

**Story suggestions for this week:**

The Mitten by Jan Brett

Snowmen at Play by Caralyn Buehner

The Snowy Day by Ezra Jack Keats

Owl Moon by Jane Yolen

There was a Cold Lady that Swallowed some Snow by Lucille Colandro

**Songs for this week:**

Where did you get that little red nose? (point to nose)

Jack Frost kissed it I suppose

He kissed it once. He kissed it twice (blow two kisses)

Poor little nose it's cold as ice (pretend to be cold)

(to the tune: I'm a Little Teapot)

I'm a little snowman

Short and fat

Here is my broom

And here is my hat

When it's cold outside

I like to play

But when the sun comes out

I melt away.

(to the tune: The Wheels on the Bus)

The mittens on my hands

Keep me warm,

Keep me warm,

Keep me warm,

The mittens on my hands Keep me warm.

All winter long!

(repeat with different winter clothing)

A chubby little snowman

Had a carrot nose

Along came a rabbit

And what do you suppose?

That hungry little bunny,

Looking for his lunch

Ate the snowman's carrot nose

Nibble, nibble, crunch!

(to the tune: Teddy Bear, Teddy Bear)

Snowflakes, snowflakes

Dance all around (dance)

Snowflakes, snowflakes

Touch the ground (touch ground)

Snowflakes, snowflakes

In the air (put your hands in the air)

Snowflakes, snowflakes

Everywhere! (wiggle hands in the air)

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

<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 “Qq”  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 Qq. 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 Q was demonstrated by the quacking ducks. 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 Q and make the same sound.

**Title of Lesson:** Shape Snowflakes

<b>Standards Taught:</b> K.G.6		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Round blue paper	Cover work space	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. This is great to transition to a new activity and gets your child excited about school and the theme.
Various shapes cut from light blue and white paper	Lay out materials	Read a story you have about snow or winter, or one from the library. Discuss the four seasons and what the weather is like in each of them. Point out that right now it is winter. The weather is cold. It is sometimes cloudy, rainy, or snowy. Ask your child to describe where snow comes from. It falls from the sky, like rain. It comes when it is cold enough for the rain to freeze. Ask your child to talk about snowflakes. What do they look like? Feel like? Taste like? How do they move?
Glitter		Tell your child that today we are making our own snowflakes. Give your child the round blue paper and the shapes cut from white and light blue paper. Allow your child to decorate their “snowflake” with the shapes. Talk about how real snowflakes have symmetry, or they are the same on one side as the other. Encourage your child to build different images on their snowflake using the shapes. For example, a house decoration could be made from a square and triangle put together or two triangles put together can make a square. When your child is finished adding shapes, ask them to name each shape they used.
Glue		Allow your child to add glitter to make their snowflake sparkle.
		Allow your child to continue to explore with shapes, especially building with shapes, and make as many snowflakes as they like.
		Ask your child to help you clean up when finished.

**Title of Lesson:** Feed the Snowman

<b>Standards Taught:</b> K.OA.5		
<b>Materials:</b>  Snowman head, with a large mouth cut out  Tape  Cotton balls  Feed the Snowman Printable  Snowman Addition Printable	<b>Preparation:</b>  Tape the snowman head to the side of a table or chair, positioned so your child can “feed” the snowman cotton ball “snowballs”  Print and cut out the addition cards from the printable	<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. This is great to transition to a new activity and gets your child excited about school and the theme.  Read your child a story you have about winter or snowmen, or one from the library. Tell your child that when you ask a question, they can nod or shake their heads to answer, but not to say anything. Ask your child several yes or no questions about the story, characters, and/or setting.  Show your child the snowman’s head. Explain that their snowman is hungry and likes to eat snowballs. Show your child the addition cards from the printable, explaining that these are notes from the snowman telling us how many snowballs he would like to eat. Point out that each card has two numbers and an addition sign. That sign means we add the numbers together.  Pick up the first addition card, asking your child to tell you what the first number written on it is. Ask them count out that many snowballs. Next, ask them to tell you what the second number on the addition card is and count out that many snowballs. Finally, ask your child to count the snowballs together. Read the number sentence (i.e. $1+2 = 3$ ) to your child. Allow your child to feed the snowman the snowballs from that equation.  Repeat with each addition card until the snowman is full (you run out of cards).  Ask your child to do the Snowman Addition Worksheet, pointing out that the addition here is the same as what you did with the snowman.  Ask your child to help you clean up when finished.

**Title of Lesson:** Feed the Snowman 2.0

<b>Standards Taught:</b> K.OA.5		
<b>Materials:</b>  Snowman head, with a large mouth cut out  Tape  Cotton balls  Feed the Snowman 2.0 Printable  Snowman Subtraction Printable	<b>Preparation:</b>  Tape the snowman head to the side of a table or chair, positioned so your child can “feed” the snowman cotton ball “snowballs”  Print and cut out the addition cards from the printable	<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. This is great to transition to a new activity and gets your child excited about school and the theme.  Read your child a story you have about winter or snowmen, or one from the library. Tell your child that when you ask a question, they can nod or shake their heads to answer, but not to say anything. Ask your child several yes or no questions about the story, characters, and/or setting.  Show your child the snowman’s head. Explain that their snowman is hungry again and wants more snowballs. Show your child the subtraction cards from the printable, explaining that the snowman left more notes so we would know how many snowballs he would like to eat. Point out that each card has two numbers and a different sign than yesterday. Explain that this is a subtraction sign and it means that, rather than putting the numbers together, we take some away.  Pick up the first subtraction card, asking your child to tell you what the first number written on it is. Ask them count out that many snowballs. Next, ask them to tell you what the second number on the subtraction card is. Tell them to take that many snowballs out of their first pile. Finally, ask your child to count how many snowballs are left for the snowman to eat. Read the number sentence (i.e. $2 - 1 = 1$ ) to your child. Allow your child to feed the snowman the snowballs from that equation.  Repeat with each subtraction card until the snowman is full (you run out of cards).  Ask your child to do the Snowman Subtraction Worksheet, pointing out that the subtraction here is the same as what you did with the snowman.  Ask your child to help you clean up when finished.

**Title of Lesson:** Winter Writing

**Standards Taught:** ELA.L.1.f, ELA.L.2, ELA.L.2.a, ELA.RE.2.4, ELA.SL.5, ELA.W.1

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Winter Writing Printable  Capitalization Worksheet Printable  Pen or Pencil  Crayons, Colored Pencils, or Markers		<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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read your child a story you have about winter or snowmen, or one from the library. Ask your child to tell you what happened in the story. Encourage them to put the events in order, allowing them to look through the illustrations if needed.</p> <p>On a chalkboard or blank paper write out a complete sentence. Read the sentence to you child, explaining that this is called a sentence. A sentence has a noun (something it is about), a verb (something the noun does), punctuation (the symbol at the end), and capitalization (big letters). Today, we are going to learn about capitalization. Ask your child to say the word <i>capitalization</i> a few time.</p> <p>Using your sentence as an example, ask your child to point out where they see capital, or big, letters. Explain that the first letter of a sentence is always a capital.</p> <p>Repeat the process, this time using the word <i>I</i> in the sentence. Explain that there are two capital letters in this sentence. When you use the word <i>I</i> it is always capitalized. To review, allow your child to watch this <a href="#">video</a>.</p> <p>Next, help your child to work through the capitalization worksheet. Read the sentence to them, asking them to find and underline any capital letters. Next, ask your child if any other letters should be capitalized that are not. Remind your child that the first letter of the sentence should be capitalize as well as the word <i>I</i> and ask them to circle any lower-case letters that should be capitals.</p> <p>Give your child the Winter Writing paper. Tell them that we are going to write a winter story together. Help your child form at least three sentences that tell a story. Write the sentences down on the paper for your child, leaving all of the letters in lower-case. Then, ask your child to point out where you should have capitalized the letters (beginning of sentences and the word <i>I</i>). Ask your child to change the little letters to big ones.</p> <p>Finally, allow your child to illustrate their story in the box at the top of the page. Point out that they are now an illustrator and an author.</p>

**Story suggestions for this week:**

Click, Clack, Moo Cows That Type by Doreen Cronin

The Little Red Hen

Big Red Barn by Margaret Wise Brown

The Grumpy Morning by Pamela Duncan Edwards

Moo, Baa, La La La by Sandra Boynton

Does a Cow Say Boo? By Judy Hindley

**Songs for this week:**

Old McDonald had a Farm

Old McDonald had a farm

E-I-E-I-O

And on his farm he had a cow

E-I-E-I-O

With a moo, moo here

And a moo, moo there

Here a moo, There a moo

Everywhere a moo, moo

Old McDonald had a Farm

E-I-E-I-O

(repeat with several different animals and their sounds)

Six little ducks that I once knew

Fat ones, skinny ones, fair ones, too

But the one little duck, with a feather on his back,

He led the others with a quack, quack, quack

Quack, quack, quack,

Quack, quack, quack,

He led the others with a quack, quack, quack.

**If I were a Farmer**

(to the tune: Did you ever see a Lassie?)

Oh, if I were a farmer, a farmer, a farmer

Oh, if I were a farmer, what would I do?

I would milk the cows each morning,

Each morning, each morning

I would milk the cows each morning,

That's what I'd do.

(repeat with feeding the chickens, gather eggs for breakfast, etc)

**Over in the Barnyard**

(to the tune: Down by the Station)

Over in the barnyard

Early in the morning

See the yellow chickies

Standing in a row.

See the busy farmer

Giving them breakfast

Cheep, cheep, cheep, cheep

Off they go.

(Repeat replacing the names of animals and their sounds)

**Pigs in the Mud**

(to the tune: Row, Row, Row Your Boat)

Roll, roll, roll around, in the mud all day.

That's is what the pigs all do.

What a way to play!

Roll, roll, roll around, that is how they stay,

Oh so very nice and cool, on a sunny day!

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

<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 “Rr”  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 Rr. 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 R was demonstrated by the roaring and racing cars. 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 R and make the same sound.



**Title of Lesson:** Milking a Cow

**Standards Taught:** K.S.4, K. S.4.2, K.S.4.2.a

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
<p>Latex glove (or substitute if allergy is present) with holes punched into ends of the fingers</p> <p>Milk</p> <p>Bowl or pan to catch milk</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. Sit down and sing it together. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about farms or cows, or one from the library. Tell your child that each animal on a farm has a job, or something it gives. Ask them to tell you some of their jobs at home (chores, being a good listener, etc) and some jobs that the rest of the family does. Explain that everyone works together to make your home run smoothly. The same is true on a farm. Even the animals have jobs. Ask your child if they can tell you some of the animal's jobs (a horse carries things, a chicken gives eggs, a cat keeps the mice away, etc). Help your child fill in any they may miss.</p> <p>Talk to your child about how a cow's job is to give milk. After a cow has a baby, its body makes milk. It has more milk than the baby can drink, so the farmer takes some for people. The milk in the fridge comes from a cow.</p> <p>Show your child the glove. Explain that it looks like a cow's udder, the part of a cow the milk comes out of. Over a bowl or pan, add milk to the inside of the glove to fill the "udder." Be careful, some milk may spill as there are holes punched into the ends of the fingers on the gloves.</p> <p>Demonstrate for your child how to milk a cow. Using your whole hand, grab a single "udder" with your thumb at the top. Starting with your thumb and pointer finger, gently squeeze the udder. Work the squeeze downward (don't pull the udder) through each finger until you get to the pinky. Milk should come out. Let your child try and explore as long as they like.</p> <p>*Allergy alert. If your child has a latex allergy, please substitute with an appropriate glove. *If milk does not come out at first, try squeezing a little harder or making the holes larger with a push pin.</p>

**Title of Lesson:** Woolly Sheep

<b>Standards Taught:</b> K.S.4, K. S.4.2		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Background Paper Sheep face cutout 2 Googly Eyes 2 Black rectangle cutouts (for legs) Glue White paint	Cover work surface Prepare paint 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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about farms or sheep. Ask your child if they remember that each animal has a job on the farm. Ask them to name a few to review.</p> <p>Tell your child: “Sheep live on a farm and give the farmer wool. Wool is the fuzzy part of a sheep.” Talk about how the farmers get the wool, by giving the sheep a haircut. This is called sheering. Sheep are usually sheered once a year, in the spring. After the haircut, the wool is washed and picked. This helps the wool be clean and stay together. Then it is carding. It is put on a tools that look like hairbrushes and transferred from one to the other. Then the wool goes through a process called spinning. The fibers of wool are twisted together into a string. This string can then be made into cloth and sewing into different things like hats, coats, socks, or gloves.</p> <p>Give your child the background paper. Ask them to show you their pointed finger. Using their pointer, ask your child to paint “fingerprints” onto the paper in a circle or oval shape. This will be your sheep’s wool. Have your child continue painting using their finger until the circle or oval shape is filled with “wool”.</p> <p>Have your child glue the sheep’s face to the center of the wool. Add googly eyes. Add the legs to the bottom of the wool. Your sheep should be looking at you.</p> <p>Ask your child to wash their hands and help clean up when finished.</p>

**Title of Lesson:** Chickens and their Eggs

<b>Standards Taught:</b> K.S.4, K. S.4.2, K.S.2.1, K.S.2.2, K.S.2.4		
<b>Materials:</b>  Chicken and supplies sheet  2 Background papers  Eggs sheet  Scissors  Pen/Marker  Glue	<b>Preparation:</b>  Cover work space	<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. Ask your child to dance to the song. This is great to transition to a new activity and gets your child excited about preschool and the theme.  Read a story you have about farms or chickens, or one from the library. Ask your child to name the job of a chicken (to make eggs). Explain that chickens are living things, like all plants and animals. They need certain things to survive. What other living things can your child name? It's the farmer's job to give the chickens what they need. Ask them to tell you what they think a chicken may need.  Show them the sheet with the chicken and supplies printed on it. Ask your child to cut out each object with scissors. Remind them of the safety rules when using scissors. Have your child describe what each item is (chicken food, water, coop) and how the chicken would use them. Ask your child to glue each piece anywhere they want onto the background paper.  Explain that if a farmer takes good care of their chickens, the chickens make eggs for the farmer. Only girl chickens, or hens, lay eggs.  Show your child the eggs sheet. Ask them to cut out the eggs and glue them in rows on the second background paper. Ask your child to count how many eggs your chicken gave you. Then have them number each one in order.  Ask your child to help clean up when finished.

**Title of Lesson:** Mommies and their Babies

<b>Standards Taught:</b> K.S.4, K. S.4.2, K.S.4.2.a, K.S.2.1, K.S.2.2, K.S.2.4, K.S.4.1, K.S.4.1.a, K.S.4.1.b		
<b>Materials:</b>  Farm animal mother and baby cards printable	<b>Preparation:</b>  None	<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. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about farms or mothers and babies, or one from the library. Ask your child what farm animals need to stay alive (food, water, shelter). Ask them to name a few animals and what they eat. Explain that when animals are babies they need help from their mommies, just like people. Ask them to name a few ways their family helps them. Talk about how animals' mothers teach them how to find food and take care of themselves.  Randomly lay out the cards face up in rows. Ask your child to choose a mother animal and match it to their baby. See if your child knows the name for both mother and baby (sheep, lamb, etc). Help your child learn the names for each. Cow calf, horse foal, cat kitten, dog puppy, goat kid, chicken chick, pig piglet, duck duckling, donkey foal, turkey poult, rabbit bunny).  After they are all matched, ask your child to name a few similarities and differences between the animals. Some have wings, fur, four legs, two legs, etc.  If your child wants, play again, but with the cards face down.  Ask your child to help you clean up when finished.

**Story suggestions for this week:**

The Little Sailboat by Lois Lenski  
Freight Train by Donald Crews  
If I Built a Car by Chris Van Dusen  
Amazing Airplanes by Tony Mitton  
Things That Go! By Richard Scary

**Songs for this week:****Row, Row, Row Your Boat**

Row, row, row your boat,  
Gently down the stream.  
Merrily, merrily, merrily, merrily,  
Life is but a dream.

**I'm a Little Airplane**

(to the tune: I'm a Little Teapot)  
I'm a little airplane, way up high (hold hand up to forehead to shade eyes,  
point to sky with other hand)  
With my great big silver wings, watch me fly! (hold out arms like wings)  
When the pilot tells me, I'll come down, (hold hands over ears, like you're  
talking to the pilot on headphones)  
Swooping and gliding, to the ground (Hold arms out like wings, spin in a  
circle, then kneel to the ground).

**Down by the Station**

Down by the station,  
Early in the morning,  
See the little pufferbellies,

All in a row.  
See the station master,  
Pull the little handle.  
Chug, chug, toot, toot,  
Off we go!

**Drive your Car**

(to the tune: Row, Row, Row Your Boat)  
Drive, drive, drive your car (pretend to drive a steering wheel)  
Drive it down the street.  
Merrily, merrily, merrily  
Life is but a treat!

**The Wheels on the Bus**

The wheels on the bus go round and round,  
Round and round, Round and round  
The wheels on the bus go round and round  
All through the town.  
The whippers on the bus go swish, swish, shwish....  
The doors on the bus go open and shut.....  
The driver on the bus goes, "Move on back".....  
The baby on the bus goes, "Waa Waa Waa".....

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

<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 “Ss”  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 Ss. 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 S was demonstrated by the snake making his noise. 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 S and make the same sound.

**Title of Lesson:** Ten Little Boats

<b>Standards Taught:</b> K.OA.3, K.OA.4		
<b>Materials:</b>  Sails #1-10  Pool noodle boats  10 straws  Water to play in (bathtub, pool, bucket)  Square cutouts with numbers 1-10 written on them	<b>Preparation:</b>  Create and prepare materials	<b>Implementing the Lesson:</b>  Choose a song from the song list for this week. Sit down and sing it together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about boats, or one from the library. Ask your child to tell you what they learned about boats from this story.  Tell your child that today, we are going to build sail boats. Ask them to describe a sail boat. What does it look like? How does it move? Explain that sailboats move on wind-power. The sails catch the wind and that pushes the boat across the water.  Ask your child to find sail number one. Have them count the number of dots on the back. Then, have your child string the straw through both holes in the sail. Last, have your child stick the bottom of the straw into the pool noodle, creating a boat. Repeat for all 10 boats.  Next, tell your child that we need to make a group of ten boats. Ask your child to choose a number card and count out that many boats. Ask your child how many more boats we need to make a group of ten. For example, if your number card was 3, you need 7 more to get ten. If your child does not know how many more they need, count (start at your number card number) additional boats until you reach ten (3, 4, 5, 6, 7, 8, 9, 10) and then count out how many boats you added to your original number. Write as an addition problem on a blank paper ( $3+7=10$ ) Repeat for each number card.  Review safety rules for playing around water with your child.  Take your boats to sail. Put them in the water. Let your child play and experiment. What happens if the wind blows on your sails? What happens if you blow on them? What happens if your sail gets wet? Allow your child to direct the play.  Ask your child to help clean up when finished.

**Title of Lesson:** Traffic Signal Writing

<b>Standards Taught:</b> K.SS.Cit.2.2.c, K.ELA.L.2, K.ELA.L.2.b		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Traffic Sign Writing Printable  Pencil	Cut out the car from the printable	<p>Choose a song from the song list for this week. Sit down and sing it together. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about traffic or transportation, or one from the library. Ask your child to review traffic signals you may have seen in the story or know about from previous experience. Discuss red, yellow, and green traffic lights, yield signs, speed limit signs, and railroad crossing signs, showing your child an image of each as you talk. Point out what each sign stands for and what actions a driver may take. Add any signs your child may be familiar with. Finally, discuss stop signs. Ask your child what a driver does when they encounter a stop sign. (Stop)</p> <p>Explain that when we read and write, we use signs just like when we drive. These signs are called punctuation. Today we are going to learn about “stop sign” punctuation. Show your child the first sentence on the printout. Review that a sentence is a complete thought that has a noun (something, somewhere, or someone) and a verb (what the thing is doing). Ask them to point out where the sentence begins (left) and where the sentence stops (right). Explain that when a sentence ends we mark it with punctuation. Ask your child to point to the stop sign at the end of the sentence and explain that this stop sign shows us where to put our punctuation.</p> <p>Explain that there are three different kinds of punctuation we can put at the end of a sentence. Which one we use depends on what the sentence is telling us. Show your child the punctuation chart from the printable. Explain that the first “sentence stop sign” is called a period. This shows us that the sentence is over and is used on most sentences. Point out and name the exclamation point, explaining that this “sentence stop sign” is used when the speaker is very excited. For example: I’m going to my friend’s party! Finally, point to and name the question mark, explaining that this “sentence stop sign” is used when the sentence is asking a question. An example would be: What kind of food do you like?</p> <p>Return to the sentence printout and ask your child to show you where our sentence stop sign will be. Read the sentence aloud to your child, asking them to point to each word as you read. Ask your child if this is a calm sentence, an excited sentence, or a question. Allow your child to write the correct punctuation over the stop sign. Repeat for each sentence on the printout.</p> <p>Moving forward, ask your child to write complete sentences in their journal (help with spelling and formation of complete sentences) and encourage them to add punctuation.</p>



**Title of Lesson:** From the Sky: Day and Night

<b>Standards Taught:</b> K.S.2.2., K.S.2.2.a, K.S.2.2.b		
<b>Materials:</b>  Images <a href="https://upload.wikimedia.org/wikipedia/commons/3/3d/2015-04-08_20_42_03_View_of_Phoenix%2C_Arizona_at_night_from_an_airplane_coming_in_for_a_landing_at_Sky_Harbor_Airport.jpg">here</a> ( <a href="https://upload.wikimedia.org/wikipedia/commons/3/3d/2015-04-08_20_42_03_View_of_Phoenix%2C_Arizona_at_night_from_an_airplane_coming_in_for_a_landing_at_Sky_Harbor_Airport.jpg">https://upload.wikimedia.org/wikipedia/commons/3/3d/2015-04-08_20_42_03_View_of_Phoenix%2C_Arizona_at_night_from_an_airplane_coming_in_for_a_landing_at_Sky_Harbor_Airport.jpg</a> ) and <a href="https://upload.wikimedia.org/wikipedia/commons/thumb/2/2c/Phoenix_view_from_plane_of_mountains_and_suburbs.JPG/1280px-Phoenix_view_from_plane_of_mountains_and_suburbs.JPG">here</a> ( <a href="https://upload.wikimedia.org/wikipedia/commons/thumb/2/2c/Phoenix_view_from_plane_of_mountains_and_suburbs.JPG/1280px-Phoenix_view_from_plane_of_mountains_and_suburbs.JPG">https://upload.wikimedia.org/wikipedia/commons/thumb/2/2c/Phoenix_view_from_plane_of_mountains_and_suburbs.JPG/1280px-Phoenix_view_from_plane_of_mountains_and_suburbs.JPG</a> )  From the Sky Printable	<b>Preparation:</b>  Cutout sun, moon, activity cards, and airplane printable	<b>Implementing the Lesson:</b>  Choose a song from the song list for this week. Sit down and sing it together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about airplanes, or one from the library. Discuss experiences your child may have had with riding on or seeing airplanes fly. Share your own experiences, too.  Explain that airplanes fly all the time, both day and night. Show your child the images listed in the materials section and explain that these pictures were taken from an airplane of the same city: Phoenix, AZ. Ask your child what the differences are between the two pictures. Point out that one picture was taken during the day and the other was taken at night. Lay the photos out in front of your child on a table.  Hand your child their airplane, asking them to “fly” their airplane to the day, then the night image. Ask your child to add the sun to the daytime picture and the moon to the nighttime one.  Show your child the activity cards, face down, and ask them to choose one. Read the words on the card aloud and ask your child if this activity is usually done in the daytime or night time. Have them use their airplane to “fly” that card to the image that matches the correct time for that activity. Repeat for each activity card.  Briefly discuss your child’s own daytime and nighttime routine. What do they like about the day? The night? What do they dislike? What is their favorite thing to do in each? What is something they can see, hear, or feel during the day that they can’t at night? What is in the night that they miss during the day?

**Title of Lesson:** Train Car Words

<b>Standards Taught:</b> K.ELA.R.2.d		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
<p>Train Engine Cutouts with one of the following words printed on each: sun, cat, dog, bus, pig, jam</p> <p>Rectangle Cutouts (train cars) with one of the following letters printed on each: s, u, n, c, a, t, d, o, g, b, u, s, p, i, g, j, a, m</p> <p>Glue</p>		<p>Choose a song from the song list for this week. Sit down and sing it together. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about trains, or one from the library. Ask your child to share what they learned about trains from the story with you. Discuss anything your child may already know about trains and answer any questions they may have. Review train and track safety with your child.</p> <p>Tell your child that a train has different parts. The engine, which is usually at the front of the train, pulls the other pieces of the train. Those other pieces, called train cars, hold the things that the train wants to move. Trains can move very heavy things over long distances and are good for moving things like metal, coal, or wood.</p> <p>Show your child one of the train engines. Explain that a word is written on this engine. Ask your child if they can read the word, ensuring that they understand that you will help if it is too difficult. If your child can read the word, praise them for their efforts and encourage them to add the cars to the engine that spell it out. If not, ask your child if they can name each letter in the word on their engine. Explain that the letter sounds help us to read the word. Ask your child to find the cars with the letters that match their engine word and put them in the same order. Next, ask your child to tell you the sound for each letter, in the correct order. Encourage and praise them for correct sounds and correct any mistakes. Finally, encourage your child to say the sounds together faster and faster, asking them if they can hear a word. If they don't hear the word, say the sounds yourself and let them listen. Praise and encourage all their hard work and help them to understand that reading takes practice.</p> <p>Repeat for each train engine, pointing out that to your child that they are reading and doing a great job.</p> <p>From now on, start an emergent reader program of your choice with your child and encourage them to read word or two every day. I have had success with a program that includes arrows and dots below the words (like this <a href="#">one</a>).</p>

**Story suggestions for this week:**

The Foot Book by Dr. Seuss  
Opposites by Eric Carle  
Double Delight Opposites by Mary Novick  
Octopus Opposites by Stella Blackstone  
Big Bear, Small Mouse by Karma Wilson and Jane Chapman  
Dinosaur Roar! By Paul and Henriett Stickland

**Songs for this week:**

Open them, shut them (open fingers, shut fingers)  
Open them, shut them (open fingers, shut fingers)  
Give a little clap (clap)  
Open them, shut them (open fingers, shut fingers)  
Open them, shut them (open fingers, shut fingers)  
Lay them in your lap (lay hands in lap).  
Creep them, creep them (crawls fingers from lap to chin)  
All the way up to your chin.  
Open up your little mouth (open mouth)  
But do not let them in (shake head)

If I say “stop,” you say (children say “go”)  
If I say “fast,” you say (children say “slow”)  
If I say “yes,” you say (children say “no”)  
If I say “above,” you say (children say “below”)  
(Repeat with more opposites)

Once there was a snowman, snowman, snowman  
Once there was a snowman  
Tall, tall, tall (pretend to be a snowman, stretching as tall as you can)  
In the sun he melted, melted, melted,  
In the sun he melted,  
Small, small, small (pretend to melt, getting shorter and shorter)

This is my right hand  
I’ll raise it up high (reach right hand over head)  
This is my left hand,  
I’ll touch the sky (reach left hand over head)  
Right hand, (wiggle right hand)  
Left hand, (wiggle left hand)  
Roll them around (roll hands around each other)  
Left hand (wiggle left hand)  
Right hand (wiggle right hand)  
Pound, pound, pound (pound fists together)

(to the tune: Jingle Bells)  
Hot and cold, new and old  
Opposites I know.  
Fat and thin, out and in,  
Top and bottom, high and low.

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

<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 “Tt”  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 Tt. 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 T was demonstrated by the tap dancing letters. 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 T and make the same sound.

**Title of Lesson:** Opposites Trail

<b>Standards Taught:</b> K.ELA.L.5.b		
<b>Materials:</b>  Footprint cutouts with opposites printed on each pair (i.e. left foot = fast, right foot = slow)  Large space to move	<b>Preparation:</b>  None	<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. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about the opposites, or one from the library. <i>The Foot Book</i> is perfect for today's lesson, if you have it. As you read, point out to your child what an opposite is. Explain that an opposite is a thing that is totally different than another thing. For the first few pages, point out the opposites. Then, give your child the first opposite and let them try to guess the second. For example: if the first opposite is day, your child would guess night. After the story, ask your child to review the opposites they remember from the story.  Next, ask your child to point to their right foot (help as needed) and tell them the opposite is their left foot (ask your child to point to it). Show your child the foot prints and point out that there are left feet and right feet. Ask your child to match the opposites, one left foot and one right foot, for each picture.  Once your child has matched each pair of feet by opposites, ask them to create a trail with the footprints. Encourage them to keep the opposite matches close together. Allow your child to jump, hop, skip, twirl, or walk on their trail, reviewing opposites as they go.  Ask your child to help you clean up when finished.

**Title of Lesson:** Hot and Cold Hunt

<b>Standards Taught:</b> K.ELA.L.5.b, K.S.1.3		
<b>Materials:</b>  Different items around the house, both inside and outside, that can be hot and cold (popsicles, candle (for fire), heating pad, blanket, ice, juice, snow, soup, etc)  Hot and Cold Labels  *Please be sure that the items are not too extreme in temperature that they can harm your child	<b>Preparation:</b>  None	<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. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about opposites, or one from the library. Point out to your child the opposites hot and cold. Ask your child to describe or give examples of each. Ask your child to tell you the hottest and coldest things they have ever touched.  Next, tell your child that today, we are going on a hot and cold hunt. Explain the rules. They must find hot and cold things. These things cannot be so hot or cold that they will harm them if touched. They can also find things that can be eaten when hot or cold. Make sure your child understands what is and isn't safe to touch.  Lay out the hot and cold labels and ask your child to begin searching for items. As they bring them back, ask your child to lay the items next to the correct label and explain why they chose that label. For example, if your child places a hot chocolate mix on the hot label, they can explain that when you drink it, hot chocolate is warm.  Ask your child to tell you where they found each item. Discuss the placement of items relative to their temperature. If something was in the freezer, it's probably colder. If it was in the sun, which heats things, it is probably warmer.  Ask your child to help you clean up when finished.

**Title of Lesson:** Fast and Slow

<b>Standards Taught:</b> K.ELA.L.5.b		
<b>Materials:</b>  Snail and Race car labels  Large space to move around	<b>Preparation:</b>	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about opposites, or one from the library. Today, focus and talk about the opposites fast and slow. Ask your child to name a few things that move fast and a few things that move slowly.  Have your child stand up. Show them the snail (slow) and race car (fast) labels. Explain that when you hold up the snail, you want them to move slowly and when you hold up the race car they should move fast. Practice with walking. Tell your child to walk and hold up one sign. Then, switch signs and ask them to walk at a different speed.  Call out different movements (hop, skip, twirl, run, crawl, kick, spin, etc). Remind your child to watch the signs so they know when to switch speeds during each movement. If you are doing this lesson with multiple children, make sure there is enough room for each child to move around.  Ask your child to help you clean up when finished.

**Title of Lesson:** Living and Non-Living

<b>Standards Taught:</b> K.ELA.L.5.b, K.S.4.1, K.S.4.1.a, K.S.2.2		
<b>Materials:</b>  Living and non-living sorting cards printable  Living and Non-living labels	<b>Preparation:</b>  None	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about opposites, or one from the library. Ask your child to review a few of the opposites from the story or ones they remember from this week.  Point out the opposites of living and non-living. Give your child an example (tree/rock). Explain that living things need nutrients, sun, and water to live. Ask your child to name a few living things and what they may need to survive. Next, ask your child to name a few non-living things.  Show your child the living and non-living labels and cards. Help them lay the cards out facedown, in random order. Ask your child to choose a card and classify it as either living or non-living. Repeat until your child has done each card.  Ask your child to help you clean up when finished.



**Story suggestions for this week:**

Millie Waits for the Mail by Alexander Steffensmeier  
Delivering You Mail: A Book about Mail Carriers by Ann Owen  
To the Post Office with Mama by Sue Farrell  
A Letter to Amy by Ezra Jack Keats  
With Love, Little Red Hen by Alma Flor Ada

**Songs for this week:**

See the mailman,  
Dressed in blue.  
Will he bring  
A letter to you?  
He works when it rains  
And when it snow,  
He even works when the wind blows!

(to the tune: Row, Row, Row Your Boat)

Write, write, write your cards,  
And lots of letters, too.  
I will bring them to your friends,

And they will write back soon!

(to the tune: I'm a Little Teapot)

I'm a letter carrier, on my way. (walk in place)  
Here is my suit, it's blue and grey. (point to clothes)  
When I come to your house, every day. (point to child)  
I leave the mail, but I cannot stay. (point to self)

I'm gonna wrap myself in paper.  
I'm gonna dab myself with glue.  
Stick some stamp on top of my head.  
I'm gonna mail myself to you.

(be sure your emphasize this is a bad idea, just a silly song)

(to the tune: Do Your Ears Hang Low?)

Do you drive a mail truck?  
Walk in snow and rain and muck?  
To deliver mail over hill and dale?  
Do you carry great big boxes?  
Heavy like their filled with rocks?  
Do you drive a mail truck?

(to the tune: My Bonnie Lies Over the Ocean)

I get to sort the mail,  
Then carry it to your home.  
The mail comes from all over,  
Like New York, Paris, and Rome.  
Mail, mail, mail, mail,  
I love to deliver the mail, mail, mail!  
Mail, mail, mail, mail,  
I love to deliver the mail, mail, mail!

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

<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 “Uu”  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 Uu. 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 U was demonstrated by the umbrella rising upwards. 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 U and make the same sound.

**Title of Lesson:** Counting Stamps

<b>Standards Taught:</b> M.K.OA.3		
<b>Materials:</b>  Envelope Cutouts with numbers 1-10 (two sets)  Stickers to act as stamps	<b>Preparation:</b>  None	<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. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about mail, or one from the library. Have your child review what they know about mailing letters or postcards. Ask them what has to be on an envelope in order for it to make it to the person it was sent to (return address, recipient address, and stamp). Show your child an example of these things on a piece of mail you recently received.  Show your child the envelopes. In random order, ask them to name each number. Next, have your child lay the envelopes in two groups in numerical order 1-10.  Give your child the stickers and explain that these are our stamps for today. Talk about how the heavier mail is, the more stamps it must have. Ask your child to put stamps on each envelope, matching the amount to the number printed on it. For example, envelope 5 will need 5 stamps.  When your child has “stamped” each envelope, ask them to point out the “heaviest” one, or the one with the most stamps and the “lightest” one, or the one with the least stamps.  Using a pencil, ask your child to circle the stamps on one envelope, breaking them into two groups. Help your child create an addition problem representing these two group and write it beside the number on the envelope. (e.g. $5 + 5 = 10$ ). Repeat with each envelope until each one has an addition equation written on it.  Finally, ask your child to match the envelopes with the same amount of stamps on them (10 with 10, 5 with 5, etc). Point out that the groups are not always equal, but that the answer is the same. Demonstrate a few of these math problems with counters.  Ask your child to help you clean up when finished.

**Title of Lesson:** Writing a Postcard

<b>Standards Taught:</b> LM.ML.10.2, LM.ML.10.3, LM.ML.11.2, K.SS.Cit.2.1.b, K.SS.Cit.2.2.a, K.ELA.L.2, K.ELA.L.2.a, K.ELA.L.2.b, K.ELA.L.2.c, K.ELA.L.2.d		
<b>Materials:</b>  Postcard-sized cutout from cardstock  Pen/Pencil  Crayons/Markers  Sticker to represent a stamp or a real stamp	<b>Preparation:</b>  None	<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. Sing the song with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about mail, or one from the library. Ask your child to name different types of mail they have received in the past. Maybe they have had letters, boxes, large envelopes, or even postcards come.  Talk about postcards. Explain that postcards usually have a beautiful picture on the front. On the back, there is a small space for a stamp, an address, and short note. Explain that postcards are different than letters. Letters can be long while postcards only fit a few words.  Ask your child to choose someone in their home to write a post card to. Ask them to decide what short note they would like to write. It could be an “I love you” or “Thank you” or “You’re awesome” note. Show your child the correct part of the postcard to write their note. Ask them to write the person’s name first, then their note, then have your child sign their own name at the bottom. Help them to write by writing out an example for them to copy on a spare sheet of paper or sounding out words one letter at a time so they can write them. Encourage correct capitalization, punctuation, and spacing between words. Praise your child for their hard work, even if it is not perfect.  Next, address the postcard for your child, saying the letters and numbers out loud. Be sure to address the correct spots. Let your child add the “stamp” and draw a beautiful picture on the front of their postcard. Remind them to deliver their postcard to their family member later today. Ask your child how they think that person will feel when they receive the postcard.  As a bonus: Ask the recipient of the postcard to write your child back and leave it in their room to find. Help your child read their postcard aloud.  Ask your child to help you clean up when finished.

**Title of Lesson:** Mail Sorting

<b>Standards Taught:</b> K.M.CC.3		
<b>Materials:</b>  Container or shelf that can be separated into different categories, labeled with each number 0-20  Envelope cutouts, each with a different number (0-20) printed on them, placed in a box or bag in a random order	<b>Preparation:</b>  None	<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. Sing the song with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about mail, or one from the library. Review the story with your child, asking them to tell you about the characters, events, and setting. Point out the title page and ask them to tell you what an author does (point to the author's name) and what an illustrator does (point to illustrator's name).  Talk about postcards. Explain that postcards usually have a beautiful picture on the front. On the back, there is a small space for a stamp, an address, and short note. Explain that postcards are different than letters. Letters can be long while postcards only fit a few words.  Ask your child to tell you how they think mail gets from your house to the person you sent it to. Explain that a mail carrier picks it up from your house and takes it to a post office where it is sorted into a group of mail going to the same area. Then, another mail carrier drives the mail to the address you put on the envelope. For more info (behind the scenes) watch this <a href="#">video</a> together, pointing out the sorting that is taking place. This is also a great time to go on a field trip to the post office.  Tell your child that today they are going to be a mail carrier and sort mail. Hand your child the bag/box of mail. Ask them to pull an envelope out and tell you the number printed on it. Finally, ask your child to place that piece of mail in the section of your container or shelf that matches. Continue until all the mail is sorted. This can be done with numbers, letters, colors, shapes, or even sight words, depending on what your child needs to work on.  Ask your child to help you clean up when finished.

**Title of Lesson:** Writing and Mailing a Letter

<b>Standards Taught:</b> LM.ML.10.2, LM.ML.10.3, LM.ML.11.2, K.SS.Cit.2.1.b, K.SS.Cit.2.2.a, K.ELA.L.2, K.ELA.L.2.a, K.ELA.L.2.b, K.ELA.L.2.c, K.ELA.L.2.d		
<b>Materials:</b>  Writing a Letter Printable  Pencil  Envelope  Stamp  Address of recipient	<b>Preparation:</b>  None	<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. Sing the song with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about mail, or one from the library. Briefly discuss some of the things that your child has learned from the stories this week. Ask them to tell you all they know about mail, mail carriers, and the post office. Ask them to review their own address aloud.  Tell your child that today we are going to write a letter together. Ask them to choose a recipient, someone they would like to send a letter to in the mail. (It's a good idea to give this person a heads-up that a letter is coming and encourage them to write your child back and mail the letter to your child). Give your child the printable, pointing out that when writing a letter there are a few things you should include.  First, you should put the date on your letter so the person reading it knows when it was written. Ask your child to consult the calendar and help them add the date. Depending on your child's level they may be able to write the letters on their own, copy those on the calendar, or trace the ones you have written. Encourage your child to do as much as possible on their own.  Next, you write the name of the person you are sending the letter to. Then, write the body of the letter together. Explain that this is where we tell the person receiving the letter anything we want. We can tell them about our day, ask questions, or share exciting news. Encourage your child to write or trace as much as they can. Point out punctuation used.  Finally, point out that you end your letter with a goodbye phrase (in this case, Yours Truly) and you sign your name.  Help your child add the address of the recipient to the front center of the envelope. If your child is still working on their handwriting, you may want them to dictate while you write to ensure delivery. Add the return address to the top left corner of the envelope, asking your child to tell you their address aloud as you do. Finally, allow your child to add the stamp, fold their letter, place it in the envelope and seal it. Help your child put their letter in the mailbox or take it to the post office to be sent to the recipient.  If your child receives a response, remind them of the letter they wrote. Explain that the post office carried that letter to the recipient's house where it was opened and read, then the recipient wrote back and the post office brought that letter to your house.  Ask your child to help you clean up when finished.

**Story suggestions for this week:**

The Day it Rained Hearts by Felicia Bond

Happy Valentine's Day Mouse by Laura Numeroff and Felicia Bond

Pete the Cat Valentine's Day is Cool by James Dean

Love, Splat by Rob Scotton

There Was an Old Lady Who Swallowed a Rose! By Lucille Colandro

**Songs for this week:**

When I say I love you (point to mouth)

It comes from my heart (point to heart)

You hear it in your ear (point to ear)

And it sounds very smart (point to hand)

I love it when you're proud of me (stand tall)

You say it all day long (stretch arms wide)

And when I hear you say it (point to ear)

My heart sings a merry song (point to heart)

(to the tune: Mary Had a Little Lamb)

You're a special friend of mine,

Friend of mine, Friend of mine

You're a special friend of mine,

Be my valentine!

(to the tune: I'm a Little Teapot)

I'm a little valentine, Red and white

With ribbons and lace, I'm a beautiful sight.

I can say, "I love you"

On Valentine's Day!

Just put me in an envelope and give me away!

(to the tune: London Bridge is Falling Down)

I'll make a bright red valentine,

Valentine, Valentine.

I'll make a bright red valentine,

And give it right to you.

I'll trim it with lace and bows,

Lace and bows, Lace and bows.

I'll trim it with lace and bow,

And give it right to you.

(to the tune: BINGO)

To show you like your special friends,

Just give them each a heart.

H-E-A-R-T, H-E-A-R-T, H-E-A-R-T,

Each heart says I love you!

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

<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 “Vv”  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 Vv. 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 V was demonstrated by the vibrating letter V. 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 V and make the same sound.



**Title of Lesson:** Cupid's Arrow Toss

**Standards Taught:** K.MP.1, K.MP.4, K.CC.2, K.CC.4, K.CC.4.b, K.CC.6, K.OA.1

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
<p>2 Heart Arrows (for each arrow cut two hearts and 2 fletching pieces from cardstock, glue on either side of a straw or dowel)</p> <p>Red and Pink paper plates with numbers on them (1-10)</p> <p>Blank paper</p> <p>Pen/pencil</p> <p>Large space to play</p>	<p>Lay paper plates on the floor in random order</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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about Valentine's Day, or one from the library. Have your child point out the author and illustrator of the story and tell you what each of them does. The author writes the story and the illustrator makes the pictures.</p> <p>Give your child one of cupid's arrows and explain the game. First, have your child throw the arrow towards the paper plates. Ask your child to write down and name the number their arrow landed on. Have them throw their arrow again, repeating the process. Now, have your child add their numbers together. For example, if your child landed on a 5 and then a 1 their total would be 6. Practice "counting on" by beginning at the first number (e.g. 5) and using your fingers to count on until you finish the second number (e.g. 5-6, with one finger up). Take your turn, doing the same things and see who "won" that round by getting the highest total. Repeat, allowing your child to practice their gross motor and math skills.</p> <p>Next, separate the red plates and pink plates. Ask your child to aim for a pink plate first, naming and writing down the number. Then, have them aim for a red plate, naming and writing down the number. This time, have your child subtract the numbers to get their total. Repeat for your turn. Largest total at the end of each round "wins."</p> <p>Ask your child to help you clean up when finished.</p>

**Title of Lesson:** Heart Textures

<b>Standards Taught:</b> K.S.S.1.1.3, K.S.S.2.1.c		
<b>Materials:</b>  5 textured hearts  Items throughout the house matching those textures  Tape	<b>Preparation:</b>  Cut pieces of tape and roll them around themselves, sticky side out. Add them to the blank “sticky” heart to make it have a sticky texture.  Cut a heart from sandpaper for a “rough” texture  Cut a heart from a fuzzy fabric or glue feathers on a paper heart for a “soft” or “fuzzy” heart  Find a heart-shaped rock or flat sticker heart for a “smooth” texture  Find or create a “bumpy” heart (3D sticker, paper heart with beads or sequins glued to it, etc)	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about Valentine’s Day, or one from the library. As you read, pause on each page, allowing your child to point out details and guess what will happen based on the pictures.  Hand your child the textured hearts, one by one. Ask them to feel them and describe what they feel like. Is the heart smooth, soft, rough, bumpy, or sticky? What does each heart remind your child of? How are they the same? How are they different?  Next, lay out the hearts in a line. Ask your child to choose their favorite one and search through the house for items that have the texture of that heart. For example, if your child chooses the soft heart, they may find a blanket or stuffed animal. Repeat for each heart, discussing the textures of different things your child finds in their search.  Repeat this activity outside, encouraging your child to explore and find different textures in nature. Point out how the textures on living things may help them to survive in their environment (place where they live). For example, a tree trunk’s rough texture may protect them from sun and bugs while a dog’s soft fur helps keep him warm.  Ask your child to help you clean up when finished.

**Title of Lesson:** Candy Letter Search

<b>Standards Taught:</b> ELA.R.1, ELA.R.1.d		
<b>Materials:</b>  Candy ABC's Printable  Conversation Heart Candies	<b>Preparation:</b>  None	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about Valentine's Day, or one from the library. After the story, discuss some of the Valentine's traditions that were presented. Explain that a tradition is something you do every year, usually to celebrate. Point out a few of your family traditions for Valentine's Day and ask your child to tell you about what you did to observe them last year. Discuss what you are doing to observe them this year.  Tell your child that today we are going to play with candy. Explain that we should not eat the candy yet. Point out that each candy has letters printed on it. Show your child the printable, explaining that all of the letters on the alphabet are on the paper. Ask your child to choose a candy and tell you which letters are printed on it. Point out that the letters may be capital or lower-case, but they are still the same letter. (e.g. A is the same as a) Can they read the words? Allow your child to read the words printed on the candy heart, helping as needed. Then, ask them to cross out the letters they see on the candy on their printable. Repeat this until your child has found most of the letters. Ask them to circle the letters that were not found on the candies. Can your child think of words that use each of those letters?  Finally, allow your child to eat the candies.  Ask your child to help you clean up when finished.

**Title of Lesson:** Valentine's Poem

<b>Standards Taught:</b> ELA.R.2, ELA.R.2.a, ELA.R.2.e, ELA.L.1.f, ELA.RL.1, ELA.RL.2, ELA.RL.5, ELA.RL.10, ELA.RIT.1, ELA.RIT.2, ELA.RIT.10		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
A book of poems A story book A non-fiction book Valentine's Poem Printable Pencil Colored pencils or crayons	Select two or three poems from the book appropriate for your child that contain a rhyming pattern	<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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Tell your child that today, we have three different kinds of books. Point out that each type of book was written to share different information. Pick up the storybook, telling your child that this book was written to tell a story. Read the book to your child and ask them what the story was about.</p> <p>Next, show your child the non-fiction book, explaining that this book was written to teach us something. Read the book to your child and ask them what they learned.</p> <p>Finally, show your child the book of poems, explaining that a poem is a pretty way to write that usually expresses a feeling or thought. Sometimes poems rhyme. Ask your child to rhyme a few words aloud. Read two or three poems to your child, asking them to listen for rhyming words and say them aloud if they hear them.</p> <p>Review the types of stories with your child, emphasizing the purpose of each and the differences between them.</p> <p>Tell your child that some people like to write poems for Valentine's Day. Explain that today we are going to finish a poem using rhyming words together. Give your child the printable, pointing out that there are blank spaces where we can put our rhyming words. Read your child the poem, one line at a time, and ask them to find a rhyming word in the word bank that may fit in each blank. When finished, read the poem aloud to your child. Ask them if they can think of any other words that rhyme with "heart".</p> <p>Allow your child to illustrate their poem, either on the sides of the written words or the back of the paper.</p> <p>Ask your child to help you clean up when finished.</p>

**Story suggestions for this week:**

The Story of George Washington by Patricia A. Pingry

Our Abe Lincoln by Jim Aylesworth

President's Day by Anne Rockwell

Duck for President by Doreen Cronin

Madeline at the White House by John Bemelmans Marciano

Who Carved the Mountain?: The Story of Mount Rushmore by Jean L.S. Patrick

**Songs for this week:**

(to the tune: The Itsy-Bitsy Spider)

The President of our country

Has many jobs to do.

He give a lot of speeches

And helps our people, too.

He leads our troops

To keep us safe and strong,

And he make some tough decisions

When problems come along.

(to the tune: Yankee Doodle)

I love the name of Abraham

We see him on our money

His picture's on the five dollar bill

And also on our penny.

Honest Abe is what he's called

Honest, kind and true.

He was our 16<sup>th</sup> president

He loved both me and you, sir.

(to the tune: Yankee Doodle)

George Washington was the first

President of our country.

The people loved him, one and all,

He worked to make our land free.

He led the soldiers-that was hard

For they were cold and hungry.

He say, "Be brave, now don't give up.

We'll build a brand new country."

(to the tune: London Bridge)

Who's fine face is on the penny?

On the penny? On the penny?

Who's fine face is on the penny?

Abraham Lincoln!

Who's fine face is on the quarter?

On the quarter? On the quarter?

Who's fine face is on the quarter?

George Washington!

(to the tune: Oh, Christmas Tree)

Our presidents, our presidents,

We honor them today.

Our presidents, our presidents,

We honor them today.

Remembering presidents of the past,

And honoring him who serves today.

Our presidents, our presidents,

We honor them today.

The Star Spangled Banner

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

<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 “Ww”  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 Ww. 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 W was demonstrated by the rapping W. 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 W and make the same sound.

**Title of Lesson:** The White House

<b>Standards Taught:</b> K.SS.2.3, K.SS.2.3.a, K.SS.2.3.b, K.SS.2.3.c, K.SS.2.3.d, K.SS.2.3.e, K.SS.2.3.f		
<b>Materials:</b>  White House Printable (2 Papers)  Pencil  Glue  Background paper  Scissors  White House Fact Sheet Printable	<b>Preparation:</b>  Cover work surface	<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. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about the President’s Day, or one from the library. Ask your child to tell you what they know about the president. Explain that the president leads our country. The people vote and choose him/her to be the president. He/She gets to help make choices that will be best for everyone in America. The president lives in the White House. Share some of the facts from the White House fact sheet.  Tell your child that today, we are going to make our own White House. Remind your child of the scissor safety rules and ask them to cutout the items on the White House sheets.  Next, have your child glue the large White House paper to their background paper. Help your child fold over and glue the ends of the smaller White House piece to the center for the larger, making it curve upwards. Ask your child to tell you about the flag and add it to the top of the White House. Tell your child that the flag is a symbol of America, and very special.  Last, ask your child to write down who lives in the White House (the president) on the writing sheet and add it to the bottom of their art. Help them spell out the words by giving the sounds of each letter.  While their art dries, get out some blocks and ask your child to build a White House. Remind them that it is big and contains several rooms. As they work, discuss some national symbols, songs, and traditions that your child may recognize. Some examples are: the 4 <sup>th</sup> of July, the flag, the Statue of Liberty, the bald eagle, Mt. Rushmore, and the U.S. Constitution. Talk about why these are important and special and about how we act around them to show respect (e.g. stand for the flag).  Ask your child to help you clean up when finished.

**Title of Lesson:** George Washington

<b>Standards Taught:</b> K.SS.2.3, K.SS.2.3.a, K.SS.2.3.b, K.SS.2.3.c, K.SS.2.3.d, K.SS.2.3.e, K.SS.2.3.f		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Blue Washington hat cutout (see <a href="#">here</a> for example)	None	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. This is great to transition to a new activity and gets your child excited about school and the theme.
Cotton balls		Read a story you have about the President's Day or George Washington, or one from the library. Go over some of the facts about George Washington with your child. Ask your child how George Washington what they think about George Washington. Was he a good guy? Discuss his attributes of honesty, leadership, and patriotism. Ask your child what their favorite thing about Washington is.
Scissors		
Glue		Remind your child of scissor safety rules and allow them to cutout the hat. Give them the paper plate and glue and ask your child to glue the hat to the front, top, center of the plate. Next, explain that Washington often wore a white wig. Give your child the cotton balls and ask them to make hair falling down from the hat.
Paper plate with the center cut out of it		Last, help your child add the popsicle stick to the bottom, back of the paper plate, making a handle.
Large popsicle stick		When dry, allow your child to pretend to be George Washington using their mask.
George Washington Fact Sheet Printable		Ask your child to help you clean up when finished.



**Title of Lesson:** Abraham Lincoln

<b>Standards Taught:</b> K.SS.2.3, K.SS.2.3.a, K.SS.2.3.b, K.SS.2.3.c, K.SS.2.3.d, K.SS.2.3.e, K.SS.2.3.f		
<b>Materials:</b>  Paper plate, with the center circle cut out  Top Hat traced on black paper (see <a href="#">here</a> for example)  Black shredded paper  Abraham Lincoln Fact Sheet Printable  Glue  Scissors  Large popsicle stick	<b>Preparation:</b>  Cover work space	<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. Sing the song with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about President’s Day or Abraham Lincoln, or one from the library. Discuss with your child some of the Abraham Lincoln facts from the fact sheet. Have your child tell you their favorite thing about our 16 <sup>th</sup> president. Discuss Lincoln’s love for his country and his leadership abilities. Explain that Lincoln helped Americans learn how to be more kind to each other and how to work together, even after they were fighting.  Ask your child to describe Lincoln’s clothing. Explain that he often wore a top hat and that he also had a beard. Give your child the top hat paper and ask them to cut out the top hat. Remind them of scissor safety rules. Have your child glue to top hat to the top, front of the paper plate. Next, ask your child to build a beard on the front, bottom of the paper plate using the black shredded papers and glue.  Last, help your child add the popsicle stick to the bottom, back of the paper plate, making a handle.  When dry, allow your child to pretend to be Abraham Lincoln using their mask.  Ask your child to help you clean up when finished.

**Title of Lesson:** I Can Be a Hero

<b>Standards Taught:</b> K.SS.2.3, K.SS.2.3.a, K.SS.2.3.b, K.SS.2.3.c, K.SS.2.3.d, K.SS.2.3.e, K.SS.2.3.f		
<b>Materials:</b>  I Can Be a Hero Printable  Crayons/Markers	<b>Preparation:</b>  None	<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. Sing the song with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about President’s Day or citizenship, or one from the library. Review with your child what they learned about George Washington and Abraham Lincoln this week. Explain that these men both loved America and the idea of everyone being free to choose. Heavenly Father wants us to be able to choose, too. Discuss a few of the things your child gets to choose (e.g. what clothes to wear, to be kind or not, what to eat for breakfast, to work hard on school, ect).  Explain that because we are free to choose, we get to see the consequences of our choices. If we choose to eat healthy, for example, the consequence is that we have stronger and healthier bodies. Ask your child what happens if we choose to eat unhealthy foods. Explain that every choice has a consequence, good or bad. Heavenly Father wants us to work hard to make good choices so that we can have good consequences.  Show your child the “I Can Be a Hero” printable. Ask your child what it means to be a hero. Discuss how Washington and Lincoln were heroes because they chose to lead others towards courage, kindness, and a love for our country. Ask your child to name a few ways they can be a hero. Some examples are: be kind, help the environment by planting trees or picking up litter, serving their family, respecting the flag, saying thank you to a soldier, being a good friend, choosing the right, teaching others about Jesus, being a good example, and reading the scriptures. Discuss the good consequences of these actions.  Ask your child to draw a picture of themselves as a hero on the paper. Allow them to color it. Then, help your child write out some of the ways they listed that they could be a hero. Help them display this art where they will see it often, reminding them of the good choices they can make each day.  Ask your child to help you clean up when finished.

**Story suggestions for this week:**

The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain  
The Tooth Book by Dr Seuss  
Bear's Loose Tooth by Karma Wilson  
Make Way for Decay by Bobbi Katz  
Just Going to the Dentist by Mercer Mayer

**Songs for this week:****Brushing Your Teeth**

(to the tune of The Hokie Pokie)

Pick your toothbrush up  
Put your toothpaste on  
Put it in your mouth  
And brush 'round and 'round  
Do this in the morning and before bed at night  
That's how your teeth stay white!

**Got My Toothpaste**

Got my toothpaste, got my brush.  
I won't hurry, I won't rush  
Making sure my teeth are clean,  
Front and back and in between.  
When I brush for quite a while,  
I will have a happy smile.

(to the tune: Row, Row, Row Your Boat)

Brush, brush, brush your teeth

Brush them every day.  
The front, the sides, the back, the top  
To keep the germs away.  
Floss, floss, floss your teeth  
Floss without delay.  
You can do this everyday  
To keep the germs away.  
Rinse, Rinse, rinse your teeth  
Swishing germs away.  
Then you'll have a pretty smile  
With healthy teeth each day.

(to the tune: Do Your Ears Hang Low?)

Are your teeth clean and white?  
Do you brush them every night?  
Do you brush them in the morning?  
Do you brush them right?  
Do you brush them side to side?  
Are your teeth clean and white?

(to the tune: This Old Man)

Brush your teeth  
Every day  
To help prevent tooth decay  
Brush your teeth to make your smile so nice and white  
Brush them morning, noon, and night.

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

<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 “Xx”  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 Xx. 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 X was demonstrated by the x-ray machine. 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 X and make the same sound.

**Title of Lesson:** Brush, Brush, Brush Your Teeth

<b>Standards Taught:</b> K.HD.1, K.HD.2		
<b>Materials:</b>  Yellow paper with a tooth printed on it  Toothbrush  White paint	<b>Preparation:</b>  Cover work space  Lay out materials	<b>Implementing the Lesson:</b>  Choose a song from the song list for this week. Sit down and sing it together. This is great to transition to a new activity and gets your child excited about school and the theme.  Hand your child the story about teeth or dentists you have chosen for today. Ask them to read it to you first. Pay attention to how they hold the book and how they tell the story. Encourage your child to read a few small words. When your child is finished, read the story to them.  Tell your child that this week we are learning about taking care of our teeth. It's important to take care of our teeth because they help us chew our food and stay healthy. The most important thing we can do to take care of our teeth is to brush them.  Show your child the toothbrush. Explain that when we eat, there are pieces of food and germs left on our teeth. We use a toothbrush to make them clean, shiny, and healthy again.  Let your child "brush" their tooth paper by painting the tooth white using the toothbrush as a paintbrush. Talk about proper brushing technique and help your child understand that you need to clean the whole tooth.  Ask your child to help clean up when finished.

**Title of Lesson:** Counting Teeth

<b>Standards Taught:</b> K.M.MP.6, K.M.CC.3, K.M.CC.4, K.M.CC.4.a, K.M.CC.4.b, K.M.CC.4.c, K.M.CC.5		
<b>Materials:</b>  Counting Teeth Printable (print on paper that is not white)  Pencil  Paper “teeth” (cut small rectangles from white paper)  Glue	<b>Preparation:</b>  Lay out materials	<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. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about teeth, or one from the library. Ask your child to tell you all they know about teeth. Have them count their own teeth. They may need to look in a mirror.  Give your child the counting teeth printout. Show them the different mouths and ask them what is missing. (teeth) Give your child the paper “teeth.” Show your child that each mouth has a number beside it. Ask your child to name the number on the first mouth. Have them count to that number. Next, ask your child to count and add that many “teeth” to that mouth. Allow your child to glue the teeth in the mouth.  Ask your child to trace the number above the mouth with their pencil.  Repeat with each mouth until your child has finished.  Ask your child to help you clean up.

**Title of Lesson:** Happy Tooth, Sad Tooth

<b>Standards Taught:</b> K.N.1, K.N.2		
<b>Materials:</b>  Happy Tooth, Sad Tooth Printable, cut out  Food Examples Printable  Scissors  Glue	<b>Preparation:</b>  Cover work space  Lay out materials	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about teeth or dentists, or one from the library. Ask your child to tell you what they've learned this week about taking care of their teeth. Have them review brushing and going to the dentist. Tell your child we can also eat healthy foods to help care for our teeth. Explain that some teeth help our teeth and some foods can hurt out teeth.  Show your child the food examples printable. Ask them to carefully cut on the lines to separate each food. Talk about the foods on the paper as they cut. Which foods does your child like? Which do they not like?  Show your child the happy tooth and sad tooth. Ask them why these teeth may be happy or sad. Explain that today, we are feeding our teeth. The happy tooth gets only foods that are good for our teeth. The sad tooth gets the foods that are not good for our teeth. Explain that too much of the bad foods can cause cavities, or holes in our teeth.  Ask your child to sort the foods to the happy or sad tooth. If they are unsure of where a food goes, guide them. Maybe say, that's a vegetable, it has vitamins and nutrients. Or that's a candy, it has sugar in it. Allow your child to glue the foods to the correct tooth and explain that food sometimes sticks to our teeth, which is why we brush.  Ask your child to help clean up when finished.

**Title of Lesson:** Letter Cavity Hunt

<b>Standards Taught:</b> ELA.L.1.a, K.HD.1, K.HD.2		
<b>Materials:</b>  Paper  Pencil  Hard surface to write on (clipboard, hard back book, etc)  ABC Printout	<b>Preparation:</b>  None	<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. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story that you have about dentists or teeth, or one from the library. Ask your child if they remember all the ways we can care for our teeth. (brush, floss, visit the dentist, eat healthy food). Ask your child what can happen if we don't care for our teeth? We get cavities. Explain that cavities are small holes that can get in our teeth if we don't care for them. Cavities make our teeth weaker, or not as strong, and can even break out teeth.  Show your child the ABC printout. Ask them to point out letters that didn't care for their teeth and have cavities, or holes in the (A, a, B, b, D, d, etc). Point out the letter Aa. Both the lowercase and capital A have "cavities" or holes in them.  Go on a letter cavity hunt. This is perfect to do walking around a neighborhood, library, or store. You can also do it from a car. Ask your child to find and write down any letters they find that have "cavities." At the end, ask your child to tell you each letter name and sound they have written down.  *Please review safety rules with your child before the hunt.



**Story suggestions for this week:**

One Fish, Two Fish by Dr. Seuss  
The Lorax by Dr. Seuss  
The Cat in the Hat by Dr. Seuss  
The Cat in the Hat Comes Back by Dr. Seuss

**Songs for this week:**

(to the tune: Old McDonald had a Farm)

Dr. Seuss is on the loose  
And this is how we know.  
Cats, hats, eggs and ham,  
Cats, hats, eggs and ham,  
Cats, hats, eggs and ham  
We love his fun books so!

(to the tune: BINGO)

There was a man who was an author  
And Seuss was his name-o.  
S-E-U-S-S, S-E-U-S-S, S-E-U-S-S  
And Seuss was his name-o

Happy birthday to you!  
Happy birthday to you!  
Happy birthday, Dr. Seuss!  
Happy birthday to you!

Hop on Pop by Dr. Seuss  
Green Eggs and Ham by Dr. Seuss

I have ten fingers (hold up fingers)  
They all belong to me (point to self)  
I can make them do things  
Would you like to see? (hold hands, palms up at shoulder level and shrug shoulders)  
I can shut them up tight (close hands into fists)  
I can open them wide (open fingers)  
I can put them together (clap)  
I can make them all hide (hide hands behind back)  
I can make them jump high (put hands above head)  
I can make them jump low (touch floor)  
I can fold them up quietly  
And lay them just so. (lay folded hands in lap)

One little cat on a sunny day (hold up one finger)  
Put on his hat and went out to play.  
Two little cats when it started getting dark (hold up two fingers)  
Put on their hats and went to the park.  
Three little cats when the sky was blue (hold up three fingers)  
Put on their hats and went to the zoo.  
Four little cats by the kitchen door (hold up four fingers)  
Put on their hats and went to the store.  
Five little cats on a sunny day (hold up five fingers)  
Put on their hats and they all ran away.

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

<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 “Yy”  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 Yy. 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 Y was demonstrated by the cheerleader letters. 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 Y and make the same sound.

**Title of Lesson:** The Cat in the Hat

<b>Standards Taught:</b> ELA.R.FS.2.c, ELA.R.FS.2.e, ELA.R.FS.3.d		
<b>Materials:</b>  <i>The Cat in the Hat</i> or <i>The Cat in the Hat Comes Back</i> by Dr. Seuss  Blue background paper  Red and white stripes cutouts  Longer white stripe cutout  Pen/Pencil  Glue  Chalkboard/Blank Paper	<b>Preparation:</b>  Cover work surface  Lay out supplies	<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. Sing the song with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read <i>The Cat in the Hat</i> or <i>The Cat in the Hat Comes Back</i> with your child. Ask them to tell you what the cat did in the story. Was the cat good at following rules? How do you think the children felt as the cat did all those things?  Ask your child what was on the cat's head? A hat! Ask your child to describe the hat. What colors was it? Did it have a pattern? Was it short or tall?  Give your child the stripes cutouts, excluding the longest one. Ask them to put the stripes into an AB pattern (red on top, white below, red below that, white at the bottom) just like the cat's hat.  Next, ask your child if they heard any words that rhymed in the story. Explain that when words rhyme, the ending of both words sound the same. Write down two of the rhyming words that your child gives on the chalkboard or point out that <i>cat</i> and <i>hat</i> rhyme. Ask your child to say the words aloud several times until they can hear the rhyme. Ask your child to underline the letters that are the same in both words. Point out that these letters are at the end of the words, making the ending sound the same. This is why the words rhyme. Next, ask your child to point to the letters that are different in each word. Explain that changing the first letter of these words made them mean something different. Ask your child if they can change the first letter to something new (e.g. <i>sat</i> ) and make another rhyming word.  Encourage your child to write a word that rhymes with <i>hat</i> on each of the red and white stripes. Allow them to use the book as a resource. Remind your child that all they have to do is change the first letter and that will create a new rhyme. Allow non-sense words (words that don't exist) if your child thinks of them and they rhyme with <i>cat</i> (e.g. <i>dat</i> , <i>gat</i> , or <i>jat</i> )  Last, ask your child to glue the stripes onto the paper, creating the hat from the story. Add the long white stripe at the bottom for the hat's brim.  Ask your child to help you clean up when finished.

**Title of Lesson:** Green Eggs and Ham

**Standards Taught:** ELA.R.FS.2.c, ELA.R.FS.2.e, ELA.R.FS.3.d

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
<p><i>Green Eggs and Ham</i> by Dr. Seuss</p> <p>Letter Magnets/Flashcards</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 with your child. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read <i>Green Eggs and Ham</i> with your child. Ask them to tell you what happened in the story. What did Sam want to happen? Why do you think it is scary to try new things sometimes? Name a time when you tried something new and liked it.</p> <p>Hand your child the book and ask them if they can find some of the rhyming words. Ask them to use the magnets or flashcards to spell out those words. Remind your child that rhyming words have different letters at the start of the word, but the same sounds (and often letters) at the end.</p> <p>Ask your child to write out <i>ham</i> and <i>Sam</i> with the magnets/flashcards. Ask them to name the similar letters. Allow them to create new rhymes by changing out the first letter of the word.</p> <p>Allow your child to think of other words that rhyme with each other and use the magnets/flashcards to explore by changing the first letter of the word to make more rhymes. Allow for the use of non-sense words.</p> <p>Ask your child to help you clean up when finished.</p>

**Title of Lesson:** The Sneetches

<b>Standards Taught:</b> ELA.R.FS.1.b, ELA.R.FS.2		
<b>Materials:</b>  <i>The Sneetches</i> by Dr. Seuss  The Sneetches Syllables Worksheet	<b>Preparation:</b>	<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. Sing the song with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read <i>The Sneetches</i> with your child. When you are finished, ask your child what happened in the story. Then, ask your child what they think the author, or person who wrote the story, wanted us to learn from it. Point out that the sneetches were very worried about who had a star and who didn't. They were very mean to each other for having or not having a star. In the end, though, they all became friends. Talk about how it doesn't matter what others look like or what we have, we should be kind to everyone.  Tell your child that today we are going to learn about syllables. Ask them to repeat the word <i>syllables</i> a few times. Explain that a syllable is a chunk, or part of a word. Ask your child to place their hand under their jaw. Together, say the word <i>candy</i> aloud. Ask your child to count how many times their jaw moved downwards, explaining that this is how many syllables are in a word. Candy has 2 syllables. Repeat this exercise with the following words: <i>book, happy, alligator</i> .  Next, ask your child to clap for each syllable in the following words: <i>magic, math, brother, motorcycle, eraser</i> .  Finally, give your child the Sneetches worksheet, asking them to use one of the above tools to find the number of syllables, or chunks, in each word. Ask your child to write the correct number on the line below each picture.  Ask your child to help you clean up when finished.

**Title of Lesson:** One Fish, Two Fish, Red Fish, Blue Fish

<b>Standards Taught:</b> ELA.R.FS.2, ELA.R.FS.2.a, ELA.R.FS.2.b, ELA.R.FS.2.c, ELA.R.FS.2.e, ELA.R.FS.3, ELA.R.FS.3.a, ELA.R.FS.3.b, ELA.R.FS.3.d		
<b>Materials:</b>  <i>One Fish, Two Fish, Red Fish, Blue Fish</i> by Dr. Seuss  One Fish, Two Fish Printable  Scissors	<b>Preparation:</b>	<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. Sing the song with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read <i>One Fish, Two Fish, Red Fish, Blue Fish</i> with your child. When you are finished with the story, discuss any rhyming words your child may have heard as you read. Point out a few examples that you noticed, too.  Return to the first page and re-read it slowly, asking your child to count the syllables for each word by either placing their hand under their chin or clapping. Point out that each word only has one syllable, but several letters.  Ask your child to read the word <i>red</i> by sounding out the sounds for each letter. Point out that some of the letters are blended, or stuck together (ed) and make only one sound. The sounds you hear when you say <i>red</i> are /r/ and /ed/. This is called segmenting, or cutting apart the word.  Show your child the One Fish, Two Fish printable and explain that today we are going to segment, or cut apart, words. First, ask your child to cut out each word box. Then, ask them to choose one card and read the word aloud. Ask your child if they hear any blends, or places where the letters are stuck together. Say the word aloud for your child a few times, breaking it down into its separate sounds. For example, in the word <i>fish</i> the breaking point is between the letters <i>i</i> and <i>s</i> so the <i>fi</i> are stuck together and the <i>sh</i> are stuck together. Ask your child to cut the word card in half between those letters. Repeat for each card until your child has segmented every word.  Word segments: fi/sh, c/ar, b/ad, gl/ad, f/at, h/at, st/ar, di/sh, s/ay, w/ay, th/ree, s/ee, b/ump, g/ump, N/ed, b/ed  Finally, ask your child if they noticed any rhymes in the words they segmented. Ask your child to put the words that rhyme beside each other. Point out that the ending letters of the words that rhyme are the same. Ask your child to replace the first part of the word with a different letter or blend to find more words that rhyme.  Ask your child to help you clean up when finished.

**Story suggestions for this week:**

Little Red Riding Hood  
Jack and the Bean Stock  
The Three Little Pigs  
Billy Goats Gruff  
Any nursery rhyme

**Songs for this week:**

The itsy bitsy spider (place your thumbs on your pointer fingers, creating a rectangle)

Went up the water spout (disconnect bottom thumb and pointer and twist both upwards, meeting at the top, repeat)

Down came the rain (wiggle fingers while lowering them)

And washed the spider out (cross arms, uncross arms)

Out came the sun (make a circle with your arms above your head)

And dried up all the rain.

And the itsy bitsy spider (connect thumbs and pointers again and crawl upwards)

Went up the spout again.

Three Little Kittens (see additional page)

Jack be nimble,

Jack be quick,

Jack jump over the candlestick.

Jack be faster,

Jack be cool,

Jack jump over the paddling pool.

Jack be quicker,

Jack be fast,

Jack jump over the ship's tall mast.

Jack bounce higher,

Jack bounce far,

Jack jump over the planets and stars!

Hickory dickory dock

The mouse went up the clock

The clock struck one,

And down he ran

Hickory dickory dock!

Hey diddle, diddle,

The cat and the fiddle,

The cow jumped over the moon.

The little dog laughed to see such sport.

And the dish ran away with the spoon.

Humpty, dumpty sat on a wall.

Humpty, dumpty had a great fall.

And all the king's horses

And all the king's men

Couldn't put Humpty together again.

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

<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 “Zz”  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 Zz. 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 Z was demonstrated by the sleeping letters. 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 Z and make the same sound.



**Title of Lesson:** Little Red Riding Hood

<b>Standards Taught:</b> ELA.L.1, ELA.L.1.b, ELA.L.1.d, ELA.L.1.e, ELA.R.L.1, ELA.R.L.2, ELA.R.L.5, ELA.R.L.7, ELA.R.L.10, ELA.R.FS.6, ELA.SL.1, ELA.SL.2		
<b>Materials:</b>  <i>Little Red Riding Hood</i>  Dramatic play items (cloak, red blanket, wolf mask, basket, grandma hat, extra blankets, play cookies, tissues, woodcutter outfit, etc). Use anything you have around the house that can be a part of the story.	<b>Preparation:</b>  Lay out dramatic play supplies	<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. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about school and the theme.  Read <i>Little Red Riding Hood</i> to your child. After the story, ask your child to flip through the book and re-tell the story to you, using the pictures as clues. Ask your child to name and describe each character. If necessary, you can point to a picture of each character to remind your child who they are and what they did in the story.  Show your child the dramatic play items and tell them that today we are pretending to live in Red Riding Hood's world. Allow your child to direct the play. They may want to pretend to make cookies, walk through the forest, be sick in bed, or even be the big bad wolf. Let them play any way they want. They can act out a part of the story or just part of it or even just pretend to be a character.  Encourage your child to be different characters as they play. If you are doing this lesson with multiple children, allow each to have a turn being different characters.  Ask your child to help you clean up when finished.

**Title of Lesson:** Humpty Dumpty

<b>Standards Taught:</b> ELA.L.1, ELA.L.1.b, ELA.L.1.d, ELA.L.1.e, ELA.R.L.1, ELA.R.L.2, ELA.R.L.5, ELA.R.L.7, ELA.R.L.10, ELA.R.FS.6		
<b>Materials:</b>  Egg Cutout with Cracks drawn on it  Scissors  Glue  Background paper  Crayons/Markers  Band-Aids  <i>Humpty Dumpty</i> Book	<b>Preparation:</b>  Cover work surface	<b>Implementing the Lesson:</b>  Sing “Humpty Dumpty with your child today. Sing it a few times, making you’re your child has mastered it. This is great to transition to a new activity and gets your child excited about school and the theme.  Read Humpty Dumpty to your child. Point out that this story is not very long and that it rhymes. It is more of a poem than a book. Ask your child to tell you what Humpty Dumpty is. (an egg) Ask your child what happened when Humpty Dumpty fell? (he broke and they couldn’t fix him)  Give your child the egg paper. Ask them to draw Humpty Dumpty’s face onto the egg.  Next, remind your child of scissor safety rules and ask your child to cut out around the egg. Then, have them cut across the cracks, staying on the lines as much as they can.  Once Humpty Dumpty is cut and broken, ask your child to try to fit the pieces back together, like a puzzle, and glue them down on the background paper.  Allow your child to add Band-Aids to the cracks to try to “fix” Humpty Dumpty.  Ask your child to help you clean up when finished.

**Title of Lesson:** Jack and the Beanstalk

<b>Standards Taught:</b> ELA.L.1, ELA.L.1.b, ELA.L.1.d, ELA.L.1.e, ELA.R.L.1, ELA.R.L.2, ELA.R.L.5, ELA.R.L.7, ELA.R.L.10, ELA.R.FS.6, K.CC.2, K.CC.3, K.CC.4.a		
<b>Materials:</b>  <i>Jack and the Beanstalk</i>  Leaf cutouts with numbers 1-20 on them  Beanstalk cutouts, numbered 1-20 and taped together in numerical order to create one long beanstalk  Tape	<b>Preparation:</b>  Tape the beanstalk papers together so that number 20 is on top and 1 is on the bottom, making one numerical line or bean stock	<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. This is great to transition to a new activity and gets your child excited about school and the theme.  Read <i>Jack and the Beanstalk</i> with your child. Ask your child if this is more of a story book or a short poem. Then, ask your child to review what happened in the story. As you review the events, ask your child how Jack must've felt after each event.  Show your child the beanstalk. Ask them to describe it. It is very long, but it's missing something. Ask your child to guess what it is missing. (leaves)  Explain that the leaves have fallen off and your child must put them back onto the bean stock. They have to put them in the correct spots, though. Show your child that the bean stock has numbers on it and so do the leaves. Give your child the leaves in random order, and ask them to tape each leaf to its matching number on the bean stock. Have them name each number out loud as they go.  When all the leaves are on the bean stock, ask your child to count 1-20.  Ask your child to help you clean up when finished.

**Title of Lesson:** The Three Little Pigs Homes

**Standards Taught:** ELA.L.1, ELA.L.1.b, ELA.L.1.d, ELA.L.1.e, ELA.R.L.1, ELA.R.L.2, ELA.R.L.5, ELA.R.L.7, ELA.R.L.10, ELA.R.FS.6

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Red “brick” paper cutouts  Toothpicks “sticks” or popsicle sticks  Paper “straw” or real straw  <i>The Three Little Pigs</i>  Glue  3 Little Pigs Printable	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 and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read <i>The Three Little Pigs</i> with your child. Ask your child to tell you what happened in the story. Encourage them to sequence the events in the correct order. Ask your child which little pig worked the hardest. What was his reward?</p> <p>Give your child the paper with the three houses printed on it. Ask them what the first little pig built his house with. (straw) Give your child the straw and allow them to glue it to the first house. Repeat for the other two houses, giving your child the correct materials for each house. Talk about the different feelings and textures of each material.</p> <p>Ask your child to help you clean up when finished.</p>

**Story suggestions for this week:**

Good Luck Bear by Greg Foley

Leprechauns Never Lie by Lorna Balian

The Luckiest St. Patrick's Day Ever by Teddy Slater

The Night Before St. Patrick's Day by Natasha Wing

The Leprechaun Who Lost His Rainbow by Sean Callahan

**Songs for this week:**

Five little shamrocks, growing by the door,

(Child's name) picked one, and then there were four.

Four little shamrocks, green as they could be,

(Child's name) picked one and that left three.

Three little shamrocks, sitting by my shoe,

(Child's name) picked one and then there were two.

Two little shamrocks nodding in the sun,

(Child's name) picked one and that left one.

One little shamrock, for St. Patrick's Day fun,

(Child's name) picked one and that left none!

(to the tune: Are You Sleeping?)

Are you hiding?

Are you hiding?

Leprechaun? Leprechaun?

I'm searching for a rainbow.

I'm searching for a rainbow.

Leprechaun. Leprechaun.

Five little leprechauns standing in a row.

One fell down and hurt his toe.

Four little leprechauns climbing in a tree.

One slipped down while spying on me.

Three little leprechauns dancing in the sun.

One sat down and spoiled all the fun.

Two little leprechauns sing an Irish song.

One quit singing, said they sang too long.

One little leprechaun guarding all the gold.

I snatched it up and ran out the door!

(to the tune: I'm a Little Teapot)

I'm a little leprechaun

Dressed in green,

The tiniest man,

That you have ever seen.

If you ever catch me, so it's told,

I'll give you my pot of gold.

One day the sun was shining bright, (hold arms above head like the sun)

But some clouds came along, black as night.

The rain began to sprinkle to the ground (wiggle fingers as you bring hands down)

And soon it was raining all over the town.

But then the clouds had passed on by (move hands from one side to the other)

A beautiful rainbow stretch across the sky (make a rainbow with hands)

**Title of Lesson:** Hunting for Luck

<b>Standards Taught:</b> This is a review of a preschool standard that is difficult for many children: Knowing the days of the week and months of the year		
<b>Materials:</b>  Shamrock Cutouts with Days of the Week printed on them  Shamrock cutouts with Months of the Year printed on them  Tape  <a href="#">Days of the Week</a> and <a href="#">Months of the Year</a> Songs	<b>Preparation:</b>  Before your child is looking, hide the shamrocks around the room using tape	<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. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about St. Patrick's Day, or one from the library. Before you start the story, ask your child to point out and explain the jobs of the author and illustrator. The author writes the story while the illustrator makes the pictures. As you read, ask your child to follow along the text with their finger, helping as needed.  Tell your child that a silly leprechaun snuck into your house and hid shamrocks, or lucky clovers, all over the room. Tell your child that there are 19 shamrocks hidden and they must find them all. Allow your child to search until they have found all of the shamrocks and brought them back to you.  Next, pick up a shamrock and read the word on it to your child. Ask them if it is a day or month. Repeat for each shamrock, placing them in separate piles, one for months and one for weeks.  Last, work with your child to put the days of the week in order. Lay the shamrocks out, starting with Sunday and ending with Saturday. Sing the Days of the Week song a few times with your child. Repeat the process for the months of the year.  Ask your child to help you clean up when finished.

**Title of Lesson:** Rainbow Colors

<b>Standards Taught:</b> ELA.L.1.d, ELA.R.IT.1, ELA.R.IT.2, ELA.R.IT.4, ELA.R.IT.7, ELA.R.IT.10, ELA.SL.2, ELA.SL.3, ELA.SL.6, S.1.1		
<b>Materials:</b>  Background paper  Paper strips (red, orange, yellow, blue, green, purple)  Glue  14 cotton balls	<b>Preparation:</b>  Cover work surface	<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. Sing the song with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a book you have about rainbows, or one from the library. Try to ensure that it is a non-fiction. After the story, ask your child to tell you what it was about. What did they learn? Ask them a few questions from the information in the book.  Discuss rainbows and how they tie into St. Patrick's day. Talk about the story that says there is a pot of gold hidden by leprechauns at the end of every rainbow. Discuss the colors of the rainbow, and the fact that they always come in the same order. Talk about what kind of weather makes a rainbow.  Give your child the supplies. Ask them to choose the first color of the rainbow, red. Turn the paper vertically (so the shorter ends are top and bottom). On the left side of the top of the paper, have them glue one end of the red strip to the paper, arch it across the paper, and glue down the other end, leaving the arch (don't glue it flat). Repeat with each color (orange, yellow, green, blue, and purple) until there are rainbow arches all down the paper. Allow your child to glue clouds on top of either end of each paper.  Ask your child to sign their work with their name and name each color they used.  Ask your child to help you clean up when finished.

**Title of Lesson:** Shamrock Rhymes

<b>Standards Taught:</b> ELA.FS.2.a, ELA.FS.2.c, ELA.FS.2.e, ELA.FS.3.d		
<b>Materials:</b>  Large shamrocks with ending sounds printed on them  Smaller shamrocks with rhyming words printed on them  Ending sounds: -at, -ed, -in, -ob, -ug  Rhyming words: hat, bat, flat, bed, head, red, win, bin, shin, job, mob, blob, bug, mug, lug	<b>Preparation:</b>  None	<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. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about St. Patrick's Day. After you read the story, ask your child to share with you a few ways their family celebrates St. Patrick's Day. Do you do any special activities or eat any special foods? Do you wear a certain color? Help your child to remember traditions if needed.  Give your child the shamrocks and ask them to sort by size. Ask your child if there are there more small or large shamrocks? Once sorted, ask your child to spread out the large shamrocks. Read the first shamrock to your child, having them repeat the sound a few times. Explain that this is a sound that rhymes, or sounds the same as, some of the words on the smaller shamrocks. Ask your child to find the words that rhyme, or have the same ending sound as that large shamrock. Help your child read as needed. If your child has a hard time with rhymes, read the ending sound and then the word on each smaller shamrock. Hearing them together sometimes helps children hear the rhyme or lack of. Place the smaller rhyming shamrocks onto the larger ending sound shamrock that rhymes with them.  Repeat for each large shamrock until your child has sorted all of them by rhyme.  Ask your child to help you clean up when finished.



**Title of Lesson:** Pots of Gold

<b>Standards Taught:</b> K.CC.4, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.CC.6, K.CC.7		
<b>Materials:</b>  20 black pot cutouts  Chalk  210 gold coin cutouts  Glue	<b>Preparation:</b>  Cover work surface	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about St. Patrick's Day, or one from the library. Discuss the story with your child. What would they do with a four leaf clover that brings good luck? How would they catch a leprechaun? Where would they hide with a pot full of gold?  Show your child the pot cutouts. Ask them to use the chalk to write the numbers 1-20, one number on each pot. Next, ask them to line the pots up in numerical order.  Ask your child to choose a pot and tell you what number is written on it. Have them count that many gold coins and glue them into the pot. Repeat for each pot, until your child has filled each pot with gold.  Next, ask your child to count as high as they can without help, noting where they do great and where they need more help. Praise them for their hard work.  Ask your child to help you clean up when finished.

**Story suggestions for this week:**

The Grouchy Ladybug by Eric Carle

I Am Happy by Steve Light

Llama, Llama Mad at Mama by Anna Dewdney

Glad Monster, Sad Monster by Ed Emberley and Anne Miranda

My Many Colored Days by Dr. Seuss

**Songs for this week:****If You're Happy and You Know It**

If you're happy and you know it, clap your hands,

If you're happy and you know it, clap your hands

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, clap your hands

(Repeat with angry, stomp your feet, sad, cry boo hoo, scared, jump up high)

**Smile Song**

I smile when I'm happy,

I smile when I'm glad.

I even smile big and bright,

After I've been sad.

I smile when I wake up.

And smile to start my day.

A smile is a happy thing,

To start me on my way.

When I'm happy, I laugh. I laugh, Ha, Ha, Ha!

When I am sad, I cry. Boo, hoo, hoo.

When I'm angry, I yell, Rats, rats, rats.

When I am sad, I sigh. Ahh, ahh, ahh.

Any way I feel, I can show it to you.

Do you ever feel the same way, too?

When I'm tired, I yawn, Aw, Aw, Aw.

When I am silly, I giggle, Hee, Hee, Hee.

When I am sick, I cough. Cough, cough, cough.

When I'm excited I wiggle. Wiggle, wiggle, wiggle.

Any way I feel, I can show to you.

Do you ever feel the same way too?

**The More We Get Together**

The more we get together,

Together, together,

The more we get together,

The happier we'll be.

Because your friends are my friends,

And my friends are your friends.

The more we get together,

The happier we'll be!

(to the tune: Twinkle, Twinkle Little Star)

I have feelings (point to self)

So do you (point to someone else)

Let's all sing about a few.

I am happy (smile).

I am sad (frown)

I get scared (wrap arms around self)

I get mad (stomp feet)

I am proud of being me (smile)

That's a feeling too, you see.

I have feelings (point to self)

You do, too (point to children)

We just sang about a few.

**Title of Lesson:** Emotions Dice

<b>Standards Taught:</b> K.HF.3, K.MEH.1, K.MEH.1, K.MEH.2		
<b>Materials:</b>  2 Emotions Dice Printouts  Large space to move	<b>Preparation:</b>  Cut out (on the outer lines), fold (on the inner lines) and glue/tape together each die	<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. Dance and move around with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about feelings, or one from the library. Ask your child if they've ever experienced any of the emotions or feelings that are in the story. Have them tell you what happened, how they felt, and what they did to handle that emotion. Tell your child the term "big feelings" and explain that sometimes how we feel is hard to control. Explain that everyone is allowed to have their own feelings, but that we need to try and express them appropriately. For example, if we are angry we can say "I'm angry" or "I need some time by myself" but it is not appropriate to hit others. If we are sad we may need to cry or to find a friend who will listen. Give examples of other emotions your child may be struggling to manage and provide appropriate ways to express them.  Show your child the dice. Start with the animal die. Read each side to your child and ask them to act like that animal. For example, when you read, monkey, your child may pretend to swing on tree branches and make a monkey sound. Repeat this process for the emotions die. Ask your child to act out or make a face to match each emotion. Help your child understand each emotion and connect it to their own life by asking them if there is a time they have felt that emotion.  Allow your child to roll both dice at the same time. Play with your child. Both of you can act out the things the dice land on. For example, if it's an angry elephant, you can stomp around and swing your "trunk." Take a turn to roll the dice yourself. Continue playing and taking turns as long as your child is interested.

**Title of Lesson:** Matching Feelings

**Standards Taught:** K.HF.3, K.MEH.1, K.MEH.1, K.MEH.2

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Emotions Matching Cards Printable	Print and cut out the printable	<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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about emotions or feelings, or one from the library. After the story, ask your child questions about key details. Who was the story about? Where did it happen? What happened in the story?</p> <p>Show your child the different faces on the cards. Ask them if they can imitate the face. Ask your child what emotion that face is showing. How does the face feel?</p> <p>Place the cards randomly face down. Play the matching game. Have your child take a turn trying to find a match by flipping over two cards. If they match, ask your child to tell you what emotion is on the cards. Ask your child to tell you something that may have made their cards feel that emotion. (For example, if the cards are sad, maybe they lost their candy). If not, ask your child to flip them back over. Take your turn. Take turns until all the cards have been matched.</p> <p>Ask your child to help you clean up when finished.</p>

**Title of Lesson:** Pasta Emotions

<b>Standards Taught:</b> K.HF.3, K.MEH.1, K.MEH.1, K.MEH.2		
<b>Materials:</b>  Different types of pasta  Paper with a circle written/printed on it	<b>Preparation:</b>  None	<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. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about emotions or feelings, or one from the library. Ask your child how the characters felt during the story. It may be helpful to flip through the pages and talk about what is happening. Ask your child how they would've felt if they were in the story. What would they have done?  Give your child the empty face paper and the pasta. Ask your child to sort the pasta by type. Can they name any shapes they see?  Ask them to build a face using the different types of pasta. A face needs eyes and a mouth. Your child may also add eyebrows, a nose, cheeks, ears, etc. After they build a face, ask your child how their pasta person feels. Have them tell you why their pasta person feels that way and what they can do to manage that emotion.  Have your child make different faces with different emotions. Ask them to talk to you about each face. What emotions or feelings does the face show? How do you know? (sad because he has a frown, angry because her eyebrows are turned down, etc). Ask them to make up a story for each about why their character feels that way.

**Title of Lesson:** Kindness Quilt

<b>Standards Taught:</b> K.HF.2, K.HF.3, K.MEH.1, K.MEH.1, K.MEH.2		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Several papers Pencil Markers/Crayons Tape	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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read your child a story you have about feelings or emotions, or one from the library. After the story, ask them to flip through the pages and point out any letters or words they may know. Ask them to tell you letter words and names, and read known words to you.</p> <p>Ask your child to tell you about a time when they were sad. What happened that made them sad? How did they cheer up? Did anyone help them?</p> <p>Explain that while we cannot control how other people feel, sometimes we can help someone who isn't feeling very happy. Ask your child what they can do to help others be happy. Their answers may include give a hug, smile, be nice, share, etc. Ask your child how they feel when they help someone else. Give your child the papers, markers/crayons, and pencil. Ask them to draw and/or write down an action they can take to help others on each piece of paper. Explain that these papers are going to make a "kindness quilt" that will remind us to think of feelings of others. Let your child make as many quilt squares as they like.</p> <p>When they are finished, ask your child to help you tape each paper together to create a "quilt."</p> <p>Ask your child to help you clean up when finished.</p>

**Story suggestions for this week:**

Happy Easter Mouse! By Laura Numeroff

Pete the Cat Big Easter Adventure by James and Kimberly Dean

Pinkalicious Eggstronordinary Easter by Victoria Kann

How to Catch the Easter Bunny by Adam Wallace

The Night Before Easter by Natasha Wing

**Songs for this week:****Peter Cottontail**

Here comes Peter Cottontail

Hopping down the bunny trail.

Hippity hoppity

Easter's on its way!

Bringing every girl and boy

Baskets full of Easter joy

Hippity hoppity

Happy Easter Day!

**The Bunny Hokey Pokey**

(to the tune: The Hokey Pokey)

You put your bunny ears in,

You put your bunny ears out.

You put your bunny ears in and you shake them all about.

You do the Bunny Pokey and you turn yourself around

That's what it's all about!

(repeat with bunny nose, bunny paws, cotton tail, and bunny body)

**I'm an Easter Bunny**

I'm an Easter bunny, watch me hop (hop around)

Here are my two ears, see how they flop (hold hands to head like bunny ears)

Here is my cotton tail, here is my nose (point to "tail" and nose)

I'm all furry from my head to my toes (point to head, point to toes)

**5 Little Bunnies**

5 little bunnies hopping on the floor,

One hopped away, and then there were 4.

Four little bunnies, sweet as can be,

One hopped away, and then there were three.

Three little bunnies, I once knew,

One hopped away, and then there were two.

Two little bunnies, oh what fun!

One hopped away, and then there was one.

One little bunny, playing in the sun,

One hopped away, and now there are none.

(hold up the correct number of fingers for each verse)

**10 Little Bunnies**

(to the tune: 10 Little Indians)

One little, two little, three little bunnies

Four little, five little, six little bunnies,

Seven little, eight little, nine little bunnies,

Ten little bunnies hopping up and down!

(hold up the correct number of fingers each time you add a bunny)

**Title of Lesson:** Eggs in the Nest

<b>Standards Taught:</b> K.CC.4, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.CC.6, K.CC.7		
<b>Materials:</b>  Paper plates with different colored circles glued in the center  Plastic Easter eggs	<b>Preparation:</b>  Hide the Easter eggs where your child can find them later	<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. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about Easter, or one from the library. Ask your child to tell you what they know about Easter. Talk to them about the religious meaning of Easter and what it means to you. Talk about your family's Easter traditions.  Show your child the paper plates. Explain that these are our nests. Ask your child what usually is in a nest. (Eggs) Ask them if there are any eggs in these nests. Explain that they all fell out and are hidden around the house. Let your child hunt for the eggs you have hidden. As they find each egg, ask them to name the color and place it in the matching nest.  At the end, ask your child to count the eggs in each nest. Ask them to find the nest with the most and least eggs.  Ask your child to help you clean up when finished.



**Title of Lesson:** Feeding the Easter Bunny

**Standards Taught:** K.MD.1, K.MD.2

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Feeding the Easter Bunny and Carrots Printable	Print and cut out the printable	<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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about Easter, or one from the library. After the story, flip through the pages with your child, asking them to point out any shapes they see. Talk about two and three-dimensional shapes. Explain that a square is flat, a cube looks like a box. As you find examples in the book, review basic 3D shapes and their names. When possible, give your child an example from their own life (for example, a ball is a sphere).</p> <p>Next, give your child the Easter Bunny cutouts. Ask them to tell you what shape is on the bunny's' tummies. Ask them if they can tell you what is different between the shapes (the size is different). Ask your child line up the bunnies based on the size of the shape on their tummy from smallest to largest.</p> <p>Next, give your child the carrots. Point out the fact that the carrots are also different sizes. Explain that the biggest bunny needs to eat the biggest carrot because he has the biggest tummy. Ask your child to find the biggest carrot and "feed" it to the biggest bunny. Repeat the process with the smallest bunny and carrot. Finally, ask your child to sort the remaining carrots by size and feed them to the correct bunny.</p> <p>Ask your child to help clean up when finished.</p>

**Title of Lesson:** Gross Motor Easter Eggs

<b>Standards Taught:</b> K.PE.1, K.PE.1.1, K.PE.1.2, K.PE.1.3, K.PE.1.4, K.PE.1.5, K.PE.1.6, K.PE.1.7, K.PE.1.8, K.PE.1.9, K.PE.1.10, K.PE.1.12, K.PE.1.13, K.PE.2, K.PE.2.1, K.PE.2.3		
<b>Materials:</b>  Easter eggs from previous lesson  Gross Motor Easter Eggs Printable  Ball  Large space to play	<b>Preparation:</b>  Print and cut out the Gross Motor Easter Eggs Printable. Put one gross motor card into each egg. You can hide them and make it into an Easter egg hunt or keep them with you and ask your child to choose each egg in turn.	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about Easter, or one from the library. Ask your child what they know about bunnies. What do they look like? What do they eat? How do they move?  Explain to your child that today we are playing a game with Easter eggs. We are going to pretend to be Easter bunnies. The Easter Bunny has a lot of eggs. Hand your child the eggs or have them go on their egg hunt. When they have all of the eggs, ask your child to choose one and open it. Explain that each egg has an activity inside of it. Do each activity with your child until they have opened up each egg, assessing their motor skills as you go.  Ask your child to help you clean up when finished.

**Title of Lesson:** Writing an Easter Story

<b>Standards Taught:</b> K.ELA.L.1, K.ELA.L.1.b, K.ELA.L.1.c, K.ELA.L.1.d, K.ELA.L.1.e, K.ELA.L.1.f, K.ELA.W.1, K.ELA.W.2, K.ELA.W.3, K.ELA.W.8, K.SS.C.d		
<b>Materials:</b>  Blank paper  Pen/Pencil  Markers/Crayons	<b>Preparation:</b>	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about and the theme.  Read a story you have about Easter, or one from the library. Ask your child to tell you about your family's Easter traditions, or things you do each year. What do you normally do? What do you eat? Do you go on a trip or stay home? Do you visit with family?  Ask your child to tell you what they remember about Easter last year. Write down what they tell you, encouraging them to tell you events in order as much as they can. Ask them to explain what they liked or didn't like about last year. Why was it special? What traditions did they still get to do?  When you are done, read your child's story back to them and allow them to illustrate it.  Ask your child to help you clean up when finished.

**Story suggestions for this week:**

I Want to Be an Astronaut by Byron Barton

On the Launch Pad by Michael Dahl

Our Stars by Anne Rockwell

What's Out There?: A Book About Space by Lynn Wilson

What if Everybody Did That? By Colleen M. Madden

The Moon Seems to Change by Franklyn M Branley

**Songs for this week:**

Five little astronauts,

Sitting on the stars,

The first one said, "Let's go to Mars."

The second one said, "There are spaceships in the air."

The third one said, "But we don't care."

The fourth one said, "Let's fly up in the sky!"

The fifth one said, "Let's fly, fly, fly!"

Then whoosh went the spaceship

Into the night

And the five little astronauts

Zoomed out of sight.

(to the tune: The Itsy Bitsy Spider)

Climb aboard the spaceship,

We're going to the moon.

Hurry and get ready,

We're going to blast off soon.

Put on your helmets

And buckle up real tight.

Here comes the countdown,

Let's count with all our might.

10-9-8-7-6-5-4-3-2-1-BLASTOFF!

Twinkle, twinkle, little star

How I wonder what you are.

Up above the world so high.

Like a diamond in the sky.

Twinkle, twinkle, little star.

How I wonder what you are.

(to the tune: London Bridge)

The planets spin around the sun,

Around the sun, around the sun,

The planets spin around the sun,

We live on planet earth!

The sun is found in the middle,

In the middle, in the middle,

The sun is found in the middle,

It keeps us nice and warm!

Mercury, Venus, Earth, and Mars

Then comes Jupiter, Oh my stars!

Saturn, Uranus, Neptune, too.

These are the planets

Zippity-do!

**Title of Lesson:** The Planets

<b>Standards Taught:</b> K.ELA.SL.1, K.ELA.SL.2, K.ELA.SL.3, K.ELA.SL.4, K.ELA.SL.5, K.ELA.SL.6, K.V.CR.1, K.V.CR.2		
<b>Materials:</b>  Planets <a href="#">Image</a>  Planets Fact Sheet Printable  Paint, various colors  Marbles  Cookie Sheet covered in tin foil  Black Construction Paper  White Paper, cut into quarters (total of 10)  Scissors  Glue  Plastic spoon and bowl/cup	<b>Preparation:</b>  Cover work surface	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about and the theme.  Read a story you have about the planets or outer space, or one from the library. Ask your child to tell you about the planet they are most familiar with, Earth. Discuss with them a few details of each of the other planets. Explain that none of these planets has anyone living on them, but they are in our solar system, moving around the sun just like Earth.  Show your child the image of the planets. Ask them to tell you what they see. Use the fact sheet to teach your child a fact or two about each planet, including the color.  Ask your child to name one planet and tell you about it. Place one of the white papers on the cookie sheet. Ask your child to tell you what color the planet they chose is. Give your child that color paint and 5 marbles in a plastic bowl or cup. Encourage your child to roll the marbles in the paint until they are coated. Use a plastic spoon to move the marbles from the bowl/cup to the cookie sheet. Allow your child to roll the marbles across the paper by moving the cookie sheet back and forth carefully. Repeat this process for each planet and the sun and allow them to dry.  Remind them of scissor safety rules and allow your child to cut a circle from each of the papers they painted. Allow them to use the image as a reference for sizing. Encourage and praise them for their hard work.  Help your child glue the sun at the center left of their paper and add each planet in order across the paper. Allow them to use the back of a paintbrush or pencil to add white paint dots around their planets as stars.  Ask your child to help you clean up when finished.

**Title of Lesson:** Counting the Stars

<b>Standards Taught:</b> K.MP.2, K.MP.4, K.MP.6, K.CC.1, K.CC.3, K.CC.4, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5		
<b>Materials:</b>  Star Stickers  11 Black Construction Papers, cut in half  Number Tracing Printable  Chalk	<b>Preparation:</b>	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about and the theme.  Read a story you have about the stars or outer space, or one from the library. Ask your child to tell you about a time they saw the night sky. What did they see? Were there stars? Did they see any planets? Was the moon out? What did it look like? How many stars did they see?  Explain that there are so many stars in the sky that we can't count them all. Most stars are very far away, but they are bright so we can still see them. Tell your child that today we are going to practice counting the stars but first we need to know our numbers. Give your child the printable and ask them to point to each number and say its name aloud. Allow them to go in order if they'd like.  Next, ask your child to trace each number with a pencil.  Then, give your child a black construction paper, cut in half. Tell them to choose a number from their number printable and put that many stars on this construction paper. Then, ask them to use the chalk to write down how many stars are on that paper. Cross off that number on the printout. Repeat until your child has counted stars for every number on the printout.  Count to 100 with your child by ones and tens.  Center time for the rest of the week includes tracing the numbers on the printable. Encourage them to write the numbers on their own if they can and say the names aloud each time they trace one.  Ask your child to help you clean up when finished.

**Title of Lesson:** The Warm Sun

<b>Standards Taught:</b> K.S.1.3, K.S.1.4		
<b>Materials:</b>  Chocolate Chips  A warm, sunny place  A shady place  2 Bowls or Plates	<b>Preparation:</b>	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about and the theme.  Read a story you have about the sun or outer space, or one from the library. Ask your child if they remember putting items out in the sunshine earlier in the year. What happened? Did some of them melt? Review the fact that the sun provides warmth for the earth and other planets.  Take your child outside and allow them to sit in the sun for a few minutes. Discuss how they feel. Is it warm or cold? Bright or dark? Allow your child to place half of the chocolate chips on a plate or bowl in the sunshine and leave them there.  Next, take your child to a shady area. Ask them about the temperature, brightness, and feel of that area. How is it different than in the sun? Place the remaining chocolate chips on a plate or bowl in the shade and leave them there.  After the chocolate chips have been outside for some time, ask your child to check on them. Discuss what happened to the chocolate chips in the sun. Why did they melt? Talk about how the sunshine was warm and that heat made the chocolate chips melt. Check the chocolate chips in the shade. Did they also melt? Did they melt more or less than the ones in the sun? Why?  Discuss with your child the methods you have around your home for keeping the heat of the sun off of your body during hot days (hats, shade structures, trees, sunglasses, etc).  Ask your child to help you clean up when finished.

**Title of Lesson:** Alien and Astronaut Dramatic Play

<b>Standards Taught:</b> K.T.CR.1, K.T.CR.2, K.T.CR.3, K.T.CR.4, K.T.CR.5, K.T.P.1, K.T.P.2, K.T.P.3, K.T.P.4, K.T.P.6, K.T.P.7		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
White paper strip 2 pipe cleaners Crayons/Markers 3 Googly eyes Glue Tape 3 green circles Dramatic play space items (laundry basket or box for a rocket, large shirts for space suits, box or helmet for space helmet, alien food, houses, etc) Friends to play with	Cut one of the pipe cleaners in half  Lay out dramatic play items  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 and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about aliens or outer space, or one from the library. Ask your child to discuss what they think outer space is like. Explain that it is dark and quiet and very big. Talk about the kinds of clothes people have to wear in outer space. Explain that there is no air to breathe and it can be very cold or hot so astronauts must wear special clothes to protect themselves.</p> <p>Talk about aliens with your child. Discuss only what they seem excited about, don't scare them. Tell your child that no one has ever found an alien, but that it's fun to imagine what they would look like. Ask your child to imagine meeting a silly alien. Have them describe what the alien is like. Is it like them or very different than them?</p> <p>Tell your child that we are going to make a silly alien hat. Give your child the googly eyes, green circles, and glue. Ask them to glue one eye to each circle. Explain that these will be our alien eyes.</p> <p>Give your child the white paper strip and allow them to color it any way they want. When your child is finished coloring, help them wrap the strip around their head to fit it and tape it. Next, allow your child to tape the pipe cleaners on the inside front of their hat. They should stick up above the top edge of the hat. Ask your child to tape the eye circles, one to the top of each pipe cleaner. Help as needed.</p> <p>Last, allow your child to pretend to be an astronaut or alien. Give them the dramatic play items and a few ideas of what each item could be. Encourage them to invite friends and family members on their mission. Friends and family members can choose to be aliens or astronauts, too. Allow your child to direct the play, taking turns and working together.</p> <p>Ask your child to help you clean up when finished.</p>



**Story suggestions for this week:**

Secrets of the Vegetable Garden by Carron Brown and Giordano Poloni

A Gardener's Alphabet by Mary Azarian

Sunflower House by Eve Bunting

The Little Gardener by Jan Gerardi

From Seed to Plant by Gail Gibbons

**Songs for this week:**

Five little seeds,  
Five little seeds,  
Three will make flowers  
And two will make weeks.  
Under the leaves,  
And under the now,  
Five little seeds  
Are waiting to grow.  
Out comes the sun,  
Down comes the shower.  
And up come three  
Pretty pink flowers.  
Out comes the sun,  
That every plant needs  
And up come two,  
Funny old weeds.

(to the tune: This Old Man)  
Winter, Spring,  
Summer, Fall  
There are seasons,  
Four in all!  
Look outside and you will see,  
It is Spring, yes-siree!

(to the tune: The Farmer in the Dell)  
The farmer plants the seeds  
The farmer plants the seeds  
Hi, Ho, the cherry-o  
The farmer plants the seeds

(repeat with: The rain begins to fall, The sun begins to shine, The plants begin to grow)

(to the tune: If You're Happy and You Know It)  
Dig a hole in the ground to plant a seed.  
Dig a hole in the ground to plant a seed.  
Dig a little bitty hole for a teeny tiny seed.  
Dig a hole in the ground to plant a seed.  
Put some soil on the top and pat it down.  
Put some soil on the top and pat it down.  
Put some gritty grimy soil on the teeny tiny seed.  
Put some soil on the seed and pat it down.  
Add some water and some light and see it grow.  
Add some water and some light and see it grow.  
The teeny tiny seed will grow really strong and big.  
Add some water and some light and see it grow.

(to the tune: Do You Know the Muffin Man?)  
Curl up like a tiny seed,  
A tiny seed, a tiny seed,  
Warm sun is what you need.  
Now you can start growing!  
Drink the rain and start to rise,  
Start to rise, start to rise,  
Stretch up tall, arms opened wide.  
Now a flower's showing!  
(do actions as the song says them)

**Title of Lesson:** Growing a Plant

<b>Standards Taught: K.S.4, K.S.4.1, K.S.4.1.a, K.S.4.1.b, K.S.4.1.c, K.S.4.2, K.S.4.2.b</b>		
<b>Materials:</b>  Plastic bag  3 Pumpkin Seeds (or replace them with a kind you have on hand and adjust the lesson accordingly)  Paper towel  Water  Tape  This <a href="#">Image</a>	<b>Preparation:</b>  Cover work surface	<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. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about school the theme.  Read a story you have about growing plants or gardening, or one from the library. Ask your child to tell you what they saw in the story. What happened? What kinds of plants were there?  Show your child the three seeds. Explain that these seeds are pumpkin seeds and will grow into a pumpkin plant. Ask your child, "If you just leave the seeds alone, will they grow?" Discuss with your child that seeds and plants are living things. They need water, soil, and sunlight to grow. We have to care for them for a long time to help them grow.  Give your child the supplies. Ask them to fold the paper towel in half several times so that it will fit into the bottom of the plastic bag. It should be flat and fill about 1/3 of the bag when folding is finished. Explain that the paper towel will be the plant's soil. Next, allow your child to place each seed onto their paper towel in the bag. Talk about how the seeds need to be spaced apart from each other so they have room to grow. Next, help your child pour a small amount of water into their bag. Too much will drown or mold the seeds. You just want the paper towel to be damp. Close the bag, squishing all the air out as you do.  Tell your child that the seeds now have soil and water. Ask them what else the plants need. Sun! Have your child find a sunny place in the house, a window works best, and tape their seeds where they will be facing the sun. Check on your seeds regularly and point out to your child when they begin to grow, get a leaf, and need to be transplanted outside. Pay close attention to the different parts of their plants.  Ask your child to help you clean up when finished.

**Title of Lesson:** Flower Cutting and Sorting

<b>Standards Taught: K.S.4, K.S.4.1, K.S.4.1.a, K.S.4.1.b, K.S.4.1.c, K.S.4.2, K.S.4.2.b</b>		
<b>Materials:</b>  *Flowers, leaves, sticks, seeds, stems, and roots of various plants. You can use plants in your yard or visit a florist. Make sure nothing you use is dangerous to your child.  Scissors  <a href="#">Image</a> from Previous Lesson  Magnifying Glass	<b>Preparation:</b>  Cover work surface	<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. Sing the song with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about plants, or one from the library. After you read the story, turn to a page that shows all the parts of the plant. Discuss with your child the different parts and what they do. The flower spreads the seeds so more plants can grow and makes the plant pretty to attract bees and other pollinators, which help the plant grow. The leaves spread out and collect sunshine for the plant to have energy. The stem acts a straw and delivers nutrients and water to all of the plant. The roots spread out underground and collect the nutrients and water. Ask your child to point to each plant part.  Give your child the magnifying glass, scissors, and plants. Ask them if they see any of the plant parts you just discussed. Allow them to observe and explore for a time, encouraging them to use the magnifying glass. Use the image to review the parts of plants. Then ask your child to cut the plants apart, creating a pile for each type of part (all the petals, all the leaves, ect). Ask your child if you are missing any plant parts.  After your child has sorted each plant part, ask them to describe the parts. What do they look like? Feel like? Smell like? Allow your child to explore and answer any questions they may have.  Ask your child to help you clean up when finished.

**Title of Lesson:** Parts of a Plant Diagram

<b>Standards Taught: K.S.4, K.S.4.1, K.S.4.1.a, K.S.4.1.b, K.S.4.1.c, K.S.4.2, K.S.4.2.b</b>		
<b>Materials:</b>  <a href="#">Image</a> from Previous Lesson  Two blue and one brown background paper  Tree trunk cut from brown paper  Tree branches cut from brown paper  Tree leaves cut from green paper  Paint in the following colors: green, red, white, and yellow & Paintbrush  Brown yarn or string  Glue  Parts of a Plant Labels Printable	<b>Preparation:</b>  Cover work surface  Cut the brown background paper in half. Glue half to the bottom of one of the blue background papers, creating a sky and a ground. Repeat for the other blue background paper.	<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. Sing the song with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about plants, or one from the library. Review parts of a plant with your child. Point out a tree, either in the story or outside. Tell your child that trees have different names for some of their parts. Point out a tree trunk and branch, telling your child the correct name for these parts.  Give your child the first prepared background paper, the tree parts cutouts, the yarn, and the glue. Ask them to build a tree using these parts, pointing out that the string can be used for roots under the ground. Allow your child to glue the tree together.  Next, give your child the parts labels and ask them to glue the labels near the parts they describe on their tree. If needed, allow your child to draw a line from that part on the tree to the correct label.  Repeat the process for the second background paper, this time encouraging your child to paint the parts of a strawberry plant (like the one in the image) and add the string as roots. Review the parts of both plants after your child has finished, explaining how each part helps the plant to grow. The roots help the plant to get water and nutrition from the soil, the stem moves that water and nutrition to the leaves, flowers, and fruit, the leaves take in sunlight and make it into energy for the plant, the flowers attract pollinators to the plant to help it grow, and the fruit carries the seeds for more plants to start.  Ask your child to help you clean up when finished.

**Title of Lesson:** 100 Flowers

<b>Standards Taught:</b> K.CC.1, K.S.4, K.S.4.1, K.S.4.1.a, K.S.4.1.b, K.S.4.1.c, K.S.4.2, K.S.4.2.b		
<b>Materials:</b>  10 Background Papers  Plastic Fork  Paintbrush  Paint in various colors  Access to the internet	<b>Preparation:</b>  Cover Work Surface	<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. Sing the song with your child. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about spring, or one from the library. Review the four seasons with your child. Discuss some of the changes we see in the world as spring comes after winter. Emphasize the changes you can see from your own home (flowers begin to grow out of the ground, leaves begin to grow on trees, robins and other birds return, it starts to get warmer, the trees bloom, there is less snow, bugs and insects are out, etc).  Tell your child that one of the earliest signs of spring is tulips and other bulbs sprouting. Explain that some plants, like tulips, grow each year in the spring for a short amount of time. Look up a few images of tulips online and show your child that they come in a variety of colors. Explain that today we will be painting 100 tulips.  Give your child one of the background papers, the paint, and the plastic fork. Ask them to paint ten stems across the bottom of their paper using green paint. Next, ask them to dip the prong-end of the fork into another color and use it to stamp a tulip onto one of their stems. Repeat this for each stem on the paper.  Give your child each background paper, encouraging them to paint 10 tulips on each one. Allow your child to be creative in how they use and mix colors.  When your child has painted 100 tulips, count each one aloud with your child. Then, point out that there is a faster way to count them...by 10's. Explain that each paper has 10 tulips on it so we can count them by tens. Count aloud by tens a few times, encouraging your child to say the numbers aloud with you.  Ask your child to help you clean up when finished.

**Story suggestions for this week:**

I Love Bugs by Philemon Sturges  
The Grouchy Ladybug by Eric Carle  
The Very Busy Spider by Eric Carles  
The Diary of a Worm by Doreen Cronin  
Bugs, Bugs, Bugs by Bob Barner  
The Diary of a Spider by Doreen Cronin

**Songs for this week:****Six Silly Spiders**

Six silly spiders standing in a row (Hold up three fingers on each hand)  
They just do not know where to go (Wiggle fingers.)  
But when someone comes to spray (pretend to spray water)  
They will be off on their way (wiggle fingers away.)

**Hunting Bugs**

A-hunting we will go  
A -hunting we will go  
We'll catch a (insert any insect here)  
and put it in a box  
(loudly) and then we'll let it go!

**The Ants go marching**

The ants go marching one by one. . Hoorah, hoorah  
The ants go marching one by one. . Hoorah, hoorah  
The ants go marching one by one  
The little one stops to suck his thumb  
And they all go marching  
Down, to the ground  
Boom, Boom, Boom  
The ants go marching two by two . . . the little one stops to tie his shoe  
The ants go marching three by three . . . The little one stops cause he skinned  
his knee  
The ants go marching four by four . . . The little one stops to shut the door

And they all go marching  
Down to the ground  
Boom Boom Boom

**Take Me Out to the Backyard**

(Sung to: "Take Me Out to the Ballgame")  
Take me out to the backyard.  
Take me out with the bugs.  
Locusts and beetles and dragonflies,  
If I look hard I may even see slugs.  
Let me look, look, look in the bushes  
The trees, 'neath rocks and the lawn--  
For it's one, five, ten flies I see  
And now they're gone!

**Bugs**

(Sung to: "Frere Jacques")  
Big bugs, small bugs, big bugs, small bugs,  
See them crawl on the wall?  
Creepy, creepy, crawling, never, never falling.  
Bug, bugs, bugs, bugs, bugs, bugs

**Title of Lesson:** Bug Scavenger Hunt

<b>Standards Taught:</b> K.S.4.1, K.S.4.1.a, K.S.4.2, K.S.4.2.c		
<b>Materials:</b>  Scavenger Hunt Printable  Pen or pencil  Clipboard	<b>Preparation:</b>  Get out supplies	<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 a previous lesson, or a different one. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about bugs or a certain kind of bug, or one from the library. Ask your child specific questions about some of the details of the story, encouraging them to share what they learned and what they are interested in learning more about.  Hand your child the scavenger hunt printable. Ask them what bugs are on their paper. What do these bugs do? Are they nice bugs or are they bugs we should leave alone? How are they the same? How are they different? Tell your child that you are going on a bug scavenger hunt. Explain the rules of the scavenger hunt (when you find a bug, mark it off on your paper, stay in a safe area, listen to directions, don't touch the bugs). Go outside and bug hunt. As you find bugs, relate them to the story you read. Did you learn anything new about these bugs today? Are there any other bugs you saw?

**Title of Lesson:** Build an Insect

<b>Standards Taught: K.S.4.1, K.S.4.1.a, K.S.4.2, K.S.4.2.c</b>		
<b>Materials:</b>  Insect Building Paper Pieces (cutouts of various colors and types of abdomens, thoraxes, legs, antenna, eyes, heads, and wings)  Background Piece of Construction Paper  Glue  Markers or Crayons  This <a href="#">Image</a>	<b>Preparation:</b>  Cover work area  Lay out supplies	<b>Implementing the Lesson:</b>  Choose a song from the song list for this week. Sit down and sing it together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about bugs and insects, or one from the library. Ask your child what they learned about bugs and insects from the story. Ask if they have ever seen any of these bugs. Allow your child to share what they know about the things in the story with you.  Talk with your child about different kinds of bugs. See how many they can name. Remind them of a few they may have left off their list. Ask them to describe different bugs (what does a spider look like? What color is a ladybug?)  Next, explain that some of these bugs have a special name: insects. Show your child the image. Explain that all insects have the same types of body parts while other bugs don't always have them. Point to each body part, saying the name aloud. Ask your child to repeat the name of each part. Explain what these body parts do to help the insect.  Next, ask your child to imagine their own bug or insect. Ask them how many legs it will have? What color it will be? Will it have stripes? Spots? Will it be pretty or scary? Allow them to use the bug building pieces to build their bug. Ask them to describe what they are doing as they build it. Ask questions about their bug. Where does it live? What does it eat? Can you hold it? Does it bite?  Finally, ask your child if their bug is an insect. Does it have all the parts from the image? Why or why not?  Have your child help you clean up after the lesson.



**Title of Lesson:** Learning about Ladybugs

<b>Standards Taught: K.S.4.1, K.S.4.1.a, K.S.4.2, K.S.4.2.c</b>		
<b>Materials:</b>  Paper plate  Red paint  Black circles traced onto a paper  2 pipe cleaners  Glue  Scissors  This <a href="#">video</a>	<b>Preparation:</b>  Cover work surface  Lay out materials	<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 a previous lesson or a different one. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about ladybugs, or one from the library. Ask your child if they learned anything new about ladybugs. Ask them to tell you about a time when they have seen a ladybug.  Explain that ladybugs don't hatch from their eggs looking like the insects we imagine. They change over time. Watch the video with your child and discuss the ladybug's lifecycle. Point out that these changes take a long time.  Tell your child that today they are going to make their own ladybug. Have your child paint the paper plate red. If they would like to create a ladybug of a different color, help them to learn about different species and colors. There are over 5000 types in a variety of colors. As it dries, ask your child to carefully cut out the black spots for their ladybug. Focus on the practice and not perfection in cutting. This would be a great time to go over scissor safety, too. Glue spots onto the ladybug's body. Have your child count how many spots their ladybug has. Tape or glue pipe cleaners on the top of the ladybug for antennae. Use the scraps from the black paper to cut out 6 legs and a head and glue them on. When the paint is dry, ask your child to draw on a line down the center of the ladybug's body to represent wings. Discuss the different parts of a ladybug and point out that ladybugs are insects.  Have your child help you clean up.

**Title of Lesson:** Insects vs. Bugs

<b>Standards Taught: K.S.4.1, K.S.4.1.a, K.S.4.2, K.S.4.2.c</b>		
<p><b>Materials:</b></p> <p>Insect Matching Game Printable</p> <p>Scissors</p>	<p><b>Preparation:</b></p>	<p><b>Implementing the Lesson:</b></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 a previous lesson or a different one. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about bugs and insects. This is a good time to introduce a non-fiction book teaching about the difference between the two classifications. Review what you have learned this week about insects, including body parts.</p> <p>Next, give your child the Insect Matching Game printable and ask them to cut out each square. When your child is finished, play the games below. This would be a fun time to invite a sibling or friend to play along, too.</p> <p>Game 1: Lay all the cards face down in rows. Player one flips two cards over, looking for a match. If they find a match, they must name the bug to keep it. If not, they flip the cards back over and allow the next player to take a turn. Continue until all the matches have been picked up.</p> <p>Game 2: Lay all the cards face up in rows. Tell your child that when you say go, they must grab as many insects as they can as fast as they can. Remind them of the difference between an insect and a bug and give an example if needed. When you say go, all players grab as many insects as they can until the insect cards are all up. Then, discuss why each card picked up is or is not an insect.</p> <p>Have your child help you clean up.</p>

**Story suggestions for this week:**

Honeybee's Busy Day by Richard Fowler

The Honeybee Man by Lela Nargi and Kyrsten Brooker

The Bee Tree by Patricia Polacco

Bee: A Peek-Through Picture Book by Britta Teekentup

Do Bees Make Butter by Michael Dahl

**Songs for this week:**

Bees here, bees there

Bees, bees everywhere!

Buzz, Buzz, Buzz!

Bees on my shoulders,

Bees on my toes,

Bees on my belly,

Bees on my nose!

Bees on my arms,

Bees on my lips,

Bess in my knees,

And bees on my hips!

Bees here, bees there,

Bees, bees everywhere!

Buzz, Buzz, Buzz!

(touch body parts as you say them)

Five busy honey bees were resting in the sun.

The first one said, "Let's have some fun."

The second one said, "Where shall it be?"

The third one said, "In the honey tree."

The fourth one said, "Let's make some honey sweet."

The fifth one said, "With pollen on our feet."

The five little busy bees sand their buzzing tune,

As they worked in the beehive all that afternoon.

Buzz, Buzz, Buzz!

I'm bringing home a baby bumble bee! (pretend to hold bee in both hands)

Won't my mommy be so proud of me!

I'm bringing home a baby bumble bee!

Ouch, he stung me!

I'm smashing up my baby bumble bee, (pretend to smash bee with hands)

Won't my mommy be so proud of me!

I'm smashing up my baby bumble bee.

Ew, all yucky!

I'm licking up my baby bumble bee, (pretend to lick hands)

Won't my mommy be so proud of me!

I'm licking up my baby bumble bee

All clean!

Bees, Bees, Bees, Bees,

Buzzing in the bushes and buzzing in the trees!

Buzzing around, wherever they please

There's nothing so sweet,

As sweet as a honey bee!

This is my bee hive (put hands together)

But where are the bees?

Hidden inside where nobody sees

One, two, three, four, five (lift fingers one by one)

There they go, off in the trees (point far away)

**Title of Lesson:** Honey Bee Life Cycle

<b>Standards Taught:</b> K.S.4.1, K.S.4.1.a, K.S.4.2, K.S.4.2.c		
<b>Materials:</b>  Honey Bee Life Cycle Printout  Background paper  Scissors  Glue  Markers/Crayons	<b>Preparation:</b>  Cover work surface	<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. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about honey bees, or one from the library. After you read the story, ask your child to hold it and “read” it back to you. Encourage them to read words they know or very short words and use the pictures to fill in what they cannot yet read. As they go, ask them questions about honey bees.  Show your child the honey bee life cycle printout. Point out the small egg and discuss with your child that this is how a honey bee starts its life. It then hatches into a larva (point to picture of larva) that looks like a little worm. It eats the honey brought to it by nurse bees inside its honeycomb. Next, it grows into a pupa, (point to pupa) that has eyes and legs, still being fed by nurse bees. The last stage is the adult honey bee. Explain that female bees are workers, who leave the hive to find honey, or become a nurse bee and cares for the babies. If the baby larva was fed royal jelly, it grows into a queen bee, who lays all the eggs. If it is a male, it is a drone and its sole purpose is to be a daddy bee.  Allow your child to color the printout. Remind them of scissor safety rules and allow them to cut out each stage. Then have your child glue the stages onto their background paper in order and write a number (1, 2, 3, 4) above each stage.  Ask your child to help you clean up when finished.

**Title of Lesson:** Collecting Pollen

<b>Standards Taught:</b> K.S.4.1, K.S.4.1.a, K.S.4.2, K.S.4.2.c		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Cheetos Bowls Flower cutouts Tape Paper towel Flower with lots of pollen (lilies are great for this) <a href="#">This Image</a>	Tape the two flower cutouts around the edge of the bowls. Add Cheetos to the bowls.	<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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about honey bees, or one from the library. Ask your child to point out the author and illustrator's names on the front of the book and tell you what they do. The author writes the story. The illustrator makes the pictures.</p> <p>Ask your child to tell you a few things honey bees do. Discuss how bees fly from flower to flower. Explain that they do this to collect flower juice, or nectar. They then take the nectar back to the hive and turn it into honey. The bees then eat the honey and humans use the extra. Show your child the picture of the bee on the flower. Point out the gathering of yellow pollen on her legs. Explain that flowers also have pollen, or powder on them. When the bees land on the flower, the pollen sticks to the bees' legs. When they land on another flower, some of the pollen falls off and stays on the new flower. This helps the plant to grow and produce food for humans. We wouldn't be able to grow fruits and vegetables without the bees helping the plants to grow.</p> <p>Give your child the flower and point out the pollen. Allow your child to examine the pollen under a microscope and touch it to see if it sticks to their fingers.</p> <p>Tell your child that today we are going to pretend to be bees flying from flower to flower. Ask your child to wash their hands. Next, using their fingers ask your child to grab a Cheeto from the first "flower" bowl. If you like, they may eat it. Explain that this is like the bees getting nectar to eat. Have your child look at, but not lick, their fingers. What is there? Next, ask your child to "visit" the next "flower" to grab another cheeto. Explain that some of the "pollen" is now in the second flower. Allow your child to wipe their fingers on the paper towel to see how much pollen they collected. Repeat this activity as much as you like.</p> <p>Ask your child to help you clean up when finished.</p>

**Title of Lesson:** Honeycomb Rhymes

<b>Standards Taught:</b> ELA.FS.1, ELA.FS.1.a, ELA.FS.1.b, ELA.FS.1.d, ELA.FS.2, ELA.FS.2.a, ELA.FS.2.b, ELA.FS.2.c		
<b>Materials:</b>  Honeycomb Rhymes Printout	<b>Preparation:</b>  Cut out the honeycomb pieces and rhyming words	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about honey bees, or one from the library. After the story, discuss honey bee homes. Point out pictures of different honey bee homes (hive boxes, swarm on a tree, honeycomb). Discuss with your child the things a honey bee needs to survive (home, nectar, water, warmth).  Show your child the honeycomb printout. Talk about honeycomb. Bees create wax to build honeycomb in their hives, or homes. They use different honeycomb for different things. Sometimes, they store their honey in it, putting wax over each space to keep the honey safe inside. Remind your child of the honeycomb they saw and tasted. In other comb, the queen bee lays eggs and the baby bees grow into adults. Talk about the shape and color of honeycomb.  Next, ask your child to choose a rhyming word and place it inside one of the honeycomb. Read the word to your child and ask them to say it a few times. Next, ask your child to search the rhyming cards for words that have the same ending sound. Explain that these words rhyme, or sound the same at the end. If needed, help your child by reading each card and saying the word on the honeycomb aloud. Ask your child if they sound alike and add it to the honeycomb if they do. Repeat for each word, sorting until the words are gone and each honeycomb has only words that rhyme with each other on it.  Ask your child to help you clean up when finished.

**Title of Lesson:** Dance like a Honey Bee

<b>Standards Taught:</b> K.D.CR.1, K.D.CR.2, K.C.CR.3, K.D.P.1, K.D.P.2, K.D.P.3, K.D.P.4, K.D.P.5, K.D.P.6, K.D.R.1, K.D.CO.2		
<b>Materials:</b>  Fun music, appropriate for your child  This <a href="#">video</a>  Large space to move around  *This is a great activity to do outside, weather permitting	<b>Preparation:</b>  Look up a video of a honey bee dance online. Preview to make sure it is appropriate for your child.	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about honey bees, or one from the library. Ask your child if honey bees live alone or in families. They live in a family. Ask your child to tell you about their own family and a few of the jobs each family member has. What are some things their family members do to help each other?  Explain that honey bees each have their own job, too. Discuss with your child a few things they know honey bees do. They make honey, lay eggs, fly around flowers, spread pollen, make and fill honeycomb, etc. Discuss how families need to talk to each other so that everyone know what to do. Ask your child if they know how honeybees talk. They make the “buzz” sound not to talk, it’s simply the sound of their wings flapping. Bees dance to communicate. The most common time this happens is when a bee finds a flower or food source. She flies back to the hive and tells the other workers, through dance, where the flower is. Watch the video with your child and point out the honeybee that is dancing and how the others are watching, or listening, to her. Explain that humans sometimes communicate without talking, too. Do the following actions, asking your child to tell you what they mean after each one: nod, shake your head, wave.  Next, tell your child that today we are going to talk through dance. Ask your child to make sure they have enough space around them to safely move without bumping into anything. Play different fun music for your child. At first, ask them to try and dance like the honey bee. Then add movements like skipping, hopping, or twirling. Finally, allow your child to dance any way they like and ask them to tell you what they are communicating through their dance. Allow your child to lead and have fun dancing together.

**Story suggestions for this week:**

How Big Were Dinosaurs? By Lita Judge  
Bones, Bones, Dinosaur Bones by Byron Barton  
The Dinosaur Alphabet Book by Jerry Pallotta  
Dinosaurumpus by Tony Mitton  
Dinosaur A-Z by Roger Priddy

**Songs for this week:**

**(to the tune of Teddy Bear, Teddy Bear)**

Dinosaurs, dinosaurs, stomped around.  
Dinosaurs, dinosaurs, shook the ground.  
Dinosaurs, dinosaurs, gave some fear.  
Dinosaurs, dinosaurs, we wish you were here.

**I want to be a Great Big Dinosaur**

Oh I want to be a great big dinosaur,  
That is what I really want to be!  
For if I were a great big dinosaur,  
Everyone would run away from me!  
RRRRROOOOOAAAARRRRR!!!

**Where, Oh, Where Did the Dinosaurs Go?**

(to the tune of: Where, oh, where has my little dog gone)  
Where, oh where, did the dinosaurs go?  
Where, oh where, can they be?  
They used to roam 'round the swamp  
But now they are gone, you see!

**Run, Run Dinosaur**

(to the tune of Skip to My Lou)  
Run, run, dinosaur,  
Run, run, dinosaur,

Run, run, dinosaur!

Run, and run some more!

(repeat words substituting other action words such as stomp, chomp, skip, walk, crawl)

**The Gigantic Dinosaur**

(to the tune of the Itsy-Bitsy Spider)

The little baby dinosaur,  
Climbed up to the top  
Of a volcano  
That was ready to pop!  
Out came the lava,  
So very, very hot  
And the little baby dinosaur  
Ran home without a stop!



**Title of Lesson:** Dino Dancing

<b>Standards Taught:</b> K.PE.1, K.PE.1.1, K.PE.1.2, K.PE.1.6, K.PE.2, K.PE.2.2, K.PE.2.3, K.PE.3.2, K.PE.5.2, K.PE.5.3		
<b>Materials:</b>  Dinosaur movement die printout  Crayons or markers  Tape  Large, open space	<b>Preparation:</b>  Lay out materials	<b>Implementing the Lesson:</b>  Choose a song from the song list for this week. Sit down and sing it together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about dinosaurs, or one from the library. Ask your child what they already know about dinosaurs. Ask them to tell you about fossils, their favorite dinosaurs, movies about dinosaurs, or a trip to the museum they may have gone on. Let them talk and tell you all they already know.  Have your child color the dinosaurs on the die printout. As they do, talk about each dinosaur and movement on the die faces. Use the story from today to point out pictures of each type of dinosaur or look up pictures online. Explain that we don't know exactly what dinosaurs looked like or moved like, but scientists have good guesses.  When your child is finished coloring, cut and tape the die together in a cube shape. Have your child move to an open space where they have room to move around. Roll the die and ask your child to do the movement on the top face. Play with them, or invite siblings or friends to play. Add the instructions to do a movement fast or slow. Have fun practicing different movements.

**Title of Lesson:** Dinosaur Footprints

<b>Standards Taught:</b> K.MP.4, K.MP.6, K.CC.1, K.CC.3, K.CC.4, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.CC.6, K.MD.1, K.MD.2		
<b>Materials:</b>  Giant dinosaur footprint (about 3.3 feet long & 1.5 feet wide, with three toes). This can be made with masking tape or cut from a large paper  Different sized objects to use as measuring tools (shoes, blocks, spoons, rulers, etc)  Blank Paper and Pencil	<b>Preparation:</b>  Layout giant dinosaur footprint	<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. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about dinosaurs, or one from the library. As you read, ask your child to look for some of the letters in their name. See if they can point out or name any of those letters.  Show your child the dinosaur footprint. Tell them that this is the size of a Tyrannosaurs -Rex footprint. Ask them what they know about T-rex dinosaurs and add in any knowledge you have of them. This is a good time to check out a non-fiction book on T-rex to learn more.  Have your child walk across the footprint and measure how many of their feet would fit into it. Help your child draw a picture of their foot on their paper and record the measurement. Try your feet the same way. Allow your child to experiment and measure the footprint with various objects in the house (how many spoons is it?, etc). Have your child count and compare different objects as measuring tools. (it takes more spoons than shoes, etc.). Discuss  Ask your child to help clean up when finished.

**Title of Lesson:** Building a Dinosaur Home

**Standards Taught:** K.S.2.1, K.S.2.2, K.S.2.3, K.S.2.4

<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Plastic toy dinosaur	Make sure your child has a safe place outside where they can build a dinosaur habitat	<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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about dinosaurs and their homes, or one from the library. Point out different things a dinosaur may need (a shelter to stay dry, plants to eat, water to drink, grass to lay on, etc). Relate this to the basic needs of every animal and remind them of the animals you've discussed in science lessons and their needs.</p> <p>Tell your child you will be exploring outside today. Make sure they understand the rules (don't run off, don't throw dirt, etc). Give them their plastic toy dinosaur and ask them to tell you about it. Tell your child, "Today, you will be making your dinosaur a home. They didn't live in houses like us, they lived outside and had to find everything they needed to survive." Ask your child to describe the basic needs of their dinosaur.</p> <p>Allow your child to explore and build outside. Have them use materials already there. Let them build a habitat for their dinosaur. This may be messy and muddy, but allow your child to explore and learn. Help them to find additional materials they may need (ie- a bowl or cup for a watering hole). Talk to your child about why each part of their dinosaur home is important. Ask what would happen if the weather changed? Would your dinosaur have shelter from the hot sun? Rain? What does your dinosaur do in the day? Night?</p> <p>When your child is finished with their dinosaur habitat, either ask them to help clean it up or allow your dinosaur to live in it for a few days. Encourage your child to draw or take a picture of their dinosaur's home and share what they learned with someone else.</p>

**Title of Lesson:** I Am a Paleontologist

<b>Standards Taught:</b> K.V.CR.1, K.V.CR.2, K.V.CR.3, K.S.1.2.3, K.S.2.1, K.S.4.1, K.S.4.1.a, K.S.4.2.a, K.S.4.2.c		
<b>Materials:</b>  Q-Tips  Black construction paper  Glue	<b>Preparation:</b>  Prepare a space where your child can glue  Hide the Q-Tips throughout your preschool area. They can be buried in a spot (you can use sand, flour, etc) or just hidden in the living room, set aside one to show your child	<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. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about dinosaur bones, or one from the library. Talk to your child about how the dinosaurs all are gone and now we find their bones buried in the ground. The bones are not always easy to find and are usually hiding. They are also not usually found together so scientists, called paleontologists, have to find them and put them together. Tell your child that today they are going to be a paleontologist.  First, a paleontologist has to find dinosaur bones. They find as many as they can. Show your child an example of the dinosaur “bones” they are looking for. Allow your child to search in your hiding spot for “bones.” Allow your child to collect bones until they have found most or all of them. Ask your child to count how many bones they found.  Then, a paleontologist has to use the bones to guess what they think their dinosaur looked like.  Allow your child to build their dinosaur using the “bones” When they think they have it right, allow them to glue down their Q-tip bones on the black construction paper.  Ask your child to help clean up when finished.  Check out the gallery at this <a href="#">website</a> or visit the museum to see some real dinosaur bones with your child.

### Story suggestions for this week:

Cold, Crunchy, Colorful: Using our Five Senses by Jane Brockett  
My Five Senses by Alik  
The Listening Walk by Paul Showers  
Farley Follows His Nose by Lynn Johnston  
Brown Bear, Brown Bear, What Do You See? By Eric Carle  
The Five Senses by Keith Faulkner

### Songs for this week:

(to the tune: Where is Thumbkin)  
Five senses, five senses  
We have them. We have them  
Seeing, hearing, touching,  
Tasting and smelling.  
There are five. There are five.

I have five senses  
Yes, I do. Yes, I do.  
I have five senses  
Yes, I do. Yes, I do.  
Tasting, Touching, Smelling,  
Seeing, Hearing.  
I have five senses  
Yes, I do. Yes, I do.

(to the tune: Twinkle, Twinkle, Little Star)  
I use my eyes to look and see  
Everything in front of me.  
My friends, my pets, and my family  
Seeing them makes me happy.  
My eyes are important to me so,  
I need to protect them,  
This I know.

I have two eyes to see with,  
I have two feet to run,

I have two hands to wave with,  
And nose, I have but one.  
I have two ears to hear with,  
And a tongue to say "Good day!"  
And two red cheeks for you to kiss,  
And now I'll run away!

I have five sense that I use  
To help me learn each day.  
See, hear, smell, taste, touch,  
See, hear, smell, taste, touch,  
See, hear, smell, taste, touch,  
I use them everyday!

**Title of Lesson:** The Five Senses

<b>Standards Taught: K.S.4.2.a</b>		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Apple or other fruit your child enjoys eating  My Five Senses Book from Center Time  My Five Senses Printable  Markers/Crayons  Pencil		<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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about the five senses, or one from the library. Focus today on all five senses. Discuss which body parts are used for each and why each one helps us to learn about the world and be safe. Use your child's Five Senses Book as a reference.</p> <p>Hand your child the fruit and tell them that we are going to use all five senses to learn more about this fruit today. Ask your child to look at the fruit and describe it. What shape is it? What color? Does it have any spots or patterns? Ask your child to draw their fruit in the appropriate box of the printable.</p> <p>Next, cut the fruit in half, asking your child to describe the noise it makes as it is cut. Did it crunch, pop, or have a squish noise? Help your child write down a word that represents the sound (onomatopoeia) in the appropriate box on the printable. Ask your child to describe the changes they can see with the fruit cut and draw them in the appropriate box.</p> <p>Allow your child to pick up a piece of the fruit and describe what it feels like. Is it soft? Sticky? Hard? Crunchy? Wet or dry? Help your child write descriptive words in the appropriate box of the printable.</p> <p>Finally, ask your child to taste the fruit and describe the taste. Is it sweet? Bitter? Sour? Do they like the flavor? Help your child write the taste of their fruit down in the appropriate box of the printable and allow them to enjoy their snack as they finish the last box of the printable.</p> <p>Ask your child to help you clean up when finished.</p>

**Title of Lesson:** Sight and Touch

<b>Standards Taught: K.S.4.2.a</b>		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
2 plastic cups Background paper Crayons/Markers Glue Scissors 5 paper bags  5 items that have different textures, are familiar to your child, and fit in the bag (for example: teddy bear, bumpy ball, spoon, ball of tape, ice pack)	<p>Cut the bottoms of the cups off, so they look like binoculars when held together. Make sure there are no sharp edges along the cuts as your child will be placing them by their eyes. You can place tape over the edges for extra safety.</p> <p>Place the items in the bags before your child is present, so they don't see them.</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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about the five senses, or one from the library. Focus today on the senses of sight and touch, emphasizing the body parts we use to employ those senses (eyes, hands, and skin). Ask your child to name three things they can see. As they name each one, ask them questions about what it looks like. What color(s) is it? Are there any patterns on it? How big or small is it? Next, ask your child to name three things they can feel. Discuss the texture, temperature, etc.</p> <p>Talk about how those senses help us in everyday life. What would it be like if we couldn't see the things around us? Ask your child to close their eyes for a moment and try to move around the room. Help them so they don't get hurt. Talk about how difficult it is to move around without being able to see. Next, ask your child what may happen if we couldn't feel? Discuss what it would be like to not feel the soft snuggles of a teddy bear or how dangerous it may be if we couldn't feel the heat from a stove.</p> <p>Give your child the plastic cups and show them how to use them as binoculars. Explain that these will help your child see up close when they look at things. In truth, these binoculars help your child focus on smaller details because they block out distractions. Ask your child to explore your home, or go out to the backyard. As they look, have your child tell you what they see and describe each item. Ask your child if they notice anything they never have before. Are there any things that are the same or different between each item?</p> <p>Give your child the background paper and crayons/markers. Ask them to draw a picture of themselves. Help your child glue the cups, bottom side down, to the paper so it looks like their picture is looking at something. Next, place the paper bags with items in them in front of your child. Discuss textures with you child, giving examples when you can. Talk about smooth, bumpy, soft, hard, cold, hot, sticky, and rough. Ask them how a dog's fur feels different than a fish with scales. What about feathers vs. a pencil? Or glue vs. syrup? Use examples that are familiar to your child.</p> <p>Explain to your child that today we will play a game using only our sense of touch. Show your child the paper bags and explain that there is an item hidden in each one. Tell your child that they cannot look into the bag, but they can feel, and that they must guess what is in the bag. If you are doing this lesson with multiple children, ask them not to guess until everyone has had a chance to feel the item. Allow your child to reach inside the bag and feel the item. Let them move it around and feel all the sides, but not look. Have them describe the texture to you. Is it soft, hard, rough, or bumpy?</p> <p>After they guess, pull the item out and reveal whether their guess was correct or not. Repeat for each bag. Ask your child to help you clean up when finished.</p>

**Title of Lesson:** Taste and Smell

<b>Standards Taught: K.S.4.2.a</b>		
<b>Materials:</b>  Gelatin powder  Glue  Paper with child's name written on it  Jelly beans (the Jelly Belly brand works great for this lesson)	<b>Preparation:</b>  Cover work space	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about the five senses, or one from the library. Focus on the senses of smell and taste. Give your child a few examples of places and ask them to name the smells they remember from those places. Maybe grandma's house smells like cookies, a farm smells like horses, or the county fair smells like cinnamon rolls. Ask your child to name a few of the smells they remember from different places, too. Emphasize which body part helps us to smell (nose). Then, ask your child to name one good taste and one taste they don't like. Talk about how taste can be sweet (candy), salty (pretzels), sour (lemon), bitter (dark chocolate), and savory (soup broth). Which of these categories does their good taste fall under? What about the one they don't like? Ask your child which part of their body helps them to taste.  Tell your child that today we are going to make their name smell good. Give your child the paper with their name written on it. Ask them to trace their name with the glue, doing their best to stay on the lines. Next, allow your child to sprinkle gelatin powder over their name. Make sure their entire name is covered. Ask them to describe what happened. The colors get brighter and your child should be able to smell the gelatin flavor. Shake off the excess powder and discard or use it for the next child. Let dry. Allow your child to smell their name and describe it to you. The scent should last for a few days. If your child would like a stronger scent, they can scratch their name gently. Throughout the day, point out different things you smell and ask your child what they think that smell is.  Show your child the jelly beans. Ask them to name some of the colors they see. Allow your child to choose one jelly bean. Tell them to eat it slowly and describe the taste to you. What does it taste like? Is it sweet or sour? Salty or bitter? Does it remind them of anything else they have eaten? Repeat with each jelly bean, discussing and overserving differences in taste. After they have tasted each one, ask your child which jelly bean was their favorite and why they liked it. Throughout the day, ask your child to classify each thing they taste into flavor categories. Is this cracker savory or salty? Was your treat sweet or sour?  Ask your child to help you clean up when finished.



**Title of Lesson:** Hearing

<b>Standards Taught: K.S.4.2.a</b>		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
2 Paper plates Crayons/Markers Rice Stapler and staples Music, appropriate for your child	None	<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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about the five senses, or one from the library. Focus on hearing today. Ask your child to quietly listen and tell you what they can hear. Do they hear other children playing, a bird singing, a car driving by, or the rain falling outside? Discuss with your child what some of their favorite sounds are. Do they like to listen to popcorn popping? Lions roaring? Princesses singing? Discuss which body part helps us to hear and how life would be different if you could not hear.</p> <p>Point out that one thing that many people love to hear is music. Tell your child that today we are going to make our own instrument today. The instrument we are making is called a tambourine and it makes noise when you shake it. Give your child the two paper plates and ask them to color, draw, and decorate the bottom sides of both plates.</p> <p>When your child is finished decorating their tambourine, have them add the rice to the center of one plate and then stack the second plate on top. The plates should be top-sides together, so their art is facing outwards. Help them to staple around the edges of the plates, linking them together so the rice will not fall out. Make sure all of the staples work correctly and there are no sharp ends that may hurt your child's hand.</p> <p>Let your child test out and try their tambourine by shaking it and making their own music. Allow them to experiment by shaking their tambourine different ways or speeds. Next, play some music and allow your child to dance and play their tambourine with the music. Talk about the sounds your child hears now (the music playing, their own tambourine, footsteps of people dancing, etc).</p> <p>Ask your child to help you clean up when finished.</p> <p>This is also a good time to discuss the differences in noise during the day and at night. This can help calm your child's fears of the dark by explaining what the noises they hear are.</p>

**Story suggestions for this week:**

If I Ran the Circus by Dr. Seuss  
Peter Spier's Circus by Peter Spier  
Circus by Lois Ehlert

**Songs for this week:**

(to the tune: I've Been Working on the Railroad)

I am walking through the circus,  
Happy as can be.  
I can see the lion sleeping.  
Look out! He sees you!

I see a little clown with big tall hat.  
I see a clown who is short and fat.  
I see a little clown with a funny nose.  
I see a clown with pointy toes.  
I like the clown who's big and strong.  
I like the clown who giggles all day long.  
I like the clown who is happy as can be.  
I like the clown who dances for me!

(to the tune: La Cucaracha)

Oh little lion, oh little lion,  
Jump through the fiery ring.  
Oh, little lion, oh little lion,  
Let's see you do it again.

(to the tune: Mary Had a Little Lamb)

Let's all go to the circus today,  
The circus today, the circus today.  
Let's all go to the circus today  
And watch the animals play!

Five little elephants standing in a row.  
Five little trunks waving to and fro.  
"Good day," said an elephant, "I must go."  
Four little elephants standing in a row.  
(repeat with 4, 3, 2...)

You See a Circus, I See...by Mike Downs  
Harold's Circus by Crockett Johnson

\*You will also need a book about graduation

I am walking through the circus,  
Just to see what I can see.  
I can see the clown laughing.  
I can see the elephant, too.  
One little elephant standing in a row,  
One little trunk waving to and fro,  
"Good day," said the elephant "I must go."  
No little elephants left in the row.

**Title of Lesson:** Clown Shapes

<b>Standards Taught:</b> K.ELA.FS.1, K.ELA.FS.1.a, K.ELA.FS.1.b, K.ELA.FS.1.c, K.ELA.FS.1.d, K.G.1, K.G.2, K.G.3, K.G.6, <b>K.S.4.2.a</b>		
<b>Materials:</b>  White Clown Head (circle cut from white paper)  Various Shapes (cut from various colors)  Glue  Background paper  Pencil	<b>Preparation:</b>  Cover work surface  Lay out supplies	<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. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about the circus, or one from the library. Ask your child to tell you about the story. Have them describe any circus workers or people they may have seen. Ask your child if they've ever met a clown. If there is a picture of a clown in the story, show it to your child. Explain that clowns do funny things to make people laugh.  Show your child the shape cutouts. Ask them to name the shapes and colors they see. Explain that today we are going to use the shapes to make a clown face. Discuss with your child what a clown looks like. Explain that they often wear makeup to make their faces sillier. During the project, allow your child to be silly and funny like a clown.  Ask your child to glue the white circle head to the background paper. Next, they can use any shapes they like to add a hat, ears, eyes, a nose, and a mouth. Ask them to name the parts of their clown's face as they work and relate those to the five senses from last week's lesson.  When your child has finished their clown, ask them what his/her name is. Help your child spell out their clown's name as they write it down on their paper.  Ask your child to help you clean up when finished.

**Title of Lesson:** Animal Parade

<b>Standards Taught:</b> K.CC.1, K.CC.2, K.CC.4, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.S.4.2, <b>K.S.4.2.c</b>		
<b>Materials:</b>	<b>Preparation:</b>	<b>Implementing the Lesson:</b>
Animal crackers Background paper Pencil	None	<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. This is great to transition to a new activity and gets your child excited about school and the theme.</p> <p>Read a story you have about the circus, or one from the library. Hand the story to your child and ask them to flip through it, looking for and naming the animals they see. What animals live and work at the circus?</p> <p>Give your child the animal crackers, asking them not to eat them yet. Have them sort and name the animals. Discuss what each of these animals looks like, feels like, and needs to survive. Compare and contrast body parts of animals. Which ones have fur? Wings? Flippers?</p> <p>Next, give your child the background papers. Explain that sometimes a circus puts on a parade. Ask your child to line up the animals on their background paper, like they are in a parade. If your child runs out of room, they can add another row.</p> <p>Finally, give your child a pencil and have your child put a number above each animal, starting with one and going in numerical order until they run out of animals. The goal is to reach the number 20. Encourage your child to work on their own as much as they can. Use the Number Tracing Sheet from the first week of April as a reference if needed.</p> <p>Allow your child to eat their animal parade if you wish and ask them to clean up.</p>

**Title of Lesson:** Circus Families

<b>Standards Taught:</b> K.SS.C.1, K.C.SS.1.1, K.SS.C.1.c, K.SS.C.1.d, K.SS.C.1.2, K.SS.C.1.2.a, K.SS.C.1.2.b		
<b>Materials:</b>  Circus Family Printable  Scissors  5 Circus Tent Shapes cut from red paper  Glue	<b>Preparation:</b>  Cover work surface  Lay out supplies	<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. Sing and dance together. This is great to transition to a new activity and gets your child excited about school and the theme.  Read a story you have about the circus, or one from the library. Ask your child to tell you what they've learned about the circus so far. Explain that a circus travels. Everyone, even the animals, move from place to place. The circus becomes like a family, because everyone has to live together and work together. Ask your child to describe their family and some of the things each family member does.  Show your child a circus tent cutout. Explain that this is where all the circus work and show happen. This is like home to the circus animals. Give your child the circus family printable. Ask them to name the animals they see. Remind them of scissor safety rules and ask them to cut out around each animal.  Next, give your child a circus tent cutout. Ask them to find an animal family to put in the circus tent. For example, have your child gather all the lions and glue them into that tent. Give your child each tent, asking them to gather the families by specie, until all the animals are with their family.  Ask your child to help you clean up when finished.

**Title of Lesson:** Kindergarten Graduation

<b>Standards Taught:</b> Dependent on which graduation you choose		
<b>Materials:</b>  Varies	<b>Preparation:</b>  Varies	<b>Implementing the Lesson:</b>  Choose a kindergarten graduation song (there are a lot on YouTube) that your child will enjoy. Watch the video together a few times and learn the song.  Read a story you have about graduation, or one from the library. Ask your child to tell you what they've learned over the year. What did they love about school? What was hard? Praise them for all their hard work and explain that today is a day to celebrate what they have done. They finished kindergarten and now they get to have graduation! Explain that graduation is a ceremony or party you have after you accomplish something big, like finishing all of kindergarten.  Choose a graduation ceremony from the options below or make your own. Invite friends and family to celebrate with you.  Option 1: Gather with other homeschool children that are graduating and hold a co-op ceremony. Have the children present a project, sing songs, or give a small speech about what they have learned.  Option 2: Go out and have a special treat or dinner with your child. Allow them to wear their graduation cap.  Option 3: Have a virtual graduation. Allow your child to display their work from throughout the year, sing songs, or share some of the things they have learned with others through videos. End with a treat.  Option 4: Hold a photo shoot with your child in their nice clothes and graduation cap. Print their pictures and allow them to create a collage stating their goals and what they have already accomplished.  Option 5: Hold a potluck with extended family. Explain that the theme is your child's graduation  Option 6: Help your child choose an educational gift and purchase it for them as a celebration of what they've already done.  Option 7: Make a kindergarten diploma and present it to your child in a ceremony at home with family or with friends  Option 8: Cook all of your child's favorite meals for a day. Allow them to wear their cap. Give them a small gift to celebrate