

Preschool Family Activities Calendar

Choose at least five activities per column to complete each day. Color the box when the activity has been completed.

Day 1	Day 2	Day 3	Day 4
<p>Question of the Day: What do you know about balls?</p>	<p>Question of the Day: What is air?</p>	<p>Question of the Day: I wonder if big balls can bounce?</p>	<p>Question of the Day: Are all balls the same?</p>
<p>Language & Literacy: <u>Three Balls Finger Play:</u> Here's a ball (make a ball with thumb and index finger). And here's a ball (make ball with other thumb and index finger). A great big ball, I see (put arms up and touch fingers over-head) Shall we count them? Are you ready? One, Two, Three (make all three balls in sequence)</p>	<p>Language & Literacy: What letter makes the first sound in the word ball? Think of words that start with the same sound as ball. See how many items you can find around your house that start with that same sound. Say "ball" then the word. Example: ball-bottle.</p>	<p>Language & Literacy: Play with words that rhyme with ball. Try to see how many you can think of. Nonsense words are okay too! Example: ball-tall or ball-plall</p>	<p>Language & Literacy: Play a game of I Spy throughout the house or outside with items that begin with the b sound. Example: I spy something that is round and bounces.</p>
<p>Writing: Practice drawing circles, big ones and little ones. You can do this with chalk, crayons, pencils, markers, etc... Make two of your circles into something. Example: a happy face or a sun.</p>	<p>Writing: Draw a picture of a beautiful sunny day. Include the sun, trees, grass, and air. What? You can't draw air! Talk about how air is a "gas" and how it can't be seen but is all around us.</p>	<p>Writing: Use yesterday's drawing and draw balls on it too. If you have crayons, draw different sizes and colors.</p>	<p>Writing: Write or trace your name. Draw a circle around each letter, and count the number of letters in your name.</p>

<p>Math: Practice position words using a ball.</p> <ol style="list-style-type: none"> 1. Behind something 2. On top of something 3. In between something 4. Under something 5. Over something 6. Through something 7. In something <p>These are important early concepts for geometry!</p>	<p>Math: Look around the house for all of the types of balls that you have. Sort them into groups (inflatable or solid) Or make a pattern with them. How did you decide to sort them and why?</p>	<p>Math: Have your child hold a ball chest high and drop it. Count how many times it bounces. Try it with other balls. Did one bounce more than the others?</p>	<p>Math: Gather all of your balls. Talk with your child about if their head is bigger or smaller than each of the balls. Sort them into the ones that are bigger and smaller than your child's head. What about the adult's head?</p>
<p>Music & Movement: Sing <i>Take Me Out to the Ball Game</i> and act out swinging a bat and running the bases.</p>	<p>Music & Movement: Play a favorite song. Either count how many times the ball can be thrown in the air or how many times it can be bounced during the song.</p>	<p>Music & Movement: Grab a ball and a large basket, wastebasket or laundry basket. Sing: A tisket, a tasket. Throw your ball in the basket. Throw your ball, throw your ball Throw your ball in the basket.</p>	<p>Music & Movement: Turn on your favorite music and have a freeze dance party. When the music stops, you stop dancing.</p>
<p>Social & Emotional: Talk to your child about playing with friends. What does it mean to share? How can we practice sharing? Take turns a few times to practice.</p>	<p>Social & Emotional: Review the sharing discussion from yesterday. Role play a scenario.</p>	<p>Social & Emotional: Sit in front of a mirror and talk about feelings. Make a happy face, sad face, angry face, etc. Talk about the things that make us feel these feelings.</p>	<p>Social & Emotional: Roll up a sheet of paper into a cone shape. Place a ball inside so it looks like an ice cream cone. Pass the ball to one another using just the cone. Practice using phrases such as: "May I have some? Please and Thank you."</p>

<p>Science: What are some ways we can make balls move? Investigate all kinds of ways like kicking, throwing, tossing, rolling and interesting ways such as blowing or fanning. No idea is wrong. Try them all. Make a prediction before if you think your idea will make the ball move or not. Keep track of if your idea worked or not.</p>	<p>Science: Air. Grab a straw and some milk and blow some bubbles. We can't see air but we can see the effects. Talk about other ways we can see the effects of air (fans, wind outside).</p>	<p>Science: Put water in a plastic tub and add a squirt of gentle dish soap. Add all of the balls you collected: rubber balls, sponge balls, Wiffle balls, golf practice balls, ping pong balls etc... As your child washes the balls they explore floating and sinking and other characteristics of the balls.</p>	<p>Science: Using cotton balls and a straw, blow the cotton balls from a starting to a finishing point. Make it a race. Talk about what is making the cotton ball move. *This also help children who have difficulty with the "P" sound.</p>
<p>Motor Skills: Indoor bowling. Set up empty water bottles or empty sports bottles and go!</p>	<p>Motor Skills: Practice rolling the balls you gathered. If space permits practice kicking and throwing them too!</p>	<p>Motor Skills: Have a relay race with some balls. Make it fun and let your child decide which balls to use and how to set up the race.</p>	<p>Motor Skills: With close supervision, have your child use tongs to move cotton balls from one container to another.</p>

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Day 5	Day 6	Day 7	Day 8
Question of the Day: Do all balls bounce? How do you know?	Question of the Day: Which is your favorite ball? Why?	Question of the Day: What makes balls move?	Question of the Day: What does it mean to have a favorite of something?
Language & Literacy: Start a Spin Story in your family. Adult starts with, “you will never guess what I saw at the ball game.” Child responds and the adult follows. It can be serious or silly. If time permits jot down the story or Facetime a family member or friend.	Language & Literacy: Clap out the syllables to all of the different types of balls you can think of. Ex. Foot-Ball-two claps, Socc-er Ball-three claps	Language & Literacy: Bounce a ball sing: I’m bouncing, bouncing, everywhere. I bounce, and bounce into the air. I’m bouncing, bouncing, like a ball. I bounce, and bounce, And then I fall!	Language & Literacy: Find your favorite ball in your house. Use words to describe it. How many words can you use?
Writing: Draw pictures of what happened in your Spin Story.	Writing: Have your child tell you what to write in a letter to his/her teacher. Take pic and send to teacher, email or mail it to the school.	Writing: Draw a picture for a friend. Adult can write down what child says is happening in the picture.	Writing: Design your own ball and give it a name. You can also draw other balls to compare the size of your new ball to others. Is yours larger or smaller?
Math: Talk about the shapes of the balls. Are they all the same? What are the differences between them? Use shape vocabulary: sphere, oval, circle.	Math: Have a conversation about the balls you collected. Let your child distribute them between several people. Talk about if you have more, less, the same. Move them around several times and continue the discussion.	Math: When setting the table for a meal, count how many plates, utensils and napkins you will need for your family. Set the table together.	Math: What’s a pattern? Draw a pattern, and explain how do you do that? A pattern is something that repeats over and over. Like this: /-/-/-/-/-/- or this: OXOXOXO

<p>Music & Movement: Move like a ball and talk about those movements using words like inflate, deflate, bounce, roll, etc.</p>	<p>Music & Movement: Create a ball obstacle course to music. Have children move through the course based off the music tempo or the rules for each ball. Do it together.</p>	<p>Music and Movement: Remember all of those water/soda bottles you saved for recycling? If you still have them, use them to set up a makeshift bowling alley. Use any ball (or even a rolled up pair or two of socks) as your bowling ball.</p>	<p>Music and Movement: Blow bubbles for your child and have him/her pop them while singing his favorite nursery rhyme. (Humpty Dumpty, Jack and Jill, Wheels on the Bus, etc...)</p>
<p>Social & Emotional: Have your child make a picture for a friend or family member. Have your child tell you what the picture is about and write it on the bottom of the page.</p>	<p>Social & Emotional: Play a game with “rules” such as Red Light, Green Light or Simon Says. You can even incorporate a ball. (Simon Says put the ball on the floor, etc). These games help your child practice self-regulation.</p>	<p>Social & Emotional: Talk about friends. Who is your child’s friend? Why is s/he a friend?</p>	<p>Social & Emotional: Uh oh. What happens when someone else wants a turn with the bowling game? Talk about turn taking and what it means to wait.</p>
<p>Science: Take a balls and hold it chest high and see how many times it bounces. Change locations and try it on the grass, carpet, tile, wood, etc. Did this change how many times it bounced?</p>	<p>Science: Hold two balls of different weights and drop them (example: rubber ball and cotton ball). Which one hits the ground first? Why?</p>	<p>Science: Try yesterday’s experiment again. Why do all things drop to the ground? Because the earth, which is a giant ball, is pulling things to it like a magnet. This is called gravity.</p>	<p>Science: Observe your seeds that you planted. What do you see? What needs to be added to help them grow? What does the Earth provide to help them grow? (Sunshine, rain, dirt)</p>
<p>Motor Skills: While outside, throw different kinds of balls into the air. Talk about which one goes higher, faster, and further.</p>	<p>Motor Skills: Use spray bottle to water seeds you planted. Your child should only spray 5 times per day. Over watering can rot the seeds.</p>	<p>Motor skills: Grab a laundry basket or other larger containers and have a ball toss with your collected balls.</p>	<p>Motor Skills: Grab a cardboard box lid or a shoe box lid and cut a hole a little larger than your ball. Have your child hold the box and try to maneuver the ball into the hole without touching the ball.</p>

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Day 9	Day 10	Day 11	Day 12
Question of the Day: What can you do with a ball?	Question of the Day: What sports can you do with balls?	Question of the Day: What foods are shaped like balls?	Question of the Day: What is your favorite game using balls?
Language & Literacy: How many things do you think you can do with a ball? Predict a number. One, ten? Then, name all the things that you can do with a ball. With an adult, write a list. Include things like, roll, kick, toss, pass, throw, bounce, etc.	Language & Literacy: What kinds of sport use balls? How many can you think of? List them. Also talk about jobs where people use balls. Think about construction and demolition and wrecking balls.	Language & Literacy: Look around your house, in your cabinet, fridge, etc. Find all the foods that are shaped like balls: peas, meatballs, etc.	Language & Literacy: Name some of your favorite teams and players on sports teams. Listen to or read a story about sports tell someone in your family about the story.
Writing: See above	Writing: Color the pictures of the sports balls.	Writing: Draw a picture of a game that uses balls.	Writing: Work on writing the letters in the word ball. Sound it out to try to come up with the letters to use.

<p>Math: How many things did you put on your list? Was it more or less than you predicted?</p>	<p>Math: Using your drawings or pictures from newspapers and magazines, order the sports balls from largest to smallest. Which one is the smallest? Circle it.</p>	<p>Math: Do you have a ruler or measuring tape? What are those used for? They measure inches. Find out how many inches the biggest ball and how many inches the smallest ball you have is. Start measuring with the ball on the ground.</p>	<p>Math: Use the recipe below (science) to measure out ingredients.</p>
<p>Music & Movement: Can you make yourself into a ball? What do you have to do? Can you make your hand into a ball? That's called a fist.</p>	<p>Music & Movement: Use a ball to do different directional movements. Roll the ball under your knee, toss it over your head, between your knees, etc.</p>	<p>Music & Movement: Try to walk around your house or yard while holding a ball in different ways: under your arm, between your knees, on your head. Which one is the most challenging? Why?</p>	<p>Music & Movement: Play Hot Potato except call it "Pass the ball." Turn on music and pass it quickly. When the music is turned off, whichever person has the ball is "out." The child shouldn't be the winner every time.</p>
<p>Social & Emotional: What do you do if you are playing ball outside and the ball rolls in the street?</p>	<p>Social & Emotional: How can you ask a friend or family member to play a game with you? What do you do if they say no?</p>	<p>Social & Emotional: Roll balls under furniture and have your child run around to the other side to see where the balls come out. If a ball gets stuck under the furniture, show your child how to use a stick to retrieve the ball.</p>	<p>Social & Emotional: Talk about what to do if you lose a game. Why can't you win all the time?</p>

<p>Science: Make a ramp for a ball. You can use old TP tubes or paper towel tubes. What happens if you change the ramps? What if you make the ramp higher or lower on one end? It changes the gravity pull and force of the ball!</p>	<p>Science: Predict how many “feet” you can throw a ball. Throw a ball and use your own feet to count how many steps it takes you to get to the ball. Try with different size balls to see if one kind of ball can go farther.</p>	<p>Science: Create a simple structure using boxes or tubes or even socks. Use a ball as a wrecking ball. Which one works better? Why?</p>	<p>Science: If you have the things to make it, create snack balls. Here’s the recipe. 1.5 c oatmeal ½ c nut butter 1/3 sticky liquid sweetener like honey or syrup ½ cup mixins like choc chips, raisins, etc. Mix, roll, refrigerate.</p>
<p>Motor Skills: Practice rolling balls down the ramps you made.</p>	<p>Motor Skills: Practice bouncing balls like in basketball. How many bounces can you make happen?</p>	<p>Motor Skills: Practice tossing a ball back and forth. Try not to let the ball fall on the ground.</p>	<p>Motor Skills: Roll your body like a ball. These are called summersaults. Can you do two in a row? Three?</p>

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Day 13	Day 14	Day 15	Day 16
<p>Question of the Day? Ask your child, “Which of these is one of your classroom rules?” List three things, one possible classroom rule and two other statements.</p>	<p>Question of the Day? How many syllables are in the word Kindergarten? Have your child practice clapping and stomping them out.</p>	<p>Question of the Day? Which of these is different? Display three similar objects and 1 that is different (e.g., three mittens and one glove, or three hardcover books and one backpack.)</p>	<p>Question of the Day? How are these the same? Display three objects that have a common characteristic (e.g., a marble, a beach ball, and an orange)</p>
<p>Language and Literacy: Talk with your child about what are rules that apply to your household. What happens when rules are and are not followed?</p>	<p>Language and Literacy: Read a book to your child. Pick out one new vocabulary word in the story. Tell your child what that word means and have them clap out the syllables in the word.</p>	<p>Language and Literacy: Write three different capital letters and one lower-case letter on separate index cards or pieces of paper. See if your child can tell which are the capital letter and which are the lower-case letters. Next, have them name the letter. Repeat with different letters.</p>	<p>Language and Literacy: Read a book with your child. Ask them questions: What happened at the beginning of the story? Who are some of the main characters in the story? What happened at the end?</p>

<p>Writing: Have your child draw a picture of the classroom rules that their teacher posted in the classroom and discuss which of the rules they liked best and why they are important.</p>	<p>Writing: Encourage your child to “write” about his or her play experiences, (e.g., what he built in the morning, what she would like to do tomorrow, create a grocery list, etc.). Your child can draw pictures and you can label them or write what your child describes.</p>	<p>Writing: Help your child write letters and emails to relatives and friends. These may include thank you notes or just a special note to say hello. Be sure to send your child a letter or card occasionally too so that she is reminded of how special it is to get a letter in the mail. Consider finding a pen pal for your child.</p>	<p>Writing: Keep a box of scrap paper, crayons, markers, scissors for your child to use to draw or practice writing. Discuss which items in the box are similar or have similar uses. Use the materials in the box to write menus, notes, shopping list, signs, etc.</p>
<p>Social & Emotional: Sing “If You’re Happy and You know it”. Ask your child how they feel in different scenarios- lose something, get a new pet, go to school, have a birthday, etc.</p>	<p>Social & Emotional: Provide opportunities for your child and others to participate in simple, noncompetitive activities to encourage sharing, cooperating, and taking turns. Examples include: Follow the Leader</p>	<p>Social & Emotional: Use simple negotiation skills to solve conflicts. For example, “You can have a turn after I finish.”</p>	<p>Social & Emotional: Provide opportunities for your child and others to demonstrate an understanding of the meaning of “stop” and “start” as well as “listen.”</p>
<p>Math: Use predictable finger plays and traditional counting songs, i.e., “Five Little Monkeys,” “Ten in the Bed” to practice adding and taking away objects. Have children act out the songs and finger plays or use finger puppets or other manipulatives to represent the characters as they determine how many are left or how many are added.</p>	<p>Math: Encourage the members in your family to stand in a line. Ask your child, as they line up, who is first in the line, second, third, fourth, and fifth. As child and family members gather around the table for breakfast or a family meeting, ask who sat at the table first, second, third, fourth, and fifth (ordinal numbers).</p>	<p>Math: Provide opportunities for your child to find shapes in their environment, inside and outside the home. They should find some that are similar and different, and use the appropriate language to describe how they are similar and different.</p>	<p>Math: Introduce children to three-dimensional shapes through everyday experiences with cans (cylinders), balls (spheres), and playground cones or ice-cream cones. Describe these objects and refer to their mathematical names.</p>

<p>Science: 5 Senses: Get some type of food out. Have your child tell you what it looks like, smells like, feels like, sounds like, and tastes like.</p>	<p>Science: Make predictions as a family as to what will happen to ice cubes left at room temperature. Talk with your child about his or her prediction, including what happened to the ice cubes.</p>	<p>Science: Predict what will happen when water is mixed with soil. While outside, mix some water with soil. Observe and record results by drawing before and after pictures.</p>	<p>Science: Provide a science learning area that contains a variety of items to explore, classify, and compare, e.g., shells, rocks, leaves, keys, nuts and bolts, seedpods, pine cones. Engage your child in a conversation about each item.</p>
<p>Motor Skills: Sing and act out “5 Little Speckled Frogs”. Have your child practice subtracting 1 each time.</p>	<p>Motor Skills: Play “Simon Says”. Call out a command and your child can only do it if you say, “Simon Says.” (Ex. Hop on one foot, spin, touch your toes, jump up and down, sit, etc.)</p>	<p>Motor Skills: Provide opportunities for the child to climb, hang, and swing on large appropriately-sized indoor and outdoor recreational equipment, if allowable. Remember, social distancing.</p>	<p>Motor Skills: Encourage your child to participate in physical activity every day and explain why physical activity is good for health</p>
<p>Music and Movement: Use an old scarf, pillowcase or sock to move and dance with. Play many different types of music. Move your scarves or pillowcases to the beat of the music. Talk about the music... Is it fast, slow, happy, sad, etc...</p>	<p>Music and Movement: Go for a nature walk with your child. This gets your child moving, and he can also collect leaves, sticks or pebbles for craft or pretend play when you get home</p>	<p>Music and Movement: Help your child create a <i>homemade instrument (example: drum or flute)</i> to make his own music and perform. He can march, dance, clap, and drum to the music being played and act as if he is part of a musical marching parade.</p>	<p>Music and Movement: Sing songs with actions such as Head, Shoulders, Knees, and Toes; Hickory Dickory Dock (run in place as if mouse); Hokey Pokey; The Wheels on the Bus.</p>

Activities Work Space:

Day 1:

Practice drawing circles, big ones and little ones.

Sing Take Me Out to the Ball Game

Take me out to the ball game,
Take me out with the crowd.
Buy me some peanuts and cracker jack,
I don't care if I never get back,
Let me root, root, root for the home team,
If they don't win it's a shame.
For it's one, two, three strikes, you're out,
At the old ball game.

Day 2:

Draw a picture of a beautiful sunny day.

Day 4:

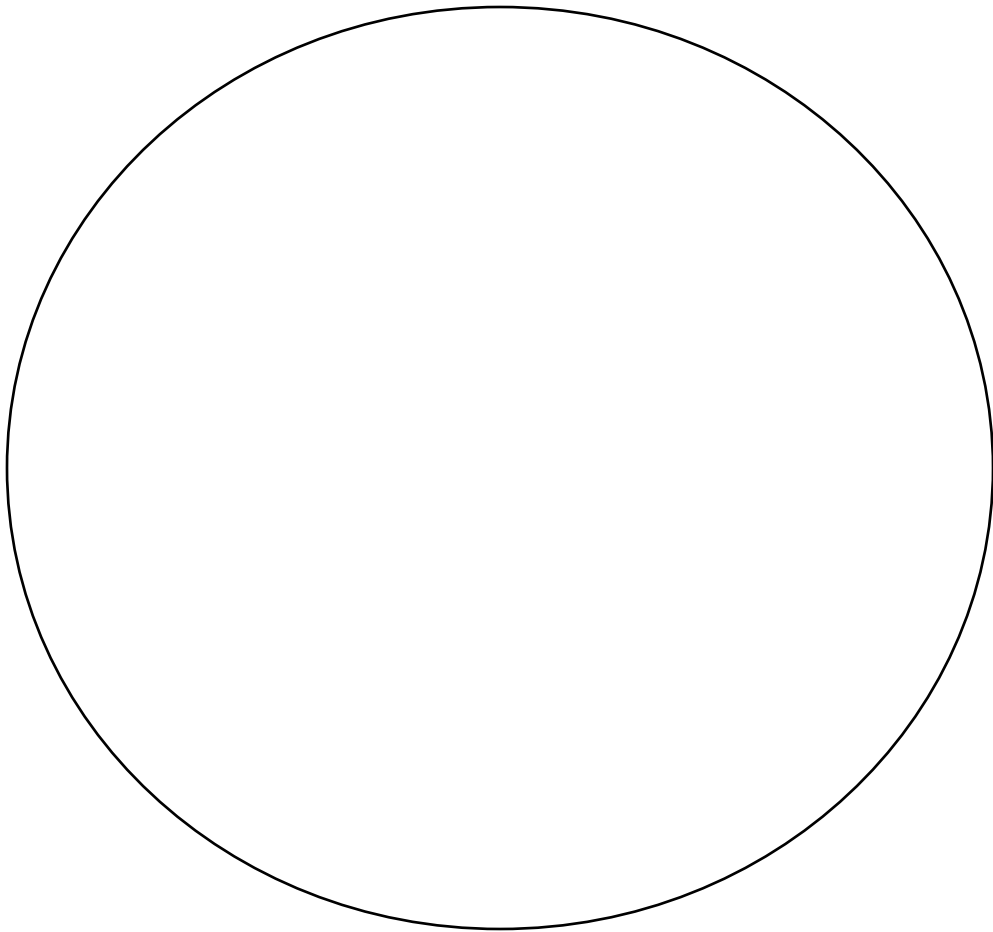
Write or trace your name. Draw a circle around each letter, and count the number of letters in your name.

Day 5:

Draw pictures of what happened in your Spin Story.

Day 8:

Design your own ball and give it a name.



Draw a pattern

Day 9:

Make a list of all of things you can do with a ball. Draw pictures if you would like.

1. _____

2. _____

3. _____

4. _____

5. _____

Day 10:

Color the picture of the sports balls.



Day 11:

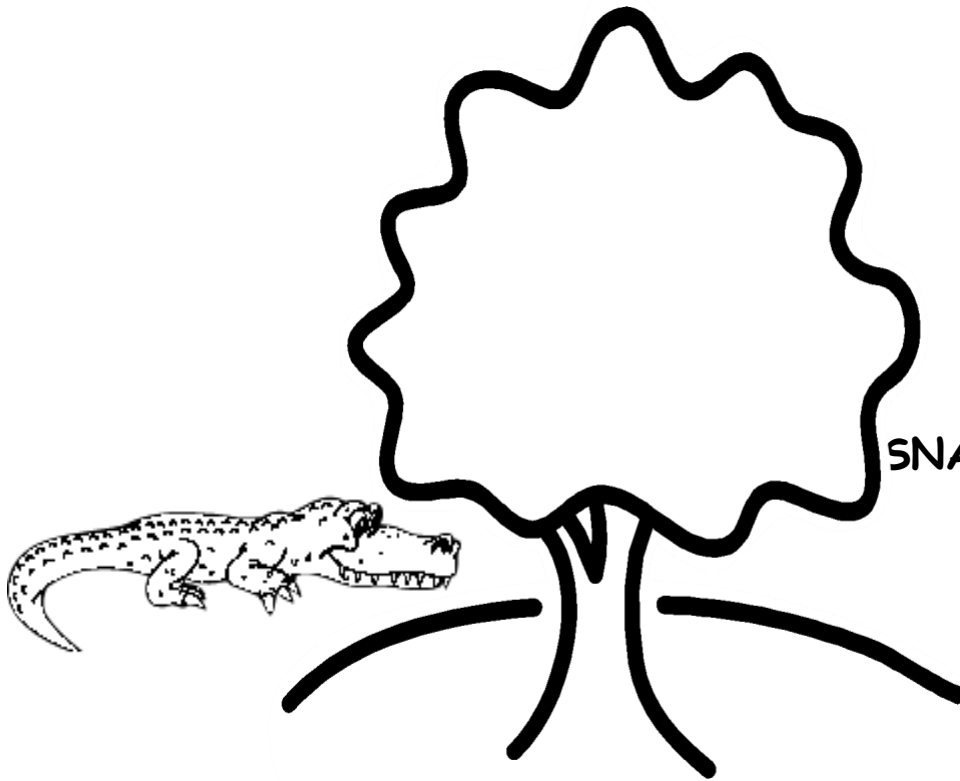
Draw a picture of a game that uses balls.

Day 13:

Have your child draw a picture of the classroom rules that their teacher posted in the classroom.

Day 13:

Draw in the 5 monkeys and X one out for each time alligator snaps while singing the song.



5 little Monkeys
sitting in the tree
Teasing Mr. Alligator,
"You can't catch me!"
"You can't catch me!"
Along comes Mr. Alligator
Quiet as can be.....
SNAP! that monkey right out of that tree!

Five Little Speckled Frogs



Five little speckled frogs,
Sat on a speckled log,
Eating some most delicious bugs, Yum, Yum.
One jumped in to the pool,
Where it was nice and cool,
Now there are four green speckled frogs,
Glub, glub.

Four little...

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Day 14:

Encourage your child to “write” about his or her play experiences