

**Pre-Kindergarten
Weekly
Distance Learning**

Pre-Kindergarten

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Directions:

- Review lesson for the day
- Gather supplies and a book
- **Watch** the video
- **Read** a book
- **Read** the question and discuss
- **Do** Activity 1
- **Do** Activity 2
- **Do** Closing Activity
- Clean up
- Wash your hands

Question of the day:

Think section: read and discuss

Materials Needed:

Book, paper, journal, pencil, crayons
Please note, materials can be substituted for what is available.

Lessons 1-50

A book, paper, pencil, crayons, variety of fruit, bowl, adult supervision, sidewalk chalk, large open floor space or outdoor area, calendar, scissors, bar soap, liquid soap, detergent (soap powder), stickers, container of water, items that will sink or float, ice, timer, ice tray or anything that you can use to freeze, water, glue, magazine or newspaper, blocks or anything that can be stacked safely, pictures of items, ball, scarves/ribbon/string, grocery store circular, toys or clothes that can be sorted, envelopes, markers, small cards with letters, colors, and numbers written on them, masking tape, letter manipulatives, flour or cornmeal, collection of environmental print (cereal boxes, wrappers from favorite snack, local grocery store bag, decorated paper bags with your child's name and "Words I Can Read" written on it

QR Code to Pre-K Video

Link to Pre-K Videos

www.detroitk12.org/youtube

Pre-K – Lesson 1

Objective

Letter names, Sounds, Counting, Sorting

Text, Materials, Video Name Pre-K Lesson 1

Activity: Sharing Likes and Dislikes
Materials: Paper, pencil and/or crayons, a variety of fruit, bowls, adult supervision
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **Alphabet Under Construction** or any book of your choosing

Think

Do you see any letters that you recognize?

¿Ven alguna letra que reconozcan?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Sharing Likes and Dislikes”, pgs. 4 & 5
- Activity 2: “Friendship Fruit Salad” - gather fruit, wash it, count it, sort it by type. Then have an adult help cut the fruit up and mix in a bowl. Enjoy!!

Write/Draw in your journal or on a piece of paper about letters. Write as many letters, capital and lower case as you can. Use your book as a guide.

Closing

Be sure to practice writing your name on your paper.

Remember to wash your hands and always cover your mouth when you cough.

Sharing Likes and Dislikes

I like to push the cart.

To get to know each other better, express your likes and dislikes and encourage your child to do the same.

Your child will learn that people have many opinions and his are respected and valued.



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Why this is important

When we do not like something or someone, words are a useful substitute for physical aggression. When you model a way to express what your child likes or dislikes about a situation, he will learn that feelings have names and can be talked about. Being able to express his feelings is important as your child develops a strong sense of self and builds relationships with others.

What you do

- Talk about a situation, such as going to the doctor, with your child: *I like going to the doctor. There are nice magazines in the waiting room, and the doctor helps us feel better. What do you like about going to the doctor?*
- Give your child time to think. Accept his opinion when he answers.
- Add to the conversation by talking about what you do not like about going to the doctor. *I don't like going to the doctor because sometimes we have to wait. What do you not like about going to the doctor?*
- Accept his feelings and comment calmly. *So that's what you don't like.*
- Be sure to make your child feel comfortable with his answers. Trying to change his feelings or making him feel guilty about them will discourage him from expressing them again.
- Refrain from correcting misinformation during this activity. Listen, and help him put his feelings into words.

Another idea

Many topics work for this activity such as going to the supermarket, birthday parties, big sisters, long car rides, etc. Always give your full attention to your child during the conversation.

Let's read together!

I Like Myself
by Karen Beaumont

Pre-K – Lesson 2

Objective

Traveling Skills, Spatial Relationship, Relationship, Sorting

**Text,
Materials,
Video Name
Pre-K
Lesson 2**

Activity: My Family

Paper, pencil and/or crayon, small toy to hide around the house, masking tape, sidewalk chalk, large open floor space or outdoor area

Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **No Mirrors in My Nanna's House** or any book of your choosing

Think

What colors are you wearing today?

¿Qué colores están usando ustedes hoy?

Talk

With your family member, caregiver, or friend, talk about the question from the "Think Section" above.

Do

- Activity 1: "My Family", pgs. 7 & 8
- Activity 2: "Stepping Stones", pg. 9

Closing

Write/Draw in your journal or on a piece of paper about family. Draw each family member's picture and label with their names. Be sure to practice writing your name on your paper too.

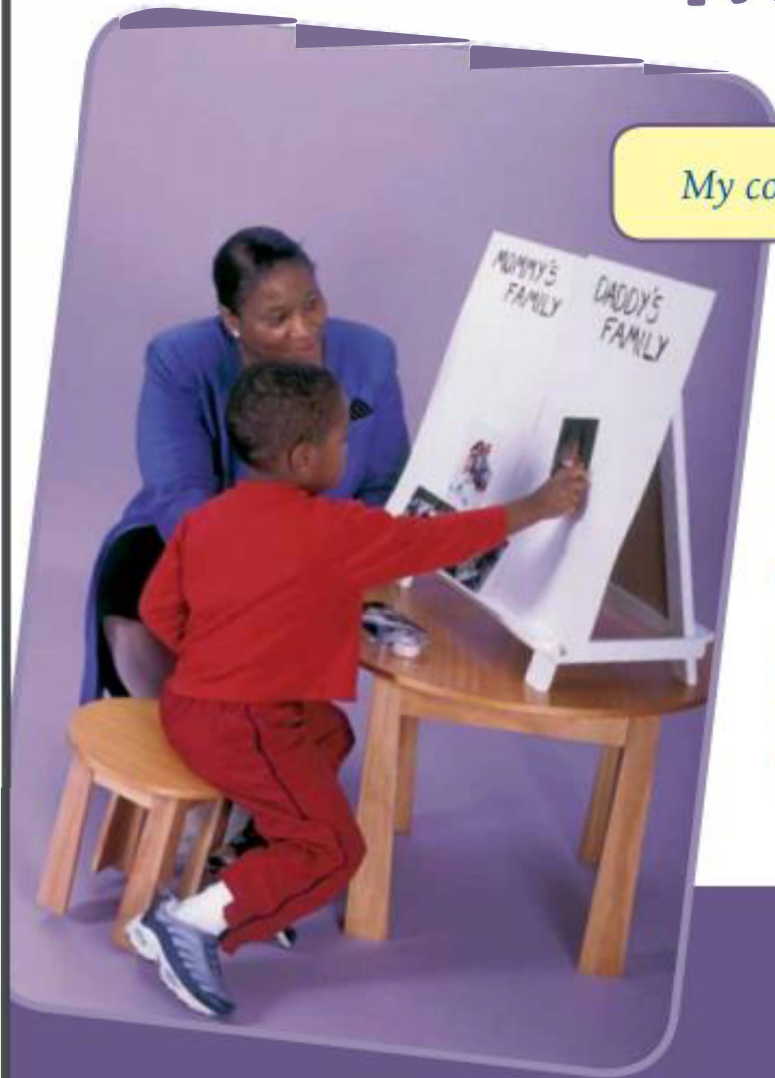
Remember to wash your hands.

My Family

My cousin.

With your child, make and talk about a display of family pictures organized into groups.

Your child will gain understanding and words to help him talk about family relationships.



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Why this is important

Your child will enjoy seeing and talking about the pictures of his family and will begin to associate each with the real person. At an age when children try to understand concepts by sorting them into groups and categories, it is helpful for them to gain some knowledge of the relationships among family members. Words like *aunt* and *uncle* will gain more meaning for your child as he begins to understand that one person can be many things (*old, young, sister, mother, aunt*) and fit into more than one category.

What you do

- Put two pieces of poster board or construction paper on the wall within your child's reach.
- Label one poster "Mommy's Family" and the other "Daddy's Family," or use other titles as needed to represent two sides of your child's family.
- Put a photo of each parent next to the label and invite your child to put a picture of himself on each poster.
- Encourage family members to send photos to be added to the posters. When your child receives a photo, explain the family relationship before adding it to the correct poster: *Aunt Marie is Daddy's little sister. Grandpapa was their Daddy.*
- Give explanations using words *brother, sister, uncle, etc.*
- Point out a relative's place in the family before a visit: *Uncle John is Grandmother's son and Mommy's brother.*

Let's read together!

No Mirrors in My Nana's House
by Ysaye M. Barnwell

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Another idea

If your family is small or you and your child are not in contact with all parts of the family, make one of the posters a "Love Family" consisting of the friends who play the roles of aunts, uncles, cousins, and grandparents for him.

Stepping Stones

Primary Objectives:

Many children love to move their bodies through space in different ways. This activity encourages your child to be active while helping him master spatial concepts.

Materials:

Masking tape, sidewalk chalk, large open floor space or outdoor area

What You Do:

1. Use chalk outdoors or masking tape indoors to create a path of "Stepping Stones" around the space.
2. Invite your child to jump from stone to stone. As he moves, help him notice where he is in relation to his surroundings. I see that you are near the door, but you are far from the window.
3. Encourage him to describe where he is in relation to you or any other people participating. Whom do you think is closest to you? Who is behind you?
4. Switch places and continue the activity by moving along the stones and asking your child to describe your position as you move. Where am I now? What am I next to?
5. Vary the game by placing the stones in a different area of the room or outdoor space.

Continue the activity for as long as your child is interested.

Pre-K – Lesson 3

Objective

Retelling, Comprehension, Shapes, Patterns

Text,
Materials,
Video Name
Pre-K
Lesson 3

Activity: Retelling the Story
Paper, pencil and/or crayon, book
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **The Napping House** or any book of your choosing

Think

What clothes are you wearing today?

¿Qué ropa están usando ustedes hoy?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Retelling the Story”, pgs. 11 & 12
- Activity 2: “Block Patterns” - use blocks or any toys and line them up in a pattern, red, blue, red, blue, etc. Have your child extend your pattern and then create their own with the blocks.

Closing

Write/Draw in your journal or on a piece of paper about the story you heard earlier. Illustrate your favorite part. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Retelling the Story

And they felt scared.

puppet asleep



Share a short, original story with your child that she can retell to a puppet or a friend.

This gives your child practice in recalling the main points of a story and prepares her to remember main ideas later when she learns to read.

And they were afraid.



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Why this is important

Storytelling gives your child an opportunity to remember and retell main events. Although the details of the story may change, she can piece together the main points of the story. Becoming familiar with stories and how they work will help your child when she begins to read.

What you do

- Find a puppet or stuffed animal that your child likes. Explain to her that you can tell her a story that she can share with the puppet: *You could tell Charlie a story. I'll tell you a brand new one he's never heard. Listen carefully so later you'll be able to tell the story to him.*
- Begin your story with a description of the main character, such as raccoon, followed by three clear events. Add as many details as you think your child can remember. For example:

First, he went looking for someone to play with.

Then, he met a scary bear who chased him home.

At last, inside his own house he found his rabbit friend who had come to play.

- Encourage your child to retell the story to the puppet or stuffed animal.
- Make the puppet or stuffed animal an enthusiastic listener so that your child stays engaged in the storytelling.

Ready to move on?

Invite the puppet to retell a story to your child, but make sure to change a few details so that the puppet makes some mistakes. This gives your child an opportunity to correct the puppet and recall more about the story.

Let's read together!

The Hello, Goodbye Window
by Norton Juster

Pre-K – Lesson 4

Objective

Bigger/Smaller, Cause and Effect

**Text,
Materials,
Video Name
Pre-K
Lesson 4**

Activity: Bigger Than Me
Paper, pencil and/or crayons
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **Big Bear, Small Bear** or any book of your choosing

Think

Do you have a favorite shirt? Why?

¿Tienen una camiseta favorita? ¿Por qué?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do


- Activity 1: “Bigger Than Me”, pgs. 14 & 15
- Activity 2: “Read to your Child” - after reading the book, ask “how” and “why” questions to your child.

Closing

Write/Draw in your journal or on a piece of paper about anything you want. Be sure to practice writing your name on your paper.

Remember to wash your hands and cough into your elbow.


Bigger Than Me



This box is bigger than Jim.

Invite your child to compare his body to other objects (such as a box) or spaces (such as a room).

Your child will begin to understand that size is relative and he may use phrases such as *smaller than*.



Tell me about the box James has his foot in.

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Why this is important

Your child will understand *bigger than* and *smaller than* if he can look at an object and compare it to something else. Making these comparisons gives him greater experience in using size words, and he learns to relate one object to another to judge size. Learning to consider an object in relation to another object is a basic step in evaluating and comparing.

What you do

- Stand with your child in the middle of a room. Say, *Without moving from our spot, let's try to touch the walls. Now the ceiling!*
- Point out why you were unsuccessful: *The room is big. It is bigger than we are.*
- Go with him into a closet or smaller room and repeat the action. Point out, *This room is smaller than the other.*
- Listen carefully to his comments to make sure he understands *bigger* and *smaller*.
- Offer him two cardboard boxes. One box should be big enough for him to sit inside, the other should be too small for him to get into.
- Suggest he get in the smaller one. Ask him why he thinks he does not fit. Help him use the words *smaller than I am*.
- Invite him to try to sit in the big box. Hand him the small box so that he can compare the two boxes up close.

Another idea

Make a large rope circle on the floor and invite your child to march around it. Then form a smaller circle for comparison. He can also use his body to measure by comparing objects to his hand, thumbnail, or foot. Let him find something that is *smaller than my thumbnail*.

Let's read together!

The Dinosaur Who Lived in My Backyard
by B.G. Hennessy

Pre-K – Lesson 5

Objective	Syllable Count
Text, Materials, Video Name Pre-K Lesson 5	Activity: Syllable Jump Paper, pencil and/or crayon, calendar Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read Chicka Chicka Boom Boom or any book of your choosing
Think	What do you want to know about clothes? ¿Qué quieren saber sobre la ropa?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none">• Activity 1: “Syllable Jump”, pgs. 17 & 18• Activity 2: “Building Blocks” - have a variety of boxes in different sizes and encourage child to build structures with them.
Closing	Write/Draw in your journal or on a piece of paper about your structure that you built. Draw a picture of it and label what it is. Be sure to practice writing your name on your paper. Remember to wash your hands and cough into your elbow.

Syllable Jump

Ma-ri-a.

Maria.



Show your child how to take steps or jump to match the syllables of her own name.

She will increase her awareness of the parts that make up words.

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Why this is important

The actions of your child's own body can help her pay attention to the sounds of words and parts of words. When a young child learns something through her body as well as her mind she understands it better. Hearing and responding to the smaller sound units in words (syllables) is part of the foundation for reading and spelling.

What you do

- Write your child's name on a piece of construction paper, allowing plenty of cutting space between each syllable. (If all of your child's names are one syllable, use the name of a favorite person, pet or stuffed animal.)
- Help your child cut the syllables apart. Touch the syllables as you say them. *Kim-ber-ly. Grand-pa.*
- On the floor, ground, or sidewalk, invite your child to help you make a row of connected boxes—like a small hopscotch drawing, going from right to left. The boxes can be made outside with sidewalk chalk or inside with masking tape. There should be one box for each syllable in the child's name.
- Help your child put the cut-apart syllables in the boxes going from left to right.
- Explain that you are going to jump into one box for each syllable of her name. As you slowly repeat her name, hop into a box for each syllable. A bunny hop (jumping with both feet) works well in this game.
- Invite your child to try. Hold her hand for balance if she needs it.

Another idea

If your child is ready and interested, let her jump on the syllables of some other words, such as her last name, the name of her preschool, or her favorite food.

Let's read together!

Chicka Chicka Boom Boom
by Bill Martin Jr and John Archambault

Pre-K – Lesson 6

Objective

Uses Print Concepts, Putting Parts Together

**Text,
Materials,
Video Name
Pre-K
Lesson 6**

Activity: Playing with Grocery Store Print
Paper, pencil and/or crayons, collection of environmental print, i.e., cereal boxes, grocery bags, wrappers from favorite snacks
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **A Letter for Amy** or any book of your choosing

Think

Which game would you rather play: “Simon Says” or “Jack in the Box”?

¿Cuál juego prefieren jugar: “Simón dice” o “La caja de sorpresas”?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Playing with Grocery Store Print”, pg. 20
- Activity 2: “Cereal Box Puzzle” - cut the face of a cereal box in pieces to make a puzzle. Encourage child to put the puzzle together.

Write/Draw in your journal or on a piece of paper about letters. Copy the letters, words and numbers that you see on the cereal box.

Closing

Be sure to practice writing your name on your paper.

Remember to wash your hands and always cover your mouth when you cough.

Playing with Grocery Store Print

Materials:

Collection of environmental print, e.g., cereal boxes, wrappers from favorite snacks, local supermarket bags, logos from familiar restaurants, toy labels

What You Do:

1. Gather some grocery store-related environmental print, e.g., cereal boxes, grocery bags, package labels, clean and empty food containers.
2. Talk with your child about the print in this collection. Explain that he may use it to set up a pretend grocery store.
3. Add props to develop the play theme, e.g., sale ads, labels, cash register, play money.
4. As your child engages in his pretend play, draw his attention to the features of the print. Yogurt begins with a Y, which looks like it has a tail on it, or, the word cheddar has two of the same letters standing side-by-side. Can you tell me what it is?
5. Give your child time to interact with the print and props. Observe how he uses the environmental print and how he develops the grocery store play.

Pre-K – Lesson 7

Objective

Cutting, Following Directions

**Text,
Materials,
Video Name
Pre-K
Lesson 7**

Activity: Cut New Lines

Paper, pencil and/or crayon, scissors, a variety of lines drawn on paper

Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **Corduroy** or any book of your choosing

Think

Have you ever lost something?

¿Alguna vez han perdido algo?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Cut New Lines”, pgs. 22 & 23
- Activity 2: “Follow My Directions” - crawl under the table...move two steps to the left...etc.” (Works even better if you hide a surprise at the end).

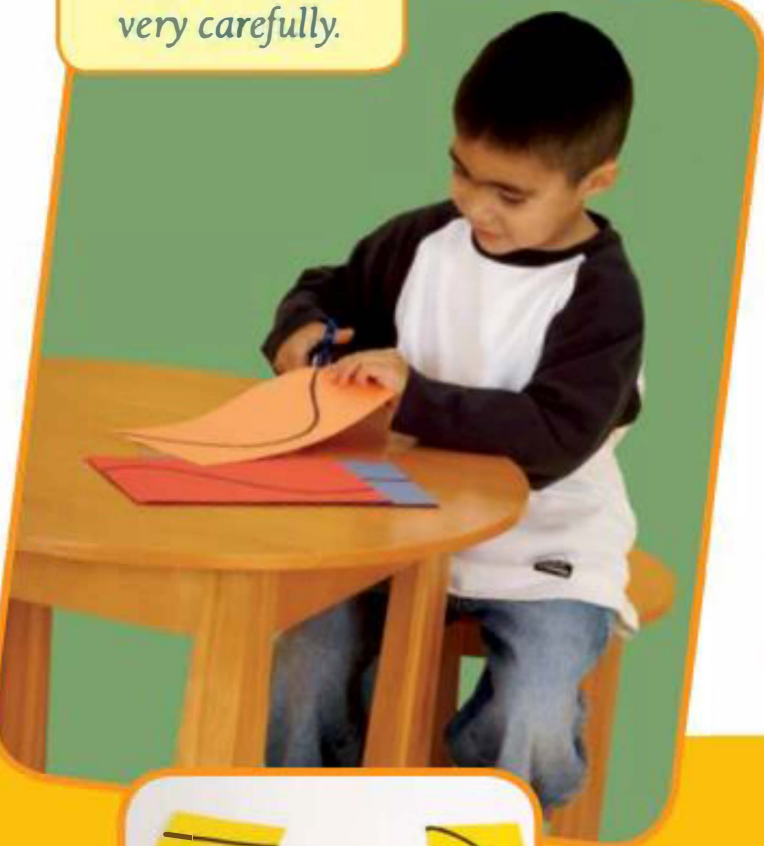
Closing

Write/Draw in your journal or on a piece of paper about numbers. Count how many windows are in your house and write the number. Count how many doors are in your house and write that number. Which is more – the doors or the windows? Be sure to practice writing your name on your paper too.

Remember to wash your hands and cough into your elbow every time.

Cut New Lines

*You're cutting
very carefully.*



Draw several types of lines on paper for your child to cut.

His hand and finger skills will increase as he practices using scissors, and your child will feel good about his growing abilities.



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Why this is important

Your child can improve his scissor skills in a safe and acceptable way. An available supply of attractive practice sheets can keep him motivated and working to control his cutting. Careful and precise use of the muscles in his hands will be required in many school, work, and life activities.

What you do

- Prepare a series of sheets of paper with lines that help him develop direction in his cutting.
- Make thick lines on thick paper such as construction paper or cut up grocery bags.
- Start with thick, straight lines on the paper. Eventually, make thin straight lines, and then try wavy lines.
- Demonstrate for your child how to cut along the thick, straight line.
- Invite him to practice cutting on whichever lines he feels most comfortable.
- Talk about the shapes he creates and use words such as *straight*, *curve*, and *corner*.
- Show him how the cut pieces can fit together again: *It fits back together. You made a puzzle!*
- Offer lots of encouragement as he practices.

Ready to move on?

You can continue to challenge him by adding zigzag lines, wavy lines, circles, and more.

Let's read together!

Look! Look! Look!
by Nancy Elizabeth Wallace

Pre-K – Lesson 8

Objective

Cause and Effect, Fine Motor

**Text,
Materials,
Video Name
Pre-K
Lesson 8**

Activity: Tell How
Paper, pencil and/or crayon, book
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **A Cake All for Me** or any book of your choosing

Think

Have you ever been sad?

¿Alguna vez se han sentido tristes?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Tell How”, pgs. 25 & 26
- Activity 2: “Serving Liquids” - use a small pitcher to pour water/milk/juice during lunch time.

Closing

Write/Draw in your journal or on a piece of paper about the story you heard earlier. Illustrate your favorite part. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Tell How

Offer your child simple recipe cards so he can tell you or someone in your family how to prepare food.

Your child's confidence will grow as he shows that he can follow the recipe cards and give directions.



*Then you stir
and stir.*



Why this is important

Following a recipe gives your child practice with a sequence of directions. Learning to take a more directive and responsible role can lead to new kinds of partnerships. Changing one's role in a familiar situation is a first step for taking on the risk of a new role in a new situation. Studying the pictures and text on cards gives practice in early literacy.

What you do

- Build on the early *LearningGames* activity of making a simple recipe together by letting him direct the action the next time you make it.
- Explain that he will be the one who directs this activity.
- Offer your child the cards that were made for the previous recipe activity.
- Prepare the hot water and then ask for the next step: *Now, what do I do first? What did you and Daddy do first when you made JELL-O®? Do the cards tell you?*
- Help him, if needed, by reviewing the drawings and asking *What do I need to put the JELL-O® in?*
- Ask for each step as you move through the activity. Review all the steps after the recipe is made.
- Talk about how much help he provided: *I'm so happy you're getting big enough to help by telling me what comes next. It's fun to have you as my partner.*
- Try the game again at a later time, and notice how much he can do from memory without relying on the cards.

Let's read together!

A Cake All For Me
by Karen Magnuson Beil

Another idea

Think of other activities that could be carried out using cards, such as making a peanut butter sandwich or folding paper to make a greeting card. Each activity should have no more than three steps until your child becomes skilled at following the directions.

Pre-K – Lesson 9

Objective

Colors, Numbers

Text, Materials, Video Name Pre-K Lesson 9

Activity: Color and Number Cards
Paper, pencil and/or crayons, small cards with colors and numbers written on them, soft blocks or things to stack
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **A Color of His Own** or any book of your choosing

Think

Have you ever been scared?

¿Alguna vez se han sentido asustados?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Color and Number Cards”, pgs. 28 & 29
- Activity 2: “Stacking Objects” - provide a variety of soft blocks and allow child to stack them up. Predict how taller the structure will get before it falls.

Closing

Write/Draw in your journal or on a piece of paper about colors. List 3 items that are red, three items that are blue, and three items that are yellow. Draw a picture of each. Be sure to practice writing your name on your paper.

Remember to wash your hands and cough into your elbow.

Color and Number Cards

Put red on the number three.



Let your child and a playmate follow directions that contain color and number words and sometimes have more than one step.

Your child will have more experiences with precise directions, like these, in school and in life.

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Why this is important

By now, your 4-year-old child recognizes most color words and some number words and probably uses some of them in daily conversation. However, he will need practice to understand these words when they are included in a set of school-like directions. Practice in quickly identifying numbers and letters on paper prepares your child to later learn to read.

What you do

- Invite your child and a friend to play a game with you. Tell the children they will need to listen carefully and remember their colors and numbers.
- Give each child a set of small cards to spread out on the table. Each card should have a color or number printed on it. Start with just three colors and the numbers one through five.
- Ask questions that encourage them to recognize colors and numbers. A few examples are:

Put your finger on the number two.

Pick up the red card.

Put one, two, and three in a row.

Hand me two colors.

Can you touch red? Three? Blue? One?

- Offer enthusiastic encouragement during the game: *Good listening! You followed all three parts of that direction!*

Ready to move on?

Change the game by adding more colors and numbers. You can also add letter cards to make the game more challenging.

Let's read together!

A Color of His Own
by Leo Lianni

Pre-K – Lesson 10

Objective

Sounds, Patterns

**Text,
Materials,
Video Name
Pre-K
Lesson 10**

Activity: Searching for Sounds
Paper, pencil and/or crayon, calendar
Video Link: www.detroitk12.org/youtube

Read With a family member, caregiver, or friend, read **The Listening Walk** or any book of your choosing

Think What makes you happy?

¿Qué los hace felices?

Talk With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

- Do**
- Activity 1: “Searching for Sounds”, pgs. 31 & 32
 - Activity 2: “Verbal Patterns, What Comes Next?” - tree flower, flower, tree, flower, flower...” (the child says “tree!”).

Closing Write/Draw in your journal or on a piece of paper about anything you like. Write words, names, letters, numbers, copy words from a book – anything! Be sure to practice writing your name on your paper.

Remember to wash your hands and cough into your elbow.

Searching for Sounds

*What kind of sound
could this make?*



Find various objects around the house and describe the sound your child can make with each object.

Your child becomes more familiar with his environment when he has the chance to hear and classify sounds.

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Why this is important

A surprising variety of sounds can be made around the house. Exposure to these sounds helps your child recognize, label, and describe them. Knowing and classifying everyday sounds are part of your child's growing awareness of the world. Since sounds occur and then are gone, they demand a different kind of thinking and memory than do objects that will remain in view.

What you do

- Walk around the room with your child, and stop near various objects as you wonder aloud, *What kind of sound could this make?* Encourage your child to experiment with the object to create sound.
- Describe any sound your child makes, such as with a pan and spoon: *Listen to the loud clang, clang, clang!*
- Show him how various objects can make different sounds. For example, drop a small, plastic toy into the sink: *I hear a soft splash.*
- Review the sounds with your child at the end of the game: *Let's think about the sounds that we just made and decide which ones were loud and which ones were soft. First, we heard the sound the pan made. Was it loud or soft?*

Another idea

Search for sounds outdoors, listening for sounds you do not make, such as sounds from crickets, cars, or airplanes.

Let's read together!

The Listening Walk
by Paul Showers

Pre-K – Lesson 11

Objective

Traveling Skills, Identifies and Names Letters

Text, Materials, Video Name Pre-K Lesson 11

Activity: Walk a Letter

Paper, pencil and/or crayons, masking tape, letter manipulatives or small cards with one letter on each that spells your child's name

Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **Alphabet Mystery** or any book of your choosing

Think

What song shall we sing today? (Offer two choices)

¿Qué canción les gustaría cantar hoy? (Ofrezca dos opciones)

Talk

With your family member, caregiver, or friend, talk about the question from the "Think Section" above.

Do

- Activity 1: "Walk a Letter", pg. 34
- Activity 2: "Water Fun" - have cups of different sizes, and a large container with water. Pour water into different containers. Talk about empty, full, less, more.

Write/Draw in your journal or on a piece of paper about letters. Copy the letters that you made with the tape today.

Closing

Be sure to practice writing your name on your paper.

Remember to wash your hands and always cover your mouth when you cough.

Pre-K – Lesson 12

Objective	Units of Sound
Text, Materials, Video Name Pre-K Lesson 12	Activity: Clapping Songs Paper, pencil and/or crayon, flour or corn meal Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read Clap Your Hands or any book of your choosing
Think	Do you know how this is used? (Display a picture of a clock.) ¿Saben cómo se usa esto? (Muestre una ilustración de un reloj).
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none">• Activity 1: “Clapping Songs”, pg. 36• Activity 2: “Dry/Wet” - add water to flour/corn meal/dirt, talk about the words: ingredients, sticky, dry, wet, liquid, etc. Let child explore consistency.
Closing	Write/Draw in your journal or on a piece of paper about a clock. Draw a picture and include the numbers. Be sure to practice writing your name on your paper too. Remember to wash your hands and cough into your elbow every time.

Clapping Songs

Primary Objectives

15c. Notices and discriminates discrete units of sound

Why It's Important

Playing with sounds is an effective and fun way to help your child become familiar with the sounds he hears every day.

Materials

None

What You Do

1. Think of a few simple rhyming songs that will be easy for your child to learn and remember.
2. Invite your child to sing a few songs with you. Have him listen as you clap out the sounds in the words while singing *Miss Mary Mack, Mack, Mack, all dressed in black, black, black...*
3. Ask your child to join in clapping and chanting along with you. Slow down the tempo of the song as needed so that he can sing and clap along. Experiment with different rhythms and words.
4. Demonstrate how to make up a new song to clap to. Invite him to make up new songs for you both to sing and clap to together.
5. Continue the activity for as long as your child is interested.
6. Use this activity to transition from one activity to another during your day together. Encourage your child to sing one of the songs to other family members.

Pre-K – Lesson 13

Objective

Uses Print Concepts

Text, Activity: I Can Read Words
Materials, Paper, pencil and/or crayon, book, collection of environmental print (cereal
Video Name boxes, wrappers from favorite snacks, local supermarket bags, decorated
Pre-K paper bags with your child's name and "Words I Can Read" written on it
Lesson 13 Video Link: www.detroitk12.org/youtube

Read With a family member, caregiver, or friend, read **Are You Ready to Play Outside?** or any book of your choosing

Can you make this shape with your hands? (Display a picture of a triangle.)

Think ¿Pueden hacer esta figura con las manos? (Muestre una imagen de un triángulo).

Talk With your family member, caregiver, or friend, talk about the question from the "Think Section" above.

Do

- Activity 1: "I Can Read Words", pg. 38
- Activity 2: "Disappearing Toys" - cover a group of toys with a blanket. Remove one toy from the group, uncover the toys and ask child what toy is missing. The larger the group the more challenging.

Closing Write/Draw in your journal or on a piece of paper about shapes. Draw a circle, a square, a triangle, a rectangle and an oval. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Pre-K – Lesson 14

Objective

Identifies and Names Letters, Attributes

Text, Materials, Video Name Pre-K Lesson 14

Activity: Making My Name

Paper, pencil and/or crayons, envelopes, markers, letter manipulatives or small cards with one letter on each that spells your child's name

Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **The Alphabet Book** or any book of your choosing

Think

What song shall we sing today? (Offer two choices)

¿Qué canción les gustaría cantar hoy? (Ofrezca dos opciones).

Talk

With your family member, caregiver, or friend, talk about the question from the "Think Section" above.

Do

- Activity 1: "Making My Name", pg. 40
- Activity 2: "Describing Attributes" - ask your child to pick his favorite toy, then describe the item using words like: long, bright, soft, rounded, etc. Ask child to describe what else he sees.

Closing

Write/Draw in your journal or on a piece of paper about names. Write the names of all the people in your house. Then draw each of them. Be sure to practice writing your name on your paper.

Remember to wash your hands and cough into your elbow.

Making My Name

Primary Objectives

16a. Identifies and names letters

Why It's Important

For many young children, the letters in their names are the first letters they recognize and the most important to them. Activities built around your child's name are meaningful and fun, and they promote his knowledge of the alphabet in a personal way.

Materials

Envelopes; markers; letter manipulatives or small cards with one letter on each that spells your child's name

What You Do

1. Place the letters inside the envelope. Write your child's name on the outside of the envelope.
2. Invite your child to spell his name with you. Show him the envelope with his name printed on the front. Explain that the letters inside are the letters he will need to spell his name.
3. Have your child take the letters out of the envelope, one at a time. Encourage him to identify each letter he sees.
4. After he has taken out all of the letters, explain that he can use his printed name on the front of the envelope as a guide to help him spell his name.
5. Encourage him to arrange the letters in the correct order. When he is finished, review the name and match it to the front of the envelope.
6. Let him know that he may use the envelope and letters to share the activity with a friend or family member at a later time.

Pre-K – Lesson 15

Objective

Interacts during reading experiences, Book Conventions, and Text Reflections, Sorting

**Text,
Materials,
Video Name
Pre-K
Lesson 15**

Activity: Read a Book, Ask a Question
Paper, pencil and/or crayon
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **Brown Bear, Brown Bear, What Do You See** or any book of your choosing

What do we do after snacks? (Offer two choices, e.g., go outside or take a nap.)

Think

¿Qué hacemos después de merendar? (Ofrezca dos opciones, p.ej., salir o hacer una siesta).

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Read A Book”, pg. 42
- Activity 2: “Sorting Toys” - sort toys by groups, toys made of plastic, fabric, metal, etc. Then count which group has more/less/equal.

Closing

Write/Draw in your journal or on a piece of paper about anything you like. Write words, names, letters, numbers, copy words from a book – anything! Be sure to practice writing your name on your paper.

Remember to wash your hands and cough into your elbow.

Pre-K – Lesson 16

Objective

Vocabulary, Sorting

**Text,
Materials,
Video Name
Pre-K
Lesson 16**

Literacy Activity: Clothes for Tomorrow
Paper, pencil and/or crayons
Video Link: www.detroitk12.org/youtube

Read With a family member, caregiver, or friend, read **Pete the Cat, I Love my White Shoes** or any book of your choosing

Did you wear clothes for hot weather, warm weather, or cold weather last weekend?

Think Este fin de semana, ¿ustedes se pusieron ropa para clima caliente, para clima templado o para clima frío?

Talk With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

- Do**
- Activity 1: “Clothes for Tomorrow”, pgs. 44 & 45
 - Activity 2: “Fruit Sorting” - go to the kitchen/supermarket and sort fruits by size and color. Talk about texture, shape, price, etc.

Closing Write/Draw in your journal or on a piece of paper about your favorite character from a story that you read today. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Clothes for Tomorrow

Which one do you choose for tomorrow?



Offer your child a couple of options in a decision that is coming soon, such as tomorrow's clothes.

Your child will practice considering his options before making a decision.

Red stripes.

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Why this is important

Your child will feel more independent when you provide a series of experiences that offer him a choice, such as choosing his own clothes and dressing himself. He can be more independent and successful in many activities if you help him to think and plan ahead before they happen. He will use planning skills later in life while, for example, preparing meals, taking a test, and spending money.

What you do

- Talk with your child before bedtime about an event happening the next day.
- Invite him to choose clothing that will be suitable. Help him lay out the clothes so he can put them on by himself in the morning.
- Guide him to see what options are reasonable so you will not have to veto his choices: *If you're going on a field trip, will you want to wear your comfortable shoes to walk around in?*
- Think with him about alternatives in case of rain or changed weather. Lay out his raincoat and let him decide in the morning if he needs it.
- Make fewer decisions for him as he progresses toward independently choosing and dressing himself.

Another idea

Use this method for other activities that require planning, such as preparing a snack, selecting a book to read tomorrow, or making a gift for someone.

Let's read together!

Ella Sarah Gets Dressed
by Margaret Chodos-Irvine

Pre-K – Lesson 17

Objective

Rhyming, Counting

Text,
Materials,
Video Name
Pre-K
Lesson 17

Literacy Activity: Rhyming
Paper, pencil and/or crayons
Video Link: www.detroitk12.org/youtube

Read With a family member, caregiver, or friend, read **Sheep in a Jeep** or any book of your choosing

What colors are you wearing today?

Think ¿Qué colores están usando ustedes hoy?

Talk With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Rhyming”, pgs. 47 & 48
- Activity 2: “Counting Skills” - count tables and chairs in the house. Do you have more chairs or tables?

Closing Write/Draw in your journal or on a piece of paper two words that rhyme. Be sure to practice writing your name on your paper.

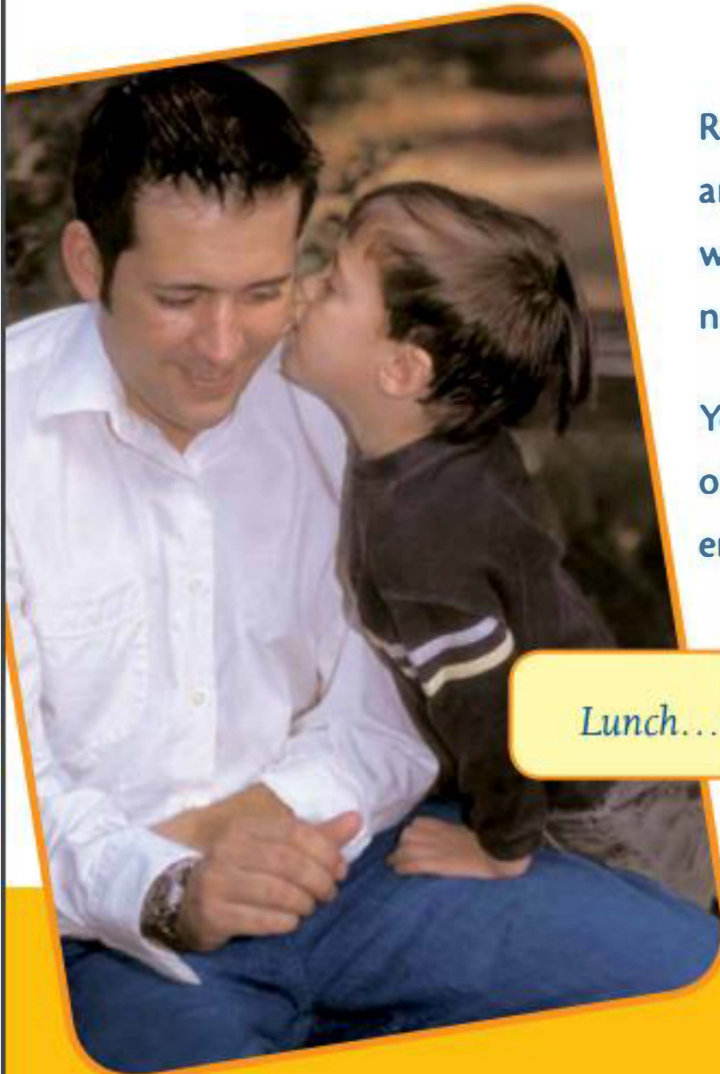
Remember to wash your hands.

Rhyming

Recite a series of rhyming words, and ask your child to say *Stop!* when he hears a word that does not rhyme.

Your child will practice focusing on the sounds that occur at the ends of words.

Lunch...tunch...bunch.





Why this is important

Your child will practice hearing rhyme patterns and eliminating words that do not fit. Recognizing rhymes is another step in understanding how words are put together. Games that help your child focus on the individual sounds of language also help him to develop skills that will be useful in learning to read and spell.

What you do

- Invite your child to play a rhyming game with you. Begin by repeating words he has heard in a nursery rhyme or favorite book such as *Fox in Socks: Fox, socks, box. All those words rhyme. Now I'm going to say more words. But one won't rhyme with the others. When you hear that word tell me to stop. Are you ready? Fox, socks, blocks, clocks, apple.*
- Repeat the words if he does not tell you to stop at *apple*.
- Use nonsense words occasionally to make the game more fun.
- Place the non-rhyming word at different points in the sequence so that your child will not expect it.

Ready to move on?

Invite your child to be the leader and list rhyming words and one that does not rhyme.

Let's read together!

A Was Once An Apple Pie
by Edward Lear

Pre-K – Lesson 18

Objective

Sounds, Measuring

Text, Materials, Video Name Pre-K Lesson 18

Literacy Activity: Sounds
Math Activity
Paper, pencil and/or crayons
Video Link: www.detroitk12.org/youtube

Read With a family member, caregiver, or friend, read **Good Night Gorilla** or any book of your choosing

What clothes are you wearing today?

Think

¿Qué ropa están usando ustedes hoy?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Sounds”, pgs. 50 & 51
- Activity 2: “Measuring Objects” - use a pencil to measure objects around the house. “A chair is 3 pencils wide, 7 pencils tall”.

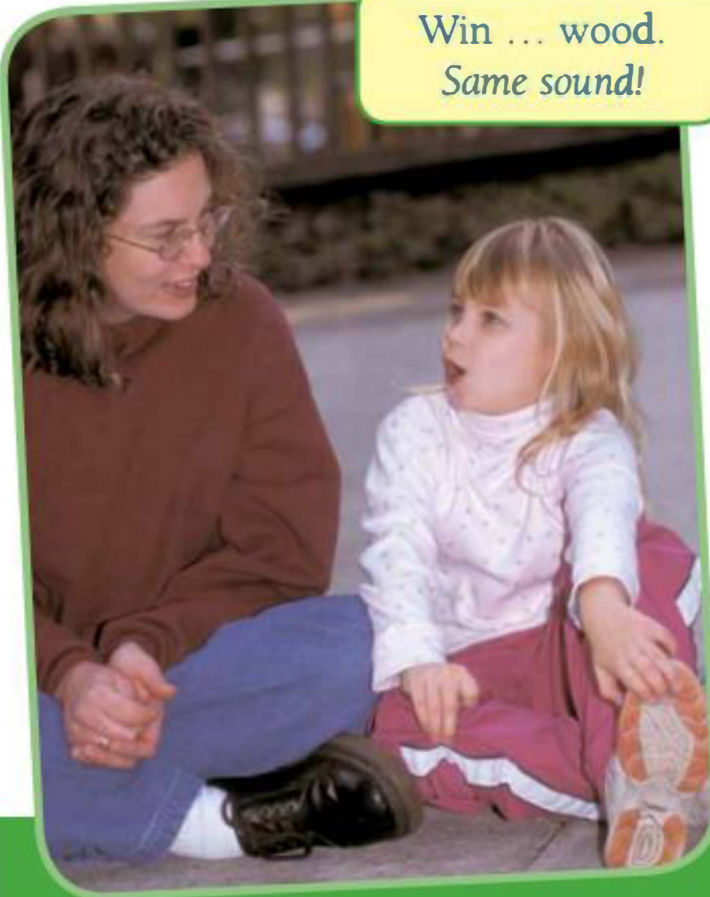
Closing

Write/Draw in your journal or on a piece of paper about what you measured. Draw the items you measured and write how wide and tall they were. Write the numbers. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Same Sounds

Win ... wood.
Same sound!



Say some pairs of words and let your child tell you if their beginning sounds are the same (as in *mouse* and *mat*) or different (as in *tall* and *pan*).

Through repeated playing, your child may begin to pay more attention to the important sounds that come at the beginnings of words.

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Why this is important

By playing this game your child will practice focusing on the beginning sounds in words and she may begin using the words *same* and *different* in describing sounds and words. Hearing the beginning sounds of words is an important step in understanding that a word is made up of a series of sounds. The skill of hearing the individual sounds in words will be used later by your child in spelling and reading.

What you do

- Invite your child to join you in a word game. Say, *Listen to these words. Do they sound the same at the beginning? Or do they sound different? Mouse, mat.*
- Repeat the words if your child seems unsure. Exaggerate the beginning sound: *Listen again. Mmmouse, mmmat.*
- Comment positively on your child's successes. *Yes, they are the same beginning sound!*
- Practice with one sound (such as *m*) until you feel your child fully understands the game.
- Add more words to the groupings as you play.

Another idea

Play this game throughout the day such as while riding in the car, taking a walk through the neighborhood, or while waiting in line at the grocery store.

Let's read together!

Polar Bear Night
by Lauren Thompson

Pre-K – Lesson 19

Objective

Words, Same/Different

Text,
Materials,
Video Name
Pre-K
Lesson 19

Literacy Activity: Noticing Words
Paper, pencil and/or crayons
Video Link: www.detroitk12.org/youtube

Read With a family member, caregiver, or friend, read **Llama Llama Red Pajama** or any book of your choosing

Do you have a favorite shirt? Why?

Think

¿Tienen una camiseta favorita? ¿Por qué?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

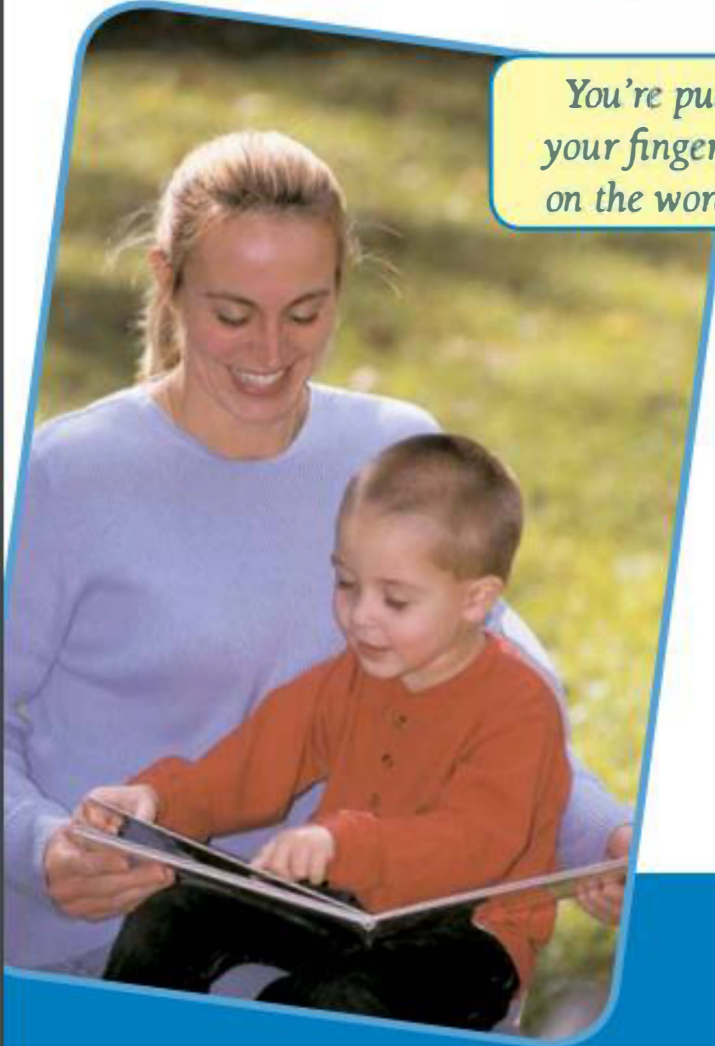
- Activity 1: “Noticing Words”, pgs. 53 & 54
- Activity 2: “Tree Foliage” - observe the leaves of the trees around your neighborhood, how are they the same or different?

Closing

Write/Draw in your journal or on a piece of paper about your favorite shirt or clothes. Draw a self-portrait of you in your favorite outfit. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Noticing Words



*You're putting
your finger right
on the word hat.*

Emphasize and point to words that are repeated in books and then encourage your child to say and point to them.

By playing an active role during reading time, your child will begin to notice how repeated words sound and look.

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Why this is important

Four-year-olds are typically beginning to show interest in the words as well as the pictures in books. Your child may be learning to recognize a few words by their shape and by the places they are found. Children who live in a home where reading and writing are important activities usually start school with a greater interest in reading. Being a skilled reader is essential to success in school and life. Reading skills also give children lifelong access to entertainment, information, wisdom, humor, and the comfort of books.

What you do

- Choose a book at reading time that contains a simple story and often-repeated words. Read the book with your child.
- Ask questions about the story, pausing and waiting to give him time to respond to your questions: *Where is the cat on this page? What is he holding?*
- Find a familiar word that is repeated often, such as *cat, boy, fish, foot, etc.*
- Draw your child's attention to the word each time it appears by emphasizing the word with your voice. Point to the word as you say it.
- Encourage your child to point to the word when he sees it on another page.
- Vary the game by reading the wrong word such as *hat* instead of *cat*. Congratulate him when he corrects you.

Let's read together!

The Earth and I
by Frank Asch

Another idea

Repeatedly draw your child's attention to a particular road sign, say the word to him, and ask him to say it, too. When you see it again, say, *There's a red sign. I think we've seen it before. Do you know what it says? Can you tell me?* Think of other common words that appear throughout his day and use them in this game.

Pre-K – Lesson 20

Objective

Words, Same/Different

**Text,
Materials,
Video Name
Pre-K
Lesson 20**

Literacy Activity: Silly Simon
Paper, pencil and/or crayons
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **Mouse Count** or any book of your choosing

What do you want to know about clothes?

Think

¿Qué quieren saber sobre la ropa?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Silly Simon”, pgs. 56 & 57
- Activity 2: “What is Different?” - go on a nature walk again and ask your child what is different from yesterday’s walk and what is the same?

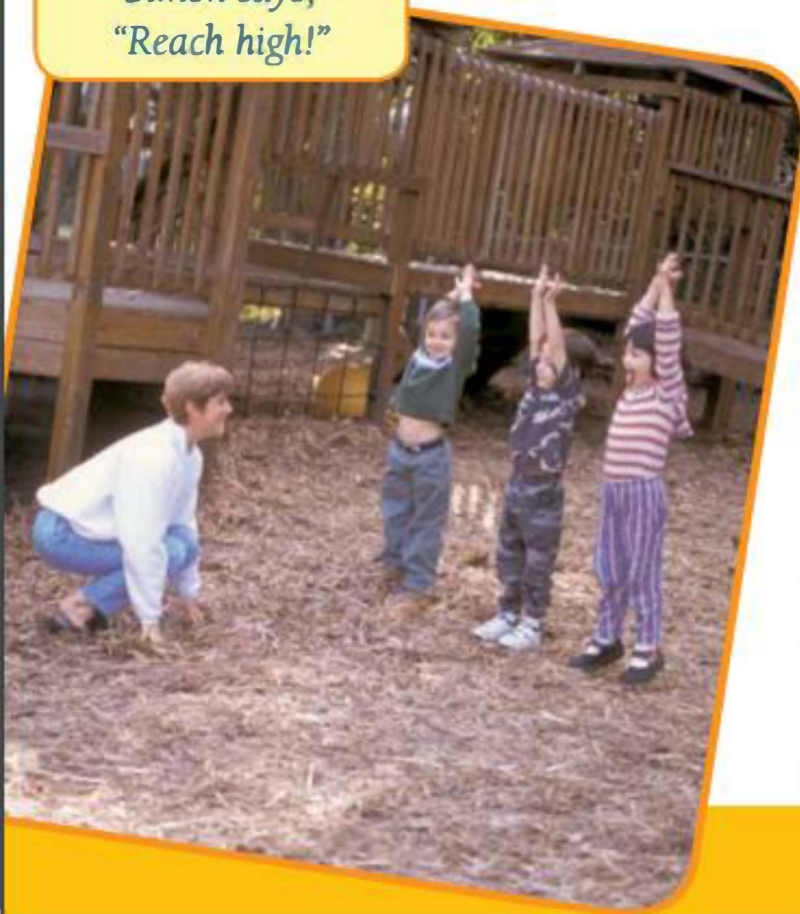
Closing

Write/Draw in your journal or on a piece of paper about what you saw on your walk outside today. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Silly Simon

Simon says,
"Reach high!"



Play a follow-the-leader game with the rule *Always do what you hear, not what you see.*

This gives your child practice focusing on verbal directions while not being distracted by other information.

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Why this is important

Giving conflicting verbal and visual messages gives your child practice in paying attention to the correct direction. The messages we receive are seldom perfectly clear. Sounds or actions often intrude to take attention away from what is most important. Children in school will need to be able to attend to the message from the teacher while other children are talking or other interesting things are happening around them.

What you do

- Invite your child to join you in a new version of the game "Simon Says."
- Explain the new rule: *Always do what you hear; not what you see.* Tell him that sometimes you will say and do the same thing, but at other times you will say one thing and do another. Start slowly and pick up speed as the game progresses.
- Make your actions match the words until the third or fourth direction. As you say *Simon says stand on tip-toe*, bend over instead.
- Continue to play, giving directions that contain all the action and space words your child knows: *touch your nose, jump up and down, spin around, etc.*
- Compliment him on his good listening skills when he catches you doing the wrong motion.

Another idea

Encourage your child to be the leader and share the game with friends.

Let's read together!

Ruby the Copycat
by Peggy Rathman

Pre-K – Lesson 21

Objective

Vocabulary, Same Different

**Text,
Materials,
Video Name
Pre-K
Lesson 21**

Literacy Activity: Stories with Three
Paper, pencil and/or crayons
Video Link: www.detroitk12.org/youtube

Read With a family member, caregiver, or friend, read **Goldilocks and the Three Bears** or any book of your choosing

What do you know about the story Goldilocks and the Three Bears?

Think

¿Qué saben sobre el cuento Ricitos de Oro y los tres osos?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Stories with Three, pgs. 59 & 60
- Activity 2: “Graphing” - count the windows and doors in your house. Talk about how they are alike and different.

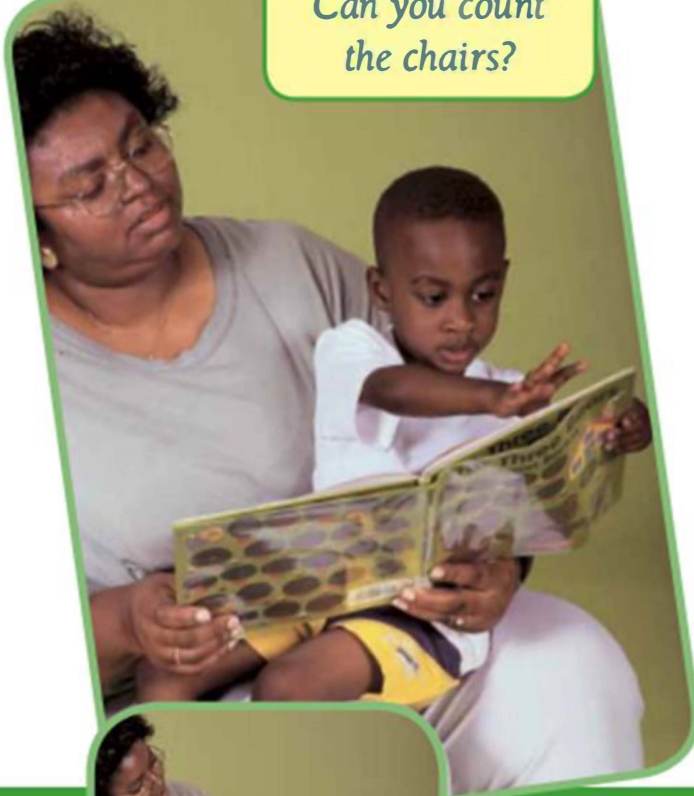
Closing

Write/Draw in your journal or on a piece of paper about your favorite character from a story that you read today. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Stories With Three

*Can you count
the chairs?*



When reading books that illustrate the concept of *three*, stop and let your child count items that come in threes.

Your child will gain a fuller understanding of the number *three* by hearing it in stories and by counting.



One for daddy bear...

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Why this is important

Now that your child is 3 years old, he may show interest in objects that come in threes. You can strengthen his concept of *three* by telling traditional stories that are built around the number three.

What you do

- Bring the number *three* to your child's attention by telling or reading stories with threes such as *Three Perfect Peaches*, *The Three Bears*, *The Three Little Pigs*, and *The Three Billy Goats Gruff*.
- Emphasize the number *three* in the title: *Let's read the story The Three Bears. Look, here are their pictures: 1, 2, 3. Three bears.*
- Count items in the story that are grouped in threes such as the bowls, chairs, or beds.
- Have your child use objects such as blocks, clothespins, or crackers as counters. Help your child practice handling groups of three: *Count out some crackers to show how many bears there were in the story. Yes! Let's put that group over here. Now can you count out more crackers to show how many bowls there were?*
- Encourage your child to do most of the counting and talking as you move through the story or count objects. Play this game with different books and objects to help your child learn that *three* is a word and a concept used to describe three items.

Another idea

Look for books with three wishes, three tasks, three fairies, etc. You can go to your local library and ask for help in finding stories with a theme of *three*.

Let's read together!

The Three Bears
by Byron Barton

Pre-K – Lesson 22

Objective

Cutting, One to One Correspondence

Text,
Materials, Literacy Activity: Cut New Lines
Video Name Paper, pencil and/or crayons, scissors
Pre-K Video Link: www.detroitk12.org/youtube
Lesson 22

Read With a family member, caregiver, or friend, read **I Like Myself** or any book of your choosing

Is the tag inside your shirt marked with a numeral or the letter *S*, *M*, or *L*?

Think La etiqueta de sus camisetas, ¿tiene un número o está marcada con la letra *S*, *M* o *L*?

Talk With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

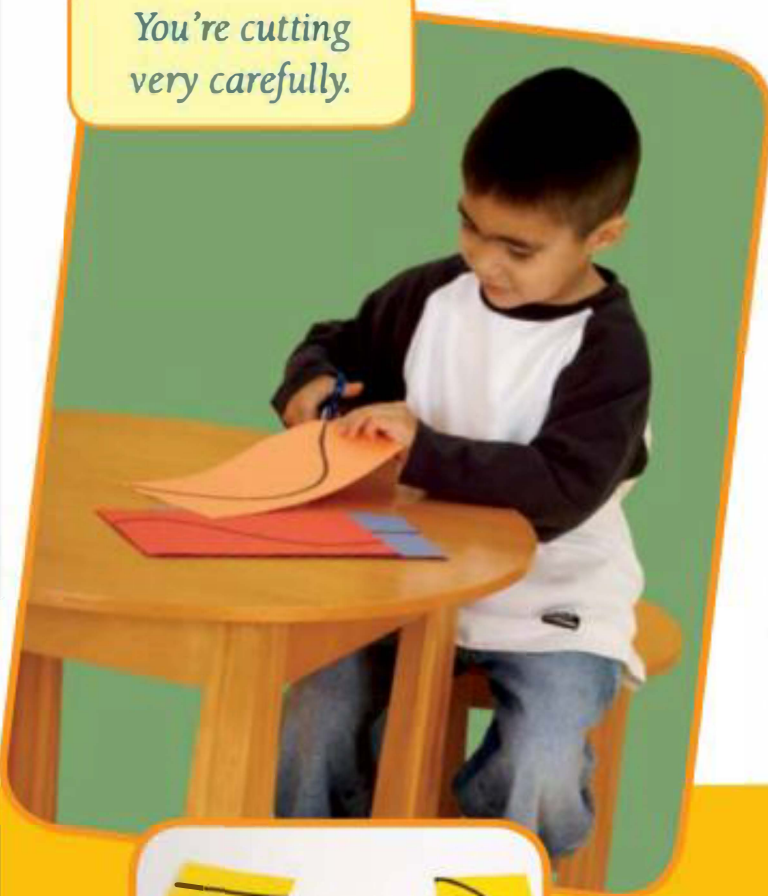
- Do**
- Activity 1: “Cut New Lines”, pgs. 62 & 63
 - Activity 2: “Less or More” - set up the table and ask your child if you have more plates or spoons. Count them as you set them up.

Closing Write/Draw in your journal or on a piece of paper the letters you found in your shirt. Then write, trace or draw as many letters as you know. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Cut New Lines

*You're cutting
very carefully.*



Draw several types of lines on paper for your child to cut.

His hand and finger skills will increase as he practices using scissors, and your child will feel good about his growing abilities.



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Why this is important

Your child can improve his scissor skills in a safe and acceptable way. An available supply of attractive practice sheets can keep him motivated and working to control his cutting. Careful and precise use of the muscles in his hands will be required in many school, work, and life activities.

What you do

- Prepare a series of sheets of paper with lines that help him develop direction in his cutting.
- Make thick lines on thick paper such as construction paper or cut up grocery bags.
- Start with thick, straight lines on the paper. Eventually, make thin straight lines, and then try wavy lines.
- Demonstrate for your child how to cut along the thick, straight line.
- Invite him to practice cutting on whichever lines he feels most comfortable.
- Talk about the shapes he creates and use words such as *straight*, *curve*, and *corner*.
- Show him how the cut pieces can fit together again: *It fits back together. You made a puzzle!*
- Offer lots of encouragement as he practices.

Ready to move on?

You can continue to challenge him by adding zigzag lines, wavy lines, circles, and more.

Let's read together!

Look! Look! Look!
by Nancy Elizabeth Wallace

Pre-K – Lesson 23

Objective

Cause and Effect, Large and Small

**Text,
Materials,
Video Name
Pre-K
Lesson 23**

Literacy Activity: Wondering What Caused IT
Paper, pencil and/or crayons
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **A Pocket for Corduroy** or any book of your choosing

What shapes do you see on your clothes?

Think

¿Qué figuras ven ustedes en su ropa?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Wondering What Caused IT”, pgs. 65 & 66
- Activity 2: “Shoe Time” - collect shoes around the house and set them up from biggest to smallest.

Closing

Pick a shoe and trace it. Color it, decorate it, make it as beautiful and fancy as you like. You can even cut it out. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Wondering What Caused It

Look at the new color!



Ask your child questions about the world around him that will lead him to think about why things happen.

As your child begins to link cause and effect, he will think about explanations for changes that he sees.

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Why this is important

Your questions can guide your child to think about cause and effect. Asking questions can encourage him to look at ordinary events more closely. The problems we attempt to solve get harder as we grow, but the method of thinking back to what happened before continues to be an effective way to try to understand and solve them.

What you do

- Observe your child's curiosity about events in his day. Almost any daily occurrence can be used for this game. A few examples are water freezing, a broken toy, and leaves falling from the trees.
- Guide him in wondering about cause and effect. Start by saying: *We're going to do some detective work to find out what caused that!*
- Ask questions that help him recount what just happened. *Now let's see. You were painting with two jars of color. What were the colors? Yes, that's right. Red and yellow. Now you have orange paint in the middle. Where do you think it came from?*
- Offer a different idea if his explanation is inaccurate. Do not correct his theory, but simply offer another view.
- Encourage any effort to figure out the cause of the mystery. Your child should feel comfortable exploring all possibilities that he thinks of.

Another idea

Encourage your child to be a detective in discovering what caused something to happen. Give him a notebook, a pencil, and a magnifying glass to use in his investigation.

Let's read together!

White Rabbit's Color Book
by Alan Baker

Pre-K – Lesson 24

Objective

Colors and Numbers, Pattern

Text,
Materials,
Video Name
Pre-K
Lesson 24

Literacy Activity: Color and Number Cards
Paper, pencil and/or crayons, cards with colors and numbers written on them
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **Pete the Cat and His Four Groovy Buttons** or any book of your choosing

What size clothes do you think babies wear?

Think

¿Qué tamaño de ropa creen ustedes que usan los bebés?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Color and Number Cards”, pgs. 68 & 69
- Activity 2: “Musical Pattern” - make a pattern using your body. Stomp, clap, stomp.

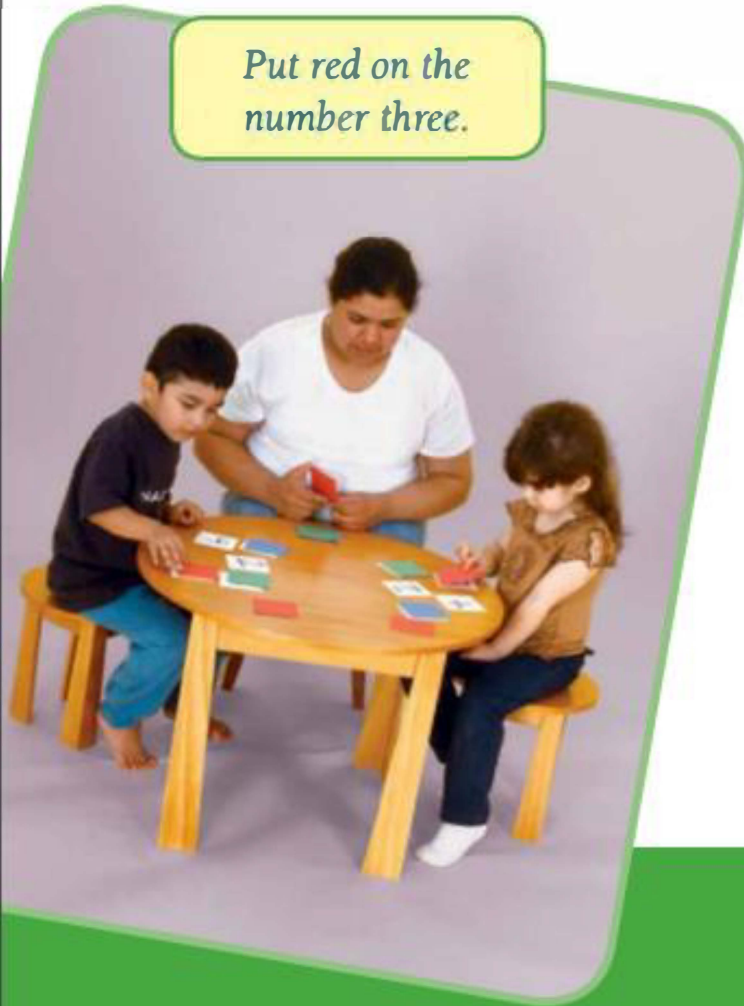
Closing

Write/Draw in your journal or on a piece of paper about your favorite color. Make a list of things that you can think of that are that color. Illustrate 3 of them. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Color and Number Cards

Put red on the number three.



Let your child and a playmate follow directions that contain color and number words and sometimes have more than one step.

Your child will have more experiences with precise directions, like these, in school and in life.

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Why this is important

By now, your 4-year-old child recognizes most color words and some number words and probably uses some of them in daily conversation. However, he will need practice to understand these words when they are included in a set of school-like directions. Practice in quickly identifying numbers and letters on paper prepares your child to later learn to read.

What you do

- Invite your child and a friend to play a game with you. Tell the children they will need to listen carefully and remember their colors and numbers.
- Give each child a set of small cards to spread out on the table. Each card should have a color or number printed on it. Start with just three colors and the numbers one through five.
- Ask questions that encourage them to recognize colors and numbers. A few examples are:

Put your finger on the number two.

Pick up the red card.

Put one, two, and three in a row.

Hand me two colors.

Can you touch red? Three? Blue? One?

- Offer enthusiastic encouragement during the game: *Good listening! You followed all three parts of that direction!*

Let's read together!

A Color of His Own
by Leo Lionni

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Ready to move on?

Change the game by adding more colors and numbers. You can also add letter cards to make the game more challenging.

Pre-K – Lesson 25

Objective

Passage of Time, Counting/Tally Marks

Text,
Materials, Literacy Activity: My History in Clothes
Video Name Paper, pencil and/or crayons
Pre-K Video Link: www.detroitk12.org/youtube
Lesson 25

Read With a family member, caregiver, or friend, read **The Color of His Own** or any book of your choosing

How many buttons do you have on your clothes?

Think ¿Cuántos botones tienen en su ropa?

Talk With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

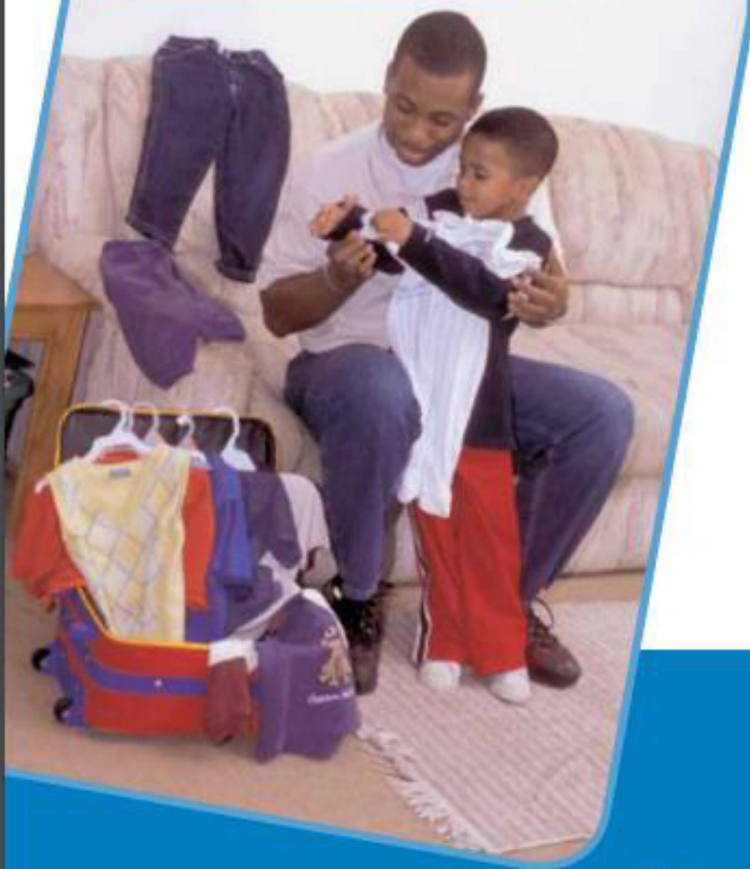
- Do**
- Activity 1: “My History in Clothes”, pgs. 71 & 72
 - Activity 2: “Nature Walk” - take a walk around the neighborhood and notice what kind of trees you see. Count them and make a tally on a piece of paper.

Closing Write/Draw in your journal or on a piece of paper about what you saw on your walk outside today. Draw a picture of the tree that interested you the most. Write about it. Be sure to practice writing your name on your paper.

Remember to wash your hands.

My History in Clothes

*You were just 2
when you wore this.*



Use clothes your child has outgrown to start a discussion about his past.

Your child will have a chance to think fondly about earlier times and realize how much he has grown and learned.

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Why this is important

Your child's old clothes or toys can serve as memory aids. Together you and your child can talk about his past. Each of us knows we **have grown and changed** when we compare the present to the past. Since children's early memories aren't usually strong, they need help in recognizing the tremendous growth **they** are undergoing.

What you do

- Begin **by** sharing your child's old clothes with him: *Let's look in this suitcase. I've kept some of your clothes in here that you've outgrown.*
- Spread the clothes out and together decide which are from the earliest time and which are more recent.
- Discuss each age the clothes represent: *See how the knees are worn in these overalls? You were crawling when you wore them.*
- Conclude with **positive** comments about his growth: *You've grown so much. I like the age you are now because we can do so many interesting things.*

Another idea

Use photos, toys, or artwork as another way to talk about his past.

Let's read together!

Joseph Had a Little Overcoat
by Simms Taback

Pre-K – Lesson 26

Objective

More/Less, Same Different, Heavy Light

Text, Materials, Video Name Pre-K Lesson 26

Literacy Activity: Compare Two Amounts
Paper, pencil and/or crayons, bar soap, liquid soap and soap powder
Adult supervision!
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **Duck on a Bike** or any book of your choosing

Think

Which soap will make the best bubbles: liquid, powder, or bar?

¿Qué jabón hace las mejores burbujas: líquido, en polvo o en barra?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above. Conduct the experiment with adult supervision.

Do

- Activity 1: “Compare Two Amounts”, pgs. 74 & 75
- Activity 1: “Are they alike?” - gather several rocks while outside and indicate which are heavy and which are light.

Closing

Write/Draw in your journal or on a piece of paper about the soap that made the most bubbles. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Compare Two Amounts

Yes, you showed me the one that has less dough.



Give your child something to play with, such as playdough or water, that can be divided into two parts.

You can help your child notice amounts and talk about them using the words *more* and *less*.

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Why this is important

Recognizing the difference between two amounts is the basis for many math concepts. Your child will enjoy grouping, dividing, and pouring to create amounts she can label with *more* and *less*. Later, she will use her skills to arrange items in a series.

What you do

- Provide playdough for your child.
- Notice when she divides her playdough: *You made this into two different parts. Look, this ball has more playdough and this ball has less.*
- Move the balls around on the table and say, *Point to the one that has more dough. Point to the one that has less.*
- Continue the game by pressing the dough back together and then making a new ball from part of the dough.
- Show her the ball you made and suggest that she make a smaller ball, one with less dough. Describe the balls using the words *more* and *less*.
- Encourage her to use the words by asking, *How much dough does this one have? How much does the other one have?* Help her with the words as needed.

Another idea

Play the game again using two identical cups with water. Your child will learn a new form of more and less by looking at the level of the water in the cups. Then try other materials and containers, such as sand in buckets, air in balloons, or yogurt in bowls.

Let's read together!

Little Rabbits' First Number Book
by Alan Baker

Pre-K – Lesson 27

Objective

Division, speed, weight

**Text,
Materials,
Video Name**
Pre-K
Lesson 27

Literacy Activity: Restore the Circle
Paper, pencil and/or crayon, scissors, bar soap, liquid soap and powder soap
Adult supervision!
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **The Dot** or any book of your choosing

Think

Which soap will clean best: liquid, powder, or bar?

¿Qué jabón limpia mejor: líquido, en polvo o en barra?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above. Conduct the experiment with adult supervision.

Do

- Activity 1: “Restore the Circle”, pgs. 77 & 78
- Activity 2: “Tunnel Race” - have a variety of large pom poms, balls and cardboard rolls. Encourage child to make a roller coaster. Talk about speed, velocity, weight, etc.

Closing

Write/Draw in your journal or on a piece of paper about the rollercoaster you built. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Restore the Circle



Cut a large paper circle into two pieces and let your child fit the two pieces together to form the circle again.

Your child will see that things can be divided and restored.

You're making it into a circle.

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Why this is important

Being able to visualize the whole from its parts is necessary for many tasks your child will want to do. She will learn to recognize that actions such as dividing a circle can be reversed. Letters and numbers are typically made from parts such as lines and circles, so this game helps her get ready to recognize number and letter symbols.

What you do

- Cut out a few large paper circles. Invite your child to play a new game with you.
- Show her one of the circles and talk about what makes it a circle: *This is a circle. Look at its round shape.*
- Hold the circle and let her trace her finger around the edge. Place the circle on the table and, with her hand on top of your hand, trace the entire edge of the circle.
- Think of words such as *plate*, *pie*, and *circle* to describe the shape.
- Use scissors to cut the paper in half. Show her each curved piece.
- Ask her to put the circle back together.
- Trace the finished circle again and tell her, *You made it a circle again!*
- Try cutting the circle into several pieces to make the game a little harder. Make sure you keep the game short and stop when she loses interest.

Ready to move on?

Other shapes, such as triangles and squares, are harder to restore. Move on to these shapes when your child is immediately successful with the circle. Adjust the difficulty of the game by changing the number of pieces you create when cutting the shape.

Let's read together!

I Spy Shapes In Art
by Lucy Micklethwait

Pre-K – Lesson 28

Objective

Body Parts, Sink /Float

**Text,
Materials,
Video Name
Pre-K
Lesson 28**

Literacy Activity: Body Parts

Paper, pencil and/or crayon, stickers, container of water and items that will sink/float

Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **Llama Llama Red Pajama** or any book of your choosing

Think

Can you find something with a straight line and something with a curved line in the room?

¿Pueden encontrar algo en el salón que tenga una línea recta y algo que tenga una línea curva?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Body Parts”, pgs. 80 & 81
- Activity 2: “Sink and Float” - have heavy and light objects next to a clear container with water. Place objects in water one at a time. Talk about which object sinks or floats and why.

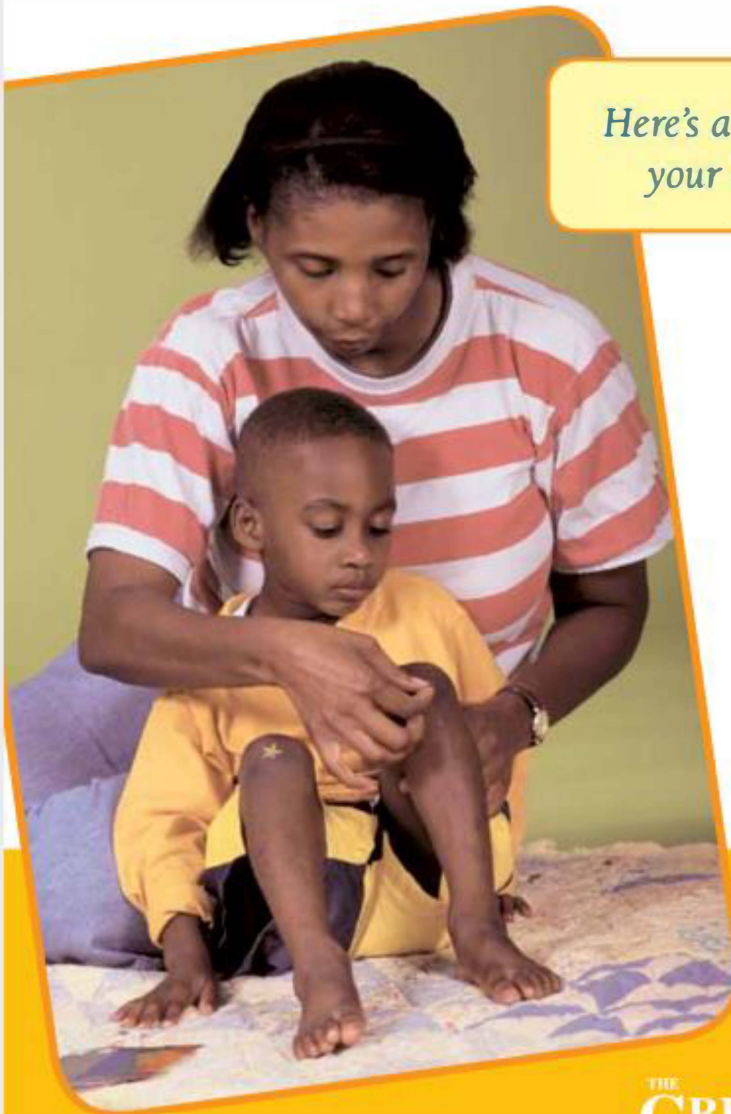
Closing

Write/Draw in your journal or on a piece of paper about your body parts. Draw a picture of yourself and include your hair, eyes, eyebrows, nose, ears, neck, shoulders, body, arms, hands, legs and feet. Label each part. Be sure to practice writing your name on your paper.

Remember to wash your hands.

The Knee Star

*Here's a star for
your knee.*



Put a star sticker or some other marker on a part of your child's body and talk about that part throughout the day.

Your child will learn to locate body parts and recognize their names.

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Why this is important

Knowing the words for body parts helps your child understand when other people talk about them. You can give your child markers that help locate body parts and connect them with their names. Knowing words that refer to his own body helps him build a better understanding of himself.

What you do

- Begin by playing a quick review game to find out which body parts your child already knows. Say, *Touch your neck. Touch your elbow. Touch your ankle.*
- Choose a body part your child is not aware of. Then, make it clear where that body part is by marking it. For example, if you choose *knee*, make it clear where his knee is by putting a star sticker on it.
- Remind him during the day about where to find his knee: *I see that you're bending your knees. Your knees are under the table when you sit in that chair.*
- Think about body parts that are not used every day such as shin, knuckle, and sole. Find an interesting way to mark each one you teach.
- Invite your child to go back and rename each part as he adds to his list of words.

Another idea

Help your child recognize body parts on others by inviting him to find your shin, ankle, etc. He can also find the parts on a doll as he finds them on his own body.

Let's read together!

Toes, Ears, & Nose!
by Karen Katz

Pre-K – Lesson 29

Objective

Reasoning, Form Letters

**Text,
Materials,
Video Name
Pre-K
Lesson 29**

Literacy Activity: What's it For?
Paper, pencil and/or crayon, tape
Video Link: www.detroitk12.org/youtube

Read With a family member, caregiver, or friend, read **10 Black Dots** or any book of your choosing

Think Do you have pockets on your clothes today?

¿La ropa que tienen puesta tiene bolsillos?

Talk With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

- Do**
- Activity 1: “What's it For?”, pgs. 83 & 84
 - Activity 2: “Tape Designs” - have tape and paper available. Allow child to tear tape and put it on the paper. Make a design. Talk about long, short, longest, curvy, straight, etc.

Closing Write/Draw in your journal or on a piece of paper about letters. Write all the letters that you can. Then choose 3 letters and think of 3 words that start with that letter. Write those words and draw the picture. Be sure to practice writing your name on your paper.

Remember to wash your hands and cough into your elbow.

What's It For?

*Is that something
to build with?*

No!



*Which of these
things can we
build with?*



As you look at various objects and pictures with your child, ask a question about the purpose of the item.

Your child will practice grouping objects by thinking about what they are used for.

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Why this is important

Classifying items into groups is a basic way to organize our knowledge. Your child will have the chance to practice sorting as she hears the names of categories that explain the uses and functions of objects. By guiding your child to focus on items one at a time, you are showing her how to deal with big tasks slowly and systematically.

What you do

- Gather several objects or pictures of objects. Spread the objects out in front of your child and invite her to play.
- Start by saying, *Some of these are things we can wear. Let's find out which ones.*
- Let your child examine each object as you talk about it.
- Keep your questions age-appropriate. Use Yes/No questions if your child is unable to say more about an item. Confirm her answers to let her know that you understand her: *You're right, I can't imagine anyone wearing a crayon! Let's put that over here in a pile of things you can't wear.*
- Challenge your child to use each object, even if her first guess at classifying is incorrect. *Can you wear that book on your head? No, I guess it goes in the other pile, right?*
- Continue the game until all the objects are classified.
- Try categories such as *things we ride, things we use to eat, things we read, etc.*

Another idea

You can make the game more active by placing the piles around the room. Your child will need to pick up each object, examine it, and then carry it to the appropriate pile.

Let's read together!

Around the House
by Victoria Huseby

Pre-K – Lesson 30

Objective

Vocabulary, Patterns

**Text,
Materials,
Video Name
Pre-K
Lesson 30**

Activity: Tell How
Paper, pencil and/or crayon, tape
Video Link: www.detroitk12.org/youtube

Read

With a family member, caregiver, or friend, read **A Cake all For Me** or any book of your choosing

Think

What is written on your clothes: words, numbers, or nothing?

¿Su ropa tiene algo escrito: palabras, números o no tiene nada?

Talk

With your family member, caregiver, or friend, talk about the question from the “Think Section” above.

Do

- Activity 1: “Tell How”, pgs. 86 & 87
- Activity 2: “Sound Pattern” - make a pattern using sound made with kitchen gadgets.

Closing

Write/Draw in your journal or on a piece of paper about patterns. Make a color pattern in your journal. Try red, blue, red, blue, keep going. Then try yellow, yellow, green; yellow, yellow, green. Then make your own. Be sure to practice writing your name on your paper.

Remember to wash your hands and cough into your elbow.

Tell How

Offer your child simple recipe cards so he can tell you or someone in your family how to prepare food.

Your child's confidence will grow as he shows that he can follow the recipe cards and give directions.



*Then you stir
and stir.*



Why this is important

Following a recipe gives your child practice with a sequence of directions. Learning to take a more directive and responsible role can lead to new kinds of partnerships. Changing one's role in a familiar situation is a first step for taking on the risk of a new role in a new situation. Studying the pictures and text on cards gives practice in early literacy.

What you do

- Build on the early *LearningGames* activity of making a simple recipe together by letting him direct the action the next time you make it.
- Explain that he will be the one who directs this activity.
- Offer your child the cards that were made for the previous recipe activity.
- Prepare the hot water and then ask for the next step: *Now, what do I do first? What did you and Daddy do first when you made JELL-O®? Do the cards tell you?*
- Help him, if needed, by reviewing the drawings and asking *What do I need to put the JELL-O® in?*
- Ask for each step as you move through the activity. Review all the steps after the recipe is made.
- Talk about how much help he provided: *I'm so happy you're getting big enough to help by telling me what comes next. It's fun to have you as my partner.*
- Try the game again at a later time, and notice how much he can do from memory without relying on the cards.

Another idea

Think of other activities that could be carried out using cards, such as making a peanut butter sandwich or folding paper to make a greeting card. Each activity should have no more than three steps until your child becomes skilled at following the directions.

Let's read together!

A Cake All For Me
by Karen Magnuson Beil

Pre-K – Lesson 31

Objective

Sequencing, Cause and Effect

**Text,
Materials,
Video Name
Pre-K
Lesson 31**

Literacy Activity: Say What Just Happened
Paper, pencil and/or crayons, ice, timer
Video Link: www.detroitk12.org/youtube

Read With a family member, caregiver, or friend, read **Cookie's Week / La semana de Cookie** or any book of your choosing

Think What kind of clothes will you design today?

¿Qué clase de ropa van a diseñar hoy?

Talk With your family member, caregiver, or friend, talk about the question from the "Think Section" above.

- Do**
- Activity 1: "Say What Just Happened", pgs. 89 & 90
 - Activity 2: "Melting Ice" - use cubes of ice, place one under the sun and one in a cool place. Talk about why one is melting faster. Use a timer.

Closing Write/Draw in your journal or on a piece of paper a piece of clothing that you would like to wear. Draw it, design in, write words and numbers it. Be sure to practice writing your name on your paper.

Remember to wash your hands.

Say What Just Happened

Yes, you copied what I did. Now can you tell me in words?



Ask your child to watch you perform an action such as touching your shoulders or hopping on one foot. Then encourage him to talk about what you just did.

Your child will learn to observe carefully and begin to use words to describe what he recently saw.



Watch what I'm going to do.

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Why this is important

You are giving your child a chance to use his growing vocabulary to report events accurately. His narrative skills will improve as he practices describing an action in detail. Describing what he sees helps him remember the event and enables him to communicate what he knows to others. It prepares your child to be able to follow and understand a sequence of events in written material.

What you do

- Draw your child's attention to something you're doing. Then, after you have stopped doing it, ask, *What did I do?*
- Notice how his first response may be to imitate the action. It may take a number of trials before he understands that you are asking for a clear description rather than action.
- Respond to any short answer he offers: *Yes, I did jump. Now watch again. Can you see more?*
- Repeat the action and the question: *What did I do?* He may add to the description: *You hopped on one foot.*
- Keep your responses positive so that your child stays motivated during the game.
- Try combining two actions and asking your child to describe them.

Another Idea

Help him get ready for paying attention in school by using classroom materials in the game. Make an X on a sheet of paper and then fold the paper in half. Ask your child to recall the action. Repeat the motion until he can fully describe what you did.

Let's read together!

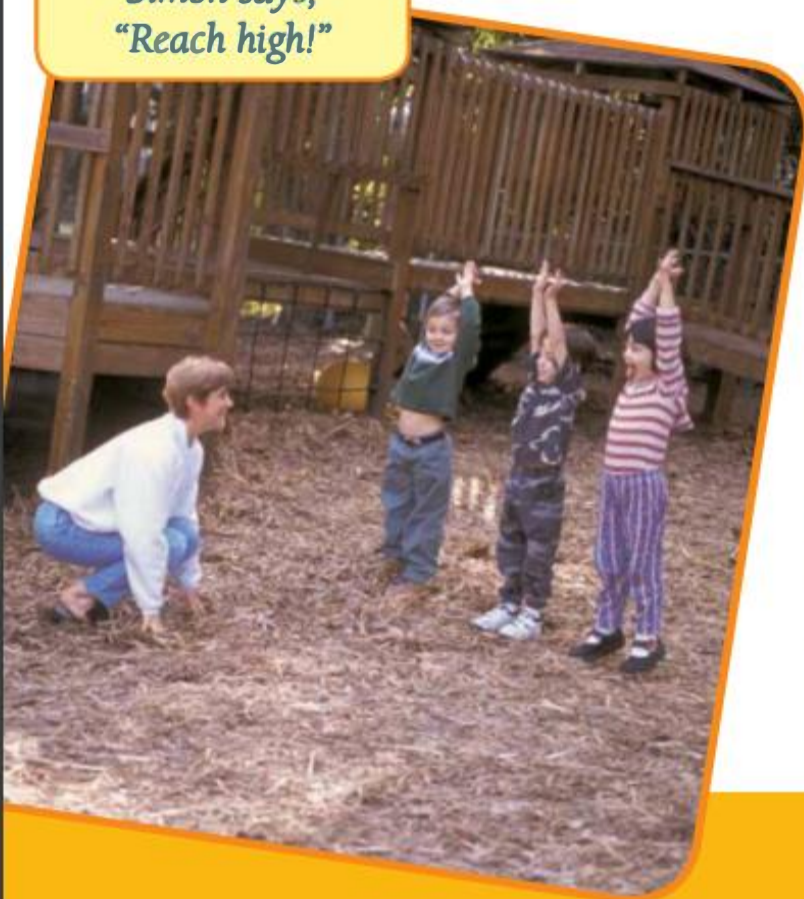
Hondo and Fabian
by Peter McCarty

Pre-K – Lesson 32

Objective	Cause and Effect, Cutting, Writing
Text, Materials, Video Name Pre-K Lesson 32	Literacy Activity: Silly Simon Paper, pencil and/or crayon, ice tray or anything that you can use to freeze water in, scissors, glue, magazine or newspaper or grocery store circular Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read Silly Sally or any book of your choosing
Think	Do you think we can make clothes? ¿Ustedes creen que podemos hacer prendas de ropa?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above. Conduct the experiment with adult supervision.
Do	<ul style="list-style-type: none"> • Activity 1: “Silly Simon”, pgs. 92 & 93 • Activity 2: “Find a Picture” – name a picture on a magazine and encourage child to find it, provide clues.
Closing	Write/Draw in your journal or on a piece of paper about the items that you found in the magazine or newspaper. Cut them out and glue them on your paper or journal. Then label your pictures. Be sure to practice writing your name on your paper. Remember to wash your hands.

Silly Simon

*Simon says,
"Reach high!"*



Play a follow-the-leader game with the rule *Always do what you hear, not what you see.*

This gives your child practice focusing on verbal directions while not being distracted by other information.

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Why this is important

When you demonstrate a process for your child to share with others, he will need to pay close attention so that he can show it to someone else. When he uses words to explain the steps in a process, he is practicing narration, one of the skills in early literacy.

What you do

- Invite your child to watch you make a straw painting. As you demonstrate, let him know that later he will have the important job of teaching someone.
- Organize your instruction into three main parts so they will be easy to remember.
- Explain that first he must put a piece of painting paper down on a few sheets of newspaper. Second, place a few drops of paint on the paper. The third step is to blow gently through the straw to scatter the paint around. This will make interesting designs on the paper.
- Let him decide which friend or family member he would like to teach. Encourage him to use both words and actions as he teaches.
- Review briefly the steps in the process: *Now, what is the first thing you will show?* Continue to talk through the remaining steps.
- Position yourself near the new teacher and student, but do not intervene unless needed.
- Respond positively to both your child and the one he is teaching. *Michael, you explained the three steps so clearly! Jesse, you blew green and purple paint around your paper!*

Another idea

A few other easy-to-teach projects are making a peanut butter sandwich, planting seeds in a pot, and rolling a ball of dough.

Let's read together!

I'll Teach My Dog a Lot of Words
by Michael Frith

Pre-K – Lesson 33

Objective	Vocabulary, Passage of Time
Text, Materials, Video Name Pre-K Lesson 33	Literacy Activity: See and Show Paper, pencil and/or crayon, magazine or newspaper or grocery store circular Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read Mouse Paint or any book of your choosing
Think	What colors mixed together make green? ¿Cuáles colores debemos mezclar para obtener verde?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “See and Show”, pgs. 95 & 96 • Activity 2: “Drawing Memories” - draw a picture of something you saw today. Describe it.
Closing	Write/Draw in your journal or on a piece of paper about your favorite part from the story Mouse Paint. Tell why it is your favorite part. Be sure to practice writing your name on your paper. Remember to wash your hands.

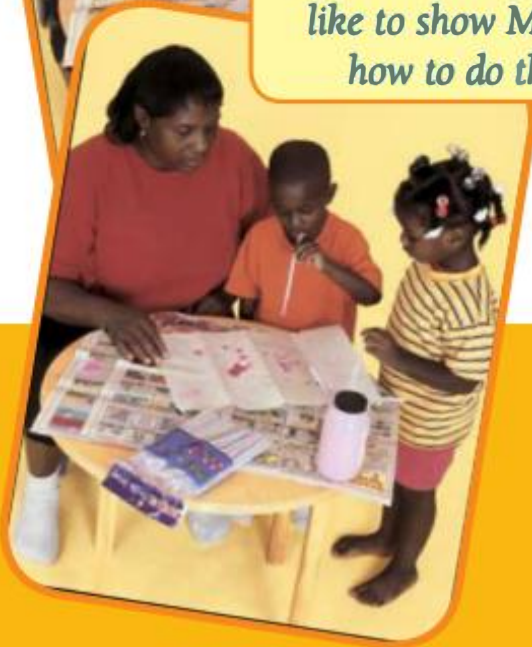
See and Show

*The third thing you do
is blow on the paint.*



Show your child how to use a straw to make a painting and encourage him to explain the process to someone else.

*Great! Would you
like to show Melissa
how to do this?*



This experience allows your child to practice sharing useful information with others.

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Another idea

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Let's read together!

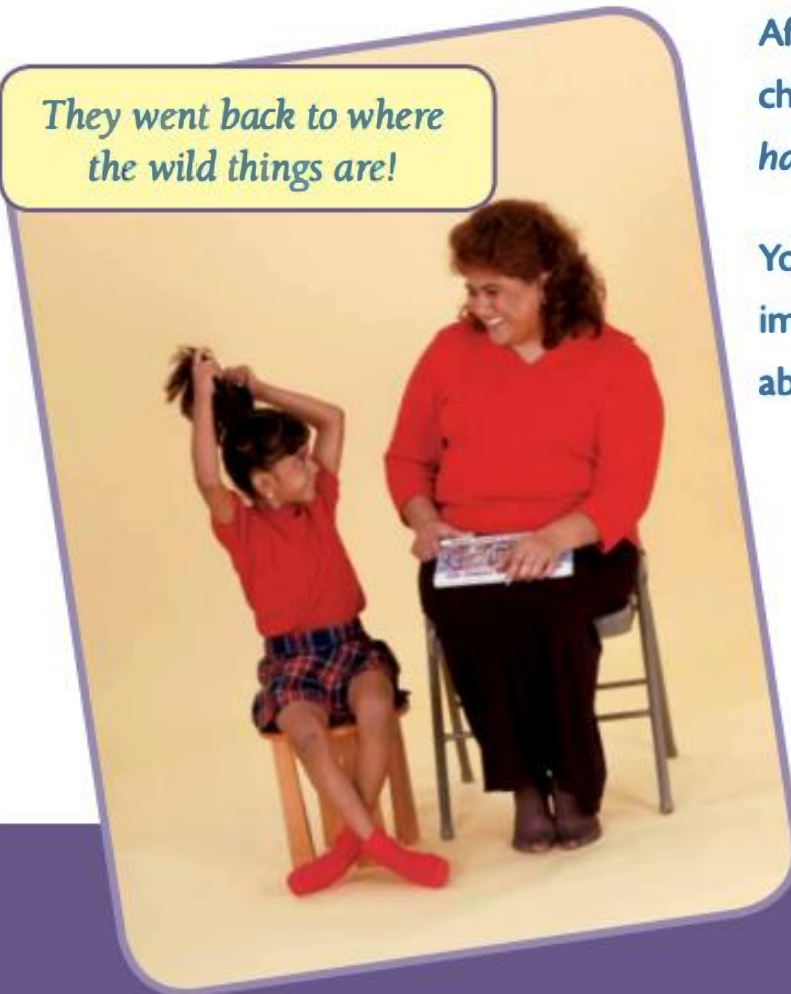
I'll Teach My Dog a Lot of Words
by Michael Frith

Pre-K – Lesson 34

Objective	Extend the Story, Writing, Exploring
Text, Materials, Video Name Pre-K Lesson 34	Literacy Activity: Add to the Tale Paper, pencil and/or crayon Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read The Very Hungry Caterpillar / La Oruga Muy Hambrienta or any book of your choosing
Think	Which fabric pattern do you like best? ¿Qué patrones de las telas les gustan más?
Talk	With your family member, caregiver, or friend, talk about the following question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Add to the Tale”, pgs. 98 & 99 • Activity 2: “Insect Investigations” - look for insects outside. Observe them and describe them.
Closing	Write/Draw in your journal or on a piece of paper about insects. Draw the Hungry Caterpillar and add to the tale. Write about what your caterpillar will eat next. Be sure to practice writing your name on your paper. Remember to wash your hands and cough into your elbow.

Add to the Tale

*They went back to where
the wild things are!*



After you read a story to your child ask, *What do you think happened next?*

Your child will practice using her imagination to think logically about the future.



Why this is important

By asking your child to talk about what happens after the end of the story, you are helping her establish a new or future idea based on previous events. Your child will have an opportunity to voice an idea about the next logical step in a story. Throughout life we wonder about the future and try to project our ideas into it. Stories, reading, and writing help us do this.

What you do

- Take a minute to reflect on a familiar story after reading it with your child. After *Jack and the Beanstalk*, for example, talk about the fact that Jack now has the treasures and the giant is dead.
- Ask a question that will help her take the story a logical step forward: *What do you think Jack did the next morning?*
- Give her time to think and respond. If her answer does not contain much information, ask questions that may help her elaborate on her idea. Sometimes repeat her words to her so that she knows you are interested: *So he saw the giant again?* She may add more detail to her answer.
- Ask yes-or-no questions if she has trouble continuing the story: *Did he get up? Did he see something out his window?* She may feel more comfortable after you have discussed several stories.

Another idea

Provide crayons, markers, and paper for your child. Encourage her to illustrate what she thinks happened after the story ended. Record her words on her picture.

Let's read together!

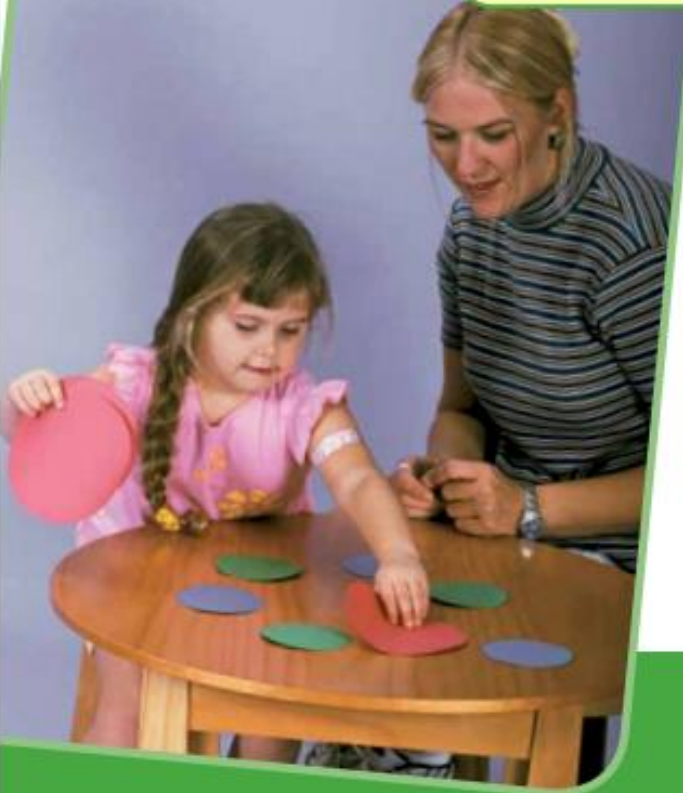
Where The Wild Things Are
by Maurice Sendak

Pre-K – Lesson 35

Objective	Sorting/Observation
Text, Materials, Video Name Pre-K Lesson 35	Activity: Sort Any Way You Like Paper, pencil and/or crayon, any kind of toys or clothes that can be sorted Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read Hop Jump / Salta y Brinca or any book of your choosing
Think	What is written on your clothes: words, numbers, or nothing? ¿Su ropa tiene algo escrito: palabras, números o no tiene nada?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Sort Any Way You Like”, pgs. 101 & 102 • Activity 2: “Nest Observation” - look for bird nests, observe them and talk about the purpose of the nests. While you are outside, perform some of the movements you read about in Jump/Hop.
Closing	Write/Draw in your journal or on a piece of paper what is written on your clothes today. Copy them. Be sure to practice writing your name on your paper. Remember to wash your hands and cough into your elbow.

Sort Any Way You Like

I like to see how you sort things.



Offer your child colored shapes to sort any way she chooses and ask her to tell you about her groupings.

Your child may begin to see that things can be grouped in many different ways.

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Why this is important

Sorting shapes without any direction from you encourages your child to think of many ways to group the shapes. This game gives her experience in considering several possible solutions, which is called divergent thinking. There are no correct answers in this game.

What you do

- Cut two big circles and two little circles from construction paper. Use three colors of construction paper so that you finish with four circles of each color.
- Spread out the 12 circles and say, *We can put these into groups in a lot of ways. Will you show me one way?*
- Observe quietly as your child groups the circles. When she is finished, comment on her work: *You worked very carefully with the circles. Tell me about this group.*
- Mix the shapes again and ask her to find a new way to group them. She will most likely group by color or size, but with practice she may begin to see more ways of grouping.
- Summarize at the end of each round, and talk about the way she chose to put the circles together: *Here are all the large blue circles and these are the little red and blue circles, and here are all the green circles together.*

Ready to move on?

Expand the game by adding multi-colored wrapping paper, more sizes of circles, and other shapes, including 3-D objects.

Let's read together!

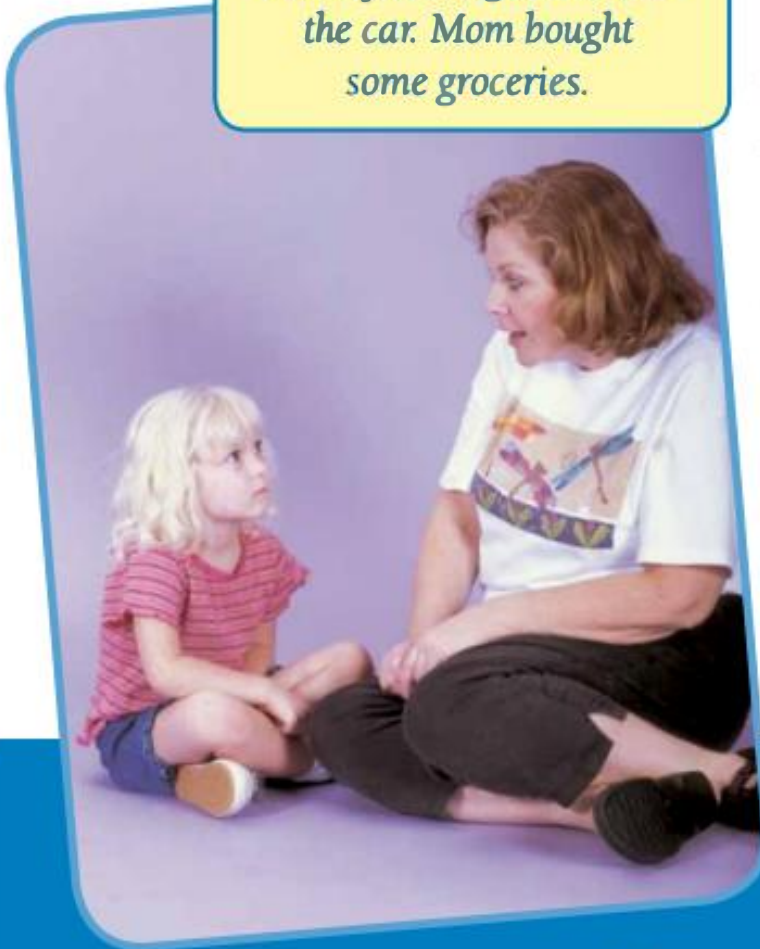
Some Things Go Together
by Charlotte Zolotow

Pre-K – Lesson 36

Objective	Sequencing, Same/Different
Text, Materials, Video Name Pre-K Lesson 36	Activity: Scrambled Stories Paper, pencil and/or crayons Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read We are All Alike...We are all Different... / Todos Somos Iguales...Todos Somas Diferentes or any book of your choosing
Think	Where do you get your clothes? (Display choices, e.g., store, older sibling, present.) ¿Dónde conseguimos nuestra ropa? (Ofrezca algunas posibles respuestas, p.ej., un almacén, un hermano o hermana mayor, un regalo).
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Scrambled Stories”, pgs. 104 & 105 • Activity 2: “What is Different?” – go on a nature walk twice today, once in the morning and once in the afternoon. Ask your child what is different on the afternoon walk and what is the same?
Closing	Write/Draw in your journal or on a piece of paper about same/different. Draw two pictures that are of the same thing and then draw two pictures of two things that are different. Write the letter “S” on the pictures that are the same and “D” on the pictures that are different. Be sure to practice writing your name on your paper. Remember to wash your hands.

Scrambled Stories

Mom put the groceries in the car. Mom bought some groceries.



Tell a very short story in the wrong order and invite your child to fix it.

Your child will increase her awareness of why some events must logically occur in a certain order.

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Why this is important

Asking your child to fix a mixed-up story gives your child practice in mentally arranging stories in logical order. Information does not always reach us in perfect order. For example, in writing a report, information must be gathered from various places and then organized in the most understandable sequence. Practicing organizing information now will help to prepare your child for sequencing complicated information later.

What you do

- Invite your child to listen to a story, but explain that the story might need sorting out: *I've made up some stories to tell. They've gotten a bit mixed up, but I think you can help me straighten them out.*
- Start with a very short story, and explain that it has two parts: *This is one part: In the afternoon Jim came home tired but happy. The other part is: In the morning Jim helped his father paint the house.*
- Ask your child which part of the story should be first and which should be last. Then ask her how she knew which part should be first.
- Move on to longer stories as she successfully practices this skill. A few examples are:

Two parts: 1. A cat sat on a soft pillow. 2. Soon the cat was fast asleep.

Three parts: 1. Ed went fishing. 2. Ed fell in the water. 3. Ed sat in the sun to dry off.

Four parts: 1. Mary woke up. 2. Mary got dressed and ate breakfast. 3. Mary rode on the school bus. 4. Mary said "Good Morning" to her teacher.

Another idea

Make pictures illustrating each part of the story. Give them to your child to use in sequencing the story.

Let's read together!

From Caterpillar to Butterfly
by Deborah Heiligman

Pre-K – Lesson 37

Objective	Cause and Effect, Following Directions
Text, Materials, Video Name Pre-K Lesson 37	Activity: Which is Best Paper, pencil and/or crayon, blocks or anything that can be stacked safely Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read Peter’s Chair or any book of your choosing
Think	What was your favorite part of the visit to the store? ¿Qué fue lo que más les gustó de la visita a la tienda de ropa?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above. Conduct the experiment with adult supervision.
Do	<ul style="list-style-type: none"> • Activity 1: “Which is Best”, pgs. 107 & 108 • Activity 2: “Following Directions” - make a simple map and help your child to follow it. Hide his favorite toy at the end of the path.
Closing	Write/Draw in your journal or on a piece of paper about a map that you want your family to follow. Draw one for them to follow. Be sure to practice writing your name on your paper. Remember to wash your hands.

Which Is Best?

That tower keeps falling.



*Let's talk about some ways
you could change it.*

When your child faces a problem, offer two possible solutions and let him choose the best option.

Your child will gain experience in considering alternative paths of action.

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Why this is important

Providing your child with two possible solutions to a problem encourages him to think about each one before making a choice. With enough practice, considering alternative actions will eventually become a habit for him. Weighing alternatives is a key step in solving problems. Later your child will be able to link this skill with others to solve problems successfully.

What you do

- Encourage your child to pause when he is dealing with a problem. During the pause, calmly and lovingly explain what is happening. For example, if his tower of blocks keeps falling over, say, *That tower keeps falling. It's made you so unhappy.*
- Talk quietly with your child about problem solving. *There are some things that you could do so that won't happen anymore. Let's talk about a couple of them.*
- Invite your child to consider two options for solving the problem. *You could build the next tower wider and stronger at the bottom, or you could decide to build something else – maybe a long train. Which of these ideas would be best for you?*
- Accept any decision he reaches after thinking about both alternatives. If he suggests a third alternative, congratulate him on his creative thinking.

Another idea

Use this process for helping two children solve a problem. When they argue, calmly sit with them, explain the situation, and suggest two courses of action that they can choose from.

Let's read together!

Talk And Work It Out
by Cheri J. Meiners

Pre-K – Lesson 38

Objective	Patterns, Quantity and Numeral Writing
Text, Materials, Video Name Pre-K Lesson 38	Activity: Little by Little Paper, pencil and/or crayon, pictures of items Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read The Big Wide Mouth Frog or any book of your choosing
Think	What comes next in the pattern? (Display a simple repeating pattern, such as blue-red-blue-red.) ¿Qué sigue en ese patrón? (Muestre un patrón sencillo y repetitivo, como azul-rojo-azul-rojo).
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Little by Little”, pgs. 110 & 111 • Activity 2: “Marching Numbers” - march and count the steps. How many until you get to your bed/kitchen/sofa. Write the number.
Closing	Write/Draw in your journal or on a piece of paper about your favorite part from the story “Big Mouth Frog”. Tell why it is your favorite part. Be sure to practice writing your name on your paper. Remember to wash your hands.

Little by Little

Let's see how soon you can name this picture.



Ask your child to name a picture as you slowly uncover it.

Your child will practice creating a whole image of the picture in her mind when only part of the image is visible.

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Why this is important

Revealing a picture a little at a time encourages your child to mentally complete the picture. This is called visual closure. Often a person gets only a glimpse of a word or picture, for example, while riding in a car or bus. With good visual closure, a child will be able to read the word or understand the picture even when she can see only part of it.

What you do

- Begin with a familiar book that has large, clear pictures. Choose a book with pictures your child has named before.
- Insert a piece of construction paper so that the first picture is covered when the book is opened.
- Explain, *I'm going to hide some of these pictures from you. But I bet you'll be able to guess what they are. Here's a little peek.*
- Reveal part of the picture by slipping the cover paper part way down. Show as much of the picture as necessary for her to guess successfully.
- Compliment her achievement: *You're right! You named the picture without seeing all of it.*
- Go from page to page in the familiar book before moving on to a book with unfamiliar pictures.

Another idea

Change the game by moving the cover paper in different directions. Sometimes you may uncover from the bottom or side of the picture. You can also use three smaller cover papers and invite your child to remove one paper at a time to guess the picture underneath.

Let's read together!

Seven Blind Mice
by Ed Young

Pre-K – Lesson 39

Objective	Emotions, Exploration
Text, Materials, Video Name Pre-K Lesson 39	Activity: Show Me How It Feels Paper, pencil and/or crayons Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read I Went Walking / Sali' de Paseo or any book of your choosing
Think	What comes from sheep? ¿Qué viene de la oveja?
Talk	With your family member, caregiver, or friend, talk about the following question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Show Me How It Feels”, pgs. 113 & 114 • Activity 2: “Nest Observation” - look for bird nests, observe them and talk about the purpose of the nests.
Closing	Write/Draw in your journal or on a piece of paper about what you see when you go on your nest observation walk. Be sure to practice writing your name on your paper. Remember to wash your hands and cough into your elbow.

Show Me How It Feels

Can you show me how it feels to be happy?

Talk about feelings and invite your child to show them with his face and body.

The actions of this game will help your child understand, demonstrate, and talk about his own feelings.



Angry?



Surprised?

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Why this is important

By calling your child's attention to emotional expressions and by teaching him the names of emotions, you help your child identify his feelings and those of other people. As he learns new ways of expressing his feelings, he will begin to understand that certain ways of showing feelings can help him manage them. He can recognize and express his feelings in a comfortable, accepting atmosphere.

What you do

- Practice expressing feelings with your child while you talk about the names of the feelings.
- Begin with a familiar feeling, for example, *Show me how it feels to be happy.*
- Respond to his actions: *That certainly is a happy dance. It shows me you really feel fine.*
- Show how you look when you feel happy. Talk about times when both of you were happy and reenact the way you showed your happiness.
- Keep the game simple. Talk about each basic feeling as you express it together with facial expressions, other movements, and speech.

Ready to move on?

Play the game another day with various emotions, such as anger, sorrow, excitement, fear, disappointment, annoyance, and so on. Talk about a time when your child felt a particular emotion and about how he and other people show that feeling.

Let's read together!

Yesterday I Had the Blues
by Jeron Ashford Frame

Pre-K – Lesson 40

Objective	Writing, Sorting
Text, Materials, Video Name Pre-K Lesson 40	Activity: Mailing a Letter Paper, pencil and/or crayon, clothes to sort Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read Ten, Nine, Eight / Diez, Nueve, Ocho or any book of your choosing
Think	What do you put on first when you get dressed in the morning? Your socks, your underwear, or your shirt? ¿Qué se ponen ustedes primero cuando se visten en la mañana? Sus calcetines, su ropa interior, su camisa?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Mailing a Letter”, pgs. 116 & 117 • Activity 2: “Laundry Hamper” - sort laundry by groups (socks, shirts, pants), count how many in each group, make a chart use tally marks to show quantity.
Closing	Write/Draw in your journal or on a piece of paper about numbers. Write as many numbers as you can. Be sure to practice writing your name on your paper. Remember to wash your hands and cough into your elbow.

Mailing a Letter



Uncle Julian will like getting our letter.

Invite your child to participate in sending a letter to a relative or friend.

Your child will think about people who are far away and have a reason for wanting to learn to read and write.



There goes our letter.

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Why this is important

Your child can feel connected to his extended family and friends through letter writing. As he practices reading and writing, he also learns the process of sending and receiving mail. Your child will gain a sense of confidence and connection by understanding that his family is larger than the immediate relatives he sees everyday.

What you do

- Use special family times such as birthdays, national, secular, or religious holidays, or personal achievements to help your child become aware of family members who live in other places.
- Help your child send a letter that could include a picture he draws, a photo, or a card you buy together.
- Show him how to put the card in the envelope, and allow him to attach the stamp.
- Talk about the three items that must go on the envelope before mailing: *This is the address where we want the card to be delivered. That's where Aunt Jane lives. This return address tells that you are the person sending the card. The stamp pays for all of the work that it takes to deliver the letter.*
- Explain the next steps in the process as you go together to mail the card. You might take it to the post office or place it in your own mailbox.
- Talk each day about where card might be on its journey.
- Inform the recipient about the activity and ask her if she would please reply to your child.

Another idea

You can also use e-mail with your child as a way to communicate with family at a distance. Talk about the steps involved in sending and receiving e-mail.

Let's read together!

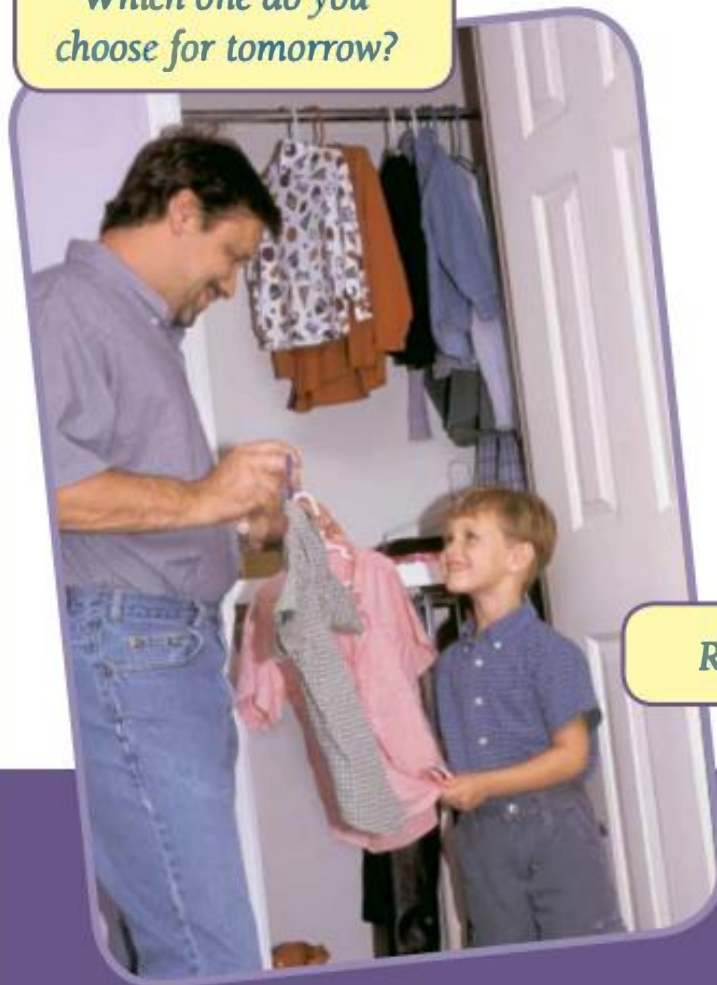
Dear Mr. Blueberry
by Simon James

Pre-K – Lesson 41

Objective	Planning
Text, Materials, Video Name Pre-K Lesson 41	Activity: Clothes for Tomorrow Paper, pencil and/or crayons Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read Hats, Hats, Hats / Sombreros, Gorras Y Cachuchas or any book of your choosing
Think	Does anyone in your family wear a uniform to work? ¿Alguien en la familia de ustedes usa uniforme para trabajar?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Clothes for Tomorrow”, pgs. 119 & 120 • Activity 2: “What is missing?” - set up 5 - 10 items on a tray. Cover them and remove one, uncover the objects and guess which one is missing.
Closing	Write/Draw in your journal or on a piece of paper about hats. Design your favorite. Write the word “hat”. Be sure to practice writing your name on your paper. Remember to wash your hands.

Clothes for Tomorrow

Which one do you choose for tomorrow?



Offer your child a couple of options in a decision that is coming soon, such as tomorrow's clothes.

Your child will practice considering his options before making a decision.

Red stripes.

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Why this is important

Your child will feel more independent when you provide a series of experiences that offer him a choice, such as choosing his own clothes and dressing himself. He can be more independent and successful in many activities if you help him to think and plan ahead before they happen. He will use planning skills later in life while, for example, preparing meals, taking a test, and spending money.

What you do

- Talk with your child before bedtime about an event happening the next day.
- Invite him to choose clothing that will be suitable. Help him lay out the clothes so he can put them on by himself in the morning.
- Guide him to see what options are reasonable so you will not have to veto his choices: *If you're going on a field trip, will you want to wear your comfortable shoes to walk around in?*
- Think with him about alternatives in case of rain or changed weather. Lay out his raincoat and let him decide in the morning if he needs it.
- Make fewer decisions for him as he progresses toward independently choosing and dressing himself.

Another idea

Use this method for other activities that require planning, such as preparing a snack, selecting a book to read tomorrow, or making a gift for someone.

Let's read together!

Ella Sarah Gets Dressed
by Margaret Chodos-Irvine

Pre-K – Lesson 42

Objective	Letter Recognition and Writing, Counting and Measuring
Text, Materials, Video Name Pre-K Lesson 42	Activity: Counting Higher Paper, pencil and/or crayon Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read Who is the Beast / Quien es la Bestia? or any book of your choosing
Think	Do you have an uppercase <i>D</i> or a lowercase <i>d</i> in your name? ¿Tu nombre tiene una <i>D</i> mayúscula o una <i>d</i> minúscula?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Counting Higher”, pgs. 122 & 123 • Activity 2: “Cracker Count” – serve 2 bowls with crackers and count the crackers in both bowls. Ask your child which bowl has more and less. Use cereal or beans or whatever you have at home to count.
Closing	Write/Draw in your journal or on a piece of paper about letters. Write every family member’s name. Be sure to practice writing your name on your paper too. Remember to wash your hands.

Counting Higher

Use your fingers, objects, or motions to add fun as your child counts to 10 or higher.

Our number system is based on 10, so it is useful to get plenty of practice using these important numbers.

8...9...10



I let him go again.

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Why this is important

Counting games offer your child practice using the words from 1 to 10 (or more, if she is ready) in sequence. The numerical system in our country is based on 10. When a child masters 10s, it is a good start on the whole system.

What you do

- Use a fingerplay song to help your child practice numbers from 1 to 10:

Sing

One, two, three, four, five,

I caught a fish alive.

Six, seven, eight, nine, ten,

I let him go again.

Play

Close the fingers on one hand to make a fist.

Enclose your first fist with your second hand.

Open up the fingers of your second hand.

Put your hands together and move them back and forth to look like a swimming fish.

- Practice counting with pegs, crayons, or clothespins. You can also use motions such as walking up stairs, hopping on one foot, or clapping your hands to count.
- Say the number clearly as you illustrate it. Encourage your child to say the number during the action.

Ready to move on?

Pay attention to your child's progress with counting. Add more numbers when you think she is ready.

Let's read together!

Feast For 10
by Cathryn Falwell

Pre-K – Lesson 43

Objective	Identifying Words, Predictions
Text, Materials, Video Name Pre-K Lesson 43	Activity: Painting on Paper Paper, pencil and/or crayon, book Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read My Colors, My World / Mis colores, mi mundo or any book of your choosing
Think	Do you have a lowercase e in your name? ¿Tu nombre tiene una e minúscula?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Painting on Paper”, pgs. 125 & 126 • Activity 2: “Fun Predictions” - make predictions around the house. Guess how many steps it takes from the kitchen to the bathroom, how many toys will fit in a container, how many cups of water to fill the jar to the top.
Closing	Write/Draw in your journal or on a piece of paper about words. Write as many words from the story that you have. Be sure to practice writing your name on your paper. Remember to wash your hands.

Painting on Paper



I'm painting.

I see you using purple paint.

Provide your child with paper, paintbrushes, and one or two colors of paint.

Your child's creativity will grow when you offer her a variety of painting experiences.

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Why this is important

At this age, your child may naturally experiment with many original ways of doing things. With paint, she has many opportunities to express her original ideas without instruction. Early creative experiences can help to enrich the later, more cautious stages of your child's artistic development.

What you do

- Place painting materials on a low, flat table surface protected with newspapers, or put a few newspapers on the floor to use as a work space.
- Offer your child a paint smock. An old adult shirt worn backwards also works well.
- Allow your child plenty of time to explore with the paint and brushes.
- Stay nearby as your child paints, but wait until she finishes before offering comments: *You made a big red shape and some long blue lines. That's a wonderful painting!*
- Increase the number of paint colors after she feels comfortable with the painting process. You also can offer different colors of paper and different sizes of brushes or sponges to paint with.

Another idea

Find a space in your home to display your child's art. You can talk about her work and encourage her to describe it to others.

Let's read together!

The Dot
by Peter H. Reynolds

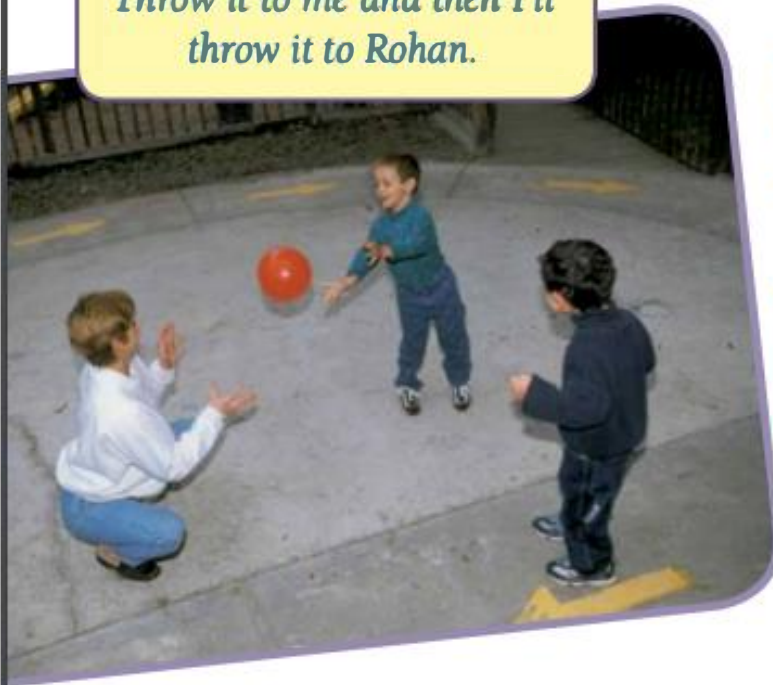
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Pre-K – Lesson 44

Objective	Word Clapping
Text, Materials, Video Name Pre-K Lesson 44	Activity: Three-Corner Catch Paper, pencil and/or crayons, ball Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read Jump Frog Jump! / Salta, Ranita, Salta! or any book of your choosing
Think	What shapes do you see on your clothes? ¿Qué figuras ven ustedes en su ropa?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Three-Corner Catch”, pgs. 128 & 129 • Activity 2: “Word Clapping” - sing a song and clap the words on the first three sentences.
Closing	Write/Draw in your journal or on a piece of paper about anything you want. Be sure to practice writing your name on your paper. Remember to wash your hands and cough into your elbow.

Three-Corner Catch

*Throw it to me and then I'll
throw it to Rohan.*



Play an easy game of toss and catch with your child and a playmate.

The children will improve their throwing skills and find that it's fun to take turns and cooperate.



Why this is important

Tossing and catching is a universal children's game in all cultures. Although your child may miss the ball repeatedly at first, he will learn cooperation and turn taking as he practices tossing and catching the ball.

What you do

- Invite your child to join you in a game of catch.
- Toss a large, lightweight ball back and forth with him a few times.
- Suggest an expanded game. *Brett, let's ask Anita if she wants to toss and catch with us.*
- Introduce the new three-person game. *There are three of us. We can play three-corner catch. Each of us will be a corner.*
- Explain the rules: *Brett will throw to Anita, Anita will throw to me, and I will throw to Brett.* You can walk through the motions to help your child understand and remember the order.
- Encourage success during the game by offering encouragement. *Brett, you threw the ball so carefully to Anita. That helped her catch it.*
- Talk about your own actions as well. *I'll step a little closer to you, Brett. It will be easier for you to catch.*

Another idea

Change the game by adding more players, using a different size ball, or increasing the space between children.

Let's read together!

Night Catch
by Brenda Ehrmantraut

Pre-K – Lesson 45

Objective	Counting, Writing
Text, Materials, Video Name Pre-K Lesson 45	Activity: A Calendar of Special Memories Paper, pencil and/or crayon, calendar Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear / El Ratoncito, La Fresa Roja y Madura Y El Gran Oso Hambriento or any book of your choosing
Think	What was your favorite part of the clothes study? ¿Qué fue lo que más les gustó del estudio de la ropa?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “A Calendar of Special Memories”, pgs. 131 & 132 • Activity 2: “Cans and Boxes” - count cans and boxes in the kitchen. Do you have more boxes or cans? How are they different/alike?
Closing	Write/Draw in your journal or on a piece of paper about clothes. Write about anything you like. Then go back and read through your journal. See how much you have learned. Be sure to practice writing your name on your paper. Remember to wash your hands and cough into your elbow.

A Calendar of Special Memories

You're putting the movie ticket on the calendar.

Help your child put pictures and words on a calendar to remind her of recent events.

The calendar will act as a memory aid, helping your child extend her ability to remember.



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Why this is important

A calendar can include pictures and words that will help your child recall an event and tell about it. Putting written words under pictures stimulates her interest in print and literacy. Using words to express her memories can give your child the pleasure of sharing her memories and ideas. Memory is necessary for all learning. Using records to jog the memory is an effective tool.

What you do

- Find or make a calendar with day spaces large enough to contain a small picture.
- Record special events with your child by inviting her to paste or draw a picture of the event on the calendar.
- Talk with her about the event as you mark it on the calendar: *Here is a little picture of shoes like your new ones. Let's cut it out and stick it on your calendar. That will help you remember the day we bought them.*
- Look at the calendar with her a few hours later. Ask her to recall what the picture represents.
- Invite her to share these events with family members and friends. Limit the number of events marked. Choose events to remember based on what your child considers significant.
- Review all the pictures each time a new one is added to the calendar. Keep tape, glue, and magazines nearby so that your child can readily look for pictures as needed.

Another idea

Slowly remove yourself from the choosing process. Allow your child to completely decide what to include on the calendar. She may surprise you with events she remembers.

Let's read together!

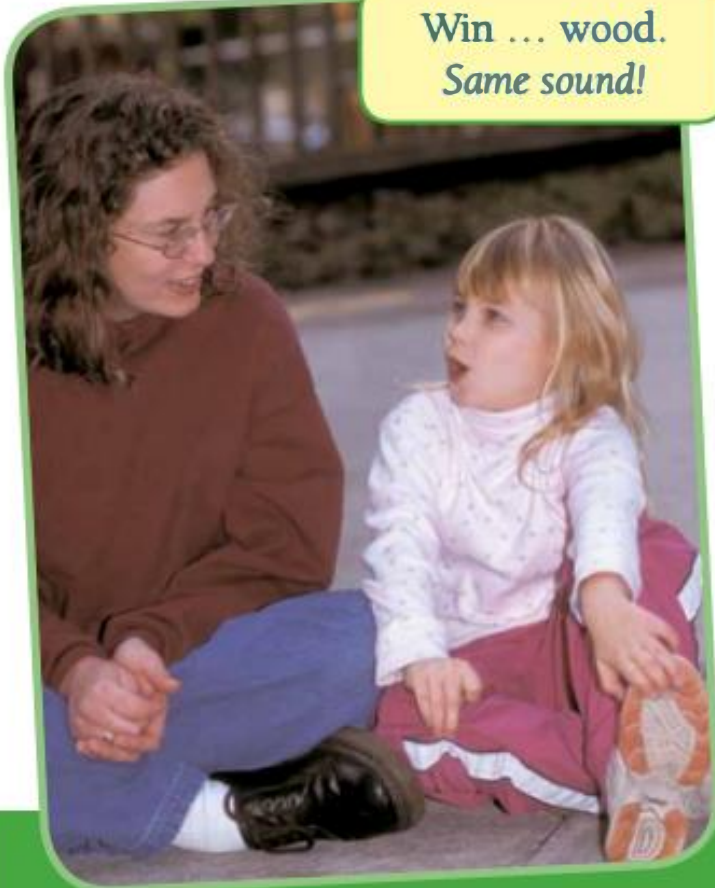
Diary of a Wombat
by Jackie French

Pre-K – Lesson 46

Objective	Beginning Sounds, Attributes
Text, Materials, Video Name Pre-K Lesson 46	Activity: Same Sound Paper, pencil and/or crayons, household items for sensory bin Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read The Very Hungry Caterpillar or any book of your choosing
Think	How do you think preschool is like kindergarten? How is it different?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Same Sound”, pgs. 134 & 135 • Activity 2: “Sensory Bin” - look around the house for lots of soft, interesting looking things to fill up a basket with, and then describe each item: color, size, form, use, etc.
Closing	<p>Write/Draw in your journal or on a piece of paper about words that start with the same sound. Draw and label 3 sets of pictures that begin with the same sound. For example: sun/snake or book/ball.</p> <p>Be sure to practice writing your name on your paper.</p> <p>Remember to wash your hands and always cover your mouth when you cough.</p>

Same Sounds

Win ... wood.
Same sound!



Say some pairs of words and let your child tell you if their beginning sounds are the same (as in *mouse* and *mat*) or different (as in *tall* and *pan*).

Through repeated playing, your child may begin to pay more attention to the important sounds that come at the beginnings of words.

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Why this is important

By playing this game your child will practice focusing on the beginning sounds in words and she may begin using the words *same* and *different* in describing sounds and words. Hearing the beginning sounds of words is an important step in understanding that a word is made up of a series of sounds. The skill of hearing the individual sounds in words will be used later by your child in spelling and reading.

What you do

- Invite your child to join you in a word game. Say, *Listen to these words. Do they sound the same at the beginning? Or do they sound different? Mouse, mat.*
- Repeat the words if your child seems unsure. Exaggerate the beginning sound: *Listen again. Mmmouse, mmmat.*
- Comment positively on your child's successes. *Yes, they are the same beginning sound!*
- Practice with one sound (such as *m*) until you feel your child fully understands the game.
- Add more words to the groupings as you play.

Another idea

Play this game throughout the day such as while riding in the car, taking a walk through the neighborhood, or while waiting in line at the grocery store.

Let's read together!

Polar Bear Night
by Lauren Thompson

Pre-K – Lesson 47

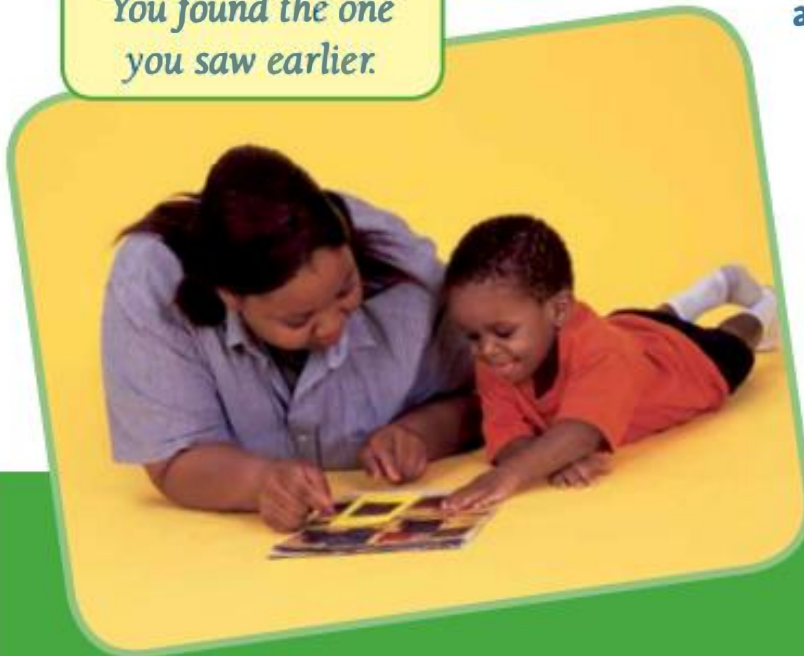
Objective	Memory, Same
Text, Materials, Video Name Pre-K Lesson 47	Activity: Remembering Pictures Paper, pencil and/or crayon, magazine or grocery store circular, scissors Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read The Color Monster or any book of your choosing
Think	How many syllables are in the word kindergarten? Keep playing with other words long and short.
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Remembering Pictures”, pgs. 137 & 138 • Activity 2: “Disappearing Toys” - cover a group of toys with a blanket. Remove one toy from the group, uncover the toys and ask child what toy is missing. The larger the group the more challenging.
Closing	Write/Draw in your journal or on a piece of paper about kindergarten. Make a list of all the things that you will learn in kindergarten. Be sure to practice writing your name on your paper too. Remember to wash your hands and cough into your elbow every time.

Remembering Pictures

1. Look at the single picture.
2. Put it away.
3. Find it on the big page.



You found the one you saw earlier.



Show your child a cutout picture, put it away, and then encourage him to find it again on a page of pictures.

Your child's memory will expand as he increases his ability to recall what he has seen.

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Why this is important

You can help with memory development by having your child look for a picture he has seen before. Systematic searching makes the task easier. The ability to recall visual memories of letter forms and symbols is especially important for reading, writing, and using computers.

What you do

- Find two identical copies of a catalog. Cut out pictures of a variety of items from one catalog such as a purse, lawn mower, and table.
- Mark the pages of the other catalog that feature the items you cut out.
- Sit on the floor with your child and give him one cutout to hold.
- Explain, *Here's something to take a good look at.*
- Put the picture out of sight when he gives it back to you.
- Open the uncut catalog to the page that contains the picture he just saw. Ask, *Can you point to the one you just saw?* If he cannot find it, close the catalog and show him the cutout again. Then return to the catalog.
- Congratulate him when he finds the picture, even if he needed help.

Ready to move on?

Make the game harder by showing him several cutouts at once, then put them all away, and have him find the pictures on different pages.

Let's read together!

There Was an Old Lady Who Swallowed a Fly
by Simms Taback

Pre-K – Lesson 48

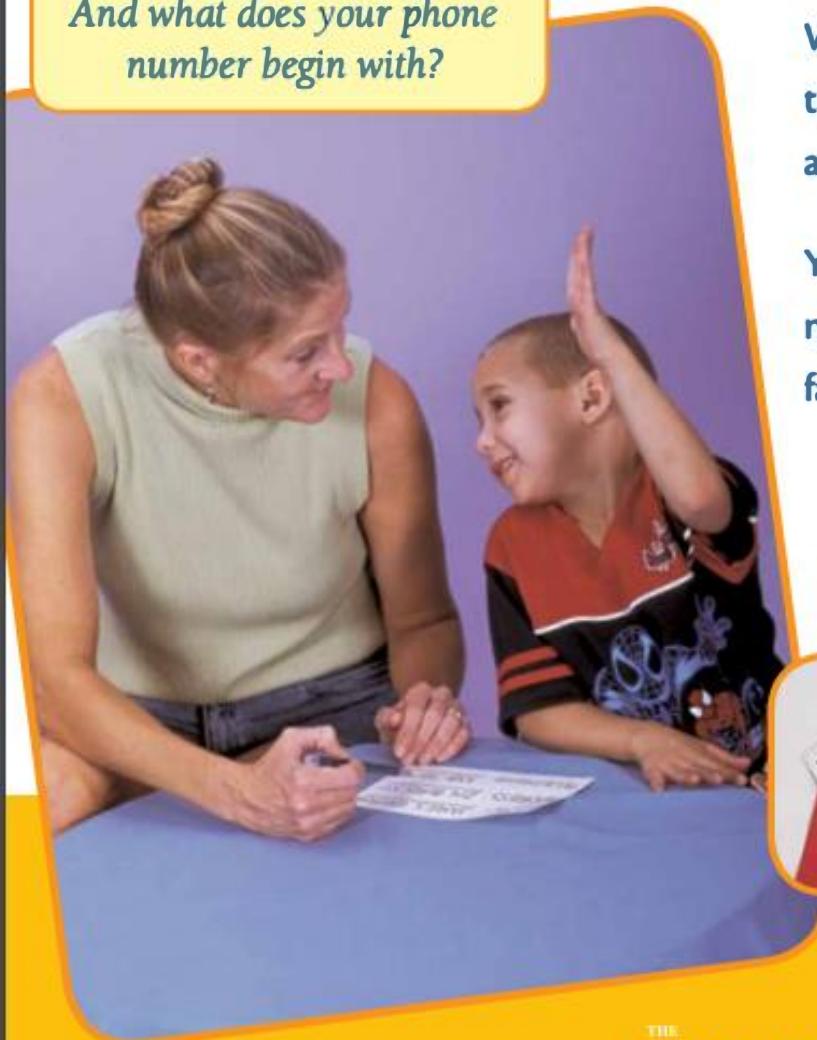
Objective	Demographics, Sorting
Text, Materials, Video Name Pre-K Lesson 48	Activity: This is Who I Am Paper, pencil and/or crayon Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read I Am Enough or any book of your choosing
Think	Which of these is different? (Display three similar objects and one that is different, e.g., three different mittens and one glove, or three hardcover books and one paperback.)
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “This is Who I Am”, pgs. 140 & 141 • Activity 2: “Sorting Toys” - sort toys by groups. Toys made out of plastic, fabric, metal, etc. Then count which group has more/less/equal.
Closing	Write/Draw in your journal or on a piece of paper about shapes. Draw a circle, a square, a triangle, a rectangle and an oval. Be sure to practice writing your name on your paper. Remember to wash your hands.

This Is Who I Am

And what does your phone number begin with?

With your child, write and talk about his name, address, and phone number.

Your child will begin to memorize some identifying facts about himself.



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Why this is important

Identification data provide a link between children and their adult family members. Playing this game helps your child learn his family name, birth date, address, and telephone number. Especially in case of an emergency, knowing his identifying information gives him a significant form of protection. Seeing this important information about himself in print stimulates his interest in reading and writing.

What you do

- Play word games that help your child remember important personal information. Sing *I am Eva Black. Daddy is Richard Black. Who are you?* Help him answer with his full name.
- Pretend to make a phone call to your house and say your phone number so your child can hear. Repeat it often.
- Talk about your address as you and your child come home: *Here we are at 310 Pine Street.* Ask him questions about his address. *Do you live on Oak Street or Pine Street?*
- Listen as your child repeats the information back to you.
- Show him an identity card such as a driver's license. Point out that it shows your full name, address, and birth date. Talk about how this lets others know who you are.
- Make him a card with his information that he can show to close friends and family members. Put the card in a safe place when you are not playing this game.

Another idea

As your child grasps the information, add more details such as the name of the city where he lives and his zip code.

Let's read together!

Ruby in Her Own Time
by Jonathan Emmett

Pre-K – Lesson 49

Objective	Same/Different, Following Directions,
Text, Materials, Video Name Pre-K Lesson 49	Activity: Showing What I Know Paper, pencil and/or crayons Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read Peter’s Chair or any book of your choosing
Think	How are these the same? (Display three objects that have a common characteristic, e.g., a marble, a beach ball, and an orange.)
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Showing What I Know”, pgs. 143 & 144 • Activity 2: “Dancing Partners” - encourage your child to dance and make music with pans, pots, etc. Dance with him as he gives you directions.
Closing	Write/Draw in your journal or on a piece of paper about what you know. Write about colors, shapes, letters, numbers or whatever you want. Be sure to practice writing your name on your paper. Remember to wash your hands and cough into your elbow.

Showing What I Know

Put your finger on something that's purple.



Name or describe a picture you see in a magazine or book and invite your child to point to it on the page.

Your child will have an opportunity to practice hearing and understanding many words.

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Why this is important

Naming or describing the pictures you see and then inviting your child to point to them on the page allows him to practice hearing and understanding words. Reading books with him helps him practice using his ability to understand words. This game can help you and your child become aware of the different kinds of things he knows.

What you do

- Invite your child to sit with you and look at a book. Choose a children's book or a family magazine, and pause on pages that interest both of you.
- Ask questions that will let your child demonstrate his knowledge, especially knowledge that goes beyond his spoken vocabulary. A few examples of questions are:

Can you find something that goes fast?

Which plate has two cookies on it?

Can you point to the spaghetti?

Which picture has an open window in it?

- Observe your child thinking about the question and pointing to the answer.
- Follow your child's lead and adjust the difficulty of the game by choosing a book with many pictures on the page, or continue to use a book with only a few pictures.

Let's read together!

Bark George
by Jules Feiffer

Another idea

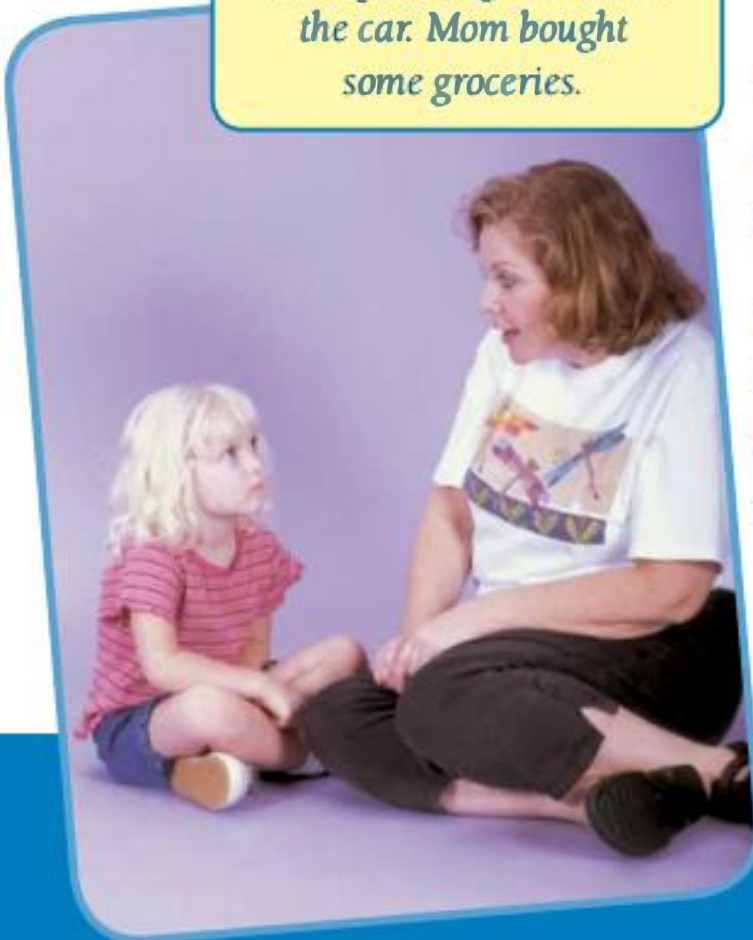
Play the game many times by varying the books or magazines and the questions. When you come to a picture that you know your child is able to say, let him name it and ask you to point. If your child recognizes any letters, invite him to point to and name them as well.

Pre-K – Lesson 50

Objective	Letters, Numbers, Sequencing
Text, Materials, Video Name Pre-K Lesson 50	Activity: Scrambled Stories Paper, pencil and/or crayon, scarves/ribbon/string Video Link: www.detroitk12.org/youtube
Read	With a family member, caregiver, or friend, read No Windows in My Nanna’s House or any book of your choosing
Think	How do you like to show kindness to someone?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Scrambled Stories”, pgs. 146 & 147 • Activity 2: “Sensational Scarves” - gather your scarves or pieces of fabric. Place them on the floor and make shapes or designs with them. Make letters and numbers!
Closing	Write/Draw in your journal or on a piece of paper about anything you like. Write words, names, letters, numbers, copy words from a book – anything! Be sure to practice writing your name on your paper. Remember to wash your hands and cough into your elbow.

Scrambled Stories

Mom put the groceries in the car. Mom bought some groceries.



Tell a very short story in the wrong order and invite your child to fix it.

Your child will increase her awareness of why some events must logically occur in a certain order.

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Why this is important

Asking your child to fix a mixed-up story gives your child practice in mentally arranging stories in logical order. Information does not always reach us in perfect order. For example, in writing a report, information must be gathered from various places and then organized in the most understandable sequence. Practicing organizing information now will help to prepare your child for sequencing complicated information later.

What you do

- Invite your child to listen to a story, but explain that the story might need sorting out: *I've made up some stories to tell. They've gotten a bit mixed up, but I think you can help me straighten them out.*
- Start with a very short story, and explain that it has two parts: *This is one part: In the afternoon Jim came home tired but happy. The other part is: In the morning Jim helped his father paint the house.*
- Ask your child which part of the story should be first and which should be last. Then ask her how she knew which part should be first.
- Move on to longer stories as she successfully practices this skill. A few examples are:

Two parts: 1. A cat sat on a soft pillow. 2. Soon the cat was fast asleep.

Three parts: 1. Ed went fishing. 2. Ed fell in the water. 3. Ed sat in the sun to dry off.

Four parts: 1. Mary woke up. 2. Mary got dressed and ate breakfast. 3. Mary rode on the school bus. 4. Mary said "Good Morning" to her teacher.

Another idea

Make pictures illustrating each part of the story. Give them to your child to use in sequencing the story.

Let's read together!

From Caterpillar to Butterfly
by Deborah Heiligman

Pre-K – CELEBRATION DAY

Objective	Celebration
Text, Materials	Activity: Celebrate Paper, pencil and/or crayon
Read	With a family member, caregiver, or friend, read your favorite book .
Think	What is your favorite memory of our year together?
Talk	With your family member, caregiver, or friend, talk about the question from the “Think Section” above.
Do	<ul style="list-style-type: none"> • Activity 1: “Celebrate”, look back and find your favorite activity and repeat it. • Activity 2: Look back at your favorite math activity and repeat it.
Closing	<p>Read through your journal and celebrate all that you have learned. See how you are able to write your name now. Look at the details on your pictures. See how high you can count and how many numerals you can write. For your last page, draw a picture of your first day of kindergarten. Add lots of details. Don't forget to write your name.</p> <p>Thank you for your hard work. We look forward to watching you grow in kindergarten!!!</p>