Summer Services Resources
May 19, 2020
Preschool Initiative States

- PI Lead State: Pennsylvania
- PA State MEP Director: Carmen Medina
PI CIG Goals

• Expand the capacity of state and local MEPs to serve migrant PK children.

• Ensure that more services are provided to migrant 3 to 5-year-old children.

• Disseminate information on evidence-based and promising practices.
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Preschoolinitiative.org
Preschool Initiative Resources

Preschoolinitiative.org
Developing Language and Literacy at Home
Dear Parents,

Thank you for your dedication to your child’s education and your partnership with the Migrant Education Program. This document provides information and activities on language and literacy development. The language and literacy support you provide through your regular, daily routines with your child contribute to kindergarten readiness and school success. The local migrant program will assist you with carrying out the activities and understanding the information contained in these pages.

PI CIG

In this module:
- Overview of MEP
- School Readiness
- Language and Vocabulary Development
- Reading Questions
- Read with Kids Daily
- Reading Tips for Parents
- Motivating Young Readers
- Resources for Parents

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Examples from every day activities

**Grocery Shopping**

1. **Talk about the steps**
   - At home: “Let’s make a list of the food we need to buy.” Name the items.
   - At the store: Talk about the food you’re going to buy: “Let’s pick out one lemon. Lemon begins with L.”

2. **Use the section of the store to pick out other colors**
   - “Let’s find a fruit that is green.”

3. **Extend the conversation**
   - “What color are the apples?”
   - “Do you see any other fruit that is yellow?”
   - “What is your favorite fruit?” “Why?”

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“Children are made readers in the laps of their parents.”

Emile Buchwald
DESEARROLLANDO EL LENGUAJE Y LA LECTURA EN LA CASA

Módulo de Participación para Padres

La iniciativa preescolar (PI) es financiada a través de una subvención de Incentivo del comercio (CIG) de la Oficina de Educación Migrante (OMIE) del Departamento de Educación de los Estados Unidos.

Este módulo de lenguaje y el proceso de alfabetización para padres está diseñado para ser utilizado por educadores de preescolar y especialistas que le proveen servicios a los padres migrantes que tienen niños de edad preescolar de 3 a 5 años. Su objetivo es proporcionar a los padres información importante sobre el desarrollo del lenguaje y la alfabetización para fortalecer la asociación entre los proveedores de servicios preescolares y los padres de los niños migrantes preescolares a los que atienden.

La información y las actividades que se presentan aquí están destinadas a complementar las actividades de participación familiar y la instrucción preescolar. Cada segmento puede ser utilizado de forma independiente. Las actividades para padres pueden adaptarse a varios eventos para padres.

Finalmente, alentamos a los que usen este módulo a utilizar las referencias y los recursos para obtener información adicional sobre la participación de los padres.

En este módulo va a encontrar:
- Visión general del MEP
- Preparación para la escuela
- Desarrollo del lenguaje y vocabulario
- Preguntas de lectura
- Lea con sus hijos diariamente
- Consejos de lectura para los padres
- Pico de sonidos
- Motivando lectores jóvenes
- Recursos para padres

Queridos Padres,

Gracias por la dedicación en la educación de su hijo y su colaboración con el programa de Educación Migrante. Este documento contiene información y actividades sobre el lenguaje y el desarrollo del proceso de alfabetización. El apoyo del lenguaje y el proceso de alfabetización que usted provee todos los días a su hijo a través de sus rutinas regulares, contribuyen al éxito de la preparación para la escuela de jardín de infancia. El programa migrante local le ayudará a llevar a cabo las actividades y comprender la información contenida en estas páginas.

PI CIG

DEVELOPING LANGUAGE AND LITERACY AT HOME
FACILITATOR’S QUICK USE GUIDE

Overview

Developing Language and Literacy at Home is designed for use by preschool educators and paraprofessionals with migrant parents of preschool children ages 3-5.
- Provides parents with important information about language and literacy development
- Strengthens the partnership between the preschool service providers and parents
- Supplements family engagement activities and preschool instruction.

Each segment may be used independently. The parent activities may be added to a variety of parent event settings.

School Readiness

Review the School Readiness section (pg. 2) with parents. Some suggested activities include:
- Before sharing the School Readiness section, ask parents what they think kids need to know when they start kindergarten. Compare their response to the list.
- Ask parents to review the list and indicate which items their child can already do.
- Provide examples of nursery rhymes, songs, games, and/or pretend play that support school readiness knowledge and skills.

Language and Vocabulary Development

Review the Language and Vocabulary Development section (pg. 3) with parents. Some suggested activities include:
- Talk through the daily routines and activities parents and children can do together to build language and vocabulary.
- Ask parents to share additional family activities where language and vocabulary can be developed (doing laundry, making breakfast, riding in the car).
- Ask parents to select one or two examples on page 3 to incorporate into their routines (make a list; identify colors, numbers, shapes, letters and/or sounds; make predictions; extend the conversation).

Preschool Initiative (PI) is funded through a Consortium Incentive Grant (CIG) from the U.S. Department of Education’s Office of Migrant Education (OME).
Learning Kit
Learning Kit Basics

Learning Kits contain:

• 2-3 books
• 2 literacy-language activities
• 2 numeracy-math activities
• Materials to carry-out the activities

*Intended to use for outreach sessions
*Easily executed with minimal training
*Replicable
Learning Kit Books
Story Retelling/Order the Events

Description of experience:
Early language and literacy skills are important to master in order to create a strong foundation to build on. This activity focuses on story retelling. Retelling a story is when you share the important story parts in the right order.

Materials needed:
* Book  * Craft sticks  * Glue  * Construction paper  * Scissors

Instructions:
1. Begin by explaining to the child he/she will learn more about the elements of a fiction story (characters, setting, problem, etc.) and will retell a story using these elements.
2. As you read aloud, stop during parts of the text and point out specific story elements and details—such as the setting, characters, problem, beginning, middle, end, and the solution.
3. After reading the book, help the child to create a puppet related to the story using the materials provided.
4. The child will then retell the story, using the puppet he/she created. Tell the child, “Now you will practice retelling the story, using the puppet (s) you made. Start from the beginning, then go to the middle, and then the end, making sure you share all the important details.”

www.preschoolinitiative.org
Relato de historias / Ordenar los eventos

Descripción de la experiencia:
Es importante dominar las habilidades tempranas de lenguaje y alfabetización para crear una base sólida sobre la cual construir. Esta actividad se centra en volver a contar historias. Volver a contar una historia es cuando compartes las partes importantes de la historia en el orden correcto.

Materiales necesitados:
* Libro * Palitos de artesanía * Pegamento * Papel de construcción * Tijeras

Instrucciones:
1. Comience explicando al niño que aprenderá más sobre los elementos de una historia de ficción (personajes, ambientación, problema, etc.) y volverá a contar una historia utilizando estos elementos.
2. Mientras lee en voz alta, deténgase durante partes del texto y señale elementos y detalles específicos de la historia, como la configuración, los personajes, el problema, el principio, el medio, el final y la solución.
3. Después de leer el libro, ayude al niño a crear un títere relacionado con la historia usando los materiales provistos.
4. El niño volverá a contar la historia, utilizando el títere que creó. Dígale al niño: "Ahora practicarás, volver a contar la historia, utilizando los títeres que hiciste. Comienza desde el principio, luego ve al medio y luego al final, asegurándose de compartir todos los detalles importantes."

www.preschoolinitiative.org
Replicate the PI Kits

Backpack Gear
https://backpackgearinc.com/ $5.00

Books-Amazon
This Is Not My Hat-paperback $9.76
Giraffes Can’t Dance-paperback $11.01
Tuesday-paperback $7.99

Materials
• Construction paper
• Foam shapes
• Glue sticks
• Scissors
• Paper bags
• Craft sticks
• Copies of the activities/lessons
STEM Instructional Unit
Serve and Return

Center on the Developing Child

Child-adult relationships that are responsive and attentive—with lots of back and forth interactions—build a strong foundation in a child’s brain for all future learning and development. This is called “serve and return,” and it takes two to play!

1. Notice the serve and share the child’s focus of attention.

2. Return the serve by supporting and encouraging.
3. Give it a name!

4. Take turns...and wait. Keep the interaction going back and forth.

5. Practice endings and beginnings.
Section Overview

I. READ, REFLECT & WONDER

Before
• Book introduction
• Set an intention/make a prediction

During
• Read
• Pause & chat

After
• Reflect & wonder

II. INVESTIGATE & EXPLORE

• Explain the investigation
• Make a plan
• Create the item/try it
Section Overview Cont’d

III. INTEGRATE THE ARTS

- Sing
- Act out a story part
- Restate, retell, or order events

IV. ENGAGE THE PARENTS

The child will:
- Tell the parent/caretaker about the story read and the activity conducted with the tutor.
- Reread the story with the parent/caretaker.
- Repeat the investigation with the parent/caretaker.

The parent/caretaker will:
- Share similar stories and/or songs, especially those from their home country or language. (Funds of Knowledge)
Float Your Boat

Who Sank the Boat?
Pamela Allen
Paper Airplanes
Squirrel Proof Bird-Feeder

Those Darn Squirrels!

by Adam Rubin
Illustrated by Daniel Salmieri
Integrating the Arts: MUSIC
Promoting Pre-K Learning with Arts Integrated Strategies: Using Elements of Music
Matching Music Skills with Early Childhood Curricular Goals

- Steady Beat
- Tempo
- Pitch and Dynamics

Example 1: Using Pitch to Create Experiences of High and Low

- Let’s try high and low
- Making and recognizing patterns
- Applying pitch and dynamics to exploration of a story

How can I use this strategy in my Pre-K work?

- Could you use this with a book?
- How could you use this strategy to explore numbers, quantity or patterns?
- Do you have other ideas?
- How can you adapt these ideas for your setting?
Additional Resources
Migrant Literacy Net

https://www.migrantliteracynet.com/

The MLN website provides teachers with supplemental resources and students with online instruction to develop individual literacy skills.

The MLN is the product of a Migrant Education Program (MEP) Consortium Incentive Grant with funding from the U.S. Department of Education Office of Migrant Education.
Students work on tutorials assigned by the system (through the screener results) or assigned by the teacher. All tutorials have a pretest and posttest to monitor progress. Results are recorded on the students success plan.
### Teacher Home Screen

**Teacher Resources**
- Reading Resources
- Writing Resources
- Math Resources
- Study Skills Resources
- Parent Resources

**Other Migrant Resources**
- Out of School Youth Consortium (OSYCY)
- Identification and Recruitment Consortium (ERC)
- Preschool Initiative

**Success Plans**
- Student Success Plans for Your Students

Note: Student screeners to identify reading needs and student online tutorials are assigned at the bottom of the students' success plan.

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<tr>
<th>Phonemic Awareness</th>
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<tr>
<td>1E Sounding Out Letters</td>
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<tr>
<td>2E Making New Words Using Different Letter Sounds</td>
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<td>3E Alliteration</td>
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<td>4E Creating Rhymes</td>
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<tr>
<td>5E Creating Tongue Twisters Using Alliteration</td>
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<tr>
<td>6E Comparing Beginning Sounds of Words</td>
</tr>
<tr>
<td>7E Letter-Sound Correspondence: Blends Formed With &quot;l&quot;</td>
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<tr>
<th>Phonics</th>
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<tbody>
<tr>
<td>8E Recognizing Letters</td>
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<td>9E Creating Words From a Beginning Letter Sound</td>
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<td>10E Connecting Beginning Letter Sounds With Pictures</td>
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<tr>
<td>11E Creating Words by Decoding and Spelling</td>
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<th>Fluency</th>
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<tr>
<td>12E Choosing Words to Complete Sentences</td>
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<td>13E Reading Aloud With Your Child</td>
</tr>
<tr>
<td>14E Recognizing Phrases to Make Sense</td>
</tr>
</tbody>
</table>
FACT: Kids are excited to learn all about themselves. The more they learn about themselves, the more confidence they have to thrive in school.

TIP: In the morning, look in the mirror together. Take turns naming your child’s positive qualities: You have brown eyes, you are kind, you are strong!

GROWTH: Keep helping your child learn about themselves. As you look in the mirror, share things about your family like where you live and your traditions.

FACT: We are stronger together! Friends, family, and neighbors can give great support to each other. Even though it may feel hard, it's always okay to ask for help. You can be a help to others too.

TIP: Before bed, think about someone you might call if you were sick. This is also someone you can call for help in a bind. Make a list of these special people. Include their contact info. Post the list as a reminder.

GROWTH: Keep reaching out. Try creating a reach-out routine. Is there a friend you can call once a week? Is there a family member you can text each morning?

CONNECT: If you or your family is in immediate need of a safe place to sleep or stay, reach out. Springfield is here to support you. Call: 504-336-0289. Say, “I’d like to speak with Housing.”

Local Community Support Stream
# Sample Text Messages

<table>
<thead>
<tr>
<th><strong>Central Domains</strong></th>
<th><strong>Health &amp; Physical Development</strong></th>
<th><strong>Math &amp; Science</strong></th>
<th><strong>Social Emotional Learning</strong></th>
<th><strong>Literacy</strong></th>
<th><strong>Approaches to Parenting</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACT</strong> (Monday)</td>
<td><strong>FACT:</strong> When your baby follows objects with their eyes, they build visual tracking skills. These skills help with hand-eye coordination and physical development.</td>
<td><strong>FACT:</strong> You can help your little one learn all about numbers by counting out loud each day. That makes learning to count as easy as 1, 2, 3!</td>
<td><strong>FACT:</strong> Children are excited to learn all about themselves. The more they learn, the more self-esteem and confidence they have to thrive in school.</td>
<td><strong>FACT:</strong> When kids describe things using lots of details, they build language skills. Language skills help kids become strong writers and readers.</td>
<td><strong>FACT:</strong> You do so much to take care of your child. Make sure you also take time to care for yourself. After all, rest and relaxation powers your parenting!</td>
</tr>
<tr>
<td><strong>TIP</strong> (Wednesday)</td>
<td><strong>TIP:</strong> As your baby sits in a car seat or stroller, take a minute to pretend your finger is a mouse. Move it from side to side and quietly say: Squeak, squeak.</td>
<td><strong>TIP:</strong> Each time you lift your child up, count to 3. Say, “1, 2, 3... up you go!” After a few times, invite your child to count along with you.</td>
<td><strong>TIP:</strong> In the morning, look in the mirror together and talk turns naming your child’s qualities: You have brown eyes, you are kind, you are smart, you are fast.</td>
<td><strong>TIP:</strong> Do you like frugality?</td>
<td></td>
</tr>
<tr>
<td><strong>GROWTH</strong> (Friday)</td>
<td><strong>GROWTH:</strong> Keep moving objects in front of your baby’s eyes. You’re building visual skills. Hold a colorful toy just above their head and move it up and down.</td>
<td><strong>GROWTH:</strong> Keep counting out loud to build your child’s math skills! After you set your child down, count their first 5 steps, “1, 2, 3, 4, 5... look at you go!”</td>
<td><strong>GROWTH:</strong> Keep helping your child learn about themself! As you look in the mirror, share things about your family like where you live and traditions you share.</td>
<td><strong>GR</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td></td>
<td><strong>WEEK</strong></td>
<td>1</td>
<td><strong>TEACHER NEWSLETTER</strong></td>
<td><strong>Unit 1</strong></td>
<td><strong>WE</strong></td>
</tr>
<tr>
<td><strong>THIS MONTH WE’LL TEXT PARENTS ALL ABOUT:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Answering questions to build communication skills</td>
<td>YOU CAN: Do a peer and share after your next read aloud. Partner students and invite them to take turns asking each other questions about the story. They can try questions like “What was your favorite part? Who was your favorite character?” After the peer and share, ask a few students to share the questions they asked and their peer’s answer.</td>
<td>✓ Recognizing and reading multi-digit numbers</td>
<td>YOU CAN: Play a number recognition game after snack. Write the numbers 0–9 on small squares of paper. Place them in a hat. Invite two students to each pick a number. Ask, “What is the biggest number you can make?” Example: Student A picks a 4 and student B picks a 7, the biggest number is 74. Let everyone have a turn.</td>
<td>✓ Identifying problems and coming up with solutions</td>
<td>YOU CAN: YOU CAN Encourage your students to come up with “super solutions” the next time there is a class problem. After review, check in with your students to see if anyone had a plan. Once the problem has been named, work together as a class to figure out some “super solutions” in case it happens again.</td>
</tr>
<tr>
<td>✓ Writing and storytelling, children first need to listen how to write both the upper- and lowercase letters in the alphabet.</td>
<td>✓ At morning, invite your child to write a piece and for each person at the table, invite them, “Each name begins with a capital letter. Fill in the rest.”</td>
<td>✓ At morning, invite your child to write a piece and for each person at the table, invite them, “Each name begins with a capital letter. Fill in the rest.”</td>
<td>✓ Keep writing extended! Find some time and a quiet place and a pencil. Keep these where your child can reach!</td>
<td>✓ Keep writing extended! Find some time and a quiet place and a pencil. Keep these where your child can reach!</td>
<td></td>
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</tbody>
</table>

www.ready4k.com | info@parentpowered.com | ParentPowered
Periodic Check-In/Data Collection

We hope you and your child enjoyed this week’s Ready4K activity!

How often do you do the Ready4K activities with your child?

A. More than 3 times per week
B. 2 - 3 times per week
C. Once per week
D. Not at all

Let us know by sending A, B, C or D.

Thanks for letting us know! Which Ready4K activity was your favorite?

Probably asking him to show me things around his classroom when I picked him up from school... it was great to see the attention and detail he has!

What are Springfield parents saying about Ready4K?

“I love how the activities are using every day areas and are very inexpensive!”

“The tips and facts you send out usually happen to work out with what problems or situations that I’m dealing with my son on a day to day basis. I feel like it’s helping me become the father I need to be.”

“We can all get caught up in the business of taking care of kids. When I see these texts they’re a reminder of how I can connect with my son. I like it : )”

2,170 families served,
English, Spanish, Arabic

152,056 messages sent
since September 2018

93% of parents say that Ready4K texts are Helpful or Very Helpful

100% of parents say they do Ready4K activities with their child at least once per week

96% of parents say they are likely or very likely to recommend Ready4K to a friend or another parent

weezie.hough@parentpowered.com
Modeled Moments

Modeled Moment videos were designed by ReadyRosie to demonstrate fun, easy activities that families can do at home and on the go to strengthen bonds and build on classroom learning.
Realtime Collaboration

When a caregiver shares feedback in the comment section, teachers can read and respond immediately. ReadyRosie facilitates content-based communication so families and teachers are communicating about the things that most directly impact student success!
Empowering schools and programs

Elevate summer learning by building capacity in families:
- Facilitate a ready-made Summer Learning Family Workshop via your preferred web platform.
- Build capacity in families with Research & Answers videos on topics like screen time, challenging behaviors, and supporting social and emotional development.
- Provide families a path to share their challenges and successes.

Reinforce and reshape key learning interactions:
- Share Modest Moments linked to the Creative Curriculum Intentional Teaching Experiences and Classroom Studies.
- Learn from Teaching Strategies curriculum videos on how to extend Classroom Studies into the home.
- Encourage children to take more ownership of their summer learning journey via a printable game board.

Gather qualitative and quantitative data around summer learning experiences:
- Provide evidence of impact on child and family outcomes by inviting families to share their goals for summer learning.
- Collect qualitative insight into individual family’s home learning experiences as they share comments after trying the activities with their children.
- Track program level and individual user data by engaging in learning and family outcomes.

Transition back to school:
- Facilitate ReadyPrint and ReadyPrint family workshops via your preferred web platform or in-person.
- Start the year off with complete alignment with integrating the Year playbooks co-authored by the authors of Creative Curriculum "The First Six Weeks".
Stride's Adaptive Learning Technology

An engaging adaptive learning tool for grades Pre-K through 8 that motivates students toward mastery and rewards learning with games

REQUEST A DEMO TODAY!
Big Universe
Biguniverse.com

FREE Access To More Than 18,000 Books

Sign up as a parent or student.

For teachers and administrators, learn more about free access to Big Universe and other school district solutions.
Ranger Rick

rangerrick.org

Magazines

RANGER RICK ages 7-12
50+ Years of Inspiring Children to Love Wildlife

RANGER RICK JR. ages 4-7
Animal Fun for Young Children

RANGER RICK Cub ages 0-4
A First Look at Animals
Crafts
- Butterfly Sun Catcher
- Celery-Print Cards
- Ladybug Pals
- Woodpecker Toy
- Rabbit Windsock

Recipes
- “My Dad’s a Hero” Sandwich
- Peach Goslings
- Make a Bird Nest You Can Eat
- Bizzie Beaver Snack
- Butterfly Muffins
Create a Pollination Station
When plants meet pollinators, everybody wins...

Watch a Seahorse Swim

STUCK AT HOME?

Enjoy FREE access to RangerRick.org!

- Digital versions of all Ranger Rick Magazines
- Outdoor Activities
- Animal Crafts
- Educator’s Guide
- and much more!
National Geographic Little Kids

https://kids.nationalgeographic.com/littlekids/

COOL STUFF

(AD) Subscribe to Nat Geo Little Kids magazine

Adventure bingo cards

Vote for the tiger you like best!

Craft corner
Audubon

https://www.audubon.org/get-outside/activities/audubon-for-kids

Week 1
Get to Know Birds

Week 2
All About Owls

Week 3
Birds on the Move

Week 4
Plants Are for Birds

Week 5
Hummingbirds

Week 6
Raptors

Week 7
Wading Birds

Week 8
Seabirds

Week 9
Coming Soon

Week 10
Coming Soon
Meet the Feet!
THE GERM THAT WEARS A CROWN
A STORY ABOUT THE CORONAVIRUS

A COLORING AND ACTIVITY BOOK
BY JAVIER ROSADO, PHD AND TATIANA FERNANDEZ, MS
ILLUSTRATED BY JODI SLADE

JELLY TELLS HER MOM "WAIT, SCHOOL NEVER CLOSES UNLESS IT'S A HOLIDAY, THE WEEKEND, OR VACATION. THE CORONAVIRUS DOES NOT SOUND LIKE A HOLIDAY?"

MRS. NECIA TOLD JELLY AND GABRIEL AND SAID: "NO, IT'S DEFINITELY NOT A HOLIDAY."

"THEN WHAT IS IT?" - JELLY DEMANDS TO KNOW!

MRS. NECIA ASKED GABRIEL AND JELLY TO SIT WITH HER AND TALK. SHE EXPLAINED - "THE CORONAVIRUS IS A TYPE OF GERM."

"A GERM? EW!" - JELLY GASPED.

"YES, A GERM" SAID MRS. NECIA.

"GERMS ARE TINY LITTLE CREATURES; IN FACT, THEY ARE SO SMALL YOU CAN'T EVEN SEE THEM UNLESS YOU ARE LOOKING UNDER A MICROSCOPE" - EXPLAINED MRS. NECIA.

"I THINK IT HAS SOMETHING TO DO WITH Royalty - LIKE KINGS OR QUEENS!" - EXCLAIMED GABRIEL.

"WHY DO YOU SAY THAT?" - ASKED JELLY.

"BECAUSE CORONA MEANS CROWN IN SPANISH!" - RESPONDED GABRIEL.

http://fsustress.org/ebook.html
First Book Marketplace
Stretch every dollar, reach more kids

FILTER BY
Currently Shopping by:
× Age Groups: Ages 4 to 6
× Language: Spanish

Price
$2.00 - $3.99 (10)
$4.00 - $5.99 (4)
$6.00 and above (2)

Product Quantity
Single Title (16)

Product Type
Hardcover Books (3)
Paperback Books (13)

NEW ARRIVALS

LOLA VA A LA ESCUELA (LOLA GOES TO SCHOOL)
Lola va a la escuela
Retail: $7.99
You Pay: $3.50
You Save 56%

YASMIN LA MAESTRA (YASMIN THE TEACHER)
Yasmin la maestra
Retail: $5.95
You Pay: $3.18
You Save 47%

YASMIN LA SUPERHEROÍNA (YASMIN THE SUPERHERO)
Yasmin la superheroína
Retail: $5.95
You Pay: $3.18
You Save 47%

https://www.fbmarketplace.org/
Virtual Field Trips

Over 30 Virtual Field Trips with Links

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<thead>
<tr>
<th>San Diego Zoo</th>
<th>The <a href="https://www.sandiegozoo.org">San Diego Zoo</a> has a website just for kids with amazing videos, activities, and games. Enjoy the tour!</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.nps.gov/yell/index.htm">Yellowstone National Park Virtual Field Trip</a></td>
<td><strong>Mud Volcano</strong>, <strong>Mammoth Hot Springs</strong>, and so much more. Tour <a href="https://www.nps.gov">Yellowstone National Park</a>!</td>
</tr>
<tr>
<td><a href="https://www.nasa.gov/topics/earth/features/mars.html">MARS!!!</a></td>
<td>Explore the surfaces of Mars on the Curiosity Rover. They are updating from WEBVR to WEDXR now, but <a href="https://www.nasa.gov/topics/earth/features/mars.html">360 Mode</a> offers a digital view!</td>
</tr>
<tr>
<td>Animal Cameras</td>
<td>Live Cams at the San Diego Zoo <a href="https://www.montereybayaquarium.org">Monterey Bay Aquarium</a> live cams <a href="https://www.animalcam.org">Panda Cam at Zoo Atlanta</a> <a href="https://www.animalcam.org">Animal Cams at Houston Zoo</a> <a href="https://www.georgiaaquarium.org">Georgia Aquarium</a> has Jellyfish, Beluga Whales, and more</td>
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<td>Virtual Farm Tour</td>
<td><a href="http://farmfood360.com">FarmFood 360</a> This Canadian site FarmFood 360 offers 11 Virtual Tours of farms from minks, pigs, and cows, to apples and eggs.</td>
</tr>
<tr>
<td>U.S. Space and Rocket Museum in Huntsville, Alabama</td>
<td>See the <a href="https://www.nasa.gov/">Saturn V Rocket</a> on <a href="https://www.youtube.com">YouTube</a> and more on this tour thanks to a real father/son adventure!</td>
</tr>
</tbody>
</table>
moments of music, stories, and mindfulness for all ages

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Thank you!
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