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| **At-Home Ideas for April 13- April 17***If you have questions about this week’s activities, please email Mrs. Cora.* |
| **Monday****Literacy:**  Listen to the book *It Looked Like Spilt Milk* by Charles G. Shaw <https://youtu.be/Q-BuNmf1jec>. After listening to the story, go outside with your child and look up at the clouds in the sky. Ask child to tell you about the clouds. What shapes are they? What do they look like? After you come back inside, give your child crayons, markers, and paper. Ask child to draw a picture of one cloud he saw and tell you a story about that cloud. You can begin the story with a line like “Once there was a cloud in the sky that looked like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, it floated by \_\_\_\_\_\_\_\_\_ house and.…”. You can write the child’s story and read it back to him.**Fine Motor/Art: My Foot** Have your child sit on the floor. If the child is wearing socks and shoes have him take both sock and shoe off one foot. Place that foot on a sheet of paper with the knee bent. Give him a crayon and tell him to trace around his foot. Have the child cut out the foot, decorate or color it and write the wood “foot” on it. Say each letter and pronounce the word. Then have your child do the same.Extension, if your child has started identifying letter sounds: Have the child write the word “foot” by listening to the beginning and ending sounds and naming the beginning and ending letters as you say the word aloud. You can spell out the middle “oo” sound for your child.**Math Activity: Opposites** Put several pairs of opposites in a container. Examples, something hard, something soft; something white, something black; something round, something square; something long, something short; something smooth, something rough; etc. Have child reach in the container and take out an object and you say the characteristic of the object (“the marble is round”), lay the marble down and have child find the match and say the characteristic (“this block is square”). Alternate taking turns until all the matches are made.**Extension: Opposite Terms** Say words like tall, night, day, and hot. Ask child to think of an opposite for each word. **Science/Stem Activity: Balancing** Gather a couple of rectangular objects (boxes, blocks); long skinny objects (pencils, rulers); and irregular shaped objects (plastic coffee mugs, hairbrushes). Ask the child to stand on one foot. Then ask, “why do you think you didn’t fall?” Talk about the word *balance*, if your child does not mention it. Ask the child, “do you think it is easier to balance objects that have flat sides, pointed sides, rounded sides, or different kinds of sides?” Have your child look at the objects you choose and make a prediction on which objects can be balanced. Test predictions. **Gross Motor Activity: Music and Movement** Sing and do movements to *Head, Shoulders, Knees, and Toe*s <https://youtu.be/jn-dUDrg29Y>. |

**Tuesday**

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| **Literacy**:  **Rhyming Detectives** Read the book *Silly Sally* by Audrey Woods <https://youtu.be/ikrMzD7ptPc> to your child. Turn off the sound. Tell your child you are going to become rhyming detectives. You are going to find two words that rhyme to make a rhyming pair. Tell child, “When I read a word that will have a rhyme, I will raise my hand. When you hear the word that rhymes with my word, we will have the rhyming pair and you give me a hi-five.” Say, let’s practice. Read first page, “Silly Sally went to town” (put emphasis on *town* and raise your hand). Continue reading “walking backward, upside down.” The child should hi-five you when he hears the word *down*.**Extension Activity:** Play with Rhymes: Say a word and take turns making up nonsense rhyming words (“What rhymes with cloud? bloud and zloud?”) **Math Activity:** **Number Review 1-10** Write the numbers 1-10 on a large sheet of paper. Use different colors for the numbers. Ask your child to answer questions like the following ones: How many years old are you? How many feet do you have? How many toes do you have? How many people are in our family? How many plates do we need for dinner? (You can make up other questions relevant to your child.) Have child point to the number on the paper instead of answering the questions orally. Enrichment: Writing Numbers 1-10. Have your child write number symbols 1-10. **Science:/Gross Motor: Parts of a Flower** Ask your child to tell you some things he enjoys and remembers about Spring. If he mentions flowers, ask do you remember what flowers need to grow or the parts of a flower? If your child doesn’t mention flowers you can bring the topic up. Tell the child, “We are going to learn the *Flower Dance* and about flowers.” Watch the video *Parts of a Flowe*r [**https://youtu.be/rJzn\_joMoz8**](https://youtu.be/rJzn_joMoz8)  |

Watch the video through the first time, then watch and follow along with the dance movements. Ask your child if he/she remembers the parts of a flower and what flowers need to grow from the song. See the diagram of the parts of a flower found at the end of the Home Lessons.

**Art Activity/Fine Motor: Crayon Rubbing** Gather interesting small objects like coins, keys, small pieces of grained wood, paperclips, etc. Peel the paper off a crayon. Lay a sheet of paper on top of the objects and have your child color the paper with the side of the crayon.

**Gross Motor Activity: Family Parachute Activity** In a spacious inside or outside area, spread out an old sheet or blanket. Have each family member grab a piece of the edge of the blanket or sheet. Make sure someone has the corners. Place a ball on the sheet. Lift up and roll ball from side to side. Goal is to keep the ball from falling to the ground.

**Wednesday**

**Literacy/Art: Connect Letters with Sounds** Have child gather a few favorite toys. Use the toys to connect letters and letter sounds. Talk about what the toys are (“doll”) and what letter and letter sound the toy starts with (“Doll starts with d which makes the sound (/d/.”) Practice this activity throughout the day. Use furniture, food, or clothes.

Ask child to draw a picture of himself. Use the body parts head, legs, feet, fingers, etc., in the same way to connect letters and letter sound to body parts.

**Fine Motor: Writing** Have child write letter sounds or words for body parts. Child may need help with spelling body parts.

 **Science/Nutrition**: **Mindful Eating** During a meal, choose one food item on your child’s plate for your child to explore (fruit or vegetables work best; however, you can use any other food). Have child engage senses by smelling and observing the food. Ask your child “Do you know where this food came from? What do you think it took to make it grow? How do you think it got to the store?” Have child take a bite, tell child to chew it slowly taking in flavors and sensations on the tongue. Ask the child, “Does this food taste like any other food you eat? Does it feel the same way in your mouth?”

**Math Activity: Sing along with *Ten in the Bed*** [**https://youtu.be/WwutR8gxgto**](https://youtu.be/WwutR8gxgto)**.** Review number symbols 1-10. Ask if child can tell you the number that comes before 6,7,8, and 9. Ask child to identify which number comes after the numbers 3, 4, and 5. Sing *Ten in the Bed* again. As you sing, ask child to hold up fingers to match the number you are singing.

**Extension**: If child identifies numbers 1-20, ask what number comes before and after random numbers from 11-20.

**Gross Motor Activity: Hop, Jump, Skip** Have child face you, listen carefully and follow two-step movement directions. Example: jump 5 times, hop 2 times; skip around the room, then hop 2 times.

**Thursday**

**Literacy: Word and Syllable Awareness** Play “Word Clap” game with child. Tell child you are going to clap out syllables you hear in words. Say, “Sailboat. Clap 1 time when you say sail and 1 time when you say boat. Sailboat has 2 claps or two syllables.” Then child says (while clapping), "Sail…boat" (claps two times for the two parts). Have child clap the following words and count syllables: playground, sandbox, crayons, chair, friend, classroom, alligator, paint, paper, kitchen, watermelon, umbrella, bedroom, bathroom, and computer.

**Extension:** Ask your child to think up their own two and 3 syllables words to clap.

**Fine Motor:** **Buttoning and Zipping** Give child a button-down shirt, either yours or the child’s. Ask the child to practice buttoning and unbuttoning the shirt. Have child practice zipping his jacket.

**Math Activity: Lines and Bending Lines** Talk about straight lines and bending lines with child. Hold up a circle and show your child how a circle has no bending lines**.** Find something square and show your child that a square has bending lines at the corners. Give the child a long piece of string about 2 feet. Ask the child to make a circle, square, triangle, and rectangle, with the string. Have child talk about how he made the shapes.

**Extension:** Challenge your child to make a hexagon and octagon.

**Gross Motor Activity: Animal Walk** Clear a large area in a room or do this activity outside. Ask your child to think about ways different animals move from place to place. You can create a list for your child. Tell the child you are going to call out an animal from the list and challenge him to move from one place to another like the animal you called.

**Science/STEM/Art: Building a (JunkBots) Robot** This project can be done over a period of time. Children enjoy talking about robots**.** Ask child to tell you about robots. Discuss with child ways people use robots. After discussion, encourage child to build a robot. You will need a small place to store it. Collect recycled items around the house like bottles, lids, cans, popsicle sticks, cardboard boxes and tubes, broken toys, thread spools, plastic containers, etc. You don’t need all these items. Tape, rubber bands, scissors, construction paper, crayons, and markers can also be used. Help child plan out how he will build the robot. To get your child started you might ask “What will you use for the head? What are the arms going to be made of?” The child may need help with gluing and taping. After the robot is complete have your child dictate a story about the robot to you.

**Friday**

**Literacy: Listening Awareness** Have your child sing *The Itsy, Bitsy Spider*along with the video: <https://www.youtube.com/watch?v=p77hQrdjPVk> . Ask the child “What happened first? What was the second thing that happened? Do you know what happened third? What was the last or the fourth thing that happened?” You can sum up your child’s explanation like this to help him better understand ordinal numbers. “First, Itsy Bitsy spider went up the waterspout. Second, the sun came out and washed the spider out. Third, out came the sun and dried up all the rain. Fourth, or last, Itsy, Bitsy spider went up the spout again.” Have child close eyes and listen for three sounds you make. Ex: Clap hands, snap fingers, and stomp feet. Tell child to open eyes. Say, "First you heard \_\_\_\_\_\_. In the middle you heard\_\_\_\_\_. And last you heard \_\_\_\_\_\_." Child fills in blank.

**Fine Motor: Drawing and Writing** Have your child draw a picture of the spider and the sun. Next to the spider write the word *spider* and next to the sun write the word *sun*. Help with spelling, if needed.

**Math/Gross Motor: One-to One Correspondence** At least two players are needed for this activity. Each player needs a piece of paper, pencil, and a small rubber ball, beanbag, or beanbag substitute. Place a piece of tape on the floor. Place a box or can 3-5 feet in front of the line, this will be your basket. Take turns throwing your ball or beanbag into the container. Each player makes a mark on his paper for each time the beanbag or ball lands in the basket. After 10-20 throws, each person counts marks and writes the number on his paper. Ask the child who made the most baskets? Who has less baskets?

**Science/Stem Activit**y**: Gravity** Invite your child to explore the law of gravity. Provide materials for the child to toss into the air (feathers, tissues, small buttons, soft toys, etc.). Challenge your child to look around and try to find something that that won’t fall to the ground. When he finds nothing that stays in the air, tell him, “Gravity is a force we can’t see that pulls things down.” Then watch this short video about gravity with your child <https://youtu.be/H1kVro7P1KE> .

 Parts of a Flower

 

Roots Stem Petals Leaf