

Pre-K Academic Packet



Week 7
May 11 - May 15, 2020

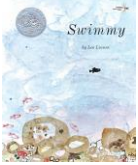
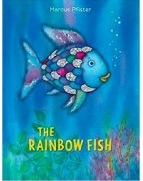
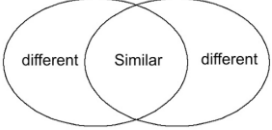


Pre-K Recommended Pacing

<u>Day</u>	<u>Skills</u>
Monday	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Identify ways to protect the environment • Language Awareness Nursery Rhyme: Peas Porridge • Observe and learn about living things <p>Math</p> <ul style="list-style-type: none"> • Representing and analyzing data.
Tuesday	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Brainstorm benefits of cooperation • Alphabetical order of letters • Identify the missing Letter <p>Math</p> <ul style="list-style-type: none"> • Representing and analyzing data.
Wednesday	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Engage in problem solving through literature • Sight words: on, in, is, you, me, to, a, go, I, see, and, the, at, you & no • Recognize the difference between letters <p>Math</p> <ul style="list-style-type: none"> • Representing and analyzing data.
Thursday	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Compare and contrast characters from a story • Recognize the names of the alphabet letters • Stretching (segmenting) words <p>Math</p> <ul style="list-style-type: none"> • Counting sets • Recognizing numerals 0-20.
Friday	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Reading for information and enjoyment • Model writing while reinforcing sentence structure and grammar • Words in a sentence <p>Math</p> <ul style="list-style-type: none"> • Representing and analyzing data.


Pre-K Distance Learning Activities


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

Week of May 11 – May 15			Weekly Focus: Nurturing Earth		
	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Technology 15 to 20 Minutes Daily</p>	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>	<ul style="list-style-type: none"> ● Book Recommendation: Swimmy by Leo Lionni  ● Discuss title, author, and illustrator. Discuss the following "I Wonder" questions: <ul style="list-style-type: none"> ● I wonder which fish Swimmy is? ● I wonder how big Swimmy will get? ● I wonder what will happen in the story? ● Next, introduce the concept of a community. Explain that a "community" of fish is called a school. ● Read the story for enjoyment. ● After reading, ask the following questions: "How 	<ul style="list-style-type: none"> ● Reread for enjoyment. ● Discuss the benefit of group cooperation. ● "When is a time our family worked together for a common good?" ● Make a list of things that you could do to help the environment. (Example: cleaning up your room, recycling materials, etc.) ● Have your child decide on a family project to help with the home/neighborhood. 	<ul style="list-style-type: none"> ● Introduce a companion text, such as "The Rainbow Fish" by Marcus Pfister.  ● Introduce the title, author, and illustrator. -"What do you think the story will be about? Do you think the story will be the same or different from "Swimmy?" ● Read the story for enjoyment. ● "How did rainbow fish feel about sharing at the beginning of the story? Did his feelings change?" ● "Did rainbow fish make the best choice? Why do 	<ul style="list-style-type: none"> ● Reread "The Rainbow Fish." ● Discuss how the story is the same/different from "Swimmy." ● Make a Venn Diagram to show the similarities and differences.  ● As your child to think of one thing they can do to help their family. (Example: clean up yard, cook family meals, etc.) ● Allow your child to complete the writing frame: I can help my family/community by _____. <p style="text-align: center;">Open-Ended Questions for Parents</p>	<ul style="list-style-type: none"> ● Collect a variety of non-fiction books about the ocean/ocean animals. ● After reading one of the stories, have your child make a list of things they learned about the ocean and/or ocean animals.

	<p>did Swimmy feel when he escaped from the Tuna and swam alone? What helped Swimmy feel happy again? Why didn't the new school of fish want to swim and play and see things? What did Swimmy do to help the fish solve their problem? Why do you think Swimmy offered to be the eye of the fish?"</p> <ul style="list-style-type: none"> • Discuss how Swimmy and the red fish solved the problem. 		<p>you think that? How does giving benefit both the giver and the receiver?"</p>		
<p>Language & Literacy 10 to 15 Minutes Daily</p> <p>Parent Read Aloud Tip: Online read alouds may be available.</p>	<ul style="list-style-type: none"> • This week your student will be learning about ways to care for the Earth and the animals that live on it. • Explain the concept of recycling: convert (waste) into reusable material. • Read or watch the book: "Michael Recycle." Discuss the ways that the residents cleaned up and showed pride. • "How did Michael assist the people who lived there?" 	<ul style="list-style-type: none"> • Using the upper case letter alphabet cards, have your child put the letters in alphabetical order. • Once the upper case letters are in order, match the lower case letters to them. Practice the sounds the letters make. 	<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, no. • Have your child make the sight words out of the alphabet letter cards. 	<ul style="list-style-type: none"> • Review the letters by singing the ABC song. Hold up the corresponding letter cards as they sing the song. • Practice and participate with Have Fun Teaching Alphabet Song. 	<ul style="list-style-type: none"> • Write a morning message with your child. Today's morning message is: We are learning about ways we can care about our earth. What ways can you help keep our earth and oceans clean? • While writing the morning message review the letters, sounds, spaces between the words and punctuation. • Discuss with your child ways they can take care of our earth and the oceans.

<p>Emergent Writing 10 to 15 Minutes</p>	<p>Journal Writing:</p> <ul style="list-style-type: none"> Have your child think of his/her favorite thing to do in nature. Write down the ideas on a large sheet of paper. Have your child decide which one activity is his/her favorite and write about it in a journal. 	<ul style="list-style-type: none"> Have your child take drawing paper outside to draw a picture of anything found in nature. 	<p>Journal Writing:</p> <ul style="list-style-type: none"> Have your child write a story about a trip to the beach. "What was your favorite part of the trip? What did you see? If you go again, what will you do differently?" 	<ul style="list-style-type: none"> Draw a simple picture of an ocean animal using basic shapes and lines. Guide your child to follow the steps to create his/her own ocean animal.. 	<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>Music & Movement 5 to 10 Minutes</p>	<ul style="list-style-type: none"> Use your cell phone or other digital device to sing and move to Body Boogie Have students act out being ocean animals. 	<ul style="list-style-type: none"> Use your cell phone or other digital device to sing and move to If Reduce, Reuse, Recycle 	<ul style="list-style-type: none"> Use your cell phone or other digital device to sing and move to If You're A Kid Earth Day Song 	<ul style="list-style-type: none"> Use your cell phone or other digital device to sing and move to Animals in the Ocean Song 	<ul style="list-style-type: none"> Exercise, Rhyme and Freeze Use different types of music to have children practice moving and then freezing when the music stops.
<p>Phonemic Awareness 10 to 15 Minutes</p>	<ul style="list-style-type: none"> Practice language awareness by learning the nursery rhyme "Pease Porridge." Have your child repeat each sentence. <p>Pease Porridge Pease porridge hot, Pease porridge cold, Pease porridge in a pot Nine days old.</p> <ul style="list-style-type: none"> Use the link below to reinforce learning the poem. <p>Pease Porridge Hot</p>	<ul style="list-style-type: none"> Missing Letter: Have your child practice filling in the missing letter. For example: A, B, ___ The missing letter is C. <p>Continue with the following examples: D, __, F L, M, N, __, P R, S, __ U, __, W X, Y, __</p> <ul style="list-style-type: none"> Parent Tip: You may want to have the alphabet cards laid out in order to help your child. 	<ul style="list-style-type: none"> Have your child pick out which letter is different. For example: a g a The letter that is different is g. <p>Continue with the following letters: D, D, B M, N, N w, u, w c, s, s O, U, U</p>	<ul style="list-style-type: none"> Practice stretching out a word and have your child tell you what the word is. Use the words below: D-u-k (duck) S-o-k-s (socks) T-i-n (tin) B-e-t- (bet) R-a-n (ran) W-a-g (wag) H-u-g (hug) 	<ul style="list-style-type: none"> Clap the Words: Have your child count the number of words in the sentence and circle the number. For example: Today is Monday. 2, 3, 4 (Your child should circle 3.) <p>Continue with the rest of the sentences: -Can you clap your hands? 5, 6, 7 -The playground is fun. 3, 4, 5 -Today is Friday. 2, 3, 4</p>

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					
Handwriting Multisensory Approach 15 to 20 Minutes	<ul style="list-style-type: none"> Review writing the Letter M. 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"> Use a highlighter or marker to write your child's first and last name on a sheet of paper and have them trace over or copy with a crayon. If your child can write his/her name well, have them write sight words from Week 1 packet. 	<ul style="list-style-type: none"> Review writing the Letter N. 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 position words VERTICAL, HORIZONTAL, and DIAGONAL Have your child use sticks or pencils to make letters V, T, A, & X. 	<ul style="list-style-type: none"> Review writing the Letter V. 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.)
Outdoor Play (If Appropriate) 20 Minutes	<p style="text-align: center;"><u>Swimmy the Fish</u></p> <p>Items Needed: large sheet of paper, paint, cardboard tubes, and stapler</p> <ul style="list-style-type: none"> Use the link to learn more on how to complete Swimmy the Fish art project 	<p style="text-align: center;"><u>Paper Plate Skating</u></p> <ul style="list-style-type: none"> Use paper plates to glide along on a carpet or smooth surface floor. Very safely, try to imitate speed skaters, hockey players, or figure skaters. 	<ul style="list-style-type: none"> Encourage your child to write words they have learned (sight words) using chalk. 	<p style="text-align: center;"><u>Water Bottle Fish</u></p> <p>Items Needed: empty water bottle, scissors, tape, glue, large googly eye or black construction paper to make fish eyes</p> <ul style="list-style-type: none"> Use this link to learn more on how to create your water bottle fish 	<p style="text-align: center;"><u>Soccer</u></p> <ul style="list-style-type: none"> Instead of playing a real game, just let your child enjoy kicking the ball and aiming it toward a goal or a large cardboard box or laundry basket turned on its side.
Early Mathematics 15 to 20 Minutes	<ul style="list-style-type: none"> Pose a question to your child based on something measurable. Example: "How many plates do you think are in our cabinet?" 	<ul style="list-style-type: none"> Gather something from your house that comes in different colors. For example: crayons. Ask your child, "What are different ways we can figure out 	<ul style="list-style-type: none"> Have your child choose 2 different types of cereal or snacks that you have at home. Ask your child to predict which type will be the favorite of most people in your household. 	<ul style="list-style-type: none"> Mix up a set of flash cards 1-20 available in the week one packet. Have your child see how quickly he/she can name each one. Play "Listen and Count." Clap up to 10 times. Have your child tell you how 	<ul style="list-style-type: none"> Pose a question based on what your child learned this week about the environment/ocean. Example, "Which is our family's favorite ocean animal?" Have your child make a prediction.

	<ul style="list-style-type: none"> Have each family member predict the number. Parent Tip: A prediction is a guess based on the information you have available. Use a graph to display the predictions. Help your child count the plates, or objects that you selected. Discuss the results. "Were we close with our predictions?" 	<p>which color has the most?"</p> <ul style="list-style-type: none"> Have your child predict which color will have the most. "How can we figure it out?" Additional questions to ask after your child has collected the information/data: "Which group has the most? How can you tell without counting?" 	<ul style="list-style-type: none"> Create a graph and have family members use tally marks to indicate their favorite. Example:  Questions to ask after the graph is created, "Which cereal/snack has the most? Did this match your prediction?" 	<p>many claps he/she heard. Continue the game by clapping a different number of times.</p> <ul style="list-style-type: none"> Create sets using objects such as crayons or pennies. Ask your child to count the set and then find the matching numeral using the flash cards from the week one packet. 	<ul style="list-style-type: none"> Have each family member draw a picture of their favorite ocean animal and then cut it out. Once the data is collected, create a graph to display results. Questions to ask: "Which group has the most? How can you tell without counting? What does this graph tell you? Was your prediction correct?"
<p>Free Choice Activities 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>Social & Emotional</p>	<ul style="list-style-type: none"> Collaborative for Academic, Social, and Emotional Learning (CASEL) <ul style="list-style-type: none"> https://casel.org/covid-resources/ Continue to practice deep breathing. Talk with your child about ways to handle conflicts. <ul style="list-style-type: none"> Watch this episode of Daniel Tiger. Talk about ways Daniel and his friends solved problems/conflict. 				
<p><u>Online Resources for Parents</u></p>					