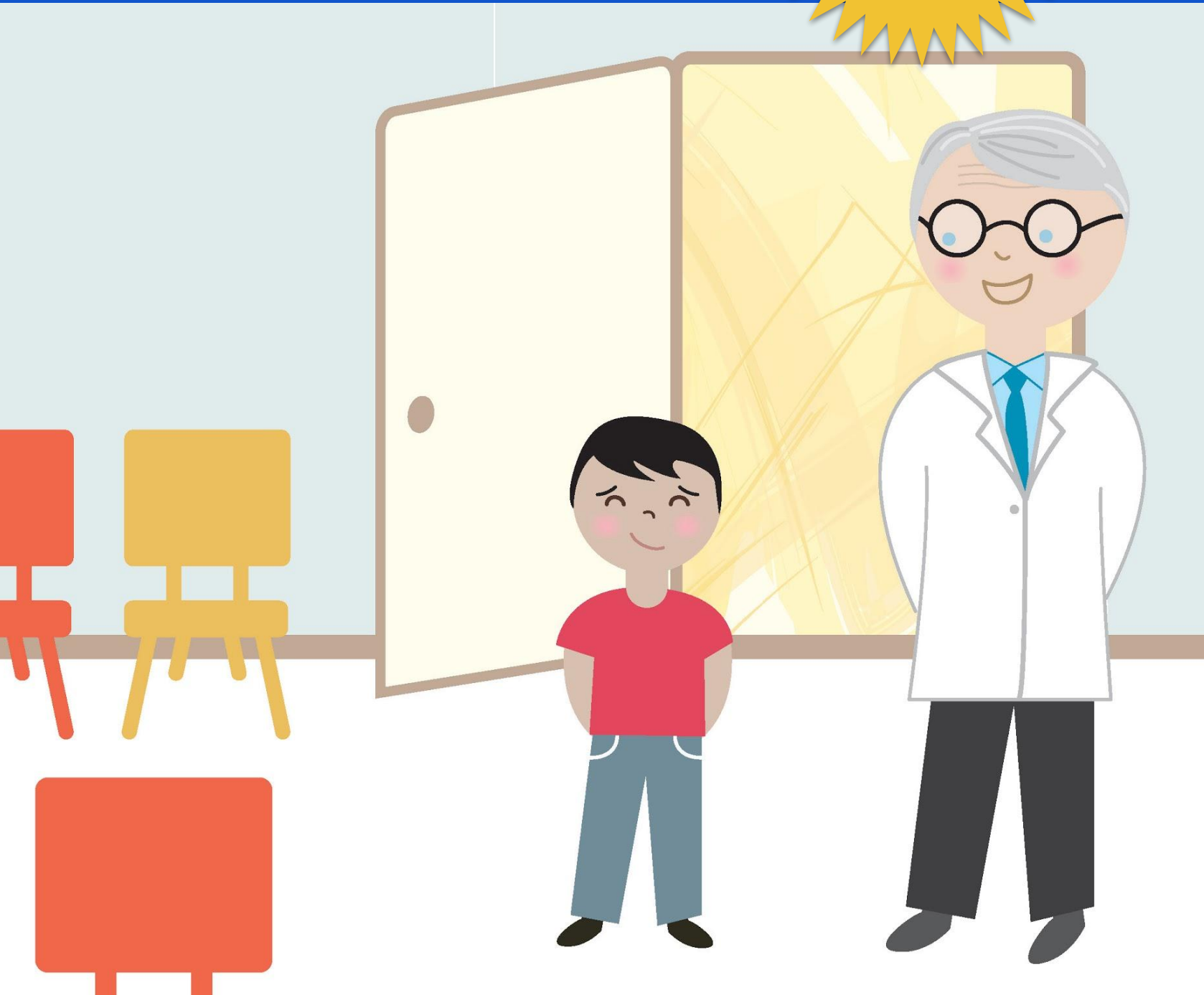


Unit 6

Healthy Bodies, Healthy Minds

PK4





Unit 6

Healthy Bodies, Healthy Minds



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PK4 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.

Unit 6 Books



- [How to Make an Awesome Cake](#) by Mitchell Stevens
- [Buddy the Bear](#) by David Schultz
- [Lindsey's Berry Graphs](#) by Ruth Ebisuzaki
- [The Doctor](#) by Cathryn O'Sullivan

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

ECR @ Home activities will include learning about body parts and the five senses, making compound words, counting to 20, and identifying and writing numbers 5-10. There are lots of ways that you can extend these activities during your daily routine! For example, make a game of listening out for compound words you hear during your errands, count to 20 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 practice writing numbers and letters in different material like salt, shaving cream, and rice.

body

doctor

emergency

exercise

healthy

safe

senses

Week 1

PK4 Unit 6 Week 1 Overview

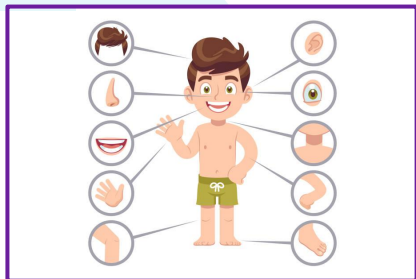
The Human Body

This week your child will:

Be introduced to the human body and body parts by using playdough and exploring what bodies can do. 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 20, make compound words, and learn about the letters S and R.



Key Vocabulary



body

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



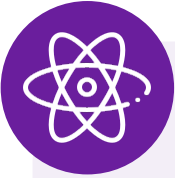
exercise

things you do to keep your body healthy and strong

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 20

- Say, **Let's count to 20 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 dinosaur voice.
- Say, **Now let's count to 15 in a monster voice. Now to 17 in a squeaky voice.** Allow your child to pick different numbers to count to between 0 and 20.



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.

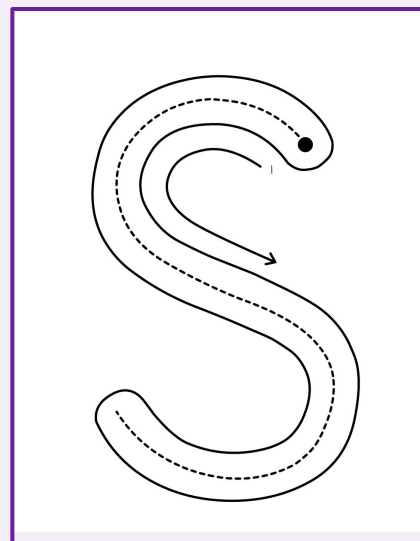




Literacy: S

MATERIALS: [Large Letter S](#), *optional - playdough, sand, salt, rice, or shaving cream*

- Practice the letter S. Say, **Make an S by writing curve back, curve forward.** Have your child say the letter S and make the letter sound for S, like sun. Have your child trace the S with their finger.
- See how many uppercase S's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter S!
- *Optional - practice writing the letter S by writing in salt, shaving cream, or other materials. You can also practice creating an S out of playdough.*

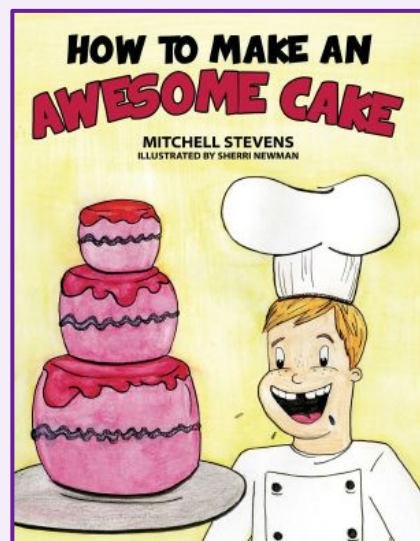


Read: *How to Make an Awesome Cake*

MATERIALS: [How to Make an Awesome Cake](#)

- With your child, read *How to Make an Awesome Cake*.
- After, use the book to talk together about the different steps to make a cake.

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.

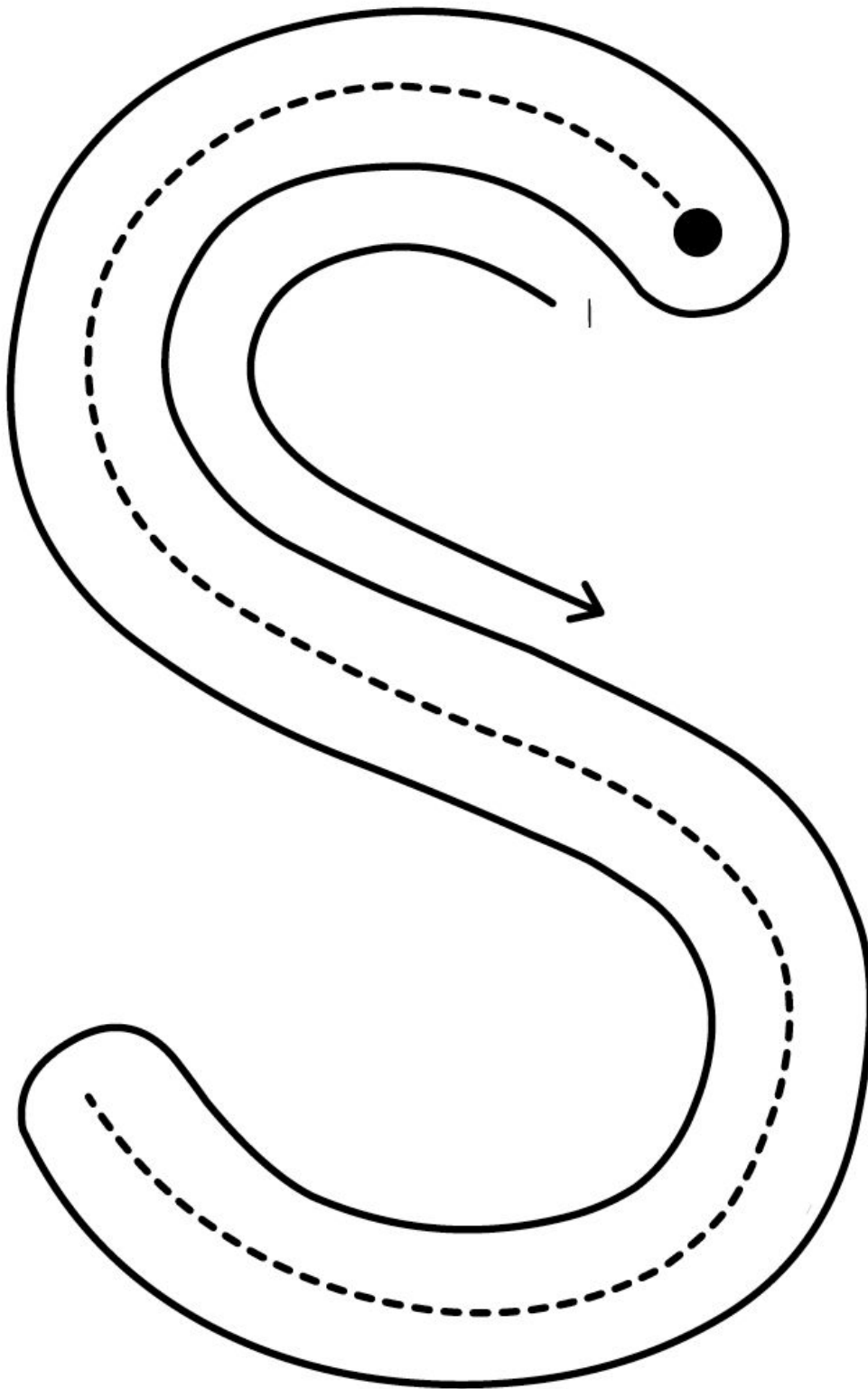


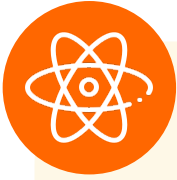
PLAYDOUGH RECIPE

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.







STEM: Our Bodies Can

MATERIALS: paper, crayons

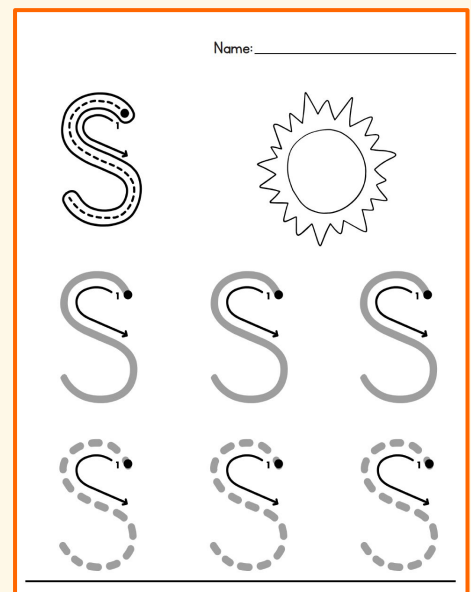
- Say, **We are going to be learning all about our body and what it can do.**
- **Let's make a list of things we know our body can do.**
- Help your child to write down and then do some of the things their body can do like chew, jump, think, smell, touch, dance, taste, etc.
- You can keep the list and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



Independent Learning: S

MATERIALS: [Letter S Practice](#), pencil, crayons

- Brainstorm words that start with the letter S.
- Have your child independently practice tracing the letter S. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as sun?**

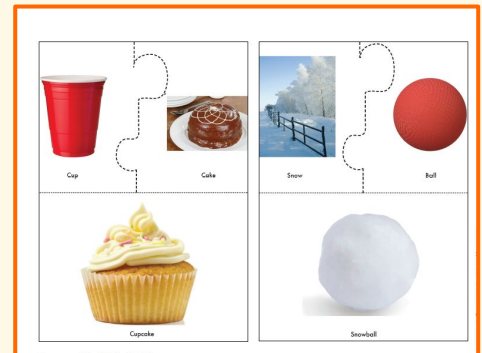




Literacy: Compound Words

MATERIALS: [Compound Words 1](#)

- Say, **Compound words are two words put together to make a new word.**
- Show your child the pieces for “cupcake.” Say, **Here are two words: cup** (pause) **cake. If we say those words together we get** (put pieces together and show the cupcake picture) **cupcake!**
- **Let’s say it together,** (show the two pictures) **cup** (pause) **cake.** Put the pieces together and show the picture of the cupcake. **Cupcake!**
- Repeat for the words snowball and houseboat. Save the other pictures for an activity later this week.



Journal Prompt: Exercise

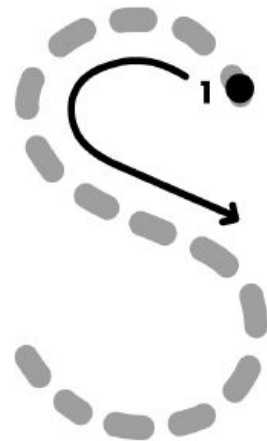
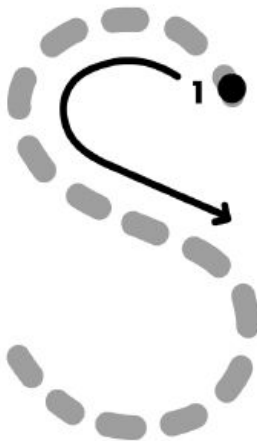
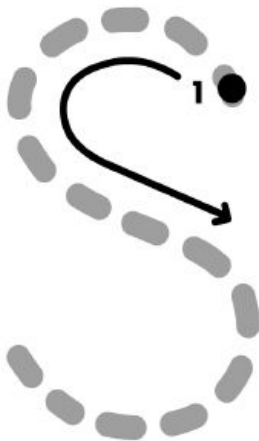
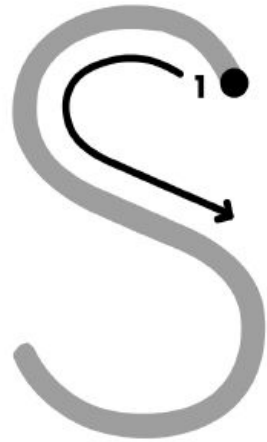
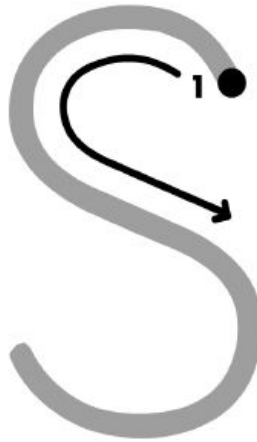
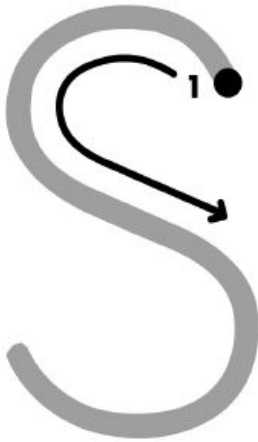
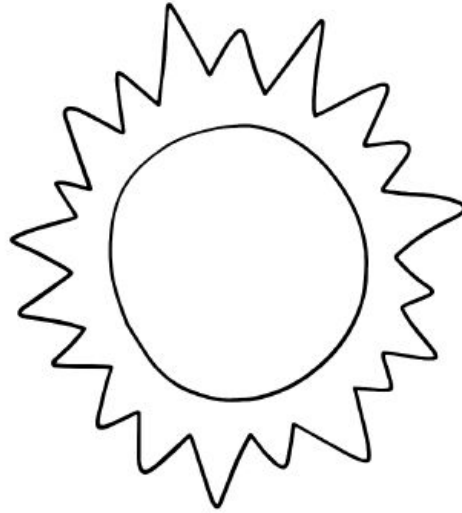
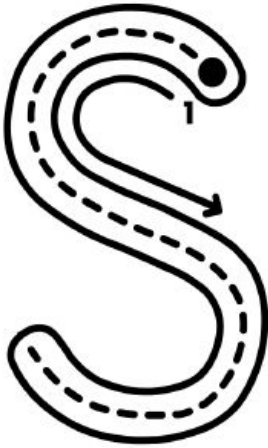
MATERIALS: crayons, Exercise Journal Page

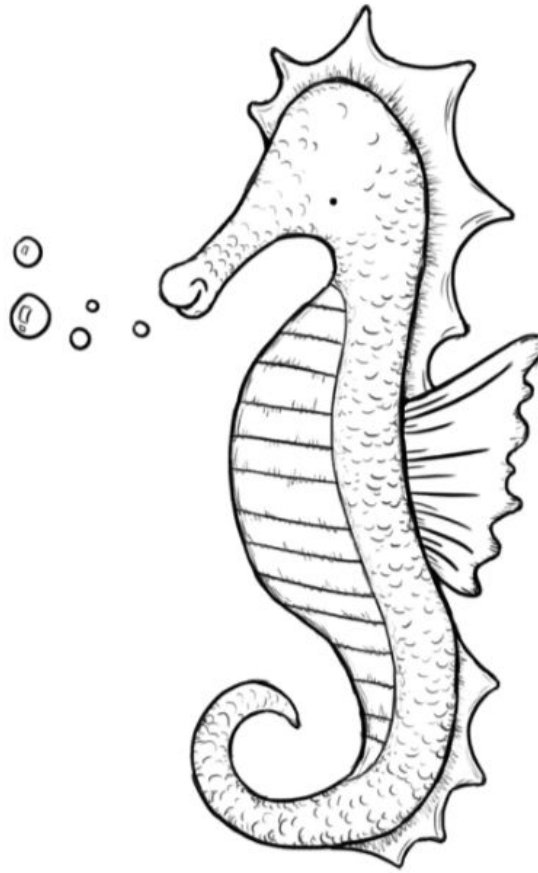
- With your child, talk about different types of exercise.
- Have your child independently draw and write about their favorite way to exercise.
- Later, ask, **Tell me about how you like to exercise. Why do you like to exercise that way?**

Name: _____

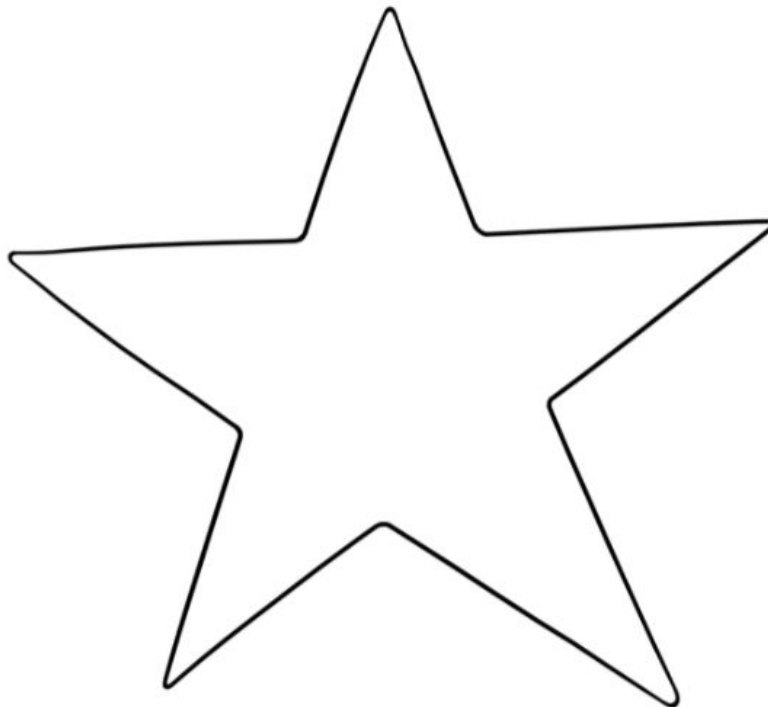
What is your favorite way to exercise?

Name: _____





Seahorse



Star

Name: _____

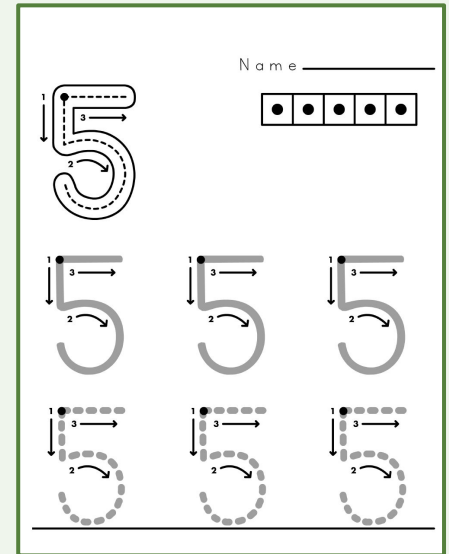
What is your favorite way to exercise?



STEM: Number 5

MATERIALS: paper, crayons, [Numeral 5](#)

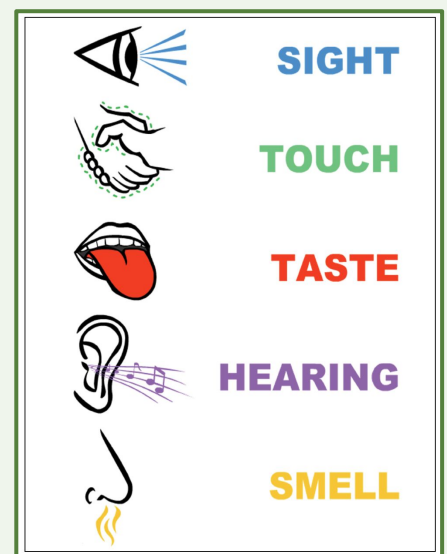
- Say, **Let's learn about the number 5.** Count the 5 dots together on the page.
- **Let's write the number 5. Straight line down, curve, line across at the top.** Demonstrate writing it with your index finger on the 5 at the top of the page.
- Have your child trace the 5 with their finger and then in the air.
- After, say, **Now, you can practice tracing and writing the 5.** Allow your child to independently trace, write, and color the second page.
- *Optional - practice with other materials.*



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

- 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. You can show them the diagram to help them to think about the different senses they can use.
- 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 picture for use throughout the unit.

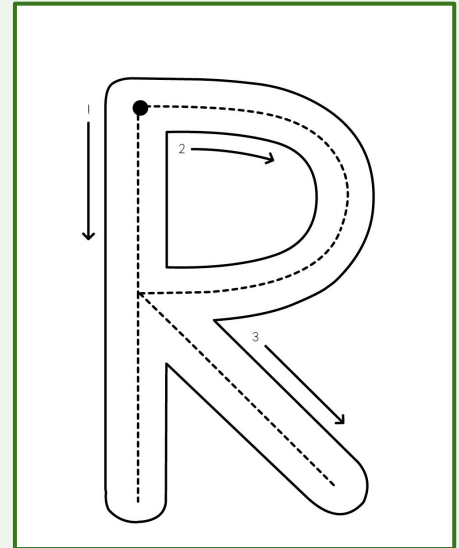




Literacy: R

MATERIALS: [Large Letter R](#)

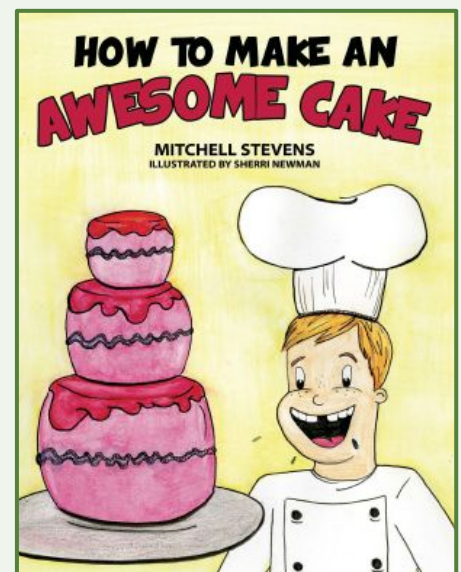
- Practice the letter R. Say, **Make an R by writing down, curve, slant down.** Have your child say the letter R and make the letter sound for R, like rake. Have your child trace the R with their finger.
- See how many uppercase R's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter R!
- *Optional - practice with other materials.*



Read: *How to Make an Awesome Cake*

MATERIALS: [How to Make an Awesome Cake](#)

- With your child, read *How to Make an Awesome Cake*
- After, talk together about things you like to do together, just like the family in the book who likes to bake together.



Wednesday

PK4 Unit 6 Week 1 Day 3



Let's Move: Busy Body

MATERIALS: *optional - music*

- Say, **Let's use our busy bodies to exercise and count to 20.**
- Suggest an exercise such as jumping jacks, running in place, dancing, etc. Then, allow your child to suggest another exercise.

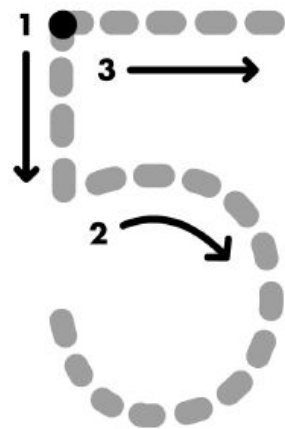
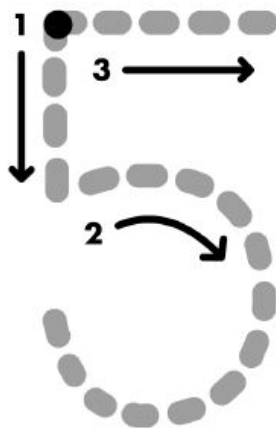
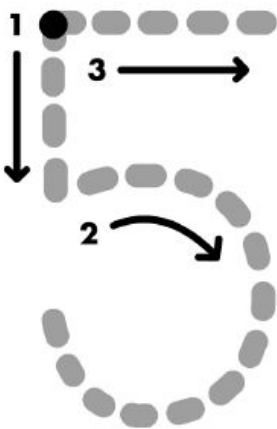
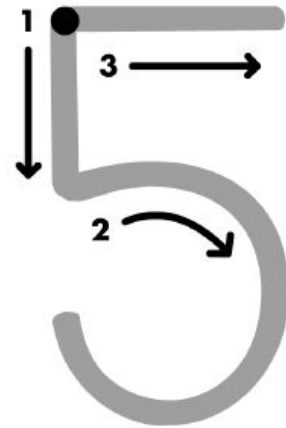
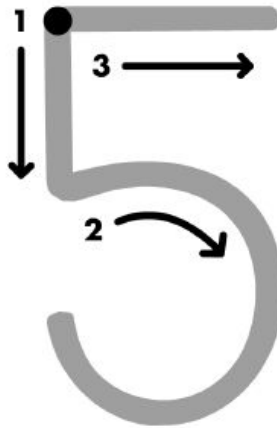
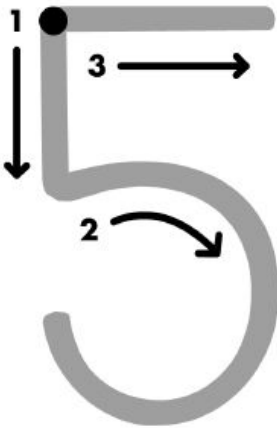
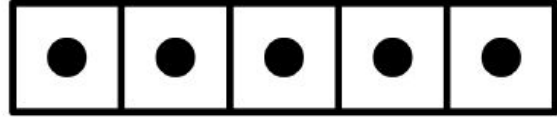
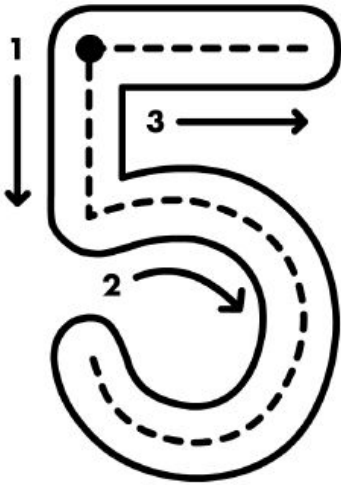


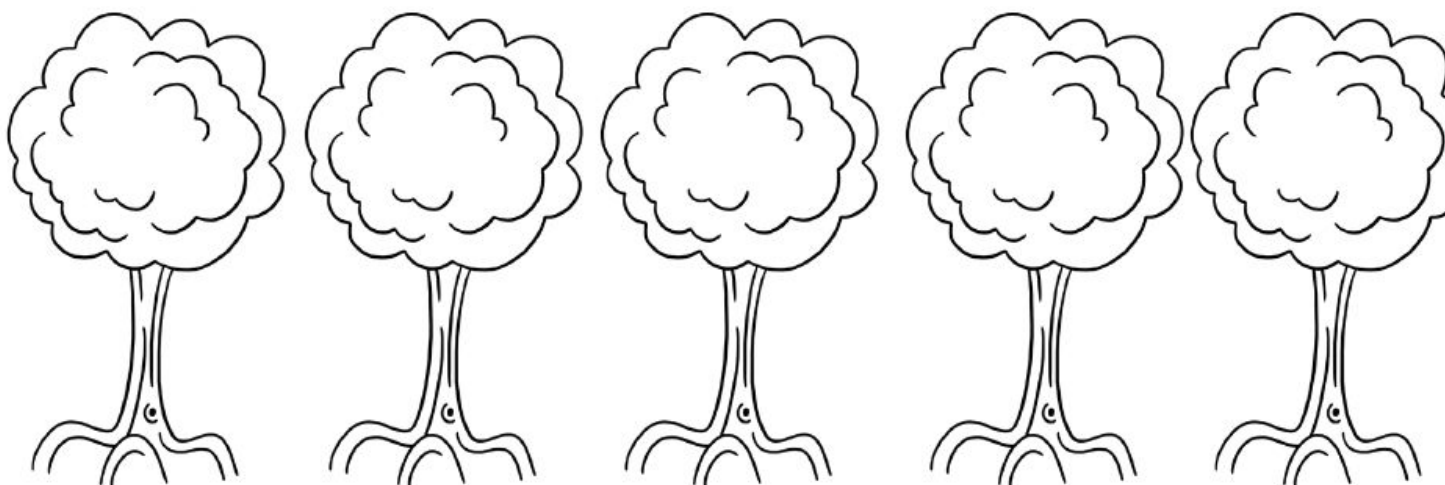
Learning Together: Making Something Awesome

MATERIALS - your choice

- With your child, decide on something awesome that you would like to make like the awesome cake. You can cook something together, write a story, make artwork, etc.
- You can even follow the steps in *How to Make an Awesome Cake* and make the cake together!

Name _____







SIGHT



TOUCH



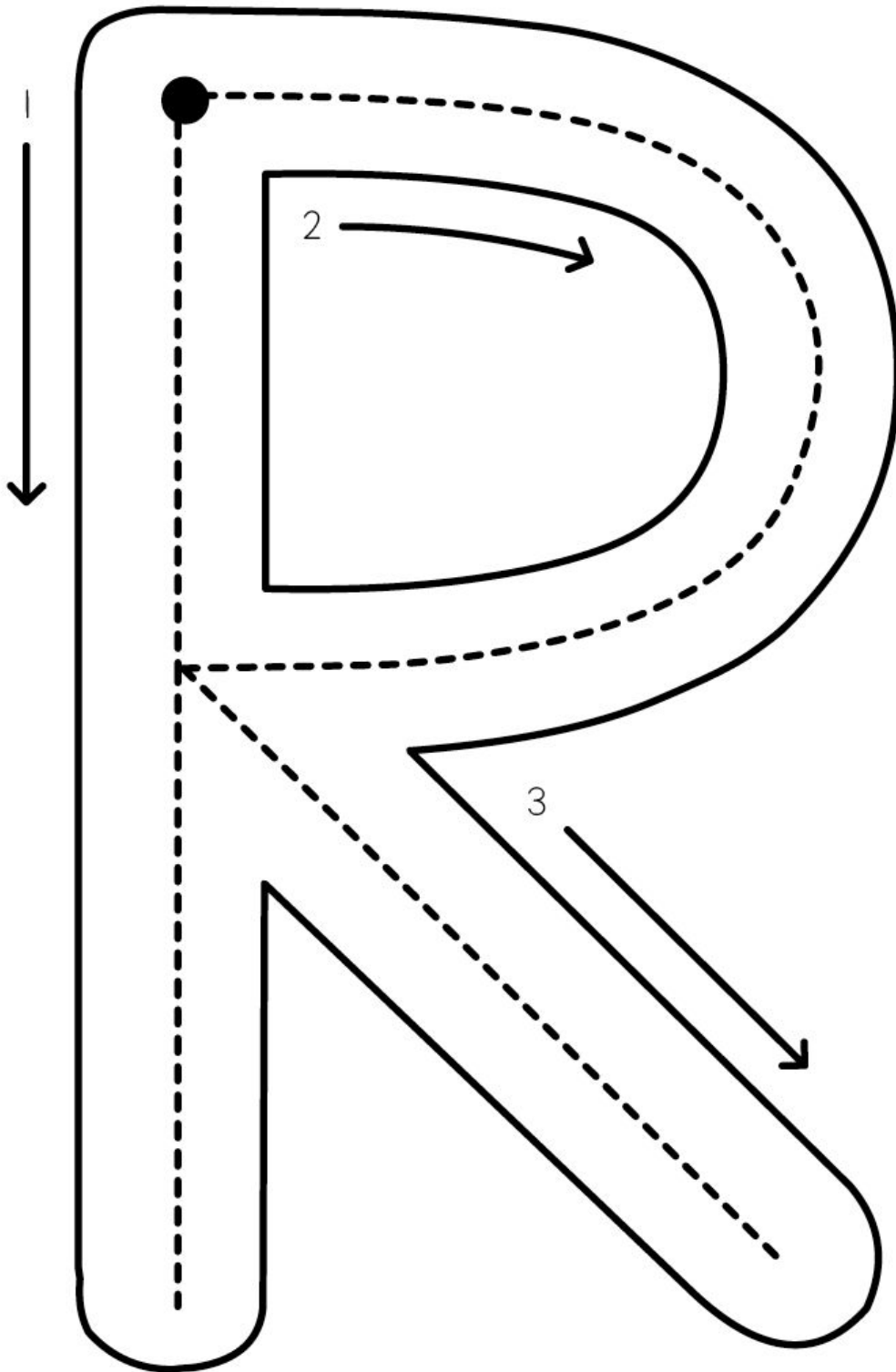
TASTE

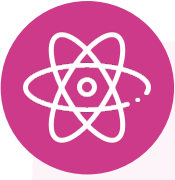


HEARING



SMELL





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”

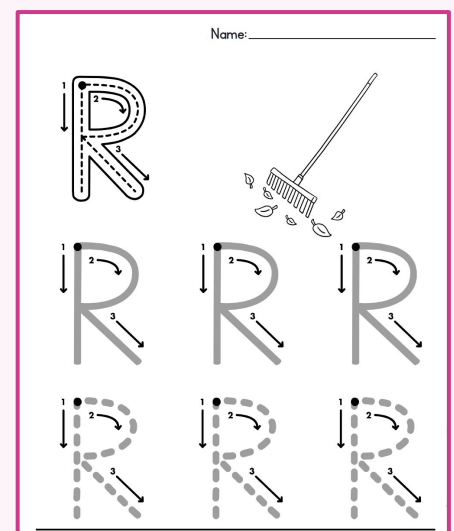
- Say, **Our body has lots of parts. Some of our body parts are on the outside where we can see them. Some are on the inside where we can't see them. We need an X-ray to see inside of our bodies.**
- **Let's make a list of some of the parts that are on the outside.** Help your child to think of parts 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: R

MATERIALS: [Letter R Practice](#), pencil, crayons

- Brainstorm words that start with the letter R.
- Have your child independently practice tracing the letter R. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as rake?**

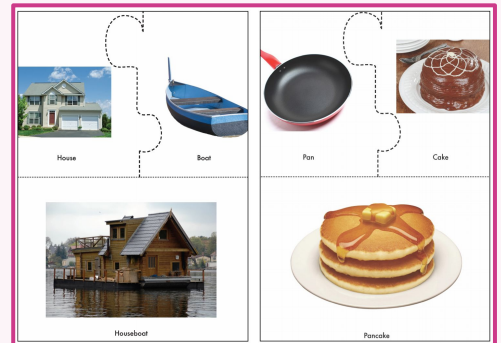




Literacy: Making Compound Words

MATERIALS: [Compound Words 1](#)

- Say, **Let's practice putting two words together to make one compound word!**
- Show your child the pieces for "houseboat." Say, **Here are two words: house** (pause) **boat. If we say those words together we get** (put pieces together and show the houseboat picture) **houseboat!**
- **Let's say it together,** (show the two pictures) **house** (pause) **boat.** Put the pieces together and show the picture of the houseboat. **Houseboat! Great job!**
- Repeat for the words pancake and football. Ask your child to say what the compound word is when you put the two words together. It's okay if they need help! Give them lots of praise!



Journal Prompt: My Body Can...

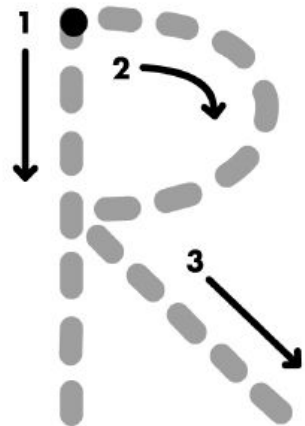
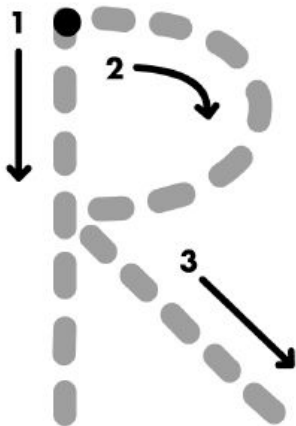
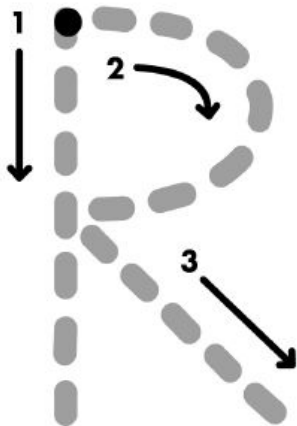
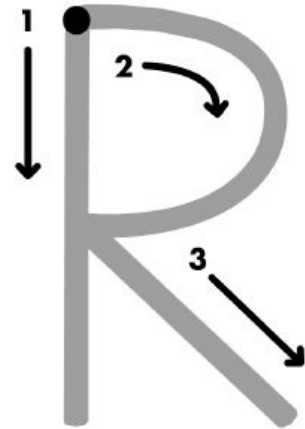
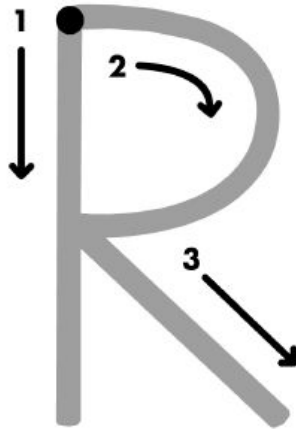
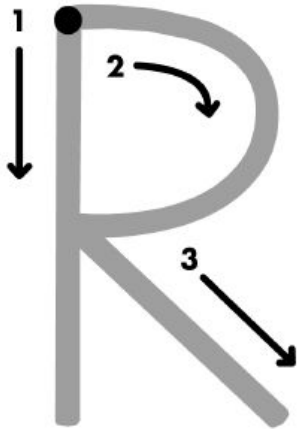
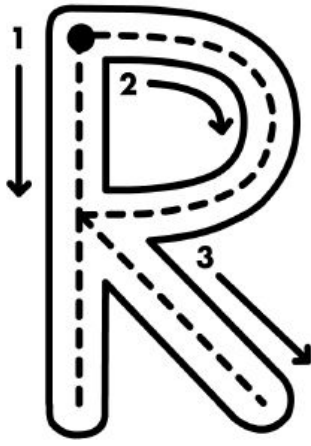
MATERIALS: crayons, [My Body Can... Journal Page](#)

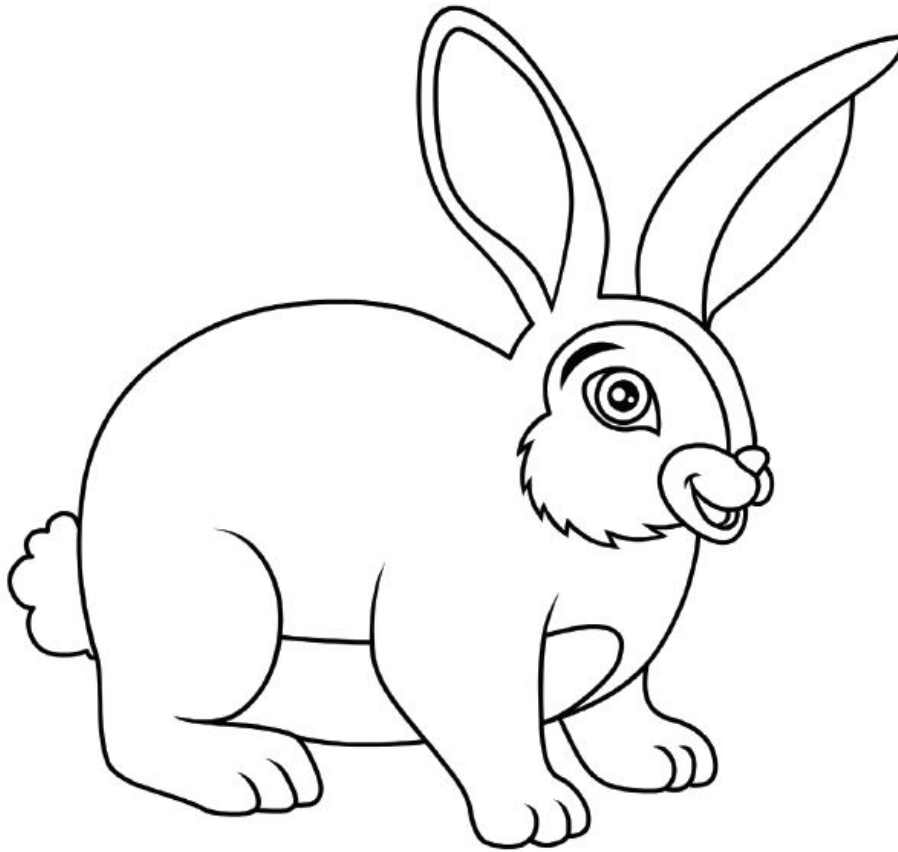
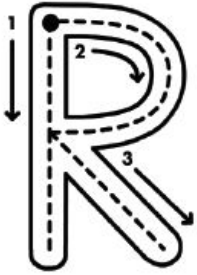
- With your child, talk about things their body can do, like run, eat, sleep, etc.
- Have your child independently draw and write about something their body can do.
- Later, ask, **Tell me about something your body can do, please. Which body parts do you use to ___?**

Name: _____

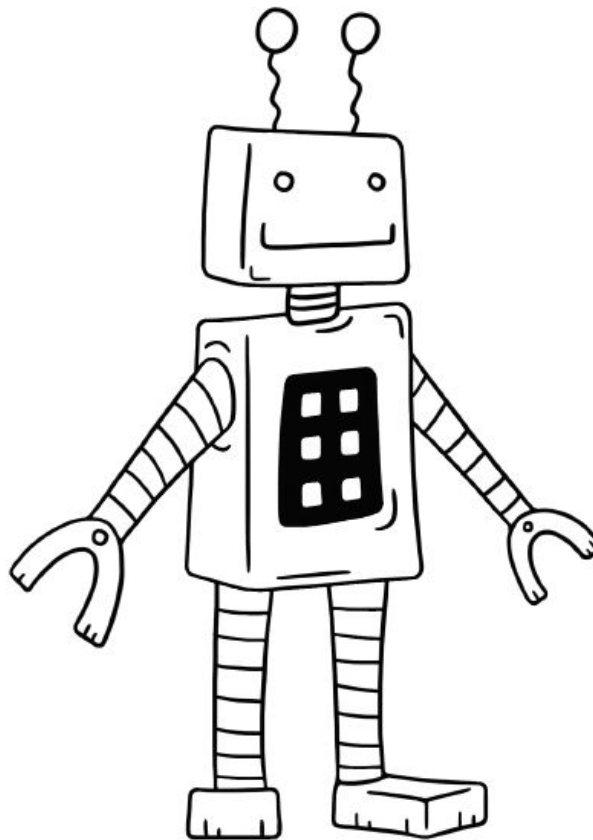
Draw and write about something your body can do.

Name: _____

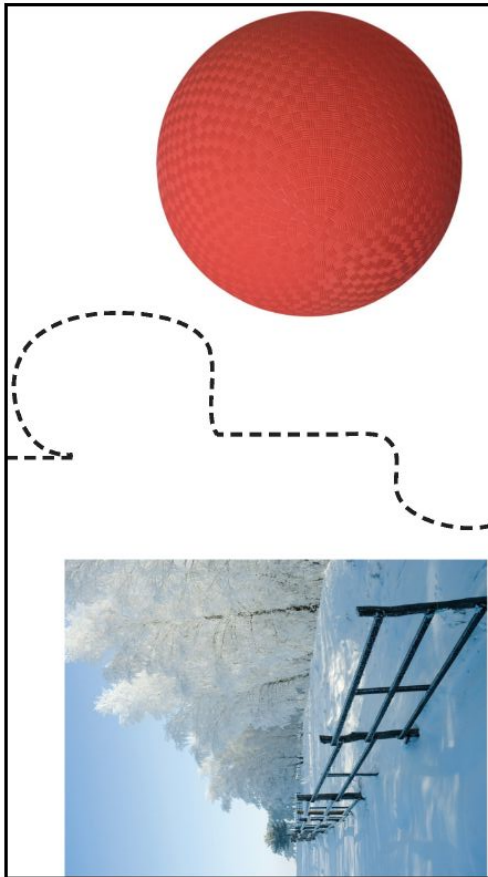








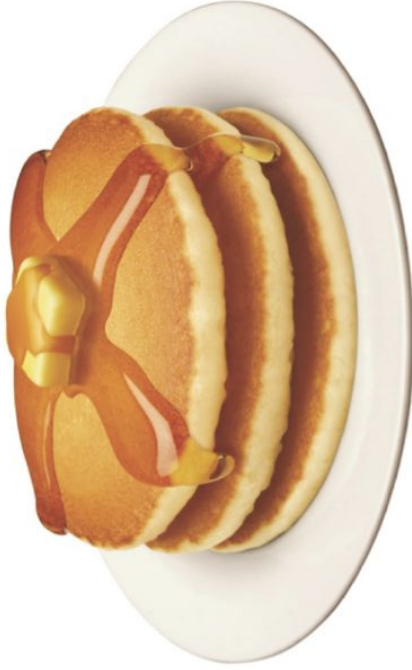

Rabbit






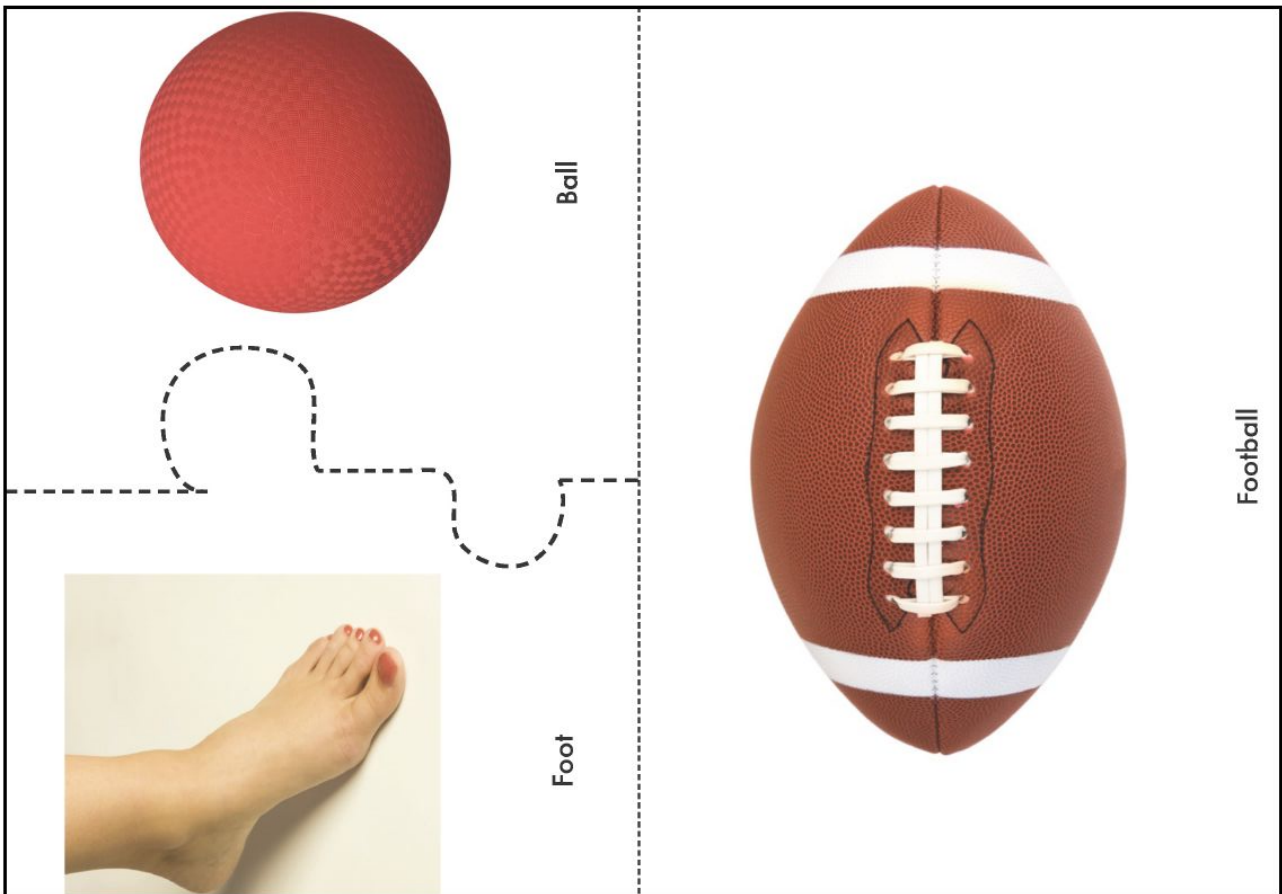
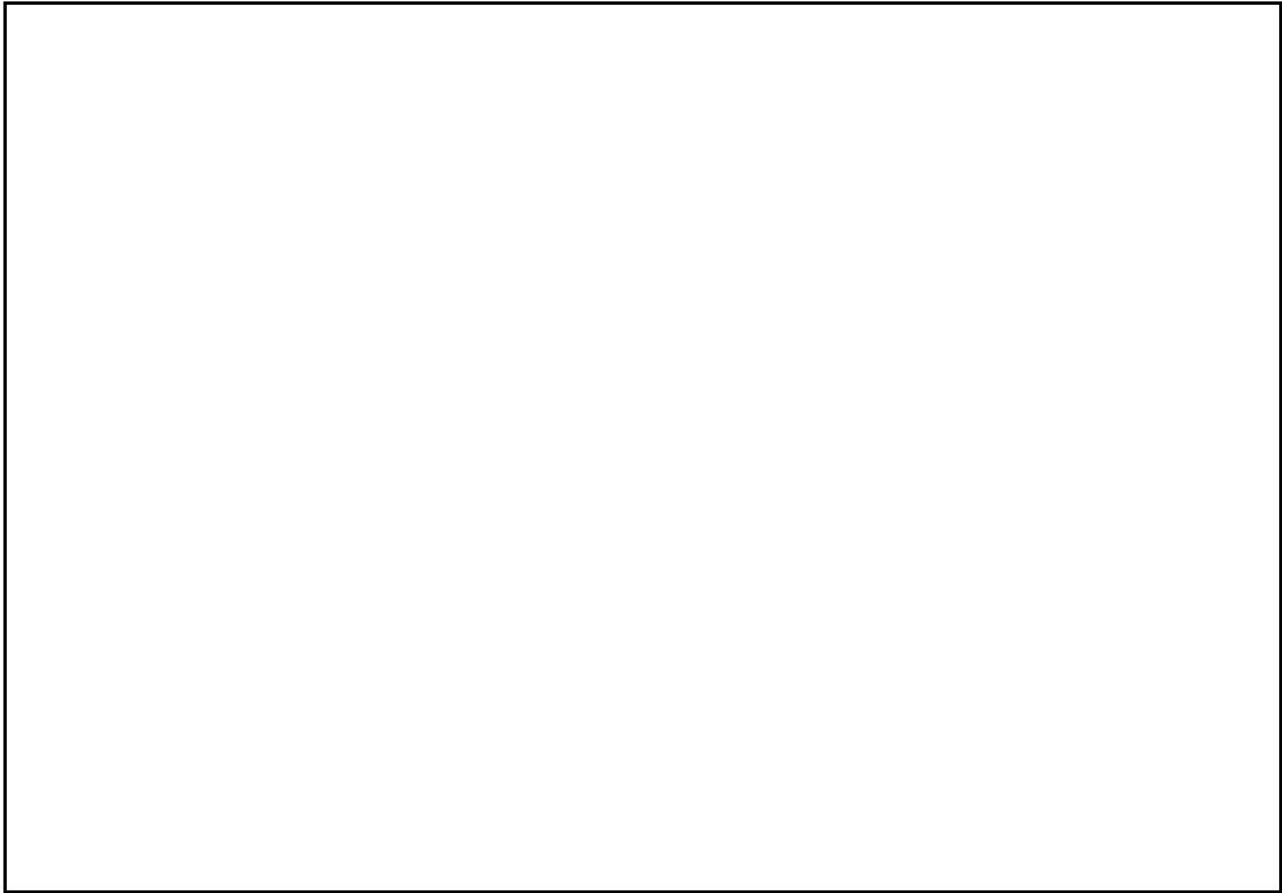
Robot

	
<p>Ball</p>	<p>Snowball</p>
<p>Snow</p>	

	
<p>Cup</p>	<p>Cupcake</p>
<p>Cake</p>	

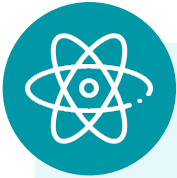
 <p>Pan</p>	 <p>Pancake</p>
 <p>Cake</p>	

 <p>House</p>	 <p>Houseboat</p>
 <p>Boat</p>	



Name: _____

Draw and write about something your body can do.



STEM: Number 6

MATERIALS: paper, crayons, [Numeral 6](#),

- Say, **Let's learn about the number 6.** Count the 6 dots together on the page.
- **We write 6 by writing a curve down into a circle.** Demonstrate writing it with your index finger on the 6 at the top of the page with the cats.
- Have your child trace the 6 with their finger and then in the air.
- After, say, **Now, you can practice tracing and writing the 6.** Allow your child to independently trace, write, and color.
- *Optional - practice with other materials.*

Name: _____

•	•	•	•	•
•				



Independent Learning: Writing S & R

MATERIALS: [S & R](#), pencil, crayons

- Brainstorm words that start with the letters S and R.
- Have your child independently practice tracing the letters S and R. Use the provided sheets or make one of your own!
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as sock? Can you think of other words that start with the same sound as rocket?**

Name: _____



Literacy: S & R Review

MATERIALS - write S and R on small pieces of paper to make pairs of letter cards

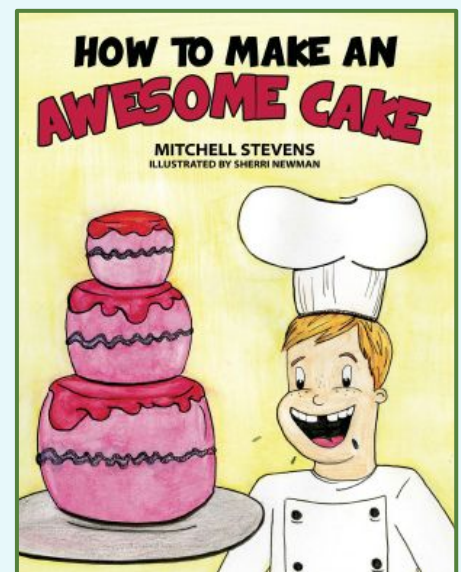
- Give one set of cards to your child and keep one.
- Say, **Let's play a game with the letters. I'll show you a letter card and you tell me its name and sound. Then show me your card that matches.**
- You can also say the letter sound and ask them to show you the card and say the letter name. Switch roles so that your child can show you a card for you to find.
- *Optional - ask your child to find things that start with S and R around your home.*



Read: *How to Make an Awesome Cake*

MATERIALS: [*How to Make an Awesome Cake*](#)

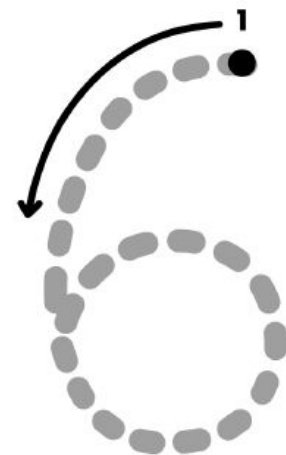
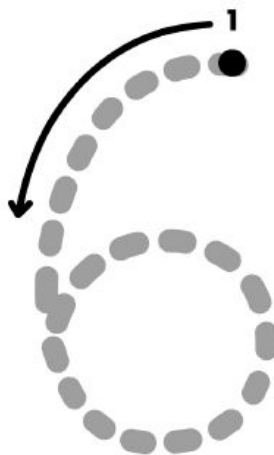
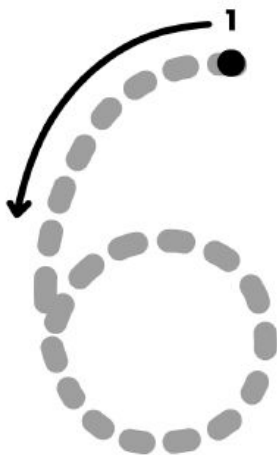
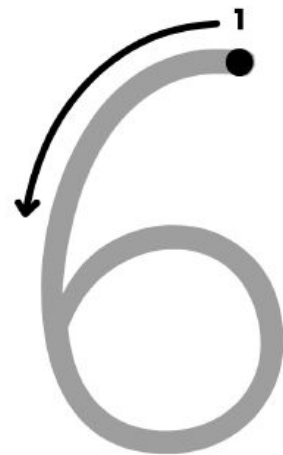
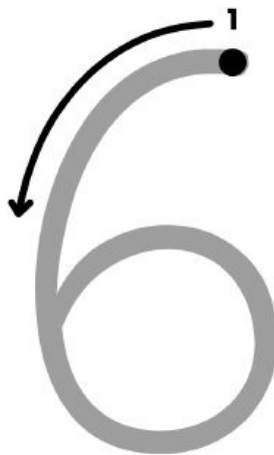
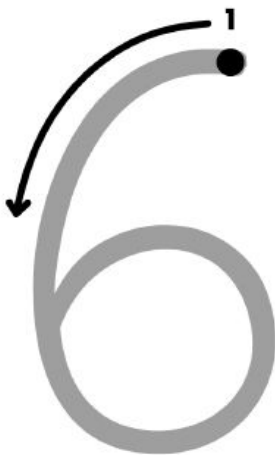
- With your child, read *How to Make an Awesome Cake*.
- After, say, **Sometimes we can have cake as a treat, but it's not a healthy food we can eat all the time. What do you think would happen if we ate cake all the time? What are foods that we can eat every day?**
- *Optional - make a T-chart and put health and unhealthy foods in two columns as you talk.*

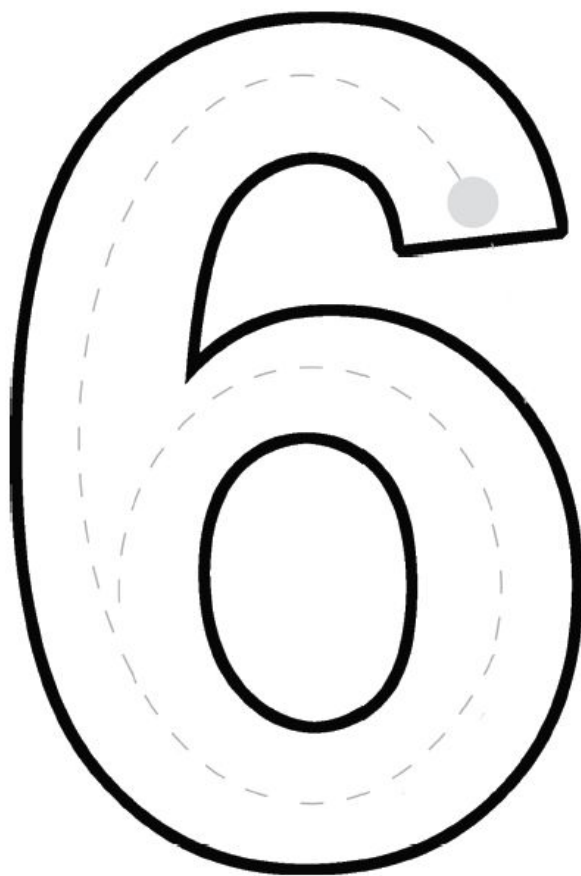


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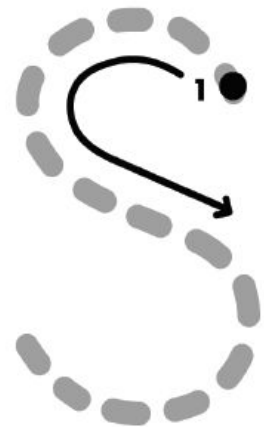
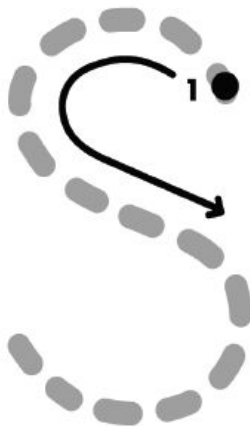
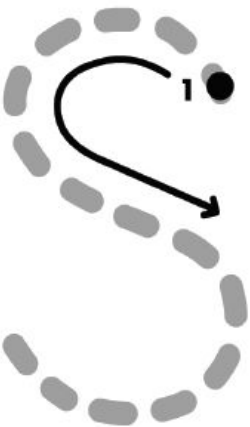
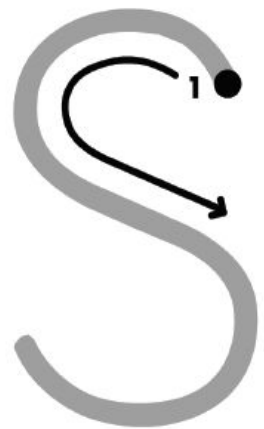
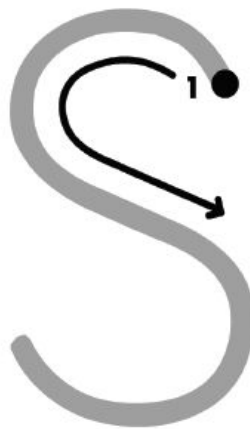
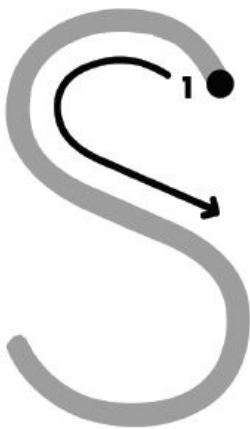
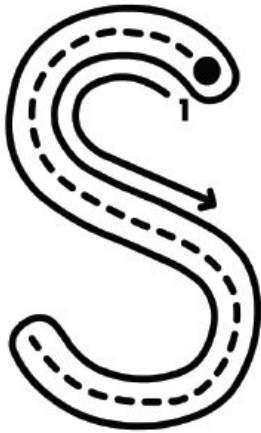


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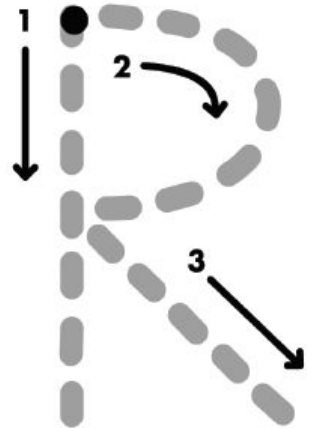
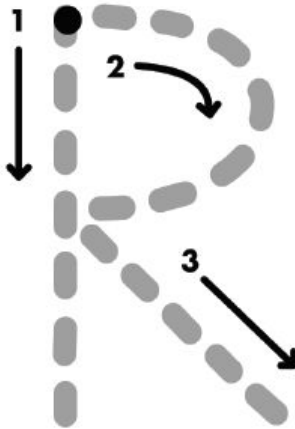
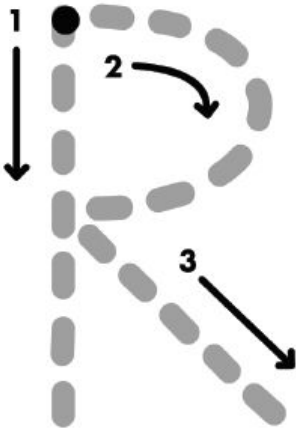
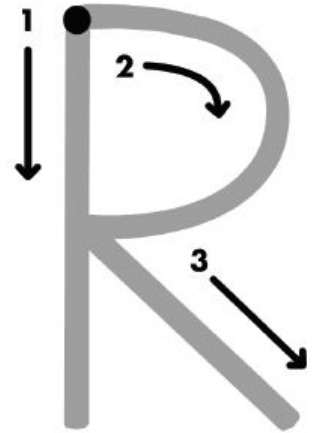
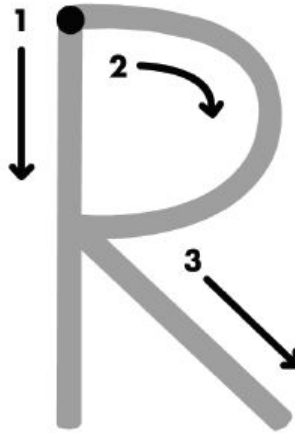
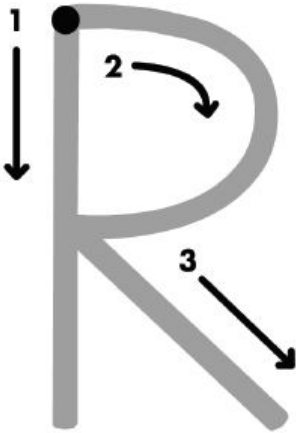
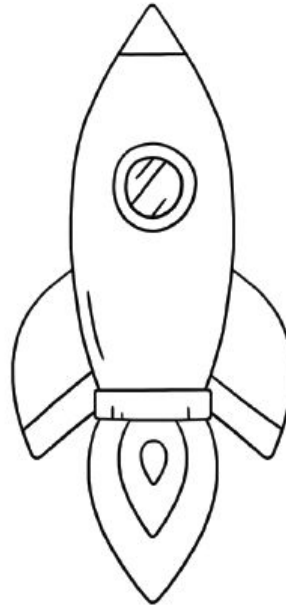
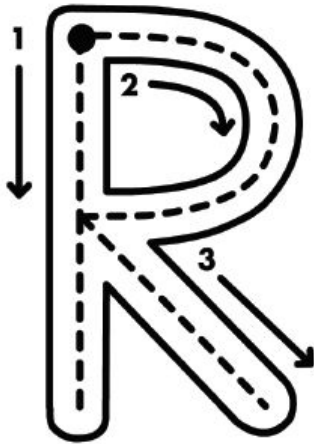




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Week 2

PK4 Unit 6 Week 2 Overview

My Healthy Body

This week your child will:

Learn about healthy habits by making a healthy body plan with you. As you do healthy things this week you can add it to your list. They will learn about the numbers 5-7 and the letters M and A. They will also learn about their fingerprints. You can extend this activity by observing how your fingerprints look as you touch other surfaces like windows and doors.



Key Vocabulary



healthy

not sick or good for your body



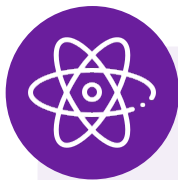
senses

hearing, sight, taste, touch, and smell

Create Connections

This week, you will learn about being healthy. Draw something healthy that you like to eat.

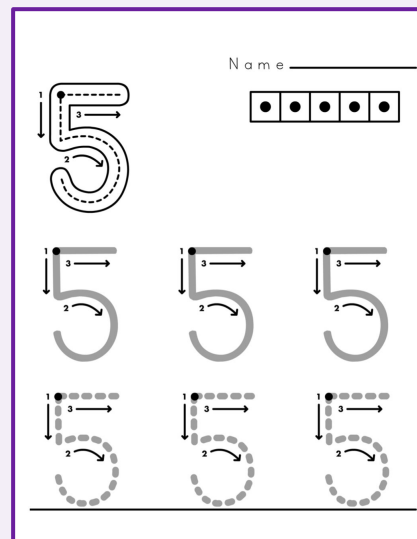
**Think
About It!**



STEM: Numbers 5 & 6

MATERIALS: paper, crayons, [Numerals 5 & 6](#)

- Say, **You can practice writing 5 and 6 today. Can you point to 5?** Have your child trace the 5 with their finger. Repeat for the number 6.
- Allow them to independently practice tracing and writing the numbers.
- After, count the dots at the top of the page together for each number.
- *Optional - practice 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.

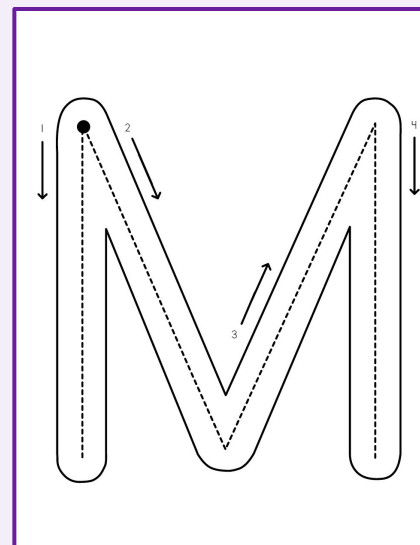




Literacy: M

MATERIALS: [Large Letter M](#)

- Practice the letter M. Say, **Make an M by writing down, slant down, slant up, down.** Have your child say the letter M and make the letter sound for M, like mittens. Have your child trace the M with their finger.
- See how many uppercase M's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter M!
- *Optional - practice with other materials.*

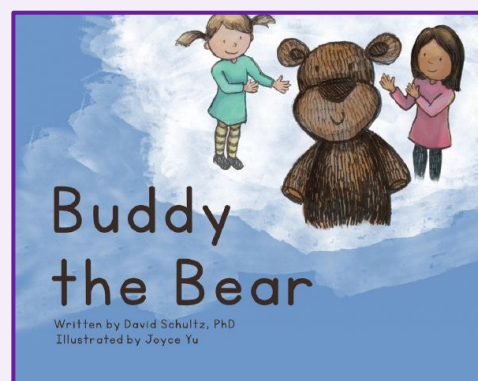


Read: *Buddy the Bear*

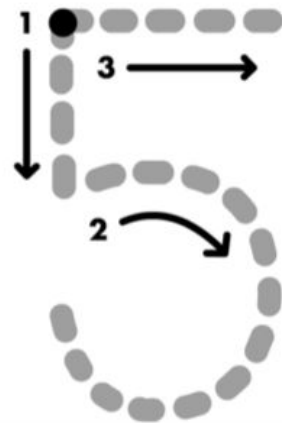
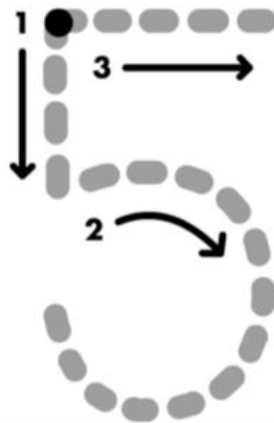
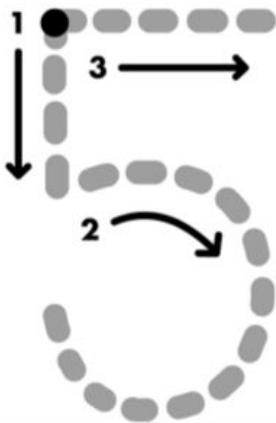
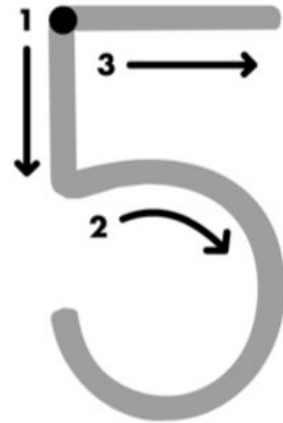
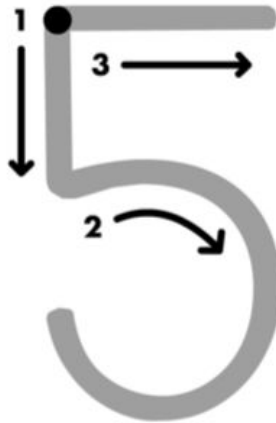
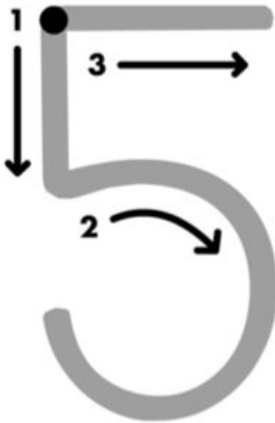
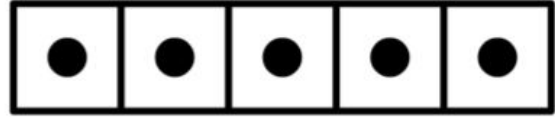
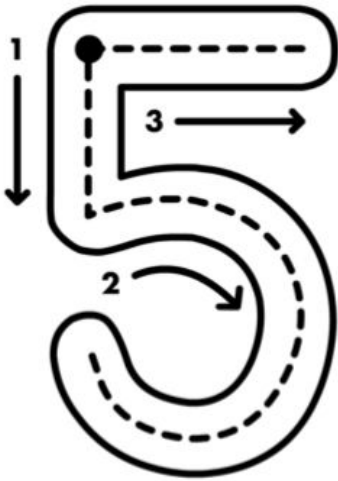
MATERIALS: [Buddy the Bear](#)

- With your child, read *Buddy the Bear*.
- After, ask, **What was Angel's problem? How did Angel solve the problem?**

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.



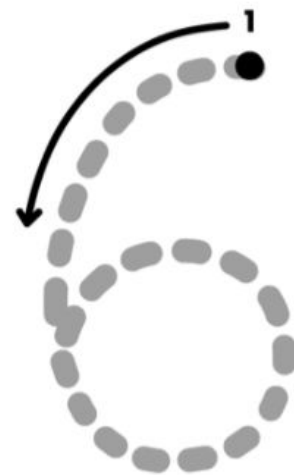
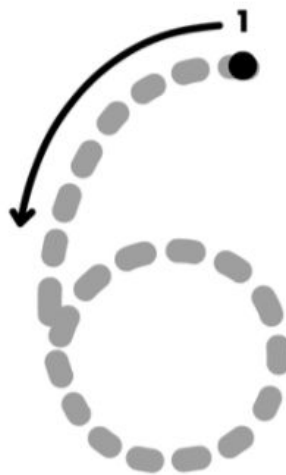
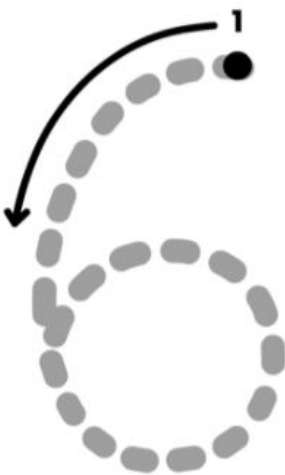
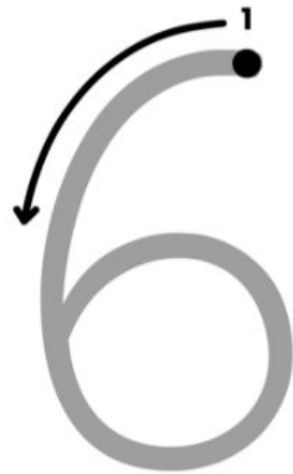
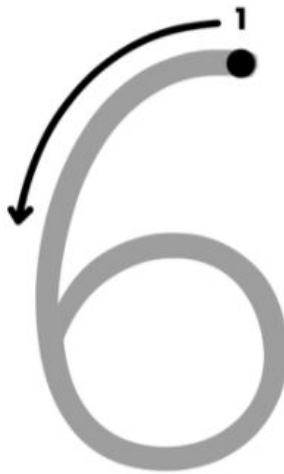
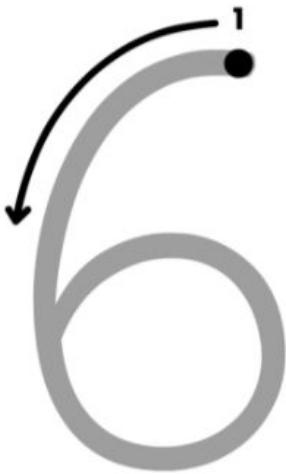
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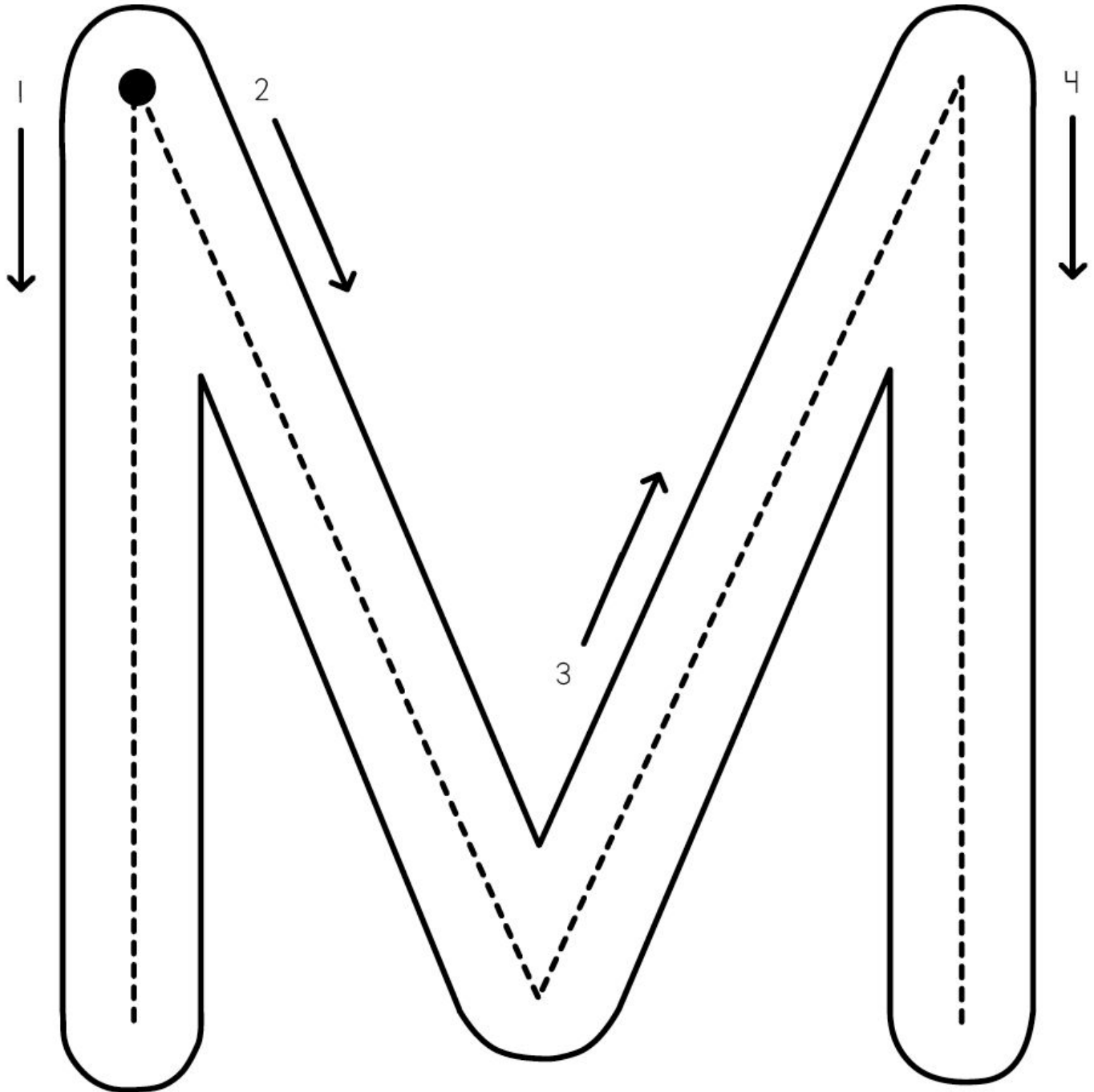


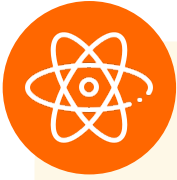
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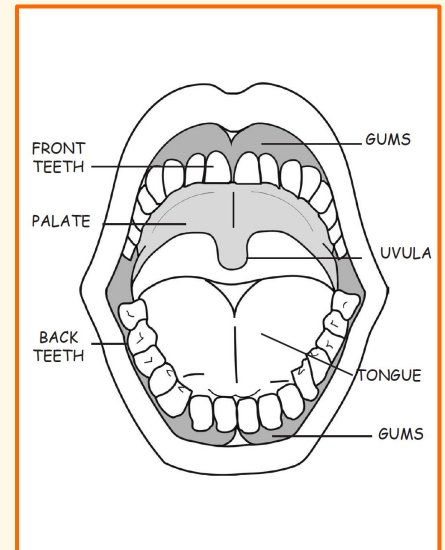




STEM: Our Mouth

MATERIALS: [Mouth](#), crayons

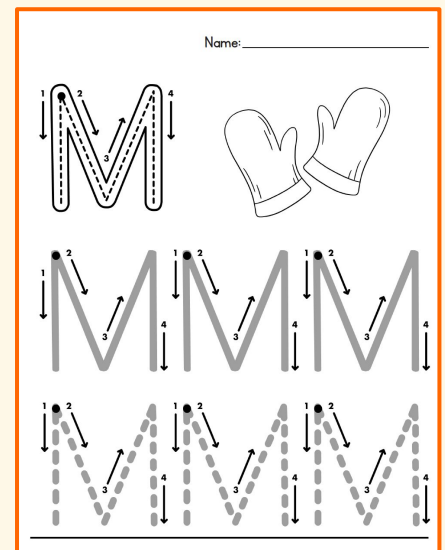
- Say, **Let's talk about our mouth.** Show the diagram. **Our teeth and tongue help us to chew and swallow our food.**
- **Why do we need food? Yes to give us energy and keep us healthy.**
- **Our teeth are the only bones that we can see!**
- Point to other parts of the mouth on the diagram like the gums and palate (roof or top inside of your mouth). They can touch each with their tongue.
- Have your child color the picture of the mouth.



Independent Learning: M

MATERIALS: [Letter M Practice](#), pencil, crayons

- Brainstorm words that start with the letter M.
- Have your child independently practice tracing the letter M. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as mittens?**
- *Optional - practice with other materials.*





Literacy: Let's Talk

- Ask, **What are some things we can do to stay healthy?** If your child needs help you can suggest things like exercising, getting sleep, eating healthy food, etc.
- Ask your child 2-3 follow up questions like, **What kinds of healthy foods do you like to eat?** Or, **What kind of exercises are your favorite? Why?**
- Practice having a back and forth conversation.
- If they don't want to talk about being healthy, you can also ask your child what they would like to talk about instead. The important thing is practicing a back and forth conversation.



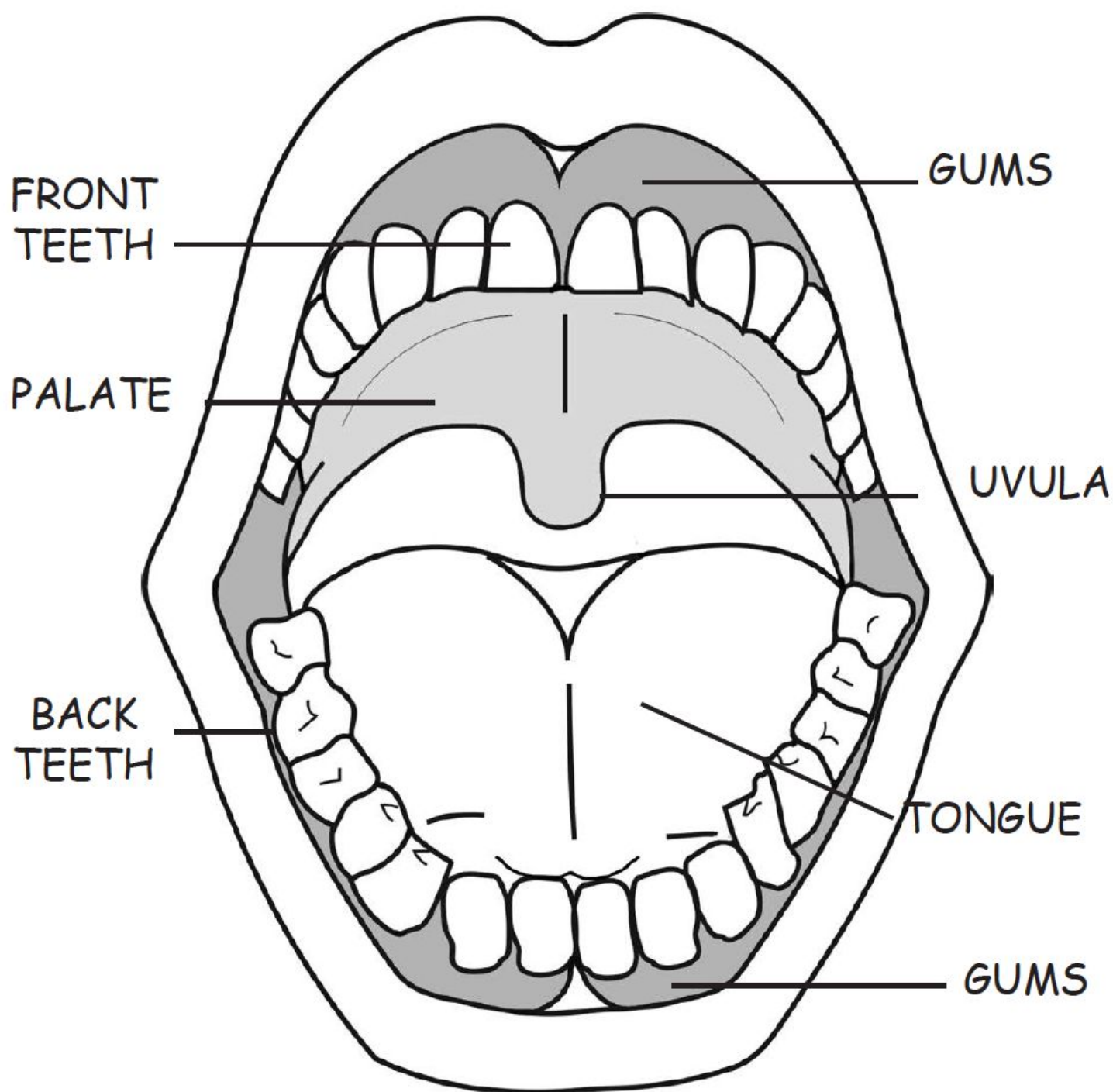
Journal Prompt: My Healthy Body

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 keep their body healthy.
- Later, ask, **Tell me about what you do to keep your body healthy? Why is it important for us to try to be healthy?**

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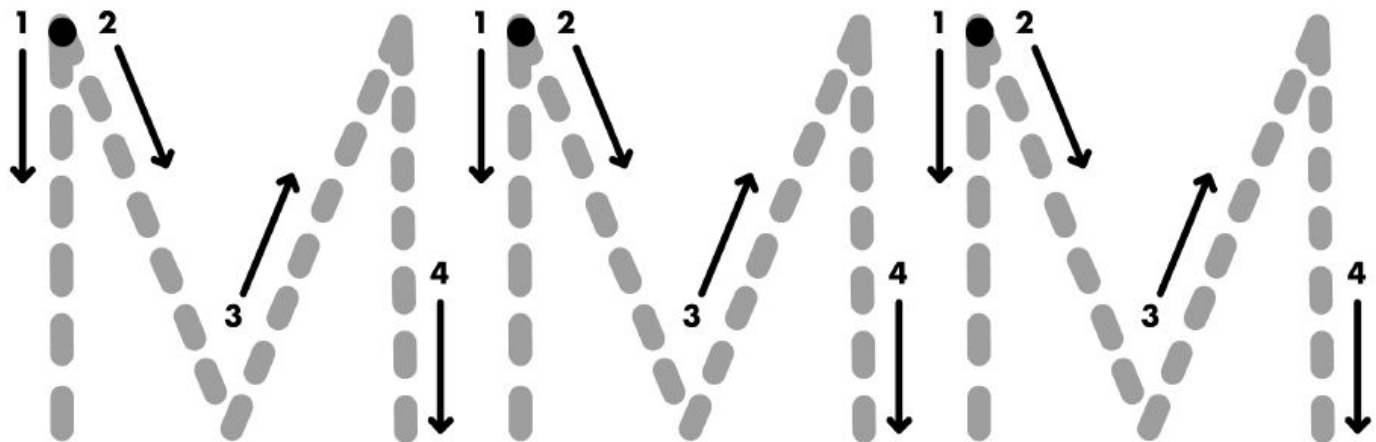
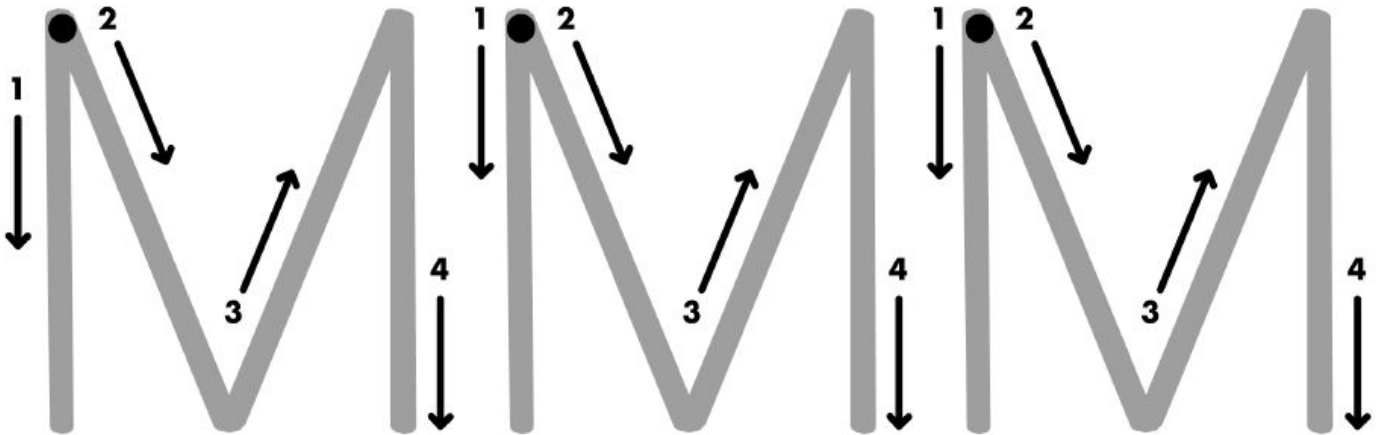
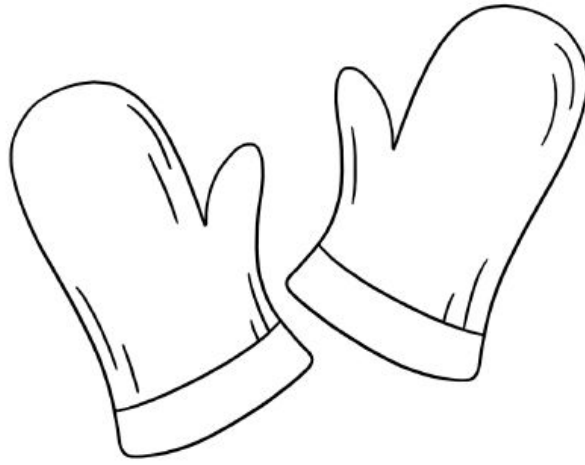
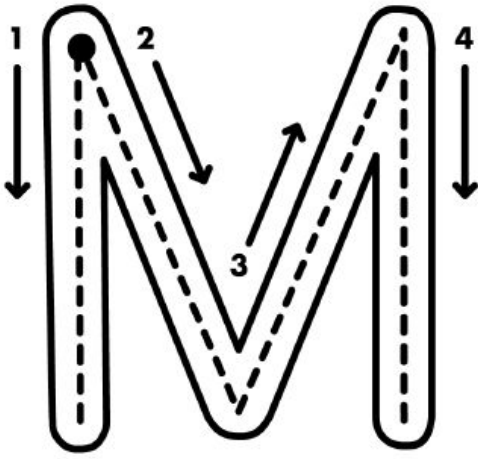
How do you keep your body healthy?

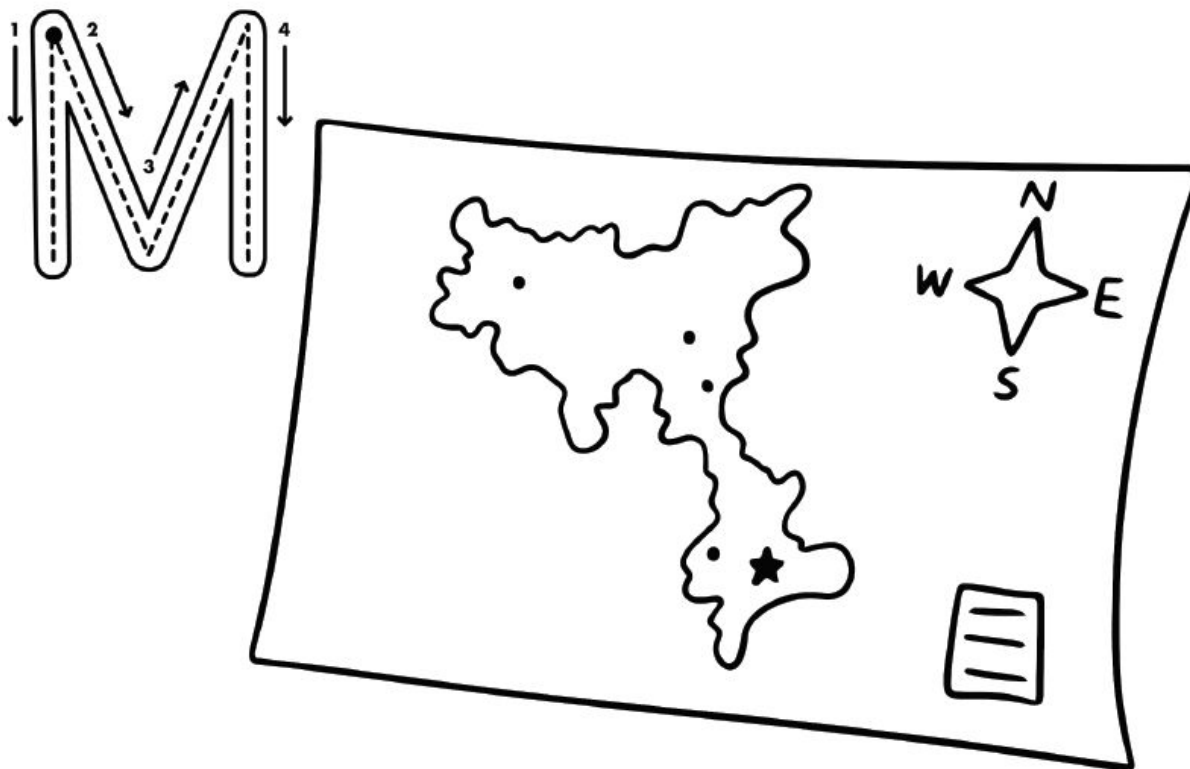


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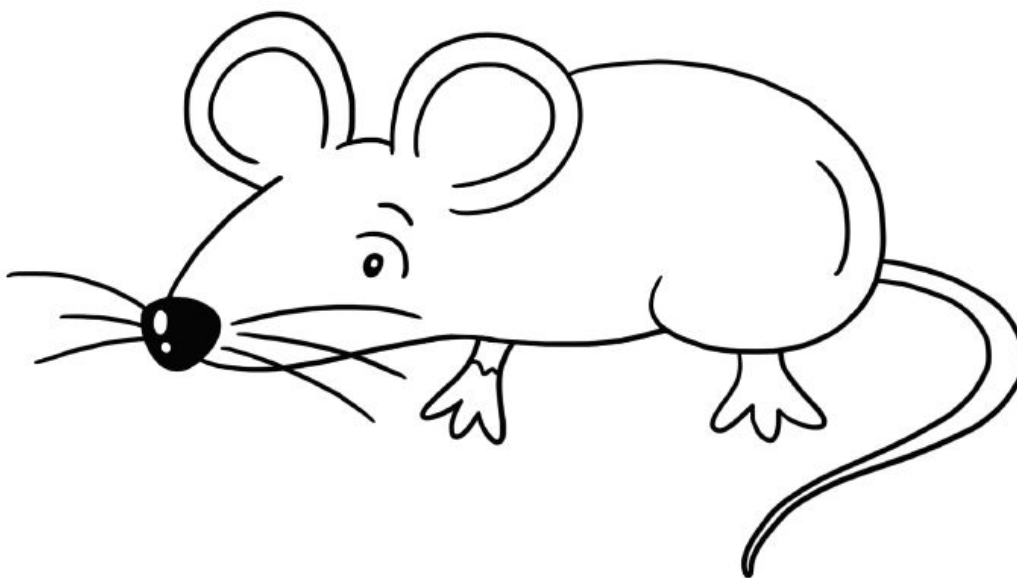
How do you keep your body healthy?

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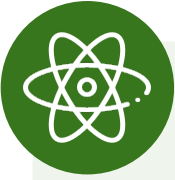




Map



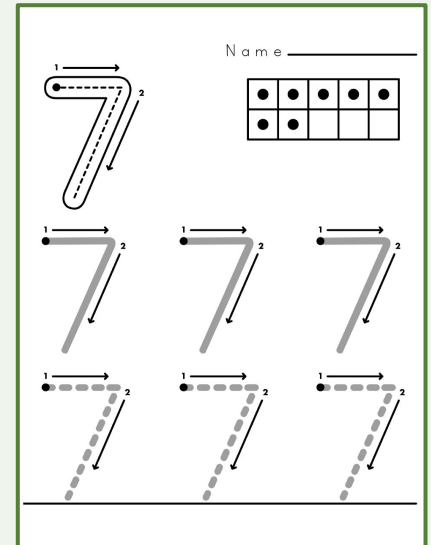
Mouse



STEM: Number 7

MATERIALS: paper, crayons, [Numeral 7](#)

- Say, **Let's learn about the number 7.** Count the 7 dots together on the page.
- **Let's write the number 7!** Small straight line across, slant down. Demonstrate writing 7 with your index finger on the 7 at the top of the page.
- Have your child trace the 7 with their finger and then in the air.
- After, say, **Now, you can practice tracing and writing the 7.** Allow your child to independently trace, write, and color.
- *Optional - practice 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 then do the puzzle.**
- Allow your child to independently color their picture. Then help them to cut out the pieces so they can complete the puzzle.
- After, ask, **What is your favorite body part?**

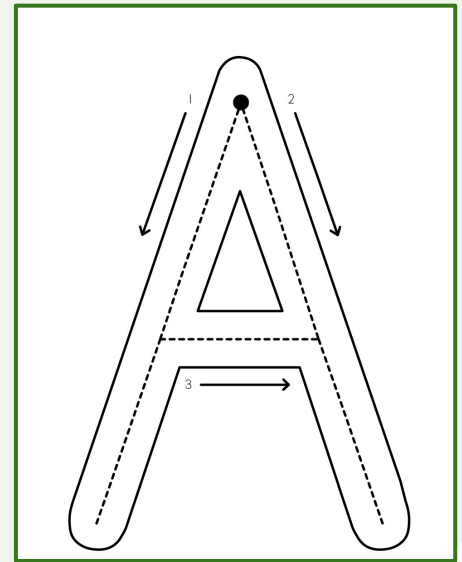




Literacy: A

MATERIALS: [Large Letter A](#)

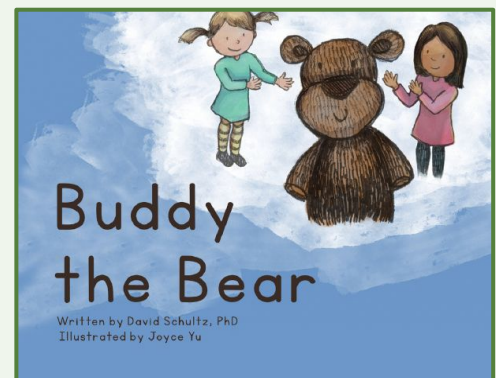
- Practice the letter A. Say, **Make an A by writing slant down, slant down, across.** Have your child say the letter A and make the letter sound for A, like apple, not airplane. Have your child trace the A with their finger.
- See how many uppercase A's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter A!
- *Optional - practice with other materials.*



Read: *Buddy the Bear*

MATERIALS: [Buddy the Bear](#), toy, [Good Friend](#), crayons

- With your child, read *Buddy the Bear*
- After, say, **Let's practice sharing. You can hold this toy and I will ask you to share with me.** Then, change roles so your child can ask to share. Practice sharing and playing together.
- Together, look at the pictures of children sharing. Talk about how good friends share and take turns. **You can color in the pictures of these children sharing with each other.**





Let's Move: Number Freeze Dance

MATERIALS: paper, pencil, music

- Write the numbers 5, 6, and 7 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.

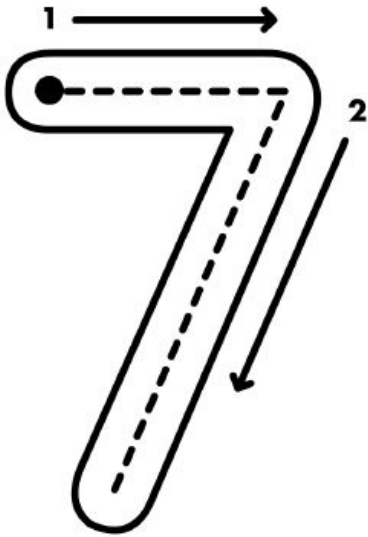


Learning Together: Our Healthy Body Plan

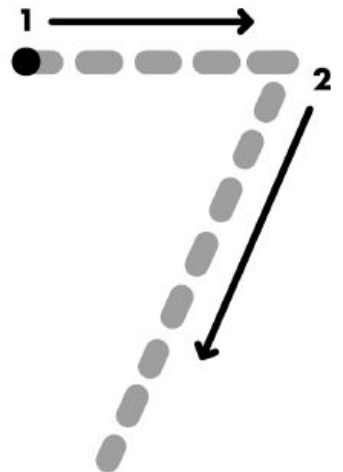
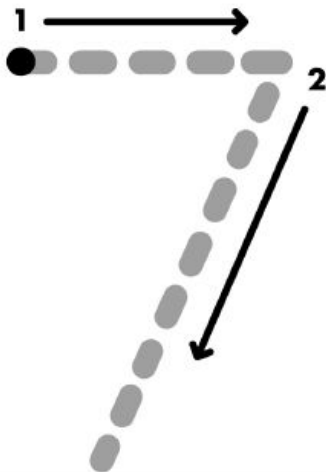
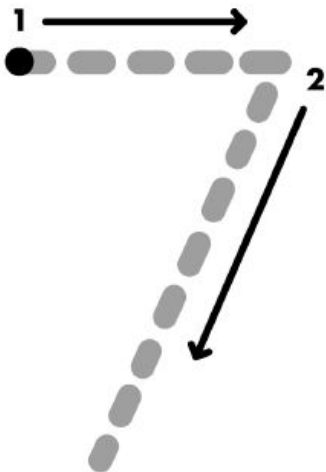
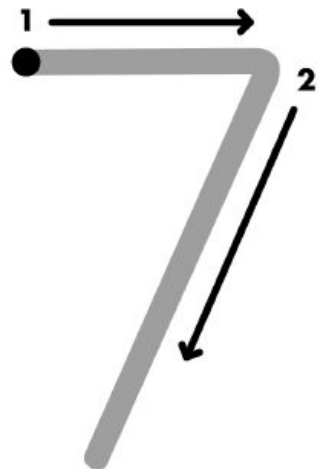
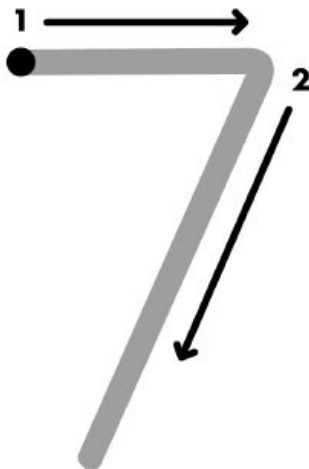
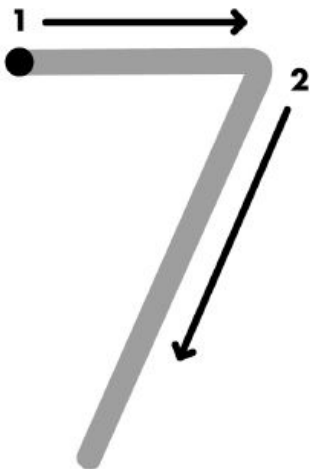
MATERIALS: paper, crayons

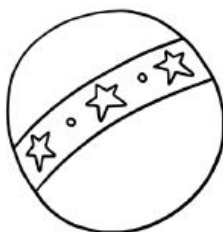
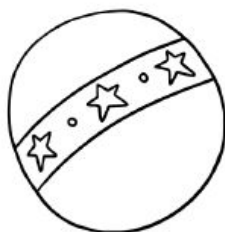
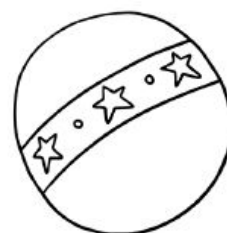
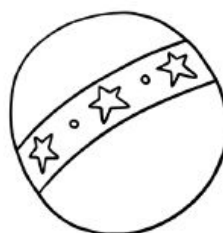
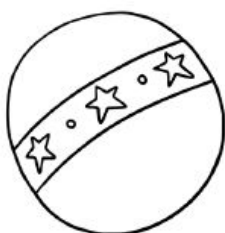
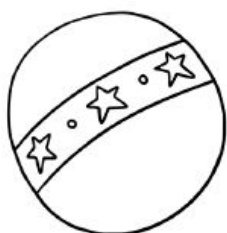
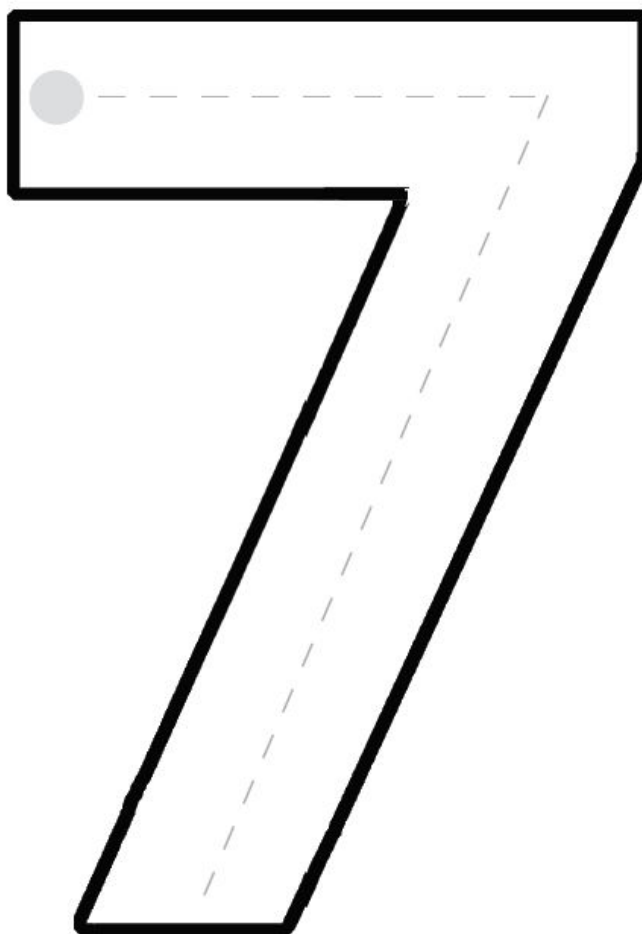
- With your child, talk about ways that you can work together to stay healthy, e.g. eating fruits and vegetables and having dance parties to exercise. Say, **What are some things we can do together to stay healthy?**
- Write down your healthy body plan together and post it somewhere as a reminder of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

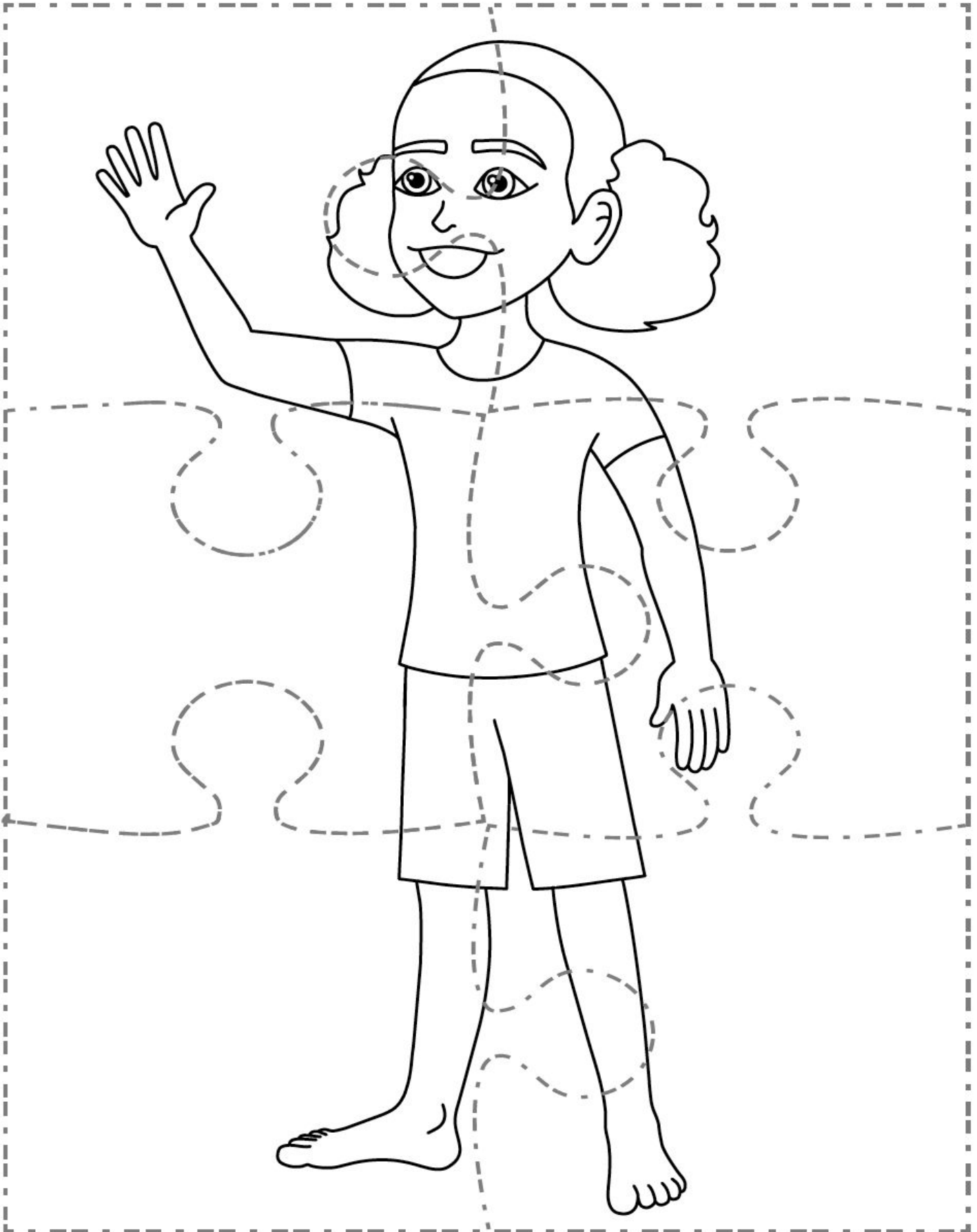
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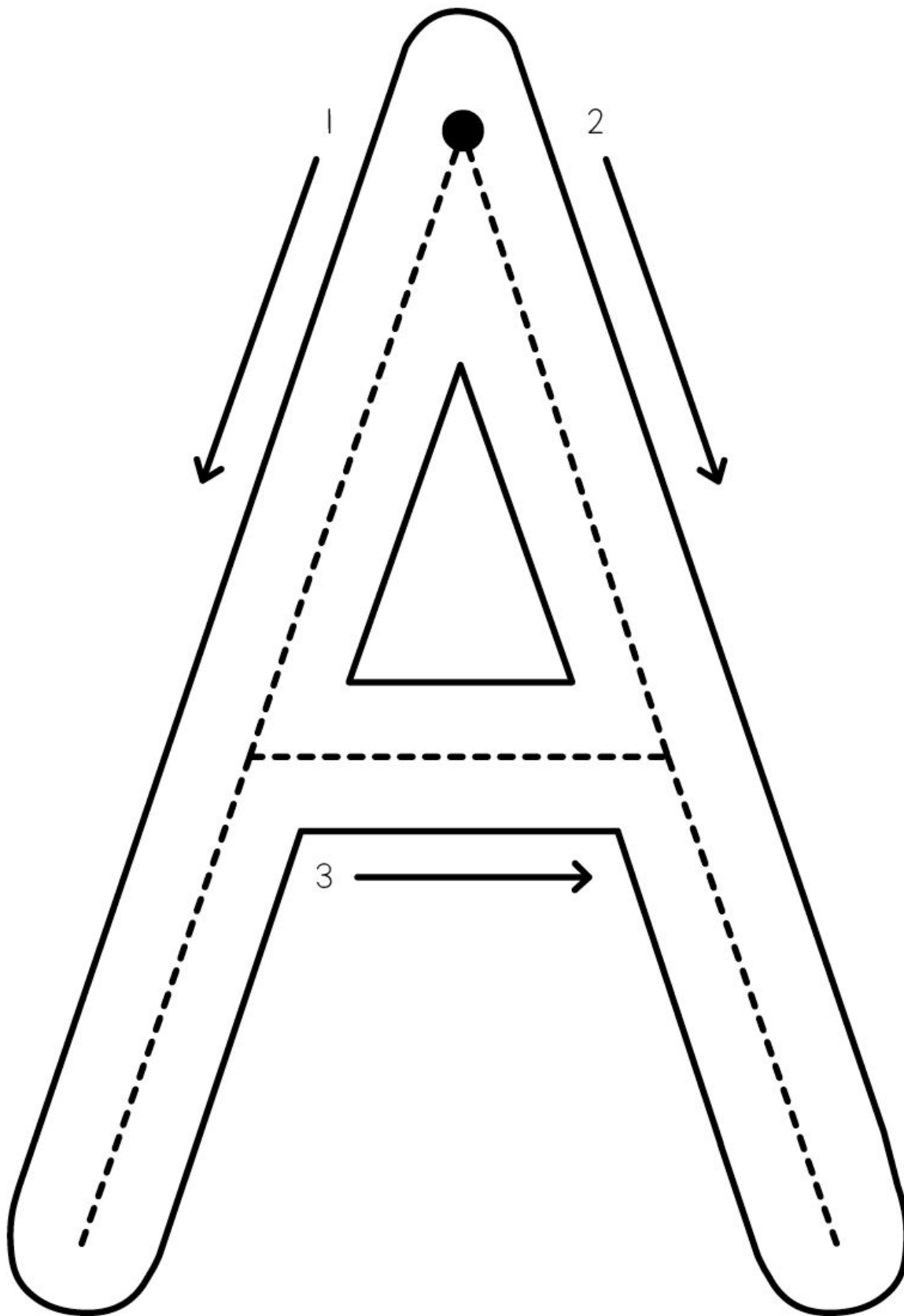
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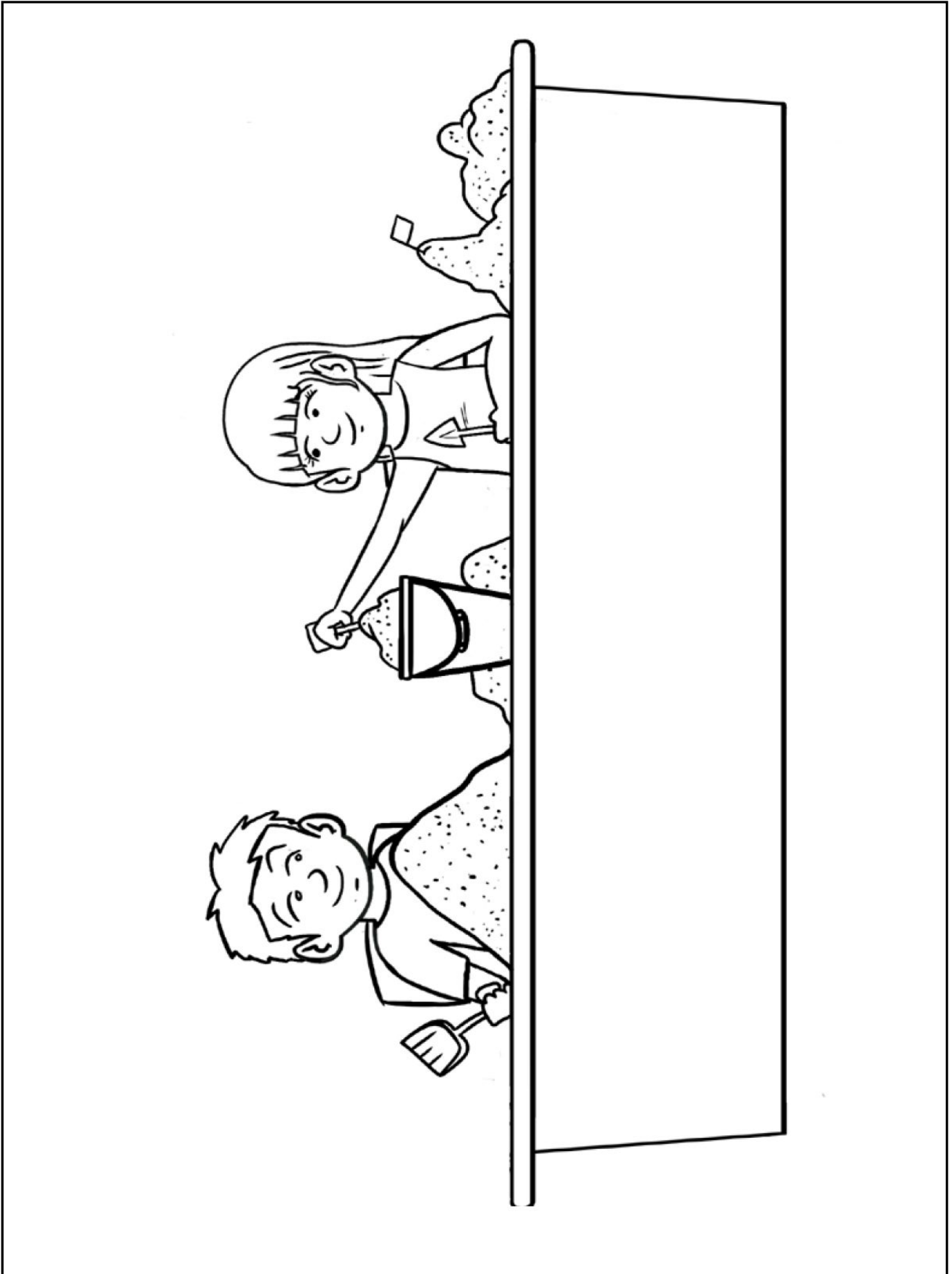


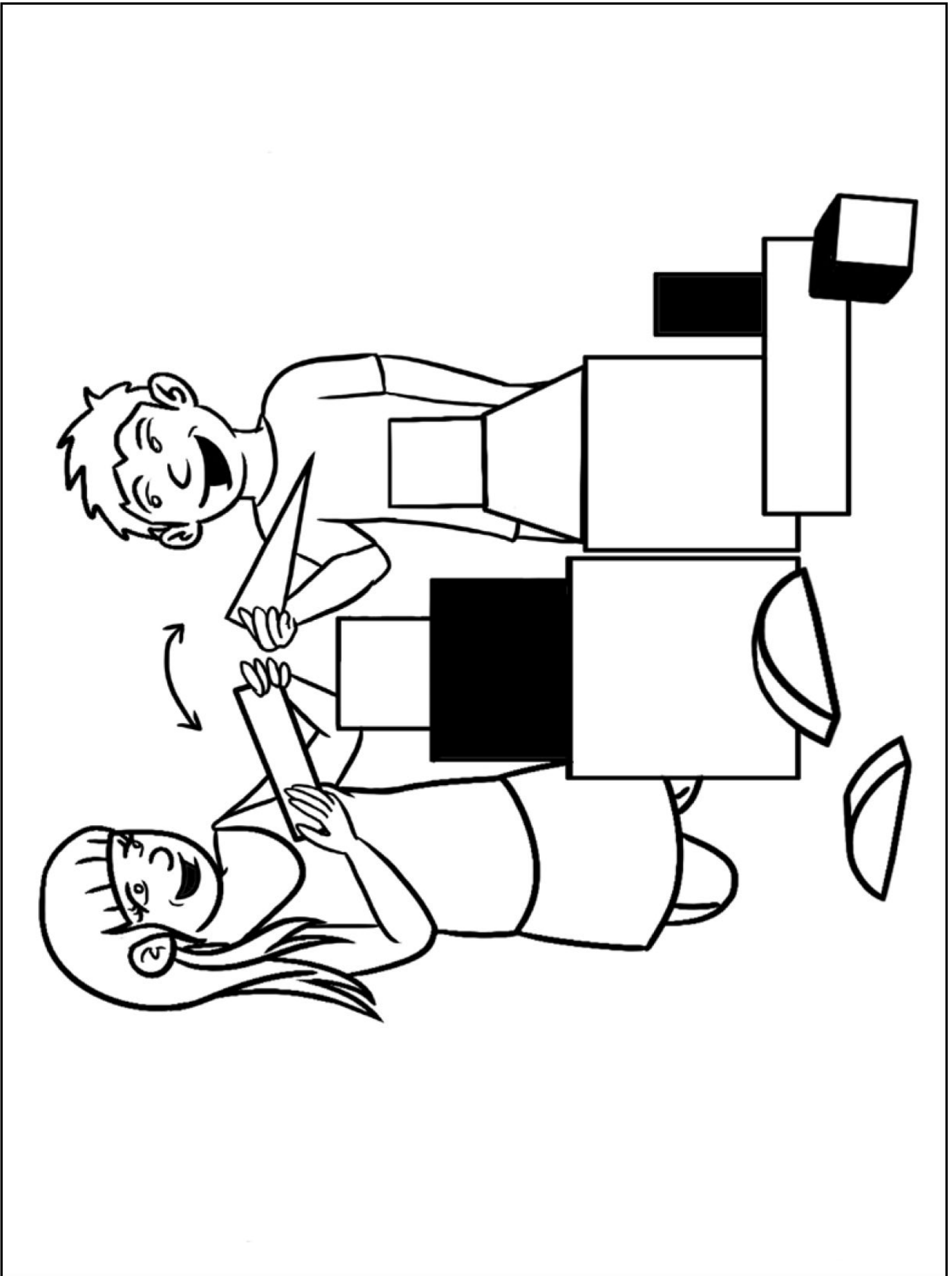


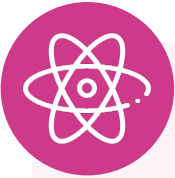








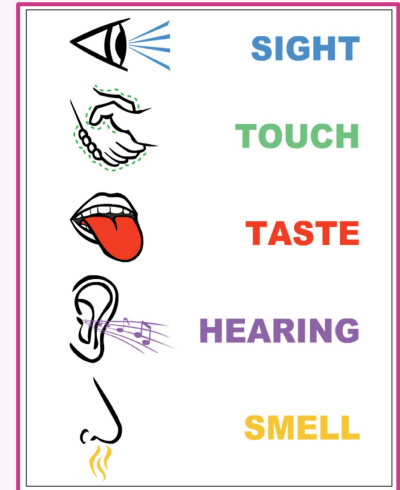




STEM: Sense of Sight

MATERIALS: [Five Senses](#), paper, crayons, 5 Senses

- Using the diagram, 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 blind or visually 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 colors and objects they saw.



Independent Learning: Healthy Food Collage

MATERIALS: paper, glue, child-friendly scissors, pictures of healthy foods from grocery store circulars or magazines, or your child can draw them

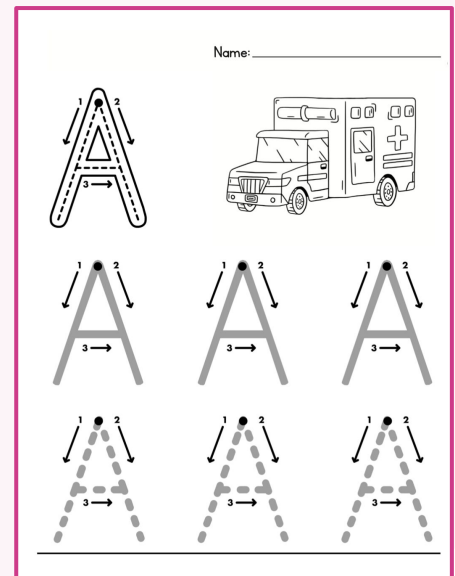
- Talk with your child about healthy foods like fruits and vegetables and how they help their body to grow strong.
- Allow your child to independently make a collage by gluing or drawing pictures of healthy foods on to a piece of paper.
- After, ask, **Tell me about the healthy foods you picked. Which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



Literacy: A

MATERIALS: [Letter A Practice](#) , pencil, crayons

- Brainstorm words that start with the letter A. Focus on the letter sound A makes in apple, not airplane.
- Have your child independently practice tracing the letter A. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as apple?**



Journal Prompt: I Can Share

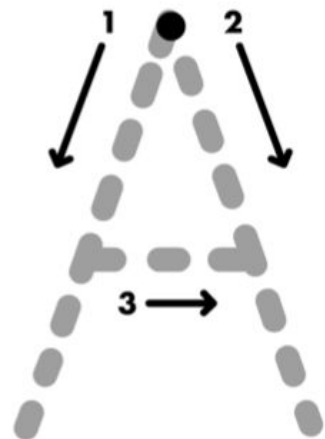
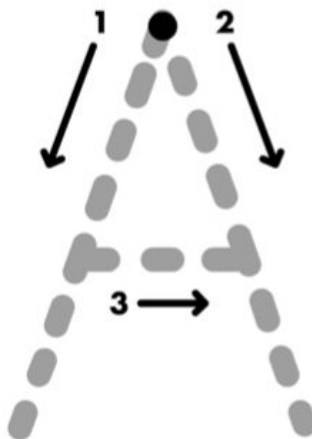
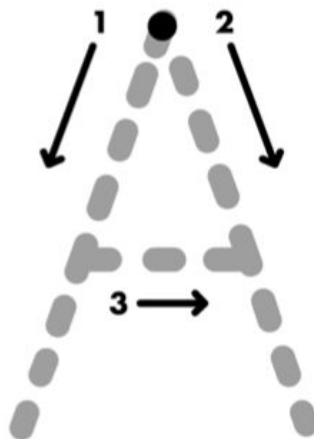
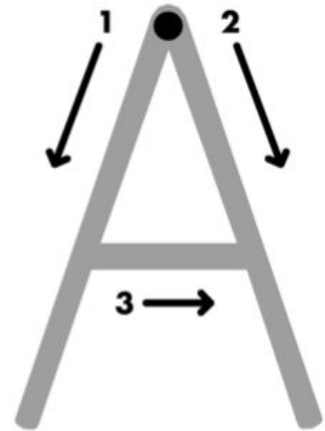
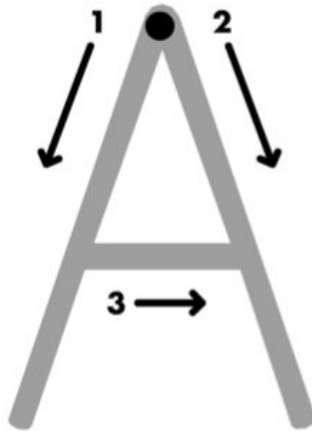
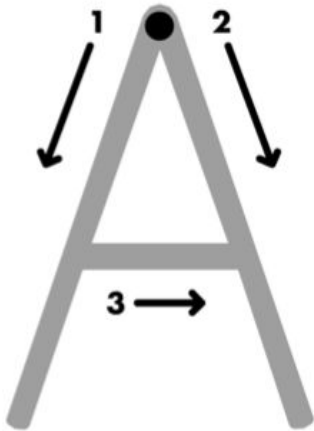
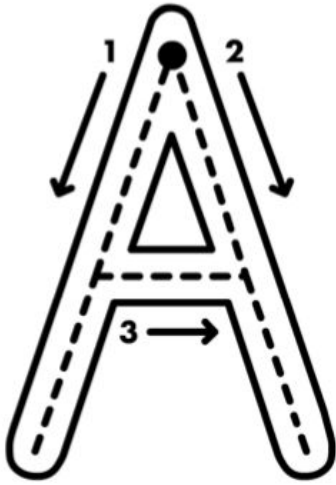
MATERIALS: crayons, I Can Share Journal Page

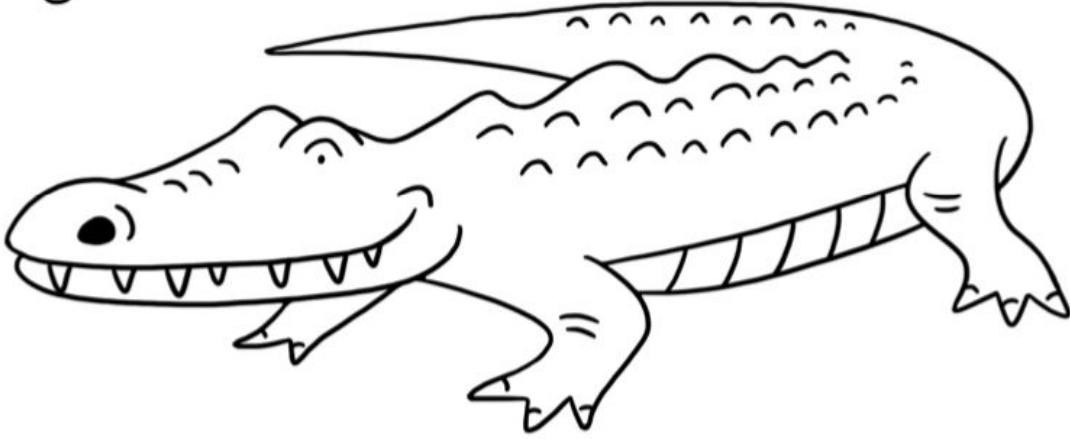
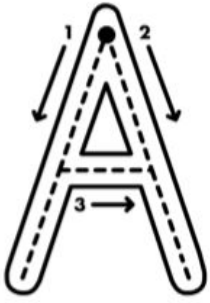
- With your child, talk about times that they have shared something with others.
- Have your child independently draw and write about a time that they shared with a friend or family member.
- Later, ask, **Tell me about a time that you shared with a friend. Why should we share with others?**

Name: _____

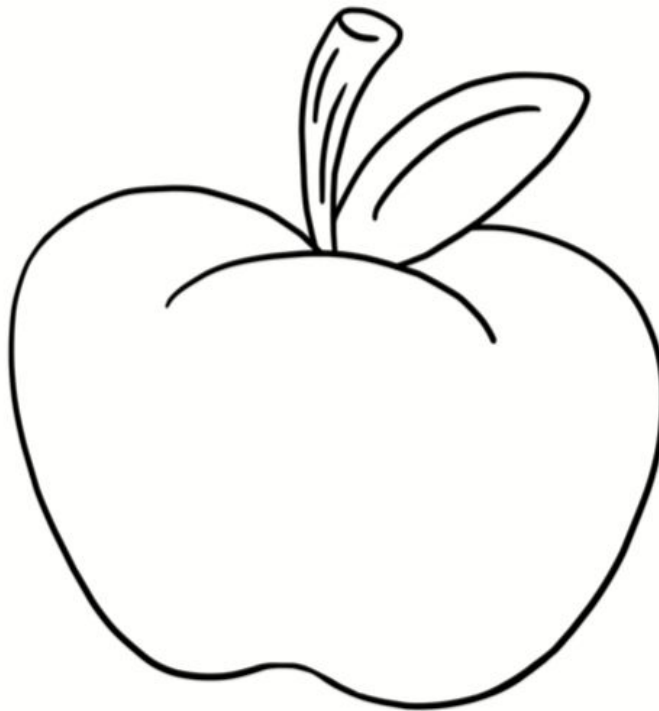
Write and draw about a time that you shared with a friend.

Name: _____





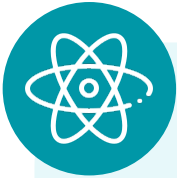
Alligator



Apple

Name: _____

Write and draw about a time that you shared with a friend.



STEM: Count and Move

MATERIALS: *optional - music*

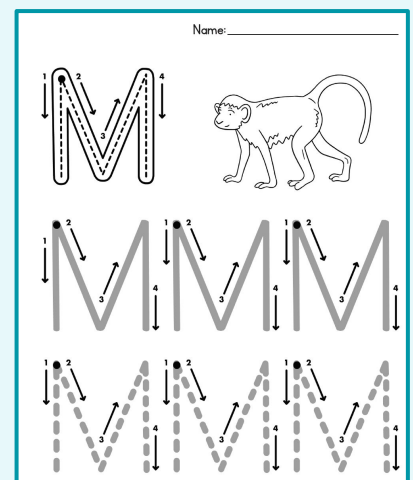
- Say, **Let's dance and count to 20. What dance move would you like to teach me?**
- Dance and count to 20 together 2-3 times. Take turns suggesting dance moves. Remind your child that taking turns is also a way of sharing!



Independent Learning: Writing M & A

MATERIALS: M & A, pencil, crayons

- Brainstorm words that start with the letters M and A.
- Have your child independently practice tracing the letters M and A. Use the provided sheets or make one of your own!
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as monkey? Can you think of other words that start with the same sound as ant?**





Literacy: M & A Review

MATERIALS - write M and A on small pieces of paper to make pairs of letter cards

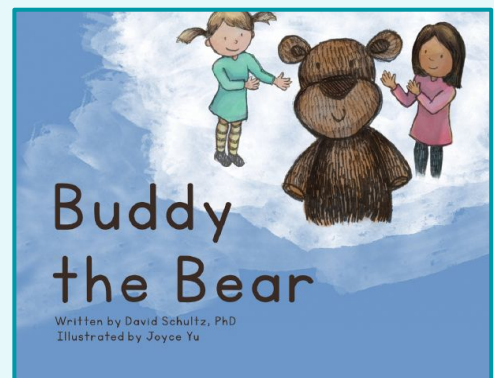
- Give one set of cards to your child and keep one.
- Say, **Let's play a game with the letters. I'll show you a letter card and you tell me its name and sound. Then show me your card that matches.**
- You can also say the letter sound and ask them to show you the letter card that matches the sound.
- Switch roles so that your child can show you a card for you to find.
- You can include the letter cards for S and R for review.
- *Optional - ask your child to find things that start with M and A around your home.*



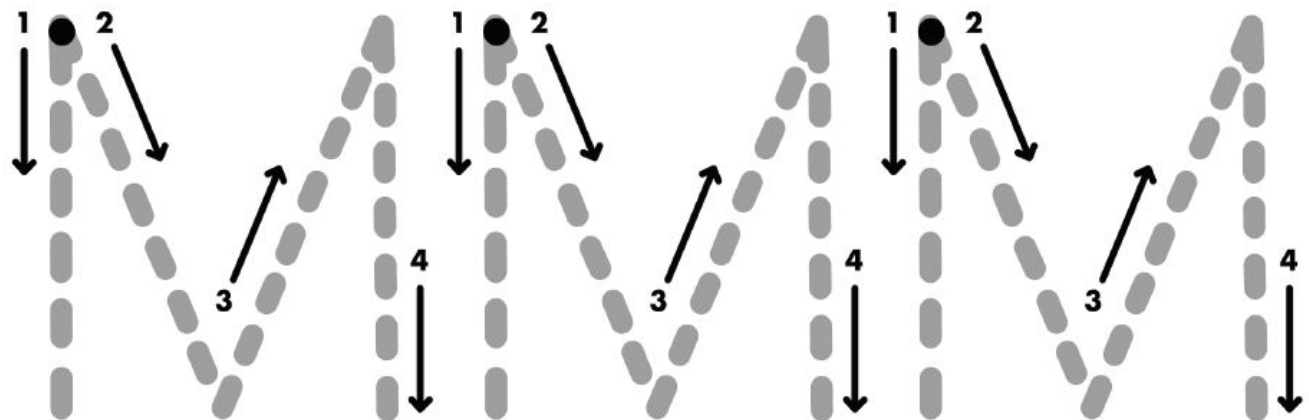
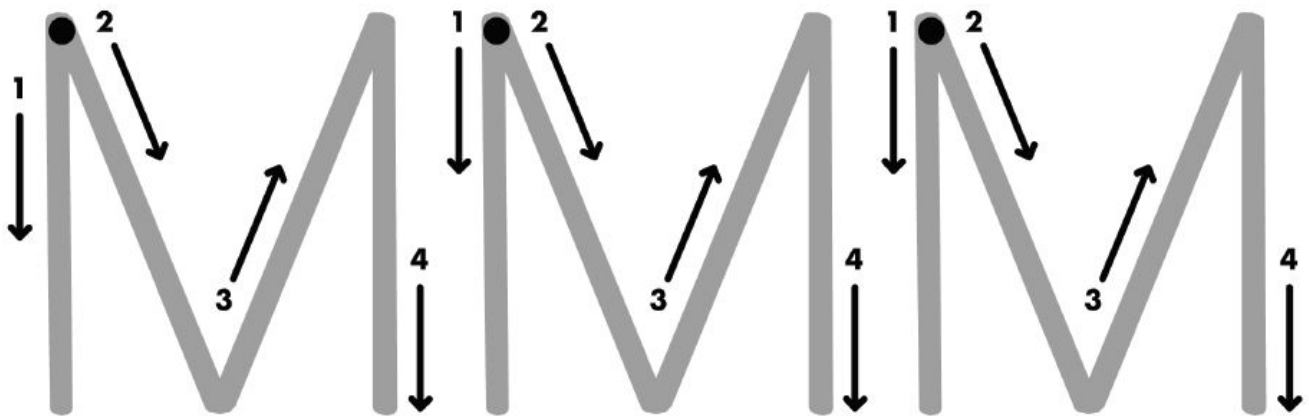
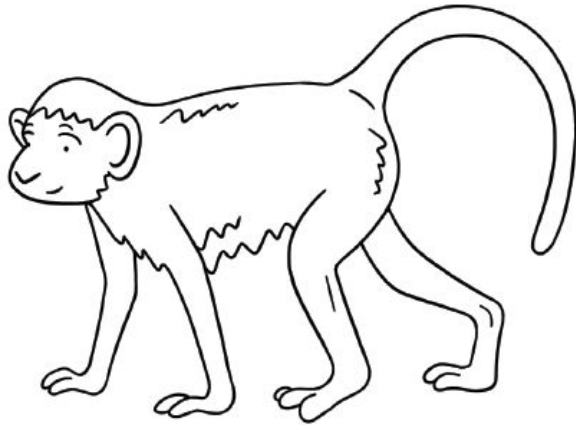
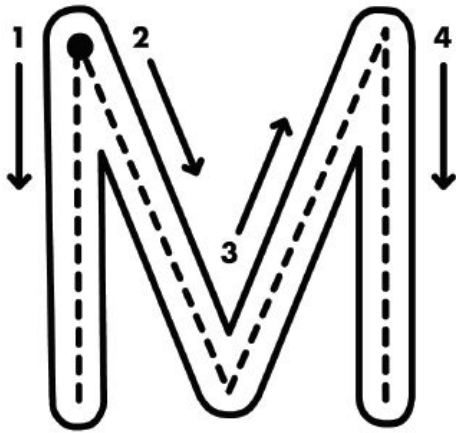
Read: *Buddy the Bear*

MATERIALS: [Buddy the Bear](#)

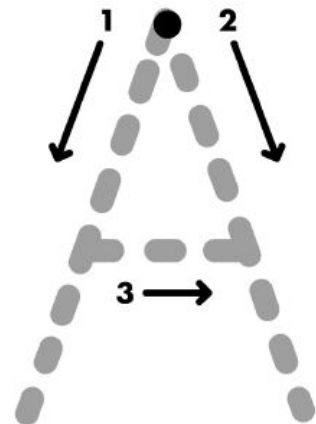
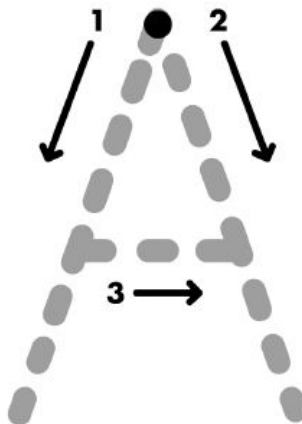
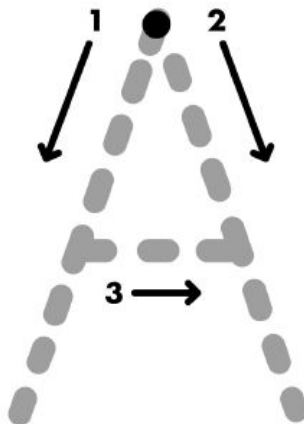
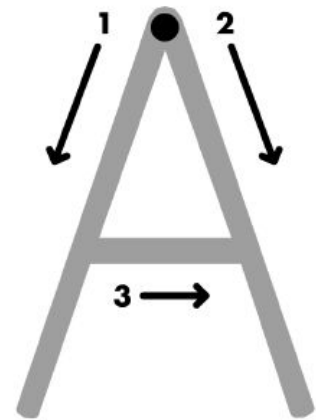
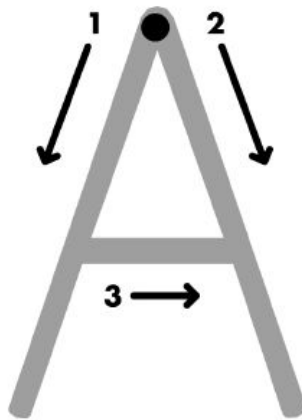
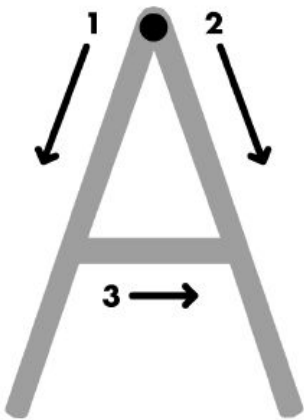
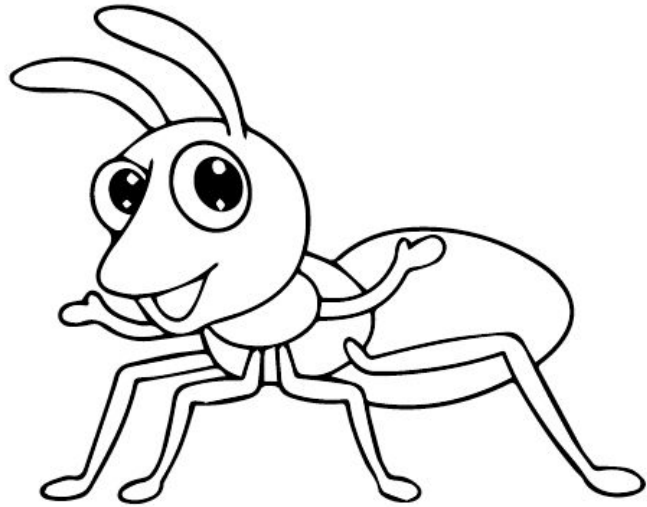
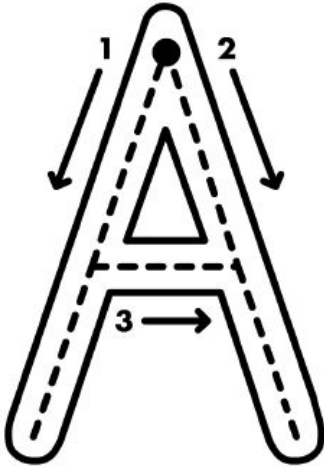
- With your child, read *Buddy the Bear*.
- After, talk about a time they had a problem. Then talk about the steps they could take to solve it. For example, if their sibling took something they could stop and think about what they could do before they act. They could ask them to give it back or ask an adult for help.



Name: _____



Name: _____



Week 3

PK4 Unit 6 Week 3 Overview

I Like Me! All About Positive Self-Esteem

This week your child will:

Explore positive self-esteem. They will make an all about me collage to show things they like about themselves. During the week you can extend this activity by allowing your child to add even more pages to their all about me collage. 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 learn about the numbers 8 and 9 and the letters J and N.



Key Vocabulary



exercise

things you do to keep your body healthy and strong



healthy

good for your body, or not sick



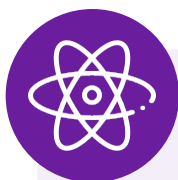
senses

hearing, sight, taste, touch, and smell

Create Connections

This week, you will share things you like about yourself and are proud of. Before you begin the packet, draw and write about something special you want everyone to know about you.

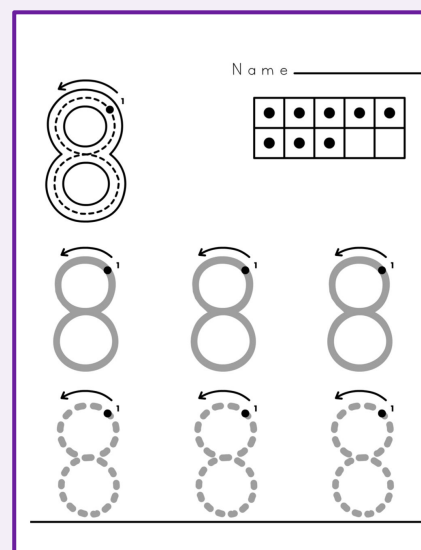
**Think
About It!**



STEM: Number 8

MATERIALS: paper, crayons, [Numeral 8](#)

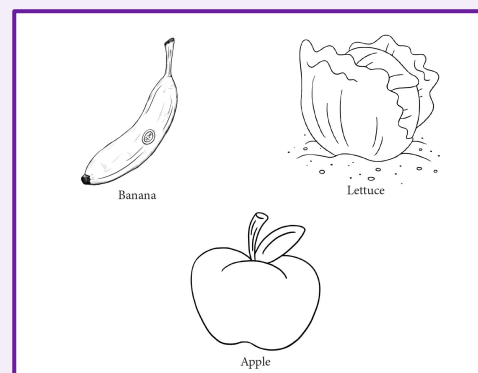
- Say, **Let's learn about the number 8.** Count the 8 dots together on the page.
- Say, **Make an 8 by writing curve down then curve back up.** Demonstrate writing it with your index finger on the 8 at the top of the page.
- Have your child trace the 8 with their finger and then in the air.
- After, say, **Now, you can practice tracing and writing the 8.** Allow your child to independently trace, write, and color.
- *Optional - practice with other materials.*



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.

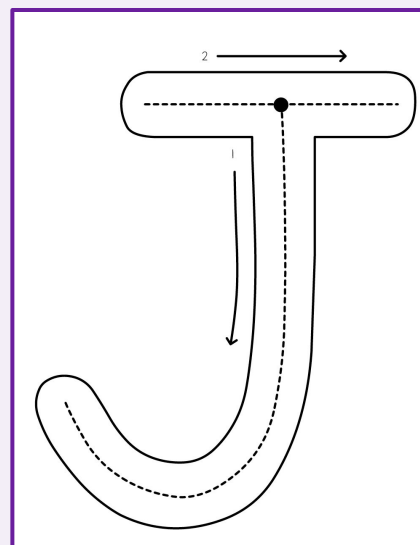




Literacy: J

MATERIALS: [Large Letter J](#)

- Practice the letter J. Say, **Make a J by writing down, curve up, across.** Have your child say the letter J and make the letter sound for J, like jacket. Have your child trace the J with their finger.
- See how many uppercase J's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter J!
- *Optional - practice with other materials.*

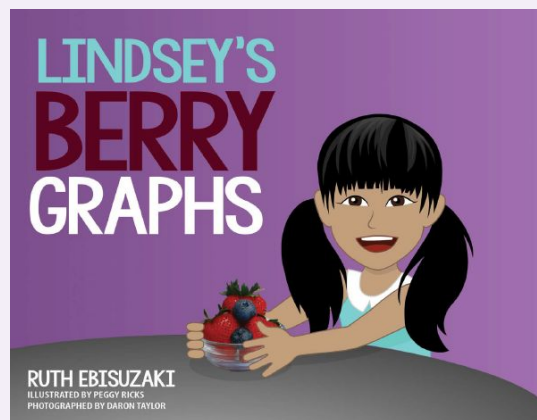


Read: *Lindsey's Berry Graphs*

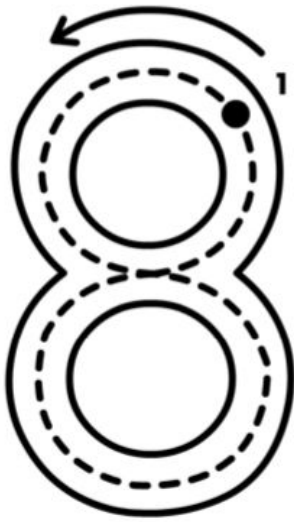
MATERIALS: [Lindsey's Berry Graphs](#)

- With your child, read *Lindsey's Berry Graphs*.
- After, say, **Wow, There are so many ways that Lindsey can count to see if there are more blueberries or strawberries!**
- Look at pp. 6-7. **Which row is longer? Which row is shorter? Were there more blueberries or strawberries?** Discuss the meaning of longer and shorter. Point out the difference.

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.

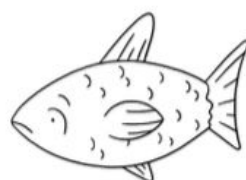
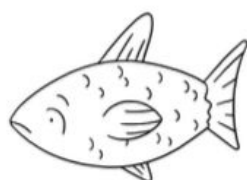
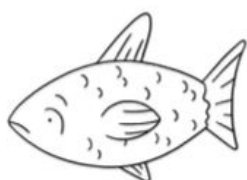
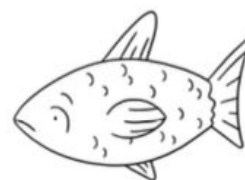
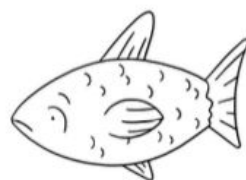
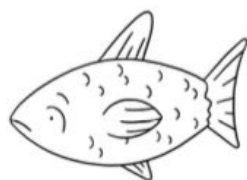
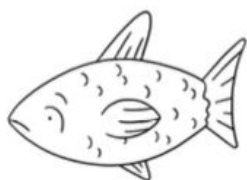
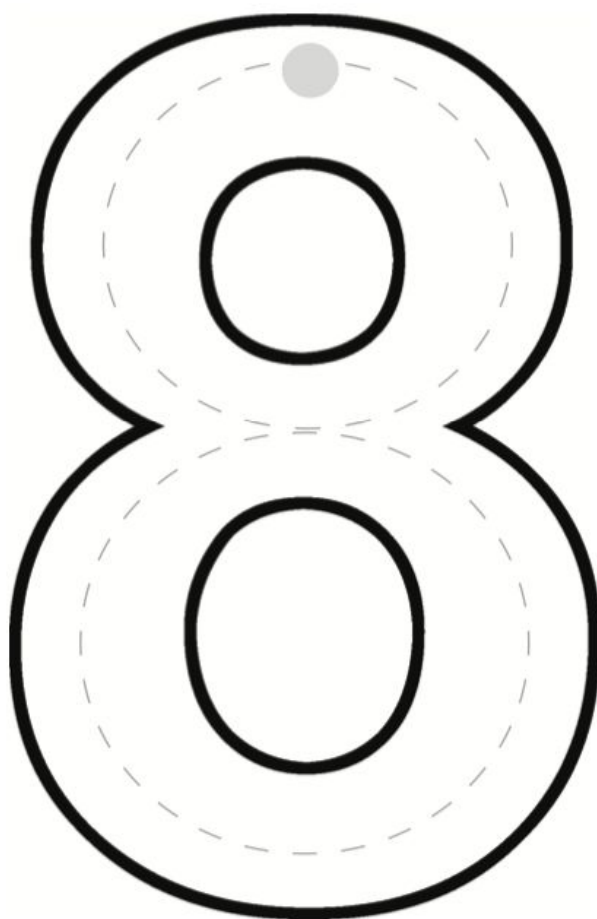


Name _____



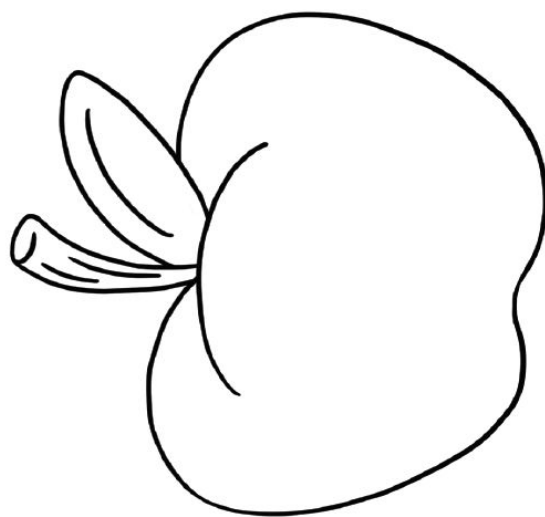
●	●	●	●	●
●	●	●		



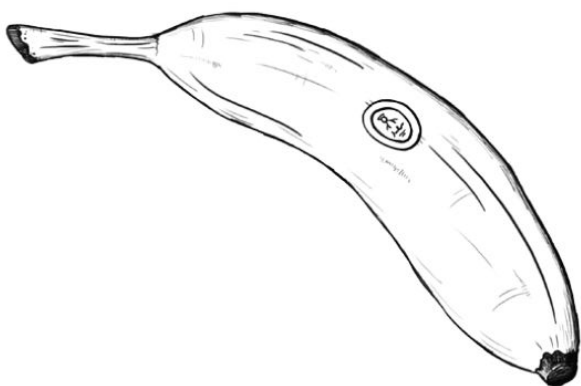




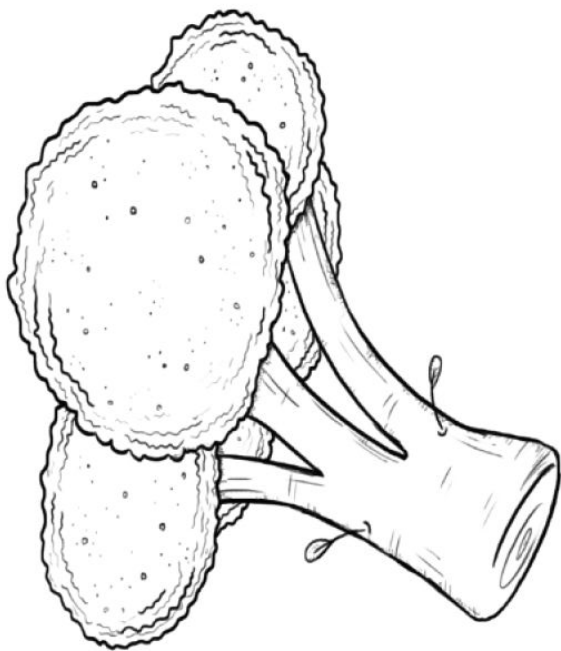
Lettuce



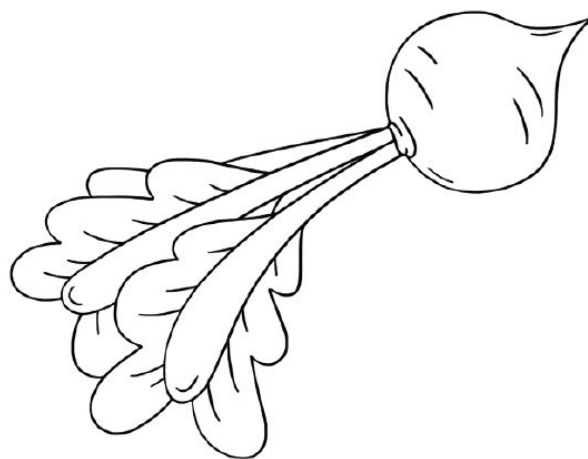
Apple



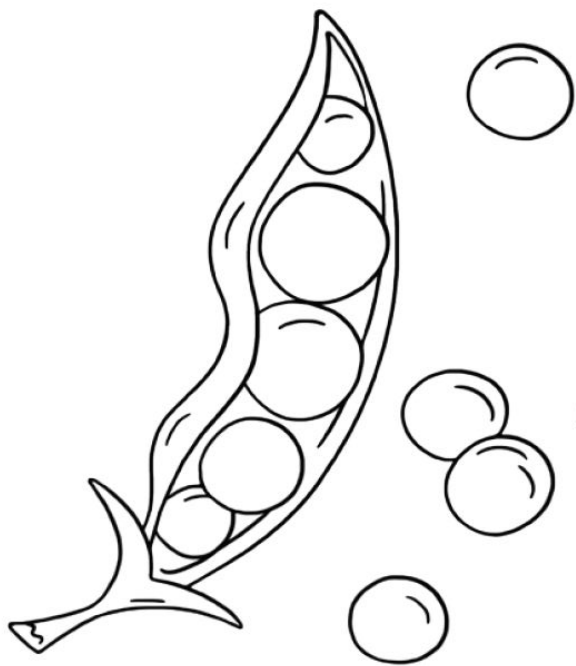
Banana



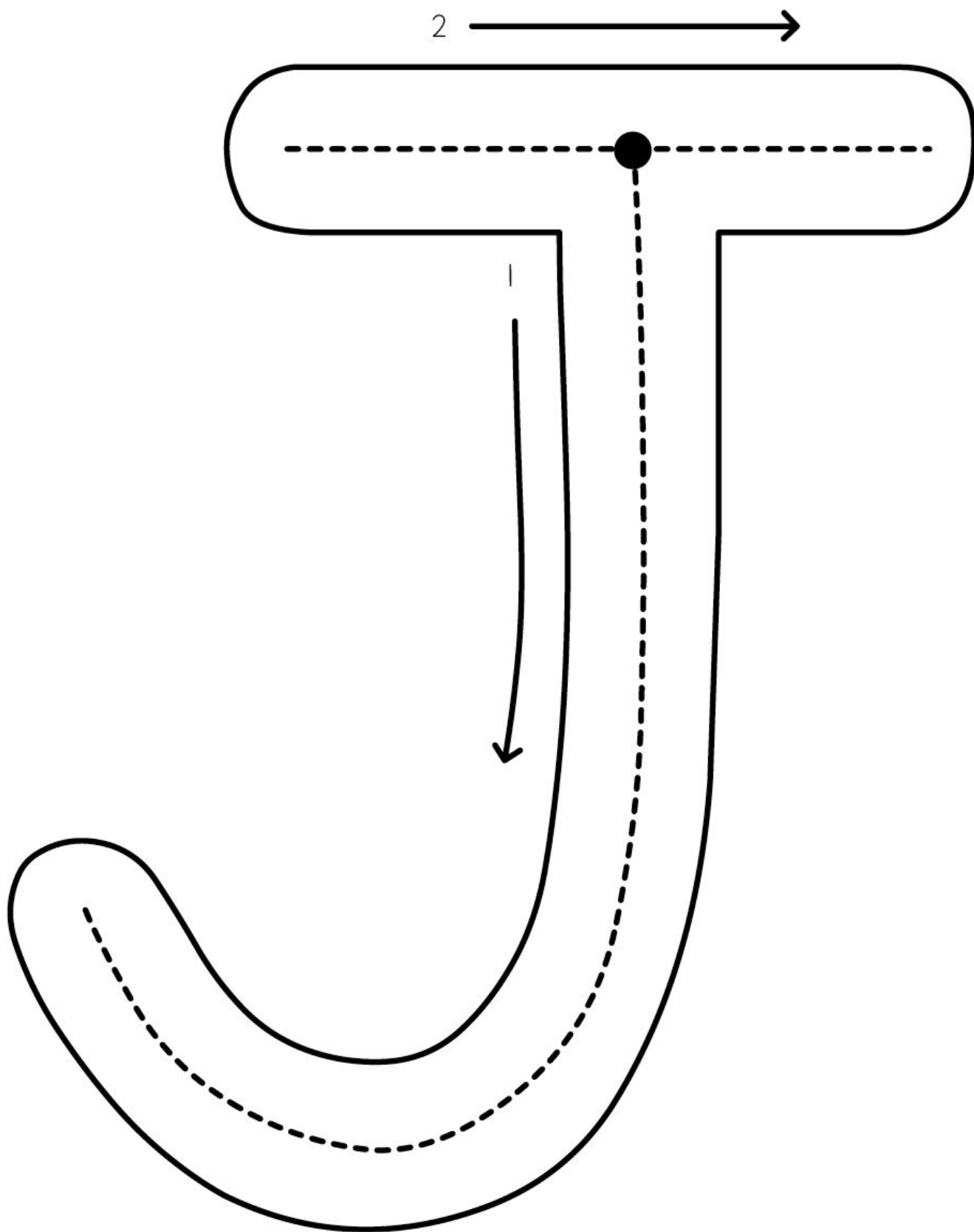
Broccoli

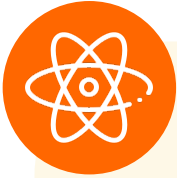


Radish



Peas

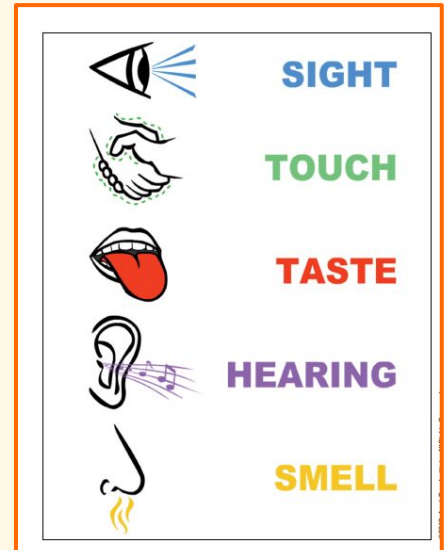




STEM: Sense of Smell

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

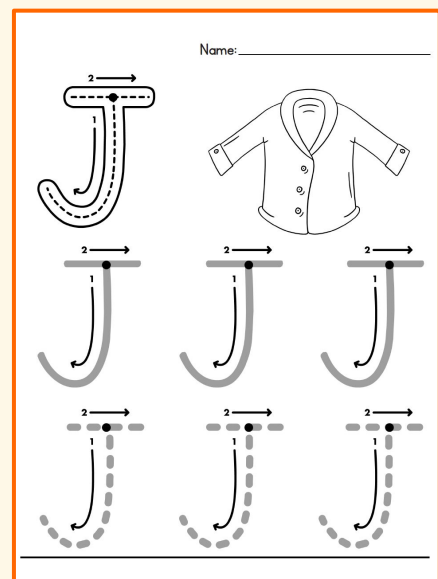
- Using the diagram, say, **We have five senses - sight, smell, taste, touch, and hearing. Let's talk about our sense of smell.**
- **We use our noses to smell.**
- **Let's go on a senses walk and describe what we smell.** You can also give your child things such as spices or fruits etc. to smell. If your child can't 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: J

MATERIALS: [Letter J Practice](#), pencil, crayons

- Brainstorm words that start with the letter J.
- Have your child independently practice tracing the letter J. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as jacket?**

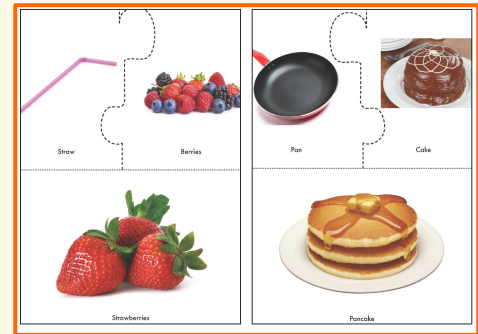




Literacy: Let's Make Compound Words

MATERIALS: [Compound Words 2](#) cut into pieces

- Say, **We are learning about compound words. I will show you a compound word and you find the words that make it.**
- Show your child the bottom puzzle piece for "pancake." Say, **This is a pancake. Now, let's find the two words that make pancake. I hear pan at the beginning of pancake. Say, pan. Let's find the pan.** Put it below the picture of pancake.
- **What word do you hear at the end of pancake?** **Pan** (pause) **cake. Good job, cake. Let's find cake.** It's okay if you have to tell your child the answer, praise them for trying. **Put the cake next to pan.**
- Show the pictures. **Let's say the words together pan** (pause) **cake, pancake!**
- Repeat for the words housefly and strawberries. Encourage your child to find the two words that make the compound word. It's okay if you have to show them the pictures. They are still learning!
- Save the pictures for an activity later this week.



Journal Prompt: I Can Smell

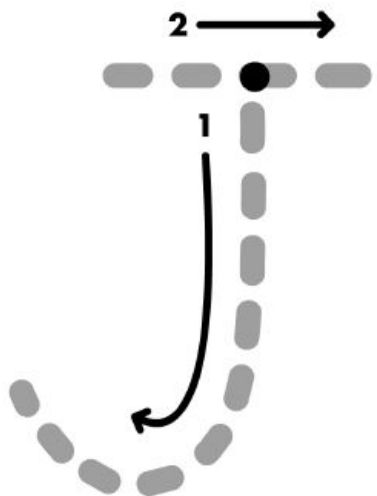
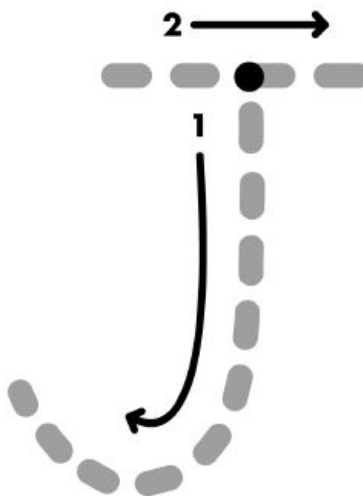
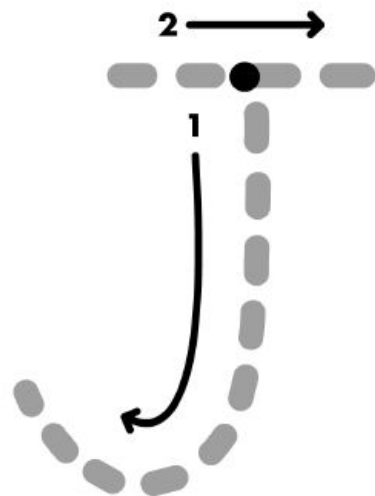
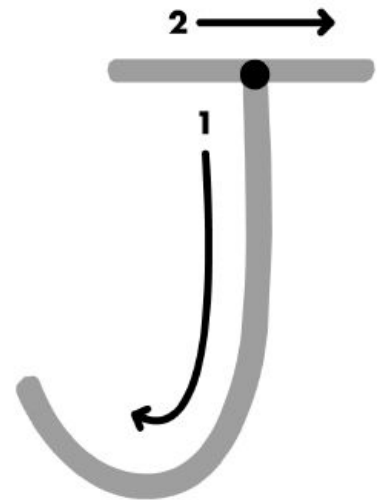
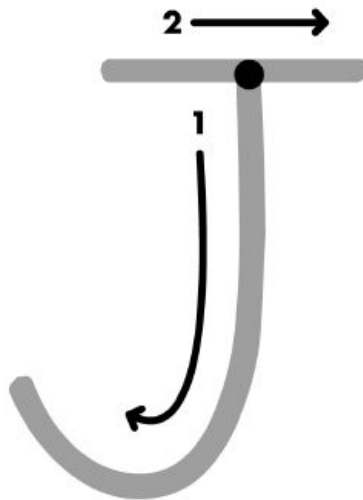
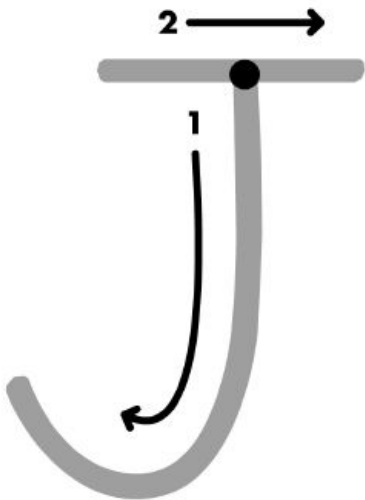
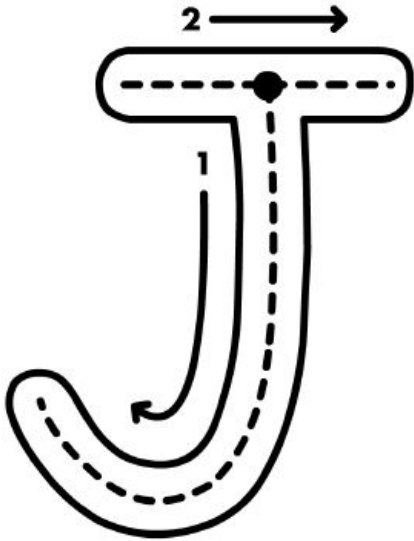
MATERIALS: crayons, I Can Smell Journal Page

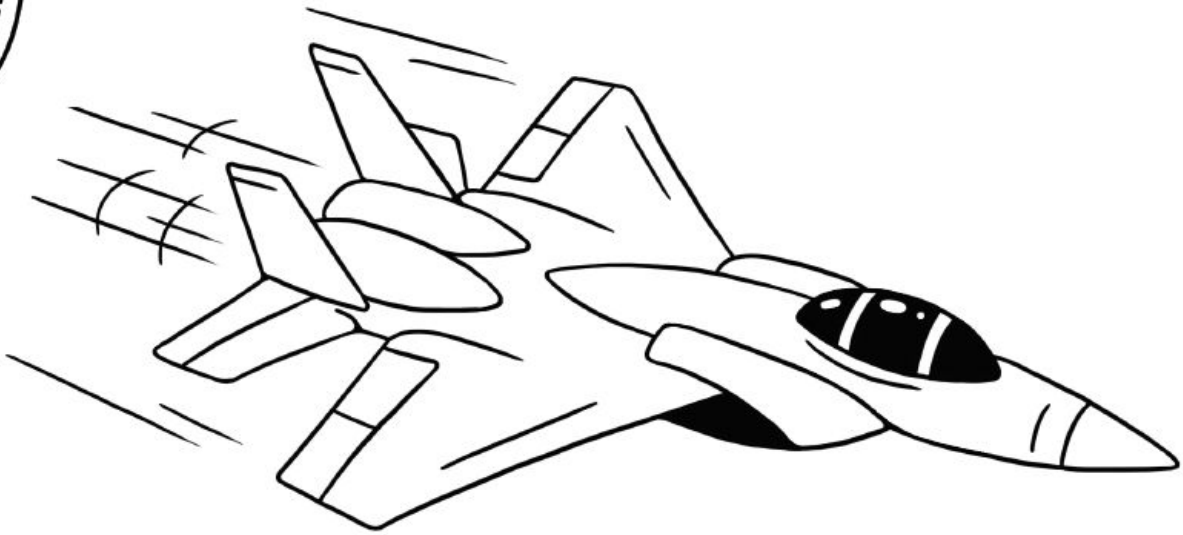
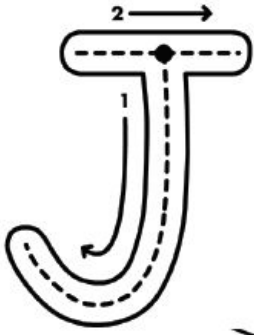
- With your child, talk about things that you like to smell like flowers, food cooking, etc. If your child cannot smell, choose another sense and discuss things they like about using that sense.
- Have your child independently draw and write about something they like to smell.
- Later, ask, **Tell me about what you wrote and drew!** **What do you like to smell?**

Name: _____

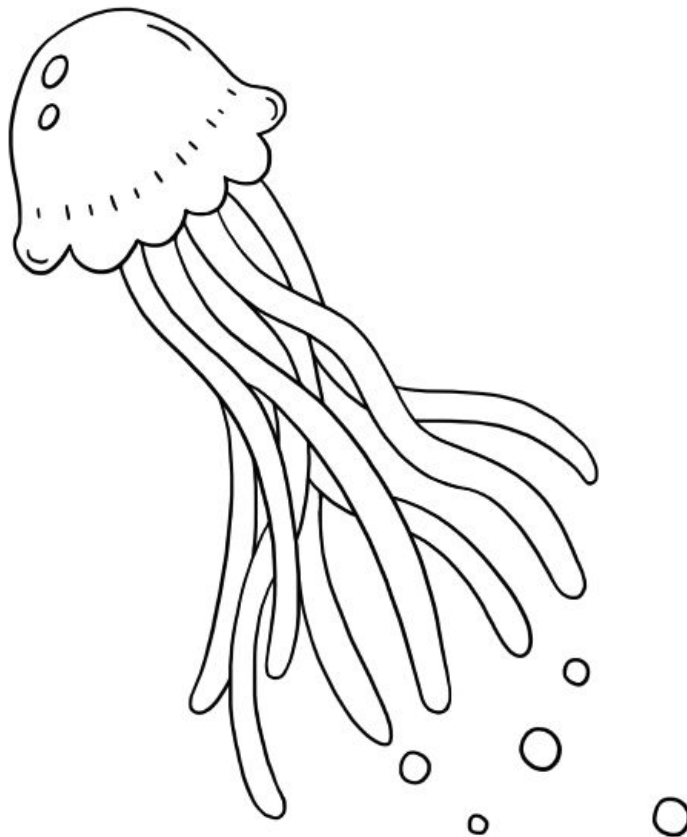
Write and draw about something you like to smell.

Name: _____


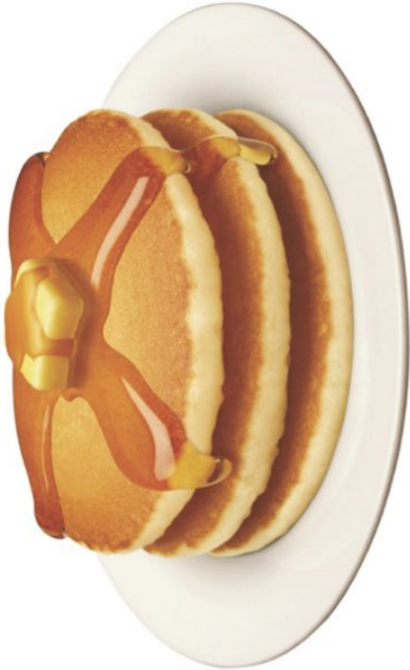




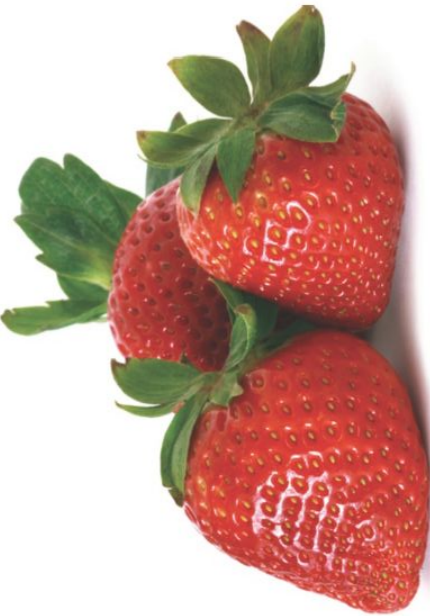



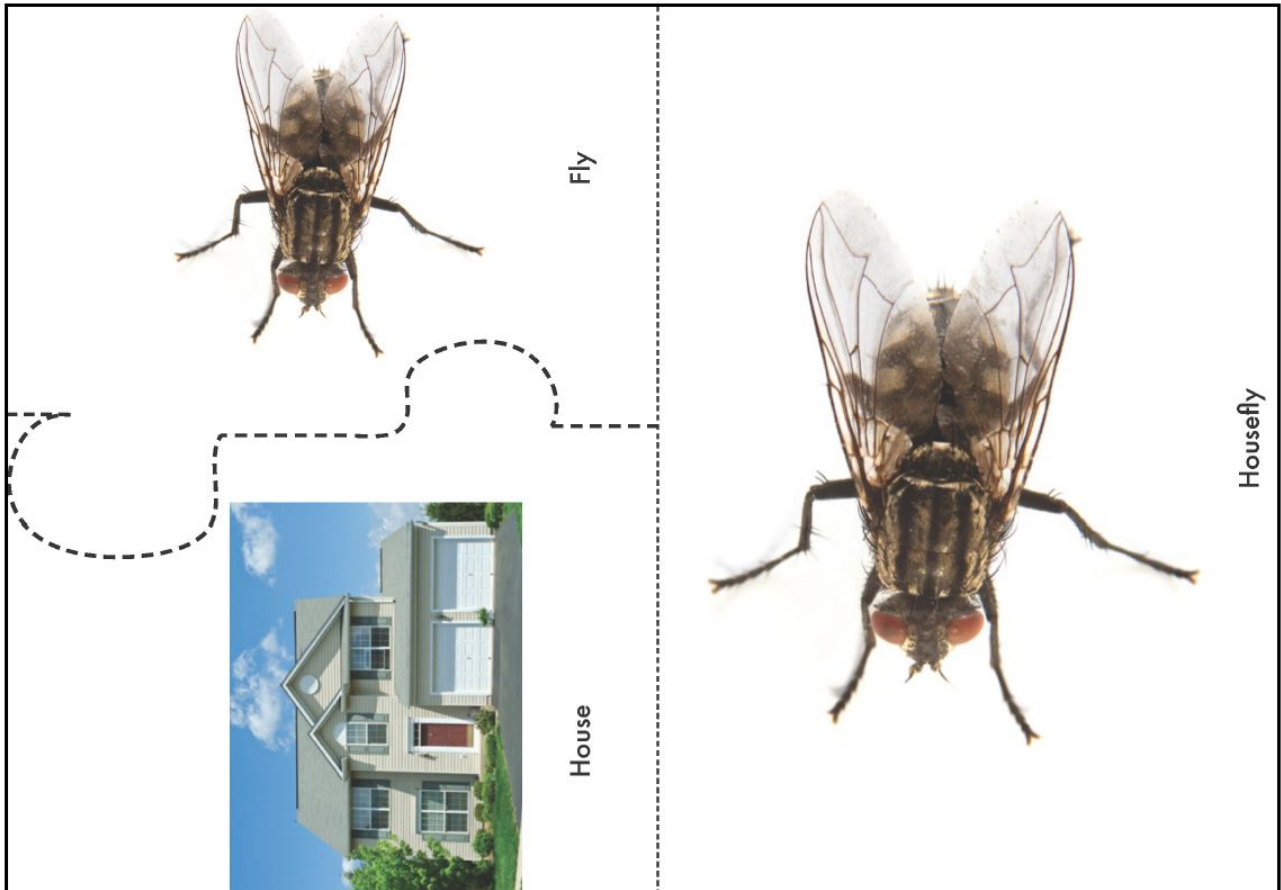
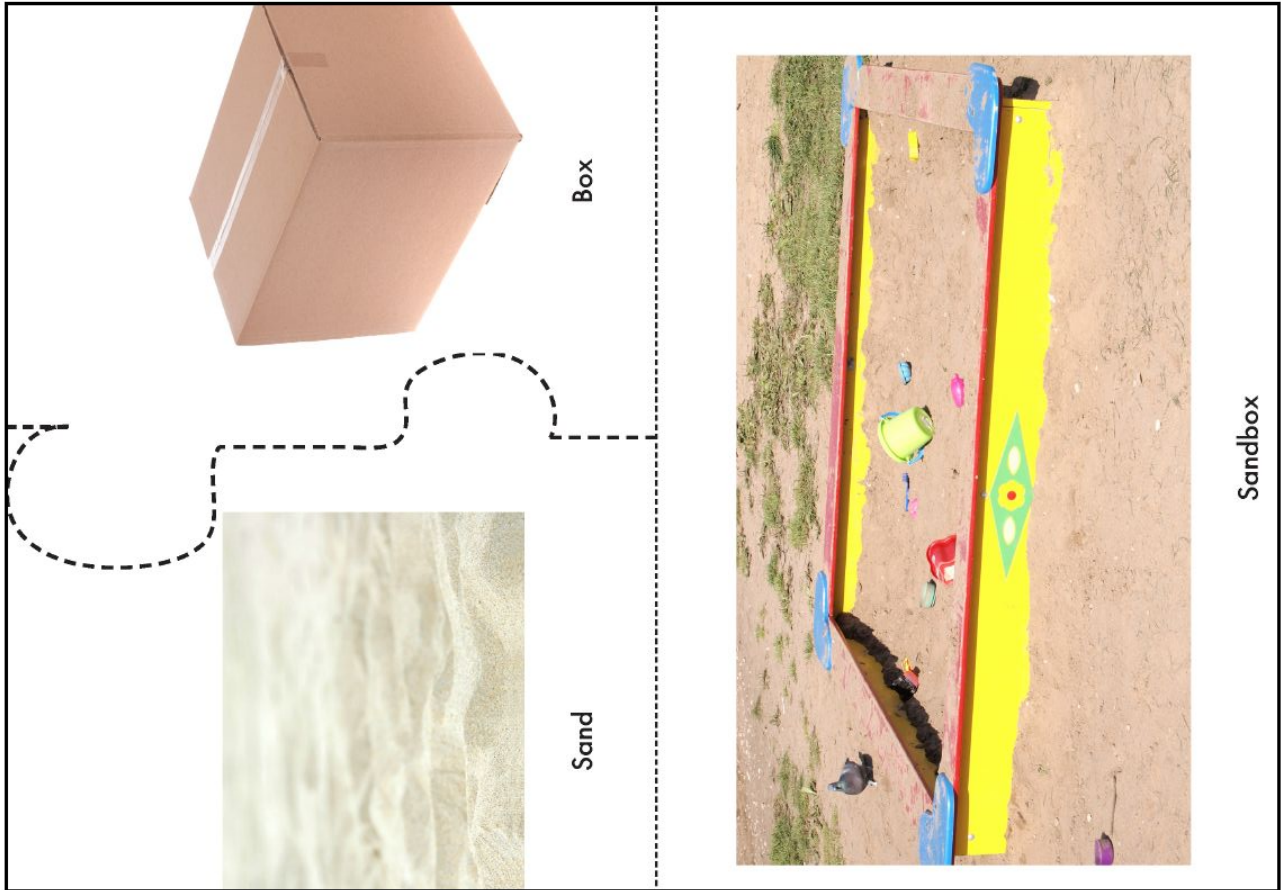
Jet







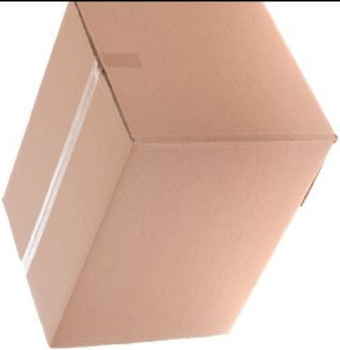

Jellyfish

 <p>Pan</p>	 <p>Pancake</p>
 <p>Cake</p>	

 <p>Straw</p>	 <p>Strawberries</p>
 <p>Berries</p>	



 <p>Boy</p>  <p>Cow</p>	 <p>Cowboy</p>
--	--

 <p>Shoe</p>  <p>Box</p>	 <p>Shoebox</p>
--	--

Name: _____

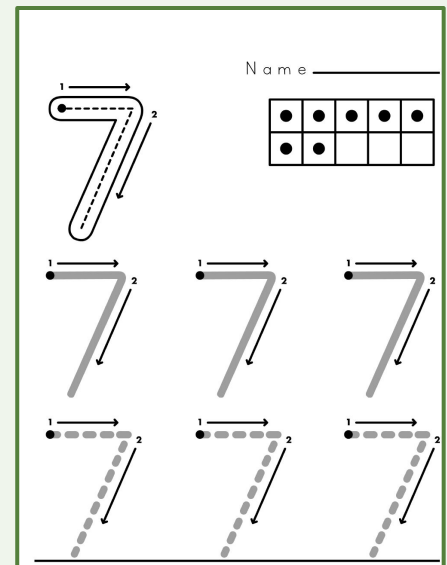
Write and draw about something you like to smell.



STEM: Numbers 7 & 8

MATERIALS: paper, crayons, [Numerals 7 & 8](#)

- Say, **You can practice writing 7 and 8 today. Can you point to the 7?** Have your child trace the 7 with their finger. Repeat for the number 8.
- Allow them to independently practice tracing and writing the numbers.
- After, count the dots at the top of the page together for each number.
- *Optional - practice with other materials.*



Independent Learning: All About Me Collage

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

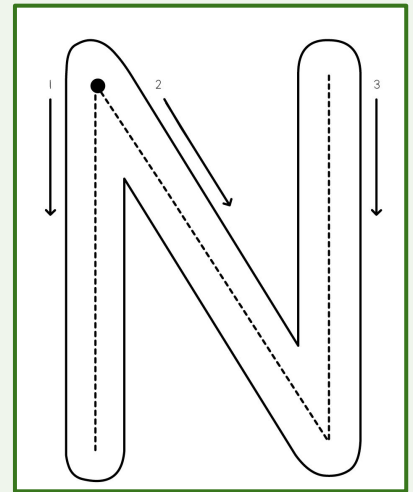
- Talk with your child about the different things they like about themselves.
- Say, **You can make a collage of things you like about yourself.**
- Have your child independently make the collage by drawing or cutting out and gluing pictures.
- After, ask, **Tell me about your collage. What do you like about yourself?** You can also share things you like about them.



Literacy: N

MATERIALS: [Large Letter N](#)

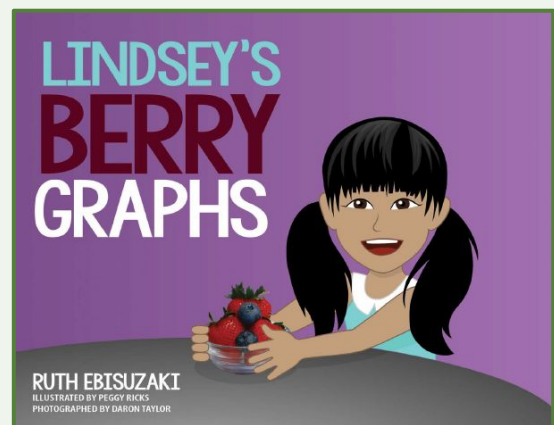
- Practice the letter N. Say, **Make an N by writing down, slant down, down.** Have your child say the letter N and make the letter sound for N, like nail. Have your child trace the N with their finger.
- See how many uppercase N's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter N!
- *Optional - practice with other materials.*



Read: *Lindsey's Berry Graphs*

MATERIALS: [Lindsey's Berry Graphs](#)

- With your child, read *Lindsey's Berry Graphs*.
- Show pp. 8-9. Ask, **Are there more blueberries or more strawberries? How do you know?** Discuss comparing the rows to see which has more. You can repeat with other pages in the book, asking, **Which has more? How do you know?**
- Your child is not expected to know how to make their own graph. They are just being introduced to the idea.





Let's Move: Personal Trainer

- 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.

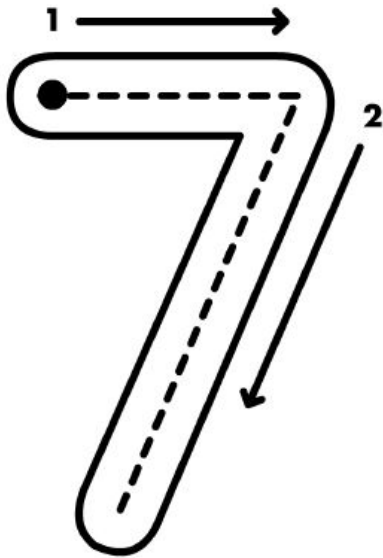


Learning Together: Our Story

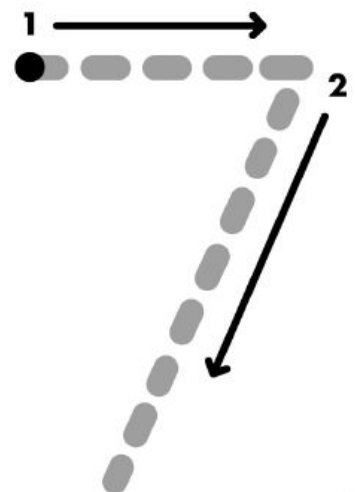
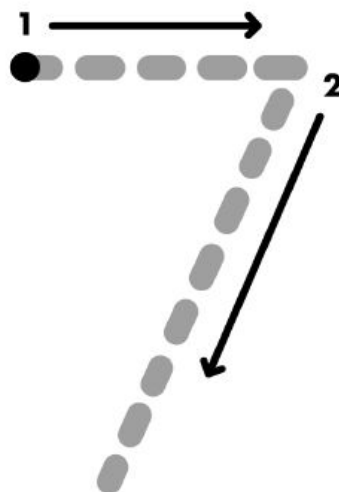
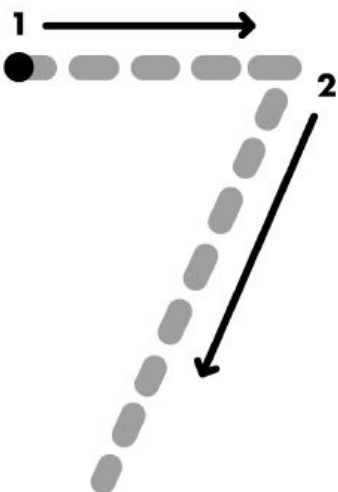
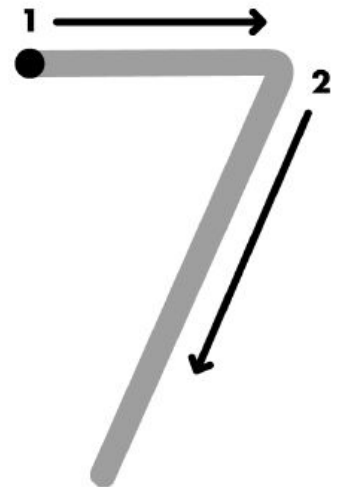
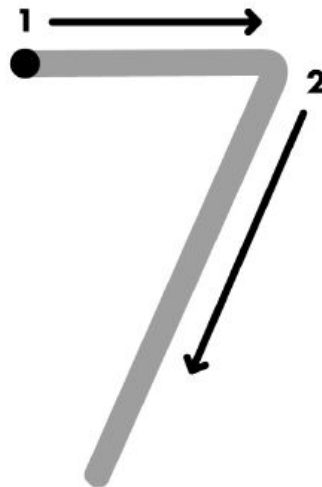
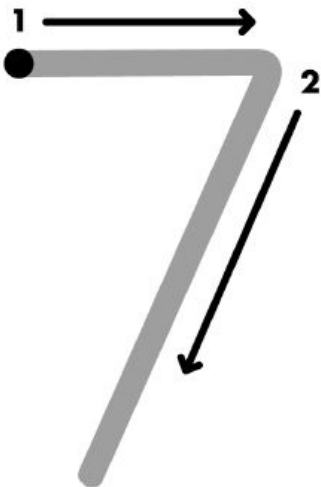
MATERIALS: paper, crayons

- Say, **Let's tell a story together. Let's remember two things that happened to us this week.**
- **We will be the characters because it is about us. Where did it happen? That will be the setting. Where should the setting or where it happens be?**
- Help your child to write and draw the story with two events, e.g. you both went to the supermarket and saw a puppy on your walk. Then, you can tell the story together.

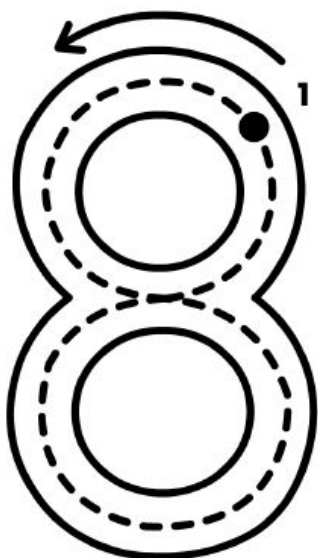
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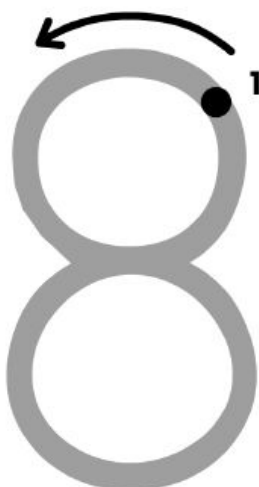
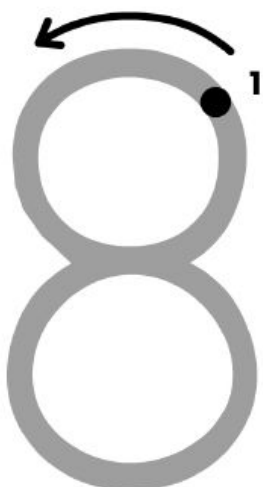
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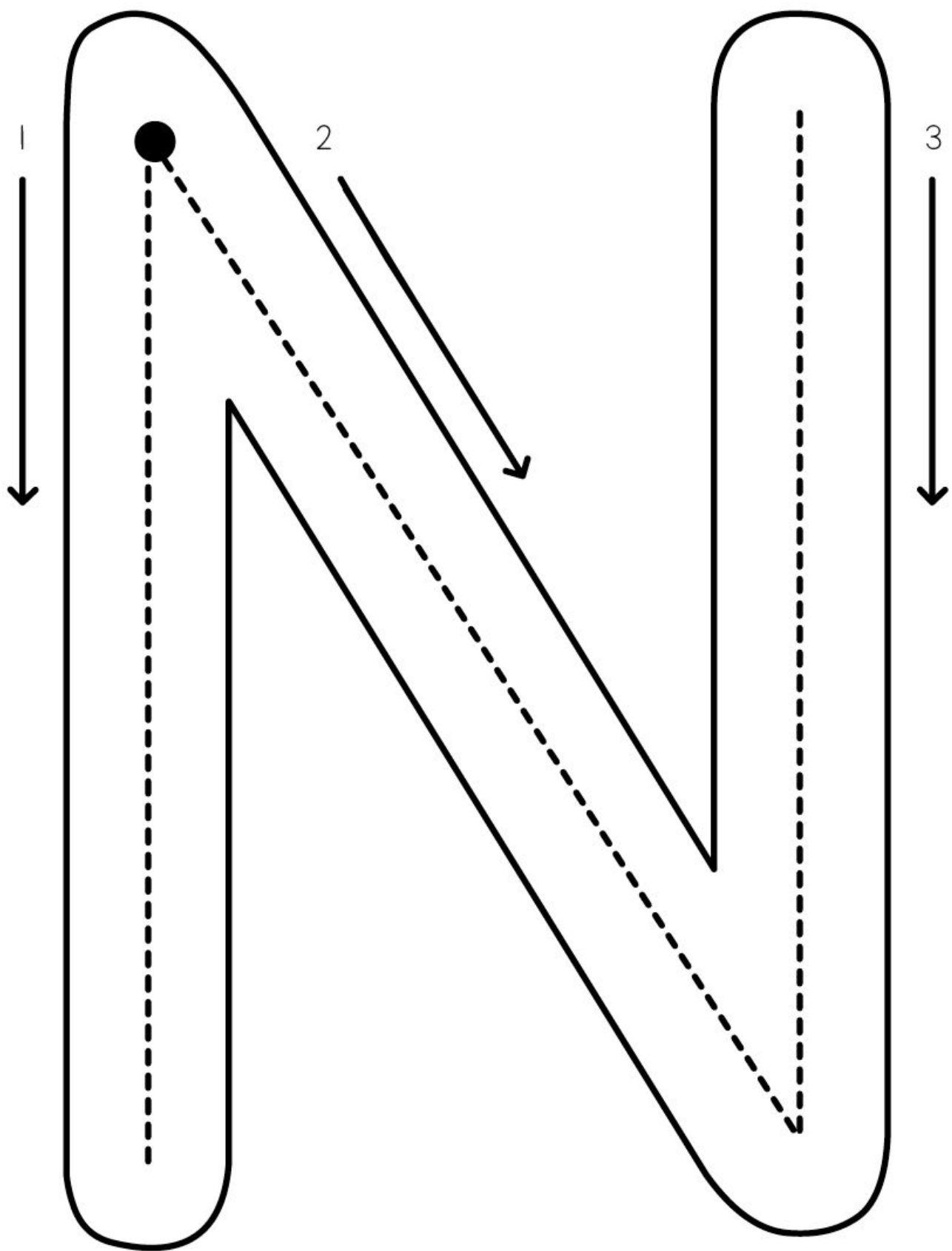


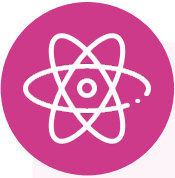
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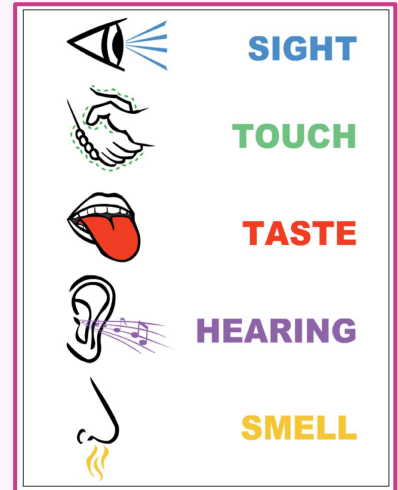




STEM: Sense of Touch

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

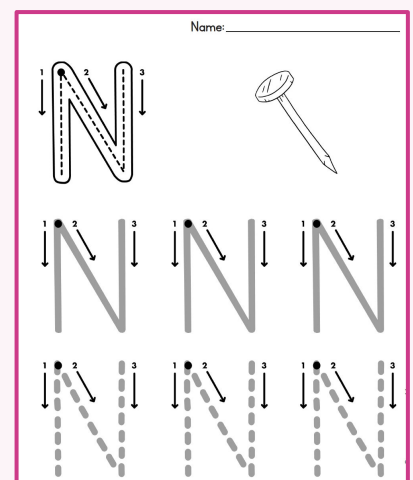
- Using the diagram, say, **We have five senses - sight, smell, taste, touch, and hearing.** Let's talk about our sense of touch.
- **We use our skin to touch.** Our skin is the largest part of our body! It's the largest organ we have!
- **Let's go on a senses walk and describe what we touch.**
- Walk 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: N

MATERIALS: [Letter N Practice](#), pencil, crayons

- Brainstorm words that start with the letter N.
- Have your child independently practice tracing the letter N. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as nail?**

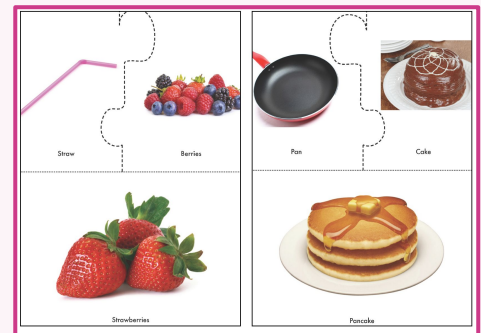




Literacy: Say the Words

MATERIALS: [Compound Words 2](#) cut into pieces from earlier in the week

- Say, **We've been learning about compound words. I'll show you a compound word and then you find the words that make it.**
- Show your child the top puzzle pieces for "sandbox." Say, **This is sandbox. Now, let's find the two words that make sandbox. I hear sand at the beginning of sandbox. Say sand. Let's find the sand.** Put it below the picture of sandbox.
- **What word do you hear at the end of the word sandbox? Sand (pause) box. Good job, box. Let's find box.** It's okay if you have to tell your child the answer, praise them for trying. **Place it beside sand.**
- Show the compound word picture. **Let's say the words together: sand (pause) box, sandbox!**
- Repeat for the words cowboy and shoebox. Encourage your child to find the two words that make the compound word. It's okay if you have to show them the pictures, they're still learning!



Journal Prompt: I Am Proud

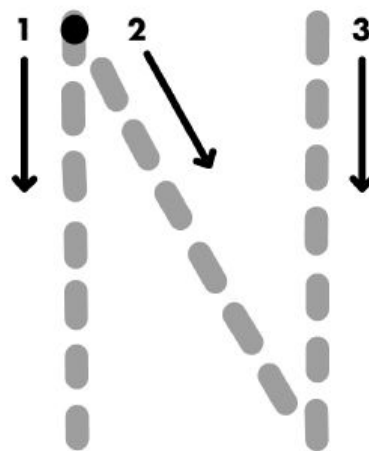
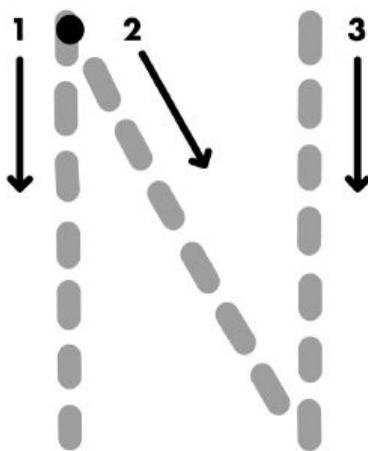
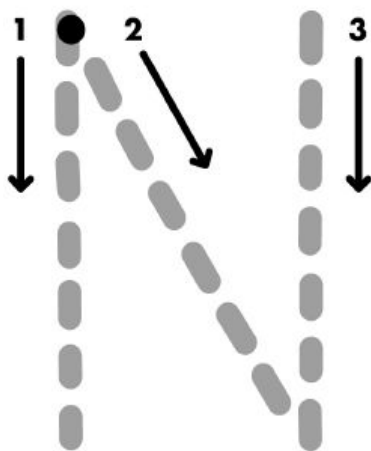
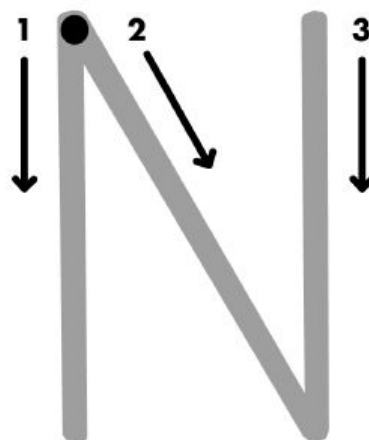
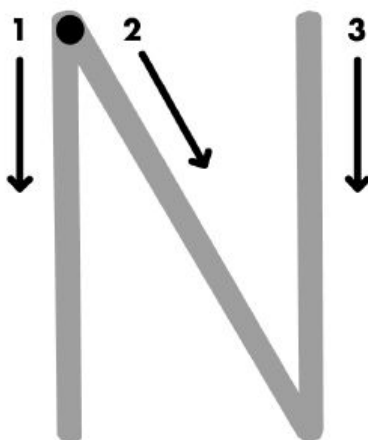
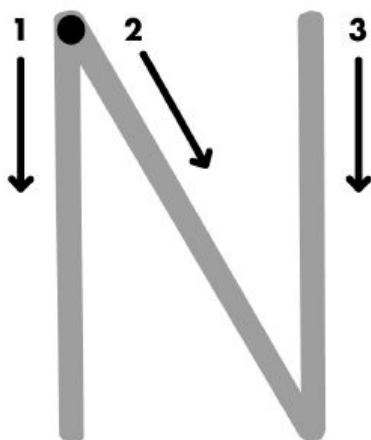
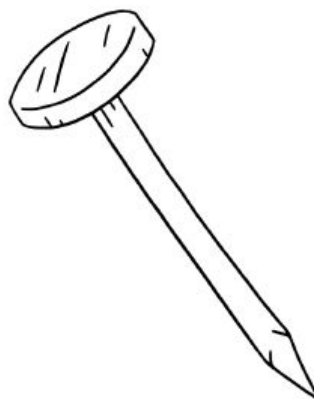
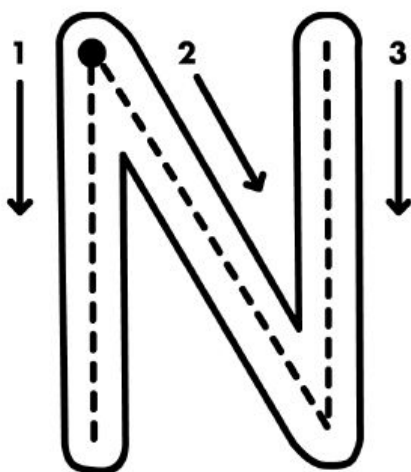
MATERIALS: crayons, I am Proud Journal Page

- 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: _____

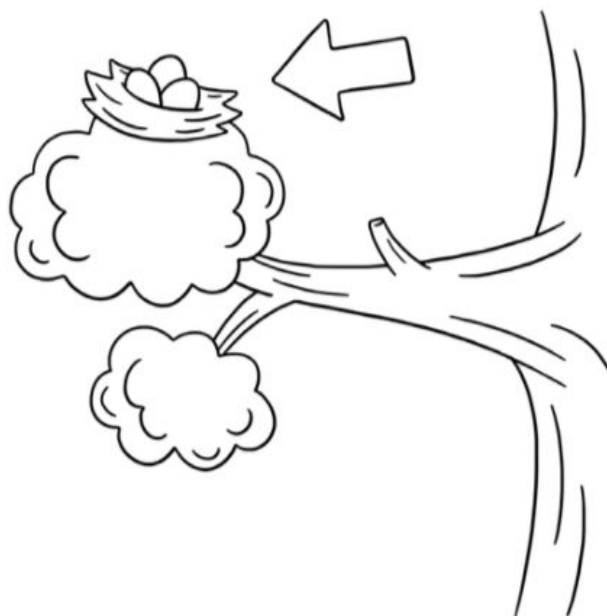
Write and draw about something you are proud you can do.

Name: _____





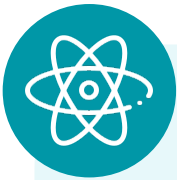
Newspaper



Nest

Name: _____

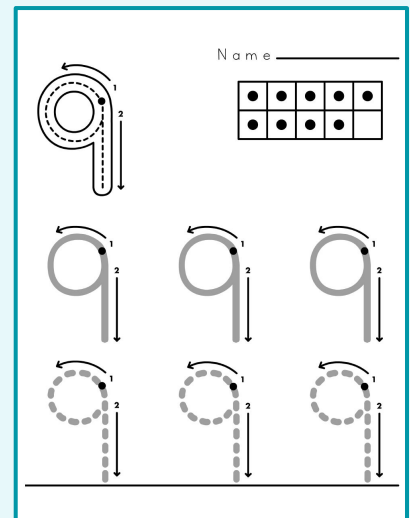
Write and draw about something you are proud you can do.



STEM: Number 9

MATERIALS: paper, crayons, [Numeral 9](#)

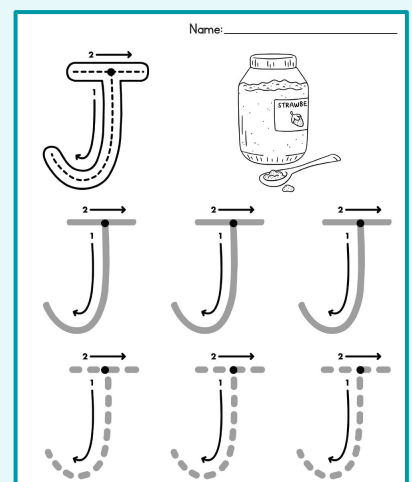
- Say, **Let's learn about the number 9.** Count the 9 dots together on the page.
- **Let's write the number 9! Small circle then line straight down.** Demonstrate writing it with your index finger on the 9 at the top of the page.
- Have your child trace the 9 with their finger and then in the air.
- After, say, **Now, you can practice tracing and writing the 9.** Allow your child to independently trace, write, and color.
- *Optional - practice with other materials.*



Independent Learning: Writing J & N

MATERIALS: [J & N](#), pencil, crayons

- Brainstorm words that start with the letters J and N.
- Have your child independently practice tracing the letters J and N. Use the provided sheets or make one of your own!
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as jam? Can you think of other words that start with the same sound as nut?**





Literacy: J & N Review

MATERIALS - write J and N on small pieces of paper to make pairs of letter cards

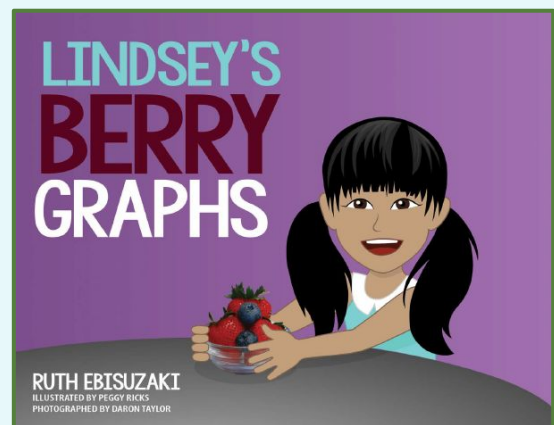
- Give one set of cards to your child and keep one.
- Say, **Let's play a game with the letters. I'll show you a letter card and you tell me its name and letter sound. Then show me your card that matches mine.**
- You can also say the letter sound and ask them to show you the card and say the letter name.
- Switch roles so that your child can show you a card for you to find. Make some mistakes and show the wrong card or say the wrong sound sometimes so they can correct you. If they do not notice be sure to point out that you were wrong!
- You can also include the letter cards for M, A, S, and R.
- *Optional - ask your child to find things that start with J and N around your home.*



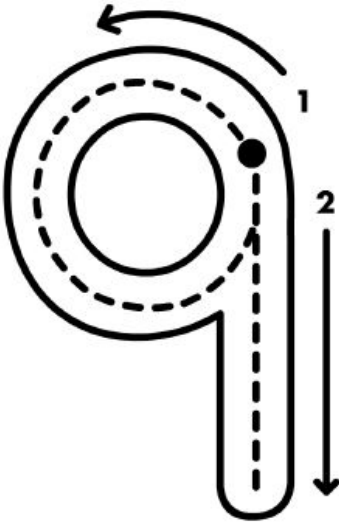
Read: *Lindsey's Berry Graphs*

MATERIALS: [*Lindsey's Berry Graphs*](#)

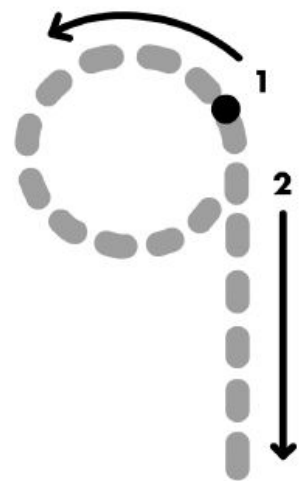
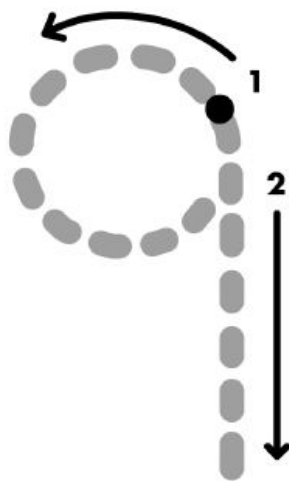
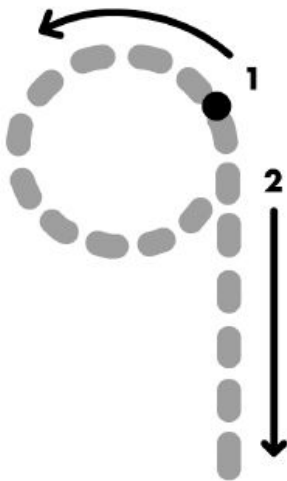
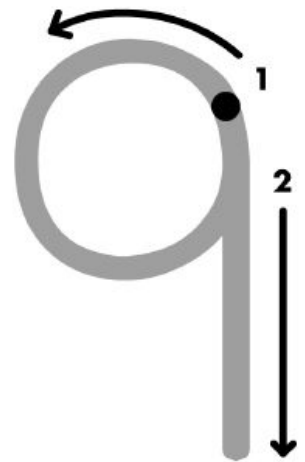
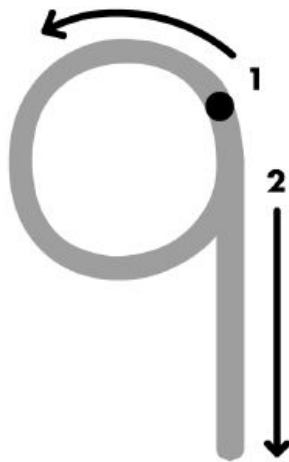
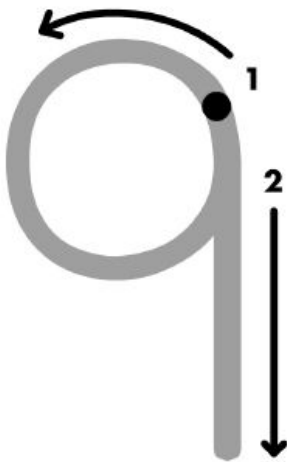
- With your child, read *Lindsey's Berry Graphs*.
- After, show pp. 14-15 and say, **Which column is taller? Which column is shorter? How do you know?** Discuss the meaning of taller and shorter. Point out the difference.
- Show pp.26-27 and say, **All of these graphs show the same information in different ways. There are two blueberries and three strawberries.**

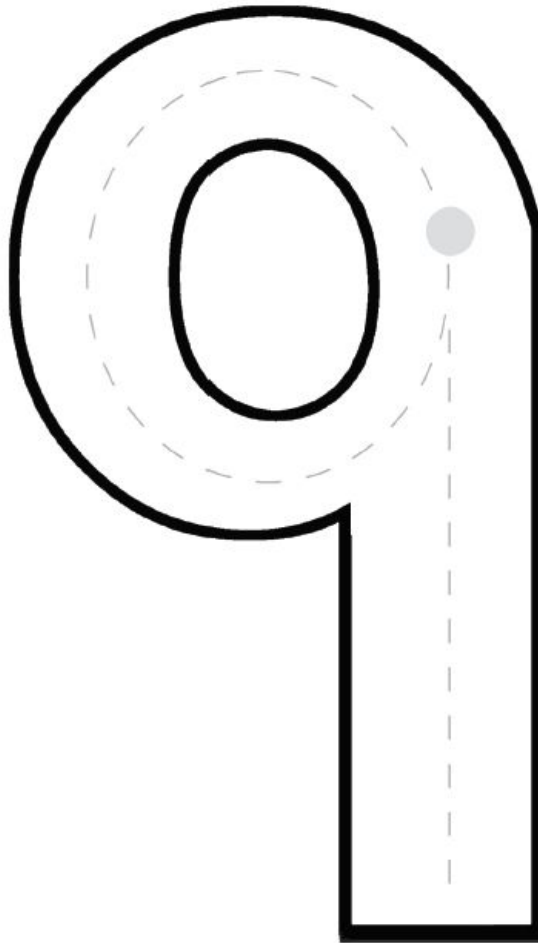


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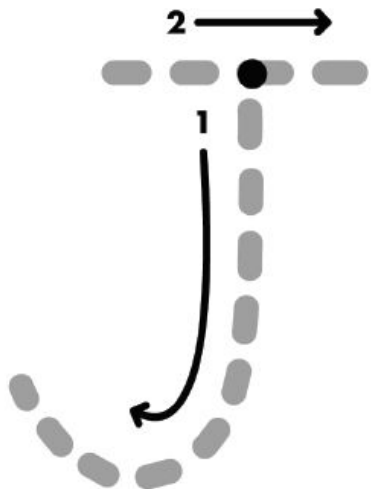
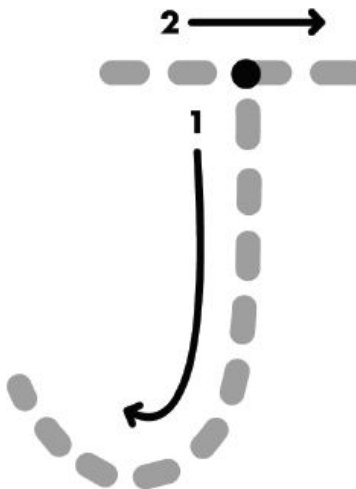
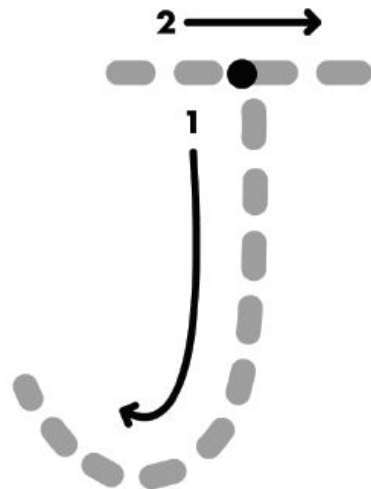
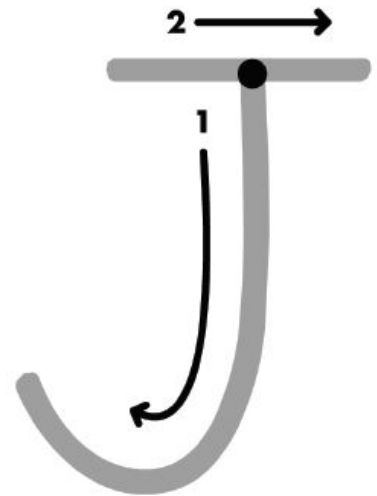
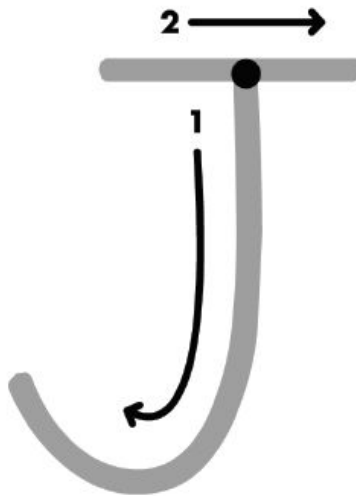
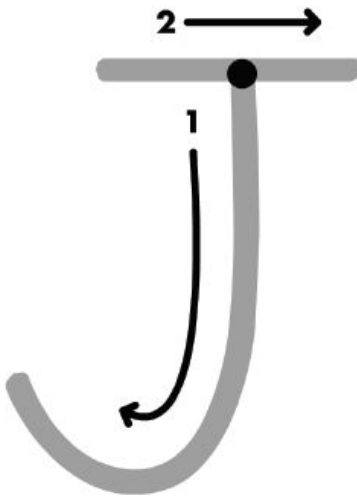
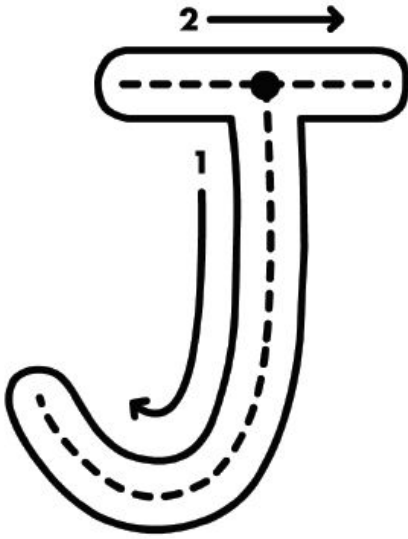


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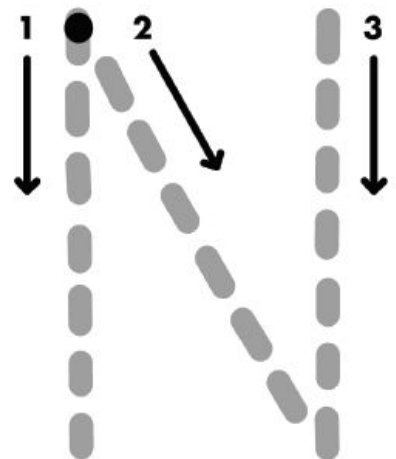
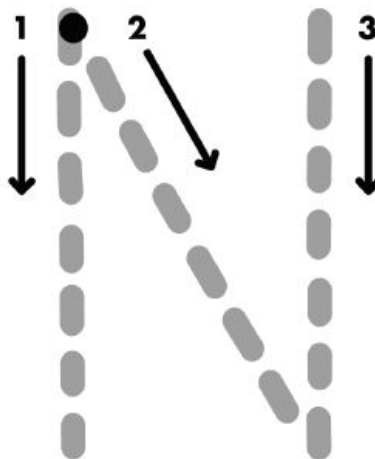
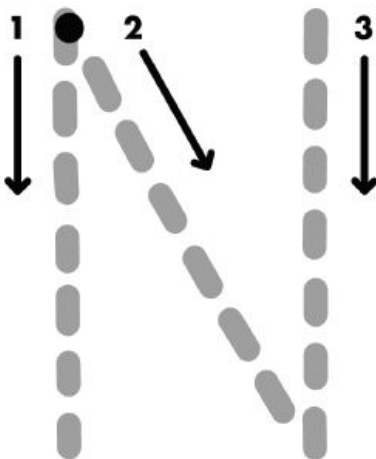
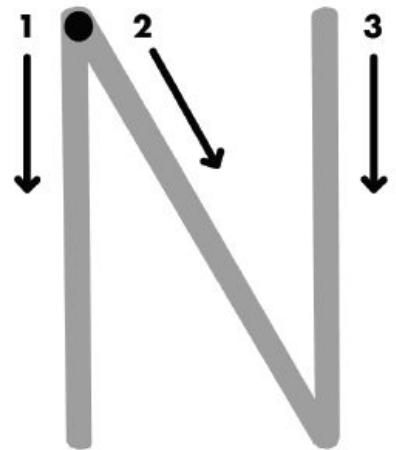
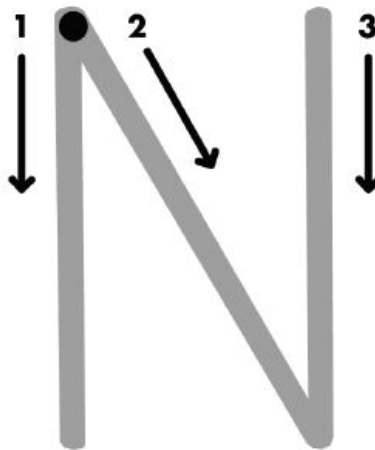
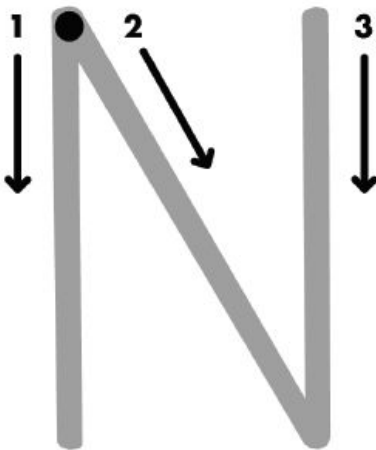
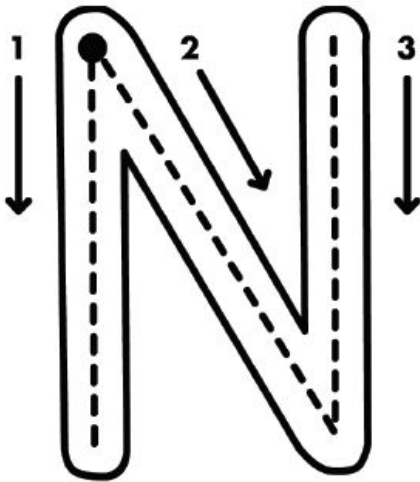




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Name: _____



Week 4

PK4 Unit 6 Week 4 Overview

How I Stay Healthy and Safe

This week your child will:

Learn about keeping healthy and safe by visiting the doctor, having a bedtime routine, being safe on the street, 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 learn about the numbers 9 and 10 and the letters K and V.

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, try to find these numbers and letters in signs or come up with a list of words that start with the letters together.



Key Vocabulary



doctor

a person who cares for us when we are sick



emergency

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



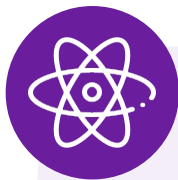
safe

not dangerous

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.

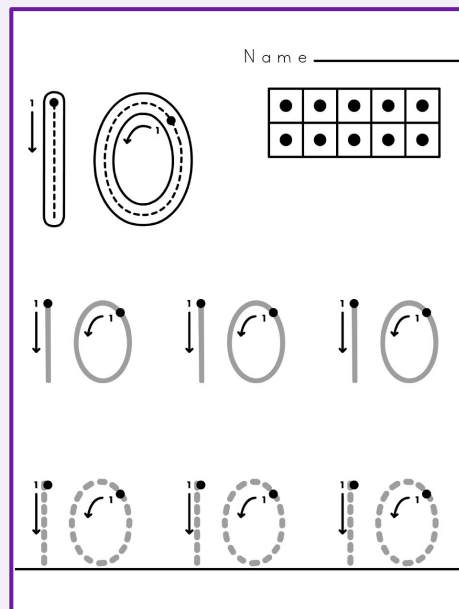
**Think
About It!**



STEM: Number 10

MATERIALS: paper, crayons, [Numeral 10](#)

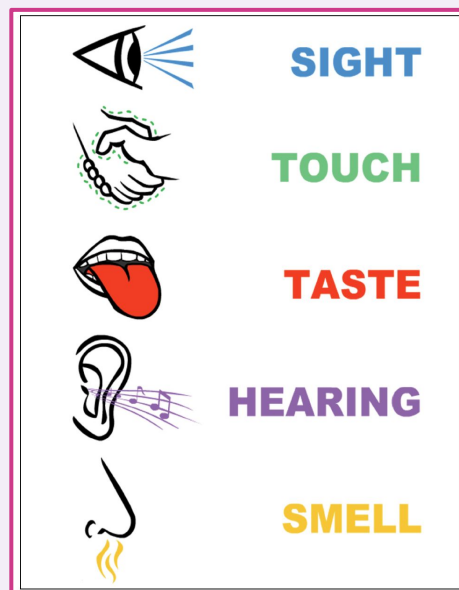
- Say, **Let's learn about the number 10.** Count the 10 dots together on the page.
- **Let's write the number 10! - line down then a circle.** Demonstrate writing 10 with your index finger on the 10 at the top of the page.
- Have your child trace the 10 with their finger and then in the air.
- After, say, **Now, you can practice tracing and writing the 10.** Allow your child to independently trace, write and color.
- *Optional - practice with other materials.*



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 diagram.
- 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.**

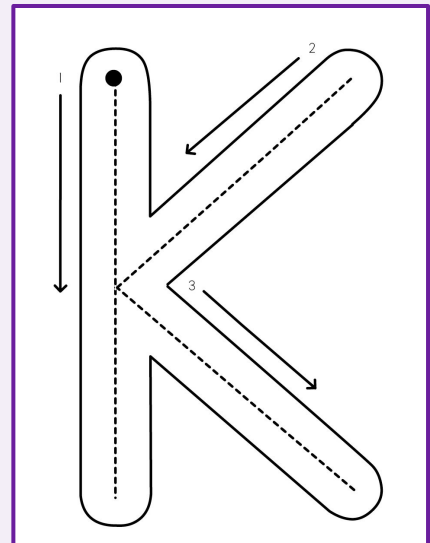




Literacy: K

MATERIALS: [Large Letter K](#)

- Practice the letter K. Say, **Make a K by writing down, slant down, slant down.** Have your child say the letter K and make the letter sound for K, like kite. Have your child trace the K with their finger.
- See how many uppercase K's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter K!
- *Optional - practice with other materials.*

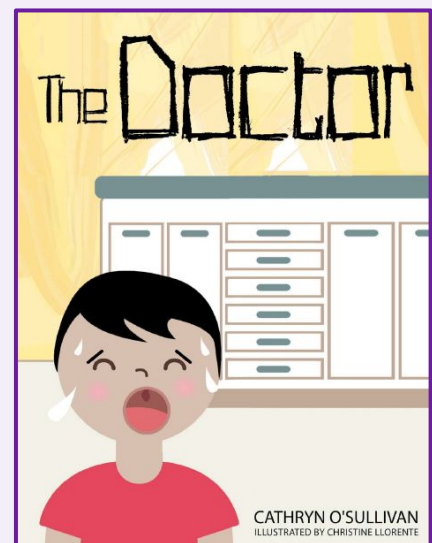


Read: *The Doctor*

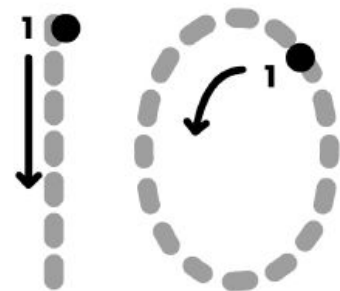
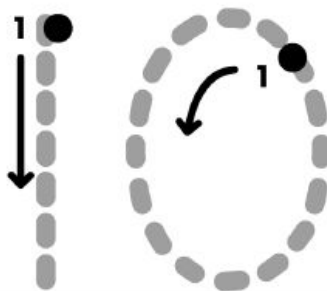
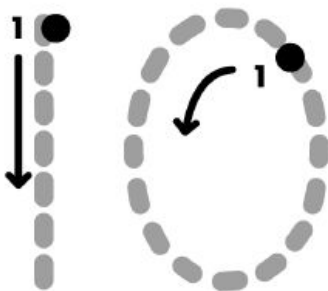
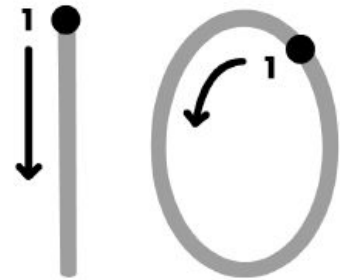
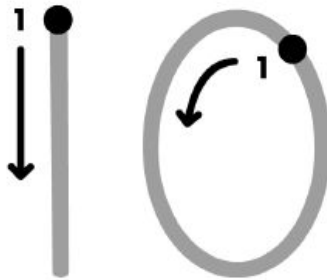
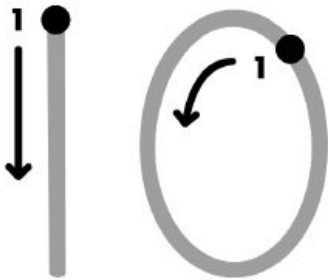
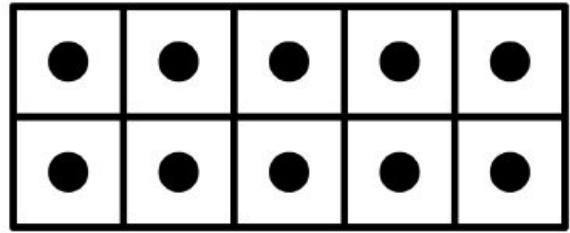
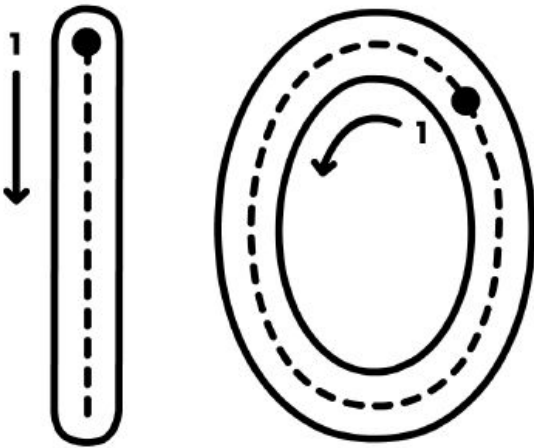
MATERIALS: [The Doctor](#)

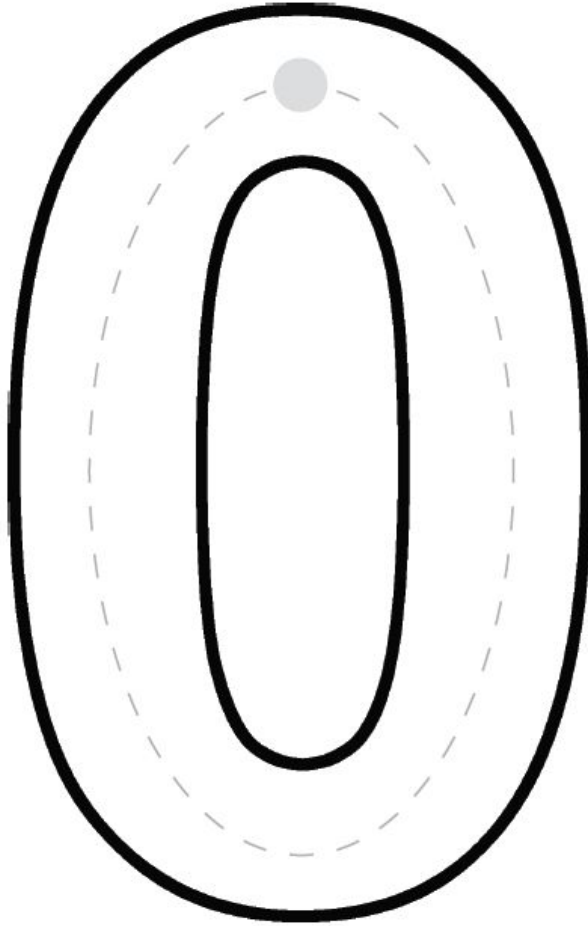
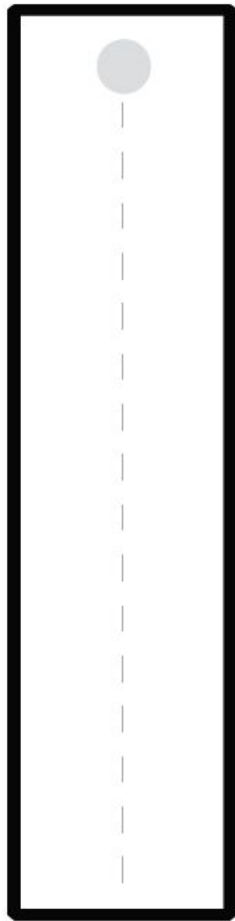
- With your child, read *The Doctor*.
- After, talk together about why it's important to visit the doctor, such as for check ups to keep us healthy or to help us get better if we are sick.

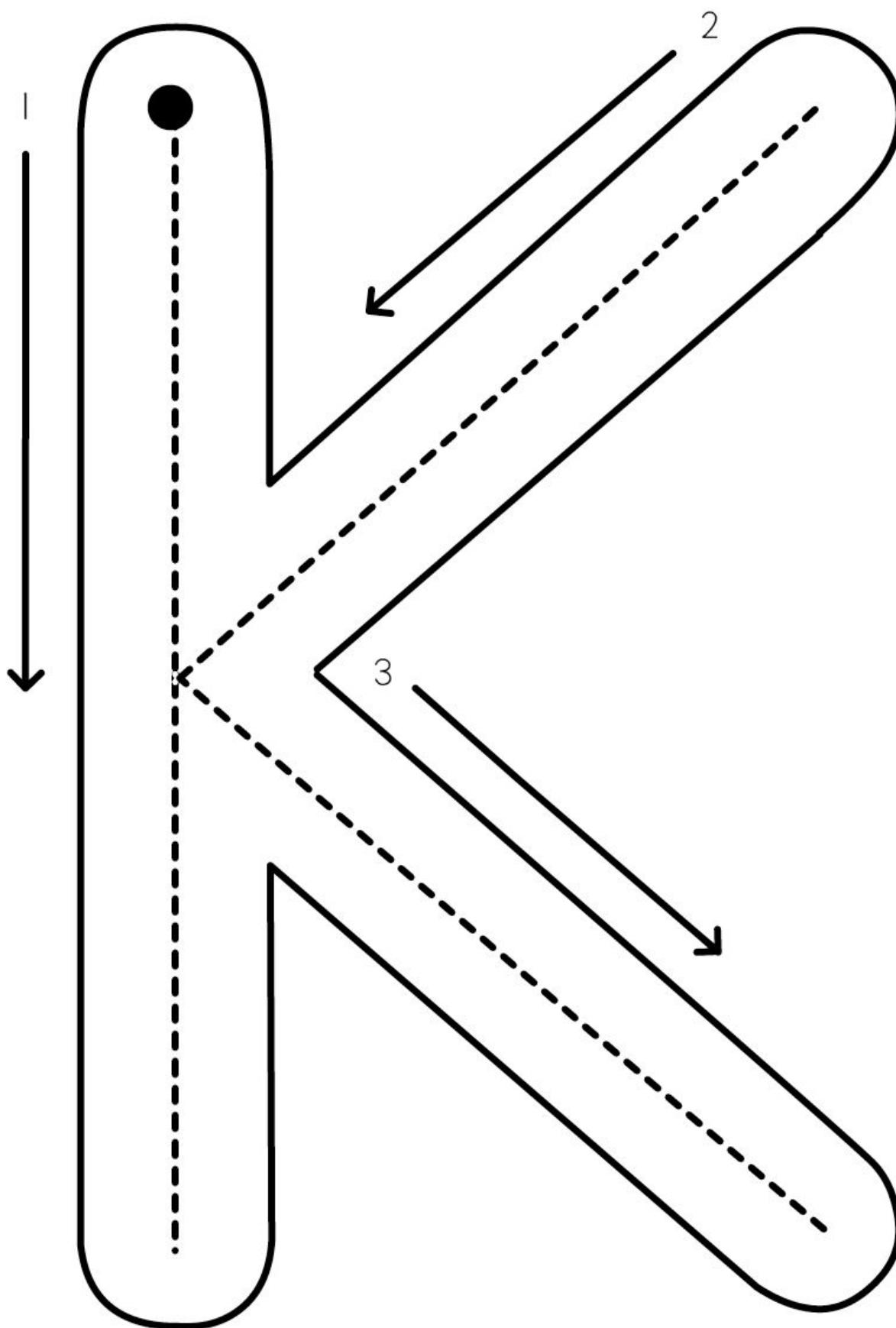
You can also access a pre-recorded reading of this book on the Spakler app in the "Tips for Adults" section, Healthy Bodies, Healthy Minds.

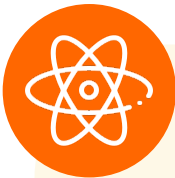


Name _____





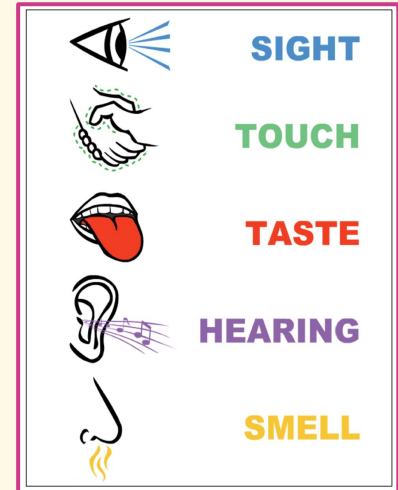




STEM: Sense of Taste

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*

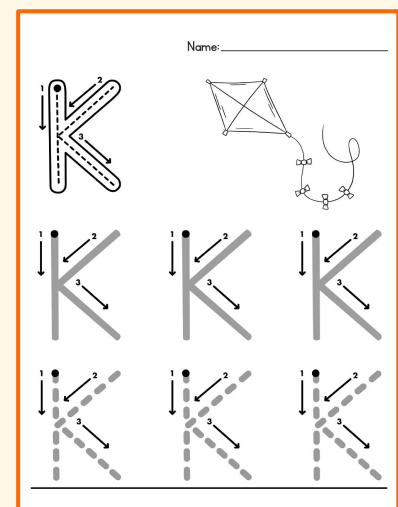
- Using the diagram, say, **We have five senses - sight, smell, taste, touch, and hearing.** Let's talk about our sense of taste.
- **We use our tongue to taste.** It has taste buds that can taste sweet, salty, sour, savory or tasty, and bitter foods or drinks.
- **Let's taste different foods.** Allow 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: K

MATERIALS: [Letter K Practice](#), pencil, crayons

- Brainstorm words that start with the letter K.
- Have your child independently practice tracing the letter K. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as kite?**





Literacy: What's the Connection?

MATERIALS: [The Doctor](#)

- Say, **A connection links things together. We can make a connection between what happens and how we feel.**
- **Let's make a connection between what is happening and how the little boy is feeling on this page.**
- Read pp. 10-11. Ask, **How does he look as he thinks about seeing the doctor?**
- **Yes, he looks very worried or scared. We can make a connection that he is feeling worried or scared about seeing the doctor.**
- Discuss different events and how they might make you feel.



Journal Prompt: My Bedtime

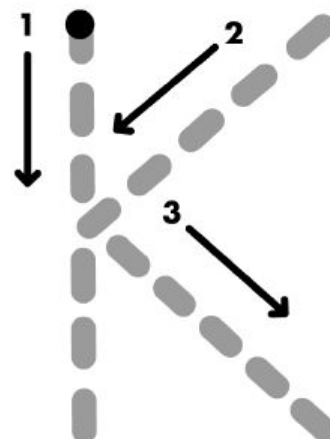
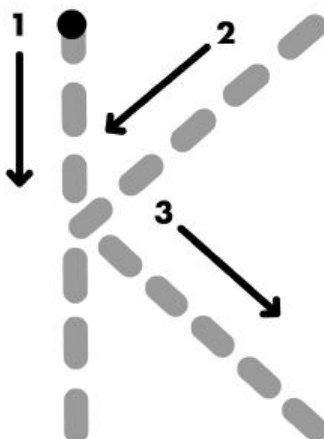
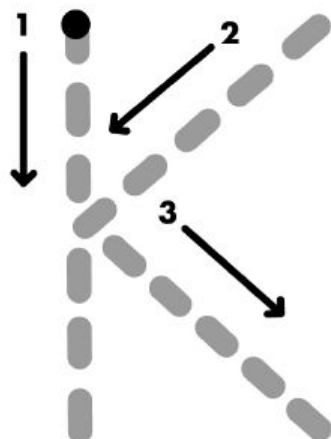
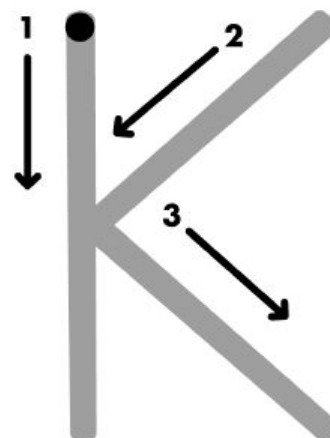
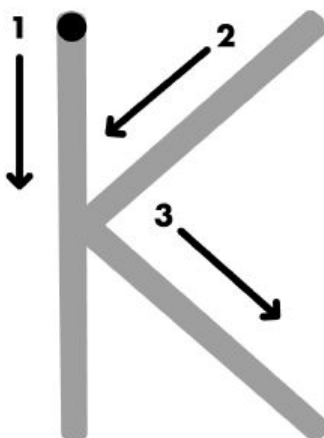
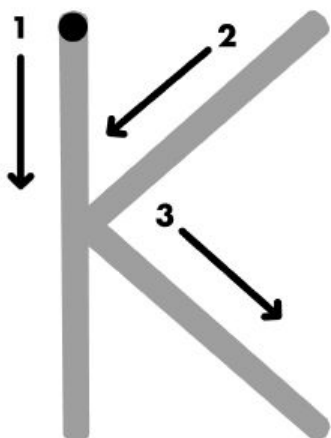
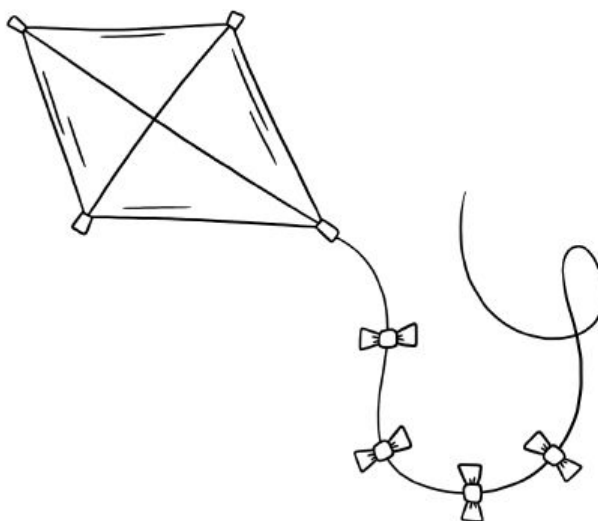
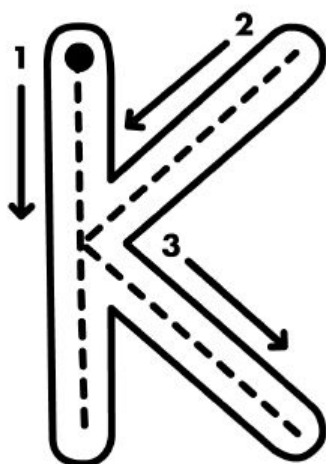
MATERIALS: crayons, My Bedtime Journal Page

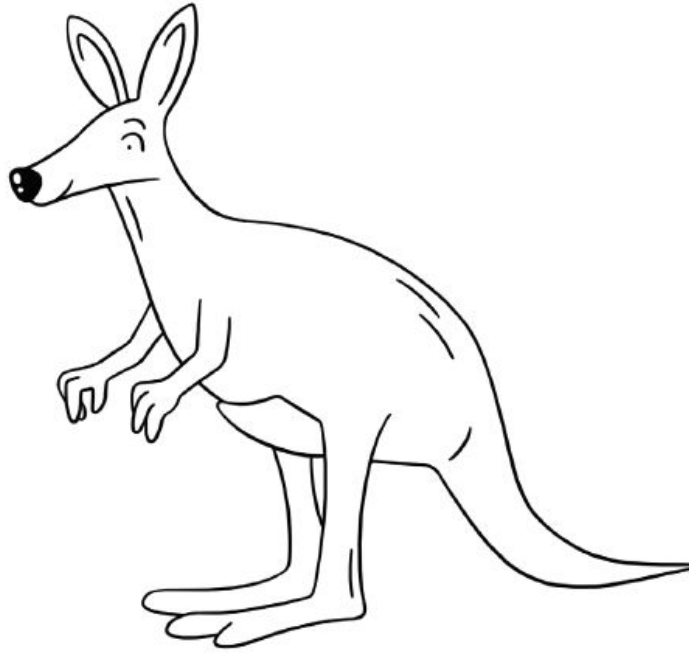
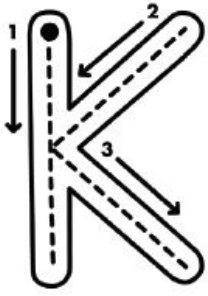
- With your child, talk about how they get ready for bed each night.
- Have your child independently draw and write about their bedtime routine.
- Later, ask, **Tell me about how you get ready for bed. Why is it important for you to go to bed after we ____ (insert the last step of your routine)?**

Name: _____

Write and draw about your bedtime routine.

Name: _____





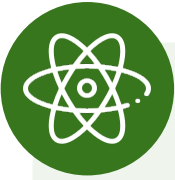
Kangaroo



Key

Name: _____

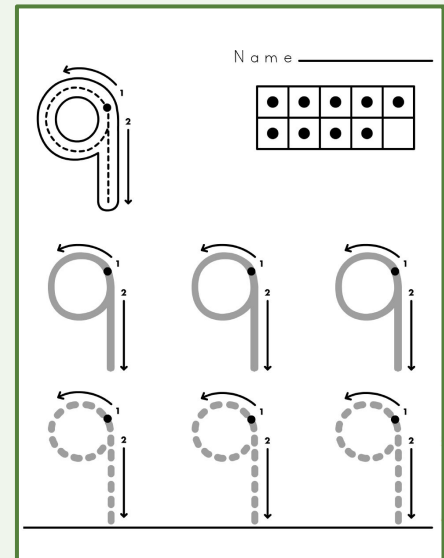
Write and draw about your bedtime routine.



STEM: Numbers 9 & 10

MATERIALS: paper, crayons, [Numerals 9 & 10](#)

- Say, **You can practice writing the numbers 9 and 10 today. Can you point to 9?** Have your child trace the 9 with their finger. Repeat for the number 10.
- Allow them to independently practice tracing and writing the numbers.
- After, count the dots at the top of the page together for each number.
- *Optional - practice with other materials.*



Independent Learning: Finger Painting

MATERIALS: paper, paint

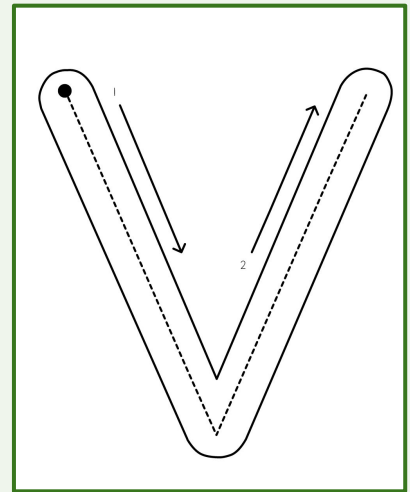
- Say, **You're going to use your fingers and your sense of touch to paint.**
- Allow your child to independently paint their picture using their fingers.
- After, ask, **Can you describe your painting? How did it feel to paint with your fingers?**



Literacy: V

MATERIALS: [Large Letter V](#)

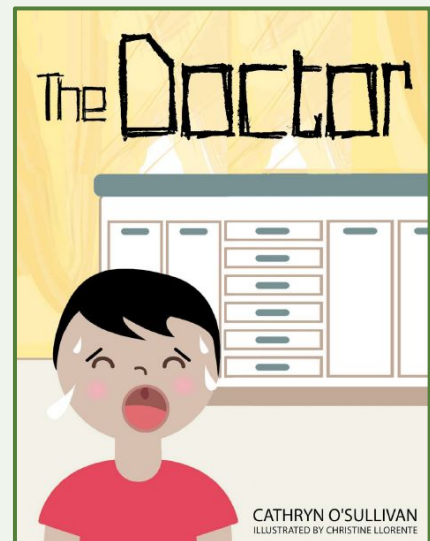
- Practice the letter V. Say, **Make a V by writing slant down, slant up.** Have your child say the letter V and make the letter sound for V, like violin. Have your child trace the V with their finger.
- See how many uppercase V's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter V!
- *Optional - practice with other materials.*



Read: *The Doctor*

MATERIALS: [The Doctor](#)

- With your child, read *The Doctor*.
- After, say, **The little boy was sick so he needed to go to the doctor to see what was wrong. What happened when he went to the doctor?**
- **Yes, the result was that he found out he had a cold instead of the flu and he got a treat.**





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.

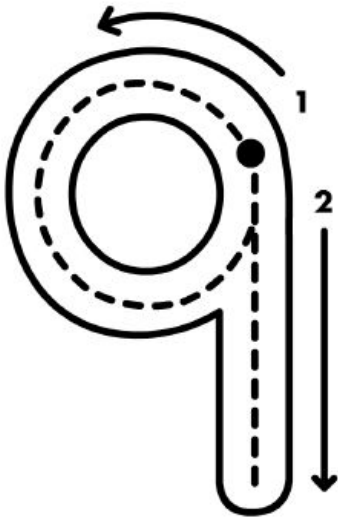


Learning Together: Emergencies

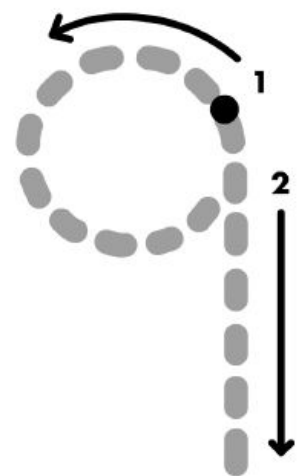
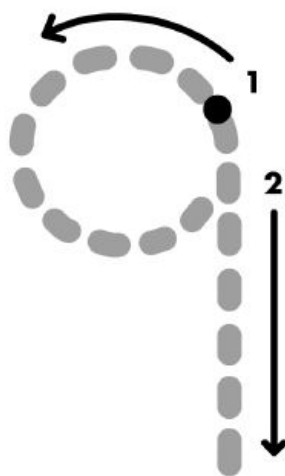
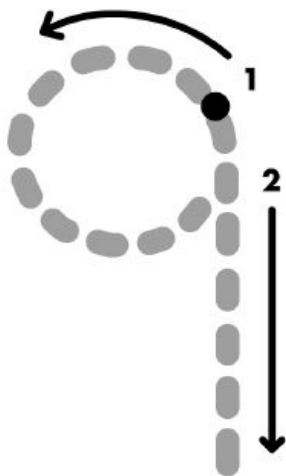
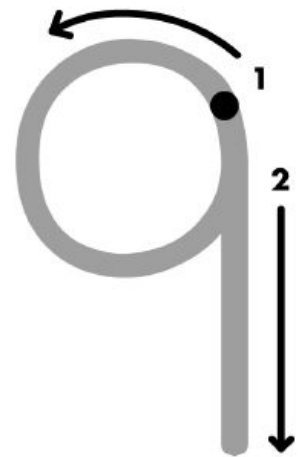
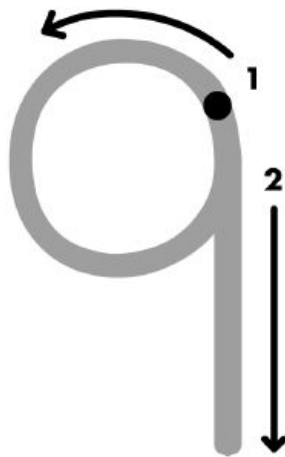
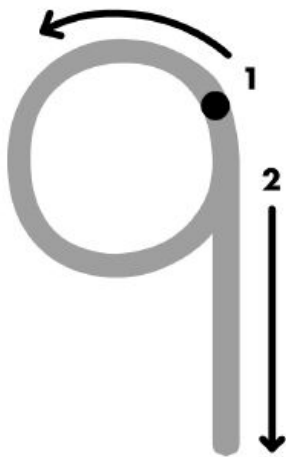
MATERIALS: paper, crayons

- 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 call, etc. Post the sign somewhere they can see it.

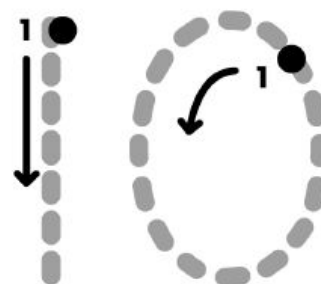
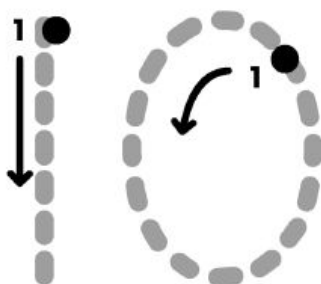
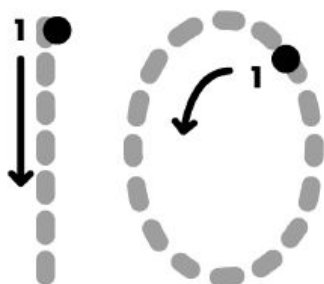
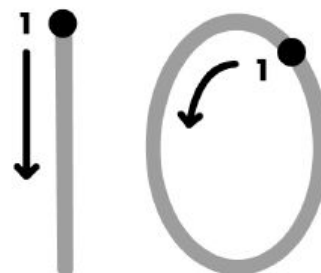
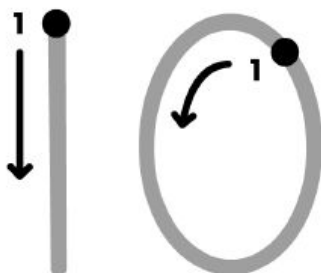
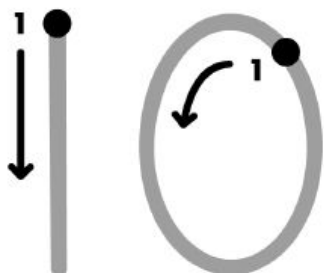
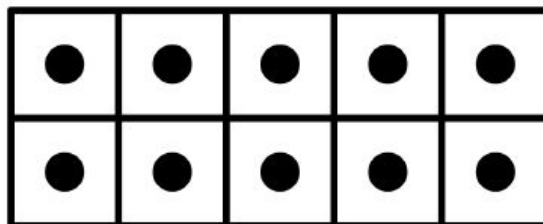
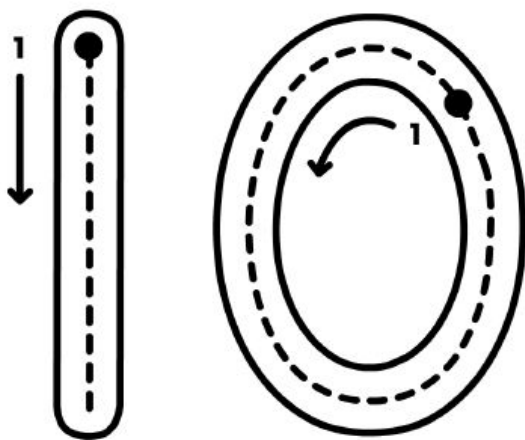
Name _____

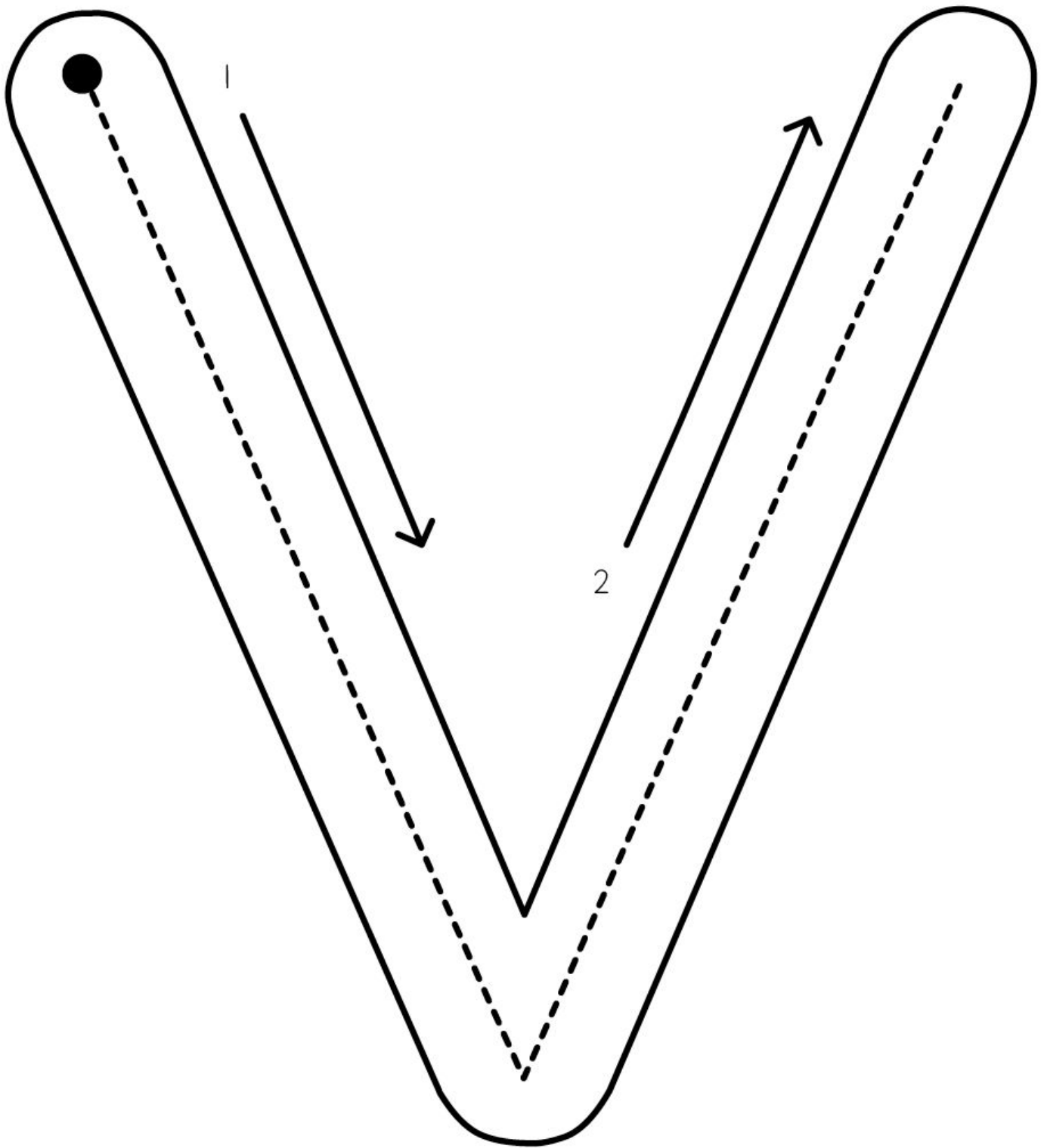


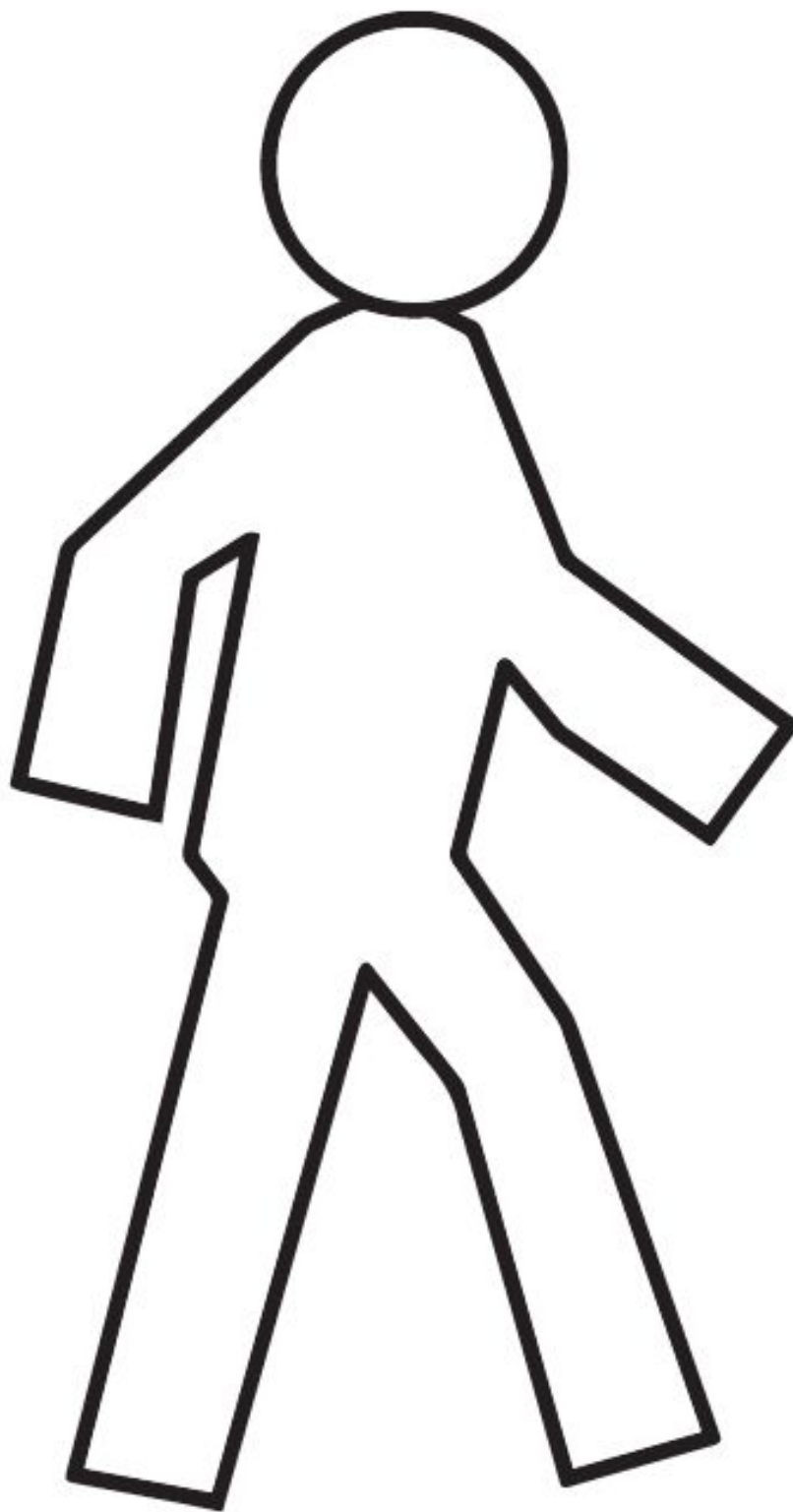
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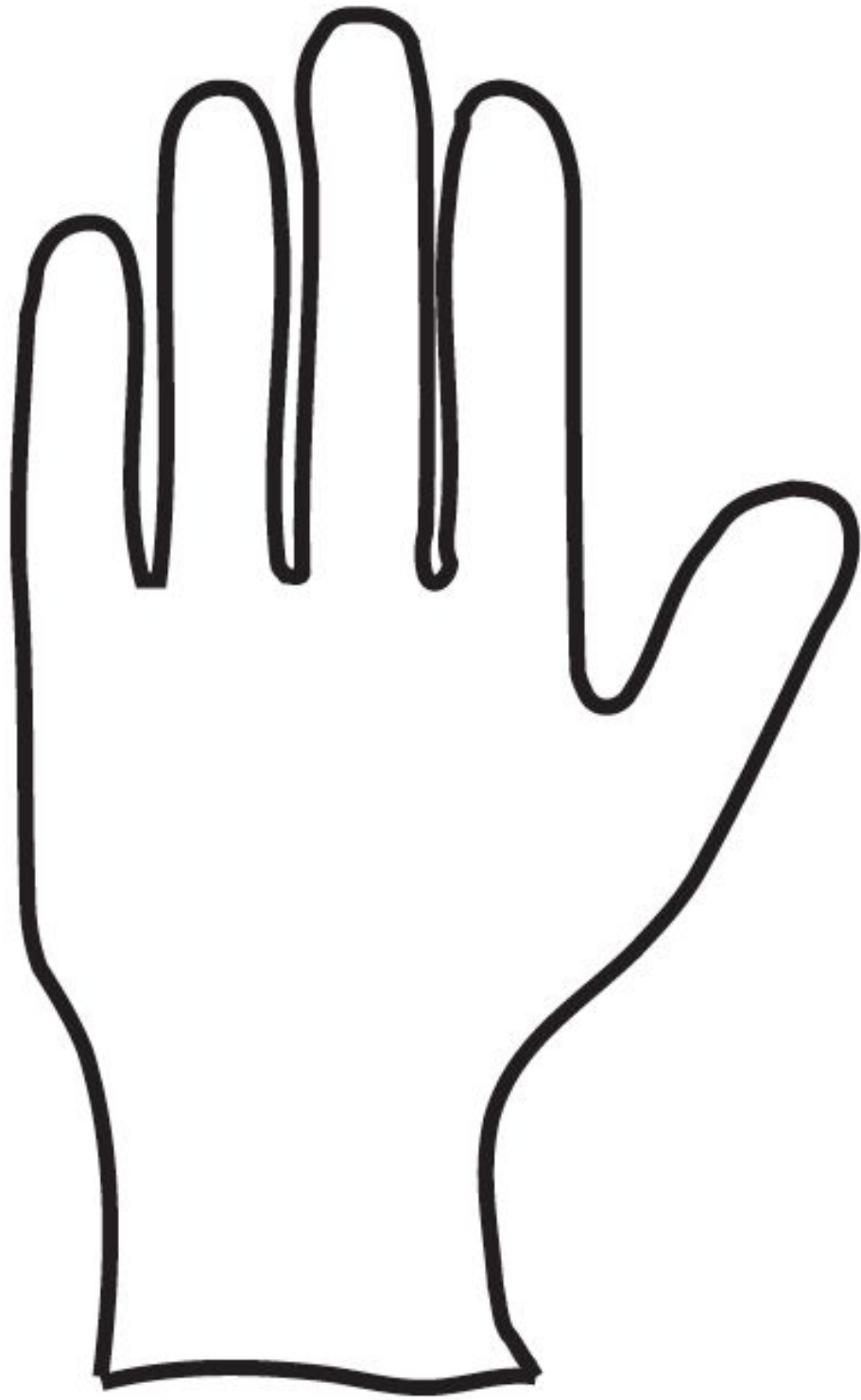
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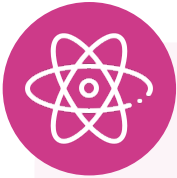




WALK



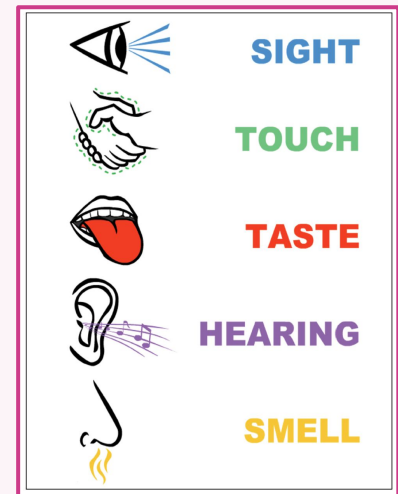
DON'T WALK



STEM: Sense of Hearing

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

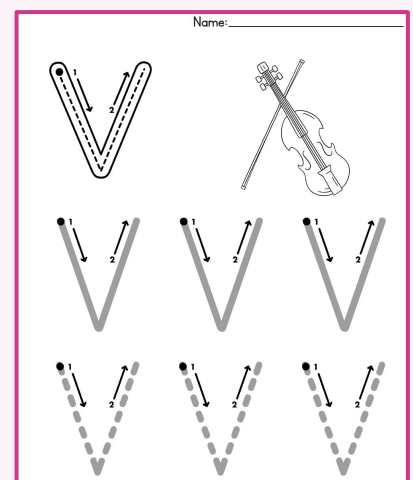
- Using the diagram, say, **We have five senses - sight, smell, taste, touch, and hearing.** Let's talk about hearing. Our ears help us to hear.
- **Someone who can't hear is deaf or hearing impaired. They use their other senses to help them.**
- **Let's go on a senses walk and describe what we hear.**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



Independent Learning: V

MATERIALS: [Letter V Practice](#), pencil, crayons

- Brainstorm words that start with the letter V.
- Have your child independently practice tracing the letter V. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as violin?**

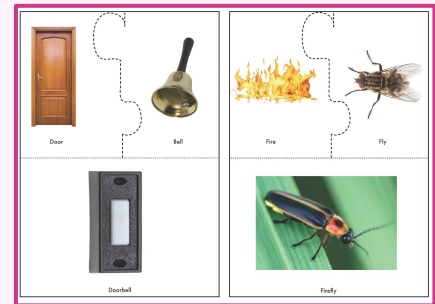




Literacy: Compound Words Review

MATERIALS: [Compound Words 3](#) cut into pieces

- Say, **We are learning about compound words. You can make compound words with the pictures I give you.**
- Give your child the set for doorbell. Say, **Find the picture of a doorbell. What two words make door** (pause) **bell? I hear door first, so I will find the picture of a door.** Place it under the picture of doorbell.
- **Then I hear, bell.** Place the picture of the bell beside the picture of the door. Point to the words as you say **door** (pause) **bell, doorbell!**
- Allow your child to find the pictures for firefly, sunflower and raincoat. Give lots of praise, **You are working so hard!** It's okay if you have to help them. They are still learning!



Journal Prompt: I Can Hear

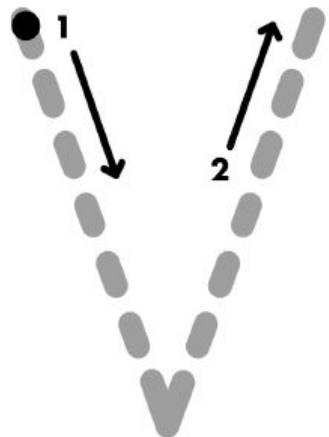
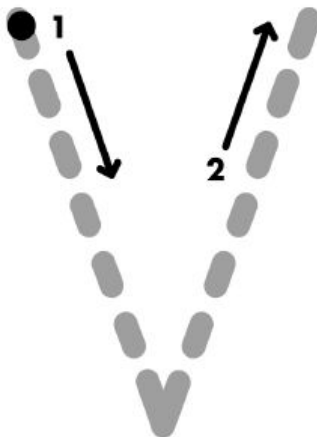
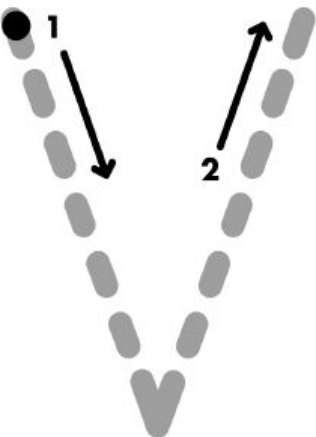
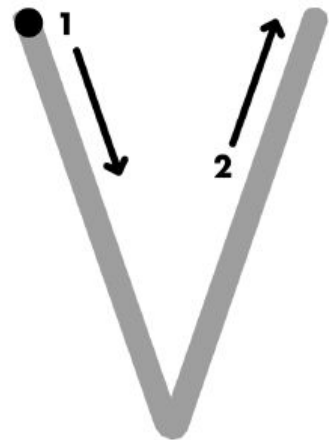
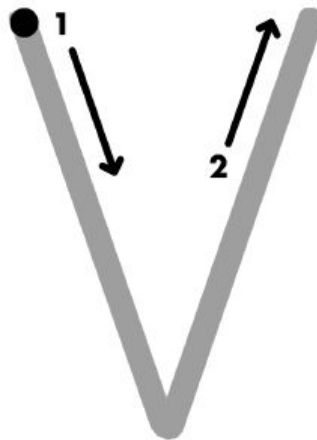
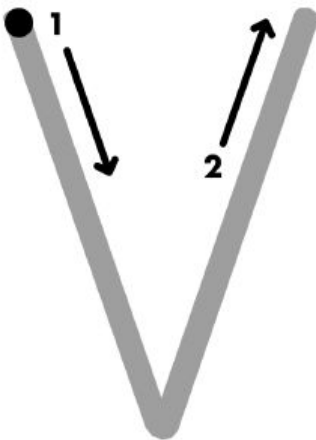
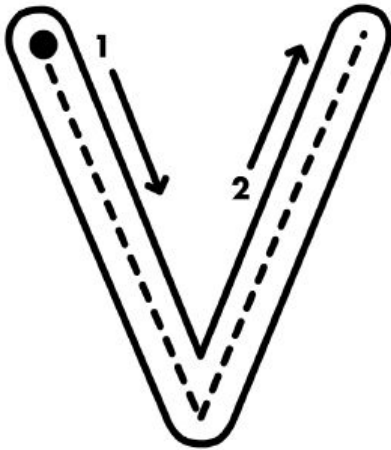
MATERIALS: crayons, I Can Hear Journal Page

- With your child, talk about the different things they can hear, like a car horn, music, or birds chirping. If your child cannot hear or is hearing impaired, choose another sense and discuss things they experience using that sense.
- Have your child independently draw and write about something they like to hear.
- Later, ask, **Tell me about something you like to hear. Why do you like to hear ____?**

Name: _____

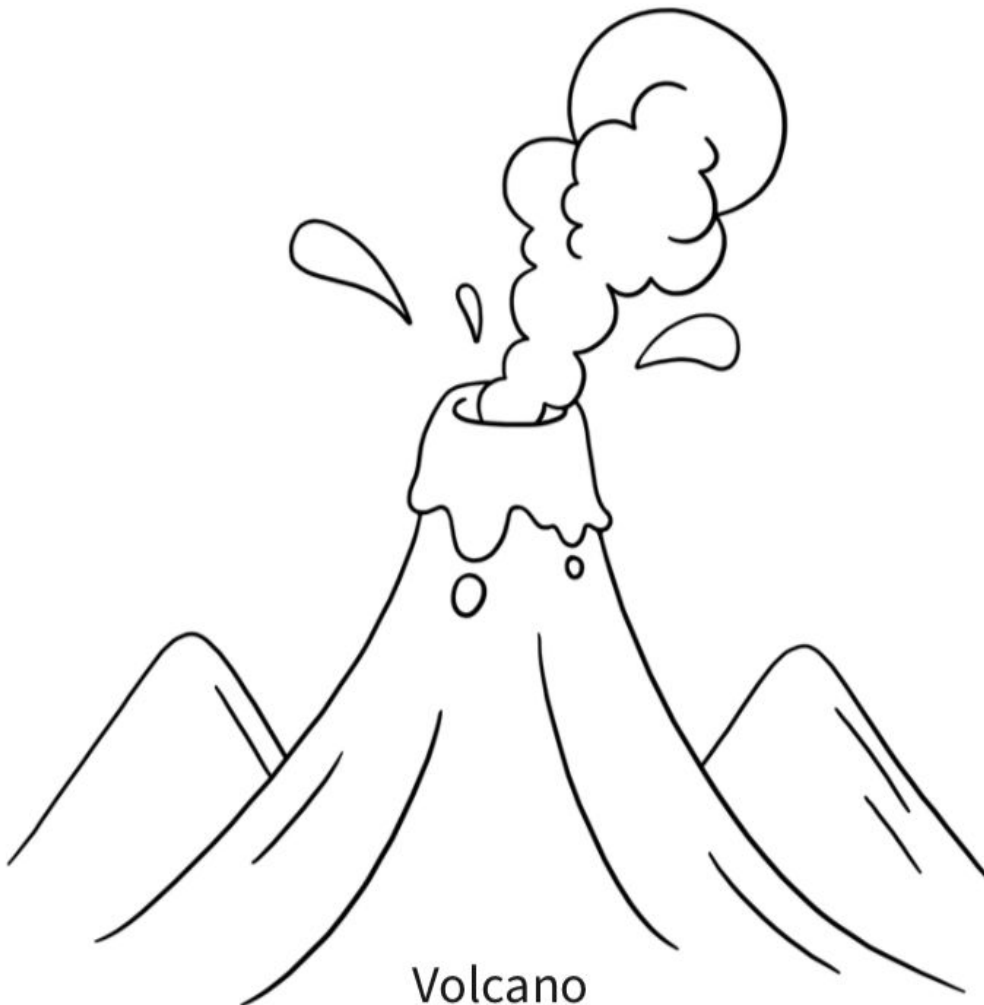
Write and draw about something you like to hear.

Name: _____



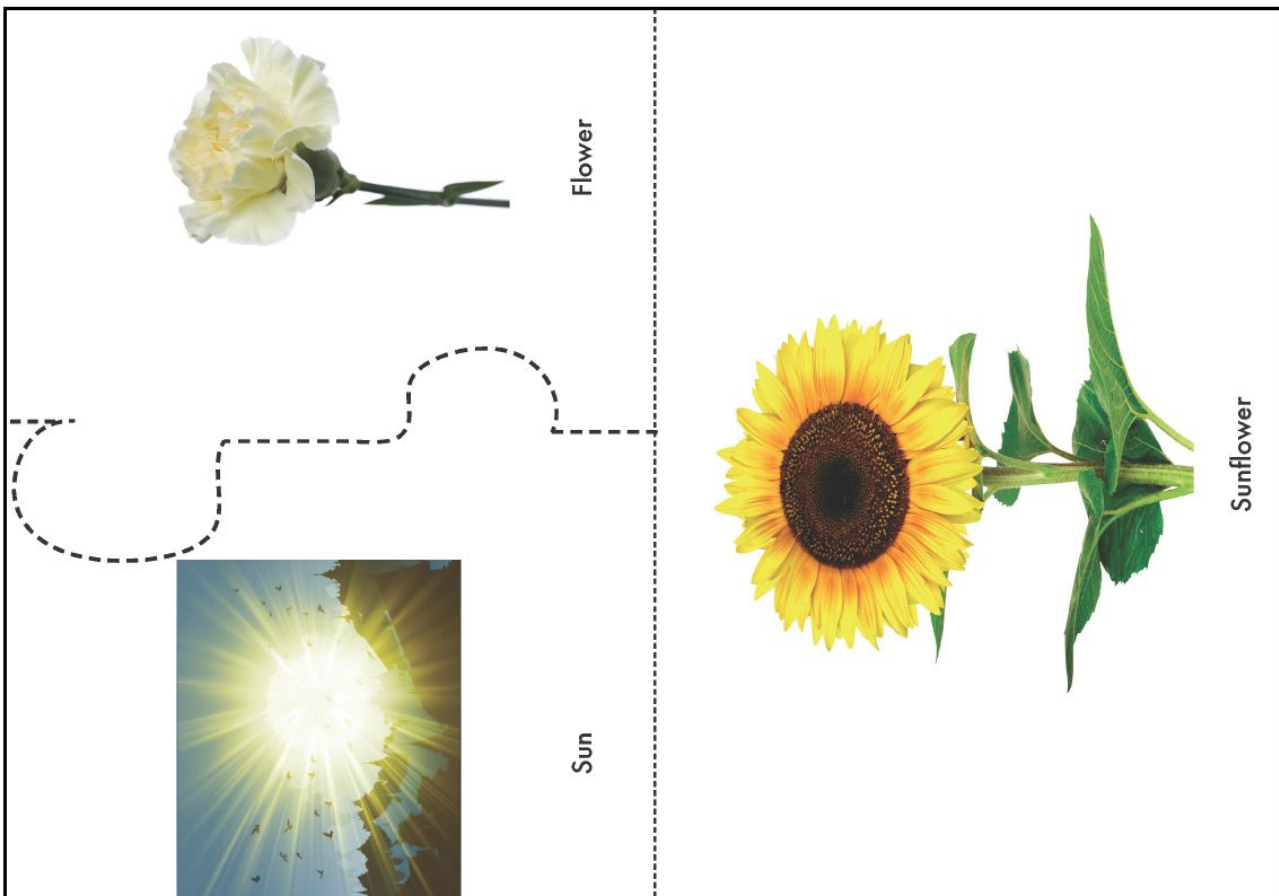
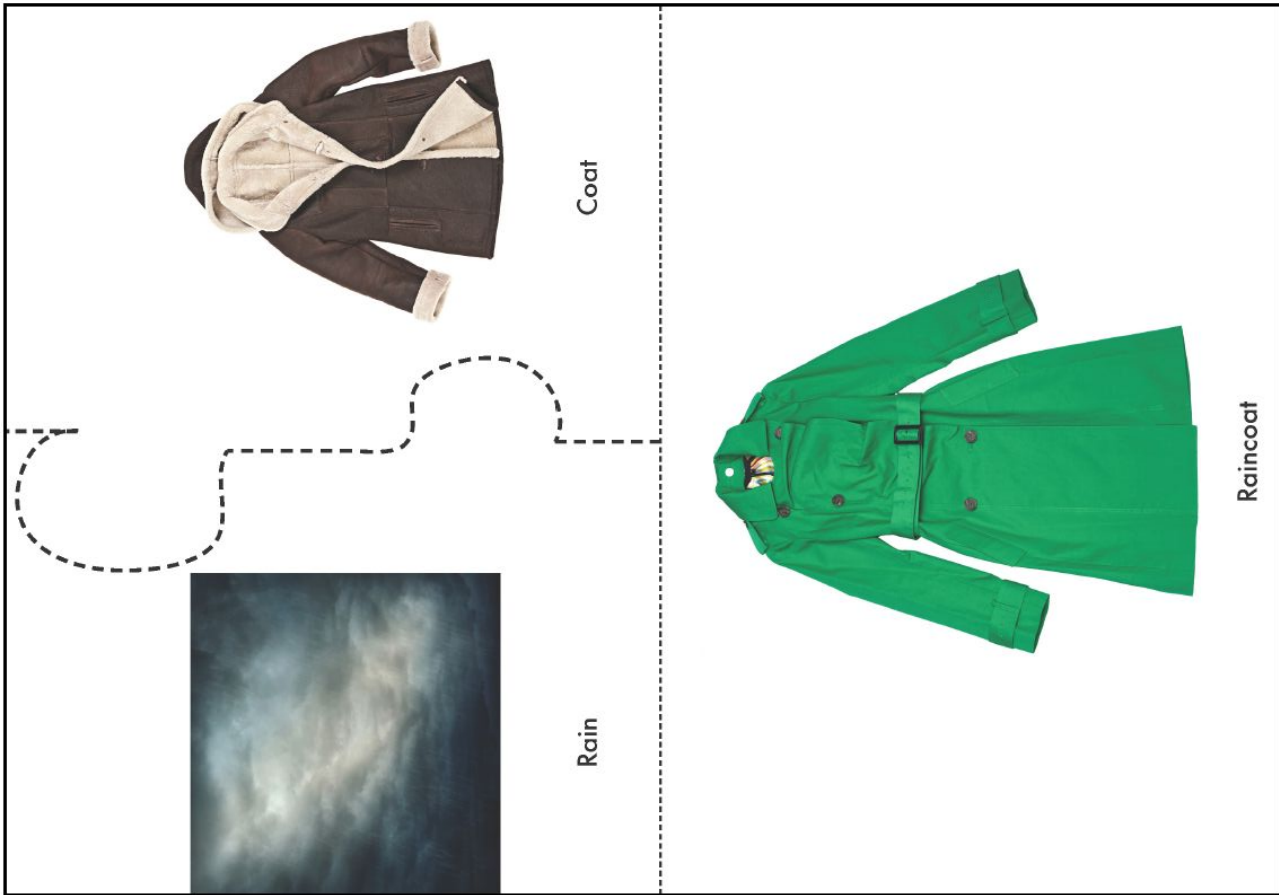


Violin



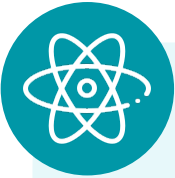
Volcano





Name: _____

Write and draw about something you like to hear.



STEM: Numbers 5-10 Review

MATERIALS - write each number from 5-10 on a small pieces of paper to make 2 number cards for each number

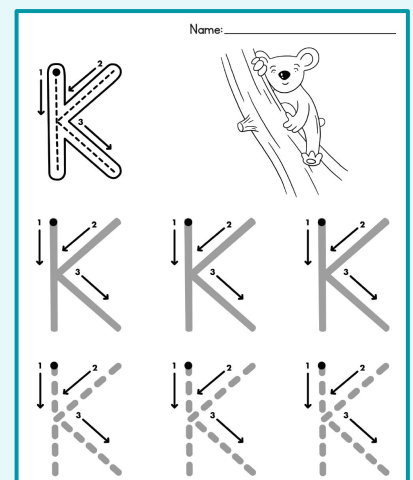
- Give one set of cards to your child and keep one.
- Say, **Let's play a game with the numbers. I'll show you a number card and you tell me its name. Then show me your card that matches mine.**
- Switch roles so that your child can show you a card for you to find. Occasionally make mistakes and show 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.



Independent Learning: Writing K & V

MATERIALS: K & V, pencil, crayons

- Brainstorm words that start with the letters K and V.
- Have your child independently practice tracing the letters K and V. Use the provided sheets or make one of your own!
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as koala? Can you think of other words that start with the same sound as vase?**





Literacy: K & V

MATERIALS - write K and V on small pieces of paper to make pairs of letter cards

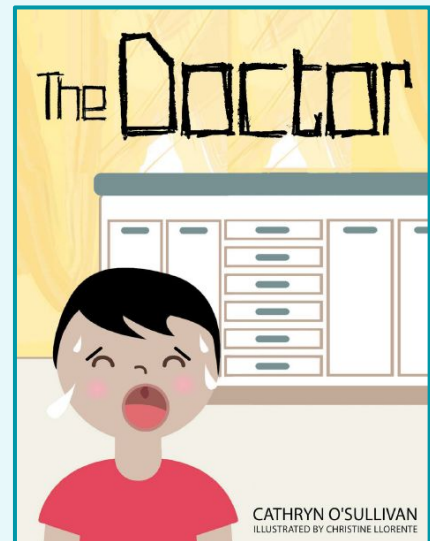
- Give one set of cards to your child and keep one.
- Say, **Let's play a game with the letters. I'll show you a letter card and you tell me its name and sound. Then show me your card that matches mine.**
- You can also say the sound and ask them to show you the matching card and say the letter name.
- Switch roles so that your child can show you a card for you to find.
- Include letter cards for M, A, J, and N, or other letters your child has been practicing for review.
- *Optional* - ask your child to find things that start with K and V around your home.



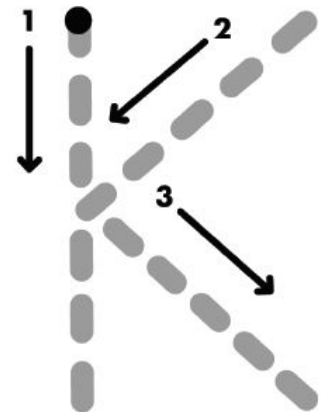
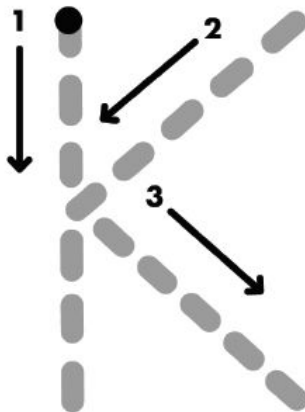
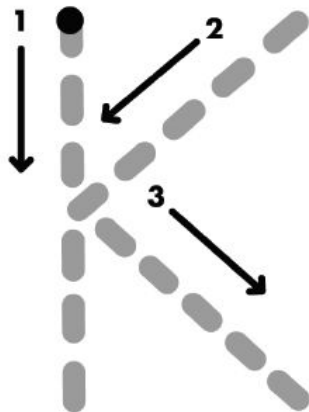
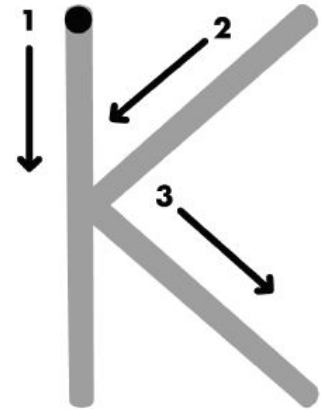
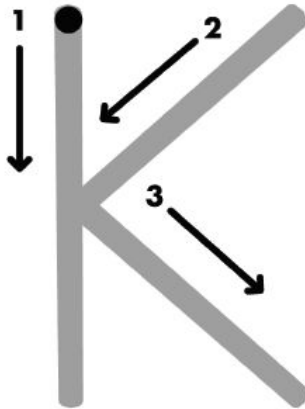
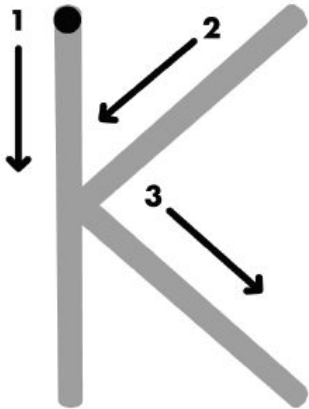
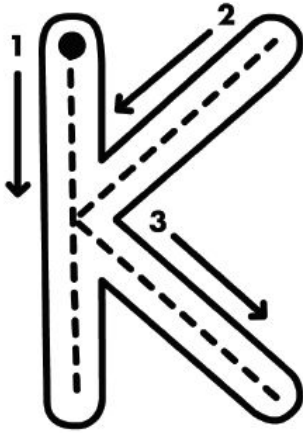
Read: *The Doctor*

MATERIALS: [*The Doctor*](#)

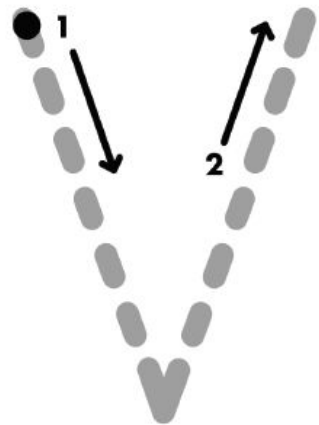
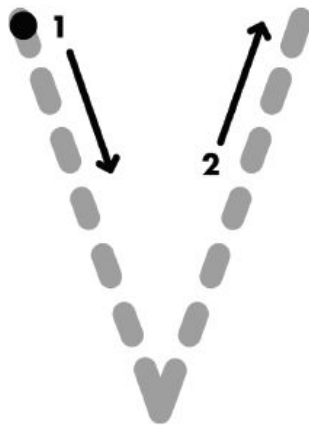
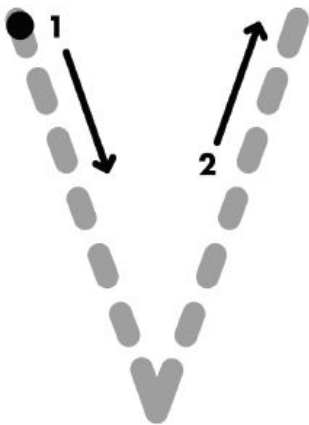
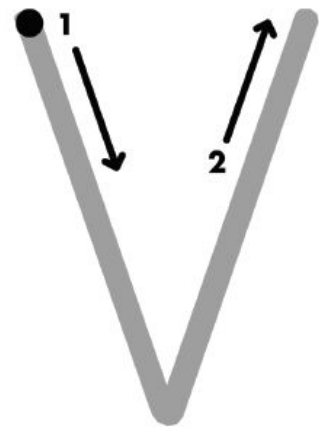
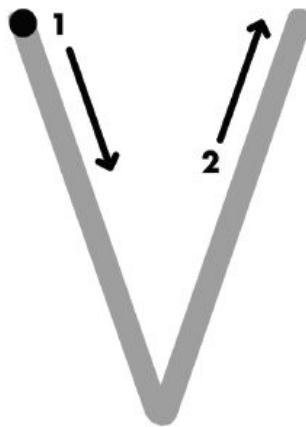
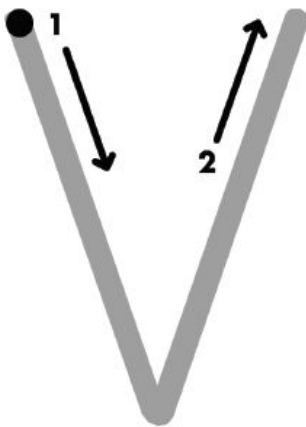
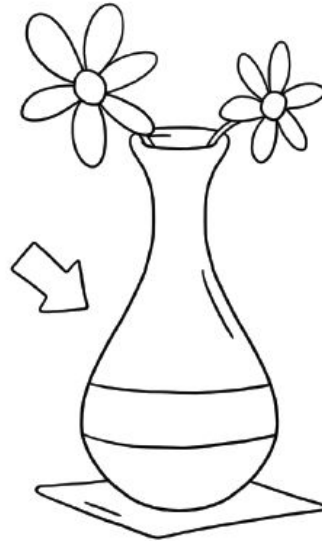
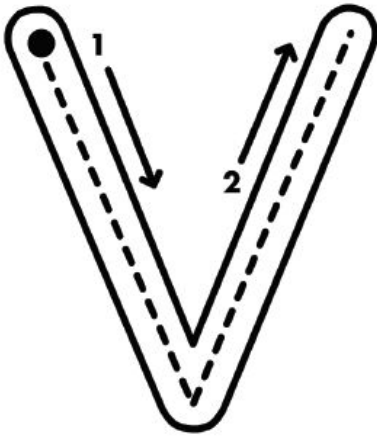
- With your child, read *The Doctor*.
- **Remember, a connection links things together. We can make a connection between what happens and how we feel.** Talk together about connections as you read.
- After, talk together about how their doctor helps them.



Name: _____



Name: _____



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

