

READING

Take a picture walk through a book, then read it with an adult. Do you notice any of the feelings the characters are having (happy, sad, excited, tired, surprised, scared, shy, worried, angry, silly, frustrated, etc.)? What zone are they in?

Zones of Regulation

Zones:	RED	YELLOW	GREEN	BLUE
Examples of Feelings	<ul style="list-style-type: none">• Angry• Yelling• Out of Control• Mad	<ul style="list-style-type: none">• Silly• Nervous• Worried• Excited• Frustrated• Surprised• Scared	<ul style="list-style-type: none">• Calm• Happy• Just Right• Content	<ul style="list-style-type: none">• Sad• Shy• Tired• Sick

What strategies could they use, if they are not in the green zone? (for example: take balloon breaths or brave breaths, get a hug, jumping jacks, listen to music, talk to a grown-up, animal walks, self-hugs/squeezes, wall push-ups, draw a picture). Practice one or more of these strategies that you could use when you might be feeling the same way.

WRITING

- Practice tracing or writing the letters in your name each day.
- Trace shapes (circle, square, triangle, rectangle).
- Practice writing or tracing the letter of the week:
 1. Week of 3/16: Z
 2. Week of 3/23: W
 3. Week of 3/30: J

Use a variety of writing utensils: pencils, crayons, and markers to write letters and shapes (either independently, or tracing).

Extend this activity by engaging further fine motor activity by rolling playdough to “build” shapes or letters, using a q-tip cotton swab with paint on paper or add some flour or play sand to a tray (to contain the mess) and use a finger, q-tip, or eraser end of a pencil to make shapes and letters.

SOCIAL SKILLS

Help your child write a note or make a card or picture for a classmate & email a picture to me....I will forward it to their friend’s family and hopefully they will return a message!

Play a board game that requires taking turns (don’t worry so much about the rest of the rules unless they are able to take turns first. 😊)

MATH

Week of 3/16: In collaboration with our letter Z focus...Go on scavenger hunt for zippers at your house. See if you can find 10 items in your house with zippers.

Week of 3/23: Counting to 10 (or 20) In collaboration with our letter J...Take turns (or have their siblings take turns) doing 10 consecutive jumping jacks – counting out loud to 10 as each person takes their turn to jump

Week of 3/30: Take a walk around your house (inside or out) and count the windows (in a specific room or in all). Notice that if you count the whole window as one or the top and bottom separately can change how far you might count!

- Use an empty egg carton or a muffin tin to count small items (buttons, small crackers or cereal, small blocks, etc.) Identify a number and practice counting out loud up to that number (count to 3 or 5 or 10 or 12) to reinforce 1:1 correspondence. You could also write the numbers in the egg carton to reinforce number ID or put a piece of paper with the numbers in the bottom of the muffin tin.
- Count cars by color: - watch out the window for cars driving by and help your child track how many cars of each color go by (maybe set a time limit of 3-5 min) by making a mark on the attached chart, then help them count how many of each color went by and try to determine which color had the most.