

My Body

This week, we will learn that our awesome bodies come in different shapes, sizes, and colors. Every body part has a name. We can move our bodies in many ways!



Word of the Week
 awesome • fantastica
Awesome describes something that is extremely good or impressive.
 Use the Word of the Week at home.
 You might say: *You ate a healthy breakfast. That was awesome!*

Move Your Feet

Name a way to move your feet, demonstrate it, and ask your child to copy your actions. Ask your child to name and demonstrate a move. Take turns seeing how many ways you can move your feet. Repeat using other body parts. How many ways can you move your arms/hands/legs?

Draw Together

Provide paper, drawing tools (pencils, crayons, markers) and a place to draw. Enjoy drawing with your child. Explore the different tools. Ask your child to tell about his or her drawings. Another time, have your child draw a self-portrait and point out different body parts.

More Words to Know

- hands • manos
- feet • pies
- head • cabeza
- nose • nariz
- eyes • ojos
- knees • rodillas
- shoulders • hombros
- toes • dedos de los pies
- teeth • dientes
- ears • orejas

Where Is It?

Sit with your child. Place a familiar object (plastic cup, stuffed animal) in different places on or near your child's body. Have your child tell where it is. For example, place a stuffed animal on your child's head. Ask: *Where is it?* Your child might answer: *It is on top of my head!* Move the object and repeat. Your child will be practicing location words (top, bottom, in front, in back, between, beside, on) as well as naming body parts.

Funny Faces

Sit in front of a mirror with your child. Take turn making funny faces. Discuss the body parts used to make each face. For example, you might say: *You showed all of your teeth. I used my tongue to make my funny face. You made your eyes get really big.*

Coming Next Week: We will learn about our sensational senses.

My School Family

Dear Family,

Your child is joining a new family—the School Family. *School Family* is a term we use to describe the classroom environment in the program Conscious Discipline®. The School Family does not and cannot replace the home family, but it can, in partnership with you, help create the best possible learning experience for your child.

Each child enters school with three important questions:

- Am I safe?
- Am I loved?
- What can I learn?

Conscious Discipline®, a comprehensive classroom management and social emotional program, creates learning environments where children will know, “Yes, I am safe,” and “Yes, I am loved.” From this foundation of safety and caring, children begin learning how to solve conflicts, manage their emotions, and take responsibility for their actions.

Each morning, your child will transition from being your son or daughter to being a classmate. To help with this transition, your child will start the day the Brain Smart® way. Your child’s teacher will lead children through four daily activities to help prepare their brains for optimal learning. The Brain Smart® Start includes activities to unite, calm, connect, and commit.

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| Unite: | Children join together to sing a song and begin to develop a sense of belonging. |
| Calm: | Children learn breathing strategies to calm themselves when they are upset. |
| Connect: | Children interact with each other, which builds healthy friendships, increases attention span, and fosters cooperation. |
| Commit: | Children make and follow through on pledges to keep their classroom safe and take responsibility for their actions. |

Don’t be surprised when you hear your child say, “Be a S.T.A.R.” if you are upset. S.T.A.R. means **S**mile, **T**ake a deep breath **A**nd **R**elax. You may also find your child wishing people well when they are sick or going through tough times. S.T.A.R. and “wishing well” are foundational components for the kindness, helpfulness, and emotional control that are at the heart of Conscious Discipline®.

From my heart to your heart, I wish you well,
Becky Bailey, PhD
Founder of Conscious Discipline®

