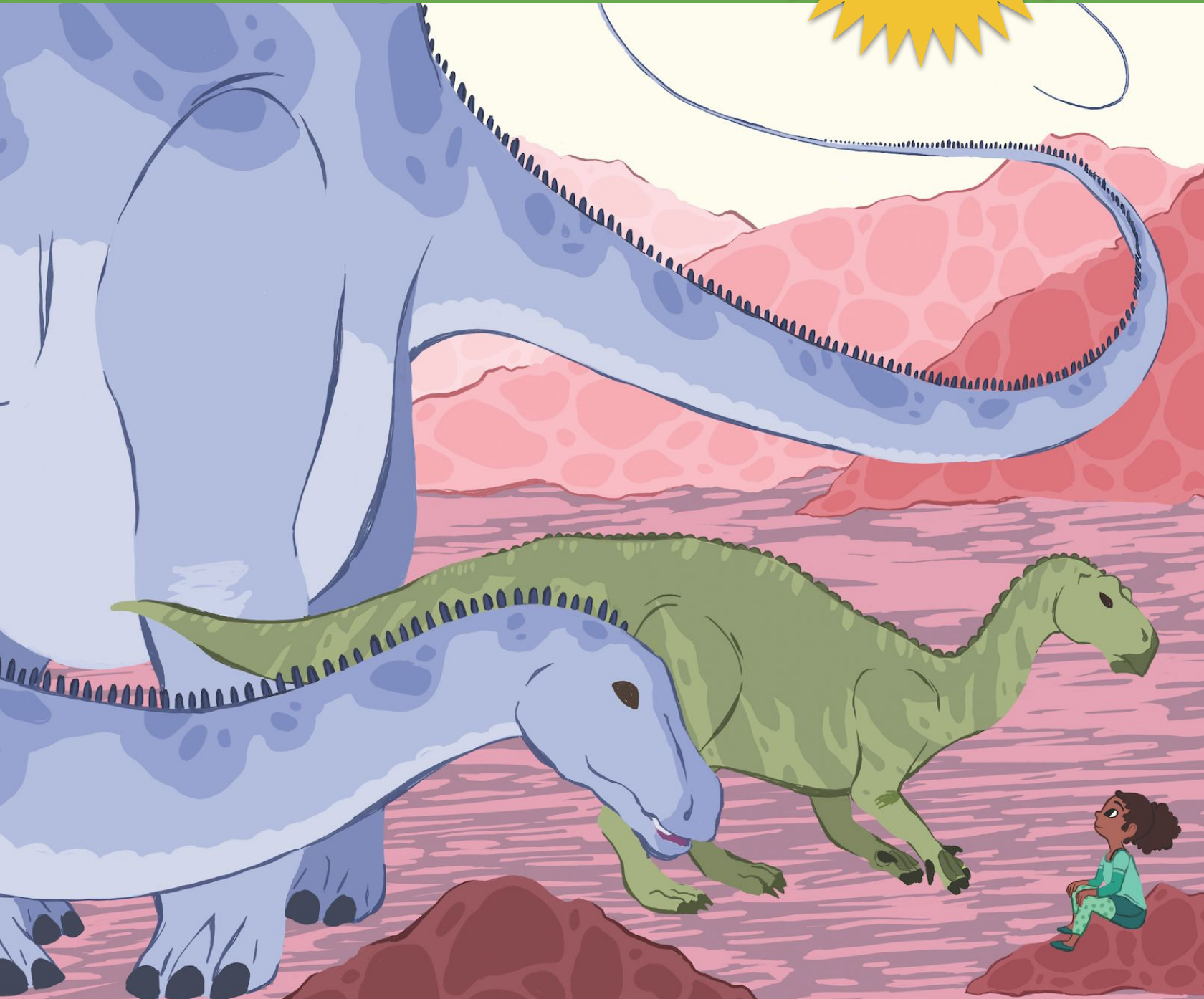


Unit 8

All About Dinosaurs and Fossils

PK3





Unit 8

All About Dinosaurs and Fossils



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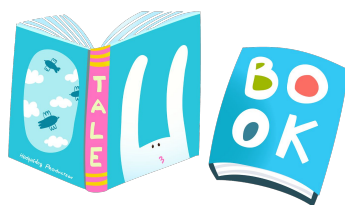
PK3 Unit 8 Overview



Dear Families,

Welcome to Unit 8! In Unit 8, your child will learn about dinosaurs and how things change over time.

Unit 8 Books



- [*The Little Beetle*](#) by Felicia R. Truong
- [*I Love Dinosaurs*](#) by AppleTree Institute for Education Innovation
- [*I Can Count Lots of Ways!*](#) by Lydia Carlis
- [*A Reef Tale*](#) by Felicia R. Truong

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

ECR @ Home Activities will include making dinosaur puppets and wooly mammoths, learning about soil, a tree’s life cycle and scientists who study dinosaurs and fossils. Your child will count things up to 10, name numbers 3-5, practice using positional words, separate syllables, and follow two-step directions. They will also learn about feelings, friendship, and avoiding problems. You can extend this by making a problem solving book with your child by putting all of their drawings about problem solving together, such as using their kind words or walking away instead of being unkind. Place the book in an easily accessible place for your child so they can use it when they have a problem or challenge.

Unit 8 Vocabulary

decay

dinosaur

extinct

feelings

fossil

paleontologist

past

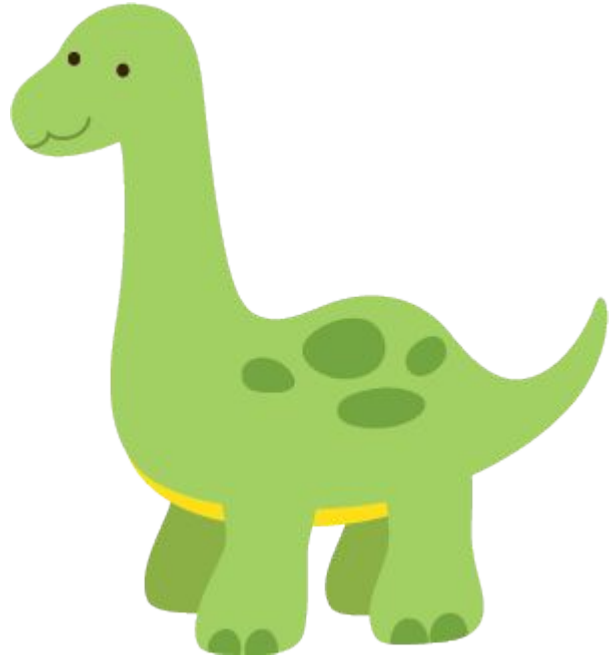
Week 1

PK3 Unit 8 Week 1 Overview

Changes in Nature

This week your child will:

Learn about how things change over time by learning about a tree's life cycle and comparing what you both were like in the past and in the present. This will help them to understand that dinosaurs lived a long, long time ago. They will also separate syllables, talk about feelings and count up to 10 objects. You can extend these activities by pointing out changes you notice around you, e.g., how a tree in your neighborhood changes each season, how the paint on a building is fading over time, or how a baby relative can now walk when they couldn't before.



Key Vocabulary



decay

to be slowly destroyed by a natural process



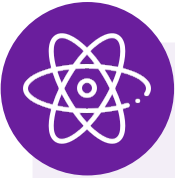
past

already happened in time

Create Connections

This week you will learn about how things change, like how you're changing as you grow up. Before you begin the packet, write and draw about something you can do now that you couldn't do when you were a baby.

**Think
About It!**



STEM: How Many Fingers?

- Hold up 7 fingers and ask, **How many fingers am I holding up?** Allow your child to count your fingers. Then have them hold up the same number on their hands.
- Repeat 3-4 more times for the numbers between 0 (show your fist) and 10.
- Using fingers for counting will help your child with later math calculations and problem-solving.



Independent Learning: Observing Changes Part 1

MATERIALS: flowers, leaves or a piece of colored paper, paper, crayons, *optional - fold the paper in half and write “before” and “after” on each half of the paper.*

- Say, **We’re learning about how things change over time. Let’s do an experiment with this flower.** Talk together about what they notice about the flower - how it looks, feels and smells.
- Say, **You can draw a picture of what you notice about the flower.** Allow your child to draw and write about the flower in the “before” section or on the entire paper.
- After, say, **Let’s leave the flower and see how it changes after a few days without water.** Save the picture and place the flower somewhere that your child can observe it so you can discuss again on Day 3.
- If you do not have flowers or leaves, cut the colored paper in half. Observe and talk about the paper. Place one piece where it will get a lot of sunlight and the other paper in the dark e.g. in a closet or dark bag.



Literacy: Separating Syllables

- Say, **Let's break words into syllables.**
- Say, **Let's clap the beats in beetle. Bee** (pause) **tle. How many syllables are in beetle? Yes, 2! Bee-tle, bee-tle.**
- **Now you try. Clap the beats in forest** (for-est). Repeat for little (lit-tle).
- If this is easy for your child, ask them to think of their own two-syllable words, or give them three-syllable words to try (di-no-saur, skel-e-ton).

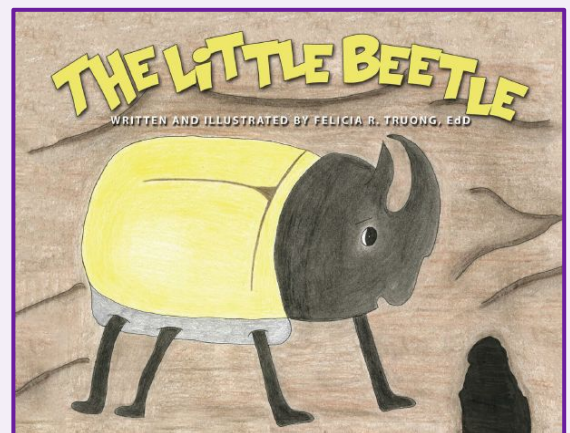


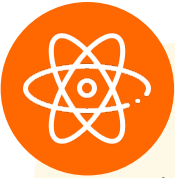
Read: *The Little Beetle*

MATERIALS: [*The Little Beetle*](#)

- With your child, read *The Little Beetle*.
- After, say, **First Vu was angry. Later, he realized he did not need to worry about losing his log home or running out of food. How would you feel if you were Vu?**

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

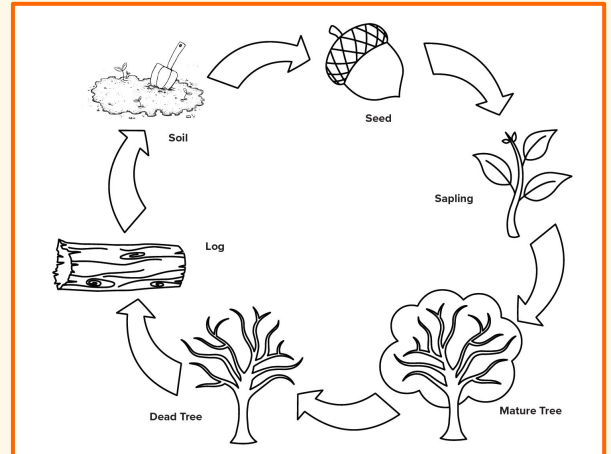




STEM: Life Cycle of a Tree

MATERIALS: [Life Cycle of a Tree](#), [The Little Beetle](#), crayons

- Say, **Vu**, the beetle, was worried that someone was eating his log. A log is a part of a dead tree. Let's talk about the tree's life cycle. Trees have a life cycle just like animals do!
- Use the pictures to talk about how the tree grows from a seed into a sapling. Then it grows into a mature tree before dying and becoming a log that Vu can eat. Then the log decays or rots to become dirt.
- After, your child can color the life cycle picture.



Independent Learning: Tree Rubbings or Drawings

MATERIALS: crayons, paper, different types of leaves or tree bark

- Say, **You** can make a rubbing to see the texture of tree leaves or the tree bark. Demonstrate how to place the paper on the leaf or bark and gently rub the crayon on the paper (preferably taking off the paper and using the side of the crayon).
- If a tree or leaf is not available, your child can draw a picture of a tree they see.
- After, talk together about what they notice about the design they made.



Literacy: Feelings

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

- Say, **We all have different feelings at different times.** Use the pictures to talk about different feelings. Choose 2-3 feelings and talk about times you might have that feeling and how our body feels when we feel that way.
- Allow your child to choose their favorite feeling and draw and write about a time they felt that way.
- After, ask them to tell you about their drawing and that feeling and share a time you felt that way too.
- Save the Feelings picture for use throughout the unit.



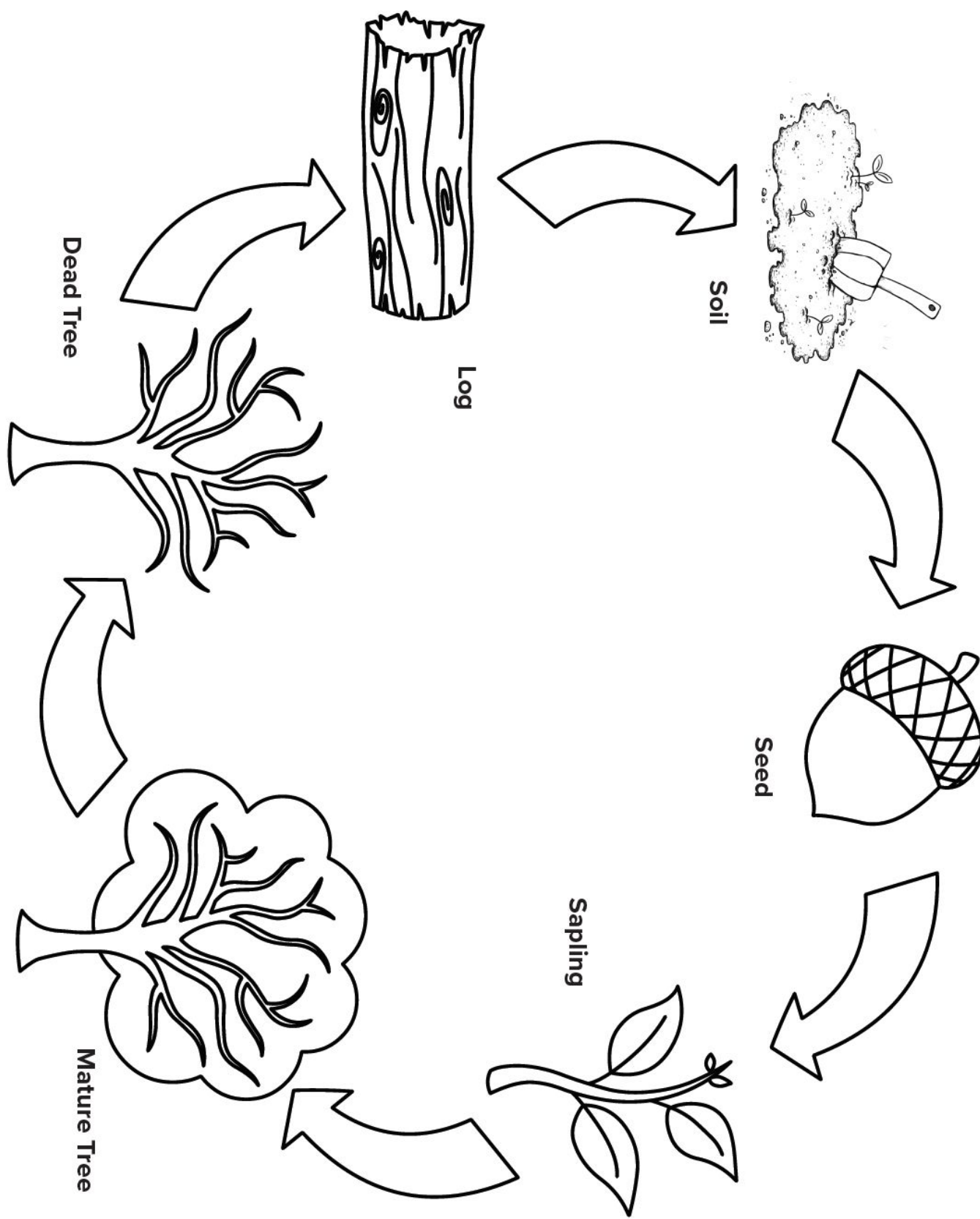
Journal Prompt: Trees

MATERIALS: crayons, pencil, Trees Journal Page

- With your child, talk about what you like about trees. They provide shelter and food for animals. They can become materials like paper and wood, etc.
- Have your child draw and write about it.
- Later, ask, **Tell me about what you like about trees, please.**

Name: _____

What do you like about trees?



Name: _____

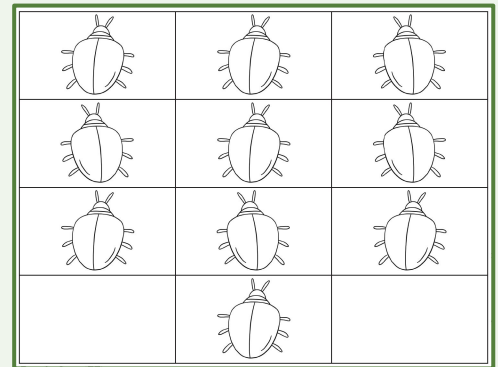
What do you like about trees?



STEM: Beetle Count

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

- Say, **Count how many beetles there are on this page.**
- **Now, you can color the beetles and cut them out.** Help your child cut them out if necessary.
- After, put out different amounts of beetles, e.g., 2 beetles, then 7 beetles, and ask your child to count them.



Independent Learning: Observing Changes Part 2

MATERIALS: flowers, leaves or colored paper from Day 1, drawing of flowers/leaves/paper from Day 1, paper, crayons

- Say, **We're learning about how things change over time. We looked at the flower and put it out a few days ago. Let's see what it's like now.** Talk together about what they notice about the flower now - how it looks, feels, and smells. Compare it to their drawing and observations before. How has it changed or decayed?
- Say, **You can draw a picture and write about what you notice about the flower now.** Allow your child to draw and write about the flower on the "after" half of the paper or a new piece of paper.
- After, talk together about the differences in their drawings.
- If using paper instead of a flower, compare the color that was left out in the sun to the paper that was in the dark closet. The sunlight should have made the paper's color more faded.
- *Optional - you can keep the flower out and look at it again after a few more days.*



Literacy: How We're Feeling Now

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

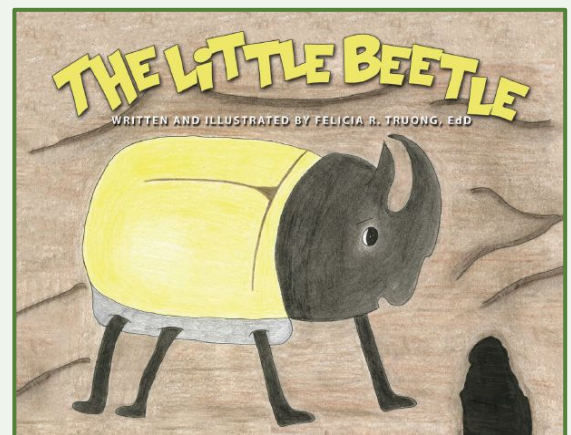
- Talk with your child about how you both are feeling right now. Say, **We all have feelings. Even if we are doing the same thing at the same time, we might have different feelings. How are you feeling now? I'm feeling ____.**
- Talk about how your body feels when you have those feelings and how you might look.
- Your child can then draw and write about how they are feeling.



Read: *The Little Beetle*

MATERIALS: [The Little Beetle](#)

- With your child, read *The Little Beetle*.
- After, ask, **Vu was very angry with each animal because he thought they were eating his log. But, they all said “no” and explained that they don’t eat logs.**
- Sometimes we have to tell someone “no” too. Tell me about a time you had to tell someone “no.”





Let's Move: Last Night

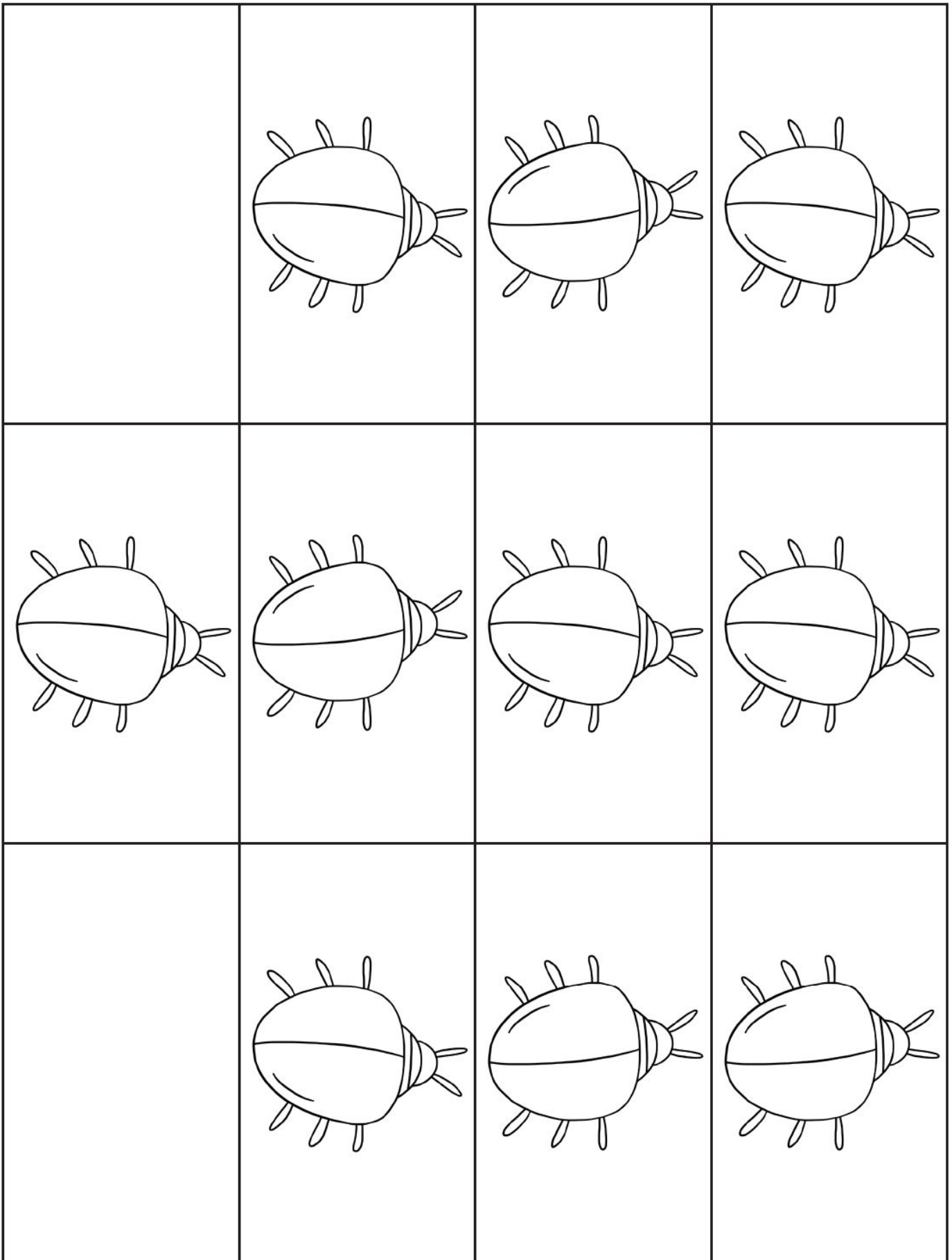
- Say, **Let's play a game! Lie down and pretend to sleep and listen for directions. When you hear the directions, you can wake up and follow them. When you were sleeping, someone put hopping dinosaur feet on you! Wake up, then hop, little dinosaur!**
- Give other two-step directions, like show your dinosaur claws and swish your tail.
- Switch roles so that your child can lead the activity.

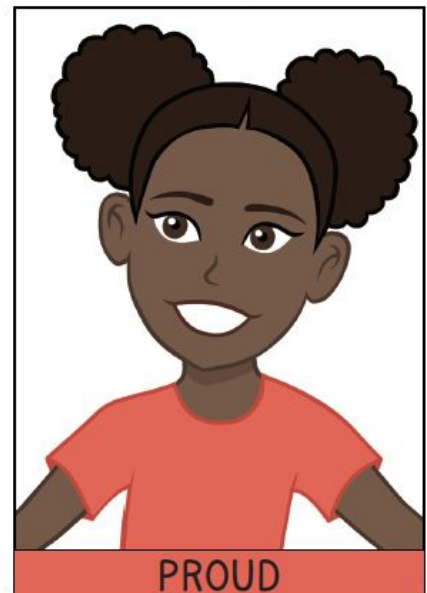
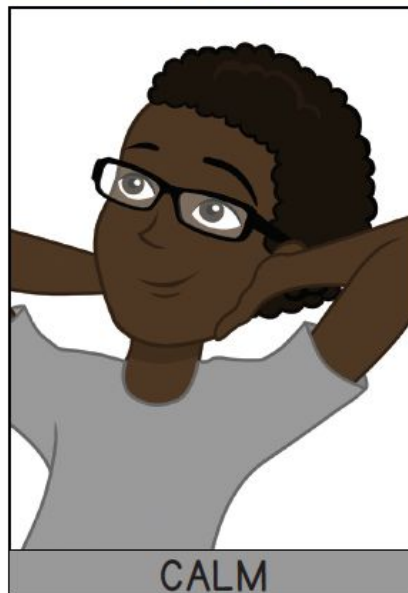
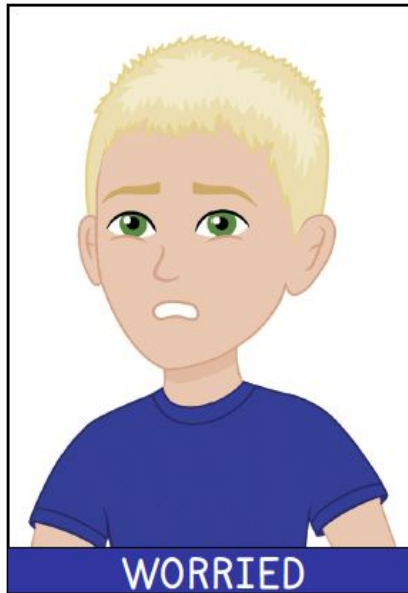
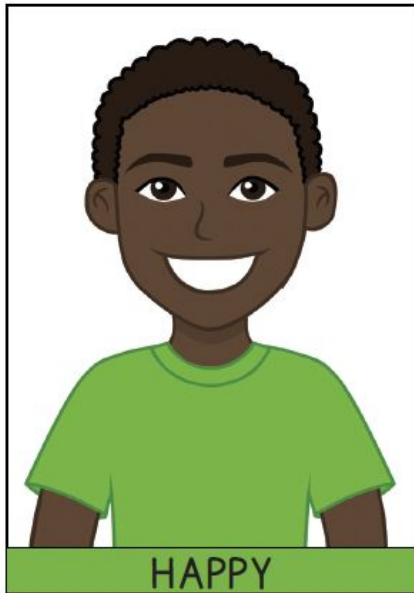


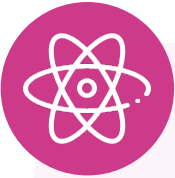
Learning Together: Our Past and Present

MATERIALS: crayons, paper, pictures of you and your child when you were younger (if available), mirror or recent pictures of you and your child

- With your child, look at pictures of each other when you were younger. Talk about when you were both younger and what happens as time passes and you grow up.
- Compare your pictures of you when you were younger to how you both look now. If you don't have pictures you can just talk about how you looked and the things you can do now that you couldn't do then. You can also describe yourself by referencing a young relative who looks like you.
- After, say, **We will keep getting older. What do you think we will look like as we get older in the future? Let's draw a picture.** Work together to draw a picture of both of you in the future.







STEM: Building a Forest

MATERIALS: recyclable household items such as paper towel rolls, containers, tape, or playdough or [Playdough Recipe](#)

- With your child, look at pictures of forests on a tablet or phone.
- Talk with your child about the trees and animals they might notice. Say, **Now let's make our own forest.** Use the paper towel rolls or playdough to build a forest together.
- After, talk together about the types of trees and animals that might live in your forest.

PLAYDOUGH RECIPE

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

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



Playdough Recipe (FE)

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Independent Learning: Dirt Art

MATERIALS: paper, glue, dirt/soil, coffee grounds, or salt, etc.

- Say, **After the log that Vu eats gets very old and rots, it will become dirt, just like many other things.** Talk with your child about what they notice about the dirt - how it feels, looks, smells, etc. Ask them what else they think makes dirt.
- Say, **You can make art with this dirt too! Make a design with the glue. Then sprinkle some dirt on the glue to make your art.** Allow your child to create their art.





Literacy: Retelling The Little Beetle

MATERIALS: [*The Little Beetle*](#)

- 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 say two things they remember.
- Story recall is important to help your child develop skills in remembering and retelling a story.



Journal Prompt: A Long Time Ago

MATERIALS: crayons, pencil, A Long Time Ago Journal Page

- With your child, talk about what they think it would be like to live a long, long time ago, like in the time of the dinosaurs.
- Have your child draw and write about it.
- Later, ask, **Tell me about what you think it would be like to live a long, long time ago.**

Name: _____

What do you think it would be like to live a long, long time ago?

PLAYDOUGH RECIPE

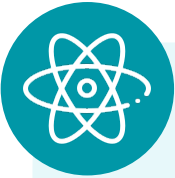
1 cup of flour
2 teaspoons cream of tartar
1/3 cup of salt
1 cup of water
1 tablespoon of vegetable oil
food coloring of your choice

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



Name: _____

What do you think it would be like to live a long, long time ago?



STEM: 3-5

MATERIALS: Write each number from 3-5 on small pieces of paper. Make 2 number cards for each number.

- Give one set of cards to your child and keep one set.
- 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 card number.
- Save the number cards for activities throughout the unit.



Independent Learning: Prehistoric Caves

MATERIALS: crayons, [Stone Drawings](#), household items like paper towel rolls, containers, small boxes, etc.

- Look at the pictures with your child and say, **People who lived a long, long time ago used to make drawings on the stone in caves to show important things in their lives. Caves are holes in a hill or in the ground.**
- **You can make your own cave and cave drawings to show something important to you.**
- Allow your child to make their caves and add stone drawings to their caves.





Literacy: Syllable Hops

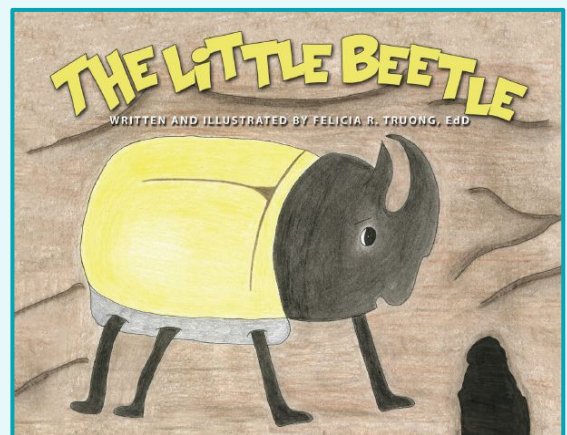
- Say, **Let's hop while we break words into syllables.**
- Say, **Instead of clapping the beats, we can hop to them. Let's hop the beats in water.** Wa (pause) ter. How many syllables are in water? Yes, 2! Wa-ter, wa-ter.
- **Now you try. Clap the beats in rainbow.** (rain-bow). Repeat for kitten (kit-ten) and puppy (pup-py).
- It's okay if your child needs your help. They are still learning!
- If this is easy for your child, ask them to think of their own two-syllable words, or give them three-syllable words to try (ham-burg-er, pine-ap-ple).

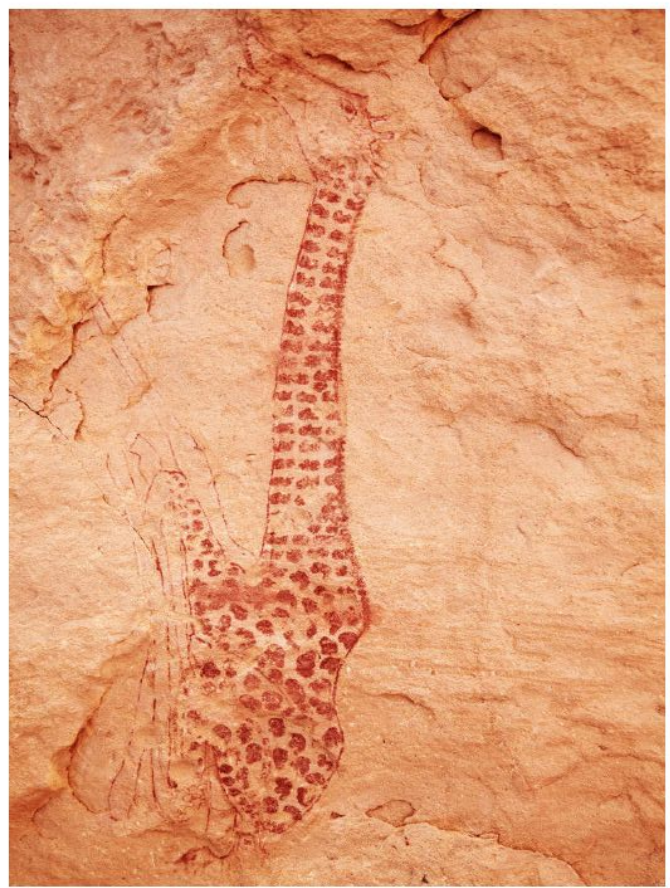
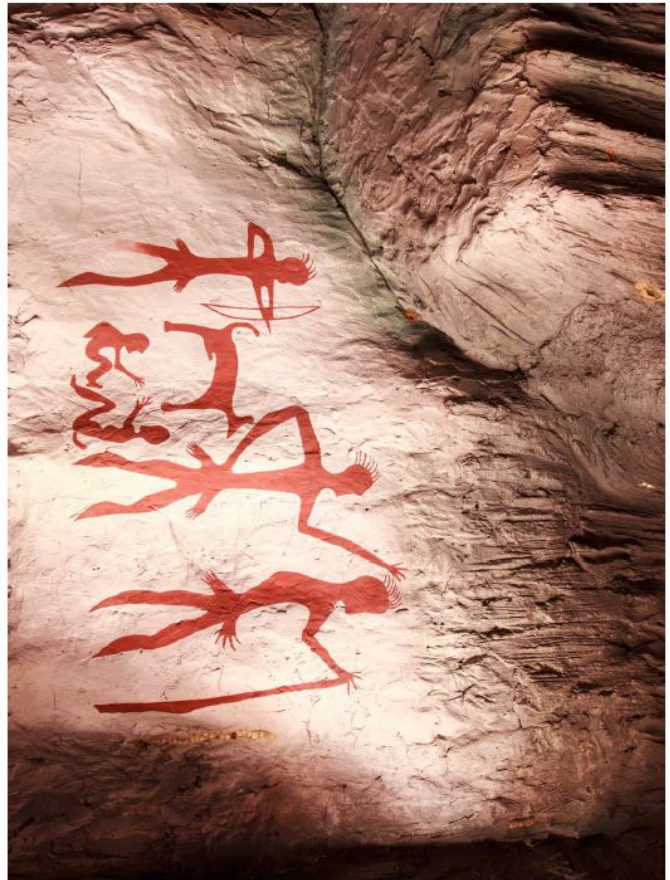
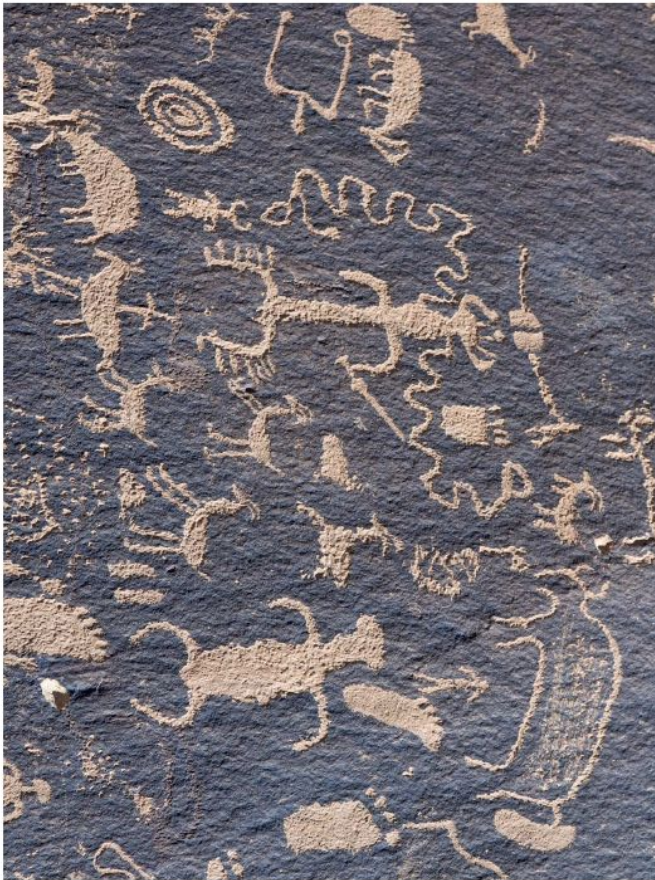


Read: *The Little Beetle*

MATERIALS: [*The Little Beetle*](#)

- With your child, read *The Little Beetle*
- After, ask, **Vu thought he had a problem because his log was disappearing. What was Ly's solution, how did she help Vu see there wasn't a problem?**
- She said that they could share the log and find another one afterward.





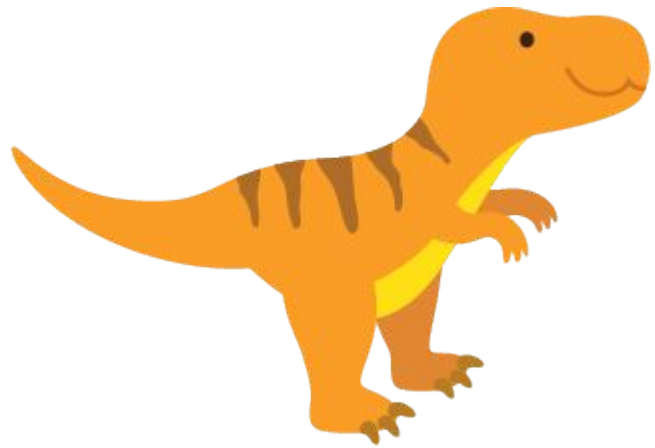
Week 2

PK3 Unit 8 Week 2 Overview

All About Dinosaurs and Fossils

This week your child will:

Learn about dinosaurs and fossils. They will continue to separate syllables, count up to 10 objects, and start learning about problem solving. You can extend these activities by counting as you do chores, like count shirts when folding laundry, or separate two syllable words you hear in a favorite song.



Key Vocabulary



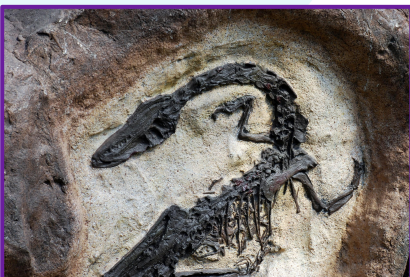
dinosaur

a reptile that lived very, very long ago and no longer exists



extinct

a plant or animal that does not exist anymore



fossil

animals or plants that have been preserved or saved in rock

Create Connections

This week you'll learn about dinosaurs and fossils. Before you begin the packet, write and draw about a dinosaur you'd like to find.

**Think
About It!**



STEM: 3-5 Freeze Dance

MATERIALS: paper, pencil, music, 3-5 number cards from Day 5

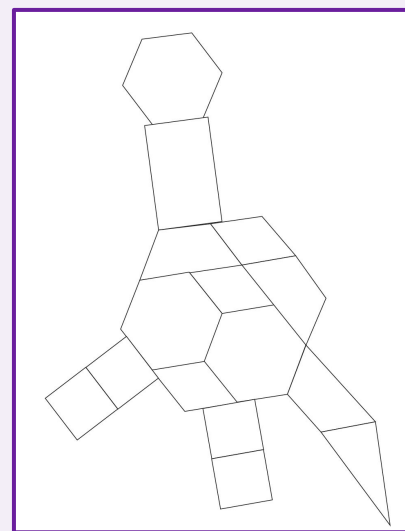
- Place the number cards in different places on the floor.
- Say, **We are going to play Freeze Dance using our number cards.** Name the numbers on the floor together.
- Say, **When the music is playing you can dance. When the music stops, I will call out a number. Find the number on the floor and freeze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



Independent Learning: Dinosaur Pattern Blocks

MATERIALS: [Dinosaur Patterns](#), crayons, child-safe scissors, *optional - glue the papers onto cardboard, e.g., cereal boxes*

- Say, **You can use these pieces to make a dinosaur!** Talk together about what they notice about the completed dinosaurs.
- Allow your child to color the pieces first before helping them to cut them out.
- After, allow them to put the pieces together to make the dinosaur. They can place the pieces on top of the completed dinosaur.





Literacy: Problems

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

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

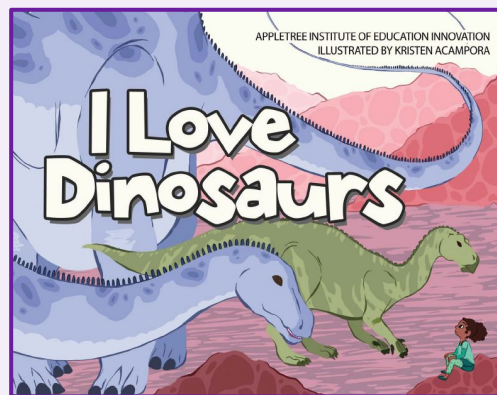


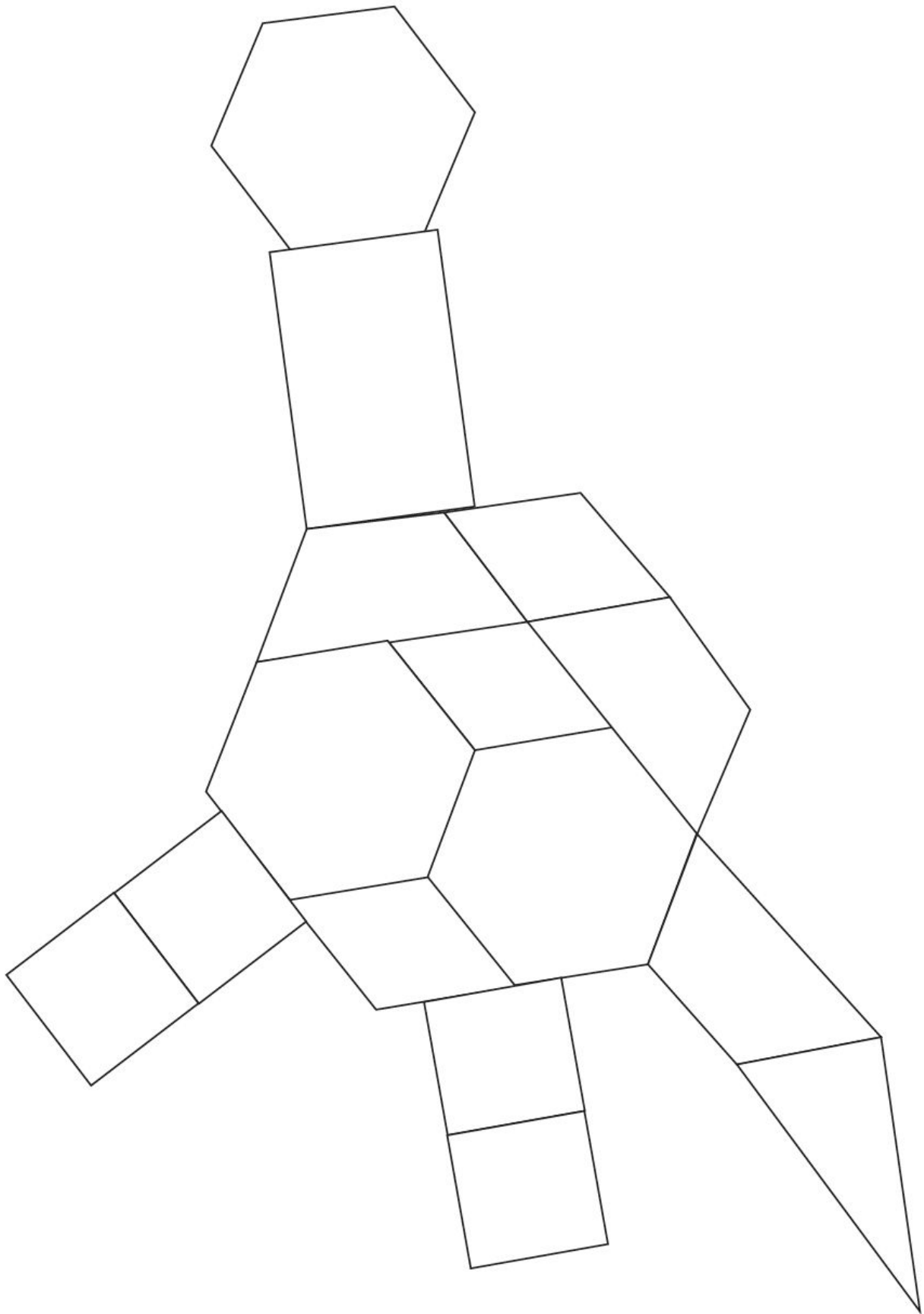
Read: *I Love Dinosaurs*

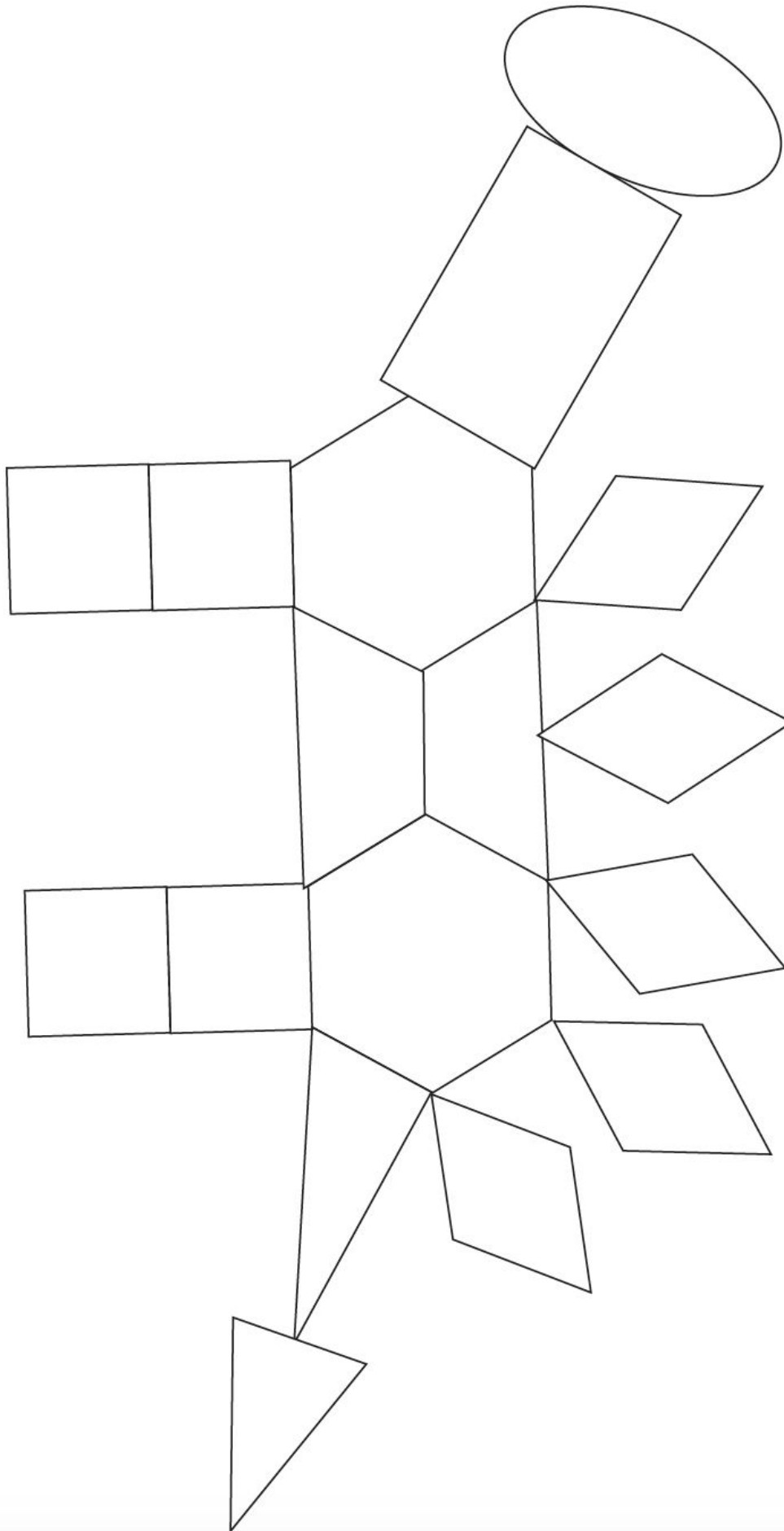
MATERIALS: [I Love Dinosaurs](#)

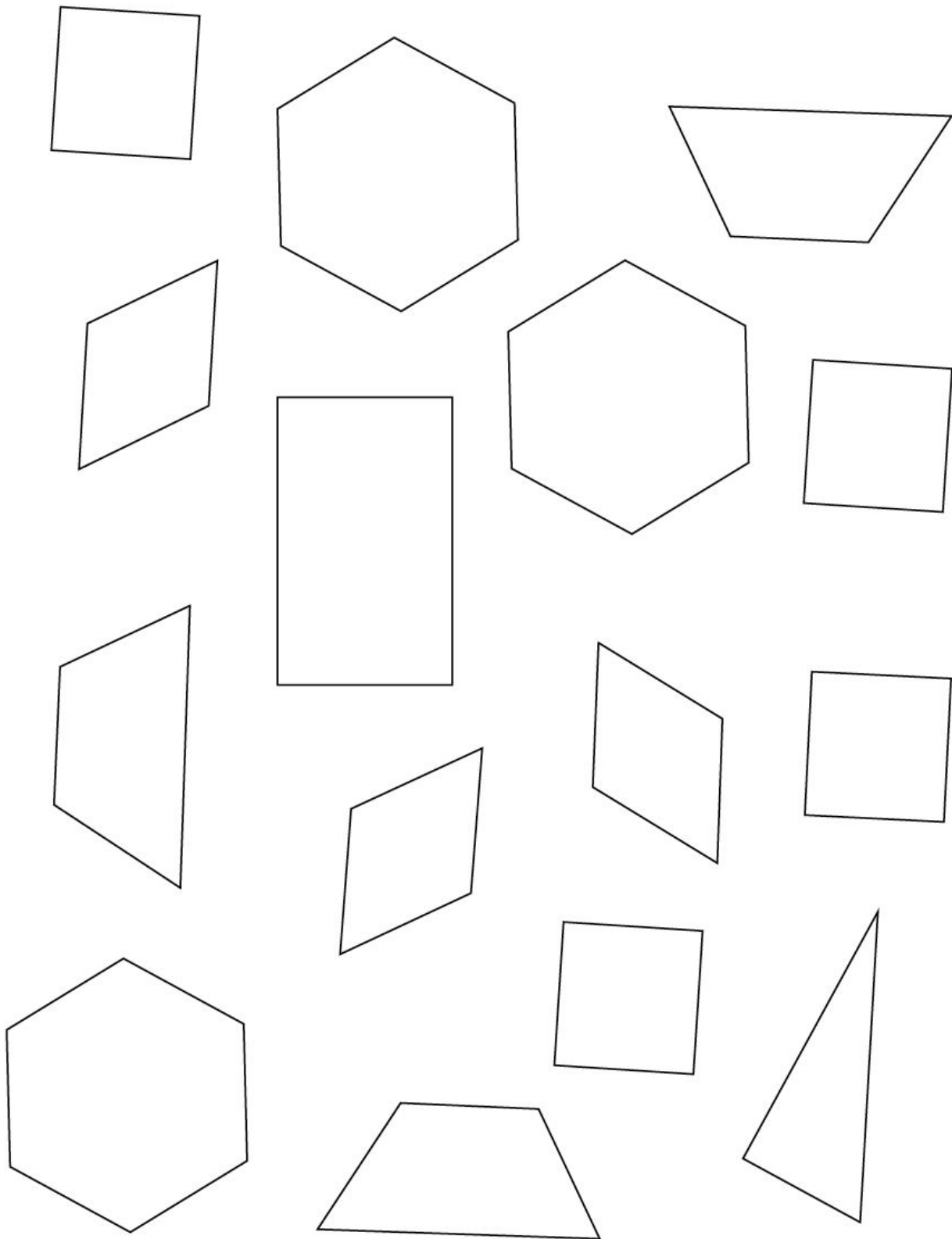
- With your child, read *I Love Dinosaurs*.
- After, ask, **The little girl talked about a lot of different types of dinosaurs. Which dinosaur is your favorite?**

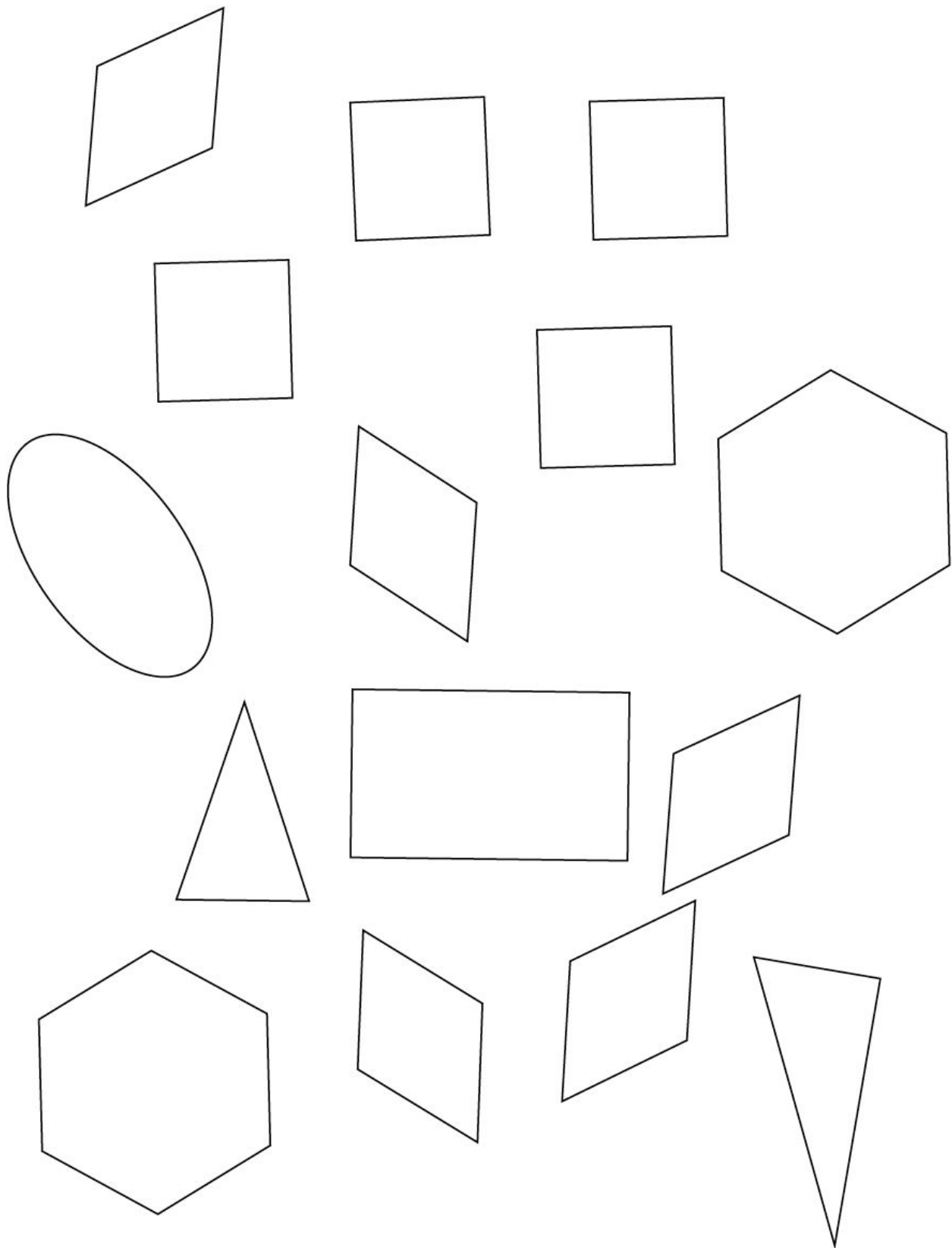
You can also access a pre-recorded reading of this book on the Sparkler app in the "Tips for Adults" section, Fossils and Dinosaurs.









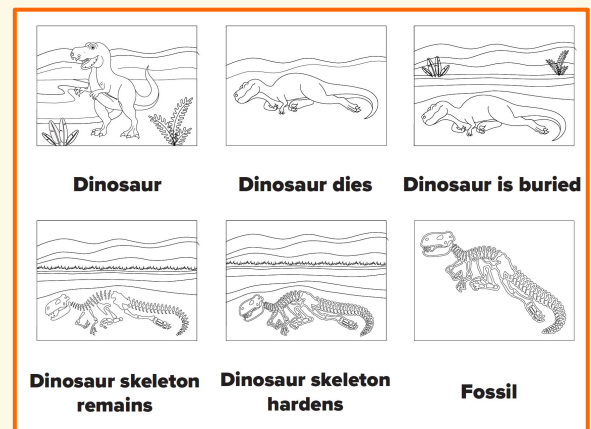




STEM: Fossils

MATERIALS: [Fossil Creation](#), [Fossils](#), crayons

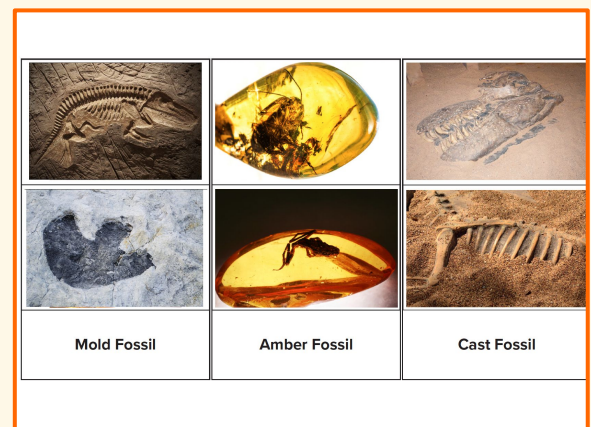
- Say, **Let's learn about fossils. Fossils are animals or plants that have been preserved or saved in rock.** Use the diagram to talk about how a dinosaur might become a fossil.
- After, show pictures of 3 types of fossils and say, **Let's look at some types of fossils.** A mold is made when an animal or plant is pressed into the ground and leaves a space. A cast is made when an animal or plant dies, and stone fills the space to make it hard. Amber is a sticky liquid from plants. It might trap an animal or plant inside before it gets hard when it dries.



Independent Learning: Making Fossil Molds

MATERIALS: [Fossils](#), playdough or [Playdough Recipe](#), objects that will make interesting imprints, e.g., shells, stones, leaves, toys, forks.

- With your child, look at the pictures of fossil molds.
- Say, **You can make your own fossil molds by pressing these things into playdough.** When you take it off, the space or impression left is the mold. Demonstrate.
- Allow your child to make molds using their objects.
- After, talk together about the different molds and compare how they look and feel.





Literacy: Separating Syllables

- Say, **Let's break words into syllables.**
- Say, **Let's clap the beats in fossil.** Fos (pause) sil. **How many syllables are in fossil? Yes, 2! Fos-sil, fos-sil.**
- **Now you try. Clap the beats in amber** (am-ber). Repeat for puzzle (puz-zle).
- If this is easy for your child, ask them to think of their own two-syllable words, or give them three-syllable words to try (di-no-saur, but-ter-fly).



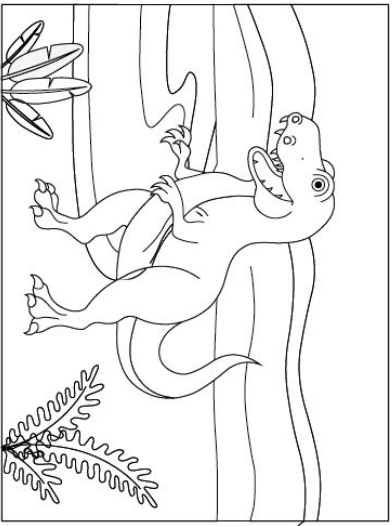
Journal Prompt: Seeing a Dinosaur, Feelings

MATERIALS: crayons, pencil, Seeing a Dinosaur Journal Page. [Feelings](#)

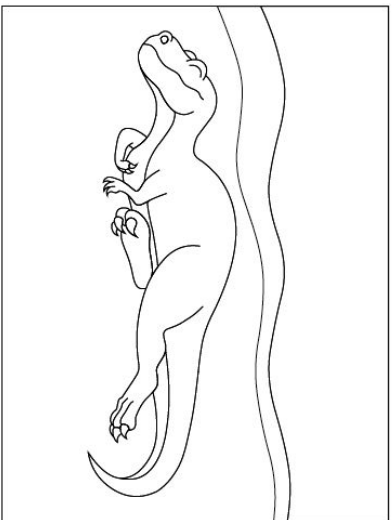
- With your child, talk about how they might feel if they saw a living dinosaur. Use the Feelings chart to brainstorm together.
- Have your child draw and write about it.
- Later, ask, **Tell me about what you think it would be like to see a living dinosaur? How would you feel? What would you do?**

Name: _____

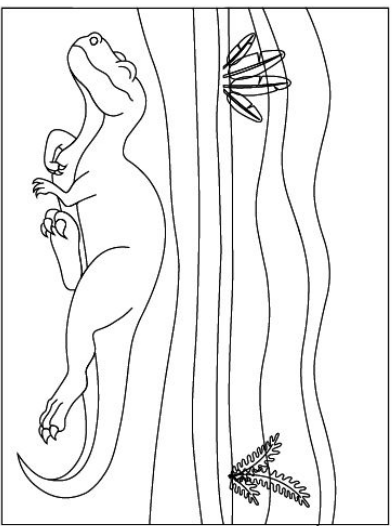
How would you feel if you saw a living dinosaur?



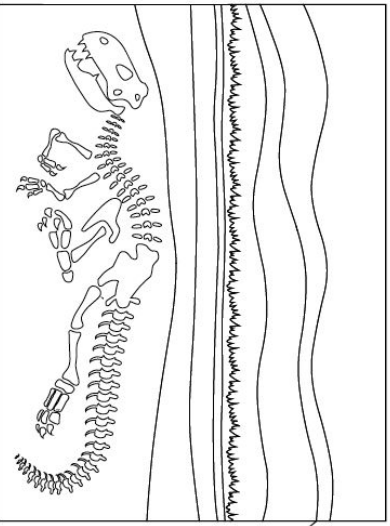
Dinosaur



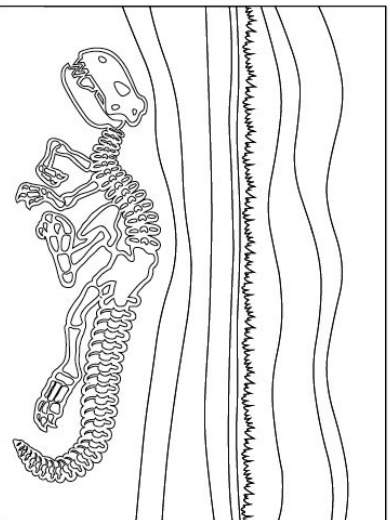
Dinosaur dies



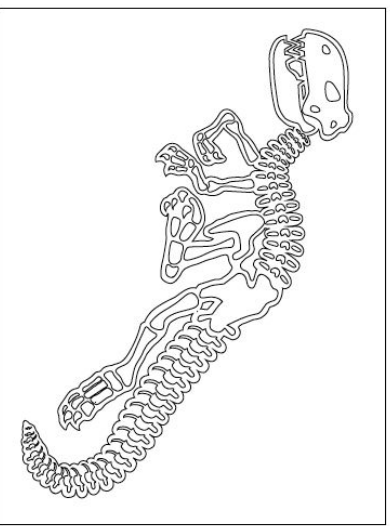
Dinosaur is buried




**Dinosaur skeleton
remains**



**Dinosaur skeleton
hardens**



Fossil

<p>Mold Fossil</p>		
<p>Amber Fossil</p>		
<p>Cast Fossil</p>		

Name: _____

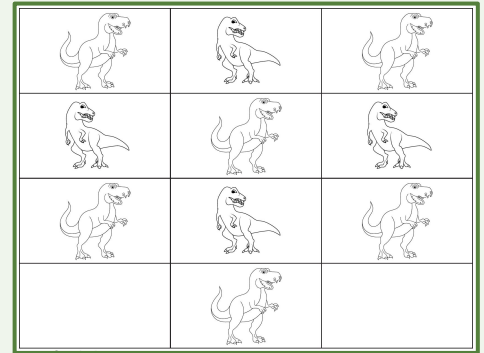
How would you feel if you saw a living dinosaur?



STEM: T. Rex Count

MATERIALS: [T. Rex Sets](#), crayons, child-safe scissors

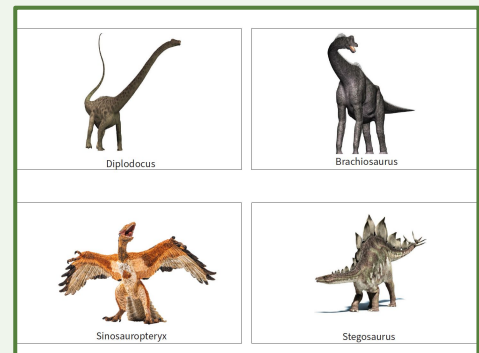
- Say, **Count how many Tyrannosaurus rexes there are on this page.**
- **Now, you can color the T. rexes and cut them out.** Help your child to cut them out if necessary.
- After, put out different amounts of T. rexes, e.g., 10 T. rexes, then 4 T. rexes, and ask your child to count them. Repeat the total after they count to help them understand that the last number counted is the total, e.g., **Yes, 10! You have 10 T. rexes.**



Independent Learning: My Dinosaur

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

- With your child, look at pictures of dinosaurs and talk about the different types of dinosaurs and their features, e.g., long necks, sharp teeth. Say, **You can draw your own dinosaur. Tomorrow we will build it together.**
- Allow your child to draw and design their dinosaur.
- After, ask, **What is your dinosaur's name? What features does it have? What materials will we need to build it?** Help your child to brainstorm materials that you can find at home (e.g., old fabric or cotton for feathers or cut paper towel rolls for the long neck). Save the drawing for tomorrow.



Wednesday

PK3 Unit 8 Week 2 Day 8



Literacy: Syllable Stomps

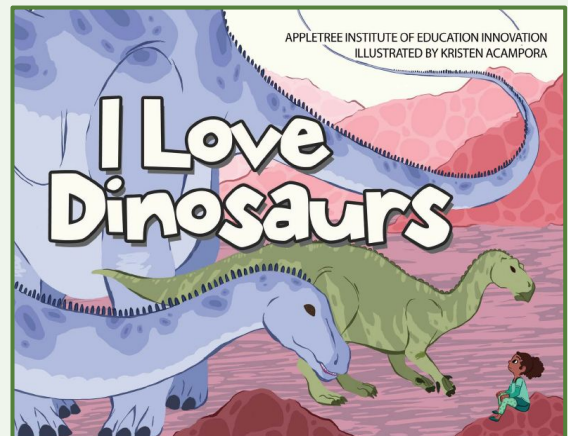
- Say, **Let's stomp like a big dinosaur while we break words into syllables.**
- Say, **Let's stomp the beats in puppy. Pup (pause) py. How many syllables are in puppy? Yes, 2! Pup-py, Pup-py.**
- **Now you try. Let's stomp the beats in purple (pur-ple).** Repeat for party (par-ty).
- If this is easy for your child, ask them to think of their own two-syllable words, or give them three-syllable words to try (cu-cum-ber, fam-i-ly).



Read: *I Love Dinosaurs*

MATERIALS: [*I Love Dinosaurs*](#)

- With your child, read *I Love Dinosaurs*.
- After, ask, **What do you think it would be like to live with dinosaurs?**





Let's Move: Get Into Position!

- Say, **Let's get moving into different positions!** Give directions related to being close to something else like stand beside the door, hop with your hands above your head, dance beside the table, etc.
- Switch roles so that your child can give directions.



Learning Together: Friendship Mural

MATERIALS: paper, crayons, or watercolor palette

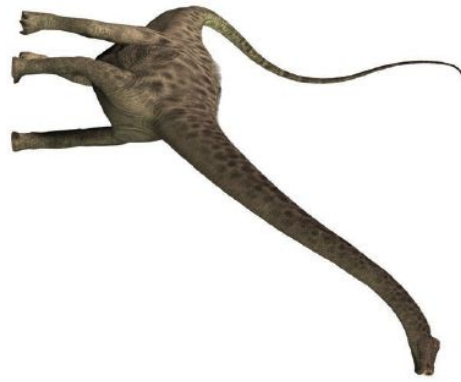
- Talk with your child about what good friends do, such as sharing, taking turns, saying kind things when they are sad, etc. Say, **friends know each other and like each other very much and enjoy spending time together. Friends also are kind to each other and help each other. Let's draw a picture of a time we were a good friend, or someone was a good friend to us. We will work together on it to make a mural or one picture.**
- After drawing the mural, talk together about the pictures you drew and how it shows friendship.



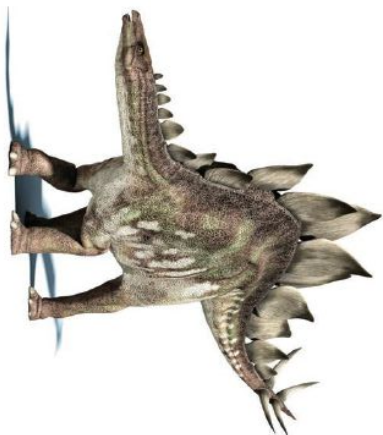
Sinosauropteryx



Diplodocus



Stegosaurus



Brachiosaurus





Tyrannosaurus Rex



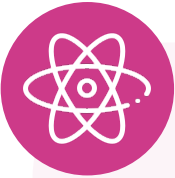
Ornitholestes



Triceratops



Ankylosaurus



STEM: Building My Dinosaur

MATERIALS: drawing of the dinosaur from yesterday, materials to build the dinosaur based on the child's suggestions, e.g., paper towel rolls, cotton, tape, feathers, playdough or [Playdough Recipe](#).

- Talk together with your child about the dinosaur they drew before. Say, **Let's make your dinosaur now. You can use your drawing to build it. I can help you!**
- Allow your child to take the lead on building the dinosaur.

PLAYDOUGH RECIPE

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

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



Playdough Recipe (FE)

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Independent Learning: Dinosaur Eggs

MATERIALS: watercolor palette, tape, and scrap paper or playdough or [Playdough Recipe](#)

- Say, **Dinosaurs were reptiles and laid eggs just like birds, lizards, and crocodiles. Dinosaurs lived a long time ago and are extinct. They are not living anymore.**
- **We only have a few dinosaur egg fossils. We are not sure how the dinosaurs looked. You can make dinosaur eggs and choose how they look.**
- Allow your child to make their eggs using playdough or crumpled paper, tape, and paint.
- After, ask, **Tell me about your eggs! What kind of dinosaur will hatch from your eggs?**



Literacy: Let's Talk About Dinosaurs

- Say, **We've been learning about dinosaurs. Are dinosaurs still alive, or are they extinct?**
- Ask your child 2-3 follow-up questions like, **What do you think it would be like if dinosaurs were still alive?** Or, **What kind of dinosaur is your favorite? Why?** Practice having a back and forth conversation.
- If they don't want to talk about this topic, ask your child what they would like to talk about instead.



Journal Prompt: Dinosaur Bone

MATERIALS: crayons, pencil, [Fossils](#), [Fossil Creation](#), Fossils Journal Page

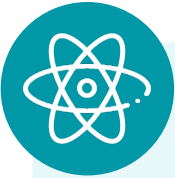
- Talk about fossils and dinosaur bones using the pictures and diagram. You can also talk about museums that show dinosaur bones or about scientists like paleontologists that study the bones.
- Have your child draw and write about it.
- Later, ask, **What would you do if you found a dinosaur bone?**

Name: _____

What would you do if you found a dinosaur bone?

Name: _____

What would you do if you found a dinosaur bone?



STEM: How Many Objects?

MATERIALS: Household objects like pebbles or spoons, 10 each

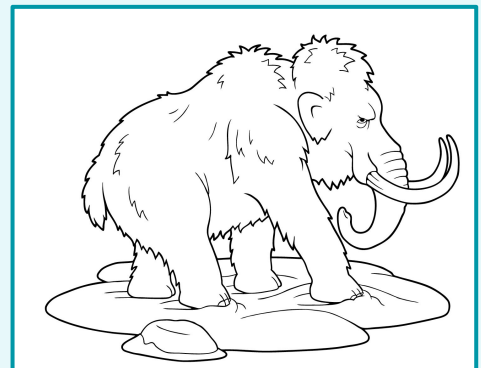
- Show 9 crayons and ask, **How many crayons are there?** If your child needs help, count them together as you point to each crayon.
- Repeat 2-3 more times for numbers between 0 and 10. Say the total after they count to help them understand that the last number counted is the total, e.g., **You have 5 crayons!** Allow your child to show you objects and ask you to count them.
- Your child can also bring you between 0-10 objects from around your home.



Independent Learning: Making a Wooly Mammoth

MATERIALS: [Wooly Mammoth](#), crayons or paint, glue, decorative items like string, cotton balls, grass, wiggly eyes, etc.

- Say, **Wooly mammoths are large animals that lived a long, long time ago and are now extinct. They had a lot of fur that looked wooly like wool. You can make and decorate your own wooly mammoth.**
- Allow your child to make their wooly mammoth.
- After, ask, **What do you think it would be like to see a real wooly mammoth?**





Literacy: Retelling My Favorite Book

MATERIALS: child's favorite story book or a book they know well

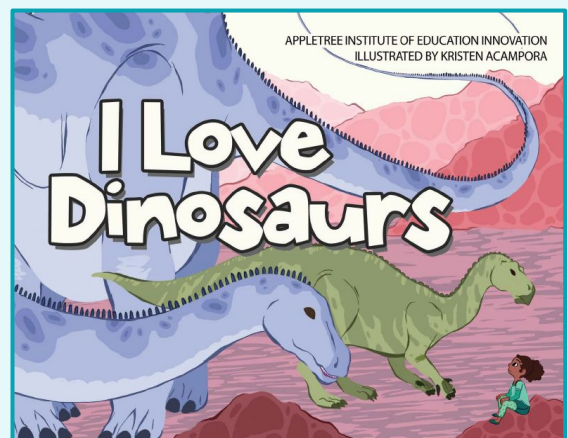
- Say, **We read this book a lot. Can you tell me two things that happened in this story? What happened first? What happened next?**
- If your child needs help, use the pictures and review what happened. Then ask your child to say two things they remember.

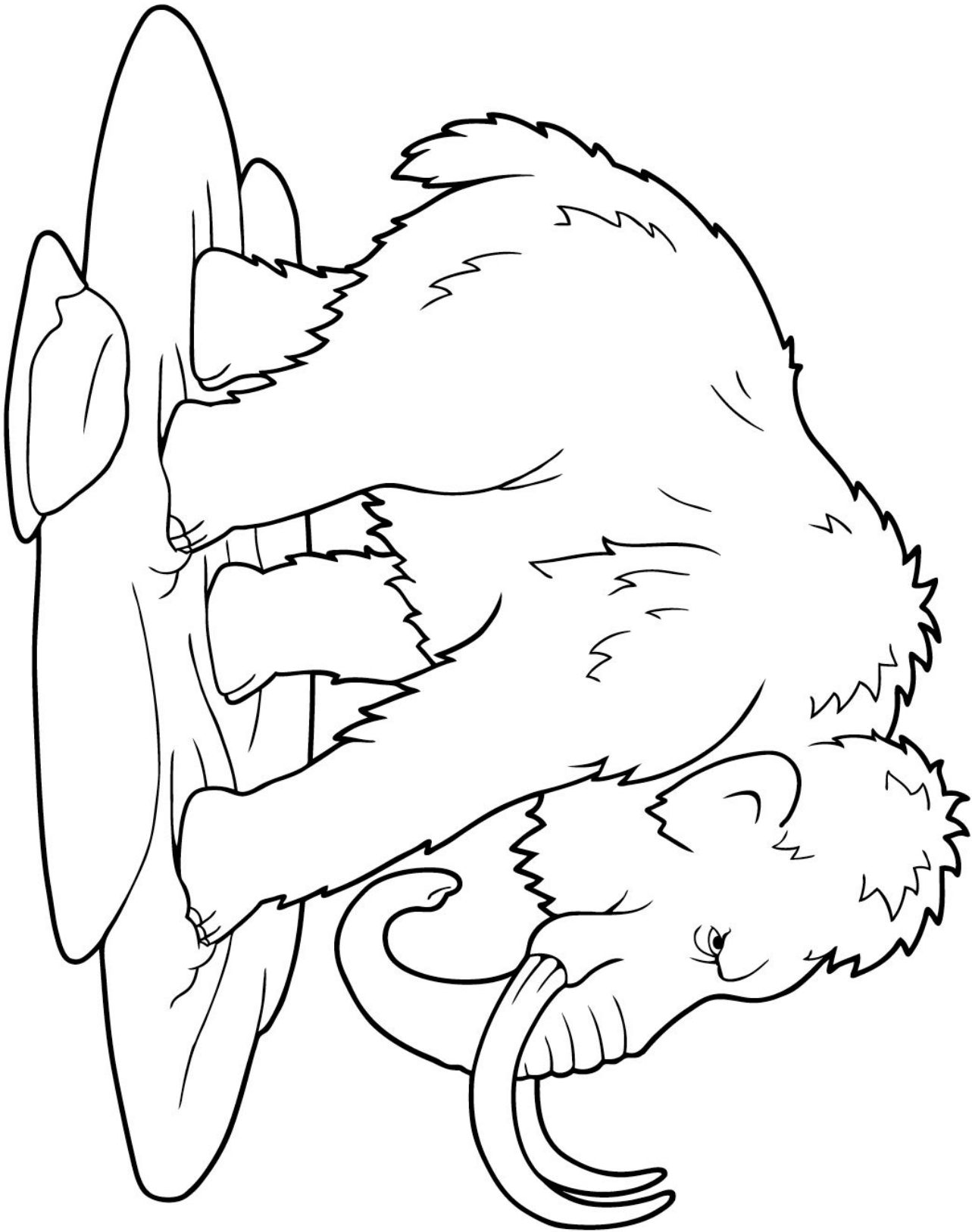


Read: *I Love Dinosaurs*

MATERIALS: [*I Love Dinosaurs*](#)

- With your child, read *I Love Dinosaurs*.
- After, ask, **If you could be a dinosaur, what kind of dinosaur would you like to be? Why?**





Week 3

PK3 Unit 8 Week 3 Overview

I'm a Paleontologist

This week your child will:

Count up to 10 objects, identify numbers 3-5, follow two-step directions, and learn about paleontologists, scientists who study dinosaurs. You can extend these activities by giving your child directions as they help you do chores or go on a number hunt around the house for the numbers 3-5.



Key Vocabulary



dinosaur

a reptile that lived very, very long ago and no longer exists



fossil

animals or plants that have been preserved or saved in rock



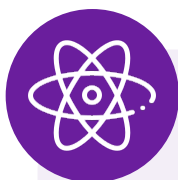
paleontologist

a person who learns about fossils

Create Connections

This week you will learn about fossils and paleontologists, the scientists who studies or learns about fossils. Before you begin the packet, write and draw about something you would like to learn about if you were a scientist.

**Think
About It!**



STEM: Dig for Numbers

MATERIALS: previously created number cards 3-5, scrap paper or newspaper, container, box or bin, *optional - small shovel or large spoon*

- Say, **You're going to be a paleontologist and dig for numbers!**
- **First, let's tear some paper. Then, we will hide the number cards for you to find.**
Have your child tear the paper into small pieces and place them in the container. Then, hide the number cards, naming them as they go in.
- Allow your child to dig for the number cards, naming the numbers as they find them.



Independent Learning: My Pet Dinosaur

MATERIALS: crayons, paper, *optional - other decorative items, e.g., wiggly eyes, cotton, scraps of paper, fabric scraps*

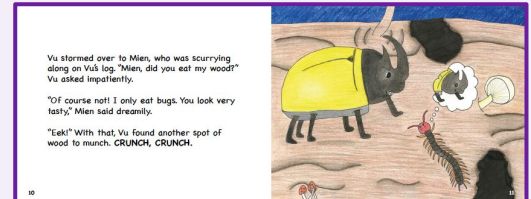
- Talk with your child about what it might be like to have a pet dinosaur. Ask, **What do you think it would be like to have a pet dinosaur? What kind of dinosaur would it be? What would you do together?**
- Allow your child to draw their pet dinosaur and write about what they would do with their pet.
- After, ask, **Tell me about your pet dinosaur! What do you like to do together?**



Literacy: How Does Vu Feel?

MATERIALS: [The Little Beetle](#), paper, crayons

- Show your child pp.10-11 of *The Little Beetle*. Ask, **Look at Vu, how do you think he is feeling? How can you tell? Yes, he seems to be angry. His face looks angry. What do you look like when you are angry?**
- **You can draw and write about a time that you were angry.** Allow your child to complete the activity.
- After, ask, **Tell me about a time you felt angry. How did your body feel when you were angry? What do you do when you feel like that?**

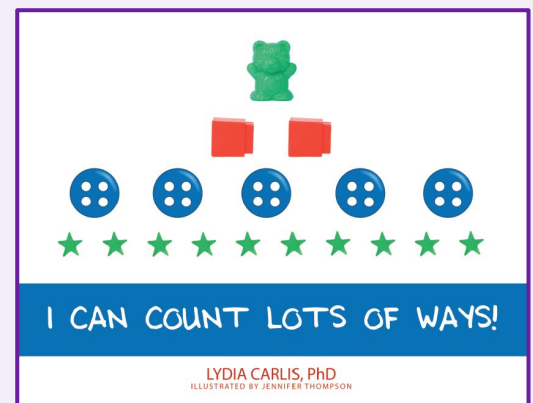


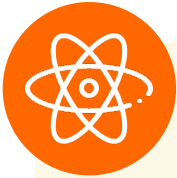
Read: *I Can Count Lots of Ways!*

MATERIALS: [I Can Count Lots of Ways!](#)

- With your child, read *I Can Count Lots of Ways!*
- After, show pp. 4-5 and ask, **How many bears are in this set of bears? Yes, 3 bears. Since there are only 3 bears we can count them quickly!**

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





STEM: Let's Make a Fossil

MATERIALS: liquid glue, items to make an imprint e.g. twig, shell, fork, playdough or [Playdough Recipe](#)

- Say, **Let's make a cast of a fossil. We will pretend the glue is the soil that hardens in the space the fossil made.** Allow your child to press an object into the playdough (not deep so it will dry quickly).
- Remove the object to leave the impression. Allow your child to fill the space with glue. You may need to save the playdough and glue until later in the day so it has time to dry.
- After the glue dries, gently peel the glue away to get the object's cast.
- After, compare the object's cast to the real object and to the mold left in the playdough.



Independent Learning: Dinosaur Footprints

MATERIALS: [Fossils](#), old sponge cut into shapes of dinosaur footprints, watercolor palette, or play dough or [Playdough Recipe](#)

- Say, **Even though dinosaurs are extinct or not alive, paleontologists can learn a lot about them by looking at their footprints.** Show pictures with footprints and dinosaur feet.
- **Let's make dinosaur footprints!** Model how to press the sponge or their fingers (three middle fingers or two fingertips) into the paint and press onto paper or play dough to make the footprints.
- Allow your child to experiment with different prints. After, ask, **What kind of footprints did you make? How big do you think a very large dinosaur's footprints would be?**





Literacy: Tell Me About Your Day

- Talk with your child about their day. Ask them to tell you two things that happened in order.
- Ask, **Can you tell me what you have been doing today? What did you do first? What did you do after that?**
- *Optional - your child can draw two or more things they did.*



Journal Prompt: Dinosaur Egg

MATERIALS: crayons, pencil, Dinosaur Egg Journal Page

- Talk with your child about dinosaurs hatching from eggs.
- Have your child draw and write about it.
- Later, ask, **What would you do if you found a dinosaur egg?**

Name: _____

What would you do if you found an egg that hatched into a dinosaur?

Name: _____

What would you do if you found an egg that hatched into a dinosaur?



STEM: How Many Fingers?

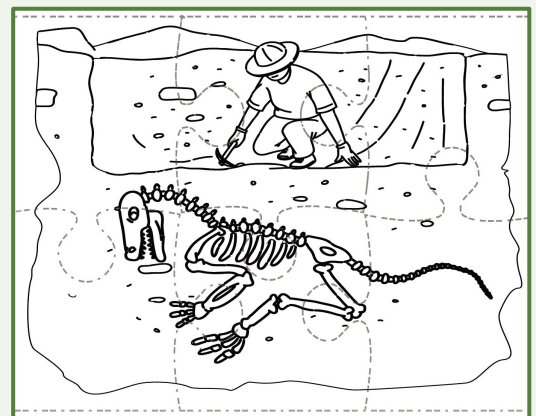
- Hold up 8 fingers and ask, **How many fingers do I have?** Allow your child to count your fingers. Then have them hold up the same number on their hands. Ask your child how many fingers they have in all. If they can't tell you or have to count again, repeat the total and say, **There are 8 fingers**, to help them understand that the last number counted is the same as the total.
- Repeat 3-4 more times for numbers between 0 (show your fist) and 10, repeating the total if necessary.



Independent Learning: Paleontologist Puzzle

MATERIALS: [Paleontologist Puzzle](#), crayons, child-friendly scissors, *optional - glue the puzzle paper onto cardboard, like a cereal box, before coloring and cutting the pieces out*

- Say, **A Paleontologist is a scientist who learns about dinosaurs.**
- Allow your child to color the puzzle before helping them to cut out the pieces. Then put the puzzle together.
- After, ask, **What do you think it would be like to be a paleontologist?**





Literacy: Kind Words

MATERIALS: paper, crayons or watercolor palette

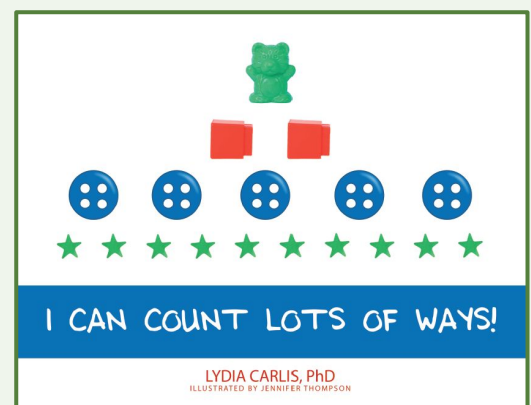
- Say, **Sometimes we might have a problem and get angry. We might want to tease or make fun of someone. We might use unkind words.** Talk together about unkind words and how your child would feel if someone said those words to them.
- **Instead of saying mean words, we should use kind words. If you're too angry to use kind words, you do not have to say anything until you feel better.**
- Allow your child to draw and write about kind words they can use.
- After, ask, **Tell me about some of the kind words you can use.**



Read: *I Can Count Lots of Ways!*

MATERIALS: [*I Can Count Lots of Ways!*](#)

- With your child, read *I Can Count Lots of Ways!*
- After, show pp. 6-7. Ask, **Can you count the linking chains one at a time?** Then, show how you can count them by twos and say, **That was even faster than counting by ones!**
- This is an introduction to counting by twos. Your child does not need to be able to count by twos yet.





Let's Move: Pete the Paleontologist

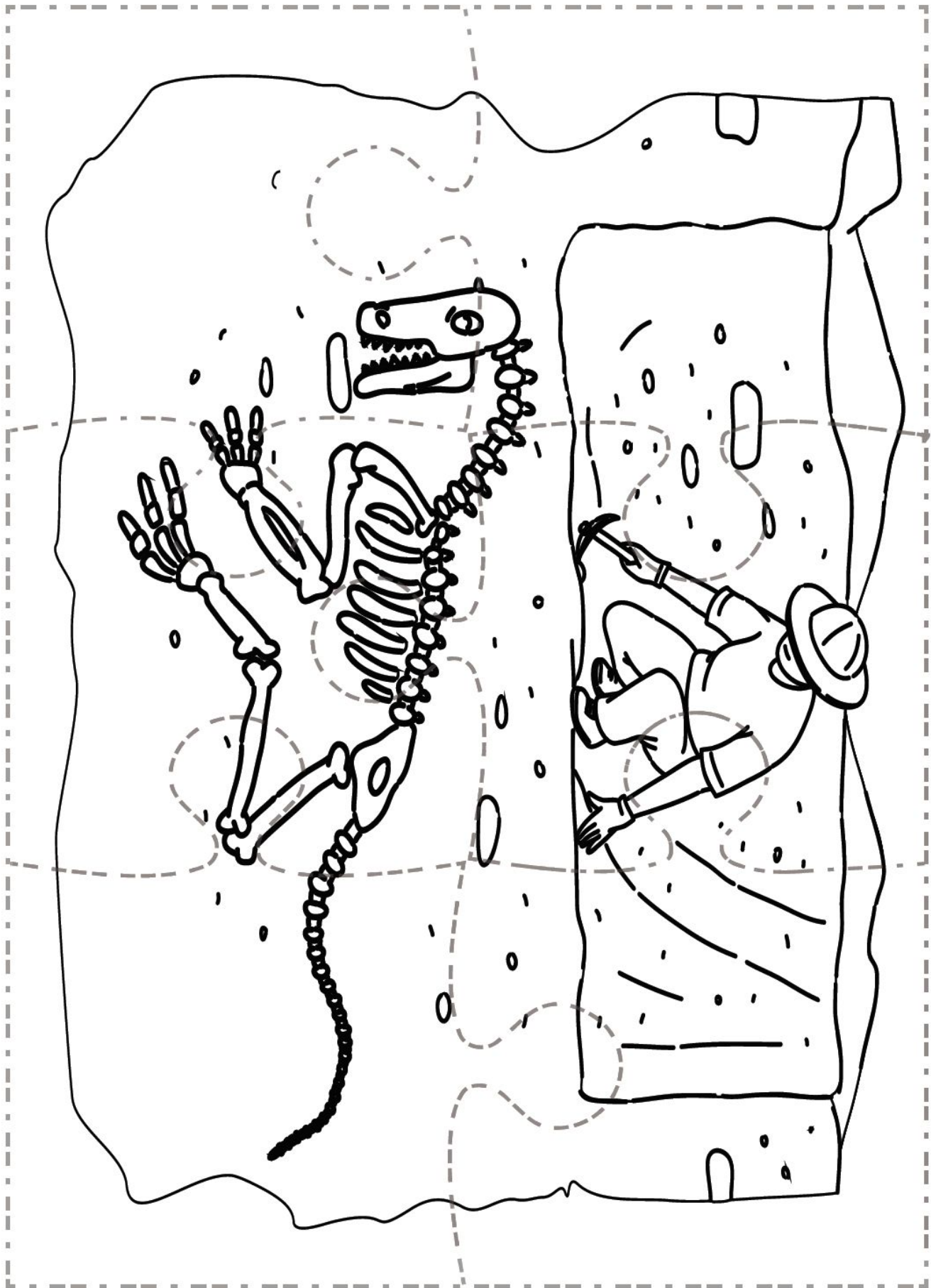
- Say, **Let's play a game like Simon Says. But this time, Pete, the Paleontologist, will give you instructions to follow. Only follow them if you hear, "Pete says."**
- Give two-step instructions like **Pete says, jump up then roar.** Or, **pretend to dig for dinosaur bones, then brush them off,** etc.
- Switch roles so your child can give instructions.



Learning Together: What We'd Like to Find

MATERIALS: paper, crayons

- Talk with your child about something you both would like to find, just like paleontologists try to find dinosaur bones or other fossils (it doesn't have to be dinosaur related).
- Talk about where you would look. Then work together to draw a picture of you both finding your item. Talk about how you would feel when you found it.
- You can also look for information about your item by searching on the internet or reading books.





STEM: Soil

MATERIALS: paper folded in half, crayons, soil, transparent jar or container with lid (or stir the water instead of shaking it if there's no lid), water, *optional - if you don't have soil you can add ingredients like baking soda, salt, or a dark liquid to water and talk about water pollution instead.*

- Say, **Soil or dirt is made up of many different things. Remember the rotting log that Vu was eating became soil. Let's experiment to see the different things in our soil.**
- Help your child to fill the jar halfway with soil. Add water, leaving about an inch of air. Close the jar and allow your child to shake it hard to break up any clumps. Ask, **What do you think will happen when we leave the soil and water for a while?**
- Allow your child to draw a picture of what they notice on one half of the paper.
- Leave the jar for at least a few hours or overnight. Then look at it together to see the different layers of soil. The heaviest items like pebbles will sink, the next layer will be lighter things like sand, and then clay at the top, if there is any. Your child can draw a picture of the new layers on the other half of the paper.



Independent Learning: Handprint Dinosaur

MATERIALS: watercolor palette, paper, *optional - decorative items like strips of paper, wiggly eyes, cotton swabs, etc.*

- Say, **You can make a dinosaur using your handprint.** Model how to paint their hand, then press it upside down to make a dinosaur.
- Allow your child to make their handprint, then add features like eyes, horns, plates, or whatever they want.
- After, ask, **Tell me about your dinosaur. What is it called?**



Literacy: Silly Directions

- Say, **I'm going to give you silly directions that I want you to follow. Listen carefully.**
- Give your child silly two-step directions, e.g., roar like a dinosaur and swish your tail, smile and say hi in a dinosaur voice.
- Switch roles so your child can give you directions.



Journal Prompt: Paleontologist

MATERIALS: crayons, pencil, Paleontologist Journal Page

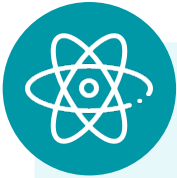
- Talk about what it would be like to be a paleontologist - a scientist who studies or learns about fossils.
- Have your child draw and write about it.
- Later, ask, **What do you think it would be like to be a paleontologist and learn about fossils?**

Name: _____

What do you think it would be like to be a scientist who learns about fossils?

Name: _____

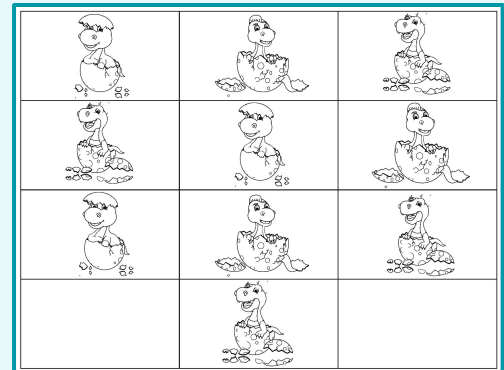
What do you think it would be like to be a scientist who learns about fossils?



STEM: Dino Egg Sets

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

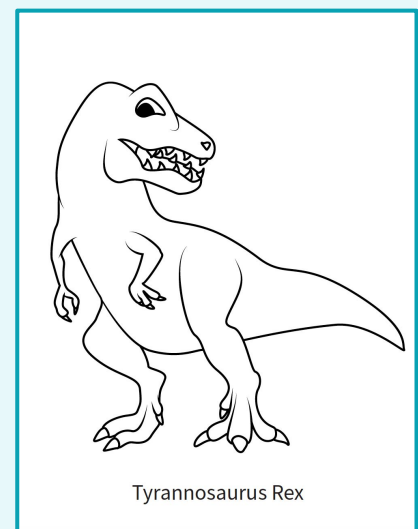
- Say, **Count how many dinosaur eggs there are on this page.**
- **Now, you can color the eggs and cut them out.** Help your child to cut them out if necessary.
- After, put out different amounts of eggs, e.g., 8 eggs or 5 eggs, and ask your child to count them. After counting, ask your child how many there are in all. If they don't respond or start counting again, repeat the total after they count to help them understand that the last number counted is the total, e.g., **Yes, you have 5 eggs.**



Independent Learning: Dinosaur Coloring

MATERIALS: [Dinosaur Coloring](#), watercolor palette or crayons, *optional - other decorative items like wiggly eyes, paper strips, cotton, etc.*

- Ask your child what they notice about the pictures. The dinosaur that eats meat (carnivore) has sharp teeth. The dinosaur that eats only plants has a long neck to reach the leaves (herbivore).
- Say, **We aren't sure what color the dinosaurs were or how their skin felt. You can color and decorate these dinosaurs any way you want!**
- After, ask, **Tell me about your dinosaurs!**





Literacy: Walk Away

MATERIALS: paper, crayons or watercolor palette

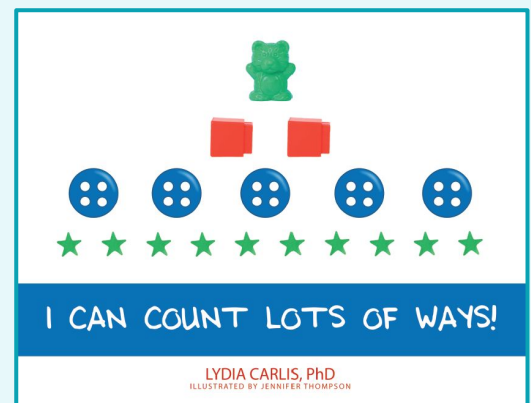
- Say, **We've been talking about ways to solve a problem. Sometimes, we can walk away, so a problem doesn't get bigger. If someone is teasing us or not being nice, we can walk away. If something is not safe, we should walk away and get help.**
- **Can you think of other times we can walk away to avoid or solve a problem?** Share examples.
- After, allow your child to draw and write about a time they walked away to avoid or solve a problem or a time they should walk away.
- After, ask, **Tell me about a time you walked away.**

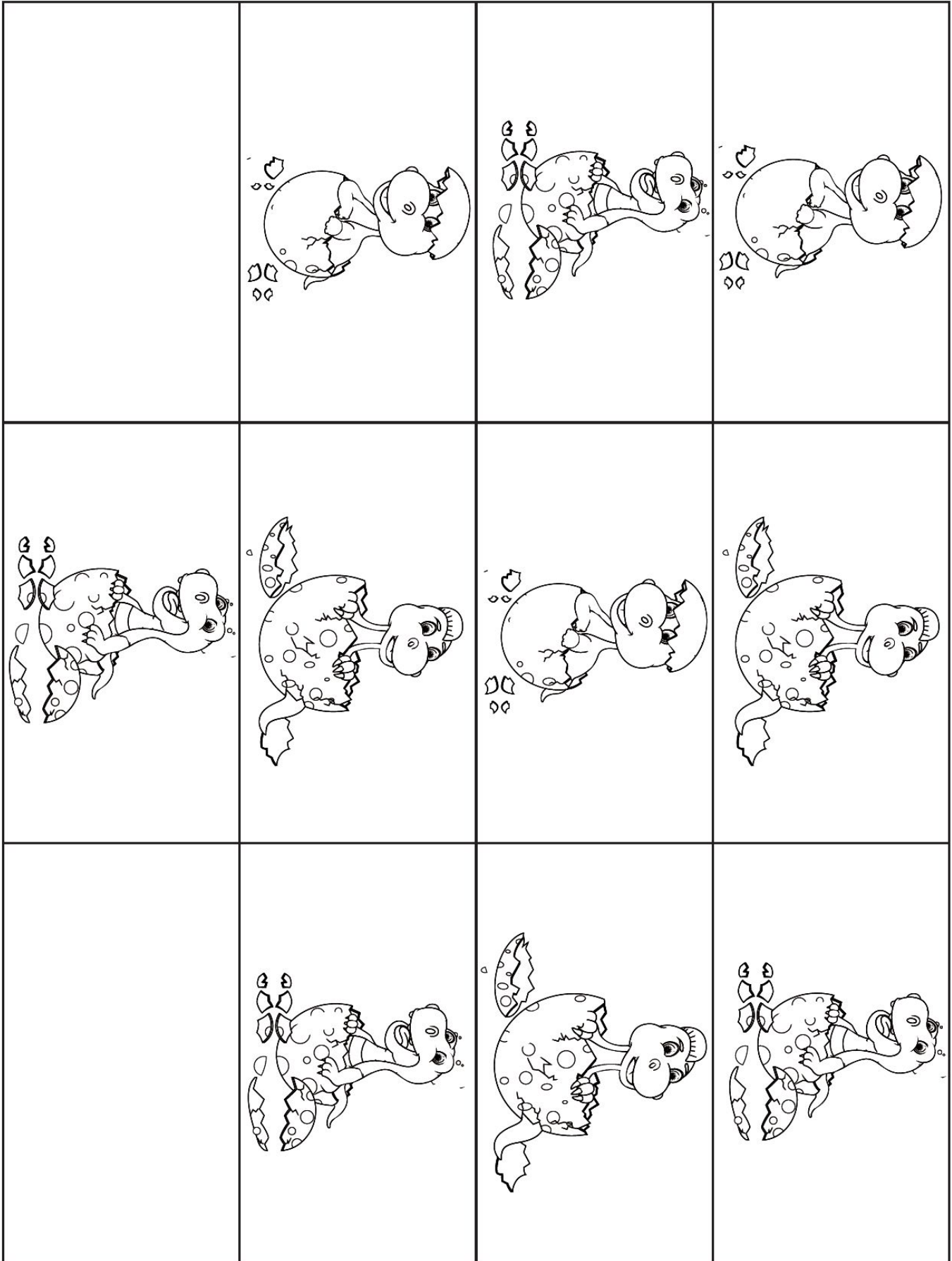


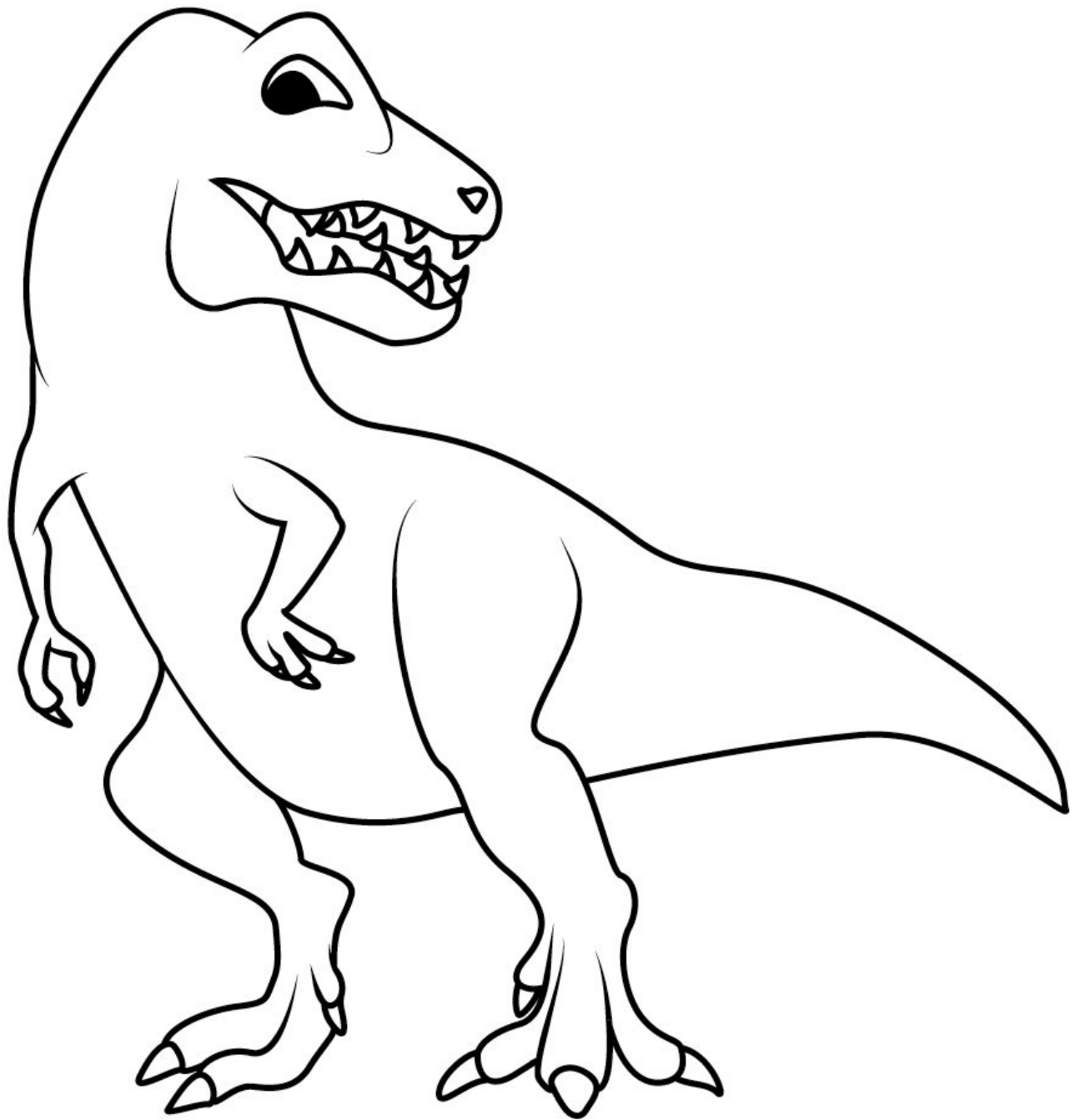
Read: *I Can Count Lots of Ways!*

MATERIALS: [*I Can Count Lots of Ways!*](#)

- With your child, read *I Can Count Lots of Ways!*
- After, show pp. 12-13. Say, **Wow! That's a lot of stars. It would take a long time to count one by one to 100, but let's see how quickly I can count by tens. Point to each row and count 10, 20, 30, etc. That was much faster!**
- This is an introduction to counting by tens. Your child does not need to be able to count by tens yet.







Tyrannosaurus Rex



Stegosaurus

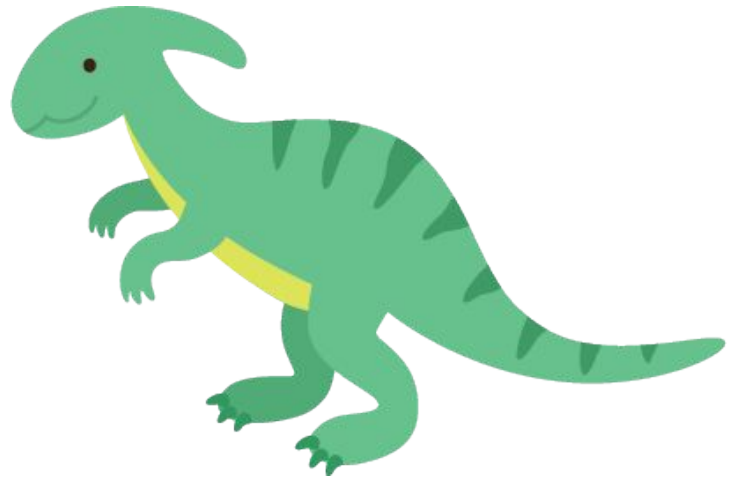
Week 4

PK3 Unit 8 Week 4 Overview

Dinosaur Theatre

This week your child will:

Count objects up to 10, identify numbers 3-5, and learn about dinosaurs. They will also talk about feelings and friendships and retell a story. You can practice retelling events by asking your child to tell you two things that happened in their day.



Key Vocabulary



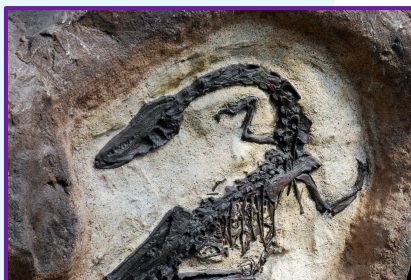
dinosaur

a reptile that lived very, very long ago and no longer exists



feelings

emotions, like sad and happy



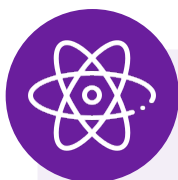
fossil

animals or plants that have been preserved or saved in rock

Create Connections

This is your last week learning all about dinosaurs!
Before you begin the packet, write and draw
about something you would like to learn this week.

**Think
About It!**



STEM: 3-5 Memory

MATERIALS: number cards of 3-5 from Day 5

- Show your child how to play a matching game. Place the cards face down. Flip over two cards. If the numbers match, say the name and take the cards out of the playing area. If the cards don't match, flip them face down again.
- Take turns with your child and play until all the matches have been made.
- Add more numbers to make the game more challenging!



Independent Learning: Accepting No

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

- Say, **Sometimes grown-ups or friends tell us no because we should not do or have some things. A friend might say no if they don't want to play with you.** Talk together about times that people might say no, e.g., when someone wants them to do something that is not safe or kind, or eat something that is not healthy.
- **How do you feel when someone says no?** Talk together about how they might feel and what they can do if they feel angry, frustrated, or sad. Use the Feelings picture to help them identify how they might feel.
- Allow your child to write and draw about what they can do to accept no when someone tells them no.





Literacy: Follow My Directions

- Say, **I'm going to give you directions to follow. Listen carefully.**
- Give your child two-step directions, e.g., roar and show your claws, flap your dinosaur wings and hop, blink and then smile.
- Switch roles so your child can give you directions.
- If this is easy, give three-step directions.

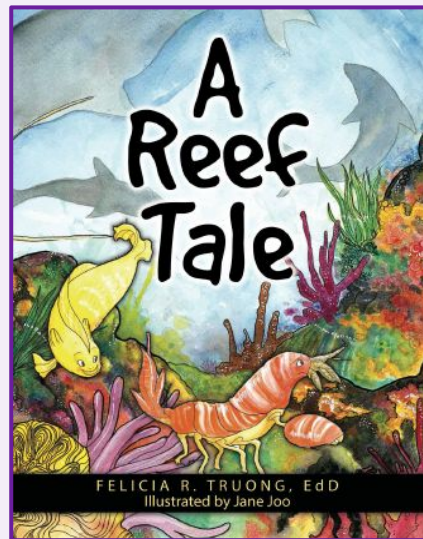


Read: *A Reef Tale*

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. Not being able to see well made him scared. Quinn was scared too. She 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, Fossils and Dinosaurs.





STEM: Volcano

MATERIALS: [Volcanoes](#), spoon, water, transparent cup or container, 4-5 tablespoons of baking soda, 1 teaspoon dishwashing liquid, 1 cup vinegar, tray for the experiment or do the experiment outside or in the bathtub/sink, *optional - food coloring*

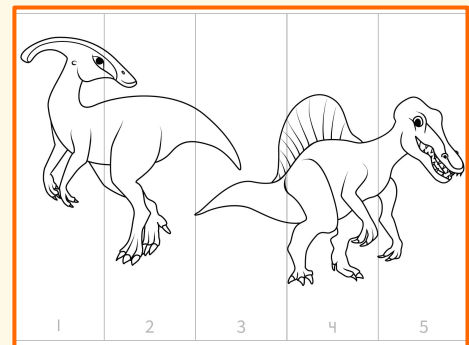
- Look at pictures of volcanoes. Say, **A volcano is a large mountain with a hole at the top where lava can come out. Lava is really hot liquid rock. Some people think the dinosaurs are extinct or died out because a big volcano erupted, which means lots of hot lava came out, killing the dinosaurs. Let's experiment and make a mini eruption.**
- Help your child fill the cup $\frac{2}{3}$ full with water, add the baking soda, dish soap, food coloring, and stir. Then add the vinegar to see the eruption as the baking soda and vinegar react to make a gas that causes things to bubble and foam.
- After, talk together about what your child noticed.
- If you do not have the ingredients, you can watch videos of the experiment or of a volcanic eruption on the internet.



Independent Learning: Dinosaur Puzzle 1-5

MATERIALS: [Dinosaur Puzzle](#), crayons, child-friendly scissors, *optional - glue the puzzle paper onto cardboard (e.g., a cereal box) and cut the pieces out*

- Say, **You can color and then put together this dinosaur puzzle. This puzzle is a little different. You will put the pieces in order from 1 to 5.**
- Allow your child to color the puzzle before helping them to cut out the pieces. Then put the puzzle together.
- After, count together from 1 to 5 while pointing to the numbers. Then ask them to point to specific numbers, **Point to 4.**





Literacy: Act Out Our Feelings

MATERIALS: [Feelings](#)

- Say, **Let's act out different feelings and guess what they are.**
- Take turns acting out a feeling and guessing, e.g., being sad, frustrated, happy, excited, or surprised.
- You can also choose a feeling and talk about things that make them feel that way, e.g., being happy when they can do something new or feeling sad when they miss someone.



Journal Prompt: No

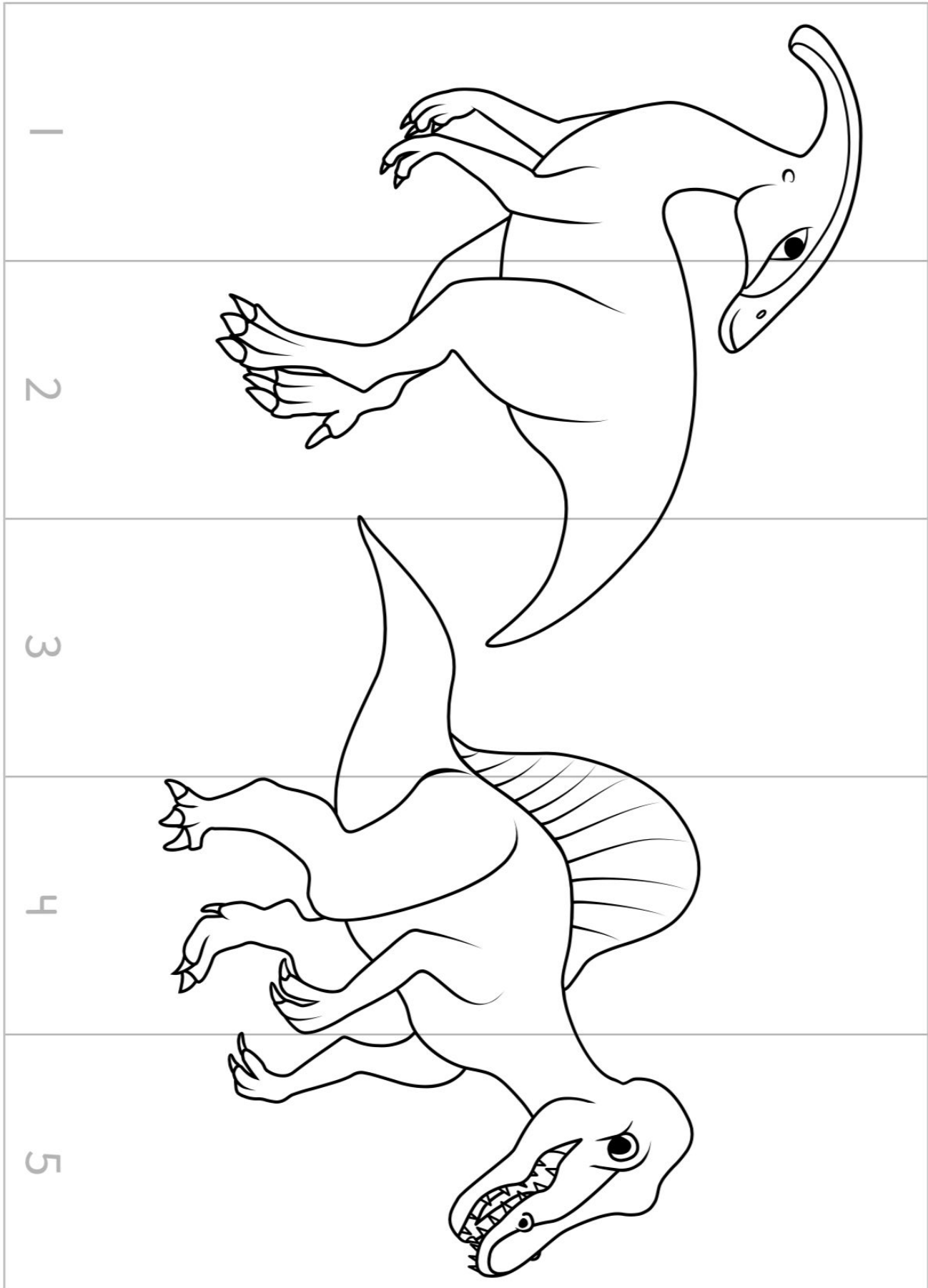
MATERIALS: crayons, pencil, No Journal Page

- With your child, talk about times we say no to someone. If a stranger asks us to do something or a friend tells us to do something that is not kind (like make fun of someone else), we can say no.
- Have your child draw and write about it.
- Later, ask, **Tell me about a time that you had to say no. How did you feel when you said no?**

Name: _____

Write about a time that you had to say no to someone.





Name: _____

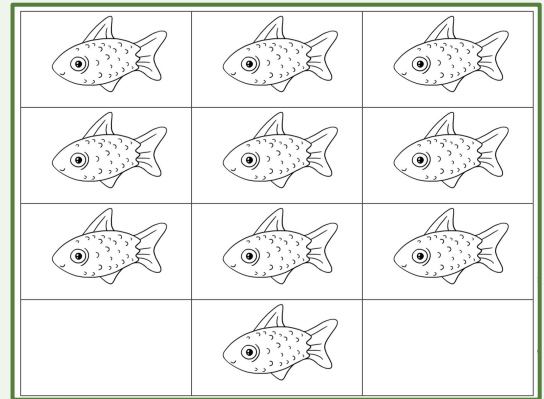
Write about a time that you had to say no to someone.



STEM: Fish Count

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

- Say, **Count how many fish there are on this page.**
- **Now, you can color the fish and cut them out.** Help your child to cut them out if necessary.
- After, put out different amounts of fish, e.g., 3 fish or 7 fish, and ask your child to count them. After counting, ask your child how many they have in all. If they don't respond or start counting again, repeat the total after they count to help them understand that the last number counted is the total, e.g., **Yes, you have 3 fish.**



Independent Learning: Dinosaur Puppet

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*

- Talk with your child about the different kinds of dinosaurs they like. Say, **You can make a dinosaur puppet. What kind of dinosaur will you make?** Your child can make a real dinosaur or invent a dinosaur.
- Allow your child to make the puppet. They can decorate the paper towel rolls or use the brown paper bags with the bottom as a puppet mouth when they place their hand inside.
- Save the puppet for the puppet theatre later today.



Literacy: Name That Feeling

MATERIALS: [Feelings](#), mirror or a phone with selfie view

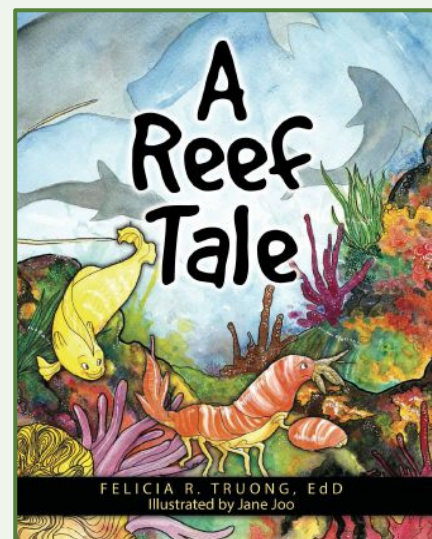
- Say, **Our bodies and faces can show how we are feeling. Let's play Name the Feeling. I will act out a feeling. You tell me what it means.** Play the game using 2-3 of the following feelings:
 - angry, frustrated, sad, happy, surprised, worried
- Ask your child to show you what they look like when they have that feeling. Look in the mirror and compare your expressions with theirs to help them understand how people might express themselves differently.
- Switch roles so your child can act out some feelings.
- You can also give examples of situations, and you can both show how you would feel in that situation.



Read: *A Reef Tale*

MATERIALS: [A Reef Tale](#)

- With your child, read *A Reef Tale*.
- After, ask, **What do you think it would be like to live in the ocean?**



Wednesday

PK3 Unit 8 Week 4 Day 18



Let's Move: Don't Step on the Lava

MATERIALS: tape, paper, write numbers 3-5 on paper (at least 2 of each number)

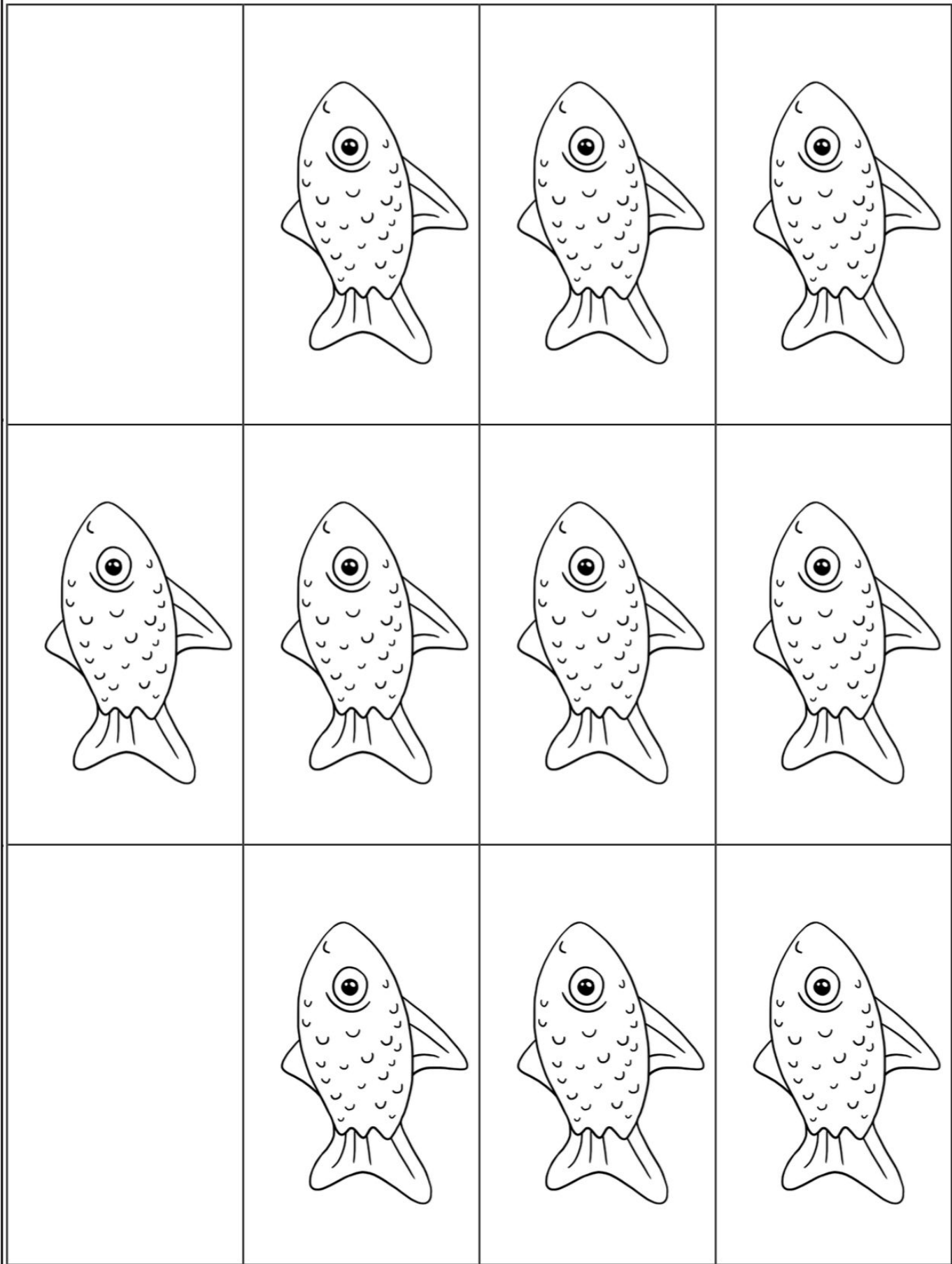
- The numbers will be the pretend rocks. Tape them randomly to the floor.
- Say, **Let's pretend the floor is covered in hot lava from a volcano. We don't want to step on the lava, so we have to hop from rock to rock. When I say stop, we have to stop where we are and say the number on the rock.**
- Switch roles so that your child can say stop too.
- Include extra numbers to make this more challenging.



Learning Together: Dinosaur Puppet Theatre

MATERIALS: previously created dinosaur puppet, *optional - other props like leaves, and branches for trees, boxes to represent caves, etc.*

- Say, **Let's use your dinosaur puppet and play! What should we act out?**
- Allow your child to take the lead as you play together and act out different dinosaur scenes.

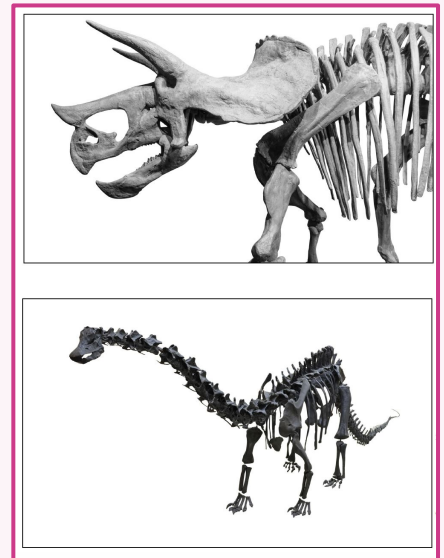




STEM: Dinosaur Skeleton

MATERIALS: [Dinosaur Skeleton](#), paper, glue, child-safe scissors, cotton swabs, toothpicks, small straws, etc.

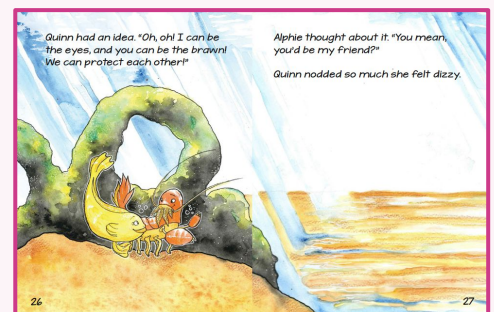
- Talk with your child about dinosaur skeletons using the pictures. Say, **Dinosaurs are extinct or no longer living, but we can learn a lot from their skeletons or bones.**
- **You can make your own dinosaur skeleton using these things.** Model how to glue the swabs onto paper.
- Your child can glue cotton swabs directly onto the pictures or create their dinosaur by gluing the swabs onto paper.
- After, ask, **Tell me about your dinosaur! How did their skeleton help them to move?**



Independent Learning: How Do They Feel?

MATERIALS: [A Reef Tale](#), paper, crayons

- Show your child pp. 26-27 of *A Reef Tale*. Ask, **Look at Alphie and Quinn. How do you think they are feeling? How can you tell? Yes, they seem to be happy. They are smiling.**
- **You can draw and write about a time when you were happy.** Allow your child to complete the activity.
- After, ask, **Tell me about a time you felt happy. How did your body feel when you were happy?**

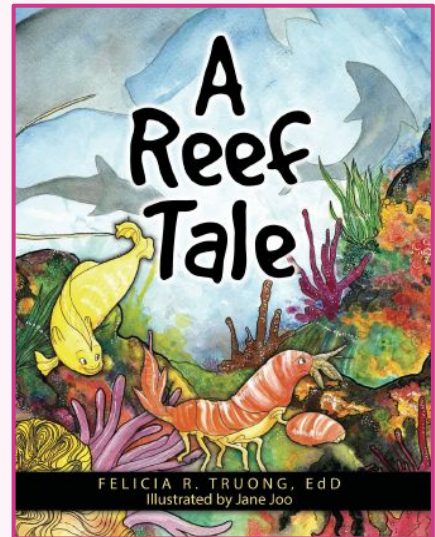




Literacy: Retelling A Reef Tale

MATERIALS: [A Reef Tale](#)

- Say, **We read this book yesterday. Can you tell me two things that happened in the story? What happened first? Then what happened?**
- If your child needs help, use the pictures as you review what happened. Then ask your child to say two things they remember.



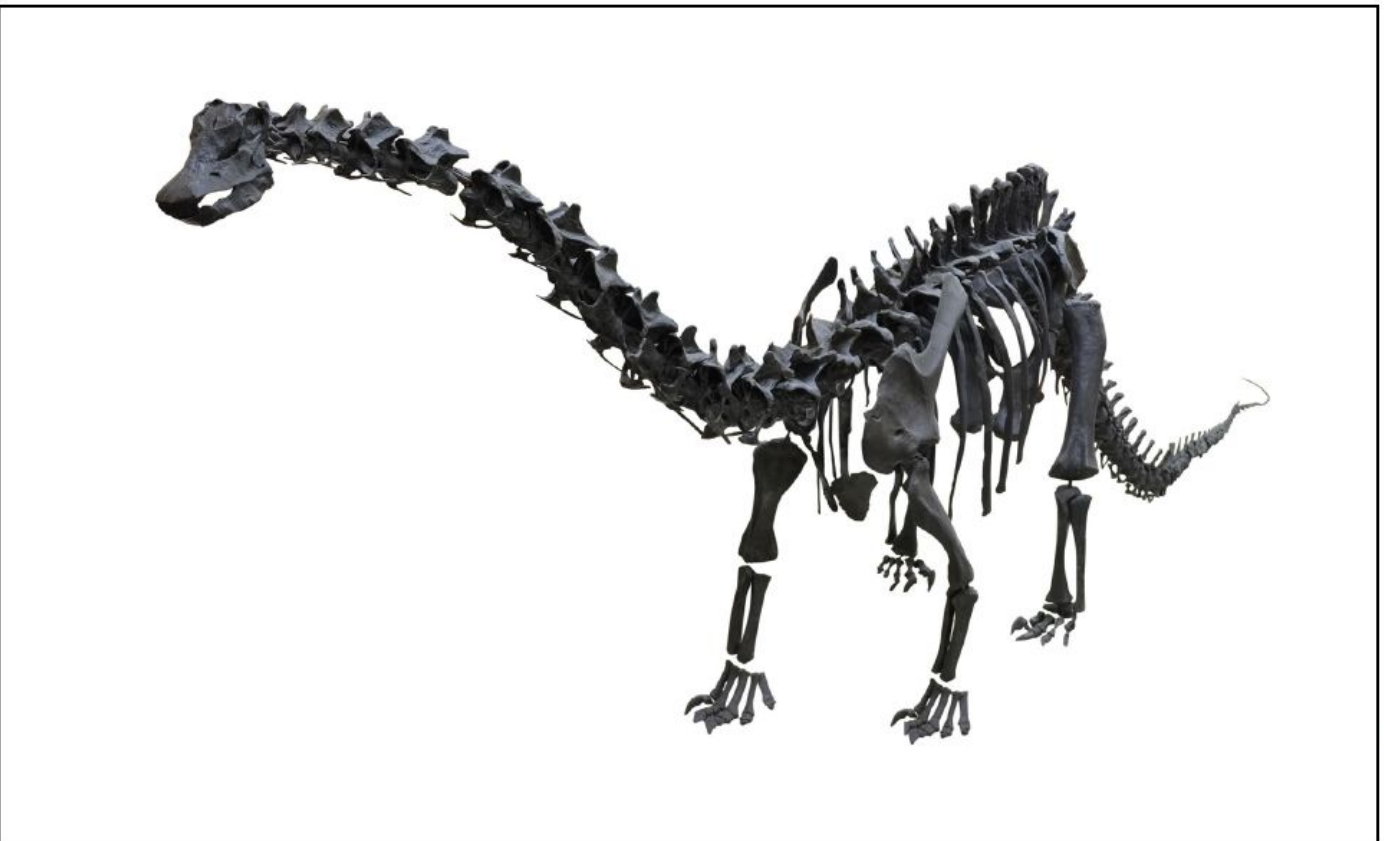
Journal Prompt: Quinn and Alpie

MATERIALS: crayons, pencil, Quinn and Alpie Journal Page

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

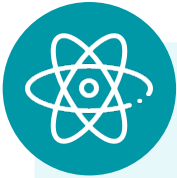
Name: _____

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



Name: _____

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



STEM: Positional Words Review

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

- Say, **Let's play a game. I will give you directions to follow.**
- Give directions using the words beside, between, above, below, and next to. For example, put the spoon beside the box, put your hand between the container and the spoon, put your hand above your head, put your hand below your chin, put the spoon below the box, etc.
- Switch roles so that your child can give directions.



Independent Learning: Say Goodbye to “All About Dinosaurs and Fossils”

MATERIALS: paper, crayons

- Say, **We've been learning about fossils and dinosaurs.** Talk with your child about their favorite part of learning about fossils and dinosaurs. It could be their favorite activity or book.
- Have your child draw and write about their favorite part of this unit.
- After, say, **What did you write about? Why was that your favorite?**



Literacy: Things I Do With My Friends

MATERIALS: paper, crayons or watercolor palette

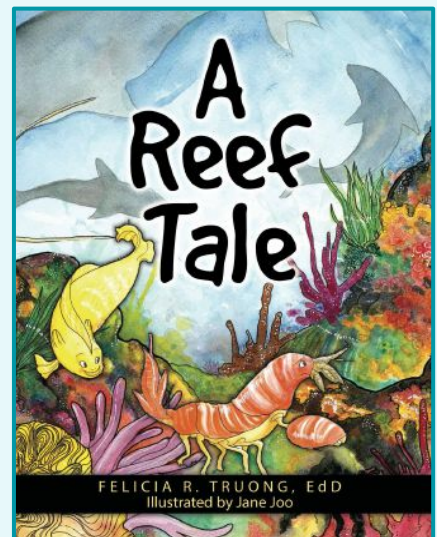
- Ask, **What do you like to do with your friends?** Talk together about different things they can do like playing, eating, dancing, singing together in person or online, etc.
- After, allow your child to draw a picture of something they like to do with their friends or one special friend.
- After, ask, **Tell me about your picture, please.**
- You can also make simple puppets by cutting out and decorating people shapes and gluing them onto craft sticks or sticks. Then, play together as you act out things you can do with friends.



Read: *A Reef Tale*

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

- With your child, read *A Reef Tale*.
- After, say, **Quinn and Alphie liked spending time together. Who is someone you like to spend time with? What do you do together?**



Welcome to Unit 8! In Unit 8, your child will learn about dinosaurs and how things change over time.

