

# Pre-K Academic Packet



**Week 5**  
**April 27 - May 1, 2020**





# Pre-K Recommended Pacing

<u>Day</u>	<u>Skills</u>
<b>Monday</b>	<p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Recognize and practice the letters and sounds of: R, r, D, d, V, v, U, u, Y, y</li> <li>• Language Awareness Nursery Rhyme: Hot Cross Buns</li> <li>• Show motivation and appreciation of reading</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Naming and describing shapes.</li> </ul>
<b>Tuesday</b>	<p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Use physical movement to reinforce letter knowledge</li> <li>• Phoneme isolation of the first sound in a word</li> <li>• Participate in conversations that demonstrate appreciation of printed materials</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Naming Shapes,</li> <li>• Addition and Subtraction</li> </ul>
<b>Wednesday</b>	<p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Sight words: on, in, is, you, me, to, a, go, I, see, and, the, at, you &amp; no</li> <li>• Delete a word from compound words</li> <li>• Elaborate on content in a read aloud</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Recognizing numerals</li> <li>• Creating, naming and recognizing shapes</li> </ul>
<b>Thursday</b>	<p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of letter names and sounds</li> <li>• Phoneme isolation of the last sound in a word</li> <li>• Help students examine similarities and differences in read alouds</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Counting sets</li> <li>• Matching sets to numerals</li> <li>• Creating and naming shapes</li> </ul>
<b>Friday</b>	<p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Model writing while reinforcing sentence structure and grammar</li> <li>• Blending sounds (phonemes) together to make a word</li> <li>• Make predictions based on a story</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Creating, identifying and describing shapes</li> </ul>

## Pre-K Distance Learning Activities

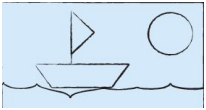
Here are some additional resources for parents to ensure that the learning continues at home

<b>Week of:</b> April 27 - May 1			<b>Weekly Focus:</b> Changes In and Around Me		
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>Technology</b> 15 to 20 Minutes Daily</p>	<b><u>ABC Mouse.Com</u></b>				
<p><b>Story Time</b> 10 to 15 Minutes</p> <p><b>Parent Tips:</b> 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><a href="#">Open-Ended Questions for Parents</a></p>	<p><b><u>Book Recommendation:</u></b> The Enormous Turnip by Kathy Parkinson</p>  <ul style="list-style-type: none"> <li><b><u>Before Reading:</u></b> If possible, show your child a real turnip and discuss root vegetables and how they grow.</li> <li>Discuss the word “enormous.” What do you think it means? “What do you think it would be like to remove an enormous turnip from the ground?”</li> <li><b><u>After Reading:</u></b> What do you think the characters learned from this experience? (teamwork, everyone being able to make a difference, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Reread the story for enjoyment.</li> <li>Questions to ask: “What could have happened if some of the characters decided not to help? How did the turnip grow to be enormous?”</li> <li>Brainstorm a list of other things that are enormous.</li> <li>Have each family member illustrate a page to combine into a book called “What is Enormous?” using the writing frame:  A _____ is enormous.</li> </ul>	<ul style="list-style-type: none"> <li>Reread the story for enjoyment.</li> <li>Make a list of characters in the story in order. “What did you notice about the size of each character as the story progressed?”</li> <li>Retell the story in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>Companion Story: The Enormous Watermelon by Brenda Parkes</li> </ul>  <ul style="list-style-type: none"> <li><b><u>After Reading:</u></b> Remind your child of the story The Enormous Turnip- “How are the stories similar and/or different?”</li> </ul>	<ul style="list-style-type: none"> <li>Reread the story for enjoyment.</li> <li>Ask your child to make a list of characters in order and then act out the story.</li> <li>Make a predictable chart: What else could Mother Hubbard grow in the garden?</li> <li>Use the writing frame:  _____ grows in the garden.</li> </ul>


## Language & Literacy

10 to 15 Minutes Daily

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| <ul style="list-style-type: none"><li>• Introduce this week's letters: R, r, D, d, V, v, U, u, Y, y. 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 of Distance Learning</li><li>• Participate and learn with <a href="#">ABC Kickbox</a> by Dr. Jean. Invite the children to hold up the cards they are learning this week as they are named in the song.</li><li>• <a href="#">Capital Alphabet Cards</a></li><li>• <a href="#">Lowercase Alphabet Card</a></li></ul> | <ul style="list-style-type: none"><li>• Review the letters by naming the letter that makes the sound that is presented in the song, "<a href="#">What Letter Is It</a>" by Jack Hartman.</li><li>• Play "Hop a Letter." Write this week's letters on circles: R, r, D, d, V, v, U, u, Y, y. Place the letters in a circle on the floor. Have your child name the letter and sound as they hop on each letter.</li><li>• Optional: Name pictures that start with each letter.</li></ul> | <ul style="list-style-type: none"><li>• Review the sight words that your child has learned</li><li>• Sight Words Memory Match Game</li></ul> | <ul style="list-style-type: none"><li>• Play "Beat the Clock." Using all of the letters your child has learned so far in the Distance Learning Lesson Plans, have your child name the letters and sounds as fast as they can using the letter flash cards. Try to beat the time on the second try.</li><li>• Optional: Invite other members of your family to participate.</li></ul> | <ul style="list-style-type: none"><li>• Practice writing a morning message.</li><li>• Today's morning message is:<br/><b>What are some things that are changing around me?</b><br/>While writing the morning message have a discussion about the letters, spaces between the words and punctuation. Use the read aloud books to help answer the morning message.</li></ul> |
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<p><b>Emergent Writing</b> 10 to 15 Minutes</p>	<p>Journal Writing:</p> <ul style="list-style-type: none"> <li>Have your child write in a journal about how he/she has changed since the beginning of the Pre-K year.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your child to draw favorite shapes and change them into an object. Example:</li> </ul> 	<p>Journal Writing:</p> <ul style="list-style-type: none"> <li>Have your child take his/her journal outside and draw a picture of a plant.</li> </ul>	<ul style="list-style-type: none"> <li>Provide your child with a clipboard or hard surface to use for writing, such as a book.</li> <li>Using a blank page of paper and a pencil, have your child look for words to write from around your home.</li> </ul>	<p>Journal Writing:</p> <ul style="list-style-type: none"> <li>Have your child write in a journal about a favorite activity from the week.</li> </ul>
<p><b>Music &amp; Movement</b> 5 to 10 Minutes</p>	<ul style="list-style-type: none"> <li>Sing or use a cell phone or other digital device to move to <a href="#">Hokey Pokey by the Learning Station</a></li> <li>Continue to do the Hokey Pokey using different body parts.</li> </ul>	<ul style="list-style-type: none"> <li>Move to <a href="#">The Needs of A Plant</a> or buzz around like a bee from window to window to see if there is sunshine.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Can you Plant A Bean?</a></li> <li>Have your child pretend to be a seed rolled up on the floor then imitate a seed growing into a plant.</li> <li>Name the soil, sun, and water as the child expands his/her body.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">The Farmer Plants the Seeds</a></li> <li>Pretend to plant seeds, water them, etc.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Down by The Bay</a></li> <li>Encourage your child to help you continue the song by making up new rhyming verses.</li> </ul>
<p><b>Phonemic Awareness</b> 10 to 15 Minutes</p>	<ul style="list-style-type: none"> <li>Practice language awareness by learning the nursery rhyme "Hot Cross Buns." Have your child repeat each sentence.</li> </ul> <p><u>Hot Cross Buns</u> Hot cross buns, Hot cross buns, One a penny, two a penny, Hot cross buns. If your daughters Don't like them Give them to your sons. Hot cross buns.</p> <ul style="list-style-type: none"> <li>Point to each word as you say it. Count how many words are in each line.</li> </ul>	<ul style="list-style-type: none"> <li>Play "Guess My Word." Your child will guess the word from the clue and the first letter.</li> <li>For example, - I am a color and my first sound is /r/? Red - I am a pet and my first sound is /d/? Dog - I am a shape and my first sound is /t/? Triangle</li> <li>Continue with clues that make up words.</li> </ul>	<ul style="list-style-type: none"> <li>Play the "Compound Word Game" For this game: Tell your child a compound word, next ask them what the word is if you take away the first half.</li> <li>For example, the word is rainbow. What is rainbow without rain? bow</li> </ul> <p>Do this for the following words:</p> <p>Fireman Doghouse Sunglasses Basketball Soccerball Icecream</p>	<ul style="list-style-type: none"> <li>Sing "Guess my end Final Sound?" To the tune of "Mary Had a Little Lamb" sing:  Can you think of my last sound, my last sound? Can you think of my last sound? It's at the end of <i>hat</i>.</li> </ul> <p>Substitute the word <i>hat</i> with the following words each time you sing the song:</p> <p>Spoon Look Buzz Miss Soap</p>	<ul style="list-style-type: none"> <li>Blend sounds together to make a word. Gather 3 small items you can find in your house: rocks, pennies, etc. Each item represents a sound in the word. Each time your child hears a sound in the word they move their item forward.</li> </ul> <p>For example: Cat: c-a-t (Move an item up for /c/ /a/ /t/)</p> <ul style="list-style-type: none"> <li>Continue with the following words: Run Net Bun Dad Mom Jug</li> </ul>

<b>Tip: Handwriting activities do not have to be just pencil and paper. If they hate writing, they are not going to enjoy using simple pencil to paper activities</b>					
<p><b>Handwriting</b> Multisensory Approach 15 to 20 Minutes</p>	<ul style="list-style-type: none"> <li>Review writing letters putting an emphasis on the Letter D.</li> <li>Practice writing using dry erase boards, on paper, etc.</li> <li>(Remember to use the <a href="#">correct formation</a> vocabulary. This page is part of Week 1 Packet.)</li> </ul>	<ul style="list-style-type: none"> <li>Lowercase Matching:</li> <li>Using paper or a Whiteboard, write a set of letters, example: Aa or ga and ask, "Which ones of these pairs match?"</li> <li>Continue with other letter pairs like Rr - ri.</li> </ul>	<ul style="list-style-type: none"> <li>Review writing the Letter P.</li> <li>Practice writing using dry erase boards, on paper, etc.</li> <li>(Remember to use the <a href="#">correct formation</a> vocabulary. This page is part of Week 1 Packet.)</li> </ul>	<ul style="list-style-type: none"> <li>Capital and lowercase matching game:</li> <li>Put capital cards A-H in order on the table and give them the lowercase a-h out of order to place under the matching capital letter.</li> <li>Use store bought or home-made <a href="#">ABC cards</a>.</li> <li>The cards in the link above are part of Week 1 packet.)</li> </ul>	<ul style="list-style-type: none"> <li>Review writing the Letter B.</li> <li>Practice writing using dry erase boards, on paper, etc.</li> <li>(Remember to use the <a href="#">correct formation</a> vocabulary. This page is part of Week 1 Packet.)</li> </ul>
<p><b>Outdoor Play</b> (If Appropriate) 20 Minutes</p>	<p style="text-align: center;"><u><a href="#">Plant a Garden</a></u></p> <ul style="list-style-type: none"> <li>Consider planting a garden with your child(ren).</li> <li><b>Items Needed:</b> seeds (e.g. sunflower or other assorted flowers, carrots, peppers, turnips, etc.), individual planting pot/container, potting soil or seed sorting mix, gardening tools (gloves, shovel, rake, etc.) and water pail <a href="#">Planting Alternatives</a></li> </ul>	<p style="text-align: center;"><u><a href="#">Plant a Garden</a></u></p> <ul style="list-style-type: none"> <li>Continue planting and grooming your garden.</li> </ul> <p><b>Items Needed:</b> seeds (e.g. sunflower or other assorted flowers, carrots, peppers, turnips, etc.), individual planting pots, potting soil or seed sorting mix, gardening tools (gloves, shovel, rake, etc.), watering pail, ering pail, <a href="#">Use this link to learn more about gardening with children</a></p>	<ul style="list-style-type: none"> <li>Get outside, play and enjoy some fresh air with your Child.</li> <li>Ride a bike or scooter around the block with your child.</li> <li>Play a game using beanbags, balls, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Have children draw shapes using sidewalk chalk.</li> <li>How can you change the shape to create something different?</li> </ul> <p style="text-align: center;"><a href="#">Watermelon Playdough Recipe</a></p>	<ul style="list-style-type: none"> <li>Get outside, play and enjoy some fresh air with your Child.</li> <li>Have children think of different ways to move.</li> <li>How can you change your movement to go faster/slower?</li> </ul>

<p><b>Early Mathematics</b> 15 to 20 Minutes</p>	<ul style="list-style-type: none"> <li>• Use magnetic shapes or draw and cut out a set of basic shapes to include: circle, square, triangle, oval, rectangle and diamond.</li> <li>• Encourage your child to name the shapes and also describe them. For example, "This is a square and it has 4 sides."</li> </ul>	<ul style="list-style-type: none"> <li>• Use magnetic shapes or shapes you made yesterday to create word problems for your child to solve. For example, "If I have 3 triangles, and I add one more triangle, how many triangles do I have all together?"</li> </ul>	<ul style="list-style-type: none"> <li>• Mix up a set of <a href="#">flash cards</a> 1-20 available in the week one packet. Have your child see how quickly he/she can name each one.</li> <li>• Have your child use playdough to create various shapes. If playdough is not available, use string, yarn, or pipe cleaners.</li> <li>• Encourage your child to explain how the shapes are the same/different.</li> </ul>	<ul style="list-style-type: none"> <li>• Use magnetic shapes or cut out shapes to create sets for your child to count.</li> <li>• Once your child creates a set, find the numeral card to match that set.</li> <li>• Use either toothpicks, craft sticks, or pencils to create shapes. Example: </li> </ul>	<ul style="list-style-type: none"> <li>• Go on a shape hunt throughout your house. See how many items of each shape your child can find.</li> <li>• If you have sidewalk chalk, have your child draw and describe shapes. You may also use a piece of paper and a crayon or marker if sidewalk chalk is not available.</li> </ul>
<p><b>Free Choice Activities</b> 30 Minutes</p>	<p>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.</p>				
<p><b>Social &amp; Emotional</b></p>	<ul style="list-style-type: none"> <li>• Create a daily Kindness Routine. Each time someone in the family does something kind, draw a heart on a piece of paper. At the end of each day highlight acts of helpfulness/kindness.</li> <li>• Have your child create thank you notes or <a href="#">appreciation cards</a> for someone in the family or neighborhood.</li> </ul>				
<p><b>Online Resources for Parents</b></p>					