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| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| Talk about **big** and **small** objects you see throughout the day. | Take turns sharing toys throughout the day. Verbalize to your child turn taking.  - “It’s my turn”.  –“It’s Tommy’s turn, now.” | Describe what your baby is doing as they play.  “You are banging your block on the ground”. | As you read to your child, pause and describe the pictures on the pages. | Look in the mirror with your child and point out different parts of their body. Talk about facial expressions. | Talk about position words (**over, under, around**) as you play with your child. | Schedule times throughout your day to read to your child. Reading helps build your child’s receptive language. |
| Brain outline | Brain outline | Brain outline | Brain outline | Brain outline | Brain outline | Brain outlineHeart outline |
| Pat Activity:  **Baby Discover Jug** | Pat Activity:  **Ball Play** | Pat Activity:  **Boxed Play Space** | Pat Activity:  **Cereal Box Road** | Pat Activity:  **Mirror Play** | Pat Activity:  **Obstacle Course** | Pat Activity:  **Roller Book** |
| Clock with solid fill \_\_\_\_\_\_\_\_\_\_\_  Estimated: 5 minutes | Clock with solid fill\_\_\_\_\_\_\_\_\_\_\_  Estimated: 5 minutes | Clock with solid fill\_\_\_\_\_\_\_\_\_\_\_  Estimated: 5 minutes | Clock with solid fill\_\_\_\_\_\_\_\_\_\_\_  Estimated: 5 minutes | Clock with solid fill\_\_\_\_\_\_\_\_\_\_\_  Estimated: 5 minutes | Clock with solid fill\_\_\_\_\_\_\_\_\_\_\_  Estimated: 5 minutes | Clock with solid fill\_\_\_\_\_\_\_\_\_\_\_  Estimated: 5 minutes |

Diagram

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