

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 F

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Mathematics

Counting Things

- Practicing identifying written numbers
- How to identify the number that is one more than a given number
- Drawing two sets of animals, with one set having one more
- How to figure out how many items we would have if we had one more item

Self-
Regulation**Focusing & Remembering**

- How to follow requests by watching and taking turns
 - *Mirror, Mirror* game
- How to follow requests by listening and remembering
 - *Musical Simon Says* game

Social-
Emotional**Understanding Feelings**

- When we feel lonely, we are sad because we feel like we are all alone
- Things we can do to help us feel better when we feel lonely

Social
Studies**Exploring Where We Live**

- How people help others in our center and in our community
- Drawing ourself doing a job as a community helper



Science

Exploring Life Cycles

- Drawing what may hatch from a butterfly egg
- Stages of a butterfly's life cycle

Physical/
Health**Moving Our Bodies**

- Practicing different movement combinations
- *Moving Along the Line* game

Social-
Emotional

Children can benefit from knowing things to do when they feel lonely.

- Sometimes we feel lonely. Talk with your child about things we can do to feel better when we are lonely. Options include: moving our body (jumping rope, riding a bike, running); doing quiet things (looking at a book, coloring, working on a puzzle); and being with others (playing catch with a friend, sitting with a parent).

Provide practice with an important pre-reading skill by asking your child to name objects with a beginning sound you say.

- Offer the beginning sound of a word, such as the letter B sound. Invite your child to find or think of things or people whose name begins with the sound you say. Examples: ball, bat, banana. Also, encourage your child to say the beginning sound of the first names of children in his/her neighborhood or classroom. You figure out the names.

Language/
LiteracySelf-
Regulation

Children can strengthen their concentration and control of their behaviors by copying what you do.

- Invite your child to mimic what you do with your body. Move a part of your body, pause for your child to copy your action, then offer a different type of action. Examples of actions: hold both arms out to your side, hold one arm out to your side, tilt your head to the left, tilt your head to the right, turn sideways, bend your head, squat.

Provide your child with practice in understanding that when we count, the next number is one more.

- Invite your child to count a group of up to nine small items, such as markers or toy vehicles. Ask your child to add one more item to the collection and say the total number of items. Repeat with different numbers of items. The goal is to help your child understand the next number counted is one more, not to count as many items as possible.

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Mathematics

Social
Studies

It is helpful for children to understand the work of helpers in a community.

- As you go to different places in your community with your child, talk about the work of people who help others. Examples: librarian, food service worker, teacher, firefighter, school crossing guard, police officer, health care provider, veterinarian, barber or hairdresser, store clerk.

Children's familiarity with life cycles is strengthened when they understand that some living things look like their parents early in life and other living things do not.

- Build on last week's discussion of a butterfly or frog by talking with your child about how some living things look like their parents early in life (dog, cat, person) and others do not (frog, butterfly). Use pictures to show and discuss differences.



Science

Children can benefit from doing different movements in response to verbal requests.

- Using sidewalk chalk, draw a line about 20 feet long with four crosshatch marks evenly spaced along the line. Say different ways you would like your child to move from mark to mark on the line. Examples: walk, march, hop, jump. Change the movement or keep the same movement at each mark on the line.

Physical/
Health