|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| Brain outlineSing familiar songs with your child. Do you hear him trying to sing along? | As your child draws a picture, ask her to tell you about her drawing. | Provide opportunities for conversations with you, your child, and other family members. Your child will hear more words and begin to understand how to converse. | Play a loud sound at the other side of the room. Does your child turn their head to the sound? Do this multiple time to and have your child “chase” the sound. | As you color or paint with your child. Talk to them about the shapes you are making and colors you are using. | When exploring a new toy or sensory bin, use descriptive words to explain the experience. Example words, soft, hard, loud, quiet, hot, cold. | Use a stuffed animal to sing and talk to your child. Notice how your child response to the experience. |
| Run outline | Brain outline | Brain outline | Brain outlineRun outline | Run outlineBrain outline | Brain outlineRun outline | Brain outlineHeart outline |
| Pat Activity:  **Homemade Guitar** | Pat Activity:  **Note Card Book** | Pat Activity:  **Parallel Talk** | Pat Activity:  **Loud & Soft Sounds** | Pat Activity:  **Painting in a Bag** | Pat Activity:  **Sensory Box** | Pat Activity:  **Sock Puppet** |
| 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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