



## May 2020 READING AND ACTIVITY CALENDAR



Please read to your child daily and /or complete one of the activities suggested each day.

IMPORTANT: Each day, click [here](#) to complete the online form about what you and your child did. You can also find the link to the form on MRDC's website where you found this document.

WEEK ONE	
MON.	<p><b>Searching for Sounds: Obj.12a</b> Walk around the room with your child, and stop near various objects as you wonder aloud, What kind of sound could this make? Encourage your child to experiment with the object to create sound. Describe any sound your child makes, such as with a pan and spoon: Listen to the loud clang, clang, clang! Show him how various objects can make different sounds. For example, drop a small, plastic toy into the sink: I hear a soft splash. Review the sounds with your child at the end of the game: Let's think about the sounds that we just made and decide which ones were loud and which ones were soft. First, we heard the sound the pan made. Was it loud or soft?</p> <p><b>Playing With Many Sizes: Obj.21b</b> Find safe household objects for your child to play with that are graduated in size, such as measuring spoons, canisters, nesting toys, or graduated wrenches. You also can create groups of shoes or jar lids in varying sizes. Show your child one set of objects and invite her to play: Here are a set of six measuring spoons. Let's see what you can do with them. (If you use measuring spoons or cups, make sure they are separate and not joined on a ring.) Wait for your child to notice the different sizes and begin to compare the items. Give her plenty of time to play without assistance. When you notice your child comparing sizes, talk about size relationships: You put them all in a row. Let's see, this is the smallest one at this end. What did you put at the other end? Invite your child to record her accomplishment by placing the row of items on a piece of paper and tracing around each one.</p>
TUES.	<p><b>Move and Say: Obj.4</b> Use a garden hose or rope to mark an interesting path for your child to follow. Describe his movements as he moves along the path: through the box tunnel, under the bench, over the block. Invite him to say the words first with you and then encourage him to describe his position by himself. Where will you go next? Add new challenges to the path to increase his physical skills. Try incorporating a small plastic lid that he can stand on with one foot or a one-inch wide tape for walking on a line. Describe more subtle movements such as walk next to the box, jump away from the paper, go around the puddle, or tiptoe along the line. Periodically, reposition the obstacles to provide new actions and help him learn new positions. Walk him through the path the first time you use the new position words.</p> <p><b>Showing Concern: Obj.2b</b> Invite your child to play with a doll after witnessing another child display strong emotion. Start by saying: This doll fell down and skinned his knee, just like Jimmy did a few minutes ago. What can we do for this doll?</p>

	<p>Give your child time to make suggestions such as a bandage or wet cloth. Hold the doll to show your child another way to provide comfort. When she imitates the action, respond with positive feedback: Oh, I see that you're going to comfort him. The doll needs some love as much as he needs the bandage. Include various scenarios such as a sad doll that needs cheering up or an angry doll that your child could help to calm.</p>
<p><b>WED.</b></p>	<p><b>Matching Among Similar Pictures: Obj.23</b> Cut out pictures of the same kinds of items in a catalog or magazine. Begin the game with four pictures on the table. The pictures should be similar, but with only two that are identical. For example, four pictures of coats, two of which are exactly the same. Invite your child to play with you as you ask: Can you find the two coats that are the same? When she succeeds, acknowledge her achievement: You found the two red coats that match! Ask your child to hide her eyes as you switch the positions of the pictures, remove the previously matching pair, and add a new matching pair to the group. Play the game with the first set of pictures several times before moving on to a new group of similar pictures.</p> <p><b>Packing My Own Picnic: Obj. 9</b> Invite your child to join you on a picnic. Suggest that he first pack a lunch to take with him. Go with him to the kitchen and point out available items for packing. Talk about where he will be eating, such as in the backyard or at the park, and what foods might be convenient to eat there. Lay out the food items as you talk, along with several sandwich bags for him to use. Help him remember where to find his lunchbox or a paper bag. Stay in the kitchen while he works, but help only if asked. I'll be here in the kitchen for a few minutes. Let me know if you need some help. Remember that this is an exercise in independence but you can control his diet by limiting his food choices to healthy items only.</p>
<p><b>THURS.</b></p>	<p><b>Who, What, Where?: Obj. 10a</b> Include simple questions in your daily conversations with your child using the words who, what and where. Who is coming to visit? What sound do you hear? Where's a good place to hide? Use your child's answers as a starting point for further back-and-forth conversation on the same topic. Keep your questions short and casual. Your child may be reluctant to participate if you appear too insistent with your questions.</p> <p><b>That Doesn't Belong: Obj.3b</b> Finish setting the table by placing an odd object, such as a toothbrush or a book, near a plate. Say to your child: Something doesn't look right. Would you please come and help me see what doesn't belong? Show her the setting and tell her: I was setting the table with things we use to eat. But something is there that shouldn't be. Can you see what it is? Draw her attention to it, if necessary, by commenting on the appropriate items on the table: I know we need a spoon, a cup, and a napkin. Give positive feedback when she correctly locates the object. You're right! That toothbrush shouldn't be there.</p>

FRI.

**Ball in the Bucket: Obj.7a** Provide a container such as a box, basket, tub, or bucket, a ball for your child, and a ball for yourself. Invite your child to stand with you a few feet away from the bucket. Throw your ball into the bucket as your child does the same. Watch me throw the ball. Can you do it, too? Move the bucket closer to him if he misses, and encourage him to try again. Describe his accuracy when appropriate: You're getting it right where you want it! Change the game by adding water to the bucket.

**Changing Partner Roles: Obj.31** Use the simple task of setting the table to guide your child through various leadership roles. Invite your child to help you set the table. In this junior partner role she helps you as you lead the task. Can you please place the forks and plates on the table? Move to equal partnership for this task when she feels comfortable with helping you set the table. Together, decide who will put what on the table: I'll be responsible for the serving dishes. What do you plan to put on the table? Watch for signs that your child is ready to take full responsibility for setting the table. Assign her the leadership or senior partner role so that she knows she will place most of the items on the table and give you directions on where to place the rest.