


Preschool Family Activities Calendar: April 6 - 24

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 does it mean to recycle?</p>	<p>Question of the Day: What do we do with recycling materials?</p>	<p>Question of the Day: How can we reuse things?</p>	<p>Question of the Day: What can we make from our things we do not want any more?</p>
<p>Language & Literacy: Look on some of your kitchen items for the recycle symbol.</p>  <p>Color the recycle symbol attached. Trace RECYCLE. Cut out and glue a recycle sign from a used box or label of a can.</p>	<p>Language & Literacy: Using old magazines, newspapers, etc. identify items that can be used for recycling and others that would just be trash. Try to find 5 of each item. If you don't have those materials, work with your child to draw pictures.</p>	<p>Language & Literacy: Collect items that are either trash or recycle and identify the items by its function and if it's recycle/trash.</p>	<p>Language & Literacy: Think of names for the object you chose to make. Make the name's first sound/letter the same as the object. Examples would be Robbie Robot, Sally Spaceship, Marvin Monster, etc.</p>
<p>Writing: If you have any empty plastic bottles, work with them on how to open and close the screw caps. Use and explain the terms "loose" and "tight" while teaching the skill. Try to find different sizes to practice with.</p>	<p>Writing: Have your child work on naming a piece of paper for his/her recycle/trash collection with a title.</p>	<p>Writing: Discuss and review the letter R, both upper and lower case. Write the words, "reduce, reuse, recycle," and ask your child to find and circle the letter "r" in the words. Discuss the sound it makes and practice making the /r/sound.</p>	<p>Writing: Together, write the name of your project on a piece of paper. Have your child draw a sketch of what could be made.</p>

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<p>Math: Sort the items from L&L above that can be recycled into two groups of recycle and trash. Count each group and discuss which group has “more” and “fewer.”</p>	<p>Math: Count the pictures that you have collected/ drawn. Discuss making a graph to show “recycle” and “Trash.” Your graph will look like this.</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: none; padding: 5px;">Trash</td> <td style="border: none; padding: 5px;">Recycle</td> </tr> <tr> <td style="border: none; height: 40px;"></td> <td style="border: none; height: 40px;"></td> </tr> </table>	Trash	Recycle			<p>Math: Count the items collected today for our projects.</p>	<p>Math: Check your list from yesterday to see if you have all the materials you need. Let your child mark the items off the list as you review it.</p>
Trash	Recycle						
<p>Music & Movement: Sung to: "I've Been Working on the Railroad"</p> <p>We've been working on RECYCLING All the trash we can, We've been working on recycling, It's a very simple plan, Separate your glass and paper, Separate your plastic and tin. Take the trash that you've recycled to your recycling bin!"</p>	<p>Music & Movement: Sung to: "I've Been Working on the Railroad"</p> <p>We've been working on RECYCLING All the trash we can, We've been working on recycling, It's a very simple plan, Separate your glass and paper, Separate your plastic and tin. Take the trash that you've recycled to your recycling bin!"</p>	<p>Music & Movement: Sung to: "Row Row Row Your Boat"</p> <p>Save, save, save the cans, throw them in the bin, We can help to save the earth if we all pitch in. Save, save, save the paper.... Save, save, save the bottles.... Save, save, save the plastics....</p>	<p>Music & Movement: Sung to: "Row Row Row Your Boat"</p> <p>Save, save, save the cans, throw them in the bin, We can help to save the earth if we all pitch in. Save, save, save the paper.... Save, save, save the bottles.... Save, save, save the plastics....</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: Discuss why it's important to reuse materials when we can.</p>	<p>Social & Emotional: Talk about what to do when you see someone throw their trash away without using the recycling bin. Should you tell? Ask for help?</p>				

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<p>Science: Discuss the materials that are recycled versus the materials that are not. Use the words “metal, glass, paper, etc.” Start collecting your TP and paper towel tubes as well as plastic bottles. Predict how many you can save in 5 days and 10 days.</p>	<p>Science: Sort the recyclable/trash items you have found by wood, glass, metal, and paper. Discuss the weight of each kind. What material is the heaviest? Which is the lightest? Why do you think they are different?</p>	<p>Science: Make a plan about what you can both make with your objects that you have collected. Ideas: robot, spaceship, monster, etc. List materials that you will need to carry out your plan.</p>	<p>Science: How much did it rain? Leave a container or cup outside to measure the rainfall. Show your child how to use a ruler to see how much it rained or use cups from two different days to compare.</p>
<p>Motor Skills: Use an empty plastic bottle to play catch with your preschooler. Add a bell or a few kernels of popcorn to the bottle for sound.</p>	<p>Motor Skills: Use glue or tape to attach pictures. Either cut or tear out pictures and have your child glue or tape down the items above.</p>	<p>Motor Skills: Have a relay race to sort gathered items into trash/recycle.</p>	<p>Motor Skills: With close supervision, have your child use tongs to move items from one container to another. An example would be cotton balls.</p>


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Day 5	Day 6	Day 7	Day 8
Question of the Day: What is litter?	Question of the Day: Why should we not litter?	Question of the Day: What do we do if we see litter? (answer: tell an adult)	Question of the Day: What is the Earth?
Language & Literacy: Discuss examples of littering while talking about taking care of environment. Use that vocabulary and discuss those words so that your child understands.	Language & Literacy: Discuss the vocabulary we have been using: litter, reduce, reuse, recycle, environment.	Language & Literacy: Call a friend and talk about what recycling you have been doing to keep the Earth a cleaner place.	Language & Literacy: Did you know that sea turtles are one of oldest creatures on the earth? Look up this video if you can on YouTube https://www.youtube.com/watch?v=NxkYyOVyNxw
Writing: Draw a picture of today's weather for your fridge. Take a pic and send it to your teacher if you can. Write in the words to describe the drawing.	Writing: Adult can have child dictate a letter to his/her teacher. Child can add illustration. Take pic and send to teacher or mail it to the school.	Writing: Draw pictures of a beautiful park. Then add scraps of trash. Is it prettier with or without the trash?	Writing: With help, draw a large circle and color it blue and green to represent the earth. Work on writing the word earth on your paper.
Math: Count how many toilet paper tubes and paper towel tubes you have saved. Compare this number with your prediction from Day 1. Were you right? Was your prediction high/low?	Math: Using one TP tube, learn about fractions. Adult talks about the term "half" while estimating where "half" would be on the tube. Adult should help the child cut it in half. Then count how many piece you have.	Math: Help your family with chores. Start sorting silverware in your kitchen drawer. Do you have more forks or spoons?	Math: Look at a photo of the earth from an internet search or here.

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			 <p style="text-align: right;">Is there more green (land) or more blue (water)?</p>
<p>Music & Movement: Move like animals. Crawl, slither, run, pounce, etc... Do this to different types of music and different tempos.</p>	<p>Music & Movement: Take a walk and look for signs of spring. Observe and discuss any litter you see. Only pick it up if it safe and a glove is worn.</p>	<p>Music and Movement: Go for a walk and talk about your neighborhood. With an adult, walk around the block and pay attention to how to get back to your house.</p>	<p>Music and movement: Look outside. Do you see the wind blowing? Imagine you are being blown by the wind. How would you move?</p>
<p>Social & Emotional: Have our child make a picture for his teacher and his friends at school. Have your child tell you what the picture is about and write it on the bottom of the page.</p>	<p>Social & Emotional: Surprise your child with a REALLY messy room – litter (junk mail) everywhere, papers, used paper towels, etc. Oh, no! Can we play and work comfortably here? What to do?</p>	<p>Social & Emotional: While you are walking, talk about what you do if you were lost and couldn't find your way back home. Safety skills!</p>	<p>Social and Emotional: Role play a scene. Pretend to see a child littering. How can you politely ask them to put their trash away.</p>
<p>Science: Find a secret item and put it in a bag or a box. Ask your child, "Can you guess what I've got in here?" Give clues, one at a time, until</p>	<p>Science: Still have a few plastic bottles? On your next grocery run, add a few seed packets to your list. Easy growers are beans and zinnias. Prepare a</p>	<p>Science: Work together to set up a recycle station at home. These could simply be boxes. Decorate and label the separate containers, and put</p>	<p>Science: When taking a bath, notice the water level before getting in and how the water level rises when you do sit in the tub. Why? Because your</p>

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<p>he/she guesses correctly. Next ask your child to find the surprise object and you guess from his/her clues.</p>	<p>bottle by cutting it in half in the middle(adult job), lining the inside of the top half with a paper towel (leave the lid off), and turning the top upside down into the bottom. Fill halfway with dirt. Plant your seeds in there and rest on the windowsill.</p>	<p>them in a prominent place so they will be used.</p>	<p>body make the water move or “displaces” the water, causing it to rise.</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. Your child should only spray 5 times per day. Over watering can rot the seeds.</p>	<p>Motor skills: Practice throwing your recycling into your containers. Maybe try to throw an empty plastic bottle under your leg?</p>	<p>Motor skills: Practice neck stretches: to the right, to the left, up, and down. Count to five for each position.</p>

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Day 9	Day 10	Day 11	Day 12
<p>Question of the Day: What items do you think we should not recycle? Why?</p>	<p>Question of the Day: Do you think glass or plastic is better for the environment? Why?</p>	<p>Question of the Day: How do you think you can help save animals by recycling?</p>	<p>Question of the Day: How can you help others learn about recycling?</p>
<p>Language & Literacy: Go on a “letter hunt” around the house and neighborhood; encourage your child to find a variety of letters. Find letters your child can confidently identify.</p> <p>O Focus on letters in their name.</p> <p>O Find upper and lowercase examples of the same letter.</p>	<p>Language & Literacy: Use post-it notes (or small slips of paper and tape) to label 5-10 objects around your house:</p> <ul style="list-style-type: none"> o Encourage your child to write the first letter based on the sound they hear at the beginning of the word (i.e. D for door, T for tub, G for game). O If your child can, encourage them to write the first and last letter they hear (i.e. LT for light, DL for doll, FK for fork). O Focus on different areas of the house on different days. 	<p>Language & Literacy: Re-read a favorite book; engage in a discussion using question prompts such as:</p> <ul style="list-style-type: none"> o Why is this your favorite book? o How does this book make you feel? o What do you like about the illustrations? o What would you say if you were recommending this book to someone? 	<p>Language & Literacy: Sing a song with words that rhyme, like “Down By the Bay:”</p> <p>Down by the bay, Where the watermelon grows, Back to my home, I dare not go. For if I do, My mother would say, Have you ever seen a whale With a polka-dotted tail? Down by the bay!</p>
<p>Writing: Provide various, disposable materials for your student to practice cutting:</p> <ul style="list-style-type: none"> O Blank paper o Wax/parchment paper o Paper bags/plates o Wrapping paper o Cotton balls 	<p>Writing: Help your child write (text or type) a letter to their teacher at school about what they are doing while they are at home; the adult should write most of the letter, but encourage your child to tell you what you should write.</p>	<p>Writing: Write out the alphabet on a piece of paper with our child; bring this on the hunt and ask your child to “check off” each letter as they find each one – can you find all 26?</p>	<p>Writing: Use post-it notes (or small slips of paper and tape) to label 5-10 objects around your house:</p> <ul style="list-style-type: none"> o Encourage your child to write the first letter based on the sound they hear at the beginning of the word (i.e. D

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			<p>for door, T for tub, G for game).</p> <p>O If your child can, encourage them to write the first and last letter they hear (i.e. LT for light, DL for doll, FK for fork).</p> <p>O Focus on different areas of the house on different days.</p>
<p>Math: Ask your child to help you figure out this problem: If everybody in our house wanted to read a book at the same time, how many books would we need? What if everybody wanted to read 2 books?</p>	<p>Math: Sing a counting song with your child, like “Five Green and Speckled Frogs:” Five green and speckled frogs, Sat on a speckled log, Eating some most delicious bugs! (yum, yum!) One jumped into the pool, Where it was nice and cool, Now there are four delicious bugs! (gulp, gulp) O Repeat the entire song, using the next number down for each verse</p>	<p>Math: Have your child locate something in the house to count (limit your items to 5). Consider things you have a multitude of such as spoons, forks, napkins, plates, shoes, hats, crayons, etc. Engage in a discussion using question prompts such as,</p> <ul style="list-style-type: none"> o Can you count your item? o Can you count a different item? O Which set has more? o Which set has less? o Can you show me 3? O What else can we count? 	<p>Math: Go on a pattern hunt; see if your child can locate a pattern in different areas of the house (i.e. the pattern on the kitchen floor, the tile in the bathroom, a shirt in the closet). As your child locates patterns, engage in a discussion about the pattern(s):</p> <ul style="list-style-type: none"> o Can you tell me about your pattern? o Did you find more patterns in a certain room? O Can you draw what you found?

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<p>Music & Movement: Sing and do the motions for the following songs:</p> <ul style="list-style-type: none"> ○ I'm a Little Tea Pot ○ Head, Shoulders, Knees, & Toes 	<p>Music & Movement: From the math activity- Create props out of paper to represent the log and frogs and act it out.</p>	<p>Music & Movement: Do each of these 10 times to music. Find some fast tempos and slow tempos; jump, giant step, baby step, turn around</p>	<p>Music & Movement: Play the drums by using wooden spoons and an upside down pot. Can you make up a song?</p>
<p>Social & Emotional: Play a board game, such as Candy Land or Chutes and Ladders; encourage your child to take turns, share, and congratulate others if they win.</p>	<p>Social & Emotional: Read a story in which a character showed angry or sad emotions; engage in a discussion using question prompts such as:</p> <ul style="list-style-type: none"> ○ How did the character feel? ○ How do you know the character felt that way? ○ Why do you think the character felt that way? ○ Have you ever felt that way? When? Why? ○ What made the character feel better by the end of the story? 	<p>Social & Emotional: Have your child draw a picture of their favorite friend at school; engage in a discussion using question prompts such as:</p> <ul style="list-style-type: none"> ○ Who is your friend? ○ Why is he/she your favorite friend? ○ What do you like to do with your friend? ○ How does your friend make you feel? ○ What can you do so your friend knows he/she is special to you? 	<p>Social & Emotional: Have your child wash a few toys in soapy water, either in the tub or a bin. Discuss why it is important to keep our things clean.</p>
<p>Science: Talk about where food and drinks come from. Explain they don't come from the store. Milk comes from cows, and juice comes from fruit, etc... Discuss different foods in your refrigerator.</p>	<p>Science: How many colors are in the rainbow? Have your child use his/her number sense and coloring skills to create a beautiful rainbow (attached) then count the colors in it.</p>	<p>Science: Explore all the ways we use our most important resource: water! On the sheet provided, draw four ways you can use water.</p>	<p>Science: Challenge your child to design a boat that can hold at least 5 pennies without sinking. Provide them with a variety of materials such as foil, paper, bottle caps, etc....</p>

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Motor Skills: Play with different size balls. Sit on the floor and roll each ball back and forth with your child.	Motor Skills: Tell your child that he must be your shadow and mimic all your actions as you walk about.	Motor Skills: Set up an obstacle course and model for your child how to go through it. Then time him/her multiple times.	Motor Skills: Use painters tape, yarn, string, etc... to make lines through the house or outside (chalk!) and challenge your child to walk on the line to practice balance.
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Continuous Practice:

Ask your child to write their name using different materials:

- o Paper and markers/crayons
- o Rice in a shallow baking tray (write with finger)
- o An ice cube on a piece of construction paper
- o Shaving cream on the table or side of the tub/shower wall
- o Watercolor paints
- o If your child cannot write their name completely independently, write their name for them so they have something to look at and refer to.

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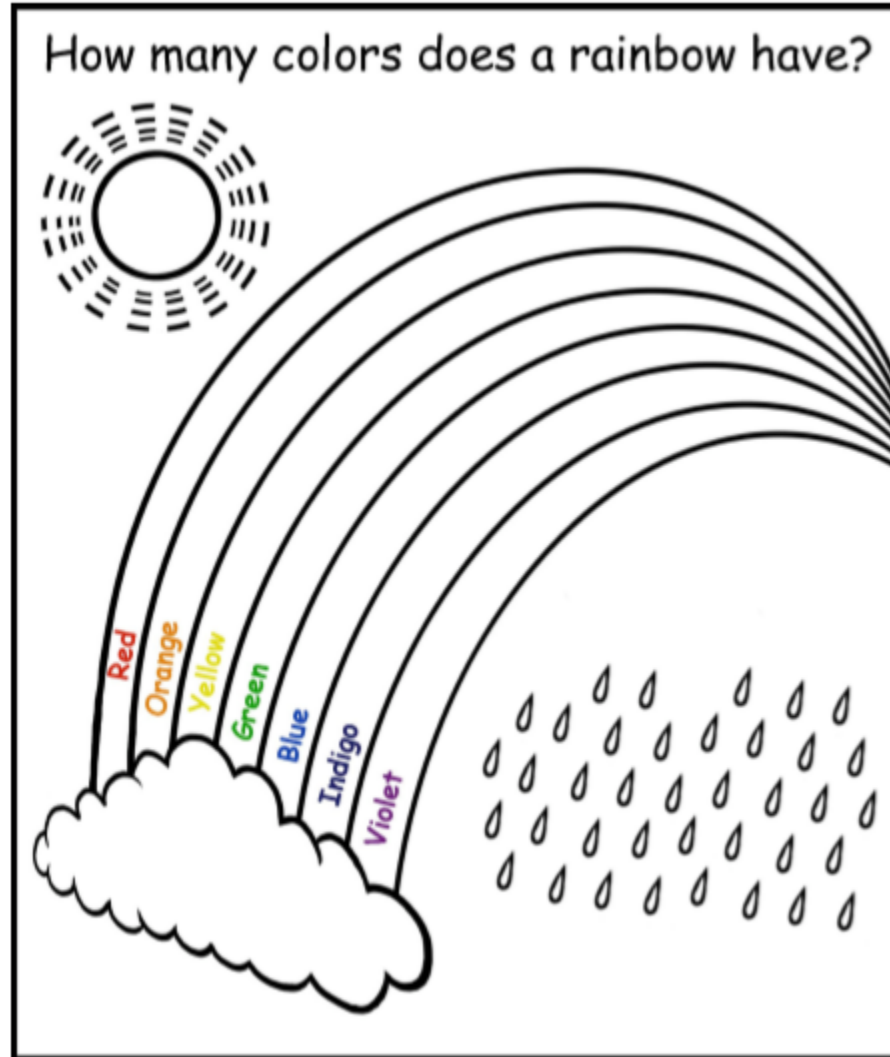
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RECYCLE

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Four Ways to Use Water
