

## Schedule of Activities for the Week 18 months to 3 yrs of age

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Go and see it outside and explore	<u>MUSIC</u> BELLS	<u>MUSIC</u> DRUMS	<u>MUSIC</u> RATTLES	<u>MUSIC</u> CYMBALS	<u>MUSIC</u> DANCE	Go and see it outside and explore
	<u>COLOR</u> RED BLUE	<u>COLOR</u> YELLOW PURPLE	<u>COLOR</u> ORANGE GREEN	<u>COLOR</u> WHITE BLACK	<u>COLOR</u> ART PROJECT	CHILDREN'S MUSEUM
	<u>MATH</u> SHAPES PUZZLES	<u>MATH</u> NUMBERS SAME/ DIFFERENT	<u>MATH</u> BIG SMALL SORTING	<u>MATH</u> MORE LESS PUZZLES	<u>MATH</u> SAME OPPOSITES	
	<u>READING</u> LETTERS SIGHT WORDS	<u>READING</u> LETTERS SIGHT WORDS	<u>READING</u> LETTERS SIGHT WORDS	<u>READING</u> LETTERS SIGHT WORDS	<u>READING</u> LETTERS SIGHT WORDS	
	<u>WILD CARD</u>  Do what you want to do today	<u>PLAY DATE</u>	<u>LIBRARY TIME</u>	<u>PLAY DATE</u>	<u>ZOO</u>	

## Directions:

For each day, we do music, colors, math, and reading. There was also a physical activity each day so that nap time came easier. Again, when life's moments happened, I would not be able to do all five things that day. The point was that the schedule/calendar was there to build a routine and set a learning environment for my children. With one child, you will find that this is easy to do. With two or more, it takes a little more preplanning, creativity, and a lot of flexibility.

### (1) Music:

Music time meant listening to different types of music, a CD of Nursery Rhymes, playing different instruments like drums, rattles, maracas, piano, etc. This also includes dancing. Music is very important when it comes to mathematics since music uses mathematics. The child experiences mathematics in terms of patterns, rhythms, etc. Dancing is also included in music time. They get to feel and hear the rhythm. I specifically focused on instruments that I already had for my children. If you don't have these instruments, you can make your own drums, rattles, and cymbals from containers and pots and pans.

### (2) Colors:

Knowing what color is what is very important. It relates to mathematics in the way that kids show patterns by using different colors, for example. It is also a characteristic of something so that when it comes time to sort things, the child can you color as a way to do that. Just like at the grocery store, show what is blue, what is green, what is orange. Also, what does this color feel and taste like? Red tastes like strawberries, or a red bell pepper. Red also feels hot. Green tastes like a vegetable and tells me that I can go. At this point, I also read to my children about the color red, green, blue, etc. This is also a time to paint, draw, color with crayons or washable markers as an art project that we did on Fridays.

### (3) Shapes:

Whatever toys they have or shapes that are in your home, talk to them about it. This picture frame is a square. This plate is a circle. The moon is a circle. The door is a rectangle. This tortilla chip is a triangle. This egg is more of an oval shape. Then talk about what the difference is between a circle, a triangle, a square, etc. How many sides? How many angles/corners? Are the sides all exactly the same size or different sizes? The more details you share with your child, the deeper the understanding can be. There are websites that have a handout where it has a circle, a square, a rectangle, a triangle, and an oval. You can cut those out or just take the paper with you when you go to the grocery store. What shape does the cereal box look like? What shape is the pizza? What shapes are the tortillas? When your baby is not able to respond, you will be doing the answering as well 😊 Later on, your child will be responding before you know it.

### (4) Numbers:

It is about counting at this stage, but also showing them what one looks like, what two looks like, and what three looks like. I have understood how well babies know the concept of one, two, and three very early on. When you give your child a spoonful of baby food, count the spoonfuls. If there are two spoonfuls left, count those. Do a countdown. How many goldfish crackers do we have? If you go up and down stairs, count those. That is how my first son knew how to count to fifteen by the time he was 18 months old. We had fifteen steps to go up and fifteen to go down 😊

## (5) Puzzles

Puzzles, especially jigsaw puzzles, are a great way to work on spatial reasoning and relationships. It helps the children and us to think critically and use problem solving skills to figure out how to fit all the pieces together. If you see that your child is interested in animals or dinosaurs, get a jigsaw puzzle that has that. If you want to learn about the states on a map of the United States, there is a jigsaw puzzle like that. Allow the use of the jigsaw puzzle to be a learning tool for more than one topic/subject area. It also does not have to be expensive. Go to your local dollar store or used book store to find different jigsaw puzzles for your child to work on. Remember, start small. Begin with two piece and three piece jigsaw puzzles and then work your way up from there.

## (6) Big/Small:

Read books about comparing sizes, like big and small. Draw your hand, then draw your child's hand, and use the word big and small. When you are at the zoo or at the park, compare the small animals to the big animals. For example, the birds we saw are smaller than the elephants. The elephants are bigger than the tortoises. Ask them which animal was big and which one was small. At the park, compare big rocks with the pebbles, trees with acorns, and bugs and lizards.

## (7) Sorting:

Sorting means just that. Sort the toys by placing all the blocks in one bucket, all the crayons in another, and all the books in a basket. Are you doing laundry? Sort the socks, pants, and shirts. When you go outside, see if all the leaves can be placed in one pile and the same for rocks. Does your child have his/her own eating utensils? Sort the forks, knives, and spoons.

### (8) More/Less:

Reading books about more and less is also a good idea. When it is snack time or meal time, your child will know which is more and which is less. You are now giving them the vocabulary to use to describe the situation. Place ten cheerios on one plate and two cheerios on another plate. Ask the child which plate has more cheerios. You might be surprised that your child already knows! Count out the cheerios on both plates and talk about it. For play time, put a stack of blocks in one area and another stack of blocks that obviously has more. Make sure when you do this that it is obvious that one looks more, in quantity, than the other.

### (9) Same/Different/Opposites:

I have a stack of cards that has different set of kids that show two that are the same and one that is different. The pair might have the same color flower on the hat, but the third one has a different color flower. The pair might be happy, while the third child is sad. You are providing an experience for your child to understand how to decide which ones are the same and which ones are different. Ask your child what is the same, which one is different and why, and which ones are the same and why.

With opposites, give them experiences where they know what is up and what is down, what is cold, and what is hot. This can be from normal every day experiences. You don't need to buy anything to teach any of these concepts, just make a habit to point things out.

### (10) Letters:

There are books to read to your child that talk about everything about the letter A, letter, B, etc. There is a great website I used and still am using for my children to get acquainted with the letters and associated sounds. <http://www.starfall.com/n/level-k/index/play.htm?f> There is also an app for this for your phone or

ipad. Sesame Street, Dr. Seuss, and others also are great resources to learn letters and their sounds. You might want to think about showing the lower case letters first, then the capital letters, since lower case letters are used more often in texts than capital letters.

(11) Site Words:

Depending on what you would like to do with your child regarding reading at this stage, a list of site words is available on this website under the link of [Reading Corner](#). What is more important than being able to read site words at a young age is knowing the letters and associated sounds. You may want to do more research about how to introduce site words with your child.

(12) Remember the resources you have in your community:

Your local library is a major resource for you. Ask your librarian if there is a story time for children. Ask what books he/she might recommend to read to your child. The library is a wonderful and free resource for you as a learner and teacher.

Your city might have a parks and recreation department that offers classes in music, art, and in other areas that will benefit you and your child. It also gets you out of the house! There are also bookstores that might have reading times and music times that are open to the public and free. Take advantage of the resources that are out there for you and your children.