



At-Home Learning Packet #3

Pre-Kindergarten

BELIEVE *in the*
CHANGE SM



Weekly Guided Learning Plans

These weekly guided learning plans are intended to help families continue the kinds of learning and development experiences that children have been enjoying at school right in their own homes.

Each day you will find guidance for:

Morning Meeting

After morning routines are complete, come together as a family for a morning meeting to kick off the day! Review and talk about the daily plan: *What do each of us want to make sure we get done today? What will we play?* Ask your child what kind of play they are most excited about and make it a priority to help realize that play! Don't forget to include what's important to *you* today as the adult, as well. Each Morning Meeting will also include a short chant, game, or rhyme to get things started.

Study Exploration

Each day there will be an investigation question for your family to explore together. We're starting off with a 4-week study of clothes. Visit our Facebook page to post videos and photos of your family's explorations and see what other families are discovering.

Guided Learning

Here you'll find a suggested 10 to 15-minute activity that's a bit more focused on supporting a specific skill for your child's development.

Making the Most of Routines

Even the smallest of moments in the day can be learning moments! Each day we'll provide one idea to consider as you support your child's development while setting the table, taking a bath, or taking the recycling out.

Reflecting on the Day

Take time in the late afternoon or at dinner time to talk about the day's events. Consider nominating someone from the family each day to draw a picture of what the best part of the day was. You can keep these reflections together as a journal that you can look back on later.

Every family is juggling a different set of responsibilities and circumstances and certainly may not be able to enjoy everything on this list each day. Our hope is that these daily suggestions can help children and families find joy in learning together in a variety of ways that are most meaningful and appropriate for them.

Something to Consider: Providing children with opportunities to make a choice is an important part of their development! When you can, think of ways to allow children to make choices as you move through the day. For example, where in your home would they like to snuggle up and read aloud today? Which seat would they like to sit at for lunch?

Monday

Morning Meeting

- Review today's daily plan.
- **Let's Move: Freeze Dance – Gross-Motor Development**
 1. Explain you are going to play some dance music and that everyone is going to “freeze” and pretend to be a statue when the music stops.
 2. Invite your child to be creative with his statues, e.g., make a statue that's tall or small; make a statue that looks scared, silly, sad, or angry.
 3. Invite children to describe the types of statues they see other family members making when they freeze.

Study Exploration: What do we know about clothes?

1. Grab a basket of clean laundry and dump it on the floor or couch.
2. With your child, take a moment to simply explore the clothing. Look at the different pieces closely.
3. Talk about what you see. You might ask – *Do you see patterns, colors, shapes, letters, numbers? What words could you use to describe the clothes? Are they soft, slippery, thick, fuzzy?*



Visit our Healthy at Home Page for more ideas and videos for learning at home!

Guided Learning: *Riddle Dee Dee – Rhyming*

1. Chant the following rhyme:

*Riddle dee dee, riddle dee dee.
Can you make a rhyme with me?
I say [ball], you say [fall].
[Ball], [fall], [mall], [gall].*
2. Provide the first two rhyming words and invite your child to continue making rhymes with that word.
3. Try it again with another word and take turns choosing the rhyming words as long as children are interested

*Have fun with nonsensical words as you rhyme! It doesn't have to be a real word for children to build on their rhyming skills.

Making the Most of Routines: Mealtime

As you make meals, revisit the Riddle Dee Dee chant. You can ask– *How many rhymes can we come up using our ingredients? Banana, fanana, samana. Cheese, bees, lees, trees.*

Reflecting on the Day

How did today go? What went really well? What might you want to do differently tomorrow?

Something to Consider: Children may ask to hear you read the same book over and over again. That's okay! It's actually a really great sign that they enjoy reading with you! *What* you read is far less important than how often and how enjoyable the reading experiences are for your family.

Tuesday

Morning Meeting

- Review today's daily plan and ask – *Let's find out what each one of us wants to make sure we do today?*
- **Let's Move: *Busy Bees – Compares and Measures***
 1. Tell children the room they are in is now a beehive!
 2. Invite them to buzz like a bee and flap their wings as they move around the room.
 3. Say – *Busy bees, busy bee! Buzz around and touch something [taller than you].*
 4. Repeat using other phrases, e.g., something shorter than you; wider than you; smaller than a cat; smaller than your hand; or the same size as this spoon.

Study Exploration:

What are you wearing today?

1. Ask everyone in your family to name *all* the articles of clothing they are wearing.
2. On a sheet of paper, write down each kind of clothing item: t-shirts, pants, socks, underwear.
3. Next, count them all! As you count each sock and hoodie, make a tally mark for each item.
4. Talk about the item of clothing with the most tallies: *Why is that so popular? Which has the fewest tallies?* Talk about your discoveries!

Guided Learning:

What Was for Breakfast? – Writing

1. Invite your child to sit at a table with paper and crayons and to draw or write about what he ate for breakfast.
2. Ask your child to explain what he drew.
3. Offer to write what he wants to note about his picture at the bottom of the page.

* When children are learning to write, it's important to accept any marks they make on paper that represent letters or images.

Making the Most of Routines: Cleaning Up

Cleaning up is an important part of playing and learning about responsibility. A clean-up song can help make tidying up after an activity more fun! Sing to the tune "Here We Go Round the Mulberry Bush."

This is the way we clean up our [markers]

Clean up our [markers], clean up our [markers].

This is the way we clean up our [markers],

So they're ready for next time!

Reflecting on the Day

What did everyone enjoy most about today? What would they like to do more of tomorrow?

Did you hear your child use any new vocabulary when describing her favorite clothes or when talking about his breakfast picture?

Something to Consider: Try and make time for pretend play every day. Playing dress up and acting out familiar scenarios is an important way for children to explore their imagination, use their memories, language, and their planning skills! Encourage your child to use objects in new ways, like using an old remote control as a phone. This kind of creative thinking is a sign of sophisticated brain development!

Wednesday

Morning Meeting

- Review today's daily plan and ask – *What did you do yesterday that you want to do again today?*
- **Let's Move: Willy's Week – Literacy**
 1. Invite your child to act out the movements as you sing or chant the following verse.

*On Sundays, Willy [stretches],
On Mondays, Willy [marches]
On Tuesdays, Willy [tiptoes],
On Wednesdays, Willy [wiggles]
On Thursdays, Willy [thinks],
On Fridays, Willy [falls down],
On Saturday, Willy [sleeps]*

2. Repeat using different action words and encourage your child to join you in singing or chanting together!

Study Exploration:

What are you wearing today?

1. Encourage everyone to go and grab their favorite piece of clothing and then gather together.
2. As a family, talk a little bit about each person's favorite special piece of clothing.
3. Describe what it looks like, what makes it special, and see if you can remember where you got it!

Guided Learning:

The Long and Short of It – Compare and Measure

1. Put a collection of pieces of ribbon, yarn, or strips of paper of the same width, cut to different lengths in a jar or container. Ask each person to take one ribbon and put it on the floor in front of them.
2. Talk about the similarities and differences between the ribbons. Talk about which piece is longer or shorter.
3. Show how to line up the ribbons to compare the lengths. Explain that *length* means how long something is.
4. Invite your child to find ribbons that are *equal* or the same length as theirs, shorter than theirs, and longer than theirs.

*Throughout the day, use comparison words (*longer, shorter*) to talk about the length of objects around the house and outdoors. For example – *Look at how much longer my shadow is than yours!*

Making the Most of Routines: Rest Time

Children benefit from quiet rest time even if they don't need to sleep. To help transition into rest time, consider playing quiet music, rubbing their back, or reading a quiet story to help children settle in. Preschoolers also aren't too old to enjoy lullabies like "Twinkle, Twinkle, Little Star."

Reflecting on the Day

What was everyone's favorite part of the day?
How did your child describe his favorite piece of clothing? What did your child remember about where her special clothes came from?

Thursday

Something to Consider: “Mine! Mine!” It can be really difficult for some children to take turns and share. This is normal! Young children are just beginning to learn how to take turns and share. They need a lot of practice to understand that there will always be another turn, even if they have to wait. Acknowledge that waiting can be hard and celebrate when your child demonstrates patience for her turn!

Morning Meeting

- Review today’s daily plan and ask – *What will the weather be like today? Will we be able to go outside?*
- **Let’s Move: Action Counting – Counting**
 1. Invite your child to imagine she is going on a journey as she moves with you– marching up a hill, jumping across a stream, hopping into a puddle, squatting under a branch, etc.
 2. Call out the number of times to do each movement – *Let’s march for [six] steps up the hill.*
 3. Count each action together as you do each movement together.

Study Exploration:

How are children’s clothes and grown-ups’ clothes the same and different?

1. Sort your clean laundry into children’s clothes and grown-ups’ clothes. What’s the same? What’s different? Maybe you’ve noticed that mommy’s jeans have a zipper, but that the baby’s jeans don’t!
2. Talk about why some children’s clothes are different and how things like snaps are easier for little fingers than buttons.

Guided Learning:

Dramatic Story Retelling – Literacy

1. Choose a story that is familiar to your child from a favorite book. Work together to gather or make props related to the story to represent each character – paper bag puppets, drawing of characters, items from the story (a towel as Little Red Riding Hood’s cape).

2. Read or tell the story and include a clear beginning, middle, and end. Show how to use the props as you include each character.
3. Ask your child to retell the story to you. Remind her that storytellers must remember to include all the information in the story. You can say – *Before you start, think about the important parts of the story that you don’t want to leave out.*
4. Invite other family members to listen and offer reminders when the child needs help.

Making the Most of Routines: Getting Dressed

When helping your child to get dressed, describe what you are doing. You could say – *I’m going to take off your pajama top. It’s going to be warm today, so we’ll need a short-sleeved shirt today to keep cool.*

As you dress, sing to the tune of “The Farmer in the Dell.”

Let’s put on your [pants].

Let’s put on your [pants].

One [leg], the other [leg],

Let’s put on your [pants].

Reflecting on the Day

Did your child have fun using the story props to retell stories? What other stories could you add props to? What did your child notice about children’s clothes and grown-ups’ clothes?

Friday

Something to Consider: Bath time is a great opportunity for children to explore with water. Offer measuring cups, small plastic pitchers, turkey basters, plastic containers, or colanders for children to use in the tub. Practicing pouring water in the tub will help children develop skills to be able to pour more accurately at the table!

Morning Meeting

- Review today's daily plan and ask – *What is something you would you like to practice doing today?*
- **Let's Move: One More Step – Following Directions**
 1. Say – *I wonder how many things we can remember to do?*
 2. Ask children to do two actions – *Can you rub your knees and then pat your head?* – and act them out with the children.
 3. Repeat the directions, adding one more step.
 4. Continue the game, inviting children to add more actions.

Study Exploration:

What do you want to find out about clothes?

You and your family have been exploring what you already know about clothes, but today it's time to wonder!

Do your children ask *why* we need to wash their favorite clothes, or *why* they have to wear a jacket when it's cold or rainy? There's a lot to learn about clothes!

As a family, write down your thoughts and ideas in a journal or sheet of paper. You will use these questions to lead you through your investigation!

Guided Learning: My Shadow and Me – Spatial Relationships and Shapes

1. If possible, go outside on a sunny day and have some fun with shadows! Or use a flashlight to create shadows on a blank wall indoors. Ask questions like: *How do you think shadows are made? Can you touch someone's shadow without touching the person? Can you make your shadow disappear?*
2. Draw or show a shape and ask your child to use their body to make that shape: *Here's a triangle. Can you use your body to make a triangle shadow? Can we work together to make the shape?*
3. Ask questions to encourage your child to reflect on the activity: *Which shapes were easy to make? Which were difficult to make? Which shapes needed two people to make?*

Making the Most of Routines: Handwashing

Handwashing is a great opportunity for children to practice more independence. What steps can the child do independently (with your supervision of course). Can he pump the soap dispenser? Turn on and off the water? Tear off the paper-towel? Sing ABCs (twice!)?

Reflecting on the Day

Are there any parts of the daily routine that aren't going smoothly? How might you adjust? Which questions about clothes are children excited to learn about?

Something to Consider: Having a journal or notebook for your child to record his daily explorations is a great way to document his learning! Over time, you will notice how his writing and drawing changes and you will be able to look back on all his discoveries! Make your own investigation journal to model how grown-ups use writing to remember important information and to record what *you're* noticing!

Monday

Morning Meeting

- Review today's daily plan. What made you laugh this weekend? What are you excited to try this week?
- **Let's Move: Popping Popcorn – Classification**
 1. Explain that you and your child are going to make yourselves so small like kernels of unpopped popcorn.
 2. Recite the chant and ask your child to “pop” up and say *Pop!* if he is wearing the color or pattern you name.

*Popcorn, popcorn, in a pot,
Cook up nice and hot, hot, hot.
Kernels are almost ready to pop!
Pop if you're wearing [green].*

3. Let your child lead the activity by naming colors or patterns.

Study Investigation:

What are the features of our clothes?

Do all clothes fit the same?

1. Ask everyone in your family to bring some of their clothes and put them on the floor or couch. Have a clothes swap and try on each other's clothing!
2. Talk about how the clothes fit! What words can your child use to describe how the clothes fit. You might offer words like – *snug, tight, loose, baggy*, etc.

Guided Learning:

Same Sound Sort – Letter Sounds

1. With your child, gather several objects in a box or bag, including some that start with the same sound (sock, spoon, button, ball) and some that do not start with the same sound (ribbon, car, marker).
2. Ask your child to name the items in the box, and take turns sorting the objects that have names that begin with the same sound.

*Join your child to look around your home for items that match the remaining objects. Say the name of the object slowly to emphasize the beginning letter sounds.

Making the Most of Routines:

Brushing Teeth

Tonight, try brushing in new and different ways! You might say things like: *Can you brush your teeth super slowly? Can you brush your teeth very quickly? Brush your teeth in a circle? Can you brush your teeth in a square?*

Use ordinal numbers and spatial words: First, *brush your top teeth*. Second, *brush your bottom teeth*.

Reflecting on the Day

How was the day? How is your family moving through the routines you've set? Is there anything that needs to be adjusted? Consider showing up to breakfast tomorrow in a piece of clothing that is too big or too small to make your little one smile!



ReadyRosie™ Connection

Visit our [Healthy at Home](#) Page for more video examples of listening to sounds and other learning at home activities!

Something to Consider: Reading books with your child gives you a chance to talk about the emotions of the characters in the stories. As you read, point out characters' facial and physical expressions and ask your child to describe how the character feels. Recognizing others' emotions is a powerful way to help your child put names to feelings and learn to respond to others' feelings and make sense of their own strong emotions!

Tuesday

Morning Meeting

- Review today's daily plan and say— *Let's find out what each one of us is excited to do today!*
- **Let's Move: Mirror, Mirror – Attends and Engages**
 1. Ask your child to stand face-to-face with you a few feet apart. Say – *I'm going to be a mirror and do exactly what you do!*
 2. Invite the child to move in different ways and copy his movements.
 3. Ask your family members to work in pairs, taking turns being the mirror.

Study Investigation:

What are the features of our clothes?

How do we know what sizes clothes are?

1. Ask your child what he remembers about the clothes swap yesterday. Point out that trying clothes on is one way of finding out what size clothes we wear.
2. Ask – *How do we know what sizes clothes are?* Gather a few garments and shoes from family members and explore the size labels. Ask – *What do the letters, numbers, or words tell us?*
3. Make a tally graph showing the sizes in your family. As you count each size, make a tally mark for each item. Next, ask your child to help you write the number next to the tally marks.
4. Consider lining up your family's shoes from smallest to largest to compare the sizes. Share your discoveries with family members!

Guided Learning:

Pantry Labels – Recognizing Print

1. Pull a few items out of your pantry and take turns each picking an item.
2. Ask your child to describe what she sees. Point out colors, shapes, and letters. Emphasize the sounds that the letters make:

You're pointing to the large T on the carton. What sound does the T make? It's the first letter in the words tomatoes and Tomás.

This carton of cream has the word fresh. What does it mean if the cream is fresh?

3. Count the number of letters on the brand and talk about which brand has the most and the fewest letters.

Making the Most of Routines: Outdoor Play

Take a walk around your neighborhood (observing all social distancing guidance) and count what you see: *I see one blue van. I see two windows in the house. I see three lights on the traffic light, one, two three, etc.*

Prepare for tomorrow's letter activity by taking a bag on your walk and helping your child collect small sticks!

Reflecting on the Day

Did your child notice anything interesting on the neighborhood walk today? Is there anything you could further investigate outside? Like the holes on leaves from pests? Or budding flowers and how they've changed? Can you learn more about what you saw and what you noticed? Look online for family-friendly websites that you and your child can explore together.

Something to Consider: Like any great artist, your child may want to revisit and revise her artwork over time. This is a sign that your child is truly engaged and immersed in creativity! Find a place for your child to keep her work in progress safe and sound when she's not working on it—it might need to be up high where pets or younger siblings can't reach!

Wednesday

Morning Meeting

- Review today's daily plan and ask – *What did you do yesterday that you want to do again today?*
- **Let's Move: Bridge & Tunnel – Spatial Relationships**
 1. Invite your child to sit with you with his legs straight out. Explain that his legs make a bridge and when he lifts up his knees, they make a tunnel.
 2. Ask – *What could move over our bridge and go under the tunnel?*
 3. Use hand motions to act out the chant using his suggestions.

*We lower the bridge and the [truck] drives over.
We raise the bridge and the [shark] swims under.*

Study Investigation:

What are the features of our clothes?

How are clothes made?

1. Talk with your child about fashion designers. Explain that these are people who design clothes and shoes.
2. Ask your child to look at the clothes she is wearing and think about the different fabrics, machines, and tools that the designer used to make them.
3. With your child, look closely at the fabric of her clothes. Explain that *fabric* is a kind of cloth that is woven. Ask if your child can see the patterns of lines going over and under each other. (You might even remind them of the Bridge & Tunnel activity where together you talked about *over* and *under*.)
4. Ask whether all your child's clothes have the same fabric. Point out that the weave of some fabrics is tight, and some can be loose (like a sweater).
5. Invite your child to look with you to see if there are videos online showing how clothes are made. Talk

about the special fabrics, tools, and machines used to make clothes. If family members sew or knit, invite them to join you on a video call to show how they make clothes!

Guided Learning: Stick Letters – Alphabet

1. Gather a collection of craft sticks, toothpicks, chopsticks, or small branches (from the neighborhood walk yesterday). Explain that you will work together and use the sticks to make letters. Show how to make a letter with the sticks.
2. Talk about the letters that are made with only straight lines. Write or show letters for reference. *Let's say the alphabet together and think about the shape of each letter.*
3. Discuss the difference between forming upper- and lower-case letters: *Names start with upper-case letters. See how big they are compared to the lower-case letters?*

Making the Most of Routines: Bedtime

If books are part of your bedtime routine, tonight swap places with your child! Invite her to read a book to you, using the pictures to guide her story, or ask her to tell you a bedtime story she came up with using her imagination!

Reflecting on the Day

Was your child interested in how clothes are made? Bookmark family-friendly websites and videos to watch together for children who are interested in learning more.

Gather clothes with interesting closures like snaps, zippers, buckles, or hook-and-loop fasteners for tomorrow!

Thursday

Something to Consider: One of the exciting parts of a study is making displays of your findings! Make graphs or charts showing what you're learning about clothes, take pictures, and send it to family members. When children tell others about their discoveries, they are recalling details and using complex language to express themselves!

Morning Meeting

- Review today's daily plan and ask – *What's something you'd like to make sure we make time to do together today?*
- **Let's Move: Howling at the Moon – Literacy**
 1. Tell your child that he is going to pretend to be a wolf in a wolf pack.
 2. Recite the following poem together.
*During the day, the wolves all play.
They [skip] and [slide] and [spin].
But late at night when the stars are bright,
the wolf pack howls at the moon [howl together].*
 3. Point out how the action words begin with the same sound. Use different actions with the same letter sound.

*If you have time, practice using some of these closures, explaining that some closures take practice to get comfortable with using them.

Guided Learning:

Missing Lids – Compare and Measure

1. Gather containers with lids of various sizes and shapes (pots, plastic canisters, jars, and boxes). Put containers in one pile and lids in another pile.
2. Ask your child to match the container to its lid. Explain that lining up the containers from shortest to tallest, or smallest to largest might help.
3. Ask your child to point out other features that might help her find the matches like color, shape, and material.

Study Investigation:

What are the features of our clothes?

How do clothes stay on our bodies?

1. Gather a piece of clothing that has a button on it.
2. Explain that buttons help keep our clothes on our bodies. Ask – *Can you think of anything else that helps our clothes stay on our bodies?*
3. With your child, look around to find as many things that help keep clothes on our bodies (zippers, snaps, buckles, etc.).
4. Work together to document what you find. Take pictures, draw a picture, or make a chart to remember what you've discovered!

Making the Most of Routines:

Mealtimes

Mealtimes are a great way for children to join in conversations and practice taking turns. Ask each person to share something they saw today that relates to the clothes study. Say something like: *I saw that our neighbors keep their shoes on a shelf near their front door. I think that keeps dirty shoes out of the house.*

Reflecting on the Day

Is there a part of the day that your child seems to look forward to? What routine or part of the day seems to be challenging for your child? How can you use your child's interests to make his (and your) day go more smoothly?

Friday

Something to Consider: Children can sometimes feel overwhelmed by their strong emotions. You might want to establish a cozy calm-down place where your child can be alone when she needs some space. This is a place where she can *choose* to visit when she feels overwhelmed. When you notice that your child needs a break, invite her to go with you to the quiet space, take deep breaths, and gather her thoughts. Remember, this is not a time-out chair – it’s a place where anyone can go when they need time to relax!

Morning Meeting

- Review today’s daily plan and ask – *What can we do to help someone in our family? What would you like help with?*
- **Let’s Move: Traffic Jam – Patterns**
 1. Show how to make different horn sounds with actions – “beep” while pressing an imaginary car horn; “honk” while pulling a truck horn string; and “toot” while squeezing a horn.
 2. Make a simple pattern with the horn sounds and actions: *Beep, beep, honk. Beep, beep, honk.*
 3. Invite your child to walk with you in a line as you repeat the pattern together.
 4. Continue the game, inviting your child to make his own patterns and lead the line.

Study Investigation: What are the features of our clothes? What kind of patterns and shapes are on clothes?

1. You and your family have been exploring how clothes fit, how we know what sizes clothes are, how clothes are made, and how they stay on our bodies! Take a moment to ask your child to recall what he discovered this week.
2. Next, invite your child to look at what family members are wearing and ask – *What kind of patterns and shapes are on clothes?* You can use words like *plaid, stripes, polka dots, solids, and floral patterns* and point out shapes and figures.
3. As a family, you can sort the laundry into piles by patterns, pictures, and solid colors. Which pattern is most popular in your home? Make a chart to find out!
4. Take a photo of your findings and share with another family and see what kinds of patterns they have!

Guided Learning: Character Feelings – Using Language to Express Ideas

1. Invite your child to join you in reading a book. Explain that you want her to pay attention to the characters’ feelings as you read. Talk about the book’s title and the cover. Encourage your child to make predictions about the story and the characters’ feelings.
2. As you read, use your voice and facial expressions to show the characters’ feelings. Ask questions about what the character is feeling: *What makes the turtle feel frustrated? What do you think would make her feel better?*
3. Invite your child to talk about a time when she was feeling the same way the character felt: *You were excited yesterday? What made you feel excited? Oh, when we saw Pop-pop’s horse in his video call. That was very exciting!*

Making the Most of Routines: Preparing Meals

It can be exciting for children to help with meal preparation! Plan how your child can help with meals – tearing lettuce for salads, squeezing the lime juicer, shaking the parmesan cheese. Always begin with washing hands and then give simple directions like: *Give three shakes of the pepper* or *Press down until you feel the biscuit cutter touch the pan.*

Reflecting on the Day

How is your child adjusting to being away from his friends? Can you have a video play date? Offer to record your child telling his friend a silly bedtime story or singing his friend a favorite song.

Cut out these Number Cards for Fun with Numbers, More or Less Games, and Addition and Subtraction Fun.

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten

11

eleven

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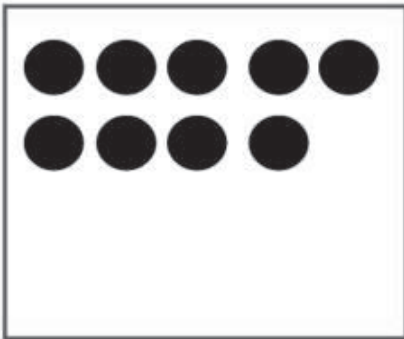
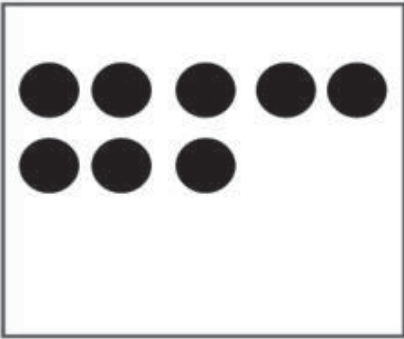
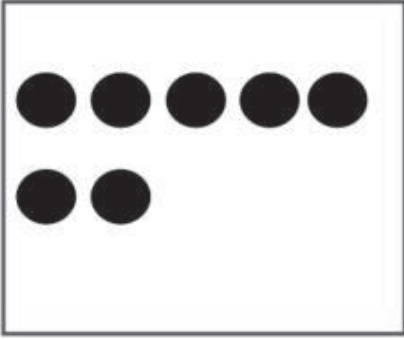
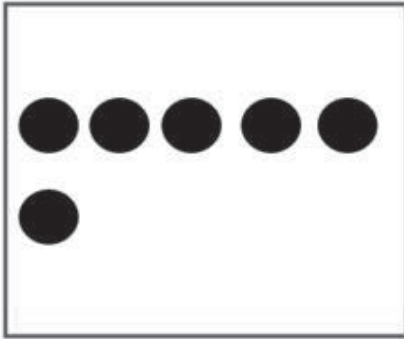
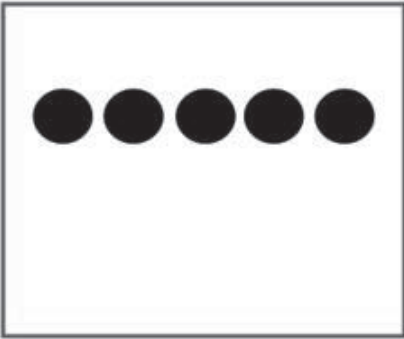
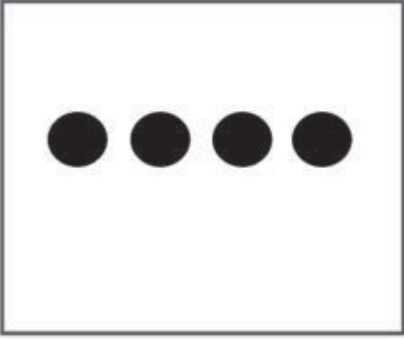
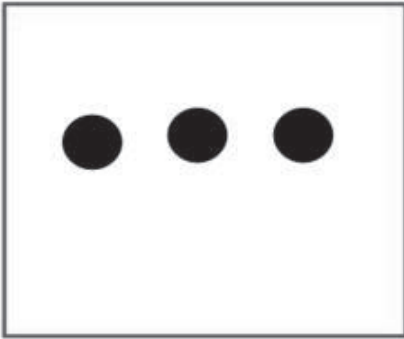
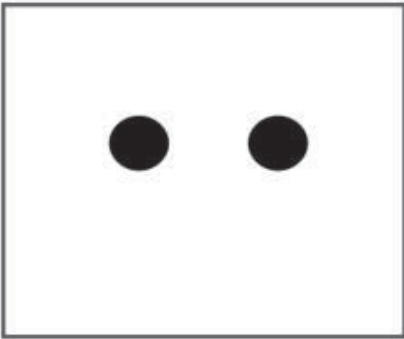
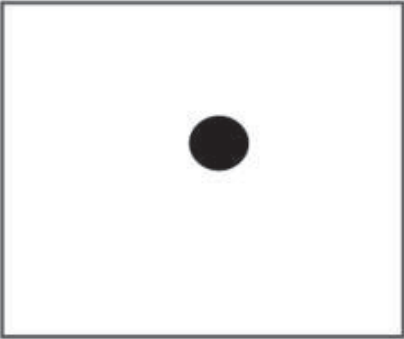
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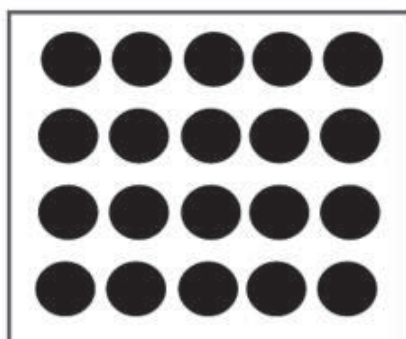
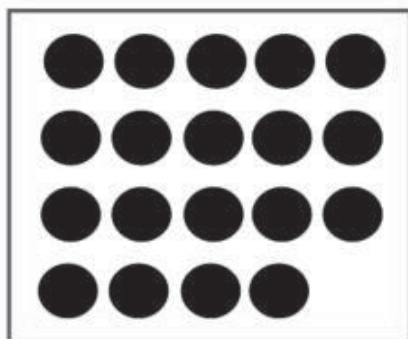
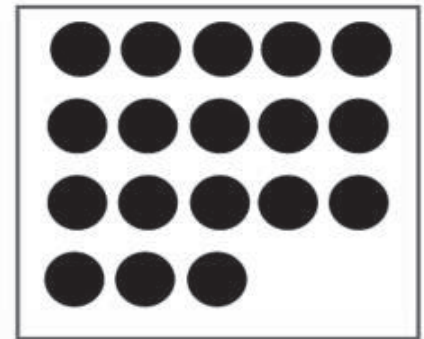
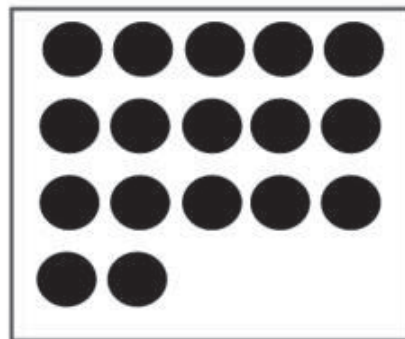
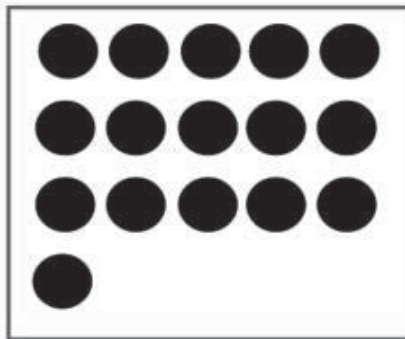
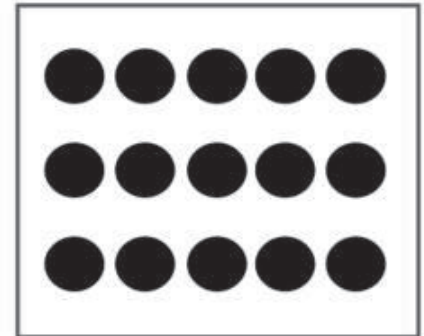
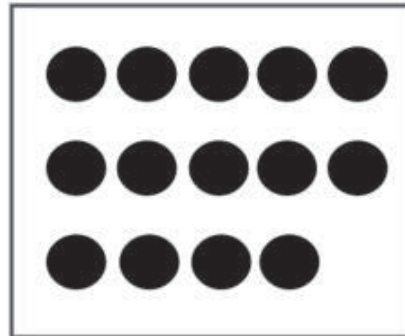
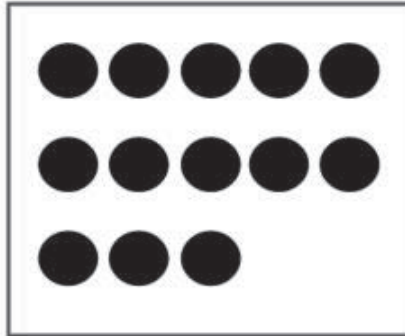
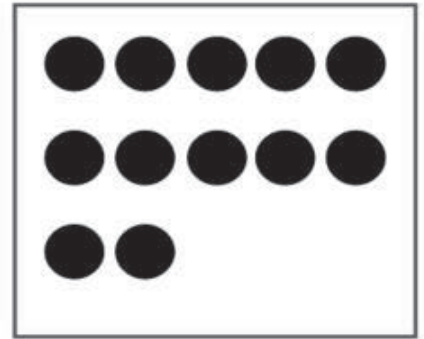
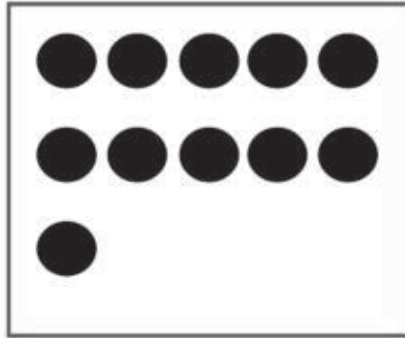
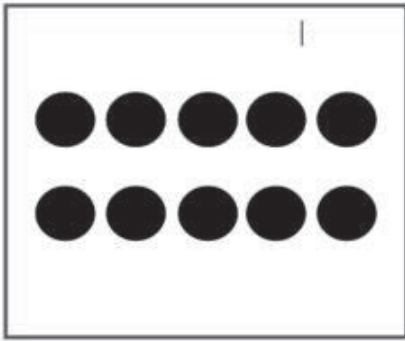
twenty

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Cut out these Dot Cards for Fun with Numbers, More or Less Games, and Addition and Subtraction Fun.



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Day 1

Fun with Numbers:

Help your child put the number cards in order from 1-10. Ask your child “What number comes after 4? What number comes before 8?” Have your child match the dot cards to the number cards and say how many. Ask your child “Can you show me 6?” (Your child could show you the number card and/or the dot card. If your child shows you both cards for 6, ask “How do you know these are the same number?”) Continue this 4-6 times with different numbers. Ask your child “How did you know how many there were?”.

Extension Activity: Have your child pick 2-4 number cards or dot cards and go around the house and gather that number of items for each number. Have your child count the number of items to show that the number of items matches the card chosen.

Day 2

Fun with Numbers:

Help your child put the number cards in order from 11-20. Ask your child “What number comes after 18? What number comes before 13?” Have your child match the dot cards to number cards and say how many. Ask your child “Can you show me 12?” (Your child could show you the number card and/or the dot card. If your child shows you both cards for 12, ask “How do you know these are the same number?”) Continue this 4-6 times with different numbers. Ask your child “How did you know how many there were?”.

Extension Activity: Have your child pick 2-4 the number cards or dot cards and go around the house and gather that number of items for each number. Have your child count the number of items to show that the number of items matches the card chosen.

Day 3

Fun with Numbers:

Help your child gather 20 household items (such as socks, toys, cotton balls, etc.). Have your child count the group of objects. Have your child select the number card and the dot card that tells how many items there are in all. Have your child say the number. From the items gathered, ask your child to show you 15 items. Continue this 3-5 times with different numbers between 1-20. Ask your child “How did you know how many there were?”.

Extension Activity: Have your child choose a number card and make a pile of that many using the household items. Have your child draw a picture of his/her collection on paper, write the number, and the number word. (For example, your child chooses the number 12. He/she gathers 12 toy cars, draws a picture of them, and writes the number 12 and the word twelve.)

Day 4

More or Less Games:

Using the dot cards 1-10, have your child pick 5 cards from that set. From those 5, have your child pick 1 card, count the dots on the card, and tell how many. Have your child find a dot card that is **less than** the first one picked. Have your child find a dot card that is **more than** the first one picked. (For example, the first card picked is an 8. Your child picks 3 and says it is less than 8. Your child picks 9 and says it is more than 8.) Ask your child "How did you know which was more? Which was less?". Repeat the same activity 3-5 more times with different dot cards.

Extension Activity: Have your child gather 10 items from around the house. Have your child sort the items into two groups, match the dot card to each pile and then tell you which is more, which is less, and how they know.

Day 5

More or Less Games:

Using the number cards 1 -15, have your child pick a card from that set. Have your child find a number card that is **less than the one picked**. Then have your child find a number card that is **more than the one picked**. (For example, the first card picked is 13. Your child says 11 is less than 13. Your child picks 15 and says it is more than 13.) Ask your child "How did you know which was more? Which was less?". Repeat the same activity 3-5 more times.

Extension Activity: Have your child gather 11-15 items from around the house. Have your child sort the items into two groups, match the number card to each pile and then tell you which is more, which is less, and how they know.

Day 6

More or Less Games:

Using the number cards 16-20, have your child pick 1 card and say the number on the card. Have your child find a number card that is **less than the first one picked**. Have your child find a number card that is **more than the one picked**. (For example, the first card picked is a 17. Your child says 16 is less than 17. Your child says 19 is more than 17.) Ask your child "How did you know which was more? Which was less?". Repeat the same activity 3-5 more times.

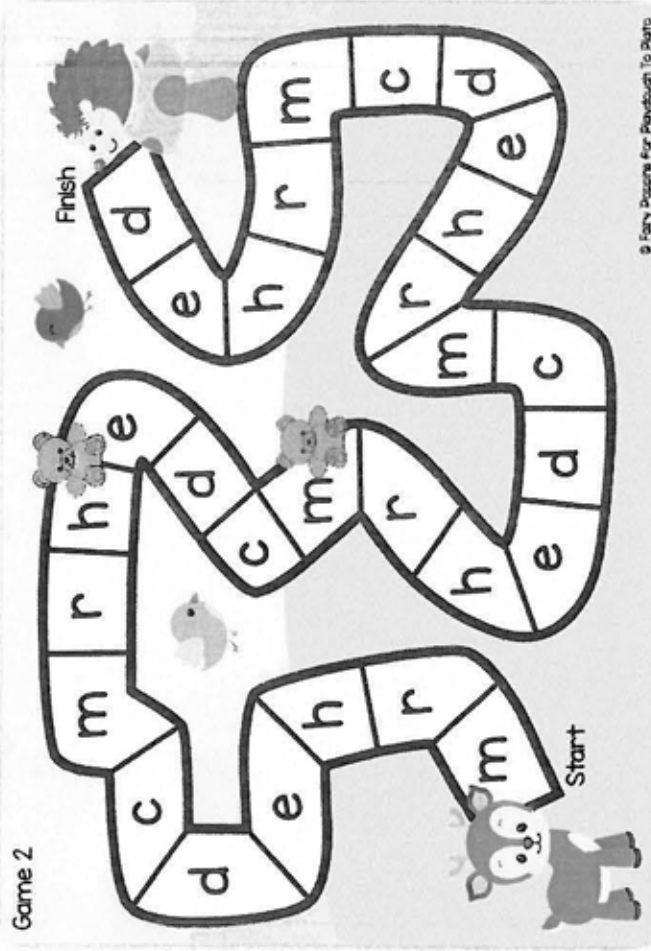
Extension Activity: Have your child gather 16-20 items from around the house. Have your child sort the items into two groups, match the number card to each pile and then tell you which is more, which is less, and how they know. Have your child draw the two groups of items, write the number for each. Have your child write these sentence with their drawing,

- There are more _____ than _____.
- There are less _____ than _____.

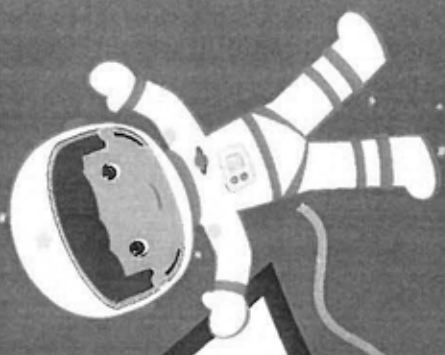
How To Play

Required: Dice, counters and game boards or draw cards with numbers

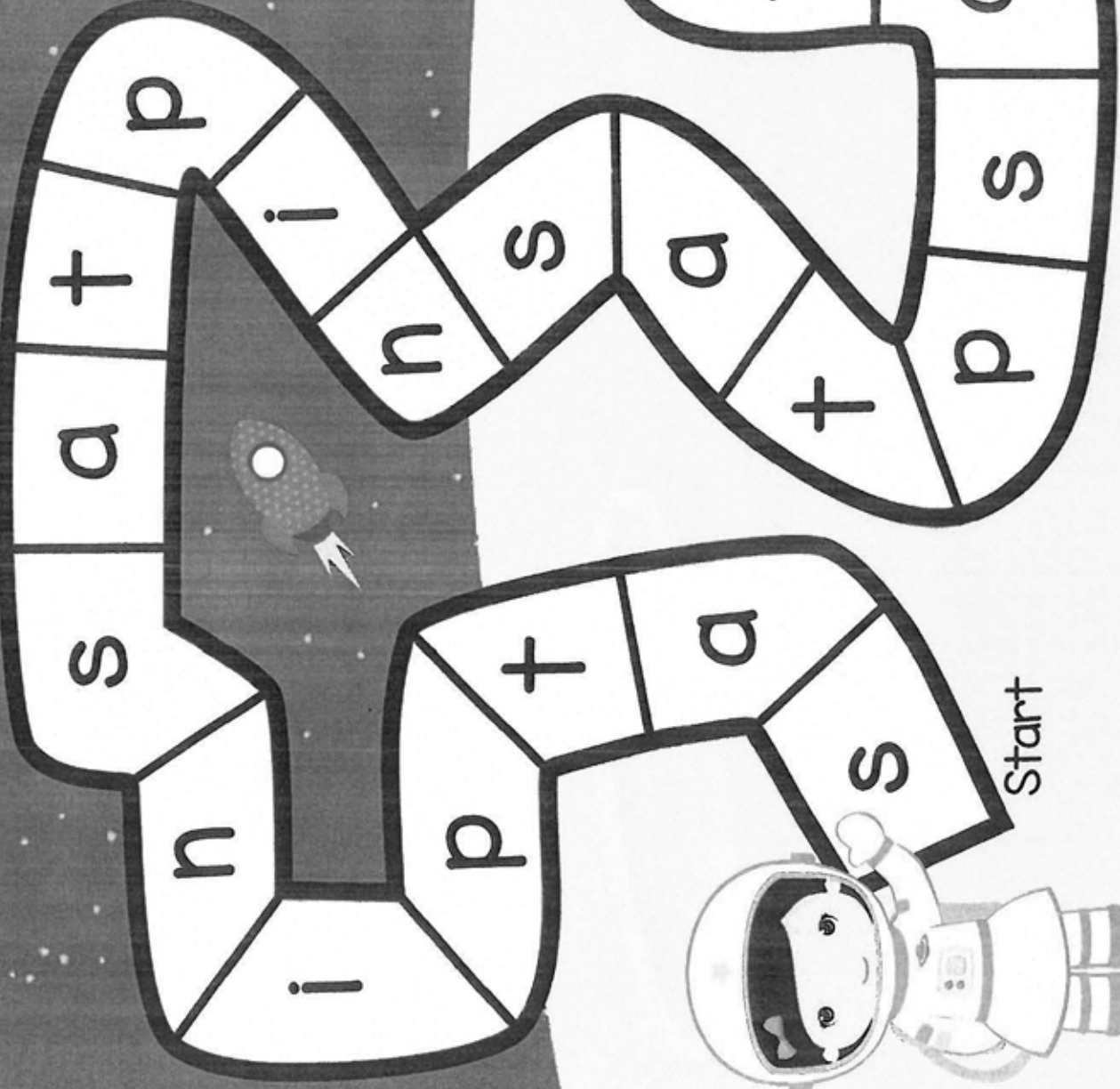
1. Player rolls the dice and moves their counter.
2. Player says the letter sound they've landed on and thinks of a word beginning with that sound.
For example, "H... house begins with h".
3. The first player to reach the finish wins.



Game 1 - s a t p i n.

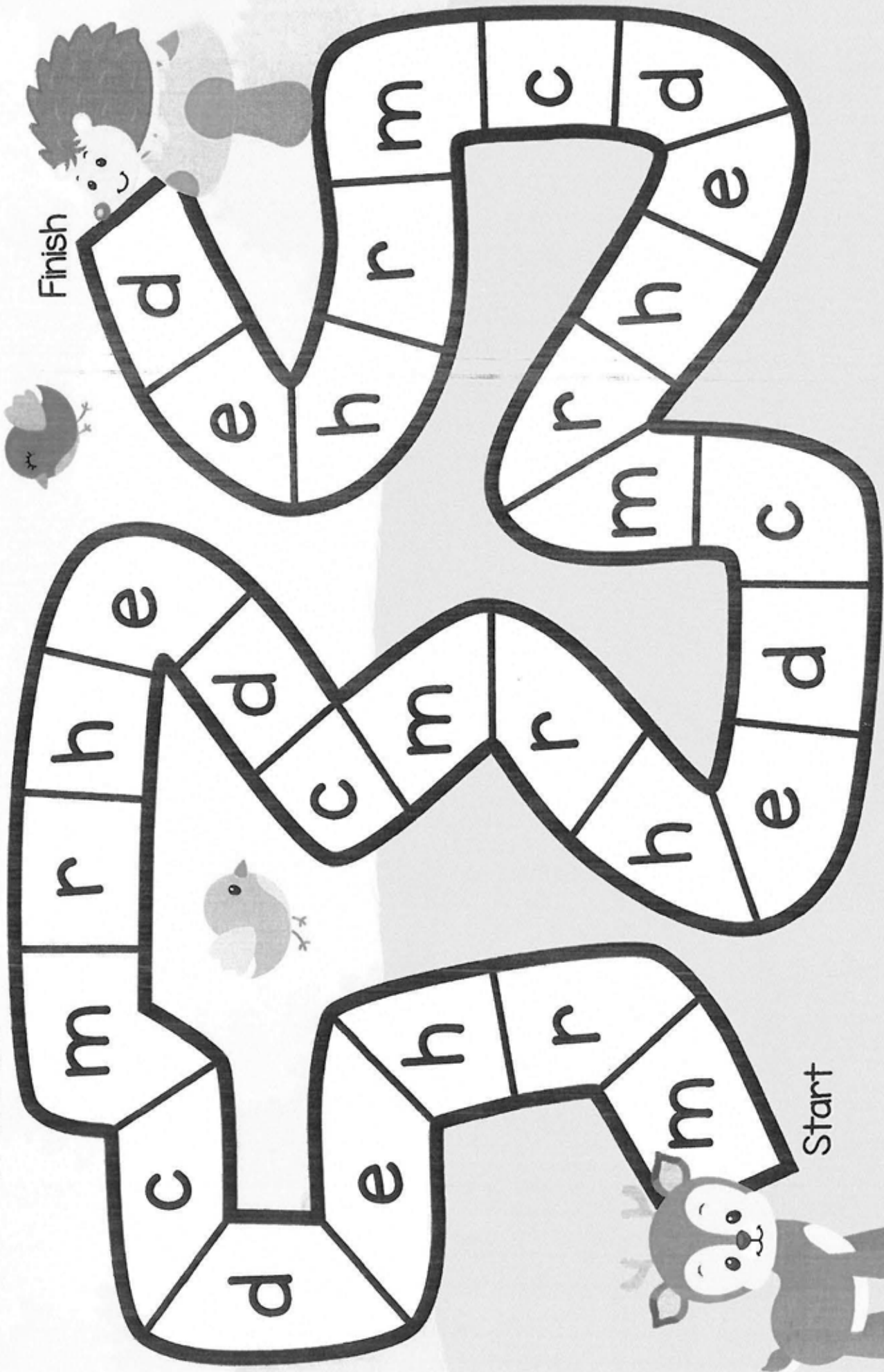


Finish



Start

Game 2 - m r h e d c



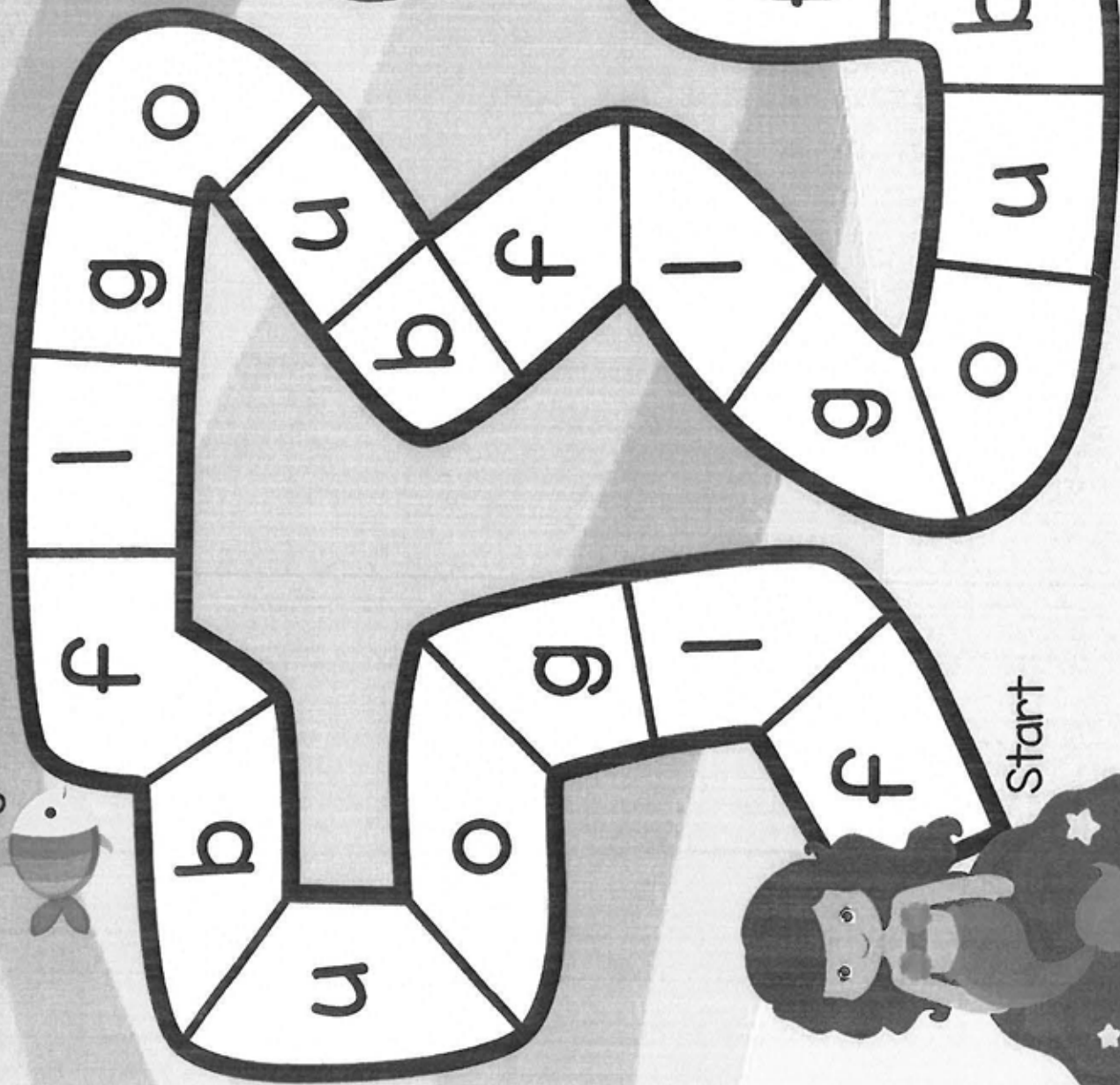
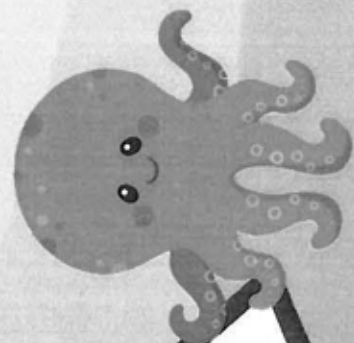
Finish

Start

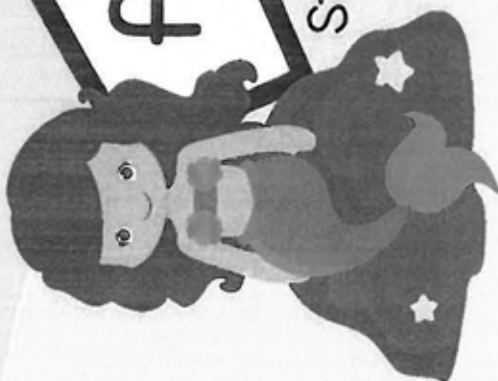
Game 3 - f l g o u b



Finish



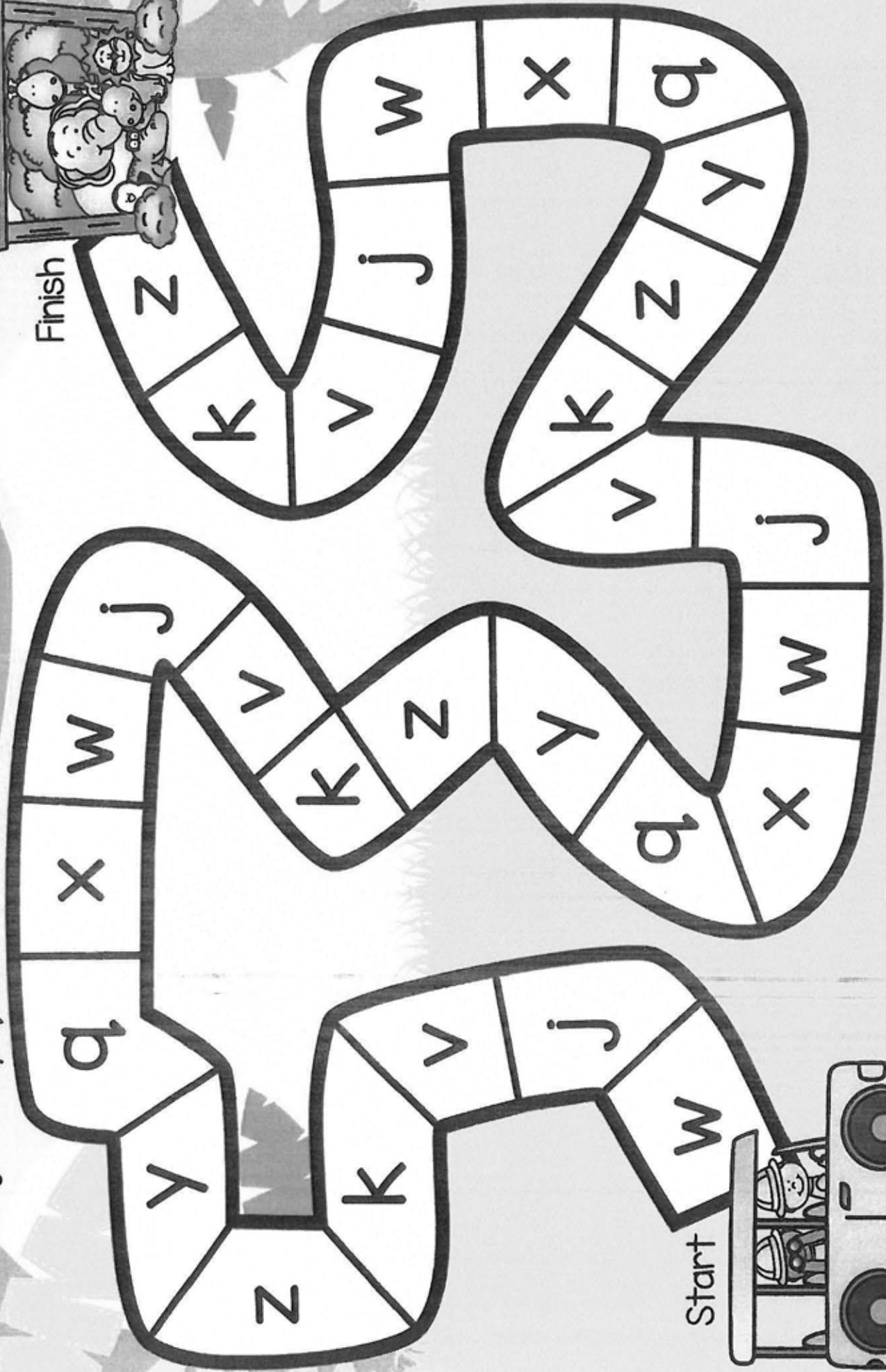
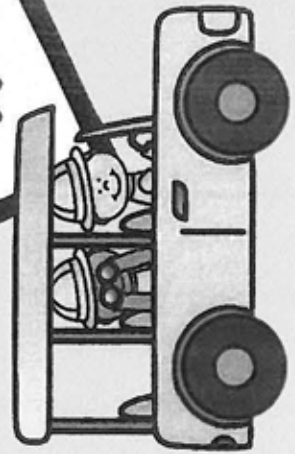
Start



Game 4 - w j v k z y q x

Finish

Start





I Can Write My Name

Handwriting practice lines consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.