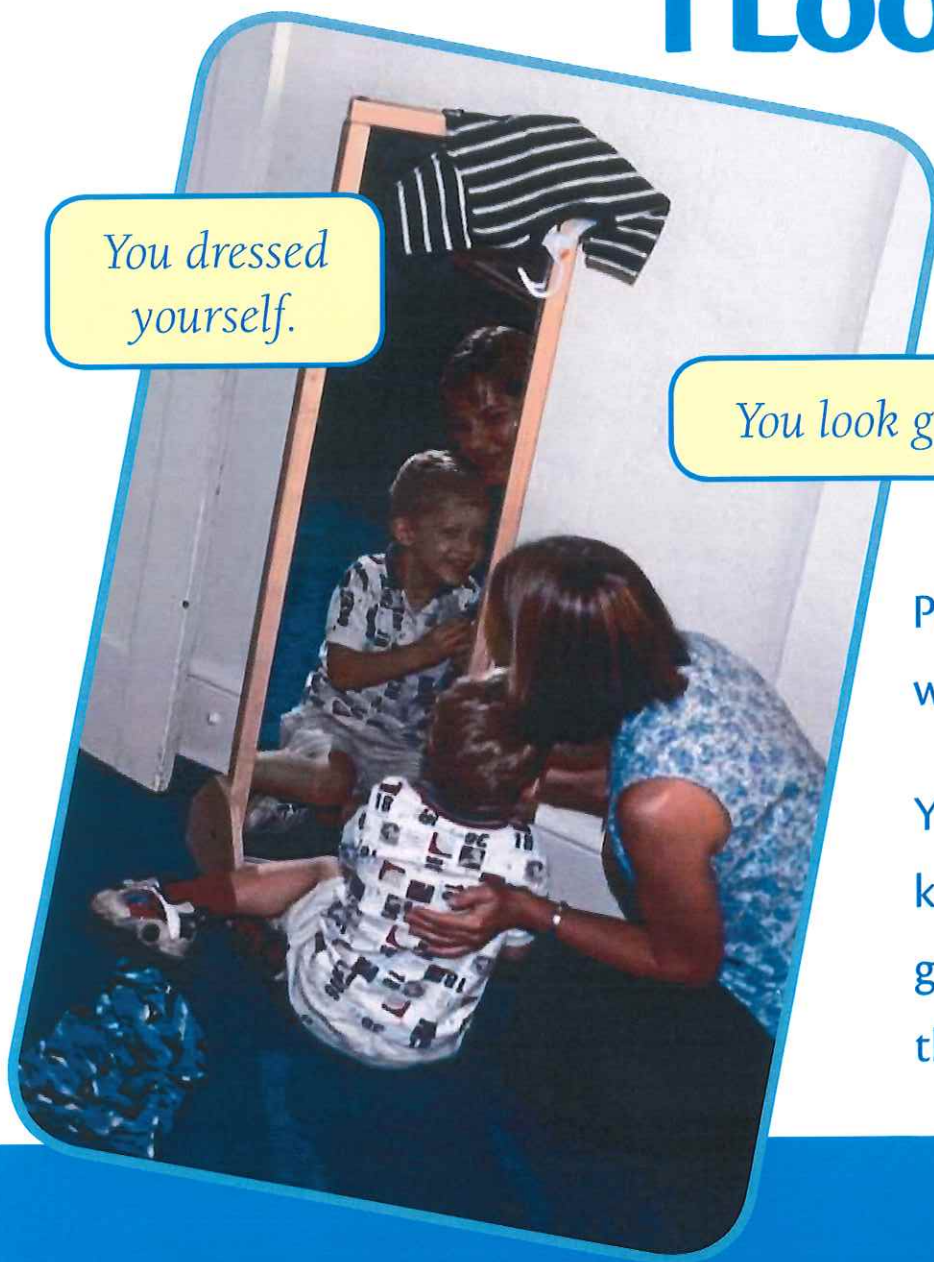
Let's read together!

Copy Me Copycub
by Richard Edwards

I Look Great

*You dressed
yourself.*

You look great!



Place a full-length mirror where your child can use it.

You can help your child know how he looks and feel good about his reflection in the mirror.



Why this is important

A full-length mirror helps your child know what his body looks like as a whole. He can begin to take more responsibility for grooming himself by using the mirror when combing his hair or getting dressed. He may enjoy simply staring at his reflection and smiling at the image. Studying the mirror reinforces his self-image as he learns to notice the color of his eyes and what his face looks like. A positive self-image builds confidence as he grows.

What you do

- Provide a full-length mirror for your child to use daily.
- Help him get dressed and encourage his efforts. *You put your shirt on by yourself. You look great! Do you want to look at yourself in the mirror?*
- Suggest dressing in front of the mirror on occasion so that he can see how his shirt looks as he buttons it or how his pants look as he pulls them on.
- Invite him to comb his hair in front of the mirror. Show him that you think he is capable by not fixing his hair after he combs it.
- Offer him privacy as he becomes comfortable dressing and grooming in front of the mirror.

Another idea

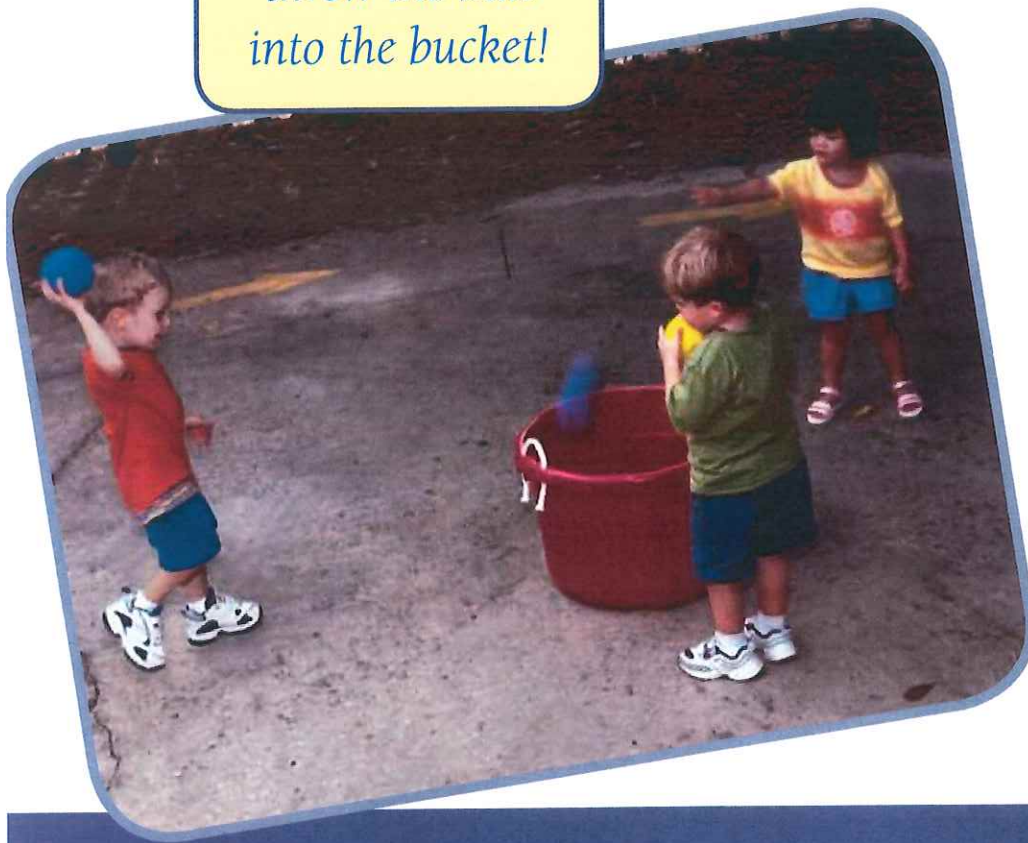
Your child might occasionally enjoy sharing the mirror with another child. The children can see their full images side by side and notice the similarities and differences.

Let's read together!

When I Feel Good About Myself
by Cornelia Maude Spelman

Ball in the Bucket

*Wow! You
threw the ball
into the bucket!*



With your child, practice throwing a ball into a bucket. Increase the throwing distance as his skills improve.

Gradually, your child will gain more control in throwing.



Why this is important

By this age, children are well aware that throwing is usually done with a purpose, as in basketball or other sports. Throwing a ball at a large target helps your child learn to control and direct his own body movements. He must control his body in order to perform this or other specific actions.

What you do

- Provide a container such as a box, basket, tub, or bucket, a ball for your child, and a ball for yourself.
- Invite your child to stand with you a few feet away from the bucket.
- Throw your ball into the bucket as your child does the same. *Watch me throw the ball. Can you do it, too?*
- Move the bucket closer to him if he misses, and encourage him to try again.
- Describe his accuracy when appropriate: *You're getting it right where you want it!*
- Change the game by adding water to the bucket.

Ready to move on?

You can increase the difficulty by moving the bucket farther away or finding a container with a smaller opening.

Let's read together!

The Story of Red Rubber Ball
by Constance Kling Levy

Inspect and Collect

*I found a
bumpy rock!*

Over several weeks, encourage your child to find treasures, display them, and talk about them.

Your child will express his personal choices and begin to maintain an interest in things over a period of time.





Why this is important

You can encourage your child to notice interesting objects in his environment and then help him sustain that interest by keeping the found items available as a collection. He will have the chance to make choices, develop his own personal tastes, and maintain a project for a period of time.

What you do

- Notice when your child picks up and admires small objects he finds. Begin by talking about his new discovery: *I see that rock has gray and white specks in it. It'd be fun to save it. I wonder if there are any other interesting rocks around here.*
- Discuss how the gathered items could be saved as a collection. Your child can create a display of his new treasures.
- Try displaying hard items like rocks and shells in a jar of water to make the colors brighter. Place fragile items in the individual sections of an egg carton. Stick feathers in a small foam block.
- Talk with your child about other ways his collection can be displayed.
- Admire the collection often and wonder aloud about other items that could be added to it.

Another idea

Allow your child to dismantle his collection at any time. He may find interest in a new group of objects.

Let's read together!

Flotsam
by David Wiesner

Fork Foods

*Are green beans
a fork food?*

Ask your child about specific foods at meal times and help her determine whether or not each food is eaten with a fork, a spoon, or fingers.

This experience will encourage her to classify things in a new way: how they are eaten.





Why this is important

By talking about foods and how they are eaten at mealtime, your child will learn the names of foods and begin to classify them. She will begin to think about the different ways a food can be eaten. A strawberry, for example, can be eaten using her fingers or with a fork. Working with food and the appropriate eating utensils is part of handling the ritual of eating in culturally acceptable ways.

What you do

- Invite your child to make three charts with you. The charts should be labeled “Fork Foods,” “Spoon Foods,” and “Finger Foods.” Your child can add to the charts by drawing a fork, spoon, or hand under the related heading.
- Place the charts in a prominent part of the kitchen. Go to the chart before each meal and talk about what food you will serve: *Tonight I cooked fish and rice. We are also having applesauce. What will you use to eat the fish: a fork, a spoon, or your fingers?*
- Offer your child a pencil or crayon to draw a picture of the food on the appropriate chart. If you are eating something that comes in a package such as frozen vegetables or cereal, invite your child to cut out the label and tape it to the correct chart. Repeat the process with each food in the meal.
- Encourage your child to think about which foods might belong on more than one chart, such as the rice.
- Return to the chart regularly with your child as she thinks of more foods to add.

Another idea

You can play a version of the game when you go to the supermarket. Walk through the produce department and look together for a fork food, a spoon food, and a finger food to take home. Talking about foods in the produce section encourages your child's interest in trying healthy fruits and vegetables.

Let's read together!

Eating the Alphabet: Fruits & Vegetables from A to Z
by Lois Ehlert

Syllable Jump

Ma-ri-a.

Maria.



Show your child how to take steps or jump to match the syllables of her own name.

She will increase her awareness of the parts that make up words.



Why this is important

The actions of your child's own body can help her pay attention to the sounds of words and parts of words. When a young child learns something through her body as well as her mind she understands it better. Hearing and responding to the smaller sound units in words (syllables) is part of the foundation for reading and spelling.

What you do

- Write your child's name on a piece of construction paper, allowing plenty of cutting space between each syllable. (If all of your child's names are one syllable, use the name of a favorite person, pet or stuffed animal.)
- Help your child cut the syllables apart. Touch the syllables as you say them. *Kim-ber-ly. Grand-pa.*
- On the floor, ground, or sidewalk, invite your child to help you make a row of connected boxes—like a small hopscotch drawing, going from right to left. The boxes can be made outside with sidewalk chalk or inside with masking tape. There should be one box for each syllable in the child's name.
- Help your child put the cut-apart syllables in the boxes going from left to right.
- Explain that you are going to jump into one box for each syllable of her name. As you slowly repeat her name, hop into a box for each syllable. A bunny hop (jumping with both feet) works well in this game.
- Invite your child to try. Hold her hand for balance if she needs it.

Let's read together!

Chicka Chicka Boom Boom
by Bill Martin Jr and John Archambault

Another idea

If your child is ready and interested, let her jump on the syllables of some other words, such as her last name, the name of her preschool, or her favorite food.

Add to the Tale

*They went back to where
the wild things are!*



After you read a story to your child ask, *What do you think happened next?*

Your child will practice using her imagination to think logically about the future.



Why this is important

By asking your child to talk about what happens after the end of the story, you are helping her establish a new or future idea based on previous events. Your child will have an opportunity to voice an idea about the next logical step in a story. Throughout life we wonder about the future and try to project our ideas into it. Stories, reading, and writing help us do this.

What you do

- Take a minute to reflect on a familiar story after reading it with your child. After *Jack and the Beanstalk*, for example, talk about the fact that Jack now has the treasures and the giant is dead.
- Ask a question that will help her take the story a logical step forward: *What do you think Jack did the next morning?*
- Give her time to think and respond. If her answer does not contain much information, ask questions that may help her elaborate on her idea. Sometimes repeat her words to her so that she knows you are interested: *So he saw the giant again?* She may add more detail to her answer.
- Ask yes-or-no questions if she has trouble continuing the story: *Did he get up? Did he see something out his window?* She may feel more comfortable after you have discussed several stories.

Another idea

Provide crayons, markers, and paper for your child. Encourage her to illustrate what she thinks happened after the story ended. Record her words on her picture.

Let's read together!

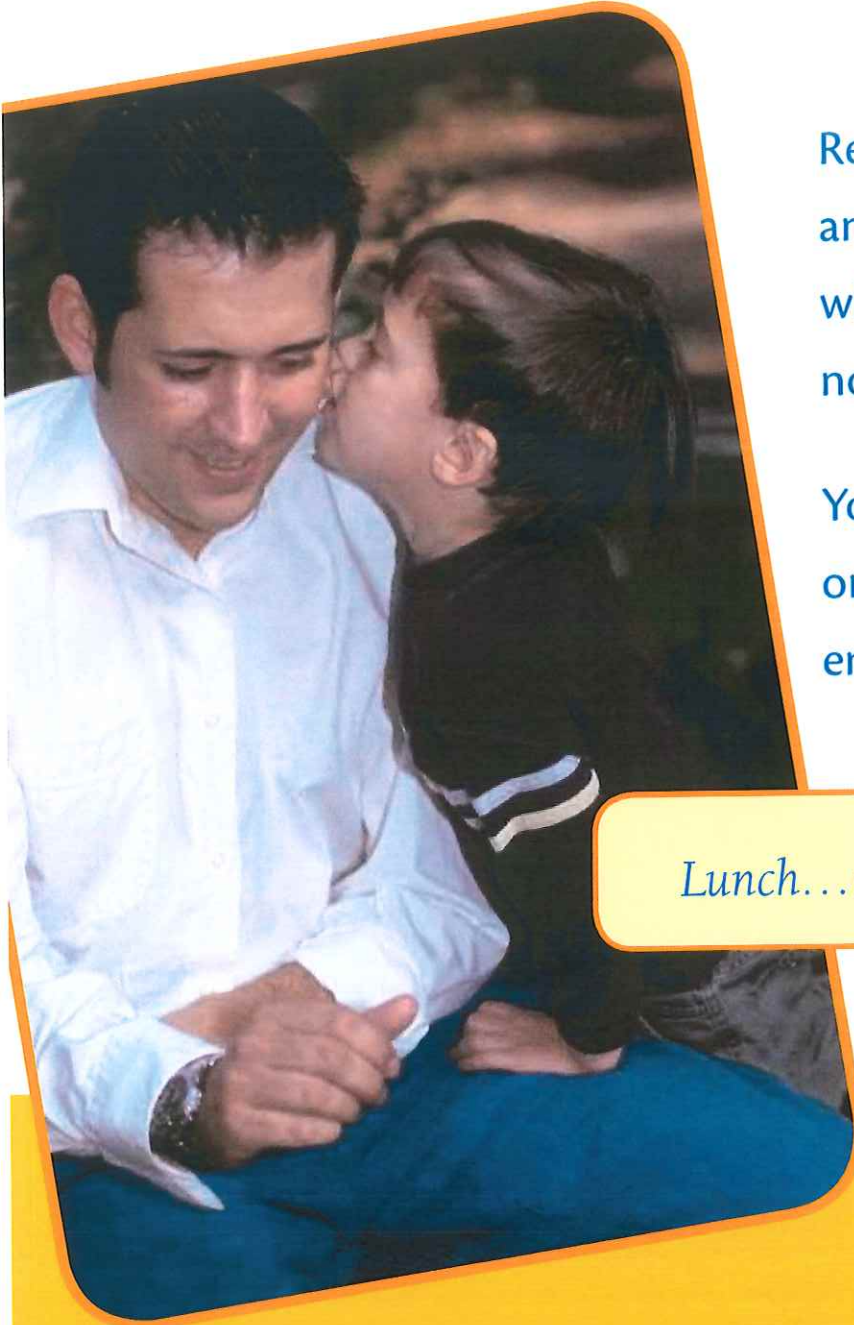
Where The Wild Things Are
by Maurice Sendak

Rhyming

Recite a series of rhyming words, and ask your child to say *Stop!* when he hears a word that does not rhyme.

Your child will practice focusing on the sounds that occur at the ends of words.

Lunch...tunch...bunch.





Why this is important

Your child will practice hearing rhyme patterns and eliminating words that do not fit. Recognizing rhymes is another step in understanding how words are put together. Games that help your child focus on the individual sounds of language also help him to develop skills that will be useful in learning to read and spell.

What you do

- Invite your child to play a rhyming game with you. Begin by repeating words he has heard in a nursery rhyme or favorite book such as *Fox in Socks: Fox, socks, box. All those words rhyme. Now I'm going to say more words. But one won't rhyme with the others. When you hear that word tell me to stop. Are you ready? Fox, socks, blocks, clocks, apple.*
- Repeat the words if he does not tell you to stop at *apple*.
- Use nonsense words occasionally to make the game more fun.
- Place the non-rhyming word at different points in the sequence so that your child will not expect it.

Ready to move on?

Invite your child to be the leader and list rhyming words and one that does not rhyme.

Let's read together!

A Was Once An Apple Pie
by Edward Lear

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.