

Language/  
Literacy**Understanding Words and Letters**

- How to understand, comprehend, and interpret information in a book
- Learning new words
- How to identify the beginning sound of familiar words
- The name, sound, written form, and uses of the letter H

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## Mathematics

**Counting Things**

- How to identify what number comes after another number
- How to use a number chart to compare two numbers

Self-  
Regulation**Focusing & Remembering**

- How to follow requests by listening and remembering
  - *It's Raining, It's Pouring* game
- How to follow requests by watching and taking turns
  - "Silly Faces Song"

Social-  
Emotional**Understanding Feelings**

- We feel disgusted when we think something is gross
- How to identify things that make us feel disgusted using our five senses

Social  
Studies**Exploring Where We Live**

- A town is a small community that may have farms
- Drawing farm buildings (silo, barn)
- Describing our pictures of skyscrapers and farm buildings

Creative  
Expression**Making Music**

- Pretending we are a musician in a marching band
- Moving scarves to identify louder and quieter, and faster and slower types of music
- A beat is a regular part or sound of music

Physical/  
Health**Moving Our Bodies**

- How our arms and legs move when we use underarm throwing
- Practicing underarm throwing at a target

Social-  
Emotional

It is helpful for children to understand that sometimes we have disgusted feelings about something.

- Talk with your child about things that cause a disgusted feeling. The word “gross” is sometimes used to describe something disgusting. Think of things related to the five senses: smells, tastes, feels, looks, and sounds. Items that prompt a disgusted feeling may be different for you and your child.

Sorting pictures of items with the same beginning sound can strengthen an important literacy skill.

- Collect 2–3 sets of 2–3 pictures of familiar items that begin with the same sound. Example: basket, ball, balloon; dog, door, drawer. Scramble the pictures and invite your child to say the name of each item. Then encourage your child to sort the pictures into groups that have the same beginning sound, saying the beginning sound of each.

Language/  
LiteracySelf-  
Regulation

Support your child's short-term memory, listening skills, and behavior control, by offering different sound cues for your child to respond to.

- Use the bottom of an empty container as a drum. Establish rules for how your child is to respond to different numbers of beats you make. Example: One beat = clap hands once. Two beats = jump twice. Three beats = stomp feet three times. Vary the beats. Change the rules.

Comparing two numbers can strengthen skills in identifying more, less, or equal.

- Place a deck of shuffled playing cards, or other number cards 1–10, in a pile face down. You and your child each take a card from the top of the stack and place it face up. Invite your child to say whether his/her card is more, less, or equal to your card. Remind your child that equal means the numbers are the same.

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## Mathematics

Social  
Studies

Constructing different types of buildings can broaden children's understandings of differences in community size.

- Encourage your child to use blocks, or other construction items, to make buildings found in very large cities (skyscrapers), smaller cities (shorter buildings), and rural areas (barns, silos).

Marching to a beat children set can help children understand music tempo.

- Form a small marching group with your child using a homemade percussion instrument. Make a drum using a small empty box and a spoon. March to the beat. Encourage your child to alternate slow and fast beats as you create a marching path with segments that differ by tempo (fast/slow).

Creative  
Expression

Practicing underarm throwing can strengthen hand and arm coordination.

- Encourage your child to throw soft balls or rolled-up socks onto a small rug or towel using an underarm throw. Steps: 1) face the target with throwing hand at side of body, palm with ball facing forward; 2) move throwing arm behind body; 3) move the opposite leg and throwing arm forward and release the ball at about chest level.

Physical/  
Health