



Integrated Pre-School

DISTANCE LEARNING DAYS 20-29

Greetings Integrated Pre-School Families,

We can't THANK YOU enough for your dedication to helping your child adjust to the school closure by establishing some of our daily school routines and activities at home. I have said it before and it remains true, while we may not physically be in the building, we are still **HERE FOR YOU!** Remember there is no right or wrong way to engage in learning at home! Use these activities and schedule as a guide and be flexible with yourselves! **Connection over perfection!** These activities are not intended to add any pressure, so please make them work for you.

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Integrated Pre-K Distance Learning Plan

Attached is a schedule, list of suggested activities as well as additional activities for a challenge. This can be done in the morning with breaks in between or spread out across the entire day. Each should take about 10-15 minutes.


Integrated Preschool Schedule:
Morning Activities; includes greetings and self-help skills
Fine motor, visual perceptual learning
Listening & Responding, Social/Emotional Learning
Brain break, gross motor activity, music/movement;
Individualized activities IEP objectives (will be sent home individually) Additional resources science/math
Snack
Read Aloud, Literacy
Art Activity

Day 20 (Tu 4/21)	Day 21 (Wed 4/22)	Day 22 (Th 4/23)	Day 23 (F 4/24)	Day 24 (M 4/27)
<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>
<p>Fine Motor or Visual Perceptual Matching Work: Using a shape sorter or connect four board practice "put in" and matching skills. If you don't have those items, you can make your own by cutting a slit in a box and use plastic bottle caps or pennies to "put in" the slit. -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Practice stacking blocks or cups. -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Practice scooping sand/water/rice/dried macaroni with different cups and spoons and pouring it into containers. -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Play with cars or trains on a track or car mat or train track. You can be creative and create your own homemade car track using a large flattened cardboard box and markers. -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Play with Pegboards or Puzzles. -or choose from an additional fine motor activity</p>
<p>Listening and Responding Activity/ Social/Emotional Learning: Use 5 of your child's favorite toys. Show him/her 2 at a time and ask, "Where is ___?" Have your child touch or point to the object that you requested. -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Ask your child to perform 4 different motor actions without showing them what to do. Say: "Show me clapping." "Can you jump?" "Show me running." "Can you wave?" -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Find 20 small items around the house or pictures (from a magazine or google images). Place 4 items on the table at a time. Use common objects (spoon, fork, car, doll, ball, sock, pencil, crayon, animals, etc.). Say: "Show me ___." Or "Touch ___." Have your child touch or point to the object you requested. -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Play hide and seek. Move around the room and call your child's name. Does your child look to see where you are? -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Read your child's favorite book or a hidden picture book. Say "Show me __. Or Touch ___." Or "Where is ___?" Have your child point to or touch the picture that you requested. -or choose from an additional social/emotional activity</p>
<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>	<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>	<p>Brain Break /Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>	<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>	<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>


<p>Individualized Activities: *See the individual work personalized to your child's IEP goals/objectives sent with this packet.</p> <p>-or choose an additional math or science activity</p>	<p>Individualized Activities: * See the individual work personalized to your child's IEP goals/objectives sent with this packet.</p> <p>-or choose an additional math or science activity</p>	<p>Individualized Activities: * See the individual work personalized to your child's IEP goals/objectives sent with this packet.</p> <p>-or choose an additional math or science activity</p>	<p>Individualized Activities: * See the individual work personalized to your child's IEP goals/objectives sent with this packet.</p> <p>-or choose an additional math or science activity</p>	<p>Individualized Activities: * See the individual work personalized to your child's IEP goals/objectives sent with this packet.</p> <p>-or choose an additional math or science activity</p>
<p>Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p>Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p>Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p>Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p>Snack Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>
<p>Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p>Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p>Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p>Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p>Read Aloud: Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>
<p>Art Activity: Shape Picture Cut out different shapes from colored paper (if you have it use construction paper, magazines, junk mail, paper bags, wrapping paper) and then use the shapes to create a picture. Try not to give directions and see what your child creates. He or she could make a train with rectangles and circles, or build a house, an animal or a person. They can use crayons or markers to add details – such as arms on the side of the square body, or eyebrows above the eyes. Let your child be creative and have fun.</p> <p>Encourage imitation, and requesting skills</p>	<p>Art Activity: Nature Collage Making a nature collage is fun because you get to go on a walk and collect all kinds of natural materials – leaves, twigs, grass, flowers, etc. When you get home glue or tape the items on paper to create an awesome nature collage.</p> <p>Encourage imitation, requesting skills.</p>	<p>Art Activity: Free Drawing or Painting Free drawing is an important activity that children should have time for every day. Give your child paper and a variety of drawing tools – pencils, crayons, markers, chalk – They can be given complete freedom when drawing. With time, the scribbles turn into recognizable shapes and images and later into intricate pictures filled with details. Drawing is the most basic of art activities and where creativity begins.</p> <p>Encourage imitation, and requesting skills</p>	<p>Art Activity: Rock Painting Find some well-sized rocks and paint them with thin paintbrushes. The thinner the brush, the more detail can be painted on. Younger children can be given a thicker paintbrush if they want to cover the entire rock. Older children could paint the rock one color, then add the detail with a smaller brush once it dries. If you don't have paint use chalk or markers.</p> <p>Encourage imitation, and requesting skills</p>	<p>Art Activity: Drawing an Object There is one way you can teach your child to draw and that is to look at detail. Instead of telling your child to draw a house with a square and a triangle on top, sit outside and draw your house by looking at it, describing the shapes and colors.</p> <p>Encourage imitation, and requesting skills</p>

Additional Activities (challenge)

Subject	Day 20 (Tu 4/21)	Day 21 (Wed 4/22)	Day 22 (Th 4/23)	Day 23 (F 4/24)	Day 24 (M 4/27)
Fine motor	Use sidewalk chalk to write lines, shapes, letters, or their name.	Make pretend cookies with playdough. Use a rolling pin, cookie cutters and scissors.	Make a cutting bin. Place strips of paper (use junk mail, old magazines) in a bin and let the kids cut or rip the strips into tiny pieces.	Let kids play with shaving cream in the bathtub or on a cookie sheet. They can use their pointer finger to practice lines, shapes, letters, or their name.	Make bracelets: use scissors to cut straws into small pieces. You can use beads if you have them. Lace the straws onto a string, ribbon or pipe cleaner to create a bracelet or a necklace.
Social/ Emotional Learning	<p>From Second Step: Week 1: welcoming</p> <p>Your child is learning how to welcome someone new to class. Welcoming someone is a way to show we care. To welcome someone new, children:</p> <ul style="list-style-type: none"> • Introduce themselves (Hi, my name is.) • Say something kind (Do you want to play with me?) • Do something kind (I will play with this toy with you.) <p>Your child can do the same things to welcome new children to your neighborhood or your home.</p> <p>Play a game with your child to practice welcoming someone. Say: We're going to play a welcoming game. Pretend I am your age and I just moved in next door. You are meeting me for the first time. How can you welcome me? Help your child do the following:</p> <ul style="list-style-type: none"> • Say hello and tell you his or her name • Ask if you want to play • Show you some of his or her toys Then play with your child to show you feel welcome! 	<p>From Second Step: Week 2: listening</p> <p>Listening Rules:</p> <p>Eyes watching. Point to the corners of your eyes.</p> <p>Ears listening. Cup your ears with your hands. Voice quiet. Put your finger to your lips.</p> <p>Body calm. Hug your body with both arms.</p> <p>Practice the Listening Rules by taking a listening walk in a store, a park, or along a street.</p> <p>Say: We're going to take a listening walk to practice using the Listening Rules. We will walk around. When I say "Listen," we will stop and use the Listening Rules. Then we will take turns telling each other about what we heard.</p>	<p>From Second Step: Week 3: focusing attention</p> <p>Focused attention helps your child learn at school and at home. To make and use an attent-o-scope, children do the following:</p> <ul style="list-style-type: none"> • Circle their hands around their eyes • Use their eyes, ears, and brain to stay focused • Take away their hands but pretend they are still there <p>Play a game with your child. Practice focusing attention while putting away groceries. You will need one grocery bag with four or more items in it. Say: We're going to play <i>What's New?</i> Take two items out of the bag. Use your attent-o-scope and look carefully at these two items. Now close your eyes. Take out a new item and put it with the other three items. Now open your eyes. Can you tell me what's new? Repeat the game until all items are out of the bag</p>	<p>From Second Step: Week 4: self-talk</p> <p>Your child is learning how to use self-talk at school. "Self-talk" means saying things quietly to yourself. Using self-talk helps your child stay focused and learn at school and at home. Your child can use self-talk to do the following:</p> <ul style="list-style-type: none"> • Focus his or her attention, for example, "Focus," "Listen" • Remember what to do, for example, "Put my coat on the hook" • Keep doing a task, for example, "Pick up all the blocks" • Control his or her body, for example, "Stay in my chair" <p>Play a game with your child to practice using self-talk. Use several of the same object in different colors for this game (such as several pens, toys, or socks). Put the objects in a bowl. Say: We're going to play the Say the Color game. I will put two pens on the table and say their colors. Say them with me: "Red pen, blue pen." Put the objects back in the bowl. Give the bowl to your child. Now put the pens with those same colors on the table by yourself. Remember to say the colors. Continue playing using different colors and more objects to make it challenging.</p>	<p>From Second Step: Week 5: following directions</p> <p>Play a game with your child to practice repeating directions. Say: We're going to play Repeat After Me. I will ask you to clear something from the table. You will repeat what I say and then do it. Pick up two forks from the table and put them on the kitchen counter. Wait for your child to repeat and follow the directions. When your child repeats and follows the directions correctly, it is his or her turn to give the directions. Family members can take turns giving, repeating, and following directions until the table is cleared!</p>


Gross motor	Animal races – hop like a bunny or frog, squat and waddle like a duck, gallop like a horse.	Gather pots, pans, and wooden spoons to make music.	Balloon ball – keep it off the ground or play catch.	Gather recycled boxes and containers to build something.	Stand on one foot. Count how long you can balance.
Math	Choose a shape. Find objects in your home that are the same shape. Count them.	Hide an object. Use positional language (above, below, behind, etc.) to give clues for your child to find the object.	Gather coins out of your piggy bank and sort them.	Walk across your kitchen and count how many steps you take. Walk across another room the same way. Which room is bigger?	Use small snack food to make patterns. Then eat them!
Science	<p>Engineer a tall tower using red party cups and sheets of paper. How high can you go?</p> 	<p>Use dish soap, pepper, a toothpick, and a little bit of water to watch how soap chases the pepper away. Pepper & Soap Experiment.</p> <p>https://www.education.com/science-fair/article/pepper-and-soap-experiment/</p>	<p>Make a lava lamp by pouring vegetable oil into water and then sprinkling salt on it to make the blob of oil move.</p> <p>https://sciencebob.com/try-some-lava-in-a-cup/</p>	<p>Use food coloring and water to see how mixing primary colors makes secondary colors. Primary colors are red, blue, and yellow. Secondary colors are orange, green, and purple.</p>	<p>Sink and float. Find objects around the house that can get wet. Fill a large tub, the sink or the bathtub. Make predictions if an object will sink or float. Put the object in the water. Were you right?</p>
Literacy	<p>Sing your favorite songs or nursery rhymes.</p> <p>5 Little Monkeys Itsy Bitsy Spider Twinkle, Twinkle Little Star Mary Had a Little Lamb Baa, Baa Black Sheep The Alphabet Song The Wheels on the Bus</p>	<p>Make up a story (real or make believe). Tell that story aloud. You can create a simple journal to illustrate your story.</p>	<p>Go on a letter hunt through your kitchen. Find letters on cereal boxes, juice pouches or other boxes. If you have a magnifying glass use it to search for letters in the fine print on smaller food labels. Do you recognize any letters? Are they in your name? What sound s do they make?</p>	<p>Say a word. See how many words you can think of that start with the same sound as that word.</p>	<p>Sequencing: have your child sequence the letters in his or her name by writing out each letter in their name on index cards to use to have your child sequence them together.</p>

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<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>
<p>Fine Motor or Visual Perceptual Matching Work: Wash plastic toys with a sponge, squeezing the sponge and gently scrubbing. -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Use tongs to pick up cotton balls and put in a container (empty plastic jar or small box with a large slit for an opening to push the cotton ball through. How many cotton balls will fit? -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Animal parade: make a parade on tape or contact paper-put stuffed animals or plastic animals on and take them off -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Glue any items to make a collage (e.g. pieces of paper, tissue paper, foam stickers, pasta, buttons, etc.) -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Matching pairs game-use items around the house and/or duplicate toys (different colored Lego bricks, spoons, plastic eggs, shapes, etc.) -or choose from an additional fine motor activity</p>
<p>Listening and Responding Activity/ Social/Emotional Learning: Use 10 of your child's favorite toys. Show him/her 3 at a time and ask, "Where is ___?" Have your child touch or point to the object that you requested. -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Ask your child to perform 4 different motor actions without showing them what to do. Say: - "Stomp your feet." - "Freeze." - "Put your arms up." - "Sit down." -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Have your child choose a book and say "show me": -someone sleeping -an animal -a flower -the mommy, daddy, brother, sister, etc. -the sun -a tree, etc. -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Use the emotion pictures provided in the previous packet and ask your child to point to: happy, sad, playful, bored, etc. -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: Read your child's favorite book or a hidden picture book. Say "Show me __. Or Touch ___." Or "Where is ___." Have your child point to or touch the picture that you requested. -or choose from an additional social/emotional activity</p>
<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>	<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>	<p>Brain Break /Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>	<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>	<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance! -or choose an additional gross motor activity Playfully support motor imitation during this activity.</p>
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<p align="center">Snack</p> <p>Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p align="center">Snack</p> <p>Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p align="center">Snack</p> <p>Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p align="center">Snack</p> <p>Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p align="center">Snack</p> <p>Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>
<p align="center">Read Aloud:</p> <p>Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p align="center">Read Aloud:</p> <p>Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p align="center">Read Aloud:</p> <p>Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p align="center">Read Aloud:</p> <p>Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p align="center">Read Aloud:</p> <p>Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>
<p align="center">Art Activity:</p> <p>Making a caterpillar with circle shapes (can be different colored circles) draw a face on one circle and add as much detail as you'd like.</p> <p>Encourage imitation, and requesting skills</p>	<p align="center">Art Activity:</p> <p>Painting with colored ice cubes (use food coloring or washable paint).</p> <p>Encourage imitation, requesting skills.</p>	<p align="center">Art Activity:</p> <p>Decorate a box with markers, crayons, paint, items to glue on etc.</p> <p>Encourage imitation, and requesting skills</p>	<p align="center">Art Activity:</p> <p>Make a sheep with a cotton ball and black paper for the head and legs and/or draw with a black marker.</p>  <p>Encourage imitation, and requesting skills</p>	<p align="center">Art Activity:</p> <p>Paper plate wreath: cut the middle out of a paper plate and decorate the border</p> <p>Encourage imitation, and requesting skills</p>

Additional Activities (challenge)

Subject	Day 25 (Tu 4/28)	Day 26 (Wed 4/29)	Day 27 (Th 4/30)	Day 28 (F 5/1)	Day 29 (M 5/4)
Fine motor	<p>Buttoning clothing and working a zipper</p> <p>Or</p> <p>Peel and stick stickers</p>	<p>Build a house for a peep; you will need a marshmallow peeps (or draw one), graham crackers, frosting</p>	<p>Make a cutting bin. Place strips of paper (use junk mail, old magazines) in a bin and let the kids cut or rip the strips into tiny pieces.</p>	<p>Push Q-tips through the holes of a colander</p> <p>Or</p> <p>Q-tip painting</p>	<p>Use sidewalk chalk to write lines, shapes, letters, or their name.</p>
Social/Emotional Learning	<p>Review From Second Step: Week 1: welcoming</p> <p>Your child is learning how to welcome someone new to class. Welcoming someone is a way to show we care. To welcome someone new, children:</p> <ul style="list-style-type: none"> • Introduce themselves (Hi, my name is.) • Say something kind (Do you want to play with me?) • Do something kind (I will play with this toy with you.) <p>Your child can do the same things to welcome new children to your neighborhood or your home.</p> <p>Play a game with your child to practice welcoming someone. Say: We're going to play a welcoming game. Pretend I am your age and I just moved in next door. You are meeting me for the first time. How can you welcome me? Help your child do the following:</p> <ul style="list-style-type: none"> • Say hello and tell you his or her name • Ask if you want to play • Show you some of his or her toys Then play with your child to show you feel welcome! 	<p>Review From Second Step: Week 2: listening</p> <p>Listening Rules: Eyes watching. Point to the corners of your eyes. Ears listening. Cup your ears with your hands. Voice quiet. Put your finger to your lips. Body calm. Hug your body with both arms.</p> <p>Practice the Listening Rules by taking a listening walk in a store, a park, or along a street. Say: We're going to take a listening walk to practice using the Listening Rules. We will walk around. When I say "Listen," we will stop and use the Listening Rules. Then we will take turns telling each other about what we heard.</p>	<p>Review From Second Step: Week 3: focusing attention</p> <p>Focused attention helps your child learn at school and at home. To make and use an attent-o-scope, children do the following:</p> <ul style="list-style-type: none"> • Circle their hands around their eyes • Use their eyes, ears, and brain to stay focused • Take away their hands but pretend they are still there <p>Play a game with your child. Practice focusing attention while putting away groceries. You will need one grocery bag with four or more items in it. Say: We're going to play What's New? Take two items out of the bag. Use your attent-o-scope and look carefully at these two items. Now close your eyes. Take out a new item and put it with the other three items. Now open your eyes. Can you tell me what's new? Repeat the game until all items are out of the bag</p>	<p>Review From Second Step: Week 4: self-talk</p> <p>Your child is learning how to use self-talk at school. "Self-talk" means saying things quietly to yourself. Using self-talk helps your child stay focused and learn at school and at home. Your child can use self-talk to do the following:</p> <ul style="list-style-type: none"> • Focus his or her attention, for example, "Focus," "Listen" • Remember what to do, for example, "Put my coat on the hook" • Keep doing a task, for example, "Pick up all the blocks" • Control his or her body, for example, "Stay in my chair" <p>Play a game with your child to practice using self-talk. Use several of the same object in different colors for this game (such as several pens, toys, or socks). Put the objects in a bowl. Say: We're going to play the Say the Color game. I will put two pens on the table and say their colors. Say them with me: "Red pen, blue pen." Put the objects back in the bowl. Give the bowl to your child. Now put the pens with those same colors on the table by yourself. Remember to say the colors. Continue playing using different colors and more objects to make it challenging.</p>	<p>Review From Second Step: Week 5: following directions</p> <p>Play a game with your child to practice repeating directions. Say: We're going to play Repeat After Me. I will ask you to clear something from the table. You will repeat what I say and then do it. Pick up two forks from the table and put them on the kitchen counter. Wait for your child to repeat and follow the directions. When your child repeats and follows the directions correctly, it is his or her turn to give the directions. Family members can take turns giving, repeating, and following directions until the table is cleared!</p>

<p>Gross motor</p>	<p>Toss the bunny tail</p> <p>Use white pom poms, dryer balls, and/or cotton balls and throw them in a basket.</p>	<p>Play hide and seek with a toy-use positional words to describe how to find it (over, under, on top, below, next to...).</p>	<p>Hop like a rabbit</p> <p>Count how many hops you can do on each foot.</p>	<p>Tape pieces of different colored paper on the floor, have your child get on his/her hands and knees, central to the colored paper and ask him/her to touch the color named, increase difficulty by saying hop on the color, step on the color, clap and step, etc.</p>	<p>Cut holes out of a piece of cardboard and make a stand for it by folding the bottom, throw any type of small ball, bean bag, or snack pack in the holes.</p> 
<p>Math</p>	<p>Make a paper shape "flower" with a circle center, 6 triangle petals, 1 rectangle stem, and 2 rhombus (diamond) shape leaves.</p>	<p>Sort vehicles by type (truck, car, motorcycle), dinosaurs (solid, patterned, striped), Lego bricks, color (and/or attributes (2 legs, 2 studs (bumpy part on the brick, 4 studs).</p>	<p>Count out 10 objects in your home and sort them by size, compare the groups and identify which is more/less/or the same.</p>	<p>Write numbers on a paper from 1-5 or 1-10 and gather miscellaneous items to match each number (e.g. 1 plastic egg for #1, 5 dolls for #5).</p>	<p>Rainbow sort: Find 12 red items Find 10 orange items Find 8 yellow items Find 6 green items Find 4 blue items Find 2 purple items Arrange items in a half circle to create a rainbow!</p>
<p>Science</p>	<p>Make a "tower" with shaving cream and empty soap boxes, foam blocks, or Lego bricks.</p>	<p>Take a virtual field trip @ https://www.weareteachers.com/best-virtual-field-trips/ e.g. "The Boston Children's Museum".</p>	<p>Got Peeps? See how high you can stack the peeps before they topple over or experiment- "Do peeps sink or float?"</p>	<p>Go on a nature scavenger hunt; look for 4 pinecones, something that is yellow, a spider web, a long stick...</p>	<p>Make colored rice with vinegar and food coloring; fill Ziploc sandwich bag with 1/2 rice, add 2 teaspoons of white vinegar, and several drops of food coloring. Shake contents of bag, empty out, and let dry. Use it for dumping and pouring with measuring cups and spoons, you can trace letters, numbers, etc.</p>
<p>Literacy</p>	<p>Find objects in the home that start with the first letter of your name!</p>	<p>Make letters of your name with playdoh.</p>	<p>Read your child's favorite story. Before reading say "when I'm reading your eyes belong on the book" (point to your eyes), "everyone needs to be quiet" (put your finger up to your mouth for shh) "so everyone can hear" (point to your ear). Begin reading!</p> <p>See if he/she can answer "wh" questions (who, what, where, when). Was there a problem in the story?</p>	<p>Find something in your home that rhymes with: moon, rock, sub, bug, hose, and fan.</p>	<p>Watch Eric Carle, The Very Hungry Caterpillar on YouTube Kids, ask your child to recall the sequence from egg, caterpillar, cocoon or chrysalis, and butterfly.</p>

Supplemental activities:

Websites	Apps	T.V. Shows
<ul style="list-style-type: none">• www.abcmouse.com• www.starfall.com• www.turtlediary.com• www.brainpopjr.com• www.storylineonline.net• https://www.youtube.com/user/CosmicKidsYoga• https://switchzoo.com• https://kids.nationalgeographic.com/• https://www.seussville.com/• https://www.abcya.com/• https://www.funbrain.com/• https://pbskids.org/• https://www.highlightskids.com• https://www.allaboutbirds.org/news/• https://mybigworld.scholastic.com/• https://classroommagazines.scholastic.com/support/learnathome.html	<ul style="list-style-type: none">• Kahn Academy Kids• Teach me kindergarten• Jumpstart preschool• Kids Academy• Reading Eggs-Learn to Read• Fuzzy Numbers• PBS Kids video or games• Daniel Tiger for parents	<p>Daniel Tiger: A modern day Mr. Rogers, touching on all social/emotional topics.</p> <p>Wild Kratts: Amazing information about wildlife in a fun real life/cartoon format.</p> <p>Odd Squad: A great show for math skills and problem solving</p> <p>Ready, Jet, GO: Full of space and other science information.</p> <p>Nature Cat: Fun and Funny information about science and nature</p> <p>Dinosaur Train: all things Dinosaur</p> <p>Peg + Cat: Another great show for math skills and problem solving</p> <p>Super Why: Awesome reading skills show</p> <p>Cyberchase: A show full of math, reading, science and problem solving</p> <p>Word Girl: A great, funny show that teaches reading and vocabulary</p> <p>Word World: A fun, animated show that teaches phonics and pre reading skills</p> <p>Sid the Science Kid: All things science</p> <p>Splash and Bubbles: an underwater adventure that teaches about ocean science and other environmental topics</p> <p>Let's Go Luna and Molly of Denali: teach tons of multicultural content and vocabulary</p>