

Pre-K Academic Packet



**Week 4
April 20 - April 24, 2020**

Pre-K Recommended Pacing

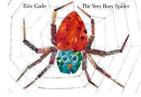
<u>Day</u>	<u>Skills</u>
Monday	<p>Language and Literacy</p> <ul style="list-style-type: none"> Recognize and practice the letters and sounds of: S, s, J, j, W, w Language Awareness Nursery Rhyme: Star Light, Star Bright Demonstrates comprehension of read aloud <p>Math</p> <ul style="list-style-type: none"> Counting Sets
Tuesday	<p>Language and Literacy</p> <ul style="list-style-type: none"> Name beginning letters and sounds of bugs Recognizing words in a sentence Elaborating on a read aloud story <p>Math</p> <ul style="list-style-type: none"> Counting Sets and Addition
Wednesday	<p>Language and Literacy</p> <ul style="list-style-type: none"> Sight words: on, in, is, you, me, to, a, go, I, see, and, the, at, you & no Identifying synonyms Processing content from a read aloud <p>Math</p> <ul style="list-style-type: none"> Rote Counting, Recognizing Numerals, Addition
Thursday	<p>Language and Literacy</p> <ul style="list-style-type: none"> Recognize alphabet partner letters Substituting beginning phonemes (beginning sounds) Retelling a story <p>Math</p> <ul style="list-style-type: none"> Subitizing: The ability to recognize small amounts of objects without counting them Addition
Friday	<p>Language and Literacy</p> <ul style="list-style-type: none"> Demonstrate and model writing reinforcing sentence structure and grammar Distinguishing individual words in a sentence Select a book for enjoyment for a reading related activity <p>Math</p> <ul style="list-style-type: none"> Subitizing, Addition

Pre-K Distance Learning Activities

Here are some additional resources for parents to ensure that the learning continues at home

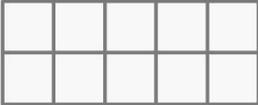
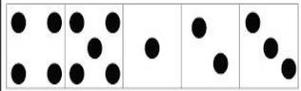
Week of: April 20 - April 24, 2020

Weekly Focus: More Bugs

Technology	Monday	Tuesday	Wednesday	Thursday	Friday
15 to 20 Minutes Daily	ABCmouse.com				
<p>Story Time 10 to 15 Minutes</p> <p>Parent Tips: Online read alouds may be available. If you are unable to read the recommended books, please feel free to read a book of choice.</p>	<p>Book Recommendation: <i>The Very Hungry Caterpillar</i> by Eric Carle</p> <ul style="list-style-type: none"> Read for enjoyment. Discuss all the food he is eating. "Is the caterpillar eating healthy food? Do you think this is what a caterpillar would really eat? How does the caterpillar feel after eating all that food? How can you tell?" 	<ul style="list-style-type: none"> Reread the <i>Very Hungry Caterpillar</i>. Ask your child to make a list of all the things the caterpillar ate. <p>Extended Writing Activity</p> <ul style="list-style-type: none"> Discuss: "What is your favourite food?" Have your child draw their favorite food for the Very Hungry Caterpillar and decide which day he will eat it. If your child has more than one favorite food, repeat the same process. 	<ul style="list-style-type: none"> Before reading the story, create a graph, "Are You Afraid of Spiders?" Generate a discussion as to why some people may be afraid of spiders and others are not afraid of spiders. Introduce the companion text, "The Very Busy Spider" by Eric Carle.  <ul style="list-style-type: none"> Questions to Ask: "Where is the spider? Why is she not answering any of the animal's questions? Why did the spider spin her web?" 	<ul style="list-style-type: none"> Reread "The Very Busy Spider." Encourage your child to chime in on the repetitive portions of the story. <p>Open-Ended Questions for Parents</p> <ul style="list-style-type: none"> Allow your child to retell the story in their own words. 	<ul style="list-style-type: none"> Reread "The Very Busy Spider" and have your child help with the repetitive phrases. Introduce (or reintroduce) non-fiction books about spiders. <p>Extended Writing Activity</p> <ul style="list-style-type: none"> Create your own book about spiders called "We Learned about Spiders" using the writing frame: <p style="text-align: center;">A spider has _____. A spider does not have _____.</p>

<p>Language & Literacy 10 to 15 Minutes Daily</p>	<ul style="list-style-type: none"> Introduce this week's letters: S, s, J, j, W, w. Practice the letters and their sounds using the alphabet letter cards that are in the link below or were in the Week 1 Activity Packet. Explain that these are the letters we will be learning this week. Don't forget to reinforce the letters that have been taught in the previous weeks. Participate and learn with Sesame Street: Usher's ABC Song. Invite the children to hold up the cards they are learning this week as they are named in the song. Capital Alphabet Cards Lowercase Alphabet Card 	<ul style="list-style-type: none"> Reinforce learning about this week's theme of bugs by having your child name bugs they are familiar with and what letter they start with. Demonstrate how to make the beginning letter of each bug by using the Letter Formation Rhymes as a guide. The link to the song below is about the body parts of a bug. After listening to the song review the letters that each body part begins with. Sing and Learn about Bugs with Dr. Jean 	<ul style="list-style-type: none"> Review the sight words that your child has learned: yes, at, on, in, is, you, me, to, a, go, I, see, and, the. This week's sight word is "no." Write it on a card and add it to the previous words. Play the "Sight Word Scratch Off" game. Write all of the sight words your child has learned on a sheet of paper. When you hold up a sight word card your child crosses off the sight word. After crossing off the word use the sight word in a sentence. 	<ul style="list-style-type: none"> Using plastic spoons write one uppercase or lowercase letter on the spoons. If spoons are not available use the upper and lowercase alphabet cards. Your child will then match the partner letters together. Have them share a word that starts with their letter. Optional: give them a piece of paper to write a word that starts with the letter.  <p>Photo Source: PlanningPlaytime.com</p>	<ul style="list-style-type: none"> Practice writing a morning message. Parent Tip: A morning message is a sentence that an adult writes while the child is interacting with the adult. Today's morning message is: What are some bugs that we see outside? While writing the morning message have a discussion about the letters, spaces between the words and punctuation. Discuss with your child the animals they see when they are outside. Optional: Take a walk outside and look for bugs.
<p>Emergent Writing 10 to 15 Minutes</p>	<p>Journal Writing:</p> <ul style="list-style-type: none"> Encourage your child to write about a favorite activity from the weekend. 	<ul style="list-style-type: none"> Draw a simple picture of a butterfly using basic shapes and lines. Guide your child to follow the steps to create his/her own insect. <p>Parent Tip: Guided drawing helps children learn how to use shapes and lines to create objects.</p>	<p>Journal Writing:</p> <ul style="list-style-type: none"> Have your child choose one of the animals/insects he/she has been learning about to write a story. Ask your child, "Which is your favorite animal/insect? Why" 	<ul style="list-style-type: none"> Provide your child with a clipboard or hard surface to use for writing, such as a book. Using a blank page of paper and a pencil, have your child look for words to write from around your home. 	<p>Make a graph titled, "Which is Your Favorite Insect?"</p> <ul style="list-style-type: none"> Have your child pick 4 insects he/she has been learning about and write the insect names at the bottom of the graph. Ask family members to name their favorite of the 4 insects. Assist your child as he/she writes the name of the family members in the correct space on the graph. After the graph is complete, have your child count to see which insect has the most and the least. Ask, "are any of the boxes equal?"

<p>Music & Movement 5 to 10 Minutes</p>	<ul style="list-style-type: none"> Use your cell phone or other digital device to play Butterfly Lifecycle Song Have your child act out the butterfly life cycle. 	<ul style="list-style-type: none"> Have your child crawl around on the floor forward, backwards, and sideways. Move to Creepy Crawly Calypso 	<ul style="list-style-type: none"> Have your child wiggle fingers, hands, arms, feet, and legs Herman the Worm 	<ul style="list-style-type: none"> Your child can do the movement with the song and move like a spider with their whole body. Itsy Ditsy Spider by the Learning Station 	<ul style="list-style-type: none"> Guess What the Insect Is Have your child act out different insect movements. (Example: crawl like a worm, fly like a butterfly.)
<p>Phonemic Awareness 10 to 15 Minutes</p>	<ul style="list-style-type: none"> Practice language awareness by learning a nursery rhyme. Have your child repeat each sentence in the "Star Light, Star Bright" nursery rhyme. <u>Star light, Star Bright</u> Star light, star bright First star I see tonight. I wish I may, I wish I might, Have this wish I wish tonight. Use the attached "Star Light, Star Bright" poem link as a guide when learning the poem. Point to each word as you say it. Count how many words are in each line. Optional: Ask your child what they would wish for? 	<ul style="list-style-type: none"> Practice making complete sentences of four or more words. Tell your child a sentence starter and have them finish it. Use the samples below: -The dog... -The bird likes... -I run... Write the sentence down on a sheet of paper and help your child count the words in the sentence. Optional: Have them illustrate (draw a picture) for each sentence. 	<ul style="list-style-type: none"> Identify synonyms with your child. Parent Tip: A synonym is a word that has the same or nearly the same meaning as another word. For example, child and kid are synonyms. Say the following words to your child and have them come up with another word that means the same thing: Jump Happy Gift Sleepy Dirty 	<ul style="list-style-type: none"> Practice substituting beginning sounds in words. For example, say "If I have 'day' and change the '/d/' to '/p/' what is my new word?" Your child should say "pay". Try changing day into the following examples: Say May Hay Way Bay Jay 	<ul style="list-style-type: none"> Practice counting how many words are in a sentence. Pick out your child's favorite book. Read a sentence in the story together. Have your child count how many words are in the sentence. Continue with several sentences in the story. Be sure to reinforce that each sentence begins with a capital letter and ends with punctuation.
<p>Handwriting Multisensory Approach 15 to 20 Minutes</p>	<ul style="list-style-type: none"> Review writing the Letter G. Have your child practice writing using dry erase boards, on paper, etc. (Remember to use the correct formation vocabulary. This page is part of Week 1 Packet.) 	<ul style="list-style-type: none"> Have your child use the Play Dough mats and Play Dough to form letters of the alphabet. You can create Play Dough mats by drawing letters on foil with markers. 	<ul style="list-style-type: none"> Review writing the Letter S. Have your child practice writing using dry erase boards, on paper, etc. (Remember to use the correct formation vocabulary. This page is part of Week 1 Packet.) 	<ul style="list-style-type: none"> Match upper and lower case letters The ABC cards are part of the Week 1 packet. Have your child practice writing letters using dry erase boards, on paper, etc. 	<ul style="list-style-type: none"> Review writing the Letter C. Encourage your child to practice writing using dry erase boards, on paper, etc. (Remember to use the correct formation vocabulary. This page is part of Week 1 Packet.)

<p>Outdoor Play (If Appropriate) 20 Minutes</p>	<ul style="list-style-type: none"> Ask your child to think of different ways that insects move. Can you move like a _____ ? Then pretend to be butterflies and “fly” around the playground. 	<ul style="list-style-type: none"> Encourage your child to jump around the perimeter of the playground pretending to be crickets or grasshoppers. <p><u>Extended Outdoor Learning Opportunities</u></p>	<ul style="list-style-type: none"> Get outside, play and enjoy some fresh air with your child. Ride a bike or scooter around the block with your child. 	<p><u>Nature Walk and Butterfly Discovery</u></p> <ul style="list-style-type: none"> Take a nature walk with an adult and see how many butterflies you can find. Talk about each butterfly, upon discovery. Discuss their differences, similarities, etc. <p>Items Needed: magnifying glass and sun protective hat</p>	<ul style="list-style-type: none"> Get outside, play and enjoy some fresh air with your child. Ride a bike or scooter around the block with your child. <p><u>Extended Outdoor Learning Opportunities</u></p>
<p>Early Mathematics 15 to 20 Minutes</p>	<ul style="list-style-type: none"> Play the “<u>Race to 10</u>” game. Materials needed: dice, 10 counters and a ten frame. Parent Tip: Draw a ten frame like the one below on a piece of paper.  <ul style="list-style-type: none"> Provide your child with one 10 frame and 10 counters. Roll the dice and have your child put the matching number of counters on to the 10 frame. Continue to play until he/she reaches 10 counters. Clear boards and play again. 	<ul style="list-style-type: none"> Roll a large die and have your child identify how many dots he/she sees. Have your child represent the same number with his/her fingers. Create word problems involving insects to have your child practice combining sets. (Children can use their fingers, or counters to create a concrete representation of the problem.) 	<ul style="list-style-type: none"> Practice counting 1-31 by moving like one of the insects you have been learning about. Mix up a set of <u>flash cards</u> using numbers 1-20. (These are available in the week one packet.) Have your child see how quickly he/she can name each one. Play a game using your fingers.. Hide your hands behind your back, then show your hands holding up a few fingers on each hand. For example, show three fingers on your right hand and two fingers on your left hand. Children love it when you chant a little rhyme before revealing your fingers: “Fingers, fingers, 1,2,3, how many fingers do you see?” Children then call out how many fingers you are holding up. 	<ul style="list-style-type: none"> Create “dot cards” by cutting paper into small squares. On each square use a marker to make a set (1-5) of circles or dots. See the example below:  <ul style="list-style-type: none"> Play a game called “Can You Find It?” Game Directions: Place the cards face up. Say a number from 1-5. See if your child can find a card that matches that number. For an additional challenge say a higher number (between 6-10) and see if your child can use two dot cards to represent that number. 	<ul style="list-style-type: none"> Use the dot cards from yesterday. Show your child each card one at a time. See how quickly he/she can tell you how many dots are on each card. Next, have your child choose 2 dot cards. Ask, “How many dots does this make all together?” Continue with additional sets of dot cards.

Free Choice Activities 30 Minutes	Giving children choices helps them feel like they have some power and control over their learning. Think of one of your child's favorite play activities. Allow him or her to choose an activity that involves playing with adults or other children in the home.
Social & Emotional	Talking with Children about the Coronavirus https://www.fredrogerscenter.org/what-we-do/child-wellness/coronavirus-response <ul style="list-style-type: none">• Continue to practice deep breathing. Choose one of the breathing strategies from Week 3 packet: STAR, Drain, Balloon or Pretzel. See if your child can teach the breathing strategy to other family members.
Online Resources for Parents	