

Pre-K Week 1: Exercise

Estimated Time	Total Time: approximately 45-60 minutes/day Work at the pace that works best for you and your child.
Grade Level Standard(s)	<p>All activities are aligned to Illinois Early Learning and Development Standards for preschool and Common Core State Standards for Kindergarten.</p> <p>To learn more about these standards, please visit the following:</p> <ul style="list-style-type: none"> • Illinois Early Learning and Development Standards - https://www.isbe.net/Documents/early_learning_standards.pdf • Common Core State Standards for Kindergarten Parent Roadmap: English Language Arts - https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/36/Updated%20ParentGuide_ELA_K.pdf • Mathematics - https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/36/ParentGuide_Math_k.pdf
Caregiver Support Option	Participate with your child in the suggested activities below to facilitate shared learning.
Materials Needed	<p>Paper, writing utensils (crayons, markers, pencils), scissors, glue or tape, <i>**If writing utensils are unavailable, free drawing application, such as Kids Doodle. Available at the Google Play Store here tinyurl.com/KidsDoodle and the Apple Store here: tinyurl.com/KidsDoodleApple</i></p> <p>Suggested Books: <i>Get Up & Go! By Nancy Carson</i> <i>I Am Yoga by Susan Verde</i> <i>My Amazing Body by Pat Thomas</i> <i>Wiggle by Doreen Cronin</i> <i>The Busy Body Book by Lizzy Rockwell</i> <i>Salt in His Shoes by Delores Jordan and Roslyn Jordan</i> <i>Pele, the King of Soccer / Pele, El Rey de Soccer by Monica Brown</i> <i>Jojo's Flying Sidekick by Brian Pinkney</i></p> <p>Links to additional digital resources available on the last page of the packet.</p>
Question to Explore	<ol style="list-style-type: none"> 1. What types of exercise are there? 2. What happens in our bodies when we exercise? 3. How does exercise help our bodies? 4. What do our bodies need to exercise?
Student Directions	Each activity below has directions for you to follow.

Learning Tools:

Encourage your child to use inventive spelling



























(<https://www.readingrockets.org/article/invented-spelling-and-spelling-development>) and the letter sounds chart provided below to encourage writing in the activities in this packet based on their knowledge of letter sounds.

If you are able, access the "Learning Letter Sounds Song" by Jack Hartmann to support your child's knowledge and application of letter sounds: tinyurl.com/LLSounds The images in the letter sounds chart below correspond to this song. When these visual reminders are used in conjunction with the song, children have an easier time remembering and learning the letter sounds, because they have multiple reference points to help them!

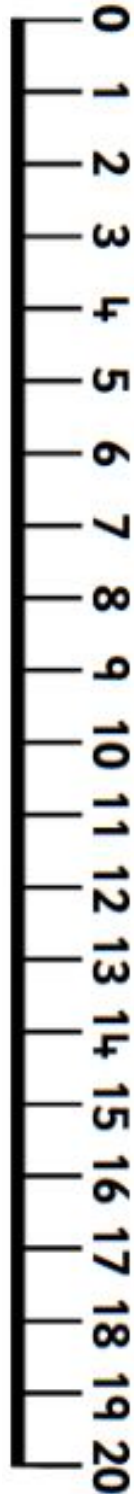
- Please note that the sound a letter makes is different from the name of the letter. It's important that your child learn letter sounds as they are heard in spoken words. Since we adults have not been in preschool in a long, long time, we might need a refresher! Please use the letter sounds as they are said in the Learning Letter Sounds song when working with your child.

Remember that children are exploring writing at this age, and that correct spelling is not required. If your child knows his or her letter sounds, encourage him or her to use inventive spelling. If not, letter strings or even lines and scribbles are appropriate for this age - as long as your child sees him or herself as a writer. The development of writing at this age is provided below:

b. Writes to convey ideas and information											
Not Yet	1	2	3	4	5	6	7	8	9	10	11
		Uses drawing, dictation, and scribbles or marks to convey a message <ul style="list-style-type: none">• Scribble-writes deliberately• Makes marks that appear to adults to be in random order		Uses drawing, dictation, and controlled linear scribbles to convey a message <ul style="list-style-type: none">• Scribbles lines, circles, or zigzags in rows• Often repeats action and forms		Uses drawing, dictation, and mock letters or letter forms to convey a message <ul style="list-style-type: none">• Writes segments of letter forms, e.g., lines, curves• May use too many segments to create a letter, e.g., five horizontal lines on the letter E• May not orient letter segments correctly		Uses drawing, dictation, and letter strings to convey a message <ul style="list-style-type: none">• Writes strings of letters• Writes some letters correctly• Writes letters in unconventional order• Begins to separate groups of letters with spaces• May copy environmental print		Uses drawing, dictation, and early invented spelling to convey a message <ul style="list-style-type: none">• Uses first letter of word to represent whole word• Writes initial and/or final sounds of a word to represent the whole word <p><i>*Note: In Spanish, early invented spelling may consist primarily of vowels.</i></p>	Produce very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed <ul style="list-style-type: none">• Writes a simple opinion piece about a favorite book, adding suggestions from the teacher• Writes about a visit to a pet store using drawing, writing, and dictation• Adds information to a class poster about chicks after reading about them on a science website

 Aa	 Bb	 Cc	 Dd	 Ee	 Ff
 Gg	 Hh	 Ii	 Jj	 Kk	 Ll
 Mm	 Nn	 Oo	 Pp	 Qq	 Rr
 Ss	 Tt	 Uu	 Vv	 Ww	 Xx
 Yy	 Zz				

Please use the following number line to provide your child with a reference point when identifying and learning to name numerals. If your student is not yet able to name numerals by sight, you can prompt them to find the numeral they're attempting to identify on the number line, and counting up to it, pointing to each number as they go. The number they say when they arrive at the target number tells them the name of the numeral.



Day 1: What do you know about exercise?

Introduce the Topic: What do you know about exercise? Let's Explore!

Ask your child the following question:

- Exercise is when we move our bodies to keep them healthy. What ways can you think of that we exercise?

Encourage your child to write a list of their ideas as you discuss, using inventive spelling.

Learn & Discuss: What types of exercise are there?



Running



Biking



Dancing



Swimming



Hiking



Weight-Lifting



Walking



Yoga



Playing Sports



Playing at the Playground

What is your favorite way to exercise? Draw your own picture of yourself exercising, and write about it too!

Math and Movement Activity - Exercise and Count!: Invite your child to play this fun numeral identification game with you! First, cut out the number cards below with your child, encouraging appropriate scissor grip- thumb in the small hole on top, two fingers in the bigger hole on the bottom, following the pattern, "open, close, open, close." Teach safety awareness and remind your child to

leave their thumb on top, to keep their second hand away from the scissors, and to turn the paper when necessary, not their hands.

If you do not have the materials to print and cut these number cards, you can prompt your child to make these cards themselves, to provide them with additional practice recognizing and writing numerals. Utilize the number line provided at the start of the packet to help your child remember how to write each number. Don't worry about perfection and let your child practice writing the number themselves- it is normal for a child's writing to be messy at this stage in their development. Practicing themselves is how they learn to write themselves!

Shuffle the number cards, and turn the pile upside down. Take turns picking the top card off of the pile with your child, identifying the number (using the number line provided below as a tool to help your child count up to any numbers they don't yet know), and then choosing an exercise to do that many times. Some exercises could be hopping, jumping, squatting, push-ups, sit-ups, hopping on one leg- anything that keeps your body moving! Prompt your child to count aloud as you exercise, to ensure that you stop on the appropriate number. If your child is having trouble remembering when to stop, help them by shouting, "Stop!" when they get to the number, and reminding them to do the same when they say the number aloud.

Please note that preschool aged children differ in their ability to recognize numerals by sight- and this is normal! If your child does not yet name any numerals, only use the cards 1-5 below. If your child is beginning to be able to identify some two-digit numerals, create a mix of numbers they do know and do not yet know in order to both challenge them and help them feel confident in what they know so far!

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Social Emotional Learning Activity: Call three friends or family members that you are grateful for, and call them to let them know how special they are! If you have access to paper and writing utensils, you can also draw cards and pictures for your friends and families and send it to them through the mail, or take a photo and send it to their phones or computers.

Day 2: What are different ways that people exercise?

Learn & Discuss: Read the following book, “Exercise” with your child. This book provides an overview of some of the topics you and your child will be exploring more deeply over the next few weeks. After reading, ask your child questions to check for understanding, such as:

- What are the two different types of exercises? (strength training and cardio)
- What is the difference between strength training and cardio? (strength training strengthens the muscles, cardio training strengthens the heart)
- Why do people like to exercise?

Exercise



What Is Exercise?

Exercise is physical activity done to stay healthy and fit. There are many types of exercises. Running, biking, and playing sports are all ways to exercise.

Cardio and Strength Training

Cardio and strength training are the two types of exercises. Cardio strengthens your heart and lungs. Walking, biking, and running are cardio exercises. Strength training builds muscle. Lifting weights is an example of strength training.

Working Hard

Exercise should make you breathe harder. It makes your heart beat faster. Some people sweat when they exercise. These are all ways you know your body is working hard.

How Exercise Helps

Exercise can improve coordination and balance. It can give you more energy throughout the day. Exercise can also change the shape of your body. It makes your muscles stronger. Exercise can reduce fat stored in the body.

Getting Exercise

There are many fun ways to get exercise each day. Grab a basketball and shoot some hoops. Take a walk with a friend. Go for a swim. Try to do many different kinds of exercises.

Glossary Terms

sweat - to give off water when the body is hot

exercise - physical activity done to stay healthy

muscle - a tissue in the body that is made of strong fibers; muscles can be tightened or relaxed to make the body move

reduce - to make smaller or less in amount

balance - to keep steady without falling

cardio - any exercise that makes the heart beat faster and harder for a long period of time

coordination - working together smoothly

fit - strong and healthy

strength training - exercises that make muscles stronger

"Exercise." Science. Capstone, www.pebblego.com. Accessed 6 Jun. 2020.

To read this book online and participate in related activities, visit:

<https://site.pebblego.com/modules/2/categories/8934/articles/8903> (username = cps; password = cps).

Literacy Activity - Rhyme Time! Playing simple word games with your child is a great way to teach them to recognize the different sounds in words. Review with your child what rhyming words are: words that sound the same at the end (for example, bat and cat). Invite your child to brainstorm as many words as he/she can that begin with the following words related to exercise and our bodies:

- **hop** (top, stop, mop, bop, sop)
- **kick** (pick, sick, lick, trick, wick)
- **throw** (bow, mow, low, row, woe)
- **spin** (bin, pin, tin, win, shin, fin)
- **hand** (and, band, sand, stand, grand)

Make it easier for your child by modeling rhymes and having them repeat the rhyming words. You can also help your child by providing them with a sound and inviting your child to think about how the word would be different with that sound at the start. For example:

- "Hop...That word starts with the /h/ sound! What would that word be if we put the /b/ sound in front instead? Hop, /b/ /b/ ... bop! When we change the first sound in a word and keep the ending, we can make rhyming words!"

Music/Movement Activity - Head, Shoulders, Knees, and Toes: Dance break! Sing the song, *Head, Shoulders, Knees, and Toes* with your child, and prompt them to touch each part of their body in alignment with the song. You can find the lyrics below, and a link to the song on youtube here: <https://www.youtube.com/watch?v=TSdelhmv6v0>




Head, Shoulders, Knees, and Toes,
 Knees and toes!
 Head, Shoulders, Knees, and Toes,
 Knees and toes!
 Eyes and ears and mouth and nose,
 Head, shoulders knees, and toes,
 Knees and toes!

Get creative and have fun with your child by inviting them to create their own version of this classic song, inserting any body parts they want each time!

Ask the Audience - Which Type of Exercise Do You Prefer?: Invite your child to conduct a poll of your family members and friends (via phone and video, if possible) to ask them which type of exercise they prefer. Track the results of the poll by using the simple table below. With each response, invite your child to write the person's name in the column of the sport they voted for.

At the end, ask your child:

- How many votes did each type of exercise receive? Can you write the numbers for each?
- Which exercise was the most popular, or received the most votes?
- Which exercise was the least popular, or received the fewest votes?

 <p>Basketball</p>	 <p>Dancing</p>	 <p>Yoga</p>

Day 3: What happens in your body when you exercise?

Introduce the Topic: Discuss the following question with your child: "What do you notice in your body when you exercise? How does your body feel?"

If your child needs additional prompting, model how to answer the question by telling your child how exercise makes your body feel, and giving them choices. For example:

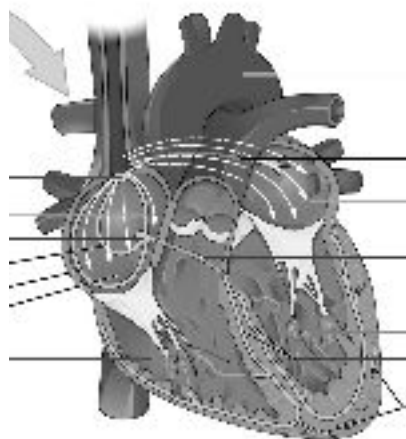
- Does exercise make your body feel hot or cold?
- Does exercise make your body feel energetic or tired?
- Do different types of exercises make your body feel differently? How do you feel after you've been running on the playground? How do you feel after you've done yoga at home?

Learn & Discuss: Read the following book with your child, on how exercise physically affects the body in the short term. After reading, check for understanding by asking your child:

- Which parts of our bodies do more work when we are exercising? (muscles, heart, lungs)
- What changes does your body make to help you exercise? (heart beats faster, lungs breathe faster, bodies sweat)
- What happens when you are done exercising? What do our bodies need after we exercise?



When we exercise, our bodies are working hard!



When we move our bodies and exercise, our heart beats faster. Our heart pumps blood to our muscles, which are working when we exercise.



Our heart needs oxygen to pump blood to our muscles. We use our lungs to give our bodies oxygen.

When we exercise, we breathe faster because our lungs need to work harder to give oxygen to our hearts.



When our heart beats faster, our bodies get warmer. Our bodies sweat to keep us cool when we exercise.



When we are done exercising, our heart beats more slowly, our lungs breathe more slowly, and we stop sweating. We can stretch our bodies to help our muscles recover.



Our bodies feel cool again, and we need to drink water to replenish the water we lost when we were sweating.

Music/Movement Activity - Freeze Dance! Play your child's favorite song. Have them dance while the music plays. Stop the music every 15 to 30 seconds and then freeze in place whenever it stops! Keep going until the song ends. Connect this activity to the question of the day by encouraging your child to stop and feel their chest and heartbeat each time they freeze, to draw awareness to how much their body is working!

Adapted from: <https://letsfindout.scholastic.com/pages/sandbox/learn-at-home-play-starters.html#movement>

Literacy Activity - Exercise & My Body: Encourage your child to draw a self portrait, use letter sounds to label each part of their body, and then write about what each part of your body does to help them exercise and move, for example, "My legs walk. My arms lift. My feet run." Help your child use inventive spelling and build awareness of the sounds in words by using the letter sounds chart provided at the start of the packet to help them connect written letters with sounds. The images correspond to Jack Hartmann's Learning Letter Sounds Song, available on youtube here: <https://www.youtube.com/watch?v=Qy1Kmt9sMOA>.

Math and Movement Activity - How Fast is Your Heart Beating?: Extend your child's understanding of today's learning by inviting them to measure their heart rate with you after doing various types of exercises. Ask your child to dance for one minute, pause, put their hands over their chest, and count out loud how many times they hear it beating for 30 seconds. Then, ask your child to do a minute of gentle yoga and stretching. Pause them, and prompt them to put their hands over their chest, and count out loud how many times they hear it beating for 30 more seconds. If you need a visual timer, you can find one here: https://www.youtube.com/watch?v=0yZcDeVsj_Y

Ask your child:

- How many times did your heart beat after you were dancing? How many times did your heart beat after you did yoga? Which number is higher?
- Which type of exercise makes your body work harder? How do you know that your body is working harder during that sort of exercise?
- Are there any other exercises you want to do to measure your heart rate? What is your prediction- will your heart beat faster when doing X or when you are dancing? Yoga?

You can also build your child's awareness of the work that our bodies do to cool down after we exercise by having your child dance for one minute, count their heart beat for 30 seconds, and then wait one minute before again counting their heart rate for 30 seconds, allowing their bodies more time to cool down. Ask your child:

- Was your heart rate faster immediately after you were dancing, or after a minute of stopping? How do you know? Which number is faster?
- What do you think your body was doing between the time when you stopped dancing and when you took your heart beat the second time?

Day 4: Why do people exercise?

Learn & Discuss: Read the following book on why some people exercise below. After reading, ask your child the following questions to check for understanding:

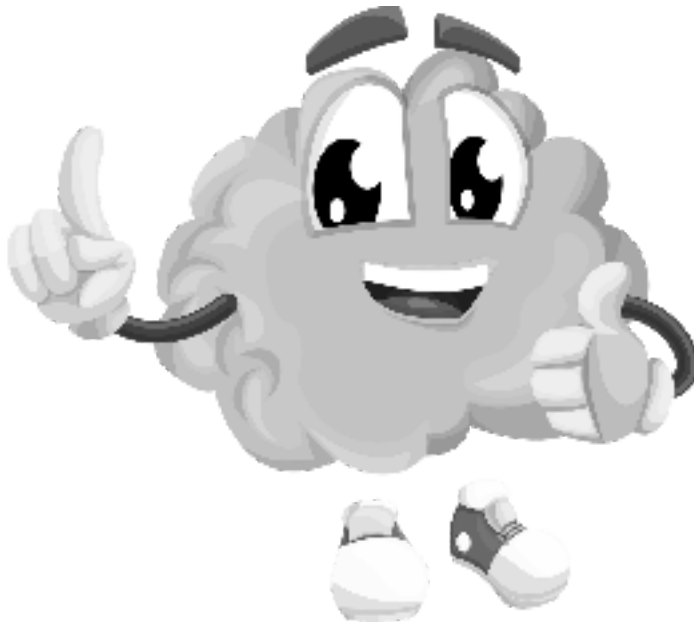
- What are some reasons that people exercise?
- How does exercise help as we grow and get older?
- How frequently should we exercise for exercise to help us?



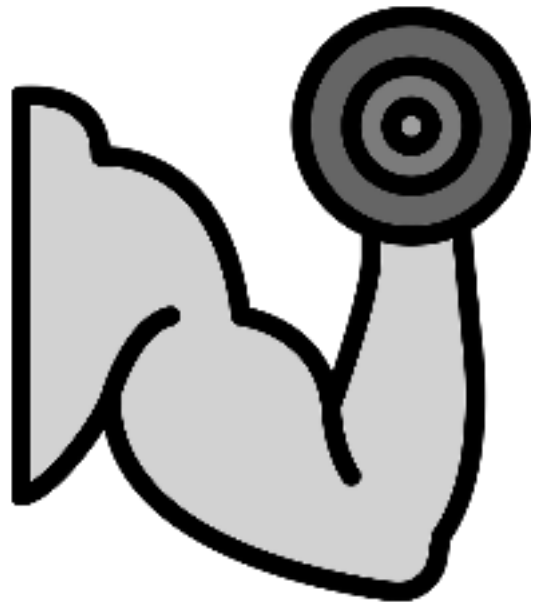
Exercise does a lot to help our bodies!



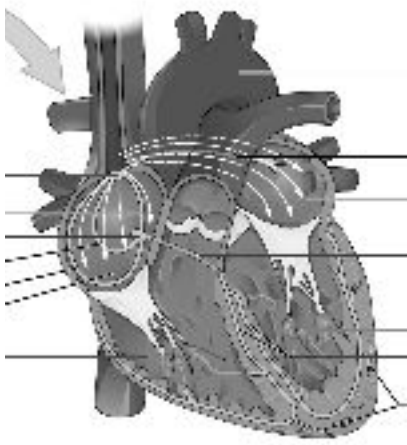
When we exercise for a little bit of time every day, we are helping our bodies to grow and be healthy.



Exercise makes our brains happier.



Exercise helps our muscles stay and become stronger.



Exercise helps our heart pump blood more efficiently. It makes our heart stronger, too.



Exercise helps our bones and our joints, too.



Exercise can make people feel proud, like when they learn to ride a bike or when they score a goal in a soccer game.



Exercise can help people have fun and make friends, like when you play tag with friends at the park or when you work with a team when playing basketball.

Music and Movement - Exercise, Rhyme, and Freeze!: Rhyme with Jack and each time the words rhyme exercise with Jack. If the words don't rhyme freeze each time. This is a fun freeze and exercise song with rhyming words (<https://www.youtube.com/watch?v=cSPmGPlyyKU>).

Literacy Activity - Animal Alphabet!: Invite your child to use their letter sounds knowledge to name an animal that begins with that letter sound. For example, invite your child to think of an animal that begins with the sound for letter S, such as snake or seagull. Prompt your child to exercise and move their body as if they were that sort of animal. Ask them questions to challenge their movements, such as:

- What parts of that animal's body help them to move? Do they have arms like us or legs like us? Do they have a body part that we don't have, like wings or a tail?
- How can we use our bodies to pretend to be that animal? Can you show me?

If your child needs help identifying an animal that begins with each letter sound, refer to the Learning Letter Sounds Song linked on Day 1 and their letter sounds chart to help them identify the sound of each letter. You can also provide your child with verbal choices, to help them to hear and isolate the beginning sounds of words:

- Which animal has a name that starts with the S sound? Snake, dog, or cat?
 - *Invite your child to repeat these words as they decide- speaking is an important part of learning how to identify letter sounds in words!*

If your child needs a further challenge, prompt them to identify an animal whose name ends with a particular letter sound. For example:

- Can you think of an animal that ends with the N sound? Does hen or dog end with the N sound?

Please note that the sound a letter makes is different from the name of the letter. It's important that our child learn letter sounds as they are heard in spoken words. Since we adults have not been in preschool in a long, long time, we might need a refresher! Please use the letter sounds as they are said in the Learning Letter Sounds song when working with your child.

Math Activity - Spatial Awareness Obstacle Course: Build your child's spatial awareness and imagination and get them exercising by setting up a fun obstacle course at home!

Create some space for the obstacle course. Set up some obstacles, like pillows to climb over or a broom set across two chairs to crawl under. Have your child move from obstacle to obstacle by giving them directions that include spatial vocabulary, such as, "move to the right, crawl under the chair, climb over the couch, skip around the kitchen table." You can get creative in your instructions of how your child moves, too, by prompting your child to slither like a snake, carry a cotton ball on a spoon, bounce a ball, or crab walking. Build in counting and quantification through mini-challenges, like jumping over a piece of tape five times. Build awareness of measurement and time by timing your child as they move through the course, and challenging them to complete it again, even faster!

After you make an obstacle course, you can also invite your child to make their own obstacle course, and instruct you to go through it- asking them to use the spatial vocabulary words that you taught them themselves!

Adapted from <https://letsfindout.scholastic.com/pages/sandbox/learn-at-home-play-starters.html#movement>

Extension Activity: Build a Gym! Practice strength training in action by creating a home gym for weight-lifting with your child. Create "dumbbells" of different weights by using empty water bottles or similarly sized containers, and filling them with different materials, such as paper, water, pebbles, small toys, etc. If you don't have many different materials available, you can also use different amounts of the same materials (e.g., filling a water bottle all of the way or just halfway).

Invite your child to use these "dumbbells" for a variety of exercises, such as bicep curls, shoulder presses, lunges, and squats, and invite your child to make scientific observations about what they

experience as they use the “dumbbells” made from different materials and quantities. Ask questions such as:

- Which materials created the heaviest “dumbbells”? Which materials created the lightest “dumbbells”?
- If the water bottles are the same size, why are some of the water bottles heavier or lighter than others?
- What do you think would happen if we filled up a water bottle with X? (Prompt your child to make a prediction about another material)
- How could we make heavier weights? How could we make lighter weights?

Day 5: Why do you want to exercise?

Introduce the Topic: Now that you and your child have discussed different types of exercise, what exercise does for your body, and why other people like to exercise, it's time to put the focus on them! Ask your child why exercise is important to them, and why they enjoy their favorite exercises so much.

As your child names reasons, invite your child to use inventive spelling (<https://www.readingrockets.org/article/invented-spelling-and-spelling-development>) to create a list. Practice the concept of numbered lists and writing numerals by inviting your child to write, “1., 2. 3., etc” as they make their list, as demonstrated below.

1 —
2 —
3 —

Utilize a Letter Sounds Chart to support your child in using inventive spelling, and a number line to support your child in identifying numerals they have not yet memorized. Invite your child to reread their list to you when they are finished, to help them to understand that the words they write carry meaning and are important, and the idea that written text can be read.

Literacy Activity - Writing an Exercise Instructional Manual: Just like anything else, successfully performing exercises takes learning and practice! Share this concept with your child, and invite them to write an “instruction manual” to teach someone else a type of exercise or an exercise routine that they like or that they create all on their own. Practice sequencing with your child by encouraging them to break the exercise down into their necessary steps to be successful. Similar to the list making above, invite your child to create an instructional manual with numbered steps. For each step, ask your child to use inventive spelling and letter sounds to describe the step, and then to use their illustrative skills to draw what this step looks like. Build your child's visual arts skills by asking them to use many colors and details as they draw. Prompt them to expand upon their artwork with questions such as:

- Where do people do this exercise? What is the setting?
- Is this an exercise that people do alone or in a group? If you do it with other people, can you add in the other people to your illustration?
- Do people need any tools or materials to do this exercise?
- What shapes can we use in our illustration to draw this type of exercise?

Music & Movement Activity: Watch the Letters Get Down with Dr. Anthony!: Practice the alphabet with fun moves and a reggae vibe! Your child will have some phonics fun through visual symbols, cultural music, and interactive moves (<https://www.youtube.com/watch?v=VgDmGu7Pur8>).

Math Activity - Body Shapes!: Challenge your child to think about the characteristics of shapes, while also developing awareness of their own bodies. Invite your child to create simple shapes with their whole bodies or with certain parts of their bodies. For example:

- How can you make a triangle with your fingers?
- How can you make a diamond with your legs?
- How can you make an oval with your arms?
- How can you make a rectangle with your hands?

If your child needs help identifying what a shape looks like, provide descriptors to help them to remember. For example:

- Can you make a triangle with your fingers? Remember, triangles have 3 sides!
- Can you make a rectangle with your hands? Remember, rectangles have four sides. Two are short and two are long!

If your child can name and identify shapes, but is not yet able to describe them based on characteristics such as sides and the ratio of sides to one another. Ask questions such as:

- "That looks like a great triangle! How do you know that that is a triangle?"
 - *Remind your child that we can identify shapes based on characteristics that are common across all iterations of that shape with language such as, "When we want to describe a shape, we can count the sides and we can describe how big or small they are."*

Extension Activity - Exercise Instructor!: Invite your child to make up their own exercise routine, of whatever types of exercise are their favorites. It could be a dance routine, a weight-lifting series, a relay race, a yoga routine, or a combination of many different types of exercise! They could use the exercise routine they created in the previous activity, as well. Ask your child to make a video of their routine in order to teach their routine to others, such as their teachers, friends, and family members. If a recording device is not available, that's ok- just have them teach you! Follow along with your child and invite your child to give you feedback as you perform each exercise. Ask your child to explain the reasoning behind their choices, in order to build their language and critical thinking skills. Some questions to ask might be:

- What do you like about this sort of exercise? How does this sort of exercise feel in your body?
- Why didn't you choose to include X exercise in your routine?
- Why do you think other people might want to do this exercise routine? What benefits will it have in their body?
- Who would you like to share this exercise routine with? Why?

Additional Digital Resources: Check out these additional resources with your child to extend your child's exploration of exercise! As you work through these resources, continue to ask your child open-ended questions, such as:

- How do people across different communities like to exercise?
- How do different kinds of exercises affect different parts of your body?
- How do different sorts of exercises make your body feel differently? For example, how does your body feel after yoga? How does your body feel after running?
- What do people do to become really good at a certain exercise? Are there any exercises you want to become an expert in?

Read Alouds

Get Up & Go! By Nancy Carlson:

<https://www.youtube.com/watch?v=9OR-oKpfsZs>

I Am Yoga by Susan Verde

<https://www.youtube.com/watch?v=i2i3RK22Bsl>

The Yoga Ogre by Peter Bently & Simon Rickerty

<https://www.youtube.com/watch?v=VAz7ltxQfuM>

Keeping Your Body Healthy and Well by Joy Wilt

<https://www.youtube.com/watch?v=fE8Njv7-j2A>

PebbleGo (articles, activities, and video) Username = cps Password = cps

Get Up and Go! (English)

<https://site.pebblego.com/book/9781543592924>

Children's Educational Exercise Videos

Cosmic Kids Yoga

<https://www.youtube.com/user/CosmicKidsYoga>

Jack Hartmann's Kids Music Channel

<https://www.youtube.com/user/JackHartmann>

Sesame Street: Exercise! Album

https://www.youtube.com/playlist?list=OLAK5uy_mdtQ8eKmK9KbrflnF5NBD1sVBeZ-wtlzw

PBS Learning Media

The Heart Dance Song and Printable

<https://www.pbslearningmedia.org/resource/sesame-printable-heart-dance/the-heart-dance-printable-sesame-street/>

Exercise Your Muscles Video

<https://www.pbslearningmedia.org/resource/0c0b8c2a-3061-4f87-8595-5acb9c93bd51/exercise-your-muscles/>



Breathe with Me Video Series

<https://www.pbslearningmedia.org/resource/yoga-for-kids-breathing-exercises-video-gallery/breathe-with-me/>

Yoga in the Park Video

<https://www.pbslearningmedia.org/resource/b8ac8ab0-5c08-493c-96f1-1bf53b0e9b22/kidvision-yoga-in-the-park/#.XuTS8edOnIU>

Math Learning Center - Math at Home

<https://mathathome.mathlearningcenter.org/kindergarten>

Kindergarten Activities of the Day

<https://mathathome.mathlearningcenter.org/activities-of-the-day>

Kindergarten Family Games

<https://sites.google.com/mathlearningcenter.org/math-at-home/family-games>

DREME Network At Home Early Math Learning Kit

https://dreme.stanford.edu/sites/g/files/sbiybj9961/f/dreme_at-home_early_math_learning_kit_for_families.pdf (English)