

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|--|--|--|--|---|
| Literacy | <p><u>Pigs, Pigs, Pigs!</u> The people in the book were cooking a feast/meal for the pigs. Discuss with your child what happened during the beginning, middle, and end of the story. Ask, "If we were having a feast, what would you like to cook to share with our guests (people who are visiting to eat with us)?"</p> | <p><u>The Three Little Pigs</u> After listening to the story, discuss the meaning of the words "solid" and "sturdy" with your child. Ask her to give you an example of something that is sturdy and strong. Then ask her to give you an example of an item that is <u>not</u> sturdy or strong.</p> | <p><u>The Three Little Pigs and The Somewhat Bad Wolf</u> After listening to today's book, re-watch yesterday's book with your child. Ask, "What was the same in both stories?" Write his responses, saying the words as you write them, in front of him. Then ask, "What was different between the two stories?" Write his response.</p> | <p><u>Pigsty</u> In the book, Wendell's mom told him his room was his responsibility. Discuss with your child what it means to be responsible. Describe some responsibilities grown-ups have. Then ask her what she is responsible for at home.</p> | <p><u>The Pig in the Pond</u> After reading the book, ask, "How did the pig feel before getting in the pond? How did the pig feel after jumping into the water? How did the ducks feel when the pig was playing alone in the water?" Have your child make the faces for each emotion felt by the animals.</p> |
| Phonological Awareness | <p>Play "Sounds I-Spy" with your child. Say, "I spy something blue that starts with /c/" (cup). "I'm wearing something warm that rhymes with boat" (coat). Continue giving clues to items nearby. Encourage your child to take a turn.</p> | <p>Ask your child to listen to the following sentences and tell you the words that start with the same sound: "Betty Botter bought some butter." "The pig and the poodle ate pizza by the pool." Together, generate more alliterative sentences with words beginning with the same sound.</p> | <p>Ask your child to blend/connect the beginning sound you say with the rest of the word. Say "The word starts with /p/ and ends with /ig/; what word do you hear if you put them together? (pig)." Repeat with cat, cow, duck, etc.</p> | <p>Provide your child with a spoon to tap for each syllable she hears in the following words: farmer (2 syllables-2 taps), wolf (1), lavender (3), pigsty (2), responsibility (6)</p> | <p>Ask your child to listen to the word you say and then take that word apart. Say, "Say the word <i>cowboy</i>. Now take away <i>boy</i>. What word is left?" (cow). Continue with cupcake, baseball, firefly, etc.</p> |
| Music & Movement | <p><u>Catch the Pig</u> <u>Watch the Letters Get Down</u></p> | <p><u>Shake Our Sillies Out</u> <u>Three Little Pigs Blues</u></p> | <p><u>Wiggle It</u> <u>The Big Pig Song</u></p> | <p><u>Walking Walking Hop Hop Hop</u> <u>The Pig Finger Family</u></p> | <p><u>The Hokey Pokey Song</u> <u>Alphabet Farm</u></p> |
| Math & Science | <p><u>PIGS</u> After listening, ask your child if this book was fiction (pretend) or non-fiction (factual). Then ask him to draw his own unique picture of a pig using paper, markers, crayons, etc. Discuss the parts of a pig's body as well as what a pig needs to live.</p> | <p>Using index cards or playing cards, work with your child to build a structure and then ask her to predict if any of the following will cause the card structure to fall: blowing on it, waving her hand over the structure, or the air from a piece of paper being waved over it. Discuss the results.</p> | <p>Sing this song while acting it out with your child. Talk about how many pigs remain after each pig falls out: "There were 10 little pigs and the little one said, 'roll over, roll over.' So they all rolled over and one fell out. How many pigs are left?" Continue singing until no pigs are left.</p> | <p>Provide your child with drinking straws, popsicle/craft sticks, wooden spoons, and/or pencils to stack up and build a house/creation. Ask her to predict how many items it will take to build her house. After she finishes her building, ask her to count the number of items she used. Ask "Is the actual number used more or less than your prediction?"</p> | <p>Give your child a cup of milk or water and a drinking straw. Have him place the straw in the liquid in the cup. Ask him to blow through the straw to make bubbles in the liquid. Ask, "What caused the bubbles?"</p> |
| Motor Skills | <p>Go outside with your child to find a small rock. Provide your child with crayons or paints for your child to decorate the rock as he wishes. Encourage him to give the decorated rock to a friend or family member.</p> | <p>Provide your child with rubber bands and a thick plastic or metal container. Ask her to place each of the rubber bands around the container. Once all the rubber bands are on the container, tell her to carefully remove them.</p> | <p>Play a clapping game with your child: each of you slap your own knees, then clap your own hands, then give one another a high-five. Repeat.</p> | <p>Give your child a colander turned upside down and some dry spaghetti noodles or toothpicks. Ask her to place one noodle/toothpick in each hole in the colander. A clean, dry water bottle may be used if a colander is unavailable (place noodles in the top of the bottle).</p> | <p>Have your child gather sticks of varying sizes. Ask him to compare the sticks to determine which are longer and shorter. Then ask your child "What can you build with the sticks?". Encourage him to build his own structure with the sticks. Describe your child's actions as he builds. For example, "You are placing a longer stick on top of the short stick."</p> |
| Social Emotional | <p>Allow your child to lead an activity. Ask him how he would like to move and do what he says along with him. Example: jump like a frog, run like a pig, gallop like a horse, hop like a rabbit, stomp like a dinosaur together.</p> | <p>Provide your child with paper/paper plate/paper towel tube, markers or crayons, and scissors to create pig puppets. Follow along with your child to put on a puppet show with the pig puppets.</p> | <p>Talk about the big bad wolf from the books with your child. Ask, "What else could the wolf have done instead of getting so upset and breaking other people's things?"</p> | <p>Develop responsibility and independence by asking your child to serve her own plate for a meal, including cutting her own banana, apple, cheese, etc. using a plastic knife.</p> | <p>Provide your child with several pieces of paper cut into squares. Ask him to decorate each square for a family member or friend. Using string/yarn tie the squares together at the corners to create a friendship quilt.</p> |