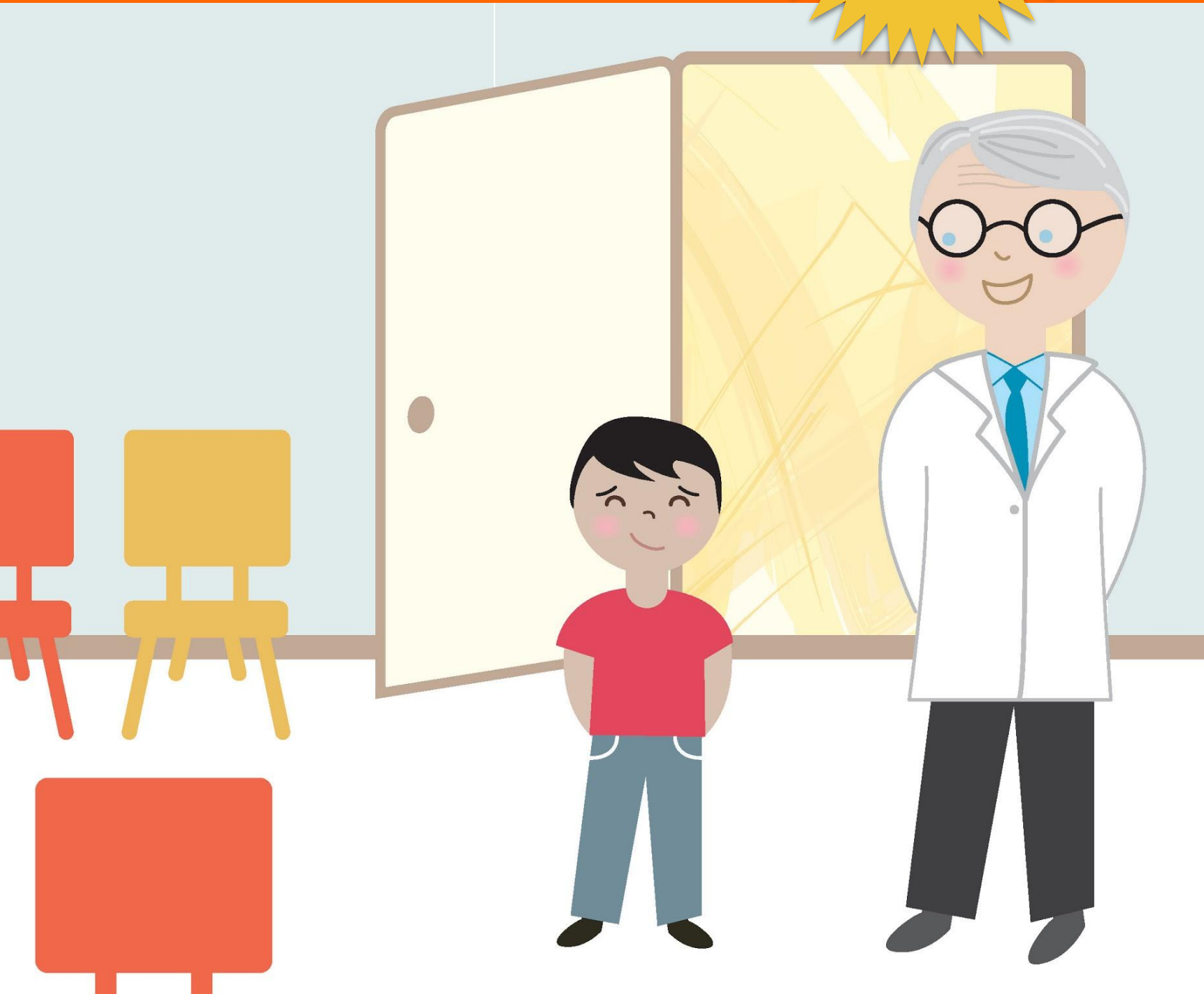


# Unit 6

Healthy Bodies, Healthy Minds

**PK3**







# Unit 6

## Healthy Bodies, Healthy Minds



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Washington, DC 20020

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# PK3 Unit 6 Overview



## Unit 6 Vocabulary

Dear Families,

Welcome to Unit 6! In Unit 6, your child will learn about the human body and how to stay healthy and safe.

They will make different things related to themselves - like an all about me collage and write about things they like about themselves and make them proud. You can put these together to make an all about me book at the end of the unit.

### Unit 6 Books



- [Five Senses](#) by James Bean
- [Up, Down, Around And Through: My Day at the Park](#) by Lydia J. Carlis
- [The Doctor](#) by Cathryn O'Sullivan
- [Toothbrush Troubles](#) by Felicia R. Truong

Pre-recorded readings for all books can also be accessed on the Sparkler App under "Tips for Adults"

*ECR @ Home Activities: ECR @ Home activities will include learning about body parts and the five senses, separating syllables, counting to 10, and identifying numbers 0-3. There are lots of ways that you can extend these activities during your daily routine. For example, make a game of clapping syllables in words you see or hear during your errands, count to 10 or higher while waiting for food to be warmed up or waiting at the bus stop, play I-Spy with numbers on signs all around you, and use your fingers to make numbers in different material like salt, shaving cream, and rice or out of playdough.*

body

doctor

emergency

exercise

healthy

safe

senses

toothbrush

# Week 1

# PK3 Unit 6 Week 1 Overview

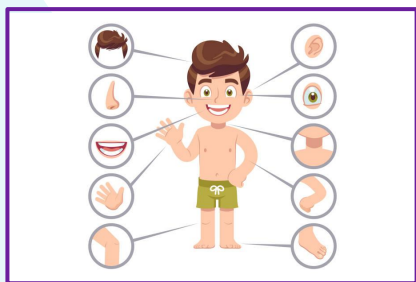
## The Human Body and Five Senses

### This week your child will:

Be introduced to the human body and the five senses. You can extend this by making a list together of all of the different things your bodies do this week! Your child will also count to 10, separate syllables, learn about problems in stories, and positional words like “in” and “on.”



### Key Vocabulary



### body

the main part of a person or animal including their bones and organs



### exercise

things you do to keep your body healthy and strong



### senses

hearing, sight, taste, touch, and smell

# Create Connections

This week you will learn about your body and what it can do. Before you begin the packet, draw a picture of something you love to do.

**Think  
About It!**



## STEM: Let's Count to 10

- Say, **Let's count to 10 using silly voices. Let's count in a lion voice. What do you think a lion sounds like?**
- Count 1-2 more times. Allow your child to choose the voices e.g., whisper, or a dinosaur voice.
- Say, **Now let's count to 5 in a monster voice. Now to 7 in a squeaky voice.** Allow your child to pick different numbers to count to between 0 and 10. You can also do different movements while you count e.g. stretching, dancing, running while counting.



## Independent Learning: Playdough Body

**MATERIALS:** playdough or [Playdough Recipe](#)

- Say, **We are learning about our bodies. Today, you can make your body using playdough.** Talk together about different body parts your child might include.
- Have your child independently make their playdough body.
- After, ask, **Tell me about your body. What parts did you include?**

### 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.

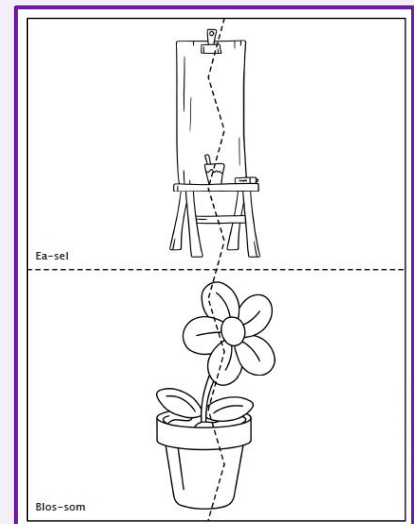




## Literacy: Syllables

**MATERIALS:** [Segmenting Syllables 1](#) cut into pieces

- Say, **We know that syllables are the beats in words. Purple has two beats. Pur-ple, pur-ple.**
- **Now, let's break words into their parts or syllables.**
- Show two parts of the word easel put together. Pull the pieces apart as you say, **Easel, ea-sel. Ea (pause) sel. There are two syllables. Let's clap them ea-sel, ea-sel!**
- Repeat together for the words: blossom and crayon. Save the other pictures for an activity later this week.

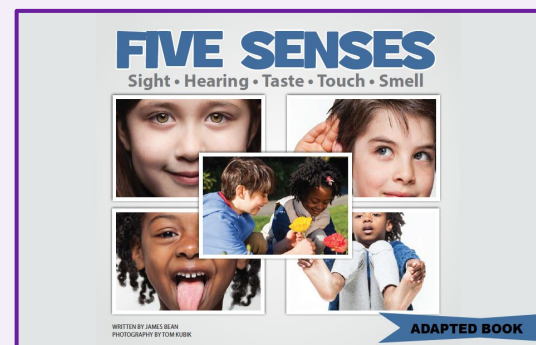


## Read: *Five Senses*

**MATERIALS:** [Five Senses](#)

- With your child, read *Five Senses*.
- After, ask, **What do you like to see with your eyes?** If your child is a person who is blind or visually impaired, select another sense to talk about.

You can also access a pre-recorded reading of this book on the Spakler app in the “Tips for Adults” section, Healthy Bodies, Healthy Minds.





# PLAYDOUGH RECIPE

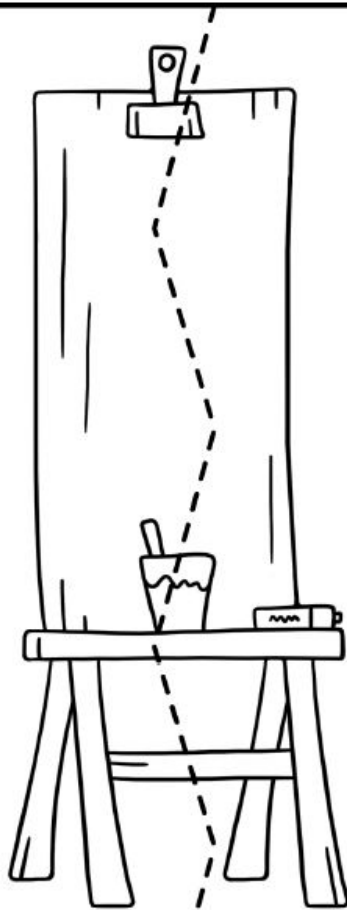
1 cup of flour  
2 teaspoons cream of tartar  
1/3 cup of salt  
1 cup of water  
1 tablespoon of vegetable oil  
food coloring of your choice

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.

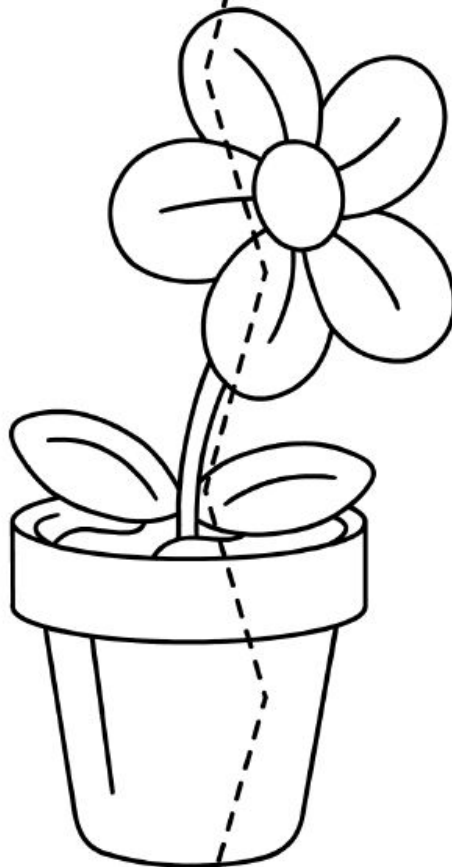






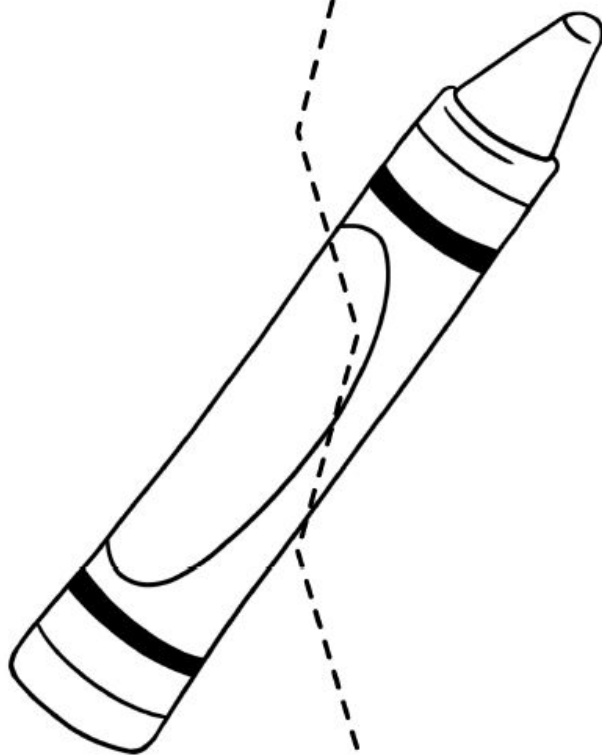


Ea-sel

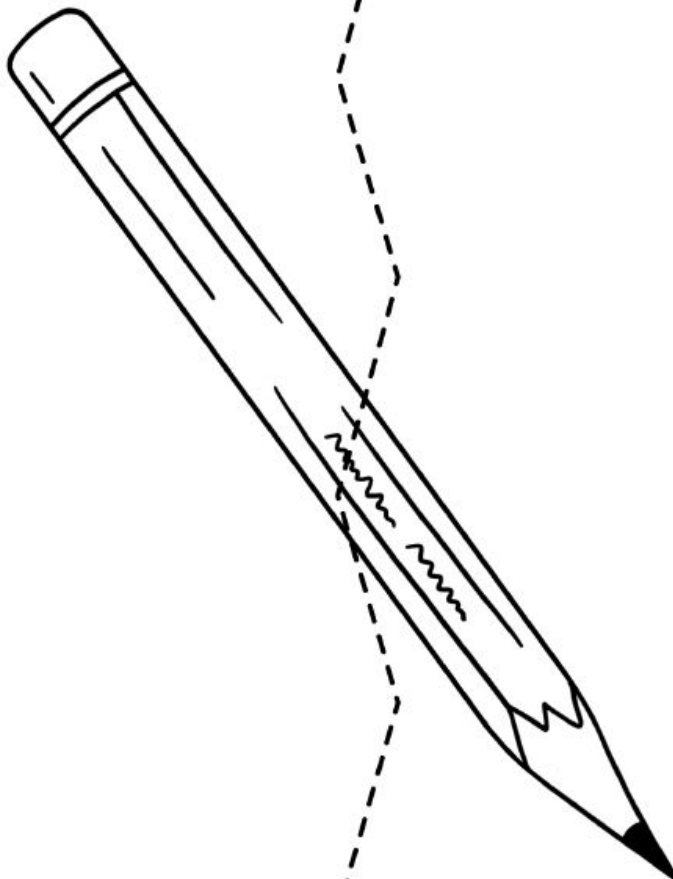


Blos-som



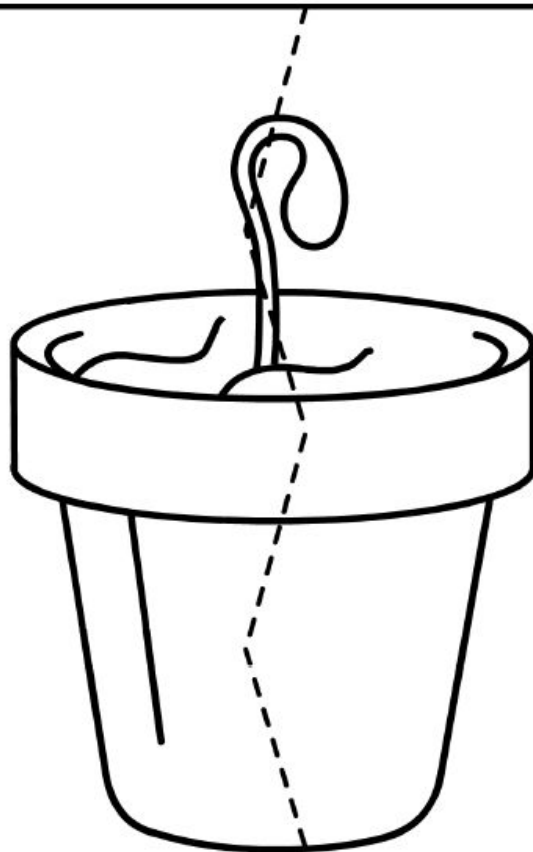


Cray-on

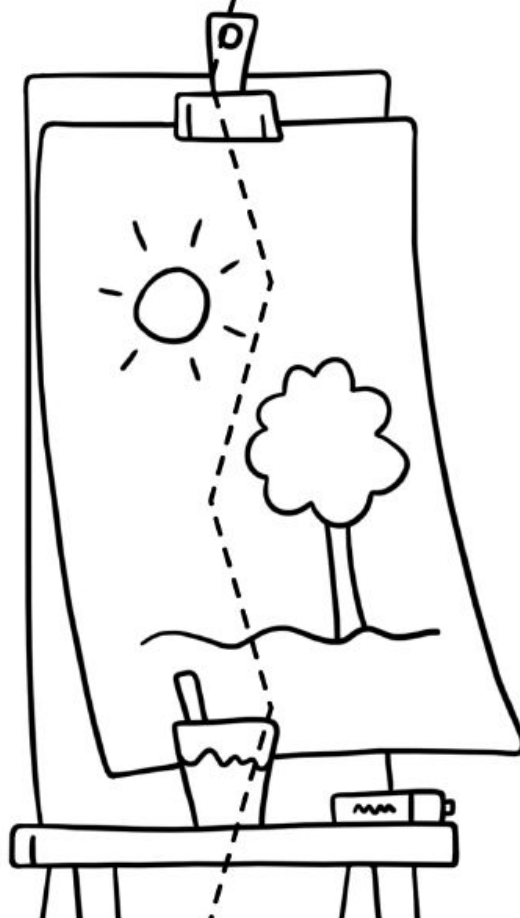


Pen-cil



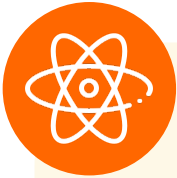


Seed-ling



Paint-ing





## STEM: Our Bodies Can

**MATERIALS:** paper, crayons

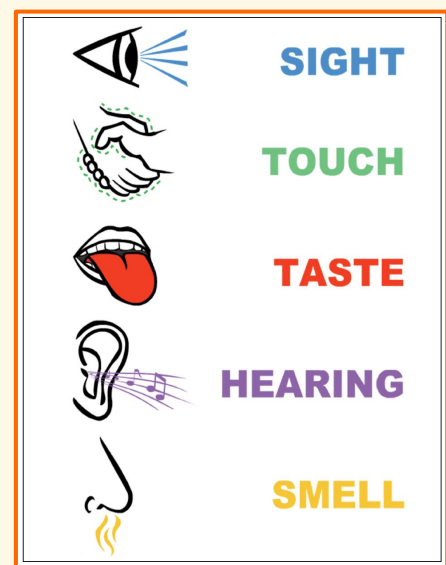
- Say, **We are going to be learning all about our body and what it can do.**
- **Let's make a list of things we know our bodies can do.**
- Help your child to write down and then do some of the things their body can do like chew, jump, think, smell, touch, dance, taste, etc.
- You can keep the list and add to it as they learn more about what their body can do.



## Independent Learning: Senses Painting

**MATERIALS:** [Five Senses](#), paper, glue, paint, household items with different textures, colors, and scents like uncooked rice or pasta, and spices

- Using the Five Senses page, say, **You are going to make a painting that all of your senses can enjoy.** Talk together about the materials by encouraging your child to describe how they feel, smell, or look.
- Allow your child to independently complete the activity by painting and gluing the items on their paper.
- After, ask, **Tell me about your painting. What does it look, feel, and smell like?**
- Save the Five Senses page for use throughout the unit.





## Literacy: What is a Problem?

MATERIALS: [Problem](#)

- Ask, **What is a problem? A problem is when something is wrong. Have you ever had a problem?**
- Talk with your child about their problem and what they did to try to solve the problem. You can also share about a problem you had to give an example.
- Show the picture and say, **Emma wants to swing, but the swing is too high for her.**
- Ask, **What is the problem? Yes, the swing is too high for her. She can't get on the swing.**



## Journal Prompt: My Favorite Toy

MATERIALS: crayons, My Favorite Toy Journal Page

- With your child, talk about how their favorite toy feels. Is it soft and fluffy or hard, etc?
- Have your child independently draw and write about how their favorite toy feels.
- Later, ask, **Tell me about your favorite toy. How does it feel when you touch it?**

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

Draw and write about what your favorite toy feels like.





**SIGHT**



**TOUCH**



**TASTE**



**HEARING**



**SMELL**



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

Draw and write about what your favorite toy feels like.

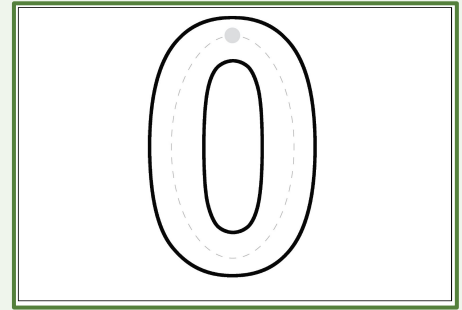




## STEM: 0

**MATERIALS:** [Large 0](#), playdough or [Playdough Recipe](#)

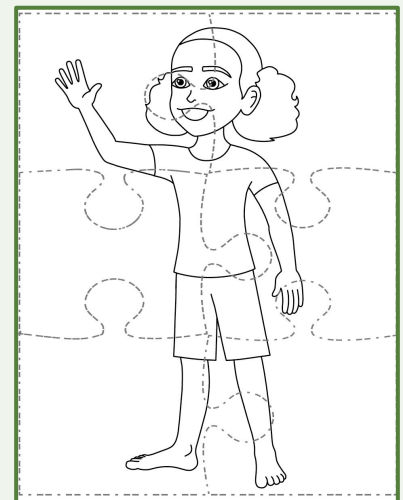
- Say, **Let's learn about the number 0. Zero means there's nothing.**
- **Zero curves down and curves up. There are no straight lines.** Demonstrate by using your index finger on the large 0.
- Have your child trace the 0 with their finger and then in the air.
- **Now let's make a 0 with playdough.** Demonstrate rolling the playdough and forming a 0. Give your child playdough to make their own 0.
- *Optional - practice writing with other materials.*



## Independent Learning: Body Puzzles

**MATERIALS:** [Body Puzzles](#), crayons, scissors, *optional - paste the puzzles onto cardboard like a cereal box, before cutting out the pieces*

- Say, **Let's talk about some of the different body parts we have.** Use the pictures to help you talk about them.
- **You can color these pictures and then do the puzzle.**
- Allow your child to independently color their picture, then help them to cut out the pieces so they can independently complete the puzzle.
- After, ask, **What is your favorite body part?**

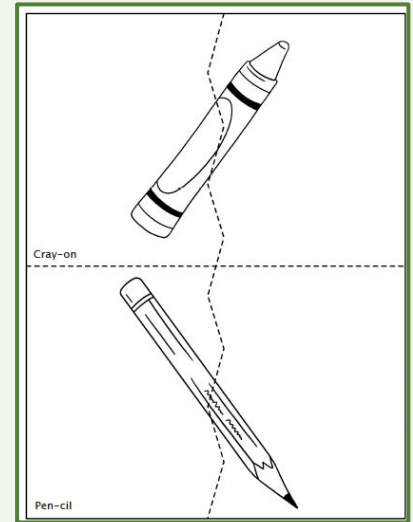




## Literacy: Segmenting Syllables

**MATERIALS:** [Segmenting Syllables 1](#) cut into pieces from earlier in the week

- Say, **Syllables** are the beats in words. Artist has two beats: art-ist, art-ist!
- **Let's break words into syllables.**
- Show two parts of the word pencil put together. Pull the pieces apart as you say, **Pencil, pen-cil. Pen** (pause) **cil. There are two syllables. Let's clap them pen-cil, pen-cil!**
- Ask your child to try to break apart the words seedling (seed-ling) and painting (paint-ing). It's okay if they need your help, they are still learning!



## Read: *Five Senses*

**MATERIALS:** [Five Senses](#)

- With your child, read *Five Senses*.
- After, ask, **What do you like to touch with your skin?**
- Say, **In the book, we learned you can feel things that are hard and soft.** Together, brainstorm things you can touch that are hard and soft.





## Let's Move: Personal Trainer

**MATERIALS:** *optional - music to exercise to*

- Say, **You are going to be our personal trainer. That means that you have to tell us what exercise to do and how many times to do it.**
- Allow your child to suggest 1-3 exercises, doing no more than 10 for each.



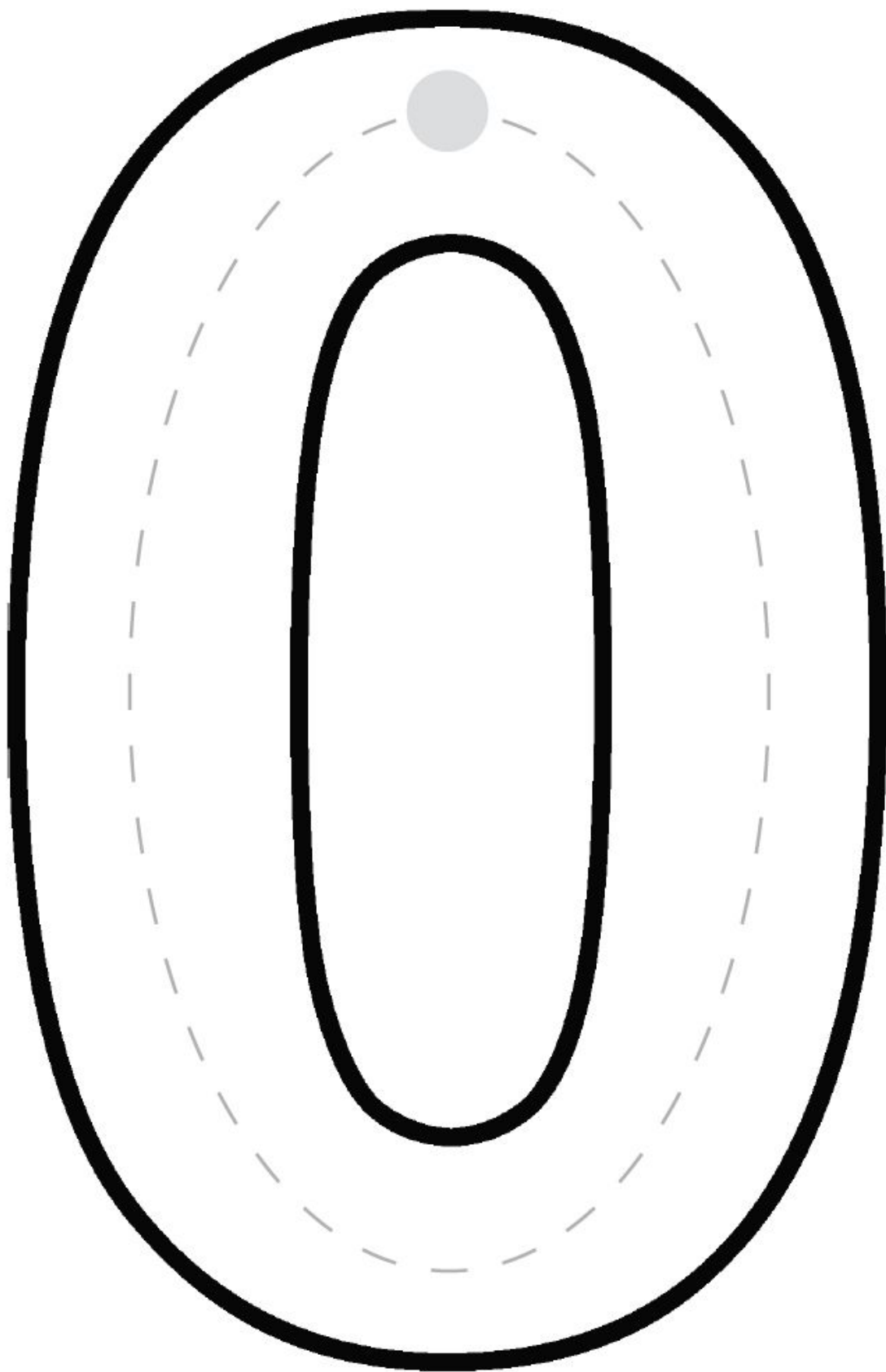
## Learning Together: Mystery Objects

**MATERIALS:** bag or pillowcase, different household objects e.g., a stuffed animal, spoon, ball, etc.

- Say, **Let's use our sense of touch to guess some mystery objects.** Put an object in the bag and allow your child to feel and describe the object to guess what it is.
- Switch roles so your child can place something in the bag for you to describe.







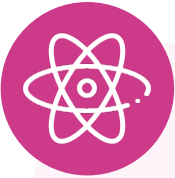












## STEM: Internal and External Body Parts

**MATERIALS:** crayons, paper with a line drawn down the middle to make a T chart, label one side “outside” and one side “inside”

- Say, **Our body has lots of parts. Some of our body parts are on the outside where we can see them. Some are on the inside where we can't see them. We need an X-ray to see inside of our bodies.**
- **Let's make a list of some of the parts that are on the outside.** Help your child to think of parts like fingers, eyes, toes, etc.
- **Now, let's think of parts that are inside of our body. Let's do 10 jumping jacks.** After, ask, **What do you feel beating inside your chest? Yes, your heart. Can we see it? No, it's inside your body.**
- Discuss other parts like the lungs. You can ask them to breathe in and out and say lungs help us to breathe. Or, talk about the brain. The brain helps us to think and do things, etc.
- *Optional - introduce the words external (outside) and internal (inside) during the activity.*



## Independent Learning: Finger Painting

**MATERIALS:** paper, paint

- Say, **You're going to use your fingers and your sense of touch to paint.**
- Allow your child to independently paint their picture using their fingers.
- After, ask, **Can you describe your painting? How did it feel to paint with your fingers?**



## Literacy: Silly Directions

- Say, **I'm going to give you silly directions that I want you to follow. Listen carefully.**
- Give your child silly two-step directions: make a silly face and then say hello in a silly voice, clap your hands and then jump, etc.
- Switch roles so your child can give you directions.



## Journal Prompt: My Senses

**MATERIALS:** [Five Senses](#), crayons, My Senses Journal Page

- Using the Five Senses picture from earlier in the week, talk with your child about how they use their five senses - touch, sight, hearing, smell, and taste.
- Have your child independently draw and write about how they use their senses.
- Later, ask, **Tell me about how you use your senses.**

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

Draw and write about how you use your senses.



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

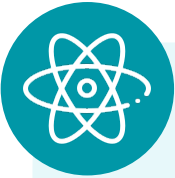
Draw and write about how you use your senses.

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## STEM: In and On

**MATERIALS:** container, an object that can go in the container

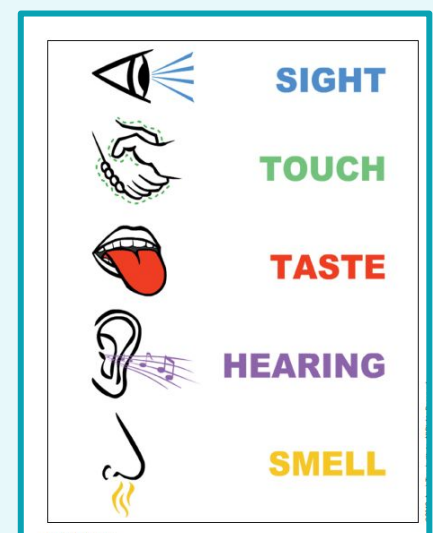
- Say, **Let's play a game. I'm going to give you directions for you to follow.** Ask your child to put the object in the container, then on the container, etc.
- You can also give instructions related to "in" and "on" like, go in the room, stand on the carpet, etc. It's okay if they need help, they are still learning!
- Switch roles so that your child can give you instructions.



## Independent Learning: Exploring with My Senses

**MATERIALS:** [Five Senses](#), paper, crayons, food e.g., an apple

- Say, **You're going to explore this apple with all of your senses.** Review the senses using the picture.
- Encourage your child to describe the food using their senses - how it smells, tastes, feels, looks, and sounds when they are eating it.
- Allow them to independently write and draw about it.
- After, ask, **Tell me about what it was like to use your senses to eat the apple.**

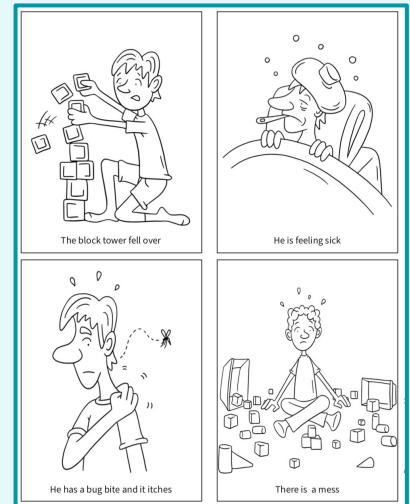




## Literacy: Story Problems

**MATERIALS:** [Four Problems](#)

- Ask, **What is a problem? A problem is when something is wrong.**
- Look at the first picture. **What is the problem? Yes, the boy's block tower fell over. What can he do to solve the problem?**
- With your child, look at the pictures of the different problems and discuss what is happening and what you could do to solve the problem.
- Save the sheet for an activity later in the unit.



## Read: *Five Senses*

**MATERIALS:** [Five Senses](#)

- With your child, read *Five Senses*.
- After, ask, **What do you like to smell with your nose?** If your child is unable to smell, select another sense to talk about.
- Say, **In the book, we learned you can smell wonderful smells and stinky smells.** Together, brainstorm things you can smell that are wonderful and things you can smell that are stinky.







# Week 2

# PK3 Unit 6 Week 2 Overview

## My Healthy Body

### This week your child will:

Learn about healthy habits like eating healthy foods and getting rest and make a healthy body plan with you. As you do healthy things this week you can add them to your list. They will also explore their fingerprints, learn about the goal in a story, continue to separate syllables, and learn about positional words like “over”, “under”, and “on top of.”

You can extend these activities by observing how your fingerprints look as you touch other surfaces like windows and doors and playing games with positional words while you’re in the car, on the bus, or during a walk by noticing where things are (the roof is on the house, the tires are under the car, etc.).



### Key Vocabulary



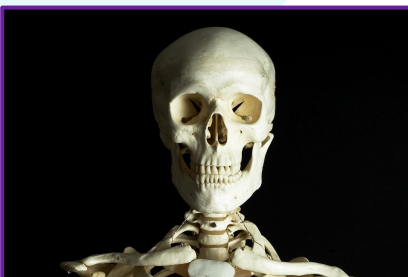
### healthy

good for your body, or not sick



### senses

hearing, sight, taste, touch, and smell



### skeleton

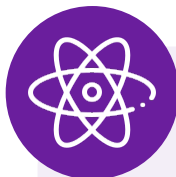
the group of bones in the body



# Create Connections

This week, you will learn about ways to keep your body healthy like exercising. Before you begin the packet, draw a picture of yourself doing your favorite exercise.

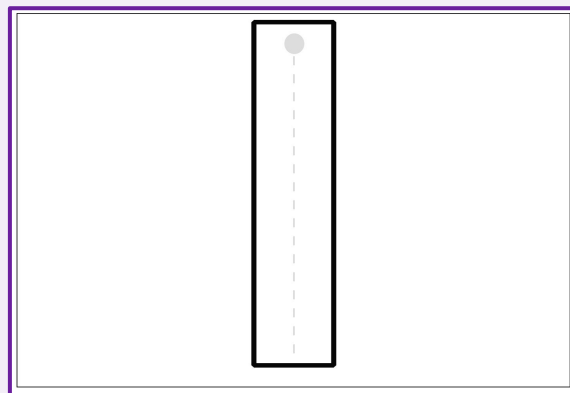
**Think  
About It!**



## STEM: 1

**MATERIALS:** [Large 1](#), playdough or [Playdough Recipe](#)

- Say, **Let's learn about the number 1. Can you show me 1 finger?**
- **The number 1 is a straight line down.**  
Demonstrate by using your index finger on the large 1.
- Have your child trace the 1 with their finger, then in the air.
- **Now let's make a 1 with playdough.**  
Demonstrate rolling the playdough and forming a 1. Give your child playdough to make their own 1.
- *Optional - practice writing with other materials.*



## Independent Learning: Fingerprints

**MATERIALS:** paper, paint, playdough or [Playdough Recipe](#)

- Say, **Fingerprints are the tiny lines on your fingers. No one has fingerprints like yours. They are unique!** Look at and compare your fingerprints to theirs.
- **You can explore your fingerprints on each finger by pressing them into playdough. After you've looked at them in playdough, you can also press them into paint and onto paper to make a design.** Demonstrate.
- Allow your child to independently explore their fingerprints first with playdough, then with paint on the paper.
- After say, **Did you know that fingerprints are compound words? Finger (pause) prints, fingerprints!**

### 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)

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## Literacy: Follow My Directions

- Say, **I'm going to give you directions that I want you to follow. Listen carefully.**
- Give your child two-step directions e.g. wiggle and then snap your fingers, touch your ears and then touch your nose, etc.
- Switch roles so your child can give you directions.
- If this is easy for your child, you can try giving more complicated directions or three directions at a time.

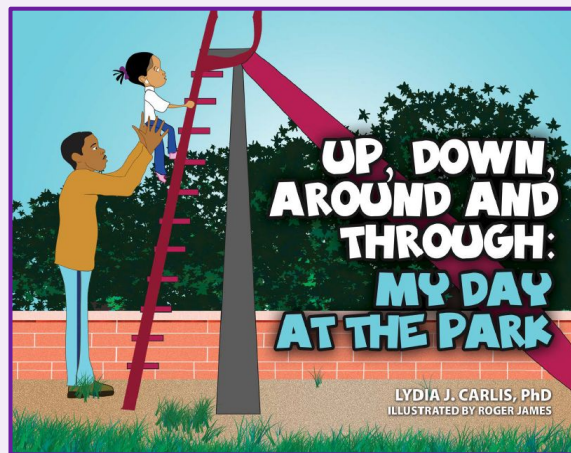


## Read: *Up, Down, Around and Through: My Day at the Park*

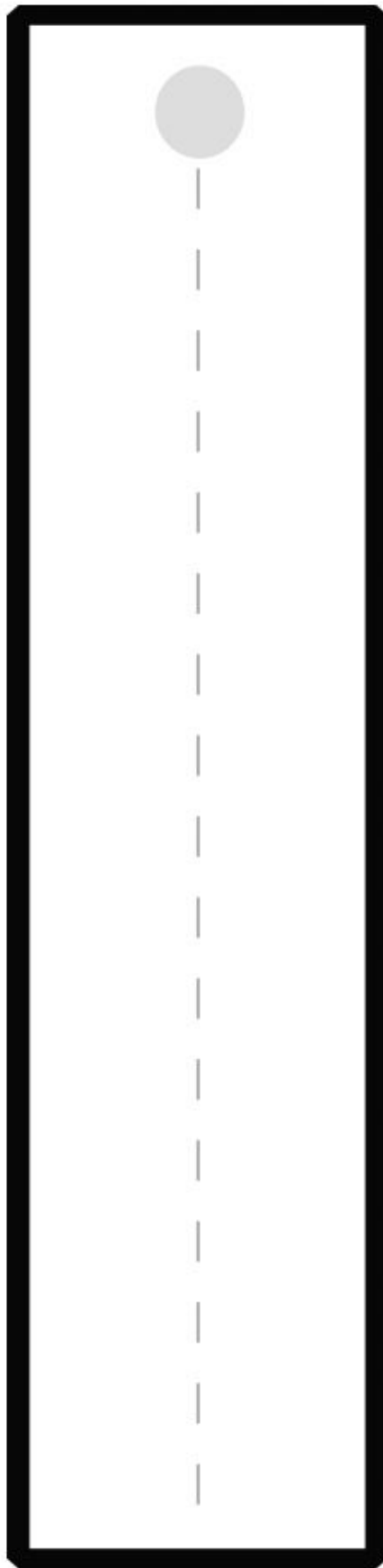
**MATERIALS:** [\*Up, Down, Around and Through: My Day at the Park\*](#)

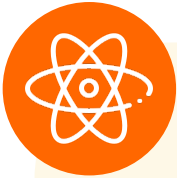
- With your child, read *Up, Down, Around and Through: My Day at the Park*.
- After, ask, **Do you like to climb up the steps on the slide? How do you get down after you go up?**

You can also access a pre-recorded reading of this book on the Spakler app in the “Tips for Adults” section, Healthy Bodies, Healthy Minds.





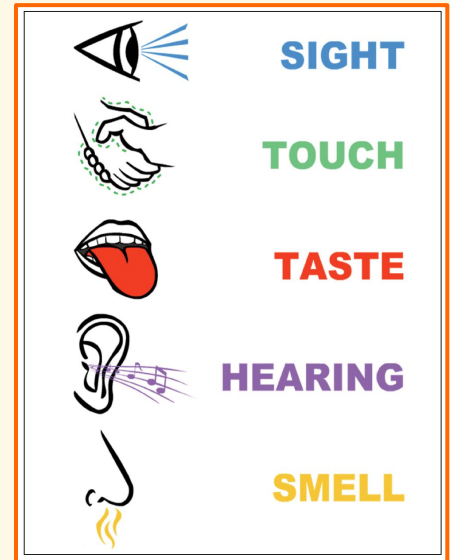




## STEM: Sense of Sight

**MATERIALS:** [Five Senses](#), paper, crayons

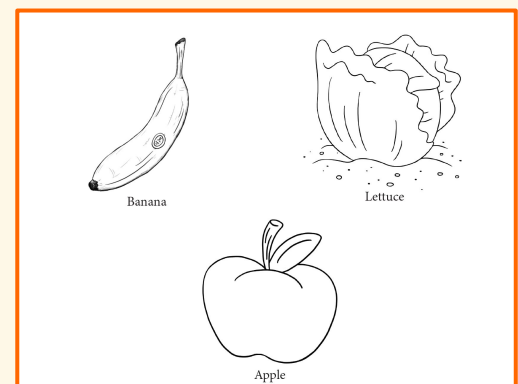
- Using the Five Senses picture, say, **We have five senses - sight, smell, taste, touch, and hearing.** Let's talk about sight or seeing.
- **Our eyes use sight. They help us to see.**
- **Someone who can't see is blind or visually impaired. They use their other senses to help them.**
- **Let's go on a senses walk and describe what we see.** If your child is a person who is blind or visually impaired, go on a senses walk and describe things using the other senses.
- Walk around silently for 2-3 minutes. After, your child can draw and describe the colors and objects they saw.



## Independent Learning: Coloring Fruits and Vegetables

**MATERIALS:** crayons, [Fruits and Vegetables coloring pages](#)

- Say, **You can color these pictures of healthy fruits and vegetables.**
- Allow your child to independently color the pictures.
- After, ask, **Tell me about your pictures. Which of these fruits and vegetables do you like to eat?** Discuss what the foods might smell or taste like.





## Literacy: What is a Goal?

**MATERIALS:** crayons, paper

- Say, **A goal is something that you want and you are trying to get or do.** Share a goal that you or your family has.
- Say, **Let's make a goal. What is something we want to get done today?**
- Help your child to write and draw about the goal.
- You can check together if you achieved the goal at the end of the day.



## Journal Prompt: Exercise

**MATERIALS:** crayons, Exercise Journal Page

- With your child, talk about why it's important to exercise and move your body: so we can stay healthy, etc.
- Have your child independently draw and write about their favorite way to exercise and move their body.
- Later, ask, **Please tell me about what you wrote. What is your favorite way to exercise?**

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

Write and draw about your favorite way to exercise and move your body.

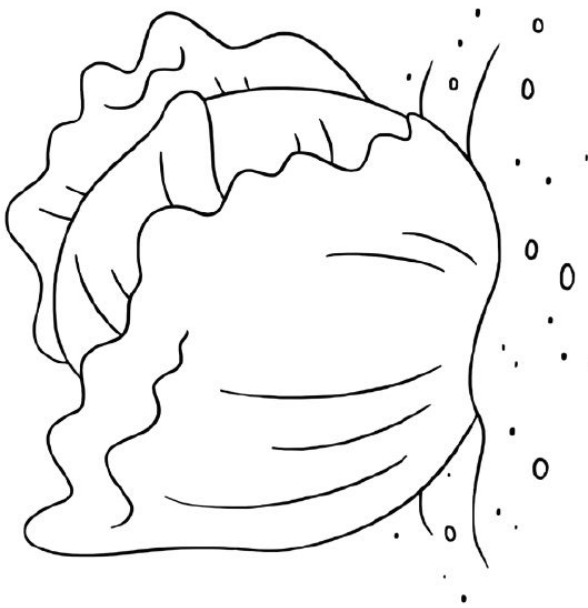
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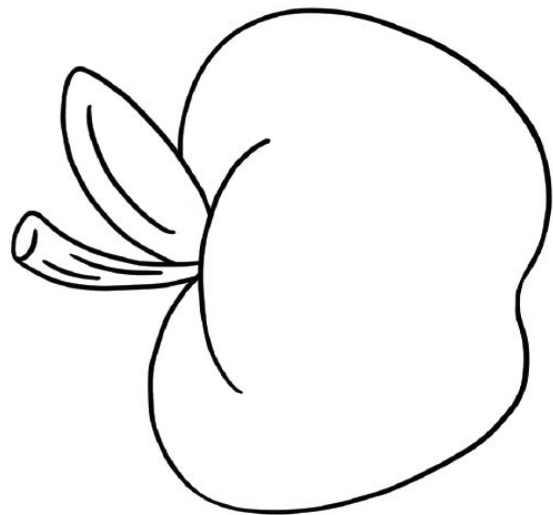
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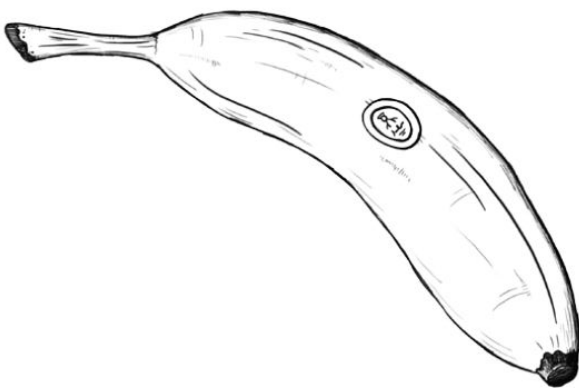




Lettuce



Apple

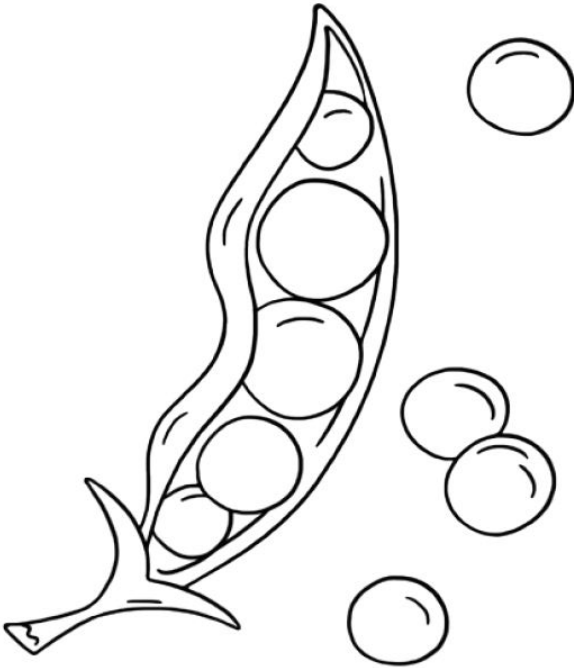


Banana

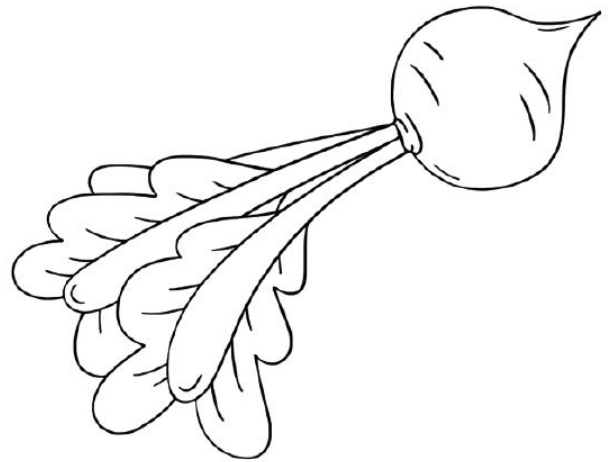




Broccoli



Peas



Radish



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

Write and draw about your favorite way to exercise and move your body.

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## STEM: Over, Under, On Top

**MATERIALS:** household item like a small toy or spoon

- Say, **Let's play a game. I'm going to give you directions for you to follow.**
- Give directions related to the words "over", "under" and "on top." For example, put the spoon under the table, put the spoon on top of the table, put your hand over the couch, put the spoon on the floor and jump over it, etc.
- It's okay if they need help, they're still learning.
- Switch roles so that your child can give you instructions.



## Independent Learning: Healthy Foods Collage

**MATERIALS:** paper, glue, child-friendly scissors, pictures of healthy foods from grocery store circulars or magazines, or your child's Fruits and Vegetables coloring pages from yesterday

- Talk with your child about healthy foods like fruits and vegetables and how they help our bodies to grow strong.
- Allow your child to independently make a collage by gluing or drawing pictures of healthy foods on to a piece of paper.
- After, ask, **Tell me about the healthy foods you picked. Which ones do you like to eat?**



## Literacy: Let's Separate Syllables

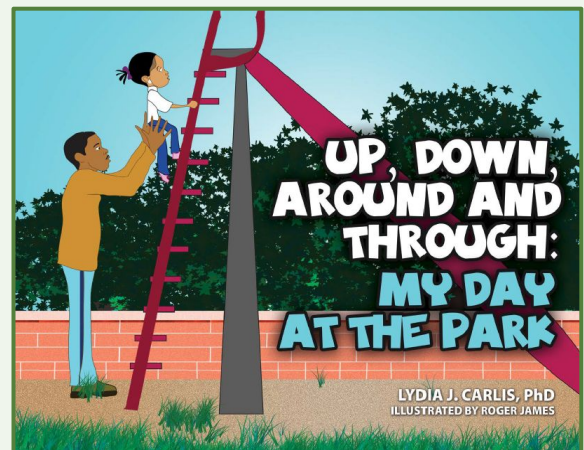
- Say, **Let's break words into syllables.**
- Say, **Let's clap the beats in yellow. Yel-low, yel (pause) low. How many syllables are in yellow? Yes, 2! Yel-low, yel-low.**
- **Now you try. Break apart the word body (bo-dy).** Repeat for senses (sens-es) and healthy (health-y).
- It's okay if they need your help, they are still learning!



## Read: *Up, Down, Around and Through: My Day at the Park*

**MATERIALS:** [\*Up, Down, Around and Through: My Day at the Park\*](#)

- With your child, read *Up, Down, Around and Through: My Day at the Park*.
- After, ask your child to go around a furniture item. **Can you go around the \_\_\_\_ ?** Take turns asking each other to go around different objects and to move objects around other objects.





# Wednesday

PK3 Unit 6 Week 2 Day 8



## Let's Move: Up, Down, Around and Through

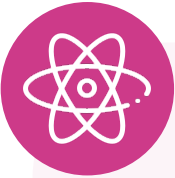
- Say, **Let's play a game with actions like in the book we just read.** Give directions like hold your hands up, put your arms around me and give me a hug, etc.
- You can make a circle with your hands for them to put their hands through, or they can put a finger through a circle they make with their thumb and index finger, etc.
- Switch roles so that your child can give directions.



## Learning Together: Our Healthy Body Plan

**MATERIALS:** paper, crayons

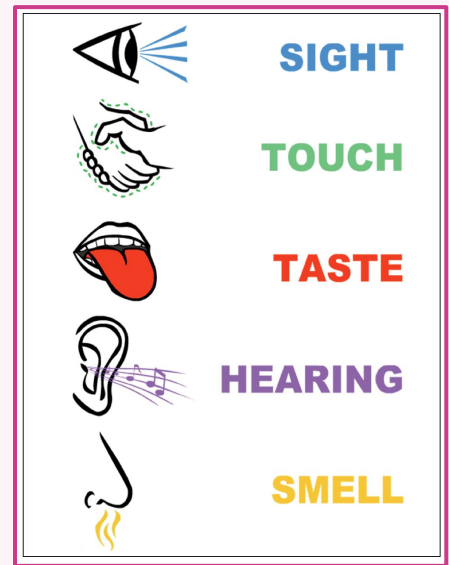
- With your child, talk about ways that you can work together to stay healthy, e.g., eating more fruits and having dance parties to exercise. Say, **What are some things we can do together to stay healthy?**
- Write down your healthy body plan together and post it somewhere as a reminder of what you will try to do together to stay healthy.



## STEM: Sense of Smell

**MATERIALS:** [Five Senses](#), paper, crayons, *optional - items such as spices or foods to smell*

- Using the picture, say, **We have five senses - sight, smell, taste, touch, and hearing. Let's talk about our sense of smell.**
- **We use our noses to smell.**
- **Let's go on a senses walk and describe what we smell.**  
You can also give your child things such as spices or foods, etc. to smell. If your child cannot smell, go on a senses walk and describe things using the other senses.
- Walk around for 2-3 minutes silently. After, your child can draw and describe the things they smelled. Ask questions such as, **Was that a strong or very faint smell? Did it smell good or bad?**



## Independent Learning: 0 & 1 Memory

**MATERIALS:** write each number 0 & 1 on small pieces of paper to make 4 number cards for each number (8 total)

- Show your child how to play a matching game. Place the cards face down. Flip over two cards. If the numbers match, say the name. Take the cards out of the playing area. If the cards don't match, flip them face down again.
- Then, allow your child to have a turn.
- Keep taking turns and playing until all the matches have been made.
- You can make this activity more challenging by adding more numbers or asking them to find the same number of objects to match the number on a card.



## Literacy: Let's Talk About This Week

- Ask, **What has been your favorite part about this week so far?**
- Ask your child 2-3 follow up questions like, **Why do you think that?** Or, **What would you like to learn about next?**
- Practice having a back and forth conversation.
- If they don't want to talk about this week, you can also ask your child what they would like to talk about instead. The important thing is practicing a back and forth conversation.



## Journal Prompt: Healthy Food

**MATERIALS:** crayons, Healthy Food Journal Page

- With your child, talk about the healthy foods they eat, like fruits and vegetables.
- Have your child independently draw and write about the healthy foods they eat.
- Later, ask, **What healthy foods did you write and draw about? Why should we eat healthy foods?**

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

Write and draw about the healthy foods you eat.

\_\_\_\_\_

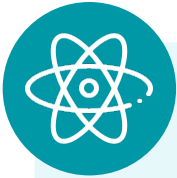
\_\_\_\_\_



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

Write and draw about the healthy foods you eat.





## STEM: Positional Words Review

**MATERIALS:** container, household item that can go in the container

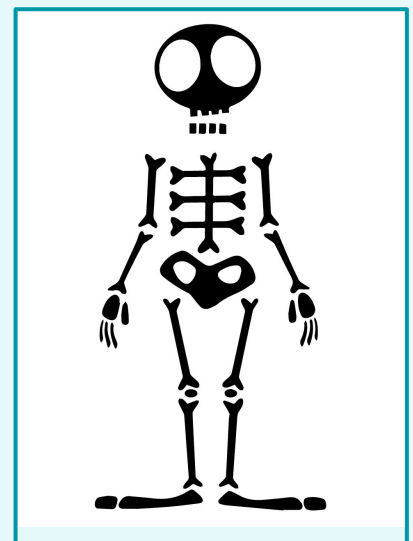
- Say, **Let's play a game. I'm going to give you directions for you to follow.**
- Give directions related to the words on, under, over, through, up, down, around. For example, put the spoon in the box, put your hand on the table, put your hand under the table, jump up, bend down, walk around the table, walk through the doorway into the room, etc.
- Switch roles so that your child can give directions.



## Independent Learning: Cotton Swab Skeleton

**MATERIALS:** paper, glue, [Skeleton](#), cotton swabs (cut some pieces to be shorter to make feet and hands) or short sticks, craft sticks or straws

- Say, **Our skeleton has all of the bones inside our body.**
- **You can make your own skeleton by gluing these cotton swabs on top of the skeleton.**
- Allow your child to independently complete the activity.
- After, ask, **What do you think would happen if we didn't have a skeleton?**





## Literacy: I Can Separate Syllables

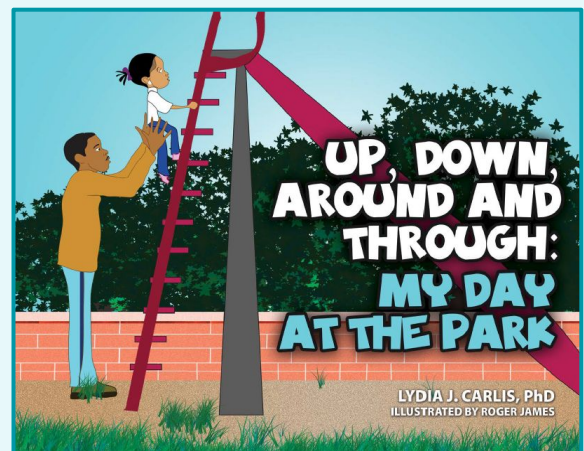
- Say, **Let's break words into syllables.**
- Say, **Let's clap the beats in around. A-round, a (pause) round. How many syllables are in around? Yes, 2! A-round, a-round.**
- **Now you try. Break apart the word problem** (prob-lem). Repeat for shoulder (shoul-der).
- It's okay if they need your help, they are still learning!
- If your child is able to do this easily, you can ask them to think of their own two syllable words.



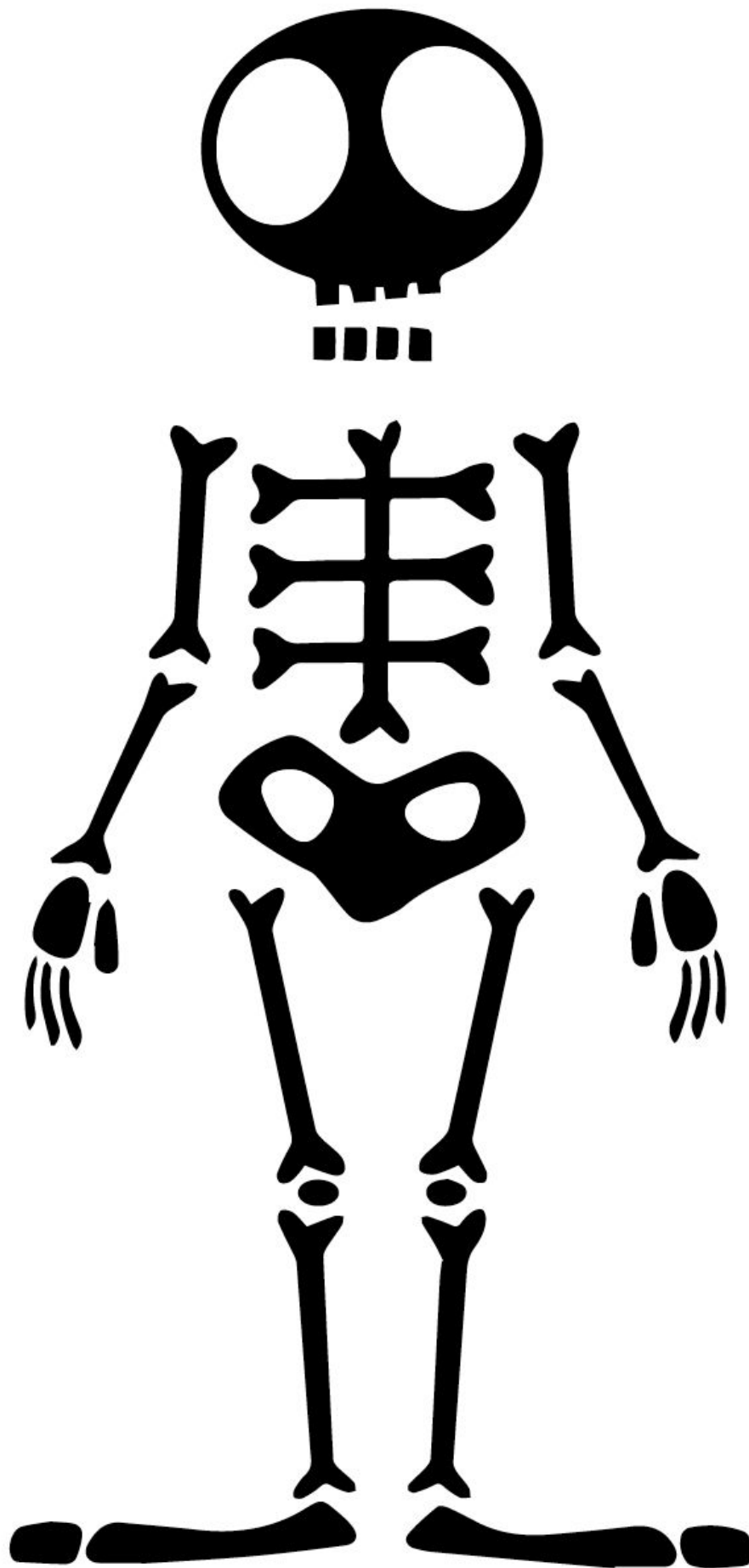
## Read: *Up, Down, Around and Through: My Day at the Park*

**MATERIALS:** *Up, Down, Around and Through: My Day at the Park*

- With your child, read *Up, Down, Around and Through: My Day at the Park*.
- After, ask your child to put their hand on and then under a furniture item. **Can you put your hand on the \_\_\_\_? Now put it under the \_\_\_\_.**









# Week 3

# PK3 Unit 6 Week 3 Overview

## Let's Be Friends! Positive Self-Esteem and Friendship

### This week your child will:

Explore and write about positive self-esteem and friendship by thinking about things they like about themselves and how to encourage themselves. During the week you can extend this activity by allowing your child to add even more pages to their "I Like Me" drawing and writing. You can even make a page describing what you love about them, and they can make one about you and your family! Your child will also practice counting to 10, separating syllables, and identifying numbers 2 and 3.

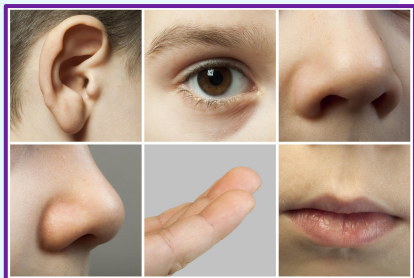


### Key Vocabulary



#### doctor

a person who cares for us when we are sick



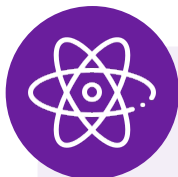
#### senses

hearing, sight, taste, touch, and smell

# Create Connections

This week, you will learn about being a good friend and being proud of yourself. Before you begin the packet, draw and write about something special you want everyone to know about you.

**Think  
About It!**



## STEM: Silly Counting

- Say, **Let's count to 10 using silly voices. Let's count in a dinosaur voice. What do you think a dinosaur sounds like?**
- Count 1-2 more times. Allow your child to choose the voices e.g., a monster voice or singing in a high-pitched voice.
- Say, **Now let's count to 4 in a silly voice. Now to 8 in a whisper voice.** Allow your child to pick different numbers to count to between 0 and 10.



## Independent Learning: I Like Me

**MATERIALS:** paper, crayons

- Talk with your child about things they like about themselves, like how they share with others, the jokes they tell, etc.
- Allow your child to independently draw and write about things they like about themselves.
- After, ask, **Tell me about what you like about yourself.** You can also share things you like about them.



## Literacy: I Can Separate Syllables Too!

- Say, **Let's break words into syllables.**
- Say, **Let's clap the beats in doctor. Doc-tor, doc (pause) tor. How many syllables are in Doctor? Yes, 2! Doc-tor, doc-tor.**
- **Now you try. Break apart the word dentist** (den-tist). Repeat for kiwi (ki-wi).
- It's okay if they need your help, they are still learning!
- If your child is able to do this easily, you can ask them to think of their own two syllable words.



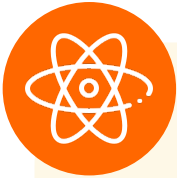
## Read: *The Doctor*

**MATERIALS:** [\*The Doctor\*](#)

- With your child, read *The Doctor*.
- After, talk together about why it's important to visit the doctor, such as for check ups to keep us healthy or to help us get better if we are sick.

You can also access a pre-recorded reading of this book on the Spakler app in the "Tips for Adults" section, Healthy Bodies, Healthy Minds.

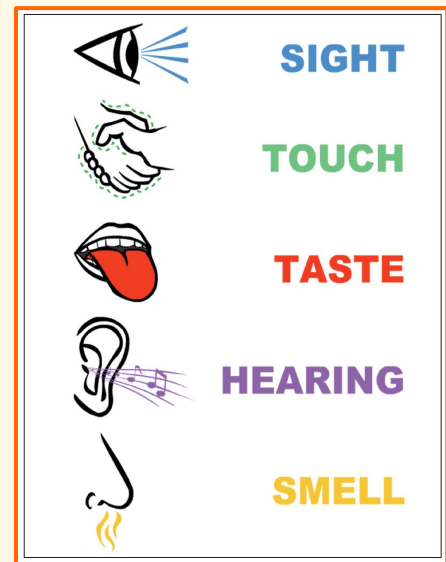




## STEM: Sense of Touch

**MATERIALS:** [Five Senses](#), paper, crayons

- Using the picture, say, **We have five senses - sight, smell, taste, touch, and hearing. Let's talk about our sense of touch.**
- **We use our skin to touch. Our skin is the largest part of our body! It's the largest organ we have!**
- **Let's go on a senses walk and describe what we touch.**
- Walk around for 2-3 minutes silently, touching different objects. After, your child can draw and describe the things they touch. Ask questions such as, **How did the things feel? Were some rough or smooth?**



## Independent Learning: Ways I Calm Down

**MATERIALS:** paper, crayons or paint

- Talk with your child about ways they can calm down if they are feeling angry, sad, or frustrated, like taking deep breaths, dancing, drawing, singing, etc.
- Allow your child to independently draw their favorite ways to calm down.
- After, ask, **What do you do to help you calm down when you feel angry? Let's put your drawing up to help you remember what to do.**

There are more calming activities to do together in the Sparkler app. Go to "Play" and find the Calm Down activities in the play library. Find step by step calming activities and video examples!





## Literacy: Story Problem Review

**MATERIALS:** [The Doctor](#), [Four Problems](#) from earlier in the unit

- Say, **We read this book yesterday. Let's look at this page. What is the problem?**
- Read pp. 6-7 of *The Doctor*.
- Ask, **What was the problem? Yes, he was feeling sick but he didn't want to go to the doctor.**
- Use the Four Problems page from earlier in the unit to discuss other problems people might have and how they solve them. Your child can also color the pictures on these pages while you talk.



## Journal Prompt: Doctor's Visit

**MATERIALS:** crayons, Doctor's Visit Journal Page

- With your child, talk about why it's important to go to the doctor.
- Have your child independently draw and write about a time they went to the doctor.
- Later, ask, **Tell me about your doctor's visit please.**

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

Write and draw about a time you visited the doctor.

\_\_\_\_\_

\_\_\_\_\_



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

Write and draw about a time you visited the doctor.





## STEM: 2

MATERIALS: [Large 2](#), playdough or [Playdough Recipe](#)

- Say, **Let's learn about the number 2. Can you show me 2 fingers?**
- **We write the number 2 this way - curve, slant down, line over.** Demonstrate by using your index finger on the large 2.
- Have your child trace the 2 with their finger and then in the air.
- **Now let's make a 2 with playdough.** Demonstrate rolling the playdough and forming a 2. Give your child playdough to make their own 2.
- *Optional - practice writing with other materials.*



## Independent Learning: I Can Be a Good Friend

MATERIALS: [Good Friend](#), paper, crayons

- Talk with your child about ways they can be a good friend to someone like sharing, taking turns, helping them when they fall, etc. Look at the pictures of sharing and discuss how good friends share and take turns.
- After, say, **You can write and draw about being a good friend. You can also color in these pictures.** Allow them to complete the activity independently.
- After, ask, **What did you write about? What is a way that you can be a good friend?**

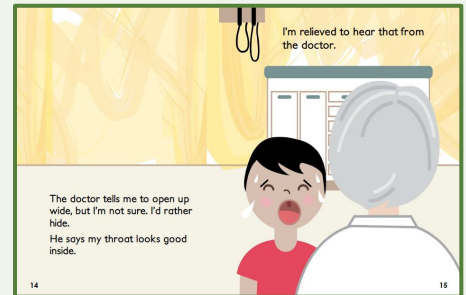




## Literacy: Story Goal

MATERIALS: [\*The Doctor\*](#)

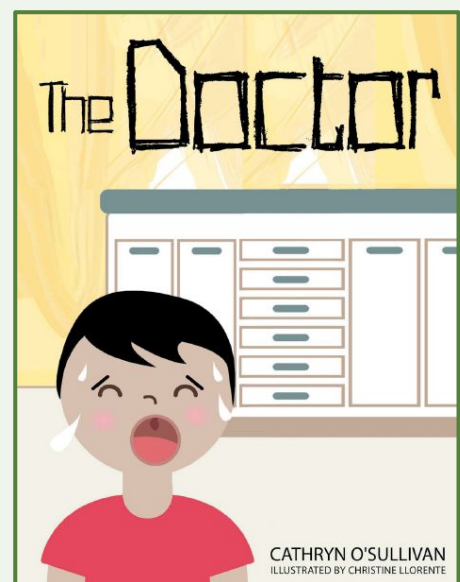
- Say, Last week we made a goal for our day.
- Ask, What is a goal? A goal is something we want and we are trying to get or do.
- In a story, the characters can have goals too.
- Say, I'm going to read from this book and I want you to tell me what the goal is.
- Read pp.14-17 of *The Doctor*. Ask, What was the doctor's goal? Yes, to find out what was wrong with the little boy so he could help him feel better.



## Read: *The Doctor*

MATERIALS: [\*The Doctor\*](#)

- With your child, read *The Doctor*.
- After, ask, What was the little boy's problem?
- Yes, he was sick and he was afraid to go to the doctor.





## Let's Move: Busy Body

**MATERIALS:** *optional - music*

- Say, **Let's use our busy bodies to exercise and count to 10.**
- Suggest an exercise such as jumping jacks, running in place, dancing, etc. Then, allow your child to suggest an exercise.



## Learning Together: Our Helping Plan

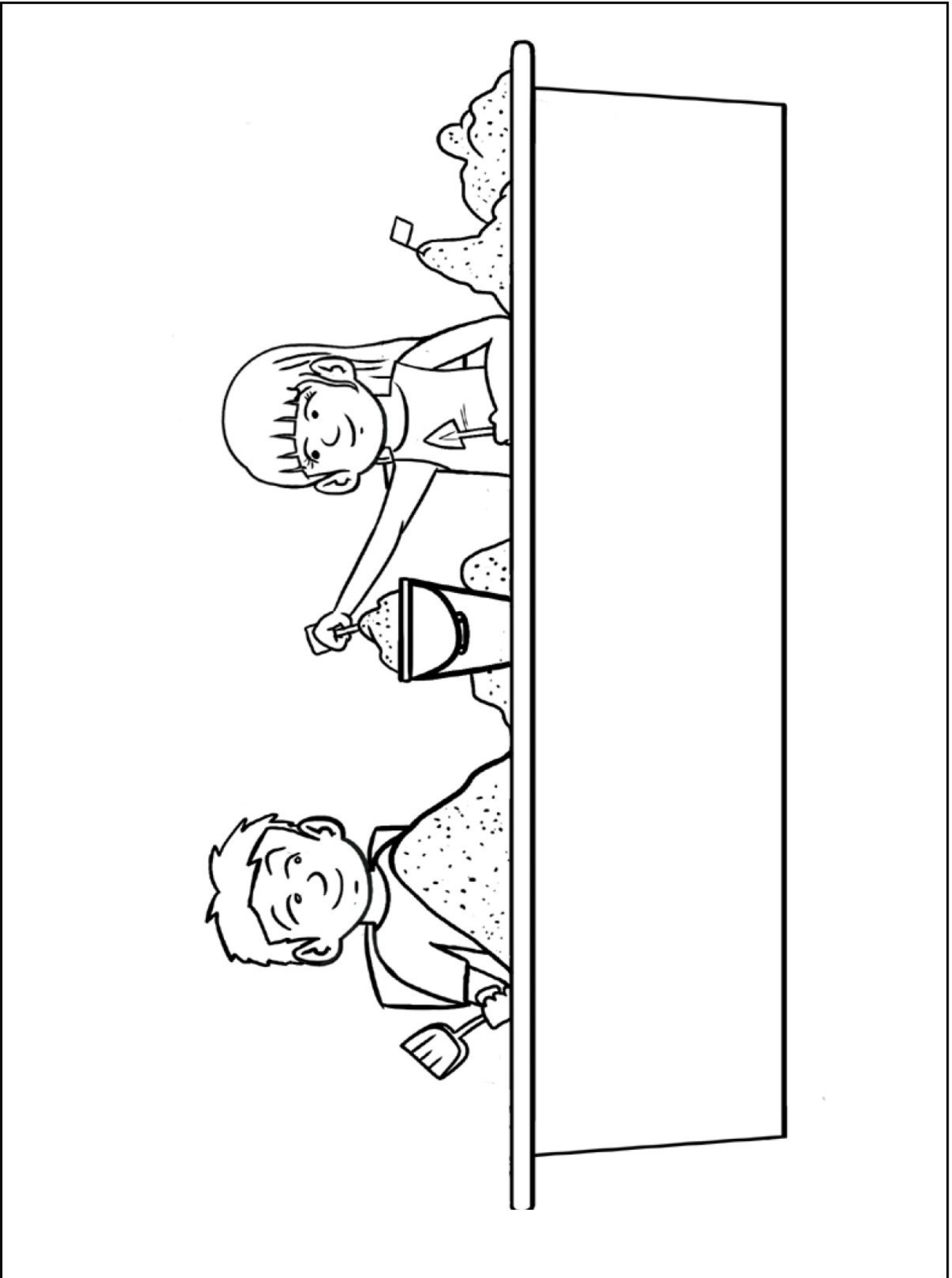
**MATERIALS:** paper, crayons

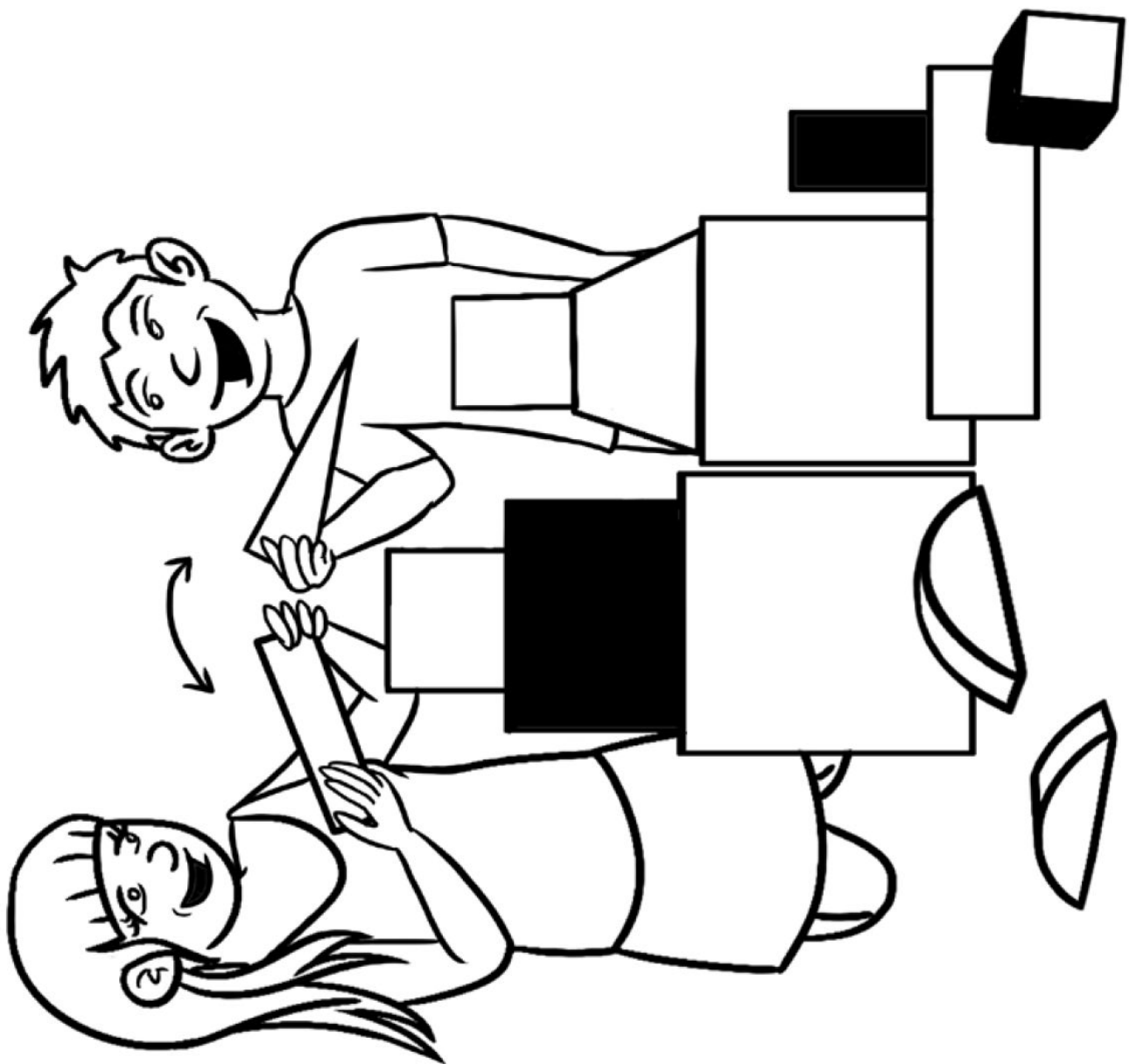
- Talk with your child about how you can help others as a family, e.g. donating to a food bank, helping a neighbor do their grocery shopping, donating old clothes, etc.
- Write and draw a helping plan together and pick at least one of the things to do.











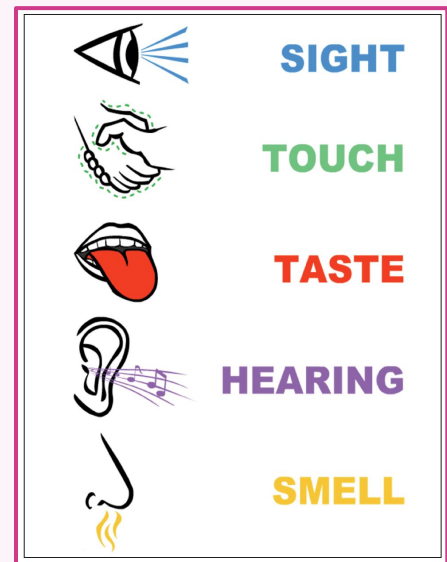




## STEM: Sense of Taste

**MATERIALS:** [Five Senses](#), items to taste such as salt, sugar, sour and sweet fruit, something bitter like the peel of a lemon, something savory like gravy, etc. *Optional - paper and pencil to write observations*

- Using the picture, say, **We have five senses - sight, smell, taste, touch, and hearing.** Let's talk about our sense of taste.
- **We use our tongue to taste.** It has taste buds that can taste sweet, salty, sour, savory or tasty, and bitter foods or drinks.
- **Let's taste different foods.** Allow your child to taste different items and describe how they taste. After, ask, **Which flavor do you like the most?**
- *Optional - Together with your child, write down observations about how the different foods tasted.*



## Independent Learning: Stay Positive!

**MATERIALS:** paper, crayons or watercolor palette

- Say, **Sometimes we can get frustrated and it's hard for us to stay positive or think good thoughts.** You can say something to encourage yourself to keep trying, like, **I can do it, or keep going!**
- **You can make a poster to help you to stay positive and to think good thoughts when you are frustrated.** Allow your child to independently make their poster.
- After, ask, **What did you put on your poster to encourage you? Let's hang it up so we can remember how to encourage ourselves!** Allow your child to choose where they will put their poster.



## Literacy: Rhyming Words

**MATERIALS:** [\*The Doctor\*](#)

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end like jump and pump. Let's read a page from *The Doctor* and listen for words that rhyme.**
- Together, read pp.4-5. Say, **I heard some words that sound the same at the end. Clue and blue.**
- Slowly re-read the pages. Ask, **What rhyming words do you hear?** (clue-blue-flu-you). If your child struggles to identify the rhyming words, that's okay. They are still learning! Identify the words with them.



## Journal Prompt: I Am Proud

**MATERIALS:** crayons, I am Proud Journal Page

- With your child, talk about the different things that they can do like being a good helper or friend, working hard, or doing exercises.
- Have your child independently draw and write about something about themselves that makes them proud.
- Later, ask, **Tell me about something you are proud you can do.**

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

Write and draw about something you are proud you can do.

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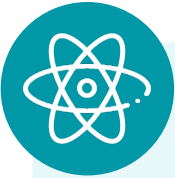
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Name: \_\_\_\_\_

Write and draw about something you are proud you can do.



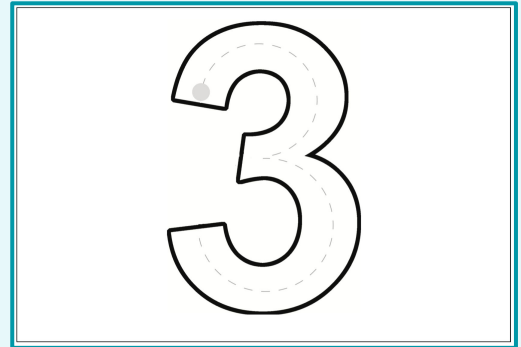




## STEM: 3

**MATERIALS:** [Large 3](#), playdough or [Playdough Recipe](#)

- Say, **Let's learn about the number 3. Can you show me 3 fingers?**
- **We write the number 3 this way - curve, curve.** Demonstrate by using your index finger on the large 3.
- Have your child trace the 3 with their finger then in the air.
- **Now let's make a 3 with playdough.** Demonstrate rolling the playdough and forming a 3. Give your child playdough to make their own 3.
- *Optional - practice writing with other materials.*



## Independent Learning: Tape Painting

**MATERIALS:** masking tape or other tape, watercolor palette, paper

- Say, **You can make tape paintings by making a tape design on your paper and then painting over it.**
- Allow your child to independently tape and paint.
- After, ask, **What do you think will happen when we remove the tape when it's dry?** Masking tape can more easily be removed from the paper but if you are using clear tape it probably can't be removed. If you use clear tape, instead compare the shiny and smooth texture of the tape to the painted parts.



## Literacy: Our Week

**MATERIALS:** *Optional - paper and crayons*

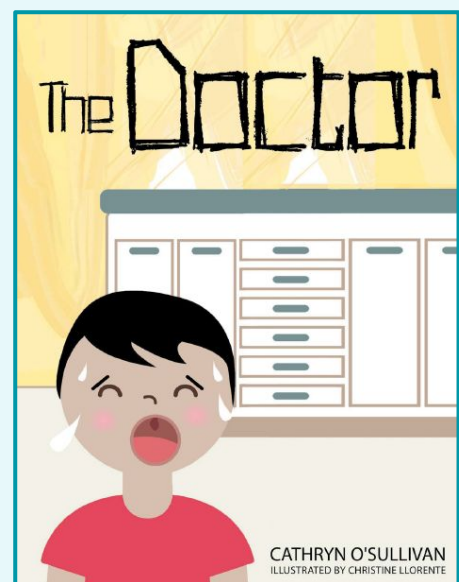
- Talk together with your child about some things they learned about this week, like visiting the doctor and being a good friend. Ask, **What did you like learning about this week?**
- Ask your child 2-3 follow up questions like, **Why did you choose that?** Or, **What else would like to learn about that topic?**
- Practice having a back and forth conversation.
- If they don't want to talk about what they learned this week, you can also ask your child what they would like to talk about instead.
- *Optional - Together, write and draw about what you have talked about.*



## Read: *The Doctor*

**MATERIALS:** [\*The Doctor\*](#)

- With your child, read *The Doctor*.
- After, talk together about how their doctor helps them. Ask, **How does your doctor help you?**







# Week 4

# PK3 Unit 6 Week 4 Overview

## How I Stay Healthy and Safe

### This week your child will:

Learn about keeping healthy and safe by brushing their teeth, washing their hands, and what to do in an emergency. You can continue to talk about other ways you and your family stay healthy and safe and you can even make a book together with other family members with drawings or pictures of safe and healthy activities you do together. Your child will also identify rhymes, review numbers 0-3, and continue separating syllables.

You can incorporate these activities into your daily routine by playing quick games while you're waiting for an appointment or standing in a line. For example, play a rhyming game by coming up with rhyming words together or singing rhyming songs.



### Key Vocabulary



#### emergency

when something happens, and we have to take care of it right away because it might be dangerous or not safe



#### safe

not dangerous



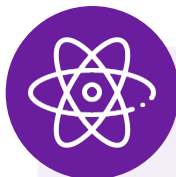
#### toothbrush

a small brush to clean teeth

# Create Connections

This week, you will explore ways to stay healthy and safe. Before you begin the packet, write and draw about a way you stay safe at home.

**Think  
About It!**



## STEM: 0-3 Review

**MATERIALS** - write each number from 0-3 on small pieces of paper to make 2 number cards for each number

- Give one set of cards to your child and keep one.
- Say, **Let's play a game with the numbers. I'll show you a number card and you tell me its name and show me your card with that number.**
- Switch roles so that your child can show you a card for you to find. Make mistakes and show the wrong card or say the wrong name sometimes so they can correct you.
- You can make this activity more challenging by adding more numbers or asking your child to find the same number of objects to match the number on a card.
- Save the number cards for a game on Day 20.



## Independent Learning: Going to the Doctor

**MATERIALS:** paper, crayons

- Say, **In the story *The Doctor*, the little boy and his sister were afraid to visit the doctor. What could we say to someone who is afraid to go to the doctor?**
- Allow your child to independently write and draw a letter to help someone who is afraid to visit the doctor.
- After, ask, **What did you write in your letter to help someone who is afraid to go to the doctor?**

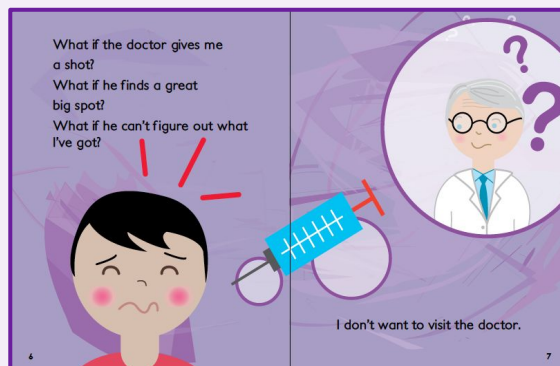




## Literacy: Let's Find Rhymes

MATERIALS: [The Doctor](#)

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end like shoe and you. Let's read a page from *The Doctor* and listen for words that rhyme.**
- Together, read pp.6-7. Say, **I heard some words that sound the same at the end. Shot and spot.**
- Slowly re-read the pages. Ask, **What rhyming words do you hear?** (shot-spot-got). If your child struggles to identify the rhyming words, that's okay. They are still learning! Identify the words with them.

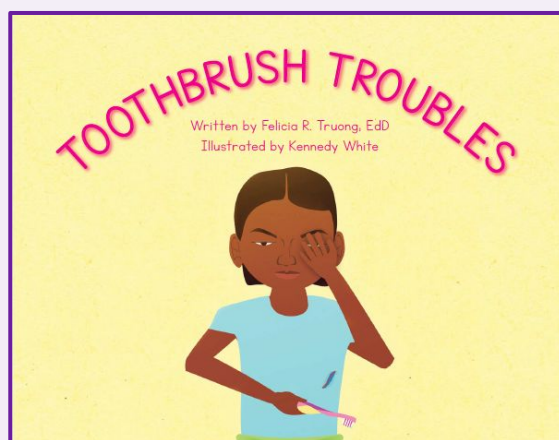


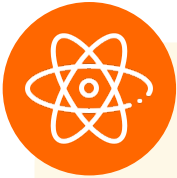
## Read: Toothbrush Troubles

MATERIALS: [Toothbrush Troubles](#)

- With your child, read *Toothbrush Troubles*.
- Say, **The main character, the little girl, kept practicing and got better at brushing her teeth by herself.**
- Ask, **What is something you had to practice to get better at doing?**

You can also access a pre-recorded reading of this book on the Spakler app in the "Tips for Adults" section, Healthy Bodies, Healthy Minds.





## STEM: Soap Experiment

**MATERIALS:** plate or tray with water (preferably white), dishwashing liquid, black pepper

- Say, **Let's see why it's so important to use soap when we are washing our hands. Let's pretend this black pepper is the germs on our hands.** Allow your child to sprinkle some black pepper on the water then touch it with their finger.
- **What happens? The pepper won't move.**
- **Now, what do you think will happen when we put a drop of dishwashing liquid or soap on your finger?** Allow your child to make a prediction and then touch the pepper with their finger. The pepper will move away from the soap.
- After, ask, **Why do you think the black pepper moved away? Yes, just like our germs, the black pepper doesn't like soap. The soap takes the germs away when we wash our hands.**



## Independent Learning: Handwashing Poster

**MATERIALS:** [Steps to Wash My Hands](#) cut up, paper, glue or tape, watercolor palette or crayons

- Say, **We just did an experiment to show how important it is to wash our hands with soap to get rid of germs. Now, you can make a poster to tell others. You can color these pictures and then glue or tape them onto the paper.**
- Allow your child to independently make their poster. They can use the provided pictures or make their own.
- After, ask, **Tell me about your poster, what should we tell people about washing their hands.** Post the poster in the bathroom.





## Literacy: What's the Goal?

MATERIALS: [Toothbrush Troubles](#)

- Ask, **What is a goal? A goal is something we want and we are trying to get or do.**
- Say, **I'm going to read a page from this book. You tell me what the goal is.**
- Read pp.12-13 of *Toothbrush Troubles*. Ask, **What was the little girl's goal?** Pause. **Yes, to brush her teeth by herself.**

I try again. Dad adds the toothpaste and hands me my toothbrush. This time, I move my toothbrush to my mouth and brush my teeth without dropping any toothpaste!

12



## Journal Prompt: Healthy

MATERIALS: crayons, Healthy Journal Page

- With your child, talk about things they do to stay healthy.
- Have your child independently draw and write about something they do to stay healthy.
- Later, ask, **Tell me about what you do to stay healthy. Why is it important for us to try to be healthy?**

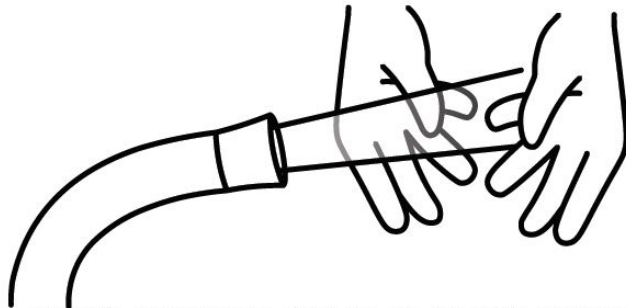
Name: \_\_\_\_\_

What do you do to stay healthy?

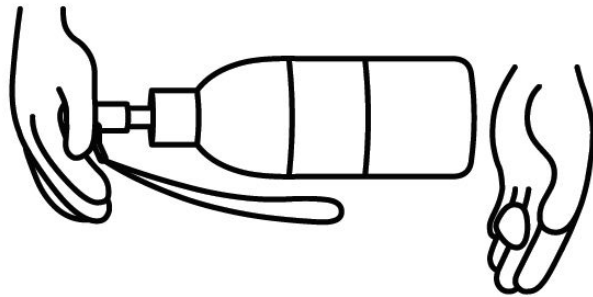


# Steps to Wash My Hands

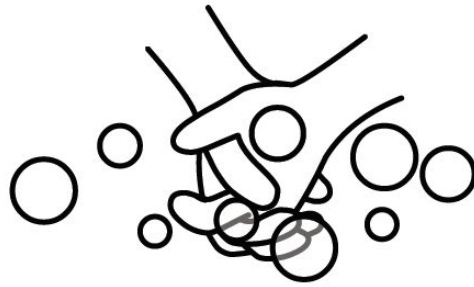
1. Wet



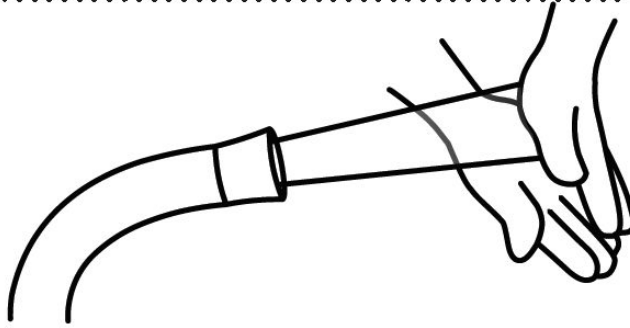
2. Soap



3. Wash



4. Rinse



5. Dry





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

What do you do to stay healthy?







## STEM: 0-3 Freeze Dance

**MATERIALS:** paper, pencil, music

- Write numbers 0, 1, 2, 3 on paper. Then tear them to create number cards. Place them in different places on the floor.
- Say, **We are going to play Freeze Dance today using our numbers.** Name the numbers on the floor together.
- Say, **When the music is playing you can dance. When the music stops, I will call out a number. Find the number on the floor and freeze by it.**
- Play a few rounds and allow your child to lead and call out a number for you to find. You can stand by the wrong number and encourage them to correct you.



## Independent Learning: I Can...

**MATERIALS:** paper, crayons or paint

- Talk with your child about different things they can do. Say, **The little girl we've been reading about brushed her teeth by herself, what can you do by yourself?**
- Allow your child to independently draw and write about things they can do by themselves.
- After, say, **You can do so many things! What did you write about?**

# Wednesday

PK3 Unit 6 Week 4 Day 18



## Literacy: Your Problem and Goal

**MATERIALS:** paper, crayons

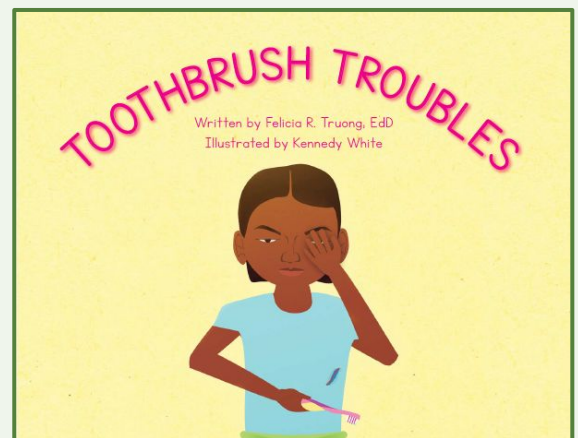
- Say, **We've been learning about problems and goals.**
- Ask, **What is a problem you have?**
- After, ask, **What is your goal for that problem?**
- Encourage your child to write and draw about the goal they have for that problem.
- After, ask, **Tell me about what you wrote about.**



## Read: *Toothbrush Troubles*

**MATERIALS:** [\*Toothbrush Troubles\*](#)

- With your child, read *Toothbrush Troubles*.
- After, ask, **The little girl kept practicing and learned to brush her teeth all by herself. What is something you had to practice to do by yourself?**





## Let's Move: Street Safety

**MATERIALS:** [Stop Walk](#)

- Say, **Let's practice being safe when we are walking or in a car.** Talk about different ways to be safe like looking both ways when crossing the street, putting on your seatbelt when you are in the car, and walking on the sidewalk, not in the street.
- **Now let's play a game called, Stop! Walk! This game will help us learn to be safe. Sometimes, when we are walking around the neighborhood, we have to cross the street. That can be dangerous! We have to learn to Stop! Show picture. And Walk! Show picture.**
- Stand on the opposite side of the room from your child. **When I hold up the "walk" sign, you should walk. When I hold up the "don't walk" sign, you should stop! Let's see if you can make it all the way across the room to me!**
- Switch roles so that your child can show stop and walk.

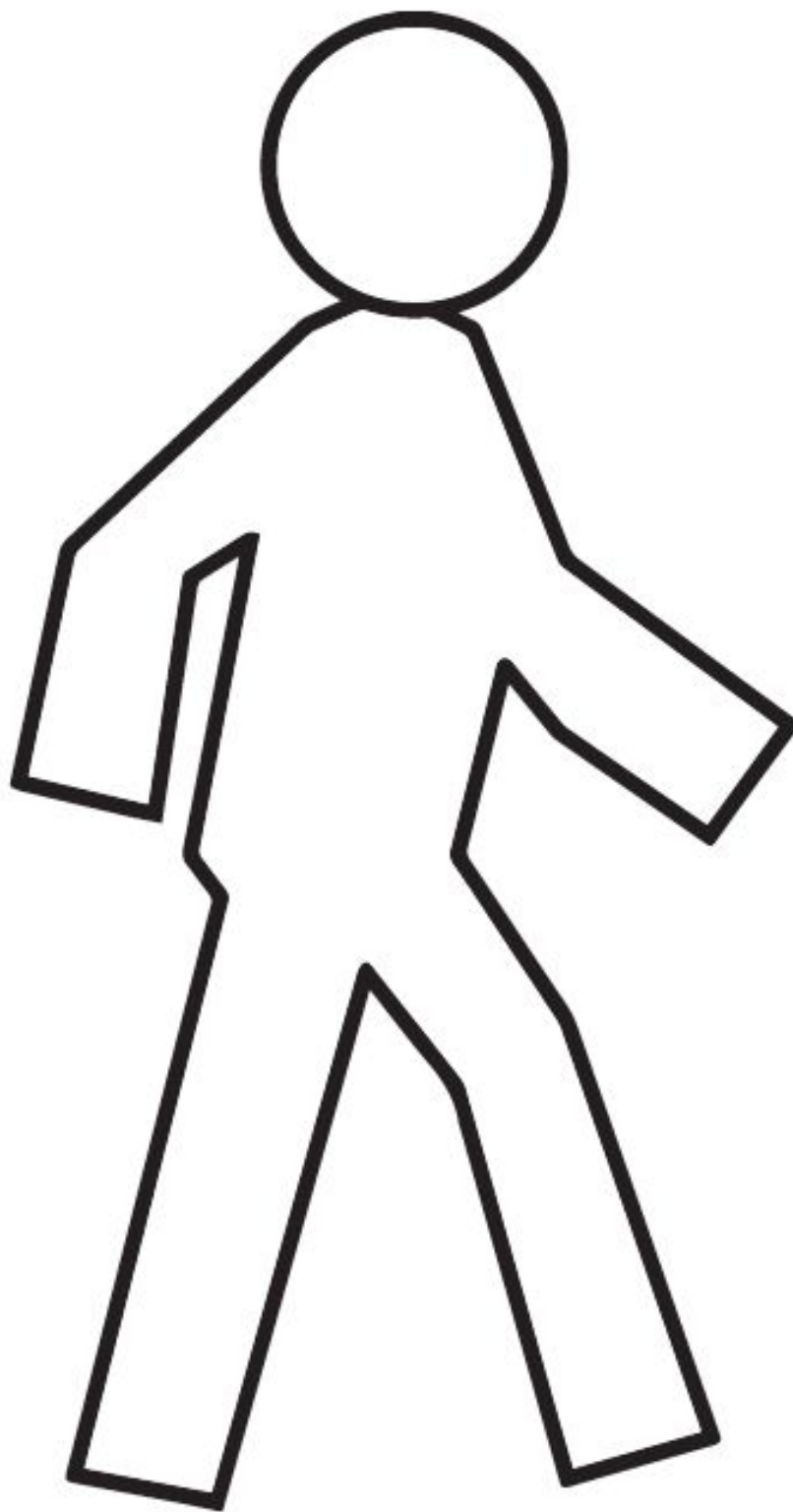


## Learning Together: Emergencies

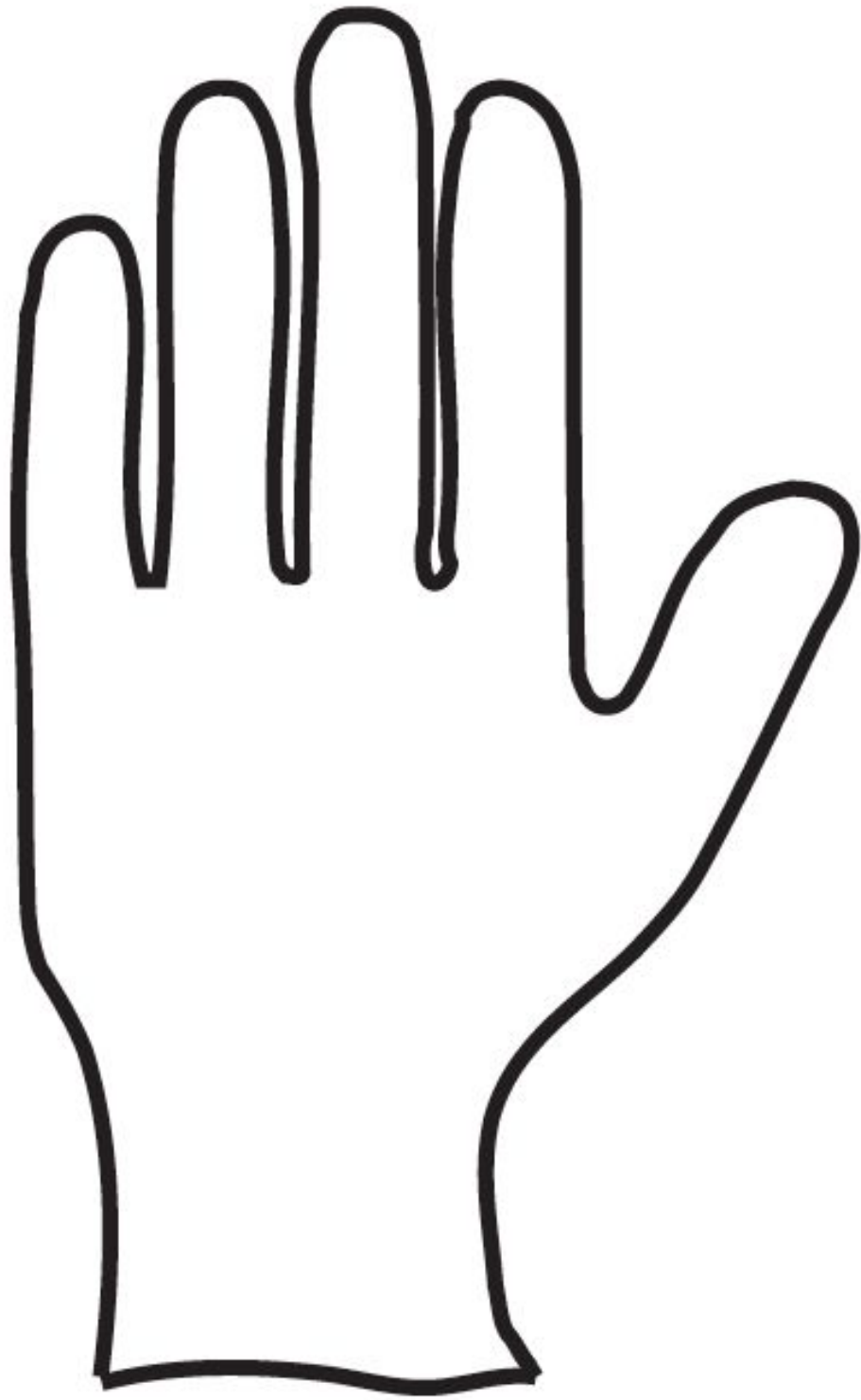
**MATERIALS:** paper, crayons

- Say, **An emergency is when we have to do something right away because something is not safe.** Talk with your child about what they should do if there is an emergency and a grown up is not around or is hurt e.g. knocking on the neighbor's door, calling for help, etc.
- **Let's make a sign to help us remember what we should do in an emergency.** Help your child to make the sign, which might include their address or number they should call, pictures of people they should ask for help, etc. Post the sign somewhere they can see it.

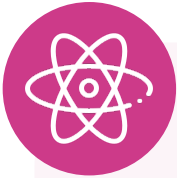




**WALK**



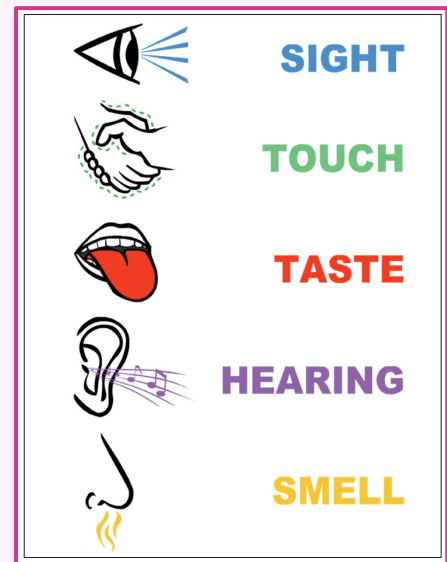
# **DON'T WALK**



## STEM: Sense of Hearing

**MATERIALS:** [Five Senses](#), paper, crayons

- Using the diagram, say, **We have five senses - sight, smell, taste, touch, and hearing.** Let's talk about hearing.
- Our ears help us to hear. Someone who can't hear is deaf or hearing impaired. They use their other senses to help them.
- Let's go on a senses walk and describe what we hear. If your child is deaf or is hearing impaired, go on a senses walk and describe things using the other senses.
- Walk around for 2-3 minutes silently. After, your child can draw and describe the sounds they heard.



## Independent Learning: All About Me Collage

**MATERIALS:** paper, crayons, *optional - child safe scissors, glue, magazine pictures or pictures of grocery store circulars of food or of people doing different activities, etc.*

- Talk with your child about things they like to do, what they like to eat, etc.
- Say, **You can make a collage of things you like to do and eat.**
- Have your child independently make the collage by drawing or cutting out and gluing pictures.
- After, ask, **Tell me about your collage.**



## Literacy: Separating Syllables Review

- Say, **Let's break words into syllables.**
- Say, **Let's clap the beats in trouble. Trou-ble, trou (pause) ble. How many syllables are in trouble? Yes, 2! Trou-ble, trou-ble.**
- **Now you try. Break apart the word practice** (prac-tice). Repeat for orange (or-ange).
- It's okay if they need your help, they are still learning!
- If your child is able to do this easily, you can ask them to think of their own two syllable words or give them three syllable words to try (ba-na-na, com-put-er, rec-tan-gle).



## Journal Prompt: Safe

**MATERIALS:** crayons, Safe Journal Page

- With your child, talk about things they do to stay safe, like not talking to strangers and looking before they cross the road.
- Have your child independently draw and write about something they do to stay safe.
- Later, ask, **Tell me about what you do to stay safe. Why is it important for us to stay safe?**

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

What do you do to stay safe?

\_\_\_\_\_

\_\_\_\_\_

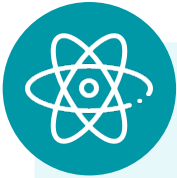




Name: \_\_\_\_\_

What do you do to stay safe?





## STEM: 0-3 Memory

**MATERIALS:** number cards of 0-3 from Day 16

- Show your child how to play a matching game. Place the cards face down. Flip over two cards. If the numbers match, say the name. Take the cards out of the playing area. If the cards don't match, flip them face down again.
- Then, allow your child to have a turn.
- Keep taking turns and playing until all the matches have been made.
- If your child is ready, you can add more numbers to make the game more challenging!



## Independent Learning: Dental Floss Art

**MATERIALS:** paper, paint, dental floss or string

- Talk with your child about keeping their teeth clean by brushing and flossing their teeth.
- Say, **You can make art with your dental floss by dipping it into the paint then pressing it down on the paper.** Demonstrate.
- Allow your child to independently make their painting.
- After, ask, **Tell me about your painting please.**



## Literacy: Say Goodbye to “Healthy Bodies, Healthy Minds”

**MATERIALS:** paper, crayons

- Say, **We have been learning about how to keep our bodies healthy.** With your child, talk about their favorite part of learning about their bodies. It could be their favorite activity or book.
- Have your child independently draw and write about their favorite part of this unit.
- After, say, **What did you write about? Why was that your favorite?**



## Read: *Toothbrush Troubles*

**MATERIALS:** [\*Toothbrush Troubles\*](#), optional - toothbrush and toothpaste

- With your child, read *Toothbrush Troubles*.
- After, ask, **How did the main character feel at the beginning when she was having trouble? How did she feel after she kept practicing?**
- Your child can also practice brushing their teeth independently.







Welcome to Unit 6! In Unit 6, your child will learn about the human body and how to stay healthy and safe. They will make different things related to themselves - like an all about me collage and write about things they like about themselves and make them proud. You can put these together to make an all about me book at the end of the unit.

