October Activities Name: 2019

Family Time

I've compiled a calendar of activities to try with your child. These activities align with objectives from our classroom curriculum. Please initial each activity done with your child and return at the end of the month. The activities can be done in any order on any day. I hope these suggestions spark conversations and learning experiences for your family. —Mrs. Grossman



special Offersome examples of your own. Social Emotional Social Emotional Social Septimentary (items psyminalitrity (items psyminalitrity) (items period) and very to jump from one to unthin without to lot forgo jumping on lilly pads. Don't fall in the point of institute of first. Dramatic Play, Gross Motor Self-Regulation, Routines Self-Regulation, Routines Away our child find and recognize? Take your child groccery in Spopping and talk about what you see: the sections of the market (clair, meat, a day our ear on your get to a finding growth was popping and talk about what you see: the sections of the market (clair, meat, a day on your ear own, chair mean) and the your child in repagring a meal. At dinnertine, talk about what you see: the sections of the market (clair, meat, a day on your end to what you see: the sections of the market (clair, meat, a day on your end to what you see: the sections of the market (clair, meat, a day on your end to what you see and was of the market (clair, meat, on the market (clair, meat, on your child in repagring a meal. At dinnertine, talk about what you see: the sections of the market (clair, meat, on your child fine a nown see words are always) To the market (clair, meat, on your child into an your child the prepagring and talk about what you see: the sections of the market (clair, meat, on your child procept) Away or white the same should shad you what the play in the page are feeling. To the pillows and sak what shelp in the page and talk about what you see: the sections of the market (clair, meat, on your child in preparing a meal. At dinnertine, talk about what you see: the sections of the market (clair, meat, on your child market and you							
Ask your child what makes humber feel happy, Doing sections, seems contenting, seem your doing for some examples of your own. Social Emotional Counting Classification Counting, Classification Classification	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Social Emotional Counting, Classification Social Scills, Dramatic Play Counting, Print/Writing, Family, Rotines, Family, Roti			Ask your child what makes him/her feel happy. Doing something, seeing someone, or going somewhere special? Offer some	Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all	Role-play welcoming someone. Help your child say, "Hello! My name is Do you want to play?" and show some of his/her toys.	Ask your child to draw something she/he remembers from a book	Count the dishes, silverware, cups, etc. Make name cards for family members so they know
Line up pillows on the floor and try to jumpf mone on the short production of the floor Pretend to be frogs jumping on lity pads. Don't fall in the pond! Dramatic Play, Gross Motor Self-Regulation, Routines Self-Regulation, Self-Regulation, Routines Self-Regul			Social Emotional	Counting, Classification	Social Skills, Dramatic Play	Book/Story Retell	
Self-Regulation, Routines Self-Regulation, Routines S	Line up pillows on the floor and try to jump from one to another without touching the floor. Pretend to be frogs jumping on lily pads. Don't fall in the	"Let's Play Please Pass while we eat. When you want something, face the person who has it, use a strong, respectful voice, and ask for what you want." Model and practice	Sort toys by size. Use words such as big, bigger, medium,	Have your child "read" a familiar book to you. Have he/she use the pictures to describe	Make a puppet using old socks or paper bags. Tell	Sing familiar farm songs with your children. ("Old Macdonald, "The Farmer in	happy clue on someone's face/body, tap your head. If you see a sad clue, tap your
Move like your favorite animals through your de nows. When you get to a new animal. Have your child "read" a book to you. Tell your child what you liked about the book and ask what she/he liked. Dramatic Play, Physical		Self-Regulation, Routines	Classification	Literacy	Dramatic Play, Speaking	Music, Movement	Emotional Cues
Take your child grocery shopping and talk about what you see: the sections of the market (dairy, meat, etc), what foods you buy, and why. Social/Language-rich experiences Engagement, communication, routines Turn off the TV and phone tonight! Play a game, talk about your day, or have reading time. Pay the game, "I am thinking of a word that rhyme swith" Silly nonsense words are always super funny! Play the game, "I am thinking of a word that rhyme swith" Silly nonsense words are always super funny! Play the game, "I am thinking of a word that rhyme swith" Silly nonsense words are always super funny! Play the game, "I am thinking of a word that rhyme swith" Silly nonsense words are always you are eating and how you made it. Play the game, "I am thinking of a word that rhyme swith" Silly nonsense words are always super funny! Social/Language-rich experiences Engagement, communication, routines Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) Count groups of objects up to the number 10. Then help your child such the book and ask what she/he liked. Emotional Cues, Social Skills Make a simple pattern using silverware or other items, (spoon, fork, knife) and your child predict what goes next. Patterns Patterns Patter's try to tell how the people are feeling. We can tell by their faces and book. Say, "Let's try to tell how the people are feeling. We can tell by their faces and books of you. Tell your child what you liked about the book and ask what she/he liked. So	Move like your favorite animals through your house. When you get to a new room, change to a	Have your child "read" a book to you. Tell your child what you liked about the book and ask what she/he	Go on a "number hunt" while at the store. What numbers can your child find	Go to a park and play ball! Practice bouncing, catching, throwing, and	Turn on some music and take turns making up a movement. Play copy cat boogie, by following what	Look for picture or objects that start with the same sound as your child's name. When you say the words, emphasize the beginning	using silverware or other items, (spoon, fork, knife, spoon, fork, knife) have your child predict what
Take your child grocery shopping and talk about what you see: the sections of the market (dairy, meat, etc), what foods you buy, and why. Social/Language-rich experiences Engagement, communication, routines Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) Classification Classification Play the game, "I am thinking of a word that try to jump around/continue movement though the entire song. Check out what it does to the way you are breathing. Discuss with your child bnow the people are feeling. We can tell by their faces and bodies or by what is happening in the picture. "Discuss how things in pictures are feeling. Retell, Speaking, Literacy Move like vour favorite animals through your blow of the entire song. Check out what it does to the way your child bnow the people are feeling. Make a simple pattern using silverware or	Dramatic Play, Physical	Retell, Speaking, Literacy	Number recognition	Gross Motor	Physical	First Sounds	Patterns
experiences 27 28 29 Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) 28 Sort toys by size. Use words such as big, bigger, medium, small, smaller, etc. Move like your favorite animals through your house. When you get to a new room, change to a new animal. Classification Inquiry, curiosity Emotional Cues, Social Skills Make a simple pattern using silverware or other items, (spoon, fork, knife, spoon, fork, knife, spoon, fork, knife) have your child predict what goes next. Patterns	Take your child grocery shopping and talk about what you see: the sections of the market (dairy, meat, etc), what foods you buy,	Involve your child in preparing a meal. At dinnertime, talk about what you are eating and	Play the game, "I am thinking of a word that rhymes with" Silly nonsense words are always	Turn on some music and try to jump around/continue movement though the entire song. Check out what it does to the way you are breathing.	Look at the pictures in a book. Say, "Let's try to tell how the people are feeling. We can tell by their faces and bodies or by what is happening in the picture." Discuss how things in	Have your child "read" a book to you. Tell your child what you liked about the book and ask what she/he	small items in a room. "Crab walk" to each item, put the item on your tummy, then crab-walk the
Turn off the TV and phone tonight! Play a game, talk about your day, or have reading time. Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile that are all big, all red, etc.) Sort toys by size. Use words such as big, bigger, medium, small, smaller, etc. Sort toys by size. Use words such as big, bigger, medium, small, smaller, etc. Sort toys by size. Use words such as big, bigger, medium, small, smaller, etc. Make a simple pattern using silverware or other items, (spoon, fork, knife, spoon, fork, knife) have your child predict what goes next. Classification Classification Description: Patterns			Rhyming	Inquiry, curiosity		Retell, Speaking, Literacy	Physical
	Turn off the TV and phone tonight! Play a game, talk about your day, or have	Count groups of objects up to the number 10. Then help your child sort items by similarity (items in a pile	Sort toys by size. Use words such as big, bigger, medium, small, smaller, etc.	Move like your favorite animals through your house. When you get to a new room, change to a	Make a simple pattern using silverware or other items, (spoon, fork, knife, spoon, fork, knife) have your child predict what		
	Language-rich experiences	Counting, Classification	Classification	Dramatic Play, Physical	Patterns		