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| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| Make animal sounds with your toddler. Find pictures of animals in books or use toy animals you find around the house. | Take a book walk. Flip through the pages of a book and describe what you see in the pictures instead of reading the words. | Telephone play! Pretend you are talking on the phone with your child. Hold a block up to your ear and give your child one, too. This will support your child’s conversation skills. | Sing a familiar song to your child. Leave the last word out and see if your child can verbalize the word or if she makes a gesture to let you know a word is missing. | When visiting a new place, point out the new objects your child will be seeing. | When reading a book to your child, pause throughout the book and ask your child simple questions about the pictures and story. | Use gestures while talking to your child. This helps your child understand the meaning of the words you are using. |
| Brain outline | Brain outline | Brain outline | Brain outline | Brain outline | Brain outline | Brain outlineHeart outline |
| Pat Activity:  **Loud and Soft Sounds** | Pat Activity:  **Book of Sounds** | Pat Activity:  **Imitation Play** | Pat Activity:  **Loud & Soft Sounds** | Pat Activity:  **Parallel Talk** | Pat Activity:  **Book of Sounds** | Pat Activity:  **Imitation Play** |
| 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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