




A Week of Distance Learning for your PreK Child:

This weekly overview will help you keep track of your child's distance learning experience. As your child learns from home, the timing will be different than a typical school day. Once your child has completed an activity, have them mark the work as complete.

Daily: Journal Writing and Question of the Day				
	Subject	Time	Activity	Complete
Day 1	Read Aloud		First Reading Picture Walk	
	Math		Counting	
	Literacy		Our Book	
	Investigation		Weather Tracking	
	Specials		Choose an art, music, or gross motor activity	
Day 2	Read Aloud		Second Reading: PEER	
	Math		Pattern	
	Literacy		Compound Word Flip Book	
	Investigation		Weather Tracking	
	Specials		Choose an art, music, or gross motor activity	
Day 3	Read Aloud		Third Reading: PEER	
	Math		Sorting and building sets	
	Literacy		Writing Strokes	
	Investigation		Weather Tracking	
	Specials		Choose an art, music, or gross motor activity	
Day 4	Read Aloud		Choose an extension activity	
	Math		Shapes	
	Literacy		Give a Dog a Bone	
	Investigation		Weather Tracking	
	Specials		Choose an art, music, or gross motor activity	
Day 5	Read Aloud		Final Reading	
	Math		Measuring	
	Literacy		Letters to a Tee	
	Investigation		Weather Tracking	
	Specials		Choose an art, music, or gross motor activity	

Additional websites:

<https://www.abcya.com/>

<https://www.starfall.com/h/>


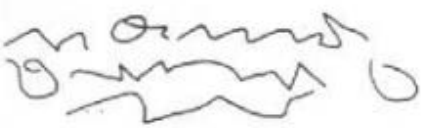
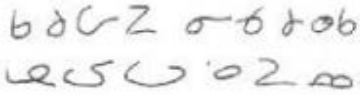
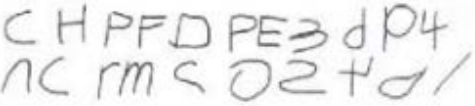
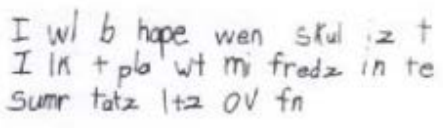
DAILY ACTIVITIES

Goal: Young children thrive in routine and predictability. While at school, children often engage with a Question of the Day and opportunities to write. We recommend that these activities continue while your child is at home to further support critical thinking, expressive language, vocabulary, problem solving, alphabet knowledge, and fine motor skills.

Question of the Day: Please use the attached document to engage your child in a question-based conversation each day.

Journal Writing: Provide your child with some blank paper and writing tools and encourage them to write. As you engage in Journal Writing with your child, some ways you can encourage their efforts and help them to get the most of this experience are:

- Ask your child to “read” their picture to you. Encourage them to add more details to their drawing. You may even label parts of their drawing to help them make connections between pictures and words. For example, “You drew a boat! I am going to write the word boat right next to it.”
- As your child tells you about their work, record their ideas by modeling conventional writing. “Tell me the words to write on the bottom of the page.” Then read the sentence back to them running your finger under each word.
- As children begin to write letter like forms and letter strings, encourage them to practice identifying and writing letters found in their own name.
- Continue to have your child read you their work. When children are ready for inventive writing/spelling, support them in identifying the beginning and ending sounds of words. For example, “You want to write the word ball. What sound do you hear at the beginning? /b/ What letter represents the /b/ sound?” or “Oh, you wrote LK because you heard the /l/ sound at the beginning and the /k/ at the end of the word LIKE.”

Stage	Example
<p>Preliterate: <i>Drawing</i></p> <ul style="list-style-type: none"> • uses drawing to stand for writing • believes that drawings / writing is communication of a purposeful message • read their drawings as if there were writing on them 	
<p>Preliterate: <i>Scribbling</i></p> <ul style="list-style-type: none"> • scribbles but intends it as writing • scribbling resembles writing • holds and uses pencil like an adult 	
<p>Early Emergent: <i>Letter-like forms</i></p> <ul style="list-style-type: none"> • shapes in writing actually resemble letters • shapes are not actually letters • look like poorly formed letters, but are unique creations 	
<p>Emergent: <i>Random-letters or letter strings</i></p> <ul style="list-style-type: none"> • uses letter sequences perhaps learned from his/her name • may write the same letters in many ways • long strings of letters in random order 	
<p>Transitional: <i>Writing via invented spelling</i></p> <ul style="list-style-type: none"> • creates own spelling when conventional spelling is not known • one letter may represent an entire syllable • words may overlay • may not use proper spacing • as writing matures, more words are spelled conventionally • as writing matures, perhaps only one or two letters invented or omitted 	

Question of the Day

Primary Objectives

9b. Speaks clearly

11d. Shows curiosity and motivation

Why It's Important

Children are naturally curious. They learn about the world around them through observation, inquiry, and interaction. Giving your child opportunities to ask questions about his interests promotes language and understanding of new concepts.

Materials

Paper; markers, pens, pencils, or other writing tools

What You Do

1. Explain to your child that each day, he may ask you one special question.
2. Encourage your child to think about the special question he wants to ask you today. Give him time to put it into words. Listen to his question without interrupting him.
3. Offer prompts if your child is having difficulty thinking of a question: *If you would like to know what we are going to do today, you could ask me, "What are we going to do today?"*
4. Make sure to give your child an answer to his question.
5. Write your child's question on paper as he says it to you. Then write your answer and read to him what you have written, pointing to the words as you read.

Keeping a Journal

Primary Objectives

19b. Writes to convey meaning

Why It's Important

This is a great time for your child to start keeping a journal. Having her own personal space to write about what is important to her will help your child develop her writing skills. It will also encourage her to think about and reflect on what she finds interesting.

Materials

Paper; markers, pens, pencils, or other writing tools; glue; cardboard; collage materials: a variety of papers (small pieces), glitter, leaves, feathers, pom-poms, fabric swatches, pipe cleaners, foam shapes, beads, small shells, colored sand, magazines, greeting cards

What You Do

1. Talk with your child about the purpose of a journal. Explain that it is a place where she can write anything she wants and that she may share it with others or keep it to herself.
2. Invite your child to make a journal. Help her fold the paper in half, punch holes in it, and then bind the blank book together with yarn. Allow her to choose the colors of paper and yarn she would like to use. If she is interested, encourage her to use the cardboard and collage materials to make a cover for the journal.
3. After the journal is bound together, invite your child to make her first journal entry. *What would you like to write about in your journal today?* Explain that she may make an entry each day about something that happened that day.
4. Encourage your child to write her own words, if appropriate, or copy words that you have written. Allow her to choose how she would like to make entries in her journal.
5. Together, read over what she has written in past days. Ask questions about what she wrote. *How did you make that tower you wrote about in your journal yesterday? What did you eat when you had dinner at Grammy's house?*
6. After your child is finished writing in her journal each day, encourage her to put it back where it belongs so that she can find it easily the next time she wants to write in it.

READ ALOUDS: WEEK ONE, TWO, THREE

Goal: Reading aloud with children has many significant benefits. In addition to building an understanding about how print works, sharing and talking about a book will build your child's comprehension and vocabulary. These skills are identified as necessary skills and predictors for later reading success.

We recommend that over the next couple of weeks you spend at least 15 minutes every day reading aloud to your child.

Remember, it is ok to read just for fun!

FIRST READING: Go on a picture walk. Only look at and talk about the pictures. Ask your child to predict what might be happening.

SECOND READING and THIRD READING: Sharing the book multiple times provides the opportunity for you and your child to engage in conversations that support critical thinking, comprehension, and vocabulary development. When asking questions, use the PEER strategy to support and extend your child's responses.

The steps for PEER are:

P: Prompt your child with a question about the story. Prompting your child focuses attention, engages the child in the story, and helps the child understand the book.

Point to something in the picture, for example, a balloon. "What is that?"

E: Evaluate your child's response.

"That's right! That's a balloon."

E: Expand on what your child said.

"That's a big, red balloon! We saw one of those in the grocery store yesterday."

R: Repeat or revisit the prompt you started with, encouraging your child to use the new information you've provided.

"Can you say big, red balloon?" Each time the book is reread, the expanded vocabulary words are verbalized again

CROWD Prompts: An important way to engage your child in book sharing is by asking questions. Certain types of questions are better than others for engaging your child in extended conversations. These conversations should build vocabulary, enhance knowledge of print, build skills in identifying letters and sounds, and help your child make gains in language development, which later lead to stronger reading and writing skills.

CROWD is a word to help you remember to ask different types of questions. Each letter represents a particular type of question.

Completion prompts require that you ask your child questions about language used in the story. Ask your child to fill in a repeated word or rhyme. This helps you child learn how to listen. For example, "Jack and Jill went up the _____."

Recall prompts help your child tell what happened in a story. Ask your child what the characters are doing. This helps your child develop the ability to follow a storyline and to retell details. For example, you can say, “What happened when Jack and Jill went up the hill?”

Open-ended prompts give your child the chance to tell what is happening in a picture or story. Prompt your child by asking, **“What is going on in this picture?”**

Wh-prompts are usually what, where, when and why questions. You might say, “What is the name of this,” while pointing to an object on a page. You might also ask, “Where are Jack and Jill going?” and “Why are Jack and Jill walking up the hill?” the wh-questions teach your child new vocabulary words.

Distancing prompts ask your child to relate something in the story to her own life. Example of distancing prompts include, “Have you ever played in sand?”, “What did it look like?”, “What did it feel like?”, “Did you ever roll down a hill?”, and “What did it feel like?”

READ ALOUD EXTENSION ACTIVITIES:

- Draw pictures to highlight a favorite part or character in the story.
- Ask your child to retell the story using the pictures as guidance.
- Have your child critique the book. Did they like it? Why or why not?

If you do not have access to picture books, there are some videos of read alouds available on YouTube. Search for read alouds for young children. Be sure to stop the video often to talk about what is happening and ask questions using the PEER sequence shared above.

Additional Websites to support book sharing:

<https://www.storylineonline.net/>

<https://www.dclibrary.org/godigital>



MATH ACTIVITIES: WEEK TWO

DAY ONE:

Counting Popular Favorite Sport Tally Sheet. For an additional challenge, have your child add two sets, such as soccer balls and baseballs, to identify a new total.

DAY TWO:

Patterns Draw a pattern with two or three crayons. You might draw a red circle, then a blue circle then, a red circle. Ask your child what comes next. If he or she draws a blue circle, let your child draw patterns for you or a friend to complete. If your child doesn't draw a blue circle, do several other patterns making sure they understand the concept before asking them to create new patterns.

DAY THREE:

Sorting Continue to provide opportunities for your child to sort items around the house, such as: cans, fruit, socks, and books. As your child sorts them into different sets, ask how the items are alike and how they are different. To extend the activity, count the different sets and discuss more and less.

DAY FOUR:

Shape Hunt Go on a shape hunt inside your house. Help your child find examples of circles, triangles, rectangles and squares. To extend the activity, keep track of how many of each shape you find by making tally marks. Compare the numbers at the end by asking questions such as, "Did we find more squares or triangles?"

DAY FIVE:

Measuring Play "Which is Heavier" with your child. Collect various objects from your house. Show your child two objects like an apple and a pencil. Ask which object is heavier. Continue with several other pairs of objects. Child should guess/predict before picking up the objects

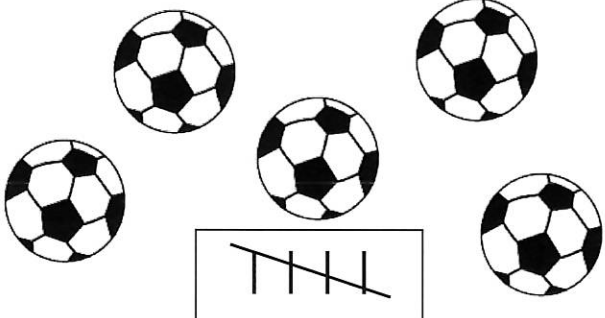
Additional math websites:

<https://www.ixl.com/>



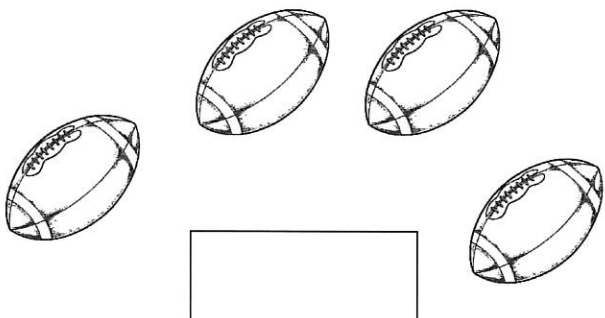
Favorite Sport Tally

Use tally marks to show how many sports items are in each group. Then circle the number that shows how many. The first one is done for you.



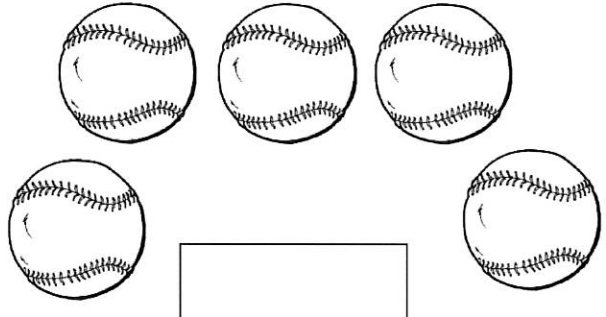
A rectangular box containing five vertical tally marks, with a diagonal line crossing them from the top-right to the bottom-left.

1 2 3 4 5



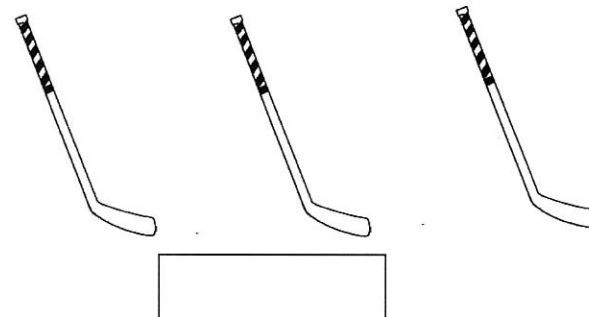
An empty rectangular box.

1 2 3 4 5



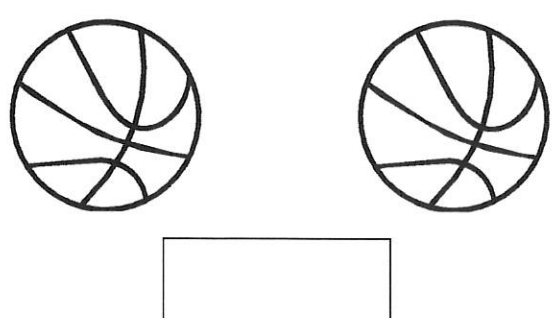
An empty rectangular box.

1 2 3 4 5




An empty rectangular box.

1 2 3 4 5



An empty rectangular box.

1 2 3 4 5

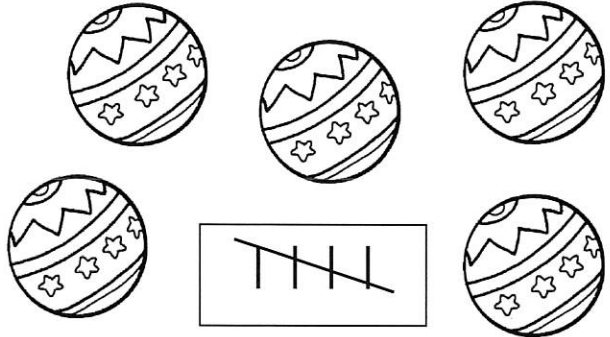


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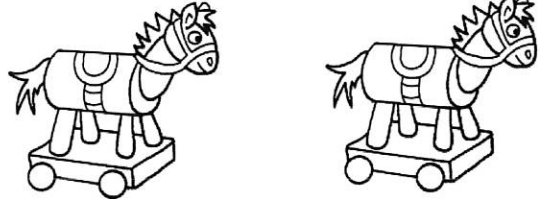
1 2 3 4 5

Favorite Toy Tally


Use tally marks to show how many toys are in each group. Then circle the number that shows how many. The first one is done for you.



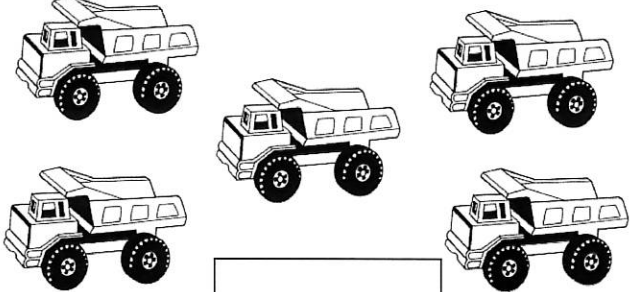
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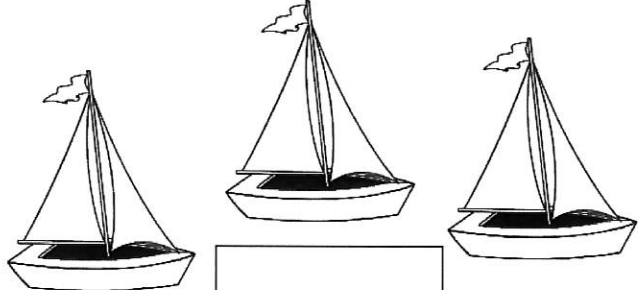
1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5

Our Book

Primary Objectives

9b. Speaks clearly

18a. Interacts during reading experiences, book conversations, and text reflections

Why It's Important

Children learn about print in meaningful context. Encouraging your child to use illustrations to create and recall text will help her understand that print carries meaning.

Materials

Markers, pens, pencils, or other writing tools; white paper; photographs of your child (photos with friends or relatives, pictures from a family trip or special event, etc.); glue; stapler; tape

What You Do

1. Attach one photo to each piece of paper. Staple the pages together along the left side to create a book.
2. Invite your child to look at the pictures in the book. Explain that she may talk about what is happening in each picture, and you will write her words on the page. *We'll make a book about what you like to do using these pictures. Then, we can read the book later with the words we've written down.*
3. Encourage your child to share her ideas about the pictures. Write down her words as she talks about each picture.
4. When the book is finished, read it with your child. Ask her questions about the book as you read together.
5. Encourage her to use the pictures to help her read the book with a friend or family member.

Phonological Awareness

PA13

Compound Word Flip Book

Compound Word

Benchmarks: A.2a, F.2b



Objective

The child will identify the words within compound words.



Materials

- Compound Word Picture Sheet (Activity Master)
- Child Sheet (Activity Master)
- Flipbook (Activity Master) - *Copy, cut, laminate, compile book, and staple.*
- Scissors
- Glue



Activity

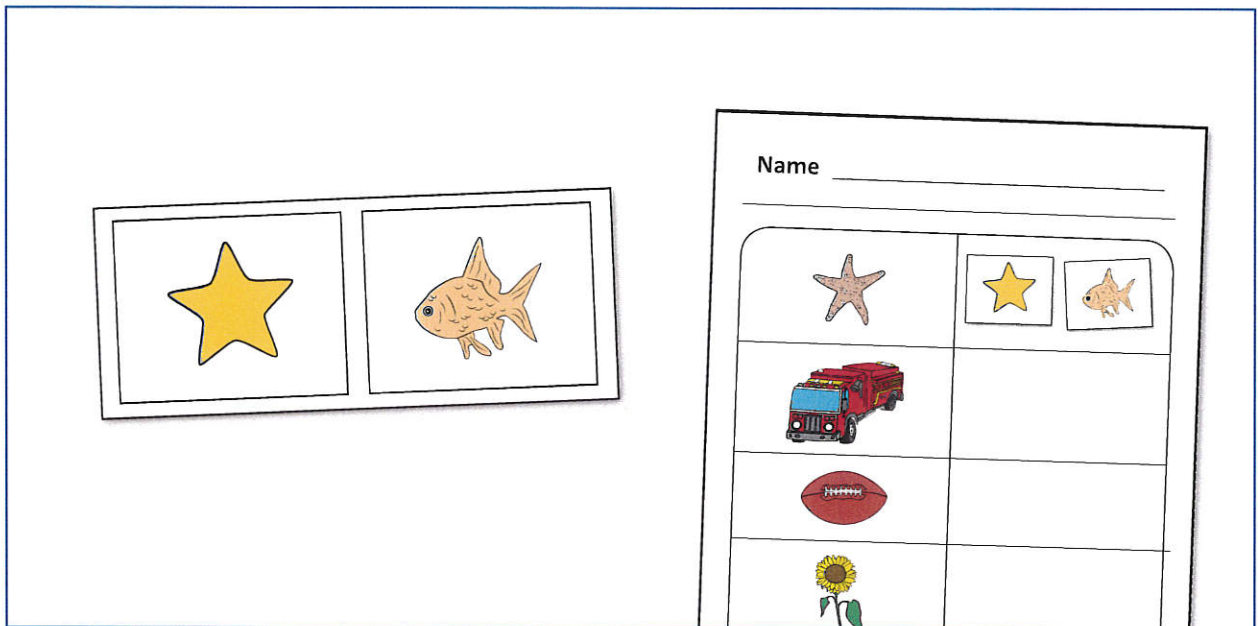
Children make compound words and by matching two words up to the picture shown on child sheet.

1. Provide the child with a Child Sheet and Compound Word Picture Sheet, scissors and glue. Place completed Flip Book at center.
2. The child identifies the compound word on the Child Sheet, (e.g., "Starfish").
3. Child finds the two pictures that make the corresponding compound word (e.g., star, fish).
4. Cut and glue the pictures to the child sheet (e.g., starfish = star + fish), beside the corresponding picture.
5. Repeat until child sheet is complete with matching pictures.
6. Self-check (using Flipbook).



Adaptations and Extensions

- Add pages to the compound word flip book.
- Have children write the compound words on child sheet (words are under the picture for the child to copy).



Phonological Awareness




PA13

Compound Word Flip Book

Compound Word

Benchmarks: A.2a, F.2b

Name _____


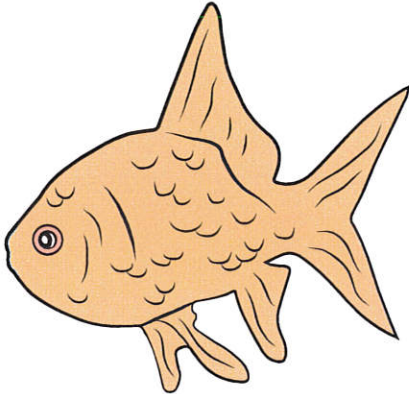
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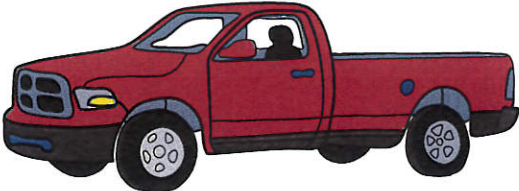
PA13

Compound Word Flip Book

Compound Word

Benchmarks: A.2a, F.2b

Staple here	Staple here
	

Staple here	Staple here
	


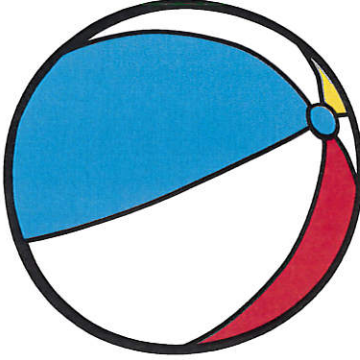
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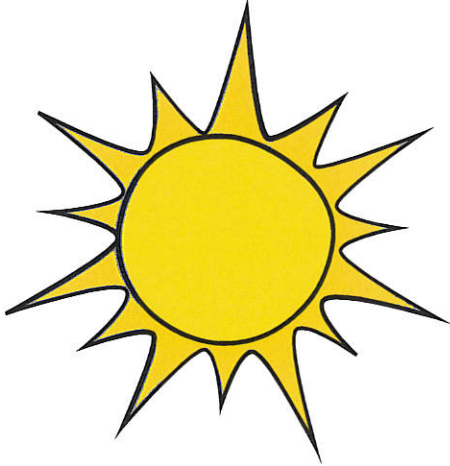
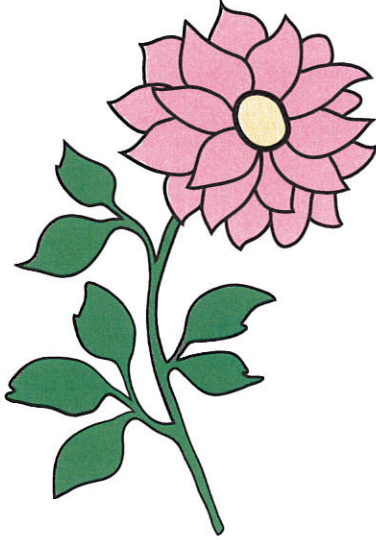
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Compound Word Flip Book

Compound Word

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Staple here	Staple here
	

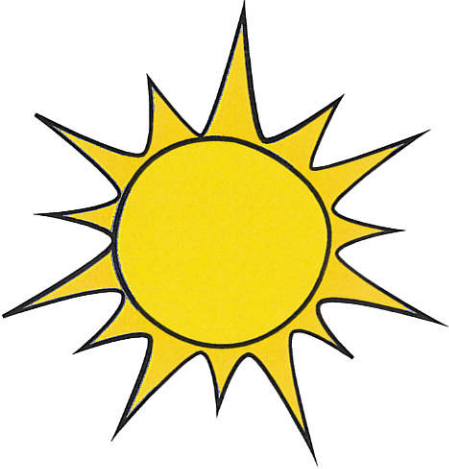
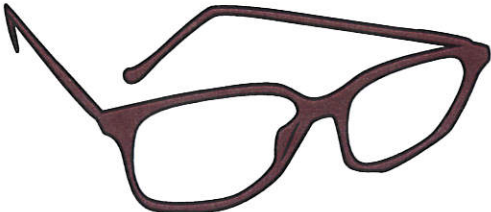
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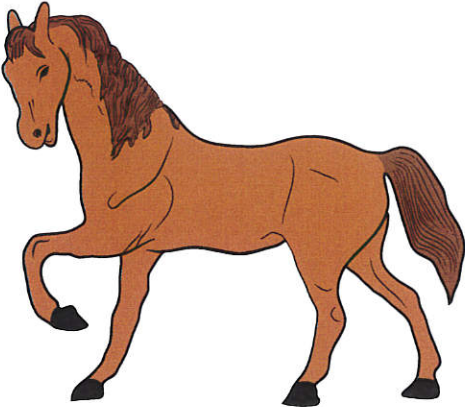

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Compound Word Flip Book

Compound Word

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Staple here	Staple here
	

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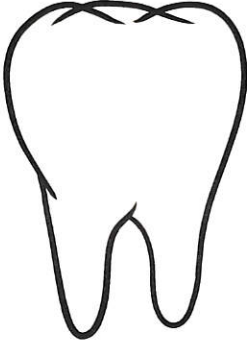

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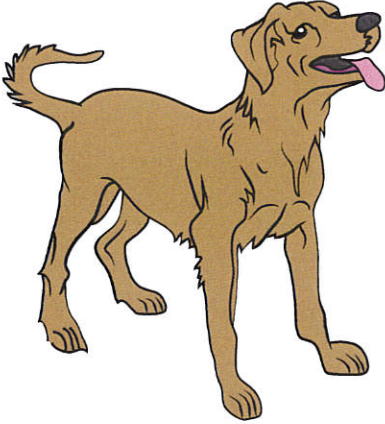

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Staple here	Staple here
	






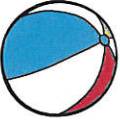





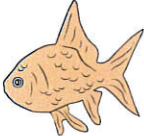


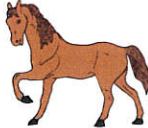

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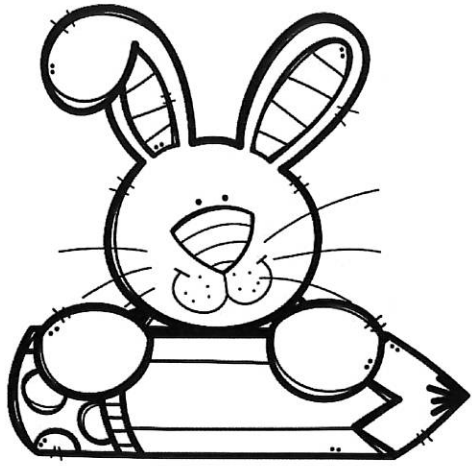
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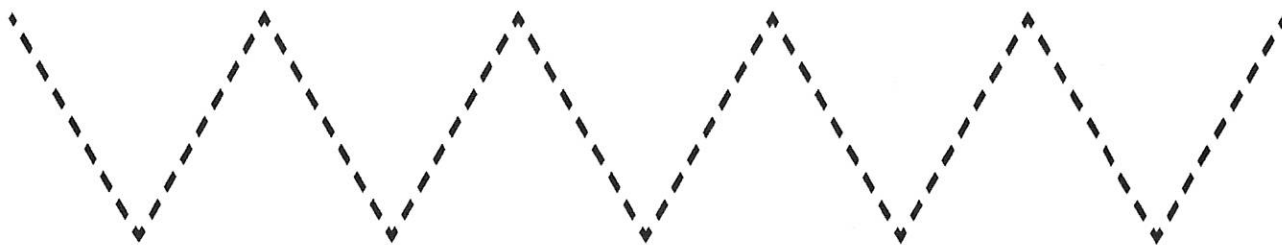
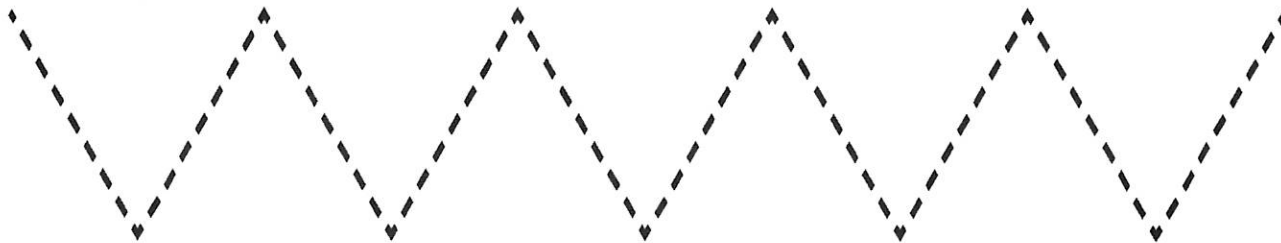
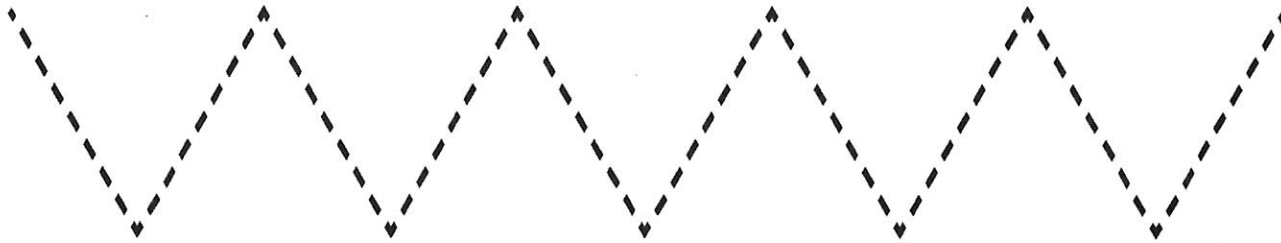
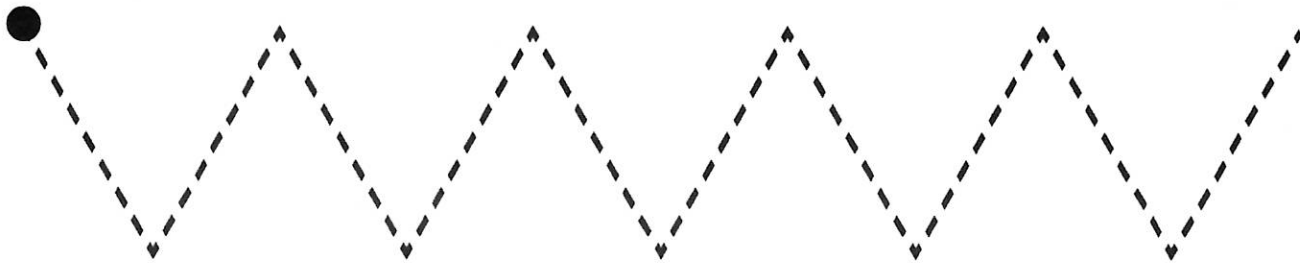
Compound Word

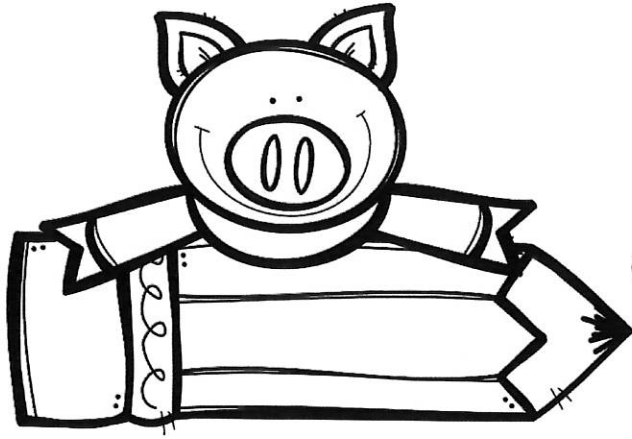
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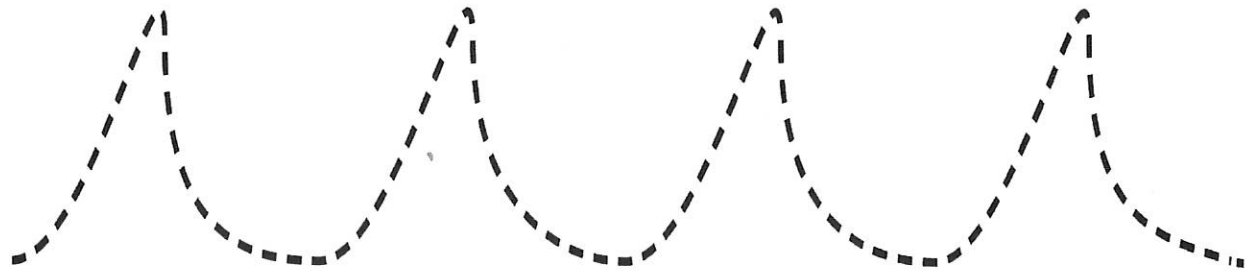
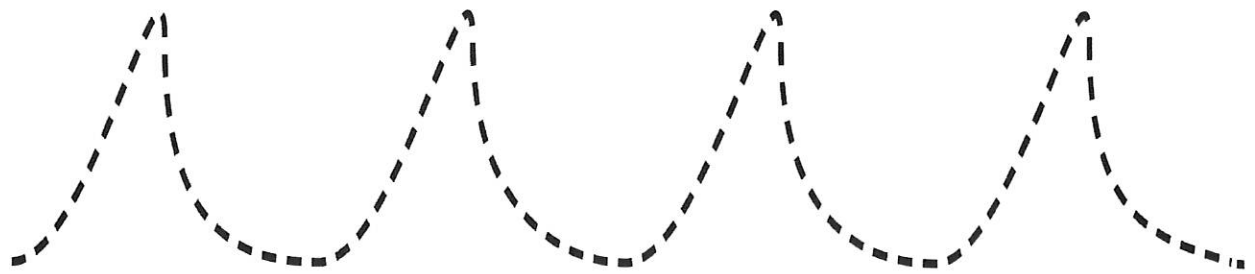
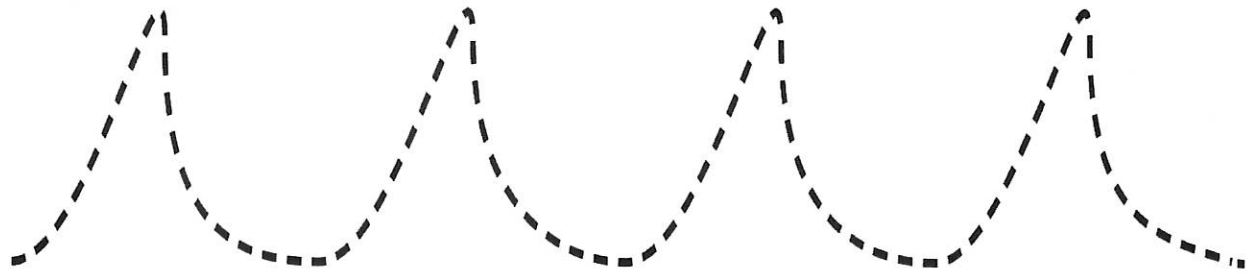
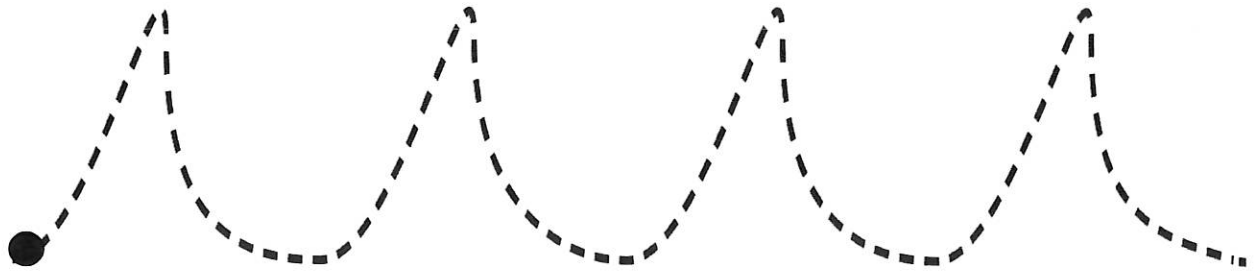


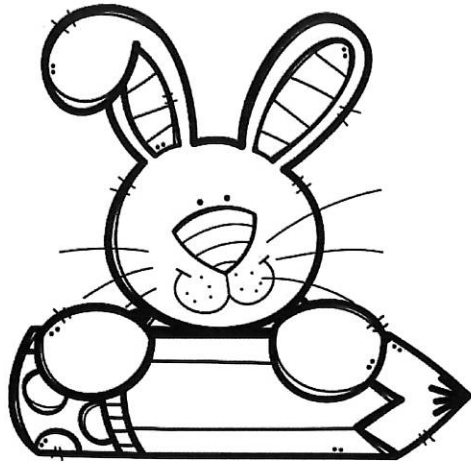
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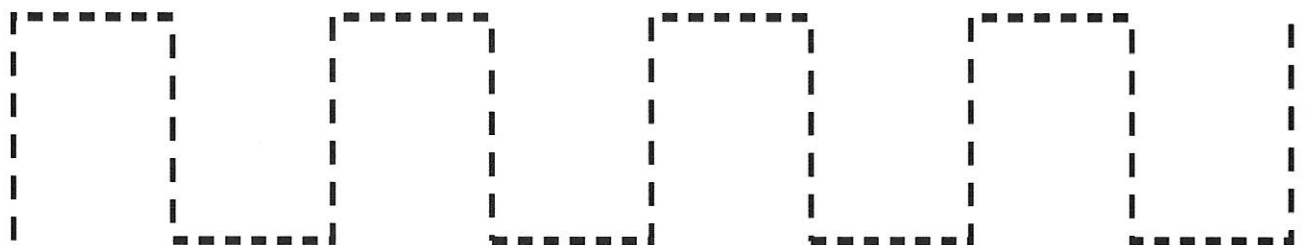
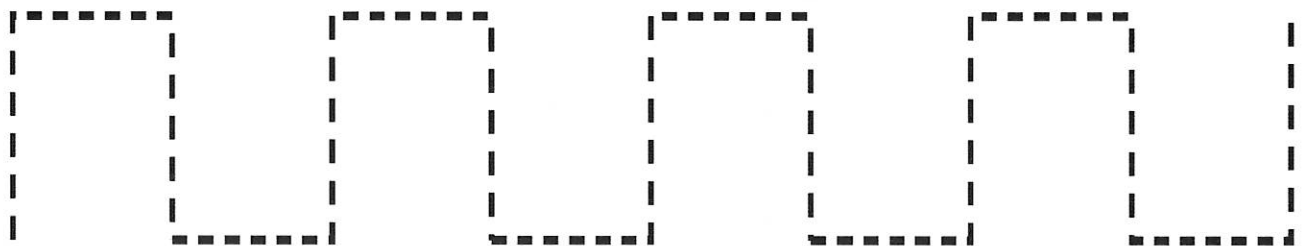
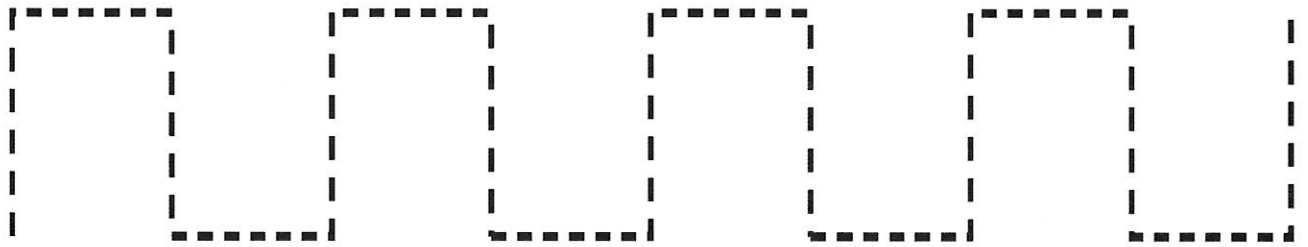
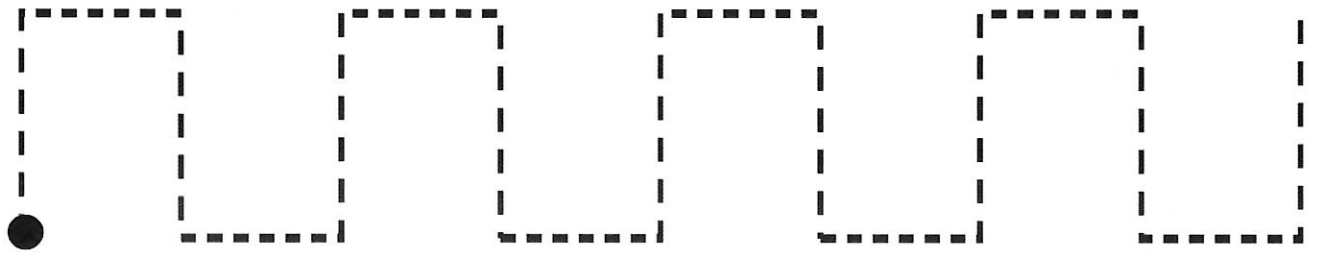


Trace





Trace



Give a Dog a Bone

Primary Objectives

15a. Notices and discriminates rhyme

Why It's Important

"This Old Man" is a familiar song to young children and often one of their favorites. Your child will enjoy making up new verses of the song to sing at school and share with her family and friends.

Materials

Paper; markers

What You Do

1. Invite your child to sing "This Old Man" with you. Explain to her that she will help create new verses to the song by offering new words that rhyme. Review the first verse of "This Old Man" with her before asking her to fill in new words. *This old man, he played one. He played knick knack on my drum, with a knick knack, paddy whack, give a dog a bone. This old man came rolling home.*
2. Ask your child to tell you some words that rhyme with one. Record her responses on the paper.
3. Insert one of your child's suggested words into the song and then sing it together. Remember that the focus of the activity is to rhyme, so it is okay to have words that do not make sense. *This old man, he played one. He played knick knack on my fun....*
4. Continue with additional verses as long as your child is interested. Commonly sung words include the following:

*one....drum
two....shoe
three....knee
four....door
five....hive
six....bricks
seven....heaven
eight....gate
nine....line
ten....hen*

Letters to a “Tee”

Primary Objectives

- 7a. Uses fingers and hands
- 16a. Identifies and names letters

Why It’s Important

Children are often anxious to learn about letters so they can use them in their everyday activities. You can reinforce your child’s understanding of letter shapes through this tactile activity. Helping her “feel” each letter is a good way to teach her to recognize it in print.

Materials

Colored construction paper; markers; golf tee or dull pencils for poking holes in paper; carpet squares or foam rubber

What You Do

1. Invite your child to learn a “magical way” of writing with you. Let her know that you are going to experiment with making letters by punching holes.
2. Using a marker, write one letter on each sheet of construction paper. Talk with your child about the letters she knows. Pay particular attention to the letters in her name. Adjust the letters used for the activity as appropriate for your child.
3. Model how to place the construction paper on the carpet square or foam. Show your child how to safely use the golf tee to punch along the outline of the letter. Talk with her about the letter’s name and what it looks like. *The letter S curves around like a snake.*
4. Show your child how she can use a marker to connect the holes. Invite her to write other letters or shapes and punch them on her own.
5. When she is finished, talk with your child about the attributes of the letters she made. Continue the activity for as long as she is interested.

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INVESTIGATION WEEK TWO AND THREE: TRACKING WEATHER

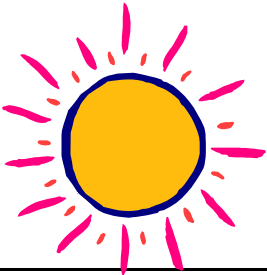

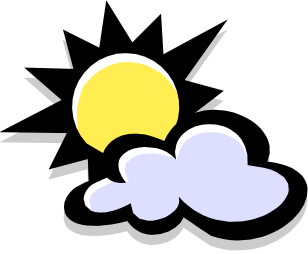
Goal: Young children can learn many skills by observing the weather. The skills reinforced in this daily activity are:

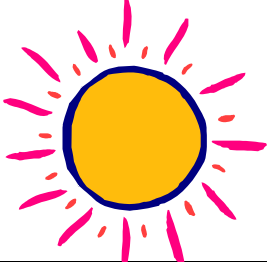

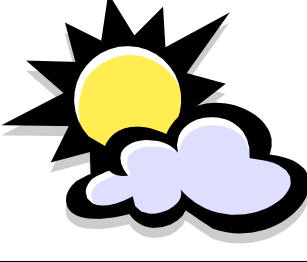
- Understanding categories
- Fine motor skills
- Comparing
- Following Directions
- Counting
- Developing vocabulary and descriptive words

Directions:

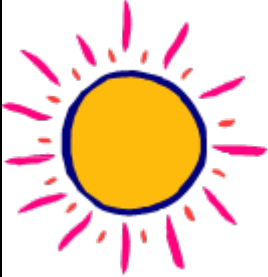

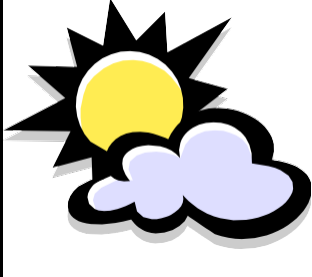
1. Help your child pick the correct calendar contained in this packet.
2. Each day your child should look outside and see if it is sunny, cloudy, or rainy and draw a picture of a sun, cloud, or raindrops on the calendar.
3. At the end of the week have your child count the number of sunny days, rainy days and cloudy days and record the numbers on the Weather Chart.
4. Talk about the chart. Were there more sunny days or cloudy days?
5. Encourage your child to draw a picture of something that is fun to do on a sunny day, a cloudy day and a rainy day.
6. Repeat these activities for each week of the month. At the end of the month count how many sunny, cloudy and rainy days there were. Which type of day had the highest number? Which had the lowest?

DAILY WEATHER CHART

DAY			
1			
2			
3			
4			
5			

DAY			
6			
7			
8			
9			
10			

Weekly Weather Graph



Sprouting Families Cornerstone (PK-2)

Week 1: Draw a name portrait

-Choose your favorite tool to draw with; crayon, markers, etc.

-Write your name or first letter of your name, and decorate your letter(s) with any materials you have at home. This can be pencil drawings or cutting and gluing other material to the letters to decorate it as you like.

Week 1: Letter or name drawing

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Sprouting Families Cornerstone (PK-2)

Week 2: Favorite Things (continued)

- B. Talk with their caregiver about how a tree grows. A tree starts as a tiny seed and then grows very big. People can grow too and, just like trees, they need things to help them grow. Create artwork about your favorite foods that help you grow.

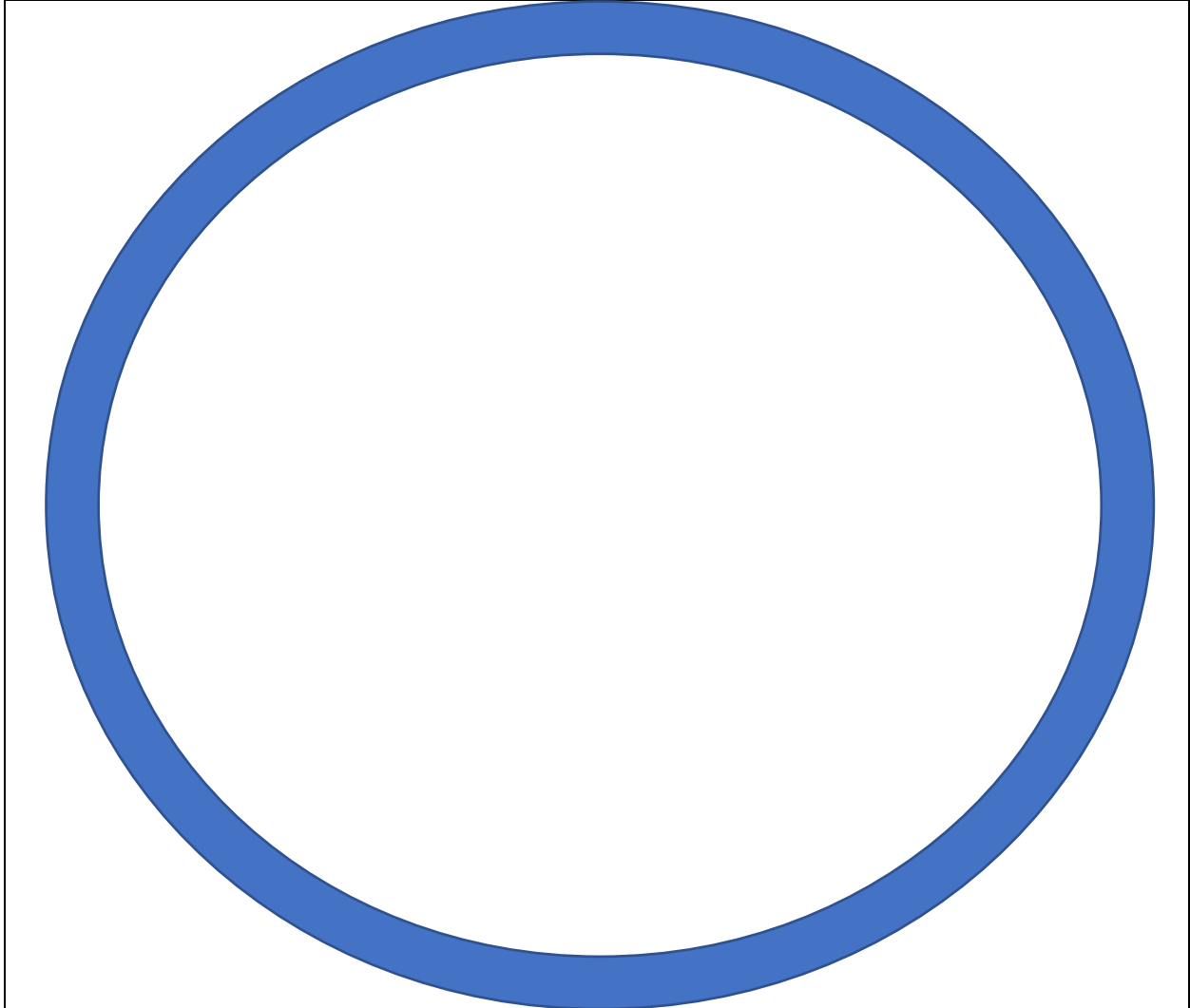
Options for this project:

Drawing- Draw their favorite food on a plate, Trace favorite toy from home/classroom

Painting- Paint using their favorite colors, paint a picture of their favorite food

Collaging- Collage images of their favorite foods (cut images of food, color, shapes, etc.)

Week 2.B: Favorite Foods that help you grow





Sprouting Families Cornerstone (PK-2)

Week 3: Family Roots

Roots are what keep trees in the ground and keep them growing. You can think of your family as your roots. Create artwork that shows your family.

Options:

Drawing: Draw a family portrait

Painting: Paint a popsicle stick frame for family picture (either the one that was drawn or a photo)

Collaging: Collage shapes to represent different family members, Glue string to a shape to show roots – label each root as a family member Sculpture/3D: Have students use dolls or stuffed animals to represent the different people in their families

Week 3: Draw, paint, collage or sculpt your family portrait



Sprouting Families Cornerstone (PK-2)

Week 4: Happy Tree

Trees grow bigger by taking in water and nutrients through their roots. It's important to make sure the roots are happy and healthy. One way to make sure our family "roots" are happy and healthy is to give a gift.

Create a gift for someone within your family unit with various materials:

Drawing- Draw a card for your family member

Painting- Paint a 3D object (Flowerpot, mug, etc.)

Collaging- combining paper on a shape

Sculpture- play doh shapes (heart, star, etc.) with texture pressed in, or paper flowers

Week 4: Create a gift for a family member

Name:

Date:

Grade:



MUSIC MAKING WITH DAILY OBJECTS

(Grade PK – 2/ 3 – 5)

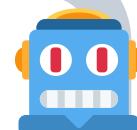
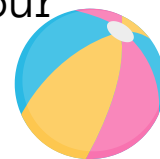
Week 1 - Task 1

Search for Sounds



What can you hear when you are sitting at home?
Can you identify some sounds?
How many types of sounds can you find in your home?

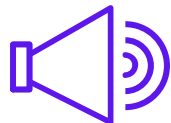
Please make notes of the sounds you find below:



Name:

Date:

Grade:



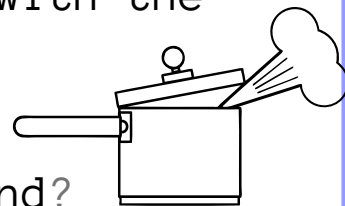
MUSIC MAKING WITH DAILY OBJECTS

(Grade PK - 2/ 3 - 5)

Week 1 - Task 2

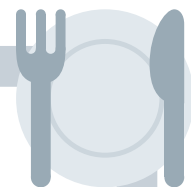
Explore & Create Sounds

How many types of sound can you CREATE with the objects around you?



Can you create at least 5 different sound?

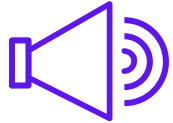
Please make notes of the sounds you create below:



Name:

Date:

Grade:

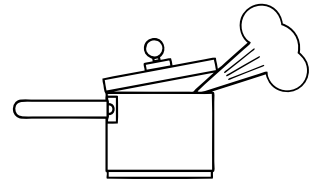


MUSIC MAKING WITH DAILY OBJECTS

(Grade PK – 2/ 3 – 5)

Week 2 - Task 1

Create Sounds with Beats



With the sounds you found and create in the previous activity, make a beat!

If you have learned rhythms at school, can you re-create some of them?

How many different patterns can you create with different objects?

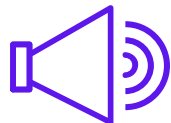
Describe the beats you create below
(Fast, slow, loud, soft, high, low):



Name:

Date:

Grade:

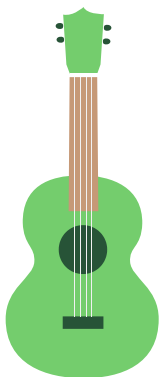


MUSIC MAKING WITH DAILY OBJECTS

(Grade PK – 2/ 3 – 5)

Week 2 - Task 2

Make Homemade Music Instruments



Work with your guardians to make a homemade music instrument with the objects in your house.

Don't forget to decorate your instrument!



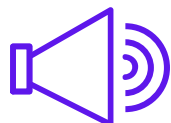
What did you make? Draw a picture of your instrument:



Name:

Date:

Grade:



MUSIC MAKING WITH DAILY OBJECTS

(Grade PK – 2/ 3 – 5)



Week 3 - Task 1

Make Music with Kitchenware

Option 1:

Water Glasses

(If you have no access to water glasses, please see option 2)

With the help of your guardians, learn about resonance and make water glass music with glasses and water. A wine glass resonates at a specific pitch or note. You can change the pitch that you hear by adjusting the amount of water in the glass. You can even use the vibrations to move an object!



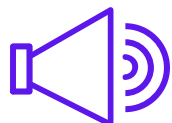
**CAN YOU MAKE SOUND WITH THE
GLASSES?**



Name:

Date:

Grade:



MUSIC MAKING WITH DAILY OBJECTS

(Grade PK – 2/ 3 – 5)



Week 3 - Task 1

Make Music with Kitchenware

Option 2:

Bowls or other kitchenware

Experiment with the bowls or pots with different levels of water. You can use a metal fork or chopsticks to play it like a percussion instrument or drum. Explore different ways that you can make sound with different objects and try to create different pitches!



CAN YOU MAKE MUSIC WITH DIFFERENT KITCHENWARE?

Name:

Date:

Grade:



MUSIC MAKING WITH DAILY OBJECTS

(Grade PK – 2/ 3 – 5)

Week 3 - Task 2

Concert Time!

You can put together a performance with your family with all the sounds you learned how to create, with the homemade instrument you made, and with the beats you create. Show time!

What is your concert experience like?

Feel free to draw or write it down.

Name:

Date:

Grade:



MUSIC MAKING WITH DAILY OBJECTS

(Grade PK - 2/ 3 - 5)



You've finished this unit!
Good job!

Turn in your assignment!

Submit a photo of DIY instrument or a video of your performance to your teacher
(1) via email (ask your parents to help)
or (2) bring your DIY instrument to your teacher when school resumes.

Musical Stairs

Primary Objectives

4. Demonstrates traveling skills

Why It's Important

Climbing stairs doesn't happen overnight. Children begin by holding onto the railing with two hands. Then they climb by stepping with both feet onto each stair. Eventually they are able to alternate their feet on each step, holding on with one hand. Your child will appreciate your help in such a complicated process.

Materials

Audio recording; if needed, set of stairs

What You Do

1. Before you begin this activity, climb the stairs with your child and observe how she climbs. Does she crawl up the stairs? Does she hold the railing with two hands? Does she walk up the stairs touching one foot per step? Observe how she climbs down the stairs as well.
2. Use the information you have gathered to play "Musical Stairs." Bring a radio or tape deck close to the stairs and invite your child to climb the stairs when she hears the music. Explain to her that each time you turn off the music, she should stop climbing.
3. As she is climbing, turn off the music intermittently so she can stop. When the music resumes, see if she remembers to continue climbing.
4. When your child stops, observe whether she is balanced, how her feet are positioned, how comfortable she feels on the stairs, and whether she can follow your directions.
5. Once your child is comfortable moving up the stairs, consider trying the same activity going down the stairs or selecting music with a faster pace.

Let's Play Follow the Leader

Primary Objectives

- 1b. Follows limits and expectations
4. Demonstrates traveling skills

Why It's Important

When you provide examples and model expected behavior, you help your child understand how and when to care for household materials. Although your child may be physically capable of completing specific tasks at home, he continues to learn by example. Demonstrating a task to your child and then asking him to immediately practice that task reinforces your home routines and expectations.

Materials

A room that needs tidying

What You Do

1. Be sure there are several things out in the room that need to be put away. Include a variety of objects to be put in different locations around the room.
2. Invite your child to play Follow the Leader. Ask him to follow you around the room and do what you do.
3. Walk or march in a silly way to make cleaning up more enjoyable. Walk slowly around the room, picking up a toy and putting it away, then waiting for him to repeat your movements.
4. Explain each task as you complete it. *Now I am hanging a coat on the hook. Now you are hanging a coat on the hook.*
5. When the room is clean, remember to thank your child for his help with the task. Recall with your child all the areas that were messy and list together the items he put away.
6. Point out to him how nice the room looks when it is clean and how easy it will be to find toys and materials later when he wants to use them.
7. You can extend this activity by giving your child an opportunity to be the leader. Mimic his motions as he moves around the room putting things away.

Drawing to Music

Primary Objectives

7b. Uses writing and drawing tools

Why It's Important

As your child learns to control the small muscles in his hands, it is important to provide him with many opportunities to practice writing and drawing.

Materials

Markers or crayons; large piece of paper; a variety of music

What You Do

1. Invite your child to join you at the table. Explain that he will be listening to music and drawing while he listens.
2. Play the music and encourage your child to describe what he hears before drawing. *What do you think of when you hear this music? To me it sounds jumpy and quick.*
3. As your child draws, encourage him to use the music as his inspiration. *I'm going to play a slow song now. Let's see how you decide to paint when the music is slow.*
4. Allow your child to continue with the activity as long as he is interested. Do this activity again from time to time to see how your child's ability to listen to the rhythm and feeling of the music impacts his artwork.
5. You may want to collect a series of these drawings over time to display in your home.

Clothes Call

Primary Objectives

7a. Uses fingers and hands

Why It's Important

Learning to zip a zipper is a challenging task for your child to accomplish. It can be a frustrating experience when she is just learning how to hold onto the bottom of her jacket while keeping a close eye on the zipper and using her other hand to try to place the bottom of the zipper into its slot. When helping your child learn how to button, zip, or perform other dressing skills, be sure to use the same directions each time and be patient. Always let her perform the task independently as far as she can before stepping in to help.

Materials

Shoes that children wear for different purposes (e.g., sandals, snow boots, sneakers, and formal shoes); jackets; coats; button-down shirts or vests

What You Do

1. Provide a variety of outfits with buttons and zippers. Invite your child to explore the collection. Talk with her about getting dressed. *What would you like to wear this morning? What do you think is the easiest thing to put on? What is the hardest?*
2. Invite your child to select an outfit and put it on. Watch as she puts the clothes on by herself. Offer guidance if she asks for it, but do not take over and do it all for her.
3. If your child has any difficulty, come up with a rhyme or jingle that might help her remember how to put on a shirt. *Head goes in the big hole, arms go in the small holes.*
4. Once your child has put on the shirt or jacket, let her try to button or zip it. Demonstrate how to do it if she has not seen it done before. Then let her try. Watch as she holds the garment with one hand and manipulates the button or zipper with the other hand.
5. The key to this task is that you demonstrate, your child practices, and eventually she accomplishes. Give her many opportunities to practice this activity, as she may need to do it several times before she is successful. Remember to be consistent with your directions and patient while your child figures it out.

Climbing Course

Primary Objectives

4. Demonstrates traveling skills

Why It's Important

Children love to explore different types of play equipment. By practicing moving her body in different ways, your child will develop coordination and balance skills.

Materials

Scooter boards; chairs; slide; rocking boat; other small climbing structures

What You Do

1. Go to a playground or indoor play area where there is a variety of climbing structures. Set up an obstacle course with scooter boards, a chair, small climbing structures (such as a slide or a rocking boat) and any other equipment that would allow your child to practice climbing or moving her body. You may also choose a course for your child to follow on the playground making sure to incorporate various structures.
2. Invite your child to explore the obstacle course. Walk around together and discuss the various types of equipment that she will use. *How do you think you will use that scooter? What do you think you can do on the slide?*
3. Invite your child to go through the course. Remind her that she will need to be aware of other children using the course. Observe how she uses the equipment.
4. Make suggestions as she moves through the course. *How do you think you could move on that scooter? You could lie on your belly and move the scooter board with your hands.*
5. Make comments about her position and how she is moving. *You slid down that slide really fast. Now I see you crawling under the chair.*
6. Adapt the obstacle course to match your child's abilities by changing the height of obstacles or the type of climbing equipment.