

**PK3**



# Unit 1

## Introducing the Classroom





# Unit 1

## Introducing the Classroom



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# PK3 Unit 1 Overview



Dear Families,

Welcome to school! We will start our year with our *Get Ready to Learn* unit. The goal of this unit is to help your child successfully join classmates and teachers in an in-person, blended, or virtual classroom. The activities included in this packet will focus on helping your child adjust to new experiences and identify, talk about, and respond to their feelings.

## Unit 1 Books



- *Listening Lane* by Kemi Owens-Hart
- *I Didn't Know It Would Be Like This* by Julie A. Washington, PhD
- *In the Car* by Leah Gonzalez
- *Go Together* by Ruth Ebisuzaki

*ECR @ Home activities include: creating handprint art, creating All About Me Books, exploring emotions through writing, drawing, and coloring, science observation activities, and many more! Your child will also practice one-to-one matching and treating books with care.*

## Unit 1 Vocabulary

angry

emotions

following directions

happy

kind

listen

match

school

virtual

# Week 1

# PK3 Unit 1 Week 1 Overview

## Introducing School

### This week your child will:

demonstrate how to complete activities at home, including book knowledge and how to care for books.



### Key Vocabulary



## school

A place where children go to learn.



## virtual

Something done on a computer or tablet, instead of in person.



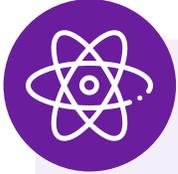
## match

Putting things together that belong together.

# Create Connections

**Think  
About It!**

Going to school is a new experience! Before you begin the packet, write and draw about one new thing you'd like to try at school this week.



## STEM: Match My Movements

- With your child, practice matching. Say, **We are going to practice matching. Matching means putting things together that belong together. Let's match movements that are the same.**
- Play a movement game. Say, I am going to do a movement, you are going to match me. Complete movements like the following:
  - Clapping one time
  - Tap foot twice
  - Snap twice



## Independent Learning: Handprint Art

MATERIALS: paper, crayons, scissors

- Together, talk about fun things people can do with their hands, like drawing, catching a ball, or dancing.
- Have your child place their palm down on the paper and spread their fingers. Trace and color their hands. Around their handprints, encourage your child to draw their favorite thing to do with their hands.
- Later, say, **Tell me about your picture. What do you like to do with your hands?**

# Monday

PK3 Unit 1 Week 1 Day 1



## Literacy: Caring for Books

MATERIALS: any book

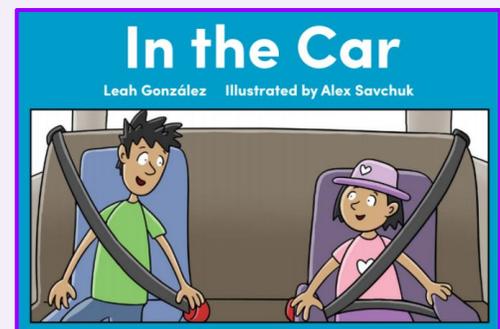
- With your child, show how to turn the pages in a book. Say, I am picking up the page and carefully turning it from left to right. Encourage your child to practice turning the pages.
- Then, show how to return the book to its place. Say, When I am done reading, I put the book away. Encourage your child to practice putting the book away.



## Read: *In the Car*

MATERIALS: [\*In the Car\*](#) book

- Together, read *In the Car*. After reading, use the pictures to tell how Julian and Monica feel.
- Show a page in the book. Ask, **How do Julian and Monica feel? How can you tell they feel \_\_\_\_\_?** Help your child reference facial features and body language.
- pp. 6-7: Say, **Look at Julian's mouth; it is turned down. That tells me he feels sad.**
- pp. 14-15: Say, **Look at Julian's arms; they are crossed in front of his chest. That tells me he feels grumpy.**
- Repeat for additional pages.

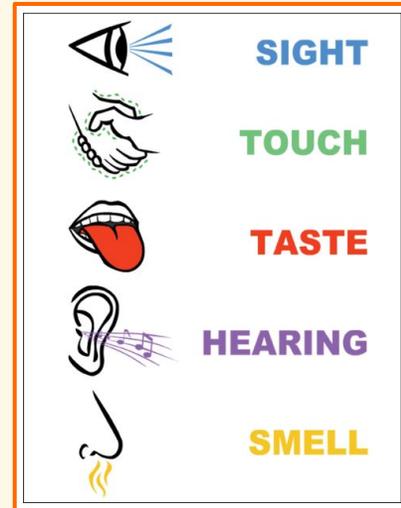




## STEM: Observe!

MATERIALS: any object, optional- [Five Senses](#)

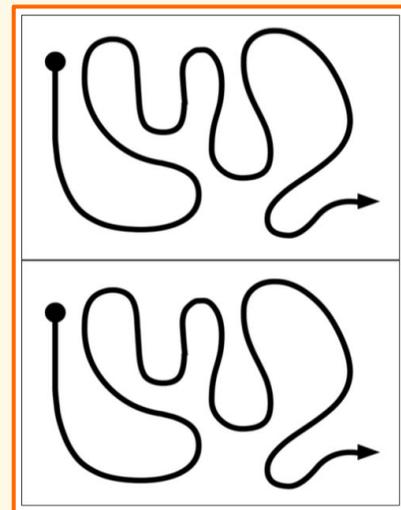
- Say, **Let's observe the** \_\_ (object) \_\_.
- Together, describe the object using your sight. Say, **Let's use our eyes.** Ask, **What colors do you see? What else can you tell me about how it looks?**
- Continue to observe using the other senses.
- Say, **We observed a(n)** \_\_ (object) \_\_. **We said that the** \_\_ (object) \_\_ **is** \_\_ (descriptions) \_\_.



## Independent Learning: Copy the Design

MATERIALS: crayons, [Copy the Design](#)

- Have your child trace the lines with their finger a few times.
- Then, your child can use a crayon to trace the lines independently.
- Later, ask, **Which design is your favorite? Why is it your favorite?**





## Literacy: Front Cover

MATERIALS: any book

- Show the front of the book. Say, **This is the front cover. The title is on the front. The title is the name of the book.** Read the title.
- Give your child a book. Have them show you the front cover.
- Say, **Tell me about the pictures on the cover.**



## Journal Prompt: First Day of School

MATERIALS: crayons, [First Day of School Journal Page](#)

- With your child, talk about their first day of school. Ask, **How did you feel about the first day of school?** Demonstrate understanding of your child's feelings, especially feelings related to learning virtually.
- Have your child **draw** and **write** about the first day of school and their feelings.
- Later, ask, **Why did you feel \_\_ (feeling) \_\_ about school? What are you excited about learning in school?**

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

How did you feel about the first day of school?

-----  
\_\_\_\_\_

First Day of School Journal Page



**SIGHT**



**TOUCH**



**TASTE**

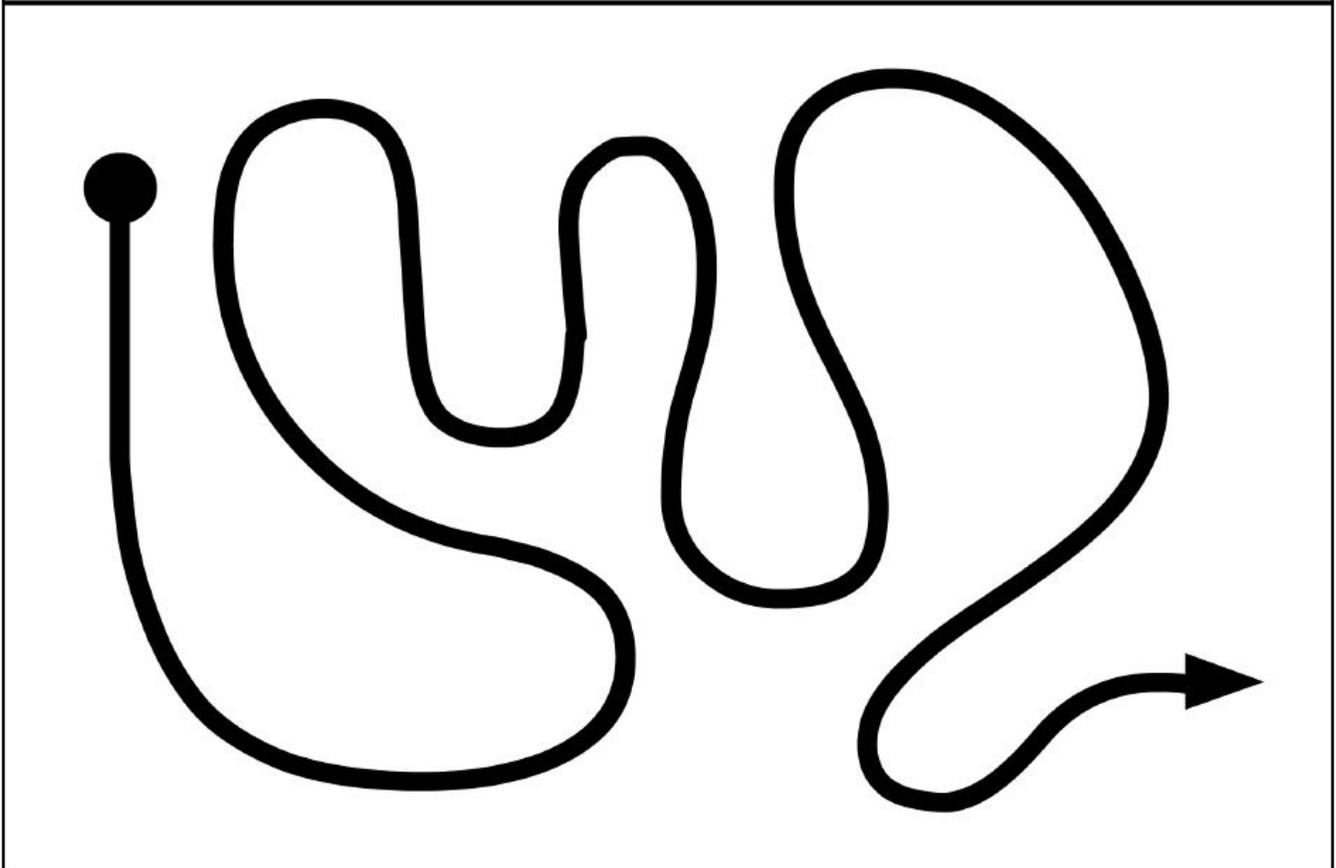
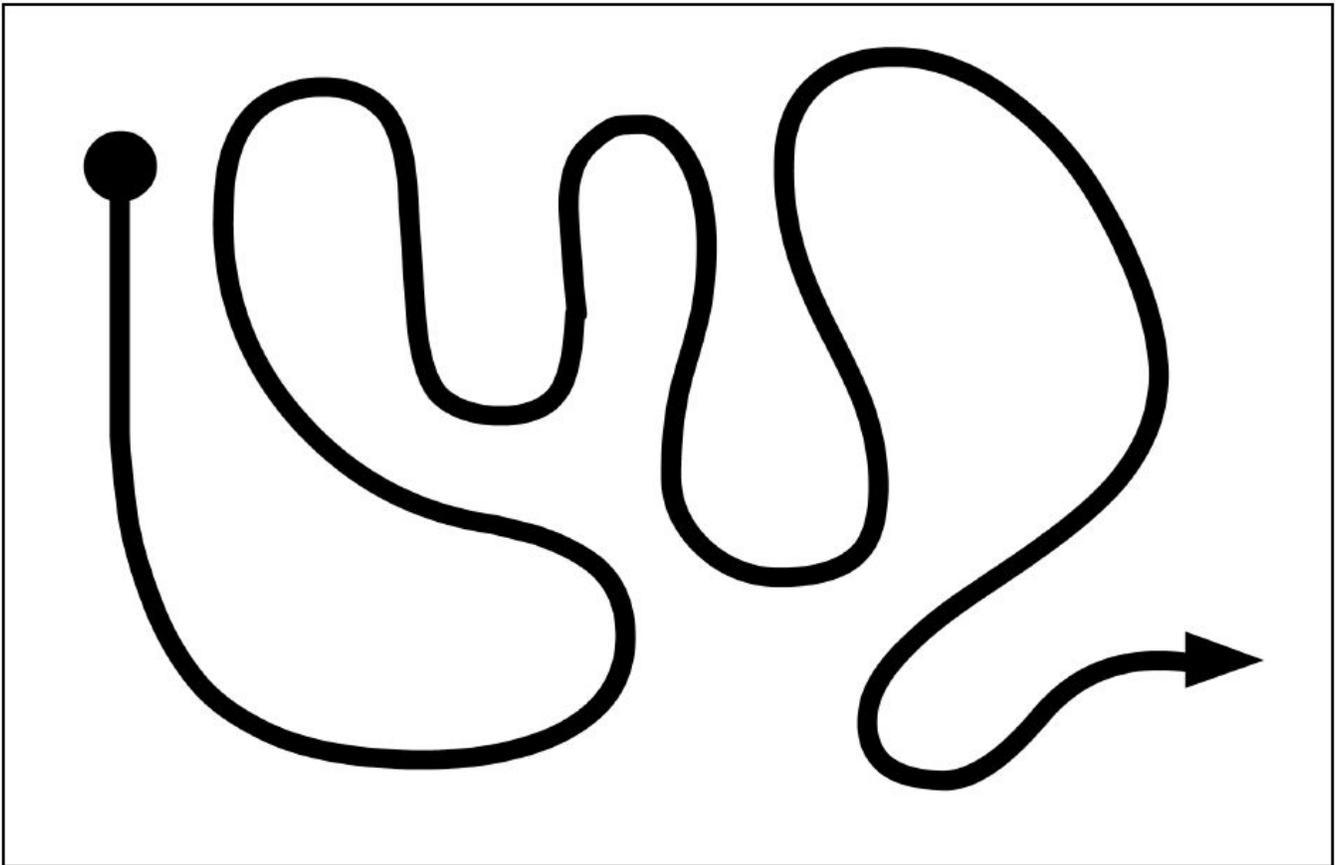


**HEARING**



**SMELL**

## Five Senses

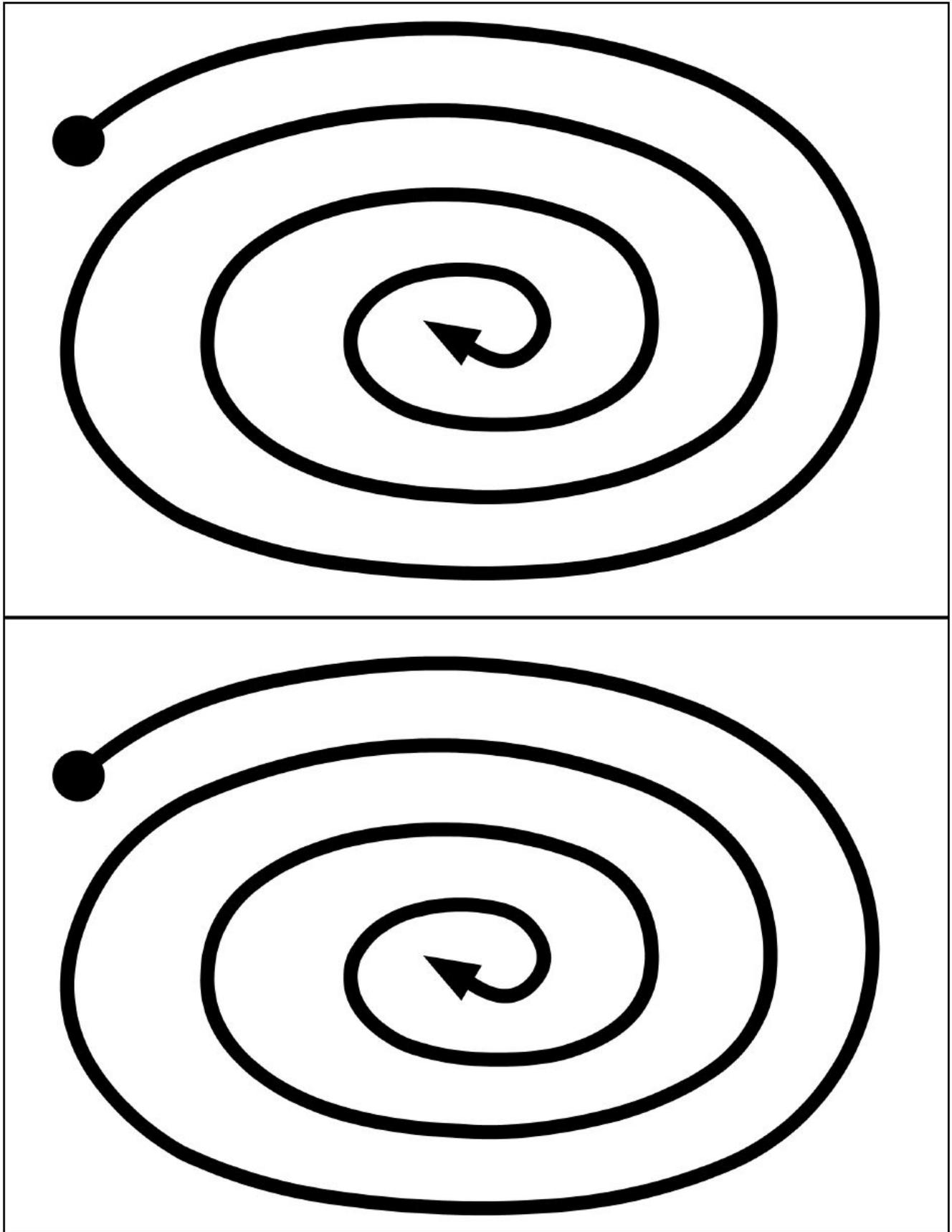


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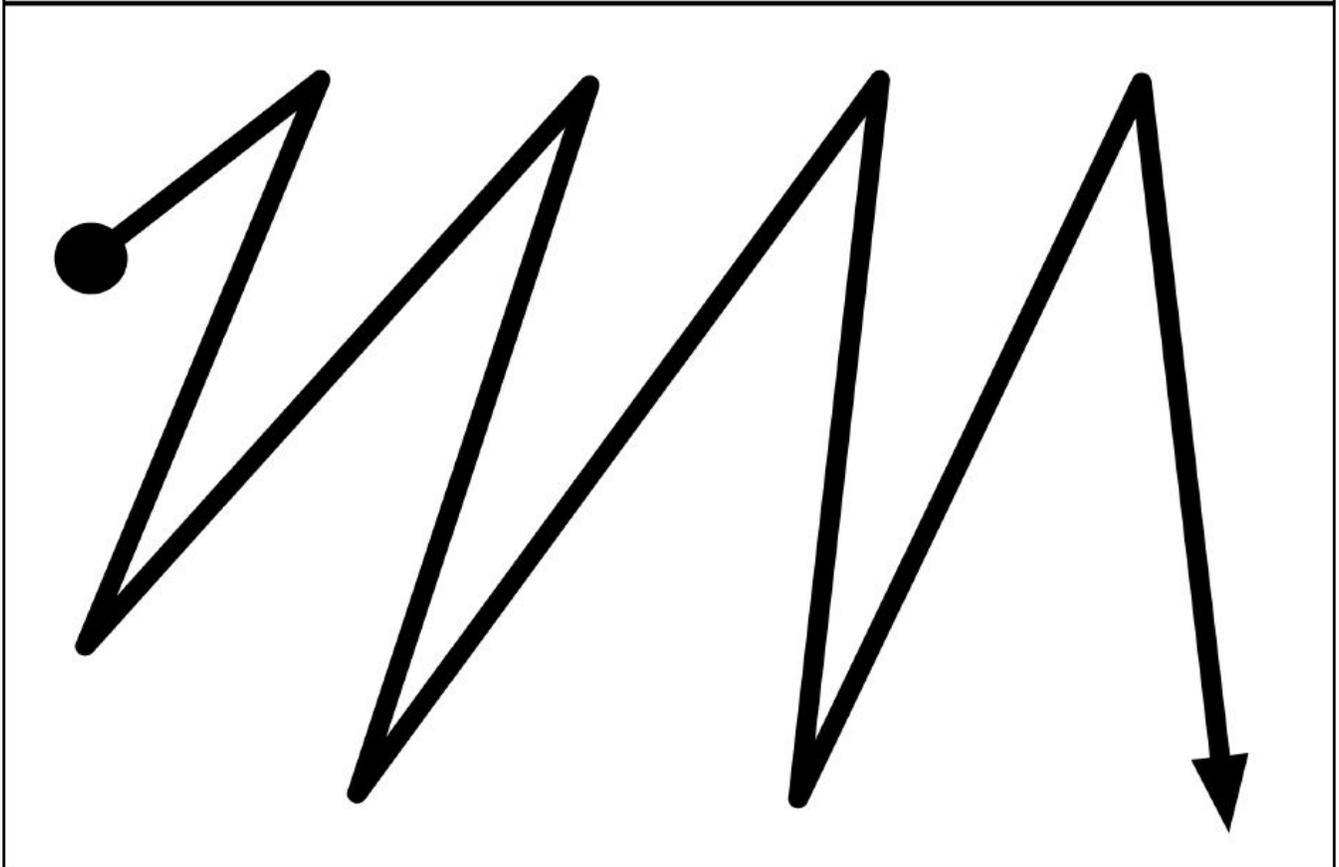
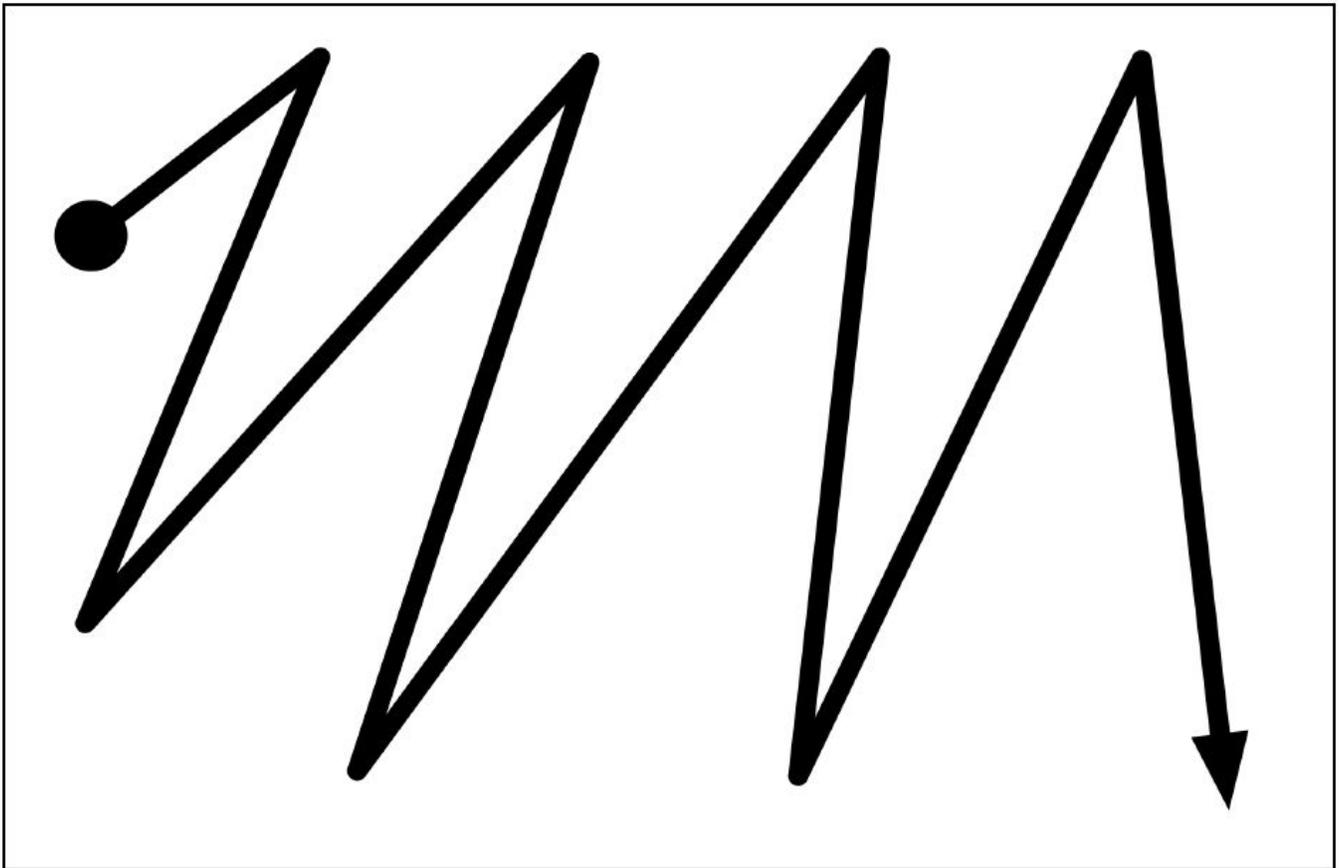


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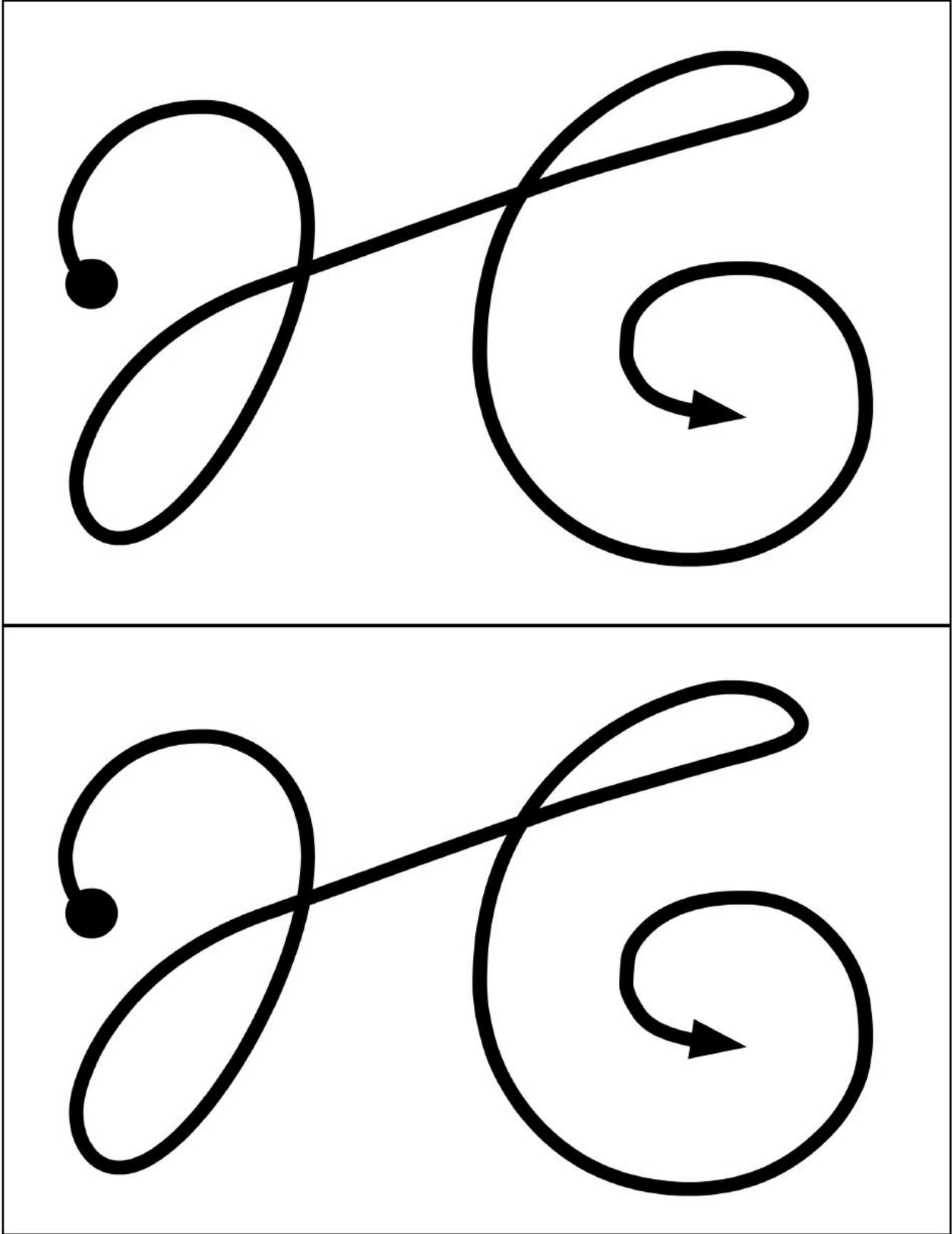


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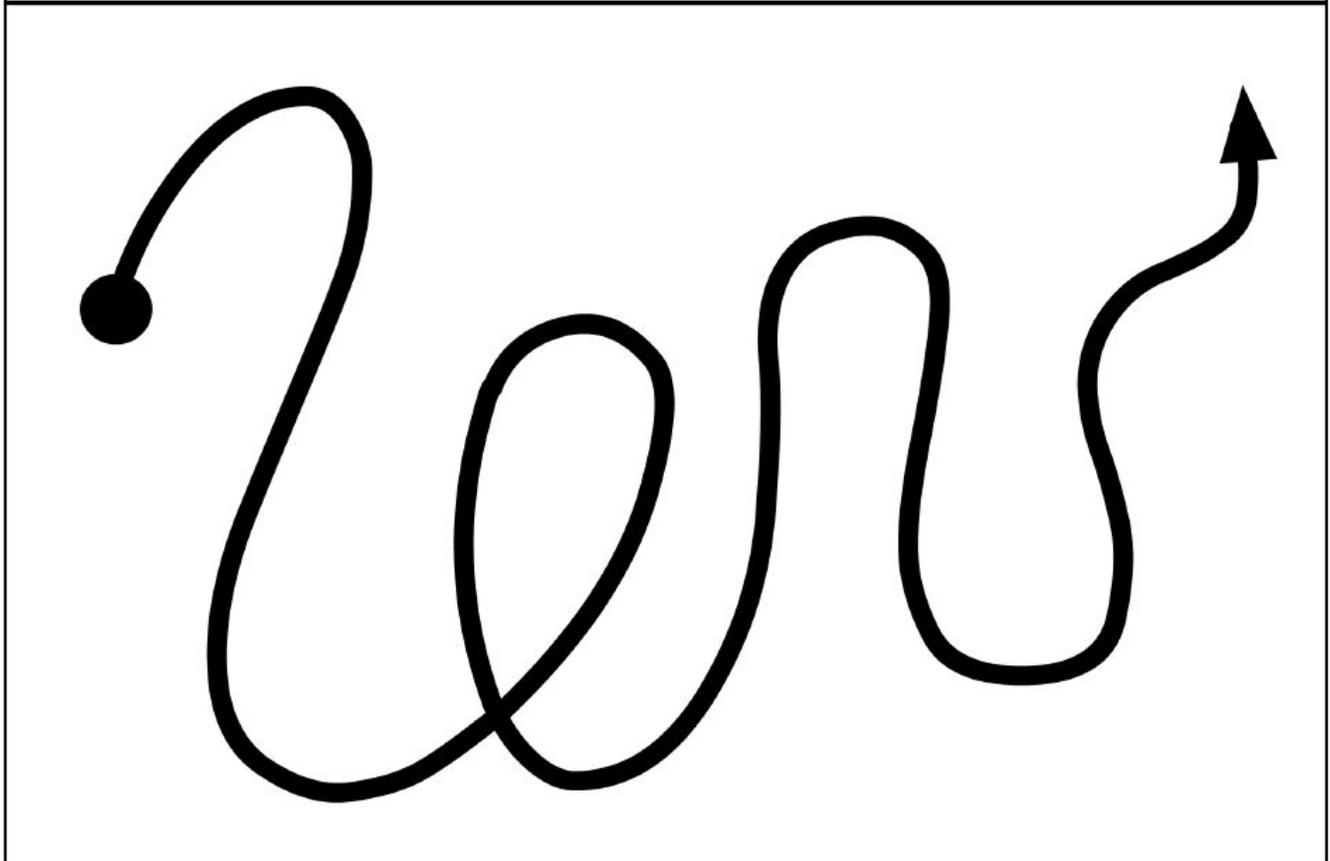
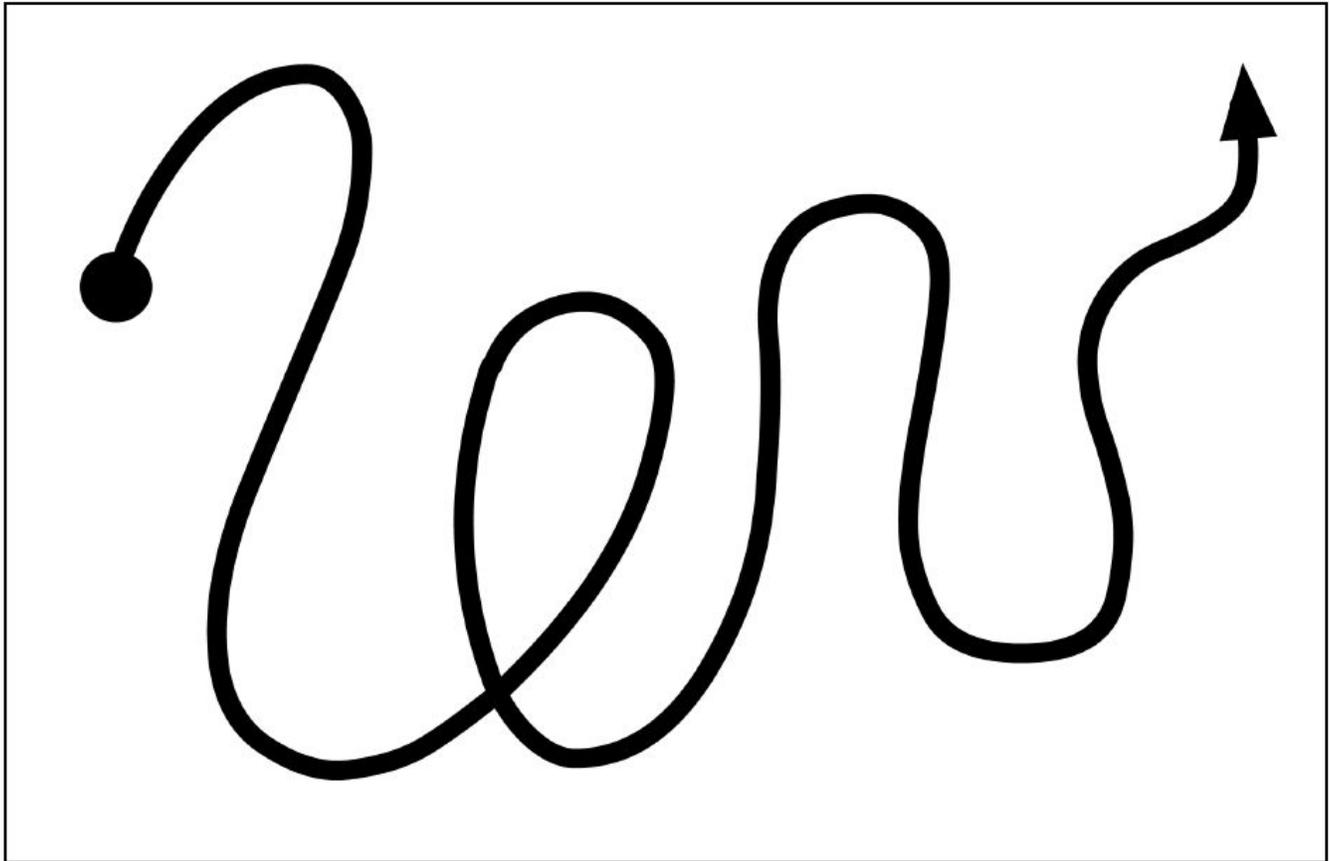
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Name: \_\_\_\_\_

How did you feel about the first day of school?

**First Day of School Journal Page**

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# Wednesday

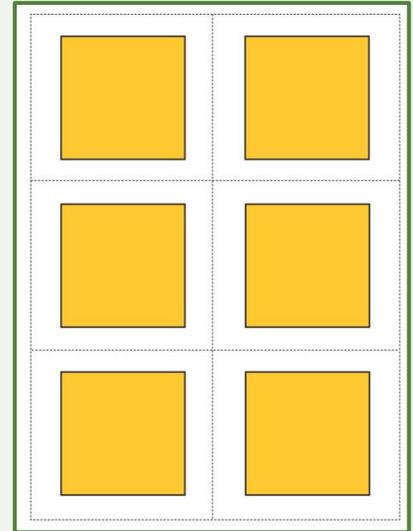
PK3 Unit 1 Week 1 Day 3



## STEM: Shape Matching

MATERIALS: scissors, [Shapes and Forms](#)

- **Cut out** the shapes.
- With your child, **practice matching** shapes that are the same. Place 3 squares in front of your child. Keep the other squares in your hand. Say, **I am going to show you a shape. You are going to find the same shape and hand it to me.** It is important only to use one shape each time you and your child practice matching. Say, **You matched a square to a square!**
- Repeat using different shapes (all triangles, all circles, etc.)



## Independent Learning: All About Me Book

MATERIALS: paper, crayons

- Help your child fold 2 pieces of paper in half to create a booklet.
- Together, talk about some of your favorite things, like food, sports, music, or TV shows.
- Have your child **independently draw a cover** for their book. Your child can also **independently write and draw** one of their favorite things on pages 1 and 2.
- Later, ask, **Can you tell me about your picture? Why is that your favorite?**

# Wednesday

PK3 Unit 1 Week 1 Day 3



## Literacy: Front Cover

MATERIALS: any book

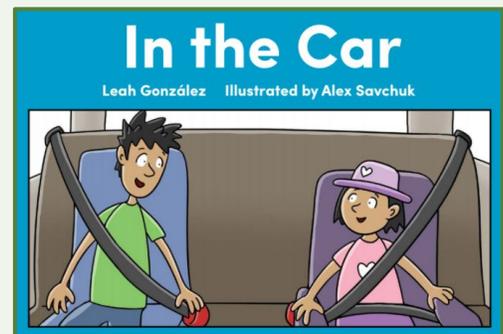
- Review the front cover. Say, **This is the front cover. The author and illustrator are on the front. The author writes the story. The illustrator draws the pictures.** Read the name of the author and illustrator.
- Give your child a book. Have them **show** you the front cover.



## Read: *In the Car*

MATERIALS: [In the Car](#) book

- **Together, read *In the Car*.** After reading, play a feelings game. Say, **I am going to show you a feeling from the book. You are going to act out the feeling.**
- Switch roles. You act out a feeling, and your child tries to guess.



# Wednesday

PK3 Unit 1 Week 1 Day 3



## Let's Move: Bending and Stretching

- With your child, bend and stretch to support relaxation. Say, **Let's start with our necks.** If possible, sit with your child on the floor. Together, **look left, roll your heads to the center looking down, and roll head to the right.** Repeat several times.
- Together, **stretch your shoulders.** Slowly, lift your shoulders up, then down. Repeat several times.
- Finally, stretch together by slowly **bending over and reach toward the ground.** Repeat several times.

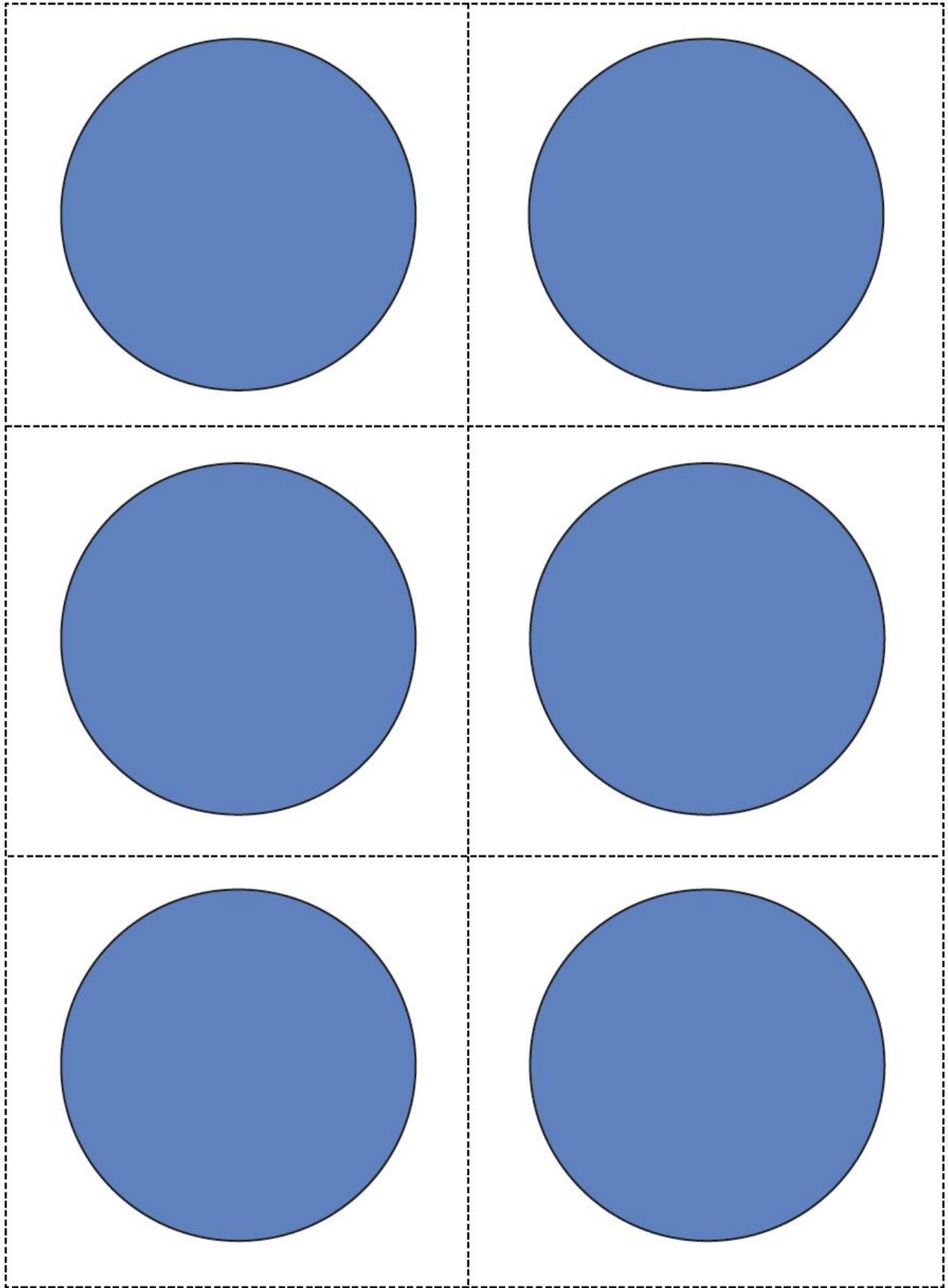


## Learning Together: Our Routine

**MATERIALS:** paper, crayons or pencils

- **Plan a daily routine** together. Have your child **draw** and write about each time of day.
- Think about times of day your child should try to be independent, like coloring, book browsing, or a simple chore!
- Routines can help each day feel safe and predictable for your child.





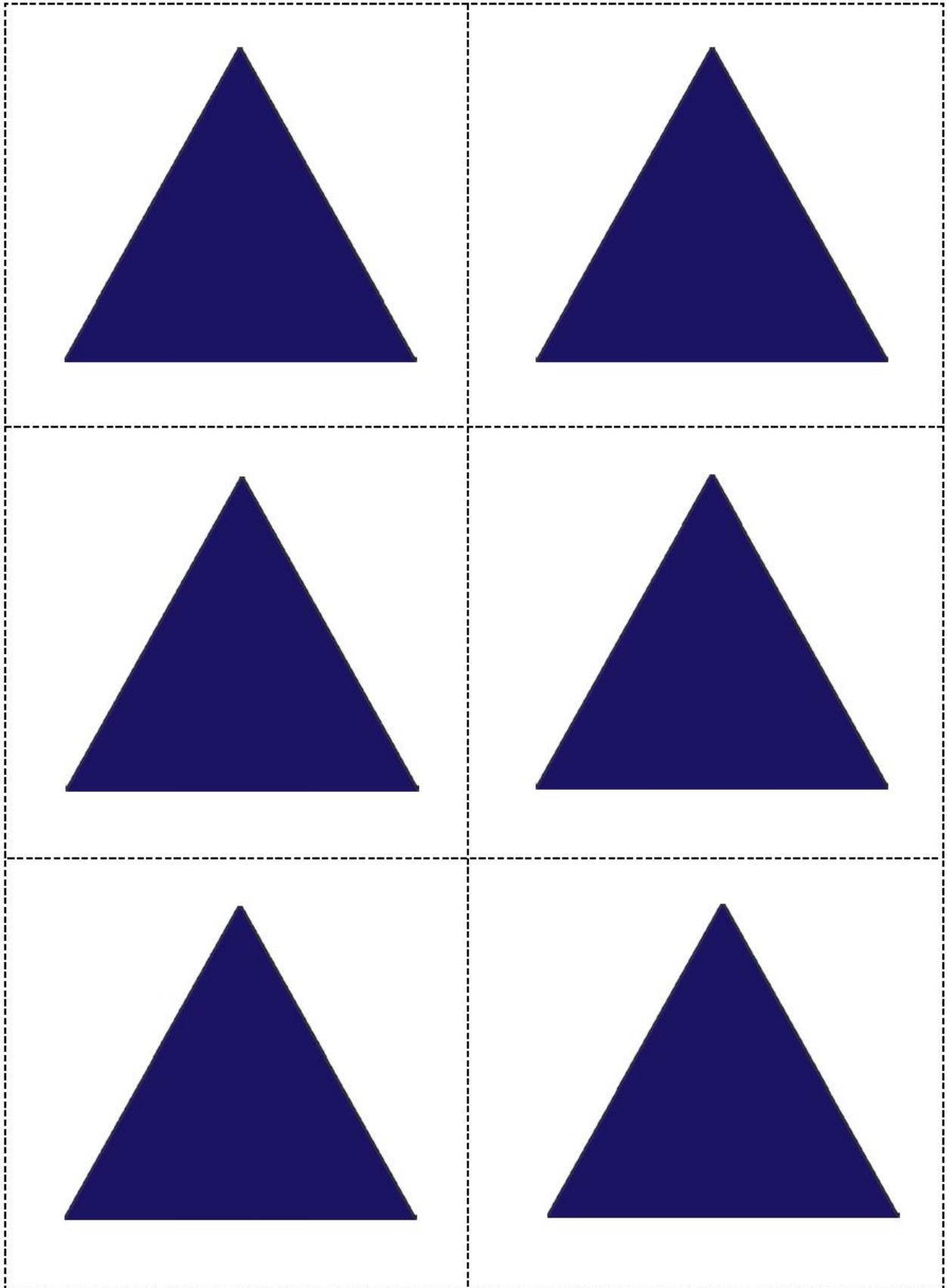
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## Shapes and Forms

**PK3 Get Ready to Learn**

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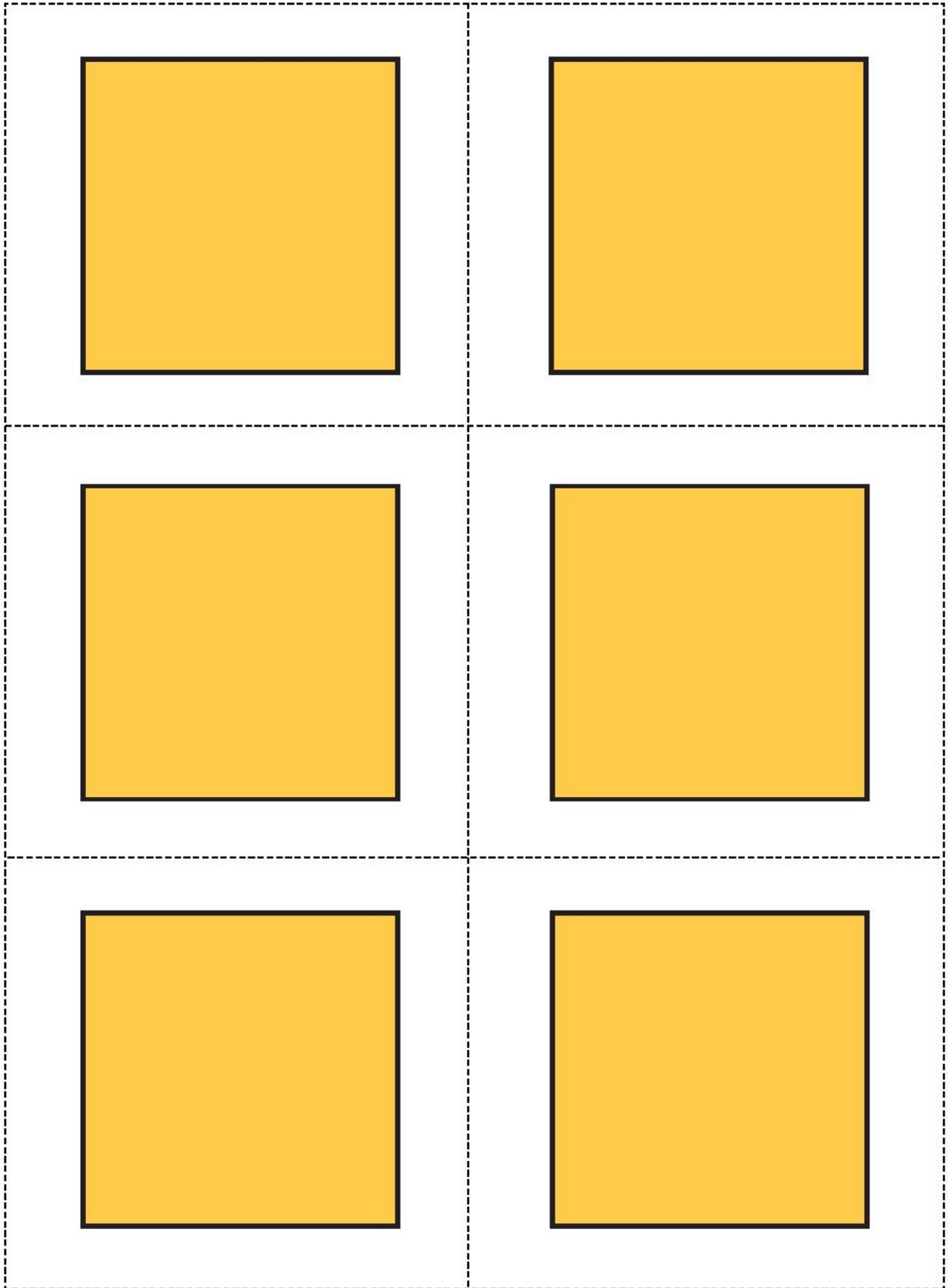




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## Shapes and Forms

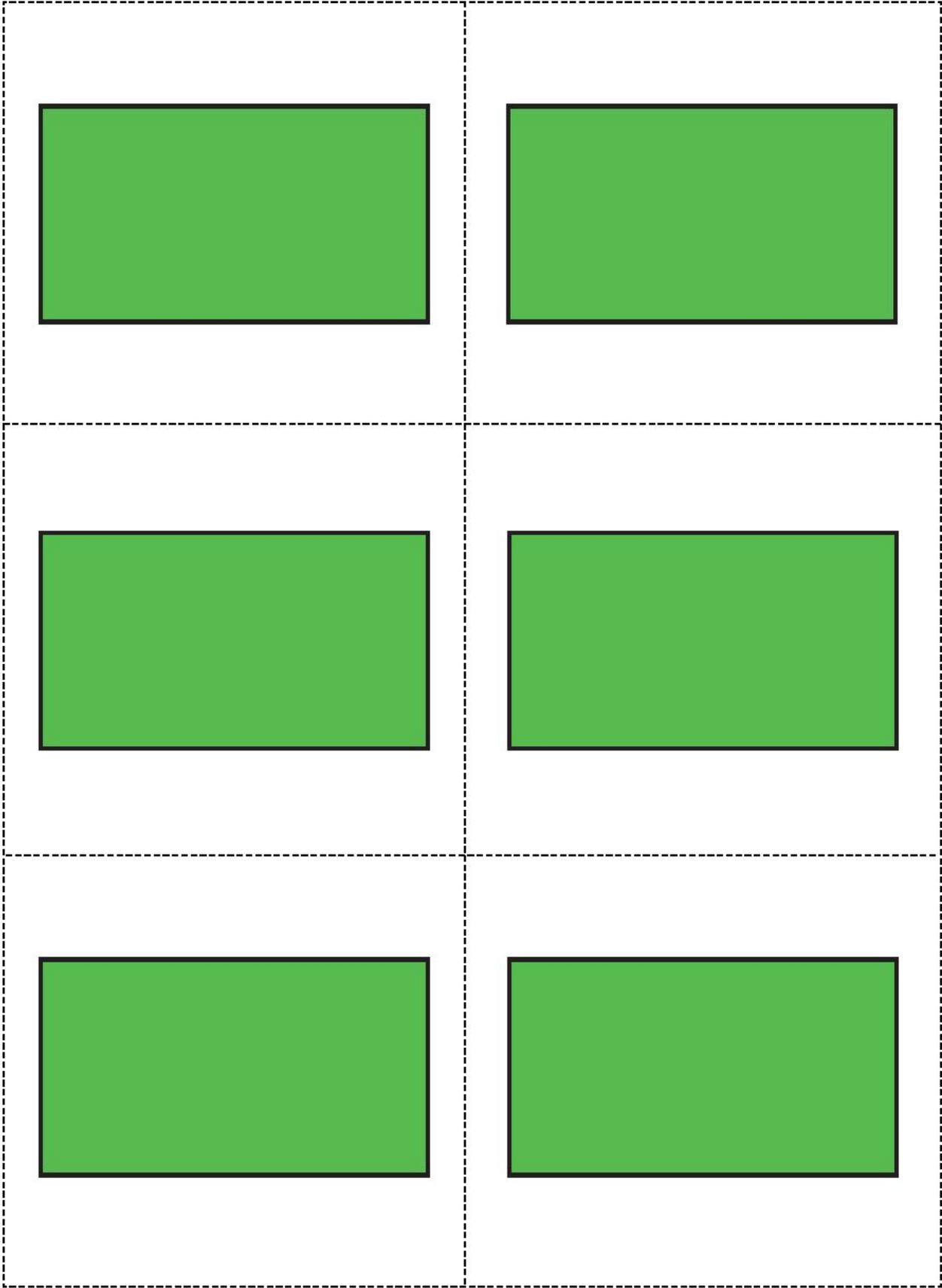




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# Shapes and Forms





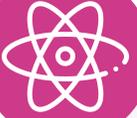
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# Shapes and Forms



# Thursday

PK3 Unit 1 Week 1 Day 4



## STEM: What's the Weather?

- With your child, observe the weather. Together, describe what it is like outside. **What's the weather today?**
- Ask follow-up questions. **How can you tell it's \_\_\_\_\_ outside? What kind of clothes can we wear when it's \_\_\_\_\_? Should I wear \_\_ (non-example) \_\_ when it's \_\_\_\_\_ outside?**
- You can extend this activity by observing and describing the weather over several days.



## Independent Learning: All About Me

**MATERIALS:** All About Me book, crayons

- Together, talk more about your favorite things and how they make you feel.
- Have your child **independently write and draw** more of their favorite things on pages 3 and 4.
- Have your child **draw a back cover** for their book.
- Later ask, **How do your favorite things make you feel? Why do you think you feel that way?**

# Thursday

PK3 Unit 1 Week 1 Day 4



## Literacy: Back Cover

MATERIALS: any book

- Show the back cover. Say, **This is the back cover. It is the last part of the book.**
- Give your child a book. Ask them to **show** you the back cover.



## Journal Prompt: My Week

MATERIALS: crayons, [My Week Journal Page](#)

- Have your child **independently draw** and **write** about one fun thing they did during the week.
- Later, ask, **Can you tell me about something fun from the week? Why was it fun?**

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

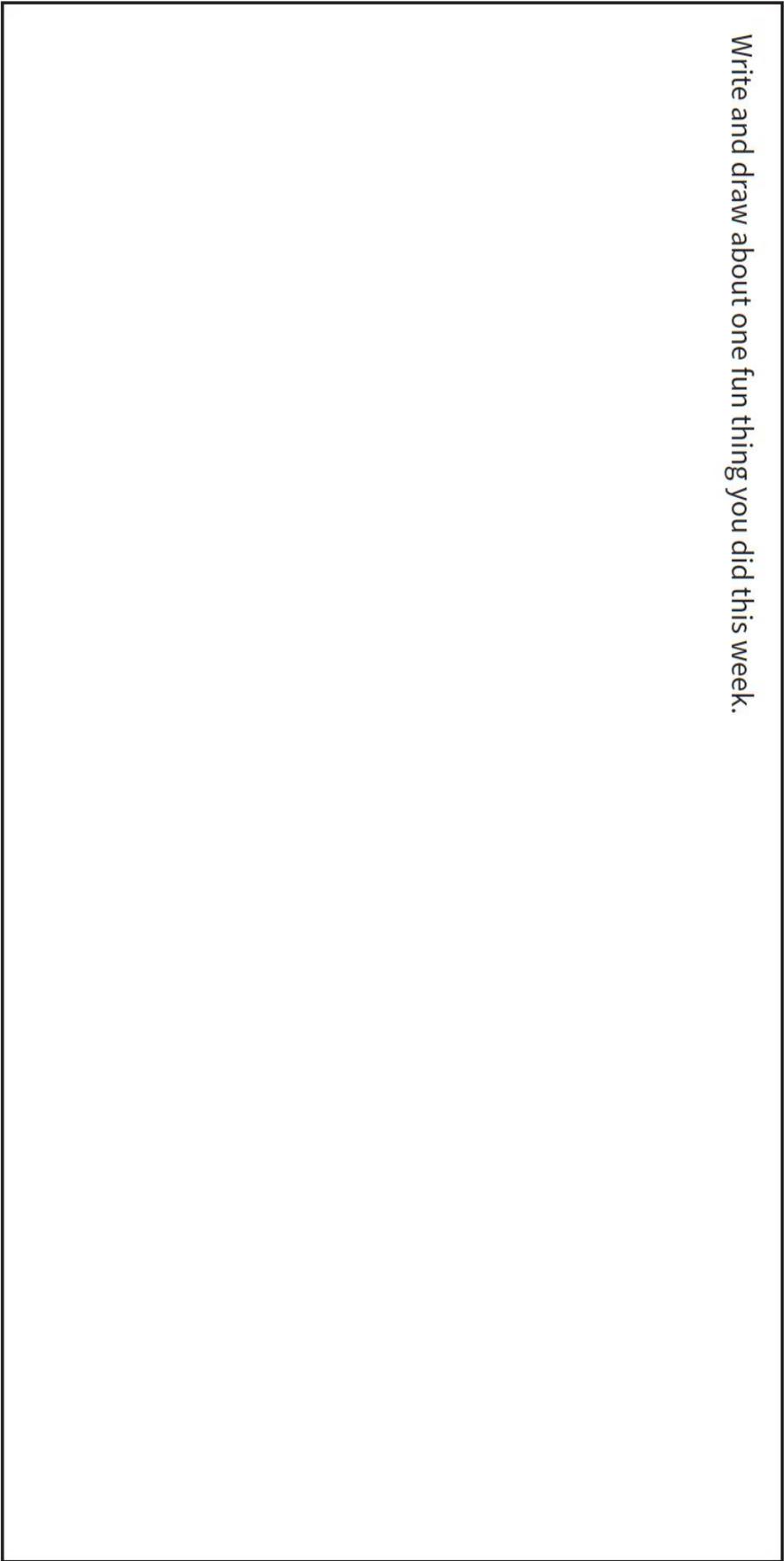
Write and draw about one fun thing you did this week.

My Week Journal Page

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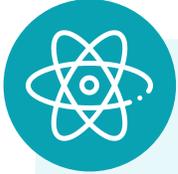
Name: \_\_\_\_\_

Write and draw about one fun thing you did this week.



# My Week Journal Page

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## STEM: Match My Movements

**MATERIALS:** paper, crayons

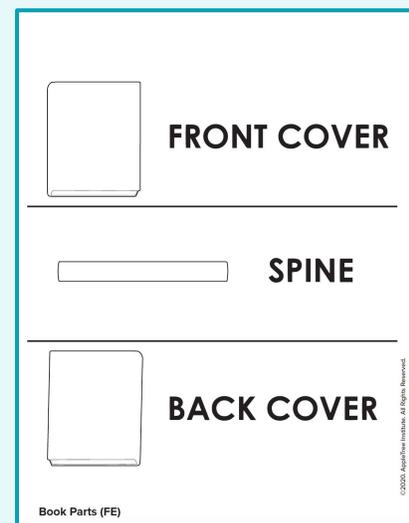
- Together, practice matching. Say, **Let's match movements that are the same.**
- Play a movement game. Say, **I am going to do a movement, you are going to match me.** Complete movements like the following:
  - Clapping one time
  - Tap foot twice
  - Snap twice



## Independent Learning: Parts of a Book

**MATERIALS:** crayons, [Book Parts Coloring Page](#)

- Have your child **independently color** the parts of a book.





## Literacy: Back Cover

MATERIALS: any book

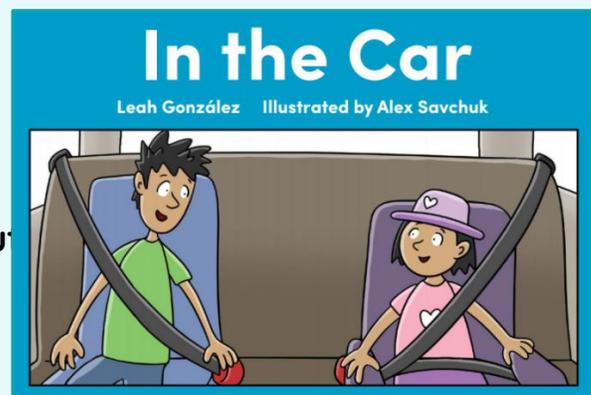
- Give your child a book. Have them **show** you the back cover.
- Ask, **How do you know this is the back cover?**

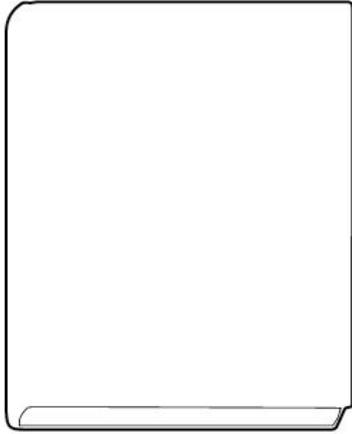


## Read: *In the Car*

MATERIALS: *In the Car* book

- **Together, read *In the Car*.** After reading, review 2-3 feelings from the book. As you talk about a feeling, ask, **Can you tell me about a time you felt \_\_\_\_\_?**





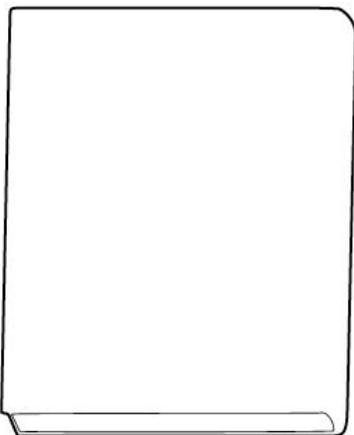
**FRONT COVER**

---



**SPINE**

---



**BACK COVER**

**Book Parts (FE)**

# Week 2

# PK3 Unit 1 Week 2 Overview

## All About Feelings!

### This week your child will:

recognize and describe emotions like happiness, anger, frustration, sadness, and excitement in themselves and others.



### Key Vocabulary



## emotion

The feelings we have or how something makes us feel.



## happy

A feeling you have when something is good or positive.



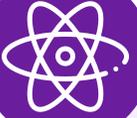
## angry

A feeling you have when something feels unfair.

# Create Connections

**Think  
About It!**

Each day, we have different emotions. Before you begin the packet, write and draw about one emotion to show how you are feeling right now.



## STEM: Shoe Matching

MATERIALS: 2-3 pairs of shoes

- With your child, match shoes that are the same. Say, **I matched this shoe** (show) **to this shoe** (show). **They are the same; they go together.** Describe how they are the same.
- Have your child practice matching shoes that are the same.



## Independent Learning: Painting My Feelings

MATERIALS: watercolors or crayons, paper

- With your child, talk about and identify emotions, like happy, sad, excited, and frustrated. Ask, **How are you feeling today? Why are you feeling \_\_ (emotion) \_\_?**
- Have your child **independently paint or draw** a picture to show how they are feeling.
- Later, ask, **How did you show \_\_ (emotion) \_\_?**

# Monday

PK3 Unit 1 Week 2 Day 6



## Literacy: Front and Back Cover

MATERIALS: any book

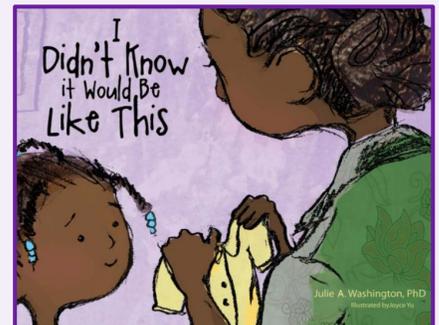
- Play a game of Simon Says. In this game, your child should only do what Simon says. **Say, Simon Says, show me the front cover.** Your child should show you the front cover. **Show me the back cover.** If your child shows you the back cover, say, **Oh, I didn't say Simon Says.**
- Repeat the game several times.



## Read: *I Didn't Know It Would Be Like This*

MATERIALS: [I Didn't Know It Would Be Like This](#) book

- Together, **read *I Didn't Know It Would Be Like This*.**
- After reading, use the illustrations to talk about how Jasmine felt during the day.
  - pp. 2: **How do you think Jasmine feels? Can you show me happy?**
  - pp. 7: **Let's practice feeling nervous.** Pretend to bite your nails or mimic Jasmine's body language.
- Looking for more activities? Check out the [book guide!](#)





## STEM: Things That Sink and Float

**MATERIALS:** items that will sink or float

- Take a walk around your home to **find** waterproof items that will sink or float
- **Fill** a sink or tub with water.
- Have your child **place items in the sink**. Say, **I notice the \_(object)\_ went to the bottom. It sank. The \_(object)\_ is on top of the water. It floats.**
- Together, make a list of things that floated and sank.
- Considering trying this activity with your child during bathtime.



## Independent Learning: Happy and Sad

**MATERIALS:** crayons, [Happy and Sad coloring pages](#)

- Together, talk about feeling happy. Make a happy face. **Say, I am happy. I am smiling and relaxed.** Have your child copy your expression.
- Repeat for sad. Make a sad face. **Say, I am sad. I am frowning and crying.** Have your child copy your expression.
- Have your child **independently color** the happy and sad coloring pages.
- Later, ask, **Can you show me a happy face? Can you show me a sad face?**





## Literacy: Holding Books

MATERIALS: any book

- With your child, talk about how to hold a book. Say, **We hold books right side up with the cover facing us.** Show a book right side up. **The pictures and words should be right side up, not upside down!** Show a book upside down.
- Have your child practice holding a book right side up.



## Journal Prompt: Feeling Happy

MATERIALS: crayons, [Feeling Happy Journal Page](#)

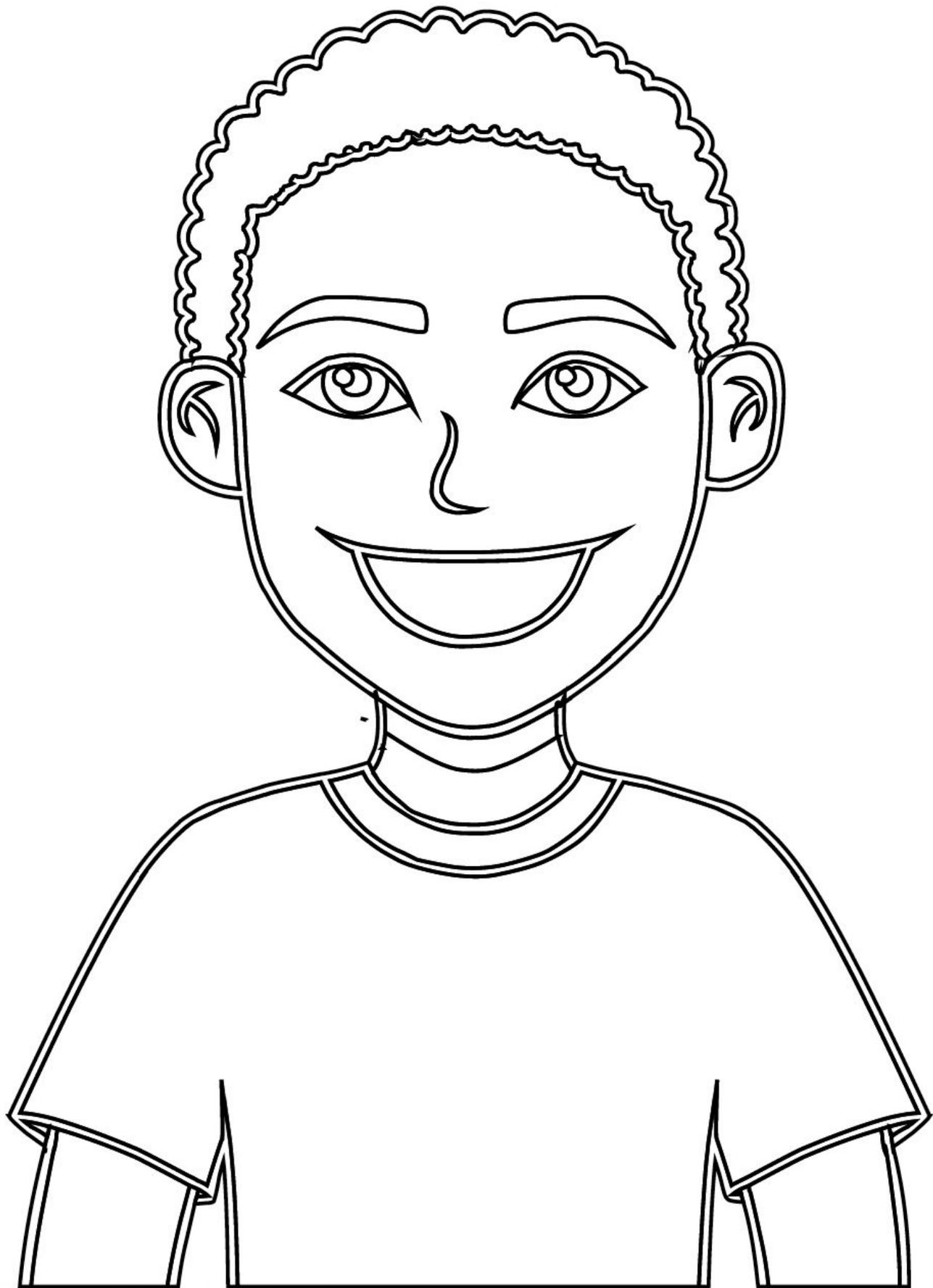
- With your child, talk about feeling happy. Say, **I feel happy when \_\_\_\_\_.** **What makes you feel happy?**
- Have your child **independently draw** and **write** about feeling happy.
- Later, ask, **Can you tell me more about what makes you feel happy?** **Why does \_\_\_\_\_ make you feel happy?**

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

Write and draw about what makes you feel happy.

Feeling Happy Journal Page

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### Happy and Sad Coloring Pages (FE)



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## Happy and Sad Coloring Pages (FE)

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

Write and draw about what makes you feel happy.

**Feeling Happy Journal Page**

# Wednesday

PK3 Unit 1 Week 2 Day 8



## STEM: Sock Matching

**MATERIALS:** several pairs of socks

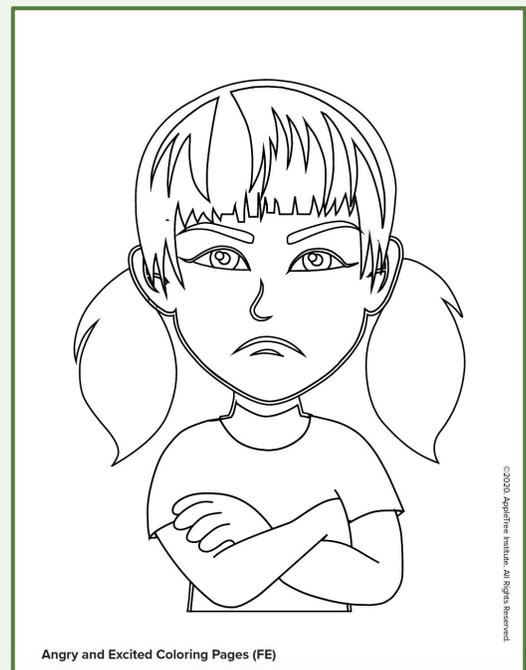
- With your child, match socks that are the same. Say, **I matched this sock** (show) **to this sock** (show). **They are the same; they go together.** Describe how they are the same.
- Have your child practice matching socks that are the same.
- Consider trying this activity with your child while doing laundry together.



## Independent Learning: Angry and Excited

**MATERIALS:** crayons, [Angry and Excited Coloring Pages](#)

- Together, talk about feeling angry. Make a mad face. Say, **I feel angry. I am frowning. My eyebrows are pushed together.** Have your child copy your expression.
- Repeat for excited. Make an excited face. Say, **I am excited. My mouth is open, I'm smiling, and my hands are up.** Have your child copy your expression.
- Have your child **independently color** the angry and excited coloring pages.
- Later, ask, **Can you show me an angry face? Can you show me an excited face?**



Angry and Excited Coloring Pages (FE)

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# Wednesday

PK3 Unit 1 Week 2 Day 8



## Literacy: Reading Books Front to Back

MATERIALS: any book

- Say, **When we read books, we read from front to back. We start at the front cover and gently turn the pages, moving toward the back cover.** Demonstrate turning a few pages.
- Say, **We also read from top to bottom and left to right.** Use your finger to point to words moving across and down the page.
- Have your child practice turning the pages and finger pointing to words moving left to right and top to bottom.



## Read: *I Didn't Know It Would Be Like This*

MATERIALS: [\*I Didn't Know It Would Be Like This\*](#) book

- Together, read *I Didn't Know It Would Be Like This*.
- After reading, **compare, and contrast** your child's first day of school to Jasmine's. Ask, **How was your first day of school the same or similar to Jasmine's? Did you have any of the same feelings? How was your first day different?**
- Looking for more activities? Check out the [book guide!](#)



# Wednesday

PK3 Unit 1 Week 2 Day 8



## Let's Move: Pattern Movement

**MATERIALS:** paper, crayons

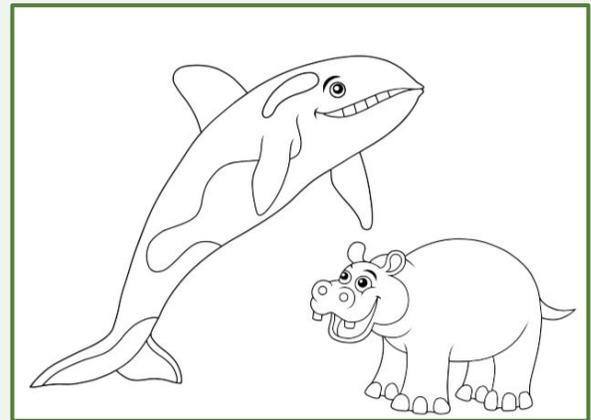
- Play a pattern movement game. Say, **We are going to move our bodies using patterns. A pattern is something that repeats.** Think of two movements to repeat over and over. Say, **hand up, hand down.** Have your child copy your pattern.
- Create additional patterns using two movements, like bend down, jump up or hands on hips, hands on toes.



## Learning Together: Animal Puppet Show

**MATERIALS:** paper, crayons, tape, [Animal Puppets](#)

- With your child, **color, and cut out** the animal puppets. Using tape, attach the puppets to pencils or sticks.
- Together, **brainstorm** a scene and story for your puppets. Take on the role of your puppet and put on a show with your child.



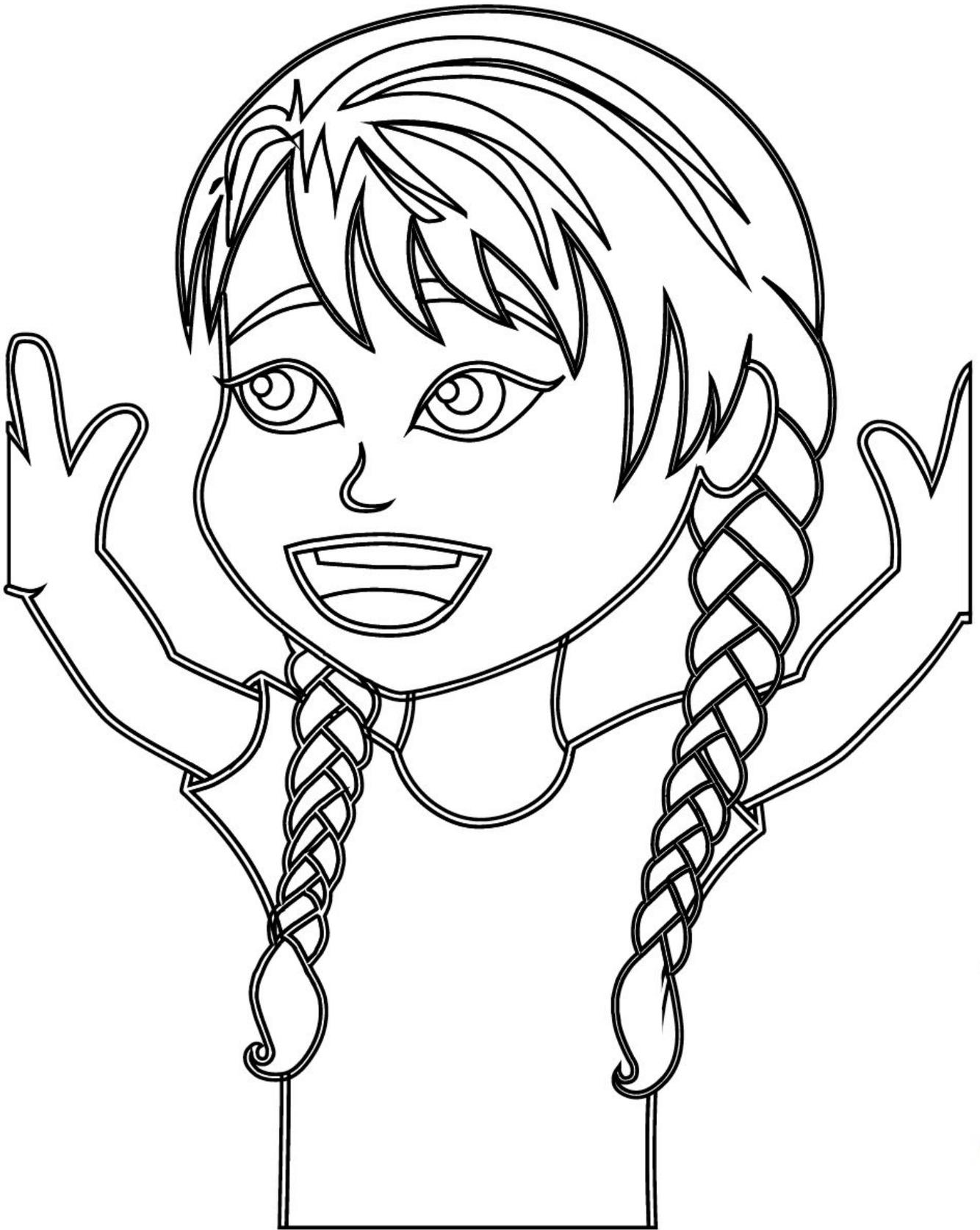


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## Angry and Excited Coloring Pages (FE)

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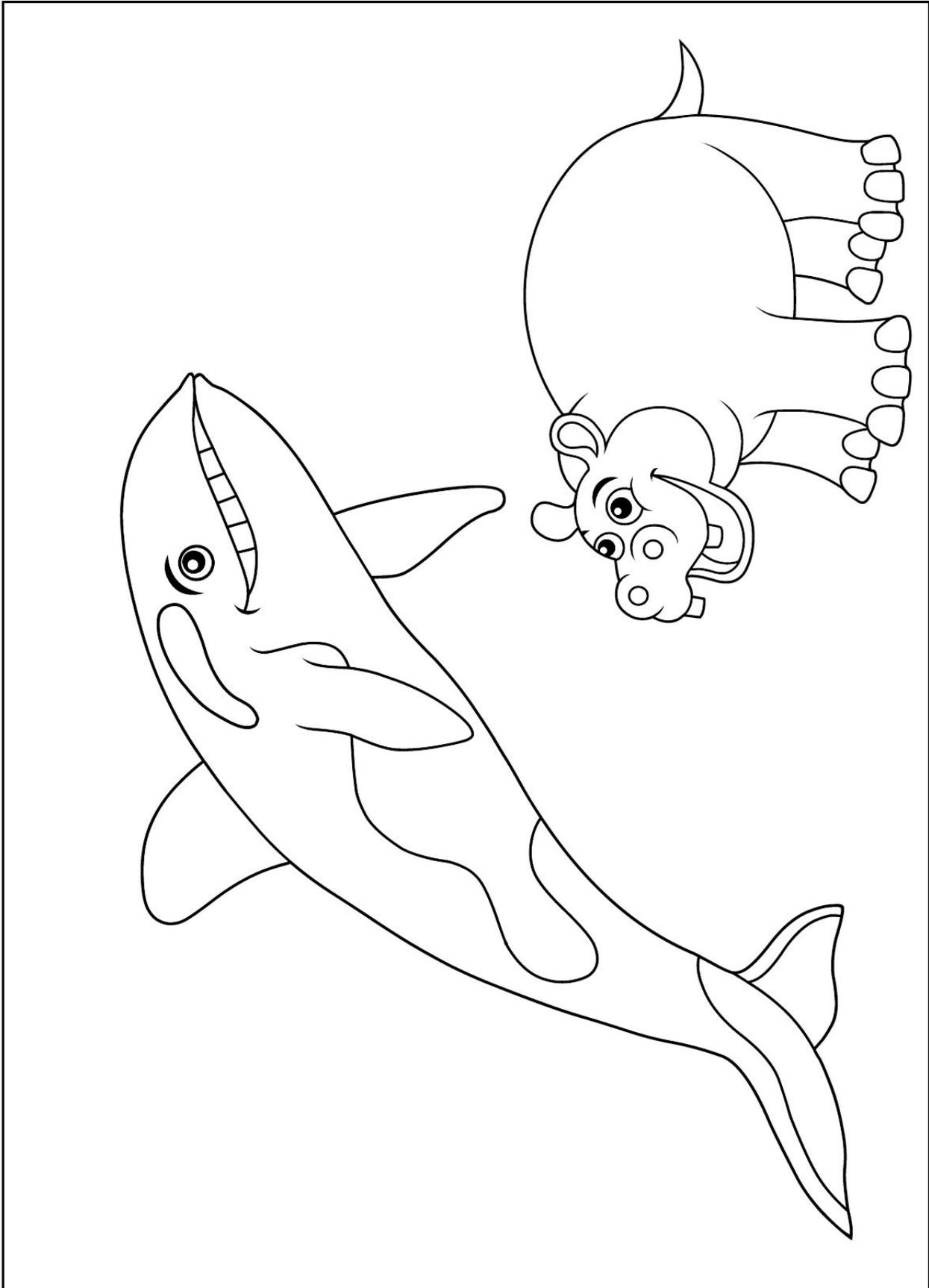
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## Angry and Excited Coloring Pages (FE)

PK3 Get Ready to Learn

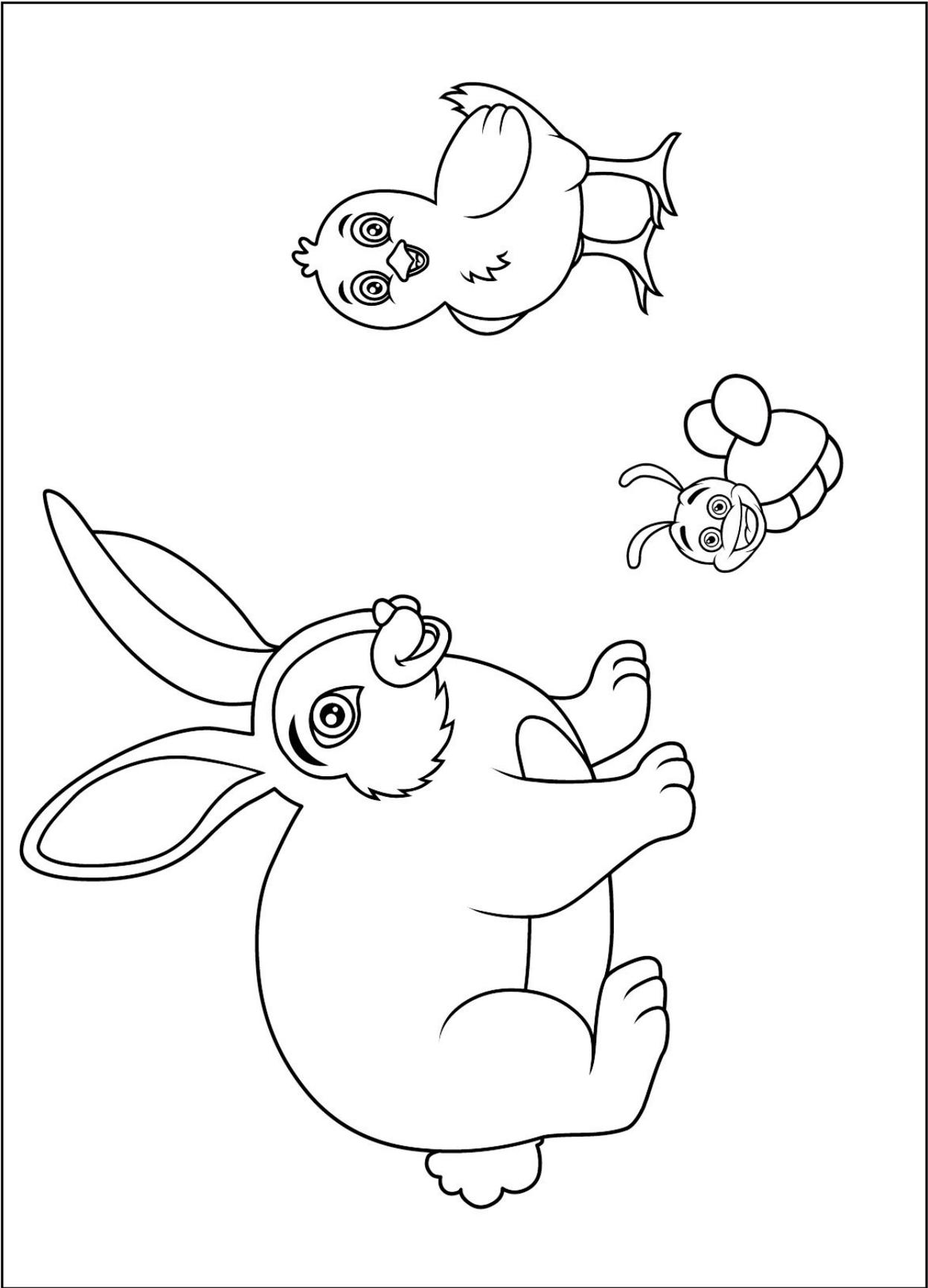
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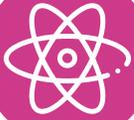
Animal Puppets (FE)





Animal Puppets (FE)





## STEM: Crayon Rubbings

**MATERIALS:** paper, crayons, leaves

- Take a walk to **collect** leaves. Or, find flat, textured items around your home.
- Place a leaf on the table and cover it with paper. Have your child **color** the paper over the leaf. Ask your child to **talk** about what they see.
- **Helpful tips:** You can tape the leaf to the back of the paper. Remove the crayon wrapper to color with the whole crayon on its side.



## Independent Learning: Faces in Dough

**MATERIALS:** playdough, unsharpened pencils or crayons, [Feelings Poster](#), optional - [Playdough Recipe](#)

- Have your child use the Feelings Poster to **independently create** different emotion faces in the playdough.
- Later, ask, **What feelings did you make? Can you make that feeling using your face?**

### PLAYDOUGH RECIPE

1 cup of flour  
2 teaspoons cream of tartar  
1/3 cup of salt  
1 cup of water  
1 tablespoon of vegetable oil  
food coloring of your choice

1. Place flour, cream of tartar, and salt in a saucepan.
2. Add water and vegetable oil to the saucepan. Over medium/low heat, stir the mixture.
3. Before the mixture starts getting thick, add the food coloring.
4. Keep stirring and scraping the mixture from the bottom of the saucepan.
5. Allow the dough to cool before play. Store in an airtight container.



Playdough Recipe (FE)

Illustration: iStockphoto.com/AppleTree Institute



## Literacy: Pictures in Books

**MATERIALS:** any book

- Draw attention to the pictures. Point to the picture. Say, **The pictures show us what's happening in the book.** Describe the picture to your child.
- Together, **read the book.** As you read, ask your child to describe what they see in the pictures.



## Journal Prompt: Feeling Angry

**MATERIALS:** crayons, [Feeling Angry Journal Page](#)

- With your child, **talk about** a time you felt angry. **Highlight** ways you were able to calm down, like taking a deep breath.
- Have your child **write and draw** about a time they felt angry.
- Later, ask, **When did you feel angry? How did you calm down and feel better?**

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

Write and draw about a time you felt angry and upset.

\_\_\_\_\_

-----

\_\_\_\_\_

Feeling Angry Journal Page

Illustration by: ©2020 AppleTree Institute

# PLAYDOUGH RECIPE

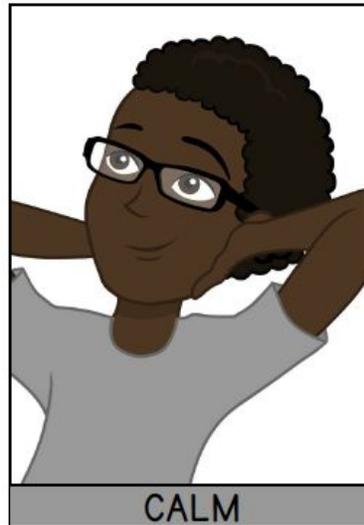
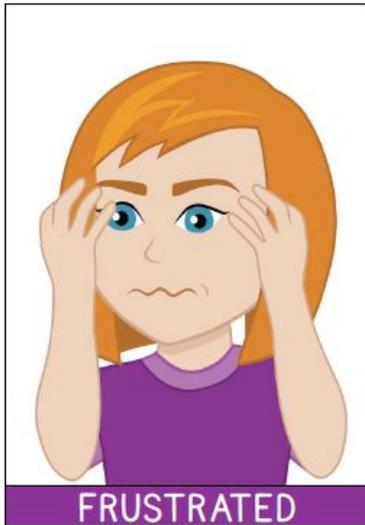
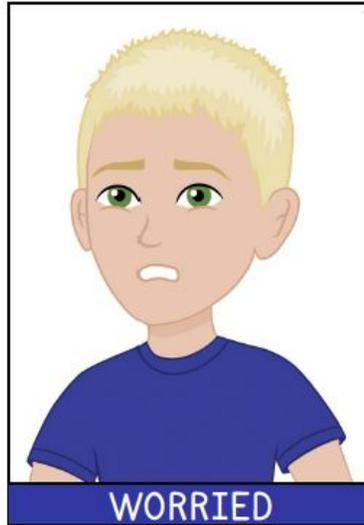
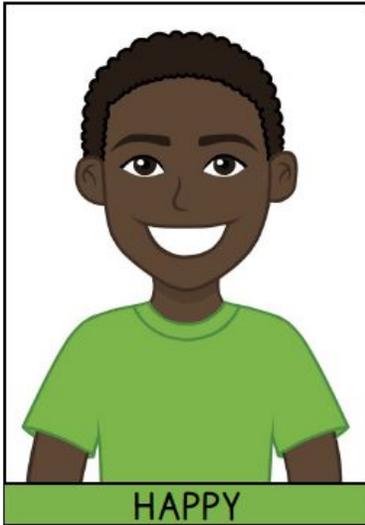
1 cup of flour  
2 teaspoons cream of tarter  
1/3 cup of salt  
1 cup of water  
1 tablespoon of vegetable oil  
food coloring of your choice

1. Place flour, cream of tarter, and salt in a saucepan.
2. Add water and vegetable oil to the saucepan. Over medium/low heat, stir the mixture.
3. Before the mixture starts getting thick, add the food coloring.
4. Keep stirring and scraping the mixture from the bottom of the saucepan.
5. Allow the dough to cool before play. Store in an airtight container.



## Playdough Recipe (FE)

# FEELINGS



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

Write and draw about a time you felt angry and upset.

**Feeling Angry Journal Page**



## STEM: Kitchen Utensil Matching

**MATERIALS:** spoons and forks

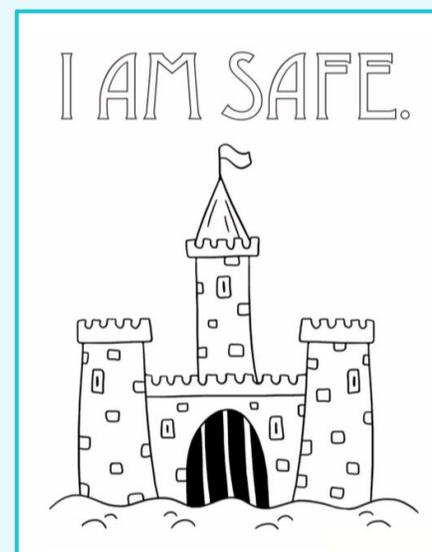
- With your child, **practice matching** kitchen utensils while putting away clean dishes. Say, **I am going to match this fork to the other forks in the drawer. Fork to forks.** Demonstrate. Repeat for spoons.
- Have your child continue to **help put away** kitchen utensils by **matching** forks to forks and spoons to spoons.



## Independent Learning: Calm Coloring

**MATERIALS:** [Calm Coloring Pages](#), optional - coloring books

- Say, **When you feel sad, mad, or frustrated, you can calm your body by coloring a picture.**
- Together, start coloring. Ask, **How do you feel when your body is calm?**
- Have your **child independently** finish coloring the page.
- Try coloring when your child (or you) feel frustrated or upset during the day.





## Literacy: Words in Books

MATERIALS: any book

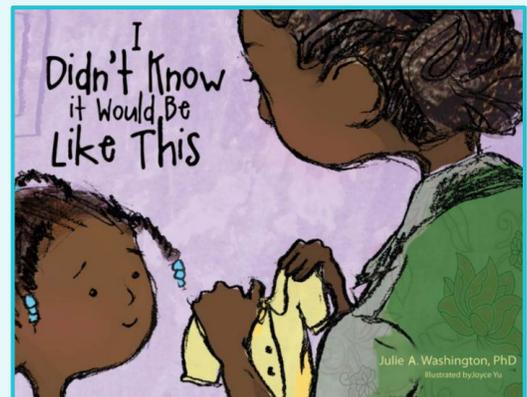
- Draw attention to the words. Point to the print Say, **The words tell us what is happening in the story.**
- Together, **read the book.** Draw attention to the print by pointing to each word as you read.



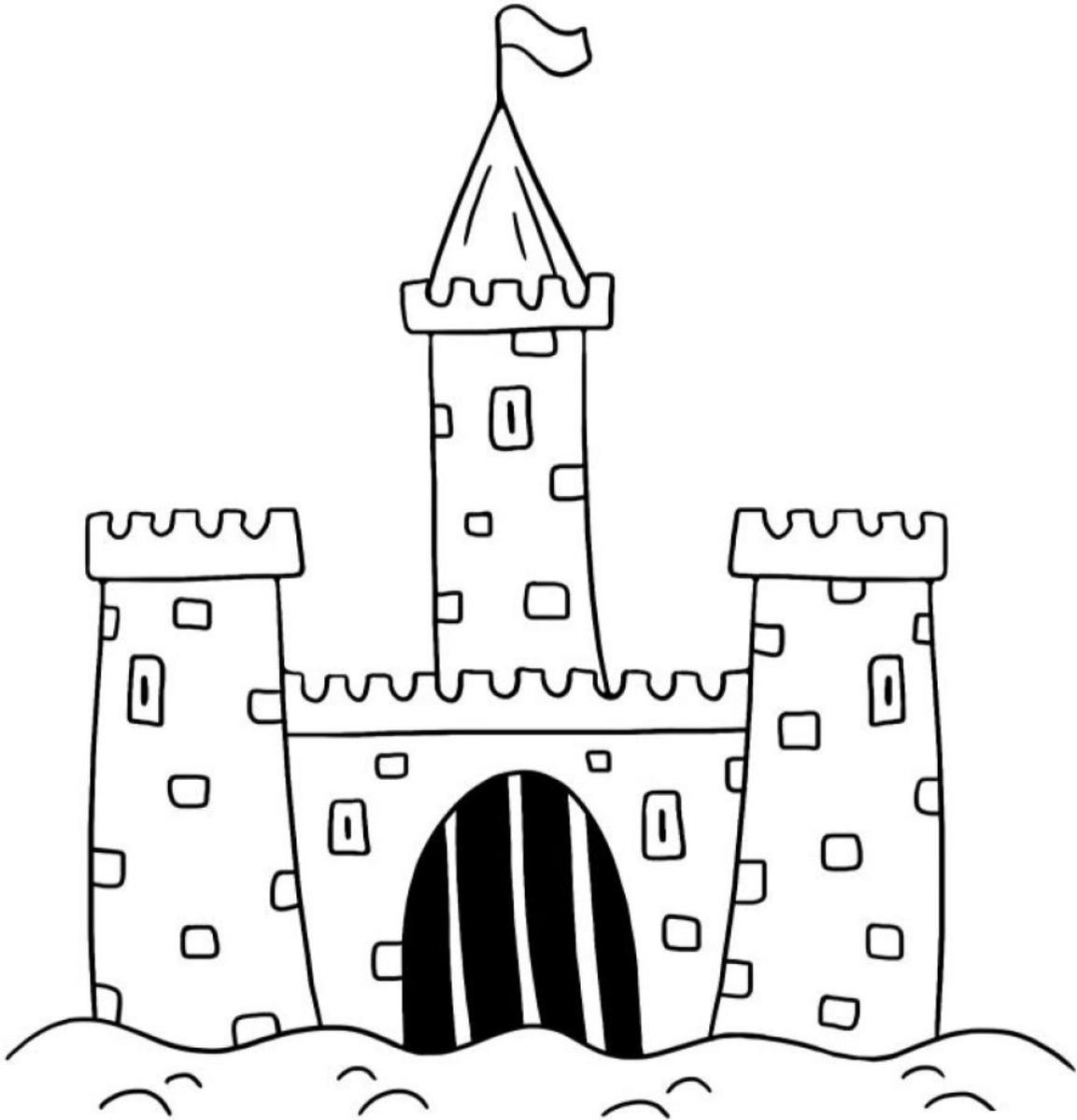
## Read Aloud: *I Didn't Know It Would Be Like This*

MATERIALS: [\*I Didn't Know It Would Be Like This\*](#) book

- Together, **read *I Didn't Know It Would Be Like This*.**
- After reading, ask, **Why do you think Jasmine felt scared? What would you tell Jasmine, so she doesn't feel scared on her first day of school?**
- Looking for more activities? Check out the [book guide!](#)



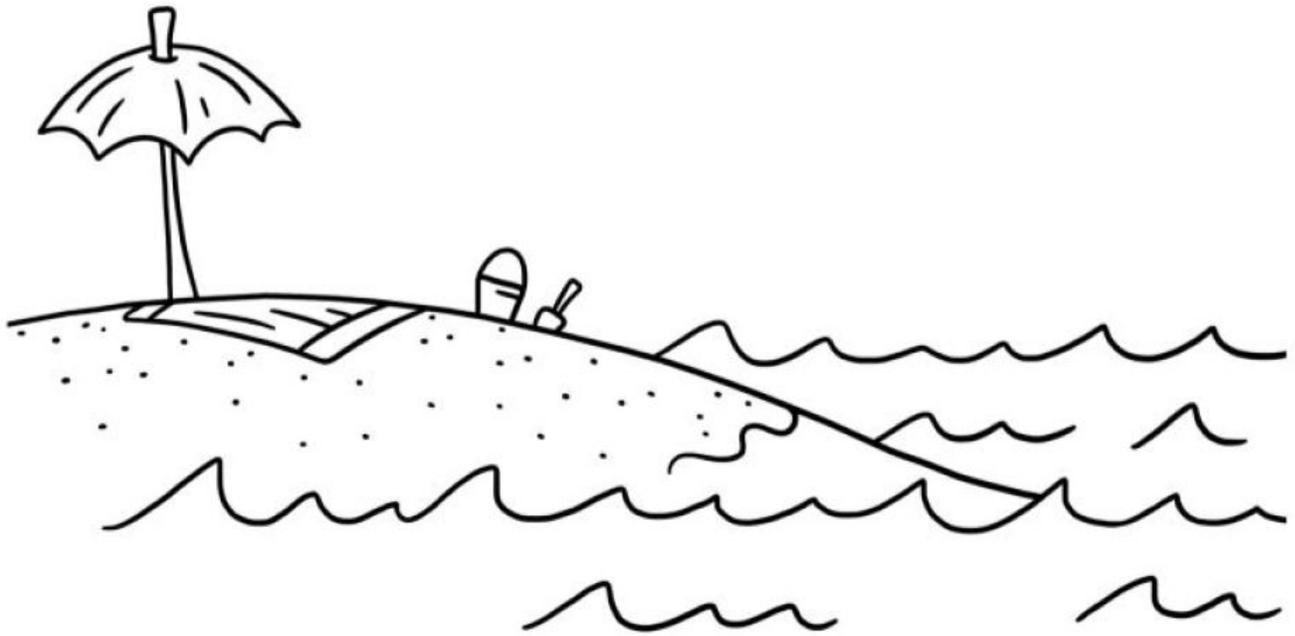
I AM SAFE.



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Calm Coloring Pages (FE)

I AM CALM.



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**Calm Coloring Pages (FE)**

# Week 3

# PK3 Unit 1 Week 3 Overview

## Listening to My Body

### This week your child will:

recognize when to listen to their body and how to respond.

### Key Vocabulary



## listen

To pay attention to what someone is saying or a sound you hear.



# Create Connections

**Think  
About It!**

It is important to listen to our bodies. Our bodies will tell us how we feel, if we are tired or even hungry! ! Before you begin the packet, write and draw why you think it's important to listen to our bodies and act on what our bodies are telling us.



## STEM: Match Movements

- With your child, practice matching. Say, **We are going to practice matching. What does it mean when something matches? Let's match movements that are the same.**
- Play a movement game. Have your child think of movements that you will match.
  - Clapping one time
  - Tap foot twice
  - Snap twice



## Independent Learning: Abstract Art

MATERIALS: paper, crayons or watercolors

- Have your child **independently draw and color** any type of picture they'd like.
- Later, ask, **Can you tell me about your picture? Why did you draw \_\_\_\_\_?**
- Provide specific praise for their art, like, **I like how you used wavy lines in your picture,** or **It looks like you put a lot of thought into the colors of your painting, I like them!**



# Monday

PK3 Unit 1 Week 3 Day 11



## Literacy: Title

MATERIALS: any book

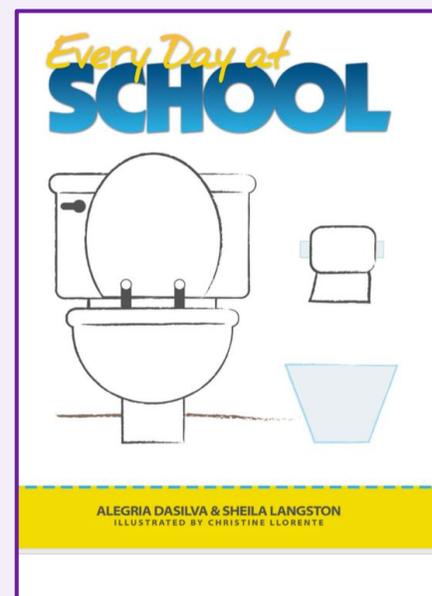
- Show a book cover. Say, **The title is the name of the book. It is on the front cover.** Point to and read the book title. Have your child repeat the title after you.
- Together, **read the book.** Then, ask, **What is the title of the book we just read?**



## Read: *Every Day at School*

MATERIALS: [Every Day at School](#) book

- Together, **read *Every Day at School*.**
- After reading, **review** with your child how their body might feel when hungry, thirsty, tired, and have to go to the bathroom.
- Looking for more activities? Check out the [book guide](#)!

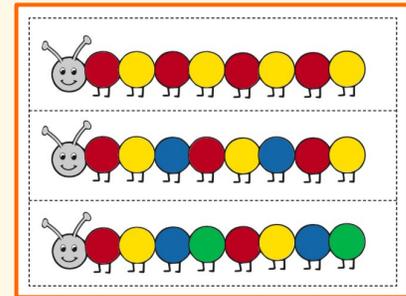




## STEM: Bead Caterpillars

**MATERIALS:** paper, crayons, [Caterpillars](#)

- **Cut out** the caterpillars.
- Together, **practice patterns, which support early coding skills.** Start with the yellow-red caterpillar. **Show** your child how to draw a matching caterpillar. **Draw attention** to the colors and use words such as *next*.
- Have your child **independently practice** copying the patterns for the remaining caterpillars.



## Independent Learning: Tube and Tunnels

**MATERIALS:** several cardboard tubes, tape, small items that will fit through the tubes, like crayons or cotton balls

- **Demonstrate** how to **tape** two cardboard tubes together. Allow your child to **continue taping** the tubes to create a tunnel.
- Have your child **drop items**, like cotton balls, bouncy balls, crayons, etc. through the tunnel. Encourage them to **notice what happens** to the item as they move and turn their tunnel.
- Later, ask, **What might happen if we put two things in the tunnel at once? Let's try it!**



## Literacy: Author

MATERIALS: any book

- Show the book cover. Say, **The author is the person who writes the words. They make up the story in the book.** Point to and read the author's name. Have your child repeat the author's name.
- Together, **read the book.** Then, ask, **Who is the author of the book we just read?**



## Journal Prompt

MATERIALS: crayons, [Listening to My Body Journal Page](#)

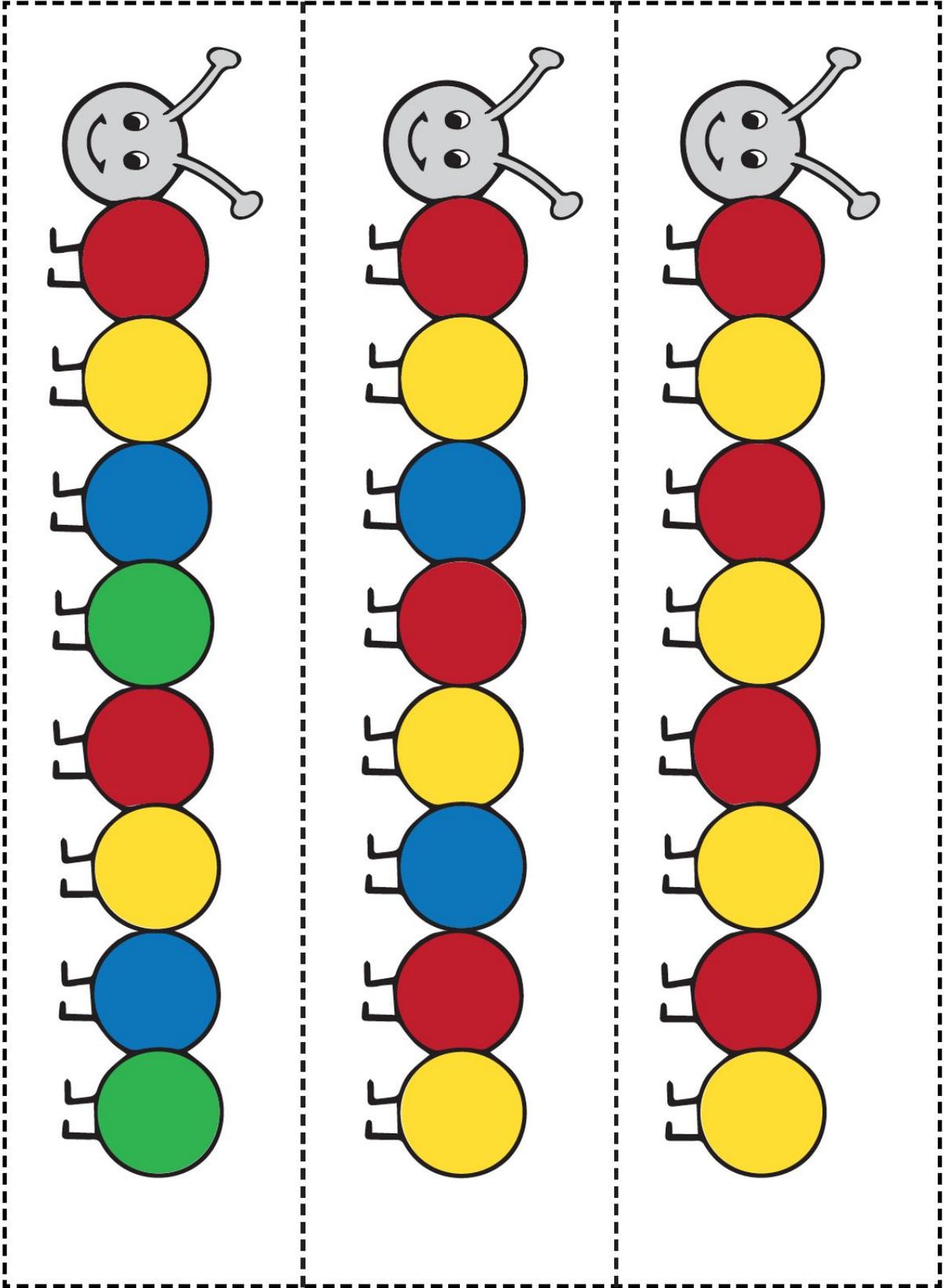
- Using *Every Day at School*, help your child **recall** how to listen to their body. Say, **When you listen to your belly, you might hear it grumbling. When your belly grumbles, what is your body telling you?**
- Repeat for sticky mouth, and belly pressure.
- Have your child **independently draw and write** about why it's important to listen to their body.
- Later, ask, **What might happen if you don't listen to your body?**

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

Why is it important to listen to your body?

Listening to My Body Journal Page

Caterpillar (FE)



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

Why is it important to listen to your body?

**Listening to My Body Journal Page**

# Wednesday

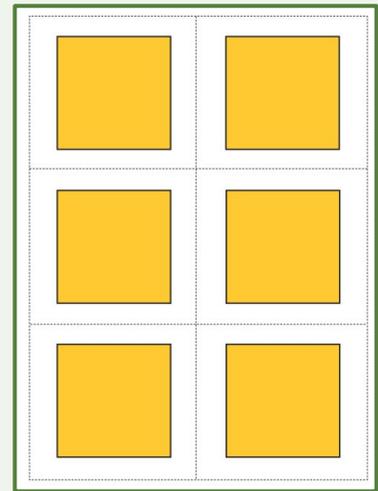
PK3 Unit 1 Week 3 Day 13



## STEM: Shape Match Memory

MATERIALS: [Shapes and Forms](#)

- Cut out the game cards.
- Together, **play a matching game**. Place the cards face down. **Flip over** two cards. Ask, **Are these shapes the same? Do they match?** If they match, move the cards to the side. If the cards don't match, flip them face down to use again.
- Then, have your child take a turn. Play until all the shapes are matched.
- Save the cards so you can play with your child again.



## Independent Learning: My Name

MATERIALS: paper, crayons, markers

- Using a light marker, write your child's name on a piece of paper 3 times.
- Have your child **trace** their name with their finger a few times.
- Then, your child can use a crayon to **independently trace** their name.
- If your child scribbles or moves off the line, it's okay! They are learning to control small movements with their hands, fingers, and thumb. Also, to support name recognition, post your child's name around the home.

# Wednesday

PK3 Unit 1 Week 3 Day 13



## Literacy: Illustrator

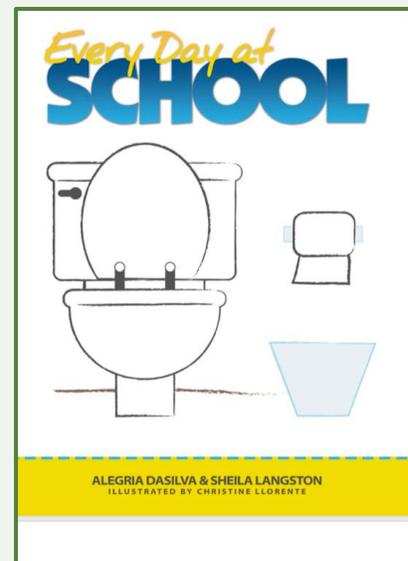
- Show the book cover. Say, **The illustrator is the person who draws the pictures in books.** Point to and read the illustrator's name. Have your child repeat the illustrator's name.
- Together, **read the book.** Then, talk with your child about the illustrations. **Point out** any illustrations that were your favorite. Ask, **Which illustration or picture is your favorite? Why?**



## Read: *Every Day at School*

MATERIALS: [Every Day at School](#) book

- Together, **read *Every Day at School*.**
- After reading, **talk about** what your child should do if they feel hungry, thirsty, tired, or have to go to the bathroom. **Review** any rules or expectations you have in your home, like how to ask for a drink or snack.
- Looking for more activities? Check out the [book guide](#)!



# Wednesday

PK3 Unit 1 Week 3 Day 13



## Let's Move: Freeze Dance

**MATERIALS:** music

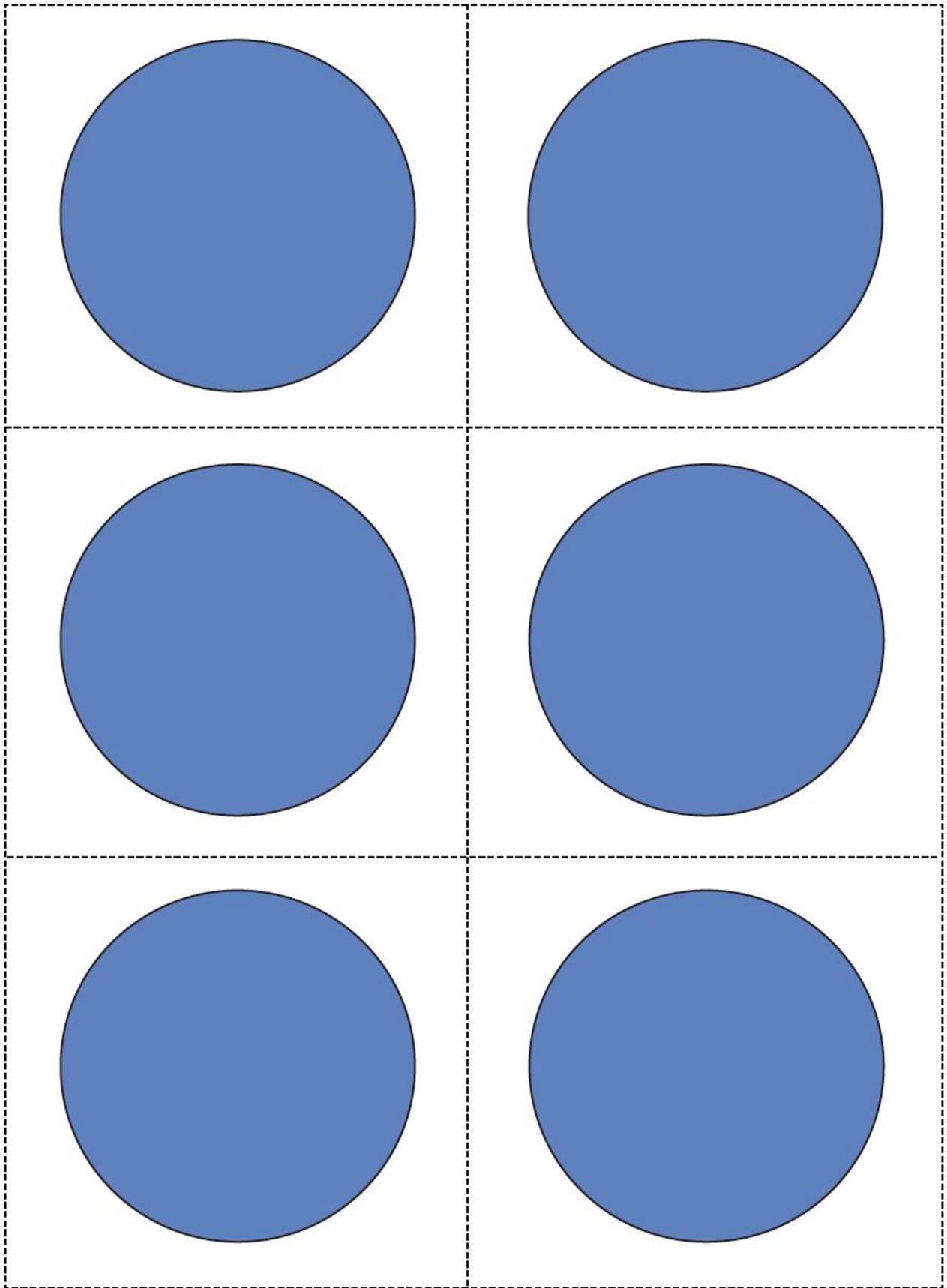
- Say, **We are going to play a game called Freeze Dance. When you hear the music, you can dance. When the music stops, freeze. Try not to move!**
- **Dance** with your child. **Stop** the music and **freeze**.
- Repeat several times.



## Learning Together: Build a Structure

**MATERIALS:** clean recyclable items, like boxes, plastic jars or bottles

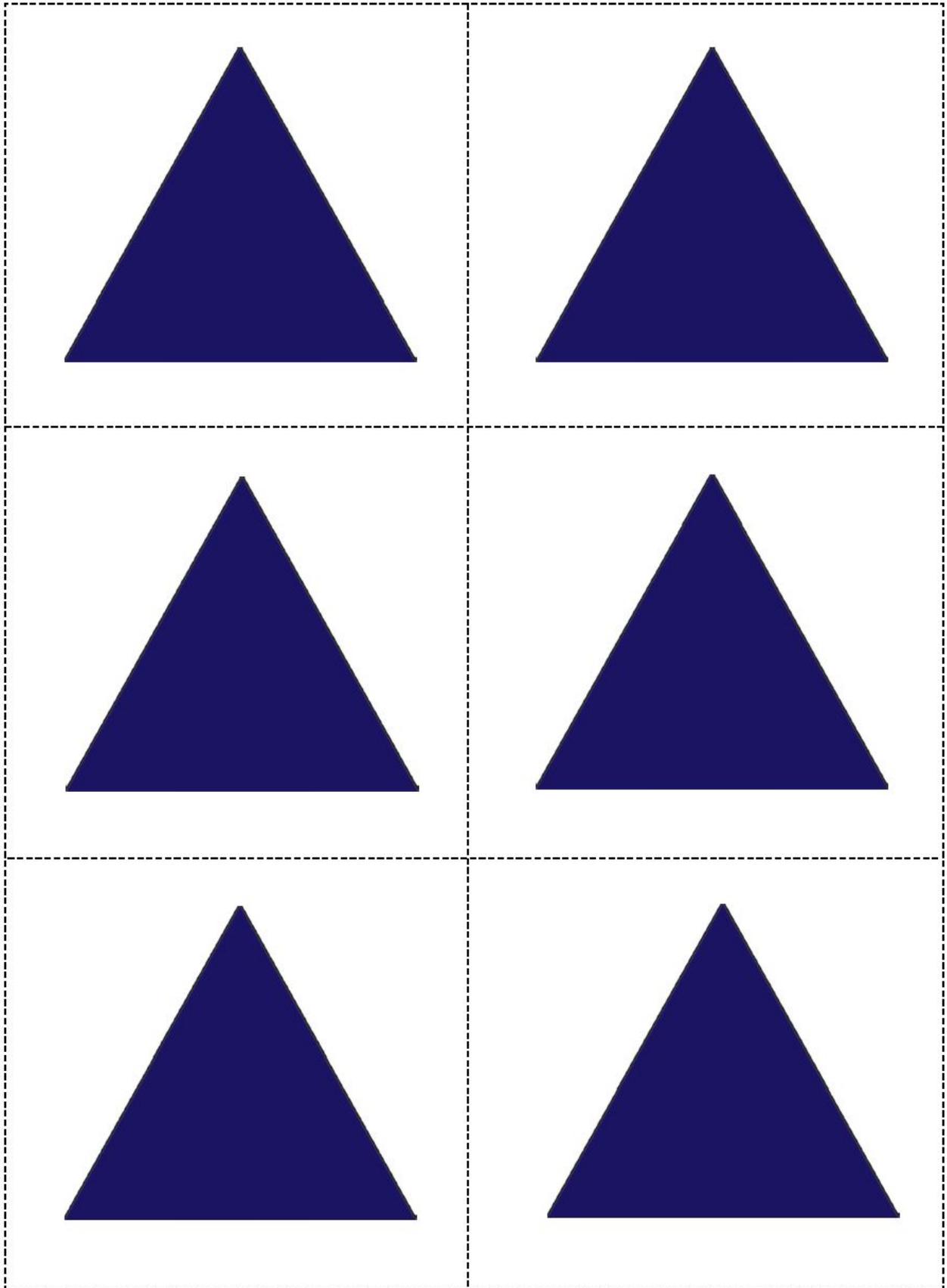
- Use the recyclable items to **build a simple structure**, like two stacked boxes. Have your child **copy** your structure using their materials, which don't have to be identical.
- If your child feels angry or frustrated because they're having a hard time or their structure falls, try positive talk. Say, **It's okay, you can try again and again!**
- *Switch roles.* Have your child build a structure that you copy.



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# Shapes and Forms

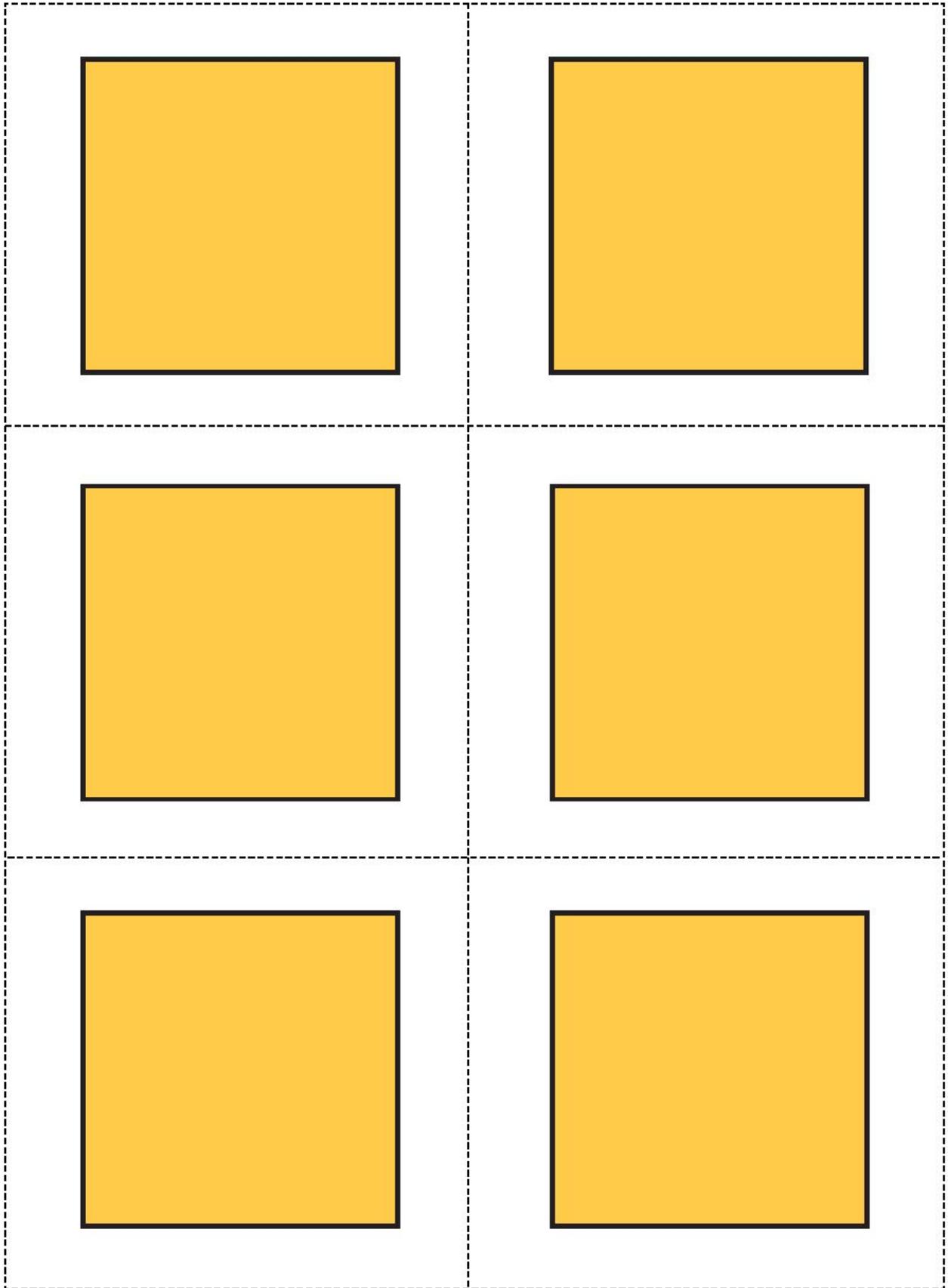




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## Shapes and Forms

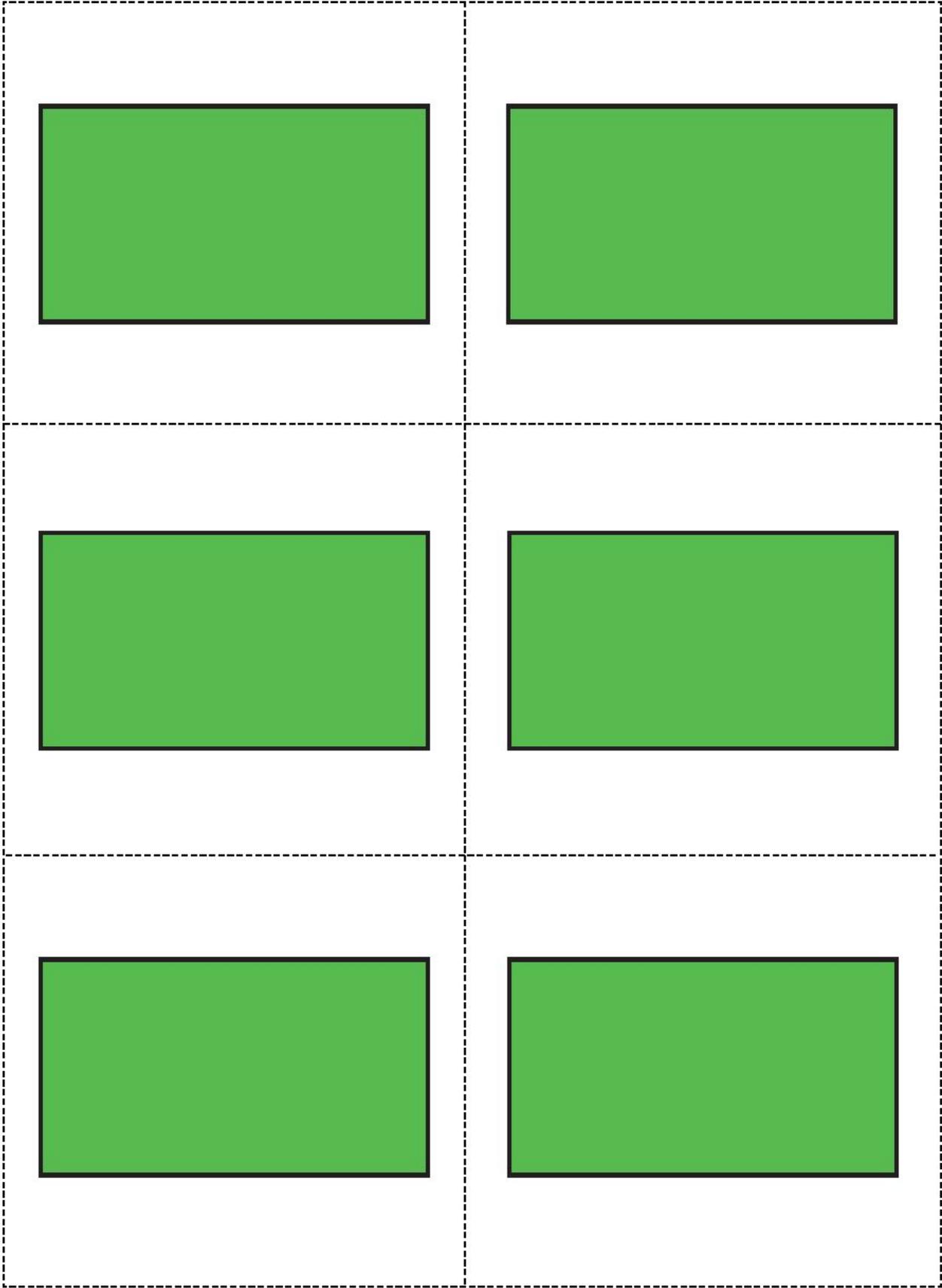




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# Shapes and Forms

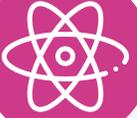




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# Shapes and Forms





## STEM: Water Play

**MATERIALS:** plastic container, plastic cups, measuring cups, plastic bowls, etc.

- Fill a container or a sink with water.
- Your child can use cups and bowls to explore scooping, pouring, and measuring water.
- Explore amounts. Pour water from a large cup into a smaller cup. Ask, **What happens to the water when I pour it from the large cup to the smaller cup?**



## Independent Learning: Stacking Practice

**MATERIALS:** plastic cups, cardboard boxes in various sizes

- Have your child **practice** fine motor skills by **stacking** a variety of items like plastic cups or cardboard boxes. Say, **Let's see how many cups you can stack!** Encourage your child as they stack the items.
- If your child is only able to stack a couple of cups or boxes, that's okay! They are learning to control small movements with their hands, fingers, and thumb.

# Thursday

PK3 Unit 1 Week 3 Day 14



## Literacy: Title, Author and Illustrator

**MATERIALS:** any book

- Give your child a book. Have them **show** you the front cover.
- Point to the title, author, and illustrator. Ask, **What is the title? Who makes up the story? Who draws the pictures?**



## Journal Prompt: School Favorites

**MATERIALS:** crayons, [School Favorite Journal Page](#)

- Have your child write and draw about their favorite part of school.
- Later, ask, **What was your favorite part of school? Why was \_\_\_\_\_ your favorite?**
- With your child, share about your favorite part of school.

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

Write and draw about your favorite part of virtual school.

\_\_\_\_\_

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\_\_\_\_\_

School Favorites Journal Page

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

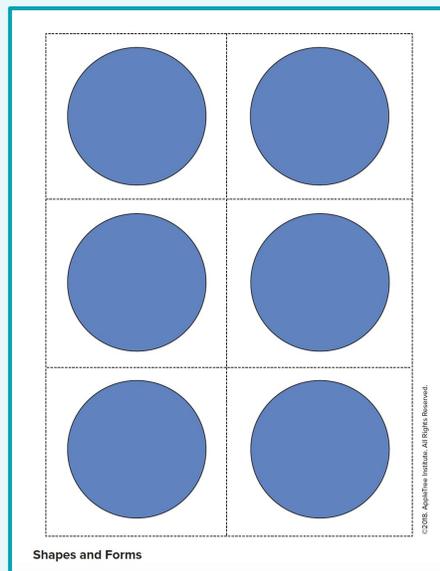
Write and draw about your favorite part of virtual school.



## STEM: Shape Match Memory

**MATERIALS:** [Shapes and Forms](#) - use previously created cards

- Cut out the game cards.
- Together, **play a matching game.** Place the cards face down. **Flip over** two cards. Ask, **Are these shapes the same? Do they match?** If they match, move the cards to the side. If the cards don't match, flip them face down to use again.
- Then, have your child take a turn. Play until all the shapes are matched.



## Independent Learning: Tracing Shapes

**MATERIALS:** paper, crayons

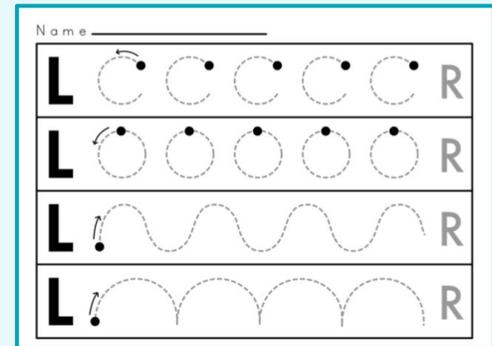
- Draw shapes, like squares, circles, or triangles on the paper
- Have your child **practice** fine motor skills by **tracing the shapes** with their pointer finger and then a crayon
- If your child moves off the line, it's okay! They are learning to control small movements with their hands, fingers, and thumb.



## Literacy: Writing Curves

**MATERIALS:** crayons, [Curves](#)

- Have your child **trace** the curved lines with their finger a few times.
- Then, your child can use a crayon to **independently trace** the lines.
- If your child scribbles or moves off the line, it's okay. They are learning to control small movements with their hands, fingers, and thumb..



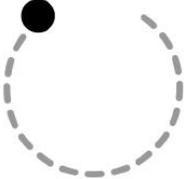
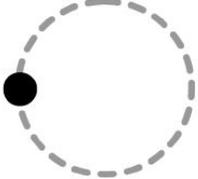
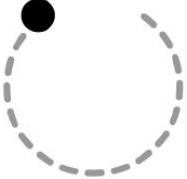
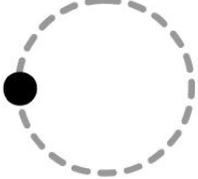
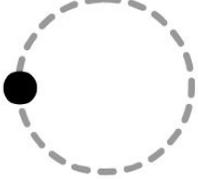
## Read Aloud: Every Day at School

**MATERIALS:** [Every Day at School](#) book, [Steps to Wash My Hands](#)

- Together, **read *Every Day at School***.
- After reading, talk about handwashing. Say, **After we go to the bathroom, we wash our hands!** Review hand washing steps with your child.
- **Cut out the pictures** and have your child put them in order. Ask, **When we wash our hands, what is the first thing we do?** Repeat for remaining cards.
- Looking for more activities? Check out the [book guide](#)!



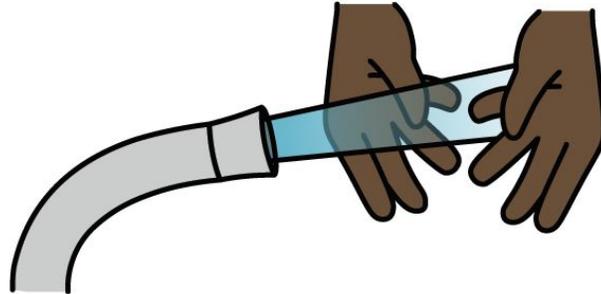
Name \_\_\_\_\_

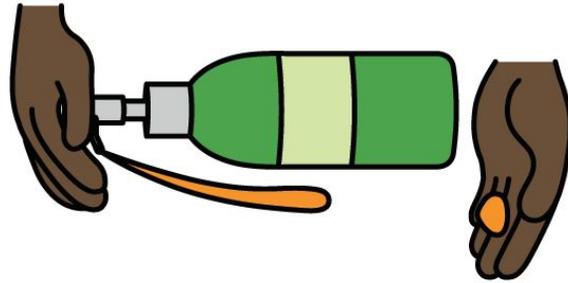
Curves

# Steps to Wash My Hands

1. Wet



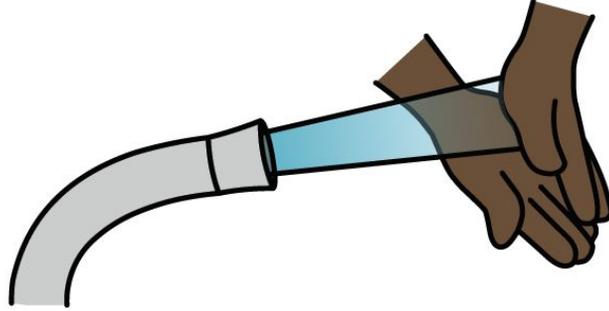
2. Soap



3. Wash



4. Rinse



5. Dry



Steps to Wash My Hands



# Week 4

# PK3 Unit 1 Week 4 Overview

## Kindness and Emotions Review

### This week your child will:

identify and define what it means to be kind. Your child will also review emotions like happiness, anger, frustration, sadness, and excitement in themselves and others.

### Key Vocabulary



## kind

Saying or doing things to show you care.



## following directions

When you do something others ask of you.



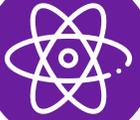
# Create Connections

**Think  
About It!**

This week, we are going to learn about kindness! Before you begin the packet, write and draw about what kindness means to you.

# Monday

PK3 Unit 1 Week 4 Day 16



## STEM: Animal Match

MATERIALS: [Animal Match](#)

- Cut out the animals and animal homes.
- With your child practice matching the animal to their home. Say, We are going to match things that are different.
- Place the animal homes in front of your child. Keep the animals in your hand. Say, I am going to show you an animal. You are going to find their home and hand it to me. Show the dog, and say, You matched the dog to the doghouse!
- Repeat for the remaining animals.
- Save the cards to play the game again with your child.



## Independent Learning: Feelings Faces

MATERIALS: crayons, 2-3 paper plates, [Feelings Poster](#)

- If you don't have paper plates at home, cut out paper circles.
- Together, review feelings using the Feelings Poster.
- Have your child independently draw and color different feelings faces.
- Later, ask, What feelings did you draw? How can you tell if someone feels \_\_ (feeling) \_\_?



# Monday

PK3 Unit 1 Week 4 Day 16



## Literacy: One-Step Directions

- Play a movement game to practice following one-step directions. Say a movement like, Clap your hands. Have your child pause between each movement. Repeat using different movements, like waving or putting a toy away.
- Switch roles. Your child gives the one-step direction; you complete the movement..



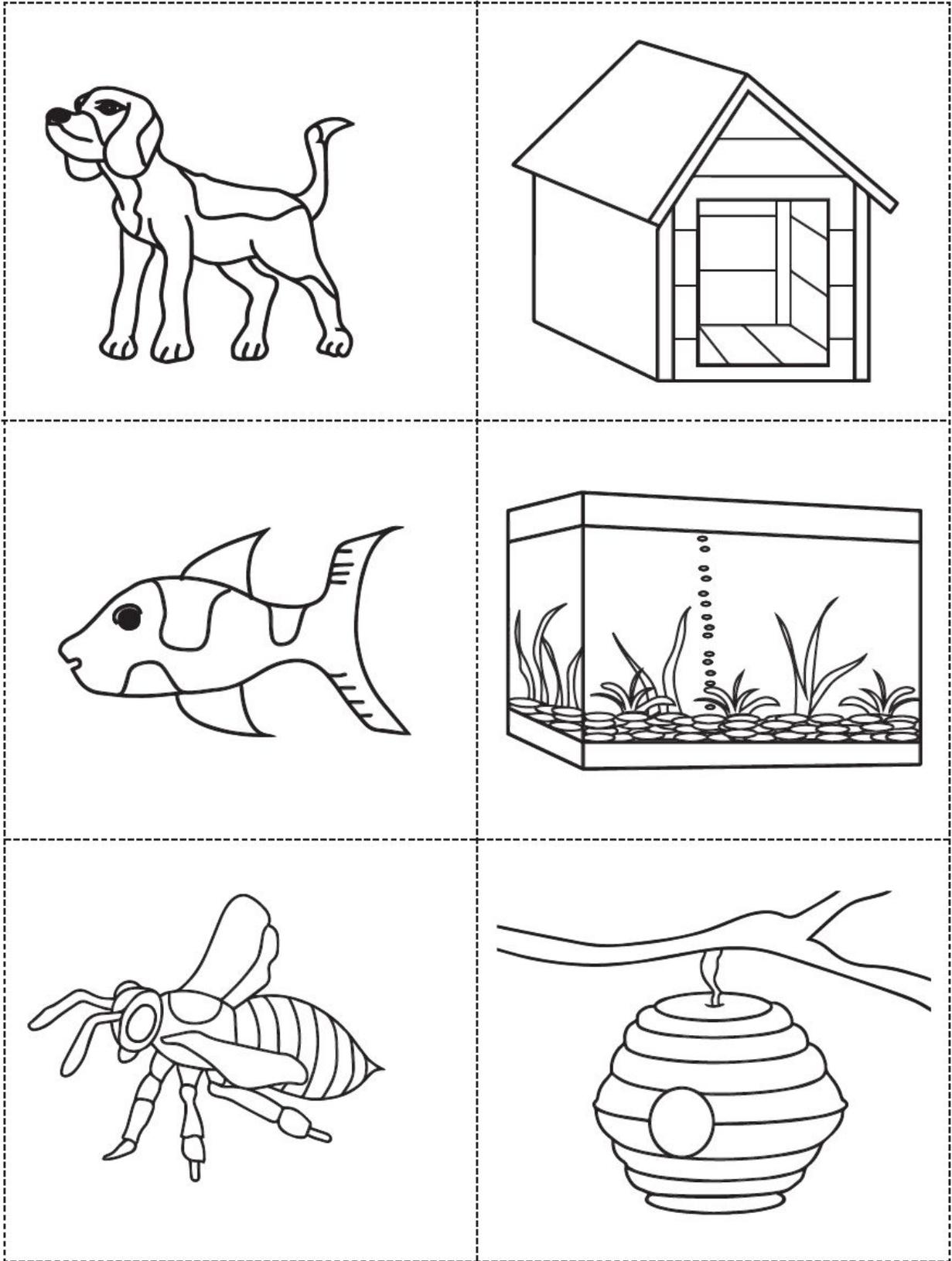
## Read: *Go Together*

MATERIALS: [Go Together](#) book

- **Read** *Go Together* with your child. Then, match items that are different. Complete a 'go together' hunt to find items that go together around the home like lamps and light bulbs or socks and shoes.
- Want more tips on how to read this book? Check out the [book guide](#).

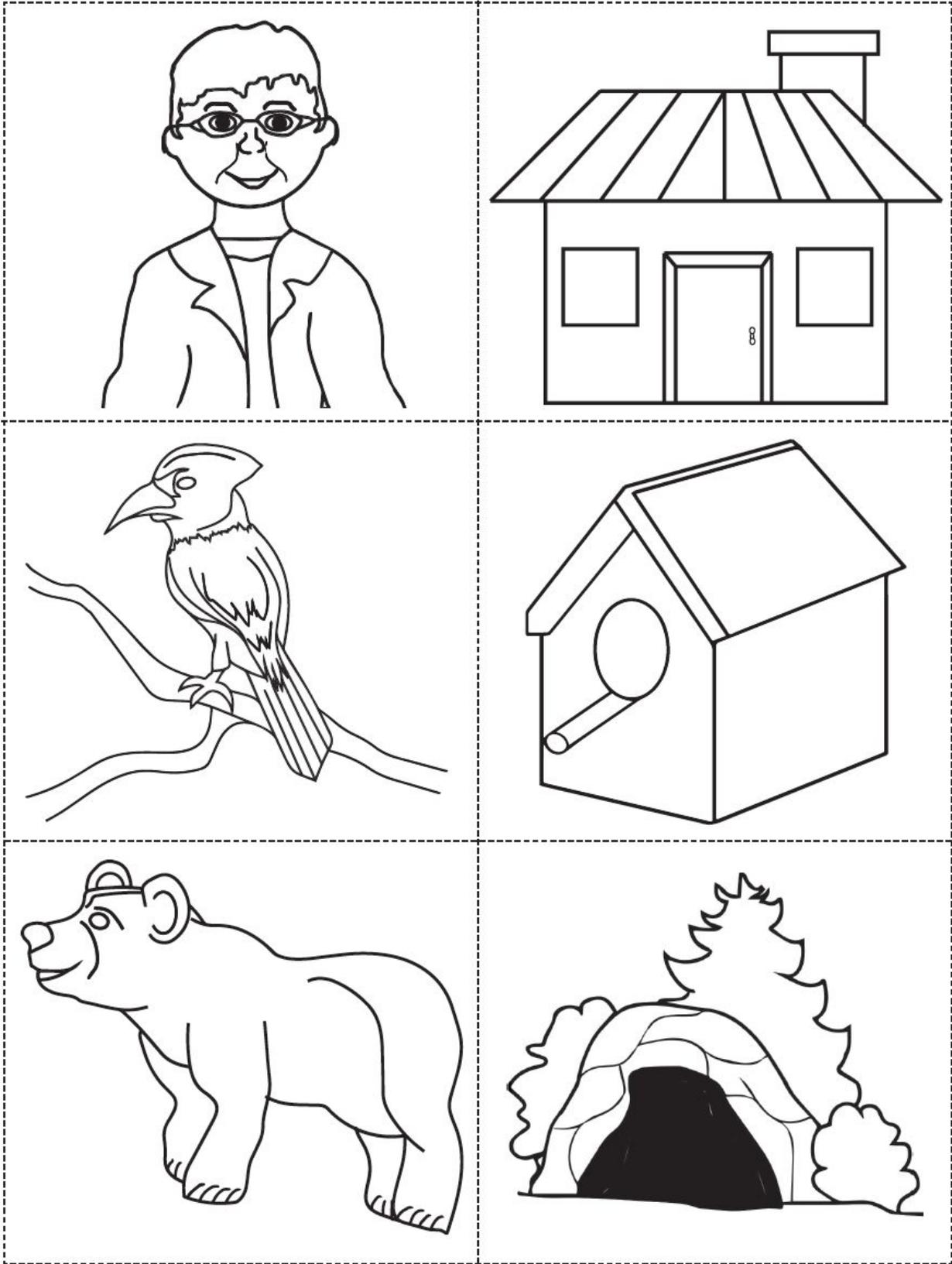






## Animal Match





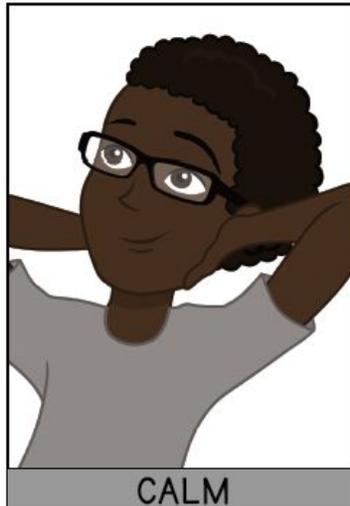
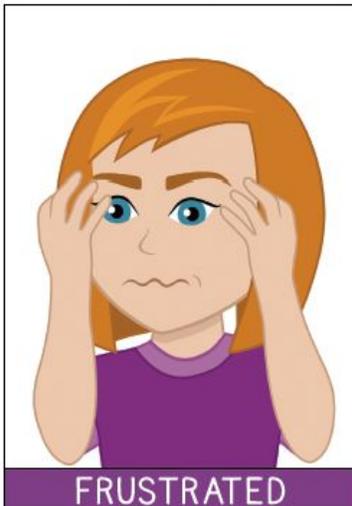
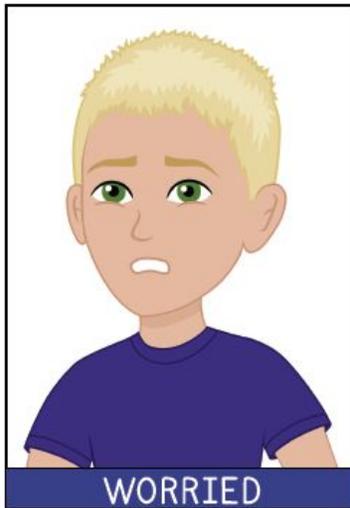
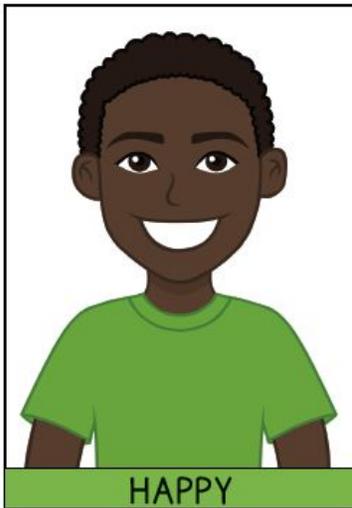
## Animal Match

PK3 Get Ready to Learn

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# FEELINGS

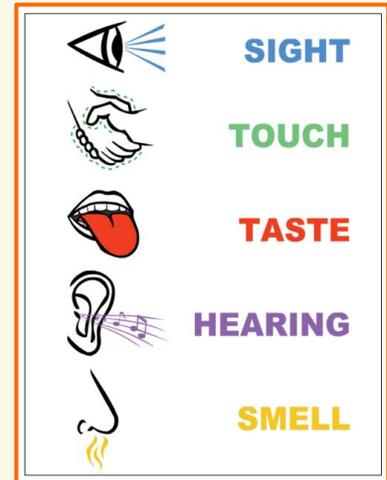




## STEM: Observe

**MATERIALS:** any object, *optional-* [Five Senses](#)

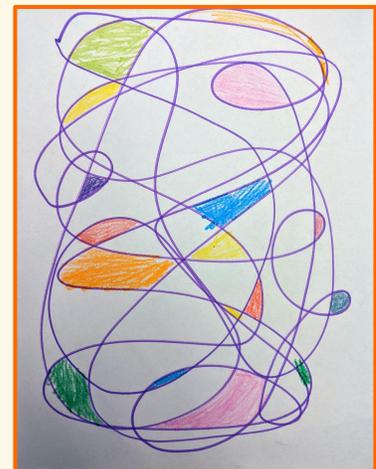
- Say, Let's observe the \_\_ (object) \_\_.
- Together, describe the object using your sight. Say, Let's use our eyes. Ask, What colors do you see? What else can you tell me about how it looks?
- Continue to observe using the other senses.
- Say, We observed a(n) \_\_ (object) \_\_. We said that the \_\_ (object) \_\_ is \_\_ (descriptions) \_\_.



## Independent Learning: Scribble Art

**MATERIALS:** paper, crayons, markers

- Say, When you feel sad, mad, or frustrated, you can calm your body by creating scribble art!
- With your child, use a marker, without lifting it from the paper, to make a random design or pattern.
- Then, use crayons to color in the shapes created by the design.





## Literacy: One-Step Directions

- Play a movement game to practice following one-step directions. Say a movement like, Clap your hands. Have your child pause between each movement. Repeat using different movements, like waving or putting a toy away.
- Switch roles. Your child gives the one-step direction; you complete the movement.



## Journal Prompt: Kind Words

MATERIALS: crayons, [Kind Words Journal Page](#)

- Brainstorm kind words with your child.
- Have your child independently write and draw about kind words they've said to family and friends.
- Later, ask, Can you tell me about your picture? How are you showing kindness?

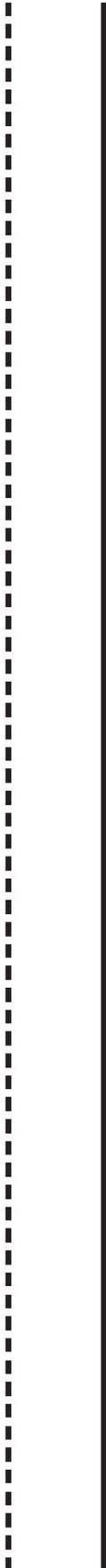
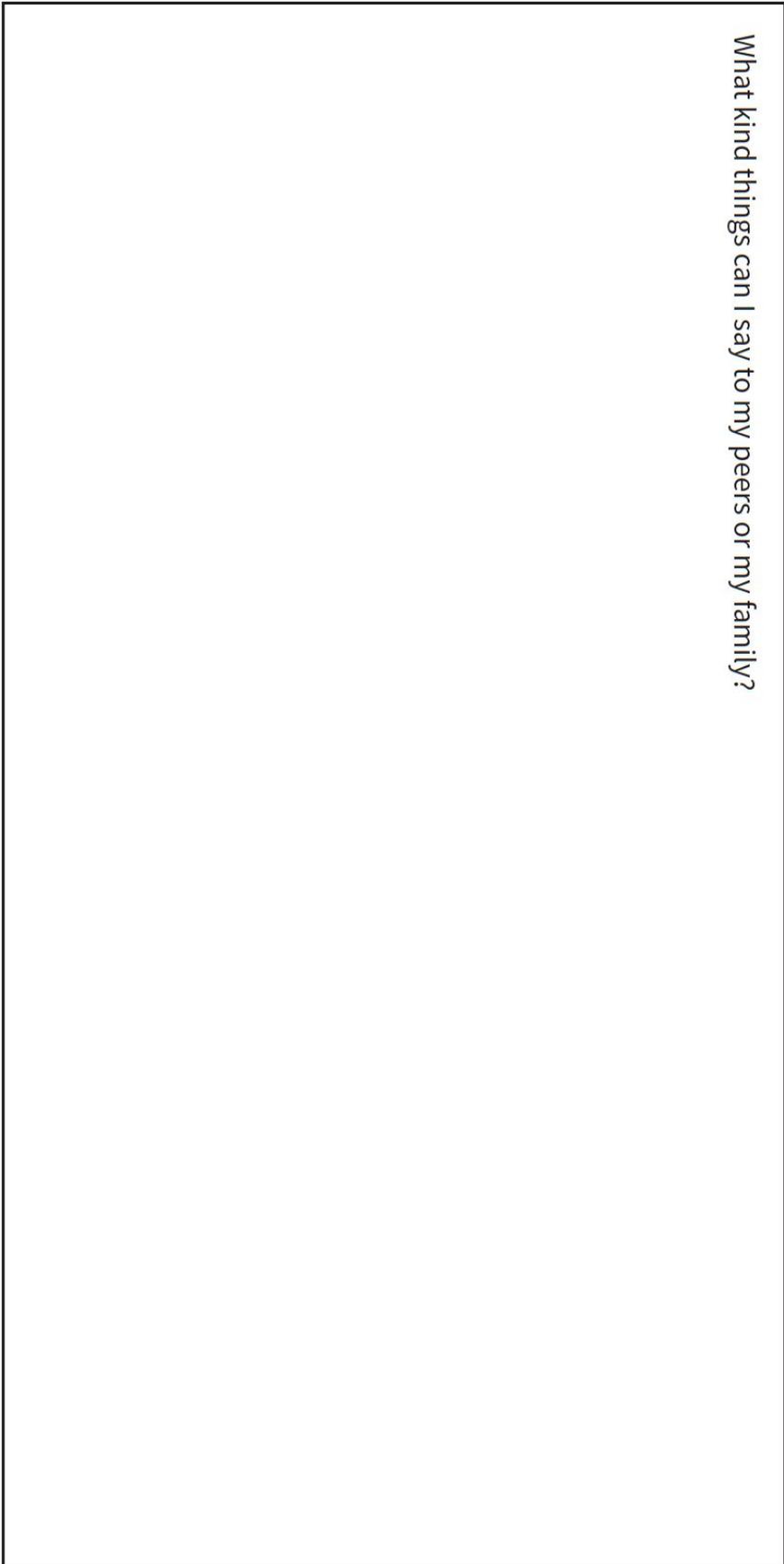
Name: \_\_\_\_\_

What kind things can I say to my peers or my family?

Journal - Kind Words (FE)

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

What kind things can I say to my peers or my family?



**Journal - Kind Words (FE)**

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# Wednesday

PK3 Unit 1 Week 4 Day 18



## STEM: Animal Memory Match

**MATERIALS:** [Animal Match](#) - use previously created cards

- Together, play an animal matching game. Mix up the cards and place the cards face down. Flip over two cards. The animal should match the animal home. Move the matched cards to the side. If the cards don't match, flip them face down.
- Then, allow your child to take a turn. Play until all the cards are matched.



## Independent Learning: Kind Actions

**MATERIALS:** paper, crayons

- With your child, review kind actions, like sharing or helping out at home.
- Have your child independently draw and color a picture showing a kind action.
- Later, ask, What kind action did you draw? How do you think the other person felt when you were kind?

# Wednesday

PK3 Unit 1 Week 4 Day 18



## Literacy: Book Review

MATERIALS: any book, [Book Review](#)

- Together, read a book. After reading, ask questions about the book, like What happened in this book? What was your favorite part of the book?
- Then, work together to write a book review.

**Book Review**

Title: \_\_\_\_\_

I think the book was:

				
good	funny	okay	sad	bad

Reviewed by: \_\_\_\_\_



## Read: *Go Together*

MATERIALS: [Go Together](#) book

- **Read** *Go Together* with your child. Then, match items that are the same. Have your child help you match pairs of socks. Ask, **Do these socks match? How do you know?**
- Want more tips on how to read this book? Check out the [book guide](#).



# Wednesday

PK3 Unit 1 Week 4 Day 18



## Let's Move: Toss and Catch

**MATERIALS:** ball

- If you don't have a ball at home, use other soft items like stuffed animals or rolled-up socks.
- With your child, practice tossing and catching. Begin by standing close together. Gently toss a ball back and forth. As your child gains confidence in catching, take one step back, and continue.



## Learning Together: Let's Play

**MATERIALS:** any type of toys or stuffed animals

- Engage in pretend play with your child. Together, take on a character using the toys. Work together to create a storyline. While in character, ask your child questions. Encourage them to respond in character as well.

# Book Review

Title: \_\_\_\_\_

I think the book was:



good



funny



okay



sad



bad

Reviewed by: \_\_\_\_\_

# Thursday

PK3 Unit 1 Week 4 Day 19



## STEM: I Am a Scientist

MATERIALS: paper, crayons

- Talk about the role of a scientist. Say, A scientist is someone who does observations, explorations, and experiments. That makes you a scientist! Review 1-2 of the STEM activities you've completed together.
- Have your child independently write and draw about how they are a great scientist.
- Ask, How are you a good scientist? What was your favorite science exploration?



## Independent Learning: My Feelings Book

MATERIALS: paper, crayons, [Feelings Poster](#)

- Help your child fold 2 pieces of paper in half to create a booklet.
- Together, review feelings using the Feelings Poster.
- Have your child independently draw a cover for their book. Your child can also independently write and draw about feelings on pages 1 and 2.
- Later, ask your child to read their book to you.



# Thursday

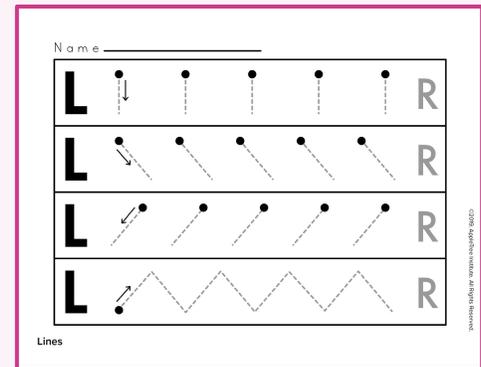
PK3 Unit 1 Week 4 Day 19



## Literacy: Writing Lines

MATERIALS: crayons, [Lines](#)

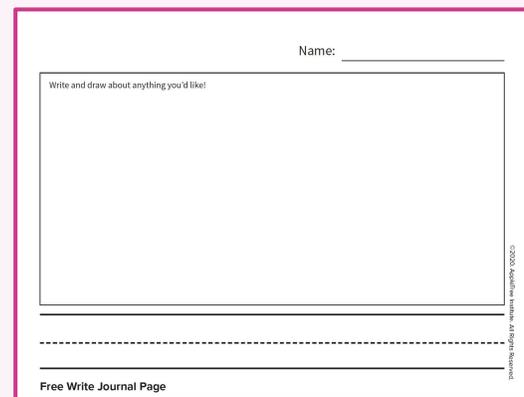
- Have your child trace the lines with their finger a few times.
- Then, your child can use a crayon to independently trace the lines.
- If your child scribbles or moves off the line, it's okay. They are learning to control small movements with their hands, fingers, and thumb.



## Journal Prompt: Free Write

MATERIALS: crayons, [Free Write Journal Page](#)

- Together, talk about your child's first four weeks of school. Provide specific praise related to positive behaviors and actions like, You did a great job working and playing independently, or I'm proud of how you tried lots of new things in school.
- Have your child independently write and draw about a topic of their choice. Say, You can write and draw about anything you want!
- Afterward, have your child tell you about their writing.

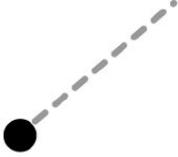
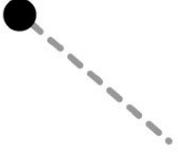
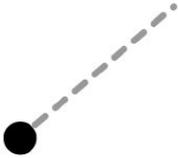
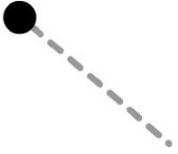
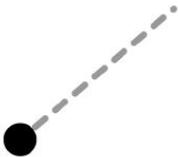
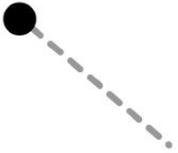
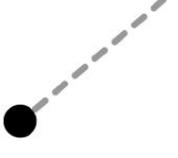
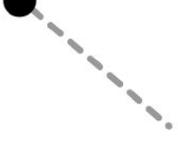


Name: \_\_\_\_\_

Write and draw about anything you'd like!

**Free Write Journal Page**

Name \_\_\_\_\_

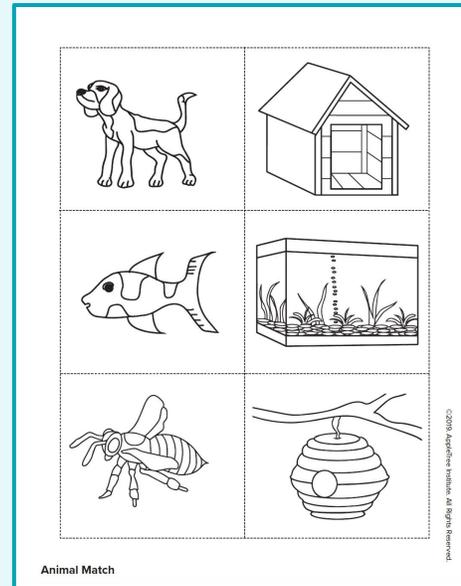
Lines



## STEM: Animal Memory Match

**MATERIALS:** [Animal Match](#) - use previously created cards

- Together, play an animal matching game. Mix up the cards and place the cards face down. Flip over two cards. The animal should match the animal home. Move the matched cards to the side. If the cards don't match, flip them face down.
- Then, allow your child to take a turn. Play until all the cards are matched.



## Independent Learning: My Feelings Books

**MATERIALS:** crayons, My Feelings Book

- Together, talk more about different feelings and emotions.
- Have your child independently write and draw more feelings on pages 3 and 4.
- Have your child draw a back cover for their book.
- Later, have your child read their finished book to you.



## Literacy: Book Review

MATERIALS: any book, [Book Review](#)

- Together, read a book. After reading, ask questions about the book, like What happened in this book? What was your favorite part of the book?
- Then, work together to write a book review.

**Book Review**

Title: \_\_\_\_\_

\_\_\_\_\_

I think the book was:

 good     funny     okay     sad     bad

Reviewed by: \_\_\_\_\_



## Read: *Go Together*

MATERIALS: [Go Together](#) book

- Read *Go Together* with your child. **Play a matching game** together. Say an item, like cookie. See if your child can reply with a match, like milk. Repeat using other items.
- Want more tips on how to read this book? Check out the [book guide](#).



# Book Review

Title: \_\_\_\_\_

I think the book was:



good



funny



okay



sad



bad

Reviewed by: \_\_\_\_\_





