

Pre-K Academic Packet



Week 6
May 4 - May 8, 2020



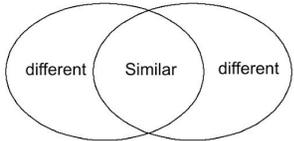
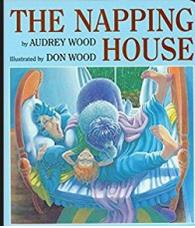
**Orange County
Public Schools**

Pre-K Recommended Pacing

<u>Day</u>	<u>Skills</u>
Monday	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Recognize and practice the letters and sounds of: A- Z • Language Awareness Nursery Rhyme: Mary Had a Little Lamb • Make real world connections between stories and real-life experiences <p>Math</p> <ul style="list-style-type: none"> • Patterns
Tuesday	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Recognize pictures beginning and ending letter sounds • Recognize and count the syllables • Elaborate and brainstorm information from a read aloud <p>Math</p> <ul style="list-style-type: none"> • Patterns
Wednesday	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Sight words: on, in, is, you, me, to, a, go, I, see, and, the, at, you & no • Clap the syllables in words • Help students examine similarities and differences in read alouds <p>Math</p> <ul style="list-style-type: none"> • Solving problems using addition • Counting
Thursday	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Show alphabetic knowledge of letter shape • Distinguishing the different word • Read for enjoyment and answer open ended questions <p>Math</p> <ul style="list-style-type: none"> • Patterns
Friday	<p>Language and Literacy</p> <ul style="list-style-type: none"> • Model writing while reinforcing sentence structure and grammar • Differentiate rhyming words • Sequencing characters in a story <p>Math</p> <ul style="list-style-type: none"> • Patterns • Counting

Pre-K Distance Learning Activities

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

Week of: May 4 - May 8			Weekly Focus: Earth Changes		
Technology 15 to 20 Minutes Daily	Monday	Tuesday	Wednesday	Thursday	Friday
ABCMouse.com Click here to download your district's Family Letter with Redeem Code					
Story Time 10 to 15 Minutes 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. Open-Ended Questions for Parents	<ul style="list-style-type: none"> Make a list of things the students do as they prepare for bed. "Who do you always say goodnight to?" Book Recommendation: "Goodnight Moon" by Margaret Wise Brown  Where do you think this story takes place? - "What time of day do you think it might be? Why do you think that?" 	<ul style="list-style-type: none"> Reread "Goodnight Moon" and pause for students to say the rhyming words. Brainstorm with students objects or people they could say goodnight to. Create a predictable chart using the writing frame: Goodnight _____ . Have students illustrate a page to go with their writing frame 	<ul style="list-style-type: none"> Ask some of the following questions: "How does the little bunny know when it's time to get ready for bed? What happens at night? How is nighttime different from daytime? Do all people sleep during the night? What might animals do?" Have children create a Venn Diagram to compare/contrast things that happen during the Day and Night  	<ul style="list-style-type: none"> Introduce the companion story, "The Napping House" by Audrey Wood.  Have students predict what might happen in the story. Read for enjoyment "How is this story like "Goodnight Moon? How is it different?" "If we were going to say goodnight to the characters in the story, who would say goodnight to?" <p style="text-align: center;">Open-Ended Questions for Parents</p>	<ul style="list-style-type: none"> Reread the story and have children tell you which character is coming next. Make a list of characters in order, and have students retell the story in their own words.
Language & Literacy 10 to 15 Minutes Daily	<ul style="list-style-type: none"> This week we will be reviewing all the letters A-Z. Practice the letters and their sounds using the 	<ul style="list-style-type: none"> Have your child find pictures in magazines, picture books or online starting with the 	<ul style="list-style-type: none"> Review the sight words that your child has learned: yes, at, on, in, is, you, me, 	<ul style="list-style-type: none"> Using all of the letter cards, sort the letters by if they have holes or no holes in their letter. For example, S does 	<ul style="list-style-type: none"> Write a morning message with your child. Today's morning message is:

	<p>alphabet letter cards that are in the link below or were in the Week 1 Activity Packet.</p> <ul style="list-style-type: none"> • Listen, learn and guess the letters with What Letter Is it? by Jack Hartman • Capital Alphabet Cards • Lowercase Alphabet Card 	<p>letters A-Z. Have them share the beginning and ending sound of each picture.</p>	<p>to, a, go, I, see, and the, no.</p> <ul style="list-style-type: none"> • Play "Sight Word Pairs." Make two sets of sight word cards. Hang one set around the house. Have your child walk around the house and find the matching word's pair. Once found, have them use the word in a sentence. 	<p>not have a hole but the letter P has a hole in the upper portion of the letter.</p>  <p>Picture from fun-a-day.com</p>	<p>In the daytime, I like to _____. In the nighttime, I like to _____.</p> <ul style="list-style-type: none"> • Don't forget while writing the morning message review the letters, sounds, spaces between the words and punctuation. • Discuss with your child what they like to do in the daytime and nighttime.
<p>Emergent Writing 10 to 15 Minutes</p>	<p>Journal Writing:</p> <ul style="list-style-type: none"> • Create a list of activities that your child likes to do on a sunny day. Have your child write about playing on a sunny day using the writing frame: I like to _____ on a sunny day. 	<ul style="list-style-type: none"> • Create a graph titled, "My Favorite Season." • Have your child write his/her name in the column that represents his/her favorite season. • Have your child ask other family members to name their favorite season. Assist your child in adding the name to the graph. • After the graph is complete, have your child count to see which season has the most and the least. Ask, "are any of the boxes equal?" 	<p>Journal Writing:</p> <ul style="list-style-type: none"> • Make a list of activities that your child likes to do at night. Have your child pick one favorite nighttime activity to write about using the writing frame: At night I like to _____. 	<ul style="list-style-type: none"> • Have your child take drawing paper outside to draw a picture of the clouds. 	<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"> • Mr. Sun Song • Use rhythm instruments or empty food savers or pots to create a Marching Band. 	<ul style="list-style-type: none"> • Use your cell phone or other digital device to sing and move to Check out the Weather 	<ul style="list-style-type: none"> • The Four Seasons • Have students act out different types of weather based on the seasons. 	<ul style="list-style-type: none"> • Use your cell phone or other digital device to sing and move to Singing in the Rain by the Learning Station 	<ul style="list-style-type: none"> • Outdoor Opposites • Play Simon Says using opposites.

<p>Phonemic Awareness 10 to 15 Minutes</p>	<ul style="list-style-type: none"> Practice language awareness by learning the nursery rhyme “Mary Had a Little Lamb.” Have your child repeat each sentence. <p><u>Mary Had a Little Lamb</u> Mary had a little lamb, It’s fleece was white as snow. And everywhere That Mary went, The lamb was sure to go.</p> <ul style="list-style-type: none"> Use the link below to reinforce learning the poem. Mary Had a Little Lamb 	<ul style="list-style-type: none"> Using the names of items below place them in piles by how many syllables they have: dog pretzel banana apple carrot bread octopus tomato lettuce 	<ul style="list-style-type: none"> Reinforce the learning of syllables by singing, dancing and clapping out the syllables with Blazer Fresh Clap It Out. 	<ul style="list-style-type: none"> Play “Find the Different Word.” Have your student circle the word that is different. For Example: cat can cat (can is different) <p>Continue with the following words: dog dog bed hat hat sit bed bed bat call car car</p>	<ul style="list-style-type: none"> Have your child give you thumbs up if the words rhyme and thumbs down if they don’t. Use the following words: cat hat bat bug mat rat jug rug slug can van man pan pat
<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</p>					
<p>Handwriting Multisensory Approach 15 to 20 Minutes</p>	<ul style="list-style-type: none"> Review writing the Letter R. 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"> Place sand or dry coffee grounds in a pan, flat food saver, or box lid and have your child draw letters on the surface. 	<ul style="list-style-type: none"> Review writing the Letter K. 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"> Write upper and lower case R, K, and A in the air and have your child imitate or do it with you. 	<ul style="list-style-type: none"> Review writing the Letter A. 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.)
<p>Outdoor Play (If Appropriate) 20 Minutes</p>	<ul style="list-style-type: none"> Invite your child to play “Shadow Tag.” 	<ul style="list-style-type: none"> Encourage your child to watch the changing clouds. Challenge them to find animal shapes in the clouds. 	<p><u>Counting Down Stars</u></p> <p>Items Needed: paper plates (white or colored), yellow construction paper (stars), marker, glue, and bean bag.</p> <ol style="list-style-type: none"> Create stars using the yellow 	<p><u>Bubble Art</u></p> <p>Items Needed: drinking straws, large sheet of paper, and container for bubble solution</p> <ul style="list-style-type: none"> Bubble Solution Recipe: 1 cup of water, ½ cup of liquid dish soap, 3 tbsp corn 	<ul style="list-style-type: none"> Observe and discuss each other’s shadows. Make comparisons to identify similarities and/or differences

			<p>construction paper.</p> <ol style="list-style-type: none"> Using the marker, number each star. Then glue a star on each paper plate. Arrange stars (i.e. paper plates) in numerical order counting down (e.g. --leaving space for tossing. Toss the bean bag to each star. <p>Bean Bag Tip: If a bean bag is not available, use a small rock or place uncooked rice in a sandwich bag. Be sure to secure the sandwich bag.</p> 	<p>syrup, and food coloring (assorted colors if desired)</p> <ul style="list-style-type: none"> Parent Tip: If making solutions of more than one color, please divide liquid soap and corn syrup before adding food coloring. Use the link to get additional information on how to create bubble art 	
<p>Early Mathematics 15 to 20 Minutes</p>	<ul style="list-style-type: none"> Parent Tip: A pattern is an arrangement of items that repeat in a logical way. For example: red, red, blue; red, red, blue. Play “What’s Missing?” Show your child a pattern with parts missing. (Example: use pencils and crayons to create a pattern such as pencil, pencil, crayon. Repeat the pattern a second time, but remove one of the pencils.) 	<ul style="list-style-type: none"> Demonstrate a movement pattern (Example: clap, tap, clap, tap) and have your child join in. Once your child has joined in, say “Freeze” and ask your child to name or predict what comes next in the sequence. Have your child create his/her own movement patterns for other family members to copy. 	<ul style="list-style-type: none"> Give your child 10 counters. Tell “one more” stories and have him/her use the counters to solve the problem. Example: “There were five children playing outside and one more came along. How many children are there now?” Play “How many steps?” Have your child count as he/she walks to different areas of the house. Ask , 	<ul style="list-style-type: none"> Go on a pattern hunt throughout your house and see where you can discover patterns. Have your child create movement patterns. (See instructions from Tuesday.) 	<ul style="list-style-type: none"> Encourage your child to draw a pattern using crayons or markers. Play a game where your child is encouraged to show different ways to make numbers using his/her fingers. For example, say “Show me 4,” and have your child notice the different number combinations that make 4. Continue with other numbers.

	<ul style="list-style-type: none"> • Have your child “fix” the pattern by adding the missing part. 		<p>“How many steps did it take for you to get to the kitchen?” Repeat with other rooms or areas of your home.</p>		
<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>	<p>PBS suggestions on ways for you and your child can de-stress.</p> <ul style="list-style-type: none"> • Practice deep breathing together. Refer to resources from Week 3. • Belly Breathe with Elmo • Watch Daniel Tiger Learns to Calm on the Trolley: After watching, talk with your child about strategies Daniel used to calm. Practice some of the strategies with your child. 				
<p>Online Resources for Parents</p>					