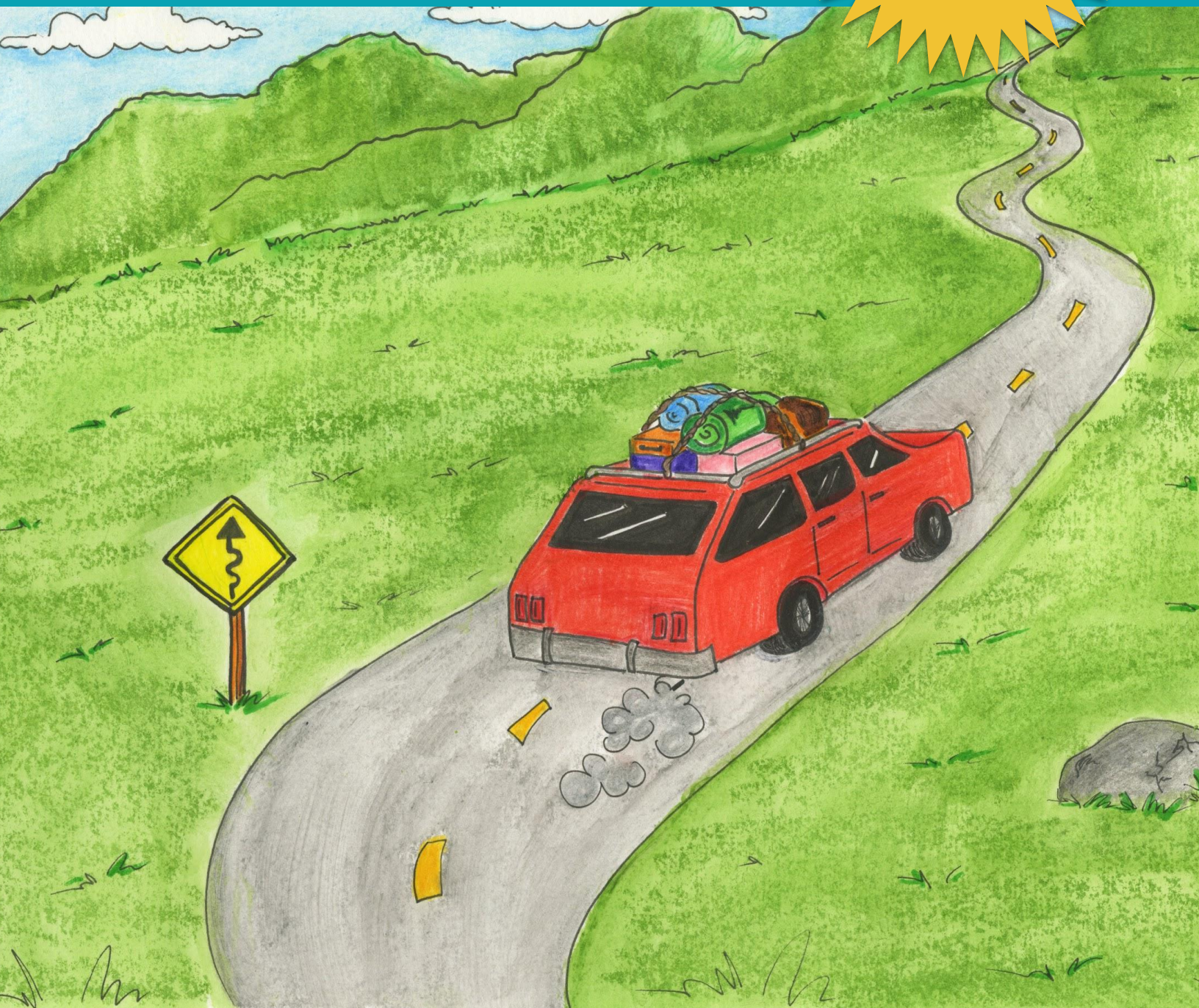


Unit 5

Culture

PK4





Unit 5

Culture



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

PK4 Unit 5 Overview



Unit 5 Vocabulary

Dear Families,

Welcome to Unit 5! In Unit 5 your child will learn about culture. Though cultures are not the same, they are not that different. They will learn about five characteristics of cultures: food, language, celebrations, clothing, and art.

Unit 5 Books



- [*My Road Trip Around the World*](#) by Felicia R. Truong
- [*The Magic Drum*](#) by Felicia R. Truong
- [*Alex Learns to Play*](#) by Lindsey Johnson
- [*I Can Count Lots of Ways!*](#) by Lydia Carlis

ECR @ Home activities will include learning about their own and other cultures through games, dancing to music, and making art like designing Ghanaian Kente cloth and Japanese zen gardens. Your child will also compare amounts, learn about interacting with friends, and about 2D and 3D shapes. They will also learn the letters H, T, I, D, H, P, and B.

clothing

culture

Kente cloth

Mandala

musical
instrument

road trip

world

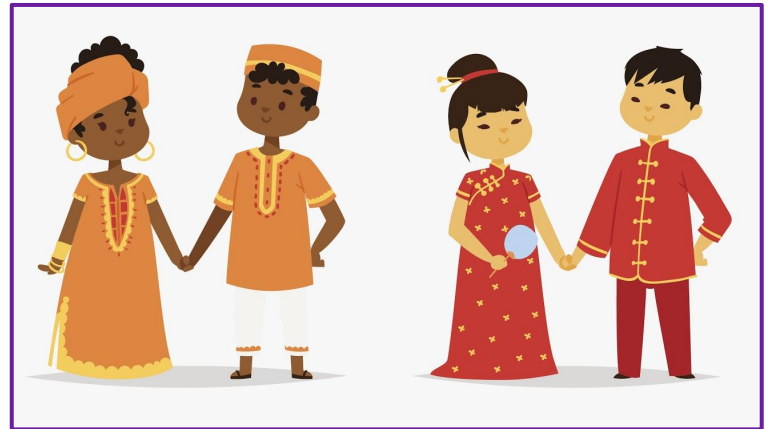
Week 1

PK4 Unit 5 Week 1 Overview

What is Culture?

This week your child will:

learn about five characteristics of culture: food, language, celebrations, clothing, and art. They will also learn more about their own culture. Finally, they will make sets of 0-5 objects, identify rhyming words, and learn the letters H and T.



Key Vocabulary



culture

the beliefs, way of life, art, and customs that are shared and accepted by people in a particular society or group



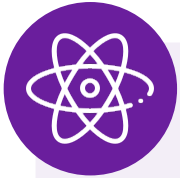
road trip

a long trip that you take in a car, usually with friends or family

Create Connections

**Think
About It!**

This week, you will learn about characteristics of culture like food, language, celebrations, clothing, and art. Before you begin the packet, write and draw about some of the things from your own culture.



STEM: Counting Sets of Up to 5

MATERIALS: 2 types of household items (5 each) e.g., 5 crayons and 5 spoons

- Say, **A set is a group of things that belong together.**
- **I'm going to make a set of crayons.** Put 3 crayons down. **How many crayons are in my set? Yes, there are 3 crayons.**
- Repeat for sets of 4 spoons and 5 crayons.



Independent Learning: Introduction to Culture

MATERIALS: paper, crayons

- Say, **We are learning about culture. People who belong to the same culture share things like language, food, art, clothing, and celebrations. There are lots of different cultures in the world.**
- Talk with your child about your culture.
- Have your child independently write and draw about the special things in your culture.
- After, ask, **Tell me about some of the special things in our culture that you wrote and drew about.**

Monday

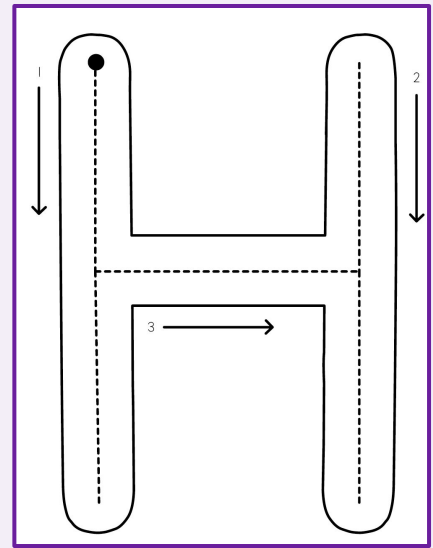
PK4 Unit 5 Week 1 Day 1



Literacy: H

MATERIALS: [Large Letter H](#)

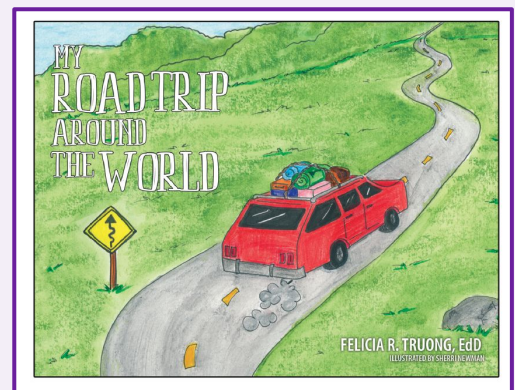
- Practice the letter H. Say, **Make an H by writing down, down, across.** Have your child say the letter H and make the letter sound for H, like hat. Finally, have your child trace the H with their finger.
- See how many uppercase H's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter H!

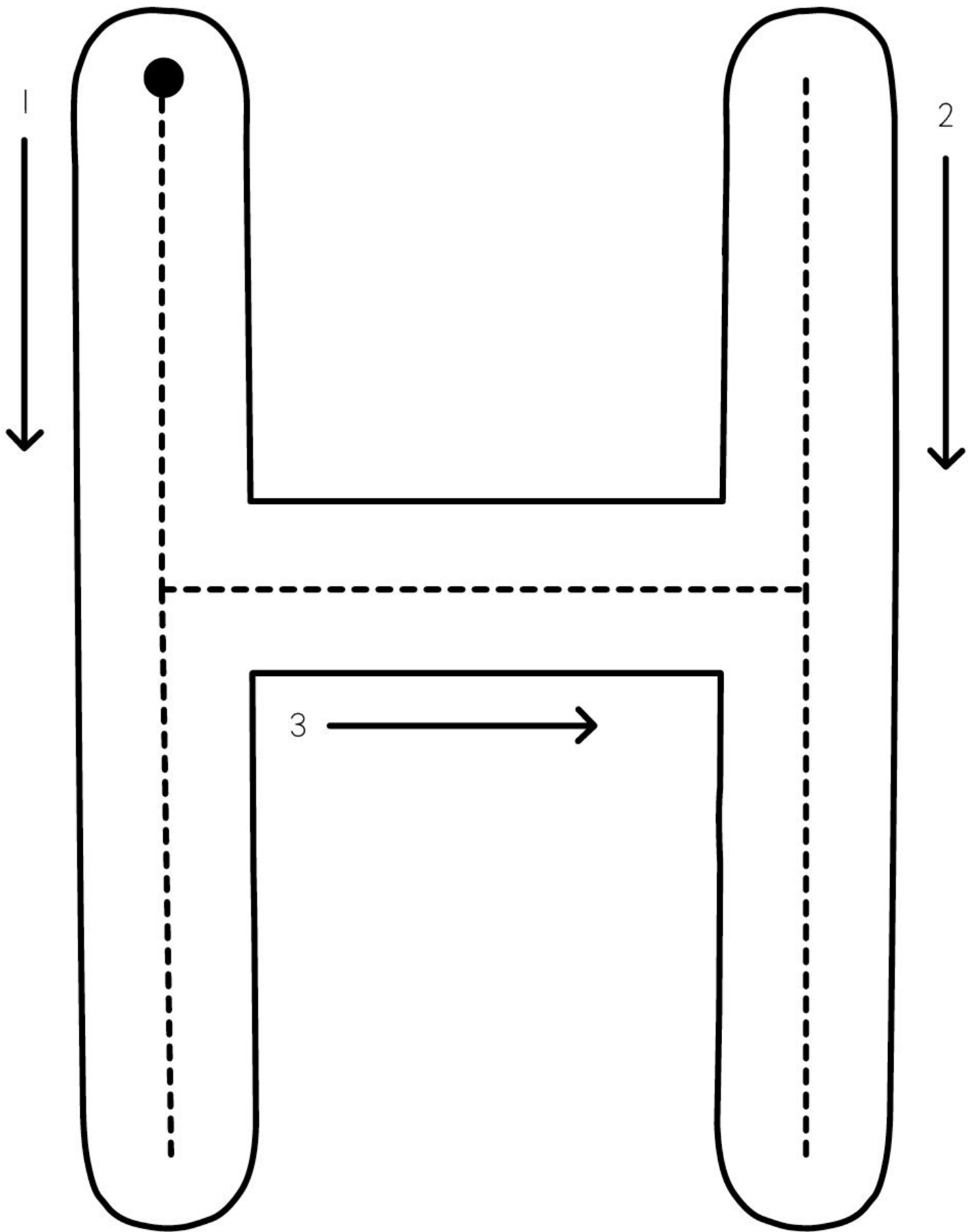


Read: *My Road Trip Around the World*

MATERIALS: [My Road Trip Around the World](#)

- With your child, read *My Road Trip Around the World*.
- After, talk together about special foods from your culture. What ingredients do they have?







STEM: Five Senses - Food

MATERIALS - a food item that is sweet e.g., a sweet fruit, and a food item that is sour e.g., a lemon or grapefruit

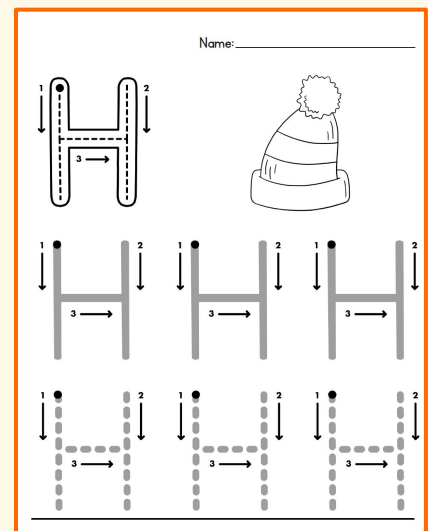
- Say, **An important part of a culture is its food. We can use our five senses - touch, taste, smell, hearing, and sight when we try food.**
- **Let's explore two foods by smelling, touching, tasting, looking, and even listening to how they sound as you eat them.** Demonstrate.
- After your child has tasted each one have them describe it using their senses. Then, they can compare the taste (sour vs. sweet), how they look, smell, sound, and feel.



Independent Learning: H

MATERIALS: [Letter H Practice](#), pencil, crayons

- Brainstorm words that start with the letter H.
- Have your child independently practice tracing the letter H. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as hat?**





Literacy: What is Culture?

MATERIALS: [What is Culture?](#)

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end like hut and nut. Let's read a poem and listen for words that rhyme.**
- Together, read the poem. Say, **I heard some words that sound the same at the end. Days and ways.**
- Slowly re-read the poem. Ask, **What rhyming words do you hear?** (days-ways, part-art). If your child struggles to identify the rhyming words, that's okay. They are still learning! Identify the words with them.

What is Culture?

by Linda Gill

When people live together for many, many days

They may act like one another in some different ways.

They start to share a culture where they all take part

Like language, food, clothing, celebrations, and art.



Journal Prompt: My Road Trip

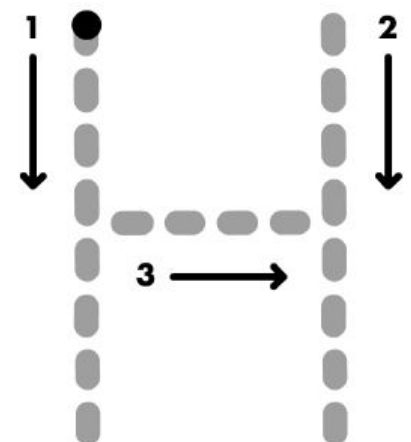
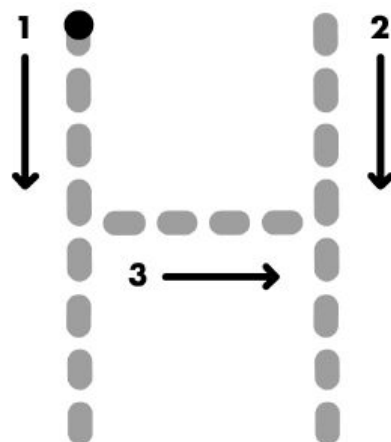
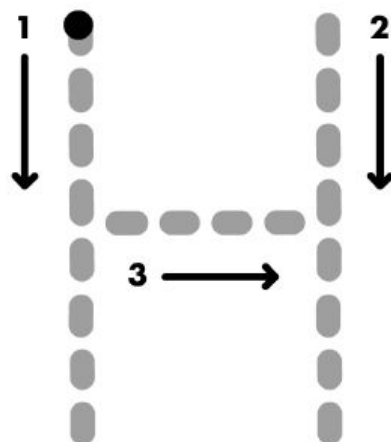
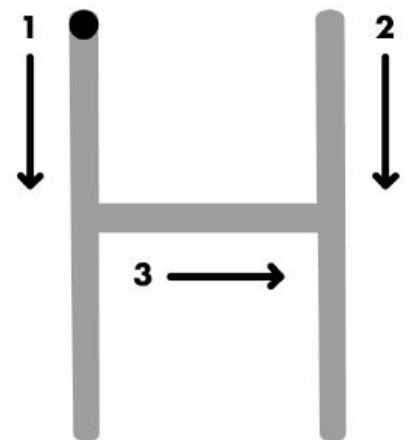
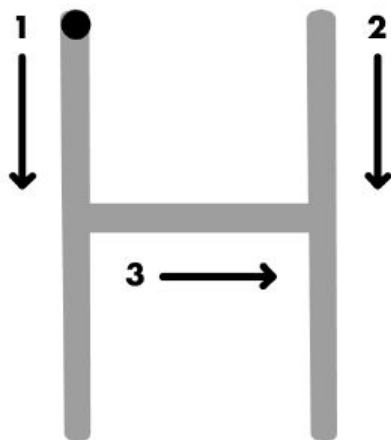
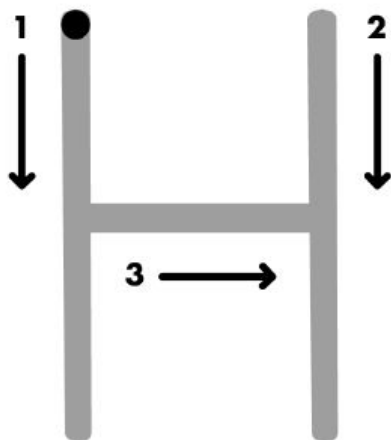
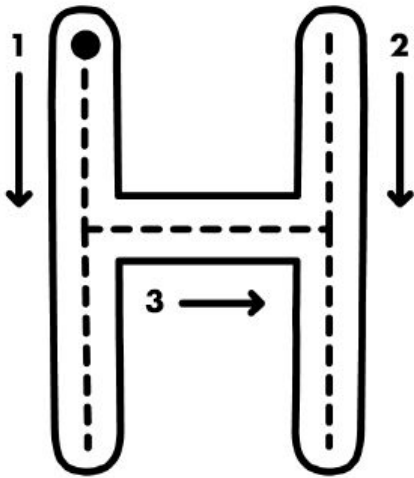
MATERIALS: crayons, My Road Trip Journal Page

- With your child, talk about the different places they might want to go on a road trip.
- Have your child independently draw and write about a place they'd like to visit on a road trip.
- Later, ask, **Tell me about where you would like to go on a road trip. Why did you pick that place?**

Name: _____

Where would you like to go on a road trip?

Name: _____



What is Culture?

by Linda Gill

When people live
together for many,
many days

They may act like
one another in
some different
ways.



They start to share a culture where they
all take part

Like language, food, clothing,
celebrations, and art.

Name: _____

Where would you like to go on a road trip?



STEM: Making Sets of Up to 5

MATERIALS: 2 types of household items (5 each) e.g., 5 crayons and 5 spoons

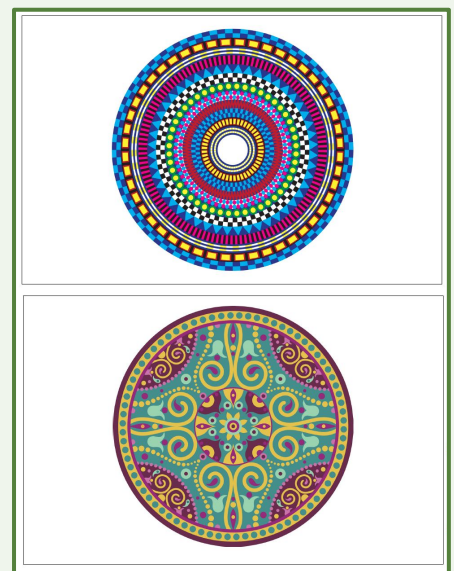
- Say, **Today you are going to make sets. A set is a group of things that belong together.**
- **I'm going to make a set of 4 crayons.** Put 4 crayons down. **This is my set of 4 crayons.**
- Ask, **Can you make a set of 2 spoons?**
- Repeat for a set of 3.



Independent Learning: Making Mandalas

MATERIALS: [Mandalas](#), watercolor palette or crayons, *optional - things to decorate the Mandala like glue, dried beans, uncooked rice, small pasta etc.*

- Show pictures of mandalas. Say, **Mandalas are circles of art. You can decorate your mandala any way you like.**
- Have your child independently decorate their mandala, by coloring, painting, and/or gluing on decorations. Your child can also draw and decorate one on their own if they prefer.
- After, ask, **Tell me about your mandala please. How did you decorate your pattern?**



Wednesday

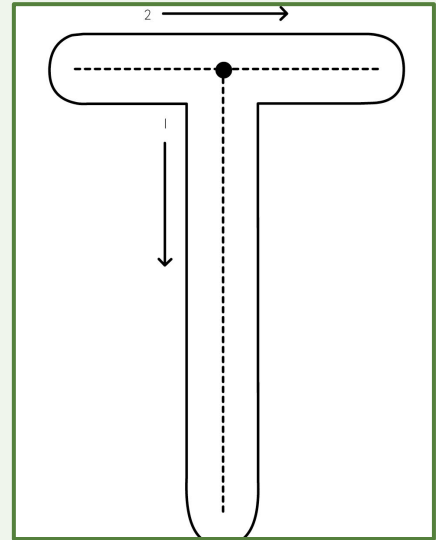
PK4 Unit 5 Week 1 Day 3



Literacy: T

MATERIALS: [Large Letter T](#)

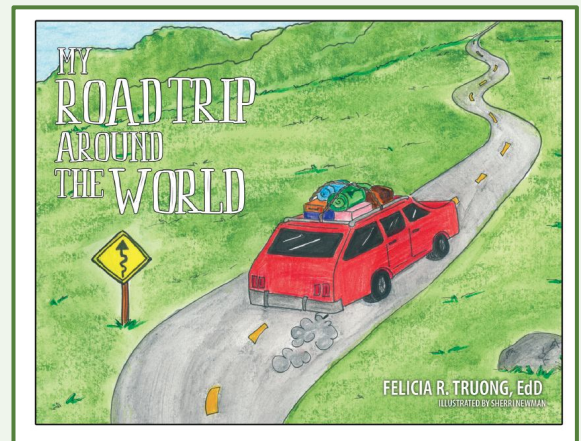
- Practice the letter T. Say, **Let's practice making T. Make a T by writing down, across.** Have your child say the letter T and make the letter sound for T, like tie. Finally, have your child trace the T with their finger.
- See how many uppercase T's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter T!



Read: *My Road Trip Around the World*

MATERIALS: [My Road Trip Around the World](#)

- With your child, read *My Road Trip Around the World*.
- After, talk with your child about the food they would most like to try. Ask, **Which of the foods that Patrick ate would you like to try? Why did you pick that food?**



Wednesday

PK4 Unit 5 Week 1 Day 3



Let's Move: O Pulo da Chegada (Jump to the Finish Line)

- Say, **Patrick and his mom ate food from Brazil. Let's play a Brazilian game called O Pulo da Chegada or Jump to the Finish Line.**
- **We are going to hold on to each other and jump from here to the finish line together. If we let go, we have to start again.**
- Point to a start and finish line a few feet away from each other. Play the game twice, so each of you can be in the front.

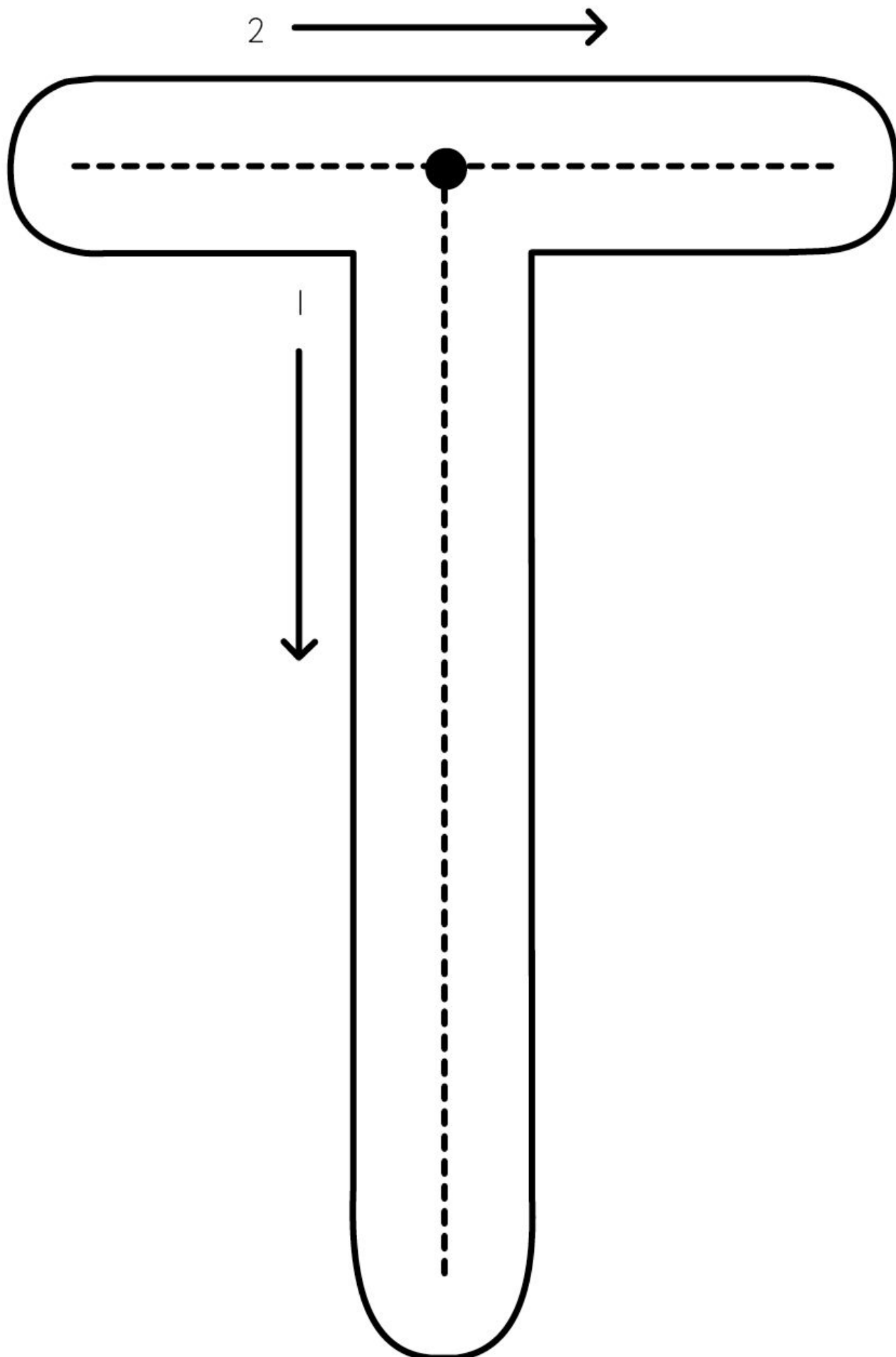


Learning Together: Our Culture

MATERIALS: *optional - based on what you and your child choose to do*

- Talk with your child about your culture and special parts of your culture that you like. You might talk about special foods, music, art, or celebrations.
- Together, decide on something special you would like to do from your culture. For example, you can listen to music, draw or paint artwork, or do a special activity.
- After, talk about what you made or did together and why it is special to you.







STEM: Building Mountains

MATERIALS: [My Road Trip Around the World](#), playdough or [Playdough Recipe](#)

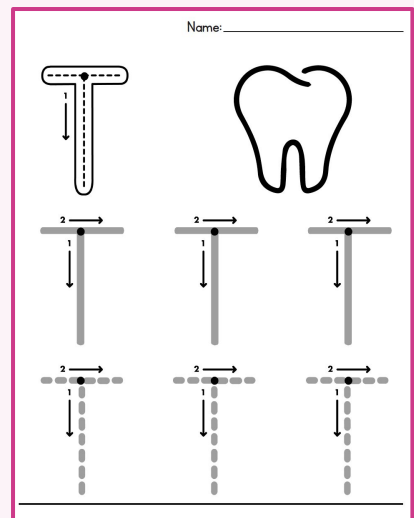
- With your child show pp.24-25 of *My Road Trip Around the World*. Say, **Patrick and his mom drove into the mountains.** You can also show pictures of mountains on a phone or tablet. **A mountain is land that is very steep or high. Higher than hills. You can build your own mountains with playdough.**
- Allow your child to independently create mountains.
- After, ask, **Tell me about your mountains. What do you think it would be like to drive up a mountain?**



Independent Learning: T

MATERIALS: [Letter T Practice 2](#), pencil, crayons

- Brainstorm words that start with the letter T.
- Have your child independently practice tracing the letter T. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as tooth?**





Literacy: Making Connections

MATERIALS: [Problem](#)

- Say, **Let's learn to make a connection. A connection links things together.**
- **We can make a connection between what happens and feelings. For example, if I fall and hurt myself, how would I feel? We can make the connection that if I fall, I might feel sad.**
- Ask, **Look at this picture. What is happening? The swing is too high so she is sad or frustrated because she can't get on. I can make a connection about what happened to her feelings because she looks sad or frustrated.**
- Ask, **If you couldn't get on the swing, how would you feel? After, say, So we can make a connection that you would feel ___ because you couldn't get on the swing.**



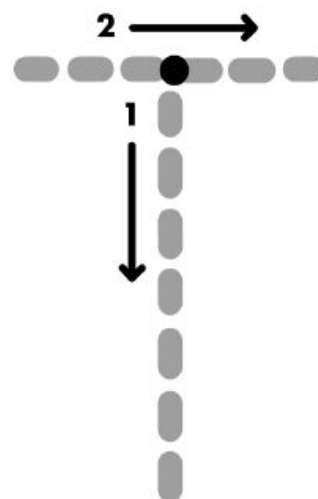
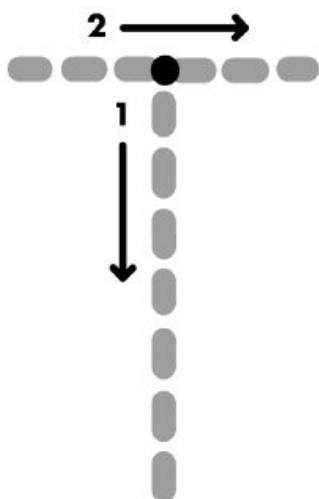
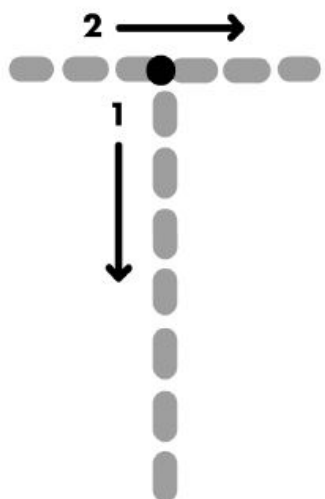
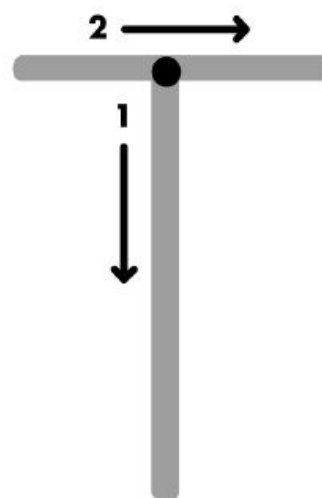
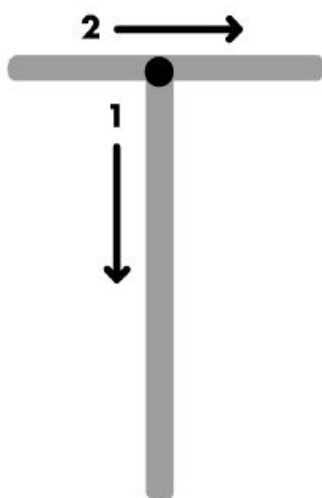
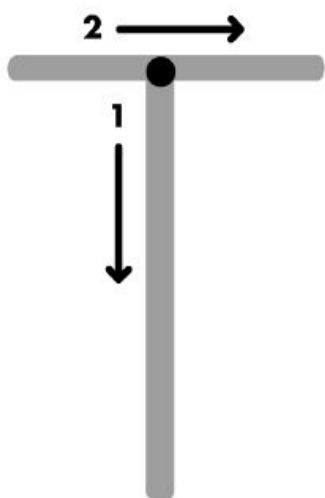
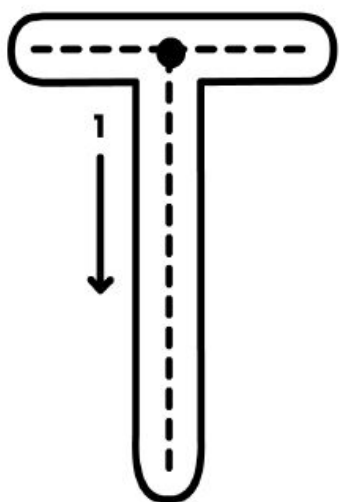
Journal Prompt: New Food

MATERIALS: crayons, New Food Journal Page

- With your child, talk about the different types of food they might want to try.
- Have your child independently draw and write about a type of food that they would like to try.
- Later, ask, **Tell me about the food you would like to try. Why did you pick that type of food?**

Name: _____
What food would you like to try?

Name: _____





Name: _____

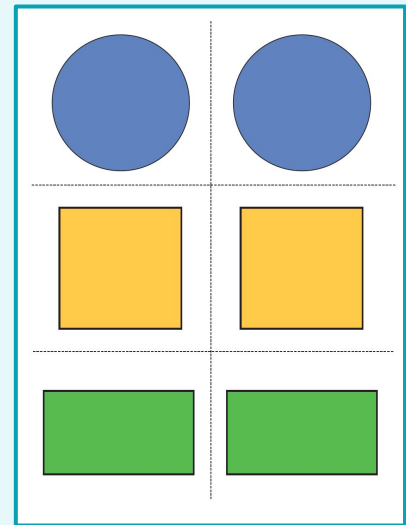
What food would you like to try?



STEM: Move to the 2D Shape

MATERIALS: [Shapes](#)

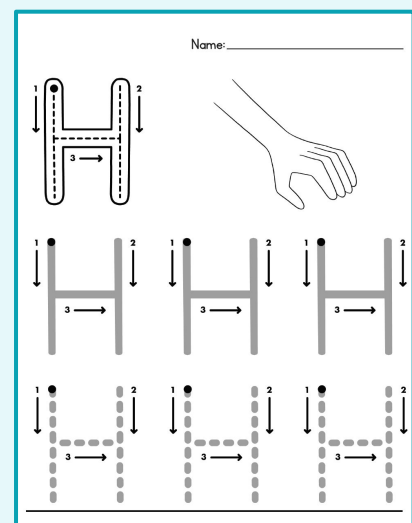
- Review each shape by pointing out the number of sides e.g. say, **A pentagon has 5 sides and a hexagon has 6 sides. A circle has no sides!** Place shapes a few feet apart on the floor.
- Say, **Let's move to the shapes in a silly way.**
- Call out a shape and suggest different movements, like dancing to the rectangle or hopping to the diamond.
- Your child can also suggest silly moves for the shapes.
- Save the Shape cards for other activities throughout the unit.



Independent Learning: Writing H & T

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

- Brainstorm words that start with the letters H and T.
- Have your child independently practice tracing the letters H and T. Use the provided sheets or make one of your own!
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as hand? Can you think of other words that start with the same sound as ten?**





Literacy: H & T Review

MATERIALS: paper, crayons

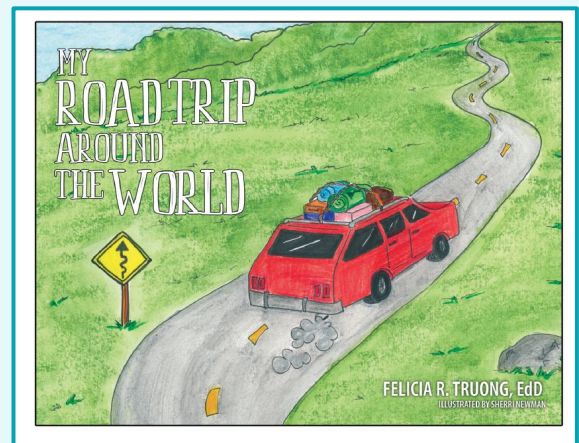
- Make several letter T's and H's on a piece of paper. Tear or cut them apart to make T and H cards.
- Show your child how to play a matching game. Place the cards face down. Flip over two cards. If the letters match, say the letter name and the letter sound. Take the cards out of the playing area. If the cards don't match, flip them face down again.
- Next it is your child's turn!
- Keep taking turns and playing until all the matches have been made.

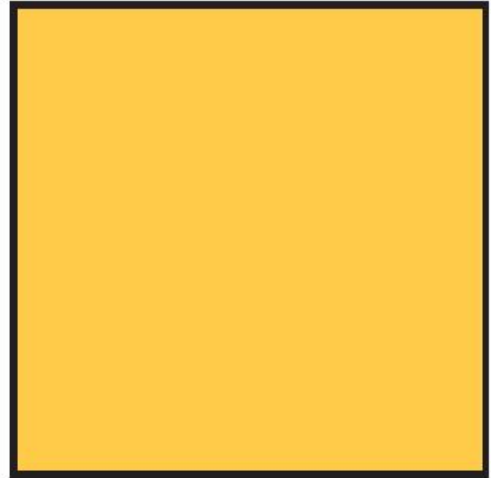
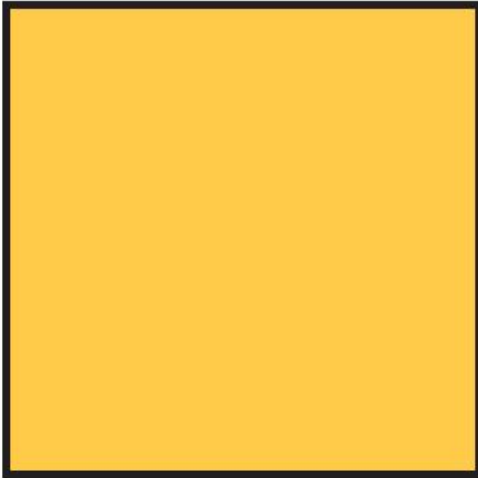
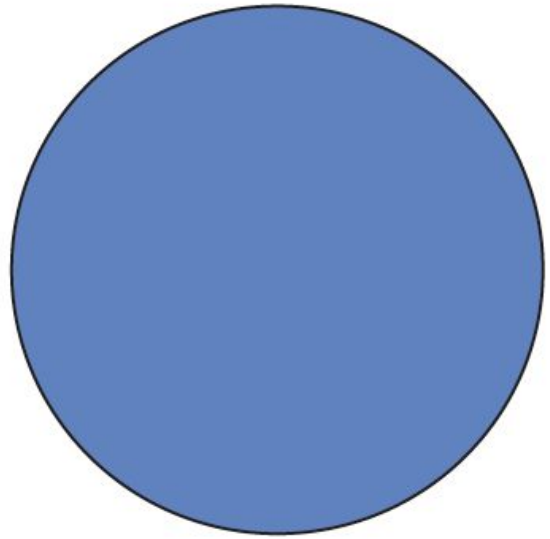
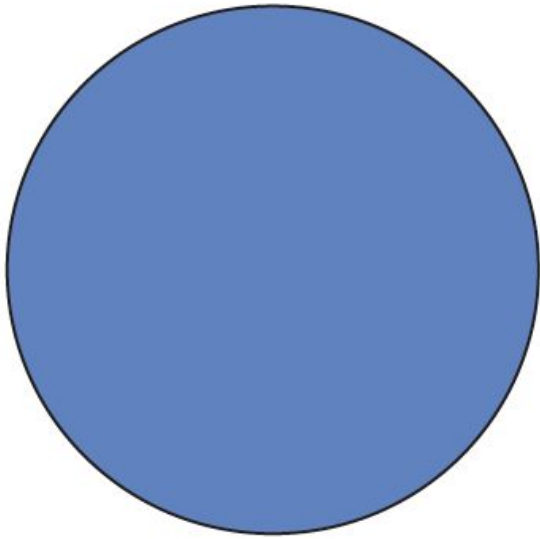


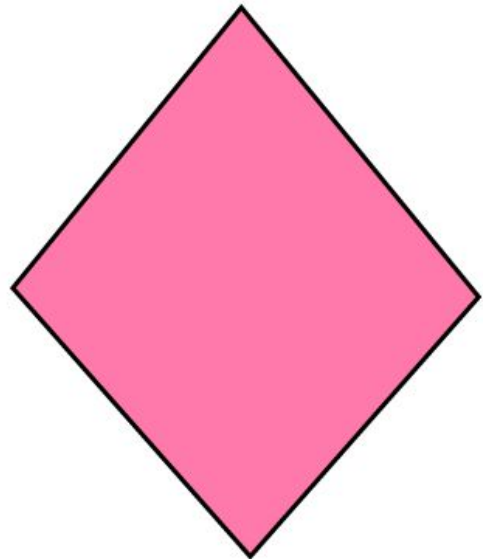
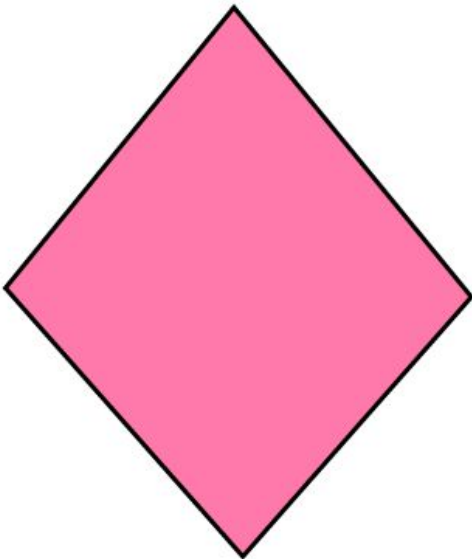
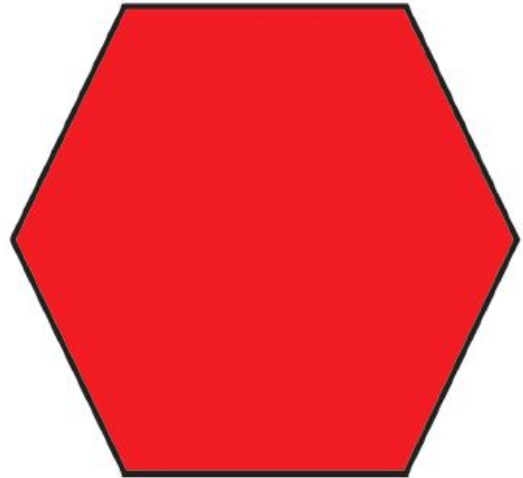
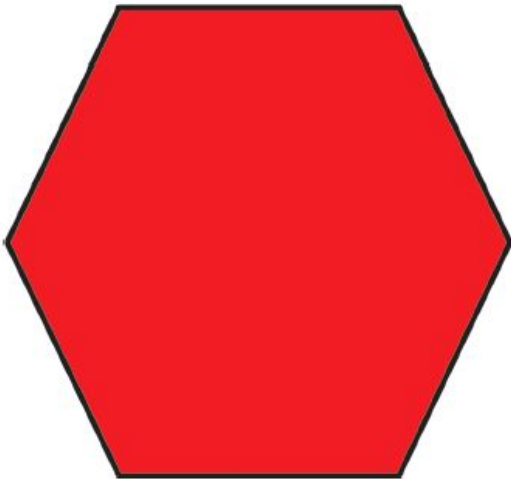
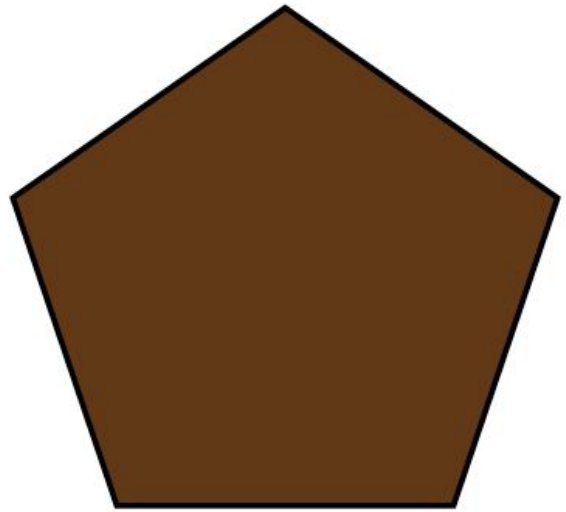
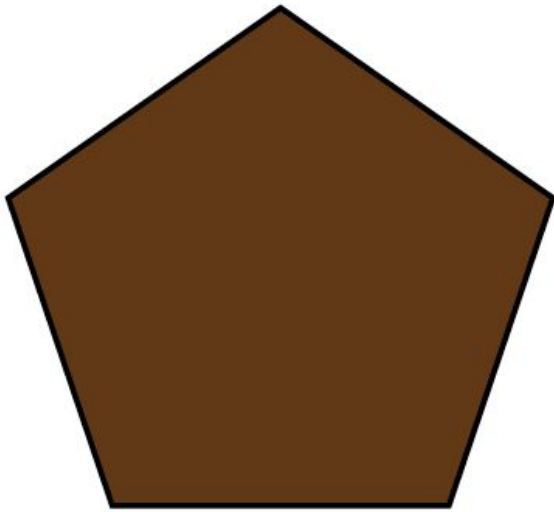
Read: *My Road Trip Around the World*

MATERIALS: [My Road Trip Around the World](#)

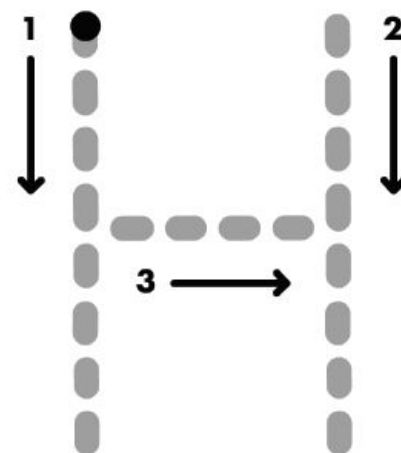
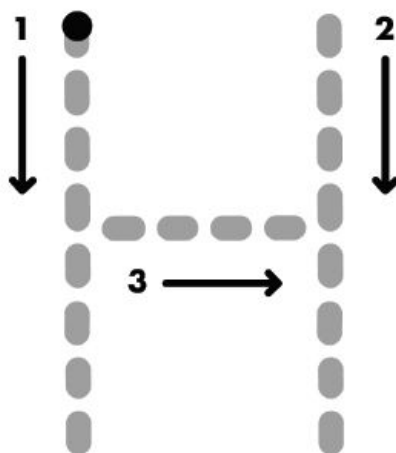
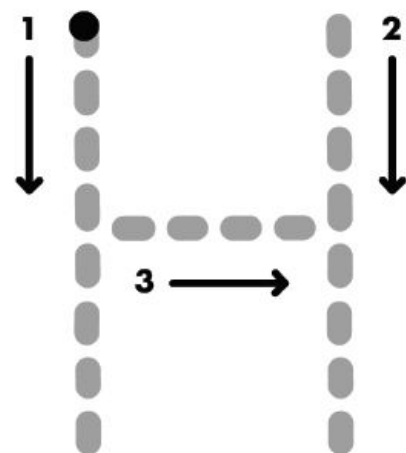
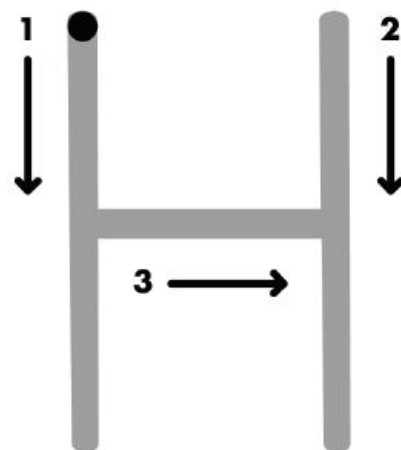
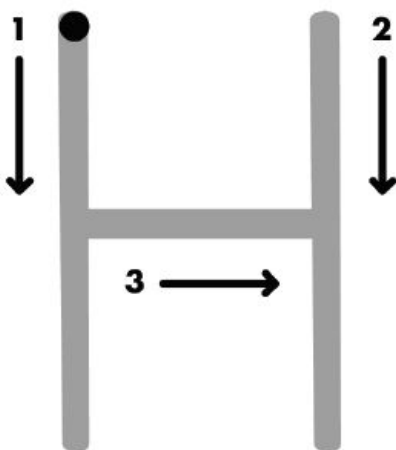
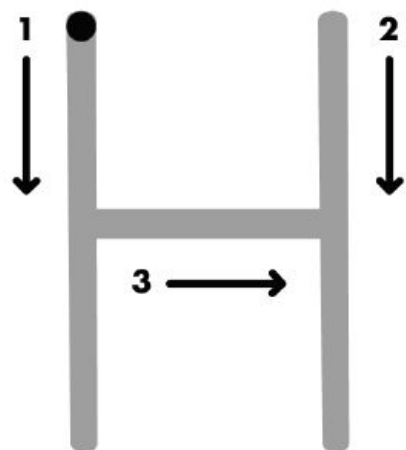
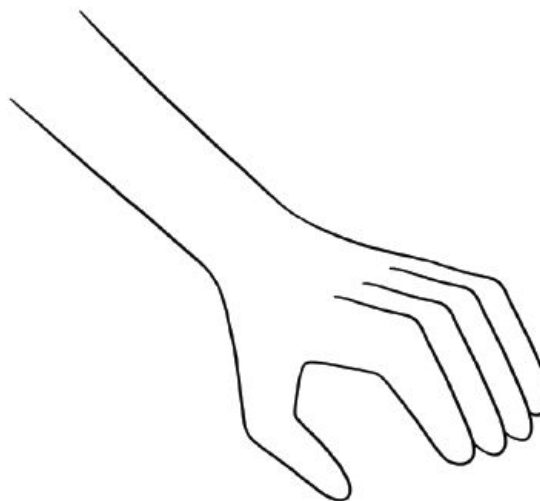
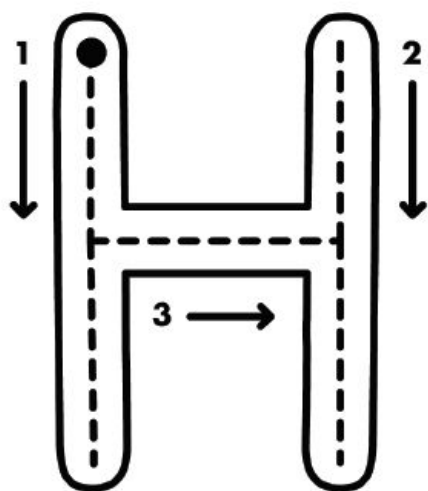
- With your child, read *My Road Trip Around the World*.
- After, show pp. 18-19 and talk about the connection between the road trip to the beach and how Patrick was feeling. Say, **Patrick looks very happy that he chose to go to the beach. How would you feel if you were going to the beach?**



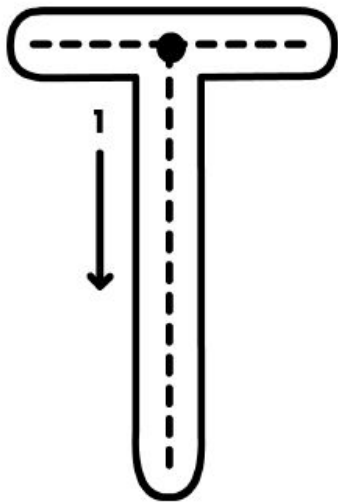




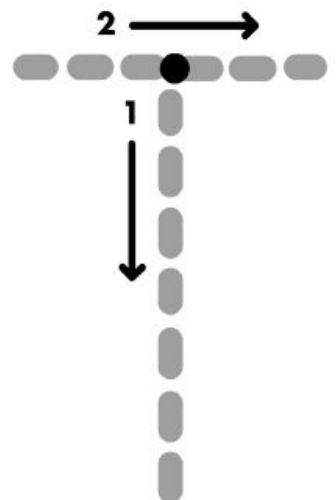
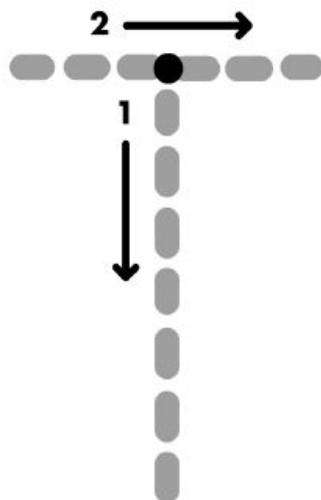
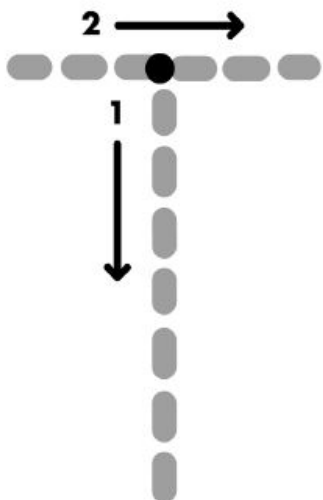
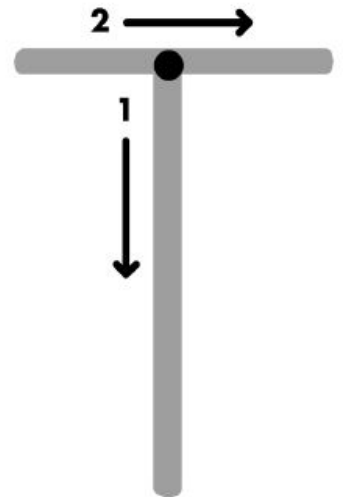
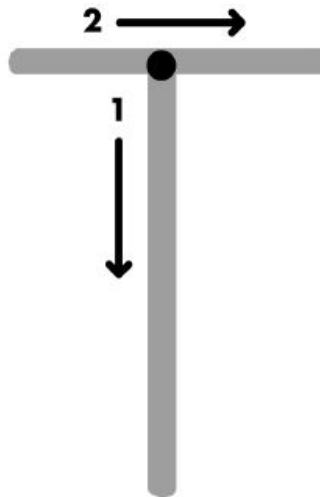
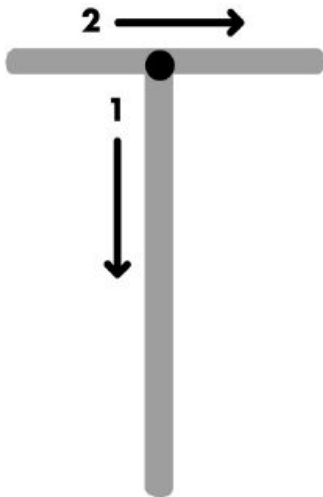
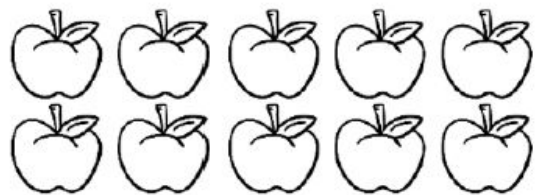
Name: _____



Name: _____



10



Week 2

PK4 Unit 5 Week 2 Overview

Folktales and Celebrations

This week your child will:

learn about folktales by reading *The Magic Drum* and make a Rangoli design, which is used during Diwali, a celebration from India. They will also make a musical instrument, practice rhyming words, learn about 2D and 3D shapes, and the letters I and D.



Key Vocabulary



culture

the beliefs, way of life, art, and customs that are shared and accepted by people in a particular society or group



folktale

a story told by mouth, usually stories passed down from parents to children



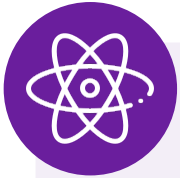
musical instrument

an object used for making music, such as a piano or violin

Create Connections

**Think
About It!**

This week, you will learn about a folktale, a special type of story. Before you begin the packet, write and draw your favorite story.



STEM: Making Sets

MATERIALS: 2 types of household items (10 each) e.g., 10 pebbles and 10 cotton balls

- Say, I'm going to make a set. Then I want you to make one just like mine.
- I will make a set of pebbles. Put 2 pebbles down. Can you make a set just like mine? How many pebbles will you put in your set? Yes, 2.
- Repeat for a set of 1 pebble and 5 cotton balls.



Independent Learning: Making a Musical Instrument

MATERIALS: empty shoebox or small box (without lid) and rubber bands or a plastic bottle with pebbles or uncooked rice, *optional - paint*

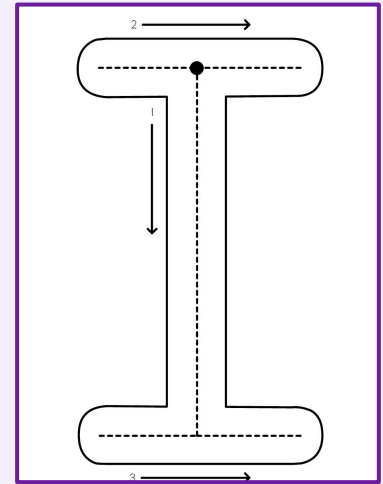
- Say, You can make your own musical instrument and play music from different cultures.
- After demonstrating what to do, allow your child to independently make a guitar by placing rubber bands around the box or make a shaker by putting some pebbles or rice grains in their bottle. Your child can also paint their musical instrument.
- After, have your child choose a song they'd like to sing while they play their instrument.



Literacy: I

MATERIALS: [Large Letter I](#)

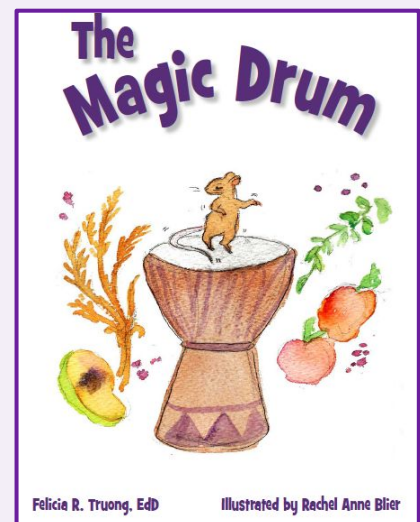
- Practice the letter I. Say, **Make an I by writing down, across, across.** Have your child say the letter I and make the letter sound for I, like igloo. Focus on the sound of I like igloo, not I like ice cream. Finally, have your child trace the I with their finger.
- See how many uppercase I's you can find together throughout the day!
- Don't worry if your child needs more time to learn the letter I!

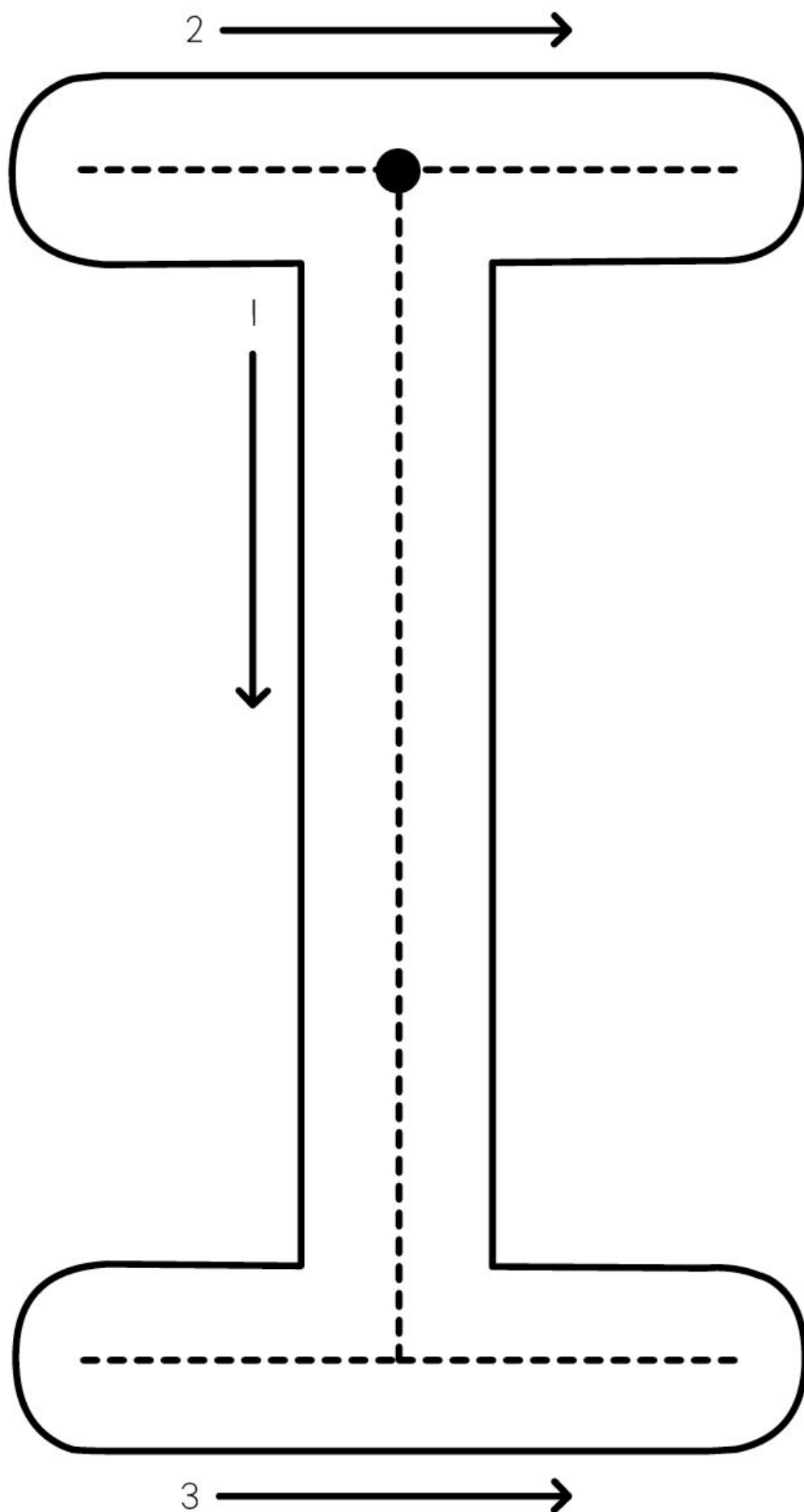


Read: *The Magic Drum*

MATERIALS: [The Magic Drum](#)

- Say, **This is a folktale from Nigeria, in Africa. A folktale is a special story told by parents to their children.** With your child, read *The Magic Drum*.
- After, ask, **How do you think the animals felt when Lion was mean to them?**
- Talk together about ways to be kind to friends.







STEM: Listening Experiments

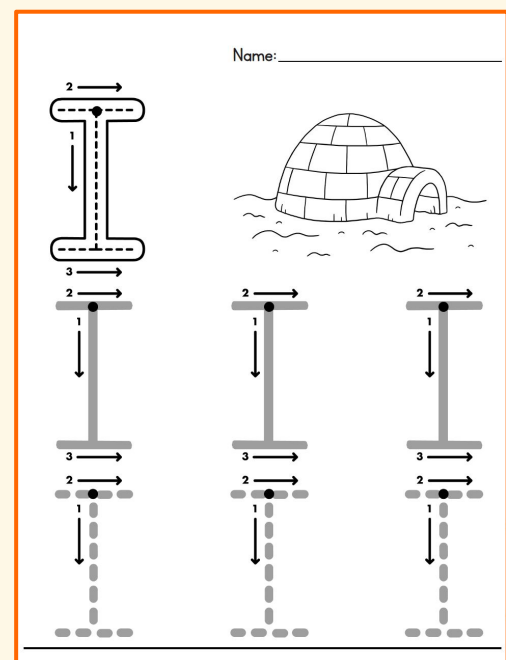
- Say, **We show respect to others by listening to them when they talk. Let's do some listening experiments to see what makes listening and understanding easier.**
- Try talking together at different volumes then compare which is easier. Use a whisper voice, a normal inside voice, and a shouting voice. Ask, **How did your throat feel when you shouted?**
- Try whispering to each other while looking at each other and looking away. Ask, **Is it easier to hear each other when we look at each other or when we look away?**
- After, say, **As we saw in our experiment, it is best to use an inside voice and look at each other when we are talking.**



Independent Learning: I

MATERIALS: [Letter I Practice](#), pencil, crayons

- Brainstorm words that start with the letter I. Focus on the I sound in igloo, not in ice cream.
- Have your child independently practice tracing the letter I. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as igloo?**





Literacy: Twinkle, Twinkle Little Star

MATERIALS: [Twinkle, Twinkle Little Star](#)

- Say, **Rhyming words sound the same at the end, like skip and flip. Let's sing a song and listen for words that rhyme.**
- Together, sing the song or read it as a poem. Say, **I heard some words that sound the same at the end. Star and are.**
- Slowly sing the song. Ask, **What rhyming words do you hear?** (star-are, high-sky). If your child struggles to identify the rhyming words, that's okay. Identify the words for them.
- Ask, **Can you think of another word that rhymes with star and are? Star, are...** It's okay if your child suggests a made-up word like "nar." If they need help, you can give them two choices. **Which one rhymes with star and are - Car or bat?** If they aren't sure, say, **Car! Star, are, car rhyme because they sound the same at the end.**

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little
star
How I wonder what you
are



Up above the world so
high
Like a diamond in the sky



Twinkle, twinkle little star
How I wonder what you
are.



Journal Prompt: Magic Drum

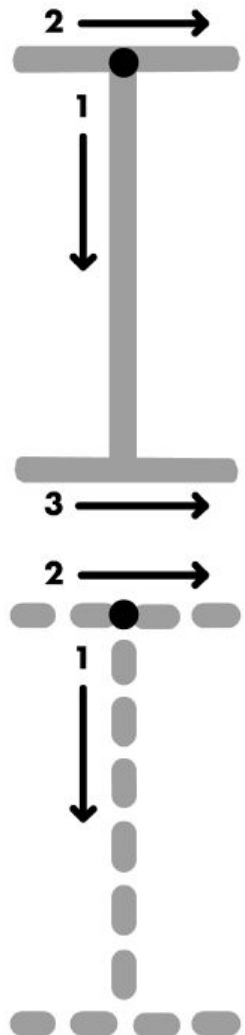
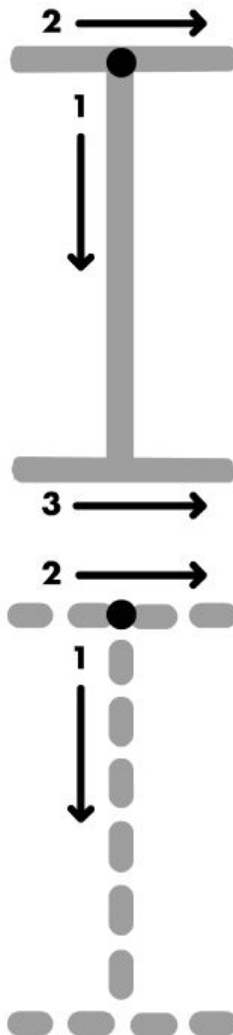
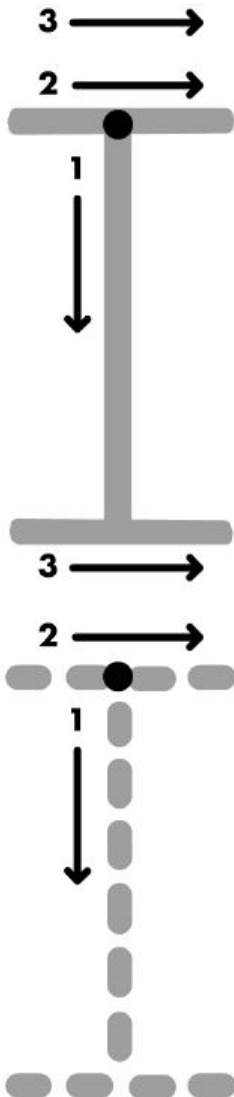
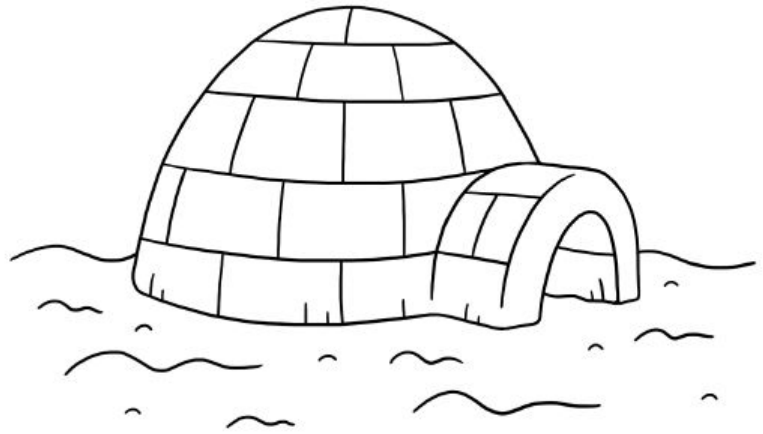
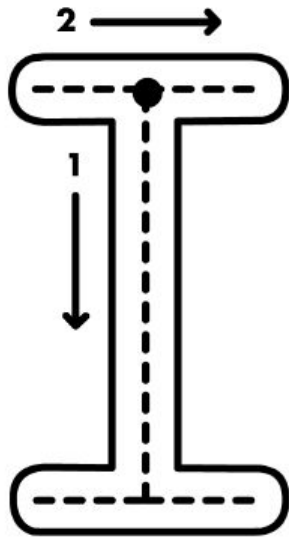
MATERIALS: crayons, Magic Drum Journal Page

- With your child, talk about what they would like to do if they had a magic drum just like in the book they read.
- Have your child independently draw and write about what they would do with a magic drum.
- Later, ask, **Please tell me about what you would do with a magic drum.**

Name: _____

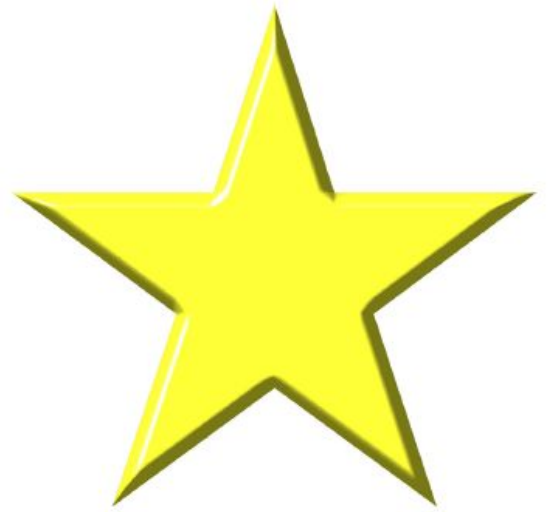
What would you do with a magic drum?

Name: _____



Twinkle, Twinkle, Little Star

Twinkle, twinkle, little
star
How I wonder what you
are



Up above the world so
high
Like a diamond in the sky



Twinkle, twinkle little star
How I wonder what you
are.

Name: _____

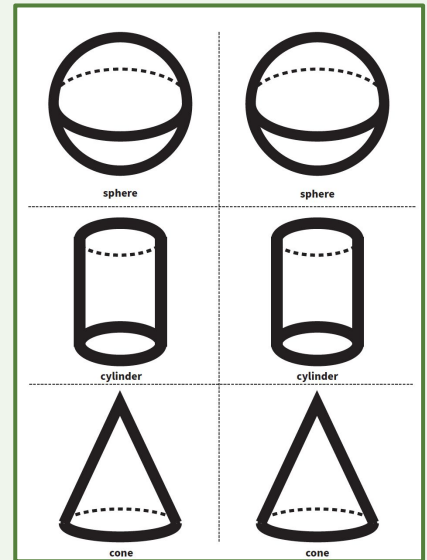
What would you do with a magic drum?



STEM: 3D Shapes

MATERIALS: [3D Shapes](#), cut out

- Say, **Let's learn about 3D shapes. 3D means the shapes are solid. They are not flat like a circle or triangle. They have length, depth, and width.**
- Review the names of the following shapes and their features together using the pictures:
 - a sphere is like a ball
 - a rectangular prism has equal rectangular bases and four rectangular sides
 - a cylinder has circular ends and long straight sides
- Place one set of cards down. Show your child a card from the other set, say its name and ask, **Can you find the other ____?**
- Save the cards for other activities throughout the unit.



Independent Learning: Rangoli Designs

MATERIALS: [Rangoli Designs](#), watercolor palette or crayons

- Say, **Art is important in cultures. Rangoli is a type of art in India where they draw patterns on the floor using dyed rice and sand or flower petals during a celebration called Diwali. You can paint your own Rangoli designs!**
- Allow your child to independently paint their designs. They can also draw and paint their own if they would like.
- After, ask, **Tell me about your design please. Why did you choose those colors?**



Wednesday

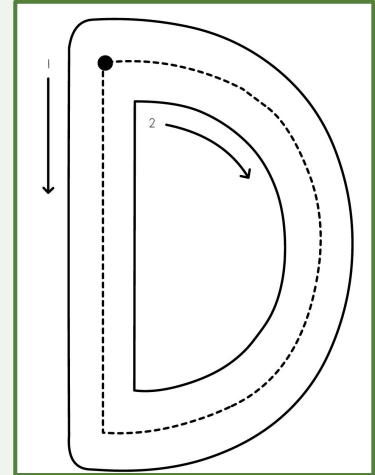
PK4 Unit 5 Week 2 Day 8



Literacy: D

MATERIALS: [Large Letter D](#)

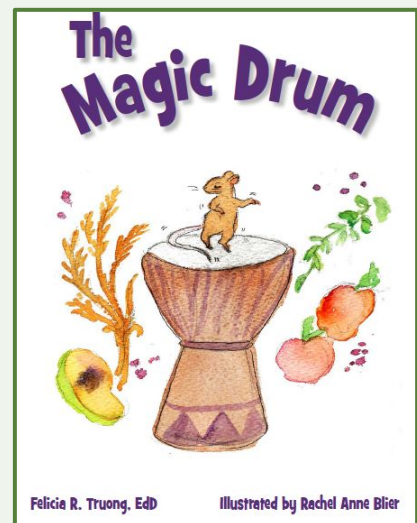
- Practice the letter D. Say, **Make a D by writing down, big curve.** Have your child say the letter D and make the letter sound for D, like duck. Finally, have your child trace the D with their finger.
- See how many uppercase D's you can find together throughout the day!
- Don't worry if your child needs more time to learn the letter D!



Read: *The Magic Drum*

MATERIALS: [The Magic Drum](#)

- With your child, read *The Magic Drum*.
- After, talk together about ways to play and have fun with others. Ask, **How can you show that you are a good friend to others?**



Wednesday

PK4 Unit 5 Week 2 Day 8



Let's Move: Freeze Dance

MATERIALS: music from different cultures

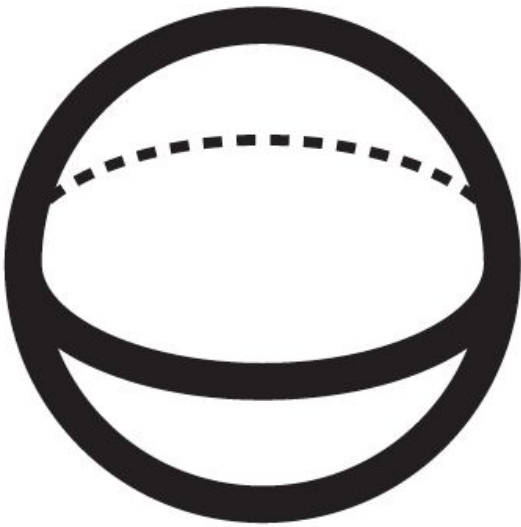
- Say, **Let's play freeze dance. We are going to dance while the music is playing. When the music stops we have to freeze!**
- Play a few rounds and play different types of music. You can switch roles so that your child is in charge of the music. Or they can sing different songs and choose when to stop.



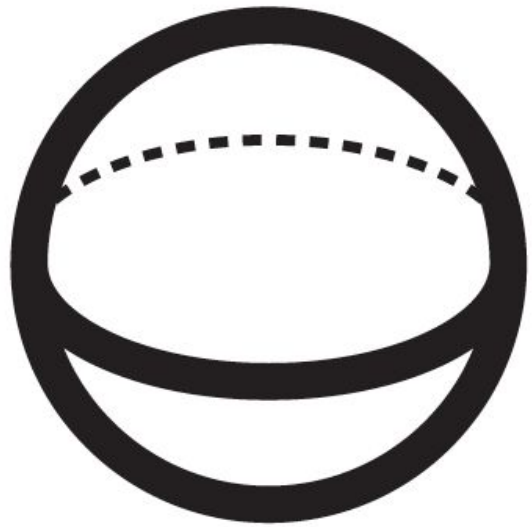
Learning Together: Our Recipe

MATERIALS: paper, pencil or crayons, ingredients of your choice

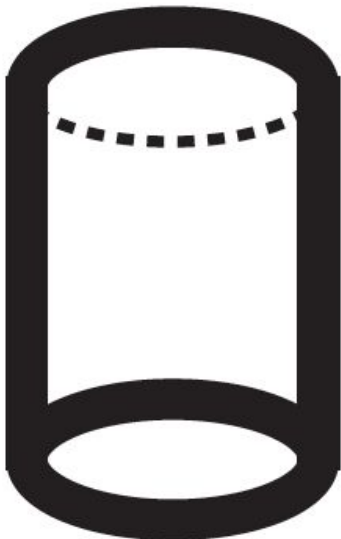
- Say, **Food is important in cultures. What are some foods we eat in our culture?**
- **Let's pick something special that we like to eat and write the recipe. Then, we can make it together.** Pick a recipe and write it down together. Your child can help with writing and drawing the pictures.
- Make the recipe together now or at a later time.



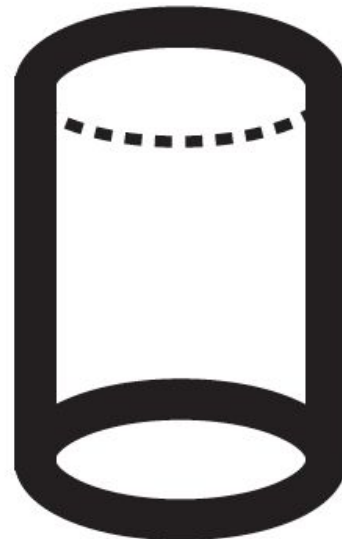
sphere



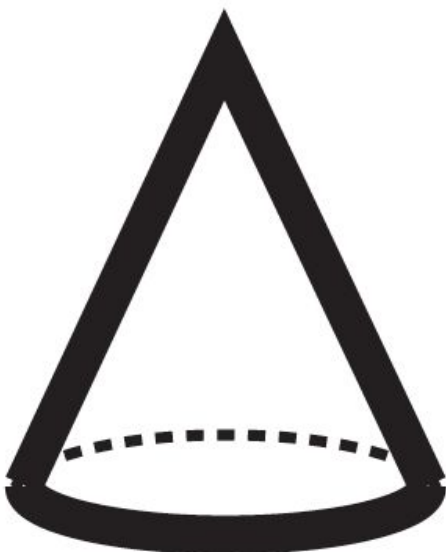
sphere



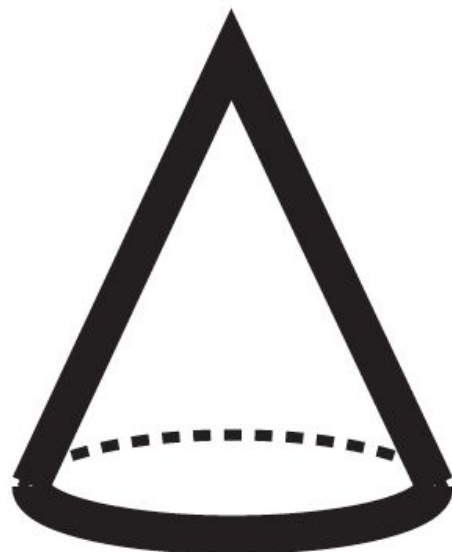
cylinder



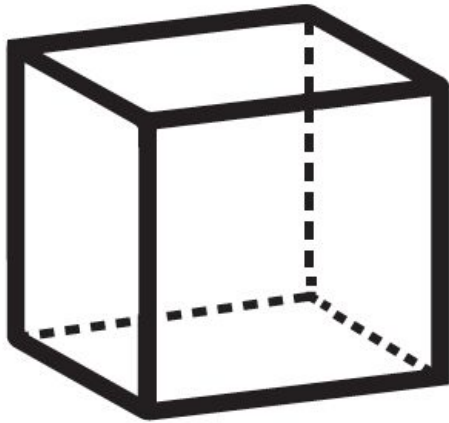
cylinder



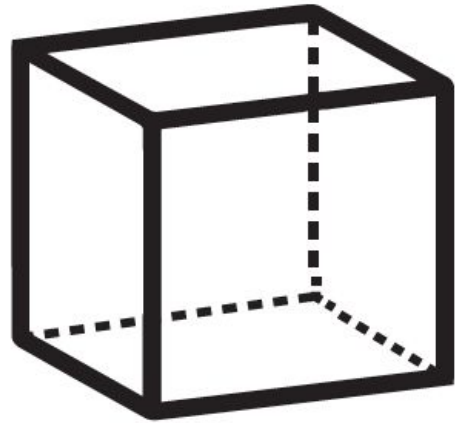
cone



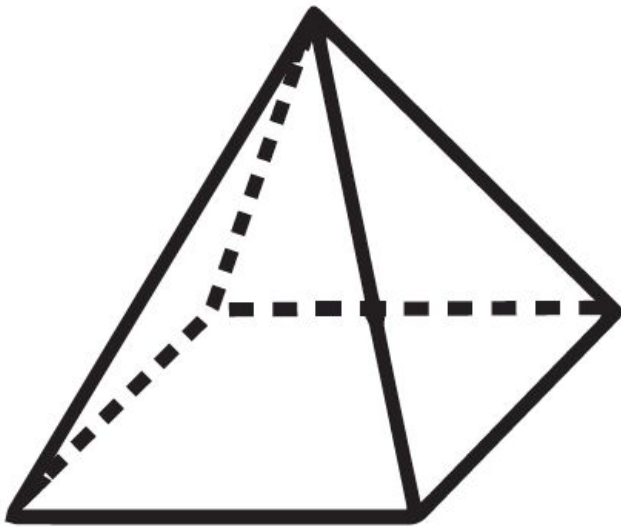
cone



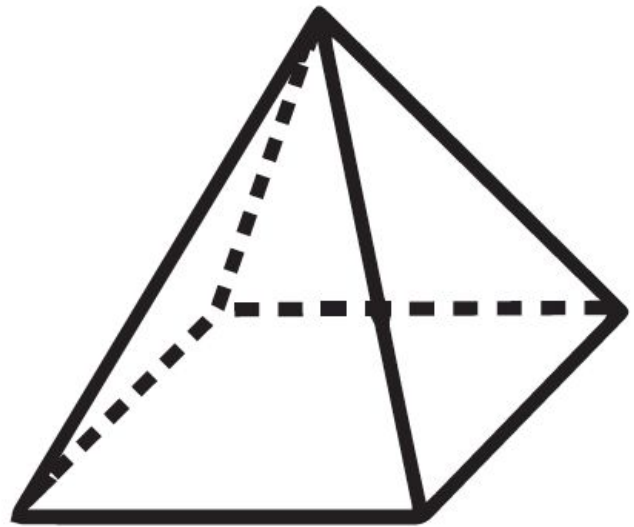
cube



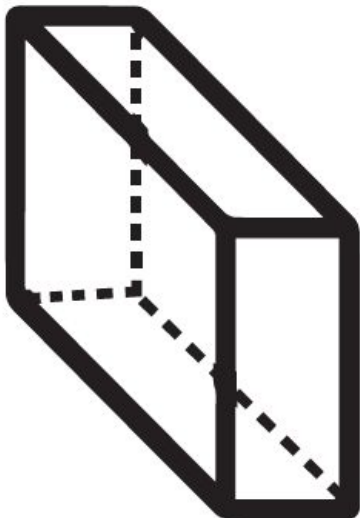
cube



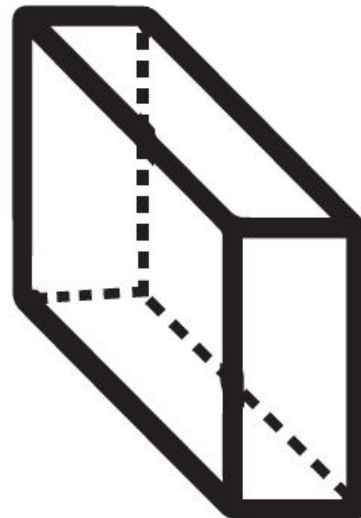
pyramid



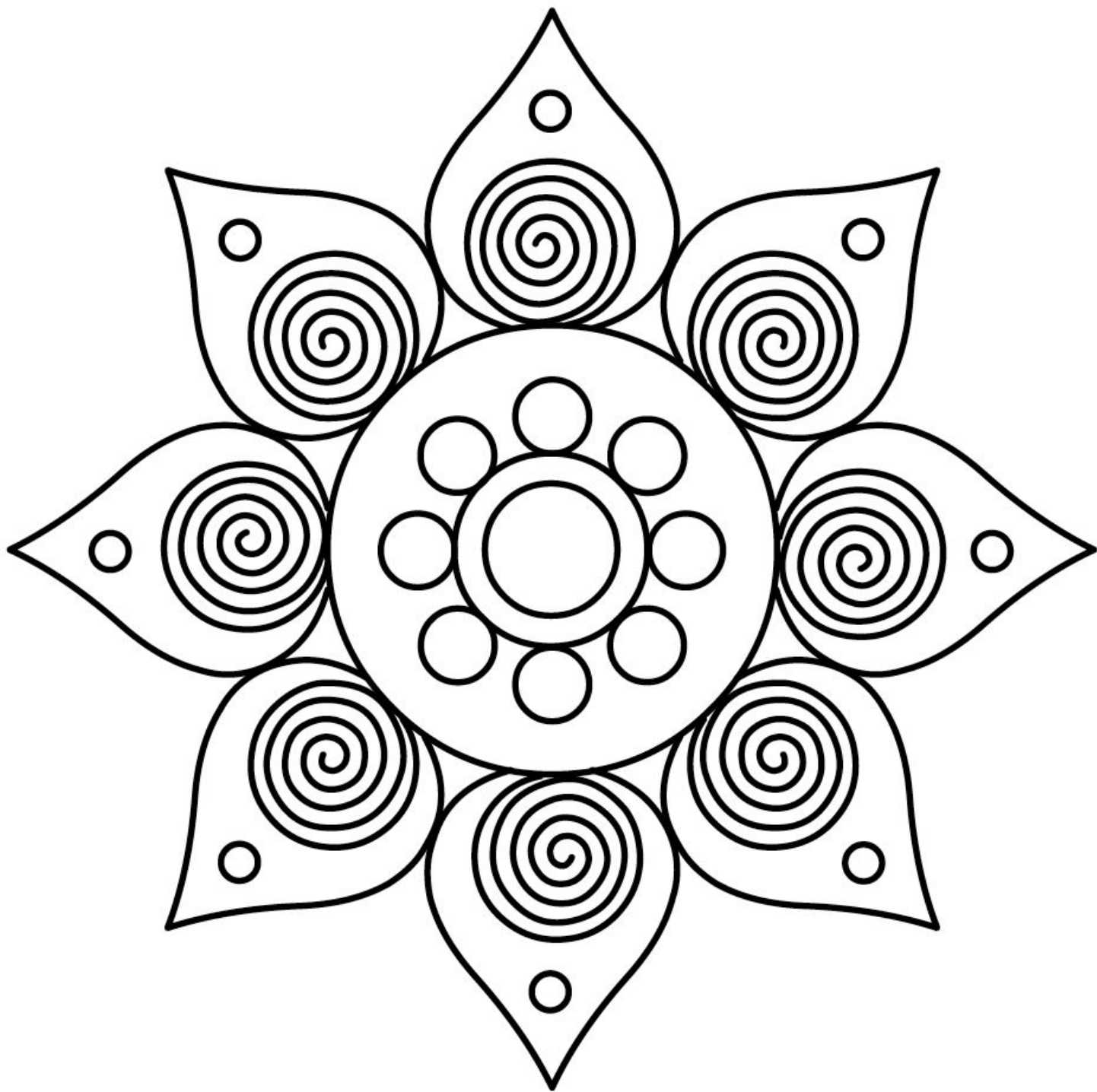
pyramid

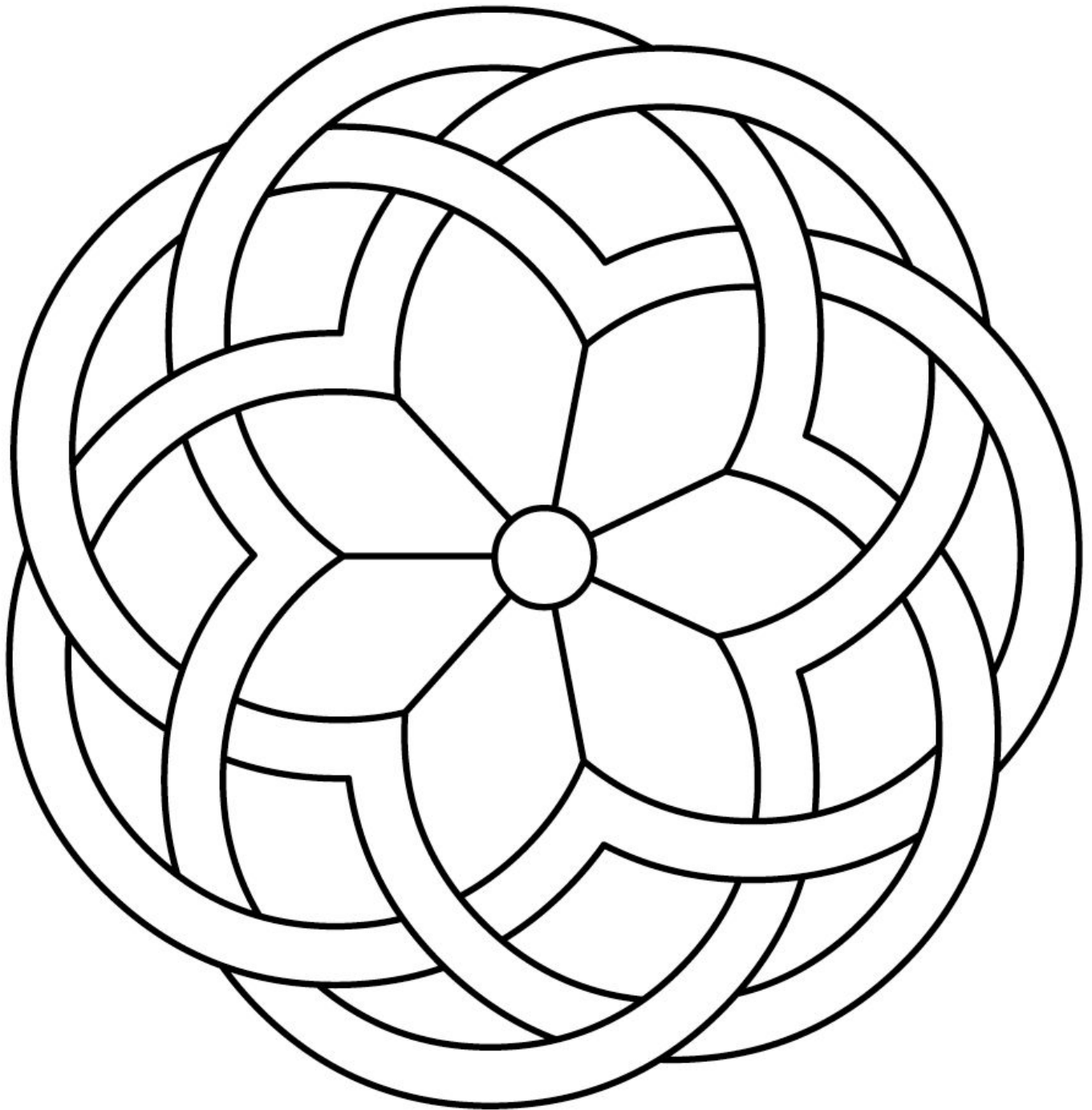


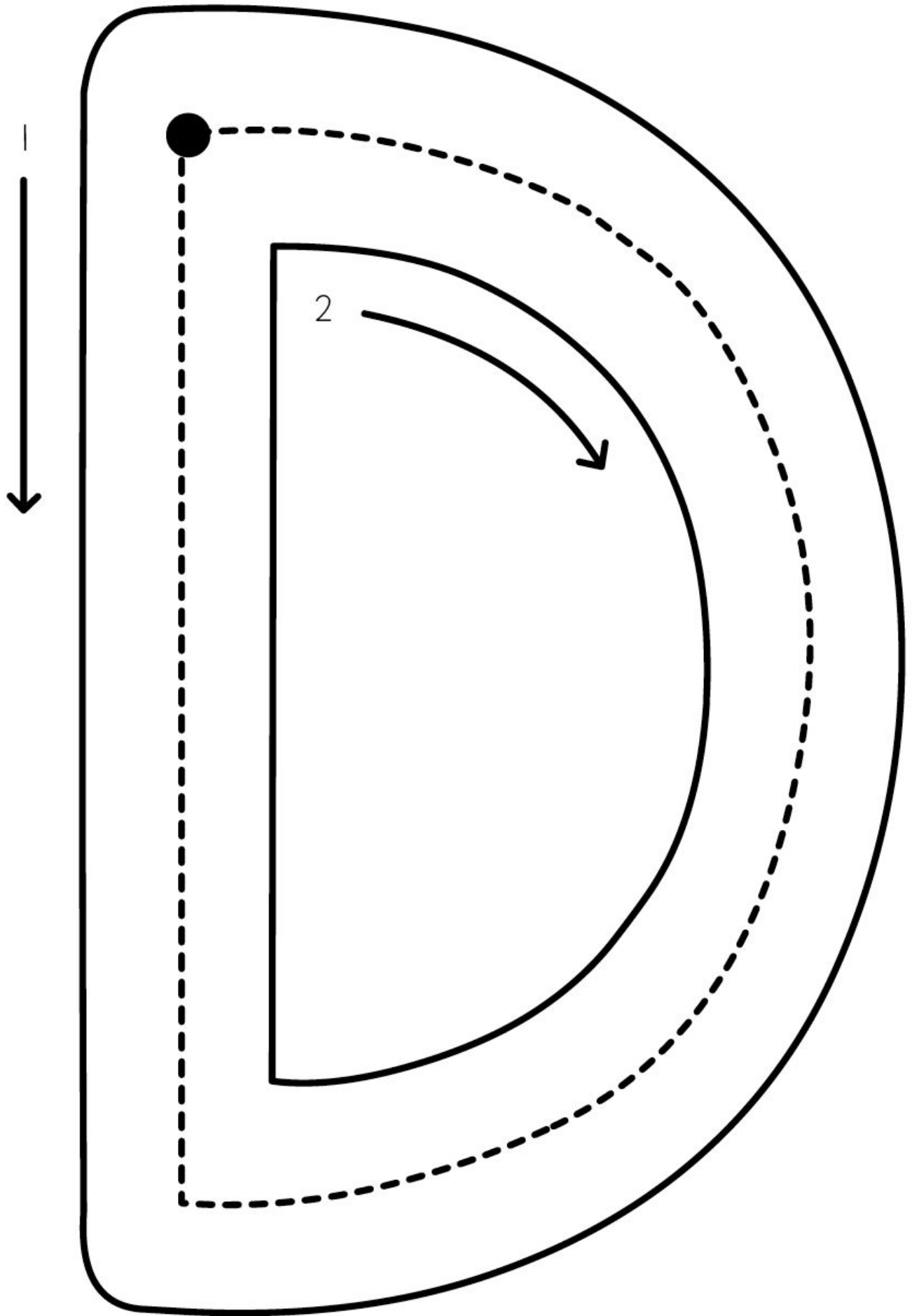
rectangular prism



rectangular prism









STEM: Comparing Cooked and Uncooked Foods

MATERIALS: paper, crayons, cooked and uncooked versions of one food item e.g., cooked and raw pasta, rice, beans, etc.

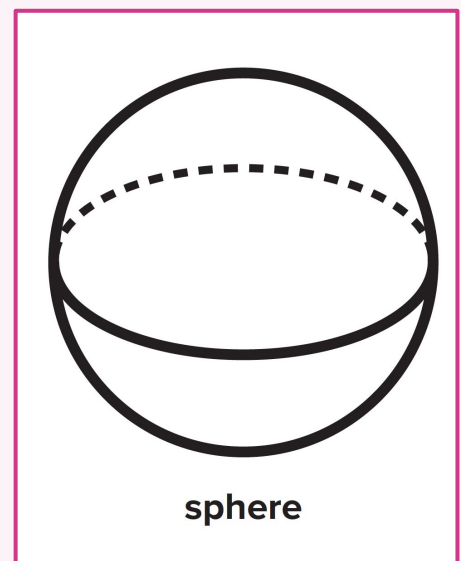
- Say, **Food is important in cultures. A lot of foods need to be cooked so that we can eat them. Let's compare the difference between cooked pasta and uncooked pasta.**
- Talk with your child about the difference in the food e.g., how it feels, how it tastes (if it is safe to taste the uncooked food), what it looks like, etc.
- Have your child draw what the foods look like when cooked and not cooked.



Independent Learning: Painting 3D Shapes

MATERIALS: [3D Shapes Outline](#), watercolor palette or crayons

- Ask, **What 3D shapes are these? Yes, a cone and a sphere.** Say, **You can turn these 3D shapes into different things by decorating them.**
- Ask, **What do you think the sphere could be? What about the cone?** If your child needs help, you can provide suggestions like a ball or balloon for the sphere or a party hat or ice cream cone for the cone.
- Have your child independently decorate their sphere and cone.
- After, ask, **Tell me about your decorations. What did you turn your sphere and cone into?**

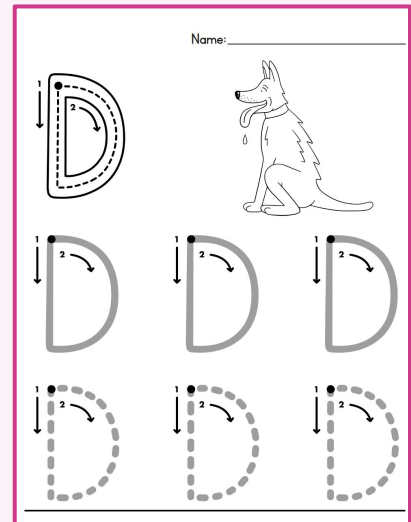




Literacy: D

MATERIALS: [Letter D Practice](#), pencil, crayons

- Brainstorm words that start with the letter D.
- Have your child independently practice tracing the letter D. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as dog?**



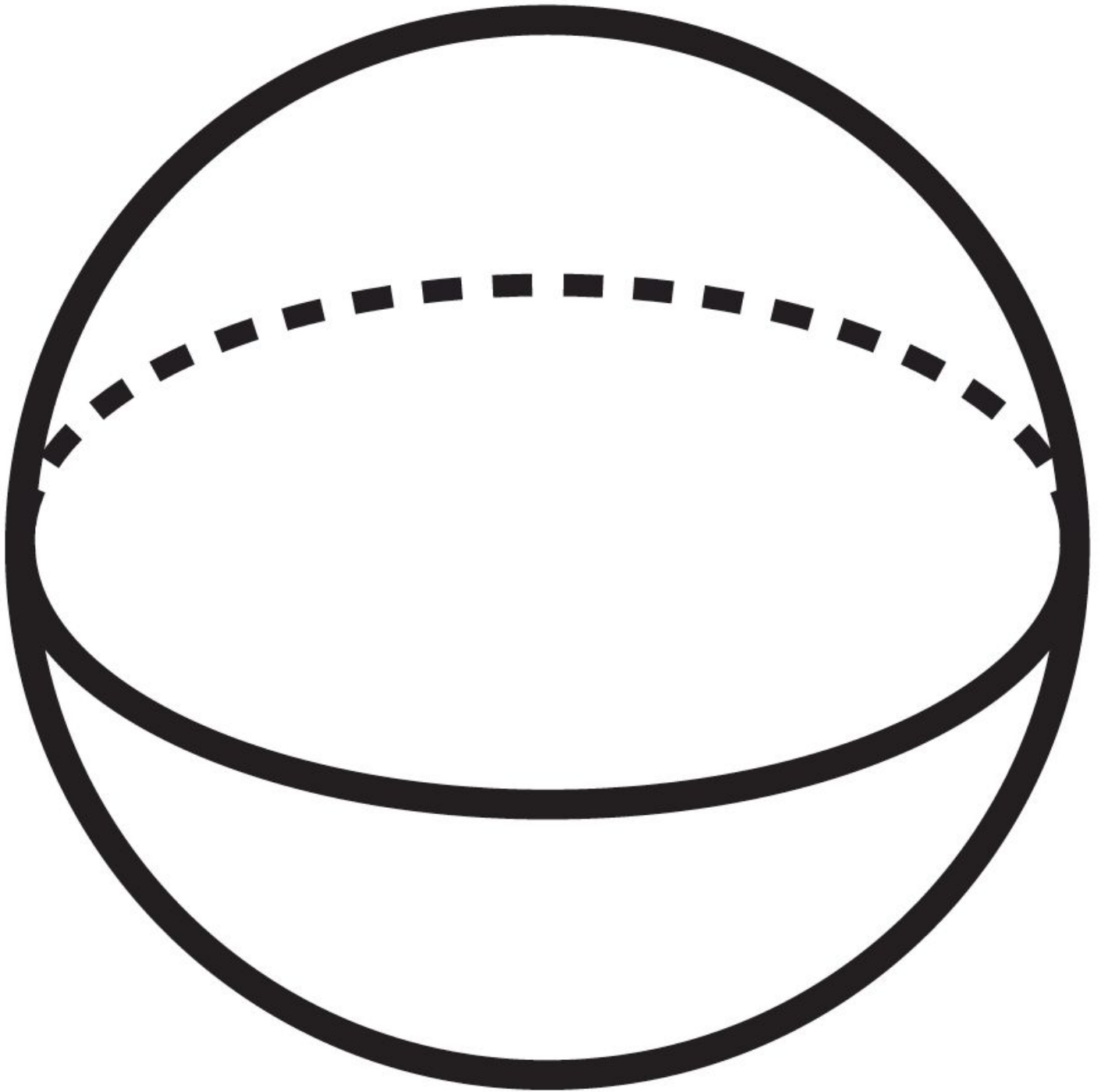
Journal Prompt: Letter to Lion

MATERIALS: crayons, Letter to Lion Journal Page

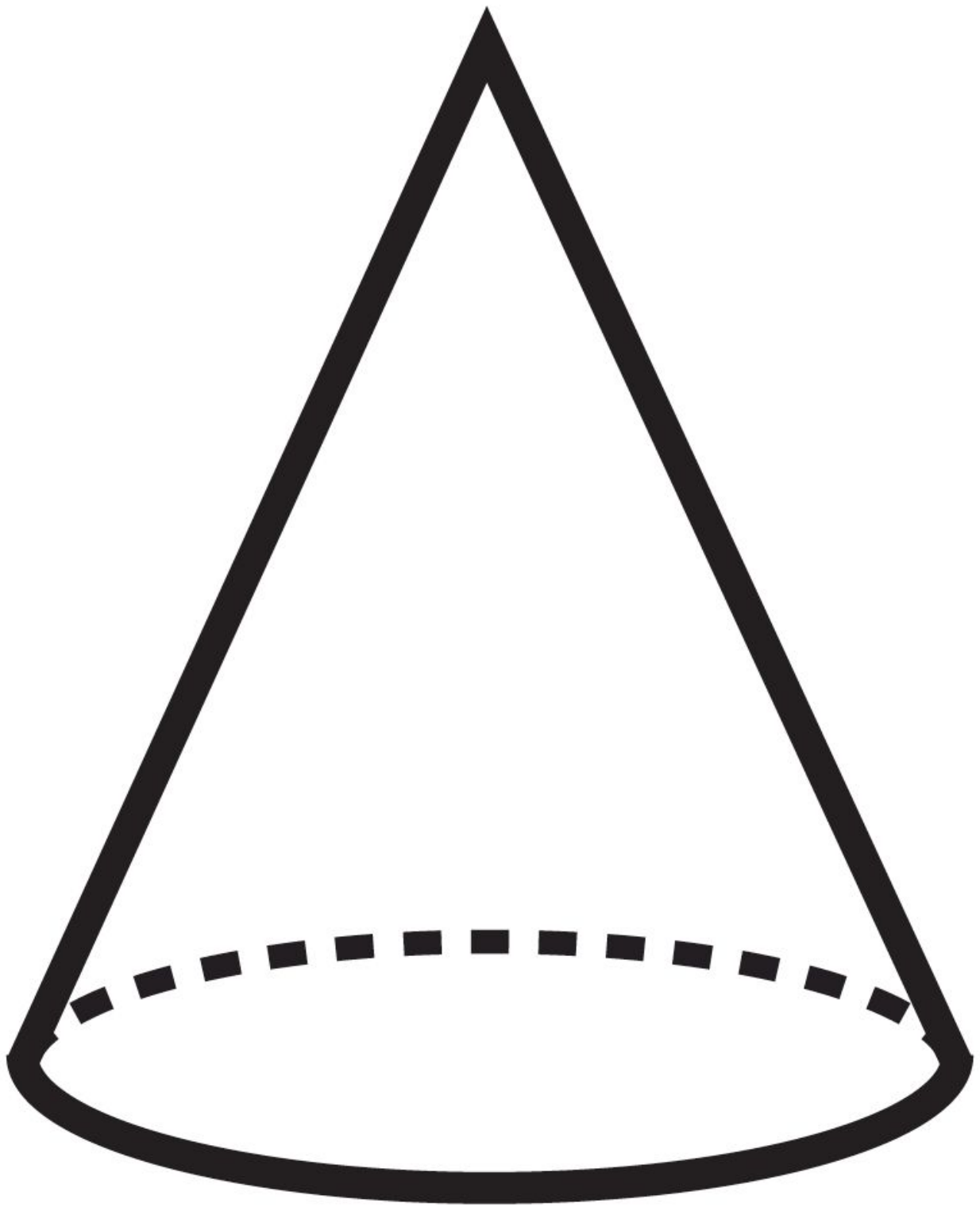
- With your child, talk about ways to be a kind friend.
- Have your child independently draw and write a letter to Lion to help him to be a kind friend.
- Later, ask, **Please read your letter to Lion. What can he do to be a kind friend?**

Name: _____

Write a letter to Lion to help him be a kind friend.

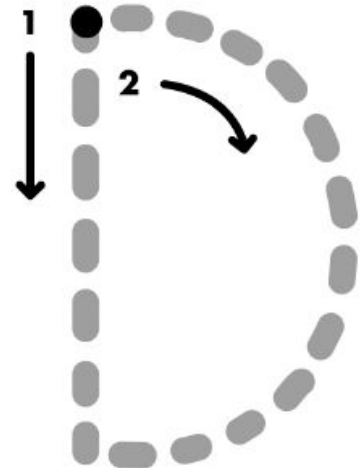
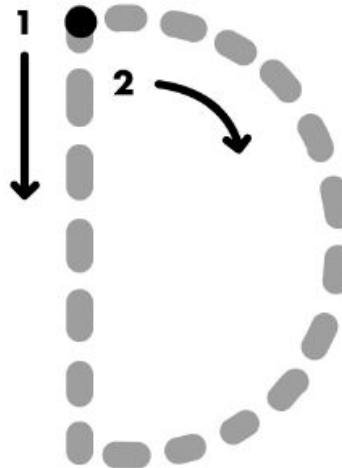
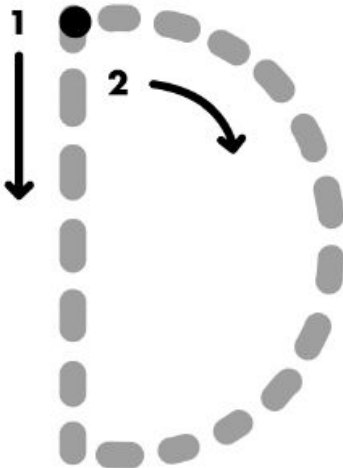
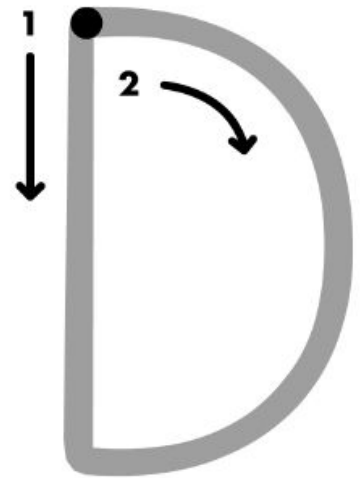
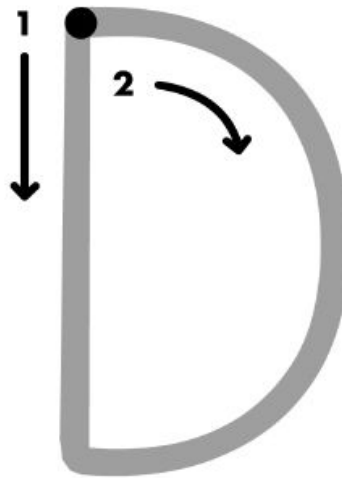
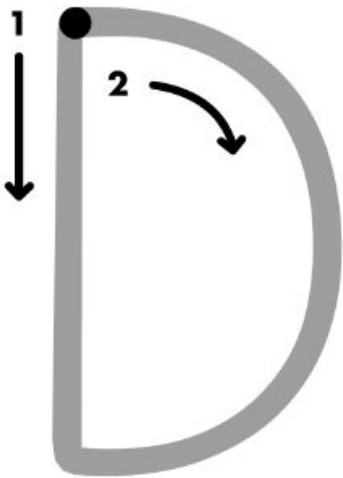
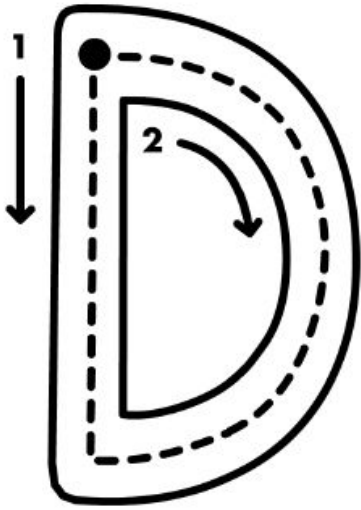


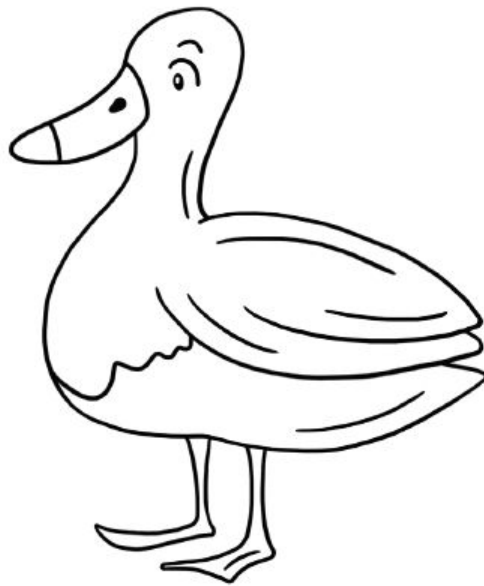
sphere



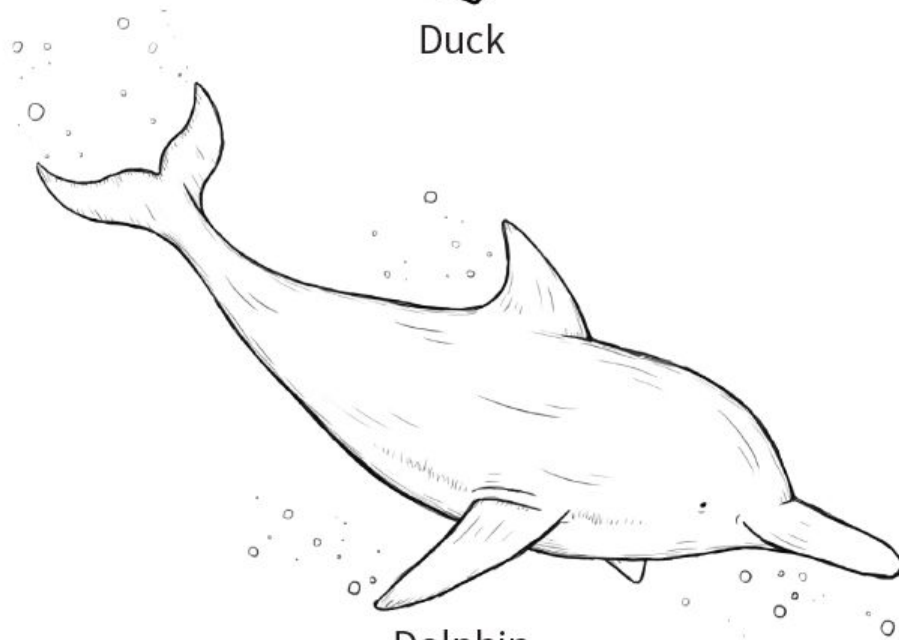
cone

Name: _____

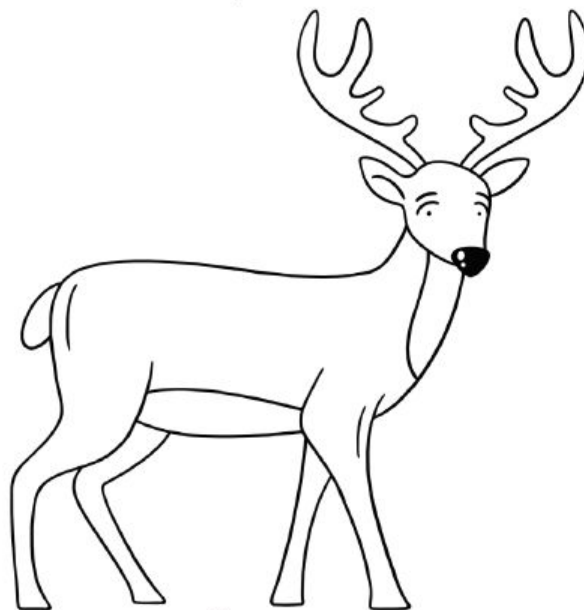




Duck



Dolphin



Deer

Name: _____

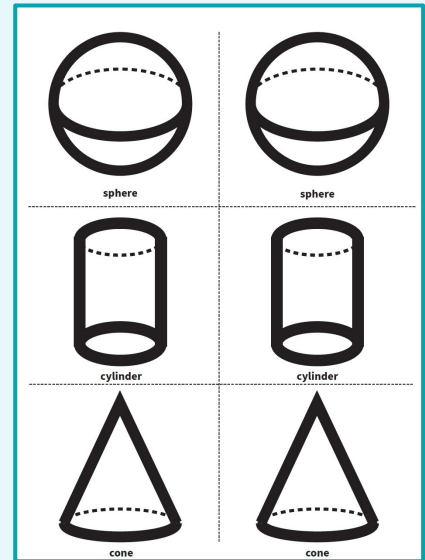
Write a letter to Lion to help him be a kind friend.



STEM: 3D Shapes

MATERIALS: [3D Shapes](#) cut out from earlier in the week

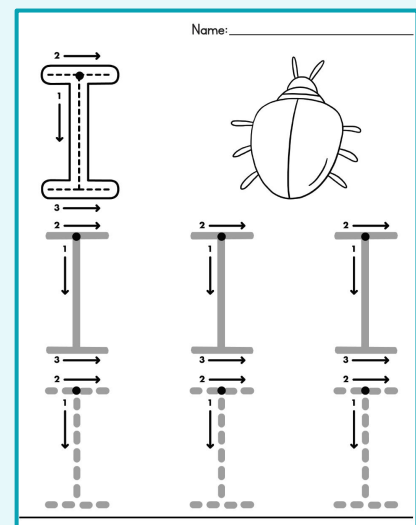
- Say, **Let's learn about some new 3D shapes. Remember, 3D means the shapes are solid, they're not flat like a circle or triangle. They have length, depth, and width.**
- Review the names of the following shapes and their features together:
 - a cone is round at one end and has sloping sides and a point at the other end
 - a triangular pyramid has triangular sides that meet at a point
 - a cube has 6 square faces
- Place one set of cards down. Show your child a card from the other set, say its name and ask, **Can you find the other ____?**



Independent Learning: Writing I & D

MATERIALS: [I & D](#), pencil, crayons

- Brainstorm words that start with the letters I and D.
- Have your child independently practice tracing the letters I and D. Use the provided sheets or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as insect? Can you think of other words that start with the same sound as door?**





Literacy: I & D Review

MATERIALS: paper, crayons

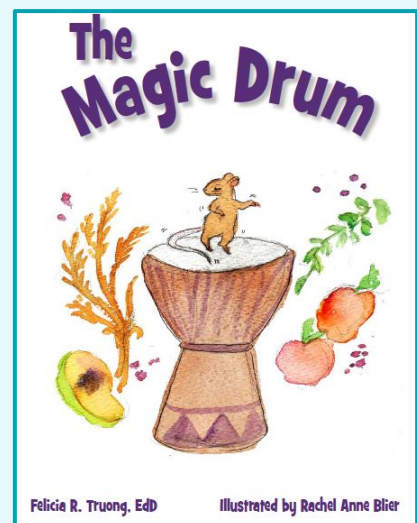
- Make several letter I's and D's on a piece of paper. Tear or cut them apart to make I and D cards.
- Show your child how to play a matching game. Place the cards face down. Flip over two cards. If the letters match, say the letter name and the letter sound. Take the cards out of the playing area. If the cards don't match, flip them face down again.
- Then it's your child's turn!
- Keep taking turns and playing until all the matches have been made.
- You can also include the letters H and T for review.



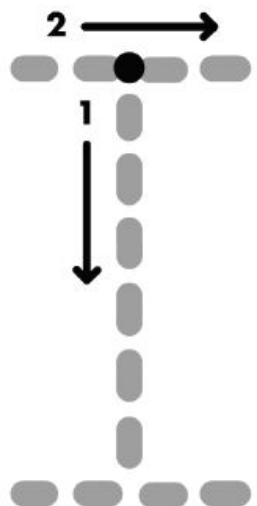
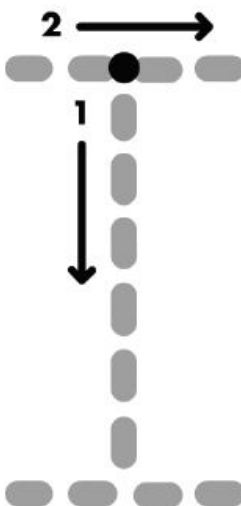
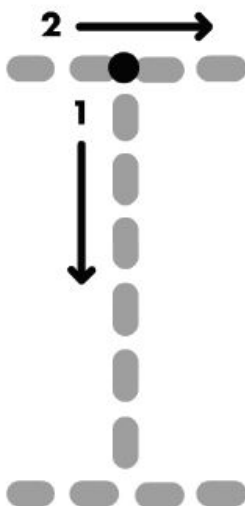
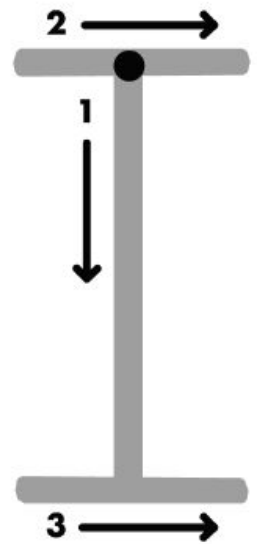
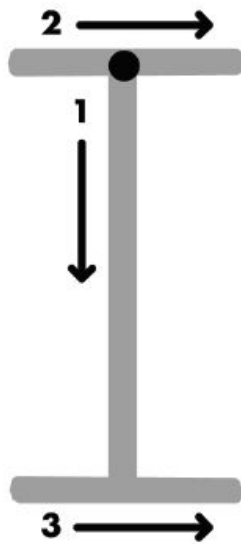
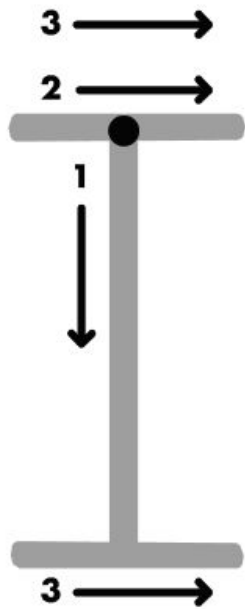
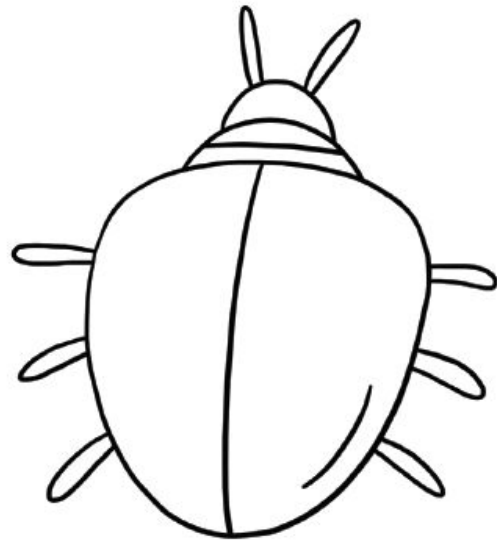
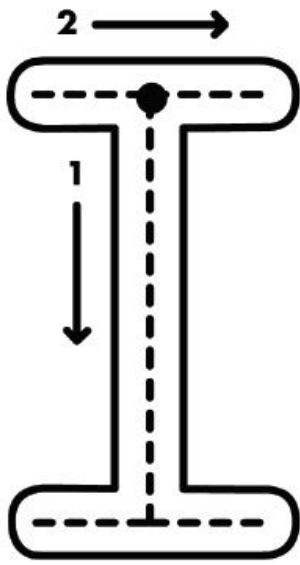
Read: *The Magic Drum*

MATERIALS: [*The Magic Drum*](#)

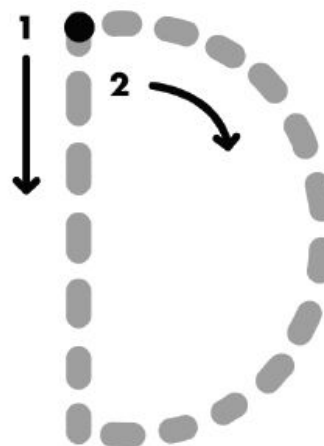
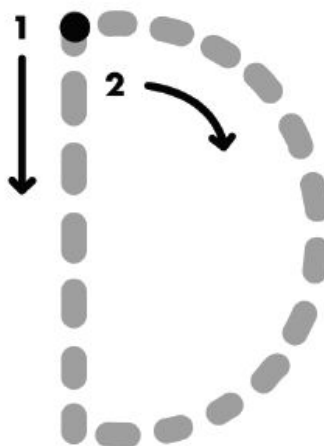
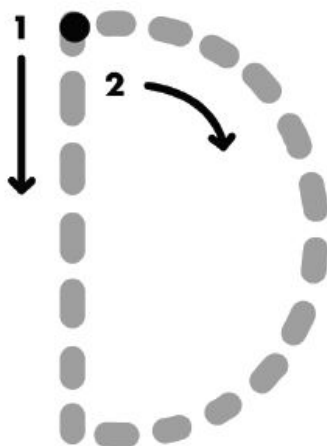
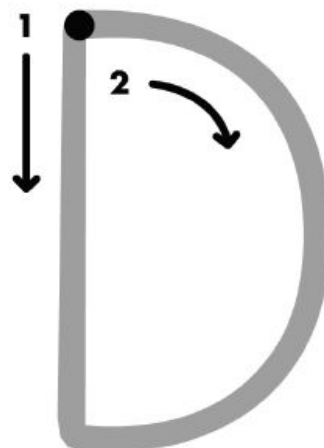
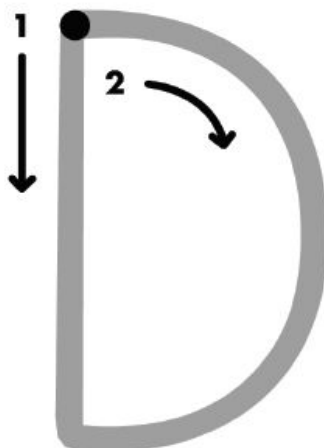
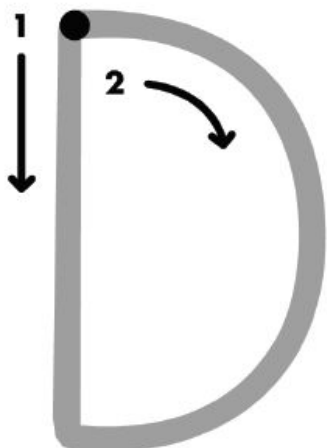
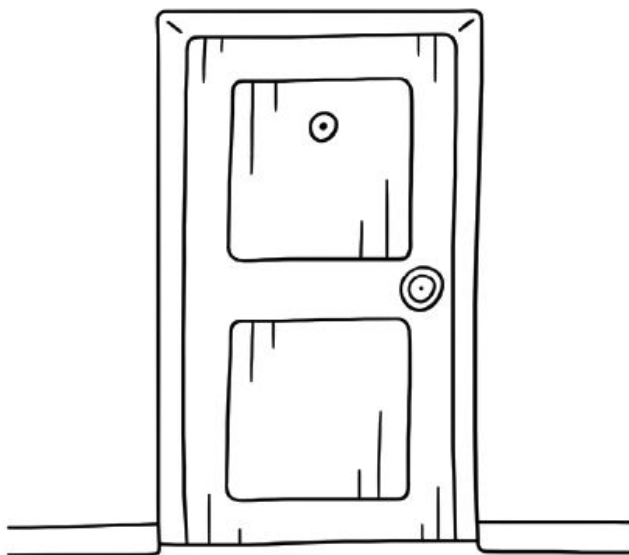
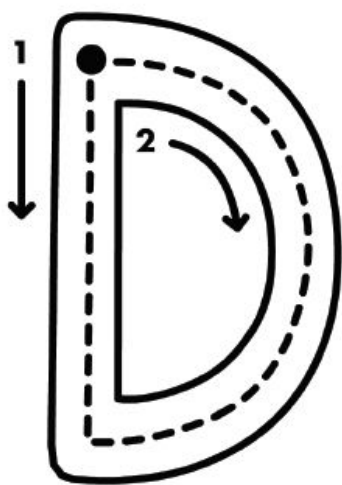
- With your child, read *The Magic Drum*.
- After, talk about the consequence of Lion being mean to his friends. Ask, **What action did the animals take when Lion was mean to them?**



Name: _____



Name: _____



Week 3

PK4 Unit 5 Week 3 Overview

Around the World

This week your child will:

travel around the world by building their city/town, painting the world, and making a Japanese zen garden. They will also practice making rhyming words, learn about playing with friends, compare amounts in sets, and learn the letters E and H.



Key Vocabulary



culture

the beliefs, way of life, art, and customs that are shared and accepted by people in a particular society or group



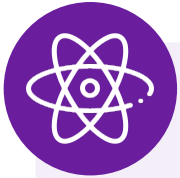
world

the planet we live on and all the people, cities, and countries on it

Create Connections

**Think
About It!**

This week, you will build your city or town. Before you begin the packet, write and draw something special about your neighborhood that you want others to learn about it.



STEM: Let's Compare

MATERIALS: household items such as cups or crayons

- Make 2 groups of cups with 2 cups each.
- Ask, **Do these sets have the same amount of cups or does one have more?** They should try to answer without counting, but it's okay if they count it to check.
- Show them 1-2 more groups of items that are easy to compare (no more than 5 in each group: e.g., 5 cups and 1 cup) Ask which group has less or more cups, or if they have the same amount.



Independent Learning: Name the Gesture

MATERIALS: paper, crayons

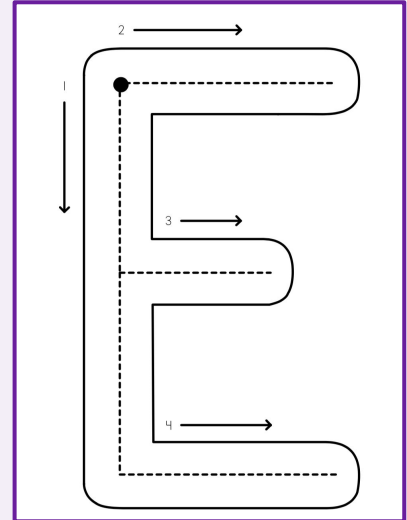
- Say, **We can use our bodies and faces to communicate with others. Let's play Name the Gesture. I will show you a gesture and you tell me what it means.**
- Play the game using 2-3 of the following gestures:
 - Nod your head - yes
 - Shake your head - no
 - Put your fingers on your lips - quiet
 - Wave your hand - hi or goodbye
- Talk about times they might use different gestures. After, say, **Draw yourself using the gesture you picked.** Allow your child to independently complete the activity.
- After, ask, **Tell me about the gesture you picked. When would you use the gesture?**



Literacy: E

MATERIALS: [Large Letter E](#)

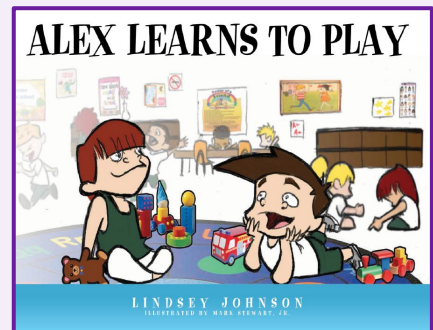
- Practice the letter E. Say, **Make an E by writing down, over, over.** Have your child say the letter E and make the letter sound for E, like egg, not like eagle. Finally, have your child trace the E with their finger.
- See how many uppercase E's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter E!

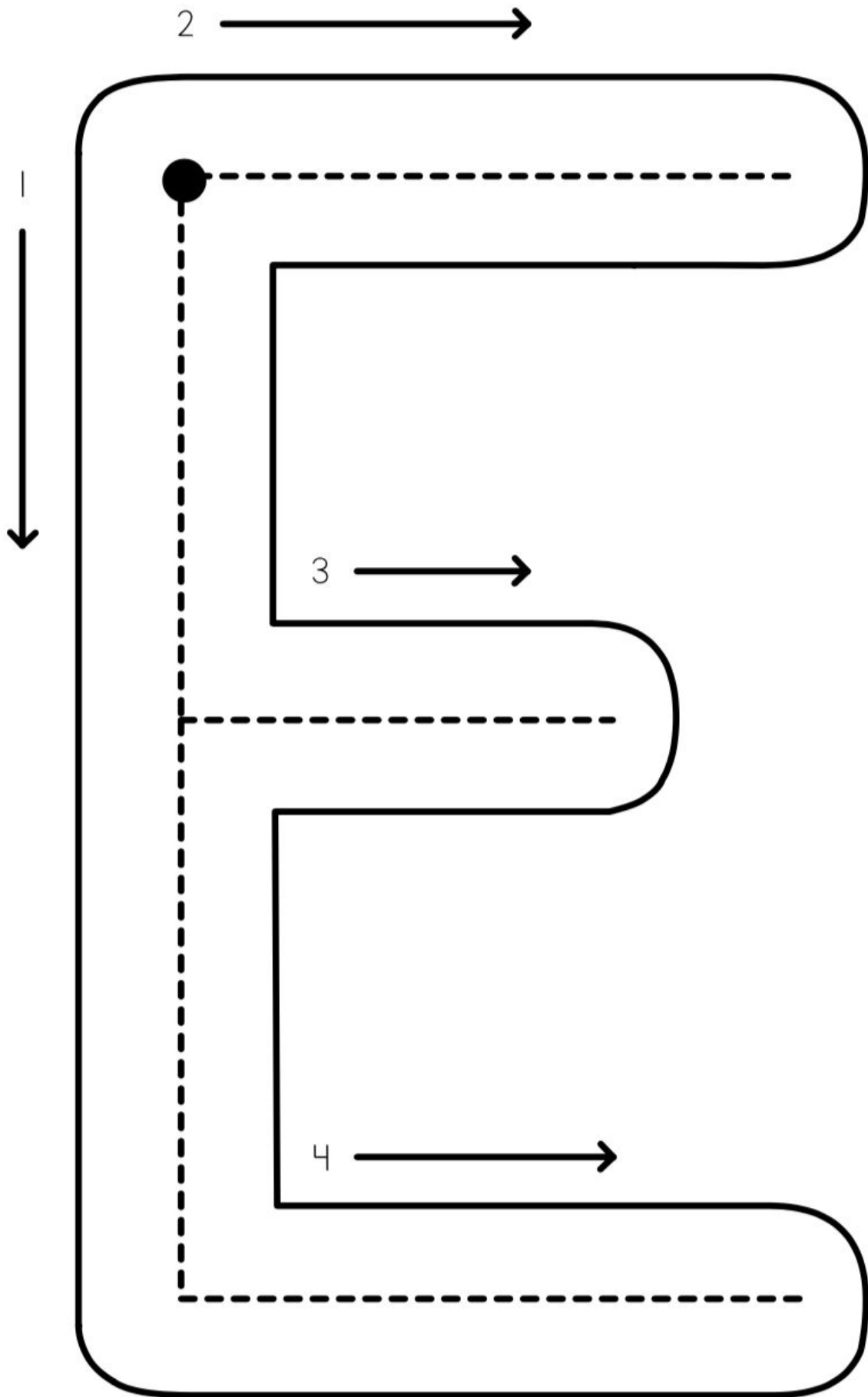


Read: *Alex Learns to Play*

MATERIALS: [Alex Learns to Play](#)

- Together with your child, read *Alex Learns to Play*.
- After, say, **An action is something someone does. Actions can cause another action. Cause means to make something happen.**
- Show pp.6-7 and talk about what happened. **When Alex tripped, he was embarrassed so he ran away. Tripping caused him to feel embarrassed. Running away was the action that he took.**







STEM: Building Our City/Town

MATERIALS: blocks or household items such as recyclable bottles and containers, paper towel rolls, etc.

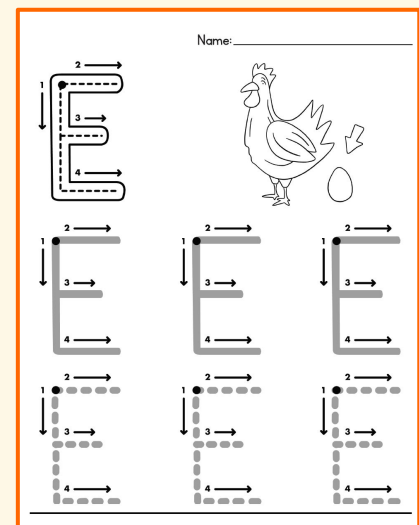
- Say, **Patrick and his mom saw different places on their road trip. Let's use these blocks to build our city/town together.**
- Together with your child, talk about some of the special buildings and features in your city/town that you can build together then build them with the blocks.



Independent Learning; E

MATERIALS: [Letter E Practice 2](#), pencil, crayons

- Brainstorm words that start with the letter E (focus on words with the e sound like in egg, not like in eagle).
- Have your child independently practice tracing the letter E. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as egg?**





Literacy: Pat-A-Cake

MATERIALS: [Pat-A-Cake](#)

- Say, **Let's read a poem and listen for words that rhyme or sound the same at the end.**
- Together, read the poem. Say, **I heard some words that sound the same at the end. Bake and cake.**
- Slowly re-read the poem. Ask, **What rhyming words do you hear?** (bake-cake, man-can, b-me). Identify the words for them if they need help.
- Ask, **Can you think of another word that rhymes with man and can? Man, can...** It's okay if your child suggests a made up word like "san." If they need help you can give them a choice of two words. **Which one rhymes with man and can? Run or fan? Fan! Fan, man, can rhyme because they sound the same at the end.**

Pat-A-Cake



Pat-a-cake, pat-a-cake
baker's man

Bake me a cake as fast as you can
Prick it and pat it and
mark it with a "b"

And put it in the oven
for baby and me.



Journal Prompt: I Like to Play

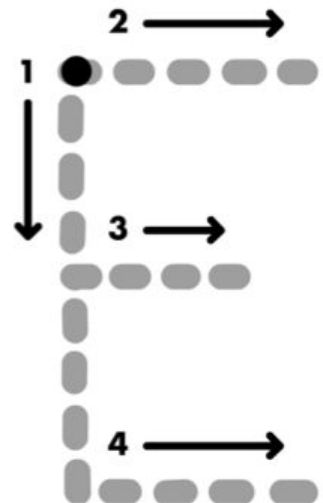
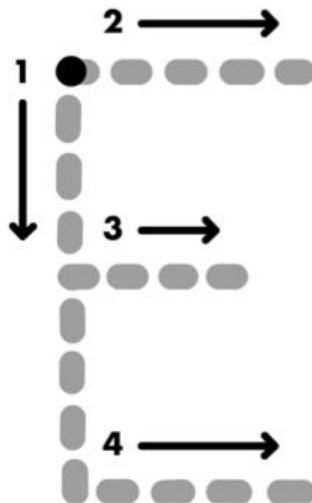
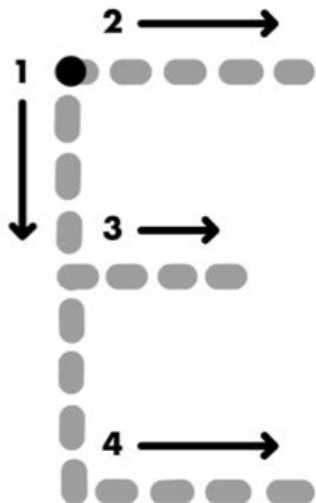
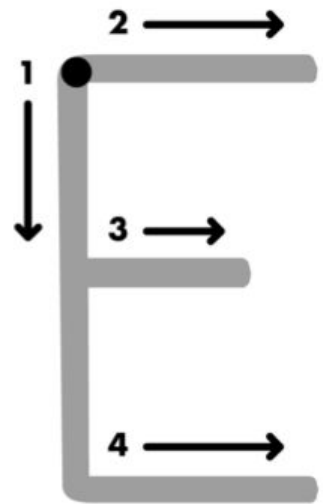
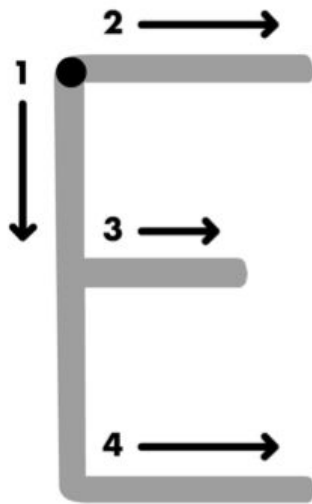
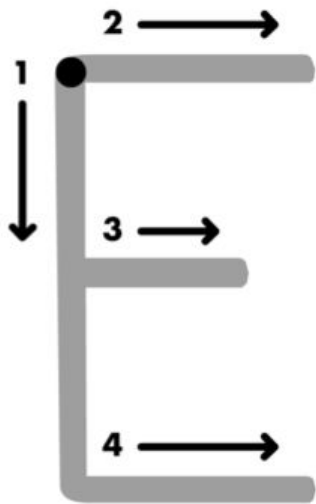
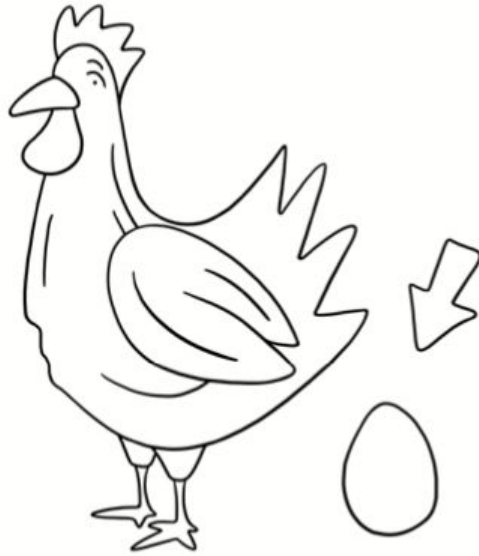
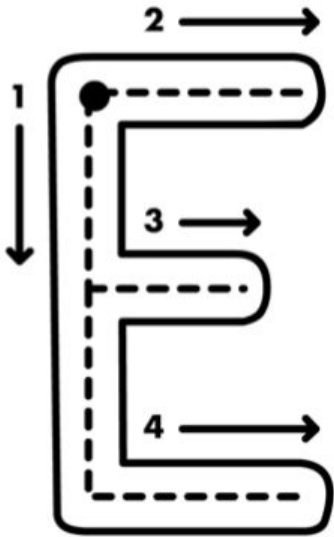
MATERIALS: crayons, I Like to Play Journal Page

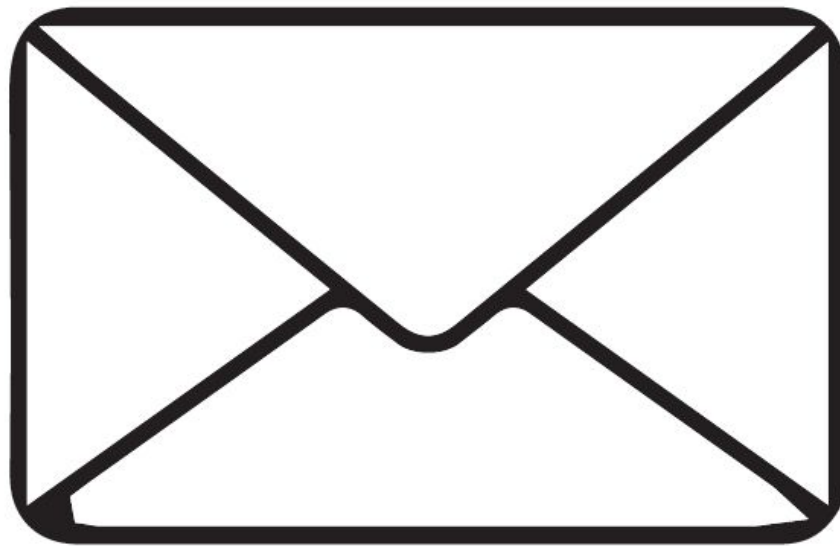
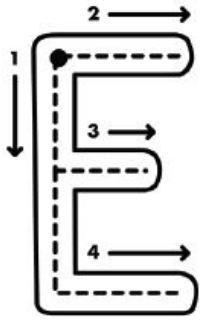
- With your child, talk about what they like to do when they are playing.
- Have your child independently draw and write about what they like to do when they are playing.
- Later, ask, **Tell me about what you like to do when you are playing.**

Name: _____

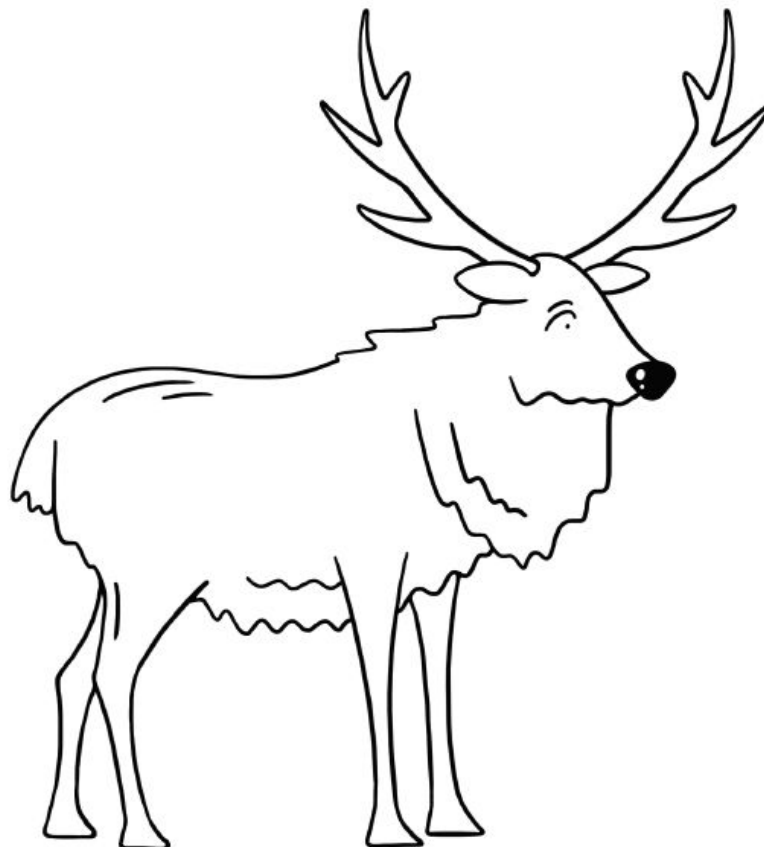
What do you like to do when you are playing?

Name: _____





Envelope



Elk

Pat-A-Cake



Pat-a-cake, pat-a-cake
baker's man

Bake me a cake as fast as you can
Prick it and pat it and
mark it with a “b”

And put it in the oven
for baby and me.



Name: _____

What do you like to do when you are playing?

Wednesday

PK4 Unit 5 Week 3 Day 13



STEM: Equal, Less, or More?

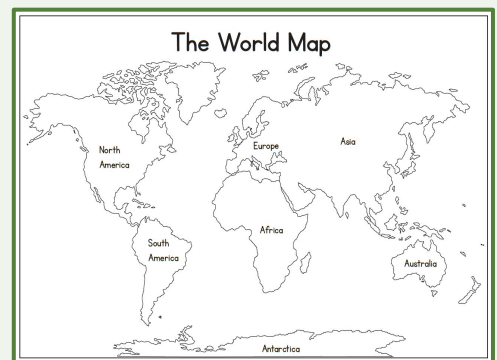
- Hold up one hand with three fingers and one hand with five fingers.
- Say, **Point to the hand with more fingers.** They should try to answer without counting, but it's okay if they need to count to check.
- Repeat 2-3 more times, showing different or the same amounts on each hand. Ask them to say which has less or more, or if they have the same amount.



Independent Learning: Painting the World

MATERIALS: [World Map](#), watercolor palette or crayons

- Say, **The world has different continents or big pieces of land where people live.** Point to and name the continents and show the one you live on. **The continents are surrounded by water. Usually on a map the land is green and the water is blue.**
- **You can paint a picture of the world and use any colors you like.**
- Have your child independently paint the world.
- After, ask, **Tell me about the world you painted. What colors did you use for the water and the land?**



Wednesday

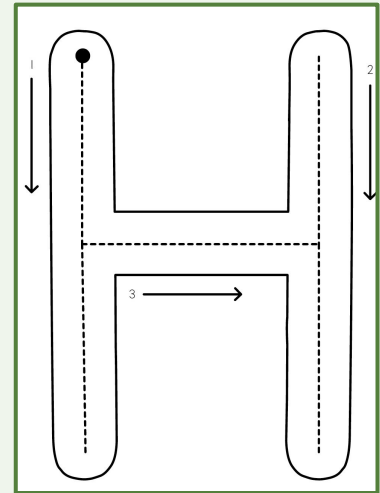
PK4 Unit 5 Week 3 Day 13



Literacy: H

MATERIALS: [Large Letter H](#)

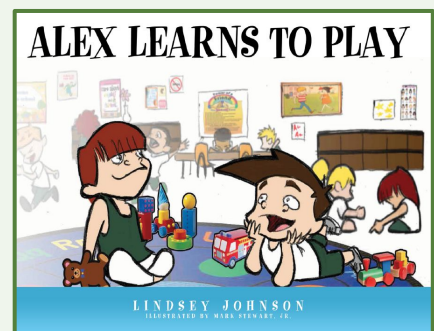
- Show the letter H and ask your child to name it and say its letter sound. It's okay if they don't remember.
- Practice the letter H. Say, **Make an H by writing down, down, across.** Have your child say the letter H and make the letter sound for H, like hat. Finally, have your child trace the H with their finger.
- See how many uppercase H's you can find together throughout the day!
- Don't worry if your child needs more time to learn the letter H!



Read: *Alex Learns to Play*

MATERIALS: [Alex Learns to Play](#)

- Together with your child, read *Alex Learns to Play*.
- After, show pp.12-13. Say, **Alex wanted to play with Sophie. What can you say if you want to play with someone?**



Wednesday

PK4 Unit 5 Week 3 Day 13



Let's Move: Let's Dance

MATERIALS: music from different cultures or countries

- Say, **Let's listen to different music and have a little dance party.**
- Play 1-3 songs and dance together.
- Talk about the songs together, asking questions like, **Do you hear different instruments? How do the different songs make you feel?**
- You can also look up traditional dances from different cultures using a phone or tablet and try to learn some of the dance moves.

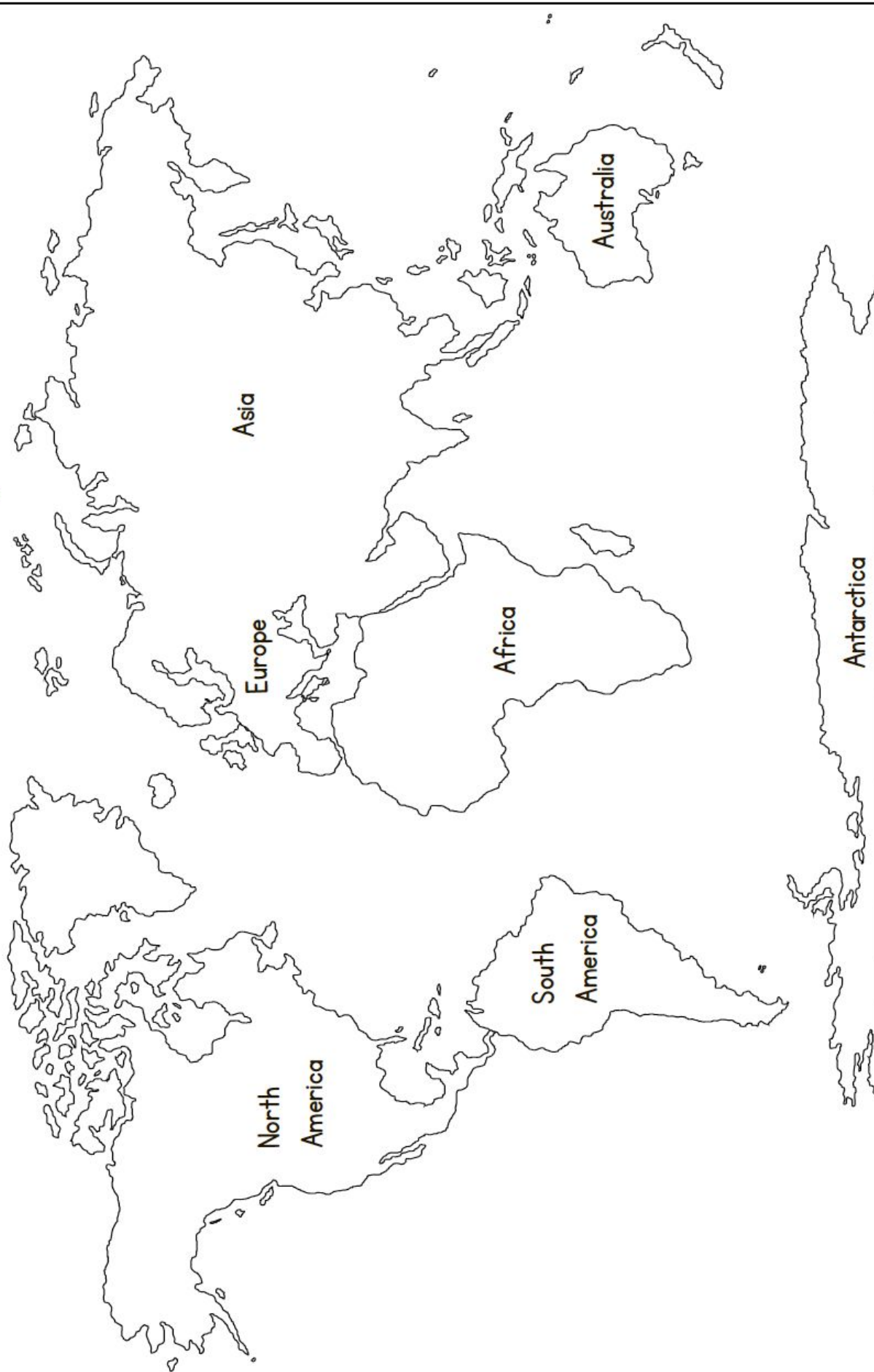


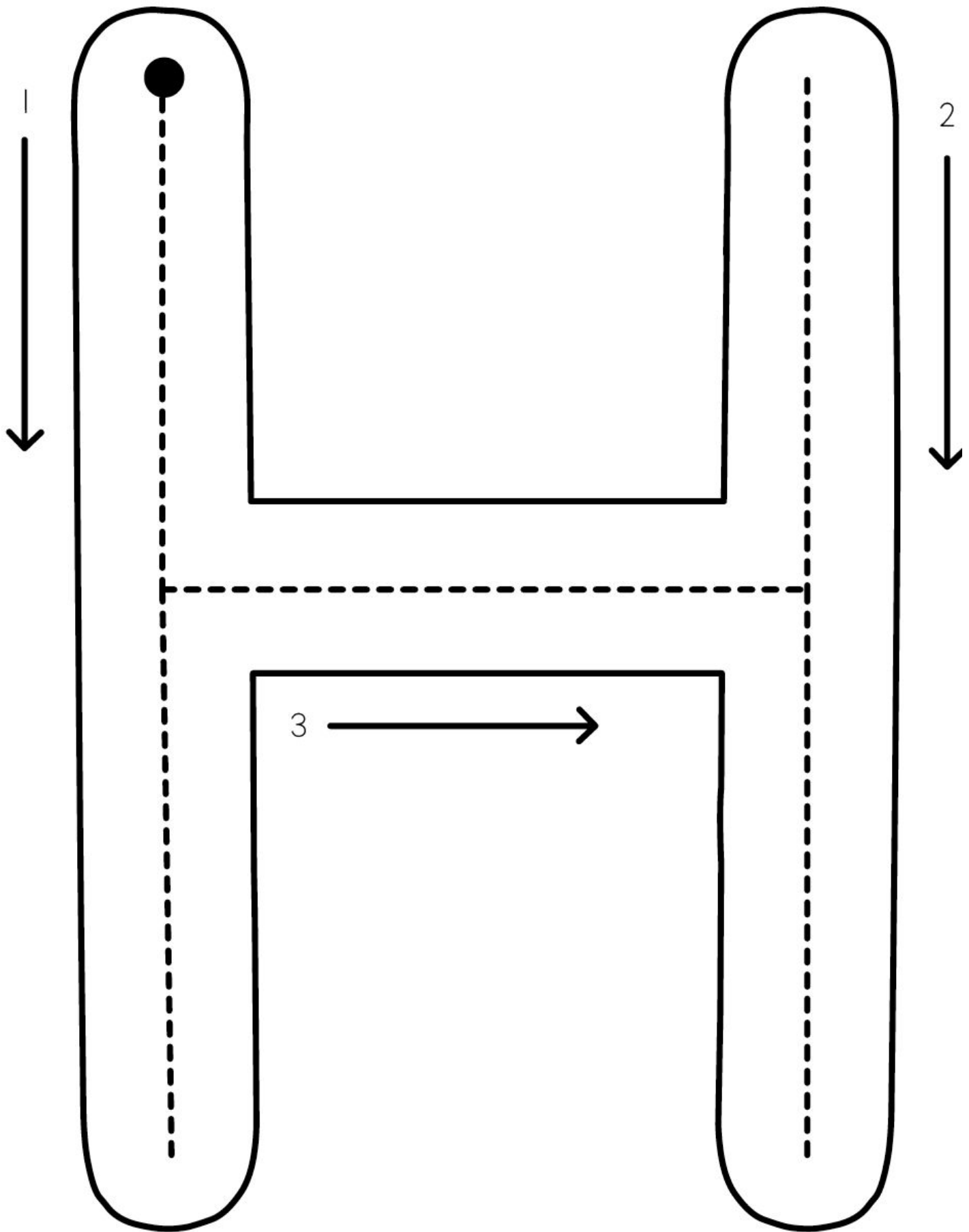
Learning Together: We'd Like to Visit...

MATERIALS: paper, crayons

- Talk with your child about somewhere you would like to visit together. Say, **Patrick and his mom visited different places together in *My Road Trip Around the World*. Where would you like us to go?**
- After choosing a place you would like to visit, use a phone or tablet to look at pictures from that place or to learn a little more about it.
- Then, together, write and draw about what you would do if you could visit that place.

The World Map







STEM: Sink or Float

MATERIALS: Container of water, paper, pencil, items that will sink (e.g., coin, spoon) and float (e.g., plastic bottle cap, crayon)

- Say, **Let's do an experiment to see if these things will sink to the bottom of the water or float on the top. What do you predict or think will sink and what will float?** Draw a line down the middle of the paper and write down the predictions under 2 columns: "sink" and "float." Leave space at the bottom to write the results.
- Allow your child to put different things in the water and see if they will sink or float.
- Write the results down in the correct column underneath.
- After, compare the results to your predictions. Ask, **We predicted the coin would ___. Did it float or sink? Was our prediction correct?**



Independent Learning: Zen Garden

MATERIALS: salt or dirt, pebbles or balled up pieces of paper, fork, plate or tray, [Rock Garden](#)

- Say, **You can make a zen garden with rocks, just like they do in Japan! Zen gardens have sand, rocks, and plants to make the outside beautiful. They also help us feel peaceful when we are making them.** Look at pictures of the rock garden.
- Have your child independently design their rock garden by placing pebbles or balled up paper in the tray of salt and raking it with their fork.
- After, ask, **Please tell me about your rock garden design. Why did you make it that way? How did you feel while you were making it?**

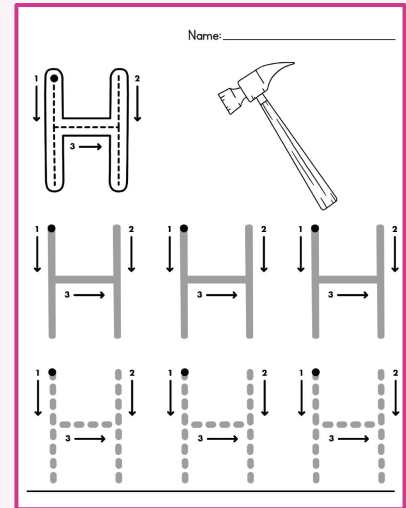




Literacy: H

MATERIALS: [Letter H Practice 2](#), pencil, crayons

- Brainstorm words that start with the letter H.
- Have your child independently practice tracing the letter H. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as house?**



Journal Prompt: Playing with Friends

MATERIALS: crayons, Playing With Friends Journal Page

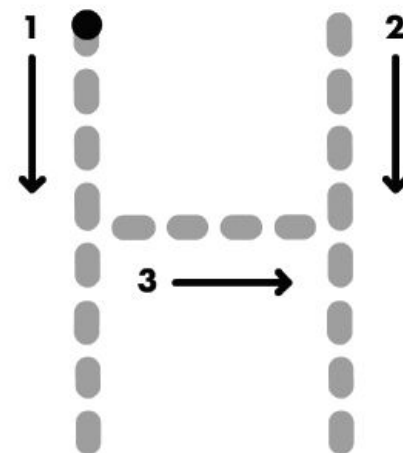
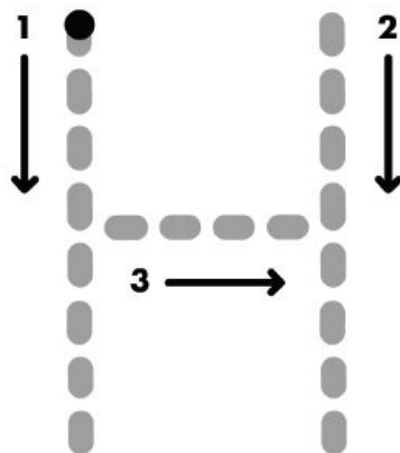
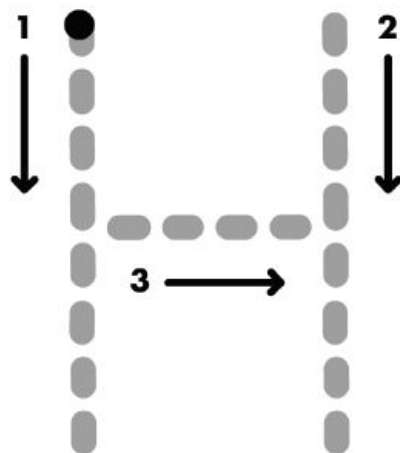
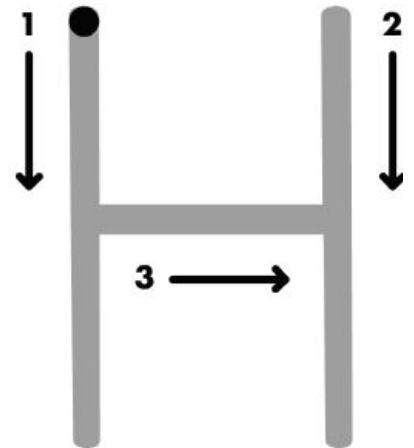
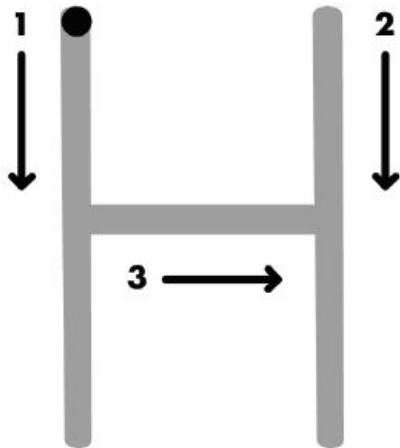
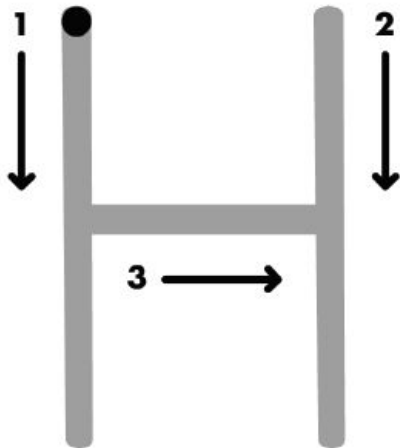
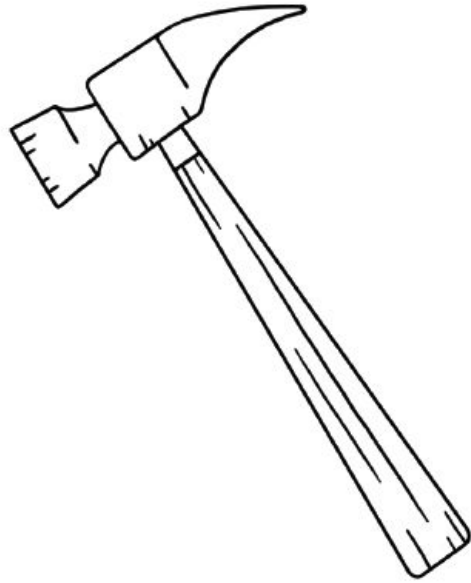
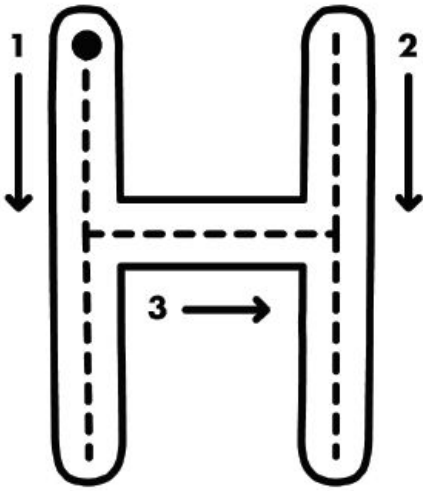
- With your child, talk about how they like to play with friends. You can also talk about things that happened in *Alex Learns to Play*.
- Have your child independently draw and write about how they like to play with friends.
- Later, ask, **Tell me about how you like to play with friends. What are some ways you can be a good friend while playing?**

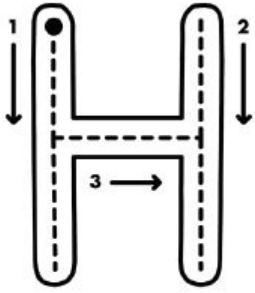
Name: _____

Write and draw about how you like to play with friends.

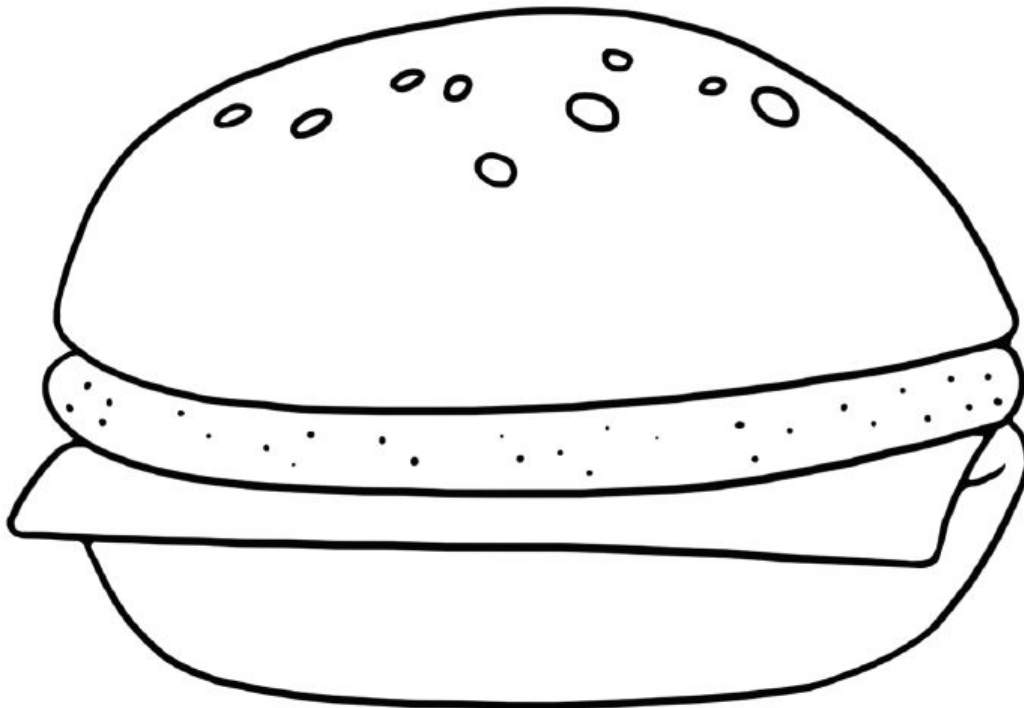


Name: _____





House



Hamburger

Name: _____

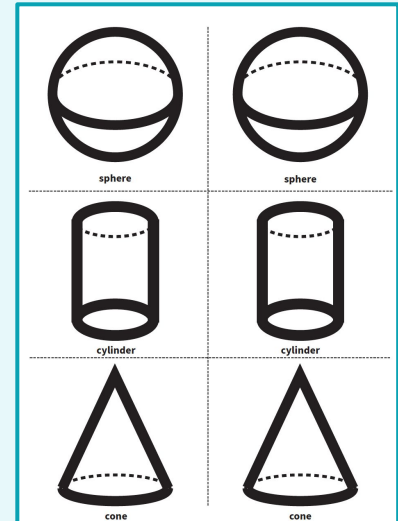
Write and draw about how you like to play with friends.



STEM: 2D or 3D?

MATERIALS: [Shapes](#) cut out from day 5, [3D Shapes](#) cut out from day 8, *optional - 3D objects e.g. ball, block, tissue box, etc.*

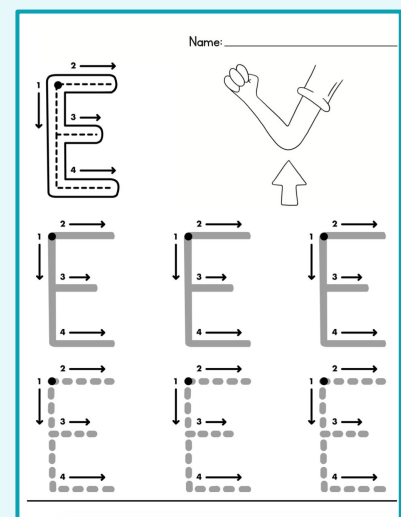
- Say, **We have been learning about 2D and 3D shapes. 2D shapes are flat. 3D shapes are solid, they have length, depth, and width.**
- **I'm going to show you a shape and I want you to tell me if it's 2D or 3D.**
- Randomly show your child a 2D or 3D shape and ask them to say if it's 2D or 3D. It's okay if they need help, tell them the answer and explain why it's 2D or 3D.
- Repeat for about 5-6 shapes total.



Independent Learning: Writing E & H

MATERIALS: [E & H](#), pencil, crayons

- Brainstorm words that start with the letters E and H.
- Have your child independently practice tracing the letters E and H. Use the provided sheets or make one of your own!
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as elbow? Can you think of other words that start with the same sound as hippo?**





Literacy: E & H Review

MATERIALS: paper, crayons

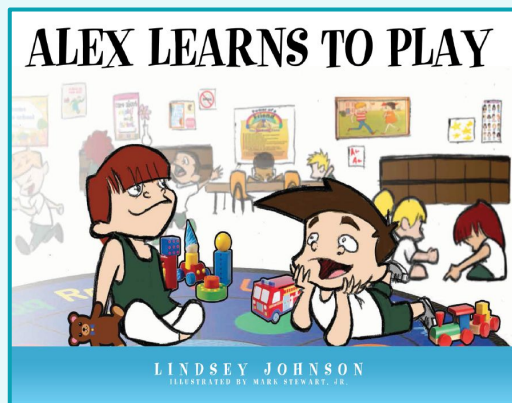
- Make several letter E's and H's on a piece of paper. Tear or cut them apart to make E and H cards.
- Show your child how to play a matching game. Place the cards face down. Flip over two cards. If the letters match, say the letter name and the letter sound. Take the cards out of the playing area. If the cards don't match, flip them face down again.
- Then it's your child's turn!
- Keep taking turns and playing until all the matches have been made.
- You can also include the letters I and D for review.



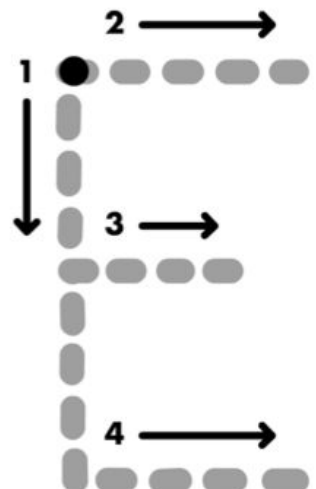
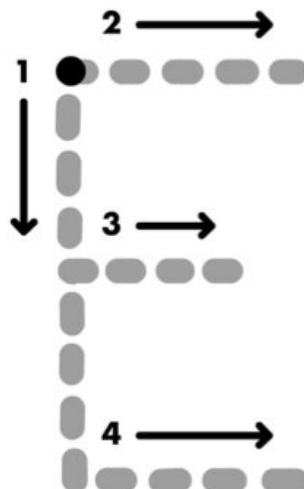
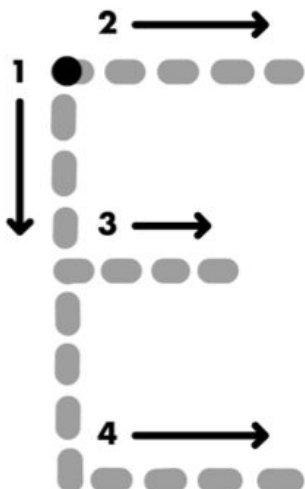
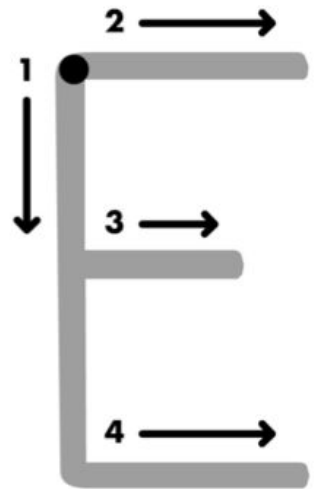
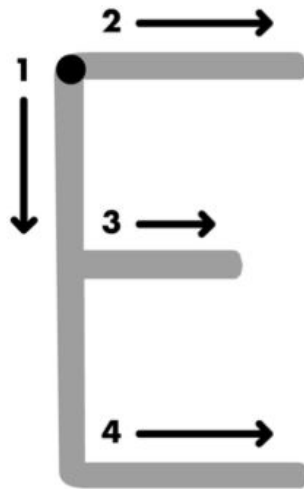
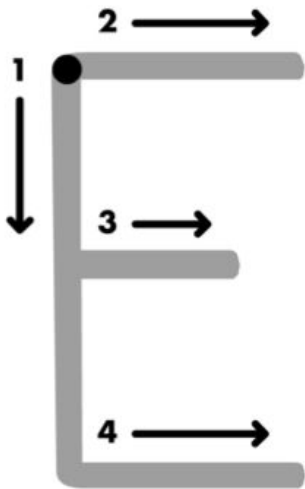
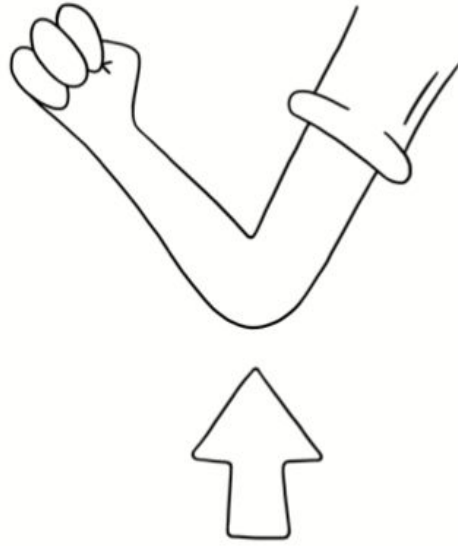
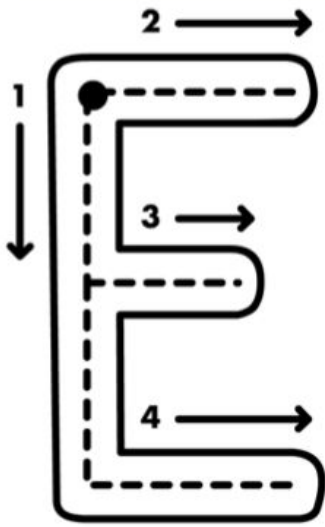
Read: *Alex Learns to Play*

MATERIALS: [*Alex Learns to Play*](#)

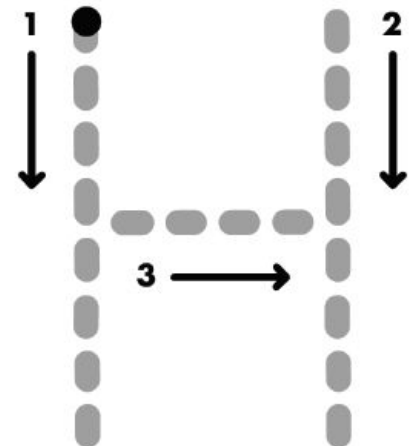
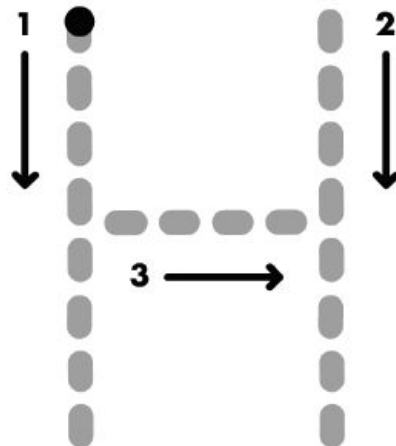
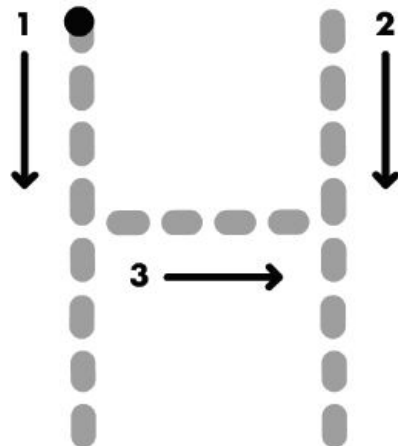
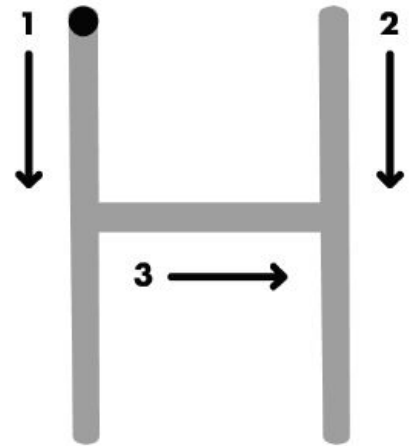
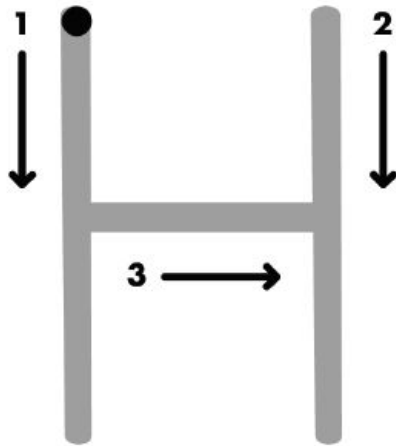
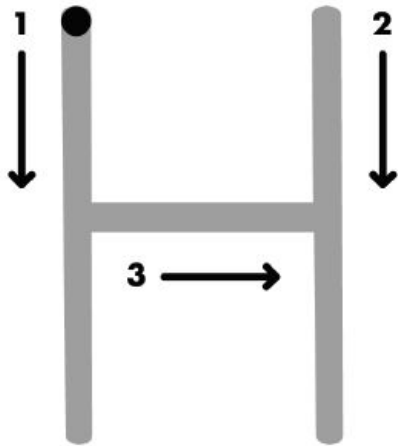
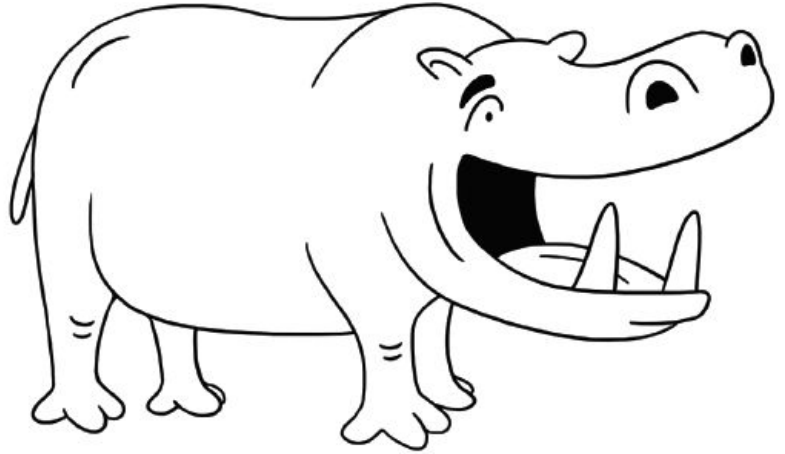
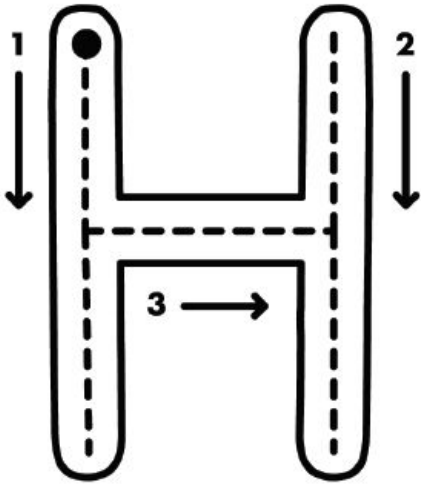
- Together with your child, read *Alex Learns to Play*.
- After, show pp. 18-19. Say, **When we play with others we take turns, just like Alex and Sophie.** Talk together about other good choices we can make when playing with friends (use kind words, accept no if they don't want to do what you want, etc.).



Name: _____



Name: _____



Week 4

PK4 Unit 5 Week 4 Overview

Culture Review

This week your child will:

learn more about culture and design and weave Kente cloth. They will also compare the amounts in two groups, make rhyming words, and learn the letters P and B.



Key Vocabulary



clothing

things that you wear, for example shirts and dresses



Kente cloth

cloth woven by the Ashanti people

Create Connections

**Think
About It!**

This is the last week you will be learning about culture. Before you begin the packet, write and draw about your favorite part about learning about culture so far.



STEM: Let's Compare

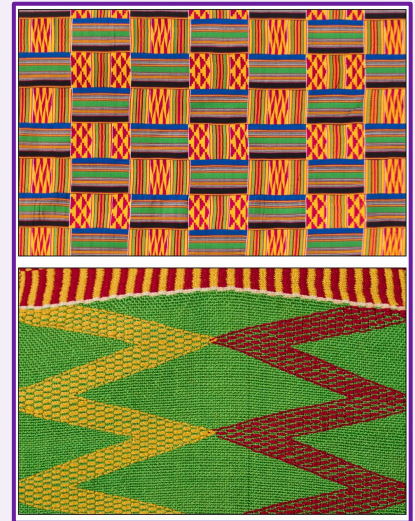
- Hold up both hands, each with four fingers.
- Show one hand and ask, **Does this have more, less, or the same amount as the other hand? Yes, the same.**
- **Let's play a game. I will ask you to show me the same amount or a different amount with your fingers.**
- Play two times asking for the same amount. Then point to a hand and say, **let's make this hand have less than the other. Let's take some fingers away.** Repeat for more.



Independent Learning: Painting Kente Cloth

MATERIALS: crayons or watercolor palette, paper (2 sheets), [Kente Cloth](#)

- Say, **Clothing is important in cultures. Clothing is made of cloth. Kente cloth is an important part of the Ashanti culture. Ashanti are people in Ghana, a country on the continent of Africa. They make small strips of cloth that they weave or put together.** Show pictures of a Kente cloth.
- **You can paint your cloth and make a design. After you paint your cloth, you will weave it together on another day.**
- Have your child independently paint their paper. They can paint designs on 2 sheets of paper for weaving later.
- After, ask, **Tell me about the design you made.** Save the papers for an activity on Day 18.



Monday

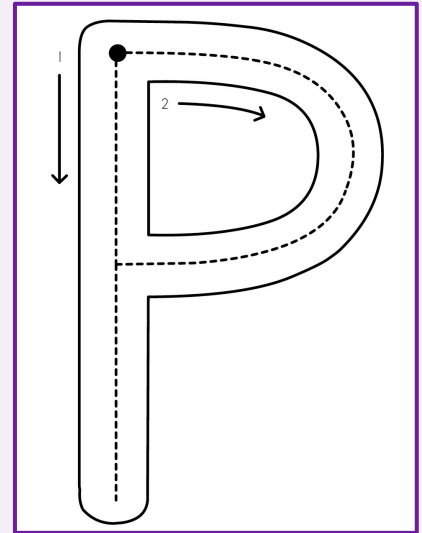
PK4 Unit 5 Week 4 Day 16



Literacy: P

MATERIALS: [Large Letter P](#)

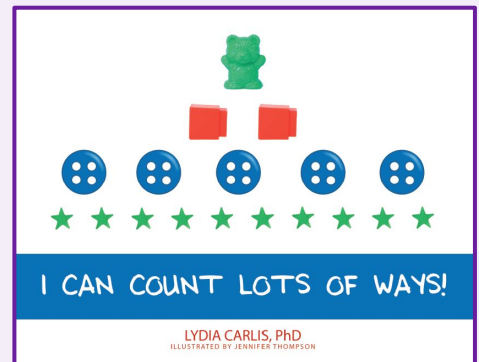
- Practice the letter P. Say, **Make a P by writing down, curve.** Have your child say the letter P. Make the letter sound for P like in peas.
- See how many uppercase P's you can find together throughout the day!
- Don't worry if your child needs more time to learn the letter P!



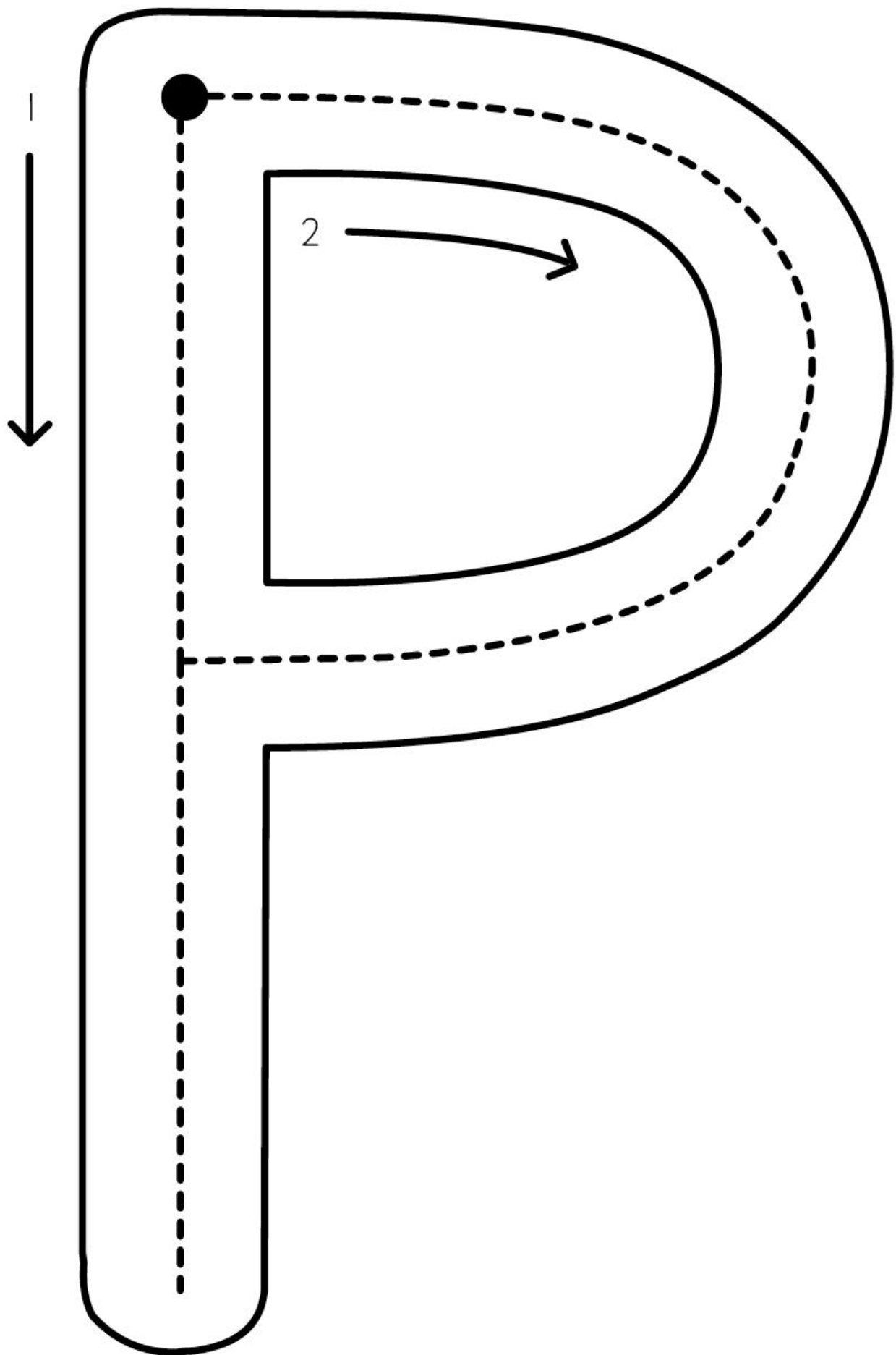
Read: *I Can Count Lots of Ways*

MATERIALS: [I Can Count Lots of Ways](#)

- With your child, read *I Can Count Lots of Ways*.
- After, show pp. 4-5 and ask, **How many bears are in this set of bears? Yes, 3 bears. Since it's only 3 we can count them pretty quickly by one.**









STEM: Condiment Race

MATERIALS: 2-3 different condiments of different thickness e.g., ketchup, syrup, jam, soy sauce, or vegetable oil, spoons, a tray or flat plate

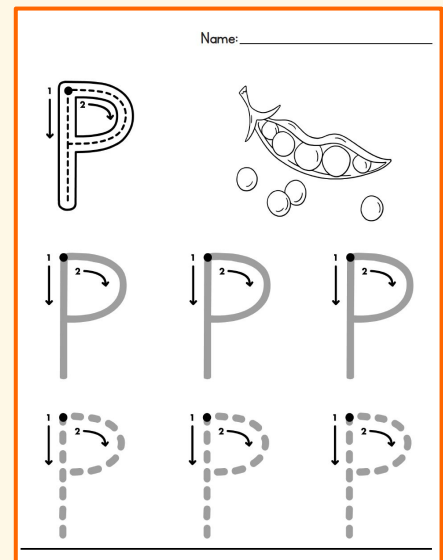
- Say, **Let's do another experiment with food. We are going to see which food is the fastest.**
- Name the items and say, **Some of these are very sticky and thick, some are not. Let's see if the stickier foods go slower or faster. What do you predict?**
- Allow your child to help you place a little of each item at the end of the tray. Then, let them lift up the tray to allow the condiments to slide down.
- After, talk about the results. Ask, **Which was the fastest and the slowest? Why do you think that happened?**



Independent Learning: P

MATERIALS: [Letter P Practice](#), pencil, crayons

- **Brainstorm** words that start with the letter P.
- Have your child independently practice tracing the letter P. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as pizza?**

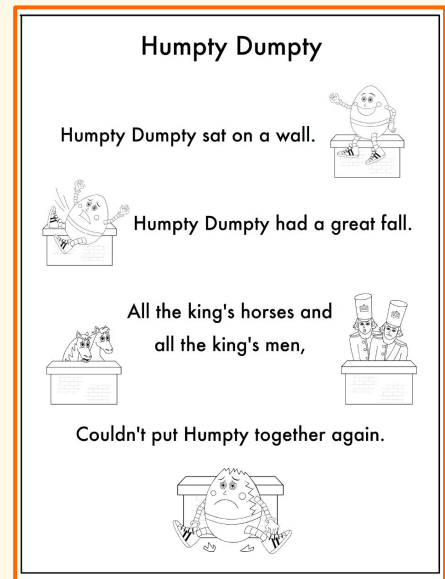




Literacy: Humpty Dumpty

MATERIALS: [Humpty Dumpty](#)

- Say, **Let's read a poem and listen for words that rhyme or sound the same at the end.**
- Together, read the poem. Say, **I heard some words that sound the same at the end. Humpty and Dumpty.**
- Slowly re-read the poem. Ask, **What rhyming words do you hear?** (wall-fall, men-again). Identify the words for them if they need help.
- Ask, **Can you think of another word that rhymes with wall and fall? Wall, fall...** It's okay if your child suggests a made up word like "dall." If they need help you can give two choices. **Which one rhymes with wall and fall? Call or jump? Call! Call, fall, wall rhyme because they sound the same at the end.**



Journal Prompt: Learning About Culture

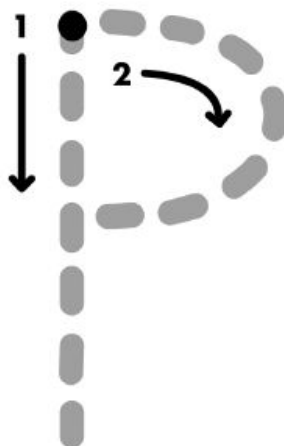
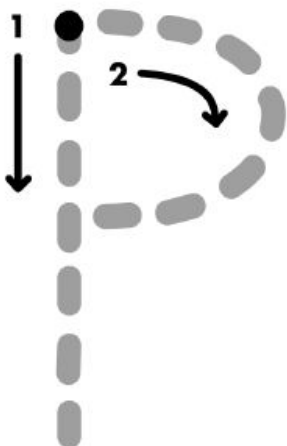
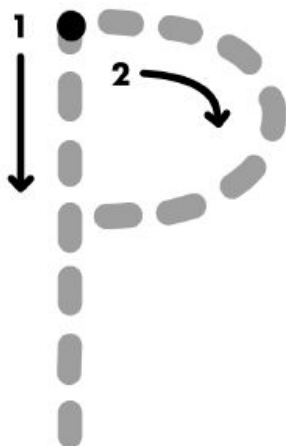
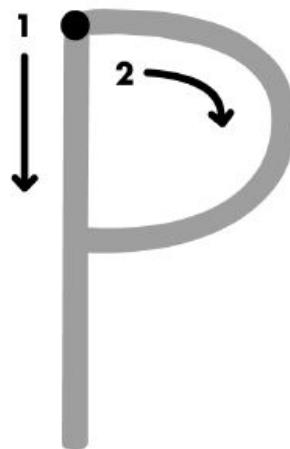
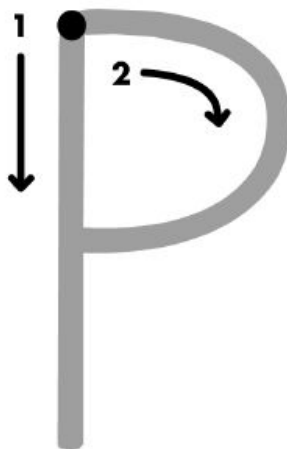
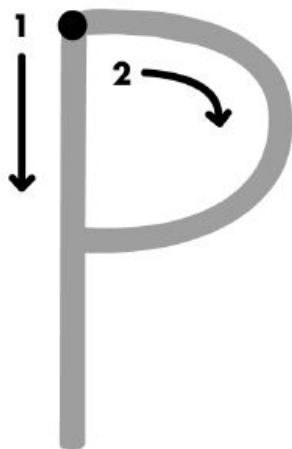
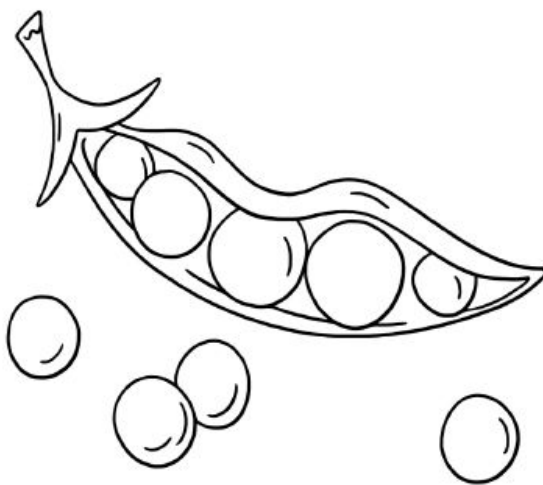
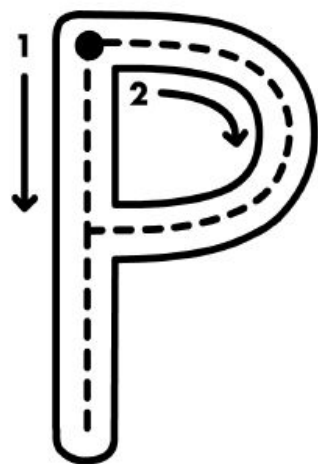
MATERIALS: crayons, Learning About Culture Journal Page

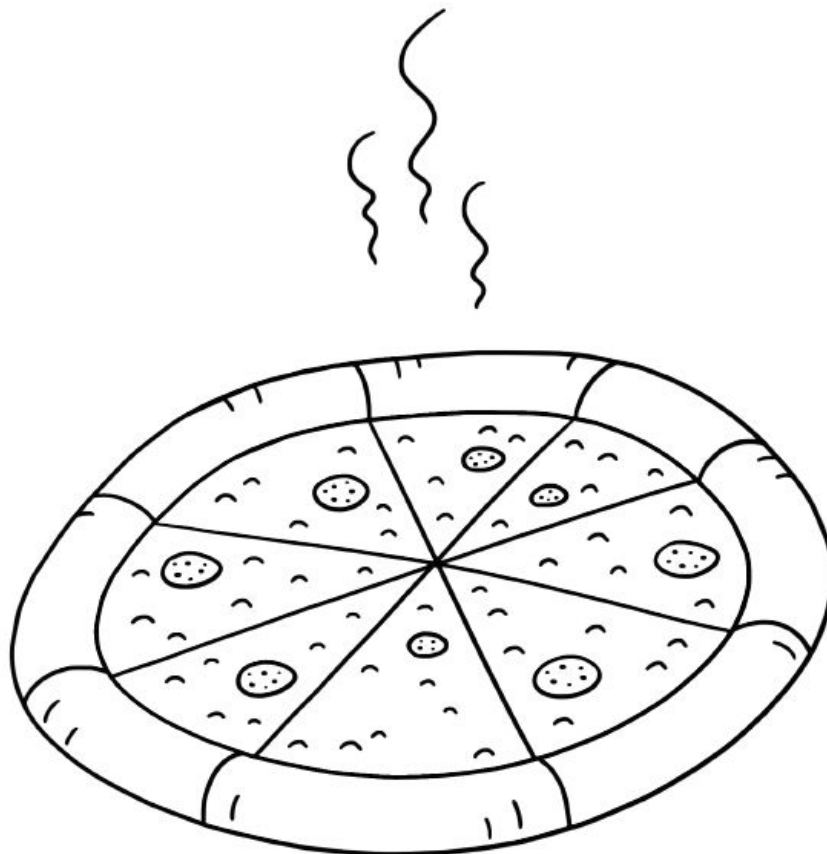
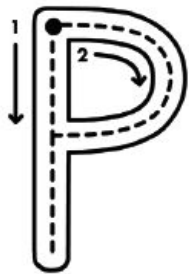
- With your child, talk about different cultures that they are interested in learning about.
- Have your child independently draw and write about a culture they would like to learn more about.
- Later, ask, **Tell me about the culture you would like to learn more about. Why did you pick that culture?**

Name: _____

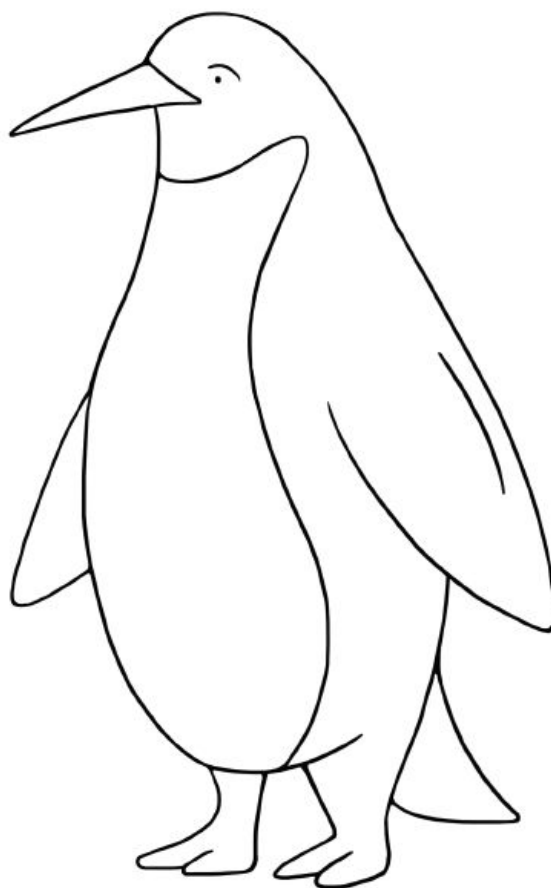
Which culture would you like to learn more about?

Name: _____





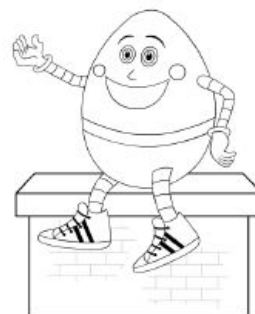
Pizza



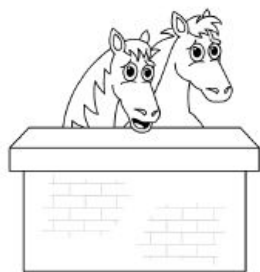
Penguin

Humpty Dumpty

Humpty Dumpty sat on a wall.



Humpty Dumpty had a great fall.



All the king's horses and
all the king's men,



Couldn't put Humpty together again.



Name: _____

Which culture would you like to learn more about?



STEM: Making Sets Review

MATERIALS: 2 types of household items (10 each) e.g., 10 pebbles and 10 cotton balls

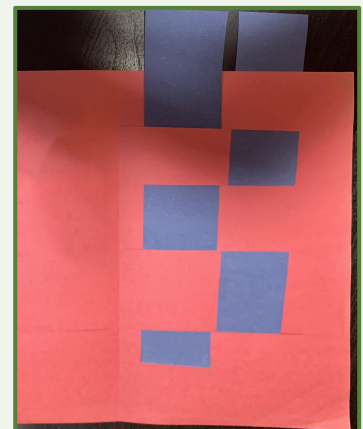
- Say, I'm going to make a set and then I want you to make one just like mine.
- I'm going to make a set of cotton balls. Put 0 cotton balls down. **Can you make a set just like mine? How many cotton balls will you put in your set? Yes, zero or no cotton balls. Good job!**
- Repeat for a set of 3 pebbles and 4 cotton balls.



Independent Learning: Weaving Kente Cloth

MATERIALS: Kente cloth designs made by child on Day 16, child-safe scissors, [Kente Cloth](#)

- Fold one of the colored pages in half. Starting at the fold, cut evenly spaced slits. Stop cutting about ½ inch from the top (opposite edge).
- Say, **You can finish making your Kente cloth by weaving your cloth in and out of this paper. First, I'll help you to cut your Kente Cloth into strips.**
- Model how to weave their Kente strips in and out of the paper then allow your child to independently complete the weaving.
- After, ask, **Tell me about how it felt to weave your fabric.**

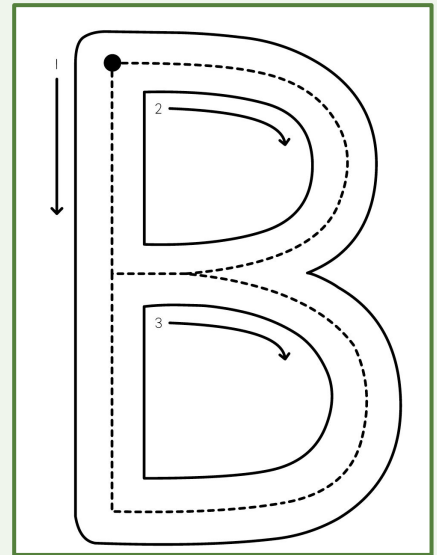




Literacy: B

MATERIALS: [Large Letter B](#)

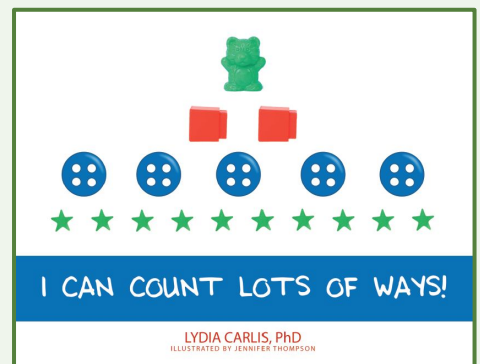
- Practice the letter B. Say, **Make a B by writing down, curve, curve.** Have your child say the letter B and make the letter sound for B, like ball. Finally, have your child trace the B with their finger.
- See how many uppercase B's you can find together throughout the day!
- Don't worry if your child needs more time to learn the letter B!



Read: *I Can Count Lots of Ways*

MATERIALS: [I Can Count Lots of Ways](#)

- With your child, read *I Can Count Lots of Ways*.
- After, show pp. 6-7. Ask, **Can you count the linking chains one at a time?** Then, show how you can count them by twos and say, **That was even faster than counting by ones!**
- Your child is only being introduced to different ways of counting. They are not expected to know how to count by twos yet!



Wednesday

PK4 Unit 5 Week 4 Day 18



Let's Move: Letter Freezer Dance

MATERIALS: paper, pencil, music

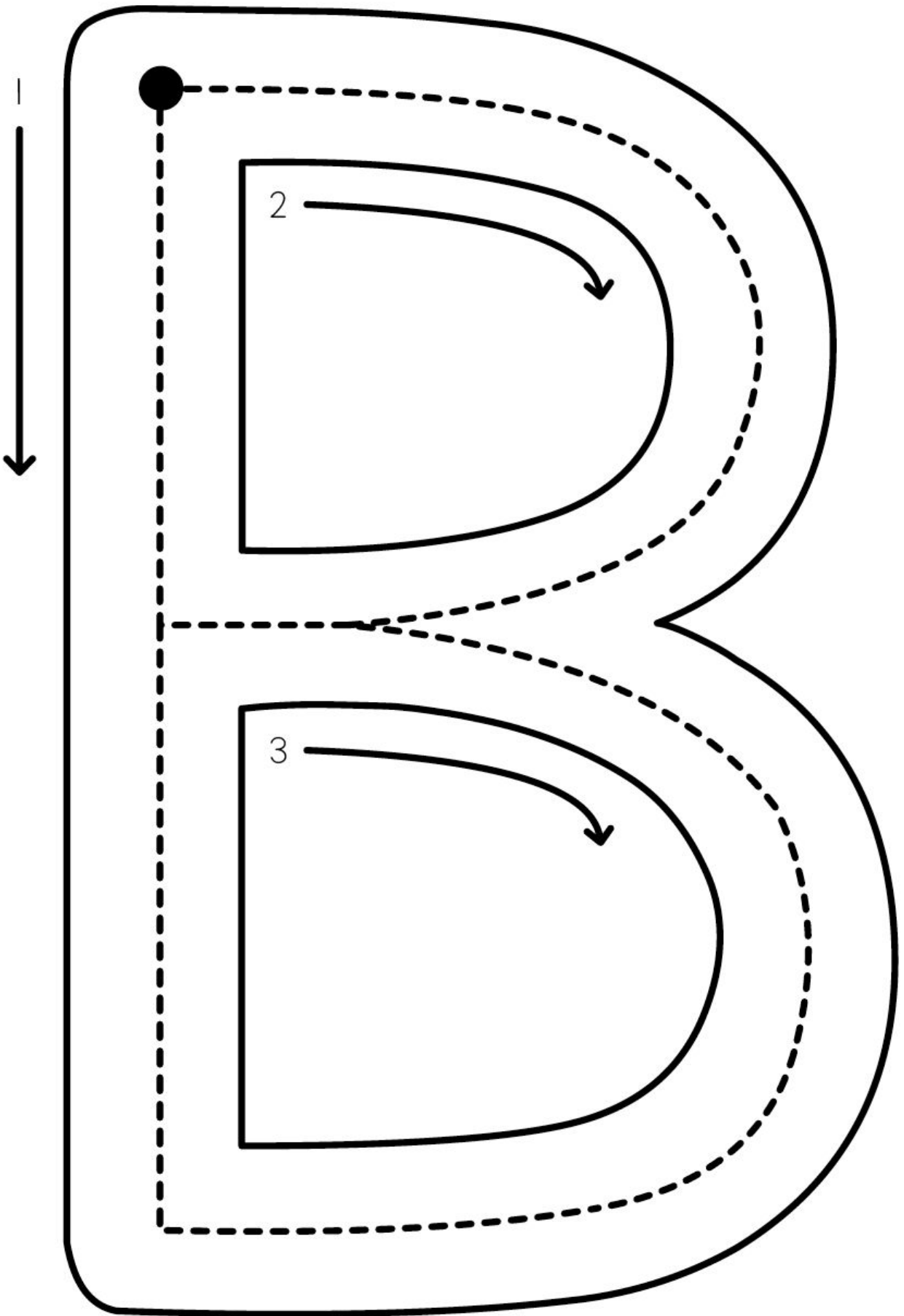
- Write letters P, B, I, D, E, H, T on paper then tear them to create letter cards. Place them in different places on the floor.
- Say, **We are going to play Freeze Dance a little differently today using our letters.** Name the letters on the floor together.
- Say, **When the music is playing you can dance. When the music stops, I will call out a letter. Find the letter on the floor and freeze by it.**
- Play a few rounds and allow your child to lead and call out a letter for you to find. You can stand by the wrong letter to see if they will correct you.



Learning Together: Fashion Show

MATERIALS: special item of clothing from your culture for you and your child or favorite clothes

- Say, **Part of culture is clothing. Clothing is what we wear like hats and shirts. Let's have a fashion show and dress up in clothes that are special to our culture.**
- You can choose a special or favorite outfit and talk about why it's important to you. You can also look at different clothing on a phone or tablet, e.g., a national outfit, or clothing in colors of a country's flag, etc.
- Talk together about why that clothing is special.





STEM: Adding Salt and Oil to Water

MATERIALS: salt, oil (vegetable, olive, or baby oil), 2 clear cups for water

- Fill the cups about $\frac{2}{3}$ full with water. The cups should be clear or transparent so your child can see what's happening inside!
- Say, **Let's see what happens when we add oil and salt to water. What do you think will happen when we add oil? What do you think will happen when we add salt? Do you think they will sink or float?**
- Allow your child to add some oil to one cup of water and describe what they notice (the oil floats on top). Repeat for the salt in the other container (the salt should sink or dissolve in the water).
- Compare the results to what they predicted would happen.



Independent Learning: It's Okay to Say No

MATERIALS: paper, crayons

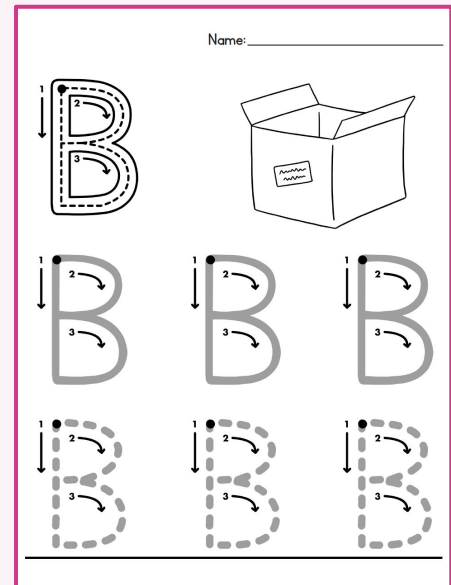
- Say, **You have rights. A right is something you can have or do. You have the right to be safe and the right to make choices.**
- **If you do not feel safe or if a peer asks you to say something mean to someone else you can say no. You should say no if a stranger asks you to go somewhere with them.**
- **Can you think of another time you can say no?** Talk together then allow your child to independently write and draw about times they can say no.
- After, ask, **Tell me what you wrote about please.**



Literacy: B

MATERIALS: [Letter B Practice](#), pencil, crayons

- Brainstorm words that start with the letter B.
- Have your child independently practice tracing the letter B. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write?**
What other words start with the same sound as box?



Journal Prompt: My Culture

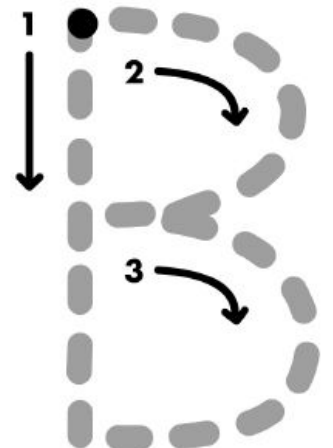
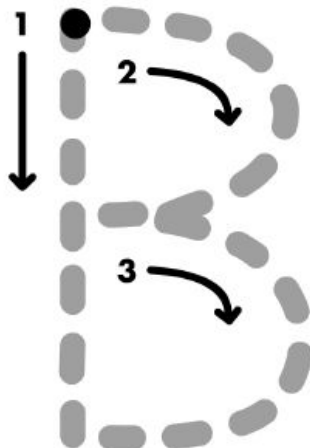
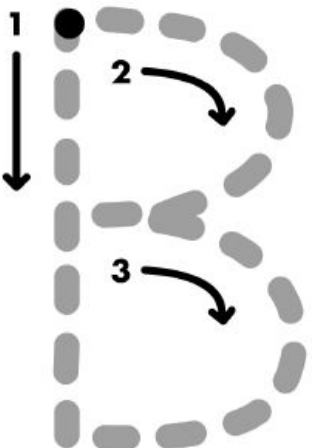
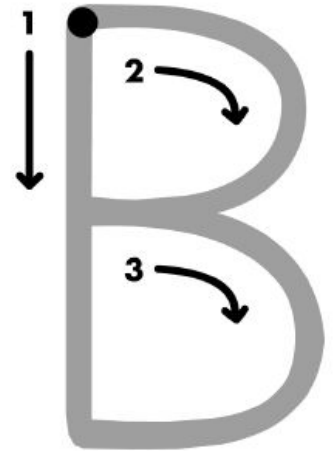
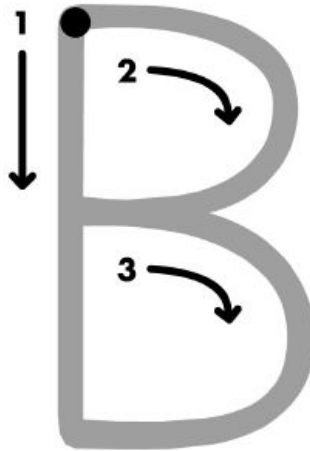
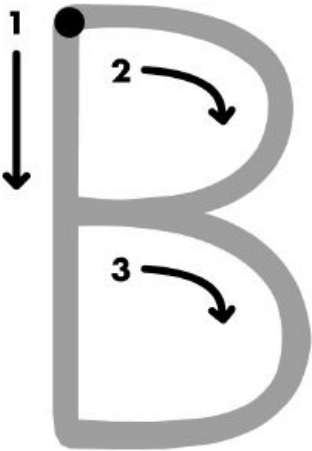
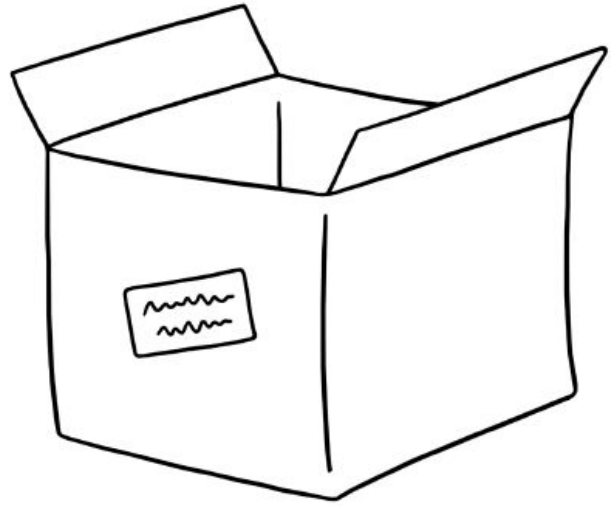
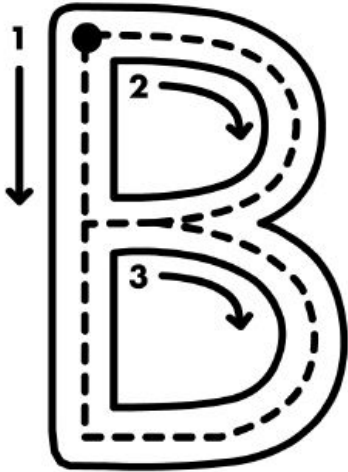
MATERIALS: crayons, My Culture Journal Page

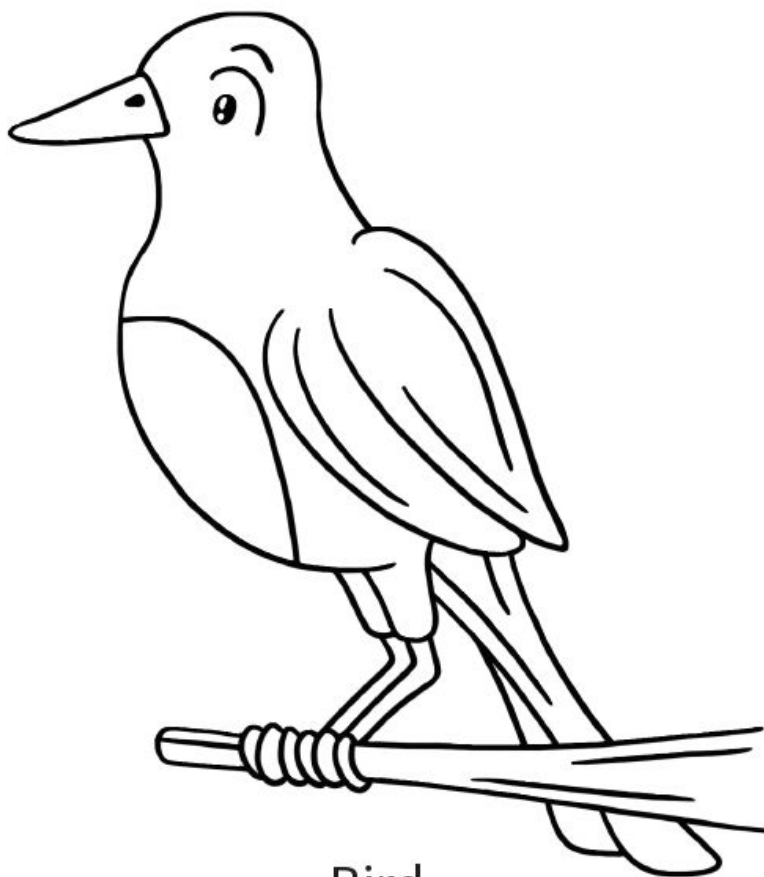
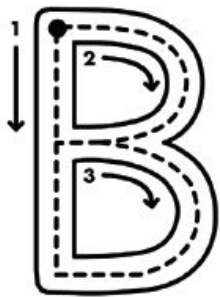
- With your child, talk about your own culture and what makes it special.
- Have your child independently draw and write about their favorite part of their culture.
- Later, ask, **Tell me about your favorite part of our culture. Why did you choose that part?** You can also share about your favorite part of your culture.

Name: _____

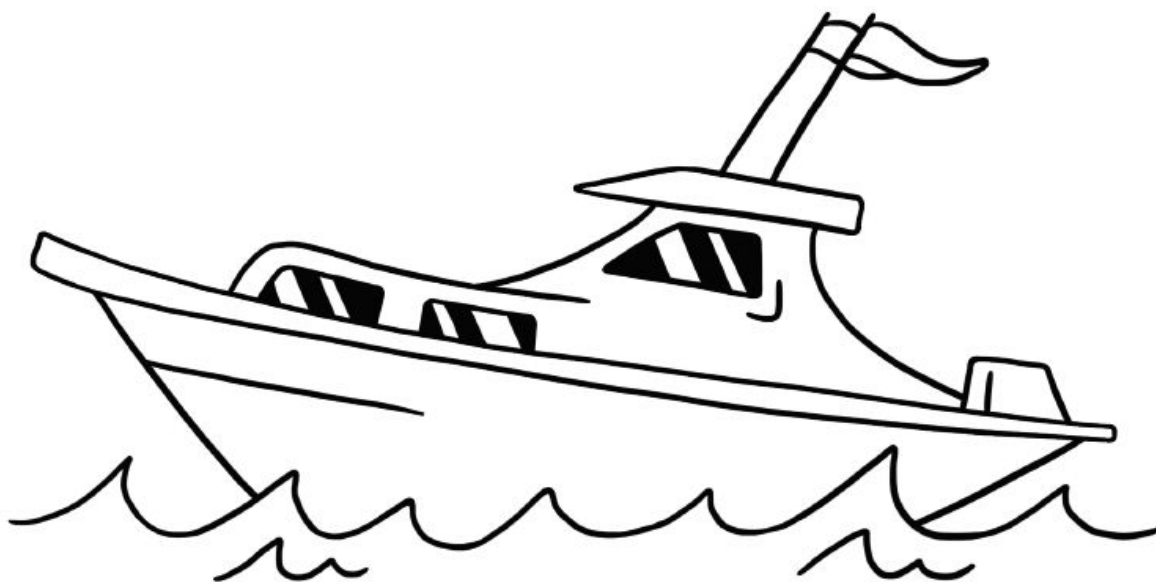
What is your favorite part about your culture?

Name: _____





Bird



Boat

Name: _____

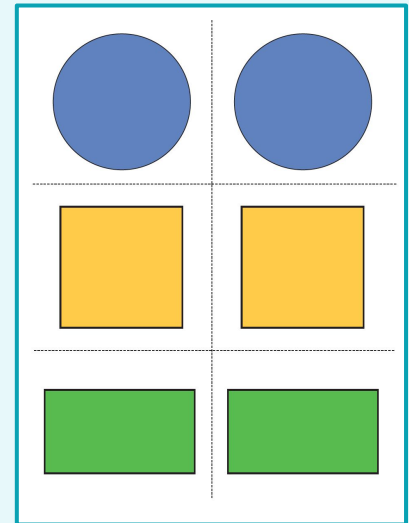
What is your favorite part about your culture?



STEM: 2D & 3D Shapes Review

MATERIALS: [Shapes](#) cut out from day 5, [3D Shapes](#) cut out from day 8

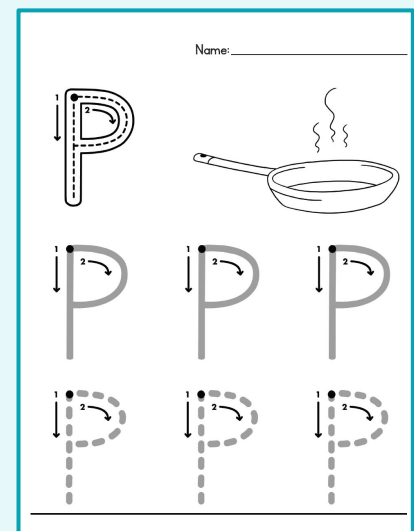
- Say, **We have been learning about 2D and 3D shapes. 2D shapes are flat. 3D shapes are solid, they have length, depth, and width.**
- **I will show you a shape. You tell me if it's 2D or 3D and then tell me its name.**
- Show your child a 2D or 3D shape and ask them to say if it's 2D or 3D then name the shape. They can count the sides or look at its features to help them. It's okay if they need help naming the shapes. They are still learning!
- Repeat for 5-6 shapes.



Independent Learning: Writing P & B

MATERIALS: [P & B](#), pencil, crayons

- Brainstorm words that start with the letters P and B.
- Have your child independently practice tracing the letters P and B. Use the provided sheets or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as pan? Can you think of other words that start with the same sound as bone?**
- Note that these letter sounds are similar, so emphasize the /p/ and /b/ sounds when talking with your child.





Literacy: P & B Review

MATERIALS: paper, crayons

- Make several letter P's and B's on a piece of paper. Tear or cut them apart to make P and B cards.
- Show your child how to play a matching game. Place the cards face down. Flip over two cards. If the letters match, say the letter name and the letter sound. Take the cards out of the playing area. If the cards don't match, flip them face down again.
- Then it's your child's turn!
- Keep taking turns and playing until all the matches have been made.
- You can also include the letters E, H, and T for review.



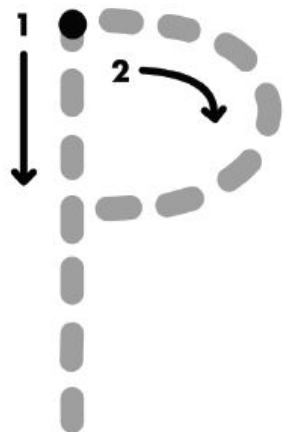
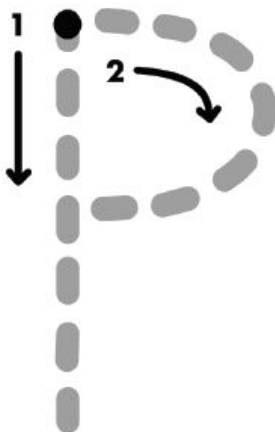
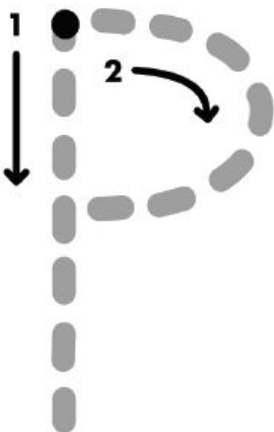
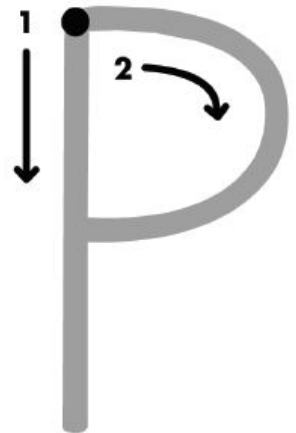
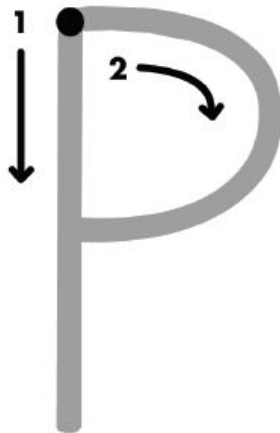
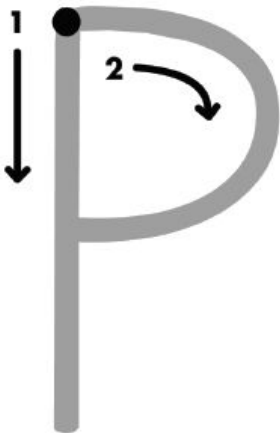
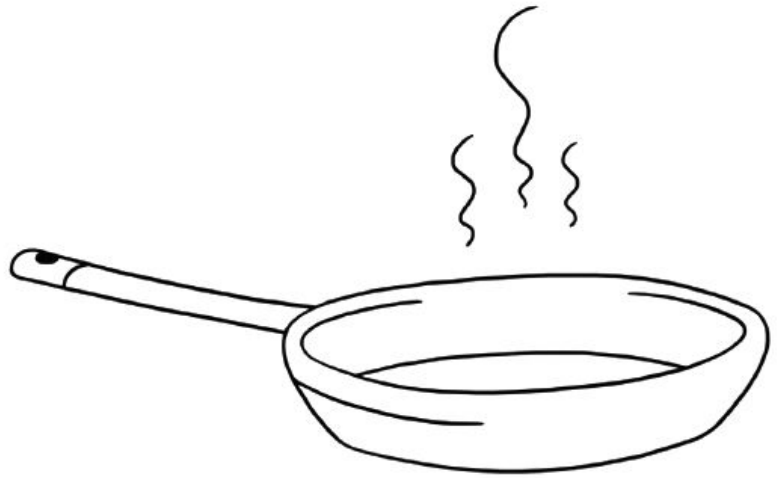
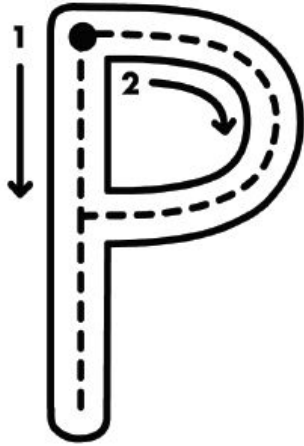
Read: *I Can Count Lots of Ways*

MATERIALS: [*I Can Count Lots of Ways*](#)

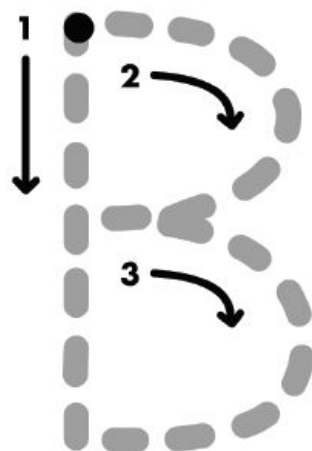
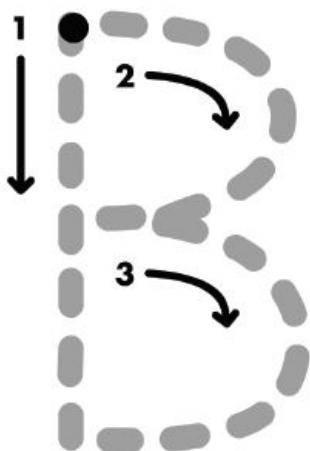
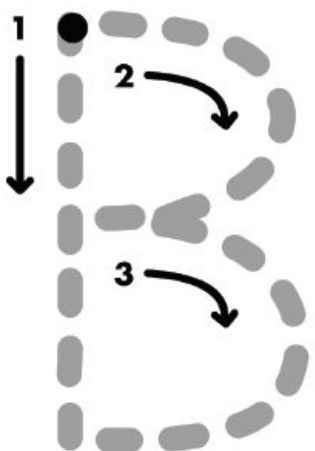
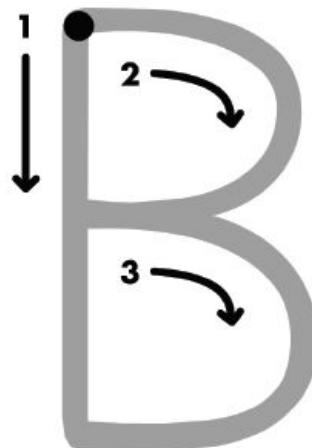
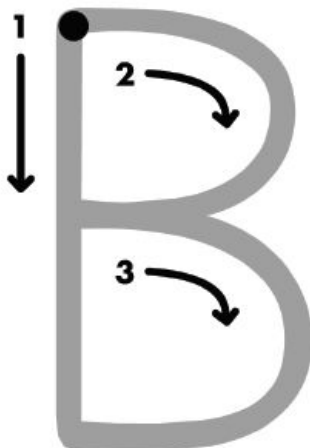
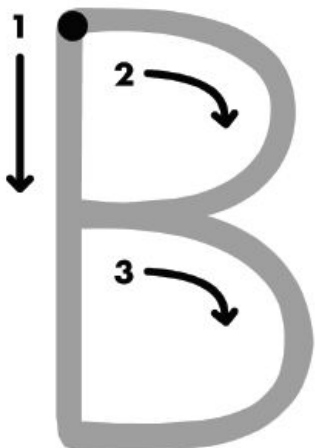
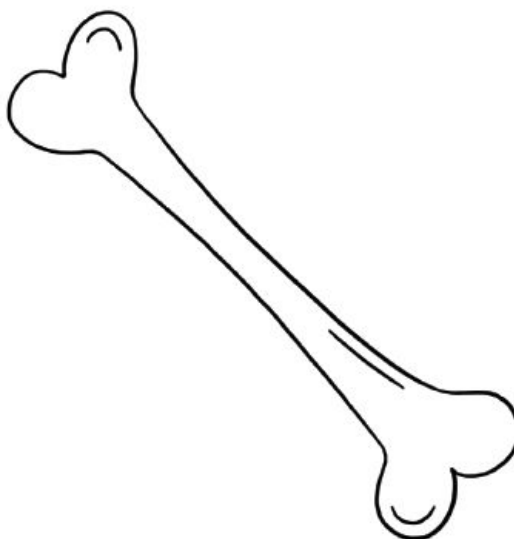
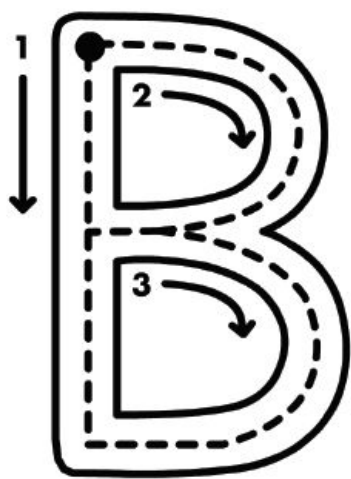
- With your child, read *I Can Count Lots of Ways*.
- After, show pp. 12-13. Say, **Wow! That's a lot of stars. It would take a long time to count one by one all the way to 100, but let's see how quickly I can count by tens.** Point to each row and count 10, 20, 30, etc. **That was much faster!**
- Your child is only being introduced to different ways of counting. They aren't expected to count by tens!



Name: _____



Name: _____



Welcome to Unit 5! In Unit 5 your child will learn about culture. Though cultures are not the same, they are not that different. They will learn about five characteristics of cultures: food, language, celebrations, clothing, and art.

