

## Shapes

### Story suggestions for this week:

Shapes that Roll by Karen Berman Nagel

Shape by Shape by Suse MacDonald

Captain Invincible and the Space Shapes by Stuart J. Murphy

Lots of Dots by Craig Frazier

Bear in a Square by Stella Blackstone

Mouse Shapes by Ellen Stoll Walsh

Skippyjon Jones Shape Up by Judy Schachner

### Songs for this week:

#### Meet the Shapes

(to the tune of Are You Sleeping?)

Terry Triangle, Terry Triangle

Look at me, look at me.

Count my sides, Count my sides,

There are three, there are three.

Sammy Square, Sammy Square,

That's my name.

I have four sides. I have four sides.

They're all the same, They're all the same.

Robbie Rectangle, Robbie Rectangle

I have four sides, I have four sides.

Two are long, two are long.

Two are short, two are short.

Cindy Circle, Cindy Circle.

Just one line, just one line.

Make it round, make it round.

That is fine, that is fine.

#### Shape Song

(to the tune of London Bridge is Falling Down)

Circles, diamonds, triangles,

Triangles, triangles,

Circles, diamonds, triangles,

Hearts, squares, and rectangles.

## The Shape Song

(to the tune of The Farmer in the Dell)

A circle's like a ball, a circle's like a ball,

Round and round, it never stops.

A circle's like a ball.

A square is like a box, a square is like a box,

It has four sides, they are the same.

A square is like a box.

A triangle has three sides, a triangle has three sides,

Up the mountain, down and back.

A triangle has three sides.

A rectangle has four sides, a rectangle has four sides,

Two are long, and two are short.

A rectangle has four sides.

## The Rolling Circle Song

(to the tune of Have you Ever Seen a Lassie?)

Have you ever seen a circle, a circle, a circle?

Have you ever seen a circle, which goes round and round?

It rolls this way and that way, and that way and this way.

Have you ever seen a circle, which goes round and round?

## The Square Song

(to the tune of You are My Sunshine)

I am a square, a lovely square

I have four sides; they're all the same

I have four corners, four lovely corners

I am a square, that is my name.

## Danny Diamond

I am Danny Diamond

I am like a kite

But I'm really just a square

Who's corners are pulled tight.

**Title of Lesson:** Letter of the Week Lesson Nn

**Standards Taught:** K.ELA.L.1.a, K.ELA.L.2.c, K.ELA.FS.1.a, K.ELA.FS.1.d, K.ELA.FS.3.a

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
<p>Leap Frog Letter Factory Video</p> <p>Tracing Letters and Numbers Practice Page “Nn”</p> <p>Pencil and Paper</p> <p>Optional: Chalk board and chalk or dry erase board and marker</p>		<p>Allow your child to watch the Leap Frog video.</p> <p>Tell your child that our letter of the week is the letter Nn. Ask them if they can write the letter (either capital or lower-case) and allow them to try to write it on their own on a chalkboard, whiteboard, or piece of paper. Praise your child for trying hard no matter the outcome. At this age, scribbles are normal and teach your child that the things we write stand for letters. Your child should progress into forming correct letters as these lessons progress.</p> <p>Ask your child if they remember what sound the letter makes. Remind them that in the video, the N was grumpy and wouldn't let anyone in. Ask your child to repeat the sound a few times.</p> <p>Look around the room and point out something that begins with the letter. Ask your child if they see any other things that begin with it. Provide examples if needed.</p> <p>Next, give your child the tracing page. Demonstrate the correct direction for writing a capital (see direction worksheets if needed). Allow your child to trace the rest of the capital letters on the page and then work on writing their own in the lines provided. Repeat this process with the lower-case letters, explaining to your child that both letters stand for N and make the same sound.</p>

**Title of Lesson:** Shape Hunt

**Standards Taught:** K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4

**Materials:**

Masking Tape

**Preparation:**

Using the masking tape, create large 2-dimensional shapes on the ground: square, rectangle, circle, oval, diamond, triangle, octagon, hexagon

**Implementing the Lesson:**

Choose a song from the song list for this week. Sit down and sing it together. It can be the same song as the previous lesson or a new one.

Read a story you have about shapes, or one from the library. Ask your child to review what happened in the story. Next, ask them to flip back through the pages and discuss what shapes they may have seen.

Have your child name each of the shapes “drawn” on the floor. Allow them to walk the perimeter of the shape as they tell you the name. Explain that these are 2-dimensional shapes. They are flat. Explain that today we are looking for only one flat surface on each object. Ask your child if they can name one or two things that are each shape (a book cover is a rectangle, a hair tie is a circle, etc).

One shape at a time, ask your child to go on a “shape hunt” through the house. Ask them to search through the house for squares, then rectangles, and so on. Allow your child to bring items back to the shapes drawn on the ground and sort them into the correct place. Ask them to point out the flat surface that is that shape.

When you have finished collecting shapes, ask your child to count how many of each shape they found.

Review with your child what a 2-dimensional shape is. Review each shape, asking your child to put the items away one shape at a time.

When finished, ask your child to help clean up.

**Title of Lesson:** Building Shapes

**Standards Taught:** K.MD.1, K.MD.2, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
<p>Shape cutouts of each basic shape (square, rectangle, circle, hexagon, octagon, pentagon, diamond, oval, star, triangle)</p> <p>Popsicle sticks</p>	<p>Lay out materials</p>	<p>Choose a song from the song list for this week. Sit down and sing it together. It can be the same song as the previous lesson or a new one.</p> <p>Read a story you have about shapes, or one from the library. After the story, ask your child what it was about. Did they see any new shapes? Ask your child to point out some of the shapes they saw in the pictures.</p> <p>Lay out each of the shape cutouts and review the names of the shapes. Ask your child to count how many sides each shape has. Talk about whether or not the sides are equal, or the same. Point out that a square has 4 sides that have equal lengths while a rectangle only has two that are equal. Ask your child to make an outline of each shape using the popsicle sticks. Use the shape cutouts as a guide and let them “build” around them. Once the shapes are built, ask your child to describe each one. Ask which is longer, shorter, bigger, smaller, has more sides, less sides. Are these 2-dimensional or 3-dimensional shapes?</p> <p>Allow your child to experiment and play with the shapes and popsicle sticks. Ask them to make a picture and point out the shapes in that picture.</p> <p>Lastly, encourage your child to use different shapes to create larger shapes. (e.g. two triangles put together the right way can create a rectangle).</p> <p>When finished, ask your child to help you clean up.</p>

**Title of Lesson:** 3-D Shapes and Marshmallows

**Standards Taught:** K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Mini Marshmallows  Toothpicks  3D Shapes Reference Printout  Shapes cutouts from previous lessons  Objects that are examples of each of the shapes on the reference printout  Playdoh or moon sand		<p>Choose a song from the song list for this week. Sit down and sing it together. It can be the same song as the previous lesson or a new one.</p> <p>Read a story you have about shapes, or one from the library. Ask your child to remind you of what types of shapes we have already learned about. Discuss 2-dimensional shapes, reminding your child that these shapes are flat. Explain that today we are going to learn about 3-dimensional shapes, which are solid.</p> <p>Show your child the objects you have gathered. Start with a single shape. A ball, for example, is a sphere. Hold up the ball and the circle cutout. Ask your child to tell you the difference between these shapes. Repeat with each 3-D object you have, comparing them to their flat counterparts.</p> <p>Show your child the reference page, explaining that these drawings show the solid, 3-dimensional shapes. Review the name of each shape with your child.</p> <p>Give your child mini marshmallows and toothpicks. Show them how to push a toothpick into the end of a marshmallow. Add a second marshmallow to the other end of the toothpick. Add another toothpick at a 90° angle from the first, so they are sharing a marshmallow. Repeat until you have built a square. Ask your child to name that shape. Then, encourage your child to build their own square. Help them turn the two squares into a cube.</p> <p>Continue with other shapes, working to practice building each one you can. Some shapes (e.g. sphere) are difficult to make with toothpicks and marshmallows. Allow your child to build these shapes with playdoh or moon sand. Allow your child to put these shapes together to create larger shapes and/or structures.</p> <p>Review each shape name with your child. Ask your child to help you clean up.</p>

**Title of Lesson:** Shape Hunt 2.0

**Standards Taught:** K.MP.5, K.CC.6, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4

**Materials:**

3-dimensional examples from previous lesson

Shape cutouts from previous lessons

**Preparation:**

**Implementing the Lesson:**

Choose a song from the song list for this week. Sit down and sing it together. It can be the same song as the previous lesson or a new one.

Read a story you have about shapes, or one from the library. After the story, ask your child to name all of the shapes they can remember, both 2-D and 3-D. Ask your child what the difference between a flat shape and a solid shape is. Ask them if a 2-dimensional shape is flat or solid. What about a 3-dimensional shape?

Tell your child that today we are going to do our shape hunt again. This time, however, we are going to include both types of shapes: flat and solid.

Hold up the shape examples you have gathered one by one, asking your child to name that shape. Remind them as needed of correct words. Lay these shapes across the table or floor in a straight line.

Next, ask your child to search the house for each of these shapes. Explain that you want examples of them all brought back and placed underneath your examples. Tell your child to find as many as they can. Allow your child to search the house, bringing back examples of each shape.

Sit down with your child and ask them to count out how many examples of each shape they have. Count each type one by one. Ask your child which shape they found the most of. What about the least? Are any of them equal?

Ask your child to help you clean up when finished.

A great review for this lesson is to point out shapes you see as you drive around town. Ask your child to do the same, or call out a shape and ask your child to find it.

## **Jobs and Money**

### **Story Suggestions for this Week:**

Clothesline Clues to Jobs People do by Kathryn Heling  
What Do People Do All Day? by Richard Scarry  
Jobs People Do by Jo Litchfield and Felicity Brooks  
Career Day by Anne Rockwell  
A book about your child's favorite job

### **Songs for this week:**

(to the tune: 10 Little Indians)  
Doctors, dentists, veterinarians,  
Farmers, grocers, and librarians.  
Teachers, waiters, and zoo keepers,  
Our community!  
Bakers, chefs, and firefighters  
Letter carriers, and bus drivers.  
Police officers, office workers  
Our community!

Teacher, teacher, what do you do?  
I teach reading and writing, too.  
Doctor, doctor, what do you do?  
I help when you're sick with a cold or the flu.  
Firefighter, firefighter, what do you do?  
I help fight fires that might hurt you  
Officer, officer, what do you do>

I help you stay safe in all that you do.

(to the tune: I'm a Little Teapot)  
I'm a firefighter on the go!  
Here is my helmet  
Here is my hose.  
When I see a fire, hear me shout!  
I turn on the water and put that fire out

Penny, penny,  
Easily spent,  
Copper, brown,  
And worth one cent.  
Nickel, nickel,  
Thick and fat,  
You're worth five cents  
I know that!  
Dime, dime  
Little and thing,  
I remember  
You're worth ten.  
Quarter, quarter,  
Big and bold,  
You're worth twenty-five  
I am told.

**Title of Lesson:** Letter of the Week Lesson Oo

<b>Standards Taught:</b> K.ELA.L.1.a, K.ELA.L.2.c, K.ELA.FS.1.a, K.ELA.FS.1.d, K.ELA.FS.3.a		
<b>Materials:</b>  Leap Frog Letter Factory Video  Tracing Letters and Numbers Practice Page “Oo”  Pencil and Paper  Optional: Chalk board and chalk or dry erase board and marker	<b>Preparation:</b>	<b>Implementing the Lesson:</b>  Allow your child to watch the Leap Frog video.  Tell your child that our letter of the week is the letter Oo. Ask them if they can write the letter (either capital or lower-case) and allow them to try to write it on their own on a chalkboard, whiteboard, or piece of paper. Praise your child for trying hard no matter the outcome. At this age, scribbles are normal and teach your child that the things we write stand for letters. Your child should progress into forming correct letters as these lessons progress.  Ask your child if they remember what sound the letter makes. Remind them that in the video, the O was saying his sound as he swung on a vine like Tarzan. Ask your child to repeat the sound a few times.  Look around the room and point out something that begins with the letter. Ask your child if they see any other things that begin with it. Provide examples if needed.  Next, give your child the tracing page. Demonstrate the correct direction for writing a capital (see direction worksheets if needed). Allow your child to trace the rest of the capital letters on the page and then work on writing their own in the lines provided. Repeat this process with the lower-case letters, explaining to your child that both letters stand for O and make the same sound.



**Title of Lesson:** Types of Jobs

<b>Standards Taught:</b> K.SS.FL.4, K.SS.FL.4.1, K.SS.FL.4.1.b, K.SS.FL.4.1.c, K.SS.FL.4.2, K.SS.FL.4.2.a, K.SS.FL.4.2.b, K.SS.FL.4.2.c		
<b>Materials:</b>  Job Charades Printable	<b>Preparation:</b>  Print and cut out job charades printable  Fold the job cards and place them in a hat or bowl	<b>Implementing the Lesson:</b>  Choose a song from the song list for this week. Sit down and sing it together. It can be the same song as the previous lesson or a new one.  Read a story you have about jobs, or one from the library. Ask your child a few questions about the different jobs they saw in the story. Discuss briefly the following topics, allowing your child to share what they already know: what kinds of jobs do the people you know have?; why do they have jobs?; do you think they work hard? Briefly discuss needs that all people share. We all need food, shelter, and clothing. We can gain those things by working to earn money and then buying them from others.  Point out that there are several types of jobs. Everyone has different things that they are good at and we all work together to help each other, using our talents. This is called a community. A community can help people to have all they need. Discuss some jobs that fulfill a need (e.g. teacher help us learn, sanitation workers keep everything clean, police officers keep us safe, doctors help us to stay healthy).  Explain that today we are going to play a game. Rule 1 is don't let anyone see your card. Rule 2 is you cannot talk if you are acting, only if you are guessing. This is a fun activity to invite siblings to do with you. The parent will go first, choosing a job card from the hat. Without showing anyone else, look at which job you have and begin to act it out. Encourage your child to guess which job you are doing. If it is too difficult, give your child a clue. When they guess it, ask them to tell you why that job is important, what need does it fill? What is a tool that someone may use to do this job?  Allow your child to have a turn while you guess. Include siblings and/or friends. Discuss the same questions after each job. Play until you use all the cards.

**Title of Lesson:** Jobs in my Family

<b>Standards Taught:</b> K.ELA.L.f, K.ELA.L.2, K.ELA.L.2.d, K.ELA.SL.1.a, K.ELA.SL.5, K.ELA.W.2, K.ELA.W.8		
<b>Materials:</b>  Clipboard  Pencil  Paper	<b>Preparation:</b>  Find a family member that your child can interview. It can be an in-person interview or through a video chat.	<b>Implementing the Lesson:</b>  Choose a song from the song list for this week. Sit down and sing it together. It can be the same song as the previous lesson or a new one.  Read a story you have about jobs, or one from the library. Discuss the different jobs in the story. Ask your child if they know which jobs mom and dad have. What about brothers and sisters? Why do they work? Allow your child to answer in their own way, answering any questions they may have.  Talk to your child about your chosen family member. Discuss what their job title is. Ask your child if they know what that means. What do they do all day? What tools do they use? How does the job work? Tell your child that they get to interview this family member and ask them all about their job.  Give your child the clipboard, pencil, and paper and allow them to ask their questions of the family member. Encourage your child to take notes by writing down (give guidance with spelling or sounds when needed) or drawing pictures of the answers given.  Ask your child to tell you all they learned about the job, using their notes to review. Does this seem like a job you would like to do?

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**Title of Lesson:** Needs and Wants

<b>Standards Taught:</b> K.CC.7, K.OA.1, K.OA.2, K.OA.5, K.SS.FL.4, K.SS.FL.4.1, K.SS.FL.4.1.a, K.SS.FL.4.1.b, K.SS.FL.4.1.c, K.SS.FL.4.2, K.SS.FL.4.2.a, K.SS.FL.4.2.b, K.SS.FL.4.2.c		
<b>Materials:</b>  20 Play money bills (or green papers cut into rectangles)  Price Tags and Things to Buy Printable	<b>Preparation:</b>  Print and cut out printable  Lay the price tags and things to buy cards out on the table or floor	<b>Implementing the Lesson:</b>  Choose a song from the song list for this week. Sit down and sing it together. It can be the same song as the previous lesson or a new one. Read a story you have about jobs, or one from the library. Ask your child if they saw any jobs in the book that people in their family have. Discuss why people have jobs. Many people work because they like to help others. Some people work at their jobs because they enjoy doing that job. Most people are paid to do their job; they trade their work for money. Ask your child to name a few things mom and dad buy with money, discussing each one in relation to want vs. need. Explain that there are some things we need to have (water, electricity, a home, food, clothing) and some things we want to have but wouldn't be harmed if we didn't have them (toys, candy, trips, games). Ask your child if they can name any needs that mom and dad buy with the money they earn. Point out a few examples. Show your child the play money. Explain that you are going to give them 20 pretend dollars. They get to go to a wants vs. needs pretend store. Explain that they must buy all the things they need first. If there is money left over, they can buy a want. Show your child the cards. Explain that the first word is what the item is. The number is how much it costs. Allow your child to buy needs one or two at a time, counting out the money they need as they go. Encourage your child to add the numbers of two things together and pay at once for them both (e.g. 2+1= \$3). Allow your child to lay out the money on top of each item and then count them together. Continue until your child has bought all of the "needs" items. Allow them to buy a "want" with the money left over. How much money is left? Ask your child what job they would like to do to earn money when they are older. Ask your child to help you clean up when finished. *A great way to teach money is to have a few simple chores that your child can do and then pay them a small allowance. This is also a great way to teach about tithing.

**Title of Lesson:** Types of Money

<b>Standards Taught:</b> K.SS.FL.4, K.SS.FL.4.1, K.SS.FL.4.1.b, K.SS.FL.4.1.c, K.SS.FL.4.2, K.SS.FL.4.2.b, K.SS.FL.4.2.d		
<b>Materials:</b>  Various United States Coins and Bills	<b>Preparation:</b>	<b>Implementing the Lesson:</b>  Sing the song about money a few times with your child. Encourage them to sing along with you until they know most of the words.  Read a story you have about money, or one from the library. As you read, ask your child to point out any types of money they see in the pictures. Can they name the type of money they see? Help them to get the correct names associated with each picture they point out.  Review how we can earn money: by working at a job. Explain that money is also called currency. Ask your child to repeat the word currency. Explain that currency is something people in our country decided has value and can be traded for things we need and want. Ask your child what we use money for: to buy things we need and want. Other countries have different types of currency.  Show your child the coins, keeping them mixed together. Explain that these are called coins. Ask your child if they are all the same. What is different about them? Discuss size, color, and images on the coins. Tell your child that each one is different because they are worth different values. Pull out a penny and explain to your child that this is called a penny and is worth 1¢. Explain that a penny is the smallest amount of money we can use in our currency. Sing the penny part of the song, asking your child to join in and separate all the pennies into their own pile. Repeat with the nickel, dime, and quarter. To review, ask your child to state the names of each kind of coin.  Next, show your child various bills. Tell your child that these bills are also currency in the United States. Explain that the bills are worth more than the coins, unless the coins are all added together. Point out the numbers on the bills and explain that those numbers tell us how much these bills are worth. The bill with the 1 on it is worth one dollar and so on.  Ask your child to help you clean up. Be sure to wash your hands after handling money. Review this lesson often, reminding your child of the names of each type of currency.

## Christmas

### Story suggestions for this week:

Snowmen at Christmas by Caralyn Buehner  
Pete the Cat Saves Christmas by Eric Litwin  
How the Grinch Stole Christmas by Dr. Seuss  
Is It Christmas Yet? By Jane Chapman  
Any of your child's favorite Christmas books

### Songs for this week:

Santa Claus is big and fat (make big tummy with arms)  
He wears black boots and a big red hat (point to feet and then head)  
His nose is red, just like a rose (point to nose)  
And his is jolly from his head to his toes (point to head then toes)

(to the tune: Are You Sleeping)

Are you sleeping?  
No more peeking,  
Or I'll tell, or I'll tell  
Santa Claus is coming  
Santa Claus is coming  
Hear his bells!  
Hear his bells!

Five little bells,  
Hanging in a row.  
The first one said,  
Ring me slow.  
The second one said,  
Ring me fast.  
The third one said,  
Ring me last.

The fourth one said,  
I'm like a chime.  
The fifth one said,  
Ring us all at one time!  
(count off the bells on your fingers as you sing)

Any of your child's favorite Christmas songs

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**Title of Lesson:** Letter of the Week Lesson Pp

<b>Standards Taught:</b> K.ELA.L.1.a, K.ELA.L.2.c, K.ELA.FS.1.a, K.ELA.FS.1.d, K.ELA.FS.3.a		
<b>Materials:</b>  Leap Frog Letter Factory Video  Tracing Letters and Numbers Practice Page “Pp”  Pencil and Paper  Optional: Chalk board and chalk or dry erase board and marker	<b>Preparation:</b>	<b>Implementing the Lesson:</b>  Allow your child to watch the Leap Frog video.  Tell your child that our letter of the week is the letter Pp. Ask them if they can write the letter (either capital or lower-case) and allow them to try to write it on their own on a chalkboard, whiteboard, or piece of paper. Praise your child for trying hard no matter the outcome. At this age, scribbles are normal and teach your child that the things we write stand for letters. Your child should progress into forming correct letters as these lessons progress.  Ask your child if they remember what sound the letter makes. Remind them that in the video, the P was popping popcorn. Ask your child to repeat the sound a few times.  Look around the room and point out something that begins with the letter. Ask your child if they see any other things that begin with it. Provide examples if needed.  Next, give your child the tracing page. Demonstrate the correct direction for writing a capital (see direction worksheets if needed). Allow your child to trace the rest of the capital letters on the page and then work on writing their own in the lines provided. Repeat this process with the lower-case letters, explaining to your child that both letters stand for P and make the same sound.

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**Title of Lesson:** Counting Ornaments

<b>Standards Taught:</b> K.MP.6, K.CC.4.c, K.OA.1, K.OA.2, K.OA.5		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
10 Christmas tree cutouts  Ornament cutouts  Star cutouts with the following numbers, one on each star: 0, 5, 13, 20, 8, 11, 6, 2, 10, 15  Glue	Create cutouts	<p>Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing the song with your child.</p> <p>Read a story you have about Christmas, or one from the library. Before you begin, point out the name of the author and illustrator printed on the book. Discuss with your child that the author is the person who writes the story and the illustrator makes the pictures.</p> <p>Ask your child to share with you some of the Christmas decorations that are up in their home. Lead the discussion to the Christmas tree and ask your child to describe their own tree. Ask them what is on the tree. Lights? Popcorn strings? Ornaments? A star?</p> <p>Give your child the first Christmas tree cutout. Ask them to choose a star and glue it to the top of the tree. Ask your child to name the number printed on the star. Next, have your child choose a matching number of ornaments and glue them on the tree. Encourage your child to try not to glue ornaments to the trunk of the tree but rather on the “needles.” Repeat with each tree until your child has matched the correct number of ornaments on each one.</p> <p>Next, ask your child to put the trees in order from most to least ornaments. Ask them how many more ornaments the second tree has compared to the first. Repeat for a few pairs of the stars, encouraging your child to practice subtraction.</p> <p>Ask your child to help you clean up when finished.</p>

**Title of Lesson:** Christmas Light Letters

**Standards Taught:** K.ELA.FS.1, K.ELA.FS.1.a, K.ELA.FS.b, K.ELA.FS.c, K.ELA.FS.d, K.ELA.FS.2.d, K.ELA.FS.3, K.ELA.FS.3.a

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Christmas light cutouts with letters A-Z printed on them  Tape  Christmas Lights CVC Words Printable	Cut out 26 colored ovals (various colors) and clearly write one letter of the alphabet on each one  Using the tape, hang the lights around the room where your child can search for them	<p>Choose a song from the song list for this week. It can be a new one, or the same one as before. Sit down and sing it together.</p> <p>Read a story you have about Christmas, or one from the library. As you read, follow the text with your finger and allow your child to do the same. Ask them to point out any letters or words they may know.</p> <p>Ask your child if they have seen any new Christmas decorations in your home this morning. If they haven't noticed, point out the Christmas lights. Tell your child that there are 26 Christmas lights but that we are going to play a game with them. Send your child on a Christmas light hunt, asking them to search for and find each letter.</p> <p>Sing the ABC song with your child slowly as they put each letter in order across the room, beginning with A. Ask your child to review the sounds as they put each letter in place.</p> <p>Next, tell your child that we are going to start to spell words using our letters. Show them the printable. Point out that there are spaces between each word. Point to the first word. Ask your child to name the letters in the word. Explain that we read by making the sounds of each letter in the word and then saying them together quickly. Ask what the "h" says and help your child make the sound. Repeat this process with the "a" and "m." Pointing at the "h" again, ask your child to say the sounds more quickly. Do this a few times, going faster each time until your child (with help) reads the word. Ask your child to find the letter Christmas lights for the letters in the word and place them on top of the letters on the printable. Repeat with each word, working slowly and patiently and moving the Christmas lights after your child reads each word. Encourage and praise your child's efforts. Make it fun.</p> <p>Ask your child to help you clean up when finished.</p>



**Title of Lesson:** Santa around the World

<b>Standards Taught:</b> K.SS.G.3, K.SS.G.3.1, K.G.SS.3.2, K.SS.G.3.2.a, K.SS.G.3.2.b, K.SS.G.3.2.c, K.SS.G.3.2.d, K.SS.C.1.1.d, K.SS.C.1.2.d		
<b>Materials:</b>  World Map  Globe  Picture/clip-art of Santa and/or his sleigh  Santa around the World Printout	<b>Preparation:</b>  Add three facts about your hometown to the printout	<b>Implementing the Lesson:</b>  Choose a song from the song list for this week. It can be a new one, or the same one as before. Sit down and sing it together.  Read a story you have about Christmas, or one from the library. Ask your child to share with you their favorite Christmas traditions, activities, and foods. Discuss some of the fun things you do and things that are exciting. Ask your child what happens on Christmas Eve. (Santa comes!) Santa flies his sleigh all around the world, delivering gifts to children everywhere.  Show your child the map, explaining that this shows the entire world. It can help us to know where different places are and even help us find our way. Hold your Santa picture up beside the north pole. Explain that Santa lives at the North Pole. Discuss how on a map, north means up or top. Talk about south (meaning down), east (meaning right), and west (meaning left). Ask your child to point to the north, east, south, and west on the map.  Tell your child that we are going to help Santa travel around the world. Move Santa to the first place listed on the map. Ask your child if Santa traveled north, east, south, or west. Did he go very far or was it near the north pole? Read the facts about this place to your child. Repeat with each location on the printout.  Finally, ask your child if the earth is flat like a map. Explain that the earth (the world) is a sphere, like a ball. We make maps flat so that we can move them around more easily. Some maps, though, are on globes. Show your child the globe. Point out that the blue is water (mostly oceans) and the other colors represent land. Help your child find each of the places on Santa's journey on the globe.  Ask your child to help you clean up when finished.  Additional Resource: NORAD Santa Tracker <a href="https://www.noradsanta.org/">https://www.noradsanta.org/</a>

**Title of Lesson:** Rhyming Reindeer

<b>Standards Taught:</b> K.ELA.SL.b, K.ELA.FS.2.a, K.ELA.FS.e, K.ELA.FS.3		
<b>Materials:</b>  Reindeer cutouts with words printed from the printout written neatly on them  Sleigh cutouts with word endings from the printout neatly written on them  Rhyming Reindeer Printout	<b>Preparation:</b>  Prepare materials (see left)	<b>Implementing the Lesson:</b>  Choose a song from the song list for this week. It can be a new one, or the same one as before. Sit down and sing it together.  Read a story you have about Christmas, or one from the library. Ask your child to briefly retell the story and answer any questions they may have.  Ask your child who pulls Santa's sleigh. The reindeer! Explain that Santa's reindeer are magical Christmas reindeer and today they are going to help us learn to rhyme. The elves have made special rhyming sleighs and we need to put each reindeer on its correct sleigh. We will know which reindeer go with each sleigh by the sounds of the words.  Lay out the sleighs side by side. Read the ending sound of each sleigh to your child and ask them to repeat it. Then, choose a reindeer. Read the word on the reindeer aloud, allowing your child to help sound out the letters and words with you. Ask your child which sleigh sounds like that reindeer word. Help and guide as needed, helping your child see the sounds that rhyme.  Repeat for each reindeer until you have put each one with the correct sleigh.  Ask your child to help you clean up when finished.