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| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| Give your child two to three step directions. Notice how they can complete the task.  | Identify simple patterns throughout the day to your child. Listen to hear if they can repeat a simple pattern back to you.  | Acknowledge your child’s feeling throughout the day. “You are smiling, you are happy”“You are sad, you are crying because you wanted to play” | Count aloud the objects that your child is playing with. For example, count how tall her tower is, how many stuffed animals they have on the couch, etc.. | Sing a number song with your child. -5 Little Monkeys-3 Green and Speckled Frogs.  | Draw pictures with your child. Talk about the colors and shapes on their paper. Ask them to tell you about their picture.  | Ask your child to tell you what they want to wear for the day. Have them describe it to you the best they can.  |
| Brain outline | Brain outline | Brain outline | Brain outline | Brain outlineRun outline | Brain outlineRun outline | Brain outlineHeart outline |
| Pat Activity: **Ball Play** | Pat Activity: **Beading** | Pat Activity: **Bears with Feelings** | Pat Activity: **Blocks** | Pat Activity: **Counting** | Pat Activity: **Drawing and Writing** | Pat Activity: **Dressing Teddy** |
| 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 |

