

Learning from Home Packet

Note to Families

This packet is being provided to families who may have difficulty accessing technology in the beginning of the school year.

Within this packet there are two options. Choose the option that works best for you, your family, and your child.

The first option is **CHOICE BOARDS**. There are four choice boards included in this packet. Each week pick one choice board and see how many of the simple activities you and your child can complete that week.

The second option is **LEARNING MENUS**. These menus allow you to choose activities that work for you and your child. The packet includes eight menus that support literacy and math. The activities can be repeated and visited more than once, allowing your child to gain deeper understanding each time the activity is completed. In addition to literacy and math activities, you are encouraged to track journal writing and outdoor play each week. Set a goal of completing at least three activities for each area each week.

In each activity you will notice that Learning Connections to GOLD are provided. GOLD is an ongoing assessment tool that we use in our prek classrooms. It allows for teachers and families to observe and track growth in 38 research-based objectives for development and learning.

Preparing for Success

To ensure that your child is successful learning from home experience we suggest that you set up a home routine and a special learning space. Suggestions and guidance are in this packet.

Creating Routines at Home

Children thrive on routines. For young children, their worlds, their brains and their bodies are changing every day. Making things predictable is reassuring. That sense of predictability is important now more than ever.

You may want to take a couple of days to complete this activity. One day to take pictures, one day to talk about the pictures, and another day to introduce your schedule. Remember, we are not trying to recreate a classroom schedule. Your child's schedule may change from day to day, based on when online lessons are available. When planning your child's routine and schedule at home, don't forget play!

Steps

1. Take pictures of your child doing activities that are in their daily routine such as brushing teeth, eating, playing outside, engaging in virtual learning, engaging with a learning app (Take a picture of the app home page), napping, feeding a pet, etc. If you are not able to take pictures, draw simple pictures to represent each activity.
2. With your child, review the pictures. Discuss what is happening in each picture and why that event is important. Your child may not be able to explain why something is important. That is ok and appropriate for young children. Please see below with suggestions on how to support your child with this step.
3. Use the pictures to create a daily routine. Putting them in the order that your child will experience them throughout the day. This can be done weekly or daily. It can be done on paper or on the computer. If you are not able to print pictures from your phone, you can create an album with your photos and simply swipe to discuss what happens first and next.

Questions to ask

- "What is happening in this picture? Why is this important?"
- "What do we do after _____?" (ex. What will we do after brushing our teeth?)

Words to use

Routine- actions that are done in a certain order

First/Then- use these words when introducing short chunks of routines (First we brush our teeth, then we log onto morning meeting.)

Learning Connections: Connected GOLD Objectives

Remembers and Connects; Compares and Measures

Three-Year-Old: Remember the sequence of personal routines; know usual sequence of basic daily events and a few ordinal numbers (first, second, etc.)

Four-Year-Old: Draw on everyday experiences and applies this knowledge to a similar situation; know the usual sequence of basic daily events and a few ordinal numbers (first, second, etc.)

If your child needs support with this activity

- Instead of introducing the entire schedule, chunk activities into pairs and use First/Then statements. Show a picture and say, “First we_____” and then show the second picture and say “And then we_____”
- If your child has limited vocabulary, model how to describe what is happening in the picture or what the drawing means. “This is a drawing of an iPad, when we see this, we know it is time to log into your classroom.”
- If your child is not able to explain why an action is important, provide them with the explanation. For example, “We want to have play time because it is fun!” The next day ask them the question again. Repeat until your child is able to understand the importance of an activity. Only focus on one or two activities at a time.

If you feel your child needs a challenge

- Encourage your child to create labels for their pictures.
- Use expanded ordinal numbers (first, second, third, fourth, etc.)
- Ask questions that compare the amount of time each activity takes.

Creating a Learning Space at Home

As we start the school year learning from home, our goal is to work in collaboration with families to create experiences and activities that support children's growth and development. While we know that we will not be able to replicate what traditionally happens in a prek classroom during this time, we are excited about supporting families in creating opportunities for learning and development at home.

As you work together to create a learning space for your child, please keep in mind that it doesn't have to be perfect. It can be any space that your child has identified as their learning space, and if used consistently, will provide a signal to your child that it is "learning time" and support engagement with virtual experiences.

Steps

1. Identify a place in your home where you and your child will be able to engage in virtual lessons, such as a corner of the dining room table, a small space in a bedroom, it can even be the bathroom! The learning space can be wherever your child feels they will be able to listen and engage without distraction.
2. Gather materials that might be helpful to have in the learning space, such as paper, crayons, scissors, etc.
3. If possible, use old boxes or paper bags to create storage space so that all of your child's materials are in one place. This will allow you to easily move your child's learning space out of the way when it is not being used.
4. Once the space is set up, review the purpose of the space with your child. While there will be plenty of opportunities for play throughout the day, this space is for engaging with learning activities or virtually with the teacher.
5. Allow your child to make a sign to show that this is their space.

Questions to ask

- Where would you like to set up your space?
- What would you like to include in your learning space?
- How can we keep your space organized?
- How can we help to make this space quiet when you are learning with your teacher and class?
- How can we make this space comfortable for learning?

Words to use

Organized- when everything has a place so that we can quickly find and use them

Focus- to be able to listen when others are talking and not be bothered with what is going on somewhere else in the house



Learning Connections: Connected GOLD Objectives

Uses appropriate conversational and other communication skills

Three-Year-Olds: Name familiar people, animals, and objects; use three-to four-word sentences; may omit some words or use some words incorrectly

Four-Year-Olds: Respond appropriately to specific vocabulary and simple statements, questions, and stories; describe and tell the use of many familiar items; use complete, four- to six- word sentences

If your child needs support with this activity

- Help your child to identify a quiet spot by asking questions such as, “Do you think that having your sister next to you when she is learning will be quiet? Will you hear her teachers also?”
- Label the boxes/ bags that are being used to store supplies for your child. Discuss the letters and sounds as you write.

If you feel your child needs a challenge

- Allow your child to label any containers that are used.
- Encourage your child to make a sign to add to their learning area that asks others to be quiet in the area. Have them draw a picture and “write” the words.



CHOICE BOARDS

Directions for families: How many activities can you complete in one week?

<p>ABC Song</p> <p>Sing the ABC song while pointing to each letter on an alphabet poster or letter cards.</p>	<p>Count Around Your Home</p> <p>Count all the doors and windows in your home.</p> <p>Additional options: Count doorknobs, steps, lights</p>	<p>Silly Walk</p> <p>While walking around your home or neighborhood, walk in silly ways! You can try hopping on one foot, skipping, jumping or twirling!</p>	<p>Observational drawings</p> <p>Go on a neighborhood walk and when you get back, draw the building you liked the best using crayons or markers.</p>
<p>Sing Building Nursery Rhyme</p> <p><i>This is the way we build our house, Build our house, build our house, This is the way we build our house, so early in the morning. This is the way we pound our nail, Pound our nails, pound our nails, This is the way we pound our nails, so early in the morning.</i></p> <p>Additional verses: <i>Saw our wood; stack our bricks and paint our walls.</i></p>	<p>Sorting</p> <p>Sort items around your home by color or size. (laundry, coins, toys, shoes) Which groups have the most? The least? The same?</p>	<p>Dance Party</p> <p>Turn on your favorite music and have a dance party!</p>	<p>Interior decorator</p> <p>Create your dream room using magazine cut outs, glue and markers.</p>
<p>Label My Home</p> <p>Use index cards to create labels for different objects found in your home. Have your child write letters/words and draw pictures to name each object. Ex. Write D for door, W for window, and T for Table.</p>	<p>Making Patterns</p> <p>Using items from around your home or outside make a simple pattern (socks, toys, coins, sticks, rocks).</p>	<p>Buttons, zippers, snaps and ties</p> <p>Build fine motor skills by practicing using different kinds of fasteners! You can button, zip, snap and tie different articles of clothing. What has a button? Zipper? Snap? Strings to tie?</p>	<p>Building with recycled materials</p> <p>Using cardboard boxes, empty milk cartons, and cereal boxes, have your child create a building. Feel free to add doors and windows using markers or crayons.</p>

Directions for families: How many activities can you complete in one week?

<p>ABC Song</p> <p>Sing the ABC song while pointing to each letter on the alphabet poster or letter cards. Highlight letters in your child's name.</p>	<p>Find the Match</p> <p>Find shoes around the house and match them together. Count your matches.</p>	<p>Ready-Set- Go</p> <p>Make a pile of socks and jump over it. Find a chair and hop around it. Find a pair of pants and crawl under it.</p>	<p>Sock Toss</p> <p>Roll two socks together to form a ball. Practice throwing them into a hamper. Try throwing overhand and underhand. Can you get five in a row?</p>
<p>Make Letters with Clothes</p> <p>Find a variety of clothes around the house (I.e. shirts, sweaters, pants, shorts). Use the clothing to make any letter formation. Next, try to make the letters in your first name using the clothes.</p>	<p>Shoe Explore</p> <p>Find 5 pairs of shoes around the house. Which pair of shoes is the shortest? Which is the longest? Line shoes up from shortest to longest.</p>	<p>Nursery Rhyme: Head, shoulder, knees and toes</p> <p>Read or sing the nursery rhyme while pointing to the body part. How fast can you sing it without missing a motion?</p> <p><i>Head, shoulders, knees and toes, knees and toes</i> <i>Head, shoulders, knees and toes, knees and toes</i> <i>And eyes and ears and mouth and mouth and nose</i> <i>Head, shoulders, knees and toes, knees and toes</i></p>	<p>Fairy Tales</p> <p>Read your favorite fairy tale. What do the characters wear? Do they have any special clothing that is important to the story (e.g. Little Red Riding Hood, Cinderella)?</p>
<p>Self Portrait</p> <p>Draw a picture of yourself wearing your favorite outfit! Share your picture with your family.</p>	<p>Pattern Search</p> <p>Look at your shirt, are you wearing a pattern? How many patterns of clothing around the house can you find in two minutes?</p>	<p>Story Time</p> <p>Read your favorite book with together. Tell your family your favorite part in the story and draw a picture to match.</p>	<p>Features of Clothing Count</p> <p>How many buttons can you find? How many zippers can you find? How many pockets can you find? How many snaps can you find?</p>

Directions for families: How many activities can you complete in one week?

<p>Tree Rhymes</p> <p>How many words can you rhyme with the word, "tree?" Record your words by writing them or drawing pictures of them.</p>	<p>Feely Box</p> <p>Place an item into a bag or box. Invite your child to reach inside and feel the object. Have them use words to describe what they feel (e.g. cold, smooth). Invite them to guess what the object is and then reveal the object!</p>	<p>Alliteration Game</p> <p>Sing the following words to the tune of <i>The Farmer and the Dell</i>: <i>Alliteration game, alliteration game, listen to the beginning sounds they must start the same like /b/ird /b/ug .</i> You can sing the words that begin with the same sound or challenge your child to think of two words that beginning with the same sound.</p>	<p>Discussing Feelings</p> <p>Talk about and identify things you can do when you feel grouchy. Some ideas might be to draw a picture, have some alone time or ask for a stuffed animal. Identify other feelings such as happy, sad, excited and talk about things you do when you feel that way...</p>
<p>Let's Count Trees</p> <p>Count how many trees you can see from your window! If you do not see any trees, count how many buildings, people, or cars you see.</p>	<p>Rainbow Scavenger Hunt</p> <p>Go on a walk around your neighborhood. Can you find something of each color of the rainbow?</p>	<p>Positional Words</p> <p>Find a stuffed animal or draw one and cut it out. Work on positional words by having your child place their animal below, beside, behind the television or another structure in your home.</p>	<p>Animal Moves</p> <p>Pretend to move like an animal that lives in a tree. Fly like a bird, move like a monkey, a sloth, a rabbit, etc. Throw in some other animals for fun, walk like a bear, hop like a bunny, slither like a snake.</p>
<p>Leaf Pressing Art</p> <p>Place a few leaves between two pieces of wax paper or newspaper. Put the leaves and wax paper or newspaper under a heavy book or box for several days. The leaves are ready when they are completely flat and dry. Use these leaves to make a picture!</p>	<p>Clap a Friend's Name</p> <p>To the tune of "Mary Had a Little Lamb," clap the syllables of each family member's name! <i>Clap a friend's name with me, Name with me, name with me. Clap a friend's name with me. Let's try Mommy.</i> <i>[Mom-my] (clap-clap)</i></p>	<p>Leaf Pictures</p> <p>Use a variety of leaves to create pictures of animals. You can cut out shapes from leaves and draw on them as well.</p>	<p>Making Binoculars</p> <p>Use 2 toilet paper rolls or cut a paper towel roll in half and make binoculars to observe the birds/animals you see in trees.</p>

Directions for families: How many activities can you complete in one week?

<p>ABC Song</p> <p>Sing the ABC Song while pointing to each letter on an alphabet poster or letter cards. Highlight letters in children's names and/or family members names.</p>	<p>Counting</p> <p>Walk around the house and explore! How many windows are in the house? How many doors? Can you describe the shape of your windows and doors in your house?</p>	<p>Letter Musical Chairs</p> <p>Write letters on sticky notes and place them on a chair. Play the music and when it stops say the letter you sit on.</p>	<p>Name Collage</p> <p>Using white paper, write your name in BIG letters. Use torn up pieces of colored paper to place on top of your written name. You can tape or glue the pieces down or snap a photo for a memory!</p>
<p>Nursery Rhyme: Humpty Dumpty</p> <p>Read or sing the rhyme and keep a steady beat by clapping and drawing attention to the rhyming words.</p>	<p>Patterns in the Kitchen</p> <p>Make a pattern using fruit in your house. For example, apple, orange, apple, orange. What other patterns can you make? Use what you have in your kitchen.</p>	<p>Flip and Move</p> <p>Grab a deck of cards or make a set of cards numbered 1-10. Flip a card and move that many times. You can hop, stretch, jump, spin, stomp or skip.</p>	<p>Nature Collage</p> <p>Go outside and collect 10-20 items from nature. Bring them back inside and arrange them on a piece of paper or cardboard. You can glue them down to keep or snap a photo for a memory! You can rearrange your collection as many times as you'd like.</p>
<p>Talk About Feelings</p> <p>Show your child pictures (on phone, in books/magazines) of different emotions. Ask your child what emotion they see in each picture and how they know it's that emotion. Ask your child about times they might feel those emotions at school or home.</p>	<p>Hippity, Hoppity, How Many?</p> <p>Close your fists in front of your body. Shake your fists a few times and say, Hippity, hoppity!...How many?</p> <p>Quickly hold up some fingers on each hand. Have your child count the combined number of fingers you're holding up.</p>	<p>Primary Colors Sorting Game</p> <p>Lay out three pieces of paper -red, yellow, and blue. Grab a basket and take a quick walk around your home collecting items. Sort the items by color.</p>	<p>Draw Upside Down!</p> <p>Attach a piece of paper to the underside of a table so that it cannot fall. Using writing/drawing materials, draw a picture of your choice upside down!</p>



Learning Menu

Choose an activity from the following pages. Every time you complete an activity add a star or a smiley face to the chart. It doesn't which activity you choose- just have fun!

Week One			
Domain	Activity Completed	Activity Completed	Activity Completed
Language/Literacy			
Math			
Journal			
Outdoor Play			

Week Two			
Domain	Activity Completed	Activity Completed	Activity Completed
Language/Literacy			
Math			
Journal			
Outdoor Play			

Week Three			
Domain	Activity Completed	Activity Completed	Activity Completed
Journal			
Language/Literacy			
Math			
Outdoor Play			



Week Four

Domain	Activity Completed	Activity Completed	Activity Completed
Journal			
Language/Literacy			
Math			
Outdoor Play			

Literacy: Letters in My Name

You will need

- Items found around the house (Ex. cereal boxes, magazines, toys, juice containers)
- Paper
- Pencil/crayons
- Child's name written down on a card or piece of paper

Steps

1. Tell your child that their name is made up of letters of the alphabet and that together you are going to find those letters. Make a point to mention that letters are all around us!
2. Help your child look for the letters in their name by pointing out one letter at a time until they have found them all. Cereal boxes, magazines, signboards, toys, and labels provide good sources of big, colorful letters.
3. Trace the letter with your finger when you see it and encourage your child to do the same.
4. Discuss the characteristics of letters. Example: *"An O is like a circle. An E has four lines."*
5. Have your child write the letters in their name.

Questions to ask

- "What do you notice about letters?"
- "What letter does your name begin with?"
- "What are the letters in your name?"
- "What letter does your name end with?"

Words to use

- *Alphabet*
- *Beginning*
- *End*

Learning Connections: Connected GOLD Objectives

Identifies and names letters

Three-Year-Old: Recognize and name a few letters in own name.

Four-Year-Old: Recognize and name as many as 10 letters, especially those in own name.

If your child needs support with this activity

- Write each letter of your child's name on an index card. Have your child use the index cards as a reference to find the letters in their name.
- Use a pencil to write your child's name on a piece of paper. Have your child trace over it with their finger and then with a crayon.
- Use your child's knowledge of circles and lines when you're acquainting him with the letters.



If you feel your child needs a challenge

- Ask your child to provide the sound for each letter in their name.
- Have your child write their first and last name.
- Have your child write family/friends names.

Literacy: Memory Game

You will need

- Printed or hand-drawn memory cards- Memory cards are pairs: two cards of the same color, shape, or object.

Steps

1. Sit next to your child and look at the cards. Talk about the cards before starting the game.
2. Arrange the cards face down to hide the pictures. Explain that you will take turns flipping over two cards to look for matching pictures. “First, you will turn over two cards. If the cards match, then we’ll pick them up and take them out of the game. If the cards do not match, it will be my turn to pick two cards.”
3. As each card is turned over, ask your child to identify the picture before moving to the next turn.
4. Continue to play the game as long as your child is interested.

Questions to ask

- “What other pictures could we add to this game?”

Words to use

- *Pair*
- *Identical*

Learning Connections: Connected GOLD Objectives

Recognize and Recall

Three-Year-Old: recall one or two items removed from view; recall familiar people, places, objects, and actions from the past; tell about experiences in order, provides details, and evaluate the experience; recall three or four items removed from view.

Four-Year-Old: tell about experiences in order, provide details, and evaluate the experience; recall three or four items removed from view.

If your child needs support with this activity

- Limit the number of cards in play. Start with only three pairs, then add more as your child develops more skill.
- Name the pictures and have your child repeat them.
- Enlarge the cards and pictures.
- Review the pictures before beginning the game.
- Allow your child to select a card in various ways other than turning it over, such as pointing to it, touching it, or describing its position.
- Put hook and loop fasteners on the cards and place them on a felt board for your child to pull off.
- Give your child time to express themselves.



- When needed, use simple sentence structure and short sentences with easy vocabulary.
- Model self-talk by explaining what you see on the card as it is turned over.

If you feel your child needs a challenge

- Add more pairs to the game (six to eight pairs).
- Make memory cards of two items that go together, such as sock and shoe.
- Ask your child to describe strategies s(he) uses to remember where the cards were located.
- Have your child create his or her own memory game using hand-drawn or computer-generated pictures.

Literacy: Guess the Object

You will need

- Different objects from around the house or images of different objects
- A bag or box
- Drawing paper
- Crayons or markers

Steps

1. Talk about each object. Have your child name it and describe it.
2. Place the objects in the bag.
3. Place your hand in the bag and pick one object, without your child seeing.
4. Ask your child, "Can you guess what I have in my hand?"
5. Use some descriptive words to describe what the object is and have your child guess. "I am touching something fuzzy."
6. If they guess what object you are touching, reveal it. If they need additional support, give additional clues.

Questions to ask

- "How did you guess that so quickly?"
- "What can we put in our bag the next time?"
- "Can you draw a picture of this object?"

Words to use:

- *Guess*
- *Hidden*
- *Clues*

Learning Connections: Connected GOLD Objectives

Uses an expanding expressive vocabulary

Three-Year-Old: describe and tell the use of many familiar items

Four-Year-Old: describe and tell the use of many familiar items

If your child needs support with this activity:

- Try placing only 1 or 2 objects in the bag.

If you feel your child needs a challenge

- Use beginning sounds of the objects as a clue.
- After the game, have your child make a list of words that start with the same sound as one of the objects, for example, Fork–football, fish, funny, finger, etc.

Literacy: Same Sound Sort

You will need

- A variety of objects, including some that begin with the same sound (i.e.: cup, card, candle, etc.) and some that don't begin with the same sound
- A bag or box

Steps

1. Invite your child to join you in a sorting game. Explain that you have several items in a bag that need sorting and you'd like them to be sorted by what sound they begin with. As you pull the items out of the bag, have your child identify each item and what sound it begins with.
2. Have your child find two objects with names that start with the same sound. If there are more than two objects with the same beginning sound, have your child group them with the others, creating a pile of same sound items.

Questions to ask

- "Can you tell me what this is?"
- "What sound does that word begin with?" Or "What is the first sound you say when you say ____?"
- "Do ____ and ____ start with the same sound?"
- "Should we put these two items in the same group together?"

Words to use

- *Same* – identical, matching, alike
- *First* – at the beginning

Learning Connections: Connected GOLD Objectives

Notifies and discriminates alliteration (words that begin with the same sound)

Three-Year-Old: sing songs and recites rhymes and refrains with repeating initial sounds

Four-Year-Old: show awareness that some words begin the same way; match beginning sounds of some words

If your child needs support with this activity

- Introduce the concept of alliteration by singing an alliterative song or rhyme. "Wee Willie Winkie runs through the town, upstairs and downstairs in his nightgown."
- As you pull items from the bag, say the name of the item and emphasize the beginning sound. "What is this? It's a pot. /P/ot. Pot. It begins with the /p/ sound. Pot." Have your child repeat the name of the item and the beginning sound.



If you feel your child needs a challenge

- Include objects with names that begin with two different sounds. Ask your child to sort all of the objects into the appropriate piles, e.g., book, boat, bat (start with a B sounds) and sock, snake, string (start with an S sound).
- Encourage your child to offer additional words that start with the same sound.

Rhyme Time

Primary Objectives

15a. Notices and discriminates rhyme

Why It's Important

Children enjoy reciting, reading, and singing nursery rhymes and songs. This activity challenges your child to identify rhyming words and make up his own silly rhymes.

Materials

Paper, markers; simple rhymes such as poems, chants, songs, or those found in rhyming books

What You Do

1. Introduce rhyming words to your child by reciting a rhyme or reading a rhyming book. Explain that rhyming words are words that sound alike at the end. *Peep sounds like sheep. They both end with the same sound: -eep. So peep and sheep rhyme.* Discuss many examples of rhyming words to help your name recognize and identify rhymes.
2. Read or recite a familiar rhyme. Emphasize the rhyming words with your voice as you read. When you are finished, read it again and ask your child to fill in the missing rhyming word. *Little Jack Horner sat in a ____.*
3. Vary the activity by reciting a familiar rhyme and inserting a word that does not rhyme. Ask your child to replace the incorrect word with the correct rhyming word. *Little Miss Muffet sat on a log, eating her curds and whey.*
4. Encourage your child to create new rhymes for a familiar verse. Begin the new rhyme and ask him to supply a rhyming word when you pause. *Hickory, dickory, dog. The mouse sat on a ____.* *The mouse did jump and hit a ____, Hickory, dickory, dog!*
5. Write any new rhymes on the paper to be read later. Encourage your child to share the new rhymes with friends and other family members.

Rhyming Riddles

Primary Objectives

15a. Notices and discriminates rhyme

Why It's Important

Children can develop their understanding of rhyme by thinking of rhyming words. Giving your child riddles to figure out keeps him interested as he uses thinking skills to solve the word riddle.

Materials

None

What You Do

1. Invite your child to play a game called "Rhyming Riddles." Explain that rhyming words sound alike at the end. Offer a few examples and invite your child to name any rhyming words he knows.
2. Explain to your child that a riddle is a word puzzle or a word problem that he will figure out the answer to. Pose a riddle that prompts your child to supply a rhyming word. *I'm thinking of something that you wear on your hands in the winter that rhymes with kittens. What am I thinking of?*
3. If your child gives an incorrect response, offer comments or questions to help him figure out the answer. *Yes, we do wear gloves on our hands in the winter. Listen as I say the two words: kittens... gloves. Do they sound the same at the end? Can you think of something else you might wear on your hands that sounds like the word kittens?*
4. Continue the game for as long as your child is interested.
5. You can use this activity throughout your day by making riddles for your child to answer. *Let's go to the kitchen for our snack. We're having something that rhymes with suit.*

Letters to a “Tee”

Primary Objectives

7a. Uses fingers and hands

16a. Identifies and names letters

Why It's Important

Children are often anxious to learn about letters so they can use them in their everyday activities. You can reinforce your child's understanding of letter shapes through this tactile activity. Helping her “feel” each letter is a good way to teach her to recognize it in print.

Materials

Colored construction paper; markers; golf tee or dull pencils for poking holes in paper; carpet squares or foam rubber

What You Do

1. Invite your child to learn a “magical way” of writing with you. Let her know that you are going to experiment with making letters by punching holes.
2. Using a marker, write one letter on each sheet of construction paper. Talk with your child about the letters she knows. Pay particular attention to the letters in her name. Adjust the letters used for the activity as appropriate for your child.
3. Model how to place the construction paper on the carpet square or foam. Show your child how to safely use the golf tee to punch along the outline of the letter. Talk with her about the letter's name and what it looks like. *The letter S curves around like a snake.*
4. Show your child how she can use a marker to connect the holes. Invite her to write other letters or shapes and punch them on her own.
5. When she is finished, talk with your child about the attributes of the letters she made. Continue the activity for as long as she is interested.

Read a Book, Ask a Question

Primary Objectives

18a. Interacts during reading experiences, book conversations, and text reflections

Why It's Important

Children who can look at a book and identify objects on the page comprehend what they see. If your child can answer questions about content, she understands what she hears. Asking questions about a book while you read together can help your child develop her ability to interpret pictures and words on the pages.

Materials

None

What You Do

1. Each time you invite your child to read with you, make the reading interactive. Ask questions about each page of the book. *What kind of animal is Clifford? What color is he?* Encourage your child to ask a question if she is unsure about something in the story.
2. Ask her a variety of questions that she can answer verbally or nonverbally, as appropriate. *Cindy, where is Clifford's tail? Can you tell me what Clifford has in his mouth? Where do you think he going next?* Vary the questions you ask. Start with simple questions and then move on to more complex ones if your child is ready.
3. Observe your child's comprehension of the pictures and words. Notice any distress if she is unable to answer the questions you ask.
4. Because children thrive on repetition, your child may want you to read the same books and ask the same questions each time. This is a great way to build her confidence and comfort with books.

Math: Guessing Jar

You will need

- Large plastic or glass jar (if a jar is not available, use any type of container)
- Collection of objects to put in the jar
- Paper and writing utensil (crayon, marker, pencil)

Steps

1. Invite your child to explore the closed jar filled with various objects (at least 5 and no more than 10). Explain that they will have a chance to examine the jar and then estimate how many objects are in the jar. Explain that estimating means guessing how many objects are in the jar without counting each object.
2. Write your child's name and their guess on a sheet of paper or invite your child to write their name and the numerals. Write your own name and guess on the paper as well.
3. After your child has guessed, open the jar, and count the objects together. Talk about which guesses were closest to the correct number.

Questions to ask

- Ask questions that prompt your child to guess a more exact estimate of the number of objects in the jar. "I see that you are trying to count each ball. I bet we can get close to the right number another way. Do you think there are more, or fewer than 10 balls?"

Words to use

- *More*
- *Fewer*
- *Less*
- *Estimate*
- *Guess*

Learning Connections: Connected GOLD Objectives

Quantifies

Three-Year-Old: recognize and name the number of items in a small set (up to five) instantly; combine and separates up to five objects and describes the parts.

Four-Year-Old: recognize and name the number of items in a small set (up to five) instantly; combine and separate up to five objects and describes the parts; make sets of 6–10 objects and describes the parts; identify which part has more, less, or the same (equal); count all or counts on to find out how many.

If your child needs support with this activity

- Fill the jar with large objects so that only one to five objects will fit inside. Invite your child to look at the jar and guess the quantity. Open the jar and remove one object at a time and count them together.



If you feel your child needs a challenge

- Use up to 20 objects in the jar. After your child has guessed an amount and counted the objects, fill the jar again using more or fewer objects. Encourage your child to think about the quantity (amount) in the jar and decide if it has more, or fewer, than before.
- Include 20 or more objects in the jar. Encourage your child to talk about their answer and explain why they decided on that number.

Math: I'm Thinking of a Shape

You will need

- A large cup or a can
- A box
- A ball

Steps

1. Invite your child to examine the geometric solids. Introduce your child to the shape names and discuss their attributes. For example, a rectangular prism and cube are "like a box," a cylinder is "like a can," and a sphere is "like a ball."
2. Discuss the differences and similarities that your child sees. Introduce terms, such as points, edges, corners, and faces, when talking about the characteristics of each shape. "This shape is like a box. It's called a cube. Each face looks like a square with four sides that are all the same length."
3. Play "I'm Thinking of a Shape" by asking your child to identify the shape you describe. You can display a few shapes and let your child choose what they think is the right one or hide the shape you are describing. Continue the game using the collection of everyday objects.

Questions to ask

- "I'm thinking of a shape that is round with circles on both faces. Can you tell me the name of it? Yes, it's a cylinder."
- "What else do you see here that is shaped like a cylinder? The coffee can is a cylinder. Great!"
- "I'm thinking of a shape that looks like this pencil. Can you tell me about the shape?" "Yes, it's flat at the top on the eraser, and it's flat at the bottom because we haven't sharpened it yet. What shape does it look like? It looks like the same shape as the paper towel tube. It's a cylinder."

Words to use

- *Points*
- *Edges*
- *Corners*
- *Faces*

Learning Connections: Connected GOLD Objectives

Understands shapes

Three-Year-Old: identify a few basic shapes (circle, square, triangle)

Four-Year-Old: describe basic two- and three-dimensional shapes by using own words; recognize basic shapes when they are presented in a new orientation.



If your child needs support with this activity

- Hold up a geometric solid and talk about the shape of its face. Hold up several two-dimensional shapes and ask your child to choose the one that matches the shape of the face, e.g., a circle matches the shape at the end of a cylinder.

If you feel your child needs a challenge

- Encourage your child to identify other objects in the room that match your description. Have your child find the shape in various sizes.

Math: Bigger Than, Smaller Than, Equal To

You will need

- Building blocks or other stackable items (ex: empty food boxes, oatmeal containers, etc.)
- Measuring tools (e.g., ruler, measuring tape, scale, plastic links, or yarn)

Steps

1. Spread out the blocks or stackable items for your child to explore. Explain that they will build a structure to measure and compare.
2. Allow your child to build without direction for several minutes before continuing the activity.
3. Invite your child to use the standard and non-standard measuring tools as they examine each structure.

Questions to ask

- “How are the structures alike or different?” (Use words such as: tall, taller, tallest; wide, wider, long, etc.)
- “How did you create your structure?”
- “How can you make the structure longer, taller, or wider?”
- “What would happen to your structure if we made it taller?”
- “If the tower fell over, what can we do to the tower to make it more stable? Do we need to make it wider? “

Words to use

- *Measurement*
- *Prediction*
- *Compare*
- *Structure*

Learning Connections: Connected GOLD Objectives

Compares and Measures

Three-Year-Old: make simple comparisons between two objects; compare and order a small set of objects according to size, height, weight, and length.

Four-Year-Old: compare and order a small set of objects according to size, height, weight, and length; use multiple of the same item to measure; use numbers to compare; know the purpose of standard measurement tools, for example, a ruler.

If your child needs support with this activity

- Choose two blocks of different lengths. Allow your child to explore each one. Ask him/her to point to the longer block.
- Encourage your child to measure various structures and point out the shortest, tallest, etc.



If you feel your child needs a challenge

- Encourage your child measure and record the length, width, and height using a ruler or other measuring tool.
- Have your child draw and write about their item including the measurements.

Math: Straw Shapes

You will need

- Pictures of geometric shapes
- Drinking straws cut to different lengths
- Pipe cleaners
- Paper
- Pencil or crayons

Steps

1. Lead a discussion about various geometric shapes with your child. Call attention to their attributes. Give your child time to explore the geometric shapes and talk about what makes them the same and/or different.
2. Demonstrate how to use the straws to form shapes. Talk about your reasoning for making a shape as you experiment.
3. Invite your child to make their own shapes using the straws. Thread the straws with pipe cleaners if your child wants the straw pieces to stay together closely.
4. Ask open-ended questions as your child work on their shapes

Questions to ask

- “Can you describe this shape to me?”
- “What type of lines do you see?”
- “How does the shape change if you turn it?”
- “Do you see the square on the side of this cube?”
- “Can you draw/trace this shape?”

Words to use

- *Geometric*
- *Rectangle*
- *Triangle*
- *Square*

Learning Connections: Connected GOLD Objectives

Understands shapes

Three-Year-Old: identify a few basic shapes (circle, square, triangle).

Four-Year-Old: describe basic two- and three-dimensional shapes by using their own words; recognize basic shapes when they are presented in a new orientation.



If your child needs support with this activity

- Invite your child to explore the geometric shapes and name familiar shapes he/she finds around the house.

If you feel your child needs a challenge

- Have your child make shapes that are oriented differently from how we typically see them, for example, a triangle with the point on the bottom.

Math: Numerals

You will need:

- Playdough, string, or paper rolled into long tubes
- Numerals/Quantity cards 1-10

Steps

1. Write numerals (numbers) on cards or paper. Talk about the shape of the numerals and have your child trace the lines with their finger.
2. Explain that you are going to use playdough (or string or rolled up paper) to make a numeral. Demonstrate how to roll the dough or paper into a long, slender shape. Place the dough beside the numeral card.
3. Talk about the features of the numeral, e.g., curved, straight, or diagonal lines, and the way in which it is formed. For example, “A 4 has all straight lines”.
4. Give your child enough dough to make numerals. You can help your child do this if they are having difficulty.
5. To connect the numeral with counting, give your child a simple activity to do such as “Jump four times.”
6. Continue making dough numerals as long as the activity interests your child.

Questions to ask

- “Which numerals did you have?”
- “How will you make that numeral?”
- “Can you show me with your fingers the quantity that is on the card?”

Words to use

- *Numeral*
- *Straight line*
- *Curved line*
- *Diagonal line*

Learning Connections: Connected GOLD Objectives

Connects numerals with its quantities

Three-Year-Old: recognize and name a few numerals; identify numerals up to 5 by name and connect each to counted objects.

Four-Year-Old: identify numerals up to 5 by name and connect each to counted objects; identify numerals up to 10 by name and connects each to counted objects.



If your child needs support with this activity

- Enlarge the numerals on the card or add textures to raise the numerals for your child to trace. For example, glue yarn or a pipe cleaner on a numeral card to make it easier to guide the clay.
- Allow your child to stand at the table to do the activity.
- Invite your child to count in their home languages and in English.

If you feel your child needs a challenge

- Allow your child to write their numerals on a separate piece of paper.
- Add more numerals/quantity cards past 10 for your child to use.

Go Fish

Primary Objectives

20c. Connects numerals with their quantities

Why It's Important

Playing with a deck of cards gives your child the opportunity to practice numeral recognition. For numbers he may not yet recognize, he can count the symbols on the card to determine the number. Using cards for simple games also teaches cooperation and turn taking.

Materials

Deck of cards

What You Do

1. Invite your child to play a card game with you. Ask him to give seven cards to you and seven to himself. Offer assistance, as needed. Encourage him to hold his cards in his hands or to lay them cards out on the table, if that is easier for him.
2. Explain that he will start by asking if you have the same card as one that is in his hand. For example, if he has a seven, he should ask you if you have a seven. If you do, give it to him. If you don't, say *Go fish!* He then picks up a card from the pile to see if he can get a seven. If he doesn't get a seven, then it is your turn to ask. When someone gets a pair of matching cards, they should take the matched pair out of their hands and place it on the table before taking another turn.
3. If your child has difficulty recognizing the numeral on his card, encourage him to count the number of symbols showing.
4. The game is over when one of you finds matches to all of the cards in your hand. The players then count how many pairs they have.
5. Continue the game for as long as your child is interested.

The More, the Better

Primary Objectives

20b. Quantifies

Why It's Important

This activity will support your child's growing ability to compare the quantities of small groups of objects and correctly use comparison words, such as more and less. Becoming more aware of "number" words will help him begin to use comparison words in daily conversation.

Materials

Paper; glue; small objects (rocks, paper clips, beanbags, seashells, etc.); two small jars or clear cups; cotton balls

What You Do

1. Before you begin, place six cotton balls in a small jar. Fill another jar with ten cotton balls. Place the jars on two separate pieces of paper.
2. Invite your child to explore the jars and guess which jar holds more cotton balls. Write the words *more* and *less* on the jars he designates.
3. Explain that he can check his prediction. Encourage him to empty one of the jars and glue the cotton balls on the paper. Ask him to count the cotton balls. Write the number of cotton balls on the bottom of the paper.
4. Repeat with the other jar. Provide assistance, if needed, as he counts and glues the cotton balls.
5. Once your child has counted both sets of cotton balls, ask him which paper has more and which has less.
6. Continue the activity for as long as he is interested. You can vary the game by using collections of other small objects.



Copycat Rhythm

Primary Objectives

23. Demonstrates knowledge of patterns

Why It's Important

Children enjoy making sounds and rhythms with everyday objects. This activity helps your child recognize and repeat patterns as she learns how to make different sounds.

Materials

Wooden blocks; spoons

What You Do

1. Invite your child to listen to the sounds you make with the blocks. Clap two wooden blocks together in a simple rhythm, such as one-two, one-two. Give your child her own blocks to use, and encourage her to repeat the rhythm.
2. When your child can repeat a simple rhythm, extend the pattern, such as one-two-three, one-two-three. Ask questions that prompt your child to think about and discuss the sounds she hears. *Listen to the blocks. Can you make your blocks sound like that?*
3. Observe your child as she repeats the rhythm. Note if she is keeping a steady beat or randomly clapping the blocks together. Speed up or slow down the rhythm as needed.
4. Continue the game by encouraging your child to create a pattern for you to repeat. It's your turn to make a rhythm. *I'll copy the pattern you make.*
5. Explain to your child that she may use other materials to make rhythm patterns such as spoons, rhythm sticks, or her clapping hands.

Stepping Stones

Primary Objectives

- 4. Demonstrates traveling skills
- 21a. Understands spatial relationships

Why It's Important

Many children love to move their bodies through space in different ways. This activity encourages your child to be active while helping him master spatial concepts.

Materials

Masking tape; sidewalk chalk; large open floor space or outdoor area

What You Do

1. Use chalk outdoors or masking tape indoors to create a path of "stepping stones" around the space.
2. Invite your child to jump from stone to stone. As he moves, help him notice where he is in relation to his surroundings. *I see that you are near the door, but you are far from the window.*
3. Encourage him to describe where he is in relation to you or any other people participating. *Whom do you think is closest to you? Who is behind you?*
4. Switch places, and continue the activity by moving along the stones and asking your child to describe your position as you move. *Where am I now? What am I next to?*
5. Vary the game by placing the stones in a different area of the room or outdoor space. Continue the activity for as long as your child is interested.

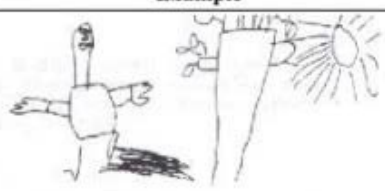

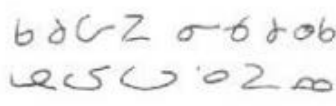
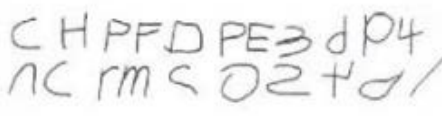
Journal Writing

Young children thrive in routine and predictability. While at school, children often engage with a Question of the Day and opportunities to write. We recommend that you provide this opportunity while your child is at home to support critical thinking, expressive language, vocabulary, problem solving, alphabet knowledge, and fine motor skills.

Steps

1. Provide your child with some blank paper and writing tools and encourage them to write. Young children will begin with scribbling and/or drawing. This is an important stage of writing. (Please see stages of writing)
2. Topics or questions that you can ask:
 - What do you want to do today?
 - What is your favorite _____?
 - Tell me about the weather.
 - What do you like best about _____?
 - What makes you feel (sad, happy, scared, nervous?)
3. As you engage in Journal Writing with your child, some ways you can encourage their efforts and help them to get the most of this experience are:
 - Ask your child to “read” their picture to you. Encourage them to add more details to their drawing. You may even label parts of their drawing to help them make connections between pictures and words. For example, “You drew a boat! I am going to write the word boat right next to it.”
 - As your child tells you about their work, record their ideas by modeling conventional writing. “Tell me the words to write on the bottom of the page.” Then read the sentence back to them running your finger under each word.
 - As children begin to write letter-like forms and letter strings, encourage them to practice identifying and writing letters found in their own name.
 - Continue to have your child read you their work. When children are ready for inventive writing/spelling, support them in identifying the beginning and ending sounds of words. For example, “You want to write the word ball. What sound do you hear at the beginning? /b/ What letter represents the /b/ sound?” or “Oh, you wrote LK because you heard the /l/ sound at the beginning and the /k/ at the end of the word LIKE.”



Stage	Example
Preliterate: Drawing <ul style="list-style-type: none">• uses drawing to stand for writing• believes that drawings / writing is communication of a purposeful message• read their drawings as if there were writing on them	
Preliterate: Scribbling <ul style="list-style-type: none">• scribbles but intends it as writing• scribbling resembles writing• holds and uses pencil like an adult	
Early Emergent: Letter-like forms <ul style="list-style-type: none">• shapes in writing actually resemble letters• shapes are not actually letters• look like poorly formed letters, but are unique creations	
Emergent: Random-letters or letter strings <ul style="list-style-type: none">• uses letter sequences perhaps learned from his/her name• may write the same letters in many ways• long strings of letters in random order	
Transitional: Writing via invented spelling <ul style="list-style-type: none">• creates own spelling when conventional spelling is not known• one letter may represent an entire syllable• words may overlay• may not use proper spacing• as writing matures, more words are spelled conventionally• as writing matures, perhaps only one or two letters invented or omitted	