

Pre-K Weekly Bundle

May 4 - 8, 2020

**Items 1-3 are optional.** They are provided if you wish to add daily activities for your child to implement further learning at home along with the daily activities below.

**1. A suggested daily schedule for ages PreK and up:**

<https://docs.google.com/document/d/e/2PACX-1vSZhOdEPAWjUQpgDkVAIJrFwxxZ9Sa6zGOq0CNRms6Z7DZNq-tQWS3OhuVCUbh-P-WmksHAzbsrk9d/pub>

**2. Resource (optional) to supplement learning:**  
**Letter Zz Activities for Letter Recognition and Insect creativity**

- a. <https://kidsactivitiesblog.com/88101/letter-z-activities/>
- b. <https://www.childfun.com/alphabet/letter-z/>
- c. <https://www.naturalbeachliving.com/bug-activities-for-preschool/>

**3. Complete the tasks outlined with a focus on specific standards in the NC Foundations for Early Learning. No technology is needed for these activities:**

<https://docs.google.com/document/d/1JQS7vbbtUEXs9ltTUeTBZ3E6DbcFHIkLiUMV7TjhxPY/edit>

**Complete Tasks Daily along with Day 1-5:**

1. Complete Daily Tasks
2. Movement and exercise with Go Noodle!  
<https://youtu.be/BQ9q4U2P3ig>
3. Read books and/or visit sites with books read to your child (epic, tumble library, storyonline.com, YouTube for stories on earth day and recycling)
4. Play 10-15 minutes daily on a resource your child's teacher has shared with you.  
Ex. ABC mouse, lalilo.com, happy numbers.com, teachyourmonstertoread.com, abcy.com
5. Write your first and last name, alphabet (upper and lower case), numbers 1-50 (gauge how high to write based on your child's number recognition), and draw familiar shapes. You can use crayons, markers, rainbow writing, chalk, etc.
6. Art lesson: Simple things that you have around the house to be creative with your home supplies:  
<https://www.mymommystyle.com/25-bug-activities-for-kids/>
7. Choose a day or two to practice letter recognition.  
Use the Shamrock Letter Match from Packet/Bundle 1 & 2.

## Day 1:

1. Question of the Day? What is an insect? How can you tell?
2. Draw a picture of an insect. Have your child do their best to sound out their words to write what they drew about.
3. View to learn what makes an insect: <https://www.youtube.com/watch?v=3166nK3Gym8>  
See if their picture and words have some of the same information
4. Song on Insect body parts: [https://www.youtube.com/watch?v=6pe\\_p5FXE2g&t=9s](https://www.youtube.com/watch?v=6pe_p5FXE2g&t=9s)  
\*Touch head, chest, hips for- head, thorax, abdomen (rocks hips side to side)  
\*Point to eyes, mouth, put both pointer fingers on top of head for antenna 2  
\*then show 3 fingers on each hand and pull to your side for 6 legs
5. Letter of the week: Zz for Zippy Zebra in Letterland & Video of the letter Zz by Jack Hartman [https://www.youtube.com/watch?v=iDeUZy\\_iNT4](https://www.youtube.com/watch?v=iDeUZy_iNT4)
6. Print and search for Zz: I Spy the Letter Zz Activity  
<https://twistynoodle.com/i-spy-the-letter-z-worksheet/>
7. Art: using items you have at home, make an art project for letter Zz or creating your own insects. Above in Optional resource #2 sites a-c
8. Outside fun: Go on a true insect hunt, there are many bugs out, but of the ones you find which are bugs (centipede) or insects ants. Have a sheet of paper, draw line down the middle and record "Bug" or "Insect" of all you find.

## Day 2:

1. Review Parts of the insect & dance with:  
[https://www.youtube.com/watch?v=6pe\\_p5FXE2g&t=9s](https://www.youtube.com/watch?v=6pe_p5FXE2g&t=9s)
2. Question of the day? What insect started as a bug with many legs, then changes to a beauty with wings?
3. View video about the "How a Caterpillar becomes a Butterfly"  
<https://www.youtube.com/watch?v=V5RSpmQQOpw> and take virtual tour of "Butterfly World" <https://www.youtube.com/watch?v=pV-Xel1H8rk>
4. Animated Story time: "The Very Hungry Caterpillar"  
<https://www.youtube.com/watch?v=75NQK-Sm1YY&t=85s>
5. Choose 1 or 2 alphabet movement activities below to play with your child.
  - a. **Kick the Cup-** Take 3 disposable cups, write 1-2-3 on them, line them up at one end of the room or outside, at the other end kick a ball of your choice to knock down a cup, with the green Shamrock cards from packet 1, put them in a bowl or bag to draw the number of letter cards that match the cup you knocked down, for each card say the name (A-Z), give its letter sound and say a word that begins with it
  - b. **Letterland Alphabet Exercises:** Repeat letter, sound & action 2 times  
<https://video.search.yahoo.com/yhs/search?fr=yhs-avg-securebrowser&hsimp=yhs-securebrowser&hspart=avg&p=video+on+letterland+movements+youtube#id=1&vid=93210b205baf95aa7cf0d34d370cf376&action=click>

6. Math: 1 or both Dice needed, roll, count, write, add + 1  
Or Do it yourself on blank paper, write/make space for number sentences 1-10. Draw 1.  $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$   
If you don't have dice, write #1-6 2x on paper, fold, put in cup to draw.
7. Art inside: Make a Handprint Butterfly  
<https://www.notimeforflashcards.com/2009/03/spring-fling-day-3.html>  
Art from outside: Make a nature Butterfly. Go outside to collect leaves, sticks, grass, etc. to glue on paper a "Nature Made Butterfly".

### Day 3:

1. Draw 5 things that have Zz in its name and write their words. (Zit, Zoom, Zucchini, Zero, Zoo, Zigzag, Zipper, Zebra, Zap, puzzle, pretzel, lizard, tweezers, freeze, dozen & sleepy **Zzz's**) After you write the word highlight or circle all the Zz's.
2. Letter Zz: Review sound & words beginning with Zz. (book) *Alpha Tales Zack the Lazy Zebra* <https://www.youtube.com/watch?v=X73l-rUaPw>
3. Brain break: Let's Bug Dance [https://www.youtube.com/watch?v=7xyXB8\\_BetQ](https://www.youtube.com/watch?v=7xyXB8_BetQ)
4. Question: What insect buzzes, can sting, but makes a sweet treat?  
Busy Bees <https://www.youtube.com/watch?v=ta154f5Rp5Y>
5. Be a Busy Bee Games: 1 or both (fine motor & math games)
  - a. **Collecting Nectar Race**- need: 1 die, 2 ice trays or egg cartons, 2 straws or turkey basters, 2 bowls of colored water Each player has a tray, straw & bowl of colored water, someone rolls die and on "GO", each races to suck colored water thru straw and transfer to the matching number of squares as rolled.
  - b. **Pollen Pick-up**- need: 5 sheets of paper, cut in half & numbered 1-10, crumple each like balls of pollen & spread out on table and bowl for Beehive, on "GO"- time how long it takes to pick each, read and put in order in the bowl Beehive (1-2-3-....)
6. Going Buggy!! About Insects. Bug/Insect sorting sheet:
7. Art inside: Make a colony of Bees. Fingerprint bumble bees with mustard on white paper- when mustard prints are dry use black marker to draw antennas, wings and stripes. Add a bee hive if you like.

### Day 4:

1. Question: Do insects have jobs and are they strong like kids? Ants are!!
2. How Do Ants Find Food: <https://www.youtube.com/watch?v=2IVb2Atu3Jc>
3. Game: How sweet it is!! Like the ants, see if you can find the sweet foods. Blind folded, test 2 items at a time waved under the child's nose to see if they can choose the sweet treat. (peanut butter/jelly, mustard/ketchup, syrup/salad dressing, milk/OJ, water/punch, other examples you may find)
4. March with the Ants (song): <https://www.youtube.com/watch?v=XXRiX8W83CA>
5. Make caterpillar or ant names: If a 3-letter name- 3 body circles, 6 legs, 2 antennas & 1 letter on each body part (M-O-M). If using first names- body circle for each letter in

name, 2 legs on each part, 2 antennas (B-r-y-a-n). Cut circles, write 1 letter on each, glue circles to form body in order of name on paper at home. Make a bug/insect for each person in your family.

6. Animated story book about teamwork- The Little Playful Ant:  
<https://www.youtube.com/watch?v=LFTEeDOIRuQ>
7. Insect Patterns. Finish the insect pattern.
8. Mystery Numbers worksheet. Write the missing insect numbers.

#### **Day 5:**

1. Draw and write: The Insect I like the best is....
2. Question: What insect may have spots, wings & are not all girls even though lady is in the name? Ladybug or 1<sup>st</sup> known as Ladybird
3. The Life Cycle of the Ladybug <https://www.youtube.com/watch?v=pHlbZ5fFsOg> and Time Lapse of Ladybug Life Cycle <https://www.youtube.com/watch?v=wqddneGYkc4>
4. The Grouchy Ladybug, Read Aloud  
<https://www.youtube.com/watch?v=Jr3ha03MsK0>
5. Gross Motor – get moving time:  
Bug Song/Body Exercise & Dance (stop at 5:45 minutes, the rest is not needed)  
<https://www.youtube.com/watch?v=2qrJCX5Nmwc>  
Song- Hey, Ladybug <https://www.youtube.com/watch?v=rY5ajMMFO28>
6. Ordinal Numbers/Number Order, follow directions. Print, read to child, have them follow directions to complete.
7. Art inside: need- paper plate, red marker or paint, black marker or black paper. Paint or color plate red, then paint or draw black line down the middle of plate to divide for wings, then draw or glue on black spot circles, then cut black strips for antenna and big circle for head to attach to plate.
8. Review the week:
  - a. what makes an insect- [https://www.youtube.com/watch?v=6pe\\_p5FXE2g&t=9s](https://www.youtube.com/watch?v=6pe_p5FXE2g&t=9s)
  - b. butterfly life cycle- <https://www.youtube.com/watch?v=V5RSpmQQOpw>
  - c. letter Zz sound/writing review- [https://www.youtube.com/watch?v=IDeUZy\\_INT4](https://www.youtube.com/watch?v=IDeUZy_INT4)
  - d. Name 5 insects you know, that have- head, thorax, abdomen, 2 antennas, 6 legs & sometimes wings

# Insect/Bug Week Extra Resources

**\*\*YouTube sites:**

Fun video about bees <https://www.youtube.com/watch?v=AkyZVhpGpvY>

Fun video ladybugs <https://www.youtube.com/watch?v=YGwbxD3Cs40>

Animated story "Caterpillar Shoes" <https://www.youtube.com/watch?v=tYa6OLQHrEc>

**\*\*Insect Books by Eric Carle, Steve Smallman & Isabel Finn, read aloud or animated**

"The Very Quiet Cricket" animated <https://www.youtube.com/watch?v=YdiGEiz5b0Q>

"The Very Lonely Firefly" read aloud <https://www.youtube.com/watch?v=XrPyF4Mpl4>

"The Very Greedy Bee" read aloud <https://www.youtube.com/watch?v=q2N6wmqafu8&t=41s>

"The Very Lazy Ladybird" read aloud <https://www.youtube.com/watch?v=Adyr1MpwXSg>

**\*\*Other Resources for Nature, Science and Social Studies lessons**

Scholastic Magazines, real life photography:

<https://letsfindout.scholastic.com/home-page-logged-in.html>

sign-in as **Student**, use classroom password: **winslowprek**, choose "A Caterpillar Grows Up"

If you want to search/explore other issues, just got to the top of the page and click **All Issues** and search by the months, at this time the best months to explore for Spring are: March & April

You can also go to "My Big World with Clifford"

<https://mybigworld.scholastic.com/home-page-logged-out.html>

and "Science Spin", both by Scholastic, by using the same classroom password

<https://sciencespink1.scholastic.com/home-page-logged-in.html>

**\*\*When you can't leave the house, take a "Virtual Field Trip Tour"**

Kid vision Prek Kids tour of Bee Keepers: Honey is made

<https://www.youtube.com/watch?v=zl-YujjzyGA>

## Preschool Remote Learning - Week 7

Addressing NC Foundations for Early Learning and Development during remote learning.

No technology is needed.

The NC Early Learning and Development Progressions: Birth to Five provide child development information by domain and in smaller age increments.

Between birth and age five, children rapidly achieve many important milestones that create the foundation for later growth and development. Each child grows and develops at his or her own rate. Some activities may need to be varied to meet the child's developmental level. The following are examples of short activities to support your child's growth and learning.

APL: Approaches to Play and Learning - *embedded in all domains*

ESD: Emotional and Social Development, HPD: Health and Physical Development

LDC: Language Development and Communication, CD: Cognitive Development

**Younger Preschooler:** 3- to 4-year-olds, **Older Preschooler:** 4- to 5-year-olds

|                                    | ESD   | HPD   | LDC  | CD   |
|------------------------------------|---|---|--|--|
| <b>Day 1</b><br>Read 15 Mins<br>-- | <p>☐</p> <p>Ask the child how they feel about not being at school. If you have already had a similar conversation with the child, notice feelings they are having now and how the feelings may be different than before.</p> <p>Encourage both <b>younger preschoolers</b> and <b>older preschoolers</b> to tell <u>why</u> they feel a certain way by using "because" in their answer.</p> <p>Ex.<br/> Adult: What makes you happy about not going to school?<br/> Child: I get to stay in my pajamas.<br/> Adult: Why does staying in your pajamas make you</p> | <p>☐</p> <p>At snack or meal time, discuss healthy foods. If the child is not already doing so, encourage the child to feed themselves with utensils independently.<br/> <b>HPD 1q, 1t</b></p> <p>For a <b>younger preschooler</b>, point out foods that are good for the child, such as milk being good for bones, carrots being good for eyes, and oranges having Vitamin C which helps us stay healthy by fighting germs.<br/> <b>HPD 1r</b></p> <p>Give an <b>older preschooler</b> many foods and have the child sort the items into healthy/ less healthy groups. If needed, use pictures of foods.</p> | <p>☐</p> <p>During conversations today and throughout the week, encourage the child to answer questions using more detail.</p> <p>When the child is asked what they want for dinner, a <b>younger preschooler</b> may answer with one word such as, "pizza". Encourage the child to answer with a longer sentence such as, "I want pizza, please." to express their thoughts.<br/> <b>LDC 3d, 6g</b></p> <p>Conversation with an <b>older preschooler</b> can be extended by asking why and how questions such as, "Why do you want pizza?". Possible answers may include because they</p> | <p>☐</p> <p>Gather household items that go together (sock and shoe, toothbrush and toothpaste, fork and spoon, crayon and paper, etc). Scatter the items in front of the child.</p> <p>Support a <b>younger preschooler</b> in matching the items that go together by asking questions. Ex. "I have a sock. What would I need with this sock?" and the child would pick a shoe.<br/> <b>CD 1j</b></p> <p>For the <b>older preschooler</b> continue the conversation by asking why the items go together or the order in which they are used.<br/> Ex. Pretend to put the</p> |

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|  | <p>happy?<br/>Child: They are comfy.<br/>~or~<br/>Child: I'm mad that I can't go to school.<br/>Adult: Why?<br/>Child: I'm mad because I can't see my friends.<br/><b>ESD 6n, 6r</b></p>  | <p>Ex. Give the child ice cream, apples, bananas, and a cookie.<br/><b>HPD1u</b></p>  | <p>want something hot, it's their favorite food, they haven't had it in a while, etc.<br/><b>LDC 3f, 6i</b></p>  | <p>shoe on before the sock. See if the child notices the mistake. Encourage the child to explain why it is not right.<br/><b>CD 1n</b></p>  |
| <p><b>Day 2</b><br/><b>Read 15 Mins</b><br/><b>—</b></p> | <p>☐<br/>Talking about ways to cool down when feeling mad or frustrated is important to do while a child is calm. Make a note of ways to calm down this week to look at when the child is truly upset.</p> <p>Practice calming techniques this week. After showing the child ways to calm down and practicing while calm, these ideas can be suggested while the child is upset.</p> <p><u>Balloon Breathing:</u><br/>Place hands on top of head. Take a few short breaths in. With each breath, raise hands up, creating an imaginary balloon above the head. Then breathe out and let your hands drop down to your head again, acting like a balloon that lost all its air.</p> <p>Laughter is a great way to relax so if the child finds it funny, laugh with them and practice again.<br/><b>ESD 6m, 6p</b></p> | <p>☐<br/>While planning what to eat or looking at a meal that has been prepared, talk about parts of the meal.</p> <p>Using the "My Plate" image below, talk with a <b>younger preschooler</b> about how healthy foods fall into one of the groups: fruits, vegetables, grains, protein or dairy. Also talk about how unhealthy foods do not have a specific place on the plate.<br/><b>HPD 1r</b></p> <div data-bbox="505 1167 821 1463" data-label="Image"> </div> <p>Using the "My Plate" image above, talk with <b>older preschoolers</b> about eating a variety of foods. You can encourage the child to "eat a rainbow" by eating a food in each group for meals.<br/><b>HPD 1v</b></p> | <p>☐<br/>The ability to rhyme is an indicator of later reading success!</p> <p>Using the "Humpty Dumpty" nursery rhyme (which is printed to the right), talk with the child about rhyming words. Rhyming words sound the same at the end.</p> <p>Say two words to a <b>younger preschooler</b> and ask if the words rhyme. First, you can give an example of words that do rhyme such as "wall" and "fall". Then give an example of words that do not rhyme such as "wall" and "king". Repeat many times.<br/><b>LDC 11h</b></p> <p><b>Older preschoolers</b> can add another rhyming word for the group.<br/>Ex.<br/>Adult: wall, fall<br/>Child: ball<br/>For rhyming activities, made-up words are appropriate, such as "gall" rhyming with "wall".</p> | <p>☐<br/>With the child, read the nursery rhyme below and act it out.</p> <p>For both the <b>younger preschooler</b> and <b>older preschooler</b>, ask the child to assign who will play each character and what materials they will need to act out the story.</p> <p>Humpty Dumpty sat on the wall. Humpty Dumpty had a great fall. All the king's horses and all the king's men couldn't put Humpty Dumpty together again!</p> <p>Characters: Humpty Dumpty and the King/<br/>Horses<br/>Materials: Pretend wall</p> <p><b>CD 5n, 5s</b></p> |

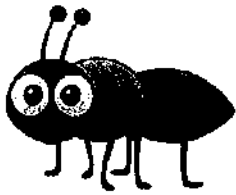
|                                       |  |  | LDC 11i  |  |
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| <b>Day 3</b><br><br>Read 15 Mins<br>— | <p>☐<br/>Talking about ways to cool down when feeling mad or frustrated is important to do while a child is calm.</p> <p>Practice calming techniques this week. After showing the child ways to calm down and practicing while calm, these ideas can be suggested while the child is upset.</p> <p><u>Blowing Bubbles:</u><br/>Pretend to hold a bubble wand. Take a deep breath and exhale slowly as if blowing bubbles. Repeat several times.</p> <p>Have the child pretend they are mad (yell, stomp their feet, etc). Ask the child, "Do you think Balloon Breathing or Blowing Bubbles will help you calm down? Let's try it".<br/> <b>ESD 6m, 6p</b></p> | <p>☐<br/>Start a conversation with the child by talking about how you know you are tired.<br/>Ex. I am moving slower than I was this morning. That must mean I'm getting tired.</p> <p>Ask a <b>younger preschooler</b> how they know they are tired. They may mention that they start yawning or want a favorite stuffed animal or blanket.<br/> <b>HPD 3i</b></p> <p>With an <b>older preschooler</b>, talk about how sleep keeps us healthy, helps us grow and makes us feel good.<br/> <b>HPD 3k</b></p> | <p>☐<br/>Using the "Hickory, Dickory, Dock" nursery rhyme (which is printed to the right), continue talking about rhyming words. Remind the child rhyming words sound the same at the end.</p> <p>Say two words to a <b>younger preschooler</b> and ask if the words rhyme. First, you can give an example of words that do rhyme such as "dock" and "clock". Then give an example of words that do not rhyme such as "dock" and "down".<br/> <b>LDC 11h</b></p> <p><b>Older preschoolers</b> can add another rhyming word for the group.<br/> Ex.<br/> Adult: dock, clock<br/> Child: shock<br/> For rhyming activities, made-up words are appropriate, such as "bock" rhyming with "dock".</p> <p><b>LDC 11i</b></p> | <p>☐<br/>With the child, read the nursery rhyme below and act it out.</p> <p>For both the <b>younger preschooler</b> and <b>older preschooler</b>, ask the child to assign who will play each character and what materials they will need to act out the story.</p> <p>Hickory, dickory, dock.<br/> The mouse ran up the clock.<br/> The clock struck one,<br/> The mouse ran down.<br/> Hickory, dickory, dock.</p> <p>Characters: Mouse and sound of clock<br/> Materials: Pretend clock</p> <p><b>CD 5n, 5s</b></p> |
| <b>Day 4</b><br><br>Read 15 Mins<br>— | <p>☐<br/>Talking about ways to cool down when feeling mad or frustrated is important to do while a child is calm.</p> <p>Practice calming techniques this week.</p>  | <p>☐<br/>Revisit yesterday's conversation about sleep and feeling sleepy.</p> <p>Ask a <b>younger preschooler</b> what steps they may take to get ready for bed, such</p>  | <p>☐<br/>Using the "It's Raining, It's Pouring" nursery rhyme (which is printed to the right), continue talking about rhyming words. Remind the child rhyming words sound the same at the end.</p>   | <p>☐<br/>With the child, read the nursery rhyme below and act it out.</p> <p>For both the <b>younger preschooler</b> and <b>older preschooler</b>, ask the child to assign who will play each character</p>  |



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|  | <p>After showing the child ways to calm down and practicing while calm, these ideas can be suggested while the child is upset.</p> <p><b>Pushing a Wall:</b><br/>Have the child stand near a wall and push the wall as hard as they can for 10 seconds. Repeat 3 times.</p> <p>After practicing, have the child pretend they are mad (yell, stomp their feet, etc). Ask the child, "Do you think Blowing Bubbles or Pushing a Wall will help you calm down? Let's try it".<br/><b>ESD 6m, 6p</b></p> | <p>as getting pajamas on, eating a snack, brushing teeth and reading a book. Help the child with these activities before and while getting ready for bed.<br/><b>HPD 3j</b></p> <p>An <b>older preschooler</b> who has a set bedtime routine can participate in bedtime routines by telling the order of activities.<br/>If the child does not yet have a bedtime routine they follow regularly, create a list of activities that should be done before going to sleep each night.<br/><b>HPD 3i</b></p> | <p>Say two words to a <b>younger preschooler</b> and ask if the words rhyme. First, you can give an example of words that do rhyme such as "dock" and "clock". Then give an example of words that do not rhyme such as "dock" and "down".<br/><b>LDC 11h</b></p> <p><b>Older preschoolers</b> can add another rhyming word for the group.<br/>Ex.<br/>Adult: dock, clock<br/>Child: shock<br/>For rhyming activities, made-up words are appropriate, such as "bock" rhyming with "dock".<br/><b>LDC 11i</b></p> | <p>and what materials they will need to act out the story.</p> <p>It's raining. It's pouring.<br/>The old man is snoring<br/>He went to bed and bumped his head<br/>And didn't get up in the morning.</p> <p>Characters: Old Man<br/>Materials: Pretend bed</p> <p><b>CD 5n, 5s</b></p>  |
| <p><b>Day 5</b><br/>Read 15 Mins<br/>---</p> | <p>□<br/>Review the 3 ways to calm down from this week's activities. Ask the child which one they like best: Balloon Breathing, Blowing Bubbles or Pushing a Wall.</p> <p>Have the child think of other ways they may be able to calm down, such as going to a quiet area, getting a favorite stuffed animal, etc.</p> <p>If a child successfully used one of the techniques when upset this week, celebrate!</p>  | <p>□<br/>Have the child pick a favorite nursery rhyme from this week's activities or another one they know. Work with the child to create the nursery rhyme using materials you have (Play-Doh, crayons, pencils, markers, paint, paper and scissors with supervision, etc). Help the child to hold drawing utensils correctly with three fingers if needed.</p> <p>A <b>younger preschooler</b> may draw simple shapes such as</p>  | <p>□<br/>Continue playing with rhyme.</p> <p>Say two simple words to the <b>younger preschooler</b> and ask if the words rhyme. You can incorporate rhyming into their answer by having the child say, "No way Jose" or Yes way Kay".<br/><b>LDC 11h</b></p> <p>Play the same game with an <b>older preschooler</b> and extend the activity by having the child add another rhyming word if the two given words</p>   | <p>□<br/>By completing the Health and Physical Development activity today, the <b>younger preschooler</b> will explore art material and use them with purpose to draw, paint, sculpt and/or create in other ways.<br/><b>CD 5o</b></p> <p>By completing the Health and Physical Development activity today, the <b>older preschooler</b> will plan and complete artistic creations such as drawings, paintings, collages, and/or</p> |

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|  | ESD 6m, 6p | <p>a square for a block and a circle.<br/> <b>HPD 5j, 5l</b></p> <p>An <b>older preschooler</b> may draw/ write with more detail such as faces that include eyes, nose, mouth, eyelashes, etc. If using scissors, can cut shapes.<br/> <b>HPD 5m</b></p> | <p>rhyme or create a rhyme if the two given words don't rhyme.</p> <p>Ex.<br/> Adult: Got and pot<br/> Child: Got and pot<br/> rhyme with hot.<br/> ~or~<br/> Adult: Got and go<br/> Child: Got and go don't rhyme. Got and pot rhyme.<br/> <b>LDC 11i</b></p> | <p>sculptures.<br/> <b>CD 5t</b></p> |
|--|------------|--|--|--------------------------------------|

# BUG scavenger hunt



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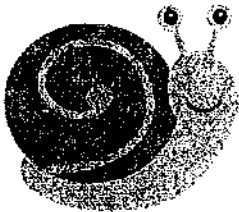
ladybug



bee



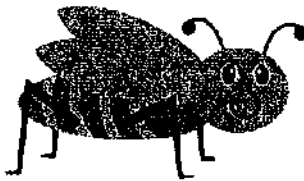
dragon fly



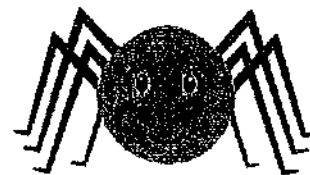
snail



caterpillar



grasshopper



spider



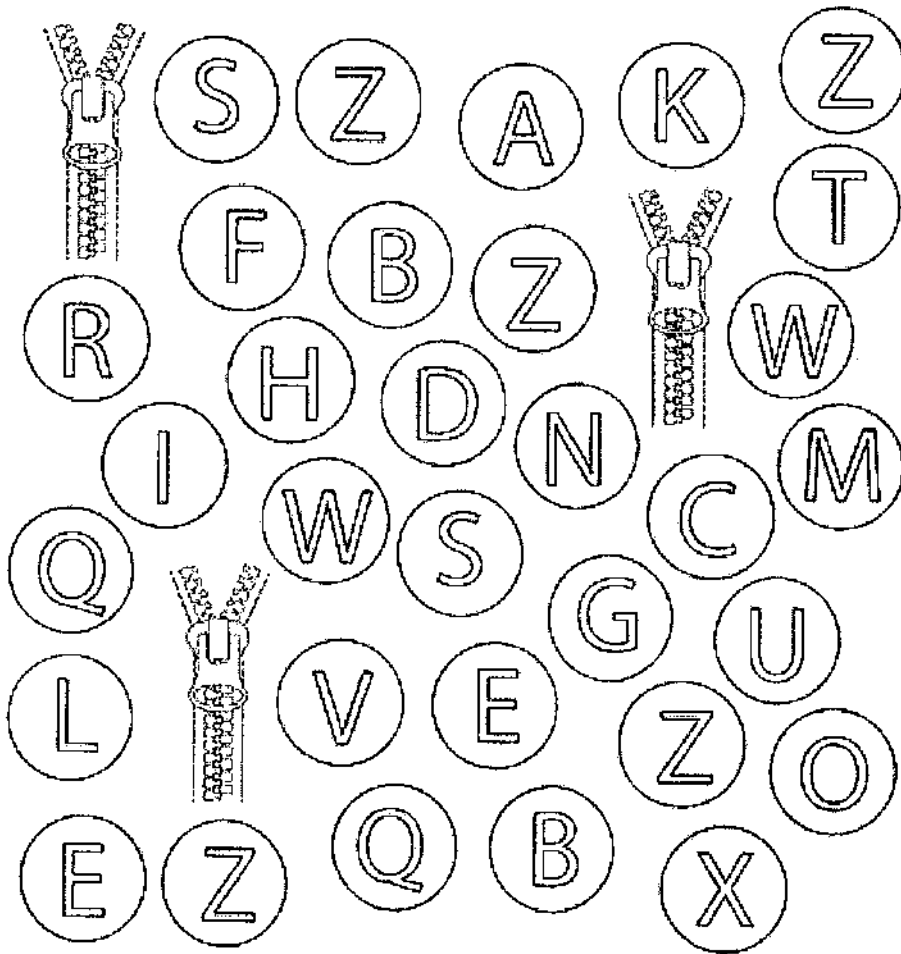
fly



butterfly

**MyMommyStyle.com**

# Find and color the letter Z



I spy the letter Z.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Bug Roll and Cover: 1 More



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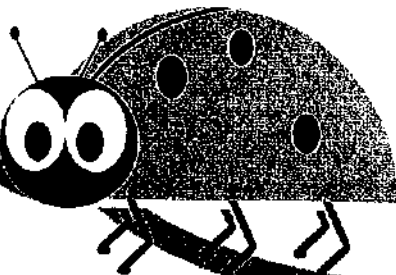
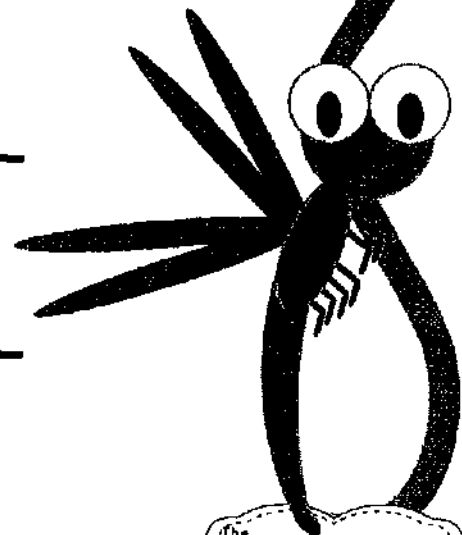
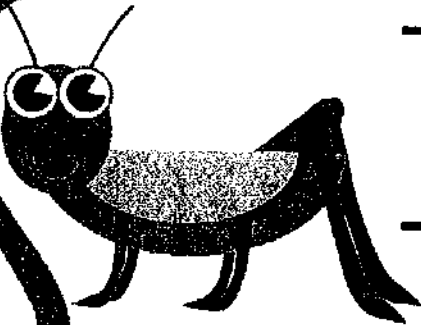
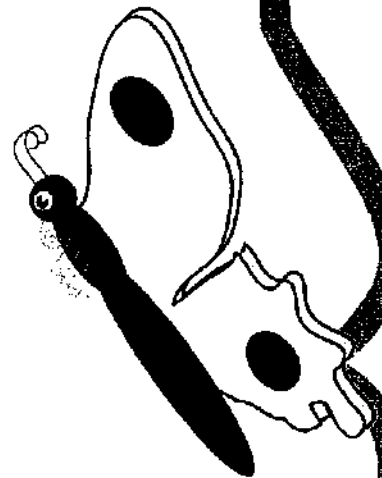
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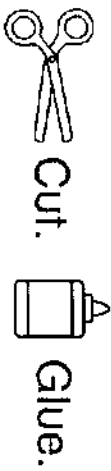


Name \_\_\_\_\_

Classifying insects



# Going Buggy!



Insects that do fly

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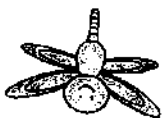




**Bonus:** Draw an insect you have seen. Write a sentence to tell whether it flies.

Insects that do not fly









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|           |      |     |            |             |           |               |               |
|-----------|------|-----|------------|-------------|-----------|---------------|---------------|
|           |      |     |            |             |           |               |               |
| butterfly | flea | bee | silverfish | caterpillar | dragonfly | walking stick | lightning bug |

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Bugs on the loose! Quick! The insects are  
hiding all the numbers! Help us find the  
missing numbers!

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|----|---|---|----|---|---|---|----|---|---|
| 21 | 22  |  | 24 | 25  |  | 27  | 28 |  | 30  |
| 11 |  | 13  | 14 | 15  | 16  |  | 18 | 19  |  |
| 1  | 2   | 3   | 4  |  | 6   | 7   | 8  |  | 10  |


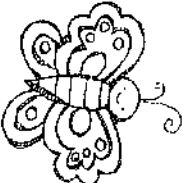



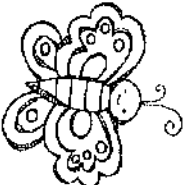
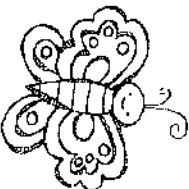

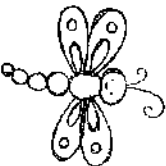
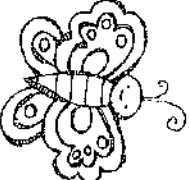
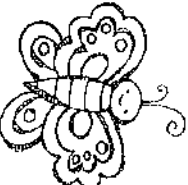
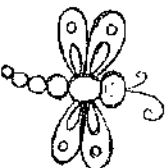
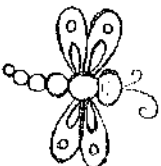
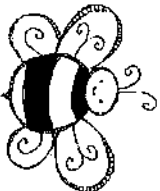

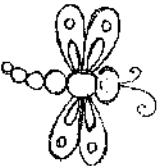
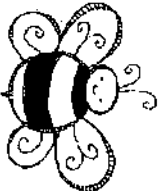

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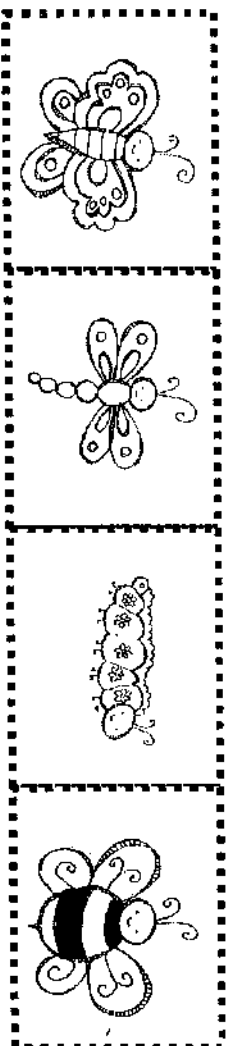
MYSTERY NUMBER



# Insect Patterns

Name: \_\_\_\_\_

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- Color the **1<sup>st</sup>** insect blue. Color the **3<sup>rd</sup>** insect red.



- Color the **2<sup>nd</sup>** insect green. Color the **5<sup>th</sup>** insect yellow.





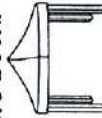
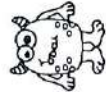



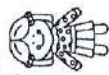
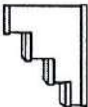



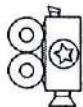











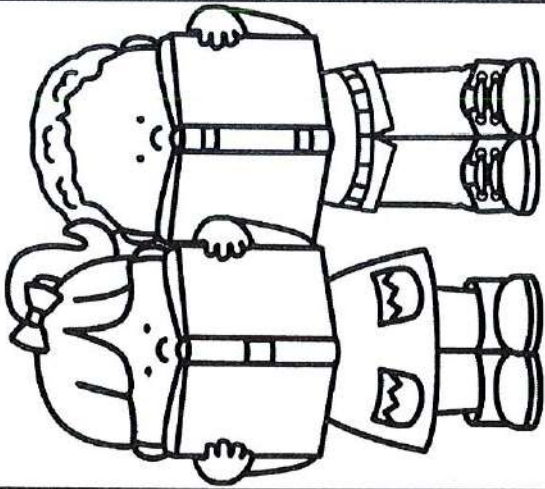
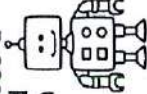
- Color the **3<sup>rd</sup>** insect purple. Color the **4<sup>th</sup>** insect orange.



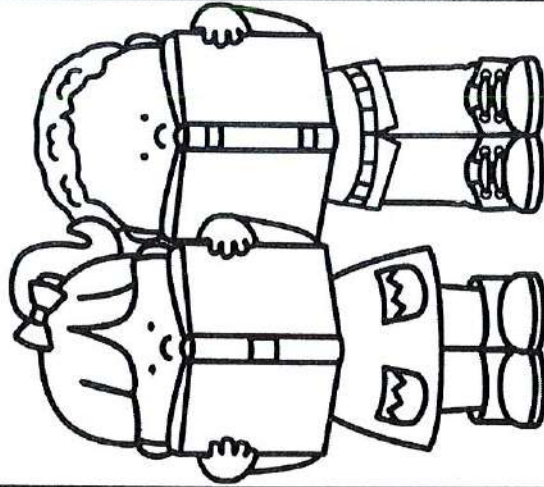
- Color the **6<sup>th</sup>** insect brown. Color the **2<sup>nd</sup>** insect pink.



# Reading Mat: Pick a Challenge Read












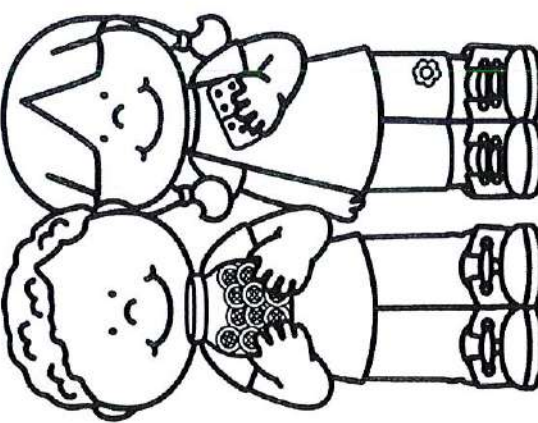



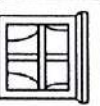







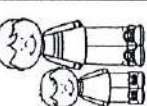



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|--|---|--|--|--|---|--|---|---|
| <p>Let's read! On a sunny day, take your book outside to read. Choose a comfy and safe place to read.</p>                             | <p>Let's read! Pick a family member or friend to video call. Read your favorite book to them on the call.</p>  | <p>Let's read! Build a fort using chairs and blankets. Take a flashlight into the fort to read your favorite book.</p>  | <p>Let's read! Put on your scary face and read your favorite book in a monster voice.</p>   | <p>Let's read! Read a favorite book. Retell the book by acting it out for family or friends.</p>                  | <p>Let's read! Put on your best whisper voice and read your favorite book so, so, so quietly.</p>              | <p>Let's read! Turn off the radio and turn on reading. Read a book in the car for your family to listen to.</p>         | <p>Let's read! Curl up in bed with your favorite doll, stuffed animal, or figurine. Read the book as they listen in.</p>  |   |
| <p>Let's read! Grab a book to read. Find a spot on the steps to read. Go down a step and read the book again. Let's do it again!</p>  | <p>Let's read! Put on your pirate hat (or just pretend to) and read your favorite book in a pirate voice.</p>  | <p>Let's read. Read your favorite book. After you read, write down a list of words you know.</p>                        | <p>Let's read! Choose your favorite book. Find a cozy spot to read the book to your pet. You can use a stuffed animal instead.</p>  | <p>Let's read! Are you ready to be a movie star? Record yourself reading and send it to your teacher.</p>     | <p>Let's read! Dress up like the character in the story. This will make the character come to life.</p>    | <p>Let's read! Grab a pillow and put on your pajamas. Read your favorite book cozied up in an (empty) bathtub.</p>  | <p>Let's read! Put on your cowboy hat (or just pretend to) and read your favorite book in a cowboy voice.</p>           |   |
| <p>Let's read! Pretend you are a nocturnal bat. Read your favorite book in the dark using a flashlight.</p>                         | <p>Let's read! Bring your favorite book with you to breakfast. Read it aloud to your family.</p>             | <p>Let's read! Find a plant or flower in your house or outside. Read your book to the plant.</p>                        | <p>Let's read! Go to the pantry or cabinet. Practice reading the boxes and packages. Look for words you know.</p>                     | <p>Let's read! With an adult helper, grab a blanket and a book. Go outside to read a book under the stars.</p>  | <p>Let's read! Read a book about an animal. Illustrate or write facts about the animal to teach others.</p>  | <p>Let's read! Find a book you would like to read. Read the book to a sibling, parent, or helper.</p>                   | <p>Let's read! On a sunny day, pick your favorite book. Find a spot near or under a window to read the book.</p>          |   |
| <h1 style="text-align: center;">Let's Read!</h1>    |   |  |  |  |   |  |   | <p>Let's read! Say this with me, /b/, /oo/, /k/. That was using a robot voice. Now choose a book and read it in your robot voice.</p>  |

## Let's Read!





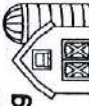





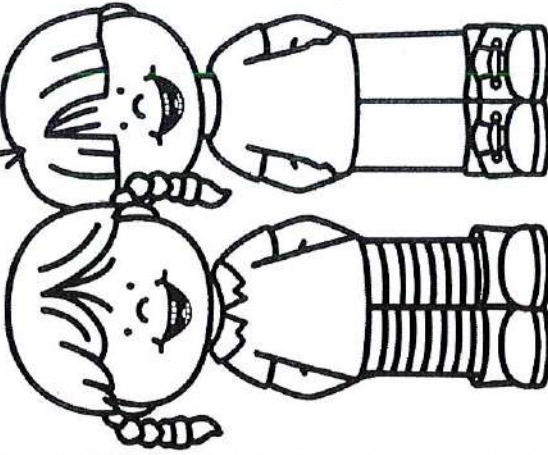



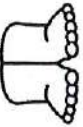






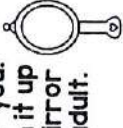




# Math Mat: Pick a Challenge & Learn

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| <p><b>Let's learn!</b><br/>Have a helper place a set of objects in a jar or bowl. Estimate how many items you think. Spill the container and count.</p>   | <p><b>Let's learn!</b><br/>Have a helper give you clues on a number they are thinking. The number is more than <u>  </u>, the number is less than <u>  </u>.</p>  | <p><b>Let's learn!</b><br/>Make a number line with objects. Find a set of 1 item, find a set of 2 items, etc. all the way through 20.</p>  | <p><b>Let's learn!</b><br/>Gather a set of 20 items. Practice skip counting the items by 2s, 5s, and 10s.</p>              | <p><b>Let's learn!</b><br/>Go on a flat shape hunt. Tally the number of shapes you find in a tally graph.</p>            | <p><b>Let's learn!</b><br/>Help with the laundry to make matches. Remember that a match is two of something that is the same.</p>     | <p><b>Let's learn!</b><br/>A helper will give you a number. You will state the number that comes before and after in a flash.</p>               | <p><b>Let's learn!</b><br/>Go on a counting hunt. Can you count 100 items in your house?</p>   |
| <p><b>Let's learn!</b><br/>Go for a shape scavenger hunt around your house. Can you find a circle? Can you find a sphere? Record the shape you find.</p>  | <p><b>Use a jar or bowl to make a set of 10 or 20. Use this set of objects to solve addition problems within 10 or 20.</b></p>                                    | <p><b>Let's learn!</b><br/>Survey your family if they like cats or dogs more. Graph your results.</p>                                      | <p><b>Let's Learn!</b></p>   |   |  |  | <p><b>Let's learn!</b><br/>Grab a deck of cards and a partner to play with. Each partner will turn over a card to see which card is more.</p>  |
| <p><b>Let's learn!</b><br/>Gather 3D objects like a can, ball, block, and a cone. Practice seeing which objects can stack, roll, and slide.</p>         | <p><b>Let's learn!</b><br/>Collect 10 rocks or 10 flowers. Practice finding all the combos to 10. For example, 5 and 5 or 8 and 2.</p>                          | <p><b>Let's learn!</b><br/>Go on a window hunt for your house. How many windows can you spot? Can you count?</p>                         | <p><b>Let's learn!</b><br/>Practice counting coins and money. Can you show \$0.25 in multiple ways? What about \$1.00?</p>  | <p><b>Let's learn!</b><br/>Practice measuring length in shoes. How many shoes long is the table, couch, etc.</p>       | <p><b>Let's learn!</b><br/>Practice counting to 100 with a helper. You say a number and then they say a number back and forth.</p>  | <p><b>Let's learn!</b><br/>Go on a walk with a helper. Count the number of steps. Each time you go 10 steps, stop and do a jumping-jack.</p>  | <p><b>Let's learn!</b><br/>Create a writing surface with shaving cream, salt tray, pudding, etc. Practice writing your numbers.</p>          |
| <p><b>Let's learn!</b><br/>Have a 'half' day. Have a helper assist you splitting your food in halves. Practice folding paper in half.</p>               | <p><b>Let's learn!</b><br/>Make a collection of 100 items. Practice counting and writing your numbers to 100.</p>   | <p><b>Let's learn!</b><br/>Make a list of items in your house that are taller than you.</p>    | <p><b>Let's learn!</b><br/>Use spoons and forks to practice making AB, AAB, and ABB patterns.</p>                        | <p><b>Let's learn!</b><br/>Find objects that you can sort by shortest to tallest. Then, sort tallest to shortest.</p>  | <p><b>Let's learn!</b><br/>Count all of the light switches in your house. Which room has the most? Which room has the least?</p>    |  |  |






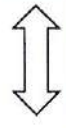

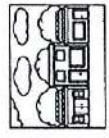



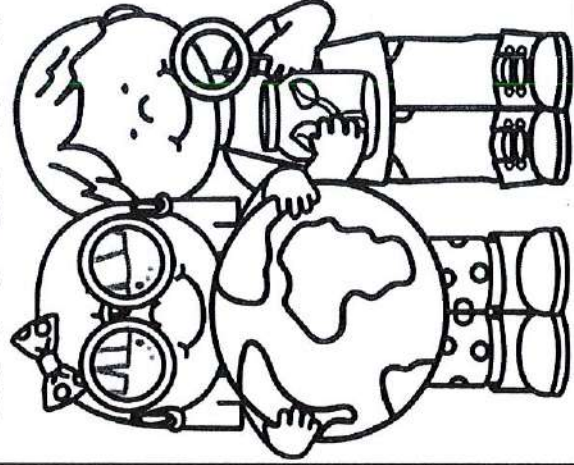
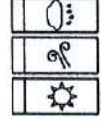



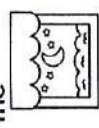
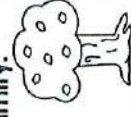
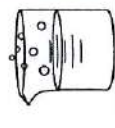



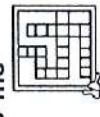



# Movement Mat: Pick a Challenge & Move

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|--|---|--|--|---|--|---|---|
| <p><b>Let's drive.</b><br/>Pretend you are driving. You can drive fast. You can drive slowly. You can take a sharp corner and put on the brakes.</p>  | <p><b>Let's leap!</b> Can you leap on one foot? Let's try the other foot. Leap with both feet like a frog. Can you take little and big leaps like a rabbit?</p>  | <p><b>Let's go to the farm!</b> Have an adult call out a farm animal. You will act out the animal. Don't forget to make the matching sound!</p>         | <p><b>Let's fly!</b> Use a piece of paper to create a paper airplane. Throw the plane and chase after it each time to catch up to it.</p>   | <p><b>Let's grow!</b> You will practice growing like a flower. Start small and then grow, grow, grow as you bloom into a big flower.</p>           | <p><b>Let's crawl.</b> Using items in your house, make your own tunnel or cave. Take a stuffed animal through the tunnel or cave.</p>         | <p><b>Let's row!</b> Put down a towel or blanket as your boat. Practice rowing long strides. You will row back and forth on both sides.</p>  | <p><b>Let's bounce!</b><br/>Can you bounce a ball high? Can you bounce it down low? Can you bounce the ball 3 times? Can you catch the ball?</p>  |
| <p><b>Let's Move!</b></p>   |   |  |  |   |  |   |   |
| <p><b>Let's imagine!</b> Pretend you are a superhero. Act out your favorite superhero around the house.</p>   | <p><b>Let's color tap!</b> Have an adult call out a color. You will run through the house and tap as many items as you can that are the color.</p>               | <p><b>Let's bowl.</b> Set up plastic cups. Using a rubber ball, bowl to see how many cups you can knock down. Continue to set up the cups to bowl.</p>  | <p><b>Let's use our toes!</b> Place little items on the floor, like marbles, blocks, or crayons. Use your toes to pick up the items.</p>  | <p><b>Let's go to the zoo!</b> Have an adult call out a zoo animal. You will act out the animal. Don't forget to make the matching sound!</p>  | <p><b>Let's slither!</b> Get down on the ground and slither around back and forth. You can slither slowly, or you can slither quickly.</p>  | <p><b>Let's zoom!</b> Pretend you are a jet plane. Fly and zoom around the house. Don't forget to turn on your jet engines.</p>            | <p><b>Let's crab walk!</b> Crab walk around your house. Try to crab walk slowly and crab walk quickly.</p>                                     |
| <p><b>Let's grab!</b> Use a pair of kitchen tongs or your fingers. Try to grab little items like socks, crayons, or building blocks.</p>            | <p><b>Let's stomp!</b> Pretend you are a dinosaur. Take big steps as you stomp around the house. Chomp, chomp, CHOMP!</p>                                      | <p><b>Let's mirror!</b> Mirror dance with an adult. You will do a dance and then the adult will mirror you. Switch it up and mirror your adult.</p>   | <p><b>Let's skip!</b> You can skip slowly like a turtle. You can skip quickly like a quick grasshopper.</p>                               | <p><b>Let's jump!</b> Place stuffed animals or other safe items on the floor. Practice jumping over each item.</p>                             |  |   |   |

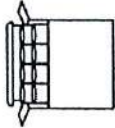










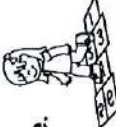


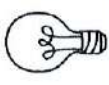

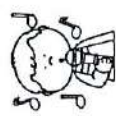

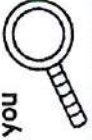

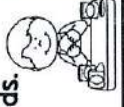


# Content Mat: Pick a Challenge & Learn

|   |  |   |  |   |  |  |   |
|---|--|---|--|---|--|--|---|
| <p>Let's learn!<br/>Make a map of your house. Include a key and labels for your map.</p>   | <p>Let's learn!<br/>What is light? What is heavy? Find items around your home that are light and heavy. Choose two items to compare.</p>  | <p>Let's learn!<br/>What is a sunrise? What is a sunset? With a guardian, see if you can watch the sun rise or the sun set.</p>  | <p>Let's learn!<br/>What does it mean to vote? Take a vote with your family. Do they like vanilla or chocolate more?</p>  | <p>Let's learn!<br/>What is a lever? What is a pulley? Find something in your home that is a lever or has pulley or wheels.</p>  | <p>Let's learn!<br/>Make a timeline of your life. Add all the important events you've had in your life.</p>             | <p>Let's learn!<br/>What does it mean to sink? What does it mean to float? With a helper, practice seeing if items sink or float.</p>     | <p>Let's learn!<br/>Dress up as your favorite community helper. Give a presentation on your helper.</p>                                   |
| <p>Let's learn!<br/>What is an invention? What is an inventor? With a guardian, research an invention you are interested in.</p>                   | <p>Let's learn!<br/>What are the five senses? Find something around your home to practice each sense.</p>                                 | <p>Let's learn!<br/>What does it mean to be helpful? Take part in a helpful act for a loved one or friend.</p>                   | <p>Let's Learn!</p>   |   |  |  | <p>Let's learn!<br/>What is a weather? Chart the weather for three days. Was it sunny? Was it cloudy? Did it rain?</p>                    |
| <p>Let's learn!<br/>Use a magnet to test items around the house. What sticks to the magnet? Do plastic items stick? Do plastic items stick?</p>  | <p>Let's learn!<br/>What is a habitat? With a helper, make the perfect habitat for a turtle or frog.</p>                                | <p>Let's learn!<br/>What is a tradition? Discuss with your family some of your traditions for the holidays.</p>                | <p>Let's learn!<br/>At dark, go outside or look out of a window. Do you see the moon? What makes the moon glow?</p>     | <p>Let's learn!<br/>What is a family? Who is in your family? Make a family tree to show your family.</p>                       | <p>Let's learn!<br/>What is a liquid? What is a gas? What is a solid? Search your home for a solid and a liquid.</p>  | <p>Let's learn!<br/>What does it mean to spend money? What does it mean to save money? What would you like to save your money for?</p>  | <p>Let's learn!<br/>What is a shadow? On a sunny day and with a helper, go outside and search for a shadow. Illustrate the shadow.</p>  |
|   |  |   |  |   |  |  |   |
| <p>Let's learn!<br/>What are the parts of a plant? Illustrate the roots, stem, leaves, and flower.</p>   |  | <p>Let's learn!<br/>Choose your favorite card or board game to play. Review and teach a guardian the rules to the game.</p>      |  | <p>Let's learn!<br/>What does it mean to be kind? Show a random act of kindness for a loved one or friend.</p>                  |  |  |   |



# Sight Words Mat: Pick a Challenge? Learn!

|   |  |  |   |  |  |  |  |
|---|--|--|---|--|--|--|--|
| <p><b>Let's learn!</b><br/>Practice writing your sight words outside using sidewalk chalk.</p>   | <p><b>Let's learn!</b><br/>Write your sight words on pieces of paper. Attach the sight words under the table. Lay on your back to read the words.</p>                               | <p><b>Let's learn!</b><br/>Using a device of choice, type each of your sight words 2-3 times per word.</p>    | <p><b>Let's learn!</b><br/>Write your sight words on paper pieces. Read the word on the piece of paper, crunch it up, and shoot it into a bowl or basket.</p>  | <p><b>Let's learn!</b><br/>Write your sight words using blue for the consonants and red for the vowels.</p>                               | <p><b>Let's learn!</b><br/>Write your sight words using rainbow colors. Use a different color for each letter in the word.</p>  | <p><b>Let's learn!</b><br/>Look at your sight word for 3 seconds. Close your eyes and then spell the sight word aloud by memory.</p>              | <p><b>Let's learn!</b><br/>Build and spell each of your sight words using objects in your house (e.g., blocks or toys).</p>  |
| <p><b>Let's learn!</b><br/>Choose a sight word from your list. Hunt for the sight word in books, magazines, and newspapers or on t.v.</p>  | <p><b>Let's learn!</b><br/>Write your sight words on paper. An adult will attach them to the wall. Turn off the lights, shine each word with a flashlight and shout the words.</p>  | <p><b>Let's learn!</b><br/>Write letters on bottlecaps. Use the bottlecaps to build each of your sight words.</p>                                     | <p><b>Let's learn!</b><br/>Write your sight words into a hopscotch game. Shout the sight words as you jump onto each square.</p>                             | <p><b>Let's learn!</b><br/>Skywrite your sight words. Skywrite your words with big motions. Skywrite your words with tiny motions.</p>  | <p><b>Let's learn!</b><br/>Spell and shout each of your sight words aloud as you do jumping-jacks.</p>                        | <p><b>Let's learn!</b><br/>Write your sight words with a highlighter. Write your sight words and then use a highlighter to trace the words.</p>  | <p><b>Let's learn!</b><br/>Light up your sight words with a highlighter. Write your sight words and then use a highlighter to trace the words.</p>   |
| <p><b>Let's learn!</b><br/>Use each of your sight words in a sentence. Underline the sight word in the sentence.</p>                     | <p><b>Let's learn!</b><br/>Make a song up for each of your sight words using a favorite tune you already know.</p>    | <p><b>Let's learn!</b><br/>Write and spell each of your sight words in shaving cream. Place the shaving cream on a plate or pan for less mess.</p>  | <p><b>Let's learn!</b><br/>Write your sight word list in alphabetical order.</p> <p>ABCD</p>   | <p><b>Let's learn!</b><br/>Write your sight words on paper. Place the sight words on the ground. Swat each word and read it aloud.</p>  | <p><b>Let's learn!</b><br/>Build each of your sight words using dough. Create dough "snakes" to build each of the words.</p>  | <p><b>Let's learn!</b><br/>Play tic-tac-toe with a helper. Each player will choose one word they'll use for their "X" or "O." Repeat with new words.</p> <p>#</p>  |  |

Let's Learn!

