Irvington Public Schools
Office of Early Childhood

Preschool Home School Instruction Activities
Extended Learning Plan

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Dear Parents and Families,

The Home School Instruction Activities are designed to make learning a fun and enjoyable experience for you and your child. Included in the Home School Instruction Activities is a daily calendar with three activity choices for you to choose from. The activity choices are explained in detail on pages 10-62. Also included in the packet is a collection of resources on pages 63-87 to use with your child to enhance their learning experiences. We encourage you to choose one of the activity choices each day to complete with your child.

We hope that you have a fun and enjoyable experience completing the activities with your child.

Day 1	Day 2	Day 3	Day 4	Day 5
Choice # 1 Activity # 51 Literacy **Popping Popcorn**	**Choice # 1** Activity # 52 Literacy **Same Sound Sort/ Letter Sounds**	**Choice # 1** Activity # 71 Math **The Imaginary Ball**	**Choice # 1** Activity # 53 Literacy **Stick Letters**	**Choice # 1** Activity # 54 Literacy **Bedtime Books**
Choice # 2 Activity # 72 Math **Wash Day**	**Choice # 2** Activity # 73 Math **Making the Most of Routines**	**Choice # 2** Activity # 101 Social- Emotional **Mirror, Mirror**	**Choice # 2** Activity # 74 Math **Bridge & Tunnel**	**Choice # 2** Activity # 75 Math **Traffic Jam**
Choice # 3 Activity # 102 Social-Emotional **Character Feelings**	**Choice # 3** Activity # 76 Math **This Way or That Way?**	**Choice # 3** Activity # 55 Literacy **The Name Game** **Letter Names**	**Choice # 3** Activity # 89 Physical **Picture Cards**	**Choice # 3** Activity # 103 Social-Emotional **Family Photo Album**

Day 6	Day 7	Day 8	Day 9	Day 10
Choice # 1 Activity # 56 Literacy **Riddle Dee Dee**	**Choice # 1** **Activity # 57 Literacy** **Dramatic Story Retelling**	**Choice # 1** Activity # 77 Math **Busy Bees**	**Choice # 1** **Activity # 58 Literacy** **Willy's Week**	**Choice # 1** Activity # 59 Literacy **Pantry Labels**
Choice # 2 Activity # 78 Math **Action Counting**	**Choice # 2** Activity # 79 Math **My Shadow and Me**	**Choice # 2** Activity # 80 Math **What size? Tallying**	**Choice # 2** Activity # 81 Math **Missing Lids**	**Choice # 2** Activity # 82 Math **Telling It Again**
Choice # 3 Activity # 60 Literacy **Howling at the Moon**	**Choice # 3** Activity # 90 Physical **Freeze Dance**	**Choice # 3** Activity # 61 Literacy **Rhyming Chart**	**Choice # 3** Activity # Social-Emotional **Family Fun**	**Choice # 3** Activity # Physical & Social-Emotional **Follow the Leader**

Day 11	Day 12	Day 13	Day 14	Day 15
Choice # 1 Activity # 83 Math **Compare & Contrast**	**Choice # 1** Activity # 62 Literacy **Mealtime**	**Choice # 1** Activity # 84 Math **Line Up**	**Choice # 1** Activity # 85 Math **Does the Shoe Fit?**	**Choice # 1** Activity # 63 Literacy **"All About Me" Books**
Choice # 2 Activity # 91 Physical **What Was For Breakfast**	**Choice # 2** Activity # 86 Math **Veggie Lineup**	**Choice # 2** Activity # 87 Math **Word Problems**	**Choice # 2** Activity # 64 Literacy **Feed Me**	**Choice # 2** Activity # 88 Math **Have Fun Making Numerals**
Choice # 3 Activity # 72 Math **Wash Day**	**Choice # 3** Activity # 65 Literacy **My Journal**	**Choice # 3** Activity # 66 Literacy **Memory Games**	**Choice # 3** Activity # 92 Physical **One More Step**	**Choice # 3** Activity # 68 Literacy **Letter Walk**

Day 16	Day 17	Day 18	Day 19	Day 20
Choice # 1 Activity # 69 Literacy **Familiar Print**	**Choice # 1** Activity # 70 Literacy **Daily Writing**	**Choice # 1** Activity # 71 Math **The Imaginary Ball**	**Choice # 1** Activity # 51 Literacy **Popping Popcorn**	**Choice # 1** Activity # 52 Literacy **Same Sound Sort/ Letter Sounds**
Choice # 2 Activity # 73 Math **Making the Most of Routines**	**Choice # 2** Activity # 74 Math **Bridge & Tunnel**	**Choice # 2** Activity # 93 Physical **Outdoor Play**	**Choice # 2** Activity # 75 Math **Traffic Jam**	**Choice # 2** Activity # 76 Math **This Way or That Way?**
Choice # 3 Activity # 101 Social-Emotional **Mirror, Mirror**	**Choice # 3** Activity # 77 Math **Busy Bees**	**Choice # 3** Activity # 53 Literacy **Stick Letters**	**Choice # 3** Activity # 94 Physical **My Clothes Today**	**Choice # 3** Activity # 102 Social-Emotional **Character Feelings**

Day 21	Day 22	Day 23	Day 24	Day 25
Choice # 1 Activity # 54 Literacy **Bedtime Books**	**Choice # 1** Activity # 55 Literacy **The Name Game** **Letter Names**	**Choice # 1** Activity # 78 Math **Action Counting**	**Choice # 1** Activity # 56 Literacy **Riddle Dee Dee**	**Choice # 1** Activity # 57 Literacy **Dramatic Story Retelling**
Choice # 2 Activity # 79 Math **My Shadow and Me**	**Choice # 2** Activity # 80 Math **What size? Tallying**	**Choice # 2** Activity # 81 Math **Missing Lids**	**Choice # 2** Activity # 82 Math **Telling It Again**	**Choice # 2** Activity # 83 Math **Compare & Contrast**
Choice # 3 Activity # 58 Literacy **Willy's Week**	**Choice # 3** Activity # 95 Physical **Getting Dressed**	**Choice # 3** Activity # 59 Literacy **Pantry Labels**	**Choice # 3** Activity # 102 Social-Emotional **Character Feelings**	**Choice # 3** Activity # 96 Physical l **Let's Design an Obstacle Course**

Day 26	Day 27	Day 28	Day 29	Day 30
Choice # 1 Activity # 86 Math **Veggie Lineup**	**Choice # 1** Activity # 60 Literacy **Howling at the Moon**	**Choice # 1** Activity # 84 Math **Line Up**	**Choice # 1** Activity # 85 Math **Does the Shoe Fit?**	**Choice # 1** Activity # 61 Literacy **Rhyming Chart**
Choice # 2 Activity # Physical **Obstacle Course Challenge**	**Choice # 2** Activity # 87 Math **Word Problems**	**Choice # 2** Activity # 88 Math **Have Fun Making Numerals**	**Choice # 2** Activity # 62 Literacy **Mealtime**	**Choice # 2** Activity # 71 Math **The Imaginary Ball**
Choice # 3 Activity # 74 Math **Bridge & Tunnel**	**Choice # 3** Activity # 65 Literacy **My Journal**	**Choice # 3** Activity # 66 Literacy **Memory Games**	**Choice # 3** Activity # 98 Physical **Dance & Remember**	**Choice # 3** Activity # 67 Literacy **Tap It, Clap It,**

Day 31	Day 32	Day 33	Day 34	Day 35
Choice # 1 Activity # 68 Literacy **Letter Walk**	**Choice # 1** **Activity # 69 Literacy** **Familiar Print**	**Choice # 1** **Activity # 75 Math** **Traffic Jam**	**Choice # 1** **Activity # 70 Literacy** **Daily Writing**	**Choice # 1** **Activity # 52 Literacy** **Same Sound Sort/ Letter Sounds**
Choice # 2 Activity # 78 Math **Action Counting**	**Choice # 2** Activity # 87 Math **Word Problems**	**Choice # 2** Activity # 99 Physical **Wonderful Warm-Ups**	**Choice # 2** Activity # 86 Math **Veggie Lineup**	**Choice # 2** Activity # 80 Math **What size? Tallying**
Choice # 3 Activity # 105 Social-Emotional **Follow the Leader**	**Choice # 3** Activity # 86 Math **Veggie Lineup**	**Choice # 3** Activity # 51 Literacy **Popping Popcorn**	**Choice # 3** Activity # 100 Physical **Ball in a Bucket**	**Choice # 3** Activity # 89 Physical **Picture Cards**

Literacy/Language Activities

Activity # 51

Popping Popcorn

What To Do:

1. **Explain that you and your child are going to make yourselves so small like kernels of unpopped Popcorn.**
2. **Recite the following chant and ask your child to "pop" up and say Pop! If he is wearing the color or pattern you name.**

   Popcorn, popcorn, in a pot,
   Cook up nice and hot, hot, hot.
   Kernels are almost ready to pop!
   Pop if you're wearing [green].
3. **Let your child lead the activity by naming colors or patterns.**

Another Idea:

Ask the following questions:

- **What are the features of our clothes?**
- **Do all clothes fit the same?**

- **Ask everyone in your family to bring some of their clothes and put them on the floor or couch.**
- **Have a clothes swap and try on each other's clothing!**
- **Talk about how the clothes fit!**

What words can your child use to describe how the clothes fit? You might offer words like – snug, tight, loose, baggy, etc.

Activity # 52

<u>Same Sound Sort/ Letter Sounds</u>

What To Do:

1. **With your child, gather several objects in a box or bag, including some that start with the same sound (sock, spoon, button, ball) and some that do not start with the same sound (ribbon, car, marker).**
2. **Ask your child to name the items in the box, and take turns sorting the objects that have names that begin with the same sound.**
3. **Join your child to look around your home for items that match the remaining objects.**
4. **Say the name of the object slowly to emphasize the beginning letter sounds.**

Activity # 53

<u>Stick Letters</u>

What To Do:

1. **Gather a collection of craft sticks, toothpicks, chopsticks, or small branches (from a neighborhood walk).**
2. **Explain that you will work together and use the sticks to make letters.**
3. **Show how to make a letter with the sticks.**
4. **Talk about the letters that are made with only straight lines.**
5. **Write or show letters for reference.**
6. **Let's say the alphabet together and think about the shape of each letter.**

Another Idea:

- **Discuss the difference between forming upper- and lower-case letters**
- **Discuss names starting with upper-case letters.**
- **Make comparisons to the lowercase letters?**

Activity # 54

Bedtime Books

What To Do:

1. **If books are part of your bedtime routine, tonight swap places with your child!**
2. **Invite him or her to read a book to you, using the pictures to guide the story, or ask him or her to tell you a bedtime story she came up with using her imagination!**
3. **Bookmark family-friendly websites and videos to watch together for children who are interested in learning more.**

Activity # 55

The Name Game—Letter Names

What To Do:

1. **Write the name of every person in your family on individual index cards or strips of paper.**
2. **Hold up your name cards and hide some letters with your fingers.**
3. **Slowly reveal the letters so your child can guess the name:**
   I uncovered the first letter of the name.
   Do you know whose name it is?

4. **As you reveal more letters, ask questions about the letters your child sees:**
   What letter do we see next?
   It makes the /r/ sound. Yes! It's Grandma!
5. **Continue with the rest of the name cards.**
6. **Consider making name cards for other friends and family members or even characters from your child's favorite books!**

Another Idea:

- **Reflecting on the day, which read-aloud strategy would you like to try with your child?**

Activity # 56

<u>Riddle Dee Dee</u>

What To Do:

1. **Chant the following rhyme:**
   Riddle dee dee, riddle dee dee.
   Can you make a rhyme with me?
   I say [ball], you say [fall]. [Ball], [fall], [mall], [gall].
2. **Provide the first two rhyming words and invite your child to continue making rhymes with that word.**

3. **Try it again with another word and take turns choosing the rhyming words as long as your child is interested.**
4. **Have fun with nonsensical words as you rhyme! It doesn't have to be a real word for a child to build on their rhyming skills. Making the Most!**

Activity # 57

Dramatic Story Retelling

What To Do:

1. **Choose a story that is familiar to your child from a favorite book.**
2. **Work together to gather or make props related to the story to represent each character – paper bag puppets, drawing of characters, items from the story (a towel as Little Red Riding Hood's cape).**
3. **Read or tell the story and include a clear beginning, middle, and end.**
4. **Show how to use the props as you include each character.**
5. **Ask your child to retell the story to you.**
6. **Remind him or her that storytellers must remember to include all the information in the story.**
7. **You can say – Before you start, think about the important parts of the story that you don't want to leave out.**

Another Idea:

- **Invite other family members to listen and offer reminders when your child needs help.**

- **Reflecting on the Day Did your child have fun using the story props to retell stories?**
- **What other stories could you add props to?**

Activity # 58

<u>Willy's Week</u>

What To Do:

1. **Invite your child to act out the movements as you sing or chant the following verse. On Sundays, Willy [stretches], On Mondays, Willy [marches] On Tuesdays, Willy [tiptoes], On Wednesdays, Willy [wiggles] On Thursdays, Willy [thinks], On Fridays, Willy [falls down], On Saturday, Willy [sleeps]**
2. **Repeat using different action words and encourage your child to join you in singing or chanting together!**

Activity # 59

<u>Pantry Labels</u>

What To Do:

1. **Pull a few items out of your pantry and take turns each picking an item.**
2. **Ask your child to describe what he or she sees.**
3. **Point out colors, shapes, and letters.**
4. **Emphasize the sounds that the letters make:**

You're pointing to the large T on the carton.

What sound does the T make?

It's the first letter in the words tomatoes and Tomás.

This carton of cream has the word fresh.

What does it mean if the cream is fresh?

5. **Count the number of letters on the brand and talk about which brand has the most and the fewest letters.**

Activity # 60

<u>Howling at the Moon</u>

What To Do:

1. **Tell your child that he or she is going to pretend to be a wolf in a wolf pack.**
2. **Recite the following poem together.**

   During the day, the wolves all play.

   They [skip] and [slide] and [spin].

   But late at night when the stars are bright, the wolf pack howls at the moon [howl together].
3. **Point out how the action words begin with the same sound.**
4. **Use different actions with the same letter sound.**

Activity # 61

Rhyming Chart

What To Do:

1. **Write the following poem on a sheet of paper. Draw pictures or symbols to illustrate it.**
   Cobbler, cobbler, mend my shoe.
   Get it done by half past two.
   Stitch it up, and stitch it down.
   Make the finest shoes in town.
2. **Read the poem and explain that mend means to fix something and that a cobbler is a person who mends shoes.**
3. **Invite your child to listen and chant it along with you.**
4. **As you read, emphasize the words that rhyme. Pause and encourage your child to fill the rhyming word.**
5. **Over time, return to the rhyme and use markers or crayons to highlight the rhyming words.**

Activity # 62

Mealtime

What To Do:

1. **Following a recipe or meal instructions is a great way for your child to help with meal preparation.**

2. **As you read a recipe or follow the instructions on a meal, run your finger over the text and emphasize the steps.**
3. **You might say:**
   First, we need to preheat the oven to 375 degrees.
   Can you call out the numbers so I don't forget?
   Three, seven... what's next?
   Second, we need to pull off the plastic cover from the tray.

Activity # 63

"All About Me" Books

Materials: White paper; colored construction paper; glue; markers or crayons; stapler or hole punch and yarn; photographs of your child (photos with friends or relatives, pictures from a family trip or special event, etc.)

Why It's Important:

- **Engaging your child in book-related activities encourages literacy development.**
- **Even before a child can read, they enjoy creating books and pretending to read them.**
- **Making books about yourself gives a child an opportunity to think about what makes him or her unique and highlight important events in their life.**
- **Writing about familiar experiences provides an engaging reason to write.**

What To Do:

1. **Invite your child to look at the photos and talk about what he or she sees.**
2. **Encourage him or her to identify the people, activity, place, or event.**
3. **Explain that he or she will be making a book about herself.**
4. **Working together, make a blank book with 2–4 pieces of white paper folded inside a piece of construction paper.**
5. **Bind the book with staples along the fold, or with a hole punch and yarn.**
6. **Ask your child to choose which pictures he or she wants to include in the book.**
7. **Allow him or her to glue the photos into the book where she chooses.**
8. **After the pictures are glued in the book, prompt your child to describe them.**
   What were you doing that day?
   Who was with us at the zoo?
9. **Write his or her words under the pictures in the book.**
10. **Invite your child to look at the book with you as you read the words back to him or her.**
    This page says, "I went to see the parade with my Nana.
    My ice cream dripped on my shirt."
11. **Encourage him or her to make books about subjects that interest her (e.g., dinosaurs, garbage trucks, baby animals, etc.).**
12. **Take pictures for him or her to use, or suggest that he or she add their own illustrations to the book.**

Another Idea:

- **To extend this experience, have your child write books about their friends or family members.**

Activity # 64

<u>Feed Me</u>

Materials: Ingredients for what you are making with your child

Why It's Important:

- **Children enjoy guessing games as much as they enjoy silly, nonsensical words and rhymes.**
- **This activity provides an opportunity to do both.**
- **It promotes your child's development of phonological awareness as he or she figures out what food items you are talking about.**

What To Do:

1. **Invite your child to help you prepare a meal.**
2. **As you discuss what you will be making, create nonsense words by replacing or adding to the initial sound of the word with a different letter sound. "We're going to make masghetti and speatballs for dinner."**
3. **Let your child know that there are many ingredients for masghetti and speatballs.**

4. **You will need his or her help to get all of them, but it might be a little tricky because you're going to use some silly words.**
5. **Ask your child to guess the real name of each ingredient you say. "We need • 1 bonion • Box of wasta • 1 can of somato tauce • Pinch of malt • Preen gepper"**

Another Idea:

- **Ask your child if he or she can come up with words for you to guess.**
- **At dinner get other family members to join in the fun.**

Activity # 65

<u>My Journal</u>

1. **Invite your child to write or draw in his or her journal during the day.**
2. **Explain that the journal is to record thoughts, ideas, and observations.**
3. **Give your child time to think about what he or she would like to record.**
4. **Ask open-ended questions.**
5. **Allow your child to scribble, draw, or write to record his or her ideas. Invite him or her to use the journal in a thoughtful way.**
6. **Ask questions that will help your child think purposefully about what he or she puts on each page.**

7. **Invite your child to use uppercase and lowercase letters when writing in his or her journal. Ask the child to read his or her page to you when he or she is finished.**

Activity # 66

Memory Games

1. **Invite your child to play a memory game with you. Look at the pictures on the cards and talk about each before beginning the game.**
2. **Seat your child next to you and arrange the cards face down to hide the pictures. Explain that you will take turns turning over two cards to look for matching pictures.**
3. **When a set of matching cards is found, ask your child to identify the picture before removing the cards from those remaining.**
4. **Use two sets of matching cards (four cards total) that are distinctly different, for example cars and butterflies, to play the game. Allow your child to watch you turn the cards face down, and invite him or her to remember where to find a matching card. Encourage him or her to name the objects on the cards.**
5. **Increase the number of cards used from three to five pairs. Allow your child to look at the picture on each card and watch you turn the cards face down. Prompt your child to remember where to find the matching card and explain their matches.**
6. **Use up to six pairs of cards for the game. Turn the cards face down without the child observing. Invite him or her to find matching pairs with minimal prompting. After flipping the cards, have your child explain why**

they do or do not match.

7. **Include six to eight pairs of cards with similar pictures, for example pairs of shoes, types of fruit, or butterflies. Invite your child to explain the similarity of all the cards and of individual matches.**

Another idea:

- **Use many sets of matching cards. Encourage your child to describe strategies he or she uses to remember where various cards are that he or she has recently uncovered.**

Activity # 67

Tap It, Clap It,

What To Do:

1. **Say your child's name and clap the syllables to demonstrate how to separate the word into parts.**
2. **Next, invite your child to chant along with you as you clap his or her name. Place a name card on the table and chant the song together as you clap. Chant and clap slowly so that he or she can hear the segments of their name.**
3. **Invite your child to repeat his or her name as you clap it together.**
4. **Invite your child to say his or her name. Introduce the concept of syllables by singing the song and clapping, using your child's name. Clap the syllables very slowly so that the child can clap along with you.**
5. **Invite your child to chant the song using other family member's names. Invite him or her to also use other**

familiar words.

6. **Invite your child to choose a word and separate it into syllables before chanting. Ask your child to combine the syllables again after separating them.**
7. **Invite your child to remain silent during the first or last syllable as he or she chants the song.**

Activity # 68

<u>Letter Walk</u>

1. **Show a set of alphabet cards to your child. Explain that you will make letters for your child to walk on.**
2. **Have your child choose one or two letters from the cards and together make large versions on the floor using masking tape. Name the letters and talk about their features (e.g. straight lines, curved lines).**
3. **Begin by letting your child choose from two uppercase letters: one with straight lines and another with curved lines. Describe the shape of the letter as you make it with your child.**
4. **Include a group of round letters, for example, O and C, for your child to choose as well as those in his or her name.**
5. **Broaden the choice of letters to include more straight lines and all curved letters, for example. P and S. Prompt your child to talk about the features of each letter he or she chooses.**

Another idea:

- **Make the choices of all lowercase letters, and include the lowercase letters in your child's name.**

- **Encourage your child to move in more challenging ways.**
- **Include all uppercase and lowercase letters.**
- **Next, have your child walk (hop, skip, jump, glide, tiptoe, take giant/baby steps, or crawl) along the tape.**
- **Invite your child to suggest other ways they might move along the letters and list them on paper. Encourage your child to move along the letters in different ways.**

Activity # 69

Familiar Print

1. **Invite your child to sit with you and read the environmental print identified around the house (labels on cereal, cans, books, etc.). Remember to point to each word as you read. Offer comments that will make the words personal and meaningful to your child.**
2. **Encourage your child to talk about familiar pictures, letters, or words in print.**
3. **Call attention to any labels that have the same or similar words.**
4. **Show your child familiar environmental print and give him or her a chance to recognize the product.**
5. **Encourage discussion about unfamiliar print by talking about descriptors, such as colors or pictures.**
6. **Ask your child to point to a product name on a familiar label and encourage him or her to identify it.**
7. **Invite your child to move his or her finger across the print and identify the words.**
8. **Ask your child to point to individual words on environmental print while reading words aloud.**

Activity # 70

Daily Writing

1. **Create a card with your child's name. Ask your child to write their name on a daily writing sheet when they get up each morning. Explain the procedure to your child and family members, and show them the daily writing sheet.**
2. **Accept any attempt your child makes to sign in. This should be a relaxed, routine experience. Encourage your child to refer to their name card, if needed.**
3. **Encourage your child to scribble on the paper to represent his or her name. Point out his or her name on the name card and identify the letters.**
4. **Ask the child to identify the first letter of her name. Encourage him or her to look at their name card for help as they write.**
5. **Look for some correctly formed letters. Ask your child to point to the individual letters in his or her name. The letters your child writes may not be written in the correct order.**

Another idea:

- **Encourage your child to write his or her name without referring to the name card. Encourage them to use uppercase and lowercase letters when writing their name. Talk about the letters the child chooses.**
- **Encourage your child to write their name using the correct sequence, form, and orientation. Discuss with your child the differences between uppercase and lowercase letters.**

Mathematics Activities

Activity # 71

The Imaginary Ball

What To Do:

1. **Ask your child to pretend he or she is bouncing imaginary balls with his or her hands. Say, Boing, boing! As you pretend to bounce a ball.**
2. **Invite your child to bounce the ball using different parts of his body.**
3. **Demonstrate by pretending to bounce a ball using your head, shoulders, knees, and toes.**
4. **Play or sing lively music during this activity.**

Activity # 72

Wash Day

What To Do:

1. **Ask your child to gather a collection of socks of different sizes. Gather clothespins or other clips. Set up a clothesline or a place to hang the socks to "dry."**
2. **Explain that today is "wash day" and that the socks need to be hung up to "dry." Show how to use the clothespins.**

3. **Ask your child to hang the socks in order from shortest to longest.**
4. **As he or she works, ask questions like is Pop-pop's sock shorter or longer than Junior's sock? And whose sock is that one with the kitties on it?**

Another Idea:

<u>Making the Most of Routines:</u>

- **Most young children have a lot of energy!**
- **They need lots of practice to use, move, and control their muscles.**
- **Consider creating "movement moments" throughout the day.**
- **Put on fun music for a family dance party.**
- **Teach some of your favorite dance moves.**
- **Put down large pillows or couch cushions and ask your child to see how high he or she can jump.**
- **Look for exercise videos online and challenge your child to follow along.**
- **Try fun and silly ways to support your child's need to move!**

Activity # 73

<u>Making the Most of Routines</u>

What To Do:

1. **Brushing Teeth Tonight, try brushing in new and different ways!**
2. **You might say things like:**
   Can you brush your teeth super slowly?
   Can you brush your teeth very quickly?
   Can you brush your teeth in a circle?
   Can you brush your teeth in a square?
3. **Use ordinal numbers and spatial words:**
   First, brush your top teeth.
   Second, brush your bottom teeth, etc.
4. **Reflecting on the Day:**
   How was the day?
   How is your family moving through the routines you've set?
   Is there anything that needs to be adjusted?
   Consider showing up to breakfast tomorrow in a piece of clothing that is too big or too small to make your little one smile!

Activity # 74

Bridge & Tunnel

What To Do:

1. **Invite your child to sit with you with his or her legs straight out.**
2. **Explain that his or her legs make a bridge and when he or she lifts up their knees, they make a tunnel.**
3. **Ask – What could move over our bridge and go under the tunnel?**
4. **Use hand motions to act out the chant using his suggestions.**
   We lower the bridge and the [truck] drives over.
   We raise the bridge and the [shark] swims under.
   Explain that fabric is a kind of cloth that is woven. Ask if your child can see the patterns of lines going over and under each other. (You might even remind them of the Bridge & Tunnel activity where together you talked about over and under.)

Activity # 75

Traffic Jam

What To Do:

1. **Show how to make different horn sounds with actions – "beep" while pressing an imaginary car horn; "honk" while pulling a truck horn string; and "toot" while squeezing a horn.**
2. **Make a simple pattern with the horn sounds and actions: Beep, beep, honk. Beep, beep, honk.**
3. **Invite your child to walk with you in a line as you repeat the pattern together.**
4. **Continue the game, inviting your child to make his or her own patterns and lead the line.**

Another Idea:

- **Take a moment to ask your child to recall what he or she discovered this week.**
- **Next, invite your child to look at what family members are wearing and ask – What kind of patterns and shapes are on clothes?**
- **You can use words like plaid, stripes, polka dots, solids, and floral patterns and point out shapes and figures.**
- **As a family, you can sort the laundry into piles by patterns, pictures, and solid colors.**
- **Which pattern is most popular in your home?**
- **Make a chart to find out!**
- **Take a photo of your findings and share with another family and see what kinds of patterns they have!**

Activity # 76

<u>This Way or That Way?</u>

What To Do:

1. **Draw an arrow on a sheet of paper. Explain that the arrow points in the direction your child will move.**
2. **Practice pointing the arrow in different directions and describing how your child should move.**
3. **Invite your child to move in silly ways each time you move the arrow, e.g., jump, take big steps, hop, and slide.**
4. **After moving, ask your child to name what they are near, in front of, next to, behind, etc.**
5. **Let your child lead the activity by pointing the arrow and naming the actions.**

Another Idea:

- **Search YouTube for "*Wash and Dry* read-aloud."**
- **Explain that you and your child will listen to a story called Wash and Dry.**
- **Pause the video for your child to answer questions or make comments (read-aloud strategies are explained at the end of the video).**
- **Talk about how the boy's clothes got dirty and how they got clean.**
- **Talk about how your family gets their clothes clean.**
- **Make connections like remember how we sorted our clothes by dark and light? Just like the family in the story!**
- **Consider reading a story tonight to find new vocabulary words and to think of questions you might ask before, during, and after reading**

Activity # 77

Busy Bees

What To Do:

1. **Tell your child the room he or she is now in a beehive!**
2. **Invite your child to buzz like a bee and flap their wings as they move around the room.**
3. **Say – Busy bees, busy bee! Buzz around and touch something [taller than you].**
4. **Repeat using other phrases, e.g., something shorter than you; wider than you; smaller than a cat; smaller than your hand; or the same size as this spoon.**

Activity # 78

Action Counting

What To Do:

1. **Invite your child to imagine he or she is going on a journey as he or she moves with you– marching up a hill, jumping across a stream, hopping into a puddle, squatting under a branch, etc.**
2. **Call out the number of times to do each movement – Let's march for [six] steps up the hill.**
3. **Count each action together as you do each movement together.**

Activity # 79

<u>My Shadow and Me</u>

What To Do:

1. **If possible, go outside on a sunny day and have some fun with shadows! Or use a flashlight to create shadows on a blank wall indoors. Ask questions like: How do you think shadows are made? Can you touch someone's shadow without touching the person? Can you make your shadow disappear?**
2. **Draw or show a shape and ask your child to use their body to make that shape: Here's a triangle. Can you use your body to make a triangle shadow? Can we work together to make the shape?**
3. **Ask questions to encourage your child to reflect on the activity: Which shapes were easy to make? Which were difficult to make? Which shapes needed two people to make?**

Another Idea:

- **Handwashing Handwashing is a great opportunity for children to practice more independence.**
- **What steps can the child do independently (with your supervision of course)?**
- **Can he or she pump the soap dispenser?**
- **Turn on and off the water?**
- **Tear off the paper-towel? Sing ABCs (twice!)?**

Activity # 80

<u>What size? Tallying</u>

What To Do:

1. **Ask your child - How do you know what size clothes are?**
2. **Point out that trying clothes on is one way of finding out what size clothes we wear.**
3. **Gather a few garments and shoes from family members and explore the size labels.**
4. **Ask – What do the letters, numbers, or words tell us?**
5. **Make a tally graph showing the sizes in your family.**
6. **As you count each size, make a tally mark for each item.**
7. **Next, ask your child to help you write the number next to the tally marks.**
8. **Consider lining up your family's shoes from smallest to largest to compare the sizes.**
9. **Share your discoveries with family members!**

Activity # 81

Missing Lids

What To Do:

1. **Gather containers with lids of various sizes and shapes (pots, plastic canisters, jars, and boxes).**
2. **Put containers in one pile and lids in another pile.**
3. **Ask your child to match the container to its lid.**
4. **Explain that lining up the containers from shortest to tallest, or smallest to largest might help.**
5. **Ask your child to point out other features that might help him or her find the matches like color, shape, and material.**

Activity # 82

Telling It Again

What To Do:

1. **Tell your child a short story—either a new story or a familiar one.**
2. **Say, I really liked that story. Can you help me tell it again?**
3. **Ask, what happened first in the story?**
4. **Take turns telling parts of the story.**
5. **Continue, using words like second, third, fourth, etc.**
6. **Ask your child to act out each part of the story.**
7. **Invite your child to make up his or her own story about something you've discovered.**

Activity # 83

Compare and Contrast

What To Do:

1. **Ask how are children's clothes and grown-ups' clothes the same and different?**
2. **Sort your clean laundry into children's clothes and grown-ups' clothes. Ask what's the same? What's different? Maybe you've noticed that mommy's jeans have a zipper, but that the baby's jeans don't!**
3. **Talk about why some children's clothes are different and how things like snaps are easier for little fingers than buttons.**

Activity # 84

Line Up

Materials: Painter's tape (which is less sticky than masking tape) or anything to create a line on the floor; Collections of objects in baskets (buttons, rocks, socks)

Why It's Important:

- **Children build the foundation of geometry learning through exploring and understanding spatial relationships.**

- **Spatial awareness— how objects are oriented in relation to one another—develops as children begin to discover the relationship between their bodies and the things around them.**

What To Do:

1. **Create a line on the ground using painter's tape, string, or chalk (if doing the experience outdoors). You can create zig zags or shapes in the line for an added challenge. Be as creative or as simple as you would like.**
2. **Work together with your child to collect small items from around your home and add them to baskets.**
3. **Encourage your child to use the materials to create her own lines.**
4. **Observe your child and follow his or her lead.**
5. **Watch how he or she makes choices on which materials to use and how he or she decides to place them.**
6. **Say things like: "I notice you chose many bumpy shells. Do you think we could count them together?" "Big button, little button, big button, little button. I see you created a pattern."**

Activity # 85

<u>Does the Shoe Fit?</u>

Materials: Shoes or clothing items of different sizes (hats, socks, etc.)

Why It's Important:

- **Children often enjoy arranging and rearranging the things around them. This activity will support your child's ability to arrange two or three items in an order based on one characteristic, such as size.**

What To Do:

1. **Go through your home and gather shoes (clean and un-soiled) of different sizes.**
2. **Invite your child to explore the collection.**
3. **Encourage him or her to describe the different kinds of shoes he sees.**
4. **Prompt him or her to think about who may have worn the shoes, where they were worn, and if they are a special kind of shoe: "That shoe is very soft. It is made of cloth, even on the bottom. When do people wear shoes like these?"**
5. **Talk about the characteristics of the shoes, such as color, texture, size, or any unique patterns on the sole.**
6. **Encourage your child to pretend that he or she is opening up a shoe store and his job is to arrange the shoes from the smallest to the largest so people will be able to find the size they need.**
7. **Offer assistance, as needed.**

Another Idea:

- **To continue the activity, encourage your child to think of other ways to arrange the shoes, such as baby shoes from smallest to largest, red shoes from smallest to largest, etc.**
- **Explain that the shoe collection will be available for him or her to explore later if he wishes.**
- **Encourage your child to look for another collection of clothing items (hats, socks, etc.) and make new arrangements, using both collections.**

Activity # 86

<u>Veggie Lineup</u>

Materials: A group of fruits or vegetables

Why It's Important:

- **Children's understanding of verbal number sequence supports their counting skills.**
- **Verbal number sequence understanding includes knowing that when counting objects, one number name matches each object and that the last number named tells how many objects there are in total.**

What To Do:

1. **Gather a group of fruits or vegetables before preparing a meal or snack.**
2. **Invite your child to line the vegetables up for counting.**
3. **Model touching each object as you count, slowly saying the number name. You might say things like: "One, two, three, four, five, six, seven. We have seven peppers." "We have seven peppers. If I add two more to the line, how many will we have?"**

Another Idea:

- **For mealtimes, invite your child to help set the table.**
- **Ask how many people will be eating and then ask your child to count out that number of plates, utensils, cups, napkins, etc.**

Activity # 87

Word Problems

1. **Invite your child to explore the collection of household objects. Count the objects together, and invite your child to divide the groups into smaller piles.**
2. **Present various story problems. Ask your child to solve them by using the manipulatives.**
3. **Invite your child to count as a way to solve the story problem.**
4. **Pose story problems that involve adding and subtracting.**
5. **Invite your child to pair objects, using sets of one to three objects. Offer the same number of objects in each set.**
6. **Invite your child to verbally count using one number name for each object. Encourage her or him to solve story problems with up to five items.**

Activity # 88

Have Fun Making Numerals

1. **Create a set of numeral cards up to 10 and the total quantity for each numeral card underneath each numeral.**
2. **Introduce a number book to your child.**
3. **As you read, invite your child to count the items mentioned in the book. Point out the numeral on each page, tracing it with your finger. Explain that it tells how many. Help your child make connections to the story by**

asking questions.

4. **After reading the book, have your child choose a card from the set of numeral and quantity cards. Show the card to your child.**
5. **Name the numeral as you trace it with your finger. Call attention to the sets of dots at the bottom of the card. Remind your child that the numeral tells how many dots are on the card.**
6. **Explain that you are going to use modeling dough to make a numeral. Demonstrate how to roll and bend the material into a long, slender shape. Place the dough along the numeral outline. A younger child can roll the dough along the table with an open hand, while an older child can roll the dough between two open hands.**
7. **Talk about the features of the numeral, e.g., curved, straight, or diagonal lines, and the way in which it is formed.**
8. **Give your child enough dough to make numerals. Assist your child, as necessary.**
9. **Help your child roll out a length of the dough. Show him or her a card with a numeral from 1-3. Name the numeral and count the dots together as you put your finger on each dot. Help your child place the dough along the outline of the numeral. Talk about its shape.**
10. **Use cards 1-5, and let your child choose a card to count and trace. Invite him or her to form the dough along the outline of the numeral on the card.**
11. **Introduce two numeral-quantity cards using cards 1-5, e.g., 1 and 5. Invite your child to name the numeral and count the dots before creating a dough outline.**

Another idea:

- **Use numeral-quantity cards up to the number 10. Encourage your child to name the numeral before counting**

the dots. Talk about how the numeral is formed. Invite your child to create the numeral without outlining it on the card.

- **Write a numeral from 1-20, and ask your child to identify it. Invite him or her to form the numeral with his or her dough. Ask your child to think of a number from 1-20 and to create the numeral with dough. Write the numeral, if necessary, as a guide.**
- **Continue making dough numerals as long as the activity interests the child.**

Playdough recipe:

- **2 cups of all-purpose flour**
- **¾ cup of salt**
- **1-2 cups of water**
- **2 tablespoons of oil**
- **Food coloring (optional)**
- **Baggies to store the playdough**

Fine Motor/Gross Motor Activities

Activity # 89

Picture Cards

Materials: Paper; markers; tape; index cards or card stock; photos, magazine pictures, or drawings of the jobs

Why It's Important:

- **Picture cards depicting routines support your child in learning to manage his or her personal self-care skills independently.**
- **Picture cards also help him or her make meaning from pictures and print.**

What To Do:

1. **Encourage your child to think of all of the daily and weekly jobs (chores and tasks) at home.**
2. **Write the job names on index cards (one index card per job). Or (for older children) ask your child to write each name on an index card.**
3. **Invite your child to search in old magazines for images that represent each job.**
4. **Have your child cut out pictures, and then glue each one to its index card. Your child can also draw pictures to represent each job.**
5. **Place the picture cards by the daily schedule that you have created with your child and can choose one or more jobs to do each day.**

Activity # 90

Freeze Dance

What To Do:

1. **Explain you are going to play some dance music and that everyone is going to "freeze" and pretend to be a statue when the music stops.**
2. **Invite your child to be creative with his or her statues, e.g., make a statue that's tall or small; make a statue that looks scared, silly, sad, or angry.**
3. **Invite your child to describe the types of statues he or she sees other family members making when they freeze.**

Activity # 91

What Was for Breakfast?

What To Do:

1. **Invite your child to sit at a table with paper and crayons and to draw or write about what he or she ate for breakfast.**
2. **Ask your child to explain what he or she drew.**
3. **Offer to write what he or she wants to note about his or her picture at the bottom of the page.**
4. **When children are learning to write, it's important to accept any marks they make on paper that represent**

letters or images.

Another Idea:

- **Cleaning up is an important part of playing and learning about responsibility.**
- **A clean-up song can help make tidying up after an activity more fun!**
  Sing to the tune "Here We Go Round the Mulberry Bush."
  This is the way we clean up our [markers] Clean up our [markers], clean up our [markers].
  This is the way we clean up our [markers], So they're ready for next time!

Activity # 92

<u>One More Step</u>

What To Do:

1. **Say – I wonder how many things we can remember to do.**
2. **Ask your child to do two actions – Can you rub your knees and then pat your head? – And act them out with your child.**
3. **Repeat the directions, adding one more step.**
4. **Continue the game, inviting your child to add more actions.**

Activity # 93

Outdoor Play

What To Do:

1. **Take a walk around your neighborhood (observing all social distancing guidance) and count what you see: I see one blue van.**
   I see two windows in the house.
   I see three lights on the traffic light, one, two three, etc.
2. **Prepare for a letter activity by taking a bag on your walk and helping your child collect small sticks!**
3. **Reflecting on the Day - Ask your child if he or she noticed anything interesting on the neighborhood walk today?**
4. **Is there anything you could further investigate outside? Like the holes on leaves from pests? Or budding flowers and how they've changed?**
5. **Can you learn more about what you saw and what you noticed?**
6. **Look online for family-friendly websites that you and your child can explore together.**

Activity # 94

<u>My Clothes Today</u>

What To Do:

1. **Ask your child to join you in front of a mirror.**
2. **Talk about what you're wearing today.**
3. **Point out colors, patterns, and fabric textures.**
4. **Invite your child to name what he or she is wearing.**
5. **Offer him or her a sheet of paper or his investigation journal and ask him or her to draw what they're wearing:**
   You are wearing green shorts.
   Can you draw your green shorts?
   What pattern is on your shorts?
6. **Encourage your child to add words to describe his picture:**
   You're wearing your brother's T-shirt.
   You can write that if you'd like.

Another Idea:

- **Reflecting on the day, how is your child showing his emotions about being home?**
- **Consider talking with your child about what you do when you are missing seeing your friends and family in person.**
- **Your calm reassurance models to your child how to manage strong feelings!**

Activity # 95

Getting Dressed

What To Do:

1. **When helping your child to get dressed, describe what you are doing.**
2. **You could say – I'm going to take off your pajama top. It's going to be warm today, so we'll need a short-sleeved shirt today to keep cool.**
3. **As you dress, sing to the tune of "The Farmer in the Dell."**
   Let's put on your [pants]. Let's put on your [pants].
   One [leg], the other [leg], Let's put on your [pants]. Reflecting on the Day Did your child have fun using the story props to retell stories? What other stories could you add props to?

Another Idea:

"Mine! Mine!"

- **It can be really difficult for some children to take turns and share.**
- **This is normal! Young children are just beginning to learn how to take turns and share.**
- **They need a lot of practice to understand that there will always be another turn, even if they have to wait. Acknowledge that waiting can be hard and celebrate when your child demonstrates patience for his or her turn!**

Activity # 96

<u>Let's Design an Obstacle Course!</u>

Materials: Paper, drawing materials, image of an obstacle course

Why It's Important:

- **Designing an obstacle course invites children to think about all the ways they can move their bodies.**
- **Children consider potential objects or obstacles they can add to the course and how they might move around them.**
- **Drawing a map of the obstacle course also encourages children to use symbols to represent their thoughts and ideas.**

What To Do:

1. **Gather the drawing materials.**
2. **Ask your child to think about all the ways he or she can move his or her body.**
3. **As he or she tells you all that he or she can do (jump, skip, hop, climb, etc.), encourage him or her to write down the words or draw the actions on the paper. You can also write her words down.**
4. **Show your child a picture of an obstacle course. (If you don't have access to an image, you can describe an obstacle course to her as "an area with different objects that you move around in different ways.")**
5. **Tell him or her that he or she will be designing their own obstacle course to go through.**

6. **Ask your child what she thinks would be good obstacles from home (pillows, balls, ottoman, pool noodles, etc.).**
7. **As he or she shares their ideas, encourage him or her to write the words down or draw them on another sheet of paper.**
8. **Using the movement and obstacles lists, work with your child to design and draw an obstacle course with three to five obstacles and directions, "Jump over the pillow." "Crawl over the ottoman." "Climb over the chairs." Now it's time to get moving for the Obstacle Course Challenge!**

Another Idea:

- **Ask your child to add more obstacles and different movements to the design or to change the order of the obstacles.**
- **Ask your child to create and draw obstacle courses for different members of the family.**
- **Ask your child to write their names on their obstacle course maps to autograph their designs.**

Activity # 97

<u>Obstacle Course Challenge</u>

Materials: Obstacle course design and its directions, boundaries for safe play, obstacles (pillows, ottomans, boxes, balls, pool noodles, etc.)

Why It's Important:

- **Obstacle courses help your child realize all the different ways their bodies can move.**

- **Children also learn to follow multi step directions and to take turns.**

What To Do:

1. **Referring to the obstacle course design you created with your child, gather the obstacles together.**
2. **Look at the design together and create the obstacle course.**
3. **Once the course is complete, take turns with your child going through it, following the obstacle course directions your child created.**
4. **Invite other family members to go through the obstacle course as well.**
5. **Now it's time to get moving for the Obstacle Course Challenge!**

Another Idea:

- **Ask your child to use a timer and time themselves.**
- **Ask your child to create trophies or medals.**
- **Ask your child to add more obstacles to the course once they are ready.**

Activity # 98

Dance & Remember

1. **Invite your child to join you in playing a musical game. Show them the song chart and sing the song to the tune of "The Farmer in the Dell" with them until they are familiar with the words and tune.**
2. **Explain that you will give them a movement to add to the song as they sing.**

3. **Sing multiple verses of the song, adding more movements, if appropriate. Each time you sing the song, use only one movement to accompany it. Each time you add a movement, repeat the song and sequence until the children remember them without assistance.**
4. **Introduce one simple movement to the song. Give your child verbal directions without demonstrating the movement.**
5. **Invite your child to sing the song with two verses and two movements.**
6. **Invite your child to sing the song with three different movements. Include directives that encourage your child to move around the space.**

Another idea:

- **Give your child up to four steps to remember for the dance. Offer prompts, if necessary, to help your child recall the movements for each verse.**
- **Give your child four steps where the movements are only slightly different. Invite your child to demonstrate the actions first.**
- **Guide your child through five verses and five movements with the song. When your child is ready, invite him or her to repeat the song and movements independently.**

Activity # 99

Wonderful Warm-Ups

What To Do:

1. **Before going outdoors or starting a physical activity, invite your child to join you in a warm-up activity. Explain that you warm up to get your body and muscles ready for exercise.**
2. **Model an exercise such as jumping jacks, toe touches, arm circles, etc., and then ask your child to join you. Count each repetition as you perform the action.**
3. **Incorporate actions that challenge your child to balance on both feet such as squats, toe touches, or knee bends.**
4. **Incorporate actions that challenge your child to shift his or her weight from one foot to the other such as marching, high knees, or back kicks.**
5. **Challenge your child to take steps and lean in different directions as he or she warms up. Incorporate actions such as front lunges, side lunges, and grapevines.**
6. **Include actions that require your child to hop or jump such as jumping jacks, hops, and jumping squats.**

Another idea:

- **Combine different types of warm-up actions in a sequence.**
- **Continue for 3-4 different actions. Each time you warm-up, incorporate different types of actions.**

- **High Knees: Lift knees one at a time in place. Bring each one to a 90-degree angle.**
- **Back Kicks: Stand on one leg and bend the knee of the other leg. Bring your foot straight back toward your back.**
- **Grapevines: Step the left foot to the side, cross your right foot in front of your left foot, and then step to the side on your left foot again. Repeat on the right side.**
- **Jump Squats: Bend your knees into a squat position and then jump up, landing on two feet.**

Activity # 100

<u>Ball in the Bucket</u>

Why It Is important:

- **By this age, children are well aware that throwing is usually done with a purpose, as in basketball or other sports. Throwing a ball at a large target helps your child learn to control and direct his or her own body movements. They must control their body in order to perform this or other specific actions.**

What To Do:

1. **Provide a container such as a box, basket, tub, or bucket, a ball for your child, and a ball for yourself.**
2. **Invite your child to stand with you a few feet away from the bucket.**
3. **With your child, practice throwing a ball into a bucket.**
4. **Increase the throwing distance as his or her skills improve. Gradually, your child will gain more control in**

throwing.

5. Throw your ball into the bucket as your child does the same. Watch me throw the ball. Can you do it too?
6. Move the bucket closer to him or her and if he or she misses, encourage them to try again.
7. Describe your child's accuracy when appropriate. You're getting it right where you threw it!
8. Change the game by adding water to the bucket.

Social-Emotional Activities

Activity # 101

Mirror, Mirror

What To Do:

1. Ask your child to stand face-to-face with you a few feet apart.
2. Say – I'm going to be a mirror and do exactly what you do!
3. Invite the child to move in different ways and copy his movements.
4. Ask your family members to work in pairs, taking turns being the mirror.

Activity # 102

Character Feelings

What To Do:

1. **Invite your child to join you in reading a book.**
2. **Explain that you want him or her to pay attention to the characters' feelings as you read.**
3. **Talk about the book's title and the cover.**
4. **Encourage your child to make predictions about the story and the characters' feelings.**
5. **As you read, use your voice and facial expressions to show the characters' feelings.**
6. **Ask questions about what the character is feeling:**
   What makes the turtle feel frustrated?
   What do you think would make her feel better?
7. **Invite your child to talk about a time when he or she was feeling the same way the character felt:**
   You were excited yesterday?
   What made you feel excited?

Another Idea:

- **Preparing meals can be exciting for children to help with meal preparation!**
- **Plan how your child can help with meals – tearing lettuce for salads, squeezing the lime juicer, shaking the**

parmesan cheese.

- **Always begin with washing hands and then give simple directions like:**
  Give three shakes of the pepper or Press down until you feel the biscuit cutter touch the pan.

Reflecting on the Day:

- **How is your child adjusting to being away from his friends at school?**
- **Can you have a video play date?**
- **Offer to record your child telling his or her friend a silly bedtime story or singing his or her friend a favorite song.**

Activity # 103

<u>Family Photo Album</u>

Why It Is Important:

- **A simple album can remind young children of their substantial family knowledge and family relationships. Creating an album will help your child think about the members of their family and what they do. An album also may increase your child's enjoyment of books, pictures, and print.**

What To Do:

1. **Tell your child about your family.**
2. **Help your child make an album of photos and facts about their family. This process will help your child**

organize and express knowledge of their family.

3. Take a week or more to help your child create an album that tells something about their family.
4. Create a page for each family member by gluing or taping a photo of that person to a sheet of paper.
5. Help your child to ask the family member if he or she does not already know the answers to your questions.
6. Help him or her search through magazines to find pictures that represent the answer to each question.
7. Build the story of their family, one member at a time, until all pages are completed.
8. Ask your child to decorate a page to use as the cover, and then fasten the pages together to make a book.
9. Take time to review the book together, and invite your child to share the book with others.

Activity # 104

Family Fun

Why It Is important:

- You can help your child feel included in activities or hobbies that have value in your family's culture. He or she will value activities that make them feel good and that are important to your family. Having a specific job in a shared, family-valued task, such as filing the scoop with birdseed, let your child feel needed, and feel satisfaction when they watch the birds eat the seeds that they helped to prepare. Participation in a shared task builds their understanding of why your family values the activity.

What To Do:

1. **Give your child the opportunity to feel like an important member of the family involving him or her in shared activities. Your child will learn group values and cooperation when participating in a shared activity.**
2. **Include your child in plans and events that convey your family's values. For example, when you feed birds, let them use their hands to mix the seeds in a large container. (Of course, choose whatever family activity is important to your own family.)**
3. **Invite them to make something that is important to your family. For example, invite them to create a birdfeeder by covering a pinecone with peanut butter and then rolling it in birdseed.**
4. **Talk to them about what they are doing. For example, describe the big and little seeds for big and little birds.**
5. **Take time to complete the task and sit together and share your thoughts about the event. I know the birds are going to be happy to get these seeds.**

Activity # 105

Follow the Leader

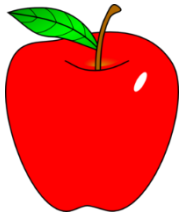
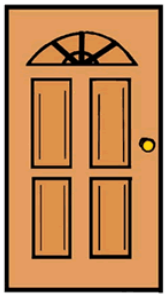
Why It's Important:

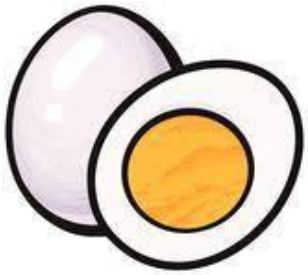
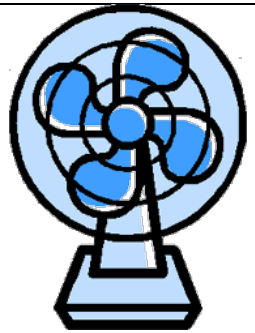
1. **When you provide examples and model expected behavior, you help your child understand how and when to care for household materials. Although your child may be physically capable of completing specific tasks at home, they continue to learn by example. Demonstrating a task to your child and then asking him or her to immediately practice that task reinforces your home routines and expectations.**

What You Do:

1. **Be sure there are several things out in the room that need to be put away. Include a variety of objects to be put in different locations around the room.**
2. **Invite your child to play Follow the Leader. Ask him or her to follow you around the room and do what you do.**
3. **Walk or march in a silly way to make cleaning up more enjoyable. Walk slowly around the room picking up a toy and putting it away, then waiting for him or her to repeat your movements.**
4. **Explain each task as you complete it.**
5. **When the room is clean, remember to thank your child for his or her help with the task. Recall with your child all the areas that were messy and list together the items he or she put away.**
6. **Point out to him or her how nice the room looks when it is clean and how easy it will be to find toys and materials later when they want to use them.**
7. **You can extend this activity by giving your child an opportunity to be the leader. Mimic his or her motions as they move around the room putting things away.**

Resources

Aa 	Bb
Cc	Dd 

Ee 	Ff 
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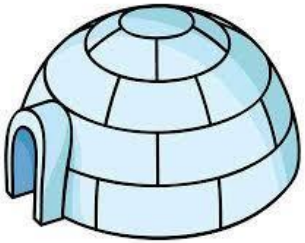
Ii 	Jj
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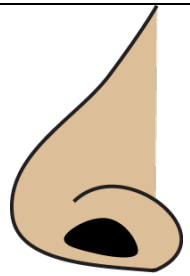
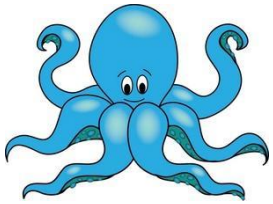
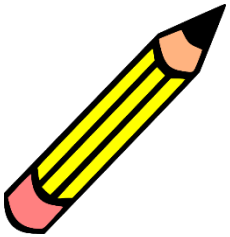
Mm	Nn 

Oo 	Pp 
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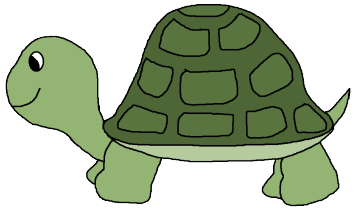
Ss	Tt 

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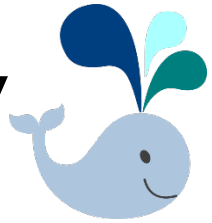
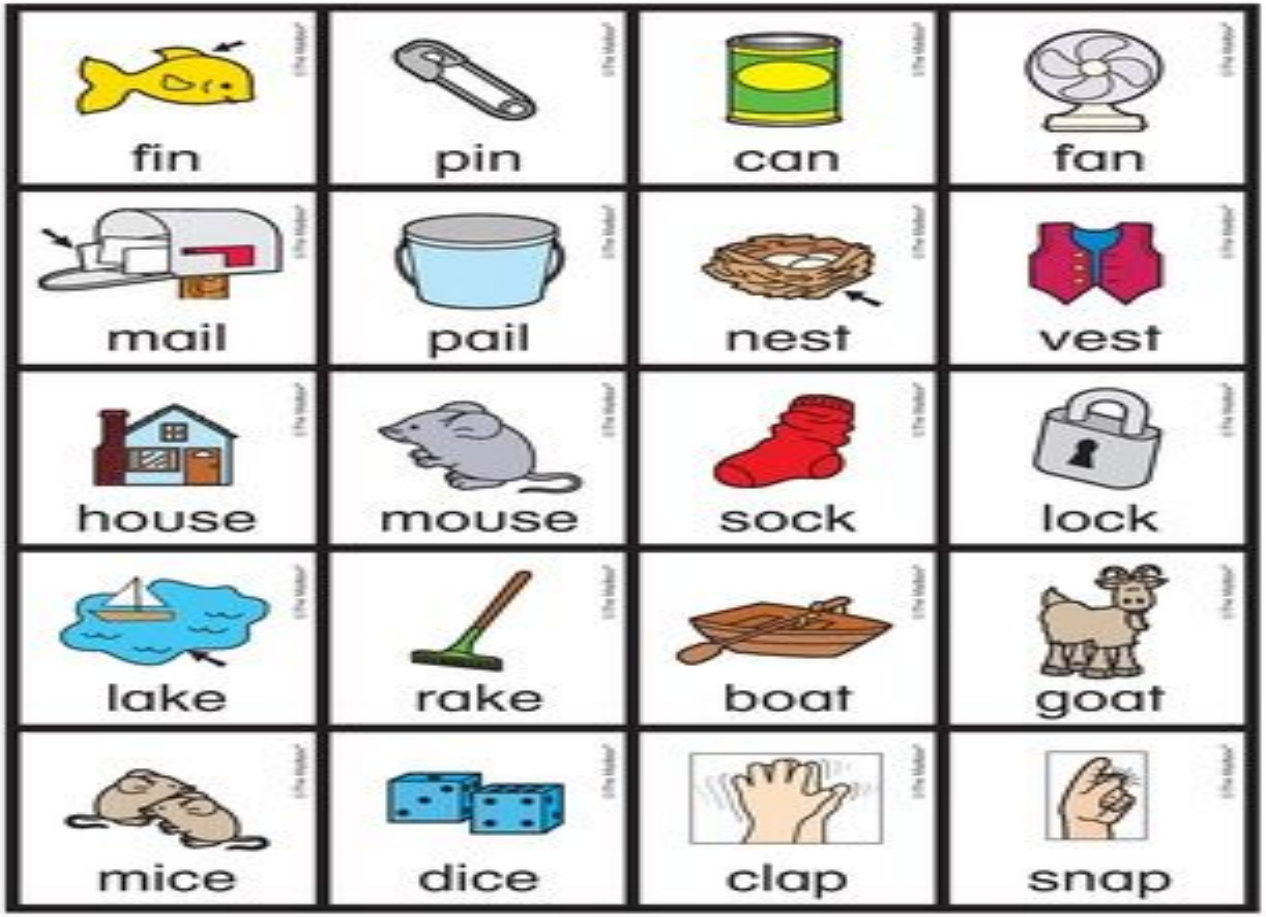
Ww 	Xx
Yy	Zz

Same Sound Sort



Rhyming Riddles

You sleep in me and I rhyme with sled.

I am an animal that can hop and rhyme with log.

You need me to eat and I rhyme with moon.

You wear me on your head and I rhyme with cat.

I say “oink” and rhyme with wig.

I light up the sky and rhyme with fun.

I say “quack” and I rhyme with truck.

I am red, white, and blue and rhyme with bag.

You can fly me in the sky and I rhyme with white.

You have ten of these and they rhyme with rose.

I fall from the sky when it's cold and rhyme with glow.

I soar fast through the sky and rhyme with wet.

Environmental Print

OREO

Doritos

GoGurt

Kellogg's
FROOT LOOPS

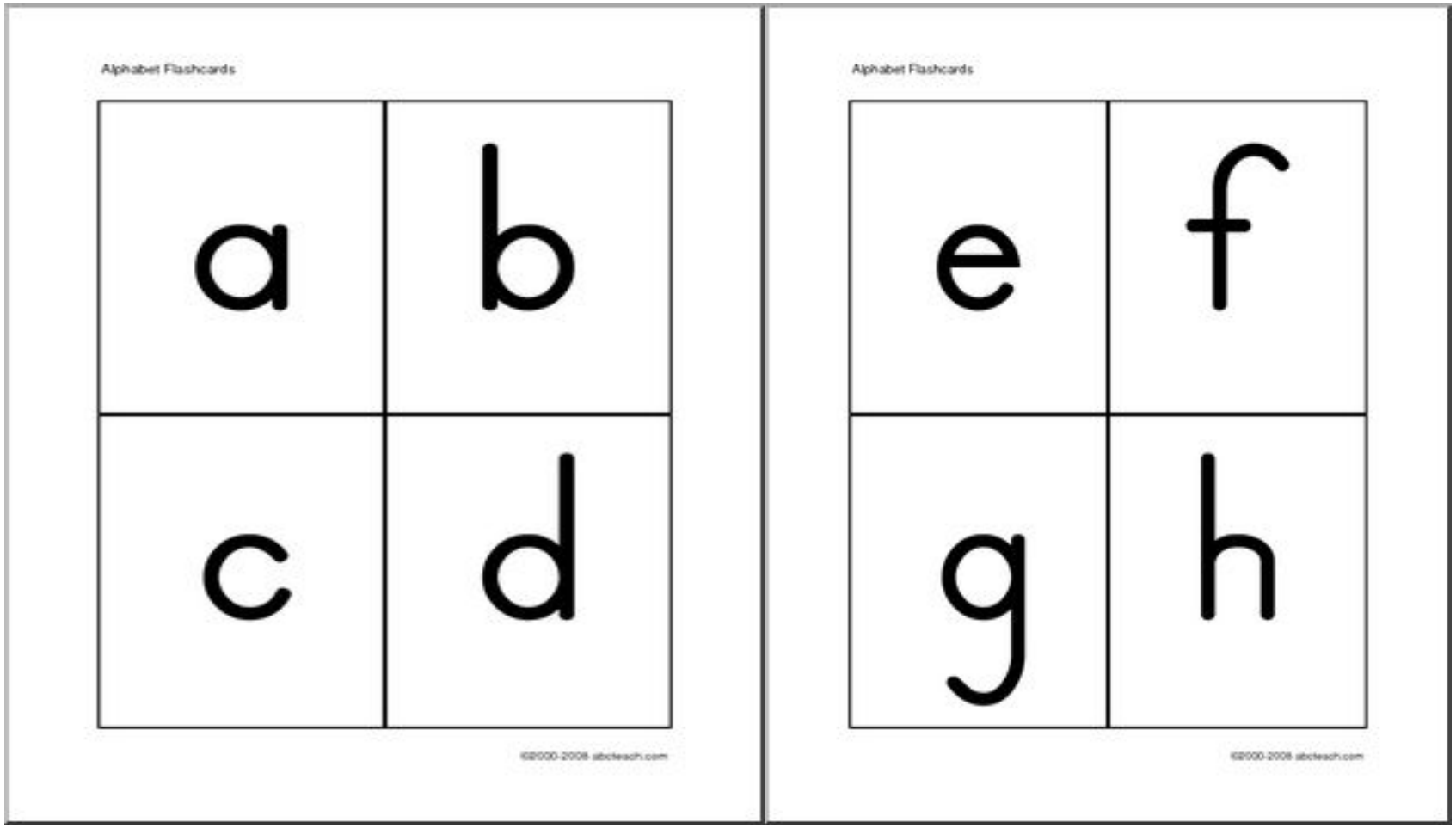
Chick-fil-A

Ford

Environmental Print

Fast Food Logos

Upper & Lowercase Letters and Numbers



Alphabet Flashcards

i	j
k	l

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Alphabet Flashcards

m	n
o	p

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Alphabet Flashcards

q	r
s	t

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Alphabet Flashcards

u	v
w	x

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Alphabet Flashcards

y	z
1	2

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3	4
5	6

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7	8
9	0

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Alphabet Flashcards

A	B
C	D

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Alphabet Flashcards

E F

G H

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I J

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U	V
W	X

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Alphabet Flashcards

Y	Z
1	2

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0	1

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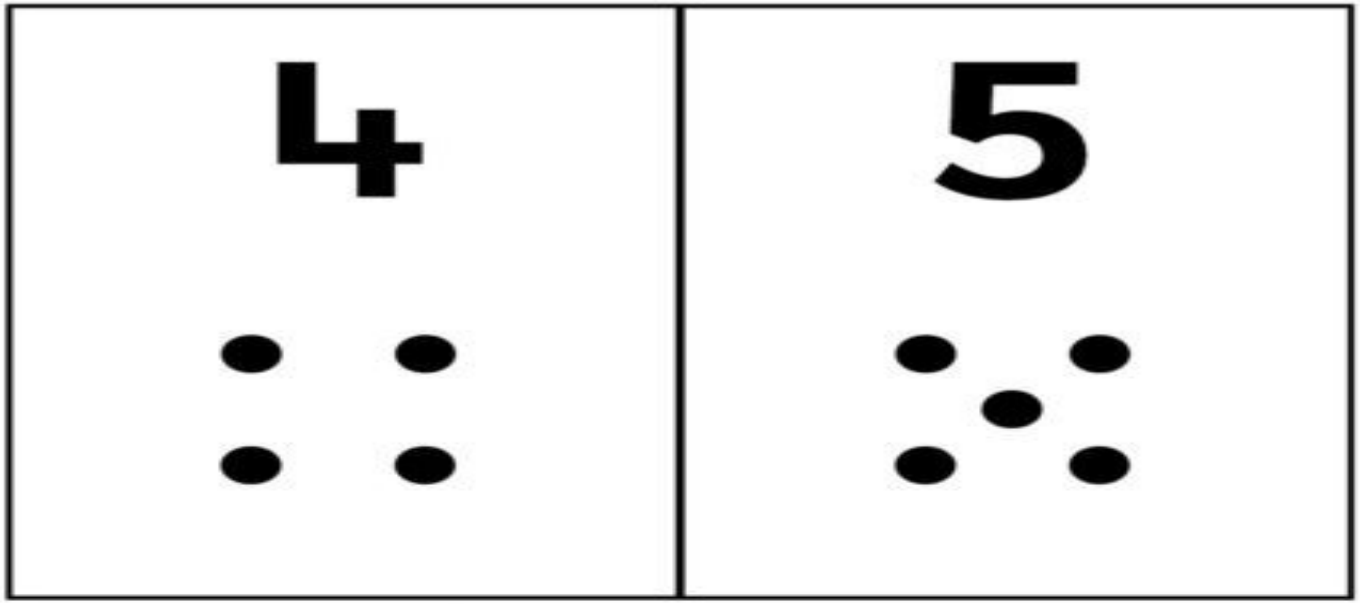
2	3



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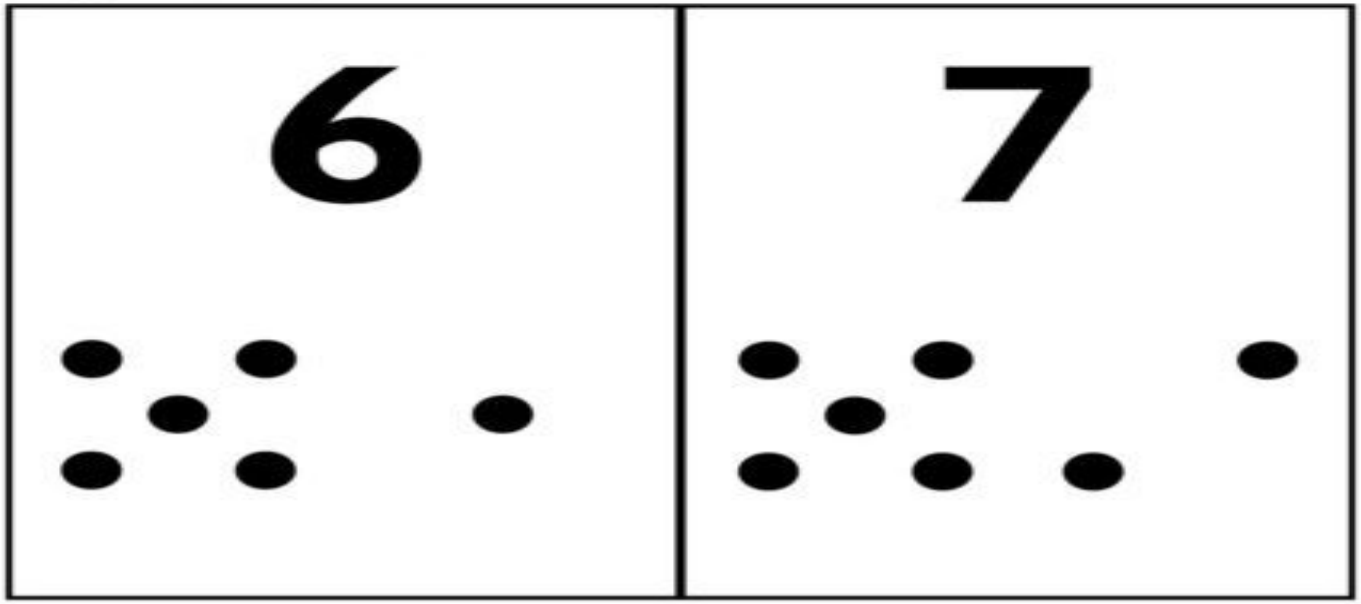

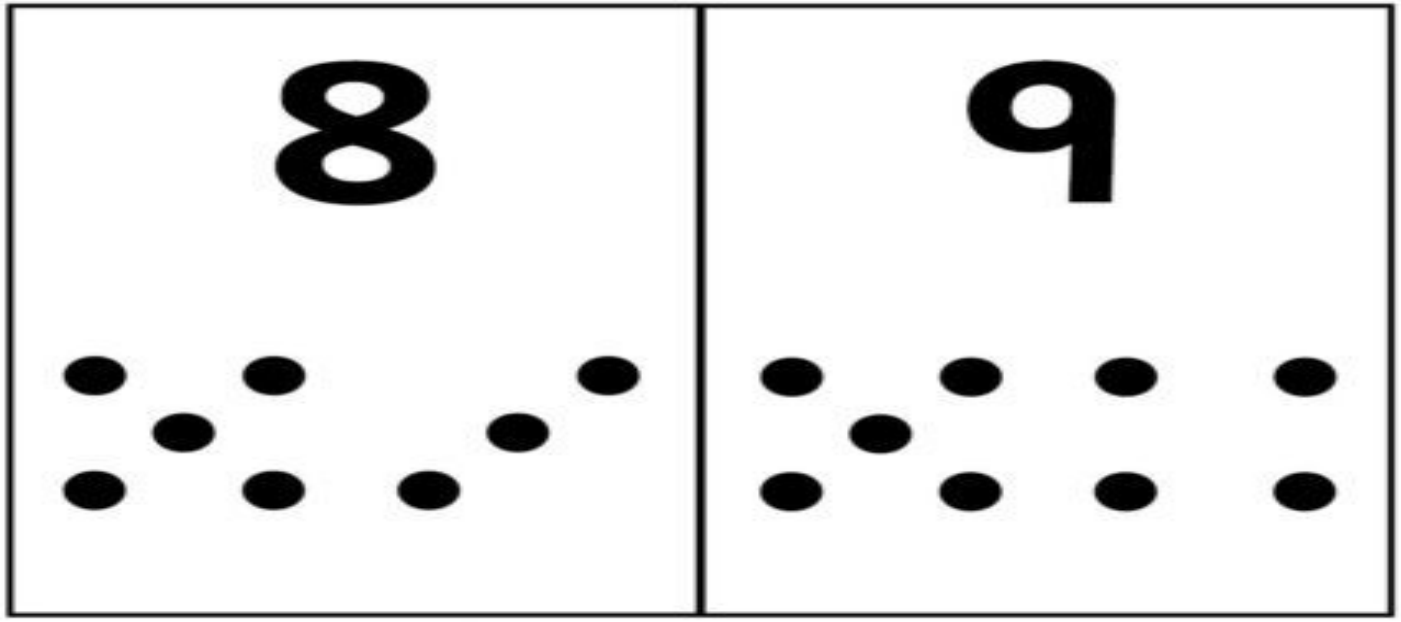

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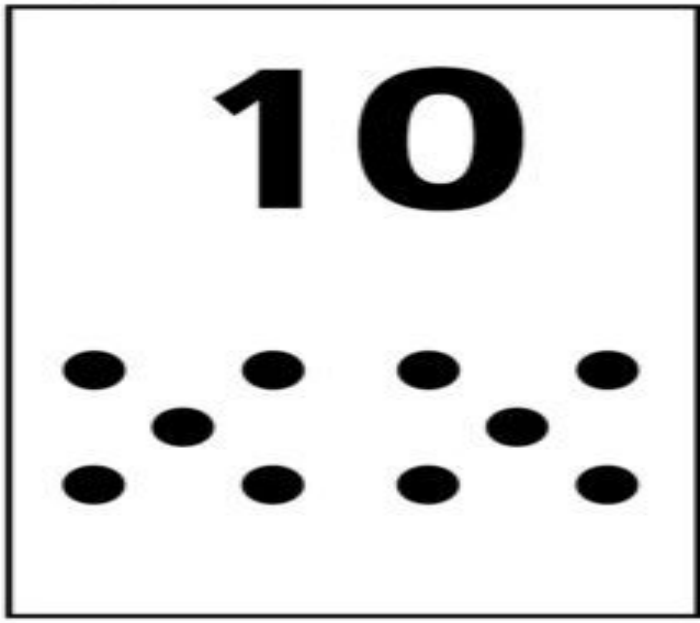

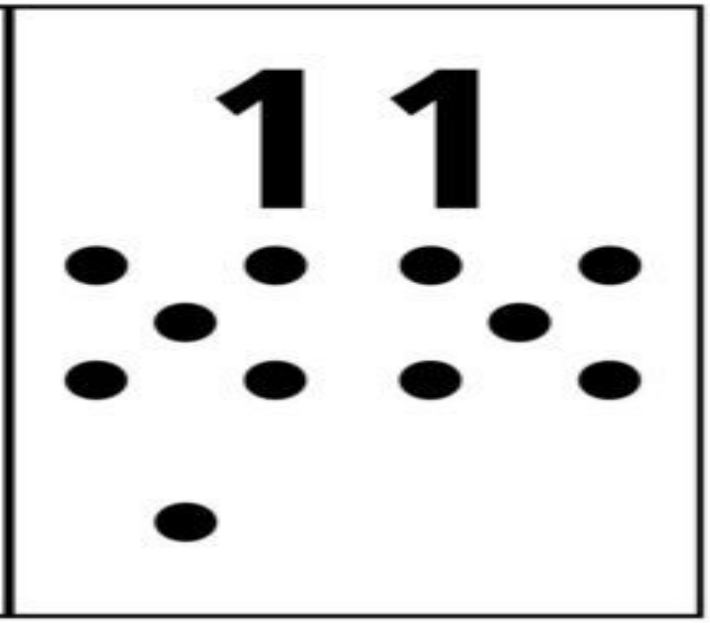

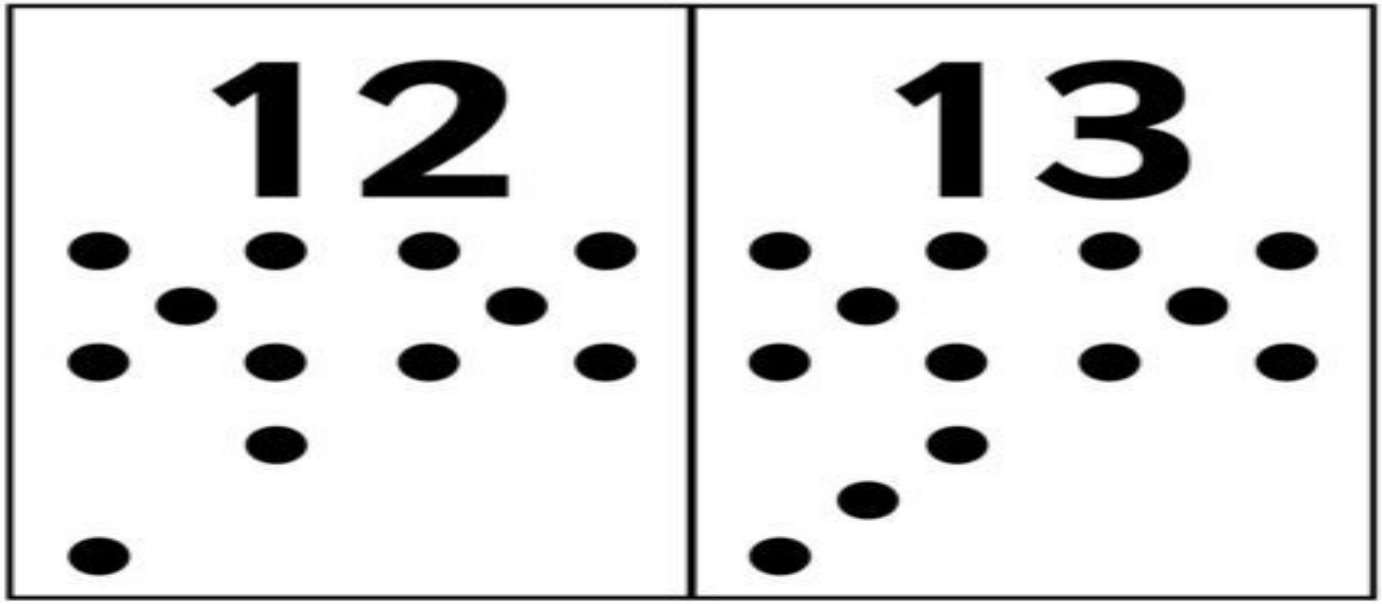

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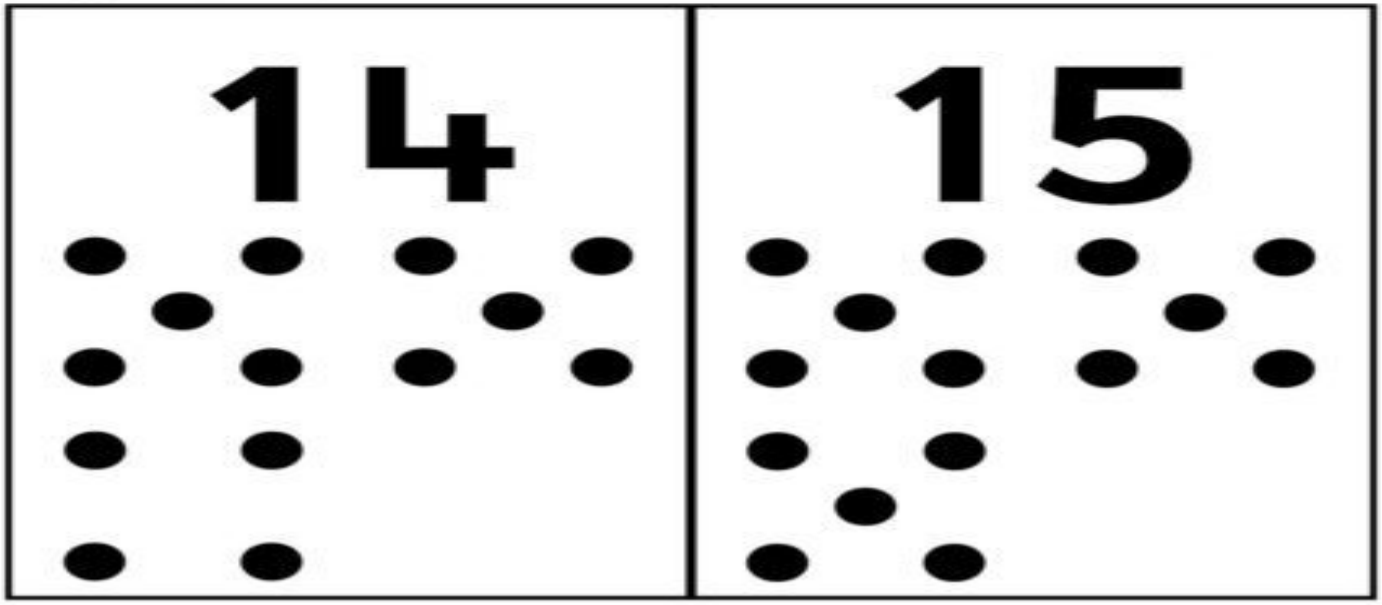

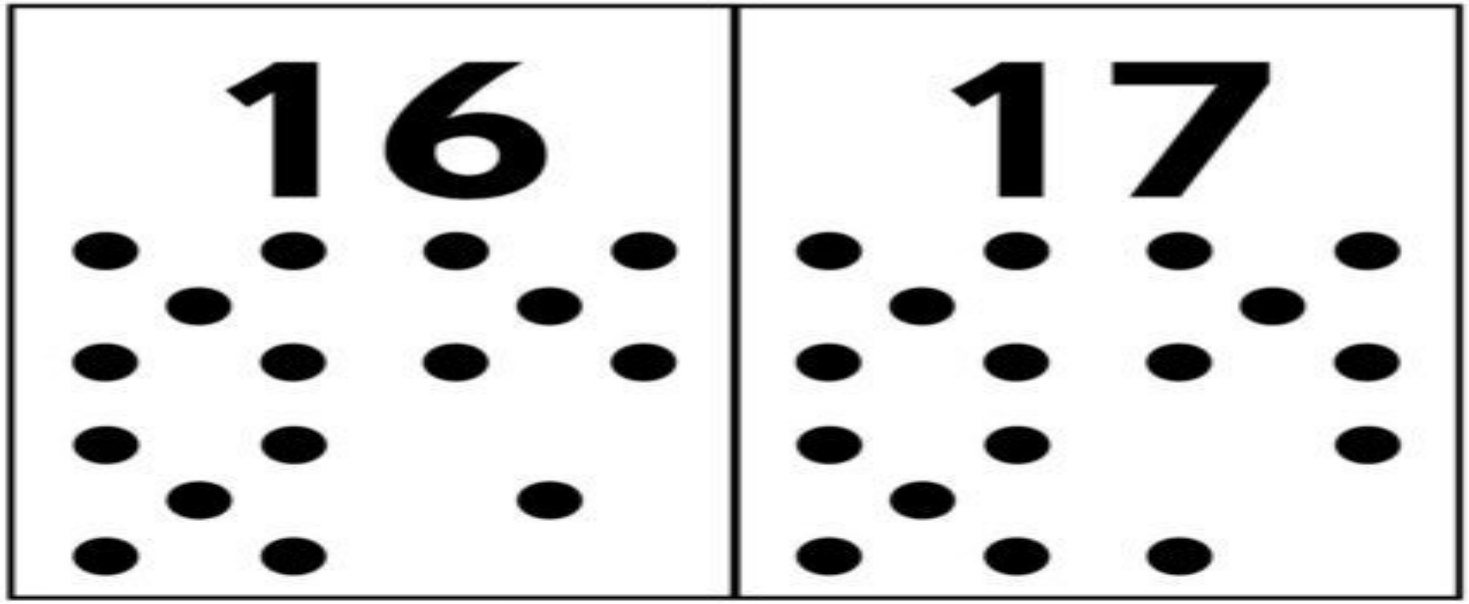

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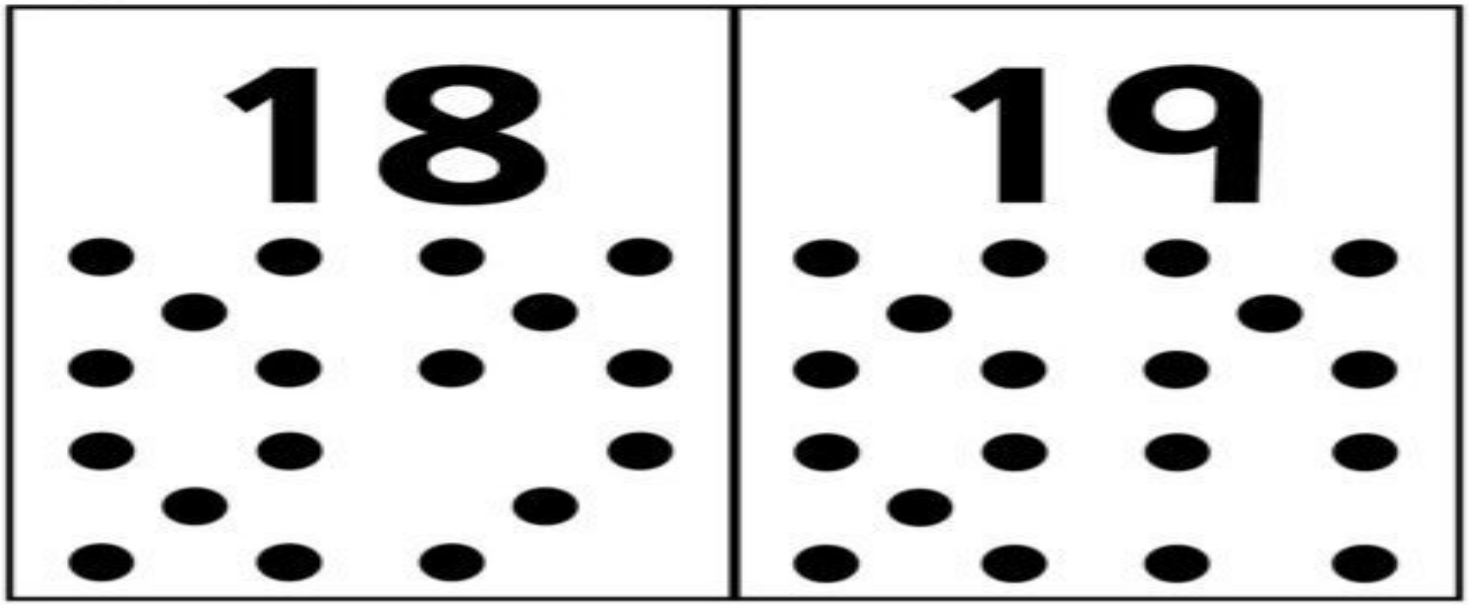

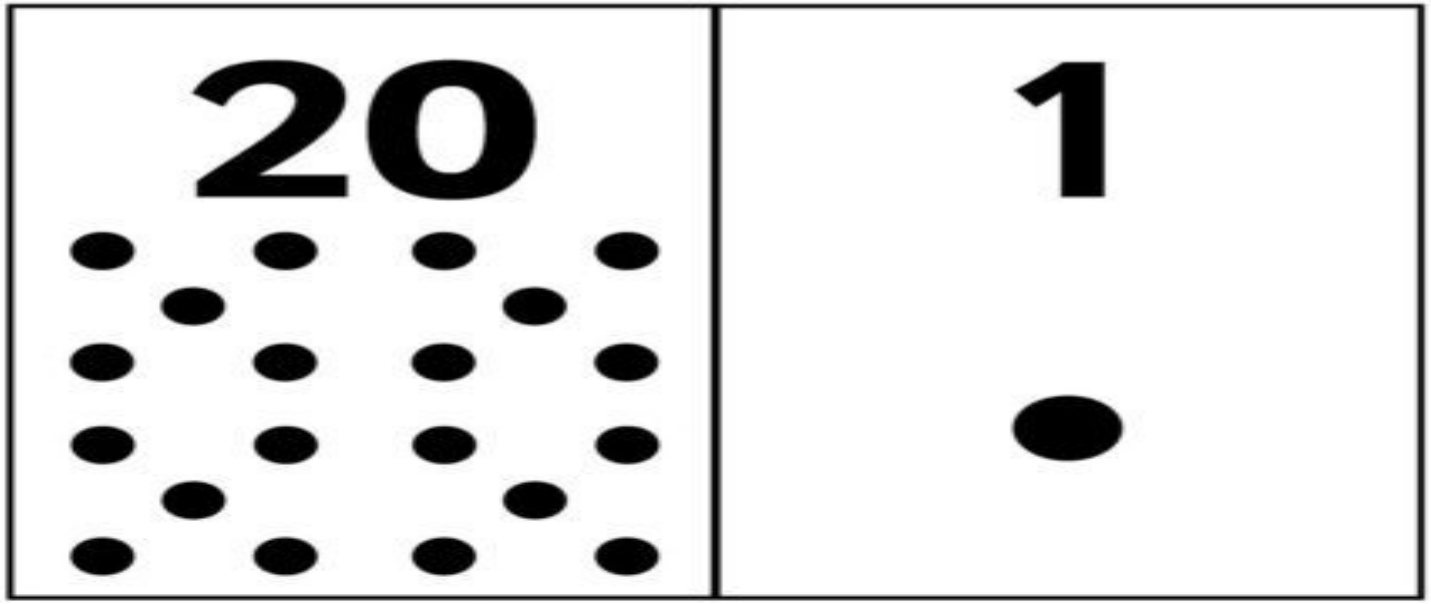
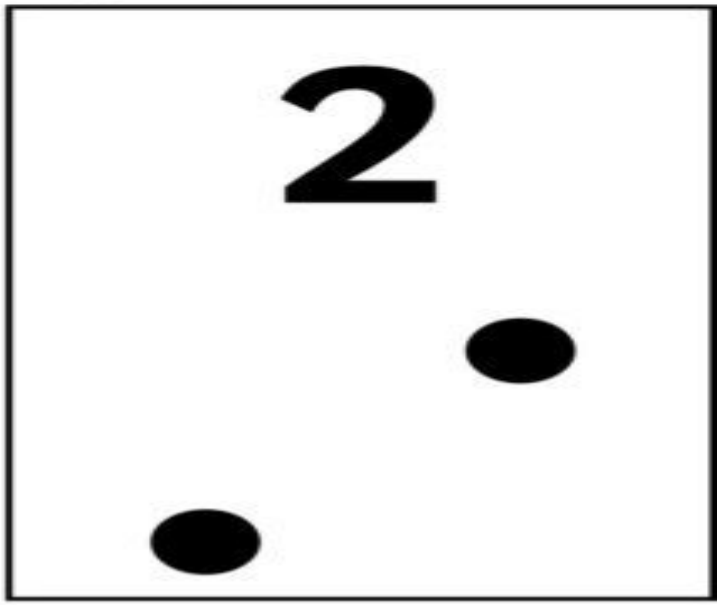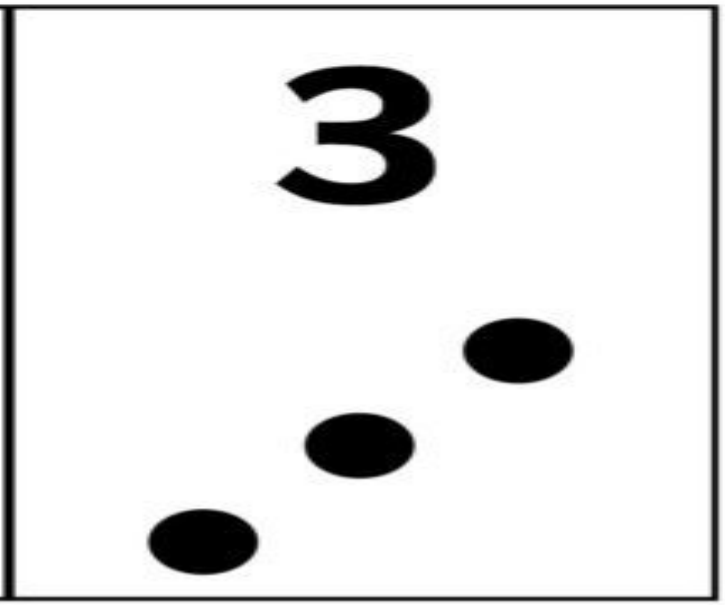
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