



	Monday, April 26 <sup>th</sup>	Tuesday, April 27 <sup>th</sup>	Wednesday, April 28 <sup>th</sup>	Thursday, April 29 <sup>th</sup>	Friday, April 30 <sup>th</sup>
Literacy	<p><b><u>After the Fall</u></b> Before listening, ask, “What happened to Humpty Dumpty after he fell?” Encourage your child to come up with several predictions. After listening, discuss the story and why it’s important to keep trying when you have problems.</p>	<p><b><u>Sheep in a Jeep</u></b> Listen to the story and discuss the words your child might not be familiar with such as steer, cheap, and steep. Help your child understand what these vocabulary words mean. Listen to the book a second time and ask your child to identify the rhyming words.</p>	<p><b><u>The Cow Tripped Over the Moon</u></b> Ask your child how the story is alike and different from the nursery rhyme, <b><u>Hey, Diddle, Diddle</u></b>. Ask, “What rhyming words did you hear?” Talk about how to be a good friend like the cow’s friends were to her in the story.</p>	<p><b><u>The Very Busy Spider</u></b> After reading the story, ask, “Where do you think the very busy spider is making her web? How do you know?” Talk about other places you might see spider webs (e.g., in a doorway, in a tree, in a corner of the ceiling) and encourage your child to generate ideas. “Why does he think the spider was sleeping at the end of the story? What busy work do children do? Does it make them tired?”</p>	<p><b><u>Mouse Paint</u></b> After listening to the story, ask, “What happened to the colors in the story when they were mixed? Why did the mice leave a piece of the paper white because of the cat? What colors do you think you could make when mixing colors?”</p>
Phonological Awareness	Listen to <b><u>Humpty Dumpty</u></b> with your child. Ask your child to think of words that rhyme with “all.” Ask which words were in the nursery rhyme and which did he think of on his own?	Listen to <b><u>Mary Had a Little Lamb</u></b> . See how many words your child can name that begin with the /l/ sound heard at the beginning of little and lamb.	Recite the nursery rhyme, <b><u>Hey, Diddle, Diddle</u></b> , with your child. Next, say the nursery rhyme and leave out some of the rhyming words. (Hey, diddle, diddle. The cat and the ____). Have your child fill in the missing word.	Have your child count and clap the syllables she hears in words in the <b><u>Itsy Bitsy Spider</u></b> nursery rhyme. (time, itsy, waterspout, went, again, up, down, bitsy, rain, sun, spider, out, spout).	Work with your child on segmenting syllables in words. Have your child say a two-syllable word such as pumpkin, turkey, chicken, faster and water. Ask, “What is pumpkin without kin (pump)?” Repeat with other two syllable words.
Music & Movement	<p><b><u>Get Funky</u></b> <b><u>Squish the Fish</u></b> <b><u>Humpty Dumpty</u></b></p>	<p><b><u>Exercise Rhyme and Freeze</u></b> <b><u>Happy</u></b> <b><u>If You’re Happy and You Know It</u></b></p>	<p><b><u>Hey Diddle Diddle</u></b> <b><u>Singing in the Rain</u></b> <b><u>Wheels on the Bus</u></b></p>	<p><b><u>Itsy Bitsy Spider</u></b> <b><u>I Can Move My Body Like Anything</u></b> <b><u>Freeze Dance</u></b></p>	<p><b><u>Hickory Dickory Dock</u></b> <b><u>Dr. Knickerbocker</u></b> <b><u>Three Little Pigs Blues</u></b></p>
Math & Science	Give your child a plastic egg (or small toy) and ask her to place it in different locations using positional words. Example: Please place the egg under the chair or please place the egg on top of the table. You could also hide the object and give positional clues by saying it’s under something green.	<p><b><u>Sink or Float Experiment</u></b> Using an egg and two cups of water (add salt to one), ask your child to predict what will happen to the egg when it is placed in each cup of water. Put the egg in the plain water and observe what happens. Then place the egg in the salty water and observe what happens. Talk with your child about why she thinks the egg floated in one of the cups of water and not in the other. Have her record her observations by drawing a picture of what happened. Use the words float and sink when discussing the picture.</p>	<p><b><u>Baa Baa Black Sheep</u></b> Using three bags (lunch bags, gift bags, or small shopping bags), cotton balls or wadded tissue paper, and dice, challenge your child to fill each bag with 10 pieces of “wool.” Take turns rolling the dice and placing that many cotton balls in the bag until it totals 10. Once you have filled each bag, act out the nursery rhyme. Extend this activity by rolling two dice at one time and roll until you get a combination that equals 10.</p>	<p>Explore clouds and rain using a small cup, a large glass/jar, food coloring, water, shaving cream (not gel) and an eyedropper. Fill the small cup with water and add several drops of food coloring. Fill the jar ¾ full with plain water. Place shaving cream in the jar until it is just above the top of the jar (like a fluffy cloud). Have your child use the eye dropper to squirt colored on top of the shaving cream cloud. Ask her to describe her observations.</p>	For this activity, you will need 2 small bowls (1 empty and 1 with water) and spoons of various sizes. After discussing the spoon sizes, ask your child to estimate how many spoonfuls of water it will take to fill the empty container using each spoon. Record the estimations and help him count as he uses each spoon to fill the bowl with water. Compare the estimates to the actual number of spoonfuls it took. Ask, “Why did it take more when using the small spoon? Why does it take fewer to fill the bowl when using a larger spoon?”
Motor Skills	Play <b><u>Simon Says</u></b> with your child, following the movements and directions given in the song. Play again without the song; encouraging actions such as hopping, jumping, and skipping.	Ask your child to pick a set of rhyming words from the list you made when reading <i>Sheep in a Jeep</i> . Have him draw pictures to illustrate the words and “label” them by writing letters to represent the sounds he hears in each word.	Act out the motions of the Hey Diddle Diddle with your child. Use a paper plate to create a moon with your child. Recite the nursery rhyme and ask your child to jump over the moon, behind the moon, and beside the moon.	On a piece of construction paper, write a numeral, a letter, or a simple shape with a marker. Place the paper on a soft piece of cloth, towel, or washcloth, and have your child use a toothpick to punch holes all along the lines. Once she is finished, hold the paper up to the light and see the light shining through the holes.	Have your child make small balls of red, yellow, and blue <b><u>playdough</u></b> . Have him predict what colors he would make if he mixed two of the colors together. After making a prediction, roll the two playdough balls together to create a new color. Keep a chart of the colors combined and the result. (This experiment could also be done with paint or food coloring.)
Social Emotional	Help your child trace or draw his own hand on a piece of paper. Discuss ways he can use his hands to help others.	Encourage your child to draw a picture for a family member. Ask your child why this person is important to her. Write your child’s response on the paper and mail or deliver the picture to the family member.	Play emotion charades with your child. Act out different emotions such as happy, angry, and sad. Allow your child to guess your emotion. Talk with him about when he might feel each emotion. Take turns, allowing him to act out the emotions for you to guess.	Encourage cooperation skills by rolling a ball to your child and practice taking turns. Model language by saying, “It’s my turn to roll the ball to you and now it’s your turn to roll the ball to me.”	Give or show your child five different pictures of himself at different ages. Ask your child to put the pictures in order by age. Discuss with your child how he has changed over time.

Post pictures of you and your child learning together using #gaprekathome