

Apples

Story suggestions for this week:

Chicka Chicka Boom Boom by Bill Martin Jr.

10 Apples Up on Top by Dr. Seuss

Apple Farmer Annie by Monica Wellington

Up, Up, Up! It's Apple Picking Time by Jody Fickes Shapiro

Apples by Gail Gibbons

The Apple Pie Tree by Zoe Hall

Songs for this week:

Apples, Apples

Apples juicy

Apples round

On the tree, or on the ground

Apples yellow

Apples Red

Apple pie, and juice, and
bread! Apples crunchy, Apples
sweet.

Apples are so good to eat!

The Apple Tree

Way up high in the apple tree, (point up)

10 red apples were looking down at me, (hold up 10 fingers)

So I shook that tree as hard as I could.

(pretend to shake a tree trunk) Down came an
apple, (place your hand up high and bring it
downward)

And, mmmm was it good. (Rub your tummy)

Repeat with 9, 8, 7.....

The Apple Seed

Once a little apple seed was planted in the ground,
Down came rain, falling all around.

Out came the sun, as bright as can be.

And that little seed, Grew up to be an
apple tree.

Eat an Apple

Eat an apple (pretend to eat fist)

Save the core (put one hand in the other)

Plant the seeds (pretend to plant seeds)

And grow some more. (make tree shape over head)

Apples (sing to Twinkle Twinkle, Little Star tune)

Apple, Apple tree so tall I can hardly wait to fall.

When your apples I can pick

Fill my basket, eat them quick.

Apple, apple tree so tall I can
hardly wait to fall.

Title of Lesson: Letter of the Week Lesson Bb

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

Materials:	Preparation:	Implementing the Lesson:
<p>Leap Frog Letter Factory Video</p> <p>Tracing Letters and Numbers Practice Page “Bb”</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 Bb. 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 B was singing the “bbbb” sound.” 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 B and make the same sound.</p>

Title of Lesson: Apple Printing

Standards Taught: K.ELA.SL.4, K.ELA.SL.6, K.ELA.IT.2, K.ELA.IT.10, K.FL.RE.1.1.b, K.S.4, K.S.4.1, K.S.4.1.a, K.4.2, K.4.4.b

Preparation:

Slice apple in half

Cover work surface to protect from paint

Prepare a paint brush and different colors of paint, you can use a paper plate as your palette

Implementing the Lesson:

Choose a song from the song list for this week. Sit down and sing it together.

Read a story you have about apples, or one from the library. Ask your child what they learned about apples from the story.

Hold up half of the apple. Ask your child questions about it. What color is this apple? Have you seen other colors of apples? What colors? What is in the middle of the apple? How many seeds are there in this apple? Point out the different parts of the apple and their purposes. The stem is what helps the apple connect to the tree to get the nutrients it needs. The skin protects the apple from bugs and other things that may harm it. The flesh (or pulp) is the part we eat. It helps the seeds to spread and be planted. The core is the hard part in the middle that holds the seeds.

Give your child half of the apple. Give instructions on how to use the apple as a stamp. Hold your apple tight, place the flat side in the paint, pick it up, place it on the paper, lift, and repeat. Allow your child to do this as many times as they want. The goal is not a perfect picture, it is getting your child to learn the school routine and allowing them to be creative. Ask questions about their art work. What colors are you using? How many apple stamps did you make? What is your favorite part of your picture?

When finished, ask your child to help you clean up.

Title of Lesson: Building an Apple Tree

Objective: K.ELA.RL.2, K.CC.4.a, K.CC.4.b, K.CC.5, K.S.4.1, K.S.4.1.a, K.S.4.2, K.S.4.2.b

Materials:	Preparation:	Implementing the Lesson:
Cardboard Tube Green popsicle sticks Red Pom Poms	Set out materials	<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 apples, or one from the library. Ask your child what the story was about.</p> <p>Talk about where apples come from. “We buy them at the store, but they grow on trees. Apples grow on the top part of the tree. The trunk holds up the branches and the apples.” Help your child place the cardboard tube upright so that it looks like a tree trunk. Allow them to add “branches and leaves” to their tree (the green popsicle sticks). Let your child experiment and try different ways to balance the branches on their trunk. Allow your child to add “apples” (the red pom poms) to their tree. Ask them to add as many apples as they can to their tree. Help them count how many apples they can get on their tree. Allow your child to experiment different ways to add branches and apples to their tree.</p> <p>When finished, ask your child to help you clean up their preschool things.</p>

Title of Lesson: Apple Patterns

Standards Taught: K.ELA.RL.2, K.ELA.RL.7, K.ELA.FS.1.a, K.MP.7

Materials:	Preparation:	Implementing the Lesson:
Apple pattern cards (printout) Crayons or markers	Lay out supplies	<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 apples, or one from the library. Ask your child to “read” the story back to you. Allow him/her to hold the book and turn the pages as they tell you what is happening. Encourage your child to use the pictures as clues to what is happening on each page.</p> <p>An ABAB pattern is one that repeats only two different things (ie. Red, green, red, green). This is the simplest pattern to learn. Help your child understand that a pattern means that the order of objects repeat. Go through the first pattern card with your child. Say, “This pattern has a green apple, red apple, green apple, red apple...what do you think comes next?” Repeat with other pattern cards until your child has an understanding of ABAB patterns. After discussing the patterns, have your child do a pattern card on their own. Ask them to say the pattern out loud (green, red, green, red....) and color in the missing apple at the end. Repeat with each pattern card. Help only when necessary and allow your child time to think about the pattern before offering assistance.</p> <p>When finished, have your child help clean up their supplies.</p>

Title of Lesson: Counting Apple Seeds

Standards Taught: K.MP.6, K.CC.1, K.CC.4, K.CC.4.a, K.CC.4.b, K.CC.5, K.CC.6

Materials:	Preparation:	Implementing the Lesson:
Die 2 Counting Apple Seeds Printouts 12 Black or Brown Paper Apple "seeds" A second player (this can be you or another child)	Fold the die on the lines and tape into a cube shape Lay out apple paper and seeds	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 apples or counting, or one from the library. Tell your child you are going to play a game. Explain the rules and process of the game. "First, we roll the die, then we look at the number it landed on, then we add that many seeds to our apple. Once that turn is done, we allow someone else to have a turn. The "someone else" has their turn. Then we compare apples to see who has the most seeds and clear our apples. Then we can play again." Help your child go through each step, allowing them to count as best as they can and assisting if needed. Use the phrases "greater than," "less than," and/or equal to as you and your child determine who won each round. Encourage your child to use the phrases, too. Help your child understand turn taking. Have fun playing for as long as your child is interested. Ask your child to help clean up when finished with the game.

Music

Story suggestions for this week:

I See a Song by Eric Carle

Max Found Two Sticks by Brian Pinkney

Moose Music by Sue Porter

Violet's Music by Angela Johnson

Listen to my Trumpet by Mo Willems

Songs for this week:

(to the tune: Here We Go 'Round the Mulberry Bush)

Come along and sing with me,

Sing with me, sing with me

Come along and sing with me

On this happy morning

(Repeat with clap, stretch, march, listen with me)

Clap your hands, (clap)

One, two, three (clap, clap,
clap) Clap your hands Just like
me.

Roll your hands (roll hands over each other)

One, two, three.

Roll your hands

Just like me

Stomp your feet (stomp feet)

One, two three (stomp, stomp,
stomp) Stomp
your feet Just like
me.

Five balloons went up in the sky (hold up five fingers)

Higher and higher they really did fly (raise hand up)

They really did try to touch the sky (reach up)

They really did fly-POP! (clap)

(bring hand down)

(Repeat with 4, 3, 2, 1)

The wheels on the bus go

Round and round (roll arms over each other)

Round and round, round and round The
wheels on the bus go round and round All
through the town!

(repeat with wipers-swish, horn-beep, baby-wah, wah, mommy-shhhh)

Music appropriate for your child

Title of Lesson: Letter of the Week Lesson Cc

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		
Materials: Leap Frog Letter Factory Video Tracing Letters and Numbers Practice Page “Cc” Pencil and Paper Optional: Chalk board and chalk or dry erase board and marker	Preparation:	Implementing the Lesson: Allow your child to watch the Leap Frog video. Tell your child that our letter of the week is the letter Cc. 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 C was very “cccc”-cold. 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 C and make the same sound.

Title of Lesson: Noisy or Quiet

Standards Taught: K.ELA.L.5.a, K.ELA.L.5.b, K.ELA.L.5.c, K.ELA.RL.1, K.ELA.FS.1, K.ELA.FS.1.b

Materials:	Preparation:	Implementing the Lesson:
<p>Noisy and quiet labels (printout)</p> <p>Various objects from around the house that can and cannot make sound (bells, cup filled with rice, ball, sticks, toy car, noisy toy, pots, spoons, etc)</p> <p>Tape</p>	<p>Gather the materials</p>	<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 a few times until your child can sing it with you.</p> <p>Read a story you have about music or noise, or one from the library. Ask your child to describe the noises that were in the story. What kinds of things did the characters use to make noise or music?</p> <p>Show your child the various objects you have collected. Ask them to name a few things they see and describe them. Ask your child to name shapes and colors.</p> <p>Next, show your child the labels. Explain that one says “noisy” and one says “quiet”. Noisy and quiet are opposites. They mean completely different things. Ask your child if they can name any other opposites. Provide a few examples if needed.</p> <p>Ask your child to choose an item and hold it, shake it, and bang on it to see if it is quiet or noisy and place it with the correct label. Allow your child to experiment and sort at their own pace, having fun making their own kind of music.</p> <p>Using the extra labels, ask your child to explore the house looking for noisy and quiet things. Allow them to tape a label for “noisy” or “quiet” on the things they find until they are out of labels. Encourage your child to “read” the labels on their own by memorizing the shape of the words and labeling each item on their own.</p> <p>Ask your child to help you clean up when finished.</p>

Title of Lesson: Day Sounds/Night Sounds

Standards Taught: K.ELA.L.d, K.ELA.SL.4, K.ELA.SL.5, K.ELA.SL.6, K.ELA.W.2, K.ELA.W.3, K.ELA.W.8, K.RE.1.1, K.RE.1.1.b, K.S.2.2, K.S.2.2.a

Materials:	Preparation:	Implementing the Lesson:
Piece of paper, folded in half Crayons/Markers	Cover work surface	<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 a few times until your child can sing it with you.</p> <p>Read a story you have (or one from the library) about day and night or sounds. Ask your child what their favorite part of the story was.</p> <p>Give your child the supplies and ask them to describe day and night to you. What is the same between the two? What is different? Which one is bright? Which one is dark? Why is it bright during the day and dark at night? Discuss the sun and moon cycles. Talk about how each day the sun rises in the east (point to the east) and sets in the west (point to west). While the sun is one the other side of the world, it is dark on this side. This makes it easy for us to see the moon.</p> <p>Have your child draw a sun on the top of one side of the paper and the moon on the other.</p> <p>Next, ask your child to think about sounds they have heard in the day. Ask them to sit still and listen to what they can hear now. As they think of day sounds, ask your child to draw a picture or write a word representing each one. They may hear a bird singing, a car driving by, or the dogs barking.</p> <p>Repeat the process with night sounds. Ask your child to think of and remember sounds they may hear at night. Be open to discussing your child's fears if they have any about night sounds and try to find the source and show your child to help put them at ease. Talk about owls, cats, and other animals they may hear at night. Discuss the machines in your home that may make noises they don't normally hear during the day (dishwasher, ice maker, air conditioner) Explain that at night, there are less sounds from people, so we can hear more sounds from nature.</p> <p>Ask your child to help you clean up when finished.</p>

Title of Lesson: Sound Science

Standards Taught: K.ELA.RL.6, K.ELA.RIT.6, KM.P.2, K.MC.R.1, K.MC.R.2, K.S.1.1.3, K.S.1.2.3, K.S.3.1

<p>Materials:</p> <p>*Large bowl or bucket</p> <p>*Plastic cling wrap</p> <p>Rice</p> <p>Items your child can use as drumsticks (e.g. spoons, pencils, chopsticks)</p>	<p>Preparation:</p> <p>Place the plastic cling wrap over the top of the bowl or bucket so it is drawn tightly, like a drum. If the cling wrap falls off, secure it to the sides using a rubber band or tape. You can also do this activity turning a large mixing bowl over and using it as a drum.</p>	<p>Implementing the Lesson:</p> <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 music or drums, or one from the library. Ask your child to point out and tell you about the author and illustrator of the story.</p> <p>Next, clap your hands three times and ask your child to imitate you. Repeat, using different amounts of claps and different beats. Explain that drums make the beat for the music. The beat tells all the instruments how fast or slow to play.</p> <p>Give your child the “drum” and allow them to play with it for a few minutes. Can they make their own beat? Count out the beat your child plays and clap along. Next, ask them to play the beat you clap. Work at it until you are in sync.</p> <p>When your child is confident with their drum playing, add a small amount of rice to the center of the drum. Ask your child not to hit the rice, but to beat the drum, watching to see what happens to the rice. Explain that the drum moves when you hit it. That movement also makes the air move. Sound is nothing more than making the air move. The movement gets to your ear and your body changes it into a noise. Allow them to play and experiment with the rice and the drum as long as they like. Encourage them to drum different beats and tempos.</p> <p>Ask your child to help you clean up when finished.</p>
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Title of Lesson: Quiet as a Mouse, Loud as a Lion

Standards Taught: K.ELA.L.5.d, K.ELA.RL.3, K.ELA.RL.7, K.M.P.2

Materials:	Preparation:	Implementing the Lesson:
Image of a mouse Image of a lion Lion and Mouse Action Cards Printout Large space to move	Print and cut out the action cards	<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 about loud and quiet, or a lion and a mouse to your child. Ask your child to tell you who the main characters or what the main idea of the story was. Ask them to tell you a few things they remember happening in the story. Allow your child to look at the pictures for clues if needed.</p> <p>Show your child the mouse and lion cutouts. Ask your child which animal is quiet and which is loud. Ask them to squeak quietly like a mouse and roar loud like a lion.</p> <p>Lay the action cards on the floor face down. Ask your child to choose an action card. Read it out loud and ask your child to do the action. Next, hold up the lion and ask them to do the action again, this time as loud as they can. Last, hold up the mouse and ask them to do the action quietly.</p> <p>Repeat with each action card, allowing your child to play with the volume of the noises they make and become aware of how loud or quiet they are being.</p> <p>Ask your child to help you clean up when finished.</p>

Colors

Story suggestions for this week:

Mouse Paint by Ellen Stoll Walsh

My Many Colored Days by Dr Seuss

Brown Bear, Brown Bear by Eric Carle

Blue Hat, Green Hat by Sandra Boynton

A Color of His Own by Leo Lionni

Pete the Cat: I Love my White Shoes by Eric Litwin and James Dean

Songs for this week:

The Color Song

(to the tune: If You're Happy and You Know It)

If your clothes have any red, any red

If your clothes have any red, any red

If your clothes have any red

Put your finger on your head

If your clothes have any red, any red.

Repeat with other colors:

(If your clothes have any blue, put your finger on your shoe....

Pink, make your eyes blink....

Yellow, smile like a happy fellow....

Green, make a sound like a machine....)

We Love Color

(to the tune: Head, Shoulders, Knees, and Toes)

Red, yellow, green and blue, green and blue, green and blue
Red yellow, green and blue Purple, orange, brown, and black!

(to the Tune: Twinkle, Twinkle, Little Star)

Red and orange, green and blue, Shiny yellow, purple too.

All the colors that we know, live up in the rainbow.

Red and orange, green and blue Shiny yellow, purple too.

(to the tune: The Farmer in the Dell)

Oh, (name of child) is wearing (name of color child is wearing)

Oh,(name of child) is wearing (color). High Ho the derry oh

(Name) is wearing (color).

(to the tune: Twinkle, Twinkle Little Star)

Red and blue, red and blue Mix them and find something new.

Purple like a fresh ripe plum,

Purple like a poor sore thumb, Red and blue, red and blue

Mix them and find something new.

Title of Lesson: Letter of the Week Lesson Dd

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

Materials:	Preparation:	Implementing the Lesson:
<p>Leap Frog Letter Factory Video</p> <p>Tracing Letters and Numbers Practice Page “Dd”</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 Dd. 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 D played the drums. 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 D and make the same sound.</p>

Title of Lesson: Magic Milk Colors

Standards Taught: K.ELA.L.6, K.LM.RE.1.1.a, K.LM.RE.2.4, K.S.1.1.3, K.S.1.1.4, K.S.3.1.a

Materials:	Preparation:	Implementing the Lesson:
Milk Food coloring Dish soap Shallow bowl, plate, or pie pan Q-Tips Paper Crayons	Pour milk into the dish, just enough to cover the bottom	<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 colors, or one from the library. Ask your child to point out the author and illustrator of the story and tell you what their jobs are.</p> <p>Show your child the milk in the dish. Explain that it is just plain milk. Ask your child what color it is. Next, add a few drops of food coloring. Try to separate the colors throughout the milk and not let them touch. Ask your child to name colors as you add them. Have your child describe the milk to you now. What does it look like?</p> <p>Next, put a little bit of dish soap on one end of the Q-tip. Demonstrate (but don't put the Q-tip in yet) dipping the Q-tip into the milk. Do not swirl it, dip it. When your child understands the movement, give them the Q-tip. Allow your child to dip the Q-tip into the milk. The colors will dance and swirl. Let your child experiment and dip several times. If the swirls stop, start with another Q-tip with soap. Ask your child to describe how the milk looks different now. Did the colors mix at all? Do you see any new colors?</p> <p>Ask your child to draw the color swirls they see on a piece of paper.</p> <p>Repeat with new milk and different colors if you wish. Ask your child to help you clean up when finished.</p>

Title of Lesson: Colors of the Flag

Standards Taught: K.CC.1, K.CC.4, K.CC.4.a, K.MD.3, K.G.2, K.G.5, K.RE.1.1.c, K.RE.1.2.a, K.RE.2.3, K.SS.2.3.b, K.SS.2.3.e, K.SS.2.3.f

Materials:	Preparation:	Implementing the Lesson:
American Flag Red, white, and blue construction paper White paint Glue		<p>Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing and dance together.</p> <p>Read a story you have about the flag, or one from the library. Ask your child questions about the story. What happened? Who were the characters or what did we learn? Was this a story book or a learning book? What was your favorite part?</p> <p>Stand with your child in front of the American flag. Discuss flag etiquette such as standing for the flag, being calm and still, placing our hands on our hearts, removing hats, and not letting a flag touch the ground. Explain that the flag represents our country, the United States. Taking care of it and doing these things show that we are thankful that we live in a country that is free and respectful of the sacrifices that people made to help us stay free and safe. A flag is an important thing and we need to always respect it and what it stands for.</p> <p>Say the Pledge of Allegiance with your child, displaying the correct etiquette. Discuss what the Pledge means, line by line.</p> <p>I pledge allegiance: <i>I promise to help and support</i> To the flag of the United States of America: <i>the flag and what it stands for</i> And to the republic for which it stands: <i>and our country and elected (chosen by the people) leaders</i> One nation: <i>all Americans are meant to work together</i> Under God: <i>our nation trusts in Heavenly Father to protect us, help us be free, and give us all we need. We just have to keep the commandments and follow Him.</i> With liberty and justice for all: <i>with freedom (the ability to live the way Heavenly Father wants us to) and fairness for everyone</i></p> <p>Ask your child to name the colors of the flag. Briefly discuss the symbolism of these colors. Red (strength and valor), white (purity and innocence), and blue (vigilance, perseverance, justice). Point out the 13 stars (representing the colonies and the number of Tribes of Israel- Jacob split into 2) and the 50 stars (representing each state).</p> <p>Give your child the papers. Ask them to tear a blue rectangle from the blue paper and glue it to the top left corner of the white paper. Next, ask your child to tear 7 red stripes and glue them to the white paper to look like a flag. Last, ask your child to use the white paint and their pointer finger to finger paint 50 “stars” on the blue rectangle. These stars can be formed by dipping a finger in the paint and dabbing it onto the blue paper. Ask your child to help clean up when finished.</p>

Title of Lesson: Cereal Sorting

Standards Taught: K.ELA.L.5.a, K.ELA.SL.a, K.ELA.SL.4, K.ELA.RL.9, K.MP.6

Materials:	Preparation:	Implementing the Lesson:
Circle, colored cereal (e.g. Fruit Loops) Cereal Sorting Printout	None	<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 colors, or one from the library. Ask your child to quietly listen as the story is read and explain they will have a turn to discuss it with you after the story is over. After the story, ask your child what happened in the story. Ask them if it reminded them of anything that has ever happened to them or in another story they have read.</p> <p>Tell your child that, today, we are working with food so we need to wash our hands. Wash hands. Show your child the paper with colored circles and ask them to name each color.</p> <p>Give your child the cereal and ask them to sort it by color onto the correct color circle. Observe as your child sorts. Do they put each cereal on the correct circle? Can they point out which circle has more or less cereal?</p> <p>See if they can sort it by two attributes. Can you sort out the broken red ones? Are there any not broken blue ones?</p> <p>Ask your child if they can use the cereal to make a pattern. Remind them of what a pattern is and provide an example, if needed.</p> <p>Ask your child to stack the cereal and see how big of a tower they can make.</p> <p>If you want, allow your child to eat their project. Ask them to help you clean up when finished.</p>

Title of the Lesson: 100 Dots

Standards Taught: K.CC.1, K.CC.3, K.RE.2.1		
Materials: Paper with the numbers 1-100 (printout) Paint brush Paint	Preparation: Cover work space Lay out materials	Implementing the Lesson: 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 colors, or one from the library. After the story, ask your child what happened in the story. Point of the parts of the book: spine, front cover, back cover, and title page. Ask your child to count as high as they can. Guide them if they need help, but allow them to do as much as they can on their own. Show your child the paper with the numbers 1-100. Hand your child the paint brush and paint. Ask them to use the back of the paint brush to make a dot on the side or top of their paper. Demonstrate for them if they need help by dipping the handle end of the paintbrush into the paint and then creating a dot on the paper by dabbing it a single time on the paper. Tell your child that today, we are going to play a painting game. Every time you call out a number, ask your child to paint a dot on that number. Call out the numbers randomly, not in order. Make sure you end with a few that your child knows well. If your child does not know a number, try reminding them what numbers it is made up of (94 is a 9 then a 4). If your child still needs help, point out the number and allow them to paint it. Count by ones aloud from 1-100, asking your child to count with you. Tell your child that there is a faster way to count to 100, by 10's. Count by tens aloud from 10-100, asking your child to count with you. Repeat each counting method a couple of times until your child can count most of the numbers along with you. Ask your child to help clean up when finished.

All About Me

Story suggestions for this week:

All by Myself by Mercer Meyer
What I Like About Me by Allia Zobel Nolan
Marvelous Me by Lisa Bullard
A Bad Case of Strips by David Shannon
I Can Be Anything by Jerry Spinelli

Songs for this week:

I Am Special

(to the tune of Are You Sleeping?) I am special, I am special If you look, you will see.

Someone very special
Someone very special.
That is me! That is me!

All of Me

My hands are for clapping (clap)
My arms can hug tight (pretend to give self a hug)
My fingers can snap (snap)
Or can turn out the light (pretend to flip a switch)
My legs are for jumping (jump) My eyes help me see (point to eyes) This is my body.
And I love all of me
(point to self)

Inside, outside, upside down
From head to toe and all around.
I like it all! It all is me.
And me is all I want to be!

Ten little fingers, (hold up fingers)
Ten little toes. (point to toes)
Two little ears, (point to ears)
And one little nose.
(touch nose) Two little eyes (point to eyes) That shine so bright.
Two little lips
To kiss you goodnight. (blow kiss)

Title of the Lesson: Letter of the Week Lesson Ee

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

Materials:	Preparation:	Implementing the Lesson:
<p>Leap Frog Letter Factory Video</p> <p>Tracing Letters and Numbers Practice Page “Ee”</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 Ee. 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 E couldn't hear very well and held his hand to his ear as he made his sound. 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 E and make the same sound.</p>

Title of the Lesson: Self Portrait

Standards Taught: K.ELA.L.1.d, K.ELA.SL.1, K.ELA.W.1, K.RE.1.1.c, K.SS.C.1, K.SS.C.1.1, K.SS.C.1.1.a, K.SS.C.1.1.b, K.SS.C.1.1.c, K.SS.C.1.2.a

Materials:	Preparation:	Implementing the Lesson:
Blank Paper Crayons/Markers	Lay out materials	<p>Choose a song from the song list for this week. Sit down and sing it together.</p> <p>Read a story you have about all about me, or one from the library. After you have read it, ask your child to flip through the story and point out any words or letters they know.</p> <p>Ask your child to describe themselves. Are they tall or short? What color are their eyes? Do they have dark or light hair? Are they nice or mean? Are they strong? What makes them special? Are there things they can do that no one else they know can? Let your child tell you all about themselves.</p> <p>Give your child the blank paper and crayons or markers. Ask them to draw a self-portrait. Explain that a self-portrait is a picture of themselves. Ask them to look in the mirror occasionally as they draw. Have your child pay special attention to details. Encourage and praise your child's work and attention to detail.</p> <p>Somewhere on the paper, ask your child to write their first and last name. Help as needed but do not do it for them. Praise their perseverance and hard work.</p> <p>Ask your child to help you clean up when finished.</p>

Title of the Lesson: My Body

Standards Taught: K.ELA.L.4.c, K.ELA.L.6, K.ELA.SL.1, K.ELA.SL.4, K.ELA.SL.6, K.ELA.RL.10, K.SS.C.1, K.SS.C.1.1, K.SS.C.1.1.a

Materials:	Preparation:	Implementing the Lesson:
Large piece of paper Pen/Marker Markers/Crayons	None	<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 all about me, or one from the library. Ask your child if there is anything in the story that reminds them of themselves. Is the character like you? Did they do anything you have done before?</p> <p>Show your child the large piece of paper. Explain that today, we are going to do another self-portrait, except of their whole body. Ask your child to lay down still on top of the large paper. Trace around their body. When they stand up, they will see their outline.</p> <p>Ask your child to tell you about their body. Kindergarten children understand body parts (where is your foot, knee, hand, head?), care (why is it important to wash your hands? Eat healthy food?), and physical abilities (I jump with my legs, throw with my arms). Focus on things your child can already do on their own, or things they are working on. Make it a fun and age-appropriate conversation.</p> <p>Give your child markers or crayons and ask them to color their whole body. They can color the face with eyes, a nose, and a mouth. Draw fingers, toes, ears, hair. They can add clothes to the body to keep it warm. They can add shoes to the feet, to keep them protected. Ask your child to finish by writing their name across the top.</p> <p>Ask your child to help you clean up when finished.</p>

Title of the Lesson: All About Me Book

Standards Taught: K.ELA.RL.3, K.ELA.RL.7, K.ELA.FS.1, K.ELA.RS.1.b, K.ELA.RS.1.c, K.ML.13.3, K.RE.2.3, K.SS.C.1, K.SS.C.a, K.ELA.SL.5, K.ELA.W.1, K.ELA.W.2

Materials:	Preparation:	Implementing the Lesson:
All About Me booklet (printable) Pencil Crayons/Markers	Lay out supplies	<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 all about me, or one from the library. Ask your child to describe the character in the story. What did he/she look like? What did they do? Where were they?</p> <p>Read through the booklet with your child. Ask them questions about themselves as you go, reflecting the information on each page. On each page, ask your child to fill it in, both writing and drawing pictures. Ask them to write with the pencil and color with the markers/crayons. Help them spell words by telling them the letters to write. Model writing the letters on another piece of paper if they need help. Show that each word is separated from the words around it with a space. Model using your finger as a filler to create a space when writing. (Place your pointer finger at the end of a word and begin writing the next word on the opposite side of the finger). Don't do it for them, let them try to do their best. Ask your child to read the booklet to you when they are finished.</p> <p>Ask your child to help you clean up.</p>

Title of the Lesson: Self Review

Standards Taught: K.SL.1, K.SL.3, K.SS.C.1, K.SS.C.1.1, K.SS.C.1.1.a, K.SS.C.1.1.b, K.SS.C.1.1.c, K.SS.C.1.1.d, K.SS.C.1.2.a, K.SS.C.1.2.d, K.SS.C.1.2.e, K.S.4, K.S.4.1, K.S.4.1.b, K.S.4.1.c

Materials:	Preparation:	Implementing the Lesson:
<p>Photos or a photo book of your child's past</p> <p>Photos of you and family members from the past</p> <p>Paper</p> <p>Crayons, Markers, or Colored Pencils</p>	<p>None</p>	<p>Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing and dance together.</p> <p>Read a story you have about all about me, or one from the library. Ask your child to tell you what they remember from the story.</p> <p>Sit down with your child and talk about "when they were little." Talk about when they were born, what they did as babies, things they liked as toddlers. Flip through the photos of your child and remember together. See if your child can point out any of the things they remember. Tell them fun or silly stories they don't remember. Children love learning about their past because, most of the time, they don't remember a lot of it. Discuss with your child how much they have changed as they grew. They may be taller, have longer hair, like different things, etc. Point out that we grow so slowly that we usually don't notice it unless we look back at pictures. Tell your child that they are growing right now, but it is so slow they probably won't notice for a long time.</p> <p>Show your child photos of you and other family members. Ask your child to compare and contrast the old photos with what that person looks like now. Discuss common traits in the family (hair color, eye color, build, likes and dislikes, etc).</p> <p>Take time to discuss the family traditions, cultural celebrations, and special dress you may see in the photos.</p> <p>Give your child the paper and coloring things. Ask them to draw a picture of what they may look like when they are a grown-up. What may stay the same? What may change?</p>