

Monday	Tuesday	Wednesday	Thursday	Friday
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Movement	Language	Peace	Language	Movement
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Heavy work <ul style="list-style-type: none"> Carrying bucket with water, bricks Pushing a box full of books Rolling a bag of soil Fine motor work <ul style="list-style-type: none"> Squeezing a sponge Hand transfer Sorting beans 	I Spy ¹ Rhyming ² Tongue twisters ³ Writing ⁴	Making Silence <ul style="list-style-type: none"> Inside (see below*) Outside – cloud watching 	Reading ⁵ Listening ⁶ Sequencing ⁷ Vocabulary ⁸	Heavy work <ul style="list-style-type: none"> Climbing over furniture Carrying a gallon jug of water, sand, mud Fine motor work <ul style="list-style-type: none"> Tongs Open/close Tupperware, bottles, boxes
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¹I **Spy** can be played on many different levels. I spy with my little eye something...

- in the room ...that is green...that barks...
- on the page ...that keeps you warm...is pink...is jumping
- that begins with the sound... *see attached phonetic sound of letters page*

²**Rhyming** –

- the Name Game song aka banana-fanna song (video coming soon)
- I say cat, and you say mat. I say rat and you say hat. pet/bet...pig/rig...bus/pus...top/pop

³**Tongue Twisters** – say 3 times fast

- Toy boat**
- Black back bat**
- Flash message**
- Four fine fresh fish for you**

- Fred fed Ted bread
- He threw three free throws
- If a dog chews shoes, whose shoes does he choose?
- Pre-shrunk silk shirts
- Red leather yellow leather
- She sees cheese
- She sells seashells by the seashore

⁴**Writing**...scribbling...tracing inside a shape and around a shape...pin pushing (practice with pincer grip)...see fine motor (sorting beans); tracing graphic symbols (letters);

***Making Silence** – Inside – *I cross my legs, I place my hands on my knees, I make my back straight, I tell my body to be still, I tell my mouth to be quiet, I take a deep breath, I close my eyes, I feel my lovelight inside. (video coming)*

⁵**Reading** – (your child’s teacher has given you materials if your child is ready)

- Recognizing sounds and graphic symbols (letters)
- Asking questions while reading to your children or being read to by your child; *see attached Helping your emergent reader*

⁶**Listening** –

- recognizing sounds (beginning, middle, end); *see attached Phonetic sounds of letters*
- having a conversation; *see attached How to prompt your children*

⁷**Sequencing** –

- Patterns – visual - by color - squares red/green/red/green or beads red, blue, yellow or shape rectangle/square/triangle
- What happens first, next, last? (bedtime, making dinner, getting dressed)
- A series of pictures – say of a birthday party – put them in order.

⁸**Vocabulary** – Introduce object – “This is a spatula.” Ask child to point to or bring you object (practice) – “Bring me the spatula.” “Put the spatula in my hand.” “Put the spatula on your head.” Once you are confident, they know some objects (say from the kitchen), set them out and ask, “What is this?”