

# Birth-to-Five Blended Learning Implementation Guidance

"Listening to the child's story of their own experience before we tell our story of who the child is or what they can do is a profound act of love."

*Cheng Xueqin*

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## Introduction

Young children learn best in the context of relationships and through play and engaging hands-on activities. In early childhood programs, the relationships children develop with their teaching teams and caregivers are crucial to their development and learning. Additionally, the instructional materials in their classrooms support discovery and exploration – an essential component of early learning. At home, families, caregivers, and children build on those explorations by engaging in joyful, fun play and activities that build on children’s natural curiosity. **With this in mind, the focus of blended learning for children ages birth to five years is centered around building connections between in-classroom and at home experiences.**

**The purpose of this document is to provide concrete ideas and processes for reflection to support quality early childhood instruction within the blended learning context.** This document provides specific examples to support families and caregivers with blended learning, as well as curriculum planning considerations and guidance using DECE-approved curricula for children birth to five years of age. The DECE recognizes that the needs of each family, program, and community are different; this guidance is intended to be a scaffold for programs as they advance play-based learning and responsive instruction (EFQ 3), and respect and value differences (EFQ1), as outlined in the [Early Childhood Framework for Quality \(EFQ\)](#).

Blended learning is a combination of in-person learning and remote learning, and means children will learn 5 days a week receiving both in-person instruction and remote instruction. A program’s blended learning model will vary, depending on families’ needs, group size requirements, and staffing limitations. For example, a program could include a split schedule with alternating days (i.e., in-person learning services on Tuesday and Thursday, and remote learning services on Monday, Wednesday, and Friday), or a split schedule with alternating weeks (i.e., one week in-person and the next week remote). The sample schedule documents available [here](#) (see appropriate version for your setting) provide more detailed guidance on structuring a blended learning instructional experience.

While attending school remotely, children could engage in synchronous or asynchronous activities:

- **Synchronous** means that live instruction is provided simultaneous with child participation. With children ages 2-5, this may include a video chat where a teaching team reads a story and children ask questions.
- **Asynchronous** means that instruction is provided via pre-recorded lessons, learning platforms, and/or hands-on experiences that children explore with their family member/caregiver at home. With children ages 0-5, this may include at-home play or a family member/caregiver reading a child a story.

The DECE's [birth to five blended learning considerations](#) outlines big ideas to consider when beginning the planning process, together with policy and other guidance relevant to your setting- ideas which have formed the foundation for this guidance. Additionally, the [Early Childhood Summer/Fall Readiness 2020](#) page contains more detailed information regarding blended learning guidance, enrollment, and staffing (see appropriate version for your setting). For guidance on remote learning instruction only, refer to the [Early Childhood InfoHub](#).

## Supporting Families and Caregivers with Blended Learning

Families and caregivers are their children's first teachers, and are always critical partners for teaching teams in supporting children's growth and development. **Now, more than ever, it is important that families, caregivers, and teaching teams work together as a child's teaching team.** As you plan to implement a blended learning model with families, caregivers, and children who may be new or returning to your program, consider how you can build relationships and provide support with this process. Efforts to collaborate with families and caregivers to understand their needs, limitations, capacity, and available resources are essential to the teaching team's overall success.

Consider how the events of the past year may have brought many unexpected and new challenges to children and their families. Young children may have feelings and questions about current events, such as civil unrest due to police brutality, COVID-19, etc. Children sharing how they feel or making observations and statements about their community and world around them is powerful and necessary, and engaging in these conversations shows their feelings and wonderings are valid. Teaching teams are encouraged to address these conversations in a developmentally appropriate way. Refer to the [Appendix](#) for additional resources on how to speak with young children about race, racism, and police brutality.

**Partnering with families and caregivers to create a bridge for a cohesive learning experience will allow the children in your program to feel secure and increase their ability to learn.** Positive learning environments are the result of caregivers and teaching teams engaging in two-way communication, grounded in collaboration, flexibility, trust and understanding. There will need to be a number of considerations when doing this, and teaching teams will have to individualize their plans based on the families' and caregivers' needs.

This section contains strategies, suggestions, and considerations for building connections with new families and caregivers as well as supporting families and caregivers with synchronous and asynchronous learning. All of the strategies should be adapted as needed for your specific community, and are grounded in the [Early Childhood Framework for Quality](#) (EFQ) with references to the specific elements and practices listed for each category.

Use the following questions throughout your planning and teaching to continually reflect on supports for families and caregivers:

- How can we support families and caregivers in facilitating meaningful interactions that support learning through play and inquiry?
- How can we engage families and caregivers as co-teachers and learning partners? What preparation or resources might families and caregivers need to understand the learning that we are facilitating? What tools might they need?
- Together with families and caregivers, how can we continually assess how blended learning is working for them?
- Have we used a trauma-informed lens to assess each policy and practice?

- Have we considered equity when thinking about how a policy or practice impacts our children and families and caregivers (e.g. children with IEPs or IFSPs, children who have no internet access or trouble accessing the internet, Emergent Multilingual Learners, historically underserved populations, etc.)?

## Building Connections with New Families and Caregivers

*Refer to EFQ 1.7, 4.7*

The start of this school year will be different than any previous beginning-of-school year experience. Additionally, children may be participating in different learning models (fully remote, blended, or fully in-person), each of which have their own unique characteristics. In order to make learning empowering and meaningful to each child and family, it is essential that teaching teams build a connection with each child's family. Consider the following suggestions when planning to welcome families, caregivers, and children:

### At the beginning of the school year:

- Discuss families and caregivers' preferred communication methods (e.g. telephone, email, video, etc.) as well as languages spoken in the home. Information about translation and interpretation services available to support families in your program can be found [here](#).
  - New York State Education Department's [Emergent Multilingual Learners Language Profile Protocol](#) (EMLLPP) is a helpful resource that can be used to collect important information about each family's home language, including each child's exposure to language(s).
- Schedule individual check-ins with each family/caregiver and child to learn about themselves, their experiences, and their needs. You may want to ask about their summer and some of their likes, dislikes, habits, and previous learning experiences. You could also ask families/caregivers about recent losses, their child's current sleep schedule, the pronunciation of their and their child's names, and their current shelter, food, and other basic needs. This check-in could also be an opportunity to partner with families on the [developmental screening process](#) as well as completing the [Emergent Multilingual Learners Language Profile Protocol](#) (EMLLPP) home language survey.
  - Ask families/caregivers about the goals they have for their child, as well as how to partner with them to support those goals.
  - Ask families/caregivers about their culture and traditions, and invite them to share meaningful artifacts or special objects. Invite families and caregivers to share ideas for engagement events throughout the school year (such as read-alouds, storytelling, lifting up meaningful holiday traditions, etc.).
  - The [Funds of Knowledge](#) is a helpful family engagement activity that supports teaching teams with learning about each child and family, which can be helpful for planning meaningful instructional activities, promoting trust between families and teaching teams, and encouraging dialogue.

- This may be also an opportunity to let families know of social emotional supports that may be available to them through your program.
- Think about the experience and tone you want to set in your classroom, and what you will need in order to provide a warm and welcoming environment. Remember that children, families, and staff will all be learning new health and safety routines, and there may be a lot of tension and/or fear about what these routines are and how to implement them. Sharing health and safety guidance clearly and accurately is critical to providing safe, nurturing, and predictable environments for children and families. This can include clear communication and the opportunity for children and families to see and practice any new guidance (e.g. physical distancing). Refer to Health and Safety Guidance included on the [Early Childhood Summer/Fall Readiness Planning](#) webpage for specific trauma-informed strategies related to health and safety practices.
- Think about ways to build a community within your classroom and program. This may include using a two-way communication tool to connect with families (e.g. Google Classroom), setting up a phone relay or a class tree, and having a family volunteer help other families with tech or other concerns. Consider incorporating rituals for families and staff to engage in together that add opportunities of fun and connection, such as an art expo, birthday celebrations, and recognizing special moments.
- Share about your personality and experience with families and caregivers so that they can get to know you.
- Introduce the multidisciplinary early childhood team at your program to families, caregivers, and children in creative ways. This can include an intro letter, pictures of “who’s who,” and contact information for each person. Also consider introducing families and caregivers to external supports to the program, which may include a DECE Instructional Coordinator, Policy Support Specialist, Social Worker, Universal Literacy coach, and/or Family Child Care Network Staff Member.
- Acknowledge that families, caregivers, and children may have different feelings about blended learning or going back to school. Recognizing and reflecting on feelings can help children and adults feel more regulated. Consider using phrases like “I am curious about,” “Tell me more about,” and “I see you are feeling” to learn more about and reflect on the different feelings they may be experiencing about beginning the school year. Additionally, share [this resource](#) about blended learning with families and caregivers to provide more information about what they can expect and how they can partner with their child’s teaching team to support blended learning.

### Throughout the school year:

- Check-in with families and caregivers on a consistent basis to learn how their needs might have changed. Collaboratively develop a schedule with families and caregivers so they can anticipate your call and/or contact. Additionally, share your preferred contact information for families and caregivers to support two-way communication.

- Provide encouragement to families and caregivers whenever possible to let them know they are doing the best that they can. Everyone is managing a lot of uncertainty, which can cause stress. Words of encouragement can offer some much needed support. Consider hosting virtual or in-person meetings for families/caregivers to share how they're doing emotionally and mentally.
- Find moments for grounding to support the transition into the school year. Teaching children about deep breathing, self hugs and other grounding techniques can support children in feeling calmer and more ready to engage in this new environment. Some suggestions include using a regularly scheduled well-being "feelings check in" with a feelings chart to guide children in pointing at a specific feeling they are experiencing and setting up a system for children to take breaks throughout the day. Refer to the fun with feelings and additional resources section in the [Building Family-Community Relationships](#) page for more information.
- Notice your own feelings and reactions before talking to families, caregivers, and children. You may want to ask yourself:
  - How am I feeling right now?
  - What is my goal or objective for this conversation?
  - Am I ready to engage in this conversation right now?
- Consider the varying emotional states that children and families are currently in. Think about shifting perspectives from, "what is wrong with this child?" to "what happened to this child?" For more guidance on ways to support children's social emotional learning and development, reach out to your support system, including DECE Social Workers and Instructional Coordinators.
- Use social stories to help children understand new situations. Learn how to write a social story [here](#), and see these sample social stories about coping with COVID-19 ([English](#) and [Spanish](#)) and about sheltering in place ([English](#)). Adapt as needed to reflect the children and families in your community.

## Supporting Families and Caregivers with Synchronous and Asynchronous Learning

*Refer to EFQ 2.12, 4.7, 4.8, 4.9, 4.12*

Most families and children will be engaging in some level of remote learning, which includes both synchronous and asynchronous experiences.

Consider the following suggestions to support families and caregivers with remote learning:

- Recognize that families may need to opt out of synchronous learning if their schedule does not allow them to participate or if their children are being cared for by others who can't support synchronous learning. Share resources like the [Learn at Home](#) activities packet (translations available [here](#)), [Let's Play!](#) activities packet (translations coming [here](#) soon), and other asynchronous activity suggestions that families and caregivers can do at home with their children.
- Communicate with families and caregivers to learn about areas where their child has shown interest, share information about upcoming curricular units, and discuss opportunities to build on those experiences within the unit.

- For children with IEPs and IFSPs, talk to the families and caregivers about which goals they would like to focus on. Provide examples of activities that will help support these goals, and meet (virtually or in-person) regularly, together with the related service providers, to discuss the progress of the goals.
- Provide lists in advance about materials children will be using and include multiple alternatives since families will have differing access to resources. Consider using materials commonly found in a home, including recycled materials, collections of buttons and bottle caps, empty containers, etc., and provide differentiated support for families and caregivers as needed. If they do not have access to a specific book, this could mean sharing a link to an online read aloud and/or encouraging families and caregivers to tell a story orally, in the language they are most comfortable speaking at home.
- Partner with families and caregivers to learn more about children’s knowledge, skills, and interests. Teaching teams can celebrate children’s learning and development through ongoing conversations with families and caregivers and by sharing short narratives, among other strategies. This can support families and caregivers in understanding what developmental stages may come next. Teaching teams can also invite family members to share their own observations about how their child learns, and their thoughts and insights about their child’s play at home.
- Share [this resource](#) with families for additional tips about supporting synchronous and asynchronous learning.

## Synchronous Learning

*Refer to EFQ 1.8, 4.7, 4.8, 4.9*

Synchronous learning refers to a live instruction that is provided simultaneous with child participation. With children ages 2-5, this may include a video chat where a teaching team reads a story and children ask questions. There are many variables to consider when thinking about children, families and caregivers, and synchronous learning. Consider some of the following as you plan:

- Share why you are doing synchronous learning with families: to create connections between home and school and between children, their teaching teams and their friends. With children and families/caregivers having limited access to friends and other families/caregivers, large and small group online sessions can provide opportunities for children to connect and for family members and caregivers to learn about their child’s learning community.
- Survey families and caregivers for days/times that work best to ensure that children are available to participate.
- Prepare families and caregivers for what synchronous learning may look and feel like. For example, identify how to mute and unmute, share that it is okay for children to be observers, remind families and caregivers that children may need adult support, etc.
- Let families and caregivers know that you are there to help them with their technology as needed.



- Provide one-on-one live instruction (e.g. a short video chat between the teaching team member and one child) if a child is not able to join a synchronous small group activity or to better meet a child's individual learning needs.

## Asynchronous Learning

*Refer to EFQ 3.6, 4.8, 4.9, 4.10, 4.11*

Asynchronous refers to instruction that is provided via pre-recorded lessons, learning platforms, and/or hands-on experiences that children explore with their family member/caregiver. Examples include at-home play or a family member/caregiver reading a child a story. Again, there are many variables to consider when thinking about asynchronous learning:

- Discuss what activities or lessons might be successful with families and caregivers.
- Talk to families and caregivers about the importance of play as the way children learn and process events and feelings. Express that play time should be a fun experience for everyone, especially when based on children's interests. Children become more engaged in play when it is meaningful to them. Playing with a safe adult who is also engaged is extremely motivating for children.
- Provide activities that can be easily done in the home (see the rest of this resource for curriculum-specific suggestions), with suggestions for open-ended questions or simple observations families and caregivers can use while children are playing. Some examples include:
  - I notice that you \_\_\_\_.
  - I wonder what would happen if \_\_\_\_.
  - How do you know?
  - I wonder what would happen if \_\_\_\_?
  - What do you think about \_\_\_\_?
  - What does that remind you of?
  - Why do you think that happened?
  - What can we do to solve this problem?
  - I see you are \_\_\_\_.
  - You are working hard to \_\_\_\_.
- Support families and caregivers to create an environment for learning through play and inquiry:
  - Reassure families and caregivers that they do not have to recreate the classroom.
  - Their child should play in areas that they are already accustomed to.
  - All the materials they need to support learning are already in their home.
  - Household items such as recyclables, fabrics, dress-up clothes, safe kitchen items are all items they can use to support learning.
  - Remind families and caregivers that any writing implement or types of paper can support drawing and writing.
  - Invite families and caregivers to get on the floor or at children's eye level while playing. Let them know that this will help maintain the child's engagement as well as increase a child's ability to take in information.
  - Encourage families to speak and play with children in the language they are most comfortable using at home.

- Encourage families and caregivers to share photos and videos of the children at play, as well as of their artwork, buildings, etc. Families may share documentation of children’s play at home through your classroom’s existing communication tools, or through an authentic assessment system. Teaching teams can observe children’s work and play to gain an understanding of their growth and development in the learning-at-home context. Consider using the Documenting Learning form found [here](#), and share what you document with families and caregivers.
- Share photos and videos from families and caregivers with other families and caregivers (using their preferred technology platform, with [consent](#) if children’s names or faces are visible), so that they can gain inspiration and so that children can see their classmates’ play and work.

See the [Appendix](#) for additional resources for welcoming and supporting children, families, and caregivers with blended learning.

## Curriculum Support for a Blended Learning Model

In order to implement a blended learning model with children, families, and caregivers, teaching teams will have to think about their curriculum in new and different ways. Teaching teams are still encouraged to create plans based around children’s interests and needs, and consistent discussions with families and caregivers will be essential. It’s important to recognize that the beginning of the year will look different than in the past, and that making connections and building community may be more challenging, but also more important than ever. Programs will be facing a time of great uncertainty, and creating a stable school environment can be a great support. **Being responsive to the needs of children, families, and caregivers and integrating that into the curriculum will help lay the foundation for a more stable transition and experience.**

The following sections highlight important considerations and reflection questions to support teaching teams in planning to use curriculum within a blended learning context. Included are strategies and suggestions for using the DECE curricula for children 0-5 years old (Units of Study for Pre-K, Explorations for 3-K, Connections for infants and toddlers, and Let’s Play! for family child care providers). Each section includes in-person, synchronous and asynchronous remote learning activity suggestions based on developmentally appropriate practices, centers, and book suggestions. Key considerations are also included for Dual Language programs. Note that these are intended as suggestions only, and should be adapted based on the needs of children, families, and communities. Teaching teams can use this [curricular planning template](#) to support creating plans that meet the needs for children and families in their programs.

### Curricular Planning Considerations

In planning for the beginning of the school year, teaching teams will need to consider their program’s blended learning model, their curriculum, and children and families’ access to resources and technology. Adjustments to the scope and sequence and curriculum planning may be necessary in order to continue to provide all children with comprehensive, rich, and exploratory learning experiences. For example, in the suggestions throughout this section you will find typical beginning of the year activities as well as suggestions around doctor-play and caring to be responsive to the context of COVID-19. **Teaching teams should review their current curricular resources to adapt or craft new meaningful and engaging experiences for all learners within their blended learning model.** Partnering with families will support teaching teams in crafting meaningful activities that are individualized and meet children’s needs. As always, teaching teams are encouraged to be intentional and to use their knowledge about their children and school community to ensure that adjustments to the curriculum meet the diverse needs of the children they serve. The [Early Learning Outcomes Framework](#) (ELOF) and the [New York State PreKindergarten Learning Standards](#) (NYSPLS) should be considered to ensure that adapted activities remain developmentally appropriate.

Screen time suggestions for 3-K and pre-K are provided below, with gradual increases as the year progresses and children become more familiar with remote/blended learning and the associated technology. Note that these screen time suggestions include both synchronous and asynchronous activities. It is recommended that about half of the recommended time be spent engaging in synchronous, or live, activities.

**Total educational screen time per day, inclusive of synchronous and asynchronous activities:**

|       | September-October | November - December | January - June  |
|-------|-------------------|---------------------|-----------------|
| 3-K   | 15 - 20 minutes   | 15 - 20 minutes     | 15 - 30 minutes |
| Pre-K | 20 - 30 minutes   | 20 - 45 minutes     | 20 - 60 minutes |

The American Academy of Pediatrics recommends zero screen time for children under 2-years-old. More information regarding educational screen time and remote learning can be found in the [sample schedule](#) for your setting.

### Reflection Questions

Below are some questions for teaching teams to consider as they review and adapt their curriculum:

- How many days/weeks do I intend to spend on this unit of study/topic?
- What are the outcomes for each child I am hoping for in this unit?
- What are the knowledge and skills I hope each child will gain? (*NYSPLS, ELOF, Authentic Assessment System*)
- How am I planning so that the activities are meaningful experiences for children? How am I gathering information about what children are interested in?
- What do I know about the child's home learning environment and who is supporting the learning?
- How am I ensuring that children have multiple play-based experiences that give them an opportunity to meet standards and milestones?
- How am I being intentional about meeting children's social and emotional needs throughout the day? How am I supporting children in having a safe space to talk about and understand world events?
- In what ways am I ensuring that I am being culturally responsive? How do I ensure that each child's race, ethnicity and language are included in their learning experience?
- How am I communicating with families what is happening in the classroom so they can extend the learning at home?
- What am I learning about children's experiences/interests outside of the program that I can build into the learning?

- What materials are needed to support the curriculum? What materials can be easily cleaned for in-person learning? What materials are available to families? Do I or families have the materials, access, or ability to meaningfully engage in the selected activities?
- How am I ensuring that activities I suggest to families are open and accessible regardless of the materials they have?

### Curricular Planning Resources

The DECE is providing blended and remote learning curricular resources to support 3-K and pre-K teaching teams, via a shared Google Drive. This content may be used by teaching teams during blended or remote learning, via any platform (e.g. Google Classroom, Class Dojo, etc). The weekly content includes sample lesson plans for teaching teams (to be used during synchronous learning), and family-friendly read aloud and playing and learning activities (for families to use during asynchronous learning at home). The content is aligned to the DOE's [3-K Explorations](#) and [Pre-K Interdisciplinary Units of Study](#), and includes many resources and engaging activities.

- **District Schools and Pre-K Center teaching teams** can find directions on how to access this content on Google Drive [here](#).
- **NYCEEC teaching teams** can find directions on how to access this content on Google Drive [here](#).
  - For NYCEEC teaching teams that do not have an account, please follow the steps below. Note that it can take 3-5 business days for an account to be created.
    1. NYCEEC leaders and teachers can [request](#) a DOE google account by first setting up a Protraxx Account.
    2. After creating a Protraxx account, please [submit this survey](#).

For questions, contact [DECEInstruction@schools.nyc.gov](mailto:DECEInstruction@schools.nyc.gov).

### Dual Language Considerations

Dual Language programs have a distinct language allocation model that impacts the language of instruction. The goal for Dual Language programs is for children to be exposed to the target language 50% of the time, and English 50% of the time over the course of the school year. Teaching teams should plan a language allocation model that best works for each class and child, allowing for flexibility within the blended learning context.

The following should be considered in planning for Dual Language programming within the blended learning context:

- Dual Language classrooms should follow the program's blended learning model, and adjust the language allocation so that over the course of the year children receive a 50:50 balance of English and the target language, to the extent possible, so that the Dual Language program goals of bilingualism, biliteracy, and biculturalism are met.
- Children's grouping arrangements:

- If Dual Language children are placed in two different groups with the blended learning model, avoid unnecessary segregation of EMLL children. Consider each child's language proficiency, and group children strategically in order to support all children's language development.
- Partner with families during remote instruction:
  - When Dual Language children are learning remotely, consider the child's home language. Share the blended learning model and language allocation goals with each family in order to collaboratively plan for instruction. For example, if a family primarily speaks the target language at home, the teaching team can choose to prioritize English during the in-person instruction time.
  - Collect information about each individual child's exposure to language to ensure that each child roughly receives a 50:50 allocation of instruction in English as well as the target language. The New York State Education Department's [Emergent Multilingual Learners Language Profile Protocol](#) (EMLLPP) is a helpful resource that can be used to collect important information about each child's language exposure.
- Ensure there are opportunities for collaboration and planning for co-teachers.

Please note that more detailed guidance will be shared with Dual Language programs before the start of the school year.

## Units of Study – Pre-K for All – 4-year-olds

The suggestions below are adapted from the Pre-K for All Units of Study and include suggestions in support of creating routines as well as activity, center, and book suggestions. Be sure to refer to the curricular planning [reflection questions](#) above, and adapt the curriculum as needed in order to meet the needs of your children, families, and communities while being culturally responsive. When choosing materials, ensure that they reflect the children and families in your classroom. Refer to the [Core Principles](#) document (page 4) to support you in setting up a culturally and linguistically inclusive classroom environment.

Note that the routines suggestions only include asynchronous remote suggestions, while the activity and center suggestions include both synchronous and asynchronous suggestions.

| Creating Routines   | In-person Suggestions  | Remote Suggestions<br>Asynchronous   |
|---|--|--|
| <p><b>Flow of the Day</b></p> <p>In the beginning of the year, create the Daily Schedule so that children know what to expect throughout the day.</p> | <ul style="list-style-type: none"> <li>● Include pictures and words, with events in the order that they will occur (an additional written schedule including times should be posted in the room for the adults and visitors to view).</li> <li>● Ensure flexibility (for example, on a rainy day you may have gross motor inside instead of outside).</li> <li>● Organize from left to right (horizontal) when possible to promote pre-reading skills. If needed, use the printable schedules found on <a href="#">this page</a>.</li> <li>● Include interactive aspects, for example an arrow that children can move on the schedule as the day progresses (you may choose to include this as a job on the job chart).</li> <li>● Take into consideration children’s home languages as appropriate.</li> <li>● The Daily Schedule can be referred to and discussed during arrival, large group activities, when an event changes, and throughout the day, as necessary.</li> <li>● Post the chart at eye level so that children can independently refer to it.</li> </ul> | <p>Support families/caregivers with creating a daily schedule or routine. With so many shifts to their daily routine, children may feel as though everything in their life is changing. It’s helpful for families/caregivers to tell them that some things will be the same and some things will be different. For example:</p> <ul style="list-style-type: none"> <li>● “We’ll still wake up every morning, have breakfast, read a story, have quiet/nap time, etc.”</li> <li>● You may want to print/draw pictures of these activities so your child can recognize them throughout the day.</li> <li>● Include interactive aspects when possible, for example children can cover activities completed with a post-it note or move a magnet or arrow along the schedule as the day progresses.</li> </ul> |

| Creating Routines   | In-person Suggestions   | Remote Suggestions Asynchronous   |
|---|---|---|
| <p><b>Tools of Autonomy</b></p> <p>In order to establish routines and foster independence, children are encouraged to engage with and use several different interactive tools of autonomy systems that will support their growth and learning throughout the day.</p> | <p>Recommended types of Tools of Autonomy to use in the classroom:</p> <ul style="list-style-type: none"> <li>• Center Time Tool</li> <li>• Attendance Chart</li> <li>• Job Chart</li> <li>• Daily Schedule/Flow of the Day</li> <li>• Weekly Calendar</li> <li>• Community Expectations Tool</li> <li>• Feelings Tool</li> </ul> | <p>Support families/caregivers in creating tools that can be used at home:</p> <ul style="list-style-type: none"> <li>• A daily/weekly schedule that shows what to expect for the week (e.g. Monday: School, Tuesday: Home, Wednesday: School). Find examples of schedules in <a href="#">Supporting Your Child with Blended Learning</a>.</li> <li>• A feelings tool: Teaching teams create a feelings chart that can be sent home. Invite families/caregivers to use it at home to help children label their emotions.</li> </ul> |

## Unit-Specific Suggestions

|   | In-person Suggestions   | Remote Suggestions Asynchronous and Synchronous   |
|---|---|---|
| <b>Unit Suggestions</b>   |   |   |
| <p><a href="#">Welcome to Pre-K</a></p> <p>Children will be exploring who is in their classroom and school community and learning about</p> | <p>Children will be exploring who is in their classroom and school community:</p> <ul style="list-style-type: none"> <li>• Create a chart with photos of relevant school community members (teachers, principal, custodian, etc.)</li> <li>• Create a chart with photos of the children &amp; adults in the class. Have them identify something that makes them special or unique.</li> </ul> | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Read <a href="#">The Many Colors of Harpreet Singh</a> by Supriya Kelkar. Invite families/caregivers to share about time they had to start something new with their child. Provide a variety of ways they can share such as video, writing or drawing.</li> <li>• Families/caregivers can create a chart with photos or drawings of the people who care for them and contribute</li> </ul> |



|  | In-person Suggestions   | Remote Suggestions<br>Asynchronous and Synchronous   |
|--|---|--|
| <p>how each person contributes to their care and development.</p>  | <ul style="list-style-type: none"> <li>● Give children ample opportunity to explore the classroom on their own and participate in self-initiated play.</li> <li>● Encourage families/caregivers to draw a family picture or choose a family photograph to send in to school. Display the pictures in the classroom where children can easily access them throughout the day.</li> </ul> <p>Children will be learning hygiene expectation for the classroom:</p> <ul style="list-style-type: none"> <li>● Teach children a song to help them wash for 20 seconds to get rid of germs. It could be a simple classroom song or one that describes the handwashing routine such as: <ul style="list-style-type: none"> <li>○ (Tune of Frere Jacques) <i>"Over, under, over, under. In between, In between. Rub them altogether, Rub them altogether. Now they're clean, now they're clean."</i></li> <li>○ (Tune of Row Your Boat) <i>"Wash, wash, wash your hands. Soap will make them clean! Scrub the germs till they fall off. Germs go down the drain!"</i></li> </ul> </li> </ul> | <p>to their learning and development (grandma, sister, teacher, etc.)</p> <ul style="list-style-type: none"> <li>● Share the handwashing songs with families/caregivers and invite them to practice it while handwashing at home or sing another handwashing song that is relevant to them.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>● Have a show and share. Ask families/caregivers to share something that represents or is special to them.</li> <li>● In a small group, have a variety of materials from Centers along with pictures of Centers. Ask the children which material goes in which Center and place the material on the picture (e.g. blocks in Block Center, paints in Art Center).</li> <li>● Help children learn about germs and hygiene expectations for the classroom. Add a small amount of flour into your hands and pretend to sneeze. Point out how far the flour went and explain that germs can do the same. Invite children to practice sneezing into their elbow. Together, pretend to wash hands while singing the classroom handwashing song.</li> </ul> |
| <p><b>Babies</b></p> <p>Children will be exploring that human babies need special food and care, that animal babies need special food and care, and that there are similarities and differences in the ways babies are</p> | <p>Children will be exploring how to care for babies:</p> <ul style="list-style-type: none"> <li>● Ask families/caregivers to share pictures of children when they were babies. Create a display or a book that has each child's baby picture and current picture side by side.</li> <li>● Invite children to share one way a baby needs to be taken care (e.g. feeding, changing, holding, etc.). Make a chart of what each child says and hang it in the classroom.</li> <li>● Ask families/caregivers to share about important milestones in the child's life and create a timeline that reflects a few of these experiences.</li> </ul> <p>Children will be learning hygiene expectations for themselves and when caring for babies:</p>  | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>● Read <a href="#">The Twins Little Sister</a> by Hyewon Yum. Invite families/caregivers to discuss what are some things that changed when the twins' little sister comes.</li> <li>● Invite families/caregivers to talk to their child about what they can do now and could not do as a baby. Ask them to share what they discussed. Provide a variety of ways they can share, such as video, writing it down or drawing.</li> <li>● Before families/caregivers get ready for mealtime, invite them to talk about the things they do to stay safe while eating (e.g. wash hands, cut food, wash vegetables). Invite them to think about what practices have changed and what has stayed the same since their child was a baby.</li> </ul>  |

|  | In-person Suggestions   | Remote Suggestions<br>Asynchronous and Synchronous  |
|--|---|---|
| cared for.                                       | <ul style="list-style-type: none"> <li>• Ensure to teach children handwashing procedures if you have not. See examples above in <i>Welcome to Pre-K</i> for ideas.</li> <li>• Work with children so that they know where they can find tissues and blow their noses, when needed. In Large Group, show them the tissue boxes and where they can find them. Demonstrate nose blowing and where they can dispose of the tissue. Follow with washing your hands and singing the classroom handwashing song.</li> </ul> | <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite families/caregivers to share how they took care of their child as a baby and how they kept their child safe.</li> <li>• Invite children to talk about what babies need? What is different and the same from what they need?</li> <li>• Invite children to help you take care of a baby who has a runny nose. Have materials in front of you such as a doll, tissues and soap. Ask them for help on what you should do. Ensure to follow the same steps as expected in the classroom. If children have a doll at home, invite them to join you.</li> </ul>  |
| <b>Suggestions for Centers: Welcome to Pre-K</b> |   |   |
| <b>Blocks/Construction</b>                       | <ul style="list-style-type: none"> <li>• Invite children to use blocks to build buildings they are familiar with such as those they live in or visit often.</li> <li>• Invite children to use blocks to build themselves (what blocks would work best for arms? How could you make your head?)</li> </ul>   | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite children and families/caregivers to use materials from around their home (e.g. toilet paper rolls; cans; tissue boxes; etc.) to build buildings they are familiar with such as where they live in or visit often.</li> <li>• Invite children to use blocks or other materials from around the house to build themselves (e.g. What blocks would work best for arms? How could you make your head?).</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite children to build together during Center Time. Children in the classroom build in the Block Area while children at home can build with blocks or other materials they find. Invite children to share their ideas about what they are building.</li> <li>• Invite children to build something that is familiar to them about school. They can use a variety of materials, such as blocks, boxes, cartons etc.</li> </ul> |
| <b>Dramatic Play</b>                             | <ul style="list-style-type: none"> <li>• Invite the children to explore the dramatic play area and</li> </ul>   | <p><b>Asynchronous Suggestions:</b></p>   |

|  | In-person Suggestions  | Remote Suggestions<br>Asynchronous and Synchronous   |
|--|--|--|
|  | <p>use the props according to their interests and needs. Include materials that represent the children in the classroom as well as materials that will support play around current events, such as medical supplies.</p> <ul style="list-style-type: none"> <li>• Add a child-friendly cookbook (with pictures) to the center. Encourage children to read the recipes and pretend to make them. Remind children that they need to wash their hands before they start cooking.</li> </ul> | <ul style="list-style-type: none"> <li>• Invite children and families/caregivers to explore different materials around the home (e.g. clothing for different ages; kitchen supplies such as pots, pans, silverware, etc.)</li> <li>• Print or write recipes with your child. Suggest to families/caregivers to use pictures so children can understand what is written. Invite children to read the recipes and pretend to make them. Invite families/caregivers to create a recipe that is familiar or meaningful to the child.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Place a recipe in Dramatic Play and share the same recipe with children at home. During Center Time, invite children to pretend and make the recipe.</li> <li>• Invite children to make lunch for the class. Encourage them to use different items they could use, such as kitchen utensils, wood pieces, pictures of magazines, drawings, etc. Remind children that they need to wash their hands before and after cooking. Sing the classroom handwashing song with them.</li> </ul> |
| <b>Suggestions for Centers: Babies</b> |  |  |
| <b>Dramatic Play</b>                   | <ul style="list-style-type: none"> <li>• Add masks that can fit on the babies in the Dramatic Play area. Invite children to explore them.</li> <li>• Turn the Dramatic Play area into a pediatrician's office. Supply baby dolls and medical supplies such as thermometer, stethoscope, etc. for the children to use to take care of babies. Invite children to think about what could be wrong with the baby and how they can help them.</li> </ul>                                     | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite families/caregivers to pretend it is time to put a baby to sleep. They can use a doll or stuffed animal if they have that available. What are some things they need to do to help the baby go to sleep?</li> <li>• Invite families/caregivers to pretend to switch roles, so the child is the caregiver and adult is the child. Invite them to think about what the child needs to be taken care of.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Bring a doll to the synchronous session. Invite children to help you wash the baby's hands. Have props such as soap and a paper towel. Encourage them to think about what</li> </ul>   |

|            | In-person Suggestions   | Remote Suggestions<br>Asynchronous and Synchronous  |
|------------|---|---|
|            |   | <p>steps they need to follow and why it is important to wash hands. Sing the classroom handwashing song.</p> <ul style="list-style-type: none"> <li>Using a doll, tell the children the doll is not feeling well and invite the children to help you take care of the doll. Have some props available such as tissues, thermometer, blanket, etc.</li> </ul>  |
| <b>Art</b> | <ul style="list-style-type: none"> <li>Offer children magazines or printed pictures and invite them to make a collage of what they think babies need.</li> <li>Add baby powder to paint. Encourage children to notice the smell as they use the paint. Talk with children about why people might use baby powder with babies. Be mindful of allergies when implementing this activity.</li> </ul> | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>Invite families/caregivers to create something that will help take care of a baby, such as a rattle, crib, bottle etc. Encourage them to do this in a variety of ways such as drawing, collage or using recycled materials.</li> <li>Invite families/caregivers to draw pictures of what their child liked to do as a baby.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>Invite children to make a portrait of themselves as a baby. Ask families/caregivers to provide a picture or use the one from the classroom.</li> <li>Invite children to draw a picture of something they can do now that they could not do as a baby. Ask them to bring their picture in to be hung in the classroom. Dictate what they say about the picture and add it to the display.</li> </ul> |

## Book Suggestions

Teaching teams may choose to read books in school/remotely that are available online so families/caregivers can access a digital version at home. The titles below are suggestions from the Unit 1 book list with links to digital versions. Titles with an asterisk are also available in languages other than English.

- [Alma and How She Got Her Name](#)\* by Juana Martinez-Neal
- [Be Kind](#)\* by Pat Zietlow Miller
- [I Wonder](#) by K.A. Holt
- [Knuffle Bunny Too: A Case of Mistaken Identity](#)\* by Mo Willems.

- [Ruby Finds a Worry](#) by Tom Percival
- [The Kissing Hand](#)\* by Audrey Penn
- [The Many Colors of Harpreet Singh](#) by Supriya Kelkar
- [The Proudest Blue](#) by Ibtihaj Muhammad
- [The Twins Little Sister](#) by Hyewon Yum

## Explorations – 3-K for All – 3-year-olds

The suggestions below are adapted from the 3-K for All Explorations and include suggestions in support of creating routines as well as activity, center, and book suggestions. Be sure to refer to the curricular planning reflection questions above, and adapt the curriculum as needed in order to meet the needs of your children, families/caregivers, and communities while being culturally responsive. When choosing materials, ensure that they reflect the children and families/caregivers in your classroom. Refer to the [Core Principles](#) document (page 4) to support you in setting up a culturally and linguistically inclusive classroom environment.

| Creating Routines   | In-person Suggestions   | Remote Suggestions<br>Asynchronous   |
|---|---|--|
| <p><b>Flow of the Day</b></p> <p>In the beginning of the year, create the Daily Schedule so that children know what to expect throughout the day.</p> | <ul style="list-style-type: none"> <li>● Review a daily picture schedule to briefly review the day for children:</li> <li>● Ensure flexibility (for example, on a rainy day you may have gross motor inside instead of outside).</li> <li>● Organize from left to right (horizontal) when possible to promote pre-reading skills. If needed, use the printable schedules found on <a href="#">this page</a>.</li> <li>● Include interactive aspects, for example an arrow that children can move on the schedule as the day progresses</li> <li>● Take into consideration children’s home languages as appropriate.</li> <li>● The Daily Schedule can be referred to and discussed during arrival, large group activities, when an event changes, and throughout the day, as necessary.</li> <li>● Post the chart at eye level so that children can independently refer to it.</li> </ul> | <p>Support families/caregivers with creating a daily schedule or routine at home. With so many shifts to their daily routine, children may feel as though everything in their life is changing. It’s helpful for families/caregivers to tell them that some things will be the same and some things will be different.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● “We’ll still wake up every morning, have breakfast, read a story, have quiet/nap time, etc.”</li> <li>● You may want to print/draw pictures of these activities so your child(ren) can recognize them throughout the day.</li> <li>● Include interactive aspects when possible, for example children can cover activities completed with a post-it note or move a magnet or arrow along the schedule as the day progresses.</li> </ul> |
| <p><b>Tools of Autonomy</b></p> <p>In order to establish routines and foster independence, children are encouraged to engage</p>                      | <ul style="list-style-type: none"> <li>● Recommended Tools of Autonomy for 3s (see pages 95-99):             <ul style="list-style-type: none"> <li>○ Attendance Chart</li> <li>○ Daily Schedule</li> <li>○ Community Expectations Tool</li> <li>○ Feelings Tool</li> </ul> </li> <li>● Given our unique weekly schedules with blended</li> </ul>   | <ul style="list-style-type: none"> <li>● Share a simple weekly visual schedule of what days children are at home or in school to create predictability and a connection between home and school. Using the same images from the 3-day schedule in the classroom, create the weekly schedule and send home to families/caregivers. Find examples of schedules in <a href="#">Supporting Your Child with Blended Learning</a>.</li> </ul>  |

| Creating Routines  | In-person Suggestions   | Remote Suggestions<br>Asynchronous  |
|--|---|---|
| with and use several different interactive tools of autonomy systems that will support their growth and learning throughout the day. | <p>learning, consider introducing a simple 3-day visual schedule (yesterday, today, tomorrow) for each group of children so they know which days they are at home or at school.</p> <ul style="list-style-type: none"> <li>• Visuals helping children remember routines is also important. Use visuals to help children in multi-step routines like washing their hands or brushing their teeth.</li> </ul> | <ul style="list-style-type: none"> <li>• As suggested above, help families/caregivers understand the value of Tools of Autonomy at home and how they might implement them, including a daily visual schedule and feelings chart. Create these tools that can be sent and used at home.</li> </ul> |

## Exploration-Specific Suggestions

|   | In-person Suggestions  | Remote Suggestions<br>Asynchronous and Synchronous  |
|---|--|---|
| <b>Explorations Suggestions</b>   |  |   |
| <p><a href="#"><u>Our Classroom</u></a></p> <p>Children will be exploring their classroom, their emerging sense of self, and a sense of belonging in their new classroom community.</p> | <p>Children explore their classroom environment and the people in their school community:</p> <ul style="list-style-type: none"> <li>• Welcome each child by name as they enter the classroom</li> <li>• Use a greeting song/chant to welcome each child and build community</li> <li>• Introduce centers in circle time or small groups. Each day, show children some materials from a different center and let them know: where in the classroom they can find these materials? What they might do with them? (See Explorations One: <i>Explorations Weekly Plans</i> for examples)</li> <li>• Give children ample opportunity to explore the classroom on their own and participate in self-initiated play.</li> <li>• Ensure to provide materials that represent the children and families/caregivers in your classroom, as well as materials that support children playing out</li> </ul> | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Provide children learning remotely with the opportunity to engage in the greeting chant/song in a pre-recorded video.</li> <li>• Read a story about different emotions and point out from the character's face how you know what emotion they are feeling (e.g. "<i>Their face is scrunched up with their mouth in a tight frown. That tells me they are feeling angry.</i>") Reference the Feelings Chart of children's faces and where they can find it in the classroom (for children not fully remote). Encourage families/caregivers to draw or use pictures of their child to create their own feelings chart at home.</li> <li>• Share the handwashing songs with families/caregivers and invite them to practice it while handwashing at home or sing another handwashing song that is relevant to them.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Provide children learning remotely with the opportunity to engage in the greeting chant/song in a live video.</li> <li>• Make connections between the centers at school and</li> </ul> |

|   | In-person Suggestions  | Remote Suggestions<br>Asynchronous and Synchronous   |
|---|--|--|
|   | <p>situations based on current events, such as medical supplies.</p> <ul style="list-style-type: none"> <li>Use children’s pictures to create a feelings chart showing 4-5 emotions to start. Introduce the chart to children. Reference the chart during story time or when a child is experiencing a big feeling. Consider how to make the chart interactive by using Velcro and children’s names cards so they can indicate their feelings at arrival and throughout the day.</li> </ul> <p>Children will be learning hygiene expectations:</p> <ul style="list-style-type: none"> <li>Teach children a song to help them wash for 20 seconds to get rid of harmful germs. It could be a simple classroom song or one that describes the handwashing routine such as: <ul style="list-style-type: none"> <li>(Tune of Frere Jacques) <i>“Over, under, over, under. In between, In between. Rub them altogether, Rub them altogether. Now they’re clean, now they’re clean.”</i></li> <li>(Tune of Row Your Boat) <i>“Wash, wash, wash your hands. Soap will make them clean! Scrub the germs till they fall off. Germs go down the drain!”</i></li> </ul> </li> </ul> | <p>learning at home. When you introduce the materials from a center, ask children what similar materials they play with at home and how they use them.</p> <ul style="list-style-type: none"> <li>Help children learn about germs and hygiene expectations for the classroom. Add a small amount of flour into your hands and pretend to sneeze. Point out how far the flour went and explain that germs can do the same. Invite children to practice sneezing into their elbow. Together, pretend to wash hands while singing the classroom handwashing song. Talk to children about how this is a way to take care of people around them.</li> </ul>           |
| <p><u>Care</u></p> <p>Children will show growth in their ability to care for themselves and express care and concern toward other people and objects.</p> | <p>Children will have the opportunity to explore ideas of care related to themselves, others, and the world around them:</p> <ul style="list-style-type: none"> <li>Invite children to think of ways they can take care of themselves, others and the environment.</li> <li>Provide materials such as cleaning materials, medical supplies for children to explore.</li> <li>Add pictures of familiar places and local environments to elicit discussion of how we care for those places.</li> <li>Add pictures of different types of natural environments to support learning about the world and how to care for it.</li> <li>Add plants or a class pet for children to care for.</li> </ul>   | <p><b>Asynchronous Suggestion:</b></p> <ul style="list-style-type: none"> <li>Invite family/caregivers to talk about who took care of them when they were little. Encourage them to share anecdotes and/or photos with their child.</li> <li>During mealtime, invite families/caregivers to discuss how cooking and feeding people is a way of taking care of people. When possible, encourage families/caregivers to include children in the preparation of meals.</li> <li>Invite families/caregivers to take a walk in their neighborhood and discuss how the different people and businesses help to take care of the people in the neighborhood.</li> </ul> |



|   | In-person Suggestions   | Remote Suggestions<br>Asynchronous and Synchronous  |
|---|---|---|
|   | <p>Children will be learning how to care for themselves and others:</p> <ul style="list-style-type: none"> <li>• Ensure to teach children handwashing procedure if you have not. See examples above in <i>Our Classroom</i> for ideas.</li> <li>• Work with children so that they know where they can find tissues and blow their noses when needed. In Large Group, show them the tissue boxes and where they can find them. Demonstrate how to blow your nose with a tissue and where they can dispose of the tissue. Follow with washing your hands and singing the classroom handwashing song.</li> </ul> | <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Read <a href="#">You Hold Me Up</a> by Monique Gray Smith. Ask children to name a special person in their life that helps to care for them.</li> <li>• Collect pictures of program staff that help take care of the program. Show children the pictures and talk to them about what the person does and how their job helps.</li> <li>• Invite children to practice nose blowing. Ask families/caregivers to provide a tissue, napkin or paper towel. If they are unable to, the child can pretend. Demonstrate the steps for the children to follow along. Ensure to use the same steps as the classroom expectations and sing the classroom handwashing song. Let children know that doing this helps to take care of the people around them.</li> </ul>  |
| <b>Suggestions for Centers: Our Classroom</b> |   |   |
| <b>Blocks and Construction</b>                | <ul style="list-style-type: none"> <li>• Invite children to explore unit blocks with you during center time. Ask an exploratory question like: <i>What can we do with these blocks?</i> Follow the child's lead during play; doing what they do and narrating their play.</li> </ul>  | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite families/caregivers to take a walk with some sort of paper or digital drawing materials. Ask them to point out buildings they notice as they walk around, stopping to draw them with their child and talk about what they see.</li> <li>• Invite families/caregivers to look closely at where they live. What do they notice about the building? What is it made of? How tall is it? Ask families/caregivers to either write down or record what the child notices and share it with the classroom.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite children and families/caregivers to identify some of the things they can build with at home, including blocks, recycled boxes, etc. Encourage families/caregivers to draw the structures they build with their children and share them with you. Invite children in the classroom to do the same.</li> <li>• Take a virtual walk with your device around the</li> </ul> |

|                                      | In-person Suggestions   | Remote Suggestions<br>Asynchronous and Synchronous   |
|--------------------------------------|---|--|
|                                      |   | classroom. Ask children what they notice about the classroom? Does it have windows? Are there doors? What color are the walls? Write down what the children say and hang up their noticings in the classroom.  |
| <b>Art</b>                           | <ul style="list-style-type: none"> <li>Family/Caregiver Portraits: After reading a book about families/caregivers, introduce children to the idea of family/caregiver portraits. Show them a portrait of their own family/caregiver and- if you have created one- a family/caregiver book featuring photos of each family/caregiver in the class. Invite children to create family/caregiver portraits during center time with a variety of art materials. As children create, ask open ended questions like: <i>Tell me about who is in your photo? What are your favorite things about your loved ones?</i> Collect photos or art of children’s work and hang it on the walls.</li> </ul> | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>Encourage families/caregiver and child to sit together and draw, paint, use playdough etc. to create a portrait of each other. They can use mirrors to draw self- portraits of themselves also.</li> <li>Invite families/caregivers to create something that represents their family. Encourage them to use a variety of mediums or materials. Let them know that it does not have to look a specific way. Invite them to share what they have created by sharing a photo, video or sending it in.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>Read <a href="#">Safe and Sound</a> by Jean Roussen or another book about families/caregivers and their homes. Invite children to draw a picture of someone that helps to take care of them.</li> <li>Invite children to create something special for a person in their life who takes care of them. Encourage them to use whatever materials they want to and have available.</li> </ul> |
| <b>Suggestions for Centers: Care</b> |   |  |
| <b>Dramatic Play</b>                 | Invite children to play with dolls with you. Pose the following questions: My baby is not feeling well; what do you think is wrong? What can we do to help and show we care?  | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>Invite families/caregivers to pretend it is time to go to bed, and the child is going to put the adult to bed. What do they need to prepare to go to sleep?</li> <li>Invite families/caregivers to pretend to switch roles, so the child is the caregiver and adult is the child. Invite them to think about what does the child need to be taken care of.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>Invite children to help you wash the baby’s hands. Have a doll and props such as soap and paper towels. Encourage them to think about what steps they need to follow and why</li> </ul>   |

|                | In-person Suggestions   | Remote Suggestions<br>Asynchronous and Synchronous   |
|----------------|---|--|
|                |   | <p>it is important to wash hands. Sing the classroom handwashing song. If children have a doll and props at home, invite them to join you.</p> <ul style="list-style-type: none"> <li>Using a doll, tell the children the doll is not feeling well and invite the children to help you take care of the doll. Have some props available such as tissues, thermometer, blanket, etc. If children have a doll and props at home, invite them to join you.</li> </ul>   |
| <b>Library</b> | <ul style="list-style-type: none"> <li>Create a book for the library that discusses how the children can take care of their classroom. Invite children to come and read the book with you.</li> </ul> | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>Read <a href="#">Please Baby Please</a> by Spike Lee and Tonya Lewis Lee or another book about taking care of a baby that is relevant to your classroom. Invite families/caregivers to discuss how the caregivers in the book take care of the baby.</li> <li>Invite families/caregivers to read or tell a story about caring for someone or something else.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>Read <a href="#">Play with Me!</a> by Michelle Lee or another book about playing together that is relevant to your classroom. Invite children to talk about how we can care for our friends through play.</li> <li>Read the book created for the library about how to take care of their classroom. Invite children to think of other ways they can care for their classroom, themselves and others.</li> </ul> |

## Book Suggestions

Teaching Teams may choose to read books in school/remotely that are available online so families/caregivers can access a digital version at home. The titles below are suggestions from the Explorations book list with links to digital versions. Titles with an asterisk are also available in languages other than English.

- [Please Baby Please](#) by Spike Lee and Tonya Lewis Lee
- [Bye Bye Time](#)\* by Elizabeth Verdick
- [Wait](#) by Antoinette Portis
- [My Friends](#) by Taro Gomi

- [Safe and Sound](#) by Jean Roussen
- [Hands Say Love](#) by George Shannon
- [Play with Me!](#) by Michelle Lee
- [I Am So Brave!](#) by Stephen Krensky
- [I Love You All Day Long](#) by Francesca Rusackas
- [Making Faces](#) by Abrams Appleseed

## Connections - Infants and Toddlers - 6 Weeks - 36 Months

The suggestions below are adapted from [Connections](#), with separate sections for children ages 6 weeks - 12 months, 12 months - 24 months, and 24 months - 36 months. Be sure to refer to the curricular planning reflection questions above, and adapt the curriculum as needed in order to meet the needs of your children, families/caregivers, and communities while being culturally responsive. When choosing materials, ensure that they reflect the children and families/caregivers in your classroom so that you are setting up a culturally and linguistically inclusive classroom environment.

Please note:

- EarlyLearn programs are encouraged to prioritize full time in-person slots for infants and toddlers. Therefore, the suggestions in this section are to be used only in the cases where this is not possible given staffing challenges or other circumstances.
- Based on the recommendation of the American Academy of Pediatrics, synchronous activities are only recommended for children 24 months and older.

### Connections-Specific Suggestions: 24 Months - 36 Months

| Creating Routines   | In-Person Suggestions   | Remote Suggestions<br>Asynchronous   |
|---|---|--|
| <p><b>Daily Routines</b></p> <p>Children thrive when there is a consistent routine. When they can anticipate what is going to happen next, it gives them a sense of safety.</p> | <p>Consider these when you are creating a routine:</p> <ul style="list-style-type: none"> <li>• The children have a similar experience each time they enter the classroom (i.e. breakfast, morning activities, greeting routine, etc.)</li> <li>• The routine remains in the same order everyday. If there has to be a change in the schedule, prepare children ahead of time. Provide them with at least 2 reminders before the change.</li> <li>• Routine is about predictability, not time. Therefore, keep the order of events the same, but the amount of time or time of day is not as important.</li> <li>• Create a visual schedule that children can reference throughout the day. If needed, use the schedules found on <a href="#">this page</a>.</li> <li>• Teaching teams should fill out the communication form, such as the one <a href="#">here</a> or found in Connections 24 Months - 36 Months: VII. <i>Daily Communication Form</i>, to share important information about the child's day.</li> </ul> | <p>Encourage families/caregivers to create a routine that works for them:</p> <ul style="list-style-type: none"> <li>• Support families/caregivers in creating an age appropriate schedule. For example, a schedule that has 3 spaces for yesterday, today and tomorrow. They should include a picture or item that represents home and school. Find examples of schedules in <a href="#">Supporting Your Child with Blended Learning</a>.</li> <li>• Suggest families/caregivers say, "Today is a home day and tomorrow is a school day." Remind families/caregivers that children may need to go over the schedule a few times.</li> <li>• Fill out a communication form, such as the one found <a href="#">here</a> or found in Connections 24 Months -36 Months: VII. <i>Daily Communication Form</i>, to provide all relevant information with the teaching team when the child is coming to the classroom.</li> <li>• Send the words of the handwashing song home so families/caregivers can sing or encourage them to sing</li> </ul> |

| Creating Routines | In-Person Suggestions   | Remote Suggestions<br>Asynchronous                        |
|-------------------|---|---|
|                   | <p>Children will be learning hygiene expectation:</p> <ul style="list-style-type: none"> <li>● Teach children a song to help them wash for 20 seconds to get rid of harmful germs. It could be a simple classroom song or one that describes the handwashing routine such as:               <ul style="list-style-type: none"> <li>○ (Tune of Frere Jacques) <i>"Over, under, over, under. In between, In between. Rub them altogether, Rub them altogether. Now they're clean, now they're clean."</i></li> <li>○ (Tune of Row Your Boat) <i>"Wash, wash, wash your hands. Soap will make them clean! Scrub the germs till they fall off. Germs go down the drain!"</i></li> </ul> </li> </ul> | <p>another handwashing song that is relevant to them.</p> |

### Center/Interest Area Suggestions: 24 Months - 36 Months

| Centers/Interest Areas   | In-Person Suggestions  | Remote Suggestions<br>Asynchronous and Synchronous  |
|--|--|---|
| <p><a href="#"><u>Hello and Goodbye</u></a></p> <p>As children transition to the classroom and separate from their caregivers, being able to explore ideas about leaving and returning can help them understand that their caregiver will come back. The beginning of the year is a good time to</p> | <p>Here are some ways to support children through separation:</p> <ul style="list-style-type: none"> <li>● Allow children to use transitional objects</li> <li>● Have a place where there are pictures of their loved ones that they can access at any time.</li> <li>● Have pictures of the children in the classroom visible and eye level, so that they can become comfortable with who is in their environment.</li> <li>● Sit on the ground or be on children's level while they explore the environment.</li> <li>● Allow children to actively explore the environment.</li> </ul> | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>● Create a book that children can take home that has all the people in their new environment.</li> <li>● Send a picture of the teaching team for families/caregivers to share with their child.</li> <li>● Share with families/caregivers activities that the child enjoyed so that they can talk about it or recreate it at home.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>● Provide children learning remotely with the opportunity to engage in the greeting chant/song in a live video.</li> <li>● Take children on a virtual tour of the classroom. Show them where they can find materials in the Center/Interest Areas in the classroom.</li> <li>● Make the time with each family to show the area of the</li> </ul> |

| Centers/Interest Areas  | In-Person Suggestions   | Remote Suggestions<br>Asynchronous and Synchronous  |
|---|---|---|
| explore this idea and support children in becoming more comfortable in the classroom.   |   | classroom their child really enjoys.  |
| <p><b>All About Me</b><br/>Children learn about the world by first understanding themselves. When they develop a concept of self, they can begin to move outward and understand who others are in the world. To support this learning, create opportunities for children to feel connected to what is relevant to them such as their families/caregivers and favorite activities.</p> | <p>Here are some ideas to support children in learning about themselves:</p> <ul style="list-style-type: none"> <li>● Have books that children can access that are about them and their families/caregivers.</li> <li>● Ensure there are mirrors at children’s eye level.</li> <li>● Create activities that are based on individual children’s interests.</li> <li>● Talk to children about recent experiences they had with their families/caregivers.</li> <li>● Invite children to bring in a favorite toy or object.</li> </ul> | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>● Invite families/caregivers to share a favorite activity of their child.</li> <li>● Invite families/caregivers to look into the mirror together and talk about what they see.</li> <li>● Invite families/caregivers to make the child’s favorite food together.</li> </ul> <p><b>Synchronous Suggestion:</b></p> <ul style="list-style-type: none"> <li>● Pretend it is a special day that is all about the child such, as a birthday and have a party for them.</li> <li>● Read the child’s favorite book to them.</li> <li>● Sing the child’s favorite song to them.</li> </ul> |
| <b>Center/Interest Area Suggestions: Hello and Goodbye</b>  |   |   |
| <b>Blocks/Construction</b>  | <ul style="list-style-type: none"> <li>● Build a road or train tracks with tunnels for cars, trains, people, etc. to pass through. As the vehicles pass through say hello and goodbye.</li> <li>● Place pictures of the children and/or their families/caregivers and caregivers on blocks and invite children to find themselves and other familiar people.</li> </ul>   | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>● Invite families/caregivers to build a road using masking tape or use other materials that can act as sides. They can use cars, animals or whatever they have available to go on the road. Have the items say goodbye when it starts and hello when it returns.</li> </ul>  |

| Centers/Interest Areas | In-Person Suggestions   | Remote Suggestions<br>Asynchronous and Synchronous   |
|------------------------|---|--|
|                        | <p>When they find a picture, they can say hello and then say goodbye when they put it back.</p> <ul style="list-style-type: none"> <li>• Invite children to build with you. Invite children to add doors to their structures. Use hello and goodbye as children create.</li> </ul>  | <ul style="list-style-type: none"> <li>• Invite families/caregivers to look at buildings outside their window or on a walk. Encourage them to talk about where people might be able to say hello and goodbye to each other in the building.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• During Center Time, invite children to build with the children in the classroom. Children at home can use whatever materials they have to build with. Invite children to share their building.</li> <li>• Invite children to make ramps at home, while also having a ramp for yourself. Suggest they can use cardboard, box tops, etc. Ask families/caregivers to help children find materials that could roll down the ramp. With the children, roll items down the ramps all together. Use the words hello and goodbye during the activity.</li> </ul>  |
| <b>Dramatic Play</b>   | <ul style="list-style-type: none"> <li>• Tell children you have to go to work (or incorporate a separation process that is familiar to the children of the classroom) and need to say goodbye. Invite them to prepare to go to work, too. Leave for work and then return. Use hello and goodbye as you pretend.</li> <li>• Invite children to go on a trip with you. Ask them to help pack all the things you need for the trip. When it is time to go on the trip, tell them it is time to say goodbye to the classroom and have them help you decide how you are going to get there (i.e. walk, bus, train, etc). When you return from your trip, invite them to say hello to the classroom.</li> <li>• Invite children to pretend to go to the doctor by placing medical supplies such as stethoscopes, thermometers and masks for dolls in the Dramatic Play area. Use the words hello and goodbye as you pretend.</li> </ul> | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite families/caregivers to play Hide and Go Seek with their child. Explain that this is helping the child understand that something can go away and come back, just like they do when they have to say goodbye.</li> <li>• Invite families/caregivers to play with their child in the mirror. Have them move in and out of the reflection saying hello and goodbye.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Create a puppet show during a synchronous large group. Have the puppets act out a goodbye routine with someone.</li> <li>• With a doll, pretend to put a baby to sleep. If the child has a doll or other item they would like to use, they can join you. If not, have the child guide what you should do to help the baby go to sleep by asking them questions such as, "Where should the doll go to sleep?" or "Should we sing the doll to sleep?" Ensure to use the words goodbye, goodnight, hello, good morning, etc. to support the learning.</li> </ul> |



| Centers/Interest Areas                                | In-Person Suggestions   | Remote Suggestions<br>Asynchronous and Synchronous  |
|---|---|---|
| <b>Center/Interest Area Suggestions: All About Me</b> |   |   |
| <b>Outdoor/Gross Motor</b>                            | <ul style="list-style-type: none"> <li>• Create a safe place for children to climb and jump and invite children to play. Provide positive reinforcement for each child's efforts.</li> <li>• If available, add riding toys to the outdoor/gross motor space. Invite the children to ride to their favorite places. Celebrate all attempts children make at moving the toys and any answer they give to the prompt.</li> <li>• Invite children to share what their favorite thing to do outdoors. If possible, do the activity or pretend to do it.</li> </ul>   | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite families/caregivers to play hide and go seek with some of the child's favorite items. Work together to find the items.</li> <li>• Invite families/caregivers to dance to some of the child's favorite music.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite children to move their body like their favorite animal. Move along with them.</li> <li>• Ask families/caregivers what their child's favorite song is, in a small group of 2 or 3 children play each child's song and invite children to move their bodies. Consider playing only part of each song to help children remain engaged.</li> </ul>   |
| <b>Math and Manipulatives</b>                         | <ul style="list-style-type: none"> <li>• Invite families/caregivers to send in pictures of the child. Create a peek a boo board with a current picture of the child on the outside and the younger picture on the inside. Remind each child how much they have grown and all the things they can do.</li> <li>• Trace each child's body and invite them to decorate it however they choose. Hang them up around the classroom. Consider adding pictures of the children near the cutout, so children can remember which one is theirs.</li> <li>• Create puzzles of each child in the classroom by taking their photo and cutting into 3-4 pieces.</li> </ul> | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite families/caregivers to create puzzles by using pictures of their child or drawings the child has made and cutting them in 3-4 pieces.</li> <li>• At mealtime, supply two items of the child's favorite foods and invite the children to explore and discuss the differences using words such as big, bigger, small, and smaller.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite children to look in the mirror and notice what is on their body. Model language such as longer/shorter, big/little and more/less as children look at themselves. If children do not have access to mirror, discuss the things they can see.</li> <li>• Invite children to show some of their favorite items. As they are sharing, invite them to talk about the differences such as big, bigger, small and smaller.</li> </ul> |

## Book Suggestions: 24 Months - 36 Months

Teaching teams may choose to read books in school/remotely that are available online so families can access a digital version at home. The titles below are suggestions from the Connections book list with links to digital versions. Titles with an asterisk are also available in languages other than English.

- [\*Another\*](#) by Christian Robinson
- [\*Dreamers\*](#) by Yuyi Morales
- [\*How Do You Dance?\*](#) by Thyra Heder
- [\*I Love My Hair\*](#) by Natasia Anastasia Tarpley
- [\*Llama, Llama Misses Mama\*](#) by Anna Dewdney
- [\*My Heart Fills with Happiness\*](#) by Monique Gray Smith
- [\*My Mama is a Mechanic\*](#) by Doug Cenko
- [\*Please, Baby, Please\*](#) by Tonya Lewis Lee and Spike Lee
- [\*Say Hello!\*](#) by Rachel Isadora
- [\*Runaway Bunny\*](#) by Margaret Wise Brown

## Connections-Specific Suggestions: 12 Months - 24 Months

| Creating Routines   | In-Person Suggestions  | Remote Suggestions<br>Asynchronous   |
|---|--|--|
| <p><a href="#">Hello and Goodbye</a></p> <p>Children will be learning how to separate from their caregiver. This can be especially challenging for children this young. Exposing them to various ways they can explore the idea that people and things can go away and come back, through saying hello and goodbye, supports this learning.</p> | <p>Here are some ways to support children through separation:</p> <ul style="list-style-type: none"> <li>● Allow children to use transitional objects</li> <li>● Have a place where there are pictures of their loved ones that they can access at any time.</li> <li>● Have pictures of the children in the classroom visible and eye level, so that they can become comfortable with who is in their environment.</li> <li>● Sit on the ground or be on children’s level while they explore the environment.</li> <li>● Allow children to actively explore the environment.</li> </ul>   | <p>Suggestions for families/caregivers:</p> <ul style="list-style-type: none"> <li>● Create a book that children can take home that has all the people in their new environment.</li> <li>● Send a picture of the teaching team for families/caregivers to share with their child.</li> <li>● Inform families/caregivers that children may want to stay even closer to their loved ones after a separation.</li> <li>● Share with families/caregivers activities that the child enjoyed so that can talk about it or do it at home.</li> </ul>   |
| <p><b>Daily Routines</b></p> <p>Children thrive when there is a consistent routine. When they can anticipate what is going to happen next, it gives them a sense of safety. Keeping a consistent schedule</p>   | <p>Consider these when you are creating classroom routines:</p> <ul style="list-style-type: none"> <li>● The children have a similar experience each time they enter the classroom (i.e. breakfast, morning activities, greeting routines, etc.)</li> <li>● The routine remains in the same order everyday. If there has to be a change in the schedule, prepare children ahead of time. Provide them with at least 2 reminders before the change.</li> <li>● Routine is about predictability, not time. Therefore, keep the order of events the same, but the amount of time or time of day is not as important.</li> <li>● Create a visual schedule that children can reference</li> </ul> | <p>Encourage families/caregivers to create a routine that works for their individual needs:</p> <ul style="list-style-type: none"> <li>● Support families/caregivers in creating an age appropriate schedule. For example, a schedule that has 2 spaces for today and tomorrow. They should include a picture or an item that represents home and school to the child. Suggest families/caregivers say, “Today is a home day and tomorrow is a school day.” Remind families/caregivers that children may need to go over the schedule a few times.</li> <li>● If families/caregivers need support, they can reach out to the teaching team for help.</li> <li>● Fill out a communication form, such as the one found <a href="#">here</a></li> </ul> |

| Creating Routines                      | In-Person Suggestions   | Remote Suggestions Asynchronous   |
|--|---|---|
| can support children in transitioning. | <p>throughout the day.</p> <ul style="list-style-type: none"> <li>Teaching teams should fill out the communication form, such as the one <a href="#">here</a> or found in Connections 12 Months - 24 Months: V. <i>Daily Communication Form</i>, to share important information about the child's day.</li> </ul> <p>Support children in learning handwashing expectations:</p> <ul style="list-style-type: none"> <li>Teach children a song to help them wash for 20 seconds to get rid of harmful germs. It could be a simple classroom song or one that describes the handwashing routine such as:               <ul style="list-style-type: none"> <li>(Tune of Frere Jacques) "<i>Over, under, over, under. In between, In between. Rub them altogether, Rub them altogether. Now they're clean, now they're clean.</i>"</li> <li>(Tune of Row Your Boat) "<i>Wash, wash, wash your hands. Soap will make them clean! Scrub the germs till they fall off. Germs go down the drain!</i>"</li> </ul> </li> </ul> | <p>or Connections 12 Months - 24 Months: V. <i>Daily Communication Form</i>, to provide all relevant information with the teaching team when the child is coming to the classroom.</p> <ul style="list-style-type: none"> <li>Send the words of the handwashing song home so families/caregivers can sing or encourage them to sing another handwashing song that is relevant to them.</li> </ul> |

### Center/Interest Area Suggestions: 12 Months - 24 Months

| Center/Interest Area | In-Person Suggestions  | Remote Suggestions Asynchronous  |
|----------------------|--|--|
| <b>Dramatic Play</b> | <ul style="list-style-type: none"> <li>Invite children to join you in dramatic play. Pack a bag and say you have to go to work. Pretend to leave and say goodbye. When you return from work, say hello and greet the children who are also playing in this center.</li> <li>Supply a dollhouse and toy people. Invite children to practice hello and goodbye as they play.</li> <li>Supply a box big enough for the children to fit inside. Cut out a door and invite children to go in and out and say hello and goodbye to each other as they go in and out of the box.</li> </ul> | <ul style="list-style-type: none"> <li>Families/caregivers can play peek a boo with their child using a blanket. Instead of saying peek a boo suggest they say hello and goodbye in order to pretend one of them is leaving.</li> <li>During mealtime, as the child is eating, families/caregivers can say hello to the food on the plate and goodbye as the child eats the food.</li> <li>Families/caregivers can pretend that they are going on a trip. They can pack a bag with the child. They can leave for the trip and say goodbye and hello when they return.</li> </ul> |
| <b>Math and</b>      | <ul style="list-style-type: none"> <li>Place mirrors at the easel and cover them with flaps. Invite</li> </ul>   | <ul style="list-style-type: none"> <li>Invite families/caregivers to cut holes in a box. Then</li> </ul>   |

| Center/Interest Area | In-Person Suggestions   | Remote Suggestions Asynchronous  |
|----------------------|---|--|
| <b>Manipulatives</b> | <p>the children to use the mirrors to play peek-a-boo with themselves and their peers.</p> <ul style="list-style-type: none"> <li>• Create a peek a boo board. Consider covering photos with fabric flaps, placing photos inside containers with lids that children can remove, or in boxes with flaps that children can lift.</li> <li>• Add pictures of the children in the class to the bottom of the peg piece of a peg puzzle. Invite the children to say hello and goodbye to themselves and their peers as they lift and lower the puzzle pieces.</li> </ul> | <p>provide their child items that children can put in the holes. Children may want to say goodbye to the items as they drop them through the holes. Invite them to look inside the box to see the materials they dropped inside. When they find the materials again, they can say hello!</p> <ul style="list-style-type: none"> <li>• Invite families/caregivers to hide items that the child is interested in under a blanket or sheet. As they place the item under the sheet they can say goodbye then take the item out and say hello.</li> <li>• Invite families/caregivers to make ramps or tunnels with household items or recyclables. Find items that can roll down the ramps or through the tunnels. Before rolling the item they can say goodbye and when they retrieve the item they can say hello.</li> </ul> |

### Book Suggestions: 12 Months - 24 Months

Teaching teams may choose to read books in school/remotely that are available online so families/caregivers can access a digital version at home. The titles below are suggestions from the Connections book list with links to digital versions. Titles with an asterisk are also available in languages other than English.

- [The Belly Button Book](#) by Sandra Boyton
- [Everywhere Babies](#) by Susan Meyers
- [I Can Do It Too!](#) by Karen Baickler
- [Girl of Mine](#) by Jabari Asmin
- [Global Babies Bedtime](#) by Maya Ajmera
- [Little You](#) by Richard Van Camp
- [Mama Do You Love Me](#) by Barbra M. Joosse
- [Owl Babies](#) by Martin Waddell
- [The Family Book](#) by Todd Parr
- [You Are One](#) by Sara O'Leary

## Connections-Specific Suggestions: 6 Weeks - 12 Months

| Creating Routines  | In-Person Suggestions   | Remote Suggestions<br>Asynchronous   |
|--|---|--|
| <p><a href="#">Separation</a></p> <p>Separation can be challenging for both babies and families/caregivers. Teaching teams need to consider how they can support children and families/caregivers through this time.</p> | <p>Here are some ways to support babies through separation:</p> <ul style="list-style-type: none"> <li>● Encourage families/caregivers to use transitional objects, and talk about how these can support a child when separating.</li> <li>● Have a place where babies can access pictures of their loved ones.</li> <li>● Create a book that includes the babies and teaching teams in the program for the library.</li> <li>● Hold babies when they are sad or insecure.</li> <li>● Sing or speak gently to babies to help calm them.</li> <li>● Allow babies to actively explore the environment.</li> </ul>   | <p>Suggestions for families/caregivers:</p> <ul style="list-style-type: none"> <li>● Create a book that babies can take home that has all the people in their new environment.</li> <li>● Send a picture of the teaching team for families/ caregivers to share with their baby.</li> <li>● Inform families/caregivers that babies may want to stay even closer to their loved ones after a separation.</li> <li>● Share with families/caregivers activities that the baby enjoyed so that can talk about it or do it at home.</li> </ul>  |
| <p><b>Daily Routines</b></p> <p>Routines are essential for young children. Infants need to ensure that they maintain a consistent eating and sleeping schedule based on their natural cycles.</p>                        | <p>Teaching teams should:</p> <ul style="list-style-type: none"> <li>● Check in with families/caregivers about what each baby's eating and sleeping schedule.</li> <li>● Post each baby's schedule in the room where all adults can see it.</li> <li>● Plan around babies' individual schedule.</li> <li>● Teaching teams should fill out the communication form, such as the one <a href="#">here</a> or found in Connections 6 Weeks - 12 Months: Section VII <i>Daily Communication Form</i>, to share important information about the baby's day.</li> </ul> <p>Support babies in learning about handwashing:</p> <ul style="list-style-type: none"> <li>● Teach children a song to help them wash for 20 seconds to get rid of harmful germs. It could be a simple classroom song or one that describes the handwashing routine such as: <ul style="list-style-type: none"> <li>○ (Tune of Frere Jacques) "Over, under, over, under. In between, In between. Rub them altogether, Rub them altogether. Now they're clean, now they're clean."</li> </ul> </li> </ul> | <p>Teaching teams should encourage families/caregivers to:</p> <ul style="list-style-type: none"> <li>● Let the teaching team know if anything has changed in the babies' schedule.</li> <li>● Reassure families/caregivers that they will maintain the baby's home schedule as much as possible.</li> <li>● Fill out a communication form, such as the one found <a href="#">here</a> or in Connections 6 Weeks - 12 Months: Section VII <i>Daily Communication Form</i>, to provide all relevant information with the teaching team when the baby is coming to the classroom.</li> <li>● Send the words of the handwashing song home so families/caregivers can sing or encourage them to sing another handwashing song that is relevant to them.</li> </ul> |

| Creating Routines | In-Person Suggestions   | Remote Suggestions<br>Asynchronous |
|-------------------|---|------------------------------------|
|                   | <ul style="list-style-type: none"> <li>○ (Tune of Row Your Boat) <i>"Wash, wash, wash your hands. Soap will make them clean! Scrub the germs till they fall off. Germs go down the drain!"</i></li> </ul> |                                    |

### Play Suggestions: 6 Weeks - 12 Months

| Play Suggestions   | In-Person Suggestions  | Remote Suggestions<br>Asynchronous   |
|--|--|--|
| <p><b>Peek a boo</b></p> <p>While babies are becoming comfortable with a new environment and separating from their caregivers, exploring object permanence, the ability to keep something in mind when it cannot be seen, helps to support the separation process. Peek a boo is a way for a baby to practice this idea.</p> | <p>Find different ways to play peek a boo in the classroom:</p> <ul style="list-style-type: none"> <li>● Cover your face with your hands or a cloth when it is uncovered, say peek a boo.</li> <li>● Hide desired items under a cloth, cup, etc. Give the baby an opportunity to uncover it if they don't lift the cloth to reveal the item.</li> <li>● Provide the baby with pop-up toys. Demonstrate how they work, if necessary. If the baby is capable let them do it on their own.</li> </ul> | <p>Invite families/caregivers to play peek a boo at home:</p> <ul style="list-style-type: none"> <li>● During mealtimes, families/caregivers can cover and uncover their face.</li> <li>● Hide photos of familiar people, items or animals for children to uncover.</li> <li>● Talk to families/caregivers about object permanence. Ask them to notice times the child follows something once it leaves their site.</li> </ul> |
| <p><b>Motor Movements</b></p>  | <ul style="list-style-type: none"> <li>● While changing the baby, label the baby's movements, For example, if the baby kicks their leg you can say, "You are kick, kick, kicking!"</li> </ul>  | <ul style="list-style-type: none"> <li>● Invite the family/caregiver to hold the baby and calmly sing Head, Shoulders, Knees and Toes or another song</li> </ul>   |

| Play Suggestions   | In-Person Suggestions   | Remote Suggestions<br>Asynchronous   |
|--|---|--|
| <p>To promote healthy development in all areas babies need to be able to move their bodies. They also require this to become comfortable in a new environment. Ensure that the space is safe and secure so that babies who are crawling or walking can move around freely. For infants who are not yet crawling, intentionally plan times where they can lie on the floor or sit on an adult's lap so that can practice their movements.</p> | <ul style="list-style-type: none"> <li>• Create a small ramp for children to crawl up and down. Be sure the ramp is secure and the ground below is covered in soft material in case of falls. With close supervision, invite the baby to climb on the ramp. Consider placing a motivating toy at one end of the ramp to encourage the baby to move forward.</li> <li>• Sit on the floor across from the baby. Play I See You with a baby doll by covering it with a blanket. After the baby has observed you covering and uncovering the doll, invite them to try.</li> </ul> | <p>about body parts that is relevant to the family. As you sing, gently touch the corresponding body parts.</p> <ul style="list-style-type: none"> <li>• If the family's/caregiver's baby is crawling, invite them to find a large box where the baby can crawl in and out. If the box has flaps, invite them to play peek a boo with the baby.</li> <li>• If the baby is eating solids and may be ready for self-feeding, invite families/caregivers to let the baby practice their fine motor movements by picking up small pieces of food or practice spoon feeding.</li> </ul> |

### Book Suggestions: 6 Weeks - 12 Months

Teaching teams may choose to read books in school/remotely that are available online so families/caregivers can access a digital version at home. The titles below are suggestions from the Connections book list with links to digital versions. Titles with an asterisk are also available in languages other than English.

- [Arrorro, Mi Nino](#) by Lulu Delacre
- [Dear Zoo](#) by Rod Campbell
- [First Words: Touch and Feel Book](#) by Dk Publishing
- [Goodnight Gorilla](#) by Peggy Rathmann
- [Hush, Baby, Hush! Lullabies from Around the World](#) by Kathy Henderson



- [\*Peekaboo Morning\*](#) by Rachel Isadora
- [\*Peek-a-Who?\*](#) by Nina Laden
- [\*Pretty Brown Face\*](#) by Andrea and Brian Pinkney
- [\*Ten Little Fingers and Ten Little Toes\*](#) by Helen Oxenbury
- [\*Ten Tiny Babies\*](#) by Karen Katz

## Let's Play! A Relationship-based Curriculum for Family Child Care – 6 Weeks - 4 years old

The suggestions below are adapted from the Family Child Care Let's Play! curriculum and include suggestions in support of creating routines as well as activity, interest area, and book suggestions. Be sure to refer to the curricular planning reflection questions above, and adapt the curriculum as needed in order to meet the needs of your children, families/caregivers, and communities while being culturally responsive. When choosing materials, ensure that they reflect the children and families/caregivers in your classroom so that you are setting up a culturally and linguistically inclusive environment. Note that the routines suggestions only include asynchronous remote suggestions, while the activity and center suggestions include both synchronous and asynchronous suggestions. Adapt as needed for your children, families/caregivers, and community.

Please note:

- EarlyLearn programs are encouraged to provide full time in-person slots for infants and toddlers. Therefore, the suggestions in this section are to be used only in the cases where this is not possible given staffing challenges or other circumstances.
- Based on the recommendation of the American Academy of Pediatrics, synchronous activities are only recommended for children 24 months and older.

| Creating Routines  | In-Person Suggestions   | Remote Suggestions<br>Asynchronous   |
|--|---|--|
| <p><b>Flow of the Day</b></p> <p>Young children benefit from consistent routines. Predictability builds a sense of security and trust in those who care for them.</p> <p>Posting a simple picture schedule at children's eye level allows children to keep track of how the day unfolds and to</p> | <ul style="list-style-type: none"> <li>• Encourage each family to develop a loving and predictable goodbye routine. Offer assistance as needed.</li> <li>• Use a daily communication form to gather important information from families/caregivers and to document children's sleeping, eating, diapering/toileting and activities throughout the day. Consider using digital forms or communication apps.</li> <li>• In mixed age settings, children might be on different eating and napping schedules. Consider preparing nap areas and alternate activities in advance.</li> <li>• To the extent possible, individualize caregiving routines to build a sense of continuity between the home and child care settings.</li> <li>• Be flexible with the daily schedule and focus more on a predictable sequence of events than on specific timing.</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage families/caregivers to bring up any changes they notice in their child's behavior or routines and how they have addressed it. Explore how to implement consistency across settings.</li> <li>• Encourage families/caregivers to share any updates about changes at home that might impact a child's routine, such as changes in work schedules, family visitors, travel, etc.</li> <li>• Support families/caregivers in creating a predictable daily routine and to let children know in advance if there will be any changes to it. Share ideas for creating a simple visual schedule for toddlers and threes to refer to at home.</li> <li>• For children who are used to attending group care, let them know what will be the same and what will be different about their daily/weekly schedules.</li> <li>• Discuss with families/caregivers the value of following children's interests as they play as a way to show respect</li> </ul> |

| Creating Routines           | In-Person Suggestions   | Remote Suggestions<br>Asynchronous  |
|-----------------------------|---|---|
| anticipate what comes next. | <ul style="list-style-type: none"> <li>• Create a simple picture schedule that can be modified based on changes for the day and post it at the children’s eye level.</li> <li>• Allow children to move around and provide an alternative activity for those who are not yet ready to participate in a group activity.</li> <li>• Minimize transitions during the day by integrating diapering/toileting into choice time to reduce wait time.</li> <li>• Give advance notice before a transition and use songs to support children during transitions.</li> <li>• Maximize choice time and allow children to self-select materials. Assist children in putting away materials when done to reduce clutter.</li> </ul> | for children’s ideas and to build children’s confidence. See this link for a family friendly article to share in English and Spanish: <a href="#">Tips on Playing with Babies and Toddlers</a> (from <a href="#">Zero to Three</a> ). |

### Let’s Play! - Specific Suggestions

| Interest Areas and Activities   | In-Person Suggestions  | Remote Suggestions<br>Asynchronous and Synchronous  |
|---|--|---|
| <b>Let’s Play! Suggestions</b>  |  |   |
| <p><b>Building Relationships</b></p> <p>In FCC programs, returning children will likely experience a mix of familiar and new faces, while newly enrolled children may be experiencing their first experience with group care or</p> | <ul style="list-style-type: none"> <li>• Set up a video chat or call with families/caregivers to learn about their caregiving routines, traditions and interests. Consider using questions from the <i>Funds of Knowledge</i>.</li> <li>• If a child has a difficult goodbye in the morning, call or text the family as soon as the child calms down and begins to play. Sharing a photo of the child playing can reassure families/caregivers and build trust in the caregiving relationship.</li> <li>• Place photos of children, families/caregivers and staff members where they are accessible for children to explore throughout the day.</li> </ul> | <ul style="list-style-type: none"> <li>• Share photos of the children and adults in the program for children to look at with their families/caregivers at home.</li> <li>• Share anecdotes with families/caregivers about activities or materials that children enjoyed during the day and invite families/caregivers to try doing something similar at home.</li> <li>• Set up a time to talk with families/caregivers about how their child is adjusting to the program and explore any concerns they might have. Being proactive can help to build a strong partnership with families/caregivers.</li> <li>• Share a feelings chart with families/caregivers or suggest ways for them to create their own using photos or drawings. Encourage families/caregivers to refer to the</li> </ul> |

| Interest Areas and Activities   | In-Person Suggestions   | Remote Suggestions<br>Asynchronous and Synchronous  |
|---|---|---|
| <p>adjusting to a new setting.</p> <p>As children adjust to these changes, they may experience some separation anxiety and need additional support to build and strengthen relationships with caregivers and other children.</p> <p>Intentionally planning curriculum around leaving and returning allows children to explore their feelings about separation and can help them become more comfortable in the program.</p> | <ul style="list-style-type: none"> <li>● Allow children to use transitional objects for comfort, taking care to ensure that such items are not shared with other children and are cleaned and sanitized as needed.</li> <li>● Create a space for infants to freely explore while older children play and support older children in interacting with infants throughout the day, based upon their interests.</li> <li>● Sit with children at their eye level and show interest in their play.</li> <li>● Allow children to self-select materials and to explore their environment freely.</li> <li>● Create a feelings chart or book using the children's photos and/or other photos that reflect the children in your program. Start with 3-4 feelings and then add more over time. Use the photos as a way to name big feelings. Talk to children about what they are feeling and what they can do about it.</li> <li>● Include materials and activities during Choice Time that allow children to explore their feelings around separation as well as actions they can take to make objects go away and come back.</li> </ul> | <p>chart as they talk with children about big feelings and what they can do about them.</p> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>● Include children learning at home in the morning circle time by adding their names to the greeting song and acknowledging they are at home that day. Share the circle time activity via a live or pre-recorded video.</li> <li>● Take children on a virtual tour of the classroom. Show them where they can find materials in the various Interest Areas.</li> <li>● During video chats with families/caregivers, show the area of the classroom their child really enjoys and explore possibilities for similar play at home.</li> </ul> |

|   |  |   |
|---|--|---|
| <p><b>Caregiving</b></p> <p>Children will show growth in their ability to care for themselves and express care and concern toward other people and objects.</p> | <p>Children will have the opportunity to explore ideas of care related to themselves, others, and the world around them:</p> <ul style="list-style-type: none"> <li>● Invite children to think of ways they can take care of themselves, others and their immediate environment.</li> <li>● Provide materials such as cleaning materials, medical supplies for children to explore.</li> <li>● Add plants or a class pet for children to care for.</li> </ul> <p>Children will be learning how to care for themselves and others:</p> <ul style="list-style-type: none"> <li>● Support children, including infants, in washing their hands, offering hand over hand assistance, as needed.</li> <li>● Near the sink, mount a poster at children’s eye level with a visual sequence of steps to demonstrate proper handwashing techniques. See this CDC resource for handwashing posters in various languages: <a href="#">Posters   Handwashing</a></li> <li>● Model for children how to sneeze or cough into their arm rather than their hand. Demonstrate how to blow your nose with a tissue and show children where they can find and dispose of the tissue. For infants and toddlers, let them know you are going to help wipe their nose before you begin and reassure them that you will be gentle. Invite their cooperation with the process. Follow up by washing hands and singing a favorite handwashing song.</li> <li>● Encourage children to practice self-care skills throughout the day. Teach toddlers how to take off and put on clothing items. Offer to help them start and let them finish. Build in extra time at transitions so that they can practice and give them time to practice so they don't feel rushed.</li> </ul> | <p><b>Asynchronous Suggestion:</b></p> <ul style="list-style-type: none"> <li>● Invite family/caregivers to talk about who took care of them when they were little. Encourage them to share anecdotes and /or photos with their child.</li> <li>● During mealtime, invite families/caregivers to discuss how cooking and feeding people is a way of taking care of people. When possible, encourage families/caregivers to include children in the preparation of meals.</li> <li>● Invite families/caregivers to take a walk in their neighborhood and discuss how the different people and businesses help to take care of the people in the neighborhood.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>● Read "<a href="#">Love Is</a>" by Diane Adams &amp; Illustrated by Claire Keane. Invite children to talk about who loves and cares for them.</li> <li>● Collect pictures of program staff that help take care of the program. Show children the pictures and talk to them about what the person does and how their job helps.</li> <li>● Invite children to practice nose blowing. Ask families/caregivers to provide a tissue, napkin or paper towel. If they are unable to, the child can pretend. Demonstrate the steps for the children to follow along. Ensure to use the same steps as in your program. Sing the handwashing song. Let children know that doing this helps to take care of the people around them.</li> </ul> |
|---|--|---|

| Interest Areas and Activities   | In-Person Suggestions   | Remote Suggestions<br>Asynchronous and Synchronous   |
|---|---|--|
| <b>Interest Area and Activity Suggestions: Building Relationships</b> |   |  |
| <b>Dramatic Play</b>  | <ul style="list-style-type: none"> <li>• Offer diaper wipe boxes filled with scarves and engage children in games of peek-a-boo.</li> <li>• Offer children baby dolls and accessories (bottles, pretend food, blankets, diapers, etc.) and engage them in acting out caregiving routines.</li> <li>• Offer children toy telephones, purses, bags, old metrocards, key rings, etc. and invite them to pretend they are going to work, school, etc. Join in their play and encourage them to say “hello” and “goodbye” as you take turns coming and going. Model simple phone conversations, as you pretend to call or receive calls from their loved ones.</li> <li>• Invite children to wear their own face masks and offer them pretend medical kits, bandages or other related items, and invite children to engage in play in which they care for someone who is sick. Join in the play and take turns being the person who is sick and the one who is offering care.</li> </ul> | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite families/caregivers to engage in games of peek-a-boo, using hands, scarves or other items.</li> <li>• Invite families/caregivers to create a cozy hiding place by placing a sheet over a table or box and inviting their child to hide and come out. They can say “Hello” and “Goodbye” and take turns pretending who is leaving and who is returning.</li> <li>• Invite families/caregivers to offer children some gently used shopping bags, handbags, wallets, etc. and invite children to pretend they are going to work, school, or out to run errands. They can act out a goodbye and a hello routine.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• During a video chat, consider inviting children to use a pretend phone or other prop to make pretend phone calls with you. They can talk to you about their day as well as practicing saying “Hello” and “Goodbye”.</li> <li>• During Dramatic Play invite children to act out caregiving scenarios such as caring for someone who is sick. They can use materials or props that they have at home, such as face mask, bandages, a piece of fabric or blanket. Invite children to join you as they care for a sick person or animal. Take turns pretending to be the person who is sick and the one who is offering care.</li> </ul> |
| <b>Art/Writing</b>  | <ul style="list-style-type: none"> <li>• Offer children thick crayons or markers and a folded piece of paper. Invite children to make a card for someone they care about. Invite them to write or dictate a message to a loved one. Note: Writing may be in the form of scribble, lines, marks on the paper, and/or letters.</li> <li>• Add 2 or 3 different types of materials for children to draw on (ex. construction paper, printer paper, wax paper, coffee filters, paper bags, cardboard, cut up cereal</li> </ul>  | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite families/caregivers to offer their children drawing materials so that their child can make a picture or create a card for someone they care about. They can invite children to write or dictate a message on the card. <b>Note:</b> <i>Writing may be in the form of scribble, lines, marks on the paper, and/or letters.</i></li> </ul>   |

| Interest Areas and Activities                                    | In-Person Suggestions  | Remote Suggestions<br>Asynchronous and Synchronous   |
|--|--|--|
|  | <p>boxes, paper towel rolls, etc.). Infants and toddlers: Consider taping a large sheet of paper to the table to keep it stable while they scribble with thick crayons or washable markers.</p> <ul style="list-style-type: none"> <li>• Offer children dark paper or cardboard and water to paint with. Talk about how the picture goes away when the water dries. Invite children to use chalk to make another drawing on the wet surface and to explore what happens if they paint over that picture with water.</li> </ul> | <ul style="list-style-type: none"> <li>• Invite families/caregivers to offer children dark paper, cardboard or another type of paper and invite children to paint with water OR they can invite children to paint with water outside on the sidewalk. Families/caregivers can talk about how the picture goes away once the water dries. If they have chalk, they can invite their child to make another drawing on the wet surface and to explore what happens if they paint over that picture with water.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Invite children to join the other children in the program as they create cards for someone they care about. Children can use different types of paper to draw on (ex. construction paper, printer paper, wax paper, coffee filters, paper bags, cardboard, cut up cereal boxes, paper towel rolls, etc.) and allow them to draw freely. Children can dictate the message they would like to share with their loved ones and it can be shown to them as well as read back to them. .</li> <li>• Invite children to join the group in a painting with water activity during Art/Writing, The children can use materials they have at home, such as dark paper, cardboard, or any other type of paper. Have the group of children share with each other what they notice as the paper dries. Invite children to add an additional medium/writing tool as they paint over it with water they can discuss what happens to it as they paint over with water.</li> </ul> |
| <p><b>Interest Area and Activity Suggestions: Caregiving</b></p> |  |  |

| Interest Areas and Activities | In-Person Suggestions  | Remote Suggestions<br>Asynchronous and Synchronous   |
|-------------------------------|--|--|
| <b>Blocks/Construction</b>    | <ul style="list-style-type: none"> <li>Consider placing pictures of family members or loved ones on the blocks. Invite the children to freely build with the blocks. Listen to what the children are saying as they arrange the blocks. Ask them how their loved ones take care of each other and what are some special activities they do together.</li> <li>Invite the children to create different structures while playing in the block area, consider adding toy people or animals. Invite children to share how they might care for the toy people or animals in the structures they create.</li> </ul>        | <p><b>Asynchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>Invite families/caregivers to use blocks or recycled materials that they can build with, such as tissue boxes, paper towel rolls, diaper wipe boxes etc. Invite families/caregivers to include props such as toy people, toy animals or other items they may have at home. Encourage families/caregivers to follow their child's lead while they play.</li> <li>Invite families/caregivers to look out the window or take a neighborhood walk. Invite them to talk about the different buildings that are in their neighborhood where people or animals might go if they need help or someone to care for them.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>Invite children to join the group in the block area using the blocks or other materials that they might have at home. Ask families/caregivers to support children in finding props such as people or animals that they can take care of. Invite the children to share how their family takes care of each other and how might they take care of the props they are using.</li> </ul> |
| <b>Dramatic play</b>          | <ul style="list-style-type: none"> <li>Invite children to care for the baby dolls. Consider modeling for children how you would care for a baby. Pretend the babies are sad, tired or hungry, how would you comfort them. Add additional materials to the dramatic play area (cereal boxes, oatmeal containers/ other empty food boxes, etc.) and invite children to prepare food for the baby.</li> <li>Invite children to help bathe the baby dolls using a baby bath tub or other container with water in it. Offer a few bath toys, some baby shampoo, wash cloths, cups for rinsing and bath towels.</li> </ul> | <p><b>Asynchronous Suggestion;</b></p> <ul style="list-style-type: none"> <li>Invite families/caregivers to create a pretend kitchen by gathering kitchen items, such as bowls, measuring cups and spoons, pots and pans, muffin tins or other familiar items. Add clean, empty food containers to use as pretend food. Invite your child to fix something tasty to eat and join them in "cooking" something together.</li> <li>Invite families/caregivers to include their child in preparing a meal by offering them fruits or vegetables to wash, by finding ingredients that children can measure, add or stir or by helping to set the table.</li> </ul> <p><b>Synchronous Suggestions:</b></p> <ul style="list-style-type: none"> <li>Invite children to join the group in a pretend picnic.</li> </ul>  |



| Interest Areas and Activities | In-Person Suggestions | Remote Suggestions<br>Asynchronous and Synchronous  |
|-------------------------------|-----------------------|---|
|                               |                       | <p>Consider adding some favorite toys or stuffed animals as additional guests. Invite children to set out cups and plates as well as a small container of water so that they can practice pouring into cups.</p> <ul style="list-style-type: none"> <li>• Invite children to help bathe a baby doll or other prop using a small container with water in it. Offer a few bath toys, some baby shampoo, wash cloths, cups for rinsing and bath towels.</li> </ul> |

### Book Suggestions: Birth-to-4-year-olds

Teaching teams may choose to read books in school/remotely that are available online so families/caregivers can access a digital version at home. The titles below are suggestions from the Let's Play! book list with links to digital versions. Titles with an asterisk are also available in languages other than English.

- ***Baby Faces (Look Baby! Books)*** by Margaret Miller
- [\*Global Babies\*](#)\* by The Global Fund for Children - Meet babies from around the world.
- [\*Owl Babies\*](#)\* by Martin Waddell
- [\*Llama Llama Misses Mama\*](#) by Anna Dewdney
- [\*More, More, More Said the Baby\*](#)\* by Vera Williams
- [\*Say Hello!\*](#) by Rachel Isadora
- [\*Play With Me\*](#) by Michelle Lee
- [\*The Kissing Hand\*](#)\* by Audrey Penn
- [\*That's Me Loving You\*](#) by Amy Krouse Rosenthal
- [\*A Mother for Choco\*](#)\* by Keiko Kasza
- [\*Hush Little Baby\*](#) by Sylvia Long
- [\*Row Lays Low\*](#)\* by Catie and Maggie Prendergast
- [\*"Love Is"\*](#) by Diane Adams & Illustrated by Claire Keane

## Appendix

The following resources can be used to support families, caregivers, and children with blended learning:

### COVID-19 Resources

- [Sesame Street's Elmo](#), discusses with Dr. Sanjay Gupta why people are wearing masks and how to make masks.
- [Emotionally Responsive Book Suggestions](#) for young children during the COVID-19 pandemic, with hyperlinks to recorded read alouds.
- [Growing Up NYC](#) has family-friendly COVID-19 updates.
- [Face covering resources](#), including introducing face coverings, and guidance for families.

### Family Empowerment

- [Resources for Caregivers](#) in family-friendly language, including Supporting Children’s Social Emotional Competence and Preventing Challenging Behaviors, Supporting Children’s Play, and Supporting Inclusion, Diversity and Acceptance
- [Family-friendly Tips to Ease Separation Anxiety](#) includes strategies to make the transition from home to school easier for children
- [NAEYC: Tips for Video Chatting with Young Children](#) are family-friendly tips that help young children stay in touch when they are far apart
- Ready4K Family Engagement Curriculum: Ready4K is a FREE resource to help children stay on track with their learning goals. Families will receive 3 texts/week tailored to support their child’s growth, plus self-care ideas. **To sign up, families can text "NYC" to 70138.**

### Culturally and Linguistically Responsive Resources

- [Core Principles for Supporting Emergent Multilingual Learners \(EMLLs\)](#) outline the beliefs and practices that support high-quality instruction for Emergent Multilingual Learners, including specific supports and strategies.
- [Language supports](#) such as translation and interpretation services, including translated templates for common letters to families
- The [Culturally Responsive Sustaining Education Framework](#) reflects New York State’s commitment to improving learning results for all students by creating well developed, culturally responsive-sustaining, equitable systems of support for achieving dramatic gains in student outcomes.
- [New York State's Blueprint](#) for English Language Learners/Multilingual Learner Success.
- [The International Children's Digital Library Foundation](#) (ICDL Foundation) provides free online books from around the world to both children and adults. Use the [Advanced Search](#) page to find online books by preferences such as language, age, and topic.
- [R-SUCCESS](#) provides audio recordings of stories inspired by the oral narrative traditions of Latino and African heritage families, as well as activities to accompany the stories. The stories are shared in English and Spanish.
- [¡Colorín Colorado!](#) provides free information, activities, and advice to families. Colorín Colorado is a bilingual website in English and Spanish and offers basic parent information in 13 languages.

## Instructional Resources

- This [Tech from Home page](#) is dedicated to helping DOE teaching teams, staff, and related services providers have the knowledge they need to effectively use DOE-approved virtual conferencing and remote learning tools.
- [Let's Learn NYC!](#) remote learning videos are for grades 3K-2, taught by NYC Department of Education professionals. One-hour lessons include literacy, math, music, movement, science and social studies.
- [SimplyE](#) is The New York Public Library's free e-reader app to borrow e-books. It is available on iPad, iPhone, iPod touch, and Android devices. Students over the age of 13 and parents of students below the age of 13 can register for a library card by using the [SimplyE](#) app. Make sure that location services are enabled on your device when signing up for a New York Public Library card.

## Social Emotional Resources

- [Talking to Children about Tragedies and other News events](#)
- [Tips to Ease separation anxiety](#)
- [Validating children's emotions](#)
- [Creating a Cozy Area](#) where children can relax, calm down and learn to manage their emotions and behavior.
- [Mindfulness, Breathing, and Meditation activities](#)
- [Dr. Brené Brown's video on empathy](#) shares how to ease someone's pain and suffering by creating a genuine empathic connection

## Talking to Young Children About Race and Racism

- [Race Talk in the Early Childhood Classroom](#) includes resources about why it is important to talk about race, and how to talk about race in early childhood classrooms.
- HuffPost article, [Even Black Kids In Kindergarten May Face Racial Bias](#) refers to a study that finds white people may feel threatened by African American children as young as five.
- [Early Childhood Education Assembly](#) contains resources for educators focusing on anti-racist learning and teaching.
- The Child Mind Institute's [Racism and Violence: How to Help Kids Handle the News](#) and supporting children during scary times.
- Aha! Parenting, [Talking with Children About Racism, Police Brutality, and Protests](#) blog.
- NAEYC, [Becoming Upended: Teaching and Learning about Race and Racism with Young Children and Their Families](#) article.
- Teaching for Change, [Teaching Young Children about Race](#), a guide for families, caregivers, and teaching teams.

## Resources Linked or Referenced in this Document

- [Sample curriculum planning template](#)
- [Early Childhood Framework for Quality \(EFO\)](#).
- [Early Childhood Summer/Fall Readiness 2020](#)
  - [Birth to Five Blended Learning Considerations](#)
  - Sample schedules (see appropriate version for your setting)
  - [Blended Learning Implementation Guidance](#)
  - Enrollment and staffing (see appropriate version for your setting)

- [DECE guidance for remote learning instruction](#)
- [Language supports](#), translations and interpretations
- [Emergent Multilingual Learners Language Profile Protocol \(EMLLPP\)](#)
- [Core Principles for Emergent Multilingual Learners \(EMLLs\)](#)
- [Developmental screening process](#)
- [Funds of Knowledge](#)
- [Resources for Supporting Families with Blended Learning](#)
- [Fun with Feelings](#) resources
- [How to write a social story](#)
- [DECE Learn at Home Instructional Resources guidance](#) (translations available [here](#))
- [Let's Play!](#) remote learning guidance for networks and affiliated providers (translations coming [here](#) soon)
- [Documenting Learning from Home Template](#)
- [Media Consent Form](#)
- [New York State PreKindergarten Learning Standards](#) (NYSPLS)