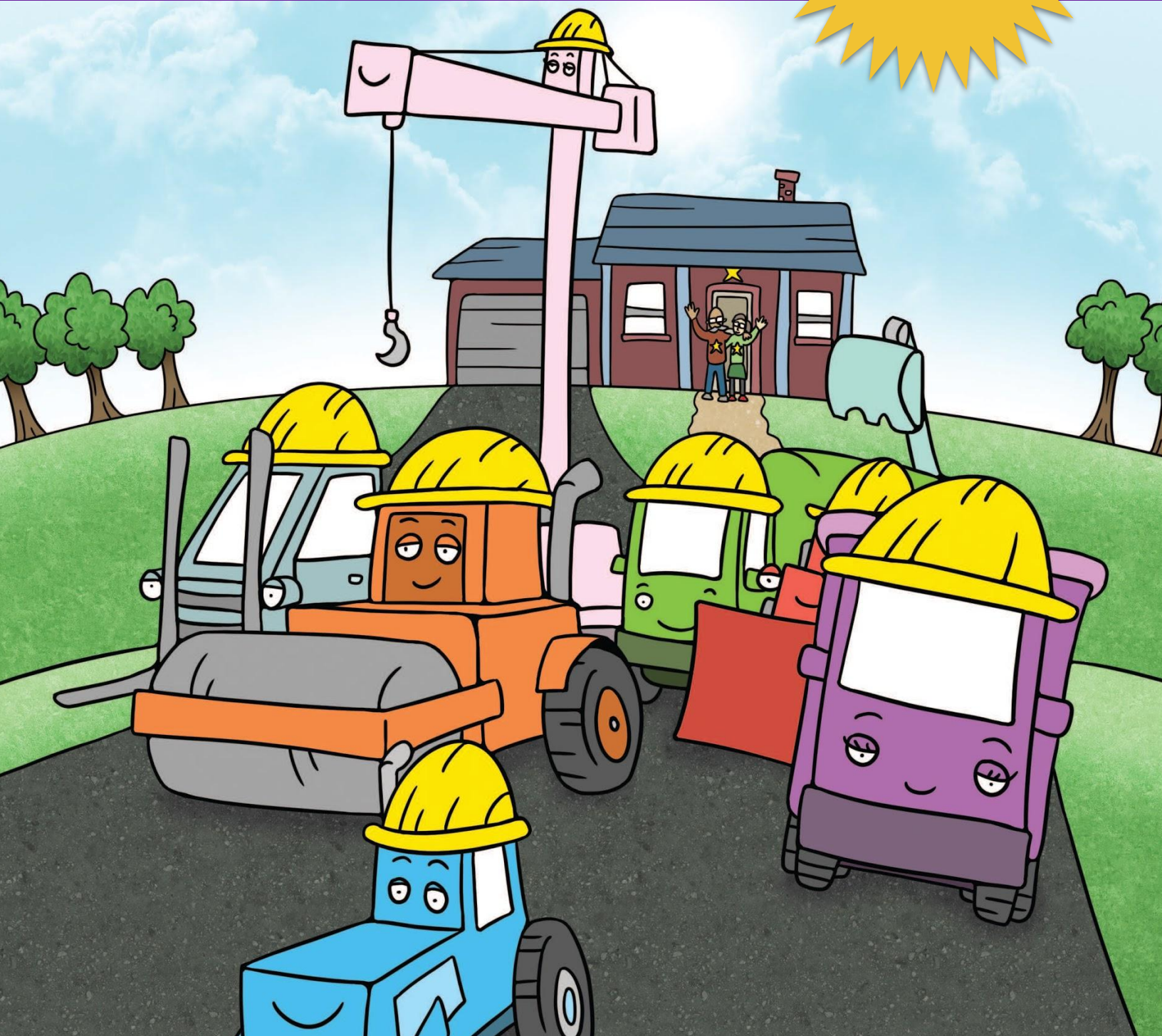


Unit 3

Building and Construction

PK3





Unit 3

Building and Construction



AppleTree

©2020

All rights reserved. Without limiting the rights under the copyright reserved below, no part of this publication may be reproduced, stored in, or introduced into a retrieval system, or transmitted in any form or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission.

AppleTree Institute for Education Innovation
1801 Mississippi Ave SE, 3rd Floor
Washington, DC 20020

Copyright ©2020 Text and Illustrations. AppleTree Institute. All Rights Reserved

PK3 Unit 3 Overview



Dear Families,

Welcome to Unit 3! Unit 3 is all about building and construction! Children will learn about the construction process - from making plans and blueprints to turning them into buildings.

Unit 3 Books



- [*Go Outside and Play*](#) by Felicia Truong
- [*Mr. Star's New Home*](#) by Mitchell Stevens
- [*Just Right: Lou Lou and the Bears*](#) by Felicia Truong
- [*Shape Builders*](#) by Felicia Truong

ECR @ Home activities include: making a texture collage, dancing about our feelings, counting to 3, making shapes, playing games about tools, and building a family fort.

Unit 3 Vocabulary

blueprint

building

construction

construction site

feelings

plan

skyline

tool

woodshop

Week 1

PK3 Unit 3 Week 1 Overview

Building a House

This week your child will:

learn about the vehicles, workers, and materials used to make a house.

Key Vocabulary



building

a place like a house that has a roof and walls



construction

how we build things like houses and roads



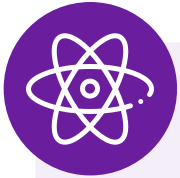
feelings

emotions, like happy or sad

Create Connections

**Think
About It!**

This week is about building a house. Before you begin the packet, think about what kind of house you want to build. Draw the house you want to build.



STEM: Count and Move

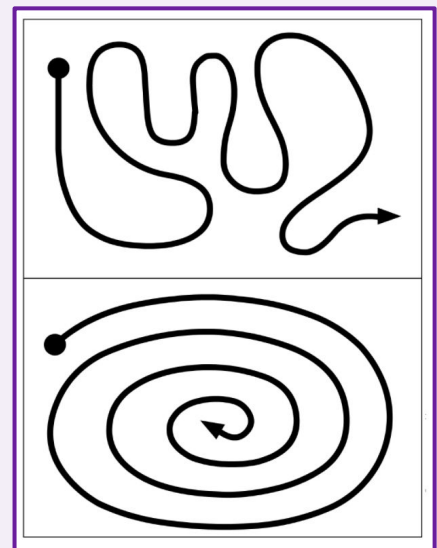
- With your child, practice counting to 3 while doing different construction movements. Say, **Let's count to 3 and move in different ways! We can count to 3 while pretending to dig like a digger. 1, 2, 3! Good digging!**
- Try other movements like painting, drawing a blueprint, dumping out a heavy load, etc. Your child can suggest movements too.



Independent Learning: Lines, Waves and Loops

MATERIALS: crayons, [Copy the Lines](#), *optional - salt and a plate*

- Encourage your child to practice writing lines, loops, and waves.
- Have your child **trace** the curved lines with their finger a few times.
- Then, your child can use a crayon to **trace the lines independently**.
- Your child can even draw their own design for you or another family member to copy!
- *Optional - place salt on a plate. Have your child use their finger to copy each design in the salt.*



Monday

PK3 Unit 3 Week 1 Day 1



Literacy: Star Light

MATERIALS: [Star Light](#)

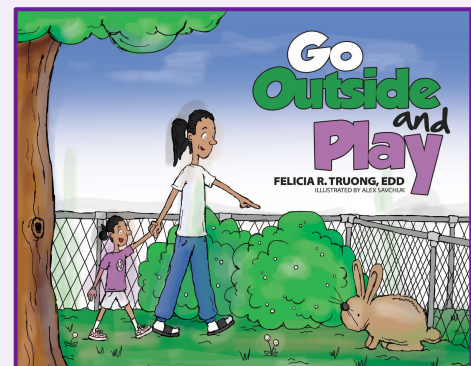
- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end. Let's read a poem and listen for words that rhyme.**
- Together, read the poem. Say, **I heard some words that sound the same at the end. Light and bright.**
- Slowly re-read the poem. Ask, **What rhyming words do you hear?** (tonight-might, light-bright). If your child struggles to identify the rhyming words, that's okay. They are still learning! Identify the words for them.

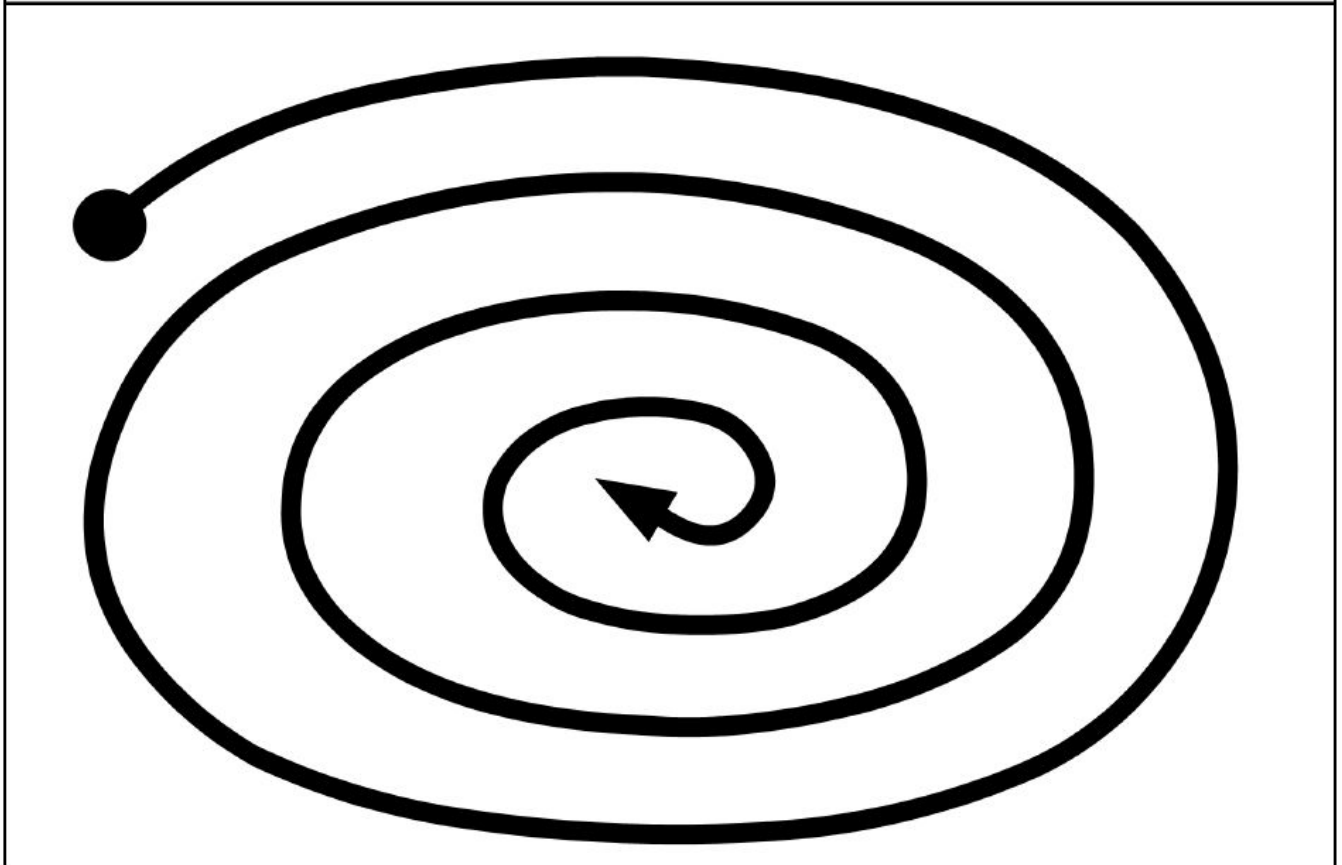
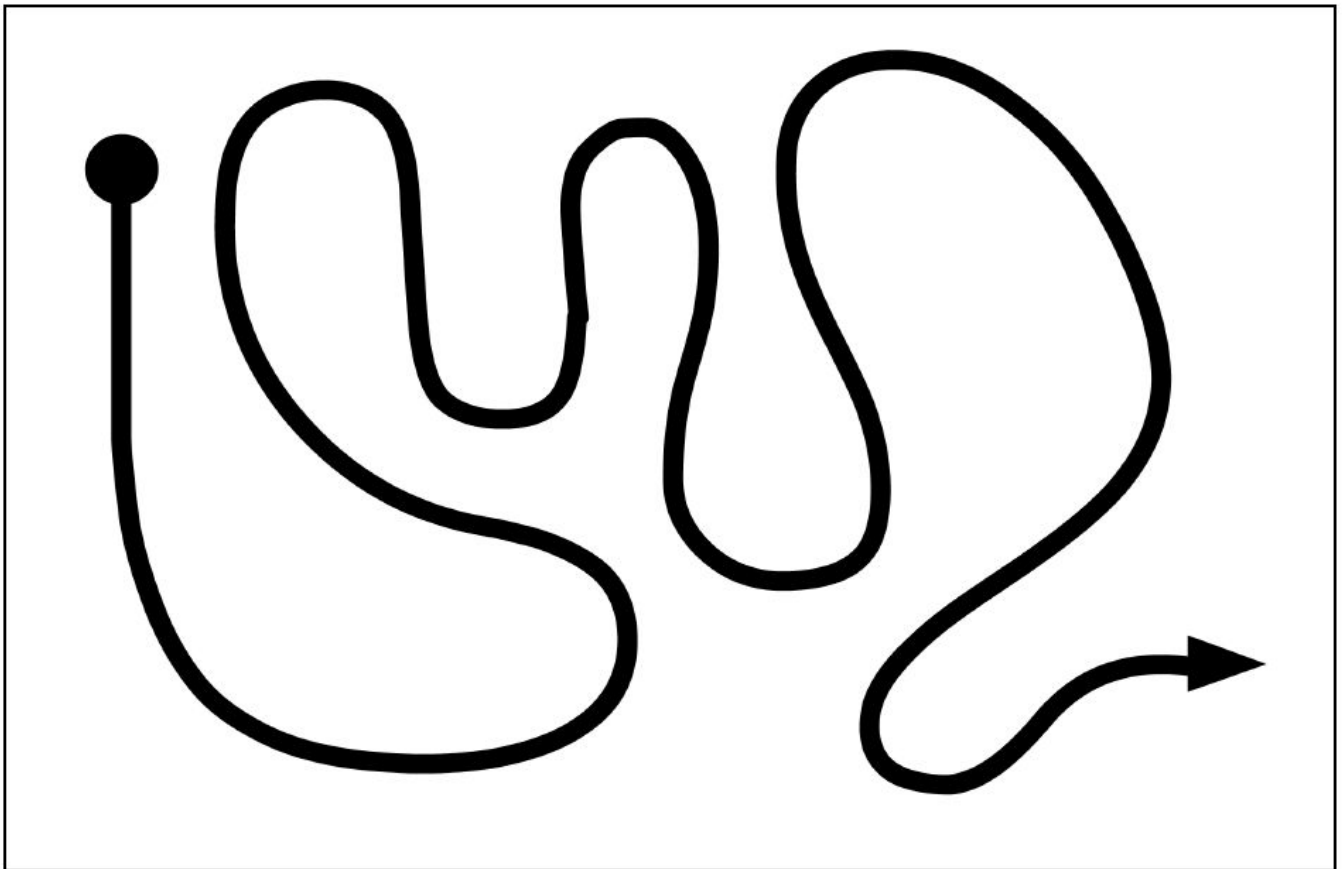


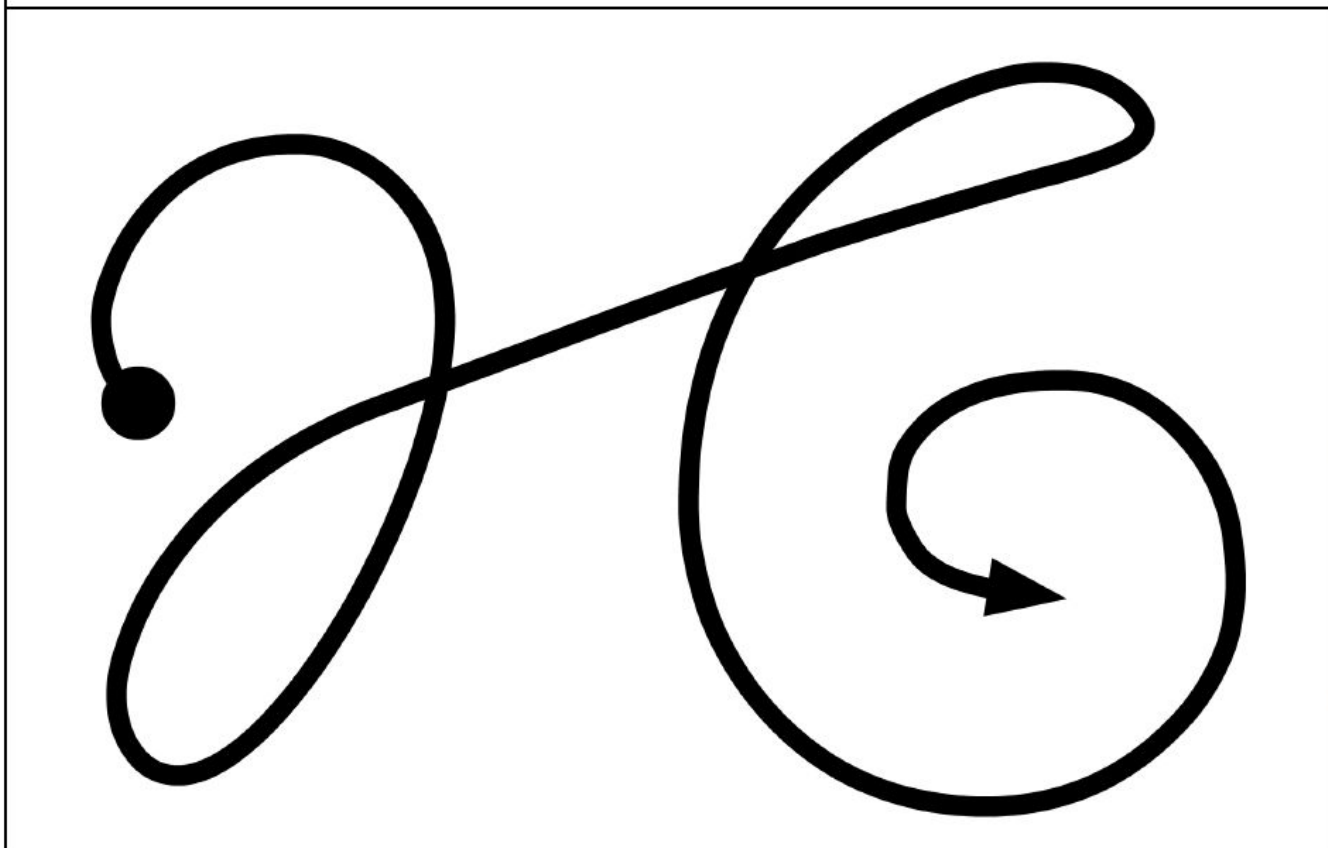
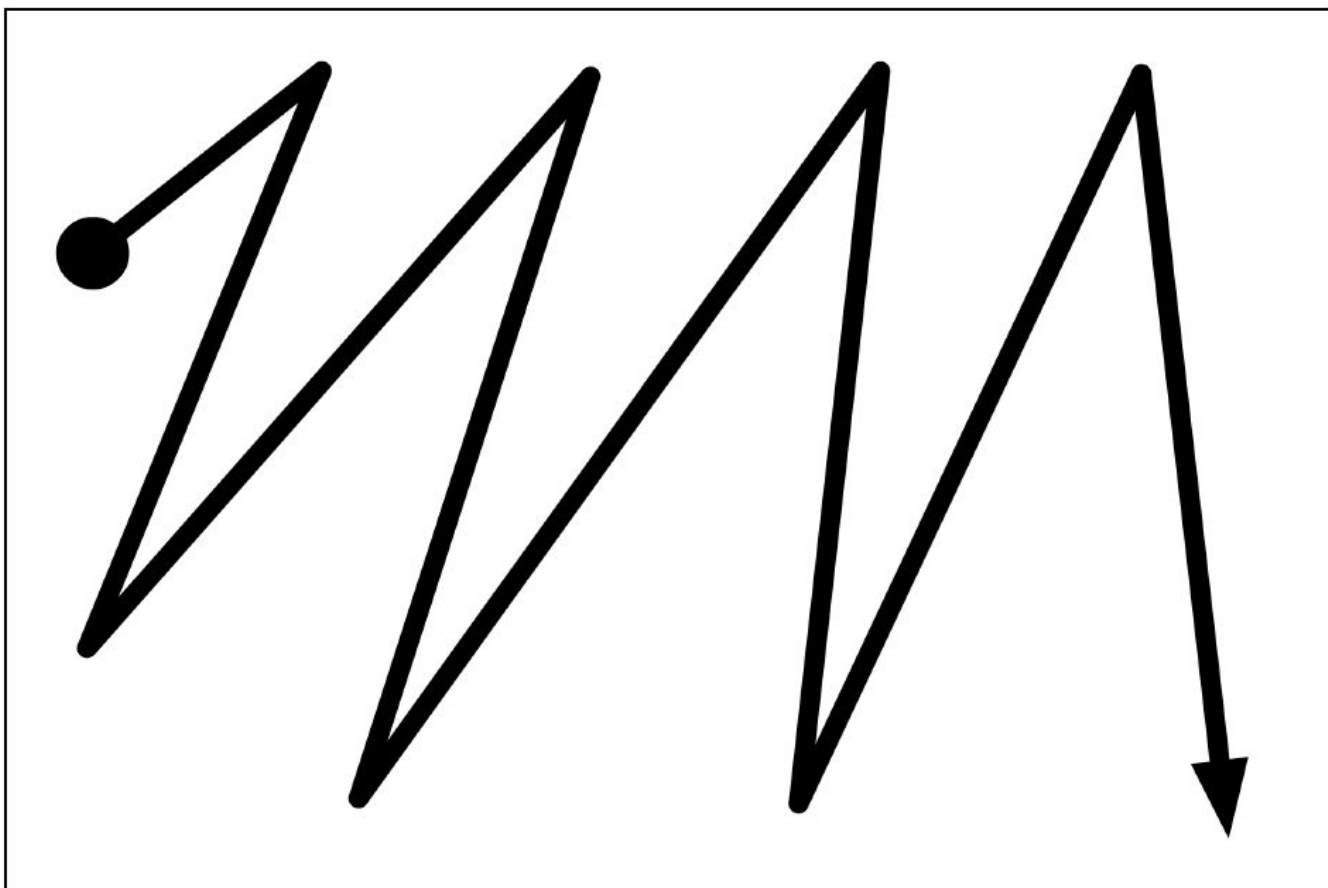
Read: Go Outside and Play

MATERIALS: [Go Outside and Play](#)

- Together, read *Go Outside and Play*. After reading, encourage your child to pick their favorite page in the book. Ask, **Why is this your favorite page? What shapes do you notice on this page?**
- Together, try to find those shapes inside or outside your home.







Star Light, Star Bright



Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.





STEM: Air Art

MATERIALS: watercolor paint (with extra water to help the paint move easily) or food coloring, paper

- Say, **You can make art with the air we breathe.**
- Show your child how to place a little paint on the paper, then blow to move the paint around. Encourage your child to explore with gentle and hard breaths.
- Later, ask, **Can you tell me about your artwork? What did you notice as you blew gently? What happened when you changed your breath?**



Independent Learning: Feeling Left Out

MATERIALS: paper, crayons or watercolor palette with paintbrush

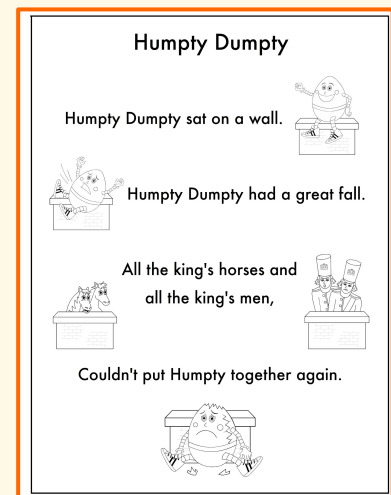
- With your child, talk about times when you feel left out. Say, **Sometimes we feel left out. Draw about a time when you felt left out.**
- Later, say, **Tell me about your picture. What could you do to help yourself feel better when you feel left out?**



Literacy: Humpty Dumpty

MATERIALS: [Humpty Dumpty](#)

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end, like bat and cat. Let's read a poem and listen for words that rhyme.**
- Together, read the poem. Say, **I heard some words that sound the same at the end. Humpty and Dumpty.**
- Slowly re-read the poem. Ask, **What rhyming words do you hear?** (wall-fall, men-again). If your child struggles to identify the rhyming words, that's okay. They are still learning! Identify the words for them.



Journal Prompt: Type of Builder

MATERIALS: crayons, Type of Builder Journal Page

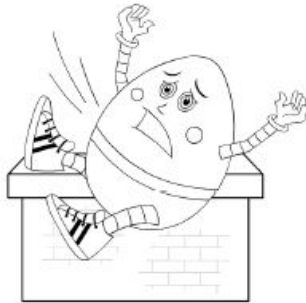
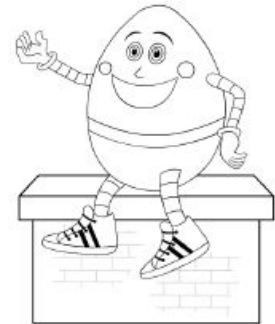
- With your child, talk about types of builders and the places they might build.
- Have your child independently draw and write about the type of builder they would be.
- Later, ask, **Why did you pick that type of builder? What do you think it might be like to be that type of builder?**

Name: _____

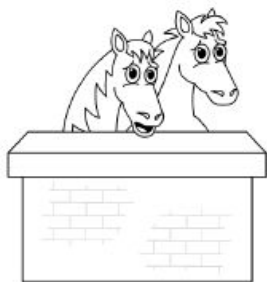
What type of builder would you like to be?

Humpty Dumpty

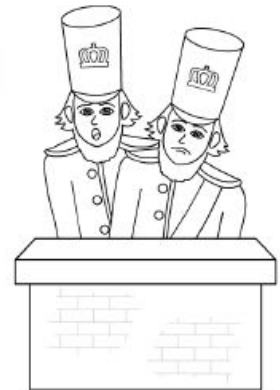
Humpty Dumpty sat on a wall.



Humpty Dumpty had a great fall.



All the king's horses and
all the king's men,



Couldn't put Humpty together again.



Name: _____

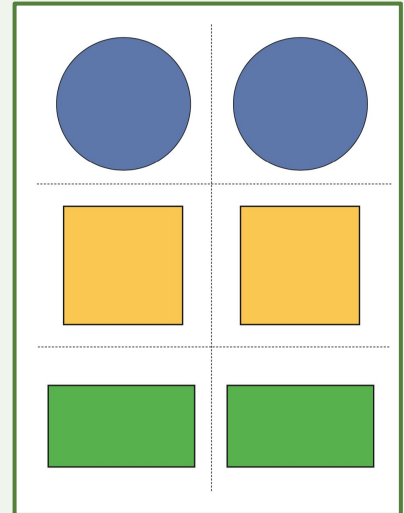
What type of builder would you like to be?



STEM: Shapes Around Our Home

MATERIALS: [Shapes](#), cut out into cards

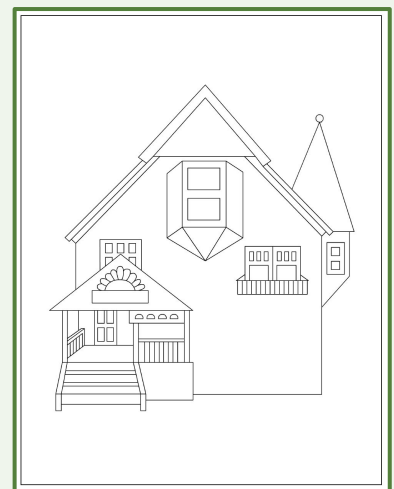
- With your child, review the shapes: circle, triangle, square, and rectangle. Talk about shape names and the number of sides they have.
- Say, **Now we are going on a hunt around our home to find things that look like these shapes.**
- Your child can hold the cards while walking around to find objects with that shape e.g., a circular jar lid, a rectangular placemat, etc.
- Keep the shapes for other activities during the unit.



Independent Learning: Painting a House

MATERIALS: watercolor palette or crayons, [Gigi's House](#)

- Together, look at pictures of different houses on a phone or tablet.
- Ask your child, **How would you like to paint a house? What colors would you use?**
- Say, **You can paint this house any way that you would like.**
- Have your child independently **paint** the house.
- Later, say, **Tell me about your picture.**



Wednesday

PK3 Unit 3 Week 1 Day 3



Literacy: Pictures vs. Words

MATERIALS: any book with illustrations or pictures

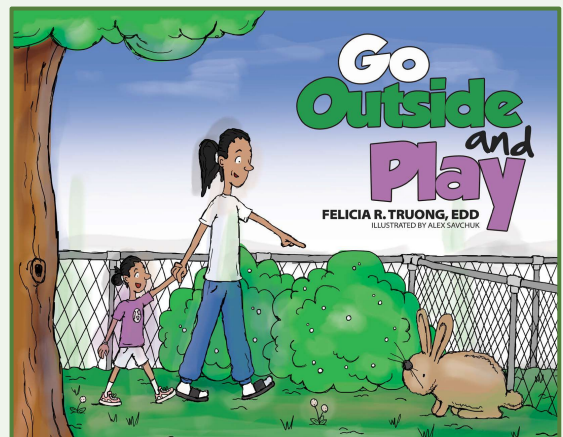
- Say, **Books have pictures and words.** Point to the picture and say, **This is the picture.** Repeat for the words.
- Say, **Pick a page and show me which are the pictures and which are the words.**
- Repeat for additional pages.



Read: *Go Outside and Play*

MATERIALS: [*Go Outside and Play*](#)

- Together, read *Go Outside and Play*.
- Then say, **I'm going to call out a shape for you to find in our home.**
- Switch roles. Have your child call out a shape for you to find.



Wednesday

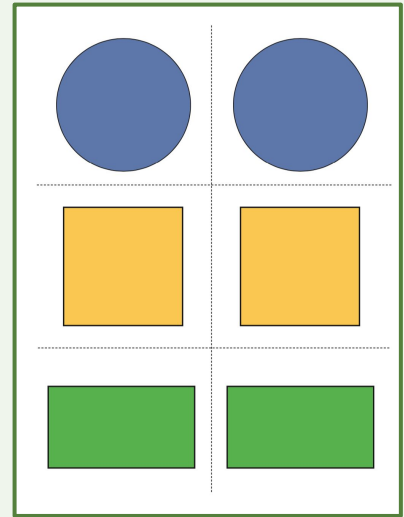
PK3 Unit 3 Week 1 Day 3



Let's Move: Move to the Shape

MATERIALS: [Shapes](#) cut into cards from previous activity

- Pace shapes a few feet apart on the floor.
- Say, **Let's move to the shapes in a silly way.**
- Call out a shape and suggest different movements, like hopping to the circle or wiggling to the square.
- Your child can also suggest silly moves and shapes.
- Save these shapes for more activities later.

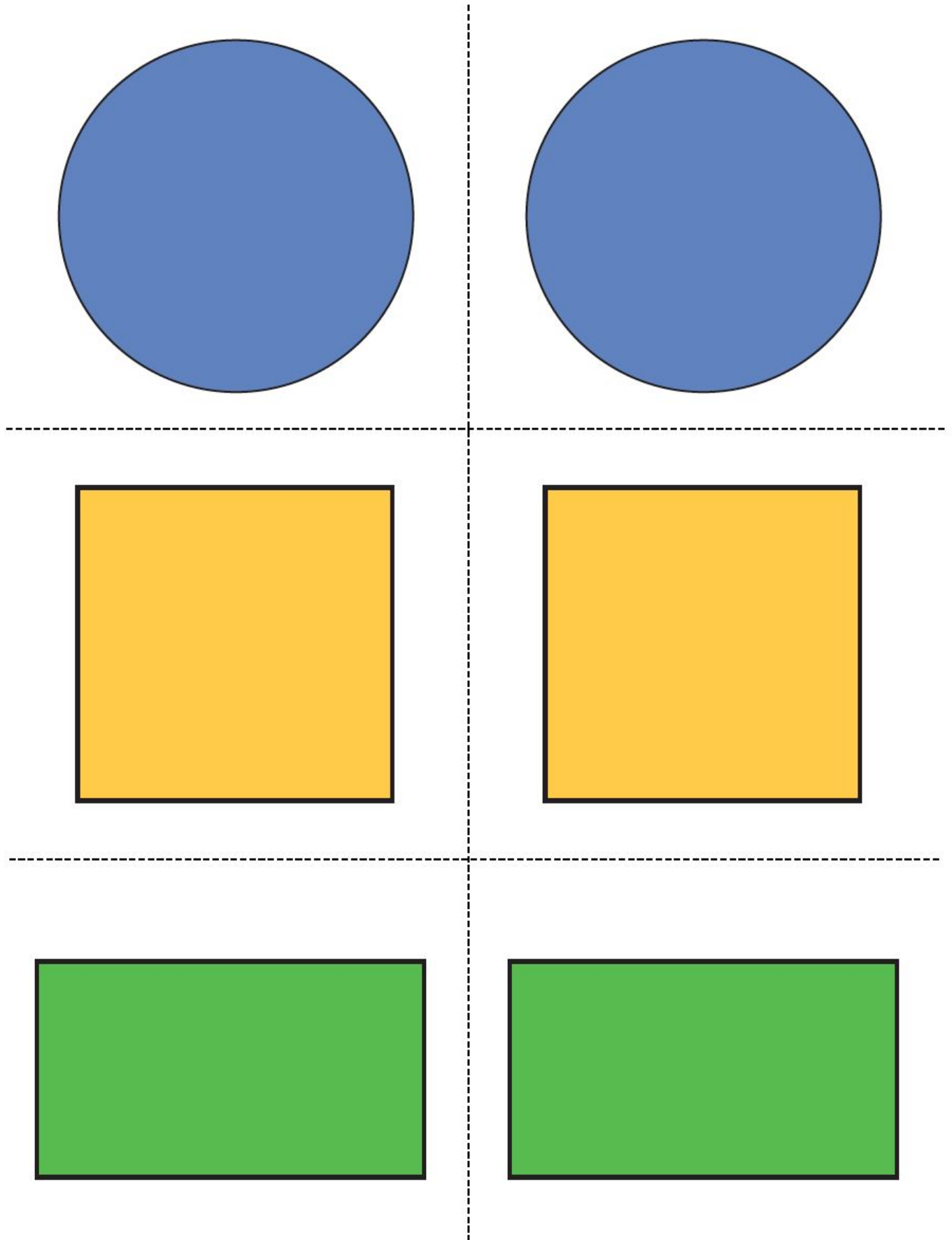


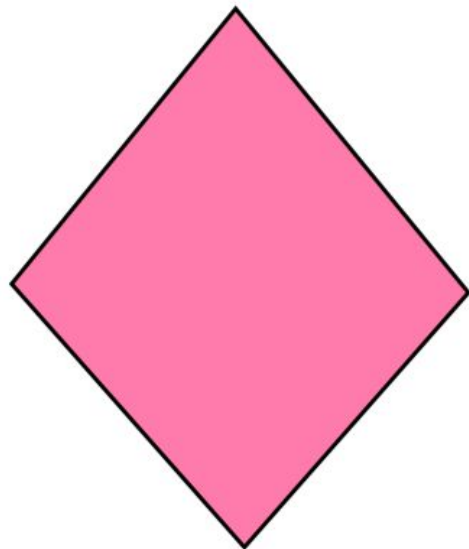
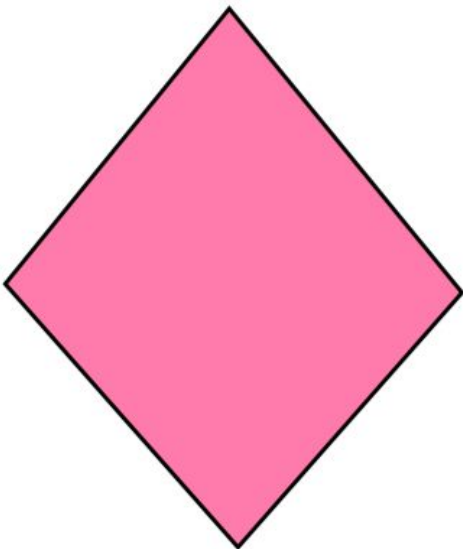
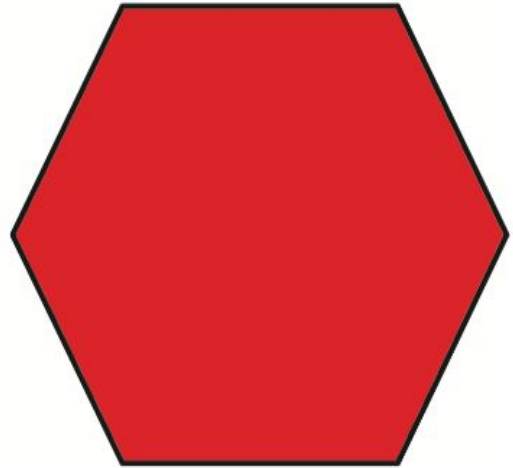
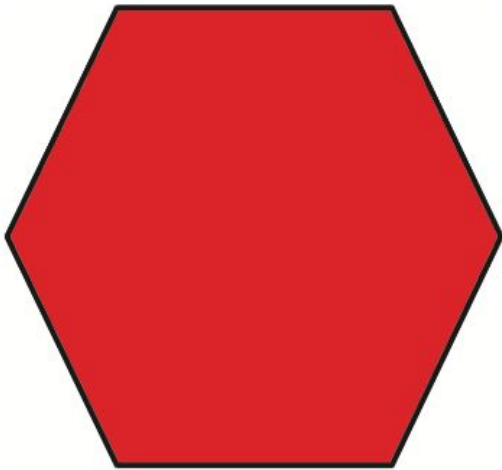
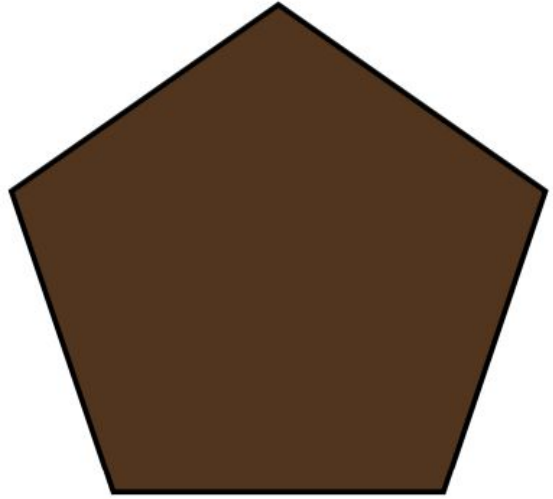
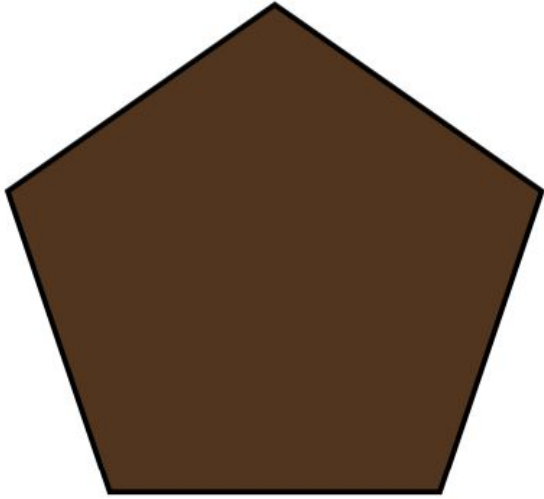
Learning Together: Our Home

MATERIALS: paper, pencils, crayons

- Say, **Let's make a blueprint or a design of our home.**
- Together with your child, talk about the rooms in your home then draw and color the blueprint together.
- Later ask, **Which room in our home is your favorite? Why?**









STEM: Which is Stronger?

MATERIALS: household items like paper, pencils, books, *optional - fan or hair dryer*

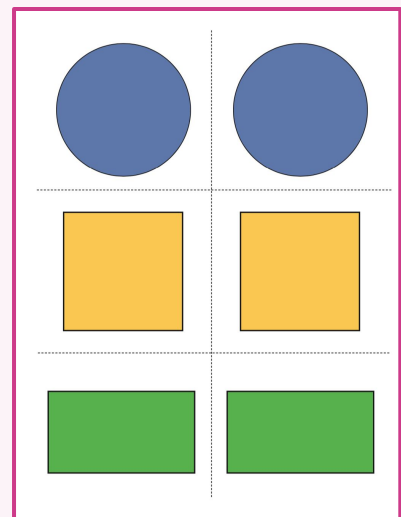
- With your child, talk about types of building materials that make buildings strong even when the wind blows.
- Say, **Let's see which things will move when we blow them.** Blow on the different objects. You can also use the optional fan or hair dryer.
- Later ask, **Why do you think this moved when we blew on it, but this one didn't?**



Independent Learning: Shape Sorting

MATERIALS: [Shapes](#) cut into cards from Week 1 Day 3

- With your child, name each shape.
- Say, **Sort the shapes by putting the same shapes together.** Sort one together as an example.





Literacy: Follow Me

- Say, **Let's play, Follow Me. Listen to what I say. Then do it.**
- Give your child one-step directions like jump up, snap your fingers, wiggle, etc.
- Switch roles so your child can give instructions.




Journal Prompt: Construction Vehicles

MATERIALS: crayons, Construction Vehicles Journal Page

- With your child, talk about types of construction vehicles and what they are used for.
- Have your child independently draw and write about their favorite construction vehicle.
- Later, ask, **Why did you pick that type of vehicle? What do you think it might be like to drive that vehicle?**

Name: _____

Write and draw your favorite construction vehicle.



Name: _____

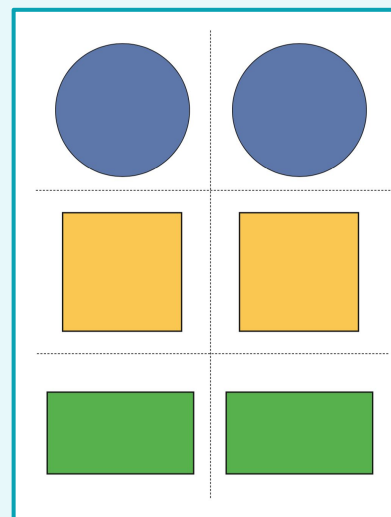
Write about and draw your favorite construction vehicle.



STEM: Name the Shape

MATERIALS: [Shapes](#) cut into cards from Week 1 Day 3

- With your child, name each shape.
- Then say, **I'm going to give you a clue, and I want you to guess the shape.**
- Give clues like **This shape has 4 equal sides.** If your child needs help, that's okay. They're still learning!
- Switch roles so your child can give clues.



Independent Learning: Texture and Touch Collage

MATERIALS: paper, glue, household items with different textures like grass, small pebbles, and a sponge

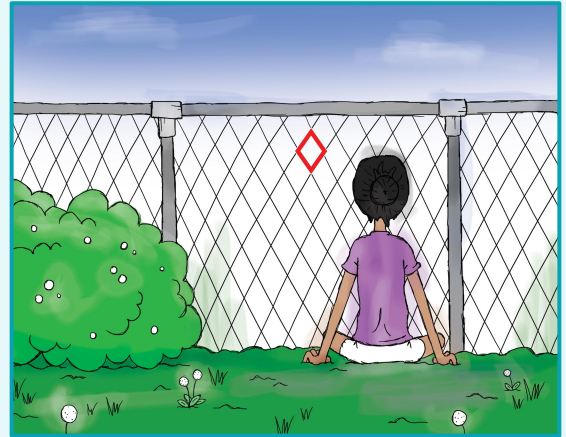
- With your child, go on a texture walk around your home to feel items with different textures like the smooth sheets or rough carpet.
- Say, **You can make a texture collage by gluing these things on your paper.**
- Have your child independently make the collage.
- Later ask, **How do these things feel?**



Literacy: Describe a Page

MATERIALS: [Go Outside and Play](#)

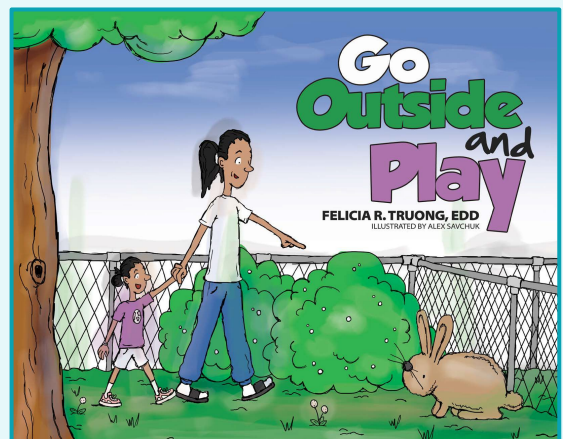
- Say, **Pick a page and describe what is happening on the page.**
- You can help guide your child by asking questions like, **What shapes do you see?** Or, **What do you notice?**



Read: *Go Outside and Play*

MATERIALS: [Go Outside and Play](#)

- Together, read *Go Outside and Play*.
- After reading, give your child clues about the shapes around them and see if they can guess the object. You can say, **I see something shaped like a circle that tells time.**



Week 2

PK3 Unit 3 Week 2 Overview

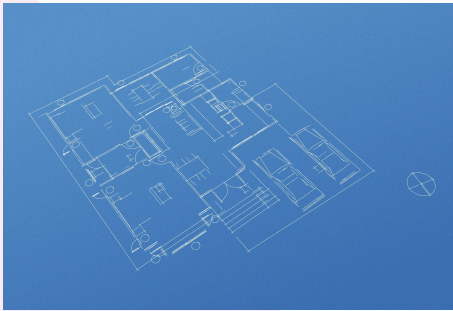
Blueprints and Construction Workers

This week your child will:

learn about blueprints and types of construction workers at construction sites.



Key Vocabulary



blueprint

a plan for a building that's drawn on paper



construction site

the place where something is being built



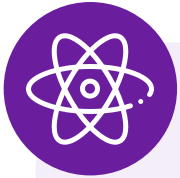
plan

the way you are going to do something

Create Connections

**Think
About It!**

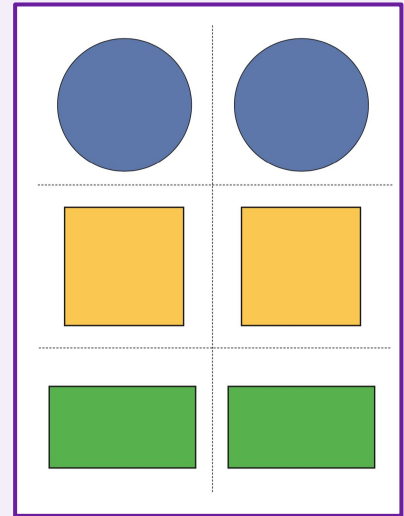
This week is about blueprints and construction. Before you begin the packet, draw and write about a construction site.



STEM: Shape Sorting

MATERIALS: [Shapes](#) cut into cards from Week 1 Day 3

- Name the different shapes.
- Say, **Find 2 shapes that are the same and put them together.**
- Have your child independently sort the other shapes.
- Keep the shapes for other activities this week.



Independent Learning: Painting a Building

MATERIALS: paper, watercolor palette or crayons

- With your child, describe the buildings you see outside your window or look at pictures of buildings on your phone or tablet or in a book.
- Say, **You can paint any building you want.**
- Have your child independently paint a building.
- After, say, **Tell me about your building. Do you see any shapes?**

Monday

PK3 Unit 3 Week 2 Day 6



Literacy: Body Parts

- Say, **Let's play, Follow Me. Listen to what I say. Then do it.**
- Say, **Point to your nose.**
- Give your child one-step directions, like touch your ear, touch your hand, etc.
- Switch roles so your child can give you directions.

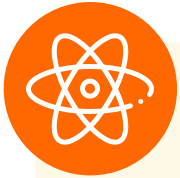


Read: *Mr. Star's New Home*

MATERIALS: [Mr. Star's New Home](#)

- Read *Mr. Star's New Home* together.
- After reading, pick a page between pages 8 and 15. Ask, **What is this machine doing? Do you remember its name?**





STEM: I Can Plan

MATERIALS: paper, pencil or crayons, clean recyclable items like plastic containers or boxes, *optional - blocks*

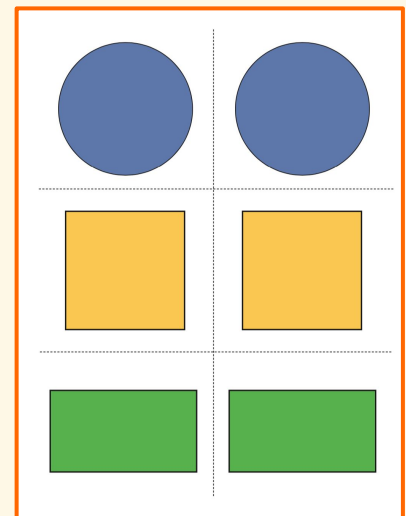
- With your child, talk about why it's important to plan before you build a house. Say, **Builders have to plan or make a blueprint before they start building so they know what to do.**
- Have your child independently draw a plan for something they can then build with the containers.
- Later ask, **How did the plan help you build?**



Independent Learning: Drawing Shapes

MATERIALS: [Shapes](#) cut into cards from Week 1 Day 3, paper, crayons

- Have your child name each shape, count the sides, and trace the outline of the shape with their finger. Say, **This is a square. Let's count the sides. 1, 2, 3, 4. It has 4 sides.**
- Have your child independently try to draw the shapes. It's okay if they don't look like the shapes. They're just practicing!
- Keep the shapes for other activities this week.





Literacy: Carpenters

MATERIALS: [Carpenters](#)

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end, like jump and bump. Let's read a poem and listen for words that rhyme.**
- Together, read the poem. Say, **I heard some words that sound the same at the end: right and height.**
- Slowly re-read the poem. Ask, **What rhyming words do you hear?** (right-height, might-sight).

Carpenters

by Cathryn O'Sullivan



Carpenters do a lot of things to build a house just right.

First, they have to saw the wood for the house's height.



Then, they nail the wood with a hammer and all their might.

Finally, they paint the house. Oh, what a beautiful sight!



Journal Prompt: Construction Site

MATERIALS: crayons, Construction Site Journal Page

- With your child, talk about what happens on a construction site.
- Have your child independently draw and write about what happens on a construction site.
- Later ask, **Tell me about what happens on this construction site.**

Name: _____

Draw and write about a construction site.

Carpenters

by Cathryn O'Sullivan



Carpenters do a lot of things to build a house just right.

First, they have to saw the wood for the house's height.



Then, they nail the wood with a hammer and all their might.

Finally, they paint the house. Oh, what a beautiful sight!



Name: _____

Draw and write about a construction site.

A large rectangular box with a black border, intended for a child to draw and write about a construction site.Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.



STEM: Finger Counting to 3

- Teach your child to count with their fingers. Say, **Let's count with our fingers.** Show your fist and say, **No fingers up means zero.**
 - **1** - hold up your index finger
 - **2** - hold up your index and middle finger
 - **3** - hold up the three middle fingers
- Say, **Now count with me.** Finger count together twice.



Independent Learning: Drawing Blueprints

MATERIALS: paper, crayons

- Ask, **Do you remember what a blueprint is?** Yes, it is a plan or design of a building.
- Say, **You can make a blueprint or design of a room in our house.**
- Have your child independently draw the blueprint of the room they've chosen. It does not have to be accurate.
- Later ask, **Tell me about your blueprint.**

Wednesday

PK3 Unit 3 Week 2 Day 8



Literacy: Act It Out

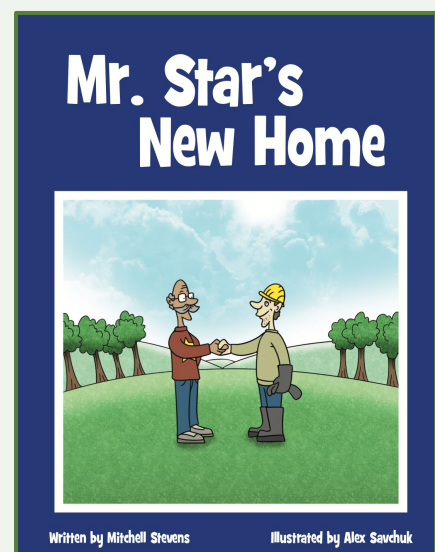
- Say, **Let's play Act it Out.** Listen to what I say. Then you can act it out or pretend to do it.
- Say, **Brush your hair.**
- Give your child one-step directions to act something out e.g., brush your teeth, blink your eyes, go swimming, etc.
- Switch roles so your child can give you directions.



Read: *Mr. Star's New Home*

MATERIALS: [Mr. Star's New Home](#)

- Read *Mr. Star's New Home* together.
- After reading ask, **How did Little Lief Loader feel when the other machines didn't want his help? What could you say to help him feel better?**



Wednesday

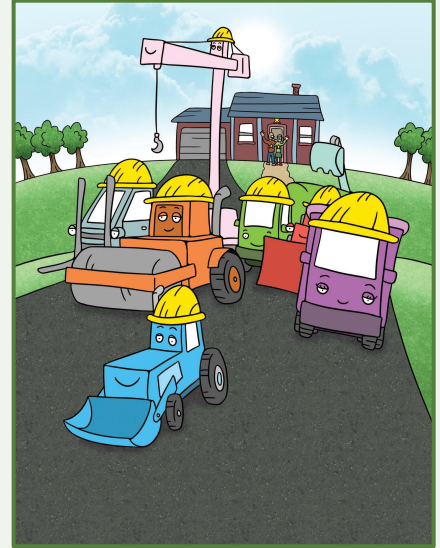
PK3 Unit 3 Week 2 Day 8



Let's Move: Count to 3!

MATERIALS: [Mr. Star's New Home](#)

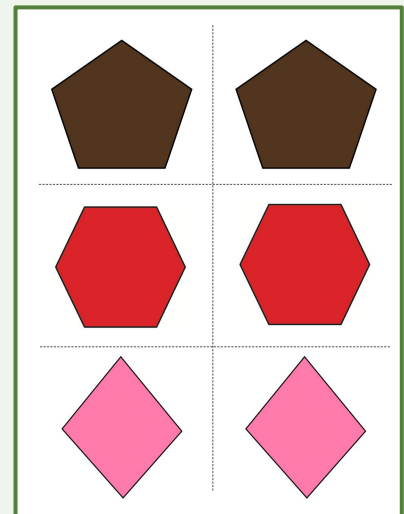
- With your child, practice counting to 3 while doing different construction movements. Say, **Let's count to 3 and move in different ways! We can count to 3 while pretending to load like Little Lief Loader. 1, 2, 3! Good loading!**
- Try other movements from the book: lifting like Catie Crane or bulldozing like Bruno Bulldozer. Your child can suggest movements too.



Learning Together: Making Circles, Triangles and Rectangles

MATERIALS: [Shapes](#) cut into cards from Week 1 Day 3, playdough or household items like crayons, string, cotton swabs

- With your child, name each shape (diamond, circle, rectangle), count the sides, and have your child trace the outline of the shape with their finger. Say, **This is a rectangle. Let's count the sides. 1, 2, 3, 4. It has 4 sides.**
- Have your child independently make the shapes using playdough or the other items.
- Later ask, **Which shape doesn't have sides?** Yes, a circle.





STEM: I Can Build

MATERIALS: Clean recyclable materials like juice boxes or plastic containers

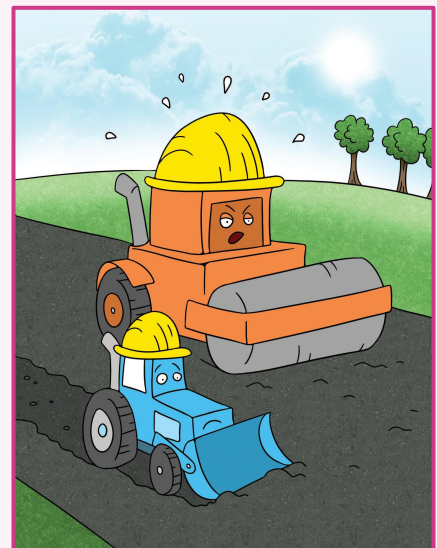
- Say, **I'm going to build something, then I want you to try to make it too.**
- Build something simple and describe how you are building it. Say, **I'm putting this one on top of the other.**
- Have your child independently copy and build the same thing. If they want to build something different, that's okay too.
- It's okay if they need help, you can give them hints or build it together.
- Then, switch roles. Your child can build something for you to copy.



Independent Learning: Making Prints

MATERIALS: [Mr. Star's New Home](#), watercolor palette or other paint, a plate or container for the paint, paper, and household items like a sponge, rock, and leaf.

- Show your child p.15 of *Mr. Star's Home* and say, **Little Lief Loader made a track on the driveway. It left a special design. You can use these things to make different designs too.**
- Show your child how to dip an object into paint and then press it on their paper to make a design.
- Have your child independently make prints using the objects and paint.
- Later ask, **Which object made this print? How is it different from this one?**





Literacy: Pictures vs Words

MATERIALS: any book with illustrations or pictures

- Say, **Books have pictures and words.**
- Point to the pictures. Ask, **What is this?** Repeat for the words.
- Say, **Pick a page and show me which are the pictures and which are the words.**
- Repeat for additional pages.



Journal Prompt: New City

MATERIALS: crayons, New City Journal Page

- With your child, talk about what they think it might be like to live in a new city.
- Have your child independently draw and write about what it would be like to live in a new city.
- Later ask, **Tell me about what you wrote and drew.**

Name: _____

What do you think it would be like to live in a new city?



Name: _____

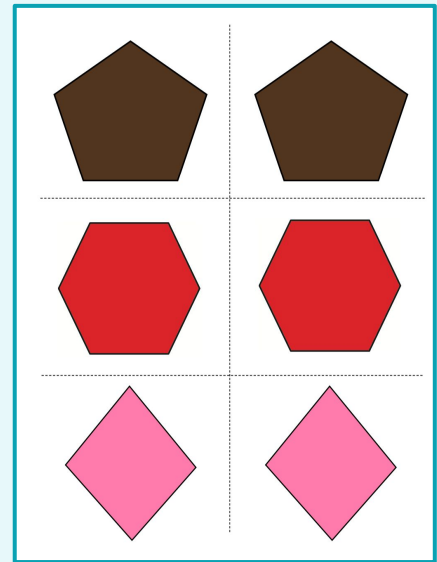
What do you think it would be like to live in a new city?



STEM: Shape Memory

MATERIALS: [Shapes](#) cut into cards from Week 1 Day 3

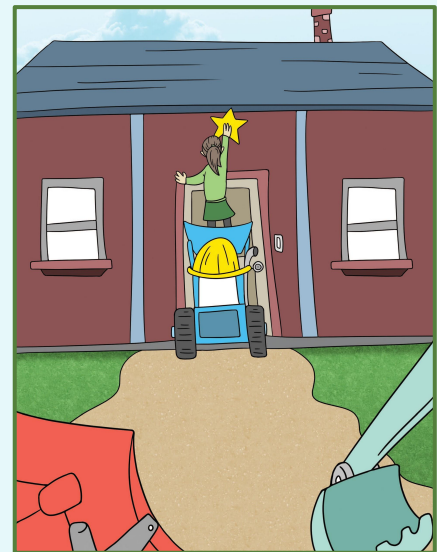
- With your child, choose 3 pairs of shapes. Name them, then turn them face down.
- Say, **Turn 2 cards over to see if you can make a match and find the same shape.**
- If your child finds a match, they can pick up the pair. If they don't, that's okay. They can turn the cards face down and try again.
- Have your child independently complete the game.



Independent Learning: Decorating My Home

MATERIALS: [Mr. Star's New Home](#), paper, crayons or watercolor palette

- Show your child p. 20 and say, **The Star family used the star as a special decoration for their home. You can make a special decoration for our home.**
- Have your child independently make the decoration.
- After, ask, **Tell me about our special decoration. Why did you choose this for our home?**
- Allow your child to choose a special place to put their decoration.





Literacy: Building Descriptions

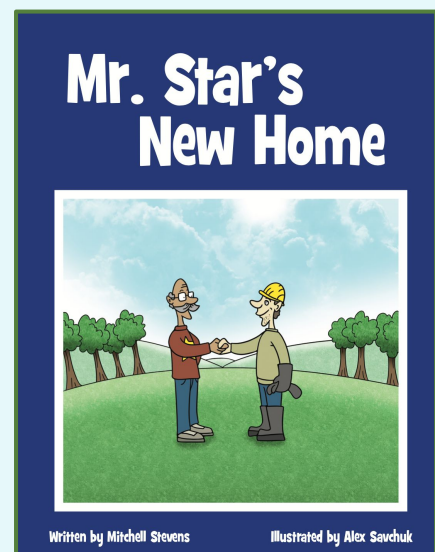
- With your child, go for a walk around your neighborhood or look through your windows.
- Ask, **Can you describe the buildings you see?**
- Ask questions to help your child include more information like, **What size is the building? Is it tall or short? What do you think they use the building for? How do you think they made the building?**



Read: *Mr. Star's New Home*

MATERIALS: [Mr. Star's New Home](#)

- Read *Mr. Star's New Home* together.
- Later ask, **Why do we need so many different machines when we build a house?**



Week 3

PK3 Unit 3 Week 3 Overview

Construction Tools

This week your child will:

learn about the different tools used for building at a construction site or in a woodshop.

Key Vocabulary



tool

something you hold in your hand and use to do a job



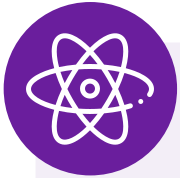
woodshop

a place where you can make or build things

Create Connections

**Think
About It!**

This week we are learning about tools. Before you begin the packet, think about why tools are important. Write and draw about your favorite tool.



STEM: Counting Objects

MATERIALS: household objects like cotton balls or spoons

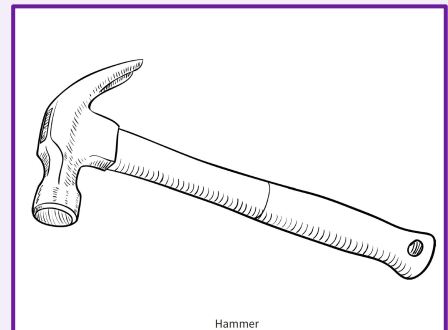
- Say, **Let's count together.**
- Put 3 objects down and touch each object as you count. Say, **1, 2, 3. There are 3 things.**
- Show between 1 and 3 objects and ask your child to count them. Then ask, **How many are there all together?** If they count again without saying the total, you can say it to help them understand that the last number they say represents the total number of objects. eg, **There are 2 spoons.**



Independent Learning: Coloring Tools

MATERIALS: [Tools Coloring Pages](#), crayons

- With your child, talk about the tools and what they do.
- Have your child independently color the tools.
- Later, ask, **Which tool would you like to use? Why?**
- Save the pictures for other activities this week.





Literacy: Turn the Page

MATERIALS: any book

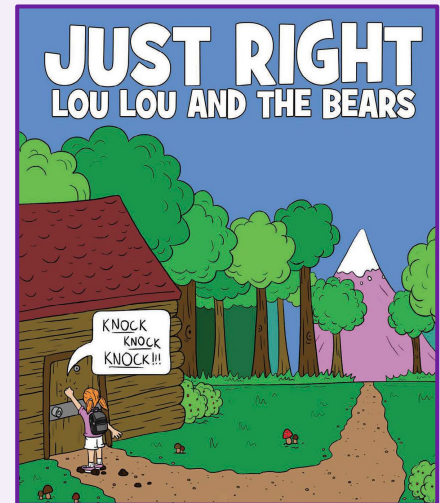
- With your child, talk about how to hold a book and turn the pages. Say, **We hold the book right side up so we can see the front cover.** Point to the front cover. **Then, we turn the pages carefully to read each page.** Model holding the book and turning the pages.
- Have your child independently show you the front cover and turn some of the pages of the book.

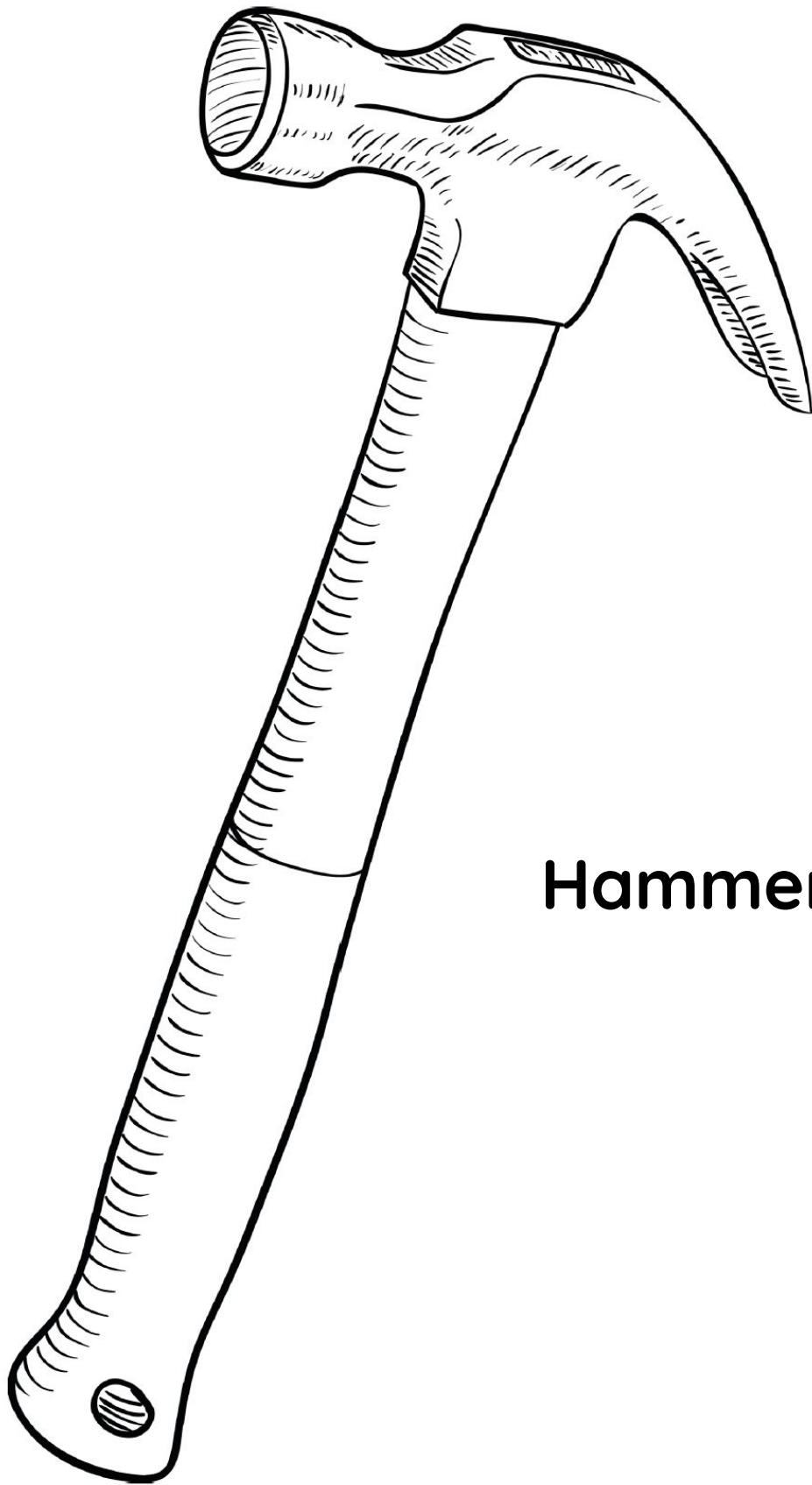


Read: *Just Right: Lou Lou and the Bears*

MATERIALS: [Just Right: Lou Lou and the Bears](#),
optional - thermometer

- With your child, read *Just Right: Lou Lou and the Bears*.
- After, talk together about the thermometer. Say, **A thermometer helps us measure the temperature to see how hot or cold something is. We can take the temperature of our body, food, or the air. Lou Lou used the food thermometer to measure the temperature of the oatmeal. What might happen if she ate oatmeal that was too hot?**
- *Optional: You can also take each other's temperature using the thermometer.*





Hammer



Screwdriver



STEM: Building Strength

MATERIALS: paper, recyclable items such as paper towel rolls, small plastic containers

- Say, **Let's build something together. Then, let's see how strong it is.**
- Together with your child, build a structure on top of a piece of paper using the recyclable materials.
- After, allow your child to gently slide the paper back and forth to see if the structure will fall. Your child can then slide it faster to see how fast they have to slide it for the structure to fall.
- Ask, **How fast did you have to move the paper for our building to fall? Why do you think it didn't fall when you moved the paper slowly?**



Independent Learning: Woodshop Collage

MATERIALS: paper, crayons or watercolor palette, *optional - glue, pictures of tools from magazines or fliers*

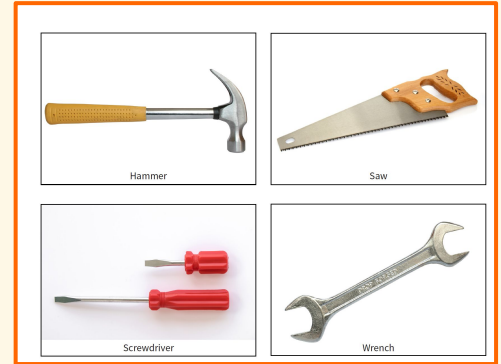
- Talk with your child about the different tools they would want in their woodshop.
- Say, **You can make a collage of the tools you'd like to have.**
- Have your child independently complete the collage by drawing the tools or gluing pictures.
- After, ask, **Why did you pick these tools for your collage?**



Literacy: Describe the Tool

MATERIALS: [Tools Coloring Pages](#), pictures of tools, or real tools

- Say, **Let's describe these tools.** Describe one tool together. You can talk about its color, size, shape, and how to use it.
- Have your child independently describe another tool.
- To help your child describe the tool, ask questions. **How do we use the tool? Is it a big or small tool? Is it heavy or light?**



Journal Prompt: Tools

MATERIALS: crayons, Tools Journal Page

- With your child, talk about their favorite tool.
- Have your child independently draw and write about which tool they would like to use.
- Later ask, **Which tool did you pick? Why would you like to use it?**

Name: _____

Which tool would you like to try?

Name: _____

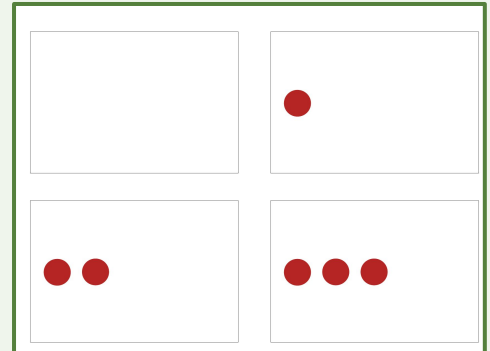
Which tool would you like to try?



STEM: Counting Dots

MATERIALS: [Dot Cards 0-3](#), crayons, household items like paper clips or pebbles

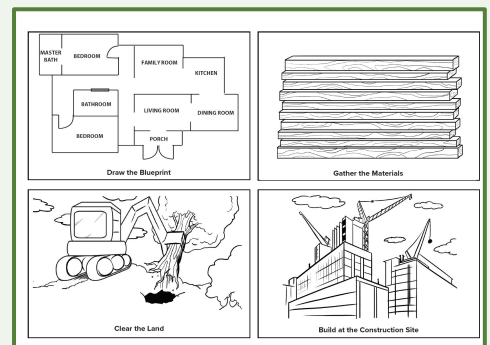
- Say, **Let's count the dots on each card.** Help your child touch each dot as they count. Repeat the last number counted. **One, two. There are two dots.**
- Say, **Let's put the same number of paper clips on the dots.** Model how to put the paper clips on top of the dots while counting. **I'm counting as I match each paper clip to a dot. One** (place the first paper clip on the first dot), **two!**
- Have your child independently do the other 2 cards.



Independent Learning: Steps to Building

MATERIALS: [Building Steps](#), crayons

- Talk about the building steps with your child. Say, **First they draw a blueprint or plan. Second, they clear the land they will build on. Third, they get all of their materials together. Last, they begin building at the cleared construction site.**
- Have your child independently color each picture.
- Then, your child can independently put the steps in order.
- Later, go over the steps together. Ask, **which comes first?**

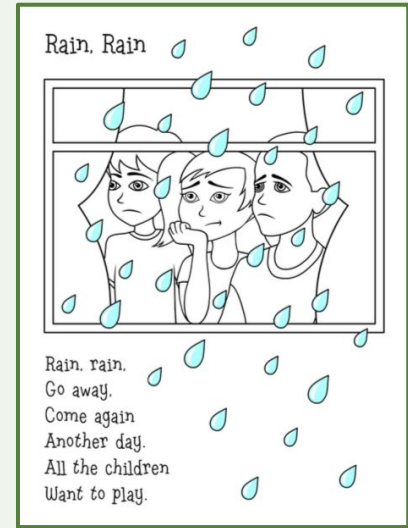




Literacy: Rain, Rain

MATERIALS: [Rain, Rain](#)

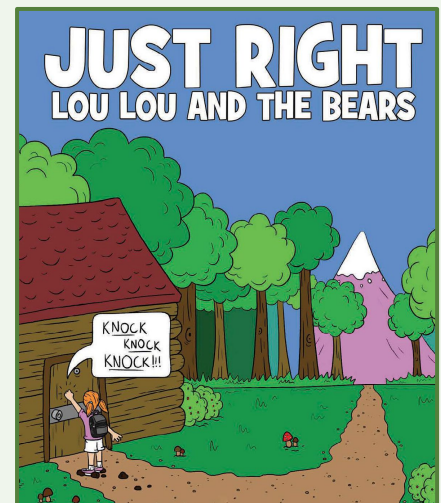
- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end: fish and wish. Let's read a poem and listen for words that rhyme.**
- Together, read the poem. Say, **I heard some words that sound the same at the end: day and play.**
- Slowly re-read the poem. Ask, **What rhyming words do you hear?** (day, away, and play).



Read: *Just Right: Lou Lou and the Bears*

MATERIALS: [Just Right: Lou Lou and the Bears](#)

- With your child, read *Just Right: Lou Lou and the Bears*.
- After, talk together about how Baby Bear felt. Say, **How do you think Baby Bear felt when he saw that his chair was muddy and there was no oatmeal left?**
- Say, **Lou Lou seemed happy to eat the oatmeal and sit in the chair. But Baby Bear was very sad. What could Lou Lou do to help Baby Bear?**



Wednesday

PK3 Unit 3 Week 3 Day 13



Let's Move: Stop! Walk!

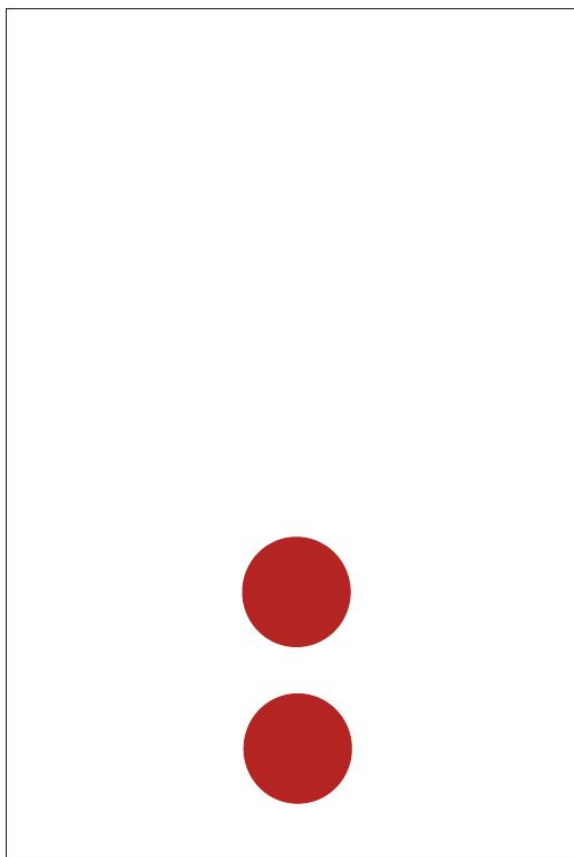
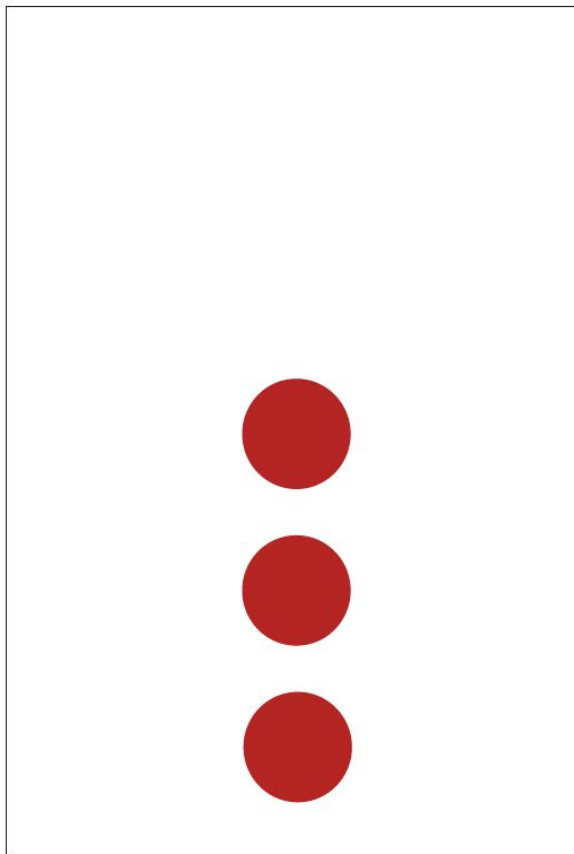
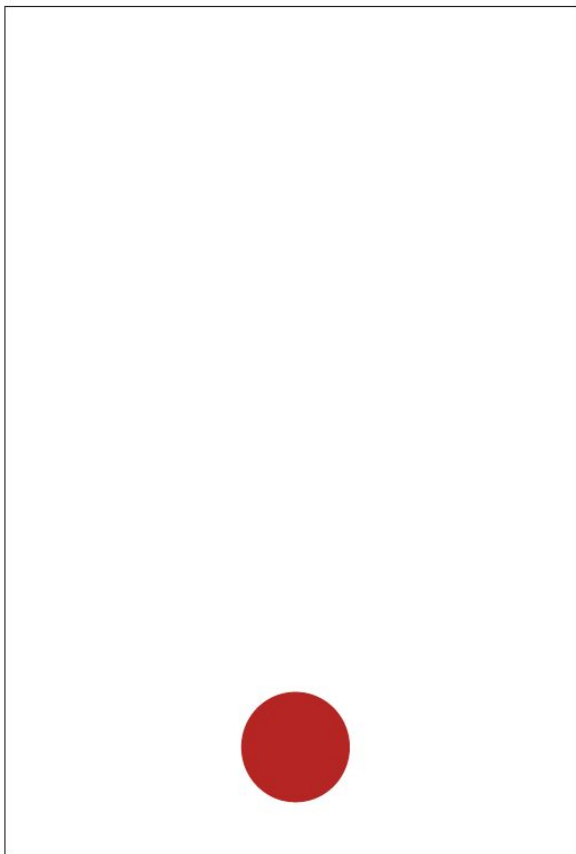
- Stand a few feet from your child. Say, **Let's practice being safe at construction sites and in our neighborhood. Let's play Stop! Walk!**
- Say, **When I say, "walk" you walk. When I say "stop" you stop. If you walk when you shouldn't, you have to go back.**
- Play one round. Then switch roles so your child can tell you when to stop or walk.

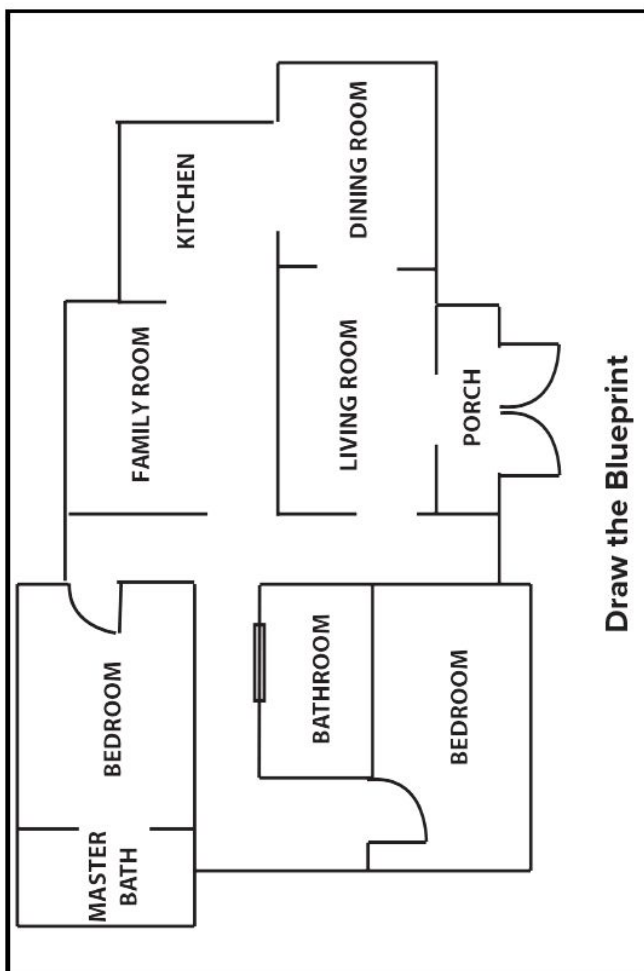


Learning Together: How Are You Feeling?

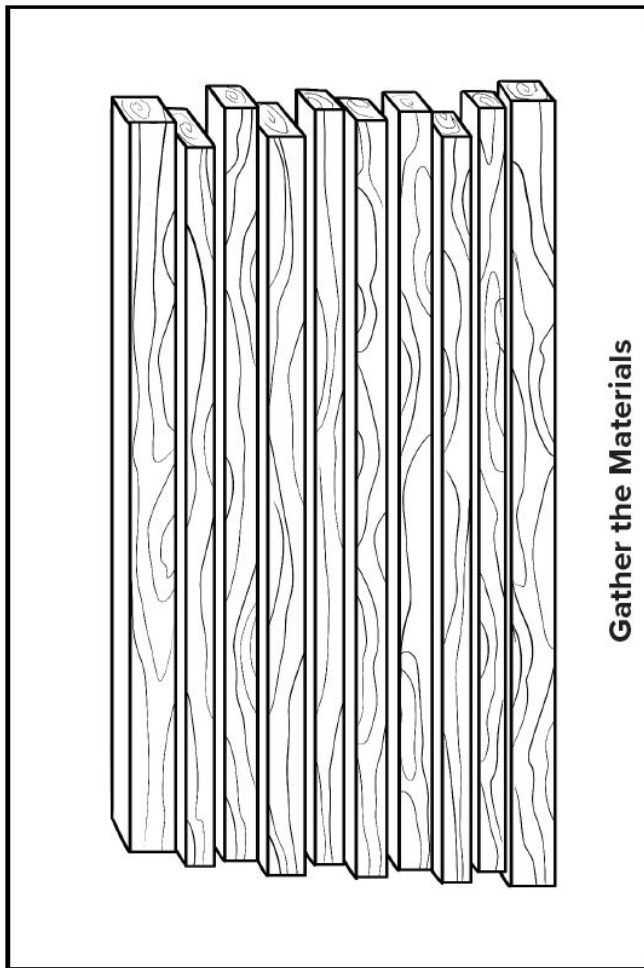
MATERIALS: paper, crayons

- Say to your child, **Let's draw how we are feeling now.**
- Draw separate pictures. Then talk about your pictures and feelings.
- Say, **Sometimes people have the same feelings and sometimes they have different feelings. I may feel excited and you may feel calm. It's okay to have different feelings!**

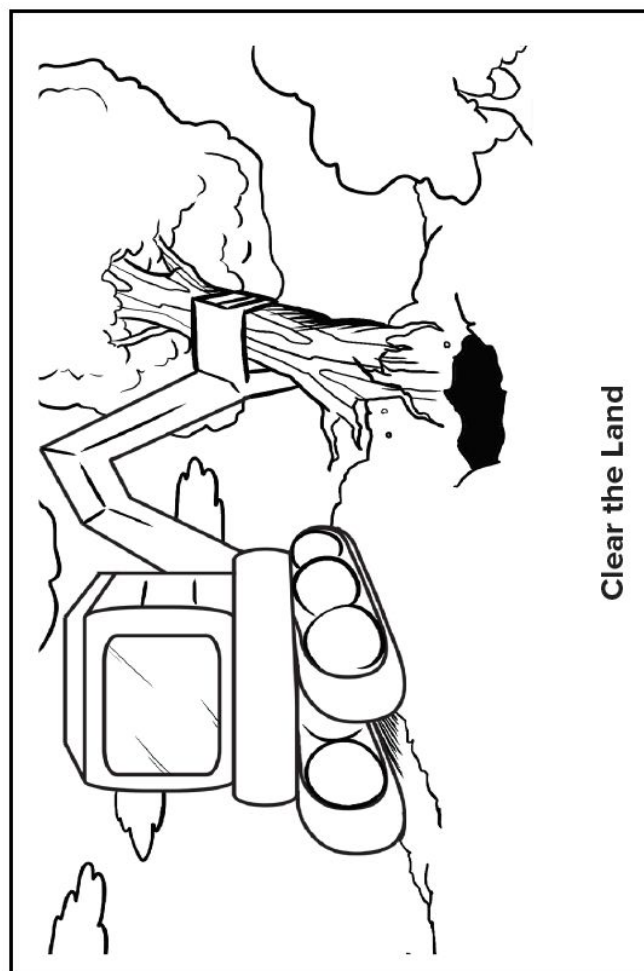




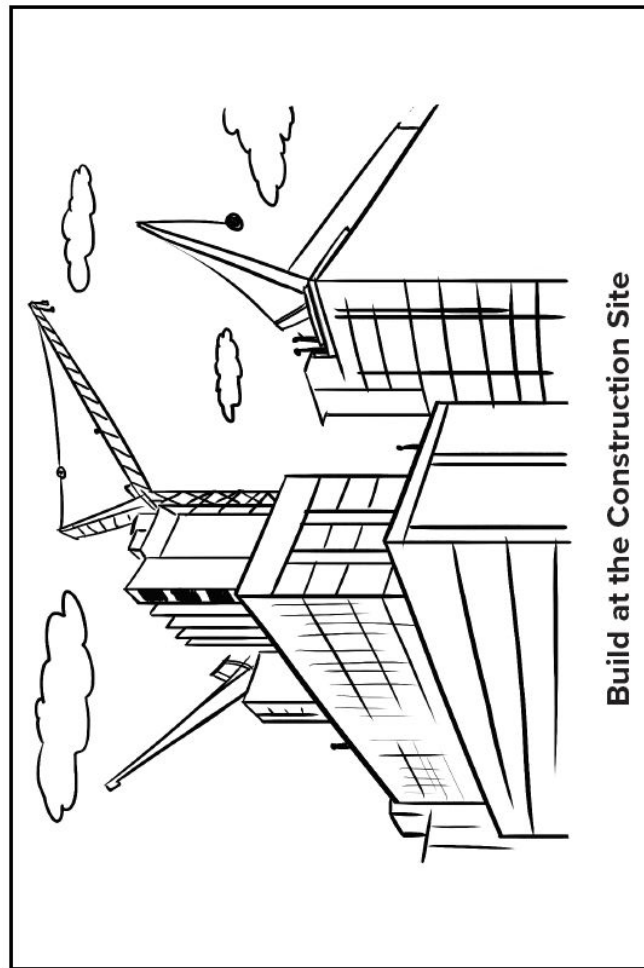
Draw the Blueprint



Gather the Materials

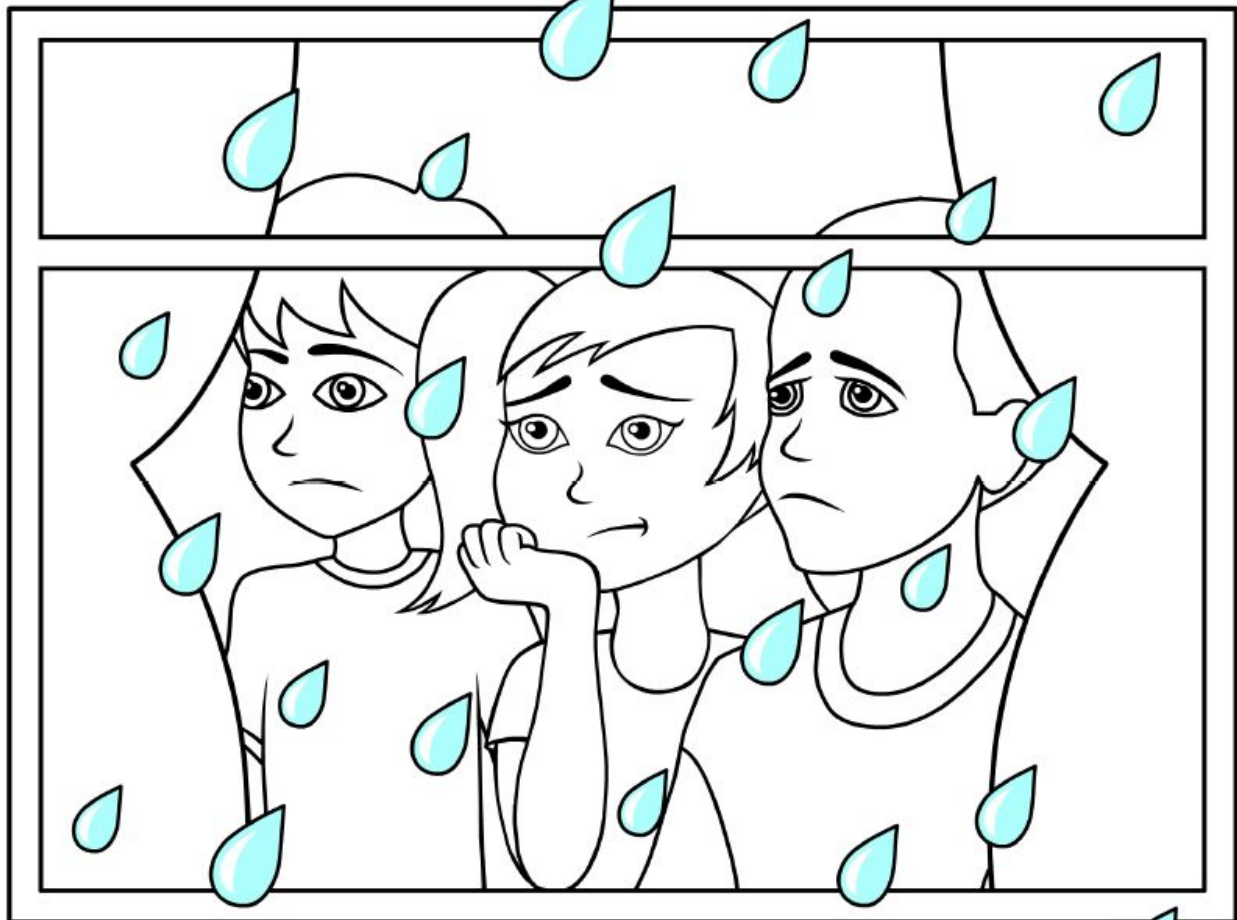


Clear the Land



Build at the Construction Site

Rain, Rain



Rain, rain,
Go away.
Come again
Another day.
All the children
Want to play.



STEM: Let's Measure

MATERIALS: household items like crayons, paper clips, or spoons

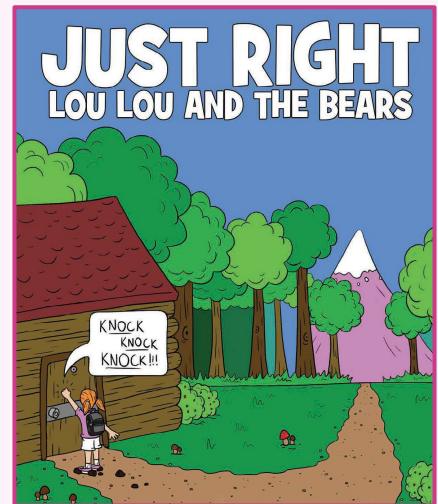
- Say, **Builders have to measure things before they cut wood or steel to know what will fit in their building. Let's practice measuring.**
- Practice measuring different items using objects like crayons or paper clips. For example, say, **Let's find out how many crayons long our hand is.**



Independent Learning: Letter to Lou Lou

MATERIALS: [Just Right: Lou Lou and the Bears](#)

- Say, **How did Baby Bear feel when Lou Lou ate his porridge, sat in his chair, and slept in his bed?**
- Say, **You can pretend to be Baby Bear and write a letter telling Lou Lou how you felt.**
- Allow your child to independently write and draw their letter.
- Later, ask, **Tell me about your letter. What did you tell Lou Lou?**





Literacy: Picture Reading

MATERIALS: one of your child's favorite books

- Say, **Let's look at this together. Tell me what is happening.**
- Help your child turn the pages carefully and describe what is happening in the pictures on each page.
- Ask questions like, **What do you think will happen next? Why do you think so?**



Journal Prompt: My Woodshop

MATERIALS: crayons, My Woodshop Journal Page

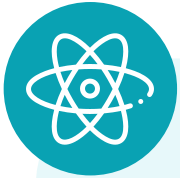
- With your child, talk about what their imaginary woodshop might be like.
- Have your child independently draw and write about what they would make if they had a woodshop.
- Later, ask, **What would you make if you had a woodshop? Why would you like to make that?**

Name: _____

If you had a woodshop, what would you make?

Name: _____

If you had a woodshop, what would you make?



STEM: Get 3!

MATERIALS: Household items

- Say, **Let's play a game. I'm going to say an object and a number and I want you to find that many objects in our home to bring back.**
- Ask your child to find between 1 and 3 objects around the house. For example, **Find 3 spoons.** If your child doesn't bring the right amount, that's okay. Count out the objects together while pointing to each one. **1, 2, 3. Three spoons.**
- Switch roles so that your child can tell you how many objects to find.



Independent Learning: My Special Tool

MATERIALS: paper, crayons, *optional - tape, recyclable household items for building e.g., small plastic containers*

- With your child, talk about different tools.
- Ask, **If you could make a tool, what would you make? What could it do?**
- Have your child independently design and draw their special tool. They can also build their tool out of optional household materials.
- Later, ask, **Can you tell me about your tool? What is it called? What does it do?**



Literacy: Describe a Page

MATERIALS: [Just Right: Lou Lou and the Bears](#)

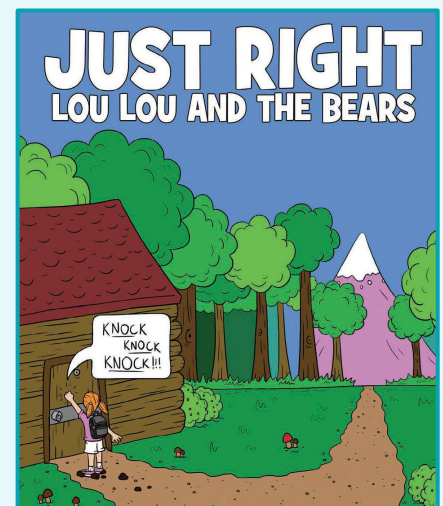
- Say, **Pick a page and describe what is happening on the page.**
- You can help guide your child by asking questions like, **How do you think the bears are feeling? How can you tell?**



Read Aloud: *Just Right: Lou Lou and the Bears*

MATERIALS: [Just Right: Lou Lou and the Bears](#), optional - measuring tape or [ruler](#)

- With your child, read *Just Right: Lou Lou and the Bears*.
- After, talk together about the measuring tape. Say, **We use a measuring tape to measure how long, wide, or tall something is. Builders use it to measure things like wood before they cut them. They can also measure how big a room is. What did Lou Lou measure with the measuring tape?**
- You can practice measuring different things using the measuring tape or the ruler.



1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

Week 4

PK3 Unit 3 Week 4 Overview

Construction Review

This week your child will:

make a skyline and continue to learn about tools.

Key Vocabulary



skyline

the shape made by buildings against the sky



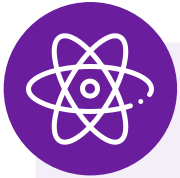
tool

something you hold in your hand and use to do a job

Create Connections

**Think
About It!**

This week you will learn about skylines, or the shape made by buildings against the sky. Before you begin the packet, look out a window. Tell me about the skyline that you see. Draw your skyline.



STEM: 1, 2, 3, Freeze

MATERIALS: *optional - music*

- Say, **Let's play a game called 1, 2, 3, Freeze! We are going to dance and count to 3. When we get to 3 we will freeze and stop right where we are. Then, we can start dancing again.**
- Count out loud while dancing, **1, 2, 3, Freeze!**
- *Optional: Play music while playing the game.*



Independent Learning: I am Excited To...

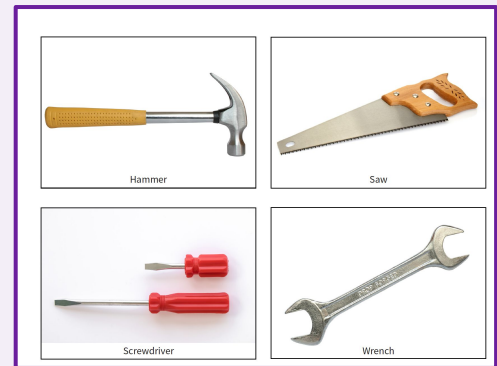
- Say, **This is the last week that we will be learning about construction. What are you excited to learn?** Share about something you are excited to learn.
- Have your child independently write and draw what they are excited to learn
- Later say, **Tell me what you wrote and drew!**



Literacy: Name That Tool

MATERIALS: [Tools](#), or real tools

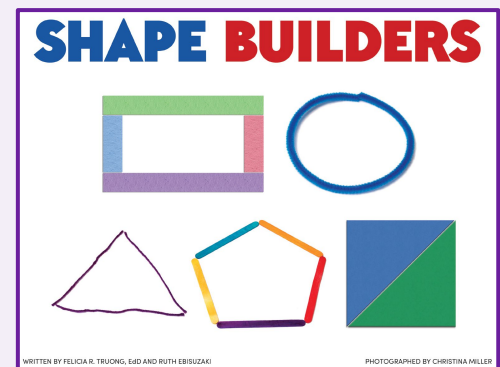
- Say, **We've been learning about tools. I will show you a picture of a tool. You tell me its name.**
- Show the pictures of the tools. If your child doesn't know the name, that's okay. Tell them the name and talk about how it is used. If you have tools in your home, you can show your child the real tools.
- Save the pictures for tomorrow's activity.



Read: *Shape Builders*

MATERIALS: [Shape Builders](#), string or dental floss, scissors

- With your child, read *Shape Builders*.
- After, look at the shapes in the book and talk about different shapes you can build with one string (circle). Say, **Which of these shapes could we make with the string? Let's try.**
- Then, cut the string into 3 pieces and encourage your child to build a different shape (triangle).





Saw



Wrench



Hammer



Screwdriver



STEM: Draw a Skyline

MATERIALS: paper, pencil or crayons, [Skyline](#)

- Say, **You are going to make a skyline. A skyline is a shape made by the buildings against the sky.**
- With your child, look at the skyline picture and talk about what they see.
- **First, Make a drawing or plan. You will make the skyline out of playdough on another day.**
- Have your child independently make a drawing of a skyline. Save the drawing for building on Day 19.



Independent Learning: My Construction Vehicle

MATERIALS: paper, crayons, *optional - tape, recyclable household items for building, e.g. small plastic containers*

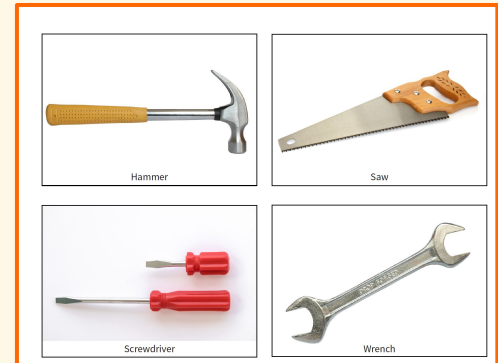
- With your child, talk about different construction vehicles.
- Ask, **If you could make a construction vehicle, what would it look like? What would it do?**
- Have your child independently design and draw their vehicle. They can also build a model of their vehicle.
- Later say, **Tell me about your vehicle! What is it called? What does it do?**



Literacy: What Tool Would You Use?

MATERIALS: [Tools](#) from Day 16

- Say, **I will say an action. You tell me the tool you would use to do that action.**
- Give your child clues. **What tool would you use to...**
 - **cut a piece of wood?** (saw)
 - **tighten a nut and bolt?** (wrench)
 - **turn screws?** (screwdriver)



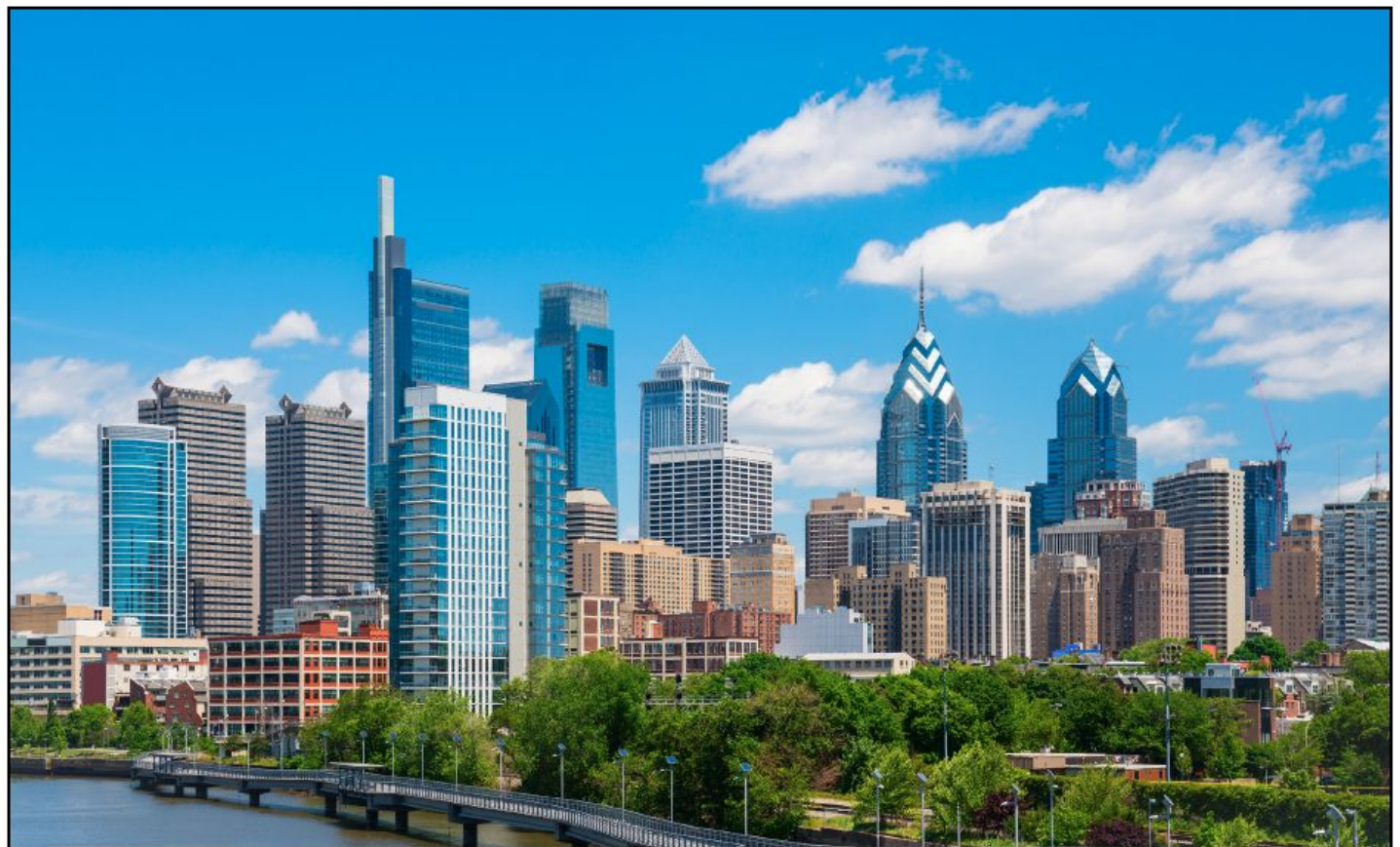
Journal Prompt: Importance of Tools

MATERIALS: crayons, Importance of Tools Journal Page

- With your child, talk about how people use tools.
- Have your child independently draw and write about why people use tools.
- Later, ask, **Can you tell me about your writing? Why do people use tools?**

Name: _____

Why do people use tools?



Name: _____

Why do people use tools?

Wednesday

PK3 Unit 3 Week 4 Day 18



STEM: Counting to 3

- Review with your child how to count to 3 with their fingers. Say, **Let's practice counting with our fingers.** Show your fist and ask, **Do you remember what this is? No fingers up means zero.**
- Review the other steps together.
 - **1** - hold up your index finger
 - **2** - hold up your index and middle finger
 - **3** - hold up the three middle fingers
- Say, **Now count to 3 by yourself.** Have your child independently count to 3 using their fingers.



Independent Learning: Making Shapes

MATERIALS: playdough, [Shapes](#) cut into cards from Week 1 Day 3, [Playdough Recipe](#)

- Review the names of the shapes together and count the number of sides.
- Say, **Let's use playdough to make some shapes!**
- Have your child independently make 2-3 shapes using playdough.
- Save the playdough to make skylines tomorrow.

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.





Literacy: 1, 2, Buckle My Shoe

MATERIALS: [1, 2, Buckle My Shoe](#)

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end: net (pause) pet. Let's read a poem and listen for words that rhyme.**
- Together, read the poem. Say, **I heard some words that sound the same at the end: shoe (pause) two.**
- Slowly reread the poem. Ask, **What rhyming words do you hear?** (two-shoe, four-door, six-sticks, eight-straight, ten-again)

1,2, Buckle My Shoe

One, two, buckle my shoe.



Three, four, shut the door.

Five, six, pick up sticks.



Seven, eight, lay them straight.

Nine, ten, begin again.

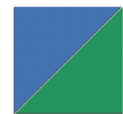


Read: *Shape Builders*

MATERIALS: [Shape Builders](#), paper ripped or cut into two long strips and two short strips

- With your child, read *Shape Builders*.
- Ask, **Do you remember which shape they made with strips of paper? Let's try to make it together.** Look at pp. 16-19 and make the rectangle together using the strips of paper.

SHAPE BUILDERS



WRITTEN BY FELICIA R. TRUONG, GAO AND RUTH EBSUZAKI

PHOTOGRAPHED BY CHRISTINA MILLER



Let's Move: How I Feel Movements

- With your child, talk about some feelings and how they make our body feel.
- Then say, **Let's dance and do movements that show different feelings. How would we move if we are happy?**
- Call out different feelings and dance or move to show that feeling.
- Switch roles, allow your child to call out a feeling. Dance or move to the feeling.
- Do different movements. Your child can guess the feelings they show.



Learning Together: Building a Family Fort

MATERIALS: Household items like sheets, pillows, cushions, chairs, couch

- Say, **Let's build a family fort or tent that we can sit in together.**
- With your child, look at pictures of homemade forts or tents on a tablet or phone or in a book.
- Plan and build the fort together. You can make a simple fort by draping a sheet over 2 chairs spaced out to sit under. Or, make a larger fort with other items.

PLAYDOUGH RECIPE

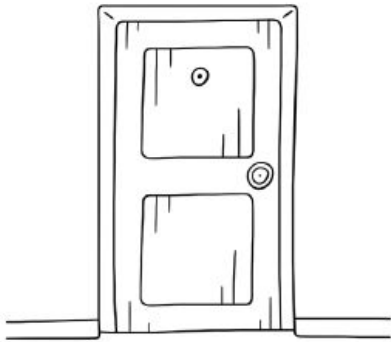
1 cup of flour
2 teaspoons cream of tartar
1/3 cup of salt
1 cup of water
1 tablespoon of vegetable oil
food coloring of your choice

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.



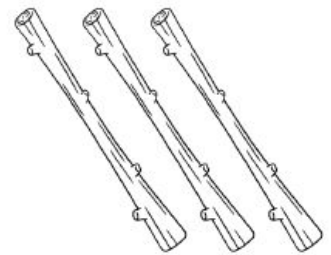
1,2, Buckle My Shoe

One, two, buckle my shoe.



Three, four, shut the door.

Five, six, pick up sticks.



Seven, eight, lay them straight.

Nine, ten, begin again.



STEM: Sculpting a Skyline

MATERIALS: [Skyline](#), drawing of skyline made on Day 17, playdough, [Playdough Recipe](#)

- Say, **On Tuesday, you drew a picture of a skyline. Today, you will build your skyline using playdough.**
- With your child, look at their drawing and discuss the things to put in their sculpture.
- Have your child independently make their skyline out of playdough.
- Later say, **Tell me about your skyline.**

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.



Independent Learning: My Construction Story

MATERIALS: paper, crayons or pencils

- Say, **You can write a story about being on a construction site.**
- Have your child tell a story about being on a construction site.
- Let your child independently write and draw their story.
- Later say, **Tell me your story!**



Literacy: Follow Me Too

- Say, **Let's play, Follow Me. Listen to what I say. Then do it!**
- Give your child one-step directions such as dig like a digger, pretend to hammer a nail, pretend to saw some wood.
- Switch roles so your child can give you directions.



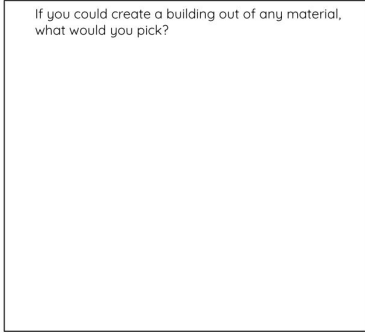
Journal Prompt: Building Materials

MATERIALS: crayons, Building Materials
Journal Page

- With your child, talk about different types of building materials.
- Have your child independently draw and write about the material of their choice.
- Later, ask, **Which building material did you pick? Why did you pick that material?**

Name: _____

If you could create a building out of any material, what would you pick?



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.



Name: _____

If you could create a building out of any material,
what would you pick?



STEM: Count Hunt

MATERIALS: household items in groups of 1-3, e.g., 2 crayons, 3 toys.

- Hide the groups of items around the room.
- Say, **I hid some things around the room. I will give you a clue. See if you can find them!** Give your child a clue to help them find the objects. For example, say, **I hid two things you can color with near the couch.**
- Have your child independently count the objects they find, e.g., **1, 2. Two crayons.**
- Let your child hide things for you to find and count!



Independent Learning: Say Goodbye to Building

MATERIALS: paper, crayons

- Say, **We have been learning about building.** With your child, talk about their favorite part of learning about building. Did they have a favorite activity or book?
- Have your child independently draw and write about their favorite part of this unit.
- After, say, **Tell me about what you wrote. Why was that your favorite?**



Literacy: Describe My Actions

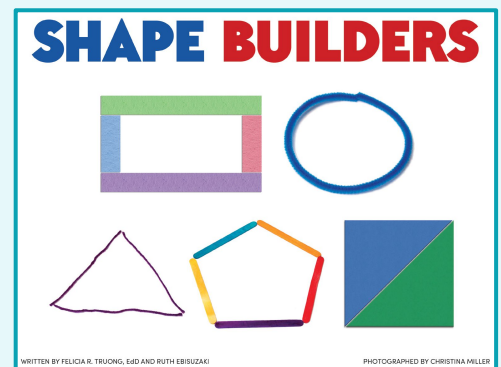
- Say, **Let's play a game. I'm going to do something. You describe or tell me what I'm doing.**
- Do simple actions your child can describe. Pretend to dig, saw, write, dance, build, etc.
- Switch roles. Have your child do an action for you to describe.



Read: *Shape Builders*

MATERIALS: [*Shape Builders*](#), 5 crayons, sticks, or cotton swabs

- With your child, read *Shape Builders*.
- Ask, **Which shape was made with 5 sticks? Let's try to make it together.** Look at pp. 20-23 and make the pentagon together using the crayons, sticks, sticks, or cotton swabs.



Unit 3 is all about building and construction! Children will learn about the construction process - from making plans and blueprints to turning them into buildings.

