

Minutes	Instruction	Monday	Tuesday	Wednesday	Thursday	Friday
10 minutes	Vocabulary	Introduce the Kitchen Words vocabulary list	Go on a Scavenger Hunt looking for Kitchen items	Introduce the Furniture Words vocabulary list	Play concentration/ memory with the Furniture Words	Sort pictures into categories Kitchen/ Furniture
15-20 min.	Response to Reading	Read a book and respond by asking "What problems does this character have?"	Listen to a Read Aloud and ask "Does this character do something that you have done?"	Read a book. "Where does this character live? Is it anything like where you live?"	Read a book. Read a book and ask, "What does this character enjoy doing?"	Read a book And ask, "What friends does this character have?"
10 mins.	Word Study/ Phonics	I Spy Letters https://cliengagfamily.org/i-spy-letters/ Ready Rosie: https://app.readyrosie.com/en/vids/186	Same Sound Object Matching https://cliengagfamily.org/same-sound-object-matching/ Ready Rosie: https://app.readyrosie.com/en/vids/152	Same Sound Picture Matching https://cliengagfamily.org/same-sound-picture-matching/ Ready Rosie: https://app.readyrosie.com/en/vids/164	Words, Words, Words https://cliengagfamily.org/word-words/ Ready Rosie: https://app.readyrosie.com/en/vids/340	Letter Naming Contest
15-20 mins.	Writing	Write a story about you	Make a list of the items you found in your kitchen.	Write about someone you love	Write about a place you like to go	Share one thing You wrote this week with somebody
15-20 min.	Math	Count and Match https://cliengagfamily.org/count-and-match/ Ready Rosie: https://app.readyrosie.com/en/vids/300	Jump to the Number https://cliengagfamily.org/jump-to-the-number/ Ready Rosie: https://app.readyrosie.com/en/vids/309	Pick Up and Count https://cliengagfamily.org/pick-up-and-count/ Ready Rosie: https://app.readyrosie.com/en/vids/110	What Number Was Counted Last? Ready Rosie: https://app.readyrosie.com/en/vids/221	Watch the ReadyRosie video and play the gam with your child. Ready Rosie: https://app.readyrosie.com/en/vids/104

Minutes	Instruction	Monday	Tuesday	Wednesday	Thursday	Friday
30-45 mins.	Movement / Play	Stomp a Letter https://cliengagefamily.org/stomp-the-letter/ Don't Let the Balloon Touch the Ground	Parachute Play https://cliengagefamily.org/parachute-play/ Balloon Foot Balance	Roll a Bug https://cliengagefamily.org/roll-a-bug/ Balloon Volleyball	Which is Taller? https://cliengagefamily.org/which-is-taller/ Balloon Blow	Dance Party https://cliengagefamily.org/danceparty/ Balloon Taps
15-20 min.	Social Emotional Development	Feeling Faces Mask https://cliengagefamily.org/feeling-faces-mask/ Ready Rosie: https://app.readyrosie.com/en/videos/744	Simon Says Feelings https://cliengagefamily.org/parachute-play/	Pet Care https://cliengagefamily.org/pet-care/ Ready Rosie: https://app.readyrosie.com/en/videos/228	When I Am Angry https://cliengagefamily.org/when-i-am-angry/	Quiet and Loud https://cliengagefamily.org/quiet-and-loud/ Ready Rosie: https://app.readyrosie.com/en/videos/115
30 mins.	Music & Songs	Learning Letter Sounds https://www.youtube.com/embed/vwxNBQnhRrM Counting Together https://www.youtube.com/embed/f1pSh6yuZFAh https://www.youtube.com/embed/7JvkWXBLY 2eY	Tooty Ta https://www.youtube.com/embed/ea4TVg0_8Dk Going on a Bear Hunt https://www.youtube.com/embed/E_pfVrVyNEk	Shake your Sillies Out https://www.youtube.com/embed/NwT5oX_mqS0 Count and Workout https://www.youtube.com/embed/_MVzXKfr6e8	Shake Break https://www.youtube.com/embed/s8CSs7XnIo Baby Bumblebee https://www.youtube.com/embed/tCAfTrhkMj4	Teen Numbers in Air https://www.youtube.com/embed/aDPPHVG6TAE Count to 20 and workout https://www.youtube.com/embed/_MVzXKfr6e8

30-45 mins.	Movement / Play	Stomp a Letter https://cliengagefamily.org/stomp-the-letter/ Don't Let the Balloon Touch the Ground	Parachute Play https://cliengagefamily.org/parachute-play/ Balloon Foot Balance	Roll a Bug https://cliengagefamily.org/roll-a-bug/ Balloon Volleyball	Which is Taller? https://cliengagefamily.org/which-is-taller/ Balloon Blow	Dance Party https://cliengagefamily.org/danceparty/ Balloon Taps
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Monday

Vocabulary - Kitchen Words

Introduce the new Kitchen vocabulary. Show each card and have your child say the name of picture. *They are not expected to read the word.* For an extension, have your child use it in a sentence. If they can't, you say a sentence with that word to bring meaning to it. Continue to focus on the vocabulary pictures they are not familiar with.

Read Aloud - Character's Problems

Read a book and respond by asking, "What problems did the character have?" Ask your child to share any problems they have.

Word Study/Phonics - I Spy Letters

Children will play "I Spy" with letters in words displayed in their surroundings. While in the house, in the car, out doing errands, or in the community (somewhere with printed material displayed), introduce the activity: **"We are going to play 'I Spy Letters'. To spy something means to see something. As we play this game, we will look all around and find letters. I will go first to show you. I spy the letter 'S.' Do you see the letter 'S' anywhere?"** Have your child look around until they locates the letter. If your child needs help, you can give clues about where to look for it.

Then say to the child, **"Now it's your turn to pick a letter that you see."** If your child is hesitant, give he/she the words to say to start (**"Say, 'I spy the letter . . .'"**)

For PK3 have your child find something in their surroundings that begins with a certain letter, for example, a cat. Then your child would say, "I spy something that begins with the letter C, or the sound, /ck/." Then you or others can guess the object. You may also begin with the letter his/her name begins with.

Link to activity:<https://cliengagefamily.org/i-spy-letters/>

Link to Ready Rosie video:<https://app.readyrosie.com/en/videos/186>

Writing - All About Me

Have your child write a story about themselves.

Math - Count and Match

The child will recognize written numbers 1 to 9 and use one-to-one correspondence to count out the correct number of items.

Materials:

- Paper with dots
- Sets of one to nine small objects to count (for example, counters, bottle caps, buttons, little bears, matchbox cars, blocks)

Explain to your child that you will be counting and placing the objects onto the dots. For example, say, **“Today, we are going to play a counting game with these papers and our toys. We have a different number of dots on each paper.”** Point out to your child that each paper has some dots and a written numeral that matches that number of dots.

Choose one paper and begin by saying, **“Now let’s see if we can put one car on each dot and see how many there are.”** Model this activity for your child. For example, if you’ve chosen the four-dot card, point to the 4 at the top of the paper and say, **“This is the number 4.”**

Then, place four matchbox cars on the four dots, saying “one” as you drive and park the first car on a dot, then “two” as you park the second car on a dot, and so on. Work together with your child to continue with the other cards. If your child can guess the number of dots based on “reading” the written number, that’s great! If not, you can help your child count the dots, and then point out the written number.

For PK3 work with cards 1 to 4 rather than 1 to 9.

Link to activity: <https://cliengagefamily.org/count-and-match/>

Link to Ready Rosie video: <https://app.readyrosie.com/en/videos/300>

Movement and Play - Stomp the Letter Materials

- Markers
- Paper (8.5×11” works well)

Choose six letters; they can be letters in your child’s name or random letters. Use the marker to write one letter on each piece of paper. Scatter the papers in throughout the room on the floor.

Call out one letter and have your child find it and stomp on it. You can say: **“I see the letter M. Can you find the letter M? Can you stomp on the letter M? Stomp, stomp, stomp!”** If your child goes to the correct letter, have them repeat the letter name. Reinforce your child’s response by saying, **“Yes! That’s the letter M, great job!”** . If your child stomps on a different letter, let them know what letter they found and point out the correct letter, guiding them to stomp on that letter. You can also take some time to describe the features of the correct letter to help your child remember for next time.

For example, **“This one is the M. See how the straight lines go up, down, up, down?”** (while making these motions with your finger).

Variation: You may have your child hop on a letter or use sight words or numbers.

PK3 - If letters are too hard, have your child stomp on colors or shapes.

Link to activity: <https://cliengagefamily.org/stomp-the-letter/>

BALLOON GAME - Don't Let the Balloon Touch the Ground!

The rules are simple- hit the balloon up in the air but do not let it touch the ground.

Social and Emotional - Feeling Faces Masks

You and your child will discuss and describe situations in which both of you have experienced different emotions. Together, you will make “feeling face” masks to show these emotions. This activity will help your child understand and relate to his or her own feelings and those of others.

Begin this activity by seeing how many different feelings your child can name. You can start by giving the example of “happy.” If your child cannot think of any feelings, try making a mad face and asking your child what feeling they think that is.

Do the same for sad and scared. See if your child can also imitate those faces.

Once you have identified at least four basic emotions—happy, sad, mad, scared—talk with your child about a time when both of you felt each of them. You might say, **“This is my happy face. I remember that I felt happy yesterday when you made me a picture at school! Can you think of a time when you felt happy?”** Or you could say, **“It makes me feel sad when [describe something that makes you sad]. What makes you feel sad?”**

Next, tell your child, **“We are going to make masks for each feeling using paper plates.”**

Encourage your child to draw a face showing that feeling on each plate; you can help if needed.

Your child can decorate the plates with yarn or paper scraps for hair and ears. A craft stick can also be taped to the bottom of the plate to make a handle to hold up the mask.

Link to activity: <https://cliengagefamily.org/feeling-faces-masks/>

Link to Ready Rosie video: <https://app.readyrosie.com/en/videos/744>

Music and Songs -

Dr. Jean “Go Bananas” https://www.youtube.com/embed/MFmr_TZLpS0

Jack Hartmann “Learning Letter Sounds” <https://www.youtube.com/embed/vwxNBQnhRrM>

Tuesday

Vocabulary - Kitchen Vocabulary Words

Explain to your child that today they will go on a scavenger hunt in the kitchen and look for real items that match the picture.

Response to Reading - Character's Actions

Ask your child if this character has done something that you have done. Make a personal connection.

Word Study/Phonics - Same Sound Object Matching

In this activity, children will use listening skills to determine whether two objects have the same beginning sound.

Materials: Basket of suggested objects

Sit with your child on the floor and take the items out of the basket. Together, name each one so that your child is aware what each is called. Say, "We are going to play a game to find pairs of objects that start with the same sound. Listen carefully to see which of these objects has the same beginning sound."

Spread the objects out and select two objects that start with the same sound, for example, a cup and a car. Emphasize the /k/ sound of each word. Ask your child to repeat the words. Say, "Do these start with the same sound?"

Next, select two items that do not start with the same sound, for example, a boat and a flower. Emphasize the beginning sound of each word. Ask your child to repeat the words. Say, "Do these start with the same sound?"

PK3 emphasize the first sound of each object (e.g., "c-c-cup," "mmm-magazine," "fff-fork").

Link to activity: <https://cliengagefamily.org/same-sound-object-matching/>

Link to Ready Rosie video: <https://app.readyrosie.com/en/videos/152>

Writing - Make a list of the items you found in your kitchen.

Make a list of the vocabulary items you found in your kitchen. Your list could include, items found in my kitchen, and items not found in my kitchen. Have your child use their letter/sound knowledge to sound out the kitchen words as they write. Encourage them to write the letters they hear in the sounds and you can fill in the rest of the letters. Do not have them COPY the words.

Math - Jump to the Number

In this activity, your child will play a game to practice identifying numbers from 0-10. Children who have mastered this skill will practice ordering numbers from 0 to 10. This kind of game helps children match the number word they hear with the written number, and helps them attend to each number individually, which can be more challenging than just rote counting aloud.

Materials: Number cards to be taped/placed to the floor in random order around a room.

Say to the child: **“Let’s play a game. I am going to say a number and I want you to jump to the number on floor.**

Let’s practice. ‘7’—we both will jump to number 7” (both parent and child should jump to the paper with number 7).

Continue the game by calling out other numbers in random order and having your child jump on that number. Another variation on this game is to see if your child can jump or hop to each number in order (start on 0, then find 1, 2, etc.) while the numbers are randomly arranged around the room. If your child can easily do this counting forward, try counting backwards (starting on 10, then finding 9, 8, etc.)!

PK3 use numbers 1 - 4

Link to activity: <https://cliengagefamily.org/jump-to-the-number/>

Link to Ready Rosie video: <https://app.readyrosie.com/en/videos/309>

Movement and Play - Parachute Play

Materials - Small blanket/sheet that can be held between two people when open (like a parachute) and a lightweight ball

Lay the parachute (blanket/sheet) flat on the floor. Have your child sit around the edge of it, but not on top of it. Have your child hold the edges of the parachute in front of them and stand up. You will do the same. If possible, have other family members join the fun.

Encourage your child to follow the directions you give (a few examples are listed below):

- Walk around in a circle holding the parachute.
- Raise the parachute high over everyone’s head and look underneath at each other.
- Raise the parachute together to make waves.

After you understand how you can make the parachute move, place a lightweight ball in the middle of it and make the ball bounce by shaking the parachute. Explain that everyone has to cooperate and work together in order to keep the ball on top of the parachute.

Have everyone holding the parachute walk forward several steps toward each other in the center. Then, walk back out again and stretch out the parachute. Use the parachute to pop the ball up in the air and catch it again. Work together so that the ball does not fall to the ground.

Link to activity: <https://cliengagefamily.org/parachute-play/>

Balloon Game - Balloon Foot Balance

Challenge your kids to balance a balloon on the back of their hand, and see how long they can do it before it falls to the ground. You would be surprised how much they will move around this one!

Social and Emotional - Simon Says Feelings

This activity will help your child understand the connection between emotions and behaviors and build an awareness of feelings. Your child will also have the opportunity to practice listening skills.

Materials - Book about feelings (optional) and a small mirror

Play “Simon Says” with your child, substituting feeling phrases for the usual directions.

You can introduce this activity to your child by saying: “**Let’s play Simon Says Feelings. When I say, ‘Simon Says,’ show me that feeling using your face. Remember, if I do not say ‘Simon says,’ you should not make a face.**” (For example, “Make a happy face.”)

Directions:

“**Simon says ... make a happy face.**”, “**Simon says ... make an angry face.**”, “**Simon says ... look scared.**”

Link to activity: <https://cliengagefamily.org/parachute-play/>

Music and Songs

Jack Hartmann “Tooty Ta” https://www.youtube.com/embed/ea4TVg0_8Dk

Dr. Jean “Going on a Bear Hunt” https://www.youtube.com/embed/E_pfVrVyNEk

Wednesday

Vocabulary - Furniture Words

Introduce the new Kitchen vocabulary. Show each card and have your child say the name of the picture. *They are not expected to read the word.* For an extension, have your child use it in a sentence. If they cannot, you say a sentence with that word to bring meaning to it. Continue to focus on the vocabulary pictures they are not familiar with.

Response to Reading - Setting (Where do the characters live?)

Ask, "Where does this character live?" Make a comparison between where they live and your child lives.

Word Study/Phonics - Same Sound Picture Making

In this activity, the child will use listening skills to identify words with the same beginning sounds and then say another word with the same sound.

Materials: 12 picture flashcards (6 pairs of cards with same beginning sound; examples: cow and cat, dog and door, flower and fan, pool and pig)

Before beginning, explain the activity to your child by saying, "We are going to find pictures of things that have the same beginning sound." Show your child each picture and see if they can name it. Tell your child the name of any pictures they cannot name (or may have called by a different name that will not fit for the game).

Then, set up the game for your child by separating words with the same beginning sound into two piles (e.g., if you had "mitten" and "monkey," make sure these cards are in two different piles). Lay out the cards from one pile in front of your child so that they can see all the pictures. Put the other cards in a pile facing down.

Have your child pick one card from the top of the pile facing down and say the name of the picture. Next, help your child identify the first sound in that pictured object. For example, after your child has looked at the picture of a cat and said "cat," you can say, "Yes, it's a cat! What sound do you hear at the beginning of the word 'cat'?" Emphasize the /k/ sound to your child as you say the word and have him repeat, "/k/."

Next, ask your child to look at the pictures laid out in front of them and find another picture that begins with the /k/ sound (such as a picture of a cow). When your child finds the correct picture, they can take the two cards and put them aside together as a pair.

Continue by having your child pick up the next card in the stack, name the picture, and find the picture that starts with the same sound. Continue until all the pairs have been matched.

Link to activity: <https://cliengagefamily.org/same-sound-picture-matching/>

Link to Ready Rosie video: <https://app.readyrosie.com/en/videos/164>

Writing - Someone You Love

Ask your child to write about someone they love.

Math - Pick Up and Count

In this activity, your child will play a game to practice counting up to 10 items and understand that the last number he/she says tells how many items were counted.

Materials - 10 items, each about two inches long, a plastic container to hold the 10 objects, a pair of kitchen tongs, an empty egg carton

Say to the child, “**We are going to play a game. Let’s see how many items we can move with these tongs from the bowl to a space in the egg carton without dropping any.**”

Demonstrate for your child by picking up an item with the tongs and moving it to a space in the egg carton tray. Then, encourage your child to try.

After your child places a few items into the egg carton spaces, ask them, “**How many do we have in the egg carton now?**” If your child counts each item and then stops (e.g., “One, two, three”), you can model for your child that the *last* number they counts is the *total* number of items. For example, “**Yes, you counted three blocks. That means there are three blocks in the egg carton! So how many are there?**” Encourage your child to repeat just the total number, rather than counting from one again.

If your child counts incorrectly, help them to count the items in the egg carton one by one with you. Then, encourage your child to continue moving the rest of the items with the tongs into the carton, and have them count the items again and identify the total number when he/she has done them all.

PK3: Count items up to 4

Link to Activity: <https://cliengagefamily.org/pick-up-and-count/>

Link to Ready Rosie video: <https://app.readyrosie.com/en/videos/110>

Movement and Play - Roll a Bug

Your child will develop gross motor skills by rolling a giant cube and acting out movements of bugs.

Materials - Tape, an empty cube-shaped tissue box, giant die, or other large, soft cube, and picture cards (or drawings) of a *beetle*, *bee*, *ladybug*, *grasshopper*, *ant*, and *butterfly*

Prepare for this activity by taping a labeled picture of a bug to each side of the soft cube or tissue box.

Before you begin the activity, tell your child that he/she is going to learn about bugs and the way they move. Introduce the bugs to your child by showing them the picture of each bug, one at a time. Ask your child to name each bug, or have him or her repeat the name of each bug that he/she do not already know.

Then, in an animated voice, ask, “**Do you know what the [bug’s name] does that’s really special?**” Demonstrate the noises and movements that each bug makes, and invite your child to practice the noises and movements with you.

“**A beetle makes clicking noises like this.**” (Make clicking noises with your tongue while holding your hands up to your head like antennae and moving them back and forth.)

“**A bee buzzes as it flies like this.**” (Extend your arms as wings and pretend to fly around while making buzzing sounds.)

“**A ladybug crawls on the ground really quietly like this.**” (Crawl on the floor quietly.)

“**A grasshopper hops very high like this.**” (Crouch on the floor and hop high.)

“**An ant marches like this.**” (March by lifting your knees high as you step and swinging your arms like a soldier.)

“**A butterfly flutters gently and slowly like this.**” (Extend your arms as wings and pretend to fly gently and slowly like a butterfly.)

Once your child has seen what each bug looks like in the pictures and the movements and/or noises that each bug makes, introduce the game. Show your child how to roll the cube, and then take turns rolling the cube and naming the bug it lands on. Then, encourage your child to act out the bug’s noises and movements.

Link to activity: <https://cliengagefamily.org/roll-a-bug/>

Balloon Game - Balloon Volleyball

Make a “net” by tying a piece of string between 2 chairs and then have your child hit the balloon back and forth by running from one side to the other, trying to keep it off the floor. If you have two or more kids, have them hit it over the net as many times as they can without it falling.

Social and Emotional - Pet Care

Your child will learn about and practice taking care of a pretend pet.

Materials - Stuffed animals that could be pets (e.g., dogs, cats, birds, fish, snakes) and pet care items (e.g., food bowl, water bowl, leash, ball/toys, blankets, pillow to make a pet bed)

Begin by reading a book about pets or about a child who is learning to take care of pets. After reading, remind your child that all pets need food, water, and a place where they can stay dry and warm (*shelter*). Pets also need exercise and love. Some pets need to be brushed and taken on walks.

Ask your child if they want to pretend to take care of their own pet, and help them pick out a stuffed animal to pretend with. Encourage them to name their pet, and talk to them about what their pet's needs in order to be well taken care of. Show your child and name each of the pet care items they might need for their pet (bowls, blankets, brush, etc.) Describe how each pet care item is used. Once your child understands what the pet care items are used for, allow them to play with the items. While your child is playing, ask them questions about their pretend pet. Also, ask them how they are taking care of their pet. Remind your child that pets need food, water, shelter, and someone to play with them.

Link to Activity: <https://cliengagefamily.org/pet-care/>

Link to Ready Rosie video: <https://app.readyrosie.com/en/videos/228>

Music and Songs -

Shake your sillies out

https://www.youtube.com/embed/NwT5oX_mqS0

Count and Workout

https://www.youtube.com/embed/_MVzXKfr6e8

Thursday

Vocabulary - Furniture Words

Play concentration/memory with the furniture vocabulary words.

Response to Reading - What the Character Enjoys Doing

After reading a book, ask your child what things the character enjoyed doing. Discuss things your child likes doing. Are there any similarities? Differences?

Word Study/Phonics - Words, Words, Words

Begin by explaining the activity to the child by saying: "Let's think about some words that begin with the same letter as your name. Your name is Ben and begins with the letter b and the /b/ sound."

Continue: "I am thinking of the word, banana." You can write the word *banana* down on a piece of paper. Ask your child to draw a picture next to the word, for example: "Can you try to draw a picture of a banana next to the word?"

Now say: "Now it's your turn to think of a word that begins with the letter b and starts with the /b/ sound." Again, write the word the child says and have your child draw a picture of it.

PK3: Focus on one letter at a time until your child is comfortable moving to another letter. Begin with the first letter of their name.

Link to activity: <https://cliengagefamily.org/words-words-words/>

Link to Ready Rosie video: <https://app.readyrosie.com/en/videos/340>

Writing - My Favorite Place

Have your child write about a place they like to go or their favorite place.

Math - What Number Was Counted Last

Gather several items for your child to count. Begin with a number between 1 and 10 and place the number of objects in a row. Have your child count those items. For instance, place three spoons on a table in a row and have your child count, 1, 2, 3, and then say, "How many?" They should be able to say, "3". Continue doing this using all the numbers.

PK3: Have children only count to 4

Link to Ready Rosie video: <https://app.readyrosie.com/en/videos/221>

Motor Development/Play - Which is Taller?

After building towers made of blocks or Lego© building blocks, children will contrast heights to determine which buildings are taller.

Materials - Wooden construction blocks or Lego© building blocks

Explain to your child that he will build two towers out of blocks and then determine which is taller and which is shorter.

Allow time to build, and then set the two structures side-by-side. Next, say, **“Now we can contrast our two buildings. To contrast means to look at the two towers to see how they are different.”**

By holding an arm or ruler over the two towers, the difference in height of the towers can be observed. You can say, **“See how this tower touches my arm, and this other one does not?”**

Together, you can also count the number of wooden blocks or Legos© that were used. For example, **“We counted 7 blocks in my tower and 11 blocks in your tower. 11 blocks is taller than 7 blocks.”**

Next, you can add and remove blocks from each tower and contrast them again. Talk about how you arrived at the new results, for example: **“You added three more blocks to this tower and now it’s taller than the other one!”** or **“You removed one Lego© from this tower and now both towers are the same height.”**

Link to activity: <https://cliengagefamily.org/which-is-taller/>

Balloon Game - Balloon Blow

Set up a “course” and see if your child can blow a balloon all the way to the finish line. They will have to do many army crawls working their upper body and core strength along the way.

Social and Emotional - When I’m Angry

This activity will help your child to develop an awareness of feelings and give them ways to express their feelings appropriately. Handling strong emotions is important to school readiness and life skill.

Introduce the activity to your child by saying: **“Sometimes we have angry feelings and that’s okay, but we should express our anger in a way that doesn’t hurt others or ourselves. When someone says mean words to me, sometimes I get angry. When that happens, is it a good choice to hit them or throw things at them?”** (Wait for the child to respond.) **“No, throwing things and hitting are not good ways to express your anger. What are some things that make you angry?”** Let your child respond.

“What do you do when [name some of the things that make her angry]?” Let your child respond.

Help your child with real examples if they cannot remember. **“Was it a good choice to [use example of child’s reaction to being angry] ?”**

“Let’s think about some other things we can do when we are angry.” Have your child think of some good options. Below are a few good examples that you can share with your child:

- Use your words and say something like “Please stop, I don’t like it.”

- Ask for help from an adult.
- Walk away/take a break.
- Take a deep breath and count to 10.
- Take time to sit in a quiet place and draw a picture or write.
- Talk to someone and tell him how you are feeling.
- Listen to music and dance.
- Go into your room and pound your hands on a pillow.

Link to activity: <https://cliengagefamily.org/when-im-angry/>

Music and Songs

Jack Hartmann "Shake Break" <https://www.youtube.com/embed/s-8CSs7Xnl o>

Dr. Jean "Baby Bumblebee" <https://www.youtube.com/embed/tCAfTrhkMj 4>

Friday

Vocabulary - Sorting

Sort both sets of vocabulary words into two piles. Kitchen Items on one side and Furniture on the other.

Response to Reading - Character's Friends

After reading a book, ask your child to discuss the characters' friends. Have your child discuss their friends with you.

Word Study/Phonics - Letter Naming Contest

Show your child a letter and have them name as many items that begin with that letter as they can. Make a contest by tallying how many words they named and see which letter they named the most items for.

PK3 Have your child use the first letter in their name

Writing - Share Your Writings from This Week

Ask your child to read all of his/her writings from this week. Ask, "Which one did you enjoy writing about most?"

Math - Watch the Ready Rosie video with your child and play the game.

Link to Ready Rosie video: <https://app.readyrosie.com/en/videos/104>

Motor Development/Play - Dance Party

Listening to a favorite song, you and your child will take turns copying each other's dance moves.

Materials - Phone, computer, or device to play music

Tell your child that today you are going to have a dance party! Pick a favorite song together. Hit play and jump around, twirl, shake your hips, and have fun dancing to the music.

When the song is over, tell your child that you are going to make it into a game. You will take turns copying each other's dance moves. Show your child how to play the game by going first. Start the music and pick a dance movement to do. Tell your child to try to copy your move. Once he/she does, tell them that it's their turn to show off one of his dance moves. Let them pick a dance move that you have to copy. Take turns back and forth seeing who can come up with the coolest dance moves.

Link to activity: <https://cliengagefamily.org/dance-party/>

Balloon Game - Balloon Taps

Hang a balloon by a string from your doorway so it is a few inches higher than your child's arm reach. Then, challenge them to try to tap it with their hand. Count how many they can do in a row without

missing (this gets tiring very quickly!). Up the ante by seeing if, they can jump and touch the balloon with the top of their head!

Social and Emotional - Quiet and Loud

In this activity, your child will distinguish between using quiet, medium, and loud voices while incorporating number counting and chanting a rhyme.

Children love music and the rhythm of chanting.

Together, chant this counting rhyme at the voice level indicated. As you get to the higher numbers, your voice volume should get louder and louder: **One, two – buckle my shoe...** (whisper)

Three, four – shut the door... (quiet voice)

Five, six – pick up sticks... (normal talking voice)

Seven, eight – lay them straight... (getting louder)

Nine, ten – let’s do it again! (shouting)

Link to activity: <https://cliengagefamily.org/quiet-and-loud/>

Link to Ready Rosie video: <https://app.readyrosie.com/en/videos/115>

Music and Songs -

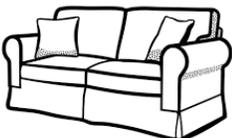
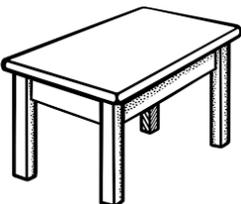
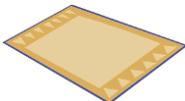
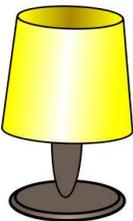
Jack Hartmann “Teen Numbers in the Air” <https://www.youtube.com/embed/aDPPHVG6TAE>

Jack Hartmann “Count to 20 and Workout” <https://www.youtube.com/embed/MVzXKfr6e8>

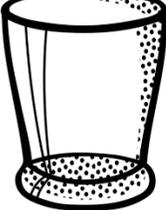
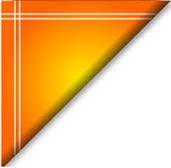
Kitchen Items

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	fork		glass
	pot		skillet
	bowl		napkin
	spoon		cup

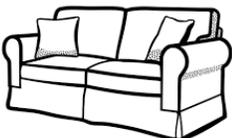
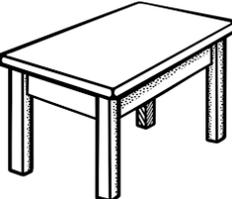
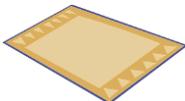
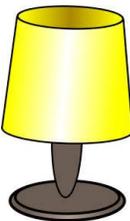
Household Items

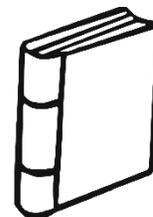
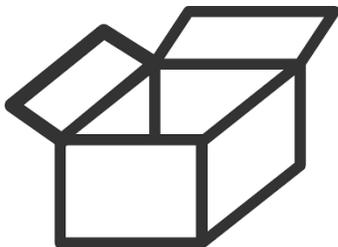
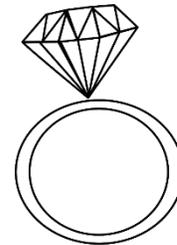
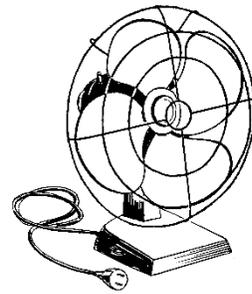
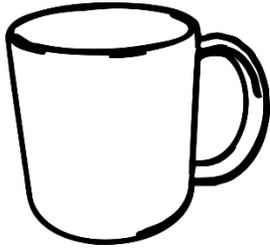
	sofa		plant
	table		rug
	lamp		cama
	piano		mirror
	chair		fan

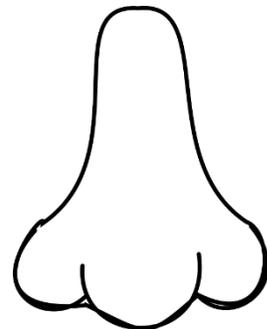
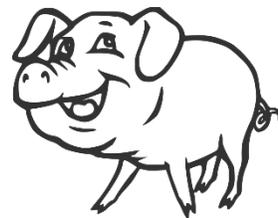
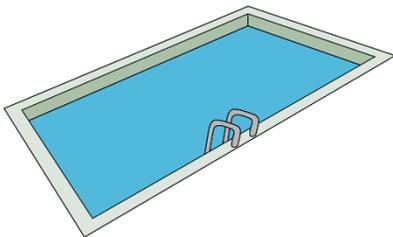
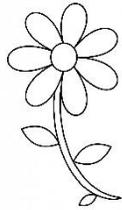
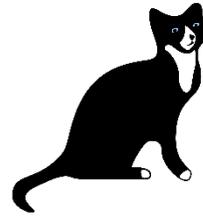
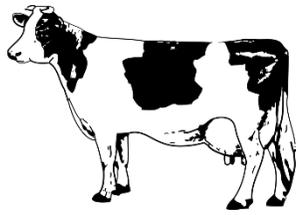
Kitchen Items

	plate		knife
	fork		glass
	pot		skillet
	bowl		napkin
	spoon		cup

Household Items

	sofa		plant
	table		rug
	lamp		cama
	piano		mirror
	chair		fan







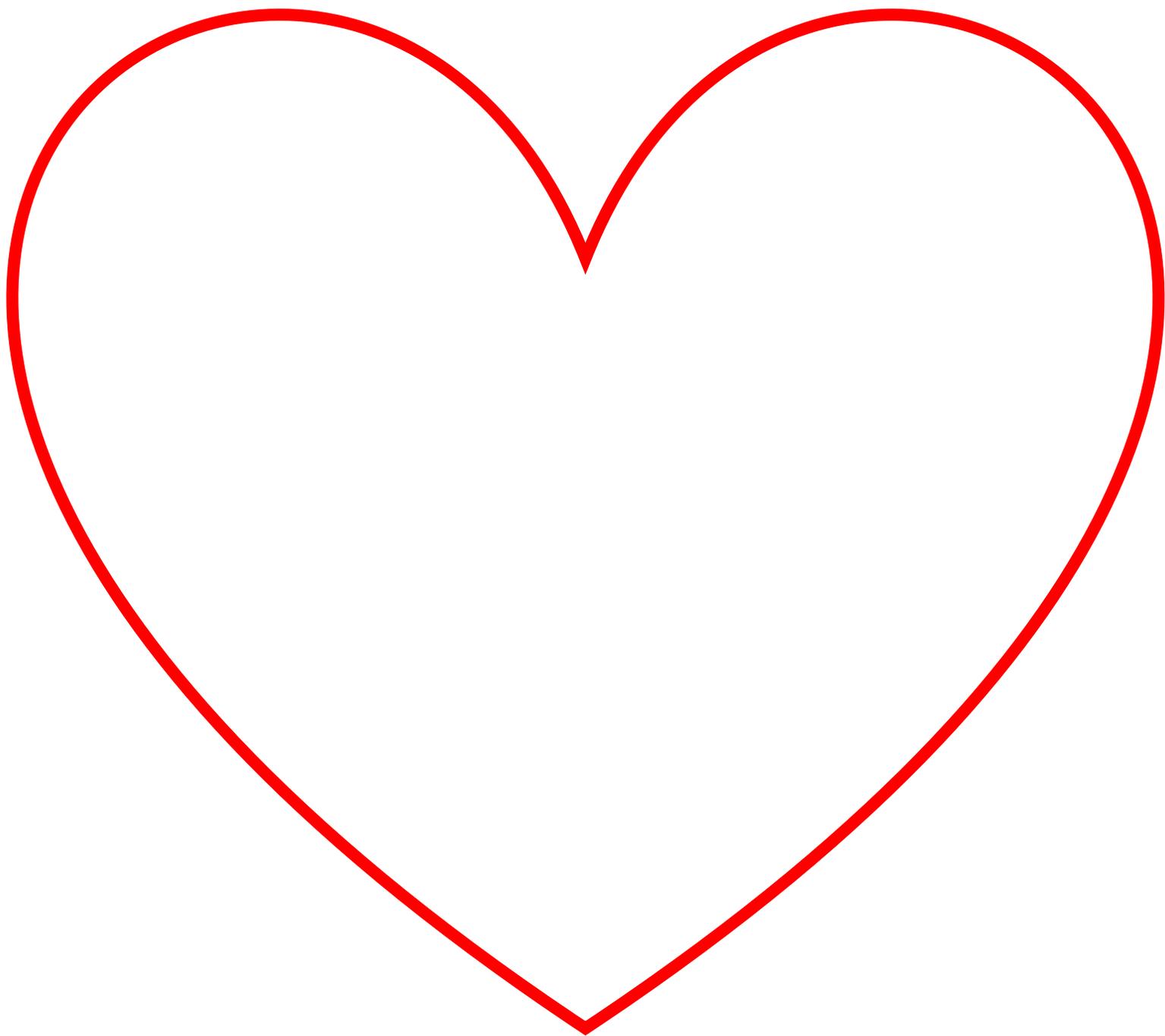
All About Me



Items I Found in My Kitchen

Items I Found in My Kitchen

I Love . . .

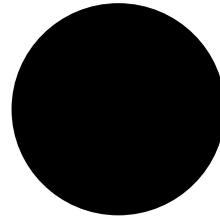


I like to go . . .

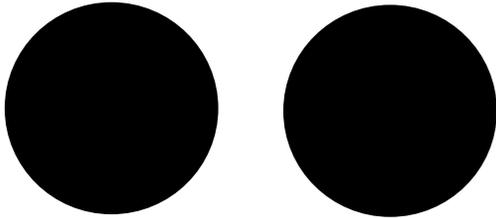


Count and Match

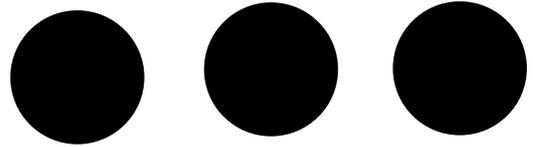
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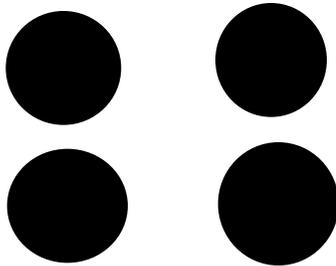
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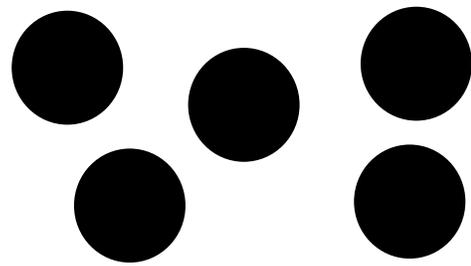
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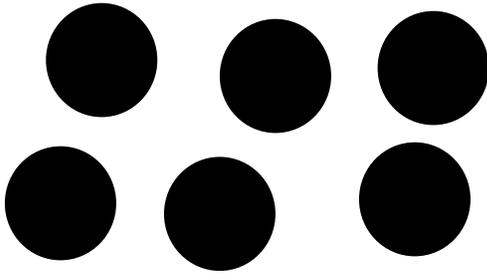
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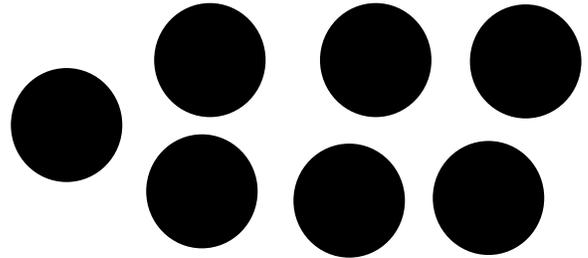
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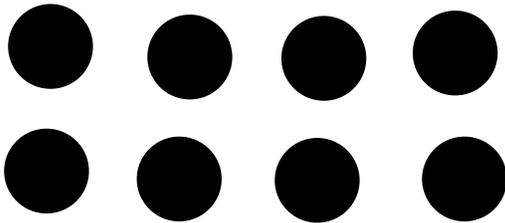
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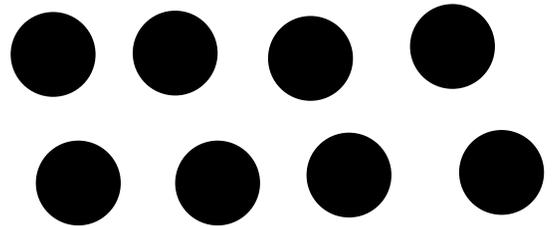
7



8



9



Jump the Number	0
1	2
3	4
5	6
7	8
9	10