



At-Home Learning Packet #2

Pre-Kindergarten

BELIEVE *in the*
CHANGE SM





BCPS Weekly Homework Calendar

Week of April 27 and May 4



	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Read every day! When you read, answer 1 or 2 of the questions from the Reading Literature Prompt Sheet. Remember to fill out the Reading Log.				
	Work on opposites. Cut the squares and match. You can also play Memory or Go Fish.	Review opposites from Monday. Name as many other opposites as you can.	Complete the handwriting worksheet with a pencil. Bonus: Name 1 word that starts with each letter you trace.	Go over the handwriting worksheet with a crayon or marker. Bonus: Practice writing your name.	Play the Alphabet Clue Game.

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	Practice counting as high as you can count. Bonus: Try counting by 10's.	Complete the Number Writing worksheet in pencil. Bonus: Count how many hands are in your house right now.	Go over the Number Writing worksheet in crayon or marker. Bonus: Count how many fingers are in your house.	Practice counting as high as you can count. Bonus: Try counting by 10's and 5's.	Find and count pennies (or any other object). Put them in groups of ten. Bonus: Play Go Fish with playing cards.

	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional/Phys Ed.	Say at least 5 nice things to people today.	Do jumping jacks and pushups. Keep track of how many you can do!	Complete the Bean Bag Toss game from the packet.	Act out feelings with a partner. See if your partner can guess if you look mad or sad or surprised. Talk about how your partner knew.	March in place. While marching, touch your opposite knee (right hand touches left knee, and vice versa). Can you do this for 5 minutes?

- Find/make rhyming words: How many words can you think of that rhyme with **ring**? Name them. How about: **book, track, cup, down, dog, hot**
- Practice sight words/every day words. Here are a few to get you started:

I a me the go



BCPS Weekly Homework Calendar

Week of April 27 and May 4



	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Read every day! When you read, answer 1 or 2 of the questions from the Reading Literature Prompt Sheet. Remember to fill out the Reading Log.				
	Work on opposites. Use the squares from last week and match. You can also play Memory or Go Fish with them.	Find (or name) all the things in the house that start with the letters in your name. Ex: James...J=jacket, a=apple, m=mattress, e=earrings, s=stool	Tell a make-believe story to a person, a pet, or a stuffed animal. Bonus: Retell the story of the Three Little Pigs.	Practice writing your name.	Play the Alphabet Clue Game.

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	Practice counting as high as you can count. Bonus: Try counting by 10's.	Complete the Shapes worksheet. Bonus: Count how many legs are in your house right now.	Go over the Shapes worksheet in crayon or marker. Bonus: Count how many eyes are in your house.	Do the Measure Me activity from the packet. If you don't have yarn, find something else you can measure with. How tall are you if you measure with spaghetti?	Find all the shapes in your house. Can you find things shaped like a rectangle, square, circle, oval, and diamond? Bonus: Draw the shapes you found.

	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional/Phys Ed.	Do the Family Song Book activity from the packet.	Do jumping jacks and pushups. Keep track of how many you can do! Have you improved since last week?	Complete the Bean Bag Toss game from the packet.	Act out feelings with a partner. See if your partner can guess if you look mad or sad or surprised. Talk about how your partner knew.	March in place. While marching, touch your opposite knee (right hand touches left knee, and vice versa). Can you do this for 5 minutes?

- Find/make rhyming words: How many words can you think of that rhyme with **bring**? Name them. How about: **bee, bug, boo, bus**
- Practice sight words/every day words.

I a me the go

Reading Literature Prompt Sheet

These questions can be used when reading picture books, short stories, chapter books, and novels. These are also appropriate for retelling fairy tales or folktales. Outside of reading, these questions fit with family drama and comedy shows, cartoons, or movies.

Before Reading

- What will this book be about? How do you know?
- What is the title of this story? What clues does the title give about the story?
- Who is the author? What does the author do? Who is the illustrator? What does the illustrator do?
- What do you think will happen in this story? What gave you that idea?

During Reading

- What do you think will happen next? How do you think (character) will react?
- How would you feel if that happened to you?
- What would you have done if you were the character?
- What pictures have you been seeing in your mind?
- Can you predict what will happen next?
- What does the main character want to happen?
- How do the illustrations explain what is happening in the story?

After Reading

- What is the most important thing that happened in the story (or the chapter)?
- Why did the author write this story? What did they want you to learn?
- Can you retell the story in your own words?
- What do you think will happen to the main character after this story is over?
- Were your predictions correct? Why or why not?
- How is this story/character like a different story/character?

Reading Information Prompt Sheet

These questions can be used when reading nonfiction books, articles, news stories, or information. They are also appropriate for reading flyers, invitations, recipes, or any functional text. Outside of reading, these questions fit with news programs, history shows, or factual animal shows.

Before Reading

- Why are you reading this? What are you hoping to learn or find out?
- What do you already know about this topic?
- What do you think you will learn by previewing the photos in this book?

During Reading

- Why does the author tell you _____?
- What is the most important idea?
- How do the pictures/maps/illustrations help you understand the words?
- Are there bold words? Italics? Why? What information does this add?
- Can you tell what the author feels about this topic? How do you know?
- Does this remind you of anything in your life? What?
- What does _____ mean? Can you show in the text where you learned that?

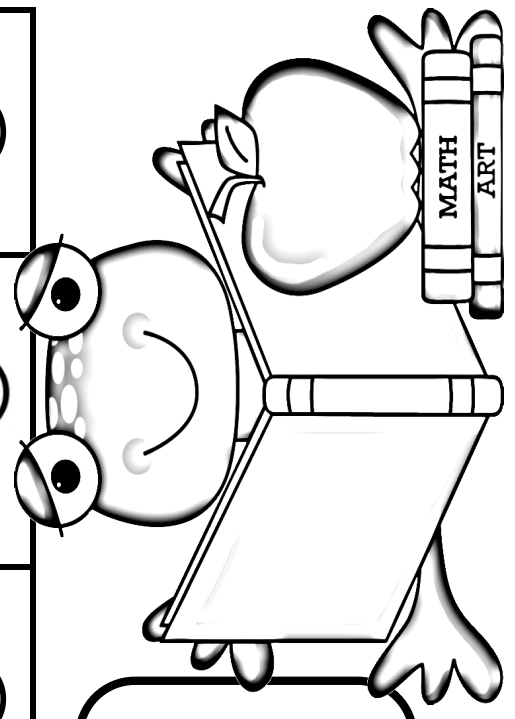
After Reading

- What was the most interesting thing to you about this topic? Why?
- What words or ideas do you still not understand?
- Now that you've read this, what do you want to learn about next?
- What would you re-title this book/article?
- Can you tell what happened in order? (if applicable)
- Did you agree or disagree with the ideas? Why?
- If you were going to share a fact from this with someone else, what would you tell them?
- What questions would you ask the author?

My Reading Log

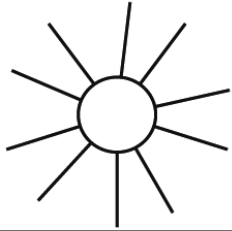
Date	Title	My Rating		
		😊	😐	☹️
		😊	😐	☹️
		😊	😐	☹️
		😊	😐	☹️
		😊	😐	☹️
		😊	😐	☹️

My favorite book was _____

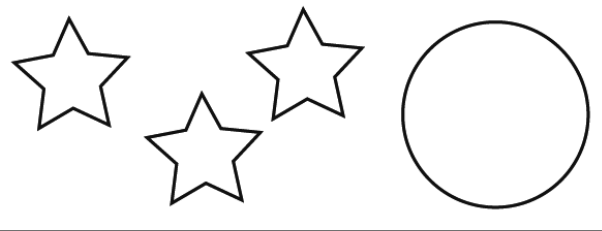


Opposites

day



night



happy



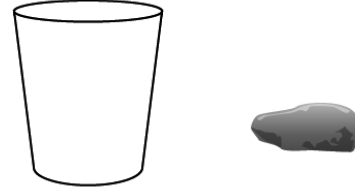
sad



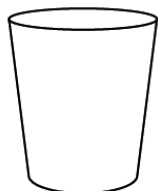
in



out

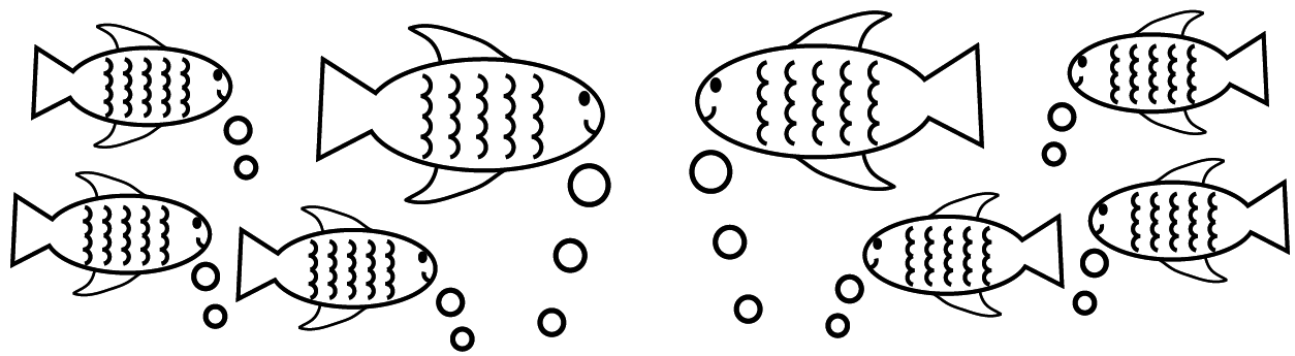


empty



full





A B C D E

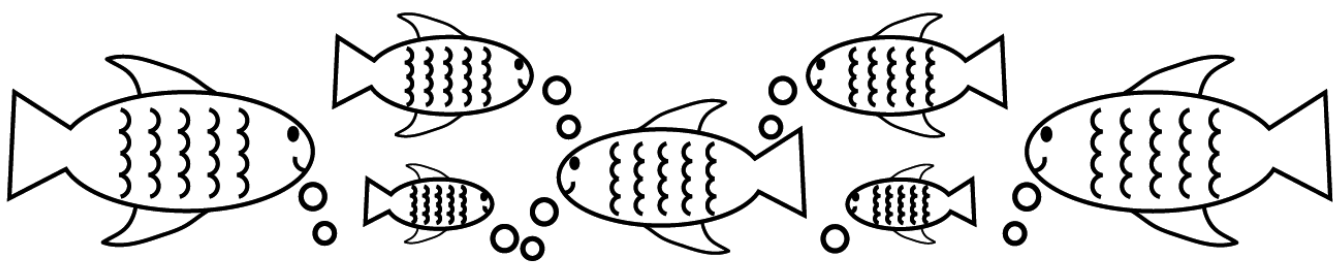
F G H I J

K L M N O

P Q R S T

U V W X Y

Z



1

1

1

1

1

1

1

2

2

2

2

2

2

2

3

3

3

3

3

3

3

4

4

4

4

4

4

4

5

5

5

5

5

5

5

6

6

6

6

6

6

6

7

7

7

7

7

7

7

8

8

8

8

8

8

8

9

9

9

9

9

9

9

10

10

10

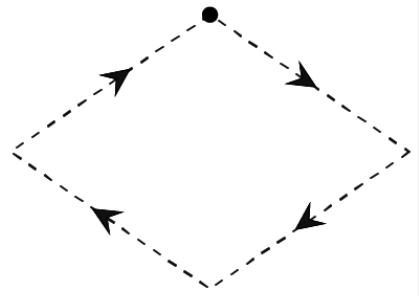
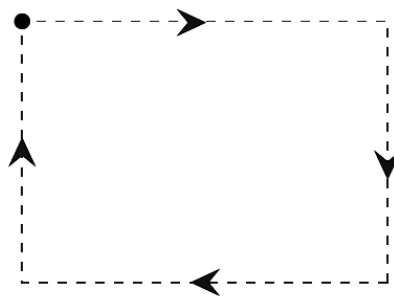
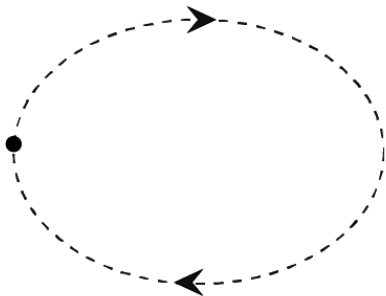
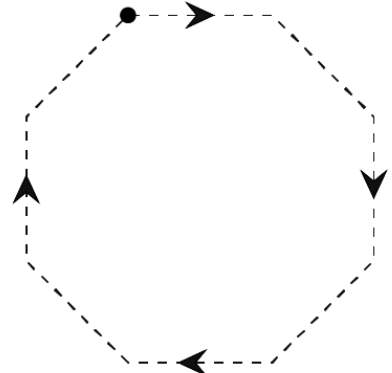
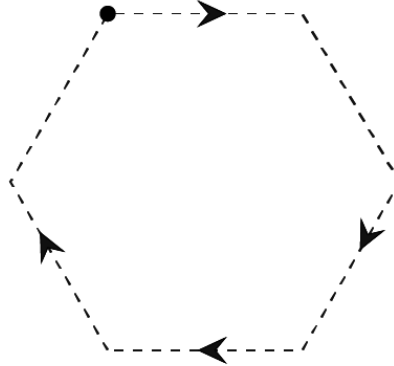
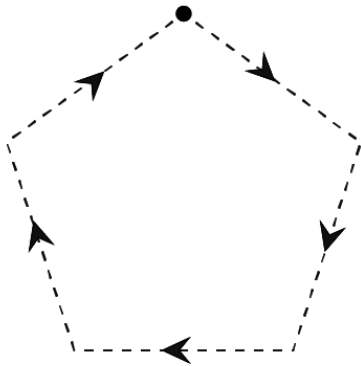
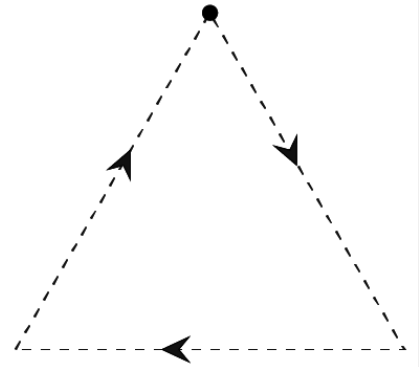
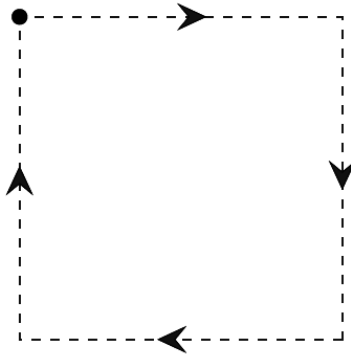
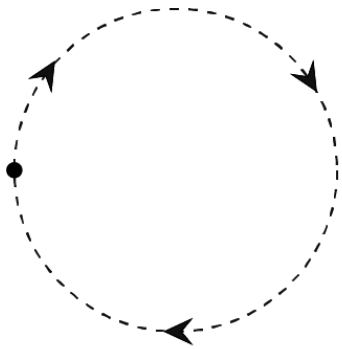
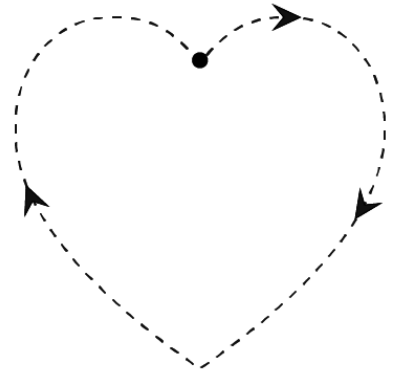
10

10

10

10

Shapes



PRESCHOOL



Art, Music and Movement: **Family Song Book**

Share with your children one of your favorite songs or ask your child to sing a favorite song of theirs to you. Tell children that you want to create a book that includes all of their favorite songs. Have children write each of their favorite songs down on a separate piece of paper as you do the same. If they can't write all the words, you can help them or just let them write one word to stand for the song. Even young toddlers have favorite songs, so draw simple pictures to represent songs they enjoy. For example, if they like the "Itsy Bitsy Spider", then draw a spider on the page. Then, let them decorate each song page to make the pages colorful. If they aren't able to write the complete title of the song, encourage them to draw pictures or designs that help them remember what the song is. Once all the pages have been decorated, punch holes in them and put them in the binder or simply put them in a folder. You could even record children singing and performing their songs and play it for them again later so they can sing along with it.

Children experience:

- Drawing
- Singing
- Writing



Communication, Language, and Literacy: **Alphabet Clue Game**

Children experience:

- Alphabetic knowledge

Tell children that you're going to give them a clue and they are going to have to guess what it is you're drawing. Draw one line of a letter at a time, asking children to guess which letter it will be. Answer children with comments, as in the following steps for guessing the letter R:

1. Draw a straight vertical line. Then say something like, "Well this could be an L because L has a tall straight line, but I'm thinking of a different letter."
2. Next, draw the curved part at the top. Then, say something like: "This sure looks like a P, doesn't it? But I'm not done making the letter I'm thinking of."
3. Then say something like, "I'll draw one more short line (draw bottom diagonal line). Can you tell me what it is now?"

For younger children, use letters they are most familiar with, including the letter their first or last name starts with. This game can also be adapted for any drawing you might start drawing, like a face or a bird. For older children, you can ask them to guess a whole word, watching you write one letter at a time, or you can ask the child to do the writing and you can do the guessing!

PRESCHOOL



Math, Science, and Technology: Measure Me!

Take a piece of yarn and stretch it out from children's head to their toes. Cut the yarn. Tape the yarn to a wall, taping at the bottom so it is in a straight line. Label the yarn with the children's names. Use the yarn to show children how tall they are! Then, tell children that they are going to go on a hunt around the house to find out how long or tall other things are. Let children choose the things they want to measure. Make sure they have a standard measuring tool, such as a ruler, yard stick, or tape measure. Help them count the number of inches or feet of the objects they find. Then, measure a piece of yarn the same length as the object they measure and cut it. Tape it to the wall at the top and bottom next to the yard that shows their height. Label the yarn with masking tape to indicate what object it is.

Children experience:

- Measuring
- Comparing Sizes
- Cutting
- Numbers

When children have finished measuring, make observations about their results including:

- "The ____ is the longest object you measure."
- "The ____ is the shortest."

And ask questions to prompt a discussion including:

- How could we reorganize the pieces of yarn? (shortest to longest, longest to shortest)
- What was your favorite object to measure?

For younger children, don't use the ruler and just ask them to find something big or small. For older children, ask them to write down the measurement of the objects they measure.



Myself and Others: Feeling Cube

Children experience:

- Understanding and expressing feelings
- Reading

We all have our ups and downs and children are no different! Helping them express their feelings and emotions can go a long way toward keeping your household calm. Start by making a feelings cube for children. Tape pictures (pictures of family members, magazine clippings, or images found online) of people expressing a variety of different emotions to a small box.

Then, read a book about feelings with your child. Here are a few recommendations:

- *Miss Spider's Tea Party*, by David Kirk
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst

PRESCHOOL

- *The teacher from the Black Lagoon*, by Mike Thaler and Jared Lee
- *My Many Colored Days*, by Dr. Suess
- *When Sophie Gets Angry*, by Molly Bang

After reading the story, go back to the pages and review what happened. Ask questions like:

- “Do you remember what happened on this page?”
- “Why do you think the character was feeling so ____?”
- “Do you like or dislike this story? Why?”

After you have talked about the story, show children the feelings cube. Tell them you are going to let them roll the cube and that, whatever face it lands on, they have to show the same face! Take a turn as well and really exaggerate the look on your face! As children make a face, use feeling words to describe what you see. For younger children, use words they are familiar with, such as: “Oh, you look sad.” For older children, use this as an opportunity to develop new vocabulary such as, “You look depressed or concerned.” Guide the conversation to talk about how to handle that emotion in an appropriate way such as talking about the feeling. End by singing, “When you’re happy and you know it!” For older children you can turn this into a daily practice where they create “My Journal” and write or draw their feelings for the day.



Physical Development and Healthy Habits: Bean Bag Toss

Have children warm up their throwing arm by doing simple exercises, such as windmills and shoulder rolls. Give children a sponge and set up the box a few feet away. Tell children to try throwing their sponge into the box. Then place several more boxes around them or just in a line and see if children can throw the sponge into each box. You can offer different items for children to throw, like balls, small pillows, bean bags, or a sock rolled up. Move the boxes closer or farther away to make the activity challenging and fun, but not frustrating. Take turns throwing into the boxes. Show excitement when children get their sponge in a box, and provide guiding questions or comments when they don't.

Children experience:

- Throwing
- Eye-hand coordination

Offer comments like “Can you think of another way to throw your sponge?” or “Last time you got it in when you slowed down and took a breath before throwing.” For younger children, give children larger, open containers like laundry baskets and place containers closer to children. For older children, you can use alternative containers like laundry baskets or mixing bowls. Or, you can assign a number to each container and ask children to write down the number each time they successfully throw into that basket.