

# Unit 9

Our Earth

PK4







# 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





# PK4 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 plants and landforms.

## Unit 9 Books



- [Our Trip to the Farmers' Market](#) by Felicia R. Truong
- [Calvin the Cloud](#) by Mary Curley
- [Trash!](#) by Katie Alexander
- [Patterns, Patterns, Patterns: Here, There, Everywhere](#) by Lydia J. Carlis

ECR @Home activities will include learning about plants, landforms, water conservation, weather, and the water cycle. Children will also learn about the letters H, L, A, C, J, K, R, and T, and blend sounds to make words. They will talk about consequences and tell stories about things that happened to them. They will also match sets of objects to see which has more or less, and begin adding 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

cloud

conservation

Earth

landform

liquid

plant

season

solid

weather

# Week 1

# PK4 Unit 9 Week 1 Overview

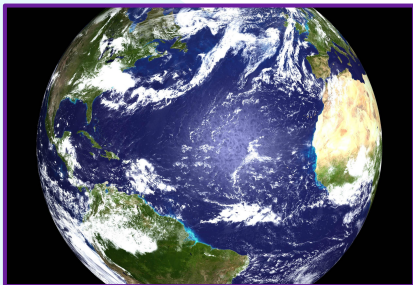
## All About Earth and Plants

### This week your child will:

Learn about a plant's needs and parts and use them to create art. They will compare sets and blend sounds. They will also learn about the letters H and L. You can extend these activities by planting seeds together and watching them grow. Or, go on a letter hunt to find the letters around your home and neighborhood.



### Key Vocabulary



## Earth

the planet that we live on



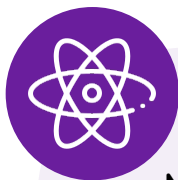
## plant

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

# Create Connections

This week, you will start learning about Earth, the planet 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: Compare the Sets

**MATERIALS:** [Five Frame](#), 10 pebbles or cotton balls (paint or color 5 one color, and the other 5 another color), paper, crayons, 2 sets of number cards 1-5 (write on small pieces of paper)

- Play a game to compare the number of red and blue pebbles (or whichever colors you choose) just by looking.
- Mix the number cards and ask your child to pick one. Place the corresponding number of red pebbles on the squares (one per square). Say, **I picked 3! I'll put 3 red pebbles, one in each square, on the top row.** Choose another card and say, **I picked 4! I'll put 4 blue pebbles in each square on the bottom row.**
- Ask your child to compare the rows just by looking. Which one has more, which one has less, or do they have the same amount? **There are more blue pebbles because there's a blue pebble in this box but no red pebble.**
- Repeat 2-3 more times.
- Save the materials for later in the unit.



## Independent Learning: Observing Nature

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

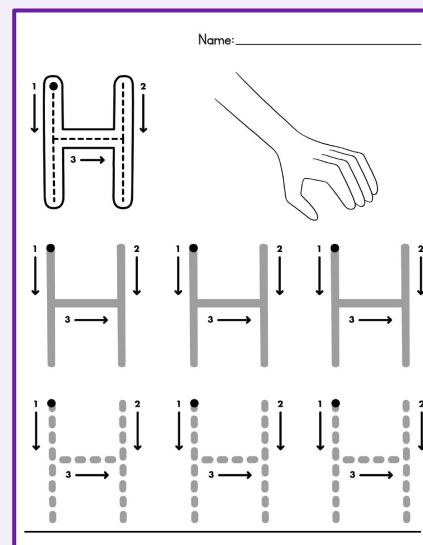
- With your child, describe the natural objects you have. Talk about their size, shape, colors, and how they feel.
- Say, **You can write or draw your observation! At the top of the page, write about what you see. In the middle of the page, write about how they feel. At the bottom of the page, write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



## Literacy: H

**MATERIALS:** [Letter H Practice 3](#), *optional - other materials*

- **Make an H by writing down, down, across.** Have your child say the letter H and make the letter sound for H.
- Have your child trace the H with their finger. Then trace and write the H with a crayon or pencil and color the pictures.
- Together, look through books and magazines to see how many uppercase H's you can find.
- *Optional - your child can practice writing the letter H with their finger in salt, shaving cream, or other materials, or make an H out of playdough.*



## Read: *Our Trip to the Farmer's 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.



--	--	--	--	--



--	--	--	--	--

# My Observations



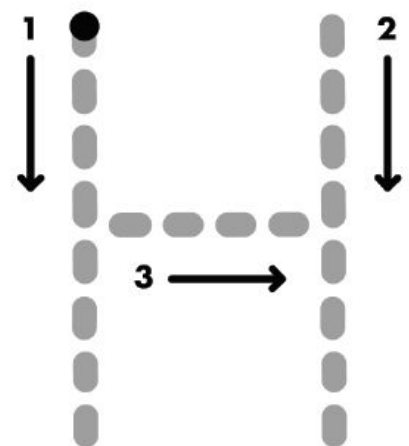
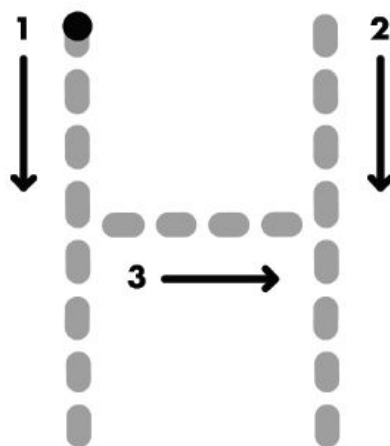
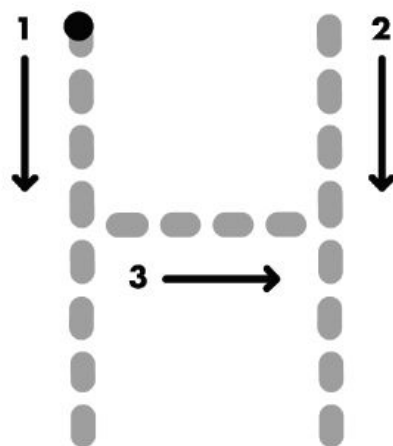
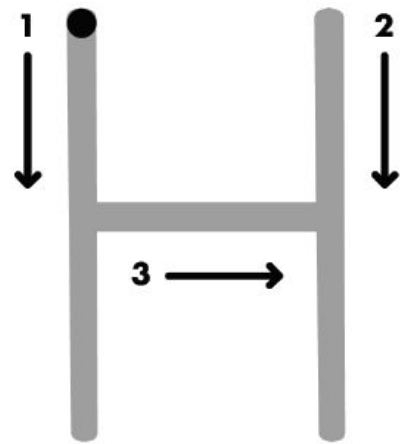
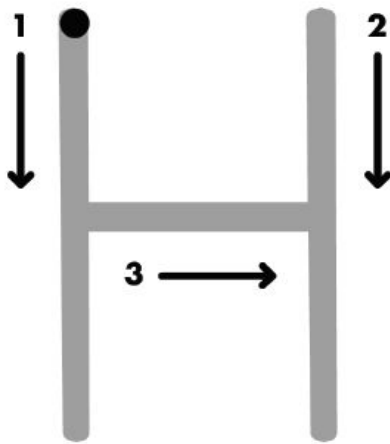
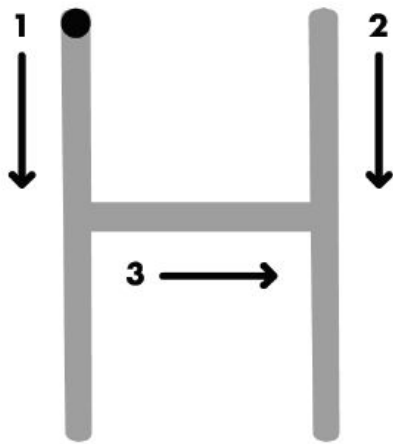
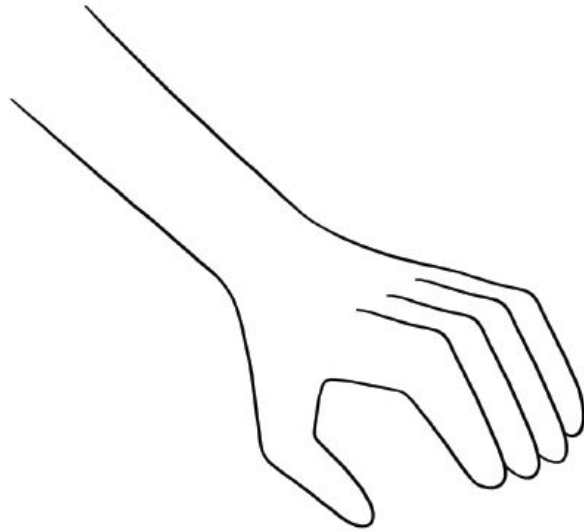
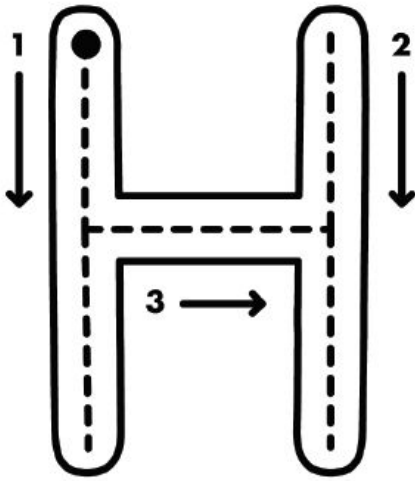
Name: \_\_\_\_\_

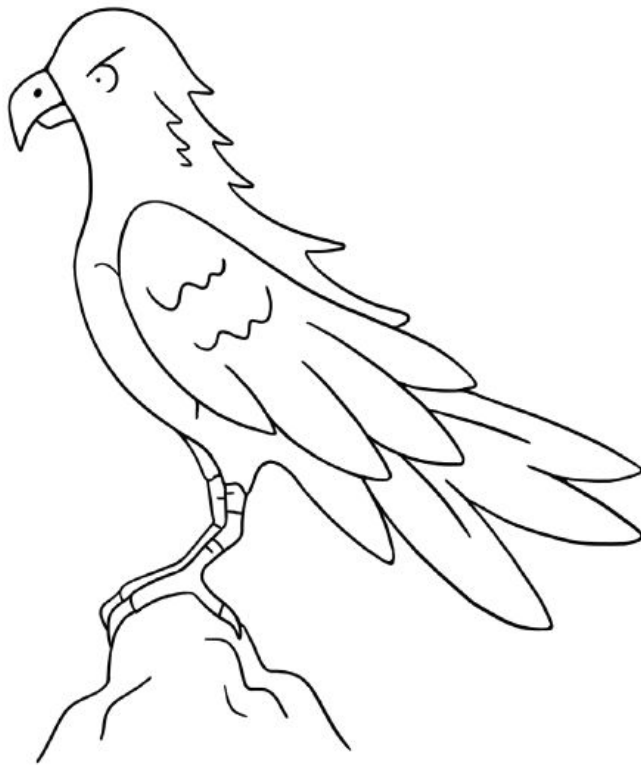
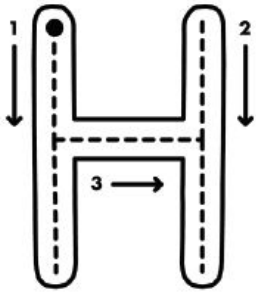
Activity: \_\_\_\_\_



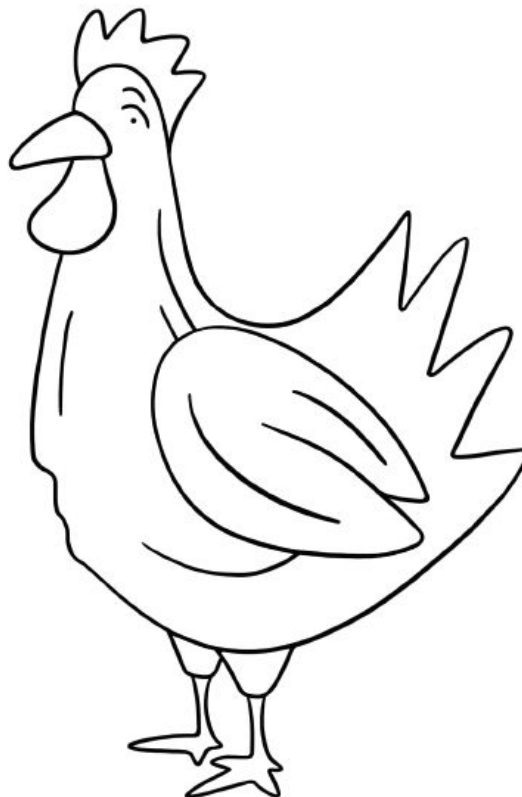


Name: \_\_\_\_\_

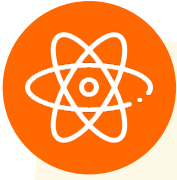




Hawk



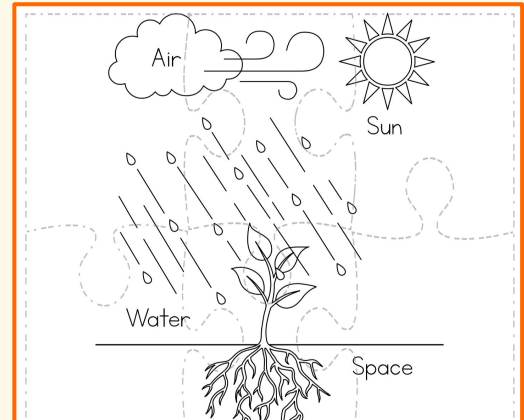
Hen



## STEM: Plant Needs

**MATERIALS:** [Needs of Plants](#), 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: 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)

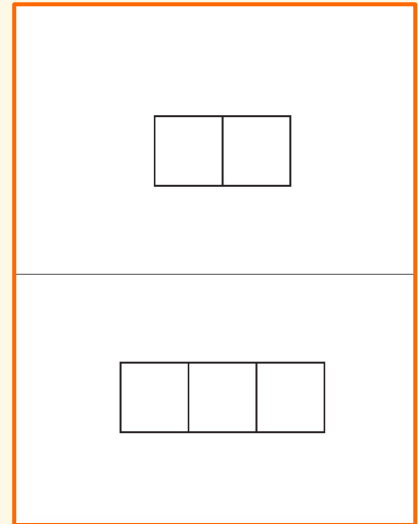
- Ask your child about what art they would like to make with the leaves.
- They can:
  - Paint the leaves and stamp them onto paper.
  - Make a leaf collage.
  - Make drawings of the leaves.
  - Make leaf rubbings: place the leaves under paper and rub a crayon on the paper.
- After, ask, **How did you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



## Literacy: Blending 2 Sounds

**MATERIALS:** 2 pebbles or cotton balls, [Phoneme Box](#), cut along the horizontal line and use the part with 2 boxes today

- Say, **Let's blend sounds together to make a word!**
- Say, **a-t**. Place a pebble in each box from left to right as you say each sound. Then, point to each box as you repeat, **a-t, a-t**, blending to say at. **A-t together makes at!**
- Repeat for i-t (it) and i-n (in). Your child can guess the word they hear as you blend.
- Save the materials for later in the unit.



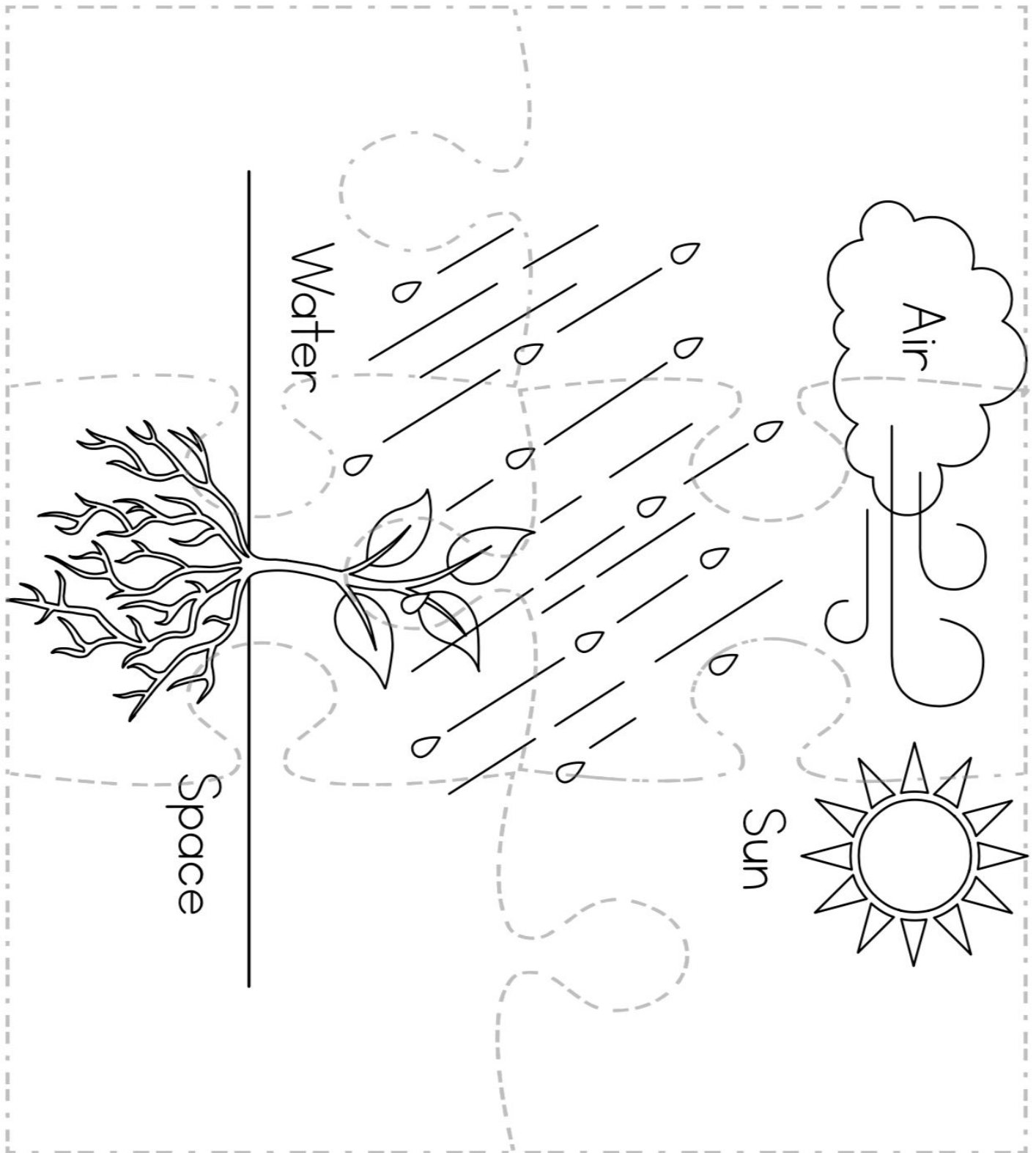
## Journal Prompt: My Plant or Flower

**MATERIALS:** crayons, pencil, My Plant or Flower Journal Page

- Talk with your child about the different plants or flowers in your home, around your home, outside, or in pictures on a tablet or phone.
- Have your child draw a plant or flower.
- Later, ask, **Tell me about your plant/flower. What do you notice?**

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

Draw a plant or flower that you can see.





--	--

---

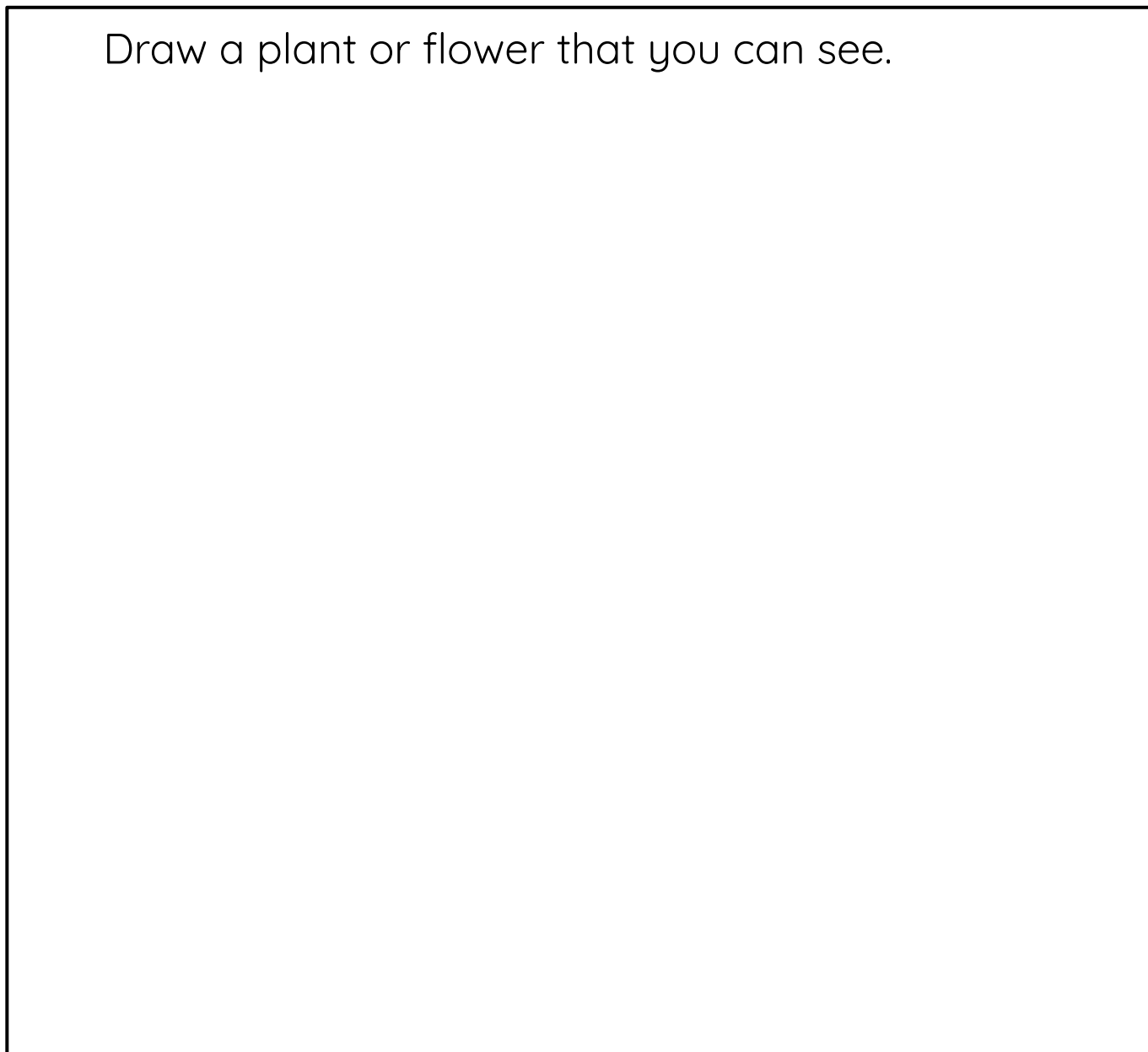
--	--	--





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

Draw a plant or flower that you can see.

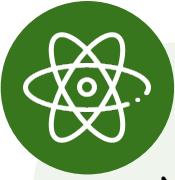


---

---

---

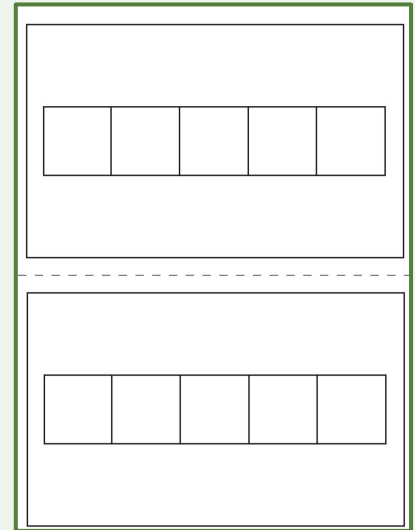




## STEM: Compare the Sets

**MATERIALS:** [Five Frame](#), 10 colored pebbles or cotton balls and number cards from previous activities

- Say, **Let's play our game to compare the number of red and blue pebbles just by looking.**
- Mix the number cards and ask your child to pick one. Place the corresponding number of red pebbles on the squares (one per square). Say, **I picked 2! I'll put 2 red pebbles, one in each square, on the top row.** Choose another card and say, **I picked 2! I'll put 2 blue pebbles in each square on the bottom row.**
- Ask your child to compare the rows just by looking. Which has more, which has less, or are they the same amount? **They have the same amount because the row of red pebbles matches the row of blue pebbles.**
- Repeat 2-3 more times.
- Save the materials for later in the unit.



## 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?**

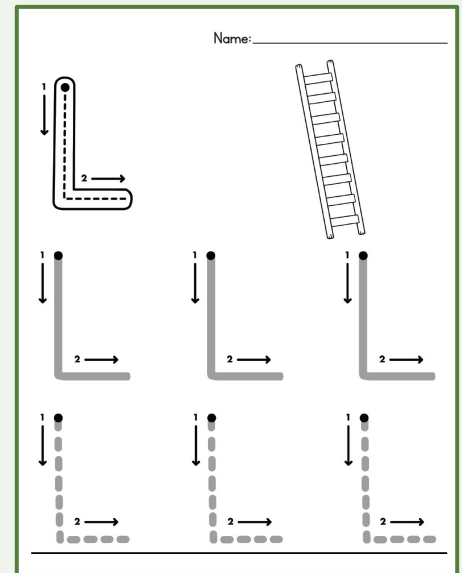




## Literacy: L

**MATERIALS:** [Letter L Practice 2](#)

- **Make an L by writing down, over.** Have your child say the letter L and make the letter sound for L.
- Have your child trace the L with their finger. Then trace and write the L with a crayon or pencil and color the pictures.
- Together, go on a walk and see how many uppercase L's you can find on signs around your neighborhood.
- *Optional - practice writing the letter L with other materials.*



## 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

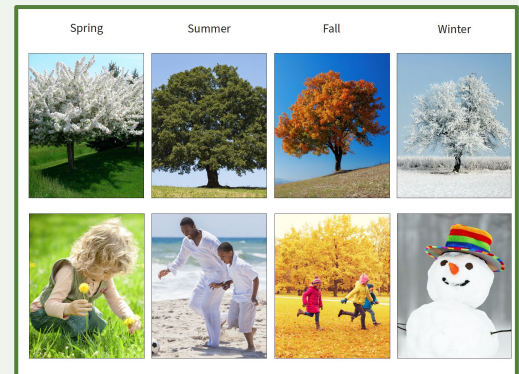
PK4 Unit 9 Week 1 Day 3



## 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: 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.



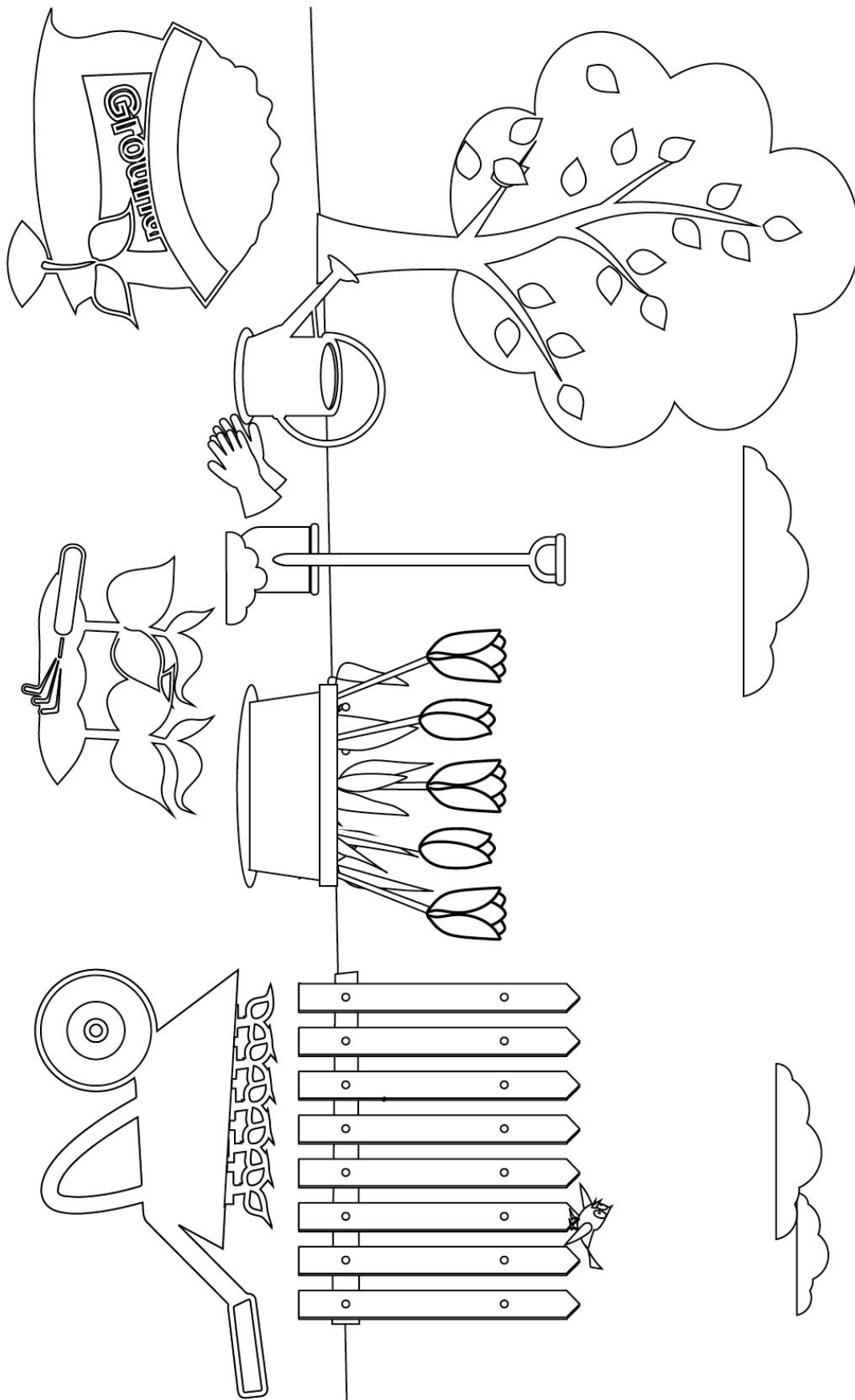
--	--	--	--	--



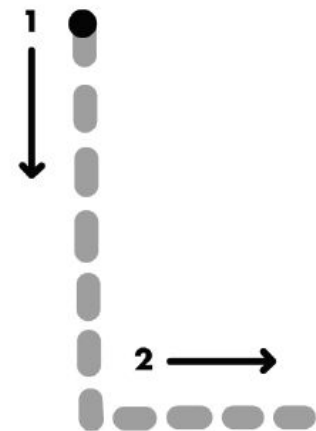
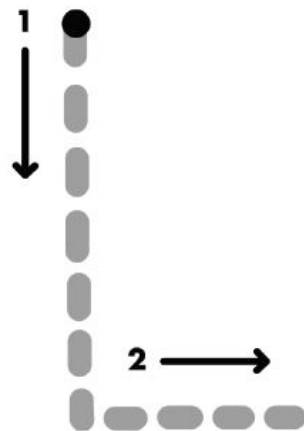
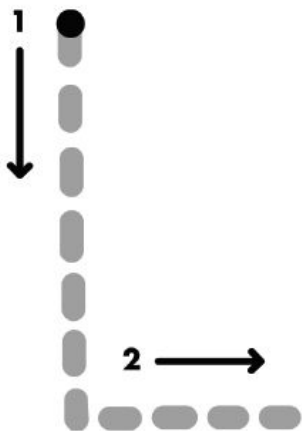
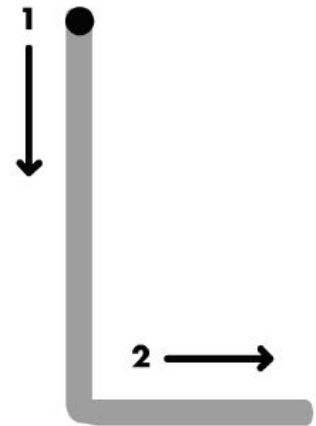
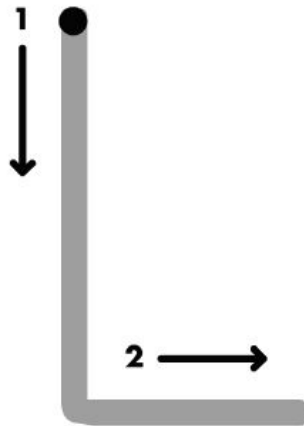
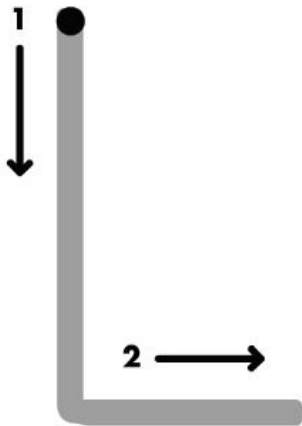
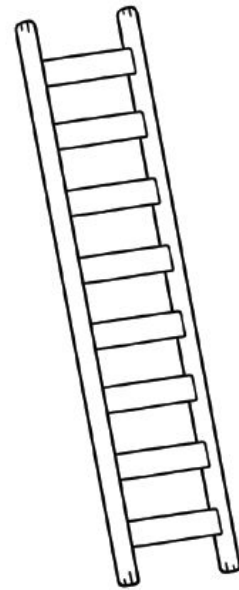
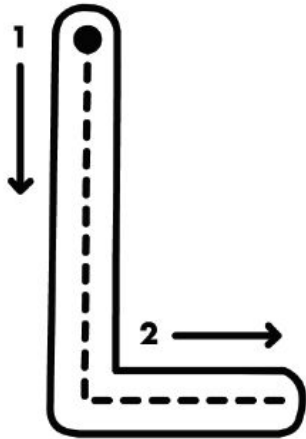
--	--	--	--	--

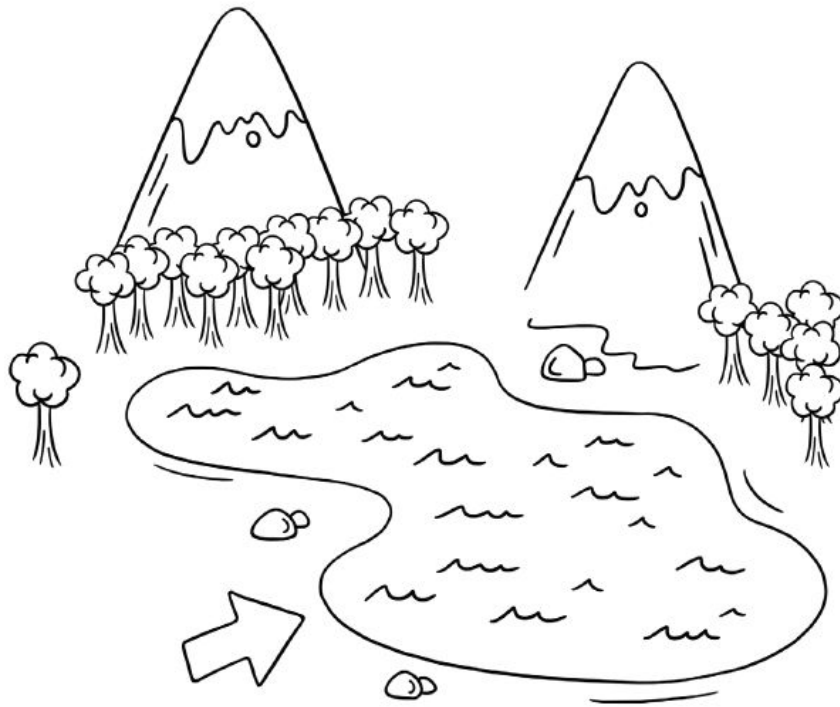
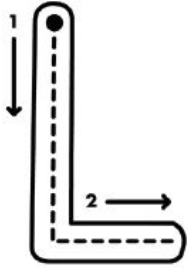




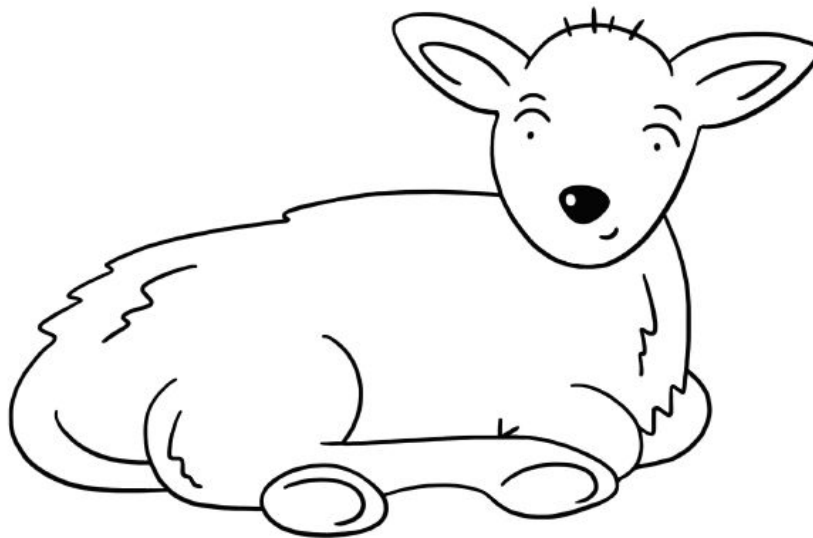


Name: \_\_\_\_\_





Lake



Lamb



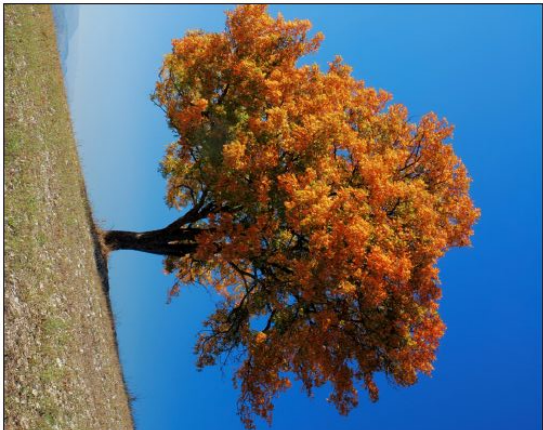
Spring



Summer



Fall



Winter

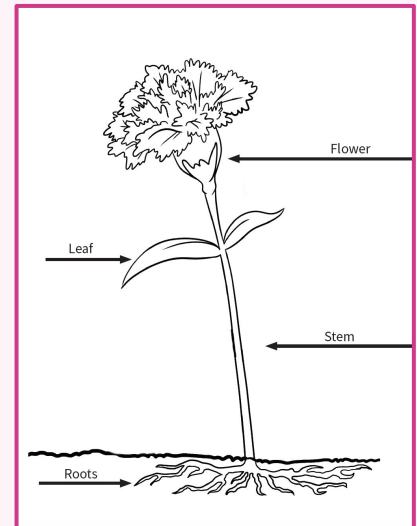




## STEM: Plant Parts

**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: 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)

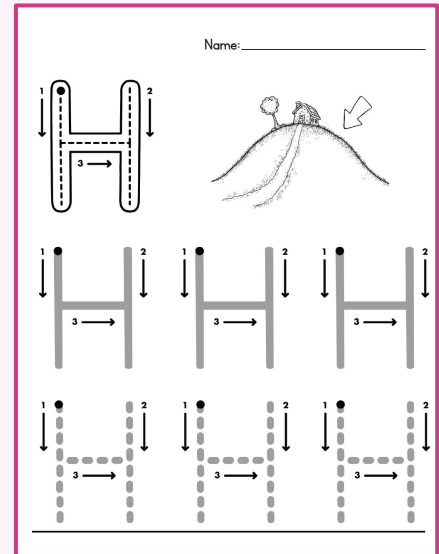
Illustration: iStockphoto.com/istockphoto



## Literacy: Writing H & L

**MATERIALS:** H & L, pencil, crayons

- Brainstorm words that start with the letters H and L.
- Have your child practice tracing the letters H and L. They can color the pictures.
- Later, ask, **What other words start with the same sound as hill? What other words start with the same sound as leaf?**



## Journal Prompt: Plants

**MATERIALS:** crayons, pencil, Plants Journal Page

- Talk with your child about what they like about plants, e.g., They give us food and oxygen or air to breathe.
- Have your child draw and write about it.
- Later, ask, **Tell me about what you love about plants!**

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

Write and draw about what you love about plants.

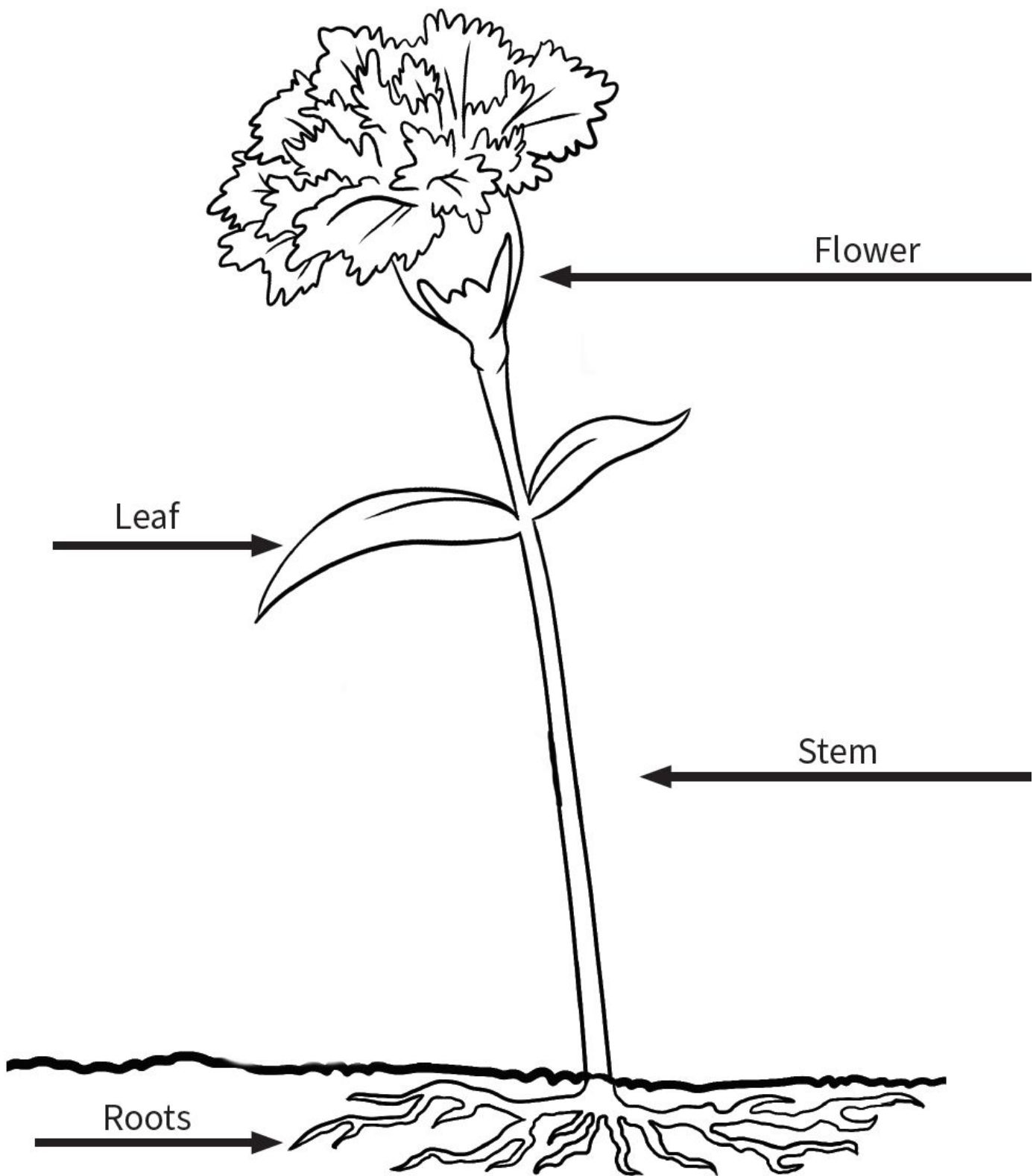


# PLAYDOUGH RECIPE

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

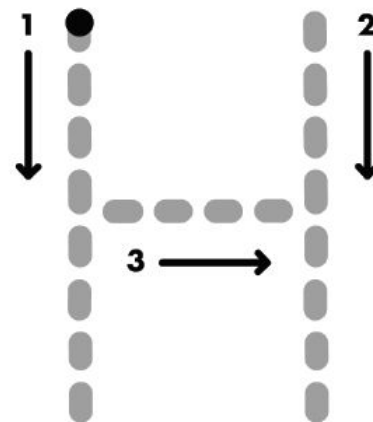
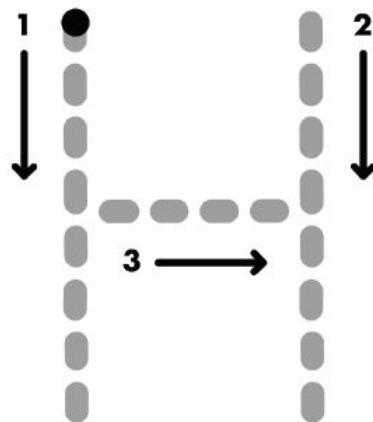
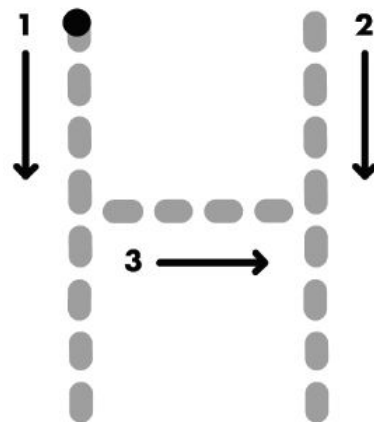
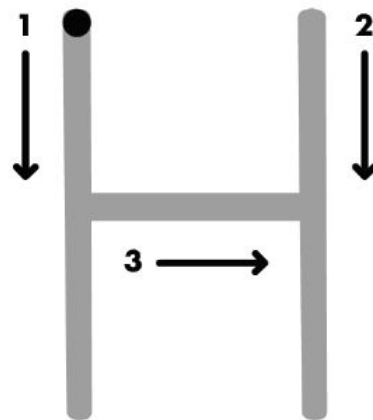
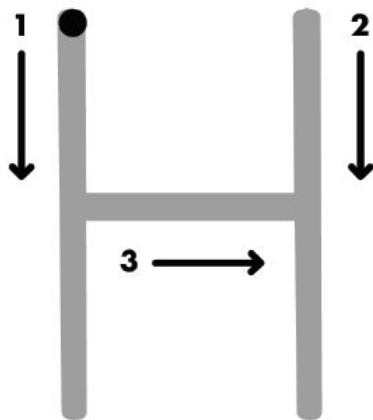
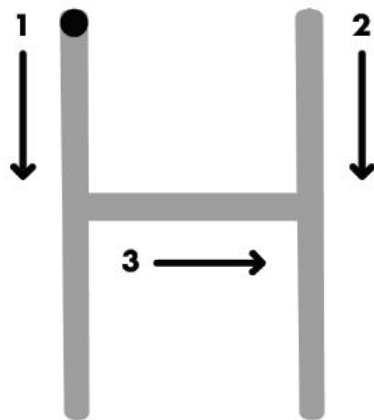
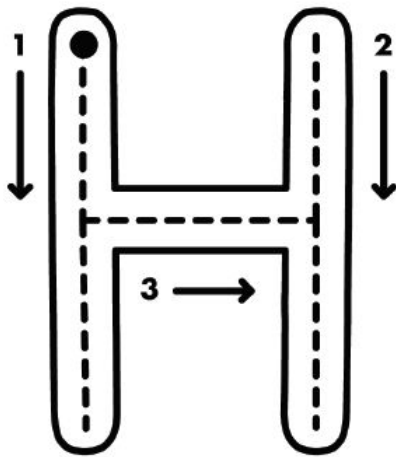
1. Place flour, cream of tartar, and salt in a saucepan.
2. Add water and vegetable oil to the saucepan. Over medium/low heat, stir the mixture.
3. Before the mixture starts getting thick, add the food coloring.
4. Keep stirring and scraping the mixture from the bottom of the saucepan.
5. Allow the dough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



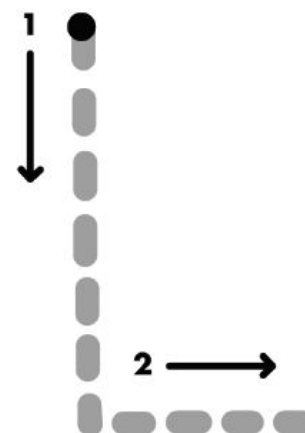
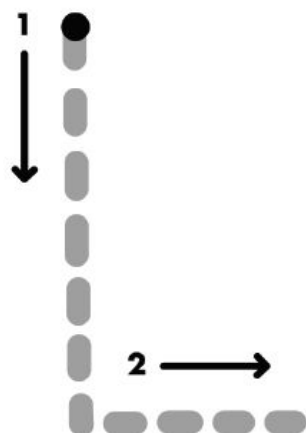
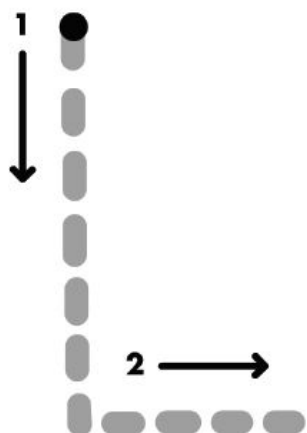
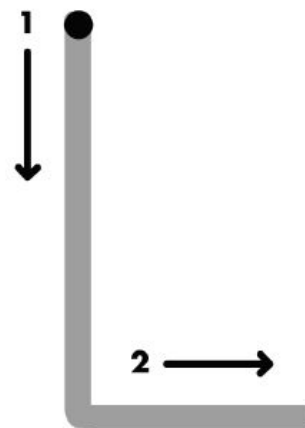
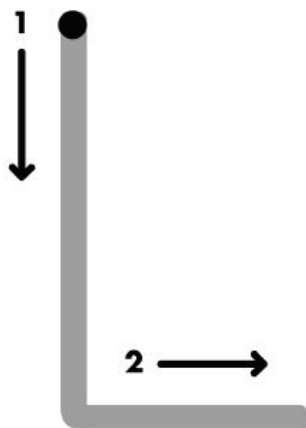
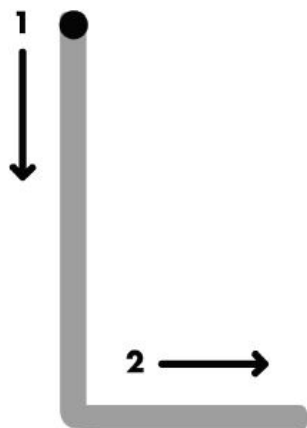
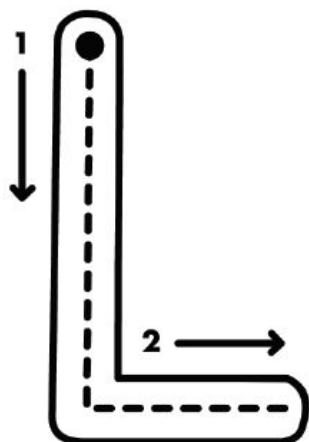




Name: \_\_\_\_\_



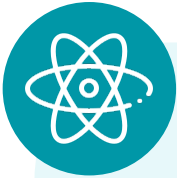
Name: \_\_\_\_\_



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

Write and draw about what you love about plants.



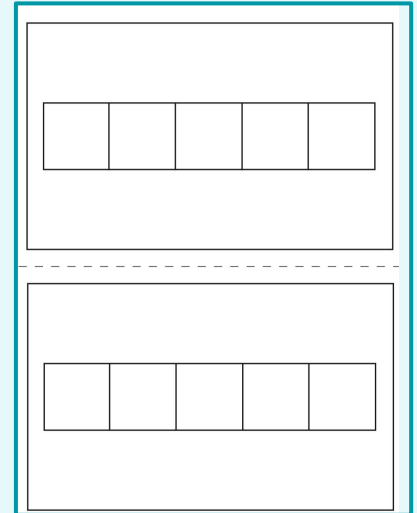


## STEM: Match the Sets

**MATERIALS:** [Five Frame](#), 10 colored pebbles or cotton balls and number cards from previous activities

- Say, **Let's play our game to compare the number of red and blue pebbles just by looking.**
- Mix the number cards and ask your child to pick one. Ask them to place the corresponding number of red pebbles on the squares (one per square). Have them repeat for the blue pebbles.
- Ask your child to compare the rows just by looking.
- Repeat 2-3 more times.
- Save the materials for later in the unit.

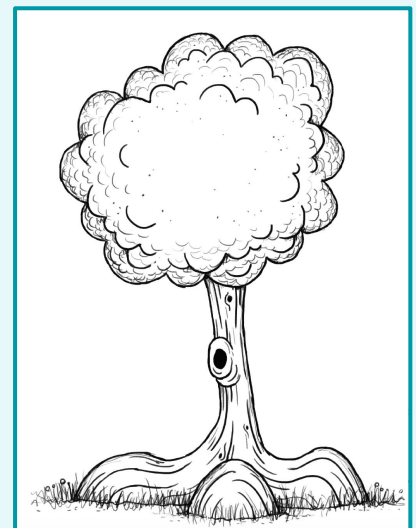
Tip: You can help your child compare the rows by matching each red pebble with a blue pebble, noticing if one row has more because there are no matching pebbles in the other row.



## 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.

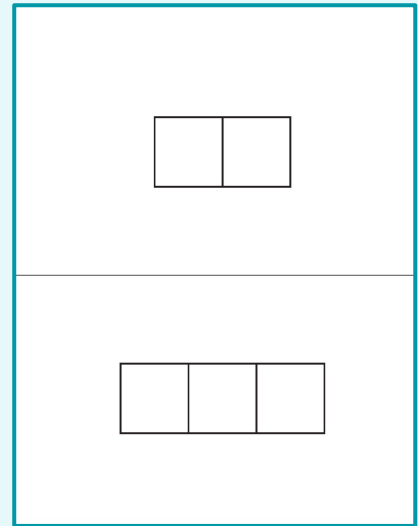




## Literacy: Blending 3 Sounds

**MATERIALS:** 3 pebbles or cotton balls, [Phoneme Box](#), cut along the horizontal line and use the part with 3 boxes

- **Let's blend 3 sounds together to make a word!**
- **C-a-t.** Place a pebble in each box from left to right as you say each sound. Then, point to each box as you repeat, **c-a-t, c-a-t**, blending to say cat. **C-a-t together makes cat!**
- Repeat for other "at" words - hat, pat, bat, mat. Your child can guess the word they hear as you blend.
- Save the materials for later in the unit.

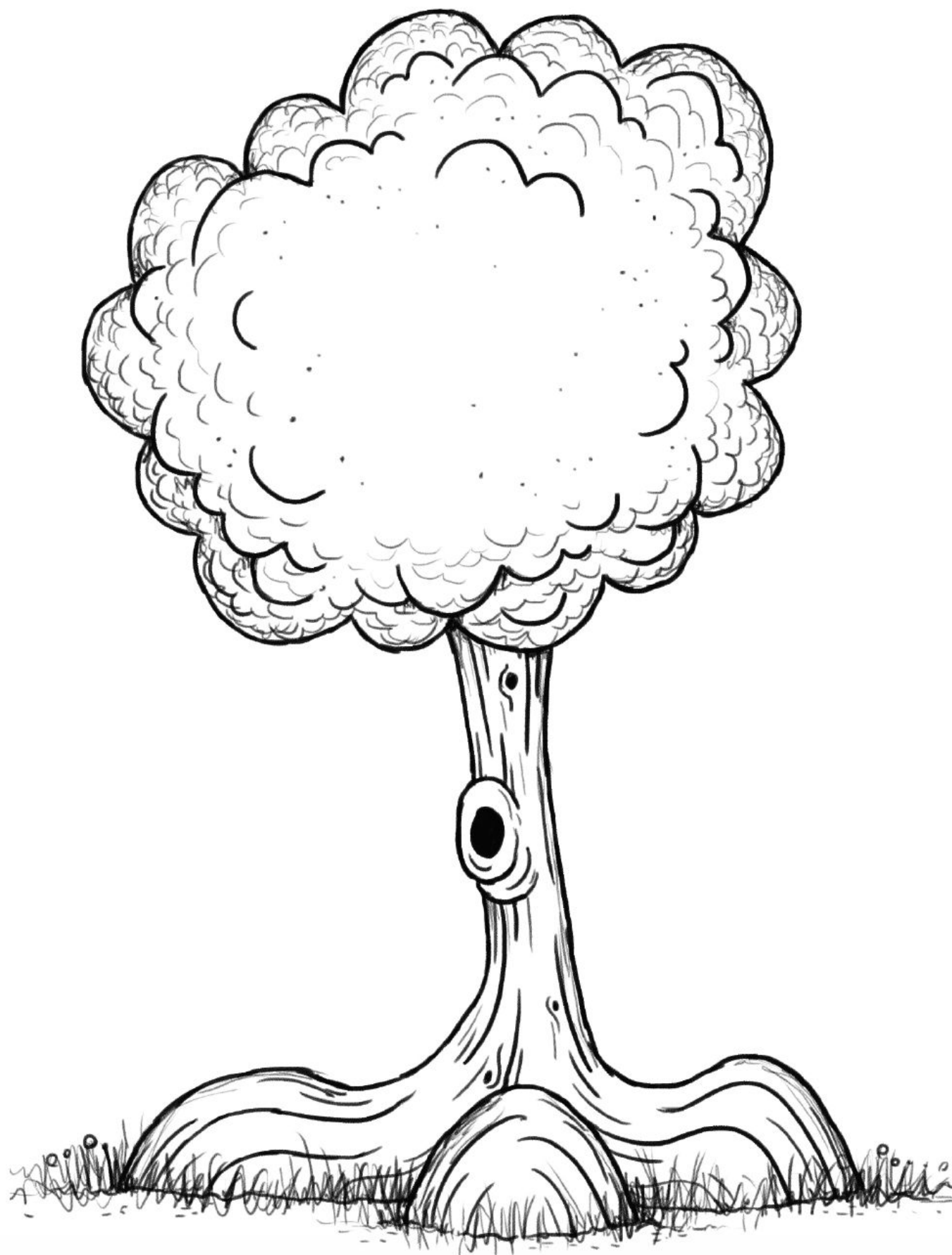


## Read: *Our Trip to the Farmers' Market*

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

- Before reading, 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.
- Talk together about your favorite things to eat that come from plants.









# Week 2

# PK4 Unit 9 Week 2 Overview

## Learning About Landforms and Maps

### This week your child will:

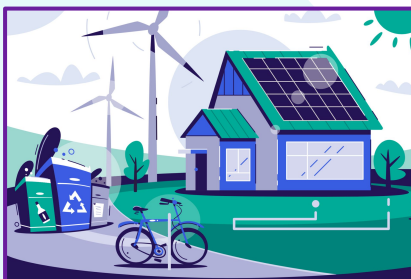
Learn about landforms and conserving water. They will learn about clouds, the letters A and C, and continue to compare sets. You can extend these activities by pointing out different landforms you see like hills, mountains, and valleys.

### Key Vocabulary



#### cloud

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



#### conservation

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



#### landform

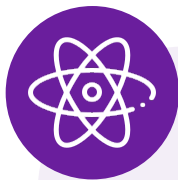
a natural feature of the Earth's surface



# Create Connections

This week, you will learn about different things in nature. Write and draw about something you like to see in nature before you begin the packet.

**Think  
About It!**

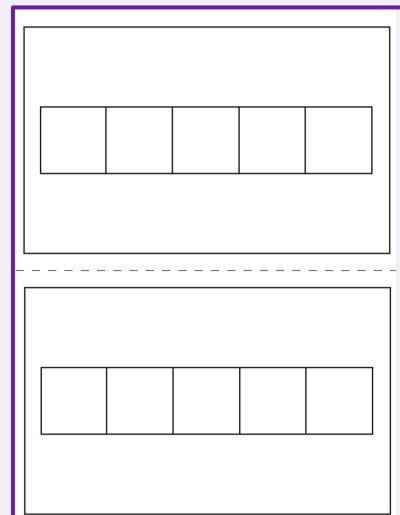


## STEM: Match the Sets Too

**MATERIALS:** [Five Frame](#), 10 colored pebbles or cotton balls and number cards from previous activities

- Play a game comparing the number of red and blue pebbles. Mix the number cards and have your child pick one. Have them place the same number of red pebbles on the squares (one per square). Repeat for the blue pebbles.
- Ask your child to compare the rows just by looking. Which one has more and which one has less, or are they the same amount? Repeat 2-3 more times.
- Save the materials for later in the unit.

Tip: You can help your child compare the rows by matching each red pebble with a blue pebble, noticing if one row has more because there are no matching pebbles in the other row.



## Independent Learning: If I Were a Geologist

**MATERIALS:** paper, crayons

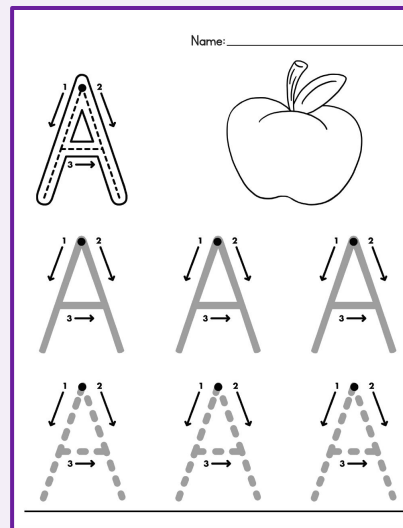
- Say, **A geologist is a scientist who learns about or studies the Earth. What do you think geologists like to learn?**
- Ask, **If you were a geologist, what would you want to learn? You can write and draw about it.**
- After, ask, **What you would study if you were a geologist?**



## Literacy: A

**MATERIALS:** [Letter A Practice 2](#)

- **Make an A by writing down, down, across.** Have your child say the letter A and make the letter sound for A like apple, not like ape.
- Have your child trace the A with their finger. Then trace and write the A with a crayon or pencil and color the pictures.
- Pick a favorite book and see how many uppercase A's you can find in the book together.
- *Optional - use other materials to make the letter A.*

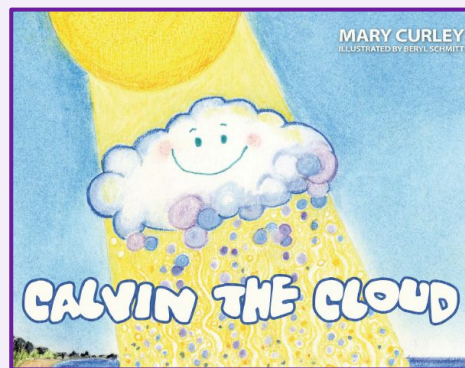


## Read: Calvin the Cloud

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

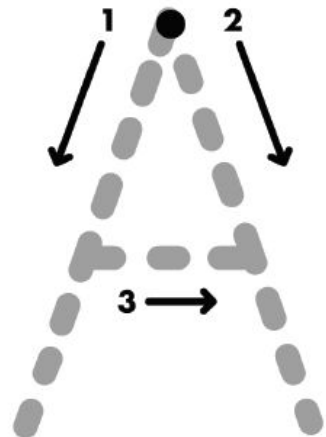
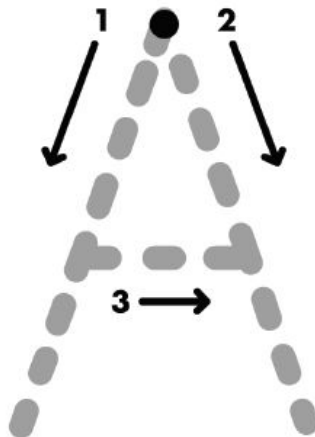
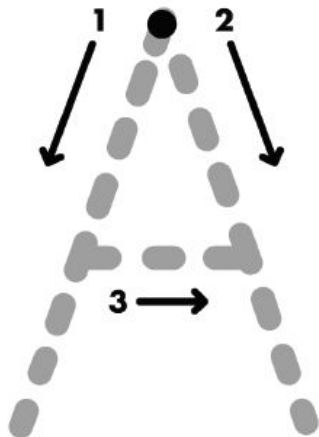
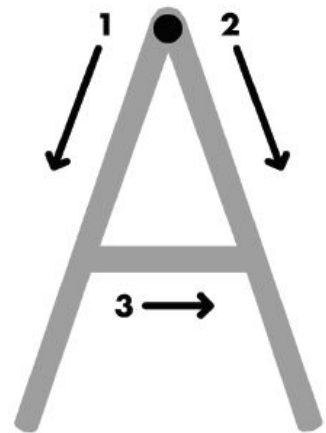
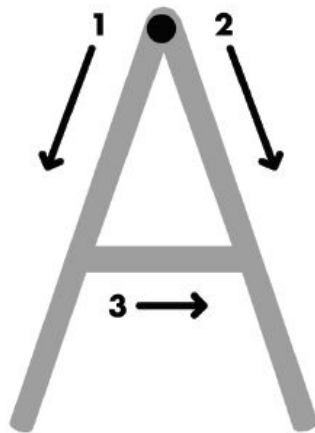
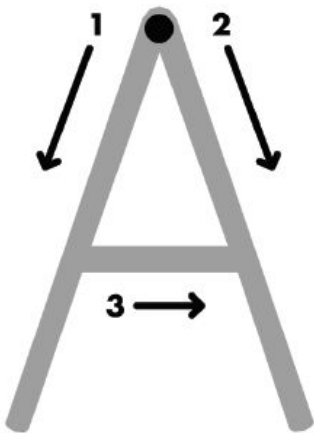
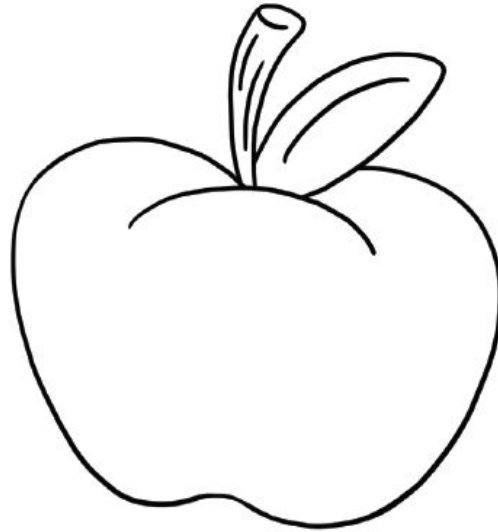
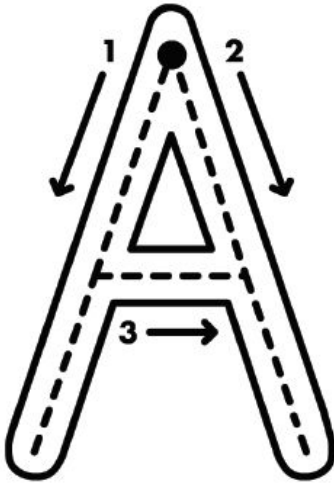
- Read the book with your child.
- Together, choose 2 types of clouds and compare how they look using the pictures and the book.
- Your child can also look out the window and identify the types of clouds they see.

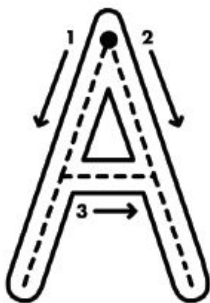
You can also access a pre-recorded reading of this book on the Spakler app in the "Tips for Adults" section, Our Earth.



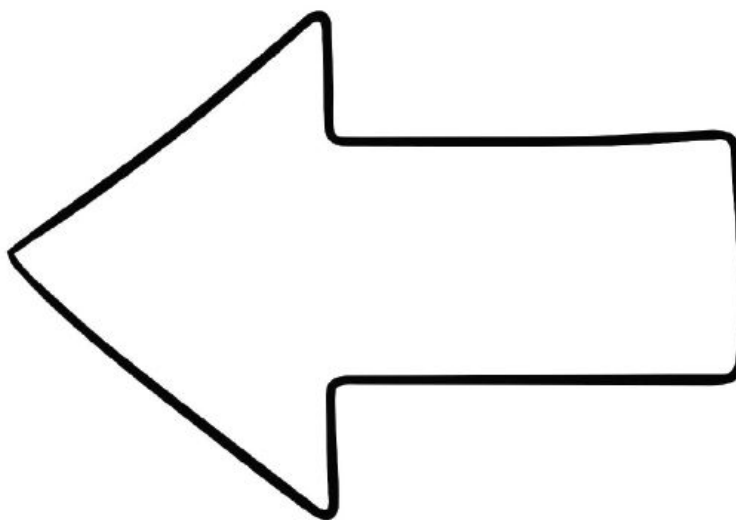


Name: \_\_\_\_\_





Africa



Arrow





Fog



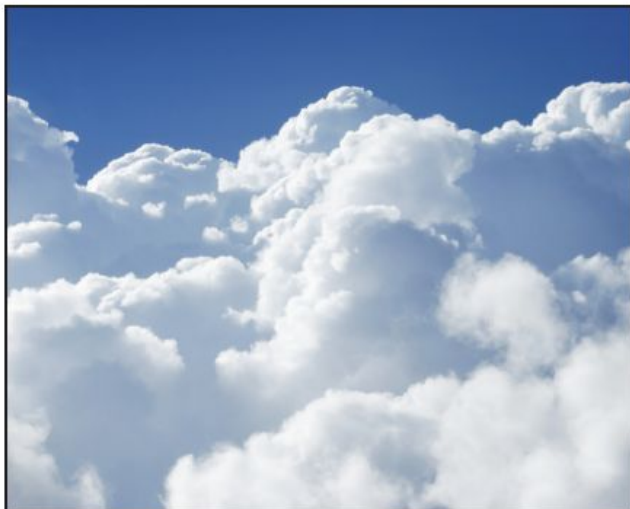
Cirrus Cloud



Nimbus Cloud



Stratus Cloud

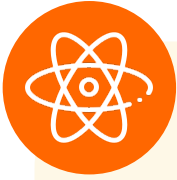


Cumulus Cloud



Cumulus Cloud





## STEM: Nature vs. Manmade

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

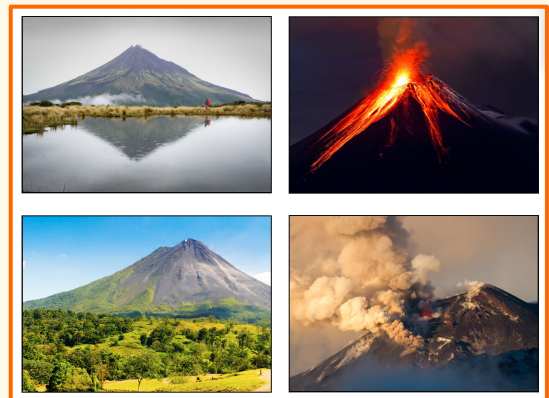
- Say, **This \_\_\_ is a part of nature. Nature is things like plants, animals, the weather, dirt, and rocks. People did not make these things.**
- Show something human-made. **This \_\_ is made by people. It is human-made.**
- Draw a line down the middle of the paper and label one side “nature” and 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: Building Volcanoes

**MATERIALS:** [Volcanoes](#), Playdough or [Playdough Recipe](#), *optional - additional props like red paper for lava, pebbles, cotton for smoke, etc.*

- With your child, look at the volcano pictures and talk about what they notice about the landform.
- **You can make a volcano with the playdough. You can make a dormant volcano that isn’t erupting or one that is erupting with hot lava.**
- Allow your child to create their volcano.
- After, ask, **Is your volcano erupting or dormant?**





## Literacy: What's the Consequence?

- A consequence is something that happens because of something we do. Our decisions can have good or bad consequences.
  - If I touch something hot, I could burn myself. That would be a bad consequence.
  - If I keep my hands away from something hot, my hands will be safe. That would be a good consequence.
- Give situations such as the following and discuss the possible consequences:
  - You decided to share your toys with your sister.
  - You decided not to clean up after playing and left your toys all on the ground.
  - You decided to take your plate to the sink after eating.



## Journal Prompt: Volcano

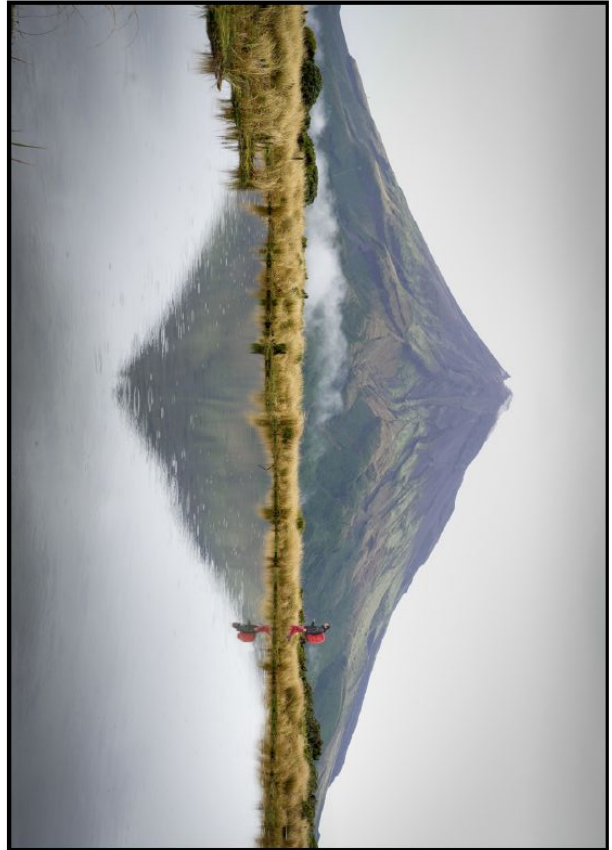
**MATERIALS:** crayons, pencil, Volcano Journal Page, [Volcanoes](#)

- With your child, talk about volcanoes, using the pictures to help you. Talk about what it would be like to see an eruption with smoke and hot lava coming out.
- Have your child draw and write about it.
- Later, ask, **Would you like to see a volcano erupt? Why or why not?**

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

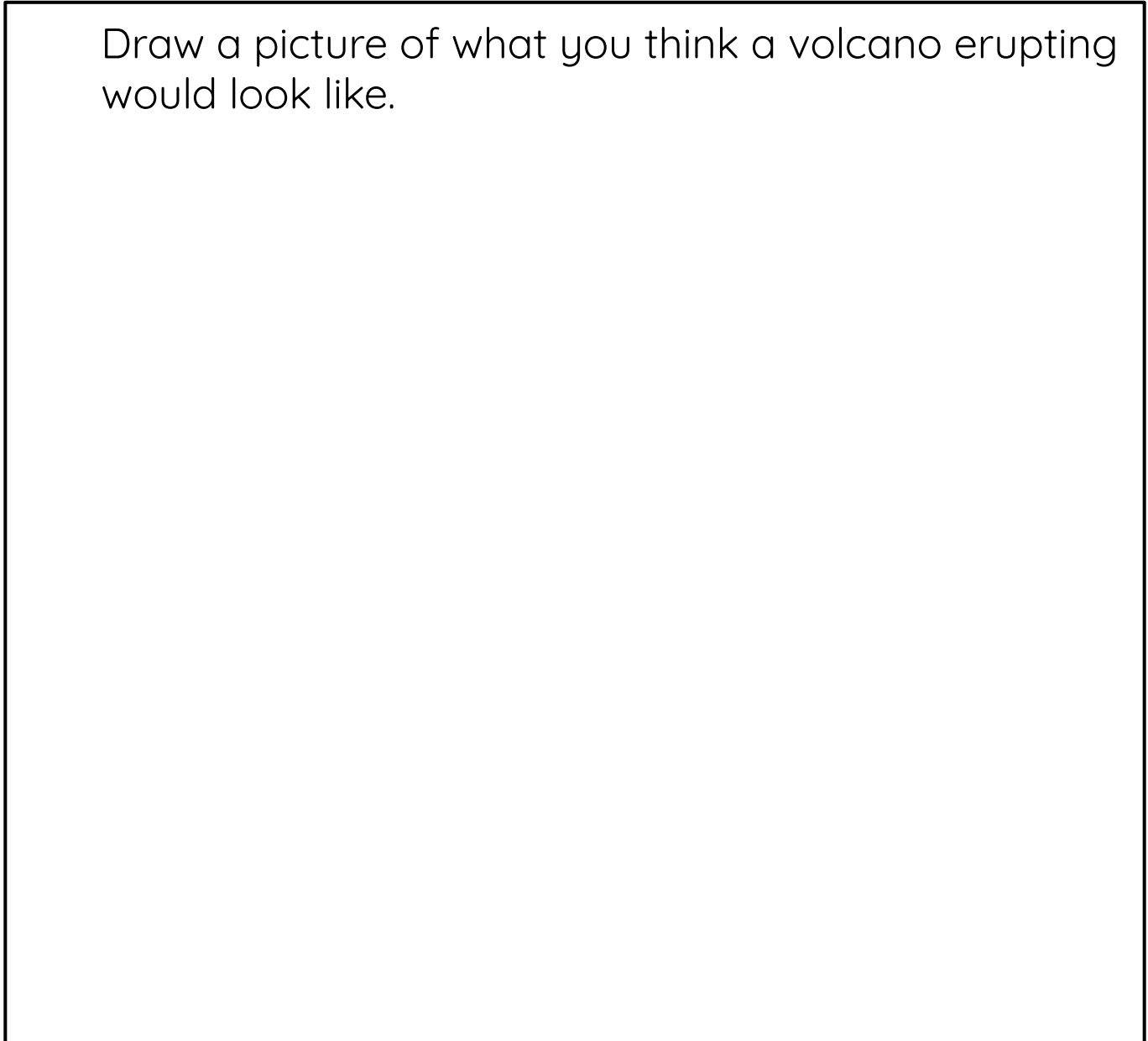
Draw a picture of what you think a volcano erupting would look like.





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

Draw a picture of what you think a volcano erupting would look like.



---

---

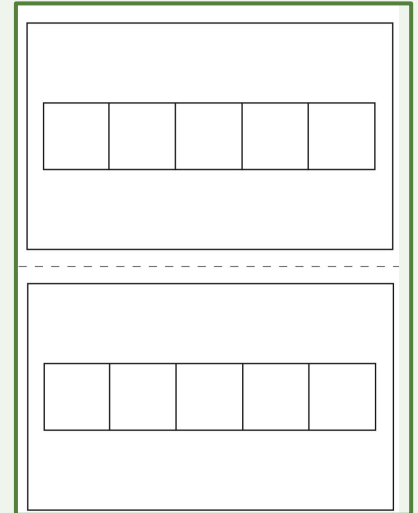
---



## STEM: I Can Match Sets

**MATERIALS:** [Five Frame](#), 10 colored pebbles or cotton balls, and number cards from previous activities

- **Let's play our game to compare how many red and blue pebbles we have. We won't use our boxes this time!**
- Mix the number cards and ask your child to pick one and put the corresponding number of red pebbles in a row. Have them repeat for the blue pebbles.
- Ask your child which one has more and which one has less, or if they have the same amount. Repeat 2-3 more times.
- For a challenge, ask them how to make one set have more, less, or the same as the other set.



Tip: You can help your child compare the rows by matching each red pebble with a blue pebble, noticing if one row has more because there are no matching pebbles in the other row.



## 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*

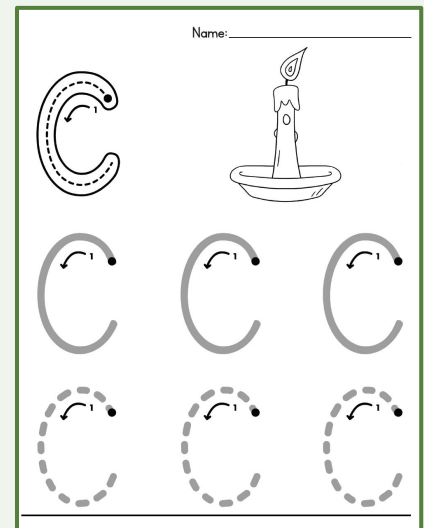
- Say, **Let's make splash art with water and paint!**
- Help your child to add water to the paint so that it is watery. You can model how to experiment with the diluted paint or allow your child to explore. Try different types of splashes, gently tapping the paintbrush, flicking the bristles, moving 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: C

**MATERIALS:** [Letter C Practice 3](#)

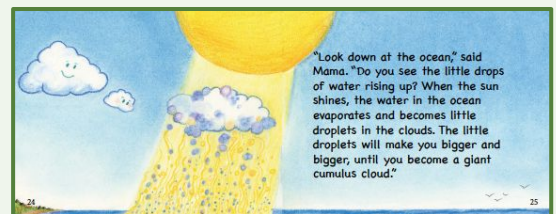
- Say, **Make a C by writing curve, stop.** Have your child say the letter C and make the letter sound for C like car, not like cereal.
- Have your child trace the C with their finger. Then trace and write the C with a crayon or pencil and color the pictures.
- *Optional - use other materials to make the letter C.*



## 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.**



They will learn more about the water cycle during Week 4.



# Wednesday

PK4 Unit 9 Week 2 Day 8



## 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.



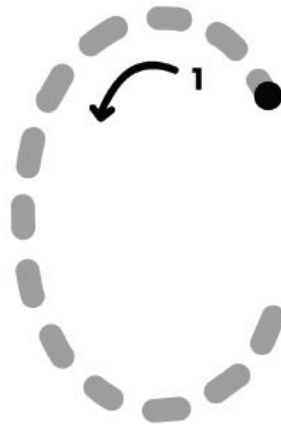
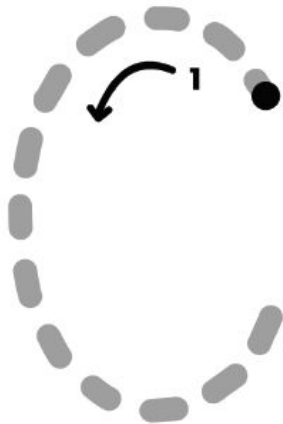
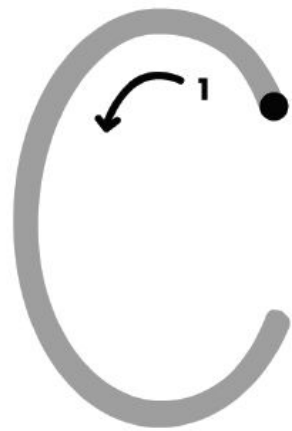
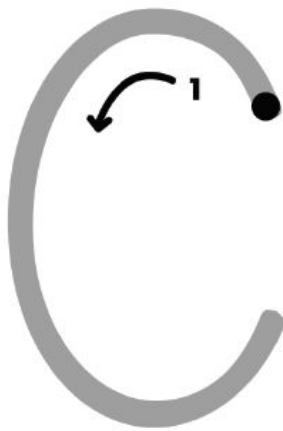
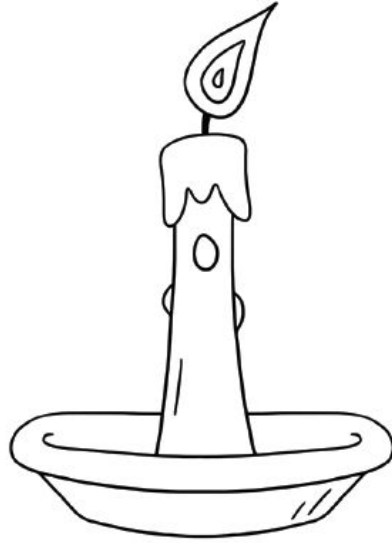
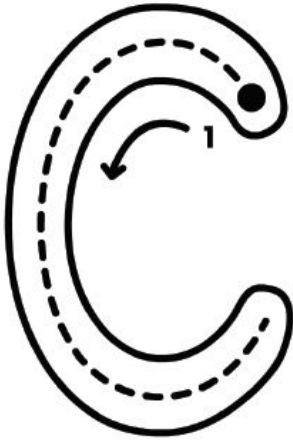
## Learning Together: Treasure Hunt

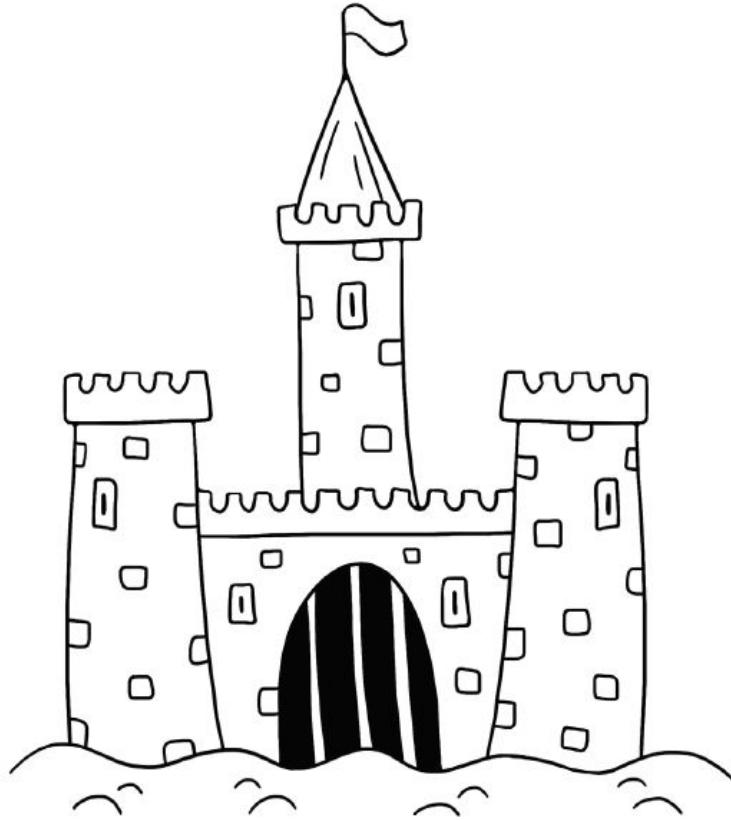
**MATERIALS:** paper, crayons, toys, or items to hide as “treasure”

- Say, **Maps are drawings that show different places and landforms.**
- **Let's make maps to find treasure and go on a treasure hunt.** Hide your “treasure.” Then draw a map to find it, e.g., draw a table with an x on top if the treasure is on top of the table.
- Draw maps for treasure for each other to find, or work together to make one map with treasure for someone else to find.

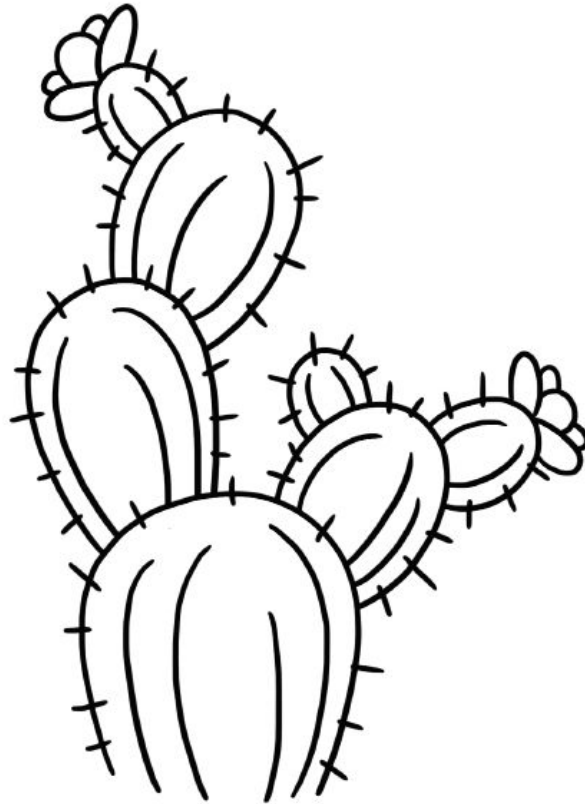


Name: \_\_\_\_\_

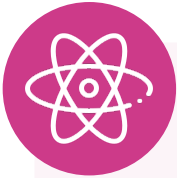




Castle



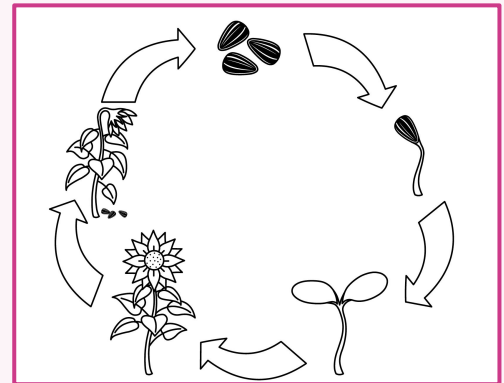
Cactus



## STEM: Plant Life Cycle

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

- Talk with your child about the plant's life cycle - from seeds to seedling to a mature plant that drops seeds for new plants.
- Allow your child to color the picture before helping them cut out the pieces to do the puzzle.
- After, ask, **Do you prefer plants that have flowers or those that do not? Why?**

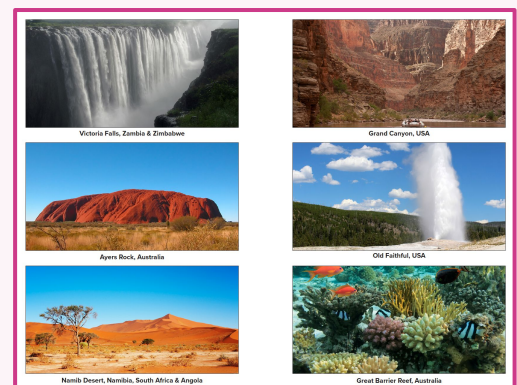


## Independent Learning: Natural Wonders

**MATERIALS:** [Natural Wonders](#), scissors, cut out the 2 sets of pictures to create cards.

- Look at the pictures and talk with your child about the natural wonders. **Natural wonders are very special places and landforms in nature.**
- Have your child play a matching game.
- Place 3-4 pairs of cards face down. They can flip over two cards. If they match, take the cards out of the playing area. If the cards don't match, flip them face down again.

Tip: Vary the number of cards to make this easier or harder.

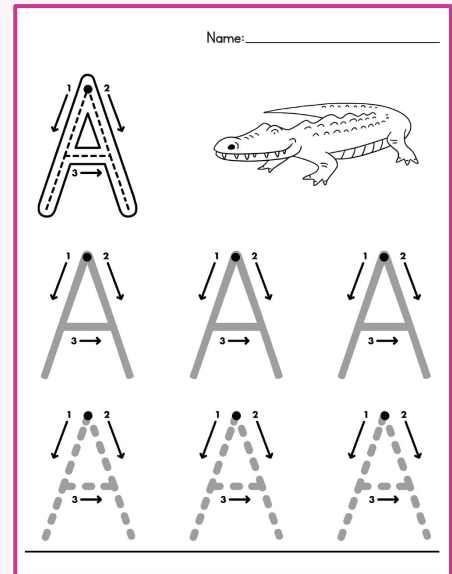




## Literacy: Writing A & C

**MATERIALS:** [A & C](#), pencil, crayons

- Brainstorm words that start with the letters A (like alligator, not airport) and C (like carrot, not circle).
- Have your child practice tracing the letters A and C. Then they can color the pictures.
- Later, ask, **What letters did you write? What other words start with the same sound as alligator? What other words start with the same sound as camel?**



## Journal Prompt: Natural Wonders

**MATERIALS:** crayons, pencil, Natural Wonders Journal Page, [Natural Wonders](#)

- Talk with your child about the different natural wonders.
- Have your child draw and write about it.
- Later, ask, **Which natural wonder would you like to visit? Why?**

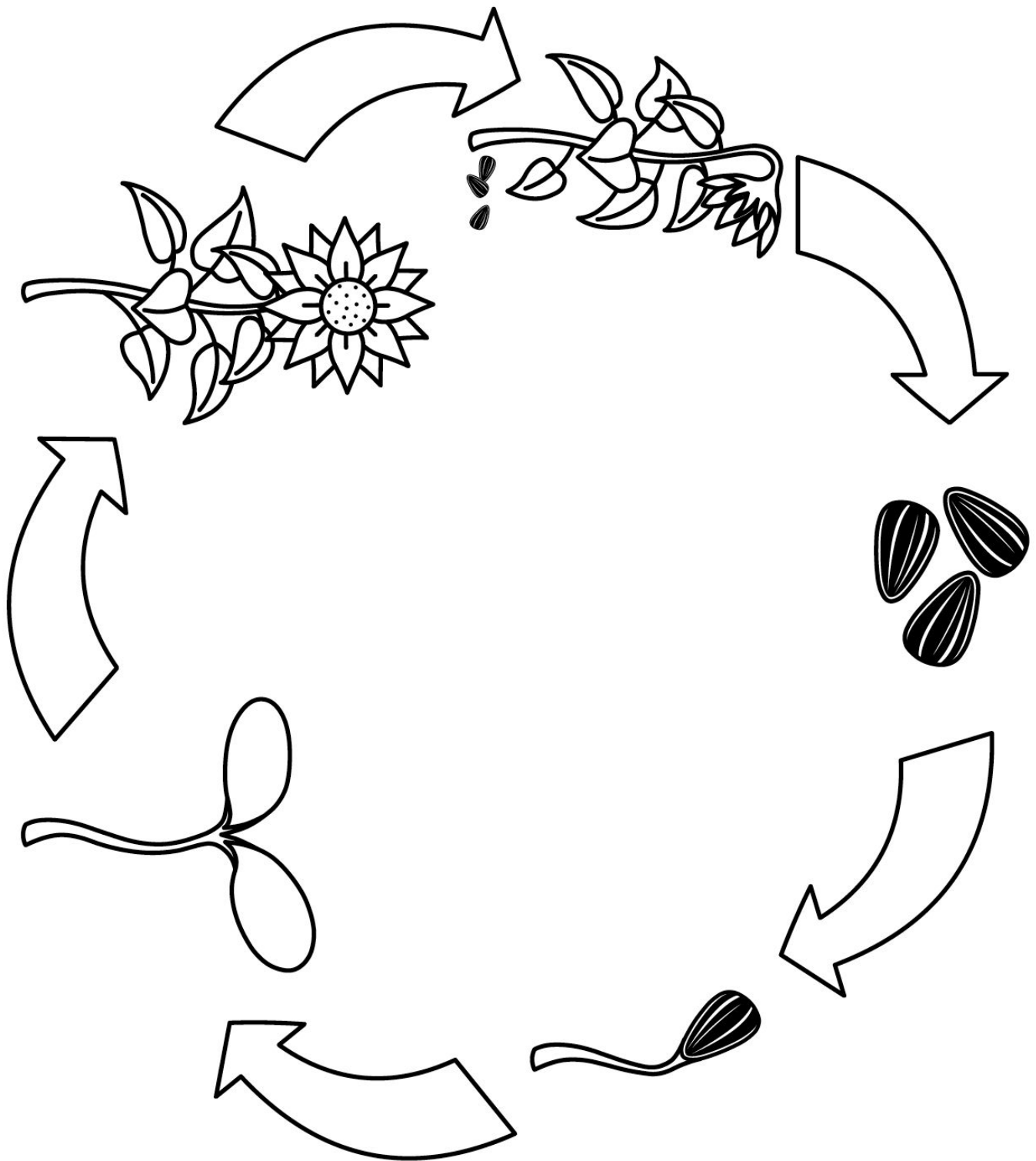
Name: \_\_\_\_\_

Which natural wonder would you like to visit?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







**Victoria Falls, Zambia & Zimbabwe**



**Ayers Rock, Australia**



**Namib Desert, Namibia, South Africa & Angola**



**Grand Canyon, USA**



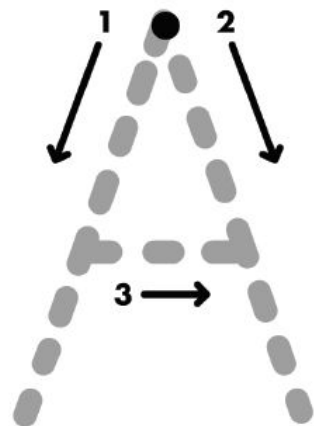
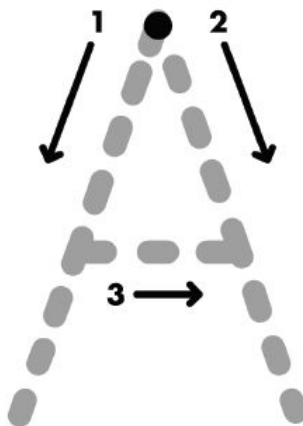
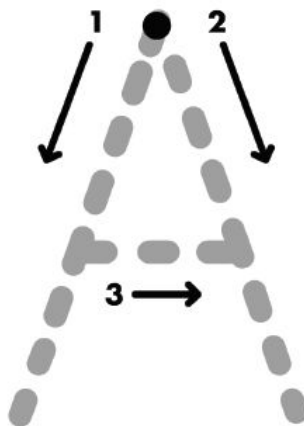
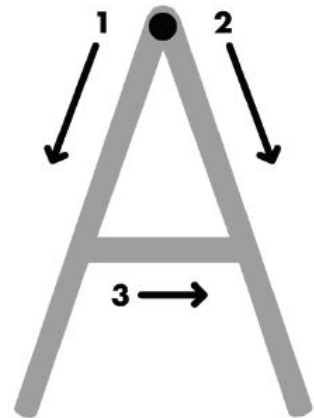
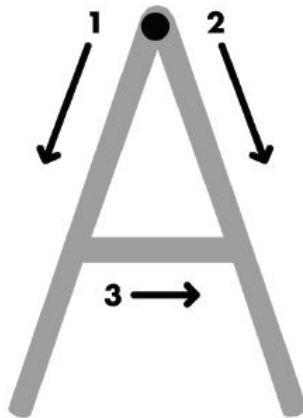
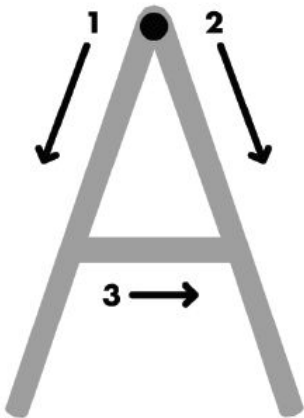
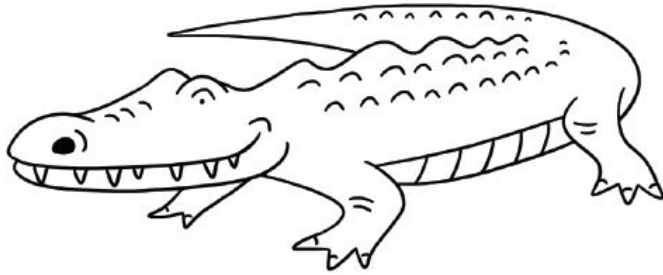
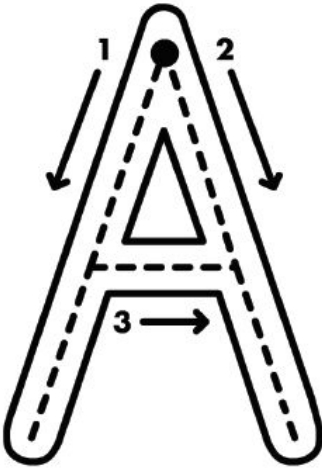
**Old Faithful, USA**



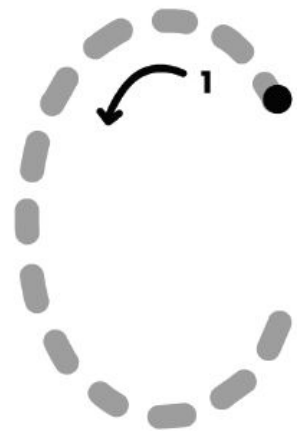
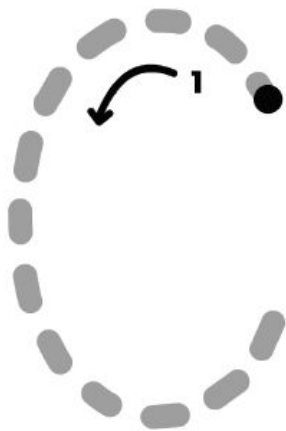
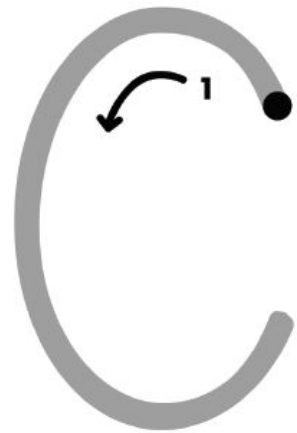
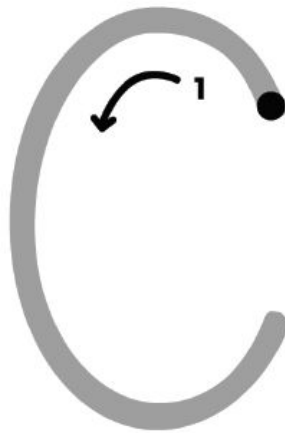
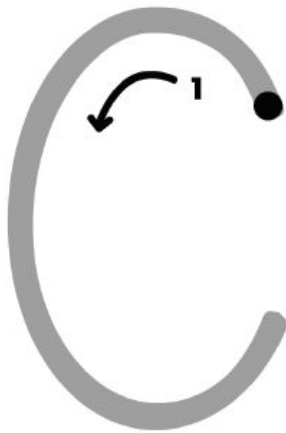
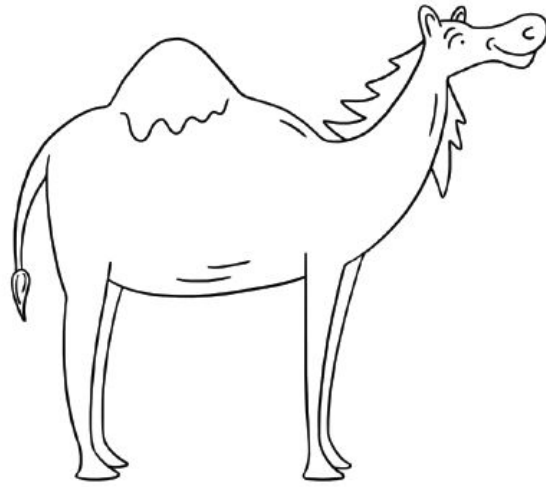
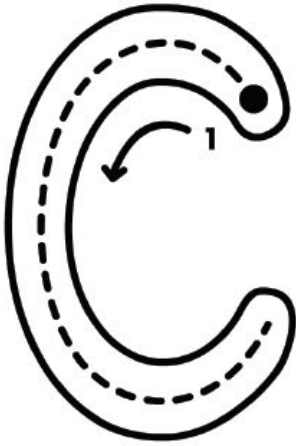
**Great Barrier Reef, Australia**



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



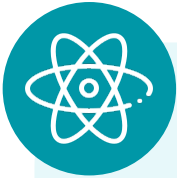
Name: \_\_\_\_\_



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

Which natural wonder would you like to visit?

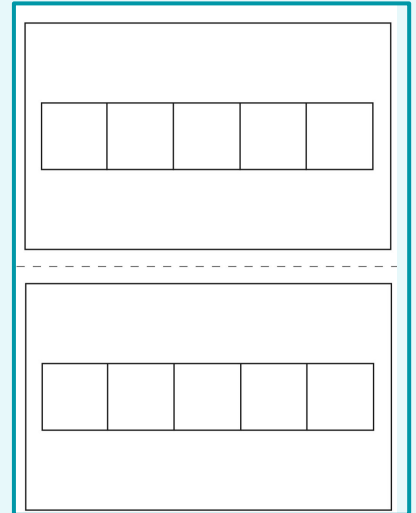




## STEM: Matching Sets Review

**MATERIALS:** [Five Frame](#), 10 colored pebbles or cotton balls and number cards from previous activities

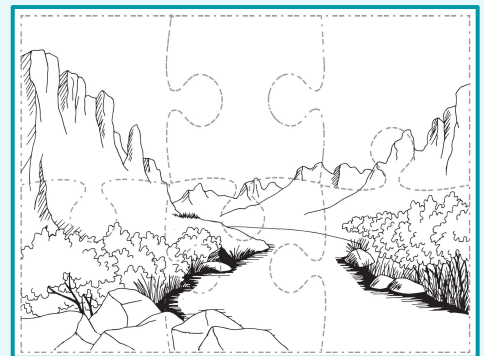
- **Let's play our game to compare how many red and blue pebbles we have without counting.**
- Mix the number cards and ask your child to pick one. Ask them to place the corresponding number of red pebbles in a row. Have them repeat for the blue pebbles.
- Ask your child which one has more and which one has less, or if they have the same amount.
- Repeat 2-3 more times.
- For a challenge, ask them how to make one set have more, less, or the same as the other set.



## Independent Learning: Landforms Puzzle

**MATERIALS:** [Landforms Puzzle](#), crayons, *optional - glue the puzzle onto cardboard before cutting out the pieces*

- Talk with your child about the landforms in the picture: the canyon, mountains, river, and valley.
- Allow your child to color the picture before helping them cut out the pieces to do the puzzle.
- After, ask, **What do you think it would be like to be in a canyon?**





## Literacy: Letter Freeze Dance

**MATERIALS:** music, paper, marker, make letter cards for H, L, A, and C, place them randomly on the floor

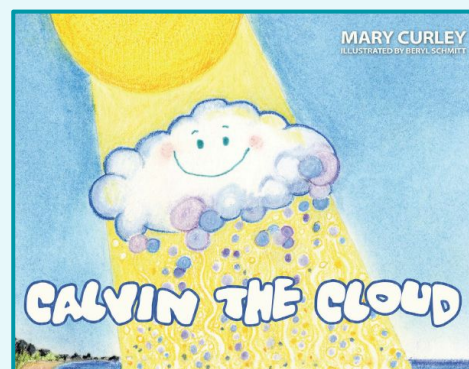
- **Let's play Letter Freeze Dance. We will dance to music. When the music stops, I will say a letter. You find the letter and freeze by it!**
- Try saying the letter sound and having your child find the matching letter.
- For a challenge, you can say a word, emphasizing the beginning sound. They can find the letter and say another word with the same beginning sound.

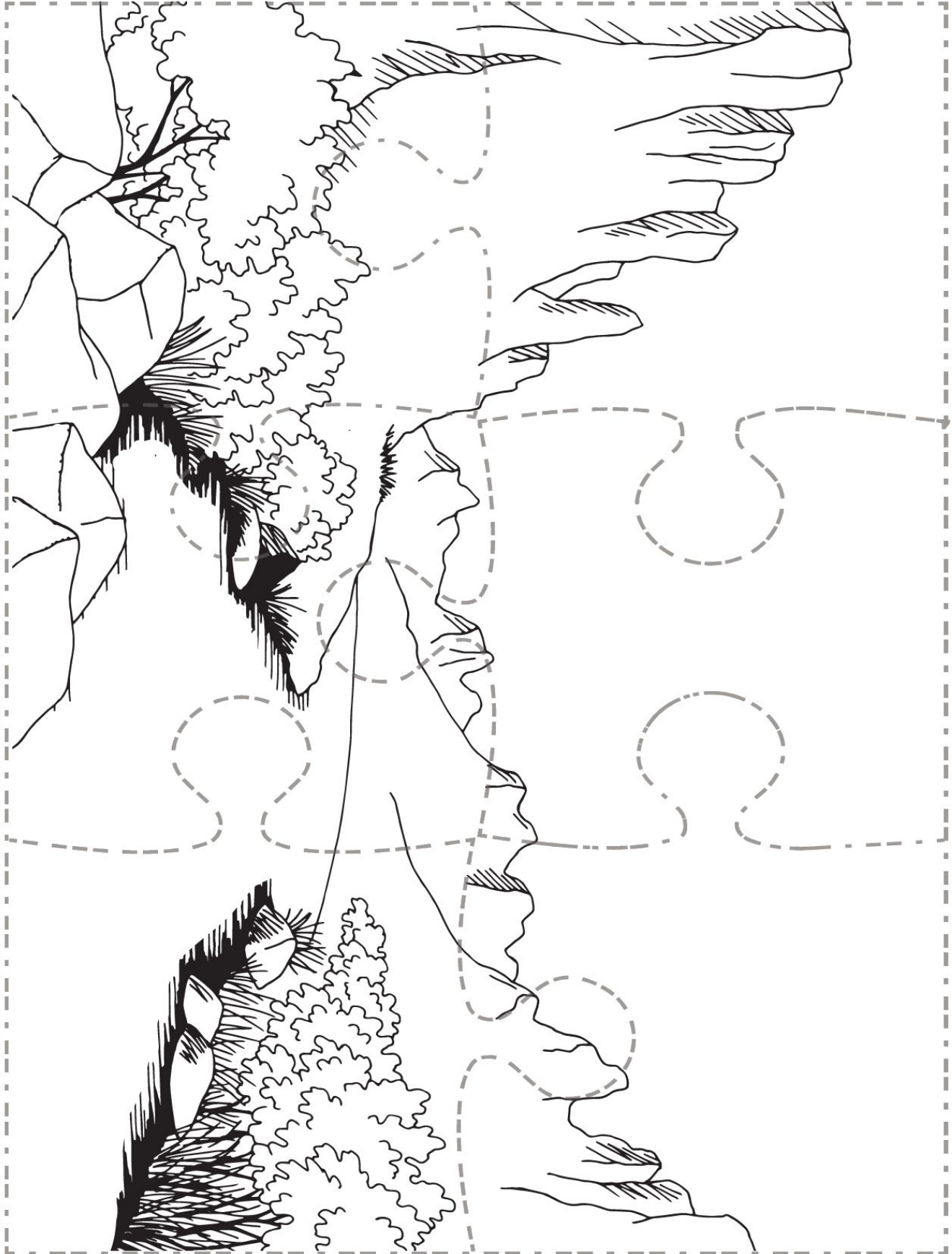


## Read: *Calvin the Cloud*

**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?**









# Week 3

# PK4 Unit 9 Week 3 Overview

## Reduce, Reuse, Recycle

### This week your child will:

Begin adding, learn about trash and reducing, reusing, and recycling. They will learn about the letters J and K and blend sounds to make words. 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

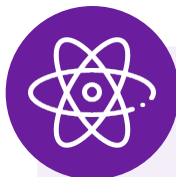
### solid

something with a fixed shape

# Create Connections

This week, you will learn about reusing things more than once, so there is less trash. Before you begin the packet, write and draw about something you can reuse.

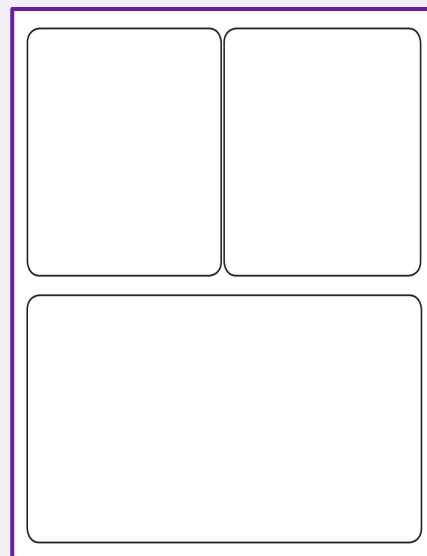
**Think  
About It!**



## STEM: Add It Up

**MATERIALS:** [Part-Part-Whole](#), 5 small objects like pebbles or cotton balls

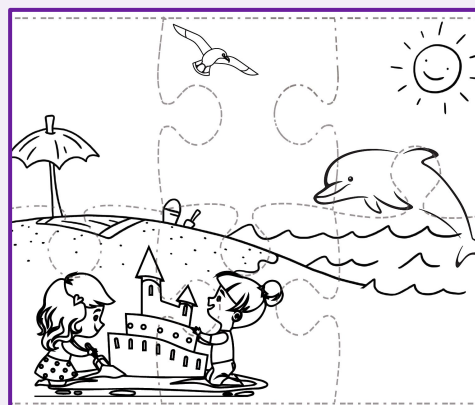
- Say, **Let's put 2 sets together to see how many in all. I will put 1 pebble in this small box (left side) and 1 pebble in the other small box at the top (right side).**
- **Let's add them together in the big box. How many are there in all?** Allow your child to count. **There are 2 in all - 1 and 1 makes 2!**
- Repeat 2-3 more times, adding only 1 at a time to the right side to total no more than 5.
- Save the materials for later in the unit.



## 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?**

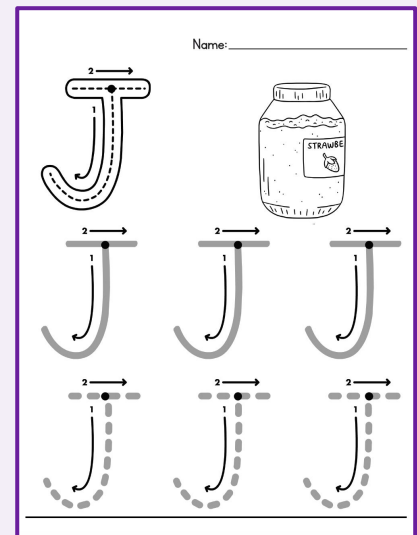




## Literacy: J

**MATERIALS:** [Letter J Practice 2](#)

- Say, **Make a J by writing down, curve up, across.** Have your child say the letter J and make the letter sound for J.
- Have your child trace the J with their finger. Then trace and write the J with a crayon or pencil and color the pictures.
- Look for uppercase Js on labels of different products in your home, like cleaning products, food labels, or tags in clothing.
- *Optional - use other materials to make the letter J.*

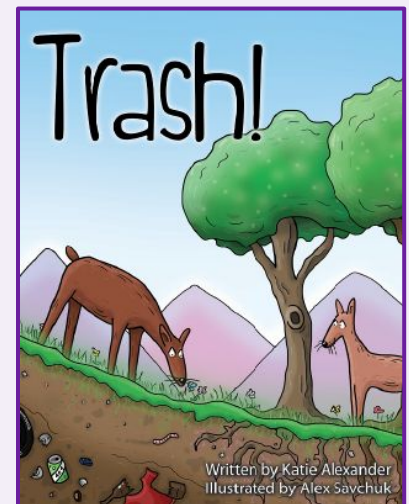


## Read: *Trash!*

**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.

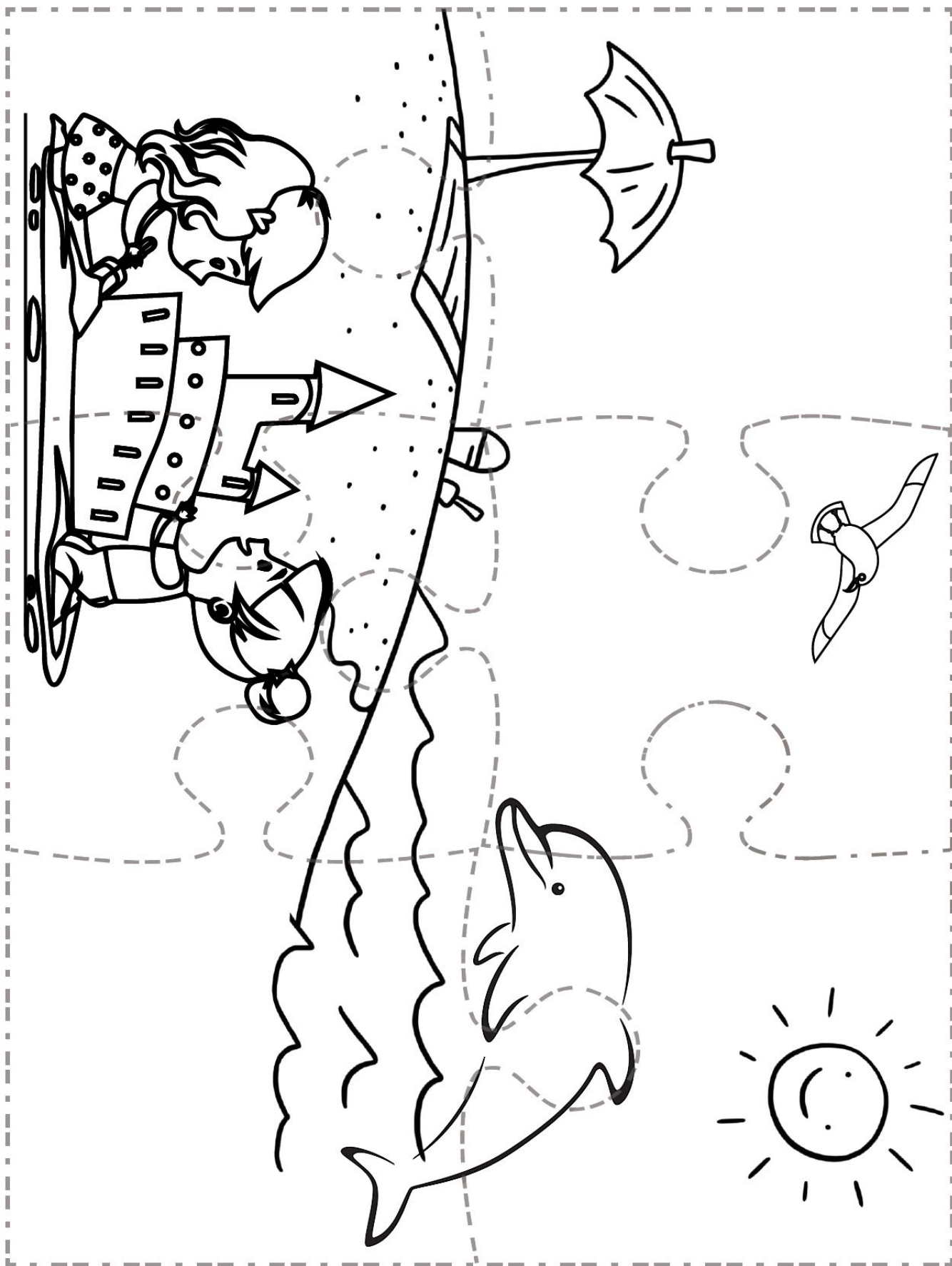




The image contains three empty rounded rectangular boxes. Two boxes are positioned side-by-side at the top, and a single, larger box is centered below them. All boxes have a thin black border and rounded corners.

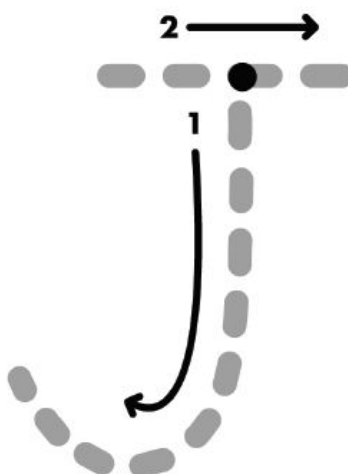
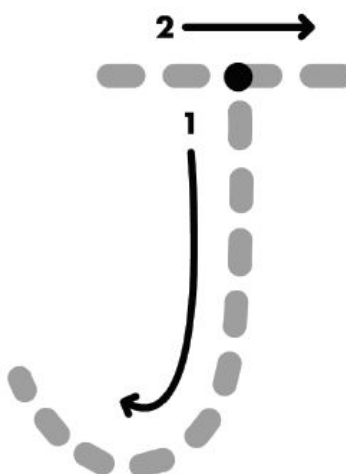
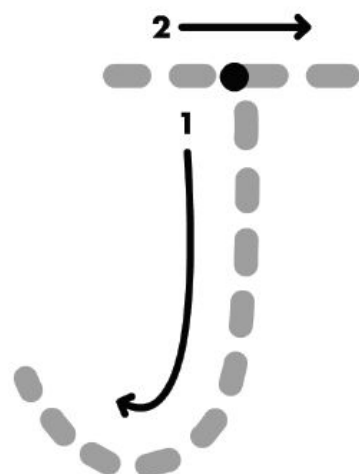
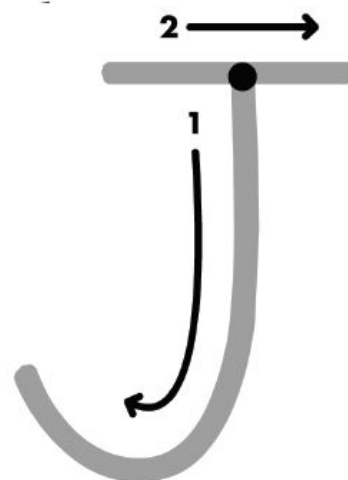
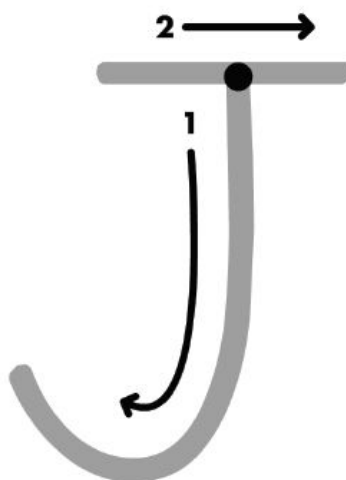
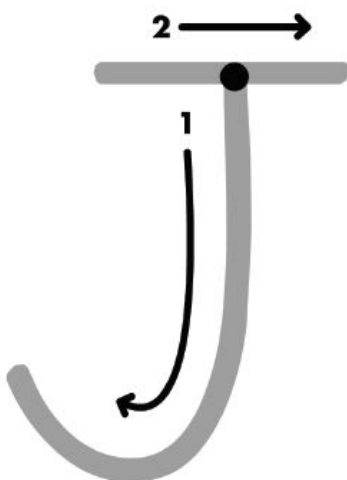
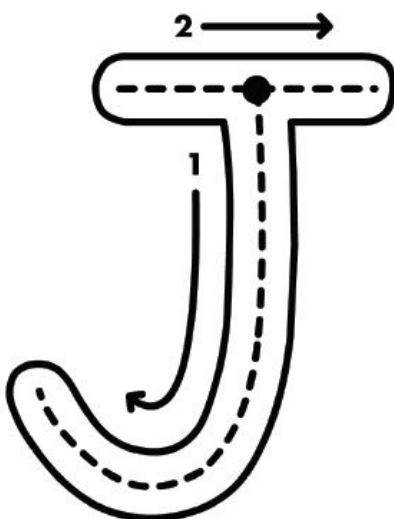


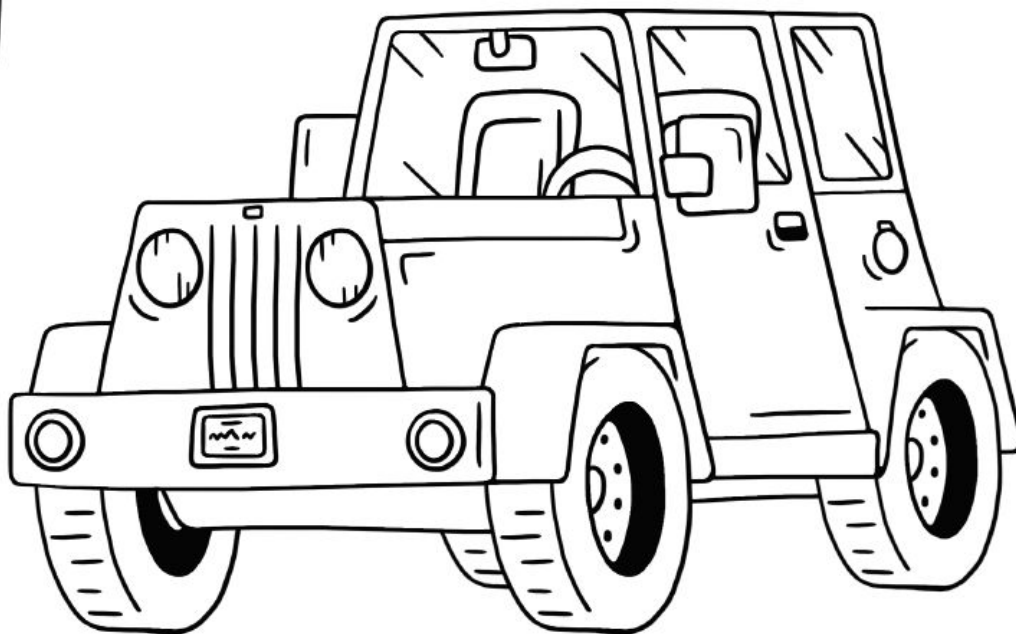
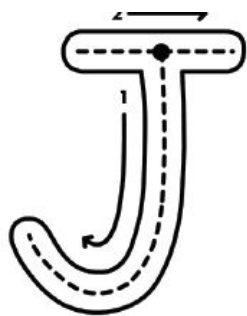




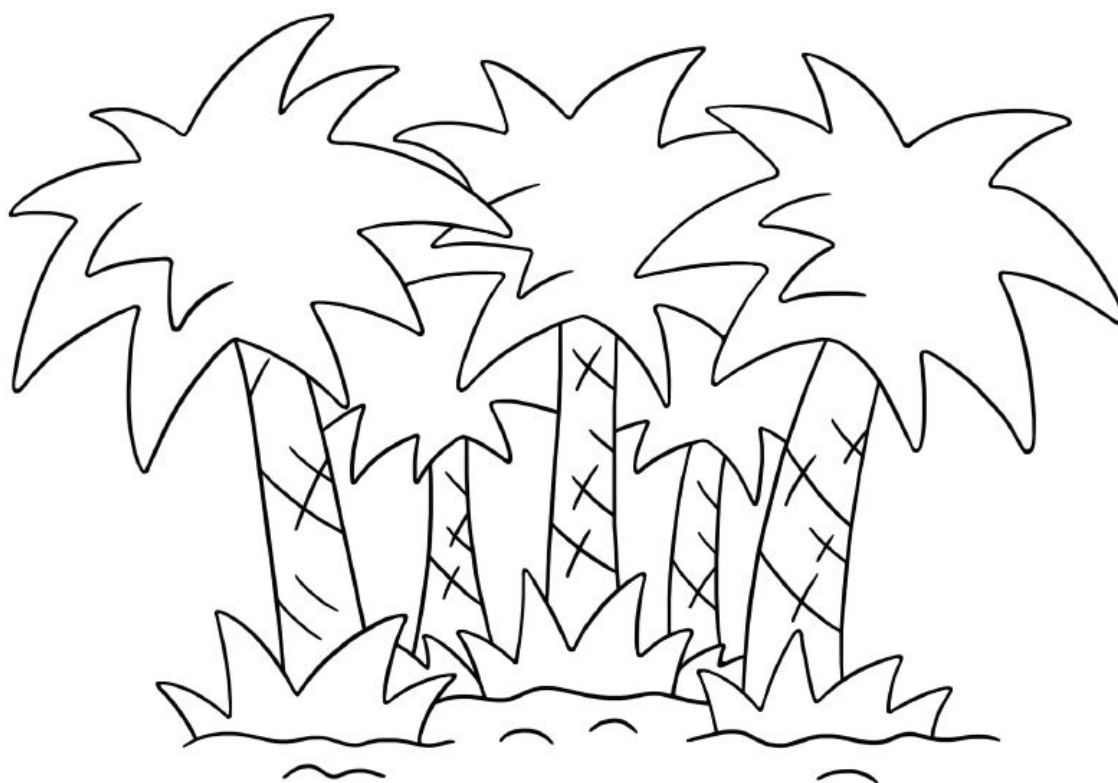


Name: \_\_\_\_\_

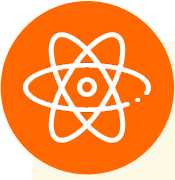




Jeep



Jungle



## STEM: Solids and Liquids

**MATERIALS:** water, ice cubes

- Say, **Let's do an experiment with solids and liquids. A solid is something whose shape does not change, 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: 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)

©2021 AppleTree Institute. All Rights Reserved.

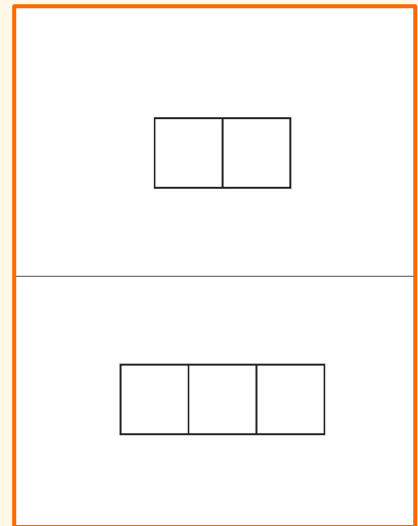


## Literacy: Blending Sounds to Make Words

**MATERIALS:** 3 pebbles or cotton balls, [Phoneme Box](#), cut along the horizontal line and use the part with 3 boxes

- **Let's blend 3 sounds together to make a word!**
- **P-i-t**, place a pebble in each box from left to right as you say each sound p-i-t. Then, point to each box as you repeat, **p-i-t, p-i-t**, blending to say pit. **P-i-t together makes pit!**
- Repeat for other "it" words hit, bit, fit, sit (and nonsense words like dit). Your child can guess the word they hear as you blend.

Save the materials.



## 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.

---

---

---



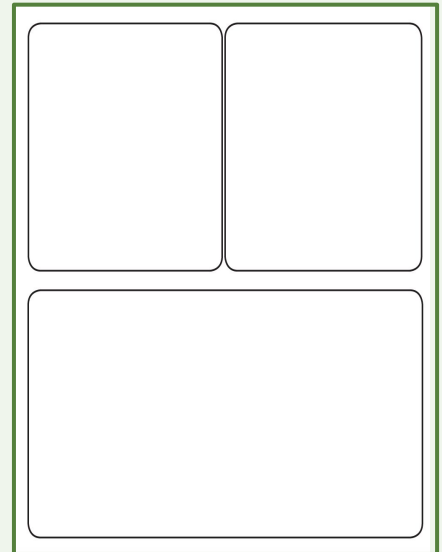


## STEM: Let's Add

**MATERIALS:** [Part-Part-Whole](#), small objects like 5 pebbles or 5 cotton balls

- Let's put 2 sets together to see how many in all. I'll put 1 pebble in this small box (left side) and 2 pebbles in the other small box at the top (right side).
- Now, let's add them together into the big box. How many are there in all? Allow your child to help you to count. **There are 3 in all. 1 and 2 makes 3!**
- Repeat 2-3 more times. Add only 1 at a time to the right side to total no more than 5.

Save the materials for later in the unit.



## 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

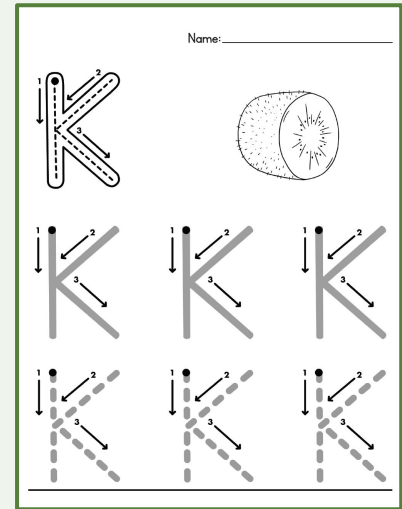
- Say, **One way to reuse things is to make something else with it instead of buying something new. You can reuse these things to make a picture frame.**
- Allow your child to create their frame.
- After, ask, **How did you reuse these items?**
- Your child can draw or choose a picture to put in their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



## Literacy: K

**MATERIALS:** [Letter K Practice 2](#)

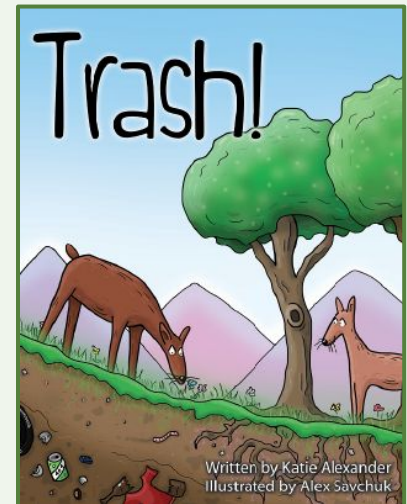
- **Make a K by writing down, slant down, slant down.**  
Have your child say the letter K and make the letter sound for K.
- Have your child trace the K with their finger. Then trace and write the K with a crayon or pencil and color the pictures.
- Together, think of other things that start with the letter K.
- *Optional - use other materials to make the letter K.*



## Read: *Trash!*

**MATERIALS:** [Trash!](#), paper, crayons

- 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.

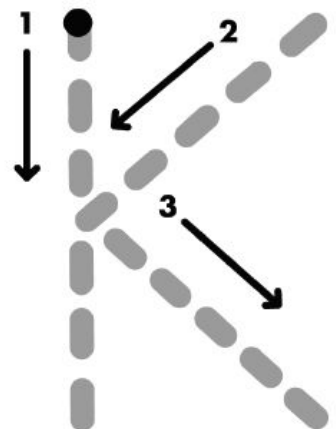
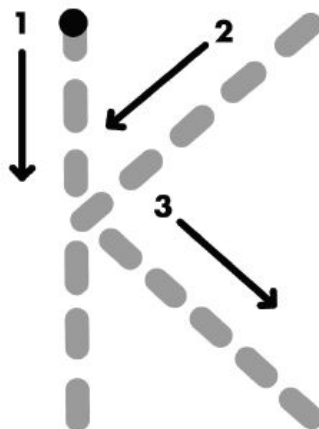
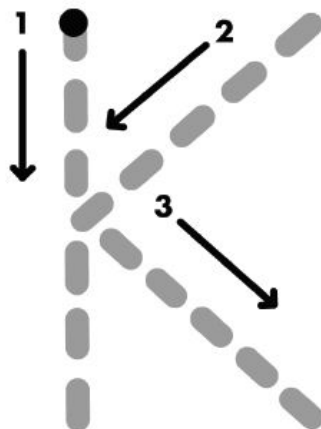
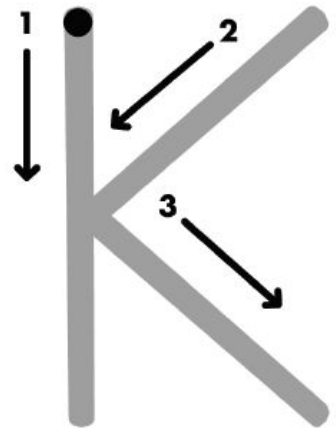
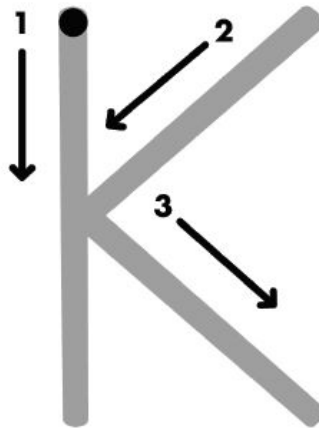
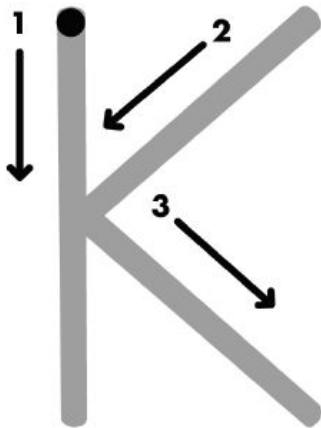
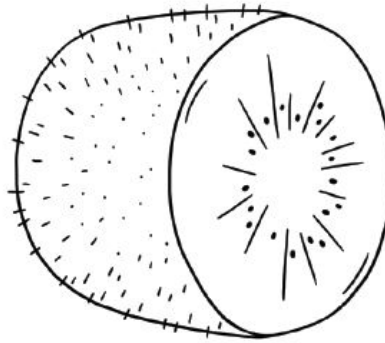
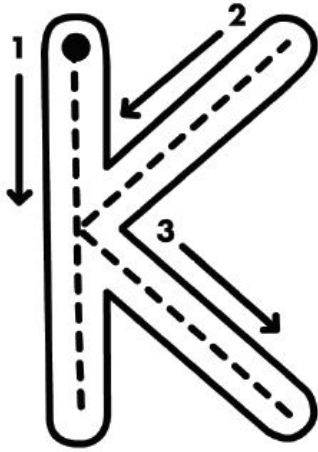


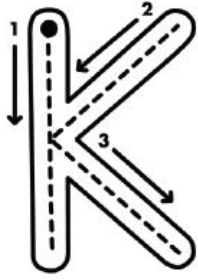
Playdough Recipe (FE)

Illustration: iStockphoto.com/amy10000



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



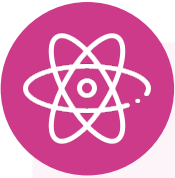


King



Koala





## 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: 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)

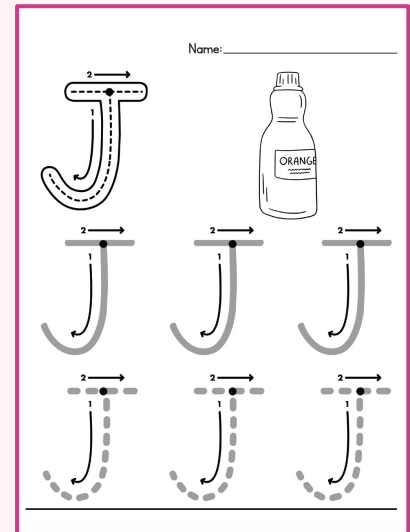
©2021 AppleTree Institute. All Rights Reserved.



## Literacy: Writing J & K

**MATERIALS:** [J & K](#), pencil, crayons

- Brainstorm words that start with the letters J and K.
- Have your child practice tracing the letters J and K. They can color the pictures.
- Ask, **What letters did you write? What other words start with the same sound as juice? What other words start with the same sound as kangaroo?**



## Journal Prompt: Trash

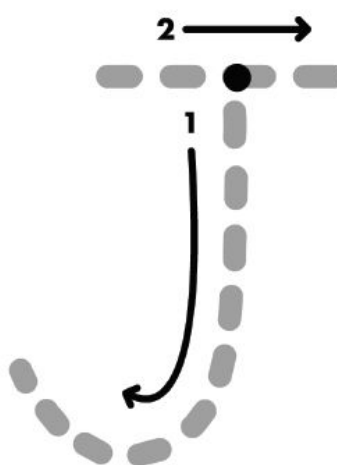
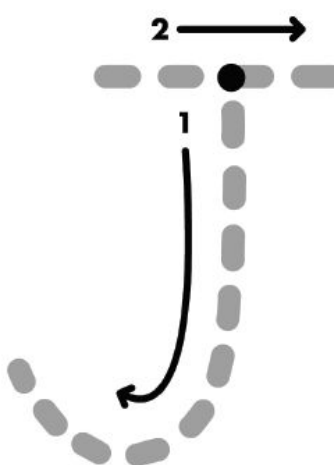
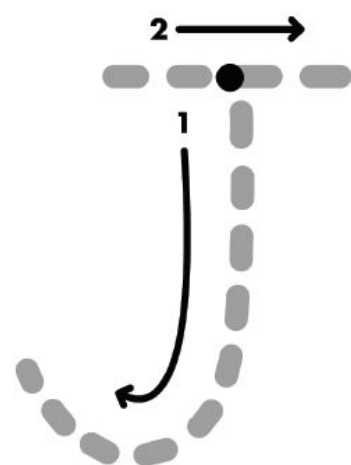
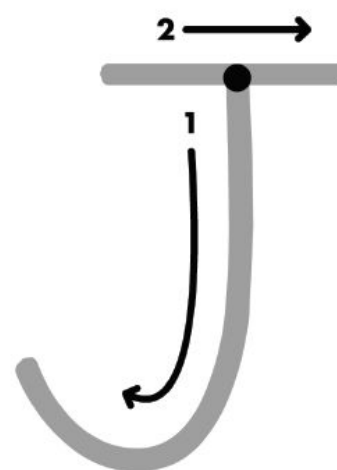
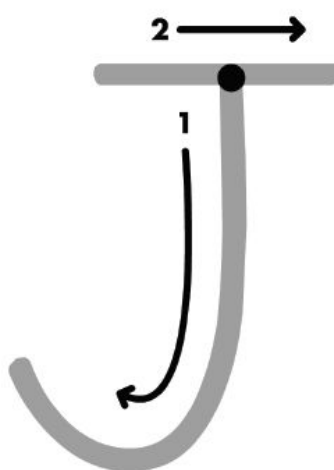
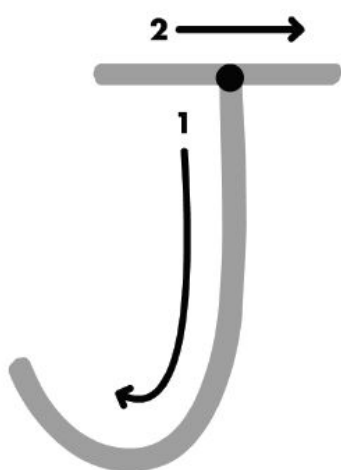
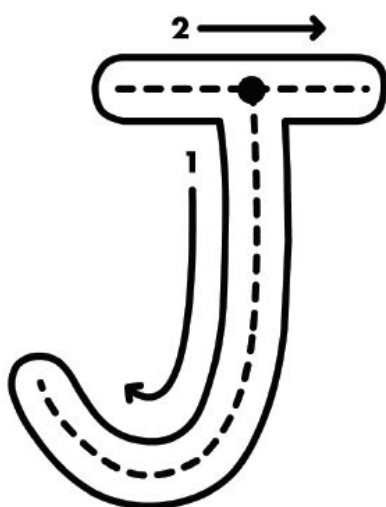
**MATERIALS:** crayons, pencil, Trash Journal Page, [Trash!](#)

- Use the book to talk with your child about the path trash takes.
- Have your child draw and write about it. They do not have to include all of the steps.
- Later, ask, **Tell me about the path trash takes. What happens first?**

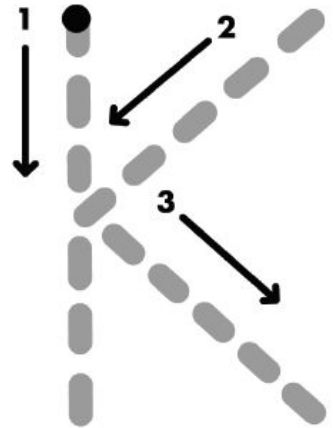
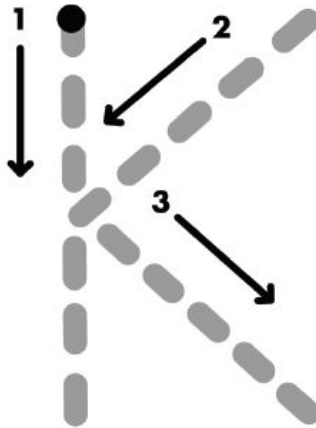
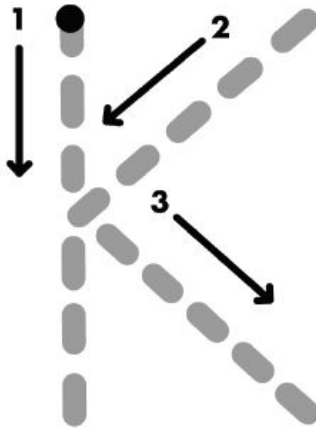
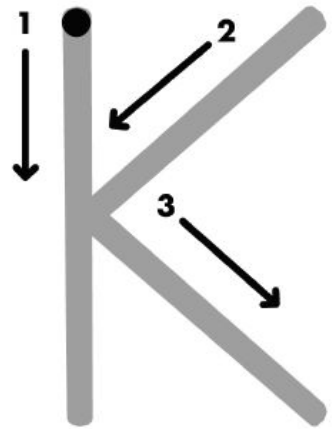
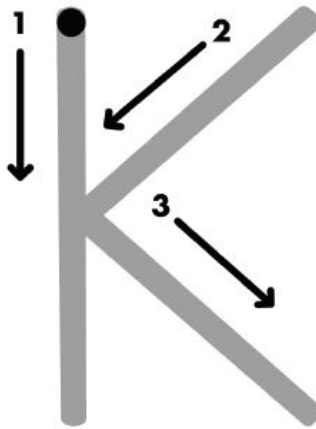
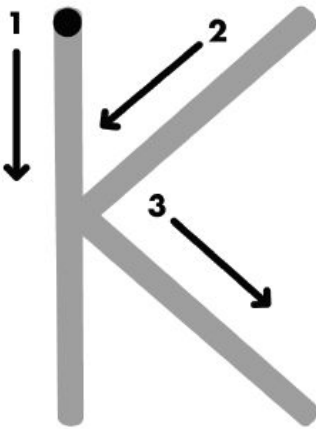
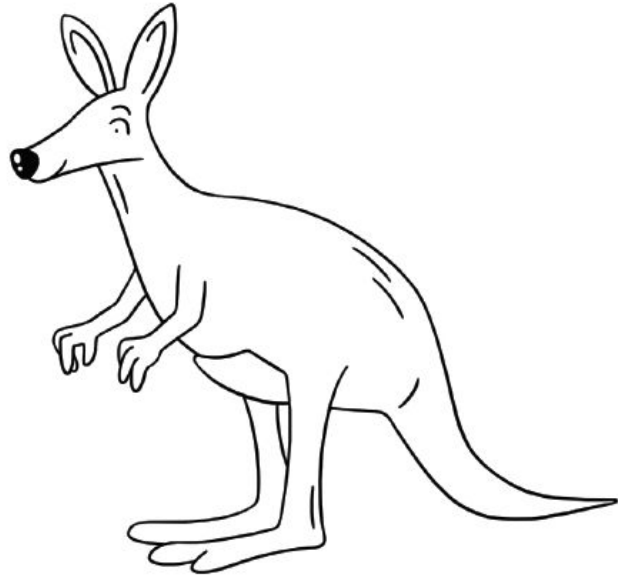
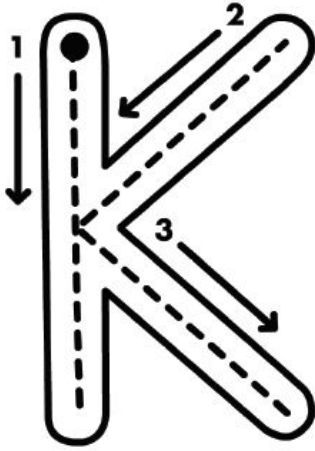
Name: \_\_\_\_\_

Write and draw about the path that trash takes.

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



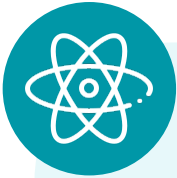
Name: \_\_\_\_\_



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

Write and draw about the path that trash takes.





## STEM: I Can Add

**MATERIALS:** [Part-Part-Whole](#), 6 small objects like pebbles or cotton balls

- Let's add 2 sets together to see how many we get in all. I will put 3 pebbles in this small box (left side) and 1 pebble in the other small box at the top (right side).
- Let's add them together in the big box. How many are there in all? Allow your child to count. There are 4 in all. 3 and 1 makes 4.
- Repeat 2-3 more times, up to totals no more than 6.

Save the materials for later in the unit.




## 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: Our Story

**MATERIALS:** paper, crayons

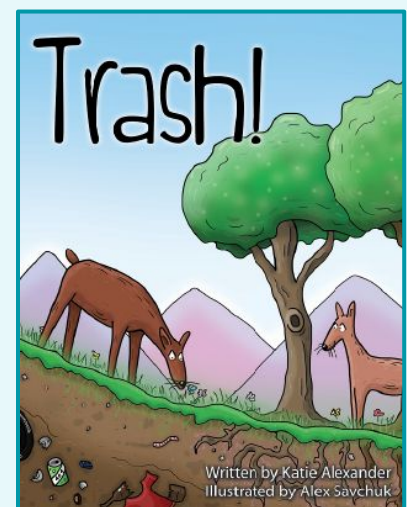
- Say, **Let's tell a story together. Let's remember two things that happened to us this week.**
- **We will be the characters in the story because it is about us. Where did it happen? That will be the setting of the story.**
- Have your child write and draw a story with two events, e.g., you both went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



## Read: *Trash!*

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

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





# Week 4

# PK4 Unit 9 Week 4 Overview

## What's The Weather?

### This week your child will:

Add, blend sounds to make words, and learn about the water cycle, weather, rain, and the letters R and T. You can extend these activities by observing the weather each day and talking about how it changes.

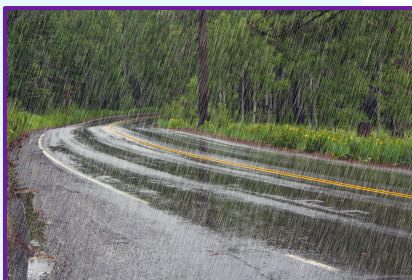


### Key Vocabulary



#### season

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



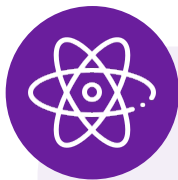
#### weather

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: What's the Total?

**MATERIALS:** [Part-Part-Whole](#), 6 small objects like pebbles or cotton balls

- Let's add 2 sets together to see how many we get in all. I will put 4 pebbles in this small box (left side) and 2 pebbles in the other small box at the top (right side).
- Let's add them together in the big box. How many are there in all? Allow your child to count. There are 6 in all - 4 and 2 makes 6.
- Repeat 2-3 more times, up to totals no more than 6.

Save the materials for later in the unit.




## 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*

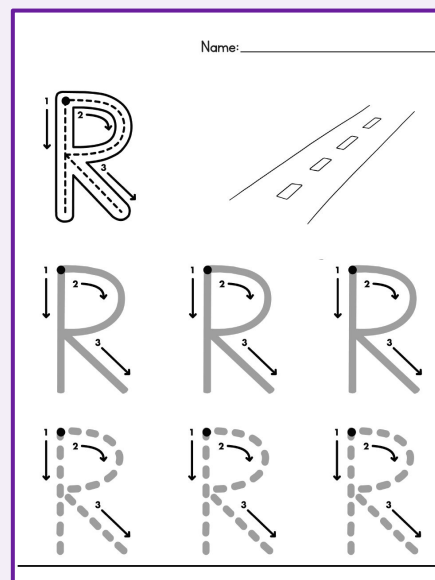
- Say, **You can play in the water and have fun.** Ask your child about how they would like to use the items, e.g., the bottle caps could be boats, or the leaves could be fish.
- After your child plays, ask, **What did you like about playing in the water?**
- Reuse the water to water the plants or wash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



## Literacy: R

**MATERIALS:** [Letter R Practice 2](#)

- Say, **Make an R by writing down, curve, slant down.** Have your child say the letter R and make the letter sound for R.
- Have your child trace the R with their finger. Then trace and write the R with a crayon or pencil and color the pictures.
- Go for a walk outside and see if you can find uppercase R's on license plates, street signs, or storefronts.
- *Optional - use other materials to make the letter R.*



## Read: *Patterns, Patterns, Patterns: Here, There, Everywhere*

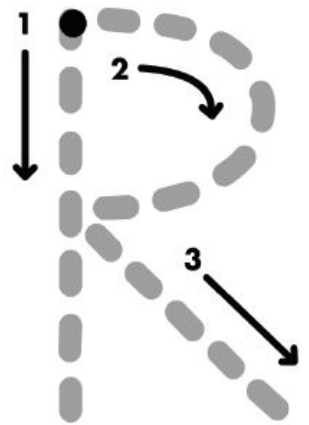
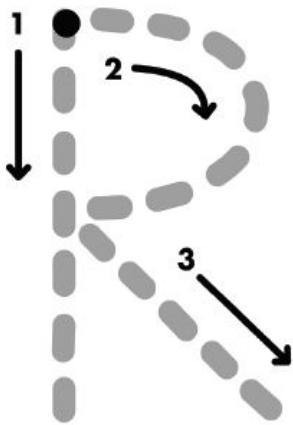
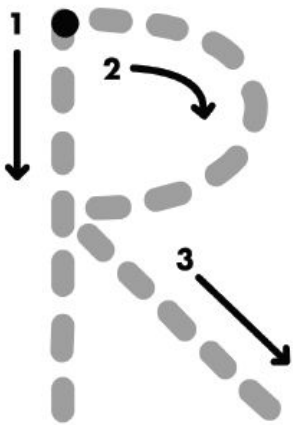
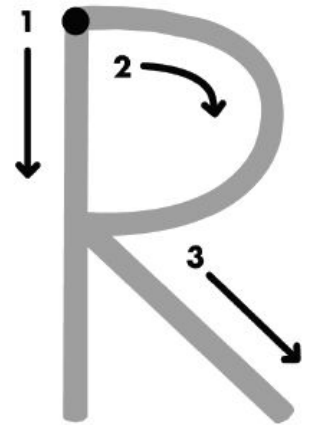
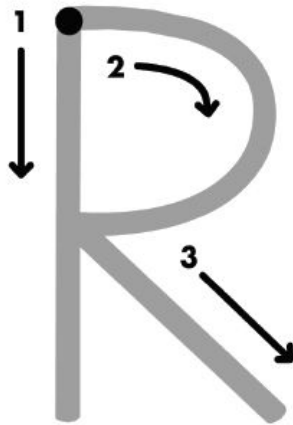
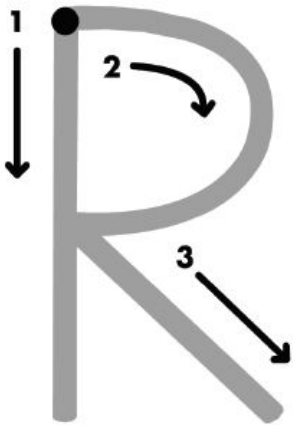
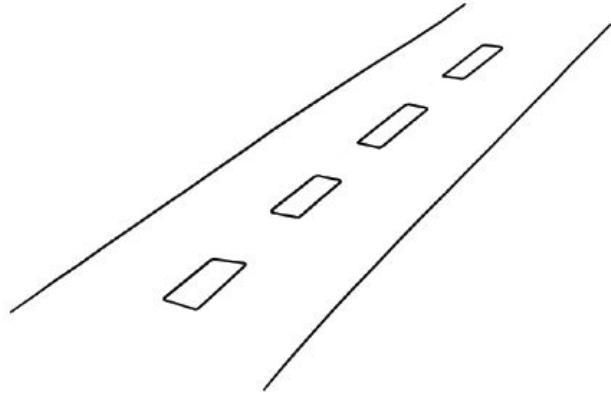
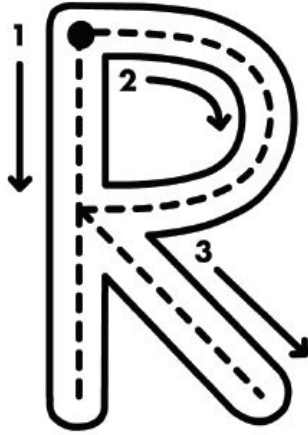
**MATERIALS:** [Patterns, Patterns, Patterns: Here, There, Everywhere](#)

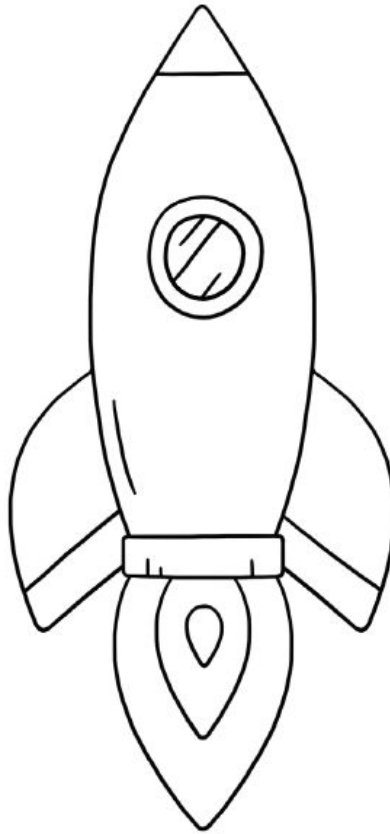
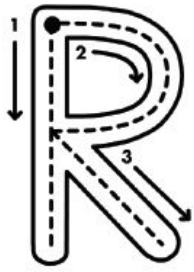
- Read the book with your child.
- After, look at p. 6 and say, **A pattern is something that repeats like the zebra's stripes. What do you notice? Yes, the black and white stripes repeat - black, white, black, white.**



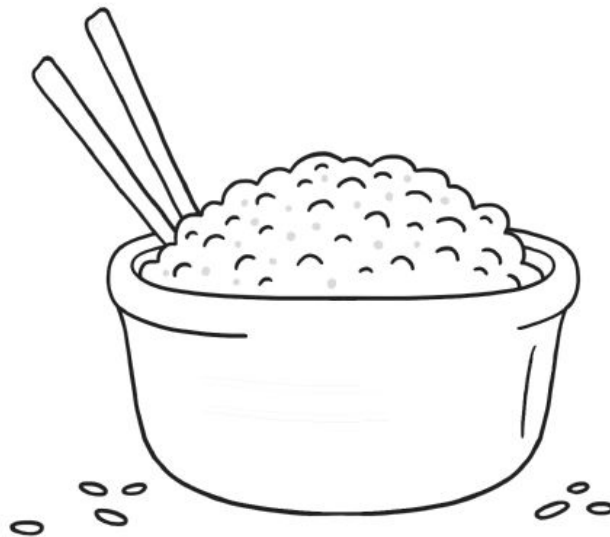


Name: \_\_\_\_\_





Rocket



Rice

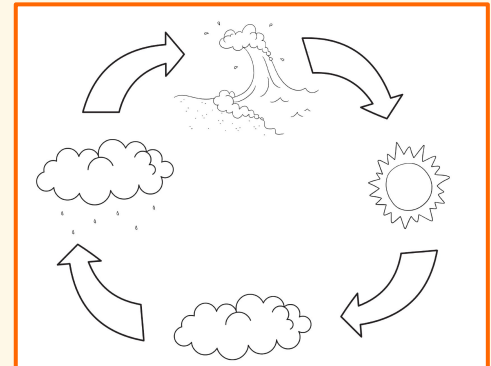




## STEM: Water Cycle

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

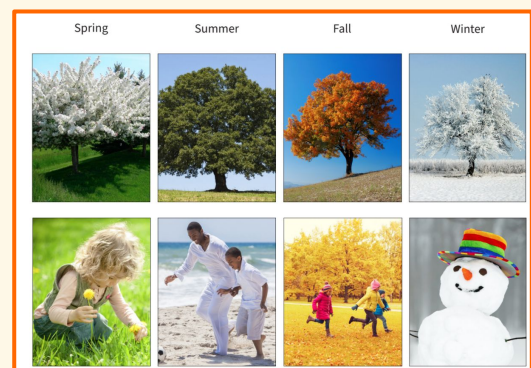
- Use the pictures to talk about the water cycle with your child.
- **The water cycle is how water moves on, above, and below the Earth. First, we have water on the ground. When it becomes really hot, it evaporates and goes up into the air. We cannot see it. It starts to cool and condense and become 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: 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: Blending Sounds to Make Words

**MATERIALS:** 3 pebbles or cotton balls, [Phoneme Box](#), cut along the horizontal line and use the part with 3 boxes

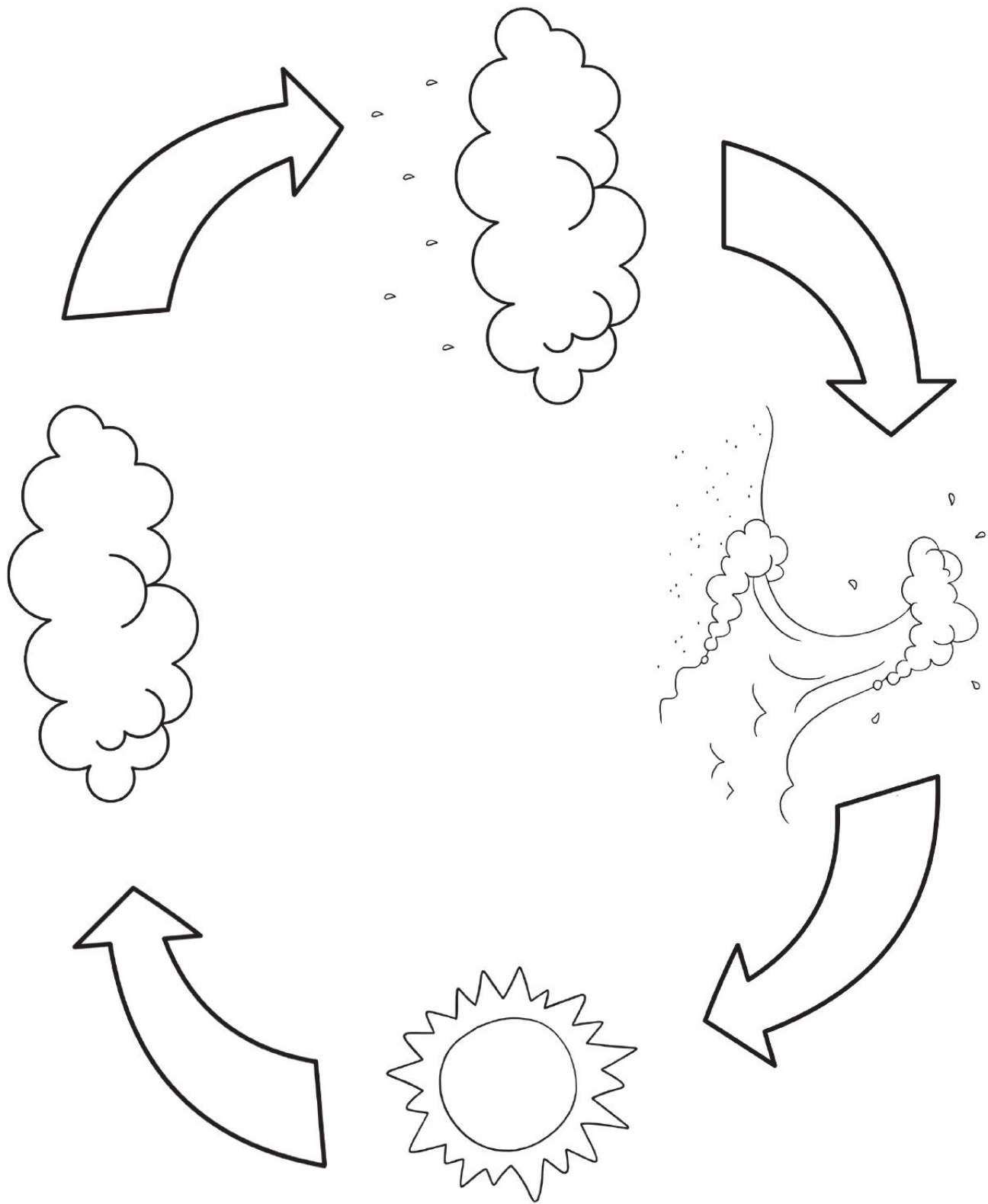
- **Let's blend 3 sounds together to make a word!**
- **F-a-n, f-a-n.** Repeat the sounds, saying it faster until it sounds like fan. **Fan! F-a-n together makes fan!**
- Repeat for other "an" words pan, man, can, tan (and nonsense words like san).
- Use the boxes and objects from previous lessons, if needed.

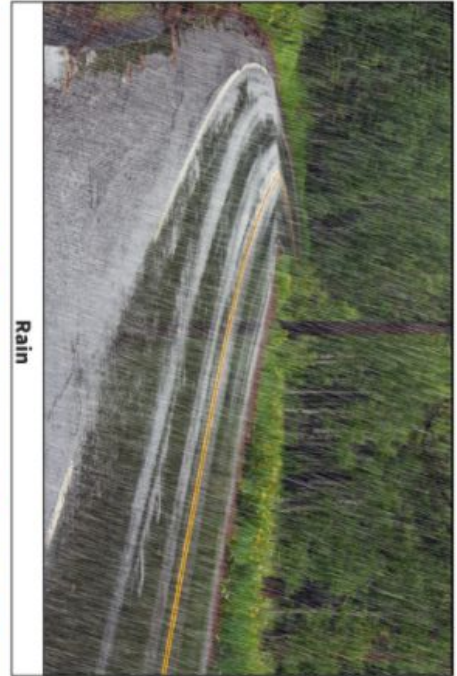


## Journal Prompt: Weather

**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?**

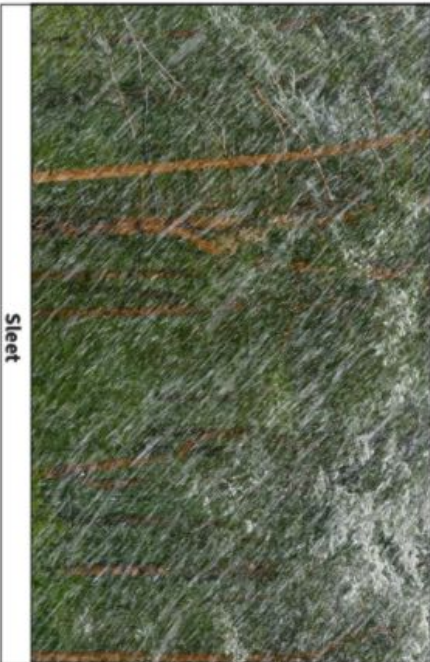




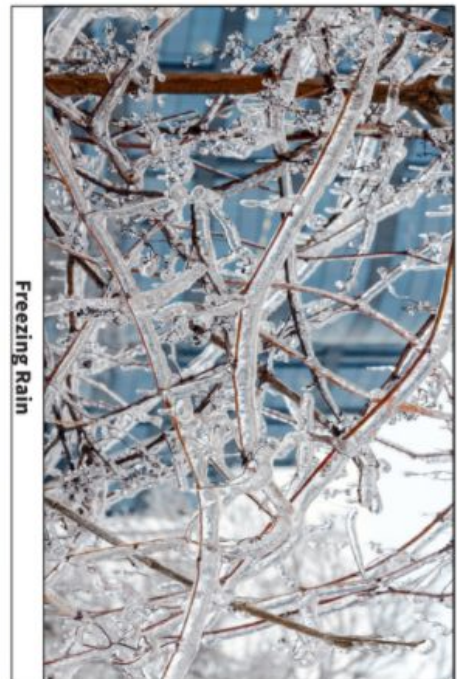
Rain



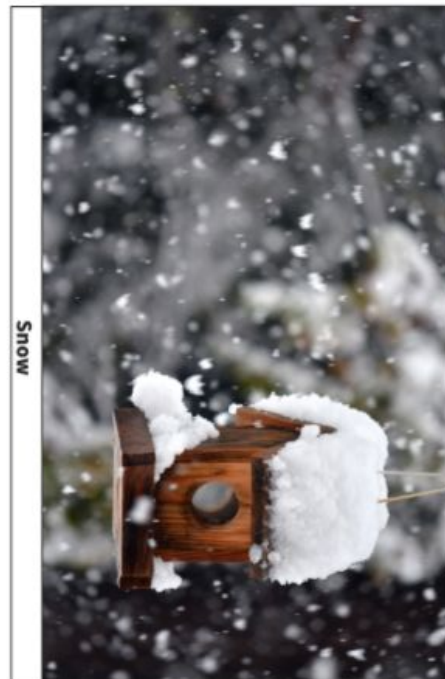
Hail



Sleet



Freezing Rain



Snow

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

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

---

---

---





## STEM: Add It Up

**MATERIALS:** [Part-Part-Whole](#), 6 small objects

- **Let's add, but without the paper this time.**
- **I will put 3 pebbles here and 1 pebble here** (make 2 distinct groups). **Now, let's put them together and add them!** Allow your child to count them.
- **There are 4 in all - 3 and 1 makes 4.**
- Repeat 2-3 more times, asking your child to make the sets (that total no more than 6), then add them together.
- For a challenge, your child can add to totals up to 8!




## Independent Learning: My Story

**MATERIALS:** paper, crayons

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

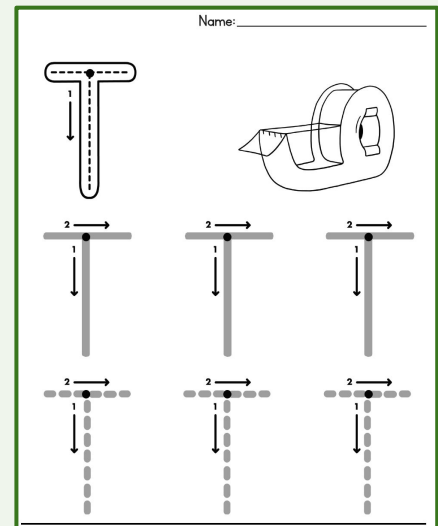




## Literacy: T

**MATERIALS:** [Letter T Practice 3](#)

- **Make a T by writing down, across.** Have your child say the letter T and make the letter sound for T.
- Have your child trace the T with their finger. Then trace and write the T with a crayon or pencil and color the pictures.
- See how many uppercase T's you can find together throughout the day.
- *Optional - use other materials to make the letter T.*



## Read: *Patterns, Patterns, Patterns: Here, There, Everywhere*

**MATERIALS:** [Patterns, Patterns, Patterns: Here, There, Everywhere](#)

- Read with your child.
- After, go on a pattern hunt together around your home. Look for patterns on sheets, towels, cushions, artwork, etc.
- You can also make a simple pattern with things in your home, like spoon, cup, spoon, cup.





# Wednesday

PK4 Unit 9 Week 4 Day 18



## Let's Move: Movement Patterns

**MATERIALS:** *optional - music*

- Say, **Let's make up dance moves with patterns.**
- Work together to make up a dance using a pattern, e.g., clap two times, then hop, clap two times, then hop.



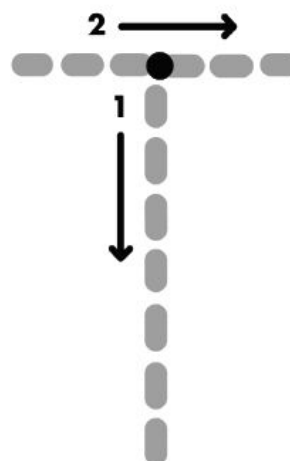
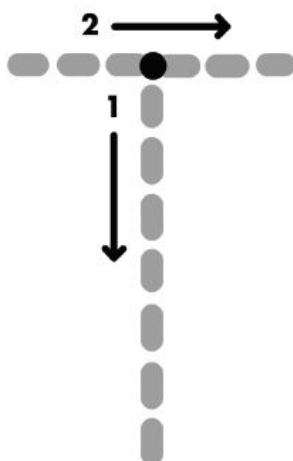
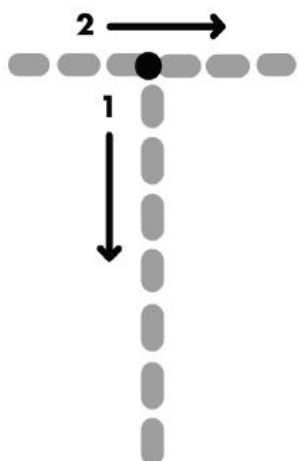
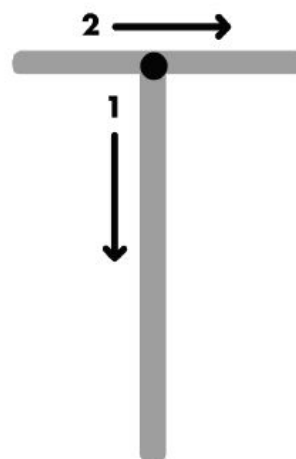
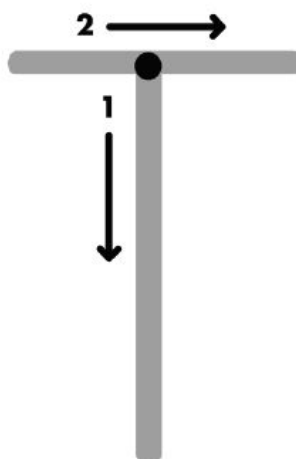
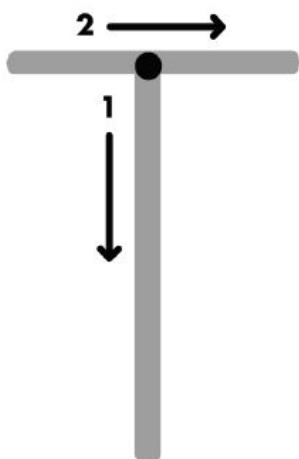
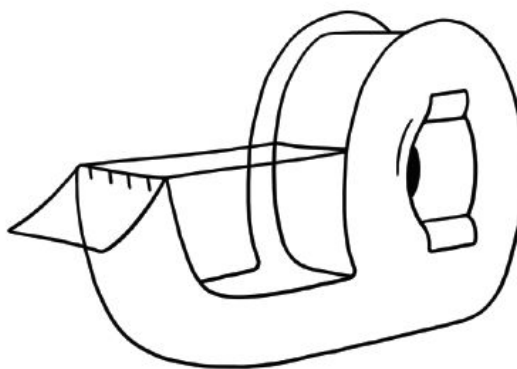
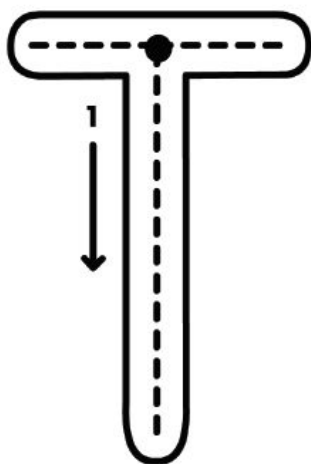
## Learning Together: Weather Games

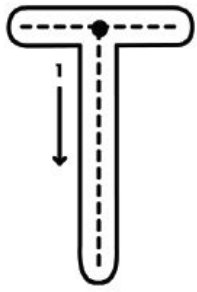
**MATERIALS:** *optional - clothes and accessories for different seasons, e.g., sunglasses, winter hats, scarves, umbrella*

- 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.

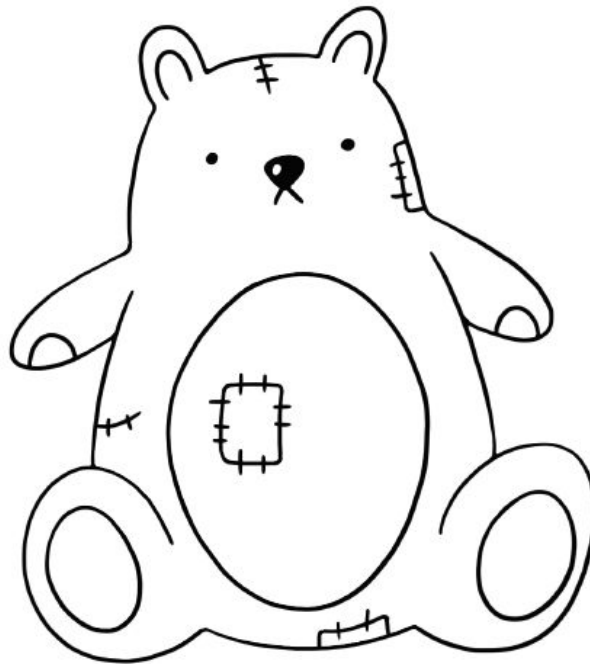


Name: \_\_\_\_\_





Teapot



Teddy Bear



## 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

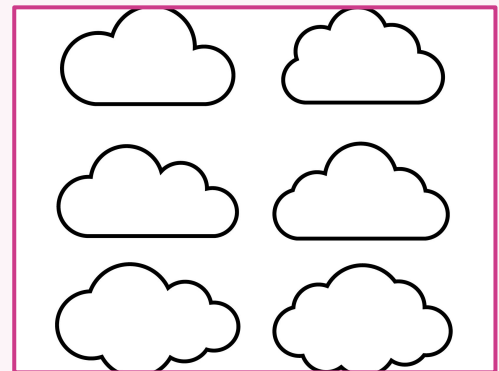
- **Let's experiment to see what happens when it rains. Let's pretend the sponge is a cloud.** Help your child put water in the jar. Place the sponge on top of the jar (or a layer of shaving cream on the water). **What do you notice?**
- Allow your child to spoon the colored water onto the sponge or 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: 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.

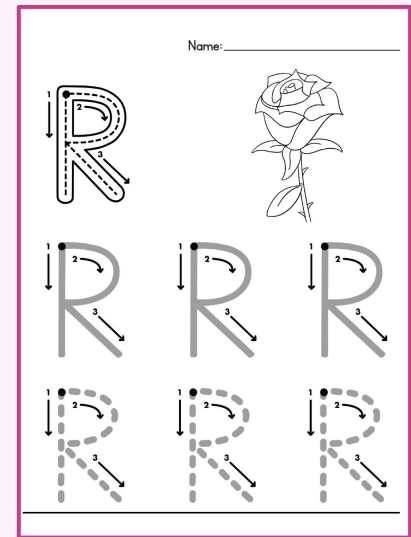




## Literacy: Writing R & T

**MATERIALS:** [R & T](#), pencil, crayons

- Brainstorm words that start with the letters R and T.
- Have your child practice tracing the letters R and T and color the pictures.
- Later, ask, **What letters did you write? What other words start with the same sound as rose? What other words start with the same sound as tire?**



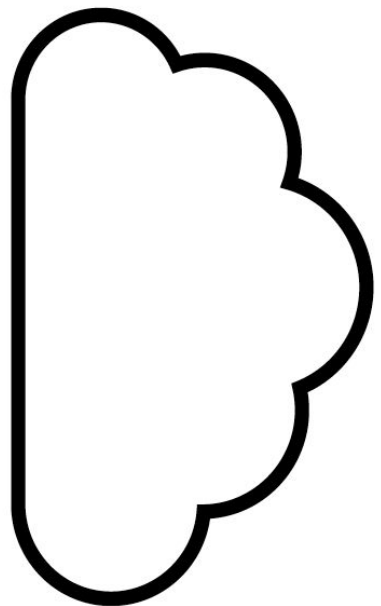
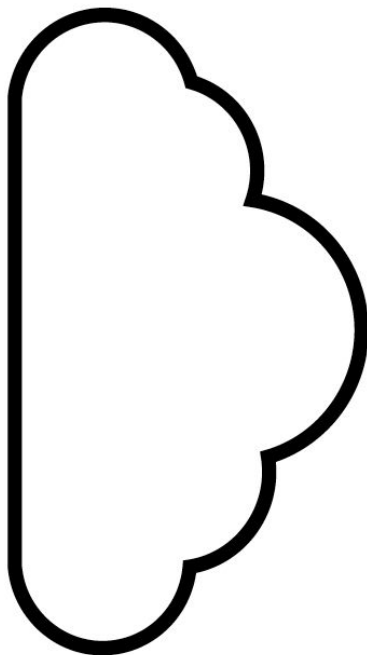
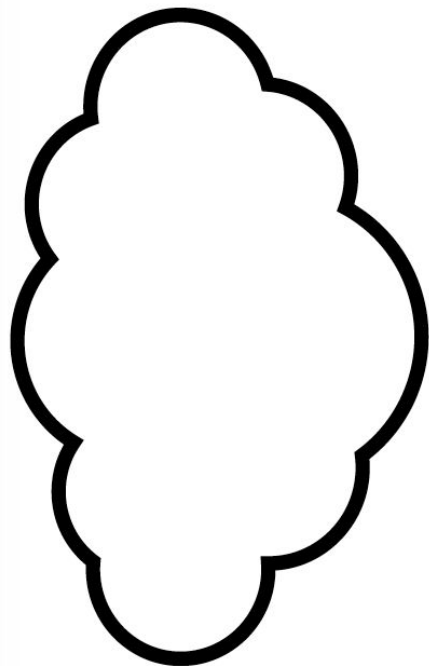
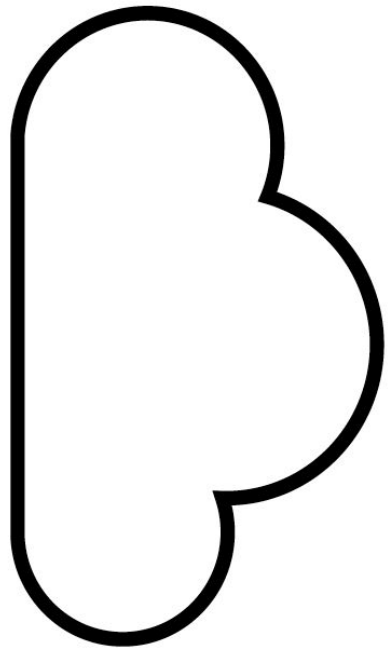
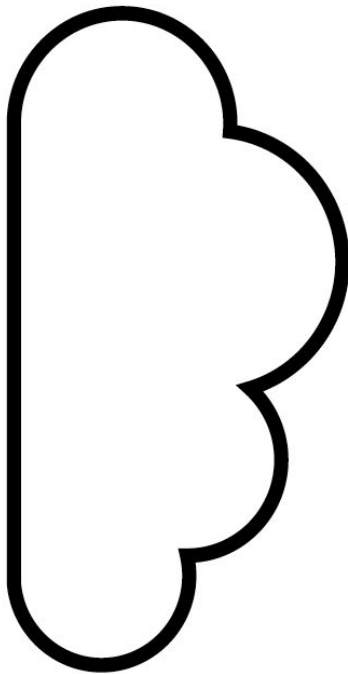
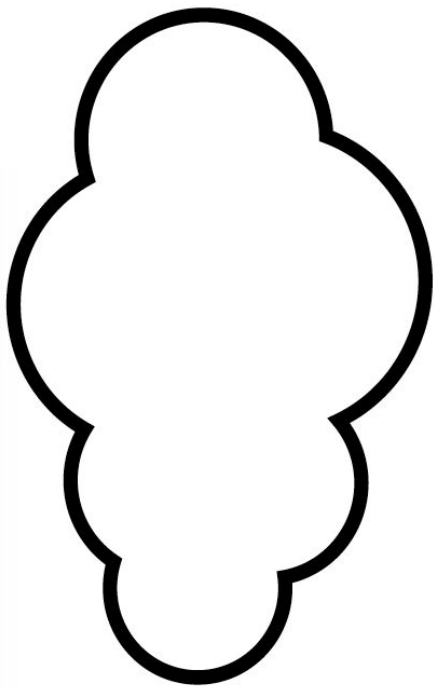
## Journal Prompt: Seasons

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

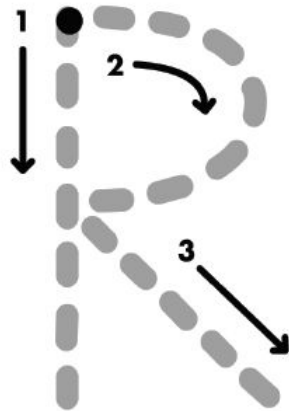
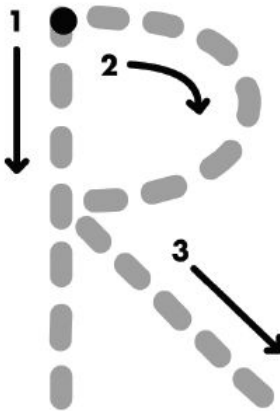
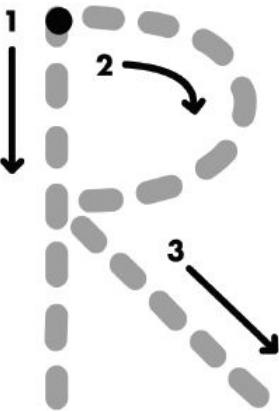
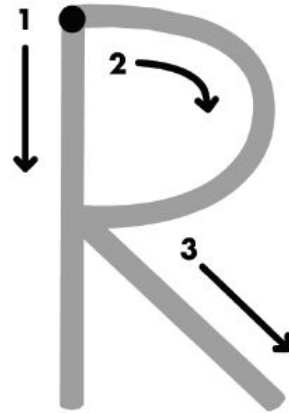
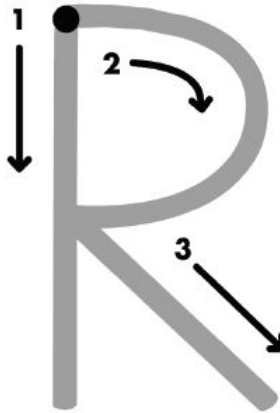
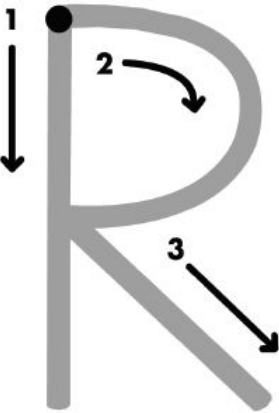
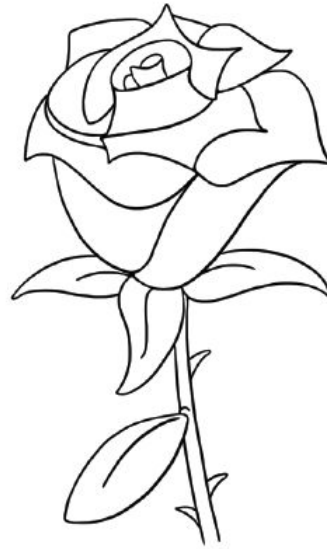
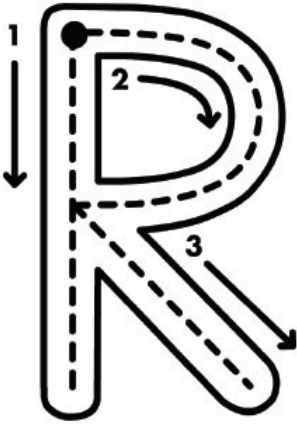
- With your child, talk about the different seasons and the things they like to do, like play in the snow in the winter, swim in the summer, or eat their favorite seasonal fruit.
- Have your child draw and write about it.
- Later, ask, **Tell me about your favorite season. What fun thing are you doing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

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

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

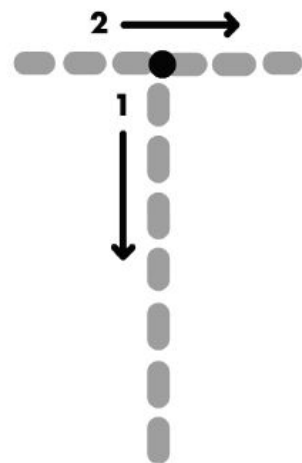
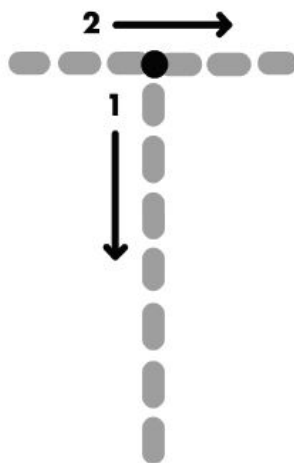
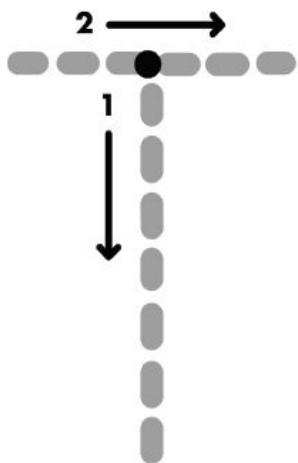
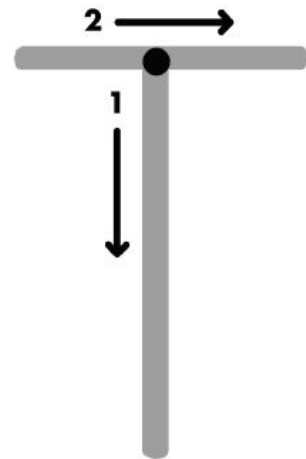
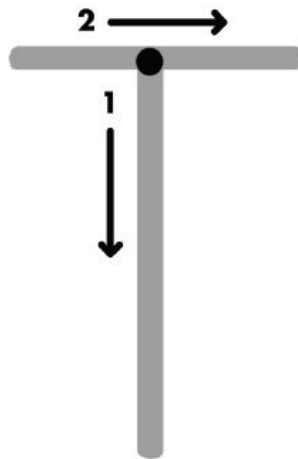
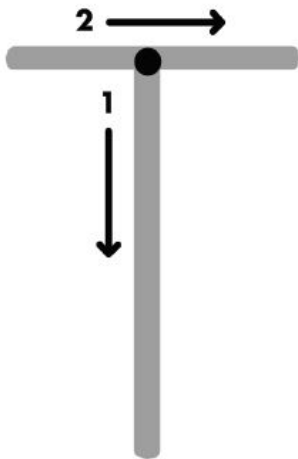
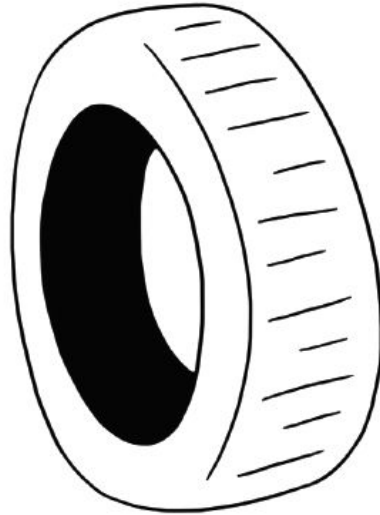
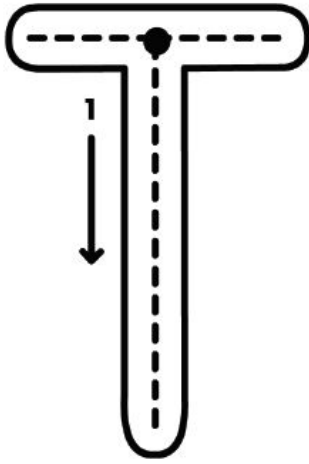


Name: \_\_\_\_\_





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



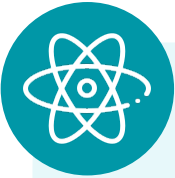
Name: \_\_\_\_\_

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

---

---

---



## STEM: Adding Review

**MATERIALS:** [Part-Part-Whole](#), 6 small objects

- **Let's add pebbles! I will put 2 pebbles here and 3 pebbles here** (make 2 distinct groups). **Now, let's put them together and add them!** Allow your child to count them.
- **There are 5 in all - 2 and 3 makes 5.**
- Repeat 2-3 more times, asking your child to make the sets (that total no more than 6), then add them together.
- For a challenge, your child can add to totals up to 8.




## 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: Letter Freeze Dance

**MATERIALS:** music, paper, marker, make letter cards for J, K, R, and T, place them randomly on the floor (you can also include H, L, A, C)

- **Let's play Letter Freeze Dance. We will dance to music! When the music stops, I will say a letter. You find the letter and freeze by it!**
- Switch roles so that your child can lead.
- Say the letter sound and have your child find the letter that makes that sound.
- For a challenge, you can say a word, emphasizing the beginning sound. They can find the letter and say another word with the same beginning sound.



## Read: *Patterns, Patterns, Patterns: Here, There, Everywhere*

**MATERIALS:** [\*Patterns, Patterns, Patterns: Here, There, Everywhere\*](#)

- Read the book with your child.
- After, look at the cover and choose 2-3 patterns. Ask your child if they remember what things or animals had those patterns. Look in the book to confirm their answers. Talk about the patterns together.









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

