

# Pre-K Academic Packet



**Weeks 8 & 9**  
**May 18 - May 27, 2020**

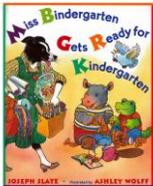
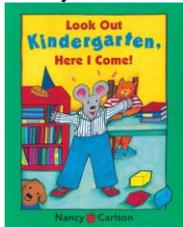
# Pre-K Recommended Pacing

| <u>Day</u>  | <u>Skills</u>   |
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| <p style="text-align: center;"><b>Monday</b><br/><b>May 18, 2020</b></p>    | <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Recognize letters participating in an Alphabet Chant</li> <li>• Language Awareness Nursery Rhyme Review</li> <li>• Make real world connections between stories and real-life experiences</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Addition</li> </ul>                              |
| <p style="text-align: center;"><b>Tuesday</b><br/><b>May 19, 2020</b></p>   | <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Telescoping the letters: emphasizing letters and their sounds</li> <li>• Identify the word that is different</li> <li>• Using pantomime to retell a story</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Addition</li> </ul>   |
| <p style="text-align: center;"><b>Wednesday</b><br/><b>May 20, 2020</b></p> | <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Sight words: on, in, is, you, me, to, a, go, I, see, and, the, at, you &amp; no</li> <li>• Rhyming practice with Rocco The Rhino</li> <li>• Show understanding of a read aloud through illustrations</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Counting and Number Sense</li> </ul> |
| <p style="text-align: center;"><b>Thursday</b><br/><b>May 21, 2020</b></p>  | <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Sounding out CVC (consonant-vowel-consonant) words</li> <li>• Beginning sounds of words</li> <li>• Understand similarities and differences between two stories</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Counting and Number Sense</li> </ul>                                       |
| <p style="text-align: center;"><b>Friday</b><br/><b>May 22, 2020</b></p>    | <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Model writing through Morning Messages</li> <li>• Identify the longest word</li> <li>• Participate in conversations that demonstrate knowledge of a poem</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Counting and Number Sense</li> </ul>   |

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| <p style="text-align: center;"><b>Monday</b><br/><b>May 25, 2020</b></p>    | <p><b>No School—Memorial Holiday</b></p>  |
| <p style="text-align: center;"><b>Tuesday</b><br/><b>May 26, 2020</b></p>   | <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Naming household items that begin with the letters</li> <li>• One to One correspondence using a Nursery Rhyme</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Recognizing numerals 0-20</li> </ul> <p>Counting sets</p>                       |
| <p style="text-align: center;"><b>Wednesday</b><br/><b>May 27, 2020</b></p> | <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Remembering favorite moments in VPK</li> <li>• Age appropriate phonological awareness</li> </ul> <p><b>Math</b></p> <p>Word Problems</p> <div style="text-align: right;">  </div> |

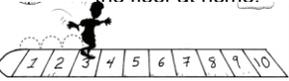
## Pre-K Distance Learning Activities

Here are some additional resources for parents to ensure that the learning continues at home

| Week of May 18 – May 22   |  | Weekly Focus: Before and Now  |  |   |   |
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|   | Monday   | Tuesday   | Wednesday  | Thursday  | Friday  |
| <p><b>Technology</b><br/>15 to 20 Minutes Daily</p>   | <p>ABCmouse.com<br/><a href="#">Download your district's Family Letter with Redeem Code</a></p>  |   |  |   |   |
| <p><b>Story Time</b><br/>10 to 15 Minutes</p> <p><b>Parent Tips:</b> Online read alouds may be available. If you are unable to read the recommended books, please feel free to read a book of choice.</p> <p><a href="#">Open-Ended Questions for Parents</a></p> | <ul style="list-style-type: none"> <li><b>Book Recommendation:</b> "Miss Bindergarten Gets Ready For Kindergarten" by Joseph Slate</li> </ul>  <ul style="list-style-type: none"> <li>Before reading the story, ask your child to make predictions about Kindergarten. Do you think it will be like Pre-K? How could it be the same/different?</li> <li>Read the story for enjoyment.</li> <li>After reading, list on a chart the things your child noticed that were the same/different from their classroom.</li> </ul> | <ul style="list-style-type: none"> <li>Reread "Miss Bindergarten Gets Ready For Kindergarten"</li> <li>Tell the students that today when you read the story, you want them to listen for ways the characters in the story get ready for school.</li> <li>Read the story and have children notice things the characters do to get ready.</li> <li>Have children <b>pantomime</b> something they do in the morning to get ready and have the other students guess the activity.</li> <li>Discuss what activities are the same and different.</li> </ul> | <ul style="list-style-type: none"> <li>Reread the story and have children listen to how the character's name rhymes with something the character does. (e.g. Adam Krupp wakes up)</li> <li>After finding the rhyming words in the story, encourage your child to create their own rhymes using their names.</li> <li>Have your child draw a picture that illustrates their rhyme.</li> </ul> | <ul style="list-style-type: none"> <li>Introduce a companion text such as "Kindergarten Here I Come" by Nancy Carlson.</li> </ul>  <p><a href="#">Open-Ended Questions for Parents</a></p> <ul style="list-style-type: none"> <li>Discuss the title, author and illustrator.</li> <li>How do you think this book will be the same/different from "Miss Bindergarten Gets Ready for Kindergarten"?</li> <li>Read for enjoyment</li> <li>Create a Venn Diagram and write down similarities and differences between the 2 stories.</li> </ul> | <ul style="list-style-type: none"> <li>Introduce a companion poem:</li> </ul> <p style="text-align: center;"><b>Kindergarten Here We Come!</b></p> <p>(Sing to the tune of Twinkle, Twinkle Little Star) or read as a poem</p> <p><i>Kindergarten, here we come!<br/>We know we'll have lots of fun.<br/>Lots of things to make and do.<br/>Reading, writing, counting, too.<br/>Kindergarten, here we come!<br/>We know we'll have lots of fun.</i></p> <ul style="list-style-type: none"> <li>Read for enjoyment</li> <li>Encourage your child to identify the rhyming words</li> <li>Ask your child to write about what s/he think they will like most about being in Kindergarten.</li> </ul> |

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| <p><b>Language &amp; Literacy</b><br/>10 to 15 Minutes Daily</p> | <ul style="list-style-type: none"> <li>Participate in a letter review using a clapping cheer. Start the cheer by chanting, "Give me a _____ (insert letter name.)" Have your child hold up the letter you call out. Your child responds with the letter name and sound in the same chant response. If you have other family members present, they can respond by clapping and keeping the beat of the cheer. Repeat until you have worked your way through the alphabet.</li> </ul> | <ul style="list-style-type: none"> <li>Have your child participate in "Telescoping the Letters." Help your child to find an empty toilet paper or paper towel roll. Lay out the alphabet cards in a line. The adult calls out a letter and your child has to "telescope" in on the letter.</li> <li><b>Optional:</b> Say the corresponding letter sound or a word that starts with the letter for the child to "telescope" in on.</li> </ul> | <ul style="list-style-type: none"> <li>Review the sight words that your child has learned: yes, at, on, in, is, you, me, to, a, go, I, see, and, the, no.</li> <li>Use the sight words in simple sentences.</li> </ul> <p>I see a  .</p> <p>The  is  .</p> | <ul style="list-style-type: none"> <li>Using the letters and letter sounds your child has learned in Pre-K, help your child sound out the following words:<br/>Cat<br/>Cup<br/>Hot<br/>Lip<br/>Pet<br/>Fan<br/>Sun<br/>Did<br/>Red<br/>Fox</li> <li><b>Optional:</b> The parent stretches out each sound of the word and the child writes the corresponding letter.</li> </ul>    | <ul style="list-style-type: none"> <li>Write a morning message with your child. Today's morning message is: <b>My favorite thing to do in Pre-K?</b> Brainstorm together activities your child enjoyed in Pre-K. Write it on a sheet of paper and save it to be used for a project next week.</li> </ul> |
| <p><b>Emergent Writing</b><br/>10 to 15 Minutes</p>              | <p>Journal Writing:</p> <ul style="list-style-type: none"> <li>Have your child draw a picture of when he/she was a baby, and a picture of how he/she looks today.</li> <li>Ask, "How are you different? How are you the same?"</li> </ul>   | <ul style="list-style-type: none"> <li>As a family, create a list of possible summertime activities.</li> <li>Have your child tell you the beginning letter of each activity as you are adding it to the list.</li> </ul>  | <p>Journal Writing:</p> <ul style="list-style-type: none"> <li>Have your child write about what he/she is looking forward to doing over the summer from the list you created yesterday.</li> <li>Some possible questions to ask: "Who will go with you? Have you ever done it before? What do you think your favorite part will be?"</li> </ul>   | <ul style="list-style-type: none"> <li>Provide your child with a clipboard or hard surface to use for writing, such as a book.</li> <li>Using a blank page of paper and a pencil, have your child look for words to write from around your home.</li> <li>Today you may want to add newspapers or magazines to encourage your child to find additional words to write.</li> </ul> | <ul style="list-style-type: none"> <li>Have your child create a Morning Message for your family. Example, "Good Morning! Today is Friday. We will have fun as we learn and play."</li> </ul>   |
| <p><b>Music &amp; Movement</b><br/>5 to 10 Minutes</p>           | <ul style="list-style-type: none"> <li>Use your cell phone or other digital device to sing and move to <a href="#">Move With Me</a></li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">Pump Up the Pattern</a></li> <li>Ask your child to think of other ways they can move their bodies to create patterns</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">Wadlee Atcha</a></li> <li>Allow your child to choose favorite music and movement activities from the year.</li> </ul>  | <ul style="list-style-type: none"> <li>Use your cell phone or other digital device to sing and move to <a href="#">Baby Shark</a></li> </ul>  | <ul style="list-style-type: none"> <li>Use your cell phone or other digital device to sing and move to <a href="#">Moving Up to Kindergarten Song</a></li> </ul>   |

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| <p><b>Phonemic Awareness</b><br/>10 to 15 Minutes</p>  | <ul style="list-style-type: none"> <li>Reinforce language awareness by reviewing the nursery rhymes taught during distance learning:</li> </ul> <p>Jack Be Nimble<br/>The Itsy Bitsy Spider<br/>Star Light, Star Bright<br/>Hot Cross Buns<br/>Mary Had a Little Lamb<br/>Pease Porridge Hot</p> | <ul style="list-style-type: none"> <li>Identify the word that is different.</li> <li>Have your child listen to 3 words.</li> <li>Have them choose the word that is different. For examples: bug bug big (big is the word that is different)</li> </ul> <p>Continue with the following examples:<br/>van vet vet<br/>sun sat sun<br/>hop hop hat<br/>zap zip zip<br/>duck truck duck</p> | <ul style="list-style-type: none"> <li>Reinforce rhyming skills with Rocco the Rhino. Rocco the Rhyming Rhino loves to rhyme. Rocco gives lots of examples of rhyming words in the song below: <a href="#">Rocco the Rhyming Rhino by Jack Hartmann</a></li> </ul>                                     | <ul style="list-style-type: none"> <li>Practice beginning sounds. Have your child listen to the three words. Guide them to pick the word that has a different beginning sound than the others. For example: dog frog deer (frog has a different beginning sound)</li> </ul> <p>Continue with the following words:<br/>Pool pet sky<br/>Clay ball cat<br/>Hat sock sit<br/>Nap ice name<br/>Bed light loud</p> | <ul style="list-style-type: none"> <li>Help your child to identify the longest word. Write down two words, have your child look at the words and pick the longest one. For example: orange dip (Orange is the longest word)</li> <li><b>Parent Tip:</b> Reinforce this skill by allowing your child to count how many letters are in the words.</li> </ul> |
| <p><b>Tip: Handwriting activities do not have to be just pencil and paper. If they hate writing, they are not going to enjoy using simple pencil to paper activities</b></p> |  |   |  |   |  |
| <p><b>Handwriting</b><br/>Multisensory Approach<br/>15 to 20 Minutes</p>   | <ul style="list-style-type: none"> <li>Review writing the Letter W.</li> <li>Practice writing using dry erase boards, on paper, etc.</li> <li>(Remember to use the <a href="#">correct formation</a> vocabulary. This page is part of Week 1 Packet.)</li> </ul>                                 | <ul style="list-style-type: none"> <li>Review drawing Mat Man.</li> <li><a href="#">Draw Mat Man</a>,</li> <li>Have your child watch and then draw Mat Man on a piece of paper.</li> </ul>  | <ul style="list-style-type: none"> <li>Review writing the Letter X.</li> <li>Practice writing using dry erase boards, on paper, etc.</li> <li>(Remember to use the <a href="#">correct formation</a> vocabulary. This page is part of Week 1 Packet.)</li> </ul>                                       | <ul style="list-style-type: none"> <li>Review writing the Letter Y.</li> <li>Practice writing using dry erase boards, on paper, etc.</li> <li>(Remember to use the <a href="#">correct formation</a> vocabulary. This page is part of Week 1 Packet.)</li> </ul>  | <ul style="list-style-type: none"> <li>Review writing the Letter Z.</li> <li>Practice writing using dry erase boards, on paper, etc.</li> <li>(Remember to use the <a href="#">correct formation</a> vocabulary. This page is part of Week 1 Packet.)</li> </ul>   |
| <p><b>Outdoor Play</b><br/>(If Appropriate)<br/>20 Minutes</p>   | <ul style="list-style-type: none"> <li>Encourage children to come up with creative ways to move their bodies.</li> </ul>   | <p><u>Take a Listening Walk</u></p> <ul style="list-style-type: none"> <li>Take an outdoor walk, document what you hear on sheet of paper.</li> </ul>   | <p><u>Water Spray Alphabet Hunt</u></p> <p><b>Items Needed:</b> spray bottle, water, and sidewalk chalk</p> <ol style="list-style-type: none"> <li>Randomly, write letters from the alphabet on cement or wood surfaces found outdoors.</li> <li>Call out a letter for the student to find.</li> </ol> | <p>Name Writing Nature Walk</p> <ul style="list-style-type: none"> <li>Take a nature walk, collecting various things along the way (e.g. rocks, sticks, leaves, etc.)</li> <li>Have the students use these items to write their name.</li> </ul>  | <ul style="list-style-type: none"> <li>Provide chalk and encourage children to draw on the sidewalk. Have them tell a friend/adult about their drawing.</li> </ul>   |

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|  |  |   | <p>3. Once found, the student should spray the letter until it disappears.</p>    |   |   |
| <p><b>Early Mathematics</b><br/>15 to 20 Minutes</p> | <ul style="list-style-type: none"> <li>Materials: Dice, counting materials such as rocks or pennies</li> <li>Play "Add It."<br/>Directions: Have your child roll one die and count the dots. Next, have your child use the counting materials to make a set to match the number of dots.</li> <li>Roll the die again and repeat with the new amount.</li> <li>Ask, "Can we make a number sentence to show how many objects you have all together?" For example: "You had 3 pennies and you added 4 pennies. How many pennies do you have all together?"</li> </ul> | <ul style="list-style-type: none"> <li>Have children solve addition problems using counting materials such as rocks or pennies.</li> <li>For example: "If I had 3 dogs and 1 more dog came to play, how many dogs would I have all together?" (Your child will use the counting materials to solve the problem.)</li> </ul> | <ul style="list-style-type: none"> <li>Play the "Number Path Game." You can make a number path in chalk on the sidewalk or with pieces of paper on the floor at home.</li> </ul>  <ul style="list-style-type: none"> <li>Give directions such as, "Hop forward 3 times."</li> <li>Next, ask questions such as, "How many more hops would you need to reach the number 7?"</li> <li>Continue to play while asking your child additional number questions.</li> </ul> | <ul style="list-style-type: none"> <li>Read together a <a href="#">counting book</a> such as "Mouse Count" by Ellen Stoll Walsh.</li> <li>Have your child act out the story using counting materials such as rocks or pennies.</li> <li>Ask your child to make up additional number stories based on the characters in the book. For example, "If there were 4 mice and 2 ran away, how many mice are left?"</li> </ul> | <ul style="list-style-type: none"> <li>Add math concepts to your daily routines. For example: Include math talk when cooking, playing at the park, and at bedtime. For example, "Our family has five people eating dinner. How many ears of corn should we shuck? How many times do you want me to push you on the swing? We read three books, if we read one more how many books would that be all together?"</li> </ul> |
| <p><b>Free Choice Activities</b><br/>30 Minutes</p>  | <p>Giving children choices helps them feel like they have some power and control over their learning. Think of one of your child's favorite play activities. Allow him or her to choose an activity that involves playing with adults or other children in the home.</p>   |   |  |   |   |
| <p><b>Social &amp; Emotional</b></p>                 | <ul style="list-style-type: none"> <li>Continue to practice deep breathing strategies.</li> <li><a href="#">PBS Resources</a> for helping to teach social skills.</li> <li>Help build social skills by talking about how you are feeling throughout the day. For example, "Right now I am feeling frustrated because I have so many things that I am trying to finish. When I feel frustrated I can stop, take a deep breath and relax so that I can think of some ways to solve my problem."</li> </ul>   |   |  |   |   |
| <p><a href="#">Online Resources for Parents</a></p>  |  |   |  |   |   |

## Pre-K Distance Learning Activities

Here are some additional resources for parents to ensure that the learning continues at home

Week of May 25 – 29

Weekly Focus: What's Next?

**Tuesday**

**Wednesday**

### Technology

15 to 20 Minutes Daily

ABCmouse.com

[Download your district's Family Letter with Redeem Code](#)

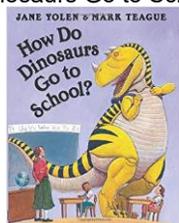
### Story Time

10 to 15 Minutes

**Parent Tips:** Online read alouds may be available. If you are unable to read the recommended books, please feel free to read a book of choice.

[Open-Ended Questions for Parents](#)

- **Book Recommendation:**  
"How Do Dinosaurs Go to School" by Jane Yolen



- Before reading the story, have children make predictions about how the dinosaurs will behave in school.
- Read the story for enjoyment.
- After reading, have a discussion "Why do we have rules at school?" "What might happen if we don't follow the rules?"

- Reread "How Do Dinosaurs Go to School"
- Tell the students that today when you read the story, you want them to listen for ways the dinosaurs behaviors changed from the beginning to end of the story.
- After reading, discuss "What do you think caused the dinosaurs to change his behaviors?"
- Make a list of positive behaviors they will perform in Kindergarten.

### Language & Literacy

10 to 15 Minutes Daily

- Letter Review: Have your child find items in your house that begin with each letter of the alphabet.
- **Optional:**  
Take a walk outside to find items that start with each letter.

[Celebrate a Great School Year with Jack Hartman](#)

- Have your child make an end of the year keepsake Ice Cream Cone. Make an ice cream cone out of paper. On pieces of papers made into circles (ice cream scoops), have your child draw a picture of their favorite things from Pre-K. Put the ice cream scoops on the cone.

[End of the Year-Ice Cream Cone Keepsake](#)



Picture from: The Educators Spin On It

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| <p><b>Emergent Writing</b><br/>10 to 15 Minutes</p>                      | <ul style="list-style-type: none"> <li>• Have your child write about a favorite activity from the long weekend.</li> <li>• Ask, "Why was that your favorite activity?"</li> </ul>   | <p>Journal Writing:</p> <ul style="list-style-type: none"> <li>• Create a list with your child about what has been the best part of having "school" at home.</li> <li>• Have your child write in his/her journal about one of the items from the list.</li> </ul>   |
| <p><b>Music &amp; Movement</b><br/>5 to 10 Minutes</p>                   | <ul style="list-style-type: none"> <li>• Use your cell phone or other digital device to sing and move to <a href="#">Summer Song</a></li> </ul>   | <ul style="list-style-type: none"> <li>• Move to your child's favorite songs from school or home and dance all summer long</li> </ul>   |
| <p><b>Phonemic Awareness</b><br/>10 to 15 Minutes</p>                    | <ul style="list-style-type: none"> <li>• Invite your child to pick out their favorite nursery rhyme they have learned this year. Write the nursery rhyme on a sheet of paper. Let your child practice one to one correspondence, pointing to each word as they say the poem.</li> <li>• <b>Optional:</b> Let your child read and teach the poem to a family member. This could be done virtually over the phone.</li> </ul>   | <ul style="list-style-type: none"> <li>• Practice the phonemic awareness skills your child has learned while distance learning: <ul style="list-style-type: none"> <li>-How many words in a sentence</li> <li>-Compound Words</li> <li>-Syllables</li> <li>-Onset and Rhyme (c +at= cat)</li> <li>-Rhyming</li> </ul> </li> </ul>   |
| <p><b>Handwriting</b><br/>Multisensory Approach<br/>15 to 20 Minutes</p> | <ul style="list-style-type: none"> <li>• Have your child use the <a href="#">Play Dough mats</a> and Play Dough to form letters of the alphabet.</li> <li>• You can create Play Dough mats by drawing letters on foil with markers</li> </ul>   | <ul style="list-style-type: none"> <li>• Give your child a blank piece of paper and <a href="#">correct formation</a> alphabet chart to challenge them to write all the letters in order</li> </ul>   |
| <p><b>Outdoor Play</b><br/>(If Appropriate)<br/>20 Minutes</p>           | <p style="text-align: center;"><u>Frozen Dinosaur Eggs</u></p> <p><b>Items Needed:</b> plastic dinosaur figurines and balloons</p> <ul style="list-style-type: none"> <li>• Place each dinosaur into a balloon.</li> <li>• Fill each balloon with water and tie off.</li> <li>• Next, put the balloons in the freezer until they are frozen</li> <li>• Remove from the freezer, and then cut the balloon from the frozen dinosaur egg.</li> </ul> <p><b>Parent Tip:</b> Encourage children to play with the frozen egg, observe how fast they melt by adding water with a turkey baster or natural sunlight, etc.</p>  | <p style="text-align: center;"><u>Footprint Dinosaur</u></p> <p><b>Items Needed:</b> Paint, sheet of white paper, paint color of choice, 1- googly eye, and black marker</p> <ol style="list-style-type: none"> <li>1. Paint the bottom of the child's foot with paint.</li> <li>2. Have them stamp on white paper diagonally.</li> <li>3. Paint the other foot and have them place it down so it looks like a sideways "V."</li> <li>4. Stick on googly eye while the paint is still wet so it stays.</li> <li>5. Once it dries, grab a black marker and draw some sharp teeth!</li> </ol>  |

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| <p><b>Early Mathematics</b><br/>15 to 20 Minutes</p>                                   | <ul style="list-style-type: none"> <li>• Mix up numeral cards 0-20. Have your child quickly identify each numeral. Mix up the cards and repeat the activity.</li> <li>• Provide some type of counting space for your child. (Example: paper plate, placemat, etc.)</li> <li>• Have children use counting objects such as pennies, crayons, or rocks to create sets.</li> <li>• Say, "Show me a set of ____." (Choose a number between 1-20.)</li> <li>• Once your child creates the set, ask, "How many items are in your set?"</li> <li>• Continue with various quantities.</li> </ul> | <ul style="list-style-type: none"> <li>• Play "Quick Count."</li> <li>• Show a number of fingers very quickly and then hide them.</li> <li>• Have your child watch very closely and say how many fingers were shown.</li> <li>• Create word problems for your child to solve using concrete objects such as rocks or pennies. For example, "If you are playing with one car, and your friend gives you two more cars, how many cars will you have all together?" Continue with additional word problems. Have your child draw a picture to match one of the word problems.</li> </ul> |
| <p><b>Free Choice Activities</b><br/>30 Minutes</p>                                    | <p>Giving children choices helps them feel like they have some power and control over their learning. Think of one of your child's favorite play activities. Allow him or her to choose an activity that involves playing with adults or other children in the home.</p>  |   |
| <p><b>Social &amp; Emotional</b></p>   | <ul style="list-style-type: none"> <li>• Create a chart with your child called, "Ways to Be A Friend." Have your child think of what he/she does to be a good friend to others. For example, "I share my toys." <ul style="list-style-type: none"> <li>◦ Watch <a href="#">Abby's Almost Friend</a> by Sesame Street. Discuss what Elmo learned about being a friend.</li> </ul> </li> <li>• Additional ideas to teach social problem solving are available on <a href="http://pbs.org">pbs.org</a>.</li> </ul>   |   |
| <p style="text-align: center;"><a href="#"><u>Online Resources for Parents</u></a></p> |   |   |