

# Unit 7

Animal Kingdom: From Squeaks to Roars



**PK4**







# Unit 7

## Animal Kingdom: From Squeaks to Roars



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# PK4 Unit 7 Overview



Dear Families,

Welcome to Unit 7! In Unit 7, your child will learn about animals and where they live.

## Unit 7 Books



- [Shape Builders](#) by Felicia R. Truong and Ruth Ebisuzaki
- [Coyote and Rabbit](#) by Felicia R. Truong
- [A Reef Tale](#) by Felicia R. Truong
- [The Sparkly Dress](#) by Julie Fowler

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

*ECR @ Home Activities will include learning about animals and their characteristics and specific habitats or homes like the temperate forest, rainforest, and water. Your child will also make two-dimensional shapes, talk about feelings and problem-solving, and learn the letters W, X, U, Y, Z, E, F, and G. There are lots of ways that you can extend these activities by observing and identifying animals when you’re running errands or taking a walk. You can look at their features, count the number of legs, and talk about the different types of animals you see. Describe feelings you see in pictures in the community and discuss times you have both had that feeling. Look for letters around your home or during errands.*

## Unit 7 Vocabulary

animal

bird

coral reef

endangered animal

habitat

insect

life cycle

rainforest

# Week 1

# PK4 Unit 7 Week 1 Overview

## Animals of the Temperate Forest

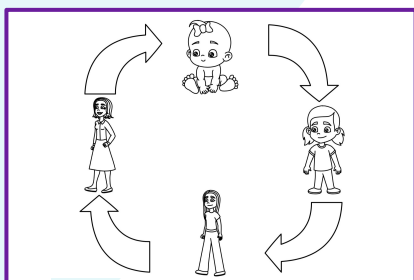
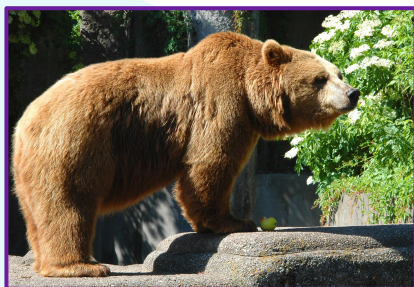
### This week your child will:

Learn about animals in temperate forests that have four seasons. They will make 2D shapes and compound words, learn about life cycles, and the letters W and X.

You can extend and integrate these activities throughout the day by looking for shapes and letters at home. 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

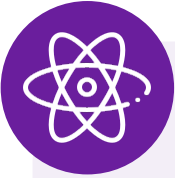
### life cycle

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.

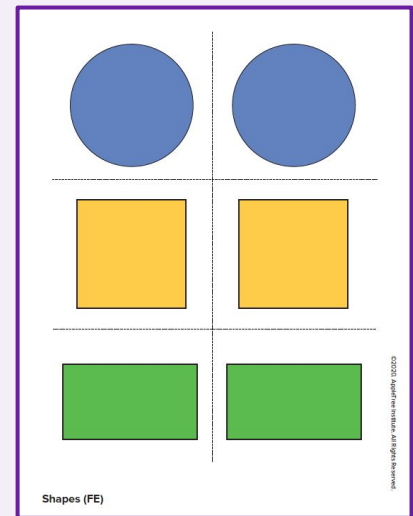
**Think  
About It!**



## STEM: Drawing Shapes

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

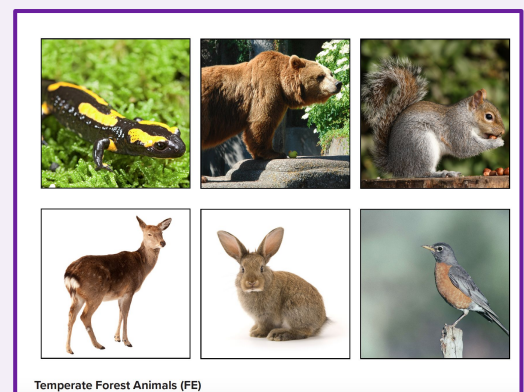
- With your child, look at the shape pictures. Name 3-4 shapes and count the sides.
- Say, **This is a square, let's count the sides.** Trace with your finger as you count. **1, 2, 3, 4. It has 4 sides: one down, one across, one up, one across.**
- Have your child independently draw the shapes. It's okay if their drawings don't look like the shapes. They are practicing!
- Save the shape cards for use throughout the unit.



## Independent Learning: Temperate Forest Animals

**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.**



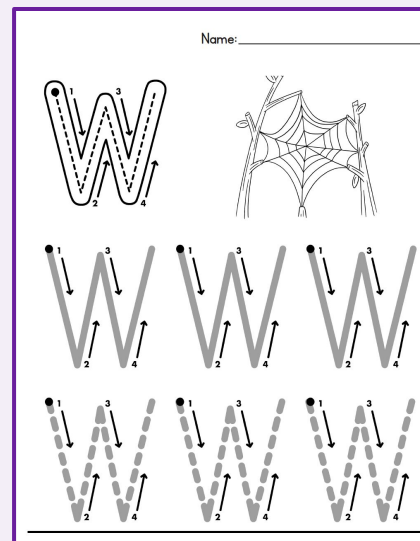




## Literacy: W

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

- Practice the letter W. Say, **Make a W by writing slant down, up, slant down, up.** Have your child say the letter W and make the letter sound for W, like water.
- Have your child trace the W with their finger. Then trace and write the W with a crayon or pencil and color the pictures.
- See how many uppercase W's you can find together throughout the day.
- *Optional - with the finger, practice writing the letter W in salt, shaving cream, or other materials. Also, you can make a W out of playdough.*

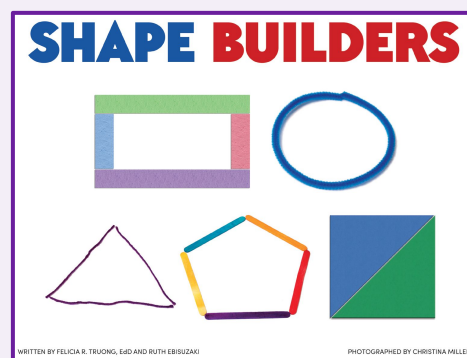


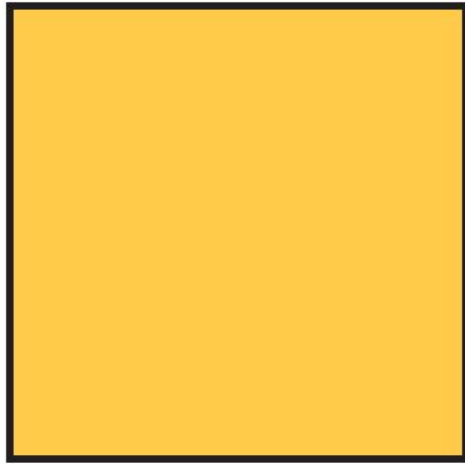
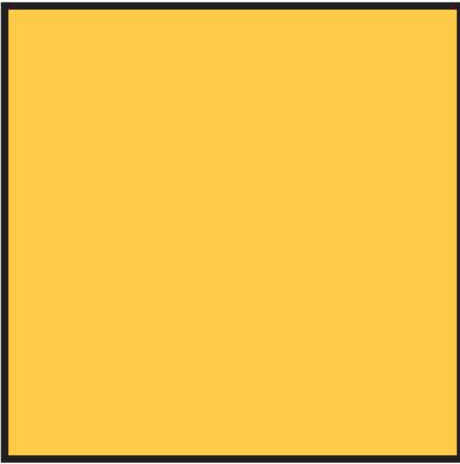
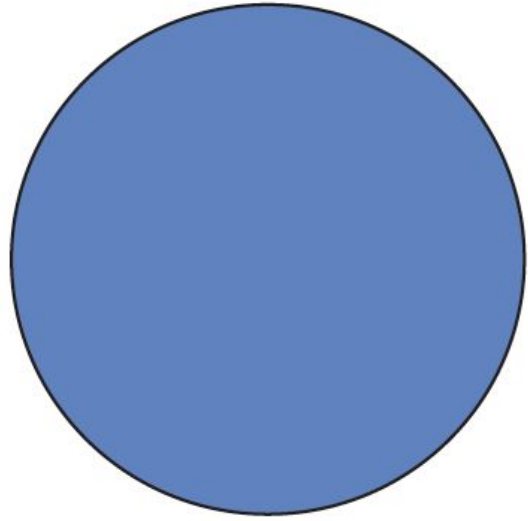
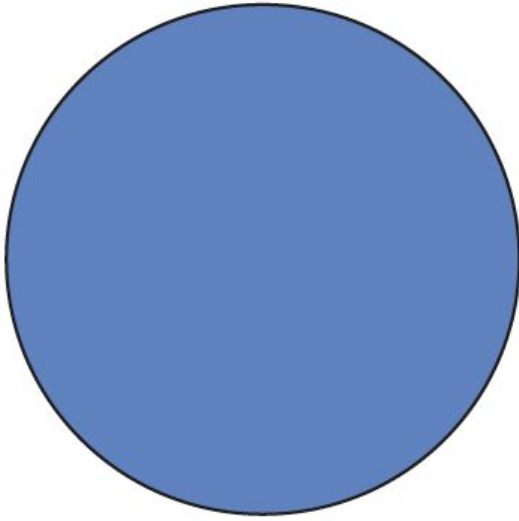
## Read: Shape Builders

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

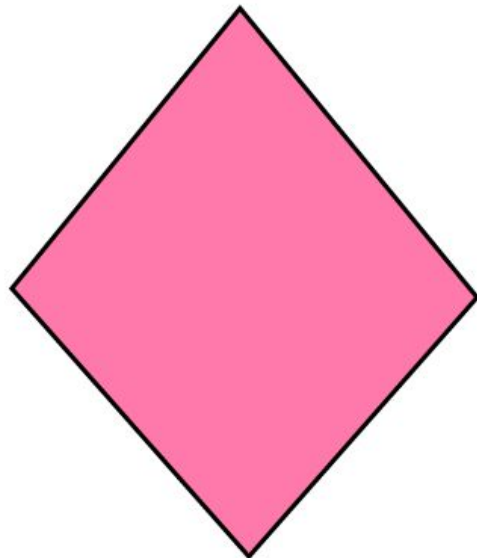
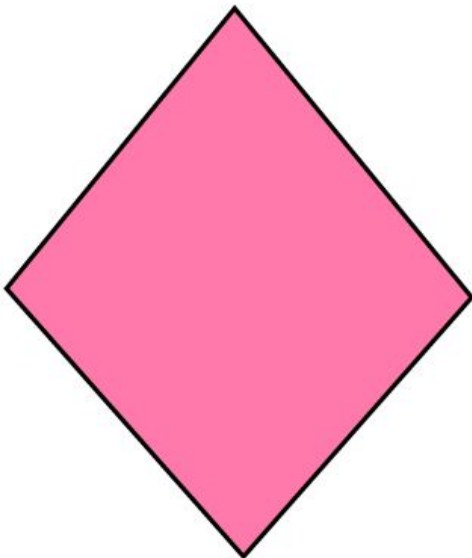
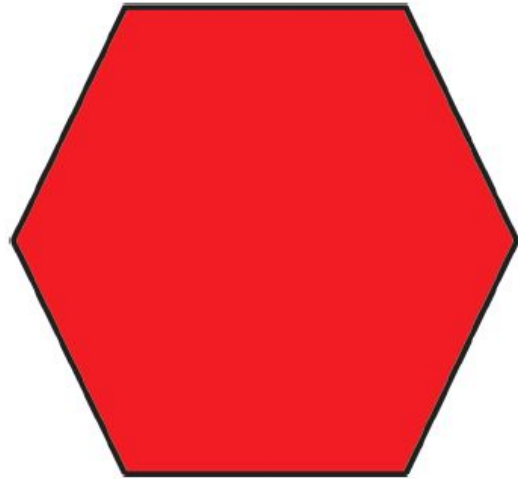
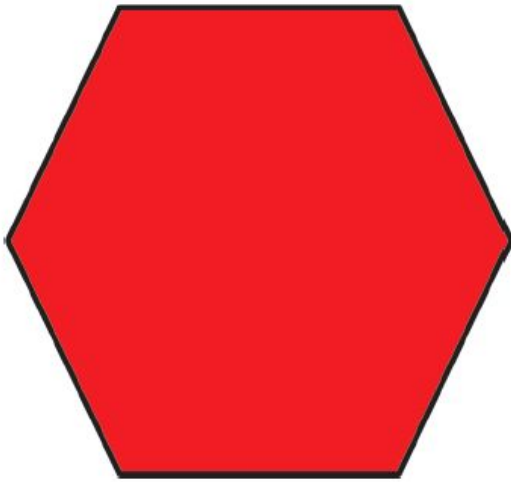
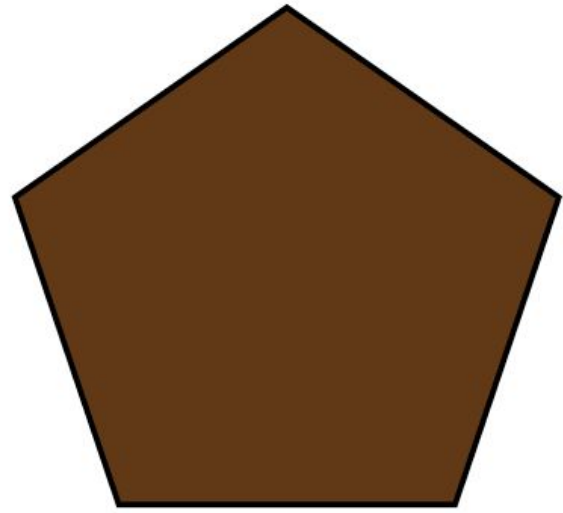
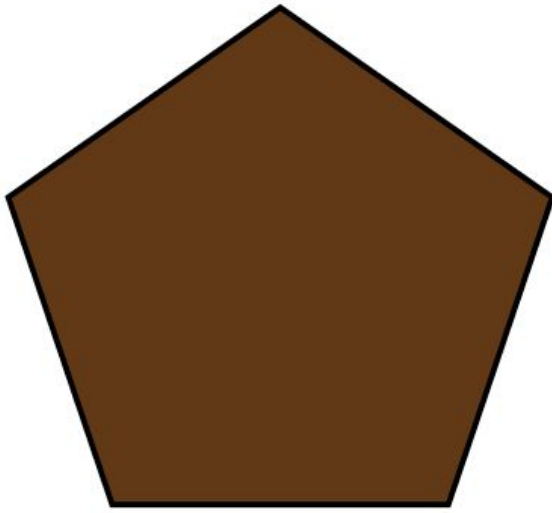
- With your child, read *Shape Builders*.
- After, look at the shapes in the book and talk about different shapes you can build with one string (circle). Say, **Which of these shapes could we make with the string? Let's try.**
- Then, cut the string into 3 pieces and encourage your child to build a different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

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



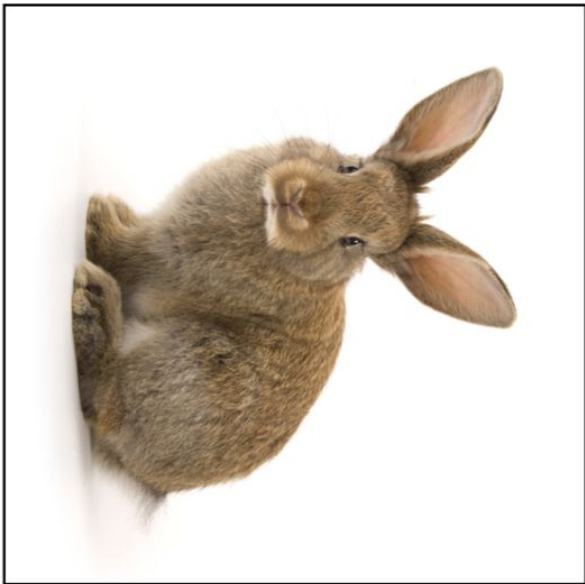
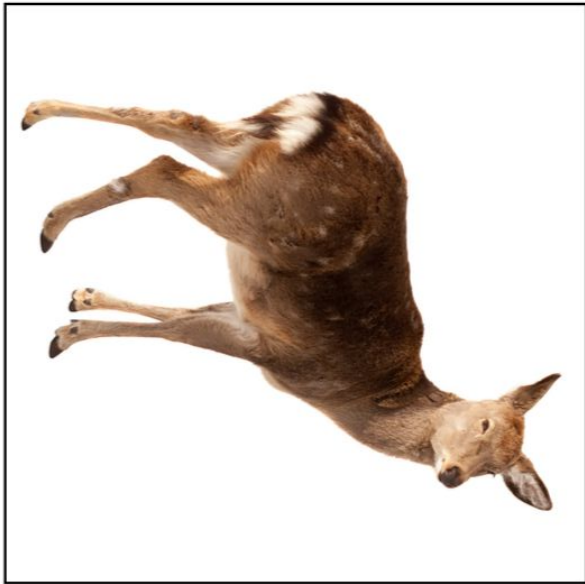




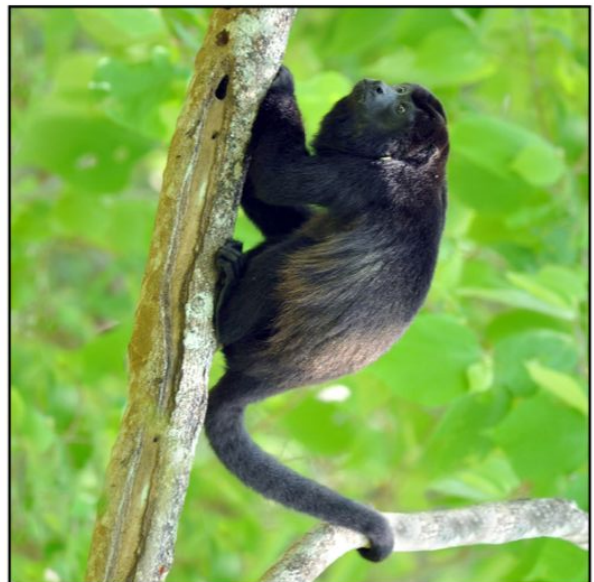
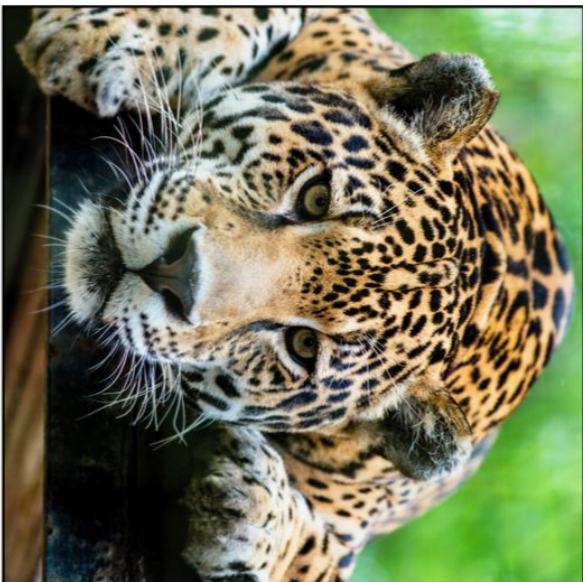




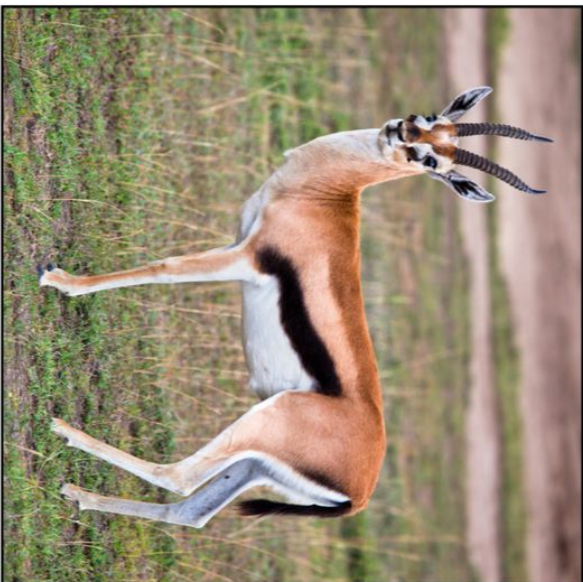
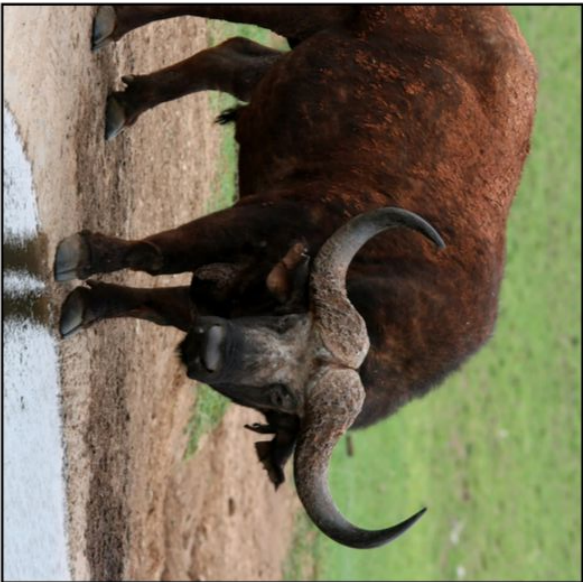












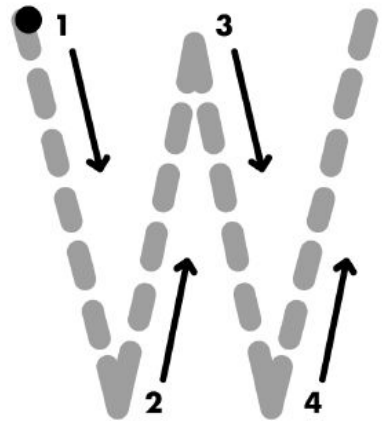
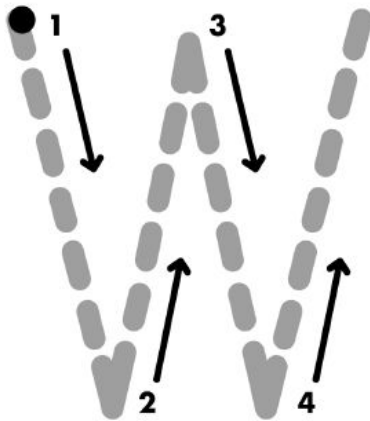
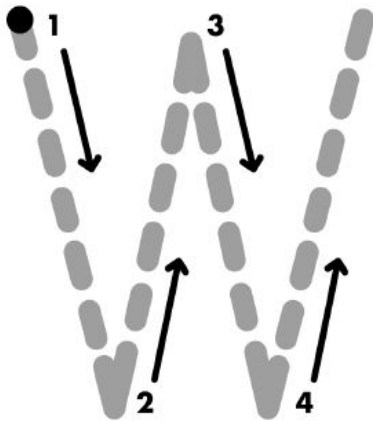
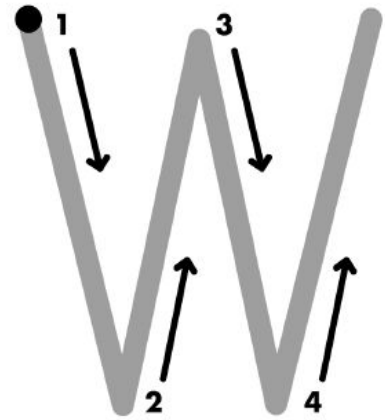
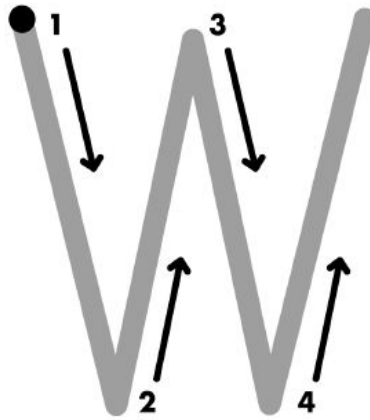
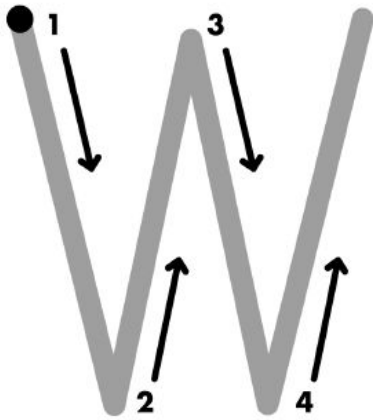
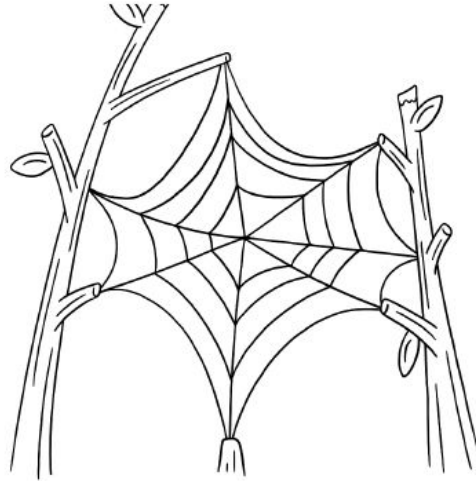
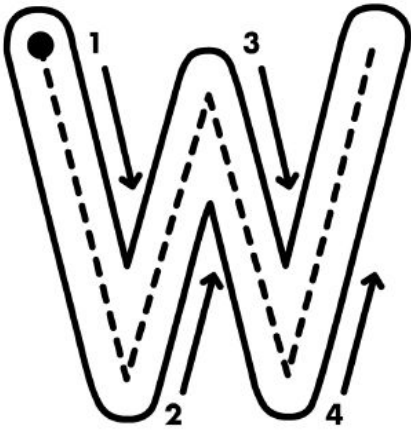






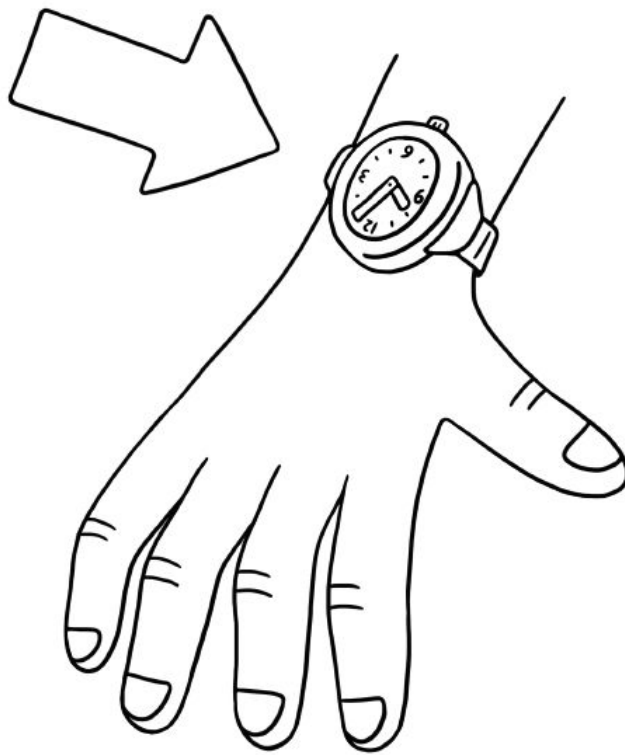


Name: \_\_\_\_\_



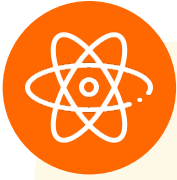


Worm



Watch

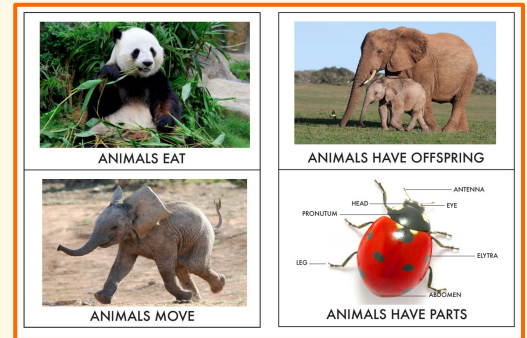




## STEM: Animal Characteristics

**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: Feelings

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

- Say, **We all have different feelings at different times.** Use the pictures to talk about different feelings. Choose 1-2 feelings and talk about times we might have that feeling and how our body feels when we feel that way.
- **You can draw a picture of how you are feeling right now.** Allow your child to draw their picture independently.
- After, ask, **Tell me about your picture. How are you feeling now? How does your body feel when you are feeling that way?**
- Save the Feelings picture for use throughout the unit.

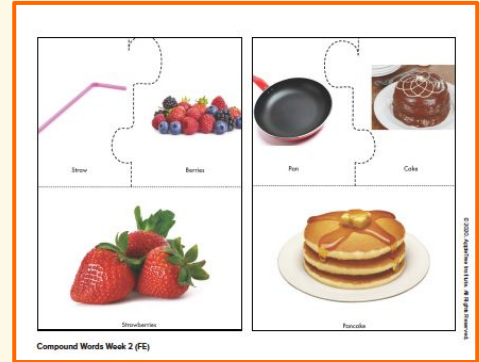




## Literacy: Compound Words

**MATERIALS:** [Compound Words 2](#) cut into their parts

- Say, **What is a compound word? Yes, a word that is made up of two words like strawberries.**
- Show the picture of strawberries. **What two words do you hear in strawberries?** Show the two images for “straw” and “berries”. **Straw** (pause) **berries.** **You say each as I point.**
- Cover up “berries”. **If I take away the word berries, what is left?** Pause. **Straw!** Cover up “straw”. **If I take away the word straw, what’s left?** **Berries.** Repeat this several times. **Now put them together, strawberries!**
- **Let’s try another.** Show the cake picture. **What word is this? Cake.** Show the pan picture. **What word is this? Pan. Pan. Cake.** **What compound word can we make with pan** (pause) **cake?** Repeat the words if they need more time to hear them. Show the picture for “pancake”. **Yes, pan and cake make pancake.** Place “pan” and “cake” on the table next to each other. **If I take the word pan away, what is left?** Repeat for the word “cake.”
- Save the pictures for another activity in the unit.



## Journal Prompt: Animals I'd Like to See

**MATERIALS:** crayons, pencil, Animal I'd Like to See Journal Page

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

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

Write and draw about an animal you would like to see.

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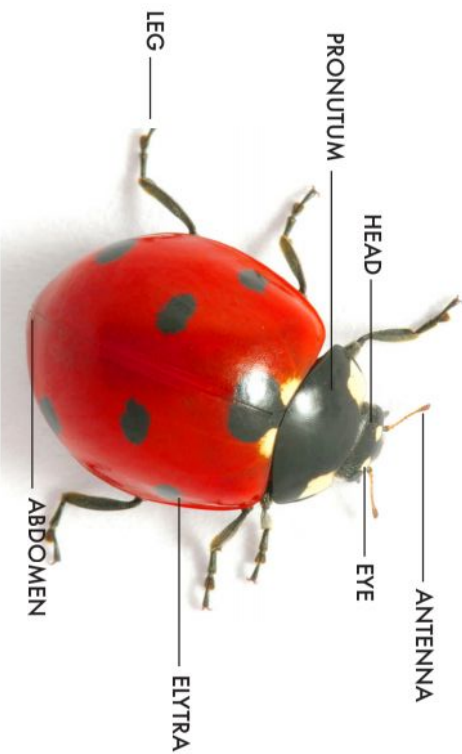
ANIMALS EAT



ANIMALS MOVE

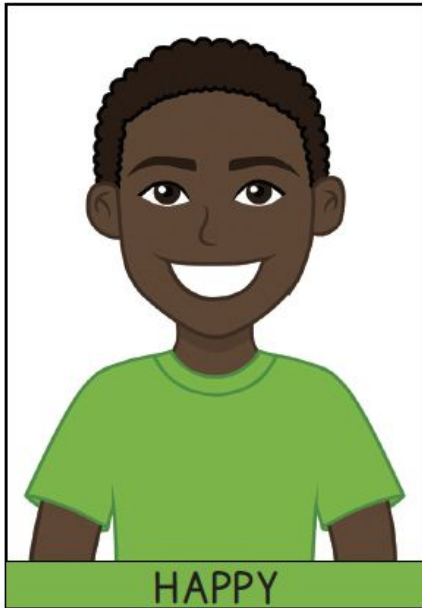


ANIMALS HAVE OFFSPRING

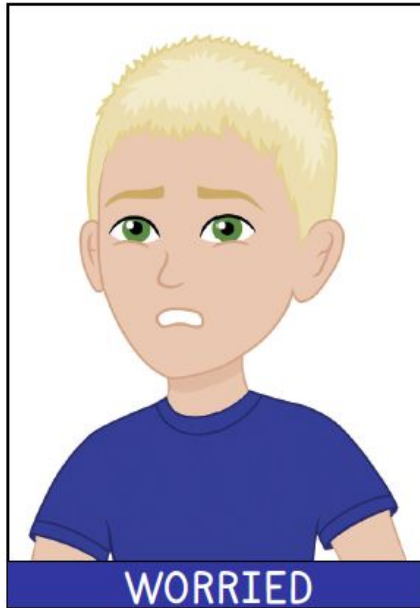


ANIMALS HAVE PARTS





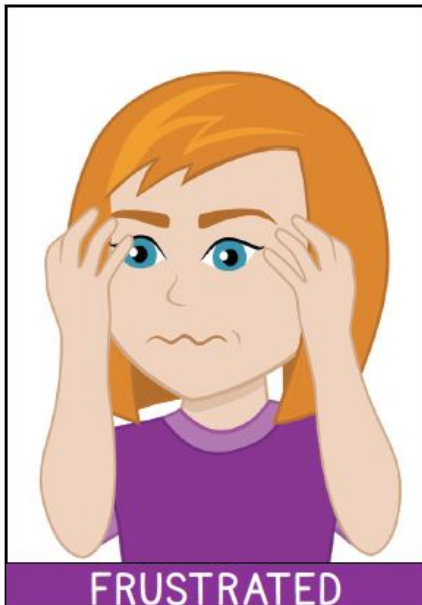
HAPPY



WORRIED



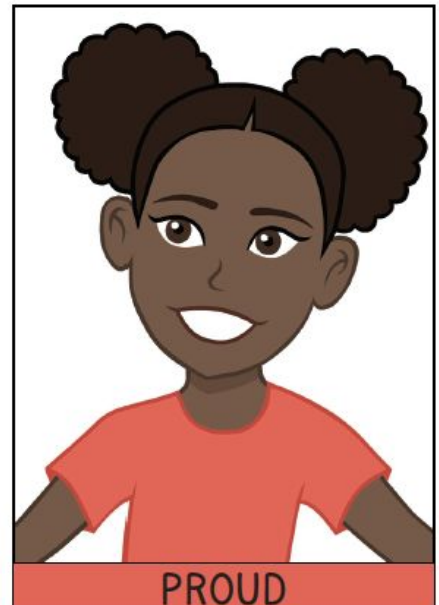
MAD



FRUSTRATED



CALM



PROUD



SAD



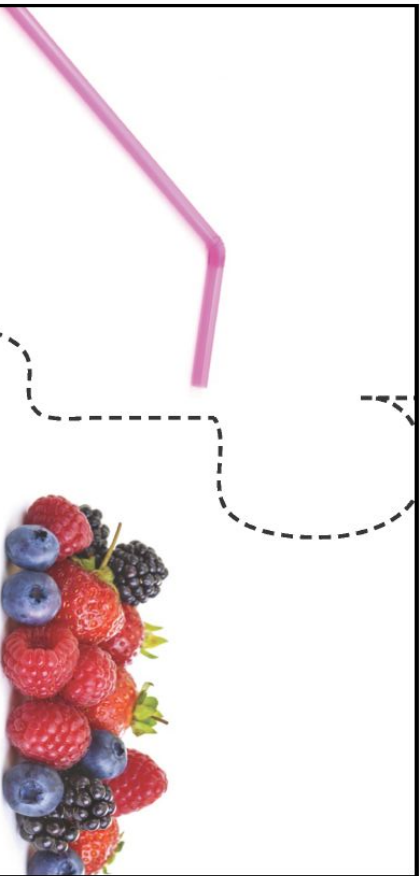
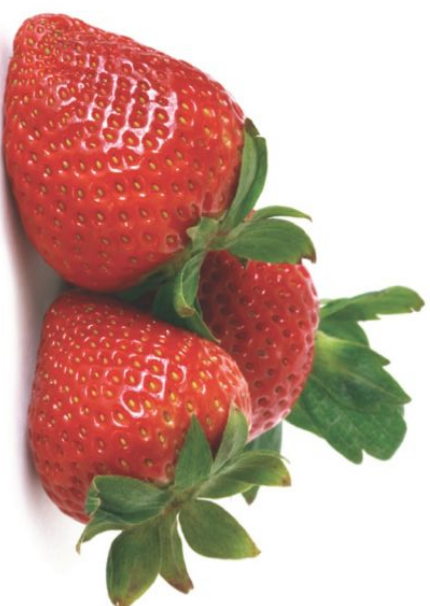
SLEEPY


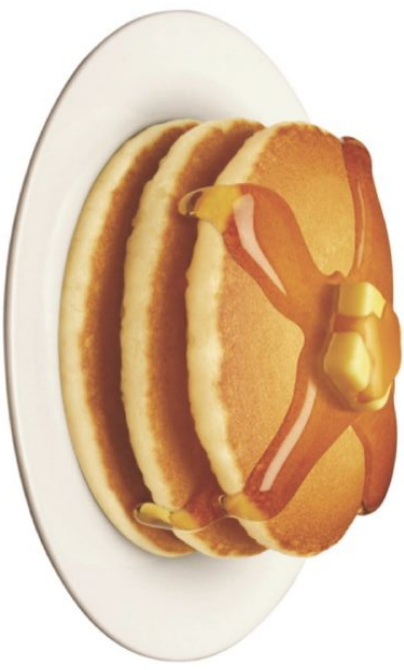


EXCITED





|  |   |
|--|---|
|  <p>Straw</p> <p>Berries</p> |  <p>Strawberries</p> |
|--|---|

|  |  |
|--|--|
|  <p>Pan</p> <p>Cake</p> |  <p>Pancake</p> |
|--|--|





House



Fly



Housefly



Sand



Box



Sandbox







Shoe



Box



Shoebbox



Cow



Boy

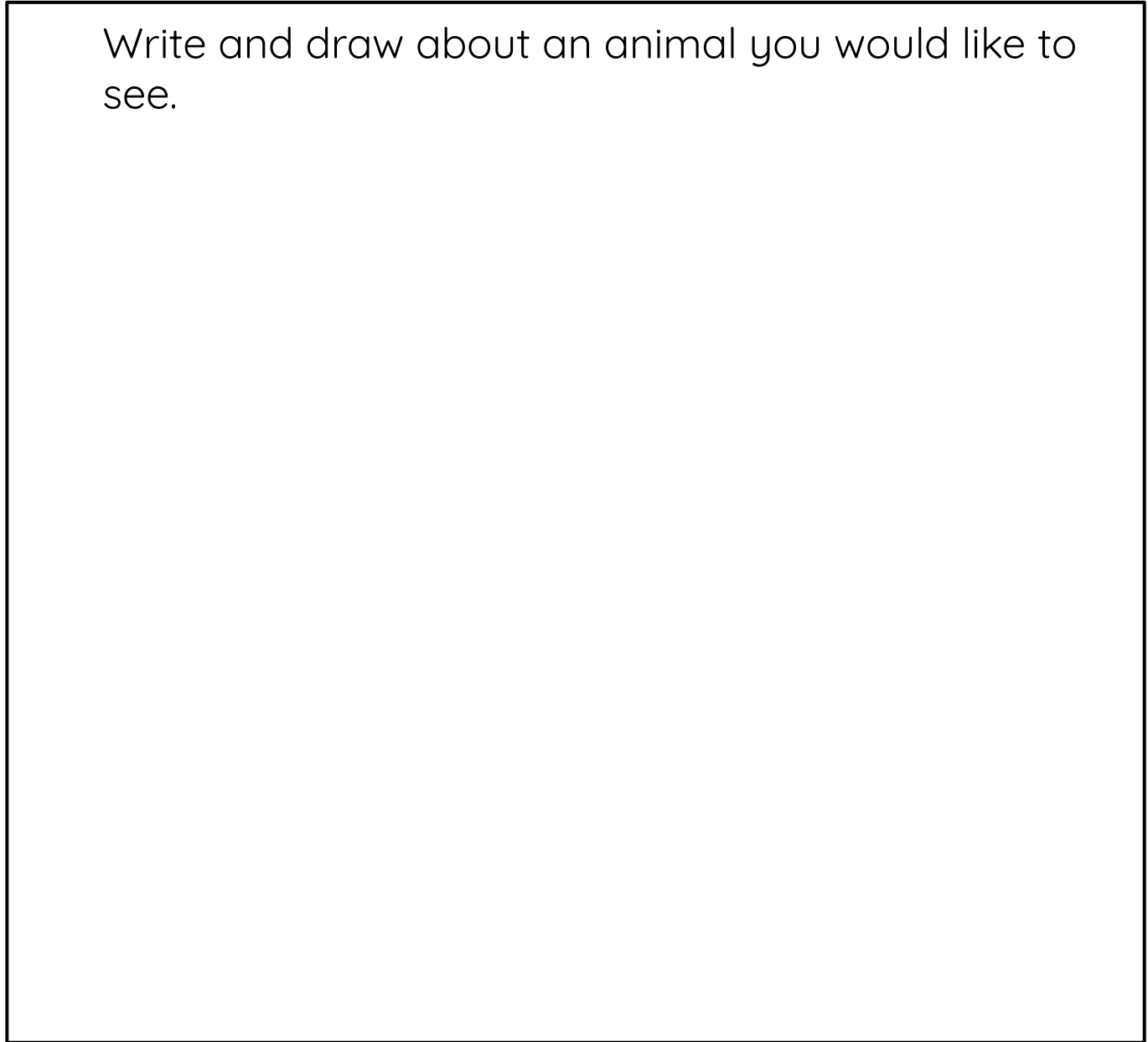


Cowboy



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

Write and draw about an animal you would like to see.



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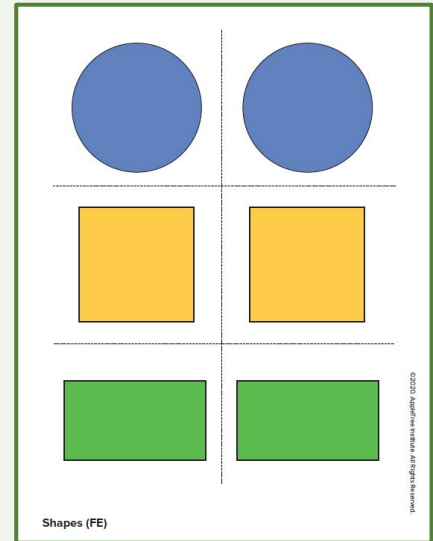




## STEM: Sensory Shapes

**MATERIALS:** [Shapes](#), clear resealable plastic bag, strong tape, e.g., duct tape, paint or flour (about 1 cup) mixed with water (about 6 tablespoons) and food coloring

- Put a little paint or mix flour, water, and a few drops of food coloring in the plastic bag and seal with strong tape. This will be a squishy color bag that they can practice writing on.
- With your child, look at the shape pictures. Name 3-4 shapes and count the sides.
- Say, **This is a triangle. Let's count the sides.** Trace with your finger as you count. **1, 2, 3. It has 3 sides.**
- Have your child independently draw the shapes with their fingers on the bag. It's okay if they don't look like the shapes. They are practicing!
- Save the sensory bag for another activity on Day 8.



## Independent Learning: Butterfly Art

**MATERIALS:** watercolor palette, finger paint, or crayons, paper, *optional - decorative items like googly eyes, pipe cleaners, toothpicks, etc., for antennae and legs*

- Say, **A butterfly is an insect. Insects have six legs and sometimes they have wings, like butterflies. Let's make a butterfly by painting your hands then pressing them down on the paper.** Demonstrate how to hold your hands with both thumbs touching and the other fingers outstretched to look like wings.
- Help your child to paint their hands, then wash them off after they made their print. Your child can also draw and color a butterfly instead. After, allow them to independently paint and decorate their butterfly.
- After, ask, **Tell me about your butterfly.**

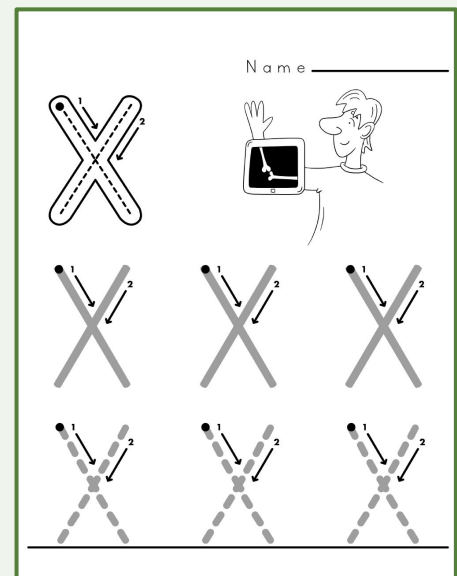




## Literacy: X

MATERIALS: [Letter X Practice](#)

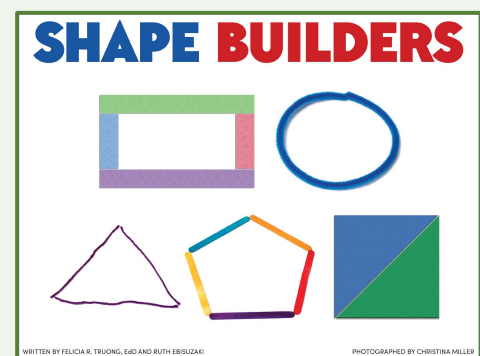
- Practice the letter X. Say, **Make an X by writing slant down, slant across.** Have your child say the letter X and make the letter sound for X, like at the end of box.
- Have your child trace the X with their finger. Then trace and write the X with a crayon or pencil and color the pictures.
- See how many uppercase X's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter X!
- *Optional - practice writing with other materials.*



## Read: Shape Builders

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

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





## 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 and shaking your mane like a lion, or flapping your wings like a bird.
- 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

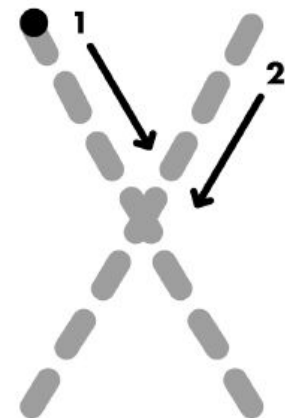
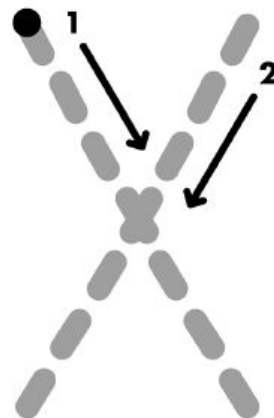
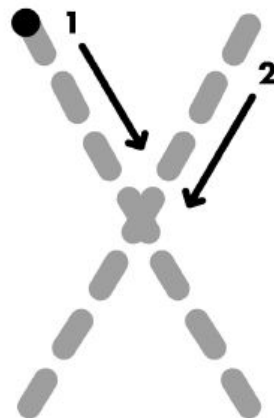
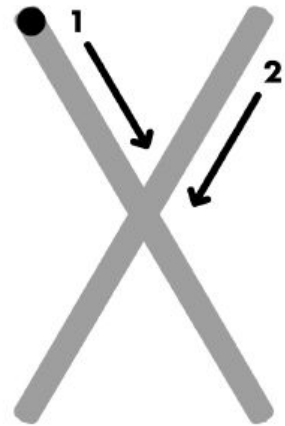
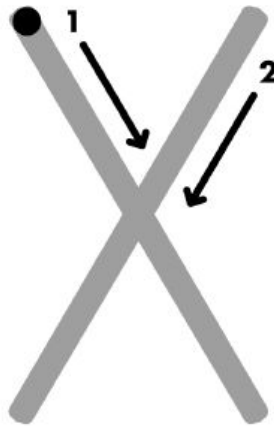
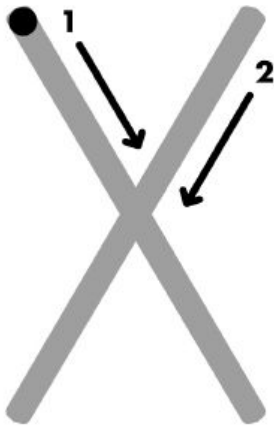
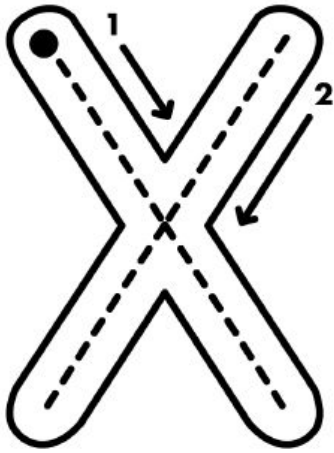
**MATERIALS:** paper, crayons and/or paint, pencils

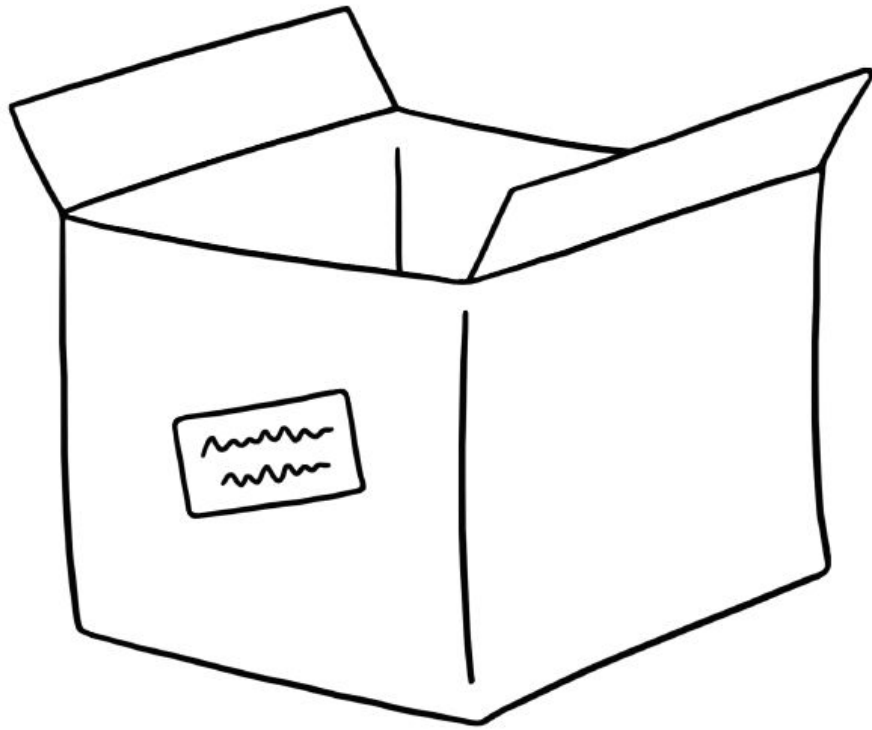
- Say, **Let's learn about an animal together. Which animal should we learn more about?**
- Together with your child, use a phone, tablet, or book to learn a little bit about that animal, e.g., where it lives, what it eats, etc.
- Then, draw a picture together, showing what you learned about that animal.



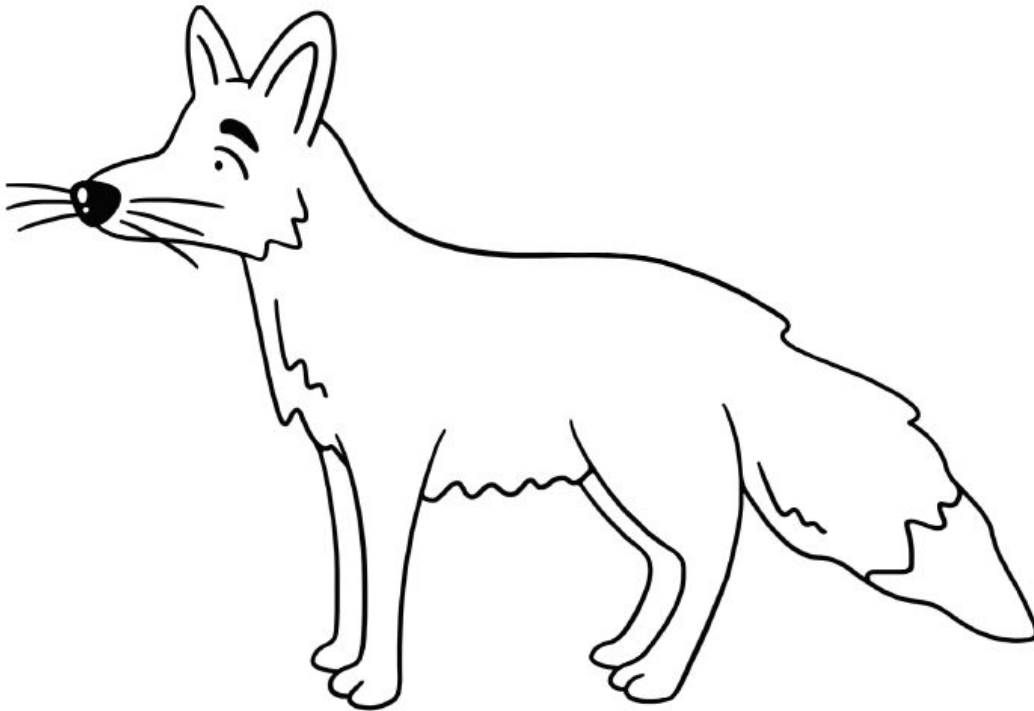


Name \_\_\_\_\_

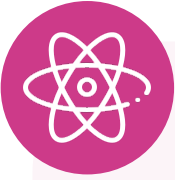




Box



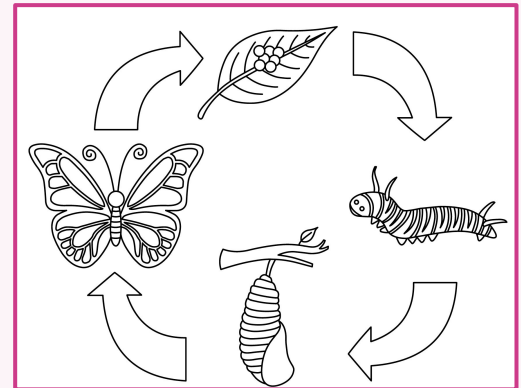
Fox



## 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 humans.** 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: 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. What do they look like? Where do they live?**

### 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)

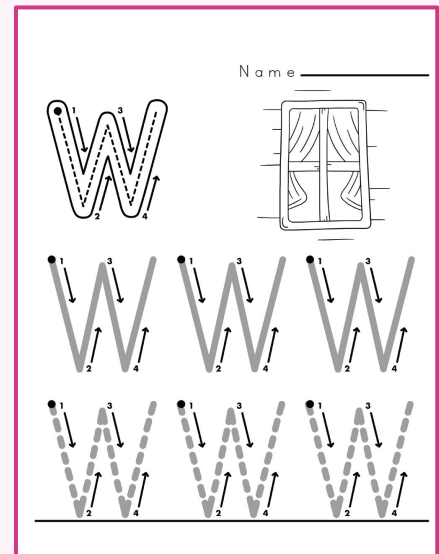
Illustration created by AppleTree Institute



## Literacy: Writing W & X

**MATERIALS:** W & X, pencil, crayons

- Brainstorm words that start with the letters W and X (or have the x sound at the end like box and fox).
- Have your child independently practice tracing the letters W and X.
- 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 window? Can you think of other words with the “x” sound like x-ray or box?**



## Journal Prompt: I am an Animal

**MATERIALS:** crayons, pencil, I am an Animal Journal Page

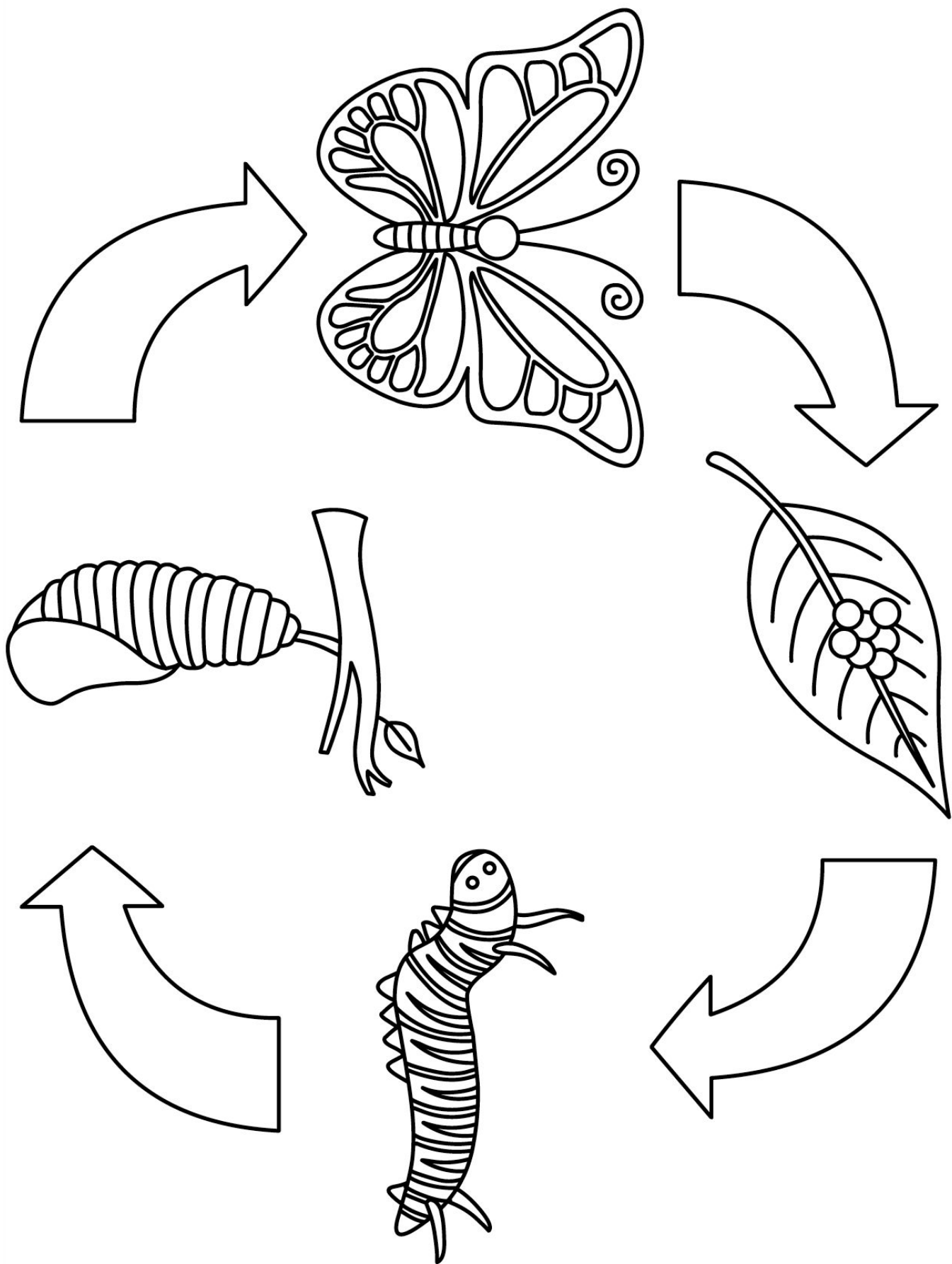
- With your child, talk about different animals.
- Have your child independently draw and write about the animal they'd like to be if they could be an animal.
- Later, ask, **Tell me about the animal you'd like to be. Why did you choose that animal?**

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

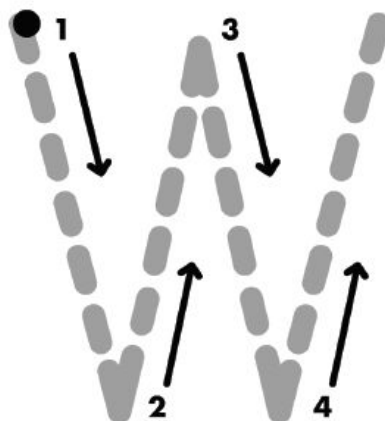
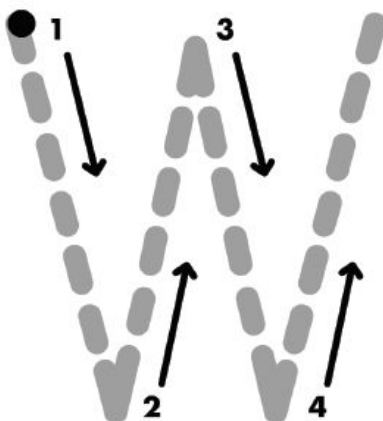
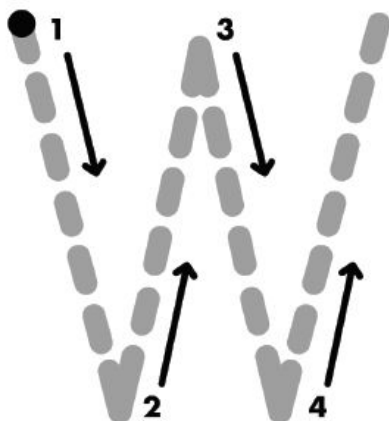
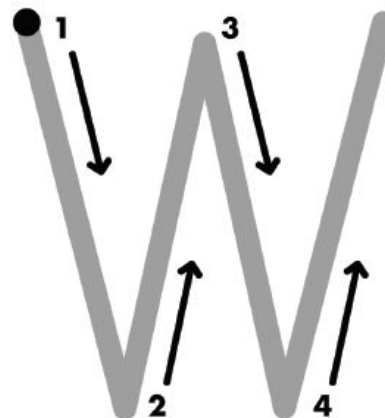
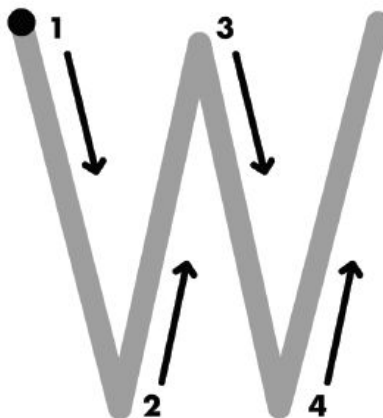
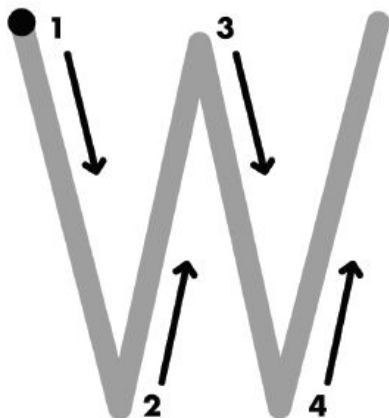
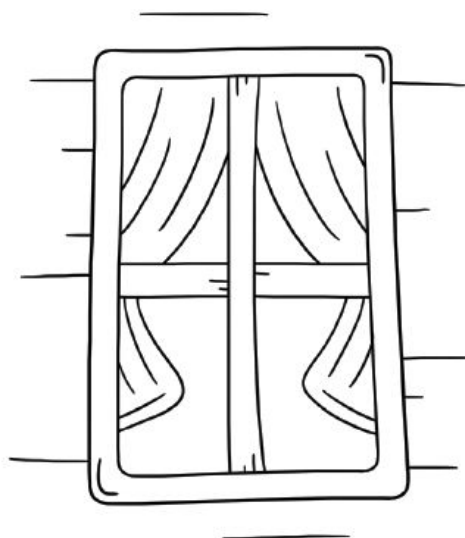
If you could be an animal, which animal would you like to be?

\_\_\_\_\_

\_\_\_\_\_

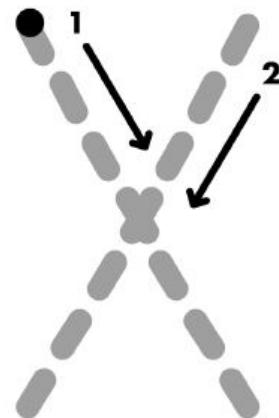
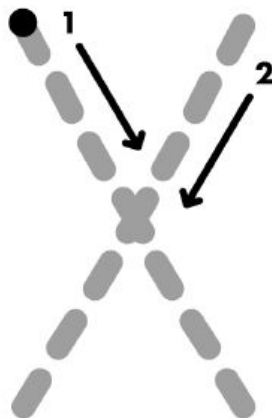
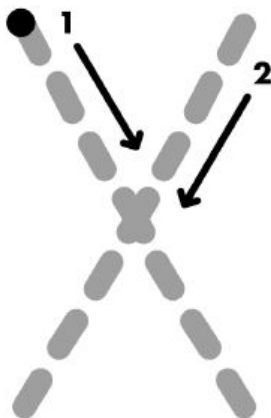
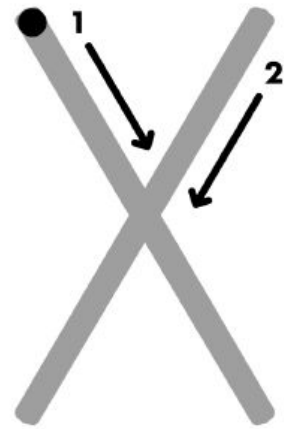
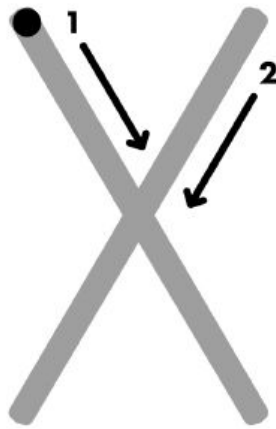
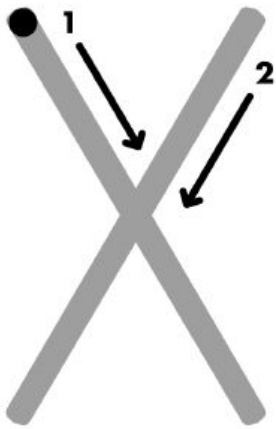
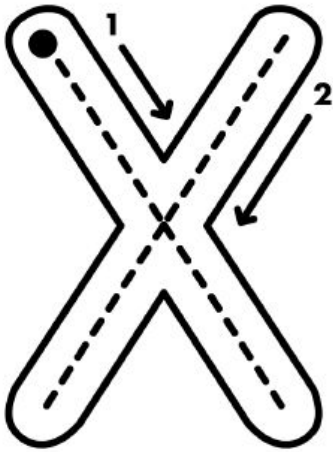


Name \_\_\_\_\_





Name \_\_\_\_\_



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

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

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## STEM: Number Freeze Dance

**MATERIALS:** paper, pencil, music

- Write the numbers 5-10 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 then allow your child to lead and call out a number for you to find.



## 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?**



Temperate Forest Animals (FE)

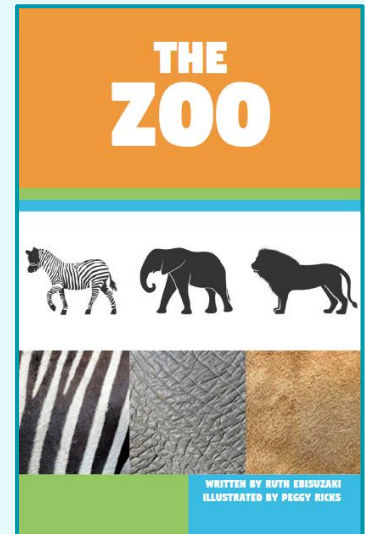


## Literacy: Informational Books

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

- Say, **Let's read an informational book. This book gives us a lot of information about the zoo.**
- Read the book. After, point out that pp. 8-9 have pictures and words that tell us what we should do when we visit the zoo and what the rules are to stay safe.

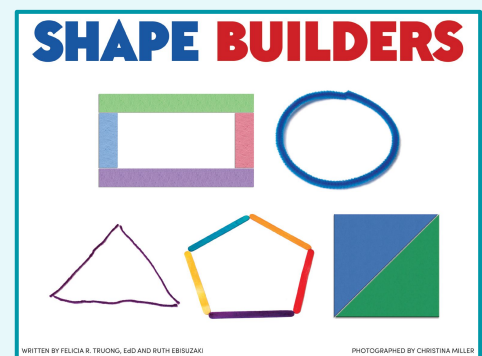
You can also access a pre-recorded reading of this book on the Spakler app in the "Tips for Adults" section, Animal Kingdom.



## Read: *Shape Builders*

**MATERIALS:** *Shape Builders*, 5 crayons, craft sticks, or cotton swabs

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





# Week 2

# PK4 Unit 7 Week 2 Overview

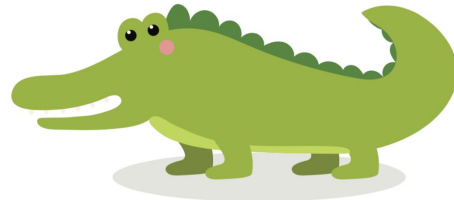
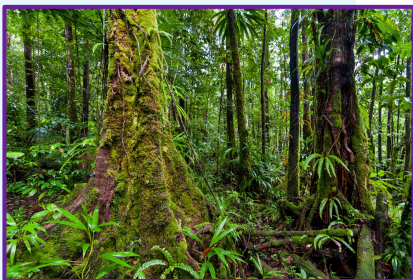
## Animals of the Rainforest

### This week your child will:

Make 2D and 3D shapes, learn about animal parts and skin patterns, sort animals found in the rainforest and those found in temperate forests, and learn about the letters U and Y.

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 the rainforest where it is tropical and rains a lot? What kinds of animals live in your neighborhood?

### 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

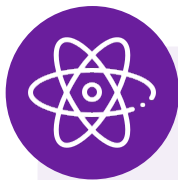
### rainforest

a forest with tall trees growing close together, where it rains a lot

# Create Connections

This week, you'll learn about animals in the rainforest, like frogs, snakes, toucans, and monkeys. Before you begin the packet, write and draw about an animal you would like to see in the rainforest.

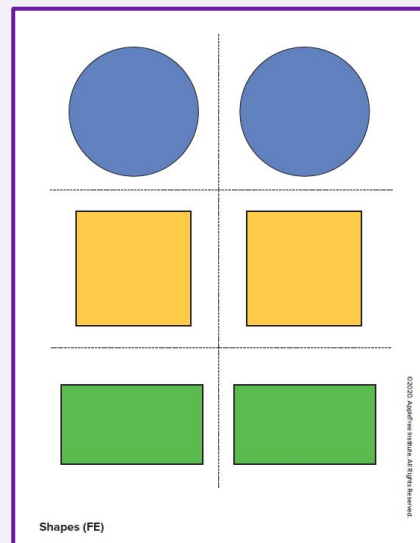
**Think  
About It!**



## STEM: Playdough Shapes

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

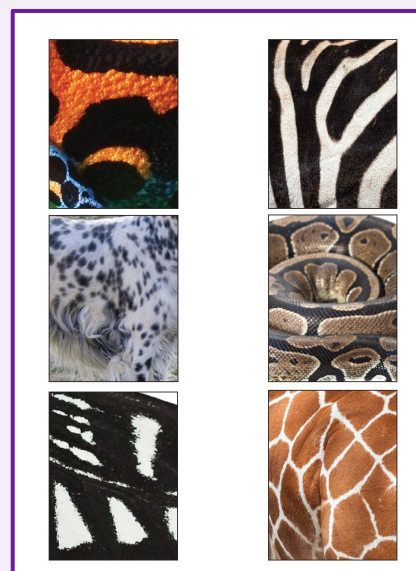
- With your child, look at the shape pictures. Name 3-4 shapes and count the sides.
- Say, **This is a rhombus. Let's count the sides.** Trace with your finger as you count. **1, 2, 3, 4. A rhombus is like a square because all the sides are the same length, but it looks like a diamond.**
- **You can make some of these shapes using playdough.**
- Have your child independently make the shapes with the playdough. It's okay if they don't look like the shapes. They are practicing!



## 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.*

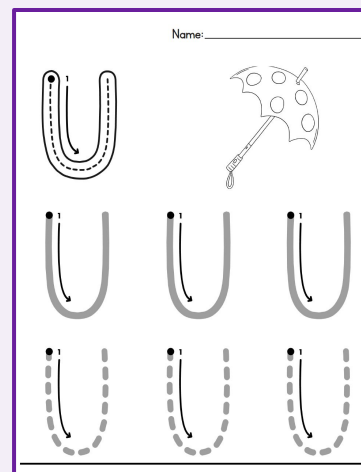




## Literacy: U

**MATERIALS:** [Letter U Practice](#)

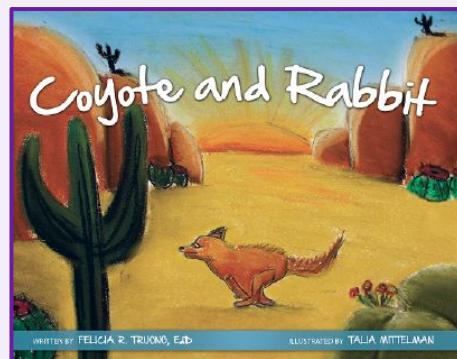
- Practice the letter U. Say, **Make a U by writing down, curve up.** Have your child say the letter U and make the letter sound for U, like up, not like unicorn.
- Have your child trace the U with their finger. Then trace and write the U with a crayon or pencil and color the pictures.
- See how many uppercase U's you can find together throughout the day.
- *Optional - practice writing with other materials.*



## Read: *Coyote and Rabbit*

**MATERIALS:** [Coyote and Rabbit](#), optional - [The Canyon](#)

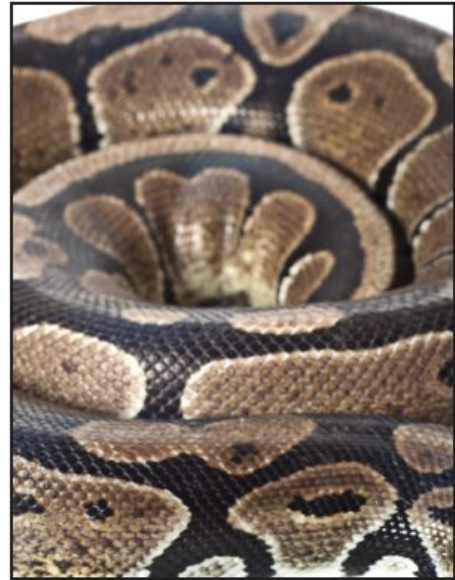
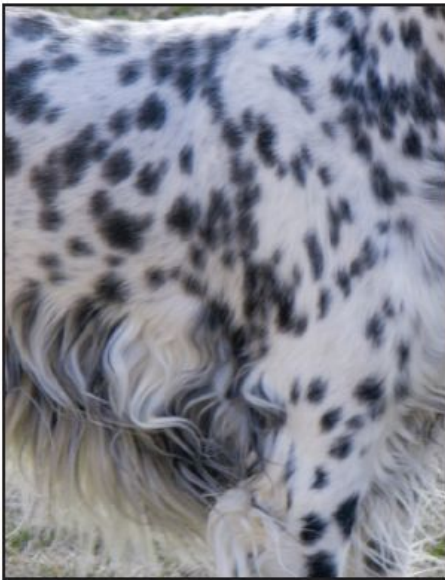
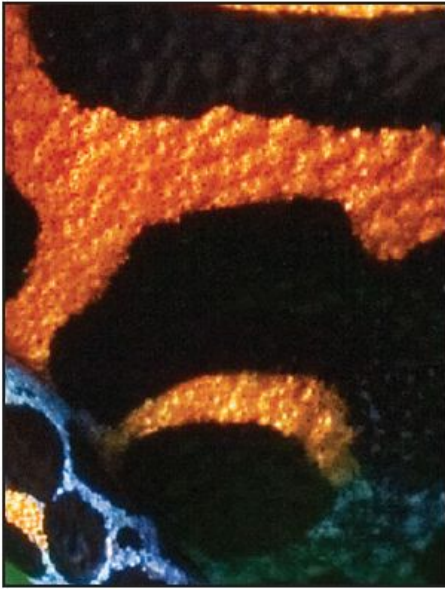
- Before reading *Coyote and Rabbit*, explain that this book continues the story from *The Canyon*. Say, **This book is about what happens after Rabbit tricked Coyote because he followed her too much. She tricked him into doing different things like drink a lot of water out of the river and pretend to hold up the canyon wall. Remember, a canyon is a deep narrow valley with high sides made of big rocks.** You can also read or listen to *The Canyon* beforehand.
- **Let's read *Coyote and Rabbit* to see how Coyote feels about that.**
- With your child, read the book.
- After, ask, **Coyote was very angry at Rabbit. Have you been angry before? How does it make you feel and look?** Talk with your child about ways they can tell they are angry, e.g., their face isn't smiling, they have strong feelings in their body, their heart might beat faster, etc.



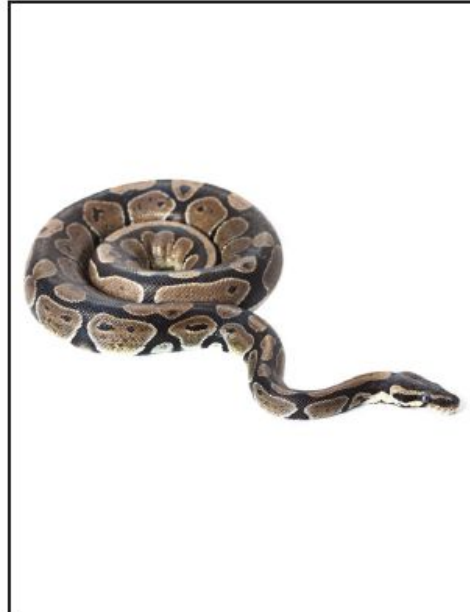
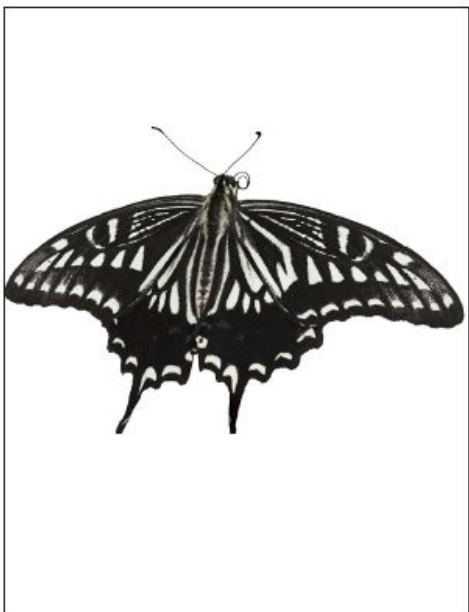
You can also access a pre-recorded reading of both of these books on the Spakler app in the “Tips for Adults” section. *Coyote and Rabbit* is in Animal Kingdom section. *The Canyon* is in the Culture section.







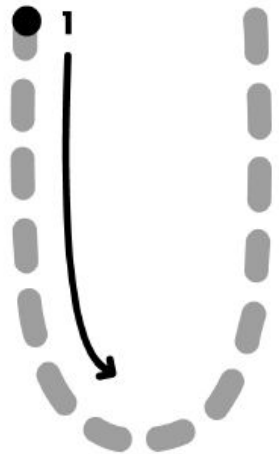
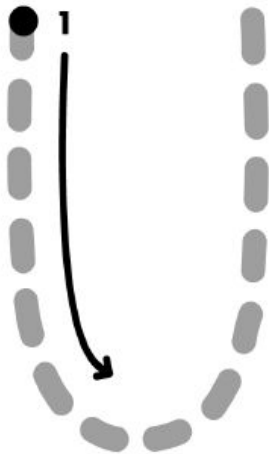
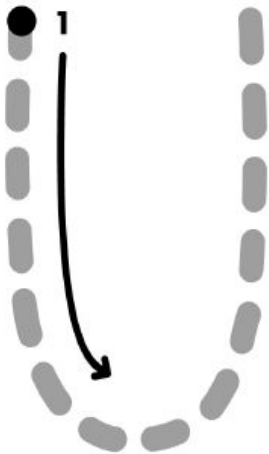
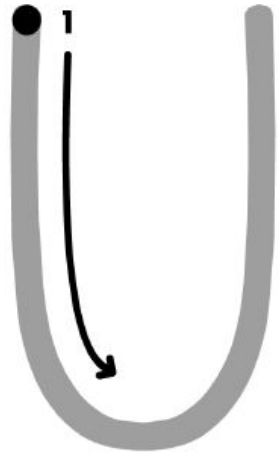
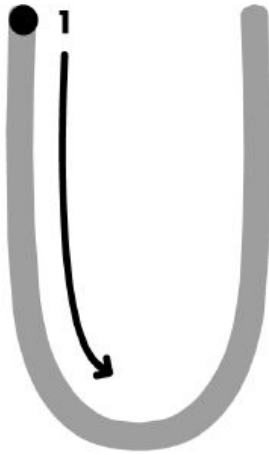
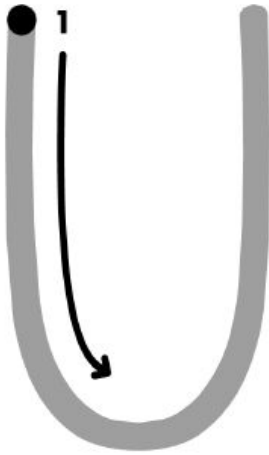
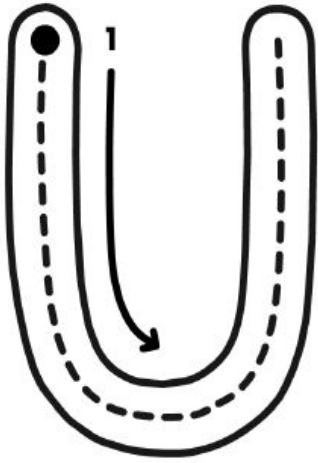








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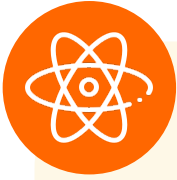




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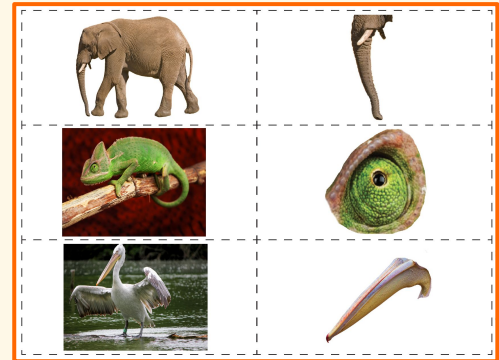
Umbrella



## 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.
- While they are working, ask how the animals use their special parts.



## Independent Learning: Problems

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

- Choose and show an emotion like mad, frustrated, or sad and ask, **Have you ever had a problem that made you feel mad?** Talk together about the problem and ask them to show you what they looked like when they were mad and how their body felt.
- **You can write and draw about what you did to solve the problem, so you didn't feel mad anymore.** Allow your child to independently draw and write.
- After, ask, **Tell me about what you did to help you solve the problem.** Talk together about things they can do to solve problems when they are upset, e.g., talk to a grown-up, take deep breaths, etc.
- Reviewing the "Calm Down" activities in the "Play" section of the Sparkler app.

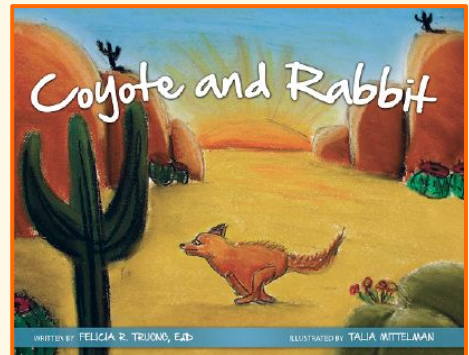




## Literacy: Retelling Events

MATERIALS: [Coyote and Rabbit](#)

- Say, **We read this book yesterday.**
- Ask, **Can you tell me two things that happened in this story? What happened first? Then what happened?**
- If your child needs help, use the pictures as you talk about and review what happened. Then ask your child to tell you two things they remember.
- Story recall is important to help your child develop skills in remembering and retelling a story.



## Journal Prompt: How I Feel

MATERIALS: [Feelings](#), crayons, pencil, How I Feel Journal Page

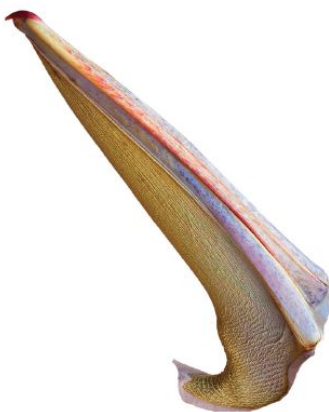
- Look at the Feelings picture. With your child, talk about their emotions and how they are feeling today.
- Have your child independently draw and write about how they are feeling today.
- Later, ask, **Tell me about how you are feeling today. How can you tell you are feeling that way? How does your body feel? How does your face look?**

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

Write and draw about how you are feeling today.

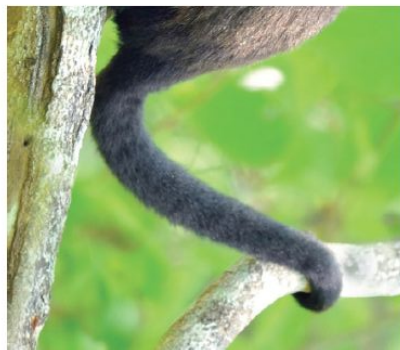
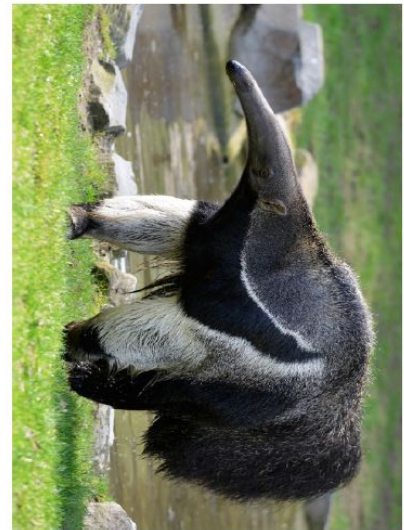
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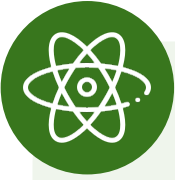




Name: \_\_\_\_\_

Write and draw about how you are feeling today.

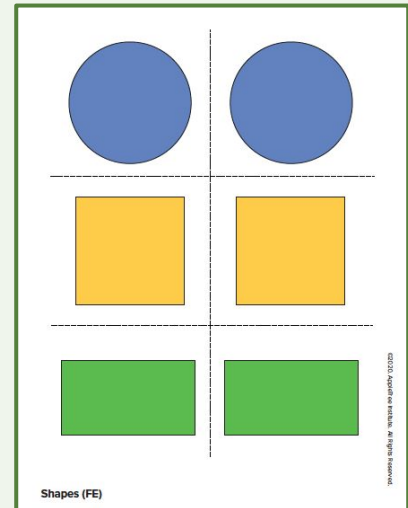




## STEM: Sensory Shapes From Memory

**MATERIALS:** [Shapes](#), sensory bag made on Day 3

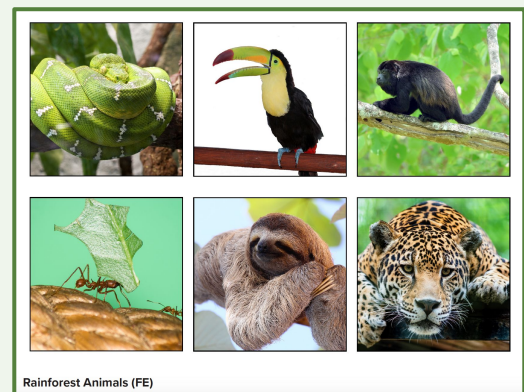
- With your child, look at the picture of the circle together.
- Say, **This is a circle, it doesn't have any sides. Can you draw a circle?** Encourage your child to draw a circle without looking at the picture.
- Repeat for 2-3 more shapes. First, look at the picture and count the sides. Ask your child to try to draw the shape using their finger on the sensory bag without looking at the picture.
- If they need to look at the picture to help them remember while they're drawing that's okay too. They are practicing!



## Independent Learning: Rainforest or Temperate Forest Animal Sort

**MATERIALS:** [Animals](#) with cards for animals living in the temperate forest and the rainforest cut out

- Use the picture cards to talk about the animals that live in the rainforest and the temperate forest.
- Say, **Let's sort the pictures. Put all of the animals that live in the rainforest in one group and the animals that live in the temperate 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 temperate forest animals or the rainforest animals? Why?**



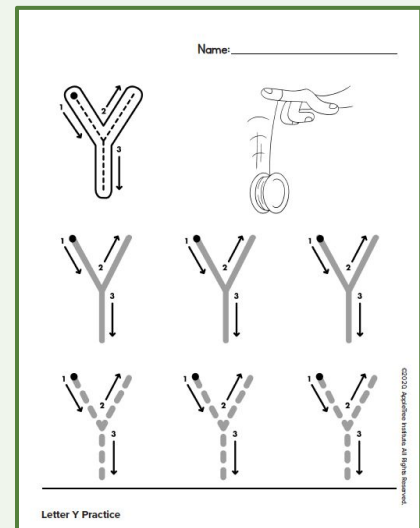




## Literacy: Y

MATERIALS: [Letter Y Practice](#)

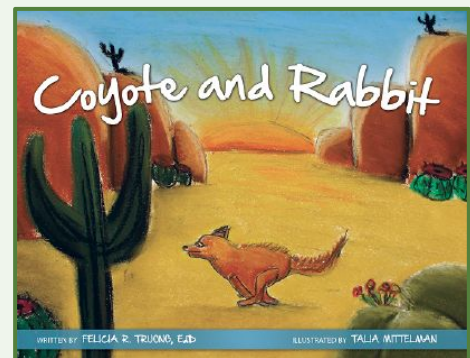
- Practice the letter Y. Say, **Make a Y by writing slant down and up, line down.** Have your child say the letter Y and make the letter sound for Y, like yellow.
- Have your child trace the Y with their finger. Then trace and write the Y with a crayon or pencil and color the pictures.
- See how many uppercase Y's you can find together throughout the day.
- *Optional - practice writing with other materials.*



## Read: *Coyote and Rabbit*

MATERIALS: [Coyote and Rabbit](#), [Stop, Think, Act](#)

- With your child, read *Coyote and Rabbit*.
- After, use the pictures showing “stop, think, act” and talk together about how they can solve a problem that made them angry. Say, **Coyote was angry, but he decided to stop, think, and then act. When we are angry, it can be hard to think clearly. We should stop and take some deep breaths. Then think about the problem and come up with a safe solution. Then try it out!**
- Together, review calming strategies in “Calm Down” in the “Play” section of the Sparkler app.





## Let's Move: Emotions Simon Says

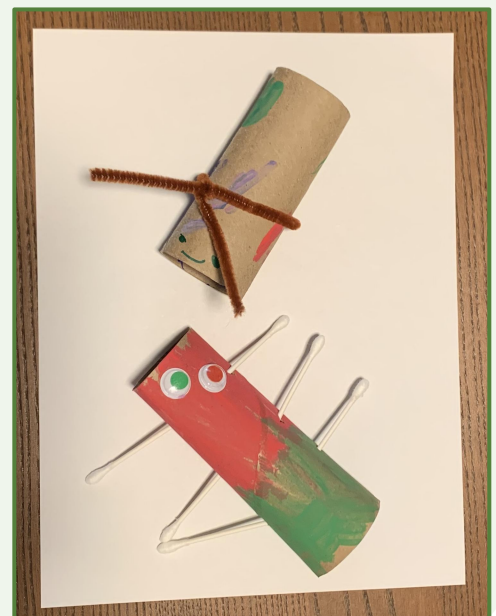
- Say, **Let's play Simon Says.** I'm going to say "Simon says" and tell you to do something. If you hear, "Simon says," then you should do what I say. If I don't say, "Simon says," you should not do anything.
- Suggest different actions related to emotions. For example, Simon says, pretend to be sad and cry. Simon says, act surprised. Simon says, dance like you're happy.
- Take turns leading the game.



## Learning Together: Animal Puppets

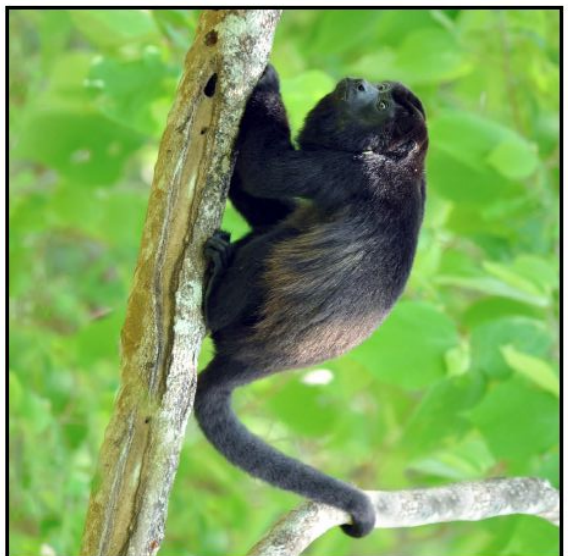
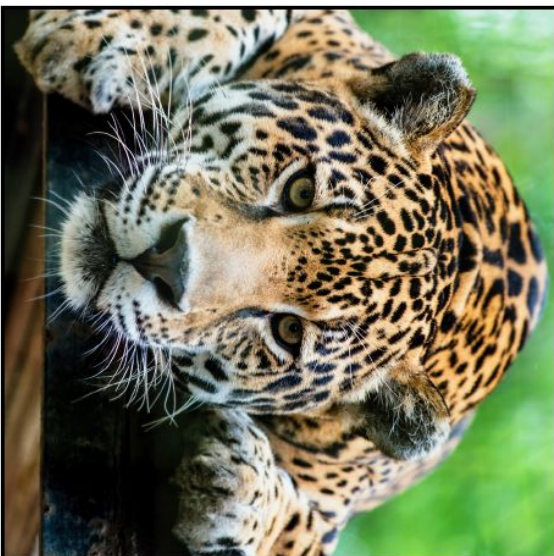
**MATERIALS:** paint or crayons, items to make a puppet, e.g. paper towel rolls, old socks, brown paper bags, glue, child-safe scissors, *optional - decorative items like wiggly eyes, or fabric for skin*

- 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.



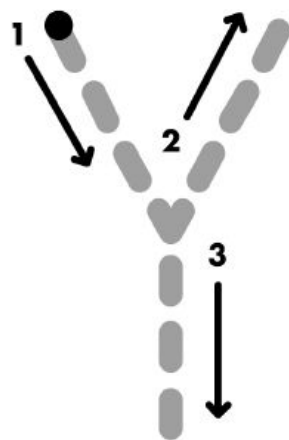
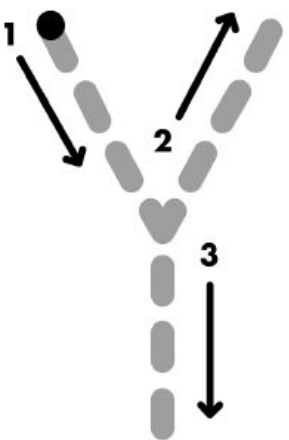
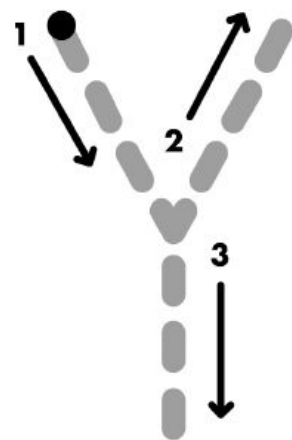
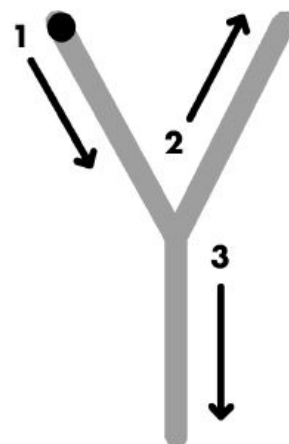
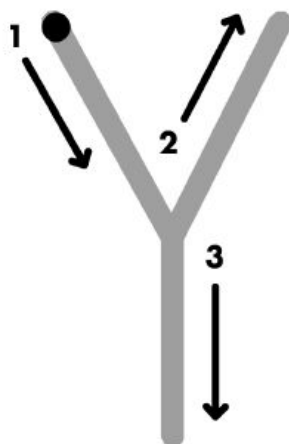
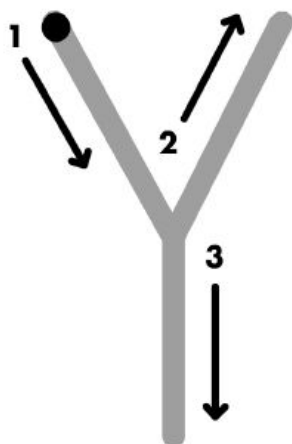
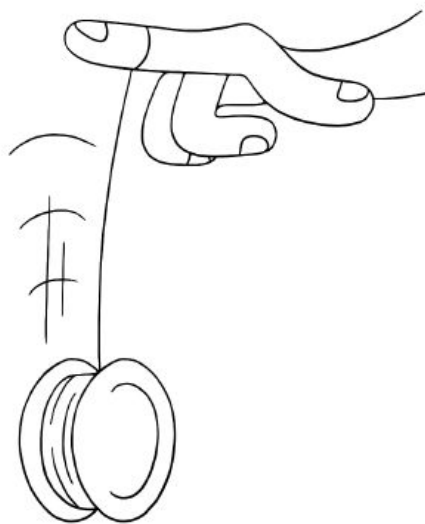
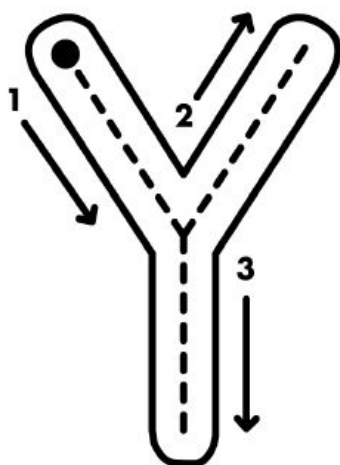


## Rainforest Animals (FE)



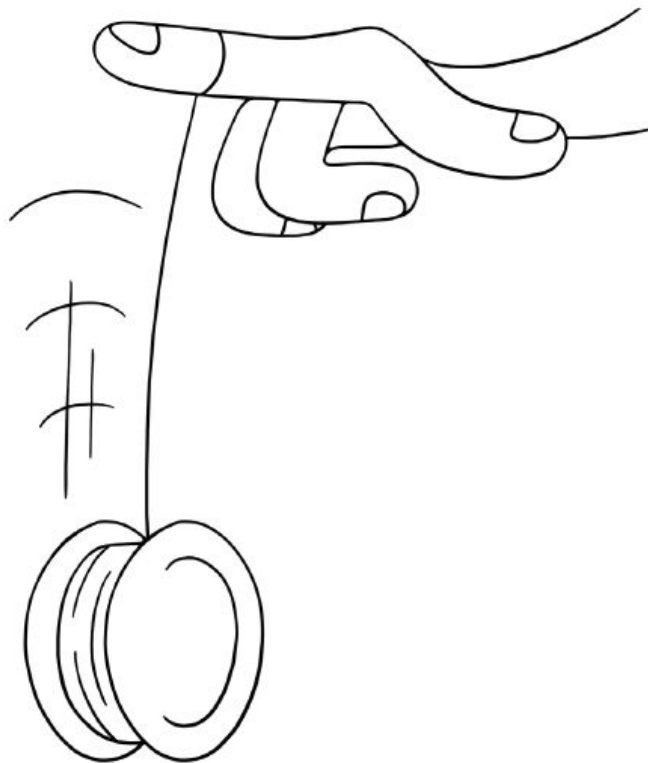


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Yawn



Yo-Yo



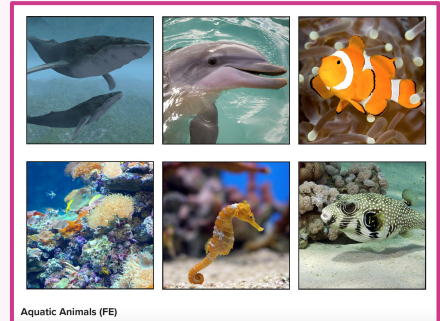




## STEM: Blending In With Your Surroundings

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

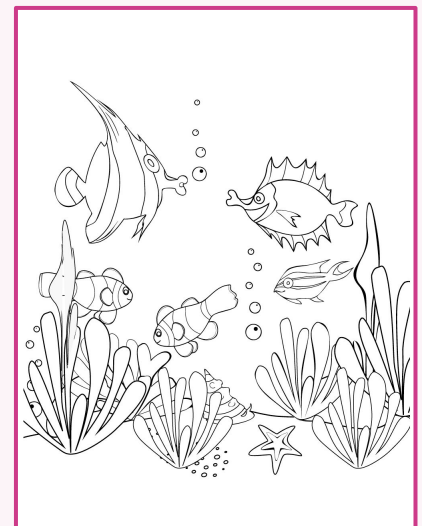
- Say, **Some animals use their skin to hide or blend in with where they live. Why do you think they might do that? Yes, to hide from enemies that might want to fight or eat them.**
- Show pictures of the water animals - the fish in the coral reef, the fish above the sand, and the giraffe in the savanna.
- **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.**

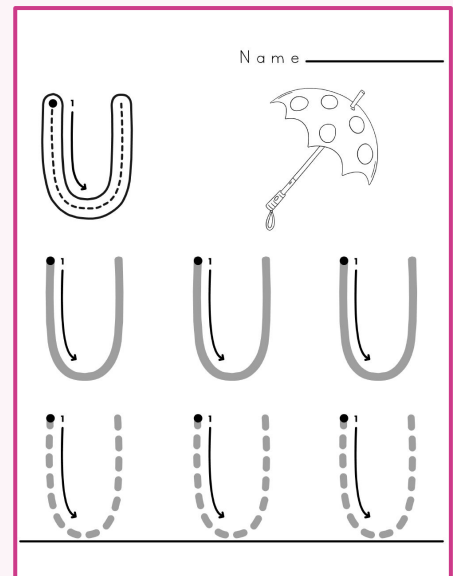




## Literacy: Writing U and Y

**MATERIALS:** U & Y, pencil, crayons

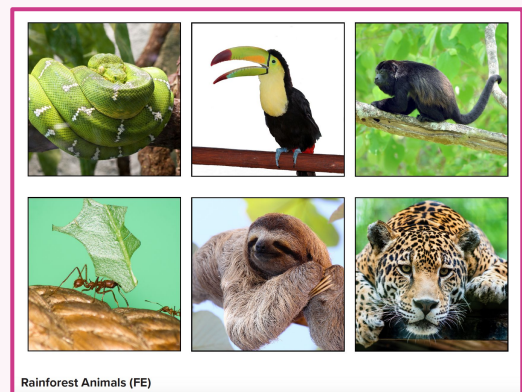
- Brainstorm words that start with the letters Y and U (focus on the U sound like umbrella, not like universe).
- Have your child independently practice tracing the letters Y and U.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as umbrella? Can you think of other words that begin with the same sound as yo-yo?**

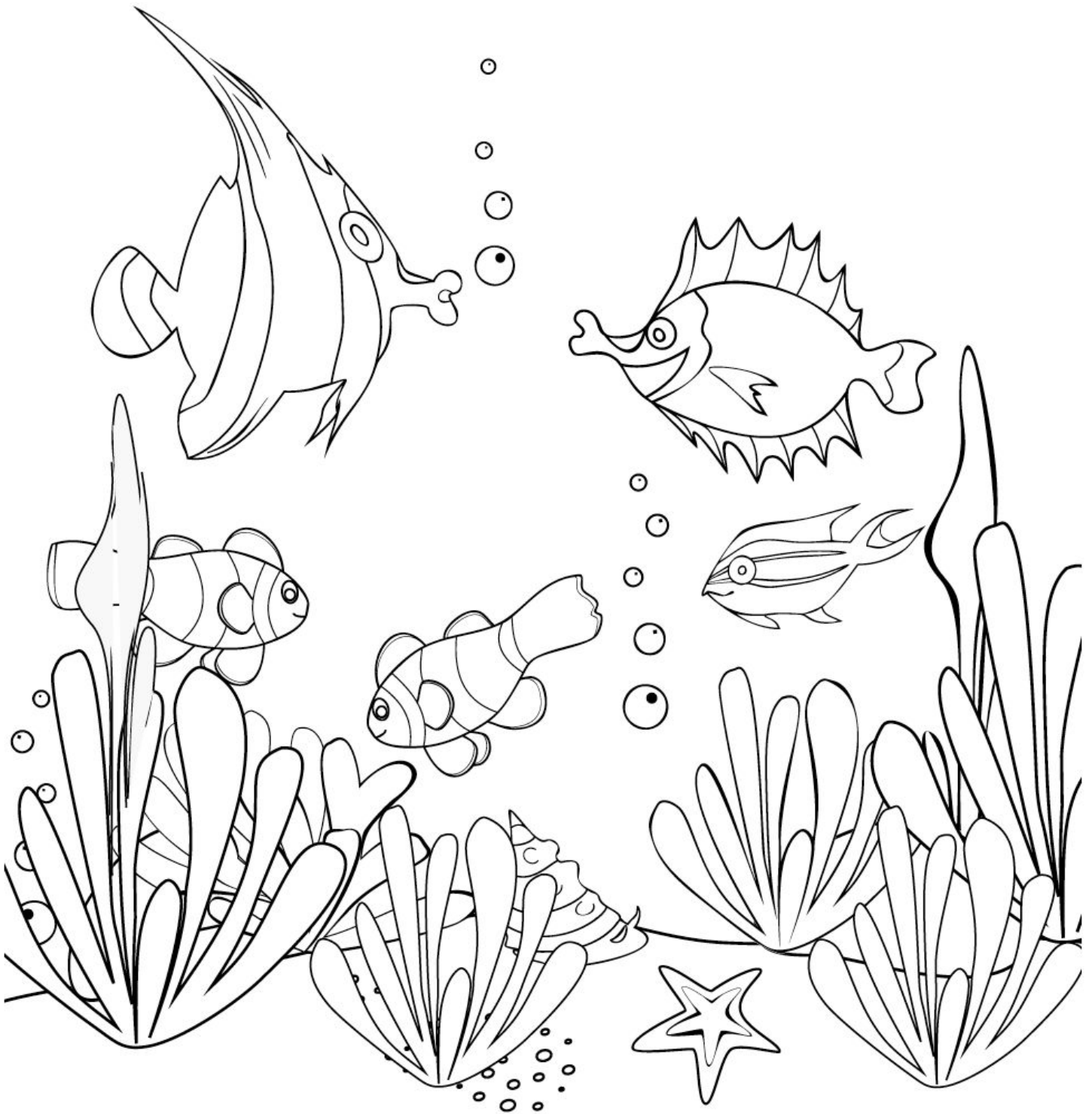


## Journal Prompt: The Rainforest

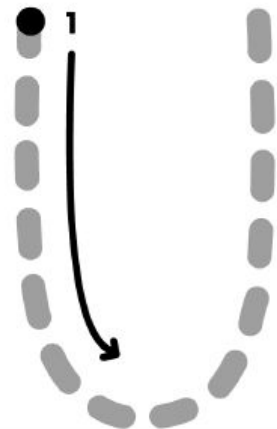
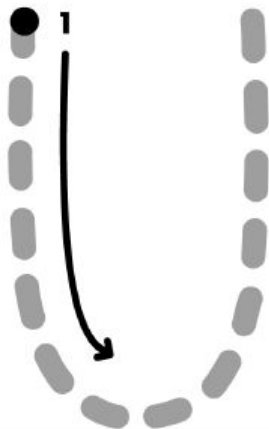
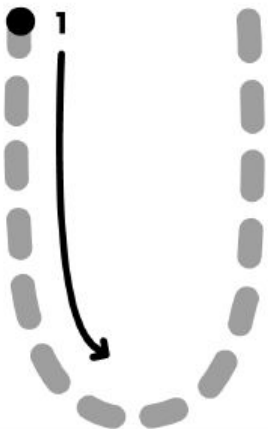
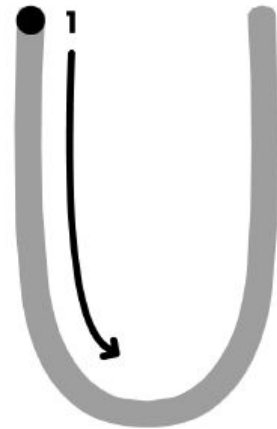
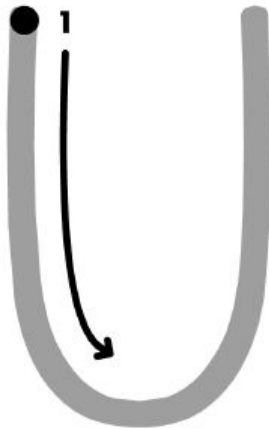
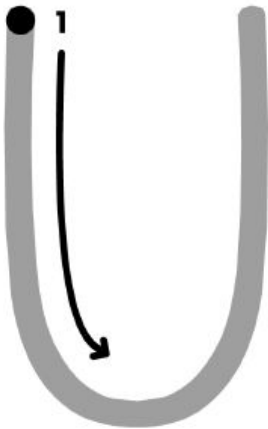
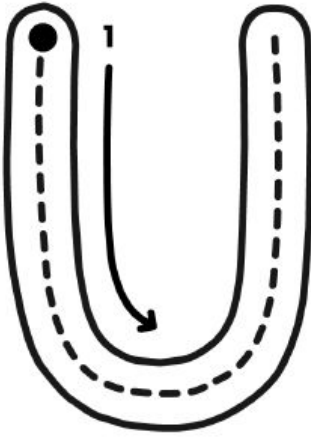
**MATERIALS:** crayons, pencil, Animals, The Rainforest Journal Page

- Use the pictures to talk about rainforest animals with your child.
- Have your child independently draw and write about the rainforest animal they would like to be and why.
- Later, ask, **What rainforest animal would you like to be? What do you think it would be like to be that animal?**

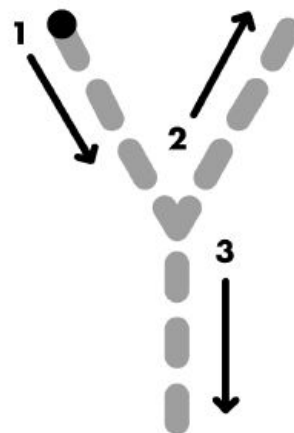
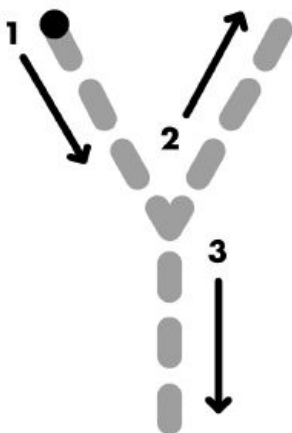
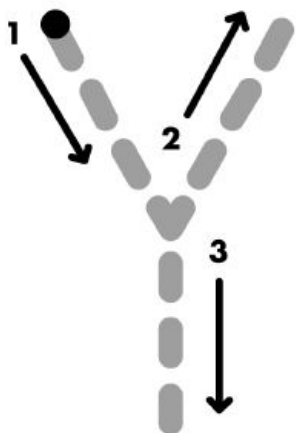
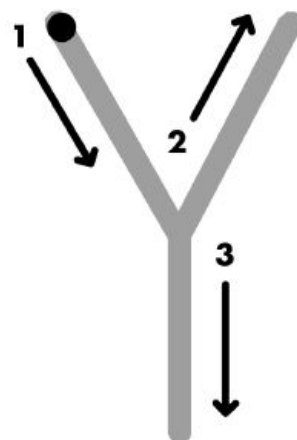
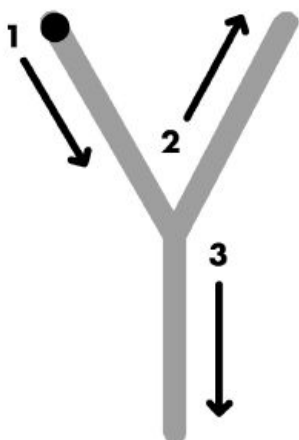
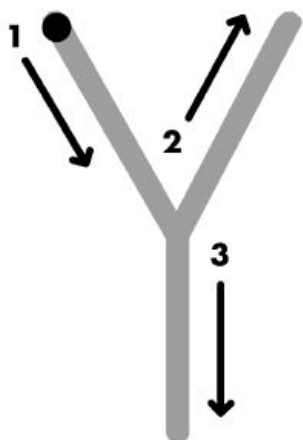
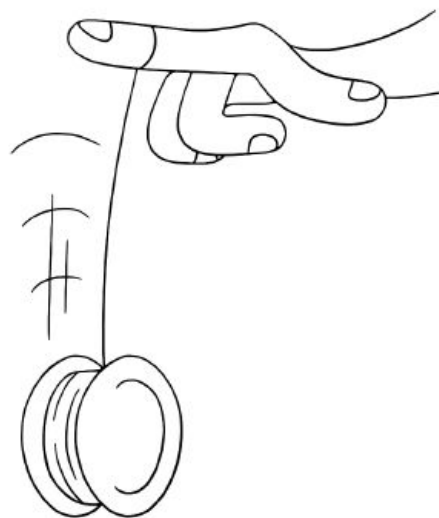
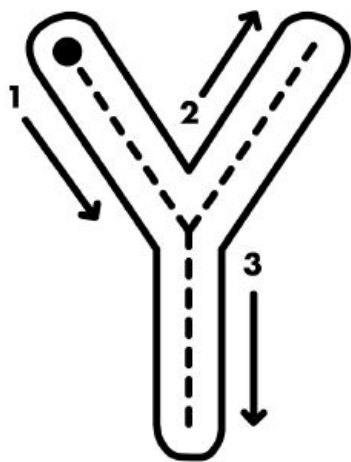




Name \_\_\_\_\_



Name \_\_\_\_\_





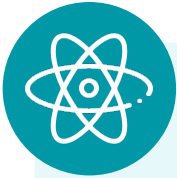
Name: \_\_\_\_\_

Write and draw about which rainforest animal you would like to be and why.

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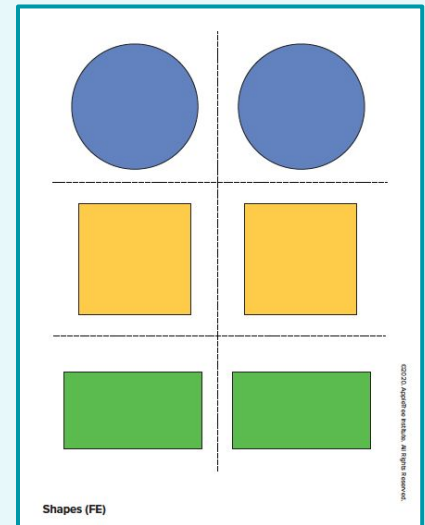
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## STEM: Playdough Shapes From Memory

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

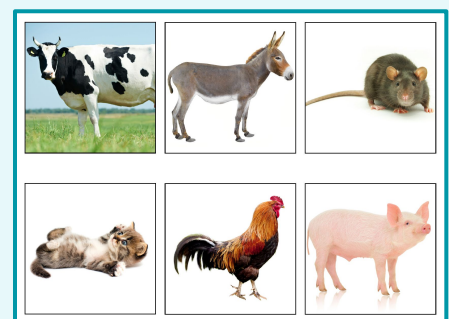
- With your child, look at the shape pictures. Name 3-4 shapes and count the sides.
- Say, **This is an octagon. Let's count the sides.** Trace with your finger as you count. **1, 2, 3, 4, 5, 6, 7, 8.**
- **You can make some of these shapes using playdough.**
- Have your child independently make the shapes with the playdough without looking at the pictures. It's okay if they don't look like the shapes or if they need to look at the shape pictures to help them to remember. They are practicing!



## Independent Learning: Wild or Domestic Animals

**MATERIALS:** [Domestic Animals](#) cut out, [Animals](#) with 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: Letters Review

**MATERIALS** - write the letters U, Y, W, and X on small pieces of paper to make 2 letter cards for each letter

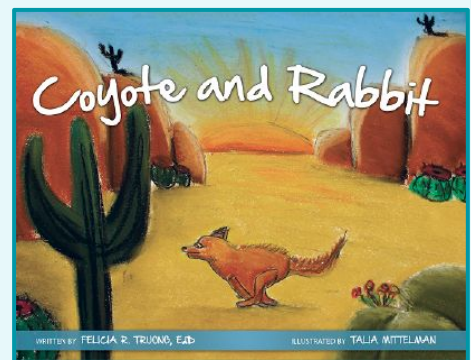
- Give one set of cards to your child and keep one.
- Say, **Let's play a game with the letters that we have been learning. I will show you a letter. You tell me its name and letter sound. Then you show me your card that matches mine.**
- Switch roles so that your child can show you a card for you to find.
- To make this more challenging, you can call out a letter and have your child find something in your home that starts with that letter sound.

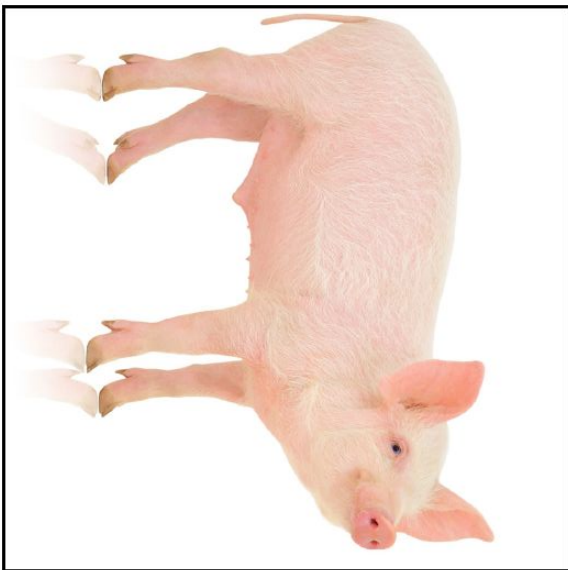


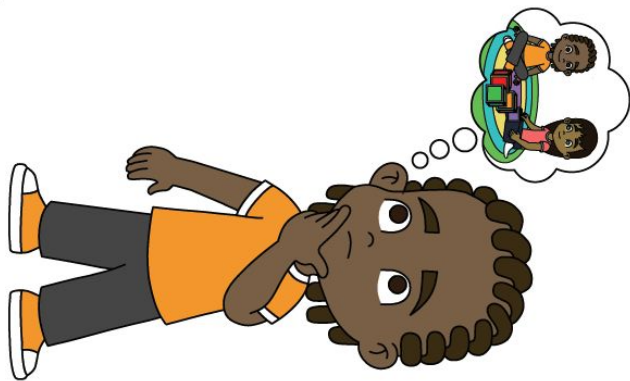
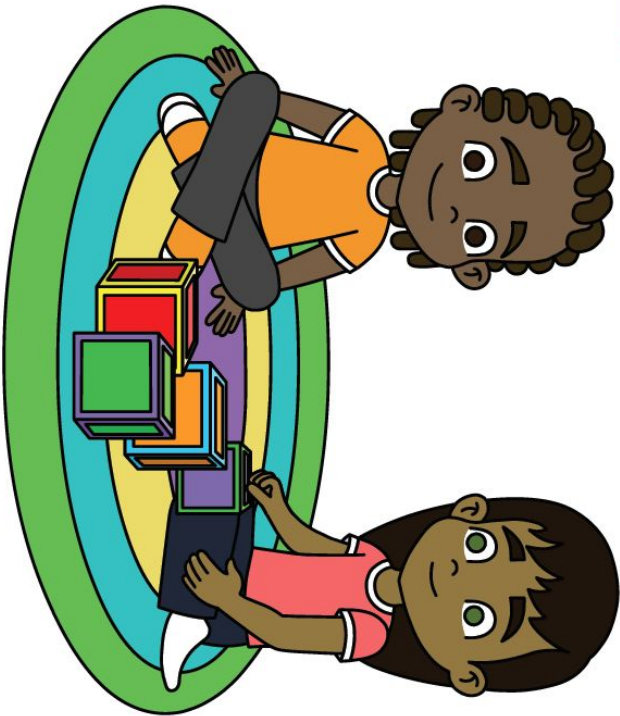
## Read: *Coyote and Rabbit*

**MATERIALS:** [\*Coyote and Rabbit\*](#), [\*Stop Think Act\*](#)

- With your child, read *Coyote and Rabbit*.
- After, say, **Coyote used stop, think, and act to make the right decision about Rabbit. Let's use stop, think, and act to talk about a problem you are having.**
- If your child can't think of a problem, you can use an example of a problem they recently had or might have, e.g., a sibling taking a toy away from them.







# Week 3



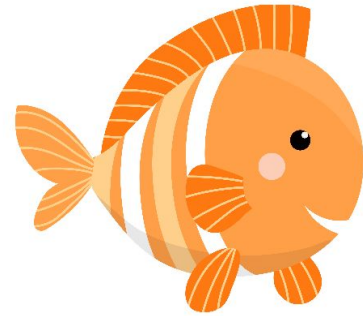
# PK4 Unit 7 Week 3 Overview

## Water Animals

### This week your child will:

Learn about animals in the water and experiment with saltwater and freshwater. They will make compound words and 2D and 3D shapes, review counting to 20, identify numbers 5-10, and learn about the letters Z and E.

You can count to 20 together as you wait in line, wait for the bus, or wait for a meal to be ready, etc.

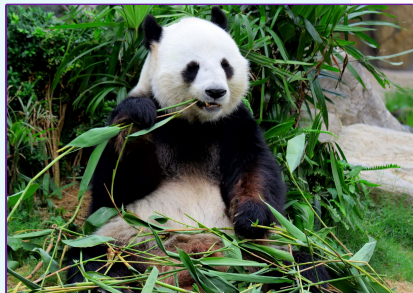


### Key Vocabulary



### coral reef

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



### endangered animal

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

# Create Connections

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

**Think  
About It!**



## STEM: Let's Count to 20!

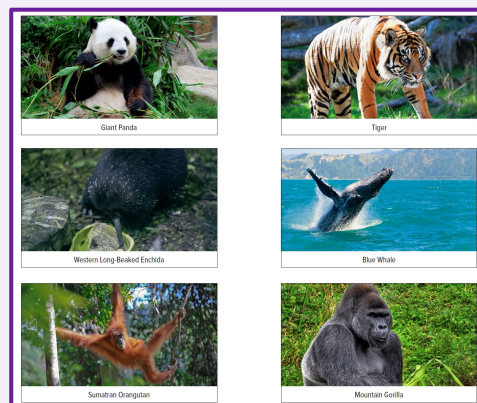
- Say, **Let's count to 20 using silly animal voices. Let's count in a squeaky mouse voice. What sounds do mice make?**
- Count 1-2 more times. Allow your child to choose the voices, e.g., like a fish underwater or a trumpeting elephant.
- Say, **Now let's count to 17 in a fish voice. Now let's count to 11 in a big lion voice.** Allow your child to pick different numbers to count between 0 and 20. You can also do animal movements while counting, like swimming like a fish or swinging like a monkey.



## Independent Learning: Endangered Animals Poster

**MATERIALS:** paper, crayons or watercolor palette,  
[Endangered Animals](#)

- Show pictures of some endangered animals. Say, **Some animals are endangered. That means that there are only a few of them left in the world. Sometimes this is because their homes are being destroyed when people cut down trees or because of pollution.**
- **Let's make a poster to tell others to help the endangered animals by recycling, reusing paper, and throwing away trash.** Allow your child to independently make their poster.
- After, ask, **What did you put on your poster? How can we help endangered animals?**

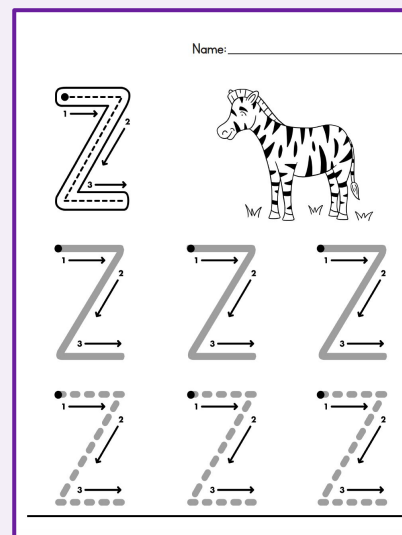




## Literacy: Z

**MATERIALS:** [Large Letter Z](#)

- Practice the letter Z. Say, **Make a Z by writing over, slant down, over.** Have your child say the letter Z and make the letter sound for Z, like zebra.
- Have your child trace the Z with their finger. Then trace and write the Z with a crayon or pencil and color the pictures.
- See how many uppercase Z's you can find together throughout the day.
- *Optional - practice writing with other materials.*

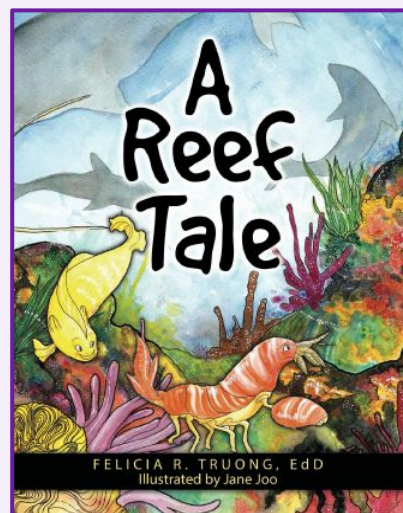


## Read: A Reef Tale

**MATERIALS:** [A Reef Tale](#)

- With your child, read *A Reef Tale*.
- After, say, **Alphie was almost blind, that means he couldn't see very well. This made him scared. Quinn was scared when she was by herself.**
- **Tell me about a time you were scared. How did it make you feel?** Encourage your child to think about how their body felt and show you how their face looked. You can also make a scared face and tell them how you feel when you are scared.

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









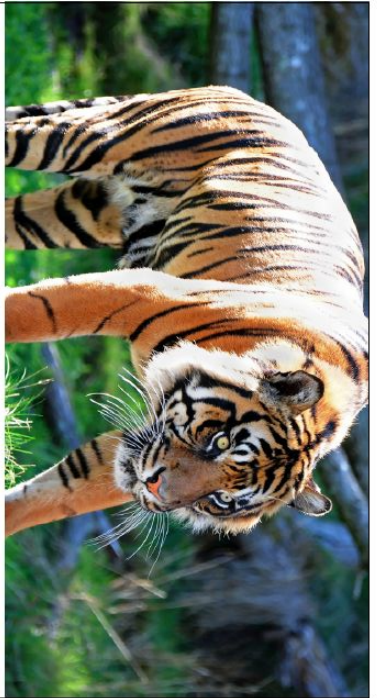
Giant Panda



Western Long-Beaked Enchida



Sumatran Orangutan



Tiger



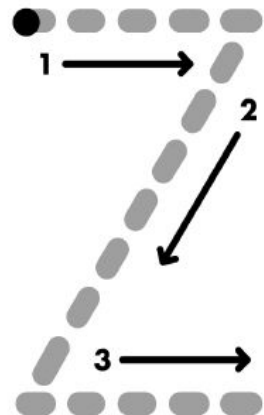
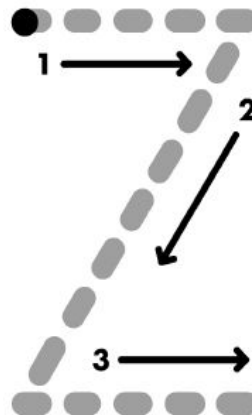
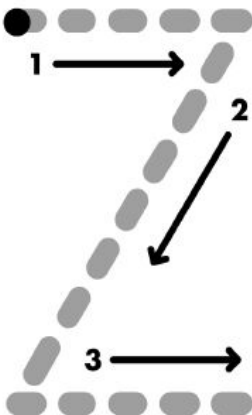
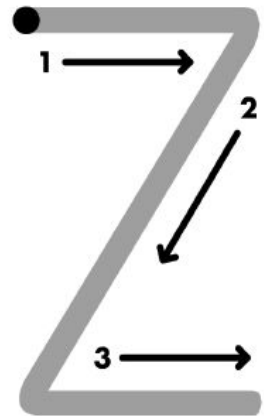
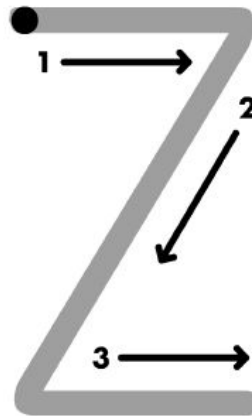
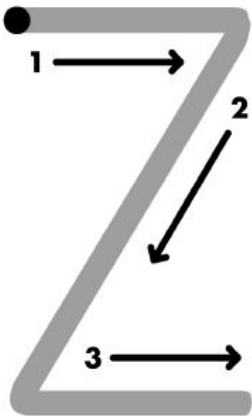
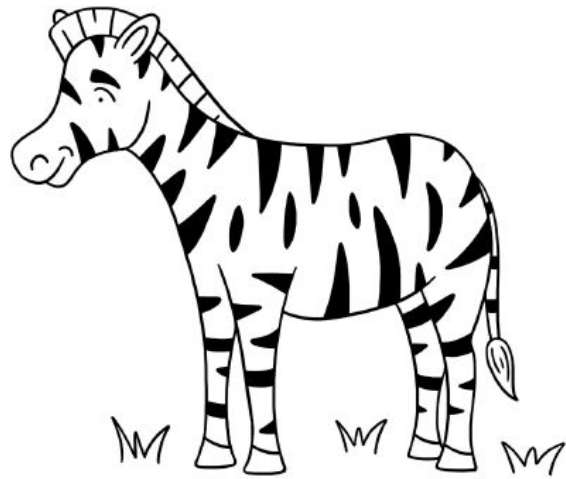
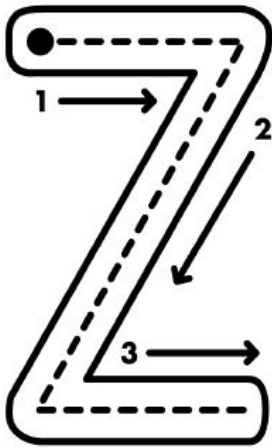
Blue Whale

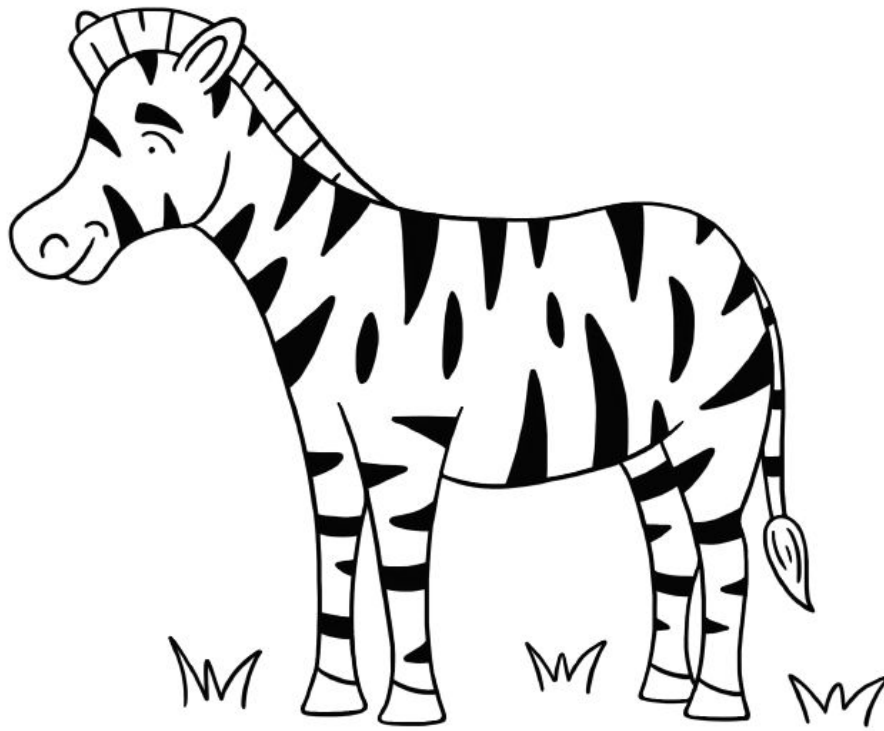
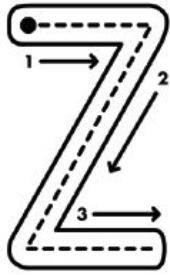


Mountain Gorilla

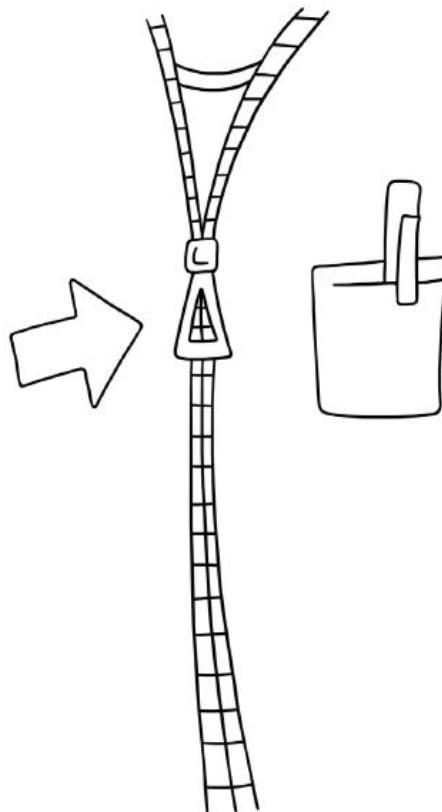


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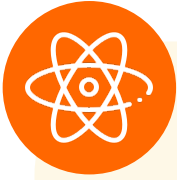


Zebra



Zipper





## 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)

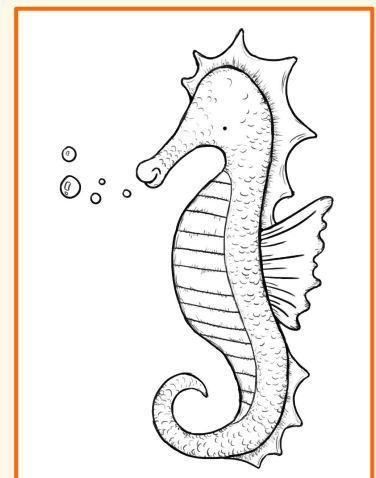
- Say, **Let's do an experiment to learn about saltwater like the water in oceans and freshwater like the water in lakes.**
- Ask, **What do you think will happen to the egg in freshwater?** Place the egg in the freshwater. Ask, **What happened to the egg?** Yes, it sank. **It didn't float in the freshwater.**
- **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: 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 fish 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.**

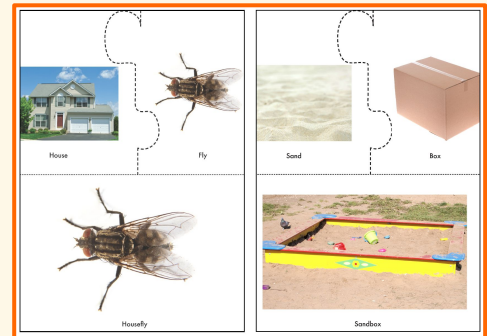




## Literacy: Words in Compound Words

**MATERIALS:** [Compound Words 2](#) cut into their parts

- Say, **Let's make compound words. Then we will take a word away and see what word is left.**
- Show the picture of the house. **What word is this? House.** Show the picture of the fly. **What word is this? Fly.**
- **House (pause) Fly. What is the word when we put house and fly together?** Repeat the words. Show the picture for "housefly". **Yes, house and fly together make "housefly".** Place "house" and "fly" on the table next to each other. **If I take the word house away, what is left?** Repeat for the word "fly".
- Repeat for the words sandbox and cowboy.



## 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.

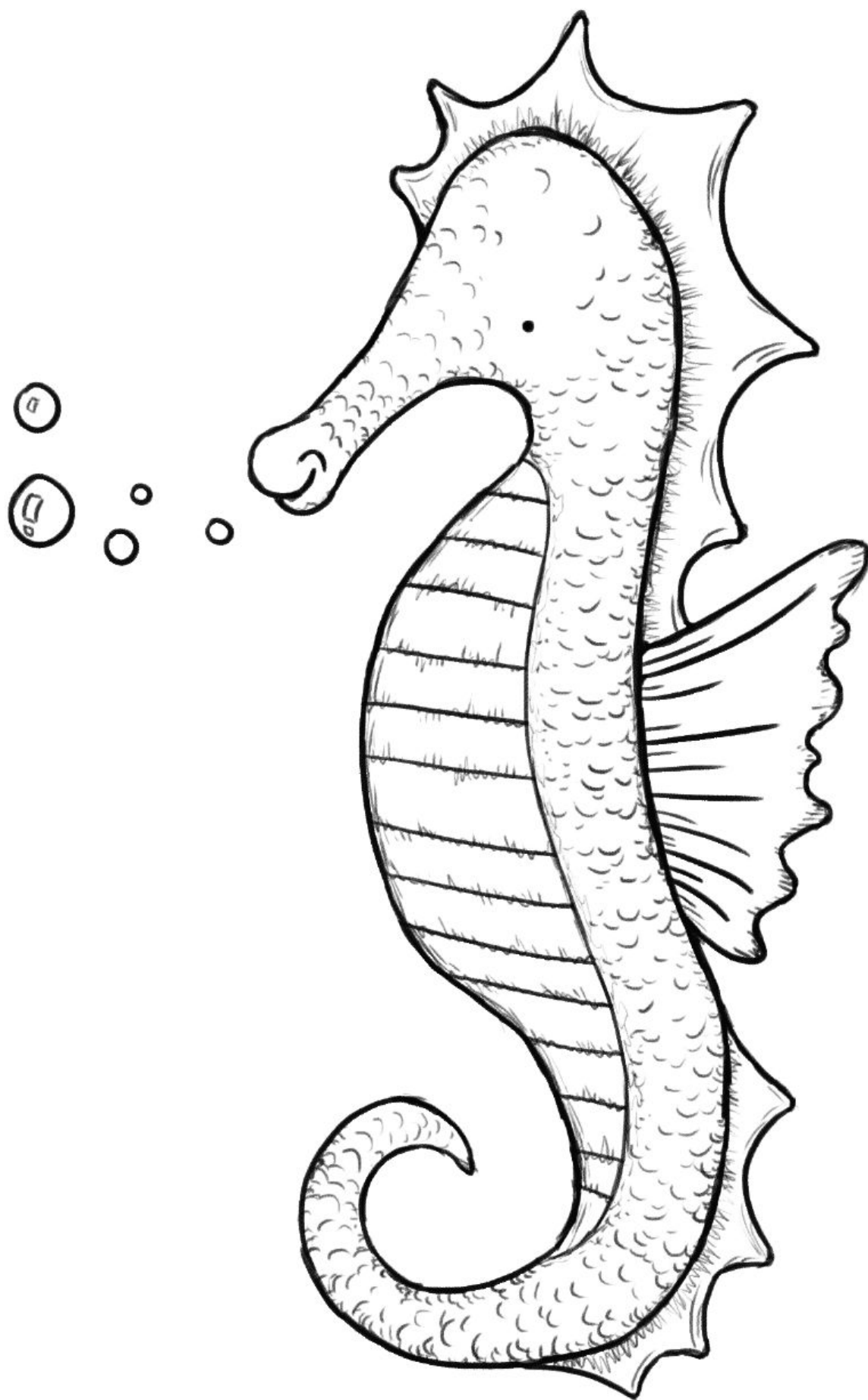
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Name: \_\_\_\_\_

Write and draw about your favorite water animal.



## STEM: Numbers 5-10 Review

**MATERIALS:** write numbers 5-10 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.



## Independent Learning: Painting Salt Art Animals

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

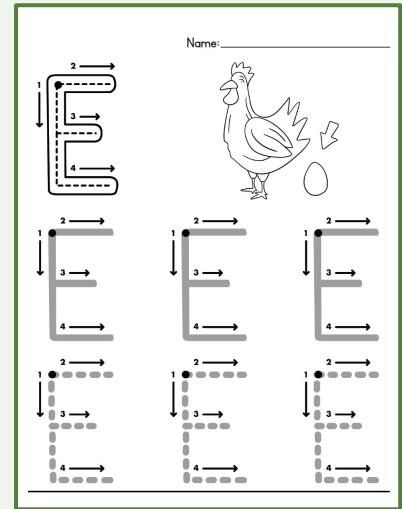
- Say, **Yesterday you made a salt animal. Today you can paint it.**
- Talk with your child about how the art looks and feels before they paint it. Explain that if the paint is too watery, the salt will dissolve. So they have to paint carefully by gently touching the salt or tapping the brush onto the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



## Literacy: E

MATERIALS: [Letter E Practice](#)

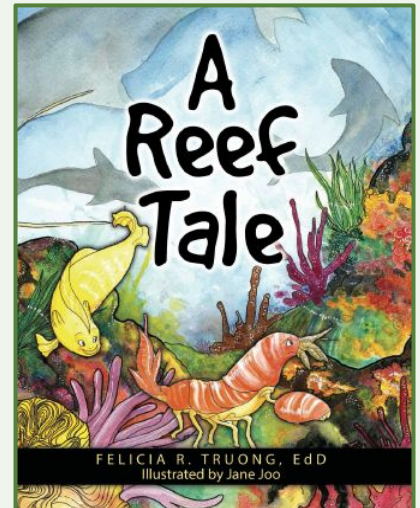
- Practice the letter E. Say, **Make an E by writing down, over, over, over.** Have your child say the letter E and make the letter sound for E, like in egg, not like in eagle.
- Have your child trace the E with their finger. Then trace and write the E with a crayon or pencil and color the pictures.
- See how many uppercase E's you can find together throughout the day.
- *Optional - practice writing with other materials.*



## Read: A Reef Tale

MATERIALS: [A Reef Tale](#)

- With your child, read *A Reef Tale*.
- After, ask, **Can you tell me two things that happened in that story?** Story recall is important to help your child develop skills in remembering and retelling a story.
- It's okay if they need your help remembering. They're still 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 5-10 and tape randomly on the floor so your child can hop to them

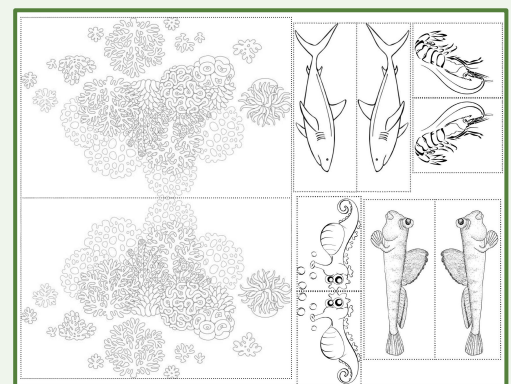
- Say, **Let's be little frogs and hop to our lily pads.**
- **I'll call out a number and you hop to it.**
- Switch roles so your child can call out the number. You can also race hop to the same number to see who gets there first.
- Use more or different numbers if your child already knows 5-10.



## Learning Together: At the Coral Reef

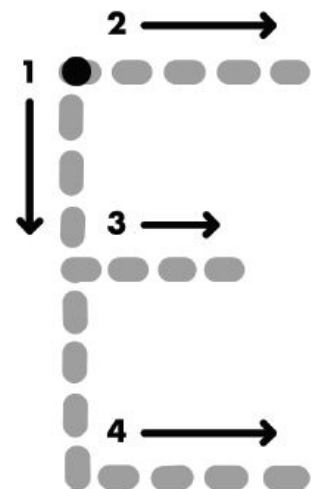
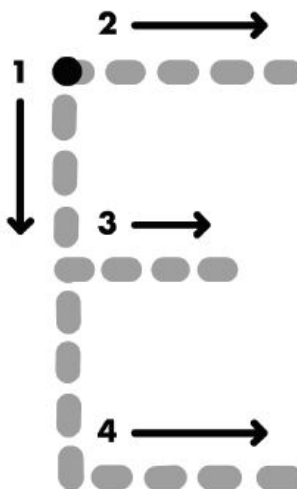
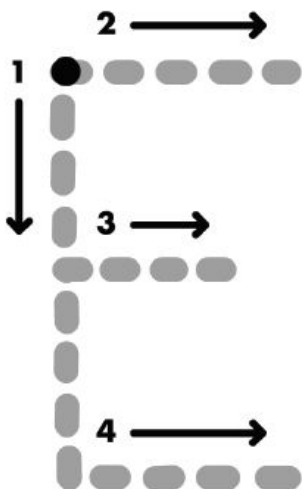
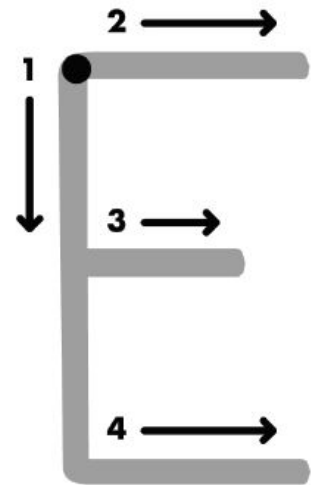
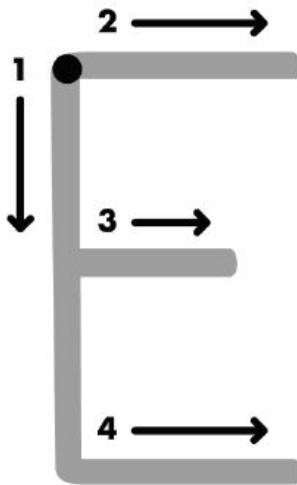
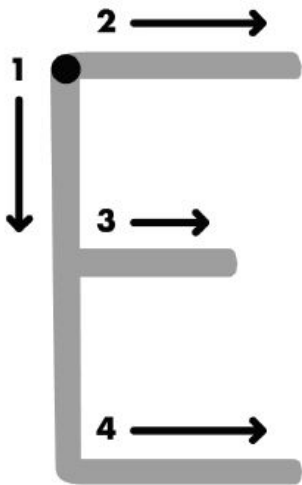
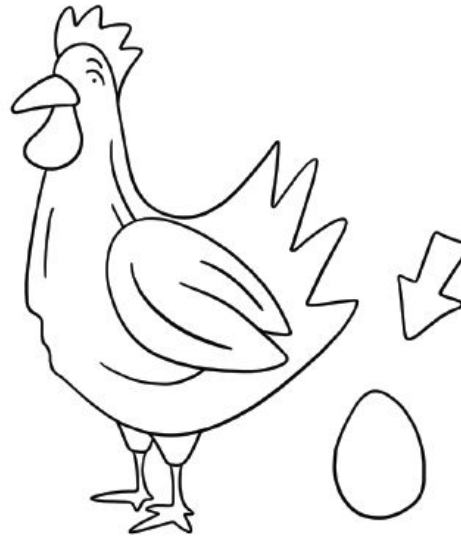
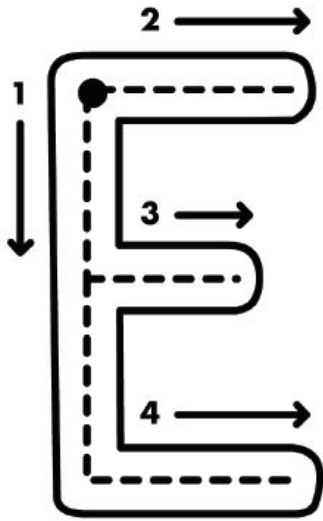
**MATERIALS:** [At the Coral Reef](#), child-safe scissors

- 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.

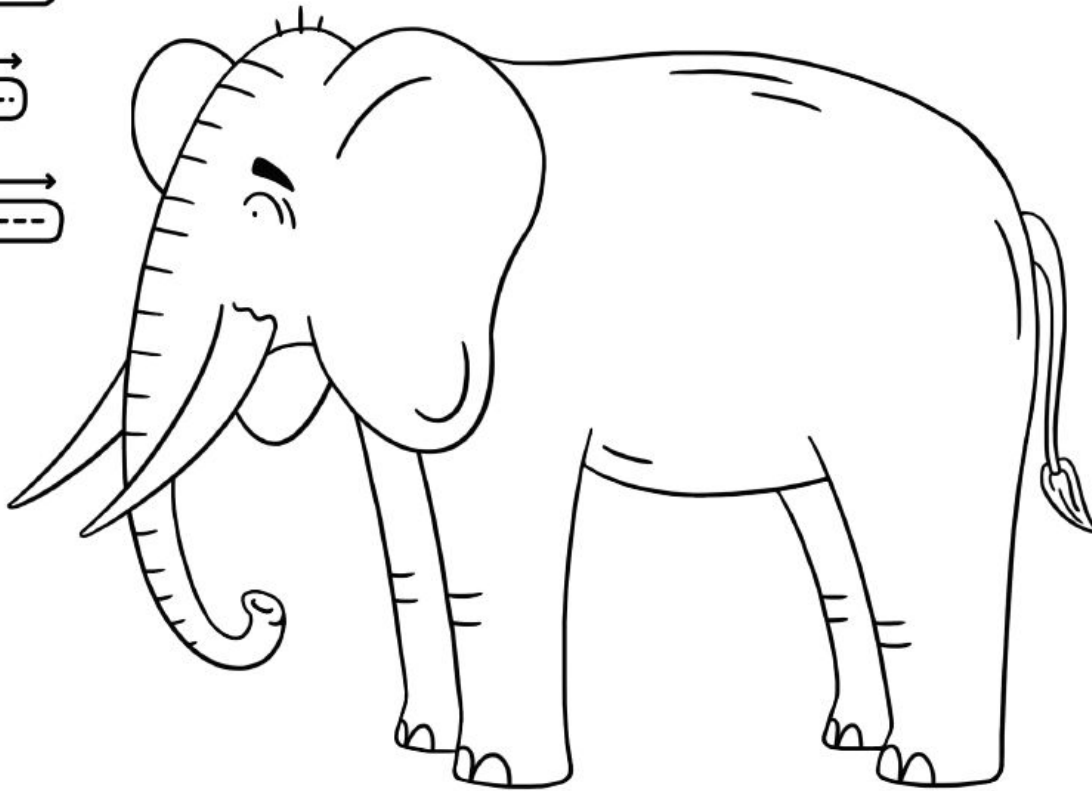
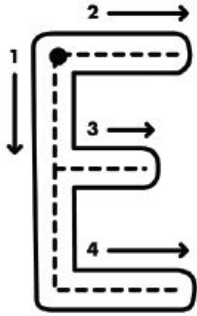




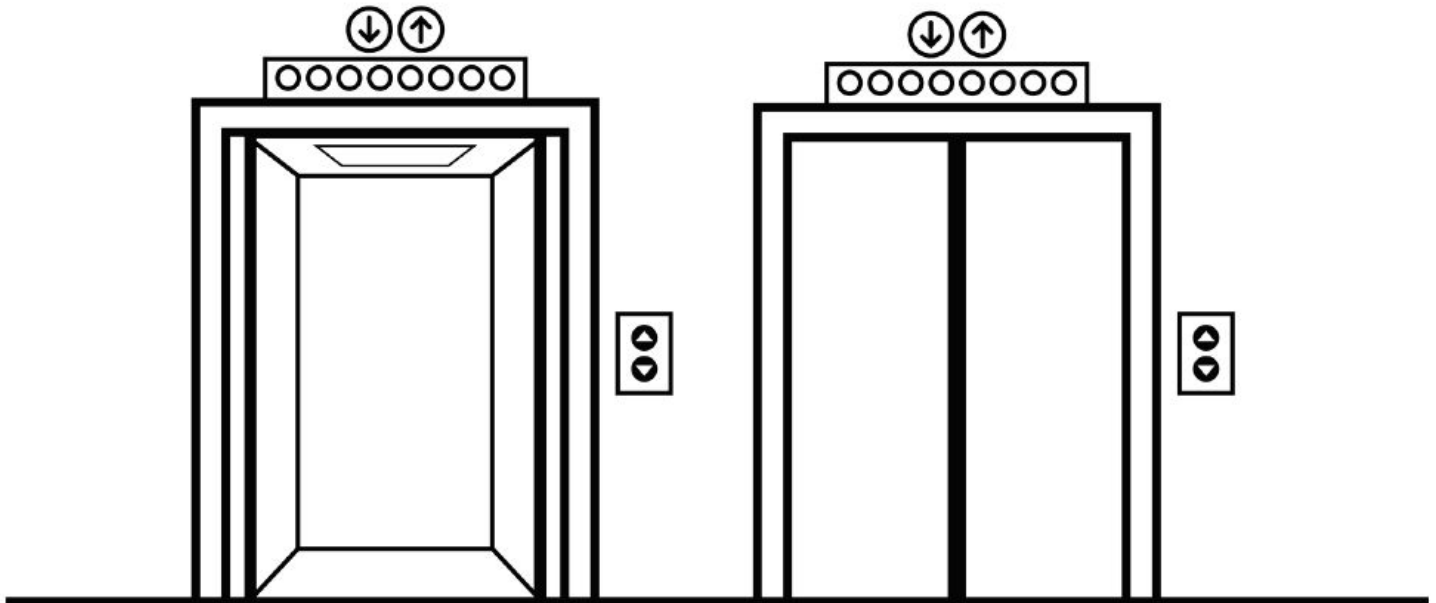
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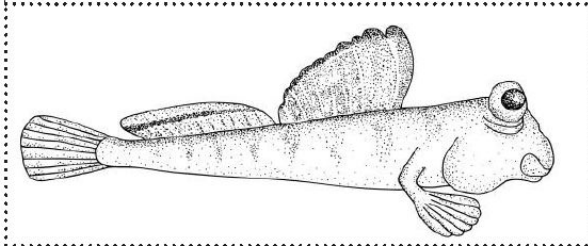
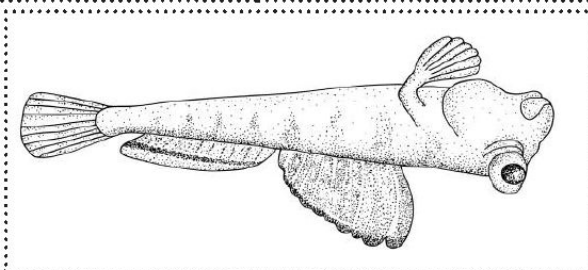
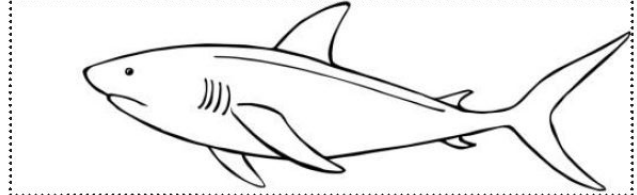
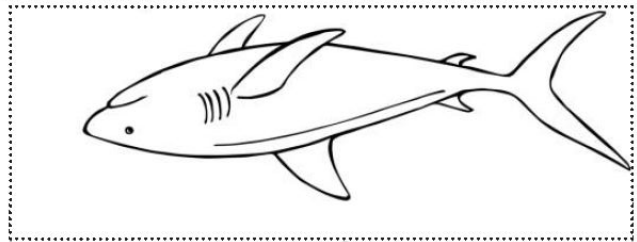
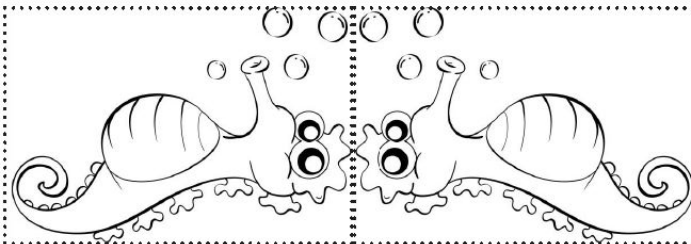
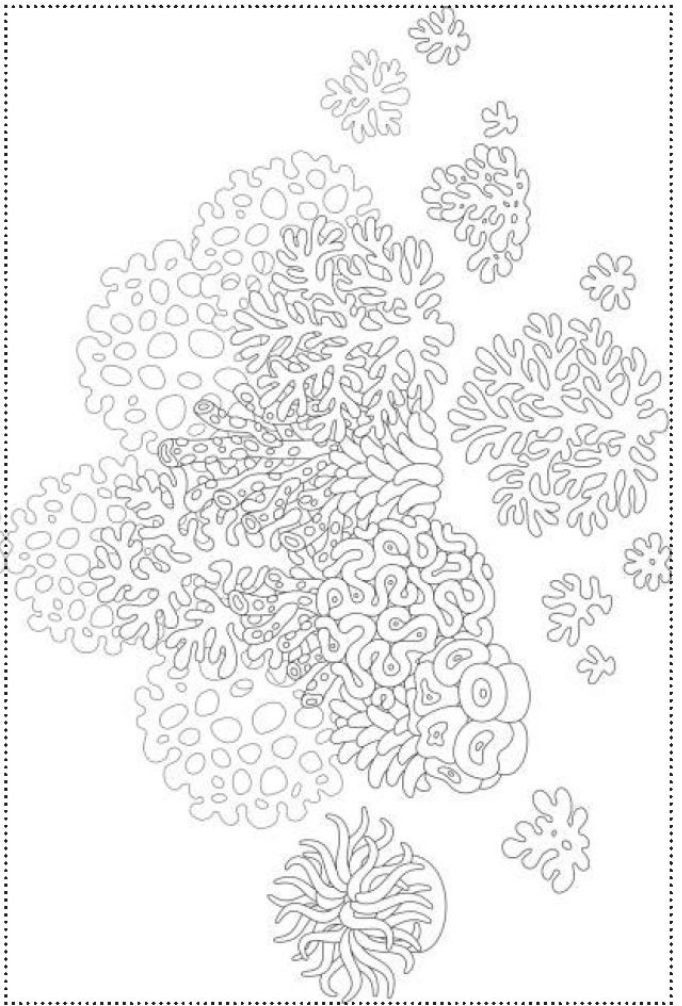
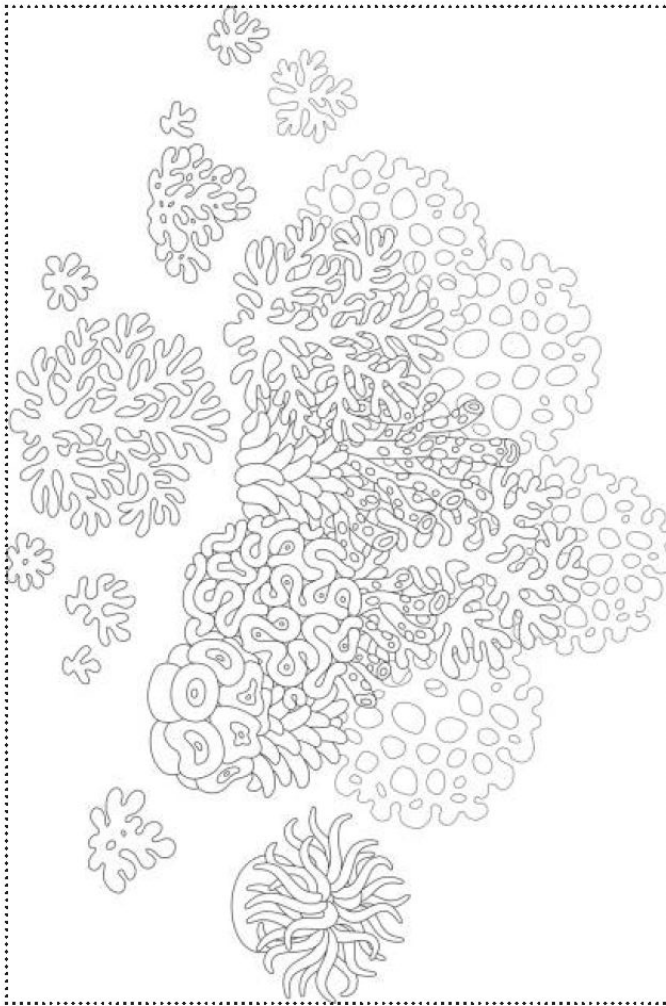




Elephant



Elevator







## STEM: Building a Coral Reef

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

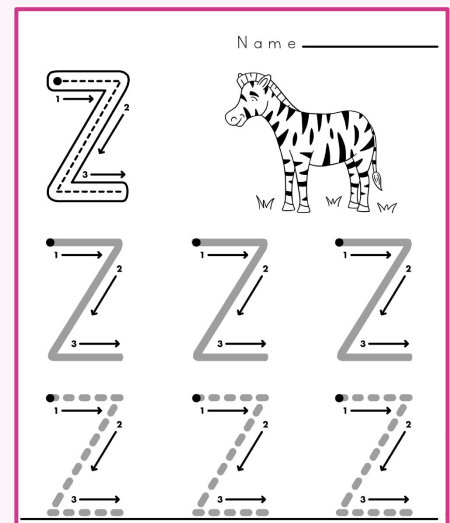
- With your child, look at pictures of coral reefs on a phone or tablet. Or, look at the picture of the reef from the pictures of water animals.
- Say, **A coral reef is made up of many animals like the tiny coral, which is an animal that looks like pretty rocks when a lot of them are together. Lots 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: Writing Z & E

**MATERIALS:** [Z & E](#), pencil, crayons

- Brainstorm words that start with the letters Z and E (the E sound like elephant, not like eagle).
- Have your child independently practice tracing the letters E and Z.
- 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 elephant? Can you think of other words that start with the same sound as zebra?**





## Literacy: Taking Words Away

- Say, **Let's take words away from compound words.**
- **My word is sunflower.** Put 2 fists in front to represent each word. **Sunflower. Take away sun.** Move the right fist away, so your child sees from a left to right perspective. **The word left is flower.**
- **My word is sunflower.** Put 2 fists in front to represent each word. **Sunflower. Take away flower.** Move the left fist away. **The word left is sun.**
- Repeat for the words cupcake and blueberries. Your child can use their fists too. Be sure their left fist represents the first word.
- Remember to praise your child - this is hard work! **You are trying so hard!**



## Journal Prompt: Quinn and Alpie

**MATERIALS:** crayons, pencil, Quinn and Alpie Journal Page

- With your child, talk about how they can help their friends, e.g., share, say kind words when they are sad, etc.
- Have your child independently draw and write about how they help their friends.
- Later, ask, **Tell me about how you help your friends.**

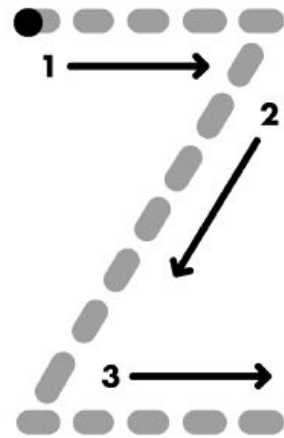
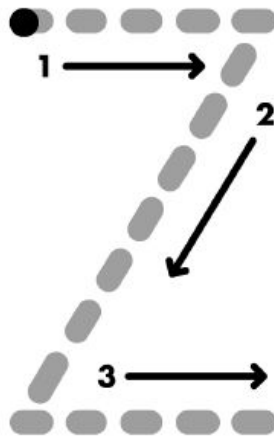
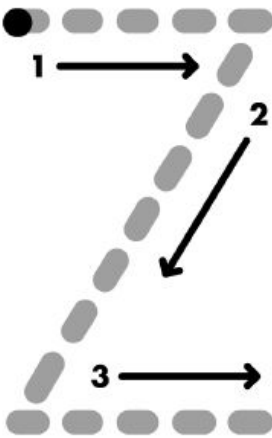
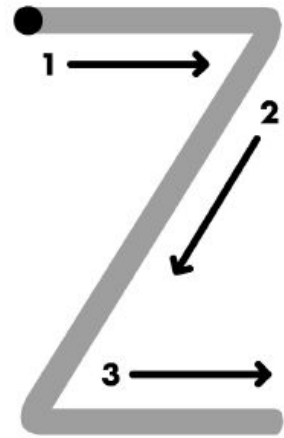
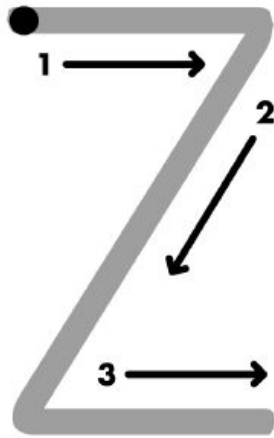
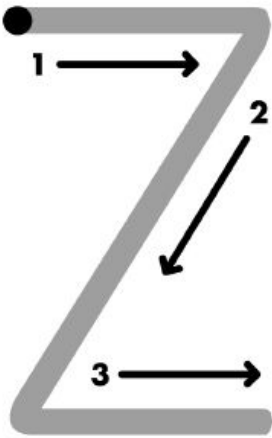
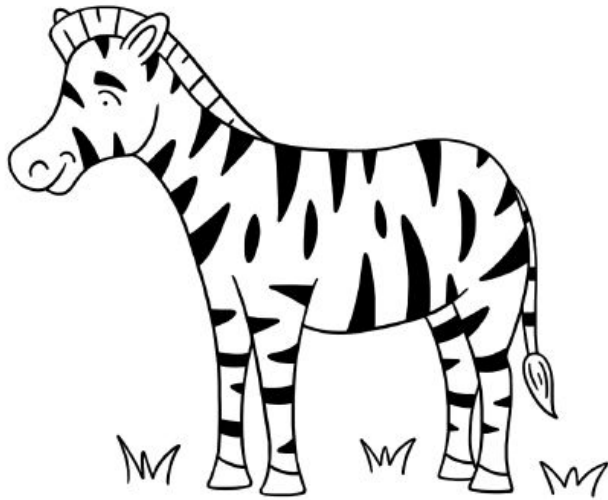
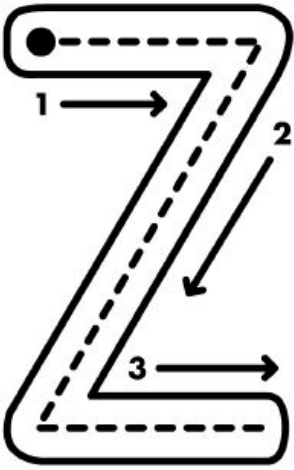
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Quinn and Alpie helped each other because they were friends. How do you help your friends?

\_\_\_\_\_

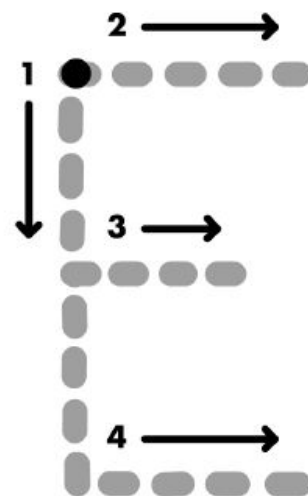
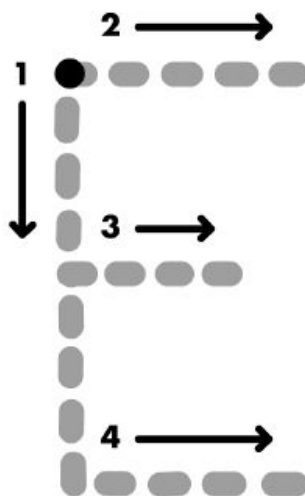
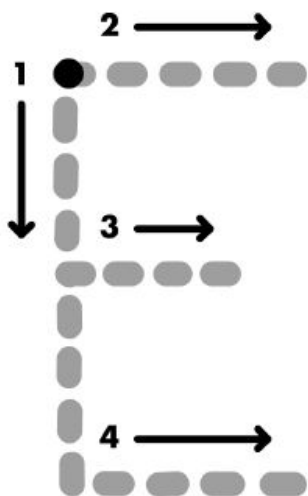
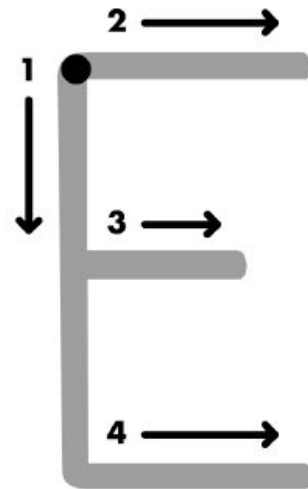
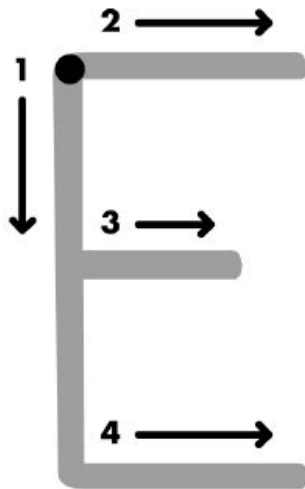
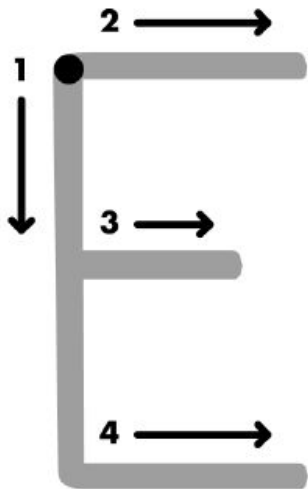
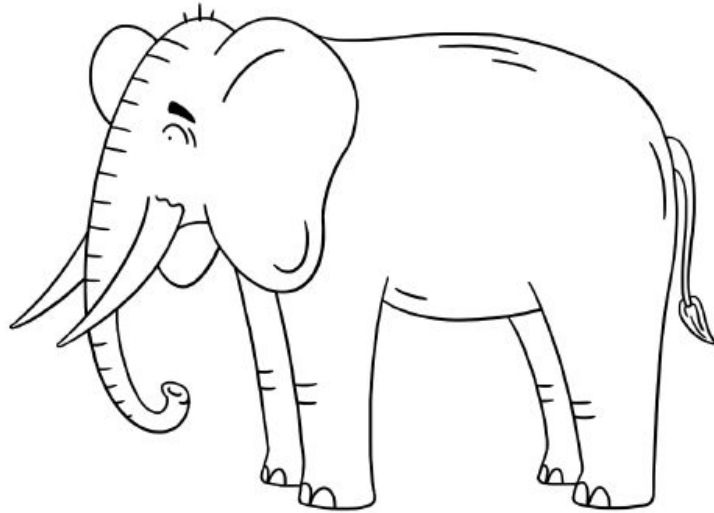
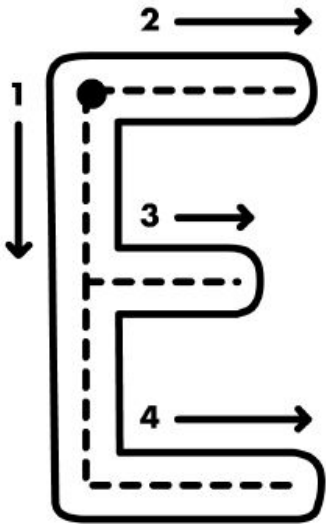
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Name \_\_\_\_\_





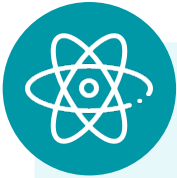
Name \_\_\_\_\_



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

Quinn and Alphie helped each other because they were friends. How do you help your friends?

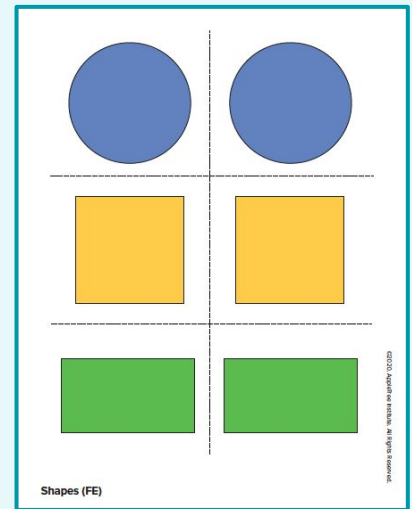




## STEM: Sensory Shapes from Memory

**MATERIALS:** [Shapes](#), household items like toothpicks, sticks, string, craft sticks, etc.

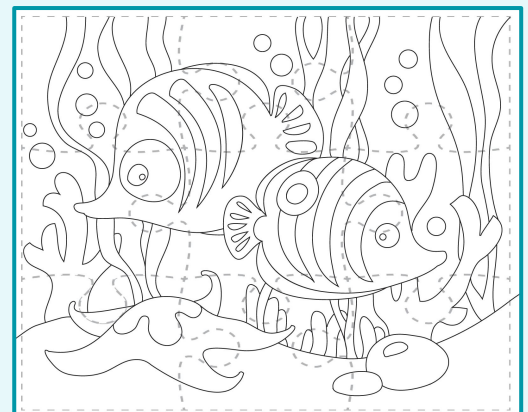
- With your child, look at the shape pictures. Name 3-4 shapes and count the sides.
- Say, **This is a hexagon, it has six sides. 1, 2, 3, 4, 5, 6. Can you make the shape without looking at the picture using these things?**
- Have your child independently make 3-4 shapes using the materials provided without looking at the pictures. It's okay if they don't look like the shapes or if they need to look at the shape pictures to help them to remember. They are practicing!



## 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 cut out the pieces for them to do the puzzle independently.
- After, ask, **Tell me about the animals you notice in the underwater pictures.**





## Literacy: Taking Words Away Review

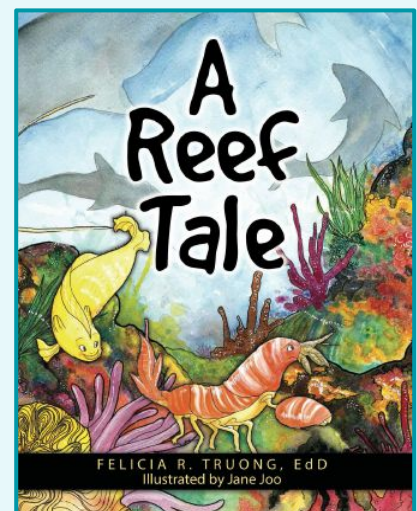
- Say, **Let's take words away from compound words.**
- **I'll say a word. Then I will take a word away. You tell me what word is left.**
- **My word is sailboat.** Put 2 fists in front to represent each word. **Sailboat. Take away sail.** Move the right fist away, so your child sees from a left to right perspective. **The word left is boat.**
- **My word is sailboat.** Put 2 fists in front to represent each word. **Sailboat. Take away boat.** Move the left fist away. **The word left is sail.**
- Repeat for the words baseball and raincoat. Your child can use their fists too. Be sure their left fist represents the first word.

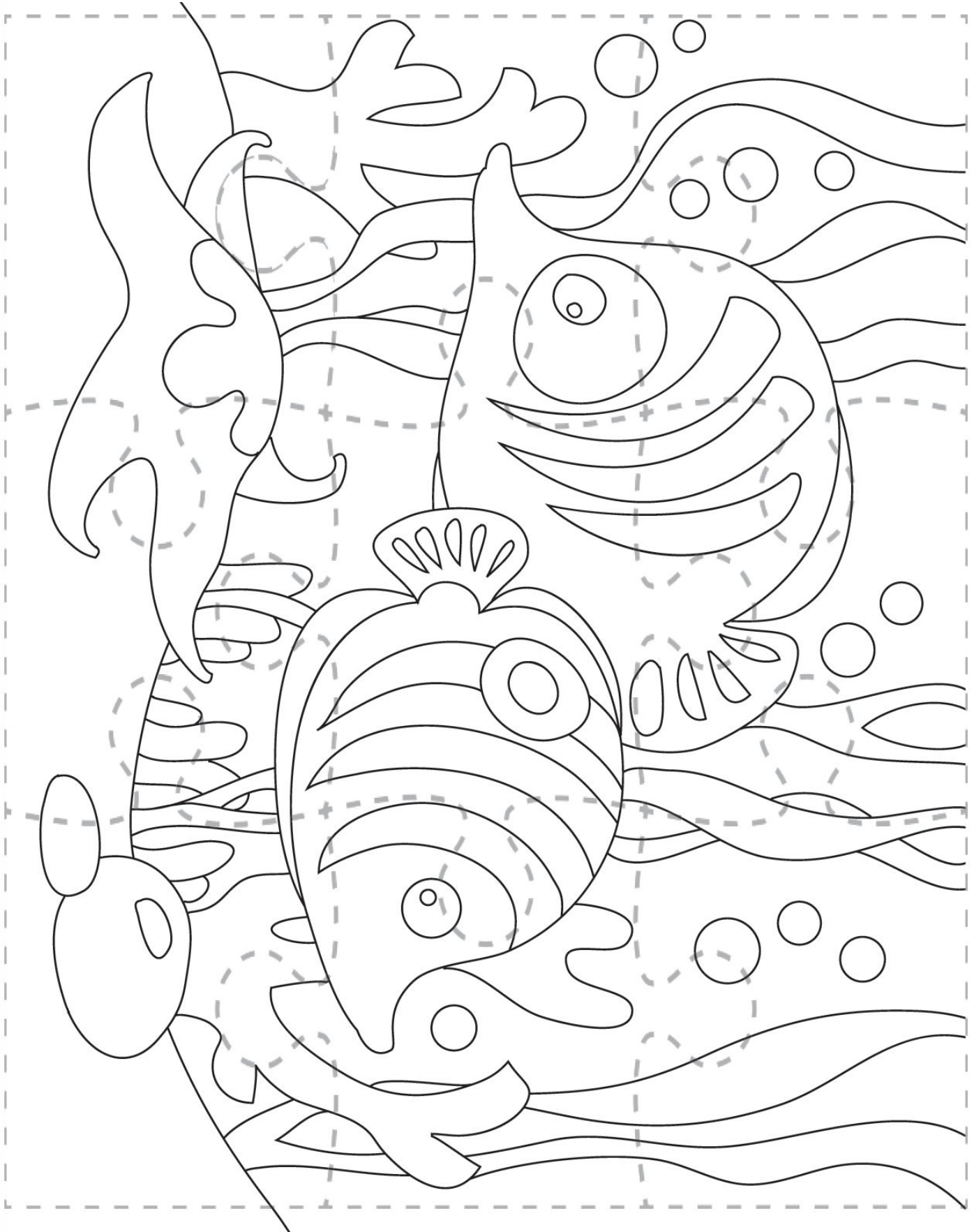


## Read: *A Reef Tale*

**MATERIALS:** [\*A Reef Tale\*](#)

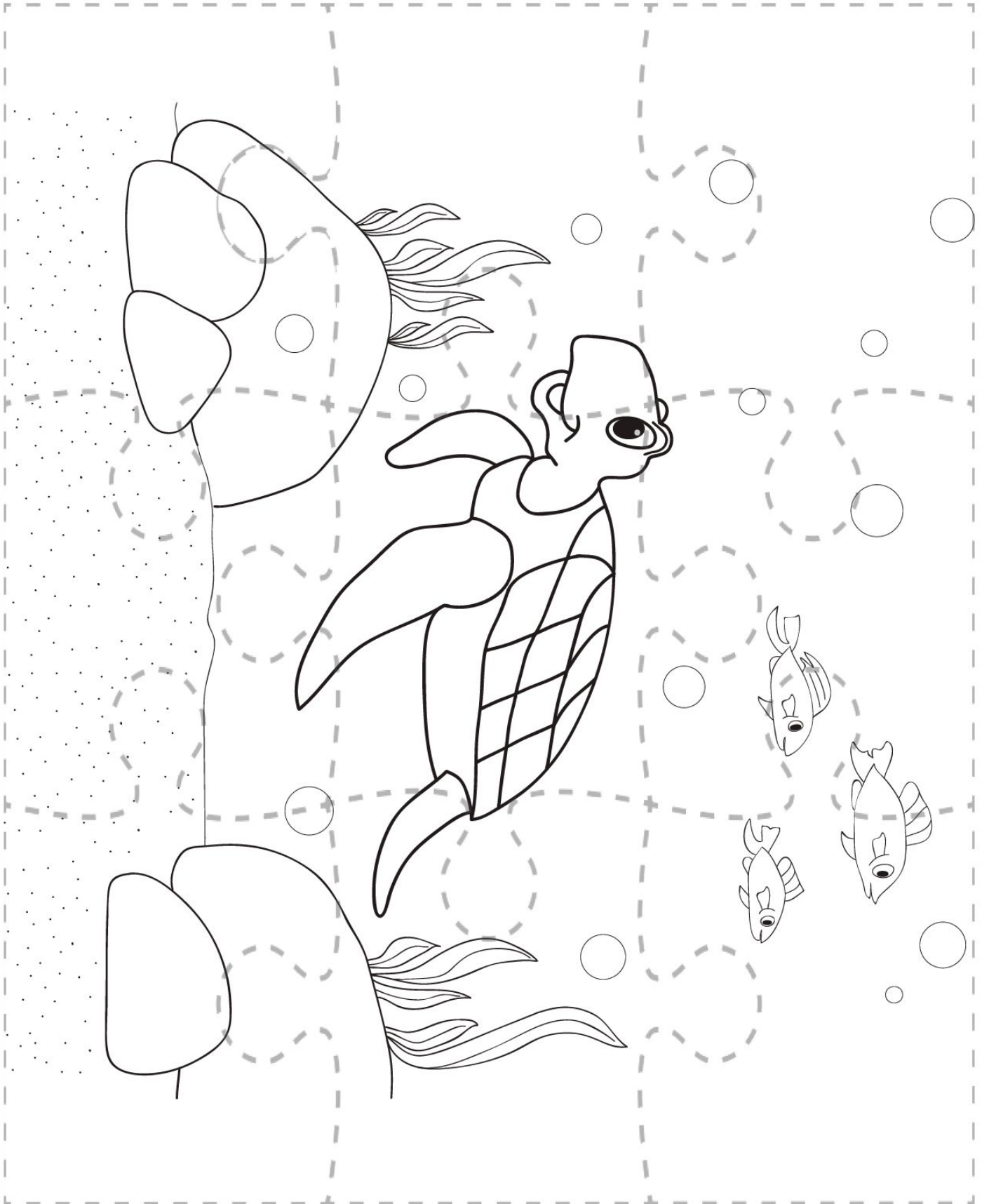
- With your child, read *A Reef Tale*.
- After, ask, **What was the problem Quinn and Alphie had?** **Yes, they didn't have any friends and they were both scared when they were alone.**
- **How did they solve their problem?** (They decided to work together and be friends).













# Week 4

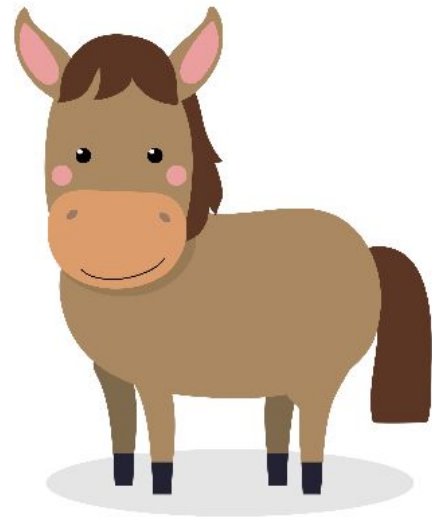
# PK4 Unit 7 Week 4 Overview

## Animals of the Prairie

### This week your child will:

Continue making 2D and 3D shapes, learn about animal habitats, informational books, and the letters F and G.

You can look for animal habitats during your walks around the neighborhood. Can you find birds' nests, dog houses, or logs where insects might live?



### Key Vocabulary



#### bird

a creature with wings and feathers that can usually fly



#### habitat

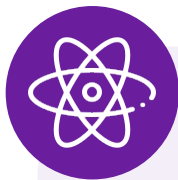
the place an animal lives

# Create Connections

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

**Think  
About It!**

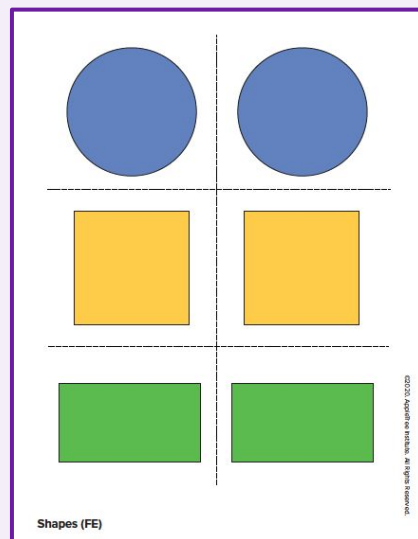




## STEM: Shapes in Salt

**MATERIALS:** [Shapes](#), tray or flat plate, salt, flour, cornmeal, rice, or shaving cream

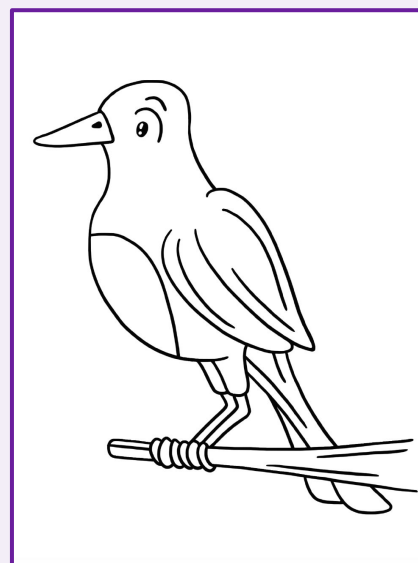
- Pour a layer of salt or other material onto the tray.
- With your child, look at the shape pictures. Name 3-4 shapes and count the sides.
- Say, **This is a pentagon. It has five sides. 1, 2, 3, 4, 5. Can you draw the shape without looking at the picture?**
- Have your child independently draw the shapes with their finger in the salt. It's okay if they don't look like the shapes or if they need to look at the shape pictures to help them remember. They are practicing!



## Independent Learning: Birds

**MATERIALS:** [Bird](#), watercolor palette or crayons, *optional - decorative items like wiggly eyes, glue, leaves, torn paper, cotton balls, etc.*

- Say, **You can decorate this bird any way you want. You can choose the colors and decorations for its feathers, beak, and other body parts.**
- Allow your child to decorate their birds independently.
- After, ask, **Tell me about your bird. Where does it live? Do its colors blend in with its surroundings, or does it stand out like a peacock's feathers?**

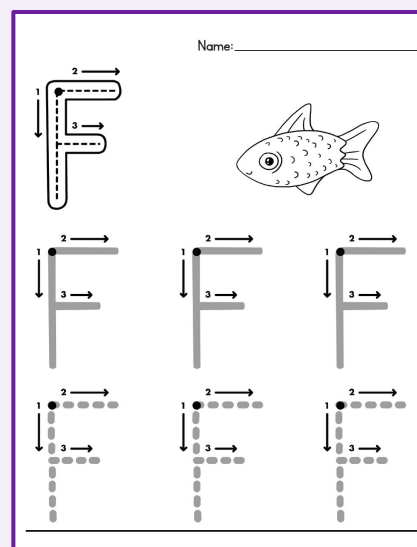




## Literacy: F

**MATERIALS:** [Letter F Practice](#)

- Practice the letter F. Say, **Make an F by writing down, over, over.** Have your child say the letter F and make the letter sound for F, like fish.
- Have your child trace the F with their finger. Then trace and write the F with a crayon or pencil and color the pictures.
- See how many uppercase F's you can find together throughout the day.
- Optional - practice writing with other materials.*

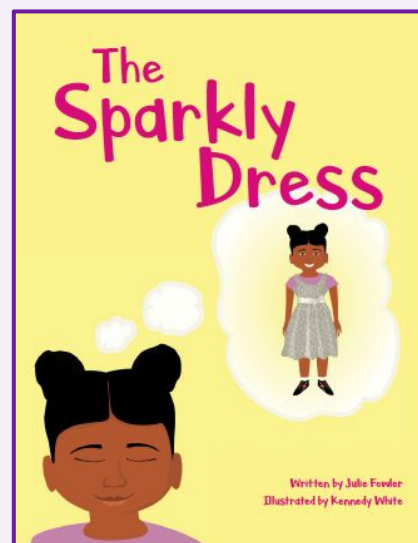


## Read: *The Sparkly Dress*

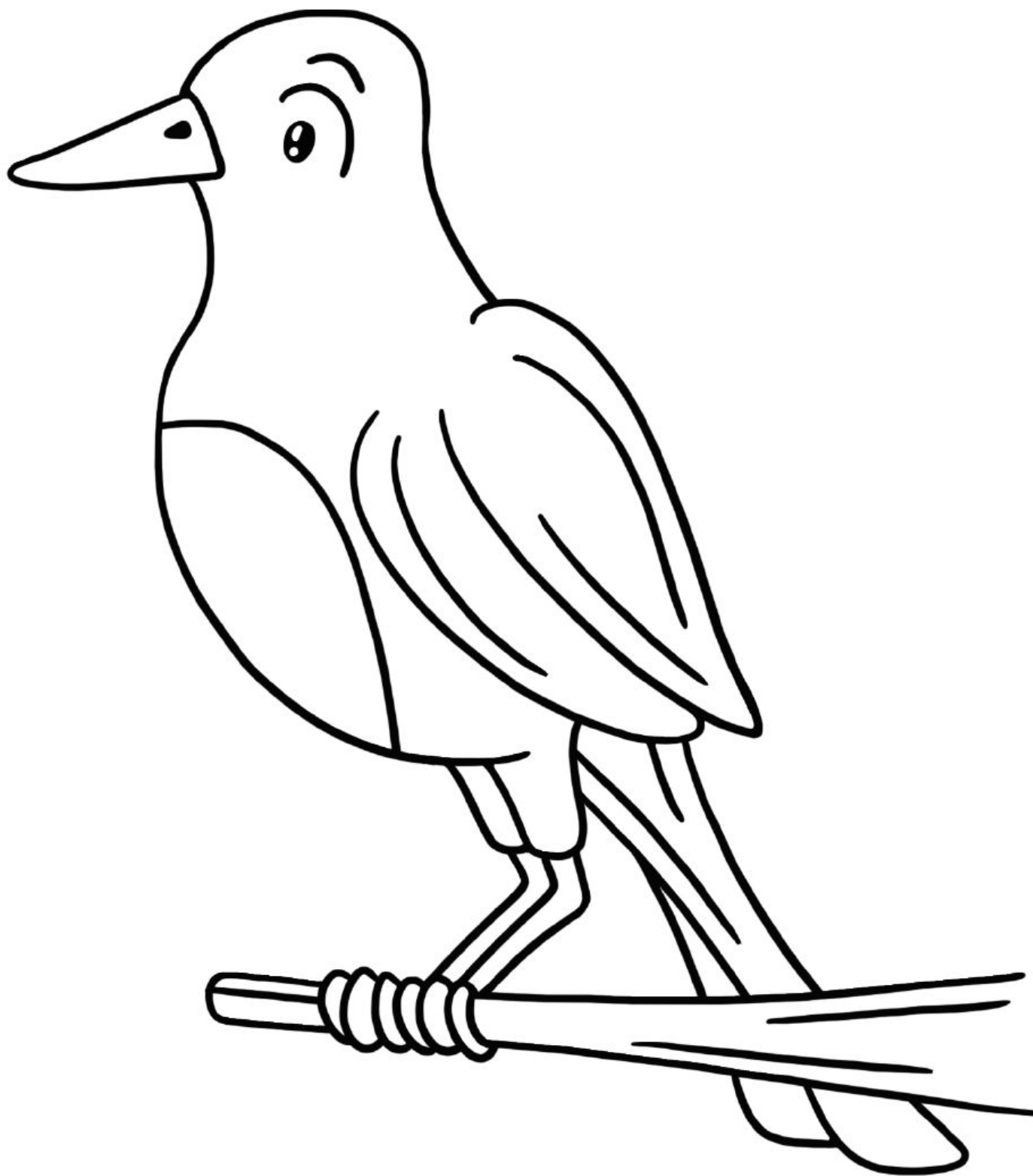
**MATERIALS:** [The Sparkly Dress](#)

- With your child, read *The Sparkly Dress*.
- After, talk about Julie's expressions and feelings on pp. 8-9, 12-13, and 18-19. Ask, **Look at Julie's face. How do you think she felt when Susannah had the dress?** (pp. 8-9)
- Now, look at her when she stopped to breathe and think. How is she feeling now? How can you tell?** (pp.12-13)
- Show pp. 18-19 and ask, **How is she feeling now that she solved the problem and Susannah is sharing the dress?**

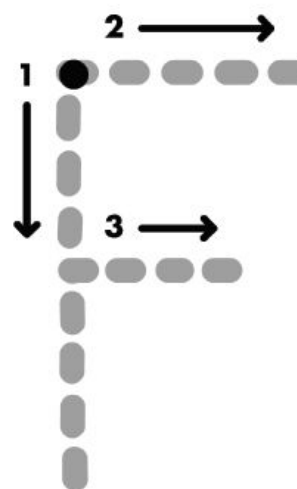
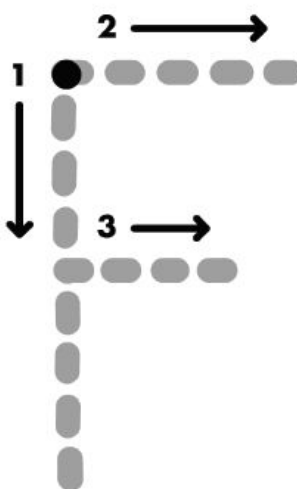
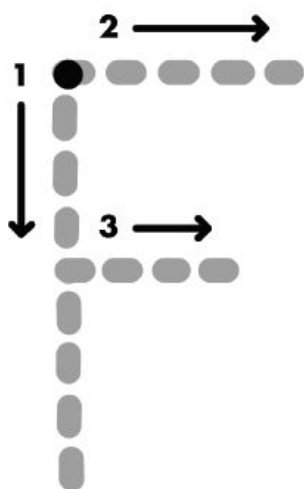
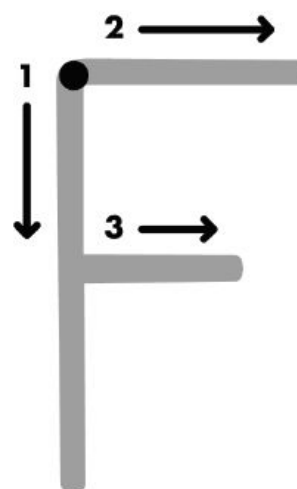
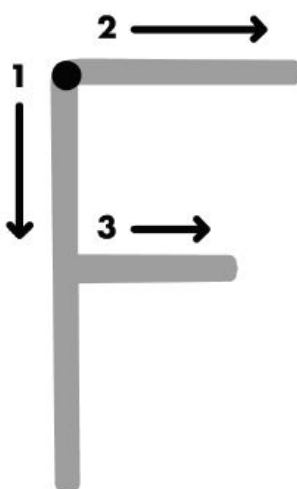
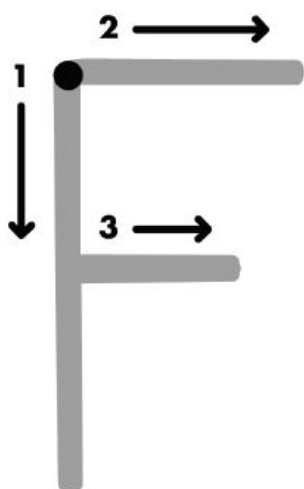
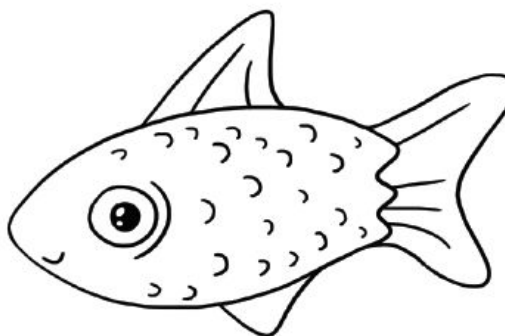
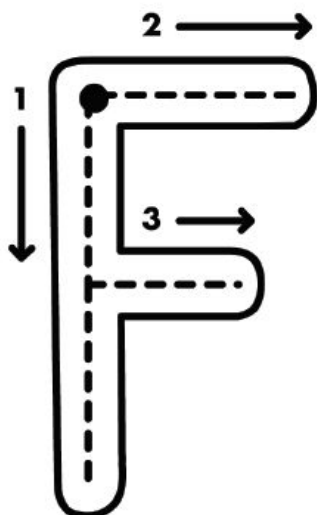
You can also access a pre-recorded reading of this book on the Spakler app in the "Tips for Adults" section, Animal Kingdom.

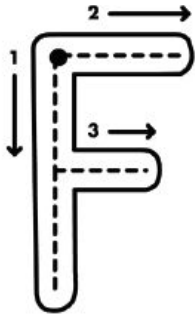




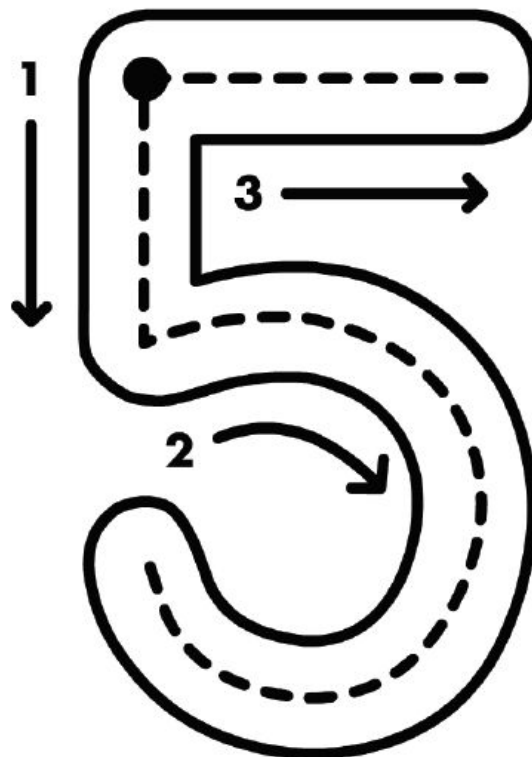


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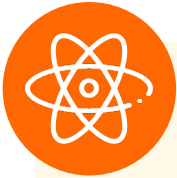
Face



Five







## STEM: Keeping Warm

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

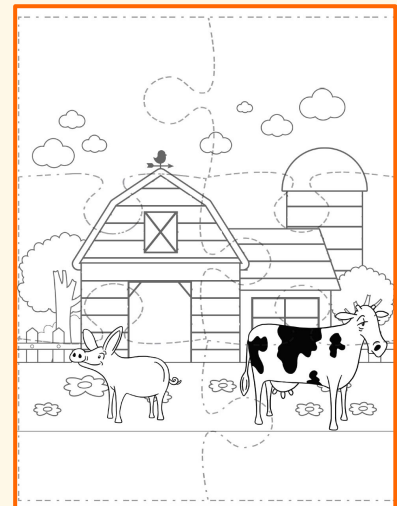
- Say, **Animals that live in cold places have special layers of fat called blubber that keep them warm.**
- **Let's do an experiment and pretend that we have blubber. First, touch the ice. How did it feel?**
- **Now, let's pretend these socks are your blubber.** Help your child to put both socks on 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: On the Farm Puzzle

**MATERIALS:** [On the Farm Puzzle](#), crayons, scissors, *optional - glue the pictures onto 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: Table of Contents and Glossaries

**MATERIALS:** [The Zoo](#)

- Say, **This is an informational book about going to the zoo. Let's look at two pages with the table of contents and the glossary.**
- Show p. 2 and say, **This is the table of contents. It tells me on what page I can find certain information in the book.** Help your child to find the elephant and the page number it is on.
- Show p.11 and say, **The glossary tells us the meaning of new words. This glossary says that a pride is a group of lions.**



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



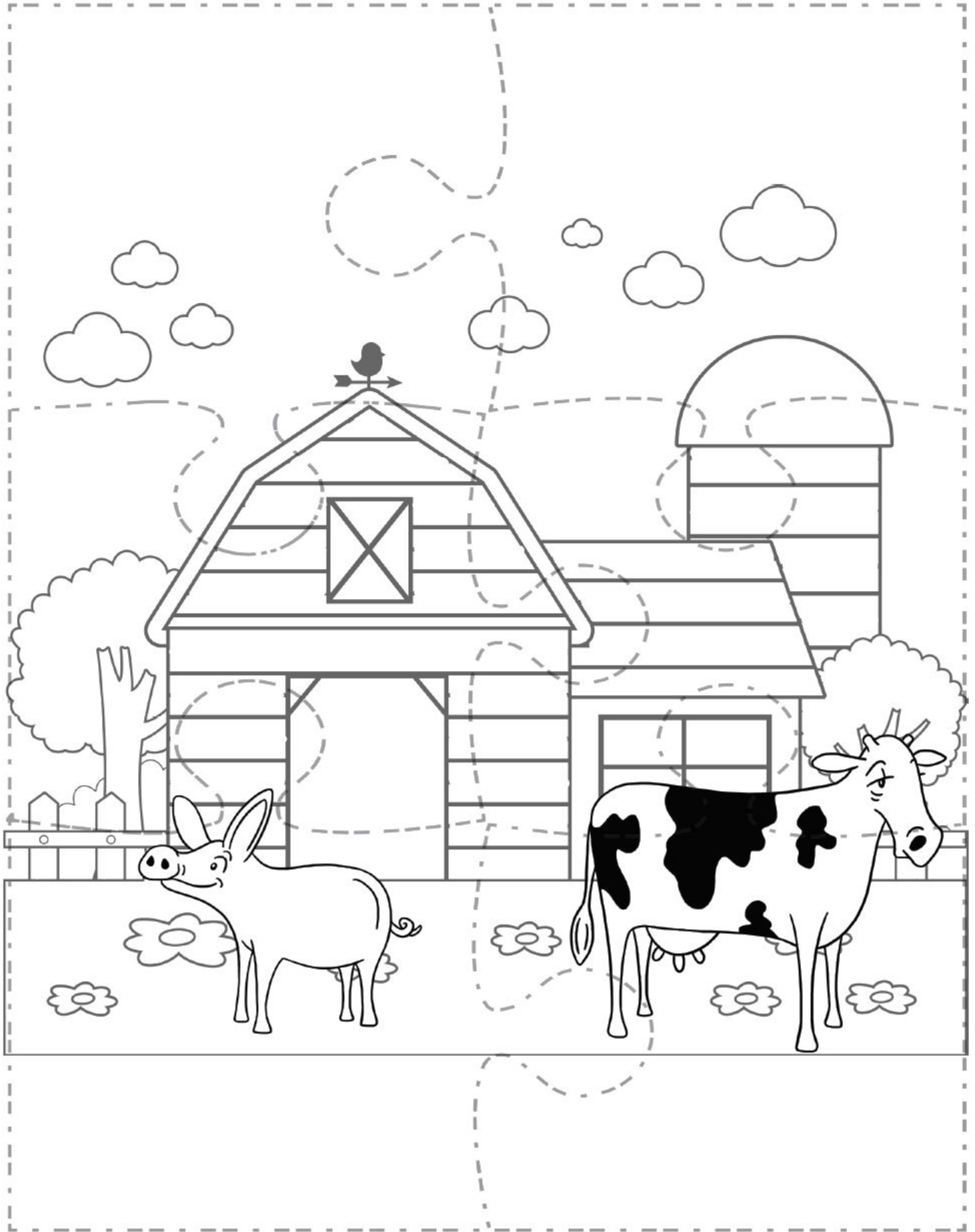
## Journal Prompt: Birds' Eye View

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

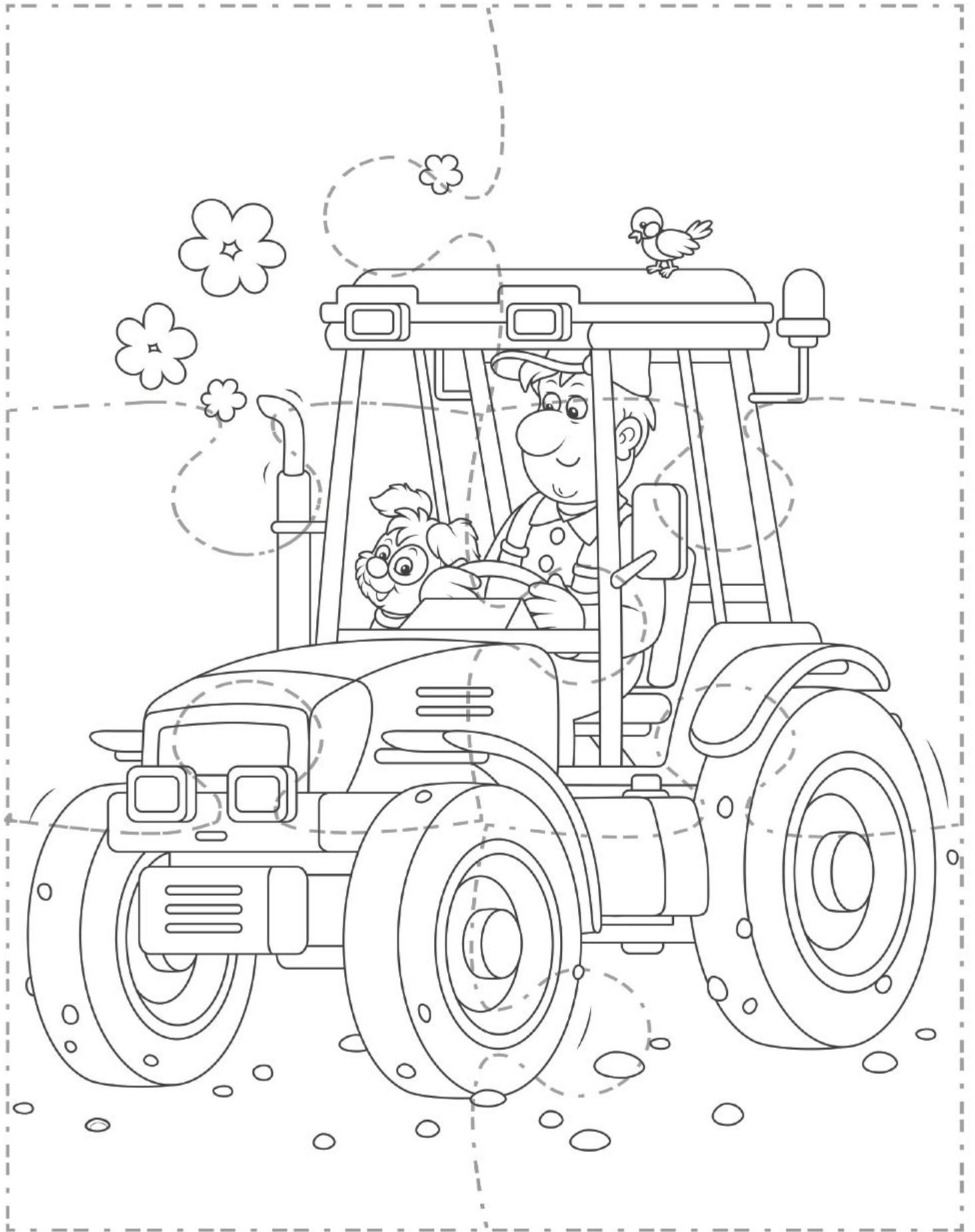
- With your child, talk about what it would be like to fly like a bird and what things they would see below.
- Have your child independently draw and write about what they would like to see if they could fly like a bird.
- Later, ask, **Tell me about what you would like to see if you could fly like a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

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

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





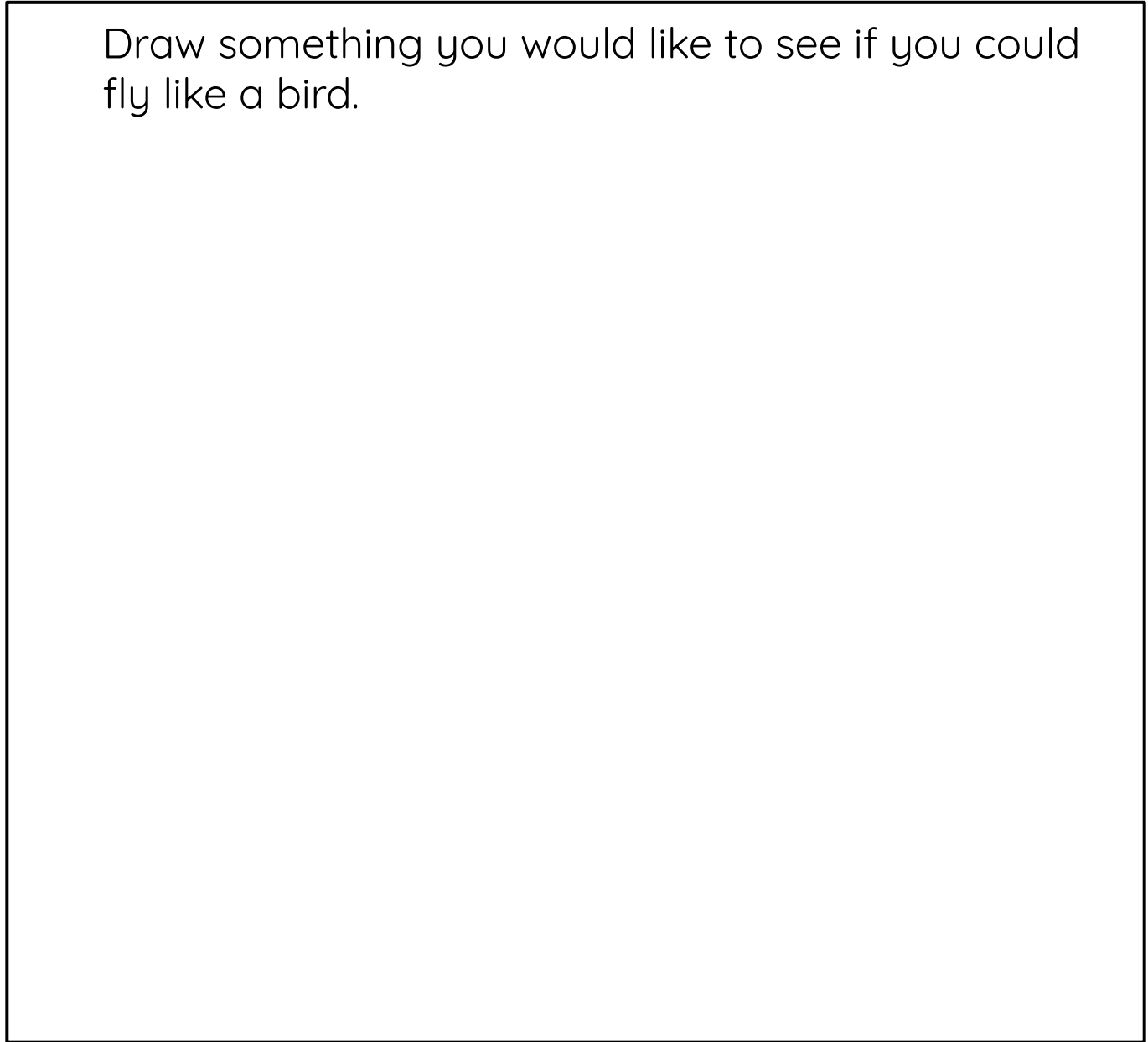
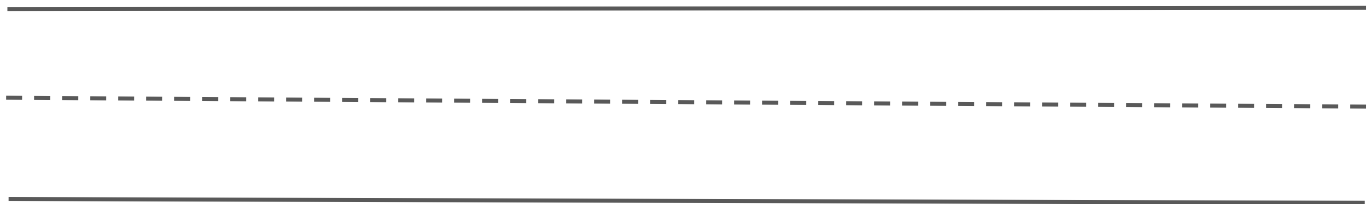






Name: \_\_\_\_\_

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 drawing. It occupies the central portion of the page.Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.

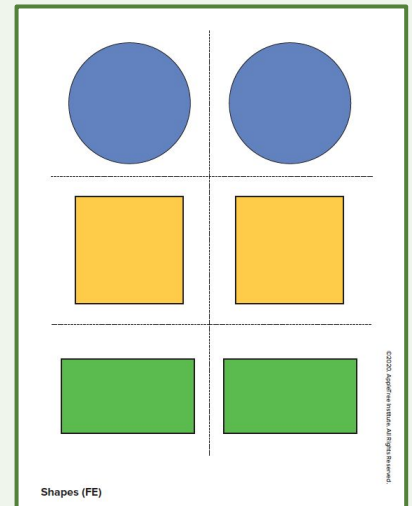




## STEM: Move to the 2D Shape

MATERIALS: [Shapes](#)

- Review each shape by pointing out the number of sides. E.g., say, **A pentagon has 5 sides and a hexagon has 6 sides.** Place pictures of shapes a few feet apart on the floor.
- Say, **Let's move to the shapes in a silly animal way.**
- Call out a shape and suggest different movements, like waddle like a duck to the rectangle or hop like a kangaroo to the circle.
- Your child can also suggest silly moves to reach each shape.



## Independent Learning: Animal Habitat Matching Game

MATERIALS: [Animals](#) with cards for water animals and rainforest animals cut out

- 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 rainforest 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 groups of animals 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!**



# Wednesday

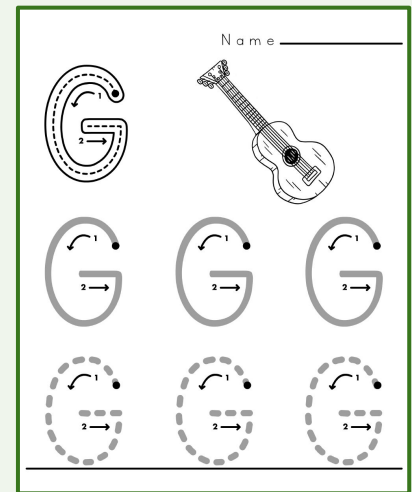
PK4 Unit 7 Week 4 Day 18



## Literacy: G

MATERIALS: [Letter G Practice](#)

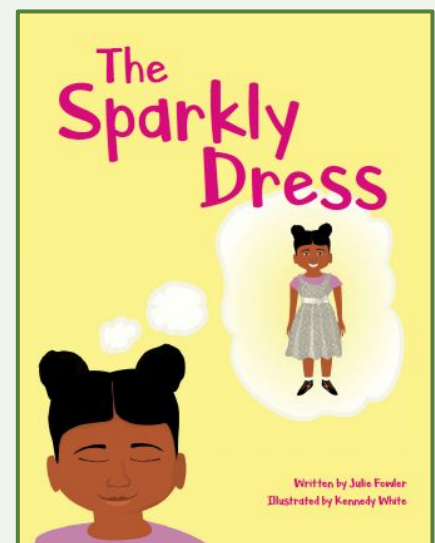
- Practice the letter G. Say, **Make a G by writing curve, line out.** Have your child say the letter G and make the letter sound for G like in guitar, not like in giraffe.
- Have your child trace the G with their finger. Then trace and write the G with a crayon or pencil and color the pictures.
- See how many uppercase G's you can find together throughout the day.
- *Optional - practice writing with other materials*



## Read: *The Sparkly Dress*

MATERIALS: [The Sparkly Dress](#)

- With your child, read *The Sparkly Dress*.
- After, ask your child to remind you of two things that happened in the story. Ask, **What happened first in the story? Then, what happened?**



# Wednesday

PK4 Unit 7 Week 4 Day 18



## Let's Move: Make a Set

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

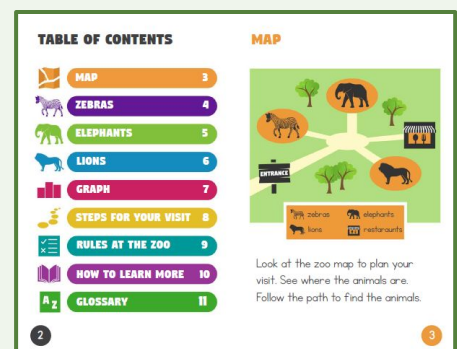
- Say, **Let's play a game with sets.** I'll tell you how many objects you need to make your set. Then you make silly moves to get them.
- Give different directions, e.g., hop and get a set of 2 socks, wiggle to the crayons and make a set of 4 crayons.
- Switch roles so that your child can give instructions.



## Learning Together: A Map of Our Room

**MATERIALS:** [The Zoo](#), paper, crayons

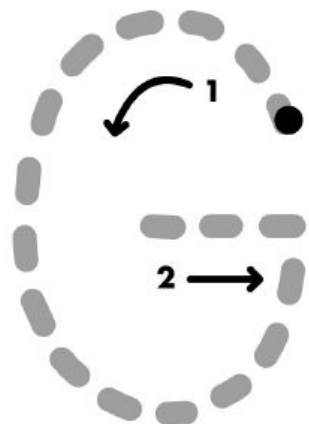
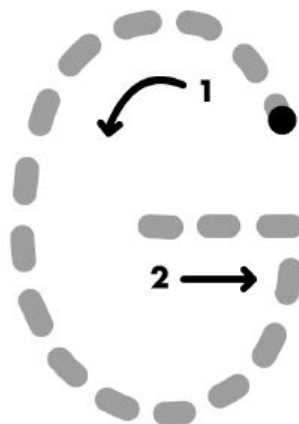
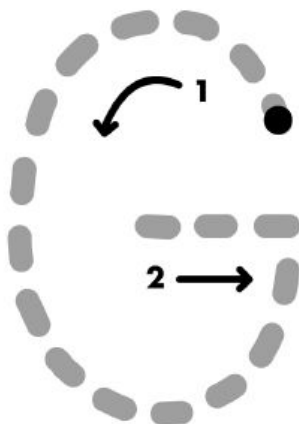
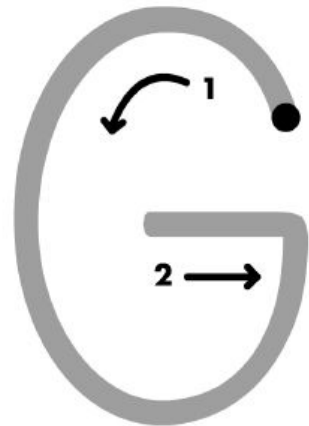
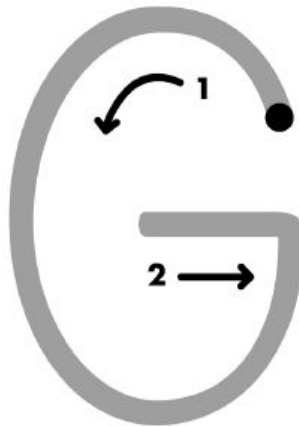
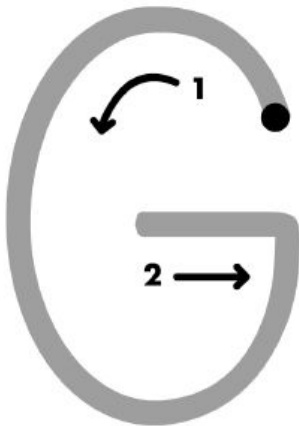
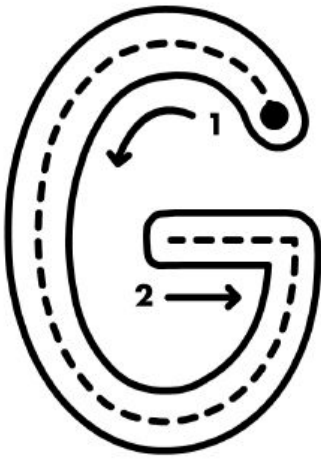
- Say, **A map is a drawing that tells us where to find a place.** Show p. 3 of *The Zoo*. This map shows where the animals are in the zoo so that people know where to go.
- Say, **Let's make a map of our room to show where we can find things.** Choose a room together and make a simple map of the room, drawing things that are in the room.
- *Optional - show another family member or person the map and ask them to use it to find something.*





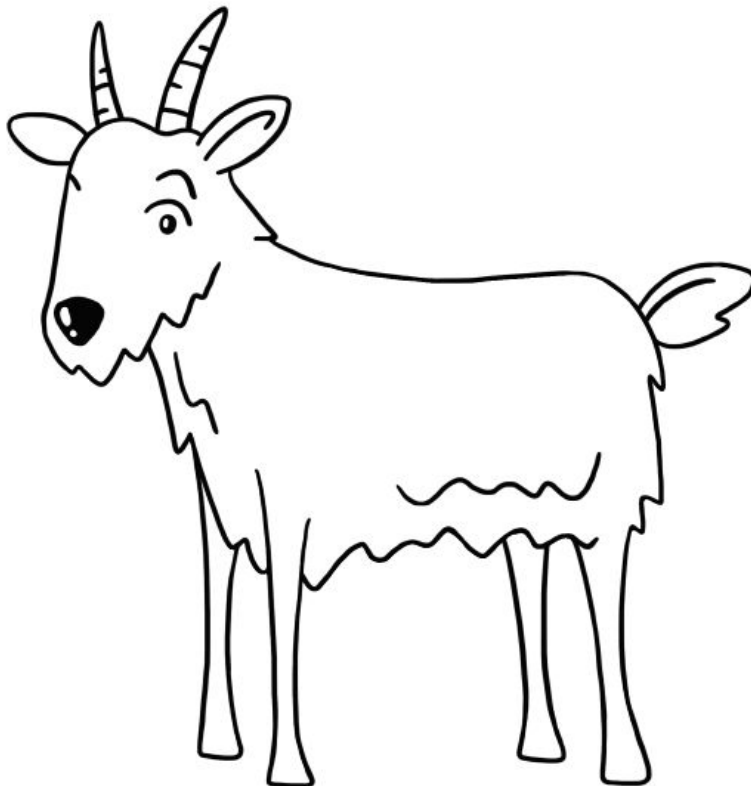


Name \_\_\_\_\_

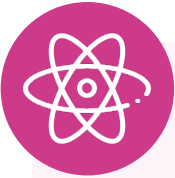




Gorilla



Goat



## STEM: 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.



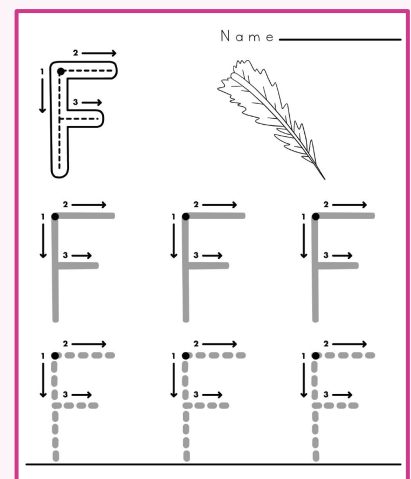
Playdough Recipe (FE)



## Independent Learning: Writing F & G

**MATERIALS:** [F & G](#), pencil, crayons

- Brainstorm words that start with the letters F and G (focus on the G sound like girl, not giraffe).
- Have your child independently practice tracing the letters F and G.
- 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 goose? Can you think of other words that start with the same sound as feather?**

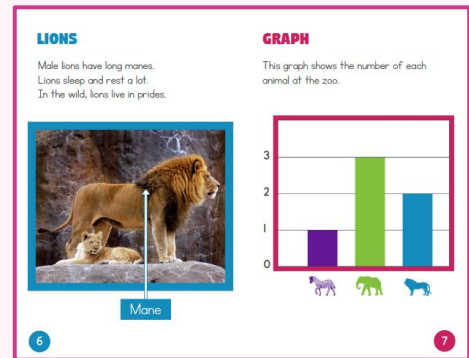




## Literacy: Graphs and Labels

MATERIALS: [The Zoo](#)

- Say, **We've read this informational book about going to the zoo before. Let's look at two features of this book.**
- Read p. 6 and say, **Mane is a new word. The arrow points to the lion's mane, so we know where the lion's mane is.**
- Read p.7 and say, **This graph shows how many of each animal there are. Are there more elephants or zebras? Yes, there are more elephants. That bar is the highest.**



## Journal Prompt: Animal Habitat

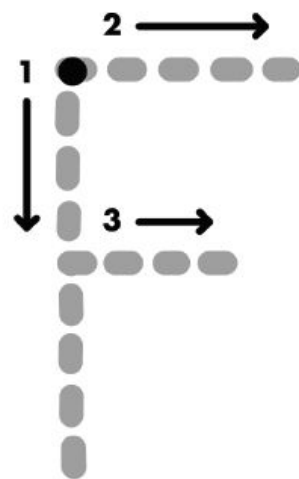
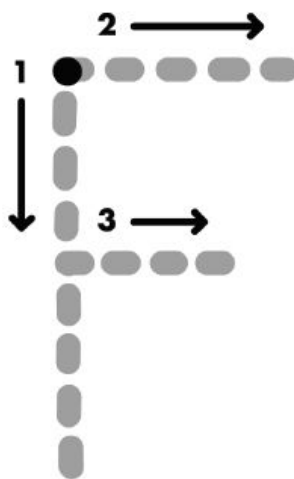
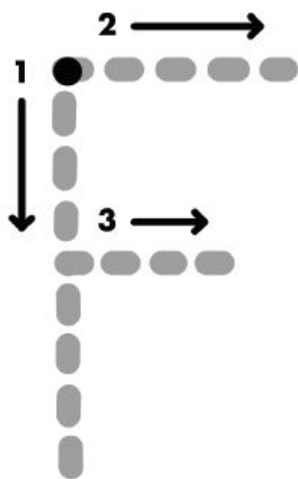
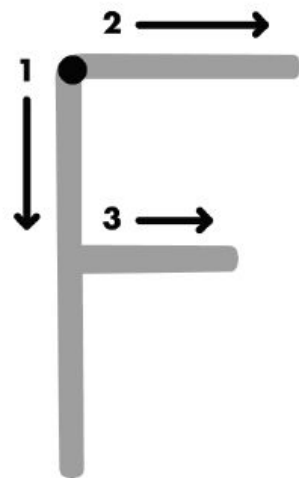
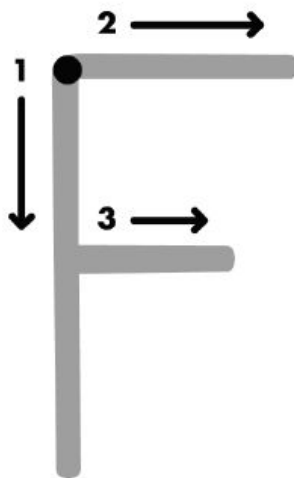
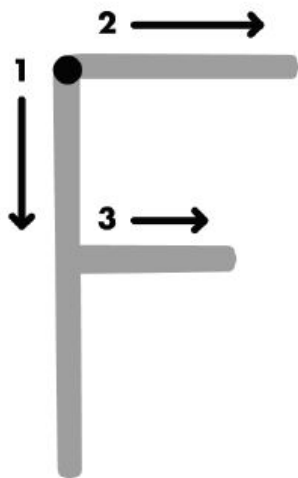
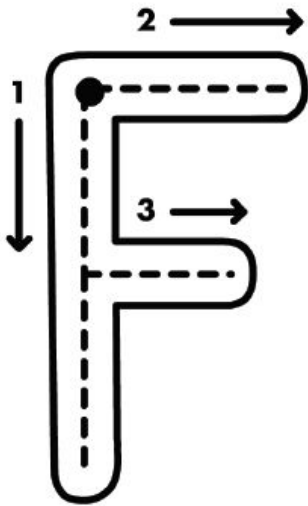
MATERIALS: crayons, pencil, Animal Habitat Journal Page

- 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?**

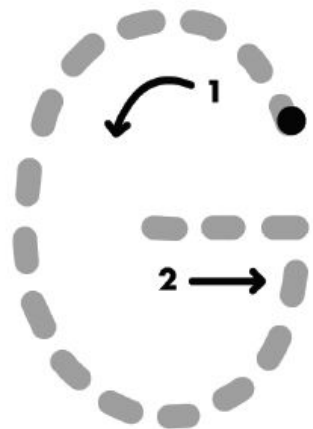
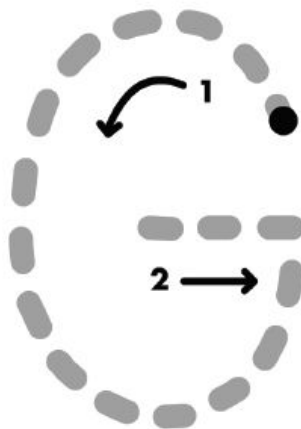
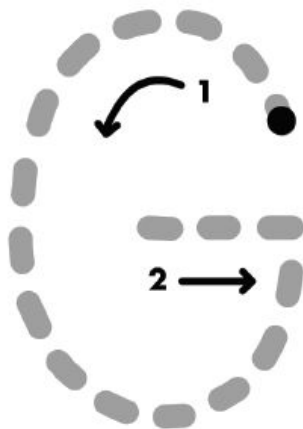
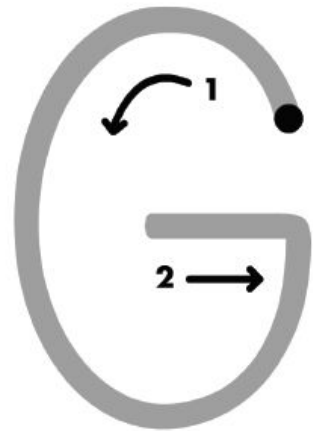
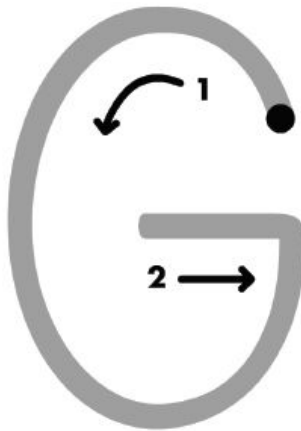
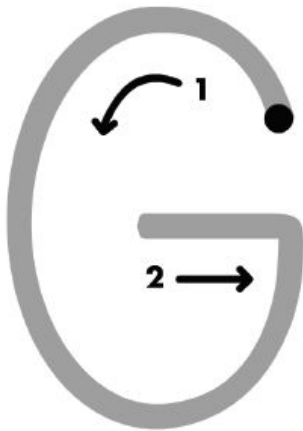
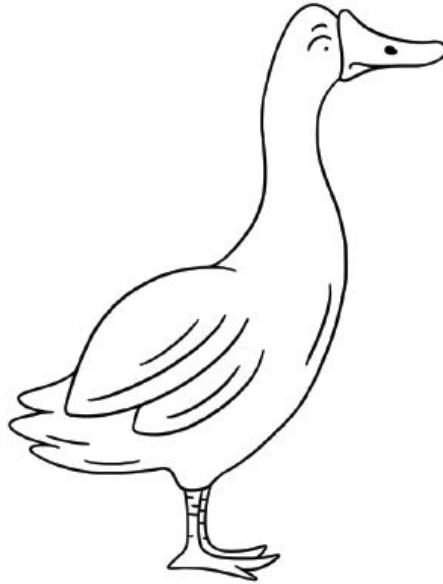
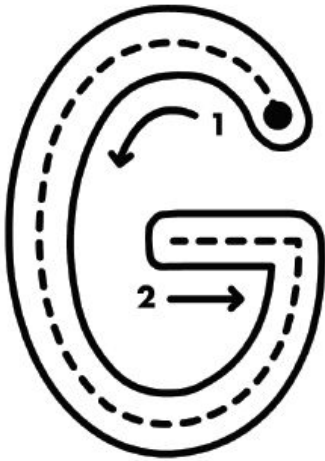
Name: \_\_\_\_\_

Write and draw about your favorite animal habitat.

Name \_\_\_\_\_



Name \_\_\_\_\_

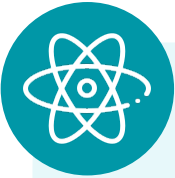




Name: \_\_\_\_\_

Write and draw about your favorite animal habitat.





## STEM: Counting to 20

- Say, **Let's count to 20 using silly animal voices. Let's count in a cow's voice. What sounds do cows make?**
- Count 1-2 more times. Allow your child to choose the voices, e.g., like a rooster or a pig on a farm.
- Say, **Now let's count to 13, crowing like a rooster. Now let's count to 19 oinking and moving like a pig.** Allow your child to pick different numbers to count between 0 and 20. You can also do different animal movements while counting.



## 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. You can create your own animal now 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: Letters Review

**MATERIALS:** write the letters F, G, E, Z on small pieces of paper to make 2 letter cards for each letter

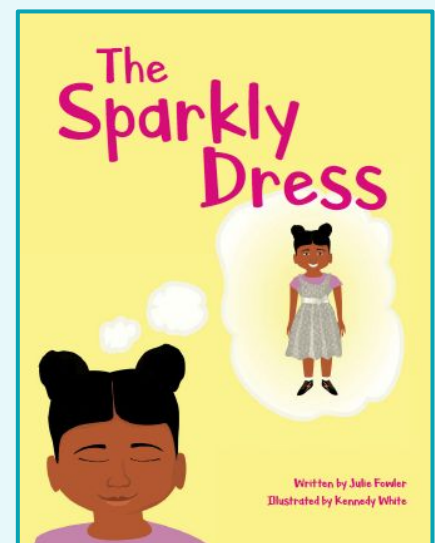
- Give one set of cards to your child and keep one.
- Say, **Let's play a game with the letters we have been learning. I will show you a letter. You tell me the letter name and the letter sound. Then show me your card that matches mine.**
- Switch roles so that your child can show you a card for you to find.
- To make this more challenging, you can call out a letter and have your child find something in your home that starts with that letter sound.



## Read: *The Sparkly Dress*

**MATERIALS:** [\*The Sparkly Dress\*](#), [\*Stop Think Act\*](#)

- With your child, read *The Sparkly Dress*.
- After, use the pictures to talk with your child about how Julie used stop, think, and act to solve her problem.
- Say, **Julie was angry, but she stopped to calm down. Then she thought about what to do and decided to ask Susannah to take turns with the dress. Julie asked Susannah and she agreed.**





Welcome to Unit 7! In Unit 7, your child will learn about animals and where they live.

