

# April 2020

## Goals:

1. Label and identify targeted vocabulary
2. Understand basic concepts and follow directions
3. Group items by association or category
4. Answer "wh" questions
5. Create simple sentences using correct pronouns and word order.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Talk about the important dates in April (holidays, birthdays, appointments)	2 Look under the furniture. Talk about what you find.	3 Read a book together. Talk about the characters and what happened.	4 Clean up your toys. Sort them by what you can do with them (build, pretend play, color, etc.)
5 Look through a catalogue. Have your child find things you describe (Find something you can eat)	6 Talk about the four seasons. How are they different?	7 Hide objects in a room. Give clues where to find them using basic concepts (in, on, under, behind, etc.)	8 Find different objects in your house. Talk about how they feel (cold, rough, heavy, soft, etc.) What is your favorite?	9 Lunchtime helper. Have your child label food, utensils, actions, and follow directions.	10 Look at pictures in a magazine or book. Label the actions the people are doing. Can you do them too?	11 Go outside and play with a ball. How many different things can you do with it (throw, kick, bounce, roll, etc.)?
12 Find all the stuffed animals in the house. Organize them from smallest to biggest. Sort by location (farm animal, ocean, etc.)	13 Play a board game. See if you can name two or three items in each target category before you take a turn.	14 Cut pictures out of a magazine. Label items and actions, sort by category, and use descriptive language.	15 Trace your hands-on paper. How many different things can we do with our hands? (wave, clap, pinch, shake, open, sign, etc.)	16 Listen to the noises outside. Try to guess what they are from. Use descriptive language.	17 Write items on a piece of paper (aunt, drum, red, etc.). Place them in a jar and have your child pull them out one by one, sorting them into categories as you go.	18 Look out your window. How many different plants can you see growing? Draw a picture of your favorite plant and write a sentence about it.
19 What is the weather forecast for this week? What clothes should you wear? What activities can you do?	20 Go outside! Find a variety of items that are rough, smooth, long, and short.	21 Use sidewalk chalk. Draw or write items belonging to a certain category.	22 Take pictures. Use descriptive language to talk about what you see in the picture.	23 Write a vocabulary word on a piece of paper. Use it in a sentence or give a definition. Curl it up and play catch or shoot it in a basket.	24 Use a flashlight. Go around your house and find things that are soft and hard.	25 Look up pictures of baby animals on the computer. What do they look like? How are they the same and different.
26 Look out the window at night. What is in the night sky? Talk about the colors and shapes.	27 Go outside. Look around and see what animals and insects you can see. Talk about their size, color, and shape.	28 Draw a picture of your favorite animal. Where do they live? What do they eat? Write a sentence about your picture.	29 Call a family member or friend. Ask them what they did yesterday, today, and tomorrow.	30 What was your favorite thing you did this month? Draw a picture and talk about it.		

Goals	Targeted skills	Guiding activities
<b>Goal 1: Label and identify targeted vocabulary</b>	Vocabulary targets: Blossom, bloom, bud, hatch, puddles, showers, umbrella, rain, baby animals (cub, calf, chick, etc.), windy, soil, earth, environment, recycle, pollution	<ul style="list-style-type: none"> <li>• Try to use targeted vocabulary words in your conversations</li> <li>• Read books with targeted words or related concepts</li> <li>• Look up pictures on the internet of your target words</li> <li>• Have your child draw pictures representing the target word and use the target word in a sentence. Hang them up and talk about them each day.</li> <li>• Watch a TV show and see if you hear your target words</li> <li>• Make a list of words associated to your target word (ex: Rain → sky, wet, puddle, cloud, mud, boots, raincoat, umbrella)</li> </ul>
<b>Goal 2: Understand basic concepts and follow directions</b>	Basic concepts: Qualitative short, tall, long, wide, narrow, same, different, hard, soft, rough, smooth	<ul style="list-style-type: none"> <li>• Let your child help with household activities such as cooking, cleaning, and planning. Give simple directions and talk about what you are doing.</li> <li>• Read books! Books contain many basic concepts.</li> <li>• Play games like Simon Says</li> <li>• Play I spy using the basic concepts</li> </ul>
<b>Goal 3: Group items by association or category</b>	Categories: flowers, weather, sports, animals, holidays, environments, planets, space/sky	<ul style="list-style-type: none"> <li>• Name items belonging to a category</li> <li>• Group items, pictures, or words by category or association</li> <li>• Name the category an item belongs to</li> <li>• Identify an item that doesn't belong to a category</li> </ul>
<b>Goal 4: Answer "wh" questions</b>	Questions: What – about an object When- about a time	<ul style="list-style-type: none"> <li>• Ask and answer "wh" questions when reading books or looking at pictures</li> <li>• Talk about family pictures, who is in them, where people are</li> <li>• Name places you can go to do certain activities</li> <li>• Talk about occupations</li> </ul>
<b>Goal 5: Create simple sentences using correct word order and pronouns</b>	Pronouns: I, he, she, they Sentence patterns: Pronoun/noun + is =verb(ing)	<ul style="list-style-type: none"> <li>• Talk about family pictures</li> <li>• Talk about pictures of characters you see in books. Make sentences about what they are doing.</li> <li>• Read books and have your child find the targeted pronouns.</li> <li>• Model use of targeted pronouns while emphasizing them in your sentences.</li> <li>• Correct your child when they make errors by repeating their sentence with the correct pronoun.</li> </ul>