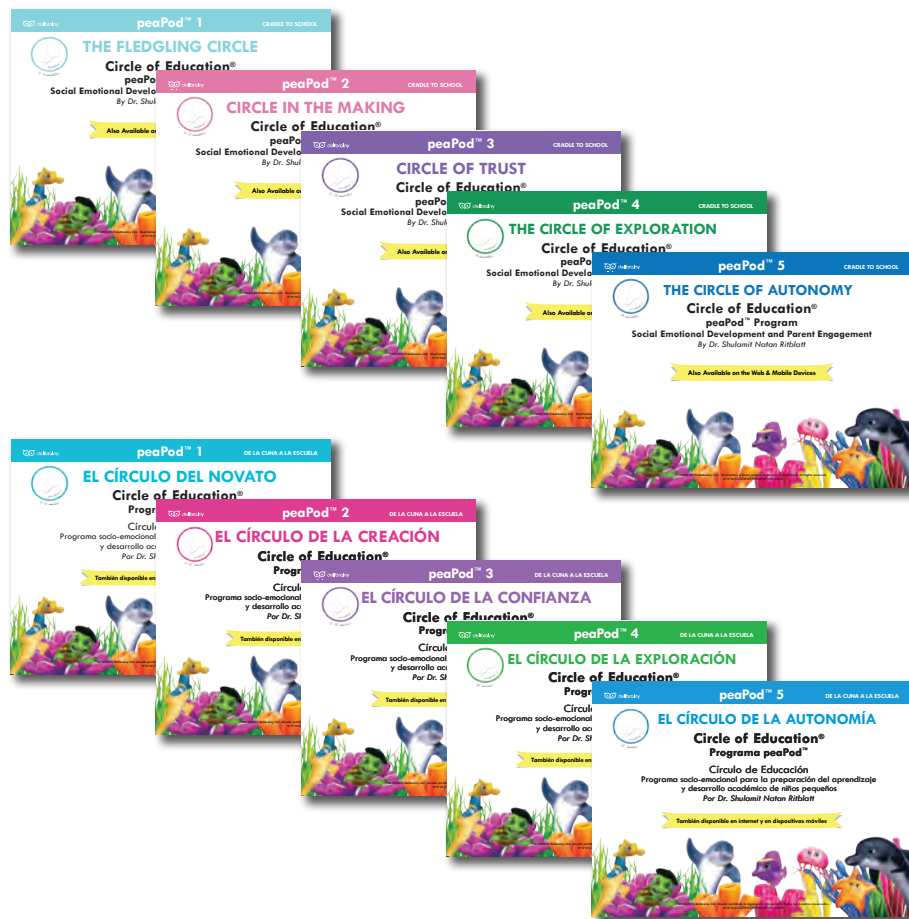


PEAPOD™ SOCIAL EMOTIONAL DEVELOPMENT AND FAMILY ENGAGEMENT



**AVAILABLE IN PRINT,
ON MOBILE DEVICES,
AND ON THE WEB.**

The bilingual peaPod™ module provides families, caregivers, and educators with information, tools, and professional guidance to support the enhancement of children's social-emotional wellness from birth to age 3.

BUILT ON:

- 4 developmental domains
- 12 critical learning skills

INCLUDES:

- 5 Thematic Units (5 English or 5 Spanish)
- Over 500 Bilingual Adult with Infant/Toddler Activities
- 222 Bilingual Songs
- Developmental Information on Infant/Toddlers
- Suggested Dialogues
- Early Literacy Tools
- Reflective Circle
- Supporting materials including expression cards, character puppets, storyboards and Social Emotional Engagement carpet

ALIGNMENT AND STANDARDS:

- Aligned to national and state learning standards
- Supports a wide range of assessment tools

PEAPOD™ LESSONS

EL CÍRCULO DE LA AUTONOMÍA

PEAPOD 5:1- ¡ME PUEDO VESTIR SOLO!

En esta actividad, usted leerá una historia con su pequeño y jugará mientras ejercita las habilidades de auto-ayuda de cómo vestirse.

PASO: El círculo de la autonomía Edad: 24 meses +	CANCIÓN: Yo lo puedo hacer solito	METAS: Aprenderá, alentará y apoyará: • Las interacciones adulto-niño • La comunicación y desarrollo del lenguaje • El desarrollo de la lecto-escritura temprana • El sentido de autoestima "puedo hacerlo" de su pequeño • El juego de ficción • El tomar turnos • Las habilidades de auto-ayuda
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IMPORTANCIA DE LA ACTIVIDAD
Al hacer esta actividad, usted alentará a su pequeño a que escuche y siga la historia mientras gana el sentido de "puedo hacerlo". Su pequeño está ansioso de aprender cosas nuevas que pueda hacer y descubrir. Es importante para el sentido de competencia y de autoestima de su pequeño, apoyar sus esfuerzos de independencia practicando las habilidades de auto-ayuda por sí mismos. Pasando tiempo con su pequeño, leyendo y jugando, ayudará a fortalecer su relación.

HECHOS CLAVES PARA EL DESARROLLO
Los niños pequeños ganan su autoestima mediante las experiencias que tienen con los adultos alrededor de ellos. Un pequeño seguro de sí mismo, está listo para explorar y aprender del mundo que lo rodea.

MATERIALES
 • Canción
 • El libro "Let's Get Dressed" por Jayne Church
 • Muñecos y artículos diferentes como mascaradas, ropa de muñeca.
 • ¿Quién te ayuda a vestirte todos los días?
 • Vamos a ver, ¿cómo podemos jugar con estas muñecas y vestirlas?

DIÁLOGO SUGERIDO
 • ¡Mírate, estás muy grande!
 • Vamos a ver este libro, ¿Qué vemos?
 • ¿Qué pasa aquí en esta imagen?
 • ¿Puedes hacer lo mismo? ¿Quieres?
 • Me gusta como sostienes el libro.
 Imágenes.

INSTRUCCIONES
 1. Siéntese con su pequeño en una alfombra.
 2. Escuche la canción "Yo lo puedo hacer solito".
 3. Comparta el libro, "Let's Get Dressed" con su pequeño.
 4. Deje que su pequeño sostenga el libro mientras leen la historia.
 5. Asegúrese de señalar cada imagen en el pequeño que está pasando en ella.
 6. Ponga atención a cómo su pequeño reacciona a la actividad. Siga sus indicaciones.

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EL CÍRCULO DE LA AUTONOMÍA

CÍRCULO DE AUTONOMÍA

PEAPOD 5:1- I CAN DRESS MYSELF!

In this activity, you will read a story with your toddler and play pretend while exercising the self-help skills of dressing up.

STEP: Circle of Autonomy Age: 24 months +	SONG: I Can Do It By Myself	GOALS: To Learn, Encourage, and Support: • Adult-child interactions • Communication and development of language • Development of early literacy • Sense of self-worth • "I can do it" in the toddler • Play pretend • Turn-taking • Self-help skills • Fine-motor skills
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IMPORTANCE OF ACTIVITY
In doing this activity, you will encourage your toddler to listen and follow the story as well as gain a sense of "I can do it". Your toddler is eager to learn about new things that they can do and discover. It is important to your child's sense of competency and self-worth to support their efforts to be independent by doing self-help skills by themselves. Spending time doing this activity with your toddler, by reading and playing pretend, helps strengthen your relationship.

KEY DEVELOPMENTAL FACTS
Young children gain their self-worth through their experiences with the adults around them. A confident toddler is ready to explore the world around them.

MATERIALS
 • Song
 • Book "Let's Get Dressed" by Caroline Jayne Church
 • Dolls and different items like hats, scarves, doll's clothes and more for pretend play

SUGGESTED DIALOGUE
 • Look at you! You are a big boy/girl!
 • Let's look at this book. What do we see here on the cover?
 • What happens here in this picture?
 • Can you do the same? Would you like to try?
 • I like the way you hold the book and point to the different pictures.
 • Who helps you dress everyday?

INSTRUCTIONS
 1. Sit on a blanket on the floor with your toddler facing each other.
 2. Listen to the song, "I Can Do It By Myself," with the toddler while highlighting the things your toddler can do in the song.
 3. Share the book "Let's Get Dressed" by Caroline Jayne Church with your toddler.
 4. Let the toddler hold the book to share in the reading of the story.
 5. Make sure to point to each picture in the book and ask your toddler to tell you what happens in it.
 6. Pay attention how the toddler reacts and engages in this activity. Follow their lead.
 7. Engage the child in conversation about how the character gets dressed.
 8. Retell the story with the toddler as the main characters.
 9. Use the suggested dialogue to encourage the toddler to participate in the process of the story making.
 10. Suggest playing dress up with the dolls. Use different doll clothes and ribbons to dress up the dolls. Be animated and use the suggested dialogue. Talking with your toddler is important so that they can acquire more language.
 11. Praise the toddler for dressing up the doll and being gentle when handling it.
 12. End the activity by listening to the song "I Can Do It By Myself," and dancing to the music with your toddler.

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CIRCLE OF EDUCATION™ PEAPOD 5

CÍRCULO DE AUTONOMÍA

THEMATIC FOCUS FOR EACH PEAPOD™

- Overview and implementation guide
- Available resources
- Literature review
- Developmental framework
- Reflective Circle
- Learning standards alignment
- peaPod™ bilingual (English & Spanish) lessons/activities
- Suggested books

4 DEVELOPMENTAL DOMAINS:

1. Social
2. Emotional
3. Cognitive
4. Health & Routines

12 CRITICAL LEARNING SKILLS:

1. Interacting and forming relationships
2. Developing self and others' awareness
3. Learning to soothe self, calming down and regulating emotions
4. Imitating and learning to Communicate
5. Exploring and Problem solving
6. Learning to Serve and Return
7. Developing language and Learning to speak
8. Playing Pretend/developing abstract thinking
9. Recognizing and showing interest in books and print materials
10. Adjusting to changes and following routines
11. Progressively learning to move around independently
12. Progressively taking care of self and being safe

PEAPOD™ LESSONS

CIRCLE OF AUTONOMY

PEAPOD 5:1- I CAN DRESS MYSELF!

In this activity, you will read a story with your toddler and play pretend while exercising the self-help skills of dressing up.



CIRCLE OF AUTONOMY

STEP: Circle of Autonomy Age: 24 months +	SONG: I Can Do It By Myself	GOALS: To Learn, Encourage, and Support: • Adult-child interactions • Communication and development of language • Development of early literacy • Sense of self-worth - "I can do it!" in the toddler • Play pretend • Turn-taking • Self-help skills • Fine-motor skills
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IMPORTANCE OF ACTIVITY
 In doing this activity, you will encourage your toddler to listen and follow the story as well as gain a sense of "I can do it!". Your toddler is eager to learn about new things that they can do and discover. It is important to your child's sense of competency and self-worth to support their efforts to be independent by doing self-help skills by themselves. Spending time doing this activity with your toddler, by reading and playing pretend, helps strengthen your relationship.

KEY DEVELOPMENTAL FACTS
 Young children gain their self-worth through their experiences with the adults around them. A confident toddler is ready to explore the world around them.

MATERIALS
 • Song
 • Book "Let's Get Dressed!" by Caroline Jayne Church
 • Dolls and different items like hats, scarves, doll's clothes and more for pretend play

SUGGESTED DIALOGUE
 • Look at you! You are a big _____!
 • Let's look at this book. What do we see here on the cover?
 • What happens here in this picture?
 • Can you do the same? Would you like to try?
 • I like the way you hold the book and point to the different pictures.
 • Who helps you dress everyday?

INSTRUCTIONS
 1. Sit on a blanket on the floor with your toddler facing each other.
 2. Listen to the song, "I Can Do It By Myself," with the toddler while highlighting the things your toddler can do in the song.
 3. Share the book "Let's Get Dressed!" by Caroline Jayne Church with your toddler.
 4. Let the toddler hold the book to share in the reading of the story.
 5. Make sure to point to each picture in the book and ask your toddler to tell you what happens in it.
 6. Pay attention how the toddler reacts and engages in this activity. Follow their lead.
 7. Engage the child in conversation about how the character gets dressed.

8. Retell the story with the toddler as the main character.
 9. Use the suggested dialogue to encourage the toddler to participate in the process of the story making.
 10. Suggest playing dress up with the dolls. Use different doll clothes and ribbons to dress up the dolls. Be animated and use the suggested dialogue. Talking with your toddler is important so that they can acquire more language.
 11. Praise the toddler for dressing up the doll and being gentle when handling it.
 12. End the activity by listening to the song "I Can Do It By Myself," and dancing to the music with your toddler.

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CIRCLE OF EDUCATION® PEAPOD 5

SINGLE "UNIT OF LEARNING" FOCUSED ON:

- 5 Developmental Steps:
 - The Fledgling Circle (0-6 months)
 - Circle in the Making (6-12 months)
 - Circle of Trust (12-18 months)
 - Circle of Exploration (18 months +)
 - Circle of Autonomy (24 months +)
- 4 Domains
- Goals
- Variety of critical learning skills

INCLUDES:

- Step-by-step Instructions
- Importance of Lesson
- Key Developmental Facts
- Suggested Materials
- Suggested Dialogue
- Songs

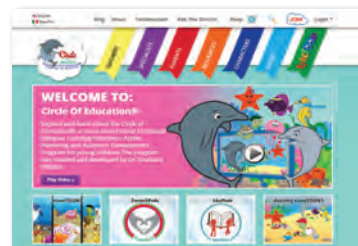
MUSIC



MUSIC LYRICS



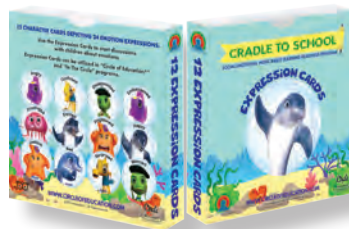
WEBSITE



WIZARD



EXPRESSION CARDS



SOCIAL EMOTIONAL CARPET



CHARACTER PUPPET



PEAPOD 2:11- WHERE IS YOUR BELLY BUTTON?

In this activity, you will read the book “Where Is Baby’s Belly Button?” by Karen Katz and then listen to the “Baby Massage Song,” while using gentle touch to massage your baby.



STEP:

The Circle in the Making
Age: 6-12 months

SONG:

Baby Massage Song

GOALS: To Learn, Encourage and Support:

- Bonding and attachment
- Communication and language development
- Sensory stimulation
- Face-to-face interaction
- Imitation of simple actions
- Early literacy
- Math concept (counting)

IMPORTANCE OF ACTIVITY

In doing this activity, you will read to your baby and then perform baby massage and provide your baby visual, auditory and tactile sensory experiences. Reading to your baby is an important early literacy activity that supports bonding and attachment. Skin-to-skin interactions are very important to the formation of attachment and bonding between you and the baby. Doing a baby massage provides a unique opportunity to learn more about your baby and their likes and dislikes. Responsive and sensitive care is key to your child’s social emotional development.

KEY DEVELOPMENTAL FACTS

Touching, stroking, talking and massaging support the emotional bonding of parents with their infants. Premature, low birth-weight infants especially benefit from these intentional behaviors and gain weight.

MATERIALS

- Song
- Grape seed oil or any baby lotion
- A small blanket (swaddling blanket)
- Book “Where Is Baby’s Belly Button?” by Karen Katz

SUGGESTED DIALOGUE

- I love the way you are looking at me.
- You see, this is a book about the belly button.
- Let’s see if we can find yours.
- Let’s take your clothes off. We are going to have a massage.
- Your belly button is so tiny and round.
- Let’s start with your feet. You have two little ones.
- You have 10 little toes. Let’s massage each one of them

and count.

- Now let’s see where are your fingers. You have 10 fingers too.
- Let’s put the oil on your body and spread it with gentle strokes.
- You are giggling and laughing each time that I touch your_____.

INSTRUCTIONS

1. Have your baby on your lap and introduce the book “Where Is Baby’s Belly Button?” by Karen Katz to your baby.
2. See the baby’s reaction (Is the baby smiling? Is the baby following you and trying to touch the book? Is the baby cooing and babbling?).
3. Show the pictures in the book; point and help the baby figure out what the pictures are in the book.
4. Use the suggested dialogue to share with the baby what you are planning on doing.
5. Pick up your baby and lay them on a swaddling blanket (or any blanket/towel).
6. Start taking off their clothes and use the suggested dialogue to share with the baby what you are planning on doing.
7. Listen to the song “Baby Massage Song,” and use the oil to massage

your child.

8. Start with the feet and then legs, arms, back, and face. You can show your baby their belly button and massage the belly very gently because it tends to be a sensitive area.
9. See the baby’s reaction (Is the baby smiling/giggling? Is the baby ticklish? Is the baby cooing and babbling?).
10. Use the suggested dialogue to talk to your baby. Language development begins by you talking to your baby so they can hear you and listen to spoken language.
11. Make sure you use a very soft soothing voice and make eye contact.
12. Pay attention to the way the baby responds to your gentle strokes and touch.
13. As long as baby is expressing joy and is engaged, continue with the massage while listening to the song.

PEAPOD 4:8- LET'S PLAY BALL

In this activity, you will have the toddler learn about friendship by sharing the book “Maggie’s Ball” by Lindsay Barrett George and by playing with beach balls with a friend.



STEP:

Circle of Exploration
Age: 18 months +

SONG:

What I Like to Do With Friends

GOALS: To Learn, Encourage and Support:

- Communication and language development
- Development of early literacy • Gross-motor development
- Prosocial skills • Adult-child interactions

IMPORTANCE OF ACTIVITY

In doing this activity, you will organize an opportunity for toddlers to play together and learn about friendship. Your toddler learns through social imitation and modeling of behaviors. Listening to a story about friends and experiencing play with friends support the development of prosocial behaviors in the toddler and helps the child understand what friends do together. Spending time together, reading, playing and communicating supports relationships with adults and peers.

KEY DEVELOPMENTAL FACTS

Other-awareness in young children is a cognitive ability, which is a step in the development of empathy. This awareness helps the child be aware of the emotions of others and that others are different and similar.

MATERIALS

- Song
- Book “Maggie’s Ball” by Lindsay Barrett George
- Beach balls

SUGGESTED DIALOGUE

- Let’s listen to the song together and learn about being friends.
- Good friends take turns when they are playing together.
- What can we share with our friends?
- This book is about a dog named Maggie.
- Maggie is looking for her ball. Let’s see what Maggie finds

at the end of her journey.

- What does Maggie see on her way and whom does she meet?
- It is fun to play with friends and share the joy together.
- These balls are colorful and round.
- I like the way you throw the ball for your friend to catch.
- You both are kicking the ball and taking turns!

INSTRUCTIONS

1. Arrange for your toddler to play with other peers (preferably outside).
2. Listen together to the song “What I Like to Do With Friends.”
3. Use the suggested dialogue to talk about the song.
4. Introduce the book “Maggie’s Ball” by Lindsay Barrett George. Let the children assist in holding the book if possible. Use your animated voice by fluctuating the volume and tone of your voice to engage the toddlers.
5. Watch the children’s reactions (Are they curious? Are they following you? Do they respond to your questions and comments?).

6. Point out the pictures to engage the children and stop every time to give them time to absorb the story.
7. Take out the beach balls and encourage the toddlers to play as friends do.
8. Use the suggested dialogue to mirror to the children what they do and how they interact. Emphasize prosocial behaviors as sharing, communicating, making eye contact, smiling, throwing or kicking the ball towards a friend.
9. Encourage the children to move around and use their gross-motor skills.
10. End the activity by listening and dancing together to the song “What I Like to Do With Friends.”

EDUPOD SOCIAL EMOTIONAL WELLNESS AND LEARNING READINESS MODULE



**AVAILABLE IN PRINT,
ON MOBILE DEVICES,
AND ON THE WEB.**

The EduPod module provides lesson plans and professional development tools for early childhood educators to support children's social-emotional wellness and learning readiness skills.

BUILT ON:

- 4 developmental domains
- 8 learning foundations
- 12 critical learning readiness skills

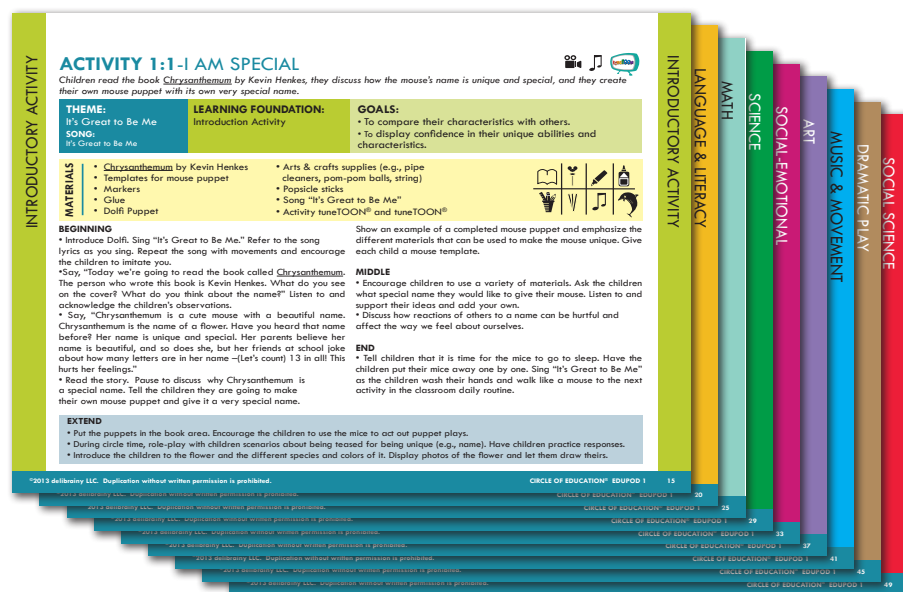
INCLUDES:

- 18 thematic units
- 162 lessons and 486 lesson extensions
- 95 original educational songs
- 60 3D animated educational stories tuneTOON[®]s
- Supporting materials including expression cards, character puppets, storyboards and Social Emotional Engagement carpet

ALIGNMENT AND STANDARDS:

- Aligned to national and state learning standards
- Supports a wide range of assessment tools

9 LESSONS IN EACH EDUPOD



CENTRAL THEME FOR EACH EDUPOD

- Overview and implementation guide
- Available resources
- Literature review
- Assessment
- Reflective Circle
- Learning standards alignment
- EduPod planner
- EduPod lessons
 - 9 Lessons per unit
 - 27 Extensions per unit
 - 9 Lyrics and 18 tuneTOON® storyboards
- School-home connection
 - 9 Suggested ParentPod™ activities
 - Suggested books

4 DEVELOPMENTAL DOMAINS:

1. Social
2. Emotional
3. Cognitive
4. Health & Routines

8 LEARNING FOUNDATIONS:

1. Art
2. Dramatic Play
3. Language & Literacy
4. Math
5. Music & Movement
6. Science
7. Social Emotional
8. Social Science

12 CRITICAL LEARNING SKILLS:

1. Being aware of body & physical abilities
2. Being self-aware
3. Caring & sharing
4. Communicating needs
5. Dealing with change
6. Exploring and problem solving
7. Expressing & regulating emotions & behaviors
8. Following routines
9. Reading and writing
10. Taking care of self & being safe
11. Building relationships
12. Understanding math concepts and methods of inquiry

EDUPOD LESSONS

SOCIAL-EMOTIONAL

ACTIVITY 1:5-THE NAME GAME

Children read the book *Chrysanthemum* by Kevin Henkes and identify the origins of their names.

THEME: It's Great to Be Me SONG: We are All Special	LEARNING FOUNDATION: Social-Emotional	GOALS: <ul style="list-style-type: none"> To compare their characteristics with others and display confidence in their unique abilities and characteristics. Recognize and accept diversity of self and others.
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MATERIALS

- Sentence strip holder or poster for posting children's names. (You can use felt board to display the children's names)
- Chrysanthemum* by Kevin Henkes

- Note to parents asking about origin of their child's name
- Sentence strips with children's names written on them
- Song "We are All Special"

SOCIAL-EMOTIONAL

BEGINNING

- Gather children in a comfortable spot where the children can cluster as close to you as possible. Sing "We are All Special" using Dolfi.
- Say, "Remember the other day when we read the book *Chrysanthemum*? What was one thing that was unique and special about her?" Encourage children's responses.
- Tell the children that, with the help of their parents, you have learned what is special about their names. (Look up children's names in a baby name book or website if parent notes were not returned.)

MIDDLE

- Post the children's names all over the classroom or use the felt

EXTEND

- Give each child their sentence strip name to decorate with markers and other arts and crafts materials.
- Explain to children that chrysanthemum is the November birthday flower. Show pictures/names of the birthday flowers of the other months and help children identify which is theirs.
- Make a chart displaying the differences and similarities in the number of short and long names, number of letters, and the meanings of the names.

SINGLE "UNIT OF LEARNING" FOCUSED ON:

- Central theme
- 4 Domains
- 8 Learning foundations
- Goals
- Address a variety of learning skills

INCLUDES:

- Songs
- Educational animation tuneTOON® Storyboards

4 STEP INSTRUCTIONAL PROCESS:

- Beginning, middle, end, extension
- Suggested materials and books
- Supporting templates (if applicable)
- Address a variety of learning skills

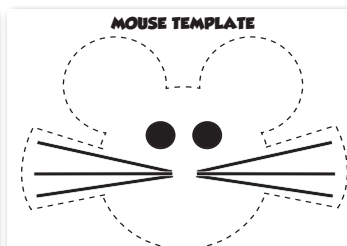
MUSIC



MUSIC LYRICS



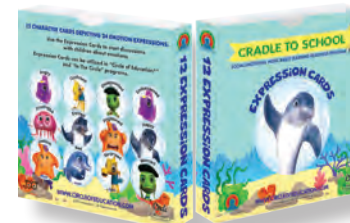
TEMPLATE



SOCIAL EMOTIONAL CARPET



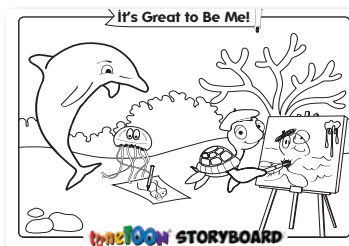
EXPRESSION CARDS



tuneTOON® 3D ANIMATION



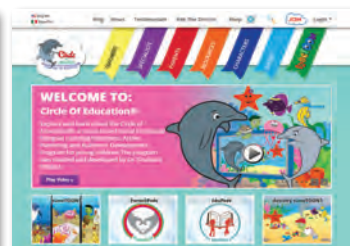
tuneTOON® STORYBOARD



Lil' tuneTOON® STORYBOARD



WEBSITE



WIZARD



EDUPOD QUICK VIEW

SAMPLE LESSONS BY LEARNING FOUNDATIONS

INTRODUCTORY LESSON	LANGUAGE & LITERACY	MATH
1:1. I AM SPECIAL <ul style="list-style-type: none"> Teacher reads <u>Chrysanthemum</u> and discusses character's unique name. Children make mouse puppets and give them special names. 	2:2. PICTURE WALK <ul style="list-style-type: none"> Sing "Emotional Dolfi Theme Song" Read <u>Friends</u> by Helme Heine. Each child gets an animal picture card. Children show their picture cards while the story is read and say a rhyme that corresponds with the animal's name. 	3:3. WASH AND COUNT <ul style="list-style-type: none"> Sing "Numbers Are Our Friends" Read: <u>Body Buddies Say..."Wash Your Hands!"</u> by Leean Wenkman. Teacher will practice the sequence of washing hands with the children. Children will count while washing hands.
SCIENCE	SOCIAL EMOTIONAL	ART
4:4. THE RAINBOW SALAD <ul style="list-style-type: none"> Sing "Let's Use Our Senses." Children will feel and guess fruit/veggies when blindfolded. Children will create their own personalized salad bowl using these fruit/veggies items. Have children chart fruit and veggies characteristics on a chart paper together. 	5:5. MIX AND DISCOVER <ul style="list-style-type: none"> Sing "The Magic of Learning." Read <u>Little Blue and Little Yellow</u> by Leo Lionni. Children will mix colors to create colors. Children will share about the "feeling of a new discovery." 	6:6. A IS FOR ART <ul style="list-style-type: none"> Sing "The 5 W Song." Read <u>Museum ABC</u> by The (NY) Metropolitan Museum of Art. Children create their own paintings and share while other children ask the five "W" questions about their painting.
MUSIC & MOVEMENT	DRAMATIC PLAY	SOCIAL SCIENCE
7:7. GET YOUR TURN <ul style="list-style-type: none"> Sing "Raise Your Hand and Get Your Turn." Children will practice raising their hand and getting their turn, while using a wand or ruler indicating their turn. 	8:8. MEASURING AND BAKING <ul style="list-style-type: none"> Sing "Measuring and Baking." Read <u>Five Little Monkeys Bake a Birthday Cake</u> by Eileen Christelow. Children pretend play to make cupcakes by prepping ingredients, measuring, and mixing. 	9:9. "HELLO MY FRIENDS" BOOK <ul style="list-style-type: none"> Sing "Hello Mom, Hello Dad." Read the book <u>Hello World!</u> by Manya Stojic. Children create a "Hello My Friends Book." Children will put 'hello' in different languages on the pages. Children will compare similarities and differences in how they say hello and how their friends say hello.

LESSON 4:4-THE RAINBOW SALAD

Children identify fruit and veggies using their senses and personalize their own rainbow salad.



THEMATIC UNITS:

My Healthy Food Plate

SONG:

Let's Use Our Senses

LEARNING FOUNDATION:

Science

TUNETOON®:

Let's Use Our Senses

GOALS:

- To discover characteristics of fruit and veggies using senses.
- To learn about the importance of eating fruit and vegetables.

MATERIALS

- Variety of fresh fruit and vegetables (make sure children are not allergic)
- Small brown bags to put each fruit and vegetable in
- A scarf or eye mask to cover eyes
- tuneTOON® Storyboard and tuneTOON®
- Plates/trays
- Chart paper/dry erase board
- Bowls
- Butter knife (or plastic fork)
- Songs: "Let's Use Our Senses"
- Dolphi Puppet



BEGINNING

- Have Dolphi lead the children in singing "Let's Use Our Senses" song.
- Say, "We are going to learn more about fruit and vegetables. We need to eat 5 servings of fruit and vegetables each day, at least 3 servings of vegetable and 2 helpings of fruits. They provide our bodies with the vitamins and minerals we need to grow healthily."
- Introduce each fruit and vegetable and allow the children to feel, smell, and look at it. Introduce the senses of hearing, vision, taste, smell and touch to the children. Sing with the children using Dolphi the "Let's Use Our Senses" song. Follow the lyrics chart.
- Ask the children to put the fruits and vegetables each into a brown bag.
- Have each child during his/her turn blindfold their eyes with a scarf or an eye mask. Ask each child to put his/her hand into the bag and feel what is inside. Ask the child to describe what it feels like and to

guess what the fruit/vegetable is. What is the size of it? What does the texture feel like? What is the shape and color of the fruit/vegetable?

MIDDLE

- Allow children to enjoy the sensory experience. Once all the fruits and veggies are identified and put in a big bowl, take each item and cut it into pieces and put one piece on each tray (one per child).
- Ask the children to taste the fruit/veggies, each piece at a time, and to choose what they want to use for their salads.
- Give each child a work surface (tray or plate), a bowl to put the cut fruit in, and a butter knife/plastic fork. Have the song "Let's Use our Senses" play while they make their salads.

END

- Chart the characteristics of the fruits and vegetables on a chart paper or on a dry erase board with the children
- Have the children eat their rainbow salad while singing the song.

EXTEND

- Take pictures with a camera of each child with his/her rainbow salad to include on the documentation panel.
- Display the chart of the favorite fruits and veggies as identified by each child and suggest new fruits and veggies to add.
- Let children draw their bowl of rainbow salad and decorate it.

HOME ACTIVITY:

ParentPod #4.4-
What Do You Smell?

LESSON 5:5-MIX AND DISCOVER

Children will read the book *Little Blue and Little Yellow* by Leo Lionni.

Children will use finger paint and mix primary colors to discover secondary colors.



THEMATIC UNIT:

Colors and Shapes All Around Us

SONG:

The Magic of Learning

LEARNING FOUNDATION:

Social Emotional

TUNETOON®:

The Magic of Learning

GOALS:

- Children display confidence in their unique abilities and preferences.
- Children recognize a variety of colors.
- Children demonstrate excitement and understanding of new events.

MATERIALS

- The book Little Blue and Little Yellow by Leo Lionni
- Dolfi puppet
- Finger paints (different colors)
- Bowls (to pour paint in).

- Large white butcher papers
- Song/Lyrics Chart “The Magic of Learning”
- Paint brushes
- Paper towels and wipes



BEGINNING

- Have the children sit together in the circle and introduce Dolfi. Say, “Today Dolfi wants to learn more about colors. Dolfi would like us to sing the song ‘The Magic of Learning’ together, as Dolfi is very excited to learn new things.” Sing the song together.
- Following the song, say, “Dolfi is excited about reading the book Little Blue and Little Yellow by the author Leo Lionni. Dolfi wants to learn about the friendship between the two colors ‘yellow’ and ‘blue.’ Let’s see what happens to these two when they hug each other.” Ask, “When mixing blue and yellow, what is the new color you think we’ll get?”
- Read the book while showing the pictures to the children. Say, “Today we are going to experiment with finger paints. We are going to dip our hands into the paint, each one into a different bowl. Then we are going to put our hands on a large piece of white paper. Then, we each are going to dip our hands again, rub them together,

and see what colors we create!”

MIDDLE

- Have the children work individually and have them describe what new color is created when they rubbed their hands and mixed the two colors.
- Pair each child with another child who had picked different colors, and each will mix their colors with the others child’s colors. Have them describe the new four new colors. Let children use the brush to create different shapes. As the children are working, teach them about primary and secondary colors.

END

- Have the children display their colors discoveries and share with the group. Take photos to display.
- Ask children to share the “feeling of discovery.”
- Have Dolfi lead the children in singing “The Magic of Learning.”

EXTEND

- Arrange with the children a wall display of “Mix Colors and Discover,” combining their paintings with their photos.
- Leave the book Little Blue and Little Yellow by Leo Lionni in the play area/library.
- Have children paint each others’ palm and shake hands to discover the new emerging color.

HOME ACTIVITY:

ParentPod #5.5-
The Magic of
Learning

PARENTPOD™ SOCIAL EMOTIONAL WELLNESS AND FAMILY ENGAGEMENT MODULE



**AVAILABLE IN PRINT,
ON MOBILE DEVICES,
AND ON THE WEB.**

The bilingual ParentPod™ module provides families with guidance, activities, and educational tools to support social-emotional wellness and learning readiness skills.

BUILT ON:

- 4 developmental domains
- 8 learning foundations
- 12 critical learning readiness skills

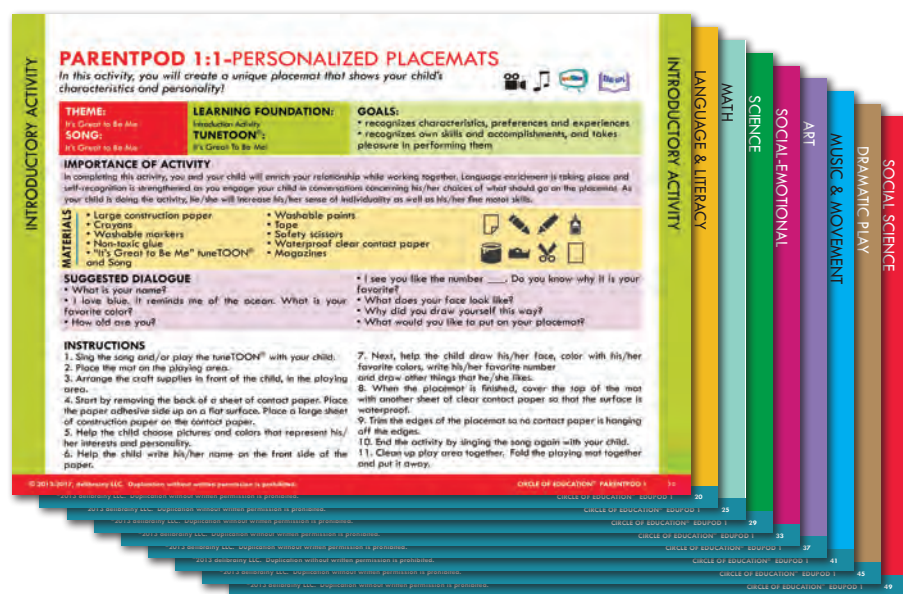
INCLUDES:

- 18 thematic units
- 324 bilingual (English & Spanish) activities
- 95 original educational songs
- 60 3D animated educational stories tuneTOON®s
- Supporting materials including expression cards, character puppets, storyboards and Social Emotional Engagement carpet

ALIGNMENT AND STANDARDS:

- Aligned to national and state learning standards

9 ACTIVITIES IN EACH PARENTPOD™



CENTRAL THEME FOR EACH PARENTPOD™

- Overview and implementation guide
- Available resources
- ParentPod Activities
 - 9 Activities per unit
 - 9 Lyrics and 18 tuneTOON® storyboards
 - Suggested books

4 DEVELOPMENTAL DOMAINS:

1. Social
2. Emotional
3. Cognitive
4. Health & Routines

8 LEARNING FOUNDATIONS:

1. Art
2. Dramatic Play
3. Language & Literacy
4. Math
5. Music & Movement
6. Science
7. Social Emotional
8. Social Science

12 CRITICAL LEARNING SKILLS:

1. Being aware of body & physical abilities
2. Being self-aware
3. Caring & sharing
4. Communicating needs
5. Dealing with change
6. Exploring and problem solving
7. Expressing & regulating emotions & behaviors
8. Following routines
9. Reading and writing
10. Taking care of self & being safe
11. Building relationships
12. Understanding math concepts and methods of inquiry

PARENTPOD™ ACTIVITIES

INTRODUCTORY ACTIVITY

PARENTPOD 1:1-PERSONALIZED PLACEMATS

In this activity, you will create a unique placemat that shows your child's characteristics and personality!

THEME: It's Great to Be Me SONG: It's Great to Be Me	LEARNING FOUNDATION: Introduction Activity TUNETOON®: It's Great to Be Me	GOALS: <ul style="list-style-type: none"> • recognizes characteristics, preferences and experiences • recognizes own skills and accomplishments, and takes pleasure in performing them
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IMPORTANCE OF ACTIVITY
In completing this activity, you and your child will enrich your relationship while working together. Language enrichment is taking place and self-recognition is strengthened as you engage your child in conversations concerning his/her choices of what should go on the placemat. As your child is doing the activity, he/she will increase his/her sense of individuality as well as his/her fine motor skills.

MATERIALS

- Large construction paper
- Crayons
- Washable markers
- Non-toxic glue
- "It's Great to Be Me" tuneTOON® and Song
- Washable paints
- Tape
- Safety scissors
- Waterproof clear contact paper
- Magazines

SUGGESTED DIALOGUE

- What is your name?
- I love blue. It reminds me of the ocean. What is your favorite color?
- How old are you?
- I see you like the number _____. Do you know why it is your favorite?
- What does your face look like?
- Why did you draw yourself this way?
- What would you like to put on your placemat?

INSTRUCTIONS

1. Sing the song and/or play the tuneTOON® with your child.
2. Place the mat on the playing area.
3. Arrange the craft supplies in front of the child, in the playing area.
4. Start by removing the back of a sheet of contact paper. Place the paper adhesive side up on a flat surface. Place a large sheet of construction paper on the contact paper.
5. Help the child choose pictures and colors that represent his/her interests and personality.
6. Help the child write his/her name on the front side of the paper.
7. Next, help the child draw his/her face, color with his/her favorite colors, write his/her favorite number and draw other things that he/she likes.
8. When the placemat is finished, cover the top of the mat with another sheet of clear contact paper so that the surface is waterproof.
9. Trim the edges of the placemat so no contact paper is hanging off the edges.
10. End the activity by singing the song again with your child.
11. Clean up play area together. Fold the playing mat together and put it away.

INTRODUCTORY ACTIVITY

SINGLE "UNIT OF LEARNING" FOCUSED ON:

- Importance of Activities
- Central theme
- 4 Domains
- 8 Learning foundations
- Goals
- Address a variety of learning skills

INCLUDES:

- Songs
- Educational animation tuneTOON®s
- tuneTOON® Storyboards
- Address a variety of learning skills
- Suggested dialogue
- Step by step instructions

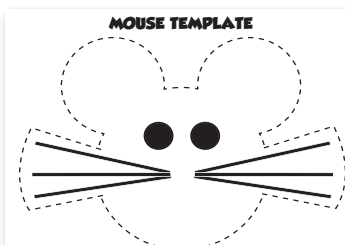
MUSIC



MUSIC LYRICS



TEMPLATE



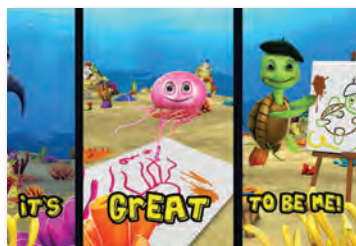
SOCIAL EMOTIONAL CARPET



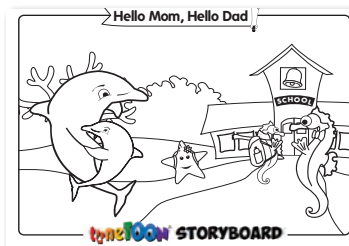
EXPRESSION CARDS



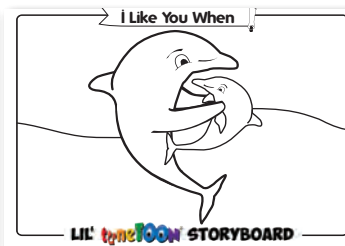
tuneTOON® 3D ANIMATION



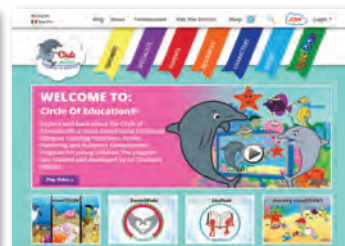
tuneTOON® STORYBOARD



Lil' tuneTOON® STORYBOARD



WEBSITE



WIZARD



PARENTPOD 5:5-THE MAGIC OF LEARNING

In this activity, you and your child will mix colors together to create new colors!



THEME:

Colors and Shapes All Around Us

SONG:

The Magic of Learning

LEARNING FOUNDATION:

Social Emotional

TUNETOON®:

The Magic of Learning

GOALS:

- interacts with adults cooperatively
- recognizes own skills and accomplishments
- strengthen parent-child relationship
- understands the relationship between cause and effect

IMPORTANCE OF ACTIVITY

In this activity, your child will learn about cause and effect by mixing colors together to create new colors. As you and your child explore this process, you are strengthening your parent-child relationship.

MATERIALS

- Pencil
- Food coloring (blue, yellow and red)
- Water
- Paper
- Two empty plastic bottles (with lids)
- Paper towels
- Markers or crayons
- Song- The Magic of Learning
- tuneTOON®- The Magic of Learning



SUGGESTED DIALOGUE

- Let's mix colors together!
- What do you think will happen if you mix blue and yellow together?
- Let's learn about the process of mixing colors!
- Let's observe what happens when we put red and yellow together.
- What is your favorite color? Do you think we could make _____ out the colors we have here?
- My favorite color is purple! What colors do you think we need to make purple?

INSTRUCTIONS

1. Sing the song and/or play the tuneTOON® with your child.
2. Gather materials in an area where it is okay to spill liquids (example: kitchen or outside).
3. Ask your child to help you fill up the two bottles halfway with water.
4. Say, "We are going to learn about the process of mixing colors!"
5. Ask your child to pick two colors out. Say, "Let's observe what happens when we put ____ and ____ together!" Drop one drop of each color your child has chosen into the bottles of water. Put the cap back on and let your child mix the color into the water by shaking the bottle.
6. Ask your child what he/she is discovering, observing, questioning and learning.
7. Have your child mix more colors together and continue using the suggested dialogue to discuss what is happening with your child.
8. Record with the child on a piece of paper what colors you mixed and what color you ended up creating. Use markers or crayons to do that and let your child write too even if he/she can only scribble.
9. Together, clean up the activity and put the supplies away.
10. End the activity by singing the song and/or play the tuneTOON® again with your child.

PARENTPOD 6:6-THE “W” QUESTIONS COLLAGE

In this activity, your child will make a family photo collage using the five “W” questions!



THEME:

Let's Connect Letters to Words

SONG:

The Five W Song

LEARNING FOUNDATION:

Art

TUNETOON®:

The Five W Song

GOALS:

- recognizes own skills and accomplishments and takes pleasure in performing them
- strengthen parent-child relationship
- understands and uses verbal language

IMPORTANCE OF ACTIVITY

In this activity, your child will use his/her creativity to make a family collage. Your child will learn the five “W” questions when talking about the photos. These questions will facilitate conversation between you and your child. Spending time doing this fun activity with your child will help strengthen your parent-child relationship.

MATERIALS

- Photos
- Non-toxic glue
- Pencil
- Paper
- Safety scissors
- Song- The Five W Song
- TuneTOON®- The Five W Song



SUGGESTED DIALOGUE

- What words do we use to ask questions?
- What letter do they start with?
- What are you doing in this picture?
- Where was this picture taken?
- Who are you playing with in this picture?

- When was this picture taken?
- Why were you _____ (ex: holding hands) in this picture?
- It looks like you are enjoying playing with your friend in this picture. How do you feel when you look at this picture?
- Let's hang your collage in a special place. Where do you think is a good place to hang it?

INSTRUCTIONS

1. Sing the song and/or play the tuneTOON® with your child.
2. Place the mat on the playing area.
3. Arrange the craft supplies in front of your child on the playing area.
4. Say, “Today we are going to make a family collage out of photos and learn to use the ‘W’ questions!”
5. Have your child glue the photos on one side of the paper. On the other side, you will write: “Who”, “What”, “When”, “Where” and “Why”. Leave space under each word.

- As your child makes their collage, ask him/her who, what, when, where, and why questions. Write your child's answers under each of the five “W's.”
6. Encourage your child to ask you the “W” questions and write down your response too.
 7. Hang the collage up in a place that is eye level to your child so they can see it everyday.
 8. End the activity by singing the song and/or playing the tuneTOON® again with your child.
 9. Fold the playing mat together and put it away.

IN THE CIRCLE THEME, SONG, TUNETOON[®]S AND ACTIVITY STRUCTURE



THEME	1	2	3	4	5	6	7
THEME NAME	SELF-AWARENESS	SELF-ESTEEM	DIVERSITY: WE ARE ALL SPECIAL	EMOTIONS	RELATIONSHIP BUILDING: FRIENDSHIP	DEALING WITH CHANGE	CONTROLLING MY TEMPER
SONG	We Are All Special	I Can Finish What I Start	Family is Family	My Feelings	Everybody Needs a Friend	Things are Changing	Keep Your Hands to Yourself
tuneTOON [®]	We Are All Special	I Can Finish What I Start	Languages All Around	My Feelings	Everybody Needs a Friend	Things Are Changing	Keep Your Hands to Yourself
LARGE GROUP ACTIVITY	We are All Special	Little Engine that Could	Let's Chart Our Families	The Way I Feel When...	We All Need a Friend	Changes All Around Us	Hands are Not for Hitting
SMALL GROUP ACTIVITY	I Am Special	I Can Finish Booklet	My Family Tree	My Feelings Chart	Everybody Needs a Hand	Musical Chairs	Circle of Hands
ONE ON ONE ACTIVITY	I Am Special Puzzle	I Know I Can	My Family Portrait	My Feelings Clock	My Special Friend	My "Things are Changing" Booklet	My Friendly Hands
SONG	Everyone is Special	It's Great to Be Me	Languages all Around	How Do I Feel?	Help Me Feel What You Feel	It's Ok to Say Goodbye	Getting Mad is Not the Way
tuneTOON [®]	We Are All Special	It's Great to Be Me	Languages All Around	My Feelings	My Feelings	See You Later	Getting Mad is Not the Way
LARGE GROUP ACTIVITY	What's in the Box?	What is Great About Me?	Can You Speak more than One Language?	How Do You Feel?	Let Me Follow in Your Footsteps	We all Say Goodbye	When I Feel Angry
SMALL GROUP ACTIVITY	My Special Box	Trace Me!	Going Around the Globe	My Emotions	Let Me See Through Your Eyes	The Goodbye Cure	My Angry Thermometer

I AM SPECIAL

In this activity, you will enhance the children's self-awareness by helping each child create a special page depicting their name and their unique characteristics!



THEME: Self-Awareness

SONG:
We Are All Special
tuneTOON®:
We Are All Special

DESIRED OUTCOMES:

- knows own characteristics and name, as well as how each is similar to and different from others
- self-awareness is increased
- knows own characteristics and name
- strengthening adult-child relationship

IMPORTANCE OF ACTIVITY

In completing this activity, the children in your small group will be able to express their individuality in their special project. While you engage children in conversations concerning their choices of what can go on the paper, language enrichment is taking place and self-recognition of each child's name is strengthened. While holding a group discussion as children are making the special page about themselves, you are supporting their understanding of how we are all similar and unique.

MATERIALS

- Large construction paper
- Washable markers
- Crayons
- Non-toxic glue
- Small mirror
- Art supplies
- Song lyrics
- A puppet



SUGGESTED DIALOGUE

- What is your name? Let's write your name on the paper.
- When you think about your name, what pictures come to your mind?
- Look at the mirror, what do you see? What color are your eyes? What color is your hair?
- What do you like about yourself?
- Is there anyone here that has the same name as you?
- Does someone here have the same color eyes and hair that you have?
- What would you like to write about yourself on your paper?

INSTRUCTIONS

1. Sing the song "We Are All Special" with the children, using the lyrics and the puppet.
2. Ask the children about the song and what it is about.
3. Say, "Let's take a piece of construction paper and draw a picture of you in the middle."
4. Ask the children to choose markers, crayons and art supplies to depict their specific physical characteristics.
5. Help the children write their names on the paper.
6. Discuss with the children what makes them the same as and different from others.
7. Say, "Let's work together and write down the characteristics and interests that each of you would like to share with people."
8. Let each child share his/her project and tell the others what is special about him/her. When sharing, encourage children to add to the child's story by telling the group what they like about the child that is sharing their project.
9. Ask the children to share and reflect on how this project and discussion made them feel.

MY FEELINGS CHART

In this activity, children will learn to recognize and understand his/her emotions and others' emotions!



THEME: Emotions

SONG:
My Feelings
tuneTOON®:
My Feelings

DESIRED OUTCOMES:

- know and recognize own emotions
- understand what triggers his/her different emotions
- understand others' emotions and develop awareness to others' feelings
- strengthen adult-child relationship

IMPORTANCE OF ACTIVITY

In completing this activity, children will learn to recognize their own/others' emotions and learn to communicate their feelings. While you engage children in conversations concerning their Feelings Chart, children will explore how they cope with various emotions. Children will learn about what makes them feel the way they do, and how to cope with (regulate) these emotions and overcome tough situations. To achieve healthy emotional development, children need to form relationships with you (the adult) and their peers. Adults can help children develop self-regulation skills by helping them identify and manage strong feelings.

MATERIALS

- Song lyrics
- A puppet
- Construction paper
- Stickers/photos of different emotions
- tuneTOON®
- Art supplies
- Washable markers
- Crayons
- Safety scissors
- Non-toxic glue
- Handheld mirror



SUGGESTED DIALOGUE

- What makes you get mad and angry?
- How does your body feel when you are angry?
- Have you ever felt jealous? Would you like to share that experience with us?
- What makes someone sad? How can you recognize when someone is sad? What can you do to make someone feel better when they are sad?
- Who do you ask for help when you feel angry and are having trouble handling your frustration?
- What would you say to your friend when he/she is frowning? When do we have a frown on our face?
- What do you say to yourself when you want to calm yourself down?
- How do we express emotions? Why do you think it is difficult for us, sometimes, to figure out how others feel?

INSTRUCTIONS

1. Sing the song "My Feelings" with the children, using the lyrics and the puppet.
2. Ask the children about what the song is about. Show the children the tuneTOON® and ask them to describe what they see. Ask them how they feel when they see their friends or siblings sitting on the teacher's lap or their parent's lap.
3. Ask children if listening to the song made them think of something they have experienced.
4. Discuss how we "feel" the emotion and understand the way we feel.
5. Show the children photos/stickers and let them identify the emotions that each expresses.
6. Ask the children to look in a mirror and make a facial expression for each emotion they identified.
7. Ask the children to take a piece of paper and draw the different emotions or glue pictures/stickers of emotions. Help them name each emotion and identify the way they act when they experience the emotion.
8. Discuss the different ways we all experience emotions (anger, sadness, jealousy, frustration, embarrassment, happiness) and express them.
9. Have the children think and reflect on how they communicate emotions.
10. Have children sing "My Feelings" again, while making the facial expression that matches the emotions as they are mentioned in the song.