

Unit 11

Fun with Fitness

PK3





Unit 11

Fun with Fitness



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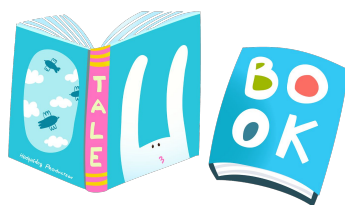
PK3 Unit 11 Overview



Dear Families,

Get ready to have fun with fitness, a unit focusing on movement and summer fun for your child and your family.

Unit 11 Books



- [*Isabel's Treasure Tub*](#) by Ruth Ebisuzaki
- [*Go Outside and Play*](#) by Felicia R. Truong
- [*Maximilian, The Greatest Most Extraordinary Chef in the World*](#) by Felicia R. Truong
- [*The Calm Body Book*](#) by Phoenix Lynn Minklei Fermin

Pre-recorded readings of all books are also available on the [Every Child Ready YouTube channel](#).

ECR@ Home Activities will include learning about outdoor and indoor sports and fitness activities, being a good team player and using different strategies to calm your body. Your child will also learn about ways to take care of themselves and stay safe, practice writing lines, counting, and blending sounds to make words.

Unit 11 Vocabulary

calm

exercise

healthy

safe

sports

summer

team

teammate

winter

Week 1

PK3 Unit 11 Week 1 Overview

Indoor Fitness

This week your child will:

Focus on indoor fitness. They will practice following directions while dancing, build a stadium, record how they exercise, and practice grouping. You can extend these activities by playing with your child inside. While you are playing, have fun grouping different objects or making sets while dancing.



Key Vocabulary



exercise

things you do to keep your body healthy and strong



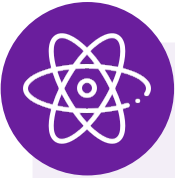
sports

an activity where people compete against each other

Create Connections

This week you will start learning about exercise and sports. Before you begin the packet, write and draw about your favorite way to exercise.

**Think
About It!**



STEM: Group by Color

MATERIALS: red, yellow, and blue items from your home

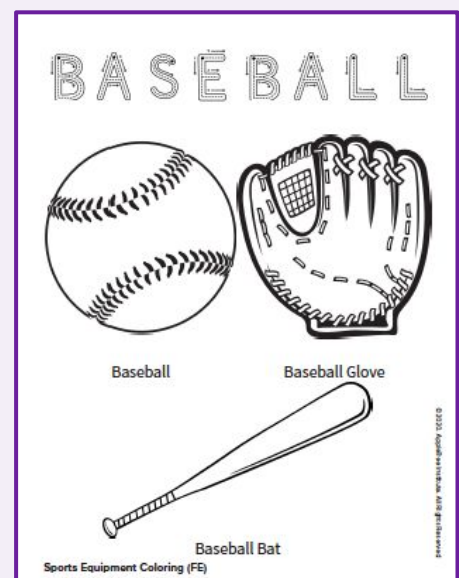
- Show your child each item. Ask, **How can we group these items?**
- **Let's group, or put together things that are the same color.**
- Together, create groups of red, yellow, and blue.
- You can also include colors suggested by your child or group the objects in other ways that your child suggests, such as by size.



Independent Learning: Sports Equipment

MATERIALS: crayons, [Sports Equipment Coloring](#)

- Together, talk about how to play sports, like soccer, and use different types of equipment, like a tennis racket.
- Have your child independently color the different pieces of sports equipment.
- Later, ask, **Can you name a sport that uses a ball? What sport would you like to try?**





Literacy: Dance Movements

- Use a phone or tablet to watch a dance together, like the Hokey Pokey.
- **I am going to ask you to do two dance moves.** Suggest two moves like turn around and slide.
- Continue providing two-step movements.
- Switch roles and allow your child to suggest moves.



Read: *Isabel's Treasure Tub*

MATERIALS: [Isabel's Treasure Tub](#), container

- Read together.
- After, go on a treasure hunt of your own around your home. Allow your child to find items that are special to them, or ask them to find specific objects, such as objects that are red or yellow, or objects that can be used in the kitchen.
- You can encourage your child to group objects afterwards by putting all of the red objects in one group and the yellow objects in another group, or by putting the kitchen objects into groups by use (e.g. those we use to eat and drink with and those we use to cook with).

You can also access a pre-recorded reading of [Isabel's Treasure Tub](#) on the [Every Child Ready YouTube channel](#).



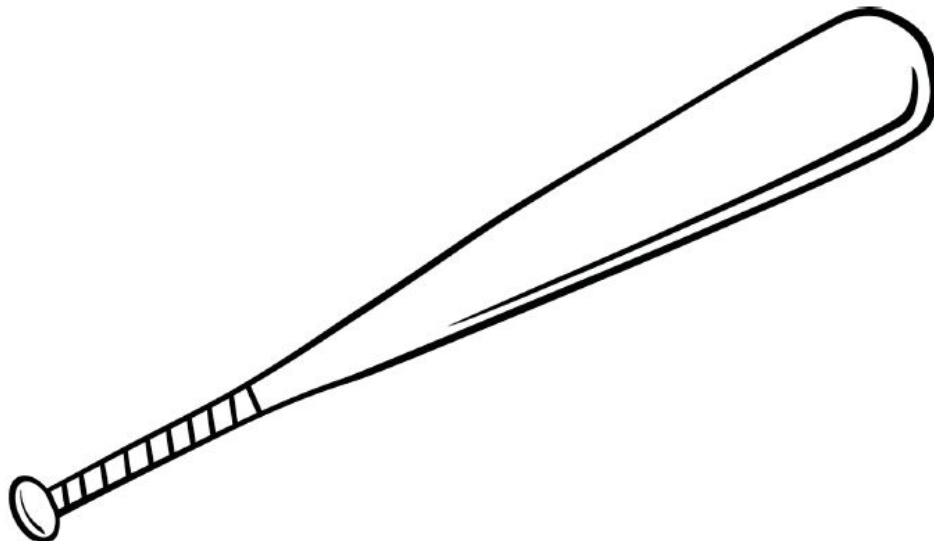
B A S E B A L L



Baseball



Baseball Glove

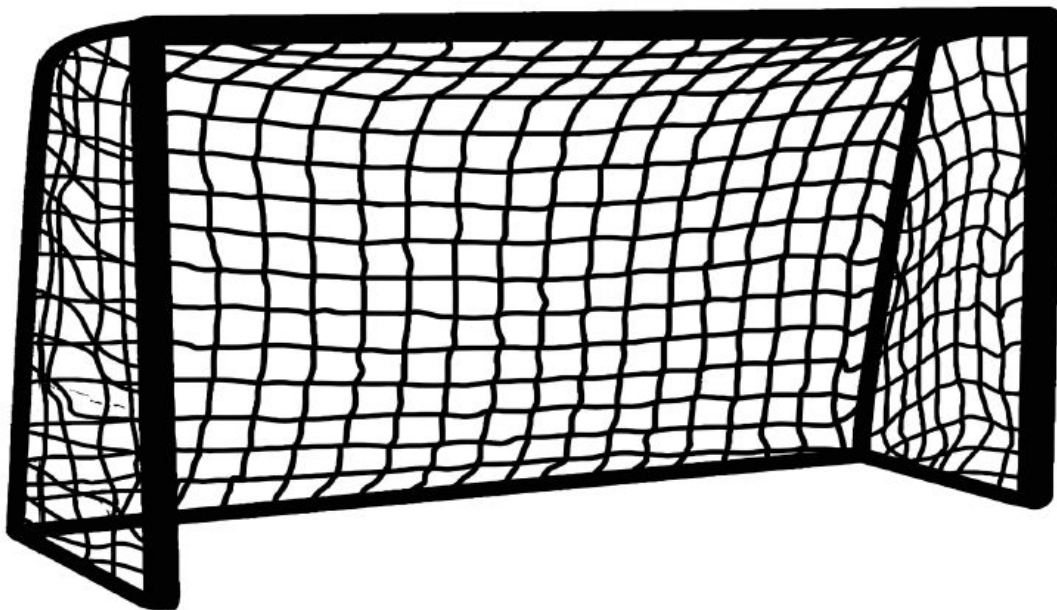


Baseball Bat

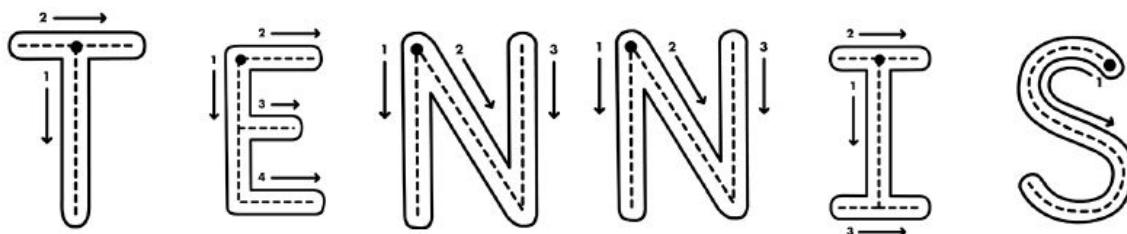
S O C C E R



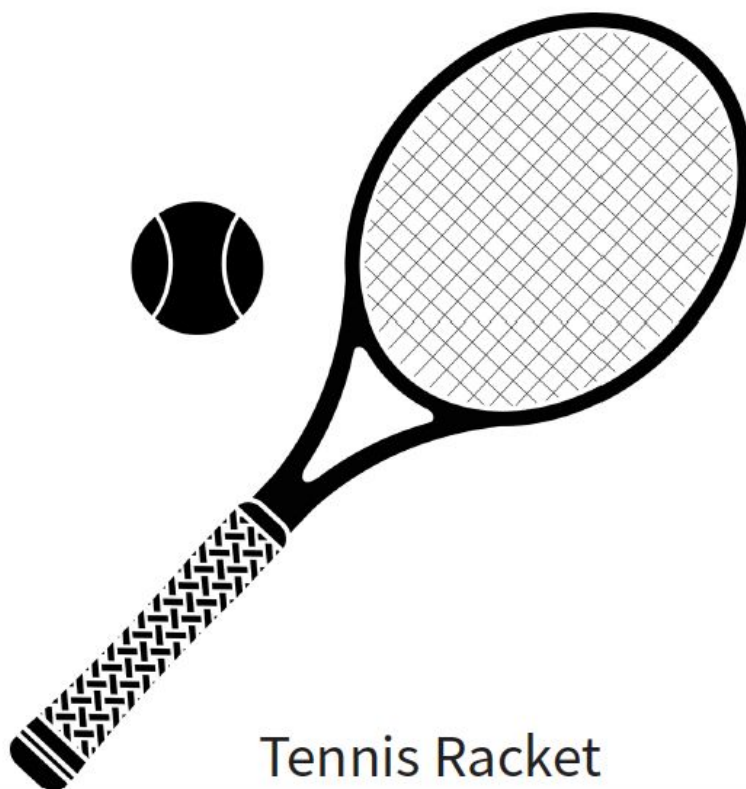
Soccer Ball



Soccer Goal

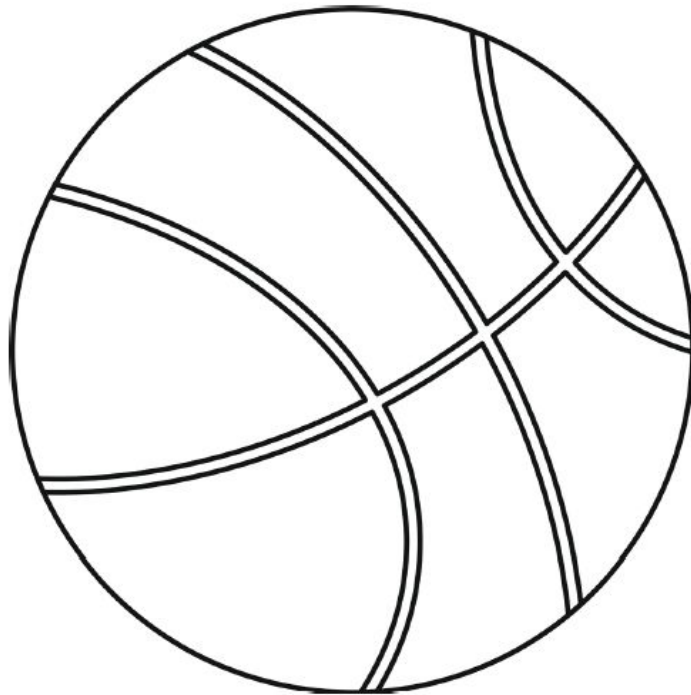


Tennis Ball



Tennis Racket

B A S K E T B A L L



Basketball



Basketball Hoop



STEM: Designing a Stadium Model

MATERIALS: [Stadiums](#), paper, crayons, tape, scissors, cardboard, *optional - additional clean recyclable items*

- Look at pictures of different sports stadiums together.
- Show the materials to your child. Talk about the items they can use to build a stadium.
- Together, write and draw a design for building a sports stadium. **Can you tell me about the stadium? What sports are played in the stadium?**
- Tell them that they will build the stadium later in the week.



Independent Learning: Draw to the Beat

MATERIALS: music, paper, crayons

- With your child, select upbeat music to listen to. Clap to practice finding the beat.
- Have your child independently draw and color to the beat of the music. Scribble drawing is okay!
- Later, ask, **Can you tell me about your drawing? How does it show the beat of the music?**





Literacy: Let's Exercise

- **I will ask you to do two exercise moves.** Tell your child two exercise moves, e.g. do 2 jumping jacks, or squat then jump.
- Continue providing two-step exercises.
- Switch roles. Your child says two exercises, and you follow their directions.
- You can extend the activity by suggesting three exercise moves.



Journal Prompt: Indoor Fun

MATERIALS: crayons, Indoor Fun

- Talk with your child about ways that they like to play indoors.
- Have them write and draw about it.
- After, ask, **What do you like to do inside? Why do you like doing that?**

Name: _____

What do you like to do indoors?

Name: _____

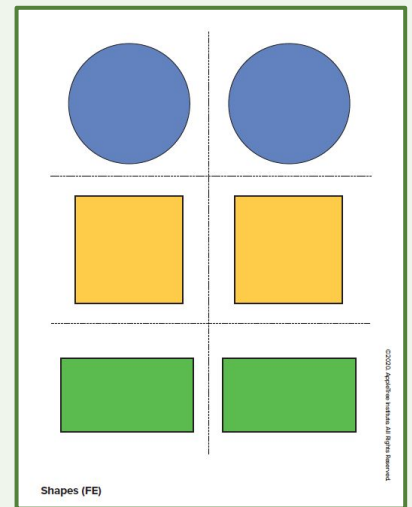
What do you like to do indoors?



STEM: Group by Shape

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

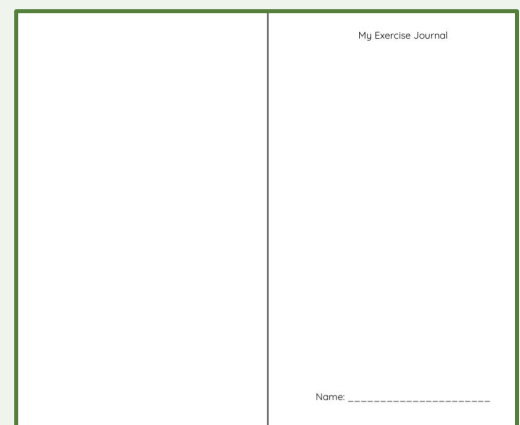
- Show your child each of the shapes. **How can we group these items?**
- Say, **Let's group, or put together, things that are the same shape.**
- Together, create groups of triangles, circles, and rectangles.
- Your child can also look for household items with those shapes to add to their groups.



Independent Learning: My Exercise Journal

MATERIALS: paper, crayons, [Exercise Journal](#)

- Create a booklet by putting the two pages together and then folding them in half.
- Together, talk about types of exercise and why they are important.
- Have your child independently draw a cover for their book. Your child can also independently write and draw about exercise, such as their favorite exercise or an exercise they did that day, on page 1.
- Later, ask, **How did you exercise today?**



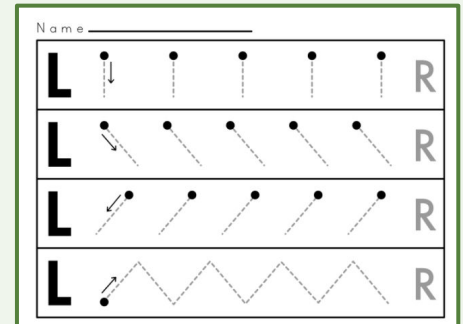
Save the journal for use later this week.



Literacy: Writing Lines

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

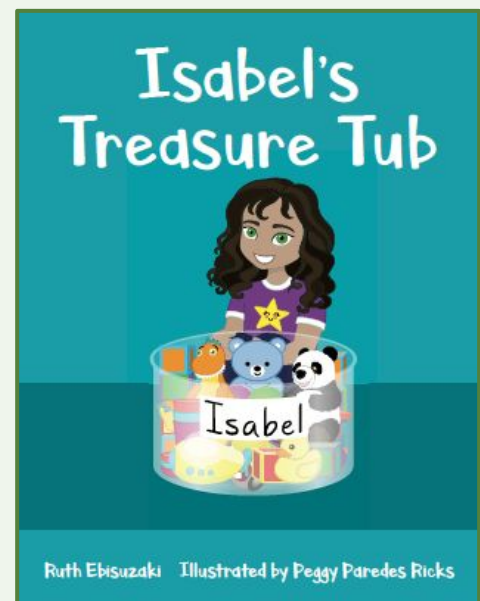
- Have your child independently practice tracing straight and slanted lines using the provided page.
- They can also practice writing straight and slanted lines on a blank piece of paper without tracing.



Read: *Isabel's Treasure Tub*

MATERIALS: [Isabel's Treasure Tub](#), several objects of different sizes.

- Read the book together.
- After reading, practice grouping objects by size. **Let's group, or put together, things that are the same size.**
- Create groups of small and large items. You can also practice grouping objects by color, shape, etc.



Wednesday

PK3 Unit 11 Week 1 Day 3



Let's Move: Freeze Dance and Follow

MATERIALS: music

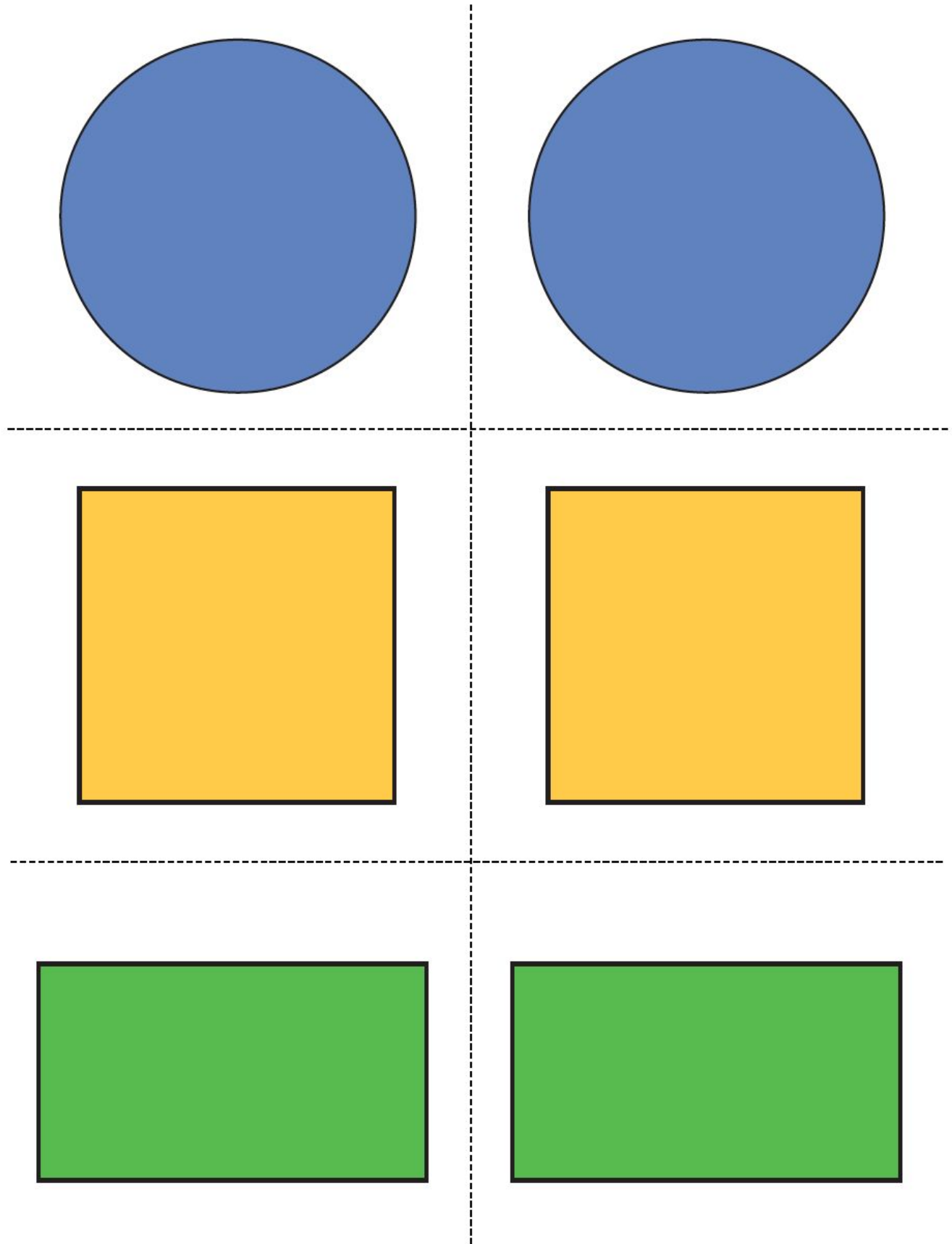
- **We are going to play a game called Freeze Dance and Follow. When you hear the music you can dance. When the music stops, freeze and listen for my direction.**
- Dance with your child. Stop the music, freeze, and provide a direction, like touch your nose.
- Repeat several times, taking turns giving directions.

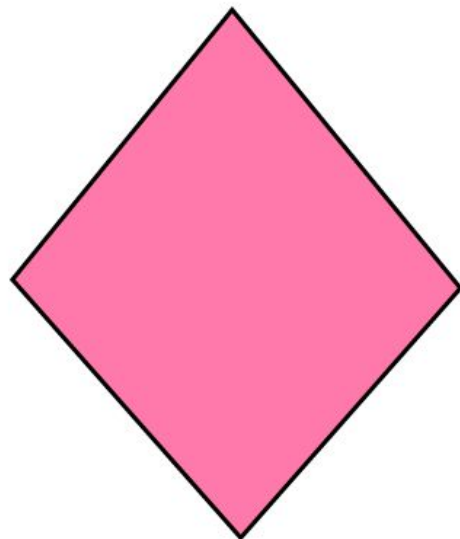
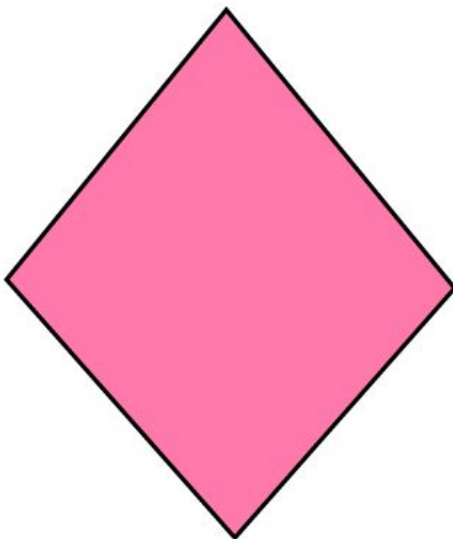
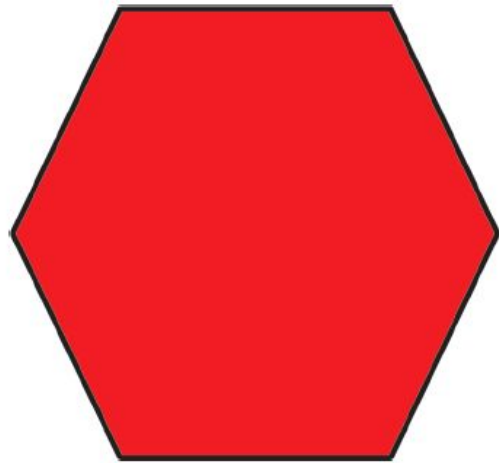
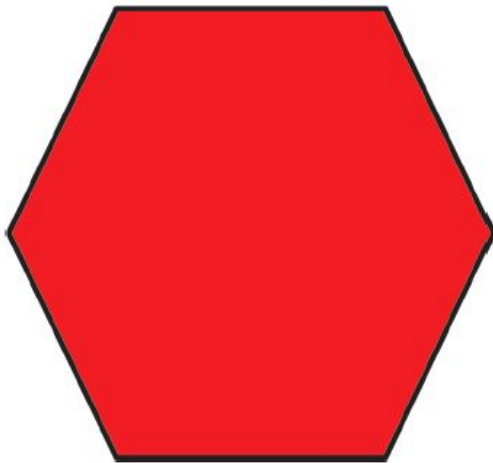
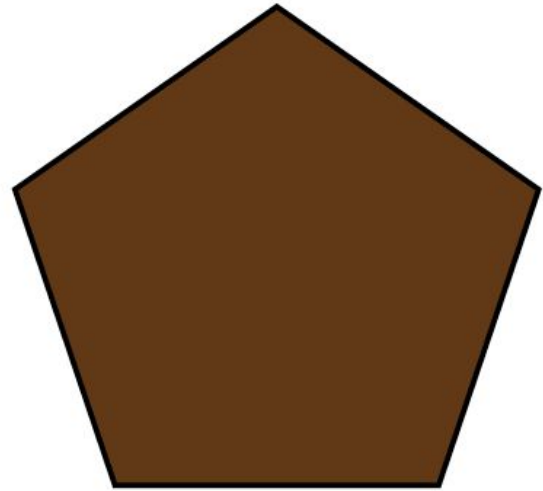
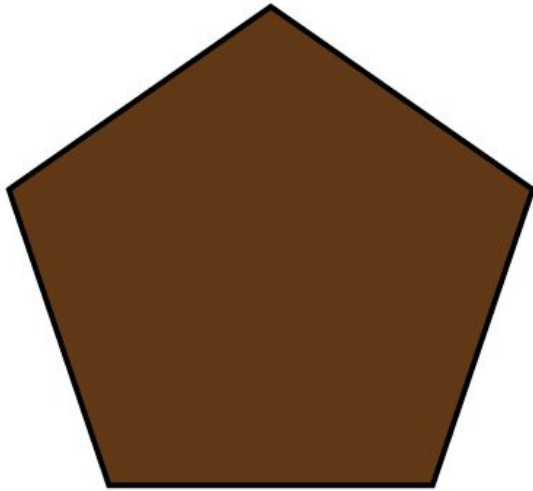


Learning Together: Treasure Hunt

MATERIALS: household objects or toys to act as treasure, *optional - paper, crayons*

- Allow your child to hide some of the items for a treasure hunt while you do the same.
- You both can make a simple map to help each other to find the treasure or you can just give each other clues as you go on your treasure hunt.






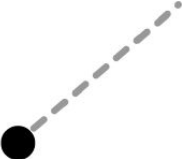
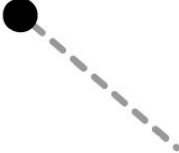


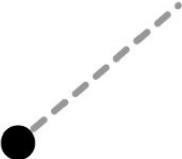
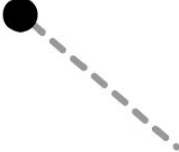


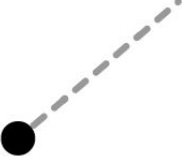
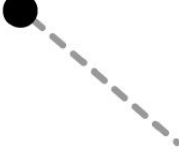


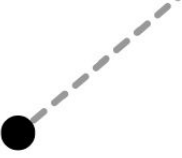
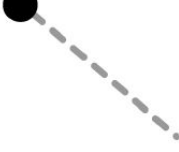


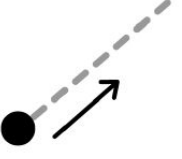
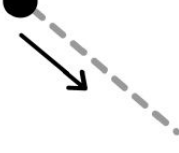
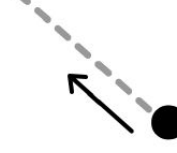




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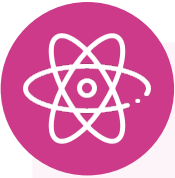


Date: _____

Date: _____

Name _____

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STEM: Building a Stadium Model

MATERIALS: paper, crayons, tape, scissors, cardboard, completed design from Day 17, *optional - clean recyclables*

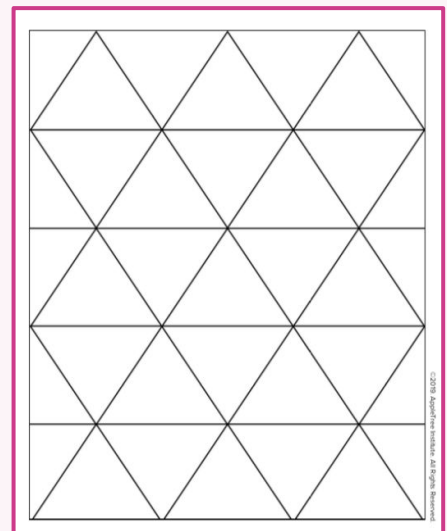
- With your child, review their design from earlier in the week. Show the building materials to your child.
- Together, use the materials to build a stadium. Talk as you build. **How can we start building the stadium? Why did you use this material here?**
- Praise your child for their efforts and remind them it's okay if the stadium falls or does not look how they expected!



Independent Learning: Coloring Tessellations

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

- A tessellation is a piece of art with lots of shapes. It usually makes a pattern.
- Have your child independently color the shapes. Encourage your child to color a pattern, like red-blue-red-blue-red-blue.
- Later, with your child, identify the shapes and talk about shape features by counting the sides and corners.





Literacy: Blending Sounds

- **Let's blend words! I will blend the beginning sound and the rest of this word. J-og, j-og.** Repeat faster as you blend the two parts together. **J-og, jog. You try, j-og, jog!**
- **Your turn!** Use words r-un (run), h-op (hop), and j-ump (jump).



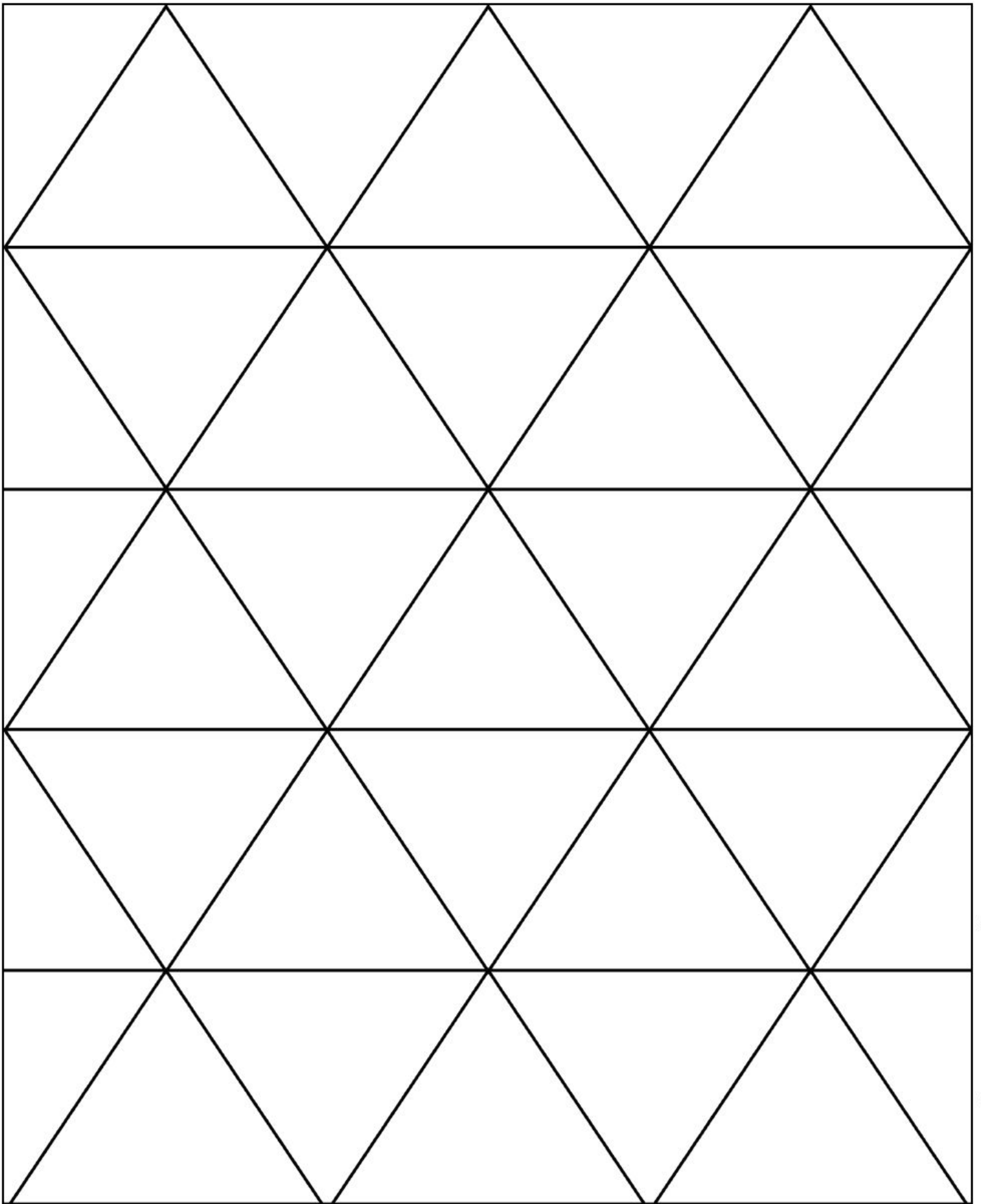
Journal Prompt: My Favorite Sport

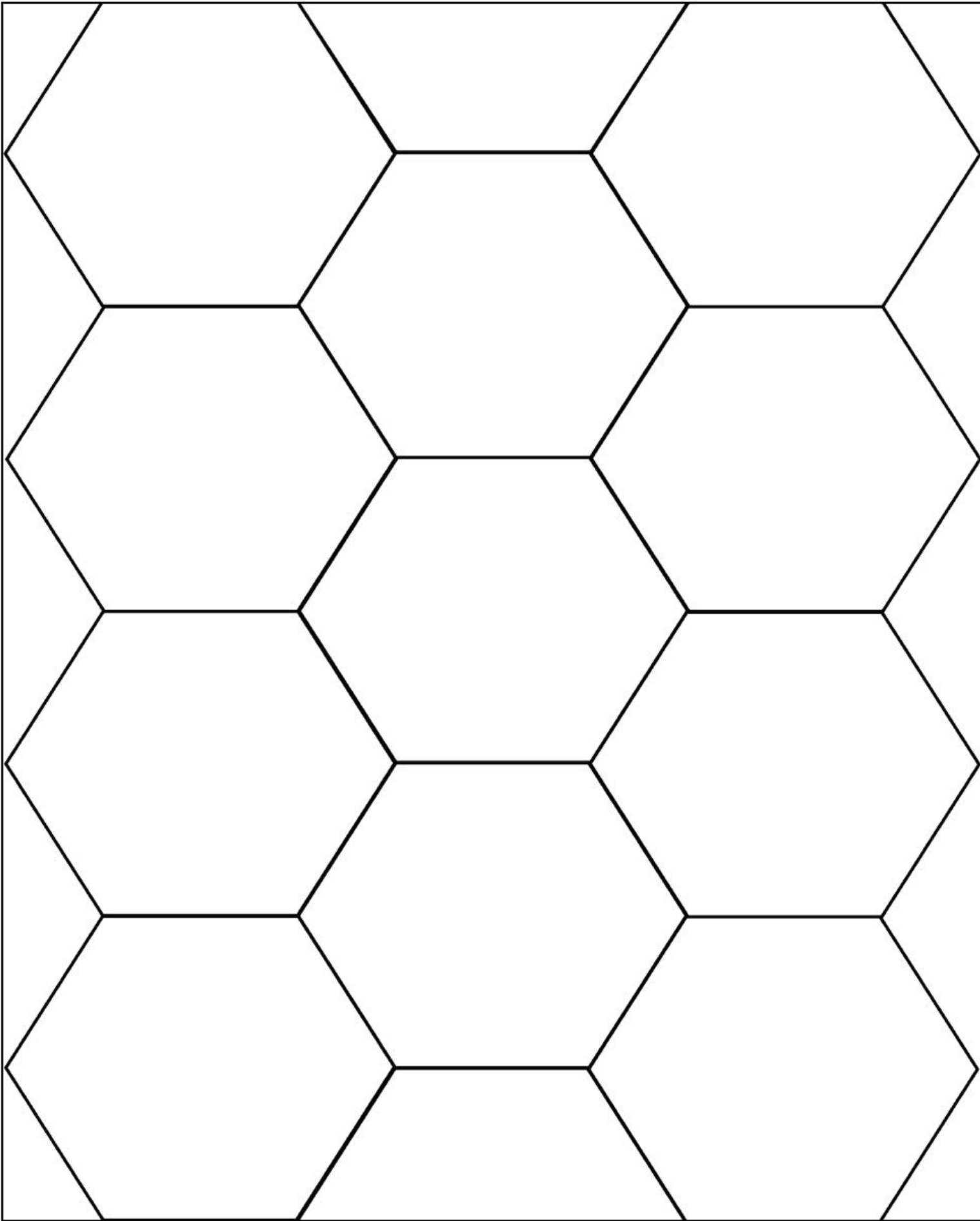
MATERIALS: paper, crayons, [Favorite Sport](#)

- Together, talk about and look at pictures of different sports on your phone or tablet.
- Have your child independently write and draw about it.
- Later, ask, **What is your favorite sport? Why is it your favorite?**

Name: _____

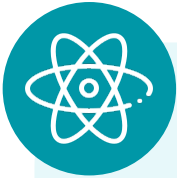
Write and draw about your favorite sport.





Name: _____

Write and draw about your favorite sport.



STEM: Counting Sets

MATERIALS: paper plate, crayons or other small items

- Together, practice creating sets. **I will say a number. You put the set, or group of things, on the plate.**
- Put three crayons on the paper plate. **Here is a set of three! Let's count them. 1, 2, 3!**
- **Your turn! Make a set of five!**
- Have your child make sets up to 10 and count the objects together.
- Extend this activity: make number cards and have your child select a number and make a set that matches the number.



Independent Learning: My Exercise Journal

MATERIALS: Exercise Journal from Day 3, crayons

- Talk with your child about the exercises they have been doing this week.
- Have your child independently write and draw about their exercise on page 2.
- Have your child draw a back cover for their book.
- Later, ask, **Why is exercise important? How does exercise keep you healthy?**

Your child can continue to use their exercise journal throughout the unit, adding pages as necessary.

Date: _____	My Exercise Journal
	Name: _____



Literacy: Describing Words

MATERIALS: items around the home with different textures

- Show your child the items. Talk about what it means to be rough and smooth.
- Together, feel an object and describe it as rough or smooth. Encourage your child to say, **The __ (item) __ feels __ (rough/smooth) __.**
- You can also describe size, shape, color, or features.



Read: *Isabel's Treasure Tub*

MATERIALS: [*Isabel's Treasure Tub*](#), 2 containers, items like toys and books

- Read together.
- After, encourage your child to practice grouping while also learning about cleaning up by grouping then putting their things away (e.g. toys in one container and books in another).
- Extend this activity by allowing your child to decorate the containers or showing them other places where they can group and put their objects away (e.g. helping them to learn about putting their clothes, toys, and shoes away).



Week 2

PK3 Unit 11 Week 2 Overview

Outdoor Fitness

This week your child will:

Focus on outdoor fitness and explore summer and winter sports. They will make a xylophone, review parts of a book, practice writing lines, and exercise while counting. You can have fun exercising and moving outside while counting or by playing your favorite sport together.

Key Vocabulary



sports

an activity where people compete against each other

summer

the warmest season of the year

winter

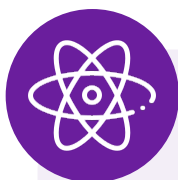
the coldest season of the year



Create Connections

This week you will learn about winter sports like ice skating or skiing. Before you begin the packet, write and draw about what you like to do outside when it is cold.

**Think
About It!**



STEM: Squats

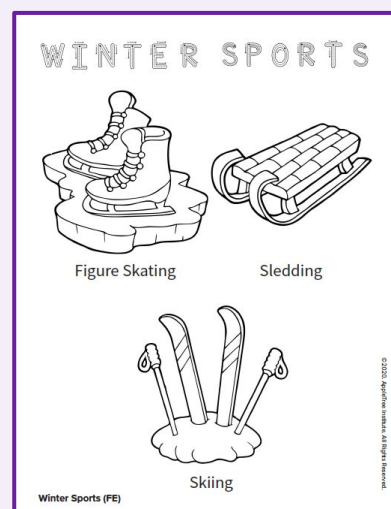
- Practice counting to 10 with exercise movements.
- With your child, try 8 squats. Demonstrate a squat. Stand with your feet shoulder width apart. Bend at your knees and hips, like you are sitting down in a chair. Stand back up and count 1. Continue squatting, counting to different amounts.
- If your child is ready, count higher than 10.



Independent Learning: Winter Sports

MATERIALS: crayons, paper, [Winter Sports](#)

- Talk about winter sports, like skiing, figure skating, or bobsledding. Highlight the equipment needed and how to play the different sports.
- Have your child independently color the pictures.
- Later, ask, **What winter sport would you like to try? Why?**
- You can pretend to do some of the sports by placing wax paper or paper under each foot and moving slowly to imitate skating or skiing.





Literacy: Title

MATERIALS: any book

- Show a book cover. **The title is the name of the book. It is on the front cover.** Point to and read the book title. Have your child repeat the title after you.
- Together, read the book. Ask, **What is the title of the book we just read?**
- You can extend the activity by asking them to think of another title that could work for the book.

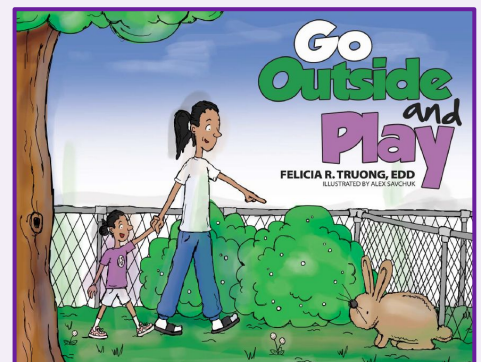


Read: *Go Outside and Play*

MATERIALS: [Go Outside and Play](#)

- Read together.
- After, talk together about the ways you both like to play outside. Encourage your child to suggest an activity you can both do outside later.

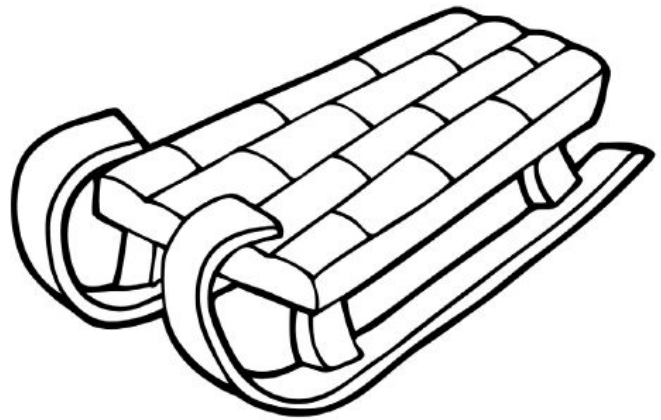
You can also access a pre-recorded reading of [Go Outside and Play](#) on the [Every Child Ready YouTube channel](#).



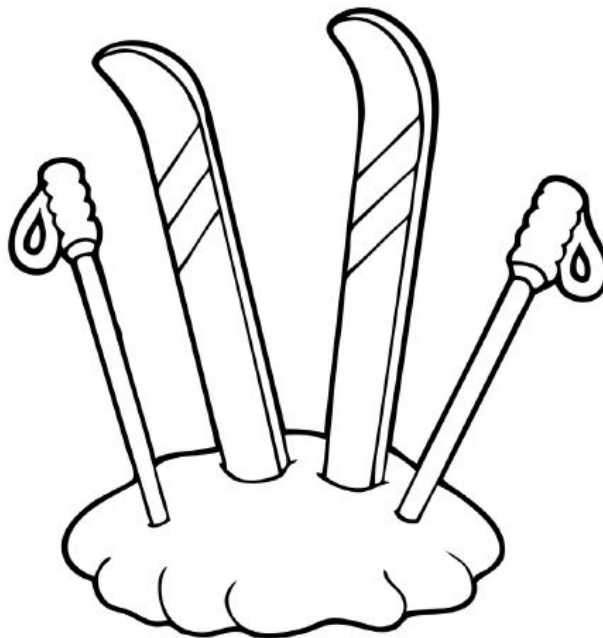
WINTER SPORTS



Figure Skating



Sledding



Skiing



STEM: Water Xylophone

MATERIALS: 3-5 glass cups or jars, metal or wood spoon, water, *optional* - food coloring

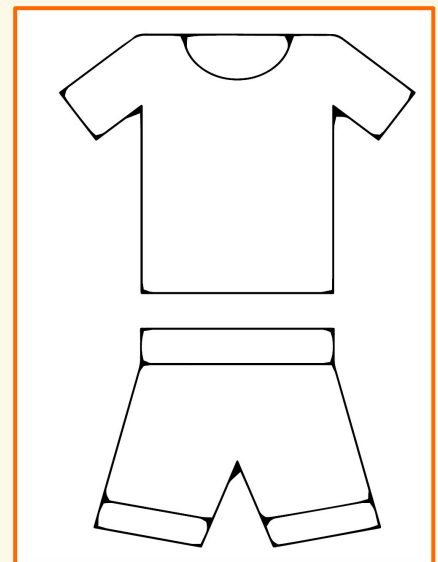
- Fill the glasses with different amounts of water. Add the optional food coloring.
- Together, explore sound and pitch. **Pitch is how high or low a sound is.** Use your voice to demonstrate a high and low pitch.
- **Which glass do you think will make a high pitch sound? Which glass do you think will make a low pitch sound?** Gently tap the glasses using a spoon. Identify the high and low pitches. The fuller glasses have a lower pitch and the less full glasses have a higher pitch.
- To extend the activity you can sing songs together using the glasses as your instruments.



Independent Learning: Sports Jersey

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

- **Jerseys** are shirts worn when playing sports. A jersey shows the team name, player name, and number. Together, look at pictures of jerseys on your phone or tablet.
- Have your child independently design and color their own jersey.
- Later, ask, **Can you tell me about your jersey? What is the name of your team? What number are you?**





Literacy: Author and Illustrator

MATERIALS: any book

- Show the book cover. **The author is the person who writes the words. They make up the story in the book.** Point to and read the author's name. Have your child repeat it.
- **The illustrator is the person who draws the pictures in books.** Point to and read the illustrator's name. Have your child repeat it.
- Read the book together. **Who is the author of the book we just read?** Point out illustrations. **Which illustration or picture is your favorite? Why?**
- To extend the activity you can ask your child to describe a story they would write if they were an author. They can also come up with a title for their book. They can write and illustrate their story at another time.



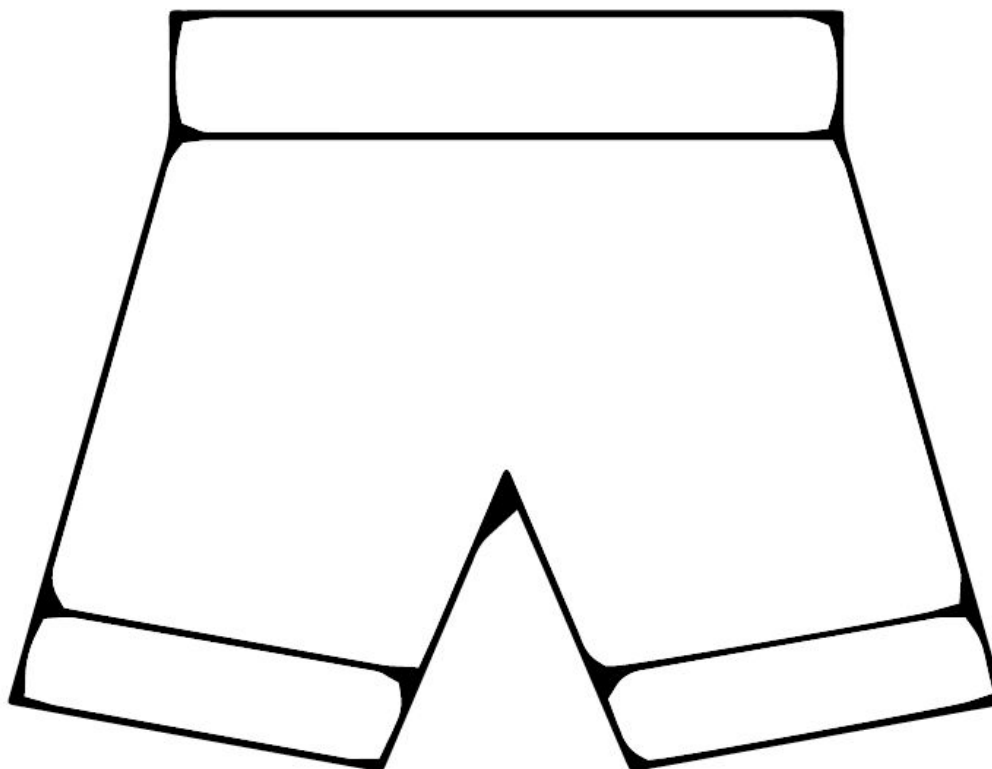
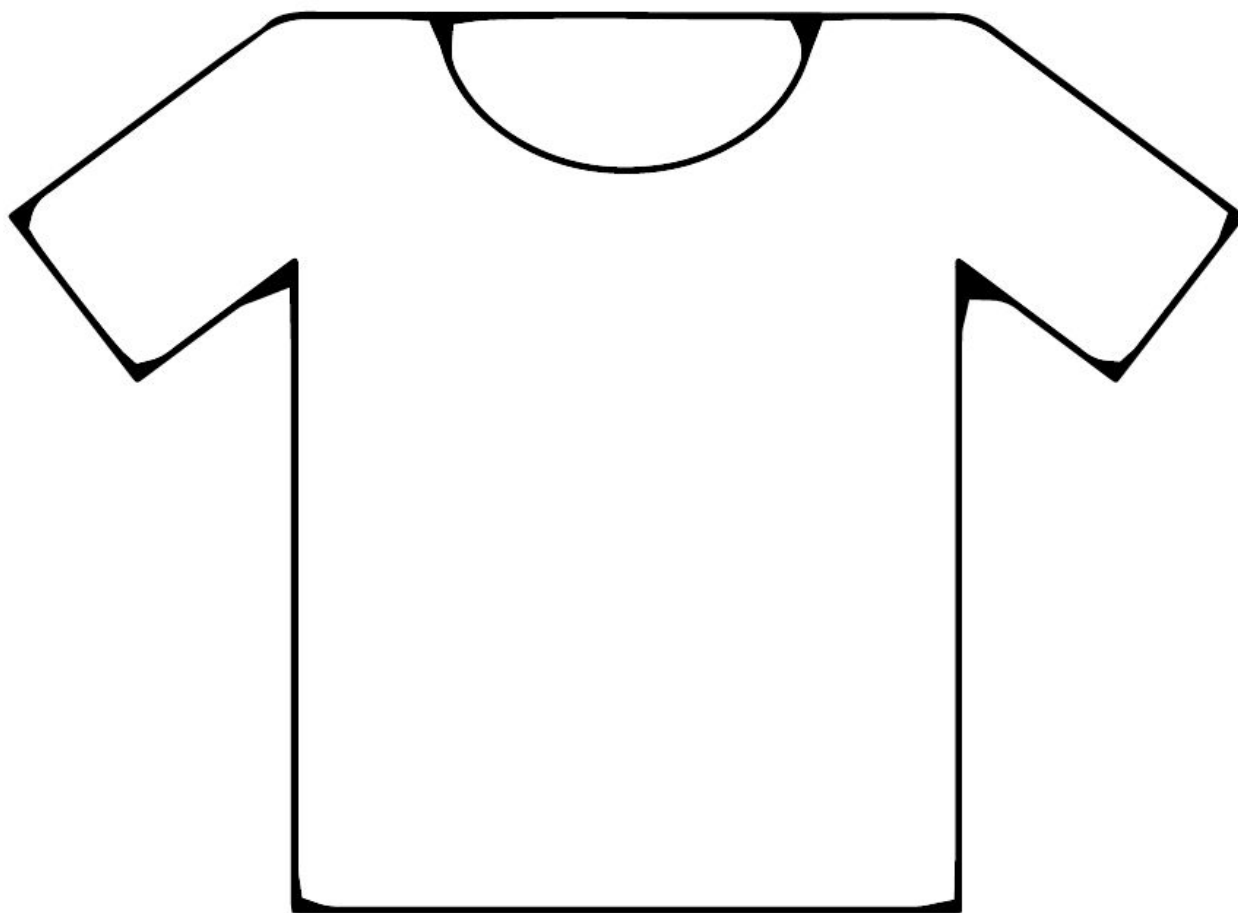
Journal Prompt: Outdoor Fun

MATERIALS: crayons, Outdoor Fun

- Talk with your child about ways that they like to play outside.
- Allow them to independently write and draw about it.
- After, ask, **What do you like to do outside? Why do you like doing that?**

Name: _____

What do you like to do outdoors?



Name: _____

What do you like to do outdoors?



STEM: Jumping Jacks

- Practice counting to 10 with exercise movements
- With your child, try 8 jumping jacks. Demonstrate a jumping jack. Stand with feet together and arms at your sides. Jump, spreading your legs apart and moving your hands up to meet over your head. Jump back to the starting position and count 1. Continue jumping, counting to 10.
- If your child is ready, count to a number higher than 10.



Independent Learning: Summer Sports

MATERIALS: crayons, paper, [Summer Sports](#)

- Using the pictures, talk together about summer sports, like surfing, volleyball, baseball, or skateboarding. Highlight the equipment needed and how to do the sport.
- Have your child independently color the pictures.
- Later, ask, **What summer sport would you like to try? Why?**

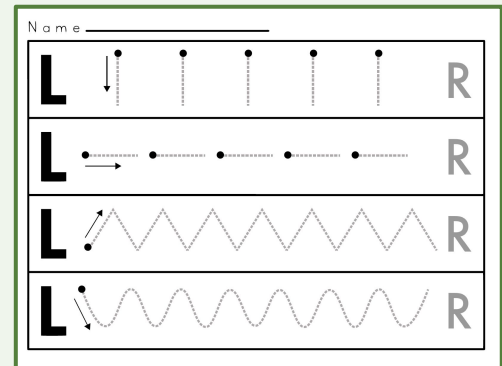




Literacy: Writing Lines

MATERIALS: crayons, paper, [Lines 2](#)

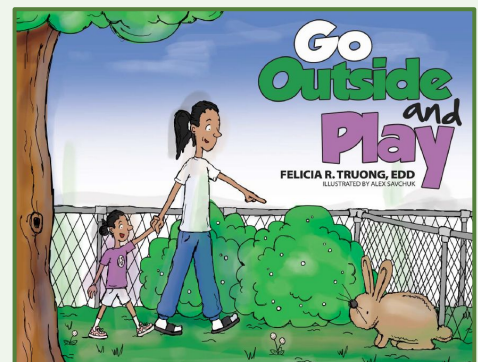
- Have your child independently practice tracing lines on the provided page.
- Your child can also practice writing straight, slanted, and curved lines on a blank piece of paper without tracing.



Read: *Go Outside and Play*

MATERIALS: [Go Outside and Play](#), playdough or [Playdough Recipe](#)

- Read together.
- After, ask your child to choose one of their favorite objects from the story, such as the flowers, beehive, or rabbit, and make it using playdough.





Let's Move: Feelings Charades

MATERIALS: [Feelings Poster](#), scissors

- Cut out the feelings to create individual cards.
- Play a game of Charades. Select a feeling. Use body language and facial expressions to act out the feeling on the card. Have your child guess the feeling you are demonstrating. Then, ask, **How did you know I felt ___(feeling)___?**
- Switch roles. Have your child show the feeling, while you guess.

Save the cards for use during weeks 3 and 4.



Learning Together: Our Sport

MATERIALS: based on the activity you choose

- Talk with your child about different types of sports and fitness activities they like. **If you could make up a sport or exercise, what would it be like?**
- Help them to brainstorm the activity then try it out together and talk about how it went.

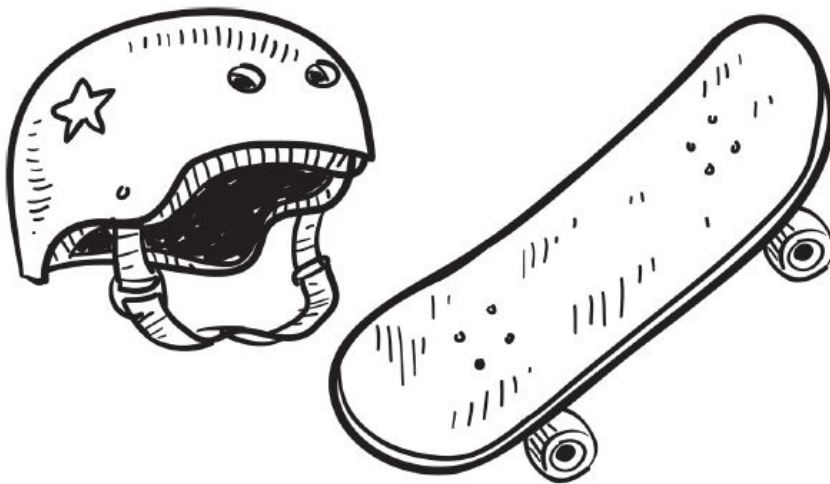
SUMMER SPORTS



Volleyball







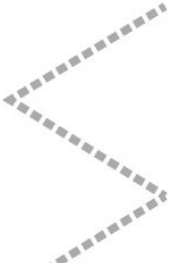



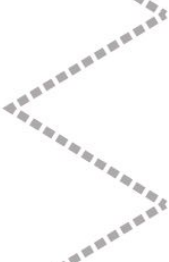









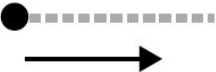
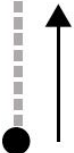
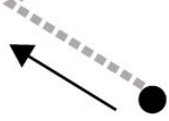
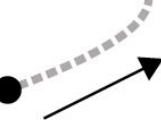






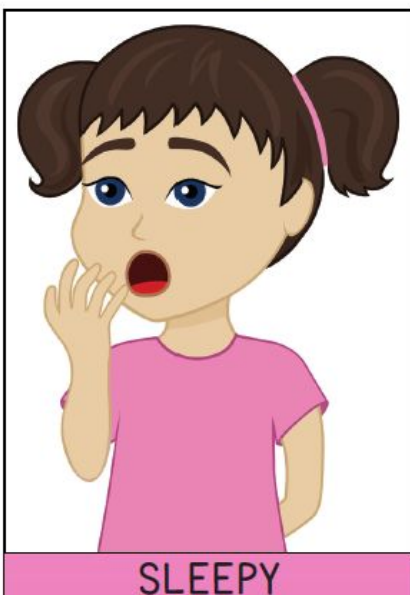
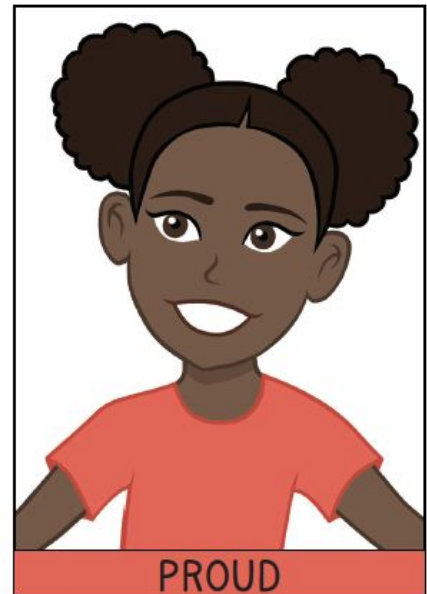
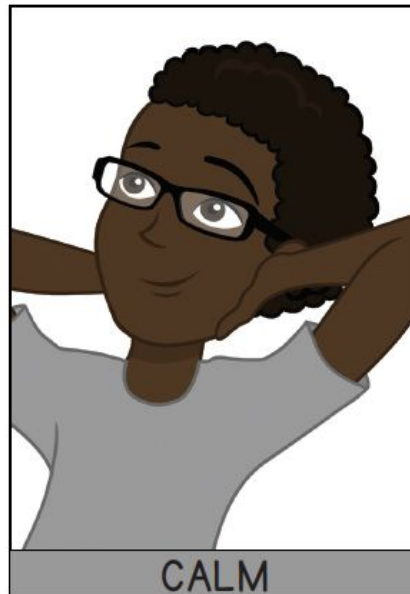
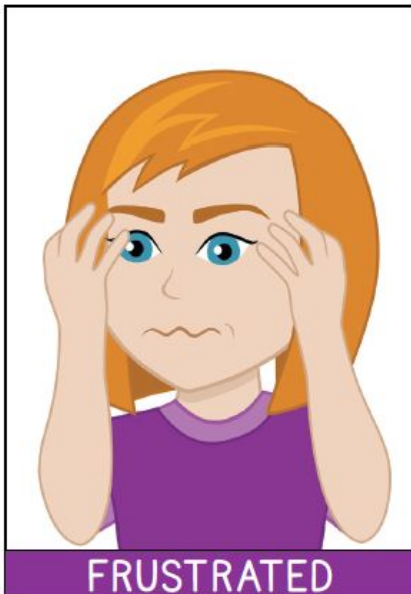
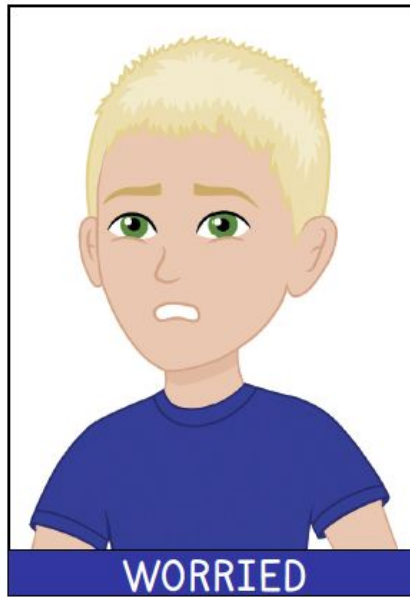
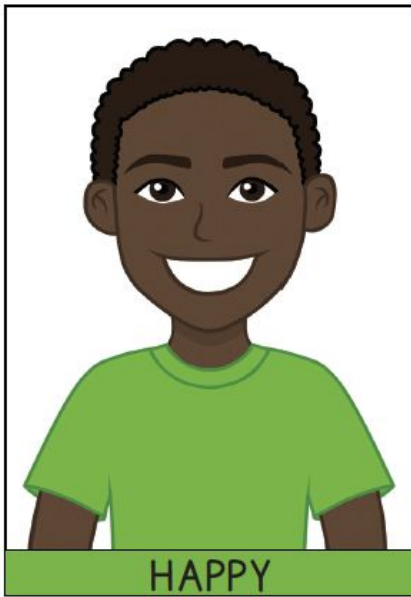
Surfing



Skateboarding

Name _____





STEM: Sound Waves

MATERIALS: 2 plastic cups, 10-20 feet of string, scissors

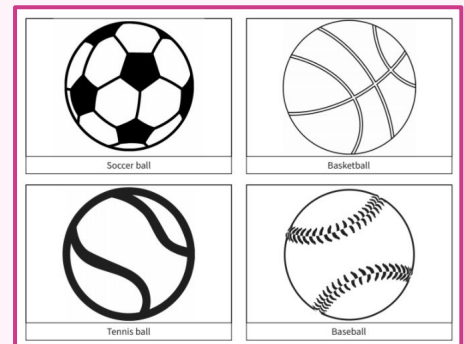
- Use the scissors to poke a small hole in the bottom of each cup. Poke the string through each hole and tie a knot.
- **Sound moves through waves in the air. We can talk to each other through these cups and sound waves will travel along the string.**
- Both you and your child will hold a cup. Slowly walk away from each other until the string is tight. Have your child hold the cup up to their ear while you talk into your cup. Switch roles. You listen while your child talks.
- **Sound traveled from my mouth to your ear!**



Independent Learning: My Favorite Sport

MATERIALS: crayons, paper, [Sports Coloring](#)

- Talk together about different sports.
- Have your child independently color the pictures and write about their favorite sport.
- Later, ask, **What is your favorite sport? Why is __ (sport) __ your favorite? How do you play __ (sport) __?**





Literacy: Words Versus Pictures

MATERIALS: any book

- Before reading, point to the words. **The words tell us what is happening in the story.** Point to a picture. **The picture shows us what it looks like.**
- Together, read the book. Draw attention to the print by pointing to each word as you read.
- After reading, ask your child to point to the words and then the pictures.
- You can extend the activity by naming an object and asking your child to draw a picture of that object then switch roles. Or play a guessing game by taking turns drawing objects and guessing what they are.



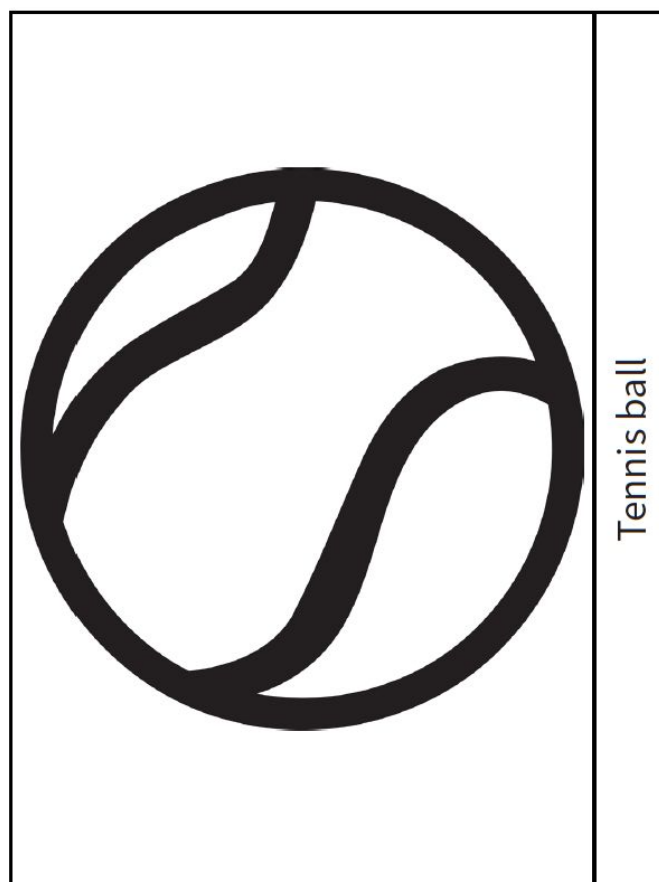
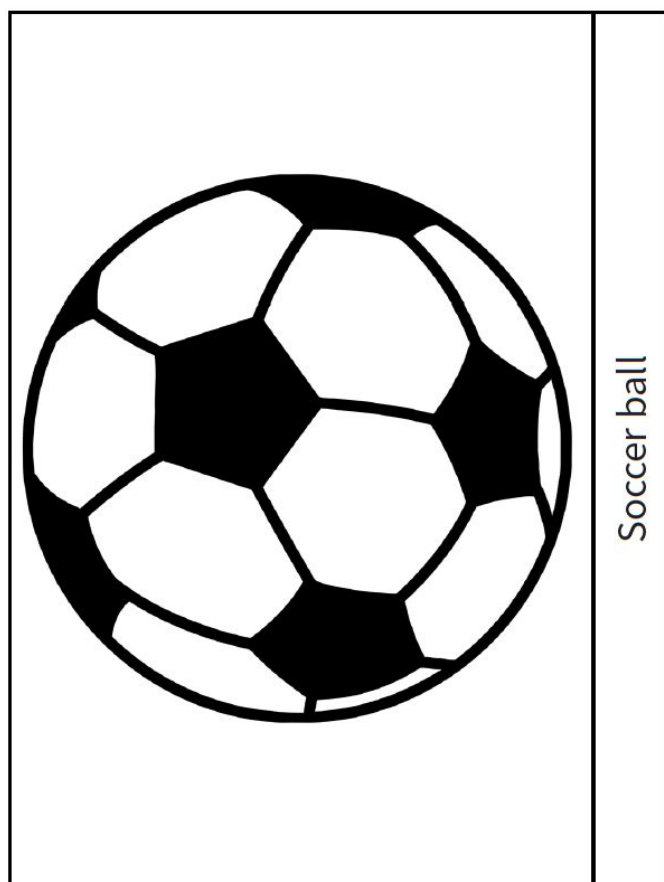
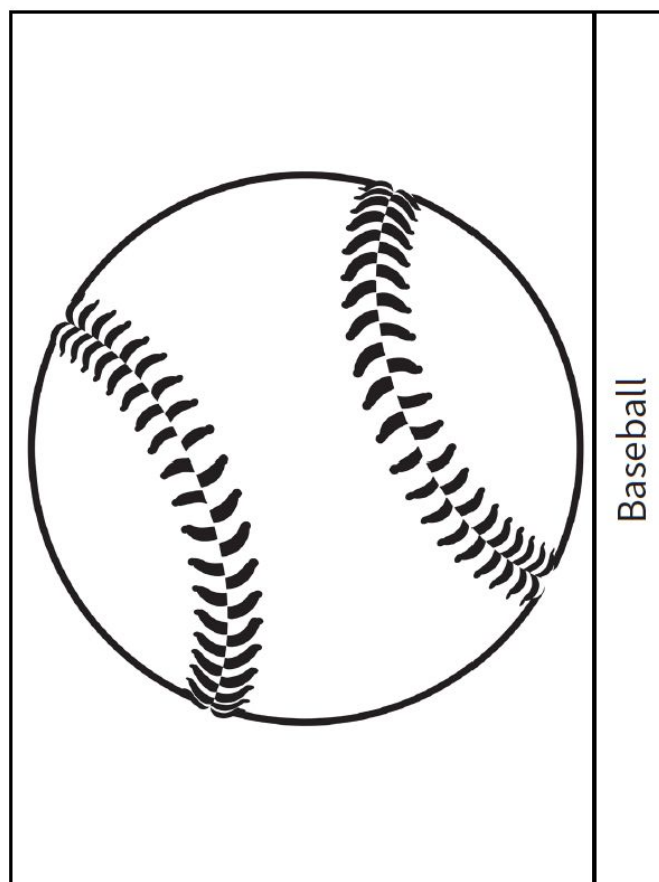
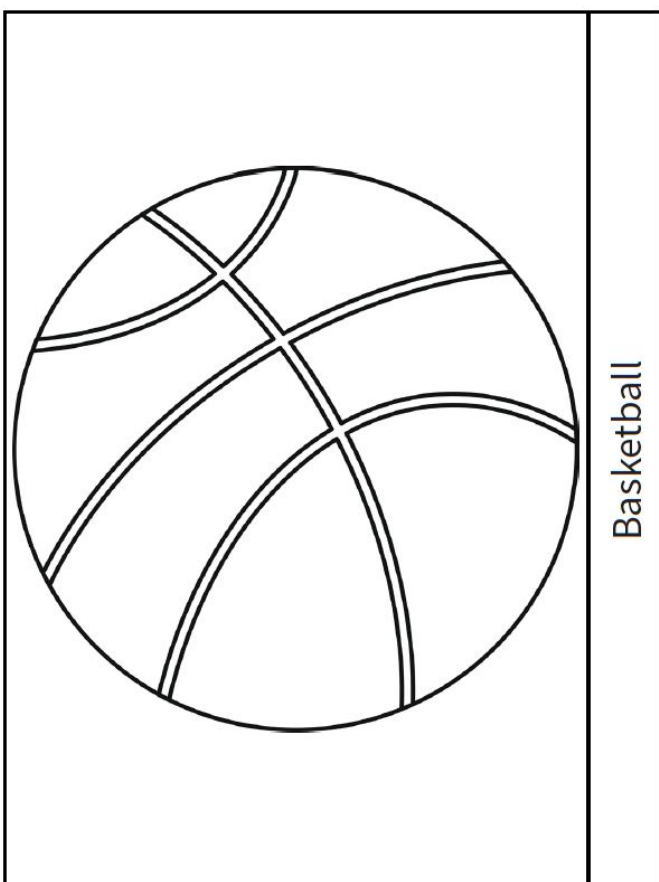
Journal Prompt: Trying a Sport

MATERIALS: Trying a Sport, crayons

- Talk with your child about different sports and a sport they would like to try.
- Allow them to independently write and draw about it.
- **Why would you like to try that sport?** If possible, try that sport together.

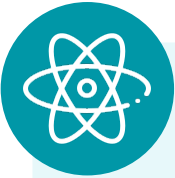
Name: _____

Which sport would you like to try and why?



Name: _____

Which sport would you like to try and why?



STEM: High Knees

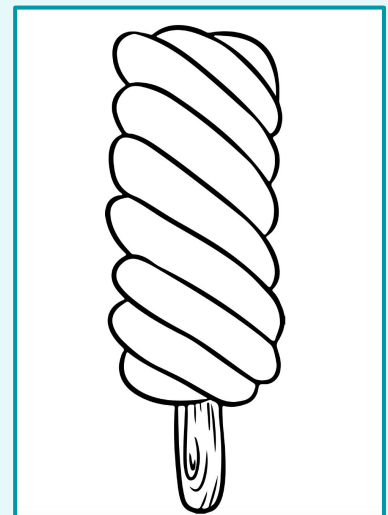
- Practice counting to 10 with exercise movements.
- With your child, try up to 10 high knees. Demonstrate high knees. Stand with your feet shoulder width apart. Lift your right knee up towards your chest. Switch to move your left knee up towards your chest. Continue the movement, alternating legs and counting each time you raise a knee.
- If your child is ready, count to a number higher than 10.



Independent Learning: Popsicle Art

MATERIALS: crayons, paper, pencil, tape, scissors, [Popsicle Coloring](#)

- Have your child independently color and cut out the popsicle.
- Help your child tape their popsicle to a pencil.
- **What would your popsicle taste like? Is a popsicle cold or hot?**
- To extend the activity, you and your child can make simple popsicles together by freezing juice or blended fruits in popsicle molds, ice cube trays, or small cups with a toothpick or popsicle stick placed in it when it's partially frozen.





Literacy: Read and Draw

MATERIALS: any book, paper, crayons

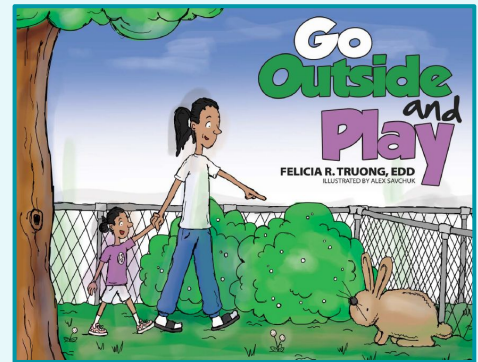
- Together, read a book of your child's choice.
- After reading, have your child draw their favorite scene from the story.
- **What is happening in your drawing?** Write down your child's response and then read it back to them. This lets them know that their words can be written down and that written words have meaning.

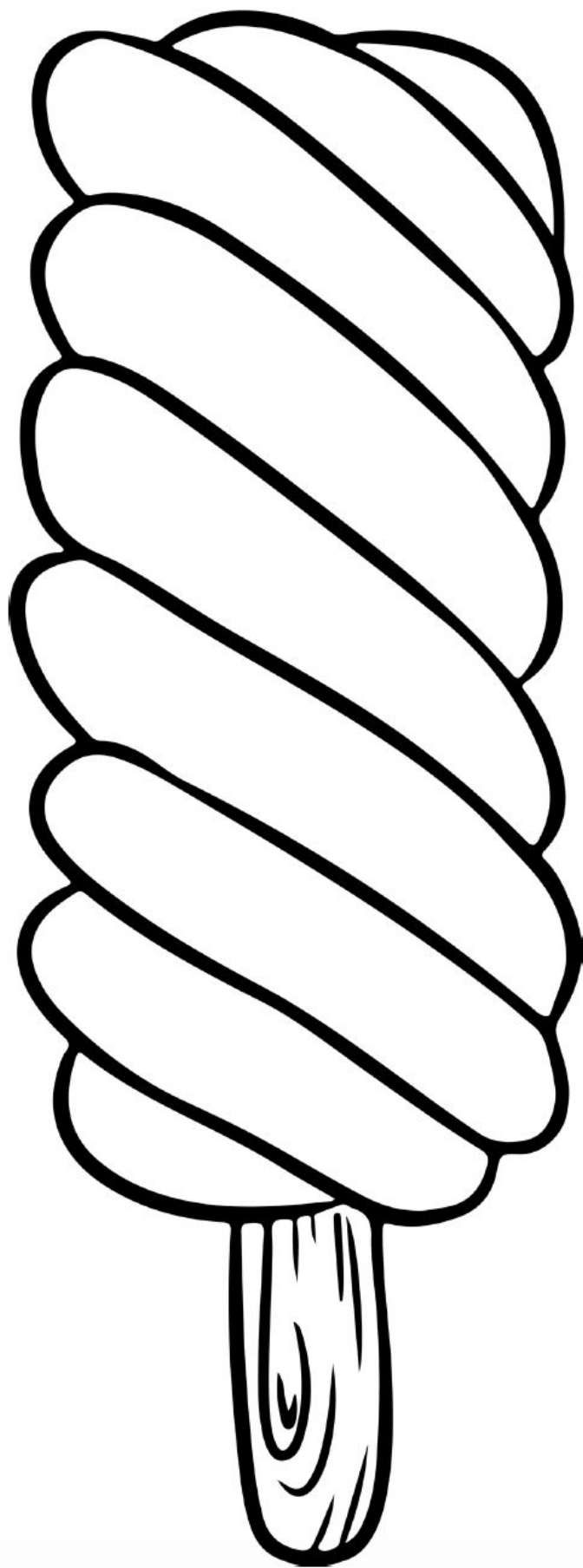


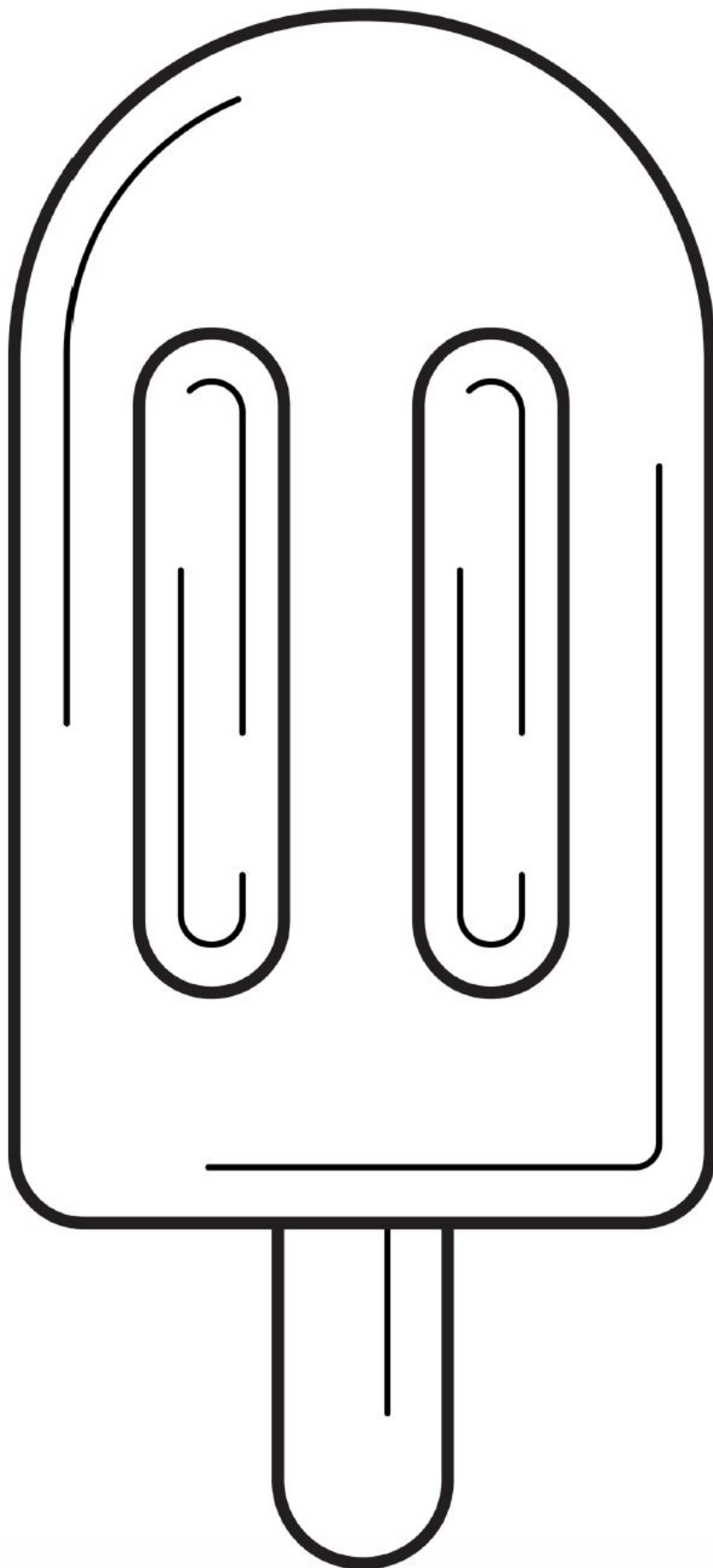
Read: *Go Outside and Play*

MATERIALS: [*Go Outside and Play*](#)

- Read together.
- After, you and your child can make shapes with your body, such as making a circle/oval/triangle with your arms above your head, or making a triangle with your fingers. You can even use both of your bodies to make one shape!







Week 3

PK3 Unit 11 Week 3 Overview

Summer Self-Care

This week your child will:

Focus on their self-care, practicing different calming techniques and learning about staying healthy and safe. They will practice counting and blending syllables and count to 10.



Key Vocabulary



calm

relaxed and quiet, not angry, nervous, or upset



healthy

not sick, or good for your body



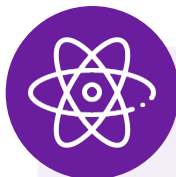
safe

not hurt

Create Connections

This week you will learn about ways to take care of yourself and stay healthy. Before you begin the packet, write and draw about one way you take care of yourself.

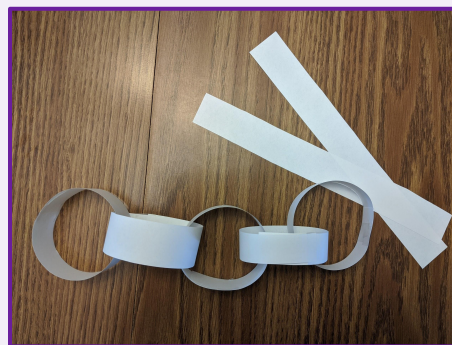
**Think
About It!**



STEM: Number Chains

MATERIALS: paper, glue or tape, scissors

- Cut the paper into strips. Create one loop using a paper strip and tape. Show your child how to make a loop and then create more together.
- Before you add each loop, count how many are already in the chain. Add the loop to the chain and count again. This teaches your child early addition strategies.
- Repeat until your chain reaches at least 10 loops. Your child can continue to use their loop to help them count. They can decorate the chain and select a place to hang it.



Independent Learning: Staying Healthy

MATERIALS: paper, crayons

- Talk together about ways to stay healthy, like hand washing, drinking water, getting rest, and exercising.
- Have your child independently write and draw about how they stay healthy.
- Later, ask, **How do you stay healthy? What is your favorite way to exercise?**



Literacy: Syllables Stomp

- **Syllables are the beats in words. Let's stomp the syllables in the word ball.** Say the word and stomp once. **There is one syllable in ball.**
- Stomp the syllables in other 1-3 syllable words like base-ball, sports, bas-ket-ball, gym-nas-tics.

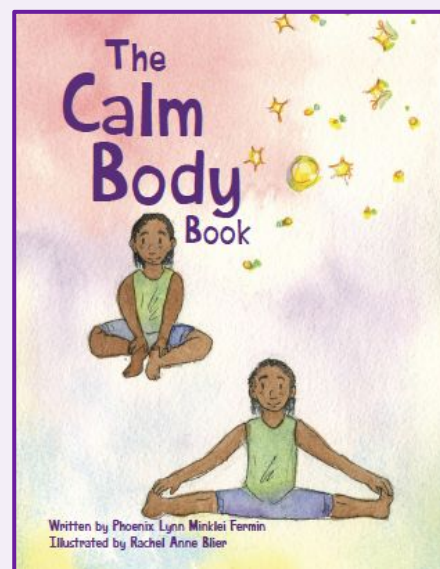


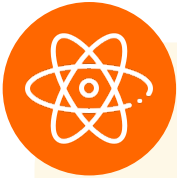
Read: *The Calm Body Book*

MATERIALS: [The Calm Body Book](#)

- A very important part of keeping your body healthy and fit is to help our bodies and minds to feel calm.
- Read pp. 2-11 with your child and try the poses and practices together.
- Encourage your child to select their favorite pose and practice 1-2 more times together.
- Practicing these poses throughout the day will help your child to get familiar with them so they can use them to calm down or feel better when experiencing strong emotions such as anger.

You can also access a pre-recorded reading of [The Calm Body Book](#) on the [Every Child Ready YouTube channel](#).





STEM: Body Diagrams

MATERIALS: paper, crayons, *optional* - sidewalk chalk

- With your child, draw an outline of the human body. You can also go outside and trace your child using chalk, or they can trace you.
- Point to your eyes and ask, **What part of the body is this?** Help your child draw and label the eyes on the body outline. Repeat for nose, ears, mouth, fingers, and toes. You can include other body parts as well.
- Allow your child to have fun decorating their body!



Independent Learning: Lacing Cards

MATERIALS: cardboard, scissors, yarn, string, or shoelaces

- Cut a piece of cardboard into a shape, like a triangle or your child's favorite animal. Use the scissors to poke small holes around the cardboard shape. Cut a piece of yarn (or string, or shoelace) and tie a knot at the end.
- Have your child lace the yarn through the holes.
- Lacing cards allow children to practice controlling small movements with their hands, fingers, and thumb. It is good for their fine motor development!





Literacy: Syllables Count

- **Syllables are the beats in words. Let's clap and count the syllables in the word run.** Say the word and clap once. **How many syllables are in the word run?**
- Clap and count the syllables in other 1-3 syllable words like goal, soc-cer, ex-er-cise.



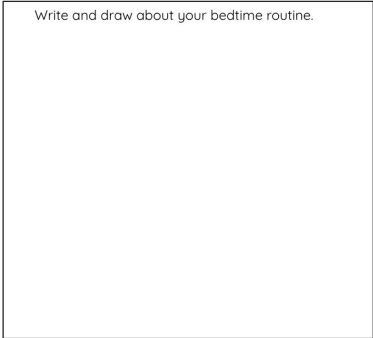
Journal Prompt: My Bedtime Routine

MATERIALS: paper, crayons, My Bedtime

- Talk about what you do as you get ready for bed, like putting on pajamas, brushing teeth, and then reading a story.
- Have your child independently write and draw about their own bedtime routine.
- Later, ask, **What do you do to get ready for bedtime? What is your favorite bedtime activity?**

Name: _____

Write and draw about your bedtime routine.



Name: _____

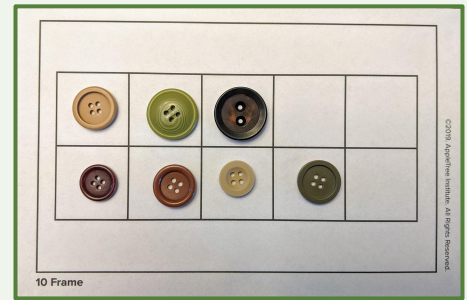
Write and draw about your bedtime routine.



STEM: Count 1 to 10

MATERIALS: small items like buttons or pebbles,
optional - [10 Frame](#)

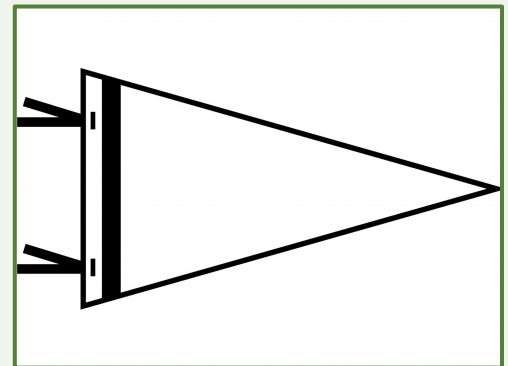
- Place 7 items on the 10 Frame with one item per box. Point to each item as you count. Then, have your child point and count the items.
- Count different amounts of items 1-10.



Independent Learning: Team Pennant

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

- Print or draw the pennant image.
- **Pennants are flags used to show you like a sport or a team.** Together, look at pictures of pennants on a phone or tablet.
- Have your child independently draw and color a pennant of their choice.
- Later, ask, **What did you draw? Why did you choose that for your pennant?**





Literacy: Blending Syllables

- Let's practice blending syllables! Blend means to put together.
- I will say two syllables. Put them together and tell me the word. Soc (pause) cer. Soc-cer. What's the word?
- Repeat using other 2-syllable words, like bowl-ing, ten-nis, hock-ey.

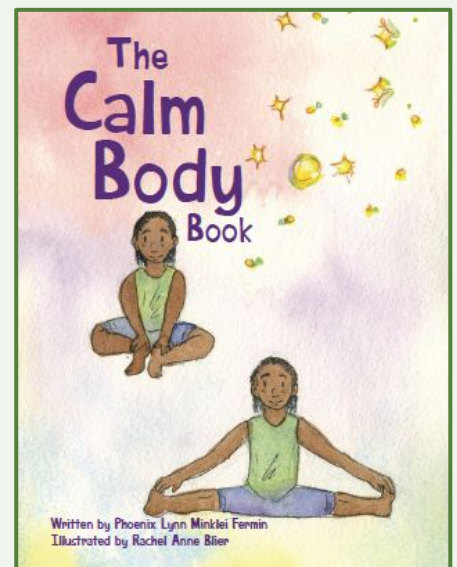


Read: *The Calm Body Book*

MATERIALS: [*The Calm Body Book*](#)

- Talk with your child about how their body feels when they experience a strong emotion like frustration or sadness. Explain that there are different things they can do to feel better, like trying different poses and breathing exercises. Remind them that it's okay to feel these emotions!
- Read pp. 2-3 and 12-19 with your child and try the poses and practices together.
- Encourage your child to select their favorite pose and practice 1-2 more times together. **How does your body feel after doing the pose?**

Practicing these poses throughout the day will help your child to get familiar with them so they can use them to help them to calm down or feel better when experiencing emotions such as frustration.



Wednesday

PK3 Unit 11 Week 3 Day 13



Let's Move: Simon Says

- To be a team player you have to be able to follow directions from others and give directions when it is your turn. Let's play Simon Says to practice.
- In this game, your child should only do what Simon says. Say, **Simon Says, bounce a basketball**. Your child should pretend to bounce a ball. **Swing a bat**. If your child pretends to swing a bat, say, **Oh, I didn't say Simon Says**.
- Repeat the game several times using sport movements, like kick a soccer ball or swing a tennis racket. Take turns leading the game.

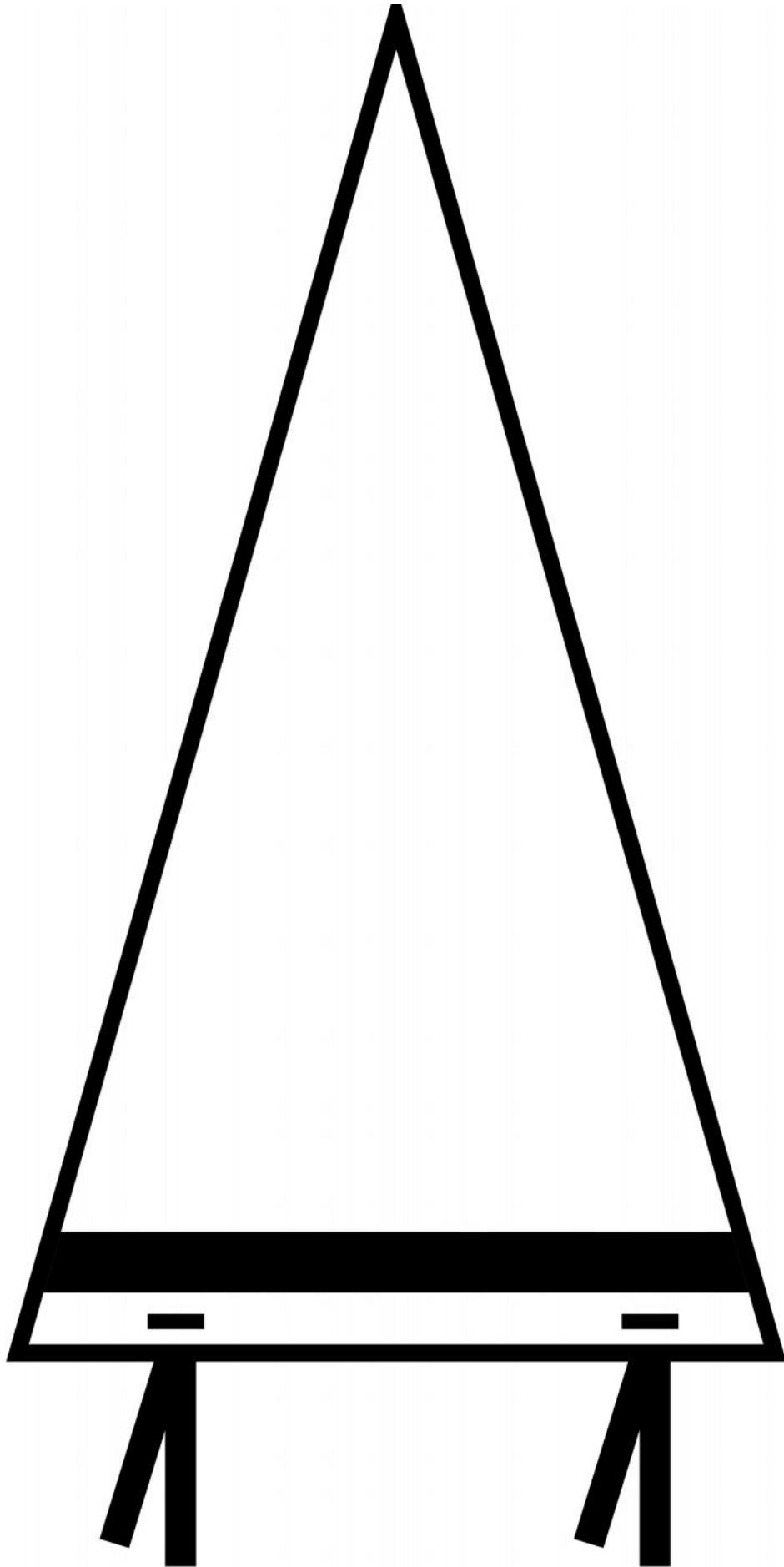


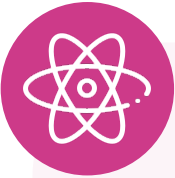
Learning Together: Silly Feelings

MATERIALS: [Feelings Poster](#) from day 8

- Play a silly feelings game together. Pick an animal, then a feeling from the Feelings Poster. Act out your choices and have your child guess what you are.
- Pretend to be a happy lion. Smile while roaring.
- Repeat using different feelings and animals.
- Switch roles.







STEM: Oobleck

MATERIALS: container, cornstarch, water, spoon,
optional - food coloring

- **Let's explore and play with oobleck. Oobleck is a mixture that seems like both a liquid and a solid.**
- Help your child to mix 2 parts cornstarch and 1 part water with food coloring (e.g., 2 cups of cornstarch and 1 cup of water).
- Encourage your child to have fun playing and exploring with their hands and the spoon to see when the oobleck acts like a liquid and when it acts like a solid.



Independent Learning: Safety Posters

MATERIALS: paper, crayons

- Talk together about summer safety, like bike or pedestrian safety.
- As a family, create a list of safety expectations, like holding an adult's hand when crossing the street or wearing a helmet while riding a bike.
- Talk about why it's important to stay safe and different ways to stay safe. Review rules like not talking to strangers, pedestrian safety, or wearing sunscreen.
- Have your child independently write and draw safety posters.
- Later, ask, **What safety rule did you write and draw about? What would you tell others about being safe?**



Literacy: Blending Syllables

- **Let's practice blending syllables! Blend means to put together.**
- **I will say two syllables. Put them together and tell me the word. Fris (pause) bee. Fris-bee. What's the word? Frisbee!**
- Repeat using other 2 syllable words, like hock-ey, swim-ming, safe-ty. To extend the activity, you can include 3 syllable words like sum-mer-time, ex-er-cise.



Journal Prompt: I am Calm

MATERIALS: I am Calm Journal Page, crayons

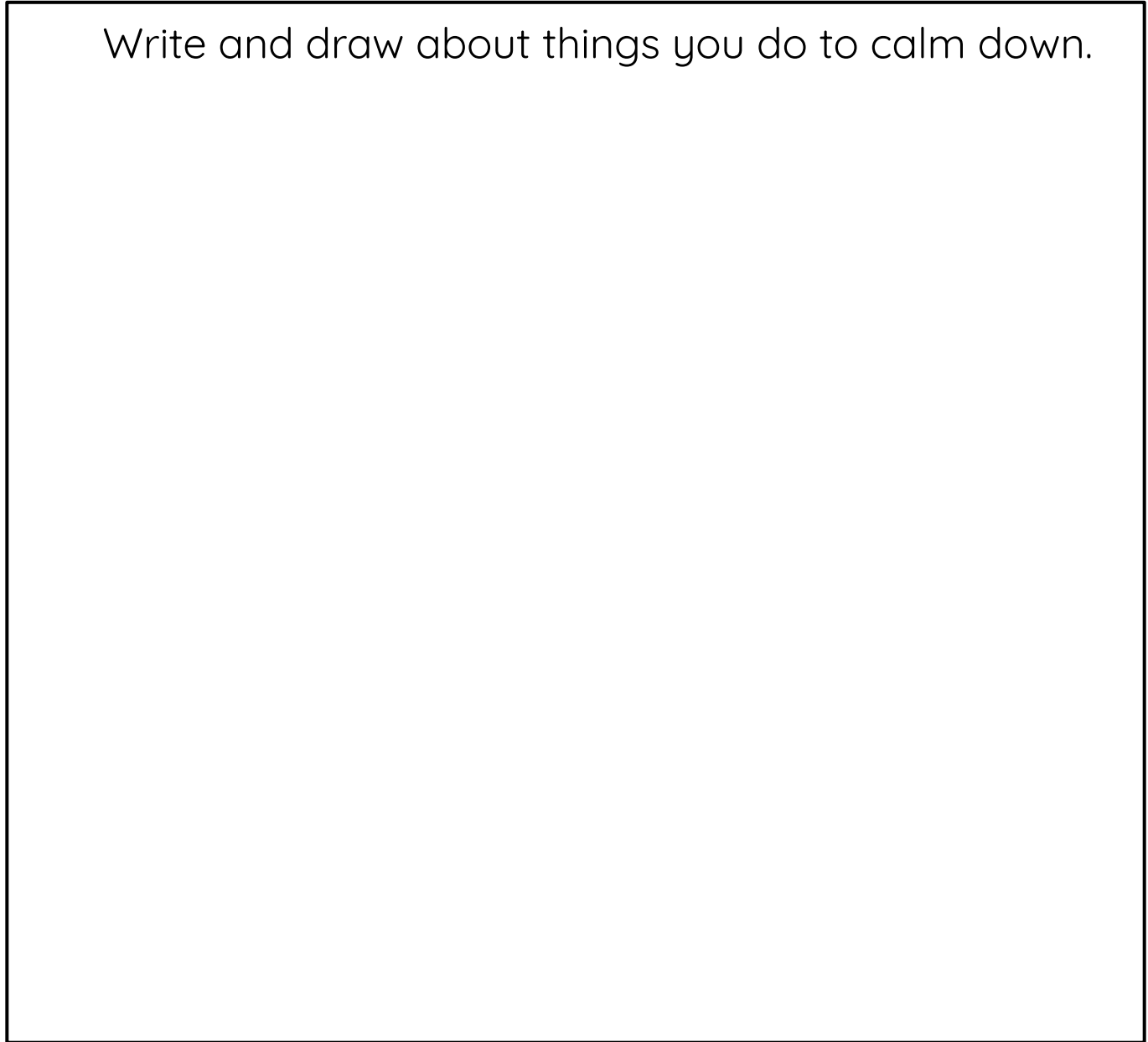
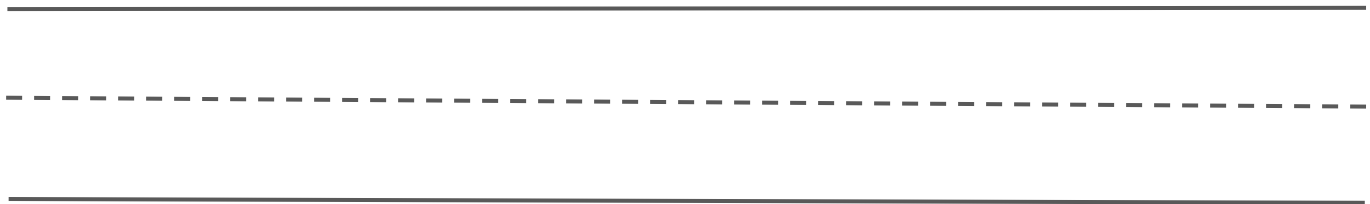
- Talk with your child about ways that they can calm down or feel better when they are experiencing a strong or negative emotion like fear. This could be dancing, drawing, or doing breathing exercises.
- Allow your child to independently write and draw about it.
- **Tell me how you calm down. Can you show me?**
- Remind them that it is okay to feel these strong feelings!

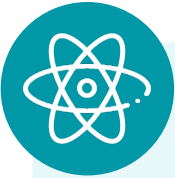
Name: _____

Write and draw about things you do to calm down.

Name: _____

Write and draw about things you do to calm down.

A large rectangular box with a black border, intended for a child to draw and write about things they do to calm down.Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.



STEM: Sets Practice

MATERIALS: paper plate, crayons or other small items

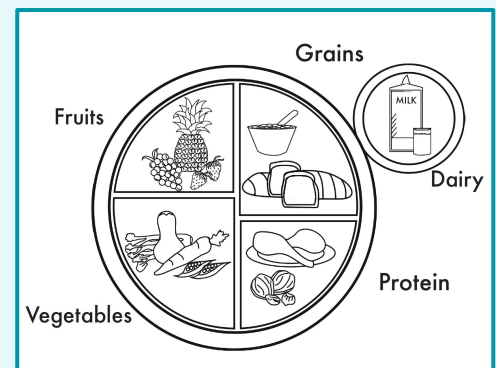
- Together, practice creating sets. **I will say a number. You put the set, or group of things, on the plate.**
- Put five crayons on the paper plate. **Here is a set of three! Let's count them. 1, 2, 3, 4, 5!**
- **Your turn! Make a set of seven!**
- Have your child make sets up to ten and count the objects together.
- To extend this activity, you can make number cards between 0 and 10 and have your child select a card and make a set that matches the number on the card.



Independent Learning: My Plate

MATERIALS: paper, crayons, grocery flyers or magazines, [My Plate](#), child safe scissors

- Talk together about the five food groups (fruit, grains, dairy, proteins, vegetables).
- Together, look through grocery store flyers, magazines, etc. for pictures of food.
- Have your child cut out the food pictures and sort them into the five food groups. It's okay if they do not cut perfectly. This is good practice!
- After, ask, **Where does the __ (food) __ go? Is it a vegetable or protein?**





Literacy: Describing Words

MATERIALS: big and small items from around the home

- Look at the items together. Talk about what it means to be big and small.
- Together, look at an object and describe it as big or small. Encourage your child to say, **The** __ (item) __ **looks** __ (big/small) __.
- You can also describe the objects using other features such as shape, color/design, use, etc.

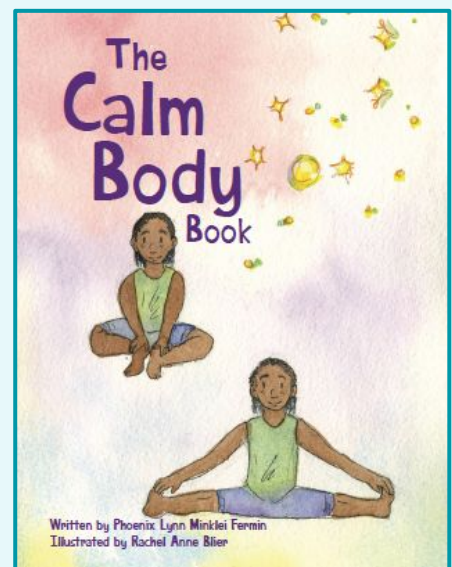


Read: *The Calm Body Book*

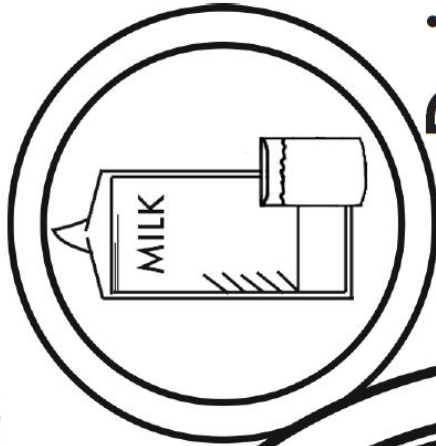
MATERIALS: [*The Calm Body Book*](#)

- Read pp. 2-3 and 20-27 and try the poses and practices together.
- Encourage your child to select their favorite pose and practice 1-2 more times together.

Practicing these poses throughout the day will help your child to get familiar with them so they can use them to help them to calm down or feel better when experiencing emotions such as worry or anxiety.

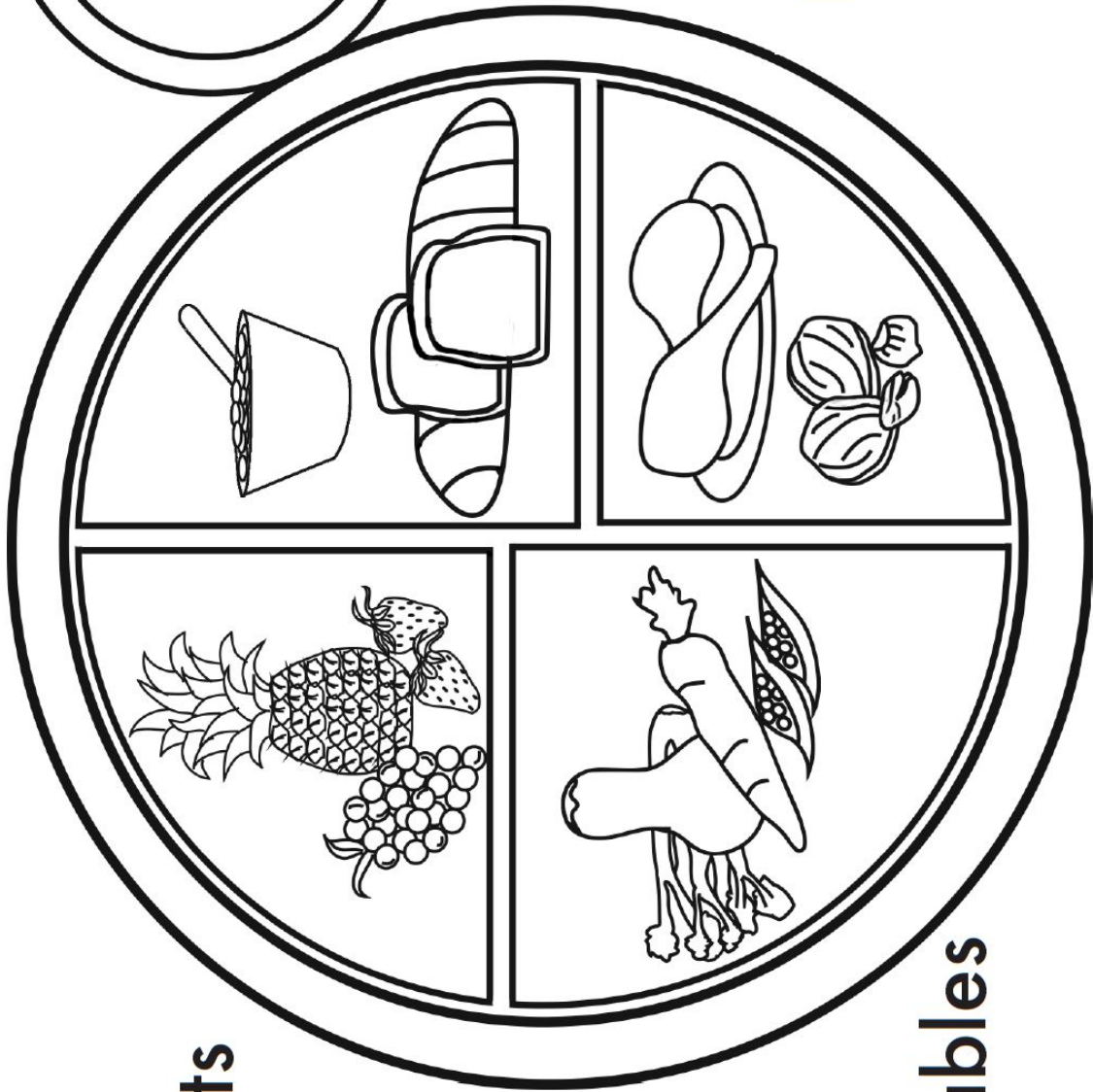


Grains



Dairy

Protein



Fruits

Vegetables

Week 4

PK3 Unit 11 Week 4 Overview

I'm a Team Player

This week your child will:

Learn about being a team player and team up with you to do something fun together. They will make medals, learn about their heart, identify numbers from 0-10, and learn about the elements of a story.

Key Vocabulary



sports

an activity where people compete against each other

team

a group of people who play together against another group

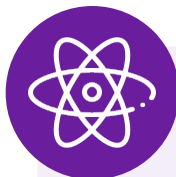
teammate

someone who is on the same team as you

Create Connections

This week you will read about Maximilian, who tried his best to be a chef. Before you begin the packet, write and draw about how you try your best.

**Think
About It!**



STEM: Colors

MATERIALS: 4-8 different colored crayons or colored items

- With your child, review each of the colors.
- Select a color (like red). Take a walk around your home or outside. Look for things that are red like the crayon.
- Together, write a list of items you find. Repeat for one other color.



Independent Learning: Making Sports Equipment

MATERIALS: paper or cardboard, crayons, glue, scissors, yarn or string

- Help your child to cut out a racket and several large circles.
- Together, talk about and look at pictures of different sports and equipment on a phone or tablet.
- Have your child independently use the materials to make their own sports equipment.
- Later, ask, **What piece of sports equipment did you make? Have you ever used a __ (sports equipment) __ before? How do you use it?**
- If using cardboard your child can also use a ball, crumple up paper, or roll up socks to try bouncing the ball on the racket.





Literacy: Characters

MATERIALS: any book

- Read a book with your child. Then, talk about the characters in the story.
- **Tell me about the story. Who were the characters? Who was the story about?**

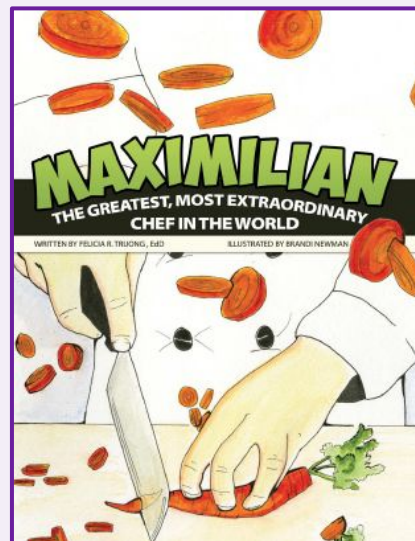


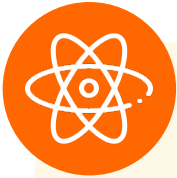
Read: *Maximilian, The Greatest Most Extraordinary Chef in the World*

MATERIALS: [Maximilian, The Greatest Most Extraordinary Chef in the World](#)

- Read with your child.
- After, say, **Maximilian's father taught him a lot and helped him to become a great chef. Maximilian had to practice a lot too. When you are on a team you have to do the same. You have to practice and learn from each other.** Talk together about other ways to be a good team member.

You can also access a pre-recorded reading of *Maximilian, The Greatest Most Extraordinary Chef in the World* on the [Every Child Ready YouTube channel](#).

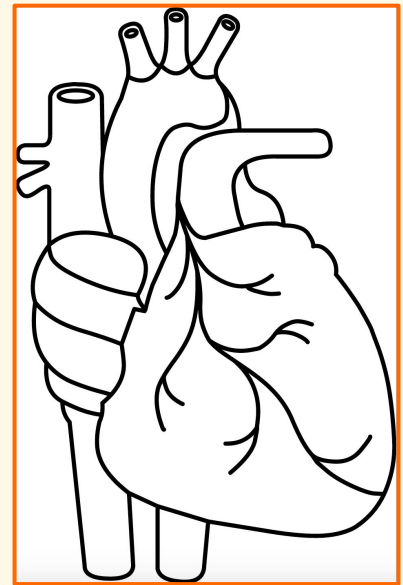




STEM: Slow Heart, Fast Heart

MATERIALS: [Heart Coloring Sheet](#), crayons

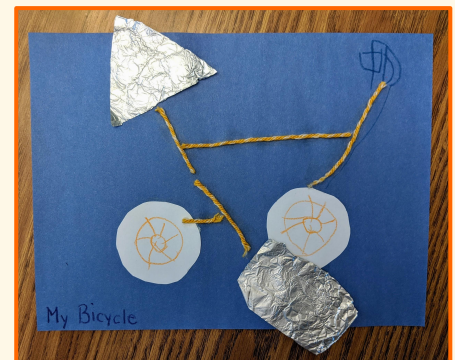
- With your child, talk about how exercise and relaxation can change heart rates. In a rest position, help your child find their heartbeat in either their wrist, neck, or chest. **When you are calm, your heartbeat is slow. You might even have a hard time feeling it.**
- Have your child run in place for at least 20 seconds. Then, help your child recheck their heartbeat. **Now what do you feel? When you exercise, your body needs more oxygen, so your heart beats faster!**
- Your child can also look for and check your heartbeat!
- After, they can color the picture of the heart.



Independent Learning: Making a Bicycle

MATERIALS: paper, crayons, yarn, aluminum foil, glue, scissors

- Help your child to cut out two large circles as the wheels.
- Together, look at pictures of bicycles on your phone. Review the parts of a bike. Talk about how your child can use the materials to make a bike, such as using foil to make the handlebars.
- Have your child independently use the materials to create a bicycle.
- Later, ask, **Can you point to the bike seat? How did you add the wheels?**





Literacy: Setting

MATERIALS: any book

- Together, read a book. Talk about the setting of the story or where it takes place. **Where was the setting? Where was the character in the story?**
- You can extend the activity by encouraging your child to think about what might happen next in the story, and to draw a picture of the setting where it would take place.

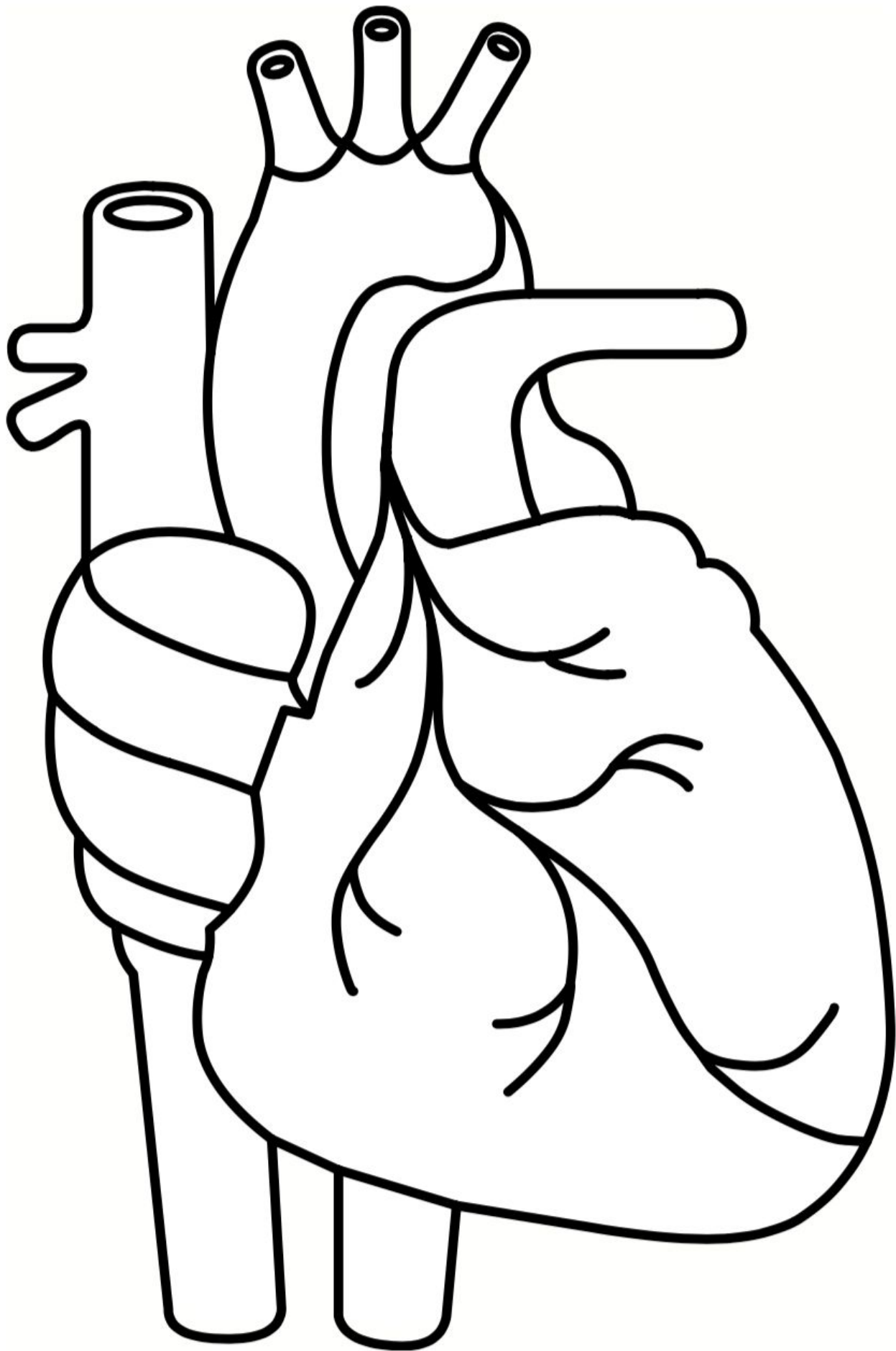


Journal Prompt: I'm a Team Player

MATERIALS: Team Player Journal Page, crayons

- Talk with your child about ways that they can show that they are a good team player on a sports team, in the classroom, or even at home, like listening to their team members, following directions, and encouraging others.
- Allow your child to independently write and draw about being a good team member.
- After, ask, **Tell me about how you show that you are a good team member.**

Name: _____
Write and draw about ways that you are a good team member.



Name: _____

Write and draw about ways that you are a good team member.



STEM: Numbers 0-4 Memory

MATERIALS: Write each number from 0-4 on small pieces of paper. Make 2 number cards for each number.

- Select 3-4 pairs of cards. Show your child how to play a matching game. Place the cards face down. Flip over two cards. If the numbers match, say the name and take the cards out of the playing area. If the cards do not match, flip them face down again.
- Take turns with your child and play until you have matched all the numbers.
- Add more numbers to make the game more challenging!



Independent Learning: Making Medals

MATERIALS: paper, crayons, ribbon or string, scissors

- Help your child to cut out one large circle.
- Talk about how people win medals to show their achievements. Use a phone or tablet to show example medals.
- **What are some things you are good at?** Have your child independently draw and color a medal of their own.
- After, poke a hole at the top of the medal, loop the ribbon through and tie a knot. Encourage your child to wear their medal.
- Your child can also create more medals for family members or friends!



Wednesday

PK3 Unit 11 Week 4 Day 18



Literacy: Blending Sounds

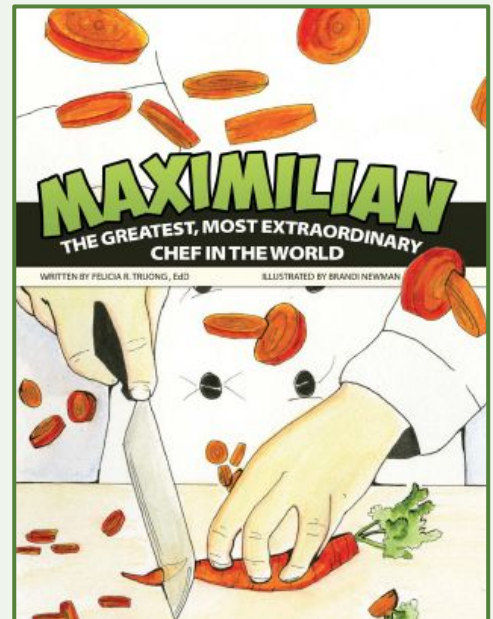
- **Let's blend words!** I will blend the beginning sound and the rest of this word. **B-at, b-at.** Repeat faster as you blend the two parts together. **B-at, bat. You try, b-at, bat!**
- **Your turn!** Have your child try to blend t-eam (team), s-un (sun), c-up (cup), t-ub (tub).



Read: *Maximilian, The Greatest Most Extraordinary Chef in the World*

MATERIALS: [Maximilian, The Greatest Most Extraordinary Chef in the World](#)

- Read with your child.
- After, talk together about something special you like to cook together, or that you would like to learn to cook together. You can make a plan to cook it together soon.





Let's Move: Mirror Me Body Language

MATERIALS: [Feelings Poster](#) from day 8

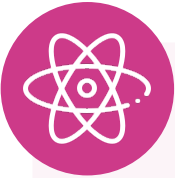
- With your child, talk about how our bodies can help others know how we are feeling, like if we are slumping when we are sad or jumping up and down when we are happy.
- Together, play a feelings game. Use body language, like waving your hands above your head to show excitement. Have your child guess the feeling.
- Switch roles.



Learning Together: We're a Team

MATERIALS: items you select together for your team game or activity

- **Families can be big or small. Some families have two people and some have lots of people.** Talk with your child about the way your family is also a team that has to work together, cooperate, support, and encourage each other.
- Choose an activity to do together as a team. You might choose to play board or movement games together, or accomplish a task together like organizing a closet or painting a room.



STEM: Heart Pump

MATERIALS: clean gallon jug, 2 plastic tubs or containers, measuring cup, water

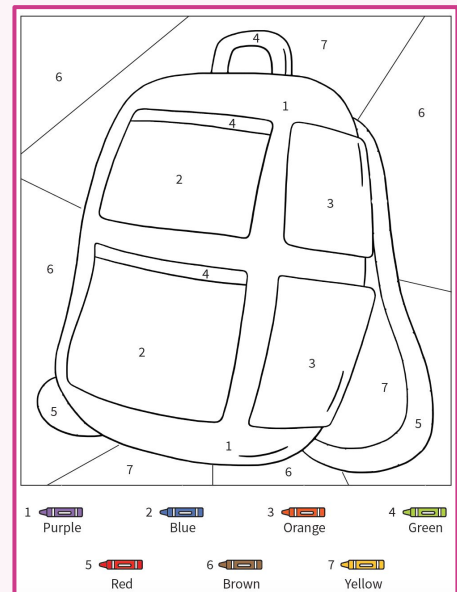
- Fill the gallon jug with water and show it to your child. **A heart pumps or moves about one gallon of blood per minute. Let's see if we can move one gallon of water in a minute, like your heart.**
- Pour the water from the gallon jug into a container. **You are going to use this measuring cup to move the water from the full container to the empty container in one minute.**
- Complete the exploration with your child. **That was a lot of water!**



Independent Learning: Color by Number

MATERIALS: [Color by Number](#), crayons

- Together, review each of the colors and explain how to complete the Color by Number activity. **When you see a 1 color that area purple, when you see a 2 color that area blue, etc.**
- Have your child independently color the picture.
- Later, ask, **What color is this? Can you tell what the picture is?**





Literacy: Story Events

MATERIALS: any book

- Read a short book with your child. Talk about the events in the story. **An event is something that happened. What happened in the story?**
- Review and retell the events together. You can also act out the events together.
- Extend the activity by asking your child to write their own story with 2-3 events in it, or to think of another event that could take place in the story they just read.



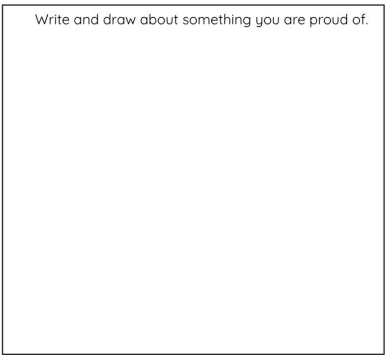
Journal Prompt: I am Proud

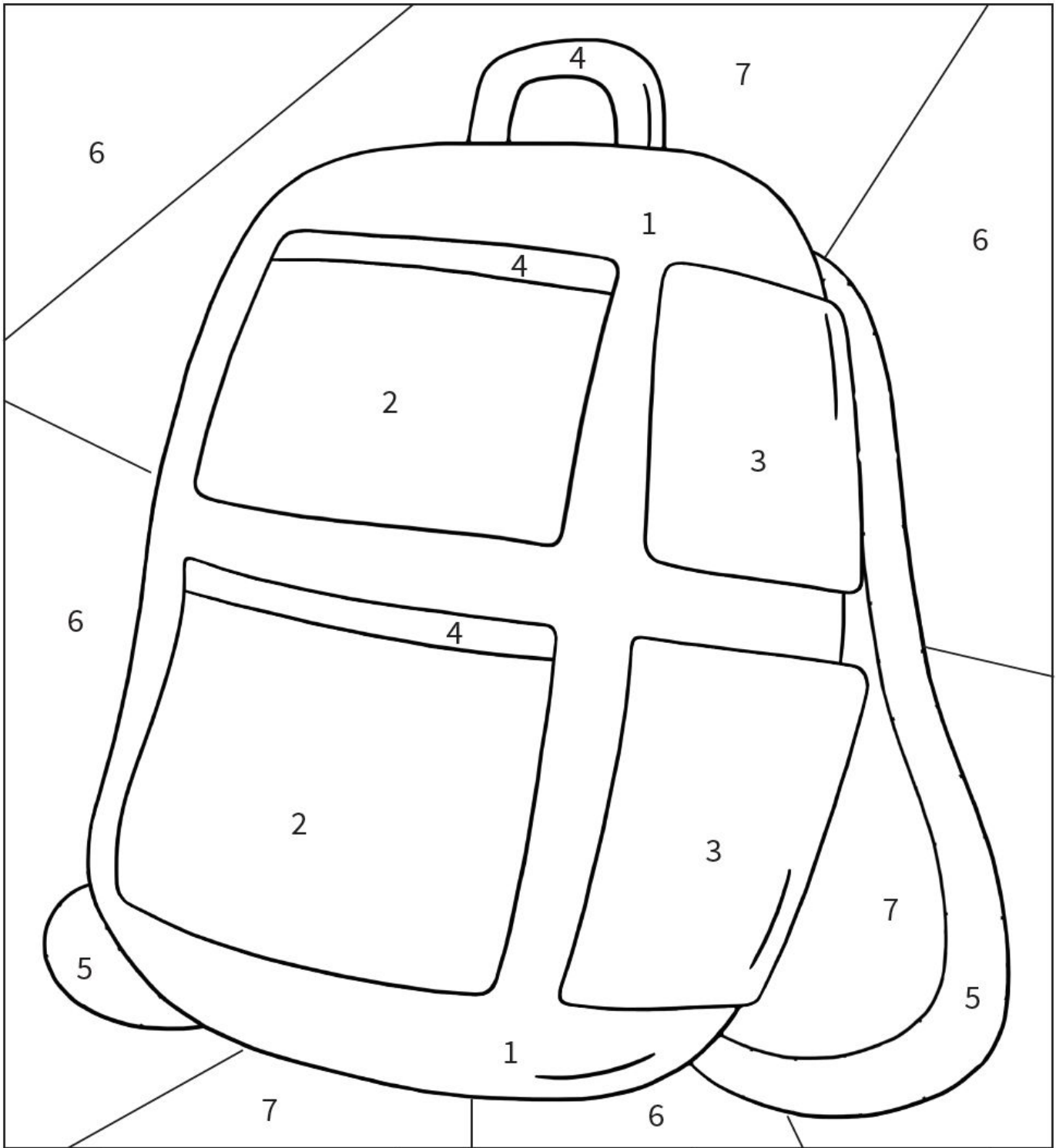
MATERIALS: I am Proud, crayons

- **Maximilian was proud of the food he cooked. What is something that you are proud of?**
- Have your child write and draw about it.
- **Why did you choose to write and draw about that?**
Acknowledge and encourage them.

Name: _____

Write and draw about something you are proud of.





1 
Purple

2 
Blue

3 
Orange

4 
Green

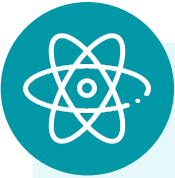
5 
Red

6 
Brown

7 
Yellow

Name: _____

Write and draw about something you are proud of.



STEM: Numbers 5-10 Freeze Dance

MATERIALS: Write the numbers 5-10 on individual pieces of paper

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



Independent Learning: Writing a Menu

MATERIALS: paper, crayons

- Together, look at pictures of menus on a phone or tablet, talk about menus at places you go to eat, or the foods Maximilian cooked.
- Have your child independently write a menu for the day. It is okay if your child draws pictures, scribbles, or misspells words. That's part of learning to write!
- Later, ask, **What meals or snacks are on your menu?**
- If possible, select 1-2 things from the menu to make.

[Read here](#) to learn more about how your child learns to write.



Literacy: My Summer Story

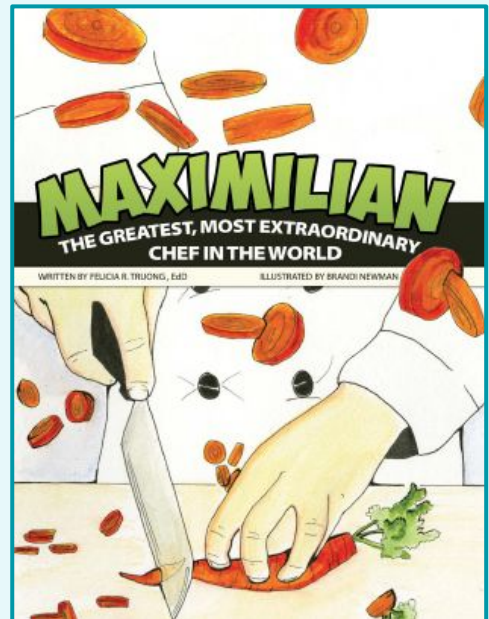
- Practice telling a story with your child. **Let's tell a story! Tell me about something that happened or will happen during the summer.** Encourage your child to include two events.
- If your child needs help, say, **Tell me about the time we...** and, **What happened?**



Read: *Maximilian, The Greatest Most Extraordinary Chef in the World*

MATERIALS: [*Maximilian, The Greatest Most Extraordinary Chef in the World*](#)

- Read with your child.
- After, ask, **What are two events that happened in the story?**



Get ready to have fun with fitness, a unit focusing on movement and summer fun for your child and your family!

