

Sesame Workshop

Language, Reading, & Literacy For Parents/Caregivers

<https://sesameworkshop.org/resources/learning-language-info/>

 Game

Language and the Brain

Milestones Language and Literacy Baby (0–1) Toddler (1–3) Preschooler (3–5)
Kindergarten (5–6) 5–20 min

Explore the many ways that children learn language from zero to three.

Launch →

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MilestonesLanguage and LiteracyBaby (0–1)Toddler (1–3)Preschooler (3–5)Kindergarten (5–6)5–20 min

For Parents/Caregivers: Explore the many ways that children learn language from zero to three with this interactive learning tool.

All of the information about language in this interactive piece will help you understand and enrich your child's communication skills. As you explore the information in this interactive piece, consider:

- Taking screenshots or jotting down notes or questions when you see something you want to think more about.
- Making notes of any questions you'd like to ask your child's pediatrician.
- Sharing interesting and helpful information you've learned with other adults in your child's life.

Link to the interactive:

https://interactive.sesameworkshop.org/SSIC017_Info_LearningLanguage/index.html

<https://sesameworkshop.org/resources/building-and-rebuilding-language-skills-and-community/>

Article

Building and Rebuilding Language Skills—and Community!

School Readiness Language and Literacy Communication Vocabulary

Toddler (1–3) Preschooler (3–5) Kindergarten (5–6)

An article about building children’s language skills by enriching your interactions.

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Children’s language development is shaped by talking with, and listening to, many different people in different contexts over the course of a day. Research has proven that rich back-and-forth conversations with adults grow children’s vocabulary, which then helps them as they formally learn to read.

However, those conversations quieted during the more isolated days of the pandemic for many children. Many of us were disconnected from friends, family, and communities where learning happens: classrooms, daycares, neighborhoods, and more. Many children suddenly lost the in-person presence of a “circle of care”—caring adults such as teachers, reading specialists, speech-language pathologists, tutors, coaches, and so on, during a critical period of brain development. Parents had to fill the gap, and that was likely a challenge.

If we think of conversations and interactions as deposits in children’s “language banks,” it’s easy to see that deposits of important “funds” dropped off sharply. The good news is that children’s brains are malleable and can recover from less-than-ideal circumstances—and that you, as a caring adult in the lives of young children, can add rich language into your interactions with children, even if those interactions are just a few seconds!

Learning to read is a social process—think of sharing books at circle time in an early childhood classroom. Reading helps us make sense of the world and each other. Back-and-forth conversations benefit children’s language development—and ultimately, their success as readers—in so many ways:

- They hear and learn new vocabulary in context.
- They are exposed to longer, more complex sentences than the ones they are able to produce themselves.

- They build social and emotional skills, understanding that others have thoughts and opinions that differ from their own. This is the beginning of empathy!
- They learn what topics are appropriate and how to stay on topic.

So how can we “reset”... and help make up for what may have been lost? It takes a village, and all adults serving children (not just teachers!) can pitch in to build successful readers. Consider these ways of enriching your interactions with children, and use open-ended questions based on what you know about the child’s life. Wait for children to respond (it may take longer than you think!), listen closely, and keep the conversation going a bit longer by talking about your own ideas or asking them more about what they’ve shared. Let them know you’re genuinely curious!

In the morning, you might ask:

- “What are you most looking forward to today?”
- “What was the best thing you did last night?”
- “What did you have for breakfast?”

In brief passing encounters throughout the day, you might say, for instance:

- “Looks like a fun game you’re playing. What are the rules?”
- “It’s going to rain. What’s one good thing about a rainy day? I like getting cozy once I get home.”

At the end of the day, encourage children to talk with their families about their day. (“What will you tell Uncle Joe about what you did today?”)

Spoken language is the building block for literacy. Your words—and how many of them you use with children—matter. Every conversation you have with a child impacts how they learn!

<https://sesameworkshop.org/resources/ages-stages-talking/>

Article

Ages & Stages: Talking

Milestones Language and Literacy Baby (0-1) Toddler (1-3)

Develop a child's language skills at any age with these tips.

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There are so many opportunities to talk with little ones all day long as they grow.

Newborns to 3-month-olds may:

- tell one person's voice from another's
- tell speech from other sounds
- begin to remember things

So you can: Talk to baby a lot! Look her in the eye. Enjoy her responses: a waving arm, a smile, kicking legs, and so on. Talk back using words ("What a strong arm!" "Thanks for that sweet smile!").

3-to-6-month-olds may:

- copy sounds and movements
- turn toward a parent or caregiver's voice
- make their own sounds

So you can: Talk during meal times. A newborn's cry to be fed is the beginning of communication and conversation! Babbles and coos are his language as he plays with sound. As you make sounds back at him, he will slowly begin to imitate them.

6-to-9-month-olds may:

- copy or say the same sounds over and over, and say *mama* and *dada*
- know the names of people and things
- clap and use their bodies to speak with others

So you can: Fill everyday routines with talk. Build vocabulary by describing what you're doing ("One sock...two socks. Now we can put on your shoes.").

9- to-12-month-olds may:

- communicate by babbling or pointing
- understand more words and commands
- respond to their own name and connect the names of others

So you can: Acknowledge “nonsense” words, such as *ba ba* or *ma ma*, by repeating them or extending the idea (“Yes, ba, ba. Baa, baa black sheep!”).

12-to-18-month-olds may:

- enjoy touching, grabbing, squishing, and tasting just about everything
- say more names of familiar people or objects
- rely more on memory for words or songs

So you can: Give toddlers a toy cell phone to play with and “copy” your conversation style.

18-to-24-month-olds may:

- use simple two- and three-word sentences and start asking questions
- learn new words quickly while understanding a lot more than they can say

So you can: Close your eyes and explore with your ears! Say, “Let’s listen carefully. What do you hear?” Take turns naming the sounds around you (cars, doors, people).

2-year-olds may:

- use sentences of two to four words
- point to things or pictures when they are names
- repeat your words and phrases

So you can: Notice sounds around the neighborhood and talk with children about who or what might be making them.

3-year-olds may:

- carry on conversations using two to three sentences
- complete a sentence or rhyme in a favorite story
- know by sight the first letter of their name

So you can: Talk to children about whom they might like to send a message to and what they would say. Then write an e-mail together!

<https://sesameworkshop.org/resources/choosing-a-book/>

Article

Choosing a Book

Language and Literacy Reading Baby (0–1) Toddler (1–3) Preschooler (3–5)
Kindergarten (5–6)

Learn the appropriate types of books for your child at different ages.

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Books are brain boosters! The more you read to children from the very start, the more their brains will grow and their language skills will develop. Consider these tips for finding “just the right book”:

0–12 Months

Look for small, sturdy, and bright board books (and washable cloth books) filled with images of babies and other everyday things, such as teddy bears or bottles. These kinds of books are perfect for tiny hands and mouths. It’s totally normal for babies to put books in their mouths. It’s how they explore, and it makes them feel that the book is their own special object. And plastic bath-time books are perfect for babies and toddlers who fuss in the tub!

12–24 Months

Continue to look for board books and expand to books that show children doing everyday routines. Kids may also like books about saying hello and goodbye and books with simple rhymes and/or predictable text. 12–24-month-olds may also begin to have a favorite bedtime story!

24–36 Months

Kids will enjoy silly books with rhyme, rhythm, and repeated text they can learn by heart. They can also turn paper pages (not just board-book pages) and may enjoy topics like animals, cars, and other favorite interests. To help expand their vocabulary, look for books with pictures and names of many different things.

3 Years and Older

Children can begin to appreciate storylines and plots. They’ll also respond to books with simple, memorable text: counting books, alphabet books, search-and-find books, and books about school or daycare.

<https://sesameworkshop.org/resources/looking-at-books/>

▶ Video

Looking at Books

Learning Through Play Milestones Parenting Childcare Language and Literacy

Reading Baby (0–1) Toddler (1–3) Preschooler (3–5) Kindergarten (5–6)

Under 5 min

Books are a great way to bond with children of all ages.

Watch Video ▶

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Instructional video for parents & caregivers about reading books.

Sharing books (from day one!) can be a special time to bond, expose kids to new words and stories, and understand their interests and personalities.

- With babies, you can look at picture books and create your own story or point out things you see in the pictures. Looking at the same book repeatedly and pointing out the pictures can help babies learn new words and sounds.
- Slightly older kids can help pick out books for you to read together. Giving them a choice encourages independence, and it might also tell a lot about their interests. If they keep selecting books about animals, you know it's something they're curious about. This can help you plan other activities, like a trip to the zoo or a nature walk in the park to spot squirrels, worms, and birds.
- Passing favorite books between home and childcare can give kids a sense of security, and it allows them to explore their interests with people who care for them.

<https://sesameworkshop.org/resources/tips-for-shared-reading-with-children-birth-to-three/>

Article

Tips for Shared Reading with Children Birth to Three

Language and Literacy Reading

Tips for using reading time to bond with your child and build their language and literacy skills.

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Language and Literacy Reading

Tips for using reading time to bond with your child and build their language and literacy skills.

Reading to young children can help them build language and literacy skills—and reading *together* can be a wonderful way for you and your little one to bond! A caring adult can help unlock a book's magic, creating opportunities for you to laugh, learn, imagine, and explore together.

Here are some ways to make the most of your time reading together:

Create a Reading Ritual

Create a reading ritual to help your child feel safe and connected.

- Choose a consistent reading time—like every night before bed—so reading together brings comfort and connection.
- Choose a special reading spot. A reading spot can be as simple as a dedicated space for reading. But you can also make it special with favorite pillows or stuffed animals.

Build Good Reading Habits

Let your child see you read and interact with books the way good readers do.

- Show your child how to interact with books. Emphasize the way you turn each page, run your finger under the words as you read, and notice fun details in the pictures.

- Show how you make reading fun by reading with funny voices and using gestures to mimic or act out what characters are doing.
- When you read familiar books, invite your child to say the words that they know along with you.
- Choose books that can help your child build the reading skills they'll need later. Rhyming books help children hear the sounds in words. Books with vibrant, detailed pictures help them learn to pause and notice what's in a book.

Let Them Lead the Way

Honor your child's unique reading preferences and interests.

- When it's reading time, provide lots of book options and let your child grab for an old favorite or one that catches their eye.
- Give your child time to explore the pictures on each page and notice the details that interest them. Name and describe those details—and don't forget to share in their excitement.
- Point out how parts of the book are like what they've seen and experienced. Are there characters that remind you of people you know? Or have they ever been in the same situation or felt the same feelings as the characters? Talk to your child about these important connections!

Remember that what's most important is that you and your child can come together and bond over a good book. There's no wrong way to read with your child! Reading together creates a foundation for your child to become a lifelong reader—and an opportunity for you to strengthen your connection.

Mia Hood, Literacy Specialist and Lecturer, Queens College

<https://sesameworkshop.org/resources/sharing-books-together/>

Video

Sharing Books Together

Language and Literacy Reading Baby (0–1) Toddler (1–3) Preschooler (3–5)
Kindergartner (5–6) Under 5 min

Explore books with your child to encourage language development.

Watch Video

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Instructional video and follow up activities for parents & caregivers to promote sharing books with young children

Watch this video on your own. Then say to kids, “Let’s look at a book!” Find a photo album to “read” together (or make a photo slideshow on your phone). Young children delight in looking at pictures of themselves, their family, and friends; and they will enjoy flipping or swiping through the album and talking about the photos together.

For younger children, hold the album and let kids help you turn the pages. Talk about what you see as you point at the pictures (“Oh look, you’re sitting at the beach on a red blanket with your friend Marco.”).

Older children can explain the details of what’s happening on each page and have fun telling stories. (“What do you think happened right before this picture was taken?” and “What happened after?”). Try starting the album by saying “Once upon a time...” and finishing it with “The End!”

<https://sesameworkshop.org/resources/tips-reading-together/>

Article

Tips for Reading Together

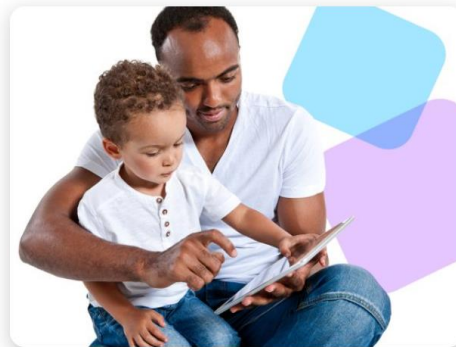
Language and Literacy Reading Baby (0–1) Toddler (1–3) Preschooler (3–5)
Kindergarten (5–6)

Enhance your child's learning with these storytime strategies.

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Consider these strategies for before, during, and after reading a story together.

Before Reading:

Talk about books before you read them.

- Put two books in front of children and say, “Let’s choose a book!” Then kids can point to or reach for their choice.
- Look at the front cover together. Ask, “What do you think the book will be about?” For younger children, point and say what you think.

During Reading:

Look for ways to make the words and pictures come to life!

- Ask children to help turn the pages (babies can’t turn pages on their own, but at 18 months, might begin to try).
- Try using different voices for each character and act out scenes with gestures or body movements. Read in a sing-song voice.
- Let children chime in with the last word of a familiar line. “The cat in the...(hat)!”
- Run your finger under the words as you read to help kids understand there’s a difference between words and pictures. Don’t worry about pointing out each individual word—it’s important for children to hear the rhythm of language, too.
- Point to and comment on pictures. Ask, “What’s happening on this page?”

After Reading:

Now it’s the perfect time to talk about the story and let children share what they remember.

- Ask questions that invite children to think about why certain characters did something or felt a certain way. “Let’s go back to this page where Peter looked mad. Why was he mad? What did he decide to do?”
- Encourage children to share their favorite parts of the story (describing them or acting them out).
- Connect the story to kids’ lives (“Have you ever felt the same way as this bunny?”).

Article

A Mighty Voice

Language and Literacy Reading

Finding confidence in the ways that you tell stories will make them even more special to the children you share them with.

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Language and Literacy Reading

Finding confidence in the ways that you tell stories will make them even more special to the children you share them with.

In their earliest years, infants and toddlers can begin to grow in their connection to caregivers with stories read together. Shared reading is an activity where the caregiver and child actively engage with a book. This can be a joyful experience that enhances their comprehension, vocabulary, and listening skills. Consider these strategies to have fun with your child while reading stories, especially those with rhymes and songs to support word recognition.

Reading Milestones:

Birth to 6 months: During this period, infants may grab the book to open and close it, turn the pages randomly, and even taste the book, showing their curiosity (a tell-tale sign that they want to explore more)! Point to the picture your child is looking at and say, “Look at the bird. Can you find the bird?”

6–9 months: Read and revel in your baby’s excited coos, intense gaze, and adorable kicks while bonding through reading song-based picture books. This can be an opportunity to engage in learning melodies, which can lead to recalling text. Use song-based picture books to introduce melodies that can aid in text recall. Include musical instruments, such as jingle bells, or mini maracas, for a fun, interactive experience.

9–18 months: Exploring the different parts of a story can keep shared reading fun and engaging. Pointing out and talking about the different objects in illustrations can help babies begin to connect pictures to the stories they are about.

18–24 months: As children grow in familiarity with a text, they may enjoy reading it repeatedly. Acting out a story with hand or sock puppets can bring the pages of a text to life. Make learning live with actions that keep children active—and attentive!

Shared reading is a magic key to the wonderful world of imagination and epic adventures in the land of literacy. Become a tour guide as you explore stories with your little one while fostering comprehension, vocabulary, and listening skills with every page turned. Enjoy the journey and have fun!

Kellian L. Collins, EdD



Everyday Word Play

School Readiness Reading Writing Preschooler (3–5) Kindergarten (5–6)

Tips to turn everyday activities into language-learning moments.

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School ReadinessReadingWritingPreschooler (3–5)Kindergarten (5–6)

Tips to turn everyday activities into language-learning moments.

Language opens the door to learning. By helping children learn new words now, you're building the vocabulary they'll need to learn in school and form new relationships. The best way to learn new words is to use them! Use these tips to turn everyday activities into language-learning moments:

During Story Time

- Use feeling words to talk about the story. Ask: "Why do you think the character feels that way?"
- When a character has a problem, ask your child what he would do in that situation. Come up with problem-solving strategies, such as asking for help or taking turns.

At the Supermarket

- Play a game of I Spy to introduce food words. Use describing words, such as *above*, *below*, and *in between*.
- Being in a classroom with other children requires patience! Practice patience while in line by searching for things around you that begin with a certain letter.

On the Go

- Use words to practice remembering and following directions. You might say, "Walk *rapidly* to the corner, turn *left*, and *pause*."
- To help children recognize letters and the sounds they make, try finding the first letter of your child's name on street signs. Then take turns pointing out other letters!

<https://sesameworkshop.org/resources/learning-language-everyday-routines/>

Article

Language in Everyday Moments

Learning Through Routines Language and Literacy Baby (0–1) Toddler (1–3)
Preschooler (3–5) Kindergarten (5–6)

Use these ideas to help children learn all day long.

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Consider these ideas to develop language during everyday moments:

When you're helping children get dressed...

Talk about what you're doing: "Let's choose a sweater to keep you warm." Then build on what they say: "That fuchsia sweater you chose is thick and soft, just right for keeping you warm and cozy on this cold day." By starting with a familiar word, *sweater*, and describing your thinking, actions, and decisions, you're introducing children to new words.

When you're listening to music...

Talk together about the music: "Is this song fast or slow?" and "What a great rhythm. Let's clap and tap along."

At bath time, while you're scrubbing from head to toe...

Invite children to chime in with the names of other parts of their body as they soap up: elbows, belly button, knuckles, and ankles.



Language-Learning Through the Five Senses

Language and Literacy Baby (0–1) Toddler (1–3) Preschooler (3–5)

Kindergarten (5–6)

Use a child's natural curiosity as a way to spark a love of language.

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Young children are naturally curious about the world around them. They touch, feel, see, hear, and taste. Paying attention to what their senses are telling them can spark interaction and teach new words. This can happen anywhere—riding on the bus, walking past a restaurant, while preparing dinner—just about every time and place holds an opportunity for developing language!

How does it feel? Touch is often how children experience the world. Let kids feel certain textures. Then help them give each a name (“Your sweater is really soft” or “The carpet is fuzzy.”).

Breathe deeply. When taking a walk, point out the smells in your world (“Mmm...this bread from the bakery smells fresh! Let’s smell it!”).

Do you see what I see? Even looking out the window together and pointing at what you see is an opportunity for conversation. (Kids’ babbles, coos, and gestures count!)

It’s a matter of taste. Talk about how things taste in your mouth (“Does that juicy watermelon taste sweet?”) This will help build kids’ vocabulary.

Sounds are everywhere. Listen up! When you are out, talk about what you hear (“Do you hear the cars beeping?” “The wind is rattling the branches.”). Helping kids tune in to sounds is also a great way to build listening skills.

Article

Language On the Go

Learning Through Routines Language and Literacy Baby (0–1) Toddler (1–3)

Preschooler (3–5) Kindergarten (5–6)

Use these tips to build language skills while you're on the go.

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Consider these language-building tips:

1. **Listen to the sounds around you!** Do you hear cars honking, helicopters buzzing overhead, or traffic controllers whistling? Imitate these sounds together and talk about the things that make them. You can even create sound patterns—such as honk, buzz, and whistle—and challenge children to follow the pattern!
2. **Create a morning rhyme routine.** Older children (ages 4–6) are beginning to notice when words rhyme. Point to something you see, such as a car or a sign, and begin a rhyme with it. For instance, “car, far, jar!” Challenge children to begin rhymes of their own.
3. **Sing a song together.** Singing is a great way to help children learn language. On a car ride, sing a song you know, or even make up a song together!
4. **Learn the road signs.** Name the road signs that you see and let children know easy ways to notice them. This involves using brand-new words! You might say, “There’s a stop sign. It’s red with white writing, and it’s in the shape of an octagon. That means it has eight sides and eight angles.”
5. **This way, that way.** When you talk aloud about your commute and the way you are going to get to your location, you can help introduce children to spatial language. For instance, you might say, “To get to daycare, we are going to go *around* the corner, *through* the tunnel, and *over* the bridge.”

<https://sesameworkshop.org/resources/building-language-skills-walk/>

▶ Video

Vocabulary Walk

Language and Literacy Toddler (1–3) Preschooler (3–5) Kindergarten (5–6)

Under 5 min

Turn a walk into a lesson about words like the father and daughter in this video.

Watch Video ▶

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Walking and talking—or even looking out the window—is a great way to engage children’s curiosity and begin conversations. Watch Elmo’s friend and her daddy go on a nature walk together, and then go on a walk of your own (it doesn’t even have to be in nature)!

You might look for kids on transportation: how many different types can you see? (bus, bike, truck, car). Or, talk about the different types of buildings that you see. (“That looks like an old building.” “That’s a skyscraper! Would you like to live in a building that tall?”)

Later, kids can draw pictures of what they observed. Help them label them, or dictate stories about them.

<https://sesameworkshop.org/resources/listening-talking-together/>

Video

Listen & Talk Together

Language and Literacy Baby (0–1) Toddler (1–3) Preschooler (3–5)
Kindergarten (5–6) Under 5 min

Incorporate simple songs into your everyday activities to help your child learn language.

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1. At bedtime, cuddle up and say, “Now let’s tell a story about *your* day.”
2. Talk about each thing that happened during the day in order, starting with waking up (for instance, “Leo was really tired in the morning, but he stretched and put on his red pants. Then he ate a waffle. Then...”). As you tell the story, you might ask, “What was the most fun thing you did on your play date?” or, “What did you wear today?” (Younger kids may not be able to answer, so give them choices: “Which did you like more, playing with clay or eating pizza?”)
3. At the end of the story, ask kids what their favorite part of the day was, and end with that (for instance, “Leo had a long busy day, and his very favorite part was sliding down the slide with his friend Milo.”).

Article

Creating Alphabet-Rich Environments

Language and Literacy Reading Letters Toddler (1-3) Preschooler (3-5)

Alphabet recognition involves learning the names, shapes, and sounds of the letters in the alphabet, and it helps get kids ready for phonics learning. There are so many ways to introduce the alphabet to young children. Adding a little alphabet magic to your environment can be a great place to start.



Alphabet recognition involves learning the names, shapes, and sounds of the letters in the alphabet, and it helps get kids ready for phonics learning. There are so many ways to introduce the alphabet to young children. Adding a little alphabet magic to your environment can be a great place to start.

Consider these playful ideas:

- Post letters of the alphabet around the room.
- Celebrate a [letter of the day](#).
- Place posters or signs with words on the walls.
- Create name cards for kids to place on their desks, to label their cubbies, or to wear.
- Provide a letter board, letter magnets, or letter blocks for kids to manipulate.

Read [this article](#) for even more ideas.

Now, do a quick survey of your setting. Are there opportunities to incorporate letter learning into your environment?

You can have endless fun with letters!

Article

Creating a Reading-Friendly Environment

Language and Literacy Reading Toddler (1–3) Preschooler (3–5)
Kindergarten (5–6)

Enrich your child's reading environment at home or in the classroom.

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There's always room to read! Here are some tips to make your space a word- and story-rich environment.

Reading Area

Devote an area in your space to reading. Fill it with shelves or baskets of books (you can get armfuls at the library!), comfy seating, and soft light so that children can cuddle up as they settle into a book with a friend or family member. You can also find lots of digital stories to read on this site.

Labels

Using blank sticky notes or labels, help children create labels for the objects all around them. Attach them to the matching objects. Point to and read them together as you notice them throughout the day.

Reading Everywhere

Reading happens everywhere, not just in libraries, on couches, or at desks. Take something to read wherever you go.

Hidden Notes

Leave short, playful notes in unexpected places (drawers, lunchboxes, shoes). When kids find them, you can help them read them.

Reading Time

Read together every day as part of kids' everyday routine. Older kids may like to read independently, so you can read alongside them (let them see you enjoy reading, too)!

<https://sesameworkshop.org/resources/alphabet-art/>

Video

Alphabet Art

Language and Literacy Letters Crafts Toddler (1-3) Preschooler (3-5)

Kindergarten (5-6) 5-20 min

Alphabet art is a fun, hands-on way to help kids recognize the shapes of letters. It can also provide an opportunity to layer in learning across subjects. Watch this video and think of ways you might incorporate letter crafts into your work with kids and families.



Watch Video

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Instructional video for parents & caregivers about helping young children learn about the alphabet.

Alphabet art is a fun, hands-on way to help kids recognize the shapes of letters. It can also provide an opportunity to layer in learning across subjects. Watch this video and think of ways you might incorporate letter crafts into your work with kids and families.

Article

Building a Love of Literacy at Every Age

Language and Literacy Reading Writing Toddler (1–3) Preschooler (3–5)
Kindergarten (5–6)

Foster a lifelong love of reading and writing with these tips.

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All children develop at their own pace, but here are some tips to build a love of reading and writing at every age.

Zero- to two-year-olds

- Read aloud together every day. It's never too early! Babies may want to play with the pages while toddlers may want you to read the same story over and over again. Point to and name the pictures.
- Point out and read words all around you. They're everywhere—on street signs, storefronts, cereal boxes, and magazines.
- Encourage them to scribble freely. Over time, you can give your child a chunky crayon. He'll be delighted to see that he can use it to scribble on paper!

Two- and three-year-olds

- Listen and respond lovingly to what toddlers say.
- Point to and name letters, words, and objects around you.
- Make up fun songs using rhyming words and melodies.
- Allow them to read the same book over and over.
- Motivate them to draw or scribble and tell you about what they've drawn.

Three- and four-year-olds

- Keep writing supplies handy.
- Explain new words in stories.
- Play with rhyming words.
- Write down the stories they tell about their drawings and read them together.
- Begin visiting the library regularly.

Four- and five-year-olds

- Label things with their names and help them write their own names.
- Help them recognize the letters in their names, and point them out when you see them in books or on signs.
- Encourage them to tell their own stories. You can write them down and invite them to draw pictures to go with the words. Then you can read them again and again together.
- Point out letters and words in signs.
- Get them their own library card.

Interactive Videos & Games for Language, Reading, & Literacy for Parents/Caregivers and Children

<https://sesameworkshop.org/resources/talking-teaching-storybook/>

■ Storybook

Talking is Teaching Storybook

Language and Literacy Baby (0–1) Toddler (1–3)

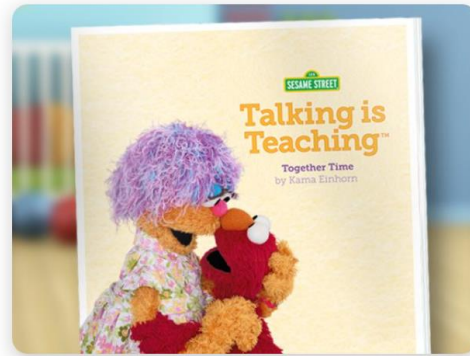
Use this storybook to connect with your youngest children.

Launch →

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en Español



This is an interactive storybook for parents/caregivers and children to read together. Not recommended for children under the age of 3 to use for solo play. Please note: We recommend that you disable the audio and read to your child.

Settling into a book—any book—together can be one of the coziest, most comforting experiences grown-ups can share with a child. Books give you the opportunity to talk, read, and sing together! As you read the book aloud, help children get excited about the book by talking about the cover together. (“Who’s that? It’s Elmo!”) Talk about the pictures and enjoy reading the words together. This kind of interactive reading helps build a love of books.

Link to the book:

https://interactive.sesameworkshop.org/SSICStory001_TalkingisTeaching/index.html#donotdisplayclose/true

<https://sesameworkshop.org/resources/reading-adventures/>

■ Storybook

Reading Adventures

School Readiness Language and Literacy Vocabulary Reading Toddler (1-3)

Preschooler (3-5) Kindergarten (5-6)

Sharing stories now lays the foundation for a lifetime of reading.

Launch →

Share

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NOTE: Interactive reading game to build vocabulary and early reading skills for parents/caregivers and children to play together. Not recommended for children under the age of 3 to use for solo play.

Link to story books:

https://interactive.sesameworkshop.org/SSICStory012_ReadingAdventure/index.html#donotdisplayclose/true

Choose a story and pick one of three levels. To extend learning, you can:

Discover Words

- Focus on letters and basic sounds by asking “What letter or sound does this word start with?”
- Focus on the pictures by asking “Can you find the circles in this picture?” or “What colors do you see here?”
- Help children figure out what words mean by asking “What do you see in this picture?”

Explore More

- Focus on the storyline by asking “What is happening here?”
- Help children predict what might happen next by asking “What do you think Elmo might do next?” or “What do you want to happen next?”

Story Time

- Read the story once, then start again and ask kids to “read” the story to you in their own words.

- Encourage children to add on to the story by asking “What do you think happens after this story ends?” or “What if this weren’t the end? What might happen next?”

All Levels

- Let children control the story experience by clicking the arrows to turn the pages, and clicking the words to hear what they mean and see the picture wiggle.
- Relate the story back to children’s own experiences and feelings.
- Ask children to tell you about their favorite part of the story.
- Remind kids that stories can take us on adventures to places we’ve never been! When choosing a book, you might say, “What kind of adventure should we go on today?”

<https://sesameworkshop.org/resources/lets-make-up-a-story/>

Video

Let's Make Up a Story

School Readiness Learning and Working from Home Language and Literacy

Vocabulary Reading Toddler (1–3) Preschooler (3–5) Kindergarten (5–6)

Under 5 min

Sharing stories can build vocabulary and critical thinking skills—and it's a great way to bond and share family culture and traditions.

Watch Video

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Video followed by interactive activities. Parent/Caregiver-led, not recommended for solo play.

Oral storytelling (making up stories and telling them aloud) and other reading activities can be opportunities for great conversations and building vocabulary. Children are also learning how stories are “built” (for instance, most stories have a beginning, middle, and end).

1. Together with children, watch as Rosita and Abuela make up their own version of a Mexican folktale about Luna Rabbit—a bunny who lives on the moon.
2. Create a new story together about Luna Rabbit, like Rosita and Abuela did. Think of a beginning, a middle, and an end to the story; a problem that Luna Rabbit might have in the story; and a solution to the problem. You might add science information (such as the concepts of full, half, or crescent moon), new vocabulary words (such as *crater*), and math concepts (perhaps Luna Rabbit needs to count carrots!).
3. Write the story down. Talk about what children think Luna Rabbit looks like, and then describe how you picture Luna. Point out how everyone imagines things a different way! Then invite children to illustrate the story.

<https://sesameworkshop.org/resources/using-art-build-language-skills/>

▶ Video

Language & Art

Language and Literacy Toddler (1–3) Preschooler (3–5) Kindergarten (5–6)

Under 5 min

Explore pictures and paintings to teach your child new words.

Watch Video ▶

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Video followed by interactive activities. Parent/Caregiver-led, not recommended for solo play.

Talking about pictures and paintings is a great way to let kids know you're interested in what's going on in their imaginations. It's also a great way to begin conversations and help kids learn new words!

Watch the video together. Later, let kids draw or scribble, then talk about what they've drawn: "Can you tell me more about this?" "Let's make up a story about what is happening in your picture." "I see you used a lot of dark red in this picture. Look, my sweater is dark red, too."

<https://sesameworkshop.org/resources/building-language-skills-spy/>

Video

"I Spy" Language Skills!

Language and Literacy Toddler (1-3) Preschooler (3-5) Kindergarten (5-6)

Under 5 min

Play "I Spy" in the grocery store to expand your child's vocabulary!

Watch Video

Share

Favorite

en Español



Video followed by interactive activities. Parent-led, not recommended for solo play.

Together, watch the video in which a mommy and her little boy play a fun game of "I Spy" in the supermarket.

Then, play a game of "I Spy" wherever you are! Invite kids to use three words to describe an object they see, for you to guess. Then you take a turn: You might use a word they don't know, explain what it means, and try to keep using it.

<https://sesameworkshop.org/resources/recognizing-letters/>

▶ Video

Recognizing Letters

Language and Literacy Letters Toddler (1–3) Preschooler (3–5)

Kindergarten (5–6) Under 5 min

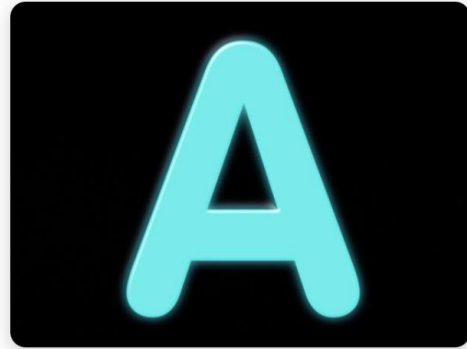
Dance and clap along to celebrate the letter of the day...A!

Watch Video ▶

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Video followed by interactive activities. Parent-led, not recommended for solo play.

1. Watch the video together. Then, together with children, write letters A through Z on small slips of paper and put them in a small container. You might label the container “Letter of the Day.”
2. Every day, ask kids to pull a letter out of the container—that’s your letter of the day. Celebrate that letter all day long:
 - Point the letter out in signs, books, and labels all around you.
 - Think of a classmate, family member, or fictional character whose name starts with the letter.
 - Form the letter with your bodies as you stretch or exercise (some letters can be formed alone, others need a partner).
 - Eat foods starting with the letter.
 - Form the letter using blocks or other toys.
 - Practice writing the letter in lowercase and uppercase forms.
 - Choose a bedtime story that starts with the letter.

If you do this every day, you’ll be done in 26 days! But you can start all over again—kids will keep on learning.

<https://sesameworkshop.org/resources/abbys-letter-garden/>

 Game

Abby's Letter Garden

School Readiness Letters Toddler (1–3) Preschooler (3–5) Kindergarten (5–6)

Prepare children for school success by exposing them to uppercase letters.

Launch →

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en Español



Video followed by interactive activities. Parent-led, not recommended for solo play.

Prepare children for school success by exposing them to uppercase letters.

Entering preschool or kindergarten with some knowledge of the letters of the alphabet and the sounds they make gives children a leg up on learning. Help children play the game in which they help Abby “grow” letters. You might:

- Help older children learn the exact letter strikes (younger children will benefit from “writing” on screen any way they like).
- Focus on the letters in children’s names.
- Together, name more words that start with each letter. Write that letter at the center of a sheet of paper and draw those things around it.
- Help children practice writing letters on green paper to grow their very own letter garden or decorate letters with drawings of flowers like Abby’s.
- Follow up with your own real-world letter hunt when you’re out and about by looking for certain letters on signs.

<https://sesameworkshop.org/resources/phonemic-awareness/>

▶ Video

Phonemic Awareness

Language and Literacy Vocabulary Toddler (1–3) Preschooler (3–5)
Kindergartner (5–6) 5–20 min

Activities like word blending can help kids build phonemic awareness, which is the understanding that words are made up of a series of separate sounds, called phonemes.

Watch Video ▶

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Favorite ❤️



Video followed by interactive activities. Parent-led, not recommended for solo play.

Activities like word blending can help kids build phonemic awareness, which is the understanding that words are made up of a series of separate sounds, called phonemes.

Watch these playful videos to see word-blending in action. Then invite kids in your care to practice word blending, too.

You might...

- Use index cards and a marker to write letters and word family sounds. For example, write “b” on one card, and “at” on another.
- Then have children partner up to create words. The child holding “at” might stay in place while children with other letters (c or h, for example) rotate to make new words in the same word family.
- Consider incorporating actions or playful props to help the learning “stick.”

You can use the words from the videos or create your own. The most important thing is to meet kids where they are, review what they’ve learned, and build on what they know.

Sources

International Literacy Association. (2019) *Meeting the Challenges of Early Literacy Phonics Instruction* [Literacy leadership brief]. Newark, DE: Author.

<https://sesameworkshop.org/resources/words-are-everywhere/>

Game

Words Are Everywhere

Language and Literacy Toddler (1–3) Preschooler (3–5) Kindergarten (5–6)

Kids become word explorers with an interactive game.

Launch →

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en Español



Video followed by interactive activities. Parent-led, not recommended for solo play.

Help kids become word explorers and build their vocabulary as they collect words with Abby Cadabby. Show kids how to help Abby fly up and down to identify words and drop them into her word cloud.

You can extend the learning into sharing everyday moments. Throughout the day, talk about what's going on. For instance, if you're waiting around with your child as your car's tires are checked, you might invite kids to look for (or think of) other things that are round (donuts, coins, steering wheels, and so on).

Language, Reading, & Literacy Printables

Printable

Silly Storytelling

Language and LiteracyToddler (1–3)Preschooler (3–5)Kindergartner (5–6)

Look at this picture with a child and make up a story together.

1. Print the page, look at the picture together, and use the conversation starters at the bottom of the page to help begin a discussion. Ask, “What is each Sesame Street friend doing?” “What is funny here?” “What silly thing would you do if you were on Sesame Street?” “Who would you want to play with, and what would you play together?”
2. Start the story by saying something like, “Once upon a time on Sesame Street...” “When (child’s name) visited his friends on Sesame Street, here’s what happened.” Or, “All the friends were dancing because...”
3. Help kids build on the story by pointing out what the characters are holding, such as Rosita’s guitar and Elmo’s magnifying glass. What might the characters be doing with those things? As children tell their stories, write down what they say so that you can read it aloud to them afterward.

Link to the Download: https://sesameworkshop.org/wp-content/uploads/2023/03/Language_PRINT_SillyFriends.pdf

Printable

The Perfect Book: An Act Along Story

Language and LiteracyReadingToddler (1–3)Preschooler (3–5)Kindergartner (5–6)

Make story time more engaging by encouraging children to act out what they hear!

Before children can read on their own, acting out different parts of a story can give them a way to participate. Read along (and act along!) as Wes and Elijah search for the perfect book.

Link to the Download: <https://sesameworkshop.org/wp-content/uploads/2024/02/The-Perfect-Book-An-Act-Along-Story.pdf>

Printable

Walk & Talk

Language and LiteracyBaby (0–1)Toddler (1–3)Preschooler (3–5)Kindergartner (5–6)

Spark conversations by pointing out new objects.

What are kids pointing at or looking at? Adults can “narrate” the world even for the youngest child.

Print this guide. In this workshop, you’ll organize a family “walking tour” to help spark conversations between parents and children. This page provides step-by-step activity ideas and talking points.

Link to the Download: https://sesameworkshop.org/wp-content/uploads/2023/03/Language_PRINT_WalkTalk.pdf

Printable

Everyday Conversation Cards

Language and LiteracyBaby (0–1)Toddler (1–3)Preschooler (3–5)Kindergartner (5–6)5-20 min

Use these cards as conversation starters during your everyday routines.

Print these cards and use them to help you spark conversations during everyday routines. After kids answer the question on the card (their answer may be just one word—that’s okay!), keep going! (for instance, “Oh, you were a superhero named Bobo? What were your superpowers? How did you use them?” or “Right, you’re going to see your friend Frida in school today. What will you play with together?”)

You can keep these cards all in one place, or post in various places (for instance, the “bathtime” card can go near the bathtub).

Link to the Download: https://sesameworkshop.org/wp-content/uploads/2023/03/Language_PRINT_ConversationCards.pdf

Printable

My Favorite Part

Language and LiteracyReadingToddler (1–3)Preschooler (3–5)Kindergartner (5–6)

Help little ones share special parts of stories in words and pictures.

Talking about the best parts of a book gives children a chance to express their emotions and encourages them to think critically about what they read, and what they enjoy. Use this printable page to start conversations that promote a love of reading and storytelling!

Link to the Download: <https://sesameworkshop.org/wp-content/uploads/2024/02/My-Favorite-Part.pdf>

Printable

Reading With Picture Clues

Language and LiteracyReadingToddler (1–3)Preschooler (3–5)

Use pictures to build children's reading confidence.

1. Print out the page and read the story together, running your fingers along the lines as you read them. When you get to a picture, point to it and pause, giving children a few moments to chime in. You might underline the word that spells out the image.
2. When you're finished, say something like, "You did a great job reading that story," or "Thank you for helping me read that story."
3. Next time you read a book together, help kids use pictures to understand what's happening, like they just did. Younger kids can use this strategy to "read" a whole story (narrating the story based on the pictures alone). Older readers can use pictures as clues to help them read a word they don't know (for instance, if they're struggling with the end of a word beginning with "el," and there's a picture of an elephant on the page, they get a hint that the word is "elephant")!

Link to the Download: https://sesameworkshop.org/wp-content/uploads/2023/03/Literacy_PRINT_ElmoWordAdventure.pdf

Printable

Writing the Alphabet

Language and Literacy Letters Toddler (1–3) Preschooler (3–5) Kindergartner (5–6)

Help your children learn their ABC's by tracing letters with Big Bird.

Print out the page and help children trace each letter. Then sing the alphabet together, pointing at each letter as you sing it out loud! (Don't worry if kids don't trace the letters exactly—there's still lots of learning going on. You can help by guiding their hands to steady the pencil as they trace.)

You might help older children think of a word for each letter. After tracing the whole alphabet, give them a blank piece of paper and invite them to try some letters on their own!

Link to the Download: https://sesameworkshop.org/wp-content/uploads/2023/03/Literacy_PRINTBigBirdAlphabet.pdf

Printable

<https://sesameworkshop.org/resources/i-know-my-numbers/>

I Know My Numbers

School Readiness Preschooler (3–5) Kindergartner (5–6)

A printable coloring page with the numbers 1 to 10.

Invite children to color the page. Can they name each numeral and show how many it represents, using their fingers?

- Notice numerals all around you in the world, and go on “number hunts” on signs when you’re out and about (“Can you find the number 3?” “Can you find a sign with four numbers on it? What numbers are they?”)
- Help children practice writing numerals. You might invite them to write the zip codes on envelopes you’re addressing, or they can copy your phone number and say each numeral in it (so they can have memorized before they start school).

- Write (and say) a numeral and invite your child to hold up that many fingers. Take turns. Finish with a high five!

Link to Download: <https://sesameworkshop.org/wp-content/uploads/2023/03/PNC-I-Know-My-Numbers-ENG-1.pdf>

Social-Emotional Skills

<https://sesameworkshop.org/resources/abbys-broken-wand/>

■ Storybook

Abby's Broken Wand

Traumatic Experiences Feelings Baby (0–1) Toddler (1–3) Preschooler (3–5)
Kindergartner (5–6) 5–20 min

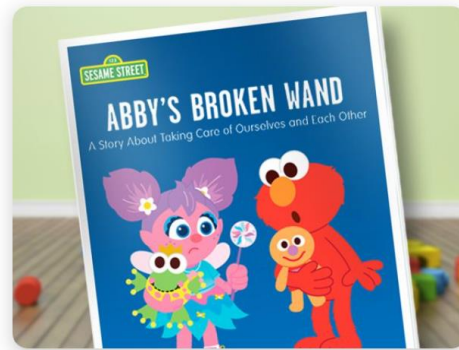
A storybook featuring strategies to help children cope with big feelings.

Launch →

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We've all navigated the challenges of living and learning through a pandemic. During the ups and downs of this time, feelings of stress, uncertainty, and anxiety have been high for adults. Like you, children have felt it. This storybook is meant to support them in moving through their big feelings, whether they're related to the pandemic or other stressful events.

For young children, play is a powerful form of communication. With toys, children play out their concerns and explore possible solutions. By encouraging play, they're naturally able to release the concerns and feelings, which decreases stress.

When big feelings happen, it's important for children and adults alike to focus on what we can do—what's within our control. Routines, play, movement, and gratitude are important activities within a family or classroom to help counterbalance the big feelings.

As you share this storybook with children, remember that grown-ups can't always prevent stress, but gentle coaching will help children grow happier, healthier, and more resilient!

Ann Thomas, LCSW, Author

President/CEO
The Children's Place

Link to the Interactive Book:

https://interactive.sesameworkshop.org/SSICStory083_AbbysBrokenWand/index.html

<https://sesameworkshop.org/resources/how-others-feel/>

Video

How Others Feel

Social and Emotional Skills Vocabulary Empathy Toddler (1–3) Preschooler (3–5)
Kindergartner (5–6) Under 5 min

Murray learns about an important part of kindness: empathy.

Watch Video

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Video followed by interactive activities. Parent-led, not recommended for solo play.

As adults, we encourage children to be kind and polite. Words and phrases such as “please,” “thank you,” and “I’m sorry” are a big part of kindness and politeness, but there’s another important piece that can get overlooked: empathy (understanding and caring about how someone else is feeling).

Watch the video together and notice how Murray learns the concept in his own way. At the end, join Murray and his human friend in celebrating empathy...with a happy dance!

After a violent event, we feel empathy for those who are hurting. Explain that expressing empathy helps others feel a little better. Depending on circumstances, you might send cards or online messages to the affected community.

This video helps to build both empathy and vocabulary around feelings.

School Readiness

<https://sesameworkshop.org/resources/this-is-how-i-grow/>

Video

This Is How I Grow

School Readiness Toddler (1–3) Preschooler (3–5) Kindergarten (5–6)

Under 5 min

Elmo and his friends sing about all of the ways that they learn and grow, like counting, building, stretching, moving, laughing, singing, dancing, and cooking!

Watch Video →

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School ReadinessToddler (1–3)Preschooler (3–5)Kindergarten (5–6)Under 5 min

Video followed by interactive activities. Parent-led, for 3 years and older. Not recommended for solo play.

Laughing and playing together are ways children *and* grown-ups grow every day. Each day, do an activity together that Elmo and his friends sang about:

- **Day 1—Counting:** Together, count to five on one hand. With each number, share something you like about each other. For example, “I like your big hugs!”
- **Day 2—Building:** Design and build an indoor fort using pillows, chairs, and blankets.
- **Day 3—Moving:** Play “Big Bird Says”—Big Bird’s version of “Simon Says.” Tell children to move only when you say “Big Bird says.” Challenge them to bend, wiggle, jump, stretch, touch their toes, and more!
- **Day 4—Cooking:** Invite children to help cook by stirring, measuring, and pouring ingredients, or decorating a final product.
- **Day 5—Laughing:** Have a “Make Me Laugh” contest—make silly faces at each other until one of you cracks up.
- **Day 6—Singing:** Explore learning the concept of volume as you sing your favorite song, first as a whisper, then in a normal voice, and in a loud voice.
- **Day 7—Dancing:** Put on music and have a dance party. Invent new moves and challenge each other to copy them.

<https://sesameworkshop.org/resources/learning-party/>

Video followed by interactive activities. Parent-led, for 3 years and older. Not recommended for solo play.

Video

Learning Party

School Readiness Preschooler (3–5) Kindergarten (5–6) Big Kid (7+) Under 5 min

When children feel welcome and included, school can feel like a learning party that they're invited to each and every day!

Watch Video

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en Español



School Readiness Preschooler (3–5) Kindergarten (5–6) Big Kid (7+) Under 5 min

When children feel welcome and included, school can feel like a learning party that they're invited to each and every day! At their “learning party,” they learn from one another, and they also teach one another. Everyone learns and grows when they feel good and safe, and strong relationships make that possible.

Share this video with children and then talk about how they learn. For instance, they're learning when they:

- sit in a circle to talk, sing, listen, play games
- play and work side by side
- talk and listen to each other
- share and take turns
- help one another
- read, write, and make up stories together

Finally, check out [this printable](#) so you can sing along!

Special thanks to Mary Kay Mahar, Senior Director, Early Learning and Prevention Systems

Special Needs

<https://sesameworkshop.org/resources/meeting-unique-needs/>

Video

Meeting Unique Needs

Autism Talking About Autism Toddler (1–3) Preschooler (3–5) Kindergarten (5–6)

Under 5 min

A video about coping when things seem overwhelming.

Watch Video

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With an autistic person in the family, things can sometimes feel overwhelming. Two important strategies discussed in this video may help:

- Have a good team.
- Stay in your own lane.

How do you do each in *your* family?

Article

For Parents & Caregivers: When You're Concerned

Emotional Well-Being Preschooler (3–5) Kindergarten (5–6) Big Kid (7+)

You are your child's best advocate, and it's brave to reach out for support. Help can take many different forms.

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You are your child's best advocate, and it's brave to reach out for support. Help can take many different forms.

If you're reading this, you probably have some concerns about your child's emotional well-being or behavior. First, remember that you've *already* taken some important steps to help your child—you've paid close and caring attention to their feelings and behavior, and you've decided to learn more about how to handle your concerns. You are your child's first teacher and most loving advocate... you've got this! Approaching children's struggles with curiosity and empathy—rather than jumping in to “fix” their “bad” feelings—helps them build the skills they'll need to take care of their own emotional well-being over a lifetime.

Beyond checking out the resources on this site (including this [resource list](#) (Reaching Out) for finding mental health providers) remember that reaching out for help can take many forms.

You might be considering finding a therapist or counselor for your child, and there are also a range of ways to approach the process of finding the right help for your child. This might include less formal ways to begin getting the support and information you need—especially since finding mental health care quickly can be challenging. The more you know, and the more support you have, the better prepared you are to help your child as you figure out your next steps.

Learn more and connect with others online. Read about what you're worried about. Besides finding basic information about your concern, there are many other parents out there with similar worries, and lots of online conversations about situations like yours. Reading about other parents' challenges and successes can help you find practical coping strategies for both you and your child... and it always helps to know you're not alone!

Talk to your child's health provider. Pediatricians and other health providers are often the first people parents feel comfortable sharing their concerns with. After all, they're not only responsible for your child's physical health, but their emotional well-being as well—so they can help you identify areas of concern as early as possible, they can offer practical advice, and they can point you to other resources when needed. Remember, starting this conversation with your child's health provider does not necessarily mean they'll be diagnosed, or prescribed medication on the spot, and it's up to you to decide if you want to accept a particular treatment or not.

Talk to trusted friends and family. There's lots of shared wisdom to gain from those who love and care about you, your child, and your family. Sharing difficult, sensitive information and asking for support can enhance trust and bring everyone closer, which can benefit the whole family. You and your friends or family members might become an ongoing source of support for one another.

Check in with others in your child's life. Your child has an important "circle of care" that includes teachers, other school staff, daycare providers, babysitters, extended family, family friends, neighbors, and more. You might start by asking them, for instance: How is my child with other children in the classroom? How about when they play at recess? How do they react to challenges like making a mistake, transitioning from activity to activity, or communicating their feelings? It can be hard to share your concerns, but they may be noticing the same things that are causing you concern and can offer more insight, which could be helpful information for you (especially if you decide to reach out to a professional).

Keep noticing. Whatever your next steps are, remember the power of *your* observations. Tuning in to your child means you have a valuable bank of information to share with an expert if you need to, and keeping close track can be as simple as making a few notes on your phone from time to time. When and where do your child's stomachaches seem to happen? How exactly are their sleeping and eating patterns changing? This goes for positive observations too: Notice physical signs of joy in your child! What activities cause them to wiggle with excitement or get their energy out? When do they feel most comfortable making eye contact with new people? What helps them relax their bodies?

Top Level Searches on Sesameworkshop.org:

Language & Literacy, English, 0-3 years

<https://sesameworkshop.org/search?s=&type=all&topic%5B%5D=language-literacy-en&language%5B%5D=en&age-group%5B%5D=baby-01-en&age-group%5B%5D=toddler-13-en>

Social and Emotional Skills, English, 0-3 years

<https://sesameworkshop.org/search?s=&type=resource&topic%5B%5D=social-emotional-skills-en&language%5B%5D=en&age-group%5B%5D=baby-01-en&age-group%5B%5D=toddler-13-en>

Family Bonding, English, 0-3 years

<https://sesameworkshop.org/search?s=&type=all&topic%5B%5D=family-bonding-en&language%5B%5D=en&age-group%5B%5D=baby-01-en&age-group%5B%5D=toddler-13-en>

Parenting, English, 0-3 years

<https://sesameworkshop.org/search?s=&type=all&topic%5B%5D=parenting-en&language%5B%5D=en&age-group%5B%5D=baby-01-en&age-group%5B%5D=toddler-13-en>

School Readiness, English, 0-3 years

<https://sesameworkshop.org/search?s=&type=all&topic%5B%5D=school-readiness-en&language%5B%5D=en&age-group%5B%5D=baby-01-en&age-group%5B%5D=toddler-13-en>

Homelessness, English, 0-3 years

<https://sesameworkshop.org/search?s=&type=all&topic%5B%5D=homelessness-en&language%5B%5D=en&age-group%5B%5D=baby-01-en&age-group%5B%5D=toddler-13-en>

Traumatic Experiences, English, 0-3

<https://sesameworkshop.org/search?s=&type=all&topic%5B%5D=traumatic-experiences-en&language%5B%5D=en&age-group%5B%5D=baby-01-en&age-group%5B%5D=toddler-13-en>

Foster Care, English, 0-3

<https://sesameworkshop.org/search?s=&type=all&topic%5B%5D=foster-care-en&language%5B%5D=en&age-group%5B%5D=baby-01-en&age-group%5B%5D=toddler-13-en>