



	Monday, March 22 nd	Tuesday, March 23 rd	Wednesday, March 24 th	Thursday, March 25 th	Friday, March 26 th
Literacy	<p><u>The Carrot Seed</u> Discuss the character's persistence (continued caring for the seed even though others told him it would not "come up"). Ask your child about a time she demonstrated persistence through continuing to perform a task even when it was difficult.</p>	<p><u>Up, Down, and Around Gardening Book</u> Ask your child to move with you like the plants do in the book. Replay the story, listening for the position words as you move together, "up, down, and around."</p>	<p><u>Lola Plants a Garden</u> Ask your child to draw a picture of a garden. Say, "Tell me about your garden? What would you grow in your garden?". Write her responses, saying the words as you write them.</p>	<p><u>Plants Feed Me</u> After listening to the book, ask your child to name the plants he eats. Together, make a list of the plants (or plant products) you have in your home to eat.</p>	<p><u>Eating the Alphabet</u> Help your child label different foods in your home with the first letter of the food by having her write the letter on a piece of paper or sticky note to place on the food item.</p>
Phonological Awareness	<p>Place a collection of four small objects on a tray, three that begin with the same sound and one that is different (ball, banana, button, and apple). Sing this song and ask your child to identify the one that doesn't belong.</p> <p>"One of these things is not like the others. One of these things doesn't belong. Can you tell me which thing is not like the other, By the time I finish this song?"</p> <p>Repeat with other sets of items.</p>	<p>Show your child a simple sentence written on a strip of paper. Have him repeat the sentence with you. As he watches, cut the sentence apart into separate words. Count the words together. Help him put the sentence back together in the correct order.</p>	<p>Provide a handful of cereal. Say a word aloud slowly for your child emphasizing the number of syllables in the word. Ask your child to place the corresponding number of pieces of cereal (1 cereal piece per 1 syllable) on the table. Have her count the syllables and then eat the cereal.</p> <p>Examples: gar-den (2 syllables/2 pieces of cereal), cat-er-pill-ar (4 syllables), and seed (1 syllable).</p>	<p>Ask your child to slowly say his name breaking it into syllables. Together, touch your head, shoulders, knees and toes (moving down in order) as you say each syllable. Examples: "Ke-vin" (2 syllables) stops on shoulders. "E-liz-a-beth" (4 syllables) stops on toes. Repeat with the names of friends and family members.</p>	<p>Say, "Today we're going to say some "ug words." I'll say the first sound and you say "ug," and then tell me the word we've made."</p> <p>/b/ + ug = bug /d/ + ug = dug /ch/ + ug = chug /l/ + ug = lug</p> <p>Other word families to try: -ad: bad, dad, had, lad, mad, sad, glad -ake: bake, cake, lake, make, rake, -at: bat, cat, fat, hat, mat, pat, rat, vat</p>
Music & Movement	<p><u>Can't Stop the Feeling</u> <u>Watch the Letters Get Down</u> <u>One Seed</u></p>	<p><u>I Can Move My Body Like Anything</u> <u>Let's Count to Twenty</u> <u>Farmer Plants the Seeds</u></p>	<p><u>Go Bananas</u> <u>Seasonal Songs in Motion</u> <u>Five Little Flowers</u></p>	<p><u>Purple Stew</u> <u>Simon Says Song for Children</u> <u>What's the Weather Like Today?</u></p>	<p><u>Happy Dance</u> <u>ABC Kick Box</u> <u>Days of the Week</u></p>
Math & Science	<p>Watch <u>How Does a Seed Become a Plant?</u> with your child. Together, place a seed in soil in a small container (egg carton or paper cup) in a sunny window. You may also place a dry bean on top of a damp (not too wet) paper towel in a clear sandwich bag and hang the sealed bag in a sunny window.</p>	<p>Provide your child with paper and a marker, crayon, or pencil. Ask him to draw a picture of the container, seed, and soil you planted together. Tell him that you'll save the picture and continue to record observations as the seed grows into a plant.</p>	<p>Discuss that seeds only need a small amount of water. Explore measuring utensils (measuring cup, teaspoon and tablespoon). Explain that 1 cup is more than the spoons, a tablespoon is more than a teaspoon but less than 1 cup, etc. Together, determine the best utensil for measuring the small amount of water needed for your seed.</p>	<p>Lay 10 seeds, beans, or coins on the table. Say, "Let's count these to see how many we have all together." Then say, "Now let's figure out how many each one of us could have if we share (equal parts)" and count them out with your child. Next ask, "If we share with (another friend or family member) how many would each of us have?" and count with your child again to make 3, 4, and 5 sets. "Do we have any left over? How many more would we need to make the sets equal?"</p>	<p>Provide your child with the picture she drew earlier this week of the container, seed, and soil you planted together. Today ask your child to draw what they observe now in the container. Ask, "How has the seed/plant changed since your first drawing?" and "What do you think caused the change to happen?"</p>
Motor Skills	<p>Draw straight, curvy and zig-zag lines on a piece of paper and ask your child to cut them out. Challenge her to walk like a duck in those same ways: straight, curvy, zig-zag.</p>	<p>Provide a dry bean, button, or coin for each of you to place on your noses and walk, increasing your speed to eventually running, without dropping it.</p>	<p>Write these commands on pieces of paper and place around the room or yard.</p> <ul style="list-style-type: none"> - clap your hands - hop on one foot and then the other - jump up high - pretend to climb stairs - gallop like a horse <p>Ask your child to skip/walk/run to one paper at a time and perform the action.</p>	<p>Talk with your child about how a seed slowly grows into a plant. Ask him to ball up his body like a seed is in the soil, then ask him to slowly sprout and grow into a seedling and then a larger plant (slowly stand), and finally open his leaves to get sunlight (spread his arms open wide).</p>	<p>Ask your child to balance on her hands while you hold her ankles up off the ground. Then have her walk on her hands while you keep holding her ankles (hold at the knees or waist if your child needs more support). As she gets better, try obstacle courses or sprints while wheelbarrow walking.</p>
Social Emotional	<p>Draw different faces on the driveway/parking lot/patio with sidewalk chalk. Ask your child to move until her shadow lines up with one of the faces and talk about the emotion being expressed on that face.</p>	<p>Create a photo booth, encouraging your child to select clothes and accessories to include. Using your phone/camera take pictures of the two of you dressed up in the clothing/props each of you select. Ask your child what his favorite part of the activity was as you look at the pictures together.</p>	<p>Role play scenarios to help your child determine when she should ask adults for help and when she could solve an issue on her own. Examples: 1) She wants to use the glue and someone else is currently using it (child solves herself by saying "When you finish with the glue may I use it?"). 2) She has already asked someone to give her a turn to play with a toy and the other person refused (needs adult assistance).</p>	<p>Ask your child to help you plan, serve, and eat a colorful meal. Discuss the types of plants the food items came from before it was available in the store for purchase.</p>	<p>Provide your child with a piece of paper, crayons or markers, magazines/junk mail, and scissors. Ask your child to draw/cut out and glue some of her favorite things on the paper. Afterwards ask her to tell you about her items and why they are favorites.</p>

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