

Pre-K Academic Packet



**Week 2
April 6 – 10, 2020**

Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

Pre-K Recommended Pacing



<u>Day</u>	<u>Skills</u>
Monday	Language and Literacy <ul style="list-style-type: none"> Recognize and practice the letters and sounds of: M, m, E, e, Z, z, K, k using letter cards Language Awareness Nursery Rhyme: Jack Be Nimble Shows motivation for and appreciation of reading Math <ul style="list-style-type: none"> Addition and Subtraction: Five Little Monkeys
Tuesday	Language and Literacy <ul style="list-style-type: none"> Name beginning letters and sounds of zoo animals Makes real world connections between stories and life experiences Combine onset and rime to make a word Math <ul style="list-style-type: none"> Addition and Subtraction: Number Stories
Wednesday	Language and Literacy <ul style="list-style-type: none"> Sight words: on, in, is, you, me, to, a, go, I, see, and, the & at Reinforce onset and rime using picture puzzles Show comprehension of a story using reenactment Math <ul style="list-style-type: none"> Addition and Subtraction: Characters in a story
Thursday	Language and Literacy <ul style="list-style-type: none"> Recognize and practice the letters and sounds of: M, m, E, e, Z, z, K, k with finger writing practice Reinforce Syllable Practice through "Hickety Pickety Bumblebee" Shows motivation for and appreciation of reading Math <ul style="list-style-type: none"> Counting sets of objects
Friday	Language and Literacy <ul style="list-style-type: none"> Demonstrate model writing reinforcing sentence structure and grammar: Morning Message Distinguish individual sounds in a word Participate in conversations that demonstrate knowledge of zoo animals Math <ul style="list-style-type: none"> Addition: Cup Game
<u>Online Resources for Parents</u>	

Pre-K Distance Learning Activities

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

Date: April 6 thru April 10

Weekly Focus: Zoo Animals

	Monday	Tuesday	Wednesday	Thursday	Friday
Technology 15 to 20 Minutes Daily	<div>  <p>ABCMouse.com</p> <p>Click here to download your district's Family Letter with Redeem Code</p> </div>				
Story Time	Please notify your child's teacher if you're unable to find related books. Virtual read alouds may be an option.*				
	<ul style="list-style-type: none"> Young children are fascinated with animals. Encourage your child to read their favorite animal books to you.* After reading, explain how animals live in a variety of unique environments. 	<ul style="list-style-type: none"> Discuss animals that live in the zoo. Use this link to learn more about your favorite zoo animal. Select a story to read with your child about the zoo and/or zoo animals.* 	<ul style="list-style-type: none"> Reread the story then have your child to discuss the sequence.* Ask, what was their favorite parts of the story? 	<ul style="list-style-type: none"> Ask your child to retell the story from yesterday. Model how you stop, think, and then retell in order. 	<ul style="list-style-type: none"> Introduce One, Two, Zoo Poem. After reading the poem, have children identify the rhyming words in the text.
Language & Literacy 10 to 15 Minutes Daily	<ul style="list-style-type: none"> Use alphabet cards to introduce this week's letter cards: M, m, E, e, Z, z, K, k. 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. Physically make the letters out of markers, crayons or pencils, practicing the sound and naming words that start with the letters. 	<ul style="list-style-type: none"> Reinforce learning about zoo animals by having the child name animals that live in the zoo and what letter they start with. Demonstrate how to make the beginning letter of each zoo animal by using the Letter Formation Rhymes as a guide. The link to the song below shows a zoo animal with the beginning sound for each letter of the alphabet. Alphabet Zoo ABC Song for Kids by Jack Hartman 	<ul style="list-style-type: none"> Review the sight words: on, in, is, you, me, to, a, go, I, see, and, the & at. Write the sight words neatly on pieces of papers. Place or tape a few sight words throughout the house. Invite your child to practice the words as they walk around the house. 	<ul style="list-style-type: none"> Review the letters for the week: M, m, E, e, Z, z, K, k. Have the children practice writing the letters on the carpet with their finger. Repeat writing the letters in the air. Have children share the sound and a word that begins with the letter. Participate in the alphabet phonics song: Phonics Song by A.J. Jenkins 	<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 animals that live in the zoo? While writing the morning message have a discussion about the letters, spaces between the words and punctuation.

Emergent Writing 10 to 15 Minutes	Journal Writing <ul style="list-style-type: none"> Encourage your child to write about a favorite activity from the weekend. 	<ul style="list-style-type: none"> Have your child help you create a list of items that you may need to pick up at the store. Parent Tip: It is important for children to see adults writing for authentic reasons. 	Journal Writing <ul style="list-style-type: none"> Use this link to watch animals at the San Diego Zoo. Have your child write about what they learned about a zoo. 	<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. 	Journal Writing <ul style="list-style-type: none"> Have your child write about a favorite zoo animal they have learned about this week.
Music & Movement 5 to 10 Minutes	<ul style="list-style-type: none"> Use rhythm sticks or musical instruments or upside-down pots to practice a steady beat. Everyday items can be used to make great music 	<ul style="list-style-type: none"> While playing with your child, move like zoo animals. Discuss how zoo animals move in many different ways. 	<ul style="list-style-type: none"> Use your cell phone or other digital device to move to the following links Going to the Zoo by Raffi At the Zoo 	<ul style="list-style-type: none"> Walk, jump, and hop from room to room with your child and talk about what zoo animal would live in each room. 	<ul style="list-style-type: none"> Use your cell phone or other digital device to move to the following links Penguin Song by Learning Station Tarzan Song by the Learning Station
Phonemic Awareness 10 to 15 Minutes	<ul style="list-style-type: none"> Today your child will practice language awareness by learning a nursery rhyme. Have your child repeat each sentence. <u>Jack Be Nimble</u> Jack be nimble, Jack be quick, Jack jump over The candlestick. Use the attached Jack Be Nimble 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. Jack Be Nimble Poem by Prekinders 	<ul style="list-style-type: none"> Practice onset & rime with your student. Parent Tip: Onset is the beginning sound or consonant in a word. The rime is the vowel and letters that follow it. For example, in the word cat, c is the onset, -at is the rime. You would say it using the sounds: “c” + “at”. Use Let's Make a Word by Jack Hartman song to practice onset and rime. Review the words that were made in the interactive song. 	<ul style="list-style-type: none"> Use the onset and rime picture puzzles from FCRR.org to complete the picture puzzles. These picture puzzles can be found in the Week 2 Activity Packet or at the link below: Onset and Rime picture Puzzles 	<ul style="list-style-type: none"> Practice syllables with your child. Teach them “Hickety Pickety Bumblebee.” Parent Tip: A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit. So, for example, 'book' has one syllable, and 'reading' has two syllables. <u>Hickety, Pickety, Bumblebee</u> Hickety, Pickety, Bumblebee Won't you say your name for me? (child says his or her name) Hickety, Pickety, Bumblebee Won't you whisper your name for me? (child whispers their name) Hickety, Pickety, Bumblebee Won't you stomp your name for me?(child stomps the syllables) Hickety, Pickety, Bumblebee Won't you clap your name for me?(child clap the syllables) Repeat for every name in the family 	<ul style="list-style-type: none"> Practice stretching out words with your child. You can use anything in your home that can be pulled between two hands: a piece of string, dental floss, a tie, a slinky, a rope, a belt, etc. Parent Tip: The parent says one sound in a word at a time while stretching the string. S-i-t The child repeats using the string. Practice stretching with the following words: top got mop cut fun hit kid bed den fan mat

Handwriting Multisensory Approach 15 to 20 Minutes	<ul style="list-style-type: none"> Ask your child about Mat Man Draw Mat Man, Cut out pieces to make Mat Man or have your child watch you draw and then help you draw Mat Man on a piece of paper 	<ul style="list-style-type: none"> Review writing the Letter T Have students 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"> Review writing the Letter I Have students practice writing using dry erase boards, on paper, etc. (Remember to use the correct formation vocabulary. 	<ul style="list-style-type: none"> Give your child two sticks or pencils Use positional words Vertical, Horizontal, and Diagonal and have your child repeat the words after you. Vertical is I Horizontal is __ Diagonal is / Introduce capital V, T, A, X as they make them with the sticks or pencils 	<ul style="list-style-type: none"> Review writing the Letter U Have students practice writing using dry erase boards, magic boards, etc. (Remember to use the correct formation vocabulary
Outdoor Play (If Appropriate) 20 Minutes	<ul style="list-style-type: none"> Get outside, play and enjoy some fresh air with your child Encourage children to move like different zoo animals Example: hop like a kangaroo, etc. 	<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. 	<ul style="list-style-type: none"> Explain how animals often use camouflage to hide. Camouflage means to hide. Play hide and go seek with your child. 	<ul style="list-style-type: none"> Get outside, play and enjoy some fresh air with your child. 	<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.
Early Mathematics 15 to 20 Minutes	<ul style="list-style-type: none"> Read and act out the poem, "Five Little Monkeys" Create a variety of word problems to have your child practice adding and subtracting monkeys. For example: "Can you count how many monkeys you have all together if 3 are on the bed and 2 more started jumping on the bed?" If 5 monkeys were jumping on the bed and 1 fell off, how many monkeys are on the bed?" Your child may use their fingers to add and subtract. 	<ul style="list-style-type: none"> Create animal number stories with zoo animals. Example: "If there were 2 monkeys and 2 more monkeys came along, how many monkeys would there be all together?" (Allow your child to use their fingers or actual objects such as rocks, cotton balls, crayons, etc.) 	<ul style="list-style-type: none"> Read one of your child's favorite stories. Have your child count how many characters are in the story. Create word problems using the characters in the story. For example, "If there were 3 brown bears and 2 red birds, how many animals would there be all together?" 	<ul style="list-style-type: none"> Look for opportunities to count or add throughout the day. For example, "Count the number of green tiles on the floor or the number cracks you walk over on the sidewalk. Say, I see two squirrels on this side of the yard and three squirrels on the other side. How many squirrels does that make?" 	<ul style="list-style-type: none"> Play the "Cup Game." For this game you will need 1 cup and 2 different types of counting materials, such as, rocks and pennies. Place a few rocks and a few pennies in a cup. Have your child empty the cup and then tell you how many items they have all together. Encourage your child to create a word problem that matches the contents in the cup.
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				

Pre-K Academic Packet

Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes



Week 2 April 6 – 10, 2020

Student Name _____

School _____

Pre-K Recommended Pacing



<u>Day</u>	<u>Skills</u>
Monday	Language and Literacy <ul style="list-style-type: none"> Recognize and practice the letters and sounds of: M, m, E, e, Z, z, K, k using letter cards Language Awareness Nursery Rhyme: Jack Be Nimble Shows motivation for and appreciation of reading Math <ul style="list-style-type: none"> Addition and Subtraction: Five Little Monkeys
Tuesday	Language and Literacy <ul style="list-style-type: none"> Name beginning letters and sounds of zoo animals Makes real world connections between stories and life experiences Combine onset and rime to make a word Math <ul style="list-style-type: none"> Addition and Subtraction: Number Stories
Wednesday	Language and Literacy <ul style="list-style-type: none"> Sight words: on, in, is, you, me, to, a, go, I, see, and, the & at Reinforce onset and rime using picture puzzles Show comprehension of a story using reenactment Math <ul style="list-style-type: none"> Addition and Subtraction: Characters in a story
Thursday	Language and Literacy <ul style="list-style-type: none"> Recognize and practice the letters and sounds of: M, m, E, e, Z, z, K, k with finger writing practice Reinforce Syllable Practice through "Hickety Pickety Bumblebee" Shows motivation for and appreciation of reading Math <ul style="list-style-type: none"> Counting sets of objects
Friday	Language and Literacy <ul style="list-style-type: none"> Demonstrate model writing reinforcing sentence structure and grammar: Morning Message Distinguish individual sounds in a word Participate in conversations that demonstrate knowledge of zoo animals Math <ul style="list-style-type: none"> Addition: Cup Game
<u>Online Resources for Parents</u>	

Pre-K Distance Learning Activities

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

Date: April 6 thru April 10

Weekly Focus: Zoo Animals

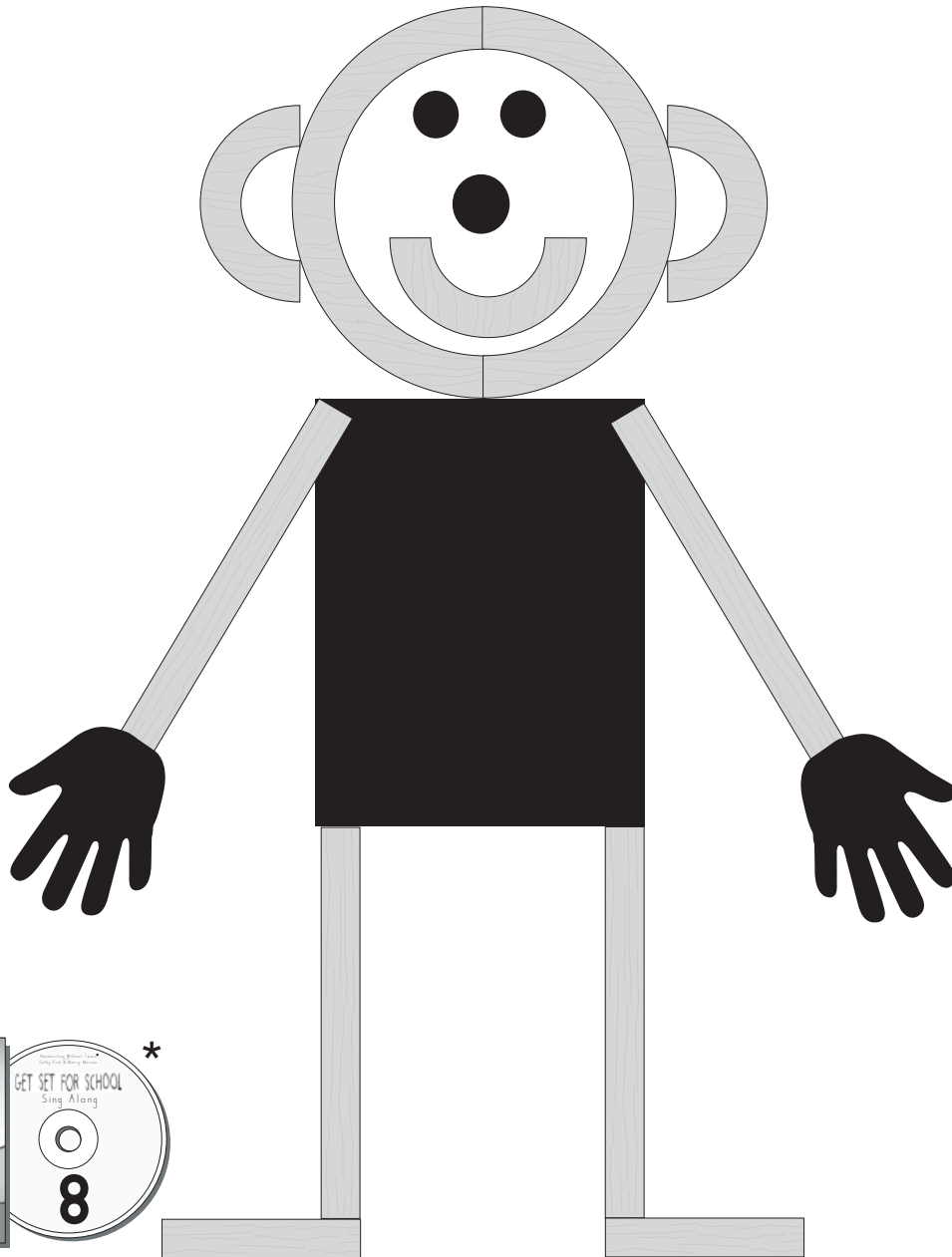
	Monday	Tuesday	Wednesday	Thursday	Friday
Technology 15 to 20 Minutes Daily	<div>  <p>ABCMouse.com</p> <p>Click here to download your district's Family Letter with Redeem Code</p> </div>				
Story Time	Please notify your child's teacher if you're unable to find related books. Virtual read alouds may be an option.*				
	<ul style="list-style-type: none"> Young children are fascinated with animals. Encourage your child to read their favorite animal books to you.* After reading, explain how animals live in a variety of unique environments. 	<ul style="list-style-type: none"> Discuss animals that live in the zoo. Use this link to learn more about your favorite zoo animal. Select a story to read with your child about the zoo and/or zoo animals.* 	<ul style="list-style-type: none"> Reread the story then have your child to discuss the sequence.* Ask, what was their favorite parts of the story? 	<ul style="list-style-type: none"> Ask your child to retell the story from yesterday. Model how you stop, think, and then retell in order. 	<ul style="list-style-type: none"> Introduce One, Two, Zoo Poem. After reading the poem, have children identify the rhyming words in the text.
Language & Literacy 10 to 15 Minutes Daily	<ul style="list-style-type: none"> Use alphabet cards to introduce this week's letter cards: M, m, E, e, Z, z, K, k. 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. Physically make the letters out of markers, crayons or pencils, practicing the sound and naming words that start with the letters. 	<ul style="list-style-type: none"> Reinforce learning about zoo animals by having the child name animals that live in the zoo and what letter they start with. Demonstrate how to make the beginning letter of each zoo animal by using the Letter Formation Rhymes as a guide. The link to the song below shows a zoo animal with the beginning sound for each letter of the alphabet. Alphabet Zoo ABC Song for Kids by Jack Hartman 	<ul style="list-style-type: none"> Review the sight words: on, in, is, you, me, to, a, go, I, see, and, the & at. Write the sight words neatly on pieces of papers. Place or tape a few sight words throughout the house. Invite your child to practice the words as they walk around the house. 	<ul style="list-style-type: none"> Review the letters for the week: M, m, E, e, Z, z, K, k. Have the children practice writing the letters on the carpet with their finger. Repeat writing the letters in the air. Have children share the sound and a word that begins with the letter. Participate in the alphabet phonics song: Phonics Song by A.J. Jenkins 	<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 animals that live in the zoo? While writing the morning message have a discussion about the letters, spaces between the words and punctuation.

Emergent Writing 10 to 15 Minutes	Journal Writing <ul style="list-style-type: none"> Encourage your child to write about a favorite activity from the weekend. 	<ul style="list-style-type: none"> Have your child help you create a list of items that you may need to pick up at the store. Parent Tip: It is important for children to see adults writing for authentic reasons. 	Journal Writing <ul style="list-style-type: none"> Use this link to watch animals at the San Diego Zoo. Have your child write about what they learned about a zoo. 	<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. 	Journal Writing <ul style="list-style-type: none"> Have your child write about a favorite zoo animal they have learned about this week.
Music & Movement 5 to 10 Minutes	<ul style="list-style-type: none"> Use rhythm sticks or musical instruments or upside-down pots to practice a steady beat. Everyday items can be used to make great music 	<ul style="list-style-type: none"> While playing with your child, move like zoo animals. Discuss how zoo animals move in many different ways. 	<ul style="list-style-type: none"> Use your cell phone or other digital device to move to the following links Going to the Zoo by Raffi At the Zoo 	<ul style="list-style-type: none"> Walk, jump, and hop from room to room with your child and talk about what zoo animal would live in each room. 	<ul style="list-style-type: none"> Use your cell phone or other digital device to move to the following links Penguin Song by Learning Station Tarzan Song by the Learning Station
Phonemic Awareness 10 to 15 Minutes	<ul style="list-style-type: none"> Today your child will practice language awareness by learning a nursery rhyme. Have your child repeat each sentence. <u>Jack Be Nimble</u> Jack be nimble, Jack be quick, Jack jump over The candlestick. Use the attached Jack Be Nimble 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. Jack Be Nimble Poem by Prekinders 	<ul style="list-style-type: none"> Practice onset & rime with your student. Parent Tip: Onset is the beginning sound or consonant in a word. The rime is the vowel and letters that follow it. For example, in the word cat, c is the onset, -at is the rime. You would say it using the sounds: “c” + “at”. Use Let's Make a Word by Jack Hartman song to practice onset and rime. Review the words that were made in the interactive song. 	<ul style="list-style-type: none"> Use the onset and rime picture puzzles from FCRR.org to complete the picture puzzles. These picture puzzles can be found in the Week 2 Activity Packet or at the link below: Onset and Rime picture Puzzles 	<ul style="list-style-type: none"> Practice syllables with your child. Teach them “Hickety Pickety Bumblebee.” Parent Tip: A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit. So, for example, 'book' has one syllable, and 'reading' has two syllables. <u>Hickety, Pickety, Bumblebee</u> Hickety, Pickety, Bumblebee Won't you say your name for me? (child says his or her name) Hickety, Pickety, Bumblebee Won't you whisper your name for me? (child whispers their name) Hickety, Pickety, Bumblebee Won't you stomp your name for me?(child stomps the syllables) Hickety, Pickety, Bumblebee Won't you clap your name for me?(child clap the syllables) Repeat for every name in the family 	<ul style="list-style-type: none"> Practice stretching out words with your child. You can use anything in your home that can be pulled between two hands: a piece of string, dental floss, a tie, a slinky, a rope, a belt, etc. Parent Tip: The parent says one sound in a word at a time while stretching the string. S-i-t The child repeats using the string. Practice stretching with the following words: top got mop cut fun hit kid bed den fan mat

Handwriting Multisensory Approach 15 to 20 Minutes	<ul style="list-style-type: none"> Ask your child about Mat Man Draw Mat Man, Cut out pieces to make Mat Man or have your child watch you draw and then help you draw Mat Man on a piece of paper 	<ul style="list-style-type: none"> Review writing the Letter T Have students 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"> Review writing the Letter I Have students practice writing using dry erase boards, on paper, etc. (Remember to use the correct formation vocabulary. 	<ul style="list-style-type: none"> Give your child two sticks or pencils Use positional words Vertical, Horizontal, and Diagonal and have your child repeat the words after you. Vertical is I Horizontal is __ Diagonal is / Introduce capital V, T, A, X as they make them with the sticks or pencils 	<ul style="list-style-type: none"> Review writing the Letter U Have students practice writing using dry erase boards, magic boards, etc. (Remember to use the correct formation vocabulary
Outdoor Play (If Appropriate) 20 Minutes	<ul style="list-style-type: none"> Get outside, play and enjoy some fresh air with your child Encourage children to move like different zoo animals Example: hop like a kangaroo, etc. 	<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. 	<ul style="list-style-type: none"> Explain how animals often use camouflage to hide. Camouflage means to hide. Play hide and go seek with your child. 	<ul style="list-style-type: none"> Get outside, play and enjoy some fresh air with your child. 	<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.
Early Mathematics 15 to 20 Minutes	<ul style="list-style-type: none"> Read and act out the poem, "Five Little Monkeys" Create a variety of word problems to have your child practice adding and subtracting monkeys. For example: "Can you count how many monkeys you have all together if 3 are on the bed and 2 more started jumping on the bed?" If 5 monkeys were jumping on the bed and 1 fell off, how many monkeys are on the bed?" Your child may use their fingers to add and subtract. 	<ul style="list-style-type: none"> Create animal number stories with zoo animals. Example: "If there were 2 monkeys and 2 more monkeys came along, how many monkeys would there be all together?" (Allow your child to use their fingers or actual objects such as rocks, cotton balls, crayons, etc.) 	<ul style="list-style-type: none"> Read one of your child's favorite stories. Have your child count how many characters are in the story. Create word problems using the characters in the story. For example, "If there were 3 brown bears and 2 red birds, how many animals would there be all together?" 	<ul style="list-style-type: none"> Look for opportunities to count or add throughout the day. For example, "Count the number of green tiles on the floor or the number cracks you walk over on the sidewalk. Say, I see two squirrels on this side of the yard and three squirrels on the other side. How many squirrels does that make?" 	<ul style="list-style-type: none"> Play the "Cup Game." For this game you will need 1 cup and 2 different types of counting materials, such as, rocks and pennies. Place a few rocks and a few pennies in a cup. Have your child empty the cup and then tell you how many items they have all together. Encourage your child to create a word problem that matches the contents in the cup.
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				

Mat Man™

Show children how to build Mat Man using the Mat, Wood Pieces, and a few accessories.



*Additional Activities:

Mat Man Rock, Track 23 of the Rock, Rap, Tap & Learn CD.

Mat Man

Tune: *The Bear Went Over the Mountain*

Mat Man has	1 head,	1 head,	1 head,
Mat Man has	2 eyes,	2 eyes,	2 eyes,
Mat Man has	1 nose,	1 nose,	1 nose,
Mat Man has	1 mouth,	1 mouth,	1 mouth,
Mat Man has	2 ears,	2 ears,	2 ears,
Mat Man has	1 body,	1 body,	1 body,
Mat Man has	2 arms,	2 arms,	2 arms,
Mat Man has	2 hands,	2 hands,	2 hands,
Mat Man has	2 legs,	2 legs,	2 legs,
Mat Man has	2 feet,	2 feet,	2 feet,

Mat Man has	1 head,	So that he can*
(repeat)	2 eyes,	(repeat)
	1 nose,	
	1 mouth,	
	2 ears,	
	1 body,	To hold what is inside
	2 arms,	So that he can*
	2 hands,	(repeat)
	2 legs,	
	2 feet,	

think
see
smell
eat
hear
heart, lungs, stomach
reach
clap
stand
walk

* Wait for your children to respond. Add extra verses when you add new accessories. Your children may call out other body functions (feet= run, kick, dance). Encourage this while keeping the song/activity moving along.

MAT MAN™

Young children often are asked to draw pictures of themselves or a person. Mat Man makes drawing easy. The following Mat Man activities develop a child's body awareness, drawing, and counting skills.

Preparation

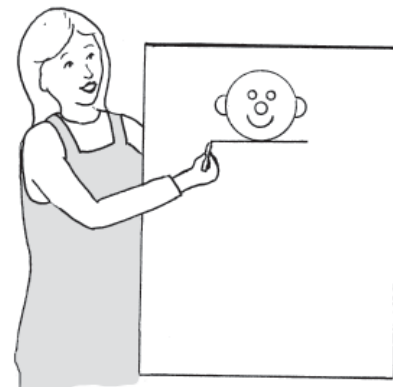
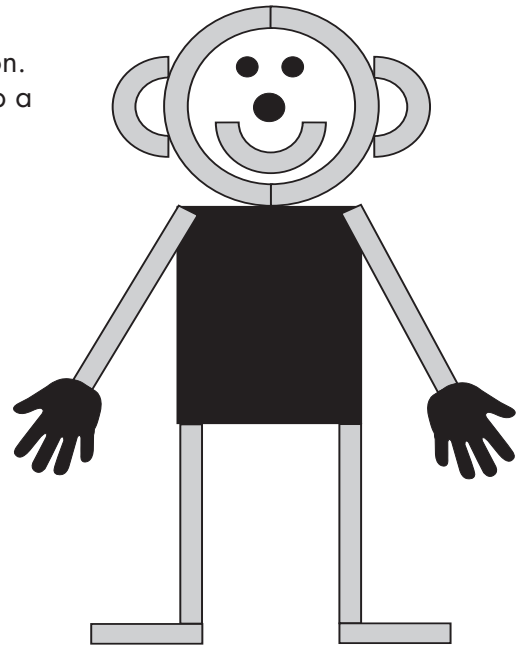
Mat

Wood Pieces:

- 2 big curves (head)
- 3 little curves (ears, mouth)
- 4 big lines (arms, legs)
- 2 little lines (feet)

Accessories:

- 2 hands
- 2 eyes (small water bottle caps)
- 1 nose (large milk or juice cap)
- other items as desired



Directions for Building and Singing

1. Children sit on the floor in a circle.
2. Teacher builds Mat Man on the floor.
3. Teacher gives Mat Man's parts to the children.
4. Children build Mat Man as they sing the *Mat Man* song with the teacher. (Track 8)
5. Extra accessories (belly button, hair, clothing, seasonal items) will make Mat Man more interesting or change him into a different Mat person.

Directions for Drawing

1. Children sit at tables/desks facing teacher. Teacher draws a large Mat Man at the board or easel.
2. Teacher draws each part in order. Sing/say: "Mat Man has one head. Watch me draw the head. Now it's your turn!" (*Get Set for School Sing Along* CD, Track 8)
3. Encourage children to add other details to their drawings.

Skills Developed

- Body Awareness—Body parts, body functions
- Drawing Skills—Placing body parts correctly, sequencing, and organization
- Socialization—Participation, following directions, contributing, taking turns
- Number Awareness—Counting body parts

Tips

- For preschoolers, demonstrate drawing arms and legs with two parallel lines.
- Encourage students to personalize all of their drawings.



Mat Man™ Pattern



Hand

Instructions:

Use these patterns to make body parts with colorful paper. Laminate for durability.



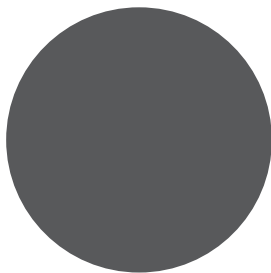
Curved Hair



Wavy Hair



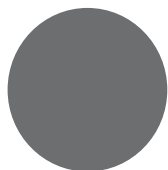
Straight Hair



Nose



Eyebrow



Eye/Belly Button



Curly Hair

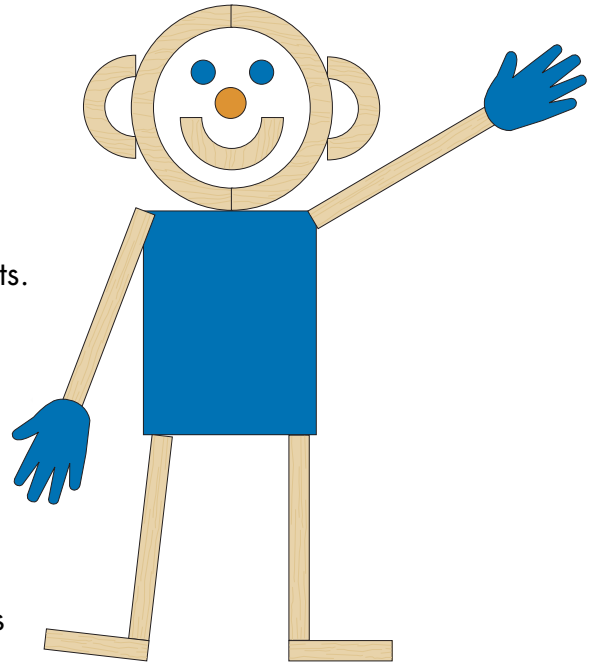
Mat Man™ – A Friend to All

Have Your Students Met Him?

Everyone needs friends. Friends make us happy, fill our hearts with joy and teach us things about life. Mat Man™ is quickly becoming friends with children across America. Who is he and what's his secret? Mat Man™ was created to teach preschool children body awareness and other important readiness skills. His secret is that he's so friendly and easy to know, and once children know him, they know many important skills and concepts.

Mat Man™ is a floor person. He's made of simple wood pieces (for head, arms, legs, etc.) a mat (for the body) and a few accessories (bottle caps for eyes and nose, and cut out hands).

Who makes him? The teacher makes him first and brings him to life on the floor. Then what does the teacher do? She gives him away! Each child is given one part to hold. Mat Man™ is gone, he's disappeared! But the children can bring him back to life. As the teacher sings the Mat Man™ song, the children join in and gradually, piece by piece, Mat Man™ comes back to the class. This time the children build him!



He comes back with a song. Haven't heard the Mat Man™ Song? You know the tune, "The Bear Went Over the Mountain." But the words are different. "Mat Man has one head, one head, one head...Mat Man has one head...So that he can...THINK!" During that part of the song, the child who has Mat Man's head comes into the circle and places the head. The song continues, "Mat Man has two eyes, two eyes, two eyes." The song continues until Mat Man is complete. And so Mat Man comes to life.

Mat Man™ does an important job. He helps children learn about their bodies, body functions, counting, taking turns, sequencing, placing pieces, and participating in a group. And there's something else! After building Mat Man on the floor, children want to have a picture of him. They are eager to draw Mat Man™! And guess what? By having the teacher demonstrate the steps to drawing Mat Man™, the children learn to put all of his parts in the right place. Children who know Mat Man™ begin to change him into other people—Mat Mom, Mat Dad, Mat You, Mat Me. No two Mat Men have ever looked the same. That's because children are encouraged to personalize their drawings. From this activity children learn to draw organized pictures of people on paper. They are proud of the people they make and draw. The teachers are proud of their students and pleased with the excitement and results that this activity creates. Thank you Mr. Mat Man™!



Five little monkeys jumping on the bed,
One fell off and bumped his head.
Mother called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Four little monkeys jumping on the bed,
One fell off and bumped her head.
Mother called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Three little monkeys jumping on the bed,
One fell off and bumped his head.
Mother called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Two little monkeys jumping on the bed,
One fell off and bumped her head.
Mother called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

One little monkey jumping on the bed,
He fell off and bumped his head.
Mother called the doctor and the doctor said,
"Put those monkeys straight to bed!"

Zookeeper, Zookeeper, What Do You See?

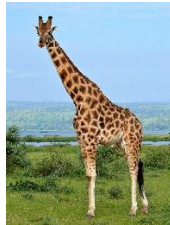
Favorite Animal Videos

Flamingo



Video Link:
<https://www.youtube.com/watch?v=b2AN1cPn3zY>

Giraffe



Video Link:
<https://www.youtube.com/watch?v=bNYXweQ81vI>

Hippopotamus



Video Link:
<https://www.youtube.com/watch?v=0iYx5q5CudI>

Lion



Video Link:
<https://www.youtube.com/watch?v=vRrrpBewz0g>

Monkey



Video Link:
<https://www.youtube.com/watch?v=owr198WQpM8>

Panda



Video Link:
<https://www.youtube.com/watch?v=VNxx8jVEm3I>

Peacock



Video Link:
https://www.youtube.com/watch?v=mKCKd0j_ijI

Zebra



Video Link:
<https://www.youtube.com/watch?v=kWxnadQI5Qw>

Elephant



Video Link:
<https://www.youtube.com/watch?v=LpzwxDqVDtc>

Phonological Awareness

PA19

Onset and Rime

Onset and Rime Picture Puzzles

Benchmarks: A.2a, F.3b, F.3d, F.2f



Objective

The child will blend onsets and rimes to make words.



Materials

- Rime Work Boards (Activity Master) - *Copy on cardstock and laminate.*
- Plastic letters
- Writing utensils
- Extension: Child Sheet (Activity Master)



Activity

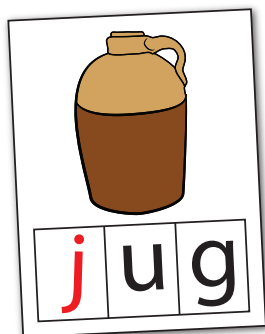
After teacher introduction, children select onsets to complete words using pictures as clues.

1. Place the Onset and Rime Work Boards face up in a stack at the center. Place the plastic letters beside the boards.
2. The child selects the top work board from the stack, names the picture, and reads the rime (e.g., "jug, ug"). Says the initial sound of the word and its corresponding letter (i.e., "/j/, j").
3. Look for and place the matching plastic letter in the onset position on the work board.
4. Continue until all boards are complete.
5. Peer/teacher evaluation.

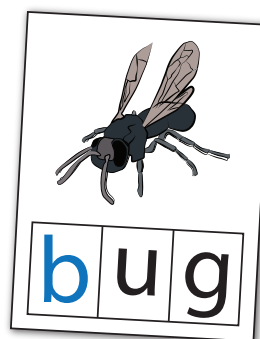


Adaptations and Extensions

- Make other picture cards to use in the game.
- Put out only the plastic letters that will be used with the boards.
- Use only 1 board at a time if working on specific rimes. Work as partners to complete the board.
- Come up with other onsets to make new words.
- Copy completed words onto child sheet.



t m h
r d



k m h
s w

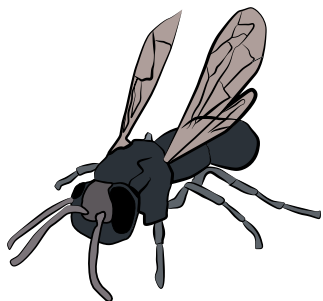
Phonological Awareness

PA19

Onset and Rime

Onset and Rime Picture Puzzles

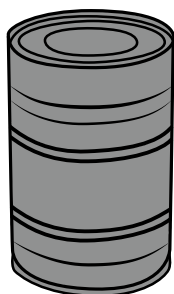
Benchmarks: A.2a, F.3b, F.3d, F.2f



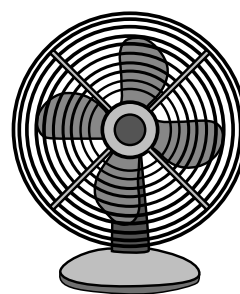
u g



u g



a n



a n

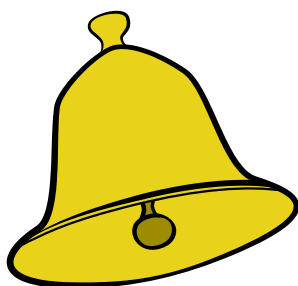
Phonological Awareness

PA19

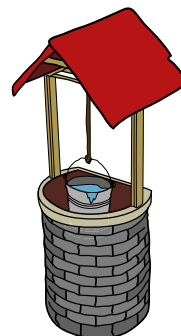
Onset and Rime

Onset and Rime Picture Puzzles

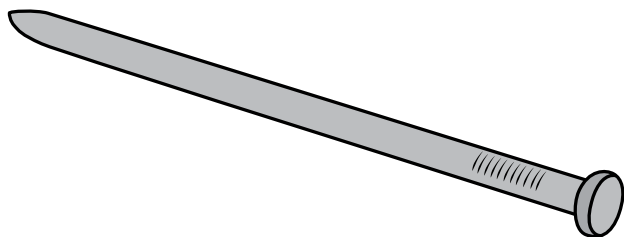
Benchmarks: A.2a, F.3b, F.3d, F.2f



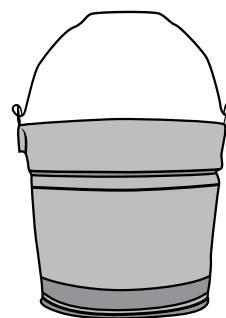
	e	l	l
--	---	---	---



	e	l	l
--	---	---	---



	a	i	l
--	---	---	---



	a	i	l
--	---	---	---

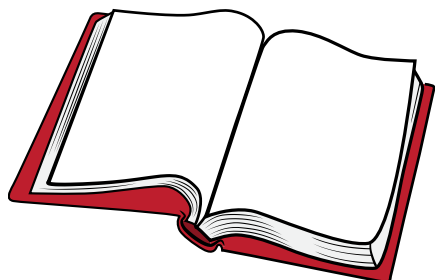
Phonological Awareness

PA19

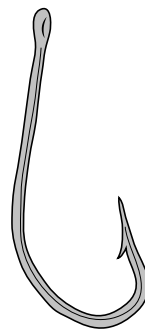
Onset and Rime

Onset and Rime Picture Puzzles

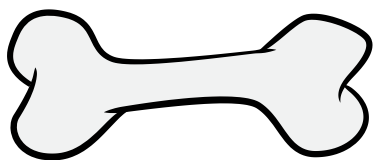
Benchmarks: A.2a, F.3b, F.3d, F.2f



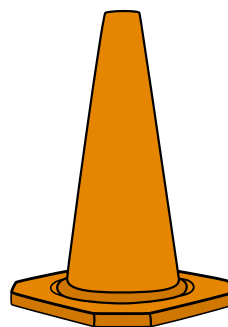
	o	o	k
--	---	---	---



	o	o	k
--	---	---	---



	o	n	e
--	---	---	---



	o	n	e
--	---	---	---



One, Two, Zoo!

One, one: the zoo is lots of fun.

Two, two: see a kangaroo.

Three, three: see a chimpanzee.

Four, Four: hear the lions roar.

Five, Five: watch the seals dive.

Six, six: there's a monkey doing
tricks

Seven, Seven: count the elephants-
eleven.

Eight, Eight: a tiger and his mate.

Nine, nine: penguins in a line.

Ten, Ten: I want to come again!

