

	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	<p><u>Too Many Toys</u> Have you ever stepped on a lego like Spencer's father did in the story? Watch and discuss "<u>How is LEGO made?</u>" with your child. Discuss the vocabulary used in the video: mold, assembly line, figure, granules, factory.</p>	<p><u>Toys Galore</u> Make a list with your child of his toys, saying the words as you write them. Ask your child which toys can be played with in the bathtub, inside, outside, etc.?</p>	<p><u>The Little Engine That Could</u> Give your child a paper plate with holes punched in it and a long piece of string or shoestring. Ask her to "sew" the string through the holes in the plate just like the girl sewed Corduroy's button back on in the story.</p>	<p><u>Corduroy</u> Ask your child to recall the different parts of the story: Ask "What happened first in the story? What happened next? What happened at the end of the story?"</p>	<p><u>Woody Starry Night Book</u> Ask your child to draw a picture of something she thinks her toys do at night while she is sleeping. After she draws her picture, ask her to tell you about her drawing and write what she says, repeating each word as you write.</p>
Phonological Awareness	<p>Using a toilet tissue tube or paper towel tube placed up to your child's ear, ask her to listen carefully for sounds throughout the house and name the sounds she hears.</p>	<p>Ask your child to listen for and identify the rhyming words in: I'm a little teapot Short and stout Here is my handle Here is my spout When I get all steamed up Hear me shout Tip me over and pour me out!</p>	<p>Challenge your child to listen and follow directions: Put your hands on your shoulders, stand on one foot, stick out your tongue, scratch your head, rub your belly, etc.</p>	<p>Ask your child to listen to and count how many words are in each of these sentences: The toy truck rolls. The doll has two shoes. Teddy bears love hugs and kisses.</p>	<p>Place a collection of four small objects in front of your child, three that start with the same sound and one that is different (ball, bowl, banana, and apple, for example). Ask her to identify the one that "doesn't begin like the others."</p>
Music & Movement	<p><u>Toy/Word Songs</u> <u>Five Candy Canes</u> <u>DJ Jingle</u></p>	<p><u>My Teddy Bear</u> <u>Watch the Letters Get Down</u> <u>Reindeer Pokey</u></p>	<p><u>My Toys</u> <u>Workout To The Letter Sounds</u> <u>Up on The Housetop</u></p>	<p><u>Teddy Bear, Teddy Bear</u> <u>Rudolf the Red Nosed Reindeer</u> <u>10 Little Elves</u></p>	<p><u>S-A-N-T-A</u> <u>Days of the Week Song</u> <u>Elf on the Shelf</u></p>
Math & Science	<p>Ask your child to gather many of her toys. Then ask her to sort them into groups that are similar. Example: all the toys with fur, all the toys that roll, etc. Extend by asking her to count how many toys are in each group. "Which group has the most/least?"</p>	<p>Go outside with your child and play hopscotch. Have your him write the numerals in the squares. Click here for game instructions.</p>	<p>Help your child find one of her toys that is made from rubber, or has rubber on it, and then discuss the parts of the toy that are rubber and those that are not. Watch "Where does Rubber come from?" and discuss.</p>	<p>Ask your child to roll a toy across the floor or table. Measure how far the toy goes. Next, prop one end of a cutting board/clipboard/ or other flat surface on a pillow and roll the toy down the incline. Measure the distance the toy traveled. Discuss the difference in the two distance measurements and why one went further than the other.</p>	<p>Using materials at home (empty food containers/shoe box/toilet tissue tubes, straws, bottle caps, etc.) encourage your child to invent her own toy. Join her in playing with the toy and ask her to tell you how she made it, how the toy works, and if there are any revisions she would like to make.</p>
Motor Skills	<p>Draw a straight line on a piece of paper and a curved line on another piece of paper. Ask your child to place/roll small toys along each line. Then have her switch hands and place/roll the toys on the lines again.</p>	<p>Ask your child to dip toy cars or other small toys in paint or colored water and then roll/press them onto paper to make his own creation. Afterwards, ask him to tell you what he likes about his creation.</p>	<p>Play Flashlight Tag with your child. Provide each player with a flashlight to shine on others without getting "tagged" by someone else's light. Anyone who gets "tagged" by the flashlight beam is "frozen" and must count as high as he can to be able to move again.</p>	<p>Ask your child to use his hands to drop small toys into a tall slender container such as an oatmeal container. Then ask him to do the same activity using a tool like tongs or a spoon.</p>	<p>Draw a large figure eight on the driveway/parking lot and ask your child to walk on the line with one foot in front of the other. Then ask her to do it backwards.</p>
Social Emotional	<p>Using socks, put on a puppet show with your child. Ask her to have her puppet talk about how it is feeling and why it feels that way.</p>	<p>Role play a time when your child would need to share with another child. Discuss the words he would use while sharing: "May I play with the toy when you are finished playing?"</p>	<p>Ask your child to say "Okay" or "No Way" to each of the following statements if the behavior is appropriate or not: Throwing toys/items when I get mad. Saying "I am frustrated. My drawing is not turning out like I want." Grabbing a toy from someone who is playing with it.</p>	<p>Role play a time when your child would need to trade toys/items with another child. Discuss the words he would use while asking to trade toys: "Would you like to play with this toy while I play with that toy you have?" "May I play with the toy you have?"</p>	<p>Notice when your child shares with a sibling, friend, or parent. Give specific feedback by saying, "I like the way you are sharing the trains with your brother. Did you see the smile on his face? He really did like when you shared your toys."</p>