### Social and Emotional Skills

**Butterfly Breathing**
When a child learns to take a breath and “calm,” she is learning to manage her emotions. Let’s try Butterfly Breathing! Inhale and exhale as you slowly lift and lower your fragile, new butterfly wings (arms). Ask your child how she feels after she finishes this calming strategy. Watch this funny video as Dr. Becky Bailey tries to manage her emotions.

*Butterfly Breathing*

### Math

**The Ants Go Marching**
Sing “The Ants Go Marching” with your child.
On a sheet of paper use a pencil or marker to make five distinct spaces. In the first space, write the numeral one. In the second space, write the numeral two. Continue doing this until all five spaces have a numeral written inside. Invite your child to help write numerals in the spaces.

Allow your child to draw one ant in the first space with the numeral one. Challenge him to draw two ants in the second space. Once completed, ask him how many ants he should draw in the third space. Continue until each space is filled with the appropriate number of ants.

### Literacy

**Reading with your child: Can You See the Shapes?**
*(Available in Early Literacy Digital Library Books)*

1. Read the book with your child.
2. Talk with your child about the story and follow: **After you Read** on the inside back cover of the book.

**eStories Literacy Collection: Tommy Tiger**
Read and sing the online story with your child.

### Content Connections

**Writing a Story**
Using any of the prompts below, ask your child to write and illustrate a story. You may need to take dictation and write the words for your child. Your child will be proud to be an author and illustrator. The following prompts are an example of alliteration. They all have the same beginning consonant sound. Do you remember Peter Piper?

- Mobs of mosquitoes make me moan.
- Beautiful beetles bathe blissfully.
- Wimpy wasps waltz weirdly.

### Moving and Learning

**The Cricket Long Jump**
Create a starting line and have your child start there and jump forward as far as he can. Mark the landing point with a stone. Let your child choose the measuring tool he would like to use to measure the jump. Keep a record of the jump (i.e. Sam jumped 3 twig lengths or 8 leaf lengths). Let your child challenge himself throughout the week to try and jump further then the last jump.