|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| Pick a shape (like a circle) and identify it for your child throughout the day. Ask your child if they see the shape anywhere.  | Identify body parts. Stand in the mirror with your child so they can see their own eyes, nose, ears, mouth, etc.  | Have familiar books available for your child to look at throughout the day. Do you hear him “reading” parts of the book from memory? | Identify different words throughout the day that rhyme. “Hat and cat rhyme. They sound the same at the end.” | When your child shows you something they have created, describe what they are showing you to add new words to their vocabulary.“You used red to make a circle.”  | While reading to your child, pause and ask your child questions about what they see on the pages.  | Sing along with your child to their favorite songs. |
| Brain outline | Brain outline | Brain outline | Brain outline | Brain outline | Brain outline | Brain outlineHeart outline |
| Pat Activity: **Shape Hop** | Pat Activity: **What My Body Can Do** | Pat Activity:**Word Book**  | Pat Activity: **Learning Fingerplays** | Pat Activity: **Fingerpainting** | Pat Activity: **Word Book** | Pat Activity: **Blowing in the Band** |
| 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 |

