

Unit 7

Animal Kingdom: From Squeaks to Roars

PK3





Unit 7

Animal Kingdom: From Squeaks to Roars



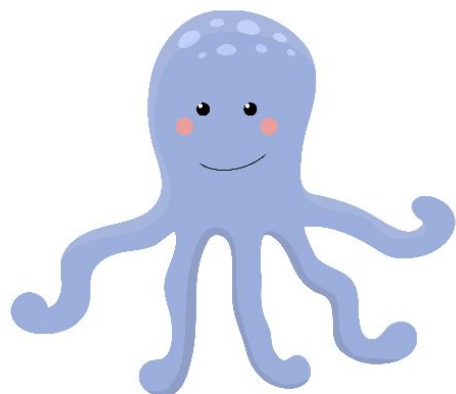
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PK3 Unit 7 Overview



Dear Families,

Welcome to Unit 7! In Unit 7 your child will learn about animals and the different places they live.

Unit 7 Books



- [*Nolan's Safari*](#) by Felicia R. Truong
- [*The Zoo*](#) by Ruth Ebisuzaki
- [*Tying My Shoes*](#) by Julie Fowler
- [*Count the Noisy Birds*](#) by Beryl Salinger Schmitt

Pre-recorded readings of all books are also available on the Sparkler app in the "Tips for Adults" section, Animal Kingdom.

ECR @ Home Activities: ECR @ Home Activities will include learning about animals in the temperate forest, savanna, water, and on farms. Your child will also make sets of up to 5 objects, count up to 7 objects, talk about independence and self-help skills, and make compound words. There are lots of ways that you can extend these activities by observing and identifying animals when you are running errands or taking a walk. You can talk about their features, count the number of legs, and compare and talk about the different types of animals you see. You can also count together and make sets of socks while doing the laundry.

Unit 7 Vocabulary

animal

coral reef

domestic animal

endangered animal

habitat

insect

life cycle

savanna

wild animal

Week 1

PK3 Unit 7 Week 1 Overview

Animals of the Temperate Forest

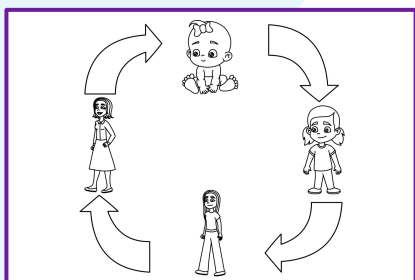
This week your child will:

Learn about animals in temperate forests. They will make sets of up to 5 objects, practice compound words, and learn about life cycles.

You can extend and integrate these activities throughout your day by making sets of socks while doing the laundry or spoons before you set the table. You can play games to blend or separate compound words.



Key Vocabulary



animal

living things that have babies, need food, water, and air, have the ability to move to meet needs, and have multiple parts

insect

a small creature that has six legs and sometimes wings

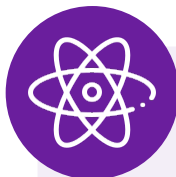
life cycle

when animals or people change into adults

Create Connections

This week, you will start learning about animals and what makes them special. Before you begin the packet, draw and write about something you want to learn about animals.

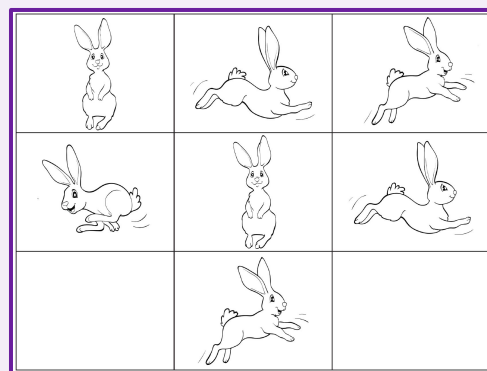
**Think
About It!**



STEM: Set of Forest Animals

MATERIALS: [Rabbit Sets](#), crayons, child-safe scissors

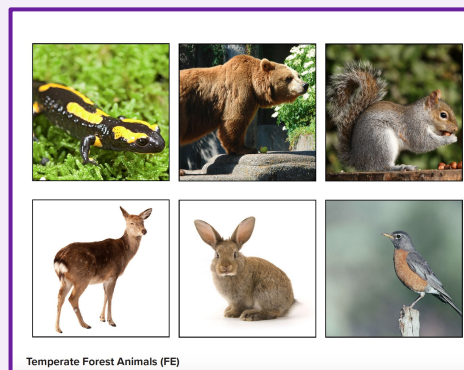
- Say, **Count** how many rabbits there are on this page.
- **Now, you can color the rabbits and cut them out.** Help your child to cut them out if necessary.
- After, ask your child to make different groups of no more than 5 rabbits, e.g., make a group of 3 rabbits, now make a set of 2 rabbits, etc.



Independent Learning: Temperate Forest

MATERIALS: [Animals](#), [Temperate Forest Animals](#), crayons

- Say, **This week you'll learn about animals in the temperate forest.** A temperate forest is a place with lots of trees. It has four seasons: winter, spring, summer, and fall. Some of the trees might change color in the fall. They may lose their leaves in the winter but the leaves grow back in the spring.
- Using the pictures, talk about the animals that live in the temperate forest.
- Say, **You can color a picture of the temperate forest.** Allow your child to independently color the picture or draw one of their own.
- After, ask, **Tell me about the animals in your temperate forest.**
- Save the Animals pictures for use throughout the month.





Literacy: Blending Syllables

- Say, **Syllables** are the beats in a word. Let's clap the beats in rooster: roos-ter.
- Say, **Let's blend the syllables!** Blend means to put together.
- **An** (pause) **i** (pause) **mal**. An-i-mal. Blend the parts together. What word do you hear?
- Remember to give lots of praise! **Good job!**
- Repeat for the words: forest (for-est) and safari (sa-far-i).

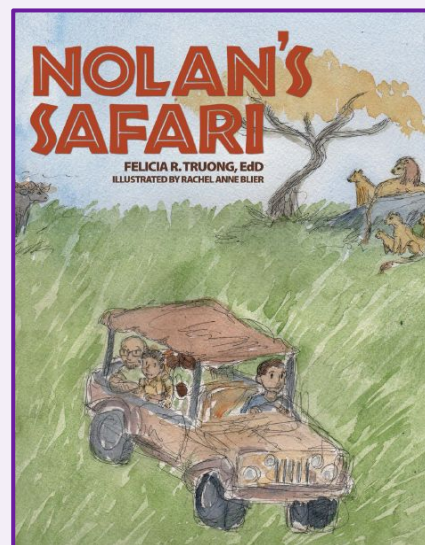


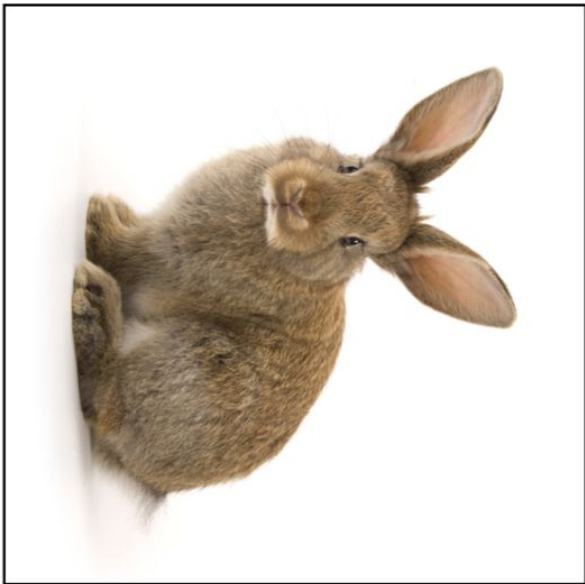
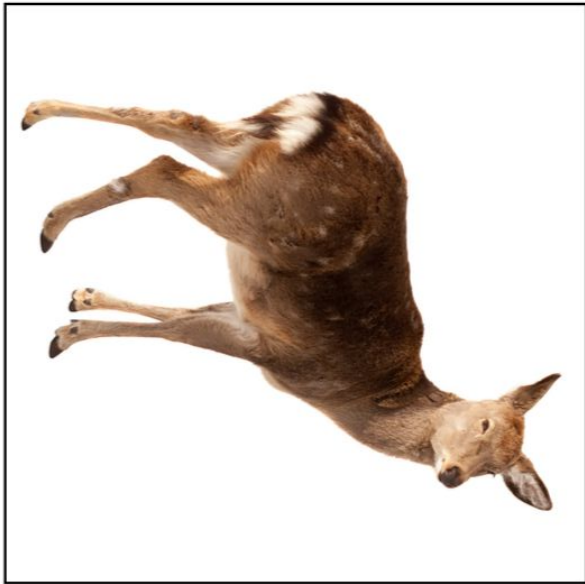
Read: *Nolan's Safari*

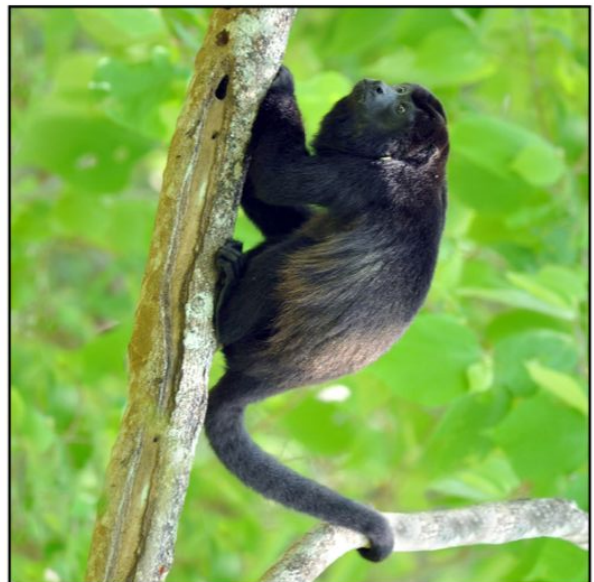
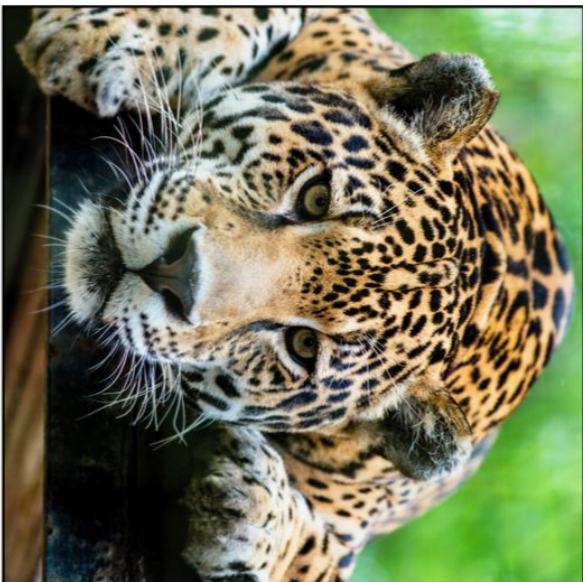
MATERIALS: [*Nolan's Safari*](#)

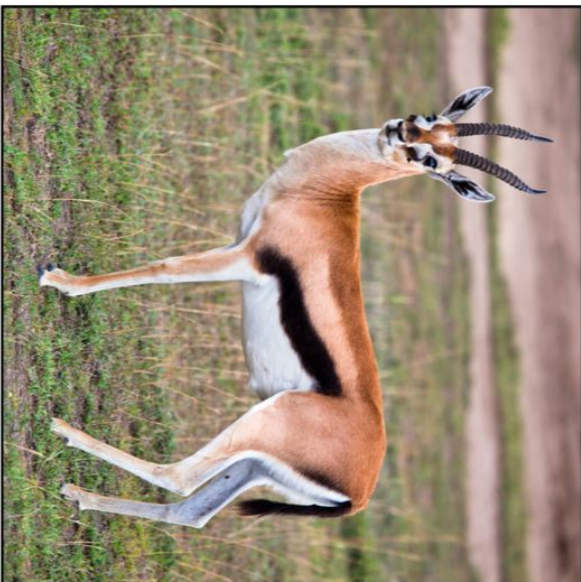
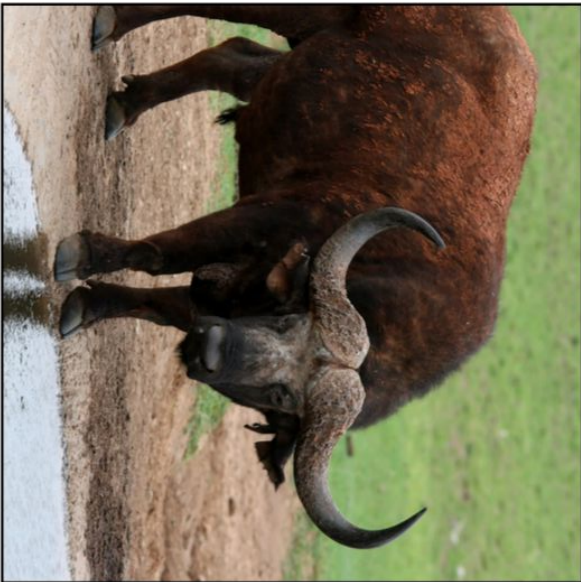
- With your child, read *Nolan's Safari*.
- After, show pp. 2-5. Say, **At first, Nolan kept saying he wasn't scared, but look at his face. How do you think he was feeling? How can you tell?**

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

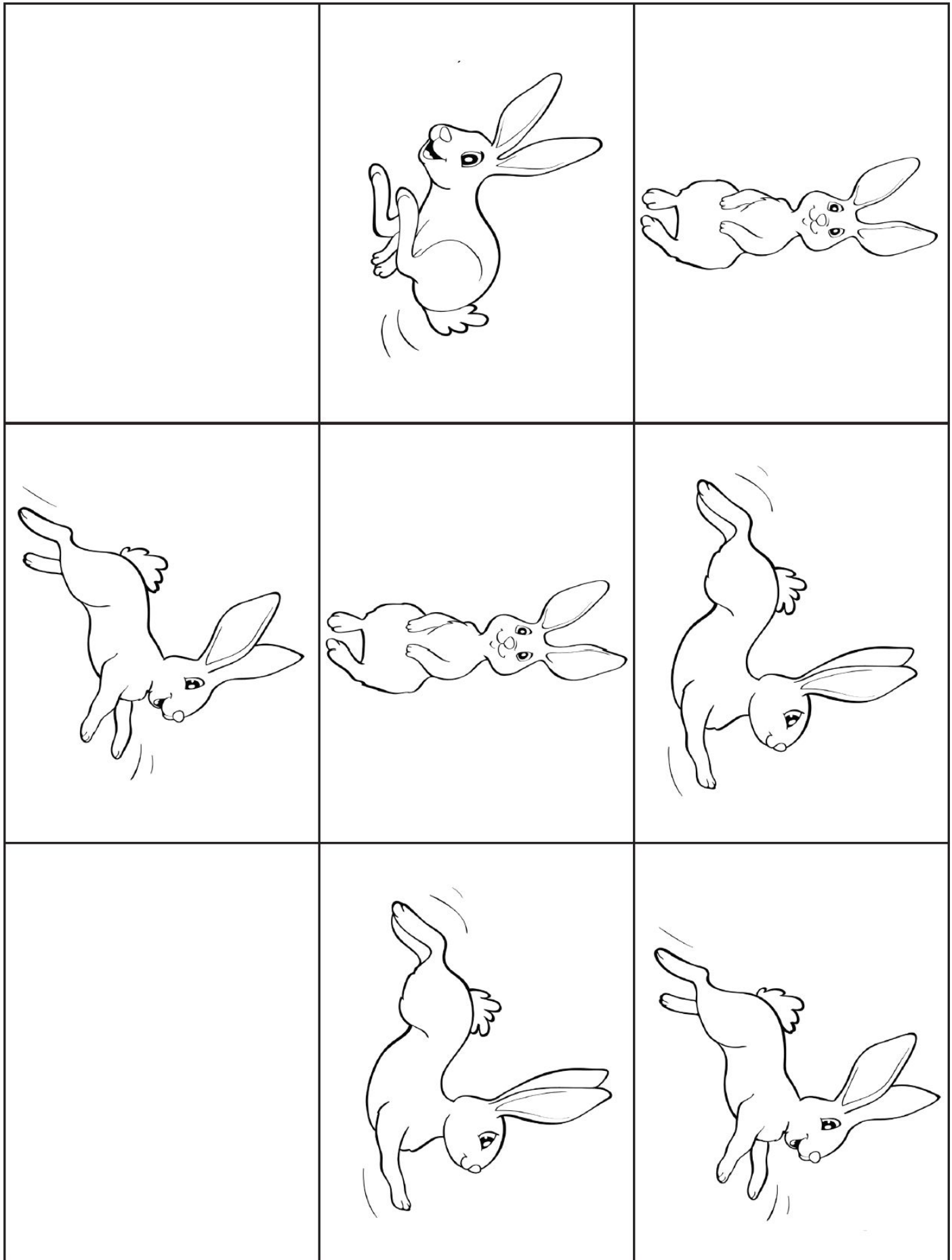


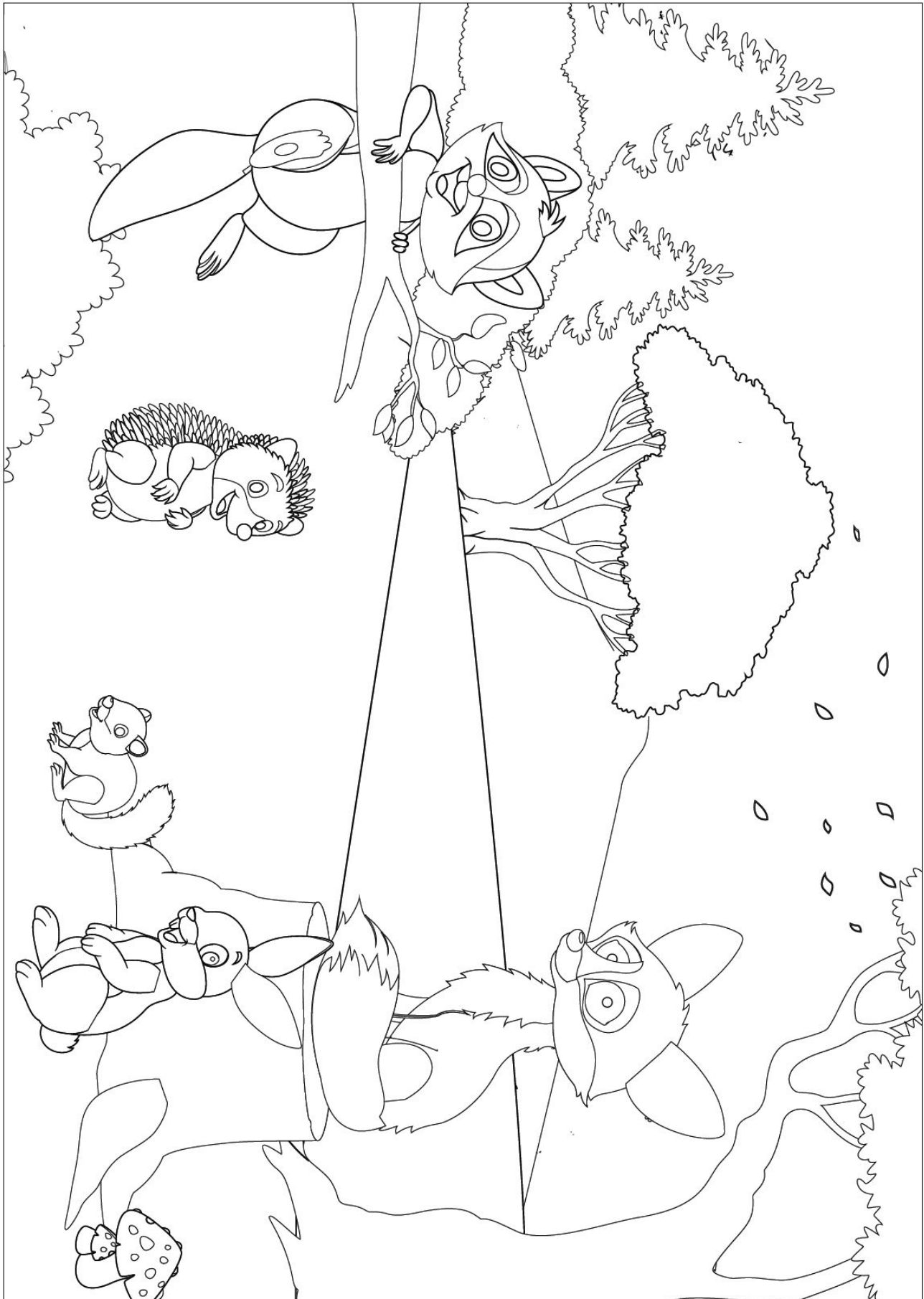










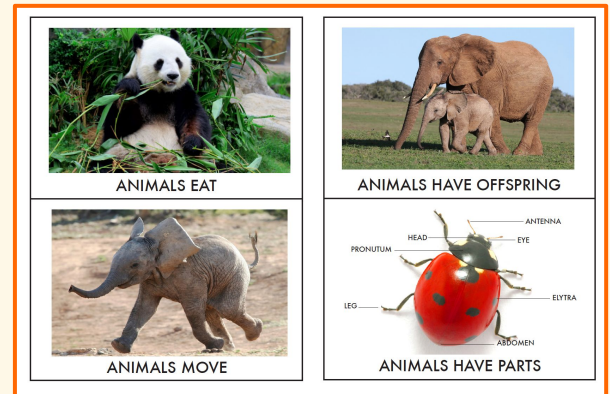




STEM: Animal Characteristics

MATERIALS: [Animal Characteristics](#), [Animals](#), household objects like a spoon, bowl, or crayons

- Use the pictures to talk about animals and their characteristics. Say, **All animals have characteristics or things that make them special.**
- **Animals are living creatures that move, need food and water, have parts, and have babies.**
- **Let's play a game. I will show you something. You tell me if it's an animal or not.**
- Show a picture of an animal and talk about the characteristics that make it an animal - e.g., does a snake move, eat, and have babies? Compare that to a household object, which doesn't move and isn't living.
- Save the pictures to use throughout the unit.



Independent Learning: Painting an Insect

MATERIALS: paper, watercolor palette, *optional* - decorative items like wiggly eyes, pipe cleaners, or broken spaghetti, etc. for legs

- With your child, look at pictures of insects on a phone or tablet. Talk about some of the characteristics of insects. They have 6 legs, antennae, and a three-part body (head, thorax, abdomen).
- Allow your child to choose an insect (real or made-up) that they would like to independently paint and decorate.
- After, ask, **Tell me about your insect. Let's count its legs together.**



Literacy: Compound Words

- Say, **Let's make compound words without using pictures!**
- **I'll say two words. You put them together to make one compound word.**
- **Here are two words: "bed" (pause) "time". I will put them together to make one word, bed (pause) time, bedtime.**
- **Your turn. Put these two words together to make one word: "foot" (pause) "ball", foot (pause) ball. It's okay if your child needs help, they are just learning. Praise them for trying and repeat the two words. Then say the compound word. You're thinking carefully! Foot (pause) ball together make football.**
- Repeat for the words basketball and flashlight.



Journal Prompt: Safari

MATERIALS: crayons, pencil, Safari Journal Page

- With your child, talk about *Nolan's Safari* and ask them how they might feel if they went on a safari.
- Have your child independently draw and write about their feelings.
- Later, ask, **Tell me about how you would feel if you went on a safari. Would you be scared like Nolan at first?**

Name: _____

At the beginning of the book, Nolan was scared to go on safari. How would you feel?



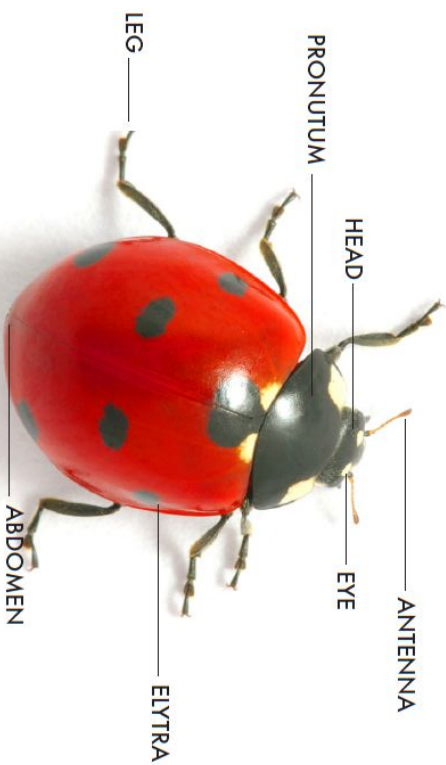
ANIMALS EAT



ANIMALS MOVE



ANIMALS HAVE OFFSPRING



ANIMALS HAVE PARTS

Name: _____

At the beginning of the book, Nolan was scared to go on safari. How would you feel?



STEM: How Many Fingers?

- Hold up 5 fingers and ask, **How many fingers do I have?** Allow your child to count your fingers. Then have them hold up the same number on their hands.
- Repeat 3-4 more times for amounts between 0 (show your fist) and 7. Praise their efforts. **Good job, you are working hard!**
- Being able to use fingers for counting will help your child with later math calculations and problem-solving.



Independent Learning: I Can!

MATERIALS: paper, crayons

- Talk with your child about different things they can do by themselves, e.g., put on their socks, color, etc.
- Say, **You can make a list of the things you can do by yourself.** Allow your child to draw and write about the things they can do.
- After, ask, **Tell me about the things on your list. Wow, that's a lot of things you can do all by yourself!**
- Your child can continue to add to their "I can" list and post the list in a special place to remind them of all the things they can do. Keep the list for the activity on Day 12.



Literacy: Name The Feeling

MATERIALS: [Feelings](#)

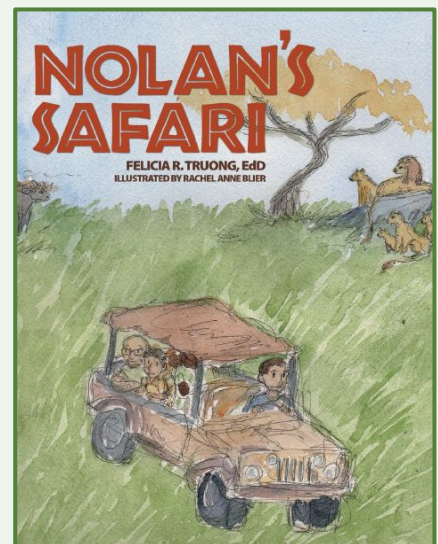
- Say, **Our bodies and faces can tell us a lot about how we're feeling. Let's play Name the Feeling. I will act out a feeling. You tell me what it means.**
- Play the game using 2-3 of the following feelings or common feelings expressed by your child:
 - angry
 - sad
 - happy
 - surprised
 - scared
- Talk about times they might have those feelings, using the pictures as needed.



Read: *Nolan's Safari*

MATERIALS: [Nolan's Safari](#)

- With your child, read *Nolan's Safari*.
- While you are reading, count the animals they see together.
- After, ask, **Nolan saw 5 cape buffaloes** (hold up 5 fingers on one hand) **and 1 leopard** (hold up 1 finger on the other hand). **Were there more cape buffaloes or leopards?**
- **Yes, the buffaloes!** Nolan saw more buffaloes than leopards.





Let's Move: Animal Charades

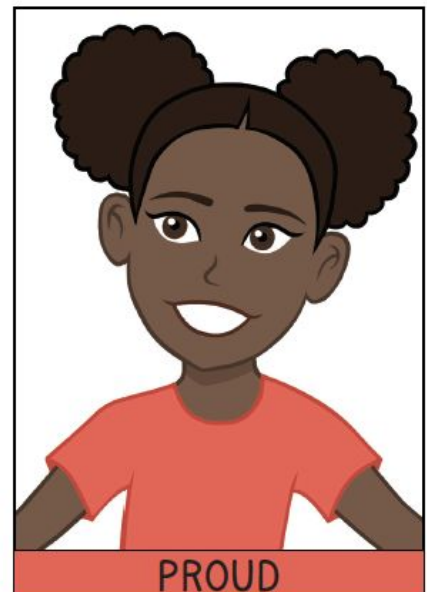
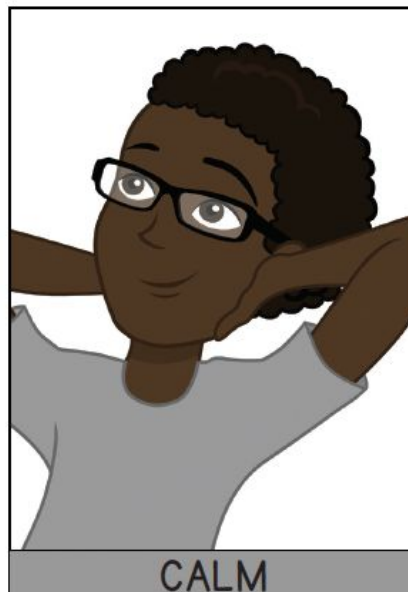
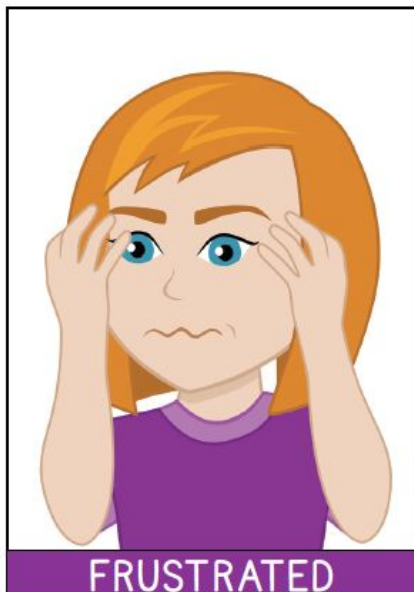
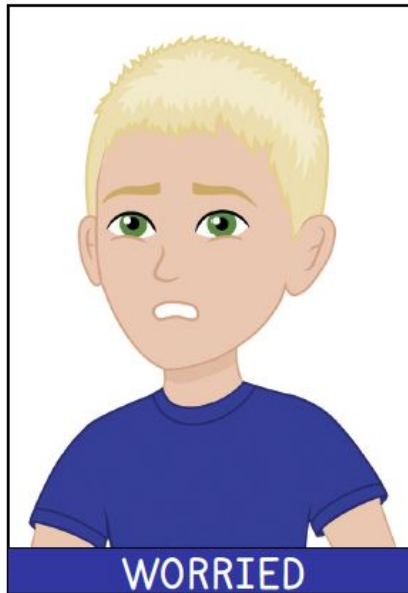
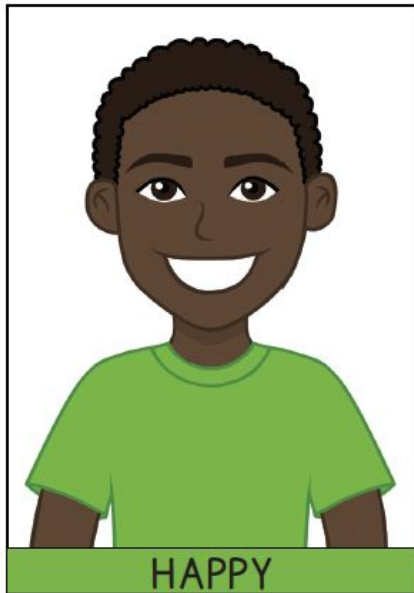
- Say, **Let's play a game and pretend to be different animals. The other person guesses which animal we are acting out.**
- Take turns pretending to be different animals such as hopping like a kangaroo, roaring like and shaking your mane like a lion, or flapping your wings like a bird.
- To make it more challenging, you can act out animals from specific categories, e.g., animals you might see on safari in Africa, water animals, animals that fly, etc.

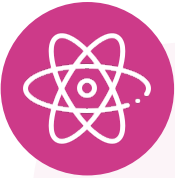


Learning Together: Our Animal

MATERIALS: paper, crayons and/or paint, pencils

- Say, **Let's learn about an animal together. Which animal should we learn more about?**
- Together with your child, use a phone, tablet, or book to learn a little bit about that animal, e.g., where it lives, what it eats, etc.
- Then, draw a picture together, showing what you learned about that animal.

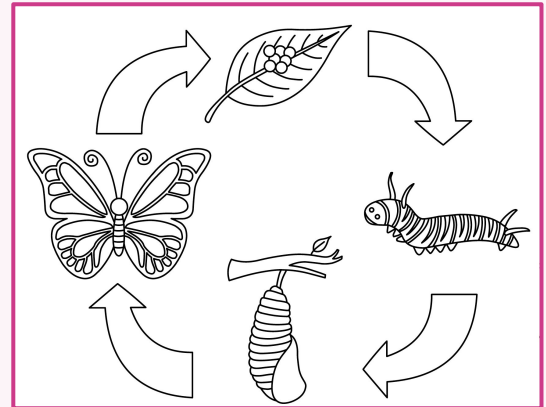




STEM: Life Cycle

MATERIALS: [Life Cycle](#), crayons

- Say, **A life cycle shows us how an animal or person changes into an adult.**
- **Let's look at two life cycles, the life cycle of a butterfly and of a human.** Use the picture to describe the butterfly's life cycle: from egg, to caterpillar, to chrysalis (when the caterpillar is covered in a hard shell before breaking that shell as a butterfly).
- Then, talk about the human life cycle: from baby, to child, to adolescent, to adult.
- After, allow your child to color the pictures.



Independent Learning: Making My Own Animal

MATERIALS: paper, watercolor palette or crayons, *optional* - items to decorate the animal, like wiggly eyes, broken pasta, cotton, glue, child-safe scissors, etc.

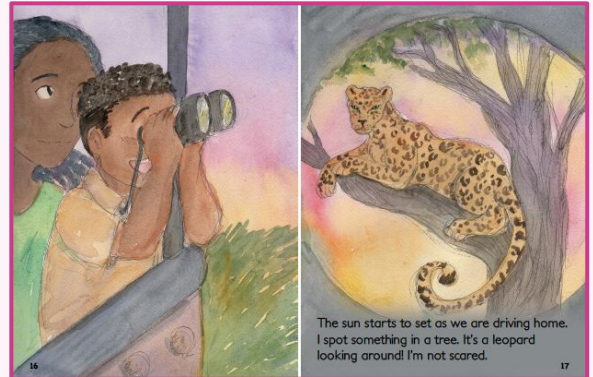
- Say, **We've been learning about a lot of different animals. Now you can create your own animal and paint it.**
- Allow your child to independently create and paint their own animal.
- After, ask your child to describe their animal - the name, where they live, the foods they eat, etc.



Literacy: Tell Me About the Picture

MATERIALS: [*Nolan's Safari*](#)

- Show your child pp. 16-17 of *Nolan's Safari*.
- Ask, **What do you see happening?**
- You can ask your child follow-up questions so they can include more detail like, **What do you think he is trying to see through the binoculars? Do you think he can see better with them? Where is the leopard?**
- Explain, **binoculars help us see things that are far away.**



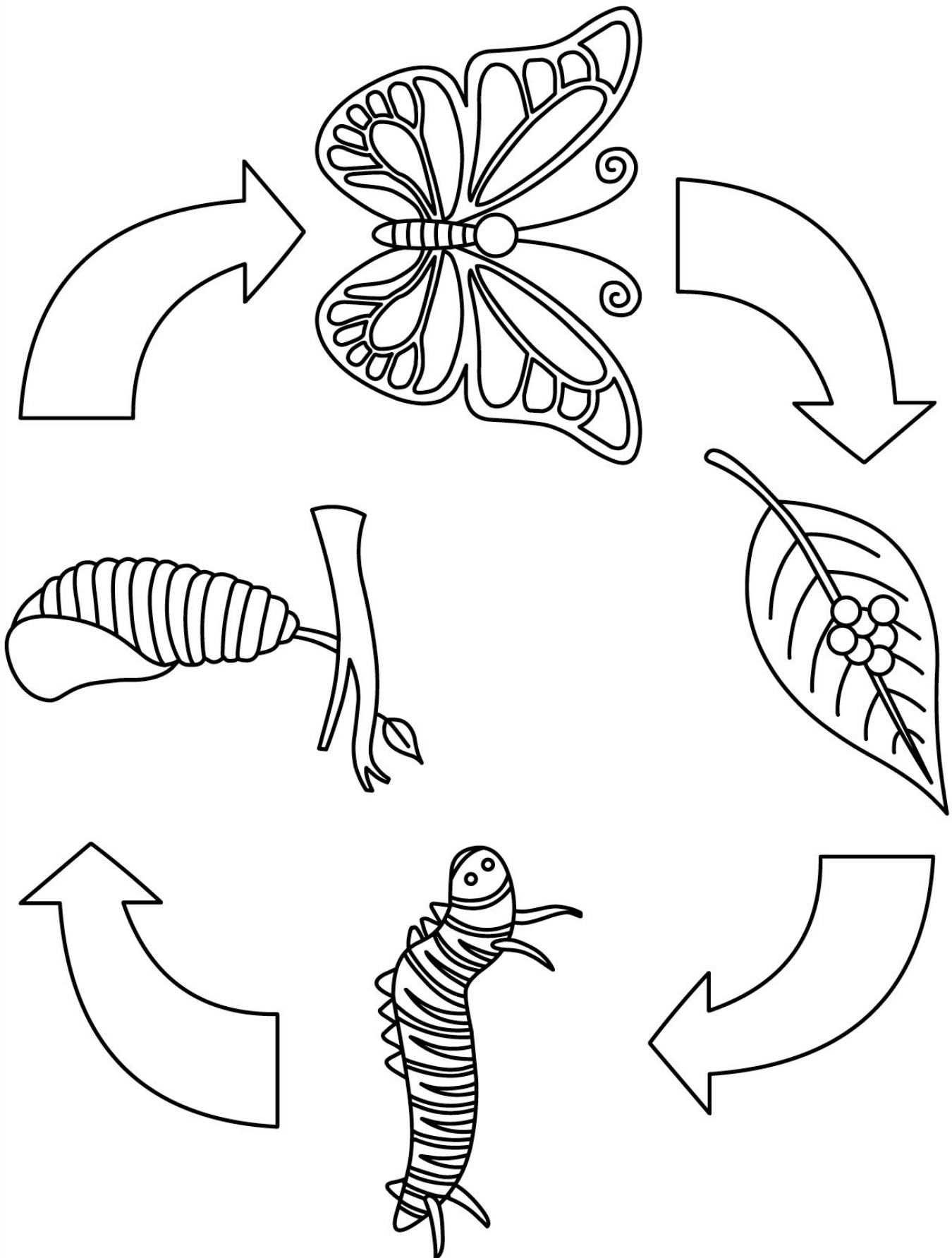
Journal Prompt: Forest Animal

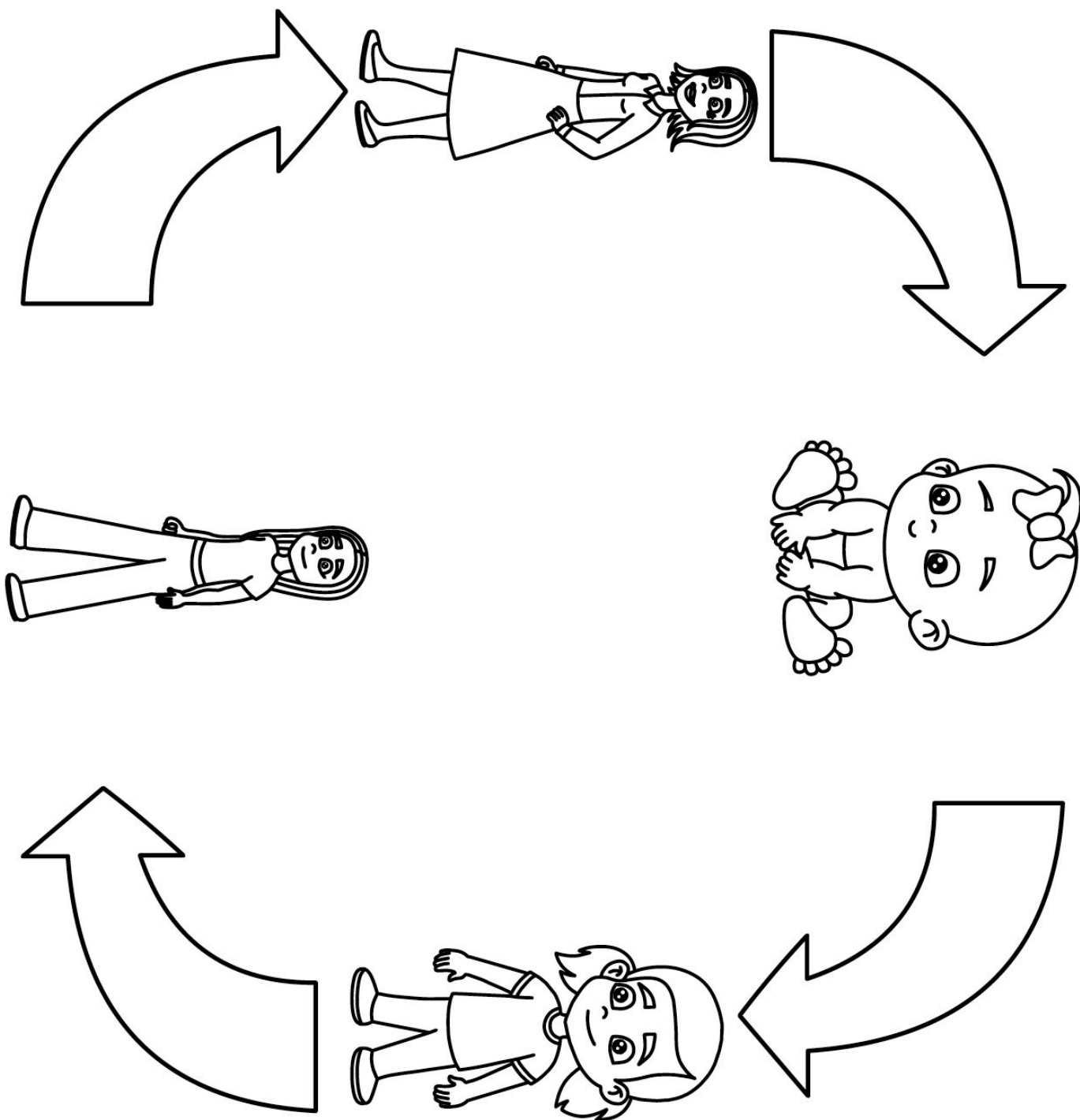
MATERIALS: crayons, pencil, Forest Animal Journal Page

- With your child, talk about different forest animals.
- Have your child independently draw and write about the forest animal they'd like to see.
- Later, ask, **Tell me about the forest animal you'd like to see. Why did you choose that animal?**

Name: _____

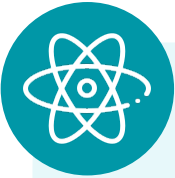
Write and draw about a forest animal you would like to see.





Name: _____

Write and draw about a forest animal you would like to see.



STEM: How Many Objects?

MATERIALS: Household objects like crayons or spoons, 7 each

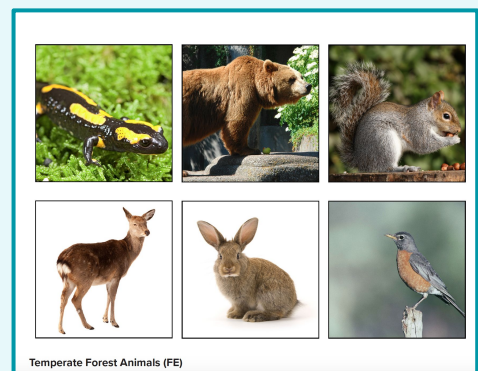
- Show 7 crayons and ask, **How many crayons are there?** If your child needs help, count them together as you point to each crayon.
- Repeat 2-3 more times for amounts between 0 and 7. Allow your child to show you objects and ask you to count them.
- To make this more challenging, ask your child to bring you between 0-7 objects from around your home. If this is hard for them, do it together!



Independent Learning: Forest Animals Scene

MATERIALS: playdough or [Playdough Recipe](#), [Animals](#), optional - leaves, sticks, toy animals

- Show children the animals they might find in the forest and talk about what else they might see in the forest.
- Say, **You can make animals out of playdough and make the forest they live in with sticks and other things we find outside or at home.**
- Allow your child to independently create their forest.
- After, ask, **Tell me about your forest. What kinds of animals will I find there if I go on a safari?**





Literacy: Main Character

MATERIALS: [*Nolan's Safari*](#)

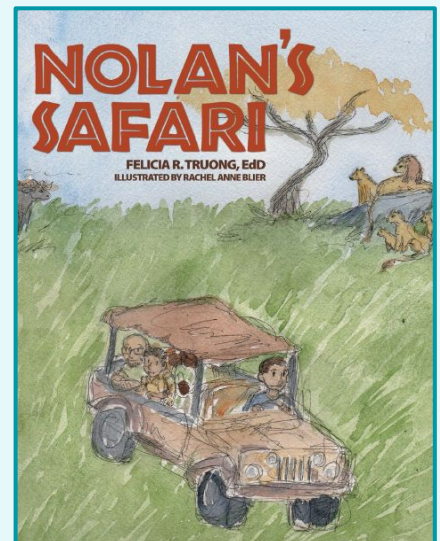
- Show *Nolan's Safari*. We read *Nolan's Safari* before. Who is the main character in the story? Characters are people or animals in the story. The main character is who the story is mostly about. It's okay if you have to help your child. They're still learning!
- Yes, the story is about Nolan. He is the main character. There are other characters like his parents, but the story is mostly about Nolan.
- Let's describe Nolan. What do we know about Nolan? Do a quick picture walk to remind your child. Give some examples, such as **Nolan seemed scared at first, but then he got more excited about seeing the animals.** Your child might describe how Nolan looks, what he does, and how he feels.



Read: *Nolan's Safari*

MATERIALS: [*Nolan's Safari*](#)

- With your child, read *Nolan's Safari*.
- After, ask, **Can you tell me two things that happened in the story? What happened first? Then, what happened?**
- Story recall is important to help your child develop skills in remembering and retelling a story.



Week 2

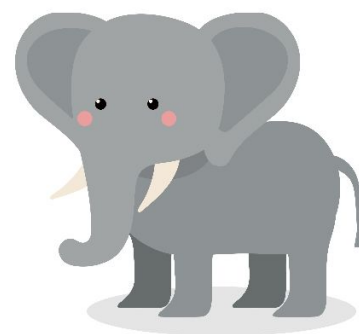
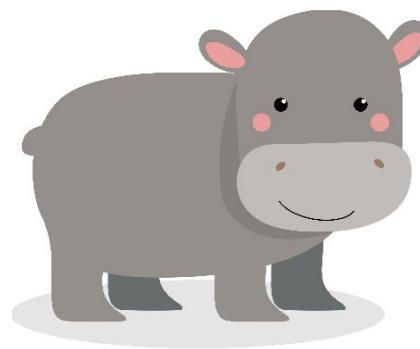
PK3 Unit 7 Week 2 Overview

Animals of the Savanna

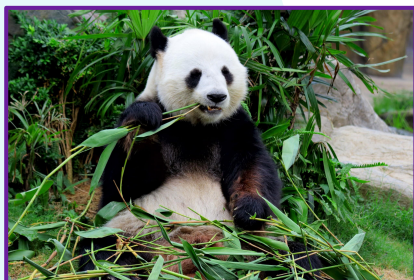
This week your child will:

Make sets of up to 5 objects, practice compound words, learn about animal parts and skin patterns, and sort animals found in the savanna in Africa and those found in temperate forests.

While you're at home and out and about, look for different animals and talk about where you live – is it more like a temperate forest with 4 seasons or more like a grassy savanna that is warm all year? What kinds of animals live in your neighborhood?



Key Vocabulary



endangered animal

there are only a few of that animal left in the world



savanna

a large flat area of grassy land found in Africa

Create Connections

This week, you'll learn about animals in the African savanna, like lions, elephants, and giraffes. Before you begin the packet, write and draw about the animal you would like to see in the savanna.

**Think
About It!**

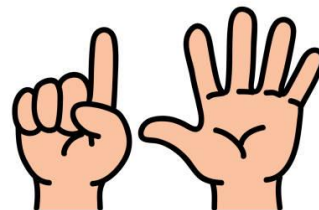


STEM: Show Me How Many

- Say, **Show me 6 fingers.** If your child needs help, help them to count out their fingers one by one. Then show how many fingers on your hands.
- Repeat 3-4 more times for amounts between 0 and 7.
- Being able to use fingers for counting will help your child with later math calculations and problem-solving.

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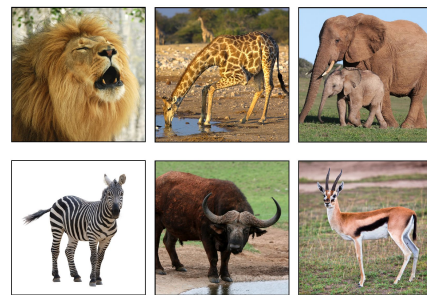
six



Independent Learning: Animals of the Savanna

MATERIALS: [Animals](#), [Animals of the Savanna](#), crayons

- Say, **This week you'll learn about animals in the savanna.** In the book we read last week, Nolan went on a safari in the savanna. The savanna is a large, flat piece of land with lots of grass in Africa.
- **Do you remember some of the animals he saw?** Using the pictures, talk about the animals that live in the savanna.
- Say, **You can color a picture of the savanna.** Have your child color the picture or draw one of their own.
- After, ask, **Tell me about the animals in your savanna.**



Savanna Animals (FE)



Literacy: Let's Make Compound Words

- Say, **Let's make compound words.**
- I'll say two words and you put them together to make one compound word.
- Here are two words: "tooth" (pause) "brush". I will put them together to make one word, tooth (pause) brush, toothbrush.
- Your turn. Put these two words together to make one word: "wheel" (pause) "chair", wheel (pause) chair. It's okay if your child needs help. They are just learning. Praise them for trying and repeat the two words. Then say the compound word. **You're thinking carefully! Wheel (pause) chair together make wheelchair.**
- Repeat for the words airplane and starfish.

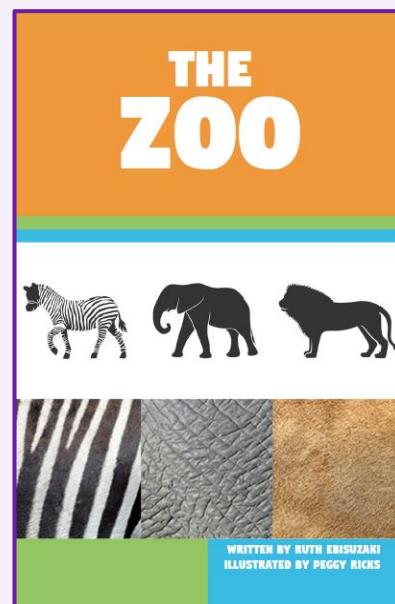


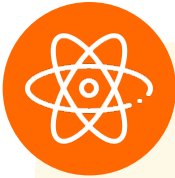
Read: *The Zoo*

MATERIALS: [The Zoo](#)

- Before reading, say, **This is an interesting book because it gives a lot of information about animals and how to plan a trip to the zoo.**
- With your child, read *The Zoo*. While you are reading, point out the map on p.3 and say, **The map tells us where we should go to find each animal. Can you point to the zebra?**
- **The animals in this book live at the zoo but they also might live in a savanna.**
- After, ask, **Which animals would you like to see at the zoo?**

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

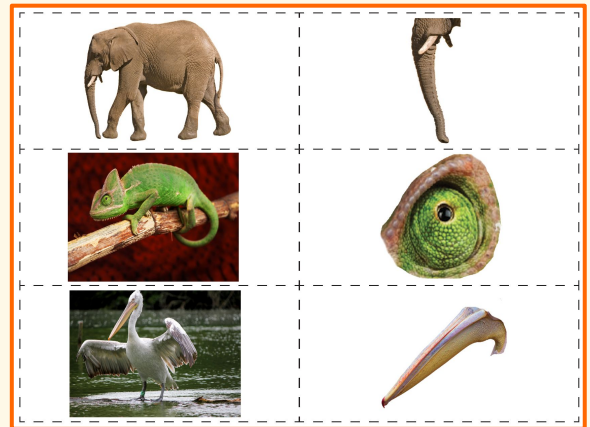




STEM: Animal Parts

MATERIALS: [Animal Parts Matching](#)

- Use the picture cards to talk with your child about how animal parts are useful. Say, **Animals use different special body parts to help them in nature. The elephant's trunk helps him pick up food and water. The anteater's long nose and tongue help him scoop ants out of their nest. The monkey's tail helps him swing from tree to tree.**
- Allow your child to try to match the picture of the animal to its special part. Help them as necessary and give them lots of praise
- While they are working, ask how the animals use their special parts.



Independent Learning: Playdough Animals

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

- With your child, talk about the different animals they like.
- Say, **You can make your favorite animals with playdough, or you can make one up!**
- Allow your child to independently complete the activity.
- After, ask, **Tell me about the animals you made. Where do they live? Do they have special body parts that help them do different things?**

PLAYDOUGH RECIPE

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

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



Playdough Recipe (FE)

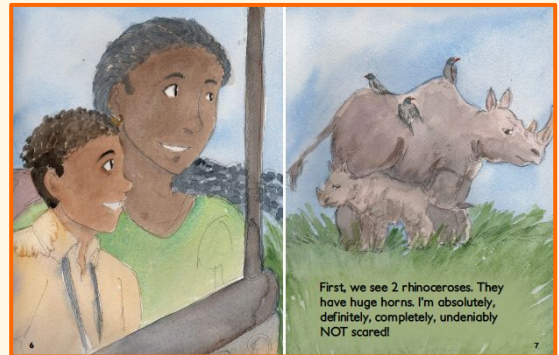
Illustration: iStockphoto.com/Markus Spiske



Literacy: Tell Me About It

MATERIALS: [*Nolan's Safari*](#)

- Show your child pp. 6-7 of *Nolan's Safari*.
- Ask, **What do you see happening in these pictures?**
- You can ask your child follow-up questions to encourage more details like, **How do you think Nolan and his mom are feeling? How can you tell?**



Journal Prompt: I Am Brave

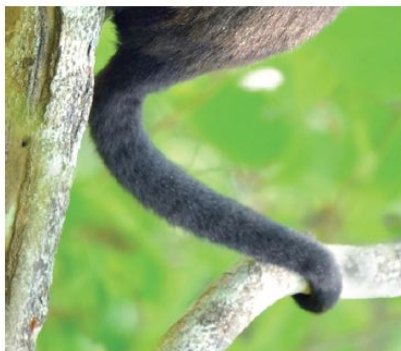
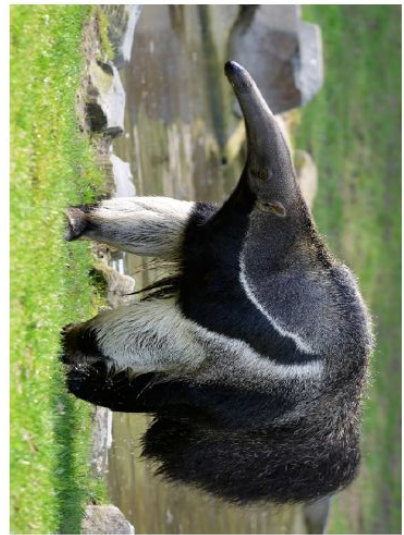
MATERIALS: crayons, pencil, I am Brave Journal Page

- **Being brave means doing something hard or scary, even though we might not want to.** Talk with your child about a time that they were brave, even if they were scared.
- Have your child independently draw and write about a time they were brave.
- Later, ask, **Tell me about your writing. Tell me about a time when you were brave.**

Name: _____

Write about a time that you were brave.





PLAYDOUGH RECIPE

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

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



Name: _____

Write about a time that you were brave.



STEM: Give Me 5

MATERIALS: objects like crayons or spoons, 5 each

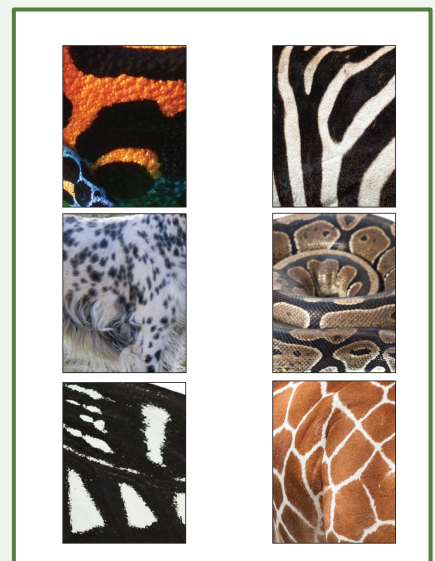
- Ask, **Give me 5 crayons, please.** If your child needs help, count them out together as you point to each crayon.
- Repeat 2-3 more times for amounts between 0 and 5. Allow your child to ask you to give them crayons as well.
- To make this more challenging, ask your child to bring you between 0 and 5 objects from around your home. If this is hard for them, do it together!



Independent Learning: Animal Pattern Matching

MATERIALS: [Animal Pattern Matching](#), optional - paper, crayons

- Using the pictures of the animals, talk with your child about the different patterns animals have. Say, **Animals have different patterns on their bodies. Some of these patterns help them blend in so that it's hard for their enemies to see them. Or, sometimes patterns help them look nice.**
- **Match the picture of the animal to its pattern.** Demonstrate.
- Allow your child to complete the activity independently. After, ask, **Which pattern would you pick if you were an animal?**
- *Optional - your child can choose an animal and draw it with its pattern. They can also make up an animal and make a new pattern.*



Wednesday

PK3 Unit 7 Week 2 Day 8



Literacy: Separating Syllables

- Say, **Let's break words into syllables.**
- Say, **Let's clap the beats in giraffe. Gi (pause) raffé. How many syllables are in giraffe? Yes, 2! Gi-raffé, gi-raffé.**
- **Now you try. Break apart the word lion (li-on).** Repeat for Nolan (No-lan).
- It's okay if your child needs your help. They are still learning!
- If your child can do this easily, you can ask them to think of their own two-syllable words or give them three-syllable words to try (el-e-phant, sa-van-na, sa-fa-ri).



Read: *The Zoo*

MATERIALS: [*The Zoo*](#)

- With your child, read *The Zoo*. While you are reading, point out the graph on p.7 and say, **The graph tells us how many zebras, elephants, and lions they have at the zoo. They have one zebra, two lions, and three elephants. The highest bar shows which animal there is the most of in the zoo.**
- **Which animal is there the most of in the zoo?** It's okay if your child needs help. They are learning.





Let's Move: Lily Pad Hops

MATERIALS: tape, paper cut out in the shape of lily pads, label each lily pad with a number from 0-3 and tape them randomly on the floor so your child can hop to them

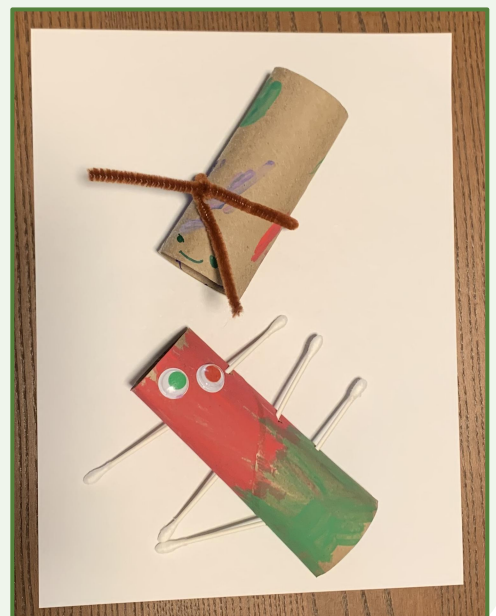
- Say, **Let's be little frogs and hop to our lily pads.**
- **I'll call out a number and you hop to it.**
- Switch roles so your child can call out the number. You can also race hop to the same number to see who gets there first.

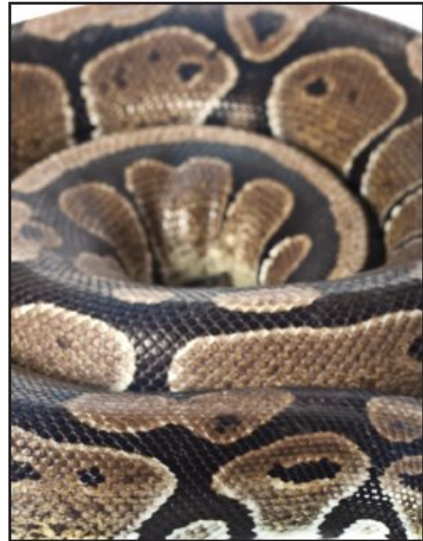
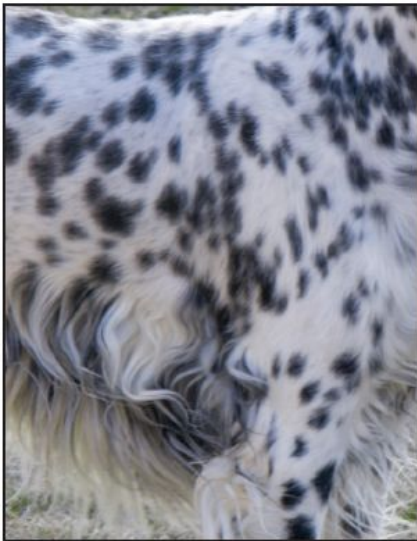
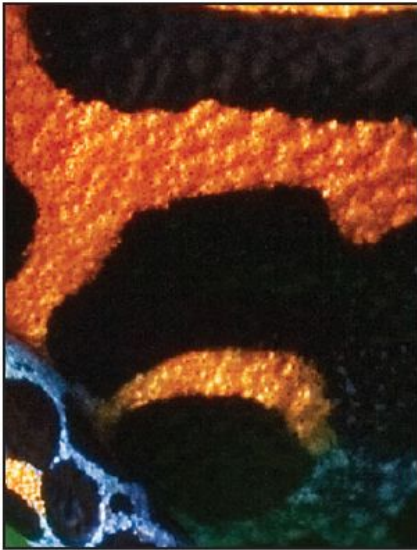


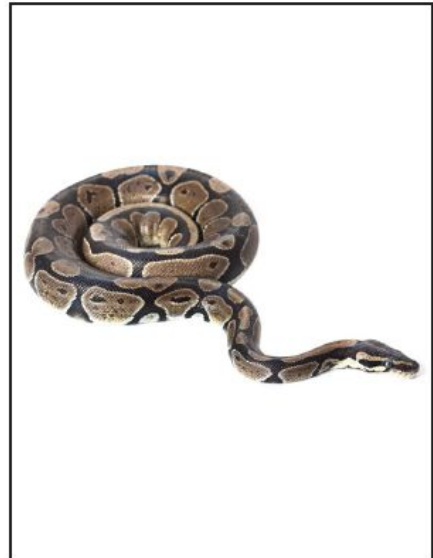
Learning Together: Animal Puppets

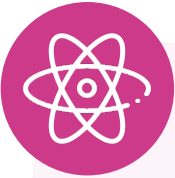
MATERIALS: paint or crayons, items to make a puppet, e.g. paper towel rolls, old socks, brown paper bags, glue, child-safe scissors, *optional - decorative items like wiggly eyes, or fabric for skin*

- Say, **Let's make animal puppets together. What animal should we make?** You can make a real animal or invent animals together.
- Make the puppet using the materials you have. For example, decorate the paper towel rolls, or use the brown paper bags with the bottom as the mouth to make the mouth move when you place your hand inside, etc.
- After, you can play with the puppets and act out different things the animals will do.









STEM: Blending In With Your Surroundings

MATERIALS: [Animals](#), optional - paper and crayons

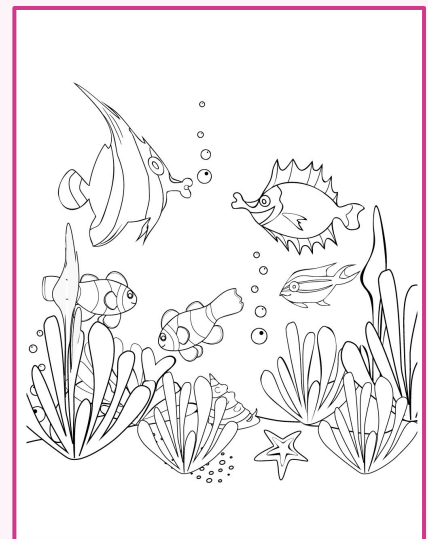
- Say, **Some animals use their skin to hide or blend in with where they live. Why do you think they might do that? Yes, to hide from enemies that might want to fight or eat them.**
- Show pictures of the water animals - the fish in the coral reef, the fish above the sand, and the giraffe in the savanna. **They are all blending in.**
- **Some animals, like the chameleon, can even change their color to match where they are.**
- *Optional - Draw and color a plant picture, like a leaf or a tree. Your child can draw an animal on the leaf or tree with the same colors. Talk about how it is hard to see the animals when the animals are the same color as their surroundings.*



Independent Learning: Blending In

MATERIALS: [Blending In](#), crayons or watercolor palette, paper

- Say, **We just talked about animals using color to blend in with their habitats or where they live.**
- **You can color this picture of the coral reef and fish to help the animals blend in. If the fish wanted to blend in with the colors of the coral reef, would you use the same colors or different colors? Yes, the same.**
- Allow your child to independently color the picture. It's okay if they choose different colors.
- After, ask, **Tell me about your picture.**

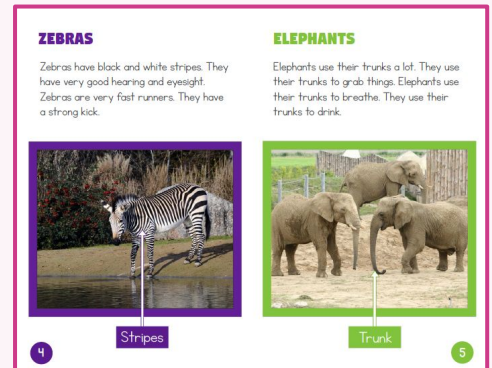




Literacy: What's Happening in the Picture?

MATERIALS: [The Zoo](#)

- Show your child pp. 4-5 of *The Zoo*.
- Ask, **What do you see on this page?**
- You can ask your child follow-up questions so they can include more details like, **Can you describe where the zebra is? How many elephants do you see?**
- After, ask them to tell you one or two things about each animal that they have learned so far like zebras are fast or elephants drink with their trunks.



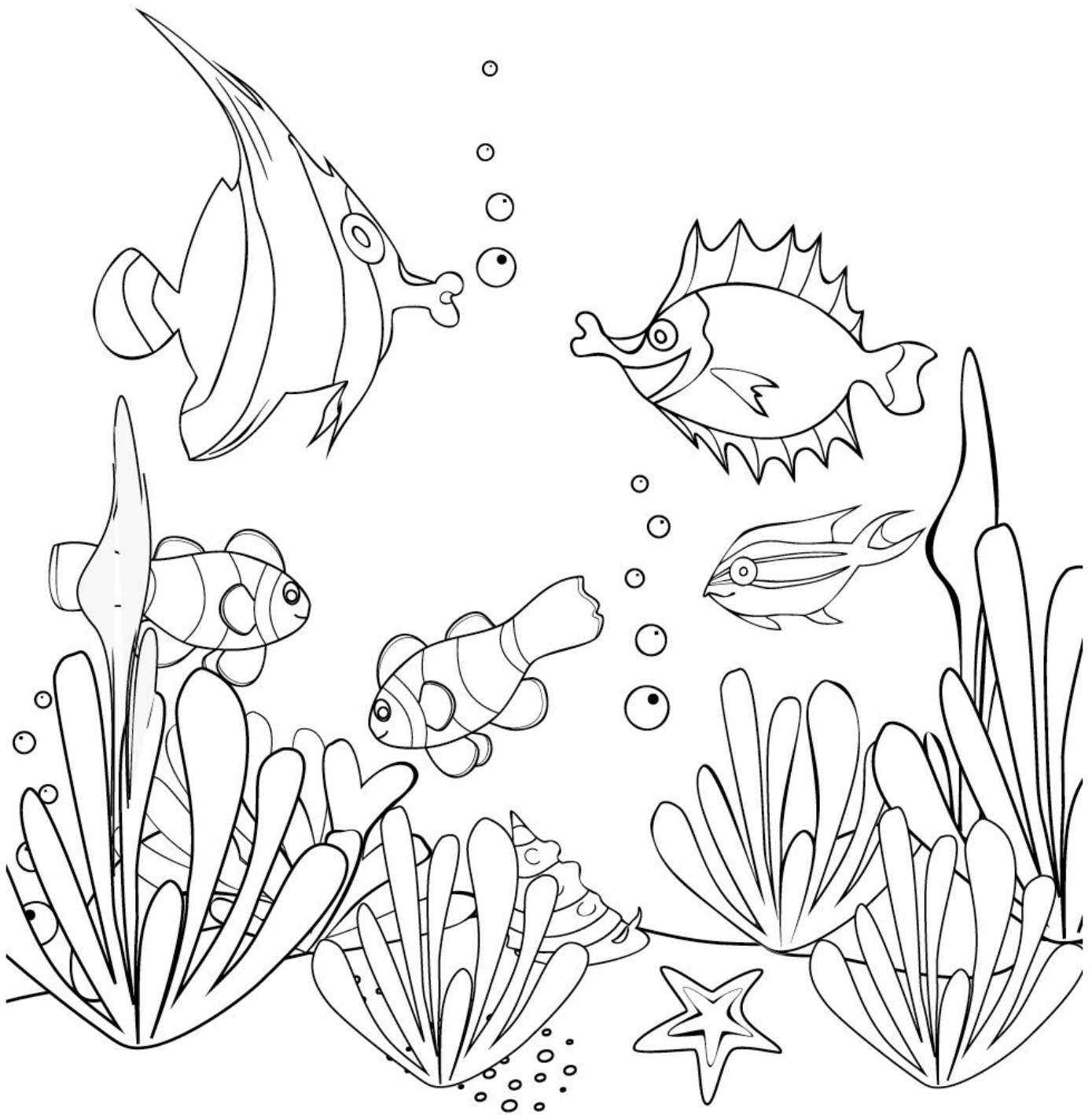
Journal Prompt: Endangered Animals

MATERIALS: crayons, pencil, **Endangered Animals Journal Page**

- With your child, talk about endangered animals and how there are only a few left in the world. Sometimes this is because their homes are being destroyed by people or because of pollution.
- Talk about ways to help the animals, such as recycling and reducing what we use so their habitats can be protected, using less plastic, and teaching others about helping animals.
- Have your child independently draw and write about a way they can help endangered animals.
- Later, ask, **Tell me about how you can help endangered animals.**

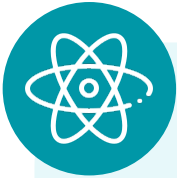
Name: _____

Write about a way we can protect endangered animals.



Name: _____

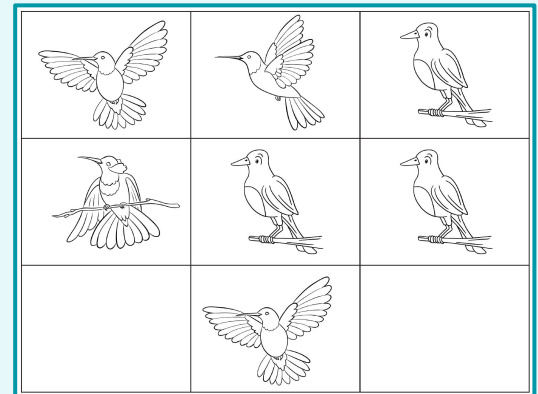
Write about a way we can protect endangered animals.



STEM: Set of Birds

MATERIALS: [Bird Sets](#), crayons, child-safe scissors

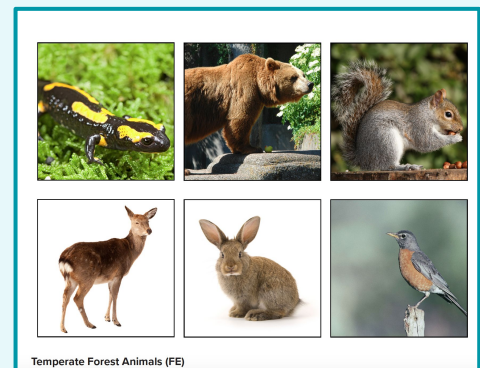
- Say, **Count how many birds there are on this page.**
- **You can color the birds and cut them out.** Help your child to cut them out if necessary.
- After, ask your child to make different groups of no more than 5 birds, e.g., make a group of 5 birds, now make a set of 3 birds.



Independent Learning: Savanna or Forest Animal Sort

MATERIALS: [Animals](#): Cut out cards for animals of the forest and savanna

- Use the picture cards to talk about the animals that live in the savanna and the forest.
- Say, **Let's sort the pictures. Put all of the animals that live in the savanna in one group and the animals that live in the forest in another group.**
- Allow your child to independently complete the activity. It's okay if they need help. They are not expected to memorize this information.
- After, ask, **Would you rather see the forest animals or the savanna animals? Why?**

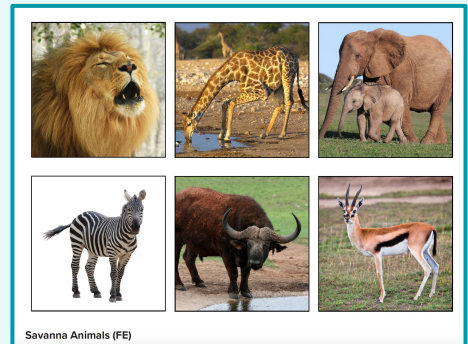




Literacy: Let's Talk About The Savanna and The Forest

MATERIALS: [Animals](#)

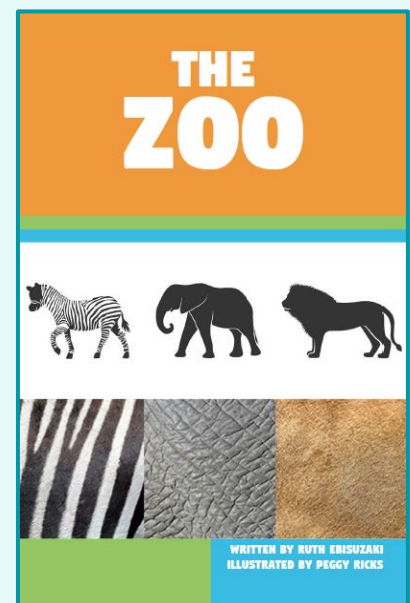
- Say, **We've been learning about animals in the savanna and the temperate forest. What is the savanna? What is the temperate forest?** If needed, you can remind your child that the savanna is a flat grassy area in Africa where it is usually warm, and the temperate forest has trees and different seasons.
- Ask your child 2-3 follow-up questions like, **What kind of animals can we find in the savanna and the forest?** Or, **Which would you like to visit? Why?** Practice having a back and forth conversation.
- If they don't want to talk about this topic, you can also ask your child what they would like to talk about instead.

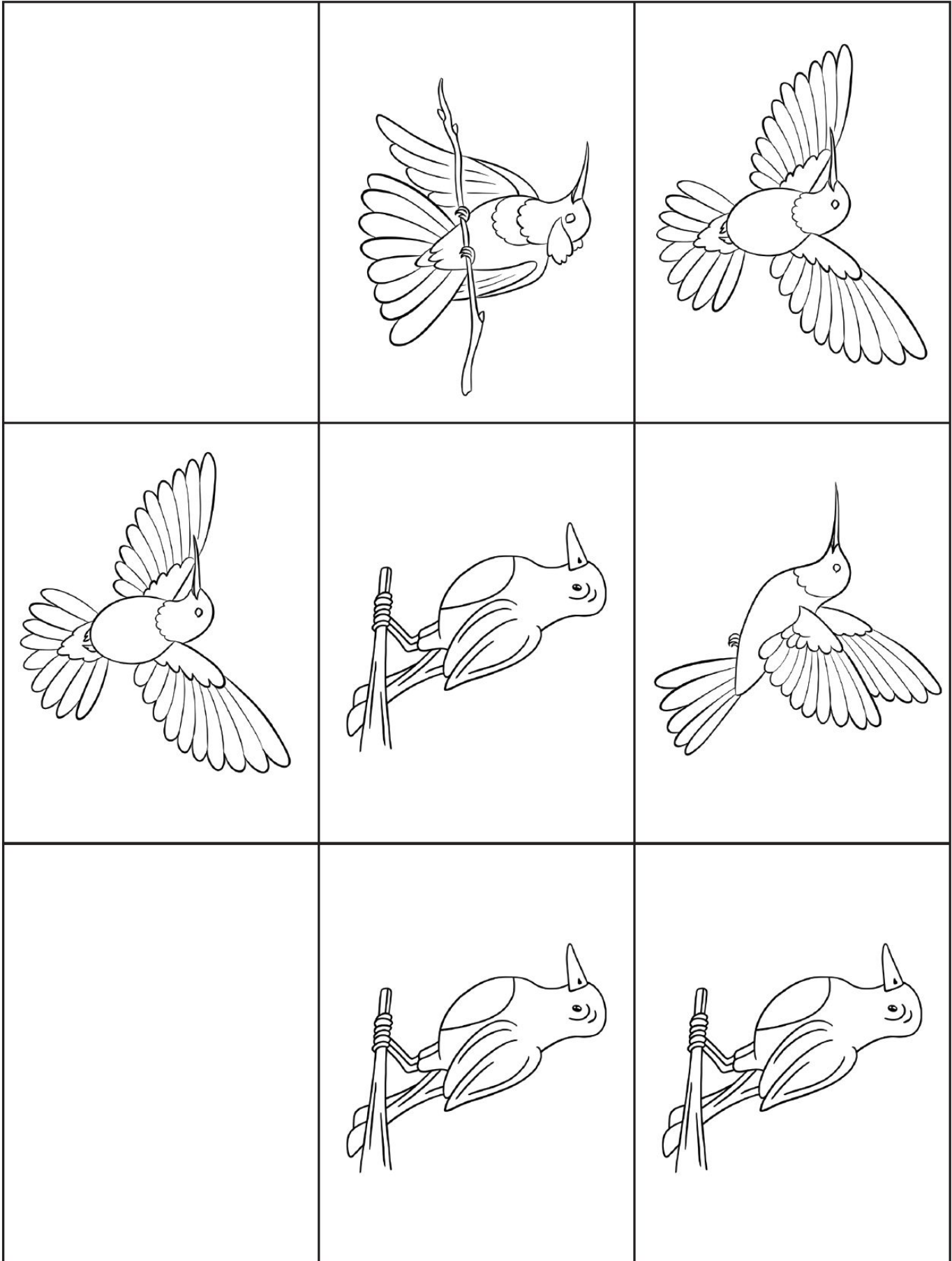


Read: *The Zoo*

MATERIALS: [The Zoo](#)

- With your child, read *The Zoo*.
- After, show pp.9 and review the rules. Ask, **Why do you think we shouldn't pet the lion?**





Week 3

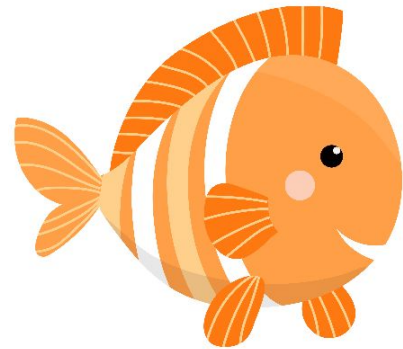
PK3 Unit 7 Week 3 Overview

Water Animals

This week your child will:

Learn about animals that live in the water and experiment with saltwater and freshwater. They will make compound words and sets of water animals, count to 10, identify numbers 0-3, talk about things they can do, and practice following directions.

You can count to 10 together as you wait in line, wait for the bus, wait for a meal to be ready, etc. You can also help your child practice following directions, e.g., please fold the shirts, then the pants.



Key Vocabulary



animal

living things that have babies, need food, water, and air, have the ability to move to meet needs, and have multiple parts



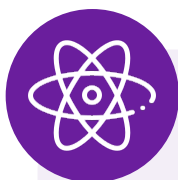
coral reef

a line of hard rocks that are made by living creatures called coral

Create Connections

This week, you'll learn about water animals. Before you begin the packet, write and draw about whether you would prefer to be an animal that lives on land or an animal that lives in the water.

**Think
About It!**



STEM: Let's Count to 10

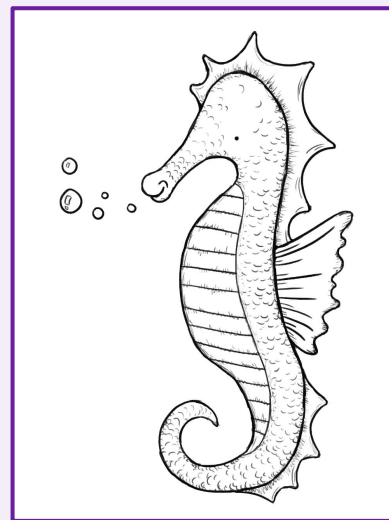
- Say, **Let's count to 10 using silly animal voices. Let's count in a monkey voice. What sounds do monkeys make?**
- Count 1-2 more times. Allow your child to choose the voices, e.g., like a fish underwater or a squeaky mouse.
- Say, **Now let's count to 7 in a fish voice. Now let's count to 9 in a squeaky mouse voice.** Allow your child to pick different numbers to count between 0 and 10. You can also do animal movements while counting, like swimming like a fish



Independent Learning: Salt Art Animals

MATERIALS: salt, liquid glue, [Seahorse](#), or paper and crayons

- Say, **You are going to make animal art with salt and glue today. You can put glue along this drawing of a seahorse and then sprinkle salt on it.** Demonstrate how to squeeze the glue along the outline slowly. They can also fill the entire animal with glue and sprinkle salt on the glue.
- Allow your child to complete the activity independently. Your child can also draw their own animal then put glue and salt on it.
- Say, **We will leave this to dry and tomorrow you can paint it.**





Literacy: Silly Directions

- Say, **I'm going to give you silly directions that I want you to follow. Listen carefully.**
- Give your child silly two-step directions: make a silly face then a monkey sound, waddle like a penguin then flap your wings, etc.
- Switch roles so your child can give you directions.

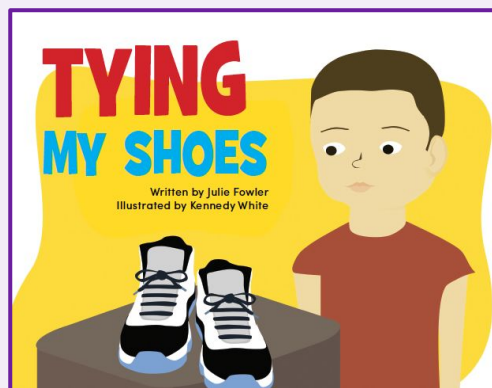


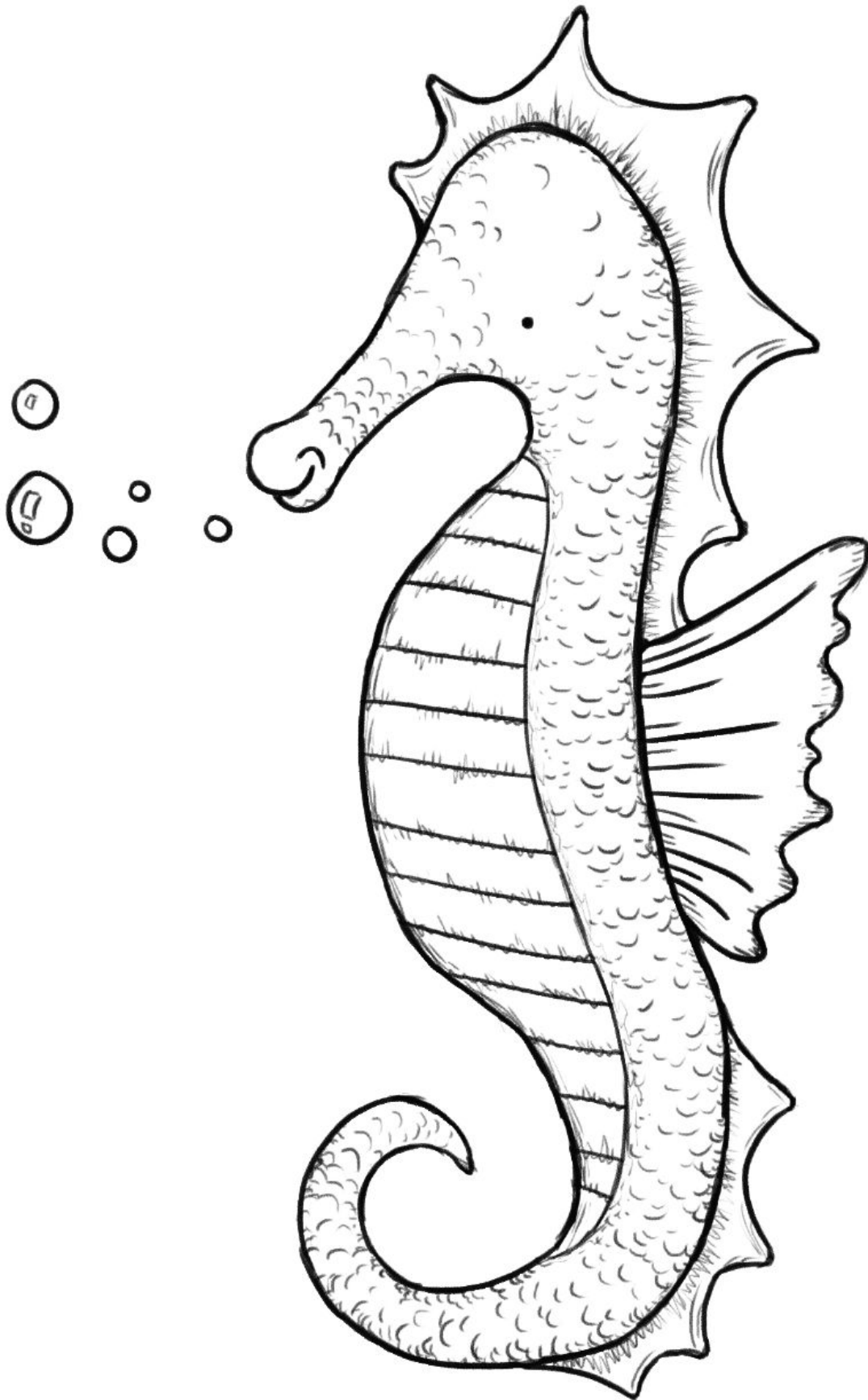
Read: *Tying My Shoes*

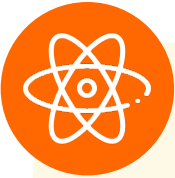
MATERIALS: [*Tying My Shoes*](#)

- With your child, read *Tying My Shoes*.
- Say, **Bobby tried his best to tie his shoes. What is something new that you tried your best to do? How did you feel when you did it?**

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







STEM: Saltwater vs. Freshwater Float

MATERIALS: 2 transparent cups or glasses, water, salt, spoon, egg (if you don't have an egg, use a crayon or something lightweight)

- Say, **Let's do an experiment to learn about saltwater like the water in oceans and freshwater like the water in lakes.**
- Ask, **What do you think will happen to the egg in freshwater?** Place the egg in the freshwater. Ask, **What happened to the egg?** Yes, it sank. **It didn't float in the freshwater.**
- **What do you think will happen when we add salt to this water and then add the egg?** Allow your child to add a few spoonfuls of salt to the water and stir it. Then let them add the egg.
- Ask, **What happened to the egg?** Yes, it floated! (If it does not float, add more salt). **It's easier for things to float in saltwater because the water is denser or heavier, which helps the things float. That's why it's easier to float in an ocean than in a pool.**



Independent Learning: Painting Salt Art Animals

MATERIALS: salt animal art from the previous day, watercolor palette

- Say, **Yesterday you made a salt animal. Today you can paint it.**
- Talk with your child about how the art looks and feels before they paint it. Explain that if the paint is too watery, the salt will dissolve. So they have to paint carefully by gently touching the salt or tapping the brush onto the salt. Demonstrate.
- Allow your child to independently paint their animal.
- After, ask, **Tell me about your painting.**



Literacy: Something New I Can Do!

MATERIALS: list of things your child can do made on Day 3, crayons

- Use the list to talk with your child about the things they can do. Say, **You made this list of things you can do when we first started learning about animals.**
- **What else can you do now that you can add to this list?** Help your child think of new things they can do, like pour water on their own, count to 10, or help with chores.
- Encourage your child to add new things to their list.



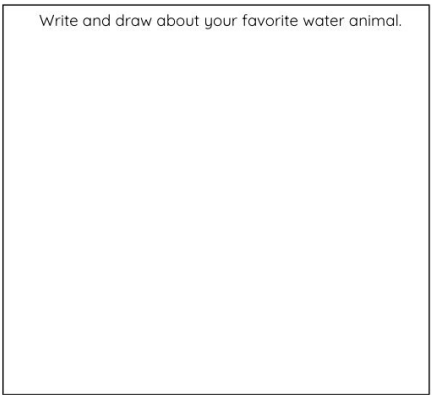
Journal Prompt: Water Animal

MATERIALS: crayons, pencil, Water Animal Journal Page

- With your child, talk about animals that live in the water.
- Have your child independently draw and write about their favorite water animal.
- Later, ask, **Tell me about your favorite water animal. Why is it your favorite?**

Name: _____

Write and draw about your favorite water animal.



Name: _____

Write and draw about your favorite water animal.



STEM: 0-3

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

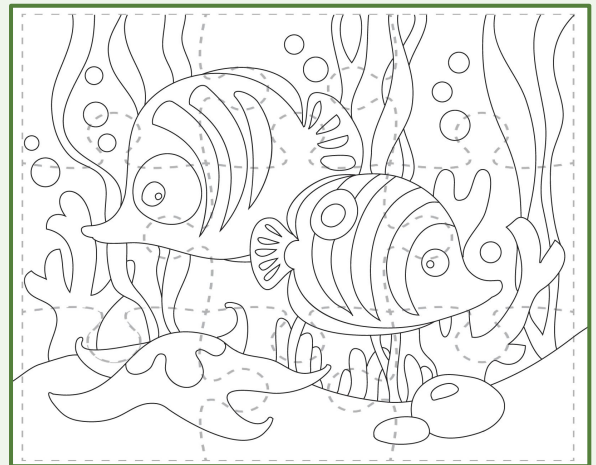
- Give one set of cards to your child and keep one.
- Say, **Let's play a game with the numbers. I'll show you a number card. You tell me its name and show me your card with that number.**
- Switch roles so that your child can show you a card for you to find.
- You can make this activity more challenging by adding more numbers or asking your child to find the same number of objects to match the number on the card.
- Save the number cards for a game on Day 16.



Independent Learning: Water Animals Puzzle

MATERIALS: [Water Animals Puzzle](#), crayons, scissors, *optional - glue the pictures onto cardboard, e.g., cereal boxes before cutting them out*

- Say, **You can color these pictures of water animals. Then, you can do the puzzle and put the pieces together.**
- Have your child independently color the pictures. Then help them to cut out the pieces so they can do the puzzle independently.
- After, ask, **Tell me about the animals you see in the underwater pictures.**





Literacy: I Can Make Compound Words

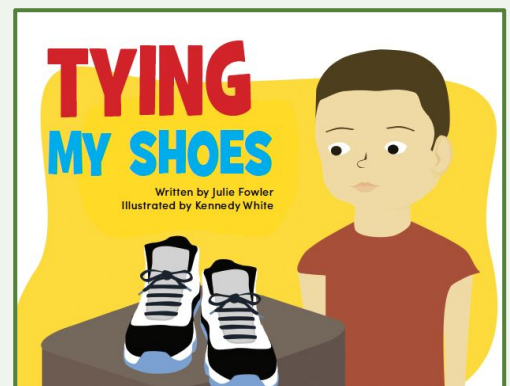
- Say, I'll say two words and you put them together to make one compound word.
- Here are two words: "hair" (pause) "brush." I'll put them together to make one word, hair (pause) brush, hairbrush.
- Your turn. Put these two words together to make one word: "sail" (pause) "boat", sail (pause) boat. It's okay if your child needs help, they are learning! Praise them for trying and repeat the two words. Then say the compound word. You're thinking carefully and trying hard! Sail (pause) boat together make sailboat.
- Repeat for the words shoebox and strawberry.



Read: *Tying My Shoes*

MATERIALS: [*Tying My Shoes*](#)

- With your child, read *Tying My Shoes*.
- After, show pp. 8-9. Say, **Bobby was frustrated when he couldn't tie his shoes at first. Sometimes we all get frustrated when things are hard.**
- **What can you do when you are feeling frustrated?**
- You can also review the "Calm Down" activities in the "Play" section of the Sparkler app.





Let's Move: Make a Set

MATERIALS: 5 of the same household object, e.g., 5 balled up socks or 5 crayons

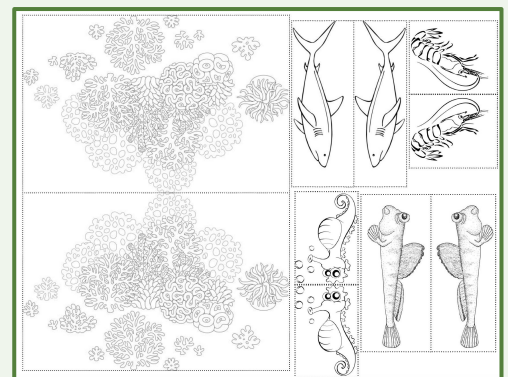
- Say, **Let's play a game with sets. I'll tell you how many objects you need to make your set. Then you make silly moves to get them.**
- Give different directions, e.g., hop and get a set of 2 socks, wiggle to the crayons and make a set of 4 crayons.
- Switch roles so that your child can give instructions.

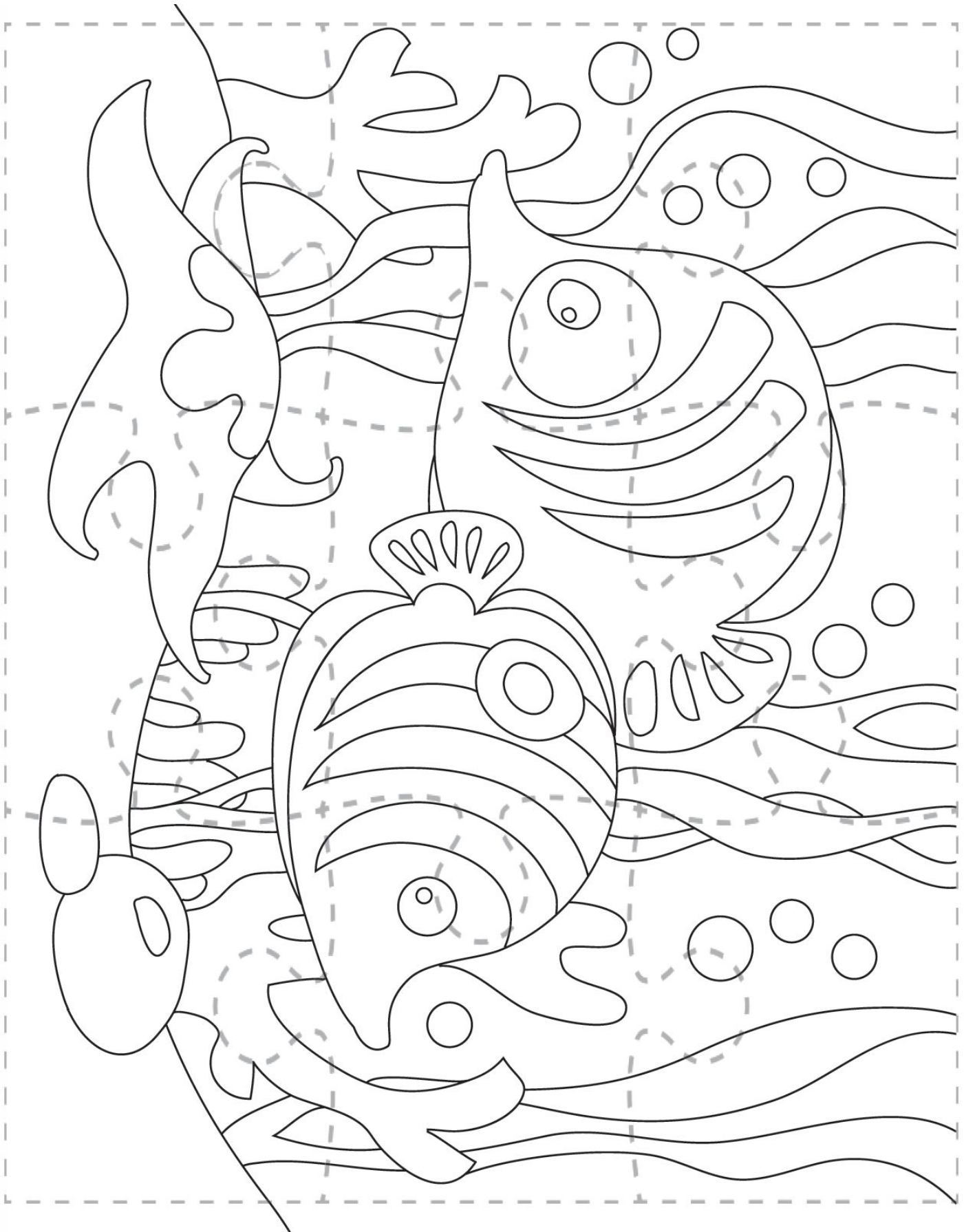


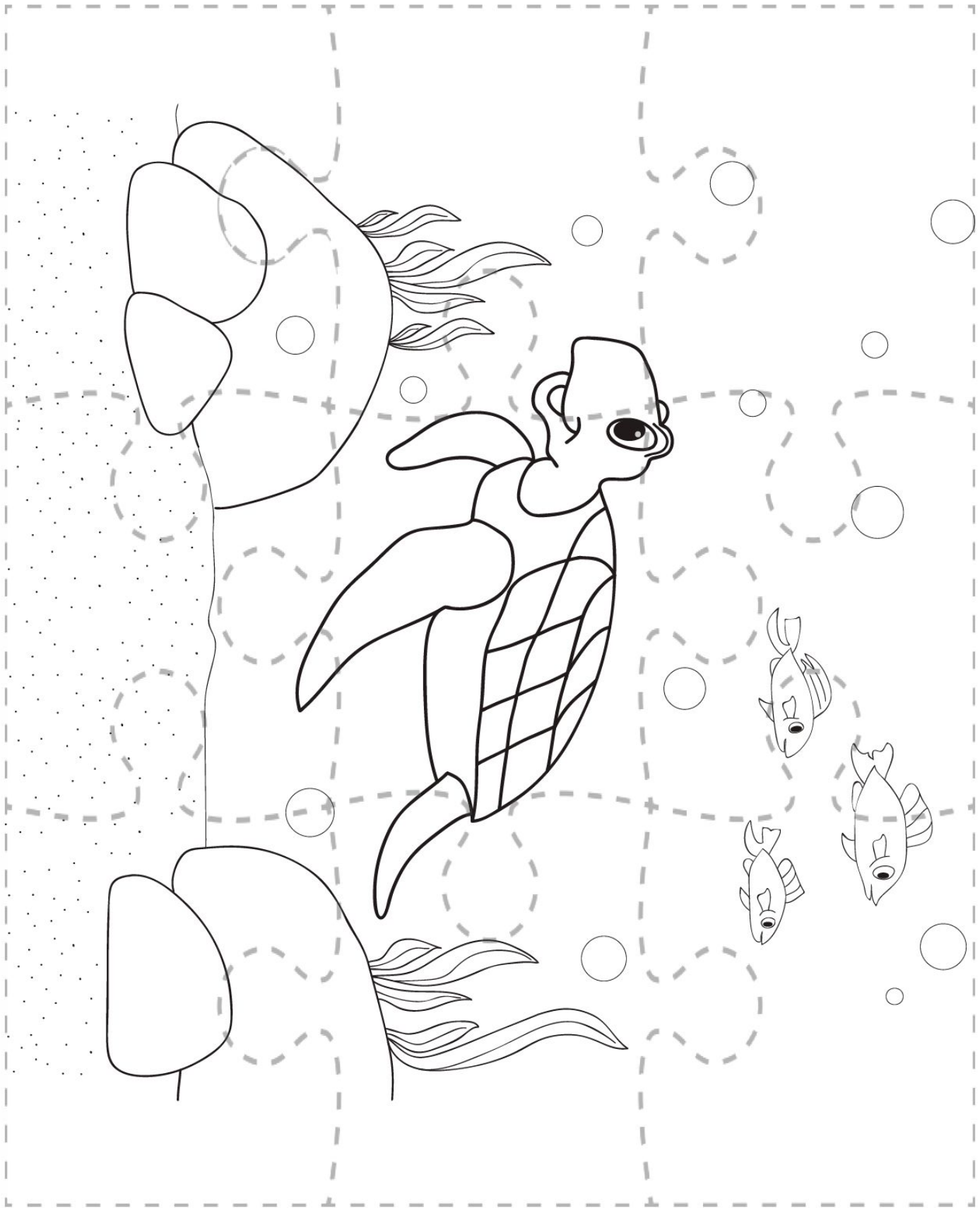
Learning Together: At the Coral Reef

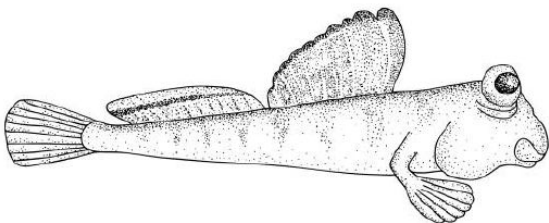
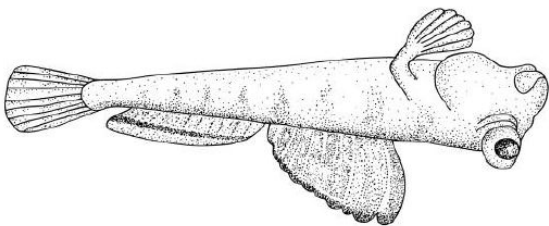
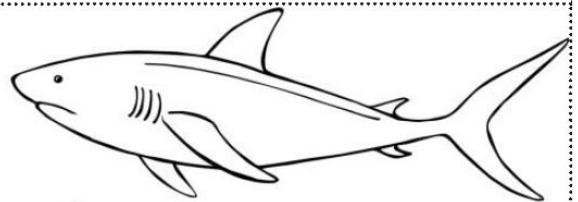
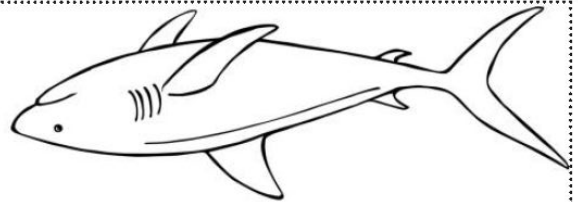
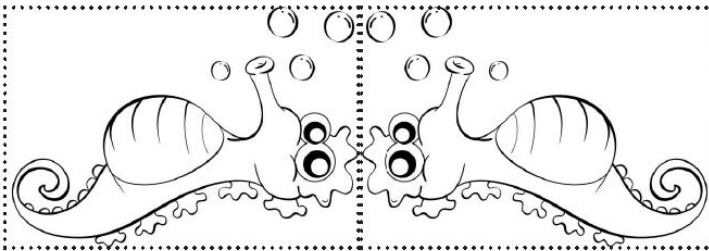
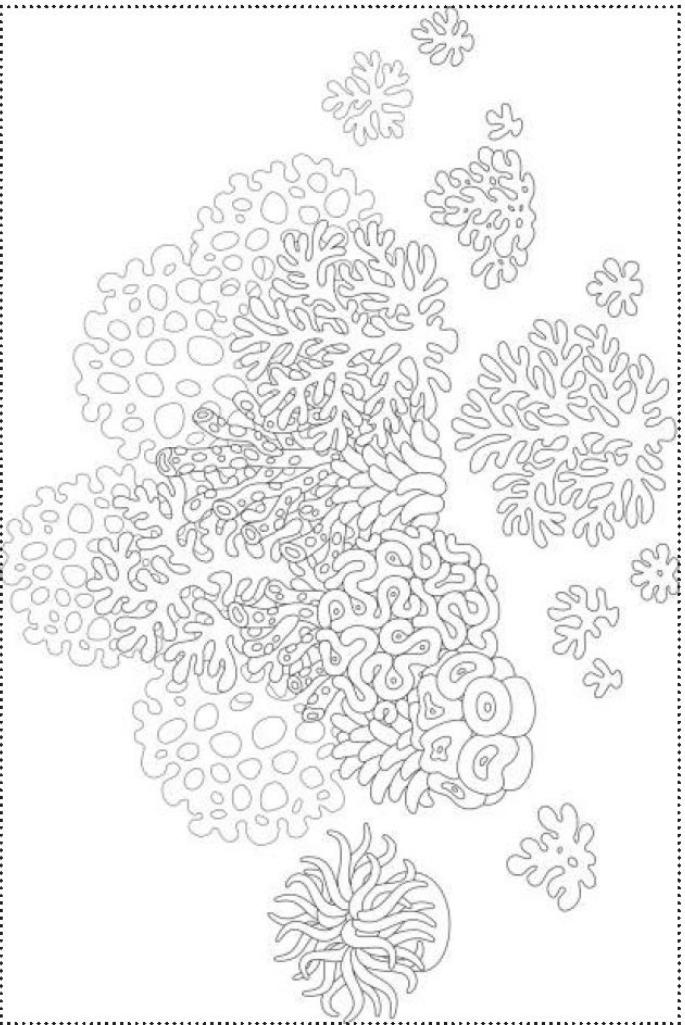
MATERIALS: [At the Coral Reef](#), child-safe scissors

- Say, **Let's pretend to be in a coral reef. The goby fish and pistol shrimp help each other because the pistol shrimp can't see very well, but they can dig. The goby fish looks out for enemies or predators, and the pistol shrimp makes them a home and makes a loud noise to scare enemies away.**
- **We can color the animals. Then let's cut them out and pretend they are in a coral reef.** After cutting out the animals, fold them over so they can stand and move around while you play and act out different scenes.











STEM: Building a Coral Reef

MATERIALS: playdough or [Playdough Recipe](#), [Animals](#), optional - paper towel or toilet paper rolls

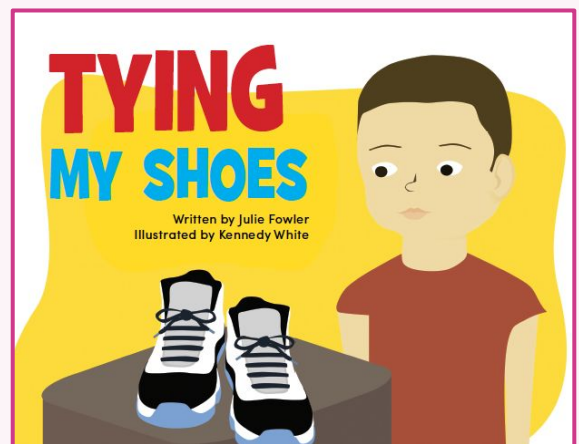
- With your child, look at pictures of coral reefs on a phone or tablet. Or, look at the picture of the reef from the pictures of water animals.
- Say, **A coral reef is made up of many animals like the tiny coral, which is an animal that looks like pretty rocks when a lot of them are together. Lots of fish and other animals like to live in the coral reefs.**
- **Let's build a coral reef using our playdough.** Talk together about the different shapes to make that would look like coral. You can poke holes in the playdough to make it look like coral.
- *Optional - instead of playdough, you can also cut one-inch slits at the top and bottom of paper towel and toilet paper rolls to notch them together in different ways and paint them.*



Independent Learning: Letter to Bobby

MATERIALS: [Tying My Shoes](#), paper, crayons

- With your child, talk about the book, *Tying My Shoes*. Say, **Bobby was frustrated at the beginning when he couldn't tie his shoes. You can write a letter to Bobby to encourage him to keep trying his best.**
- Have your child independently write and draw the letter.
- After, ask, **What did you write to Bobby?**

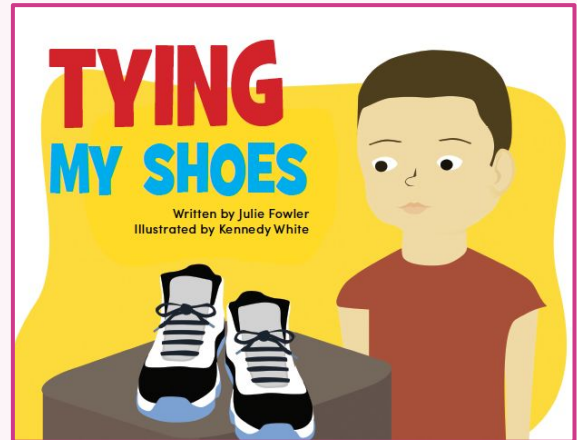




Literacy: Main Character

MATERIALS: [Tying My Shoes](#),

- Show *Tying My Shoes* and say, **We've been reading this book. Who is the main character?**
- **Yes, Bobby.** The story is about Bobby. He is the main character. His mom is another character, but the story is mostly about Bobby.
- **Let's describe Bobby.** What do we know about him? You can do a quick picture walk to remind your child about the story. Give some examples, such as Bobby has a red shirt or Bobby couldn't tie his shoes at first but then he kept practicing and finally did it.



Journal Prompt: I'm an Animal

MATERIALS: crayons, pencil, I'm an Animal Journal Page

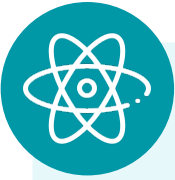
- With your child, talk about different animals.
- Have your child independently draw and write about the animal they'd like to be if they could be an animal.
- Later, ask, **Tell me about the animal you'd like to be. Why did you choose that animal?**

Name: _____

If you could be an animal, which animal would you like to be?

Name: _____

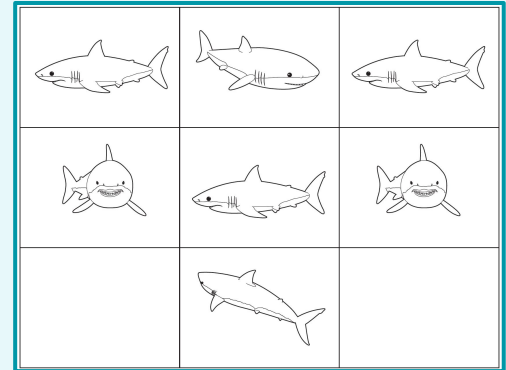
If you could be an animal, which animal would you like to be?



STEM: Sets of Water Animals

MATERIALS: [Sharks Sets](#), crayons, child-safe scissors

- Say, **Count the sharks. Let's make sets of sharks, but first, you can color them and cut them out.** Allow your child to color the sharks and help them to cut them out.
- After, ask them to make different sets of no more than 5 sharks, e.g., make a set of 4 sharks, or a set of 2 sharks.



Independent Learning: My Water Scene

MATERIALS: watercolor palette or crayons, paper

- Talk with your child about a time they've visited a body of water like a lake, a stream, the ocean, or aquarium. **What would you like to do if you could go to a body of water?**
- Say, **You can make a picture of something you would like to do by the water.** Allow your child to independently create their picture.
- After, ask, **Tell me about your picture. What would you like to do by the water?**



Literacy: Am I Following Directions?

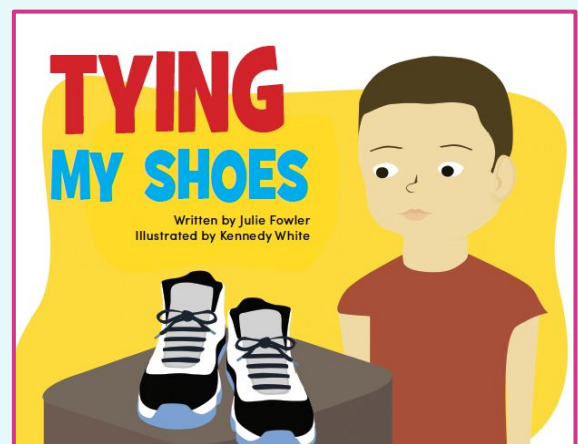
- Say, **Let's play a game. You can give me two directions to follow. Then tell me if I'm following your directions correctly or show me what to do if I'm not.**
- Allow your child to give you two directions. Follow the directions most of the time but sometimes get it wrong, e.g., jump instead of snapping your fingers after you hop, so your child can show you what to do instead. If they don't correct you, point out that you did not follow the directions.

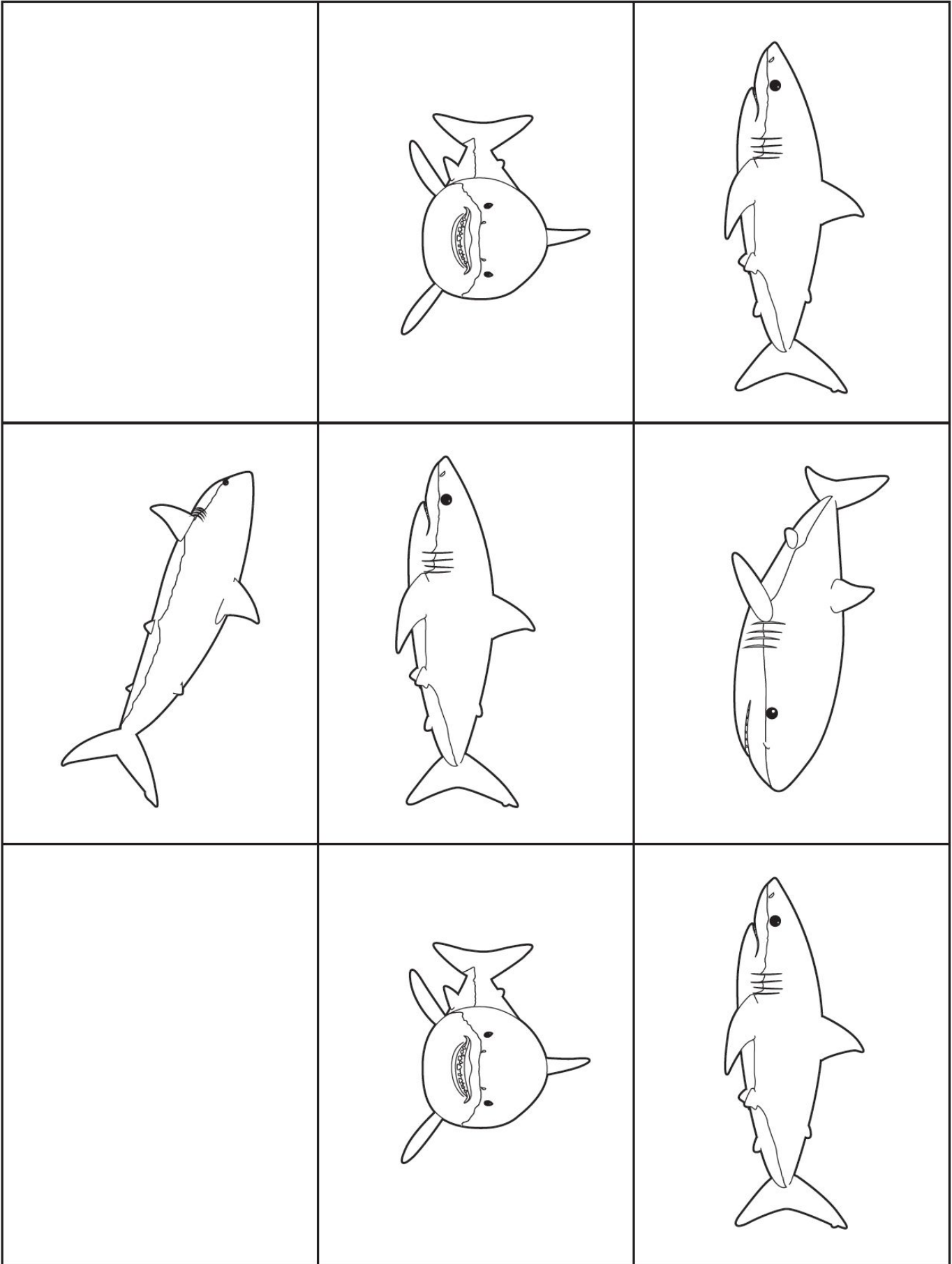


Read: *Tying My Shoes*

MATERIALS: [*Tying My Shoes*](#), paper and crayons

- With your child, read *Tying My Shoes*.
- After, ask, **What do you remember about the story?** Encourage your child to think of two things that happened in the story.
- Have them draw and write what they remember about the story.





Week 4

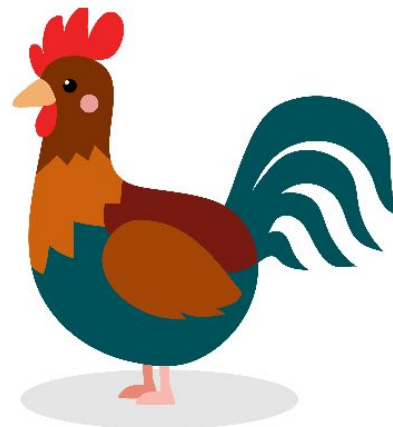
PK3 Unit 7 Week 4 Overview

Animals of the Prairie

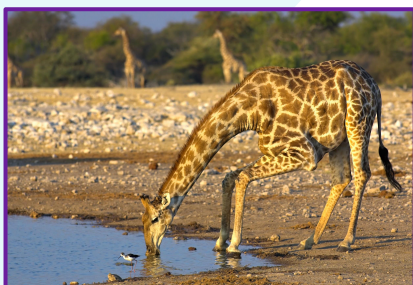
This week your child will:

During the last week of this unit, your child will learn about wild and domestic animals, learn about animal habitats, build bird's nests, and make sets of frogs.

You can look for animal habitats during your walks around the neighborhood. Can you find birds' nests, dog houses, or barns for farm animals?



Key Vocabulary



domestic animal

animals that are pets or do a job for people

habitat

the place an animal lives

wild animal

an animal that lives outside in nature that behaves in an uncontrolled way because there is no one to control them

Create Connections

This is the last week you'll be learning about animals. Before you begin the packet, write and draw about something you've learned about animals.

**Think
About It!**



STEM: 0-3 Freeze Dance

MATERIALS: paper, pencil, music, 0-3 number cards from Day 13

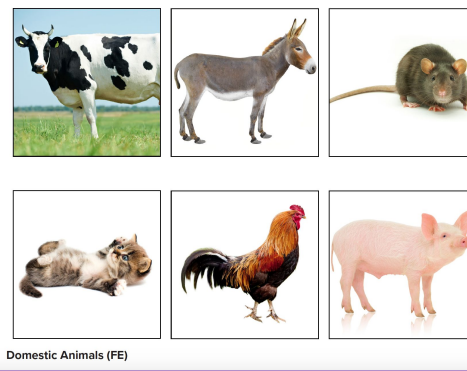
- Place the number cards in different places on the floor.
- Say, **We are going to play Freeze Dance today using our numbers.** Name the numbers on the floor together.
- Say, **When the music is playing you can dance. When the music stops, I will call out a number. Find the number on the floor and freeze by it.**
- Play a few rounds, and then allow your child to lead and call out a number for you to find.
- If your child is ready, add more or different numbers.



Independent Learning: Wild or Domestic Animals

MATERIALS: [Domestic Animals](#) cut out, Animals with the cards for savanna animals cut out

- Using the pictures of the savanna animals and domestic animals, talk together about wild and domestic animals. Say, **Wild animals live in nature and don't get any help from people. Wild animals aren't pets. A domestic animal lives on a farm or in people's homes. Let's sort the pictures into domestic or wild animals.**
- Allow your child to independently sort the pictures. It's okay if they need help, they are just learning about this. Some animals like donkeys might be both but are usually thought of as domestic.
- Give lots of praise. **Good job! You are thinking carefully and trying your best!**





Literacy: Compound Words Review

- Say, **Let's make compound words.**
- **I'll say two words and you put them together to make one compound word.**
- **Here are two words: blue (pause) berry. I will put them together to make one word, blue (pause) berry, blueberry.**
- **Your turn. Put these two words together to make one word: shoe (pause) box. It's okay if your child needs help. They are learning! Praise them for trying and repeat the two words. Then say the compound word. You're thinking carefully and trying hard! Shoe (pause) box together make shoebox.**
- Repeat for the words cowboy and sunshine.



Read: *Count the Noisy Birds*

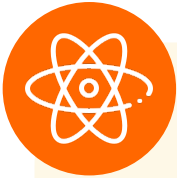
MATERIALS: [*Count the Noisy Birds*](#)

- With your child, read *Count the Noisy Birds*, counting together as you read.
- After, show pp. 22-23 and ask your child to count each set of birds.

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



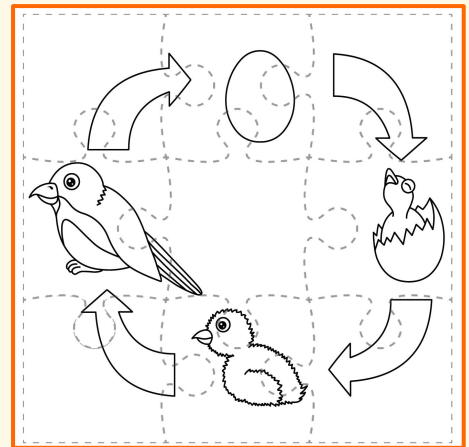




STEM: Bird Life Cycle

MATERIALS: [Bird Life Cycle](#), child safe scissors, crayons, paper, glue, *optional - glue the puzzle onto cardboard, e.g., a cereal box before coloring and cutting it out*

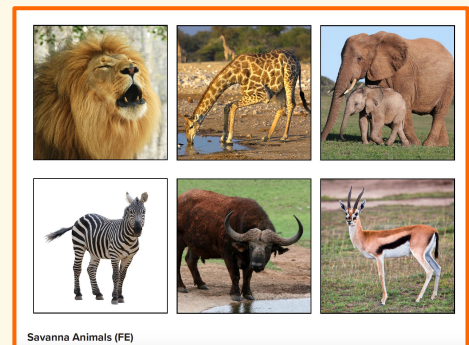
- Say, **Do you remember what a life cycle is? A life cycle shows us how an animal or person changes into an adult.**
- **Let's look at the bird's life cycle.** Use the picture to describe the bird's life cycle - from an egg to a hatchling, to a chick, to an adult.
- After, allow your child to color the puzzle. Then, help them to cut out the pieces so they can independently put the puzzle together.



Independent Learning: Animal Habitat Matching Game

MATERIALS: [Animals](#): cards for water animals and savanna animals

- Say, **Animals live in different habitats or areas. Some animals live on land and some live in the water. Some, like crocodiles, live in both.** Show pictures of the farm and water animals and talk about where they live.
- **Let's sort the pictures of animals into groups of animals that live on land and those that live in the water.**
- Allow your child to sort the pictures independently. It's okay if they need help. Give lots of praise. **Good job! You are thinking carefully and trying your best!**





Literacy: Silly Directions

- Say, **I'm going to give you silly directions that I want you to follow. Listen carefully.**
- Give your child silly two-step directions: roar like a lion then shake your mane, hop like a kangaroo then smile, etc.
- Switch roles so your child can give you directions.



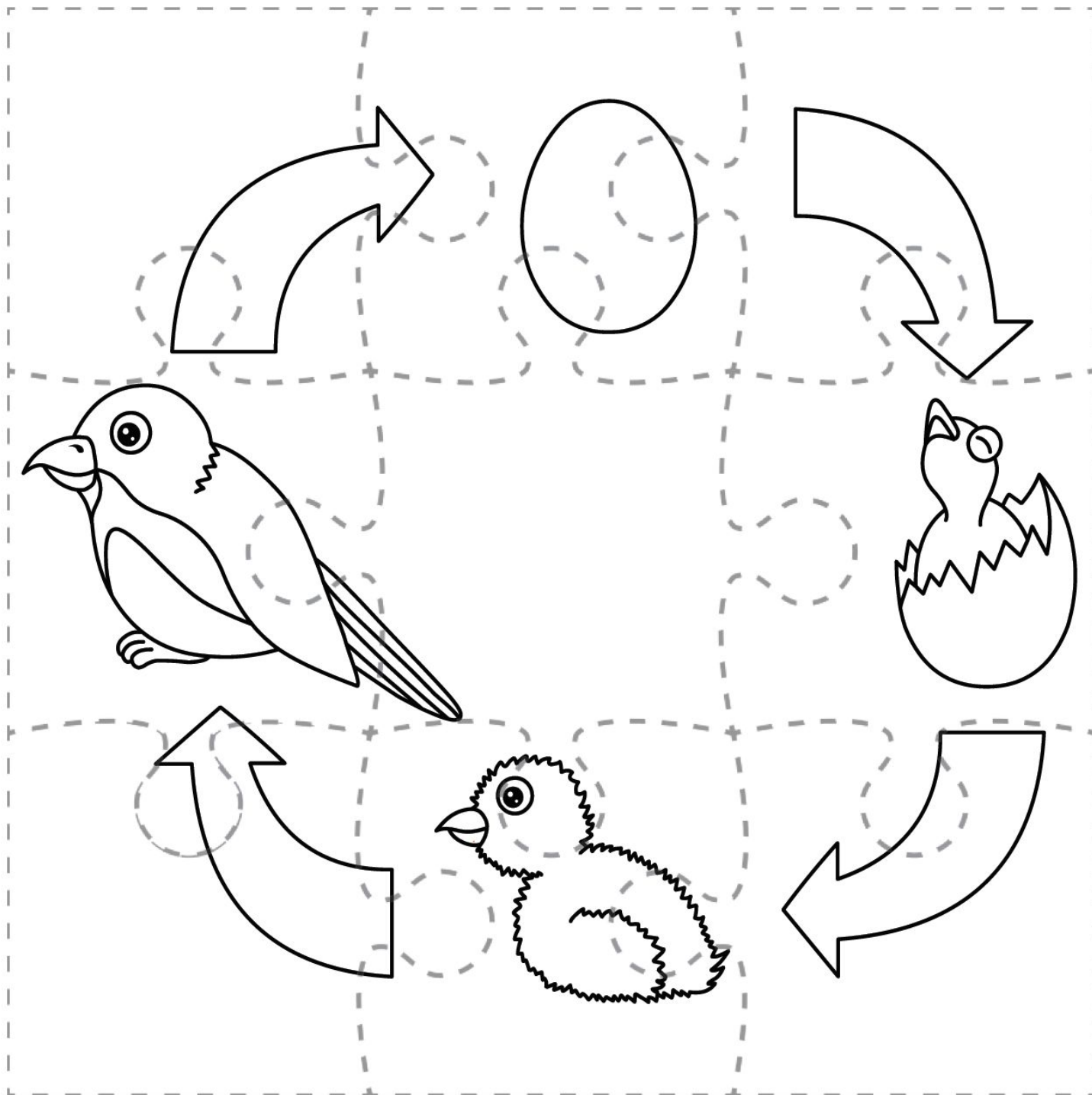
Journal Prompt: Birds' Eye View

MATERIALS: crayons, pencil, **Birds' Eye View Journal Page**

- With your child, talk about what it would be like to fly like a bird and what things they would see below.
- Have your child independently draw and write about what they would like to see if they could fly like a bird.
- Later, ask, **Tell me about what you would like to see if you could fly like a bird.**

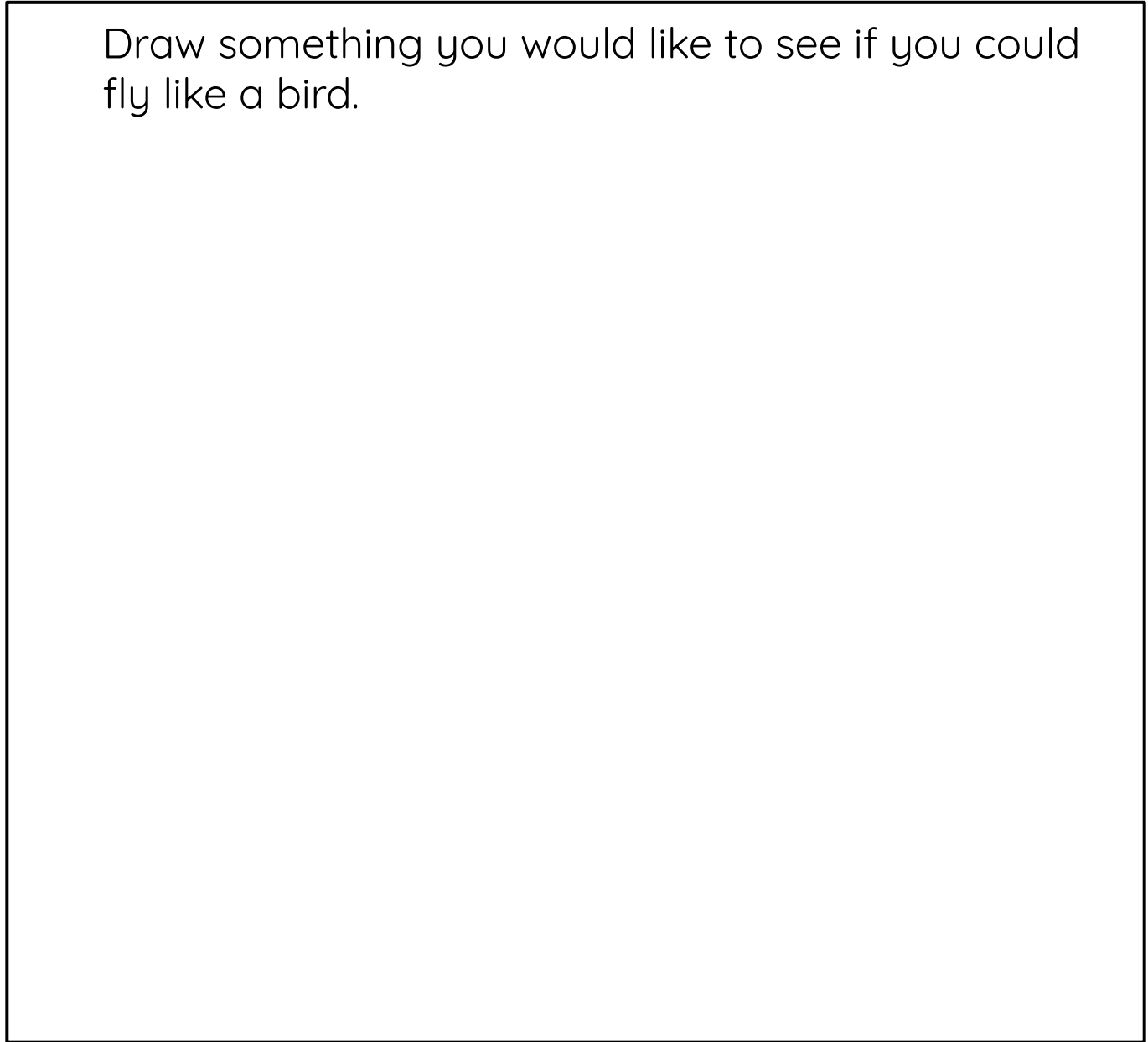
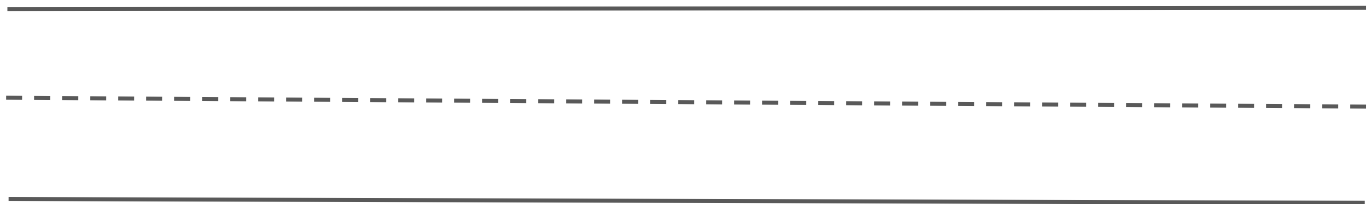
Name: _____

Draw something you would like to see if you could fly like a bird.



Name: _____

Draw something you would like to see if you could fly like a bird.

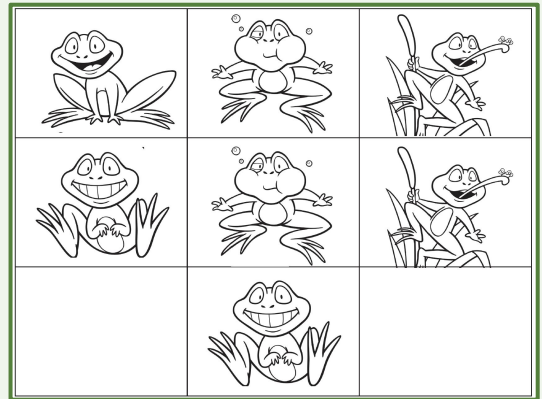
A large rectangular box with a black border, intended for a child to draw their response to the prompt.Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.



STEM: Sets of Frogs

MATERIALS: [Frog Sets](#), crayons, child-safe scissors

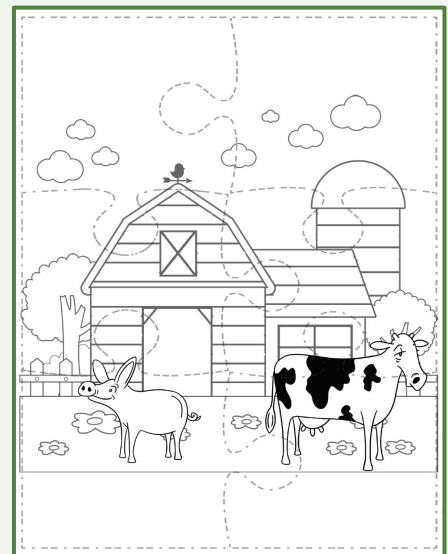
- Say, **Count** how many frogs there are on this page.
- **Now, you can color the frogs and cut them out.** Help your child to cut them out if necessary.
- After, ask your child to make different groups of no more than 5 frogs, e.g., make a group of 1 frog, make a set of 2 frogs, etc.



Independent Learning: On the Farm Puzzle.

MATERIALS: [On the Farm Puzzle](#), crayons, scissors, *optional - glue the pictures onto the cardboard, e.g., cereal boxes before cutting them out*

- Say, **You can color these pictures of a farm. Then, you can do the puzzle and put the pieces together.**
- Have your child independently color the pictures before helping them to cut out the pieces. Then let them do the puzzle independently.
- After, ask, **Tell me about what you notice about the farm. What else could we find on a farm?**

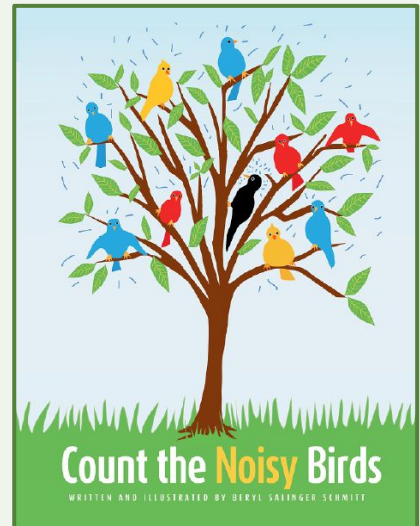




Literacy: Setting

MATERIALS: [Count the Noisy Birds](#)

- Say, **Do you remember what the setting of a story is? The setting is where a story takes place. It helps us to understand the story.**
- Show *Count the Noisy Birds*. **We can see the setting in the pictures. What do you notice about this setting?**
- **Yes, the setting is outdoors. It is in nature. The setting is a tree!**



Read: *Count the Noisy Birds*

MATERIALS: [Count the Noisy Birds](#), 5 of the same household items, e.g., 5 crayons

- With your child, read *Count the Noisy Birds*, counting together as you read.
- Show pp.16-17. **Can you count the blue birds? Yes, there are 4.**
- **Now, can you make a set with 4 crayons? Remember to praise their efforts. You are trying hard!**



Wednesday

PK3 Unit 7 Week 4 Day 18



Let's Move: Simon Says

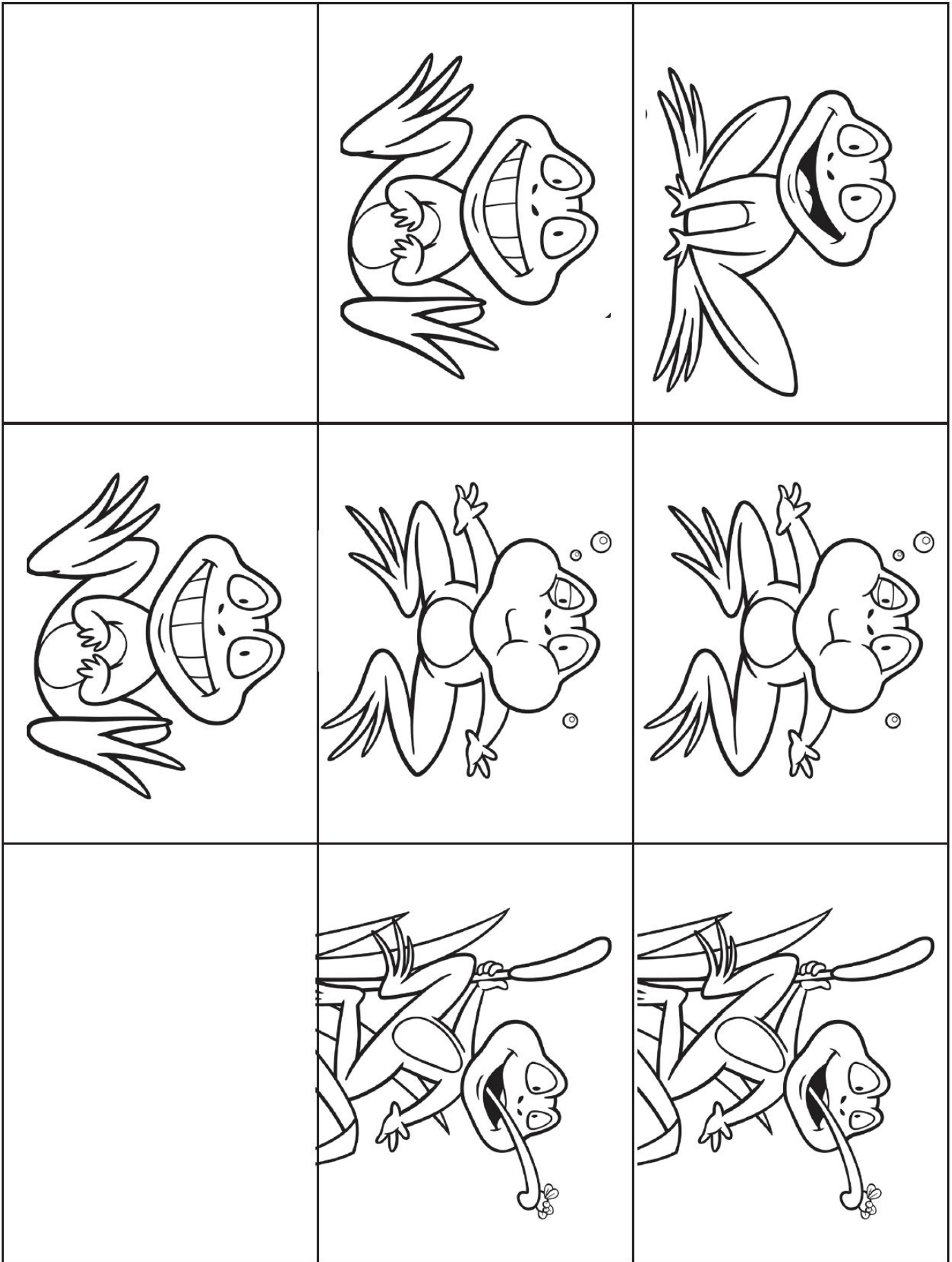
- Say, **Let's play Simon Says.** I'm going to say "Simon says" and tell you to do something. If you hear, "Simon says," then you should do what I say. If I don't say, "Simon says," you should not do anything.
- Provide 2-step directions like bark like a dog then wag your tail, jump then clap, smile then wiggle, etc.
- Take turns leading the game.

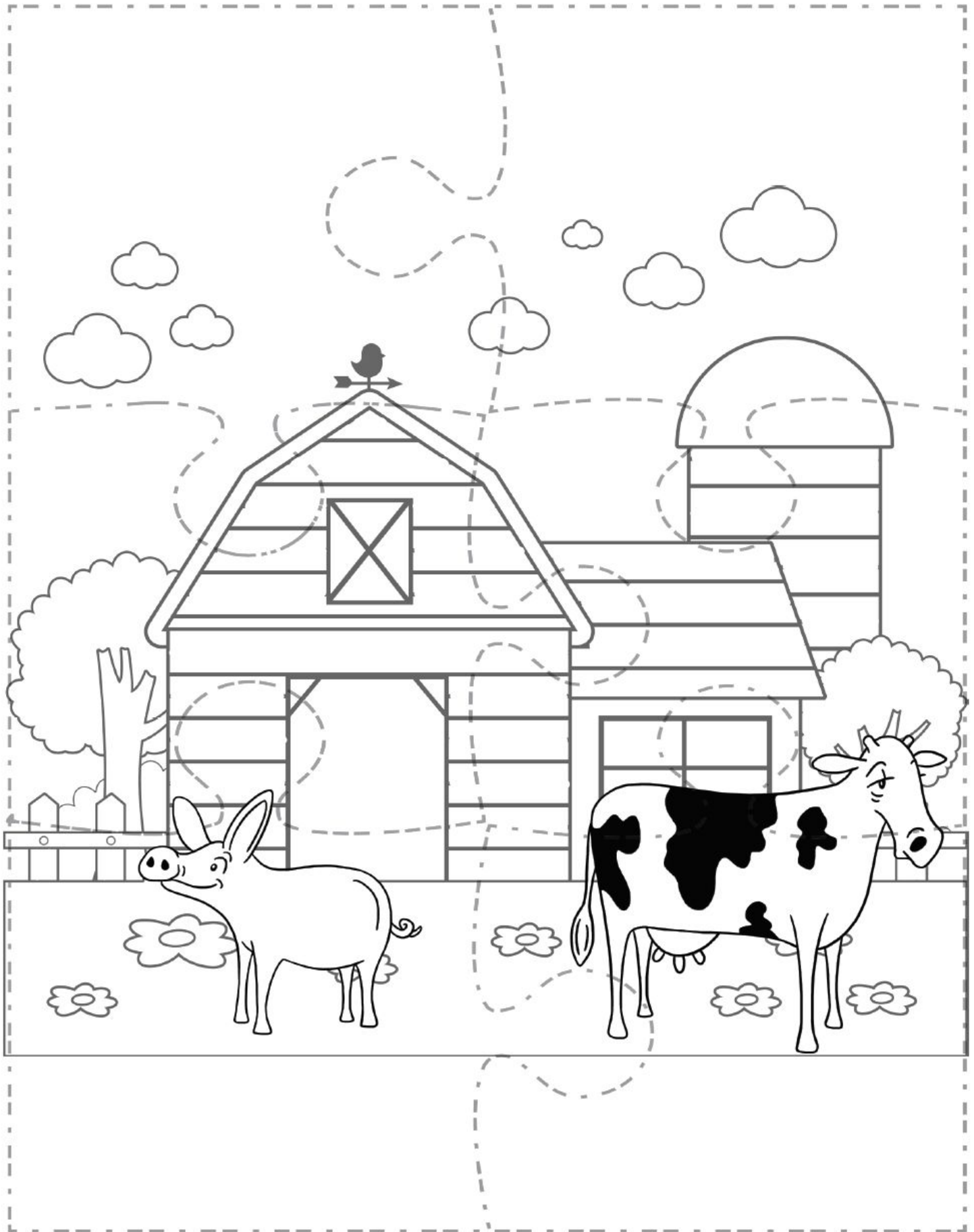


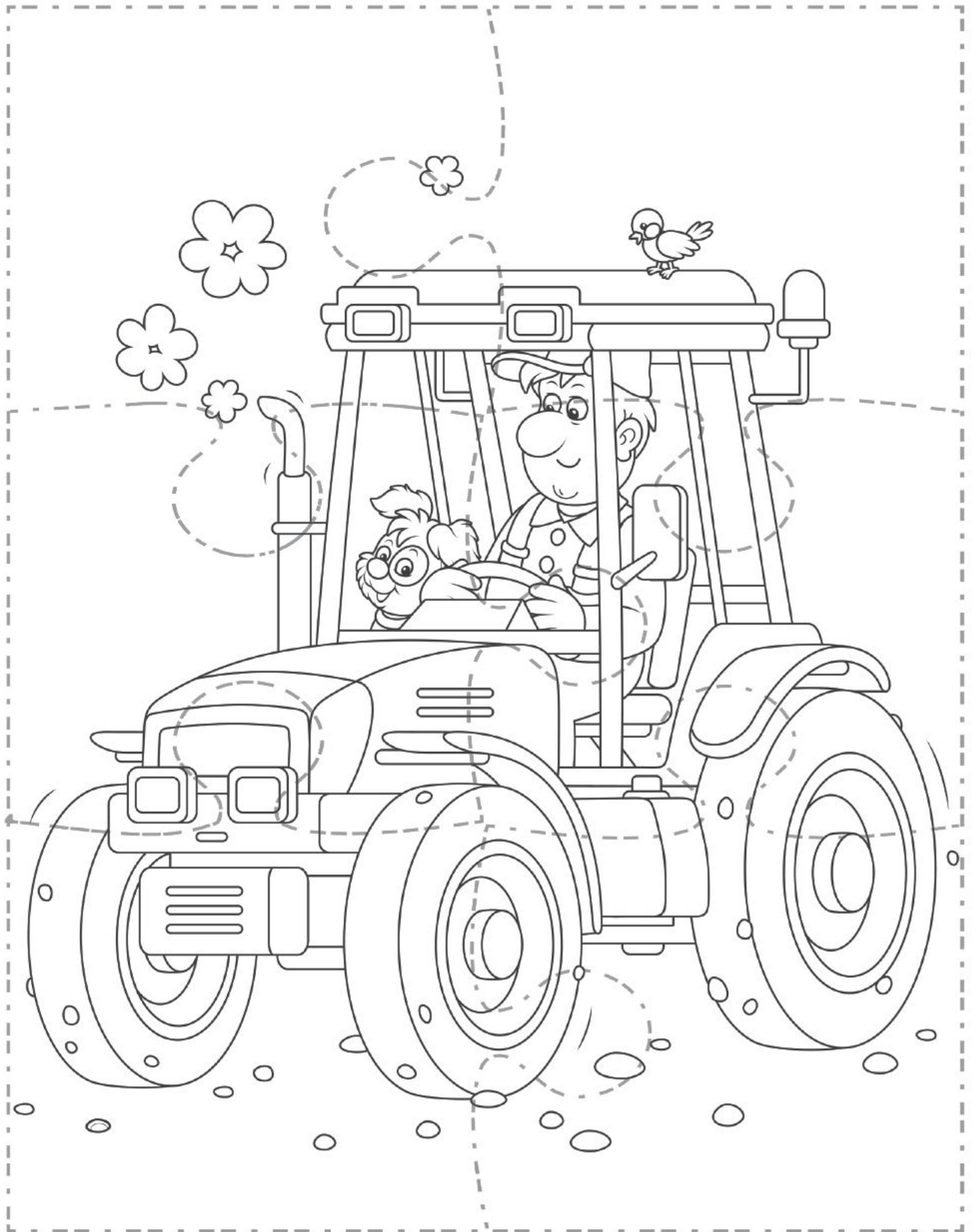
Learning Together: Nature Walk

MATERIALS: notebook or paper, crayons

- Say, **Let's go for a nature walk and see how many animals we can find.**
- As you walk, help your child record the animals you see, e.g., birds flying or in a tree, insects in the grass, etc.
- Instead of going for a walk, you can also look out your window or go on a virtual tour using your phone or tablet to visit a zoo, aquarium, etc.
- After the walk, draw a picture together of your favorite animal. Or, draw all of the animals you saw on the walk.









STEM: Keeping Warm

MATERIALS: ice or something frozen, 2 socks, mittens, or gloves, *optional - paper and crayons*

- Say, **Animals that live in cold places have special layers of fat called blubber that keep them warm.**
- **Let's do an experiment and pretend that we have blubber.** First, touch the ice. How did it feel?
- **Now, let's pretend these socks are your blubber.** Help your child to put both socks on their hand. **How does your hand feel like now when you touch the ice? Why didn't it feel cold when you touched the ice?**
- *Optional - write and draw your observations about touching the ice with and without blubber.*



Independent Learning: Building a Bird's Nest

MATERIALS: items to make a bird's nest, e.g., leaves, sticks, playdough or [Playdough Recipe](#), yarn, cotton balls, or other items that can be pretend eggs

- With your child, look at pictures of bird's nests on a phone or tablet. Say, **Birds build nests with different things they find, like twigs and leaves. They lay their eggs in the nest and keep them warm before they hatch into baby birds. You can make a bird's nest using these things.**
- Allow your child to independently make a bird's nest.
- After, ask, **Tell me about your bird's nest. What did you use to make it? Where will the eggs go?**
- *Optional - your child can use the materials to build a different animal's habitat.*

PLAYDOUGH RECIPE

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

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



Playdough Recipe (FE)

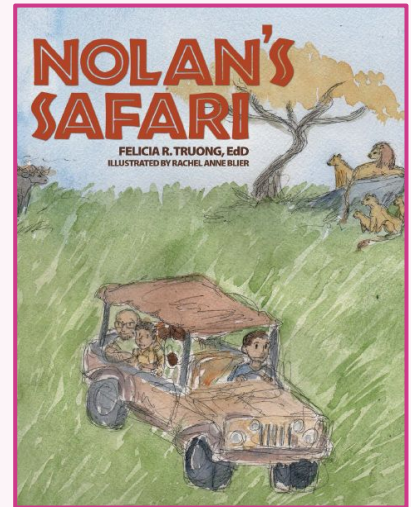
Illustration credit: Kristin Wallden



Literacy: Main Character and Setting

MATERIALS: [Nolan's Safari](#)

- Ask, **Do you remember what the setting of a story is? The setting is where a story takes place. It helps us to understand stories better.**
- Show the cover and other pages of *Nolan's Safari*. **The pictures show the setting. Where is the setting of *Nolan's Safari*? Yes, the savanna.**
- **Describe the setting you see here. What are two things do you notice?**
- **Who is the main character in the book? Who is the book mostly about? Yes, Nolan. What do you notice about Nolan?**
- It's okay if your child needs help, they are still learning, give them lots of praise. **You are thinking hard!**



Journal Prompt: Animal Habitat

MATERIALS: crayons, pencil, Animal Habitat Journal Page

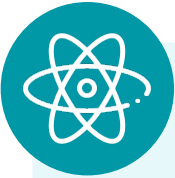
- With your child, talk about the different habitats or places animals live.
- Have your child independently draw and write about their favorite animal habitat.
- Later, ask, **Tell me about your favorite animal habitat. Why is it your favorite?**

Name: _____

Write and draw about your favorite animal habitat.

Name: _____

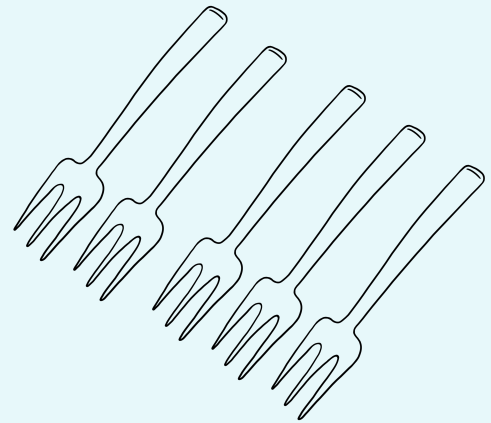
Write and draw about your favorite animal habitat.



STEM: Make a Set

MATERIALS: 5 of the same household objects, e.g., 5 spoons or 5 toys

- Say, **Let's play a game with sets. I will tell you how many objects you need to make your set.**
- Give different directions, e.g., make a set of 3 spoons, make a set of 5 toys, etc.
- Switch roles so that your child can give instructions.



Independent Learning: Say Goodbye to "Animal Kingdom: From Squeaks to Roars"

MATERIALS: paper, crayons

- Say, **We've been learning all about animals and where they live.** With your child, talk about their favorite part of learning about animals and where they live. It could be their favorite activity or book.
- Have your child independently draw and write about their favorite part of this unit.
- After, say, **What did you write about? Why was that your favorite?**



Literacy: Let's Talk About Animals

- Say, **We've been learning about different animals and where they live. Can you tell me something you learned about animals?**
- Ask your child 2-3 follow-up questions like, **Which animal would you like to learn more about? Why?** or **Would you rather be a wild or domestic animal? Why?** Practice having a back and forth conversation.
- If they don't want to talk about this topic, you can also ask your child what they would like to talk about instead.



Read: *Count the Noisy Birds*

MATERIALS: [*Count the Noisy Birds*](#), 5 of the same household items, e.g., crayons

- With your child, read *Count the Noisy Birds*, counting together as you read.
- After, show. pp.12-13. **Can you count the red and yellow birds? Yes, there are 5.**
- Now, can you make a set with 5 crayons?



Welcome to Unit 7! In Unit 7 your child will learn about animals and the different places they live.

