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| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| Go for a walk in nature. As your child pauses and points to objects, identify them for her. She is experiencing many new things! | As you go for car rides, talk about what your child is seeing out his window. You are teaching him about the world around him.  | Flip through photo albums of family or pictures on your phone. Pause and allow your child to point and comment on who they are seeing in the pictures.  | Let your child lead in dramatic play. Listen to how she may direct you in play and how she uses her imagination.  | Provide opportunities where you converse back and forth with your child. These moments help your child learn how language flows.  | Use the words small, medium, and large with your child. Find different objects around the house that can fit into these categories.  | Reflect on a moment from earlier in the day with your child. Ask them open ended questions about the event.  |
| Run outlineBrain outline | Brain outline | Brain outline |  | Brain outline | Brain outline | Brain outlineHeart outline |
| Pat Activity: **Nature Walk** | Pat Activity: **Paper Bag Road**  | Pat Activity: **People Pictures** | Pat Activity: **Play Sets** | Pat Activity: **Pretend Tea Party** | Pat Activity: **Putting Things in Order** | Pat Activity: **Remember When Box** |
| Clock with solid fill \_\_\_\_\_\_\_\_\_\_\_Estimated: 15 minutes | Clock with solid fill\_\_\_\_\_\_\_\_\_\_\_Estimated: 5 minutes | Clock with solid fill\_\_\_\_\_\_\_\_\_\_\_Estimated: 5 minutes | Clock with solid fill\_\_\_\_\_\_\_\_\_\_\_Estimated: 15 minutes | Clock with solid fill\_\_\_\_\_\_\_\_\_\_\_Estimated: 5 minutes | Clock with solid fill\_\_\_\_\_\_\_\_\_\_\_Estimated: 5 minutes | Clock with solid fill\_\_\_\_\_\_\_\_\_\_\_Estimated: 5 minutes |

