

| | Monday, November 30 th | Tuesday, December 1 st | Wednesday, December 2 nd | Thursday, December 3 rd | Friday, December 4 th |
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| Literacy | <p><u>A Walk in the Forest</u> After listening to the story, have your child draw a picture to illustrate something he could see or do in a forest. Write his description of the picture, saying each word aloud as you write it .</p> | <p><u>Into the Forest</u> This book was inspired by “Little Red Riding Hood.” How are the stories similar? How are they different? Did you notice any elements from other familiar stories or fairy tales?</p> | <p><u>Owl Babies</u> After listening to the story, ask, “Why did the mother owl leave her babies at night?” (It’s a time when owls hunt for food; owls are nocturnal; they see very well in the dark).</p> | <p><u>Our Walk in the Woods</u> This story is told from the point of view of each of the characters. How were their experiences different?</p> | <p><u>Over in the Forest</u> Play “Who Am I?” State two sentences describing an animal in the book, not mentioning which one it is, e.g. “I am the only marsupial in this story. I am shy.” Take turns, reviewing the book as necessary to find the answers.</p> |
| Phonological Awareness | <p><u>Who’s in the Forest?</u> Challenge your child to listen carefully for words that rhyme in the story, and then think of other words (real or nonsense) that rhyme with “deep.”</p> | <p><u>Forest Adventure</u> After watching, have your child name animals found in the forest and clap to see how many syllables are in each animal name.</p> | <p><u>Animal Sounds</u> In this video, the teacher sings the song, "The Seals on the Bus" and shares how it can help your child build phonological awareness skills.</p> | <p><u>The Busy Tree</u> Stop on each page and ask your child to recall the rhyming words she hears.</p> | <p><u>Match Animal Sounds</u> Have your child click on the loudspeaker icon to listen to an animal sound, guess which animal makes that sound and drag the picture onto the loudspeaker icon to see if his guess is correct.</p> |
| Music & Movement | <p><u>Forest Dance</u> <u>Rocky the Rock N Roll Raccoon</u> <u>Little Bunny Foo Foo</u></p> | <p><u>Fred the Moose</u> <u>Walking in the Forest</u> <u>Beaver Call</u></p> | <p><u>Owl Song</u> <u>Yo! They Got a Backbone!</u> <u>Flap Your Wings Together</u></p> | <p><u>Grey Squirrel</u> <u>We Love Acorns</u> <u>Head Shoulders Knees and Toes</u> <u>for Trees!</u></p> | <p><u>Grey Squirrel Shake Your Bushy Tail</u> <u>Five Little Squirrels</u> <u>Big Brown Boogieing Bear</u></p> |
| Math & Science | <p><u>Life in the Forest</u> Ask your child to listen to find out how plant and animal communities are important to each other?</p> | <p>Gather all of the stuffed animals in your home. Have your child sequence them by size from smallest to largest. Then, have her sort them by color or kind of animal. See if she can think of another way to sort them.</p> | <p><u>Owls</u> Discuss the new vocabulary and facts about owls found in this book. Ask your child to name 3 facts he learned about owls.</p> | <p><u>As an Oak Tree Grows and Little Acorn</u> Read these stories to find out how a little acorn grows into a mighty oak tree.</p> | <p><u>Forest Animals!</u> Encourage your child to use his keen observation skills. Pause the video for your child to answer the questions asked throughout the story.</p> |
| Motor Skills | <p><u>Make a Snake</u> Help your child draw a spiral on a paper plate. Have him decorate the spiral with markings found on a snake, and then cut along the spiral line.</p> | <p><u>Mouse Count</u> Provide a jar and cotton balls (or other small object to represent the mice) and have your child count as she picks up each “mouse” and puts it into the jar.</p> | <p><u>Nature Walk</u> Go on a scavenger hunt looking for the items on the nature walk checklist or have your child generate a list of what he expects to see outside your home.</p> | <p>Wrap each of your child’s fingertips with tape (sticky side out). Challenge your child to pick up small pieces of paper, grains of salt, sequins, or glitter using just one finger at a time.</p> | <p><u>Tree Rubbing</u> Have your child place a piece of paper against a tree and rub with the side of a crayon. Try it on different types of trees and compare the rubbings.</p> |
| Social Emotional | <p>Encourage your child to name 3 things for which he is grateful. Have him draw a picture or write a list of these things and then post in a prominent place in your home so others can see.</p> | <p><u>Bear’s New Friend</u> Ask your child, “Have you ever felt timid like owl did in this story?” “How did Bear make owl feel more comfortable?” “What can you say when you want to make a new friend?”</p> | <p>Discuss how to tell if a friend is feeling alone (she may cry or sit by herself) and what to do to make her feel happy again. Ask your child what he would do if one of his friends felt alone and lonely.</p> | <p><u>Quiet Loud</u> Talk about when and where it is more appropriate to be quiet and then circumstances in which it is okay to be loud. Role play situations and remind your child of expectations as you have opportunity to practice this skill.</p> | <p>Encourage your child to make faces in front of a mirror. You can prompt her with questions like, “Can you make a sad face?” “Can you make your eyes and mouth look mad?” Model the faces with your child.</p> |