

Unit 8

All About Dinosaurs and Fossils

PK4





Unit 8

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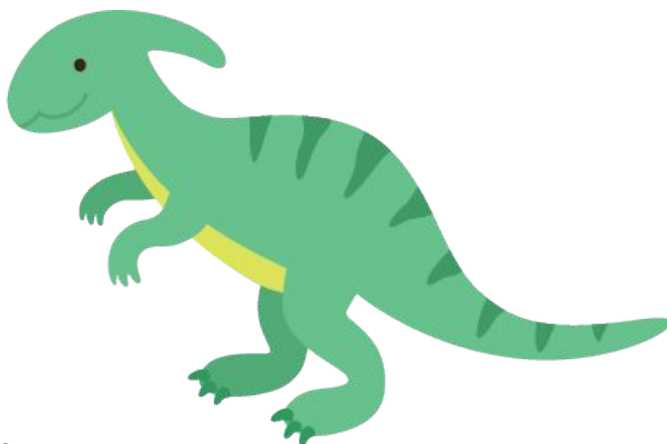
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PK4 Unit 8 Overview



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
- [Count the Noisy Birds](#) by Beryl Salinger Schmitt
- [The Canyon](#) by Felicia R. Truong
- [I Love Dinosaurs](#) by AppleTree Institute for Education Innovation

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 blend and separate the beginning sounds in words, learn about numbers 0-15, make shapes, and learn about the letters I, N, P, U, V, W, Y, and D. Your child will also learn different ways to solve a problem. You can make a problem-solving book with your child by putting together all of their drawings related to problem-solving, such as using their words or standing up for themselves and others. Have the book accessible so your child can use it when they have a problem or challenge.

Unit 8 Vocabulary

decay

dinosaur

extinct

feelings

fossil

paleontologist

past

soil

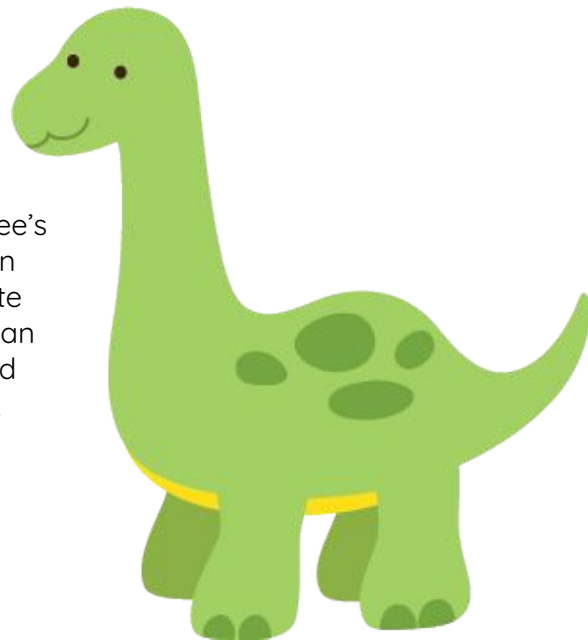
Week 1

PK4 Unit 8 Week 1 Overview

Soil Science and Decomposition

This week your child will:

Learn about how things change over time by learning about a tree's life cycle, about soil, and by comparing what you both were like in the past and the present. They will also identify numbers 0-7, write numbers 0-3, learn about empathy, and the letters I and N. 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 could not before.



Key Vocabulary



decay

to be slowly destroyed by a natural process



past

already happened in time



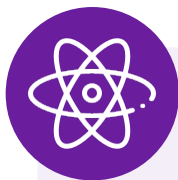
soil

a special word used by scientists that means dirt

Create Connections

This week, you will learn about how things change. You are changing as you grow up! A tree changes into a log and later becomes dirt. Before you begin the packet, write and draw about something you can do now that you could not do when you were a baby.

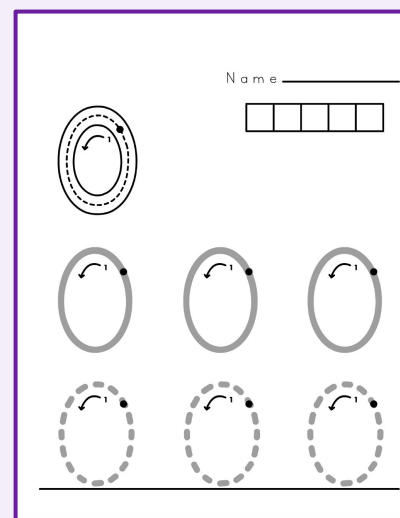
**Think
About It!**



STEM: Numbers 0 & 1

MATERIALS: paper, crayons, [Numerals 0 & 1](#)

- Say, **Let's write 0 and 1 today. Can you point to 0?** Have your child trace the 0 with their finger while you say how to write it - curve down, curve up. Repeat for the number 1 (line down).
- Allow your child to trace and write the numbers.
- After, count the dots at the top of the page together for each number.
- *Optional - practice with other materials. Your child can use their finger to write in salt or shaving cream.*



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.*

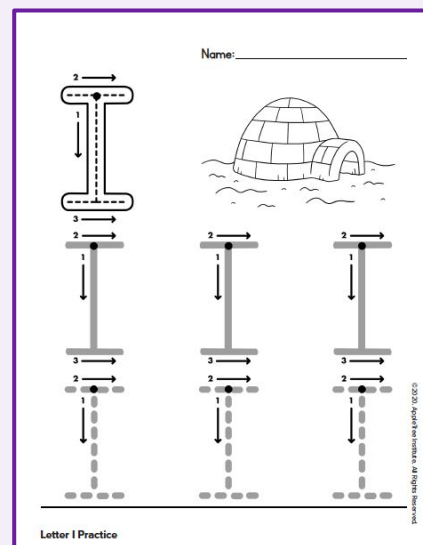
- Say, **We're learning about how things change over time. Let's do an experiment with this flower.** Talk together about what they notice about the flower - how it looks, feels and smells.
- Say, **You can draw a picture of what you notice about the flower.** Allow your child to draw and write about 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: I

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

- Practice the letter I. Say, **Make an I by writing down, across, across.** Have your child say the letter I and make the letter sound for I, like igloo, not like ice cream.
- Have your child trace the I with their finger. Then trace and write the I with a crayon or pencil and color the pictures.
- See how many uppercase I's you can find together throughout the day.
- Optional - your child can practice writing the letter I with their finger in salt, shaving cream, or other materials, or make an I out of playdough.

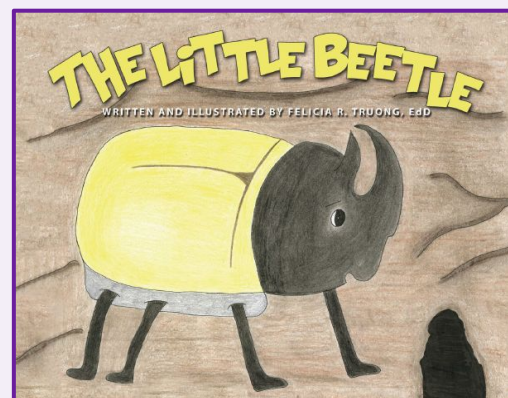


Read: *The Little Beetle*

MATERIALS: [The Little Beetle](#)

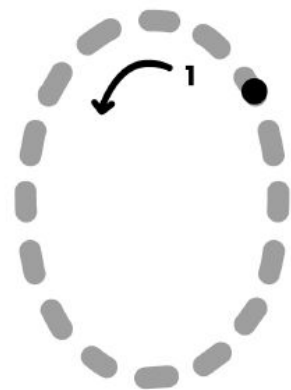
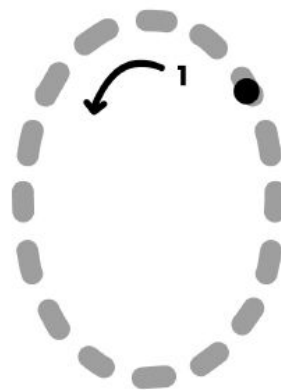
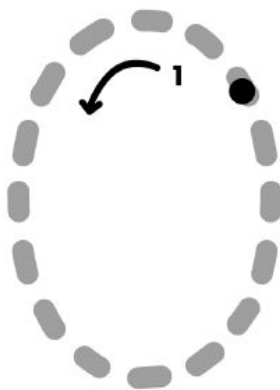
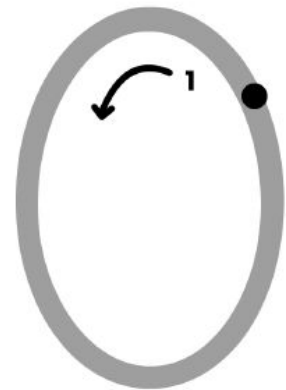
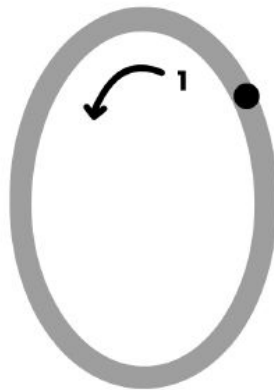
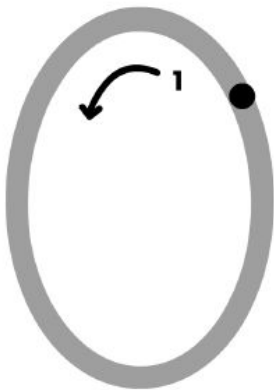
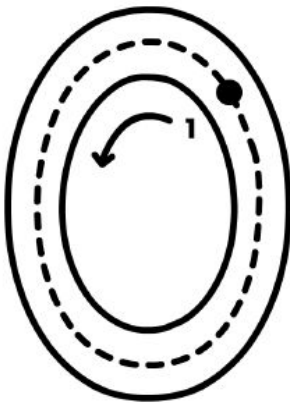
- With your child, read *The Little Beetle*.
- After, ask, **What did Vu think would happen to his log when someone else was eating it?**
- Yes, he thought the log would disappear and he wouldn't have any food left to eat.**

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

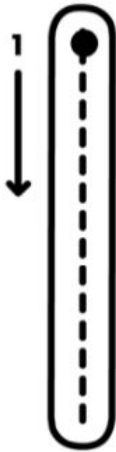


Name _____

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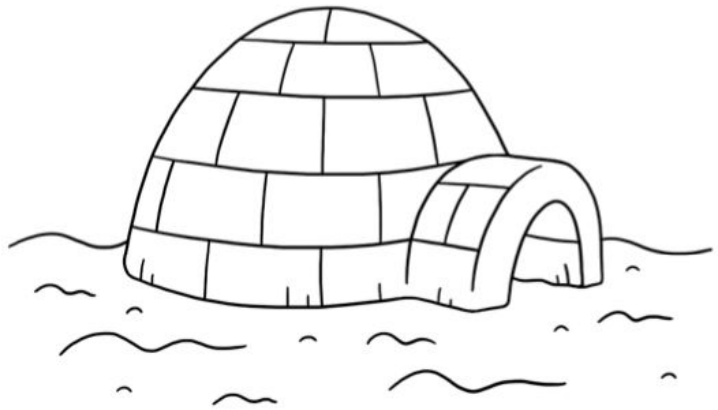
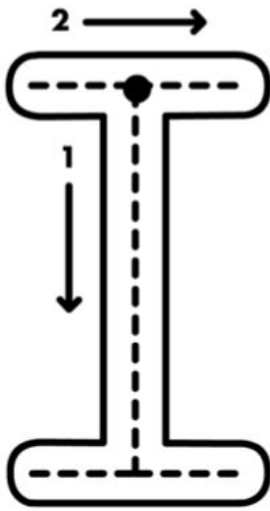
Name _____



●				
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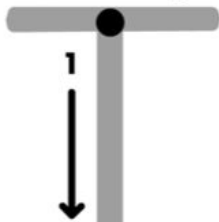


Name: _____



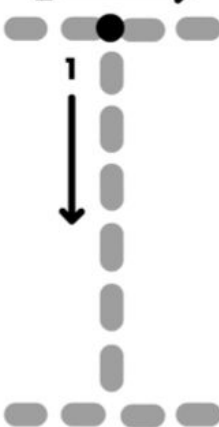
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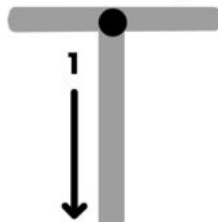


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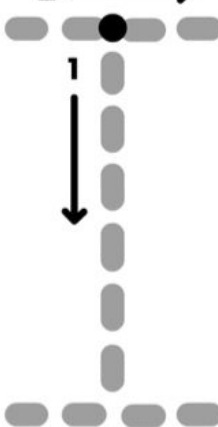


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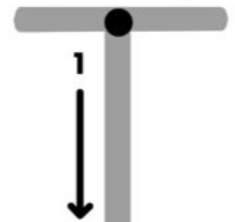


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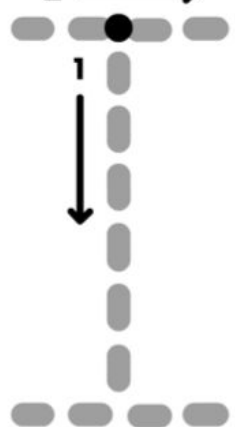


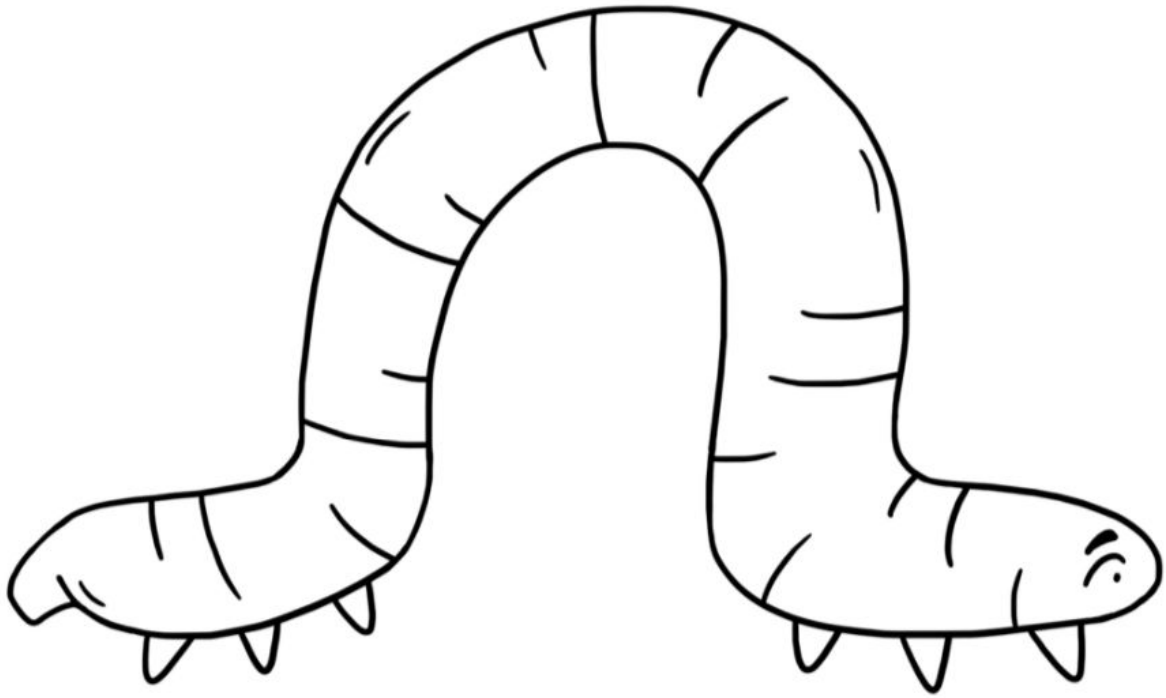
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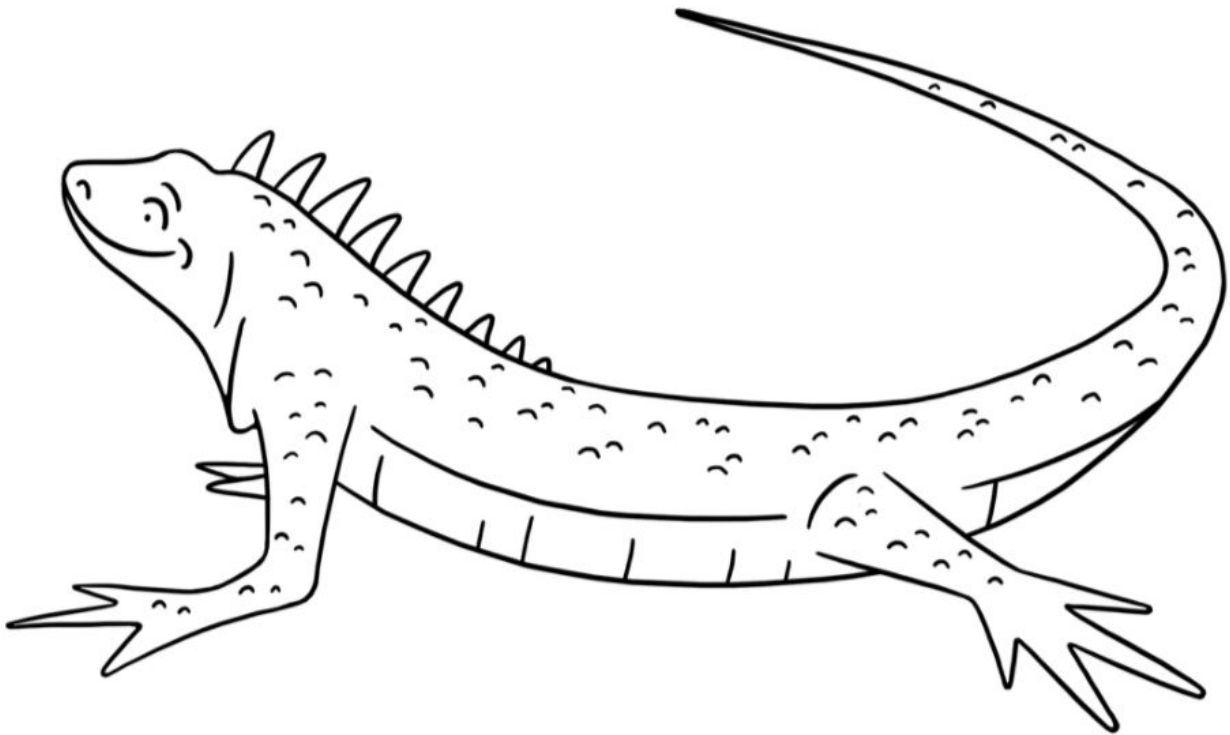
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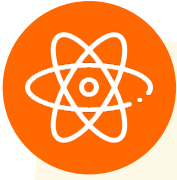




Inchworm



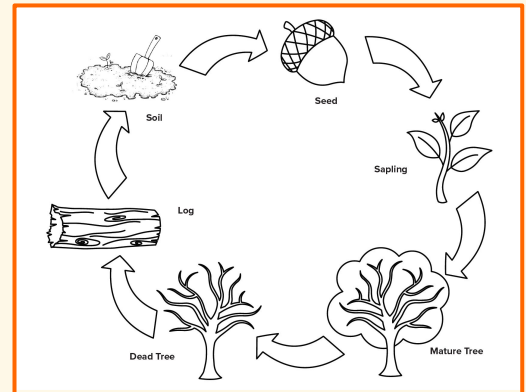
Iguana



STEM: Life Cycle of a Tree

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

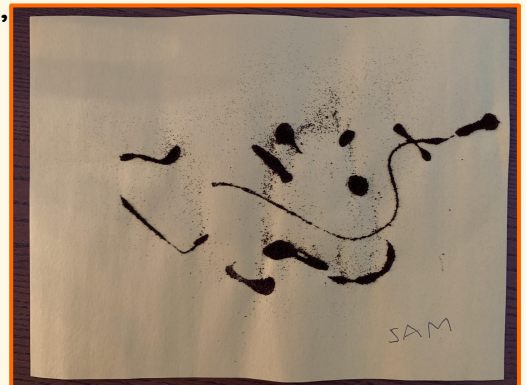
- Say, **Vu the beetle was worried that someone was eating his log. A log is a part of a dead tree. Let's talk about trees. They have a life cycle just like animals do!**
- Use the pictures to talk about how the tree grows from a seed into a sapling. Then it becomes a mature tree. Then it dies and becomes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



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: Blending Sounds

- Say, **Let's blend words! We will put the beginning and ending parts of words together!**
- Say, **I will blend the beginning sound and the rest of this word. H-at, h-at.** Repeat faster and faster as you blend the two parts together. **H-at, hat. You try, h-at, hat!**
- **Your turn!** Have your child try to blend c-up (cup), j-ump (jump), and p-et (pet). It's okay if your child needs help and you say the blends together. They are learning!



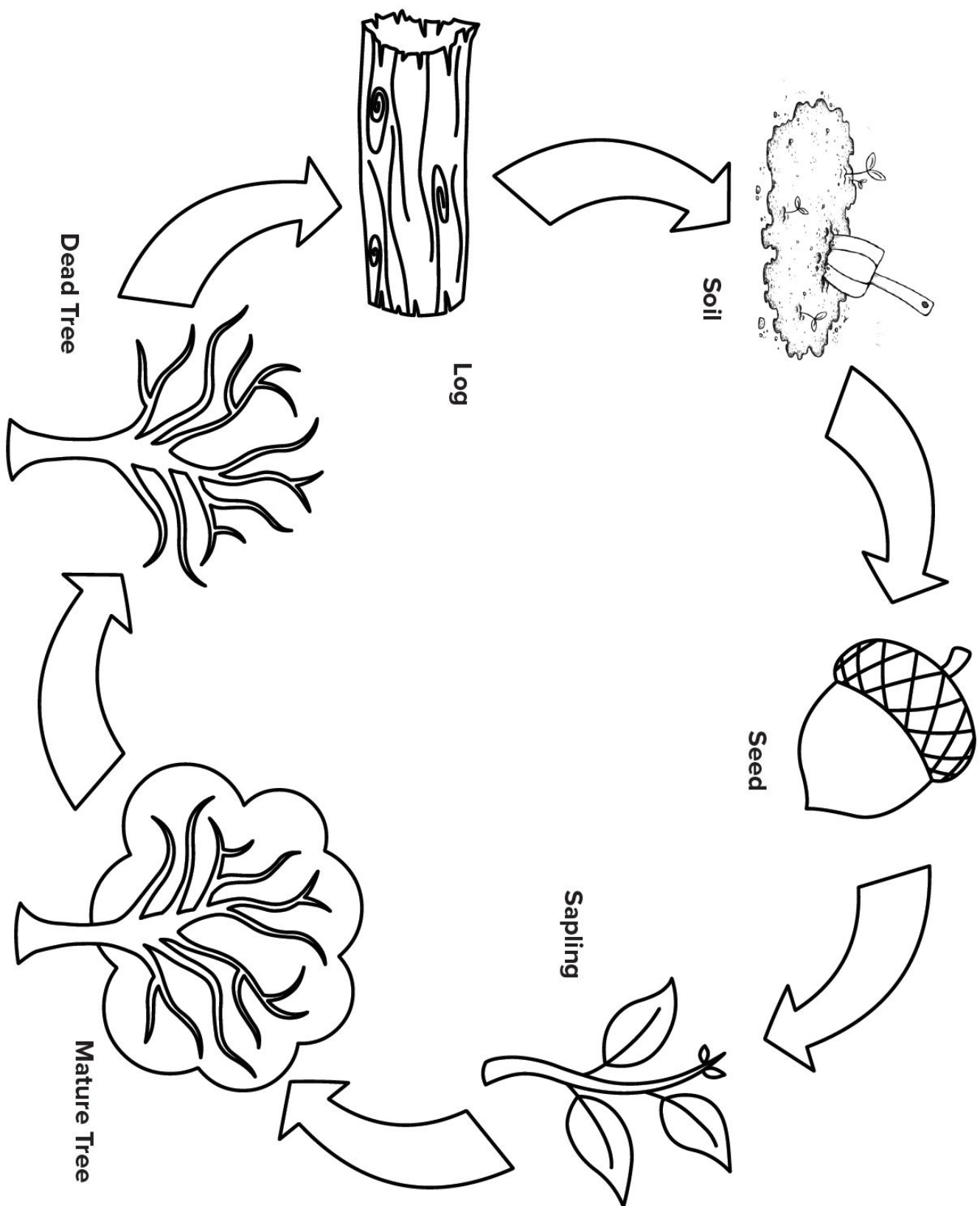
Journal Prompt: Eating in the Forest

MATERIALS: [*The Little Beetle*](#), crayons, pencil,
Eating in the Forest Journal Page

- With your child, talk about the different things forest animals might eat. You can look at *The Little Beetle* for ideas.
- Have your child draw and write about it.
- Later, ask, **Tell me about what you would like to eat if you were an animal in the forest. What do you think it would taste like?**

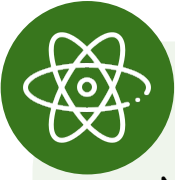
Name: _____

If you were an animal in the forest what would you like to eat?



Name: _____

If you were an animal in the forest what would you like to eat?



STEM: Name the Number (0-7)

MATERIALS - write each number from 0-7 on small pieces of paper and make 2 number cards for each number

- Give one set of cards to your child and keep the other set.
- Say, **Let's play a game with numbers. I'll show you a number card, and you tell me its name. Then show me your card that matches mine.**
- Switch roles so that your child can show you a card for you to find.
- To make this more challenging, add more numbers or ask your child to find the same number of objects to match the number on a card.
- Save the number cards for later in the unit.



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

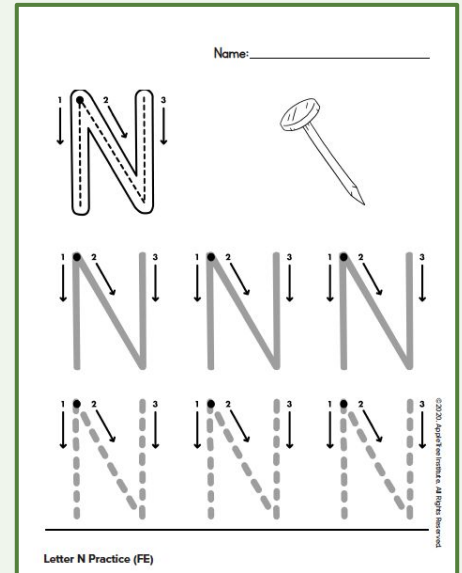
- Say, **We're learning about how things change over time. We looked at the flower and put it out a few days ago. Let's see what it's like now.** Talk together about what they notice about the flower now - how it looks, feels, and smells. Compare it to their drawing and observations before. How has it 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: N

MATERIALS: [Letter N Practice](#)

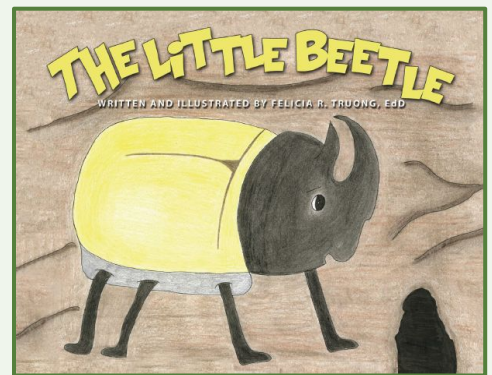
- Say, **Make an N by writing down, slant down, down.** Have your child say the letter N and make the letter sound for N, like nail.
- Have your child trace the N with their finger. Then trace and write the N with a crayon or pencil and color the pictures.
- See how many uppercase N's you can find together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



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?**
- **She said that they could share the log and find another one afterward. This was the solution.**





Let's Move: Pick a Number 0-7

MATERIALS: previously created number cards 0-7

- Say, **Let's get moving! You pick a number and we will do that number of movements.**
- Allow your child to say a number and suggest a movement, e.g., 7 hops, 4 wiggles, or 5 stomps. Repeat 2-3 times.

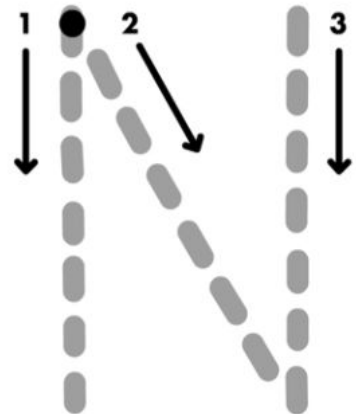
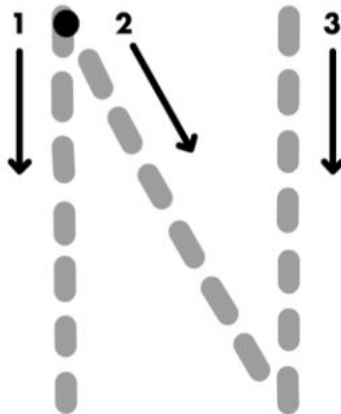
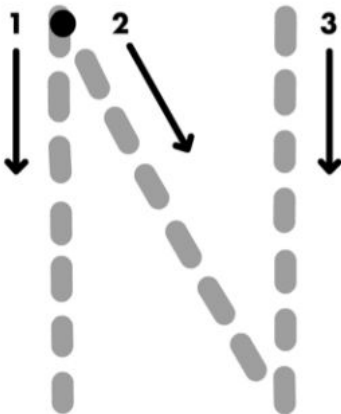
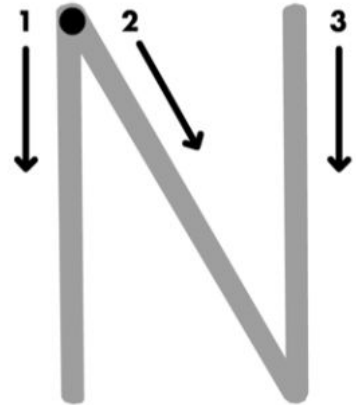
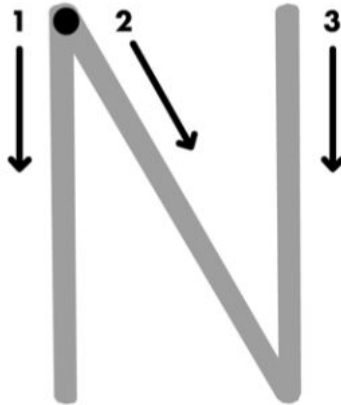
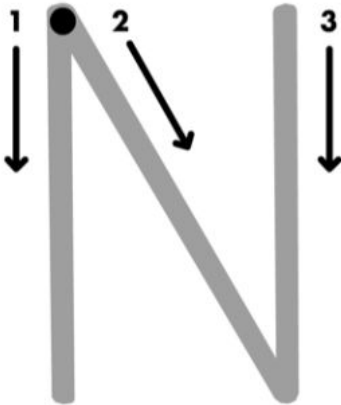
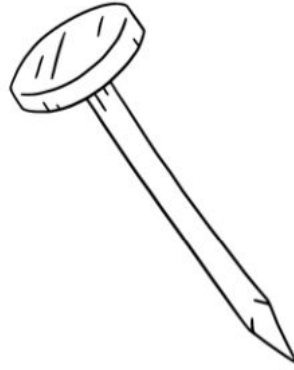
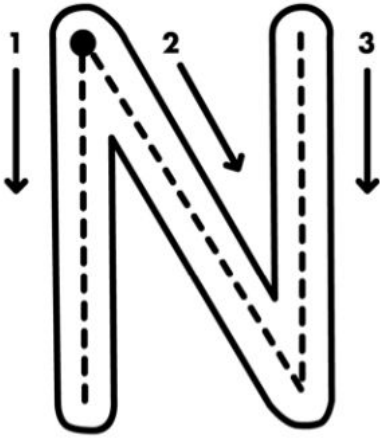


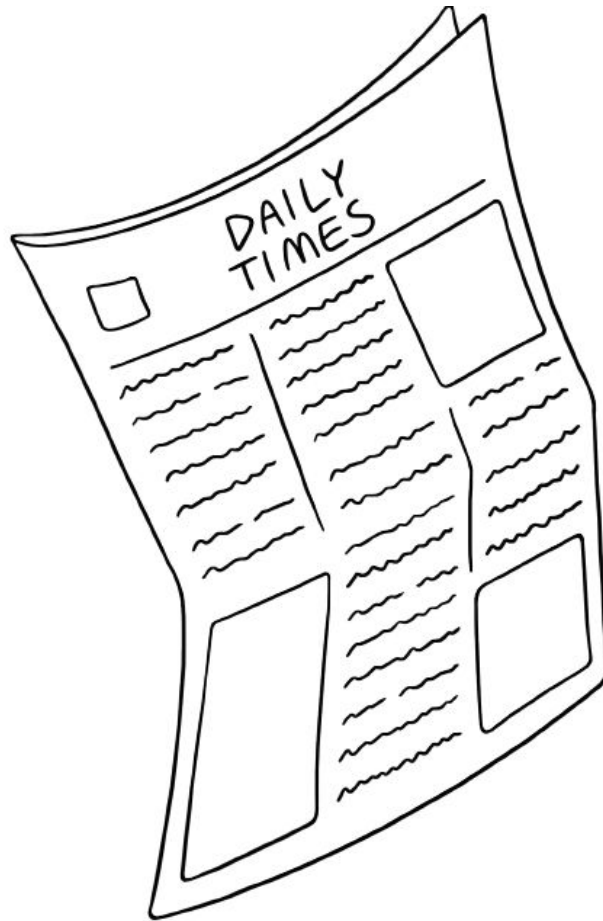
Learning Together: Our Past and Present

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

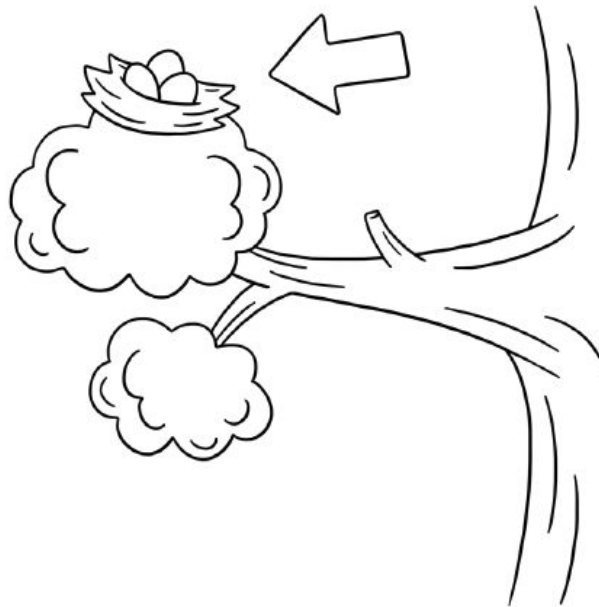
- With your child, look at pictures of each other when you were younger. Talk about when you were both younger and what happens as time passes and you grow up.
- Compare your pictures of you when you were younger to how you both look now. If you don't have pictures you can just talk about how you looked 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.

Name: _____

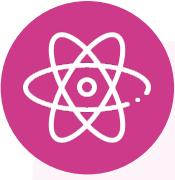




Newspaper



Nest



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: Empathy

MATERIALS: paper, crayons

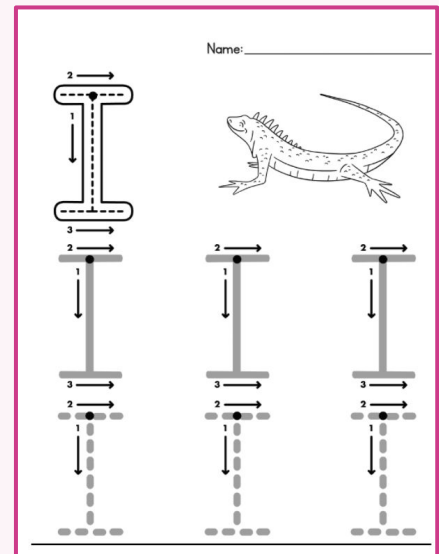
- Say, **One way we can help when there is a problem is to show empathy. Empathy means that you try to understand how someone else feels so that you can help them.**
- **Can you write and draw about a time that you helped someone?** Allow your child to complete the activity. If they cannot think of a time, you can suggest a time you noticed. Maybe they helped a neighbor who was carrying a lot of things or shared something with a sibling who was sad.
- After, talk with them about their drawing and explain how they showed empathy by understanding how the other person felt.



Literacy: Writing I & N

MATERIALS: I & N, pencil, crayons

- Brainstorm words that start with the letters I (focus on the I sound in igloo, not ice cream) and N.
- Have your child practice tracing the letters I and N. Have them color in the pictures.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as iguana? Can you think of other words that start with the same sound as nut?**



Journal Prompt: A Long Time Ago

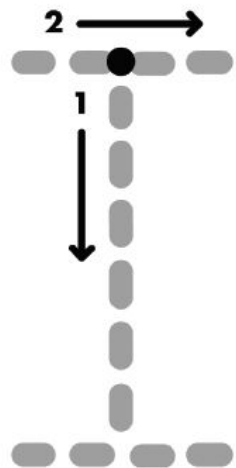
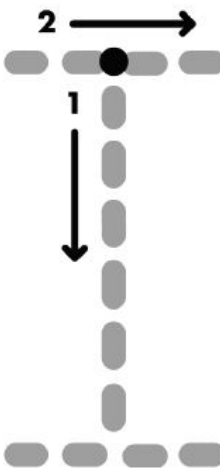
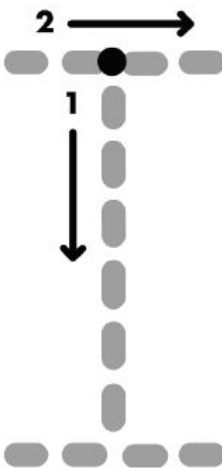
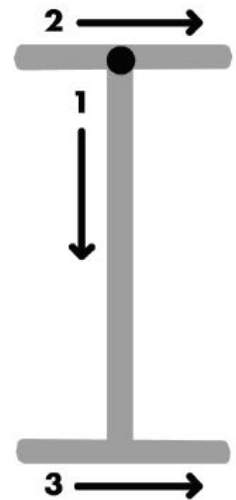
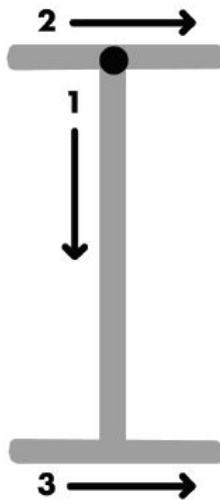
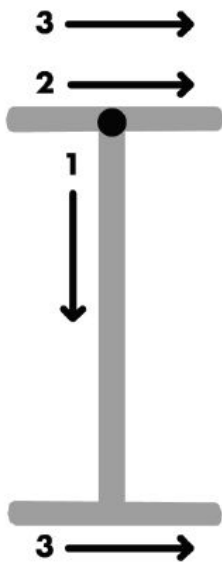
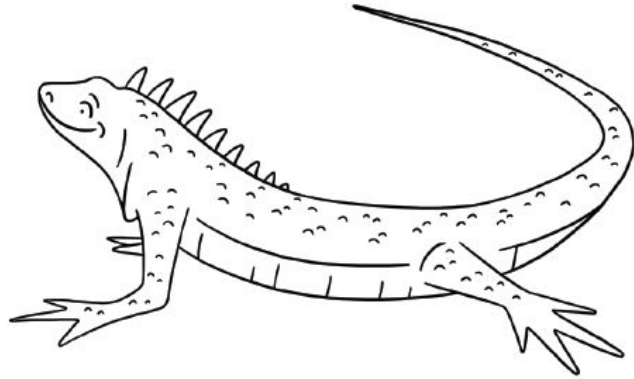
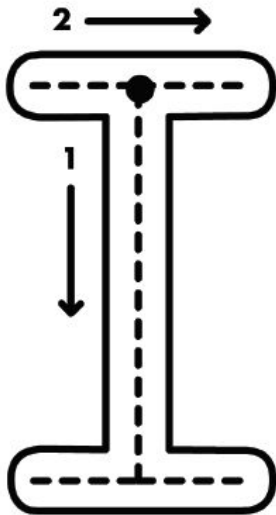
MATERIALS: crayons, pencil, A Long Time Ago Journal Page

- 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.**

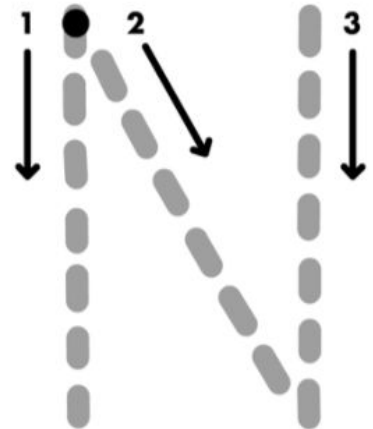
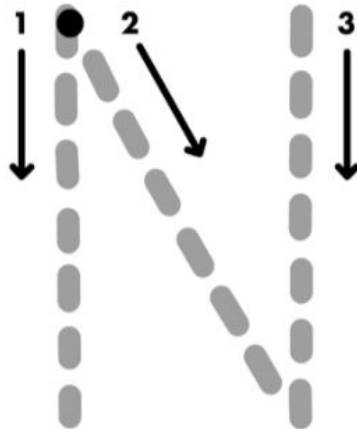
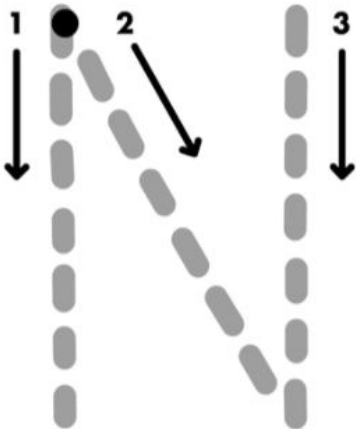
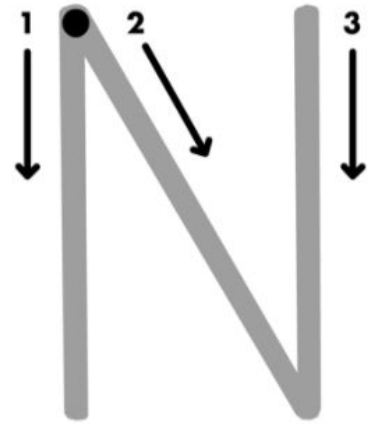
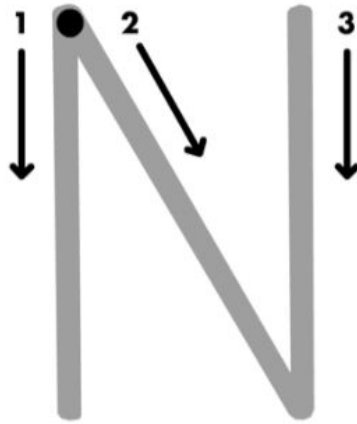
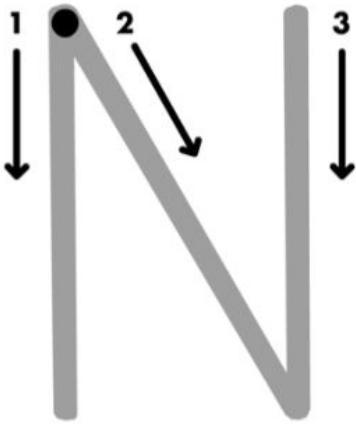
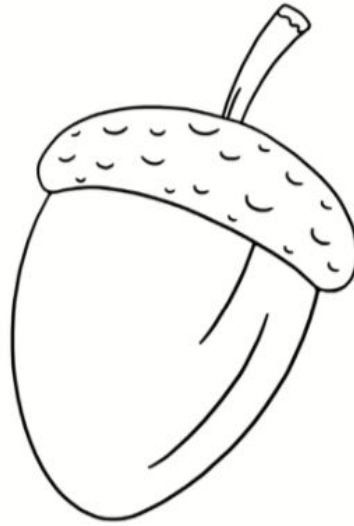
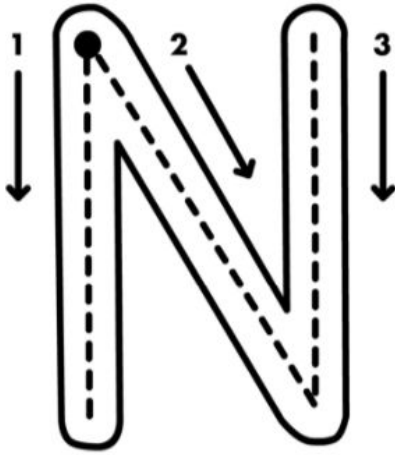
Name: _____

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

Name: _____

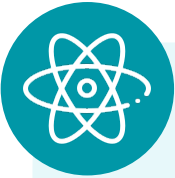


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Name: _____

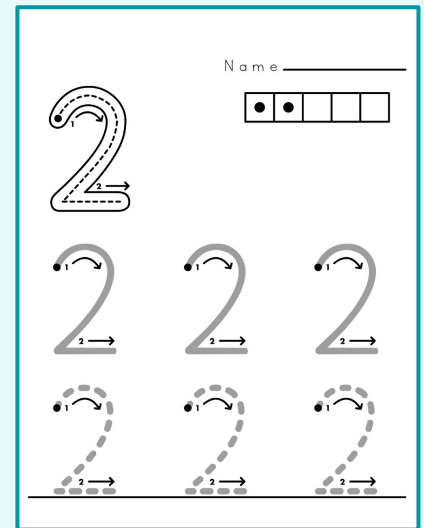
What do you think it would be like to live a long, long time ago?



STEM: Numbers 2 & 3

MATERIALS: paper, crayons, [Numerals 2 & 3](#)

- Say, **Let's write 2 and 3 today. Can you point to 2?** Have your child trace the 2 with their finger while you say how to write it - **curve, slant down, over**. Repeat for the number 3 (**curve, curve**).
- Allow your child to trace and write the numbers.
- After, count the dots at the top of the page together for each number.
- *Optional - practice writing with other materials.*



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: Blending Sounds

- Say, **Let's blend words! We will put the beginning and ending parts of words together!**
- Say, **I will blend the beginning sound and the rest of this word. P-ig, p-ig.** Repeat faster and faster as you blend the two parts together. **P-ig, pig. You try, p-ig, pig!**
- **Your turn!** Have your child try to blend r-un (run), h-op (hop), and c-at (cat). It's okay if your child needs help and you say the blends together.



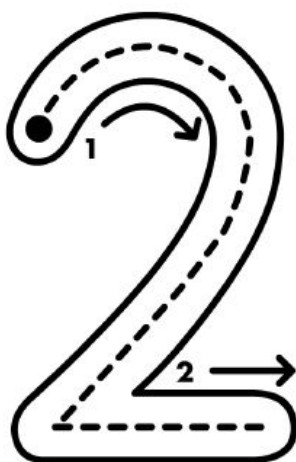
Read: *The Little Beetle*

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

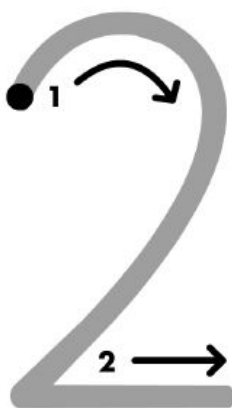
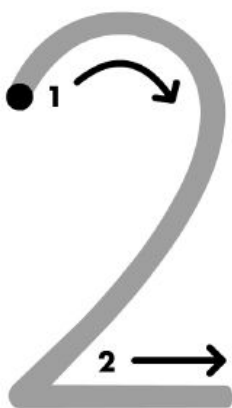
- With your child, read *The Little Beetle*.
- After, ask, **First Vu was angry. Then, he felt better after he realized he didn't need to worry about losing his log home or running out of food. How would you feel if you were Vu?**



Name _____



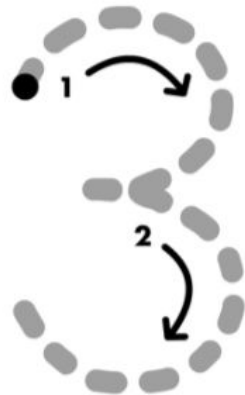
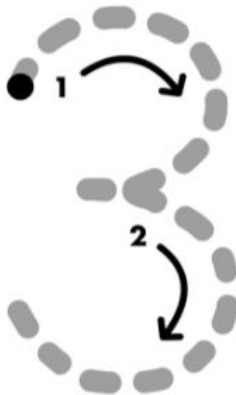
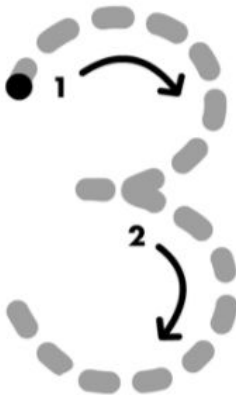
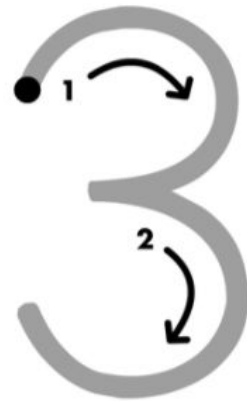
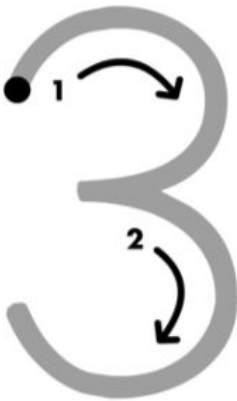
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Week 2

PK4 Unit 8 Week 2 Overview

I'm a Paleontologist

This week your child will:

Learn about dinosaurs, fossils, and paleontologists - scientists who learn about or study dinosaurs. They will write numbers 0-5, learn about letters P and U, and use their words to solve problems. You can extend these activities by having your child look for numbers 0-5 and then write them with their fingers or crayons when they find them.



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



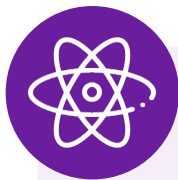
paleontologist

a person who learns about fossils

Create Connections

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

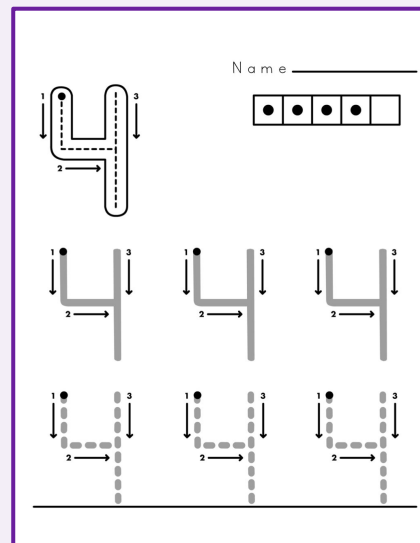
**Think
About It!**



STEM: Numbers 4 & 5

MATERIALS: paper, crayons, [Numerals 4 & 5](#)

- Say, **Let's write 4 and 5 today. Can you point to 4?** Have your child trace the 4 with their finger while you say how to write it - **down, across, down**. Repeat for the number 5 (**down, curve, across**).
- Allow your child to trace and write the numbers.
- After, count the dots at the top of the page together for each number.
- *Optional - practice writing with other materials.*



Independent Learning: Dinosaur Eggs

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

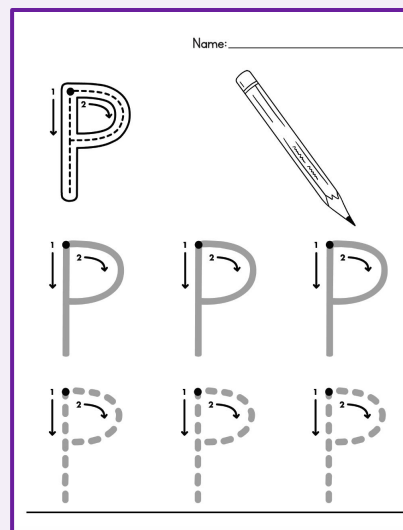
- Say, **Dinosaurs were reptiles and laid eggs just like birds, lizards, and crocodiles. Dinosaurs lived a long time ago and are extinct. They are not living anymore.**
- **We only have a few dinosaur egg fossils. We are not sure how the dinosaurs looked. You can make dinosaur eggs and choose how they 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: P

MATERIALS: [Letter P Practice 2](#)

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

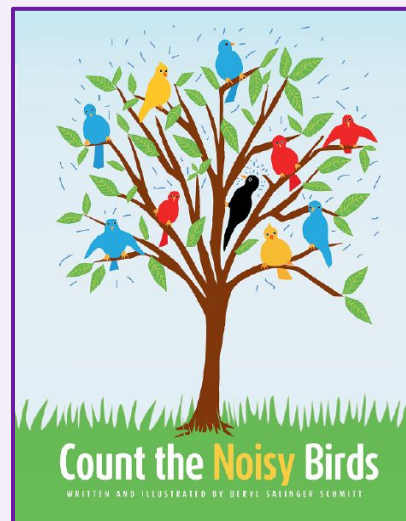


Read: *Count the Noisy Birds*

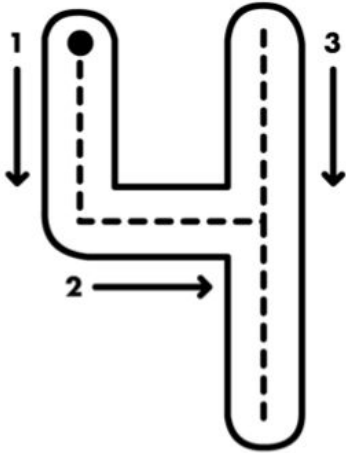
MATERIALS: [Count the Noisy Birds](#)

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

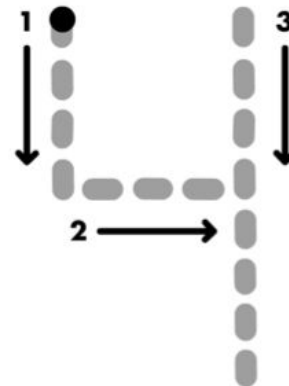
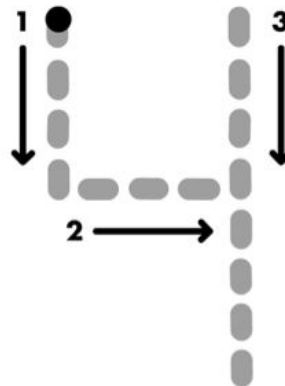
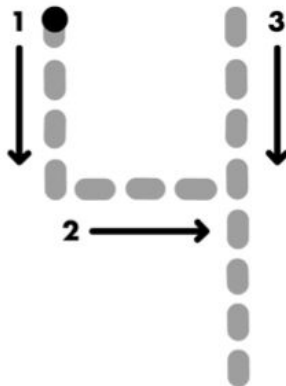
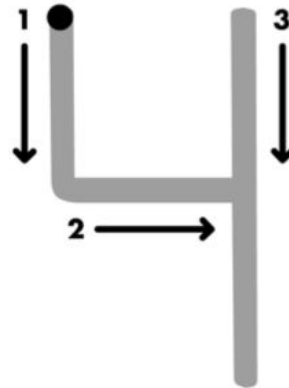
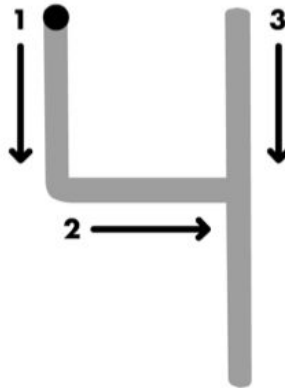
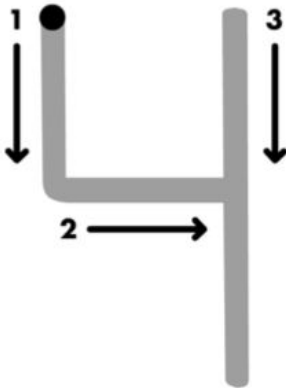
You can also access a pre-recorded reading of this book on the Spakler app in the “Tips for Adults” section, Fossils and Dinosaurs.



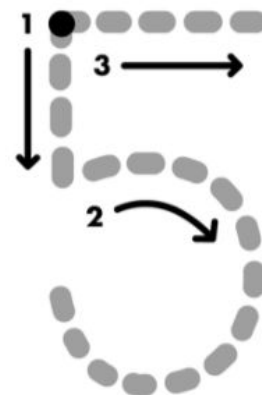
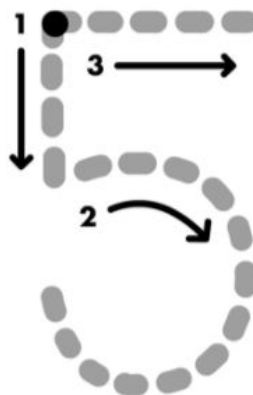
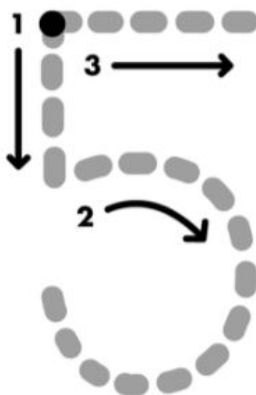
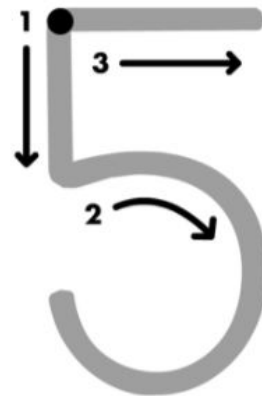
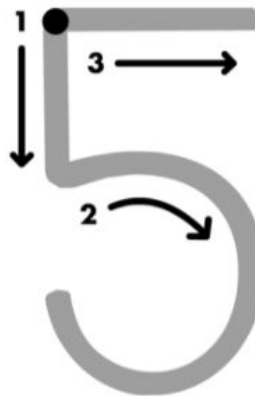
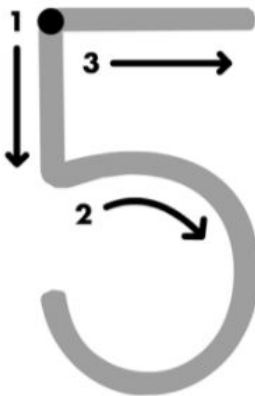
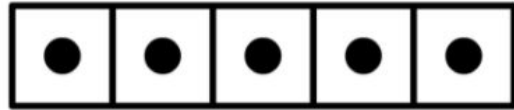
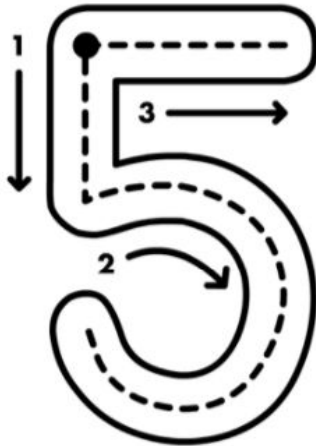
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Name _____



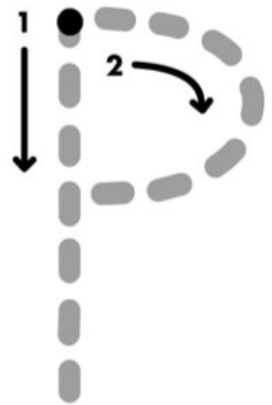
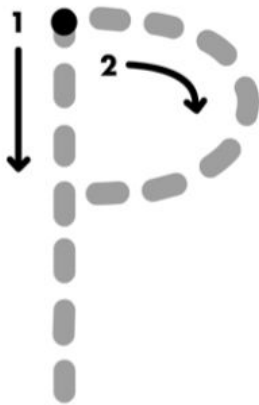
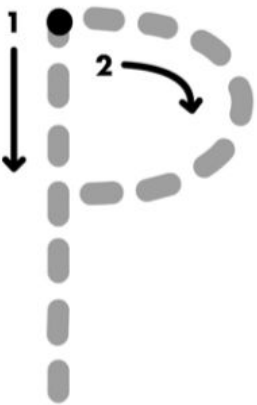
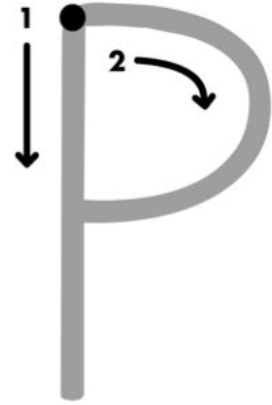
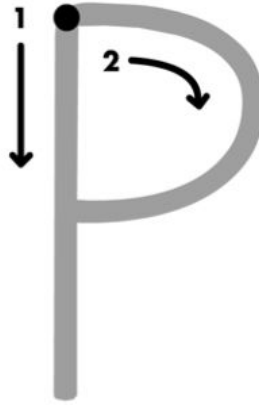
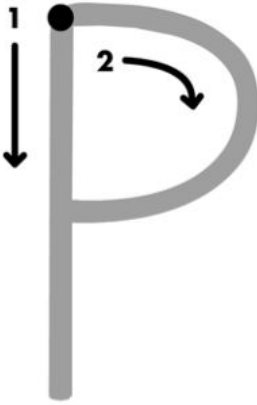
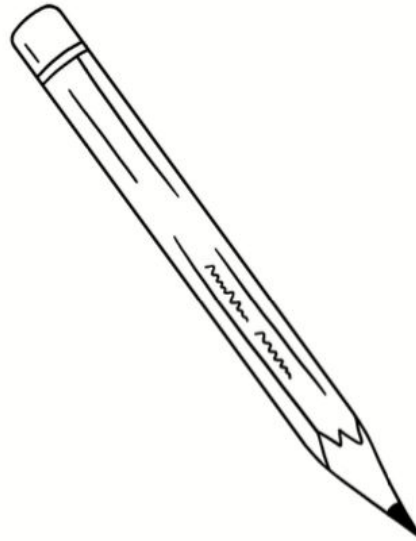
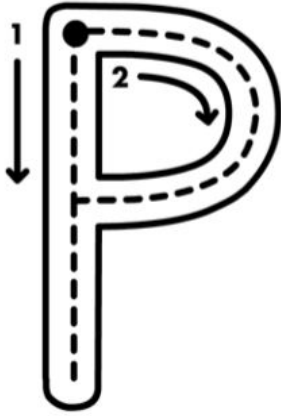
PLAYDOUGH RECIPE

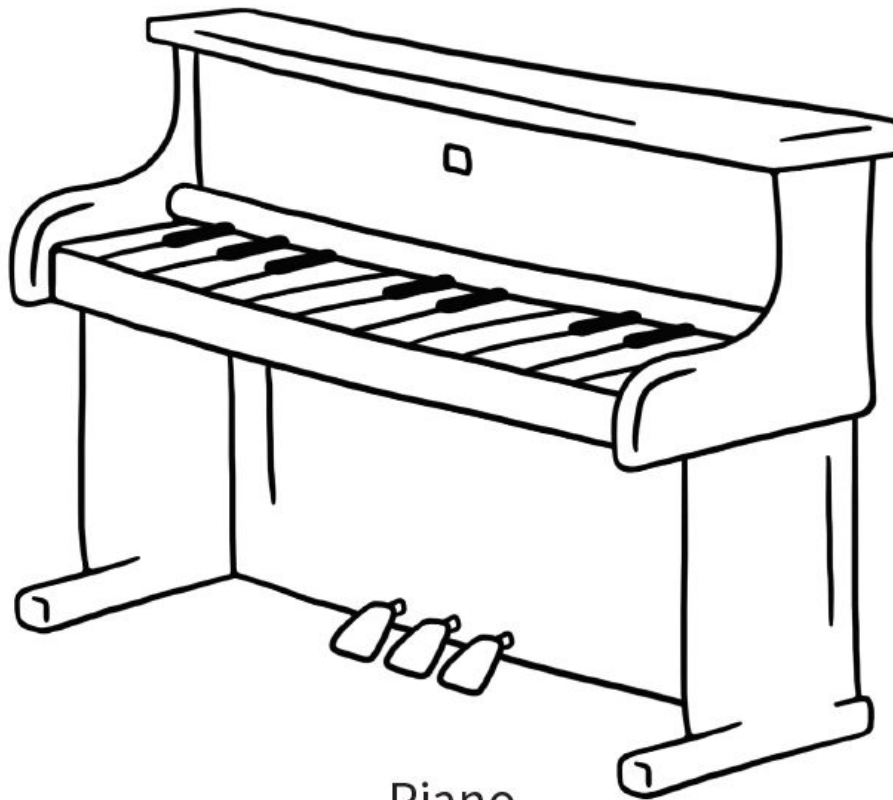
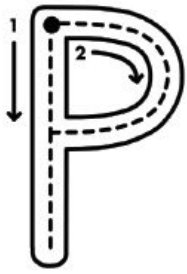
1 cup of flour
2 teaspoons cream of tartar
1/3 cup of salt
1 cup of water
1 tablespoon of vegetable oil
food coloring of your choice

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.

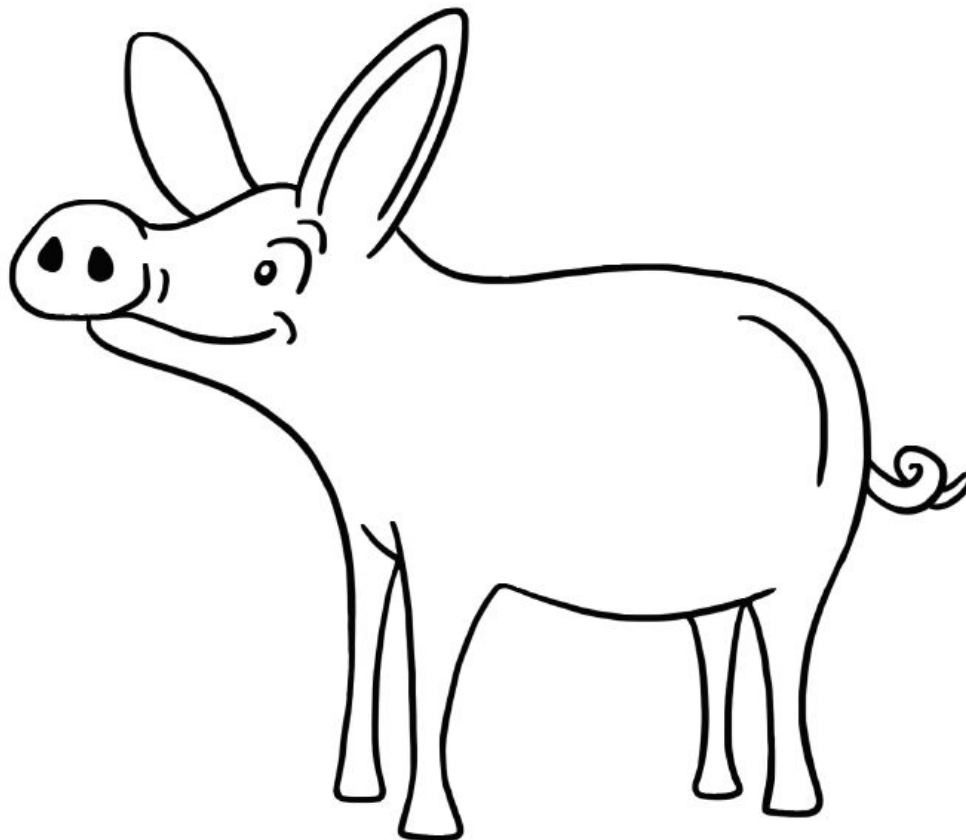


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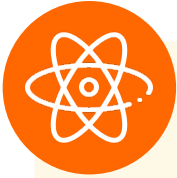




Piano



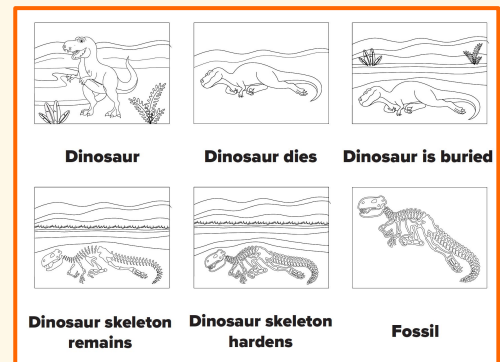
Pig



STEM: Fossils

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

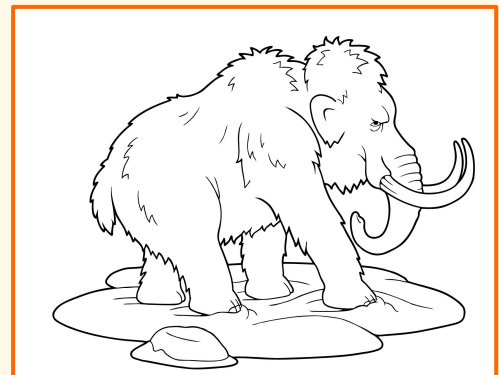
- Say, **Let's learn about fossils. Fossils are animals or plants that have been preserved or saved in rock.** Use the diagram to talk about how a dinosaur might become a fossil.
- After, show pictures of 3 types of fossils and say, **Let's look at some types of fossils.** A mold is made when an animal 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 a Woolly Mammoth

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

- Say, **Woolly 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: Use Your Words

MATERIALS: paper, crayons or watercolor palette

- Say, **Sometimes we might have a problem, and we get angry or frustrated. We might even cry. If we need help from a grown-up or if we need to talk to the person who made us angry, we have to use our words so they can understand that we are upset and help us to solve the problem.** Talk together about words they could use to solve a problem, e.g., please help me, I do not like that, or please stop.
- Allow your child to draw and write about words they can use if they have a problem.
- After, ask, **Tell me about some of the words you can use if you have a problem.**



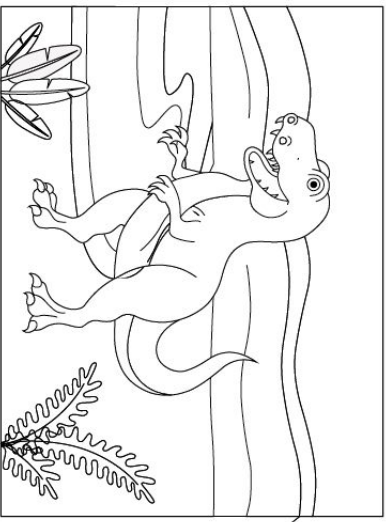
Journal Prompt: Fossils

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

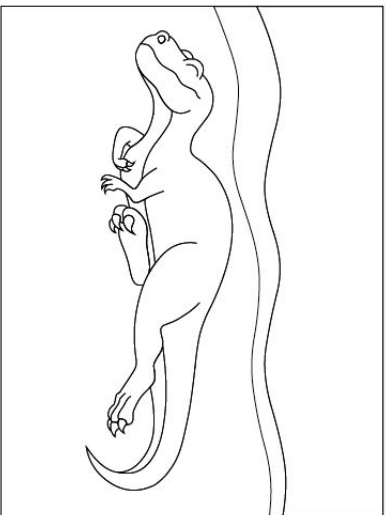
- Talk about fossils using the pictures and diagram.
- Have your child draw and write about it.
- Later, ask, **Where do you think you could find a fossil? Why do you think that would be a good place?**

Name: _____

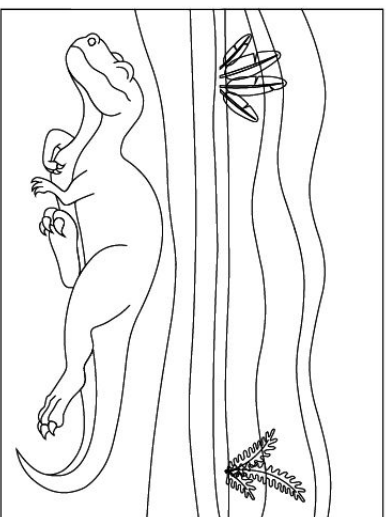
Where do you think you could find a fossil?



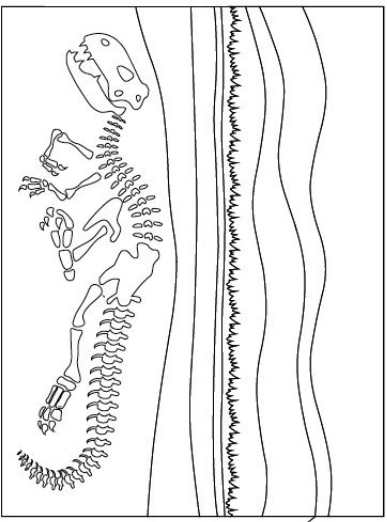
Dinosaur



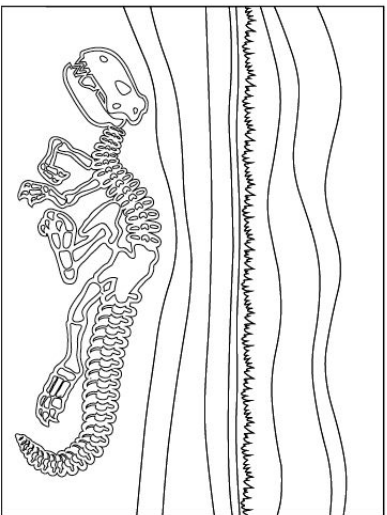
Dinosaur dies



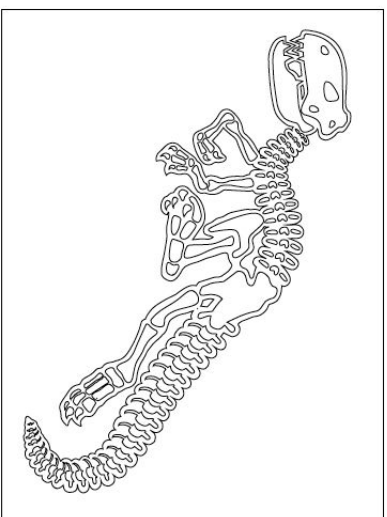
Dinosaur is buried





**Dinosaur skeleton
remains**

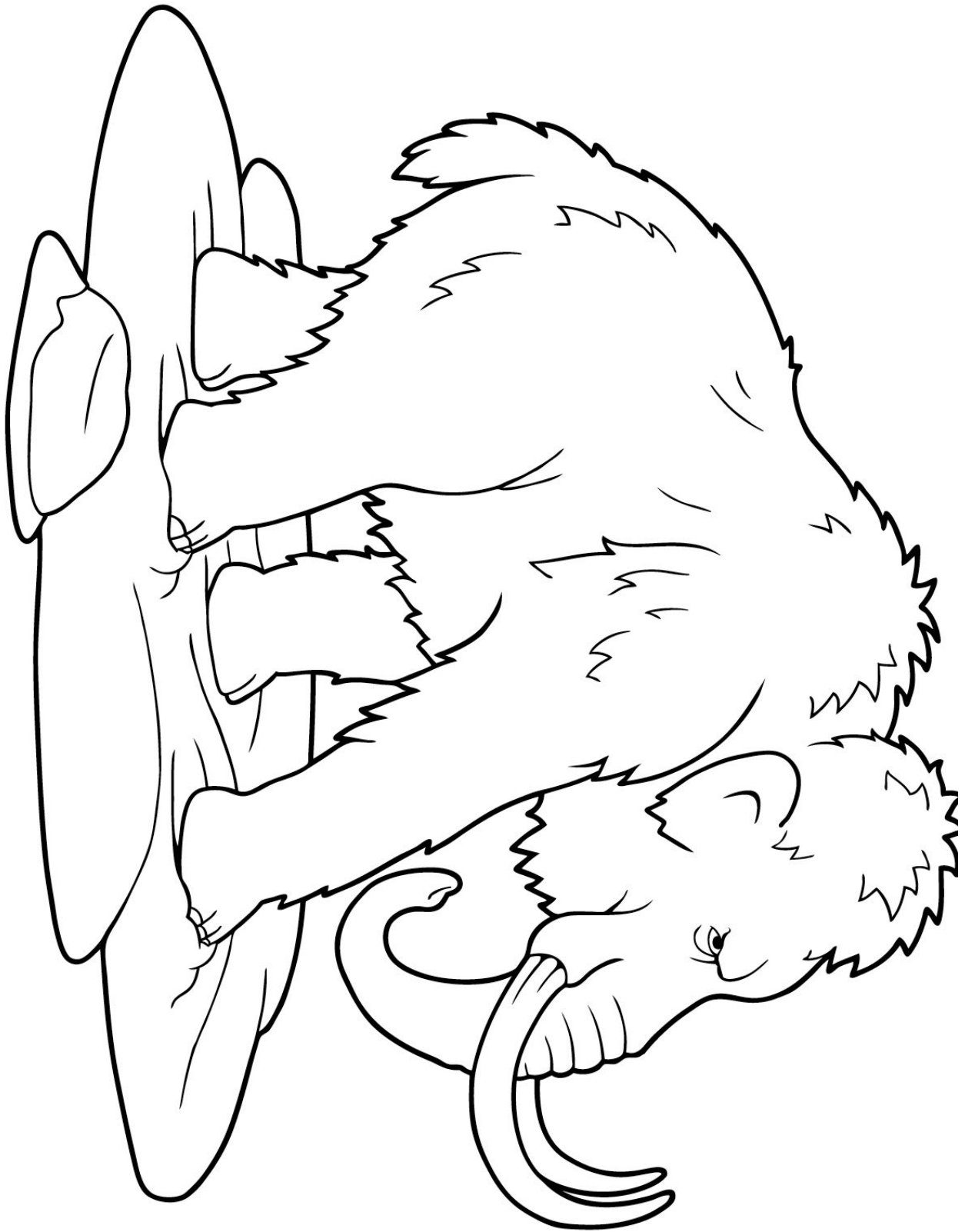


**Dinosaur skeleton
hardens**



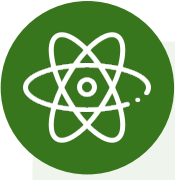
Fossil

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



Name: _____

Where do you think you could find a fossil?



STEM: Name the Number (8-15)

MATERIALS: write each number from 8-15 on small pieces of paper and make 2 number cards for each number

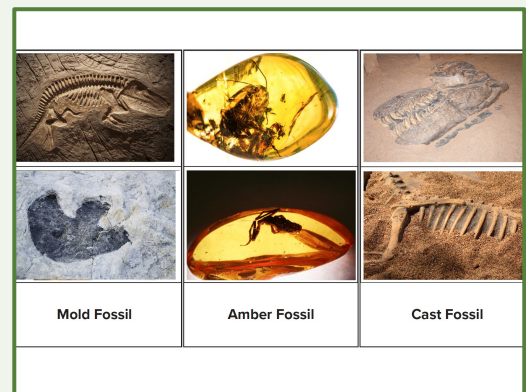
- Give one set of cards to your child and keep one set.
- Say, **Let's play a game with numbers. I'll show you a number card, and you tell me its name. Then show me your card that matches mine.**
- Switch roles so that your child can show you a card for you to find.
- To make this more challenging,, add more numbers or ask your child to find the same number of objects to match the number on a card.
- Save the number cards for use during the unit.



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

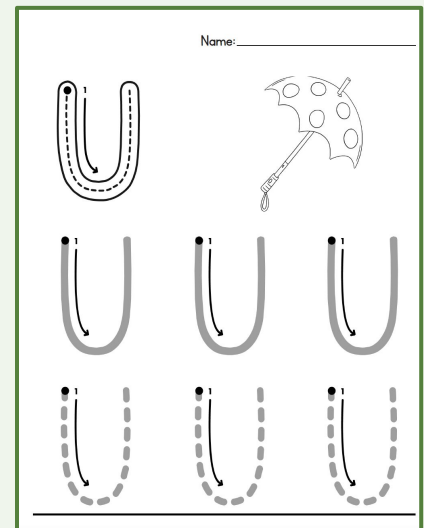




Literacy: U

MATERIALS: [Letter U Practice](#)

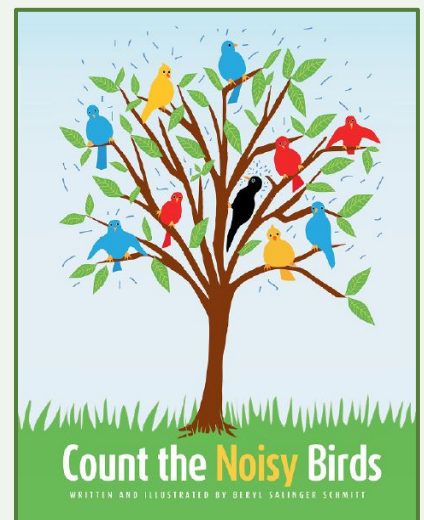
- Practice the letter U. Say, **Make a U by writing down, curve up.** Have your child say the letter U and make the letter sound for U, like up, not like unicorn.
- Have your child trace the U with their finger. Then trace and write the U with a crayon or pencil and color the pictures.
- See how many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



Read: *Count the Noisy Birds*

MATERIALS: [Count the Noisy Birds](#), paper, crayons

- With your child, read *Count the Noisy Birds*, counting together as you read.
- Show pp.16-17. **Can you count the blue birds? Yes, there are 4. Can you write the number 4?**
- If your child needs help, write the number for them to trace or copy.



Wednesday

PK4 Unit 8 Week 2 Day 8



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.

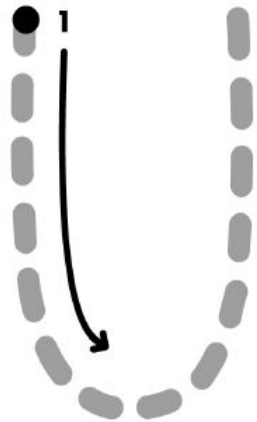
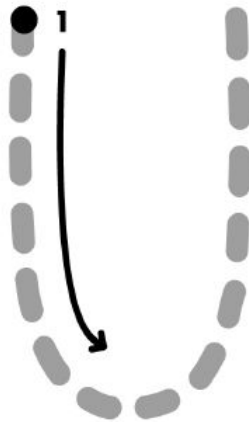
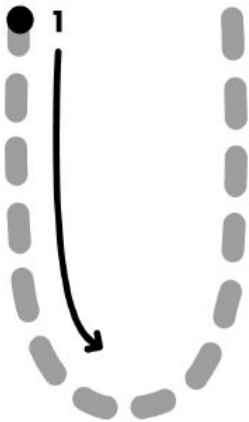
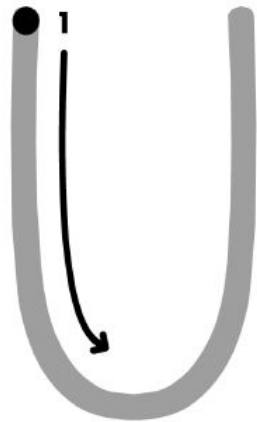
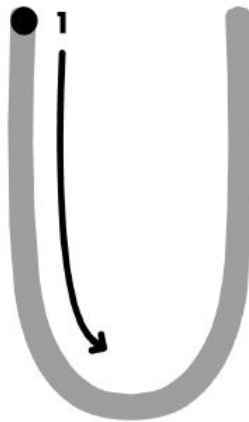
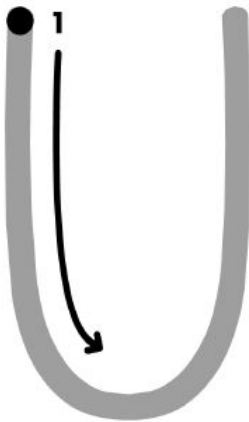
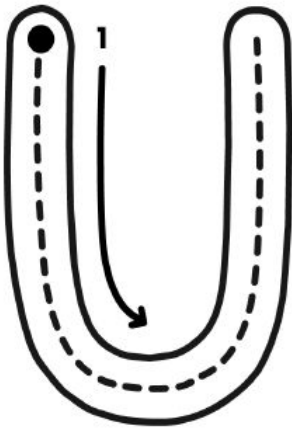


Learning Together: What We'd Like to Find

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.

Name: _____





Unzip



Umbrella



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)

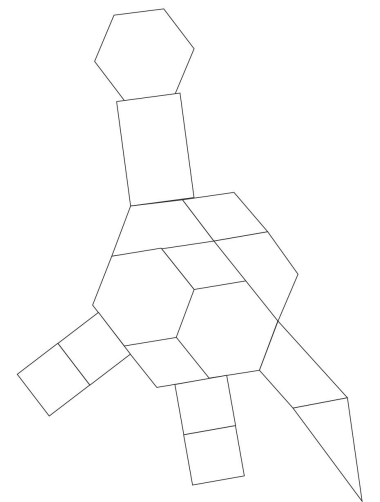
Illustration: iStockphoto.com/Robert H. Jones



Independent Learning: Dinosaur Pattern Blocks

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

- Say, **You can use these pieces to make a dinosaur!** Talk together about what they notice about the completed dinosaurs and the shapes they see.
- Allow your child to color the pieces first before helping them to cut them out.
- Then allow them to put the pieces together to make the dinosaur. They can place the pieces on top of the completed dinosaur if it is helpful.
- After, ask your child to name the different shapes they see.
- Save the pictures for use on Day 16.

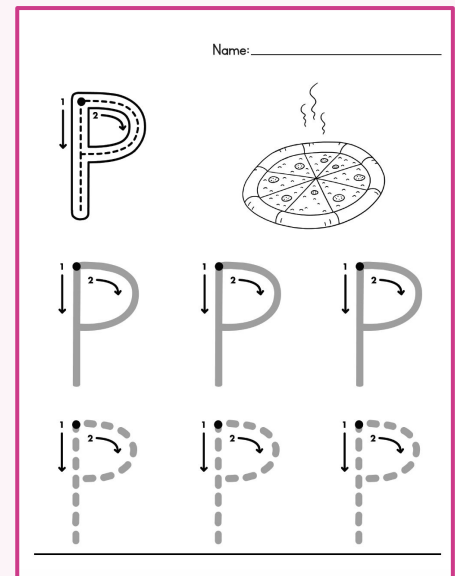




Literacy: Writing P & U

MATERIALS: P & U, pencil, crayons

- Brainstorm words that start with the letters U (focus on the U sound in umbrella, not universe) and P.
- Have your child practice tracing the letters U and P. Have them color in the pictures.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as pizza? Can you think of other words that start with the same sound as umbrella?**



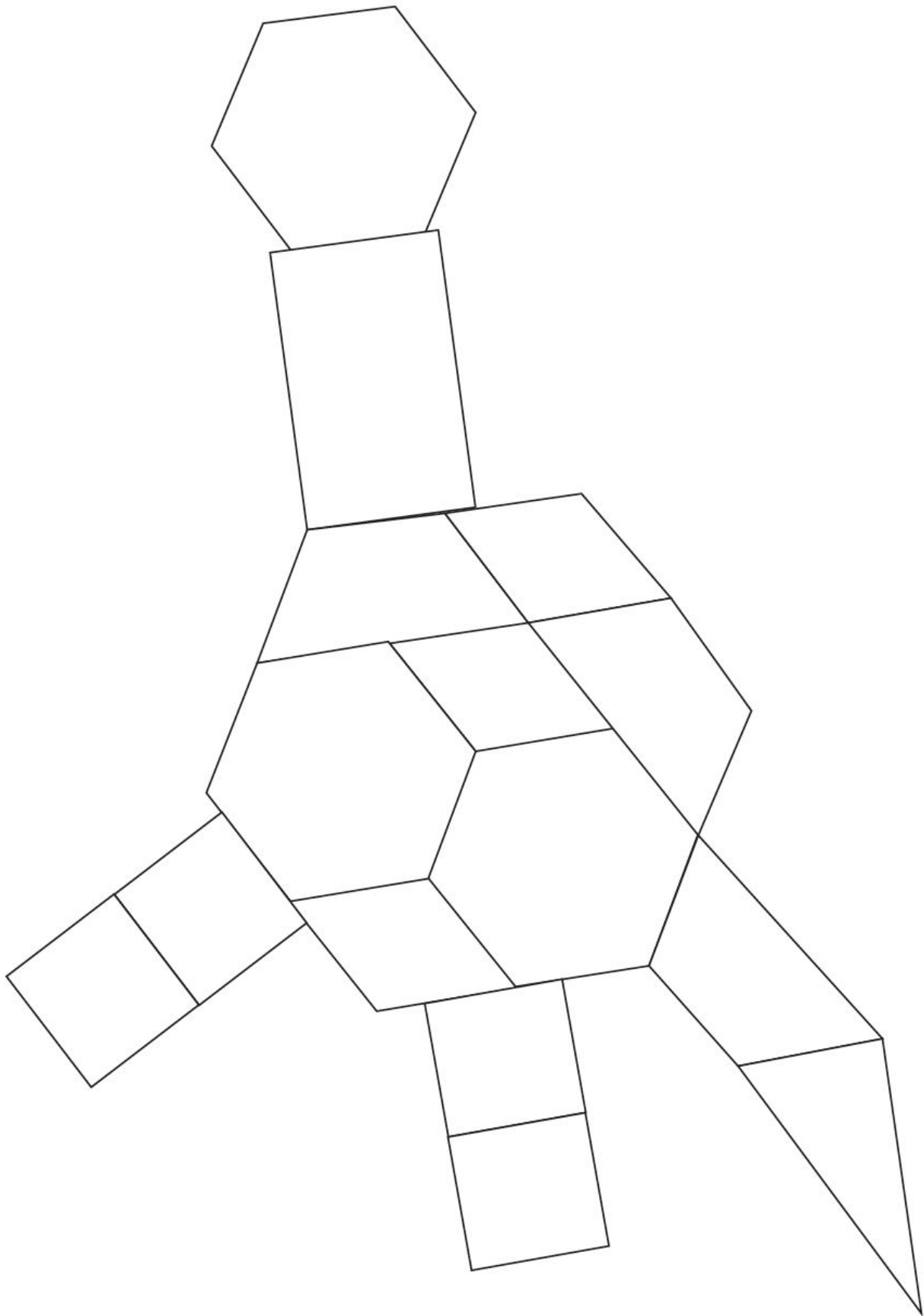
Journal Prompt: Paleontologist

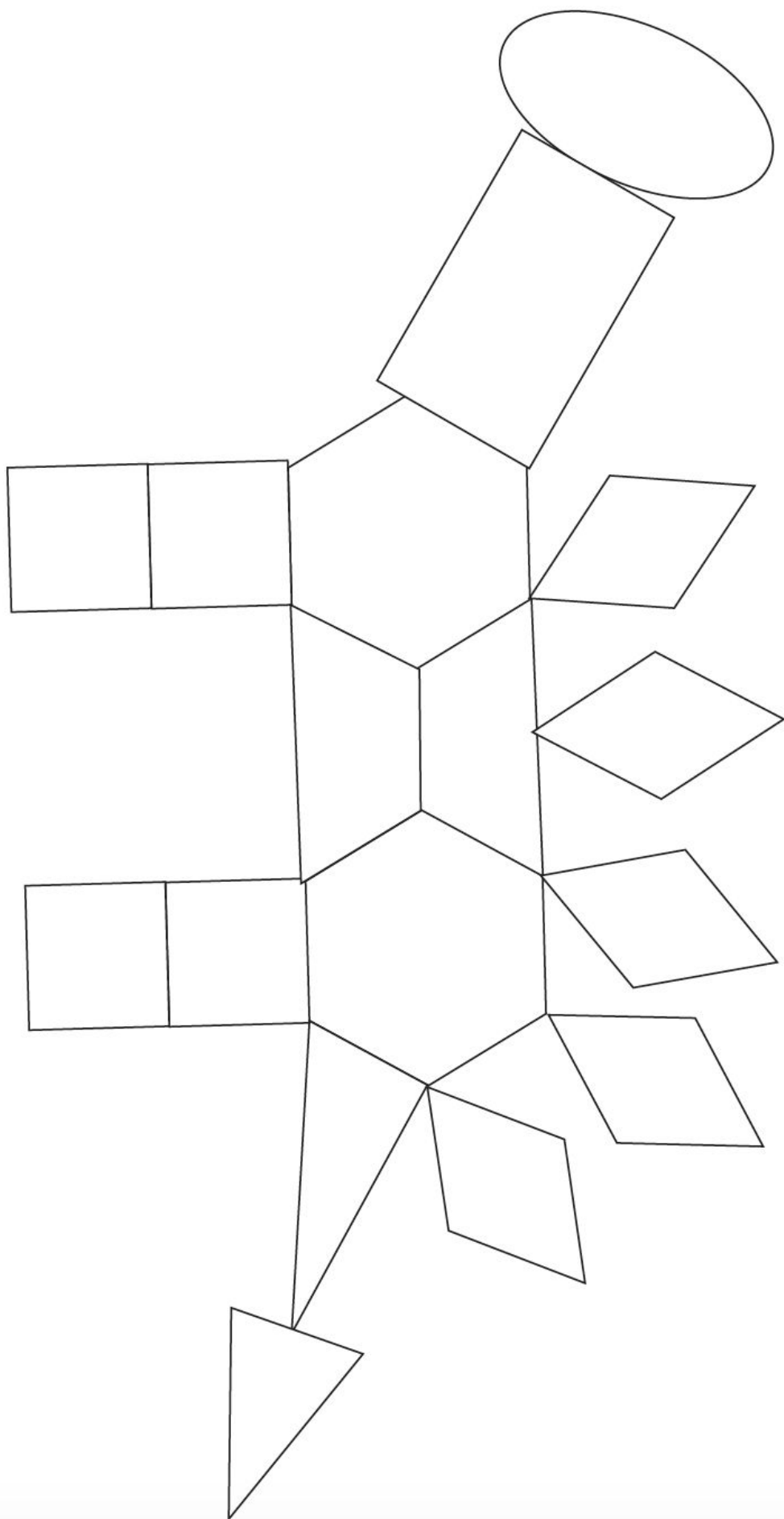
MATERIALS: crayons, pencil, Paleontologist Journal Page

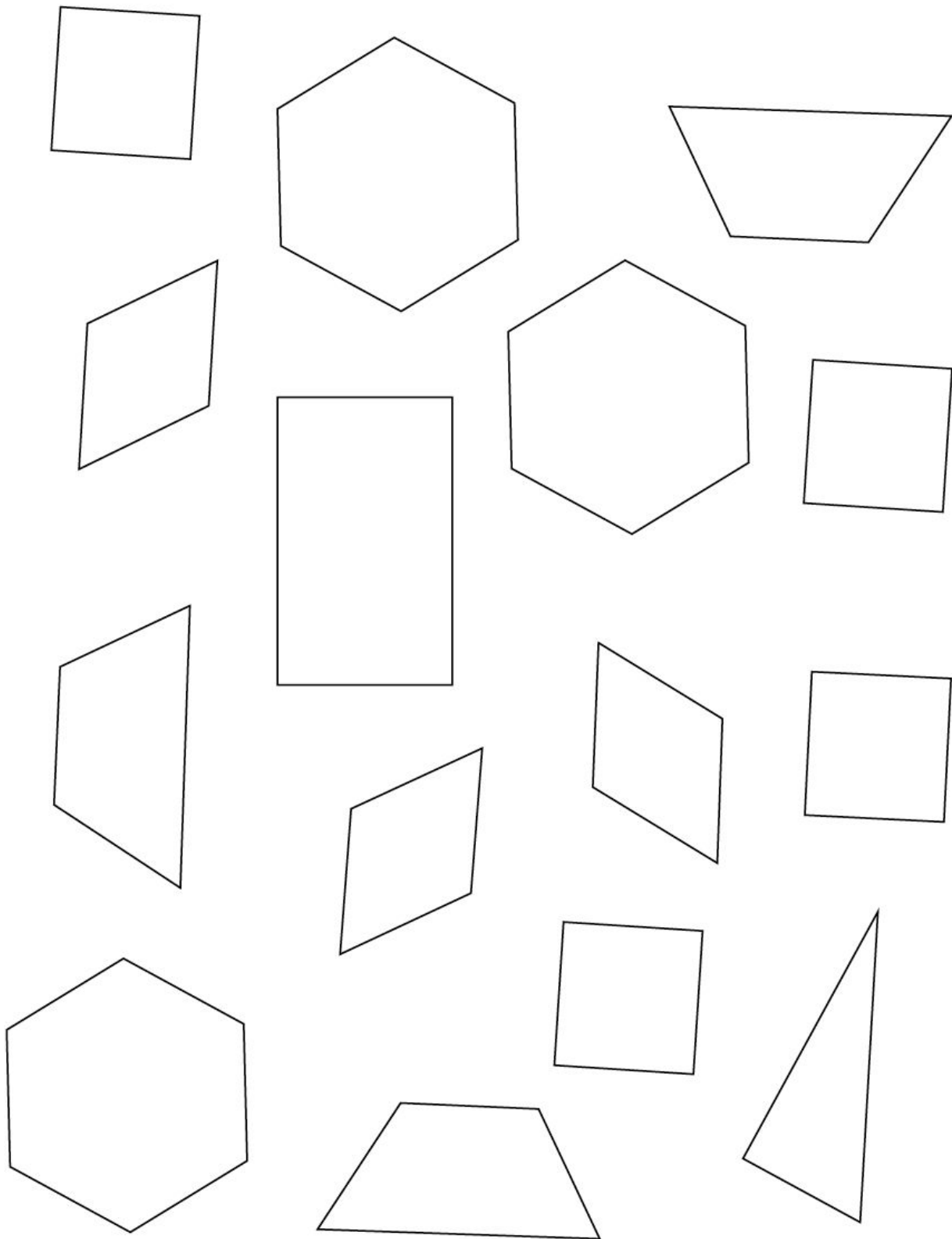
- Talk about what it would be like to be a paleontologist - a scientist who learns about or studies fossils.
- Have your child draw and write about it.
- Later, ask, **What type of dinosaur would you want to discover? Would you rather dig up the bones or care for them in a museum? Why?**

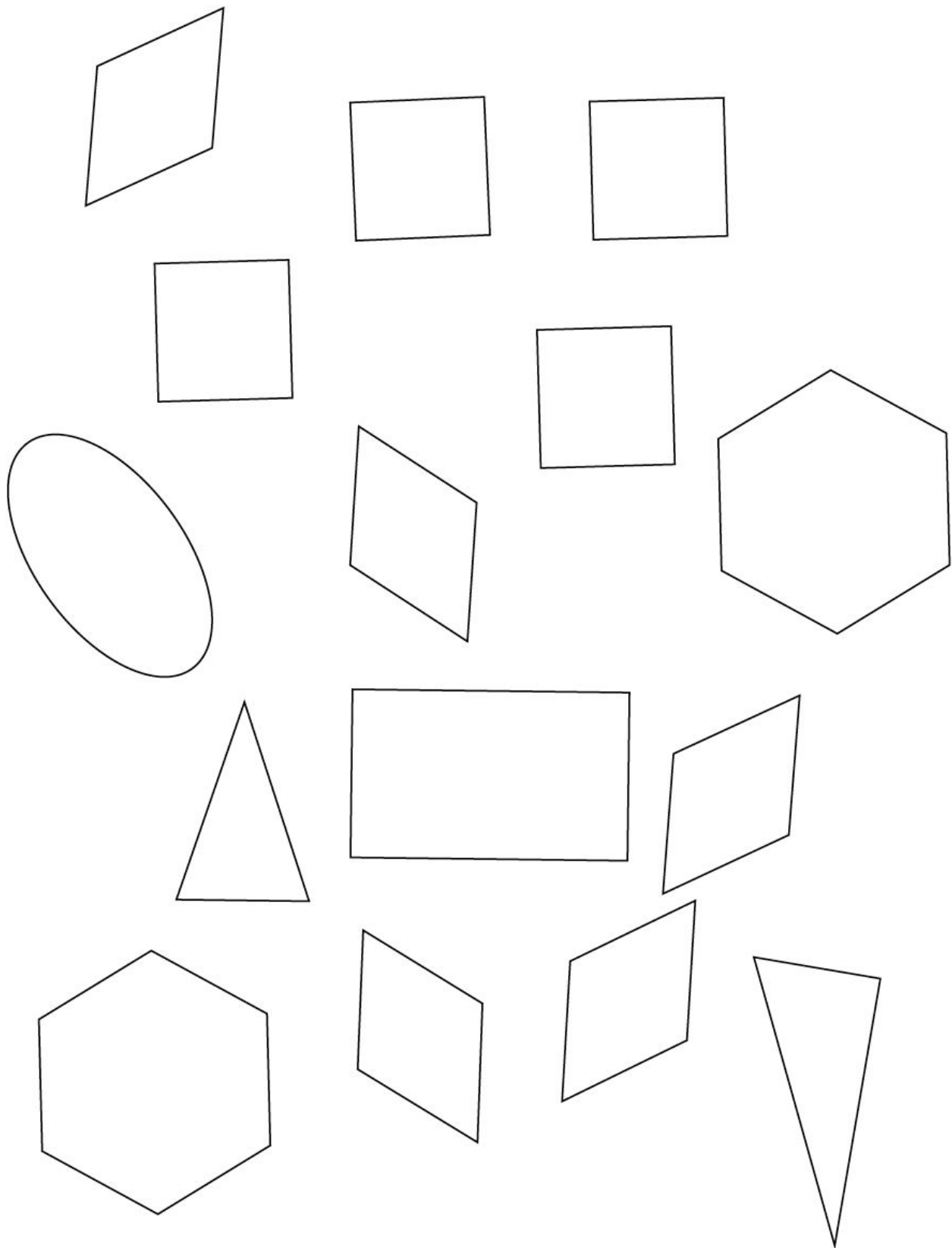
Name: _____

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

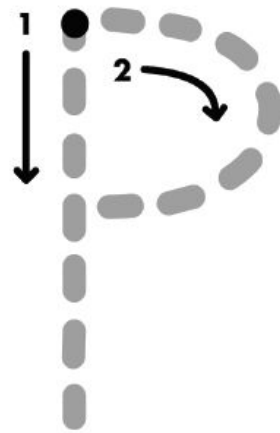
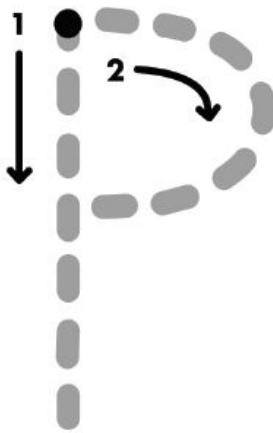
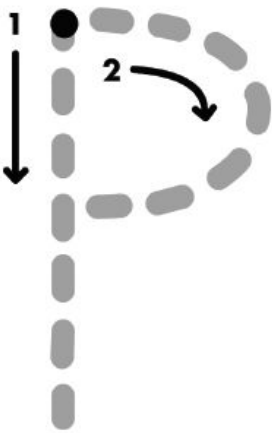
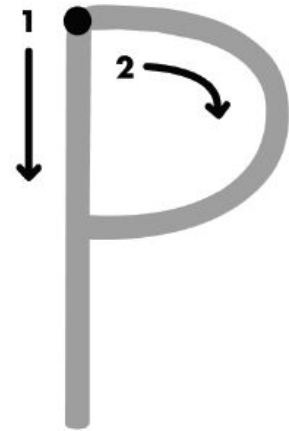
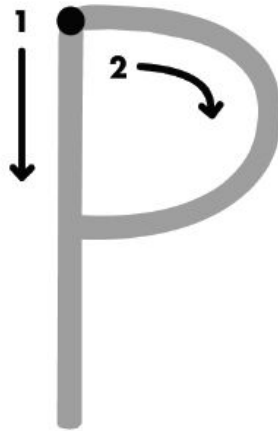
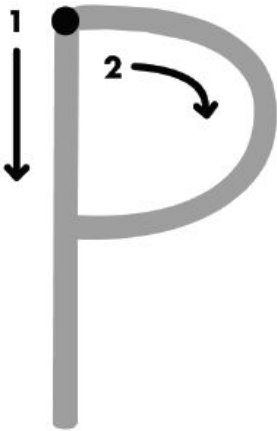
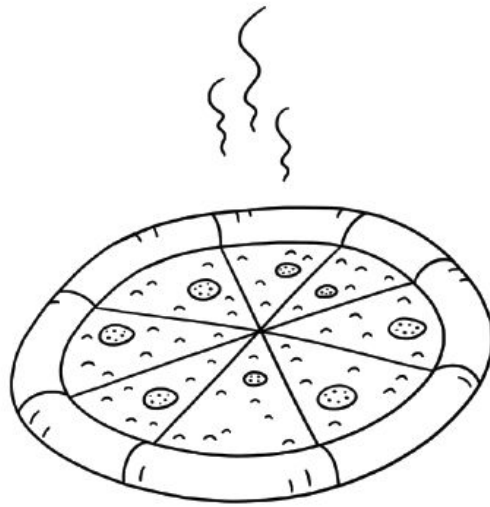
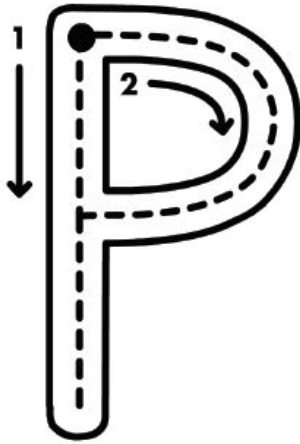




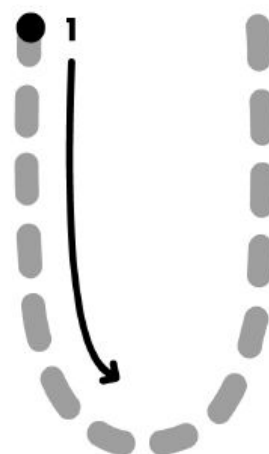
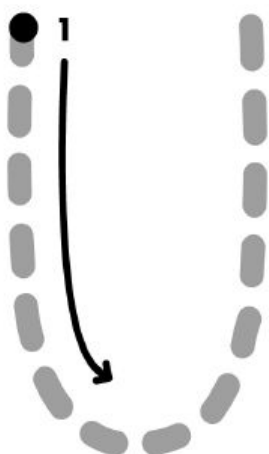
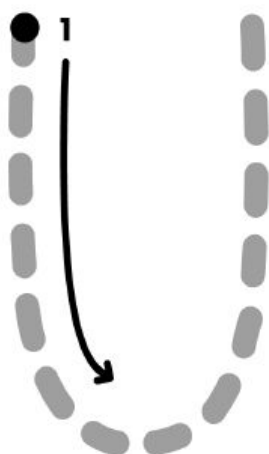
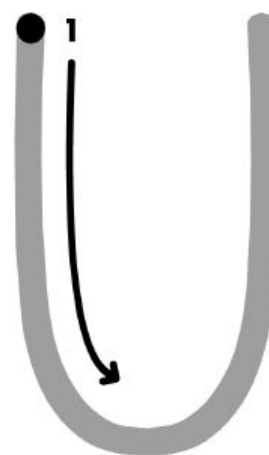
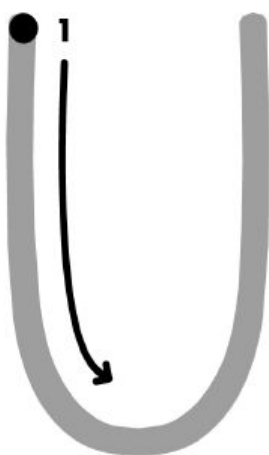
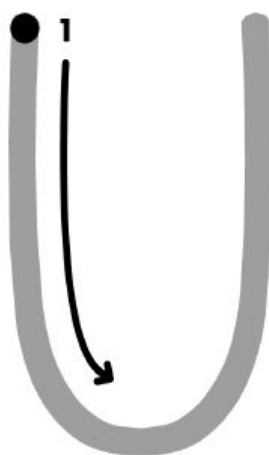
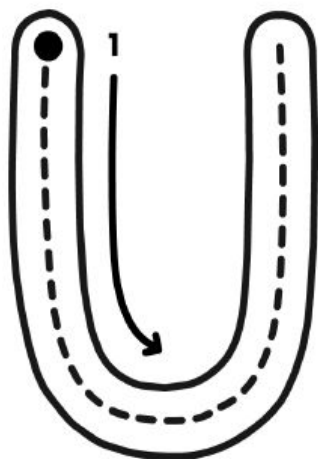




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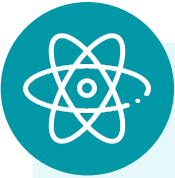


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Name: _____

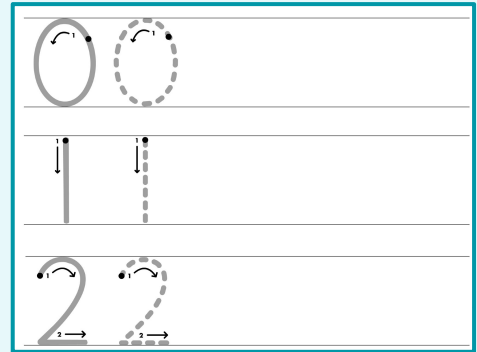
What do you think it would be like to be a scientist who studies fossils?



STEM: Writing 0-5

MATERIALS: [0-5](#), crayons

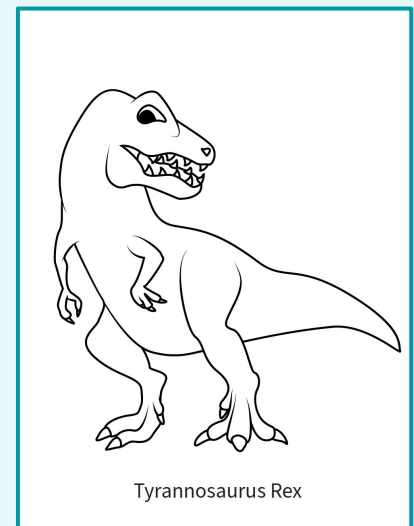
- Say, **You can trace and write the numbers 0-5 with any colors you want.**
- Allow your child to trace and write the numbers. It's okay if they don't look like the numbers. They're practicing.
- Your child can also continue practicing writing the numbers on a separate piece of paper.



Independent Learning: Dinosaur Coloring

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

- Talk with your child about 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!**



Tyrannosaurus Rex



Literacy: Letters Review

MATERIALS - write the letters I, N, P, and U on small pieces of paper to make 2 letter cards for each letter

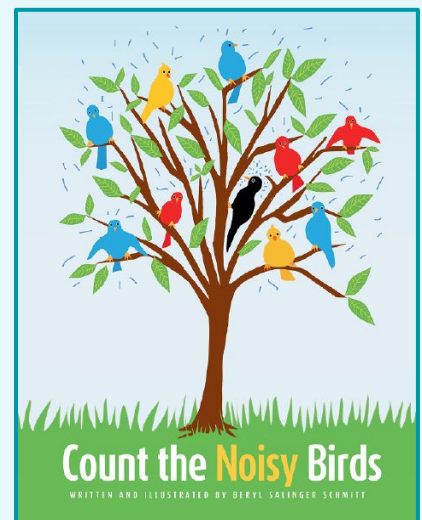
- Give one set of cards to your child and keep one set.
- Say, **Let's play a game with the letters that we are learning. I will show you a letter. You tell me its name and the letter sound. Then show me your card that matches mine.**
- Switch roles so that your child can show you a card for you to find.
- 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.

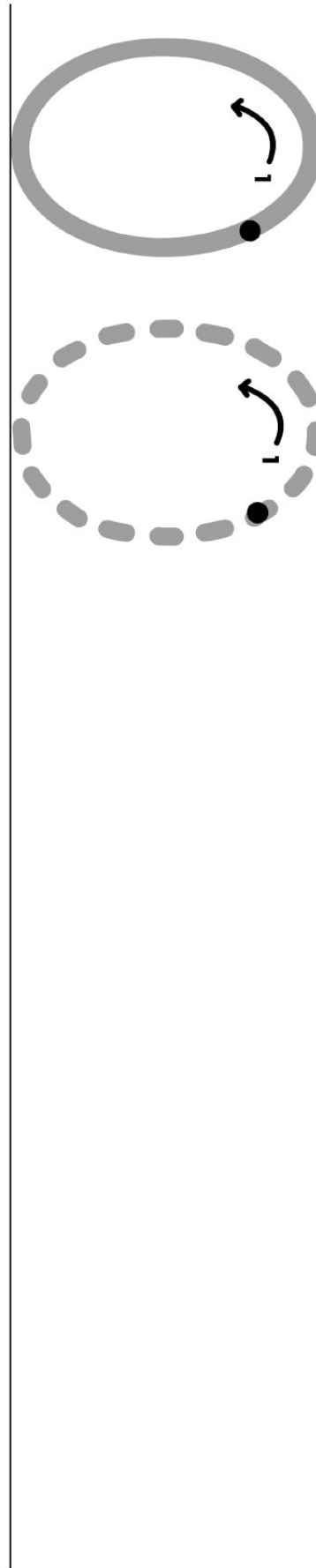
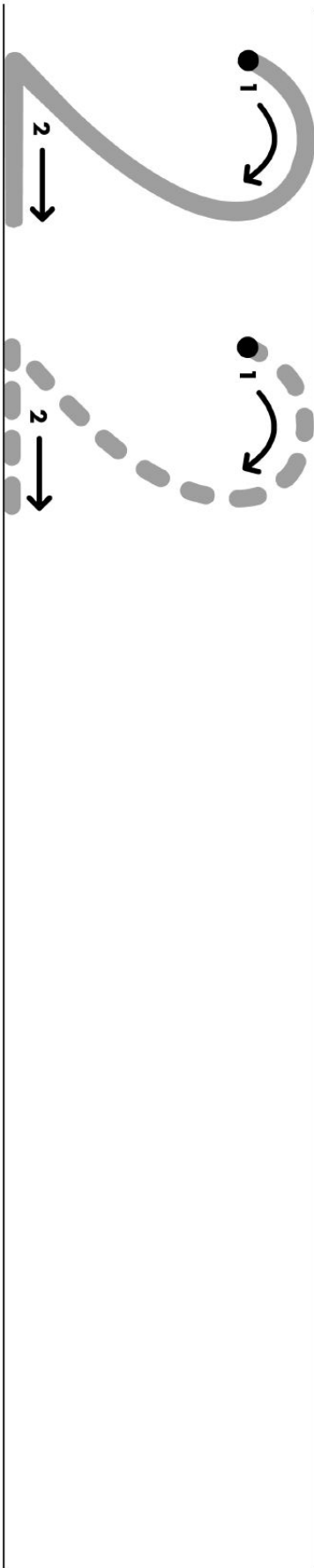


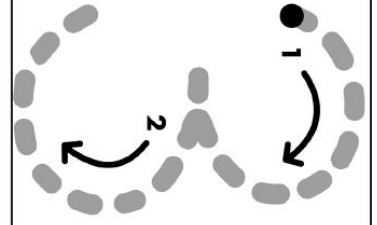
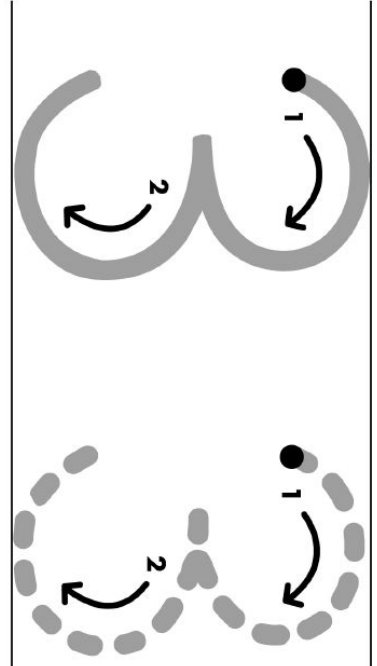
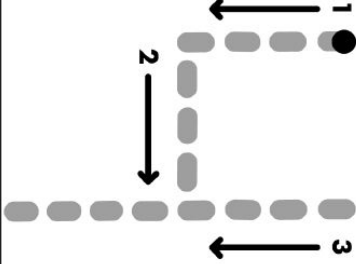
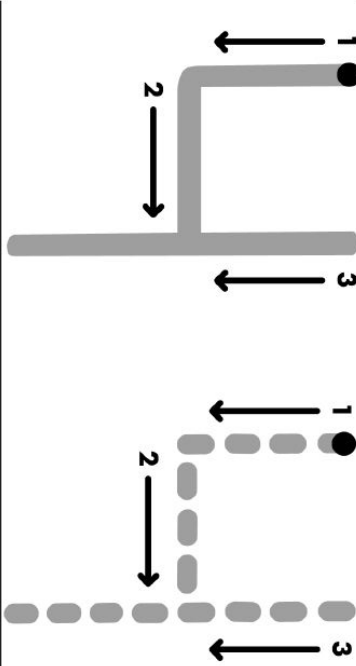
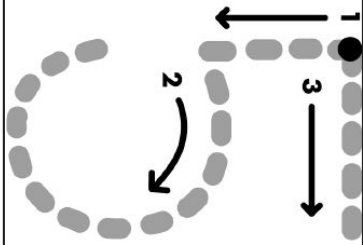
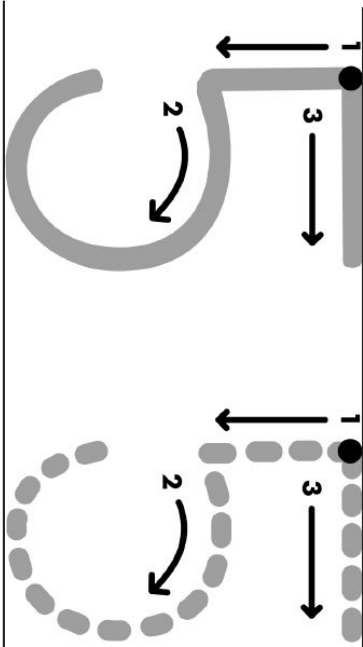
Read: *Count the Noisy Birds*

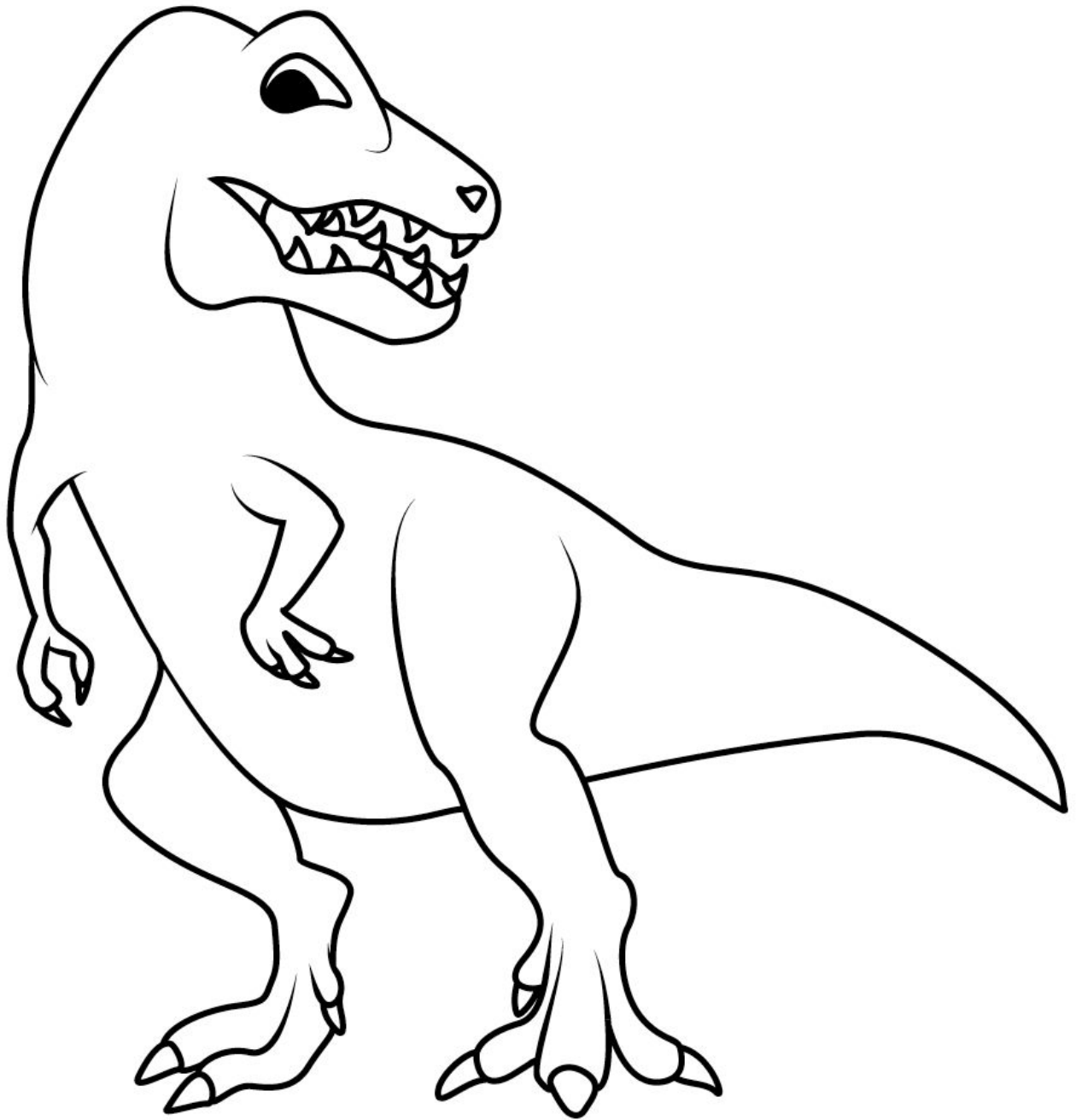
MATERIALS: [*Count the Noisy Birds*](#), paper, crayons

- With your child, read *Count the Noisy Birds*, counting together as you read.
- After, show pp.12-13. **Can you count the red and yellow birds? Yes, there are 5 birds.**
- **Can you write the number 5?** If your child needs help, write the number for them to trace or copy.

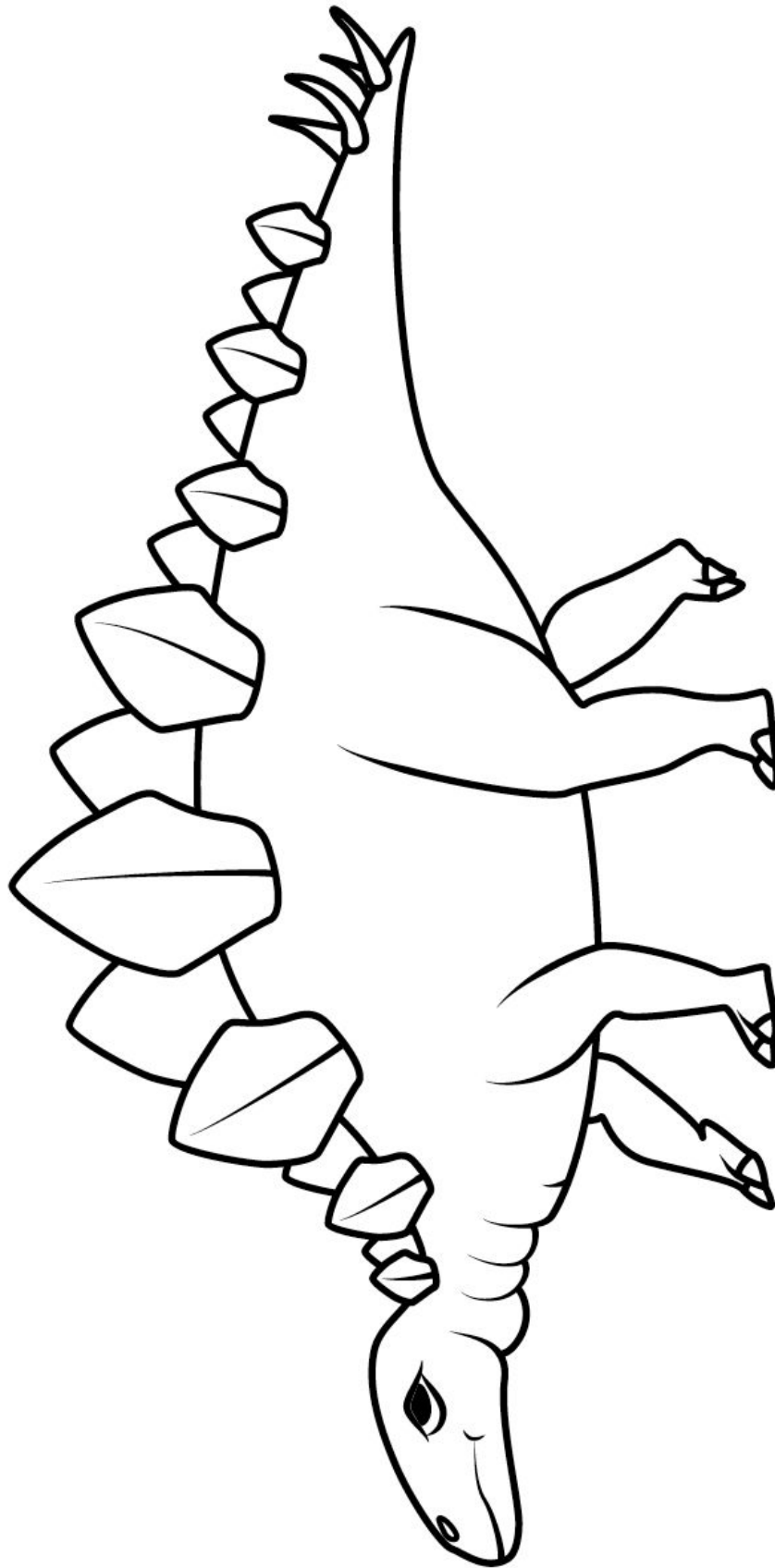








Tyrannosaurus Rex



Stegosaurus

Week 3

PK4 Unit 8 Week 3 Overview

Dinosaurs Big and Small

This week your child will:

Identify numbers 0-15, write numbers 6-9, solve problems in different ways, separate the beginning sounds in words, and learn about the letters V and W. You can extend these activities by having your child separate the beginning sound in simple words from their favorite songs.

Key Vocabulary



dinosaur

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



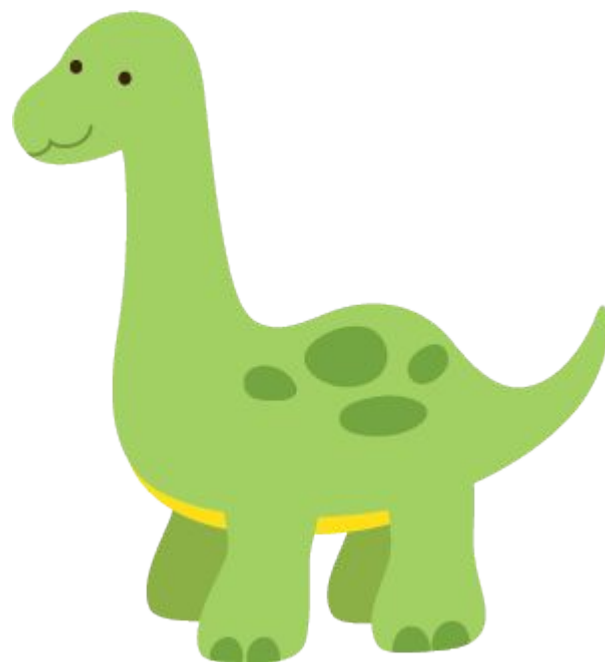
extinct

a plant or animal that does not exist anymore



fossil

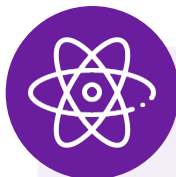
animals or plants that have been preserved or saved in rock



Create Connections

This week you will learn about dinosaurs. Before you begin the packet, write and draw about a dinosaur you would like to see.

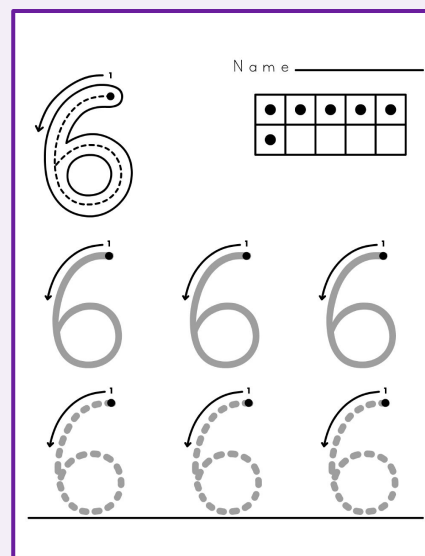
**Think
About It!**



STEM: Numbers 6 & 7

MATERIALS: paper, crayons, [Numerals 6 & 7](#)

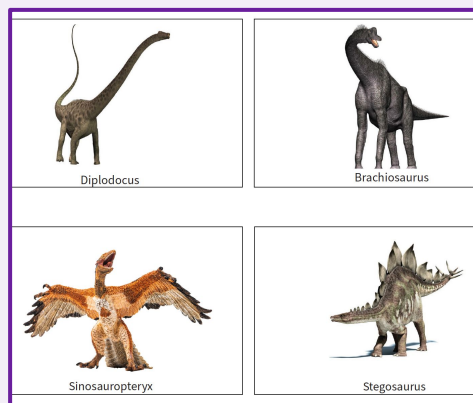
- Say, **Let's write 6 and 7 today. Can you point to 6?** Have your child trace the 6 with their finger while you say how to write it - **curve down and circle**. Repeat for the number 7 (**across, slant down**).
- Allow your child to trace and write the numbers.
- After, count the dots at the top of the page together for each number.
- *Optional - practice writing with other materials.*



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.

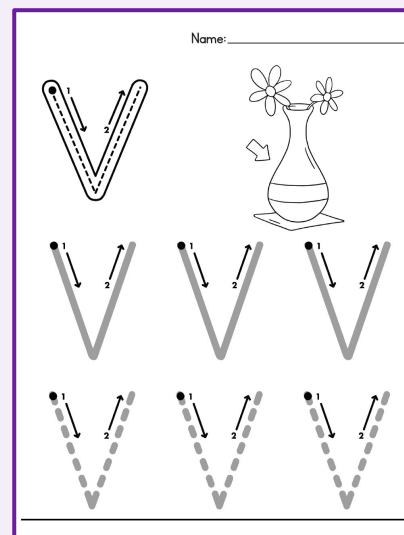




Literacy: V

MATERIALS: [Letter V Practice 2](#)

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

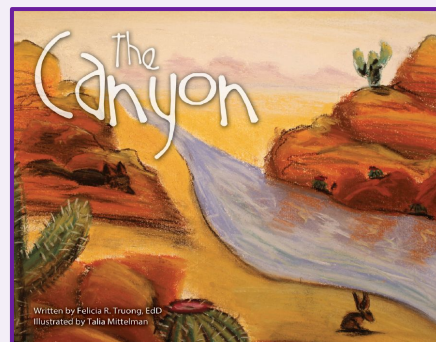


Read: *The Canyon*

MATERIALS: [The Canyon](#)

- Say, **We read a book about Coyote and Rabbit when we were learning about animals. We read about what Coyote did when Rabbit tricked him. This book explains what the tricks were.**
- With your child, read *The Canyon*.
- After, ask, **Why did Coyote howl? How do you think Coyote felt when Rabbit kept tricking him?**

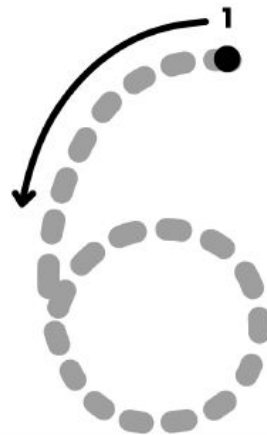
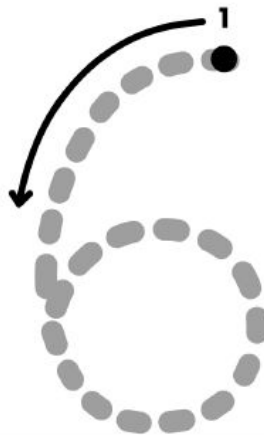
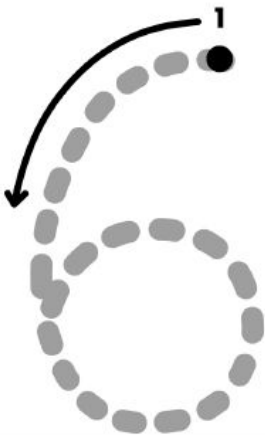
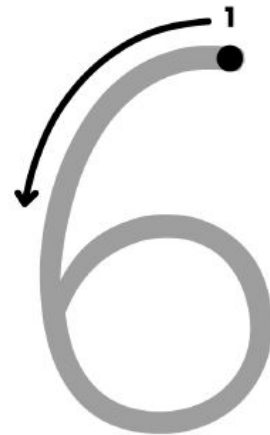
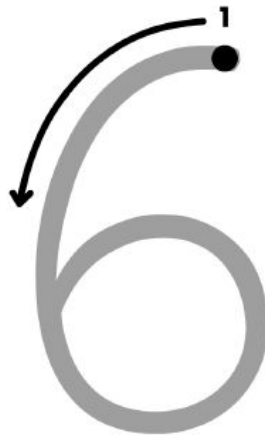
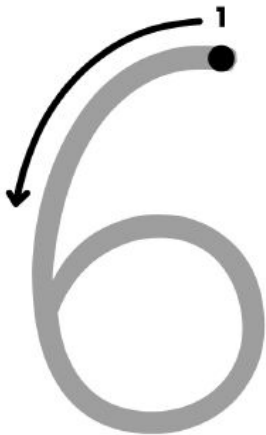
You can also access a pre-recorded reading of this book on the Spakler app in the “Tips for Adults” section, Fossils and Dinosaurs.



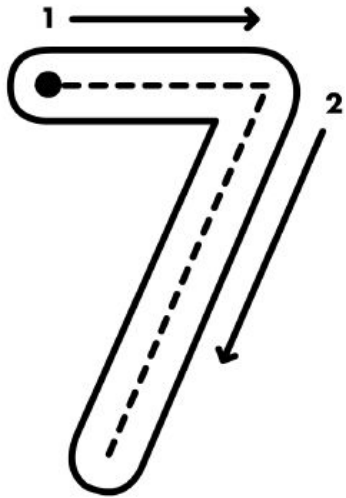
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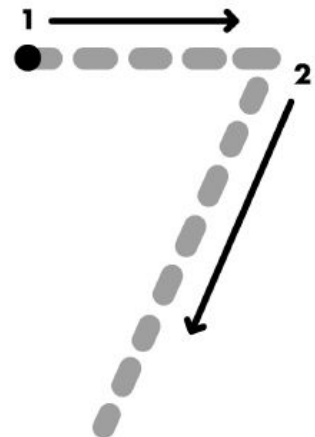
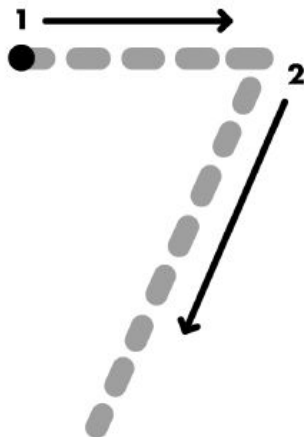
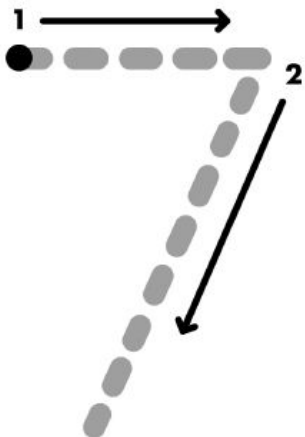
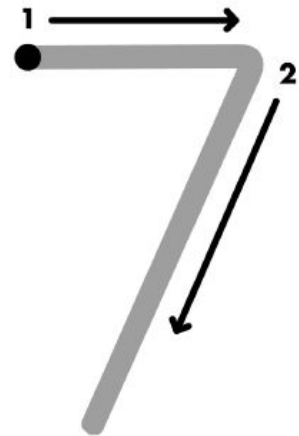
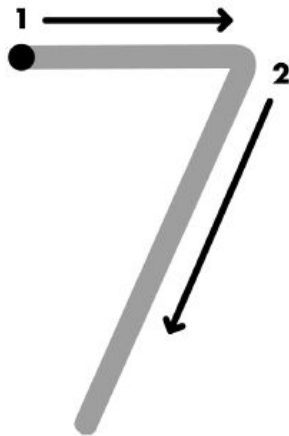
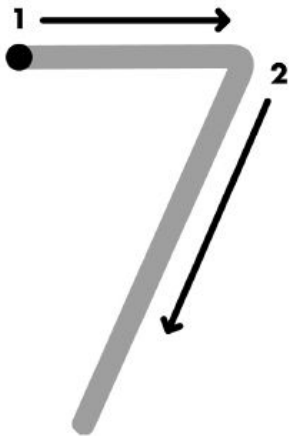
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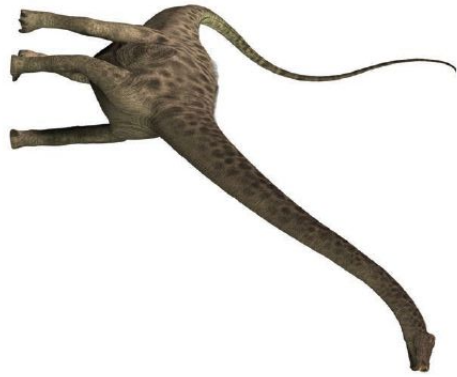


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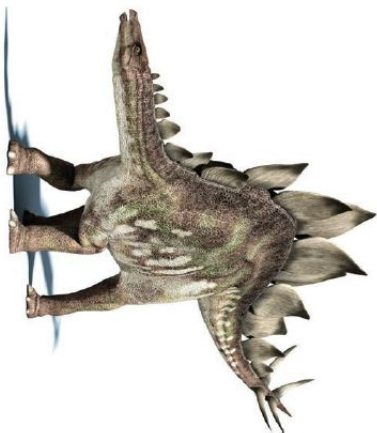
Diplodocus



Brachiosaurus



Sinosauropteryx



Stegosaurus



Tyrannosaurus Rex



Ornitholestes

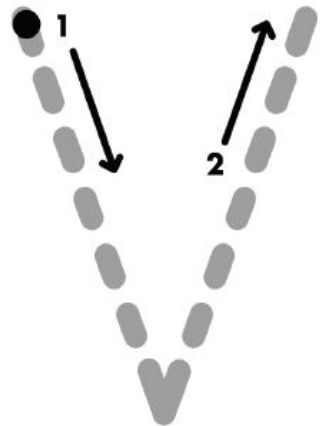
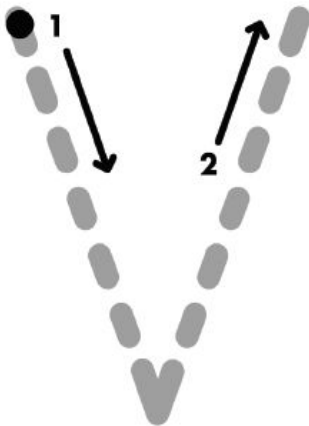
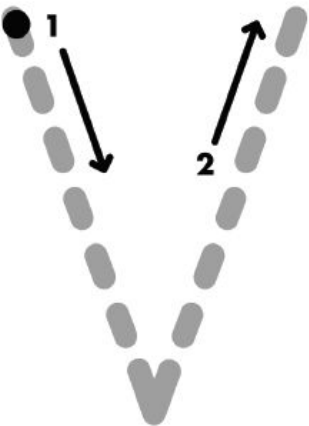
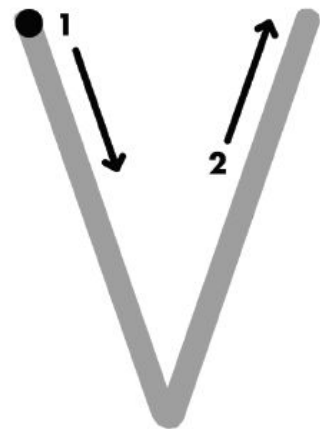
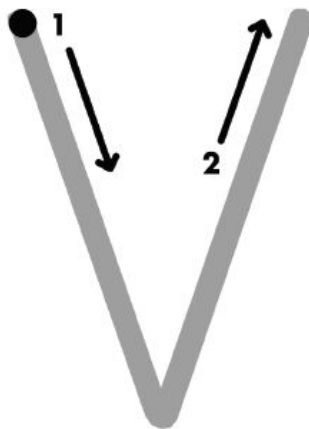
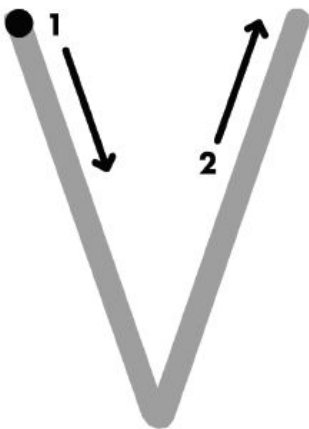
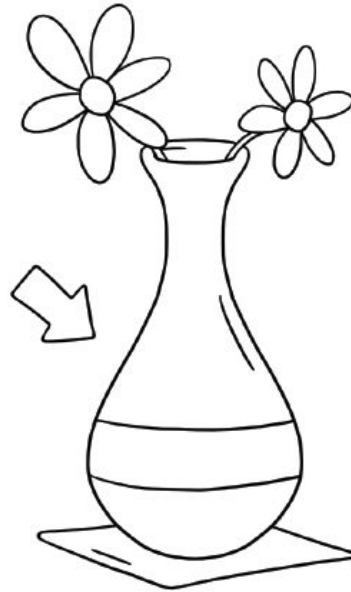
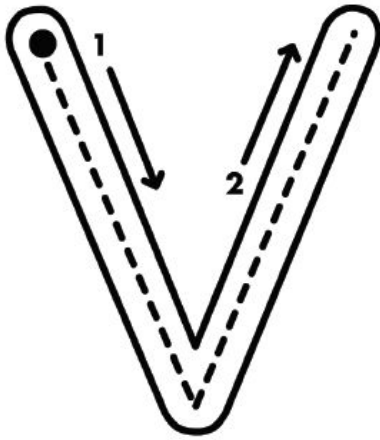


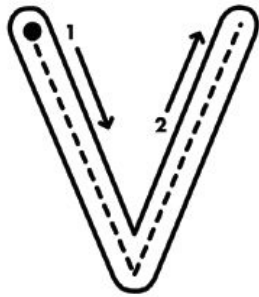
Triceratops



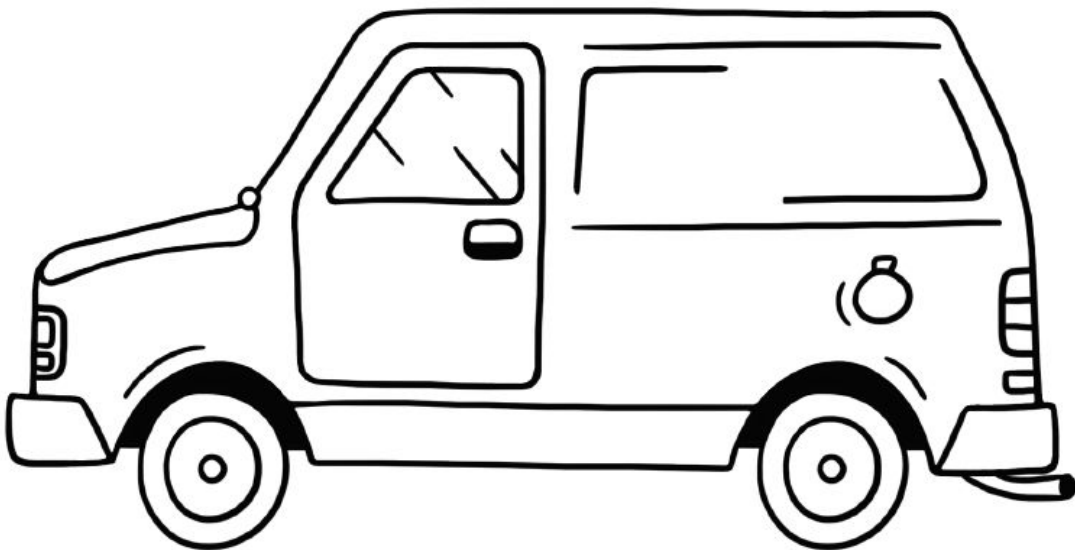
Ankylosaurus

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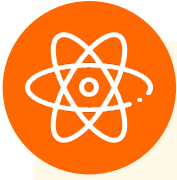




Vegetables



Van



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)

Playdough Recipe (FE) ©2021



Independent Learning: Dinosaur Footprints

MATERIALS: [Fossils](#), old sponge cut into shapes of dinosaur footprints, watercolor palette, or playdough 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: Standing Up for Ourselves and Others

MATERIALS: paper, crayons

- Say, **We've been talking about solving problems by using our words or showing empathy. We can also use our words to stand up for ourselves and for others. If someone is bothering us or someone else, we can say, please stop that, no, or we do not like that.**
- **Can you think of other things we could say if we wanted to stand up for ourselves or for a friend?**
- Allow your child to draw and color a picture showing them standing up for themselves or someone else.



MATERIALS: crayons, pencil, Dinosaur Egg Journal Page

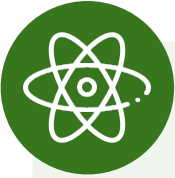
- Talk with your child about dinosaur babies. Dinosaur babies hatch from eggs.
- Have your child draw and write about it.
- Later, ask, **What would you do if you found a dinosaur egg?**

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: Dig for Numbers

MATERIALS: previously created number cards 0-15, scrap paper or newspaper, container, box or bin, *optional - small shovel or large spoon*

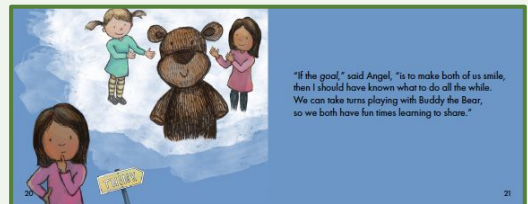
- Say, **You are going to be a paleontologist and dig for numbers!**
- **First, let's tear some paper. Then, we will hide the number cards for you to find.** Have your child tear the paper into small pieces and place them in the container. Then, hide the number cards, naming them as they go in.
- Allow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



Independent Learning: Compromise

MATERIALS: paper, crayons, *Optional - [Buddy the Bear](#)*

- Say, **We have been talking about ways to solve a problem. One way is to compromise. When two people compromise, it means they both get to do a little bit of what they want and are both happy.**
- Help your child to think of a time they compromised, or you can think of a situation together, like compromising with a sibling if they want to use the same toy.
- Allow your child to write and draw about a time they compromised.
- *Optional - You can also remind your child about the book [Buddy the Bear](#) that they read in Unit 6. Review pp.20-25. After, say, **Angel and Bri compromised, they both wanted to play with Buddy all day but they decided to take turns and play together so they could both play with him.***
 - You can access a pre-recording reading of the book on the Sparkler App in the "Tips for Adults" section, *Healthy Bodies, Healthy Minds*.



Wednesday

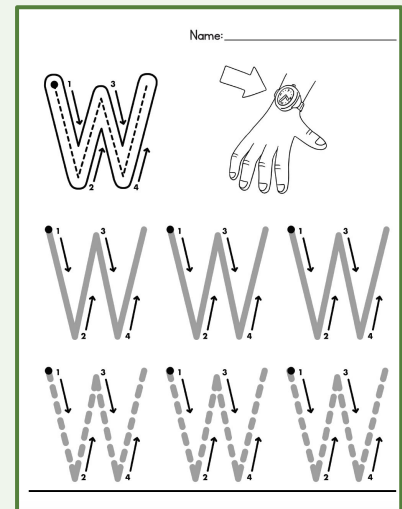
PK4 Unit 8 Week 3 Day 13



Literacy: W

MATERIALS: [Letter W Practice 2](#), crayon, pencil

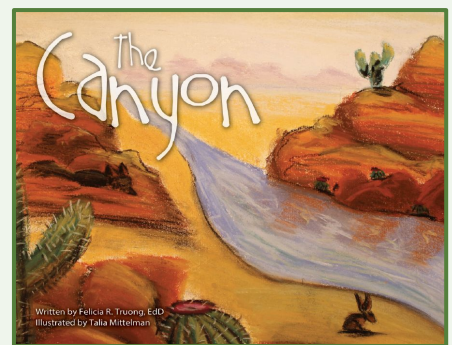
- Say, **Make a V by writing slant down, up, slant down, up.** Have your child say the letter W and make the letter sound for W, like watch.
- Have your child trace the W with their finger. Then trace and write the W and color the pictures.
- See how many uppercase W's you can find together throughout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



Read: *The Canyon*

MATERIALS: [The Canyon](#)

- With your child, read *The Canyon*.
- After, ask, **Rabbit tricked Coyote because she didn't want Coyote to follow her.** If someone is bothering you, what could you say to them?

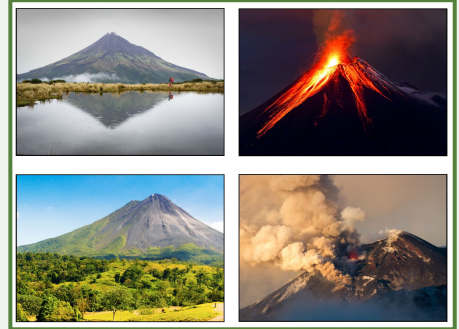




Let's Move: Don't Step on the Lava

MATERIALS: tape, paper, write numbers 10-15 on paper and tape randomly to the floor, [Volcanoes](#)

- Show pictures of a volcano. Say, **A volcano is a large mountain with a hole at the top where lava can come out. Lava is hot liquid rock. Let's pretend the floor is covered in hot lava. 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.
- To make this more challenging, you can include extra numbers.

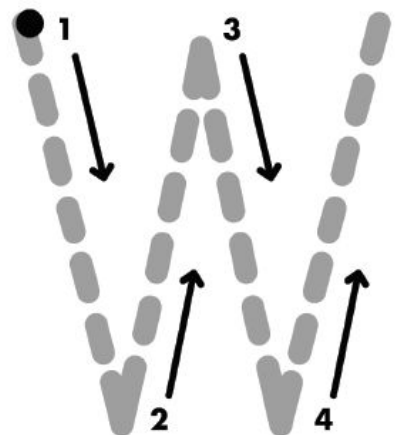
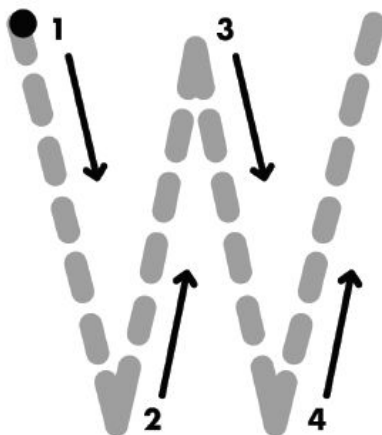
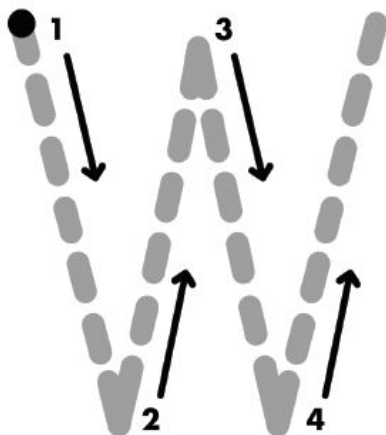
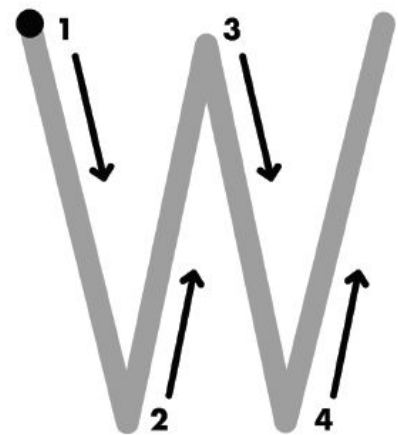
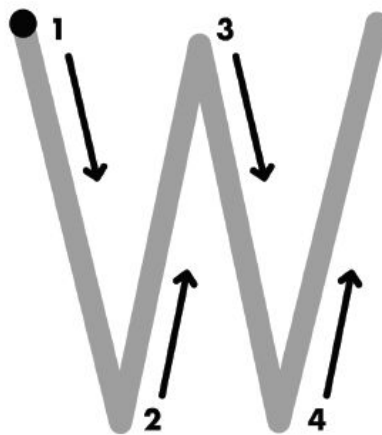
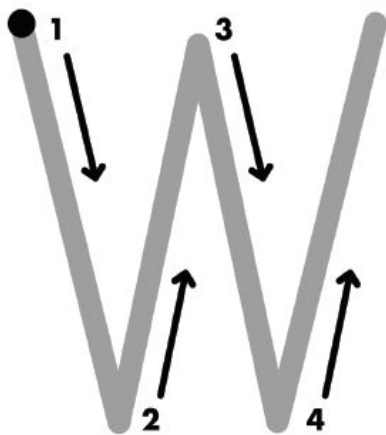
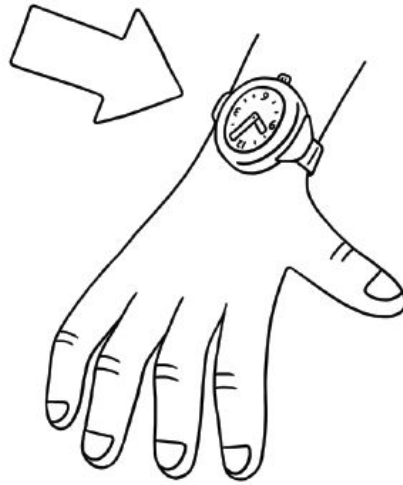


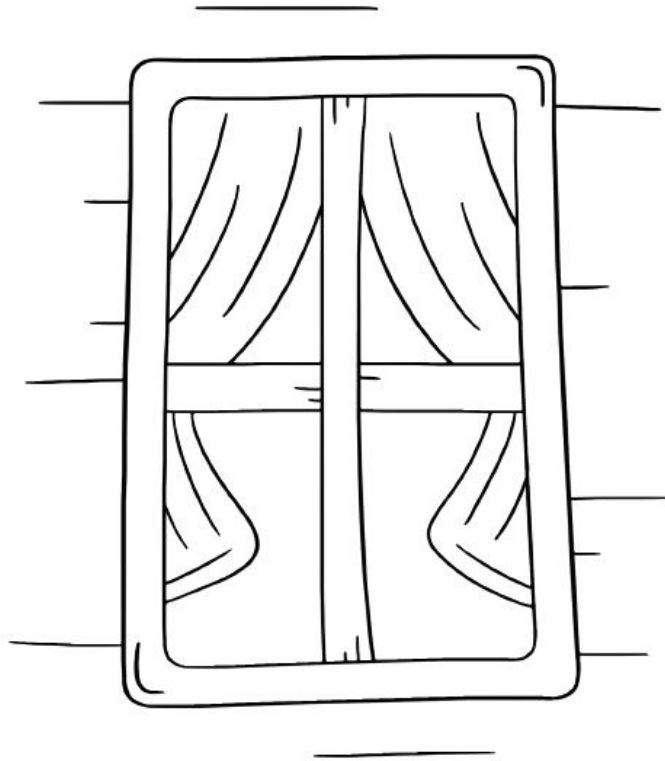
Learning Together: Our Solution

MATERIALS: paper, crayons

- Talk with your child about a problem or challenge you might be having at home, e.g., your neighbor needs help getting groceries, you are not sure what to make for dinner, or some people don't want to do their chores.
- Ask, **Let's think of a solution together, how do you think we could solve this problem?** Talk together about a solution which your child can write and draw about before trying it out.

Name: _____

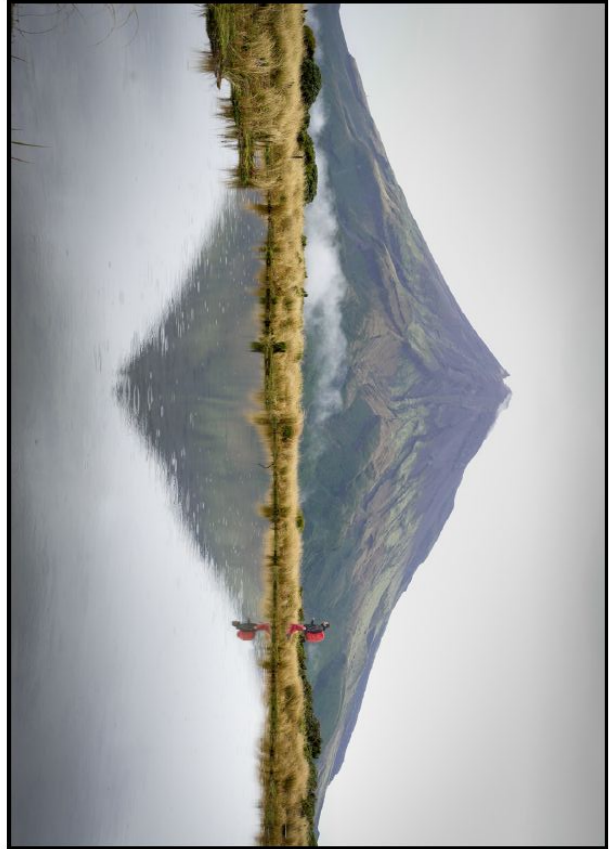




Window



Wing





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 $\frac{3}{4}$ 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: My Pet Dinosaur

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

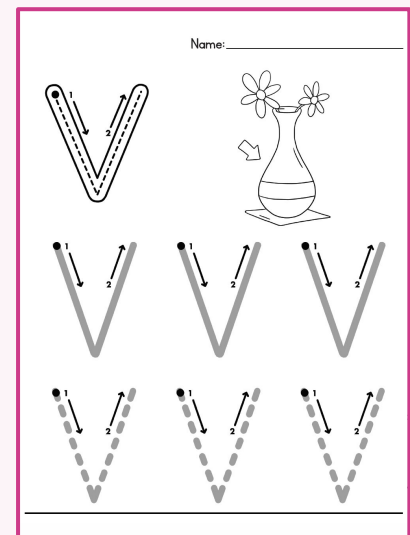
- Talk with your child about what it might be like to have a pet dinosaur. Ask, **What do you think it would be like to have a pet dinosaur? What kind of dinosaur would it be? What would you do together?**
- Allow your child to draw their pet dinosaur and write about what they would do with their pet.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



Literacy: Writing V & W

MATERIALS: [V & W](#), pencil, crayons

- Brainstorm words that start with the letters V and W.
- Have your child practice tracing the letters V and W and color in the pictures.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as vase? Can you think of other words that start with the same sound as wave?**



Journal Prompt: Kind of Dinosaur

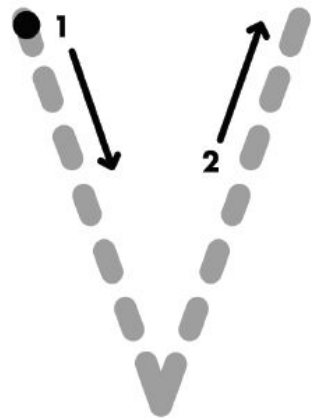
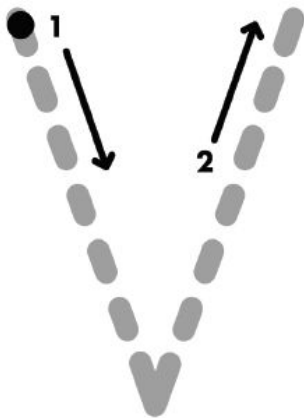
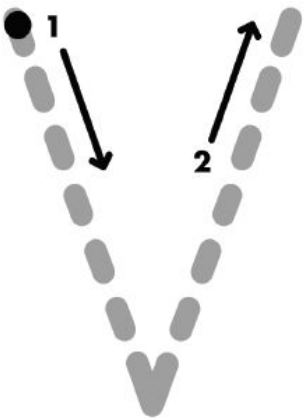
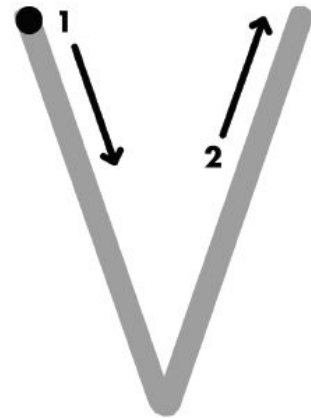
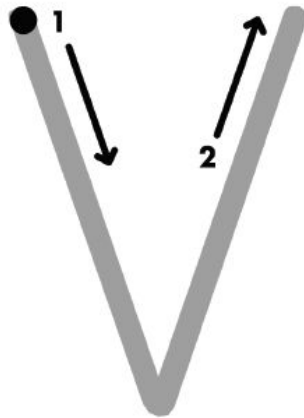
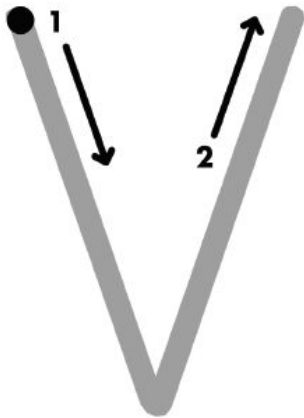
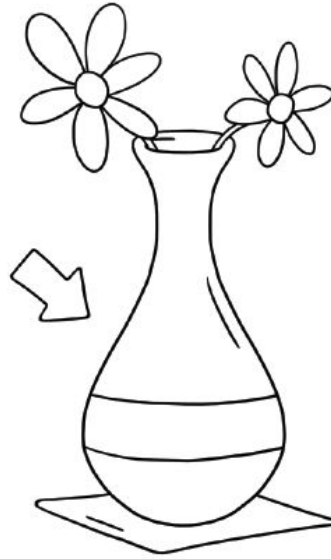
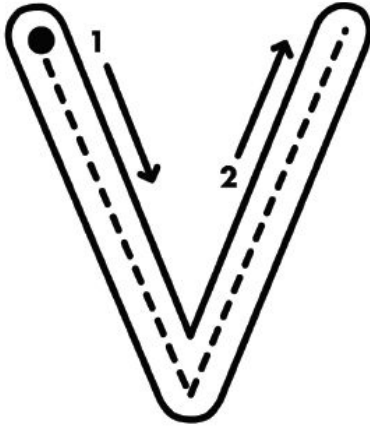
MATERIALS: crayons, pencil, [Dinosaurs](#), Kind of Dinosaur Journal Page

- Use the pictures to talk about the different types of dinosaurs - carnivores who eat meat and have sharp teeth, and herbivores who only eat plants and might have long necks like a brontosaurus.
- Have your child draw and write about it.
- Later, ask, **What kind of dinosaur would you be - meat or plant eating? Why did you pick that type? What would you eat?**

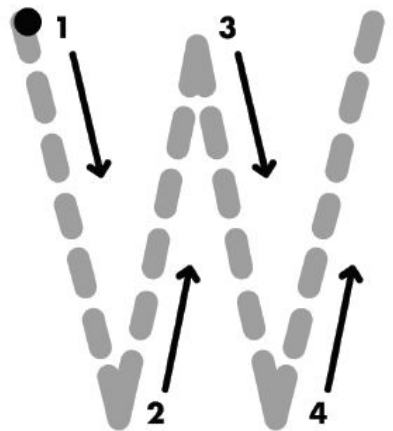
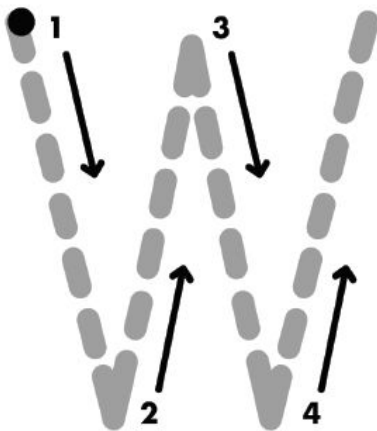
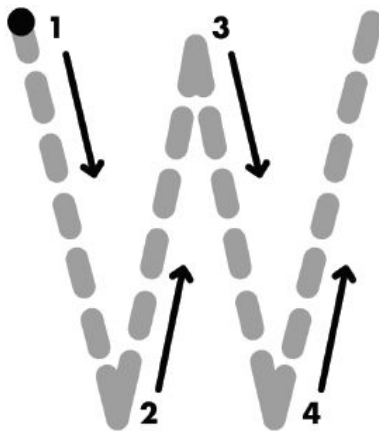
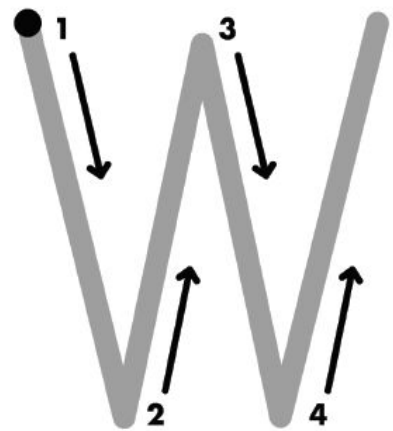
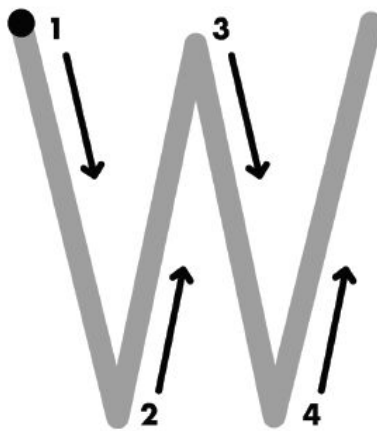
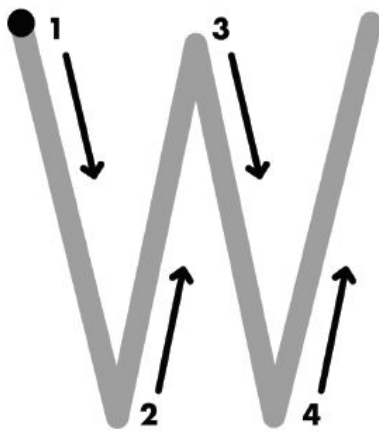
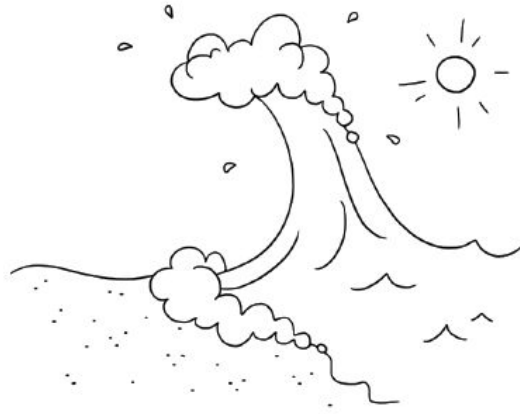
Name: _____

What kind of dinosaur would you be - a meat or plant eating dinosaur?

Name: _____

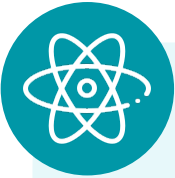


Name: _____



Name: _____

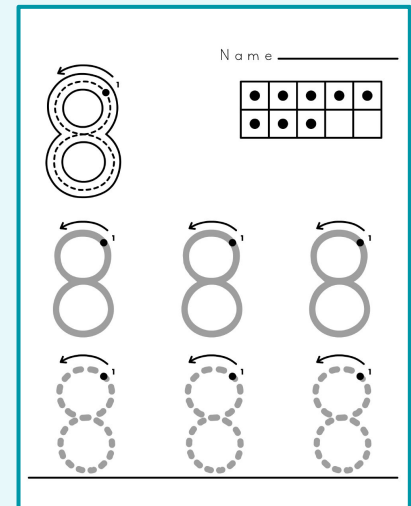
What kind of dinosaur would you be - a meat or plant eating dinosaur?



STEM: Numbers 8 & 9

MATERIALS: paper, crayons, [Numerals 8 & 9](#)

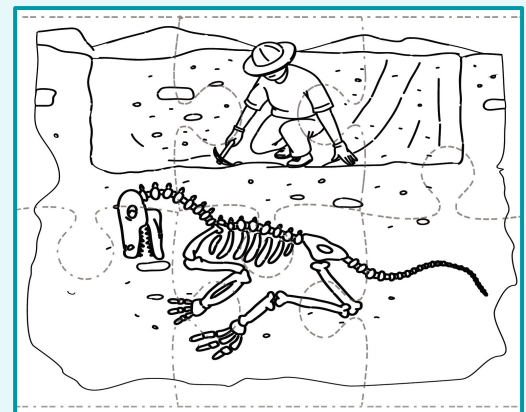
- Say, **Let's write 8 and 9 today. Can you point to 8?** Have your child trace the 8 with their finger while you say how to write it - **curve back, curve forward, up.** Repeat for the number 9 (**curve, down**).
- Allow your child to trace and write the numbers.
- After, count the dots at the top of the page together for each number.
- *Optional - practice writing with other materials.*



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: Taking Words Apart

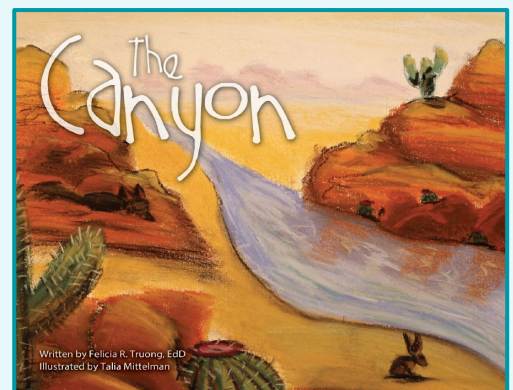
- Say, **We learned to blend sounds together to make a word. Now, let's separate the beginning sound and the rest of the word.** Model by holding your hands together and pull them apart as you say "separate."
- **My word is cat. I will say the first sound, then the rest of the word. C-at, c-at, c-at.** Use hand movements to show there are two parts to the word.
- **Now you try. I will say the word. You say the first sound and then the rest of the word p-ig (p-ig).** Repeat for the words dot (d-ot), cut (c-ut), and bet (b-et).
- It's okay if your child needs your help!



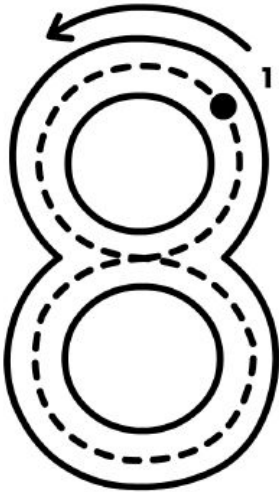
Read: *The Canyon*

MATERIALS: [*The Canyon*](#)

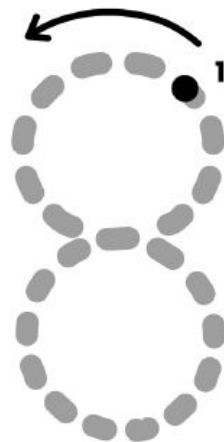
- With your child, read *The Canyon*.
- After, ask, **What would you do if you were Coyote, and Rabbit tricked you? How would you solve the problem?**



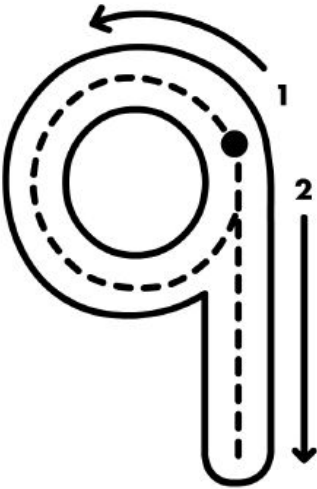
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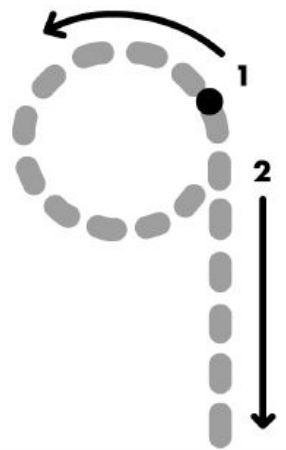
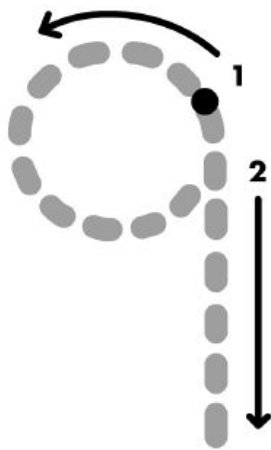
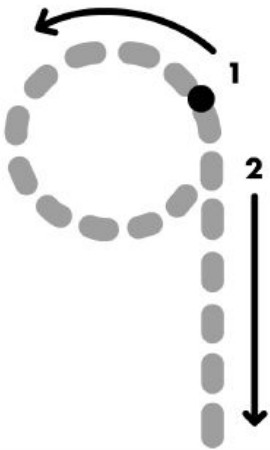
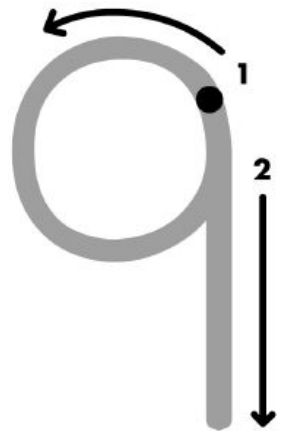
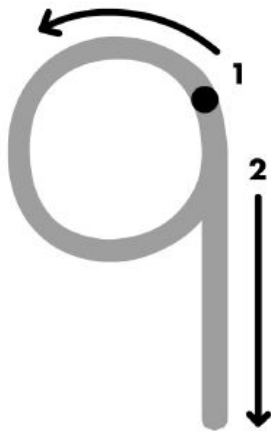
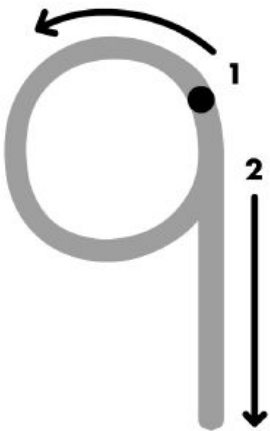
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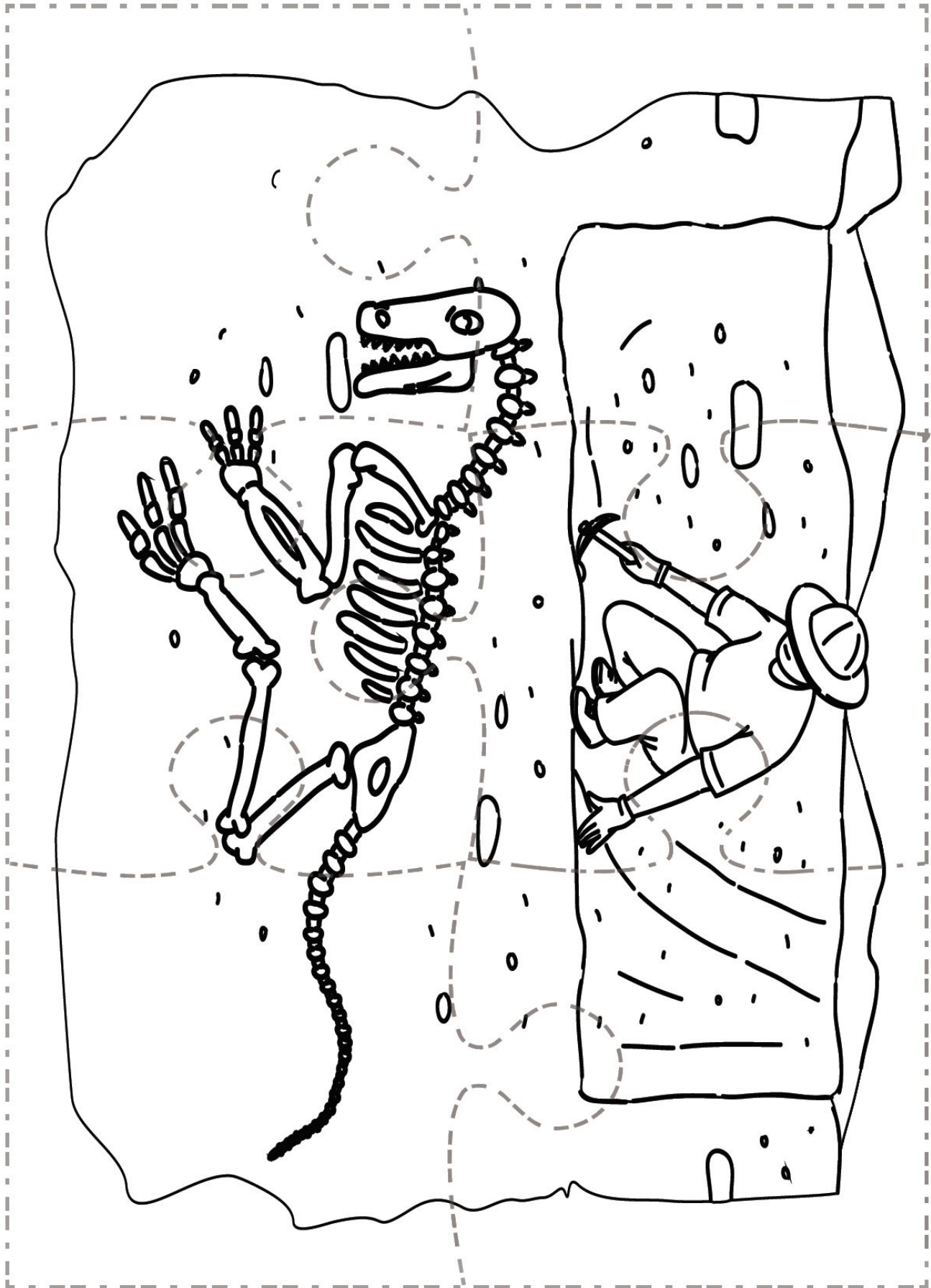


Name _____



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Week 4

PK4 Unit 8 Week 4 Overview

Even More Dinosaurs!

This week your child will:

Continue to learn about dinosaurs, write numbers up to 10, identify numbers 8-15, make shapes, and learn about the letters Y and D. You can extend letter activities by going on a letter hunt around the house and having your child say the letter sounds as they find the letters.



Key Vocabulary



dinosaur

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



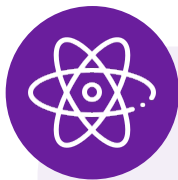
fossil

animals or plants that have been preserved or saved in rock

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.

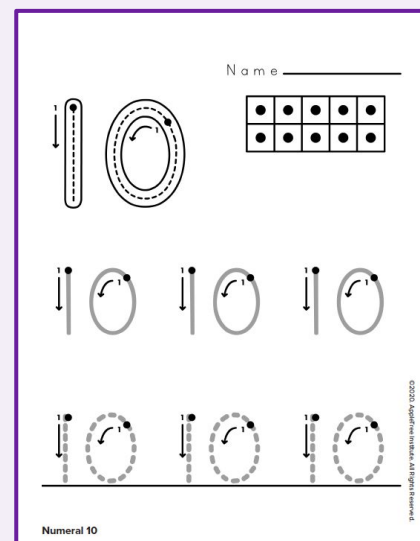
**Think
About It!**



STEM: Number 10

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

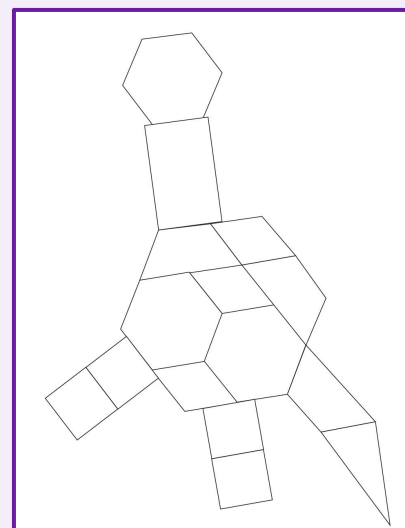
- Say, **Here is the number 10.** Count the 10 dots together on the page.
- **Let's write the number 10 - line down, then a circle.** Demonstrate writing 10 with your index finger on the 10 at the top of the page.
- Have your child trace the 10 with their finger and then in the air.
- After, say, **Now,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



Independent Learning: Dinosaur Designs

MATERIALS: [Dinosaur Patterns](#) and designs made by your child on Day 9, playdough or [Playdough Recipe](#) or cotton swabs, toothpicks, small sticks, string, etc.

- Say, **Let's use shapes to make dinosaurs!** You can look at these pictures to help you make the shapes, put them together, or make up your own!
- Allow your child to make their dinosaurs (or whatever they would like to design) using the playdough, cotton swabs, or other items.
- After, ask, **Tell me about the shapes you used to make your dinosaurs.**

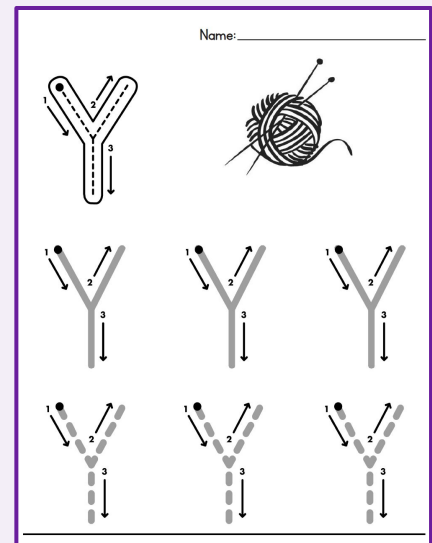




Literacy: Y

MATERIALS: [Letter Y Practice 2](#)

- 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 yarn.
- Have your child trace the Y with their finger. Then trace and write the Y and color the pictures.
- See how many uppercase Y's you can find together throughout the day.
- *Optional - your child can practice writing with other materials.*

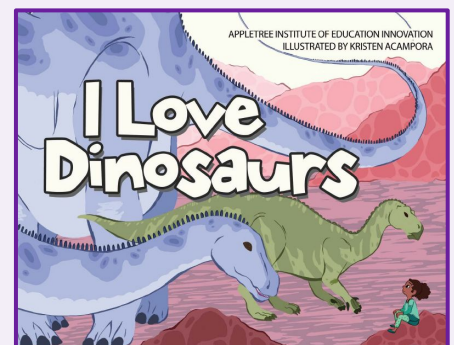


Read: *I Love Dinosaurs*

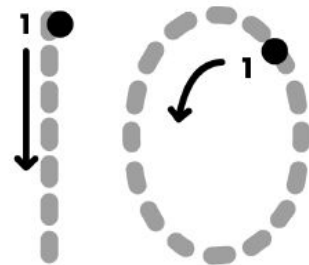
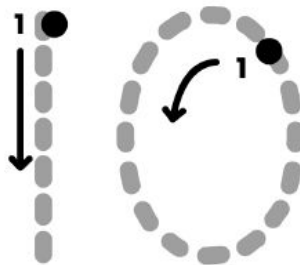
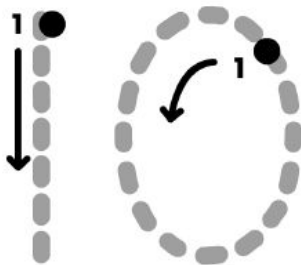
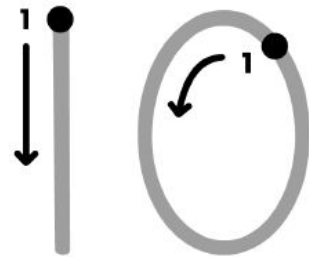
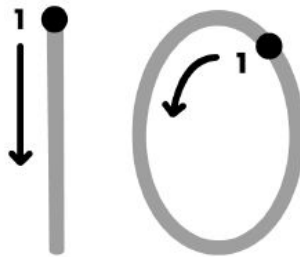
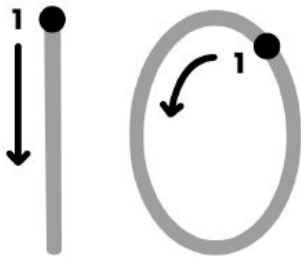
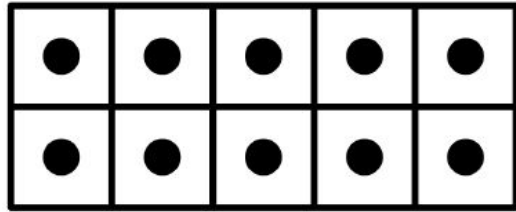
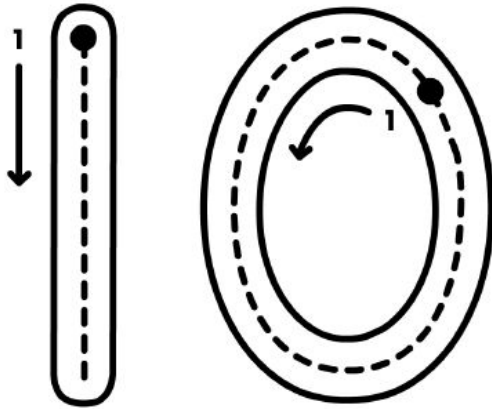
MATERIALS: [I Love Dinosaurs](#)

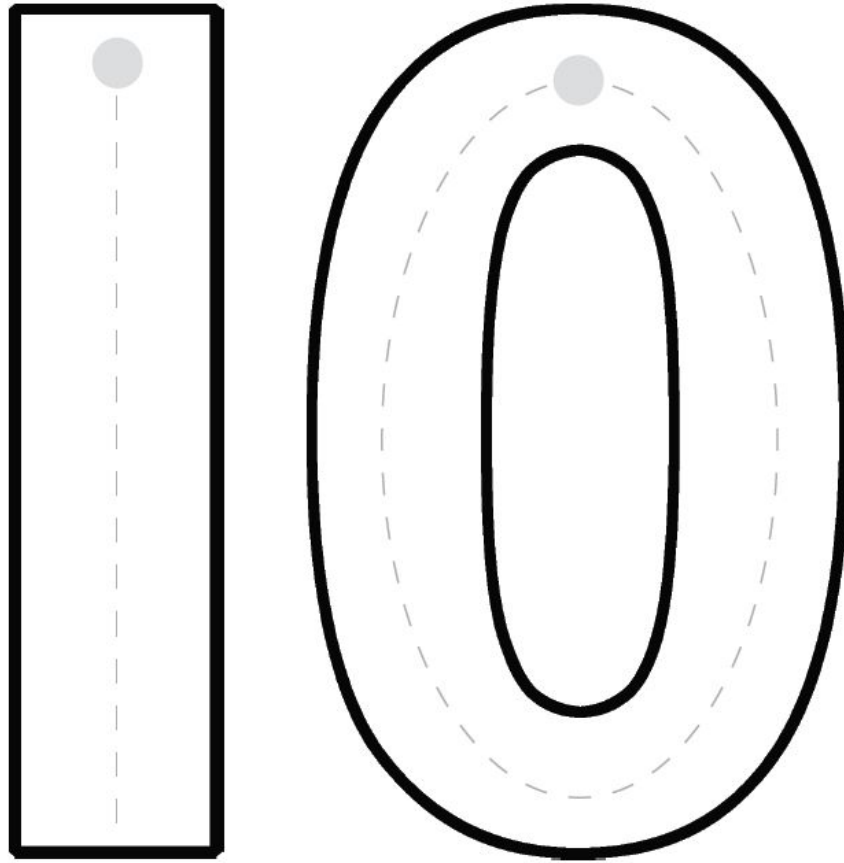
- With your child, read *I Love Dinosaurs*.
- After, ask, **The little girl talked about different types of dinosaurs. Which dinosaur is your favorite?**

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

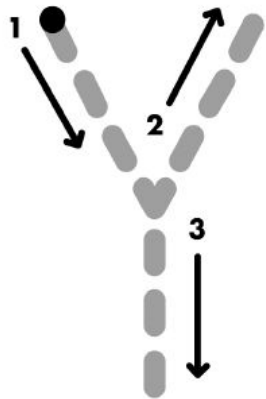
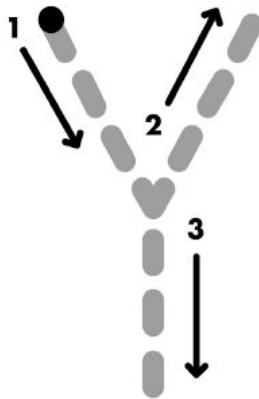
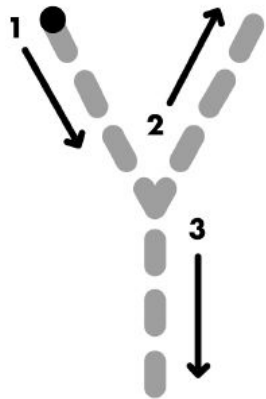
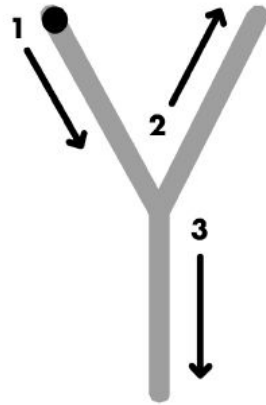
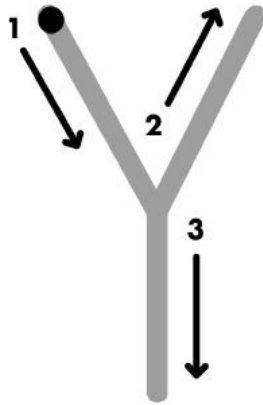
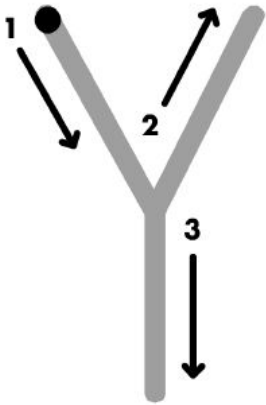
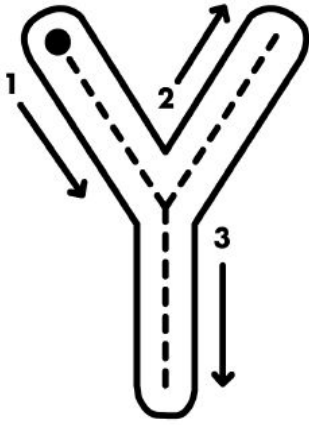


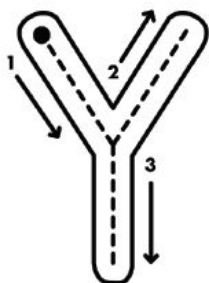
Name _____





Name: _____





Yarn



Yawn



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: 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: Taking Words Apart

- Say, **Let's take apart words!**
- **My word is bus. I will say the first sound, then the rest of the word. B-us, b-us, b-us.** You can move your hands away as you say it to show there are two parts to the word.
- **Now you try. I will say the word. You say the first sound and then the rest of the word - pan (p-an).** Repeat for the words hit (h-it), fish (f-ish), and net (n-et).
- It's okay if your child needs your help. Do it together and give lots of praise.



Journal Prompt: I Found a Dinosaur

MATERIALS: crayons, pencil, I Found a Dinosaur Journal Page

- Talk about what it would be like to find a dinosaur.
- Have your child draw and write about it.
- Later, ask, **What do you think it would be like to find a dinosaur? What would you do?**

Name: _____
What would you do if you found a dinosaur?

Name: _____

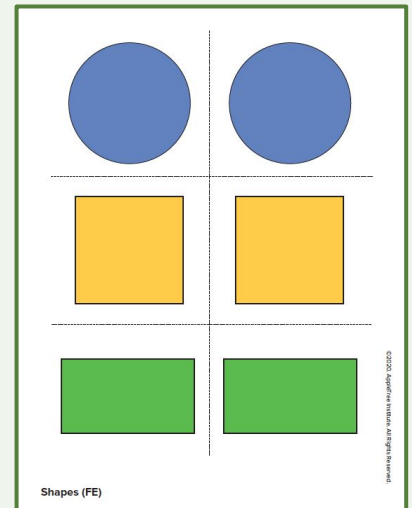
What would you do if you found a dinosaur?



STEM: Shape Art

MATERIALS: paper, glue, child-safe scissors, [Shapes](#), watercolor palette or crayons

- Review the names of the shapes with your child using the pictures. After, say, **You can use these shapes to make art! You can cut these out or draw your own. Have your child cut the shapes out. Help them if needed.**
- Allow your child to create their art with different shapes. After, ask them to tell you about their art.
- *Optional - your child can also use materials like playdough, cotton swabs, sticks, etc. to make shape art.*



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*

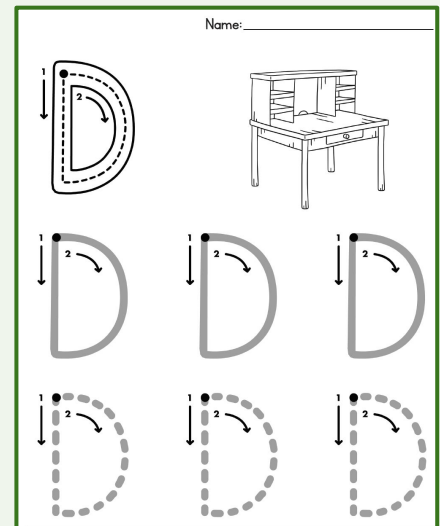
- Talk with your child about the different kinds of dinosaurs they like. Say, **You can make a dinosaur puppet. What kind of dinosaur will you make?** Your child can make a real dinosaur or invent a dinosaur.
- Allow your child to make the puppet. They can decorate the paper towel rolls or use the brown 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: D

MATERIALS: [Letter D Practice 2](#)

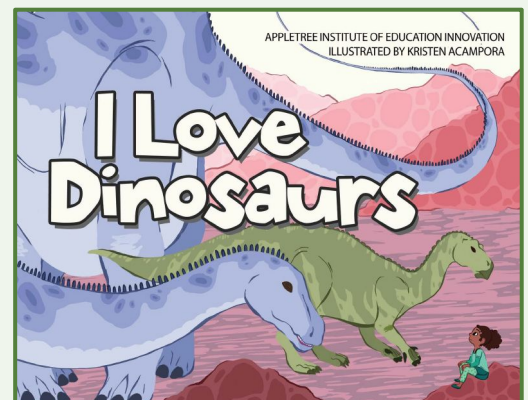
- Say, **Make a D by writing down, big curve.** Have your child say the letter D and make the letter sound for D, like desk.
- Have your child trace the D with their finger. Then trace and write the D and color the pictures.
- *Optional - your child can practice writing with other materials.*



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?**



Wednesday

PK4 Unit 8 Week 4 Day 18



Let's Move: Pick a Number 8-15

MATERIALS: previously created number cards 8-15

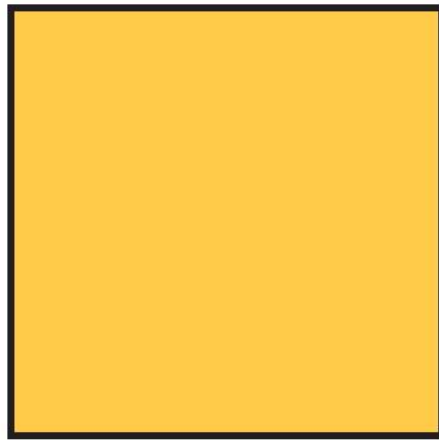
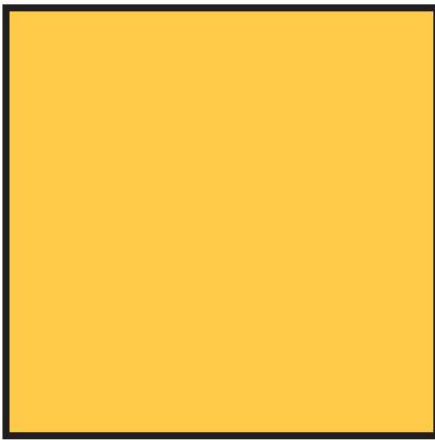
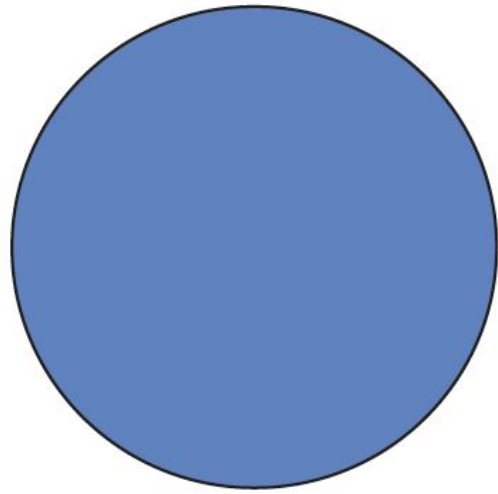
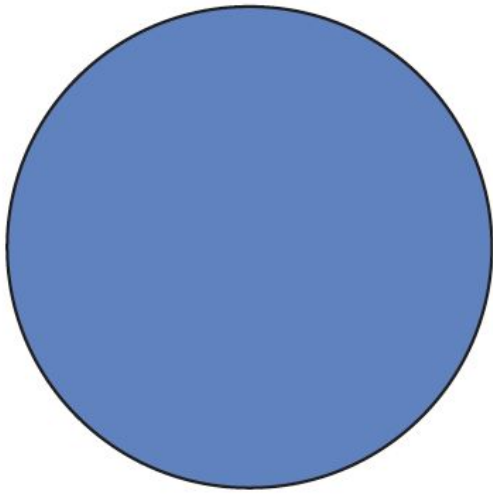
- Say, **Let's get moving! You pick a number and we will do that number of movements.**
- Allow your child to say a number and suggest a movement, e.g., 9 roars, 11 dinosaur tail swishes, 13 digging movements, etc. Repeat 2-3 times.

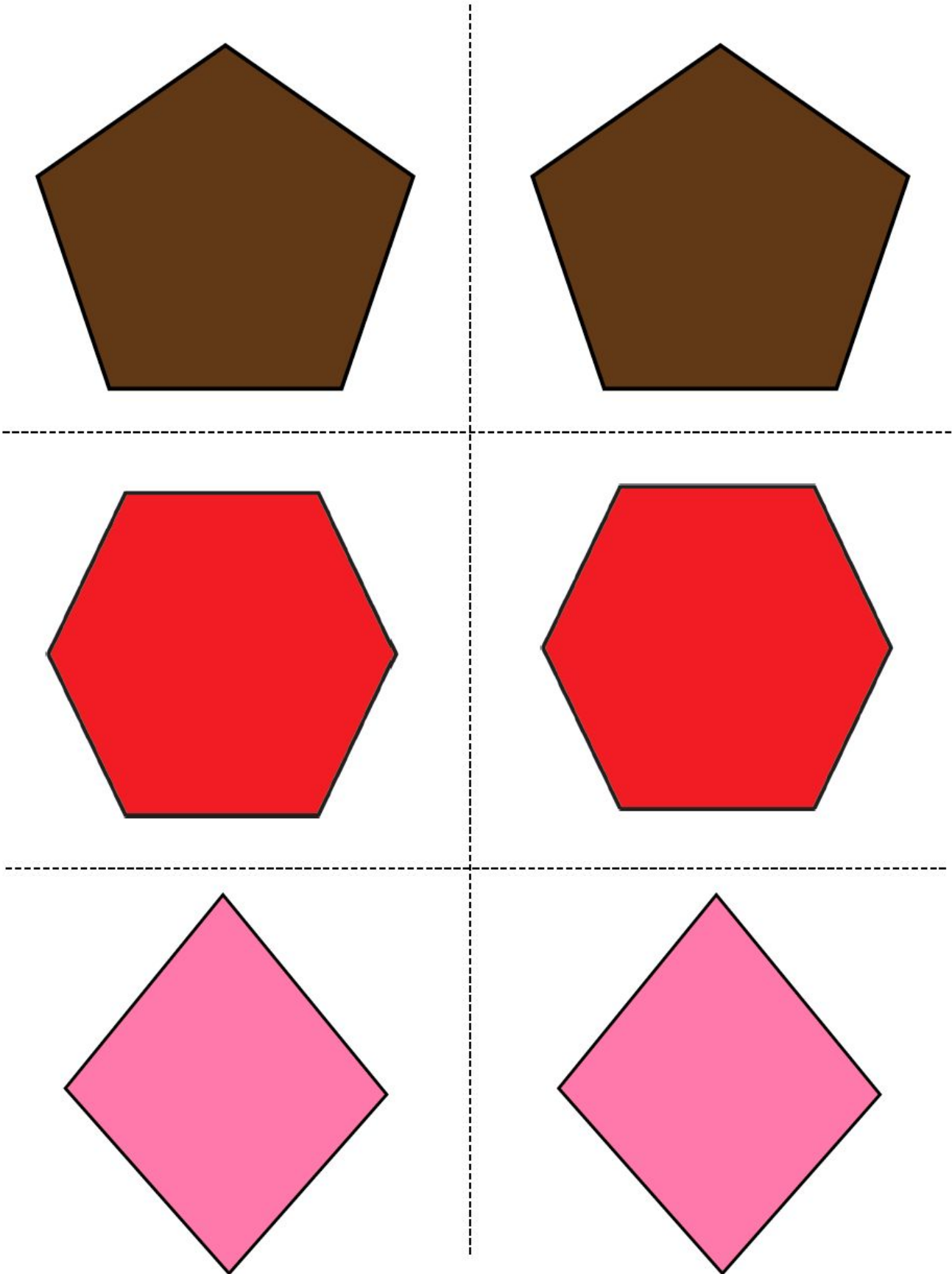


Learning Together: Dinosaur Puppet Theatre

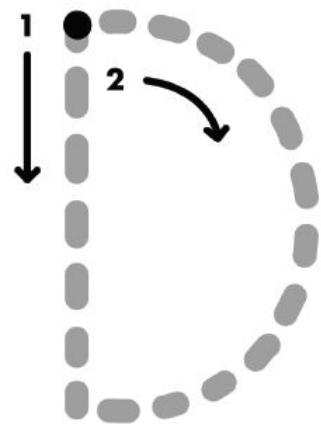
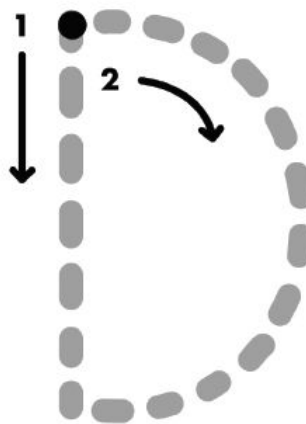
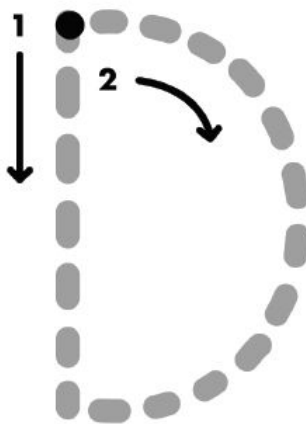
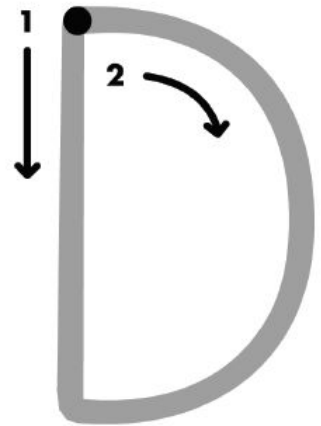
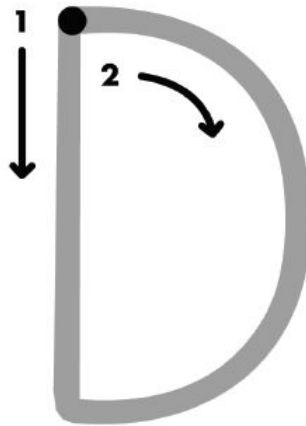
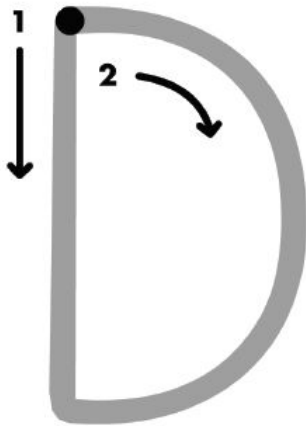
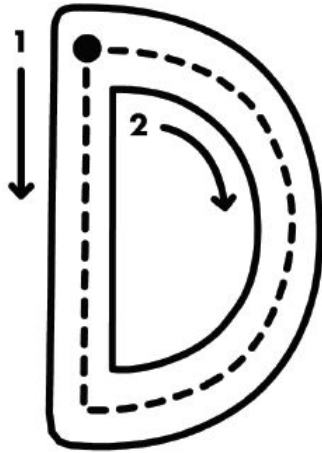
MATERIALS: previously created dinosaur puppet, *optional - other props like boxes to represent caves, leaves and branches for trees, etc.*

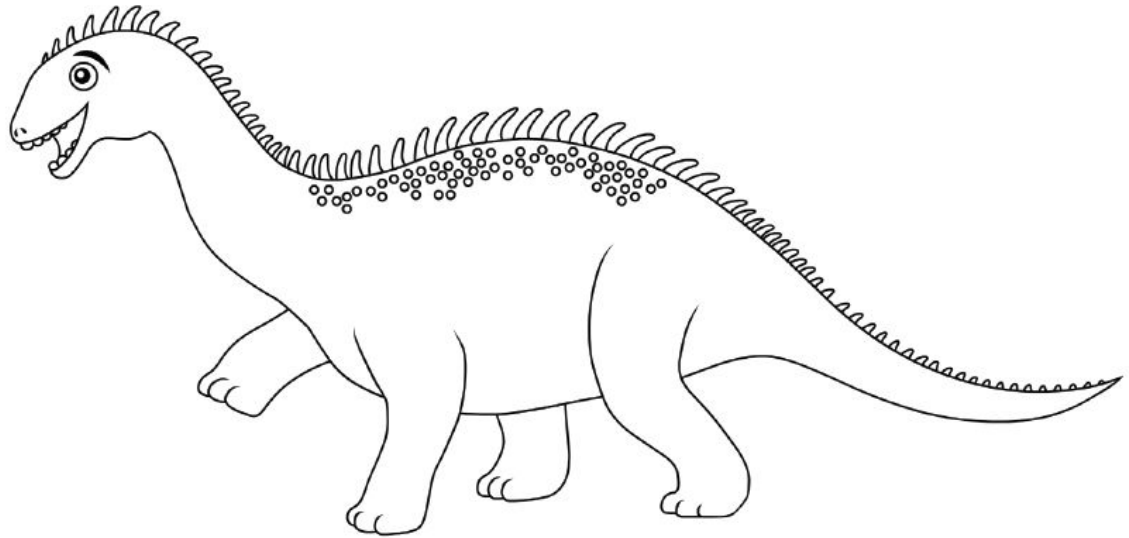
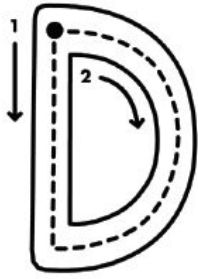
- Say, **Let's use your dinosaur puppet and play! What should we act out?**
- Allow your child to take the lead as you play together and act out different dinosaur scenes.



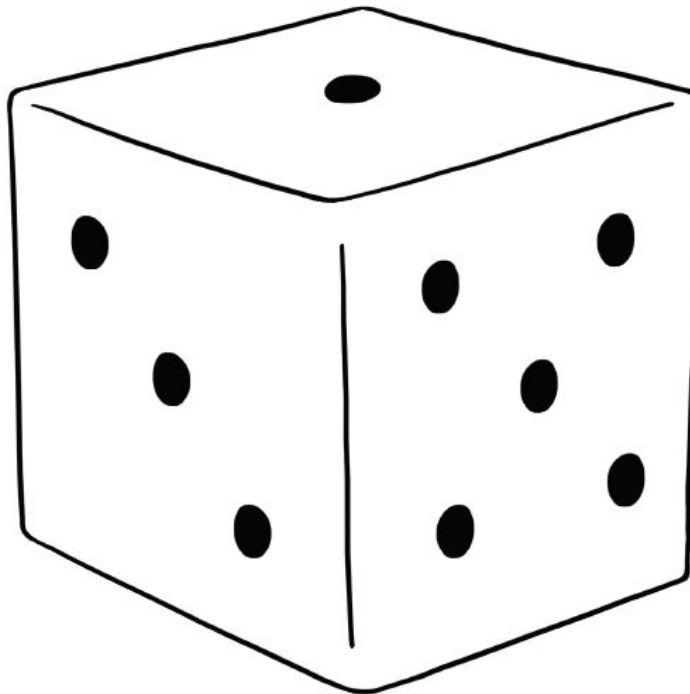


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Dinosaur



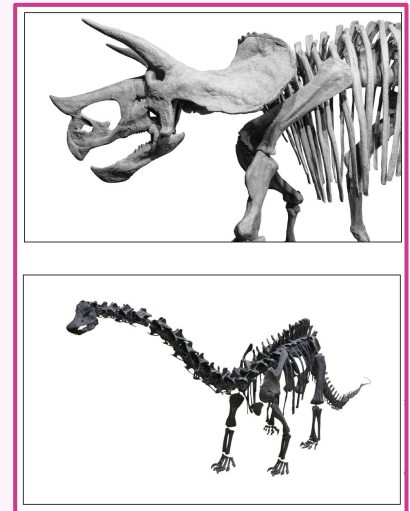
Dice



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: Prehistoric Caves

MATERIALS: crayons, [Stone Drawings](#), playdough or [Playdough Recipe](#), or 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.

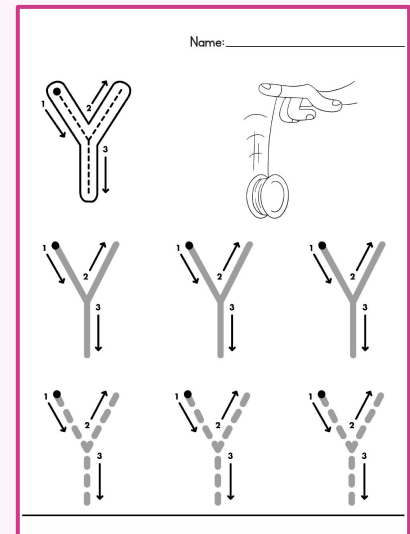




Literacy: Writing Y & D

MATERIALS: Y & D, pencil, crayons

- Brainstorm words that start with the letters Y and D.
- Have your child practice tracing the letters Y and D and color in the provided pictures.
- Later, ask, **Can you think of other words that start with the same sound as go-go? Can you think of other words that start with the same sound as duck?**



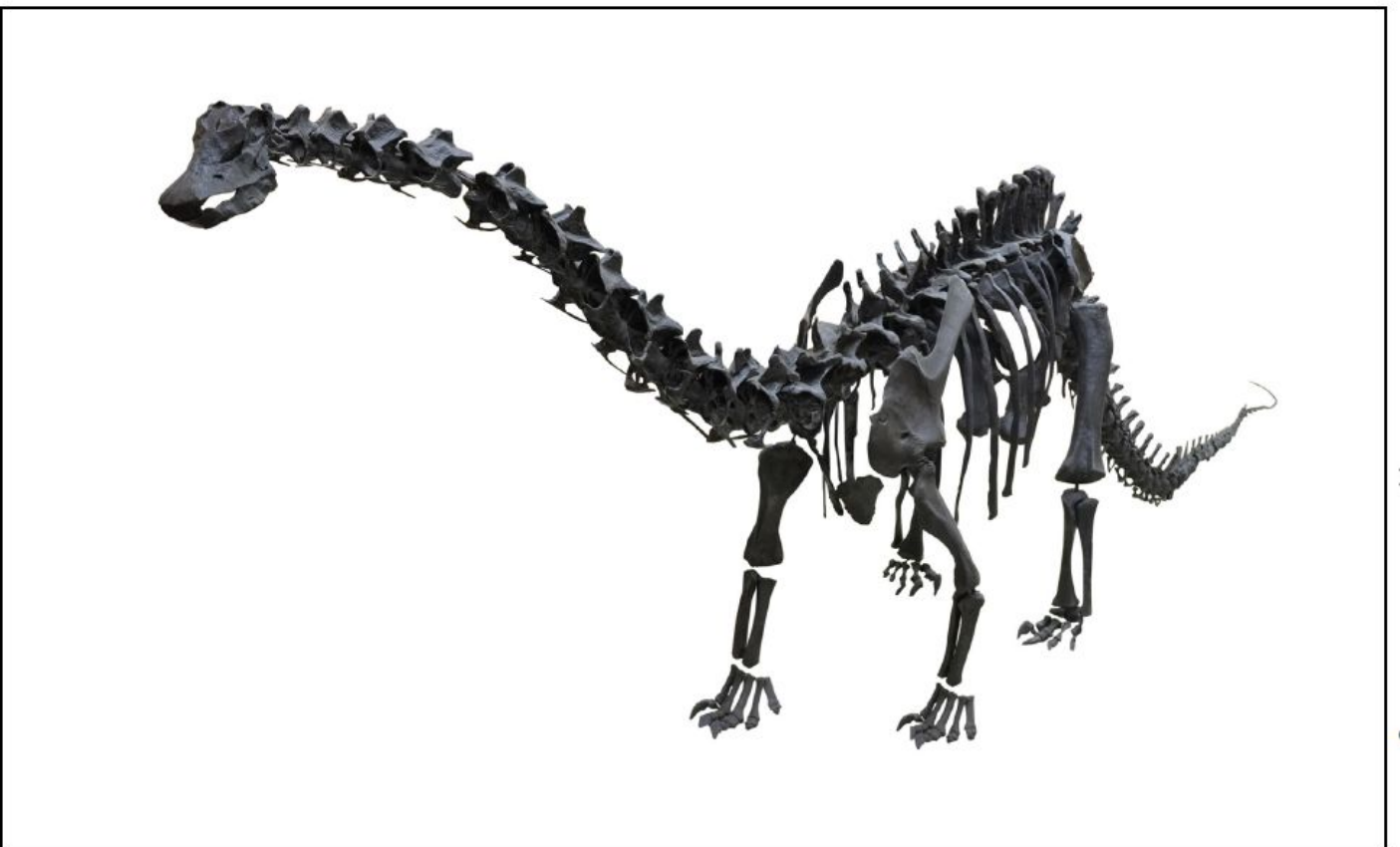
Journal Prompt: My Friend Won't Share

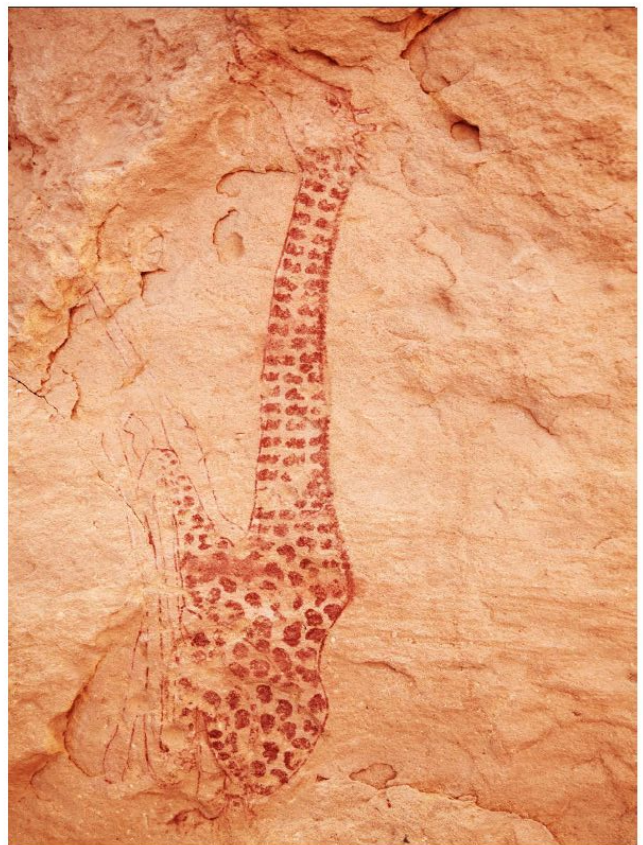
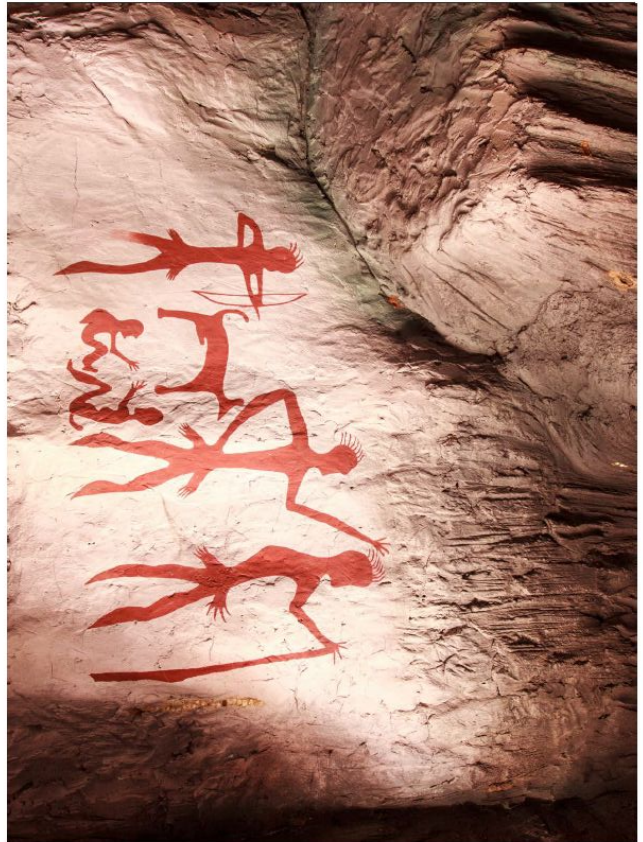
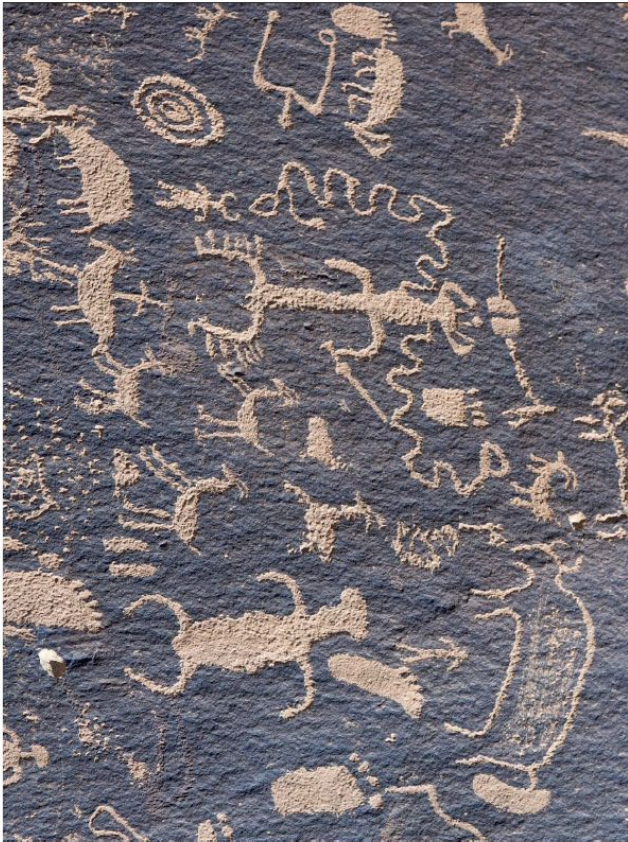
MATERIALS: crayons, pencil, My Friend Won't Share Journal Page

- Talk with your child about what to do if a friend won't share their toy. They can wait for a turn, ask their friend to trade toys, or play with something else until their friend has finished playing.
- Have your child draw and write about it.
- Later, ask, **What would you do if you had a problem and your friend wouldn't share their toy with you?**

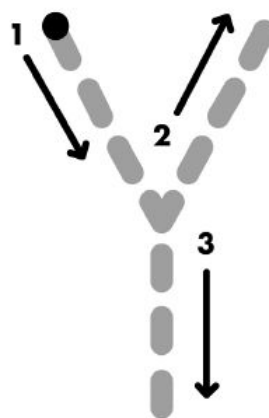
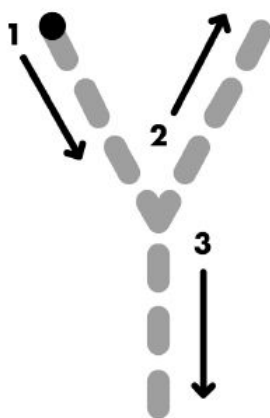
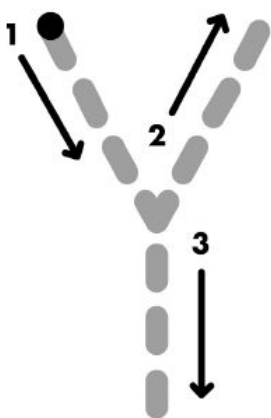
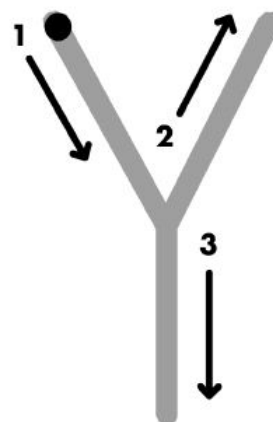
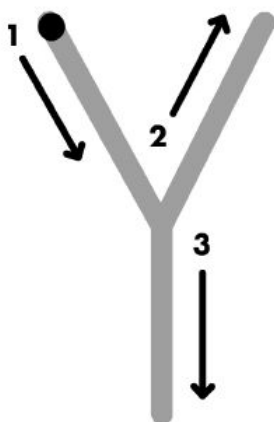
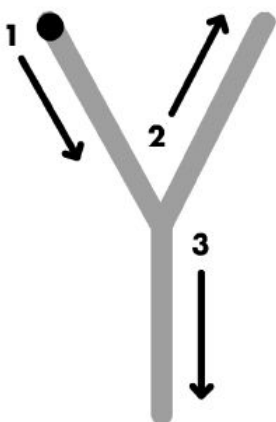
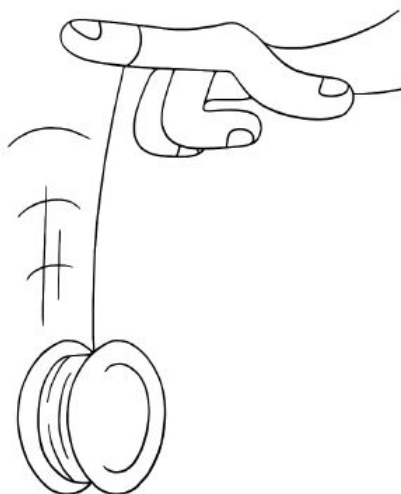
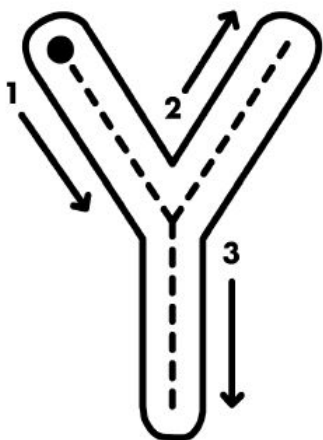
Name: _____

What would you do if your friend won't share their toy with you?

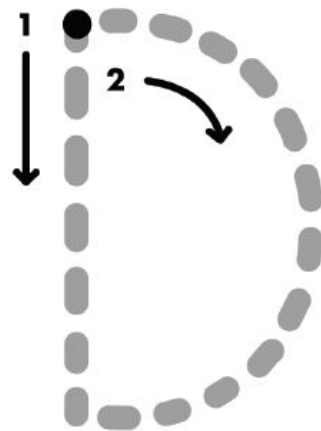
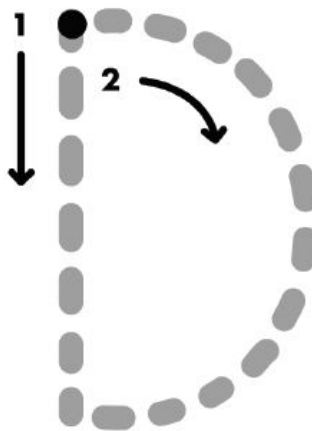
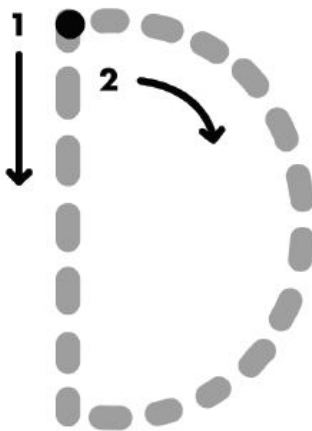
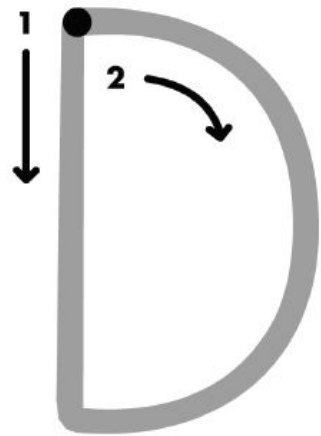
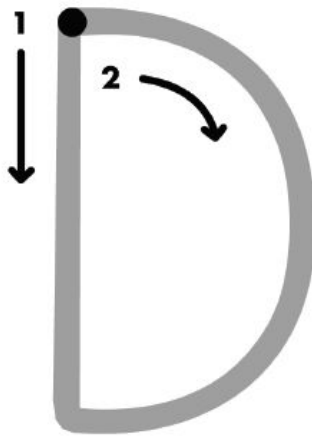
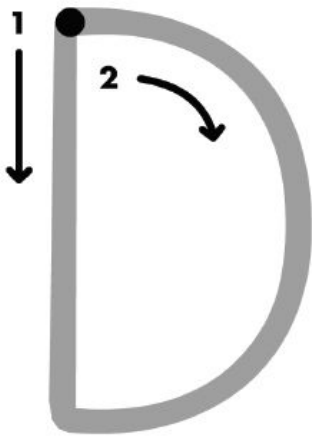
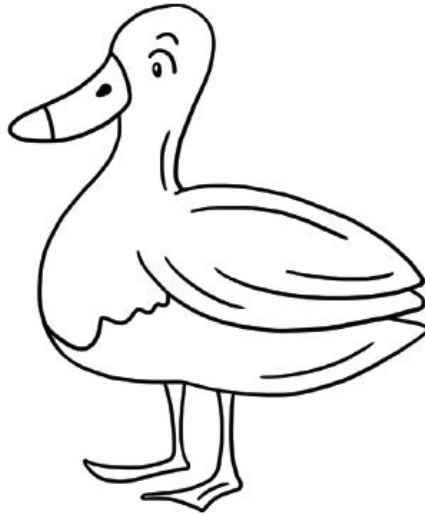
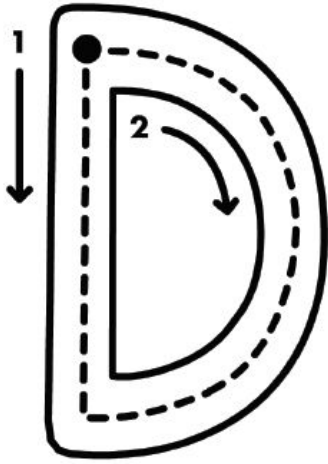




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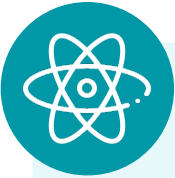


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Name: _____

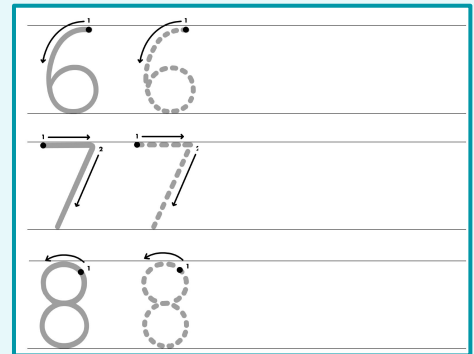
What would you do if your friend won't share their toy with you?



STEM: Writing 6-10

MATERIALS: [6 - 10](#), crayons

- Say, **You can trace and write the numbers 6-10 with any colors you want.**
- Allow your child to trace and write the numbers. It's okay if they don't look exactly like the numbers. They are practicing!
- Your child can also continue practicing on a separate piece of paper.



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

MATERIALS: paper, crayons

- Say, **We’ve been learning about fossils and dinosaurs.** With your child, talk 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: Letters Review

MATERIALS: write the letters V, W, Y, D on small pieces of paper to make 2 letter cards for each letter

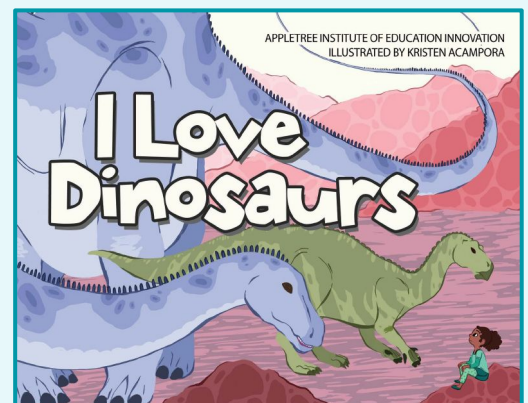
- Give one set of cards to your child and keep one set.
- Say, **Let's play a game with the letters we have been learning. I will show you a letter. You tell me its name and the letter sound. Then show me your card that matches mine.**
- Switch roles so that your child can show you a card for you to 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. You can also include the letters I, N, P, and U.

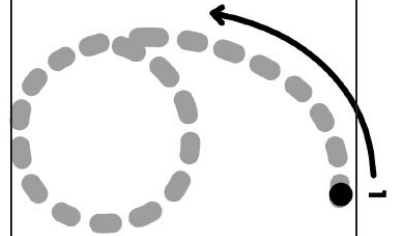
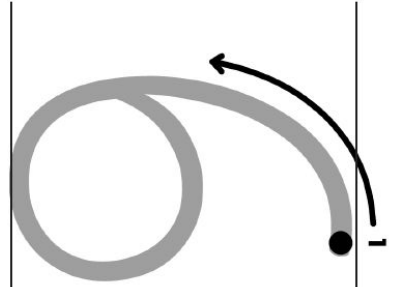
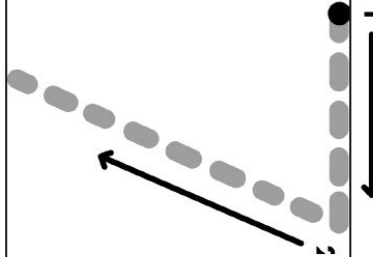
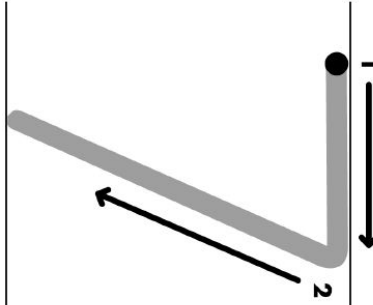


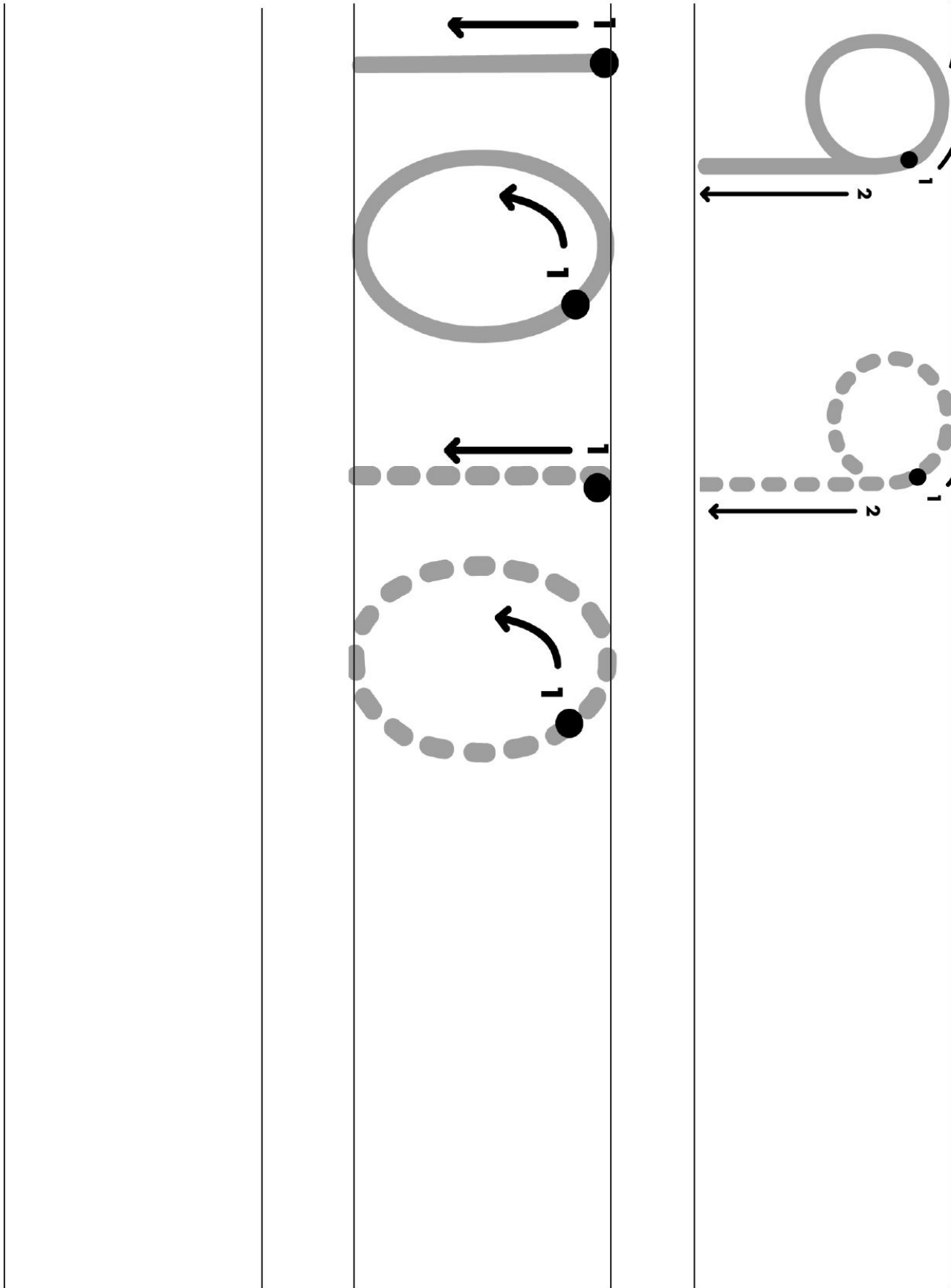
Read: *I Love Dinosaurs*

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?**







Welcome to Unit 8! In Unit 8, your child will learn about animals and where they live.

