

Week Three: Monday

Practical Life: Laundry sort

- Objective: care of the environment, visual discrimination
- Materials: Have your child help you take a fresh load of laundry out of the dryer (makes the activity authentic and gives the child a sense of purpose since he/she will be helping solve a real problem); or have your child help you sort the clothes out of the hamper in preparation for washing.
- Procedure:
 - Sort laundry into piles
- Notes
 - If they are enjoying the activity, extend it by having them match socks, fold the clean clothes, etc.

Sensorial: [Smelling](#)

- Objective: refining sense of smell
- Materials: three cups, three types of essential oils or extracts, three cotton balls
- Procedure:
 - Place cotton balls in cups
 - Place a few drops of one extract on a cotton ball and place inside one cup; repeat with the other two cotton balls.
 - See video
- Notes:
 - Have you child identify foods that remind them of these scents

Language Arts: grid writing

- Objective: fine motor skills
- Materials: blank piece of paper (or graph paper if you have it), pencil/marker/colored pencils
- Procedure:
 - Draw a grid on the paper. I would recommend boxes no bigger than 1" x 1." You could also fold the paper into a grid and have your child trace the lines.
 - Ask your child, to perform an action in each box
 - Circles, "x," vertical line, diagonal line, color in the box, writing a letter, write a number

Math: [Playdough cutting](#)

- Objective: associate quantities and numeric symbols
- Materials: playdough, playdough knife or butter knife, number cards from take-home packet
- Procedure:
 - See video
- Notes:

- To increase the difficulty, have your child attempt to cut the playdough snake into even pieces

Science: Seasons

- Objective: order of seasons; understanding changes over time
- Materials: [seasons puzzle](#)
- Procedure:
 - Cut out the puzzle and assemble. The first page of the document is the control. Let your child use the control to assist in assembling the puzzle.
- Notes:
 - Extension: Have your child draw their own pictures of the different seasons or months to add to the puzzle.

Week Three: Tuesday

Practical Life: Liquid pour

- Objective: gross motor development
- Materials: water, two containers of similar size, sponge, tray (if available)
- Procedure:
 - fill one container $\frac{2}{3}$ the way full
 - [see video link from dry pour for the procedure](#)
 - Use the sponge to soak up any spills
- Notes
 - Extensions:
 - Change the size of containers
 - Use a funnel to pour into a narrow-necked container
 - Pour from a larger container into two smaller containers

Sensorial: Thick and thin

- Objective: discriminating changes in dimension; vocabulary acquisition
- Materials: gather sets of two objects that are similar in shape but differ in one dimension
 - Thin Craft stick vs thick craft stick
 - spaghetti noodle vs penne noodle
 - Empty toilet paper roll vs full toilet paper roll
 - Pencil vs marker
 - soup can vs large whole tomato can
 - Paper vs cardboard
 - Sheet vs rug
- Procedure
 - Lay two objects on a rug and point to the thin object and say, "thin." Point to the thicker object and say, "thick." Have your child repeat you.
 - Ask your child to point to the thick object. Then ask your child to point to the thin object.
 - Bring out another set of objects and repeat process.

- Notes
 - Have your child brainstorm other sets of thin and thick objects.
 - Have your child arrange the objects in order from thinnest to thickest.

Language Arts: [Activity cards](#)

- Objective: following verbal directions; following multi-step instructions; introducing the concept of verbs; reading
- Materials: cut out activity cards
- Procedure:
 - Place cards in a stack upside down.
 - Have your child select the top card.
 - If your child is a beginning reader, have them read the word and perform the action.
 - If your child is not reading yet, tell them the word, and ask them to perform that action.
- Notes
 - Extension: Have your child turn over multiple cards and attempt to perform those actions in sequence.
 - Bring out the number die created in week one. Have your child roll the die and select a card, counting to that number as they perform the action. Or roll the die and that is how many activity cards to select.

Math: Measuring with legos/duplos

- Objective: introducing the concept of measurement and quantifying dimension.
- Materials: three of your child's toys, duplos or legos of the same size
- Procedure:
 - Place the toy on the mat
 - Have your child set the legos/duplos along the length of the toy
 - Once done have your child count how many legos/duplos they have lined up
- Notes:
 - Extension: Have your child collect a few different toys each a different length and talk about the difference in legos/duplos for each toy

Science: Parts of a plant

- Objective: learning parts of a plant
- Materials: [parts of a plant puzzle](#)
- Procedure:
 - Cut out puzzle pieces
 - Have your child assemble the puzzle
 - Review with them the parts of a plant as shown in the puzzle
 - Have your child attempt to draw their own picture of a plant. If your child is working on writing words, have him/her label the picture.
- Notes
 - If you have plants in your house, go identify its parts.

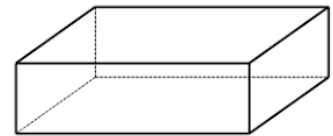
Week Three: Wednesday

Practical Life: Using Tongs

- Objective: gross motor skills
- Materials: larger pom poms, small blocks, pasta noodles like penne; two shallow containers;
- Procedure:
 - Fill one container with manipulative
 - Using tongs, transfer manipulatives to other containers.
 - Then using tongs transfer manipulatives back into the original container.
- Notes
 - Extension: You can have your child transfer manipulatives into the squares of an ice cube tray. Tweezers can also be used to transfer.

Sensorial: Cube and rectangular prism I-Spy

- Objective: discriminate between shapes; vocabulary.
- Materials: one object that is a cube and one object that is a rectangular prism (see picture) from your home.
- Procedure:
 - Place the cube on the rug and say, "cube," Have your child repeat. Ask your child to explore the cube and make observations. How many corners? What shape are its faces?
 - Place the rectangular prism on the rug and say, "rectangular prism." Have your child repeat. Ask your child to explore the rectangular prism and make observations. How many corners? What shape are its faces?
 - Now have your child discuss how the shapes are similar and how they are different. Draw your child's attention to how the cube's faces are all the same.
 - Now have your child explore the house and retrieve any cubes or rectangular prisms they notice.
 - As your child becomes familiar with these two shapes and their names, you can play I-Spy.
- Notes
 - You can incorporate spheres into your I-Spy, too!



Language Arts: Letter sounds

- Objective: auditory awareness; associating sounds and letter symbols
- Materials: letter cards from take-home pack, [sound basket images](#)
- Procedure:
 - Most students will be familiar with these pictures of items from the sound baskets at school. Each page has been arranged by the letter sounds present in each basket at school, and your child's teacher should know which baskets have been mastered, which have been introduced, and which are new.

- Using the letters provided to you in the take-home packet, place the letters that correspond with the basket being studied at the top of the rug. Review the sounds each symbol makes and have your child sort the pictures by initial sound. Prompt them to say the name of the object before placing it underneath a letter.
 - If your child is still working on identifying initial sounds, do not use the letters. Work on hearing the initial sound and sorting simply by sound.
- Notes
 - Your child can also retrieve objects from around the house to match with the letters or be given objects by you. Give your child a picture and have them find the correct letter out of the entire alphabet. Increase the number of pictures and letters by combining baskets. Or focus on only two letters if your child isn't experiencing success.
 - This activity is quite open-ended and can be adjusted to fit a variety of skill levels.

Math: Race to fill

- Objective: associating quantities to numerical values
- Materials: manipulatives that can fill a cup with about 15-20 pieces (cotton balls, pom poms, legos, etc), number cards from take-home packet, two cups, tongs
- Procedure:
 - This is a two-person game. The object is to see who can fill his/her cup first.
 - Set an empty cup in front of each person. Put the manipulatives in a bowl between the two people and set the number cards upside down on the table.
 - The first person draws a card and tongs that the number of manipulatives into his/her cup. Then it is the next person's turn.
 - When someone's cup is full the game is over. Count how many manipulatives were in each person's cup.
- Notes
 - You could also use the homemade die instead of the number cards.
 - Playing cards (face cards removed) can work especially if you want to fill a large container.
 - You can also forgo the tongs and simply use your hands
 - You can change the game to "race to the top." See who can build a lego tower from the floor to the top of the table first.

Science: Exploring buoyancy

- Objective: explore principles of buoyancy
- Materials: pitcher, large glass bowl, two smaller bowls, objects of different substances (corks, erasers, twigs, toys, pompoms, craft sticks, etc) in basket/bowl, drying cloth
- Procedure:
 - Have child collect water in the pitcher and then pour water into a large bowl
 - Choose an object from the basket that you know will float and place it gently on the water. When the object remains on the surface, say, "this object floats."

- Remove the object, dry it, and give it to your child to observe, focusing on how heavy it feels and what it is made of. Then place the object in one of the small bowls.
- Now repeat those steps with an object you know will sink.
- Then allow your child to place items in the water and sort into the bowls by whether it floats or sinks.
- Notes
 - Allow your child to retrieve more items to experiment with!
 - Discuss with your child what kind of items we never put into water.
 - Extension: Raisins in carbonated water will sink, then float, then sink again. You can also add salt to the water and use objects from the original experiment to see how increasing the salinity of the water allows heavier objects to float.

Week Three: Thursday

Practical Life: Cutting

- Objective: motor skills
- Materials: newspaper, magazine, scissors, glue, paper
- Procedure:
 - Give your child a newspaper or magazine and have them start cutting out anything that strikes his/her interest.
 - Encourage them to paste those cuttings on a piece of paper to make a collage.
- Notes:
 - Have your child strengthen his/her finger muscles by having them cut pictures from a cereal box.

Sensorial: Sound shakers

- Objective: experiment making sounds; developing an auditory sense
- Materials: a few empty vessels with lids that snap-on or screw shut (jars, water bottles, thermos, etc), manipulatives (rice, beans, leggos, coins, nuts and bolts, cotton balls, pasta, etc)
- Procedure
 - Let your child fill the containers with whatever combinations of manipulative they wish!
 - Have them explore how moving the container in different ways (shaking vs swirling) produces different sounds; how soft objects deaden the sound; how the same object sounds differently in a metal water bottle as opposed to a plastic Tupperware container.
- Notes:
 - After the fun is over, have them sort the materials and help wash the containers.

Language Arts: [Things that go together](#)

- Objective: concept development

- Materials: things that go together handout; cut into cards
- Procedure:
 - Select 4-5 matched sets of cards.
 - Review the name of each item.
 - Match items that go together. This is a great opportunity to build vocabulary by having your child explain why toothpaste goes with a toothbrush.
 - As your child becomes familiar with the cards, increase the number of cards for your child to match.
- Notes
 - Brainstorm additional pairs of items and have your child create their own cards to accompany the work.

Math: Colored bead stair

- Objective: linear counting; introduction to the colors of the bead stair; motor skills
- Materials: [colored bead stair worksheet blank](#), [colored bead stair control](#), colored pencils (red, green, pink, yellow, light blue, purple, white, brown, blue, gold).
- Procedure:
 - Have your child complete the blank bead stair worksheet by following the control copy.
 - They should color the beads first then practice writing the numbers.
- Notes
 - If you have pony beads and pipe cleaners at home, your child could create their own bead stairs. You can buy these on Amazon or Michaels. He/she could also use legos.

Science: Exploring density

- Objective: understand that different liquids have different densities
- Materials: narrow glass container, ¼ cup dish soap, ¼ cup water, food coloring, ¼ cup oil, quarter, ice cube
- Procedure:
 - Review the words “float” and “sink” explored yesterday. Tell your child that today he/she will explore what liquids weigh more or less than water. This is called density.
 - Pour the dish detergent into the glass container.
 - Using food coloring, color the water (a different color than the detergent and oil).
 - Slowly pour the water into the glass container. Tipping the container slightly to the side and pouring the liquid down the side of the glass can make this process easier.
 - Explain that the water floats because it is less dense than the dish soap.
 - Repeat the process with oil. Discussing which layer weighs more or less than the other.
 - Show your child the coin and discuss whether he/she thinks it will float or sink.
 - Gently slide the coin into the glass container (you can use a spoon to ease it down the side). Allow your child to examine the container’s layers and the coin.

- Now discuss with your child what he/she thinks will happen with the ice cube. Where will it go? Place the ice cube gently into the container and see where it goes (should float on the water and sink through the oil). Explain how the ice cube is heavier, denser, than oil, but lighter, less dense, than water.
- Notes
 - Let your child explore other objects' densities.
 - Pour dish soap, oil, and water in separate jars and have your child drop a penny in each liquid, observing how long it takes for the penny to reach the bottom of the jar.

Week Three: Friday

Practical Life: Laundry folding

- Objective: care of self, care of the environment
- Materials: child's shirt, pants, socks, underwear
- Procedure:
 - Lay out each item of clothing on the mat
 - Demonstrate how to fold each item of clothing
 - Make sure to do this methodically so your child can focus on your movements to recreate them
 - Unfold the clothes
 - Allow your child to try himself
- Notes: Try to do this with a newly cleaned load of laundry so that they can participate in the responsibility of helping out around the house. They can also put their clothes away in their drawers or closets.

Sensorial: Light and heavy

- Objective: To differentiate between light and heavy
- Materials: objects around the house differing in weight. Stuffed animals, candles, a roll of paper towels, canned food, a block, a baby doll, etc.
- Procedure:
 - Lay out each item on the mat
 - Pick up each item individually with two hands, feeling the weight of the object
 - Sort the items into two piles - light and heavy
- Notes: After sorting into two categories, lay the items out in order from heaviest to lightest

Language Arts: Reading a book

- Objective: Reading and understanding of literature
- Materials: Your favorite book
- Procedure:
 - Have your child pick out a book
 - Sit down with your child and read the book
 - After you are done reading discuss what happened in the book

- Notes
 - Extension: For the older children have them read the book to you.
 - Extension: Have your child draw a picture of the book and discuss what they drew.
 - Extension: For the children that can write after having them read the book give them a piece of paper and have them write a few sentences about the book.

Math: Addition with counters

- Objective: to add two numbers together using objects
- Materials: small manipulatives such as buttons, pom poms, beads, etc
- Procedure:
 - Lay out 4 counters on the mat
 - Have your child count them
 - Lay out 6 counters underneath
 - Have your child count them
 - Have your child count them all together showing that $6+4=10$
 - Continue this process with a different number of combinations.
- Notes: Feel free to make the equations as easy or difficult as your child is capable.
- Your child can also write the number of counters on a slip of paper and lay it next to each group of counters to see the numbers and begin to gain memorization of the equations.

Science: Nature walk - plant vs animals

- Objective: To understand the difference between a plant and an animal
- Materials: just your eyes and some walking shoes
- Procedure:
 - Take a walk around your neighborhood
 - Point out living things that you see
 - Choose whether they are plants or animals and what characteristics they have that categorize them that way
 - Discuss why plants and animals are starting to show up now, as spring is beginning.
- Notes: To extend this activity, take photos on your walk and use them to reference when you are back home so you can draw your favorite plants and animals that you saw.