



	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	<p><b><u>F is for Flag</u></b> After listening to the book, say, “Our home is in the United States of America”. Then ask, “What did you hear in the book about our American flag?” Repeat and extend your child’s reply. Example: Child: “The flag waved.” You repeat “Yes, the flag in the book waved in the wind.”</p>	<p><b><u>Families</u></b> After the book reading, explain that a family is a group of people who live together and love and care for one another. Ask, “Who is in our family?” Make a list with your child saying the words as you write them in front of her.</p>	<p><b><u>The Doorbell Rang</u></b> During the book ask your child to repeat the phrase, “And the doorbell rang,” each time he hears it. Together, role play how the family shared the cookies with their friends.</p>	<p><b><u>The Little House</u></b> Ask your child how the little house felt at the beginning of the book (happy/calm), the middle (scared/anxious/sad), and at the end (happy/calm). Ask her to make the faces to match each emotion and talk about the circumstances that could make her feel that way.</p>	<p><b><u>The City Mouse and The Country Mouse</u></b> After listening, ask, “Does our family live in the country or in the city?” Discuss your child’s responses. Ask him where other family members live, in the country, or in the city?</p>
Phonological Awareness	<p>Ask your child to pat your hands every time he hears the word “pat” while you say the following rhyme: Pat-a-cake, pat-a-cake, baker’s man, Bake me a cake as fast as you can, Pat it and prick it and mark it with “B,” Put it in the oven for baby and me. (repeat)</p>	<p>Have your child tap her chin to count out the syllables in each family member’s name. Example: Say Lulu’s name and ask your child to repeat the name while tapping the syllables in the name with her index finger on her chin. (Lulu=2 syllables or 2 taps)</p>	<p>Ask your child to stomp his feet for each word in the sentence you say. Examples: I love my family (stomp feet 4 times: 4 words). My home is in Georgia (5 stomps: 5 words). I am loved (3 stomps: 3 words).</p>	<p>Sing this song with your child saying the letter sound (not name of letter). Emphasize the sound and the placement of your tongue/lips for each sound: This old man sings /b/ songs. He sings /b/ songs all day long with a /b/ick, /b/ack, /b/addy, /b/ack, /B/ive the /b/og a bone. This old man goes rolling home. This old man sings /r/ songs. He sings /r/ songs all day long with a /r/ick, /r/ack, /r/addy, /r/ack, /R/ive the /r/og a /r/one. This old man goes rolling home.</p>	<p>Help your child memorize this poem and its motions: Some families are large, (spread arms out wide). Some families are small (bring arms close together). But I love my family (cross arms over chest) best of all!</p>
Music & Movement	<p><b><u>My Flag</u></b> <b><u>We Are A Family</u></b> <b><u>Shake a Friend’s Hand</u></b></p>	<p><b><u>It’s A Happy Day</u></b> <b><u>Family Song</u></b></p>	<p><b><u>Can’t Stop the Feeling</u></b> <b><u>My Family Lives in My House</u></b></p>	<p><b><u>Body Boogie Dance</u></b> <b><u>My House</u></b></p>	<p><b><u>Up and Down</u></b> <b><u>Finger Family Song</u></b></p>
Math & Science	<p>Place various toys around your home. Ask your child to describe where the toy is using the following words: near/far, above/beneath, beside/between</p>	<p>Using milk, food dye, dish detergent, and a cotton swab, perform this experiment: Pour a thin layer of milk in a shallow pan. Have your child add drops of food coloring all around in the milk. Dip a cotton swab in dish soap and then put the soapy cotton swab in the milk – pressing it down in one spot and holding it there for about 15 seconds. Ask, “What happened when you put the cotton swab in the milk? Why do you think that happened? Why do you think it stopped moving?”</p>	<p>Provide your child with 12 small pieces of paper to use to share “cookies” with 2 people, 3 people, 4 people, 6 people like in the book <b><u>The Doorbell Rang</u></b>. Explain that each time the cookies are shared/divided each person gets a smaller amount, or fewer cookies.</p>	<p>Watch <b><u>Homes Around the World</u></b> with your child. Ask, “What material is our home made of? Is it made of wood, brick, metal...?” Discuss where the material may have come from with your child. Example: “Wood is used to build some homes. Wood comes from trees” or, “Some homes are built with bricks. People make bricks out of clay, which is something like dirt.”</p>	<p>Ask your child to make a map of your home with you. Then ask him to describe each part of the map as you write his words on the map as he watches. Discuss the different types of homes people live in: Houses, apartments, mobile homes, etc.</p>
Motor Skills	<p>Take a walk with your child in the neighborhood around your home. Count the number of American flags you see together.</p>	<p>Write the letters of the alphabet around the edge of a paper plate. Cut slits between each of the letters on the plate. Call out an individual letter and ask your child to fold the paper plate tab with that letter on it down onto the center part of the plate. Repeat with other letters.</p>	<p>Using a ball ask your child to use both hands to pass it over his head, between his legs, and then roll the ball at a target (like bowling). Repeat.</p>	<p>Give your child a can or other container that will roll. Have her set it down and guess how many kicks it will take to move the can to a pre-determined target. Have her kick the can and count aloud to see how many kicks it really takes.</p>	<p>Provide your child with a hardback book, a bowl, paper and pencil. Ask him to trace along the sides of the book onto the paper with the pencil. Repeat with the bowl. Provide scissors and ask him to cut along the lines he traced.</p>
Social Emotional	<p>Provide your child with paper and crayons or markers and ask him to create his own unique flag for a pretend state or country. Encourage him to create any flag design he would like.</p>	<p>Discuss the routines in your home: what you do when you wake up in the morning, actions you take before you eat, the steps you take before you go to sleep, etc. Use words such as first, next, and last during the discussion.</p>	<p>Begin reading a children’s book that your child has not heard before. Stop at the midpoint of the book and ask him to create his own ending to the story (instead of finishing the book). Later, read and compare the two endings.</p>	<p>Poke a small hole in the bottom of each of 2 plastic cups. Insert a string through the holes and tie a knot inside each cup. Show your child how to hold the cup to her ear and keep the string taut. Ask her to listen in her cup while you speak in your cup. Have a conversation with your child using this cup “telephone.”</p>	<p>Begin a conversation with your child by asking his opinion about a topic of interest. Example: Ask, “Who do you think is the best superhero? Why?”</p>