

Birth-to-Five Remote 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."

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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. At home, families and caregivers build on children's discovery and explorations by engaging in joyful, fun play and activities that build on children's natural curiosity. Together we can successfully support children and families by helping children feel connected to their early childhood program and teachers. **Remote learning for young children is centered around helping families, caregivers, and children connect and engage in joyful, fun, play-based activities that build on children's natural curiosity.**

It is particularly important to consider how we support families and children in having safe, nurturing and predictable experiences. During times of uncertainty and stress, it is important to maintain strong attachments to help children remain resilient and thrive. When planning how to best maintain connections with children and families, teaching teams should consider the needs and circumstances of their classroom community. Teaching teams and families/caregivers may enter into remote learning under varying circumstances. For example, some families and caregivers may have requested full-time remote learning for their child, while other families and caregivers may have shifted to remote learning for a period of time due to test and trace protocols. During these uncertain times, teaching teams are encouraged to remain flexible, and to support families and caregivers with encouragement and positive reinforcement as they engage in remote learning.

The purpose of this document is to provide concrete ideas and processes for reflection to support quality early childhood remote learning. This document provides specific examples to support families and caregivers with remote learning, as well as curriculum planning considerations and guidance using DECE-approved curricula for children birth to five years of age. For teaching teams who are supporting remote learning for children who are also participating in in-person learning, please refer to the [Birth-to-Five Blended Learning Implementation Guidance](#). 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 \(EFQ\)](#).

Remote learning means children will learn 5 days a week, receiving instruction remotely. 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 [Early Childhood Summer/Fall Readiness 2020](#) page contains many helpful resources, including sample schedules that include suggestions for remote learning. Additionally, the [Supporting your Child with Remote Learning](#) document includes strategies that can help families and caregivers navigate remote learning, and supports families and caregivers with creating consistent routines and schedules that work for them.

Supporting Families and Caregivers with Remote Learning

Families and caregivers are their children's first teachers, and are critical partners for teaching teams in supporting children's growth and development, especially during remote learning. **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 remote learning 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. Partnering with families and caregivers to understand their needs will support teaching teams in appropriately supporting families/caregivers via remote learning. 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 remote 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 remote 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 incorporate families' goals for their child(ren), culturally responsive practices, and social-emotional learning into planning of their remote learning experiences?

- How can we support families and caregivers in facilitating meaningful interactions that support learning through play and inquiry at home?
- 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 at home?
- Together with families and caregivers, how can we continually assess how remote 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

This school year will be different than any previous school experience. In order to make remote 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 remote communication methods (e.g. telephone, email, video, etc.) as well as languages spoken in the home.
 - Ask families about their access to technology and internet connections. Refer to the [Guidance for Educators: Technology Platforms for Early Childhood Remote Learning](#) document to learn more about technology platforms available, including accessing and using DOE-recommended platforms such as Google, Zoom, and Class Dojo. The guidance document also provides suggestions for maximizing each platform for synchronous and asynchronous remote instruction. For troubleshooting, access the [FAQs about Remote Learning](#).
 - 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 virtual 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 virtual classroom, and what you will need in order to provide a welcoming remote learning environment. Think about ways to build a community within your remote classroom. 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 to help other families with technology. Consider incorporating virtual rituals for families and staff to engage in together that add opportunities for fun and connection, such as a virtual 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.
 - Acknowledge that families, caregivers, and children may have different feelings about remote 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.

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 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 and families 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 one-on-one well-being "feelings check in" with a feelings chart to guide children in pointing at a specific feeling they are experiencing, and encouraging families and 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 meeting families where they are and shifting perspectives from, "What is wrong with this child?" to "What happened to this child?"
 - For more guidance on ways to check-in with families, consider the [Suggestions for Checking-in with Families/Caregivers About Remote Learning](#).
 - Help families understand key components of child development and how they can support children at home using existing resources such as this translated resource on [Routines at Home](#), the [Learn at Home](#) packet's section on Self Care for Adults (page 10), or this video explaining the importance of learning and talking about feelings as a family: '[Why is It Important to Learn about Feelings?](#)'.
- 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

For families and children engaging in remote learning, this will include 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 at Home!](#) activities packet (available in Spanish [here](#)), and other asynchronous activity suggestions that families and caregivers can do at home with their children.
- Share the [Supporting Your Child with Remote Learning](#) document with families for additional tips about supporting synchronous and asynchronous learning.
- 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 regularly (virtually), together with the related service providers, to discuss the progress of the goals.
- Provide lists in advance about materials children will be using at home 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. 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 that describe child(ren)'s strengths, opportunities for growth, and strategies to support child(ren)'s developmental progress. This can support families and caregivers in understanding what developmental stages may come next. Teaching teams can also invite family members to virtually share their own observations about how their child learns, and their thoughts and insights about their child's play at home.
- Refer to the [Guidance for Educators: Technology Platforms for Early Childhood Remote Learning](#) document to learn more about technology platforms available to early childhood educators, including accessing and using DOE-recommended platforms such as Google, Zoom, and Class Dojo. The guidance document also provides suggestions for maximizing each platform for synchronous and asynchronous remote instruction. For troubleshooting, access the [FAQs about Remote 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. Please note the American Academy of Pediatrics recommends zero screen time

for children under 2-years-old. 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 at home. Examples include at-home play, helping with tasks around the house (such as cooking, sorting laundry), or a family member/caregiver reading a child a story. Please note the American Academy of Pediatrics recommends zero screen time for children under 2-years-old. 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. Families can use recycled materials such as cardboard tubes, boxes and various other small containers, trinkets, old jewelry, corks, ribbon and fabric scraps, rocks, sticks, leaves, acorns, etc.
 - 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.
- Send a morning message to families. Receiving a morning message can help create a routine and support children to feel connected to their teacher and school. Consider singing a greeting song and checking in about what the child and their family have been doing. Share what you are doing and what other children in the class are doing.
- 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.

Curriculum Support for Remote Learning

In order to implement remote learning 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 this year will look different than previous school years, and that making connections and building community may be more challenging in a remote setting, but also more important than ever. Programs will be facing a time of great uncertainty, and creating a stable virtual 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 learning experience.**

The following sections highlight important considerations and reflection questions to support teaching teams in planning to use curriculum remotely. 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 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 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 remote experiences for all learners.** 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 families to ensure that adjustments to the curriculum meet the diverse needs of the children they serve in a remote learning environment. 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 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. Based on the recommendation of the American Academy of Pediatrics, synchronous activities are only recommended for children 24 months and older.

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 in a remote learning environment? 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? What access to and familiarity with technology do the child and family have?
- 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 at home? How am I supporting children and families 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 reflected in the curriculum?
- What am I learning about children’s experiences/interests at home that I can build into the curriculum?
- What materials are needed to support the curriculum? What materials are available to families? Do 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 DOE will be providing blended and remote-learning content for Google Classroom to support 3-K and pre-K teaching teams, via a shared Google Drive. 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). 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.

- NYCEEC leaders and teachers can request a DOE google account by first setting up a Protraxx Account here: <http://bit.ly/ProtraxxRegistration>
- After creating a Protraxx account, please submit this survey <https://bit.ly/SupportforRemoteTech>

For questions, contact DECEInstruction@schools.nyc.gov.

Dual Language Considerations

Our recommendation is that pre-K Dual Language programs use a 50:50 language allocation model to best support children’s language development, while remaining flexible with children and families/caregivers who are engaging in remote learning. Dual Language teaching teams should 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. During remote instruction, a child and family’s home language should be considered when planning the language allocation model.

The following should be considered in planning for remote Dual Language programming:

- Children in Dual Language classrooms should 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.
- Partner with families during remote instruction:
 - At the beginning of the year, 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.
 - When Dual Language children are learning remotely, consider the child’s home language. Share the 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 synchronous learning, or provide asynchronous activities, such as read-alouds, in English.
- Ensure there are opportunities for collaboration and planning for co-teachers.

Please note that more detailed guidance will be shared directly with Dual Language programs.

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 activities, centers, 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 so that you are setting up a culturally and linguistically inclusive classroom environment.

Creating Routines	Synchronous Suggestions	Asynchronous Suggestions
<p>Flow of the Day</p> <p>Help families establish daily routines and visuals that help children understand what to expect throughout their day.</p>	<ul style="list-style-type: none"> • Create visuals that will support the synchronous learning session, so that children know what to expect. For example, show them a virtual schedule that represents first, next and last. <i>First</i> we sing a song, <i>next</i> we will read a book and <i>last</i> we'll play a game. 	<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 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"> • "We'll still wake up every morning, have breakfast, read a story, have quiet/nap time, etc." • You may want to print/draw pictures of these activities so your child can recognize them throughout the day. • 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. <p>You may consider sharing this Routines Resource with families as they establish their daily routines. The linked folder includes translated versions in all 9 DOE languages.</p>
<p>Tools of Autonomy</p> <p>In order to establish routines and foster independence, children are encouraged to engage with and use several different</p>	<ul style="list-style-type: none"> • Read a story about different feelings, such as Ruby Finds a Worry or use puppets to virtually show how feelings can come up during the day. Show children an example of a virtual feelings chart and how they might use it when they are having a big feeling to identify their feeling for themselves or to show someone else how they are feeling. • Create jobs that children can do during the synchronous learning session. For example, they can help you water a plant 	<p>Support families in creating tools of autonomy that can be used at home:</p> <ul style="list-style-type: none"> • 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. • A handwashing visual: Show the steps for handwashing so children can do it independently. Explain to families that the same idea can be applied to any routine by drawing or printing

Creating Routines	Synchronous Suggestions	Asynchronous Suggestions
interactive tools of autonomy systems that will support their growth and learning throughout the day.	virtually, be the librarian and choose the book to be read or be the attendance taker when in group sessions.	pictures of each step.

Unit-Specific Suggestions

	Synchronous Suggestions	Asynchronous Suggestions
Unit Suggestions		
<p>Welcome to Pre-K</p> <p>Children will be exploring who is in their classroom and school community, and learning about how each person contributes to their care and development.</p>	<ul style="list-style-type: none"> • Have a virtual show and share. Ask families/caregivers to share something that represents or is special to them. • Invite children to talk about their home learning environment. What device are they using? Who is helping them? Where are they? • Help children learn about germs and hygiene expectations for the classroom during a synchronous session. 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. For more ideas see, Handwashing Activities in Early Childhood. 	<ul style="list-style-type: none"> • Read The Many Colors of Harpreet Singh 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. • Families/caregivers can create a chart with photos or drawings of the people who care for them and contribute to their learning and development (grandma, sister, teacher, etc.). • Share the handwashing songs with families and invite them to practice it while handwashing at home or sing another handwashing song that is relevant to them.
<p>Babies</p> <p>Children will be exploring that human babies need special food</p>	<ul style="list-style-type: none"> • Invite families/caregivers to share how they took care of their child as a baby and how they kept their child safe. Encourage them to virtually show their children and the class a picture of their child as an infant. • Show children a baby doll and invite them to talk about what 	<ul style="list-style-type: none"> • Read The Twins Little Sister by Hyewon Yum. Invite families/caregivers to discuss what are some things that changed when the twins little sister comes. • 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

	Synchronous Suggestions	Asynchronous Suggestions
and care, that animal babies need special food and care, and that there are similarities and differences in the ways babies are cared for.	<p>babies need. Have children discuss virtually: what is different and the same from what they need?</p> <ul style="list-style-type: none"> • 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, while watching you model this virtually. 	<p>discussed. Provide a variety of ways they can share, such as video, writing it down or drawing.</p> <ul style="list-style-type: none"> • 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 and encourage them to talk about it with their child.
Suggestions for Centers: Welcome to Pre-K		
Blocks/Construction	<ul style="list-style-type: none"> • In small groups, have children build using whatever materials they would like at home. As they build, point out what you notice them doing and similarities or differences between their building approaches. Have children show and talk about their structures during a live session. • Invite children to build something that is familiar to them about where they are learning at home. They can use a variety of materials, such as blocks, boxes, cartons etc. Have children show and talk about their structures during a live session. 	<ul style="list-style-type: none"> • 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. • 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?).
Dramatic Play	<ul style="list-style-type: none"> • Share a simple recipe with families ahead of time. Invite them to cook together following the simple steps together on camera. Invite families to show off their creation as they enjoy eating or playing (i.e. if you make playdough). • Invite children to make lunch for the class, virtually. Supply 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. 	<ul style="list-style-type: none"> • Invite children and families/caregivers to pretend using different materials around the home (e.g. clothing for different ages; kitchen supplies such as pots, pans, silverware, etc). • 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.
Suggestions for Centers: Babies		

	Synchronous Suggestions	Asynchronous Suggestions
Dramatic Play	<ul style="list-style-type: none"> Using a doll, invite children to help you wash the baby's hands. Encourage them to think about what steps they need to follow and why it is important to wash hands. Sing a handwashing song during a live session. 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. Invite them to follow along with their own doll or toy at home during a live session. 	<ul style="list-style-type: none"> 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? 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.
Art	<ul style="list-style-type: none"> Invite children to make a portrait of themselves as a baby. Ask families to provide a picture or use the one from the classroom. Have children talk about their portrait during a live session. Invite children to draw a picture of something they can do now that they could not do as a baby. Show families how they might ask their child about their art and dictate what their child says about the picture. Have children, families and caregivers share the picture during a live session. 	<ul style="list-style-type: none"> 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. Invite families/caregivers to draw pictures of what their child liked to do as a baby.

Book Suggestions

Teaching teams may choose to read books that are available online so families 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 activities, centers, 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 so that you are setting up a culturally and linguistically inclusive classroom environment.

Creating Routines	Synchronous Suggestions	Asynchronous Suggestions
<p>Flow of the Day</p> <p>Help families establish daily routines and visuals that help children understand what to expect throughout their day.</p>	<ul style="list-style-type: none"> • Create visuals that will support the synchronous learning session, so that children know what to expect. For example, show them a schedule that represents first, next and last. <i>First</i> we sing a song, <i>next</i> we will read a book and <i>last</i> we'll play a game. 	<p>Support families with creating a daily schedule or routine at home that work for their individual family. With so many shifts to their daily routine, children may feel as though everything in their life is changing. It's helpful for families 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"> • "We'll still wake up every morning, have breakfast, read a story, have quiet/nap time, etc." • You may want to print/draw pictures of these activities so your child(ren) can recognize them throughout the day. • 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.
<p>Tools of Autonomy</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>	<ul style="list-style-type: none"> • Create jobs that children can do during the synchronous learning session. For example, they can help you water a plant virtually, be the librarian and choose the book to be read or be the attendance taker when in group sessions. 	<ul style="list-style-type: none"> • Help families understand the value of Tools of Autonomy at home and how they might implement them, including a daily visual schedule and feelings chart. Give families examples on how they can create them at home. • Help families create a handwashing visual showing the steps for handwashing so children can do it independently. Explain to families the same idea can be applied to any routine by drawing or printing pictures of each step.

Exploration-Specific Suggestions

	Synchronous Suggestions	Asynchronous Suggestions
Explorations Suggestions		
<p>Our Community</p> <p>Children will be exploring their learning environment, their emerging sense of self, and a sense of belonging in their new learning community.</p>	<p>Children explore learning virtually, the people who will be supporting and learning along with them:</p> <ul style="list-style-type: none"> • Provide children with the opportunity to engage in the greeting chant/song in a live video. • Welcome each child by name as they join remotely. • Talk to families/caregivers about what children enjoy doing and create activities that reflect their interests. • Create a virtual book with all the children that would be in the classroom. Consider adding an interest for each child. Read the book in a live session. • Use children's pictures or pictures of real children to create a feelings chart showing 4-5 emotions to start. Introduce the chart to children during a live session. Reference the chart during story time or when a child is experiencing a big feeling. Design ways children could come back to this during live sessions. <p>Children will be learning hygiene expectation:</p> <ul style="list-style-type: none"> • Teach children a song to help them wash for 20 seconds to get rid of harmful germs. It could be a simple song or one that describes the handwashing routine such as: <ul style="list-style-type: none"> ○ (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> ○ (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> • Help children learn about germs and hygiene expectations. 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 	<p>Children explore learning virtually and the people who will be supporting and learning along with them:</p> <ul style="list-style-type: none"> • Provide children with the opportunity to engage in the greeting chant/song in a pre-recorded video. • Support families in thinking about what materials they can use for activities. Consider sharing a list of common household items that could be used. • Send a virtual book with all the children that would be in the classroom. Consider adding an interest for each child. Invite families/caregivers to read this together. • Pre-record 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>) • Encourage families to draw or use pictures of their child to create their own feelings chart at home. • Share the handwashing songs with families and invite them to practice it while handwashing at home or to sing another handwashing song that is relevant to them.

	Synchronous Suggestions	Asynchronous Suggestions
	<p>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.</p> <ul style="list-style-type: none"> For additional suggestions on handwashing activities please refer to Handwashing Activities in Early Childhood. 	
<p>Care</p> <p>Children will show growth in their ability to care for themselves and express care and concern toward other people and objects.</p>	<ul style="list-style-type: none"> Invite children to think of ways they can take care of themselves, others, and the environment during a live session. Demonstrate materials such as cleaning materials, medical supplies and invite children to think about what they are for during a live session. Show pictures of different types of natural environments to support learning about the world and how to care for it during a live session. Read You Hold Me Up by Monique Gray Smith, or another book about special people. Ask children to name a special person in their life that helps to care for them. Teach children proper handwashing procedures, if you have not yet done so. See examples above in <i>Our Community</i> for ideas. Demonstrate proper nose blowing and where to dispose of the tissue. If they have a tissue or something similar at home, invite them to practice and think about where they can put it when they are done. Follow with washing your hands and singing the classroom handwashing song during a live session. 	<ul style="list-style-type: none"> 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. During mealtime, invite families/caregivers to discuss how cooking and feeding people is a way of taking care of people. When possible, encourage families and caregivers to include children in the preparation of meals. Invite families 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. Invite families to share pictures of familiar places and local environments in their neighborhood. Create a virtual book to share with families about each child's neighborhood and how these places help take care of the neighborhood. Invite families/caregivers to practice nose blowing with their child. Invite them to sing that handwashing song from remote learning or a handwashing song that is familiar to them. Ask them to talk about how doing this helps to take care of the people around them.
Suggestions for Centers: Our Community		
Blocks and Construction	<ul style="list-style-type: none"> Invite children and families/caregivers to identify some of the things they can build with at home, including blocks, recycled boxes, etc. Encourage families to show you their 	<ul style="list-style-type: none"> Invite families/caregivers to take a walk with some sort of paper or digital drawing materials. Ask them to point out buildings

	Synchronous Suggestions	Asynchronous Suggestions
	<p>structures during a live session.</p> <ul style="list-style-type: none"> • If possible, take a walk outside with your device so children can join virtually. Show the different buildings. Ask children what they notice. What are the buildings made of? Do they have windows? Are there doors? What color are the walls? 	<p>they notice as they walk around, stopping to draw them with their child and talk about what they see.</p> <ul style="list-style-type: none"> • Invite families 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 to either write down or record what the child notices and share it during synchronous learning.
Art	<ul style="list-style-type: none"> • Read Safe and Sound by Jean Roussen, or another book about families and their homes. Invite children to draw a picture of someone that helps to take care of them. Have children talk about their picture during a live session. • 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. Ask children to share what they created during a live session. 	<ul style="list-style-type: none"> • 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. • 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 during a synchronous session.
Suggestions for Centers: Care		
Dramatic Play	<ul style="list-style-type: none"> • Invite children to play with dolls with you during a live session. 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? Have some props, such as tissues, thermometer, blanket, etc. to encourage ideas. If children have dolls, stuffed animals and/or props at home they would like to use, encourage them to do so. • Invite children to help you wash the baby's hands during a live session. Encourage them to think about what steps they need to follow and why it is important to wash hands. Have a doll and items such as soap and paper towel. If children have dolls, stuffed animals and/or props at home they would like to use, encourage them to do so. Sing the classroom 	<ul style="list-style-type: none"> • 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? • Invite families 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.

	Synchronous Suggestions	Asynchronous Suggestions
	handwashing song.	
Library	<ul style="list-style-type: none"> • Create a book that discusses how the children can take care of themselves and their loved ones. Read the book in a small group in a live session. • Read Play with Me! by Michelle Lee or another book about playing together that is relevant to your children. Invite children to talk about how we can care for our friends through play during a live session. 	<ul style="list-style-type: none"> • Read Please Baby Please by Spike Lee and Tonya Lewis Lee or another book about taking care of a baby that is relevant to your children and families. Invite families/caregivers to discuss how the caregivers in the book take care of the baby. • Invite families to read or tell a story about caring for someone or something else.

Book Suggestions

Teaching Teams may choose to read books that are available online so families 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 Applesee

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, and communities while being culturally responsive. When choosing materials, ensure that they reflect the children and families 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	Synchronous Suggestions	Asynchronous Suggestions
<p>Daily Routines</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>	<ul style="list-style-type: none"> • Create visuals that will support the synchronous learning session, so that children know what to expect. For example, show them a schedule that represents first, next and last. <i>First</i> we sing a song, <i>next</i> we will read a book and <i>last</i> we'll play a game. <p>Children will be learning hygiene expectations:</p> <ul style="list-style-type: none"> • Teach children a song during a live session 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"> ○ (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>" ○ (Tune of Row Your Boat) "<i>Wash, wash, wash your hands. Soap will make them clean! Scrub the</i> 	<p>Encourage families/caregivers to create a routine that works for them:</p> <ul style="list-style-type: none"> • Support families/ caregivers in creating an age appropriate schedule such as a schedule that has 3 spaces for yesterday, today, and tomorrow. They should include a picture or item that represents items that are familiar to the child. • 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. • Invite families to create a handwashing visual, showing the steps for handwashing so children can do it independently. Share examples with families/caregivers and encourage for them to use or create their own.

Creating Routines	Synchronous Suggestions	Asynchronous Suggestions
	<p style="text-align: center;"><i>germs til they fall off. Germs go down the drain!"</i></p> <ul style="list-style-type: none"> For additional suggestions on handwashing activities please refer to Handwashing Activities in Early Childhood 	

Center/Interest Area Suggestions: 24 Months - 36 Months

Centers/Interest Areas	Synchronous Suggestions	Asynchronous Suggestions
<p>Hello and Goodbye</p> <p>Most children will be managing transitions during this time. They will be acclimating to remote learning, while other factors may be changing in their home such as parents work. Being able to explore the idea of people and things going and coming back by playing with saying hello and goodbye, can help support children through transitions.</p>	<ul style="list-style-type: none"> Provide children with the opportunity to engage in the greeting chant/song in a live video. Create a virtual book that has all the people that would be in their classroom, be sure to include the teaching team and read it to the children. Make time with each family to discuss children's interests and create activities around them virtually. 	<ul style="list-style-type: none"> Send families/caregivers a virtual book about the people who would be in the classroom and invite them to read it with their child. Share with families/ caregivers activities what the child enjoyed in synchronous sessions so that they can talk about it or recreate it at home.
<p>All About Me</p> <p>Children learn about the world by first understanding themselves. When they develop a concept of self,</p>	<ul style="list-style-type: none"> Read books remotely to children that are about them and their families/caregivers. Create activities that are based on individual children's interests and that can be shared virtually. Talk to children about recent experiences they had with their families/caregivers during a live session. Invite children to share about a favorite toy or object 	<ul style="list-style-type: none"> Invite families/caregivers to share a favorite activity of their child. Invite families/caregivers to look into the mirror together and talk about what they see. Invite families/caregivers to make the child's favorite food together. Invite families/caregivers talk about favorite memories of

Centers/Interest Areas	Synchronous Suggestions	Asynchronous Suggestions
<p>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 and favorite activities.</p>	<p>during a live session.</p> <ul style="list-style-type: none"> ● Pretend it is a special day that is all about the child such, as a birthday and have a virtual party for them. ● Read the child’s favorite book to them remotely. ● Sing the child’s favorite song to them remotely. 	<p>their child.</p> <ul style="list-style-type: none"> ● Invite families/caregivers to pretend to have a party for the child. ● Invite families/caregivers to sing their child’s favorite song together. ● Invite families/caregivers to look through pictures of their child together. ●
<p>Center/Interest Area Suggestions: Hello and Goodbye</p>		
<p>Blocks/Construction</p>	<ul style="list-style-type: none"> ● Invite children to build with you during a live session. They can use whatever materials they have available at home. Invite them to hide behind their structure and reappear. Use hello and goodbye as children go in and out of view. ● 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 during a live session. Use the words hello and goodbye during the activity. 	<ul style="list-style-type: none"> ● 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. ● Invite families/caregivers to create structures that can hide behind and say hello and goodbye as they appear and reappear. ● 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.
<p>Dramatic Play</p>	<ul style="list-style-type: none"> ● Tell children you have to go to work (or incorporate a separation process that is familiar to the children) and you need to say goodbye. Invite them to prepare to go to work, too. Leave for work and then return from work and say hello, during a live session. ● Invite children to pretend to go to the doctor. Have medical supplies such as stethoscopes, thermometers and masks to encourage the play. Use the words hello and goodbye as you pretend. Invite children to use props, if they have them at home. Have children pretend 	<ul style="list-style-type: none"> ● Invite families/ caregivers to play Hide and Go Seek with their child. Encourage them to use the words hello and goodbye as they play. Families should be encouraged to use their home language while playing. ● Invite families/caregivers to play with their child in the mirror. Have them move in and out of the reflection saying hello and goodbye.

Centers/Interest Areas	Synchronous Suggestions	Asynchronous Suggestions
	play during a live session, or talk about their play with other children during a live session.	
Center/Interest Area Suggestions: All About Me		
Outdoor/Gross Motor	<ul style="list-style-type: none"> • Invite children to move their body like their favorite animal, virtually. Move along with them. • Ask families what their child’s favorite song is. In a small group of 2 or 3 children, play or sing each child’s song and invite children to move their bodies during a live session. Consider playing only a part of each song to help children remain engaged. 	<ul style="list-style-type: none"> • Invite families/caregivers to play hide and go seek with some of the child’s favorite items and work together to find the items. • Invite families to dance to some of the child’s favorite music.
Math and Manipulatives	<ul style="list-style-type: none"> • 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 a mirror is not available, invite children to notice parts of their body they can see. Model this activity for children virtually. • Invite children to show some of their favorite items during a live session. As they are sharing, invite them to talk about the differences such as big, bigger, small, and smaller. 	<ul style="list-style-type: none"> • 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. • At mealtime, invite families/caregivers to supply two items of the child’s favorite foods and discuss the differences using words such as big, bigger, small, and smaller.

Book Suggestions: 24 Months - 36 Months

Teaching teams may choose to read books 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	Asynchronous Suggestions*
<p><u>Hello and Goodbye</u></p> <p>Children will be learning how to adjust to new routines. This can be especially challenging for children this young, so exposing them to various ways they can explore this idea can support this learning.</p>	<ul style="list-style-type: none"> ● Send a picture of the teaching team for families/ and caregivers to share with their child. ● Create a book with the pictures of all the children that would be in the classroom and share it with families. ● Inform families and caregivers that children may want to stay even closer to their loved ones after a separation. ● Have families/caregivers share what the child enjoys and create activities around it. Share with families and caregivers activities that the child enjoyed so that can talk about it or do it at home.
<p>Daily Routines</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 can support children in transitioning.</p>	<p>Suggestions for families for creating routines:</p> <ul style="list-style-type: none"> ● Encourage families/caregivers to create routines that work for their individual needs. ● Keep the routine consistent, as much as possible. ● Support families/ caregivers in creating an age appropriate schedule. For example, a schedule that has 3 spaces for before, now and after. They should include a picture or item that represents items that are familiar to the child. ● If families and caregivers need support they can reach out to the teaching team for help. <p>Invite families to introduce a handwashing song. Share the ones below or encourage them to sing one that is relevant to them.:</p> <ul style="list-style-type: none"> ● 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"> ○ (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>" ○ (Tune of Row Your Boat) "<i>Wash, wash, wash your hands. Soap will make them clean! Scrub the germs til they fall off. Germs go down the drain!</i>"

*Only asynchronous activities are included, as the American Academy of Pediatrics does not recommend screen time for children under 24 months.

Center/Interest Area Suggestions: 12 Months - 24 Months

Center/Interest Area	Asynchronous Suggestions
Dramatic Play	<ul style="list-style-type: none"> 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. During meal time, as the child is eating, families/ caregivers can say hello to the food on the plate and goodbye as the child eats the food. 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.
Math and Manipulatives	<ul style="list-style-type: none"> Invite families/caregivers to cut holes in a box. Then 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! 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" 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"

Book Suggestions: 12 Months - 24 Months

Teaching teams may choose to read books 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.

- [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. Joesse
- [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	Asynchronous Suggestions
<p><u>Separation</u></p> <p>Families/caregivers may need to separate from their baby for work, school, etc. Teaching teams can support this by providing families/caregivers with strategies for separation.</p>	<ul style="list-style-type: none"> ● Encourage families/caregivers to use transitional objects and talk about how these can support a child when separating. ● Create a book that is relevant to the baby about them and their family/caregiver. ● Send a picture of the teaching team for families/ caregivers to share with their baby. ● Inform families/caregivers that babies may want to stay even closer to their loved ones after a separation. ● Ask families/caregivers about activities that the baby enjoys and recommend activities around that.
<p>Daily Routines</p> <p>Routines are essential for young children. Infants need to ensure that they maintain a consistent eating and sleeping schedule.</p>	<p>Teaching teams should encourage families and caregivers to:</p> <ul style="list-style-type: none"> ● Maintain the babies eating and sleeping schedules as much as possible. ● Create routines that work for their family <p>Support babies in learning about handwashing:</p> <ul style="list-style-type: none"> ● Teach babies 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"> ○ (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> ○ (Tune of Row Your Boat) <i>"Wash, wash, wash your hands. Soap will make them clean! Scrub the germs til they fall off. Germs go down the drain!"</i>

Play Suggestions: 6 Weeks - 12 Months

Play Suggestions	Asynchronous Suggestions
<p>Peek-a-boo</p> <p>While babies are becoming comfortable with a new environment and</p>	<p>Invite families/caregivers to play peek a boo at home:</p> <ul style="list-style-type: none"> ● During meal times, families/ caregivers can cover and uncover their face. ● Hide photos of familiar people, items or animals for babies to uncover. ● Talk to families/caregivers about object permanence. Ask them to notice times the baby follows something once it leaves their site.

Play Suggestions	Asynchronous Suggestions
<p>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>Motor Movements</p> <p>To promote healthy development in all areas babies need to be able to move their bodies. Encourage families/caregivers to create spaces that are safe and engaging for babies to explore.</p>	<ul style="list-style-type: none"> • Invite family/caregivers hold the baby and calmly sing Head, Shoulders, Knees and Toes or another song about body parts that is relevant to them. As you sing, gently touch the corresponding body parts. • If the family's/caregiver's baby is crawling, invite them to find a large box where the child can crawl in and out. If the box has flaps, invite them to play peek a boo with the baby. • 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.

Book Suggestions: 6 Weeks - 12 Months

Teaching teams may choose to read books 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.

- [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, and communities while being culturally responsive. When choosing materials, ensure that they reflect the children and families in your program so that you are setting up a culturally and linguistically inclusive environment.

Please note:

- EarlyLearn programs are encouraged to provide full time in-person instruction for infants and toddlers. Therefore, the remote learning 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	Synchronous Suggestions (Only for children 24 months and older)	Asynchronous Suggestions
<p>Flow of the Day</p> <p>Young children benefit from consistent routines. Predictability builds a sense of security and trust in those who care for them.</p>	<ul style="list-style-type: none"> • Prior to the live session, create a simple picture schedule that can be modified based on the synchronous learning activities planned for each day. Visual schedules help children know what to expect. For example, show them a schedule that represents first, next and last. <i>First</i> we sing a song, <i>next</i> we will read a book and <i>last</i> we'll play a game. • During a live session, acknowledge that some children might want to get up and move around. Invite children to rejoin the remote learning session when they are ready to participate in a group activity. When possible, integrate movement activities to support active learning. <p>Give advance notice before a transition and use songs to support children during transitions. Modeling what is done in the program can also help families manage transitions at home.</p>	<ul style="list-style-type: none"> • For children who are used to attending group care, encourage families/caregivers to let their children know that some things will be the same and some things will be different. For example, families/caregivers can share the following: <ul style="list-style-type: none"> ○ “We will still wake up every morning, have breakfast, play, read a story, have quiet/nap time, etc.” • 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 three-year-olds to refer to at home. <ul style="list-style-type: none"> ○ Families/caregivers may want to print/draw pictures to represent the daily routines and activities and refer to the pictures over the course of the day. ○ Families/caregivers might want to add an interactive element such as a post-it note to cover

Creating Routines	Synchronous Suggestions (Only for children 24 months and older)	Asynchronous Suggestions
		completed routines or activities, or a magnet or arrow to move as the day progresses.

Let's Play! - Specific Suggestions

	Synchronous Suggestions (Only for children 24 months and older)	Asynchronous Suggestions
Let's Play! Suggestions		
<p>Building Relationships</p> <p>Children will explore what it means to be part of a virtual group as they learn about themselves and others. Children will explore their feelings around being together and apart from loved ones as well as from the group. Children may be experiencing other transitions as well, such as changes in work schedules for family members or changes in caregivers.</p>	<p>Children will explore how to form relationships with one another in a virtual setting.</p> <ul style="list-style-type: none"> ● Set up a video chat or call with families and caregivers to learn about their caregiving routines, traditions and interests. Consider using questions from the Funds of Knowledge. ● Invite children to a live morning meeting session. ● Greet each child by name as they join remotely. ● Lead children in a greeting song or chant by inviting them to sing and dance along as you include each child's name. ● Create an All About Us book using pictures of the children and ask families/caregivers about the children's interests. Add a caption for each child. Read the book during a virtual storytime and invite children to chime in and add more about the photos when it is their turn. ● Create other activities that reflect children's interests and experiences, and have children share and talk about them during a live session. 	<p>Children will explore how to form relationships with one another in a virtual setting.</p> <ul style="list-style-type: none"> ● Set up a time to talk with families/caregivers about how their child is adjusting to remote learning and explore any concerns they might have. Being proactive can help to build a strong partnership with families. ● During video chats with families, ask families/caregivers to show you where their children like to play and what they enjoy doing. Explore creative options for setting up some Interest Areas at home. ● Support families/caregivers in thinking about materials they can use for different activities. Share a list of common household items that could be used. ● Encourage families/caregivers to observe and to join in their children's play by following their child's lead. ● Discuss with families/caregivers the value of following children's interests as they play as a way to show respect for children's ideas and to build children's confidence. See this link for a family friendly article to share in English and Spanish: Tips on Playing with Babies and Toddlers (from Zero to Three).

	Synchronous Suggestions (Only for children 24 months and older)	Asynchronous Suggestions
Let's Play! Suggestions		
	<p>Children will explore their feelings about being together and apart from loved ones as well as from each other in a virtual setting.</p> <ul style="list-style-type: none"> • Create a virtual 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. <ul style="list-style-type: none"> ○ Ask family members for help in writing and saying the words for feelings in their home languages and add those labels to the photos. ○ Consider learning some simple sign language for feelings and model those signs as you say and show the feelings on the chart. • Read Lots of Feelings by Shelley Rotner during a live session, and point out the facial expressions in the illustrations as you read. <ul style="list-style-type: none"> ○ Ex: "Their face is all scrunched up and their mouth is frowning- they look like they are feeling angry!" ○ Show your own facial expressions as well and invite children to make their own "happy", "sad", "excited", "angry", "scared", or other relevant faces. ○ Try using feelings words in the children's home languages. <p>Suggest activities that allow children to explore their feelings around coming and going. Have children talk about their feelings during a live session.</p>	<ul style="list-style-type: none"> • Share photos of the children and adults in the program for children to look at with their families/caregivers at home. • Share a recording of the morning greeting song or chant for children to engage with. • Send a digital version of the All About Us book for children to read with their families/caregivers. <p>Children will explore their feelings about being together and apart from loved ones as well as from each other in a virtual setting.</p> <ul style="list-style-type: none"> • Share an example of a feelings chart with families/caregivers and suggest ways for them to create their own using photos or drawings. Encourage families/caregivers to refer to the chart as they talk with children about big feelings and what they can do about them. Encourage families/caregivers to continue using their home languages with children as they discuss feelings. • Share some simple sign language illustrations for feeling words. This is especially helpful for infants, toddlers or children not yet speaking. <p>Share a recording of Lots of Feelings by Shelley Rotner and invite families/caregivers to join children in making different faces to match the feelings.</p>
Caregiving Children will show	Children will have the opportunity to explore caring for themselves, others and the world around them in a virtual setting:	Children will have the opportunity to explore caring for themselves, others and the world around them at home:

	Synchronous Suggestions (Only for children 24 months and older)	Asynchronous Suggestions
Let's Play! Suggestions		
<p>growth in their ability to care for themselves and express care and concern toward other people and objects.</p>	<ul style="list-style-type: none"> ● Read Love Is by Diane Adams virtually. Invite children to talk about who loves and cares for them. ● During group activities, invite children to share ways that they can help take care of themselves and others during a live session. ● Show children simple medical supplies virtually, such as bandaids, bandages, ice packs, etc. and ask them what they are used for. Ask children who takes care of them or their family members when they are sick during a live session. ● Invite children to think of ways they can take care of their immediate environment during a live session. ● Lead children in a virtual clean up song and model putting away materials played with during a live session. Invite children to practice cleaning up their toys at home. ● Show children simple cleaning materials, such as sponges, paper towels, a broom and dust pan, etc. during a live session, and ask them what they are for. Invite children to try using those materials at home to help care for their space. ● Show children plants or pets during a live session and model how you care for them. Invite children to show plants or pets in their own homes and talk about who cares for them. <p>Children will be learning personal hygiene practices to help care for themselves and others at home:</p> <ul style="list-style-type: none"> ● Engage children in a discussion about when they need to wash hands and why. ● Encourage children to develop a 20 second handwashing routine by teaching them a song during a live session that includes some simple steps. Let them know that washing their hands helps get rid of germs. Use these suggested 	<ul style="list-style-type: none"> ● Share a recording of Love Is by Diane Adams with families/caregivers so that children can revisit the story. ● Invite families/caregivers to talk about who took care of them when they were little. Encourage them to share anecdotes and/or photos with their child. ● Share the words or a recording of the clean up song with families/caregivers and encourage families/caregivers to use it at home with their children. ● During mealtime, invite families/caregivers to discuss how cooking and feeding people is a way of taking care of people. When possible, encourage families and caregivers to include children in the preparation of meals. ● Invite families/caregivers to take a walk in their neighborhood and discuss how the different people and businesses, parks and playgrounds help people to care for themselves and others. ● Invite families/caregivers to share photos of some of their favorite neighborhood places so that you can create a book about how each neighborhood has its own special places where people can care for themselves and each other. <p>Children will be learning personal hygiene practices to help care for themselves and others at home:</p> <ul style="list-style-type: none"> ● Share the words or a recording of the handwashing song with families/caregivers and encourage families/caregivers to sing along or use another handwashing song that is relevant to them. ● Encourage families/caregivers to support children in regularly washing their hands, offering hand over hand assistance, as needed. ● Encourage families/caregivers to help children practice sneezing or coughing into their arms or a tissue. If children do not yet know how to blow their nose, encourage families/caregivers to have them practice taking a big breath

	Synchronous Suggestions (Only for children 24 months and older)	Asynchronous Suggestions
Let's Play! Suggestions		
	<p>songs or choose other songs in children's home languages:</p> <ul style="list-style-type: none"> ○ (Tune of Frere Jacques) "Under, over, under, over. In between, in between. Rub them altogether, rub them altogether. Now they're clean, now they're clean." ○ (Tune of Row, Row, Row Your Boat) "Wash, wash, wash your hands. Soap will make them clean. Up and down and all around. Germs go down the drain. Wash, wash, wash your hands. Rinse the soap away. Rub and scrub, scrub and rub. Rinse the germs away!" <ul style="list-style-type: none"> ● For additional suggestions on handwashing activities please refer to Handwashing Activities in Early Childhood. <p>Model for children how to sneeze or cough into their arm rather than their hand during a live session. Demonstrate how to blow your nose with a tissue and show children where you find and dispose of the tissue. Remember to model washing your hands afterwards.</p>	<p>in and then blowing out through their nose into a tissue. Remind families/caregivers to follow up by washing hands and singing a favorite handwashing song.</p> <ul style="list-style-type: none"> ● For infants and toddlers, encourage families/caregivers to let children know they are going to help wipe their nose before beginning and to reassure children that they will be gentle. Inviting children's cooperation with the process reduces their resistance and supports independence. Remind families/caregivers to follow up by washing hands and singing a favorite handwashing song. ● Encourage families/caregivers to help children practice other self-care skills throughout the day, such as teeth brushing, bathing and dressing. <p>Encourage families/caregivers with infants and toddlers to teach them how to take off and put on clothing items. Suggest that they offer to help them start and then let them finish. Building in extra time allows children to practice and master these skills and will save families/caregivers time in the long run.</p>
Interest Area and Activity Suggestions: Building Relationships		
Dramatic Play	<ul style="list-style-type: none"> ● Using puppets, stuffed animals or dolls, act out a scenario during a live session about leaving and coming back. Invite children to join in by saying "hello" and "goodbye". Talk about how nice it is to be together again with them and how you think about them while you are apart. ● Invite children to have a virtual picnic with their "friends." Invite children to use baby dolls, stuffed animals or other props to participate in the picnic. Consider asking the 	<ul style="list-style-type: none"> ● Invite families/caregivers to create a cozy hiding place at home 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. Encourage families/caregivers to use their home languages when playing. ● 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.

	Synchronous Suggestions (Only for children 24 months and older)	Asynchronous Suggestions
Let's Play! Suggestions		
	children what foods they would like to share with their friends and what games they would like to play.	<ul style="list-style-type: none"> ● Encourage families/caregivers to play hide and seek games with their child at home, making sure that their child can always find them. ● For infants and toddlers: <ul style="list-style-type: none"> ○ Invite families/caregivers to engage in games of peek-a-boo, using hands, scarves or other items. ○ Invite families/caregivers to show and then hide items underneath stacking cups or other containers for children to find.
Art/Writing	<ul style="list-style-type: none"> ● Read Row Lays Low by Catie and Maggie Prendergast virtually and talk about who they spend time with now and what they do together. ● Invite families to send you drawings that the children have created at home. Consider creating a book using the pictures. The book can be either digital or hard copy. Invite the children to share with you what they drew or made as you add the text to the story. The book can remain in digital print to be shared during other synchronous activities. 	<ul style="list-style-type: none"> ● 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. Note that writing may be in the form of scribble, lines, marks on the paper, and/or letters. ● 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. ● For infants and toddlers, consider taping the paper to the table to keep it stable while they scribble or paint with water.
Interest Area and Activity Suggestions: Caregiving		

	Synchronous Suggestions (Only for children 24 months and older)	Asynchronous Suggestions
Let's Play! Suggestions		
Blocks/Construction	<ul style="list-style-type: none"> • Invite children and their families/caregivers to create a collection of materials they can use to build with at home, such as blocks or recycled materials (ex. tissue boxes, paper towel rolls, diaper wipe boxes, empty containers, etc.). Encourage families/caregivers to create a structure and then have children show their structures during a live session. • When children share about structures they constructed at home. Ask children to describe what they see and ask them to tell you about their structures. Talk about whether they built it all by themselves or with someone else. • Read Bigger! Bigger! by Leslie Patricelli virtually and talk about what happens in the book and how the children worked through their problem. 	<ul style="list-style-type: none"> • 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. and to join their child in creating a structure. Invite them to include props such as toy people, toy animals or other items they may have at home. Encourage families/caregivers to follow children's lead while they play. Ask families/caregivers to show the structure or a photo of it during a live session. • Pre-record or share a read aloud link to Bigger! Bigger! by Leslie Patricelli and encourage families/caregivers to talk about what it feels like to build something and have it fall down and how they can work together to rebuild things. • For infants/toddlers, encourage families/caregivers to stack some blocks, stacking cups or recycled containers for their children to knock them down. They can take turns stacking and knocking down the structures. • Encourage families/caregivers to take a neighborhood walk and play an "I Spy" Color or Shape game. They can invite children to find different shapes or colors, by saying: "I spy a... circle. Can you find it?" Or "I spy something red. Can you find it?" They can give extra clues, if needed, by adding details about the item or its location. They might want to take turns with children in leading the game. Encourage them to use a variety of words to describe what they see and what it is used for.
Dramatic play	<ul style="list-style-type: none"> • Invite children to play dolls with families/caregivers. Act out a scenario in which your doll is not feeling well during a live session. Ask the children what they think might be wrong with the baby. Ask them what might help the baby feel better. Have some props, such as a pretend medical kit, tissues, thermometer, blanket, ice pack, bandaids, baby bottle, etc. and ask children what to try. See if they have other suggestions. Invite children to join 	<ul style="list-style-type: none"> • 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. • Invite families/caregivers to include their child in preparing a meal by offering them fruits or vegetables to wash, by

	Synchronous Suggestions (Only for children 24 months and older)	Asynchronous Suggestions
Let's Play! Suggestions		
	<p>in by using their own dolls, stuffed animals and/or props. Have children discuss their play during a live session.</p> <ul style="list-style-type: none"> Using dolls, stuffed animals or other props, invite children to pretend that someone is feeling sad because they miss someone special. Invite them to act out what they would do to help that person, and talk through it during a live session. Invite children to pretend to be a loved one who cares for them or someone they know who cares for the people in their community. Have children share about their play with other children during a live session. 	<p>finding ingredients that children can measure, add or stir or by helping to set the table.</p> <ul style="list-style-type: none"> Read Please Baby Please by Spike Lee and Tonya Lewis Lee, or another book about taking care of a baby that is relevant to your children and families. Invite families/caregivers to discuss how the caregivers in the book take care of the baby. Invite families/caregivers to create a space where children can pretend to bathe a baby doll, using a baby bath tub or other container with water in it. Invite families/caregivers to offer a few bath toys, some baby shampoo, wash cloths, cups for rinsing and bath towels.

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

Teaching teams may choose to read books 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.

- [Lots of Feelings](#) by Shelley Rotner
- ["Love Is"](#) by Diane Adams & Illustrated by Claire Keane
- [Row Lays Low](#)* by Catie and Maggie Prendergast
- [Bigger! Bigger!](#) by Leslie Patricelli
- [Please Baby Please](#) by Spike Lee and Tonya Lewis Lee
- [Not a Box](#) by Antoinette Portis
- [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

Appendix

The following resources can be used to support families, caregivers, and children with remote 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

- [Supporting Your Child with Remote Learning](#)
- [Guidance for Educators: Technology Platforms for Early Childhood Remote Learning](#).
 - For technology troubleshooting, access the [FAQs about Remote Learning](#).
- [Sample curriculum planning template](#)
- [Early Childhood Framework for Quality \(EFQ\)](#).
- [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)