<table>
<thead>
<tr>
<th>Week 5/4-5/8/20</th>
<th>Math</th>
<th>Literacy</th>
<th>Science</th>
<th>Motor</th>
<th>Social-Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caterpillar/Butterflies</td>
<td>Roll it, Write it, Count it. Roll the dice. Identify and write the number (use number cards if you need a model) then count out the correct number of gems.</td>
<td>Tell or draw (or both) a story about a caterpillar/butterfly</td>
<td>Create a caterpillar with recycled items: Color with markers</td>
<td>Play Simon Says</td>
<td>What do you do when you feel angry? What strategy can you use when you feel angry?</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td><strong>Metamorphosis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How many letters are in this word? (See enlarged word below)</td>
<td>Describe what metamorphosis is to your grown-up</td>
<td><a href="#">Caterpillar to Butterfly</a> Time lapse video</td>
<td>Act out the metamorphosis a caterpillar goes through to become a butterfly</td>
<td>How do you feel when something changes? What if it was unexpected or unwanted? What if you expected or wanted the change? Does it make a difference if it was expected?</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Using the dot paper, roll the dice and circle that many dots on the paper.</td>
<td>Go for a walk and find letters in the environment. Cross off the letters you find on the ABC chart below.</td>
<td>Dig for worms cover them with soil</td>
<td>Draw a caterpillar <a href="#">Ruby Finds A Worry</a> By Tom Percival</td>
<td>Put an X on the parts of your body that hurt when you have a worry (image of body)</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Collect a quantity of items in a jar (legos, pasta, buttons, beans). Estimate how many are in the jar. After estimating, count them together. Was your estimate more than, less than or equal to the amount?</td>
<td>Read the story that was sent home to you in your packet.</td>
<td>Create a caterpillar with stones/rocks color the rocks with markers</td>
<td>Draw a butterfly</td>
<td>Read the book that was sent home in the packet in March. What emotions were the characters in the book feeling and why?</td>
</tr>
</tbody>
</table>
How to play Simon Says:

One person is designated Simon, the others are the players. Standing in front of the group, Simon tells players what they must do. However, the players must only obey commands that begin with the words “Simon Says.”

If Simon says, “Simon says touch your nose,” then players must touch their nose. But, if Simon simply says, “jump,” *without* first saying “Simon says,” players must not jump. Those that do jump are out.
5/3/20-5/8/20 Accommodations

Drawing
Model each step (My turn, your turn)
Draw together (Adult draws part of the picture, Child adds on)
Draw for the child using them as your guide by asking questions - what color; what shape (circle, square, triangle, rectangle), where to put the image on the page, what other details should be add; etc.
Draw for the child have them color the picture
Instead of pencil/paper build it and take a photo. For example build a caterpillar - use rocks for the body; use pom-poms for the body

Movement
Model the motor movement for your child and then do the movements with your child.
Practice 1-2 movements of an activity

Speech/Language:
Use simple and clear language to give instructions (First…. Then….)
Show your child what you mean, as needed. Make sure to talk about what you are doing as you show them.
Repeat what your child has said, using clear speech and accurate language, in order to provide a communication model.
Once your child is familiar with a song, leave off the final word from each line to encourage them to sing with you. Increase the number of words as they become more familiar.

Social Emotional/Cognitive
Reading books and identifying the emotions of characters. Use the feelings chart to provided.
Using the feelings chart have your child identify his/her feelings throughout the day.
Play games: practice turn taking, paying attention during someone else's turn, good sportsmanship.
For activities that involve counting: have your child practice counting items to 5
For letter identification: have your child practice the letters in his or her name. For letter matching activities provide your child with a choice of 2 letters to match.
For activities that involve developing their own story of sequencing a story. Give your child a prompt that they could add one idea to(ex: What do you think the bear will do in the woods?). Give your child 2 events from a story and ask which happened first.