

PLAYING HOMESCHOOL CURRICULUM PRESCHOOL

YOU ARE YOUR CHILD'S BEST TEACHER

A pair of hands is shown from a top-down perspective, holding a collection of colorful, fuzzy pom-poms. The pom-poms are in various colors including blue, green, pink, red, orange, and yellow. The hands are positioned in the center of the frame, with fingers gently holding the pom-poms. The background is a solid, dark blue color.

SUSIE ALLISON, M.ED.

STOP!

PLEASE READ THIS FIRST – IT'S IMPORTANT

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When Printing this Program

You are permitted to print one copy for personal use only. To save money, ink and paper, print in black and white, double sided, on the lowest weight paper. There are more than 330 pages in this program.

ACKNOWLEDGEMENTS

Thank you for purchasing this program!

Special thanks for all their help with this book:

My Mom – who lent 20+ years of teaching experience to help write this program.
My Husband and my Dad – for doing the little extras.

Clarissa from [Play Teach Repeat](#) for her guidance and a few activities.
The Busy Toddler BOD for endless sounding board sessions.

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START-UP GUIDE

PLAYING PRESCHOOL

WELCOME TO PLAYING PRESCHOOL! It is a true honor to be part of your child's first educational experience. I'm thrilled to walk this homeschool preschool road with you, even if only through the pages of my program.

Playing Preschool is the homeschool program I went looking for when my oldest was preschool-age. I knew preschool at home would work best for our family, but, despite my best efforts, I couldn't find a fully-planned, high-quality, play-based program anywhere. I did the only thing that made sense to me: I wrote one myself.

Playing Preschool is my love song to other families looking for hands-on preschool without the financial burden or time commitment of traditional school.

I drew on all my knowledge from being a kindergarten and first grade teacher to write Playing Preschool, and my love of teaching is woven throughout the program. Each unit, and each lesson within those units, was carefully crafted to expand your child's educational foundation and provide them with meaningful learning experiences. I am so proud of the playful and hands-on learning that effortlessly shines through on each page.

When I was a teacher, I lived through the moment you're in right now all too often. I remember being handed a new program and asked to implement it immediately. It was daunting! I vividly recall staring at the lessons, trying to understand how the program should be taught, wishing I knew what the author was thinking, and wondering about the end goals when I hadn't even begun lesson 1. Like I said, *daunting*.

I didn't want that for you.

Consider these first few pages like a fireside chat as I tell you more about Playing Preschool and the features of the program through the Start-Up Guide. I want to ensure you understand the program's nuances and provide teaching tips to help you become a great at-home educator. There are so many tips and tricks for using Playing Preschool in this Start-Up Guide, all aimed at helping you hit the ground running with confidence. I can't wait for you to dive in.

It's almost time to begin Playing Preschool. I hope you enjoy the program, and that it fills you with special memories of learning and playing with your child. What an amazing time in their life as the world begins to unlock all around them – and you have a front row seat for it all.



PROGRAM OVERVIEW

If you're anything like me, you need to see the big picture before things can shrink down to the nitty gritty details. Here's what Playing Preschool looks like as the "year" progresses. **Remember that each unit is two weeks long.** The program is 38 weeks/190 days which is similar to a traditional school year.

UNIT THEME	LETTER	UNIT THEME	LETTER
1 Apples	Aa	11 On the Farm	Ff
2 Colors	Rr	12 Weather	Ww Kk
3 Nursery Rhymes	Nn	13 Eggs	Ee
4 Clothing	Cc Jj	14 Plants	Pp Ll
5 Food	Mm	15 Construction	Yy Zz
6 Five Senses	Ss	16 Pets	Dd
7 Teddy Bears	Bb	17 Opposites	Oo Xx
8 Things That Go Together	Qq Uu	18 Fairy Tales & Folk Tales	Gg Vv
9 Community Helpers	Hh	19 Water	li
10 Transportation	Tt		

WHY ARE THE LETTERS NOT TAUGHT IN ALPHABETICAL ORDER?

1. I don't want kids dependent on order alone. I want each letter learned on its own.
2. I needed to double up on a few letters so I put "easy" letters, like Jj and Cc, together (letters that look the same in upper and lower case). "Tricky" letters, like Ee and Aa, that look different in upper and lower case, are introduced on their own.
3. In some units, I was able to have the letter match the theme (like Tt and Transportation).

WHERE TO START

I know from my years as a teacher how daunting it is to start a new program and wonder how to teach it effectively. **In this section, I'll show you how to get this program up and running so you can start teaching with confidence.**

GLANCE AT THE UNIT OVERVIEW

Give yourself a few minutes to check out how the program looks as a whole. Notice the different themes. Each theme is two weeks long with a letter (or two) as a focus, along with guiding questions to help drive your child's learning. We'll talk more about those questions in a minute.

TAKE A LOOK AT A SINGLE UNIT

The program is broken down by theme. Each theme/unit is two weeks long. Take a little scavenger hunt and find these features in a single unit:

- Supply list
- Suggested books to read (usually 6 books)
- Poem
- Song
- Goals for the unit
- Guiding questions
- Weekly overview (there's one for each week of the theme)
- Daily lesson plan (there are 10 of these for each unit)

PETS

WELCOME TO THE PETS UNIT! This unit is designed to get kids thinking about ways to classify animals. Some animals live on farms, some in the jungle, and some can live in houses. It is also intended to help children think about how to care for another living thing.

Even if your family doesn't have a pet, this unit is still a fun way to introduce the concept of pets. Consider taking a field trip to a friend's house who has a pet. If you can, there are also questions about how to care for their pet and look for the supplies they need for their pet. Visiting a pet store is also a great activity to pair with this unit.

In this unit, your main supply will be set of stuffed animals and plastic animals that are typical: mouse, pig, pony, dog, bunny, fish, hamster, rabbit, some lizards and snakes. Talk to a friend or neighbor and borrow some if you need more.

The focus letter is D as in dog.

<p>SUPPLIES</p> <ul style="list-style-type: none"> • Plastic animals (best) • Stuffed animals (best) • Washable paint • White construction paper or white board • Muffin tin • 4 lbs. uncooked rice • Storage container • Goldfish Crackers (regular and rainbow) 	<p>BOOKS</p> <p><i>Remember these books are only a suggestion. Please feel free to substitute with any other well-themed books you have or can find at the library:</i></p> <ul style="list-style-type: none"> • <i>My Pet Wants a Pet</i> by Eric Branch • <i>Not Norman</i> by Kelly Thompson • <i>Stinky No Elephants</i> by Lisa Manotsev • <i>Stone Soup</i> by Angela Johnson • <i>How Do Dinosaurs Lose Their Eggs</i> by Jane Yolen • <i>Hide the Turtles That Disappeared</i> by Tillya Hodi
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Pets Unit 10, Week 1
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PETS WEEK 1

QUESTIONS FOR THE WEEK:
 Do all kinds of animals are pets?
 How do we care for pets?

GOALS: Children will learn more about animals that are kept as household pets with a focus on how to care for these animals.

	MONDAY <i>(Introducing & sorting)</i>	TUESDAY <i>(Pet or name & funniest)</i>	WEDNESDAY <i>(Introducing & measuring)</i>	THURSDAY <i>(Pet names & numbers)</i>	FRIDAY <i>(Pet & pet & shapes)</i>
READ ALOUD	<i>My Pet Wants a Pet</i>	<i>My Pet Wants a Pet</i>	<i>Not Norman</i>	<i>Not Norman</i>	<i>Stinky No Elephants</i>
THINGS TO TALK ABOUT	What are pets?	Introduce letter D for dog.	Can all animals be pets?	Review letter D for dog.	Recall and retell facts about pets.
LEARNING ACTIVITY	Main Sort toy animals by "pets" and "not pets," then shape, color.	Math: Making groups of Goldfish together.	Math: Measure how tall pet animals are using strips.	Math: Play more than, less than with Goldfish.	Math: Make shape pets using paper plates.
EASY ACTIVITY	Sunday: Hide the pets in muffin tin and rice activity.	Alphabet Hunt: Be a detective and find out.	Art: Decorate a box as a "pet carrier."	Dramatic Play: Set up a vet's office with supplies.	Guess What? Walk the pet.

Pets Unit 10, Week 1
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MONDAY

OPENING
 Morning calendar routine
 Song & Poem

INTRODUCE THE TOPIC
"Do you know anyone who owns a pet? What is a pet?"
"We are going to be learning about pets this week!"

READ ALOUD
Do a picture walk through the book and find look or picture only.
 Emphasize making predictions: "What do you think this book is about?"
 Read *My Pet Wants a Pet*.
 Ask your child questions about the story while you read.

THINGS TO TALK ABOUT
 Talk about pets. On a piece of paper or white board, make a list of animals that are pets. Try to think of all the pets you know.

LEARNING ACTIVITY – CLASSIFYING & SORTING ANIMALS
 In this activity, your child will sort animals.

The goal of this activity is to call out that not all animals are pets and that pets is a way we can classify animals. Gather animals toys (plastic pieces, such as stuffed animals) to sort by pet or not pet.

As your child sorts, talk about animals that are pets (what do they need?) and talk about animals that are not pets (why can't an elephant be a pet?).

EASY ACTIVITY – HIDE THE PETS
 For this fun sensory activity, your child will bury toy animals in rice in the "Muffin Tin" sensory.

Lay down a beach towel. In a storage bin, set out a muffin tin and a container of rice (blue boxed container). Set one pet toy animal in each tin. Give your child a scoop and ask them to hide the pet under rice.



Pets Unit 10, Week 1
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WHERE TO START

THE SUPPLIES YOU NEED TO OWN

There are a few supplies you need to have on hand to make this program run smoothly. I'm not trying to play favorites, but I do have a master list of supplies that repeat in almost every unit.

Each unit has a variety of supplies needed, usually household items (like a muffin tin or small bowls) and 1-2 unit specific items (like apples in the Apples unit). The following list are the supplies that repeat most often throughout the program.

Having these supplies from the very beginning will set you up for success:

- Small white board or white construction paper
- Colored construction paper
- Flashlight
- Sticky notes
- Dot stickers
- Washable tempera paint
- Pom pom balls
- Cotton balls
- 28 quart storage container (for sensory bins – this size is my favorite)
- 4 lbs uncooked rice
- 4 lbs cornmeal
- Deck of playing cards
- Dice
- Dry erase marker
- Large sharpie marker
- Roll of kraft or butcher paper
- Painter's tape or masking tape

WHAT ABOUT MULTIPLE KIDS?

If you are using the program with more than one child, you won't need double the supplies for everything. I'm a big fan of cooperative learning and multi-age learning, so most activities (like math lessons and sensory bins) can be done together as a group. Art projects and crafts will most likely be done individually, but for the most part, you don't need double the supplies.

THE BOOK LIST

Each unit includes a suggested book list. Please remember these books are only *suggestions*. In most instances, you can substitute other books that fit with the unit/theme. **You shouldn't need to buy new books for each unit.** Check your personal library and the public library for books that will work.

In some of the units, the topics are "meatier" and books I have suggested for those units may be a higher reading comprehension level than our kids are ready for. I've made sure to note when this happens. My suggestion for these books is to read only portions of the book, picking and choosing the best information.

HOW TO READ A UNIT

LEARNING MORE ABOUT THE UNITS

One of the hardest parts of learning a new program is figuring out how to “read” it: learning the language of the program, the features, the look-fors, and what the kids will actually be learning.

In this section, I will explain how to “read” a unit.

THE ROUTINE OF EACH UNIT

The beauty of this program is the deep roots in *routine*. Routine is so important, both for kids and parents. Each day/unit follows a predictable pattern. Once you have completed Unit 1, you will see the patterns/routines repeat in Unit 2. Think of what a pro you will be by Unit 7!

THE WEEKLY ROTATION

Each day is built around two learning skills (we will expand on these skills in a few pages).

MONDAY – Predicting and Sorting

TUESDAY – Letter Naming and Numbers

WEDNESDAY – Predicting and Measuring

THURSDAY – Letter Naming and Numbers

FRIDAY – Recall/Retell, Shapes and Letter Review

You can know that every Monday from Unit 1 to Unit 19, you and your child will work on *predicting* and on *sorting*. Routine is powerful and you’ll be able to rely on the repetition of this program to help you grow as a teacher while your child grows in their learning.

On the top of each “Weekly Overview,” you will see these skills noted.

MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
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****Please note that Fridays alternate.** Week 1 Friday is “recall & retell & shapes.” Week 2 Friday is “recall & retell & letter review.” This builds in a review of previously learned letters.

HAVE ROUTINE BUT BE FLEXIBLE

While I may stress routine, I also want you to know how flexible this program is. Mold it, bend it, and shape it to fit into your life. Let’s have “rigid flexibility.” We have a routine to guide us, but can be flexible within that routine when we need to be.

HOW TO READ A UNIT

UNDERSTANDING THE WEEKLY OVERVIEW

Let's break down a weekly overview. I created these to give you a snapshot at how the week looks. These always helped me as a teacher to see a complete overview of how the week would progress.

GOALS: General goals for the unit and what will be taught

APPLES WEEK 1

QUESTIONS FOR THE WEEK
What are the parts of an apple? How do apples grow?

QUESTIONS OF THE WEEK: Guiding questions to ask your child to check for new learning of the theme

GOALS: Kids will learn about apples, and to identify and tell some parts of an apple, where apples come from, and what we use apples for.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Hello, World! How Do Apples Grow?</u>	<u>Hello, World! How Do Apples Grow?</u>	<u>An Apple's Life</u>	<u>An Apple's Life</u>	<u>Apple Picking Day!</u>
THINGS TO TALK ABOUT	Introduce apples: Take a closer look	Introduce letter Aa for Apples Find the letter Aa in the book	Discuss how apples grow	Reread book – review letter Aa Find the letter Aa in the book	Recall information about apples
LEARNING ACTIVITY	Math: Sort apples into three groups	Alphabet Hunt: Flashlight Find the letter Aa	Math: Compare the apples by size	Math & Art: Stamp apples in groups of 5	Math: What else is shaped like an apple? Walk around house
EASY ACTIVITY	Art: Stamp apples	Math: Apple count - Counting 1 – 5 with five frame	Art: Make an apple orchard.	Literacy: Find food that starts with Aa in the pantry	Sensory: Apple sauce sensory bin

The day's lessons/activities

DAILY LESSONS / ACTIVITIES

Each day has four lessons/activities to complete. In total, this should take about 45 minutes to 1 hour (depending on how long your child plays with each activity). These lessons can be done while a baby naps.

BUT THIS DOESN'T HAVE TO BE DONE ALL AT ONCE: You could do some in the morning at breakfast, then do the read aloud. Maybe before nap time you do the learning activity and before dinner, the easy activity. **Make this fit for you!**

This page is only a brief snapshot of what the week will look like. Each lesson is broken down in detail on the Daily Lesson's page. Make sure to notice the subject of each activity (for example: art or math).

HOW TO READ A UNIT

UNDERSTANDING THE DAILY LESSONS

Let's look more closely at a daily lesson.

OPENING: Start the day with calendar time (see "morning calendar routine" on page 22) and the song/poem for the unit

MONDAY

INTRODUCING THE TOPIC: Begin the lesson with a quick conversation to set up the learning

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"What is an apple?" Have a conversation with your child about apples. "What are apples? How do we get apples?"

"We are going to be learning about apples!"

READ ALOUDS:
A themed book to anchor the day

READ ALOUD

Do a picture walk through the book and first look at *pictures only*. Emphasize making predictions – "What do we think this book is about?" Read *How Do Apples Grow?*
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT:
More learning conversations to have

THINGS TO TALK ABOUT

Start by getting a closer look at an apple. Be scientists and investigate the different parts. Talk about how apples feel, smell, and taste.

LEARNING ACTIVITY:

A meaty lesson that connects to the skill of the day and the theme

LEARNING ACTIVITY – SORTING APPLES

In this activity, your child will sort apples into groups by color.

Introduce the idea of sorting. "We are going to put these apples into color groups. This is called sorting by color."

Lay down 3 pieces of construction paper: 1 red, 1 yellow, and 1 green. This will give your child a space to sort onto. Have them sort the apples by color.

Extension: Talk about the number of apples in each group, compare amounts, discuss each group's size.

EXTENSIONS:

Look for extensions built throughout the program to expand concepts, increase challenge or provide additional learning.

EASY ACTIVITY – APPLE STAMPING

Today, your child will make apple prints.

Cut one apple in half. Investigate the apple with your child. *What are the parts of an apple?* Help your child identify stem, core, seeds, skin, flesh – they do not need to memorize these vocabulary words (this is just an introduction).

Dip the apple half in paint and stamp it onto a piece of white paper. Repeat as many times as your child likes. Save these apple halves for Thursday.



Apples: Unit 1, Week 1
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EASY ACTIVITY:

A simple, often independent, activity that reinforces the theme

LOOK FOR HYPERLINKS: Occasionally, I've linked to activities on my website, BusyToddler.com so you can view how the activity looked at my house.

HOW TO READ A UNIT

UNDERSTANDING THE DAILY LESSONS

A daily lesson is meant to take around 45 minutes to 1 hour. Timing will vary based on age of child, type of lessons/activity, and your daily schedule.

ROUTINE OF EACH DAY

Each day in Playing Preschool follows a predictable routine, an “order of events” that will become second nature to you.

OPENING: Each day should start with some sort of calendar routine. This provides a clear introduction to the learning day. Read more about my opening routine on page 22.

SONG/POEM: Songs and poems are so important to future reading and promoting phonemic awareness. They are also a great way to begin a day. Each unit has a simple song and a simple poem for you to learn with your child. Hang them on the fridge to help you learn the words – you’ll have them memorized in no time.

INTRODUCING OR REVIEWING THE TOPIC: Start each day by getting your child ready to learn with a little “warm up” conversation about the theme. In teaching, we call this the “anticipatory set” – how fancy does that sound?! Use it as a chance to connect the theme to your everyday life, to hear your child’s opinion about the topic, and to set the stage for the day’s learning.

READ ALOUD: The anchor of each theme is the read alouds. Books bring themes and subjects to life. Take time and go slowly through the book each day. In most units, books are read twice in a week to maximize the learning from each book. Learn more about doing a great read aloud on the page 21 “Tips for a Your Read Aloud.”

THINGS TO TALK ABOUT: This is the true teaching part of your day. Here is where you will connect the book you just read to the theme and often, to the learning activity.

LEARNING ACTIVITIES: The meaty activity. These activities typically require some teaching and help develop at least one of the skills of the day. These activities also use interaction and teamwork with parent and child “learning” together.

EASY ACTIVITIES: These are quick and easy activities that align with the theme of the unit as a fun extra way to learn and play. These activities are often independent (but supervised) and usually very open ended.

THE SKILLS

WHAT WILL YOUR CHILD LEARN?

Throughout this program, your child will be learning different skills to help them grow their education foundation. These skills are important to building background knowledge. The goal in early childhood is to give kids exposure and experience with different topics and activities.

The skills targeted in this program are open-ended. There is no moment of mastery where you move your child on to another skill (or hold them back to achieve mastery). These skills grow with a child throughout their life. On the following pages, I'll expand on these skills and how they are taught.

PREDICTING: Children demonstrate an ability to answer questions about a story and what *might* happen.

RECALL & RETELL: Children recall and retell information about a story or topic.

SORTING: Children sort and classify data, information, and objects.

NUMBER SENSE: Children demonstrate an understanding of numbers.

MEASURING: Children use measurement words to show size, height, weight, length and capacity.

SHAPES: Children identify basic 2-dimensional shapes.

ALPHABET KNOWLEDGE: Children show an awareness of letters and sounds.

WHY WERE THESE SKILLS PICKED?

As a former teacher, I have a good idea what background knowledge and information is important to kids before kindergarten. I also know that it's simply not realistic to expect kids to master everything and know everything before they begin the school years. Instead, we rely on **exposure and experiences**.

My job as a parent is to provide my kids with exposures and experiences with topics, ideas, and skills. When they sit down to sort someday in school, I want my child to have *background knowledge* on what sorting is. I don't need her to be a sorting master; I just want her to be able to unlock past experiences with sorting. "I've done this at home with my Mom!" And suddenly, she feels more confident.

These skills transcend. One of the coolest parts of this program is how these simple skills, this small list, ends up crossing subject areas. We use predicting in reading, math, and science. Recalling and retelling information is a reading, writing, and communication skill. Sorting is used in almost every subject as we sift through data. This small list is mighty and intentional.

THE SKILLS

LET'S BREAK THESE SKILLS DOWN A LITTLE MORE

Remember when I said this program was built on routine? There was a reason. By repeatedly touching on these same skills each week, the skills grow and develop within your child. An activity on number sense in Unit 1 is going to look vastly different in Unit 19. This is because we are spiraling around on these skills, building them slowly throughout the units. There is a clear sequence and progression of skills.

This also means you cannot shift the order of the units. Because the skills build, the layout of Playing Preschool has been carefully set. Changing the order disrupts the flow of learning.

PREDICTING

You'll find this skill every Monday and Wednesday as part of your read aloud. Ask your child to predict/guess what the story will be about. Then, throughout the book, have them continue to make predictions. *Asking and answering question during a story is huge for developing reading comprehension. Later, when kids learn to read, understanding what they are reading is paramount and the foundation is laid here.*

TIPS FOR TEACHING PREDICTING:

- Start with the cover of a book: "What do you think this is about?"
- Ask questions as you read: "What do you think will happen next?" "What would you do?" "If they do that, what might happen?"
- Ask questions at the end: "Were our predictions right?" "What was different?"
- Predicting is also a big part of science and math – don't limit it to reading

RECALL & RETELL

This skill is taught every Friday by asking your child to retell information from a story we read OR about the theme. As an adult, you recall and retell information all the time (like when you tell a friend about an article you read). As this skill builds, children will start to learn to retell stories in sequence.

TIPS FOR TEACHING RECALL AND RETELL:

- Ask your child to retell a book: "Can you tell me about this story?" Model it, too.
- Throughout the day, ask them to recall you what they did: "Can you tell me what happened at the park?"
- As this skill grows, start working on sequence: "What happened at the beginning? Middle? End?" Introduce words like first, next, last.

THE SKILLS

SORTING

Every Monday, your child will complete a sorting activity. Sorting is a hugely important skill for reading comprehension, science, and math skills later on. When a child sorts, they are making decisions, grouping objects by like attributes, and analyzing information. Sorting may seem simple but it is SO important and it's easy to bring it into everyday life.

TIPS FOR TEACHING SORTING:

- Try sorting in a variety ways, not just by color, but by size, shape, texture, etc.
- Sort often – *“Can you make me two groups?”*
- Ask questions – *“What’s different about the groups?”*
- Increase the challenge – try sorting by 2 variables. *“These are blue AND small.”*

ALPHABET KNOWLEDGE

Each unit has 1-2 letters as the “focus letter.” On Tuesdays and Thursdays, you’ll talk about a specific letter of the alphabet with your child. You’ll first show them the letter, talk about what it looks like, and how it sounds.

Mastery is not expected. Together, you’ll take a look through the read aloud books and hunt for a specific letter. During each unit, you will search for that letter around your house: in the pantry, in your book bin, on sticky notes, with flashlights, etc. Remember mastery is not expected. This is about exposure.

Week 2 Friday is a letter review in every unit. This is our chance to spiral back and review previously learned letters. If your child didn’t totally grasp a letter during its focus week, don’t worry. They’ll keep getting exposed to it week after week.

TIPS FOR TEACHING THE ALPHABET:

- Children learn letters at their own pace. Do not drill letters, introduce them. Mastery is not expected until a child is in Kindergarten.
- Make the focus letter a part of your life. Tape it to the fridge. Talk about it at the grocery store. Integrate it, but in a playful, low stress sort of way.
- Remember that learning letters is a lot like learning animal names (and sounds). You didn’t stress or flashcard that skill – and you don’t need to here. Introduce letters and talk about them in context. When you saw a cow, you said, “That’s a cow. It says MOOO!” and your child caught on. The same will happen with letters.

If your child has already mastered letters: Alphabet knowledge continues to be taught into grade school. For kids who “know” their letter names, this becomes a chance to bring letters to life and introduce them as the building blocks of words, to see them in the home environment, and to understand how they will eventually lead to reading. This is a time to solidify letters, play with them, give additional practice, and deepen their knowledge from surface level memorizing.

THE SKILLS

NUMBER SENSE

You will teach number sense activities every Tuesday and Thursday.

Number sense is a broad term for learning about numbers and counting. That means learning to recognize numbers, counting from memory, and 1:1 correspondence (which is a fancy way of saying touching and counting/ understanding that one object is 1). It also includes understanding quantity, comparing number values, and how to join groups of numbers together.

In this program, as we build skills, number sense activities will grow in complexity throughout the “school year.” The program begins with using a five-frame to count 1 – 5 and ends the year introducing the conceptual knowledge necessary to learn addition facts. Like I said, this program BUILDS.

QUICK NOTE: These more *basic* lessons are incredibly important, even after a child has memorized counting numbers. Don’t dismiss a lesson as too easy. Kids need review, they need reteaching, and they may need instruction in an area that you *think* they have already mastered. This is also the chance to go beyond memorized learning and into building a deep relationship with numbers.

The goal is developing a conceptual understanding beyond memorizing.

TIPS FOR TEACHING NUMBER SENSE:

- Just because a child can “rote count” (that means to count from memory) doesn’t mean they fully understand that 5 means five objects or how those 5 objects can be oriented in different ways, but still be worth 5. Those are all very different skills.
- One to one correspondence is HUGE. Make sure your child is ALWAYS touching and counting when they count out a group of objects.
- Remember that numbers and counting are developmental and vary from kid to kid. Don’t get frustrated, just keep introducing. Keep things light.

MEASURING

Measurement activities will be every Wednesday. This is NOT measuring as in inches and centimeters. This is comparing and noticing size, length, height and capacity (how much can a container hold?). These lessons are important for building vocabulary, applying number sense, deepening math skills, and growing critical thinking skills.

TIPS FOR TEACHING MEASURING

- Integrate measurement vocabulary words into every day life (short, long, small, medium, large, bigger, more, less).
- Compare sizes when you can (Which box is bigger? Which toy is smaller?).
- Talk about times in your day when you are measuring or thinking about sizes.

THE SKILLS

SHAPES

Week 1 Friday always includes an activity with shapes as the focus. As children grow, they begin to recognize shapes. Learning the names of circles, squares, and triangles as well as some of their attributes (how many sides?) is a big skill. As they grow in this skill, children will learn to recognize shapes in the world around them. Shapes become a crucial part in developing a child's spatial awareness (the understanding of an object's relationship to other objects).

TIPS FOR TEACHING SHAPES:

- Keep it simple and focus on the most basic shapes: square, circle, and triangle.
- Whenever you talk about shapes, point out their attributes so your child hears this often (circles are round, squares have 4 points, etc.).
- When you see shapes “in the real world” point them out. Talk about shapes you see at the grocery store, make it a game in the car. Bring shapes into real life.
- A quick note about “diamonds”: Diamonds are gems, rhombuses are shapes. If you introduce a rhombus, please don't call it a diamond.

WHAT OTHER SUBJECTS ARE TAUGHT

In addition to these skills, other subject areas are woven in throughout the program. Each unit will typically feature at least one activity from the other subject areas:

- Art (both crafts and process/open-ended art)
- Sensory (tactile learning with their hands)
- Science or STEM (science, technology, engineering and math)
- Fine motor skills (working on small movements like threading)
- Gross motor skills (working on large movements like jumping)

HOLY MOLY, THAT SOUNDS LIKE A LOT

Now that you've read through all the skills and subjects in this program, I bet it sounds like a lot. Don't worry! The beauty of open-ended learning is that it meets the child at the child's level.

Open-ended skills are where it's at. We can mold and bend skills to fit the child's developmental level. The same question or activity posed to a 4-year-old will be answered or completed differently than a 2.5-year-old.

Spiraling is the name of the game. This program spirals. That means your child will be introduced to information and then revisit a similar lesson a few weeks later, but with a little more challenge. The spiral effect is part of why we don't need to teach to mastery – they're going to hear the information again and again, with more chances to grow and learn each time.

WHY NOT TEACH TO MASTERY?

I'm such a broken record about not teaching to mastery with this program. I want to make sure you understand exactly why I keep mentioning this, and why it's important that you DON'T get stuck on a skill or activity waiting for your child to master it.

Mastery isn't needed because this is preschool. This isn't junior year of high school when they need to know how to solve for X in algebra.

Mastery isn't needed because we are spiraling back to topics and skills again and again. If they didn't get it the first time, maybe they'll pick it up the next time when they are slightly older and may be more developmentally ready to learn it.

Mastery isn't needed because this is play-based. This isn't a rigorous program designed around testing.

Mastery isn't needed because we want these kids to have fun. We don't want to pressure them. We want them to see education and learning as this amazingly fun adventure that they want to be a part of.

Mastery isn't needed because we are building a base. We are building up their experience level to help them make amazing connections.

Mastery isn't needed because childhood isn't a race. They will get there when they are ready to.

OUR GOAL IS TO BUILD BACKGROUND KNOWLEDGE.

Background knowledge gives confidence.

Background knowledge gives context.

Background knowledge gives learning a boost – they aren't starting at zero.

When our children listen to a new read aloud, think of all the amazing vocabulary they're being exposed to.

When our kids are trying an activity, think of the experience they're getting and the foundation they're building.

When our kids are learning about the themes and topics, think of the amazing exposure they're getting to concepts we don't cover in day to day life.

BACKGROUND KNOWLEDGE AND EXPERIENCES ARE THE MAGICAL GIFTS WE CAN GIVE OUR KIDS THAT WILL SERVE THEM SO WELL AS THEY GROW.

LET'S TEACH KIDS TO THINK

Of course, we want our children to know and master, understand and share lots of information. We love when our kids can count and say the ABCs because it's tangible and quantifiable and it "shows" they are learning BUT....

**IT DOESN'T SHOW EVERYTHING.
AND IT DOESN'T SHOW THE MOST IMPORTANT THINGS.**

With Playing Preschool, there are a lot of skills and concepts your child will learn throughout the program, but the most important skill can't be seen.

THE MOST IMPORTANT THING THEY CAN LEARN IS...

HOW TO THINK.

We want our children to be well-rounded learners. We want our children to be engaged and excited learners. They don't become these kinds of learners by sitting and answering, memorizing and taking tests.

They become this kind of learner by:

- **DOING**
- **EXPLORING**
- **INTERACTING**
- **QUESTIONING**

WHAT YOU CAN DO TO MAKE THEM "THINKERS"

We help our children grow to be great "thinkers" by constantly asking them questions. We want them to investigate the problem and look for solutions. The moment we step in and say "this is how it works" or "this is how you do it," we've lost the chance for them to think.

DON'T MISS THOSE CHANCES

Hang back and don't come to the rescue. Keep an eye on their process and ask questions to guide. "What do you think will happen...." "Why did that happen...." "I wonder what made that happen...." You'll notice this built throughout Playing Preschool – the chance for your child to investigate.

TIPS FOR STARTING A UNIT

It's just about time for you to start the first unit. I'm so excited for you and for your child. Time spent together reading and doing some easy activities is always time well spent.

I KNOW IT CAN BE NERVE-RACKING

I have been a first year teacher. I get what it's like to face a class for the first time and wonder how you're going to pull this off.

Here's the good news. This is just you and your child and you've been their teacher for a long time already (wink). Take the pressure off. It's a book and a few activities. You've got this!

And every day, you'll get better. Every day, you'll be a better teacher and this will start to come more naturally. **Let me give you some of my best tips to set you up for the most success right off the bat.**

GET YOUR SUPPLIES READY

TIP #1: GET ALL THE MATERIALS READY FOR TWO UNITS AT A TIME. Look at the supply lists, look at the book lists. Try to get a hold of everything early to avoid having to run around last minute. There's nothing worse than getting ready to teach and realizing you're missing supplies (trust me, I've been there...).

TIP #2: THE LIBRARY IS YOUR FRIEND! Do you have a library card? You might want to get one. This program is rich with books and books get expensive. Instead of buying books for each unit, check them out from the library. *Make sure to check out TWO units worth of books at a time (see tip #1).*

Can't find a certain book? Good news: most books used in this program are interchangeable with other books in that same theme. This isn't always the case, but in most places, you can substitute a different book and the program will still work. The goal is introducing new books and new concepts to kids – and whatever books you can find for the topic will be great!

TIP #3: PRINT OUT THE SONG & POEM. These songs and poems are new to you too! Don't worry about memorizing them ahead of time, learn them as you teach your child.

When I'm teaching a child a poem or song, I follow the "I do/We do/You do" plan. I say the poem or song, then we do it together, finally I let my child try it on their own. This is a great teaching strategy for many new skills.

TIP #4 READ THE LESSON CAREFULLY BEFORE HAND. Wrap your mind around the activities so you can visualize how the day will flow. This also gives you a second to read any notes I've left, gather extra supplies, and prep activities.

TIPS FOR TEACHING

I wish I could sit next to you the first few days of this program and just help out, so in the absence of that, **here are some things I just really need you to know.**

SOME OF THE LESSONS REPEAT

You'll notice as you start moving through the program that some activities, like counting ones, repeat using different supplies. That's intentional. Kids LOVE when they know how to do an activity. And every activity is a chance to play and learn. I've repeated lessons on purpose. Trust me from my years of teaching – they won't mind this one bit!

IT STARTS OFF “EASY”

I treated the first few weeks of the program much like the first weeks of traditional school: we use this time to establish routines and gain confidence – rather than an onslaught of new routines and materials all at once. Remember, this program builds on itself throughout the “year.”

WATCH FOR FATIGUE

Keep an eye on your kiddo during learning activities and watch for signs that they are fatiguing, getting frustrated, or wearing out. Use good judgment, watch your child, and stop activities before the ship starts to sink.

YOUR KID DOESN'T KNOW YOU CAN'T DRAW

I know you are going to roll your eyes at me the first time you look at a lesson and see the words “draw a _____.” Your child doesn't care. They don't. They think you are amazing and whatever you draw them should be hung in a museum by their standards. So buck up, do your best, and know that it's perfect for your child (and also, no one else will ever see it).

YOU DON'T NEED TO DO THIS ALL AT ONCE

I designed this to be flexible and never intended for it to be rigid. Make the program work for your day. Do the opening and songs during breakfast, read the book and talk about the theme a little later. Do one activity before nap and one activity after they get up (during the afternoon purgatory between nap and dinner...).

TEACH WHERE YOU FEEL COMFORTABLE

You don't need a special school room or space in your house to “teach.” We do our activities in our family room, sitting together on the floor.

REMEMBER THAT CHILDHOOD ISN'T A RACE

I know that we want our kids to be the best. But *the best* doesn't mean “first to learn.” Best means right for them and at their pace. Remember that this program isn't about mastery but about building a foundation of experiences. Good foundations take time. Don't rush.

TIPS FOR YOUR READ ALOUD

We all know that reading aloud is the single most important way to help children learn. It's the best activity around. **But how do you get the most out of these read alouds?** In this section, I'll give you some tips on crushing a read aloud and going from just reading words on a page to making a book into a full blown lesson.

READ ALOUDS ARE SO IMPORTANT

When you read to a child, you build their vocabulary, improve their communication skills, and increase their overall knowledge. You're also modeling reading skills, growing their phonemic awareness (their understanding of letters and sounds), and infusing them with memories and feelings of how fun reading a book is.

TIP #1: TAKE A LOOK AT THE COVER

Don't rush right into a book! Take the time to read the title, and identify the author and illustrator (when applicable). Examine the cover thoroughly.

TIP #2: TAKE A PICTURE WALK

Taking a picture walk is a great way to "pre-read" a book. It gives your child time to *really* look at the pictures, get acquainted with the book, and notice the little details in the illustrations.

TIP #3: MAKE PREDICTIONS

This is such an important skill (it's one of our focus skills!). Ask your child to make guesses about the book. Start at the cover – "*What do you think this story is about?*" Throughout the story, continue asking for predictions like "*What do you think the character will do next?*" In rhyming books, guessing the next rhyming word is a great way to predict.

TIP #4: ASK QUESTIONS

Just keep asking, just keep asking... Asking questions as you read helps you check for understanding. This is a big part of reading comprehension (example: Sure, I can read a medical text book but I can't understand it!). Here are some of my go-to questions when I read to my kids:

- What would you do here?
- How would that make you feel?
- Would you do that?
- Why do you think they acted that way?

TIP #5: GET INTO IT

I didn't end up being in movies and I'm not in the Screen Actor's Guild, but that doesn't mean I shouldn't win an Oscar for my reading of Where the Wild Things Are. Get into the book – use voices, have passion, be excited. This will translate to how your child (eventually) reads. We want them to read with expression and with fluency someday so model that now.

MORNING CALENDAR ROUTINE

I love starting my day with a morning calendar routine. I loved this as a teacher and I've loved it as a parent. **My kids and I gather around a calendar to begin our day. It's the perfect way to start learning!**

WHAT IS "MORNING CALENDAR?"

"Morning Calendar" means talking about the date, day of the week, month of the year, and the weather for the day. You can do this with any calendar, a homemade calendar, or a store-bought kids calendar (which usually come with moving pieces for changing the date).

There is so much learning in morning calendar! In a calendar routine, kids are learning:

- Sequence: the order of the days and months
- Vocabulary: weather words, date words
- Ordinal numbers: first, second, third
- Counting on *by one* each day
- Recognizing numbers 1 – 31

HOW MY CALENDAR ROUTINE LOOKS

I love my calendar routine and the simple songs my kids and I sing as we talk about the day's date and the weather. It takes about 2 minutes to complete.

My kids sit with me and we talk about the date. *"Today is Monday, April 26, 2021."* We also talk about the days of the week: *"Yesterday was Sunday. Today is Monday. Tomorrow to Tuesday."* Then we look outside and check the weather. *"What's the weather like today?"*

Here's a link to my video: [MORNING CALENDAR ROUTINE](#) so you can see me in action!

On the following page, I've written out the songs we sing during our routine so you can learn the words/tune.

Morning Calendar doesn't need to be daunting! It's just a fun, simple way to begin the "school day" and also hit the learning ground running.

MORNING CALENDAR ROUTINE

Don't forget to check out my [MORNING CALENDAR ROUTINE](#) so you can see me in action and hear these songs (and my stunning siren song singing voice).

MONTHS OF THE YEAR

(author unknown)

January, February, March and April
May
June
July and August
September, October, November, December
The 12 months of the year!

DAYS OF THE WEEK

(author unknown)

To the tune of the "Addams Family"

Days of the week (clap clap)
Days of the week (clap clap)
Days of the week, Days of the week, days of the week (clap clap)

There's Sunday and there's Monday,
There's Tuesday and there's Wednesday
There's Thursday and there's Friday
And then there's Saturday.

Days of the week (clap clap)
Days of the week (clap clap)
Days of the week, Days of the week, days of the week (clap clap)

THE WEATHER SONG

(author unknown)

To the tune of "London Bridge"

What's the weather like today?
Like today, like today
What's the weather like today?
Tell me [insert child's name].

ALPHABET PORTFOLIO

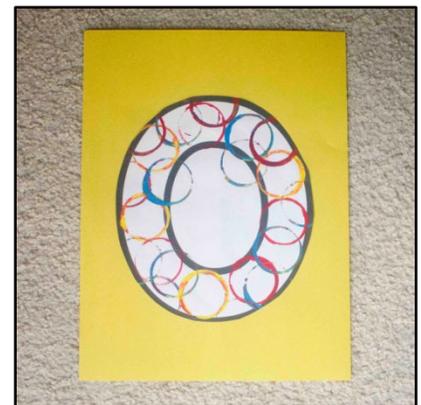
Back when I was a teacher, one of my favorite keepsakes to give parents at the end of the year was a portfolio of art work. It was so special to both the kids and the parents.

I wanted to recreate that fun with an at-home model – so for this program, your child will make an **Alphabet Portfolio** throughout the “school year.”

The Alphabet Portfolio pages are easy letter-themed art activities. I did break my no printables rule and included all 26 letters so you can print them out for those art activities.

A FEW TIPS WITH THE ALPHABET PORTFOLIO:

1. The Alphabet Pages are in a PDF file that came with your download (titled “Alphabet Pages,”). Simply print them out, either with the unit lesson plans or when you need it.
2. Once your child finishes their letter, you’ll want to cut it out and glue it to construction paper to help preserve it.
3. You DEFINITELY want somewhere safe to store each page. Consider a simple three ring binder: Add each alphabet page as your child finishes it and by the end of the program, what an amazing homemade alphabet book and keepsake your child will have!
4. You also might want to buy clear sleeves for the pages to slide into as some pages will be 3D with supplies glued to them. This will also protect the pages over time.



Examples of the Alphabet Portfolio pages

IT'S TIME

GET READY TO GET LEARNING

It's time to start Playing Preschool. I'm so excited for you and your little "student" to head down this fun road together.

Promise me one thing: cut yourself a lot of slack as you start. You're new to this, your child is new to this. Everyone needs some time to get into the swing of things.

As you grow as a teacher, presenting lessons and activities will become second nature. As they complete more and more activities, your child will also become an old pro at doing these activities. Everything will start to run more smoothly.

Remember, the goal here is to give our kids experiences, and expose them to different concepts, books, ideas, and activities. It's what you've always been doing – now it's all laid out in front of you.

YOU'VE GOT THIS!

But in case you don't – I'm here for you, always! Send an email to susie@busytoddler.com. I'll write back as quickly as I can, and probably during nap time.

GOOD LUCK AND HAPPY LEARNING

A handwritten signature in red ink that reads "Susie". To the left of the name is a simple red heart symbol.

APPLES

Unit 1

What are the parts of an apple?
How do apples grow?

APPLES

WELCOME TO THE APPLES UNIT! This two week unit is designed to help your child learn more about apples, where they come from, and the different parts of an apple. Children will be introduced apple vocabulary words (like stem and core) and size vocabulary words (large, medium, small).

The most important supply this week (aside from books) is buying 12 apples from the grocery store. You will use these same 12 apples for two weeks and need them almost every day. You will want to buy a variety of sizes and colors. At the end of the unit, you and your child can use the apples to bake with.

It is also important to buy a few extra apples for apple taste testing. The taste of apples varies greatly (think Granny Smith vs golden delicious) and apple snacking is a must.

The letter focus for this unit is Aa as in apple. One note: lower case Aa is printed **a** or **ɑ**. I like to begin children with a “stick and ball” **ɑ** and introduce the “fancier” **a** when we see it in print.

SUPPLIES

- 12 apples (4 red, 4 green, 4 yellow in varying sizes) plus a few more for taste testing
- Apple sauce
- Red, green, yellow paint
- Red, green, yellow construction paper
- Glue stick
- White construction paper OR a small dry erase board
- Painter’s tape or masking tape
- Sticky notes
- Golf tees or tooth picks
- Dot stickers

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other apple books you have or can find at the library.

- Hello, World! How Do Apples Grow?
by Jill McDonald
- An Apple’s Life
by Nancy Dickmann
- Apple Picking Day!
by Candice Ransom
- Apples Apples Apples
by Nancy Elizabeth Wallace
- How Do Apples Grow?
by Betsy Maestro
- The Mouse’s Apples
by Frances Stickley

APPLES

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

POEM

by anonymous

Way up high
In an apple tree
Two red apples
Smiled down at me
I shook that tree
As hard as I could
Down came the apples
Mmm they were good!

SONG

by anonymous

Picking Apples

(to the tune of "Frere Jacques")

Picking apples, picking apples,
'Til we're done, 'til we're done,
Picking all the apples,
Picking all the apples,
'Til we're done, 'til we're done.

Eating apples, eating apples,
Yum, yum, yum; yum, yum, yum.
Eating all the red ones,
Eating all the green ones.
Now we're done, now we're done.

APPLES

WEEK 1

QUESTIONS FOR THE WEEK

What are the parts of an apple? How do apples grow?

GOALS: Kids will learn about apples, and to identify and tell some parts of an apple, where apples come from, and what we use apples for.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Hello, World! How Do Apples Grow?</u>	<u>Hello, World! How Do Apples Grow?</u>	<u>An Apple's Life</u>	<u>An Apple's Life</u>	<u>Apple Picking Day!</u>
THINGS TO TALK ABOUT	Introduce apples: Take a closer look	Introduce letter Aa for Apples Find the letter Aa in the book	Discuss how apples grow	Reread book – review letter Aa Find the letter Aa in the book	Recall information about apples
LEARNING ACTIVITY	Math: Sort apples into three groups	Alphabet Hunt: Flashlight Find the letter Aa	Math: Compare the apples by size	Math & Art: Stamp apples in groups of 5	Math: What else is shaped like an apple? Walk around house
EASY ACTIVITY	Art: Stamp apples	Math: Apple count - Counting 1 – 5 with five frame	Art: Make an apple orchard.	Literacy: Find food that starts with Aa in the pantry	Sensory: Apple sauce sensory bin

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

“What is an apple?” Have a conversation with your child about apples. *“What are apples? How do we get apples?”*

“We are going to be learning about apples!”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*. Emphasize making predictions – *“What do we think this book is about?”*
Read [How Do Apples Grow?](#)
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Start by getting a closer look at an apple. Be scientists and investigate the different parts. Talk about how apples feel, smell, and taste.

LEARNING ACTIVITY – SORTING APPLES

In this activity, your child will sort apples into groups by color.

Introduce the idea of sorting. *“We are going to put these apples into color groups. This is called sorting by color.”*

Lay down 3 pieces of construction paper: 1 red, 1 yellow, and 1 green. This will give your child a space to sort onto. Have them sort the apples by color.

Extension: Talk about the number of apples in each group, compare amounts, discuss each group’s size.

EASY ACTIVITY – APPLE STAMPING

Today, your child will make apple prints.

Cut one apple in half. Investigate the apple with your child. *What are the parts of an apple?* Help your child identify stem, core, seeds, skin, flesh – they do not need to memorize these vocabulary words (this is just an introduction).

Dip the apple half in paint and stamp it onto a piece of white paper. Repeat as many times as your child likes. Save these apple halves for Thursday.



TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What is an apple? What do you already know about apples?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Aa. Draw a letter Aa on a piece of paper or white board (upper and lower case).

"This is the letter Aa. The letter Aa is the first letter of the alphabet. It says 'aaaaaa' (like in apple). I hear the letter Aa in the words apple, animal, and ant."

Look back through the read aloud book and find the letter Aa in print (you don't need to do every page, just a few). Count them and point out that Aa has two different shapes (capital letter, small letter).

LEARNING ACTIVITY – ALPHABET HUNT

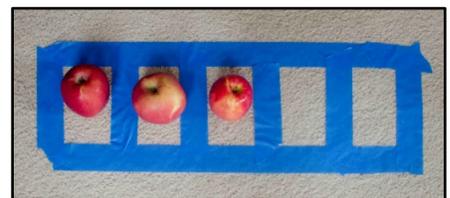
In this activity, your child will hunt for the letter Aa in your house.

Grab a flashlight for this letter Aa hunt. *"Today, we are going to hunt for the letter Aa in our house. When you find letter Aa, shine your flashlight on it."*

Look in books, photos, toys, cupboards, etc. Help your child with this activity to spy/find the letter Aa.

EASY ACTIVITY – APPLE COUNTING

Today, your child will work on counting to 5. First, tape out a five-frame on your floor. Your child will use this frame as a guide for counting. Call out a number (for example, 3). Have your child place three apples in the five-frame. Have them touch and count the apples to 3. *"How can you use this frame to show me 4 apples?"* Repeat with other numbers 1-5.



Note: Five-frames and ten-frames are an important tool for helping kids understand the value of numbers and the relationship of single digit numbers to 5 and 10. Five- and ten-frames will be critical parts of your child's conceptual understanding of addition and subtraction, and their future ability to rapidly recall math facts. These frames are so much more than basic counting.

Tip: Count with your child, help them to touch each apple as they count, model how to count, ask them to repeat your counting.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"We've been learning about apples. Can you tell me the different parts of an apple?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read [An Apple's Life](#).
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about how apples grow. Work together to remember some of the steps to growing an apple.

LEARNING ACTIVITY – COMPARING APPLES BY SIZE

In this activity, your child will compare the sizes of different groups of apples.

Grab 3 apples of varying size. Look at the apples with your child. Ask them: *"Look at all the different sizes! Can you put them in order large to small?" "How do you know which apple is the largest?"* Compare their sizes.

Repeat this process 3-4 times with different combinations of apples, talking about size and using size words.

Optional: Have your child sort all the apples by large, medium, and small.

EASY ACTIVITY – CREATE AN ORCHARD

Today, your child will make an apple orchard. Talk about how a group of apple trees is called an orchard.

On a blue piece of paper, quickly draw a few apple trees. Let your child first color the apple trees with crayons or markers (but don't have them draw apples yet!).

Pull out red, yellow, and green washable paint. Let your child dip their finger into the paint and add "finger print apples" to each tree.

Extension: Have them count the number of apples they put on each tree.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Apples are so delicious! What kind of apple do you like to eat?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Aa. *"Let's talk about the letter Aa."* On the top of a sheet of paper or small white board, write letter Aa.

"This is the letter Aa. The letter Aa is the first letter of the alphabet. I hear the letter Aa in astronaut, actually, and ambulance. Aa says 'aaaaa'."

Look back through the read aloud book and find the letter Aa in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – COUNTING APPLES

In this activity, your child will practice counting to 5 using apple stamps.

Grab a piece of paper and your paint. Use the apples halves from Monday to stamp out groups of 5 apples. Have your child dip the apples into paint, again, and stamp them onto the paper. Work with your child to make a group of 5.

Count as they stamp, then count the group.

Repeat this process but vary the number of apples in each group. *"Can you make me a group of 3 apple stamps?"*

EASY ACTIVITY – PANTRY HUNT

Today, your child will look through the pantry to find food that has the letter Aa on the packaging. This is similar to hunting through a book for the letter Aa, but instead using items in the pantry. Find 5-10 letter Aa's.

Tip: If you haven't yet, talk about how Aa comes in two different shapes - big letter and little letter. *If your child notices that Aa also comes in the "a" shape, great! If not, no worries. They will pick that up eventually (just as they came to understand dogs come in various shapes, sizes, and styles, they'll learn that letters/fonts do too.)*

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Apple Picking Day! by Candice Ransom.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about apples.

“Where do apples come from?”

“What are some of the parts of an apple?”

“What do we use apples for?”

LEARNING ACTIVITY – SHAPE HUNT

In this activity, your child will identify items with a similar shape to an apple.

Take 1 apple and examine it with your child.

“I like how apples are shaped. What else can you think of that’s shaped like an apple?” If they can’t think of anything, that’s fine!

Go on a shape hunt looking for items around the house that are shaped like an apple (ex: balls, spheres, circles). Once you find them, help your child to line them up by size, smallest to largest.

EASY ACTIVITY – SENSORY BIN

Make an applesauce sensory bin! Pour about 2 cups of apple sauce into a storage bin and let your child explore it. Smoosh it, move it, stir it, pour it.

Give them spoons and bowls to play with. This is a taste safe sensory bin. Putting a beach towel under the sensory bins will keep things cleaner. Make sure your child has a wet washcloth close by to clean their hands as needed.

Optional: add some food coloring to change the color of the apple sauce.

APPLES

WEEK 2

QUESTIONS FOR THE WEEK

What are the parts of an apple? How do apples grow?

GOALS: Kids will learn about apples, and to identify and tell some parts of an apple, where apples come from, and what we use apples for.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Apples,</u> <u>Apples,</u> <u>Apples</u>	<u>Apples,</u> <u>Apples,</u> <u>Apples</u>	<u>How Do</u> <u>Apples</u> <u>Grow?</u>	<u>How Do</u> <u>Apples</u> <u>Grow?</u>	<u>The Mouse's</u> <u>Apples</u>
THINGS TO TALK ABOUT	What are the different uses for apples?	Reread book – review letter Aa Find the letter Aa in the book	Review the sequence of apple growth and their life cycle	Reread book – review letter Aa Find the letter Aa in the book	Ask and answer questions about apples
LEARNING ACTIVITY	Math: Sorting apples	Math: Talking about 1 and 2	STEM: Roll the apples down ramps – which goes farthest?	Math: Count out apples – 1-5, 1-10; label with sticky notes	Alphabet: Review letters in your child's name
EASY ACTIVITY	Fine Motor skills: Apple transfer with tongs, ladle, fork	Letter Aa art work for your alphabet art portfolio	Fine Motor Skills: Poke apple with golf tees	Gross Motor Skills: Apple Hunt (play apple hide and seek)	Science: Apple baking – bake something delicious

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

Review apples. *“Tell me some things you know about apples.”*

“This week, we are going to keep learning about apples!”

READ ALOUD

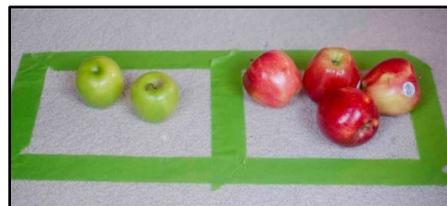
Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read Apples, Apples, Apples.

THINGS TO TALK ABOUT

Talk to your child about the different uses for apples. *“What are some things we can do with apples?”*

LEARNING ACTIVITY – SORTING APPLES

In this activity, your child will sort apples into groups by different attributes. This is continuing our introduction into sorting.



Review sorting from last week. *“Last week, we sorted our apples by color. Today we are going to sort by different attributes.”* (Don’t be nervous about using big vocabulary words with your child.)

I recommend making sorting spaces to define the learning area, either with baskets/bowls to set the apples in OR by using masking tape to tape out squares on the carpet to use for sorting.

“Can you think of any ways to sort our apples?” Review sorting by color, by size, by stem (stem or no stem), by sticker (sticker or no sticker), by spots. *Even if you sorted by any of these attributes last week, review is crucial so repeat the sort again.*

EASY ACTIVITY – APPLE TRANSFER

Today, your child will work on their fine motor skills by transferring apples.

In this activity, you will make an apple transfer station. The goal of this activity is to have your child transfer apples from one place to another. In a storage container, set two bowls. One full of apples and one empty. Offer your child different tools to use to transfer the apples: ladle, tongs, forks, spoons, etc.

Tip: Talk about which tools worked best and which didn’t work as well.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“Why do you think an apple is round?” “What would it be like if apples were square?”

READ ALOUD

Reread Monday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Review and talk about the letter Aa. Draw a letter Aa on a piece of paper or white board (upper and lower case).

“This is the letter Aa. The letter Aa is the first letter of the alphabet. It says the sound ‘aaaaa’. I hear Aa in at, alligator, and ax.”

Look back through the read aloud book and find the letter Aa in print (you don’t need to do every page, just a few). Count them and point out that Aa has two different shapes (capital letter, small letter).

LEARNING ACTIVITY – THE NUMBERS 1 AND 2

Today, you will take a closer look at the numbers 1 and 2 with your child.

On a piece of paper or white board, write the number 1. Tell your child *“This is the number 1. It means just 1 of something. What is something you have ONE of? Can you go and find me ONE toy?”* Have your child find 1 toy and set it next to your drawn number 1. Talk about the number 1 again and repeat this process – having the child find ONE item, placing it with the number 1.

Repeat this activity for the number 2: *“This is the number 2. It means 2 of something. Can you go and find me TWO toys that are the same?”* Have them find a few more pairs. End with a review of each number.

EASY ACTIVITY – ALPHABET BOOK PAGE

This is the first day of the Alphabet Book that your child will make throughout the program. Make sure to have the letter “A” sheet handy (found in the Alphabet Pages pdf). On their letter A sheet, let your child paint apples using their fingerprints. You can add stems and leaves to the apples. Cut out the letter A and glue it onto construction paper.



Save this artwork in a binder or portfolio to make an Alphabet Book throughout the school year.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What is your favorite way to eat an apple? Sliced? As apple sauce? In a pie?”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read How Do Apples Grow?
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about how apples grow. Review the sequence of the apple trees and their life cycle.

LEARNING ACTIVITY – ROLLING APPLES

Today, you and your child will build ramps and roll apples. You will compare which apple rolls the farthest and which goes the shortest distance.

Use flat boxes, old wood, or large books to make different size ramps (make sure to vary the angle).

Have your child roll apples down the ramps. *“Why do the apples roll down the ramp?”*

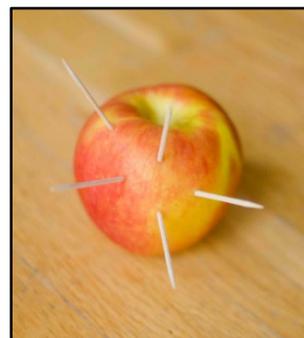
“How far does each apple roll? Which apple rolled the farthest?”

EASY ACTIVITY – APPLE POKING

For fine motor skills work, give your child one large apple.

Give them a handful of golf tees or toothpicks. Ask them to poke the toothpicks into the apple.

Extension: With a permanent marker, add dots to the apple as targets for where the golf tees or toothpicks should be poked.



THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Can you tell me about apple trees? What do you know about them?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Aa. *"Let's talk about the letter Aa."* On the top of a sheet of paper or small white board, write letter Aa.

"This is the letter Aa. The letter Aa is the first letter of the alphabet. It says the sound 'aaaaa'. I hear Aa in as, add, and after."

Look back through the read aloud book and find the letter Aa in print (you don't need to do every page, just a few). Count them and point out that Aa has two different shapes (capital letter, small letter).

LEARNING ACTIVITY – COUNTING APPLES

Today, your child will work on identifying quantity and numerals.

Take out some sticky notes. Write the numbers 1-5 on the sticky notes (one number on each note). Your child will use those as labels today.



Work together to count out five apples. Help your child point and count each apple. Hand them the sticky notes. *"Can you put the right sticky note on each apple?"*

Repeat this activity 2-3 times with your different sizes and groups of apples.

EASY ACTIVITY – APPLE HUNT

Play Apple Hide 'n Seek.

Hide the apples you've been using (this is similar to an apple Easter egg hunt). Give your child a basket to put the apples into once they have found them.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read The Mouse's Apples.

THINGS TO TALK ABOUT

Today, you will ask your child to "recall and retell" information about apples.

"How do apples grow?"

"What kind of apple do you like to eat?"

"How do different apples taste?"

Extension: Ask your child to either quiz you about apples OR see if they have any apple questions or facts they still want to learn.

LEARNING ACTIVITY – NAME RECOGNITION ACTIVITY

Every second Friday, your child will do a letter review activity. Since this is Week 1, let's review their name.

Today, your child will work on identifying the letters in their name. Recognizing their name is often the first word a child will learn to read.

Write the letters in your child's name on a piece of construction paper. Make your letters large and clear.



Give your child a few sheets of dot stickers. Let them remove the stickers and use them to trace the letters in their name. They can make each letter a single color, random multi-colored or make patterns.

Tip: Remove the middle white portion of the sticker sheet to make the dots easier for little hands to remove.

EASY ACTIVITY – APPLE BAKING

Use the apples from this unit to bake an apple dessert, such as an apple crisp, apple pie, or apple sauce in the crock pot.



COLORS

Unit 2

What is your favorite color?
What colors do you see in our world?

COLORS

WELCOME TO THE COLOR UNIT! This two week unit is a great way to help your child dig a little deeper into their knowledge of colors. Plus, it's just fun to play with colors!

Each day in this unit correlates to a specific color. Run wild with the color that day! If it's red day, wear red. If it's blue day, have a blue lunch. Find ways to incorporate that color into every facet of the day. It's so much fun!

Remember, if you don't have a specific book or can't find it at the library, take a look through your home collection to see if you have an alternative that fits. I'm sure you do!

The letter this week is Rr for Rainbow. Have fun introducing this letter to your child through the magic of colors.

SUPPLIES

- White paper or dry erase white board
- Construction paper
- Paint (washable tempera and watercolor)
- Dry erase marker
- Q-tips
- Froot Loops (or similar colored cereal)
- Yarn or other thick string for necklaces
- Food coloring
- Plastic storage bags with zippers
- Marshmallows
- Baking soda
- Vinegar
- Muffin tin
- Tin foil
- Squirt bottle

BOOKS

This book list longer than typical units to make sure there is one book for each color in the rainbow. Remember these books are only a suggestion. Please feel free to substitute with any other color-themed books you have or can find at the library.

- Freight Train
by Donald Crews (red)
- Mouse Paint
by Ellen Stoll Walsh (orange and yellow)
- Green
by Laura Vaccaro Seeger (green)
- The Rainbow Fish
by Marcus Pfister (blue)
- Harold and the Purple Crayon
by Crockett Johnson (purple)
- Ten Black Dots
by Donald Crews (black)
- Pete the Cat: I Love My White Shoes
by Eric Litwin (white)
- Brown Bear Brown Bear
by Bill Martin Jr / Eric Carle (brown)

COLORS

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

POEM

by anonymous

Yellow, Yellow funny fellow
Keeps his pockets full of Jell-O.
Green, green jelly bean,
10+7 is 17.
Blue, blue tie your shoe.
Eat a bowl of chocolate stew.
Purple, purple maple surple,
Swallow quickly but don't burple!
Red, red go to bed...
An ice cream sundae on your HEAD!

SONG

by anonymous

(to the tune of "Head, Shoulders, Knees and Toes")

Red, yellow, green and blue, green and blue
Red, yellow, green and blue, green and blue
Purple, orange, brown and black.
Red, yellow, green and blue, green and blue

COLORS WEEK 1

QUESTIONS FOR THE WEEK
 What is your favorite color?
 What colors do you see in
 our world?

GOALS: Kids will learn about colors and use colors as the base for learning activities throughout the two weeks.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
		Red	Orange	Yellow	Green
READ ALOUD	<u>Freight Train</u>	<u>Freight Train</u>	<u>Mouse Paint</u>	<u>Mouse Paint</u>	<u>Green</u>
THINGS TO TALK ABOUT	Introduce colors. Look for colors all around	Introduce letter Rr for Rainbow Find the letter Rr in the book	Talk about color mixing and how colors are made	Reread book – review letter Rr Find the letter Rr in the book	Recall and retell a favorite story or activity from the week
LEARNING ACTIVITY	Math: Sorting toys by color onto paper	Alphabet Hunt: Sit with your book bin and look for books with the Letter Rr on the cover	Math: Colored water mixing (capacity)	Math: find yellow toys. Sort them into groups of 5 and count them	Math: find green toys and identify shapes on each toy
EASY ACTIVITY	Act It Out: Set up a Freight Train in your house	Math: Make a Froot Loop necklace	Science: Paint mixing in plastic bags	Art: Paint a big yellow sunshine for the fridge	Science: Mixing green colors

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

“What are colors?” “What is your favorite color?” Have a conversation about colors.

“We are going to be learning about colors this week!”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read Freight Train.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk to your child about colors. *“Colors are all around us!”* Play a quick gross motor warm up game. Call out a color and have your child run to an object in the room with that color. Repeat for all the colors of a rainbow.

LEARNING ACTIVITY – SORTING

In this activity, your child will sort toys by color. Gather a basket of different colored toys for your child to work with. Try to find toys that are solid colors. Based on your child’s sorting ability and age, choose how many colors to sort (2-4 is usually best).



Tape construction paper to the floor to use as the “sorting surface.”

Give your child the directions. *“Today, you are going to sort by colors. Look at the toys and put them on the colored paper that they match.”*

Extension: Have your child find additional toys that could go on each colored paper.

EASY ACTIVITY – MAKE A FREIGHT TRAIN

Let your child build their own colorful freight train like in the book. This could look many different ways depending on your child:

- Use wooden trains
- Use plastic building bricks
- Use colored boxes
- Use colored sheets of paper
- Paint small shoe boxes

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

Introduce today as “red” day. Talk about the color red. *“What are some things you know that are red?” “What do you play with that’s red?”*

READ ALOUD

Reread Monday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Rr. Draw a letter Rr on a piece of paper or white board (upper and lower case).

“This is the letter Rr. I hear the letter Rr in rainbow, rip, and red. Rr says the sound ‘rrrrr’.”

Look back through the read aloud book and find the letter Rr in print (you don’t need to do every page, just a few). Count them and point out that Rr has two different shapes (capital letter, small letter).

LEARNING ACTIVITY – ALPHABET HUNT

Grab your book basket – this is a book themed letter hunt.

Together with your child, search through your home book collection for other books with the letter Rr in the title. Sort those into one pile and put books without Rr into the other pile.

Extension: Have your child go back through the Rr pile one more time and separate the pile by covers with one Rr vs MORE than one Rr.

EASY ACTIVITY – FROOT LOOP COUNTING

Make a Froot Loop necklace...with a counting twist!

Before making the necklace, work with your child to make groups of 5 Froot Loops. Count out each group together, pointing, touching, saying, and counting each Froot Loop. Repeat this process approximately 5 times.

Let your child use the Froot Loops to make a necklace. Use yarn or twine and make sure to tape the tip of the thread so it slides through the Froot Loop easily. Tie a knot around the first Froot Loop to keep the rest from falling off. Make sure to offer assistance as needed.

Extension: Have your child try to create a pattern with their groups of 5.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Today is orange day. What are things you know of that are orange?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Mouse Paint.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about color mixing. Go back through the book to help your child remember the ways the mice made each color. *"What colors made orange?"*

LEARNING ACTIVITY – COLOR MIXING

In a large under-the-bed storage tub OR in the bath tub, your child will be [mixing colored water](#) today. This activity also helps them learn about capacity of containers.



Fill a few containers with primary colored water (red, yellow, blue) and leave some containers empty. Make sure to vary container size, shape, and capacity. Add in measuring cups too. Ask questions: *"What will happen when you mix red and yellow?"*

Ask your child to explore the colors. Mix them. Pour them. Scoop them.

Tip: Consider your child and their grip strength – don't make containers too heavy.

EASY ACTIVITY – COLORING MIXING ART



In this activity, your child will mix paint colors. Take 3 plastic storage bags with zippers. Squirt red + yellow paint in one; red + blue paint in another; blue + yellow paint into the third.

Seal the bags. Invite your child to predict what the new colors will be, then mix the paint up by squishing the bags.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Today is yellow day! What are your favorite things that are yellow?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Rr. *"Let's talk about the letter Rr."* On the top of a sheet of paper or small white board, write Rr.

"This is the letter Rr. I can hear the letter Rr in words like ribbon, rooster, rocket. Rr says the sound "rrrrrrr."

Look back through the read aloud book and find the letter Rr in print (you don't need to do every page, just a few). Count them and point out that Rr has two different shapes (big letter, small letter).

LEARNING ACTIVITY – COUNTING YELLOW

With your child, walk around the house collecting items that are yellow.

Sort them into groups of 5s – counting 1-5 each time. *Make sure to emphasize touching and counting at the same time.* Repeat 3-4 times.

Extension: Look at the different groups of 5 and notice the various sizes of objects. *"This group is smaller in size than this group. Why is that? Does that mean it's less than 5? Is this bigger group more than 5?"* Eventually, children will someday make the connection that an object's value isn't dependent on the size of the object.

EASY ACTIVITY – SUNSHINE ART

On a piece of white construction paper, ask your child to paint a giant yellow sunshine. Cut it out to hang on your fridge.

Optional: Add strips of yellow construction paper with glue as the rays.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Today's color is the color of grass, the color of pickles, and the color of lettuce. What color is today?"

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Green.

THINGS TO TALK ABOUT

Today, you will ask your child to "recall and retell" information about colors.

"What colors have we learned about this week?"

"Can you remember an activity we did this week?"

"Which story did you like best this week?"

LEARNING ACTIVITY – SHAPE HUNT

In this activity, your child will look for shapes in their toys. Gather a basket full of green toys for your child to work with.

Start by talking about shapes. First, show them a square (you may need to draw a square on a piece of paper). *"This is a square. A square has four sides and four points."*
Next, show your child a circle: *"This is a circle. A circle has no sides and no points."*

Show your child the basket of green toys and get excited: *"Oh my! Look at how many shapes are in this basket!!! Look! I see a square* (dramatically pull out a toy with a square shape on it). *What shapes do you see?"* Go through the basket, sorting and looking for shapes in toys.

Tip: Mastery isn't expected. Shapes (like numbers, letters, and other skills) will be built and reviewed throughout the program.

EASY ACTIVITY – MIXING GREEN COLORS

Today, your child will work with varying shades of green. Green comes in all shades: forest green, lime green, blue green... the list goes on. In this activity, your child will experiment with creating green in different hues.

In a storage container, set several bowls or jars (at least 5, but 10 is best). First, make a large bowl of water dyed with green food coloring. This will be your base green. In two smaller bowls, have blue water and yellow water. Take one of the empty containers. Show your child how to scoop, syringe, or pour some green into the jar. Ask them to add yellow or blue (or both!) to it. How did our green change? Is it still green? Let them repeat this process making 10 different shades of green.

COLORS

WEEK 2

QUESTIONS FOR THE WEEK
 What is your favorite color?
 What colors do you see in
 our world?

GOALS: Kids will learn about colors and use colors as the base for learning activities throughout the two weeks.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
	Blue	Purple	Black	White	Brown
READ ALOUD	<u>The Rainbow Fish</u>	<u>Harold and the Purple Crayon</u>	<u>Ten Black Dots</u>	<u>Pete the Cat: I Love My White Shoes</u>	<u>Brown Bear, Brown Bear</u>
THINGS TO TALK ABOUT	What are things that are blue?	Find all the Letter Rr in the book Count the number of Rr letters in the book	What can you make with 10 black dots?	Read book – review letter Rr Count the number of Rr letters in the book	Read Brown Bear using child's name & things in the room
LEARNING ACTIVITY	Math: Do an object sort with only blue colored objects	Math: Talking about the number 3	Math: Use ten black dots for measuring objects around the house	Math: Make a Froot Loop graph. Count how many loops are in each column.	Alphabet Review: Review the letters A and R
EASY ACTIVITY	Art: Paint a rainbow fish	Letter Rr art work for your alphabet art portfolio	Fine motor skills: Use black paint and Q-tip to trace your name	Art: Process art with a marshmallow	Science: Play "hidden colors" science experiment

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

Review colors. Play Guess What Color. *“I’m the color of the sky and the ocean.”*

“Today is blue day! What are some blue things in our house?”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read The Rainbow Fish.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

This is a great book to talk about kindness, sharing, and emotions. Also, flip back through the book and notice the different shades of blue.

LEARNING ACTIVITY – SORTING OBJECTS

This is a sorting activity with a twist – instead of [sorting objects by color](#), your child will be sorting objects that are all blue into different groups.

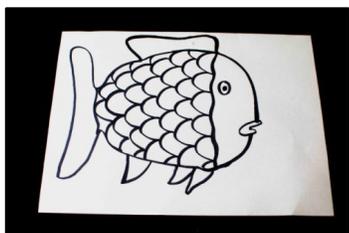
Gather several blue items (example blue blocks, blue letters, blue markers, blue lids, blue socks).

“Today you will sort things that are alike. Look at all these blue items. How can we sort them?”



Instead of sorting by color, set out bowls and ask your child to sort “like objects” together (put all the plastic bricks in one bowl, all the trucks in another bowl).

EASY ACTIVITY – PAINT A “RAINBOW FISH”



In this activity, your child will paint their own Rainbow Fish. Quickly draw the outline of a fish on a piece of paper (see photo for an example).

Let your child watercolor paint a picture of “Rainbow Fish.”

At the end, help your child glue one shimmering scale to the Rainbow fish (shimmering scale = a piece of tin foil).

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Today is purple day! What are some of your toys that are purple?"

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Harold and the Purple Crayon.

THINGS TO TALK ABOUT

Review and talk about the letter Rr. Draw a letter Rr on a piece of paper or white board (upper and lower case).

"This is the letter Rr. Rr says "rrrrrr." I hear it in the word rabbit, run, and rake."

Look back through the read aloud book and find the letter Rr in print (you don't need to do every page, just a few). Count them and point out that Rr has two different shapes (big letter, small letter).

LEARNING ACTIVITY – THE NUMBER 3

In this activity, your child will learn more about the number 3.

The goal of this activity is to identify that the number 3 goes with three objects. In honor of Harold, you will need a basket of purple objects for this activity.

On a piece of construction paper OR small dry erase board, write the number 3. Talk about how it looks. *"This is 3. When I see 3, I know I need 3 of something. Can you find me 3 purple things?"* Have your child pull out three purple objects from your collection. The goal is for your child to see groups of 3 in different shapes, sizes, and orientations.

Extension: You can repeat this same process for numbers 1 – 5.

EASY ACTIVITY – ALPHABET BOOK PAGE

On their letter Rr sheet (found in the Alphabet Pages pdf), let your child paint a rainbow. Help them with the order of the rainbow. You may want to draw "guidelines" to help them keep the colors in order. Cut out the R and glue it on construction paper.



WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Today, we are learning about black. Can you think of something that is black?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Ten Black Dots.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about the black dots from the book.
"What could you make with 10 black dots?"

LEARNING ACTIVITY – MEASURING WITH DOTS

Today, your child will be measuring with black dots.

Quickly cut out 10 black dots from construction paper – each about 2 inches wide. Tell your child, *"We are going to use these black dots to measure things in our house."*

Show your child how to measure: to line up the dots, try not to overlap, start measuring at the end of the object. These are big skills in measuring that you'll want to review and talk about often.

Measure some of your child's special items: a favorite stuffed animal, their chair, a special book. Work together to lay the dots next to the item and count *together* (touch and point) how many *dots big* the item is.



EASY ACTIVITY – Q-TIP PAINTING

On a piece of construction paper, write your child's name in large, clear letters. Have them help you say the letters in their name.

Give them a squirt of black paint on a plate along with a Q-tip.

Ask them to dot the letters of their name using the Q-tip dipped in black paint to look like the little black dots in the book.



Extension: Work together to count how many black dots they needed to make each letter.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"I'm thinking of a color that is the color of clouds, of marshmallows, and of sheep."

"Today is white day."

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable). Read Pete the Cat: I Love My White Shoes.

THINGS TO TALK ABOUT

Today, you will revisit the letter Rr. *"Let's talk about the letter Rr."* On the top of a sheet of paper or small white board, write letter Rr.

"This is the letter Rr. I hear the letter Rr in words like river, rest, and rhinoceros."

Look back through the read aloud book and find the letter Rr in print (you don't need to do every page, just a few). Count them and point out that Rr has two different shapes (big letter, small letter).

LEARNING ACTIVITY – MAKING A FROOT LOOP GRAPH

Today, you will make a simple graph with your child. On a piece of paper, draw a graph with 6 columns (see photo).

Before starting the activity, fill a bowl of Froot Loops that has a few of each color in varying amounts. Make sure to keep the amount of each color a number your child can count to (example: 2 reds, 5 blues, 3 yellows, etc.). The numbers should be small and reasonable.



First, have your child sort the colors. Then introduce a graph: *"This is a graph! Graphs are fancy tools we use in math to help us organize information."* Help them place each color into the columns on the graph, making sure the cereal is spaced evenly. Finally, ask them simple questions about the graph.

"How many reds are there?" "Which color has the most?" "Which color has the least?" "Are there more yellows or greens?"

EASY ACTIVITY – MARSHMALLOW PAINT

This is an open ended (process) art activity. Give your child a plate of paint and marshmallows to use as their paint brushes. *"Today, you will use white marshmallows to paint with."* Let them paint a picture on construction paper (and let them eat a fresh marshmallow at the end).

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Brown Bear Brown Bear.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about the book Brown Bear Brown Bear. Ask them to retell the story, to recall which animal is which color and which animal sees which animal.

LEARNING ACTIVITY – ALPHABET REVIEW

Review the letters A and R.

Write upper and lower case A, a, R, r on a window or white board with a dry erase marker. Call out letters for your child to erase one by one.

Extension: Add in the letters of your child’s name for more letters to play with.

EASY ACTIVITY – COLORFUL SCIENCE

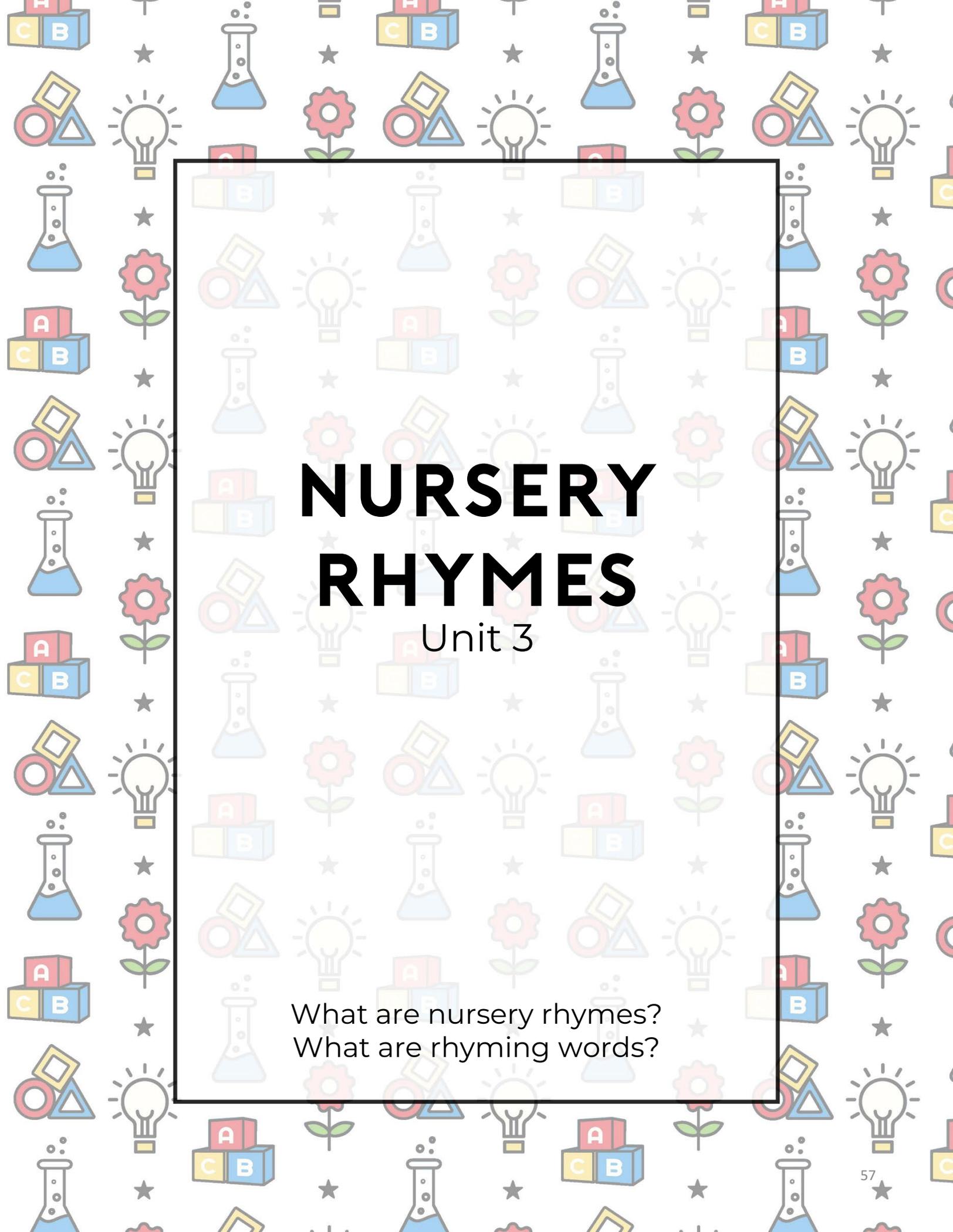
[Click here to watch a video of this activity.](#)

Place a muffin tin inside a storage tub. Place a few drops of food coloring in the bottom of each tin. Cover food coloring drop with 1 Tablespoon of baking soda to hide the color. Hand your child a squirt bottle full of vinegar.



Model how to squeeze the bottle to begin the chemical reaction and find the “hidden colors.”

Once they have finished, carefully tip the muffin tin into the storage container to empty the vinegar. As long as you can see baking soda in the tins, your child can keep playing this again and again.



NURSERY RHYMES

Unit 3

What are nursery rhymes?
What are rhyming words?

NURSERY RHYMES

WELCOME TO THE NURSERY RHYMES UNIT! This unit is designed to introduce kids to nursery rhymes. Nursery rhymes are so important to early literacy. Nursery rhymes help build language skills with vocabulary words, repetition, and (of course) rhyming words. These simple poems and songs are so powerful.

The importance of rhyming words in early childhood is part of building a child's phonological awareness. Children need to be able to hear the sounds in words and the patterns in words before they can learn to someday read those words.

Including nursery rhymes in daily life is a really easy way to reinforce these new poems. Practice nursery rhymes while brushing teeth, in the car, and when zipping up jackets.

The focus letter for this unit is the letter Nn for Nursery Rhymes.

SUPPLIES

- Pom pom balls
- Cotton balls
- Piece of cardboard
- 2 empty tissue boxes (or other small cubes)
- Glue stick & wet glue
- White construction paper
OR a small dry erase board
- Colored construction paper
- Sticky notes
- Small dry noodles
- Tea bags
- Tea pot / cups and saucers
- 1-3 raw eggs (save shells)
- Dry cereal
- String/ribbon
- Toy/plastic spider
- White crayon
- Scissors
- Water color paint

BOOKS

Nursery rhymes can be hard to find. Here are three options for this unit: stand alone books, anthologies, or print nursery rhymes from online.

ANTHOLOGY SUGGESTIONS:

- The Real Mother Goose
by Blanche Fisher Wright
- The Neighborhood Mother Goose
by Nina Crews

LIST OF NURSERY RHYMES IN THE UNIT:

- Mary Had a Little Lamb
- Hickory Dickory Dock
- Jack and Jill Went Up the Hill
- Three Little Kittens
- Humpty Dumpty
- Hey Diddle Diddle
- One, Two Buckle My Shoe
- I'm a Little Tea Pot
- Old Mother Hubbard
- Little Miss Muffet

NURSERY RHYMES

Poems and songs are so important in helping children develop language skills - and reading skills later on. *For this unit, I chose only a song since every day will be filled with nursery rhyme poems.*

SONG

by anonymous

To Rhyming Land We Go

(to the tune of "The Farmer in the Dell")

To Rhyming Land we go,
To Rhyming Land we go!
High-ho the derry-o,
To Rhyming Land we go!

NURSERY RHYMES

WEEK 1

QUESTIONS FOR THE WEEK

What are nursery rhymes?
What are rhyming words?

GOALS: Children will be introduced to popular nursery rhymes and rhyming words.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<i>Mary Had a Little Lamb</i>	<i>Hickory Dickory Dock</i>	<i>Jack and Jill</i>	<i>Three Little Kittens</i>	<i>Humpty Dumpty</i>
THINGS TO TALK ABOUT	What is a nursery rhyme? Talk about rhyming words	Introduce letter Nn for Nursery Rhyme Find the letter Nn in the nursery rhymes	Make up new variations for "Jack and Jill"	Review the letter Nn Look for the letter Nn in the nursery rhymes	Recite nursery rhymes from the week
LEARNING ACTIVITY	Math: Pom pom sort – sorting sheep's wool	Math: Make a Hickory Dickory dice	Math: measuring with water in a pouring station	Counting: Count into groups of 3s	Math & Art: Make an egg puzzle
EASY ACTIVITY	Art: Make cotton ball sheep, add a string leash	Alphabet Hunt: Hidden sticky notes	Art: Paint with water on cardboard	Art & Game: Decorate a paper mitten and hide it	Science: Discuss Humpty Dumpty and act it out

MONDAY

OPENING

Morning calendar routine
Sing “To Rhyming Land We Go”

INTRODUCE THE TOPIC

“Have you ever heard of a nursery rhyme?” Introduce your child to “nursery rhymes” – simple poems or songs that are silly and fun to say. Remind them of ones they already know, like Twinkle, Twinkle.

“We are going to be learning about nursery rhymes.”

READ ALOUD

Today’s poem is “Mary Had a Little Lamb.”

If you have a picture book about the single nursery rhyme: do a picture walk & make predictions. If you have an anthology/collection of nursery rhymes: talk about the title – “What do you think this nursery rhyme will be about? Do you know this nursery rhyme already?”

THINGS TO TALK ABOUT

This unit relies heavily on rhyming words. Introduce rhyming words: “*Rhyming words are words that sound the same at the end, like ‘sit’ and ‘bit.’*” Throughout this unit, let your child guess or predict the rhyming words in the nursery rhymes.

LEARNING ACTIVITY – SORTING POM POM BALLS

Today’s activity is sorting pom pom balls. There are lots of variations to this activity to make it perfect for your child.

Dump out a bag of pom pom balls (aka sheep’s wool) for your child to sort by color. Provide them bowls or colored paper to sort into.

Options to make this activity unique:

- Use clothes pins to transfer the pom pom balls
- Use tongs to sort into a muffin tin
- Use fingers to sort into colored bowls



EASY ACTIVITY – MAKE A LAMB

This art activity is making a craft lamb.

Draw the outline of a sheep on a piece of white construction paper. Show your child how to use a glue stick or wet glue to stick cotton balls to the sheep. Add a ribbon for the leash.

TUESDAY

OPENING

Morning calendar routine
Sing “To Rhyming Land We Go”

REVIEW THE TOPIC

Recite yesterday’s nursery rhyme “Mary Had a Little Lamb.”

READ ALOUD

Today’s poem is “Hickory Dickory Dock.”

If you have a picture book about the single nursery rhyme: do a picture walk & make predictions. If you have an anthology/collection of nursery rhymes: talk about the title – “What do you think this nursery rhyme will be about? Do you know this nursery rhyme already?”

THINGS TO TALK ABOUT

Today, you will introduce the letter Nn. Draw a letter Nn on a piece of paper or small white board (upper and lower case).

“This is the letter Nn. The letter Nn says the sound ‘nnn’. I hear it in noodle, nut, and nap.”

Look back through “Mary Had a Little Lamb” and “Hickory Dickory Dock” to find all the letter Nn’s. Count them and point out that Nn has two different shapes (big letter, small letter).

LEARNING ACTIVITY – CLOCK COUNTING

For this activity, you will need to make two dice out of tissue boxes. First, cover the boxes with construction paper. Make one dice a standard number dice (1-6). Make the second dice a movement dice (write action words: hop, jump, roll, spin, step, wiggle).



Recite the poem “Hickory Dickory Dock,” but instead of saying “one,” roll the dice for a new number. Roll the movement dice for how the mouse goes down (instead of ran).

Example: Hickory Dickory Dock, the mouse “hopped” up the clock. The clock struck “6.” The mouse “hopped” down. Hickory Dickory Dock. Have your child act it out by hopping six times.

EASY ACTIVITY – ALPHABET HUNT

Take a stack of sticky notes and write the letter Nn on them. Hide them all over your house.

Ask your child to go find the hidden letter Nn’s and bring them back to you.

WEDNESDAY

OPENING

Morning calendar routine
Sing “To Rhyming Land We Go”

REVIEW THE TOPIC

Recite yesterday’s nursery rhyme “Hickory Dickory Dock.”

READ ALOUD

Today’s poem is “Jack and Jill Went Up the Hill.”

If you have a picture book about the single nursery rhyme: do a picture walk & make predictions. If you have an anthology/collection of nursery rhymes: talk about the title – “*What do you think this nursery rhyme will be about? Do you know this nursery rhyme already?*”

THINGS TO TALK ABOUT

Have fun mixing up Jack and Jill. Change the nursery rhyme to a new location and object.

“Jack and Jill went to the mall, to fetch a Jamba Juice...” Work together to make some silly versions. Change the names too for extra fun (Mom and Dad, Grandma and Grandpa, etc.).

LEARNING ACTIVITY – WATER POURING STATION

Be like Jack and Jill and fetch a pail of water!

In an under-the-bed storage container or bath tub, make a water pouring station. Put water in various pitchers and encourage your child to pour the water into smaller cups.

This activity focuses on capacity – how much water will fit in each glass? Will all that water fit in a small glass?



EASY ACTIVITY – WATER ART

Grab some paint brushes, some cardboard and....water!

Let your child paint with water on cardboard. Let them explore how the cardboard changes color with the water.

THURSDAY

OPENING

Morning calendar routine
Sing “To Rhyming Land We Go”

REVIEW THE TOPIC

Recite yesterday’s nursery rhyme “Jack and Jill Went Up the Hill.”

READ ALOUD

Today’s poem is “Three Little Kittens.”

If you have a picture book about the single nursery rhyme: do a picture walk & make predictions. If you have an anthology/collection of nursery rhymes: talk about the title – *“What do you think this nursery rhyme will be about? Do you know this nursery rhyme already?”*

THINGS TO TALK ABOUT

Today, you will revisit the letter Nn. *“Let’s talk about the letter Nn.”* On the top of a sheet of paper or small white board, write letter Nn.

“This is the letter Nn. I hear the letter Nn in night, nurse, and net. It says the sound ‘nnn’.”

Look back through “Jack and Jill” and “Three Little Kittens” to find all the letter Nn’s on each page.

LEARNING ACTIVITY – COUNTING & SORTING INTO 3S

Put together a basket of objects from around your house. Gather three of each object (3 plastic bricks, 3 puzzle pieces, 3 blocks, 3 cars).

Tell your child that *“Today, we are going to work on the number 3.”* Have them search through the basket to find, sort, and count the objects into groups of three.

Line the groups of 3 up and compare them to each other. *“Are they all the same size? Is one group bigger? Which group is shorter? Are they all three?”*

EASY ACTIVITY – MITTEN HOT & COLD

Draw the outline of a pair of mittens on a piece of paper. Let your child decorate the mittens. Cut out the mittens and use them to play “Hot and Cold.”

Just like the kittens, “lose” the mittens in your house. Give your child clues to go find the mittens. Teach them the game “Hot and Cold” to let them know if they are getting close to finding their mittens.

FRIDAY

OPENING

Morning calendar routine
Sing “To Rhyming Land We Go”

READ ALOUD

Today’s poem is “Humpty Dumpty.”

If you have a picture book about the single nursery rhyme: do a picture walk & make predictions. If you have an anthology/collection of nursery rhymes: talk about the title – “*What do you think this nursery rhyme will be about? Do you know this nursery rhyme already?*”

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” the nursery rhymes learned so far.

LEARNING ACTIVITY – EGG ART

Your child will create their own egg puzzle using their artwork.

Draw the outline of an egg on a white sheet of paper. Let your child color the egg however they like. Once finished, cut the egg out *then* cut the egg art into DIY puzzle pieces.

Ask your child to put their homemade puzzle back together.



EASY ACTIVITY – HUMPTY DUMPTY SCIENCE

In this activity, you and your child will act out Humpty Dumpty.

Draw a face on an egg (or 2) in permanent marker. Let your child help you by reciting the nursery rhyme together then pushing Humpty off a wall and onto a cookie sheet (this keeps the mess contained).

Optional: Let Humpty fall from a few heights to see the difference in breaks.

NURSERY RHYMES

WEEK 2

QUESTIONS FOR THE WEEK

What are nursery rhymes?
What are rhyming words?

GOALS: Children will be introduced to popular nursery rhymes and rhyming words.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<i>Hey Diddle Diddle</i>	<i>One, Two Buckle My Shoe</i>	<i>I'm Little Tea Pot</i>	<i>Old Mother Hubbard</i>	<i>Little Miss Muffet</i>
THINGS TO TALK ABOUT	Act out the poem with toys	Review the letter Nn Look for the letter Nn in the nursery rhymes	What is a tea pot?	Review the letter Nn Look for the letter Nn in the nursery rhymes	Review poems – focus on the rhyming words
LEARNING ACTIVITY	Math: Sort silverware	Make your Alphabet Art page: Letter Nn	Math: Pouring station with a tea pot (capacity)	Math: Play Old Mother Hubbard & bring back items for the doggie	Letter Review: Review letters A, R, N
EASY ACTIVITY	Sensory: Use spoons to scoop and transfer into dishes	Counting: Act out the poem – gather props together	Art: Paint with tea bags	Game: Play what's missing	Act it out: Pretend to be Little Miss Muffet

MONDAY

OPENING

Morning calendar routine
Sing “To Rhyming Land We Go”

REVIEW THE TOPIC

“What were some of the nursery rhymes we did last week?”

READ ALOUD

Today’s poem is “Hey Diddle Diddle.”

If you have a picture book about the single nursery rhyme: do a picture walk & make predictions. If you have an anthology/collection of nursery rhymes: talk about the title – *“What do you think this nursery rhyme will be about? Do you know this nursery rhyme already?”*

THINGS TO TALK ABOUT

Talk about the poem and act it out. Use toys as the characters in the poem.

LEARNING ACTIVITY – SORTING SILVERWARE

Today’s activity is sorting silverware (think: the dish ran away with the spoon). Except here, the forks and spoons need to get sorted.



“In Hey Diddle Diddle, the dish ran away with the spoon. I need you to help get the spoons back into the right spot. And also the forks too.”

You can have your child sort into groups on the floor, counter, or back into the silverware tray. Encourage them to say the nursery rhyme as the work.

Optional: Have them sort additional pieces of silverware.

EASY ACTIVITY – SCOOP AND TRANSFER

This is a sensory activity practicing the life skill of scooping.

Give your child two bowls. One full of dry cereal and the other empty. Set a spoon or scoop in the middle. *“You need to help the spoon fill the dish.”* Let your child scoop and transfer dry cereal to the empty bowl.

Tip: Set the bowls in a tray or on a large beach towel to catch spills.

TUESDAY

OPENING

Morning calendar routine
Sing “To Rhyming Land We Go”

REVIEW THE TOPIC

Recite yesterday’s nursery rhyme “Hey Diddle Diddle.”

READ ALOUD

Today’s poem is “One, Two Buckle My Shoe.”

If you have a picture book about the single nursery rhyme: do a picture walk & make predictions. If you have an anthology/collection of nursery rhymes: talk about the title – “*What do you think this nursery rhyme will be about? Do you know this nursery rhyme already?*”

THINGS TO TALK ABOUT

Today, you will review the letter Nn. Draw a letter Nn on a piece of paper (upper and lower case).

“This is the letter Nn. The letter Nn says the sound ‘nnn’. I hear it in noodle, nut, and nap.”

Look back through “Hey Diddle Diddle” and “One, Two Buckle My Shoe” to find all the letter Nn’s on each page.

LEARNING ACTIVITY – ALPHABET BOOK PAGE

Your child will make their letter Nn alphabet page. The letter N page is found in the Alphabet Pages pdf.

On their letter Nn sheet, let your child glue noodles for Nn. *If this is your child’s first time using wet glue, model how to use wet glue and show them how to glue on the noodles.*



EASY ACTIVITY – ACT IT OUT MATH

The counting activity today is a little different than usual. You will be acting out the nursery rhyme “One, Two Buckle My Shoe.”

With your child, gather all the props you will need from around the house. Make it a game, acting out the lines in the poem, and counting the items you use.

WEDNESDAY

OPENING

Morning calendar routine
Sing “To Rhyming Land We Go”

REVIEW THE TOPIC

Recite yesterday’s nursery rhyme “One, Two Buckle My Shoe.”

READ ALOUD

Today’s poem is “I’m a Little Tea Pot.”

If you have a picture book about the single nursery rhyme: do a picture walk & make predictions. If you have an anthology/collection of nursery rhymes: talk about the title – “*What do you think this nursery rhyme will be about? Do you know this nursery rhyme already?*”

THINGS TO TALK ABOUT

Talk about what a tea pot is. If your child has never seen one, investigate one at home or find a video of a tea pot on YouTube.

Make sure to identify all the parts of a tea pot and what it means to get “steamed up.”

LEARNING ACTIVITY – TEA PARTY

Have a tea party. Continue learning about pouring and capacity by having a water tea party. Invite stuffed animal friends to join in this pretend play activity. *If you don’t have a tea set, consider borrowing one from a friend.*

To continue working on capacity, offer cups of different sizes so your child can experiment with how much “tea” each cup can hold. This is open-ended. Let your child investigate this on their own.

EASY ACTIVITY – TEA BAG PAINT

Today’s art activity is painting with wet tea bags.

Give your child a few wet tea bags. They will use these tea bags as makeshift paint brushes. Allow them to “paint” on white construction paper. Encourage them to see what happens when they push down on the tea bags.

Tip: Use different kinds of tea and tea bags for different colors and shapes.

THURSDAY

OPENING

Morning calendar routine
Sing "To Rhyming Land We Go"

REVIEW THE TOPIC

Recite yesterday's nursery rhyme "I'm a Little Tea Pot."

READ ALOUD

Today's poem is "Old Mother Hubbard." If you have a picture book about the single nursery rhyme: do a picture walk & make predictions. If you have an anthology/collection of nursery rhymes: talk about the title – "What do you think this nursery rhyme will be about? Do you know this nursery rhyme already?"

THINGS TO TALK ABOUT

Today, you will revisit the letter Nn. "Let's talk about the letter Nn." On the top of a sheet of paper or small white board, write letter Nn.

"This is the letter Nn. I hear the letter Nn in night, nurse, and net. It says the sound 'nnn'."

Look back through "I'm a Little Tea Pot" and "Old Mother Hubbard" to find all the letter Nn's on each page.

LEARNING ACTIVITY – OLD MOTHER HUBBARD MATH

This math activity focuses on counting out the correct number of objects.

In the poem, Old Mother Hubbard goes to her cupboard and it's empty. In this activity, you'll send your child to the cupboard (or toy box or pre-set up basket) to retrieve a certain number of items for the doggie (bonus points if you have a stuffed doggie to use for this activity). This activity is great for counting AND direction following.

"You get to be Old Mother Hubbard and I'm going to ask you to bring me some items. Listen for what I ask for and how many I need." [example: Old Mother Hubbard went to her cupboard....to get 4 crayons for her doggie.] Make sure to have your child touch and count the items they bring back. Repeat this 3-5 times.

Extension: Have your child line up and organize the groups by quantity, largest to smallest.

EASY ACTIVITY – WHAT'S MISSING?

Play the easy game "[What's Missing?](#)" with your child.

"Old Mother Hubbard was missing a bone, but what are you missing? Let's play 'What's Missing?'" Take 4 toys (all easy to identify) and put them in a row. Repeat the names of each toy in order with your child several times. Have them close their eyes. Take away or cover up one item. Ask them to open their eyes... "What's Missing?" Take turns playing and hiding items.



FRIDAY

OPENING

Morning calendar routine
Sing “To Rhyming Land We Go”

READ ALOUD

Today’s poem is “Little Miss Muffet.”

If you have a picture book about the single nursery rhyme: do a picture walk & make predictions. If you have an anthology/collection of nursery rhymes: talk about the title – “*What do you think this nursery rhyme will be about? Do you know this nursery rhyme already?*”

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” the nursery rhymes learned so far. As you recite the poems, ask them to recall the rhyming words. Have your child tell you which nursery rhyme they liked best and why.

LEARNING ACTIVITY – ALPHABET REVIEW

Review the letters Aa, Rr, and Nn.

Play “[Secret Letters](#).” Draw A, a, R, r, and N, n on a white piece of paper with a white crayon.

Ask your child to paint the piece of paper using water color. This will reveal the secret letters that you have written.



EASY ACTIVITY – PLAY LITTLE MISS MUFFET

Act out Little Miss Muffet but let your child change what they are eating...

“Little Mr. Sammy sat on a tuffet, eating his pizza and cake. Along came a spider, that sat down beside him and frightened Mr. Sammy away.”

Have your child sit in a chair as their faux tuffet. Tie a toy spider to a string (or make a quick one from black paper) and dangle it over your child. Have them run away quick when you get to that line in the poem.

If your child wonders about “curds and whey,” show them cottage cheese. The curds are the cheese part and the whey is the liquid.



CLOTHING

Unit 4

What is clothing?
Why do we wear clothing?

CLOTHING

WELCOME TO THE CLOTHING UNIT! The clothing unit is designed to start a conversation with your child about clothing. Why do people wear clothing? What is the purpose of clothing? How does clothing change throughout the year?

This unit is an easy one to bring into every day life and into conversations throughout the week. Talk about what clothing to wear each day, why it's being worn, and the job of each piece of clothing.

This unit has two focus letters. Cc for clothing and Jj for jacket. Cc is the focus of week 1 while Jj is the focus of week 2.

Toward the end of this unit, counting will increase from 1-5 to 1-10. If your child isn't ready for this jump, no worries. Remember, this is about introducing and building a base. We want to build fluency, not rush into memorizing. Stick with 1-5 until they are ready.

SUPPLIES

- Assorted buttons
- Assorted jewels/gems/beads
- Articles of clothing, including lots of hats, socks, and shoes
- Rice for a sensory bin (will be reused often)
- Playing cards
- Celery
- Washable paint
- Painter's tape or masking tape
- Sticky notes
- Clothes pins
- Wet glue
- Roll of white butcher paper (will be used often)
- Twine or yarn

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other clothing-themed books you have or can find at the library.

• Pete the Cat and his Four Groovy Buttons

by Eric Litwin

• Caps for Sale

by Esphyr Slobodkina

• Animals Should Definitely Not Wear Clothing

by Judi Barrett

• Red Shoes

by Karen English

• Fancy Nancy

by Jane O'Connor

• The Runaway Shirt

by Kathy MacMillan

CLOTHING

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

POEM

Old Shoes, New Shoes by anonymous

Old shoes, new shoes,
(child's name) is wearing (child
describes their shoe) shoes.
One, two, three, four.
Now, I stomp them on the floor.

*Example: Sam is wearing gray
shoes.
Kate is wearing Velcro shoes.*

SONG

by anonymous
(to the tune of "This is the way")

This is the way we get dressed in
the morning, dressed in the
morning, dressed in the morning

This is the way we get dressed in
the morning, so early in the
morning!

This is the way we put on our coat,
put on our coat, put on our coat

This is the way we put on our coat,
so early in the morning!

*** Continue acting out for various
clothing items or alternate
clothing items each day.*

CLOTHING WEEK 1

QUESTIONS FOR THE WEEK
What is clothing?
Why do we wear clothing?

GOALS: Kids will learn about different types of clothing, the purpose of clothing, and how clothing changes throughout the seasons.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Pete the Cat and his Four Groovy Buttons</u>	<u>Pete the Cat and his Four Groovy Buttons</u>	<u>Caps for Sale</u>	<u>Caps for Sale</u>	<u>Animals Should Definitely Not Wear Clothing</u>
THINGS TO TALK ABOUT	What is clothing?	Introduce letter Cc for Clothing Find the letter Cc in the book	What is a cap?	Review letter Cc Find the letter Cc in the book	Recall 3 ideas from the story
LEARNING ACTIVITY	Clothing sort: sort by color, style, season	Alphabet hunt: Flashlight find Cc	Math: Stacking caps on your head	Math: Counting hats in groups of 5 or 10	Math: DIY Shoes shape puzzle
EASY ACTIVITY	Sensory: Hide buttons in a sensory bin	Math: Button counting with playing cards	Art: Make a homemade hat	Math: Matching sock pairs	Make your Alphabet Art page: Letter Cc

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

“What is clothing?” “Why do we wear clothing?” “What is your favorite piece of clothing to wear?”

“We are going to be learning about clothing!”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read Pete the Cat and his Four Groovy Buttons.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about clothing: *“Why is clothing important? How does it help us?”*

LEARNING ACTIVITY – SORTING CLOTHING

Today, your child will be sorting clothing. Choose a selection of clothing for your child to sort: consider size, season, type, and color. Tell your child how they will be sorting the clothing.

“Today, we are going to sort clothing. Let’s start by sorting all the clothing by warm weather and cold weather.” “What are some other ways we can sort clothes?”

Extension: Have your child sort a load of laundry.

EASY ACTIVITY – BUTTON DIG SENSORY BIN

Make a simple sensory bin with buttons and rice (or cornmeal) called a [“button dig.”](#)

On a beach towel, set down a storage container. Pour about 4 lbs of rice or cornmeal into the container. Hide a few handfuls of buttons inside the rice or cornmeal. Have your child go hunting for the buttons.



Make sure to save the rice or cornmeal in a tight sealable plastic bag or storage container for use later in the program.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Why do we wear clothing? Would you wear a snow suit to the beach?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Cc. Draw a letter Cc on a piece of paper or white board (upper and lower case).

"This is the letter Cc. I hear the letter Cc in the words cat, car, and cookie. It says the sound 'c'."

Look back through the read aloud book and find the letter Cc in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

Grab a flashlight and go on a letter Cc hunt around your house.

"Today, we are going to hunt for the letter Cc in our house. When you find letter Cc, shine your flashlight on it."

Look in books, photos, toys, cupboards, etc.

EASY ACTIVITY – BUTTON COUNTING

In this activity, your child will look at a playing card and count out buttons to match the numeral for [button counting](#).



Find cards 2-5 in a deck of playing cards. Lay them on the floor. Give your child a bowl of buttons and ask them to show you *that many* buttons next to each card. Model with one of the numbers. *"Here is the number 4. I'm going to count out 4 buttons."* Encourage your child to touch and count each button.

Extension: If your child is ready, use the numbers 2-10.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Have you ever worn a hat? Why did you wear that hat?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Caps for Sale.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about the caps. *"What is a cap? Why would someone wear a cap?"*

Count the number of caps in the book, on each page, how many in each color, etc.

LEARNING ACTIVITY – STACKING CAPS

For this activity, your child will try and stack caps on their head. Measure and count how many caps they can wear.

Grab all different kinds of hats: snow hats, baseball hats, sun hats, etc., for this activity. Remember to talk about the purpose of each hat while playing this game.

Make a path for your child to use. Stack one cap at a time on their head and have them walk around. Predict how many caps they can wear on their head while walking before they all fall off.

EASY ACTIVITY – HAT ART

Make a paper plate hat or a newspaper hat. *Look up different kinds of paper hats on YouTube if you get stuck.*

Let your child get creative in making their own hat. Use craft supplies and imagination to make a silly hat.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What kind of clothing would you wear on a sunny day?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Cc. *"Let's talk about the letter Cc."* On the top of a sheet of paper or small white board, write letter Cc.

"This is the letter Cc. Cc makes the sound 'c'. I hear the letter Cc in the word carrot, candy, and cake."

Look back through the read aloud book and find the letter Cc in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – COUNTING HATS

In this activity, your child will use hats to count 1-5.

Make a five-frame out of masking tape on the floor.
With your child, count out 5 hats to use for this activity.



Call out a number between 1-5 (or write the numeral on a dry erase board). Have your child show you that number with hats on the five-frame. Make sure to have them point and touch each hat as they are counting. Repeat for all numbers 1-5.

Extension: Make a ten-frame and count numbers 1-10. Ask your child questions like, *"How many more hats would we need to make 10?"* *"How many open frames are there?"* This will help your child develop their understanding of the relationship between numbers and the benchmarks 5 and 10.

EASY ACTIVITY – MATCHING SOCKS

Grab those loose socks – it's matching time!

This matching activity is perfect for little kids. Have them sit with a basket of socks. The goal: find each sock's match.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Animals Should Definitely Not Wear Clothing.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” the story you read today. Help them to identify three ideas from the story.

LEARNING ACTIVITY – SHOE PUZZLE

Make a DIY puzzle to work on spatial awareness.

Grab 10 single shoes (not pairs). On a large piece of paper, trace each shoe.

“I made a puzzle with our shoes. Your job is to figure out where each shoe goes.”



Optional: Let your child color the shoe puzzle when they're done.

EASY ACTIVITY – ALPHABET BOOK PAGE

You will need a stalk of celery for this activity. Take a stalk of celery and cut off the end. On a plate, squirt out different colors of paint.

Print out the letter C sheet from the Alphabet Pages pdf. On their letter Cc sheet, have your child dip the celery stalk in paint and stamp it onto the page. This creates a letter Cc shape. Repeat across the entire letter.



CLOTHING WEEK 2

QUESTIONS FOR THE WEEK
What is clothing?
Why do we wear clothing?

GOALS: Kids will learn about different types of clothing, the purpose of clothing, and how clothing changes throughout the seasons.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Red Shoes</u>	<u>Red Shoes</u>	<u>Fancy Nancy</u>	<u>Fancy Nancy</u>	<u>The Runaway Shirt</u>
THINGS TO TALK ABOUT	Talk about shoes. Do you have a favorite pair?	Introduce letter Jj for jacket Find the letter Jj in the book	Talk about fancy clothing. Do you have something special to wear?	Reread book – review letter Jj Find the letter Jj in the book	Recall the sequence of getting dressed today
LEARNING ACTIVITY	Math: Sort shoes	Alphabet Hunt: Find letter Jj hidden around the house	Math: Measure your head and make a fancy crown	Math: Gems and jewels count	Alphabet Review: Letters A, R, N, J, and C
EASY ACTIVITY	Art: Shoe stamping art	Math: Ten Frame of socks	Dramatic play: Be fancy like Nancy	Make your Alphabet Art page: Letter Jj	Fine Motor Skills: Make a clothes line

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

Reintroduce the topic of the week: clothing. Talk about special occasion clothing or clothing that isn't worn day to day (wet suit, construction vest, hospital gown).

"We are going to be learning about clothing!"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Red Shoes.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about shoes: Why do people wear shoes? Why are shoes important? What are different kinds of shoes? Do you have a favorite pair of shoes?

LEARNING ACTIVITY – SORTING SHOES

Today, you will be sorting shoes. Choose a selection of shoes for your child to sort (one shoe from each pair): consider size, season, type, and color. Tell your child how they will be sorting the shoes.

"Today, we are going to sort shoes. Let's sort by shoes that have laces and shoes that don't have laces." "What are other ways we can sort shoes?"

Talk about the groups. Count the shoes in each group, determine which group had more and which group had less.

Extension: Try sorting the sorted piles another way. *"Now that we have a pile of laces and no laces, can we sort the laces group by color?"*

EASY ACTIVITY – SHOE PAINTING

You will need a few shoes for this activity that can be easily rinsed off.

Roll out a large piece of paper and squirt paint directly on it. Have your child paint the bottoms of shoes and stamp the paper with them. This works especially well with plastic shoes, flip flops, and other "wipe-able" shoes.



Make sure to test the shoes first to ensure the washable paint won't stain.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What kind of clothing do you like to wear?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Jj. Draw a letter Jj on a piece of paper or white board (upper and lower case).

"This is the letter Jj. Jj says the sound 'j'. I hear it in jump, Jack, and jelly."

Look back through the read aloud book and find the letter Jj in the book. You may have to look in other books as well.

LEARNING ACTIVITY – ALPHABET HUNT

Grab some sticky notes and write the letter Jj on them. Put them all over your house for your child to find. Your child will wear a *jacket* and hunt for the letter Jj in their special Jj Jacket.

"Today, we are going to hunt for the letter Jj in our house. You will wear your favorite jacket to help you find the Jj sticky notes. When you find one, put it in your jacket pocket."

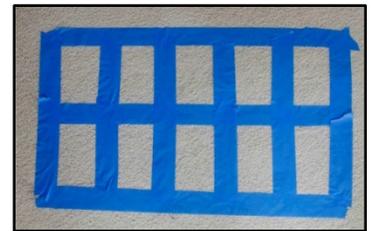
When your child is done, have them empty their jacket pockets and count the number of Jj sticky notes they found.

EASY ACTIVITY – SOCK COUNTING

Your child will use socks to count to numbers 1-10.

Make a ten-frame out of masking tape on the floor. This is similar to a five-frame, just bigger. It must be two rows of 5.

When using a ten-frame, always start by placing the objects in the top row, left to right. Once the top row of five is filled, begin filling the bottom row, left to right. With your child, count out 10 socks to use for this activity. On sticky notes, write 1-10 and hide the sticky notes around the house. When your child finds a sticky note and brings it back, have them show that number in the ten-frame.



Extension: Have your child identify how many spaces are still empty. *"You showed me 8 socks. How many squares are empty?"*

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"We've been learning about clothing this week. Today we are going to read a new book, Fancy Nancy."

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Fancy Nancy.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about fancy clothing. *"When do we wear fancy clothing?" "What kind of fancy clothing do you have?"*

LEARNING ACTIVITY – MAKING FANCY CROWNS

In this activity, your child will make a fancy crown.

Cut a long strip of paper, approximately 3 inches wide. Have your child guess how long the paper will need to be to fit around their head. You may want to use a piece of cardboard or kraft paper for this activity.

Measure their head and find out how big it is around.

Let your child make their crown fancy with glitter, jewels, buttons, beads, stickers, etc. Staple or tape the crown together when they are done so they can wear it.

EASY ACTIVITY – FANCY DINNER

Be Fancy Nancy at dinner. Let your child help make outfits fancy for dinnertime. Get creative! Encourage your child to help plan the dinner, pulling out the silverware, plates, napkins, cups, etc. for dinner.

Ask them to think about your family. *"How many of each item do you need?"*

Fancy dinner suggestions:

- Make invitations to dinner
- Decorate menus
- Use candle sticks
- Wear fancy or dress up clothing
- Table cloth (or a sheet as a pretend table cloth)

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What kind of clothing would you wear on a snowy day?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Jj. *"Let's talk about the letter Jj."* On the top of a sheet of paper or small white board, write letter Jj.

"This is the letter Jj. Jj makes the sound 'j'. I hear the letter Jj in the word jacket, January, and jingle."

Look back through the read aloud book and find all the letter Jj's in the book. You may need to look in other books as well.

LEARNING ACTIVITY – COUNTING JEWELS

In this activity, your child will use jewels or beads to count.

Write the numbers 1-5 on sticky notes. Lay those notes on the floor or table. Ask your child to count out the correct number of jewels or beads to match each sticky note number. *Make sure to have them point and touch each jewel as they are counting.*



Extension: Write numbers 1-10. Watch for fatigue as it takes a lot of time and patience to go to 10. Work *together* to count all the jewels used in the activity.

EASY ACTIVITY – ALPHABET BOOK PAGE

On their letter Jj sheet, have your child glue jewels.

Model how to use wet glue to glue each jewel on the page. Consider having your child color the letter Jj first before putting jewels on it to make it extra fancy.



FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read The Runaway Shirt.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” how they got dressed this morning. Help them with the sequence in retelling this event.

LEARNING ACTIVITY – ALPHABET REVIEW

Today, you will review the letters: A, a, R, r, N, n, C, c, J and j.

Write the letters on a sheet of paper – upper and lower case, in random order.

On a sheet of dot stickers, also print upper and lower case letters.

Have your child match the letter stickers to the letter on the paper.

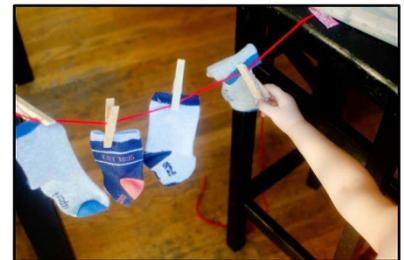


EASY ACTIVITY – MAKING A CLOTHESLINE

This activity focuses on fine motor skills.

String yarn or twine between two chairs. Tie the string tight at both ends. Model for your child how to use clothes pins and how to make socks, mittens, and other small items of clothing hang on the clothes line.

Give them a pretend basket of laundry and have them hang up the clothing. You may need to help some with this activity, either to hold the string or the piece of clothing as your child navigates the clothes pin.



If your child isn't familiar with a clothesline, make sure to talk about what it is and what it's used for.



FOOD

Unit 5

What types of food do we eat?
Where does our food come from?

FOOD

WELCOME TO THE FOOD UNIT! The food unit is designed to introduce your child to cooking, food preparation, and food classification. During this unit, children will learn to make some foods (with adult help), learn about life skills in the kitchen and be introduced to the science of cooking. Learning to follow written directions (the steps of a recipes) is also an important mini-focus of this unit.

Throughout these two weeks, invite your child to help out more in the kitchen. Remember to modify and adjust this unit as needed to fit the foods your child is most familiar with and what your family eats.

The focus letter for this week is the letter Mm.

SUPPLIES

- Ice cube tray
- Sandwich size sealable bags
- Gallon size sealable bags
- Vegetables for Stone Soup (see Week 1, Friday)
- Ingredients for ice cream in a bag: $\frac{1}{2}$ cup cream (can substitute almond milk), chocolate syrup, ice, salt
- Ingredients for bread in a bag: flour, water, rapid rise yeast, butter, salt, sugar
- Foods for activities: peas and carrots, bananas, carrot, celery, potato, bread, marshmallow, assorted fruits and vegetables for graphing, cheese cubes
- Painter's tape or masking tape
- Sticky notes
- Washable tempera paint
- Cheese cubes
- White butcher paper

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other food-themed books you have or can find at the library. There are more books for this unit than usual. During week 2, children will learn about different food groups.

- Hot Pot Night!
by Vincent Chen
- Right This Very Minute: A Table-to-Farm Book About Food and Farming
by Lisl H. Detlefsen
- Stone Soup
by Marcia Brown
- Growing Vegetable Soup
by Lois Ehlert
- The Very Hungry Caterpillar
by Eric Carle
- The Little Red Hen
by Diane Muldrow
- From Grass to Milk
by Stacy Taus-Bolstad
- Cookies: Bite-Size Life Lessons
by Amy Krouse Rosenthal

FOOD

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

POEM

by anonymous

Good food,
Sweet food,
Yummy yummy
Healthy food.

I fill my belly
with things to eat
Fruits and veggies
And sometimes a treat!

SONG

I Like to Eat Apples and Bananas

by anonymous

I like to eat, eat, eat apples and bananas.
I like to eat, eat, eat apples and bananas.

***Change the vowel sound to a long A:*

I like to ate, ate, ate appples and banaynays.
I like to ate, ate, ate appples and banaynays.

***Change the vowel sound to a long O:*

I like to oat, oat, oat opples and bononos.
I like to oat, oat, oat opples and bononos.

***Continue with long I, long U, and long E sounds.*

FOOD WEEK 1

QUESTIONS FOR THE WEEK

What types of food do we eat?
Where does our food come from?

GOALS: Kids will learn about food. They will read books about food, explore kitchen skills, and follow steps to make simple recipes.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Hot Pot Night!</u>	<u>Hot Pot Night!</u>	<u>Right This Very Minute</u>	<u>Right This Very Minute</u>	<u>Stone Soup</u>
THINGS TO TALK ABOUT	What food do you like to eat? What does your family like to eat?	Introduce letter Mm for Mix Find the letter Mm in the book	Where does food come from?	Introduce letter Mm for Mix Find the letter Mm in the book	Recall and retell: retell <u>Stone Soup</u>
LEARNING ACTIVITY	Math: Food sorting by color/size/taste	Alphabet Hunt: Find the letter Mm in the pantry	Math: Make a food graph	Math: Make a 10 frame and count jars/cans of food	Math: Find food with shapes (pantry hunt)
EASY ACTIVITY	Dramatic Play: Make a baking station for your child	Math: Munchie math counting activity	Fine motor skills: Scoop and transfer activity	STEM: Building with food – use items from 10 frame to make buildings	Act it out: Make stone soup

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"What is food? What kind of foods do you like to eat?"

"We are going to be learning about food this week!"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Hot Pot Night!
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about foods you eat as a family. *"What is your favorite food to eat with our family?"*

LEARNING ACTIVITY – SORTING

In this activity, your child will sort food. Gather a basket of different foods for your child to sort. Consider size, color, shape, and food group. Tape squares on the floor or provide additional baskets as spaces to sort the food into.

You will want to come up with the sorting groups and tell your child how to sort the food.

Give your child the directions. *"Today, you are going to sort foods. Let's start by sorting all the food that goes in the refrigerator from food that goes in the pantry."* Continue by sorting by size, shape, color, etc.

Extension: Have your child come up with the sorting groups, sort on their own, and invite you to guess how they sorted each group.

EASY ACTIVITY – DRAMATIC PLAY

Build your child a dramatic play space where they can pretend play "baking."

Give them measuring cups, spoons, mixing bowls, pitchers, cookie sheets, etc., and encourage them to make pretend food.



Extension: Provide play dough to play with or plastic food from a kitchen set. For a sensory extension, place materials inside a storage container and provide flour and water for mixing. *Note: flour is not taste safe and should not be consumed raw.*

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Why is food important for our body?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Mm. Draw a letter Mm on a piece of paper or white board (upper and lower case).

"This is the letter Mm. I hear the letter Mm in Mommy, mix, and make. Mm says the sound 'mmmmm'."

Look back through the read aloud book and find the letter Mm in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

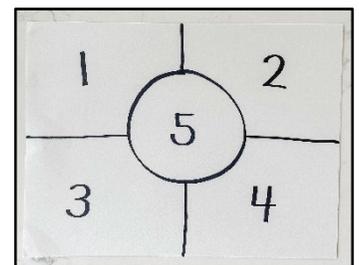
Head to the pantry for a food-themed alphabet hunt.

Together with your child, search through your pantry for food with the letter Mm on the packaging. Find 5-10 items.

EASY ACTIVITY – MUNCHIE MATH

Use today's activity as part of your child's snack.

First, create a "munchie math" playmat (see photo). This playmat will have five boxes for numbers 1-5. Prepare a snack (or other meal) for your child that uses 5 types of food in varying amounts (ex: 1 stick of cheese, 2 crackers, 3 grapes, 4 raisins, 5 slices of banana).



Have your child sort their food into the spaces on the "munchie math" playmat before eating their snack.

Extension: Ask them questions about the snack like *"Which snack has the most?"*
"Which snack is the largest?"

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Where do we get food from? How do we get food for each meal?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Right This Very Minute: A Table-to-Farm Book About Food and Farming.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

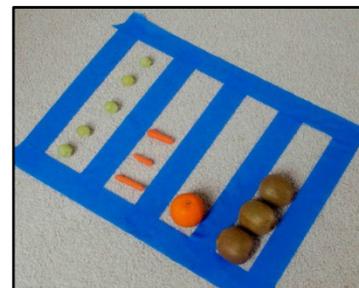
Talk about where food comes from. *"How does it get to the grocery store? Where did it grow from? How do we turn food into dinner?"*

LEARNING ACTIVITY – FOOD GRAPH

Today, you will make a large food graph with your child. First, you need to put together a basket of food to graph. Pick four types of food to graph and pick varying amounts (example: 5 grapes, 3 carrots, 1 orange, 3 kiwi).

On the floor, use tape to make a large graph (see photo). Have your child first sort the food into 4 groups. Next, help them lay it into the graph in columns (you will want to take the lead on this to make things straight).

Ask questions about the graph like *"How many grapes are there? Which fruit is there more of? Which fruit has the least? How many food items are in the graph altogether?"*



EASY ACTIVITY – SCOOP AND TRANSFER

Set up a simple scoop and transfer activity using a muffin tin.

In a storage container or on a large beach towel (to keep things tidy), place a muffin tin and a bowl of dried cereal, rice, or cornmeal. Give your child a small scoop and ask them to transfer the material into the muffin tin.



Tip: This is also called a "life skill" activity because scooping materials is a lifelong skill.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What is your favorite food to eat for breakfast? What is your favorite food to eat for dinner?”

READ ALOUD

Reread Wednesday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Mm. *“Let’s talk about the letter Mm.”* On the top of a sheet of paper or small white board, write Mm.

“This is the letter Mm. I can hear the letter Mm in words like mix, mad, and monster. Mm says the sound ‘mmmmm’.”

Look back through the read aloud book and find the letter Mm in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – COUNTING CANS

Today, you will use canned foods or boxed foods as math counters.

Place a selection of pantry foods on the ground. When you call out a number, have your child show you that number with food by counting. *Encourage them to touch and count.* Repeat for numbers 1-10.

EASY ACTIVITY – PANTRY BUILDING

Using the same pantry items from the math activity, let your child build. Making towers from non-standard items like boxes and cans is great for problem solving.

Supervise tower building closely, especially with cans (watch for fingers, toes, and flooring when the towers tip).



FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Stone Soup.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about the book. Ask questions about the beginning of the book and what happens at the end of the book. Talk about the sequence of events.

LEARNING ACTIVITY – PANTRY SHAPE HUNT

Today, your child will look for shapes in the pantry.

Before beginning the shape hunt, talk about circles and squares. *“Squares have four corners and four sides. Circles have no sides and no points.”*

Work together to find objects in the pantry that have squares on them or are square shaped, and same with circles (think boxes, cans, etc.). Be dramatically excited as you discover all the shapes in your pantry.

EASY ACTIVITY – MAKE STONE SOUP

In this activity, you and your child will make stone soup just like in the book (this isn't about being an award winning soup, but about having fun and acting out the book).

- Have your child select their perfect stone from outside. Clean it WELL.
- Add the stone to a pot or crock pot.
- Add in chicken or vegetable stock.
- Put in any left over vegetables or canned vegetables.
- Season with salt and pepper.
- Cook all day.
- Enjoy!

The magic of this activity is that children believe the stone truly is the secret ingredient. It's very fun!

FOOD WEEK 2

QUESTIONS FOR THE WEEK

What types of food do we eat?
Where does our food come from?

GOALS: Kids will learn about food. They will read books about food, explore kitchen skills, and follow steps to make simple recipes.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Growing Vegetable Soup</u>	<u>The Very Hungry Caterpillar</u>	<u>The Little Red Hen</u>	<u>From Grass to Milk</u>	<u>Cookies: Bite -Size Life Lessons</u>
THINGS TO TALK ABOUT	Discuss vegetables: which ones do you eat at home?	Find all the Letter Mm in the book Count the number of Mm letters	Talk about Little Red Hen: Why didn't the animals help?	Reread book – review letter Mm Count the number of Mm letters	Recall and retell information about the story
LEARNING ACTIVITY	Math: Sort peas and carrots	Letter Mm art work for your alphabet art portfolio	Math: Make bread in a bag – measure the ingredients	Math: Counting with cheese	Letter Review: review letters A, R, N, C, J, M
EASY ACTIVITY	Art: Make vegetable stamps from potatoes and carrots	Math: Use banana slices to count	Sensory: Flour bin	Art: Paint with colored milk on toast	STEM: Make ice cream in a sandwich bag

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"There are so many different foods for our bodies. What is your favorite food for your body?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Growing Vegetable Soup.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Emphasize vegetables and what they are, where they grow, and ones that you eat at home. Make a list of vegetables together. *"What vegetables do you like? What vegetables are you learning to like?"*

LEARNING ACTIVITY – SORTING VEGETABLES

This is a sorting activity with a sensory twist: sorting a bag of frozen peas and carrots.

Pour frozen peas and carrots into a bowl. Provide two additional bowls as the sorting spots for the peas and carrots.

Let your child quietly work on sorting the peas and the carrots. Make sure to talk about peas and carrots: where they come from and how they grow. Ask your child questions about the peas and carrots, how they feel, what's inside them, etc.



EASY ACTIVITY – VEGETABLE STAMP ART

In this activity, your child is using a cut potato, carrots, and celery stalk to make stamp art. Cut vegetables in halves or fourths depending on size.

Give your child a white piece of construction paper and a plate of paint for dipping. Let them use the vegetables as makeshift stamps.

If you are feeling extra creative, cut shapes and designs into the potato to make a "real" stamp.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"Today, we are going to talk about fruit. What is your favorite fruit to eat?"

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable). Read The Very Hungry Caterpillar. Make sure to talk about fruits your child eats, how fruits grow, and where fruits come from.

THINGS TO TALK ABOUT

Review and talk about the letter Mm. Draw a letter Mm on a piece of paper or white board (upper and lower case).

"This is the letter Mm. Mm says "mmmmm." I hear it in the word monkey, movie, and mud."

Look back through the read aloud book and find the letter Mm in print (you don't need to do every page, just a few). Count them and point out that Mm has two different shapes (capital letter, small letter).

LEARNING ACTIVITY – ALPHABET BOOK PAGE

On their letter Mm sheet, let your child paint with a marshmallow. Give them a few large marshmallows and some paint to create a marshmallow stamp art print on their M. Cut out the M and glue it to construction paper.



EASY ACTIVITY – BANANA SLICE COUNTING

You will need 2-3 bananas for this activity.

Let your child practice their cutting skills (under careful supervision) using a banana and a butter or plastic knife. Help your child cut the bananas into 10 (or more) slices. Use the 10 slices for counting. Practice counting 1-10 or making number towers. Then eat!

Tip: This is also a life skills activity because slicing a banana is a lifelong skill.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"Today, we are learning about breads and grains. How do you think bread is made?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read The Little Red Hen.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about the Little Red Hen. *"Why didn't the animals help? What happened because they didn't help?"*

Extension: Ask your child if they agree with Little Red Hen's decision to not share. What would they do?

LEARNING ACTIVITY – MAKING HOMEMADE BREAD

Today, you and your child will be making bread like the Little Red Hen except you will be making your bread in a resealable plastic bag! This is a popular way to make bread and it does work. *I've included the recipe on page 102.*



As you make the bread, emphasize measuring the ingredients and following the directions. Cooking is full of math and science – be sure to point that out.

EASY ACTIVITY – FLOUR SENSORY BIN

Make a sensory bin from a few cups of flour. *This activity can be done while making the bread.*

Be sure to set the storage container on a beach towel to keep things tidy. Add in cars, blocks, and scoops to the sensory bin. Talk about what flour is and where it comes from. Let your child play and explore with the flour.



Raw flour is NOT taste safe. Please use good judgement and supervision. You can also use cornmeal instead of flour.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"We are going to learn about some foods in the dairy group. Let's look in our fridge for dairy items." Explain some of the foods that are in the dairy group.

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable). Read From Grass to Milk.

THINGS TO TALK ABOUT

Today, you will revisit the letter Mm. *"Let's talk about the letter Mm."* On the top of a sheet of paper or small white board, write letter Mm.

"This is the letter Mm. I hear the letter Mm in words like milk, marshmallow, and more."

Look back through the read aloud book and find the letter Mm in print (you don't need to do every page, just a few). Count them and point out that Mm has two different shapes (big letter, small letter).

LEARNING ACTIVITY – COUNTING CHEESE

In this activity, your child will use pieces of cheese to count with (perfect for snack time).

Cut small cubes of cheese. Call out numbers 1-10 and ask your child to stack the cubes that many high. For larger numbers, they may need to make two towers. Then eat!

This activity can be adapted to any food that is best for your child.

EASY ACTIVITY – PAINT WITH MILK



This easy activity is perfect for snack time too. Make a piece of toast.

Dye some milk different colors with food coloring. Use the colored milk to paint the toast.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read [Cookies: Bite-Size Life Lessons](#).

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” some of the life lessons from [Cookies: Bite-Size Life Lessons](#). Show them a picture from the book and help them to recall what is happening on that page.

LEARNING ACTIVITY – ALPHABET REVIEW

Review the letters A, R, N, C, J and M in an [“Erase the Letters”](#) activity.

Write upper and lower case A, R, N, C, J and M on a window or dry erase board. Call out letters for your child to erase.

Extension: Add in the letters of your child’s name.



EASY ACTIVITY – MAKING ICE CREAM

In this activity, your child will [make ice cream in a plastic bag](#).

- Take a sandwich sized bag and fill it with 1/2 cup cream and some chocolate syrup (if you want it plain, sub out the syrup for some vanilla but add some sugar. Trust me...)
- Seal it beyond tight.
- Place that bag inside another sandwich bag – we are double bagging here.
- Put that double bagged mixture inside a gallon bag.
- Fill the gallon bag with lots and lots of ice. Then add more ice.
- Add 1/4 cup salt to the ice. Rock salt works best, but table salt is just fine too.
- Seal it up.
- Place into a plastic grocery bag and then into another grocery bag (it gets cold and this helps). You can also use oven mitts to protect little hands.



Start shaking!! You and your child need to shake the bag vigorously for 8 minutes. You’ll want to take turns. I recommend having a dance party. Two dance songs and you should shake it enough to get ice cream. Carefully open the inside bag and scoop out ice cream to eat. It will be a soft serve consistency and you will want to eat it immediately.

Tip: You can substitute cream for almond or soy milk for a non-dairy option.

BREAD IN A BAG

1 gallon sized resealable plastic bag
3 cups flour
1/4 cup sugar
1 packet yeast (rapid rise or regular)
1 cup warm water
1/4 cup salted butter, melted
1 teaspoon salt

In a bowl, first mix together 1 cup flour with sugar and yeast packet. Stir to combine. Carefully pour into the resealable bag. Add water into the bag.

Let out any air trapped in the bag and seal it up super tight. Set the bag on the ground so it's easier for your child to mix it. Work with your child to mix the ingredients together. Push from the bottom of the bag to incorporate all the flour mixture with the water. Have your child push and fold the bag to help mix it.

Set aside for 10 minutes. During this time, bubbles will form in the bag.

In a bowl, mix together 1 cup flour with 1 teaspoon salt. Stir to combine. Open up the bag and add in the flour-salt mixture plus the melted butter. Seal it back up, letting out any air.

Set it on the ground again and help your child mix up all the ingredients. Push it, shake it, smoosh it.

Open the bag up again to add the final cup of flour.

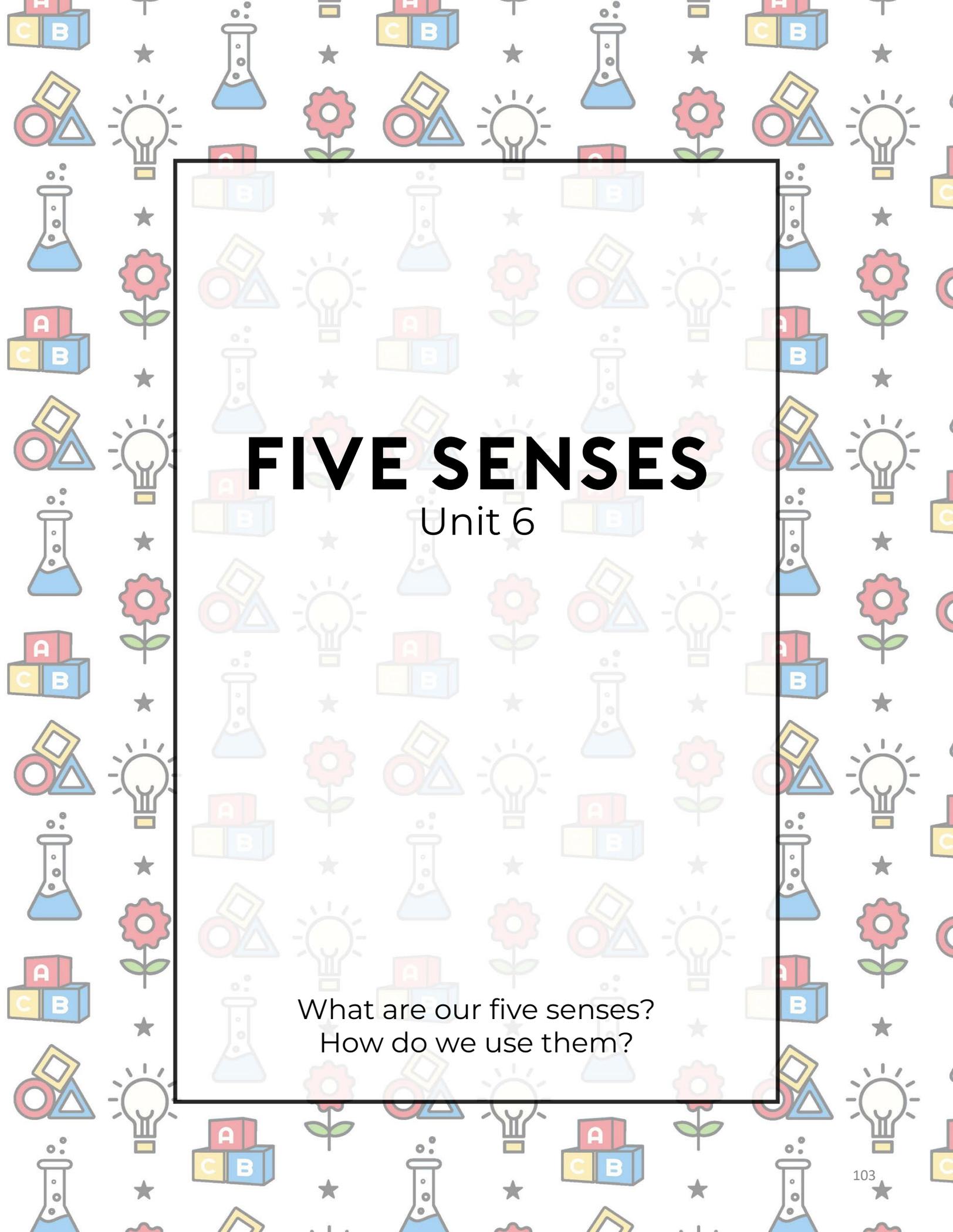
Seal it back up, sans air, and mix it together one last time. As you are mixing it, you will notice the dough begin to pull away from the bag. This is a good thing!

Open up the bag. With well floured hands, remove all the dough from the bag. Set it on a floured surface and roll it in the flour to get it good and covered.

Begin kneading the dough for 5-10 mins. Have your child help. Count as you fold the dough on top of itself. Take turns folding and counting to 10.

Place the dough in a greased loaf pan. Gently lay a towel over the top and set in a warm space to rise. It will take at least 30-45 mins to rise, but can be longer depending on the weather/humidity.

Bake at 375° for 25 minutes.



FIVE SENSES

Unit 6

What are our five senses?
How do we use them?

FIVE SENSES

WELCOME TO THE FIVE SENSES UNIT! This unit focuses on introducing children to their five senses: taste, touch, hear, smell, and sight. Through simple play-based activities, children will use their five senses to interact with the learning world around them.

Throughout this unit, ask your child to describe things they see, hear, taste, touch or smell. Invite them to describe the world with their five senses as they learn about using them. In this unit, sense related vocabulary words should be naturally introduced: sour, bitter, sweet, rough, soft, etc.

This unit also introduces *estimating* as a new word for guessing. Start incorporating the word *estimating* into regular life “I’m going to estimate that’s 15 crackers. What’s your estimate?”

The letter focus for this unit is Ss for senses.

SUPPLIES

- Muffin tin
- Lemon
- Construction paper
- Washable paint or finger paint
- Playing cards
- Dot stickers
- Pom pom balls
- Painter’s tape or masking tape
- Sticky notes
- Glue
- Sand paper
- 2 tin cans
- String
- Roll of white butcher paper
- Empty tissue box or wipes container
- Baking soda & vinegar

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other five senses-themed books you have or can find at the library.

- My 5 Senses
by Alike
- Look, Listen, Taste, Touch and Smell
by Pamela Hill Nettleton
- Squeak, Rumble, Whomp! Whomp! Whomp!
by Wynton Marsalis
- The Listening Walk
by Paul Showers
- I Hear a Pickle
by Rachel Isadora
- Fuzzy Yellow Ducklings
by Matthew Van Fleet

FIVE SENSES

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

POEM

by anonymous

I'll touch my hair, my lips, my eyes
I'll sit up straight & then I'll rise.
I'll touch my ears, my nose, my chin,
Then quietly sit down again

**act out poem*

SONG

(to the tune of "Frere Jacques")

Are you looking? Are you looking?
What do you see? What do you see?

Do you see the _____?
Yes, I see the _____?

Over there.
Over there.

(Add in what you see; repeat for other senses)

FIVE SENSES

WEEK 1

QUESTIONS FOR THE WEEK

What are our five senses?
How do we use them?

GOALS: Kids will be introduced to the five senses. Kids will be introduced to five senses vocabulary words (taste, bitter, smooth, etc.) as they explore and learn.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>My 5 Senses</u>	<u>My 5 Senses</u>	<u>Look, Listen, Taste, Touch and Smell</u>	<u>Look, Listen, Taste, Touch and Smell</u>	<u>Squeak, Rumble, Whomp! Whomp! Whomp!</u>
THINGS TO TALK ABOUT	Identify the five senses and which body parts go with each	Introduce letter Ss Look for the letter Ss on each page	How do you use your five senses each day?	Review letter Ss Look for words that begin with Ss	Recall the 5 senses: what are they? When do we use them?
LEARNING ACTIVITY	Math: Sorting by touch	Alphabet Hunt: Hunt for the letter Ss with five senses	Math: Use hands to measure – cut out hand prints and measure around the house	Math: Make a 10 frame with the pom pom balls	Math: Use your eyes to sort shapes (circles and squares)
EASY ACTIVITY	Sensory: Muffin tin taste test	Math: Dot math – add sticker dots to numbers while counting	Art: Finger paint	Sensory: Make a “music bin” to explore sounds	STEM: Investigate baking soda and vinegar

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"This week, we are going to be learning about our five senses. Our five senses help us learn about things in the world. We see things, hear things, smell things, taste things, and touch things."

I suggest starting this unit by investigating a lemon. Talk about each sense as you use it.

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – "*What do we think this book is about?*"
Read My 5 Senses.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk more about the five senses and identify which body parts go with each sense.

LEARNING ACTIVITY – SORTING BY SENSES

Today, you will be sorting by senses. This will look a little different from family to family but here is the basic idea. To sort by touch: gather a basket of items that are soft and hard. Using the sense of touch, have your child sort the items by soft or hard.

Other ideas:

- Sort by warm or cold (touch)
- Sort by color or size (sight)
- Sort by sweet or sour (taste)

EASY ACTIVITY – TASTE TEST

This muffin tin taste test is intended to help your child learn about taste vocabulary words: sweet, salty, bitter, sour, etc.

Using a muffin tin, place 12 food items with widely different tastes such as brown sugar, cocoa powder, vinegar, spices, etc. Sit together and taste test, talking about the different tastes (good or bad).

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What are our five senses? Can you name them with me?” Make sure to point to the body part associated with each sense.

READ ALOUD

Reread Monday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Ss. Draw a letter Ss on a piece of paper or white board (upper and lower case).

“This is the letter Ss. I hear the letter Ss in the words senses, sand, and soap. It says the sound ‘sssssss’.”

Look back through the read aloud book and find the letter Ss in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

This will be a five senses based alphabet hunt.

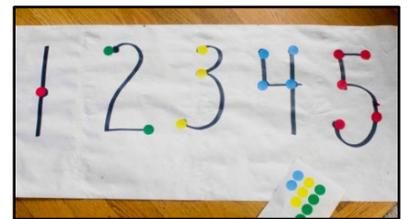
On sticky notes, write the letter Ss. Place the letter Ss on various “S”-items in your house (that your child can pick up): soap, stuffies, socks, slippers, sun, star, snake (for example). Have your child collect the letter Ss items (and the sticky notes) in a basket.

Sit together and look through the basket, identifying which senses you can use to describe each item. *“The slippers are soft and I see they are blue. I can’t taste, smell or hear them.”*

EASY ACTIVITY – DOT COUNTING

In this activity, your child will touch and count using dot stickers.

Roll out a large piece of paper. Print the numbers 1-10 in big handwriting – 6 inches tall. On each numeral, draw the number of dots in marker to match the number (ex: 3 dots on number 3).



Next, ask your child to add stickers on top of those black dots. Once they finish, use the sense of touch to go back and touch/count each number.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Seeing is one of the five senses. What can we see with our eyes?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Look, Listen, Taste, Touch and Smell.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about your five senses. *"How do we use them each day? How do you use your sense of touch?"*

LEARNING ACTIVITY – MEASURING WITH HANDS

For this activity, your child will measure items in the house using their handprints.

To begin this activity, trace your child's hand and cut it out. You will want 5-10 handprints. *"We use our hands to touch things. Today, we are going to use our hands to measure objects."*

Together with your child, take their handprints around the house to measure items. Before measuring each object, have your child first *estimate* how many handprints long they think the item will be. *"First, let's estimate how many handprints long this is. Estimate is a fancy math word for 'take a guess.'"*

Example: *"Let's measure your book. You estimated it's 5 handprints long. Let's find out!"*

EASY ACTIVITY – FINGER PAINT

Let your child explore their sense of touch by finger painting!

You can use traditional finger paint, homemade finger paint (Pinterest is full of finger paint recipes) or washable tempera paint that has been diluted with a few squirts of tear-free body wash. You can even finger paint with pudding for some extra fun (use vanilla flavored and dye it with food coloring).

Talk to your child about how the paint feels as they touch and use it. Make a list of words to describe it.



THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“Let’s describe your breakfast using our five senses. How did it taste? How did it feel? What did you see? Could you smell it? Was there any part you could hear?”

READ ALOUD

Reread Wednesday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Ss. *“Let’s talk about the letter Ss.”* On the top of a sheet of paper or small white board, write letter Ss.

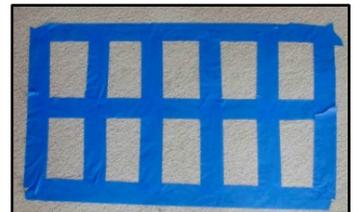
“This is the letter Ss. Ss makes the sound ‘Ssss’. I hear the letter Ss in the word snake, silly, and sound.”

Look back through the read aloud book and find the letter Ss in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – COUNTING POM POM BALLS

In this activity, your child will use pom pom balls to count 1-10.

Make a ten-frame out of tape on the floor. With your child, count out 10 pom pom balls to use for this activity. Talk about using the sense of touch and sight to count.



Call out a number between 1-10 (or write the number on a dry erase board). Have your child show you that number with pom pom balls on the ten-frame.

Make sure to have them point and touch each ball as they are counting.

Extension: Ask your child to identify *how many more* pom pom balls you would need to finish filling up the ten-frame (example: if there are 6 pom poms on the ten-frame, 4 more are needed to fill it up.)

EASY ACTIVITY – MUSIC BIN

Grab some noise makers for this easy, mess free sensory bin: [a music bin](#).

Work with your child to make a music/sound bin. Find or make homemade instruments such as beads in a jar, wooden spoons and pans, bells, and boxes with spatulas. Encourage your child to experiment with sound.

“How can the sound change? Can you make it louder? Can you make it quieter?”

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Squeak, Rumble, Whomp! Whomp! Whomp!

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about the 5 senses.

“What are our five senses?”

“How do we use them when we are eating?”

“How do we use them when we are reading?”

LEARNING ACTIVITY – SORTING SHAPES

In this activity, your child will sort circles and squares.

On your floor, tape a large circle and a large square. Put together a selection of items that are square or circle shaped.

Talk to your child about circles (they have no sides, they are round) and squares (they have four sides and four points). Work together to sort through the items, talking about each piece to decide if it's a circle or a square.



Extension: Add in a space for triangles to sort all three shapes.

EASY ACTIVITY – BAKING SODA AND VINEGAR

This easy experiment is perfect for talking about smell: these bubbles are stinky!

In a storage tub or on a beach towel, give your child a bowl/box of baking soda with a spoon and a bowl of vinegar with a spoon.

Set it next to an ice cube tray or muffin tin.

Allow your child to mix their “stinky potion” and watch the chemical reaction.

FIVE SENSES

WEEK 2

QUESTIONS FOR THE WEEK

What are our five senses?
How do we use them?

GOALS: Kids will be introduced to the five senses. Kids will be introduced to five senses vocabulary words (taste, bitter, smooth, etc.) as they explore and learn.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>The Listening Walk</u>	<u>The Listening Walk</u>	<u>I Hear a Pickle</u>	<u>I Hear a Pickle</u>	<u>Fuzzy Yellow Duckling</u>
THINGS TO TALK ABOUT	What are things we hear?	Review letter Ss Look for words that have letter Ss	Talk about smells (the good and the bad)	Review letter Ss Look for words that begin with Ss	Recall and retell information about the 5 senses
LEARNING ACTIVITY	Math: Sort pom poms	Math: Make I-Spy Number trays	STEM: Make a can & string phone – how far apart can you go?	Math: Sort playing cards	Letter Review: Review A, R, N, C, J, M, and S
EASY ACTIVITY	Gross Motor: Take a listening walk	Make your Alphabet Art page: Letter Ss	Art: Decorate your tin can phone	Sensory: Make a “feely box” to play “Mystery Item”	Art: Draw on sand paper

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

Reintroduce the topic of the week: the five senses. Talk about times you've used your senses already today.

"We are going to be learning about the five senses!"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read The Listening Walk.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about listening: *"What things do we hear? What are important things to listen for?"*

LEARNING ACTIVITY – SORTING POM POM BALLS

Today, your child will be using sight and touch to sort pom pom balls.

Pom pom balls can be sorted by color or size. Decide which is best for your child today (or do both). Have them sort by 4-6 different colors OR 3 different sizes for more of a challenge.

Optional: To make the sorting a bit more involved, have your child use plastic tongs or clothes pins to pick up each pom pom ball.

EASY ACTIVITY – GO ON A LISTENING WALK

In this activity, you and your child will act out the book by taking your own listening walk.

After your listening walk, talk about what you heard and what your child heard. Talk about how we can use the sense of hearing on a walk.

Optional: Have your child draw a picture of their listening walk. On the back of their picture, let them tell you what they were hearing (write it down for them).

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Shhh... what do you hear right now?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will review the letter Ss. Draw a letter Ss on a piece of paper or white board (upper and lower case).

"This is the letter Ss. Ss says the sound 'ssss'. I hear it in sit, sun, and sandwich."

Look back through the read aloud book and find the letter Ss in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – MAKE AN I-SPY NUMBER TRAY

In this activity, your child will play I-Spy but with a numbers twist.

Take a tray or make a large square in tape to define the learning space. Put in a variety of objects that all can be associated with numbers – a car with 4 wheels, plastic brick with 6 dots, a set of potato head eyes, etc. (see photo)



Play I-Spy Numbers with your child: *"I spy something with 6 petals."* Or *"I spy something that has 6 parts."* (depending on developmental level)

EASY ACTIVITY – ALPHABET BOOK PAGE

For this alphabet page (Ss), you will need cut up triangles and dot stickers to turn the letter Ss into a snake.

On their letter S sheet, have your child first color the letter. Then glue on triangles and/or dot stickers to the S to make it a snake. Add an eye and a snake tongue last. Cut out the letter S and glue it to construction paper.



WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"We've been learning about the five senses this week. Today we are going to read a new book, I Hear a Pickle. Wait! Can you hear a pickle?"

This is a long book and you may want to do half today and half tomorrow.

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read I Hear a Pickle.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about smell. *"What is a good smell? What is a bad smell?"*

LEARNING ACTIVITY – MAKING TIN CAN PHONES

In this activity, you and your child will make a tin can phone. You will need: two empty cans, string, hammer, and a nail. Ask your child: *"How do you think we make these supplies into a phone?"*

Start with two empty cans. Explore them. Talk into them.

1. You will need to hammer a hole into the bottom of each can.
2. Thread string into one can and knot it on the inside.
3. Measure how long you want your tin can phone line to be.
4. Cut the string.
5. Thread string into second can and knot it on the inside.
6. To use the phones, string must be pulled **tight**.

Experiment with distance, pitch of voice, etc.

EASY ACTIVITY – DECORATE YOUR PHONE

Decorate your tin can phone. Glue on jewels, gems, beads, buttons, and pom pom balls to make it special.



THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

Ask silly questions about senses: *“Would I want to hear a lollipop?” “Would I lick a rock?” “Should I smell a piece of paper?”*

READ ALOUD

Reread (or finish) Wednesday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Ss. *“Let’s talk about the letter Ss.”* On the top of a sheet of paper or small white board, write letter Ss.

“This is the letter Ss. makes the sound ‘ssss’. I hear the letter Ss in the word soup, six, and salty.”

Look back through the read aloud book and find the letter Ss in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – PLAYING CARDS MATCH

In this activity, your child will sort playing cards to work on number recognition.

Take a deck of cards and remove the face cards, jokers, and aces. Pull out ONE SET of numbers 2-10 and line them up. Give your child the remaining cards to sort (put all the 2s together, 3s together, etc.).



EASY ACTIVITY – MAKE A MYSTERY BOX

Today, you will make a simple [mystery box](#) using an empty tissue box or wipes container (see photo).

In this activity, your child will rely on their sense of touch to identify the items hidden inside the mystery box. Find 5-10 small items the are recognizable by touch (pom pom balls, cars, small toy animals, etc.). Put them in the box and have your child pull them out one by one. Before they “reveal” the toy, have them try to guess what it is using only touch.



Tip: This may take a few rounds of playing before they understand to guess before removing the item, but it’s fun either way.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Fuzzy Yellow Duckling.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” the 5 senses and how we use them.

LEARNING ACTIVITY – ALPHABET REVIEW

In this activity, you will review the letters: A, R, N, C, J, M, and S in an [Alphabet Sticky Note Activity](#).

Make a sticky note matching game. Roll out a large piece of paper. Write the letters across the top. Then on sticky notes, write each letter (repeat 3 times for each letter). Mix up the sticky notes and send your child on a sticky note hunt & match.

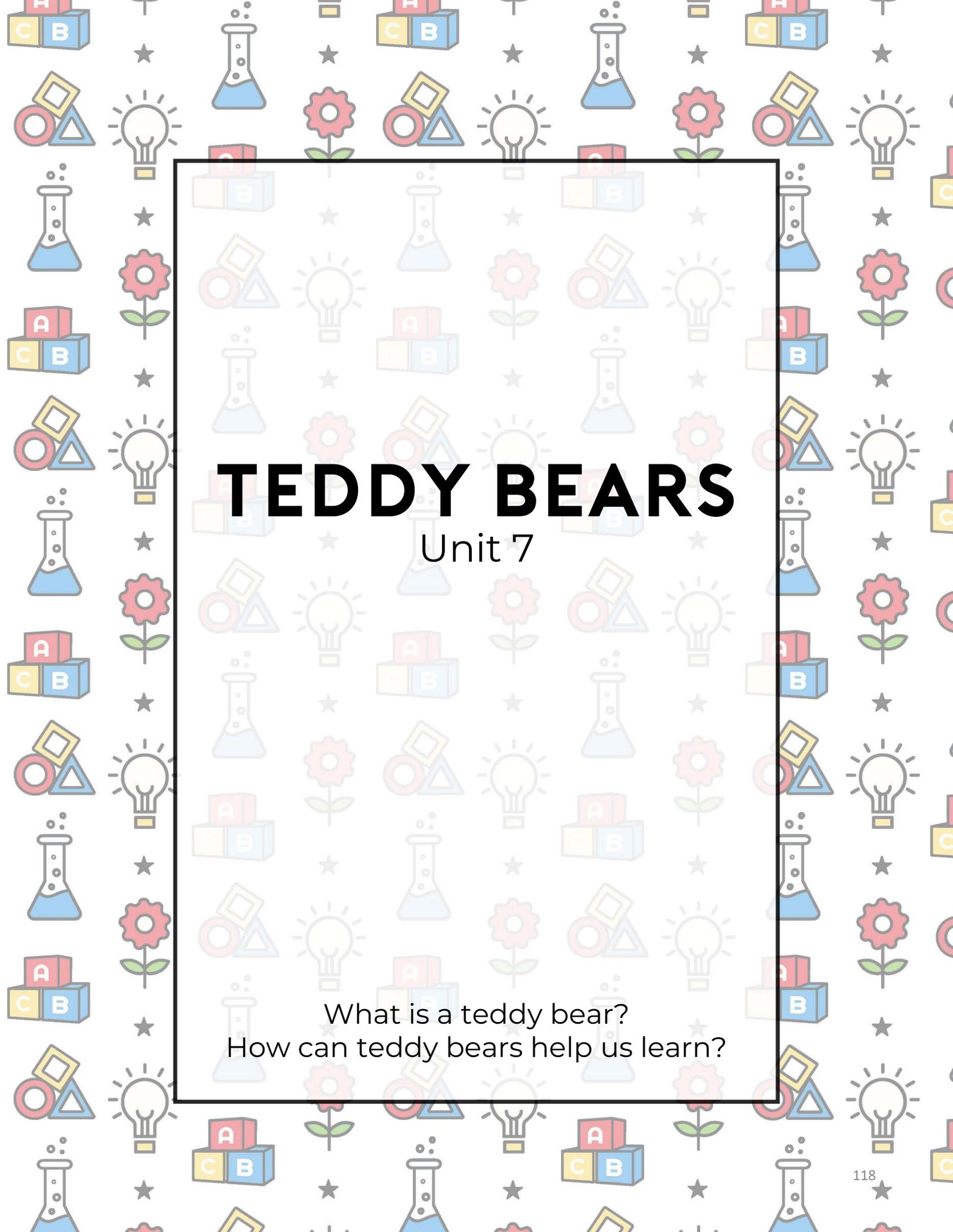


Extension: Write capital letters on the large paper and lower case letters on the sticky notes.

EASY ACTIVITY – SAND PAPER ART

This activity focuses on texture/touch. You will want to call out the vocabulary word “rough.”

Give your child a few pieces of left over sand paper. With crayons, let them draw on the sand paper to experiment with the texture.



TEDDY BEARS

Unit 7

What is a teddy bear?
How can teddy bears help us learn?

TEDDY BEARS

WELCOME TO THE TEDDY BEARS UNIT! Teddy Bears are just fun to learn with. Children are familiar with teddy bears and able to immediately connect with teddy bear themed activities.

Gather up all the teddy bears in your house. You will need several and/or other stuffed animals. I recommend borrowing a few teddy bears from a friend so you have plenty to work with for these two weeks.

The culminating activity for this unit is having a teddy bear picnic. Keep this in mind as you plan week two and consider inviting friends over for the teddy bear picnic.

The focus letter for this unit is Bb for bears.

SUPPLIES

- Teddy Bears/other stuffed animals
- Construction paper
- Washable paint or finger paint
- Flashlight
- Gummy bears
- Dice
- Painter's tape or masking tape
- 2 empty toilet paper tubes
- 2 brown grocery bags
- Yarn
- Assorted buttons
- 15 pennies
- Washable tempera paint
- White paper or small white board

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other Teddy Bear-themed books you have or can find at the library.

**The last book, The Teddy Bear Picnic, is important to find or borrow.*

- Goldilocks and the 3 Bears
adapted by Mara Alperin
- Where's My Teddy
by Jez Alborough
- We're Going on a Bear Hunt
by Michael Rosen
- Corduroy
by Don Freeman
- Share Some Kindness, Bring Some Light
by Apryl Stott
- The Teddy Bear Picnic
by Jimmy Kennedy

TEDDY BEARS

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

POEM

by anonymous

Get your teddy bear from the ground,
Then go dancing all around.
Hold him high and hold him low,
As round and round and round you go.

(act out poem)

**change the word dancing to other
movements: jumping, hopping,
running*

SONG

Teddy Bear, Teddy Bear

by anonymous

Teddy bear, teddy bear,
Turn around...

Teddy bear, teddy bear,
Touch the ground.

Teddy bear, teddy bear,
Show your shoe.

Teddy bear, teddy bear,
That will do.

TEDDY BEARS

WEEK 1

QUESTIONS FOR THE WEEK

What is a teddy bear?
How can teddy bears help us learn?

GOALS: Children will use teddy bears to explore and learn with. Children will work with describing words to name bear attributes.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Goldilocks and the 3 Bears</u>	<u>Goldilocks and the 3 Bears</u>	<u>Where's My Teddy?</u>	<u>Where's My Teddy?</u>	<u>We're Going on a Bear Hunt</u>
THINGS TO TALK ABOUT	Talk about Goldilocks' decision to go into the house	Introduce letter Bb for bears Find the letter Bb in the book	Use size vocabulary words to describe bears	Review letter Bb Look for words that begin with Bb	Recall and retell <u>We're Going on a Bear Hunt</u>
LEARNING ACTIVITY	Math: Group Teddy Bears by different attributes (play yes or no)	Alphabet Hunt: Teddy bear Bb hunt	Math: Measuring bears with blocks	Math: Bears racing game. Roll a dice and see which gummy bear wins	Math & Art: Make bears from grocery store bags
EASY ACTIVITY	Act out the book with teddy bears	Math: Make groups of 3s	Gross Motor Skills: Play hide and seek with a teddy bear	Art: Trace teddy bears and color them	Art: Make toilet paper tube binoculars for the bear hunt

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"This week, we are going to be talking about Teddy Bears. Let's look at our teddy bears closely – how can we describe them?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Goldilocks and the 3 Bears.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about Goldilocks going into the house. *"Was this a good idea? How do the Bears feel? What would you have done?"*

LEARNING ACTIVITY – SORTING BY TEDDY BEARS

Today, your child will be sorting teddy bears. You will need several bears or other stuffed animals. This sorting activity uses the words "yes" or "no."

Pick a way to sort the bears (example: by color – brown or not brown). Hold up each teddy bear and ask your child "Is it brown?" Have them answer "yes" or "no" and put it in the correct pile. *If you need to, use other stuffed animals to play this game with.*

Other ideas:

- Sort by size (large or not large)
- Eye color (black or not black)
- Tag or no tag

Extension: Sort each previously sorted group by a second attribute. For example, sort all the large bears by "tag or no tag." Once finished, talk about how each group is sorted by multiple attributes. *"This group is large bears with tags. This group is large bears without tags."*

EASY ACTIVITY – ACT OUT GOLDBLOCKS

Use three bears and a doll (or have your child play Goldilocks) to act out the story of Goldilocks and the Three Bears. Gather 3 bowls, 3 chairs, and have access to three beds.

As you reread or retell the story, act out the events of the book.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Can you remember what happened in Goldilocks and the 3 Bears?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Bb. Draw a letter Bb on a piece of paper or white board (upper and lower case).

"This is the letter Bb. I hear the letter Bb in the words bear, bed, and baby. It says the sound 'b'."

Look back through the read aloud book and find the letter Bb in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

Today, your child will do a teddy bear themed alphabet hunt.

Write the letter Bb on sticky notes. Take some of the teddy bears (or stuffed animals) being used in the unit. Hide the teddy bears around the house. Give your child the stack of sticky notes. When they find a bear, they need to give the bear a sticky note Bb.

EASY ACTIVITY – COUNTING GROUPS OF 3S

In this activity, your child will count out groups of 3s like in Goldilocks and the 3 Bears.

Gather a basket of objects. There needs to be 3 of every object. Ask your child to sort through the basket and put all the groups of 3 together.

Example of items: plastic building bricks, blocks, animals, puzzle pieces, pom poms, buttons, crayons.

Line up each group of 3 and set them next to each other. Talk about 3: *"Does each group really have 3? How do you know that? Why are some groups bigger in size than others? What if I change the order of this group? Is it still 3?"*

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“Do you have a favorite teddy bear?”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read Where’s My Teddy?
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about the book and how the boy and bears were different sizes. Use vocabulary words like “bigger, smaller, shorter, taller.”

LEARNING ACTIVITY – MEASURING BEARS

For this activity, your child will measure teddy bears with blocks.

To begin this activity, gather teddy bears (or other stuffed animals) that are various sizes. You will also need a set of wooden blocks or plastic building bricks.

Tell your child that today they will be measuring their bears to see how big they are.

Model how to measure a bear with blocks. Then let your child take over. Talk about which bear is largest and which is smallest, as well as how many blocks tall each bear or stuffed animal is.

Extension: On a piece of paper, help your child keep track of how many blocks tall each bear is (you will need to take the writing lead). Then, put them in size order at the end.

EASY ACTIVITY – BEAR HIDE AND SEEK

In the book Where’s My Teddy?, the teddy bears are lost. In this activity, your child will need to find the lost teddy bears in your house.

This activity is a teddy bear hide and seek. Hide teddy bears around the house. Give clues and have your child go find them.

Extension: Give your child clues to find the teddy bear or let them hide the bear for you to find.



THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

Hold up a teddy bear: *“Let’s describe this teddy bear. How many eyes does he have?”* (repeat with a few other questions specific to your teddy bear).

READ ALOUD

Reread Wednesday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Bb. *“Let’s talk about the letter Bb.”* On the top of a sheet of paper or small white board, write letter Bb.

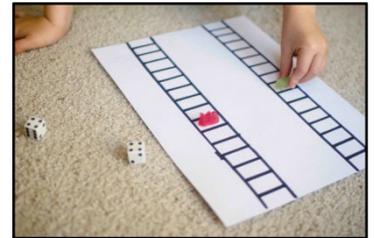
“This is the letter Bb. Bb makes the sound ‘b’. I hear the letter Bb in the word bread, ball, and basket. “

Look back through the read aloud book and find the letter Bb in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – BEARS RACING GAME

In this activity, your child will race 2 gummy bears on a simple game board.

First, take a piece of construction paper. Make two columns. Each column should have 15-20 spaces. Each column will be a bear’s path.



You will be playing *against* your child. You will each have a gummy bear. The goal is to get the gummy bear to the end first. Take turns rolling a dice and moving the gummy bears that many squares. Repeat until someone gets to the end.

EASY ACTIVITY – TRACING TEDDY BEARS

In this activity, you will trace your child’s teddy bear and let them color it in. Encourage them to notice colors and other attributes of the bears as they work.

Repeat for as many bears or other stuffed animals as you like.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable). Read We're Going on a Bear Hunt.

THINGS TO TALK ABOUT

Today, you will ask your child to "recall and retell" the story We're Going on a Bear Hunt. Help them remember the beginning, middle, and end.

LEARNING ACTIVITY – MAKE BEARS WITH SHAPES

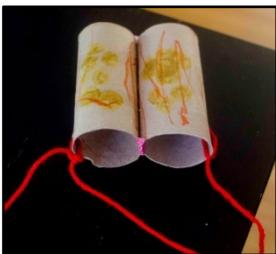
In this math and art activity, your child will make a bear using precut circles.

You will need to first cut a bunch of brown circles in various sizes. Use brown construction paper and also brown paper bags for different shades of brown.

Have your child make a bear using the circles you cut out. Model how to use a glue stick for this activity.



EASY ACTIVITY – BINOCULARS



This easy activity has children making binoculars for their bear hunt.

First, have your child decorate two toilet paper tubes.

Next, tape the tubes together. Hole punch each tube once on the outside edge and add a string to make binoculars.

Last, send your child off on an imaginary bear hunt in the house.

Tip: If possible, let your neighbors know about this activity and see if they'll put a teddy bear or two in their window or at their front doors for a fun walking adventure hunting for bears.

TEDDY BEARS

WEEK 2

QUESTIONS FOR THE WEEK

What is a teddy bear?
How can teddy bears help us learn?

GOALS: Children will use teddy bears to explore and learn with. Children will work with describing words to name bear attributes.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Corduroy</u>	<u>Corduroy</u>	<u>Share Some Kindness,</u> <u>Bring Some Light</u>	<u>Teddy Bear Picnic</u>	<u>Teddy Bear Picnic</u>
THINGS TO TALK ABOUT	Talk about Corduroy's emotions: how is he feeling in this book?	Review letter Bb Look for words that begin with Bb	What makes your teddy bear special?	Review letter Bb Look for words that begin with Bb	Recall and retell <u>Teddy Bear Picnic</u>
LEARNING ACTIVITY	Sort: Gummy bears and graph them	Math: Pretend store with pennies	Math: Compare bear sizes or find like sized objects	Math: Planning the picnic. How many do we need?	Letter Review: A, R, V, C, J, M, S and B with dot
EASY ACTIVITY	Sensory: Stamp buttons into play dough	Letter Bb art work for your alphabet art portfolio	Art: Paint a picture of a teddy bear (finger, sponge, pudding)	Art: Make a place mat for the picnic	Act it out: Have a Teddy Bear picnic

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

Play a guessing game. Pick one of your child's bears or stuffed animals, and give clues to describe it: *"I have light tan fur. My eyes are brown. I'm the size of your hand. Which bear am I?"*

READ ALOUD

Do a picture walk through the book and first look at *pictures only*. Emphasize making predictions – *"What do we think this book is about?"* Read Corduroy. Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

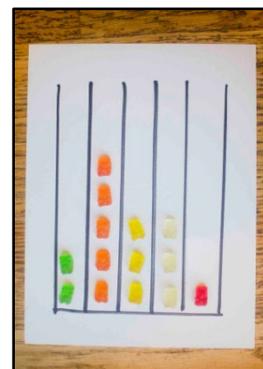
Talk about Corduroy. Look back through the book and talk about Corduroy's emotions. How does he feel at different times in the book and how does he feel at the end?

LEARNING ACTIVITY – GRAPHING GUMMY BEARS

Today, your child will be sorting and graphing gummy bears.

First, make a simple graph on a piece of construction paper. Make sure you have enough columns for each color of gummy bear.

Dump out the bag or a portion of the bag. Make sure to use a reasonable number of gummy bears for your child (under 20 total). Have your child first sort the gummy bears by color. Next, help your child to line the bears up in the graph to compare each group.



Ask questions about the graph. *"Which color has the most?" "Which color has the least?" "How many yellow gummy bears are there?"* Repeat for each color.

EASY ACTIVITY – BUTTON STAMP

In this activity, your child will play with buttons. Remind them about Corduroy and his missing button. *"What was Corduroy missing?"*

Invite your child to play with buttons in play dough. Stamp them, bury them, explore them.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What do you like to do with your teddy bear?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will review the letter Bb. Draw a letter Bb on a piece of paper or white board (upper and lower case).

"This is the letter Bb. Bb says the sound 'b'. I hear it in belly, bark, and boy."

Look back through the read aloud book and find the letter Bb in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – COUNTING PENNIES

In this activity, your child will be counting pennies (or other coins). *Please use extra adult supervision when using money.*

The little girl buys Corduroy with her own money. Today, your child will be counting their pennies. *If your child is new to money, examine a penny before starting this activity. Look at all the features and attributes of a penny (or coins being used).*

Make a pretend store, "selling" teddy bears or stuffed animals. With sticky notes, label how "much" each costs (think about your child's counting skills and which numbers will be best). Have them "buy" the teddy bears using their pennies to count.

Extension: Let your child set up their own shop to "sell" their own teddy bears, stuffies, teddy bear art, etc.

EASY ACTIVITY – ALPHABET BOOK PAGE

For this alphabet page (B), your child will need black and yellow paint to make it a bumblebee.

On their letter Bb sheet, have your child paint stripes of yellow and black. Consider first making pencil stripes so they can see where to put their stripes. Cut out the B and glue it to construction paper.



WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Tell me about your favorite teddy bear (or other stuffed animal)."

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Share Some Kindness, Bring Some Light.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Continue to talk about your child's favorite teddy bear. Ask them questions: *"What makes that bear so special to you?" "What do you like to play together?"*

LEARNING ACTIVITY – COMPARING SIZES

In this activity, your child will be comparing the sizes of their teddy bears (or stuffed animals) and find items that are similar in size.

You will want to preselect 5 teddy bears or stuffed animals of varying size for this activity. The goal: for your child to find other objects in their room that are about the same size as each bear.

"Today, I want to find other items in this room that are the same size as each of these bears. How do I do that? How can I find out if the bear and the item I pick are the same size?" Have them hold the bear and the item together to compare height. *"Is it the same? Bigger or smaller?"* Continue until you find objects the same size as each of the 5 bears or stuffed animals.

EASY ACTIVITY – TEDDY BEAR PICTURE

In this easy art activity, invite your child to paint a simple picture of their favorite teddy bear to give to their bear as a thank you gift for being such a good friend.

Options:

- Paint with chocolate pudding
- Paint with sponges
- Paint with cotton balls
- Finger paint

Set the teddy bear in a chair across from your child like they are sitting for a portrait as your child draws their picture. Explain to your child what a portrait is and show examples if you can (check online).

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

Today, you will introduce a new book that will anchor the last two days of this unit.

Start by asking your child about a picnic. *“What is a picnic? What happens on a picnic? Have you ever been on a picnic?”*

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.

Emphasize making predictions – *“What do we think this book is about?”*

Read The Teddy Bear Picnic.

Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Today, you will revisit the letter Bb. *“Let’s talk about the letter Bb.”* On the top of a sheet of paper or small white board, write letter Bb.

“This is the letter Bb. makes the sound ‘b’. I hear the letter Bb in banana, bread, and butter.”

Look back through the read aloud book and find the letter Bb in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – PLANNING THE PICNIC

In this activity, you and your child will begin planning their teddy bear picnic and collecting supplies. Decide how many people and teddy bears are coming to the picnic.

Count plates, silverware, cups, and napkins for each guest to use. *“We have four guests coming to our picnic. How much of everything will we need?”* Set everything aside to use for tomorrow.

EASY ACTIVITY – MAKE A PLACEMAT

Your child will make placemats for the picnic. Talk to your child about what a placemat is and what their function is.

Give your child two pieces of construction paper to make a placemat for them and their teddy bear.

Optional: Make additional placemats for all guests.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable). Reread The Teddy Bear Picnic.

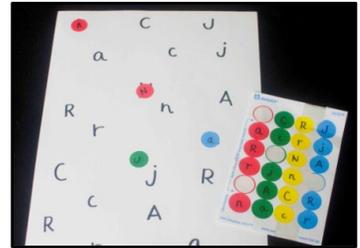
THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” the story of The Teddy Bear Picnic.

LEARNING ACTIVITY – ALPHABET REVIEW

Today, you will review the letters: A, R, N, C, J, M, S, and B.

Write the upper and lower case forms of all 8 letters on a sheet of paper. On a sheet of dot stickers, also print upper and lower case forms of all 8 letters. Ask your child to match the letter stickers to the letter on the paper.



EASY ACTIVITY – HOST A TEDDY BEAR PICNIC

Host a teddy bear picnic.

Optional:

- Invite other friends or family
- Serve foods that start with “Bb”: banana, bread, butter, blueberries, blackberries, bagels, etc.
- Play the song “Teddy Bears Picnic”
- Dress up (and dress the bears up)
- Bring your binoculars from last week as a fun play prop



THINGS THAT GO TOGETHER

Unit 8

What things go together?
How do they work together?

THINGS THAT GO TOGETHER

WELCOME TO THE THINGS THAT GO TOGETHER UNIT! This unit is so much fun for kids and is based around recognizing pairs, seeing things that usually go together, and understanding things that work together.

The goal of this unit is to start seeing patterns in the world and the ways things work together in systems. As you move through this unit, emphasize things in your child's life that always go together: peanut butter and jelly, salt and pepper, soap and water, etc.

This unit also has some friendship overtones as friends go together. Take this as a chance to talk about friendship skills with your child.

This unit has two letters to focus on: Qq and Uu, because they go together.

SUPPLIES

- Toy hammer
- Nails
- Sticky notes
- White and black construction
- Masking tape or painter's tape
- Frozen peas and carrots
- Construction paper
- Permanent marker
- Washable paint
- Plastic building bricks
- Cotton swabs
- Playing cards
- 4 lbs uncooked rice
- Storage container
- Large magnet
- Ketchup and mustard
- Yarn
- Paper plate
- Nickels and dimes (or other coins)

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other pairs, friendship, or belong together-themed books you have or can find at the library.

- We Belong Together
by Joyce Wan
- We Go Together
by Link Dyrdaahl
- Friends
by Helme Heine
- We are Best Friends
by Roger Priddy
- When Pencil Met Eraser
by Karen Kilpatrick
- Peanut Butter and Cupcake
by Terry Border

THINGS THAT GO TOGETHER

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

SONG by anonymous

The More We Get Together

The more we get together,
Together,
Together,
The more we get together,
The happier we'll be.

For your friends are my friends and
my friends are your friends.

The more we get together,
Together,
Together,
The more we get together,
The happier we'll be.

POEM

Salt and pepper,
Fork and spoon,
Shoes and socks,
Stars and moon

Some things like
To work together
Some things like
To play together.

You and Me.
Me and You.
We go together
Like cows and moo.

THINGS THAT GO TOGETHER – WEEK 1

QUESTIONS FOR THE WEEK
 What things go together?
 How do they work together?

GOALS: Children will be introduced to objects that go together and learn how different pairs work together and often help each other in simple systems.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>We Belong Together</u>	<u>We Belong Together</u>	<u>We Go Together</u>	<u>We Go Together</u>	<u>Friends</u>
THINGS TO TALK ABOUT	What goes together?	Introduce letter Qq Talk about Qq words	Things that go together often <i>help</i> each other	Introduce letter Qq Talk about Qq words	Recall and retell parts of the story; talk about friendship
LEARNING ACTIVITY	Math: Sort objects into pairs	Alphabet Hunt: Find Qq sticky notes	Math: Measure with shoes and socks	Math: Counting frozen peas and carrots	Math & Art: Make an ice cream and cone (paper plate and triangle)
EASY ACTIVITY	Fine Motor Skills: hammer and nails (golf tees)	Math: Make a 10 frame of forks and spoons	Literacy: Put capital and lower case letters together	Art: Finger paint with ketchup and mustard	Letter Qq art work for your alphabet art portfolio

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"Have you ever noticed that some things always go together? Like socks and shoes, bread and butter, and hugs and kisses?"

This week we are going to be talking about things that go together."

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read We Belong Together.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about things that always seem to go together, like salt and pepper, thunder and lightning. Walk around your house to help them notice things that go together or work well together (like lights and switches, TVs and remotes).

LEARNING ACTIVITY – MATCHING PAIRS

In this activity, your child will match pairs of objects. Talk about pairs: pairs are two of something. Pairs go together.

In a bowl, place pairs of objects from around the house (two plastic building bricks, two clothes pins, two pom pom balls, etc.). Set ONE of each pair in a small container. Cover with 4 lbs of rice to bury/hide them. Set the other half of the pair next to the bin so your child can see what they need to find. Have your child hunt through the sensory bin to find the missing half of each pair.



Tip: Place this sensory bin on a beach towel to make clean up easier.

EASY ACTIVITY – HAMMER AND NAILS

This is a fine motor skills activity using a hammer and nails.

Talk about hammers and nails, and how they go together. How do they work together? How do they help each other?

Place nails in Styrofoam or a cardboard box, and let your child use a toy hammer to hammer them in. *Please use good judgment and caution with this activity. Golf tees and tooth picks make excellent substitutes for nails.*

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What kinds of things go together?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Qq. Draw a letter Qq on a piece of paper or white board (upper and lower case).

"This is the letter Qq. I hear the letter Qq in the words queen, quarter, and quick. Qq says 'Qq' (kw)."

Talk about Qq words and emphasize how rare they are! It makes Qq a really special letter.

LEARNING ACTIVITY – ALPHABET HUNT

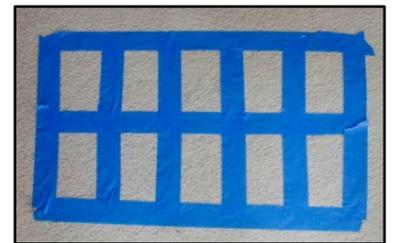
In this activity, your child will find the letter Qq on sticky notes. Talk about how big letters and little letters (upper and lower case) belong together. Today, Q has been separated from q and we must reunite them.

Take a stack of sticky notes and write Q on some and q on others. Hide the lower case q sticky notes around the house. Have your child race to add one upper case Q sticky note beside it.

EASY ACTIVITY – TEN-FRAME COUNTING

For this activity, your child will count with a ten-frame.

Make a ten-frame out of tape. Give your child some forks and spoons. Talk about how/why forks and spoons go together. *"How do they work as a team?"*



Use forks and spoons to carry pom pom balls into the ten-frame. Call out numbers 1-10 and ask your child to use forks and spoons to carry *that many pom pom balls* into the ten-frame. Repeat for other numbers.

Extension: After placing the correct number of pom poms into the ten-frame, ask your child how many more they would need to fill up the ten-frame (example: if there are 7 pom pom in the ten frame, 3 spots are open to be filled).

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

Play a guessing game with things that go together. *"Milk and _____. Ketchup and _____. Forks and _____."* Use items specific to your family.

READ ALOUD

Do a picture walk through the book and first look at *pictures only*. Emphasize making predictions – *"What do we think this book is about?"* Read We Go Together. Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about how things that go together often help each other. *"How do socks help shoes? How do leaves help trees?"*

LEARNING ACTIVITY – MEASURING WITH SHOES

Today, your child will use shoes and socks to measure.

Grab several pairs of shoes and socks. Go around the house, lining up the shoes and socks to measure different objects. Compare the size of different items – how many shoes long is the bed? How many socks long is the dress?

Extension: Measure each item twice - once with adult shoes and once with child socks. The object stays the same, but the measurement number changes (example: it took 3 adults shoes to measure the cushion but 5 child socks). Don't make this connection for your child, but let them consider why the number is changing but the object isn't.

EASY ACTIVITY – MATCHING LETTERS

In this activity, your child will match upper and lower case letters – they go together.

On a bunch of plastic blocks, write capital letters in permanent marker. On other plastic blocks, write lower case letters. Focus on the letters we've already covered (A, R, N, C, J, M, S, B, Q). Consider adding in the letters in your child's name. Have your child find the blocks that "go together" and match up the capital and lower case letters.



Note: The permanent marker will erase from the blocks with the help of a few squirts of hand sanitizer and a rough sponge. Always test it first.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What goes with a bed?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Qq. Draw a letter Qq on a piece of paper or white board (upper and lower case).

"This is the letter Qq, I hear the letter Qq in quilt, quit, and quiet. Qq says the sound 'q' (kw)."

LEARNING ACTIVITY – COUNTING PEAS AND CARROTS

Today, your child will use frozen peas and carrots to count.

Talk about the saying "peas and carrots" and how it means things that go together or belong together.

Your child will use peas and carrots to count. With playing cards, lay out the numbers 2-10. Give your child a dish of peas and carrots, and have them show each number with peas and carrots. They should line the peas and carrots up vertically, above the cards so they can see the quantity increasing.



EASY ACTIVITY – SENSORY ART

In this silly activity, your child will finger paint with ketchup and mustard.

In a storage container, put down a few squirts of ketchup and mustard. Allow your child to explore the texture and feel of both condiments. Let them finger paint using ketchup and mustard. Consider adding other tools, brushes or trucks in with the condiments.

Tip: Have a washcloth nearby for immediate hand wiping.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable). Read Friends.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about Friends. Encourage them to help retell one piece from the beginning, middle and end.

Talk about friendship and how friends go together. *“Who are friends that you go with?”*

LEARNING ACTIVITY – ICE CREAM + CONE



Today, your child will make three simple ice cream cones in an easy math/art activity.

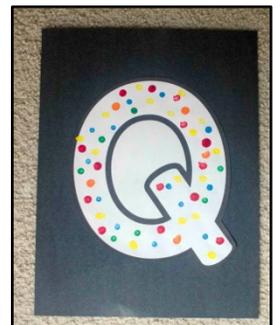
Cut out three brown triangles and three (any color) circles from construction paper. Give your child a blank piece of construction paper and ask them to use the shapes to make ice cream cones.

Talk about how ice cream and cones go together. Also talk about shapes: a triangle has three sides and three points, a circle is round and has no points.

EASY ACTIVITY – ALPHABET BOOK PAGE

In this activity, your child will make their letter Qq alphabet page.

Using a Q-tip, your child will Q-tip dot paint all over their Q. Use different colors of paint to make it extra fancy. Cut out the letter Q and glue it to construction paper.



THINGS THAT GO TOGETHER – WEEK 2

Questions for the Week
 What things go together?
 How do they work together?

Goals: Children will be introduced to objects that go together and learn how different pairs work together and often help each other in simple systems.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>We are Best Friends</u>	<u>We are Best Friends</u>	<u>When Pencil Met Eraser</u>	<u>When Pencil Met Eraser</u>	<u>Peanut Butter and Cupcake</u>
THINGS TO TALK ABOUT	Continue listing things that go together	Introduce letter Uu Talk about Uu words	Think of things that <i>don't</i> go together (like mustard on cereal)	Introduce letter Uu Talk about Uu words	Recall and retell <u>Peanut Butter and Cupcake</u> ; talk about friendship
LEARNING ACTIVITY	Math: Sort magnetic vs not magnetic	Alphabet Hunt: Find Uu <i>under</i> objects	Math: Use a ruler or tape measure to measure tables and chairs	Math: Matching numerals to quantities	Alphabet Review: Play "Secret Letters"
EASY ACTIVITY	Fine Motor: Threading with a "needle" and thread	Math: Counting with coins	Life skills: Make your own PBJ sandwich	Art: Stars and Moon art activity	Letter Uu art work for your alphabet art portfolio

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

“What have you noticed that always go together?”

This week we are going to keep talking about things that go together.”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read We are Best Friends.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Keep talking about how things that go together work as a team: *“How do lids help cups?” “How do straws help cups?”*

LEARNING ACTIVITY – MAGNETIC SORTING

In this activity, your child will [sort things that are magnetic](#) from things that are not magnetic.

First, introduce a magnet and demonstrate what it can do. Investigate together finding out what is magnetic and what is not magnetic. Have your child hold the magnet and test hinges, knobs, nails etc. Let them “feel” how magnetic feels.



Next, give them a tray of items – some magnetic and some not. Ask them to sort the items by magnetic or not magnetic. *“Magnets go together with items that are magnetic.”*

EASY ACTIVITY – THREADING

This activity is a fine motor skills activity using (pretend) needle and thread.

Talk about a needle and thread, and how they work together to sew clothing.



In this activity, your child will use yarn as their thread to “sew” around a paper plate. Cut the center out of a paper plate to make it easier to work with. Give your child a long piece of yarn. Wrap tape around the end to avoid fraying AND to make a pretend needle. Tape the other end of yarn to the plate. Let your child practice looping the yarn in, out, and all around the paper plate to simulate sewing.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What kinds of things go together?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Uu. Draw a letter Uu on a piece of paper or white board (upper and lower case).

"This is the letter Uu. I hear the letter Uu in the words umbrella, under, and up. Uu says "uuuuu."

Talk about how Q and U go together. Briefly explain that they are a pair and whenever Q is in a word, U is right next to it. *Your child is not expected to master this idea, it's just something to introduce.*

LEARNING ACTIVITY – ALPHABET HUNT

In this activity, your child will find letter Uu.

On pieces of paper or sticky notes, write the letter Uu. Hide the letter Uu throughout your house *under* different objects (table, chair, bed, etc.). Write the word under for your child to see and show them that Uu and under *go together*. *"I hid all the letter Uu's under things in our house..."*

EASY ACTIVITY – COUNTING MONEY

In this activity, your child will use coins to make numbers. Talk about different coins and how coins go together. Make sure to spend some time discussing each coin's name and special attributes.

On a long sheet of butcher paper, write the numbers 1-5. Have your child lay the coins on each number to cover the pen marks. As they work, talk about each number that they are covering and the coin they're working with.



Coins are a choking hazard. Please use extreme supervision when allowing children to work with coins. Use good judgment.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

Play a guessing game with things that go together. *“Chips and _____. Moon and _____. Shoes and _____.”*

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read When Pencil Met Eraser.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Have fun thinking of things that DO NOT go together: broccoli and ice cream, mustard and candy canes, apples and tomatoes. *“Why do some things go together and some things don’t?”*

LEARNING ACTIVITY – MEASURING TABLES & CHAIRS

Today, your child will measure tables and chairs.

“Tables and chairs go together. How do they work together?”

Show your child a ruler and talk about how we use rulers to measure things. Your child is NOT expected to learn inches or centimeters. Rather, the ruler is used as a number stick to tell “How many?” the chair is tall.

Working together, measure and count different sections of the chair: the back, the legs, the seat, etc. Use the ruler as a tool to count with it.

EASY ACTIVITY – MAKE A SANDWICH

In this activity, your child will make a peanut butter and jelly sandwich (or other simple sandwich).

“Peanut butter and jelly go together. Today, you will make your own sandwich.”

This is a fun life skills practice activity. Help your child navigate building their own sandwich. Give help and guidance as needed, but let them work (mostly) independently. Even if it turns out a little odd, they will be so proud of their sandwich.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What goes together with a cup?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Uu. Draw a letter Uu on a piece of paper or white board (upper and lower case).

"This is the letter Uu, I hear the letter Uu in unbelievable, upper, and uncle. Uu says the sound 'uuuuu'."

LEARNING ACTIVITY – MATCHING NUMBERS

Today, your child will match the quantity of a number to the numeral in a [brick building activity](#).

*"Each number goes together with 'how many'.
The number 8 goes with 8 of something."*

In this activity, your child will match quantity to numerals (similar to matching capital and lower case letters together last week).



On a bunch of plastic blocks, write numbers 1-10 in permanent marker. On other plastic blocks, draw dots to represent the quantity of those numbers. Have your child find the blocks that "go together" and match up the numeral and quantity.

Note: The permanent marker will erase from the blocks with the help of a few squirts of hand sanitizer and a rough sponge. Always test it first.

EASY ACTIVITY – NIGHT'S SKY ART

In this activity, your child will make a night's sky drawing.

Talk about the moon and the stars, and how they go together.

Give your child a piece of black paper, a Q-Tip, and a plate of white paint. Ask them to dot paint stars onto their night's sky. When they finish, help them cut out a moon from white paper and add it to the sky.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Peanut Butter and Cupcake.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about Peanut Butter and Cupcake. Encourage them to help retell one piece from the beginning, middle and end.

Talk about friendship and how friends go together. “What were some things that you like doing with your friend?”

LEARNING ACTIVITY – ALPHABET REVIEW

Today, you will review the letters: A, R, N, C, J, M, S, B, Q, and U.

In this review, your child will play “[secret letters](#).” Print the letters on a white piece of paper with a white crayon.

Ask your child to paint the piece of paper using water color. This will reveal the secret letters that you have drawn.



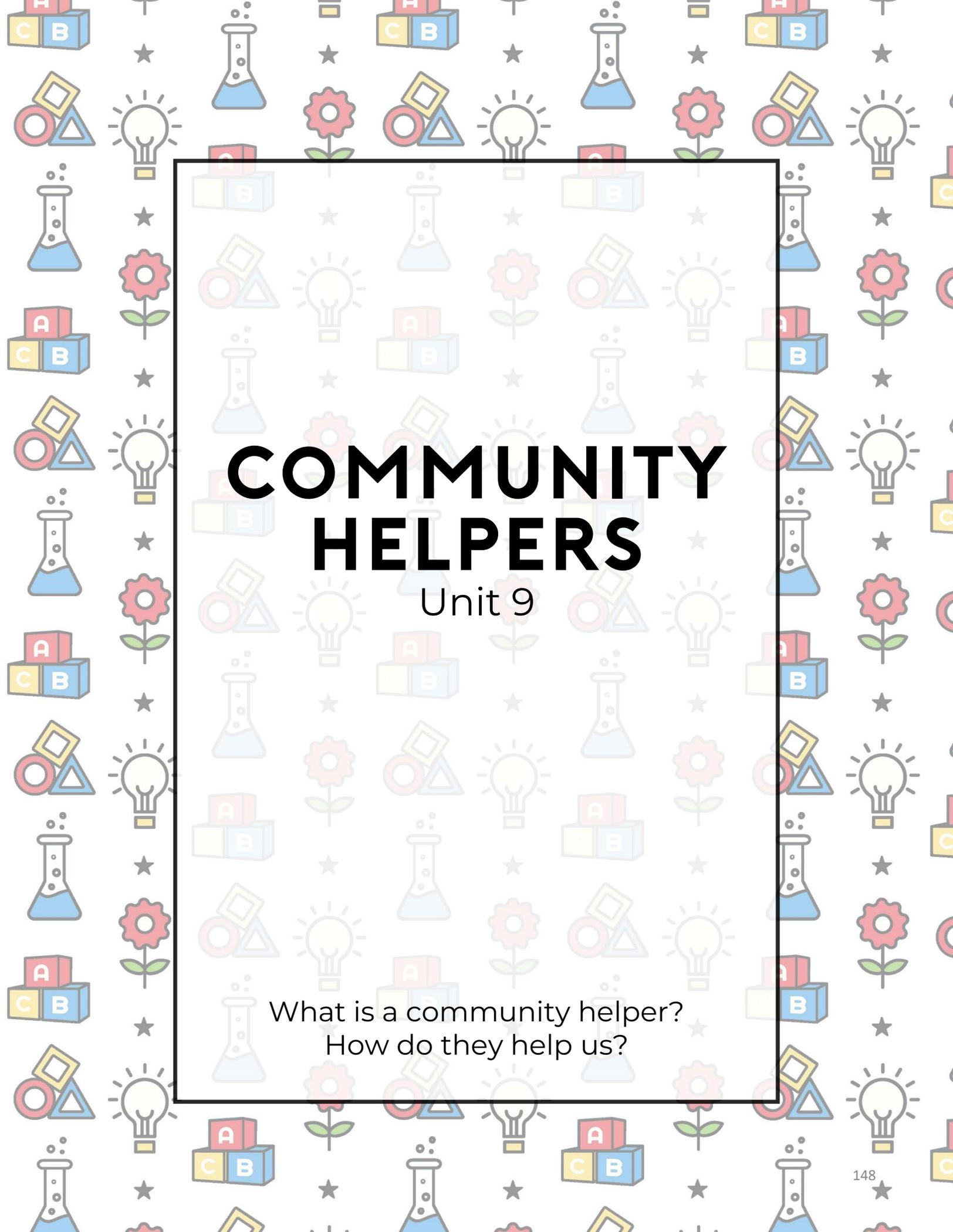
EASY ACTIVITY – ALPHABET BOOK PAGE

In this activity, your child will make their letter U alphabet page.

The letter U page will look like an umbrella. Have your child paint or color the letter U. On construction paper, cut out the top of an umbrella. Cut out the U and glue it to construction paper. Then, help your child glue the umbrella to one half of the U. Have them decorate the umbrella top.

To add a fun twist, in honor of letter Uu, have your child complete this alphabet page *under* the kitchen table.





COMMUNITY HELPERS

Unit 9

What is a community helper?
How do they help us?

COMMUNITY HELPERS

WELCOME TO THE COMMUNITY HELPERS UNIT! This unit is designed to introduce your child to different jobs in our community, the importance of these jobs, and the role these jobs have in day to day life. Part of this unit is a focus how interrelated and needed these various jobs are to our neighborhoods and cities.

This unit is rich with dramatic/pretend play opportunities for children to imagine what it's like to have these occupations. As you move through this unit, make sure to point out community helpers and different jobs you come in contact with each day. Talk to your child about jobs they hope to have when they grow up or that they are interested in.

The focus letter for this unit is Hh as in helpers.

SUPPLIES

- Envelopes
- Construction Paper
- White paper or dry erase board
- Dry erase marker
- 4 lbs cornmeal
- Washable paint
- Ruler
- Painter's tape or masking tape
- Spray bottle
- Glue
- Band-aids
- Tooth brush
- 1 paper plate
- Small animal toys
- Several board books

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other job/occupation-themed books you have or can find at the library.

- Helpers in My Community
by Bobbie Kalman
- National Geographic Readers: Helpers in Your Neighborhood
by Shira Evans
- Whose Hat is This?
by Sharon Katz Cooper
- Tinyville Town Gets to Work*
by Brian Biggs
- Let's Meet a ... (Cloverleaf Books) (you pick)**
- ABCs of What I Can Be
by Caitlin McDonagh

**The Tinyville book series by Brian Biggs has several titles that focus on specific jobs.*

***Cloverleaf Books has a great series called Let's Meet a... Try to find a book or a few books highlighting an occupation your child is most interested.*

COMMUNITY HELPERS

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

POEM

by anonymous

There are so many jobs to do.
There is one that's right for you.
Be a _____ if you please.
Be the best that you can be.
There are so many jobs to do.
There is one that's right for you.

**fill in blank with a job your child picks

SONG

What is My Job?

by anonymous

(to the tune of "Frere Jacques?")

What is my job?
What is my job?
Can you guess?
Can you guess?

*I help people get well.
I help people get well.*

What's my job?
What's my job?

**vary the middle lines for different jobs, for example: *I help fight fires, I help people stay safe, I help kids to read, I work with animals*

COMMUNITY HELPERS - WEEK 1

QUESTIONS FOR THE WEEK
 What is a community helper?
 How do they help us?

GOALS: Children will identify jobs in the community that help others and recognize those individuals/jobs as they relate to their own life.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Helpers in My Community</u>	<u>Helpers in My Community</u>	<u>National Geographic Readers: Helpers in Your Neighborhood</u>	<u>National Geographic Readers: Helpers in Your Neighborhood</u>	<u>Whose Hat is This?</u>
THINGS TO TALK ABOUT	What is a Community Helper?	Introduce letter Hh for Helpers Find the letter Hh in the book	Pick 3 jobs and talk about what each job's specific role is	Review letter Hh for Helpers Find the letter Hh in the book	Recall and Retell: Types of clothing worn by different workers
LEARNING ACTIVITY	Math: Which tool goes with which job?	Alphabet Hunt: Find all the books that have Hh on the covers (librarian)	Math: Use a ruler to measure (construction worker)	Math: Use envelopes and cut squares to count (mail carrier)	Art: Make a garbage truck out of shape pieces (sanitation worker)
EASY ACTIVITY	Art: Draw a picture of a job you like and send it to a relative (mail carrier)	Math: Counting animals (zoo-keeper)	Gross Motor: Make book dominoes (librarian)	Dramatic Play: make a grocery store set up (clerk)	Art: Make a thank you note for your garbage truck driver (sanitation worker)

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"This week, we are going to be learning about jobs in our community. People who have these jobs are called community helpers. Some of the community helpers we see each day are (choose community helpers specific to your neighborhood)."

Talk to your child about different jobs and people who they might know that are community helpers.

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Helpers in My Community.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about what a community helper is and what they do in our community. Try to make a list together of all the different jobs that help your neighborhood, town, or city.

LEARNING ACTIVITY – CLASSIFYING & SORTING TOOLS

Today, your child will be sorting/matching tools to different jobs. This is a different sorting activity than normal. In this activity, you will show your child a different tool and they will identify which job that tool goes with. You may need to use some toy versions.

Tool examples:

- Hammer (construction worker)
- Stethoscope (doctor)
- Tooth brush (dentist)
- Garbage bags (sanitation worker)
- Hose nozzle (fire fighter)
- Police Car (police officer)
- ABC letters (teacher)
- Envelopes (mail carrier)

Use this matching activity as a conversation starter: what other tools do these workers use? Which of these tools would you want to use?

EASY ACTIVITY – DRAW A JOB

In this activity, your child will draw a picture of a job they want to have or are interested in learning about.

When they have finished, put the art in an envelope to send to a relative or a special friend. Talk about mail carriers and how this picture will be delivered. Show your child how you address the envelope and walk it to the mailbox together.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What are community helpers? Can you remember some of their jobs?”

READ ALOUD

Reread Monday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Hh. Draw a letter Hh on a piece of paper (upper and lower case).

“This is the letter Hh. I hear the letter Hh in the word helper, horse and house. It says the sound ‘h’.”

Look back through the read aloud book and find the letter Hh in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

In this activity, you will hunt for the letter Hh on the cover of your books, emphasizing the job of a librarian.

“Today, we are going to hunt for the letter Hh in our books. Librarians look for letters on books to help them sort books. Let’s pretend we are librarians and find books with Hh on them.”

EASY ACTIVITY – ANIMAL COUNTING

In this activity, your child will count animal toys and act out being a zookeeper.

Using tape, make a ten-frame “zoo” on your floor for the animals to live in. Set the animals in a different room or space. Tell your child some of the animals have gotten loose in the zoo: *“Zookeeper, zookeeper!! 7 animals are missing!! Find them and put them back in their spaces.”* Repeat for other numbers 1-10.

Make sure to emphasize the role of a zookeeper and let your child add in any dramatic play or imaginary elements to this game.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"We've been learning about community helpers and their important jobs. What is a job that looks interesting to you?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*. Emphasize making predictions – *"What do we think this book is about?"*
Read National Geographic Readers: Helpers in Your Neighborhood.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Pick 3 community helpers in your community that interest your child. Work together to think of some facts, information, and job descriptions for each worker.
"Firefighters fight fires. They drive a red truck. They need hoses."

LEARNING ACTIVITY – MEASURING WITH RULERS

For this activity, your child will measure with a ruler like a construction worker. Talk about why a ruler is a helpful and important tool for construction workers.

Introduce the ruler as a tool construction workers use to measure with. Go on a measuring hunt around the house, measuring the height and length of different toys. Work with your child to keep a list of all the items measured and their lengths. At the end, talk about which item was the longest and which was the shortest.

EASY ACTIVITY – BOOK DOMINOES

Let your child use board books to make book dominoes.

"Which community helper works in a building full of books?"

Help your child to set up the board books into a dominoes type formation. Give them time to set this up again and again, and to pick a few books to read at the end.



THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Let's play Guess My Job: I drive a red truck. I climb a ladder and use hoses. I rescue people from fires. Who am I?" Repeat for other community helpers.

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Hh. *"Let's talk about the letter Hh."* On the top of a sheet of paper or small white board, write letter Hh.

"This is the letter Hh. Hh makes the sound 'h'. I hear the letter Hh in the word happy, house, and hill."

Look back through the read aloud book and find the letter Hh in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ENVELOPE COUNTING

In this activity, your child will use envelopes and paper squares to play a mail carrier themed counting activity.

You will need to cut up several (more than 50) small squares from construction paper. You will also need 10 envelopes. Write the numbers 1-10 on each envelope.

Your child gets to play mail carrier today and fill each envelope with the right number of squares (example: envelope 8 gets 8 squares added in). Let them "deliver" the envelopes to stuffed animals or family members.



EASY ACTIVITY – PRETEND GROCERY STORE

Make a grocery store dramatic play area using grocery bags, real or pretend food, empty food boxes or containers. Cover a box with foil as the pretend scanner and add in a toy cash register (borrow one, if needed).

Let your child pretend they work at a grocery store.



FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Whose Hat is This?

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about community helpers and their clothing/uniforms.

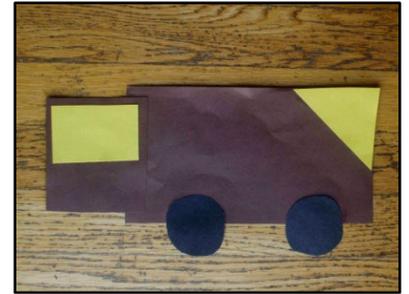
“Can you remember some of the special clothing community helpers wear?”

“How does their clothing help them do their job?”

LEARNING ACTIVITY – SHAPE GARBAGE TRUCK

Your child will use precut circles and squares to make a garbage truck. Talk about two things: the shape of each piece and the job of a sanitation worker.

Talk about a square (it has four sides and four points), a circle (it has no sides and no points), and a triangle (it has three sides and three points).



EASY ACTIVITY – WRITE A THANK YOU NOTE

In this activity, your child will write (dictate) a thank you note to your neighborhood garbage truck driver.

Have your child draw a picture and “write” a thank you note to the garbage workers in your community.

Make sure to deliver the note on garbage day.

COMMUNITY HELPERS - WEEK 2

QUESTIONS FOR THE WEEK
 What is a community helper?
 How do they help us?

GOALS: Children will identify jobs in the community that help others and recognize those individuals/jobs as they relate to their own life.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Tinyville Town Gets to Work</u>	<u>Tinyville Town Gets to Work</u>	<u>Let's Meet a ... (Cloverleaf Books) *you pick</u>	<u>Let's Meet a ... (Cloverleaf Books) *you pick</u>	<u>ABCs of What I Can Be</u>
THINGS TO TALK ABOUT	What cars or trucks do community helpers use?	Review letter Hh Look for the letter Hh on each page	Talk about the specific occupation from the book you chose	Introduce letter Hh Look for the letter Hh on each page	Recall different jobs/the jobs of different community helpers
LEARNING ACTIVITY	Math: Sorting red objects	Make your Alphabet Art page: Letter Hh	Math: Scooping station (chef)	Math: Collect the trash counting activity (sanitation worker)	Letter Review: A, R, N, C, J, M, S, B, Q, U and H
EASY ACTIVITY	Fine Motor Skills: Squirt off letters from a window (fire fighter)	Math: Play teacher and teach counting (teacher)	Fine motor skills: opening band aids and caring for a doll (doctor)	Art: Paint a tooth picture with a toothbrush (dentist)	Math & Art: Make a paper plate police car – glue on the shapes (police officer)

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

Reintroduce the topic of the week: Community helpers.

“Can you remember some of the community helpers we learned about last week?”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read [Tinyville Town Gets to Work](#).
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Some community helpers have special vehicles they drive. Work together to come up with a list of these jobs and trucks/cars.

LEARNING ACTIVITY – SORTING RED OBJECTS

This is a sorting activity with a twist – instead of sorting objects by color, your child will be [sorting red objects](#) into groups. This is in “honor” of fire fighters since their main color is red.

Gather several red items (example: red blocks, red letters, red markers, red lids).
“Today you will sort things that are alike.”

Instead of sorting by color, set out bowls and ask your child to sort “like objects” together (put all the plastic building bricks in one bowl, all the trucks in another bowl).

EASY ACTIVITY – LETTER SQUIRT

In this activity, your child will act out being a fire fighter by spraying letters on a window.

Fill a spray bottle with water. Tell your little fire fighter that they get to pretend they are a fire fighter by erasing the letters from the window with their “extinguisher.”

With a dry erase marker, cover the window with letters that your child has learned (A, R, N, C, J, M, S, B, Q, U and H) and let them squirt the window clean.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What kind of gear does a fire fighter have? What tools do they use?”

READ ALOUD

Reread Monday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will review the letter Hh. Draw a letter Hh on a piece of paper or white board (upper and lower case).

“This is the letter Hh. Hh says the sound ‘h’. I hear it in hug, hand, and heart.”

Look back through the read aloud book and find the letter Hh in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – COUNTING TEACHER

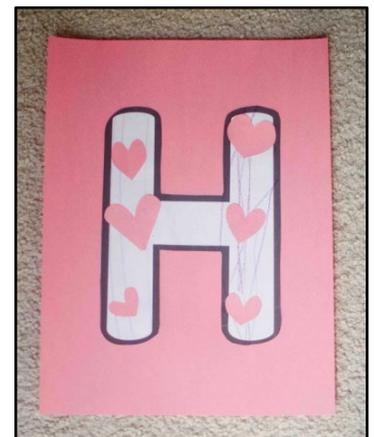
In this activity, your child will play teacher and teach YOU how to count. Talk about teachers as community helpers and explain the job of a teacher.

Set up a simple counting activity (ten-frame or sticky note counting or using play cards) and let your child be the teacher. Act like the “student” and let them show you how to count 1-10.

EASY ACTIVITY – ALPHABET BOOK PAGE

For this alphabet page (H), you will need cut out hearts for your child to use.

On their letter H sheet, have your child first color the letter. Next, model how to glue to hearts onto the H and let them finish the project. Cut out the letter H and glue it to a piece of construction paper.



WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"We've been learning about community helpers this week. Today, we are going to read a book called Let's Meet a ... (you pick per your child's interest). What do you already know about this job?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Let's Meet a ... (you pick per your child's interest).
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about the book you chose for today. Ask lots of follow up questions about that occupation and their role in helping the community.

LEARNING ACTIVITY – CHEF'S SCOOPING STATION

In this activity, your child will pretend to be a chef with a baking-themed scooping station. Talk about a chef's job.

In a storage tub, add cornmeal. Add in a muffin tin or pan. Also add in scoops such as measuring cups and measuring spoons. This activity is both pretend play and learning about capacity. Other fun items to add for a "baking station": a sifter, unlit birthday candles, whisks.

Tip: Place a beach towel under the storage container to help with clean up.

EASY ACTIVITY – BAND-AID PEEL

Let your child play doctor and work on their fine motor skills. First, talk about doctors and their job. Ask, *"How do doctors use band-aids to help people?"* Make sure to model how to peel open a band aid.

Provide other doctor supplies or a doctor's toy kit. Let them give dolls and stuffed animals a check up. Try to incorporate elements of your child's own doctor's office visits into this dramatic play space (example: draw a quick picture of a fish tank for the "waiting" room).

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Let's play Guess My Job: I help sick people. I use a stethoscope. I wear a white coat. Who am I?" Repeat for other community helpers.

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Hh *"Let's talk about the letter Hh"* On the top of a sheet of paper or small white board, write letter Hh.

"This is the letter Hh. Hh makes the sound 'h'. I hear the letter Hh in the word hot, hold, and helicopter."

Look back through the read aloud book and find the letter Hh in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – COLLECT THE TRASH COUNTING

In this activity, your child will get to play sanitation worker and collect the "garbage".

For this activity, you will leave "garbage" on the floor for your child to collect. This could be crumbled paper or actual recycling.

Give them bags, baskets, boxes, or zippered plastic bags to collect different numbers of trash in. Label the containers with a numeral 1-10 (example 7) and have the child collect 7 pieces of "garbage" for that bin.

EASY ACTIVITY – TOOTHBRUSH ART

Let your child play dentist by painting a tooth picture with an old tooth brush as the paint brush. On a piece of colored construction paper, draw the outline of a tooth. Give your child white paint and a tooth brush. Ask them to use the toothbrush to paint the tooth.

This is a great chance to talk about oral health, the job of a dentist, and how toothbrushes function.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read ABCs of What I Can Be.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about community helpers.

“Which community helper’s job do you like best?”

“Why are garbage truck drivers important in our community?”

“How do dentists help people?”

LEARNING ACTIVITY – ALPHABET REVIEW

Today, you will review the letters: A, R, N, C, J, M, S, B, Q, U, and H by playing “[Alphabet Find](#).”

Make a letter find activity in your house: on half sheets on construction paper, write each letter. Tape them up on the wall around the house.

Call out a letter and have your child run to it.



Options:

- Hang up 1 capital and 1 lower case of each letter
- Have your child vary movements (hop to the letter, skip to the letter)
- Turn off the lights and flashlight find each letter

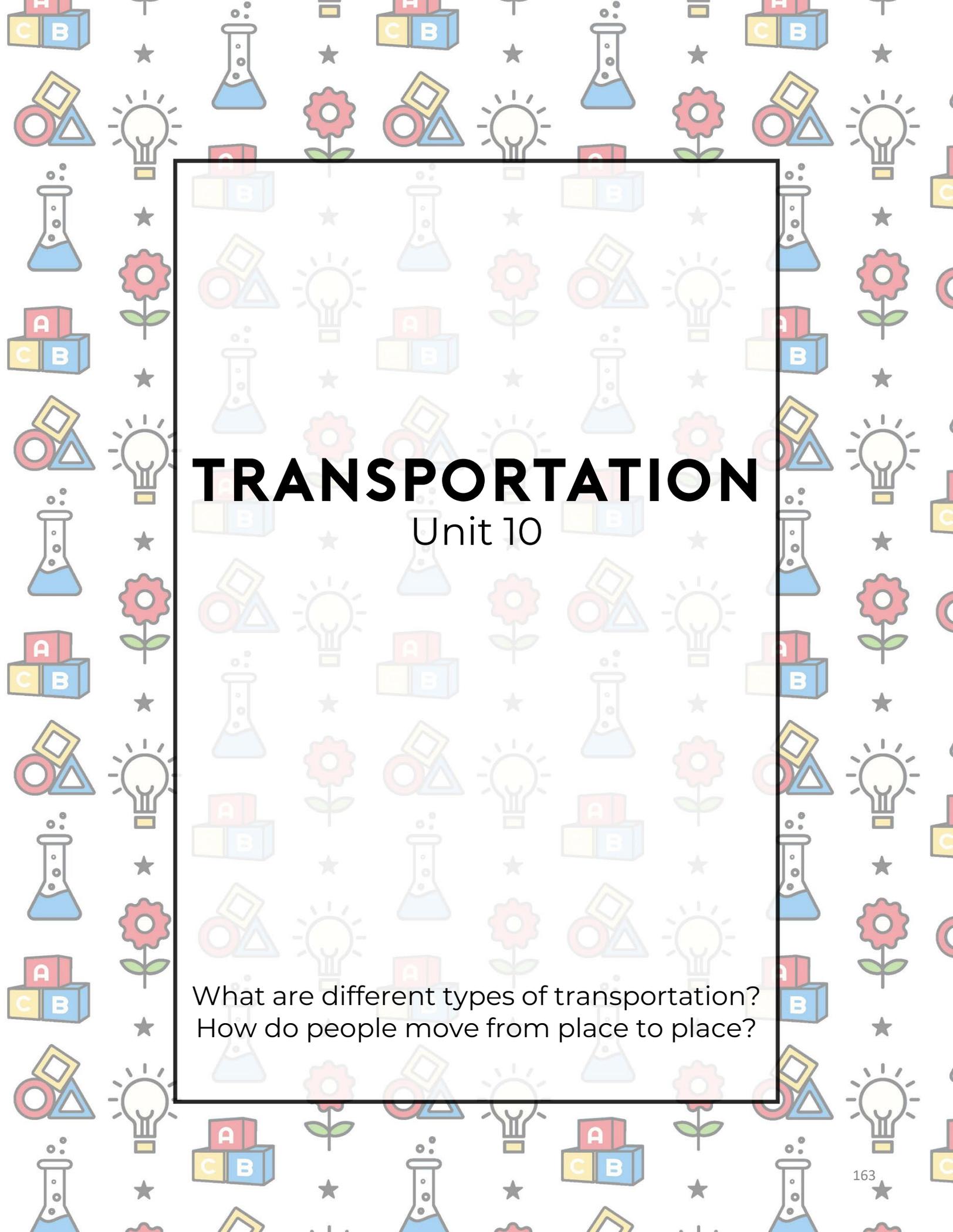
EASY ACTIVITY – SHAPE POLICE CAR

In this activity, your child will make a police car out of shapes.

Using $\frac{1}{2}$ a paper plate as the base, cut out additional shapes for your child to glue together into a police car.

First, paint the plate blue. Then add the shapes.





TRANSPORTATION

Unit 10

What are different types of transportation?
How do people move from place to place?

TRANSPORTATION

WELCOME TO THE TRANSPORTATION UNIT! This unit is full of activities based on how people get from one place to another. Trucks, cars, buses, boats, planes and trains are important to our world. *(Make sure to add in any specific transportation types for the area you live in.)*

One emphasis you will make this week is that we use different modes of transportation for different reasons. Boats travel on water, planes by air, and trains need train tracks. Have you ever seen a boat on a train trestle?

As you see vehicles in the real world, make sure to point them out to continue talking and learning about transportation.

This unit relies heavily on toy vehicles. If you don't own many cars, trucks or trains, talk to friends and neighbors to see what you can borrow for this unit.

The focus letter for this unit is Tt for transportation.

SUPPLIES

- Various cars and trucks
- Various train tracks and trains
- Construction paper
- White construction paper or white board
- Washable paint
- Playing cards
- Painter's tape or masking tape
- Glue
- Dry erase marker
- Roll of butcher paper
- 1 paper plate
- Paper napkins
- String
- Paper clips
- Dot stickers
- Dice
- Sticky notes

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other transportation-themed books you have or can find at the library.

- Truck
by Donald Crews
- The Little Engine that Could
by Watty Piper
- Boats Float!
by George Ella Lyon
- The Old Truck
by Jerome Pumphrey and Jarrett Pumphrey
- The Airport Book
by Lisa Brown
- The Little Red Caboose
by Marian Potter

TRANSPORTATION

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

POEM

The train runs down the track
And then it runs up and back.

The car drives down the street.
Down and back, pretty neat.

The plane flies in the sky,
See him flying up so high.

SONG

The Wheels on the Bus by anonymous

The wheels on the bus go round and
round, round and round, round and
round.

The wheels on the bus go round and
round, all through the town.

**continue singing with other parts of
the bus

TRANSPORTATION WEEK 1

QUESTIONS FOR THE WEEK
What are different types of transportation? How do people move from place to place?

GOALS: Children will learn about different modes of transportation and how people move from place to place.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Truck</u>	<u>Truck</u>	<u>The Little Engine that Could</u>	<u>The Little Engine that Could</u>	<u>Boats Float!</u>
THINGS TO TALK ABOUT	What types of transportation have you used?	Introduce letter Tt Find the letter Tt in the book	Talk about trains: what types are there and what do they do?	Review letter Tt Find the letter Tt in the book	Retell different types of boats
LEARNING ACTIVITY	Math: Sort toys - Make a transportation graph	Alphabet Hunt: Tt match up with trucks and trains	Math: Use cars to measure - how many cars long is the table?	Math: Drive the cars number line activity	Math & Art: Build a boat out of shapes
EASY ACTIVITY	Art: Paint your trucks	Math: Count the parts of your vehicles	Art: Paint with train cars	STEM: Train track skee ball	STEM: Make boats to float and play with

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"This week, we are going to be learning about transportation. That's a fancy way to say 'the things that move people from place to place' like cars, buses, and planes. What else moves people from place to place?"

Talk to your child about different modes of transportation.

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Truck.

This book only has labels so it's important to look at all the modes of transportation on each page and build your own story.

THINGS TO TALK ABOUT

Talk about transportation. *"What types of transportation have you been in?"*

LEARNING ACTIVITY – SORTING VEHICLES

Today, your child will be [sorting vehicles](#). You will want an assortment of different cars, trucks, trains, etc.

First, make a simple graph on the floor using masking tape. Make sure you have enough columns for each vehicle type.

Dump out the toys. Have your child first sort them into groups. Next, help your child to line them up in the graph, one group per column.

Ask questions about the graph. *"Which mode of transportation has the most?"*
"Which has the least?" *"How many cars are there?"* Repeat for each type. *"Which is more: the train cars or the trucks?"*



EASY ACTIVITY – PAINT TRUCKS

In this activity, your child will [paint plastic trucks or cars](#).

In a storage bin OR the bath tub, let your child paint plastic cars or trucks with washable paint. Test paint first, of course.

Once done, let your child clean the toys in the bath tub.



TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What are different types of transportation? How do people move from place to place?”

READ ALOUD

Reread Monday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Tt. Draw a letter Tt on a piece of paper or white board (upper and lower case).

“This is the letter Tt. I hear the letter Tt in the word transportation, taste, and tickle. It says the sound ‘t.’”

Look back through the read aloud book and find the letter Tt in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

In this activity, your child will find the letter Tt on truck and train toys.

On dot stickers, write several letter Tt’s, vary uppercase and lowercase. Place the dot sticker letters on toy trains and trucks. Hide trains and trucks around the room. Ask your child to find the trains and trucks, and drive them back to a pre-determined parking lot. Have them count the number of letter Tt stickers they find at the end.

EASY ACTIVITY – VEHICLE COUNTING

In this activity, your child will count the different parts of each vehicle.

Provide your child with a basket of transportation-themed toys. Take out each toy and inspect it. Have your child touch and count the different parts: How many wheels, windows, doors, etc.? Repeat for 5-10 vehicles.

Extension: Sort the vehicles into very specific groups (these all have 2 side mirrors). Emphasize noticing attributes and sorting that differs from size or color.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“Transportation vehicles move things from one place to another. Can you think of anything that gets moved using these machines?”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read The Little Engine that Could.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about the different trains in the book. *“What kind of trains are there? What are trains used for?”*

LEARNING ACTIVITY – MEASURING WITH CARS

For this activity, your child will use cars as a “non-standard” unit of measurement.

Gather a basket of similar sized cars for your child to use. Together, walk around the house and use those cars to measure different items. Line the cars up bumper to bumper in a long car “train” or traffic jam.

Touch and count each car as you measure. *Make sure to use measurement terms when talking to your child, like length and width. Don’t expect them to use those terms but this is a great way to introduce them organically.*

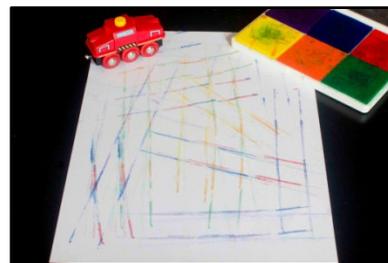
Extension: As your child works, be their scribe and write down the numbers of cars long or wide each object is. At the end, look back at the data together. Which was the longest object? Which was the shortest?

EASY ACTIVITY – PAINT WITH TRAIN CARS

Let your child use their train cars to paint with.

Use washable stamp pads or washable paint. Make sure to test this on your trains to make sure they won’t stain.

Roll the trains into the paint or stamp pad and then onto the white paper. Let your child explore the lines the train cars make.



THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Let's play Guess What I Am: I float in the water and go toot toot. What am I?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

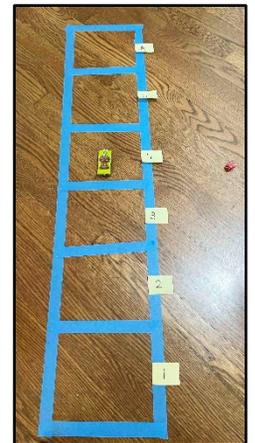
Today, you will revisit the letter Tt. *"Let's talk about the letter Tt."* On the top of a sheet of paper or small white board, write letter Tt.

"This is the letter Tt. Tt makes the sound 't'. I hear the letter Tt in the word train, tiger, and top."

Look back through the read aloud book and find the letter Tt in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – DRIVE THE CARS

In this activity, your child will use dice and toy cars in a math activity. On the floor, use painter's tape to make a large hopscotch-esque number line, 1-6 (see photo). First, walk the number line with your child and count each number.



Next, grab a bin of toy cars and a dice. Have your child roll the dice and drive the car to that number. Repeat for other cars. *Which number ended up with the most cars? Which number had the fewest?* Once the activity is over, let your child have free play time with the number line. Let them use this new-to-them set up (for hopping, skipping, playing cars, building towers, etc.).

Extension: Make a number line 1-12 and use two dice in the activity. Emphasize joining the two numbers rolled.

EASY ACTIVITY – TRAIN TRACK SKEE BALL

During this activity, you and your child will make a [train track Skee ball jump](#).

Work together to create a long jump for your train track. Jump trains off the ramp and into buckets below similar to Skee ball. Experiment with the angle of the ramp and the number of cars you send down.



FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read [Boats Float!](#)

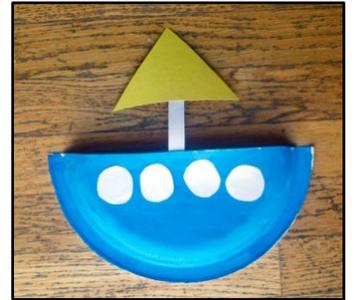
THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” different types of boats. Look back in the book to help them remember. Consider making a list to record your child’s thoughts.

LEARNING ACTIVITY – SHAPE BOAT

Your child will use half a paper plate and precut circles and a triangle to make a boat. Talk about two things: the shape of each piece and the job of a boat.

Let your child be creative with how they paint/decorate their boat.



EASY ACTIVITY – MAKE BOATS

Turn your bathtub into an ocean by making boats. Work with your child to come up with different “boat” designs. Get creative and make many different kinds of homemade boats to test.

Boat ideas:

- Wooden boats
- Paper boats
- Plastic building brick boats
- [Ice boats](#)
- Pool noodle boats
- Pie plate boats
- Styrofoam boats

Talk about which boats worked better, which sank, which disintegrated, etc. and why that might have happened.

TRANSPORTATION WEEK 2

QUESTIONS FOR THE WEEK
What are different types of transportation? How do people move from place to place?

GOALS: Children will learn about different modes of transportation and how people move from place to place.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>The Old Truck</u>	<u>The Old Truck</u>	<u>The Airport Book</u>	<u>The Airport Book</u>	<u>The Little Red Caboose</u>
THINGS TO TALK ABOUT	What do trucks do? Talk about different kinds of trucks	Review letter Tt Find the letter Tt in the book	What are airplanes? How do airplanes help people?	Review letter Tt Find the letter Tt in the book	Recall and Retell the story <u>The Little Red Caboose</u>
LEARNING ACTIVITY	Math: sort cars and trucks by similarities and differences	Math: Counting with cars and trucks	Math: Compare size. Sort vehicles by large, medium, and small	Math: Count how long a parachute flies	Letter Review: Review A, R, N, C, J, M, S, B, Q, U, H and T
EASY ACTIVITY	Sensory: Muddy trucks – clean them off!	Letter Tt art work for your alphabet art portfolio	STEM: Make paper airplanes	Art: Color in a “giant” drawing of vehicles	Art: Make a little red caboose

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

Reintroduce the topic of the week: Transportation

"We are going to continue learning about transportation this week."

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read The Old Truck.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about trucks: what are the jobs of trucks, what are different kinds of trucks?

LEARNING ACTIVITY – SORTING CARS AND TRUCKS

This is a simple cars and trucks sorting activity. Gather a basket of cars and trucks for your child to sort. This is a great time to talk about the words "similar" and "different." Emphasize the idea that objects can be the *same* and *different*. *"How are these vehicles the same? How are they different?"*

Work together to come up with different ways to sort:

- By size
- By color
- By job
- By number of wheels

Extension: Have your child come up with ways to sort the cars and trucks *without* telling you. Try and guess how the groups are sorted.

EASY ACTIVITY – MUDDY TRUCKS

In this activity, your child will clean muddy trucks.

First, set a beach towel on the floor. On top of it:
Fill $\frac{1}{2}$ of a storage container with mud.
Yes, mud. Bring in a little bit of dirt from outside and add water. In the other side of the container, place another small storage bin full of clean water.



Place small cars and trucks in the mud and let your child clean them. At the end, rinse everything and put the toys in the dishwasher.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"How do trucks move things from place to place?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will review the letter Tt. Draw a letter Tt on a piece of paper or white board (upper and lower case).

"This is the letter Tt. Tt says the sound 't'. I hear it in truck, tip, and turtle."

Look back through the read aloud book and find the letter Tt in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – COUNTING CARS

In this activity, your child will show numbers using sticky notes and toy cars. This activity is working on number recognition, counting, and understanding number quantity.

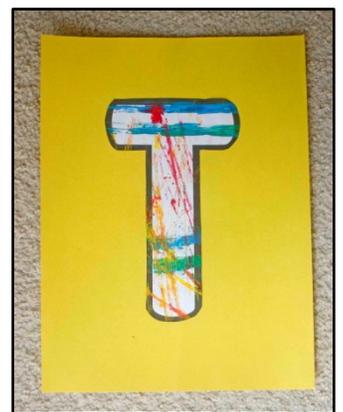
Write the numbers 1-10 on sticky notes and mix them up. Ask your child to grab a sticky note, read the number, and show that many cars. Repeat with all numbers 1-10.

Extension: After a new sticky note is selected, ask your child if the new number is more or less than the last number they selected.

EASY ACTIVITY – ALPHABET BOOK PAGE

For this alphabet page (T), you will need trucks and paint.

On their letter T sheet, have your child dip the wheels of a truck in paint and drive them back and forth over the letter T. Talk about the letter T, its sound, and words that start with T. Cut out the letter T and glue it to construction paper.



WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What do you think of when you see an airplane? How do airplanes make you feel?”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read The Airport Book.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about airplanes. *“What are airplanes?” “How do they get people from place to place?”*

LEARNING ACTIVITY – COMPARING SIZES

In this activity, your child will compare the sizes of different toy cars, boats, trucks, trains, and airplanes.

This activity focuses on the vocabulary words large, medium, and small. Lay down three pieces of construction paper – one for each size.

Ask your child to sort the toys by large, medium, and small.

EASY ACTIVITY – PAPER AIRPLANES

Today, you and your child will make paper airplanes. Work together to follow the steps and make them fly. Try different paper plane styles, use different paper, color them, and measure their flight path to see which plane flies the farthest.

Tip: There are easy tutorials on YouTube.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“Let’s play Guess What I Am: I carry big loads. I can drive on the freeway. I haul things. What am I?”

READ ALOUD

Reread Wednesday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Tt. *“Let’s talk about the letter Tt.”* On the top of a sheet of paper or small white board, write letter Tt.

“This is the letter Tt. Tt makes the sound ‘t’. I hear the letter Tt in the word time, Tuesday, and tree.”

Look back through the read aloud book and find the letter Tt in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – COUNTING FLIGHT TIME

In this activity, your child will make a simple parachute and count how long it flies for.

To make a simple parachute, use an open napkin or a coffee filter. Carefully tape four pieces of string to each corner of the napkin or coffee filter. Take the ends and loop them through a paper clip (or other small item). Secure with a knot and/or additional tape.



The adult stands on a table to drop the parachute. Count how long it flies for, and record the time. Repeat from different heights and vary the “parachuter” (*What else can you use other than a paper clip?*). At the end, compare the flight times and parachuters. What flew best?

EASY ACTIVITY – GIANT COLORING

In this activity, you will make a [child-sized coloring page](#). On a large sheet of butcher paper, draw with a marker the outline of different types of vehicles/ways to move. Help your child name them as you draw. These drawings should be simple and large.



Let your child paint or color in each picture like a giant child-sized coloring page.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read The Little Red Caboose.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” the story of The Little Red Caboose.
Help them identify the beginning, middle and end of the story.

LEARNING ACTIVITY – ALPHABET REVIEW

Today, you will review the letters: A, R, N, C, J, M, S, B, Q, U, T,
and H by making an alphabet train.

Make a train (using wooden trains, block trains, etc.) that is
12 cars long. On dot stickers, write each letter in both upper
and lower case.

Place a single lower case letter/dots on each train car. Ask
your child to match up the upper case letter/dots to the correct
train car. Give them time to play with their alphabet train.



EASY ACTIVITY – MAKE A RED CABOOSE

This activity is about making a little red caboose out of shapes.

Using half a sheet of red construction paper as the base, cut out black wheels for the
caboose. Give your child a black crayon to draw the lines on the caboose.

Help them glue the caboose to a sheet of paper, then decorate around it.

ON THE FARM

Unit 11

What is a farm?
Who lives on a farm?

ON THE FARM

WELCOME TO THE FARM UNIT! This “On the Farm” unit is designed to help children learn more about farm life, what happens on a farm, and who lives on a farm.

During this unit, children will read books about farm life, interact with farm animals, and build background knowledge about farm life. This unit does need some plastic farm animal toys as supplies. Check with friends and neighbors to borrow some so you have a big enough collection to work with.

In this unit, a new math skill is introduced: comparing quantity. By comparing “which is more” or “which is less,” your child is demonstrating their understanding of numbers and what those numbers represent. While this may seem like an innate or basic skill, as kids grow in math, this translates into their comprehension of addition, subtraction, and place value. It is critically important.

The focus letter is Ff for farm.

SUPPLIES

- Plastic animal toys
- Cotton balls
- White construction paper or white board
- Dice
- Washable paint
- Yarn
- Paper plate
- Dry erase marker
- Rubber glove (doctor’s office style)
- Magnetic alphabet letters
- Construction paper
- Popcorn kernels
- Tissue box
- Cheerios
- ½ cup heavy whipping cream
- Small container (baby food jar sized)
- Wet glue
- Tear-free soap
- Playing cards
- Milk

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other farm-themed books you have or can find at the library.

- Farming
by Gail Gibbons
- Big Red Barn
by Margaret Wise Brown
- Farm
by Heather Alexander
- Farm Animals
from Nat’l Geographic
- Mrs. Wishy Washy’s Farm
by Joy Cowley
- Acoustic Rooster and the Barnyard Band
by Kwame Alexander

ON THE FARM

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

SONG

by anonymous

Sing "Old MacDonald" during this unit.

Make sure to emphasize different animals that live on a farm.

POEM

by anonymous

Shovels, rakes, and even hoes
Help the farmer as he sows.
First, he digs into the ground;
Then he plants some seeds around.
Shovels, rakes, and even hoes
Help the farmer as he sows.

ON THE FARM

WEEK 1

QUESTIONS FOR THE WEEK

What is a farm?
Who lives on a farm?

GOALS: Children will be introduced to life on a farm – farm work, farm animals, and farm food.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Farming</u>	<u>Farming</u>	<u>Big Red Barn</u>	<u>Big Red Barn</u>	<u>Farm</u>
THINGS TO TALK ABOUT	What is a farm? Make a list or draw a picture to match	Introduce letter Ff for farm Find the letter Ff in the book	Talk about farm animals – what are their jobs?	Review letter Ff for farm Find the letter Ff in the book	Recall 3 facts about farms
LEARNING ACTIVITY	Math: sorting animals who live on the farm	Alphabet Hunt: Find the letter Ff & farm animals	Math: Which number has more wool?	Math: More or less?	Art: Make a pig from painted pink circle/plates
EASY ACTIVITY	Gross Motor: Make an animals dice to move like the animals	Math: Count the fleece on the sheep	Art: Farm animal foot prints through mud (brown paint)	Art: Paint a spider web with yarn	Fine Motor Skills: Milk the cow and fill the cup

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

“Let’s talk about farm life. What is a farm? Who lives on a farm? What happens at a farm?”

“This week, we will be learning about farms!”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read Farming.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about farm life – *“What happens on a farm?” “What is the purpose of farms?”* To collect your child’s ideas, either keep a list of their answers or draw a picture of a farm, adding the things they mention to your picture.

LEARNING ACTIVITY – SORTING FARM ANIMALS

Today, your child will be sorting animals.

You will need a large basket full of animal toys. In this activity, your child will be sorting by “farm animal” vs. “not farm animal.” As your child sorts the animal toys, talk about each farm animal. What is their job on the farm? This is the chance to introduce many of the animals who live on a farm.

“What do chickens do on a farm?” “Why aren’t lions a farm animal?”

EASY ACTIVITY – MOVE LIKE THE ANIMALS

In this gross motor activity, you will need to make an animal dice.

Take an empty cube shaped tissue box. Wrap it in butcher or kraft paper. Draw a picture of or write the name of 6 different farm animals. Have your child throw the dice then act out the animal they see.

For example, if they roll a chicken, they need to cluck and flap their wings around the house.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Let's talk some more about farms. What do you like about farms?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Ff. Draw a letter Ff on a piece of paper (upper and lower case).

"This is the letter Ff. I hear the letter Ff in the words farm, friend, and fix. It says the sound 'f.'"

Look back through the read aloud book and find the letter Ff in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

In this activity, your child will find the letter Ff's.

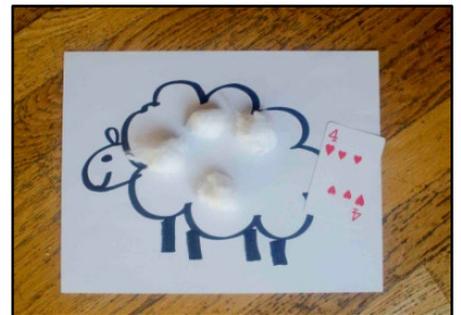
Tape a bunch of letter Ff's onto farm animal stuffies or toys. Hide them around the house. Tell your child that today, they are a farmer.

"Oh no!! The farm animals have taken the letter Ff's and run off the farm! Find the animals with the letter Ff and bring them back to the farm." If you have a farm or barn toy, make that the place for the animals to be returned to.

EASY ACTIVITY – SHEEP COUNTING

In this activity, your child will use cotton balls to count.

On a piece of construction paper, make a simple sheep outline. Give your child a set of playing cards (2-10 only). Have them turn over a card and place *that many* cotton balls on their sheep. Empty off the cotton balls and start again.



Optional: At the end, let them glue all the cotton balls onto the sheep or make their own entirely.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What does a barn do on a farm? Why do farms usually have a barn?”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read Big Red Barn.
Ask your child questions about the story while you read.

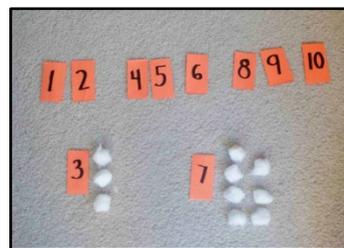
THINGS TO TALK ABOUT

Talk about animals that live on the farm. Look back through the book. *“What is the job of some of these animals?” “What sound does each animal make?”*

LEARNING ACTIVITY – WHICH IS MORE?

For this activity, your child will compare the value of two numbers.

On small pieces of construction paper, write each number 1-10. Your child will pick two numbers and compare them. Use sheep’s wool aka cotton balls and make groups of these numbers (if your child pulls out numbers 3 and 7, help them make a group of 3 and a group of 7). Once they have finished, have them look at the two groups. *“Which is more? Which is less?”* Use phrasing such as, *“Yes! 7 is more than 3.”*



Repeat as many times as you’d like.

Extension: You can also introduce key vocabulary words like *greater than* and *less than* if your child is ready (3 is less than 7. 7 is greater than 3).

EASY ACTIVITY – MUDDY FOOTPRINTS

In this activity, your child will make muddy footprints with their animal toys.

Take your child’s (plastic) farm animals, a piece of construction paper, and brown paint. Let your child walk the animals through the paint and onto the paper. This will create “muddy” footprints like on the farm.

Talk about how different each footprint is.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Let's play 'What am I?' I live on the farm. I eat grass. I make milk. What am I?"
Continue playing with other farm animals.

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Ff. *"Let's talk about the letter Ff."* On the top of a sheet of paper or small white board, write letter Ff.

"This is the letter Ff. Ff makes the sound 'f'. I hear the letter Ff in the word friend, fun, and Friday."

Look back through the read aloud book and find the letter Ff in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – MORE OR LESS?

In this activity, your child will continue working on the concept of *more than, less than*. For this activity, you will need 10 farm animals. On the floor, make two "pens" (squares). Grab a handful of animals and set them in one "pen." Do the same with a different amount for the second "pen."

Before counting the animals, ask your child to guess which pen has more, which has less? Then have them touch and count each animal and tell you again which pen has more and which has less. Repeat with other animal-number amounts.

Extension: Once your child has determined how many animals are in each pen, ask them to *join* all the animals together (use the word join rather than add). *How many animals do we have altogether?*

EASY ACTIVITY – PAINT A SPIDER WEB

On a piece of white construction paper, your child will use yarn to make a spider web painting. Talk about the importance of spiders to farm life.

Show your child the yarn. Talk about the yarn and imagine it is your child's own silky thread. Let them drag the yarn through the paint and onto a piece of paper to make their own design.



FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable). Read Farm.

*The book today isn't written in a traditional narrative. Pick and choose how to read this book to your child. It may take a few days.

THINGS TO TALK ABOUT

Today, you will ask your child to "recall and retell" information about farms. Ask them to teach you 3 facts about farms.

LEARNING ACTIVITY – MAKE A PIG

In this activity, your child will use circles to make a pig.

First, have your child paint a paper plate pink. Next give them pre-cut circles to make the pig's face. The goal of this activity is to make a pig AND to practice using a glue stick.

Save this pig for an activity next week.



EASY ACTIVITY – MILK A COW

In this silly activity, your child will "milk" a cow.

Take a rubber glove (think doctor's office glove) and fill it with milk. Tie the top shut. Carefully give it to your child. Poke ONE small hole in one finger to simulate an udder. Let your child "milk" the cow to fill up a glass of milk.

ON THE FARM

WEEK 2

QUESTIONS FOR THE WEEK

What is a farm?
Who lives on a farm?

GOALS: Children will be introduced to life on a farm – farm work, farm animals, and farm food.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Farm Animals</u> Nat'l Geographic	<u>Farm Animals</u> Nat'l Geographic	<u>Mrs. Wishy Washy's Farm</u>	<u>Mrs. Wishy Washy's Farm</u>	<u>Acoustic Rooster and the Barnyard Band</u>
THINGS TO TALK ABOUT	What have you learned about farms that was new to you?	Review letter Ff for farm Find the letter Ff in the book	What are jobs that people have on farms?	Review letter Ff for farm Find the letter Ff in the book	Recall and Retell
LEARNING ACTIVITY	Math: Sorting alphabet letters by color	Letter Ff art work for your alphabet art portfolio	Math: Filling station with popcorn kernels (capacity)	Math: Roll & Count – making corn	Letter Review: Find the letters & match
EASY ACTIVITY	Sensory: Make a farm small world sensory bin	Math: Making numbers from popcorn	Art: Use a cotton ball and brown paint to create a muddy pig	Sensory: Wash animals like Mrs. Wishy Washy	Science: Make butter in a jar

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"The farm sounds like such a fun place. What would you want to do on a farm?"

"This week, we are going to keep talking about farm life."

READ ALOUD

*The book today is long, non-fiction, and doesn't tell a traditional story. Pick and choose the pages your child will be most interested in.
Read [Farm Animals](#) by National Geographic.

THINGS TO TALK ABOUT

Talk about the farm animals in the book. *"Did you see any animals that surprised you?"* *"What is something new you learned from this book?"*

LEARNING ACTIVITY – ALPHABET SORTING

Today, you will be [sorting alphabet magnets](#) by color.

This is a simple literacy based sorting activity. Using colorful alphabet magnets, sort letters by color. Talk about the letters as your child sorts, especially letters that haven't been taught yet.



Easy Activity – Small World Farm

Make a simple [small world farm](#) for your child.

Small worlds are a great way to invite creativity and imagination. Take a small storage tub – shoe box sized. Add rice or popcorn kernels, coffee grinds, rocks, etc., to build a small farm scene (think diorama style).



Place some farm animals, a tractor toy, small barn, etc., to make the small world come to life. Let your child explore the space and play freely.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What are your favorite farm animals? Why do you like that animal?"

READ ALOUD

Continue reading from Farm Animals from National Geographic.

THINGS TO TALK ABOUT

Today, you will review the letter Ff. Draw a letter Ff on a piece of paper or white board (upper and lower case).

"This is the letter Ff. Ff makes the 'f' sound. I hear the letter Ff in the words fill, fold, and flowers."

Look back through the read aloud book and find the letter Ff in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET BOOK PAGE

Today, your child will make their letter F alphabet page.

On their letter F page, your child will make a print of their foot. First, carefully have your child step in paint OR paint the bottom of their foot. Next, place the foot onto the letter Ff. Finally, wash their foot and/or put your child in the bath tub. Cut out the letter F and glue it to construction paper.



EASY ACTIVITY – MAKING NUMBERS

In this activity, your child will make textured numbers to feel and count using popcorn kernels. Talk about the importance of corn on a farm.

This activity focuses on number recognition – seeing 5 and knowing it's five. On cardboard or thick paper, cut out five 4 inch x 4 inch squares. On each square, write a single number (1-5).



With your child, add a bead of wet glue to trace a number. Let your child stick popcorn kernels (or popped popcorn) to the glue. As they work, talk about each number, what it looks like, its shape, and talk about how corn grows on a farm. *Use extreme supervision and caution with children and popcorn.*

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"We've been learning about the farm. What are some jobs people have on farms?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Mrs. Wishy Washy's Farm.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about jobs on the farm. What does the farmer do all day? What do farmers need to take care of, what do they grow, etc.?

LEARNING ACTIVITY – COMPARING CAPACITY

For this activity, your child will explore capacity while playing with a scooping station.

On a beach towel, set a storage container. Dump in a bag of un-popped popcorn kernels. *Use extreme supervision and caution with little ones and popcorn.* Let your child explore filling and dumping the kernels into jars and other containers. Give them time to experiment with capacity and "how much" can fit in each jar.

EASY ACTIVITY – MAKE A MUDDY PIG

In this simple art activity, your child will paint a muddy pig.

Last week, your child made a pig as an art project. This week, they will make that pig muddy. Give your child a plate with brown paint and cotton balls. Ask them to make the pig muddy by dabbing brown paint on the pig.

Talk about pigs and why they love mud. *"What do pigs eat on a farm?"*

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"How would you help out at a farm?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Ff. *"Let's talk about the letter Ff."* On the top of a sheet of paper or small white board, write letter Ff.

"This is the letter Ff. Ff makes the sound 'f'. I hear Ff in fire, fly, and flip."

Look back through the read aloud book and find the letter Ff in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ROLL & COUNT CORN

In this activity, your child will make corn art.

First, you will need to cut out a corn shape from a piece of yellow construction paper. Grab a bowl of dry Cheerios and a dice. Have your child roll the dice, count out that many Cheerios then glue them onto the corn.

Remember to model how to use wet glue. Repeat until the corn is full of Cheerios.



EASY ACTIVITY – WASHING ANIMALS

In this activity, your child will get to play "Mrs. Wishy Washy."

First, set a beach towel on the floor. On top of it, set a storage container full of soapy water (use tear free soap). Drop in a bunch of plastic animals along with sponges and scrubbing brushes.

Let your child play "Mrs. Wishy Washy" and wash all the animals.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Acoustic Rooster and the Barnyard Band.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” the story they read today. Help them remember the sequence of events. Help them use the words: first, next, and last.

LEARNING ACTIVITY – ALPHABET REVIEW

Alphabet Letter Review: A, R, N, C, J, M, S, B, Q, U, H, T, and F. In this activity, your child will “[erase the ABCs](#).”

Start by printing all these letters on a window or sliding glass door using a dry erase marker. Make sure to print both upper and lower case forms. Give your child a paper towel and call out letters for them to erase.

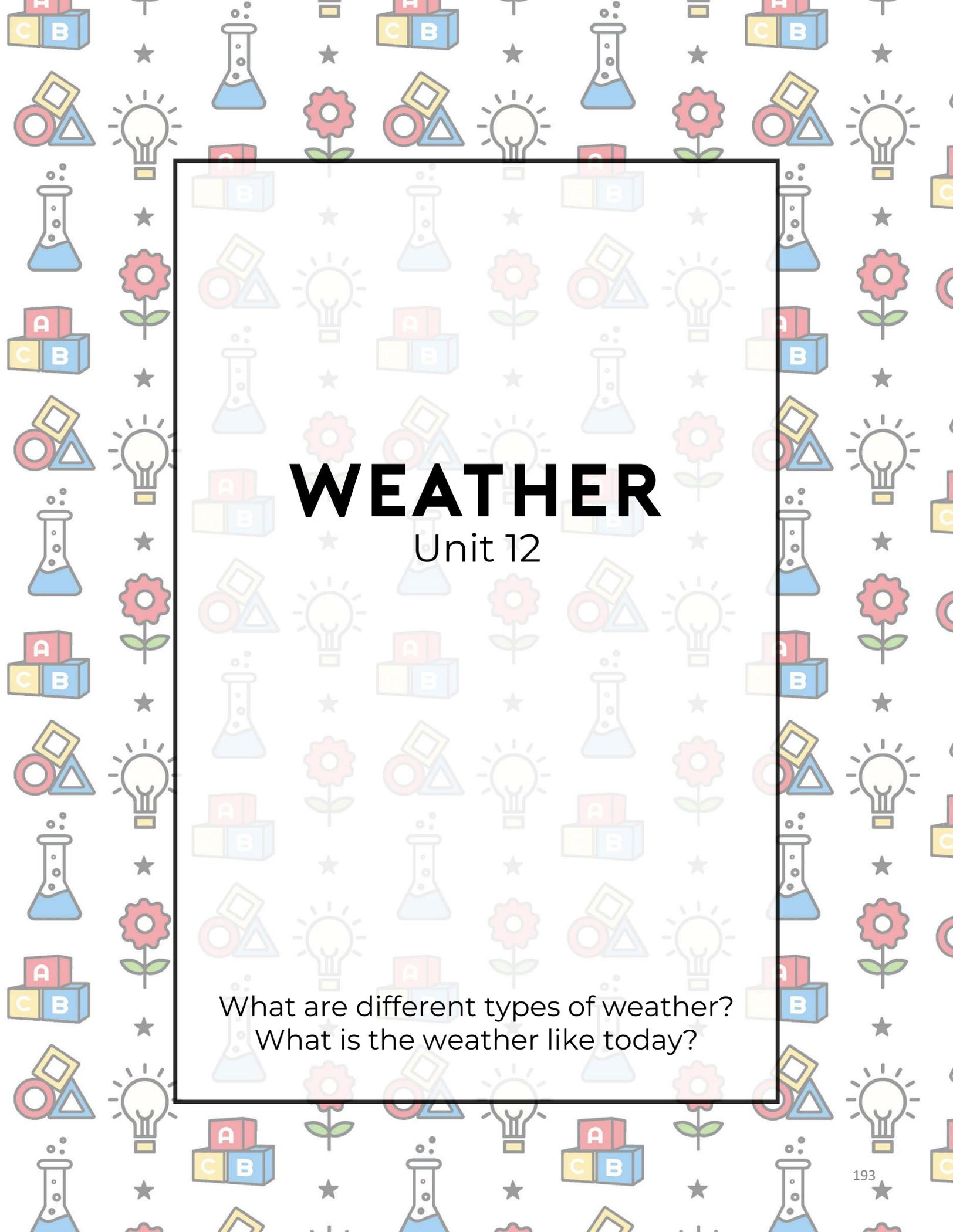


EASY ACTIVITY – MAKING BUTTER

In this activity, you and your child will make butter in a jar. Here’s how:

- Fill a small jar (think baby food jar) with $\frac{1}{2}$ cup heavy whipping cream.
- Begin shaking the jar with your child. Shake VIGOROUSLY. Listen to the sound of the sloshing cream – it will change as it hardens. This will take several minutes.
- First, it will turn into a whipped cream like substance.
- Keep shaking.
- You will “know” once the butter has formed – the jar will go mostly silent.
- Carefully open up the lid to see the butter separated from the butter milk.
- Pour off the butter milk carefully.
- Gently remove the butter from the jar and rinse the butter carefully.
- Add a little salt if you like.

*Pairs really well with the Bread in a Bag from Unit 5 (pg. 102).



WEATHER

Unit 12

What are different types of weather?
What is the weather like today?

WEATHER

Welcome to the Weather unit! This unit is designed to introduce your child to different kinds of weather and help them begin thinking about how weather affects us (like what we wear and how we play outside).

This unit is full of vocabulary words (rain, cloud, windy, sun) and is an easy theme to carry with you all day long. Talk about the changing weather, what's going on outside, and how to describe it.

Emphasize the purpose of weather during these two weeks: the importance of rain and sun, what clouds are for, etc.

Please note that this unit has two focus letters. Week 1 is letter Ww for weather. Week 2 is Kk for kite.

SUPPLIES

- Cotton balls (lots)
- Plastic cups
- Construction paper
- White construction paper or white board
- Shaving cream
- Food coloring
- Painter's tape or masking tape
- Glue
- Dry erase marker
- Straw
- Plastic tongs
- Flour
- String
- Plastic bag
- Froot Loops
- Empty plastic liter bottle
- Sticky notes
- Dice
- Paint
- Ribbon
- Dot stickers

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other weather-themed books you have or can find at the library.

- All About Weather
by Huda Harajli
- Shapes in the Sky
by Josepha Sherman
- In the Rain (In the Weather)
by Elizabeth Spurr*
- Hello, World! Weather
by Jill McDonald
- Goodbye Winter, Hello Spring
by Kenard Pak**
- A Rainbow of My Own
by Don Freeman

*Elizabeth Spurr's "In the Weather" series is perfect for this unit. Feel free to choose a book from the series that fits best with your local weather.

**Kenard Pak's "Goodbye" series has four books, one for each season transition. Choose the season transition best for you.

WEATHER

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

SONG

by anonymous

You are My Sunshine

You are my sunshine.
My only sunshine.
You make me happy,
when skies are gray.
You'll never know dear,
How much I love you.
Please don't take my sunshine away.

POEM

by anonymous

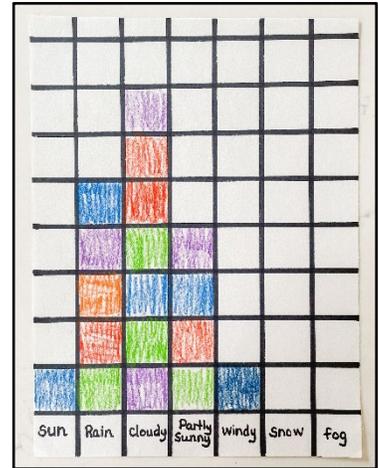
The wind came out to play one day.
He swept the clouds out of his way.
He blew the leaves and away they flew.
The trees bent low and their branches
did too.
The wind blew the great ships out to
sea.
The wind blew the kite away from me.

WEATHER

The Weather Unit has two additional long-term projects. One, however, is dependent on weather and climate in your area. The other is a great activity to add into your morning calendar routine going forward.

GRAPHING THE WEATHER

You will be keeping track of each day's weather with your child by making a simple graph. Draw or print a grid/table (see photo). Across the bottom, write different weather that's specific to your area. This might be sunny, cloudy, rainy, partly sunny, foggy, windy, snowy.



Each day, after your child checks the weather, color in one square in the correct column to show the weather for that day. Over the next two weeks, or month, you'll be able to have conversations about the weather graph: *"How many sunny days have we had? Oh, I see one of the types of weather has happened two times. Can you find which one? What type of weather have we had the most of?"*

Keeping a weather graph is a great option for each month until the end of Playing Preschool.

HOMEMADE RAIN GAUGE

This activity is climate dependent. If this isn't a rainy season where you live, try saving this activity until it is (if ever).

You will need a plastic bottle. Cut off the top portion of the bottle and place the spout (inverted) back into the bottom portion (see photo). Along the side of the bottle, use a ruler and a permanent marker to draw centimeters or inches. This is how you will measure the rain collected.

Talk about a rain gauge as a tool for measuring rain fall. Leave the rain gauge outside and watch as it fills with rain over time.



WEATHER

WEEK 1

QUESTIONS FOR THE WEEK

What are different types of weather?
What is the weather like today?

GOALS: Children will learn more about weather, what are different types of weather and how weather affects our lives.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>All About Weather</u>	<u>All About Weather</u>	<u>Shapes in the Sky</u>	<u>Shapes in the Sky</u>	<u>In the Rain</u>
THINGS TO TALK ABOUT	Talk about weather and weather vocabulary words	Introduce letter Ww for Weather Find the letter Ww in the book	What are clouds and what do they do?	Review letter Ww for Weather Find the letter Ww in the book	Recall: What are types of weather?
LEARNING ACTIVITY	Math: Sort clothing based on weather	Alphabet Hunt: Find the letter Ww on windows.	Math: Measure the rain (pouring through colanders)	Math: Use tongs to put clouds into numbered cloud cups.	Math & Art: Make a kite craft from shapes
EASY ACTIVITY	Sensory: Make a weather sensory bin	Math: Roll & Cross Dice Game	Art: Make cloud art (glue practice – life skills)	Science: Make a rain cloud in a jar	Letter Ww art work for your alphabet art portfolio

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"This week, we are going to be learning about weather. What's our weather like today? What are some other types of weather you have seen?"

Talk to your child about different types of weather.

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read All About Weather. *This is a longer book with lots of information, and may need more than one day to read through.

THINGS TO TALK ABOUT

Talk about weather. *"What do we wear when it's hot outside? What about when it's cold?"*

LEARNING ACTIVITY – CLASSIFYING CLOTHING

Today, your child will be sorting clothing based on types of weather.

First, gather clothing items that go with different seasons, temperatures, and types of weather. Decide how you want your child to sort the clothes: by cold weather or warm weather, by wet weather or dry weather, etc.

Ask questions as your child sorts: *"When it's snowy out, why don't we wear shorts?"*
"What should I wear when it's raining?"

EASY ACTIVITY – WEATHER SENSORY BIN

In this activity, your child will play with a weather themed sensory bin.

In a storage container, place some people or animal toys. Give your child a straw to act out wind. In a separate bowl, add blue water and a cup with holes (rain). Also provide cotton balls (snow). Allow them to free play with this station and explore the weather.



Tip: Place the storage container on a beach towel for easier clean up.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What are different types of weather?”

READ ALOUD

Reread Monday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Ww. Draw a letter Ww on a piece of paper or white board (upper and lower case).

“This is the letter Ww. I hear the letter Ww in the word weather, water, and whale. It says the sound ‘w’.”

Look back through the read aloud book and find the letter Ww in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

In this activity, your child will hunt for the letter Ww on windows in your home. First, talk about how we use windows to find out what the weather is like each day.

Today, they’ll use windows to find the letter Ww. Throughout the house, place sticky notes on the windows (a mix of Ww’s and other letters). Send your child to “check the weather windows,” find the Ww’s, and return back to you with them.

EASY ACTIVITY – ROLL & CROSS

In this activity, your child will roll a dice and cross out matching numbers in a game called “[Roll and Cross](#).”

Take a sheet of construction paper and cut it in half the long way. On one sheet, write the numerals 1-6. Give your child a dice and a marker (you can make a giant dice from a tissue box wrapped in Kraft paper OR use a regular sized dice). Ask them to roll the dice and then cross out the numeral. Repeat until they have crossed out all the numbers.



Extension: Make this same set up for yourself. “Race” your child to see who can cross out the numbers fastest.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Let's look out our window: are there clouds today? How do the clouds look?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Shapes in the Sky.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about what clouds are and what things come from clouds (rain, hail, sleet, snow).

LEARNING ACTIVITY – MEASURING RAIN

For this activity, your child will measure rain (aka water).

In a storage container OR the bath tub, set your child up a rain catching station. Give them cups with varying sized holes cut in the bottom, colanders, and funnels. Add in several empty containers.

Finally, give them a bowl of blue "rain" water. Have them scoop the water into their containers and "rain" into the empty cups. *"Which makes it rain hardest?"*

EASY ACTIVITY – CLOUD ART

Let your child make some easy cloud art!

On blue sheets of paper, let your child glue cotton ball clouds. Show them how to pull apart their cotton balls and glue them down.

If you want, you can introduce the idea that not every cloud is the same and that there are different types of clouds.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What would you wear in a rain storm? What would you wear on a hot day at the beach?”

READ ALOUD

Reread Wednesday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Ww. *“Let’s talk about the letter Ww.”* On the top of a sheet of paper or small white board, write letter Ww.

“This is the letter Ww. Ww makes the sound ‘w’. I hear the letter Ww in the word wind, whiskers, and wand.”

Look back through the read aloud book and find the letter Ww in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – CLOUD COUNTING

In this activity, your child will use cotton balls to count clouds. Roll out a large sheet of paper and work together to paint it blue like the sky. Leave the paint/paper to dry while you do the “easy activity,” then come back to it.

On the now dry, blue paper, write the numbers 1-10 all over the sky. Your child will need to make clouds using *that many* cotton balls glued on top of your written number. Use wet glue, and model the process of gluing cotton balls to paper. Encourage them to make different cloud creations or shapes, just like we see in the sky.

EASY ACTIVITY – MAKING A RAIN CLOUD

This experiment illustrates a rain cloud to your child (see photo).

Take a glass. Fill it with water. On top of the water, add a large “cloud” of shaving cream.

With your child, begin adding food coloring drops (aka rain) to the shaving cream cloud. Eventually, the cloud will “burst” and the “rain” will start to fall into the water.



Check YouTube for “shaving cream rain cloud” videos if you need a better visual.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read In the Rain.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about weather. Ask lots of questions about types of weather, how weather affects clothing, and what we do during different weather types.

LEARNING ACTIVITY – SHAPE KITE

Your child will make a craft kite from shapes. Start by giving them a rhombus shape. Provide them with circles, triangles, and squares of construction paper to add to their kite.

Finally, add a ribbon tail. Save this kite for next week.

Tip: A rhombus is a shape, a diamond is a gem. Make sure to refer to this shape as a rhombus.

EASY ACTIVITY – ALPHABET BOOK PAGE

For this alphabet page (W), you will need red, green and black paint.

Your child will be making their W into a watermelon! To do this, draw a line in pencil separating the W in two parts (at about the 1/3 mark), On the top two-thirds, have your child paint red. On the bottom third, paint it green. With their finger, add black dots as seeds.

Cut out the W and glue it to construction paper.



WEATHER

WEEK 2

QUESTIONS FOR THE WEEK

What are different types of weather?
What is the weather like today?

GOALS: Children will learn more about weather, what are different types of weather and how weather affects our lives.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Hello, World! Weather</u>	<u>Hello, World! Weather</u>	<u>Goodbye Winter, Hello Spring*</u> (pick the seasons closest to you)	<u>Goodbye Winter, Hello Spring</u>	<u>A Rainbow of my Own</u>
THINGS TO TALK ABOUT	Introduce weather and seasons	Introduce letter Kk for kite Find the letter Kk in the book	Continue the discussion of seasons and weather where you live	Review letter Kk for kite Find the letter Kk in the book	Retell the story – highlighting the beginning, middle, end
LEARNING ACTIVITY	Math: Make a Froot Loop rainbow	Alphabet Hunt: Find the letter Kk on books	Math: Measuring with cotton ball clouds	Math: Puffy cloud counting with cotton balls	Letter Review: Review A, R, N, C, J, M, S, B, Q, U, H, T, F, W, and K
EASY ACTIVITY	Art: Make a windsock	Math: Snowy number match	Fine Motor: Rainbow Dot Stickers	STEM: Fly a plastic bag kite outside	Letter Kk art work for your alphabet art portfolio

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"We are going to keep talking about weather this week. What was the weather like yesterday?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read [Hello, World! Weather](#)
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about weather and seasons. *"When is it likely to be sunny?"*

LEARNING ACTIVITY – SORTING FROOT LOOPS

Today, your child will be sorting Froot Loops into a rainbow.

On a piece of white construction paper, draw the shape of a rainbow. Include lines in the middle to make "rows" or a "path" for the Froot Loops to follow.

Glue ONE Froot Loop to the start of each row to show your child where the colors should be sorted into (red, orange, yellow, green, blue, purple). Next, have your child sort the Froot Loops so they have color coded piles.



Make a line of wet glue for your child (or let them do it) and have them place the Froot Loops on the rainbow one row/color at a time.

Talk about rainbows and when/why they appear.

EASY ACTIVITY – MAKE A WIND SOCK

In this activity, your child will make a simple wind sock craft.

Let your child first color / decorate a piece of construction paper. Roll that paper into a tube shape and tape the ends together. Add tissue paper or ribbon tails. Hang it up after talking about what wind socks are and how they "show" wind.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What is your favorite type of weather?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Kk. Draw a letter Kk on a piece of paper or white board (upper and lower case).

"This is the letter Kk. I hear the letter Kk in the word kite, kitten, and kangaroo. It says the sound 'k'."

Look back through the read aloud book and find the letter Kk in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

In this activity, your child will fly with their kite (from last Friday's activity) to gather letter Kk's. If possible, this activity is most fun outside.

In trees and bushes, hide letter Kk's on small pieces of paper. Tell your child to fly with their kite around the yard or park to collect all the hidden letter Kk's.

EASY ACTIVITY – SNOWY NUMBERS

In this activity, your child will hunt for numbers in the "snow" (aka flour).

Lay down a beach towel. In a small storage tub, pour in a few cups of flour. Bury numbers into the snow for your child to find. Use playing cards, sticky notes, number puzzle pieces, number magnets, etc.



Next to the bin, make a "key" of the buried numbers on construction paper. Ask your child to match the buried numbers to the one on the "key." *Raw flour is NOT taste safe. Please use good judgement and supervision. You can also use cornmeal instead of flour.*

Extension: Make two keys, one for black and one for red cards. Place 1 of each color into the bin and have them find and sort the cards.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Today, we are going to talk more about seasons. Let's name the four seasons in a year."

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.

Emphasize making predictions – *"What do we think this book is about?"*

Read Goodbye Winter, Hello Spring (pick the season pairing that makes the most sense for your time of year).

Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about types of weather you may not have in your area (snow, hurricanes, tornados) and how those often occur in different seasons.

LEARNING ACTIVITY – MEASURING WITH CLOUDS

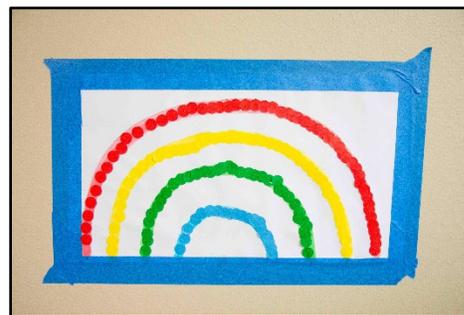
In this simple activity, your child will use cotton ball clouds as a non-standard unit of measurement.

Grab a basket of toys for your child to measure. Work with your child to line up cotton balls next to each toy to measure them. Point, touch and count each cotton ball as you measure.

EASY ACTIVITY – RAINBOW DOT STICKERS

Your child will make a dot sticker rainbow today.

On a white sheet of paper or a large piece of butcher paper, make a simple red, yellow, green, blue rainbow. Make each color just one line. Have your child add stickers to the line in the correct color to make a dot sticker rainbow.



THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Why is rain a good thing?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Kk. *"Let's talk about the letter Kk."* On the top of a sheet of paper or small white board, write letter Kk.

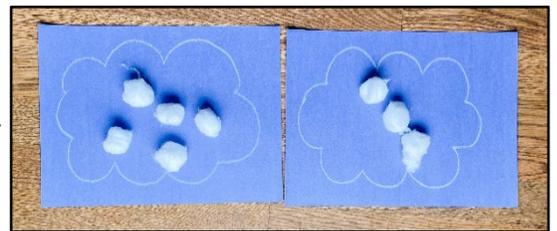
"This is the letter Kk. Kk makes the sound 'k'. I hear the letter Kk in the word koala, key, and kiss."

Look back through the read aloud book and find the letter Kk in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – PUFFY CLOUD COUNTING

In this activity, your child will roll a dice to make clouds and compare two numbers.

Make two clouds on blue paper with a white crayon. Give your child a bowl of cotton balls and a dice. Have them roll the dice and put that number of cotton balls on the cloud. Repeat for the second cloud.



Stop and compare the two numbers. *"Which number has more?" "Which number has less?"* Pour cotton balls back in the bowl and repeat.

Extension: Have your child combine the two "clouds" into one *mega* cloud. Use words like join and combine, not add. Ask them how many cotton balls are there altogether.

EASY ACTIVITY – FLY A BAG KITE

In this easy activity, your child will fly a plastic grocery bag kite.

Take a plastic grocery bag. Tie a string on each handle, then knot those strings together near the ends.

Head outside and fly that kite by running back and forth with it.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read A Rainbow of My Own.

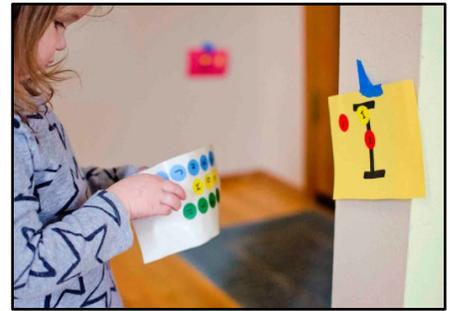
THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about the book A Rainbow of My Own. Help them explain the beginning, middle, and end.

LEARNING ACTIVITY – LETTER REVIEW

Your child will review the letters: A, R, N, C, J, M, S, B, Q, U, H, T, F, W, and K.

This is a two part letter review. First, cut construction paper in half and write a single letter on each. Tape to the wall. Play “Alphabet Find” by calling out the letters and having your child run to them.

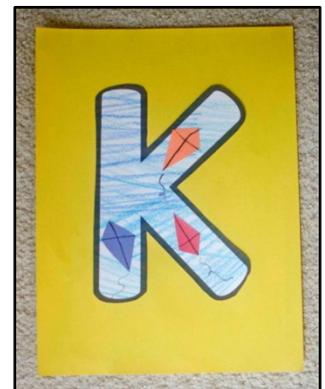


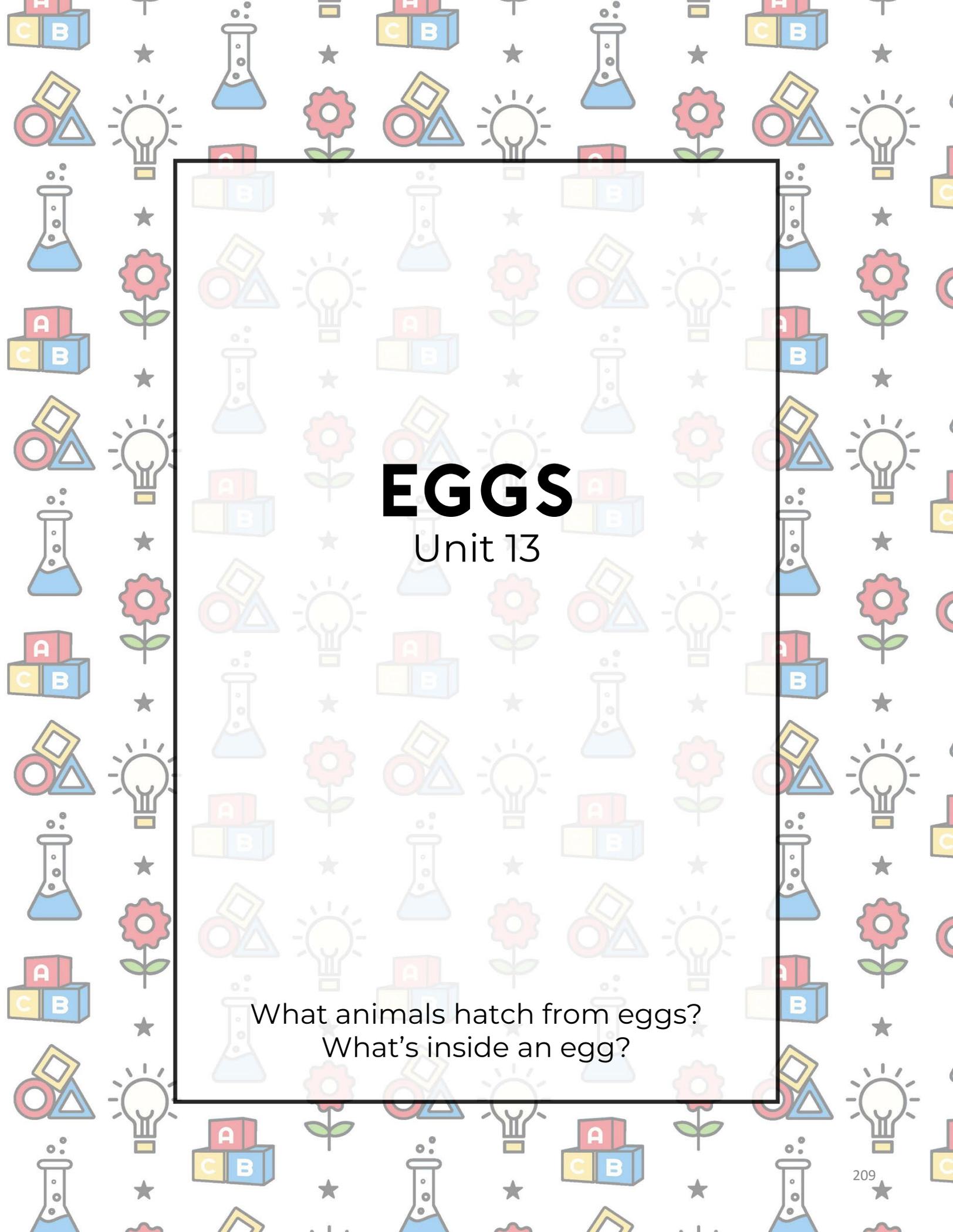
Next, print the same letters on dot stickers. Have your child place the correct dot sticker on each letter (make 2-3 sheets of stickers) for an [Alphabet Find Sticker Match](#).

EASY ACTIVITY – ALPHABET BOOK PAGE

For this alphabet page (K), you will need to pre-cut small rhombuses.

Your child will be covering their K with kites. Have them color the K first. Next, let them use a glue stick to glue rhombuses onto their Kk. Help them add the tails with a marker to make the rhombuses into kites. Cut out the letter K and glue it to construction paper.





EGGS

Unit 13

What animals hatch from eggs?
What's inside an egg?

EGGS

WELCOME TO THE EGGS UNIT! This fun unit has two components: playing with plastic eggs and learning about animals that hatch from eggs. Chickens aren't the only animals that lay eggs, even though that's the animal most associated with eggs.

Using plastic eggs is a great tool for learning activities and will be used in bulk throughout this unit. You will need plastic Easter-style eggs (note: they sell them even in the "off-season").

During the second week of this unit, children are introduced to "joining numbers." This introduces the concept that you can combine two number groups. Eventually, children may recognize that when you combine numbers you get a bigger number. Right now, this is about counting one group, counting another group, then counting the groups together as a whole. *Do not expect or ask for memorized fluency on addition facts. This is about understanding a process and building a base that will be critical to their math education in the future.*

SUPPLIES

- Lots of plastic eggs
- Pom pom balls
- Washable paint
- White construction paper or white board
- Sticky notes
- Food coloring
- Ingredients for play dough (see recipe)
- Glue
- Dry erase marker
- 2-3 hardboiled eggs
- Dice
- Sharpie marker
- 4 lbs uncooked rice
- Storage container
- Empty egg cartons
- Cookie sheet
- Baking soda
- Vinegar
- Peri bottle or pipette
- Small plastic animals
- Magnetic alphabet letters

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other egg-themed books you have or can find at the library.

- Chickens Aren't the Only Ones
by Ruth Heller
- Guess What is Growing Inside This Egg
by Mia Posada
- An Egg is Quiet
by Dianna Hutts Aston
- Hattie Peck
by Emma Levey
- The Odd Egg
by Emily Gravett
- The Golden Egg Book
by Margaret Wise Brown

EGGS

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

SONG

Little Eggs

(to the tune of "Jingle Bells")

Little eggs, little eggs,
Oh what could it be?
Will it be a chicken egg or
something so scaley?

POEM

I saw a tiny little egg.
I wondered what it was.
Will it be a frog or a hen
or something that will buzz?

I heard a tap. I heard a scratch,
I saw the egg sway.
I couldn't wait to see inside
And meet my friend today.

EGGS WEEK 1

QUESTIONS FOR THE WEEK
What animals hatch from eggs?
What's inside an egg?

GOALS: Children will learn more about eggs and what animals hatch from eggs.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Chickens Aren't the Only Ones</u>	<u>Chickens Aren't the Only Ones</u>	<u>Guess What is Growing Inside this Egg</u>	<u>Guess What is Growing Inside this Egg</u>	<u>An Egg is Quiet</u>
THINGS TO TALK ABOUT	What animals lay eggs?	Introduce letter Ee for eggs Find the letter Ee in the book	List different animals that hatch from eggs	Review letter Ee for eggs Find the letter Ee in the book	Recall and retell animals that hatch from eggs
LEARNING ACTIVITY	Sort: Egg pom pom sorting	Alphabet Hunt: Go on an egg hunt for letters	Math: Egg ramp and roll – fill eggs to change weight	Math: Count out ingredients for homemade play dough	Math: Use play dough to make shapes
EASY ACTIVITY	Art: Egg rolling art activity	Math: Open eggs to find number of pom poms – put in correct cup	Life skills: glue decorations on an egg	Sensory: Use play dough to make eggs (put animals inside eggs)	Fine motor skills: peel hardboiled eggs

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"This week, we are going to be learning about eggs, What are eggs? What grows inside an egg?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Chickens Aren't the Only Ones.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about eggs. *"What animals grow inside of eggs?"*

LEARNING ACTIVITY – POM POM SORTING

Today, your child will sort pom pom balls... with a twist.

You will need about 20 plastic eggs. Inside each egg, place a pom pom ball. Give your child the eggs and ask them to crack open the egg, find the pom pom ball, and sort it by color for an [egg sorting activity](#).

You will need a bowl for each color to be sorted into or use a muffin tin.

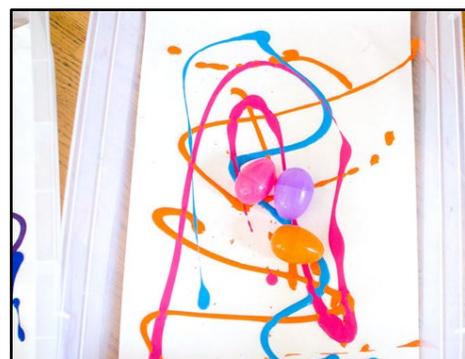


EASY ACTIVITY – ROLLING EGG PAINT

In this activity, your child will use a plastic egg for [rolling egg paint](#).

In a small plastic storage container or tray, tape down white paper. Place some plastic eggs in the bowl and squirt 2-3 colors of paint on the eggs. Drop the eggs onto the white paper.

Let your child move the container or tray back and forth to get the eggs rolling around the paper & paint.



TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Are all eggs the same size?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Ee. Draw a letter Ee on a piece of paper or white board (upper and lower case).

"This is the letter Ee. I hear the letter Ee in the word egg, elephant, and end. It says the sound 'e'."

Look back through the read aloud book and find the letter Ee in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

In this activity, your child will hunt for plastic eggs with the letter Ee inside. Grab about 10 plastic eggs. Write E or e on small pieces of paper and place them inside.

Hide the eggs around the house for your child to find. Have them bring you back the eggs, open them, and find the letter E or e. Ask them to sort the paper, big E vs. small e.

EASY ACTIVITY – POM POM COUNTING

In this activity, your child will count pom pom balls.

On five half sheets of construction paper, write the numbers 1-5. Do this twice.

Inside 10 plastic eggs, place pom pom balls in different quantities from 1-5 (make sure there are two eggs with each number – so two eggs have 4 pom pom balls, two eggs have 3 pom pom balls, etc.).

When your child opens the egg, have them count the number of pom poms and place them on the corresponding construction paper square.

Extension: Place higher quantities of pom pom balls depending on how many will fit in your eggs.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"We've been learning about eggs. Today we are going to read the book Guess What's Growing Inside this Egg."

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Guess What's Growing Inside this Egg.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk to your child about the variety of animals that hatch from eggs. Try and name five animals that come from eggs.

LEARNING ACTIVITY – MEASURING EGG ROLLS

For this activity, your child will measure how far eggs roll. You will need to make a ramp for this activity out of a large piece of cardboard, tag board, or wood.

Set up the ramp and practice rolling the plastic eggs down. See how far they go. Begin experimenting with adding weights to the eggs to make them heavier. Use measurement words like farther, shorter, longer as you roll. Consider adding a "finish line" as a way to judge the distance each egg goes.

EASY ACTIVITY – EGG DECORATING

Let your child decorate an egg picture. On a white piece of construction paper, make a large outline of an egg. Give your child arts and craft supplies to decorate the egg. Let them get creative!

Extension: Have them draw or color pictures of some of the eggs in the books you've read.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What color eggs have you seen?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will review the letter Ee. Draw a letter Ee on a piece of paper or white board (upper and lower case).

"This is the letter Ee. I hear the letter Ee in the word edge, extra, and excellent. It says the sound 'e'."

Look back through the read aloud book and find the letter Ee in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – MAKING PLAY DOUGH

In this activity, you and your child will make homemade play dough.

Follow the attached recipe for play dough (found on page 225). Have your child help count out the ingredients and add them.

Make sure to talk about the numbers (math) needed to follow the recipe.

EASY ACTIVITY – PLAY DOUGH EGGS

In this sensory activity, your child will make "play dough eggs."

Gather some small plastic animals. Give them to your child. First, show your child how to mold the play dough around the toy so that the animal is "inside" the egg. Let them free play with the play dough and animals.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read An Egg is Quiet.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about eggs, especially which animals come from eggs. Help your child remember 3 facts about eggs.

LEARNING ACTIVITY – PLAY DOUGH SHAPES

Using yesterday’s play dough, work with your child to make different shapes. Remember to talk about shape attributes: squares have four sides and four points, circles have no sides and no points. Start talking about triangles – three sides with three points.

Optional: Make a tape outline of a shape on the table and have your child add play dough to it as a guide.

EASY ACTIVITY – PEELING EGGS

For this activity, you will need to hard boil 2-3 eggs.

As a fine motor skills activity, let your child peel hard boiled eggs. Show them how to crack the egg to start and then slowly peel the shell off.

NOTE: You will need these shells for an activity next week so save them in the fridge.

EGGS WEEK 2

QUESTIONS FOR THE WEEK
What animals hatch from eggs?
What's inside an egg?

Goals: Children will learn more about eggs and what animals hatch from eggs.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Hattie Peck</u>	<u>Hattie Peck</u>	<u>An Odd Egg</u>	<u>An Odd Egg</u>	<u>The Golden Egg Book</u>
THINGS TO TALK ABOUT	Talk about the variety of eggs – do they all look the same?	Review letter Ee for eggs Find the letter Ee in the book	Talk about egg sizes – does the size of the egg match the animal that hatches?	Review letter Ee for eggs Find the letter Ee in the book	Recall and retell the read aloud using first, next, and last
LEARNING ACTIVITY	Math: Be Hattie Peck and find eggs around the house – sort by color	Letter Ee art work for your alphabet art portfolio	Math: Egg towers – how high can you stack the eggs?	Math: Egg story problems	Alphabet Review: ABC eggs with magnetic letters
EASY ACTIVITY	Art: Stamp art with egg halves	Math: Joining eggs	Math: Play egg race with dice	Sensory: Make an egg sensory bin with rice	Science: Easter egg baking soda and vinegar

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

Review eggs and egg information from last week.

"This week we will keep talking about eggs."

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read [Hattie Peck](#).
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Look back in any of the books from the unit and have a comparing and contrasting conversation about the different colors, shapes, and sizes of eggs in the books.

LEARNING ACTIVITY – SORTING EGGS

This sorting activity has a gross motor skills component: hide the actual plastic eggs around the room/house.

Have your child go on a "Hattie Peck-like" journey to find all the eggs.

Once they have found/collected all the eggs, have your child sort the eggs by color.

EASY ACTIVITY – EGG STAMP ART

In this activity, your child will use plastic eggs for [stamp art](#).

Give your child a few egg halves and some paint. Stamp the open eggs into paint and onto paper or piece of cardstock to create a circle shape.

Tip: These make cute cards to send to relatives, friends, or give to neighbors.



TUESDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"What kinds of animals hatch from eggs?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Review and talk about the letter Ee. Draw a letter Ee on a piece of paper or white board (upper and lower case).

"This is the letter Ee. I hear it in the word enter, empty, and exit. Ee says 'e'."

Look back through the read aloud book and find the letter Ee in print (you don't need to do every page, just a few). Count them and point out that Ee has two different shapes (capital letter, small letter).

LEARNING ACTIVITY – JOINING EGGS

In this activity, your child will be *introduced* to the idea that numbers can be counted together.

Start small. Show your child 1 plastic egg and 1 more plastic egg. Have them count each group. *"I see 1 egg in this group and 1 egg in this group. Let's put them together. Now, how many eggs do we have?"*

This activity is meant to introduce the idea that you can count groups of items and then put those groups together and count them again.

Repeat with 1 and 2, 1 and 3, 2 and 2, and 2 and 3. *Mastery is not expected. This is an introduction. Focus heavily on the words together and combine.*

EASY ACTIVITY – ALPHABET BOOK PAGE

For this activity, your child will need egg shells to glue onto their E.

First, have your child color their letter E. Then, let them glue on the egg shells that you saved from last Friday's activity. Model how to use wet glue for this activity and practice this skill together. Cut out the letter E and glue it onto construction paper.



WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

Grab a few eggs to model the idea of joining groups: “*Let’s look at my egg groups. How many eggs in this group? How many eggs over here? How many eggs altogether?*”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*. Emphasize making predictions – “*What do we think this book is about?*”
Read An Odd Egg.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about egg sizes. Does a bigger animal hatch from a bigger egg? Do smaller animals only hatch from smaller eggs?

LEARNING ACTIVITY – MEASURING EGG TOWERS

Today, your child will make “egg towers” by stacking open egg halves on top of each other.

Encourage them to see how tall they can make the tower before it tips.

Extension: Measure the tower using plastic building bricks or other blocks.

EASY ACTIVITY – RACING EGGS

In this activity, you and your child will race 2 plastic eggs on a simple game board.

First, take a piece of construction paper. Make two columns/paths. Each column/path should have 20 spaces. There is one column/path for each egg. *This is similar to the Racing Teddy Bears game from the Teddy Bears unit.*

You will be playing “*against*” your child. You will each have a plastic egg. The goal is to get the egg to the finish line first. Take turns rolling a dice and moving the eggs *that* many spaces. Repeat until someone gets to the end.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"Tell me your favorite fact about eggs."

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Ee. *"Let's talk about the letter Ee."* On the top of a sheet of paper or small white board, write letter Ee.

"This is the letter Ee. I hear the letter Ee in words like elf, exercise, and engine."

Look back through the read aloud book and find the letter Ee in print (you don't need to do every page, just a few). Count them and point out that Ee has two different shapes (big letter, small letter).

LEARNING ACTIVITY – EGG STORY PROBLEMS

In this math activity, your child will continue learning to join numbers together. Today, they will join quantities together using story problems you make up.

You will make up a few simple story problems to help your child practice *joining* numbers (we want them to continue to understand that numbers can be joined together to make a larger group). Here is a sample story:

"Duck was looking all over for her eggs. She found 2 under the couch and 3 on the table. How many eggs does Duck have?" "Frog laid 4 eggs in one pond and 2 eggs in another pond. How many eggs did frog lay?"

Remember, your child needs to use the eggs to act out these story problems, keep numbers small, and emphasize the act of *joining* groups. Avoid the term *adding*. Focus on combine or join.

EASY ACTIVITY – EGG SENSORY BIN

Make [a simple sensory bin with plastic eggs](#), rice, and empty egg cartons.

Put down a beach towel. In a storage tub, dump in a bag of rice (4 lbs), a bunch of plastic eggs and some empty egg cartons.

Invite your child to scoop and pour, make egg shakers, and explore the rice.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read [The Golden Egg Book](#).

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” the sequence of [The Golden Egg Book](#). Help your child use words like first, next, and last.

LEARNING ACTIVITY – ALPHABET REVIEW

Review the letters A, R, N, C, J, M, S, B, Q, U, H, T, F, W, K, and E for an [alphabet egg match](#).

You will need a set of alphabet magnets for this activity. Inside plastic eggs, place alphabet magnets.

Write the letters either directly on the cookie sheet in permanent marker (it will come off) or write them on construction paper and tape it to the cookie sheet. Hide the eggs around the room. Have your child find the eggs, open them, and match the magnet to the written letter on the cookie sheet.



To remove marker: Squirt hand sanitizer liberally on the cookie sheet. Use a rough sponge to scrub it off. Test this trick out before drawing all over your cookie sheet.

EASY ACTIVITY – BAKING SODA AND VINEGAR EGGS

This is a simple [baking soda and vinegar activity with eggs](#).

Place open plastic egg halves in an egg carton. Put one drop of food coloring in each egg. Place a scoop of baking soda on the top to hide the color. Give your child a peri bottle or pipette with $\frac{1}{2}$ vinegar and $\frac{1}{2}$ water, and tell them to find the hidden colors.



Carefully, dump the vinegar out of each egg, leaving the baking soda intact, to restart this activity. Keep going until all the baking soda has dissolved.

Tip: Do the activity on top of a beach towel for easier clean up.

NO-COOK PLAY DOUGH RECIPE

2.5 cups flour
1 cup salt
1.5 cups warm water
2 Tablespoons cream of tartar
2 Tablespoons oil (any oil works)

In a food processor or stand mixer, combine all the ingredients.

Mix until a dough forms.

To make different colors, remove dough from food processor and divide into pieces. Place one dough part back into the processor along with a generous amount of food coloring. Mix again. Repeat process with the remaining dough to make additional colors.

PLANTS

Unit 14

What is a plant?
What do plants need to grow?

PLANTS

WELCOME TO THE PLANTS UNIT! This unit is rich with science activities as you teach your child about growing plants, how to care for plants, and what plants need to survive.

In this unit, introduce your child to the unique parts of each plant and how these parts work together. Children will also use nature supplies to complete activities and grow in their understanding of plant care.

This unit relies heavily on seeds and beans – *please use extreme adult supervision with these supplies*. You will also need some flowers to “dissect.” I recommend asking your grocery store for discounted (or even free) flowers that are dying and can’t be sold.

The plants unit has two focus letters: week 1 is Pp for plants. Week 2 is Ll for leaves.

SUPPLIES

- Several packets of seeds in varying sizes (make sure to keep the packaging)
- Grass seed
- 2 small clear cups or jars to plant in
- 1 lima bean or other large bean seed
- Pom pom balls
- Flowers (look for discounted or free, dying bouquets at the grocery store)
- Construction paper
- White construction paper or white board
- 2 sponges to cut up
- Wet glue
- Chalk
- Ruler
- Dry erase marker
- Foam bath letters
- Washable paint
- Dice
- Sticky notes

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other plant-themed books you have or can find at the library.

- How a Seed Grows
by Helene J. Jordan
- Lola Plants a Garden
by Anna McQuinn
- If You Plant a Seed
by Kadir Nelson
- The Tiny Seed
by Eric Carle
- Plants Feed Me
by Lizzy Rockwell
- Who Will Plant a Tree?
by Jerry Pallotta

PLANTS

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung / recited throughout the day.

POEM by anonymous

A little sun
A little rain
Now pull up all the weeds
Our flowers grow, all in a row
From tiny little seeds.

***act out the poem*

SONG by anonymous

(to the tune of "Row Row Row Your Boat")

Dig, dig, dig the earth
Plant your little seeds
A gentle rain
And bright sunshine
Will help your garden grow.

*** act out the song*

PLANTS

WEEK 2

QUESTIONS FOR THE WEEK
 What is a plant?
 What do plants need to grow?

GOALS: Children will learn more about plants, what a plant is, what plants need and how plant parts work together to keep plants alive.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>How a Seed Grows</u>	<u>How a Seed Grows</u>	<u>Lola Plants a Garden</u>	<u>Lola Plants a Garden</u>	<u>If You Plant a Seed</u>
THINGS TO TALK ABOUT	Talk about plants and what helps them grow	Introduce letter Pp for plant Find the letter Pp in the book	What foods come from plants?	Review letter Pp for plant Find the letter Pp in the book	Recall what plants need to grow
LEARNING ACTIVITY	Math: Sort seed packets	Alphabet Hunt: Find the letter Pp in book titles	Math: compare seeds & put them in size order, find things the same size	Math: Joining groups of seeds together	Math & Art: Use seeds or large beans and glue into shape murals
EASY ACTIVITY	STEM: Plant grass in a small cup/pot & beans in a jar	Math: make a pom pom ball flower	STEM: cut up a flower to see what's inside	Art: Nature paint with leaves, flowers, and rocks	Letter Pp art work for your alphabet art portfolio

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

“What is a plant?” “How do you think plants grow?”

“We are going to be learning about plants this week!”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read How a Seed Grows.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about plants – how do plants grow? What do they need to grow? On paper, draw a picture of a flower. Work with your child to identify plant parts and what plants need to grow.

LEARNING ACTIVITY – SORTING SEEDS

In this activity, your child will sort seeds. You will need 2-4 seed packets.

In a bowl, mix together *some of each* seed packet (you don't need to mix the whole packet). Consider seed size and make sure to choose seeds that are vastly different from each other AND that your child can easily pick up (ex: pumpkin seeds, sunflower seeds).



Have your child sort the seeds. Talk about the seeds as they sort and how different each seed variety looks. Save these seeds.

EASY ACTIVITY – PLANTING SEEDS

For an activity next week, your child will need a small container of grass.

Fill a small pot or cup with soil. Make sure to poke holes in the bottom for drainage. Plant a handful of grass seeds. Water them well and get them growing for next week's fun. Check them each day for growth.

In a CLEAR cup or jar, your child will grow a lima bean or other bean. Fill the cup with a damp paper towel. Place the seed on the inside of the cup, pressed against the glass. It should have paper towel around three sides but not the side touching the glass. This will give your child the best view to watch the seed grow. Add small amounts of water to the paper towel each day.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"How do you plant a seed?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Pp. Draw a letter Pp on a piece of paper or white board (upper and lower case).

"This is the letter Pp. I hear the letter Pp in plant, push, and pick. Pp says the sound 'p'."

Look back through the read aloud book and find the letter Pp in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

Head outside (if possible): it's a plant-themed alphabet hunt!

In this activity, your child will hunt for the letter Pp in plants outside. On small pieces of paper, write the letter P or p. Hide these in plants (bushes and trees) outside.

Give your child a basket and have them collect all the letter Pp's. Make sure to talk about the different plants outside that your child finds letters hidden in. *If you cannot go outside for this activity, a letter Pp "hide and seek" in the house will be great too.*

EASY ACTIVITY – POM POM FLOWER COUNTING

For this activity, you will need to cut out 10 circles as "flower centers." On each circle, write a number from 1-10. You can also use cupcake liners instead of cutting circles.

Your child will use pom poms to count with this week. They will use the pom pom balls as "petals" for their flowers. Around each circle, have your child place *that many* pom pom balls as pretend petals. Example: if the circle says 6, your child will place 6 pom pom ball petals around the circle.



Optional: Glue the circles to paper and let your child glue on the pom pom ball petals. Add a stem to make a beautiful math garden.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What are the parts of a plant?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read [Lola Plants a Garden](#).
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about foods that come from plants. Help your child make that connection.
Remind them about the fruits and vegetables they learned about in the food unit.

LEARNING ACTIVITY – COMPARING SEEDS

Today, your child will compare the size of seeds.

Use the seeds from Monday's sorting activity and compare the sizes. *Which is largest? Which is smallest?*

See if you and your child can find items in your house the same size as the seeds (think craft supplies, food, etc.). Talk about how length can be shorter, longer, or the same.

Extension: Introduce "long, longer, longest" and "short, shorter, shortest" to your child by comparing different seeds.

EASY ACTIVITY – FLOWER INVESTIGATION

In this activity, your child will investigate flowers.

Give your child a tray of flowers to pull apart and investigate. Talk about the parts of a flower as your child explores and how those parts work together (example, leaves capture sunlight, stems bring water up to the petals).



THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What is your favorite plant? What would you want to grow in a garden?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Pp. *"Let's talk about the letter Pp."* On the top of a sheet of paper or small white board, write Pp.

"This is the letter Pp. I can hear the letter Pp in words like pizza, pants, and pop. Pp says the sound 'p'."

Look back through the read aloud book and find the letter Pp in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – JOINING SEED GROUPS

Today, you will use seeds to count groups of numbers. You will need one dice and three post-it notes. Write 0, 1, 2 on the post-it notes.

Sit with your child. Have them roll the dice and put *that many* seeds in a pile. Then, have them choose one of the post-it notes and make a pile with *that many* seeds. Dramatically combine the two groups together. *"We just joined these seed groups! Now how many do we have altogether."*

Please remember that your child is NOT expected to learn addition facts. This is introducing the idea that two groups can be joined to make a new group.

EASY ACTIVITY – NATURE PAINTING

In this activity, your child will paint items from outside.

Gather items from outside for your child to explore and paint. Include sticks, pine cones, rocks, etc. Let your child paint these items.

Tip: Tape construction paper to the inside of a rimmed cookie sheet to keep items from rolling off the table.



FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read If You Plant a Seed.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” the story you read today.
“Retell me If You Plant a Seed.” Help your child retell the beginning, middle, and end of the story. Use words like *first*, *next*, and *last*.

LEARNING ACTIVITY – SEED SHAPES

Today, your child will glue seeds in the shape of a circle, square, and triangle.

On a piece of construction paper, draw a circle, square, and triangle. Keep them small(ish). Help your child squeeze a bead of glue on the outline of each shape.



Next, have them place seeds on the glue to trace the shapes.

As they work, talk about the shapes and their attributes. “How many sides?” “How many points?” “Are they round?”

EASY ACTIVITY – ALPHABET BOOK PAGE

In this activity, your child will make the P page of their alphabet book.

Your child will turn the letter P into a pig. You will need to cut out 2 ears, a pig nose, and a curly tail. Have your child color the P pink then glue on the ears, nose, and tail. Have them add eyes with a marker. Cut out the letter P and glue it onto construction paper.



PLANTS

WEEK 2

QUESTIONS FOR THE WEEK

What is a plant?
What do plants need to grow?

GOALS: Children will learn more about plants, what a plant is, what plants need and how plant parts work together to keep plants alive.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>The Tiny Seed</u>	<u>The Tiny Seed</u>	<u>Plants Feed Me</u>	<u>Plants Feed Me</u>	<u>Who Will Plant a Tree?</u>
THINGS TO TALK ABOUT	Talk about the seeds you're growing: what do you notice?	Introduce letter L for leaf Find the letter L in the book	Talk about plant parts that we eat	Review letter L for leaf Find the letter L in the book	Recall and retell how to care for plants
LEARNING ACTIVITY	Math: Sort parts of a plant	Alphabet Hunt: Find the letter L on seed packets	Math: Measure plants with a ruler	Math: Make a seed graph	Alphabet Review: Foam letter hunt
EASY ACTIVITY	Art: Painting with flowers	Math: Using nature items to count	Fine Motor: Mow your grass	Art: Sponge paint a flower garden	Letter L art work for your alphabet art portfolio

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

“What does every plant first start out as?”

“This week, we are going to continue learning about plants!”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read The Tiny Seed.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

This is a great day to check in on the seeds you planted last week. Ask your child what they notice.

LEARNING ACTIVITY – SORTING PLANT PARTS

In this activity, your child will sort plant parts.

Gather a variety of flowers. Give your child three cups to sort into: stems, leaves, petals.

Have your child pull apart the flowers to sort the parts. As they work, emphasize the job of each part of the flower (the stem draws in water, the leaves capture sunlight, the petals attract bees, etc.).

EASY ACTIVITY – PAINTING WITH FLOWERS

In this activity, your child will use flowers and leaves as non-standard paint brushes.

Give your child a few flowers and leaves along with washable paint and construction paper. Let them paint. You can reuse the materials from the sorting activity for this activity.

Optional: You can also rubber band the leaves and flowers onto sticks to make “paintbrushes.”

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"I want to plant a flower. How do I do that?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter LI. Draw a letter LI on a piece of paper or white board (upper and lower case).

"This is the letter LI. I hear the letter LI in leaf, lion, and lick. LI says the sound 'lilll!'"

Look back through the read aloud book and find the letter LI in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

In this activity, your child will look at the seed packs to find the letter LI.

Using the seed packets, let your child look for the letter LI. Ask them to try and count (with you) all the letter LI's on the packets.

EASY ACTIVITY – NATURE COUNTING

For this activity, your child will use nature-themed items to count to 10.

Using chalk, create 10 boxes for your child to count and fill. Label them 1-10. Ask your child to find items for each space (one pinecone in number 1, ten rocks in number 10, etc.).



This activity is great for outside but can be adapted to inside using pieces of construction paper to hold the materials.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Do you have a favorite plant at our house?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Plants Feed Me.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk to your child about the parts of plants (stem, leaves, roots). Which part of the plants do you eat? *"Can we find some plant parts in our refrigerator?"* Look for foods you have at home that are parts of a plant.

LEARNING ACTIVITY – MEASURING PLANTS

Today, your child will use a ruler to measure plants.

Walk around the house and yard using a ruler to measure. Measure grass, leaves, flowers, pinecones, etc. You should keep a record of the data on a piece of paper and then sit together at the end to review what was measured and how big each item was. *"Do you remember what the longest item was that we measured?"*

EASY ACTIVITY – MOW YOUR GRASS

In this activity, your child will "mow" the grass they planted last week.

By this time, the grass that was planted last week should have grown. Let your child play "lawn mower" and cut the grass with scissors.

Ask your child, as they are cutting, if they think the grass will grow back. Continue observing the grass for a few more days to see if it grows back or not.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What is your favorite plant to eat?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Ll. *"Let's talk about the letter Ll!"* On the top of a sheet of paper or small white board, write Ll.

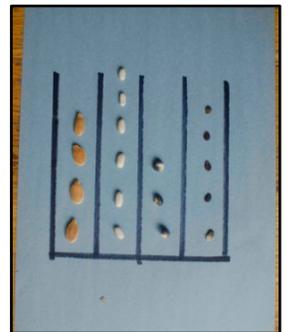
"This is the letter Ll. I can hear the letter Ll in words like lizard, lips, and lollipop. Ll says the sound 'lllll'."

Look back through the read aloud book and find the letter Ll in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – MAKE A SEED GRAPH

Today, your child will make a seed graph. You will need 4 different types of seeds for this activity.

Prepare a mixed assortment of seeds for your child. Make sure to have a reasonable/varying number of each seed type (think numbers under 10). First, have your child sort the seeds into groups. On a piece of paper, draw a graph for your child. Have them sort the seeds onto the graph.



Ask questions about the graph. *"Which seed group is the biggest?" "Which is the smallest?" "How many seeds are there altogether?"*

EASY ACTIVITY – SPONGE PAINT

In this activity, your child will [sponge paint](#) a flower garden.

You will need to cut up 2 sponges to make 8 small sponge pieces for painting. If you like, attach these pieces to a clothes pin as a handle.



On construction paper, let your child paint a flower garden using the sponges and washable paint. Show them how to dip the sponge into paint and blot it onto the paper, creating a fun print and texture.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).

Read Who Will Plant a Tree?

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about plants.

“Tell me what plants need to keep growing?”

“What would happen to a plant with no stem?”

LEARNING ACTIVITY – ALPHABET REVIEW

Review the letters: A, R, N, C, J, M, S, B, Q, U, H, T, F, W, K, E, P, and L with an alphabet garden activity.

You will need foam bath letters and chalk for this activity. If possible, this activity is best outside (to be with plants). Write each letter on the ground in chalk. Hide the letters around the yard, park, or garden. Have your child hunt to find each letter and match it with the version written in chalk.

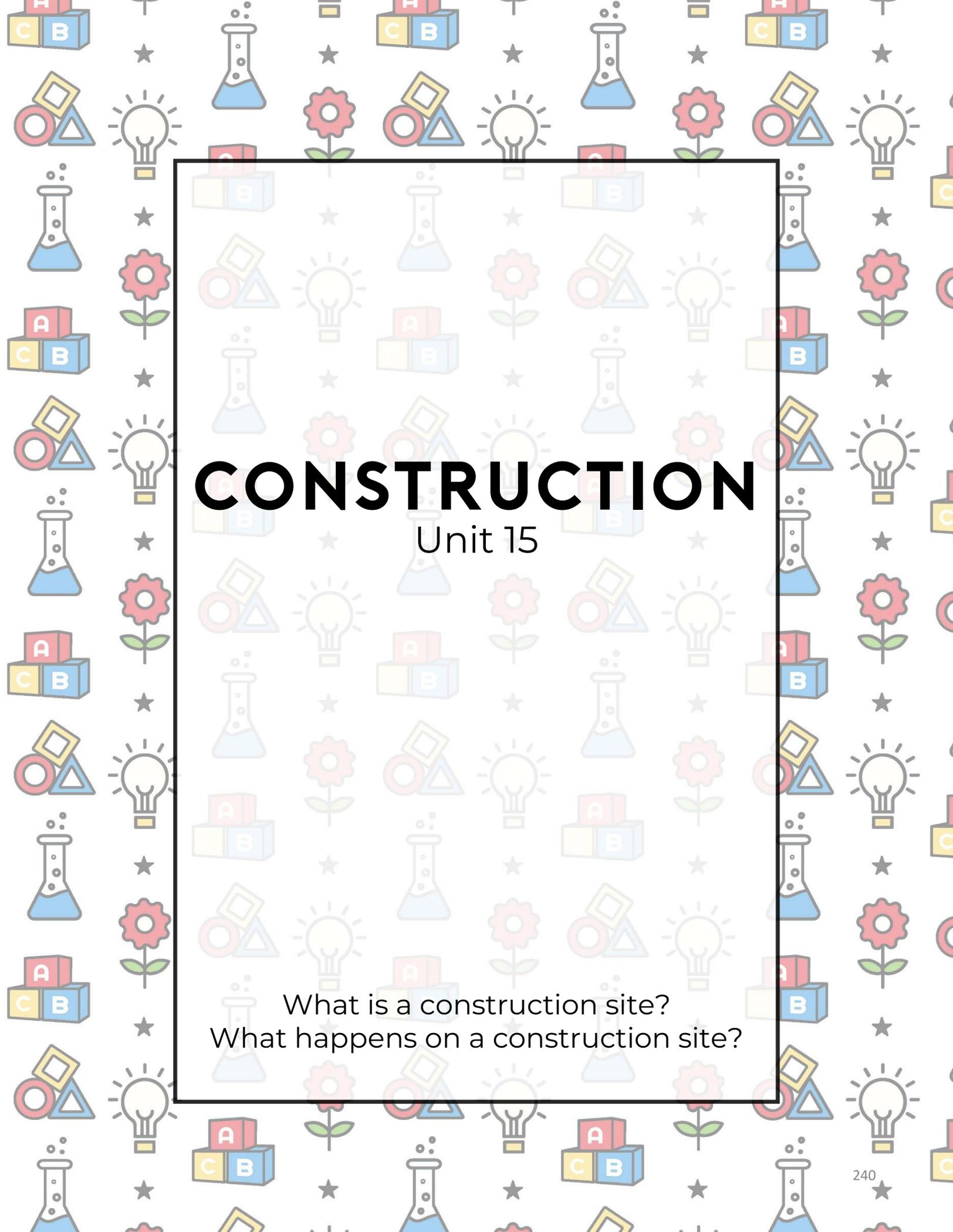
Extension: Write the chalk letters in lowercase form and have your child match them to the uppercase foam/bath letters.

EASY ACTIVITY – ALPHABET BOOK PAGE

In this activity, your child will make the L page of their alphabet book.

Your child will decorate their L page with leaves. First, have your child color the L green. Decide if you want to use real leaves or construction paper leaves. Model how to glue them onto the L. Cut out the letter L and glue it onto construction paper.





CONSTRUCTION

Unit 15

What is a construction site?
What happens on a construction site?

CONSTRUCTION

WELCOME TO THE CONSTRUCTION UNIT! The focus of this unit is on building! Your child will learn about construction sites, but also about building supplies, ways to build, and construction related vocabulary words (excavator, nails, drill).

You will need a few construction trucks for this unit. Don't have any? Borrow from a friend for these two weeks!

Need another activity this week? Go "Construction Site Viewing": find a cool construction site and stay for a while to watch (at a safe distance, of course). Observe the machinery, the building materials, and the teamwork that it takes to construct something.

This unit has two focus letters: week 1 is Yy and week 2 is Zz.

SUPPLIES

- Assorted construction vehicles and other trucks
- Bag of nuts and bolts
- Assorted real tools
- Construction paper
- White construction paper or dry erase board
- 4 lbs uncooked rice
- Piece of Styrofoam
- Golf tees or toothpicks
- Toy hammer
- Washable paint
- Painter's tape or masking tape
- Sticky notes
- Empty cardboard boxes
- Yarn
- Dot stickers
- Dice
- Playing cards

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other construction-themed books you have or can find at the library.

- Builders and Breakers
by Steve Light
- Busy Busy Construction Site
by Richard Scarry
- The Construction Alphabet
by Jerry Pallotta
- Goodnight, Goodnight, Construction Site
by Sherri Diskey Rinker
- Building a House
by Byron Barton
- Brick by Brick
by Heidi Woodward Sheffield

CONSTRUCTION

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

POEM

by anonymous

The worker's hammer goes tap, tap tap.
And her saw goes see, saw, see.
She sands & hammers & cuts & drills,
To build a building for ME!

SONG

by anonymous

(to the tune of "Did You Ever See a Lassie?")

Did you ever see a dump truck,
a dump truck, a dump truck?
Did you ever see a dump truck,
haul this way and that.
Haul this way and that way,
haul this way and that way.
Did you ever see a dump
haul this way and that?

Did you ever see a mixer,
a mixer, a mixer?
Did you ever see a mixer,
pour this way and that.
Pour this way and that way
and this way and that way.
Did you ever see a mixer,
pour this way and that?

** other verses: crane truck, lift; back hoe, scoop; fork lift,
carry; digger, dig

CONSTRUCTION

WEEK 1

QUESTIONS FOR THE WEEK
 What is a construction site?
 What happens on a construction site?

GOALS: Children will be introduced to construction sites, jobs, vehicles on those sites, and how buildings are made.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Builders and Breakers</u>	<u>Builders and Breakers</u>	<u>Busy, Busy, Construction Site</u>	<u>Busy, Busy, Construction Site</u>	<u>The Construction Alphabet Book</u>
THINGS TO TALK ABOUT	What is a construction site?	Introduce letter Yy Find the letter Yy in the book	What are the different tools on a construction site?	Review letter Yy Find the letter Yy in the book	Recall 5 construction vehicles. What are their jobs?
LEARNING ACTIVITY	Sorting vehicles: construction vs regular, by size, by color	Alphabet Hunt - use a flashlight to find the letter Yy	Math: Compare the size of tools – largest, smallest	Math: One more, one less	Math: Copy the tower – I make, you make
EASY ACTIVITY	Sensory: Make a construction site sensory bin	Math: Make a tower then count the types of blocks used	Fine Motor: Make a hammering station	STEM: Giant box building – make huge towers	Letter Yy art work for your alphabet art portfolio

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

“What is a construction site? What happens at a construction site?”

“We are going to be learning about construction!”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read Builders and Breakers.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about the different jobs at the different construction sites. Ask your child,
“What are the different jobs at a construction site?”

LEARNING ACTIVITY – SORTING TRUCKS

In this activity, your child will sort vehicles that work on a construction site versus those that do not work on a construction site.

Provide your child with a basket of cars & trucks. Ask them to sort the vehicle. Make sure to talk about each construction vehicle: what is it called? What is its job?

Optional: Keep the sorting activity going by next sorting by color and then by size.

EASY ACTIVITY – CONSTRUCTION SITE SENSORY

For this activity, you will build your child a simple construction site sensory bin.

Lay out a beach towel. Set a storage tub on top. Fill the container with uncooked rice. Add in construction vehicles. Consider adding in rocks for something to move and build with.

Optional: For something totally different, use shredded paper from a paper shredder or rice cereal.



TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What construction site vehicles can you name?”

READ ALOUD

Reread Monday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Yy. Draw a letter Yy on a piece of paper or white board (upper and lower case).

“This is the letter Yy. I hear the letter Yy in yellow, yes, and yucky. Yy says the sound ‘y.’”

Look back through the read aloud book and find the letter Yy in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

It’s time to flashlight find the letter Yy.

Look all through the house for the letter Yy. Shine a flashlight on it when you find one.

You may need to tape up additional letter Yy’s or hide puzzles pieces, letter Yy toys or magnets.

EASY ACTIVITY – TOWER COUNTING

For this activity, your child will be building block towers.

Let your child build a block tower. Once they have finished, help them to count all the blocks that they used (you may need to count in groups of 10). Ask them questions about the shapes they used, which buildings feel sturdier, and how they built each tower.

Extension: Take all the blocks that were used and sort them by shape. Count how many of each type was used. *“Which did you use the most of?”*

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What is your favorite truck at a construction site?”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read Busy, Busy, Construction Site.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk specifically today about the various tools used at a construction site. Use books, toys, or real tools in your conversation.

LEARNING ACTIVITY – COMPARING TOOLS

Today, your child will compare the size of tools. Talk about how important tools are on a construction site.

Grab out a basket of different tools in a variety of sizes. Let your child compare the sizes of each tool. Which is the largest? Which is the smallest? Hold up pairs of tools to compare two at a time.

Extension: Get a ruler and let your child measure the length of each tool.

EASY ACTIVITY – HAMMERING STATION

In this activity, your child will practice hammering.

Take a piece of Styrofoam and a bag of golf tees or toothpicks. Carefully stick each tee into the Styrofoam. Give your child a toy hammer and let them pound the tees (or toothpicks) into the Styrofoam.

As always, use adult judgment and supervision with hammering activities.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"How do a hammer and nail work together?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Yy. *"Let's talk about the letter Yy."* On the top of a sheet of paper or small white board, write Yy.

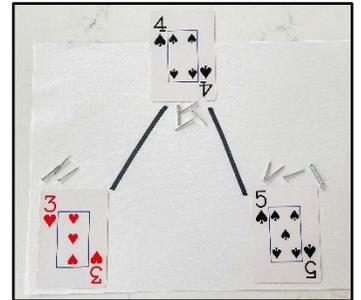
"This is the letter Yy. I can hear the letter Yy in words like yeah, yam, and yesterday. Yy says the sound 'y'."

Look back through the read aloud book and find the letter Yy in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ONE MORE, ONE LESS

You will use nuts and bolts to talk about "one more and one less." You will need a bowl of screws or nails and playing cards 2-9.

Lay all the cards on the floor face up. Have your child pick a number (example: 4). Have them put the card in down and count out 4 nails. Next, ask them what is *one more* than 4. If they aren't sure, count out 4 bolts and have one more nail join the group. Place the group of 5, along with the 5 playing card, right of the number 4. Touch the number 4. *"What number is one less than 4?"* This can be tricky. Count out another set of 4, remove one, and recount. Place the pile of 3 to the left of the number 4, with the 3 playing card next to it.



Review the learning: *"Wow! We started with the number 4. One more than 4 is ____ and one less than 4 is ____."* This is a HUGE math concept. Play a few more times, but watch for fatigue.

EASY ACTIVITY – GIANT BUILDING

In this activity, your child will use cardboard boxes to build with. Tape closed all the cardboard boxes you can find. Let your child build "giant" buildings with them. The large and irregular shape of the boxes will spur loads of creativity.

Optional: If you can't find enough large cardboard boxes, add in other items from the recycling bin to build with.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read The Construction Alphabet.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about construction sites. *“What are some jobs at a construction site?” “What are they making at a construction site?”*

LEARNING ACTIVITY – COPY TOWERS

Today, your child will try to copy the towers you build.

Take out a few sets of blocks. In this activity, your child will copy towers you build. Consider using more than one set of blocks for extra fun.

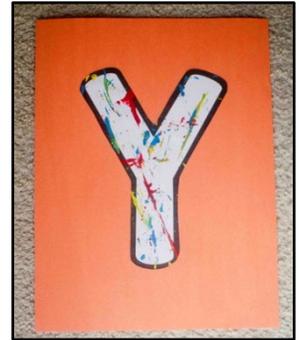
Make a simple tower to start. As your child to “copy” your tower. Continue with more and more complex towers.

EASY ACTIVITY – ALPHABET BOOK PAGE

In this activity, your child will make the Y page of their alphabet book.

Your child will turn the letter Y into a “yarn paint” activity. On a plate, squirt out some paint. Let your child drag a piece of yarn through the paint and onto their letter to create an interesting design.

Cut out the letter Y and glue it onto construction paper.



CONSTRUCTION

WEEK 2

QUESTIONS FOR THE WEEK
 What is a construction site?
 What happens on a construction site?

GOALS: Children will be introduced to construction sites, jobs, vehicles on those sites, and how buildings are made.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Goodnight Goodnight Construction Site</u>	<u>Goodnight Goodnight Construction Site</u>	<u>Building a House</u>	<u>Building a House</u>	<u>Brick by Brick</u>
THINGS TO TALK ABOUT	What are the different trucks on a construction site?	Introduce letter Zz Find the letter Zz in the book or talk about Zz words	How was our house or building built?	Review letter Zz Find the letter Zz in the book or talk about Zz words	Recall the types of construction vehicles
LEARNING ACTIVITY	Math: Sort fasteners into piles	Alphabet Hunt: Sticky note hunt for Zz	Math: Block tower building & measure with rulers	Math: Joining numbers	Letter review: hide letters for construction trucks to find
EASY ACTIVITY	Sensory: Make a loose parts building bin	Math: Trace a drawing of a hammer with dot stickers and dice	Fine Motor: threading nuts and bolts	Art: Paint with tools, screws, nuts, and trucks	Letter Zz art work for your alphabet art portfolio

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"Tell me about construction sites."

"This week, we will continue learning about construction sites."

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Goodnight, Goodnight, Construction Site.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about the different trucks and the job of each truck on the construction site in the book.

LEARNING ACTIVITY – SORTING FASTENERS

In this activity, your child will sort nuts, bolts, and nails (collectively called fasteners).
Use good judgment and supervision with these supplies as they are choking hazards.

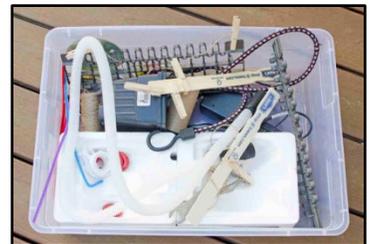
Put out a bowl full of nuts, bolts, and nails. Ask your child to sort the three building materials back into separate piles. Talk about the name and job of each material.

Optional: Once they finish, let them stamp the materials into play dough.

EASY ACTIVITY – LOOSE PARTS SENSORY

For this activity, you will build your child a simple loose parts sensory bin.

In a storage container, make a loose parts sensory bin using nuts, bolts, nails, left over cardboard, toilet paper tubes, old building materials, etc.



This bin is a “free play laboratory” for your child to make anything they want and to experiment with building.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What is the job of a drill?” “What is the job of a hammer?” “What is the job of a saw?”

READ ALOUD

Reread Monday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Zz. Draw a letter Zz on a piece of paper or white board (upper and lower case).

“This is the letter Zz. I hear the letter Zz in zoo, zebra, and zip. Zz says the sound ‘zzzz’.”

Look back through the read aloud book and find all the letter Zz’s on each page. *You might need to practice finding Zz’s on a piece of white paper or white board (draw a bunch of letters but only have your child erase the letter Zz).*

LEARNING ACTIVITY – ALPHABET HUNT

It’s time to play Hide ‘n Seek with the letter Zz.

Make sticky notes with the letter Z and letter z. Hide them around the house and have your child collect them.

EASY ACTIVITY – HAMMER TRACE

For this activity, your child will trace the outline of a hammer with dot stickers. On a sheet of construction paper, trace the outline of a hammer.

Give your child a dice and a set of dot stickers. Let them roll the dice and put that number of dot stickers on the outline of the hammer. Repeat – roll the dice and add the stickers. Do this until the outline has been traced with dot stickers. Repeat with other tools.



Extension: Count how many stickers it takes to go around each tool outline. Which used the most? Which used the least number?

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What is your favorite tool?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Building a House.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Review the steps to building a house. *"How do you think our house (or building) was built?"*

LEARNING ACTIVITY – MEASURING BLOCK TOWERS

Today, your child will measure the height of their block towers.

Ask your child to begin building block towers. Once they build 3-4, have them measure the towers with a ruler or tape measure to see how big they are. Challenge them to make a taller or wider tower.

EASY ACTIVITY – THREADING NUTS AND BOLTS

In this activity, your child will thread nuts and bolts.

To practice their fine motor skills, give your child a bowl of nuts and bolts. Ask them to put the two back together. Model how to twist the nut onto the bolt.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Where does wood come from for new houses?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Zz. *"Let's talk about the letter Zz."* On the top of a sheet of paper or small white board, write Zz.

"This is the letter Zz. I can hear the letter Zz in words like zig, zag, and zap. Zz says the sound 'zzzz'."

Look back through the read aloud book and count all the letter Zz's, *You might need to practice finding Zz's on a piece of white paper or white board (draw a bunch of letters but only have your child erase the letter Zz).*

LEARNING ACTIVITY – JOINING NUMBERS

Today, you will use nuts and bolts to compare quantities: more or less then join the numbers together.

First, tape down two squares on the floor. These are your "comparing spaces." Have your child roll a dice and put *that many* nuts or bolts into one square. Then roll the dice again. Put *that many* nuts or bolts in the other square. Compare the numbers. Which is more? Which is less?

Next, dramatically, combine the two groups together. *"Look! We joined the groups together! How many is in our one big group?"* Remember, the goal is for children to understand the process of addition: groups join together to make a larger group.

EASY ACTIVITY – PAINT WITH TOOLS

In this activity, your child will paint with tools.

Provide your child with a bunch of tools and building supplies to use as non-standard paint brushes (screwdrivers, hammers, bolts, nuts, etc.). Give them a plate of different colored washable paint and lots of paper.

Let your child dip the tools into the paint and use them as brushes.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Brick by Brick.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about construction sites. Encourage them to retell three facts (explain that facts are something real and true).

“What are some trucks we see at construction sites?”

“What jobs do those trucks do?”

LEARNING ACTIVITY – ALPHABET REVIEW

Today, your child will review: A, R, N, C, J, M, S, B, Q, U, H, T, F, W, K, E, P, L, Y and Z.

Take your alphabet magnets. Bury them in a “construction site sensory bin” for your child to “recover” using construction vehicles.

Have a place for them to set the ones they have uncovered (like a bowl).

EASY ACTIVITY – ALPHABET BOOK PAGE

In this activity, your child will make the Z page of their alphabet book.

Your child will turn the letter Z into a zebra. Give your child black and white paint to paint stripes on their letter Z. It may be helpful to draw lines in pencil so they can see how to make the stripes. Cut out the Zz and glue it to construction paper.





PETS

Unit 16

What kinds of animals are pets?
How do we care for pets?

PETS

WELCOME TO THE PETS UNIT! This unit is designed to get kids thinking about ways to classify animals. Some animals live on farms, some in the jungle, and some can live in houses. It is also intended to help children think about how to care for another living thing.

Even if your family doesn't have a pet, this unit is still a fun way to introduce the concept of pets. Consider taking a field trip to a friend's house who has a pet. Interview them: ask questions about how they care for their pet and look for the supplies they need for their pet. Visiting a pet store is also a great activity to pair with this unit.

In this unit, your main supply will be pet stuffed animals and plastic animals that are typical household pets (cats, dogs, bunnies, fish, hamsters/gerbils, some lizards and snakes). Talk to a friend or neighbors, and borrow some if you need more.

The focus letter is Dd as in dog.

SUPPLIES

- Plastic animals (pets)
- Stuffed animals (pets)
- Washable paint
- White construction paper or white board
- Muffin Tin
- 4 lbs uncooked rice
- Storage container
- Goldfish Crackers (regular and rainbow)
- Dice
- Dry erase marker
- Paper Plates
- String
- Sharpie marker
- Storage container
- Empty egg cartons
- Cookie sheet
- Playing cards

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other pet-themed books you have or can find at the library.

- My Pet Wants a Pet
by Elise Broach
- Not Norman
by Kelly Bennett
- Strictly No Elephants!
by Lisa Mantchev
- Some Pets
by Angela DiTerlizz
- How Do Dinosaurs Love Their Dogs
by Jane Yolen
- Alfie the Turtle that Disappeared
by Thyra Heder

PETS

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

SONG

(to the tune of "Row, Row, Row Your Boat")

Love, love
Love your pets,
Love them every day.
Give them food
And water, too,
Then let them
Run and play.

POEM

by anonymous

Five little puppies were playing in the sun.
This one saw a rabbit, and he began to run.
This one saw a butterfly, and he began to race.
This one saw a cat, and he began to chase.
This one tried to catch his tail, and he went
round and round.
This one was so quiet, he never made a sound.

**act out this poem: open up 5 fingers and bend one
down for each dog.*

PETS

WEEK 1

QUESTIONS FOR THE WEEK:
 What kinds of animals are pets?
 How do we care for pets?

GOALS: Children will learn more about animals that are kept as household pets with a focus on how to care for those animals.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>My Pet Wants a Pet</u>	<u>My Pet Wants a Pet</u>	<u>Not Norman</u>	<u>Not Norman</u>	<u>Strictly No Elephants!</u>
THINGS TO TALK ABOUT	What are pets?	Introduce letter Dd for dogs Find the letter Dd in the book	Can all animals be pets?	Review letter Dd for dogs Find the letter Dd in the book	Recall and retell facts about pets
LEARNING ACTIVITY	Math: Sort toy animals by “pets” and “not pets,” then size, color	Math: Making groups of Goldfish together	Math: Measure how tall pet animals are using bricks	Math: Play more than, less than with Goldfish	Math: Make shape pets using paper plates
EASY ACTIVITY	Sensory: Hide the pets (muffin tin and rice activity)	Alphabet Hunt: Be a detective and find Dd	Art: Decorate a box as a “pet carrier”	Dramatic Play: Set up a vet’s office with supplies	Gross Motor: Walk the pet

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

“Do you know anyone who owns a pet? What is a pet?”

“We are going to be learning about pets this week!”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read My Pet Wants a Pet.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about pets. On a piece of paper or white board, make a list of animals that are pets. Try to think of all the pets you know.

LEARNING ACTIVITY – CLASSIFYING & SORTING ANIMALS

In this activity, your child will sort animals.

The goal of this activity is to call out that not all animals are pets and that *pets* is a way we can classify animals. Gather animals toys (puzzle pieces, bath toys, stuffed animals) to sort by pet or not pet.

As your child sorts, talk about animals that are pets (what do they need?) and talk about animals that are not pets (why can't an elephant be a pet?).

EASY ACTIVITY – HIDE THE PETS

For this fun sensory activity, your child will bury toy animals in rice in this [“Hide the Pets”](#) activity.

Lay down a beach towel. In a storage bin, set one muffin tin and a container of rice (shoe box sized container). Set one pet toy animal in each tin. Give your child a scoop and ask them to hide the pets under rice.



TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"How do you care for a pet?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Dd. Draw a letter Dd on a piece of paper or white board (upper and lower case).

"This is the letter Dd. I hear the letter Dd in dog, doll, and drink. Dd says the sound 'd'."

Look back through the read aloud book and find the letter Dd in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – JOINING GOLDFISH

For this activity, you will need Goldfish crackers and playing cards. First, talk about fish as pets. *"What do fish need? How are they different than a pet dog?"*

Use Goldfish to model making groups. You will need playing cards 2-10. Take cards 2 & 3 and put them in one pile. Place cards 4-10 in the other pile.

Flip over one card from each pile (ex: 3 and 7). Use Goldfish crackers to show each number. Have your child count each group. Then push the two groups together. *"Now how many crackers are there?"*

EASY ACTIVITY – ALPHABET HUNT

Give your little detective a sheet of dot stickers – it's time to find the letter Dd. First, talk about how "dot sticker" starts with the letter Dd (you may need to write the words on paper to show your child this).

On the dot stickers, write a bunch of D and d letters. Send your detective on a hunt for the letter Dd around your house – in books, the pantry, the fridge, toy boxes, etc. When they find a letter Dd, have them put a dot sticker on it.

At the end, walk around together looking at all the letter Dd's they found.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What is a pet you’d like to own?” “Why would you like that pet?”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read Not Norman.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about why some animals make good pets and why others do not. Emphasize the similarities and differences of pets (cats and dogs are similar because they can live in houses).

LEARNING ACTIVITY – MEASURING PETS

Today, your child will measure their “pets” using plastic bricks or other blocks.

Using stuffed animal pets, give your child a basket of plastic building bricks. Ask them to measure the height of each stuffed animal pet. Help them with the first one, then watch on the subsequent attempts, giving assistance as needed.

Make sure they point and count as they say the name of each number.

Extension: Have your child line up three of their “pets” and describe them using tall, taller, taller and small, smaller, smallest. Emphasize the vocabulary terms.

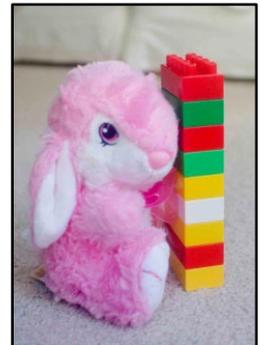
EASY ACTIVITY – MAKE PET CARRIERS

In this activity, your child will make a pretend pet carrier.

“Why would someone need a carrier for their pet?”

Take a cardboard box and cut windows in it. Ask your child to decorate the box as a carrier for one stuffed animal pet. Provide lots of art supplies.

Save this carrier for Thursday’s easy activity.



THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Would a tiger make a good pet?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Dd. Draw a letter Dd on a piece of paper or white board (upper and lower case).

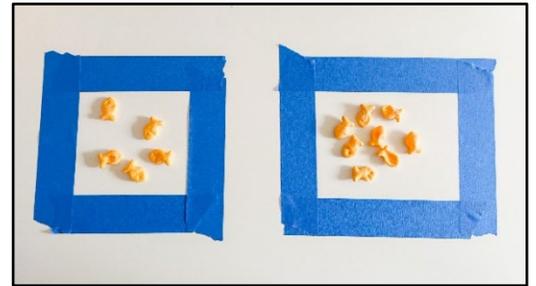
"This is the letter Dd. I hear the letter Dd in dog, doll, and drink. Dd says the sound 'd'."

Look back through the read aloud book and find the letter Dd in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – COMPARING GOLDFISH GROUPS

Today, you will use Goldfish crackers to compare numbers.

Make two squares on the floor with tape. Have your child roll a dice, count, and place that number of Goldfish crackers in a square (for example, 5). Ask your child to put Goldfish into the other square that is *more than 5*. Remove those Goldfish. Ask your child to put Goldfish into the square that is *less than 5*.



Extension: Use TWO dice to count and work with larger numbers.

EASY ACTIVITY – VETERINARIAN DRAMATIC PLAY

In this activity, your child will pretend to be a vet. Talk about veterinarians – *"What is a vet?" "What is their job?"*

Make a dramatic play area for your child, include a doctor's kit, animal patients, band aids, bandages, food and water bowls, the carrier they made on Wednesday, etc.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Strictly No Elephants!

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about pets.

“Why do people have pets?”

“How do people care for pets?”

“What kinds of animals make good pets?”

LEARNING ACTIVITY – SHAPE PETS

Today, your child will make shape pets using paper plates.

Using a paper plate as a base, first decide how many pets you want your child to make. Think dog, cat, bunny, mouse, etc. Have your child paint or color each plate to match the pet.

Cut out shapes from construction paper to use as the pet faces. Allow your child to glue on the face parts.



EASY ACTIVITY – WALK THE PET

In this activity, your child will “walk” their pet.

Tie a string leash around a favorite stuffed animal. Have your child take that stuffed animal on a walk around the house.

Talk about why some pets need to go for walks.

Optional: Set this up with an obstacle course element to add a fun gross motor challenge to the activity (example: have them go around chairs, over pillows, etc.).

PETS

WEEK 2

QUESTIONS FOR THE WEEK:
 What kinds of animals are pets?
 How do we care for pets?

GOALS: Children will learn more about animals that are kept as household pets with a focus on how to care for those animals.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Some Pets</u>	<u>Some Pets</u>	<u>How Do Dinosaurs Love their Dogs?</u>	<u>How Do Dinosaurs Love their Dogs?</u>	<u>Alfie the Turtle the Disappeared</u>
THINGS TO TALK ABOUT	Emphasize the differences in how to care for different pets	Review letter Dd for dogs Find the letter Dd in the book	Why would someone want to own a pet – or not own a pet?	Review letter Dd for dogs Find the letter Dd in the book	Recall and retell the story of Alfie
LEARNING ACTIVITY	Math: Sort Goldfish crackers into a graph	Math: Roll and graph activity	Math: Comparing pet sizes	Math: Goldfish math – making 2 groups from 10	Alphabet Review – match magnetic letters on a cookie sheet
EASY ACTIVITY	Sensory: Wash the pets sensory bin	Letter Dd art work for your alphabet art portfolio	Art: Paint the Pets	Spatial Awareness: Make a pets silhouette puzzle	Art: Fish bowl painting with Goldfish crackers

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

Review pets and pet information from last week.

"This week we will keep talking about pets."

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read [Some Pets](#).
Ask your child questions about the story while you read.

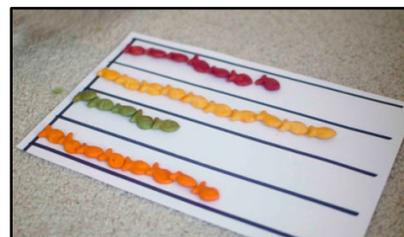
THINGS TO TALK ABOUT

Emphasize the differences in pet needs. What a dog needs is different than a fish or guinea pig – why?

LEARNING ACTIVITY – GRAPHING GOLDFISH

In this sorting activity, you will need Rainbow Goldfish crackers.

On a piece of paper, create a simple graph to sort the Goldfish. Draw a line along the bottom and make enough columns for each color.



First, have your child sort the crackers by color (just some, not the whole bag). Next, help your child to line them up in the graph.

Ask questions about the graph. *"Which color has the most?" "Which has the least?" "How many orange Goldfish?" "How many crackers altogether?"*

EASY ACTIVITY – WASH THE PETS

In this activity, your child will wash their pets.

In a storage container OR in the bath tub, give your child their plastic animal toys and ask them to wash them. Talk about why we wash pets.

Add in bubbles and give your child sponges, scrubbing brushes, and towels to work with.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"What are some ways we can care for pets?"

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable). Reread Some Pets.

THINGS TO TALK ABOUT

Review and talk about the letter Dd. Draw a letter Dd on a piece of paper or white board (upper and lower case).

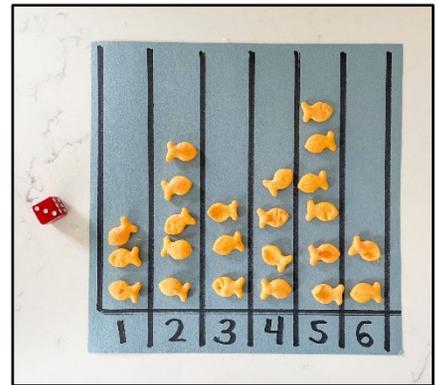
"This is the letter Dd. Dd says 'd'. I hear it in the word door, dinner, and dishes."

Look back through the read aloud book and find the letter Dd in print (you don't need to do every page, just a few). Count them and point out that Dd has two different shapes (big letter, small letter).

LEARNING ACTIVITY – ROLL & GRAPH

Today, your child will play a roll & graph activity. Tell your child, *"Today, we are going to roll the dice a bunch of times and see which number we roll the most."*

On a sheet of paper, write the numbers 1-6 across the bottom. Draw lines between each number to create separation. Have your child roll the dice and place a Goldfish cracker (or other small object) under that number. Have your child continue to roll the dice and place a Goldfish correctly to keep track of how many times each number has been rolled.



Once they are done, work together to count how many times each number was rolled.

EASY ACTIVITY – ALPHABET BOOK PAGE

For this activity, your child will need dot stickers.

On their letter D, let your child decorate with dot stickers. Talk about how the letter D is the first letter in dot. Your child can trace the outline of D in stickers or decorate the inside. Cut out the letter D and glue it to construction paper.



WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"Is there a pet you would NOT want to own?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read How Do Dinosaurs Love their Dogs?
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about why people might want to own a pet – and why people might not want to own a pet.

LEARNING ACTIVITY – COMPARING PETS

Today, your child will compare the sizes of their pet toys.

In this activity, have your child sort their pets (aka stuffed animals or plastic toys or both) by small, medium, and large. Once they have done that, look more closely at the groups.

Compare sizes within each group to determine which is the smallest overall and which is the largest. Emphasize the size terms: small, medium, and large.

EASY ACTIVITY – PAINT THE PETS

In this activity, your child will paint their plastic pet animals.

In a storage container OR in the bath tub, give your child washable paint and plastic pet animal toys. Let them paint/decorate the animals.

When they are done, have them give the pets a bath to clean them off.

Test your toys first before covering them in paint.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"Tell me about a pet you know. What do you like about that pet? What is something that pet needs?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Review and talk about the letter Dd. Draw a letter Dd on a piece of paper or white board (upper and lower case).

"This is the letter Dd. Dd says 'd'. I hear it in the word day, down, and do."

Look back through the read aloud book and find the letter Dd in print (you don't need to do every page, just a few). Count them and point out that Dd has two different shapes (big letter, small letter).

LEARNING ACTIVITY – FISHING FOR 10

In this math activity, your child will join together groups of Goldfish crackers to make the number 10.

You will need two cups and 10 Goldfish crackers. Tell your child that today, you will be "fishing" for Goldfish. Spread the 10 Goldfish crackers in a pile (but not overlapping with each other). With the two cups upside down, trap all the Goldfish (some under each cup). Carefully remove the cups and count each pile, then count them altogether. Repeat this activity several times, letting your child be the one to "fish." Although it will always combine to be 10 Goldfish crackers, the groups under each cup will vary.

Your child may or may not notice that it's 10 each time and that different number combinations can make 10. That's a very high level concept. This activity is setting a foundation for them to understand that concept in the future.

EASY ACTIVITY – SILHOUETTE PUZZLE

Make a simple DIY puzzle using animal toys.

Grab some animals toys that have distinct silhouettes. Trace the outline on a piece of construction paper.

Give your child the animals and let them try to match up the correct animal with the correct silhouette.



FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Alfie the Turtle that Disappeared.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” the sequence of Alfie the Turtle that Disappeared. Help your child to identify the beginning, middle, and end.

LEARNING ACTIVITY – ALPHABET REVIEW

Review the letters A, R, N, C, J, M, S, B, Q, U, H, T, F, W, K, P, L, Y, Z, and D in an [ABC Magnet Match](#).

You will need a set of alphabet magnets for this activity. Place the magnets in a container of rice. Bury them.

On a cookie sheet, write the letters in permanent marker (it will come off) or write the letters on construction paper and tape it to the cookie sheet. Have your child find the letters in the rice and match the magnet to the written letter on the cookie sheet.

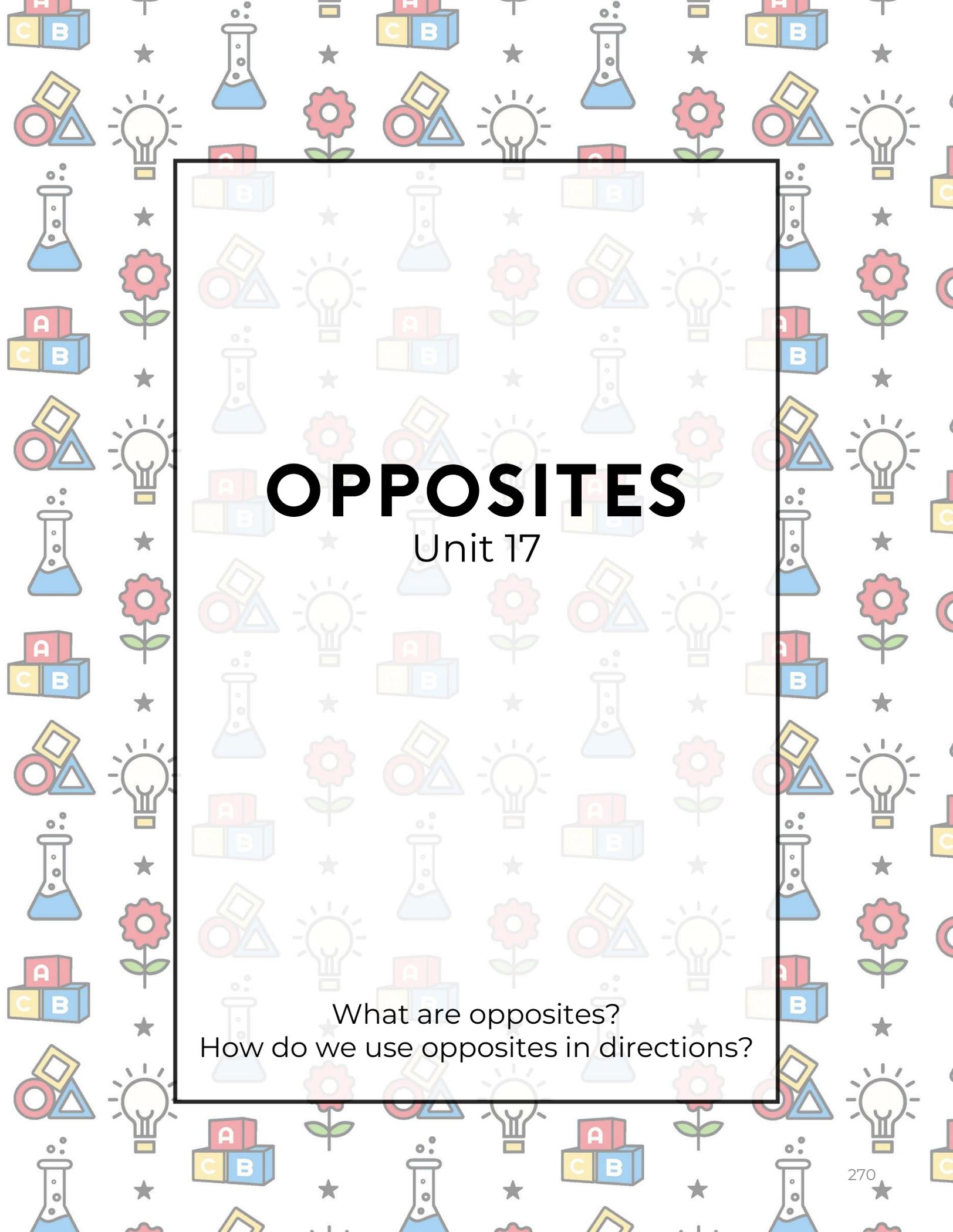


To remove marker: Squirt hand sanitizer liberally on the cookie sheet. Use a rough sponge to scrub it off. Test this trick out before drawing all over your cookie sheet.

EASY ACTIVITY – FISH BOWL PAINTING

This is a simple activity to paint a fish bowl. Trace the shape of a fish bowl on a piece of paper. Let your child paint or color the fish bowl blue.

Either glue goldfish crackers onto the art work OR cut out fish to add.



OPPOSITES

Unit 17

What are opposites?
How do we use opposites in directions?

OPPOSITES

WELCOME TO THE OPPOSITES UNIT! This is a great unit for little kids and introduces opposites as words that have different meanings from each other. These terms also serve as much needed vocabulary for direction following (ex: the box is **up** on top, the shoes are **down** there, that pan is **hot**, etc.). Children need these words as they master multistep directions.

This unit is designed to let children interact with and learn these key vocabulary terms. As you move through this unit, find ways to add opposite words into your every day life (can you jump high? Can you jump low?).

During this unit, counting and number activities will increase to 12. If your child isn't ready to move past 10 yet, stay there! Don't rush! But if they are ready, move to 1-12 for math activities. Later in the unit, one math activity will focus the opposite of counting forward: counting backwards.

The Opposites unit has two focus letters: Oo is week 1 and Xx is week 2.

SUPPLIES

- Storage container
- Empty toilet paper tube
- Flashlight
- White construction paper or white board
- Loose change/coins
- Sand paper
- Pieces of wood
- Containers with lid (10)
- Dry erase marker
- Large magnet
- Black and white paint
- Construction paper
- Crackers
- Pom pom balls

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other opposites-themed books you have or can find at the library.

- The Opposite Zoo
by Il Sung Na
- A World of Opposites
by Gray Malin
- Big Bear, Small Mouse
by Karma Wilson
- You and Me: We're Opposite
by Harriet Ziefert
- Olivia's Opposites
by Ian Falconer
- Opposites
by Sandra Boynton

OPPOSITES

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung / recited throughout the day.

SONG

by anonymous

Open, shut them.
Open, shut them.
Give a little clap clap clap.
Open, shut them.
Open, shut them.
Put them in your lap, lap lap.

POEM

Big and small,
Short and tall.
High and low,
Fast and slow.
Black and white.
Day and night.

OPPOSITES

WEEK 1

QUESTIONS FOR THE WEEK
 What are opposites?
 How do we use opposites in directions?

GOALS: Children will learn about opposite words and how opposites can help us give and follow directions.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>The Opposite Zoo</u>	<u>The Opposite Zoo</u>	<u>A World of Opposites</u>	<u>A World of Opposites</u>	<u>Big Bear, Small Mouse</u>
THINGS TO TALK ABOUT	Introduce opposite vocabulary words	Introduce letter Oo Find the letter Oo in the book	Explain how opposite words are used in directions	Review letter Oo Find the letter Oo in the book	Recall and retell opposite words
LEARNING ACTIVITY	Math: Sorting by opposites- hard, soft, big, small	Alphabet: Stamp art – make Oo with TP roll	Math: Play “Where does it go?” with preposition words	Math: Use money to count	Math/Life Skills: Putting lids back on containers
EASY ACTIVITY	Science: Experiment with hot and cold	Math: Counting with flashlights	Sensory: Clean and dirty sensory bin	Science: Using sand paper to make things smooth	Make your Alphabet Art page: Letter Oo

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

“Let’s talk about opposites. ‘Opposite’ is a fancy word for when two things are REALLY different. Like up and down. Fast and slow. Let’s practice some opposite words together.” (practice opposites that involve moment – up/down, fast/slow, high/low, etc.)

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – “*What do we think this book is about?*”
Read The Opposite Zoo.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about the opposite vocabulary terms mentioned in the book.

LEARNING ACTIVITY – SORTING OPPOSITES

Today, you will be sorting a variety of items into “opposites.”

First, gather up a bunch of objects for your child to sort. Be thoughtful as you choose: items should vary in size and texture. Your child will sort this group TWICE. First, sort by size (big or small). Next, sort by texture (rough or smooth, hard or soft).

Make sure to emphasize the opposite words used to sort these groups.

EASY ACTIVITY – COMPARING HOT AND COLD

Make a simple sensory bin to compare hot and cold.

In a storage tub, set up a hot or cold exploration. Talk about hot and cold as opposite words. Put a bowl of cold water, warm water, and ice cubes into the bin. Let your child explore the difference in temperature.

Optional: Prep this activity the night before and make the ice cubes colored. Dye the water with food coloring before freezing it.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“Let’s talk about some more opposites that you can hear. The opposite of LOUD is quiet. The opposite of HIGH is low.”

READ ALOUD

Reread Monday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Oo. Draw a letter Oo on a piece of paper (upper and lower case).

“This is the letter Oo. I hear the letter Oo in the words octopus, opposite, and offer. It says the sound ‘o’ (ahhhhh).”

Look back through the read aloud book and find the letter Oo in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET STAMP

In this activity, your child will make a collection of Oo’s.

You will need a piece of construction paper, empty toilet paper tubes, and paint. Let your child dip the end of the roll in paint and stamp it onto the paper to make Oo’s. Talk about the letter Oo as your child works.

EASY ACTIVITY – FLASHLIGHT COUNTING

In this activity, your child will use a flashlight to count.

This math activity uses “dark and light” as the opposite words. On sticky notes OR half sheets of paper, print the numbers 1-12. Tape them around a dark room (you may need to do this activity at night).

Give your child a flashlight. Emphasize the words “dark and light.” Have your child use their light to find all the hidden numbers. Make games out of this and call out how your child should search (*“Walk slowly to the number 7.” “Hop quickly to the number 3.”*).

Extension: Instead of writing numerals on each sticky notes, show the number quantities with dots (for example: ●●●●).

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"We've been learning about opposites lately, like rain and sunshine, day and night, dark and light. Can you think of an opposite?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read *A World of Opposites*.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about opposite words and how they help you to know *what to do*.

"Opposites are used a lot in directions. I can tell you to set the ball ON the counter or OFF the counter, UNDER the counter or ON TOP of the counter."

LEARNING ACTIVITY – THE OVER/UNDER GAME

For this activity, your child will follow directions for where to place an object. This activity focuses on preposition words and following directions.

In this activity, you need your child to have ONE small toy. Give directions for where to put the toy.

"Put it ON the cup." "Put it UNDER the cup." "Put it NEXT TO a book." "Put it BETWEEN two books." "Put it UP on the shelf." "Put it BELOW the shelf."

This is also a fun activity to try with the child and a chair.

Extension: Let your child give you the directions.



EASY ACTIVITY – CLEAN AND DIRTY

Make a clean and dirty sensory bin.

This activity is easiest outside, but can be done inside on a beach towel. Set down a large storage container. Inside the container, place two bowls: one with mud (or coffee grinds or chocolate pudding) and the other with clean water.

Set a few plastic toys in the dirty bin and ask your child to clean them. Emphasize clean and dirty as opposite words – they mean different things.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Show me the opposite of fast." "Show me the opposite of tall." "Show me the opposite of loud."

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Oo. *"Let's talk about the letter Oo."* On the top of a sheet of paper or small white board, write letter Oo.

"This is the letter Oo. Oo makes the sound 'oooo' (ahhhh). I hear the letter Oo in the word option, onto, and off."

Look back through the read aloud book and find the letter Oo in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – COUNTING HEADS AND TAILS

In this activity, your child will use coins to count numbers 1-12. First, show your child a bunch of coins. Talk about the two sides of the coin. Use the terms "upside down" and "right side up" as well as "heads and tails." For this activity, your child will put coins in a cup, dump them out, and sort by "heads" and "tails." Finally, they will join the two groups together to determine how many coins in all.

Place a few coins (1 to 12) in a cup without your child seeing how many. Have them pour the coins out of the cup and first sort by heads and tails. Have them identify how many are in each group. Next, push the two groups together and count again. How many coins were there in all?

EASY ACTIVITY – SANDING WOOD

Grab your sand paper and scrap wood. In this activity, kids will learn about the words "rough and smooth."

Investigate the sand paper, talk about how it feels. Look at a piece of wood. Talk about how it feels.

Show your child how to use the rough sand paper to make the wood smooth again. Allow them to play and experiment with sanding.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Big Bear, Small Mouse.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about opposites.

Review Big Bear, Small Mouse and talk about different opposites from the book.

LEARNING ACTIVITY – LID SORTING

Make a “lid sorting” bin to work on spatial awareness and recognizing shapes.

Grab 10 or so containers/jars/cups that have corresponding lids. Place the lids and containers next to each other. Ask your child to match the right lid to the right container and twist them ON then OFF (opposite focus words).



EASY ACTIVITY – ALPHABET BOOK PAGE

In this activity, your child will make their letter O page.

Using some of the smaller jars from the lid sorting activity, have your child dip the tops of the jars in paint and use them to make the letter O on their Letter O Alphabet Page. Cut out the letter O and glue it to construction paper.



OPPOSITES

WEEK 2

QUESTIONS FOR THE WEEK
 What are opposites?
 How do we use opposites in directions?

GOALS: Children will learn about opposite words and how opposites can help us give and follow directions.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>You and Me: We're Opposite</u>	<u>You and Me: We're Opposite</u>	<u>Olivia's Opposites</u>	<u>Olivia's Opposites</u>	<u>Opposites</u>
THINGS TO TALK ABOUT	Do an opposites compare of adult to child	Introduce letter Xx Talk about letter Xx	Talk about opposite words in measuring	Review letter Xx Talk about letter Xx	Recall and retell information
LEARNING ACTIVITY	Math: Magnet sort – what's magnetic?	Alphabet Find: X out all the letters	Math: Finding opposites in length: Short, long, tall, small	Math: Counting backwards	Alphabet Review: Play Alphabet Find
EASY ACTIVITY	STEM: Experiment with wet and dry	Math: Following directions with counting	Art: Paint a picture with black and white only	Gross Motor Skills: Teach your child the game Simon Says	Make your Alphabet Art page: Letter Xx

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

“Opposite words can help us describe things. (Child’s name) is running fast. (Child’s name) is moving slow. (Child’s name) is jumping high.”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *“What do we think this book is about?”*
Read You and Me: We’re Opposites.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Compare you and your child. Talk about the attributes or opinions that are opposite (tall vs small, likes tomatoes vs hate tomatoes).

LEARNING ACTIVITY – MAGNETIC SORTING

Today, you will be sorting a variety of items by magnetic and not magnetic in a [“Magnet Sort” activity](#).

First, you will want to re-introduce magnets and what it means for something to be magnetic. Together, investigate what is magnetic and what is not magnetic. Have your child hold the magnet and test hinges, knobs, nails, etc. Let them “feel” how magnetic feels.



Next, give them a tray of items – some magnetic and some not. Ask them to sort the items by magnetic or not magnetic.

Magnets are very dangerous if swallowed so use large magnets for this activity and adult supervision.

EASY ACTIVITY – COMPARING WET AND DRY

Make a simple sensory bin to compare wet and dry.

Lay down a beach towel. In a storage tub, set up a wet and dry experiment. Take a bowl of water and put in a bunch of plastic toys. Ask your child to pull out each toy and dry it off. Use different items to dry with: a towel, a paper towel, napkin, sponge.
“Which works best?”

Talk about wet and dry as opposite words that can be used to describe things.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“Let’s talk about some more opposites that you can hear. The opposite of LOUD is quiet. The opposite of HIGH is low.”

READ ALOUD

Reread Monday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Xx. Draw a letter Xx on a piece of paper (upper and lower case).

“This is the letter Xx. Xx makes the ‘x’ sound. I hear the letter Xx in the words extra and exit.”

Talk about how special and rare the letter Xx is. Practice writing Xx on a piece of paper or white board.

LEARNING ACTIVITY – ALPHABET HUNT

In this activity, your child will use the letter Xx.

On a large sheet of construction paper, print several letters. Ask your child to “X” out each letter. Talk about the letter Xx as your child works. Provide help and assist with making a letter Xx if needed.

EASY ACTIVITY – FOLLOWING DIRECTIONS COUNTING

In this activity, your child will follow directions as they count.

Give your child about 15 pom pom balls to use to count with. Using vocabulary terms from this Opposites unit, give directions for how many pom poms and where they should go.

“Put 7 pom poms ON TOP of the couch.”

“Put 3 pom poms NEXT TO the chair.”

“Put 5 pom poms UNDER the pillow.”

Extension: Make multistep directions. *“Put 2 pom poms on the table and 1 under the table.”*

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"We've been learning about opposites lately. Help me remember - the opposite of day is____, the opposite of wet is _____, the opposite of old is _____."

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read *You and Me: We're Opposite*.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about opposite words and how they help you to know *what to do*.

"Opposites are used a lot in measuring. We talk about if something is long or short, tall or small, thin or wide."

LEARNING ACTIVITY – COMPARING LENGTHS

For this activity, your child will compare lengths of objects and make an "Opposites Museum."

In your child's room, compare the size of toys. Have them line up groups by tall and small or short and long. Keep the toy groups out to showcase all the different opposites (like a museum would).

Make sure to use opposite size words to compare the lengths.

EASY ACTIVITY – BLACK AND WHITE

In this art activity, your child will paint a picture with only black and white paint.

Talk about how colors can be opposites like black and white. Use black and white paint to create an "opposites picture" on construction paper.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Tell me some opposite words."

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Xx. *"Let's talk about the letter Xx."* On the top of a sheet of paper or small white board, write letter Xx.

"This is the letter Xx. Xx makes the sound 'x'. I hear Xx in exam and exciting."

Talk again about how special Xx is. Practice making the letter Xx together.

LEARNING ACTIVITY – COUNTING BACKWARDS

In this activity, your child will work on counting backwards. *This is a simple activity to introduce the idea that we can count forwards and backwards. Mastery is not expected.*

Write the numbers 1-10 on a piece of paper OR on a white board. Talk to your child about counting forwards. *"Let's count to 10 together."*

As you count, touch each number.

"Now, we are going to count opposite of that and count backwards." Touch and count the numbers 10-1 as you count backwards.

Next, stand up together and walk forwards ten steps as you count to 10. Then walk backwards 10 steps as a count back to 1. Repeat this with hopping forward and back.

EASY ACTIVITY – SIMON SAYS

Teach your child to play Simon Says.

Focus the game on using opposite words: up, down, fast, slow, right, left, sit, stand, etc.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Opposites.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about opposites.
“Show me some opposite words.”
“What are your favorite opposites?”

LEARNING ACTIVITY – ALPHABET REVIEW

Alphabet Letter Review: A, R, N, C, J, M, S, B, Q, U, H, T, F, W, K, P, L, Y, Z, D, O, and X

Play “[Alphabet Find](#).” On half sheets of construction paper write a letter. Tape these sheets all around your house. Call out a letter name and have your child run to that letter then run back to you. Add in opposite action words “run FAST to letter T,” “move SLOWLY to letter W,” “jump HIGH to letter O,” etc.



EASY ACTIVITY – ALPHABET BOOK PAGE

In this activity, your child will make their letter X page.

First, have your child color the letter X. Then, help your child write the letter X all over it. Cut out the letter X and glue it to a piece of construction paper.



FAIRY TALES & FOLK TALES

Unit 18

What is a fairy tale or folk tale?
What is your favorite fairy tale?

FAIRY TALES & FOLK TALES

WELCOME TO THE FAIRY TALES & FOLK TALES UNIT! Fairy tales and folk tales have been around for hundreds of years. In this unit, you will introduce these tales to your child and use these fairy tales and folk tales to talk about story elements and morals/lessons in stories.

Fairy and folk tales are a great way to teach children about simple story elements, like character, setting and the problem. With each tale, talk about the characters, where the story takes place, and what the problem is in the story.

These stories are also a great way to teach lessons to children. For example, the moral of Little Red Riding Hood is to be careful who you talk to and trust.

This unit has two letters to focus on: letter Gg and letter Vv.

SUPPLIES

- Plastic building bricks
- Cooked spaghetti
- Construction paper
- White construction paper or white board
- Dry erase marker
- Basket
- Craft (Popsicle-style) sticks
- Miscellaneous buttons
- Ingredients for gingerbread play dough or gingerbread (search Pinterest or Google for recipe)
- Gingerbread Man cookie cutter
- Washable tempera paint
- Wooden spoon
- Playing cards

BOOKS

For this unit, I have listed four fairy tales/folk tales as a focus. There is no particular book or author to look for – simply find any of these tales to use.

- The Three Little Pigs
- Three Billy Goats Gruff
- Little Red Riding Hood
- The Gingerbread Man

Additionally, here are two fairy tales/folk tales for this unit that do have specific titles and authors:

- [Goldy Luck and the Three Pandas](#) by Natasha Yim
- [Strega Nona](#) by Tomie dePaola

Remember these books are only a suggestion. Please feel free to substitute with any other fairy tale or folk tale book you have or can find at the library.

FAIRY TALES & FOLK TALES

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

SONG

Pick your child's favorite Fairy Tale song (from their favorite Fairy Tale movie) to sing each day. Create a playlist of favorite songs to enjoy through the week.

POEM

Once upon a time,
In fairy tale land.
I saw a magic wand,
doing something grand.

It glittered and glowed,
And gave me 3 wishes.
I closed my eyes,
and wished for some kisses.

FAIRY TALES & FOLK TALES – WEEK 1

QUESTIONS FOR THE WEEK
 What is a fairy tale or folk tale?
 What is your favorite fairy tale?

GOALS: Children will be introduced to various fairy tales and folk tales, and work on identifying parts of a story. They will also find life lessons within each tale.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Three Little Pigs</u>	<u>Three Little Pigs</u>	<u>Three Billy Goats Gruff</u>	<u>Three Billy Goats Gruff</u>	<u>Strega Nona</u>
THINGS TO TALK ABOUT	Talk about the story: identify the characters and setting	Introduce letter Gg Find the letter Gg in the story	Review size words	Review the letter Gg Find the letter Gg in the story	Recall and retell the story
LEARNING ACTIVITY	Math: Sort plastic bricks by color then by size (make a brick house)	Alphabet Hunt: Use your magic wand to find letters	Math: Find things that are large, medium, small	Math: Find groups of 3s	Math & Sensory: Find shapes hidden in spaghetti noodles
EASY ACTIVITY	Art: Make a magic wand to use all unit	Math: Counting brick towers	STEM: Build a bridge over water	STEM: Make a castle	Make your Alphabet Art page: Letter Gg

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

“Let’s talk about Fairy Tales and Folk Tales. Fairy Tales and Folk Tales are special stories that have been told to children for a long, long time. A lot of these stories begin with ‘once upon a time’, have magic in them like dragons or talking animals, and teach important lessons.”

“This week, we will read and learn from different fairy tales and folk tales.”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – “*What do we think this book is about?*”
Read The Three Little Pigs.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

On a piece of construction paper or a white board, make a list with your child about the story. Who was the good character and who was the bad character? Where does the story take place? Who are the other characters/animals in the story?

LEARNING ACTIVITY – SORTING BRICKS

Today, your child will sort plastic building bricks by color or size. Talk about the third little pig’s house. Why was it the best house?

In this two part sorting lesson, your child will sort bricks by color and by size. First, have your child sort by color. Next, mix the bricks back together and have your child re-sort them by size.

Finally, have your child pretend to be the third pig and build a house from bricks.

EASY ACTIVITY – MAKE A WAND

In this easy art activity, your child will make a magic wand to use throughout the unit.

Talk about the make believe side of fairy tales. *“Today, you will get to make a magic wand.”*

First, take a spatula/wooden spoon from the kitchen and wrap it in yellow paper. On the top, add a cut out yellow star. This is your child’s magic wand for other activities. Let your child decorate their wand with craft supplies (jewels, glitter, etc.). *Keep this available for the unit.*



TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Let's talk about the 3 Little Pigs. What would you build a house out of?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page. Optional: Talk about the moral or lessons of the Three Little Pigs.

THINGS TO TALK ABOUT

Today, you will introduce the letter Gg. Draw a letter Gg on a piece of paper (upper and lower case).

"This is the letter Gg. I hear the letter Gg in the words goat, girl and guess. It says the sound 'g'."

Look back through the read aloud book and find the letter Gg in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

In this activity, your child will alphabet hunt of the letter Gg with their magic wand.

First, write the letter Gg on several sticky notes or small pieces of construction paper. Hide or tape these Gg's all over the house. Have your child use the magic wand they made yesterday to find the Gg's hidden in the house.

EASY ACTIVITY – MAKING BRICK TOWERS

In this activity, your child will need plastic building bricks and playing cards.

Use playing cards and plastic building bricks to make towers. Using cards 2-10, have your child pick a card, then make a brick tower to show that number. Repeat for all numbers 2-10.

Extension: Make two towers and join them together. Have your child count all the bricks in the new tower to see how many there are.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Can you think of a fairy tale or folk tale you like to read or watch?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read The Three Billy Goats Gruff.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about the sizes of the three goats in the story.
"The goats are small, medium, and large. Those are words we use to describe things." "How else can we describe the size of things?"

LEARNING ACTIVITY – SIZE COMPARISONS

For this activity, your child will compare sizes of different objects.

Remind your child about the sizes of the three Billy goats in the story. *"The Billy goats were small, medium, and large. Today, we will find things that are small, medium and large."*

Together with your child, pick 3 different objects. Compare them. *"Which is small? Which is medium? Which is large?"* Repeat this process with several different groups.

EASY ACTIVITY – MAKE A BRIDGE

In this activity, your child will make a bridge.

Gather some building supplies for your child to make a bridge: blocks, boxes, cans, paper, etc. Let them experiment with engineering their own bridge.

Extension: Test the bridge. Use pennies to see how much weight the bridge can hold. Experiment with different designs.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“Every fairy tale or folk tale has a problem. What was the problem in yesterday’s story?”

READ ALOUD

Reread Wednesday’s read aloud. Ask your child to help identify what’s happening on each page.

Three Billy Goats Gruff is a great example of “good vs. bad” which is a common theme in fairy tales. If you like, you can talk to your child about good characters vs. bad characters.

THINGS TO TALK ABOUT

Today, you will revisit the letter Gg. *“Let’s talk about the letter Gg.”* On the top of a sheet of paper or small white board, write letter Gg.

“This is the letter Gg. Gg makes the sound ‘g’. I hear the letter Gg in the words go, good, and game.”

Look back through the read aloud book and find the letter Gg in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – GROUPS OF 3S

In this activity, your child will work with groups of 3s. In Fairy Tales, things often come in threes (three pigs, three bears, three wishes, three goats...). Today, your child will find groups of 3s.

First, talk to your child about different fairy tales or folk tales and the use of the number 3. Give your child a basket and call it a “Magic 3” basket. Tell them to go into their room and put 3 toys in the basket (like 3 plastic animals or 3 puzzle pieces). Repeat until they have found several groups of 3.

Extension: Have your child set all their groups of 3 in small, separate piles. Talk about how many groups of 3 they found. *“Wow! You found 9 groups of 3.”* Work together to count all the pieces. *“That’s amazing! Nine groups of 3 was 27 things!”*

EASY ACTIVITY – MAKE A CASTLE

Today, your child will make a castle. There are many options for this activity:

- Make a castle from blocks
- Draw a large scale castle on butcher paper for your child to paint (like a large coloring book page)
- Add shaving cream to foam blocks to make a castle in the clouds

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Strega Nona.

THINGS TO TALK ABOUT

Today, you will ask your child about Strega Nona.

First, have your child retell the story of Strega Nona. Help them identify the beginning, middle, and end.

The moral of Strega Nona is to be a good listener. If you like, talk to your child about being a good listener.

LEARNING ACTIVITY – NOODLE HUNTING

In this activity, you will use leftover cold spaghetti noodles for a sensory bin.

Pasta is the problem in Strega Nona, and it's the problem here! Put a bunch of cooked, cold spaghetti in a storage container. Hide shapes in with the spaghetti (shape toys, cut out paper shapes, shape puzzle pieces). Let your child dig through the pasta to find the hidden shapes.



When they find a shape, talk about it. What is its name? How many sides? How many points?

EASY ACTIVITY – ALPHABET BOOK PAGE

In this activity, your child will make their letter G page.

First, have your child color their G. Then, cut out the letter G and glue it to a piece of construction paper. Last, cover the letter with glitter.

Optional: Instead of glitter, use gum wrappers.



FAIRY TALES & FOLK TALES – WEEK 2

QUESTIONS FOR THE WEEK
 What is a fairy tale or folk tale?
 What is your favorite fairy tale?

GOALS: Children will be introduced to various fairy tales and folk tales, and work on identifying parts of a story. They will also find life lessons within each tale.

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Little Red Riding Hood</u>	<u>Little Red Riding Hood</u>	<u>Gingerbread Man</u>	<u>Gingerbread Man</u>	<u>Goldy Luck and the Three Pandas</u>
THINGS TO TALK ABOUT	Talk about the characters in <u>Little Red Riding Hood</u>	Introduce letter Vv Find the letter Vv in the story	Introduce the term “setting” as where a story takes place	Review the letter Vv Find the letter Vv in the story	Recall and retell the story
LEARNING ACTIVITY	Math: Find red things from around the house	Alphabet Hunt: Use your magic wand to find letters	Math: Make a Gingerbread Man (play dough or real dough)	Math: Adding buttons to a Gingerbread man	Alphabet Review: Make a letter matching tube
EASY ACTIVITY	Sensory: Take a red color bath	Math: Collect numbers from around the house in a basket	Gross Motor Skills: Pull sticks for action words (act out story)	Art: Cookie cutter stamp art	Make your Alphabet Art page: Letter Vv

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"Fairy Tales are so much fun to read. What was your favorite Fairy Tale story from last week?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Little Red Riding Hood.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about the main characters in Little Red Riding Hood. Have your child pick their favorite. On a piece of construction paper or white board, work together to list what is known about that character.

LEARNING ACTIVITY – FINDING RED ITEMS

Today, your child will go on a "red hunt" around the house.

In honor of Little Red Riding Hood, your child will go looking for red items in the house. Give your child a plastic bag. Place a sheet of red paper into the bag to remind them what color they are searching for.

Have your child wander the house looking for red objects.

Extension: When they are done, have them try to sort the red items into smaller groups.

EASY ACTIVITY – RED COLOR BATH

Using some of the red objects from the "red hunt," you will make your child a red color bath.

Round up all the plastic red items you can find – think balls, spoons, toys, etc. – that can go in the bathtub. Fill up the tub and place ONLY red items in the tub with your child.

Optional: Add a few drops of red food coloring to the water. This will make the water red but shouldn't dye your child's skin (it will be very diluted) or the bathtub. Use your best judgment.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“Let’s retell yesterday’s story. Help me remember the beginning, middle, and end.”

READ ALOUD

Reread Monday’s read aloud. Ask your child to help identify what’s happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter Vv. Draw a letter Vv on a piece of paper (upper and lower case).

“This is the letter Vv. Vv makes the ‘vvvvv’ sound. I hear the letter Vv in the words very, visit, and vacation.”

Look back through the read aloud book and find the letter Vv in print (you don’t need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

Your child will hunt for the letter Vv with their magic wand.

First, write the letter Vv on several sticky notes or small pieces of construction paper. Hide or tape these Vv’s all over the house (or outside). Have your child use the magic wand they made last week to find the Vv’s hidden in the house (or outside).

EASY ACTIVITY – NUMBER FIND

In this activity, your child will find hidden numbers around the house and place them in a basket.

Hide numbers throughout a room or the house. Use puzzle pieces, bath toys, or numbers written on construction paper. Give your child a basket just like Little Red Riding Hood. Have them collect all the hidden numbers and put them in the basket.

Make sure to have your child say the number when they find it. When your child announces the number, call out a movement to match. “Hop 8 times!” “Skip 3 times!”

Extension: At the end, have your child put all the numbers in chronological order.

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Guess who I am: I say oink. I'm pink. I built my house from straw."
Repeat with other fairy tale characters.

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read The Gingerbread Man.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about where stories take place. Introduce the vocabulary term "setting." Talk about the setting of today's story, along with other stories from the unit.

LEARNING ACTIVITY – MAKE A GINGERBREAD PERSON

For this activity, you and your child will make a gingerbread person.

Make either a play dough gingerbread man OR a real gingerbread person.
(recipes for both are online)

EASY ACTIVITY – ACTION WORDS GAME

In this activity, your child will act out part of The Gingerbread Man.

In the story, the Gingerbread Man yells "Run, run, run as fast as you can..."

In this activity, you will change the movement word (hop, skip, etc.) and have your child act it out. Grab some craft sticks. Write one movement word on each stick: hop, skip, jump, spin, dance, crawl, roll, etc. Have your child pull out a stick. Read them the word and let them "re-act out" that part of the story (example: hop, hop, hop as fast as you can...).

THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"Lots of fairy tales have wishes in them. What would you wish for?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter Vv. Draw a letter Vv on a piece of paper (upper and lower case).

"This is the letter Vv. Vv makes the 'vvvvv' sound. I hear the letter Vv in the words vacuum, van, and village."

Look back through the read aloud book and find the letter Vv in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ROLL A GINGERBREAD PERSON

In this activity, your child will add buttons to a paper gingerbread person.

Cut out a paper gingerbread person from brown construction paper. Let your child add eyes, a nose, and a mouth with crayon.

Time to add the buttons. Let your child roll TWO dice and place *that many* buttons on their gingerbread person (example: if they roll 3, place three buttons on the paper gingerbread man). Pull them off and repeat.

At the end, let them glue their favorite buttons to the gingerbread person.

EASY ACTIVITY – STAMP ART

Today, your child will use a gingerbread person cookie cutter to make stamp art.

Let your child stamp the cookie cutter into paint and onto a piece of construction paper. If your child wants, they can then color in the stamped gingerbread people once the paint dries.

Optional: If you don't have a gingerbread person cookie cutter: Paint with other cookie cutters instead ("[cookie cutter painting](#)").

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Goldy Luck and the Three Pandas.

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” the story of Goldy Luck and the Three Pandas. Talk about the similarities and differences between this story and Goldilocks and the Three Bears (which they read in Unit 7: Teddy Bears).

LEARNING ACTIVITY – ALPHABET REVIEW

Alphabet Letter Review: A, R, N, C, J, M, S, B, Q, U, H, T, F, W, K, E, P, L, Y, Z, D, O, X, G, and V.

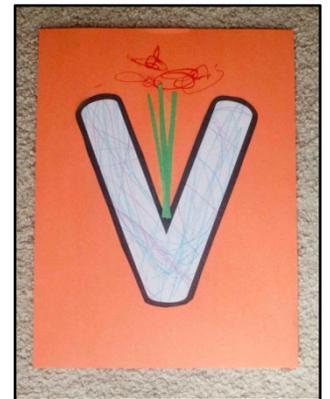
Play “[Window Match](#)” with the letters. First, write the letters on the window with a dry erase marker. Next, give your child foam bath letters in a bowl with a little bit of water. Ask them to stick the foam letters to the written letter on the window. The water will make the foam pieces stick.

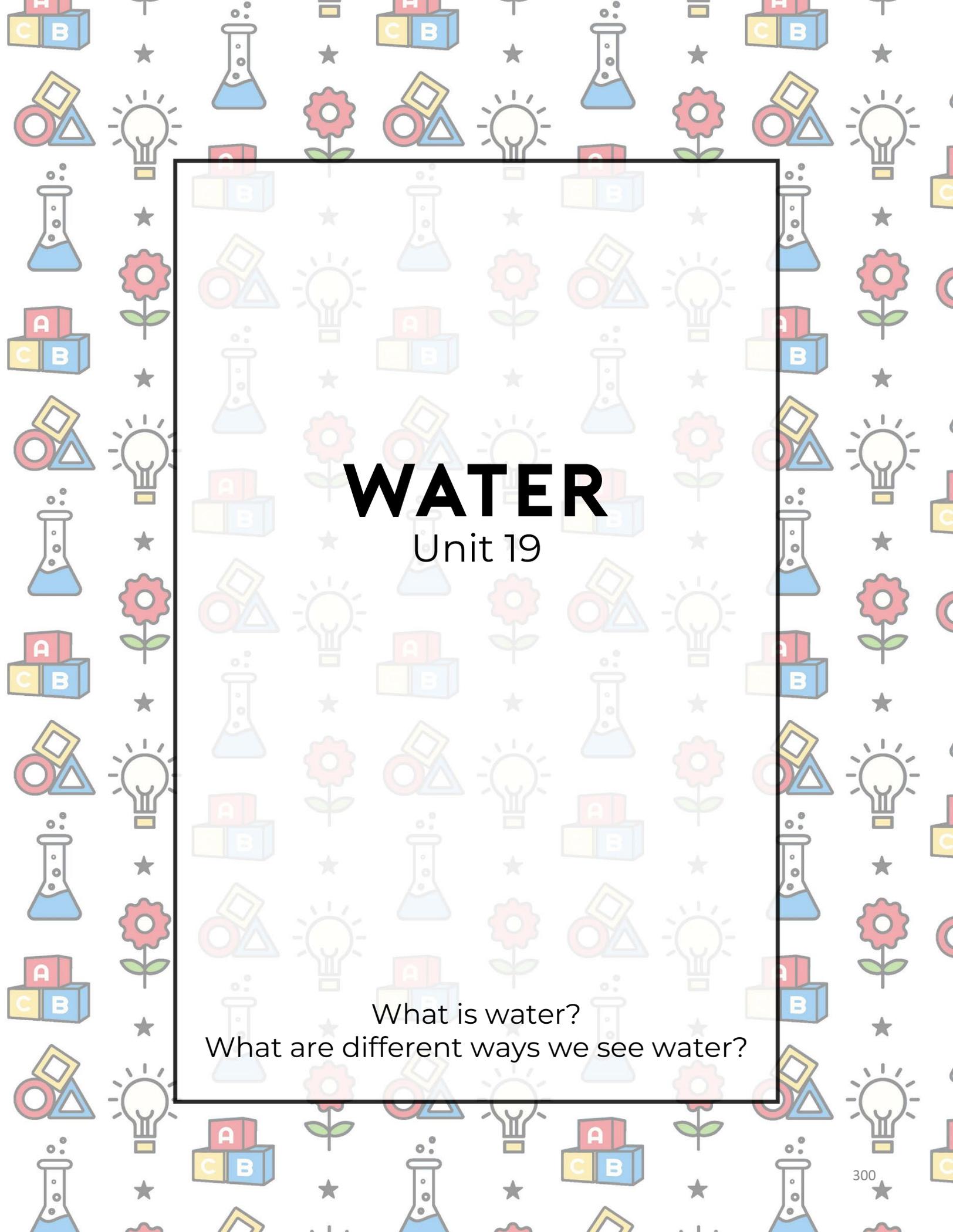


EASY ACTIVITY – ALPHABET BOOK PAGE

In this activity, your child will make their letter V page.

First, have your child color the letter V. Cut out the V and glue it to construction paper. Then, let them draw flowers in the center of the V, turning the letter V into a vase of flowers.





WATER

Unit 19

What is water?

What are different ways we see water?

WATER

WELCOME TO THE WATER UNIT – THE LAST UNIT OF PLAYING PRESCHOOL YEAR 1!

This science heavy unit is so great for kids. In this unit, you will introduce your child to water and what water can do. This unit has several science vocabulary words in it (dissolve, evaporate, freeze, melt, sink, float, etc.). One underlying theme of this unit is that water can be both a solid and a liquid.

Your child isn't expected to memorize definitions or even completely grasp these concepts. Rather, this is about introducing these science terms, experimenting with water, and building background knowledge to carry with them into their school aged years.

During this unit, your child will experiment lots with water and ice – you'll want to have lots of ice on hand. The letter focus for this week is li.

SUPPLIES

- 6 clear cups (plastic or glass)
- For one experiment: a piece of hard candy, salt, a small piece of paper, beans, a block, and a cracker.
- Washable paint
- White construction paper or white board
- Turkey baster or medicine dropper
- Ice cube tray
- Lots of ice cubes
- Food coloring
- Chalk
- Construction paper
- Dice
- Small hammer or meat mallet
- Storage container
- Spray/Squirt bottle
- Peri bottle or pipette
- 4-6 sponges
- Kraft paper OR a shower curtain liner

BOOKS

Remember these books are only a suggestion. Please feel free to substitute with any other water-themed books you have or can find at the library.

- I Get Wet
by Vicki Cobb
- Water is Water
by Miranda Paul
- Hey, Water!
by Antoinette Portis
- Wet
by Carey Sookocheff
- Water Can Be...
by Laura Purdie Salas
- Rain
by Linda Ashman

WATER

Poems and songs are so important in helping children develop language skills - and reading skills later on. The poem and song for this unit are perfect for after calendar time, and to be sung/recited throughout the day.

SONG

by anonymous

Row, row, row your boat
Gently down the stream.
Merrily, merrily, merrily, merrily.
Life is but a dream.

POEM

by anonymous

Pitter patter raindrops
falling from the sky.
Here is my umbrella
to keep me safe and dry.
When the rain is over
the sun begins to glow.
Little flowers start to bud
and grow and grow and grow.

WATER

WEEK 1

QUESTIONS FOR THE WEEK

What is water?
What are different ways we see water?

GOALS: Children will experiment with water and be introduced to water vocabulary words (liquid, dissolve, melt).

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>I Get Wet</u>	<u>I Get Wet</u>	<u>Water is Water</u>	<u>Water is Water</u>	<u>Hey, Water!</u>
THINGS TO TALK ABOUT	What is water?	Introduce letter li for igloo Find the letter li in the book	How can you describe water?	Review letter li for igloo Find the letter li in the book	Recall and retell uses for water
LEARNING ACTIVITY	Math: Sort by sinks or floats (toys)	Alphabet Hunt: Chalk hunt outside with squirt bottles	Math: Pouring station (capacity)	Math: How many drops of water fit on a circle?	Science: Ice vs. warm water; make more ice cubes for next week
EASY ACTIVITY	Science: What can water do? What will dissolve – set up experiments	Math: Ice cube math – joining ice cube groups	Art: Painting on ice cubes	Science: Color water mixing with a turkey baster	Math: Paint shapes with water – trace chalk shapes

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"We are going to learn about water! What do you like to do with water?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read I Get Wet.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Investigate water in a cup. Talk about it. *"What is water? Where does water come from?"*

LEARNING ACTIVITY – SINK OR FLOAT

In this activity, your child will experiment with whether or not items sink or float.

Fill up a large tub of water. Gather different toys and items from around the house. Introduce the vocabulary words: sink and float. Show what it means when something sinks versus when something floats.



Let your child test each item and sort them by "sinks or floats."

EASY ACTIVITY – WHAT DISSOLVES

This activity is a science experiment that you will begin today and monitor throughout the week.

Take 6 clear cups. In each cup, put a different item. Here are some examples of things you could test: hard candy, pinch of salt, small piece of paper, bean, toy block, toothpaste, chalk, crayon and a cracker.

Pour in about $\frac{1}{4}$ cup of water on top of each item. Observe them all week. You are observing whether the items *dissolve*, *change*, or *remain the same* (*"How do they react in the water?"*). If possible, leave them long enough to let the water evaporate.

TUESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What is ice?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will introduce the letter li. Draw a letter li on a piece of paper or white board (upper and lower case).

"This is the letter li. I hear the letter li in igloo, into, and insect. li says the sound 'i'."

Look back through the read aloud book and find the letter li in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ALPHABET HUNT

In this activity, your child will find letter li's and erase them.

In chalk, write the letter li on different surfaces outside. Give your child a squirt bottle to find the letter li's and erase them. They may also need a scrub brush to fully erase the letter.

EASY ACTIVITY – ICE CUBE MATH

For this activity, your child will use ice cubes as counters. Draw a ten-frame outside in chalk or inside on a cookie sheet with tape (for easy clean-up).

Have your child roll a dice. Ask them to put *that many* ice cubes into the frame. Have them roll the dice again. They need to have *that many* ice cubes join the others in the ten-frame. Ask math questions about the ten-frame: *"How many altogether?" "How many more than 5?" "How many more to 10?"* Repeat.

Note: If your child rolls 6 and 5 or 6 and 6, have them place the extra ice cubes outside of the ten-frame. The acknowledgment that the frame is full is actually the beginning of place value.

PREP FOR FRIDAY

For an activity on Friday, you will need colored ice cubes. Make these today so they are frozen by Friday. Use colored water to make ice cubes in rainbow colors. *This is a great time to talk about water changing forms. Do a water dance and start as a liquid then STOP AND FREEZE: become ice cubes.*

WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

“What can we do with water?”

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – “*What do we think this book is about?*”
Read Water is Water.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Together, come up with a list of ways to describe water (liquid, wet, slippery, clear, etc.).

LEARNING ACTIVITY – POURING STATION

Today, your child will play with a water [pouring station](#).

In a storage bin, fill pitchers and large cups with water. Give your child additional empty cups to pour into. Add empty ice cube trays as well. Allow your child to practice their water pouring skill. Consider dyeing some of the water primary colors for mixing.



This activity is great outside, but can be done in the bath tub.

EASY ACTIVITY – PAINTING ICE CUBES

In this activity, your child will [paint ice cubes](#).

Talk about ice cubes and remind your child that they are frozen water. Today, they will paint ice.

In a large storage container, place a bunch of ice cubes. Give your child washable tempera paint and let them paint the ice cubes. This creates a fun frozen effect with the paint.



THURSDAY

OPENING

Morning calendar routine
Song & Poem

REVIEW THE TOPIC

"What is rain?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Today, you will revisit the letter li. Draw a letter li on a piece of paper or white board (upper and lower case).

"This is the letter li. I hear the letter li in inside, icky, and ill. li says the sound 'l!'"

Look back through the read aloud book and find the letter li in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – HOW MUCH WATER FITS

Today, your child will experiment with drops of water.

During this experiment, your child (with your help) will carefully place drops of water onto a penny to see how many fit before it spills over.

On a penny, begin adding a single drop of water (use a dropper, syringe, or pipette). Count how many drops of water fit before the water spills off of the penny.

Extension: Repeat the experiment using a nickel, dime, and quarter.

EASY ACTIVITY – COLOR MIXING

In this activity, your child will [mix colored water](#).

Set up 3 containers of colored water: 1 red, 1 yellow, 1 blue. Using a turkey baster or medicine dropper, show your child how to take in water and transfer it to a single ice cube tray slot. Then pick a different color of water to add to the same space. *What color did you make?*



Let your child repeat this process as they fill up the tray.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read Hey, Water!

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” information about water.
“What are some things we do with water?”
“How can we change water?”

LEARNING ACTIVITY – ICE VS. WARM WATER

In this activity, your child will use the [colored ice](#) you made on Tuesday.

Take out the colored ice and talk about it.

“Where did the water go?”
“How did this ice get here?”

In this experiment, your child will turn the ice back into water. Give them a bowl of warm water. Ask *“What will happen to the ice in this warm water?”*



Drop in a colored ice cube and watch. Your child will be able to see the ice *dissolve* back into water (the color will seep out). Take another ice cube and set it on a plate – use a dropper of warm water to dissolve the ice back into water on the dry plate.

Continue experimenting with the colored ice.

EASY ACTIVITY – WATER SHAPES

Today, your child will trace shape outlines with water.

Outside, make shapes in chalk. Give your child water and a paint brush and ask them to paint the outline of the shapes. Talk about the attributes of each shape (how many sides, how many points).

Optional: If you can't go outside, draw the shapes on cardboard and let your child trace the outlines with water.

WATER

WEEK 2

QUESTIONS FOR THE WEEK

What is water?
What are different ways we see water?

GOALS: Children will experiment with water and be introduced to water vocabulary words (liquid, dissolve, melt).

	MONDAY (predicting & sorting)	TUESDAY (letter name & numbers)	WEDNES. (predicting & measuring)	THURSDAY (letter name & numbers)	FRIDAY (recall & retell & shapes)
READ ALOUD	<u>Wet</u>	<u>Wet</u>	<u>Water Can Be...</u>	<u>Water Can Be...</u>	<u>Rain</u>
THINGS TO TALK ABOUT	Think of places that have or use lots of water	Review letter li for igloo Find the letter li in the book	How does rain help us?	Review letter li for igloo Find the letter li in the book	Recall and retell the story
LEARNING ACTIVITY	Math: Sort by sinks or floats (nature)	Letter li art work for your alphabet art portfolio	Math: Sponge activity – soak sponges and squeeze water	Math: Use an ice cube tray as a “12 frame” – pour water to count	Alphabet Review: floating letters in kitchen sink
EASY ACTIVITY	Sensory: Ice bath sensory bin	Math: Erase the numbers with water	Fine Motor skills: Smash ice cubes with a hammer	Fine Motor: Spray bottle exploring	Gross Motor: Play sponge targets

MONDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

Review water and what you learned last week.

"This week we will keep talking about water."

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Wet.
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Together, think of all the places or times you see (or use) water each day.

LEARNING ACTIVITY – SINK OR FLOAT

In this activity, your child will play sink or float again but using objects found in nature.

Fill up a large container with water. Gather different items from nature (sticks, rocks, grass, leaves, flowers, etc.). Reintroduce the vocabulary words: sink and float. Ask them what it means when something sinks verses when something floats.

Let your child test each item and sort them by "sinks or floats."

EASY ACTIVITY – ICE SENSORY BIN

In this activity, your child play with ice cubes. *Please use good judgment and extra supervision when letting children play with ice cubes.*

In a large storage container, dump in a bunch of ice cubes. Add a little bit of water so the ice floats. Add in kitchen utensils and colanders. Let your child play with the [ice sensory bin](#).



TUESDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"How do you use water each day?"

READ ALOUD

Reread Monday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

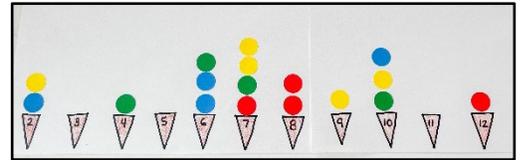
Review and talk about the letter li. Draw a letter li on a piece of paper or white board (upper and lower case).

"This is the letter li. li says 'i.' I hear it in the word if, ink, and iguana."

Look back through the read aloud book and find the letter li in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ROLL, COMBINE, GRAPH

Today, your child will play with dice and dot stickers to combine numbers.



On a sheet of paper, draw 11 small ice cream cones (see photo). Label the cones 2-12. Have your child roll two dice, combine the numbers, and add dot stickers ("scoops") to the ice cream cones. Your child can play and build ice cream cones as high as they'd like.

Extension: Ask questions at the end. *"Which cone has the most scoops?" "Why do you think that number had so many scoops?"*

EASY ACTIVITY – ALPHABET BOOK PAGE

For this activity, your child will make their I into an ice cream cone.

On the letter li sheet, let your child color the li brown like an ice cream cone. Cut out the letter li and glue it to a piece of construction paper. Then cut out a scoop of ice cream (or have your child do it). Glue it onto the I. Add a cherry on top!

This is the last page of your child's alphabet book!! Place all the pages in a folder or binder for a personalized alphabet book.



WEDNESDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"How do you make ice?"

READ ALOUD

Do a picture walk through the book and first look at *pictures only*.
Emphasize making predictions – *"What do we think this book is about?"*
Read Water Can Be...
Ask your child questions about the story while you read.

THINGS TO TALK ABOUT

Talk about rain and why it's important. *"How does it help us?"*

LEARNING ACTIVITY – SQUEEZING SPONGES

Today, your child will collect water from sponges.

Fill up a bucket of water and drop in a few sponges. Place an empty cup next to it. Ask your child to grab a sponge and squeeze the water out of it. Show them how to catch the water in the cup. Notice how much water comes out of each sponge.

Optional: If available, use different sized sponges to see if that changes the amount of water they can squeeze out.

EASY ACTIVITY – ICE HAMMER

In this activity, your child will smash ice cubes.

Dump out a large amount of ice for your child to smash. Using a small hammer or meat mallet, let your child smash the ice (this is best outside). Model for your child how to smash the ice and make sure to supervise them well.



Use extra caution and supervision when using ice cubes and hammers. Use eye protection for your child.

THURSDAY

OPENING

Morning calendar routine
Song & Poem

INTRODUCE THE TOPIC

"How many times have you used water today?"

READ ALOUD

Reread Wednesday's read aloud. Ask your child to help identify what's happening on each page.

THINGS TO TALK ABOUT

Review and talk about the letter li. Draw a letter li on a piece of paper or white board (upper and lower case).

"This is the letter li. li says 'i.' I hear it in the word important, itch, and infant."

Look back through the read aloud book and find the letter li in print (you don't need to do every page, just a few).

LEARNING ACTIVITY – ICE CUBE TRAY COUNTING

In this math activity, your child will use an ice cube tray to show numbers.

Place an ice cube tray and a peri bottle or pipette in a container or bath tub. Using two dice, have your child roll the dice and show that number in the ice cube tray. Have them fill enough spots to show the amount they rolled (ex: if you roll 3 and 4, squeeze water into 7 spots).

Dump out the water and roll again.

Extension: After filling the slots with water and determining *how many*, ask your child how many slots are *empty*.

EASY ACTIVITY – SPRAY BOTTLE EXPLORING

Let your child explore outside with a spray bottle.

Give them a spray bottle full of water and ask them to spray with it. Spray flowers, the ground, etc. Encourage them to spray different surfaces and textures. Talk about how the water changes some surfaces but not others.

FRIDAY

OPENING

Morning calendar routine
Song & Poem

READ ALOUD

Look at the cover of the book. Point out the title, author, and illustrator (if applicable).
Read [Rain](#).

THINGS TO TALK ABOUT

Today, you will ask your child to “recall and retell” the sequence of [Rain](#). Help your child to identify the beginning, middle, and end.

LEARNING ACTIVITY – ALPHABET REVIEW

Review all the letters of the alphabet by playing a Floating Letters Activity.

Take foam bath letters and place them in the kitchen sink or storage bin. Fill with a little bit of water to make the letters float. Call out letters for your child to find. Have your child reach into the sink and capture the letters with either their hand, tongs, or a spatula.



EASY ACTIVITY – SPONGE TARGETS

A fun final activity for the Playing Preschool “year” – playing [sponge targets](#).

On a large piece of Kraft paper OR on a shower curtain liner, paint a giant bull’s eye in red washable paint.



Fill a bucket with water and sponge. The goal: toss the wet sponges at the target. At the end, either throw away the paper OR rinse/wash the shower curtain liner.

Playing this inside? Make a target for the wall of the bathtub. Toss sponges or foam bath letters at the target.

**CONGRATULATIONS!!! A whole year of playful learning!
I hope you have a big celebration - you did it!**