



## Language/ Literacy

### Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book
- Learning new words
- How to divide words into syllables
- How to put syllables together into a word
- The name, sound, written form, and uses of the letter P

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## Mathematics

### Making Patterns

- How to make simple patterns with pictures of boys and girls, colors, and shapes; beads on a bracelet; shapes on a crown; and bingo dotters



## Self- Regulation

### Focusing & Remembering

- How to follow requests by listening and remembering
  - *The Freeze Game*
- How to follow requests by listening and watching
  - *Sleeping, Sleeping, All the Children Are Sleeping* game



## Social- Emotional

### Understanding Feelings

- When we feel shy, we may feel a little worried about new places or being with people we do not know
- How we can help someone who is feeling shy



## Social Studies

### Exploring Where We Live

- Describing our neighborhood box places
- Identifying the location of our center and places in our center's neighborhood on a map



## Science

### Exploring Living Things

- How parts of a plant help the plant to live
- Identifying and representing parts of a plant
- Seeds need sunlight, water, and soil to grow



## Physical/ Health

### Moving Our Bodies

- Changing the speed and direction of our jogging
  - *Hungry Hippo* game
- Practicing our jogging and walking skills
  - *Fill the Bucket* game

Social-  
Emotional

Children benefit from knowing it is okay to feel shy when we meet new people or go to new places.

- Talk with your child about a time you noticed your child feeling shy. Describe behaviors, such as hiding behind you or burying his or her face. Explain it is okay to feel shy. Describe how feeling shy often goes away when we get to know people or a setting. Describe a recent example involving your child or someone your child knows.

Children can practice identifying syllables in words by listening carefully for syllable clapping mistakes you make.

- Switch the roles in last week's syllable clapping activity. Ask your child to say a word, then you clap its syllables while saying the word slowly. Ask your child to listen carefully because you might make a mistake. For one or several words, intentionally clap once for two syllables. Invite your child to correct your mistake.

Language/  
LiteracySelf-  
Regulation

Help your child control his or her behaviors by listening to the tempo of music.

- Play slow and then fast music. Pause the music when you change tempos. Invite your child to dance or move slowly to slow music, and dance or move quickly to fast music. Encourage your child to not move when you pause the music. Add challenge by changing the rules.

Making a simple pattern can bolster an important math skill.

- Build on last week's activity of finding patterns in objects by inviting your child to make a simple pattern. Provide a set of items that differ in color or shape for making a pattern. Examples: red bead, blue bead, red bead, blue bead; or square block, rectangle block, square block, rectangle block. Encourage your child to say the pattern.

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## Mathematics

Social  
Studies

Making and using a neighborhood map can strengthen your child's understanding of your neighborhood and support the development of spatial skills.

- Help your child draw a large map of your neighborhood. Include your home, familiar streets, and buildings. Use small toy vehicles or small blocks as bikes or vehicles that move around the neighborhood.

Repotting a plant or looking closely at a weed can strengthen your child's understanding of characteristics of living things.

- Engage your child in repotting a plant or looking at a small weed that you dig out of the ground. Talk about how parts of the plant help the plant to live. Roots bring food and water; very tiny holes (pores) in the leaves and stem help the plant to breathe; and the plant produces seeds that can make new plants.



## Science

Trying to carry objects without spilling them can strengthen your child's control of hand/arm movements and walking speed.

- Encourage your child to place cotton balls on a serving spoon, carry them across the room, and pour the balls from the spoon into a bowl. Add challenge by increasing the number of cotton balls and/or the speed of walking across the room.

Physical/  
Health