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| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| Brain outlinePoint out body parts throughout the day. Identify body parts in a book or while they are getting dressed. | While reading a rhyming book or singing a rhyming song, emphasis the rhymes so they stand out from the other words. | Ask your child open ended questions and hear what new words he might be saying. | Take some time to dramatic play with your child. Listen to the words he is using. Is he reenacting something that happened earlier in the day? | Sing nursery rhymes with your toddler. Use finger gestures to enhance the fun! | Chant or sing the words in the next story you read together. | Find opposite words to compare with your toddler. Big and small, Thick and thin. |
| Run outline | Brain outline | Brain outline | Brain outlineRun outline | Run outlineBrain outline | Brain outline | Brain outlineHeart outline |
| Pat Activity:  **Body Parts** | Pat Activity:  **Books of Sounds** | Pat Activity:  **Grab It & Name it** | Pat Activity:  **Hat Head** | Pat Activity:  **Here is the Beehive** | Pat Activity:  **Book of Sounds** | Pat Activity:  **Homemade Guitar** |
| 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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