



## 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 THREE

MON.

**Sharing Space** — With your child, find a small area in your house and explain that it is going to be “the Sharing Space.” Invite your child and other family members to bring special toys, stuffed animals, photos, letters or cards from family members, objects found outside, etc., to the sharing space. Set aside time to take turns sharing what you brought and why it is special to you. **Obj 1a, 3a, 9d**

**My Bedtime Routine** — With your child, talk about different things that make up a bedtime routine. Help your child draw pictures or cut out pictures in a magazine that represent what they do during their bedtime routine. Mix up the pictures. Prompt your child to use the words “**First, then, next, last**” as they put the pictures in order. **Obj 3a, 12a, 22b**

TUES.

**Obstacle course definition:**  
an area with different objects that you move around in different ways.

**Let's Design an Obstacle Course!** — Take a look at the obstacle course pictures below. Brainstorm together what would be good obstacles in your home (pillows, balls, chairs, furniture, boxes, pool noodles, etc.). Design an obstacle course with 3-5 obstacles and directions. (Examples: “Jump over the pillow.” “Climb over the chair.”) If you have paper and pencil, help your child draw a map of your design. **Obj 14b, 21a**

**Obstacle Course Challenge** — Have different family members take turns going through the obstacle course. Encourage your child to use a timer to see how long it takes each person to get through the course. To extend this activity, allow your child to add more obstacles to the course, or move obstacles around. Have your child find objects in your house that represent medals or trophies. **Obj 1b, 4, 11a**



<p><b>WED.</b></p>	<p><b>Guess That Ingredient</b> — Have your child help you gather ingredients as you prepare a meal. Create nonsense words by replacing the beginning sound of the word with a different letter sound. (Example: “We’re going to make <b>masghetti</b> and <b>speatballs</b>.” Using silly words, see if your child can point to the ingredient you’re saying. Have them say the real name. <i>Examples: 1 box of <b>wasta</b> (pasta)....1 can of <b>somato tauce</b> (tomato sauce) ... 1 <b>preen gepper</b>”(green pepper) <b>Obj 11e, 15b</b></i></p> <p><b>Letter Moves</b> — With your child, write each letter of their name on pieces of paper so that you have large letter flashcards. Hold up the letter cards and ask your child to make the letter they see with their body. See if they can identify the letter and/or the sound it makes. <b>Obj 5, 11e, 16a, 16b</b></p>
<p><b>THURS.</b></p>	<p><b>I Can Button!</b> — Lay a sweater on a flat surface with large buttons and buttonholes. Demonstrate how to put the button through the buttonhole. Show how to push the button halfway through the hole. Then, hold that part of the button as your child pulls the cloth over the other half. When your child is ready, have them practice this skill on their own. <b>Obj 1c, 7a</b></p> <p><b>I Can Zip!</b> — Have your child put on a jacket and look in a mirror. To build fine-motor strength, first have them practice moving the zipper up and down slowly without fastening it. When your child is ready, move on to the next step to practice fastening the pin into the pin box at the bottom. Continue to break it down into steps. Have your child practice a little each day. <b>Obj 1c, 7a</b></p>
<p><b>FRI.</b></p>	<p><b>I Spy with My Little Eye</b> — Look at a page in a magazine with your child. Take turns giving clues to find an object or a letter on the page. (Example: I spy something that goes fast... I spy a letter that makes the /s/ sound... I spy an animal with stripes). See if your child can point to and say the object. If they don’t know the word for the object, teach them the word and have them repeat it. <b>Obj 11a, 9a</b></p> <p><b>How Much Water?</b> — Provide your child with 2 cups of water. Ask your child which cup has <b>more</b>, and which cup has <b>less</b>. Tell your child to close their eyes. Add more water in one cup. Ask them again which cup is <b>full</b>, and which cup is <b>not full</b>. You can continue to do this and introduce the words <b>empty</b> and <b>equal</b>. Close your eyes and allow your child to change the water levels. See if they can use the words <b>more, less, full, empty</b> when they ask you questions. <b>Obj 22a, 22c, 24, 26</b></p>