

# Unit 9

Our Earth

**PK3**









# Unit 9

## Our Earth



©2021

All rights reserved. Without limiting the rights under the copyright reserved below, no part of this publication may be reproduced, stored in, or introduced into a retrieval system, or transmitted in any form or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission.

AppleTree Institute for Education Innovation  
1801 Mississippi Ave SE, 3rd Floor  
Washington, DC 20020

Copyright ©2021 Text and Illustrations. AppleTree Institute. All Rights Reserved





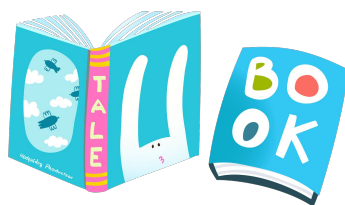
# PK3 Unit 9 Overview



Dear Families,

Welcome to Unit 9, Our Earth! In Unit 9, your child will learn about the different things that make up our Earth like land, water, and air.

## Unit 9 Books



- [\*Our Trip to the Farmers' Market\*](#) by Felicia R. Truong
- [\*Trash!\*](#) by Katie Alexander
- [\*The Inside of the Earth\*](#) by Linda Gill
- [\*Calvin the Cloud\*](#) by Mary Curley

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

ECR @Home activities will include learning about nature, plants, water conservation, and the water cycle. Children will make compound words, identify rhyming words, and talk about problems and solutions. They will also identify numbers 5-8, compare sizes, and count up to 10 objects.

There are many ways to extend these activities at home. Your child can help recycle household items and conserve water by washing vegetables in a bowl instead of in running water.

## Unit 9 Vocabulary

air

cloud

conservation

Earth

liquid

plant

season

solid

weather

# Week 1

# PK3 Unit 9 Week 1 Overview

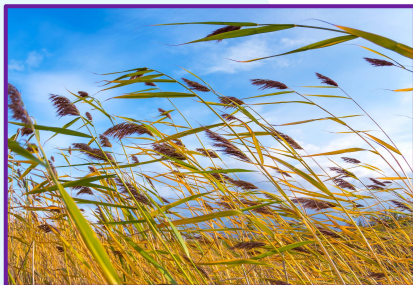
## Air, Land, Water, and Our Earth

### This week your child will:

Learn about our Earth consisting of land, water, and air, and compare natural materials with human-made materials. They will identify rhyming words, make compound words, and count up to 10 objects. You can extend these activities by pointing out natural versus human-made materials as you walk in the neighborhood.

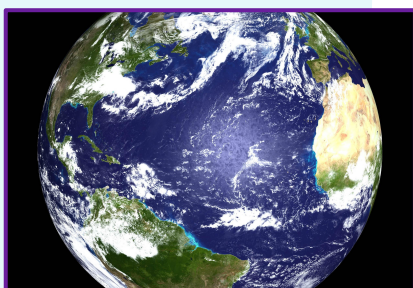


### Key Vocabulary



#### air

a gas on Earth that we breathe in



#### Earth

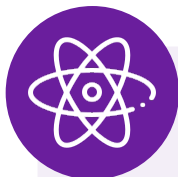
the planet that we live on



# Create Connections

This week, you'll start learning about Earth where we live. Before you begin the packet, write and draw about one thing you'd like to learn about Earth.

**Think  
About It!**



## STEM: How Many Objects?

**MATERIALS:** Household objects like pebbles or spoons, 10 each

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



## Independent Learning: Playdough Flowers

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

- Together, look at flowers in your home or outside, or flower pictures on a tablet or phone. Ask your child what they notice about the flowers - the different colors, shapes, sizes, etc.
- Allow your child to make flowers out of playdough.
- They can also make flowers with other materials such as tissues, paper, cotton (to make fluffy dandelions), etc.

### 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)

©2021 AppleTree Institute. All Rights Reserved.



## Literacy: Compound Words

- Say, **Let's make compound words!**
- **I will say two words. Put them together to make one word.**
- **Listen: "night" (pause) "light". I will put them together to make one word, night (pause) light, nightlight.**
- **Your turn. Put these two words together to make one word: "basket" (pause) "ball", basket (pause) ball. If your child needs help, repeat the two words and say the compound word. **Basket (pause) ball, together make basketball.****
- Repeat for the words sailboat and rainbow.



## Read: *Our Trip to the Farmers' Market*

**MATERIALS:** [\*Our Trip to the Farmers' Market\*](#)

- Read the book with your child.
- After, say, **The little girl thought about all of the things she could buy. She decided to get a drawing of her with her grandfather.**
- **What would you have chosen?**

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





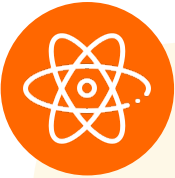
# PLAYDOUGH RECIPE

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

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



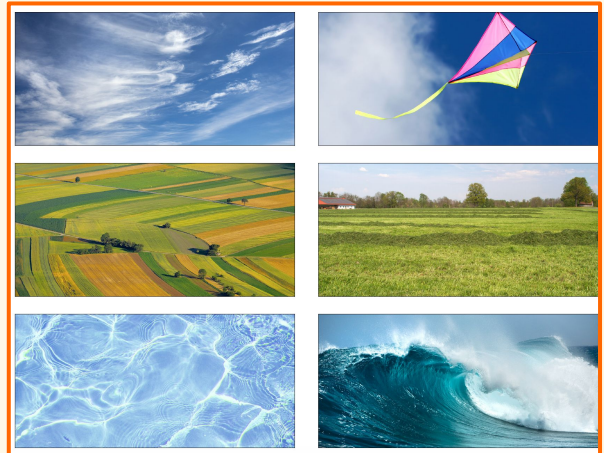




## STEM: Our Earth: Land, Air, Water

**MATERIALS:** [Air](#), [Land](#), [Water](#), paper, crayons, cup of water, dirt or grass (or show pictures on phone or tablet)

- Say, **We're learning about the Earth, which is where we live. The Earth is made up of air, land, and water.**
- Use the pictures and items to talk about each. **We breathe air. We cannot see it, but it has oxygen that we need to live.**
- **We need water to live. Many animals and plants live in the water. Water is also in lakes, rivers, and oceans.**
- **We live on the land. Land has dirt, grass, and mountains. What else is on land?**
- Have your child draw a picture of the land, water, and air.



## Independent Learning: Leaf Art

**MATERIALS:** watercolor palette, glue, crayons, paper, leaves (if you do not have leaves, your child can draw leaves or cut out leaf-shaped paper and make a collage)

- Ask your child about what art they would like to make with the leaves.
- They can:
  - Paint the leaves and stamp them onto paper.
  - Make a leaf collage.
  - Make drawings of the leaves.
  - Make leaf rubbings: place the leaves under paper and rub a crayon on the paper.
- After, ask, **How did you use the leaves?**





## Literacy: Healthy Eating

MATERIALS: [Healthy Eating](#)

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end like bee and see. Let's read a poem and listen for words that rhyme.**
- Say, **I heard some words that sound the same at the end: strong, wrong.**
- Slowly re-read the poem. Ask, **What rhyming words do you hear?** (strong-wrong, wheat-meat-beat-treat). Emphasize the end of the rhyming words.
- For a challenge, ask your child to say another word that rhymes. It can be a made-up word!

### Healthy Eating

by Kati and Tori Fietze

In order to grow and keep  
your body strong,  
follow these healthy eating  
tips and you won't go wrong.



Eat lots of fruits, vegetables,  
and whole wheat.  
Don't forget your dairy and  
protein like beans or meat.

If you try your best and don't miss a beat,  
Maybe your parents will let  
you have a sweet treat.



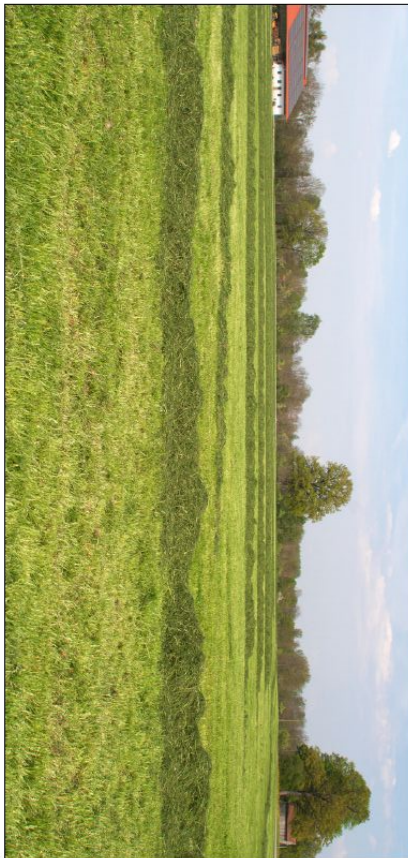
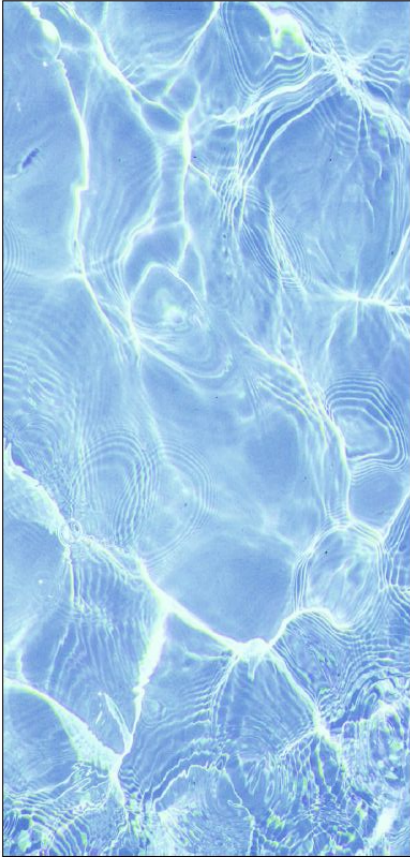
## Journal Prompt: Travel

MATERIALS: crayons, pencil, Travel Journal Page

- With your child, talk about the different ways you can travel - by land, air, or water.
- Have your child draw and write about it.
- Later, ask, **How would you like to travel - by land, air or water? Why?**

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

Would you rather travel by land, air, or water?



### PK3 Our Earth

©2021. All Rights Reserved. AppleTree Institute. Every Child Ready.

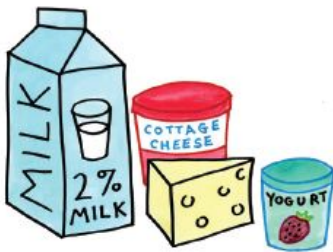
Air, Land, Water (FE)



# Healthy Eating

by Kati and Tori Fietze

In order to grow and keep  
your body strong,  
follow these healthy eating  
tips and you won't go wrong.



Eat lots of fruits, vegetables,  
and whole wheat.  
Don't forget your dairy and  
protein like beans or meat.

If you try your best and don't miss a beat,  
Maybe your parents will let  
you have a sweet treat.

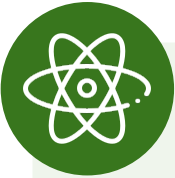




Name: \_\_\_\_\_

Would you rather travel by land, air, or water?

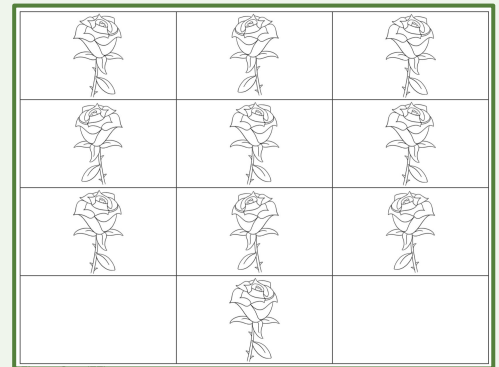




## STEM: Count the Flowers

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





- Say, **Count how many flowers there are on this page.**
- **Now, you can color the flowers and cut them out.** Help your child cut them out if necessary.
- After, put out different amounts of flowers, e.g., 4 flowers, then 10 flowers, and ask your child to count them.



## Independent Learning: Observing Nature

**MATERIALS:** [My Observations](#), crayons, natural objects like rocks, leaves, twigs, flowers

- With your child, describe the natural objects you have. Talk about their size, shape, colors, and how they feel.
- Say, **You can write or draw your observation! At the top of the page, write about what you see. In the middle of the page, write about how they feel. At the bottom of the page, write about how they smell.**
- Allow your child to complete the activity.
- After, ask, **What did you notice?**

My Observations 	
Name: _____	
Activity: _____	
	
	
	



## Literacy: Act It Out

- Say, **I will tell you a word. We can act out what that word means.**
- Use theme-related words, e.g., flower (you can grow and sprout like a flower), air (pretend to breathe or fly), farmer's market (pretend to look at something and buy it).
- Switch roles so your child can suggest a word.



## Read: *Our Trip to the Farmers' Market*

**MATERIALS:** [\*Our Trip to the Farmers' Market\*](#)

- Read the book with your child.
- After, say, **Tell me about a time you went to a farmer's market or grocery store/market.**
- Encourage your child to share 2 things that happened, e.g., First, we got some jam. Then we paid for everything.
- You can ask questions to help them, e.g., what else did you do?





# Wednesday

PK3 Unit 9 Week 1 Day 3



## Let's Move: Air, Land, Water

**MATERIALS:** [Air, Land, Water](#), tape

- Tape or place the cards far apart on the floor.
- Say, **I will say the name of something. Then you move to the picture that shows where you can find it - in the air, the water, or on land. You can move any way you want.**
- Say words like clouds, fish, trucks, boats, airplanes, kites, etc.
- Switch roles and allow your child to lead.

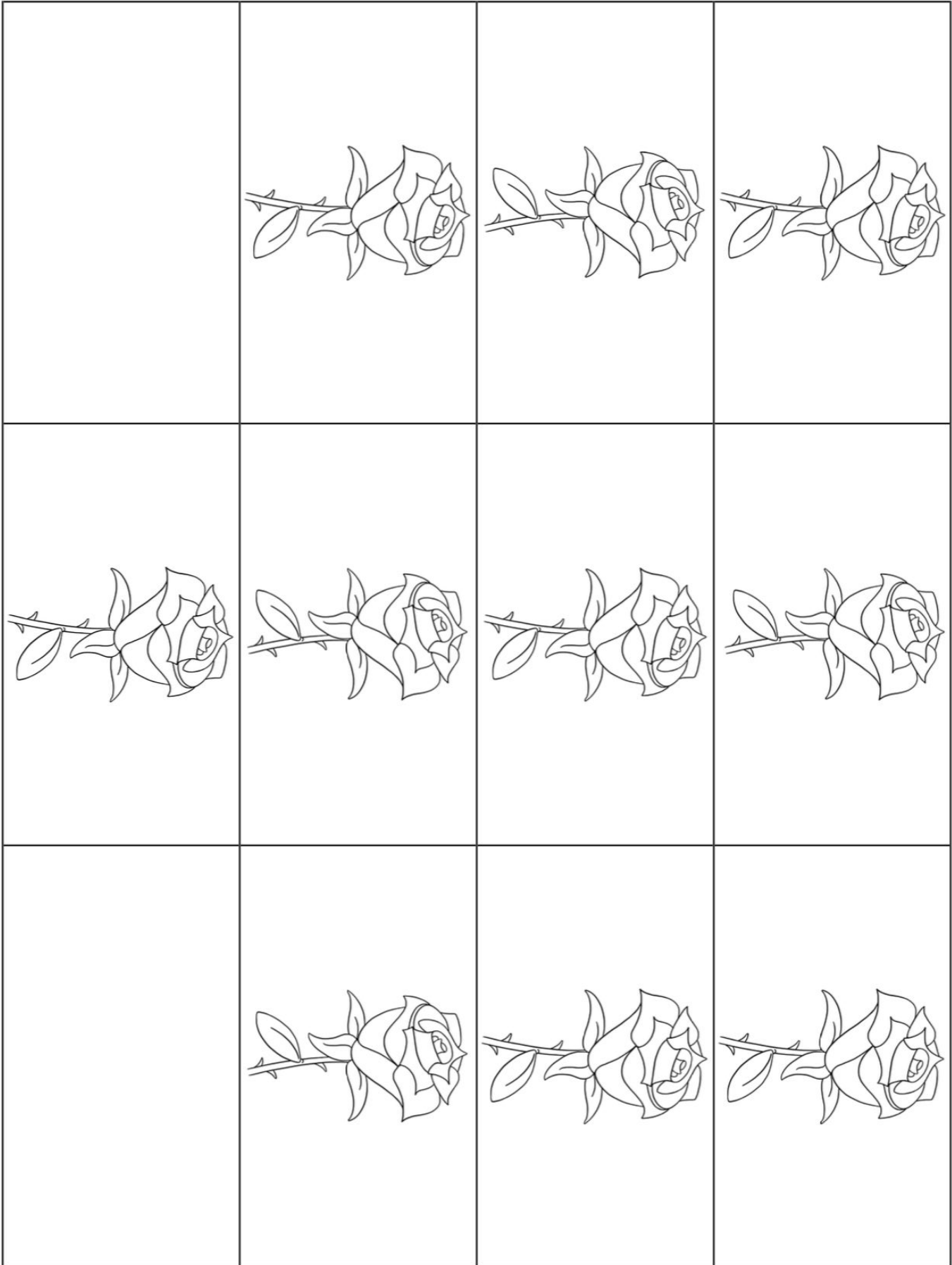


## Learning Together: Our Story

**MATERIALS:** paper, crayons

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









# My Observations

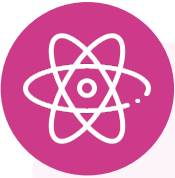


Name: \_\_\_\_\_

Activity: \_\_\_\_\_







## STEM: Nature vs. Human-Made

**MATERIALS:** crayons, paper, natural items like rocks, leaves, or twigs, and human-made items like toys or containers

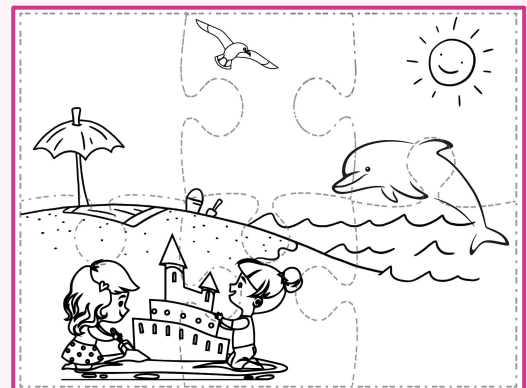
- Say, **This \_\_\_ is a part of nature. Nature is things like plants, animals, the weather, dirt, and rocks. People did not make these things.**
- Show something human-made. **This \_\_ is made by people. It is human-made.**
- Draw a line down the middle of the paper and label one side “nature” and the other “human-made.” **Let’s make a list of things from nature and things that are human-made.**
- You can also use pictures of nature and human-made objects.



## Independent Learning: Air, Land, Water Puzzle

**MATERIALS:** [Air, Land, Water Puzzle](#), crayons, child-safe scissors, *optional - glue the puzzle onto cardboard before cutting it out*

- With your child, talk about the picture and the things they notice on land, in the air, and in the water.
- After they color the pictures, help your child cut the pieces out and have them complete the puzzle.
- After, ask, **What other things can you find on land?**





## Literacy: Let's Talk About Our Earth

- Say, **We are learning about Earth and the things we find on land, in the air, and in the water. What do you think it would be like to live in the water?**
- Ask your child 2-3 follow-up questions. **Would you prefer to live in the water or on land? Why?** Or, **Would you prefer to live in the air? Why?** Practice having a back and forth conversation.
- If they don't want to talk about this topic, ask your child what they would like to talk about instead.



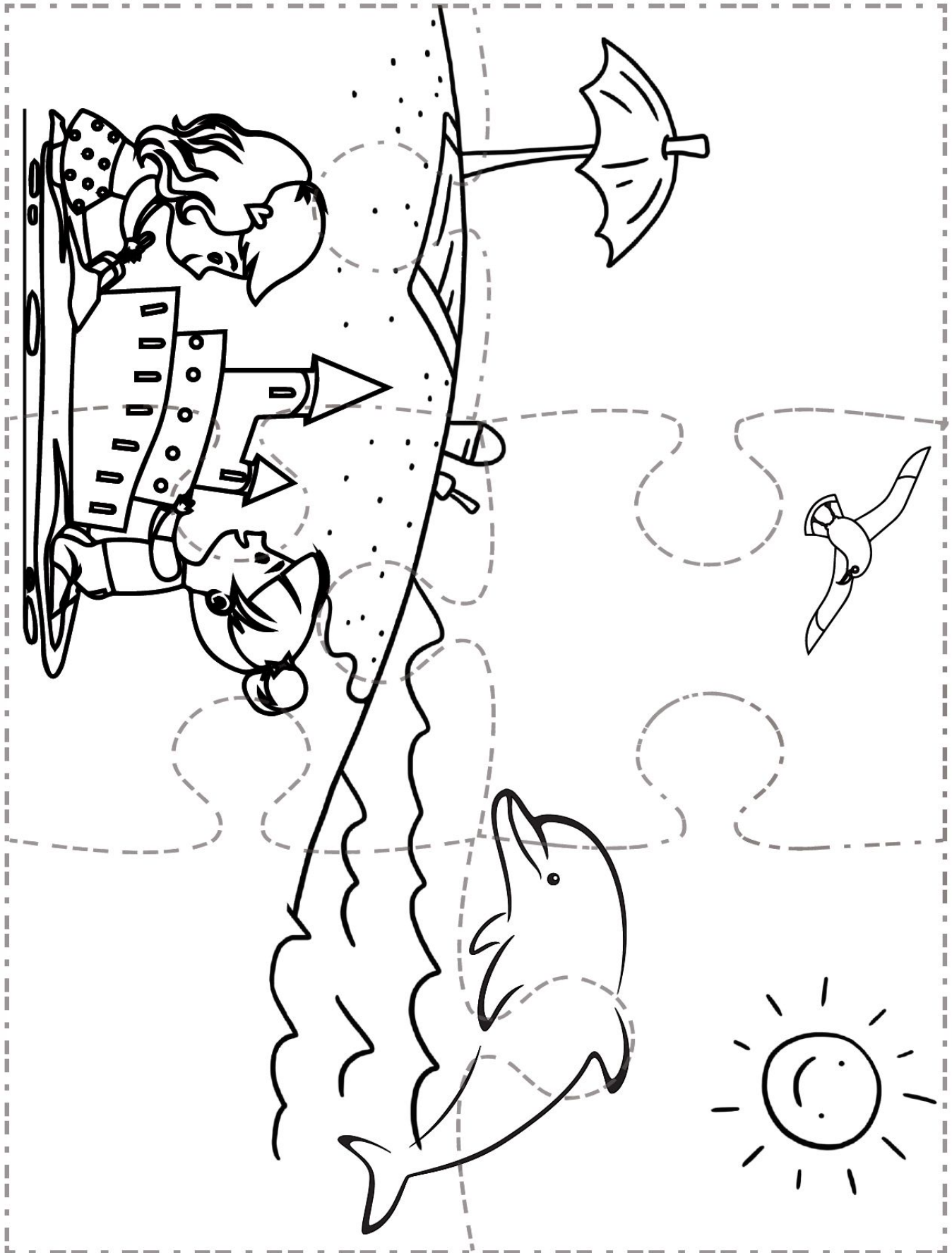
## Journal Prompt: Where Would You Live?

**MATERIALS:** crayons, pencil, Where Would You Live Journal Page

- With your child, talk about different places you both might like to live.
- Have your child draw and write about it.
- Later, ask, **Why did you pick that place?**

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

If you could live anywhere on Earth, where would you like to live?







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

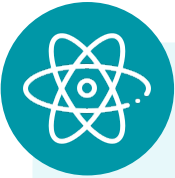
If you could live anywhere on Earth, where would you like to live?

---

---

---





## STEM: Bigger or Smaller?

**MATERIALS:** objects of different sizes, paper, crayons

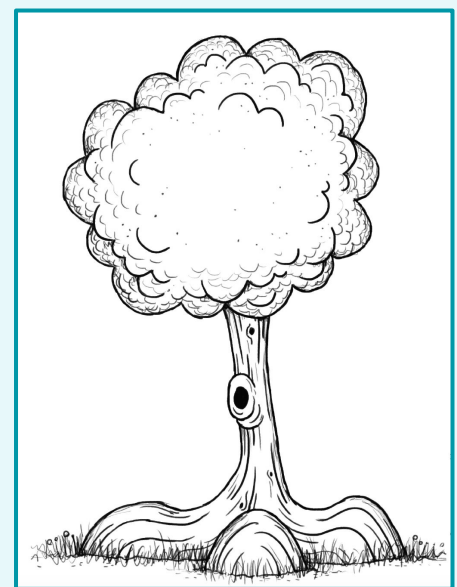
- Show 2 objects of different sizes and ask, **Which one is bigger?**
- Show 2 other objects and ask, **Is this smaller or bigger than this one?**
- Ask, **Draw a circle, please. Draw a smaller circle. Now, draw a circle that is bigger than the first circle.**
- After, say, **Let's stand up and stretch out wide to make ourselves bigger. How can we make ourselves smaller?**
- For a challenge, ask your child to put 3 objects in order by size and say which is the biggest and the smallest.



## Independent Learning: Chlorophyll Paintings

**MATERIALS:** [Tree Outline](#), leaves or spinach leaves, metal spoon

- Say, **Chlorophyll is the green coloring in plant's leaves that helps them turn sunlight into food and air for us to breathe.**
- **We're going to smoosh leaves so we can make art with the chlorophyll.** Model how to fold the Tree Outline paper in half, placing the leaves inside. Then use the spoon to press hard on the paper with the leaves inside.
- Allow your child to press the leaves with a spoon or experiment with crushing or balling up the leaves and pressing them directly onto the paper, etc.
- If you don't have leaves, they can color the picture.





## Literacy: What's the Goal?

**MATERIALS:** [Our Trip to the Farmers' Market](#)

- Ask, **What is a goal?** A goal is something we want, or we are trying to get or do. Story characters can have goals too.
- Say, **As I read this book, listen to find the character's goal.**
- Read pp. 8-9 of *Our Trip to the Farmers' Market*. Ask, **What was the girl's goal?**  
**Yes, she wanted to pick one thing to buy.**
- What was she doing to help with her goal?  
**Yes, she took pictures of things she liked to help her decide.**



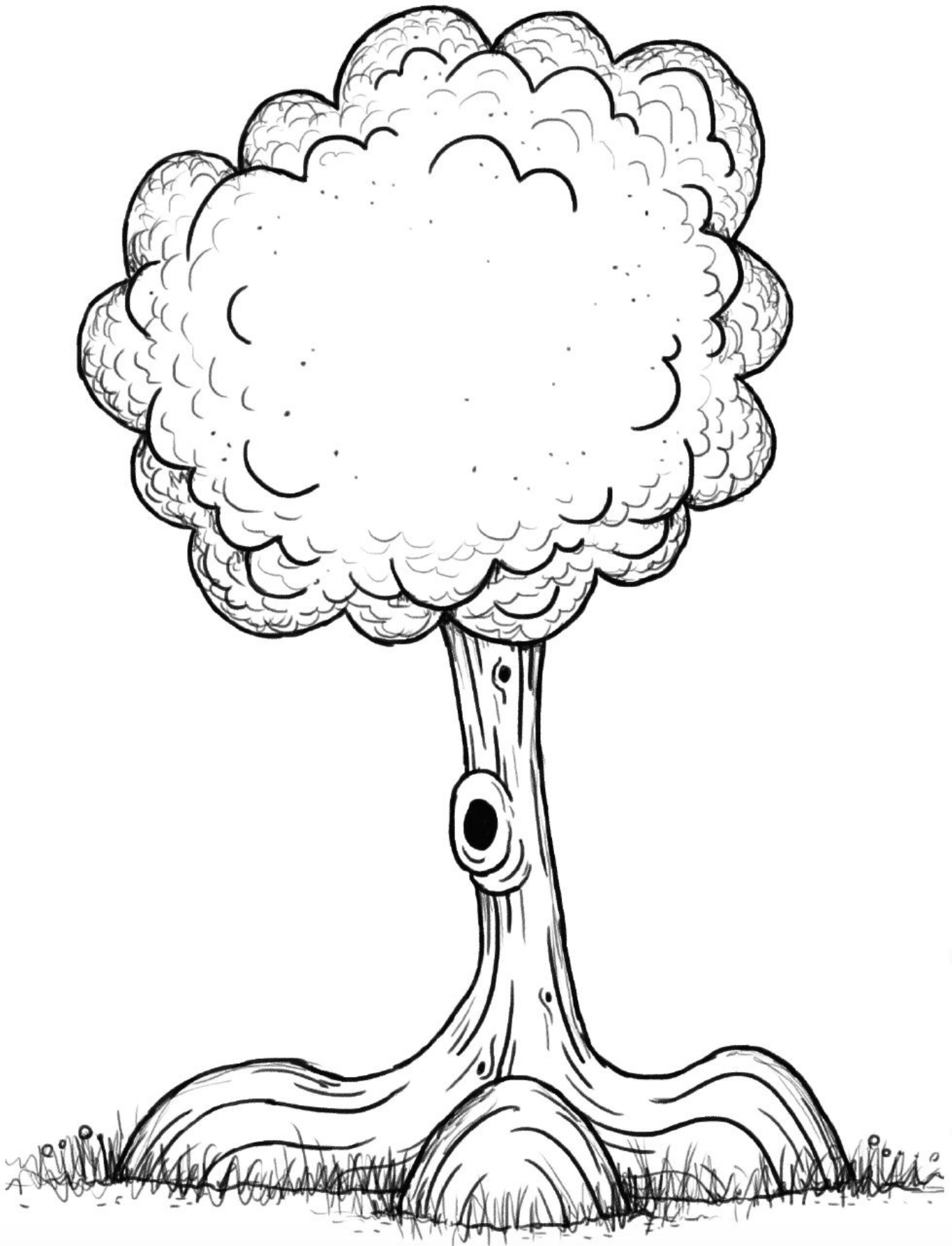
## Read: *Our Trip to the Farmers' Market*

**MATERIALS:** [Our Trip to the Farmers' Market](#)

- Before reading the book, say, **As I read, look for all the foods that come from plants.** Together, point out things like fruits, vegetables, jams, and honey that come from plants or plant products.
- After, ask, **What is your favorite thing to eat that comes from plants?**









# Week 2

# PK3 Unit 9 Week 2 Overview

## Water Conservation

### This week your child will:

Learn about conserving water and about reducing, reusing, and recycling trash. They will count up to 10 objects, make compound words, and talk about problems and solutions. You can extend these activities by practicing ways to reduce, recycle, and reuse trash.



### Key Vocabulary



## conservation

the protection of plants and animals to stop them from being destroyed



## liquid

a substance or thing that is not solid or gas



## solid

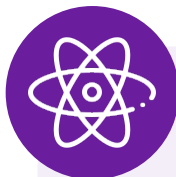
something with a fixed shape

# Create Connections

This week, you will learn about where trash goes after you throw it away. Before you begin the packet, write and draw about what you think happens to trash.

**Think  
About It!**





## STEM: Taller or Shorter?

**MATERIALS:** objects of different height, paper, crayons

- Show 2 objects of different height and ask, **Which one is shorter?**
- Show 2 other objects and ask, **Is this shorter or taller than this one?**
- Ask, **Draw a tower, please. Draw a tower that's shorter than this one. Now, draw a tower that is taller than the first tower.**
- After, say, **Let's bend down to make ourselves shorter. How can we make ourselves taller?**
- For a challenge, ask your child to put 3 objects in order by size and say which is the tallest and shortest.



## Independent Learning: Water Play

**MATERIALS:** large waterproof container, bin, or bathtub with water, items that can float, e.g., bottle caps, leaves, sticks; *optional - add blue food coloring to the water*

- Say, **You can play in the water and have fun.** Ask your child about how they would like to use the items, e.g., the bottle caps could be boats, or the leaves could be fish.
- After your child plays, ask, **What did you like about playing in the water?**
- Reuse the water to water the plants or wash dishes together, so your child learns to reuse water.



## Literacy: Problem

- Say, **A problem is when something is wrong. Can you tell me about a problem that you have?**
- Talk with your child about their problem, or a household problem, e.g., some family members forget to do their chores. Talk about why that is a problem, e.g., the house will not be clean if people do not do their chores.
- Come up with a solution, e.g., trade chores so people can do chores they like to do.

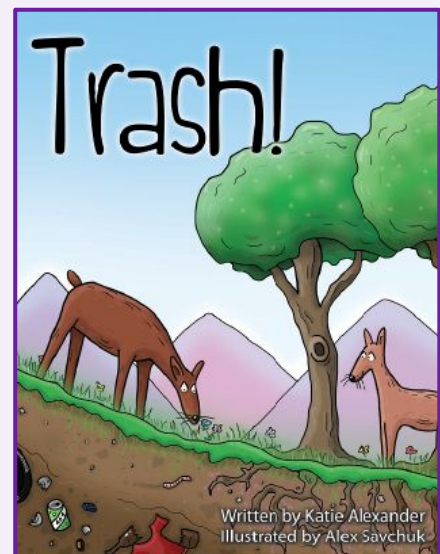


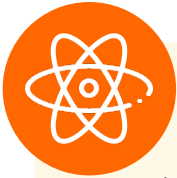
## Read: *Trash!*

**MATERIALS:** [\*Trash!\*](#)

- Read the book with your child.
- After, talk about the consequences of having so much trash. Say, **If we throw a lot of things away, we end up with a lot of trash in our landfills or incinerators, which is not good for our Earth.**

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





## STEM: Saving Water

**MATERIALS:** paper, crayons

- Say, **One of the ways we can help the Earth is by saving or conserving water. We should not waste water by using too much.**
- Talk together about ways to save water, like turning off the tap when brushing your teeth or putting on soap in the bath or shower. Also, take shorter showers, and wash fruits and vegetables in a bowl instead of under a running tap.
- Allow your child to make a poster to show ways to save water at home and post it. After, ask, **What's one way to save water that we can try today?**



## Independent Learning: Junk Frames

**MATERIALS:** watercolor palette, paper, glue, scissors, tape, cardboard, e.g., a cereal box cut out to look like a picture frame, or sticks tied together to make a frame, decorative items like leaves, cotton, cloth, or paper strips

- Say, **One way to reuse things is to make something else with it instead of buying something new. You can reuse these things to make a picture frame.**
- Allow your child to create their frame.
- After, ask, **How did you reuse these items?**
- Your child can draw or choose a picture to put in their frame.



## Literacy: Let's Rhyme!

**MATERIALS:** Trash!

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end, like snap and clap. Let's read these pages and listen for words that rhyme.**
- Read pp. 6-7. Say, **I heard some words that sound the same at the end: road, load.**
- Slowly re-read the pages. Ask, **What rhyming words do you hear?** (road-load, scene-clean). Emphasize the end of the rhyming words.
- For a challenge, ask your child to say another word that rhymes. It can be a made-up word!



## Journal Prompt: How I Use Water

**MATERIALS:** crayons, pencil, How I Use Water Journal Page

- With your child, talk about ways they use water, e.g., for cooking, drinking, watering plants, showering, or washing hands.
- Have your child draw and write about it.
- Later, ask, **Tell me how you use water?**

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

What ways do you use water?

\_\_\_\_\_

\_\_\_\_\_





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

What ways do you use water?





## STEM: How Many Fingers?

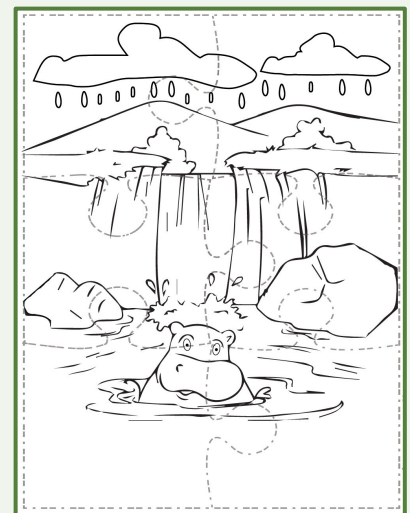
- Hold up 6 fingers and ask, **How many fingers am I holding up?** Allow your child to count your fingers. Then have them hold up the same number on their hands.
- Repeat 3-4 more times for the numbers between 0 (show your fist) and 10.
- Counting with fingers is helpful for later math calculations and problem-solving.



## Independent Learning: Water Sources Puzzle

**MATERIALS:** [Water Sources Puzzle](#), child-safe scissors, crayons, *optional - glue the puzzle onto cardboard before cutting it out*

- Use the picture to talk about different places where they might find water, like from rain, rivers, and oceans.
- After, say, **You can color the picture then we will cut it out and you can do the puzzle.**
- Allow your child to independently color the puzzle and put it together. Help them to cut it out if needed.
- After, ask, **Where do we get water at home?**





## Literacy: Compound Words

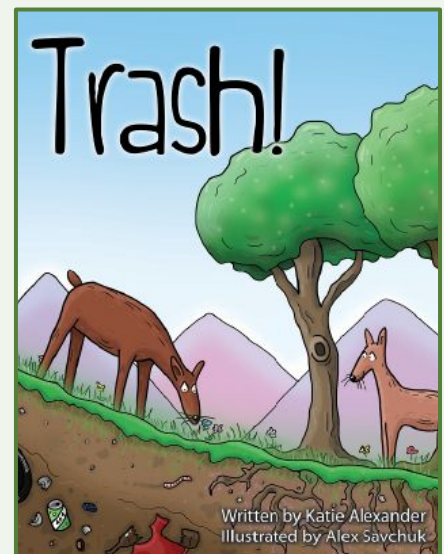
- Let's make compound words! I'll say two words. Put them together to make one word.
- Listen: "dog" (pause) "house". I will put them together to make one word, dog (pause) house, doghouse.
- Your turn. Put these two words together to make one word: "sun" (pause) "shine", sun (pause) shine. If your child needs help, repeat the two words and say the compound word. You're thinking carefully! Sun (pause) shine, together make sunshine.
- Repeat for the words airport and playpen.



## Read: *Trash!*

### MATERIALS: [Trash!](#)

- Read the book with your child.
- After, talk about how you can make less trash, e.g., buy things with fewer wrappings or reuse bags instead of using plastic bags. Write a list together and allow your child to place it somewhere as a reminder.





## Let's Move: Garbage Toss

**MATERIALS:** ball or balled up sock, container or box

- Say, **Let's practice throwing our trash away! Let's pretend the ball is trash and the container is the trash can.**
- Your child can count how many times in a row they get the balls into the container. Or use several balls and count the total in the container at the end.



## Learning Together: Building Our Earth

**MATERIALS:** playdough or [Playdough Recipe](#), or recyclable items like paper towel rolls, containers, crumpled paper, watercolor palette, etc.

- With your child, look at pictures of the Earth or a specific location on your phone or tablet. Point out features like the continents and oceans.
- **Let's build the Earth together.** Use the materials to make different features that you decide on together.

### 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.

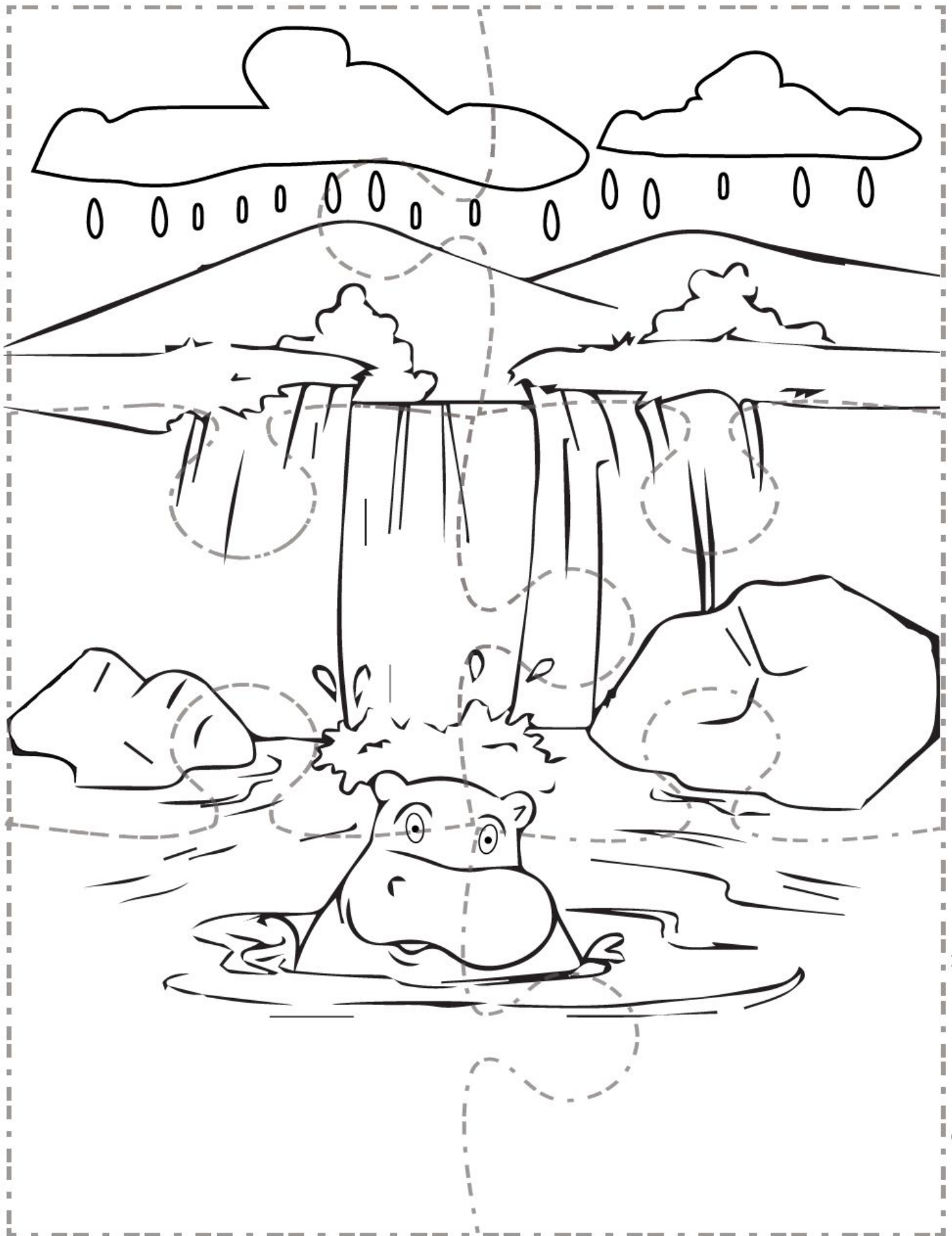


Playdough Recipe (FE)

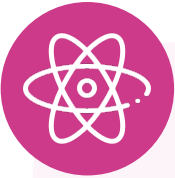
©2021 AppleTree Institute. All Rights Reserved.











## STEM: Solids and Liquids

**MATERIALS:** water, ice cube

- Say, **Let's do an experiment with solids and liquids.** A solid is something that does not change shape, like a chair. A liquid is something that flows and changes shape easily, like milk.
- Compare the ice cube and water. **Which one is the solid? Yes, the ice cube. It's frozen water. Let's see if we can turn the ice into a liquid.**
- Put the ice in a warm place and watch it melt, or microwave it for a little bit or hold it in your warm hands. Ask your child to describe what they notice as it melts.
- *Optional - there are lots of fun ways to experiment with solids and liquids! Make a simple recipe for ice cream in a bag or can, or freeze juice to make popsicles.*



## Independent Learning: Splash Painting

**MATERIALS:** water, watercolor palette, paper, newspaper to protect the surface, *optional - other decorative items, e.g., cotton balls to look like clouds to make raindrops*

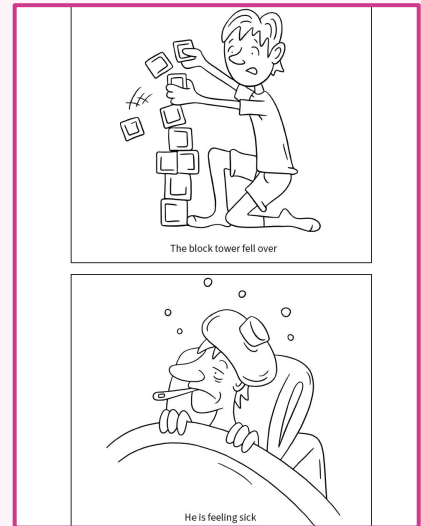
- Say, **Let's make splash art with water and paint!**
- Help your child to add water to the paint so that it is watery. You can model how to experiment with the diluted paint or allow your child to explore. Try different types of splashes, gently tapping the paintbrush, flicking the bristles, moving the bristles back and forth, making raindrops, etc.
- Allow your child to make their own splash art.
- After, ask, **How did you use the paint and paintbrush to make your art?**



## Literacy: Problem and Solution

**MATERIALS:** [Four Problems Part 1](#), crayons

- Say, **A problem is when something is wrong. A solution is a way to solve the problem.**
- Say, **Let's look at these problems and come up with solutions.** Show your child the picture of the block tower falling over. Ask, **What's the problem?** Ask them to think of a solution. Discuss together possible solutions. Repeat using the picture of the sick person.
- Allow your child to color the pictures.



## Journal Prompt: Saving Water

**MATERIALS:** crayons, pencil, [Saving Water Journal Page](#)

- With your child, talk about ways to save or conserve water, like turning off the water when brushing your teeth or washing your hands
- Have your child draw and write about it.
- Later, ask, **What is a way that we can save water? Let's try this at home!**

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

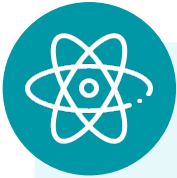
Write and draw about one way we can save or conserve water.



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

Write and draw about one way we can save or conserve water.

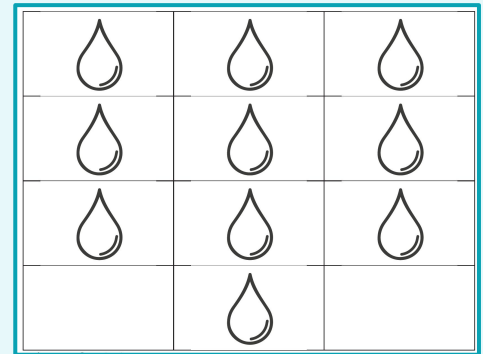




## STEM: Raindrop Sets

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

- Say, **Count how many raindrops there are on this page.**
- **Now, you can color the raindrops and cut them out.** Help your child cut them out if necessary.
- After, put out different amounts of raindrops, e.g., 1 raindrop, then 5 raindrops, and ask your child to count them. Ask your child how many there are in all. If they recount, say the total so they begin to understand that the last number counted is the total. **1, 2, 3 there are 3 raindrops in all.**



## Independent Learning: Reduce, Reuse, Recycle Poster

**MATERIALS:** paper, watercolor palette or crayons

- Talk with your child about ways to reduce (e.g., using fewer paper towels to clean), reuse (e.g., using two sides of the paper instead of one), or recycle (e.g., bottles and cans) to make less trash.
- After, say, **Let's make a poster to teach others how to reduce, reuse, and recycle.** Allow your child to make their poster.
- After, ask, **Tell me about your poster!** Allow your child to decide where to place their poster. You can also take a picture so they can share it with friends or family members.



## Literacy: My Story

**MATERIALS:** paper, crayons

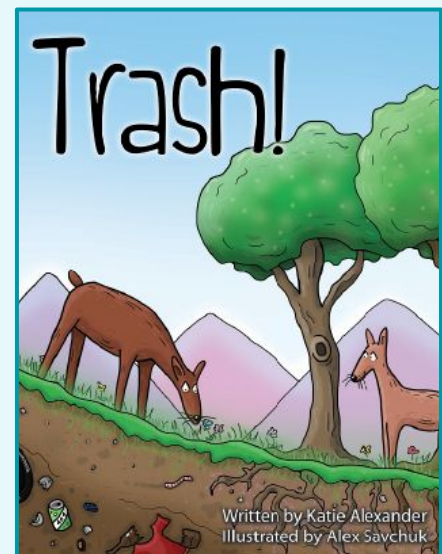
- Say, **Let's write a story about something that happened this week. Can you remember two things that happened to you?** Talk with your child about two or more things they can include in their story. Allow your child to write and draw it.
- After, ask, **Tell me about your story! You can act it out.**

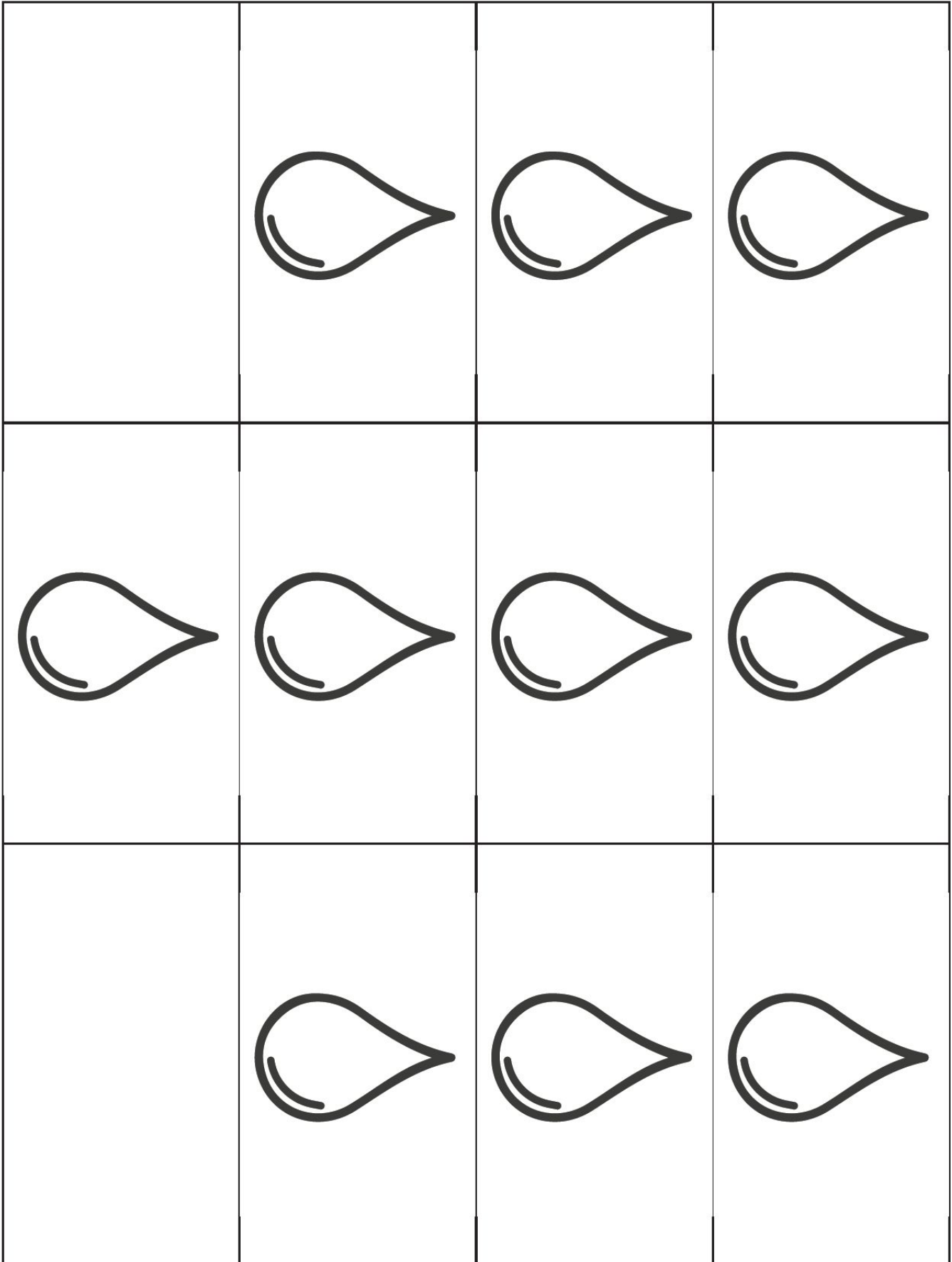


## Read: *Trash!*

**MATERIALS:** [Trash!](#)

- Read the book with your child.
- After, talk together about the things that you can recycle, like bottles and boxes, instead of throwing them in the trash.
- Allow your child to help you to sort things for recycling throughout the week.







# Week 3

# PK3 Unit 9 Week 3 Overview

## Farm to Table

### This week your child will:

Identify numbers 5-8, rhyme, make compound words, and learn about plants and the inside of the Earth. You can extend these activities by planting seeds together and watching them grow.

### Key Vocabulary



## Earth

the planet that we live on



## plant

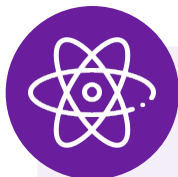
a living thing that grows in the earth and has a stem, leaves, and roots

# Create Connections

This week, you will learn about the inside of the Earth. Write and draw about what you think the inside of the Earth looks like before you begin the packet.

**Think  
About It!**





## STEM: Numbers 5-8

**MATERIALS:** Write each number from 5-8 on small pieces of paper. Make 2 number cards for each number.

- Show each number and have your child say its name. If they need help, say the number and have them repeat it and trace it with their finger.
- Give one set of cards to your child and keep one set. Say, **Let's play a game! I'll show you a number card. Tell me its name and show me your card with that number.**
- Switch roles. Your child can show you a card for you to find.
- For a challenge, add more numbers or ask your child to find the same number of objects to match the card number.
- Save the number cards for activities over the next two weeks.



## Independent Learning: Painting a Garden

**MATERIALS:** [Garden Scene](#), watercolor palette or crayons

- Talk with your child about things they might find in a garden, like plants, flowers, herbs, and vegetables.
- After, say, **You can paint this garden.** They can also draw their own.
- After, ask, **If you had a garden, what would you grow in it?**





## Literacy: I Can Rhyme!

MATERIALS: [Trash!](#)

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end, like hop and pop. Listen for words that rhyme as I read.**
- Read pp.8-9. Say, **I heard some words that sound the same at the end: seat and street.**
- Slowly re-read the pages. Ask, **What rhyming words do you hear?** (seat-street, top-stop). If your child struggles to identify the rhyming words, emphasize the end of the rhyming words.
- Repeat for pp.10-11 (piles-miles, grass-pass).
- For a challenge, ask your child to say another word that rhymes. It can be a made-up word.

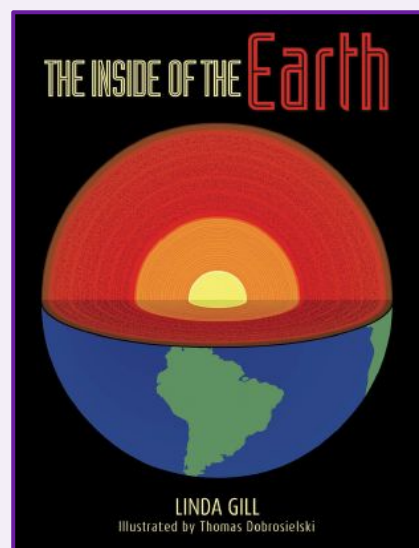


## Read: *The Inside of the Earth*

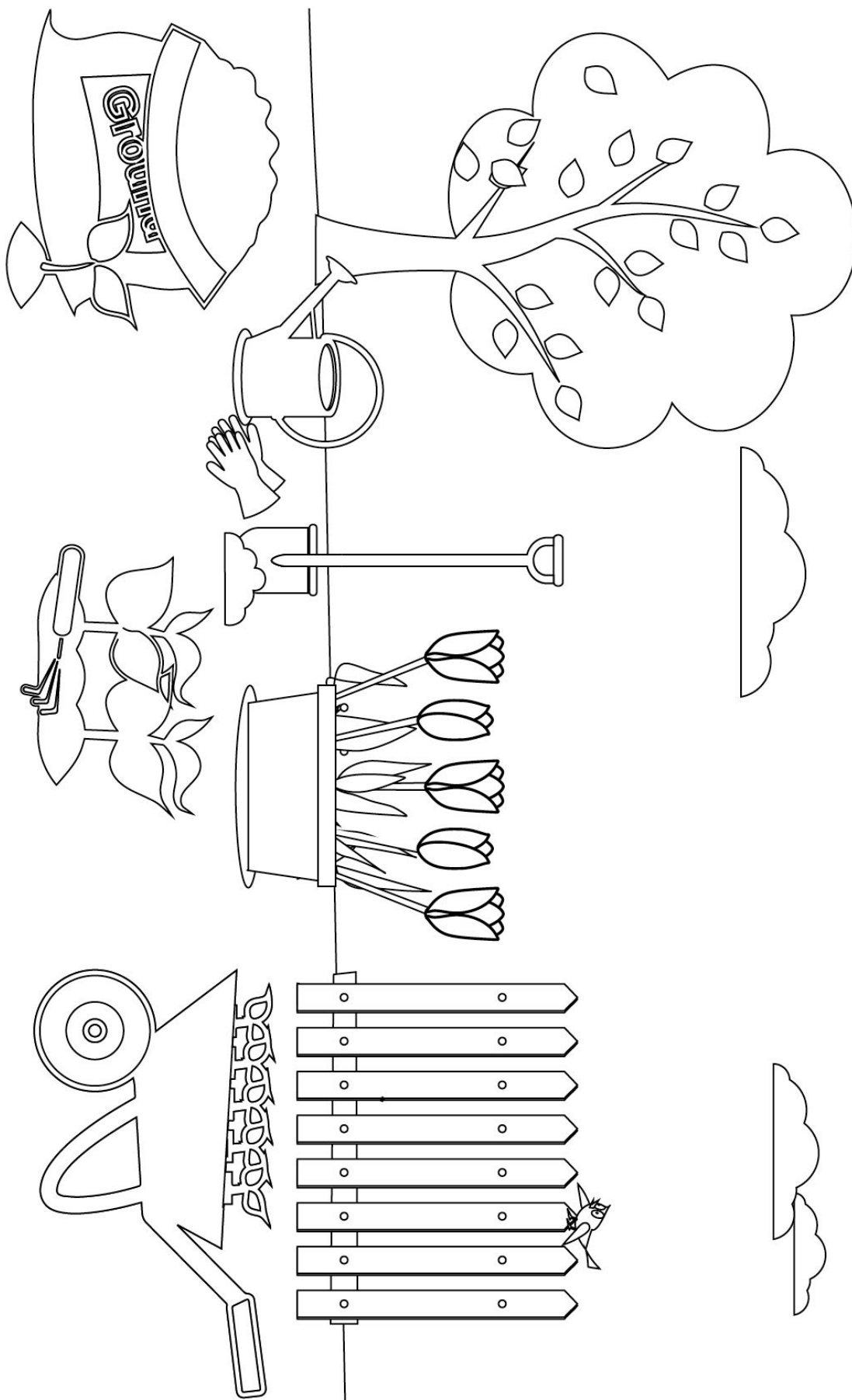
MATERIALS: [The Inside of the Earth](#), 4 pieces of paper, cloth, or socks

- Read the book with your child.
- After, talk with your child about the Earth's 4 layers and make a simple model together. Crumple each piece of paper or ball up the socks putting one over each other to make a big ball. Say, **The inner core is in the center. Then the outer core surrounds or covers it. Then is the mantle. Finally, the crust is the layer that we can see.**

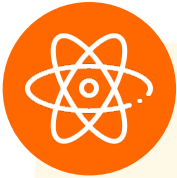
You can also access a pre-recorded reading of this book on the Spakler app in the "Tips for Adults" section, Our Earth.







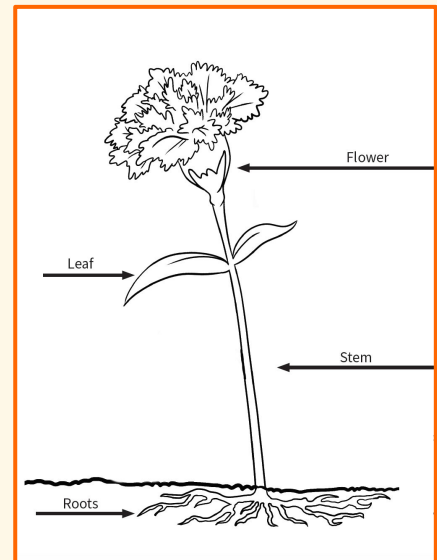




## STEM: Plant Parts

**MATERIALS:** [Plant Parts](#), crayons, *optional* - real flowering plant

- Use the picture to talk about the parts of a plant.
- **The roots are usually under the ground. They help the plant get water from the soil or dirt.**
- **The stem holds the leaves and flowers up and helps to carry the water up the plant. The leaves use sunlight to make food for the plants.**
- **The flower makes the fruit and seeds so that new plants can grow later.**
- Allow your child to color the different parts of the plant.



## Independent Learning: Designing My Farm

**MATERIALS:** paper, crayons

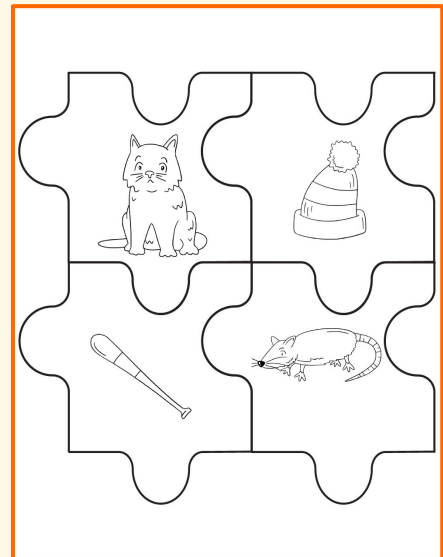
- With your child, look at pictures of fruit and vegetable farms on a tablet or phone. Talk about what they notice.
- After, say, **You can draw a farm that you would like to make. You will build it tomorrow.** Allow your child to draw their farm.
- After, ask, **Tell me about your farm! What will you need to build it?** Brainstorm household items they'll need to collect.
- Save the design for tomorrow.



## Literacy: Rhyme Puzzles

**MATERIALS:** [Rhyme Puzzles 1](#), crayons, scissors, *optional - glue the puzzles onto cardboard*

- **What are rhyming words? Yes, words that sound the same at the end, like far and car.**
- Ask your child to name the pictures: cat, hat, bat, rat, fan, can, van, man. For a challenge, ask them to say another word that rhymes. It can be a made-up word!
- Have your child color the pictures and help them cut the pieces out.
- Allow them to complete the puzzle by putting the rhyming words together.



## Journal Prompt: Inside of the Earth

**MATERIALS:** crayons, pencil, Inside the Earth Journal Page, [The Inside of the Earth](#)

- With your child, talk about the Earth's inner and outer core. No one has ever seen the core because it is deep inside the Earth and very, very, very hot.
- Have your child independently draw and write about it.
- Later, ask, **What do you think it would be like to visit the Earth's core?**

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

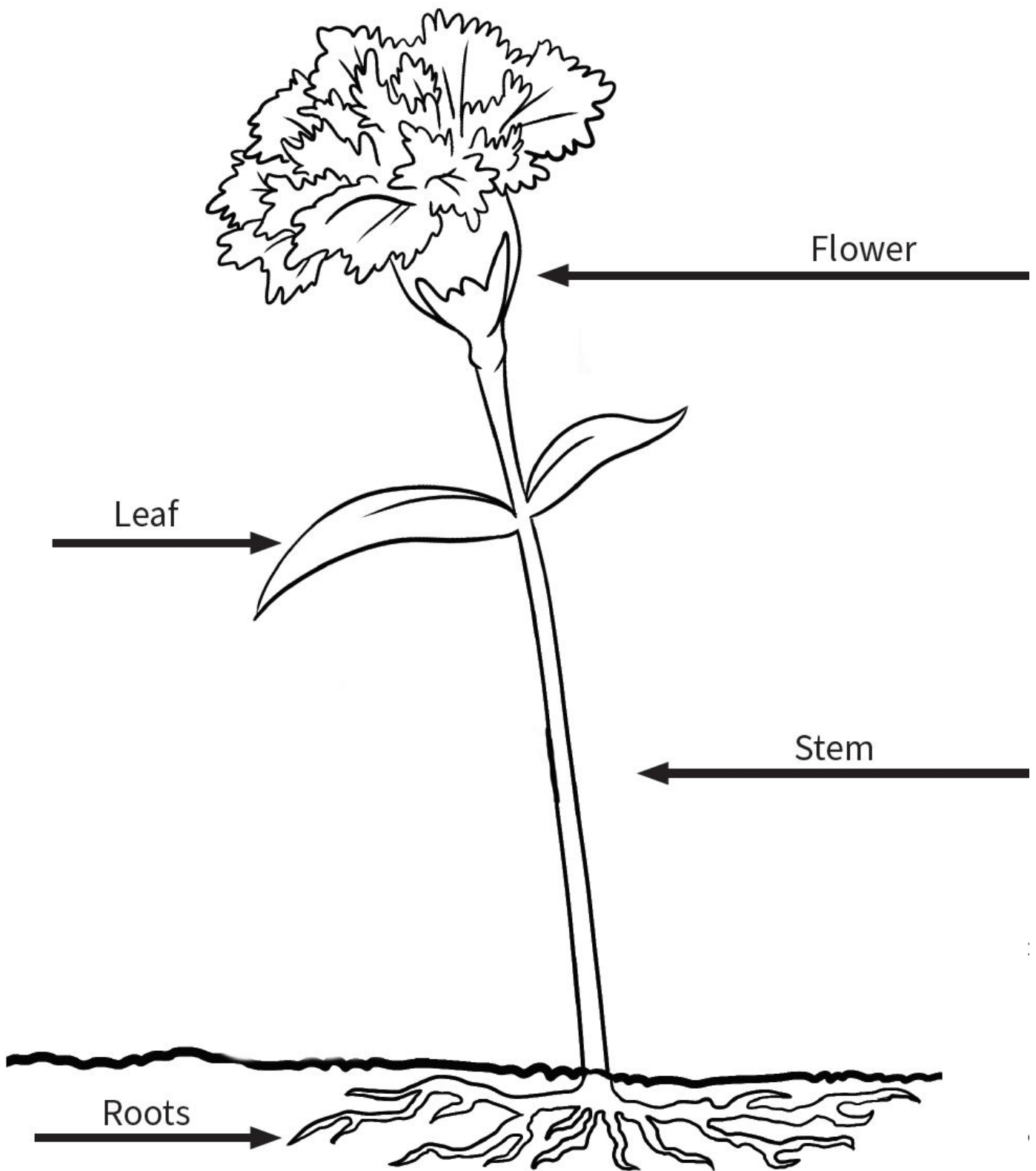
What do you think it would be like to visit the Earth's core?

\_\_\_\_\_

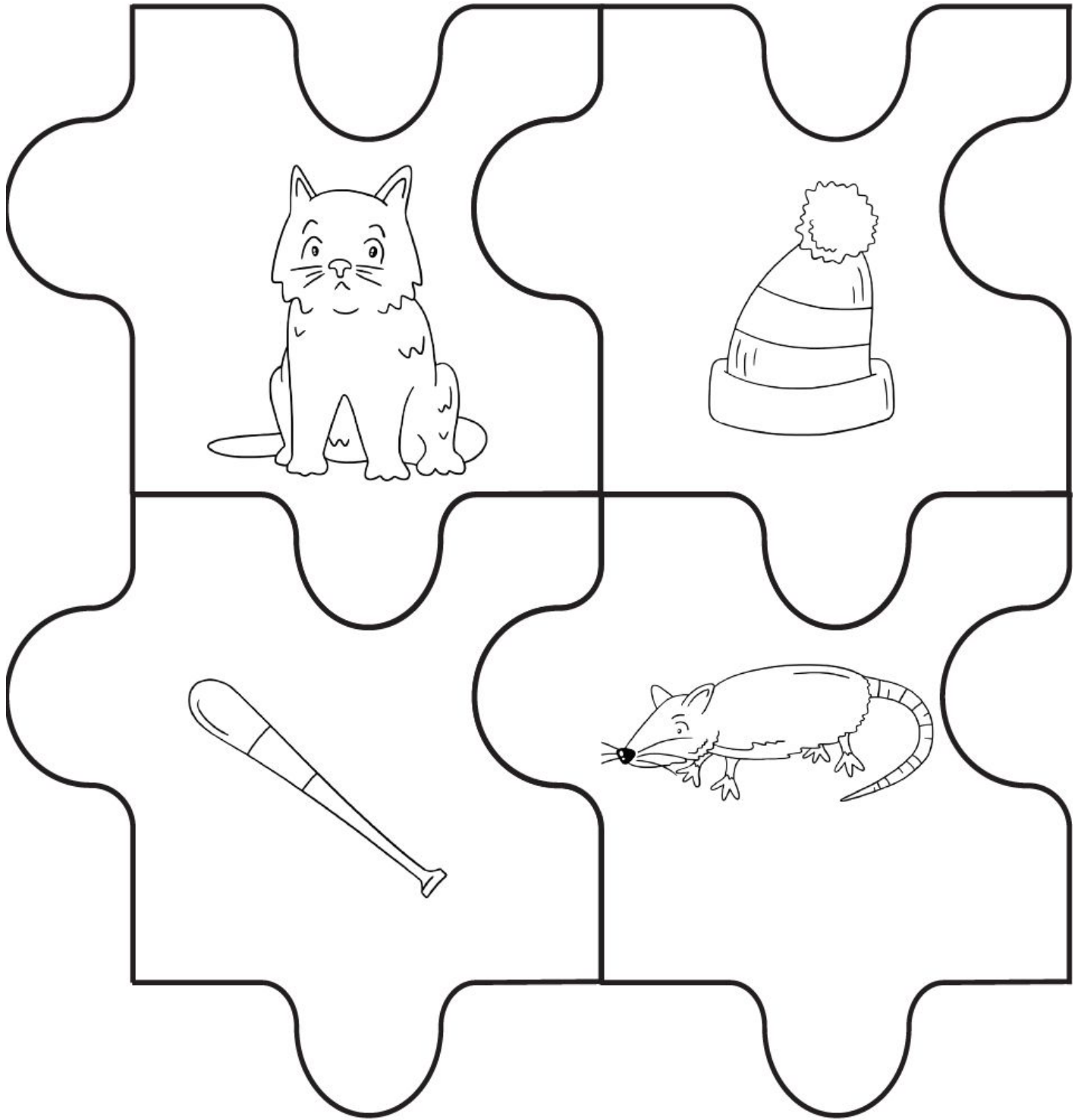
\_\_\_\_\_

\_\_\_\_\_

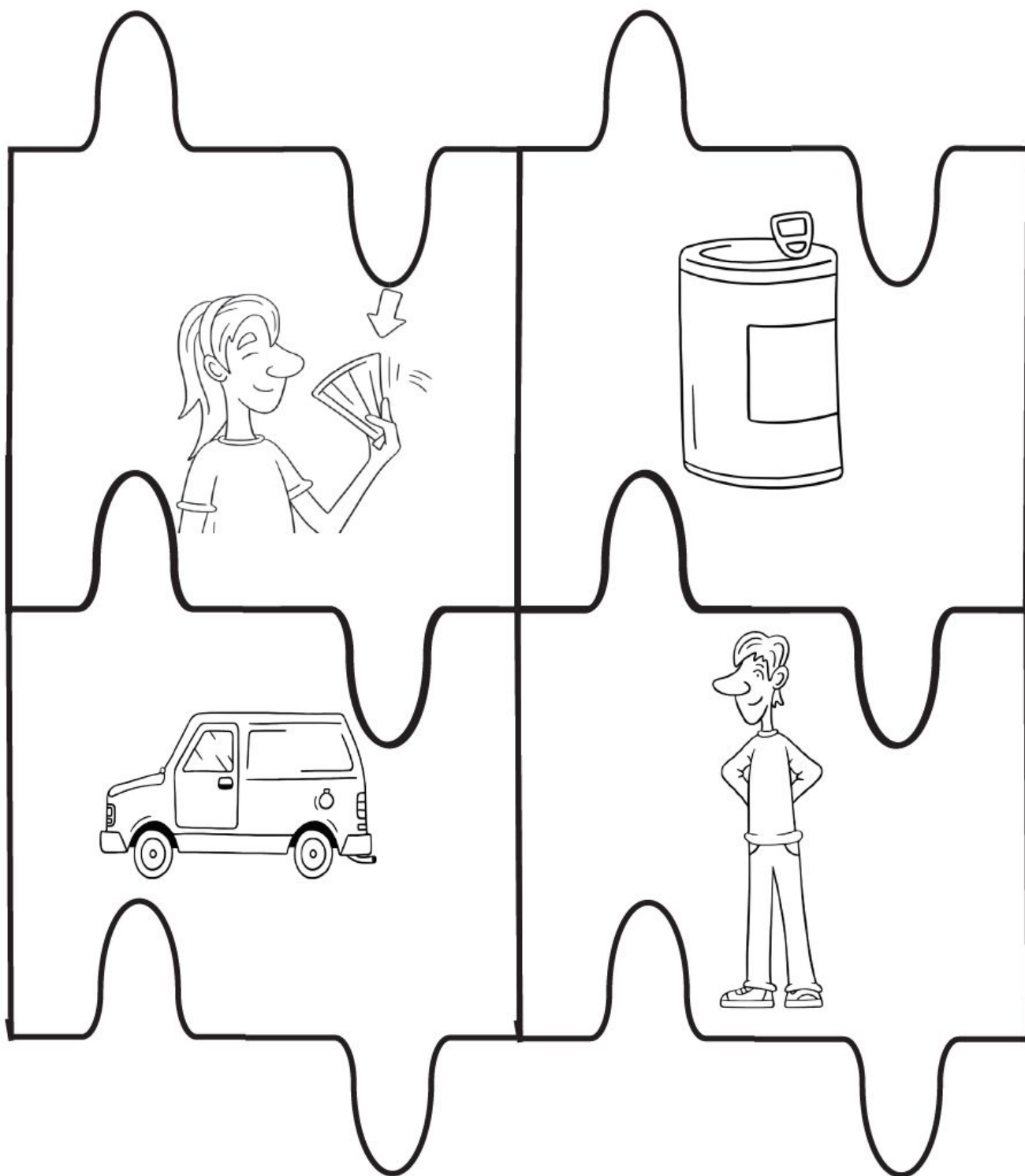














Name: \_\_\_\_\_

What do you think it would be like to visit the Earth's core?







## STEM: Bigger, Taller, Smaller, Shorter

- Say, **Let's play a game. I will give instructions for you to follow!**
- Give instructions related to size, e.g., stand beside something bigger than you, curl up and make yourself smaller, dance beside something shorter than you, stand on tiptoes to make yourself taller, etc.
- Switch roles so your child can lead and give instructions.



## Independent Learning: Building My Farm

**MATERIALS:** farm drawing from the day before, materials based on the child's suggestion (paper towel rolls, playdough or [Playdough Recipe](#), small recyclable containers, cotton balls and swabs to represent plants)

- Say, **Now you can build the farm that you drew yesterday.** Talk with your child about their drawing and how they can use the different materials.
- Allow your child to build their farm.
- After, ask, **What do you grow on your farm?**

### PLAYDOUGH RECIPE

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

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



Playdough Recipe (FE)

Illustration created by AppleTree Institute



## Literacy: Problems and Solutions

MATERIALS: [Four Problems Part 2](#)

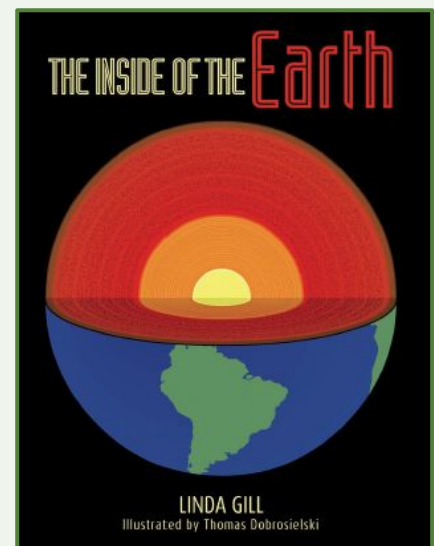
- Say, **Let's find solutions to some problems again. Remember, a problem is when something is wrong. A solution is a way to solve that problem.**
- Say, **Let's look at these problems and come up with solutions.**
- Show your child the picture of the person itching from the bug bite. Ask, **What's the problem?** Ask them to think of a solution. Discuss possible solutions. Repeat using the picture of the mess.
- Allow your child to color the pictures.



## Read: *The Inside of the Earth*

MATERIALS: [The Inside of the Earth](#)

- Read the book with your child.
- They can repeat with you the lines, "The inner core, the outer core, the mantle, and the crust."
- After, ask, **Geologists are scientists who learn about the Earth. What do you think it would be like to be a geologist? What parts of the Earth would you want to learn about?**





## Let's Move: Weather Moves

- **Let's play a game and move like the weather.**
- Suggest movements and give a number (no more than 10 of each) such as spin 8 times like a windmill, clap your hands 5 times like thunder, tiptoe 7 times like rain drizzle, and stomp hard and fast 6 times like a storm.
- Allow your child to suggest different moves.



## Learning Together: Farm-To-Table

**MATERIALS:** paper, crayons, *optional - food you grew or prepared, props for a farm and restaurant, e.g., tablecloth, clothes to look like farmers, gardening tools*

- Say, **Let's pretend we have a farm-to-table restaurant. That means we grow the food and make meals for our restaurant with the food we grow.**
- Have fun acting out different scenes with your child and use vocabulary words like farm, restaurant, garden, Earth. You can make money and menus together, dress up, and even use real food to have a delicious meal!
- You can also decorate your restaurant with flowers and use food from your garden, such as vegetables, herbs, etc.



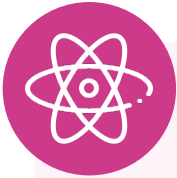


He has a bug bite and it itches



There is a mess

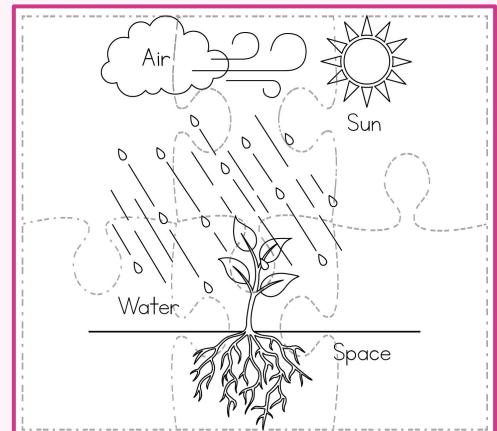




## STEM: Plant Needs

**MATERIALS:** [Plant Needs](#), crayons, child-safe scissors, *optional - glue the paper onto cardboard before cutting out*

- Say, **Plants have different needs to grow and live, just like people.** Show the picture. **Plants need space so they can grow. Let's stretch our hands. We need space too!**
- **Plants and people need air. Let's take a deep breath.**
- **Plants need water. Do people need water? Yes, we need water too. Plants need sunlight to help them grow and make food!**
- Allow your child to color the picture. Help them to cut out the puzzle to put together.



## Independent Learning: My Favorite Place on Earth

**MATERIALS:** paper, watercolor palette, crayons, or playdough or [Playdough Recipe](#)

- Talk with your child about their favorite place on Earth. It can be a real or made-up place. If it's real, you can look at a picture of it.
- Say, **You can paint a picture of your favorite place** (or build it with playdough).
- After, ask, **Why is this your favorite place? What do you like about it?**

### 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)

©2021 AppleTree Institute. All Rights Reserved.





## Literacy: I Can Make Compound Words

- Say, **Let's make compound words!**
- **I will say two words. Put them together to make one word.**
- **Listen: "fire" (pause) "fly". I will put them together to make one word, fire (pause) fly, firefly.**
- **Your turn. Put these two words together to make one word: "water" (pause) "fall", water (pause) fall. It's okay if your child needs help, repeat the two words and say the compound word. Water (pause) fall, together make waterfall.**
- Repeat for the words cowboy and toothbrush.



## Journal Prompt: Help Our Earth

**MATERIALS:** crayons, pencil, Help our Earth Journal Page

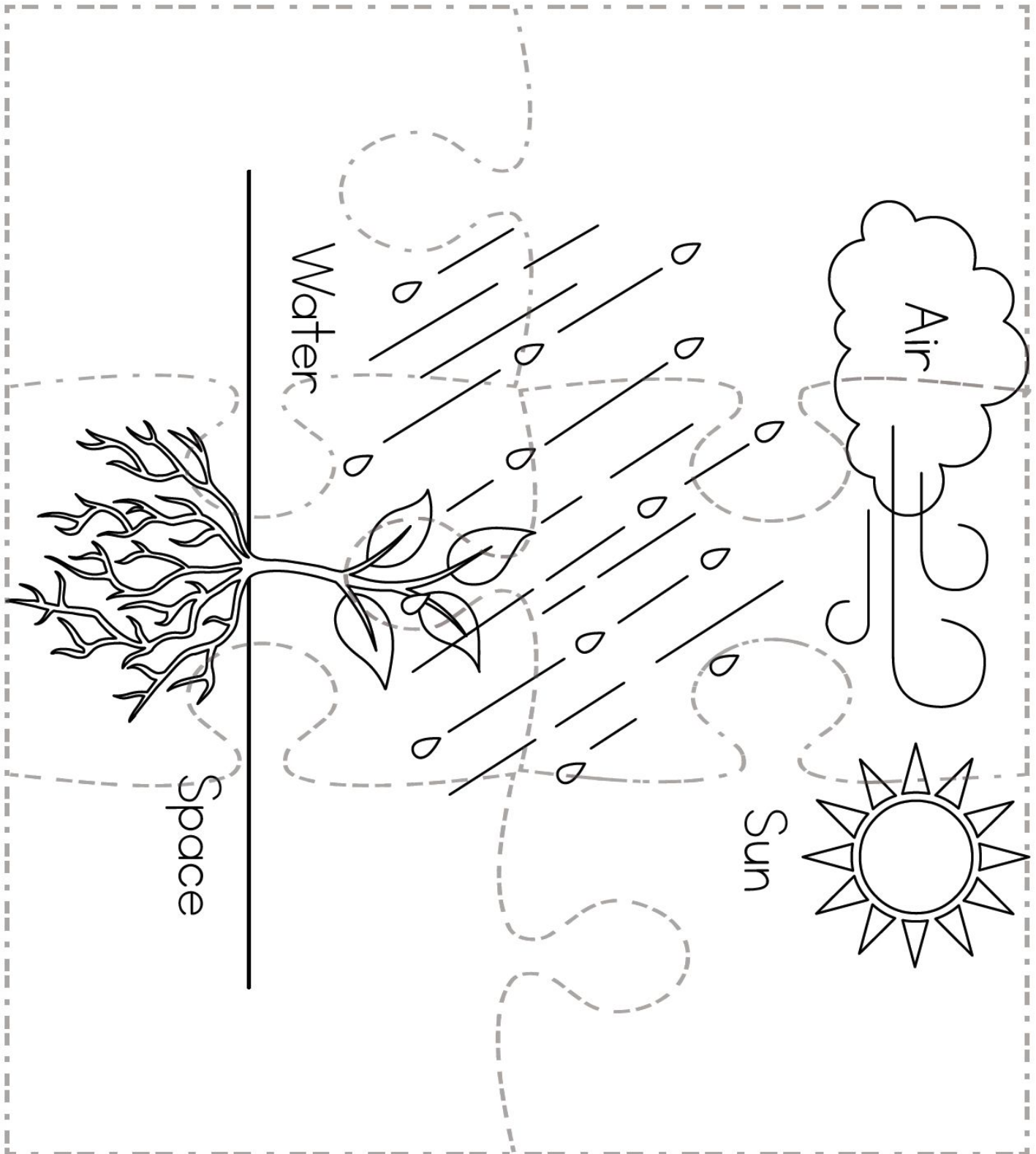
- With your child, talk about ways to help our Earth, e.g., throw things in the trash instead of polluting, turn off the lights when you are not in a room, reuse items more than once, etc.
- Have your child draw and write about it.
- Later, ask, **Tell me about how you can help the Earth!**

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

Write and draw about a way you can help our Earth.

\_\_\_\_\_

\_\_\_\_\_

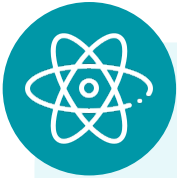




Name: \_\_\_\_\_

Write and draw about a way you can help our Earth.





## STEM: Number Scavenger Hunt

**MATERIALS:** number cards for 5-8 made on Day 11

- Hide the numbers around your home. **See if you can find the numbers I've hidden.**
- Have your child say the number names as they find them. If they need help, have them repeat the number after you while tracing it with their finger.
- Give clues to help. **It's under the tall table or on top of the short chair!**



## Independent Learning: If I Were a Geologist

**MATERIALS:** paper, crayons

- Say, **A geologist is a scientist who learns about or studies the Earth. What do you think geologists like to learn?**
- Ask, **If you were a geologist, what would you want to learn? You can write and draw about it.**
- After, ask, **What you would study if you were a geologist?**



## Literacy: What's the Solution?

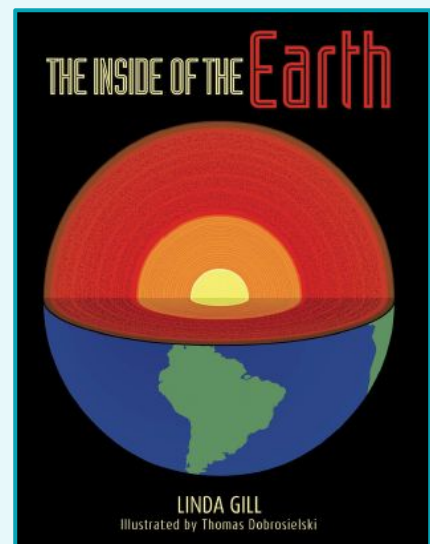
- Ask, **What is a problem? A problem is when something is wrong. What is a solution? A solution is a way to solve a problem.**
- **I will tell you a problem. You think of a solution.** Use the following problems or suggest problems related to your household:
  - A friend will not share something with you.
  - You do not understand something you are learning.
  - Your sibling leaves the water running when they brush their teeth.
- Talk together about possible solutions.



## Read: *The Inside of the Earth*

**MATERIALS:** [\*The Inside of the Earth\*](#)

- Read the book with your child.
- They can repeat with you the line, “The inner core, the outer core, the mantle, and the crust.”
- After, ask, **Why do you think no one has ever seen the inner core? Yes, it's too deep to reach. It's too hot!**



# Week 4



# PK3 Unit 9 Week 4 Overview

## What's the Weather?

### This week your child will:

Learn about the weather, the water cycle, and rain, identify numbers 5-8, count up to 10 objects, rhyme, and make compound words. You can extend these activities by observing the daily weather and talking about how it changes.



### Key Vocabulary



## cloud

a white or gray object in the sky that forms or is made from very small drops of water



## season

part of a year that has a specific type of weather. There are four seasons – spring, summer, fall, and winter



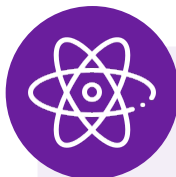
## weather

the temperature and other conditions such as sun, rain, and wind

# Create Connections

This week, you will learn about weather and different seasons. Before you begin the packet, draw a picture of today's weather.

**Think  
About It!**



## STEM: Numbers 5-8 Freeze Dance

**MATERIALS:** 5-8 number cards

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



## Independent Learning: What is Weather?

**MATERIALS:** [Weather Cards](#), paper, crayons or watercolor palette

- Say, **Weather is the temperature and other conditions outside like sunny, rainy, or windy.**
- Use the weather pictures to talk about different types of weather. Include weather that is typical for where you live. After, allow your child to draw a picture of their favorite type of weather.
- After, ask, **What is your favorite type of weather? Why is it your favorite?**

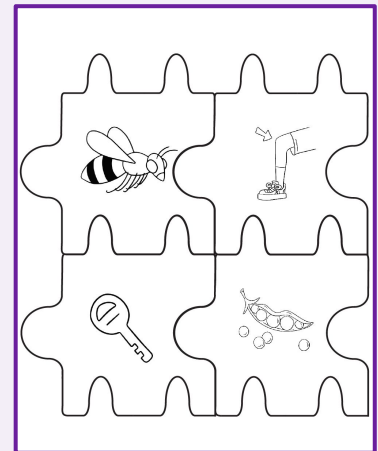




## Literacy: Rhyme Directions

**MATERIALS:** [Rhyme Puzzles 2](#), crayons, scissors, *optional* - *glue the puzzles onto cardboard*

- Ask, **What are rhyming words? Yes, words that sound the same at the end, like far and car.**
- Ask your child to name the pictures: bee, knee, key, pea, cake, bake, snake, rake. For a challenge, ask them to say another word that rhymes. It can be a made-up word!
- Have your child color the pictures and help them cut the pieces out.
- Allow them to do the puzzle by putting the rhyming words together.

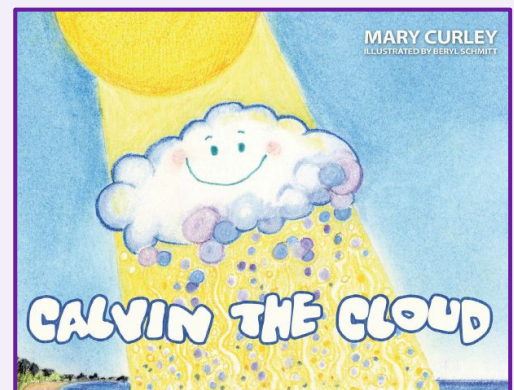


## Read: *Calvin the Cloud*

**MATERIALS:** [Calvin the Cloud](#), Clouds

- Read the book with your child.
- Together, choose two clouds and compare how they look using the pictures and the book.
- Your child can also look out the window and identify the types of clouds they see.

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

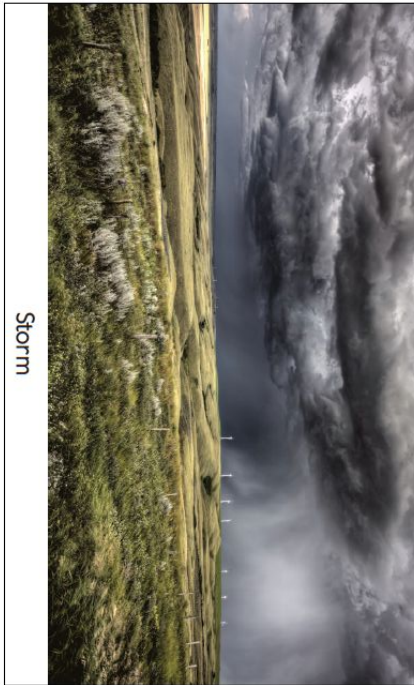




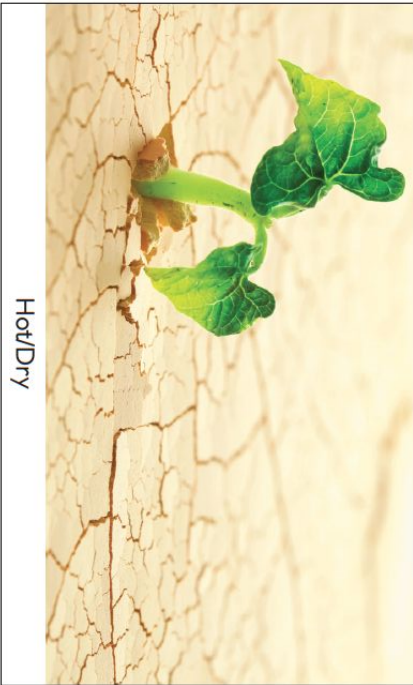




Rain



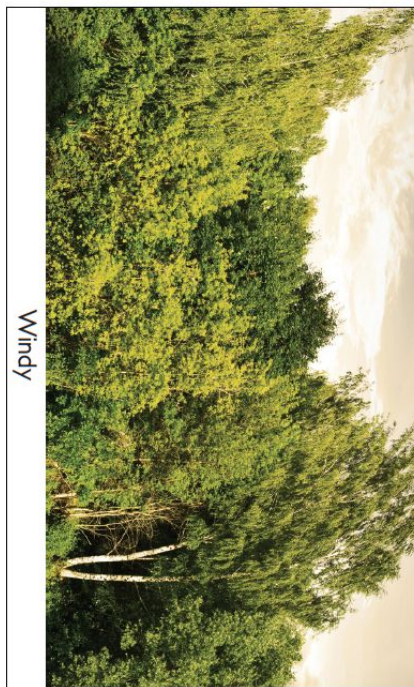
Storm



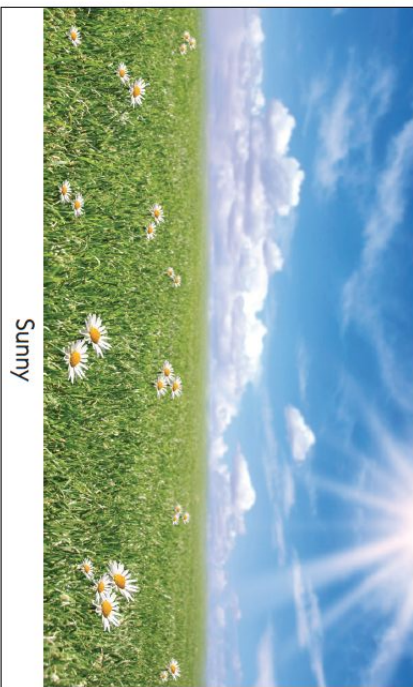
Hot/Dry



Snow

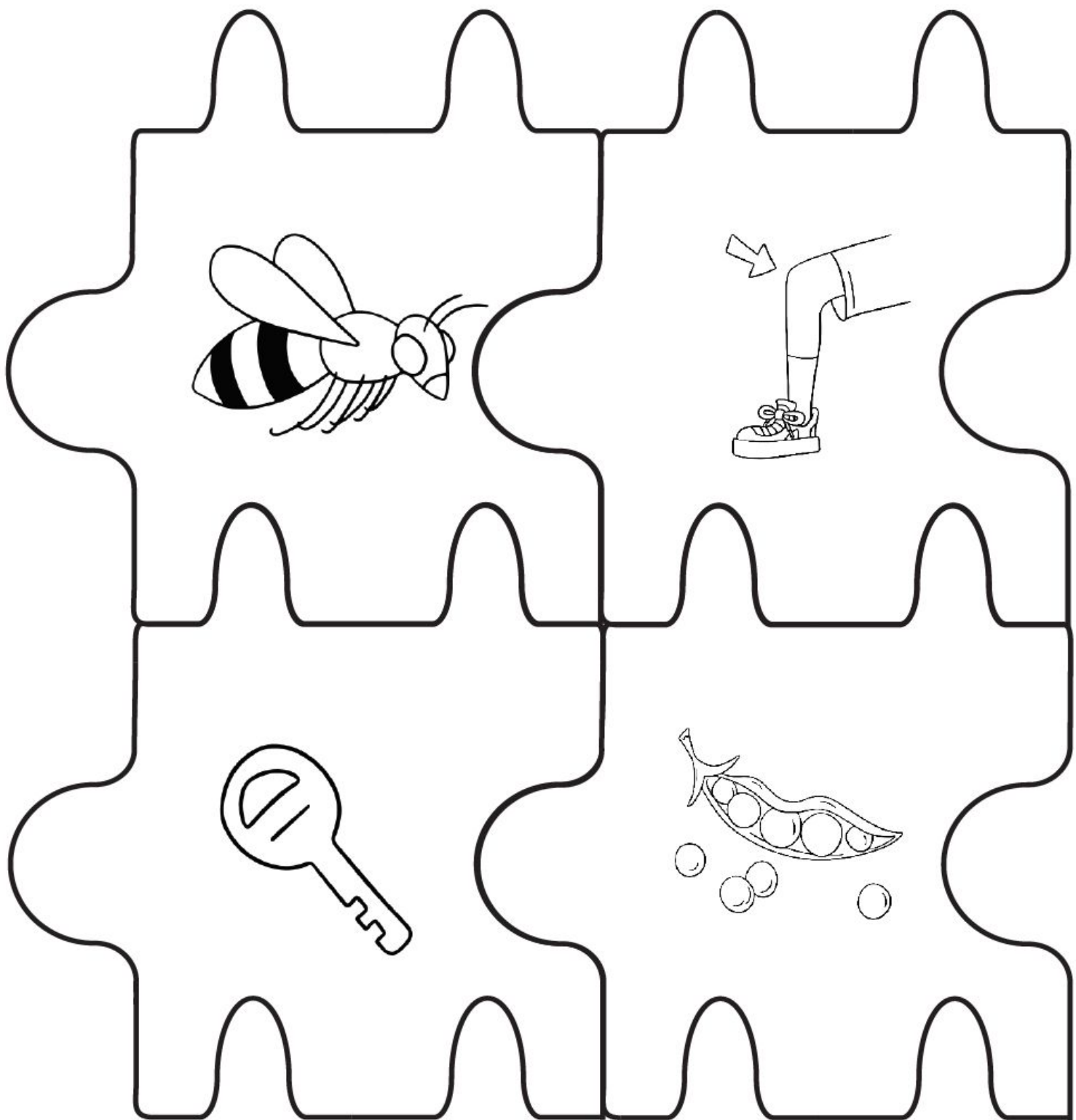


Windy



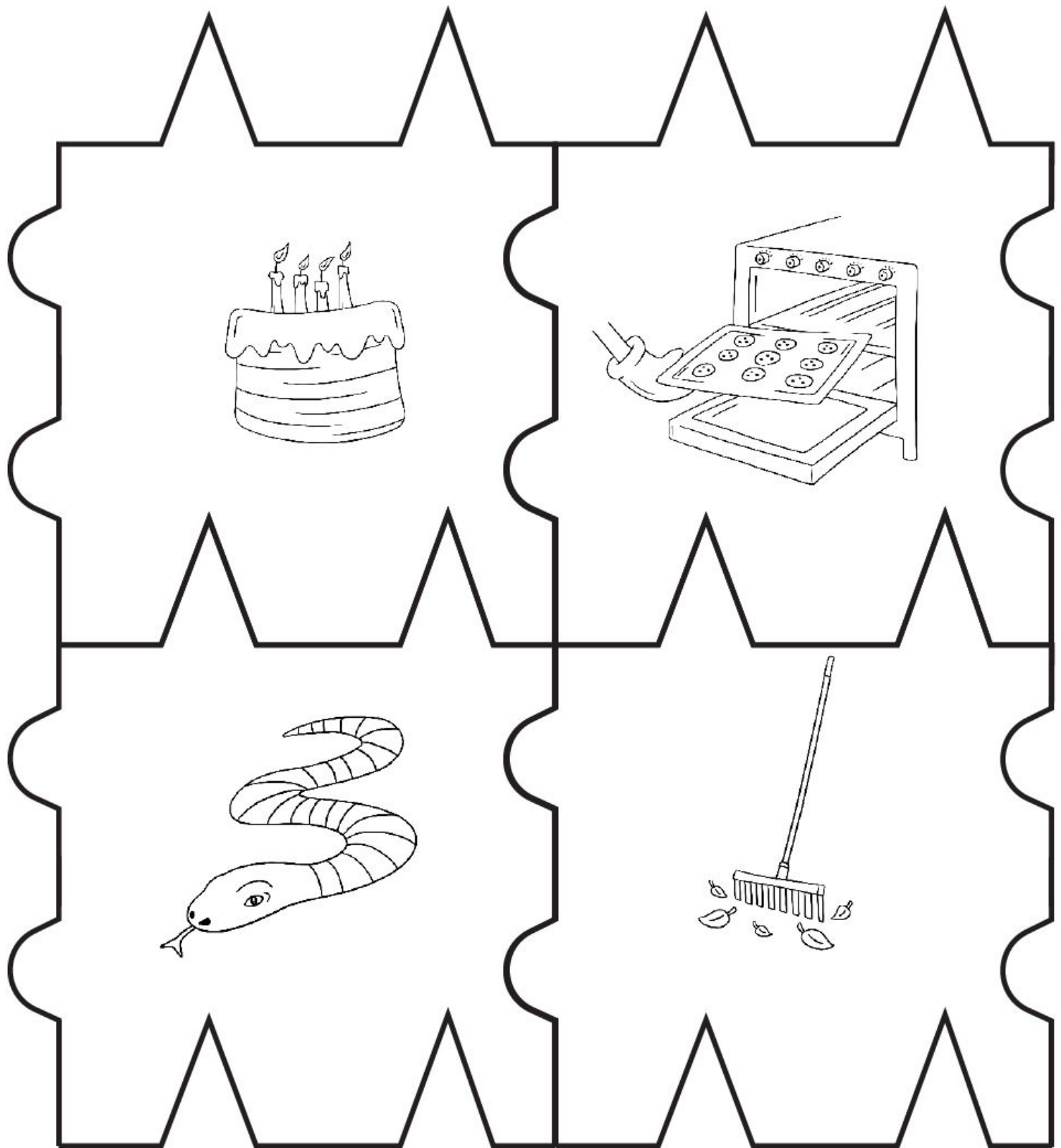
Sunny



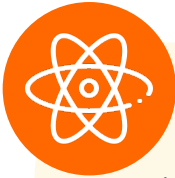








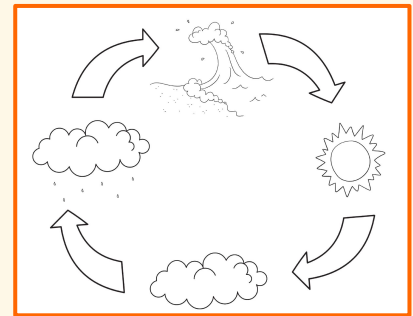




## STEM: Water Cycle

**MATERIALS:** [Water Cycle](#), Precipitation, crayons

- Use the pictures to talk about the water cycle with your child.
- **The water cycle is how water moves on, above, and below the Earth. First, we have water on the ground. When it becomes really hot, it evaporates and goes up into the air. We cannot see it. It starts to cool and condense and become water droplets that make a cloud. When that cloud gets heavy, the water comes back to the Earth as precipitation.**
- **Water can come down in different ways.** Show pictures of different types of precipitation and talk about them.
- Allow your child to color the picture.



## Independent Learning: Making a Snowy Scene

**MATERIALS:** playdough or [Playdough Recipe](#), *optional - plate or tray, salt, baking soda, or make snow by freezing baking soda and slowly adding ice-cold water until it becomes like snow*

- Talk with your child about things they can do in the snow, like build a snowman or make snow angels. You can also look at pictures on a tablet or phone.
- After, say, **You can build a snowy scene using the playdough.** They can add salt or pretend snow for their scene or play in the baking soda snow you made together.
- After, ask, **Tell me about your snowy scene!**

### 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)

©2020 AppleTree Institute. All Rights Reserved.



## Literacy: Compound Words Review

- Let's make compound words!
- I will say two words. Put them together to make one word.
- Listen: "down" (pause) "town". I will put them together to make one word, down (pause) town, downtown.
- Your turn. Put these two words together to make one word: "blue" (pause) "berry", blue (pause) berry. If your child needs help, repeat the two words and say the compound word. Blue (pause) berry, together make blueberry.
- Repeat for the words baseball and sunflower.

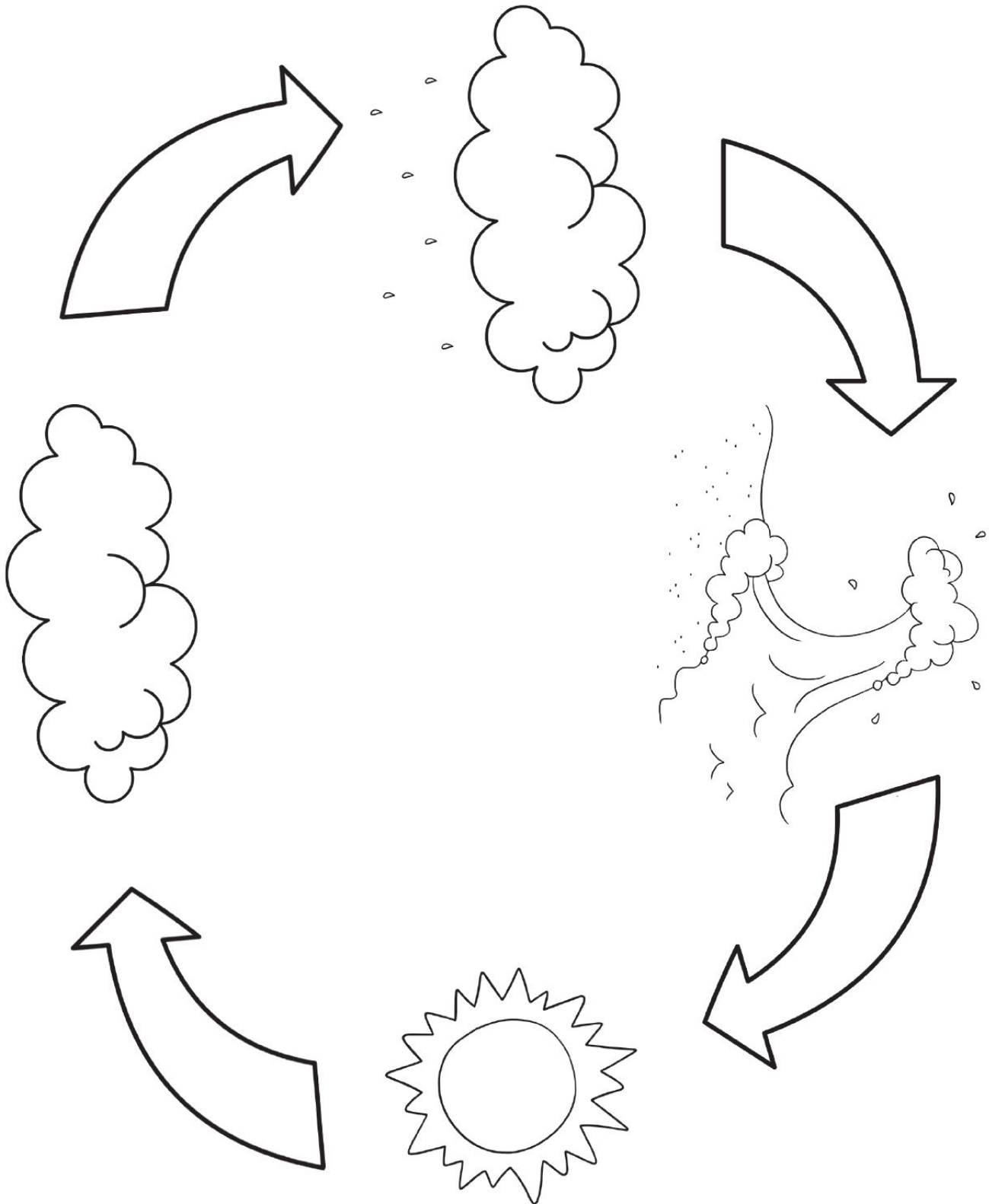


## Journal Prompt: Weather

**MATERIALS:** crayons, pencil, Weather Journal Page, [Weather Cards](#)

- With your child, talk about different types of weather.
- Have your child draw and write about a type of weather that they do not like.
- Later, ask, **Why don't you like that type of weather?**

Name: _____
Describe a type of weather that you don't like and why you don't like it.



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

Describe a type of weather that you don't like and why you don't like it.

---

---

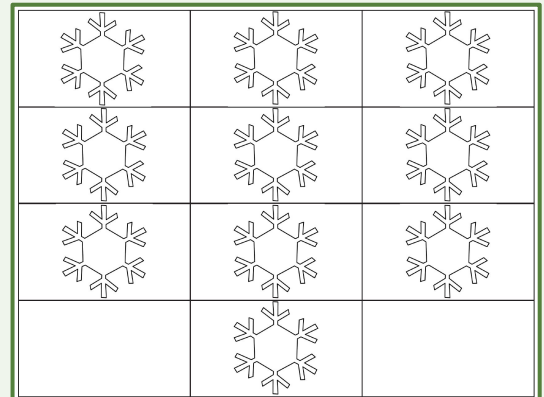
---



## STEM: Snowflake Count

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

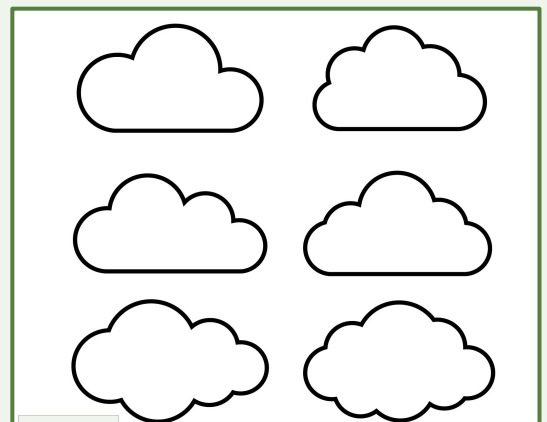
- Count how many snowflakes there are on this page.
- Now, you can color the snowflakes and cut them out. Help your child cut them out if necessary.
- After, put out different amounts of snowflakes, e.g., 2 snowflakes, then 9 snowflakes, and ask your child to count them. Ask your child how many there are in all. If they recount, say the total so they begin to understand that the last number counted is the total, **1,2,3...9 there are 9 snowflakes in all.**



## Independent Learning: Cloud Mobile

**MATERIALS:** [Cloud Mobile](#), watercolor palette or crayons, glue, dental floss or string, clothes hanger or stick, child-safe scissors, cotton balls or tissue

- You can make a cloud mobile to hang up! You can have white fluffy cumulus clouds or dark rain clouds. You can paint your clouds or glue the cotton to make them fluffy and then paint them.
- After they decorate, help them cut out the clouds, poke a hole in the paper and tie the dental floss or string onto the paper clouds before hanging them on the hanger or stick. Allow your child to choose where they want to hang their mobile.
- They can also make additional drawings and cutouts such as raindrops, a sun, etc.







## Literacy: Let's Talk About The Weather

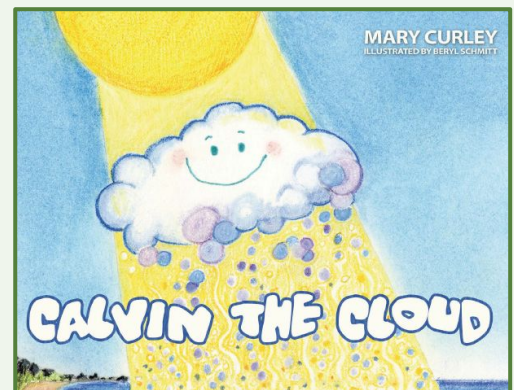
- **We are learning about the weather.** Ask your child what it might be like to experience weather they are not familiar with, e.g., snow if they live somewhere warm, or dry weather if they live somewhere it rains a lot.
- Ask your child 2-3 questions like **Would you prefer to live where it snows or where it doesn't snow? Why?** Or, **What kinds of clothing would you wear if you lived somewhere where it \_\_\_ a lot?** Practice having a back and forth conversation.



## Read: *Calvin the Cloud*

**MATERIALS:** [\*Calvin the Cloud\*](#), Clouds

- Before reading, ask your child to point to the uppercase C's on the cover of *Calvin the Cloud*. Read each word that starts with C so they can hear the C sound.
- Read the book together.
- After, talk together about pp.24-25. Say, **We learned about the water cycle. Water gets so hot it turns into a gas, like the air. It goes up into clouds until the cloud gets so big and heavy that the water falls back down as rain.**



# Wednesday

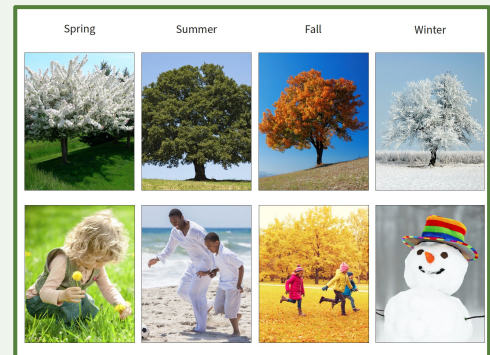
PK3 Unit 9 Week 4 Day 18



## Let's Move: Seasons

**MATERIALS:** [Seasons](#)

- Use the pictures to talk about the seasons where you live. In the summer it's really hot, in the fall the leaves fall off the trees, etc.
- **Let's do movements for the four seasons. I'll say a season and you tell me a movement we can do.**
- Suggest movements like planting and watering flowers in the spring, swimming and riding a bike in summer, raking leaves or carrying a pumpkin in the fall, building a snowman or putting on mittens in the winter.
- If all of your seasons are similar, you can do nature movements like plants growing, picking, and eating fruits at different times, etc.

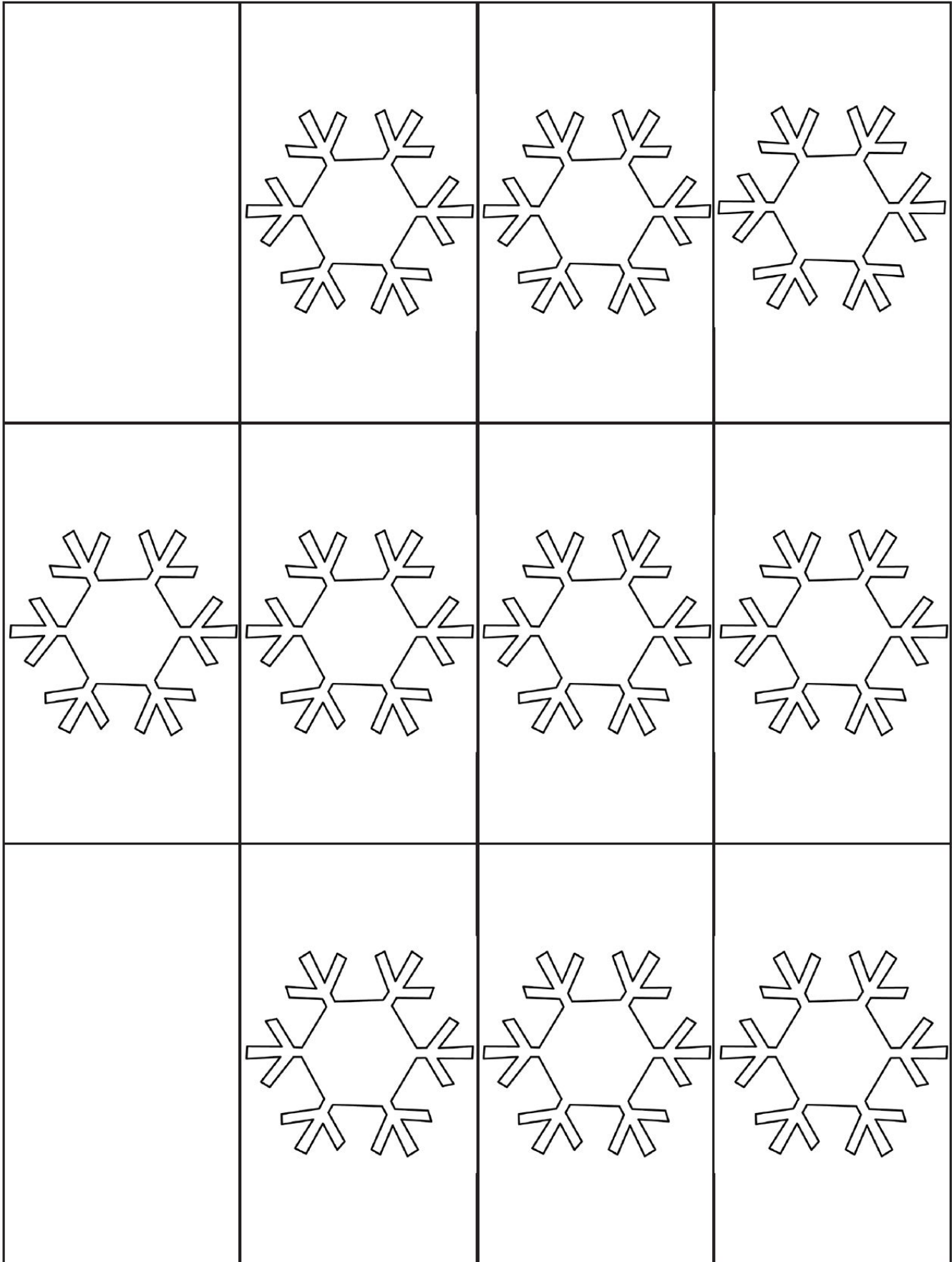


## Learning Together: Weather Games

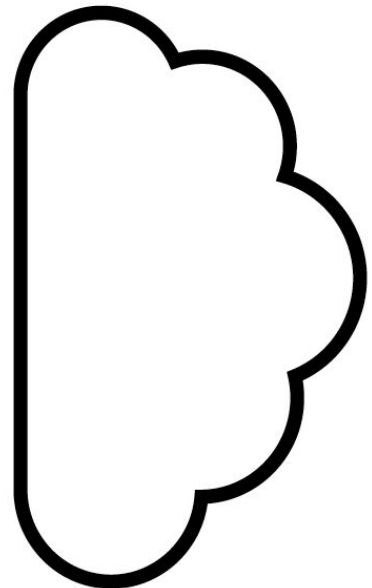
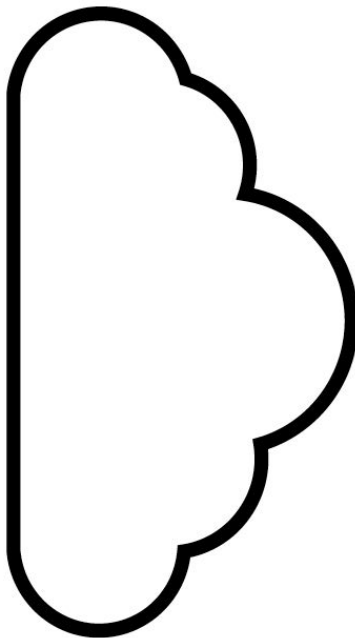
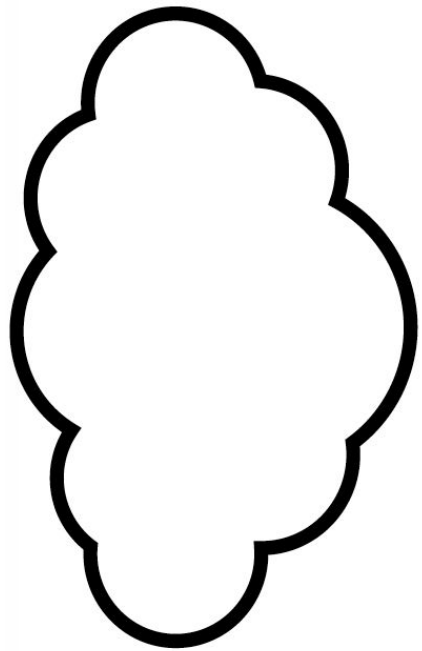
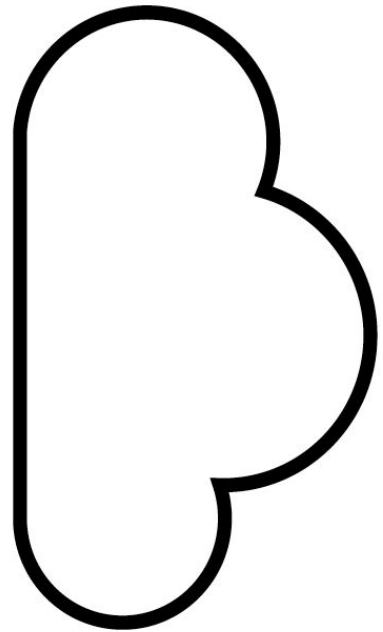
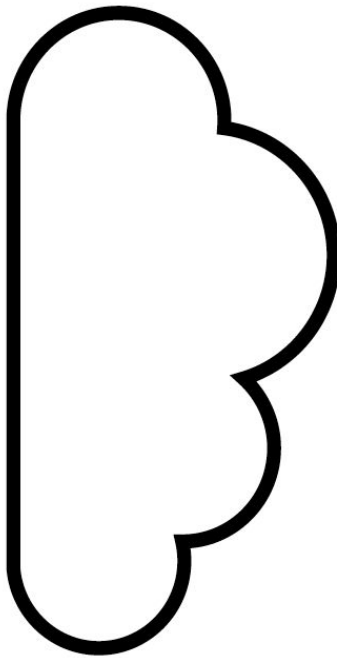
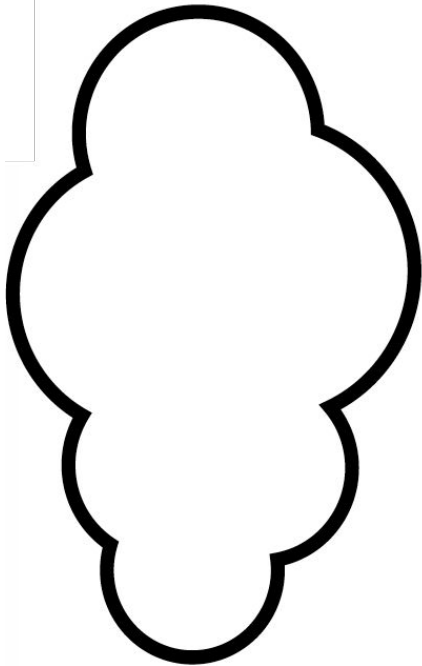
**MATERIALS:** *optional - clothes and accessories for different seasons, e.g., sunglasses, winter hats, scarves, umbrella*

- Say, **Let's play a weather game! I'll be a meteorologist and tell you the weather forecast. You can act out what it is like to be in that weather. You can shiver if it's cold or hold up an umbrella if it's raining.** You and your child can dress up for the weather. Talk about weather forecasts like a thunderstorm, snowy weather, rain, or a very hot day.
- Switch roles and let your child be the meteorologist.











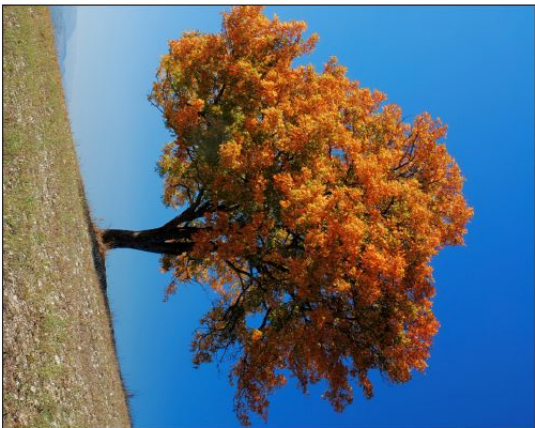
Spring



Summer



Fall



Winter





## STEM: Let's Make It Rain

**MATERIALS:** spoon, dry sponge or shaving cream, water, transparent jar or cup, food coloring mixed with water or colored liquid, e.g., juice or soy sauce

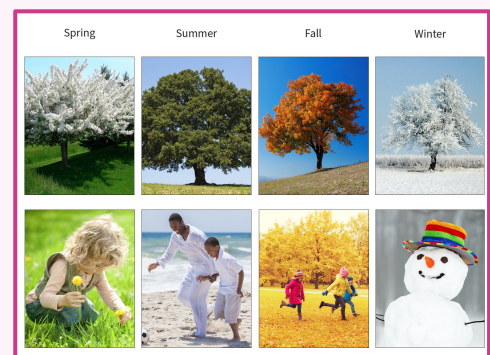
- **Let's experiment to see what happens when it rains. Let's pretend the sponge is a cloud.** Help your child put water in the jar. Place the sponge on top of the jar (or a layer of shaving cream on the water). **What do you notice?**
- Allow your child to spoon the colored water onto the sponge or shaving cream until it starts to drip down into the jar. **What do you notice now?**
- Explain that the clouds are like the sponge. When it gets too heavy with water, the water drops back down as precipitation.



## Independent Learning: Painting the Seasons

**MATERIALS:** [Seasons](#), watercolor palette or crayons, paper folded twice to make four squares

- Use the pictures to talk about the seasons and how the trees might look during the different seasons.
- **You can paint a different season in each part of your paper. You can paint the trees or something you like to do in each season.**
- Allow your child to paint their picture. After, talk about what they painted for each season.



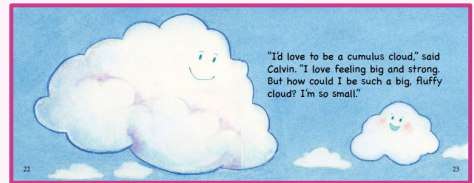




## Literacy: Calvin's Problem

MATERIALS: [Calvin the Cloud](#)

- Ask, **What is a problem? A problem is when something is wrong.**
- **Let's read this page and see what Calvin's problem is.**  
Read pp. 22-23.
- Ask, **What was Calvin's problem? Calvin wanted to be a big cumulus cloud, but he thought he was too small.**
- To extend the activity, ask your child to help Calvin solve his problem. They can even write him a letter!



## Journal Prompt: Seasons

MATERIALS: crayons, pencil, [Seasons Journal Page](#), [Seasons](#)

- With your child, talk about the different seasons and the things they like to do, like play in the snow in the winter, swim in the summer, or eat their favorite seasonal fruit.
- Have your child draw and write about it.
- Later, ask, **Tell me about your favorite season. What fun thing are you doing in the picture?**

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

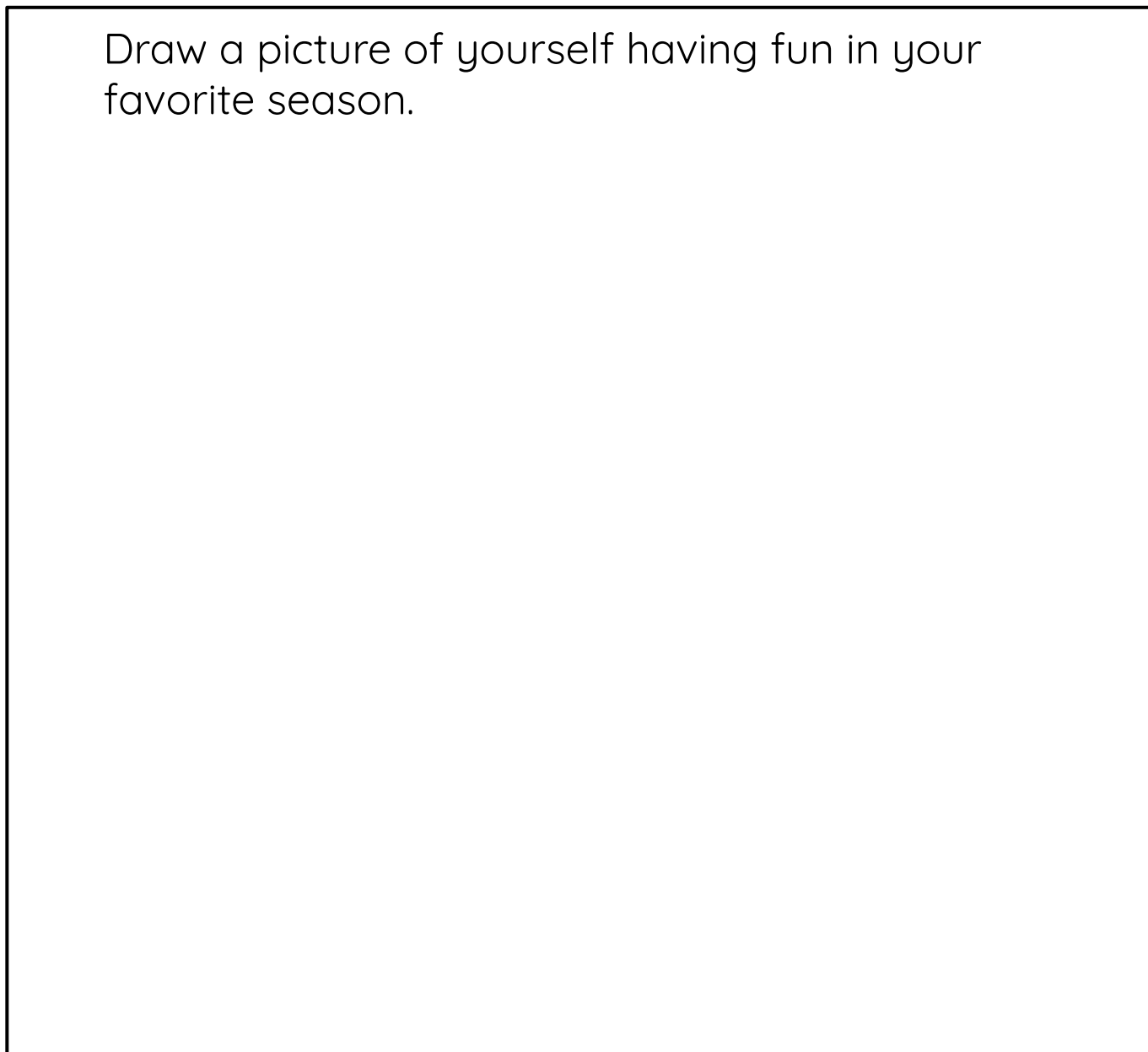
Draw a picture of yourself having fun in your favorite season.

\_\_\_\_\_

\_\_\_\_\_

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

Draw a picture of yourself having fun in your favorite season.

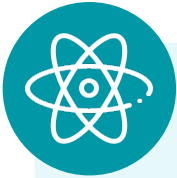


---

---

---





## STEM: Numbers 5-8 Memory

**MATERIALS:** number cards of 5-8 from earlier in the unit

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



## Independent Learning: Say Goodbye to “Our Earth”

**MATERIALS:** paper, crayons

- **We have been learning about our Earth.** Talk with your child about their favorite part of learning about our Earth. It could be their favorite activity, something they learned, or a 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: Guess the Word

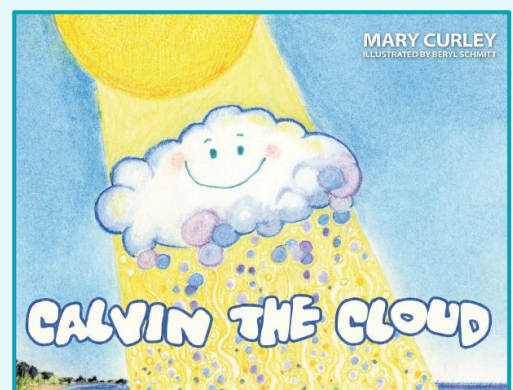
- Say, **Let's play a game. I will act out something we have been learning. You try to guess the word.**
- Use theme-related words, e.g., a cloud (point to the sky, make your hands fluffy), rain (make your fingers move like rain), or trash (pretend to throw things in the trash can).
- Switch roles so that your child can act out a word for you to guess.



## Read: *Calvin the Cloud*

**MATERIALS:** [\*Calvin the Cloud\*](#), Clouds

- Read the book with your child.
- After, ask, **Calvin decided to be a cumulus cloud.**  
**Which type of cloud would you want to be?**







Welcome to Unit 9, Our Earth! In Unit 9, your child will learn about the different things that make up our Earth like land, water, and air.

