

	Monday, September 7 th	Tuesday, September 8 th	Wednesday, September 9 th	Thursday, September 10 th	Friday, September 11 th
Literacy	<p><u>What Pet Should I Get?</u> Listen to the read aloud with your child. Have your child describe to you, and draw a picture of what pet he would get, if he went to the pet store.</p>	<p><u>Some Pets</u> Ask your child about the pets in the story. “What did you notice about the pets in the story? How are they the same? How are they different?”</p>	<p><u>Pete the Cat: A Pet for Pete</u> Listen to the read aloud with your child. Talk with your child about what different pets need (water, food, shelter).</p>	<p><u>Gilbert Goldfish Wants a Pet</u> Listen to the read aloud with your child. Talk about the emotions that Gilbert felt in the story (excited, happy, sad). Ask your child why Gilbert felt those emotions.</p>	<p><u>Harry the Dirty Dog</u> Listen to the read aloud with your child. Work with your child on retelling the story. “What did Harry do at the beginning? What happened at the end?”</p>
Phonological Awareness	<p><u>Following Directions</u> Click on the link above and play the stop and go game with Patty Shukla. Challenge your child to listen for the word stop to signal him to stop and the word go to signal your child to move into action (run, crawl, dance).</p>	<p>Pick one of your child’s favorite or most familiar books with rhyming words. Reread the story and focus on pointing out sets of rhyming words while reading. Talk to your child about rhyming words, help her notice that words rhyme when they sound the same at the end.</p>	<p>Remind your child about rhyming words (they sound the same at the end). Practice using pet rhyming words. Say a pair of rhyming words and have your child repeat them back to you (mouse/house, dog/hog, frog/log, cat/mat, fish/dish).</p>	<p>For this activity, you’ll need two noise makers (bell and whistle). Explain to your child that when he hears the bell, he should walk and when he hears the whistle, he should stop walking. You can change the action to skipping or jumping jacks. The goal is for the child to listen carefully to the two different sounds, so he knows which direction to follow.</p>	<p><u>What’s That Sound?</u> Practice listening skills with this activity. Gather small objects that make noises – a squeaky ball, a jingle bell, a pot and spoon, etc. Have your child close his eyes. Make a sound with the object and have your child identify the object that made that sound.</p>
Music	<p><u>Move with Me</u> <u>Wag Your Tail</u> <u>The Clap Song</u></p>	<p><u>Pet Song</u> <u>Get Ready to Wiggle</u> <u>Riding on the Bus</u></p>	<p><u>I Have a Pet</u> <u>Shaky Shaky</u> <u>Shake Break</u></p>	<p><u>Do You Have Pets?</u> <u>Jump, Jump, Stop</u> <u>Five Green Frogs</u></p>	<p><u>The Goldfish</u> <u>Crossover</u> <u>B I N G O</u></p>
Math & Science	<p>Draw a circle, triangle and square and talk about the attributes of each (straight lines, curved lines, angles, etc.). Name one shape and have your child locate objects that are that shape throughout the house.</p>	<p>Using items around your home (beans, pom poms, cereal, etc.). Create a simple pattern. Have your child copy your pattern with his/her own pieces.</p> 	<p>Using a group of items from your home (blocks, canned goods, boxes, etc.), measure how tall each family member is. Ask: “Who is the tallest? Who is the shortest?”</p>	<p>Play “build a tower” by rolling a dice. Roll the dice and then build a tower with that number of blocks. Roll again and add that many blocks to the tower. Continue.</p>	<p>Count the number of forks and spoons in the kitchen. “How many of each do you have? What do you have the most of? What do you have the least of? How many altogether?”</p>
Motor Skills	<p>Gather materials from around your home that your child can cut (straws, old newspaper, magazines). With adult supervision, have your child practice using scissors.</p>	<p>Have your child transfer water from a bowl to an ice cube tray using a spoon or scooper. To make it more challenging, use a small spoon!</p>	<p>Have your child roll out long cylinders of <u>playdough</u>. With adult supervision, have your child practice cutting the playdough with scissors or a plastic knife.</p>	<p>Give your child toothpicks and marshmallows or jellybeans and encourage him to build a sculpture. Challenge him to see how tall he can make it without falling over.</p>	<p>Using a cereal or snack item that can be stacked, have your child build a tower with the snack items. See who can build the highest tower!</p>
Social Emotional	<p>Practice taking balloon breaths (breathing in deep and holding the breath in before releasing) with your child. Talk about how he can use balloon breaths to calm down when he’s upset.</p>	<p><u>Coughing, Sneezing, and More</u> Talk with your child about how he can stay healthy at school by washing his hands.</p>	<p>Talk with your child about ways he can calm down when upset (deep breathing, counting to 4, taking a drink of water).</p>	<p>While your child is playing at home, model what taking a turn and sharing would be like in his classroom. Model how to ask for a turn.</p>	<p>Practice making facial expressions of emotions (happy, sad, angry, excited). Make a face and have your child guess what emotion you are showing.</p>