

# Unit 11

Fun with Fitness

**PK4**







# Unit 11

## Fun with Fitness



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# PK4 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



- [\*Go Outside and Play\*](#) by Felicia R. Truong
- [\*Maximilian, The Greatest Most Extraordinary Chef in the World\*](#) by Felicia R. Truong
- [\*Sophie's Garden\*](#) 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 sports and fitness activities, including the Olympics, being a team player, taking care of yourself, and calming your body. Your child will review different concepts including making patterns, comparing quantities, learning about the letters Z, G, X, Q, V, N, J, and F, and practice blending sounds together to make words.*

## Unit 11 Vocabulary

calm

healthy

Olympics

sports

summer

team

teammate

winter

# Week 1

# PK4 Unit 11 Week 1 Overview

## All About Sports and Fitness

### This week your child will:

Be introduced to sports and fitness. They will learn about different sports, how your heart rate is affected by movement, shapes, and the letters Z and G. Have fun moving and doing different activities indoors and outdoors with your child. While you are moving and exploring, you can look for letters, shapes, and colors.



### Key Vocabulary



### sports

an activity where people compete against each other



### summer

the warmest season of the year



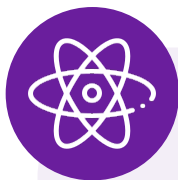
### winter

the coldest season of the year

# Create Connections

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

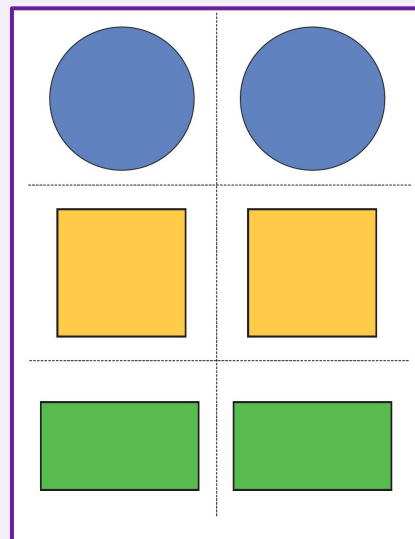
**Think  
About It!**



## STEM: Shape Matching

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

- Cut out the shapes to make individual cards.
- Together, play a matching game. Place 3-4 pairs of cards face down. Flip over two cards. Say the shape name. Move the cards to the side. If the cards don't match, flip them face down to use again.
- Then, have your child take a turn. Play until all the shapes are matched.

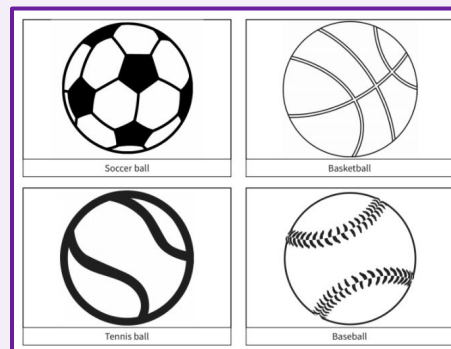


## Independent Learning: My Favorite Sport

**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)\_\_\_?**

Save the pictures for Day 2.



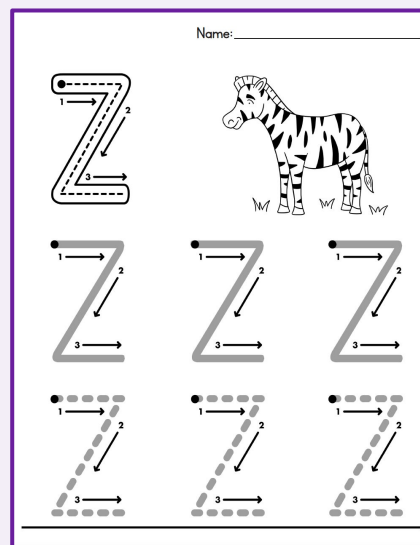




## Literacy: Z

**MATERIALS:** [Large Letter Z](#)

- **Make a Z by writing over, slant down, over.** Have your child say the letter Z and make the letter sound for Z, like zebra.
- Have your child trace the Z with their finger. Then trace and write the Z with a crayon or pencil and color the pictures.
- Go for a walk and see how many uppercase Z's you can find on signs and license plates in your neighborhood.
- *Optional - practice writing with other materials. Your child can also practice writing the Z independently on paper.*

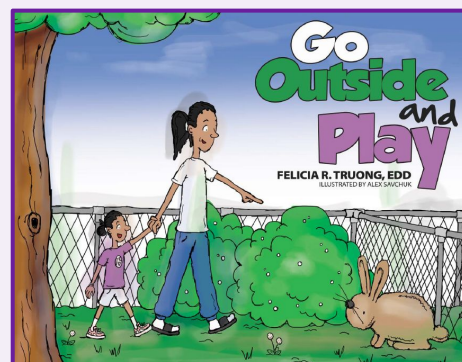


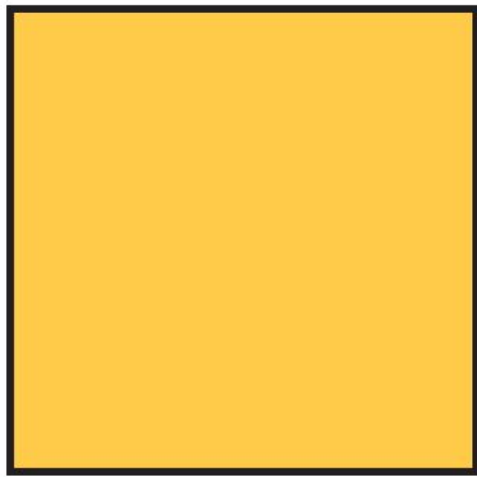
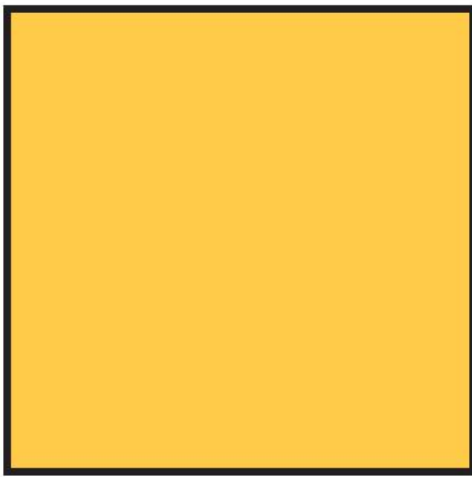
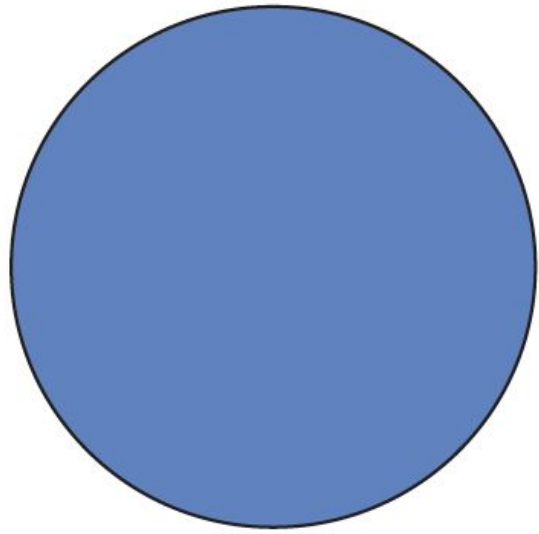
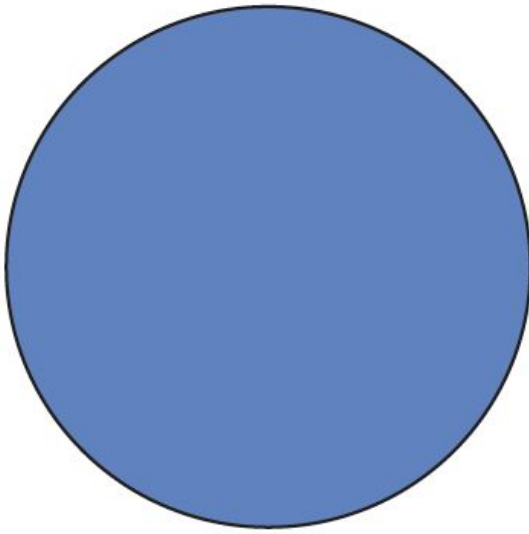
## Read: Go Outside and Play

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

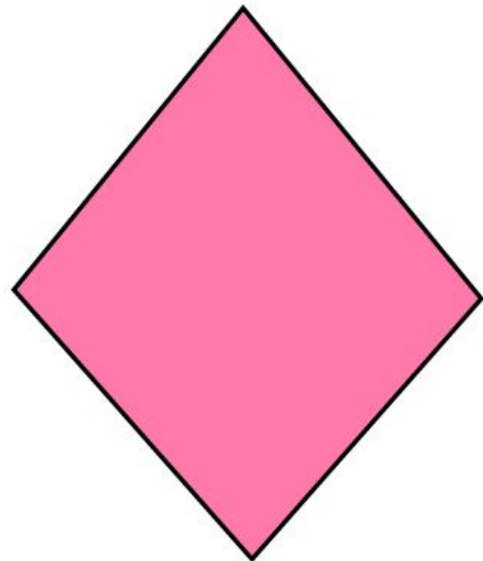
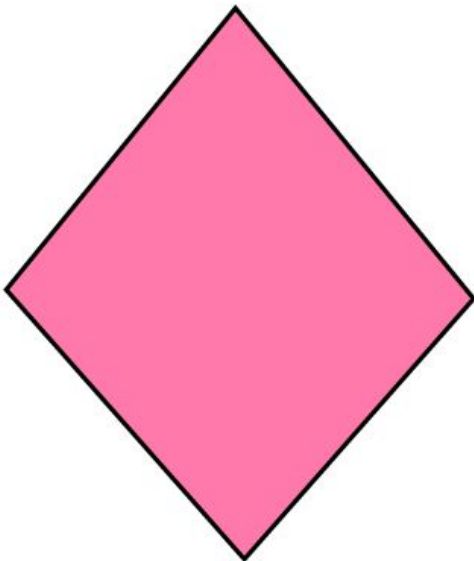
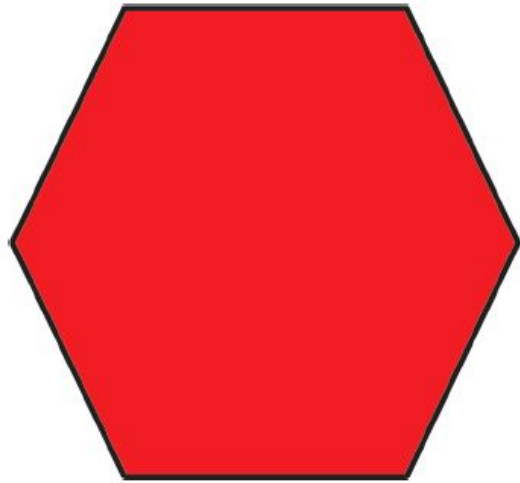
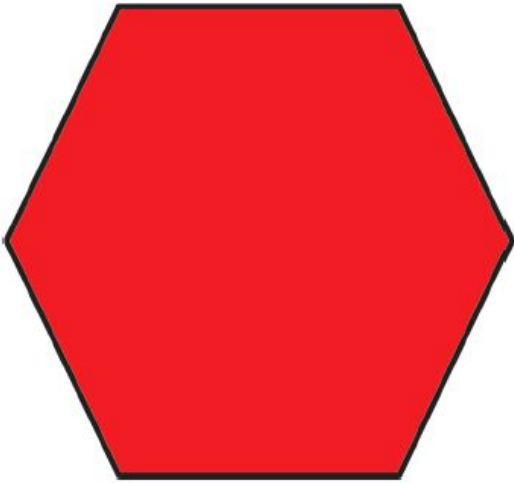
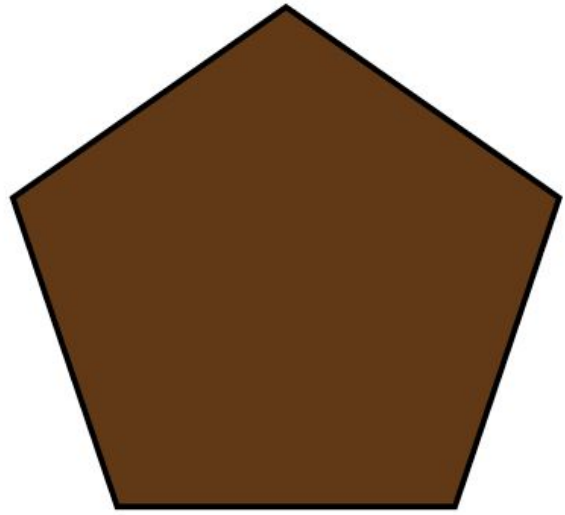
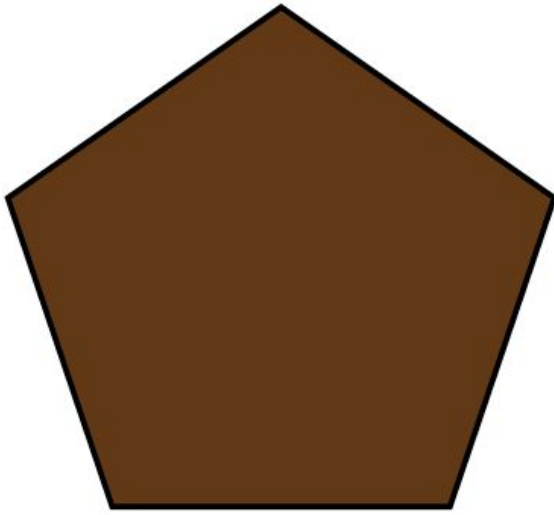
- Read together.
- After, talk together about the ways you both like to play outside. Encourage your child to suggest an activity you can both do outside later.

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



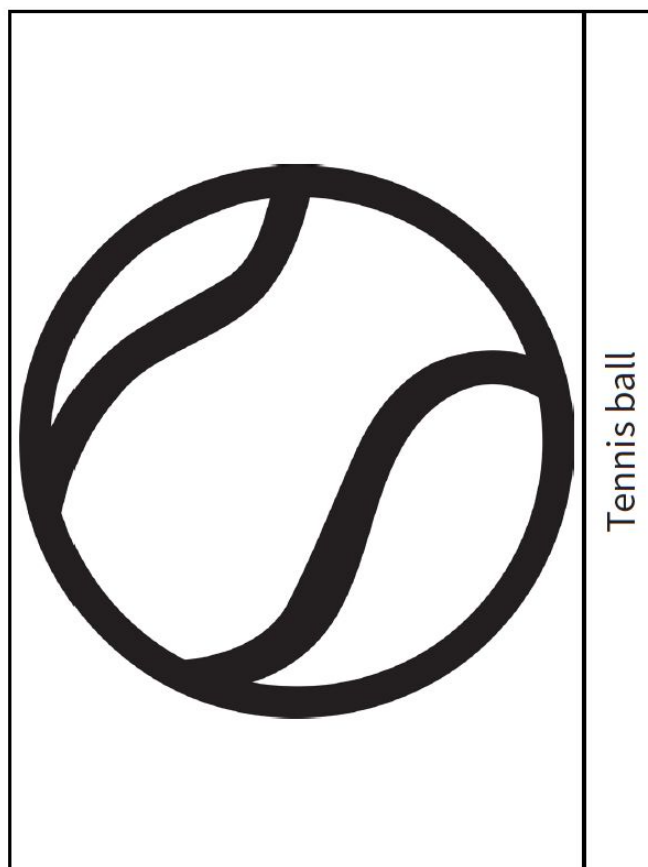
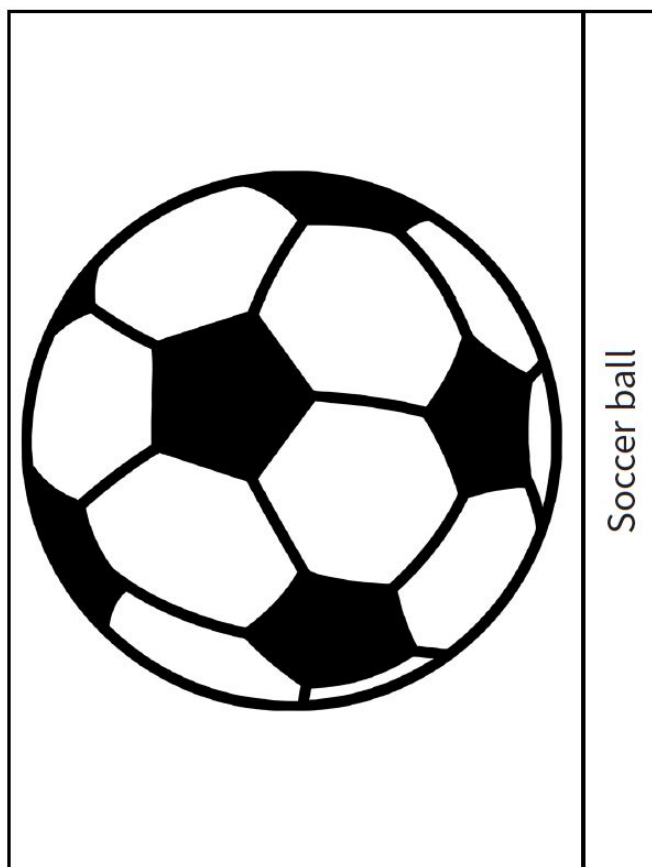
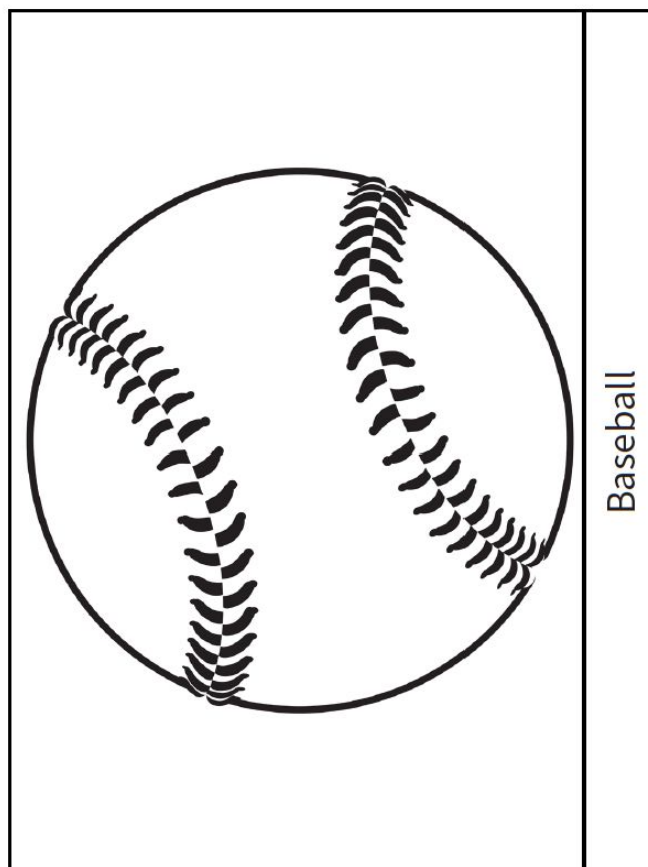
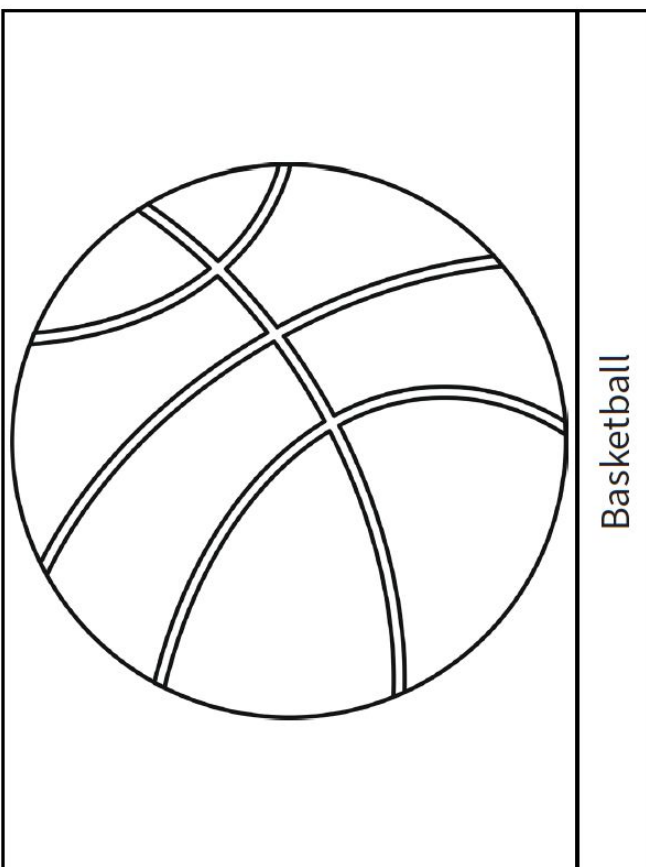








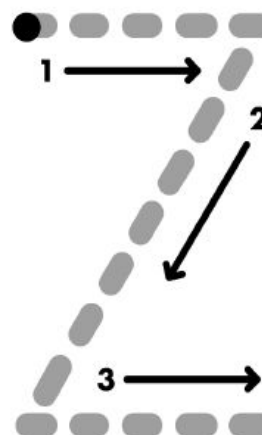
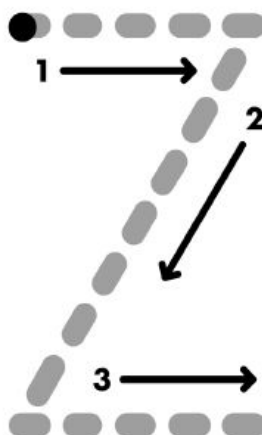
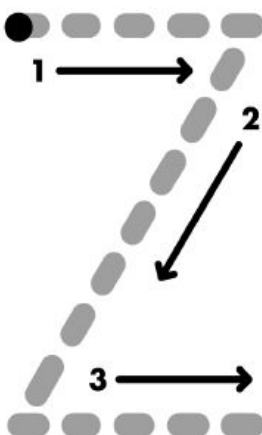
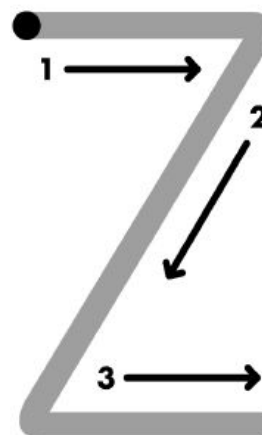
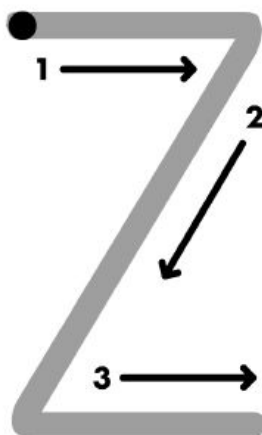
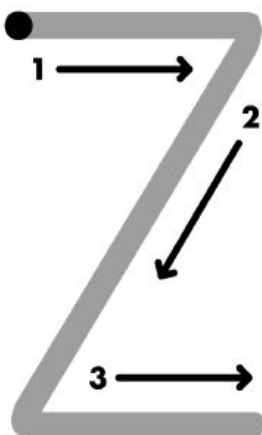
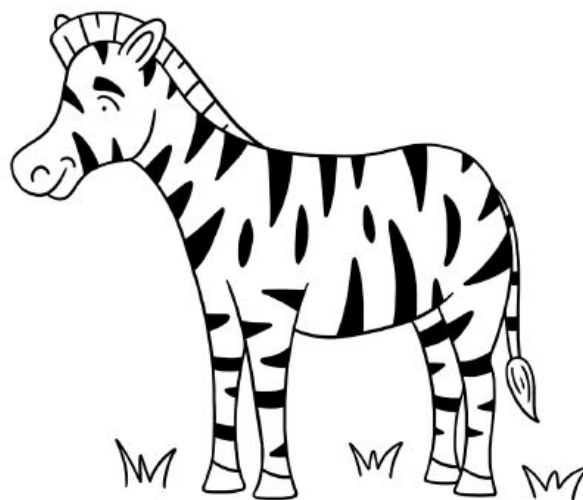
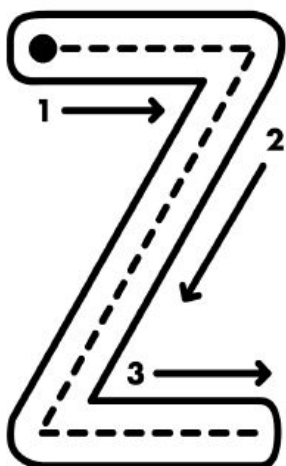


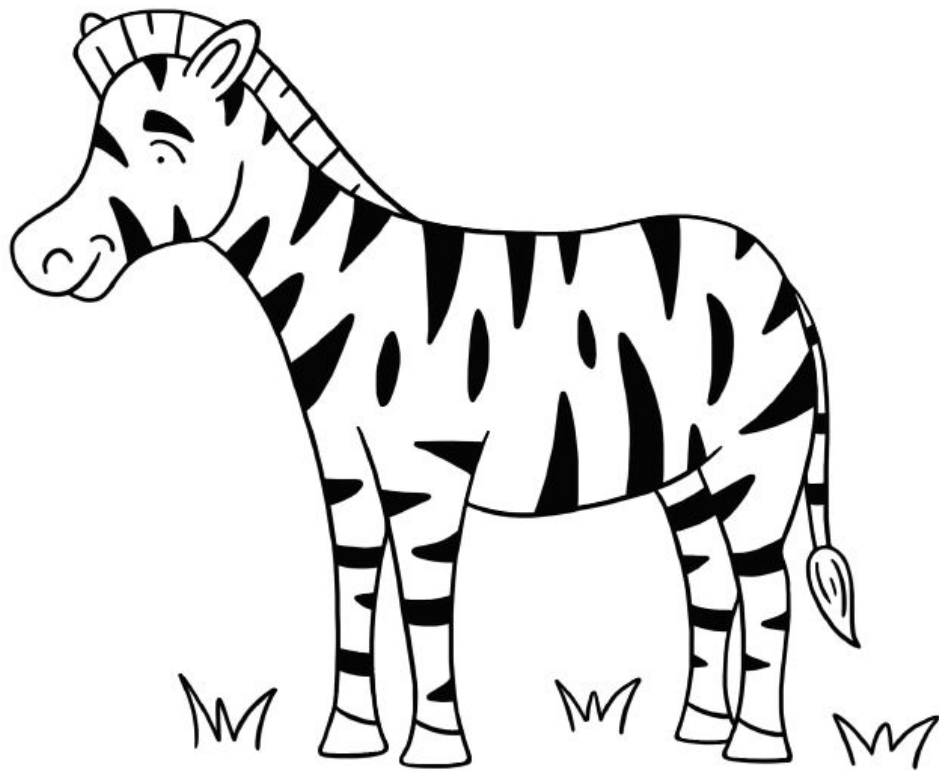
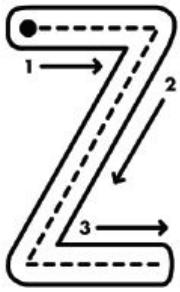


Name: \_\_\_\_\_

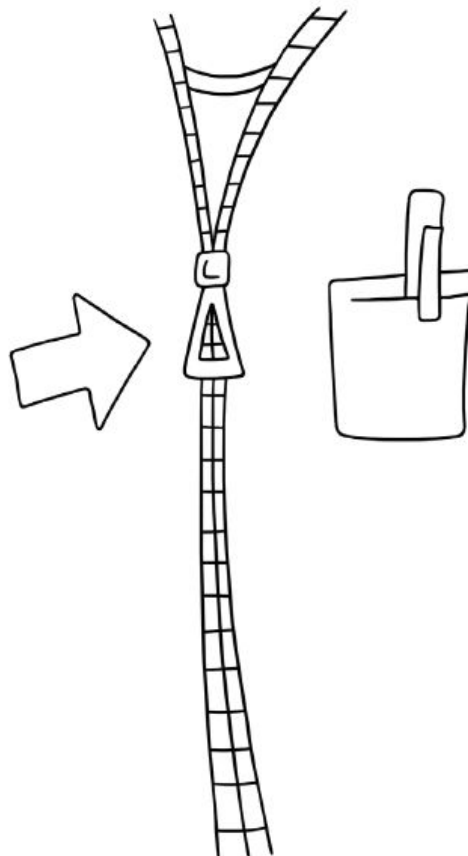
Write and draw about your favorite sport.

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

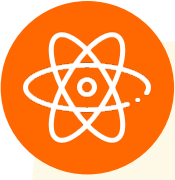




Zebra



Zipper



## STEM: Boats That Float

**MATERIALS:** aluminum foil, tape, paper, crayons, container with water, items from home like plastic cups and small toys

- Show the materials to your child. Together, write and draw a plan for building a boat that will float or stay on top of the water when a small toy is placed on top.
- Talk with your child about their boat. Then, build the boat together.
- Test it out together by placing it in a container with water. After, talk together about why it did/didn't float. You can experiment by placing toys of different weights in the boat.

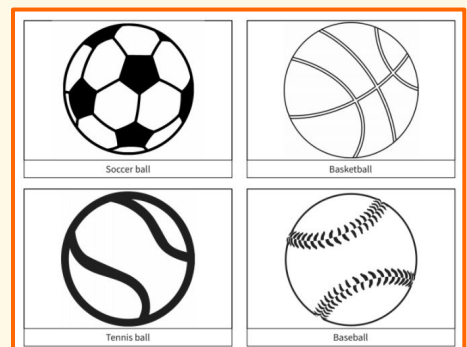
View an example of this activity on the Every Child Ready YouTube channel: [A Boat that Will Float](#)



## Independent Learning: Sports Balls

**MATERIALS:** paper plate, crayons, [Sports Coloring](#), optional - paint

- Look at pictures of different sports balls on a phone or tablet or using the picture your child colored yesterday.
- Have them independently draw and color a ball of their choice, using a paper plate.
- Later, ask, **What ball did you draw? Why did you draw a \_\_ (ball) \_\_? Do you know how to play \_\_ (sport) \_\_?**







## 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.
- Extend the activity by suggesting 3 dance moves.



## Journal Prompt: Outdoor Fun

**MATERIALS:** crayons, Outdoor Fun

- Talk with your child about ways that they like to play outdoors.
- 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: \_\_\_\_\_

Write and draw about what you like to do outside.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Write and draw about what you like to do outside.

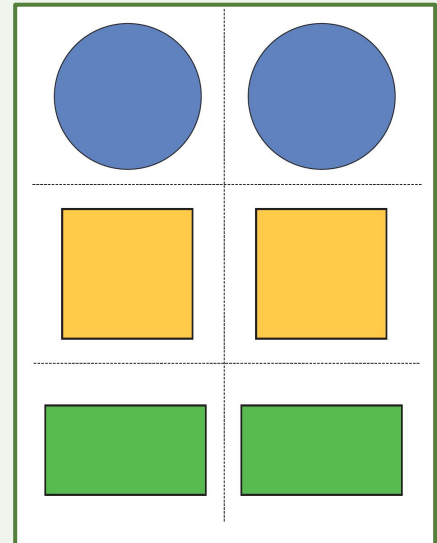




## STEM: Drawing with Shapes

**MATERIALS:** crayons, paper, [Shapes](#), *optional - glue*

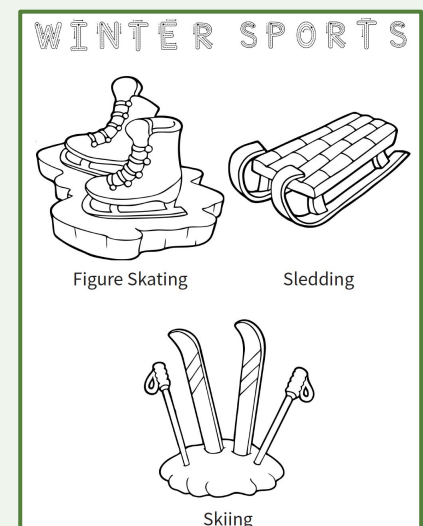
- Review shapes like circle, square, and rectangle.
- Together, brainstorm a picture to draw, like a sport or activity.
- With your child, draw the picture using different shapes, or glue the shapes to make a picture.
- Ask, **What shapes did you use in your drawing? Can you point to the rectangles?**



## 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.

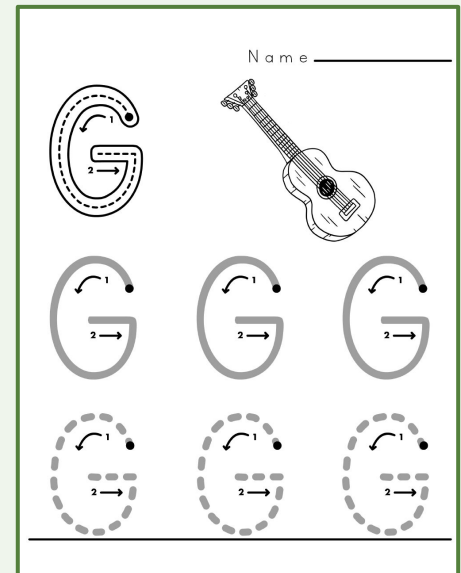




## Literacy: Letter G

**MATERIALS:** [Letter G Practice](#)

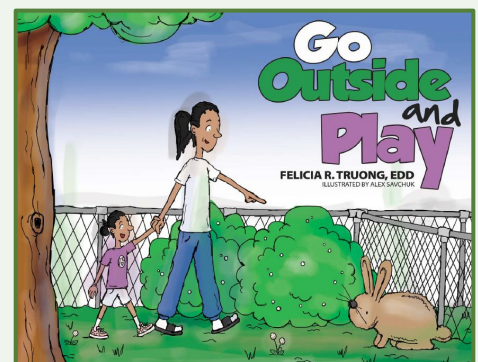
- **Make a G by writing curve, line out.** Have your child say the letter G and make the letter sound for G like in guitar, not like in giraffe.
- Have your child trace the G with their finger. Then trace and write the G with a crayon or pencil and color the pictures.
- Pick a favorite book and see how many uppercase G's you can find in it together.
- *Optional - practice writing with other materials. Your child can also practice writing G independently on paper.*



## Read: *Go Outside and Play*

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

- With your child, read *Go Outside and Play*.
- 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

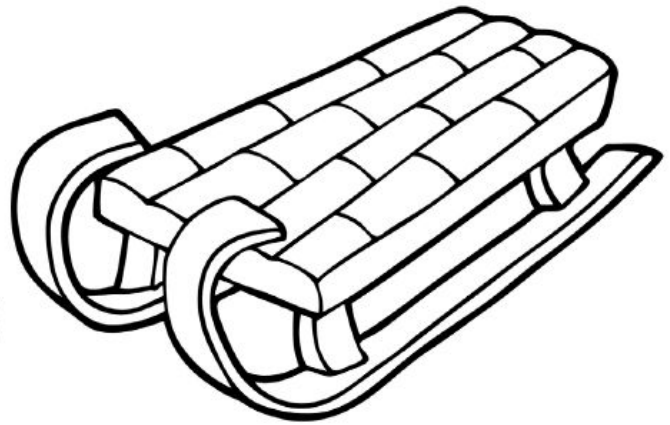
- Talk with your child about different types of sports and fitness activities they like. **If you could make up a sport or exercise, what would it be like?**
- Help them to brainstorm the activity then try it out together and talk about how it went.



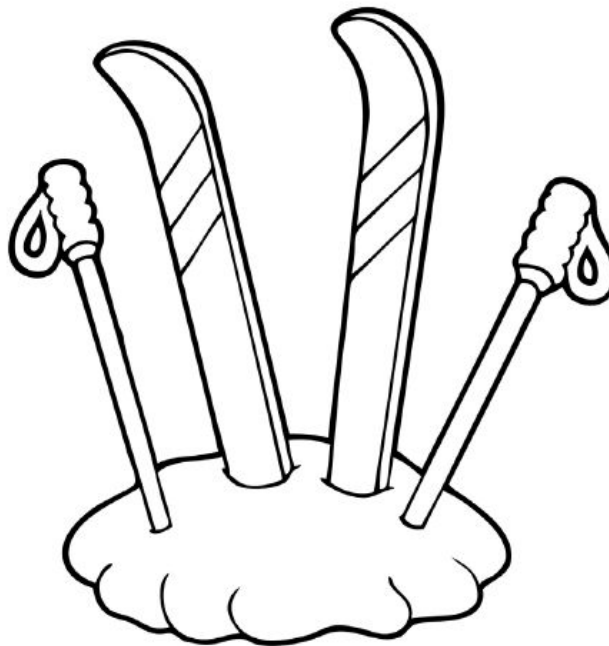
# WINTER SPORTS



Figure Skating

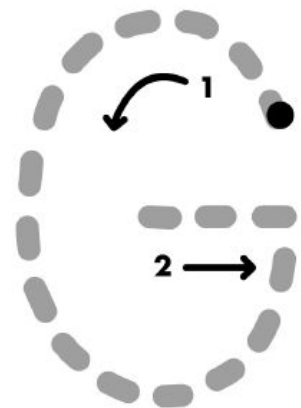
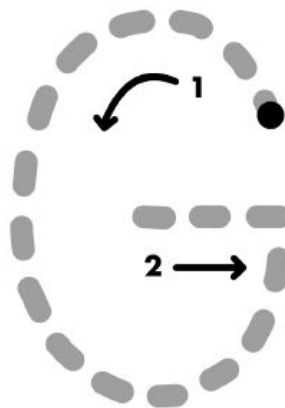
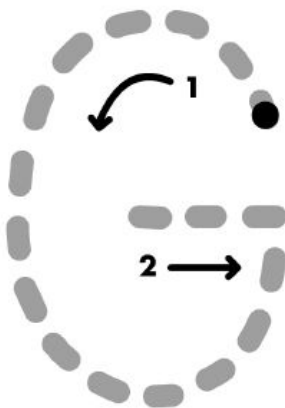
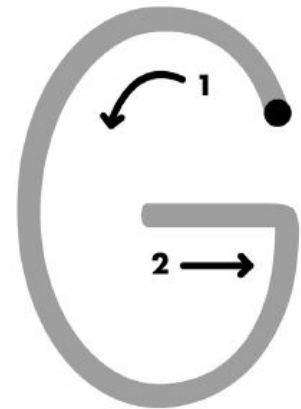
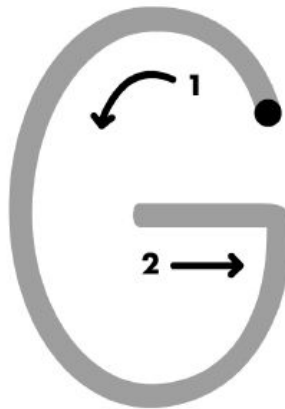
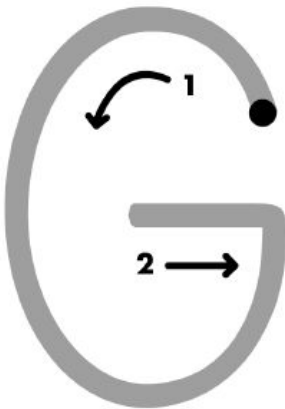


Sledding



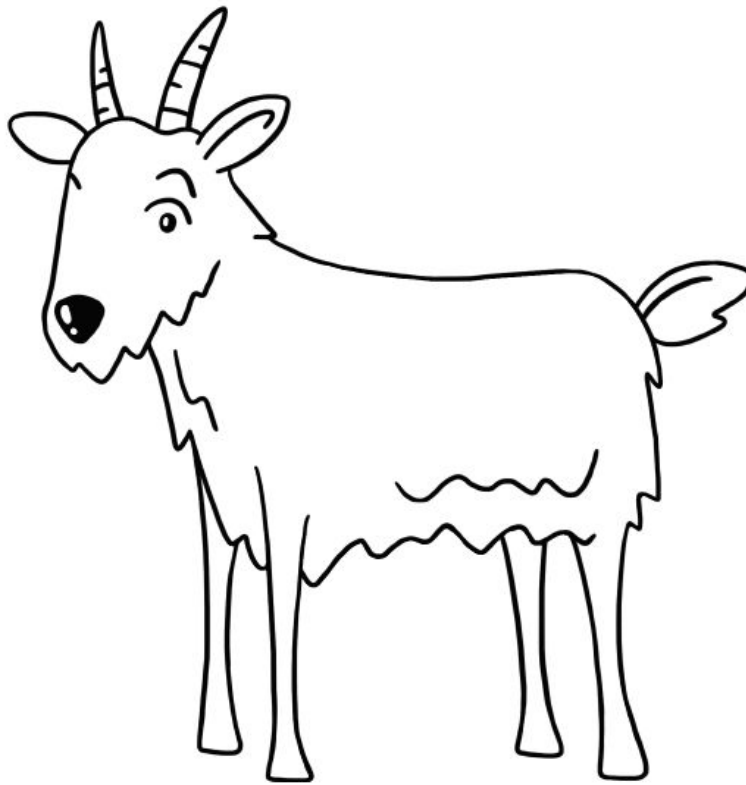
Skiing

Name \_\_\_\_\_



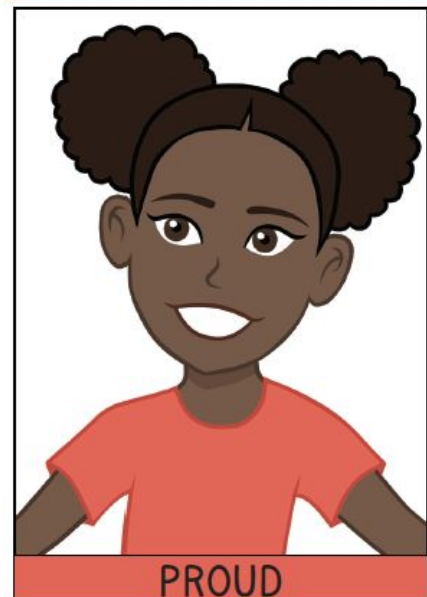
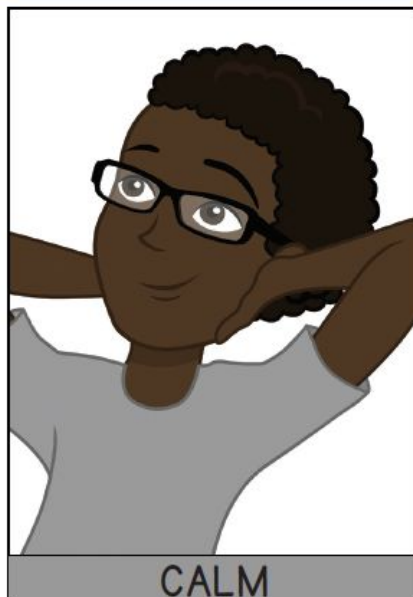
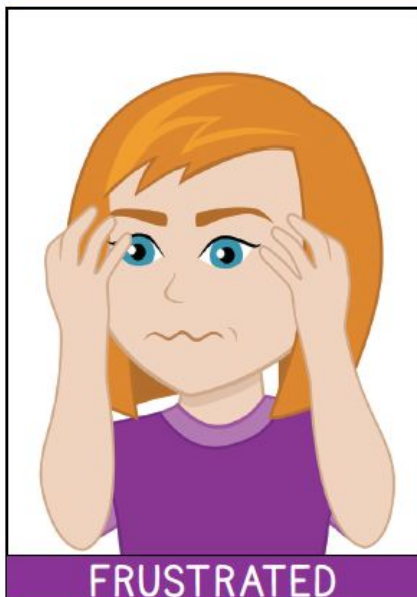
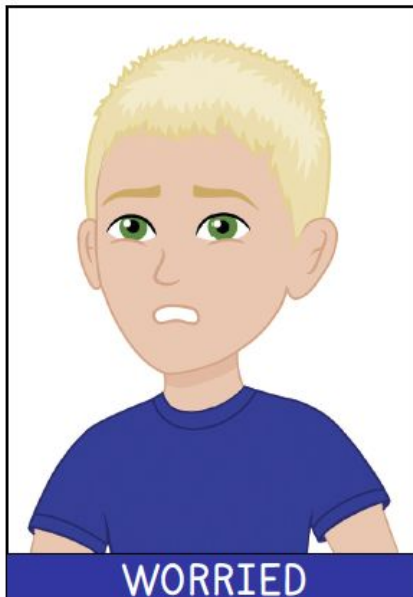
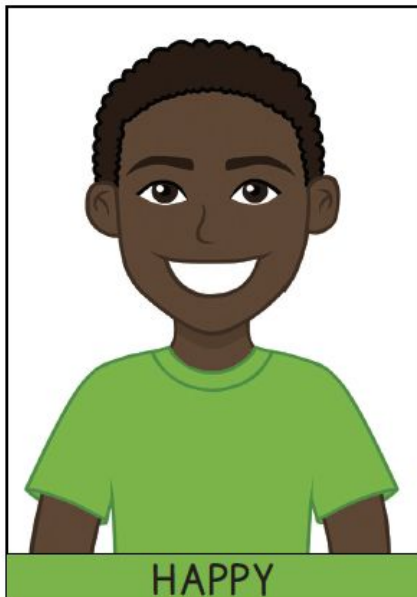


Gorilla



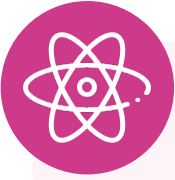
Goat







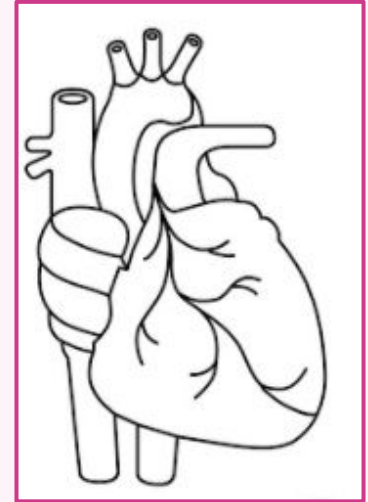




## STEM: Slow Heart, Fast Heart

**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 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.

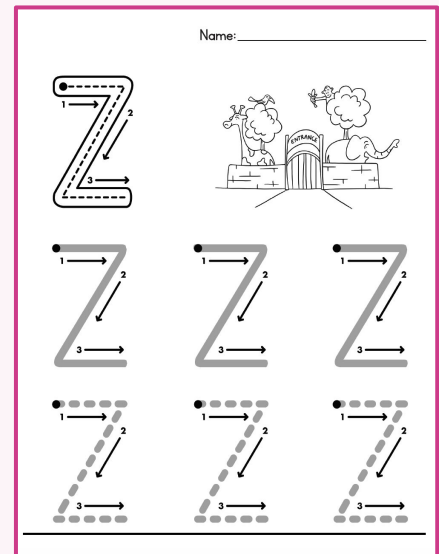




## Literacy: Writing Letters Z & G

**MATERIALS:** [Z & G](#), pencil, crayons

- Brainstorm words that start with the letters F and G (focus on the G sound like girl, not giraffe).
- Have your child independently practice tracing the letters F and G. They can also try to write the letters independently.
- Have them color the pictures.
- Later, ask, **Can you think of other words that start with the same sound as goal? Can you think of other words that start with the same sound as zoo?**



## 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?**

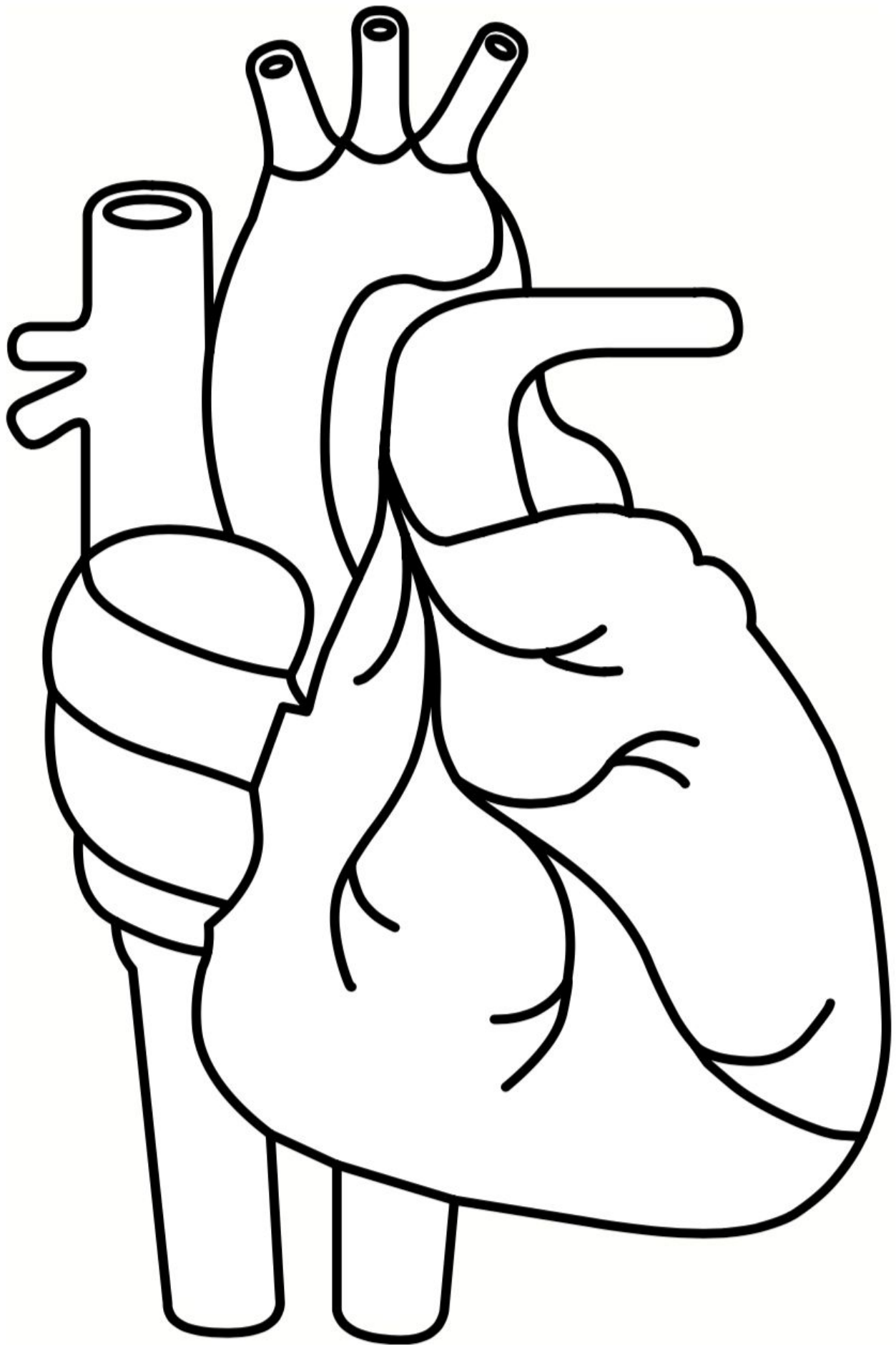
Name: \_\_\_\_\_

Write and draw about your favorite sport.

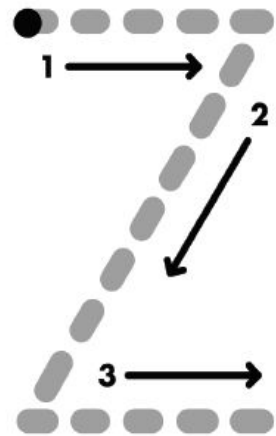
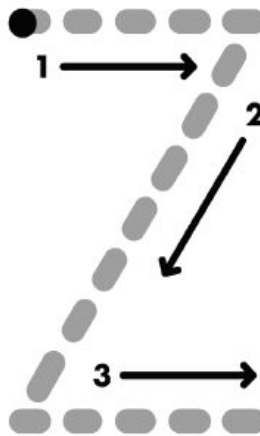
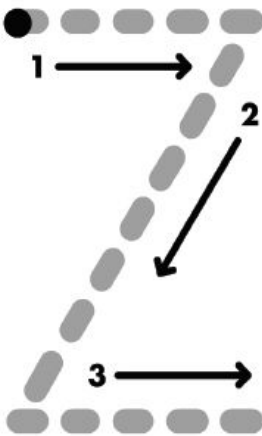
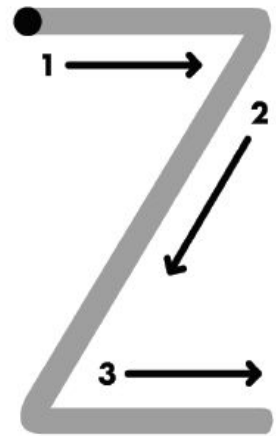
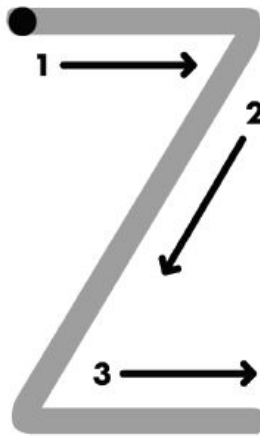
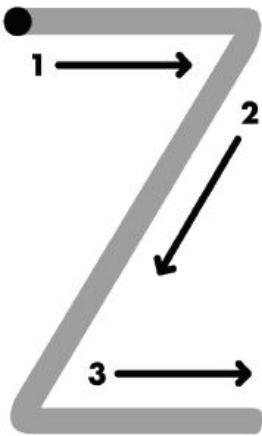
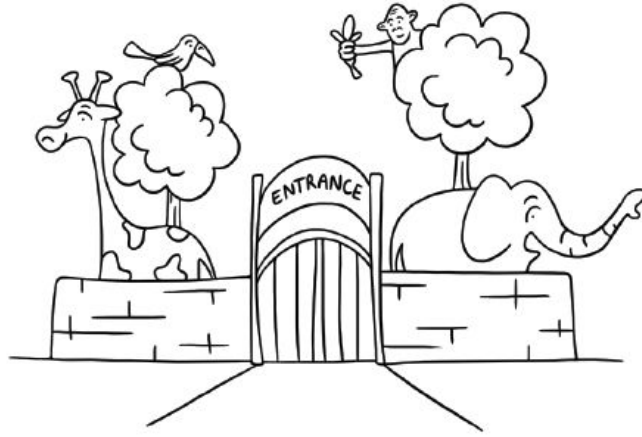
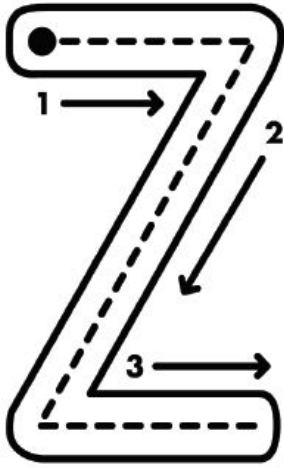
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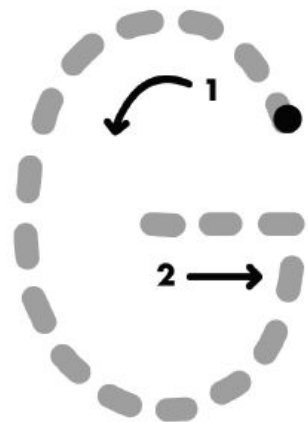
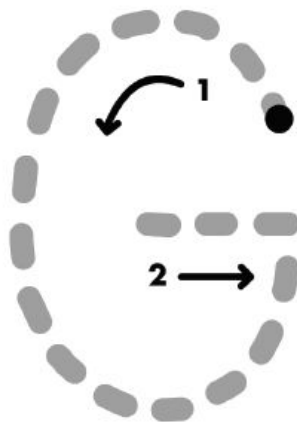
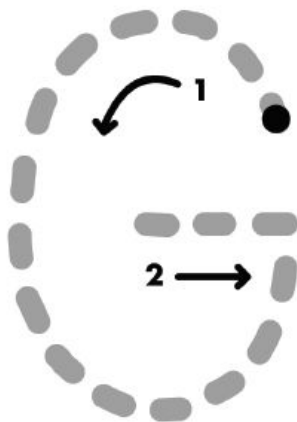
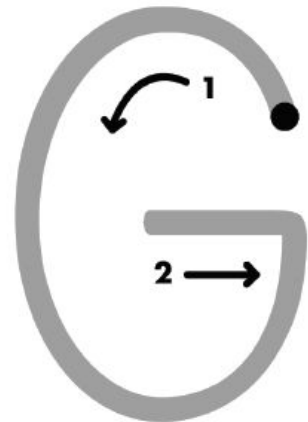
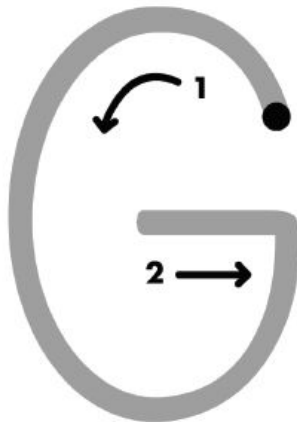
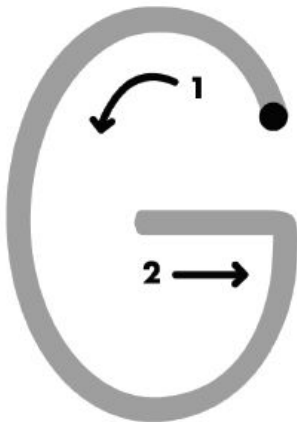
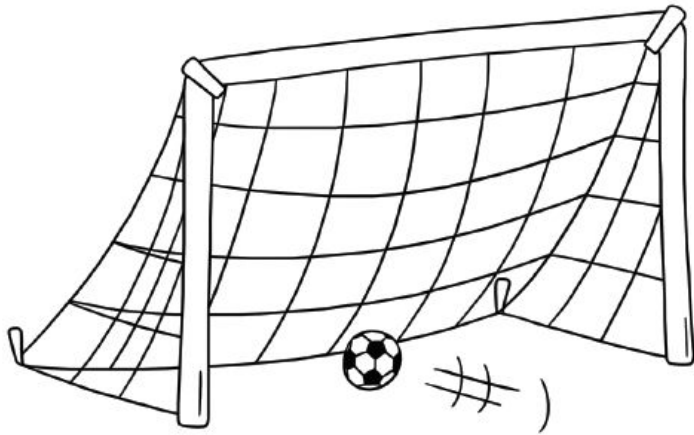
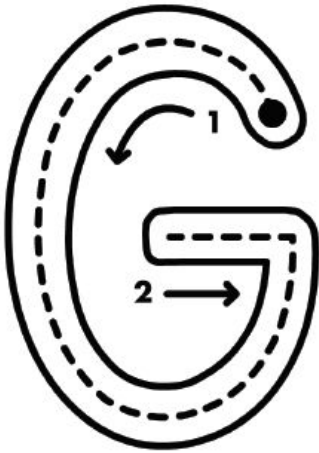
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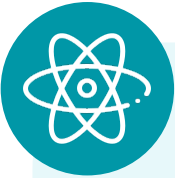


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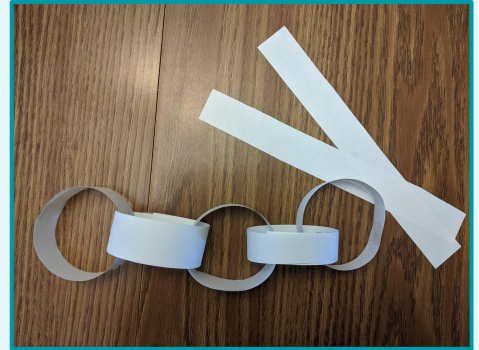
Write and draw about your favorite sport.



## 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: 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: Two and Three-Step Directions

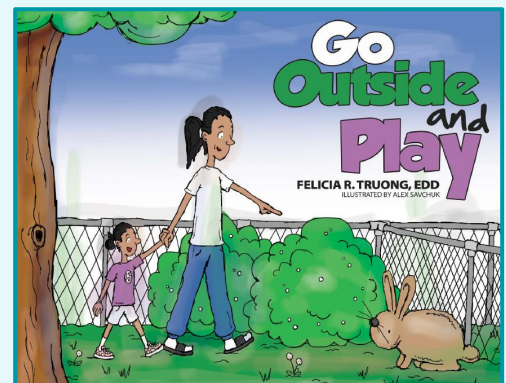
- **I will give you some directions and you will do each of the actions that I say.** Give your child two or three movements, like touch your ears, touch your knees, and pat your head.
- Continue providing two-step or three-step directions for your child to follow.
- Switch roles so your child is giving you directions to follow.



## 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!





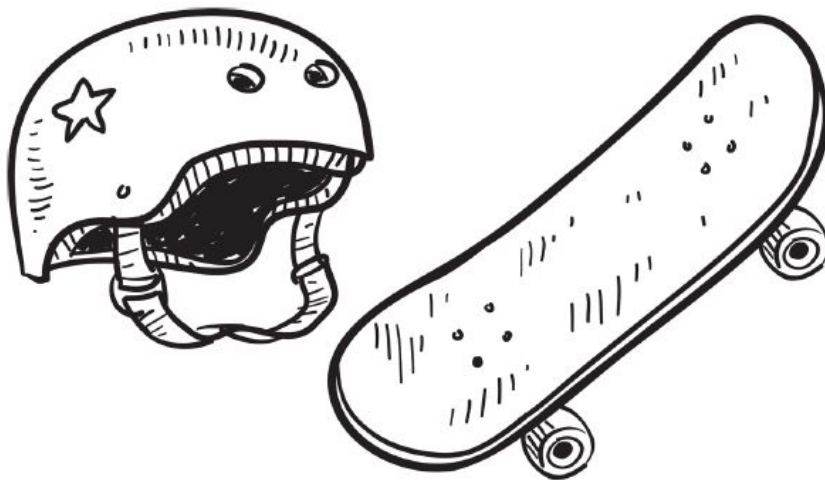
# SUMMER SPORTS



Volleyball



Surfing



Skateboarding



# Week 2

# PK4 Unit 11 Week 2 Overview

## I'm a Team Player

### This week your child will:

Learn about being a team player, including the importance of persistence. They will make a team pennant and collaborate with you to make a family team song. They will learn about the letters X and Q and practice counting and identifying numbers. You can encourage your child to keep trying and be persistent when they are learning something new. You can even sing the family team song!

### Key Vocabulary



### sports

an activity where people compete against each other

### team

a group of people who play together against another group

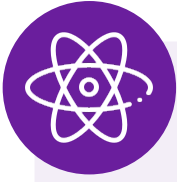
### teammate

someone who is on the same team as you

# Create Connections

This week you will learn about being persistent, or trying your best even if something is hard. Before you begin this packet, write and draw about a time you tried your best.
















**Think  
About It!**



## STEM: Count and Color

**MATERIALS:** crayons, [Count and Color](#)

- With your child, practice counting. **Let's count one apple.** Point to the apple as you count.
- Have your child independently color one apple.
- Together, continue to count and color the remaining pictures up to 10.

1	
2	 
3	  
4	   
5	    



## Independent Learning: My Name

**MATERIALS:** crayons, paper

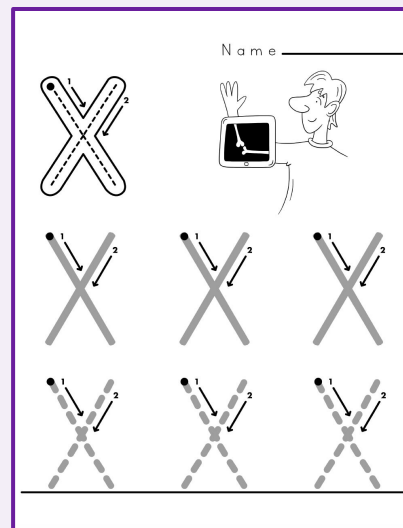
- Write your child's first name three times. Be sure to write large enough to make tracing easy.
- Have your child trace their name with their finger.
- Then, have your child independently trace their name using a crayon.
- Later, ask your child to identify the letters in their name. You can also add their last name for more practice.



## Literacy: Letter X

**MATERIALS:** [Letter X Practice](#)

- **Make an X by writing slant down, slant across.** Have your child say the letter X and make the letter sound for X, like at the end of box.
- Have your child trace the X with their finger. Then trace and write the X with a crayon or pencil and color the pictures.
- Together, look for X's around your home on food labels, clothing tags, and in books.
- *Optional - practice writing with other materials. Your child can also try to write X independently.*

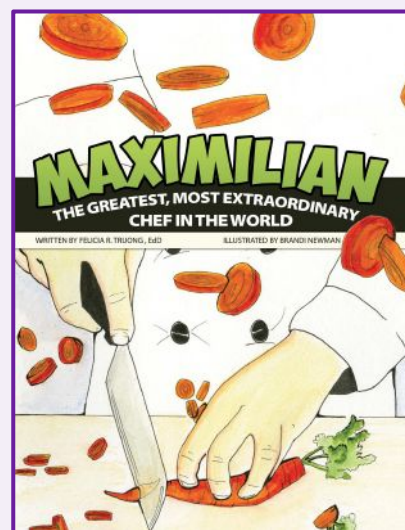


## Read: Maximilian, The Greatest Most Extraordinary Chef in the World

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

- Read together.
- 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're 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.

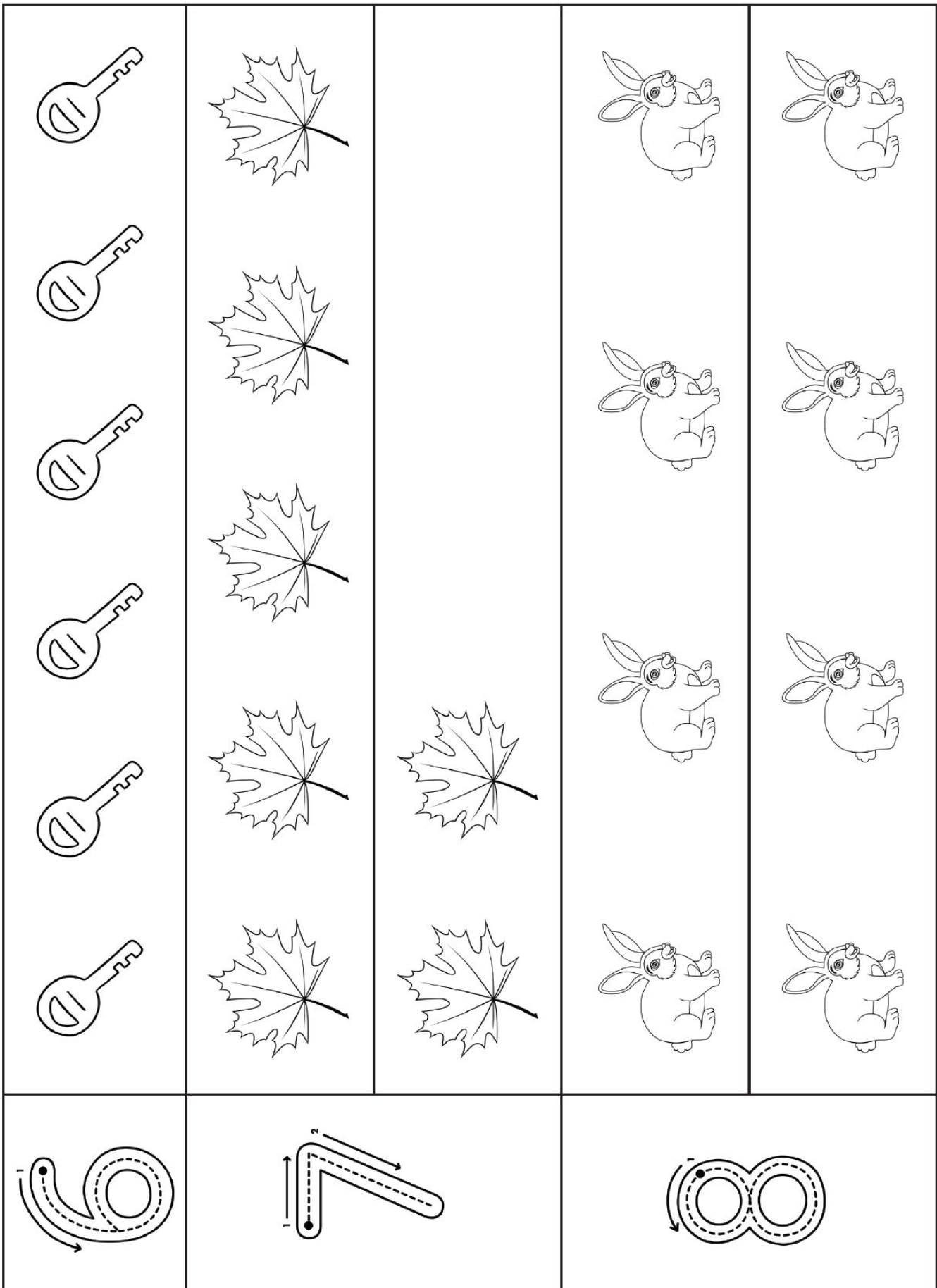
You can also access a pre-recorded reading of Maximilian, The Greatest Most Extraordinary Chef in the World on the [Every Child Ready YouTube channel](#).






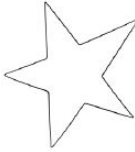



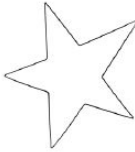







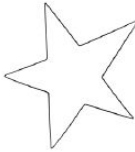

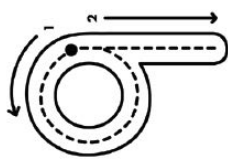
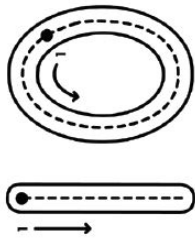




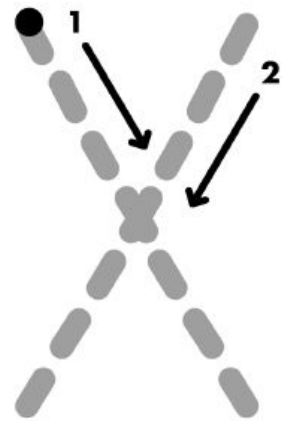
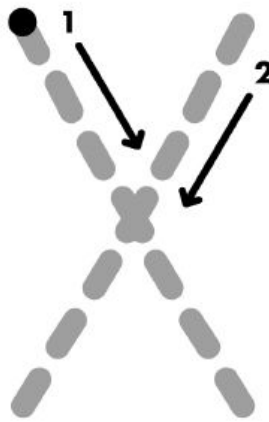
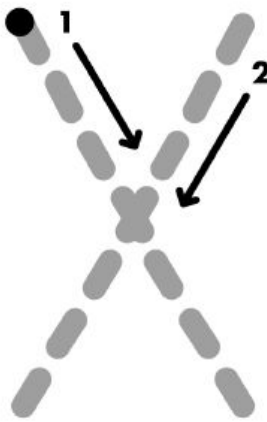
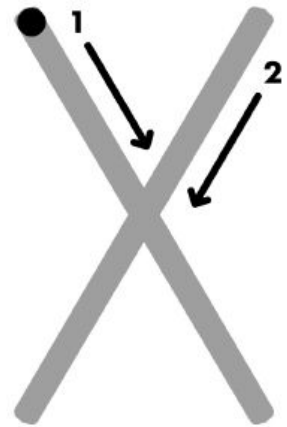
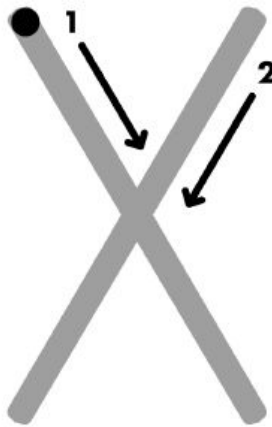
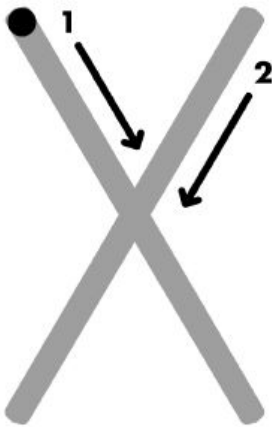
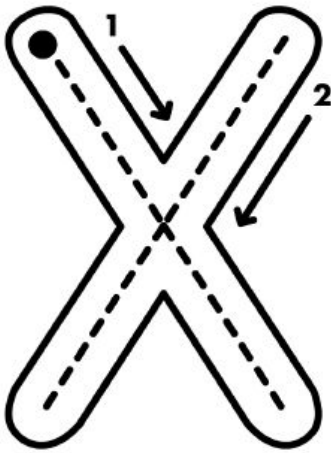


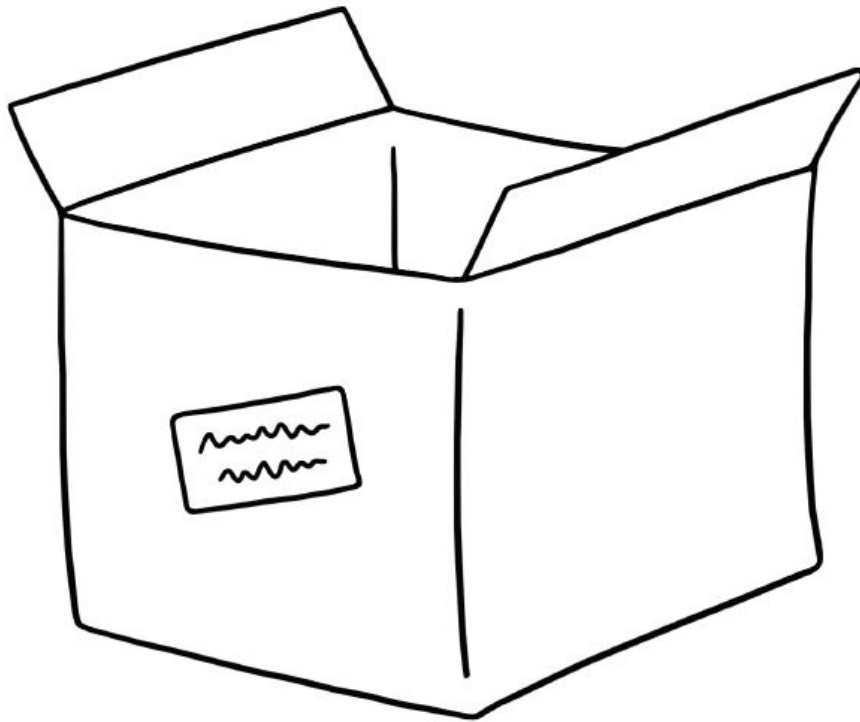




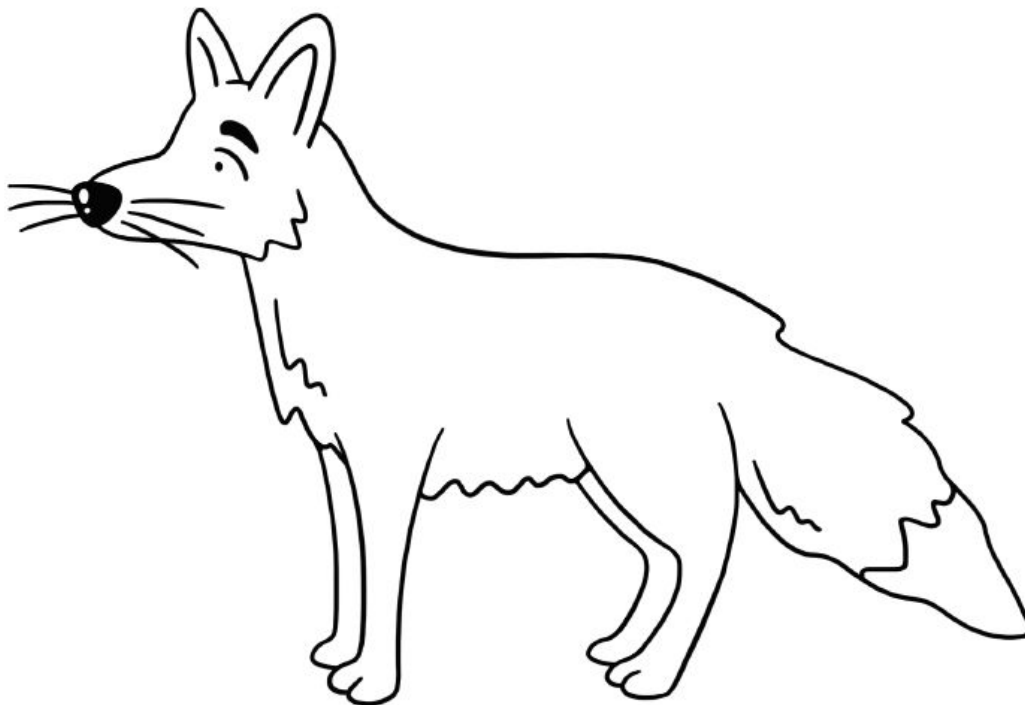
			
			
			
			
			
			

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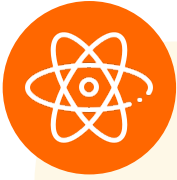


Box



Fox





## 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: Persistence

**MATERIALS:** shoe with laces

- Talk together about persistence and not giving up. **Part of persistence is thinking of solutions to problems, like practicing or asking for help when something is too hard.**
- Together, brainstorm a list of times you and your child have demonstrated persistence, like when learning a new skill or trying something for the first time.
- Try several times to tie a shoelace, showing persistence. **I have a problem. I can't tie the laces. I know, I can ask for help.** Ask for help.
- Have your child try to tie the shoelace, showing persistence. Review how they can ask for help.
- You can also replace this task with another you want your child to learn, like zipping up a jacket or making their bed.



## Literacy: Blending 2 Sounds

- **Let's blend or put sounds together to make a word!**
- **A-t, a-t, at!**
- Repeat for i-t (it), u-p (up) and o-n (on), encouraging your child to say the word.
- If your child needs additional help, place 2 objects down as you say each sound or use your hands to show how the sounds blend together.



## 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: \_\_\_\_\_

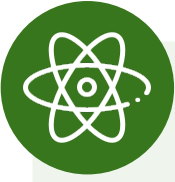
Which sport would you like to try and why?



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

Which sport would you like to try and why?





## STEM: Find the Number Cards 0-15

**MATERIALS:** scrap paper or newspaper, container, write numbers 0-15 on individual pieces of paper or cards, *optional - paper, crayons, tongs, a clothespin, or a large spoon*

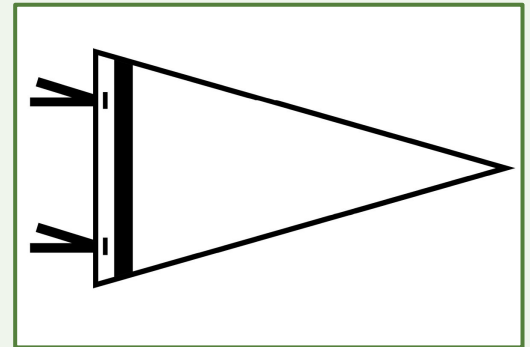
- **Let's look for numbers!** Have your child tear paper into small pieces and place them in the container. Hide the number cards in the container, naming them as they go in.
- Allow your child to use the tongs, a clothespin, or spoon to find the number cards, naming them as they find them.
- Your child can also practice writing the numbers they find.



## 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?**

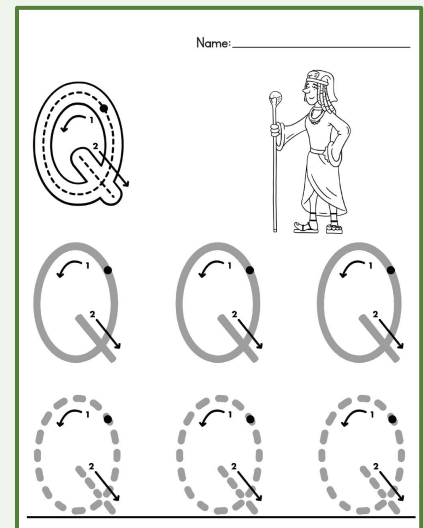




## Literacy: Letter Q

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

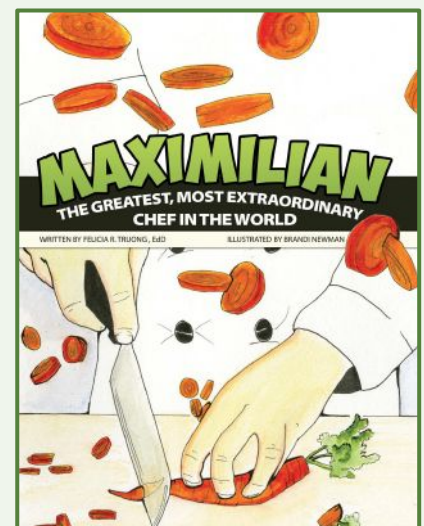
- **Make a Q by writing curve, slant down.** Have your child say the letter Q and make the letter sound (like in quack).
- Your child can trace the Q with their finger, then a crayon, and then color the pictures.
- Have your child put their thumb up if you say a word that starts with “q.” Use words like queen, quail, quick, quarter, etc. Switch roles so your child can suggest words.
- Pick a favorite book and see how many uppercase Q’s you can find in it together.
- *Optional - practice writing with other materials. Your child can also practice writing Q independently on paper.*



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

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

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



# Wednesday

PK4 Unit 11 Week 2 Day 8



## 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.

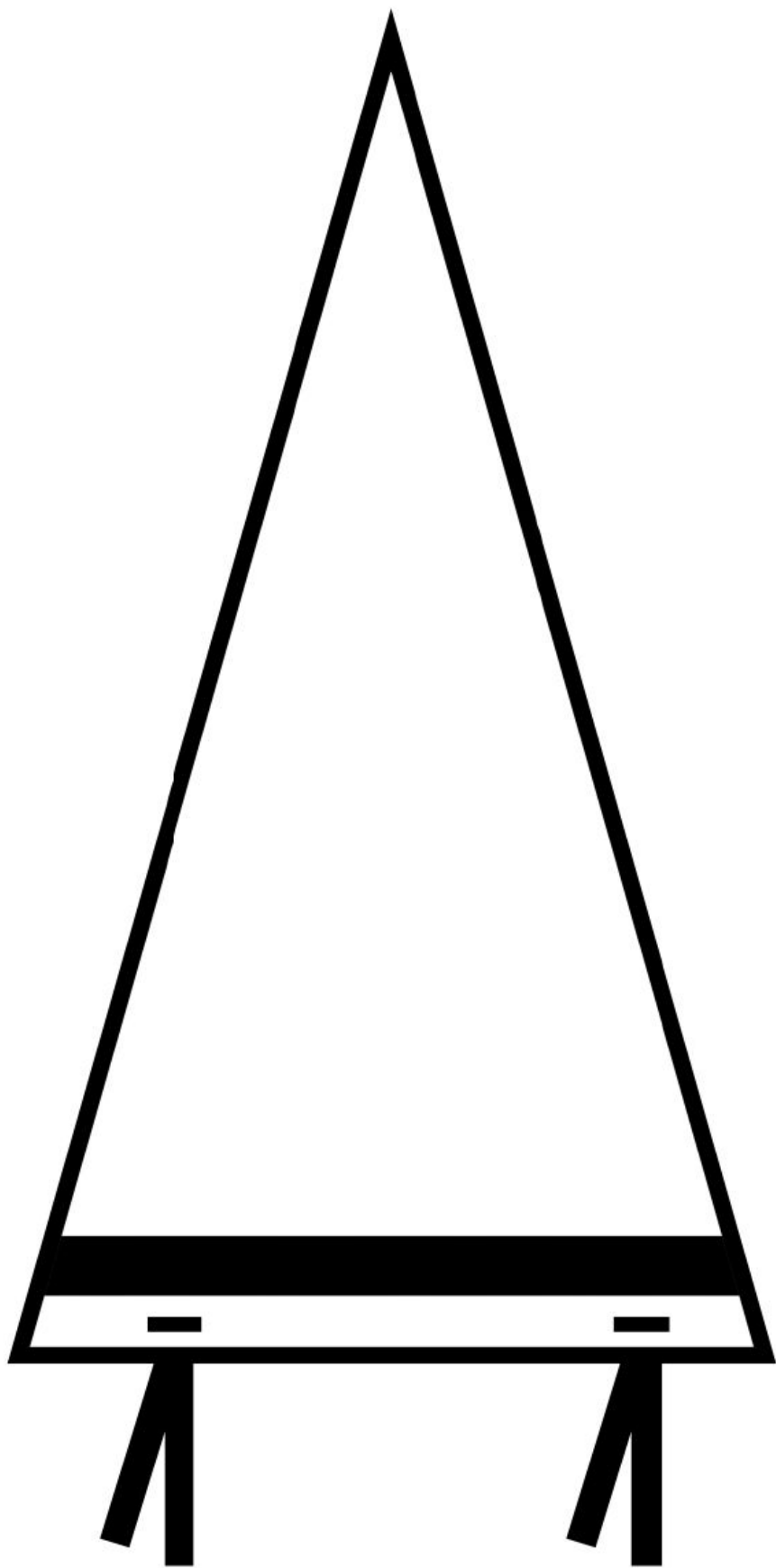


## Learning Together: Family Team Song

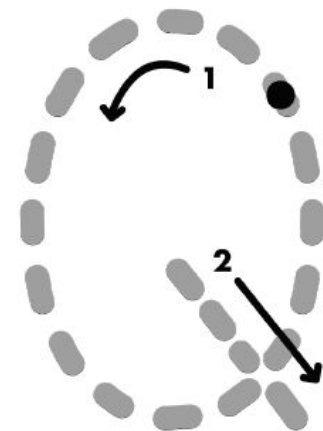
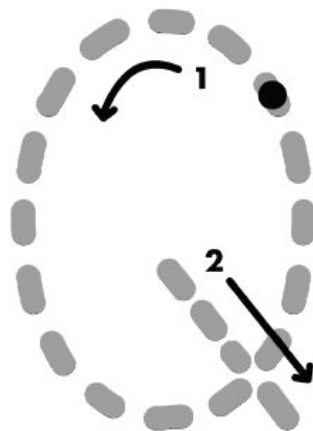
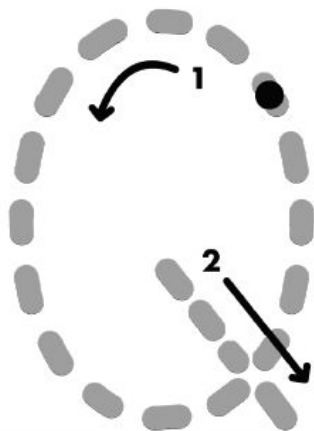
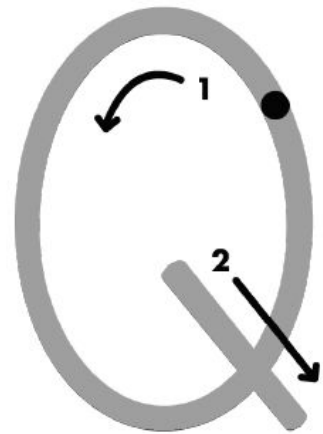
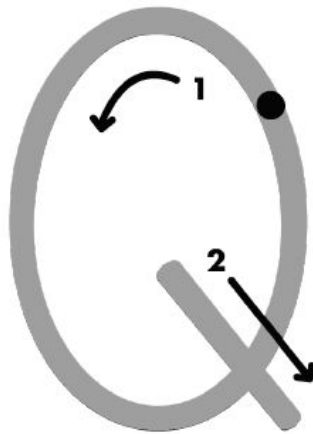
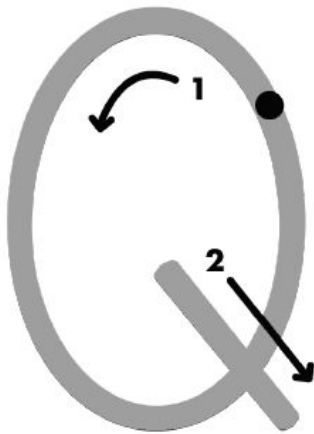
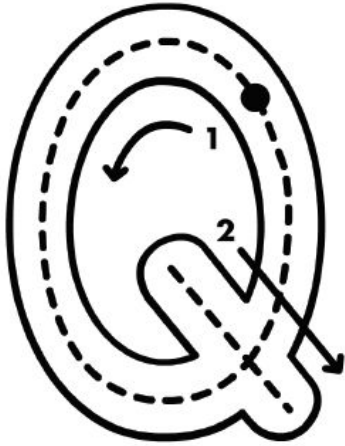
**MATERIALS:** paper, crayons

- Talk with your child about songs you might sing to cheer on a team or a special song a team might have, including the National Anthems played by different countries at the Olympics. You can play some of your favorite songs on a phone or tablet.
- Then, have fun together making up your own family team song!

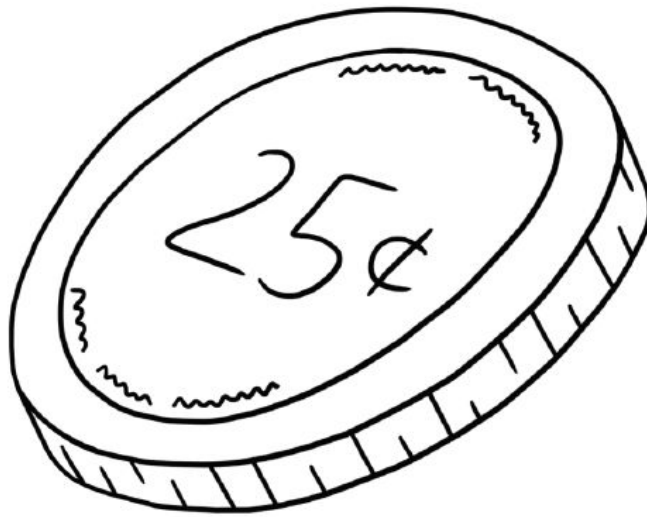
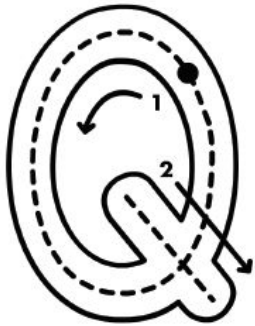




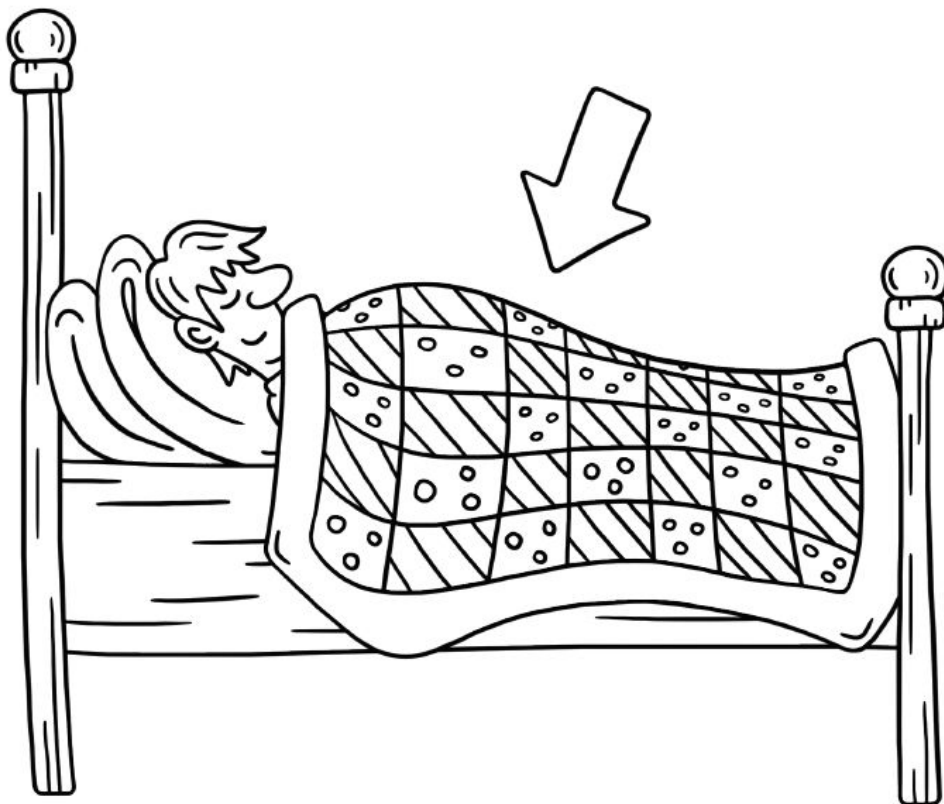
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Quarter



Quilt





## 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: Handprint Sun

**MATERIALS:** paper, crayons

- Draw a circle in the center of the paper leaving room around it for several handprints.
- Have your child place their palm down on the paper, on the edge of the circle, and spread their fingers. Trace their hand. Continue to move around the circle, tracing their hand each time. Their fingers and thumbs will be the rays of sunshine.
- Your child can then color their hands (rays) and add additional details.

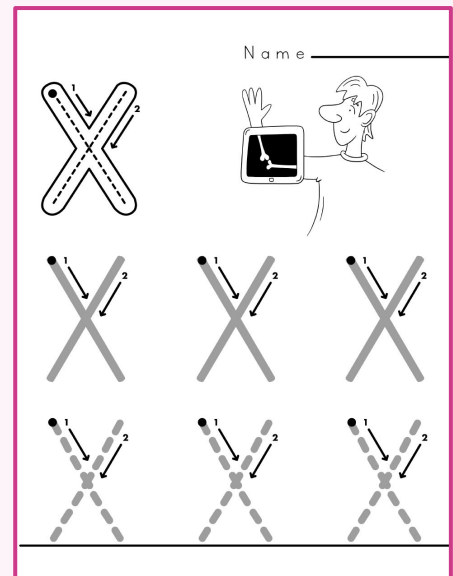




## Literacy: Writing Letters X & Q

**MATERIALS:** X & Q, pencil, crayons

- Brainstorm words that start with the letter Q and words that end with X like fox, tax, or mix.
- Have your child trace the letters X and Q and color the pictures. They can also practice writing the letters independently.
- Ask, **What letters did you write? What words start with the same sound as quilt? What words end with the same sound as fox** (ending sounds are harder for children to hear so suggest words together if they can't suggest words independently)?



## 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.**

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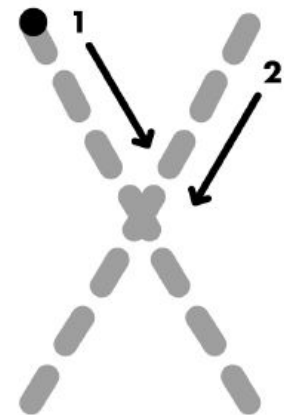
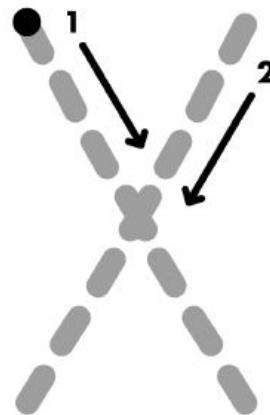
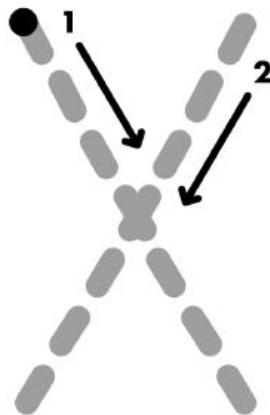
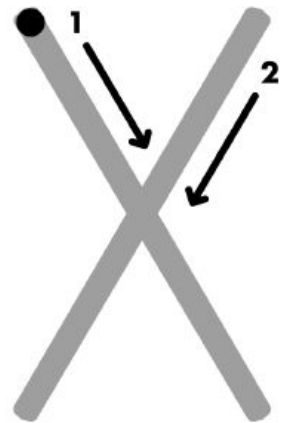
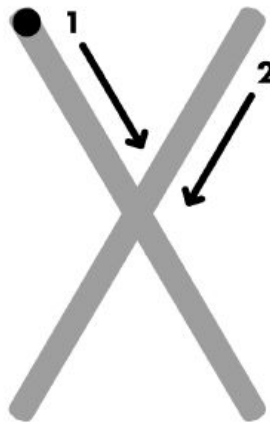
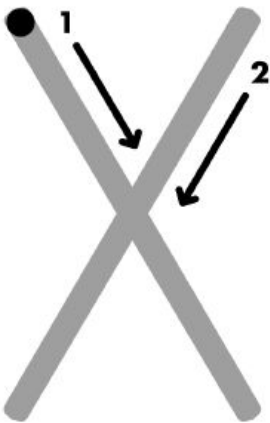
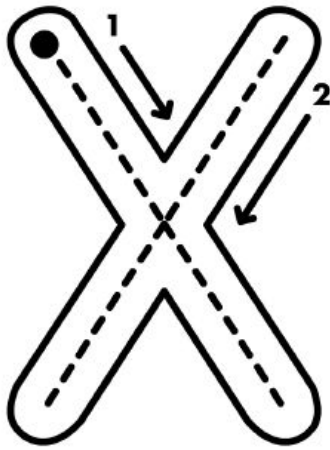
Write and draw about ways that you are a good team member.

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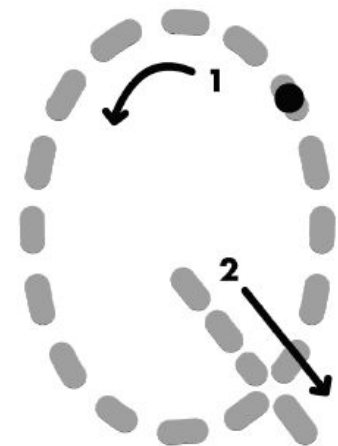
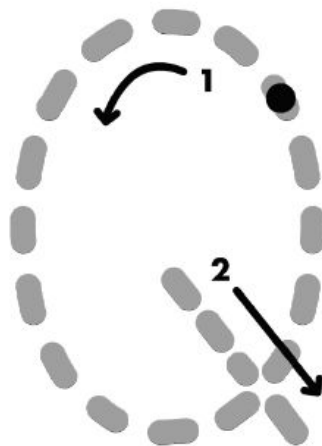
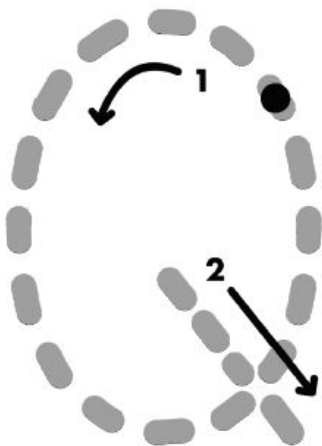
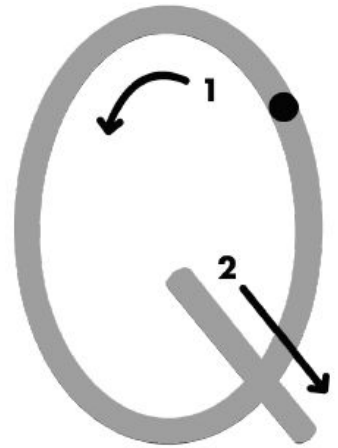
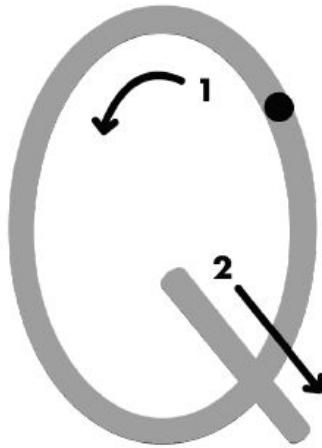
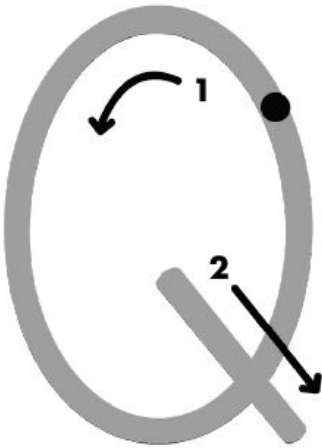
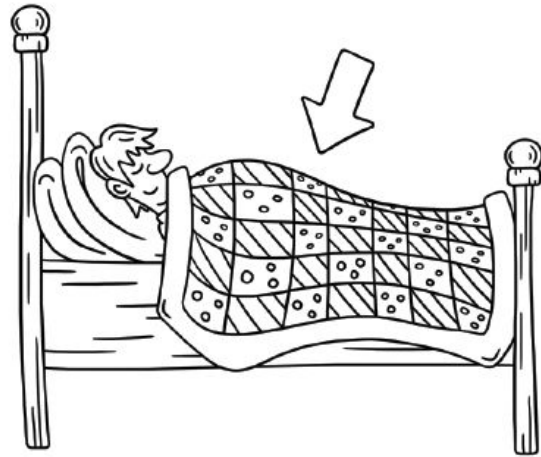
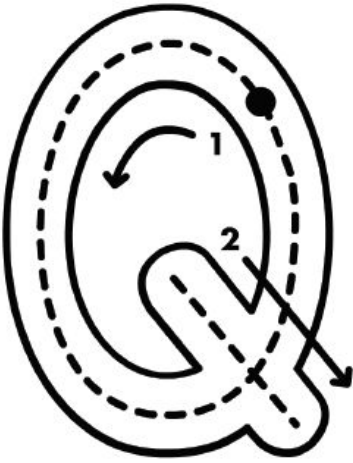
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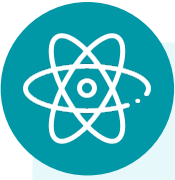


Name: \_\_\_\_\_

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







## STEM: Nature Count

### MATERIALS: natural items

- Take a walk to find natural items. Collect several of the same item, like leaves or small rocks.
- With your child, practice counting the natural items. **Let's count the \_\_ (item) \_\_ we collected.** Help your child point to each item as they count.
- Repeat, counting different items.



## 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: Letters Review

**MATERIALS:** write the letters Z, G, Q, and X on small pieces of paper to make 2 letter cards for each letter

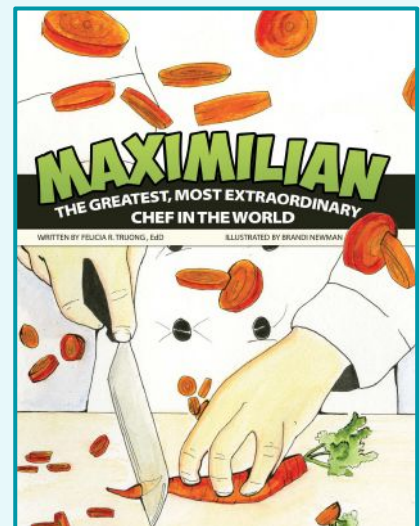
- Give one set of cards to your child and keep one set.
- **Let's play a game with the letters that we are learning. I will show you a letter. You tell me its name and the letter sound. Then show me your card that matches mine.**
- Switch roles so that your child can show you a card for you to find.
- To make this more challenging, you can call out a letter and have your child find something in your home that starts with that letter sound.



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

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

- Read together.
- After, say, **Maximilian wanted to give up at first but he didn't give up. He was persistent. Tell me about a time you were persistent and didn't give up.**



# Week 3

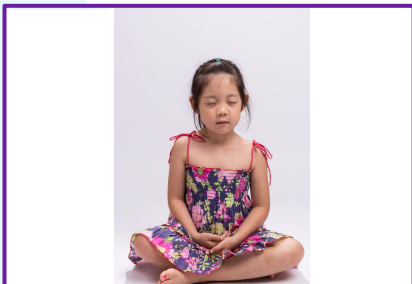
# PK4 Unit 11 Week 3 Overview

## Summer Self-Care

### This week your child will:

Learn about how they can take care of themselves during the summer, including through exercise and eating healthy foods. They will blend the sounds in words, compare quantities, and learn about the letters V and N. You can make healthy foods together and talk about how your body feels after a healthy meal versus a meal with food that might make your body feel a little more tired.

### Key Vocabulary



#### calm

relaxed and quiet, not angry, nervous, or upset



#### healthy

not sick, or good for your body



#### safe

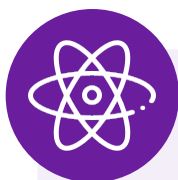
not hurt



# 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.

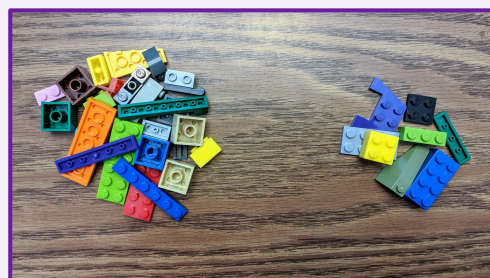
**Think  
About It!**



## STEM: More

**MATERIALS:** small items from home, like buttons, paperclips, or blocks

- Let's compare and decide which group has more. **More is when you have a greater amount of something.**
- Make two groups. It should be clear that one group has more. Say, **This group has more. There is a greater amount of \_\_ (item) \_\_.**
- Make more groups and ask your child to decide which has more. They can also make different groups and show you which has more.

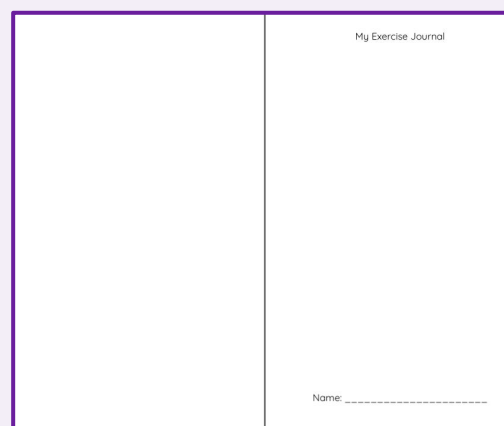


## Independent Learning: My Exercise Journal

**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.

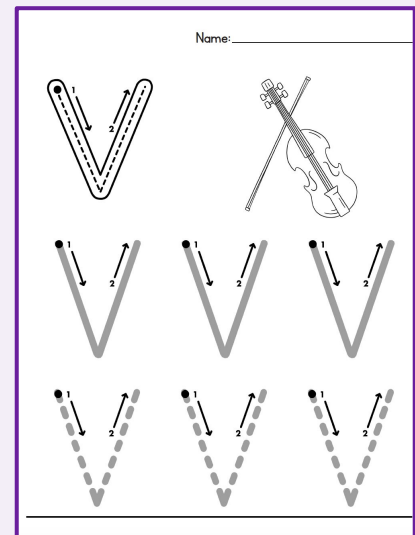




## Literacy: Letter V

**MATERIALS:** [Letter V Practice](#)

- **Make a V by writing slant down, slant up.** Have your child say the letter V and make the letter sound for V, like vase.
- Have your child trace the V with their finger. Then trace and write the V with a crayon or pencil and color the pictures.
- Go for a walk and see how many uppercase V's you can find on store and street signs and license plates .
- *Optional - practice writing the letter V with other materials. Your child can also try to write the letter independently on paper.*

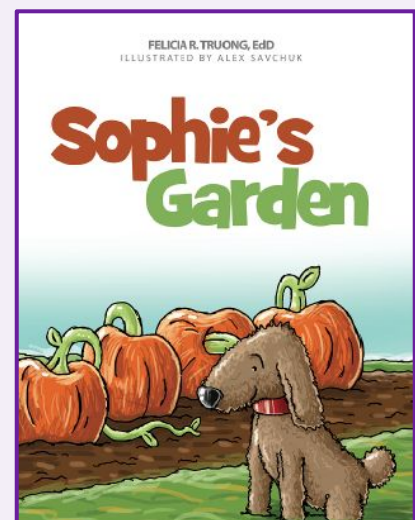


## Read: Sophie's Garden

**MATERIALS:** [Sophie's Garden](#)

- With your child, read *Sophie's Garden*.
- After, talk together about the fruits and vegetables they like to eat during the summer. You can even use them to make something delicious and healthy!

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







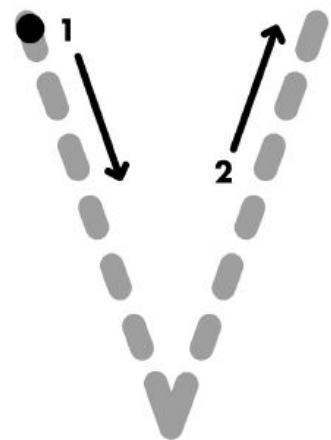
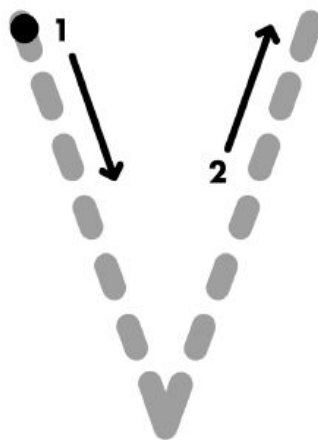
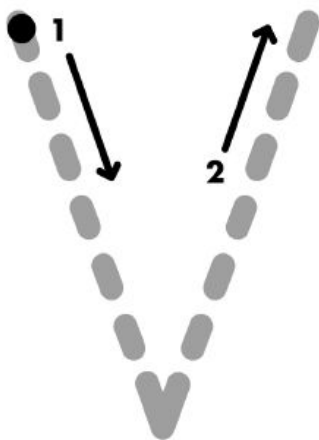
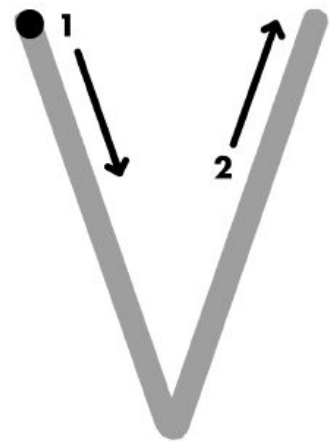
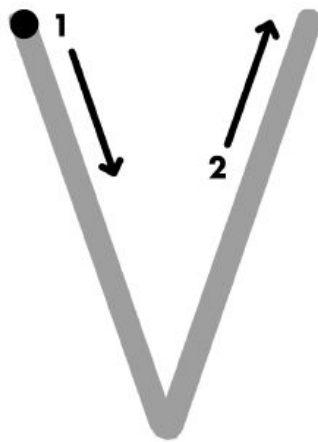
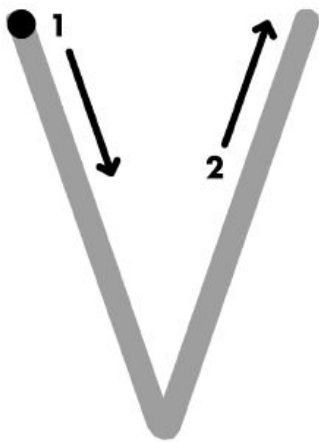
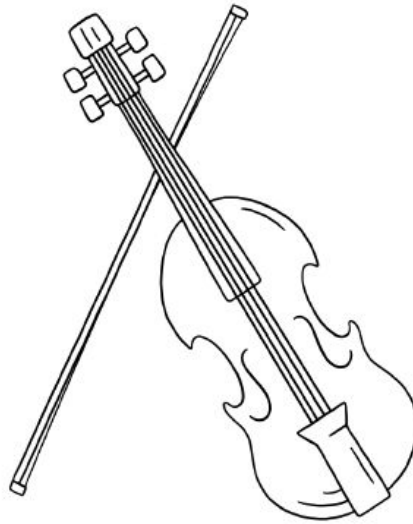
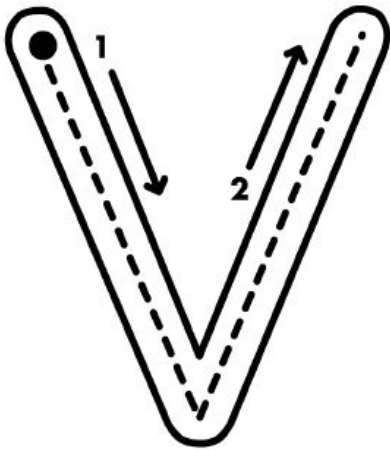
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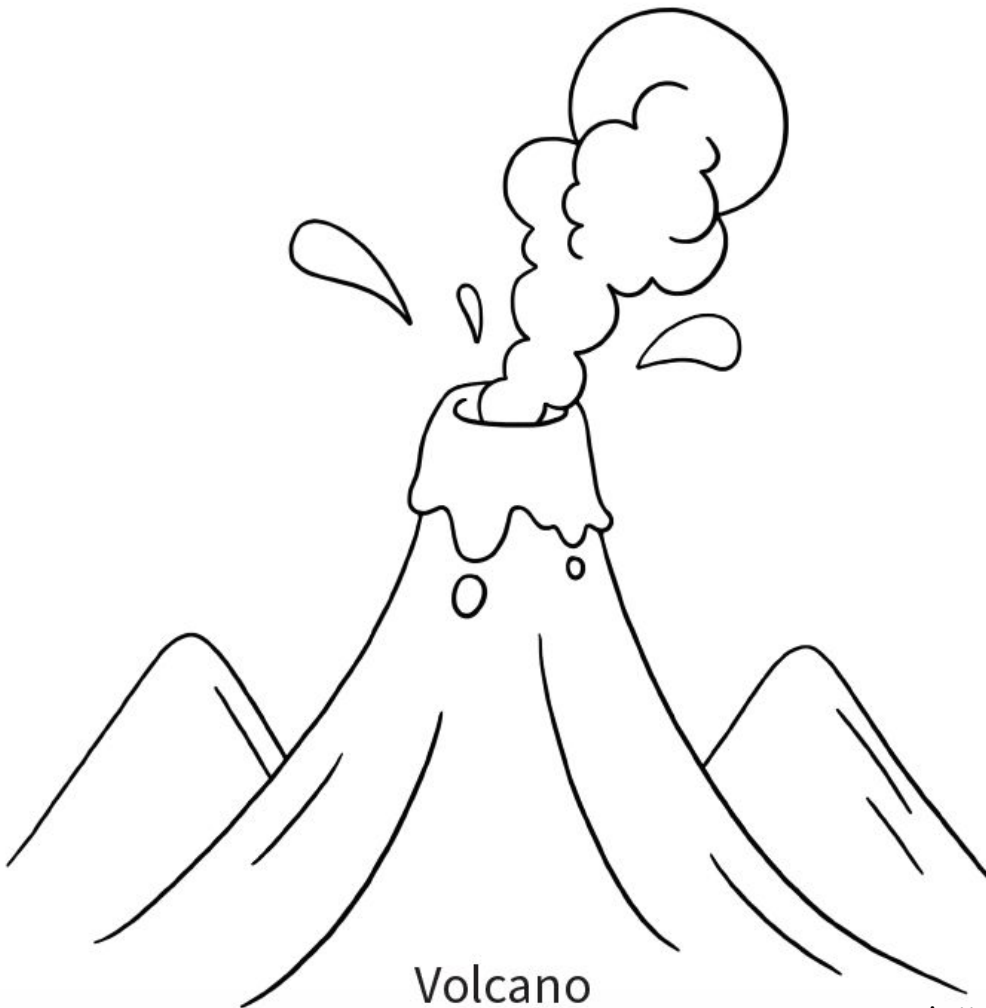
Date: \_\_\_\_\_

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





Violin



Volcano



## 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: I Take Care of Myself

**MATERIALS:** paper, crayons

- Talk with your child about the different ways that they can take care of themselves and stay healthy, like eating healthy foods, exercising, getting rest, and washing their hands.
- Allow your child to independently write and draw about ways they take care of themselves.
- After, talk with your child about what they wrote and drew about. They can also place their picture somewhere special to remind them of ways to take care of themselves.



## Literacy: Blending 3 Sounds

- **Let's blend or put sounds together to make a word!**
- **C-a-t, c-a-t, cat!**
- Repeat for p-a-t (pat), c-u-p (cup) and p-u-p (pup), encouraging your child to say the word.
- If your child needs additional help, place 3 objects down as you say each sound or use your hands to show how the sounds blend together.



## Journal Prompt: Favorite Foods

**MATERIALS:** crayons, paper, [Favorite Foods](#)

- With your child, talk about their favorite foods. Share your favorite food too!
- Have your child independently write and draw it.
- Later, ask, **What food did you write and draw about? What does your favorite food taste like?**

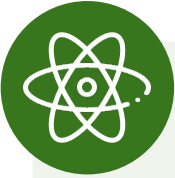
Name: _____
Write and draw about your favorite food.
_____
_____
_____

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

Write and draw about your favorite food.



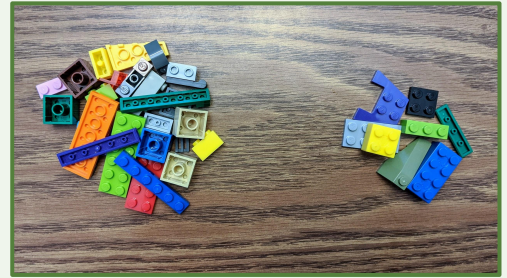




## STEM: Less

**MATERIALS:** small items from home, like buttons, paperclips, or blocks

- Let's compare and decide which group has less. **Less** is when you have a smaller amount of something.
- Make two groups. It should be clear that one group has less. Say, **This group has less. There is a smaller amount of \_\_ (item) \_\_.**
- Make more groups and ask your child to decide which group has less. Your child can also make two groups and indicate which has less.



## Independent Learning: My Exercise Journal

**MATERIALS:** Exercise Journal from Day 11, crayons

- Talk 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.

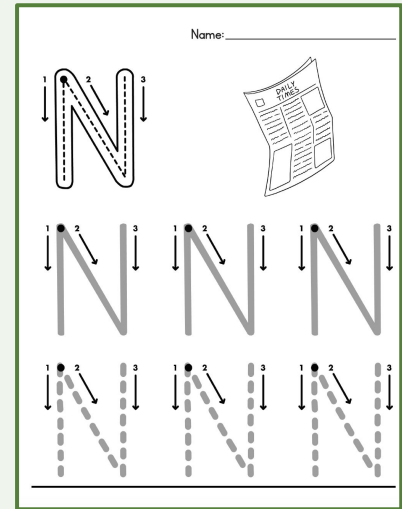
	<p>My Exercise Journal</p> <p>Name: _____</p>
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## Literacy: Letter N

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

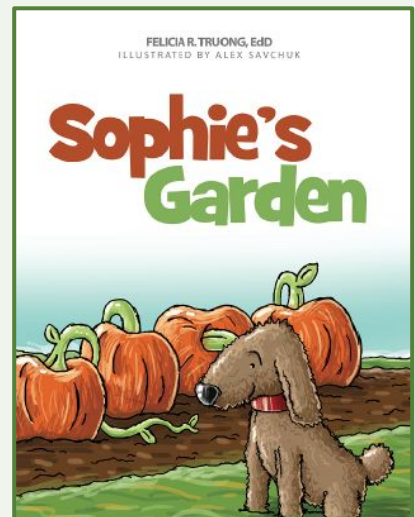
- **Make an N by writing down, slant down, down.** Have your child say the letter N and make the letter sound for N, like newspaper.
- Have your child trace the N with their finger. Then trace and write the N with a crayon or pencil and color the pictures.
- Look for uppercase N's around your house (on food labels, clothing tags, books, ect.).
- *Optional - your child can practice writing the letter N with other materials. Your child can also practice writing N independently on paper.*



## Read: *Sophie's Garden*

**MATERIALS:** [Sophie's Garden](#)

- Read together.
- After, go for a walk together or look out of your window to observe other gardens and nature around you. You can also decide on something you can plant indoors or outdoors and watch it grow together.



# Wednesday

PK4 Unit 11 Week 3 Day 13



## Let's Move: Count and Roll

**MATERIALS:** any size ball or soft object

- With your child, practice counting to 20.
- Together, roll a ball back and forth and count. Say, **1**, and roll the ball. Your child will roll it back and say 2. Continue to 20.



## Learning Together: Silly Feelings

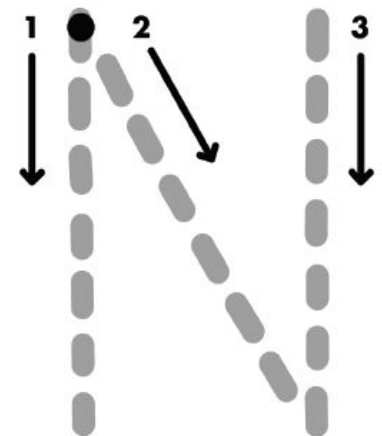
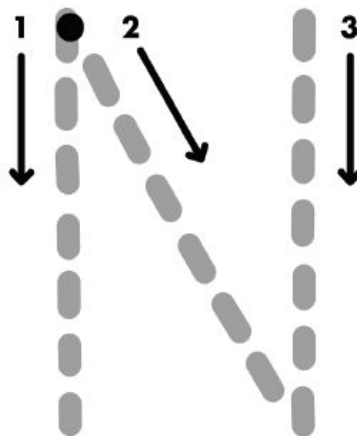
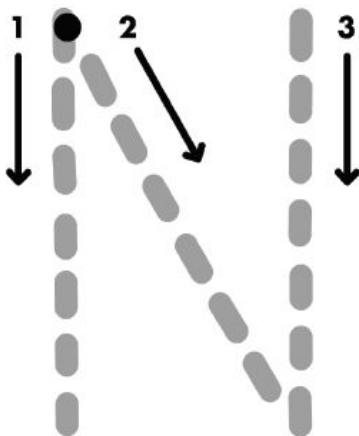
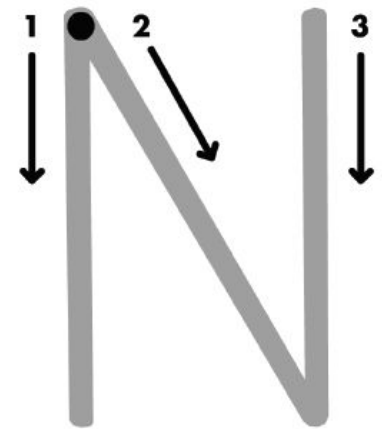
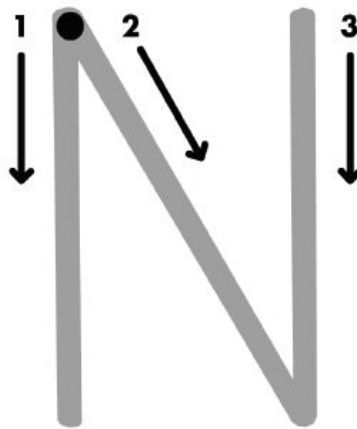
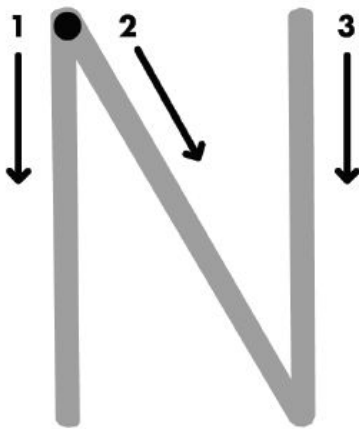
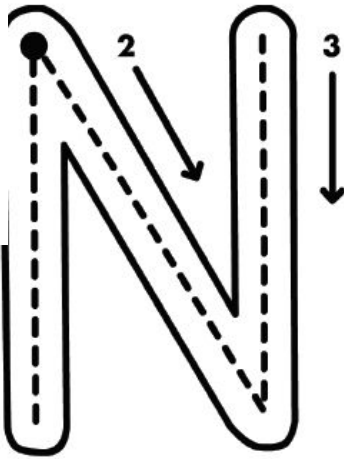
**MATERIALS:** [Feelings Poster](#) from Day 3

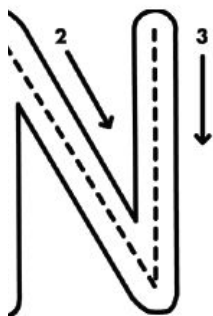
- Play a silly feelings game together. Pick an animal, then a feeling from the Feelings Poster. Act out your choices and have your child guess what you are.
- Pretend to be a happy lion. Smile while roaring.
- Repeat using different feelings and animals.
- Switch roles.



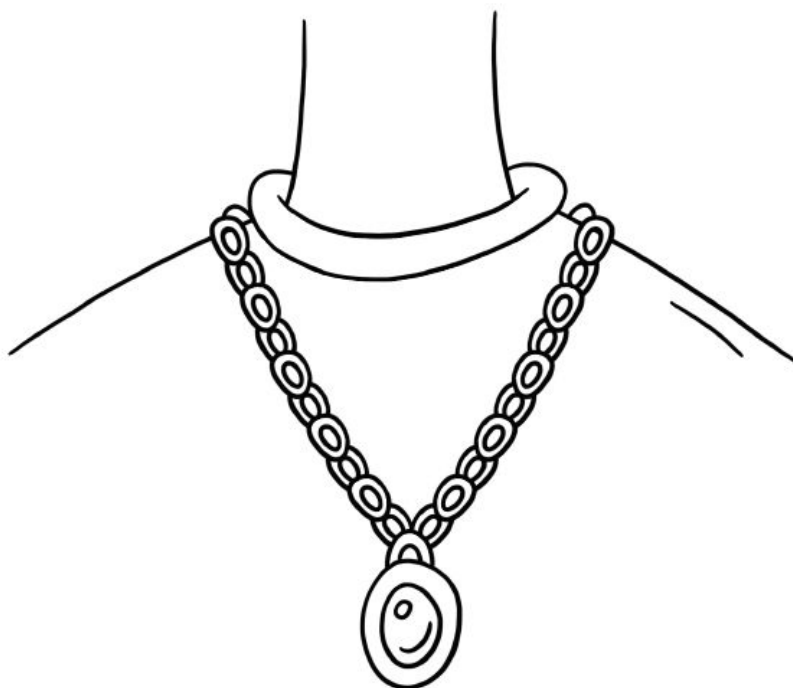


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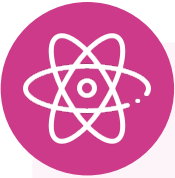




Nose



Necklace



## 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: 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.

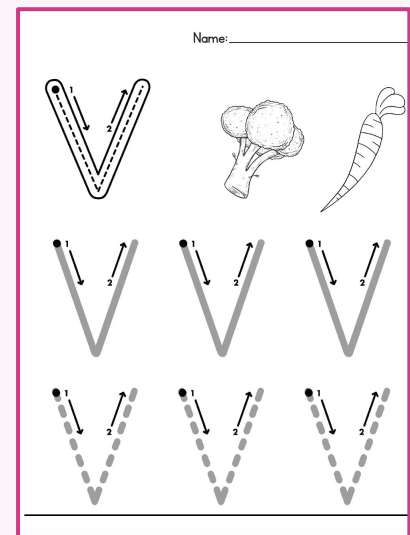
[Read here](#) to learn more about how your child learns to write.



## Literacy: Writing Letters V & N

**MATERIALS:** V & N, pencil, crayons

- Brainstorm words that start with the letters V and N.
- Have your child independently practice tracing the letters V and N. Have them color in the pictures. They can also practice writing V and N independently.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as vegetables? Can you think of other words that start with the same sound as night?**



## Journal Prompt: My Garden

**MATERIALS:** My Garden, crayons

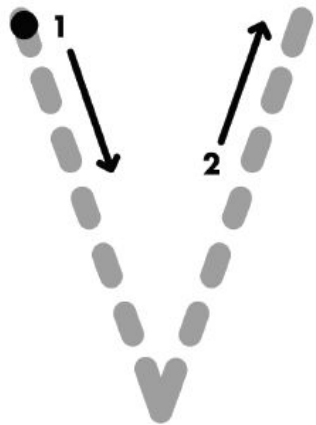
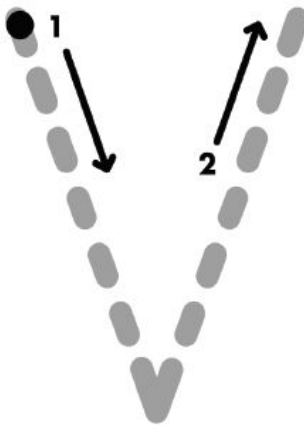
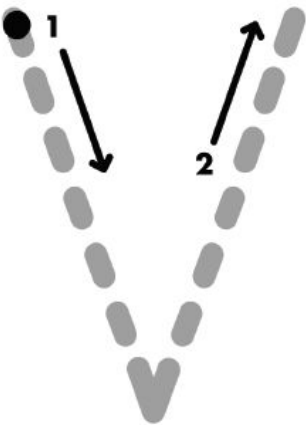
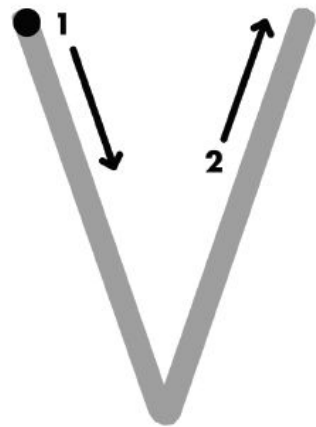
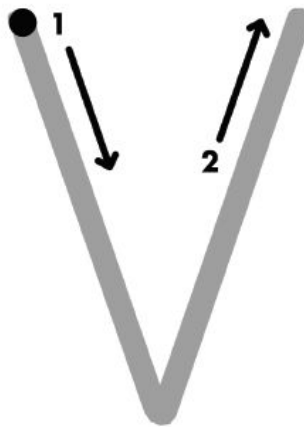
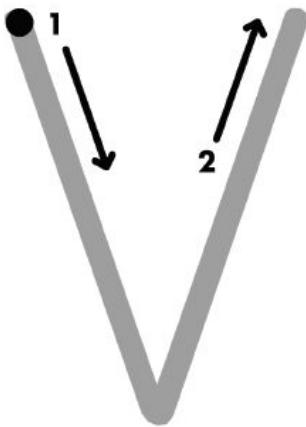
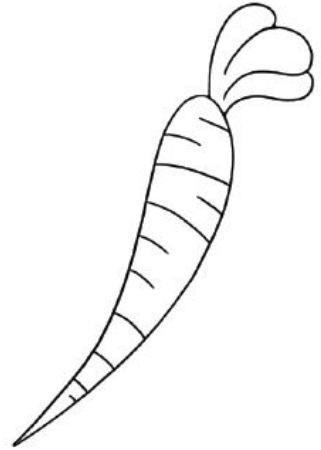
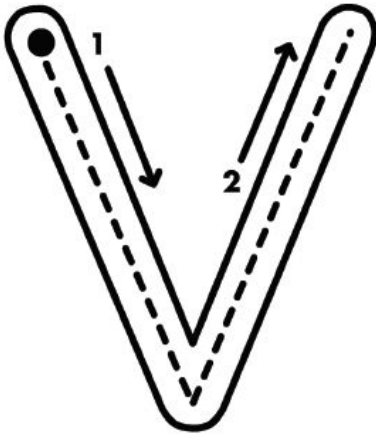
- Look at pictures of gardens on a tablet or phone, or look at Sophie's Garden in the book. Talk about the type of garden your child would like to have.
- Allow your child to independently draw and design the garden they would like to have.
- After, ask, **Tell me about your garden please. What would you like to have in your garden? Why did you choose those things?**

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

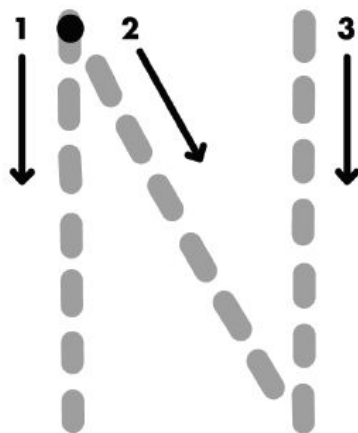
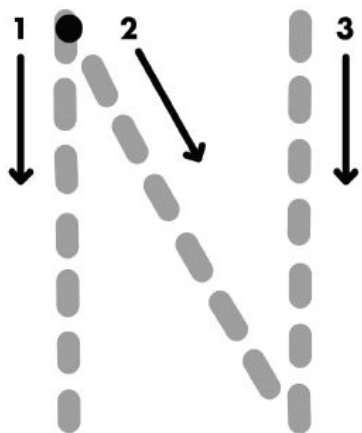
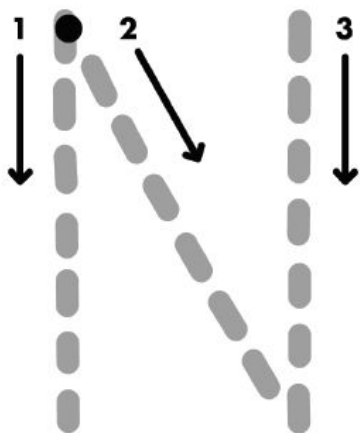
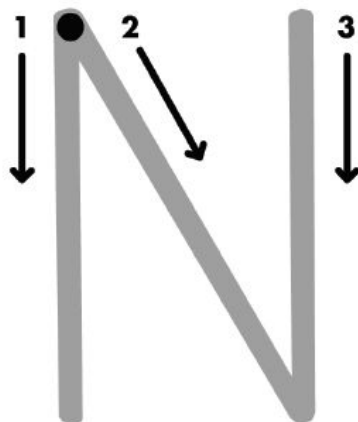
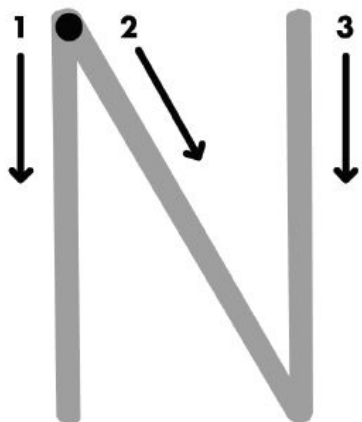
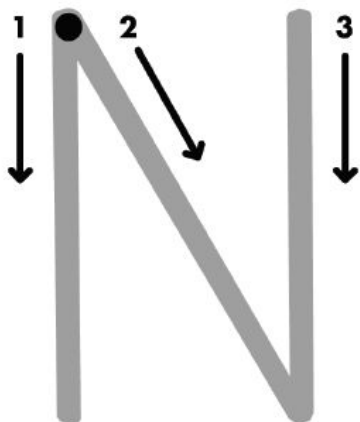
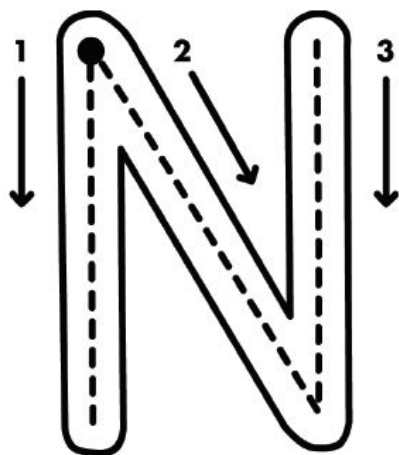
Design a garden you would like to have.



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



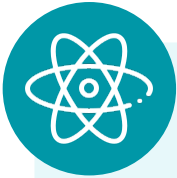
Name: \_\_\_\_\_



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

Design a garden you would like to have.





## STEM: Equal

**MATERIALS:** small items from home, like buttons, paperclips, or blocks

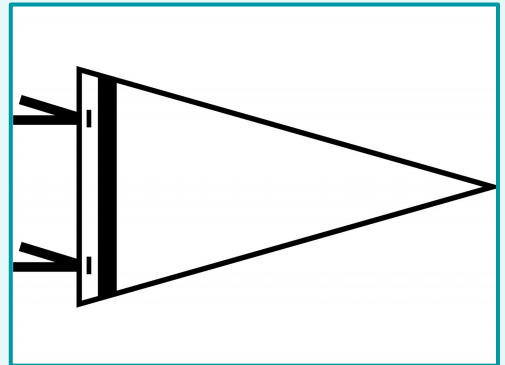
- **Let's compare and decide if the groups are equal. Equal is when the amounts are the same.**
- Make two groups. The groups should be the same. **These groups are equal. They have the same amount of \_\_ (item) \_\_.**
- Make more groups and ask your child to decide if the groups are equal. Help them by suggesting they count to check if it's the same number in each group. They can also try to make equal groups.



## Independent Learning: Stranger Safety

**MATERIALS:** [Stranger Safety](#), crayons, scissors

- With your child, talk about strangers. Provide specific examples of people who are strangers and those who are not.
- Together, review what your child should do if a stranger talks to them and they feel uncomfortable. Consider the following:
  - Say, No!
  - Run away.
  - Yell loudly.
  - Tell a trusted adult.
- Have your child independently color the pictures.
- Later, cut out the cards and have your child put them in order. They can explain what to do if approached by a stranger to another family member.





## Literacy: Blending 2 and 3 Sounds

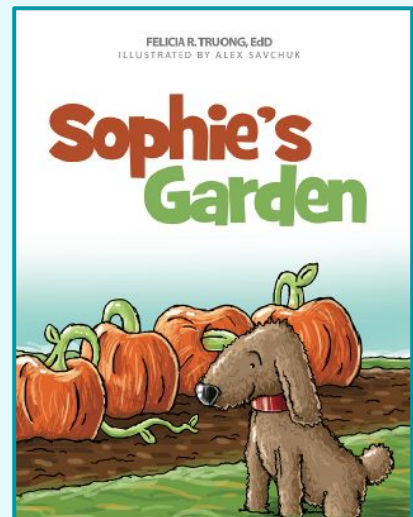
- Let's blend or put sounds together to make a word!
- I'll say the sounds and you tell me what word it is. D-o-t, d-o-t, dot. Now you try.
- Repeat for h-a-t (hat), p-i-g (pig) and i-n (in), encouraging your child to say the word.
- If your child needs additional help, place 2 or 3 objects down as you say each sound or use your hands to show how the sounds blend together.

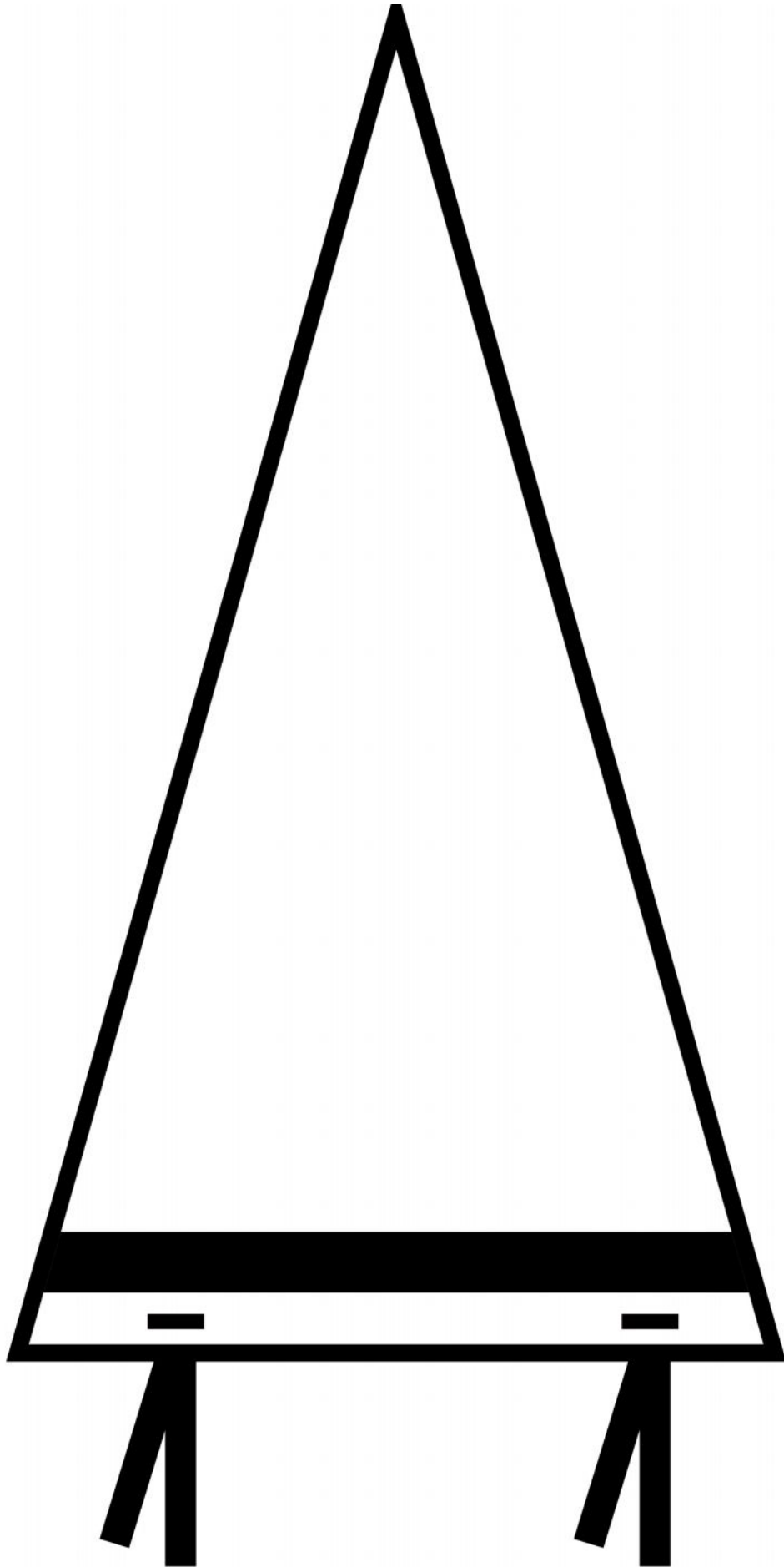


## Read: *Sophie's Garden*

**MATERIALS:** [\*Sophie's Garden\*](#)

- Read together.
- After, call out different numbers and ask your child to find that number in the book, then count the corresponding number of objects on the page.









# Week 4

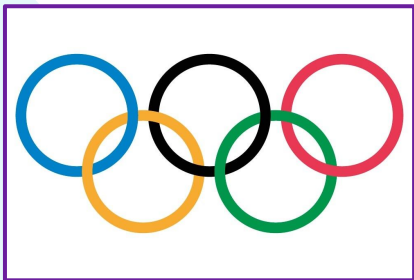
# PK4 Unit 11 Week 4 Overview

## The Olympics

### This week your child will:

Learn about the Olympics. You will design and do the Family Olympics together, using the team song and medals your child will make. They will continue to identify numbers, practice making patterns and blending sounds, and learn about the letters J and F.

### Key Vocabulary



## Olympics

sports events held every four years in different countries



## team

a group of people who play together against another group



## teammate

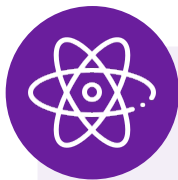
someone who is on the same team as you



# Create Connections

This week, you will learn about the Olympics, a sports competition with people from all over the world. Before you begin the packet, write and draw about which sport you would like to compete in at the Olympics.

**Think  
About It!**



## STEM: Shape Patterns

**MATERIALS:** paper, crayons

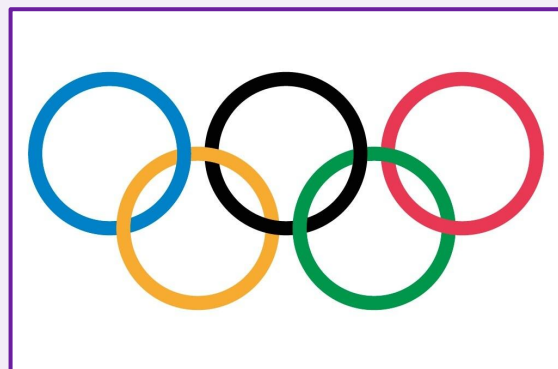
- Draw shapes, creating a pattern. For example, square, square, circle, square or triangle, circle, square, triangle.
- With your child, practice extending the pattern. Ask, **What shape comes next?**



## Independent Learning: Olympic Ring Toss

**MATERIALS:** cardboard or paper plates cut out to make large rings, stick (stuck in the ground) or plastic bottle filled with a few stones or dirt so it won't turn over

- Talk with your child about the Olympics. **The Olympics are held every four years in the Summer and Winter, with people from all over the world representing their country and competing in different events.**
- Show them the Olympic rings on a phone or tablet. **This is the symbol of the Olympics representing all of the people from the different countries and continents who compete.**
- Show your child how they can play ring toss by tossing their ring so it lands on the stick or bottle.
- While playing, encourage your child to problem-solve by figuring out different strategies to get their ring to land on their target (e.g. moving closer, etc).

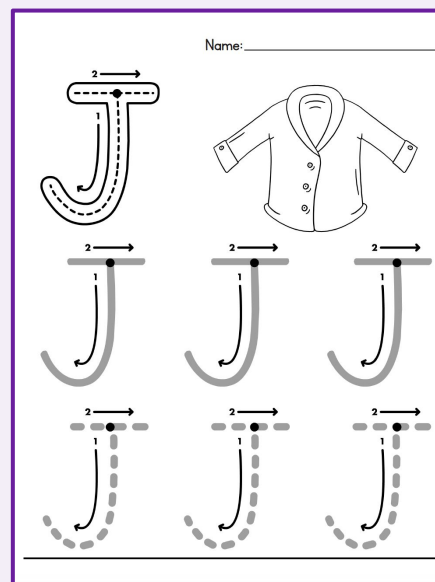




## Literacy: Letter J

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

- **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. They can also practice writing J independently on paper.*

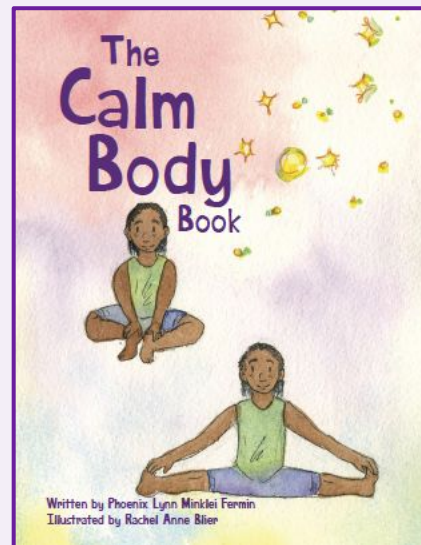


## Read: *The Calm Body Book*

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

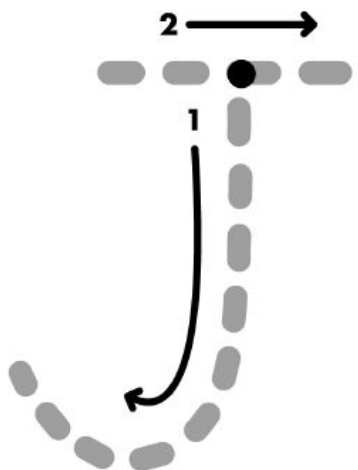
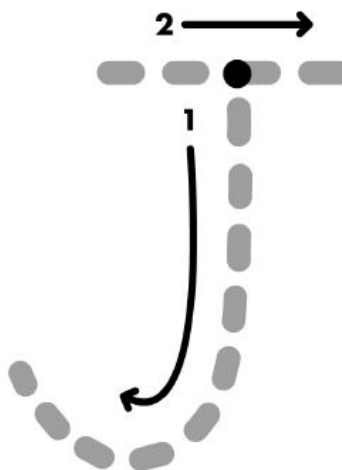
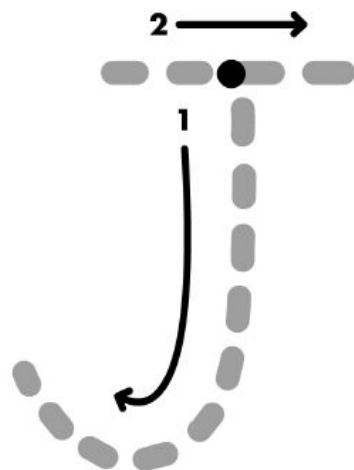
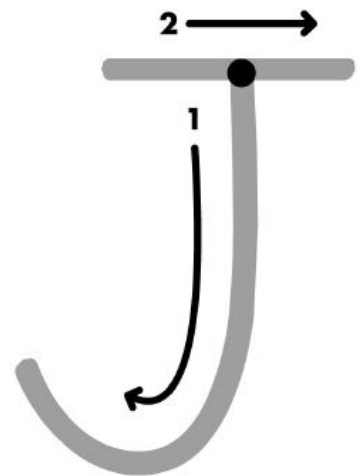
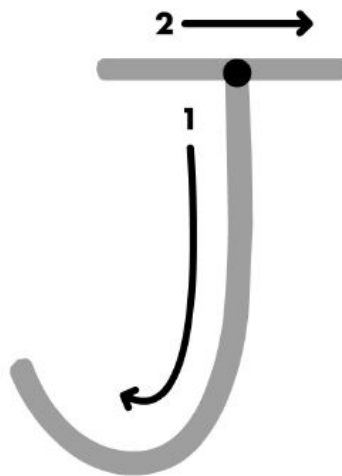
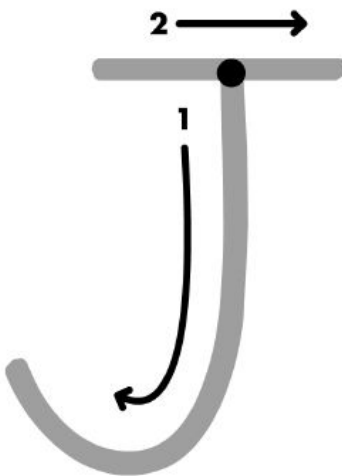
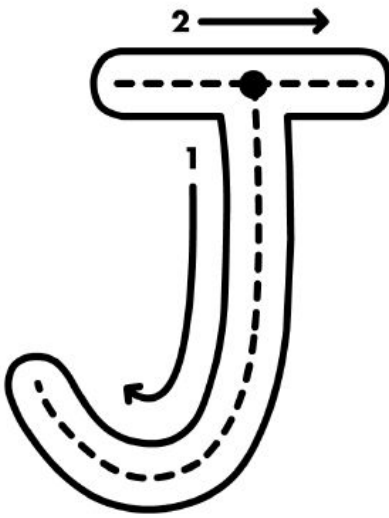
- **A very important part of keeping your body healthy and fit is to help our bodies and minds to feel calm.**
- Read pp. 2-11 with your child and try the poses and practices together.
- Encourage your child to select their favorite pose and practice 1-2 more times together.
- Practicing these poses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

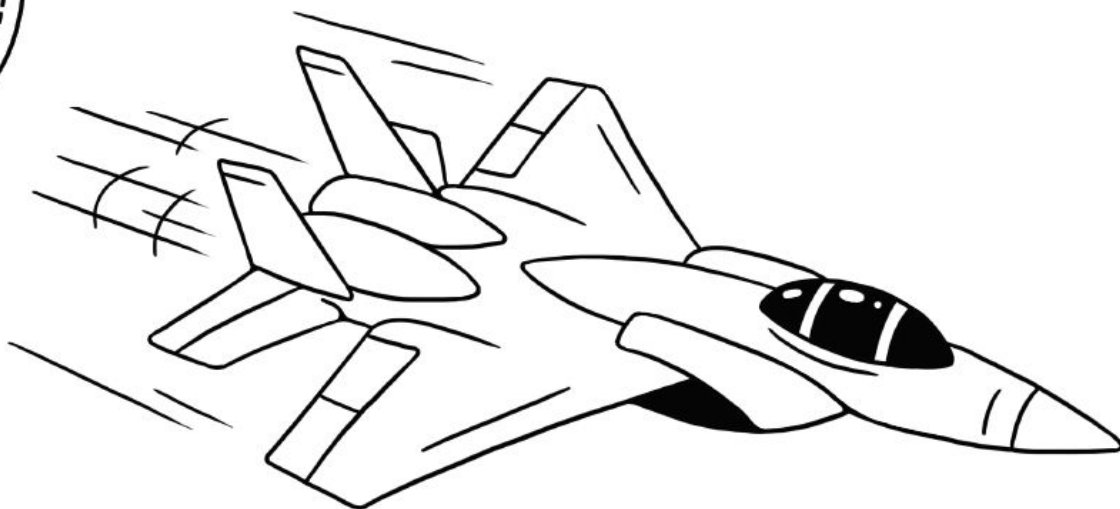
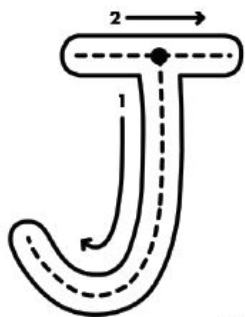
You can also access a pre-recorded reading of [The Calm Body Book](#) on the [Every Child Ready YouTube channel](#).



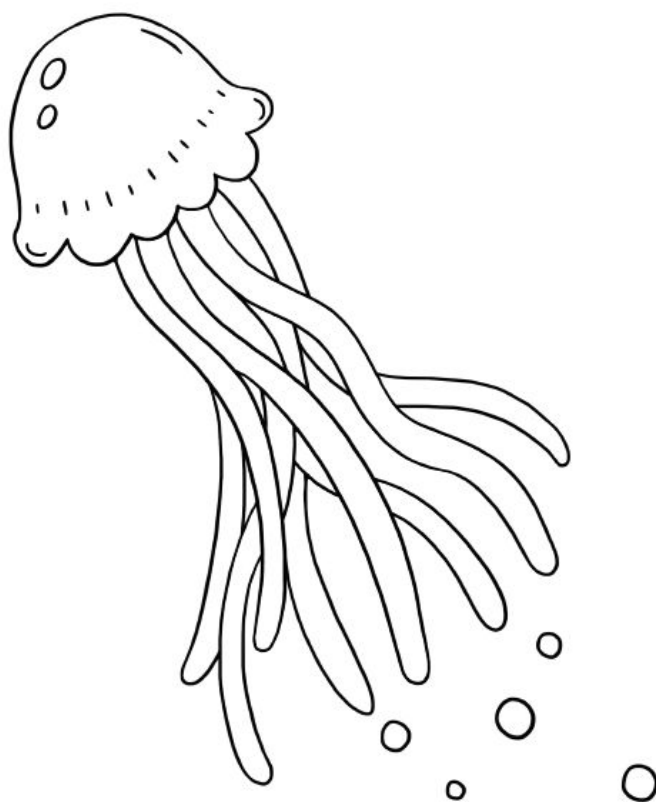


Name: \_\_\_\_\_





Jet



Jellyfish





## STEM: Designing a Stadium Model

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

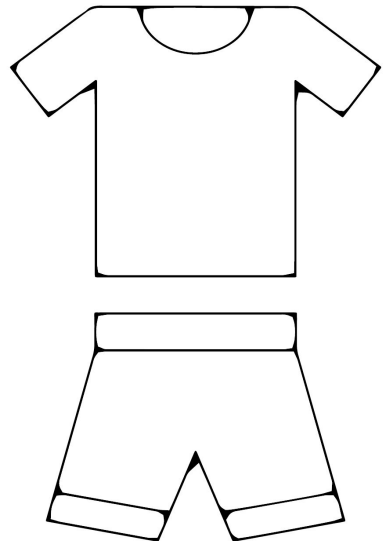
- Look at pictures of different sports stadiums together.
- Show the materials to your child. Talk about the items they can use to build a stadium.
- Together, write and draw a design for building a sports stadium. **Can you tell me about the stadium? What sports are played in the stadium?**
- Tell them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



## Independent Learning: 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: Blending Sounds Review

- **Let's blend or put sounds together to make a word!**
- **I'll say the sounds and you tell me what word it is. O-n, o-n, on. Now you try.**
- Repeat for n-u-t (nut), b-i-g (big), e-gg (egg) and a-n (an), encouraging your child to say the word.
- If your child needs additional help, place 2 or 3 objects down as you say each sound or use your hands to show how the sounds blend together.



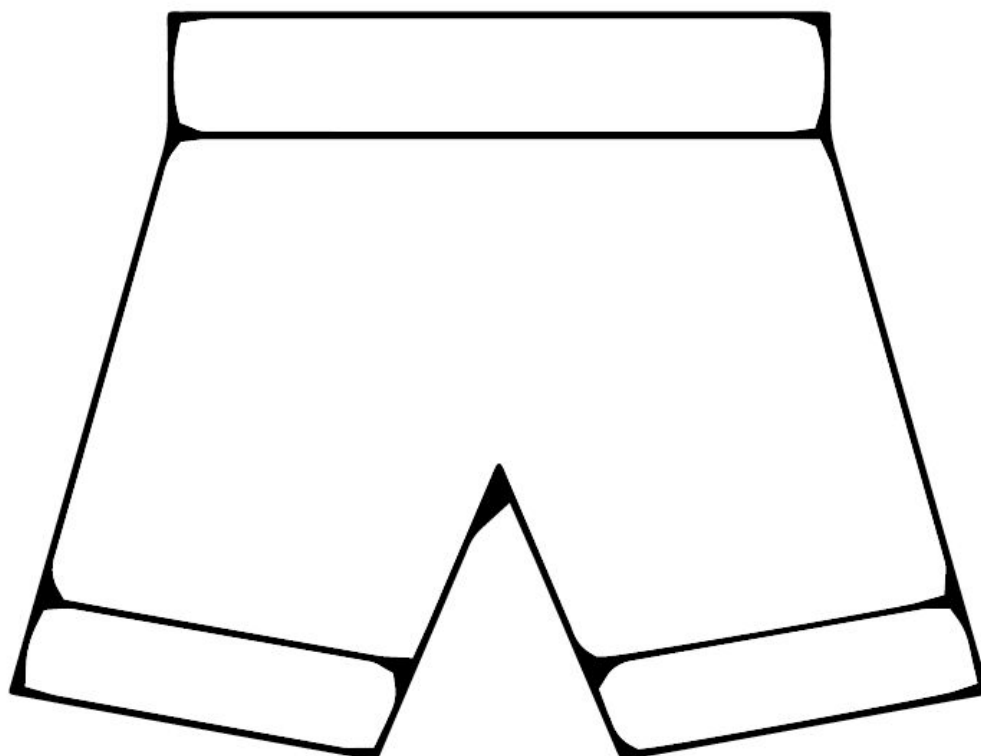
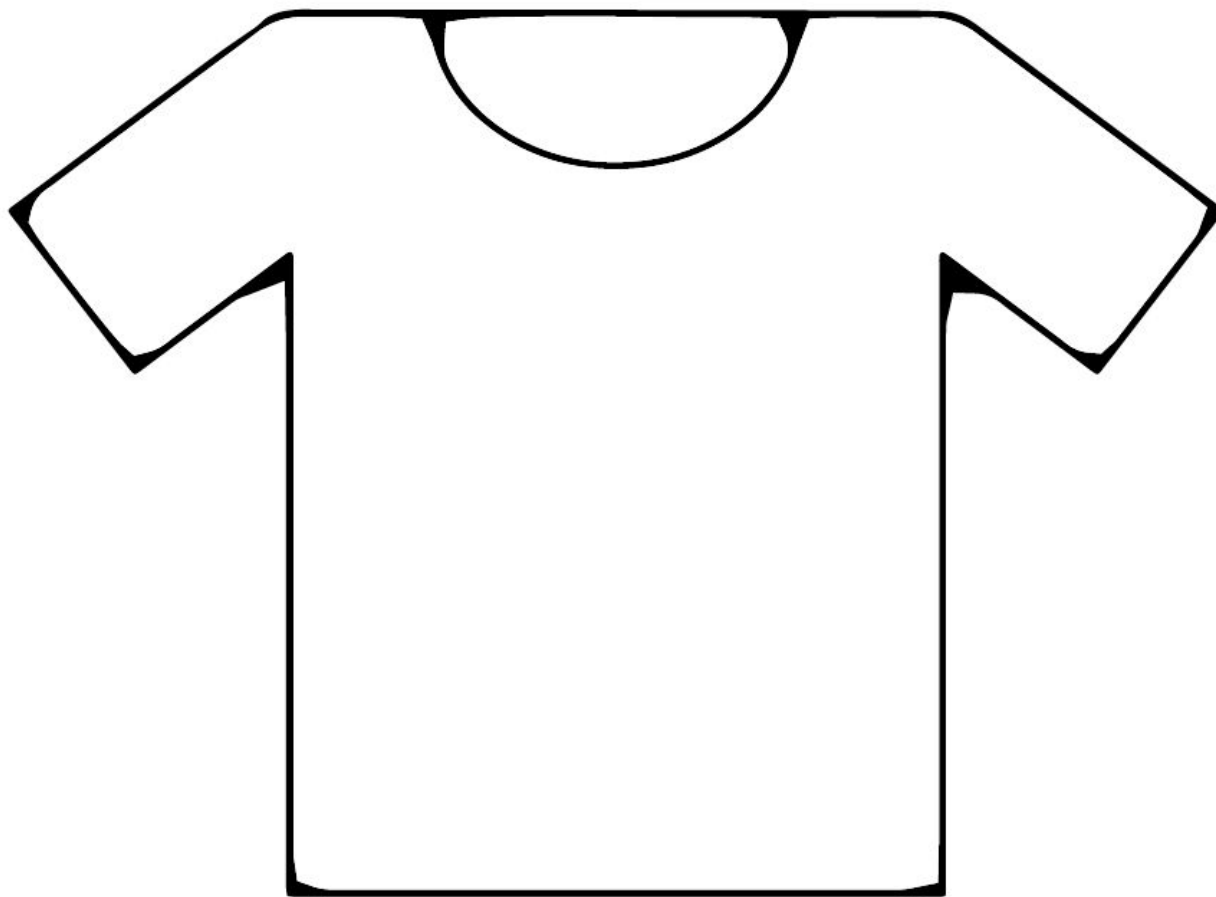
## Journal Prompt: Winter or Summer Olympics?

**MATERIALS:** Winter or Summer Olympics, crayons

- Talk with your child about the Winter and Summer Olympics and the types of competitions at each, such as skiing, figure skating, and curling at the Winter Olympics and running, swimming, and discus at the Summer Olympics.
- Allow your child to independently write and draw about it.
- After, ask, **Why would you prefer to go to the \_\_ Olympics? What competitions would you want to see there?**

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

Would you prefer to go to see the winter or summer Olympics?



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

Would you prefer to go to see the winter or summer Olympics?

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## STEM: Sound Patterns

- With your child, practice creating and extending patterns using sound. Think of three sounds to repeat over and over. Say, **I am going to clap, stomp, snap, clap, stomp, snap.** Have your child continue your pattern.
- Create patterns in a different order, like clap, clap, stomp, or clap, snap, snap.
- Switch roles.



## 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!

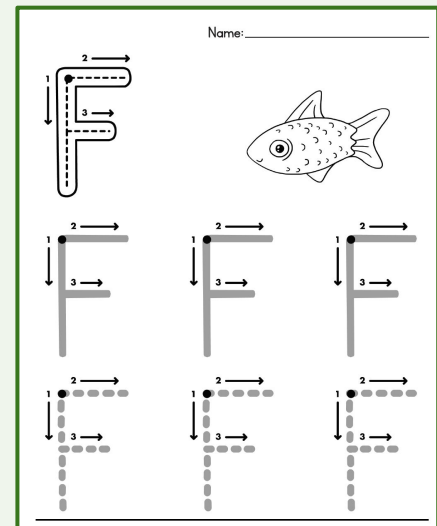




## Literacy: Letter F

**MATERIALS:** [Letter F Practice](#)

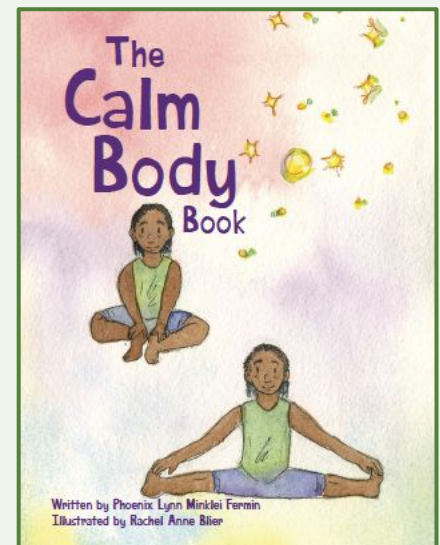
- **Make an F by writing down, over, over.** Have your child say the letter F and make the letter sound for F, like fish.
- Have your child trace the F with their finger. Then trace and write the F with a crayon or pencil and color the pictures.
- Pick a favorite book and see how many uppercase F's you can find together.
- *Optional - practice writing with other materials. Your child can also practice writing F independently.*



## 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. Remind them that it's okay to feel these emotions! Explain that there are different things they can do to feel better, like trying different poses and breathing exercises.
- 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

PK4 Unit 11 Week 4 Day 18



## Let's Move: Mirror Me Body Language

**MATERIALS:** [Feelings Poster](#)

- 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: Family Olympics

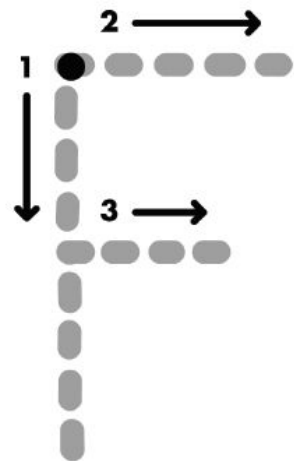
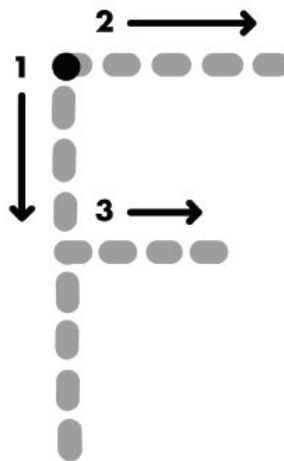
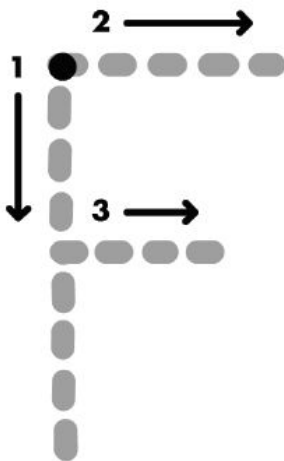
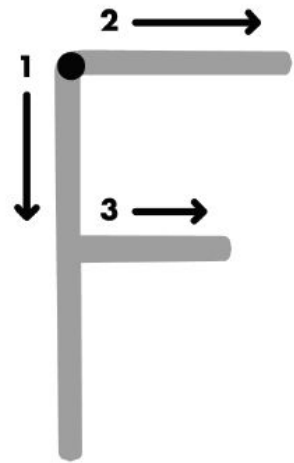
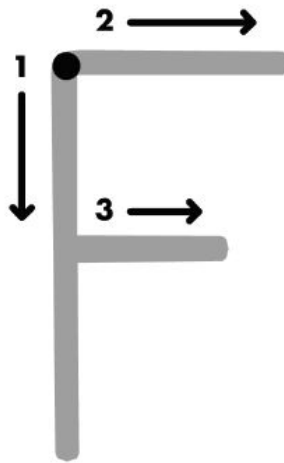
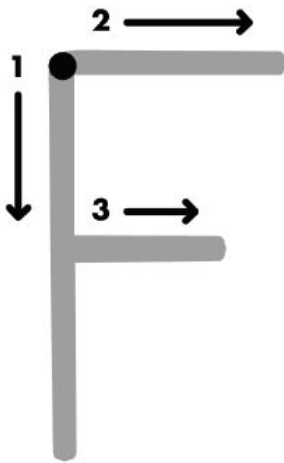
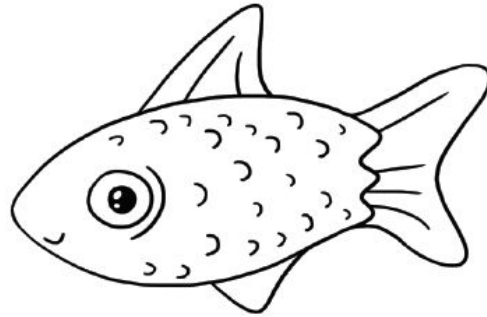
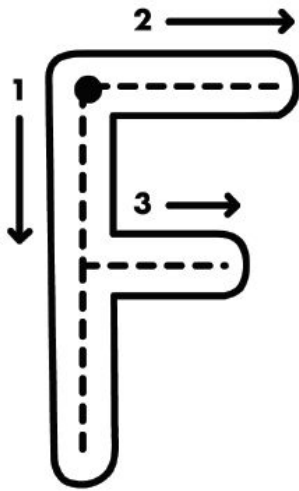
**MATERIALS:** items you select together for your team game which can include the ring toss, medals made previously, etc.

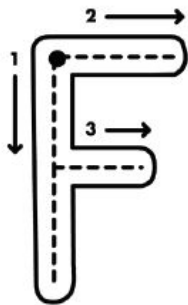
- Talk with your child about the way your family is also a team that has to work together, cooperate, support, and encourage each other.
- Brainstorm a few games you can play together to hold your own Family Olympics, including some team and individual games where you can still encourage your competitors and congratulate those who win. You can also sing the family team song you made in Week 2.
- Instead of choosing a sports related activity, you can also 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 decorating a room.



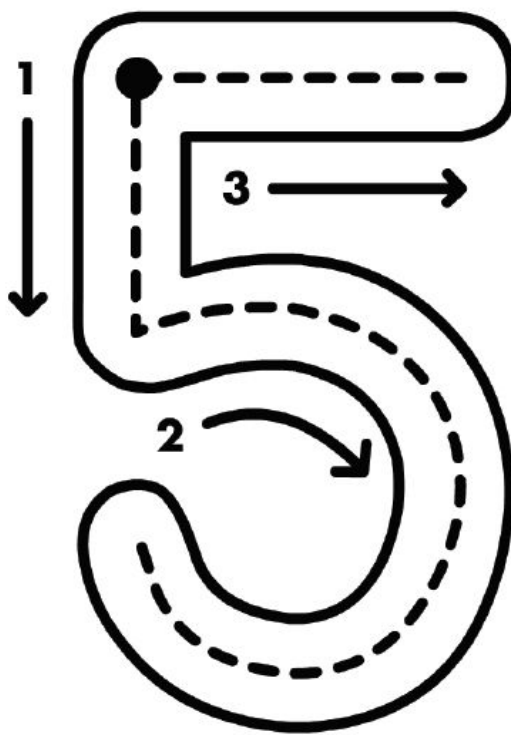


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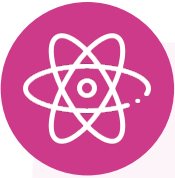




Face



Five



## STEM: Building a Stadium Model

**MATERIALS:** paper, crayons, tape, scissors, cardboard, completed design from Day 2, *optional* - clean recyclables

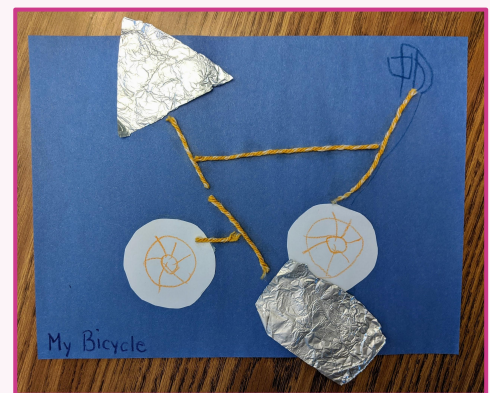
- With your child, review their design from earlier in the week. Show the building materials to your child.
- Together, use the materials to build a stadium. Talk as you build. **How can we start building the stadium? Why did you use this material here?**
- Praise your child for their efforts and remind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



## Independent Learning: 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?**

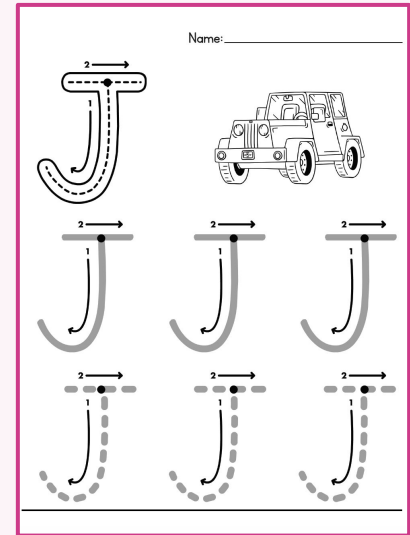




## Literacy: Writing Letters J & F

**MATERIALS:** J & F, pencil, crayons

- Brainstorm words that start with the letters J and F.
- Have your child practice tracing the letters J and F. They can color the pictures.
- Ask, **What other words start with the same sound as foot? What other words start with the same sound as jeep?**



## Journal Prompt: I am Calm

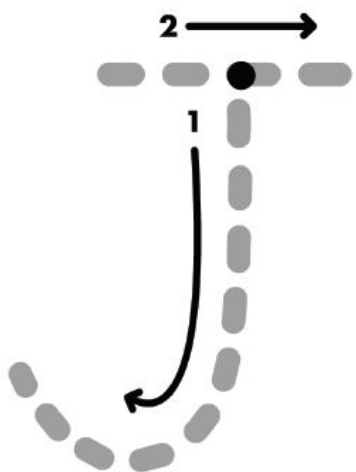
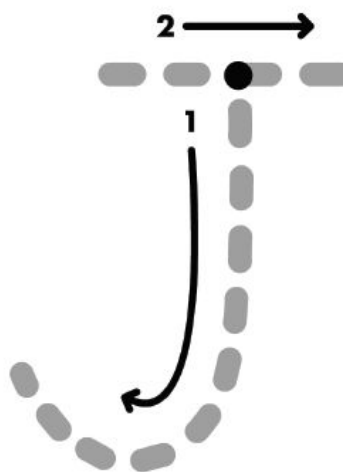
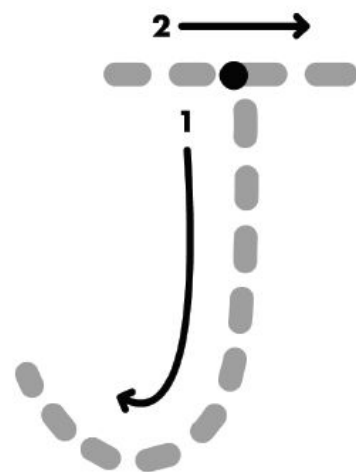
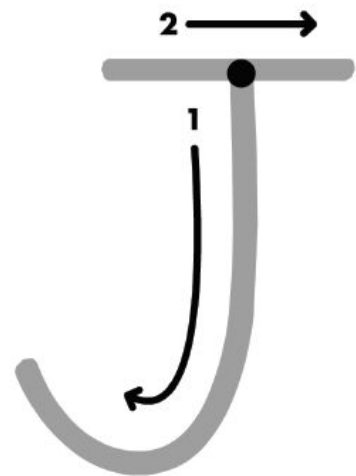
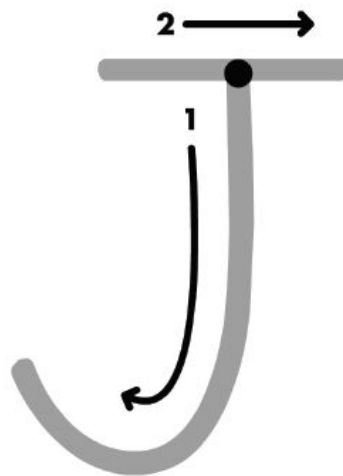
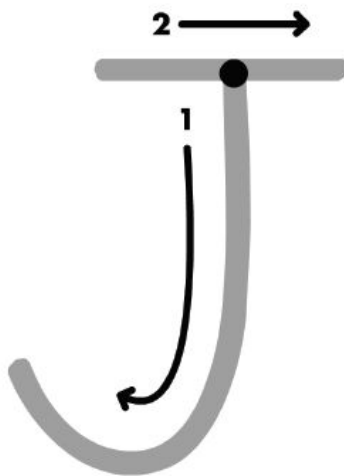
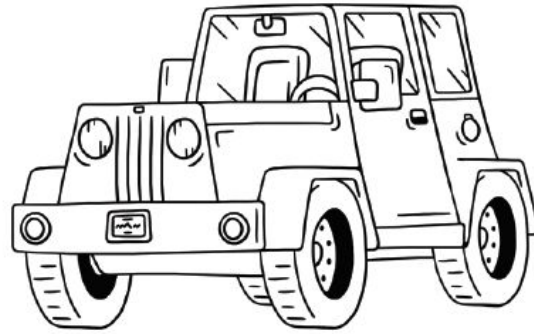
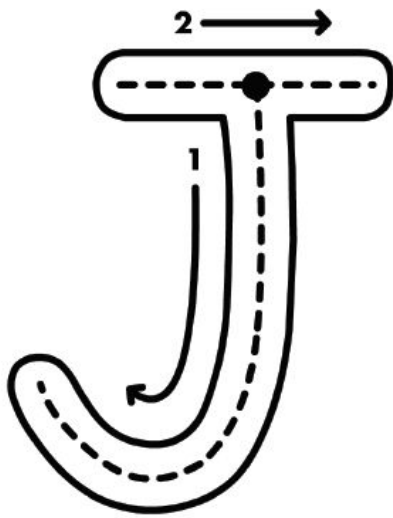
**MATERIALS:** I am Calm, crayons

- Talk with your child about ways that they can calm down or feel better when they are experiencing a strong 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!

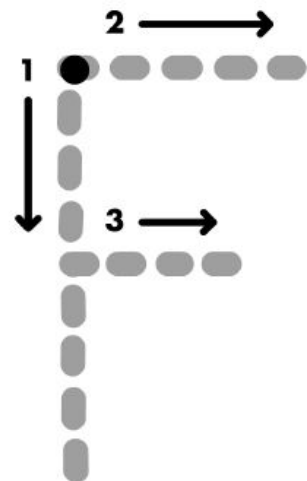
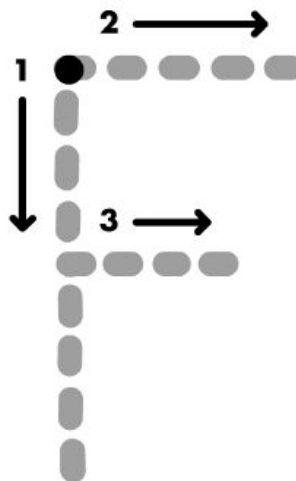
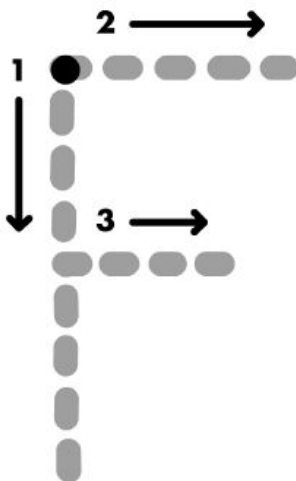
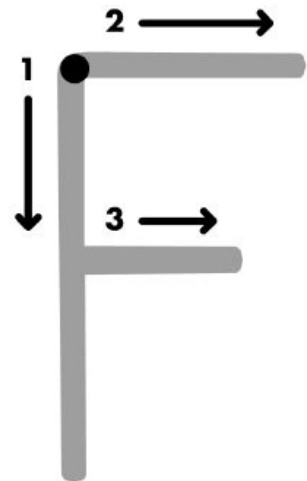
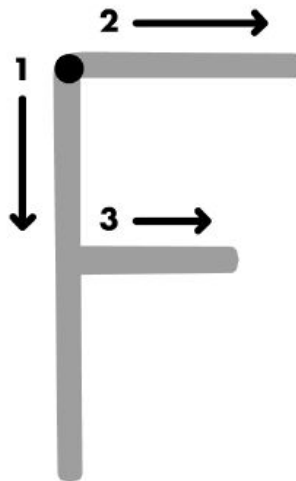
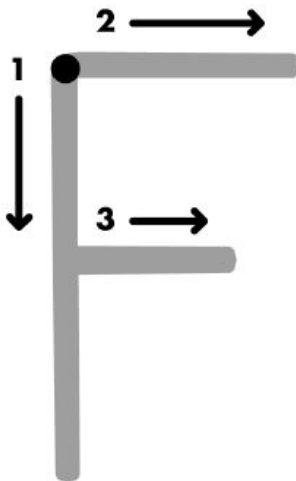
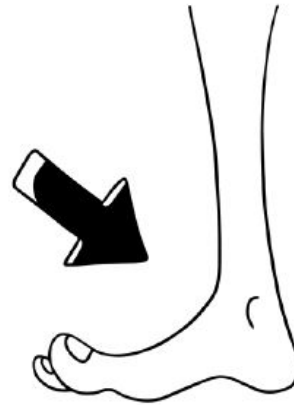
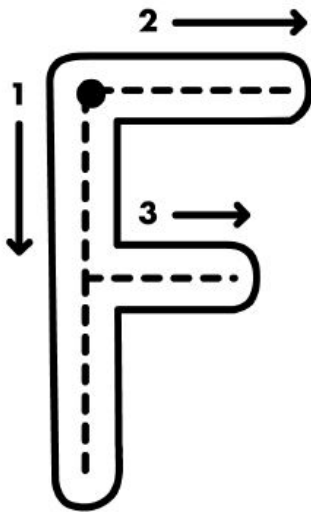
Name: \_\_\_\_\_

Write and draw about things you do to calm down.

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



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



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

Write and draw about things you do to calm down.

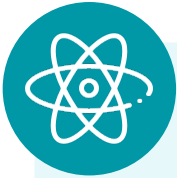
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## STEM: Numbers 10-15 Review

**MATERIALS:** write each number from 10-15 on small pieces of paper and make 2 number cards for each number

- Give one set of cards to your child and keep one set.
- **Let's play a game with numbers. I'll show you a number card and you tell me the name of the number. Then show me your card that matches mine.**
- Switch roles so that your child can show you a card for you to find.
- To increase difficulty, add more numbers or ask your child to find the same number of objects to match the number on a card. You can also review the numbers 0-9.



## 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: Letters Review

**MATERIALS:** write the letters N, V, J, and F on small pieces of paper to make 2 letter cards for each letter

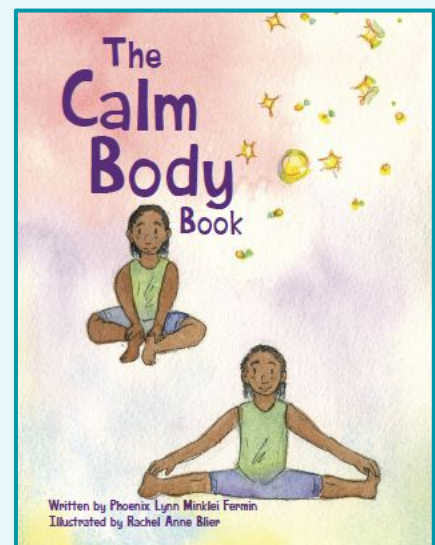
- Give one set of cards to your child and keep one set.
- **Let's play a game with the letters that we are learning. I will show you a letter. You tell me its name and the letter sound. Then show me your card that matches mine.**
- Switch roles so that your child can show you a card for you to find.
- To make this more challenging, you can call out a letter and have your child find something in your home that starts with that letter sound.



## Read: *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.





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

