



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY



**Arrival &
Transitions**

My Hands

M1

Greet children as they arrive. Put belongings away. Handwashing. Take care of each child's personal needs. Child-initiated play.

PDM1.4e

SED3.4a

SED3.4d

Open, Shut Them

M2

Greet children as they arrive. Put belongings away. Handwashing. Take care of each child's personal needs. Child-initiated play.

PDM1.4e

SED3.4a

SED3.4d

My Hands

M3

Greet children as they arrive. Put belongings away. Handwashing. Take care of each child's personal needs. Child-initiated play.

PDM1.4e

SED3.4a

SED3.4d

Open, Shut Them

M4

Greet children as they arrive. Put belongings away. Handwashing. Take care of each child's personal needs. Child-initiated play.

PDM1.4e

SED3.4a

SED3.4d

My Hands

M5

Greet children as they arrive. Put belongings away. Handwashing. Take care of each child's personal needs. Child-initiated play.

PDM1.4e

SED3.4a

SED3.4d



**Music &
Movement**

Musical Homes

M21

Arrange hoops or floor markers to represent homes. Invite children to travel around the neighborhood while music plays and move to a home when the music stops. Encourage children to share spaces safely and welcome classmates into their homes.

CD-CR3.4a

Community Helper Freeze Dance

M22

Play upbeat music and invite children to dance around the designated space. Pause the music and display a community-helper card for children to represent through movement, such as a firefighter climbing, a mail carrier delivering letters, or a construction worker digging. Resume the music and repeat with different helpers.

CD-CR3.4a

Let's Dance

M23

Provide colorful scarves and invite children to sing and dance along to "The Gummy Bear Song" and a selection of child-friendly Disney music. Encourage them to move their scarves in different directions and at varying levels while responding to changes in the music's rhythm and tempo.

CD-CR3.4a

Follow-the-Leader

M24

Invite children to sing and move along to "Follow the Leader" and "Head, Shoulders, Knees, and Toes." Encourage them to observe the leader carefully, imitate each action, and identify the body parts named in the songs. Allow children to take turns leading the group while practicing listening skills, body awareness, and coordinated movement.

CD-CR1.4a

Community Parade

M25

Provide children with colorful streamers and invite them to participate in a parade through the pretend neighborhood. Encourage children to follow a designated pathway while waving their streamers and moving to a steady beat. Remind them to maintain personal space, move safely, and stay with the group throughout the parade.

CD-CR3.4a



Story Time 1

A House Is a House for Me

M26

What are some different homes shown in the story? What makes a home a safe and comfortable place? What type of home would you like to create for an animal?

CLL6.4d

The Big Orange Splot

M27

How did Mr. Plumbean change his house? How did the neighbors feel about his house at first? How can people show their personalities through their homes?

CLL6.4c

Last Stop on Market Street

M28

What people and places did CJ see during the bus ride? How did Nana help CJ notice beautiful things in the community? What is something special that you notice in your neighborhood?

CD-SS3.4b

Maybe Something Beautiful

M29

How did Mira and the neighbors change their community? How did working together make the neighborhood feel different? What could we do to make our classroom or community more beautiful?

CD-SS2.4a

The Family Book

M30

What are some ways the families in the book are alike and different? What activities do you enjoy doing with your family? What makes every family special?

CD-SS1.4a



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Circle Time

What Is a Home?

M31

Welcome children to school with a greeting, song, and/or game. Overview of daily schedule, routine, and expectations. Invite children to share what type of home they live in and describe its features, such as doors, windows, bedrooms, and kitchens. Encourage children to discuss what people do in their homes and how homes help keep families safe and comfortable. Record their responses on a class chart titled, "A Home Is a Place Where..."

CLL1.4a APL5.4a CD-SS1.4a

Homes Are Different

M32

Welcome children to school with a greeting, song, and/or game. Overview of daily schedule, routine, and expectations. Display photographs of houses, apartments, mobile homes, and other types of shelters. Invite children to describe the features they notice and compare how the homes are alike and different. Explain that homes may look different, but each provides people with a place to live, rest, and feel safe.

CLL1.4a APL5.4a CD-SS1.4b

Our Neighborhood

M33

Welcome children to school with a greeting, song, and/or game. Overview of daily schedule, routine, and expectations. Invite children to identify places they may see near their homes, such as schools, parks, stores, libraries, and fire stations. Record their responses on a class neighborhood web and discuss the purpose of each location. Encourage children to share ways neighbors help and care for one another within their community.

CLL1.4a APL5.4a CD-SS2.4a

House Number Order

M34

Welcome children to school with a greeting, song, and/or game. Overview of daily schedule, routine, and expectations. Give children large house cutouts labeled with numerals 1–10. Invite them to work together to place the houses in numerical order along a pretend street. Remove one house and ask children to identify the missing number.

CLL1.4a APL5.4aCD-MA1.4f
CD-MA2.4c

Neighborhood Map

M35

Welcome children to school with a greeting, song, and/or game. Overview of daily schedule, routine, and expectations. Provide roads, homes, parks, and community-building pieces for children to arrange on a large floor map. Encourage children to work together to design a neighborhood and determine where each feature should be placed. Introduce positional words such as near, far, beside, and between as children describe the location of each place.

CLL1.4a APL5.4a CD-SS3.4a



Large Group

Wind-Resistant Homes

M36

Invite children to build small homes using blocks, cups, craft sticks, or connecting cubes. Use a fan to create gentle wind and observe how each structure responds. Encourage children to make changes that help their homes remain standing.

CD-SS4.4d

Which Building Is Taller?

M37

Display pictures or models of community buildings in a variety of sizes and heights. Invite children to compare two buildings at a time and identify which one is taller or shorter. Encourage the group to arrange all the buildings from shortest to tallest while using measurement vocabulary such as short, tall, shorter, and taller to describe their observations.

CD-MA3.4a

Helping Our Neighbors

M38

Present simple scenarios in which a neighbor may need help, such as carrying groceries, finding a lost pet, or cleaning a shared space. Invite children to suggest kind and safe ways to respond. Role-play selected ideas and discuss how helping others strengthens a community.

SED2.4a SED5.4d

Waterproof Roof Investigation

M39

Provide small model houses or containers covered with different roofing materials, such as paper, foil, fabric, plastic, and wax paper. Invite children to predict which materials will keep water out before gently spraying each roof. Observe the results and discuss which materials are waterproof.

CD-SC4.4c

People in the House

M40

Display a large house mat and select a numeral card from 1–10. Invite children to identify the numeral and place the corresponding number of people counters inside the house. Count the counters aloud as a group to confirm the quantity and strengthen one-to-one correspondence.

CD-MA1.4c



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Fine Motor
Development

Nuts-and-Bolts Builders

M6

Provide child-safe nuts and bolts, connecting blocks, tongs, and small foam “bricks” for children to explore. Encourage children to twist the nuts onto the bolts, join the blocks, and use the tongs to transfer bricks to a designated building area. Invite them to use the materials to create a structure while strengthening fine-motor coordination and problem-solving skills.

PDM6.4c

Address Writing Practice

M7

Provide house-shaped paper and address examples for children to examine. Invite children to write or trace the numerals in their home address or a pretend address. Discuss how an address helps identify where a person lives.

PDM6.4a

Build a Home Challenge

M8

Organize children into small groups and provide blocks and clean recycled materials for construction. Encourage each group to design and build a sturdy home that includes walls, a roof, a door, and windows. Invite children to test their structures, make improvements as needed, and describe how they worked together to complete their homes.

PDM6.4b

Construction Brick Transfer

M9

Place small foam blocks or “bricks” in a container and provide tongs or clothespins. Invite children to transfer the bricks to a building mat and use them to create a structure. Encourage careful grasping, releasing, and stacking.

PDM6.4a

Helper Tool Lacing

M10

Provide lacing cards shaped like tools and objects used by community helpers, such as a badge, mailbox, book, or medical bag. Demonstrate how to guide the lace through each hole and pull it gently until secure. Encourage children to identify the community helper connected to each object.

PDM6.4c



Gross Motor
Development

Community Worker Says

M11

Play a community-themed version of “Simon Says.” Give directions such as “The firefighter says climb the ladder,” “The builder says lift the bricks,” or “The mail carrier says deliver the letter.” Encourage children to listen closely and complete only the directions introduced with the correct phrase.

PDM5.4a

Neighborhood Walk

M12

Create a neighborhood pathway using tape to form roads, turns, and crosswalks on the floor. Invite children to travel along the route while practicing how to stop, turn, and cross safely at designated areas. Provide positional directions using words such as beside, between, around, behind, and in front of as children move through the neighborhood.

PDM5.4b

Moving Day Challenge

M13

Provide lightweight boxes, baskets, or foam blocks for children to transport between two pretend homes. Invite them to carry, push, or pull one item at a time while navigating a simple pathway. Encourage safe lifting, balance, and cooperative movement.

PDM5.4a

Home-Shape Movement Course

M14

Place large circles, squares, rectangles, and triangles around the movement area. Invite children to travel to the shape named and perform an action, such as jumping around the circle or balancing beside the triangle. Discuss how the shapes can be used to create parts of a home.

PDM5.4b

Traffic Light Action Game

M15

Display red, yellow, and green traffic-light cards while children move around the space. Green means move, yellow means move slowly, and red means stop and freeze. Add movement directions such as marching, hopping, galloping, or walking backward.

PDM3.4a



Language &
Literacy

Home Vocabulary

M16

Introduce the vocabulary words home, address, neighborhood, shelter, and community using photographs and child-friendly definitions. Invite children to examine a picture of a home and describe its features using the new vocabulary. Encourage them to connect the words to their own homes and neighborhoods.

CLL4.4e

Home and Community Compound Words

M17

Introduce familiar compound words related to homes and neighborhoods, such as bedroom, mailbox, playground, sidewalk, and backyard. Say each word aloud and guide children in separating it into its two smaller words. Invite children to combine the individual words again to form the complete compound word.

CLL2.4b

CLL7.4d

Community Place Riddles

M18

Read simple riddles that describe familiar community places, such as a library, school, store, park, clinic, or fire station. Encourage children to listen carefully to each clue and identify the correct location. Invite them to explain which details helped them determine their answers and discuss what happens at each place.

CLL4.4b

My Home

M19

Invite children to draw a picture of the place where they live, including details such as doors, windows, rooms, or family members. Ask each child to describe the drawing and dictate a sentence about their home. Record the child’s words exactly as stated, modeling how spoken language can be represented in writing.

CLL10.4a

Neighborhood Letter-Sound Hunt

M20

Hide letter cards throughout the pretend neighborhood or classroom. Produce a target letter sound and invite children to search for the letter that represents that sound. As each letter is found, encourage children to name it, repeat its sound, and place it on the class alphabet chart.

CLL8.4b



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Phonological
Awareness

Same or Different Beginning Sounds

M41

Say two home- or community-related words aloud, such as house/hospital, park/police, bus/store, or mailbox/map. Invite children to determine whether the words begin with the same sound or different sounds. Children may respond with a thumbs-up for the same sound and a thumbs-down for different sounds.

CLL7.4c

House Syllables

M42

Introduce home-related vocabulary words such as house, apartment, neighborhood, kitchen, and bedroom. Say each word slowly and invite children to clap once for every syllable they hear. Encourage children to count the claps and identify the number of syllables in each word.

CLL7.4d

Home Rhymes

M43

Introduce pairs of home and neighborhood words, such as house/mouse, door/floor, street/feet, and park/dark. Say each pair aloud and invite children to listen for the matching ending sounds. Encourage children to identify additional words that rhyme with each target word.

CLL7.4b

Neighborhood Sound Hunt

M44

Introduce the words home, road, park, bus, and store, emphasizing the beginning sound of each word. Invite children to search the classroom for objects that begin with the same sounds. Encourage children to name each object and explain which neighborhood word has the matching beginning sound.

CLL7.4a

Pass the Rhyming Word

M45

Invite children to sit in a circle and introduce a target word, such as house, door, street, or park. Pass a small toy house around the circle while children suggest real or pretend words that rhyme with the target word. Repeat with additional words.

CLL7.4b

Story Time 2

Building a House

M46

What steps did the workers follow to build the house? What tools, vehicles, and materials did you notice? Which community helpers worked together to complete the house?

CD-SS4.4b

If I Built a House

M47

What imaginative rooms or features did Jack include in his house? Which part of Jack's house would you most like to visit? What special feature would you add if you could design a house?

CLL5.4a

The Napping House

M48

Which characters joined the nap, and in what order? What happened that caused everyone to wake up? How did the house change from the beginning to the end of the story?

CLL6.4b

All Are Welcome

M49

How do the children in the story make everyone feel welcome? What can we do when someone is new to our classroom? How can we help everyone feel included and respected?

SED5.4d

The Little House

M50

How did the area around the little house change over time? How did the little house feel when the city grew around her? Would you rather live in the city or the country? Why?

CD-SS5.4b

Art Activity

Community Building Prints

M51

Provide children with paint and a variety of shape stampers, including rectangles, squares, circles, and triangles. Invite them to arrange and stamp the shapes to create a community building, such as a fire station, library, school, or store. Encourage children to add details and describe the purpose of the building they created.

CD-CR2.4a

Creative Art Exploration

M52

Provide a variety of art materials, such as markers, colored pencils, crayons, paint, paper shapes, fabric, craft sticks, and child-safe glue. Invite children to select their preferred materials and paper color to create an original work of art. Encourage them to explore different colors, lines, shapes, and textures while expressing their individual ideas.

CD-CR2.4a

Texture Home Collage

M53

Provide a variety of art materials, including paper, fabric, foil, and craft sticks, for children to explore. Invite children to layer and arrange the materials to create a collage representing a home. Encourage them to describe the different colors, shapes, and textures included in their designs.

CD-CR2.4a

Creative Drawing

M54

Provide colored pencils, markers, and paper in a variety of colors. Invite children to select their preferred materials and paper color to create an original work of art. Encourage them to experiment with different lines, shapes, colors, and details as they express their individual ideas.

CD-CR2.4a

Invent-a-Home Painting

M55

Provide paint, brushes, and large sheets of paper for children to design an imaginative home. Encourage them to include creative details that show who lives there and what makes the home unique. Invite each child to present the finished painting and describe the special features of their home.

CD-CR2.4a

TAKE HOME

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Build a Number Neighborhood Create small houses using blocks, boxes, or paper. Label each house with a numeral from 1–10. Invite your child to place the corresponding number of small objects, such as buttons or toy people, beside each house.	Home Vocabulary Hunt Choose a home-related word, such as door, window, roof, room, or stairs. Invite your child to locate the item and describe its size, color, shape, or purpose. Repeat with additional words to build vocabulary.	Build a Family Home Use blocks, boxes, paper tubes, or other recycled materials to construct a model home. Encourage your child to include walls, a roof, doors, windows, and rooms. Ask them to describe who lives in the home and what makes it special.	Family Address Practice Teach your child their home address in a developmentally appropriate way. Practice saying the house number and street name together. Invite your child to form or write the house number using crayons, chalk, play dough, or magnetic numerals.	Draw a Map to Home Help your child draw a simple map showing the route between your home and a familiar place, such as school, a park, or a relative's home. Add roads, buildings, trees, and other landmarks. Use positional words such as near, far, beside, between, and across while discussing the map.

Individual Supports & Weekly Materials

ADAPTATIONS FOR INDIVIDUAL STUDENTS Initials only

No individual adaptations are required for this weekly plan.

The evidence review did not identify an activity-specific need.

Weekly Materials List

Headcount: 10

To order

- 1 bottle Non-toxic washable paint
- 2 bottles paint brushes
- 2 bottles tempera paint

Prep / On hand

- | | | | |
|-----------|--|--------|--|
| 10 sheets | butcher paper | 1 each | Rhyming book about homes |
| 10 sheets | chart paper | 1 each | A basket for collected items |
| 10 sheets | Chart paper with words written | 2 each | A House for Hermit Crab by Eric Carle |
| 1 each | Child-safe scissors | 1 each | A large letter H poster |
| 10 sheets | Construction paper | 1 each | basket of small nature items (pinecone, feather, pebble) |
| 8 sets | Crayons or washable markers | 1 each | baskets for collecting |
| 30 each | Glue sticks | 1 each | cardboard boxes |
| 10 sheets | large butcher paper | 1 each | circle time rug |
| 10 sheets | large paper | 1 each | Clapping hands |
| 10 sheets | large white paper | 1 each | collage materials |
| 1 each | marker | 1 each | community helper figures |
| 10 sheets | pre-cut paper shapes | 1 each | community helper photo cards |
| 10 sheets | six nesting circles cut from chart paper | 1 set | community helper pictures |
| 50 sheets | White paper | 1 each | community place pictures |
| 15 sets | Book basket | 1 each | connectors |
| 1 set | four story sequencing cards | 2 each | felt board |

Individual Supports & Weekly Materials

Prep / On hand (continued)

1 roll	Floor tape	1 each	Sentence strips
1 each	globe or simple map	1 each	shell props
1 each	grass	1 set	sign photo cards (stop, walk, crosswalk, school, yield)
1 set	helper job picture cards		
1 each	large smooth shell or shell photo	2 each	Signs in My Neighborhood by Shelly Lyons
1 each	leaves	1 each	Small counters (e.g., buttons)
2 each	Me on the Map by Joan Sweeney	1 set	Small objects or picture cards starting with /h/
10 areas	Open floor space		
10 sets	Picture cards	1 each	small stop sign prop
1 set	picture cards of common signs	3 each	smocks
1 set	picture cards of different homes	1 each	stuffed animal
1 set	Picture cards of homes	1 set	Teacher-selected exploration materials
1 set	Picture cards of house, apartment, tree, car, street	2 each	The Little House by Virginia Lee Burton
1 each	pictures of decorated shells and homes	1 each	Three small baskets labeled with beginning letters (H, A, T)
3 each	pocket chart	1 each	three sorting hoops
1 each	pointer	1 each	Thumbs up/thumbs down signs
1 each	scissors (optional)	1 set	tool cards

Prep / On hand (continued)

1 each	toy cars	1 set	Word cards with rhyming pairs
1 each	twigs	1 each	Counting mat with numbers 1-4
1 set	vehicle photo cards	10 sets	Gross-motor props
1 set	vehicle picture cards	10 each	Music player
5 sets	Visual routine cards	2 sets	Blocks or puzzles
1 each	weather chart	1 each	shape labels
1 set	weather symbol cards	5 sets	Table toys
1 each	Whose Vehicle Is This? by Karen Baicker	10 sets	Rhythm instruments or scarves
1 each	Whose Vehicle Is This? by Karen Latchana Kenney	1 each	song chart
		2 each	Sensory tray
1 each	wipes	2 each	water cups
1 set	Word cards		

Materials by Activity

M1	Monday / Arrival & Transitions	Visual routine cards, Table toys
M3	Wednesday / Arrival & Transitions	Visual routine cards, Table toys
M5	Friday / Arrival & Transitions	Visual routine cards, Table toys
M7	Tuesday / Fine Motor Development	White paper, Crayons or washable markers, Open floor space, Gross-motor props, Sensory tray
M9	Thursday / Fine Motor Development	Open floor space, Gross-motor props, Sensory tray, Teacher-selected exploration materials
M11	Monday / Gross Motor Development	Music player, Rhythm instruments or scarves, Open floor space, Gross-motor props
M13	Wednesday / Gross Motor Development	Music player, Rhythm instruments or scarves, Open floor space, Gross-motor props
M15	Friday / Gross Motor Development	Music player, Rhythm instruments or scarves, Open floor space, Gross-motor props
M17	Tuesday / Language & Literacy	Book basket, Picture cards
M19	Thursday / Language & Literacy	Book basket, Picture cards, White paper, Crayons or washable markers
M21	Monday / Music & Movement	Music player, Rhythm instruments or scarves
M23	Wednesday / Music & Movement	Music player, Rhythm instruments or scarves
M25	Friday / Music & Movement	Music player, Rhythm instruments or scarves
M27	Tuesday / Story Time 1	Book basket, Picture cards
M29	Thursday / Story Time 1	Book basket, Picture cards
M31	Monday / Circle Time	The Little House by Virginia Lee Burton, picture cards of different homes, circle time rug

M2	Tuesday / Arrival & Transitions	Visual routine cards, Table toys
M4	Thursday / Arrival & Transitions	Visual routine cards, Table toys
M6	Monday / Fine Motor Development	Open floor space, Gross-motor props
M8	Wednesday / Fine Motor Development	Open floor space, Gross-motor props
M10	Friday / Fine Motor Development	White paper, Crayons or washable markers, Open floor space, Gross-motor props
M12	Tuesday / Gross Motor Development	Music player, Rhythm instruments or scarves, Open floor space, Gross-motor props
M14	Thursday / Gross Motor Development	Music player, Rhythm instruments or scarves, Open floor space, Gross-motor props
M16	Monday / Language & Literacy	Book basket, Picture cards
M18	Wednesday / Language & Literacy	Book basket, Picture cards
M20	Friday / Language & Literacy	Book basket, Picture cards
M22	Tuesday / Music & Movement	Music player, Rhythm instruments or scarves
M24	Thursday / Music & Movement	Music player, Rhythm instruments or scarves
M26	Monday / Story Time 1	Book basket, Picture cards
M28	Wednesday / Story Time 1	Book basket, Picture cards
M30	Friday / Story Time 1	Book basket, Picture cards
M32	Tuesday / Circle Time	Me on the Map by Joan Sweeney, globe or simple map, pointer

Individual Supports & Weekly Materials

M33	Wednesday / Circle Time	Whose Vehicle Is This? by Karen Latchana Kenney, vehicle picture cards, community helper figures	M34	Thursday / Circle Time	A House for Hermit Crab by Eric Carle, pictures of decorated shells and homes, shell props
M35	Friday / Circle Time	Signs in My Neighborhood by Shelly Lyons, picture cards of common signs, small stop sign prop	M36	Monday / Large Group	pocket chart, helper job picture cards, weather chart, weather symbol cards, chart paper, Crayons or washable markers
M37	Tuesday / Large Group	butcher paper, Crayons or washable markers, toy cars, Blocks or puzzles, community place pictures	M38	Wednesday / Large Group	cardboard boxes, Blocks or puzzles, connectors, stuffed animal, Floor tape, Child-safe scissors
M39	Thursday / Large Group	community helper pictures, tool cards, felt board, song chart	M40	Friday / Large Group	large paper, Crayons or washable markers, collage materials, Glue sticks
M41	Monday / Phonological Awareness	Picture cards of house, apartment, tree, car, street, Three small baskets labeled with beginning letters (H, A, T), Chart paper with words written	M42	Tuesday / Phonological Awareness	Rhyming book about homes, Thumbs up/thumbs down signs, Word cards with rhyming pairs
M43	Wednesday / Phonological Awareness	Picture cards of homes, Counting mat with numbers 1-4, Small counters (e.g., buttons)	M44	Thursday / Phonological Awareness	Small objects or picture cards starting with /h/, A basket for collected items, A large letter H poster
M45	Friday / Phonological Awareness	Sentence strips, Word cards, Pocket chart, Clapping hands	M46	Monday / Story Time 2	The Little House by Virginia Lee Burton, felt board, four story sequencing cards, Book basket
M47	Tuesday / Story Time 2	Me on the Map by Joan Sweeney, six nesting circles cut from chart paper, marker, Book basket	M48	Wednesday / Story Time 2	Whose Vehicle Is This? by Karen Baicker, vehicle photo cards, community helper photo cards, pocket chart, Book basket
M49	Thursday / Story Time 2	A House for Hermit Crab by Eric Carle, large smooth shell or shell photo, basket of small nature items (pinecone, feather, pebble), Book basket	M50	Friday / Story Time 2	Signs in My Neighborhood by Shelly Lyons, sign photo cards (stop, walk, crosswalk, school, yield), three sorting hoops, shape labels, Book basket
M51	Monday / Art Activity	large butcher paper, tempera paint, paint brushes, smocks, water cups	M52	Tuesday / Art Activity	pre-cut paper shapes, Glue sticks, Construction paper, Crayons or washable markers, scissors (optional)
M53	Wednesday / Art Activity	Non-toxic washable paint, White paper, Crayons or washable markers, wipes, smocks	M54	Thursday / Art Activity	leaves, twigs, grass, Glue sticks, White paper, baskets for collecting
M55	Friday / Art Activity	tempera paint, paint brushes, large white paper, smocks, water cups			

Activity Guide

Preschool Fours / Week 39 (9/28-10/2)

M6 MONDAY / FINE MOTOR DEVELOPMENT**Nuts-and-Bolts Builders**

- Activity directions: Provide child-safe nuts and bolts, connecting blocks, tongs, and small foam “bricks” for children to explore. Encourage children to twist the nuts onto the bolts, join the blocks, and use the tongs to transfer bricks to a designated building area. Invite them to use the materials to create a structure while strengthening fine-motor coordination and problem-solving skills.

M8 WEDNESDAY / FINE MOTOR DEVELOPMENT**Build a Home Challenge**

- Activity directions: Organize children into small groups and provide blocks and clean recycled materials for construction. Encourage each group to design and build a sturdy home that includes walls, a roof, a door, and windows. Invite children to test their structures, make improvements as needed, and describe how they worked together to complete their homes.

M10 FRIDAY / FINE MOTOR DEVELOPMENT**Helper Tool Lacing**

- Activity directions: Provide lacing cards shaped like tools and objects used by community helpers, such as a badge, mailbox, book, or medical bag. Demonstrate how to guide the lace through each hole and pull it gently until secure. Encourage children to identify the community helper connected to each object.

M12 TUESDAY / GROSS MOTOR DEVELOPMENT**Neighborhood Walk**

- Activity directions: Create a neighborhood pathway using tape to form roads, turns, and crosswalks on the floor. Invite children to travel along the route while practicing how to stop, turn, and cross safely at designated areas. Provide positional directions using words such as beside, between, around, behind, and in front of as children move through the neighborhood.

M7 TUESDAY / FINE MOTOR DEVELOPMENT**Address Writing Practice**

- Activity directions: Provide house-shaped paper and address examples for children to examine. Invite children to write or trace the numerals in their home address or a pretend address. Discuss how an address helps identify where a person lives.

M9 THURSDAY / FINE MOTOR DEVELOPMENT**Construction Brick Transfer**

- Activity directions: Place small foam blocks or “bricks” in a container and provide tongs or clothespins. Invite children to transfer the bricks to a building mat and use them to create a structure. Encourage careful grasping, releasing, and stacking.

M11 MONDAY / GROSS MOTOR DEVELOPMENT**Community Worker Says**

- Activity directions: Play a community-themed version of “Simon Says.” Give directions such as “The firefighter says climb the ladder,” “The builder says lift the bricks,” or “The mail carrier says deliver the letter.” Encourage children to listen closely and complete only the directions introduced with the correct phrase.

M13 WEDNESDAY / GROSS MOTOR DEVELOPMENT**Moving Day Challenge**

- Activity directions: Provide lightweight boxes, baskets, or foam blocks for children to transport between two pretend homes. Invite them to carry, push, or pull one item at a time while navigating a simple pathway. Encourage safe lifting, balance, and cooperative movement.

M14 THURSDAY / GROSS MOTOR DEVELOPMENT**Home-Shape Movement Course**

- Activity directions: Place large circles, squares, rectangles, and triangles around the movement area. Invite children to travel to the shape named and perform an action, such as jumping around the circle or balancing beside the triangle. Discuss how the shapes can be used to create parts of a home.

M16 MONDAY / LANGUAGE & LITERACY**Home Vocabulary**

- Activity directions: Introduce the vocabulary words home, address, neighborhood, shelter, and community using photographs and child-friendly definitions. Invite children to examine a picture of a home and describe its features using the new vocabulary. Encourage them to connect the words to their own homes and neighborhoods.

M18 WEDNESDAY / LANGUAGE & LITERACY**Community Place Riddles**

- Activity directions: Read simple riddles that describe familiar community places, such as a library, school, store, park, clinic, or fire station. Encourage children to listen carefully to each clue and identify the correct location. Invite them to explain which details helped them determine their answers and discuss what happens at each place.

M20 FRIDAY / LANGUAGE & LITERACY**Neighborhood Letter-Sound Hunt**

- Activity directions: Hide letter cards throughout the pretend neighborhood or classroom. Produce a target letter sound and invite children to search for the letter that represents that sound. As each letter is found, encourage children to name it, repeat its sound, and place it on the class alphabet chart.

M15 FRIDAY / GROSS MOTOR DEVELOPMENT**Traffic Light Action Game**

- Activity directions: Display red, yellow, and green traffic-light cards while children move around the space. Green means move, yellow means move slowly, and red means stop and freeze. Add movement directions such as marching, hopping, galloping, or walking backward.

M17 TUESDAY / LANGUAGE & LITERACY**Home and Community Compound Words**

- Activity directions: Introduce familiar compound words related to homes and neighborhoods, such as bedroom, mailbox, playground, sidewalk, and backyard. Say each word aloud and guide children in separating it into its two smaller words. Invite children to combine the individual words again to form the complete compound word.

M19 THURSDAY / LANGUAGE & LITERACY**My Home**

- Activity directions: Invite children to draw a picture of the place where they live, including details such as doors, windows, rooms, or family members. Ask each child to describe the drawing and dictate a sentence about their home. Record the child's words exactly as stated, modeling how spoken language can be represented in writing.

M21 MONDAY / MUSIC & MOVEMENT**Musical Homes**

- Activity directions: Arrange hoops or floor markers to represent homes. Invite children to travel around the neighborhood while music plays and move to a home when the music stops. Encourage children to share spaces safely and welcome classmates into their homes.

M22 TUESDAY / MUSIC & MOVEMENT

Community Helper Freeze Dance

- Activity directions: Play upbeat music and invite children to dance around the designated space. Pause the music and display a community-helper card for children to represent through movement, such as a firefighter climbing, a mail carrier delivering letters, or a construction worker digging. Resume the music and repeat with different helpers.

M24 THURSDAY / MUSIC & MOVEMENT

Follow-the-Leader

- Activity directions: Invite children to sing and move along to “Follow the Leader” and “Head, Shoulders, Knees, and Toes.” Encourage them to observe the leader carefully, imitate each action, and identify the body parts named in the songs. Allow children to take turns leading the group while practicing listening skills, body awareness, and coordinated movement.

M31 MONDAY / CIRCLE TIME

What Is a Home?

- Encourage children to use words like ‘apartment,’ ‘house,’ ‘neighborhood.’ Ask: ‘What makes a house a home?’

M33 WEDNESDAY / CIRCLE TIME

Our Neighborhood

- Ask: ‘Which vehicle have you ridden in? Where did you go?’

M23 WEDNESDAY / MUSIC & MOVEMENT

Let's Dance

- Activity directions: Provide colorful scarves and invite children to sing and dance along to “The Gummy Bear Song” and a selection of child-friendly Disney music. Encourage them to move their scarves in different directions and at varying levels while responding to changes in the music’s rhythm and tempo.

M25 FRIDAY / MUSIC & MOVEMENT

Community Parade

- Activity directions: Provide children with colorful streamers and invite them to participate in a parade through the pretend neighborhood. Encourage children to follow a designated pathway while waving their streamers and moving to a steady beat. Remind them to maintain personal space, move safely, and stay with the group throughout the parade.

M32 TUESDAY / CIRCLE TIME

Homes Are Different

- Help children understand that maps show places. Ask: ‘What is the name of our town/city?’

M34 THURSDAY / CIRCLE TIME

House Number Order

- Encourage children to share about their own room or favorite spot at home.

M35 FRIDAY / CIRCLE TIME

Neighborhood Map

- Ask: 'Which sign do you see on your way to school?'

M37 TUESDAY / LARGE GROUP

Which Building Is Taller?

- Ask children to name places they visit in their community. Discuss why maps are helpful.

M39 THURSDAY / LARGE GROUP

Waterproof Roof Investigation

- Encourage children to share experiences with community helpers. Ask, 'Who helps keep our neighborhood safe?'

M41 MONDAY / PHONOLOGICAL AWARENESS

Same or Different Beginning Sounds

- Model the first sound by stretching it out (e.g., 'hhhhouse'). Encourage children to place the card in the correct basket and say the word again.

M36 MONDAY / LARGE GROUP

Wind-Resistant Homes

- Encourage children to describe their own homes and what they see in their neighborhood. Use open-ended questions to promote discussion.

M38 WEDNESDAY / LARGE GROUP

Helping Our Neighbors

- Support cooperation and problem-solving as children build. Ask, 'What does a house need?'

M40 FRIDAY / LARGE GROUP

People in the House

- Encourage children to describe their contribution and why it is important to the neighborhood.

M42 TUESDAY / PHONOLOGICAL AWARENESS

House Syllables

- Pause after each pair to let children respond. If a word pair is tricky, repeat it and ask children to listen to the ending sounds.

M43 WEDNESDAY / PHONOLOGICAL AWARENESS**Home Rhymes**

- Start with one-syllable words like 'house' and gradually move to multi-syllable words like 'apartment'. Encourage children to feel the beats in their bodies.

M45 FRIDAY / PHONOLOGICAL AWARENESS**Pass the Rhyming Word**

- Use a familiar sentence first. Emphasize that sentences are made of separate words. For children who are ready, count the words in the sentence.

M52 TUESDAY / ART ACTIVITY**Creative Art Exploration**

- Provide a variety of shapes and colors. Ask children to describe their house: 'Who lives there? What color is the door?'

M54 THURSDAY / ART ACTIVITY**Creative Drawing**

- If possible, take a short nature walk to collect items. Discuss: 'What natural things do you see where you live?'

M44 THURSDAY / PHONOLOGICAL AWARENESS**Neighborhood Sound Hunt**

- Before the hunt, practice the /h/ sound together. After the hunt, have children sort the items and say the beginning sound again.

M51 MONDAY / ART ACTIVITY**Community Building Prints**

- Lay paper on a washable floor. Prompt children to think about what they see on their street. Ask: 'What colors do you see in your neighborhood?'

M53 WEDNESDAY / ART ACTIVITY**Texture Home Collage**

- Talk about community helpers such as mail carriers, firefighters, and doctors. Ask: 'How do they help where we live?'

M55 FRIDAY / ART ACTIVITY**Invent-a-Home Painting**

- Ask children to describe their favorite place: 'What do you see there? Who goes there with you?'