



|                    | Monday, July 13 <sup>th</sup>  | Tuesday, July 14 <sup>th</sup>  | Wednesday, July 15 <sup>th</sup>   | Thursday, July 16 <sup>th</sup>   | Friday, July 17 <sup>th</sup>   |
|--------------------|--|---|--|---|---|
| Literacy           | Read <a href="#">Build, Dogs, Build: A Tall Tail</a> . A “tall tale” is a story with unbelievable elements, related as if it were true and factual. Review the story to identify examples that couldn’t really happen. What makes you think those instances are fictitious?  | Read <a href="#">Little Excavator</a> . An “onomatopoeia” is a word that “looks” like the sound it makes, and we can almost hear those sounds as we say and hear the words. (i.e. sizzle, crunch, gurgle). Review the story and identify the sound words. Can you find any words that rhyme?  | Read <a href="#">Pete The Cat ~ Construction Destruction</a> . Use your fist to “hammer” out the syllables in these words: construction, plans, hardhat, screwdriver, wrench, concrete, bulldozer, pliers, nails, bricks, excavator, wood, architect.  | Read <a href="#">Stanley the Builder</a> . Recall the steps Stanley took to build a house for Myrtle. Write or draw pictures to show what happened at the beginning, middle, and end of the story.  | Read <a href="#">Izzy Gizmo</a> . Engineers often design and construct things other than buildings. What did Izzy build in the story? What problems did she try to solve with her inventions? Brainstorm something you could build to solve a problem.  |
| Math & Science     | Create an architectural collage. Help your child cut basic shapes such as squares, rectangles, and triangles of various sizes from construction paper. Allow him to experiment with different designs before gluing the shapes together. Consider the best shape for each aspect of the structure such as windows, roofs, columns, doors, etc. Decorate with crayons or markers. | Gather some rocks and toy trucks and have your child write numerals on index cards, sticky notes, or paper squares. Scatter the number cards and challenge her to use the toy vehicle to transport the correct number of rocks to each number card. Compare load capacity if you have more than one vehicle.  | Collect loose nuts, bolts, screws, nails and sprockets. Have your child sort them by color, shape, or another attribute. See if he can sequence them by length. Extend the activity by asking him to copy, complete, or create a pattern with the materials.   | Scavenger hunt: Generate a list of words/pictures of things you may see on a construction site. Take your list along on your next walk/ride and make tally marks each time you spot something on the list. Write the numeral to represent the total of each thing observed. Which is most/fewest?   | Create a <a href="#">marble run</a> on an empty wall. Attach paper towel tubes, or gift wrap, toilet paper, etc.) at various angles on the wall with painters’ tape. Drop a small ball in and watch it roll. Try assembling the tubes so that the marble travels from one tube to another and eventually lands in a bowl at the end of the run.   |
| Music              | <a href="#">Construction Site!</a><br><a href="#">The ABCs of Construction</a><br><a href="#">Construction Car Wash Song</a>   | <a href="#">Construction Vehicles</a><br><a href="#">Five Big Dump Trucks</a><br><a href="#">Construction Machines</a>  | <a href="#">Johnny Works with One Hammer</a><br><a href="#">Cut, Cut, Chisel, Chisel THE BUILDER SONG</a>  | <a href="#">Build the House</a><br><a href="#">This Is Where I Live</a><br><a href="#">What Do You See?</a>   | <a href="#">I Want to Be A Construction Worker</a><br><a href="#">Construction Trucks Song for Kids</a>   |
| Motor Skills       | Construct an indoor obstacle course using pillows, tables, chairs and other objects from around the house. Remember to clean up the construction site when you are finished, by putting everything back in its place!<br><i>Establish appropriate expectations before beginning this activity.</i>   | Encourage your child to construct a sandwich that resembles a building, bridge, or vehicle. Bread can be cut into shapes with a plastic knife and any circular food used for wheels (tomato, cheese, grapes). Eat and enjoy the demolition!   | With adult supervision and defined expectations, help your child develop fine motor skills and finger dexterity by allowing him to screw/unscrew nuts and bolts. Perhaps he could also practice using simple tools (screwdriver, hammer).  | Design and build a <a href="#">structure</a> using toothpicks and marshmallows (gumdrops, peas, blueberries, grapes or playdough will also work). Expand your plans and build an entire community!  | Get moving! Stretch like a crane, tip like a dump truck, spin like a cement mixer, push like a bulldozer, lift like a forklift, dig like a backhoe, stomp like a jackhammer, scoop like a front-end loader. What other ways can you move?   |
| Social & Emotional | Have your child draw a big circle on a piece of paper. Give him some <a href="#">playdough</a> and tell him to create a face in the circle. Ask him to label the emotion shown on the face, using feelings words. Describe a variety of situations and have your child create each emotion with play dough.  | For this activity you will need a jar and pompoms or buttons. Discuss with your child what emotion each color of pompom or button represents. Throughout the day, have your child add a pompom or button to the jar to express her emotion at the time. At the end of the day, dump out the jar and have a conversation about the many emotions expressed during the day. | Read a book to your child that shows characters who experience an emotion (sad, happy, scared, worried, confused, etc.) Stop on a page where the character is showing the expression. Ask your child, “What do you think he is feeling?”, “Why is he feeling that way?”, “Look at her face, how can you tell that she is ___?”, “Have you ever felt ___. What made you feel that way?”, “What will happen next?” or “What should he do?” | On index cards or paper cut into squares, draw feeling faces (happy, angry, frustrated, irritated, sad, silly, excited, nervous, etc.) Be sure to draw each expression on two cards. Place the cards face-down on the table. Take turns turning over two cards at the time. If the cards match, make that feeling face and keep the cards. If the cards do not match, flip them back over and the next player takes a turn. | Play “Mirror, Mirror...what do I see?” with your child. Using a hand mirror or a mirror on the wall, look in the mirror and say “mirror, mirror, what do I see?” Then make an emotion face. Name the emotion by saying “I see a sad Mommy looking at me”. Challenge your child to remember the phrase “mirror, mirror what do I see?” and tell make a face describing as you did, “I see a __ looking at me.” |

Post pictures of you and your child learning together using #gaprekathome