

PK4

Unit 2

Family & Community





Unit 2

Family and Community



AppleTree

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PK4 Unit 2 Overview



Dear Families,

We've started a new unit! Unit 2 is all about families and communities. Children will identify and write about their family members. Also, children will learn tasks families do, such as helping at home. Finally, children will explore their community by learning about the roles and responsibilities of different community helpers.

Unit 2 Books



- *The Calm Body Book* by Phoenix Lynn Minklei Fermin
- *The Transportation Book* by James Bean
- *Nathan's Neighbor's* by Shelly L. Duffer
- *I Can't Go to School but I Can Do Lots of Things* by Cathryn O'Sullivan

ECR @ Home activities include: creating family portraits, weather observations, and community helper coloring pages. Your child will also practice counting the number of syllables in a word, counting, identifying and writing numbers 0-5, and copying patterns.

Unit 2 Vocabulary

calm

community

community helper

family

feelings

home

neighborhood

vehicle

Week 1

PK4 Unit 2 Week 1 Overview

Who's in a Family?

This week your child will:

be able to identify family members and discuss the importance of families.



Key Vocabulary



calm

relaxed and quiet, not angry, nervous, or upset



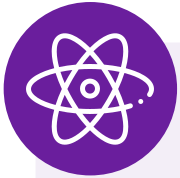
family

people who are related to and care about each other

Create Connections

**Think
About It!**

This week is all about families! Before you begin the packet, think about your family. Write and draw about what family means to you.



STEM: Count the Books

MATERIALS: 3 books, bag or box

- Place three books in a bag or box.
- With your child, practice counting three books. Say, **Let's practice counting. Count means to say a number word for each object.**
- Say, **Let's count the books. I will say a number for each book.** Take out the books one-by-one as you count to 3.
- Have your child count as they put the books back into the bag.



Independent Learning: Family Portraits

MATERIALS: paper, watercolor palette or crayons

- **Talk** with your child about which family members they'd like to paint.
- Have your child **independently draw** and **paint** a family portrait.
- Later, practice counting. Say, **How many people are in your portrait? Let's count!** Together, count the family members in the portrait.

Monday

PK4 Unit 2 Week 1 Day 1



Literacy: The First Letter in My Name

MATERIALS: paper, 2 markers

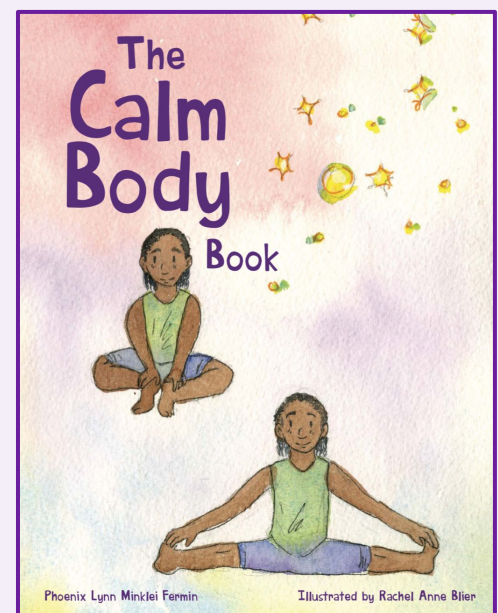
- Write the first letter of your child's name. Finish writing their name in all uppercase letters using a different color marker.
- With your child, practice identifying the first letter in their name. Say, **What is your name? __ (child's name) __ starts with the letter ____.** Point to the letter. **Can you say __ (letter) __? Can you point to the __ (letter) __?**
- If your child already knows the first letter of their name, focus on the second letter.



Read: *The Calm Body Book*

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

- Together, **read** *The Calm Body Book*.
- After reading, practice Feather Breath together.
- Say, **Pretend you have a feather on your nose—breathe out of your mouth to blow your feather up into the air. Breathe in as you bring your feather back down to your nose.**
- Try feather breaths when your child (or you!) get frustrated throughout the day. Feelings happen!

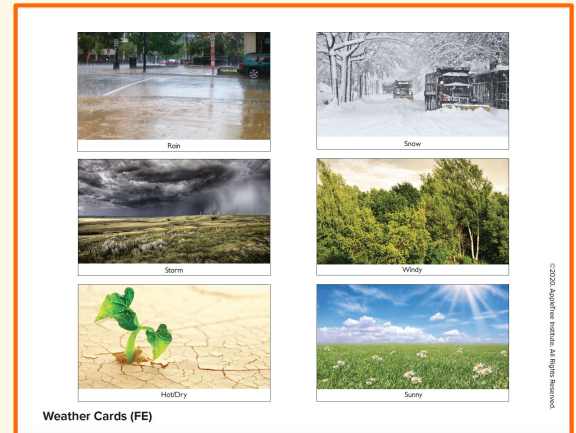




STEM: Weather Observations

MATERIALS: glue, [Three-Column Chart](#), [Weather Cards](#)

- Cut out the Weather Cards. Label the columns on the chart “see,” “feel,” “hear.”
- With your child, talk about how to make weather observations. Show the snow card. Say, **This is snow, I can see the snow when I look outside.** Have your child glue the snow card under the “see” column.
- Continue sorting for the remaining cards.



Independent Learning: Scribble Art

MATERIALS: paper, marker, crayons, *optional* - [Calming Space Reference Page](#)

- Say, **When you feel sad, mad, or frustrated, you can calm your body by creating scribble art!**
- Have your child, use a marker, without lifting it from the paper, to make a random design or pattern.
- Then, use crayons to color in the shapes created by the design.
- Need to set up a calming space in your home? Check out the Calming Space Reference Page or the Calming Space video found [here](#) to help get you started!



Tuesday

PK4 Unit 2 Week 1 Day 2



Literacy: Characters

MATERIALS: any book

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



Journal Prompt: My Special Family

MATERIALS: crayons, My Special Family Journal Page

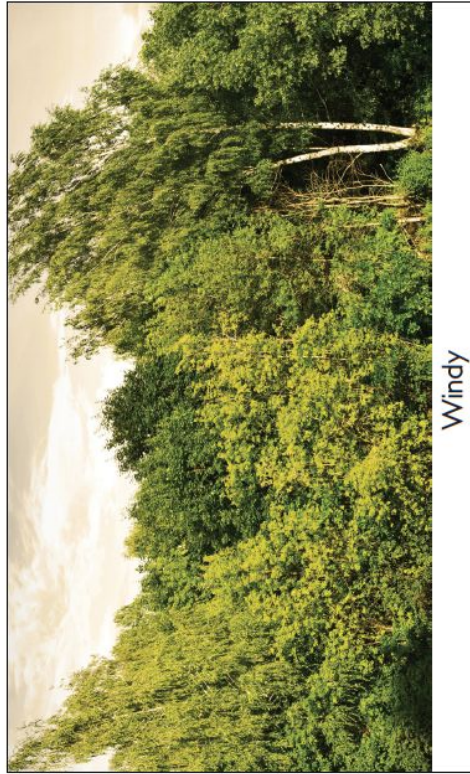
- Have your child **independently write** and **draw** about what makes their family special.
- Later, ask, **Can you tell me about what you wrote? What makes our family special? Do we have any special activities we like to do together?**

Name: _____

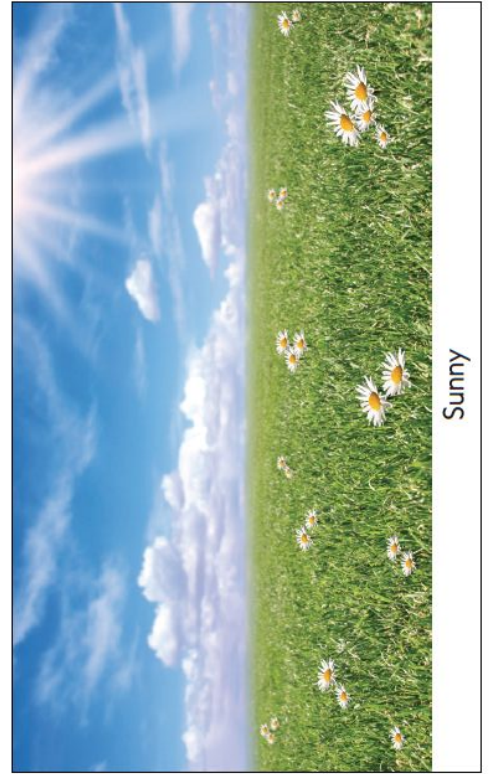
Write and draw about what makes your family special to you.



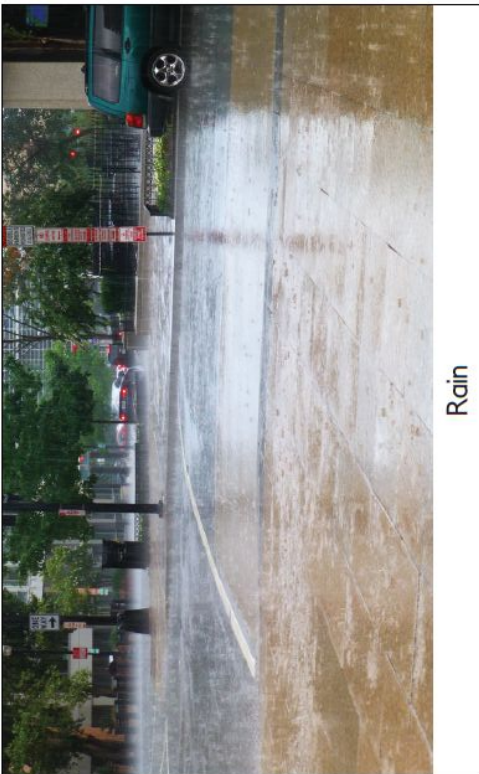
Snow



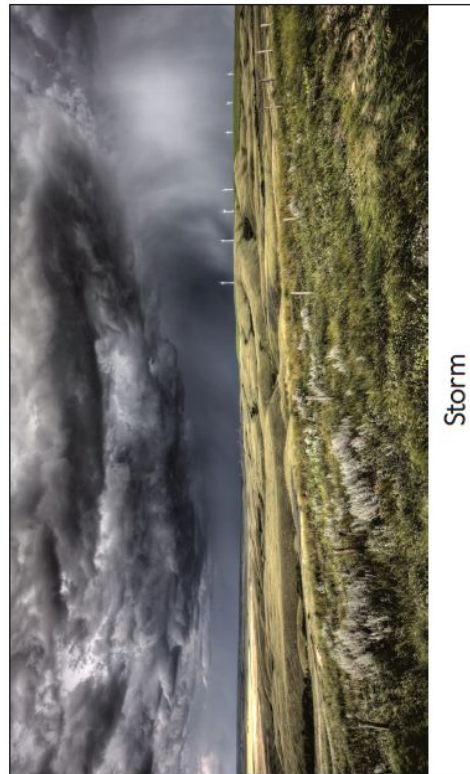
Windy



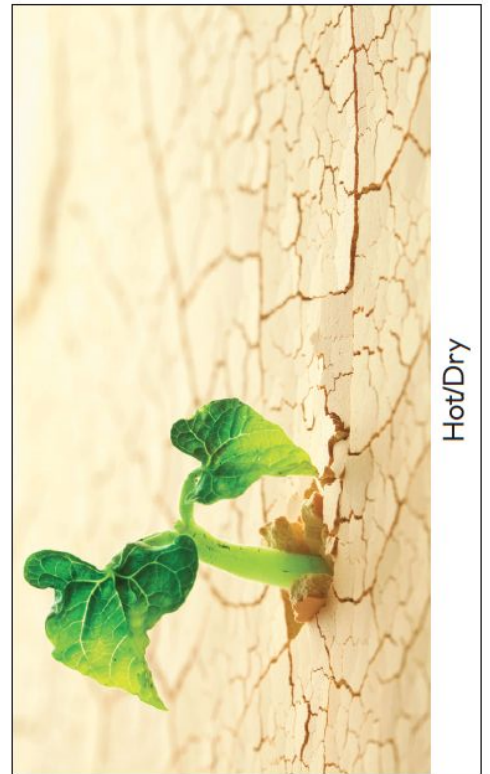
Sunny



Rain



Storm



Hot/Dry

Calming Space

Children sometimes have strong feelings, and that's okay! Create a calming space with your child where they can go when they are upset. Help your child understand it is not a "timeout" place because they are in trouble. Instead, it is a place to stop and think about feelings and actions.

Setting Up A Calming Space

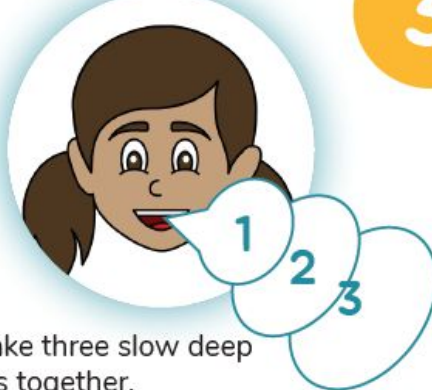
- find a quiet, safe space
- provide soft items, like a pillow or blanket
- include calm materials, like books or stuffed animals

1



I see you're feeling _____. Let's go to the calming space together.

2



Let's take three slow deep breaths together.

3

Would you like to:

- ☐ Draw or color
- ☐ Play with a calm toy
- ☐ Read
- ☐ Listen to music

4



You are doing a great job ____ to calm down!

5

Are you ready to talk about it?

What are you feeling?

I am feeling _____ because...

What are you thinking?

I am thinking _____ because...

What could you do next time?

I think I could...



Name: _____

Write and draw about what makes your family special to you.

Wednesday

PK4 Unit 2 Week 1 Day 3



STEM: Wiggle Patterns

- Together, practice patterns by playing a movement game. Think of three movements to repeat over and over. Say, **I am going to jump, wiggle, clap, jump, wiggle.** Have your child continue your pattern.
- Create patterns in a different order, like jump, jump, clap or wiggle, jump, jump.
- *Switch roles.* Your child creates a movement pattern, and you continue it.



Independent Learning: Family Fun Collage

MATERIALS: paper, glue, crayons, scissors, glue, magazines or mail fliers

- Brainstorm fun events or activities that you like to do as a family.
- Have your child **independently cut out** and **glue or tape** pictures that represent family fun to create a collage. Your child can draw pictures too!
- Later, ask, **Can you describe what family activities you included? What is your favorite family activity?**

Wednesday

PK4 Unit 2 Week 1 Day 3



Literacy: Letter Walk

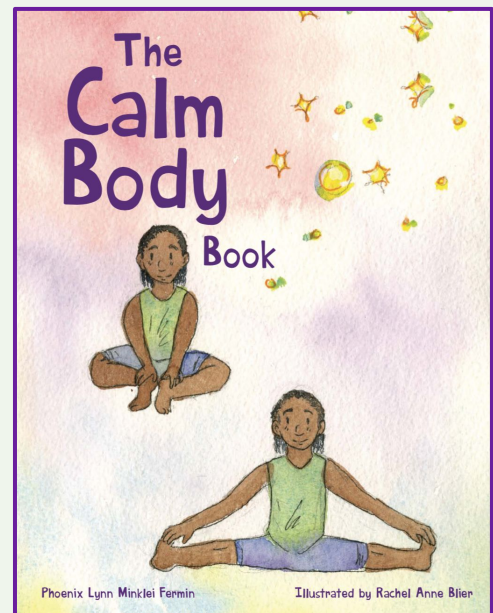
- With your child, review the first letter of their first name. Say, **What is your name?** __ (child's name) __ **starts with the letter** _____. Write the letter. **Can you say** __ (letter) __? **Can you point to the** __ (letter) __?
- **Take a walk** around your home or outside. Look for the first letter in your child's name.



Read: *The Calm Body Book*

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

- Together, **read** *The Calm Body Book*.
- After reading, practice Sun Rolls. Sit comfortably. Say, **Put your chin on your chest. Breathe in and roll your head to one shoulder. Breathe out and put your chin on your chest. Breathe in and roll your head to your other shoulder. Go slow.** Try two more times.
- Try Sun Rolls when your child (or you!) get upset or feel cooped up throughout the day.



Wednesday

PK4 Unit 2 Week 1 Day 3



Let's Move: Being Calm

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

- With your child, talk about using calm breaths and stretches to calm their body. Say, **When you feel upset or frustrated, you can stop, think about how to calm down, like a stretch, then act.**
- Together, pick calm breaths and stretches to try from *The Calm Body Book*.



Learning Together: Which Weighs the Most?

MATERIALS: items from around the home of varying weights

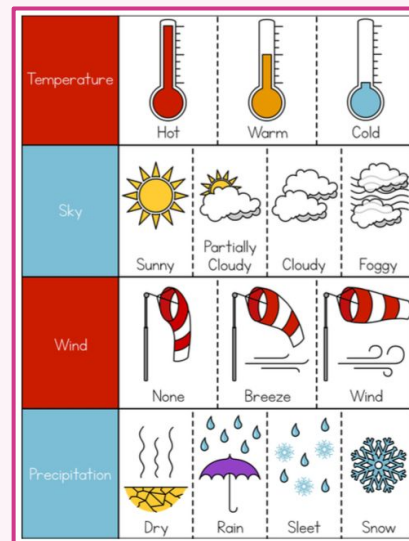
- With your child, explore weight. Say, **Weight is how heavy or light something is.**
- Say, **Some things are heavy.** Give your child a heavy item, like laundry soap. Say, **Other things are light.** Give your child a piece of paper.
- Play a game to guess if an item is heavy or light. Show your child an item and ask, **Do you think this is heavy or light? Why?** Then, hand your child the item so they can check their guess.



STEM: Weather Chart

MATERIALS: [Weather Chart](#)

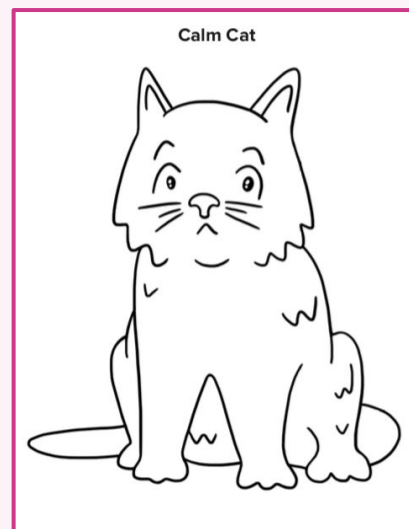
- Say, **Next week we are going to observe the weather! We can use a chart to help us know the weather outside.** Show the chart.
- With your child, review each type of weather.
- Ask, **How can we tell if we need to wear a coat? Does it snow where we live? Rain? What is wind? Do you like playing in the snow?**



Independent Learning: Calm Animal Coloring

MATERIALS: crayons, [Calm Animals Coloring 1](#)

- With your child, review ways to calm their body, like deep breaths, coloring, or getting a drink of water.
- Have your child **practice calming** their body by **independently coloring** the provided pages.





Literacy: Characters

MATERIALS: any book

- Together, read a book. Then, talk about the characters in the story. Say, Tell me about the story. Who were the characters? Who was the story about?
- Describe a character. Then, ask, What do you notice about __ (character) __?



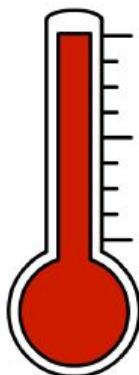
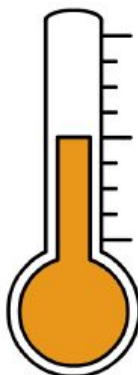
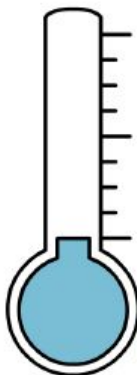






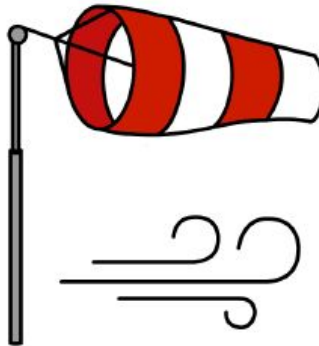




Journal Prompt: Calming Activities

MATERIALS: crayons or markers,
Learning At School Journal Page

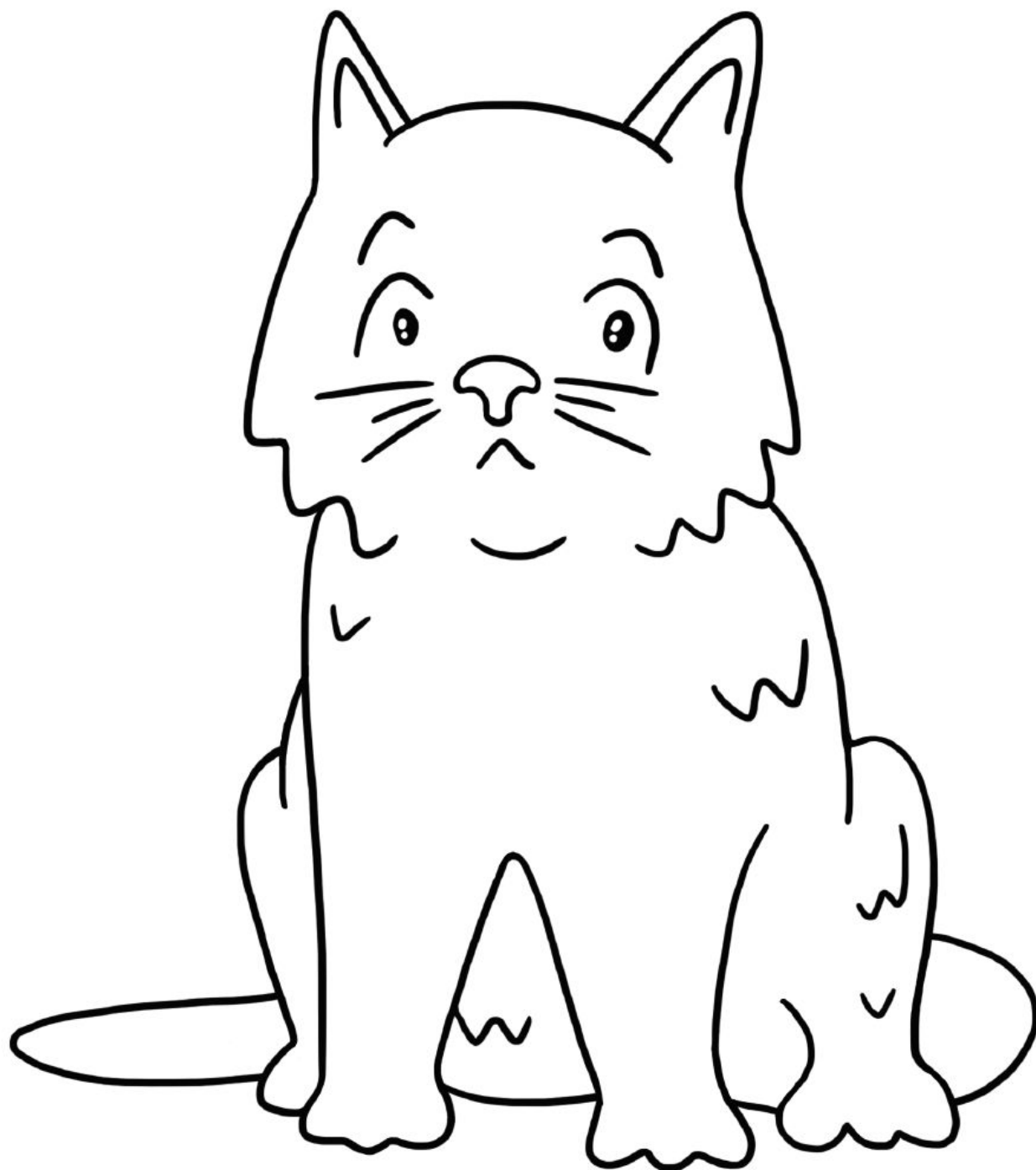
- Together, **brainstorm** calming activities to try when your child feels upset or frustrated.
- Have your child **independently write** and **draw** about their favorite calming activity.
- Later, ask, **What is your favorite calming activity?** Consider practicing the activity your child selected.

Name: _____

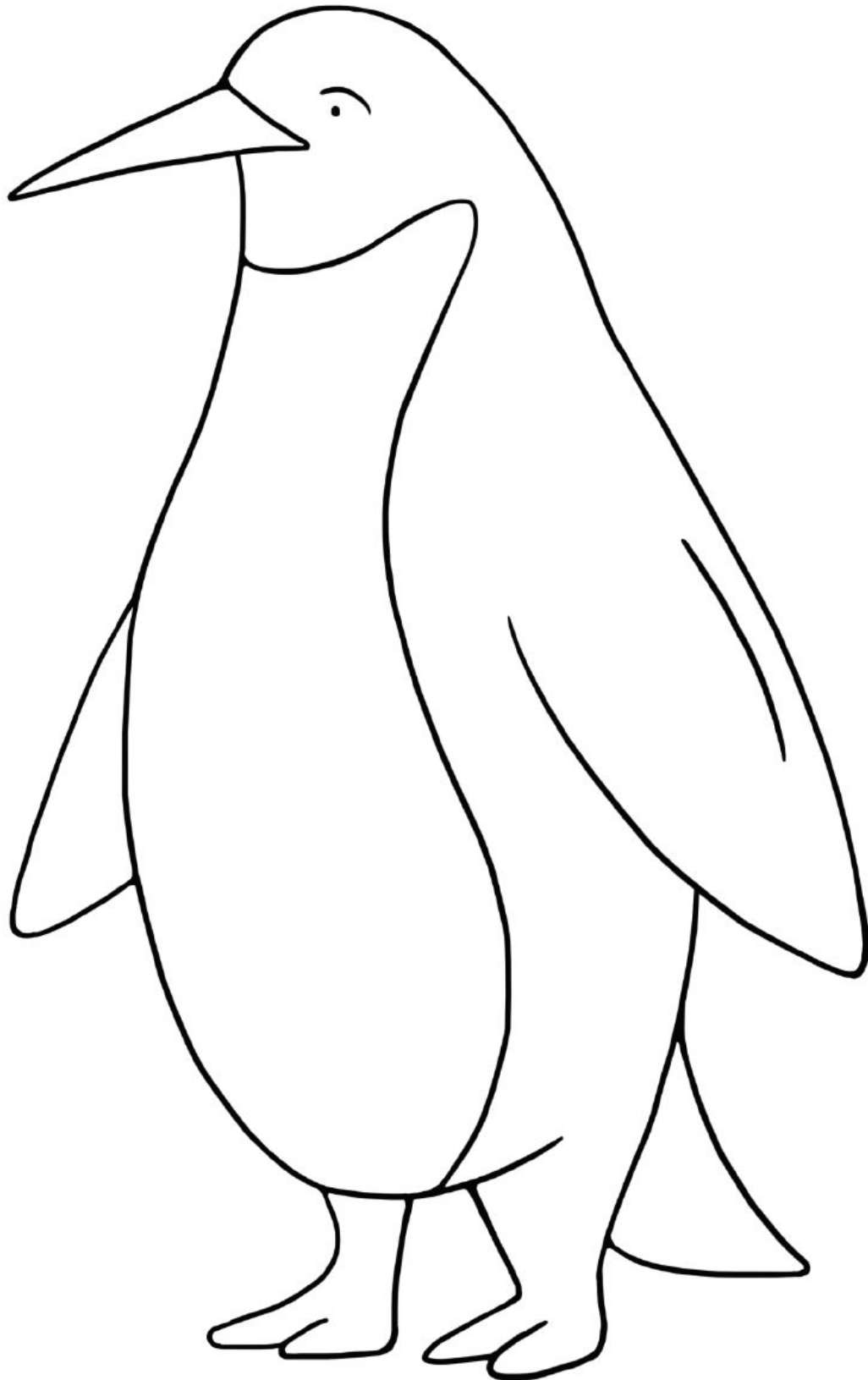
What calming strategy did you try this week?

Temperature	 Hot	 Warm	 Cold	
Sky	 Sunny	 Partially Cloudy	 Cloudy	 Foggy
Wind	 None	 Breeze	 Wind	
Precipitation	 Dry	 Rain	 Sleet	 Snow

Calm Cat



Peaceful Penguin



Name: _____

What calming strategy did you try this week?



STEM: Count the Markers

MATERIALS: 5 markers, bag or box

- Place five markers in a bag or box.
- With your child, practice counting five markers. Say, **Let's practice counting. Count means to say a number word for each object.**
- Say, **Let's count the markers. I will say a number word for each marker.** Take out the markers one-by-one as you count to 5.
- Have your child count as they put the markers back into the bag.



Independent Learning: Helping at Home

MATERIALS: paper, crayons or markers, *optional*

- [Helping at Home Chart](#)

- Together, **brainstorm** simple tasks, like putting away toys, that your child can do at home.
- Have your child **independently write** and **draw** about other ways they can help at home.
- Later, **create a helping at home chart** with your child. Consider including 1-3 small tasks your child can do each day.

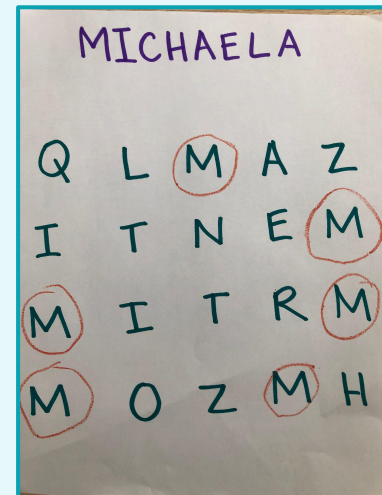
HELPING AT HOME!	
Activity	
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Literacy: Letter Hunt

MATERIALS: paper, crayons

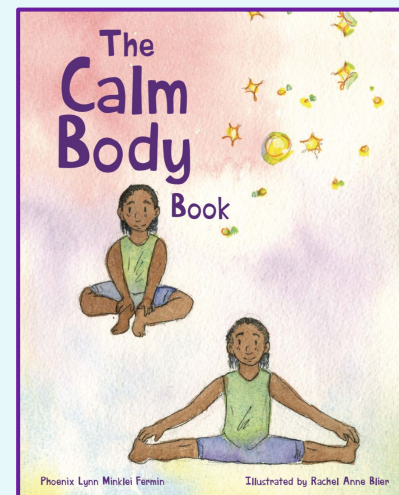
- In all uppercase letters, write your child's name at the top of the paper. Below their name, write random uppercase letters. Be sure to include several letters that match the first letter of your child's first name.
- Have your child **look for** and **circle** the first letter of their name.



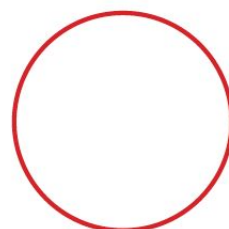
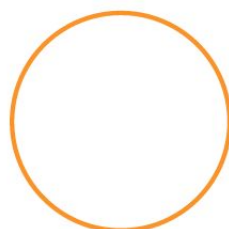
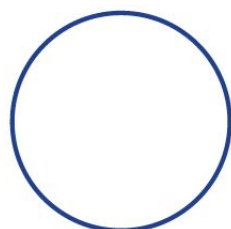
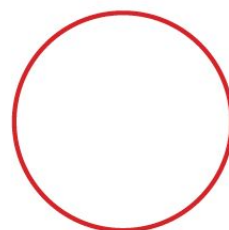
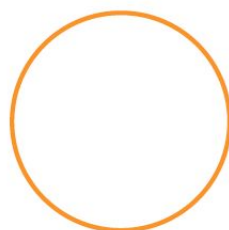
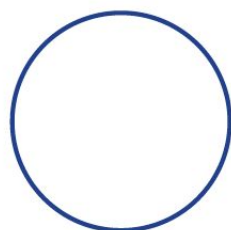
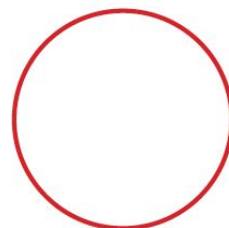
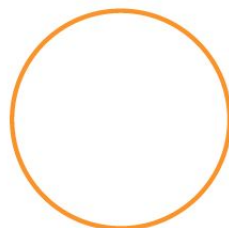
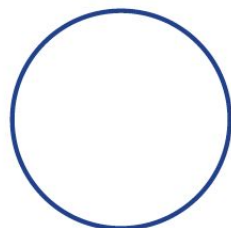
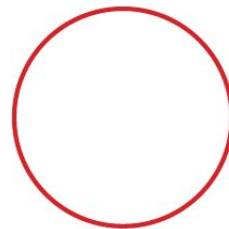
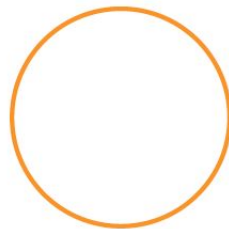
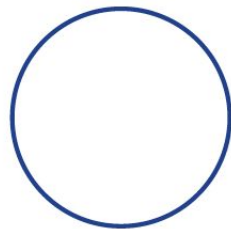
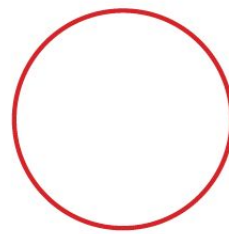
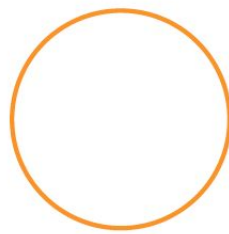
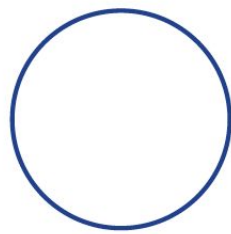
Read: *The Calm Body Book*

MATERIALS: [*The Calm Body Book*](#), paper, crayons, scissors

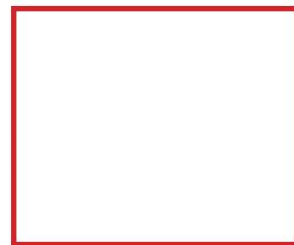
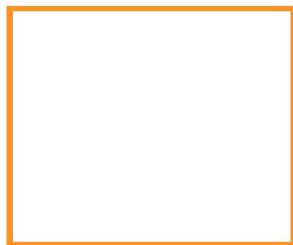
- Together, **read** *The Calm Body Book*.
- After reading, practice Fluffy Cloud, Hard Rock. Sit or stand. Say, **Close your eyes. Make your whole body tight. Don't move for three counts. 1-2-3. Breathe out and let your body relax.** Try two more times.



HELPING AT HOME!



Activity



Week 2

PK4 Unit 2 Week 2 Overview

Family Homes & Community Travel

This week your child will:

describe and draw their home and demonstrate how people and things move from one place to another.

Key Vocabulary



community

the people and places in the same area or neighborhood



home

the place where you live



vehicle

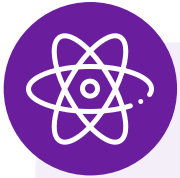
a machine that is used to take people from one place to another



Create Connections

**Think
About It!**

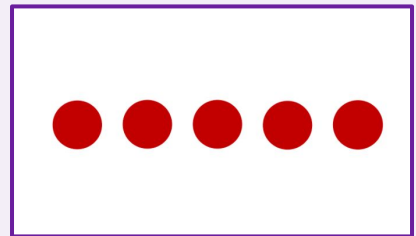
This week, this all about traveling around your community! Before you begin the packet, draw and color a vehicle (car, truck, train) that you create. Your vehicle can be one you've seen or something you makeup!



STEM: Counting Dots

MATERIALS: crayons or markers, paper, [1-5 Dot Cards](#)

- With your child, practice counting the dots on the cards.
- Say, **Let's count and say a number for each dot!** Show your child how to count as you point one finger to one dot.
- Have your child practice pointing to and counting the dots on the cards up to five.



Independent Learning: At the Park

MATERIALS: paper, watercolor palette

- With your child, talk about parks, playgrounds, or other play spaces in your neighborhood.
- Have your child **independently paint or draw** a picture of their favorite park or playground activity.
- Later, ask, **What do you like to do at the park? How do you feel when you go to the park?**

Monday

PK4 Unit 2 Week 2 Day 6



Literacy: Syllables Jump

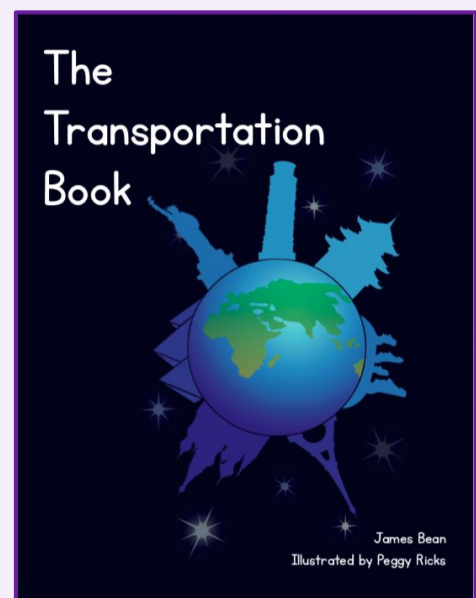
- Practice jumping to one-syllable words. Say, **Syllables are the beats in words. We can jump on the beats we hear.**
- **Some words only have one beat.** Jump once.
- **Let's jump the syllables in the word sky.** Say the word and jump once.
- Jump on the syllables in other words, like pet, cat, bed.

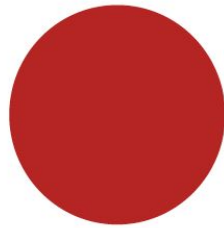
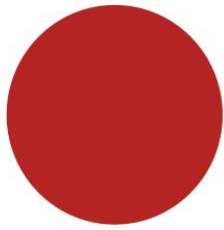
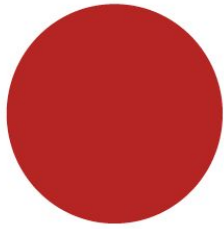
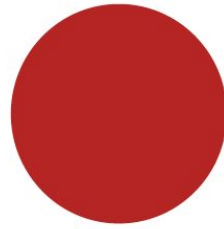
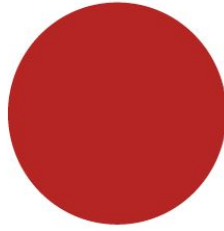


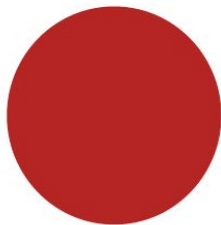
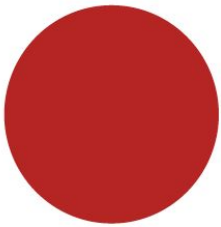
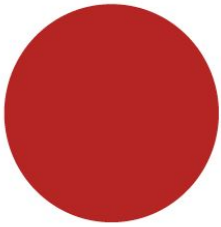
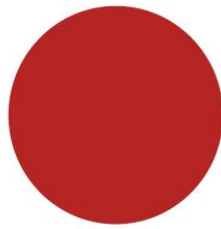
Read: *The Transportation Book*

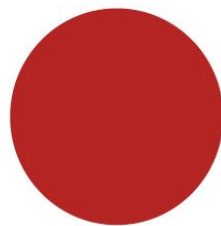
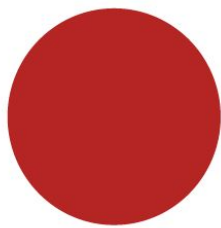
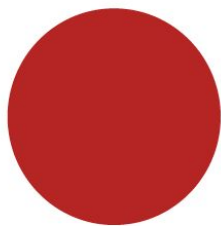
MATERIALS: [*The Transportation Book*](#)

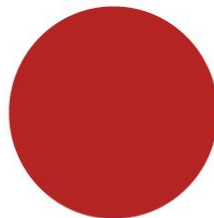
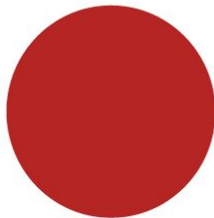
- Together, **read** *The Transportation Book*.
- As you read, **act out** riding or driving different vehicles in the book. For example, **Let's pretend to balance on a skateboard!**

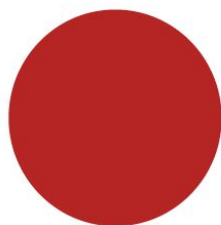












Tuesday

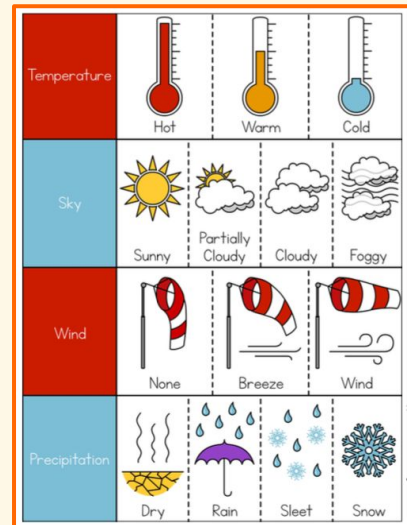
PK4 Unit 2 Week 2 Day 7



STEM: What's the Weather?

MATERIALS: [Weather Chart](#)

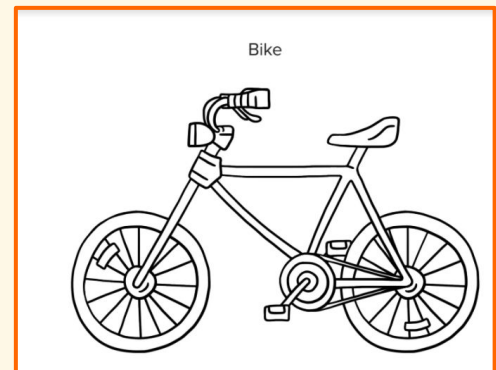
- Together, go outside or look out the window and **observe** the weather.
- Using the Weather Chart, have your child **record** the weather by **circling** the best option for each weather type (temperature, sky, wind, precipitation).
- **Describe** the weather based on your child's observations.



Independent Learning: Transportation Coloring

MATERIALS: crayons, [Transportation Coloring](#)

- Have your child **independently color** the vehicles.
- Later, **identify** and **talk about** the purpose of each vehicle with your child.



Tuesday

PK4 Unit 2 Week 2 Day 7



Literacy: Setting

MATERIALS: any book

- Together, **read a book**. Then, talk about the setting of the story. **Where was the setting? Where was the character in the story?**



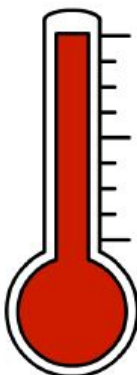
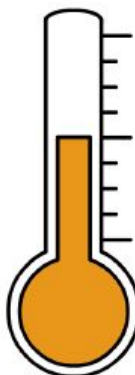
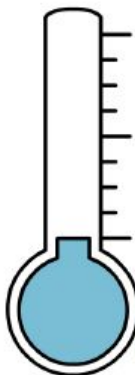






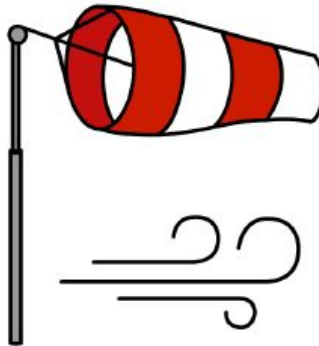




Journal Prompt: Neighborhood Travel

MATERIALS: crayons, Neighborhood Travel Journal Page

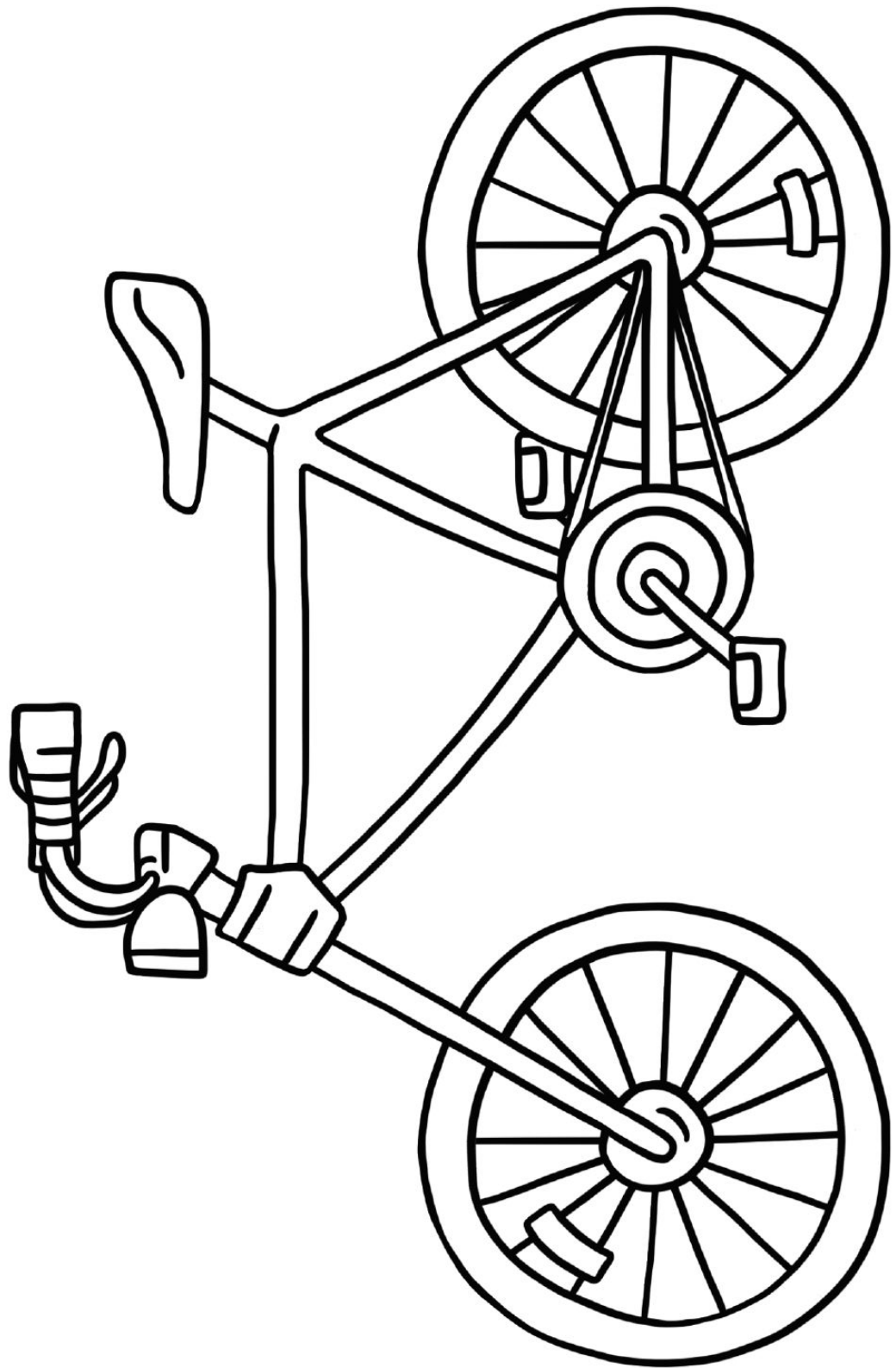
- Together, **brainstorm** ways you travel around your neighborhood.
- Have your child **independently write** and **draw** about how they travel.
- Later, ask, **What type of transportation did you write about? Where do we go when we travel in a _____?**

Name: _____

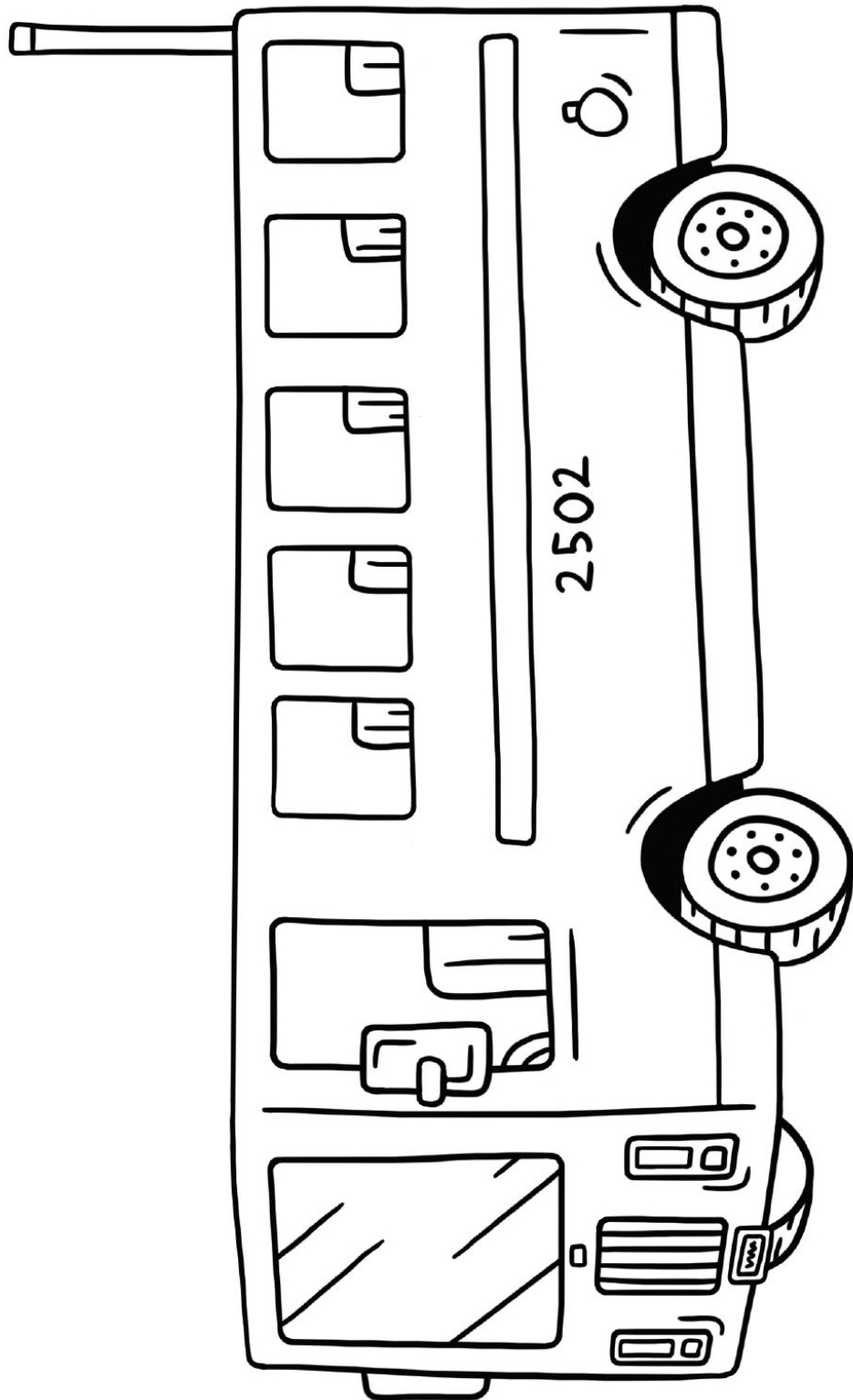
What is one way you travel around your neighborhood?

Temperature	 Hot	 Warm	 Cold	
Sky	 Sunny	 Partially Cloudy	 Cloudy	 Foggy
Wind	 None	 Breeze	 Wind	
Precipitation	 Dry	 Rain	 Sleet	 Snow

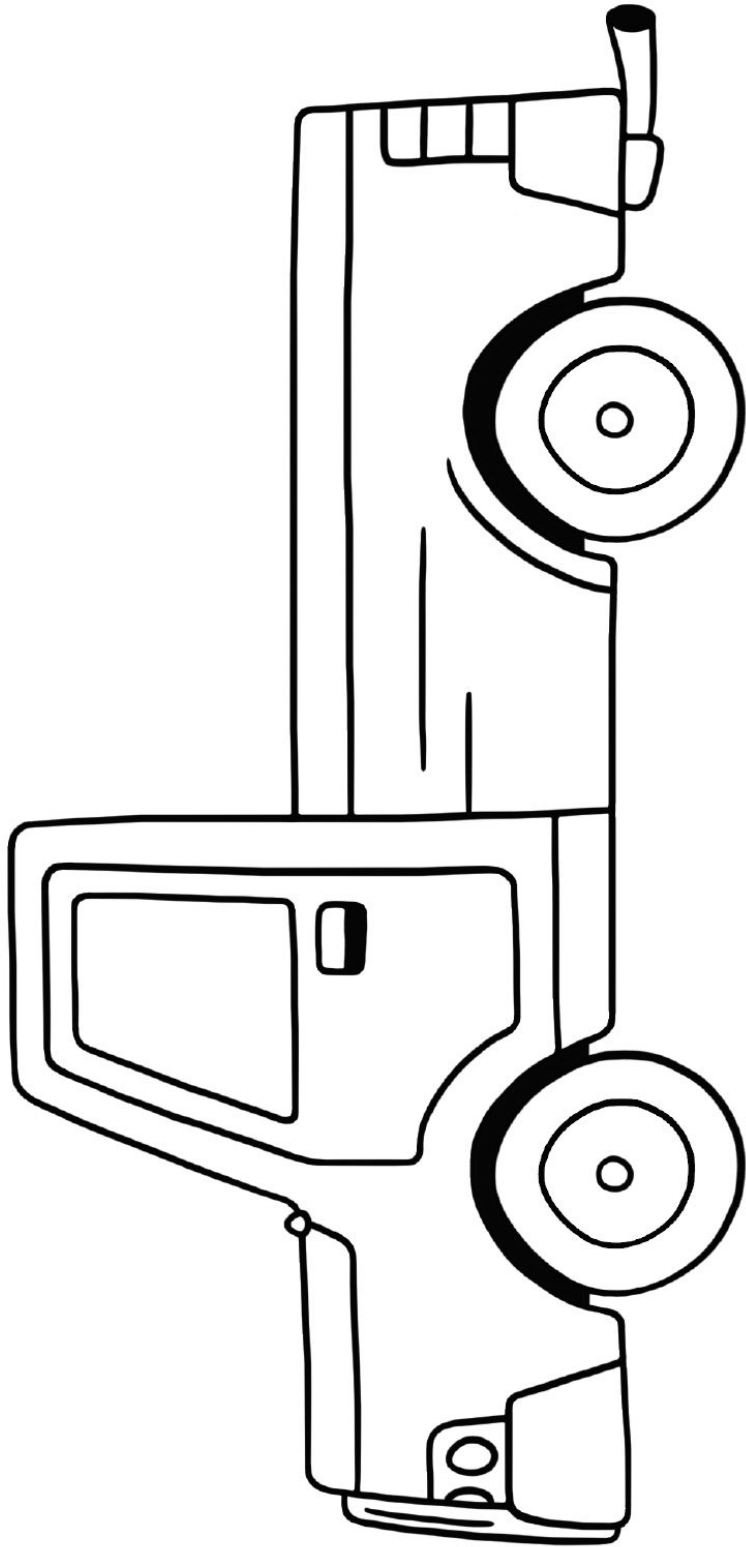
Bike



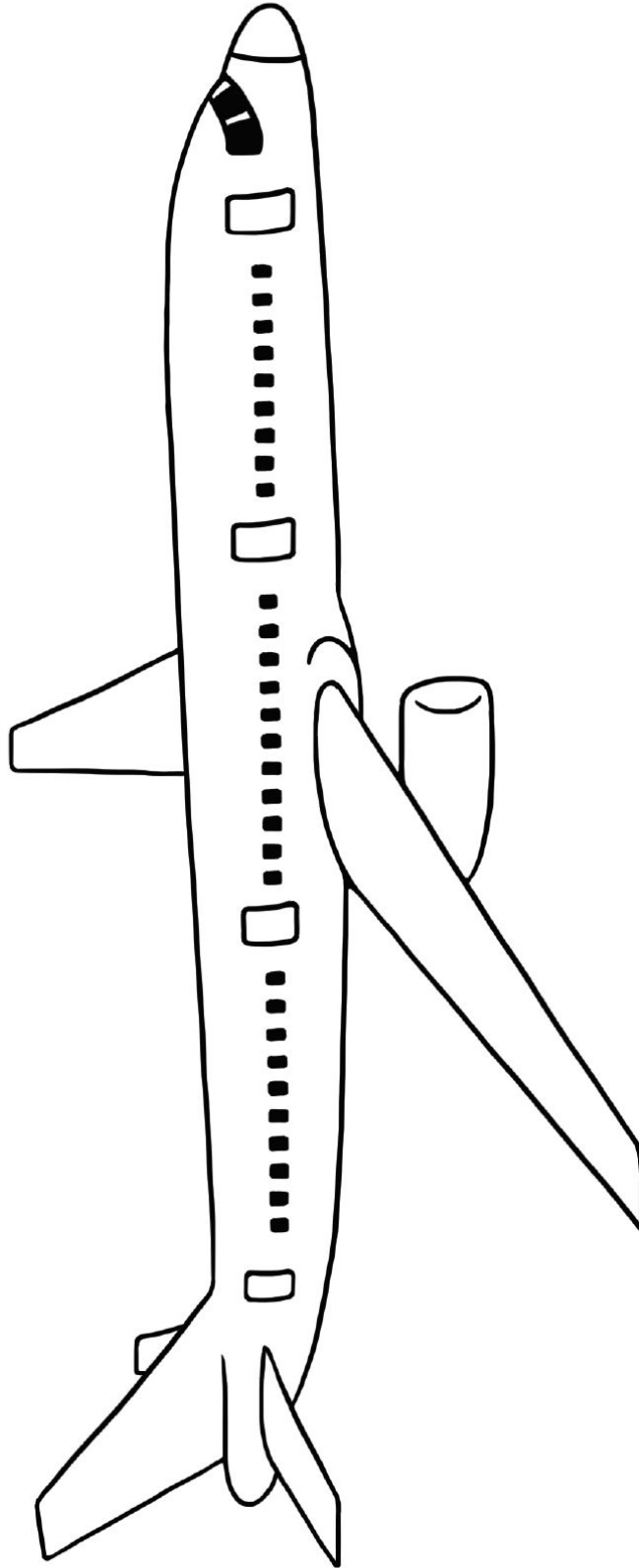
Bus



Truck



Airplane



Name: _____

What is one way you travel around your neighborhood?



STEM: Wiggle Patterns

- Together, practice patterns by playing a movement game. Think of three movements to repeat over and over. Say, **I am going to spin around, jump, clap, spin around, jump.** Have your child continue your pattern.
- Create patterns in a different order, like spin, spin, clap or spin, jump, jump
- *Switch roles.* Your child creates a movement pattern, and you continue it.



Independent Learning: Drawing My Home

MATERIALS: crayons or markers, paper

- Together, **talk about** different rooms in your home and their function. **Highlight** any special furniture included in a room.
- Have your child **independently draw** and **color** their home.
- Later, use their drawing as a map to walk through your home.

Wednesday

PK4 Unit 2 Week 2 Day 8



Literacy: Syllables Stomp

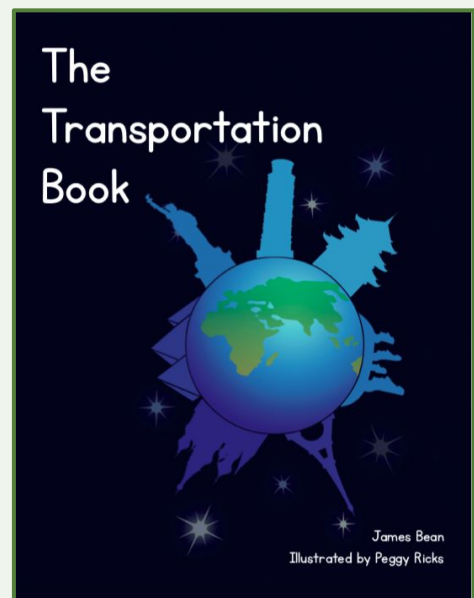
- Practice stomping syllables. Say, **Syllables are the beats in words. Let's stomp the syllables in the word car.** Say the word and stomp once.
- Stomp the syllables in other words like bus, air-plane, scoot-er, ve-hi-cle.



Read: *The Transportation Book*

MATERIALS: [*The Transportation Book*](#)

- Together, **read** *The Transportation Book*.
- After reading, ask, **What type of vehicle would you use to travel long distances? Why would you use a _____? How would you travel shorter distances, like around your neighborhood?**



Wednesday

PK4 Unit 2 Week 2 Day 8



Let's Move: Body Awareness

- Together, play a game to practice following two-step directions. Say, **I am going to say two directions that you will complete.**
- Think of two movements. Say, **Put your feet together, touch your head.**
- Repeat with other actions, like put your hand on your hip, touch your nose.
- *Switch roles.* Your child gives the two-step directions; you complete the movement.



Learning Together: Bubbles at Home

MATERIALS: water, dish or bath soap, items from home, like a washcloth, plastic slotted spoon, colander, etc.

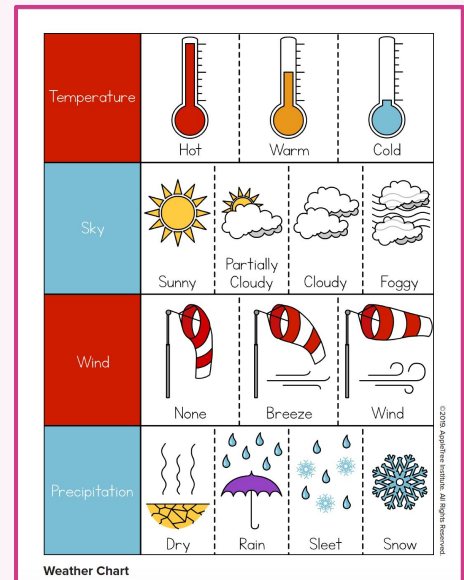
- Fill a sink or the tub with water. Add soap.
- Say, **Sometimes bubbles appear when we are doing things like washing the dishes, washing our hands, or taking a bath!**
- Use various items, like a washcloth or plastic slotted spoon, to create bubbles with your child.
- Ask, **What do the bubbles look like? What size are the bubbles? What happens to the bubbles if we stir the water fast?**



STEM: What's the Weather?

MATERIALS: [Weather Chart](#)

- Together, go outside or look out the window and **observe** the weather.
- Using the Weather Chart, have your child **record** the weather by **circling** the best option for each weather type (temperature, sky, wind, precipitation).
- **Describe** the weather based on your child's observations. **Talk** about if the weather is the **same** or **different** from previous days.



Independent Learning: Getting Around

MATERIALS: paper, crayons, glue

- Cut out shapes, like rectangles, squares, circles, and triangles in a variety of sizes.
- Have your child **glue down** the shape cut-outs to **create a vehicle**.
- Later, ask, **What vehicle did you create? Does your vehicle move things or people? How?**



Literacy: Setting

MATERIALS: any book

- Together, **read a book**. Then, talk about the setting of the story. Ask, **Where was the setting? Where were the characters in the story? How can you tell?**
- Describe the setting. Then, ask, **What do you notice about __ (setting) __?**



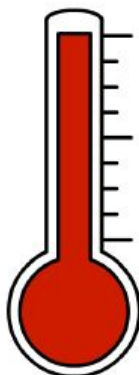
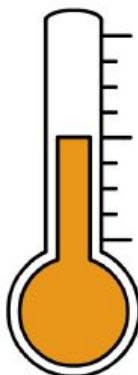
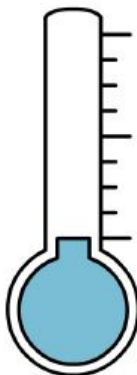






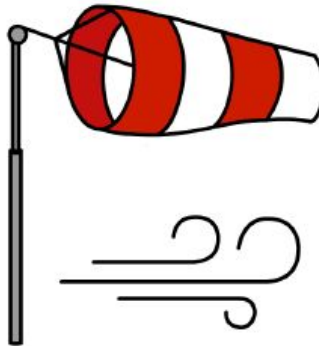




Journal Prompt: My Home

MATERIALS: crayons, My Home Journal Page

- Describe the space you are in. Include details like the colors and textures of any furniture.
- Have your child **independently write and draw** a description of their home.
- Later, ask, **What part of our home did you describe? Can you tell me about it?**

Name: _____

Write about your home.

Temperature	 Hot	 Warm	 Cold	
Sky	 Sunny	 Partially Cloudy	 Cloudy	 Foggy
Wind	 None	 Breeze	 Wind	
Precipitation	 Dry	 Rain	 Sleet	 Snow

Name: _____

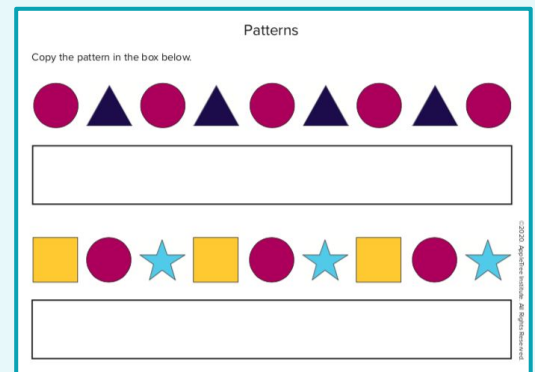
Write about your home.



STEM: Copy the Pattern

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

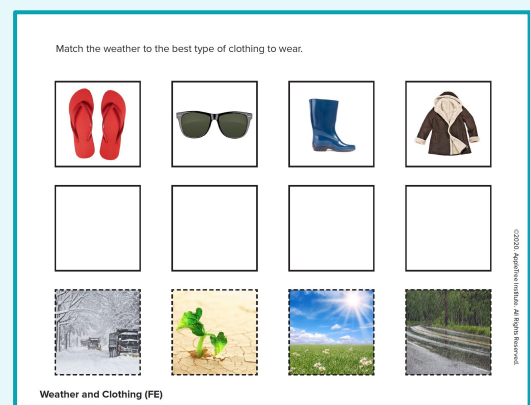
- Together, **practice copying patterns**. Start with the first row. Show your child how to **draw** a matching pattern. Draw attention to the colors and use words such as *next*.
- Have your child **independent practice copying** the patterns for the remaining rows.



Independent Learning: Weather and Clothing

MATERIALS: crayons, [Weather and Clothing](#)

- Have your child independently cut out the weather cards. Then, have your child match and glue the card to the clothing they'd wear in that type of weather.
- Later, ask, **Why would you wear _____ on a _____ day? Why wouldn't you wear a _____ on a _____ day?**





Literacy: Character and Setting

MATERIALS: any book

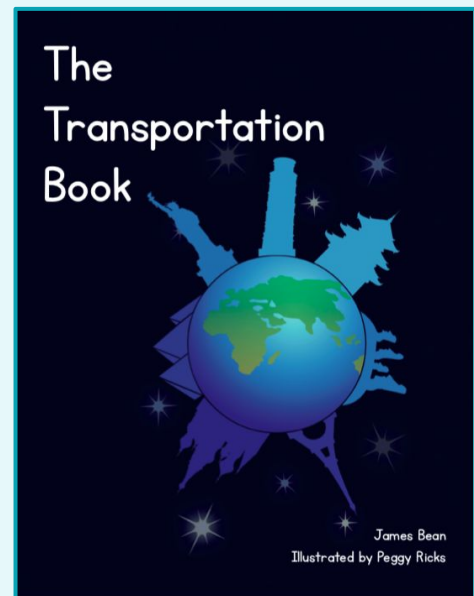
- Together, **read a book**. Then, talk about the characters and setting of the story.
- Say, **Tell me about the story. Who were the characters? Who was the story about?** Ask, **Where was the setting? Where were the characters in the story?**



Read: *The Transportation Book*

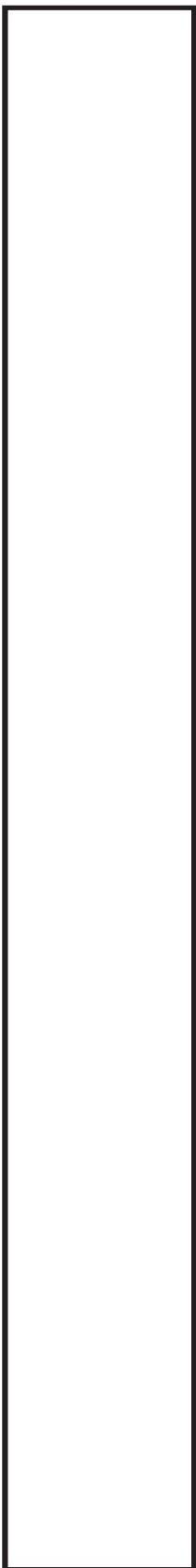
MATERIALS: [The Transportation Book](#)

- Together, **read** *The Transportation Book*.
- After reading, select two vehicles, like an airplane and car to **compare and contrast**. Ask, **How are the airplane and car the same? How are they different?**

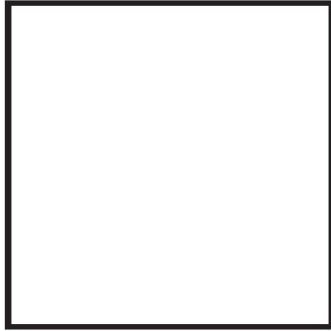
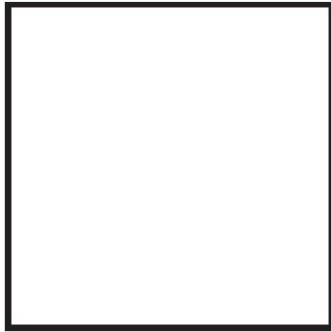
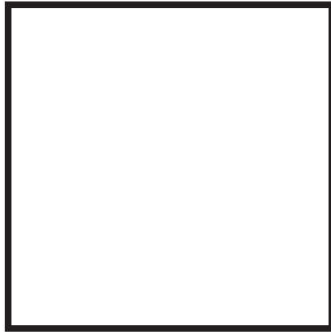
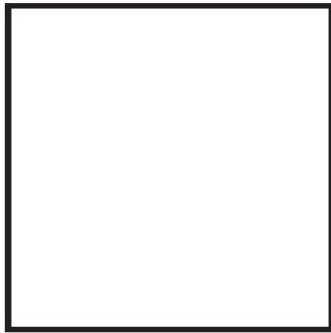


Patterns

Copy the pattern in the box below.



Match the weather to the best type of clothing to wear.



Week 3

PK4 Unit 2 Week 3 Overview

My Community and Community Helpers

This week your child will:

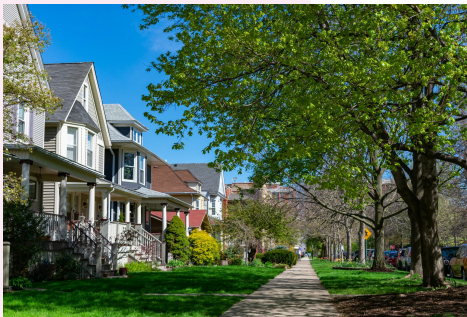
identify different community workers and describe their roles and responsibilities with the community.

Key Vocabulary



community helper

a person who lives and works in the neighborhood or community



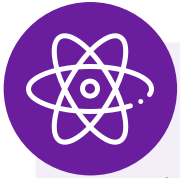
neighborhood

the area around you or around a place

Create Connections

**Think
About It!**

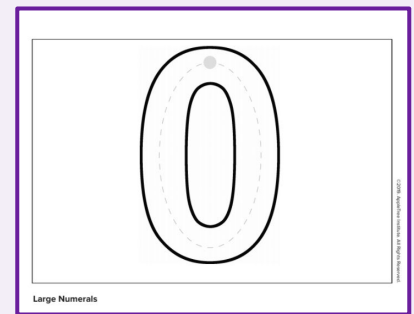
This week is all about community helpers! Community helpers are the people who live and work in our neighborhood or community. Before you begin the packet, write and draw about one community helper you already know about!



STEM: Number 0

MATERIALS: [Large Numeral 0](#)

- Use the large zero or write one of your own.
- Show the zero. Say, **This is zero. It curves down and curves up.** Have your child say zero.
- Ask, **What number is this?** If your child needs help, say, **This is zero. Say, zero.**
- See how many zeros you can **find** together throughout the day!
- *Don't worry if your child needs more time to learn zero.*



Independent Learning: Community Helpers Coloring Pages

MATERIALS: crayons, [Community Helpers Part 1](#)

- With your child, **identify** each community helper and their tools. Talk about the responsibilities of each community helper.
- Have your **child independently color** each community helper and tool.



Monday

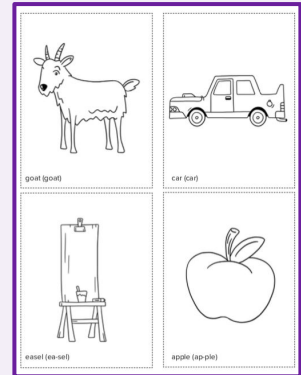
PK4 Unit 2 Week 3 Day 11



Literacy: Syllables Sort

MATERIALS: scissors, [Syllable Mats](#), [Syllable Cards](#)

- Cut or tear out the Syllable Mats and Syllable Cards.
- Together, **practice** counting the syllables in words.
- Show your child the easel card and say, **Let's clap the syllables in the word easel**. Say the word and clap twice. **Let's place the easel picture on our two-syllable mat.**
- Repeat until all Syllable Cards have been sorted.
- Save the cards and mats to practice syllables again later in the week.

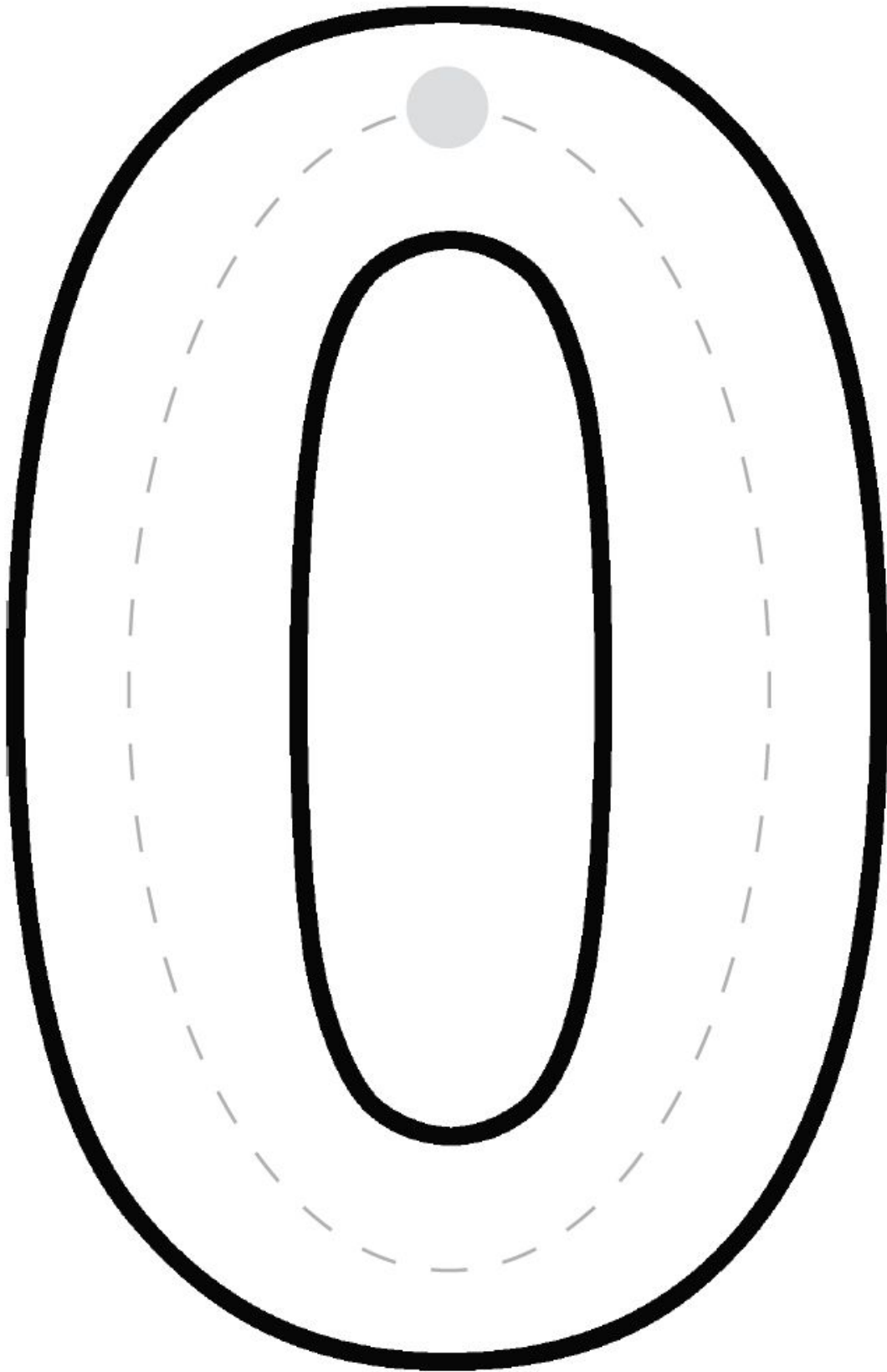


Read: *Nathan's Neighbors*

MATERIALS: [Nathan's Neighbors](#) book

- Together, **read** *Nathan's Neighbors*.
- After reading, use the illustrations to help review what the book is about. Turn to pages 4-5. Say, **I see a woman holding lots of books**. I think this page is about Nathan's neighbor, the librarian.
- Repeat for the following:
 - pp. 6-7
 - pp. 8-9
 - pp. 12-13

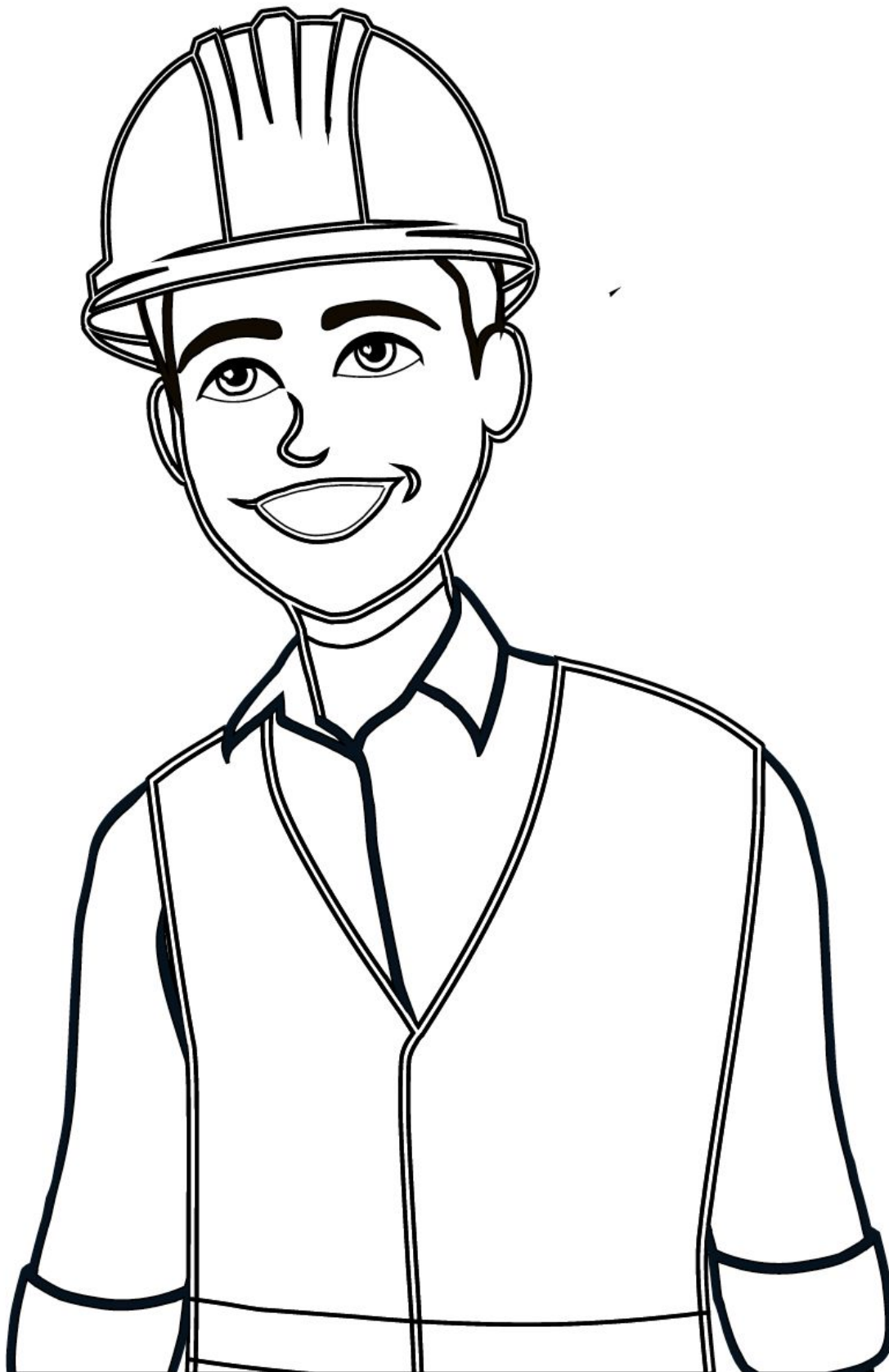




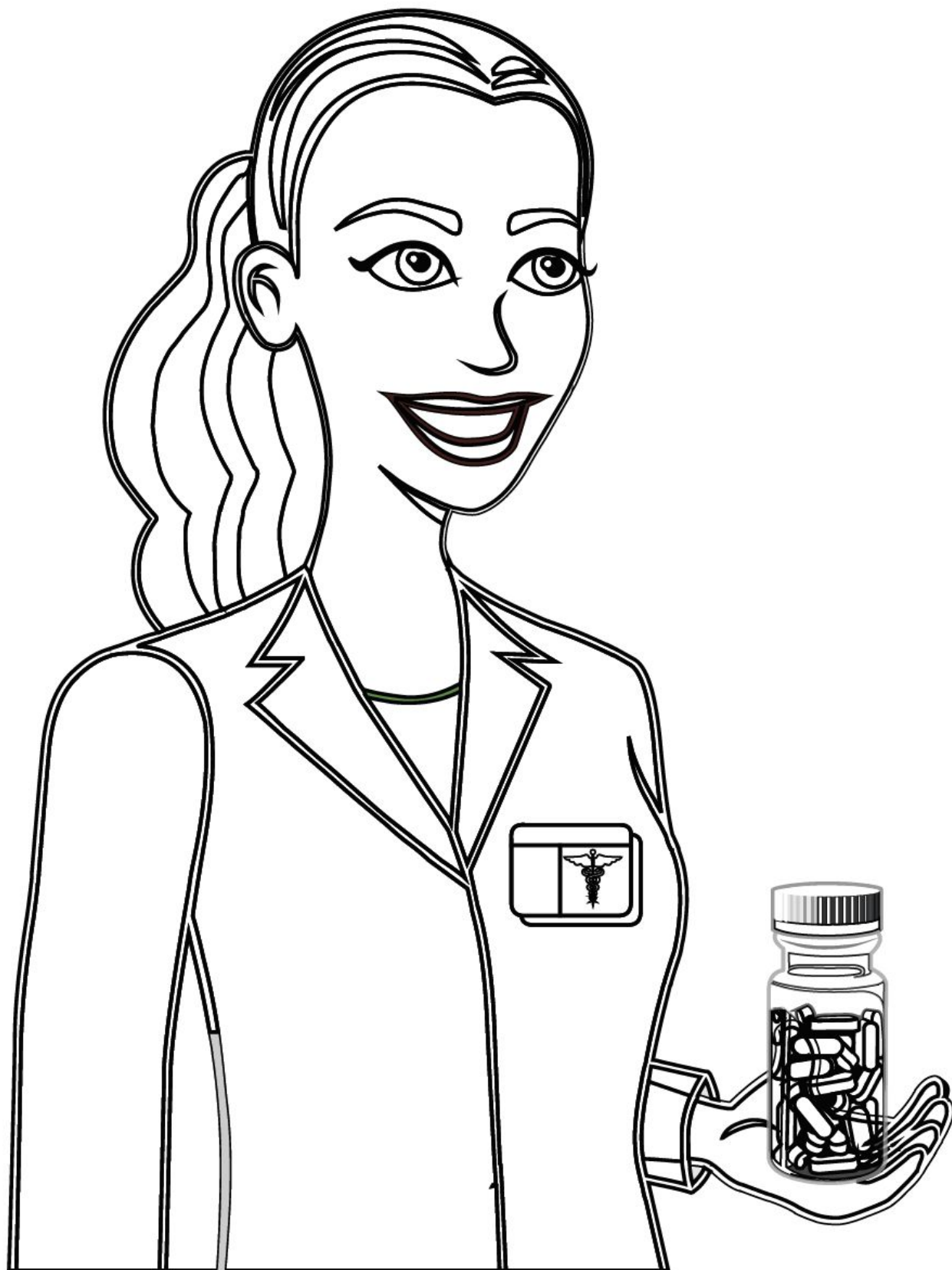
Librarian



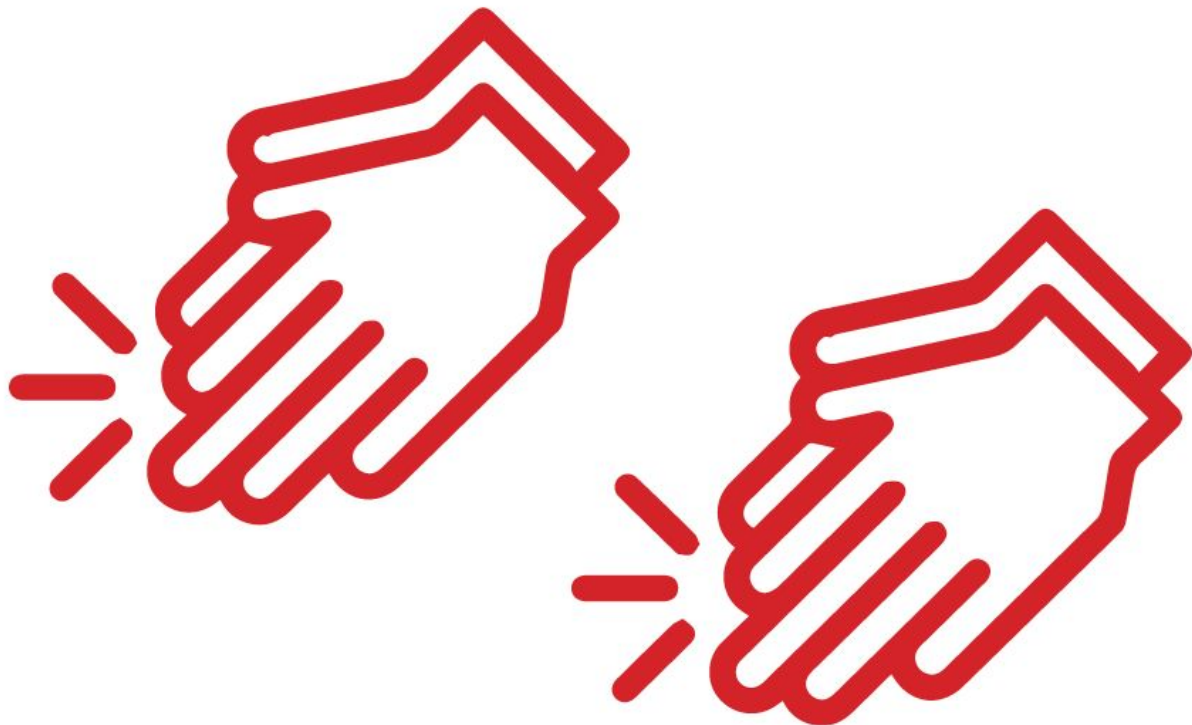
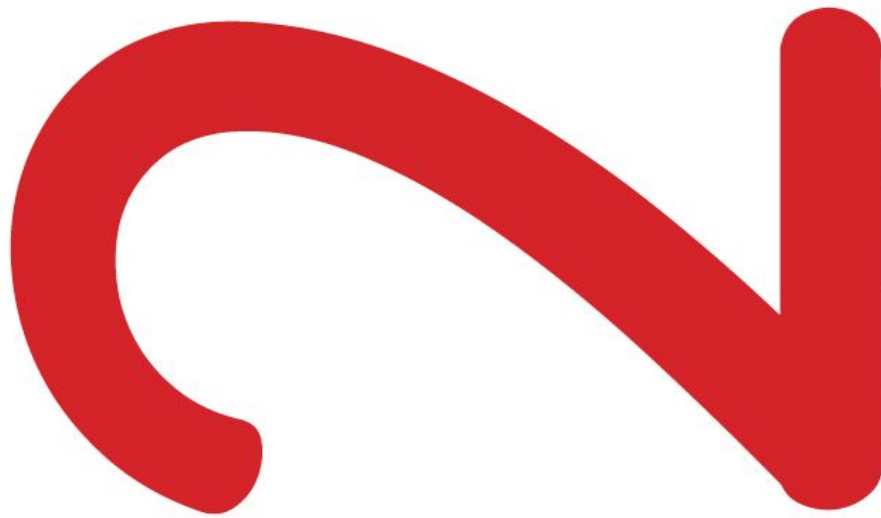
Construction Worker

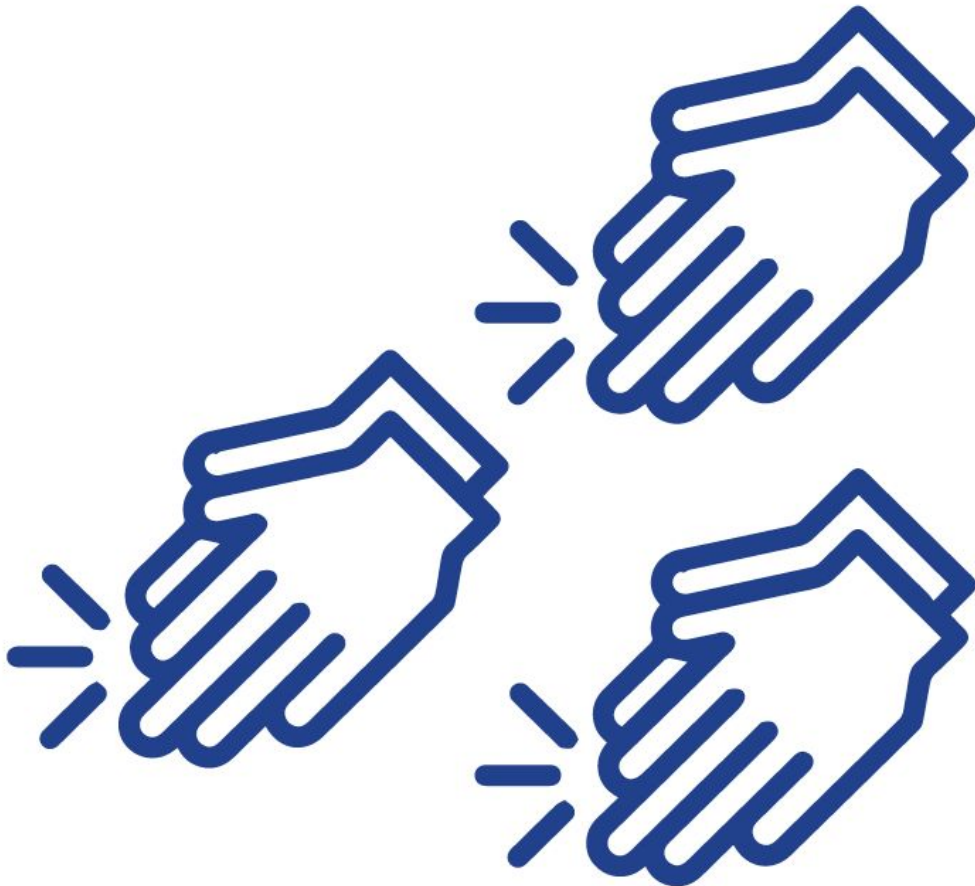
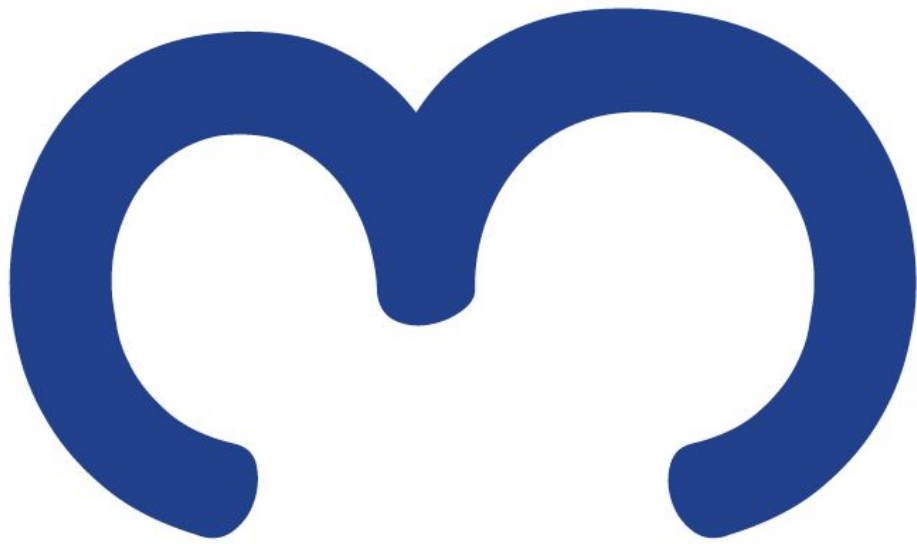


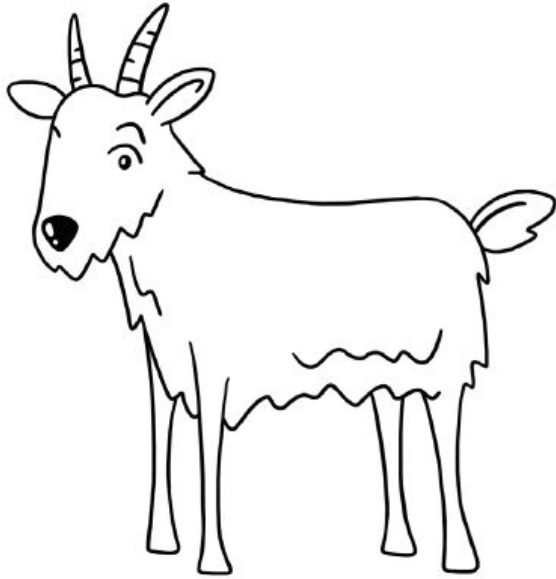
Doctor



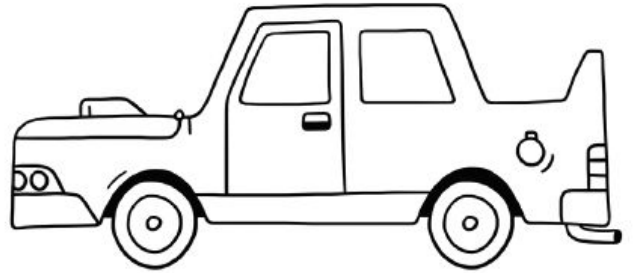




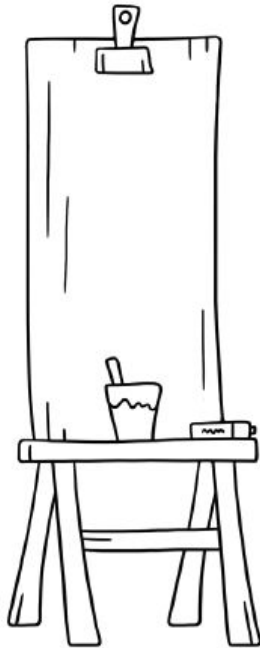




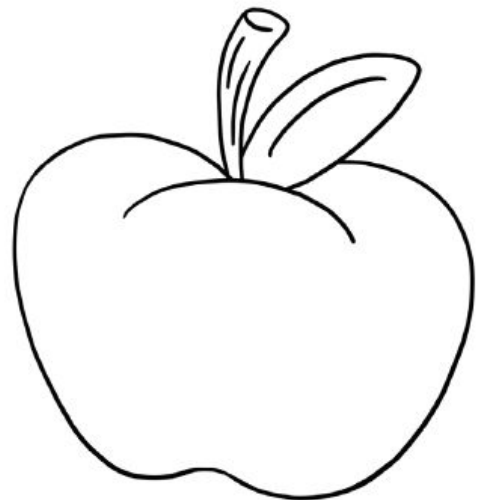
goat (goat)



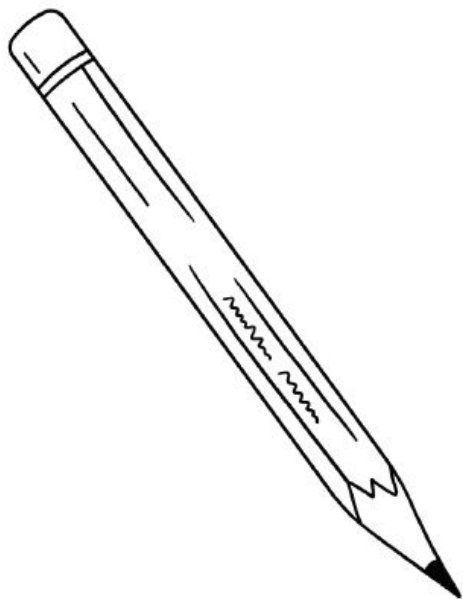
car (car)



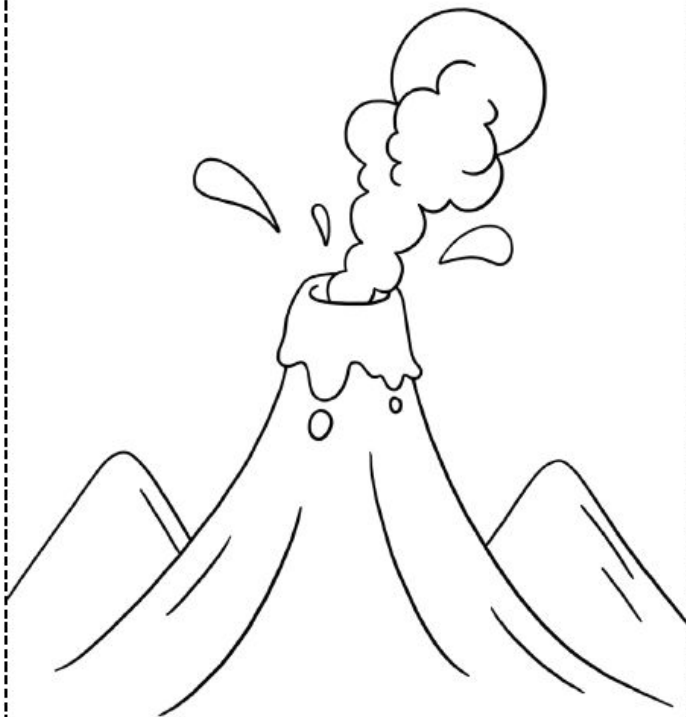
easel (ea-sel)



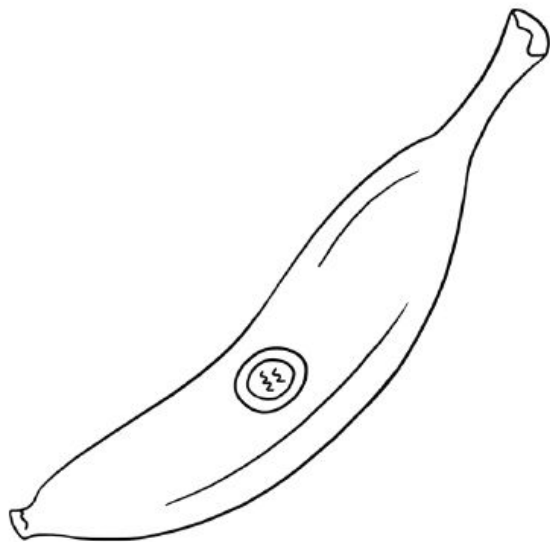
apple (ap-ple)



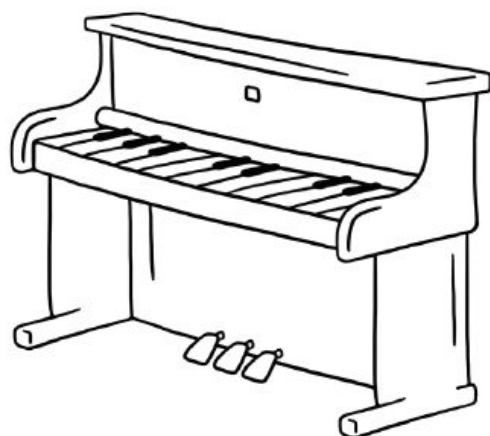
pencil (pen-cil)



volcano (vol-ca-no)



banana (ba-nan-a)



(pi-an-o)



STEM: Making Rain Gauges

MATERIALS: scissors, rocks or pebbles, marker, masking tape 2-liter bottle (no label, clean, empty), water

- Draw a line around the bottle about 2-3 inches below the cap. Cut along the line to remove the top. Save both parts.
- With your child, **take a walk** outside and gather rocks.
- Together, **assemble the rain gauge**. Have your child help complete the following: remove the cap, place rocks in the bottle, and flip the cut top over, attaching it top-down into the bottle (as a funnel). Tape along the top, so the funnel doesn't fall into the bottle.
- **Pour water** into the rain gauge to show how it works. Based on the amount of water, talk about if it would be a little or a lot of rain.



Independent Learning; Community Helper Coloring Pages

MATERIALS: crayons, [Community Helpers Part 2](#)

- With your child, **identify** each community helper and their tools. Talk about the responsibilities of each community helper.
- Have your **child independently color** each community helper and tool.





Literacy: Book Review

MATERIALS: any book, [Book Review](#)

- Together, **read** a book. After reading, ask questions about the book, like **Did you like the book? Why? Tell me more!**
- Then, work together to **write a book review**.

Book Review

Title: _____

I think the book was:

😊 good 😄 funny 😐 okay 😞 sad ☹️ bad

Reviewed by: _____



Journal Prompt: Community Helpers

MATERIALS: crayons or markers, Community Helpers Journal Page

- **Review** the different community helpers with your child. **Talk about** any additional community helpers in your neighborhood.
- Have your child **independently write and draw** about a community helper they'd like to be.
- Later, ask, **Which community helper would you like to be? What does _____ do in their job?**

Name: _____

What community helper would you like to be the most?

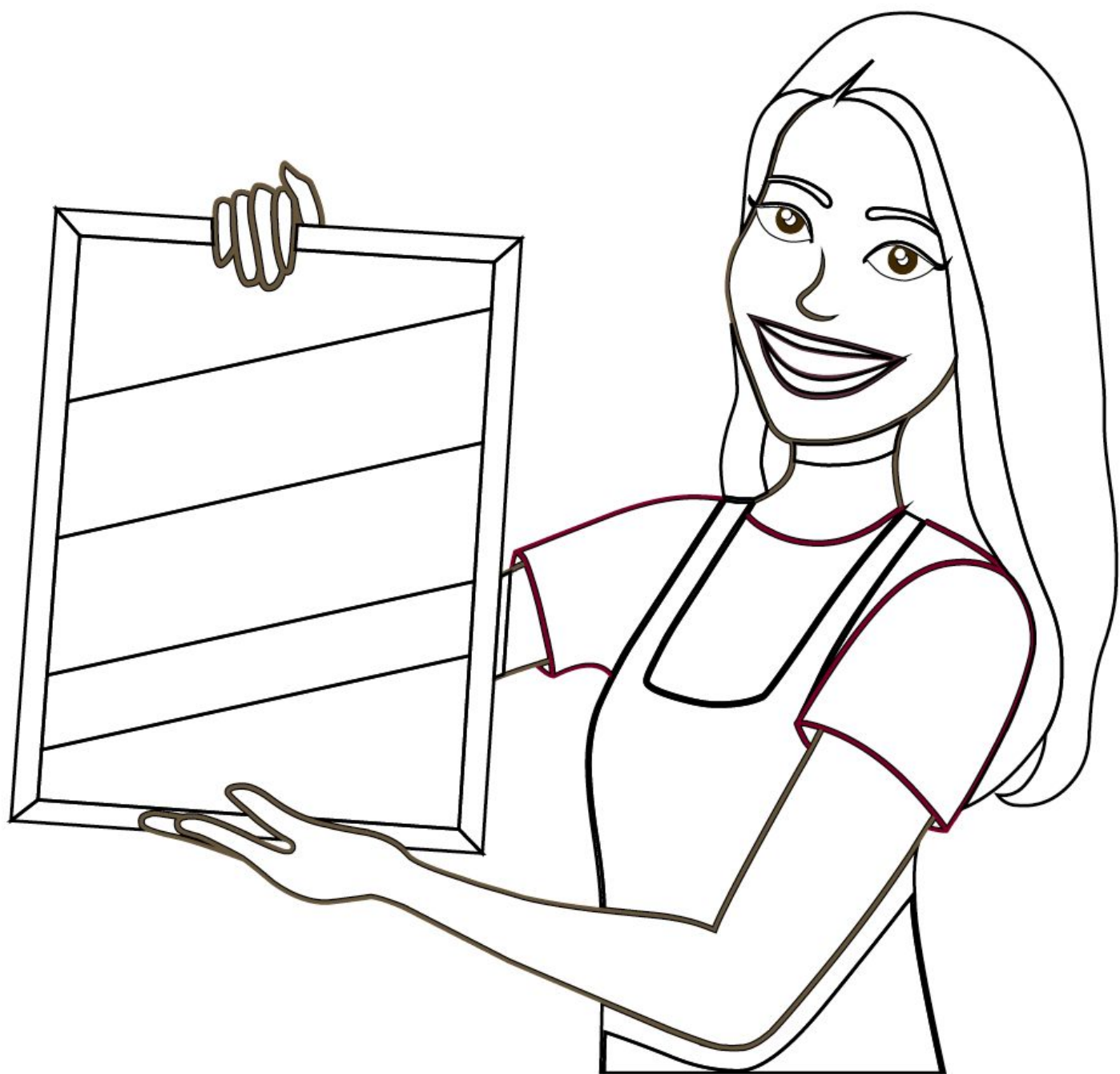
Mail Carrier



Trash Collector



Hair Stylist



Name: _____

What community helper would you like to be the most?

Wednesday

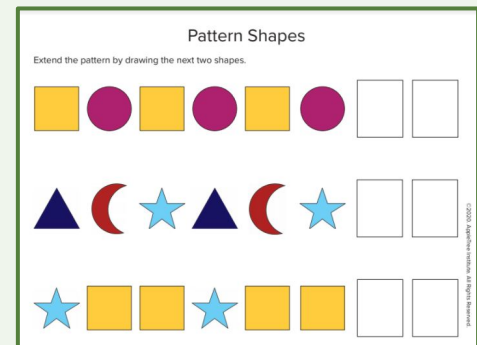
PK4 Unit 2 Week 3 Day 13



STEM: Shape Patterns

MATERIALS: scissors, glue, [Shape Patterns](#)

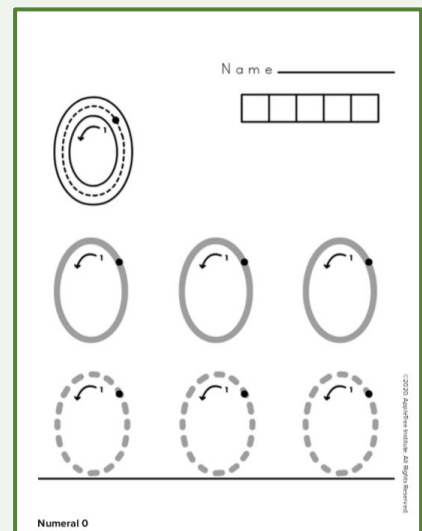
- Together, **practice extending patterns**. Start with the first row. **State each shape** in the pattern. When you reach the end of the pattern, ask, **What comes next?** Have your child finish the pattern by drawing the correct shape.



Independent Learning: Number 0

MATERIALS: paper, pencil, crayons, [Numeral 0](#)

- Have your child **trace** the zeros **independently**. Use the provided sheet or make one of your own!
- Your child can **color** the zero.
- Later, ask, **What number is this? Show me how to write zero.**



Wednesday

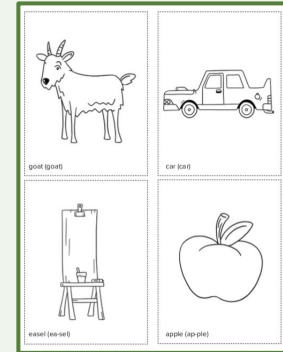
PK4 Unit 2 Week 3 Day 13



Literacy: Syllables Sort

MATERIALS: [Syllable Mats](#), [Syllable Cards](#)

- Together, **practice** counting the syllables in words.
- Show your child the volcano card and say, **Let's clap the syllables in the word volcano**. Say the word and clap twice. **Let's place the volcano picture on our three-syllable mat**.
- Repeat until all Syllable Cards have been sorted.



Read: *Nathan's Neighbors*

MATERIALS: [Nathan's Neighbors](#) book

- Together, **read** *Nathan's Neighbors*.
- After reading, **talk about** the different neighbors and community helpers in your neighborhood.



Wednesday

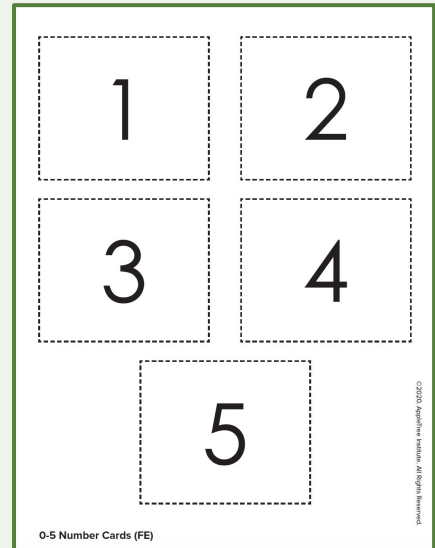
PK4 Unit 2 Week 3 Day 13



Let's Move: Find the Numeral

MATERIALS: paper, markers, tape, [0-5 Number Cards](#)

- Tear or cut out the 0-5 Number Cards. Place the number cards around the room.
- Say, **I am going to say a number. You are going to look for the number, then walk to it.**
- Move the numbers to play again! Try a different movement, like skipping or jumping.
- Save the number cards to use again!



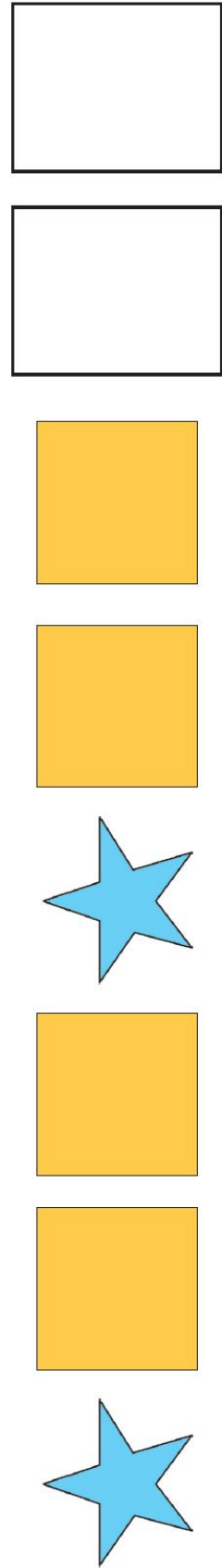
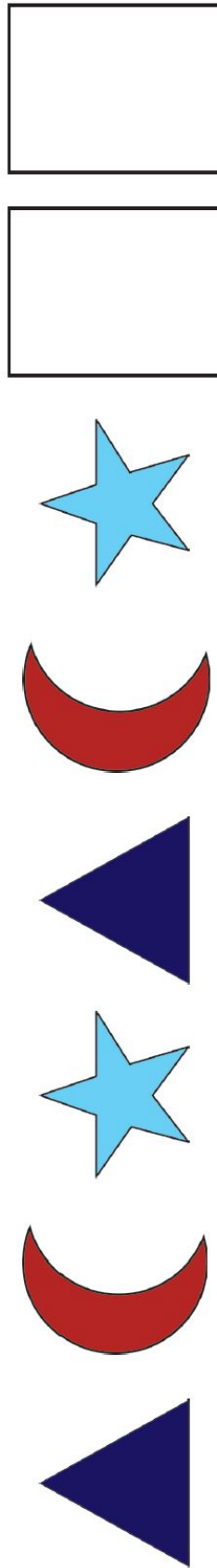
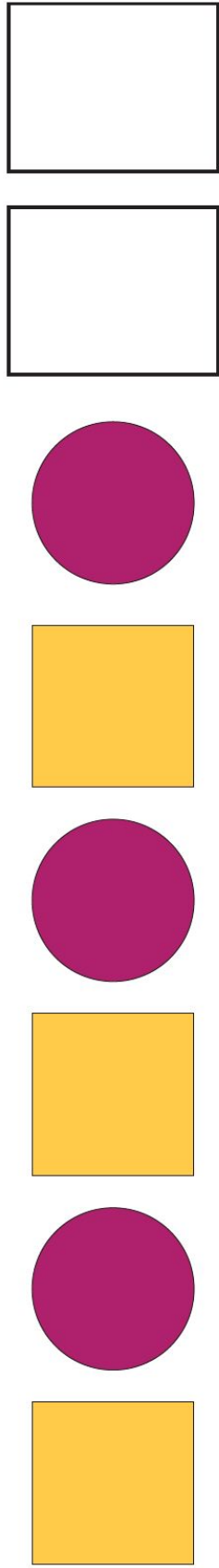
Learning Together: Building My Community

MATERIALS: tape, clean recyclable items, like cardboard or plastic bottles, paper, crayons, scissors

- With your child, **talk about** things in your community like parks, stores, or a school.
- Together, use the materials to build a street or block in your community. Support building by asking questions like, **How can we use this cardboard box to make a store?**

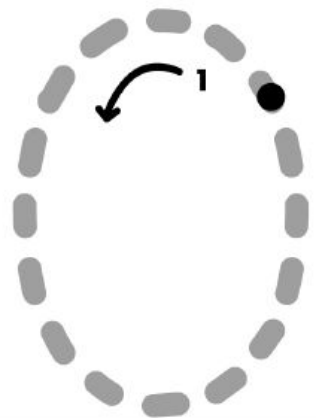
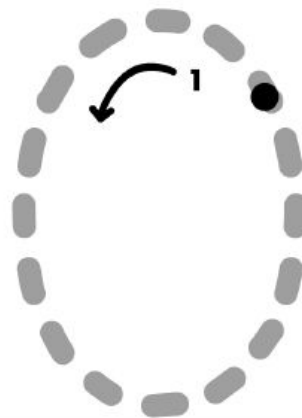
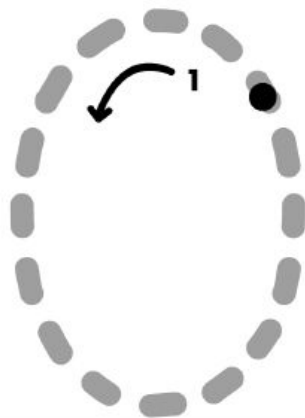
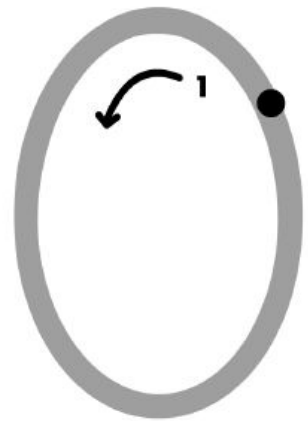
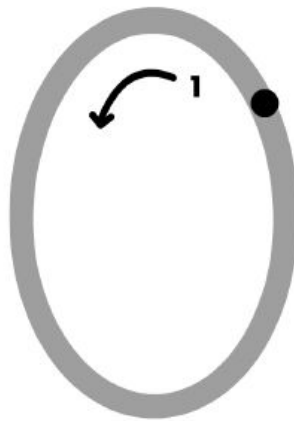
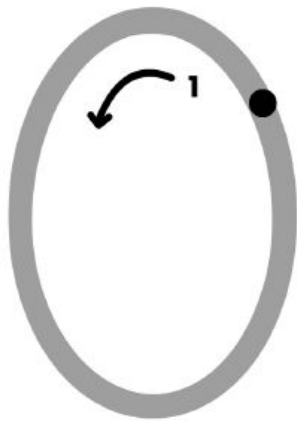
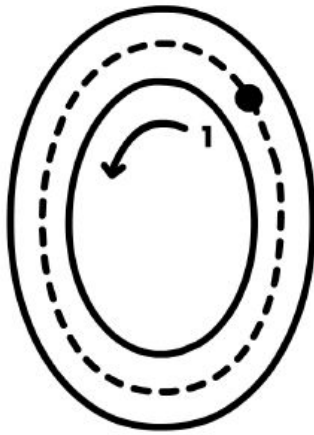
Pattern Shapes

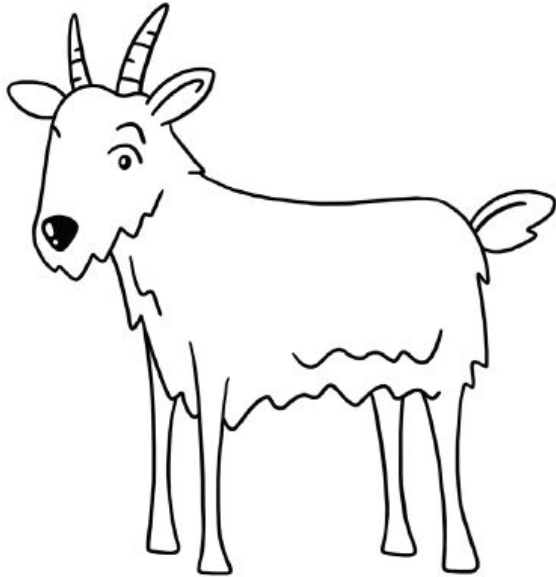
Extend the pattern by drawing the next two shapes.



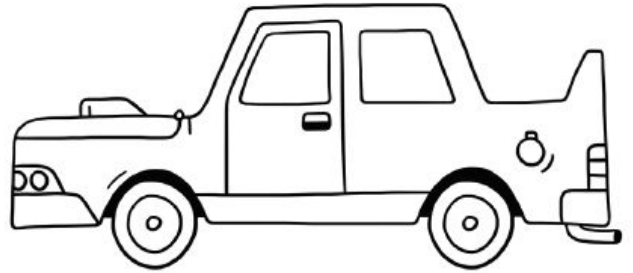
Name _____

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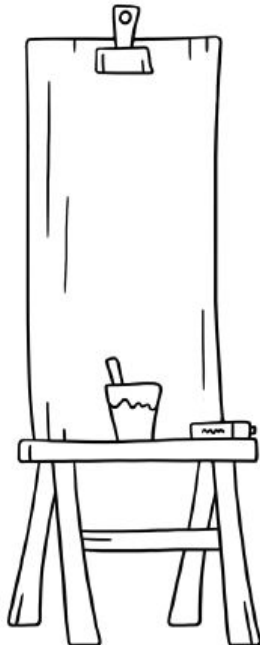




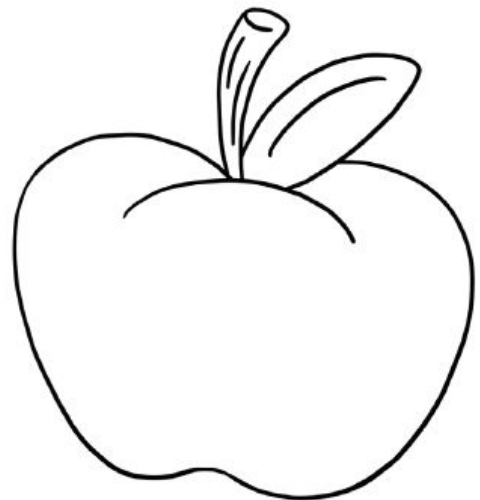
goat (goat)



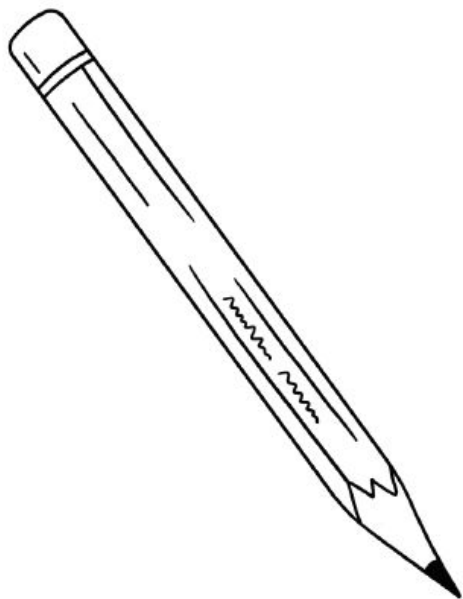
car (car)



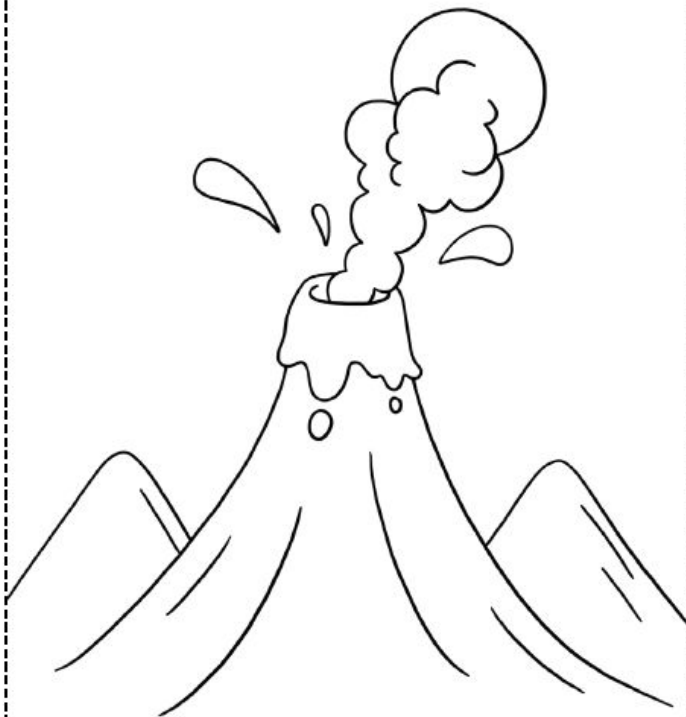
easel (ea-sel)



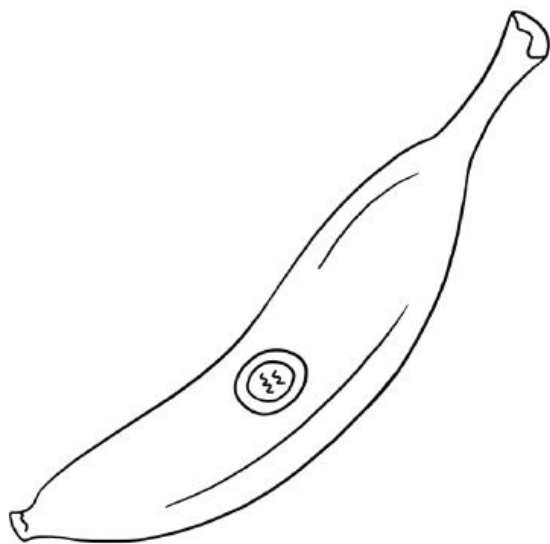
apple (ap-ple)



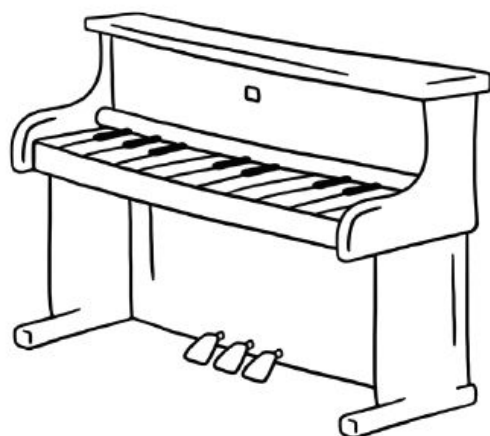
pencil (pen-cil)



volcano (vol-ca-no)



banana (ba-nan-a)



(pi-an-o)

1

2

3

4

5



STEM: Observing and Drawing the Clouds

MATERIALS: paper, crayons or markers

- Ask questions about clouds, like **Where can we find clouds? What color can clouds be?**
- Have your child go outside or look out a window and observe the clouds. After observing for a moment, encourage your child to draw the clouds they see.
- Ask follow-up questions, like **Can you tell me about your clouds? Why did you use this shape?**



Independent Learning: Community Helper Matching

MATERIALS: scissors, [Community Helper Cards](#)

- Tear or cut out the Community Helper Matching cards.
- Together, **play a matching game**. Mix up the cards and place them face down. Flip over two cards. If the community helper and tool match, say the name of each. Move the matched cards to the side. If the cards don't match, flip them face down.
- Then, allow your child to take a turn. Play until all the community helpers are matched.





Literacy: Book Review






MATERIALS: any book, [Book Review](#)

- Together, **read** a book. After reading, ask questions about the book, like **Did you like the book? Why? Tell me more!**
- Then, work together to **write a book review**.

Book Review

Title: _____

I think the book was:

 good  funny  okay  sad  bad

Reviewed by: _____



Journal Prompt: My Neighborhood

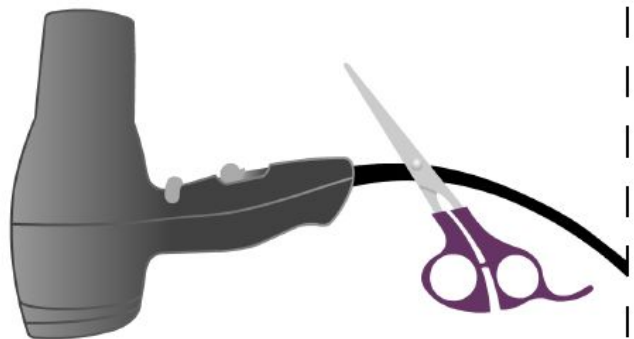
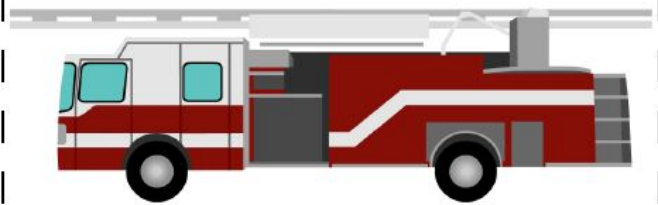
MATERIALS: crayons or markers, My Neighborhood Journal Page

- Have your child **independently write and draw** about their neighborhood.
- Later, ask, **Did you write about any community helpers from our neighborhood? Can you tell me about them?**

Name: _____

Write about the people who live and work in your neighborhood.





Book Review

Title: _____

I think the book was:



good



funny



okay



sad



bad

Reviewed by: _____

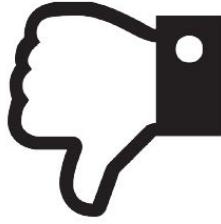
Book Review

Title: _____

I think this book is:



good



okay



bad

This book made me feel:



happy



silly



bored



sad

Reviewed by: _____

Book Review

Title: _____

This book is about:

I think the book was:



good



okay



bad

This book made me feel:



happy



silly



bored



sad

Reviewed by: _____

Name: _____

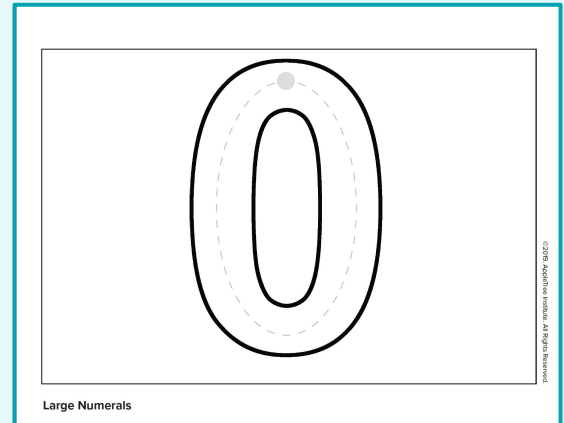
Write about the people who live and work in your neighborhood.



STEM: Number 0

MATERIALS: [Large Numeral 0](#)

- Say, **We can make zero by writing a curve down and a curve up.** Trace the number as you talk.
- Have your child trace the zero with their finger.
- Consider having your child **write** a zero on several pieces of paper. Hide the zeros around your home. Have fun looking for the numbers!



Independent Learning: Writing a Letter

MATERIALS: crayons, paper

- Have your child write a letter to a neighbor or community helper.
- Help your child write their letter. Say, **We start a letter with Dear _____. This tells us who we are writing to. Then we write our message. Finally, we sign our name to let the person know who the letter is from.**
- Consider mailing or dropping off your child's letter.



Literacy: Left to Right

MATERIALS: paper, crayons

- Draw large dots down the left side of the paper.
- Say, **When we write, we start at the left and move to the right.**
- Have your child **draw lines** and **curves** across the paper, moving from the dot on the left to the right side of the paper.

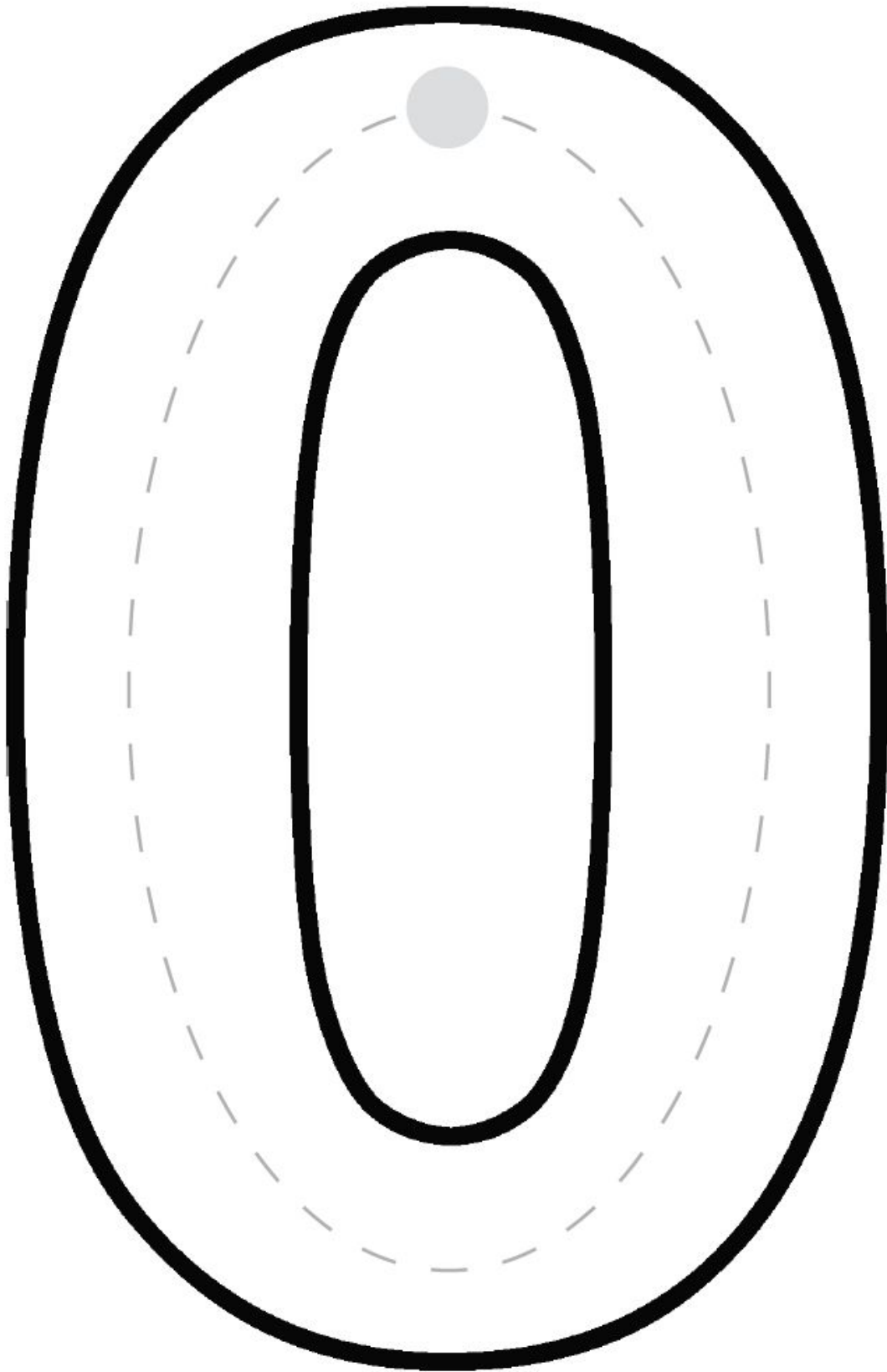


Read: *Nathan's Neighbors*

MATERIALS: [*Nathan's Neighbors*](#) Book

- Together, **read** *Nathan's Neighbors*.
- After reading, identify, and describe the setting of the book. Ask, **Where was the setting? Where were the characters in the story? What do you notice about __ (setting) __?**





Week 4

PK4 Unit 2 Week 4 Overview

Family and Community Review

This week your child will:

continue to demonstrate an understanding of family members and their community.

Key Vocabulary



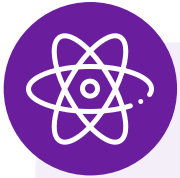
feelings

emotions, like sad and happy

Create Connections

**Think
About It!**

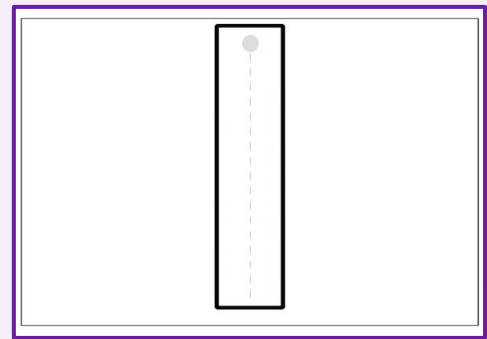
This week is a continuation of the family and community. Before you begin the packet, look out a window. What do you see in your community? Make a list of all things you can see.



STEM: Number 1

MATERIALS: [Large Numeral 1](#)

- Show the number 1. Say, **This is 1. It's a line down.** Have your child say the number.
- Ask, **What number is this?** If your child has trouble, say, **This is 1. Say, 1.**
- See how many 1's you can **find** together during the day!
- *Don't worry if your child needs more time to learn 1.*



Independent Learning: Painting My Feelings

MATERIALS: paper, watercolor palette

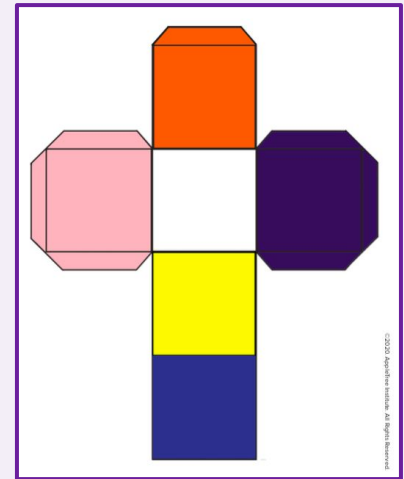
- Help your child identify how they are feeling. Ask, **How do you feel today? How could you paint __ (feeling) __? What color could you use to show __ (feeling) __?**
- Have your child independently paint or draw to show how they feel.
- Later, ask, **Can you tell me about your picture?** If your child is feeling nervous, sad, upset, or excited, talk about ways to calm their body.



Literacy: Conversation Cube

MATERIALS: tape, markers, scissors, [Conversation Cube](#)

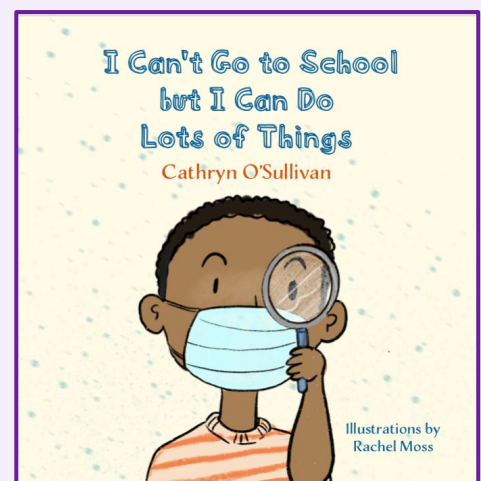
- Cut out the Conversation Cube. On each face, write a question, like **What is your favorite color?** or **Can you tell me about your favorite movie?** Fold and tape to secure the cube.
- With your child, **practice answering questions.** Roll the cube. Use a complete sentence to answer the question that is face up. Then, have your child roll and answer the questions.
- Save the cube to play again.

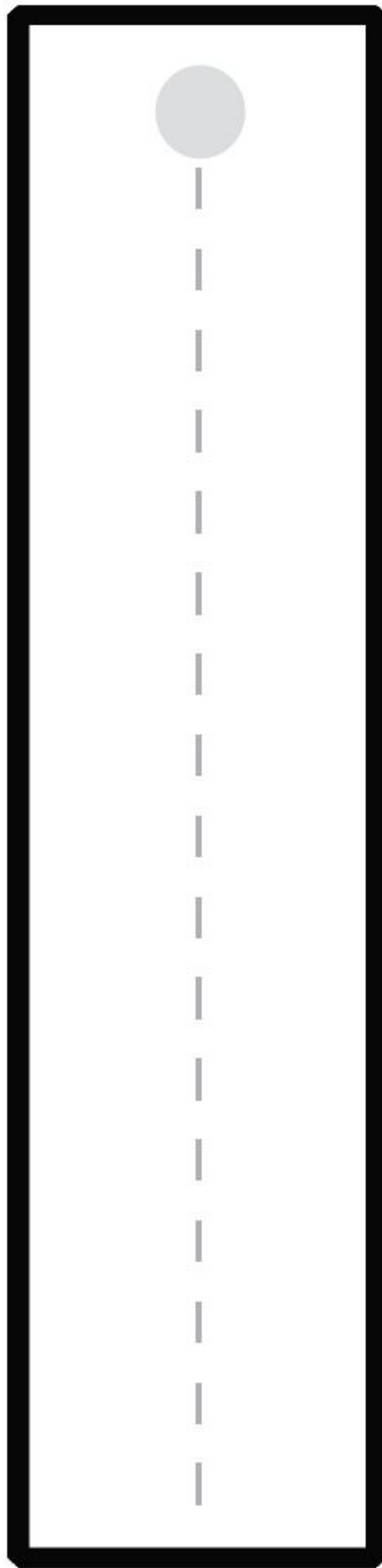


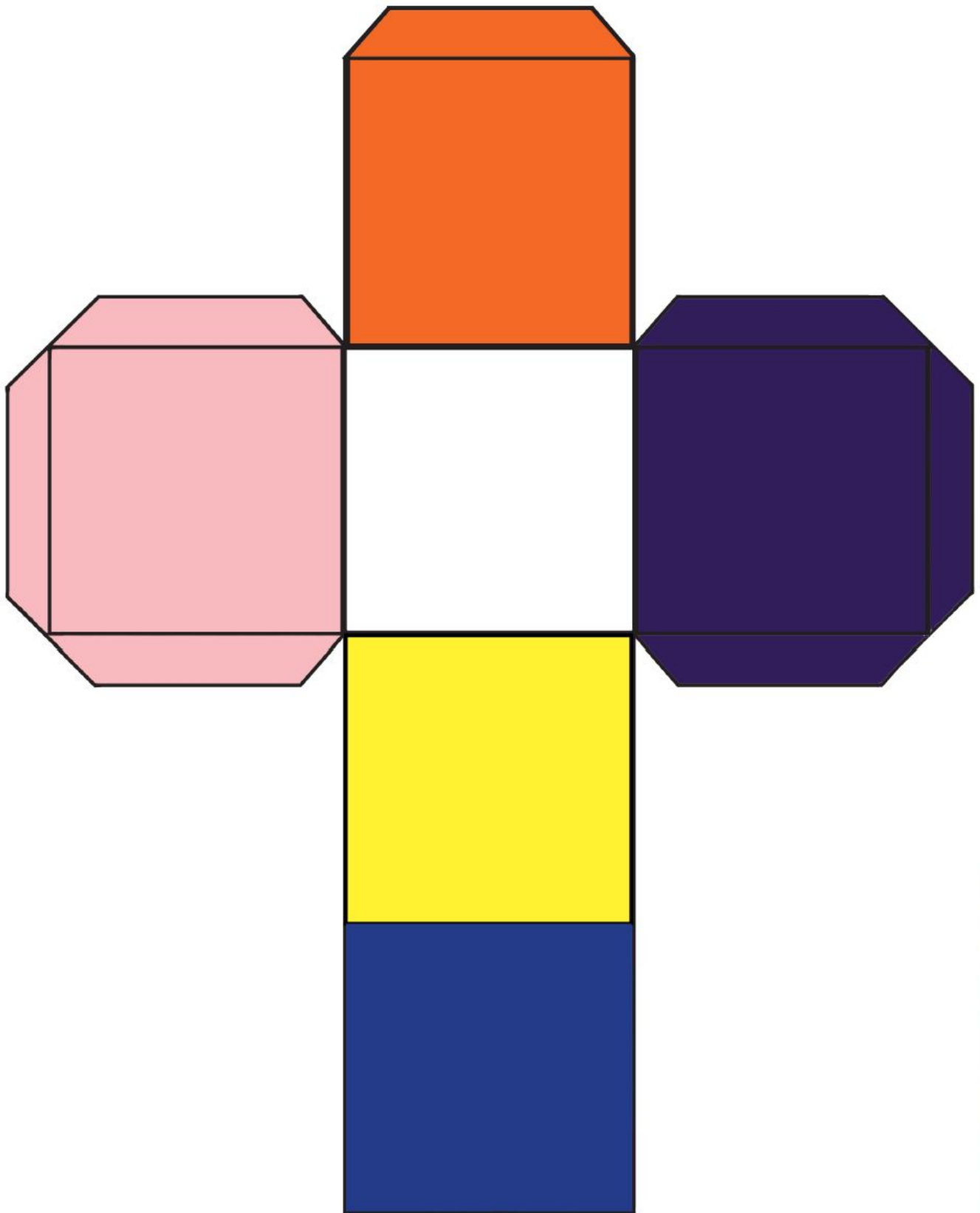
Read: *I Can't Go to School but I Can Do Lots of Things*

MATERIALS: [I Can't Go to School but I Can Do Lots of Things](#) book

- Together, **read** *I Can't Go to School but I Can Do Lots of Things*.
- After reading, ask your child to share their feelings about COVID-19. Validate their feelings using a statement like, **It's okay to feel __ (emotion) __. I feel __ (emotion) __ sometimes too.**
- If your child has questions, answer them honestly and in a child-friendly way. Focus on how we can help keep ourselves and others safe by wearing masks, washing hands, and practicing physical distancing.









STEM: Weather Posters

MATERIALS: paper, glue, scissors, mail fliers or magazines, crayons or markers

- Together, make weather artwork. Draw or use pictures from magazines or mail fliers to create a weather poster. For example, add pictures of a coat and boots to show the clothing you'd wear in the cold.
- Ask, **What type of weather did you include on your poster? Do you think you'll need an umbrella for that type of weather? What kind of clothing would you wear in that weather?**



Independent Learning: Same, Same

MATERIALS: crayons, [Same-Same](#)

- Have your child **independently circle** the pictures that are the same.
- Later, ask, **How do you know these are the same? How do the other pictures look different?**





Literacy: Hardcover, Softcover

MATERIALS: hardcover book, softcover book

- Show your child both books. Ask, **How are these books the same? How are they different?** Draw attention to the covers. Say, **I notice this book cover feels different than this one.** Identify the hardcover and softcover books.
- Together, **talk about** how to treat books, especially softcover books.



Journal Prompt: Caring for My Family

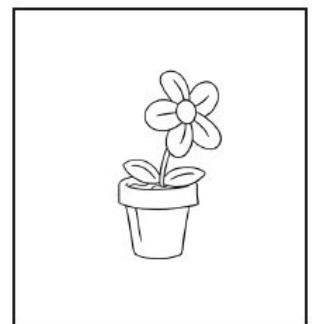
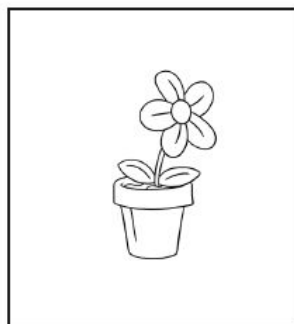
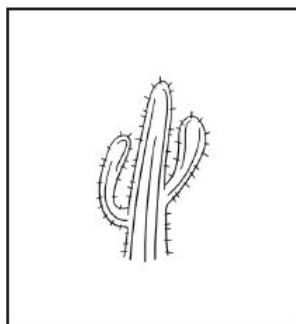
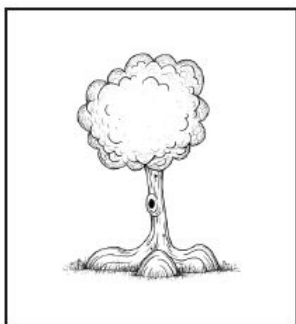
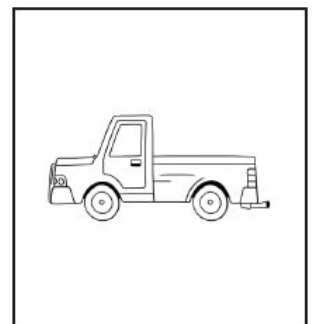
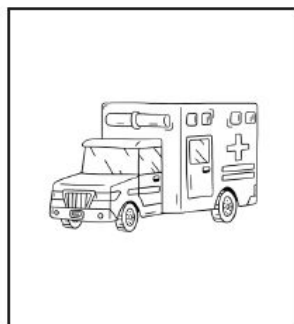
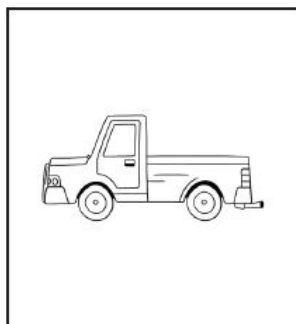
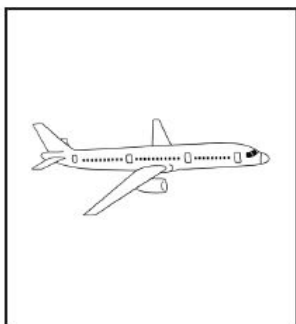
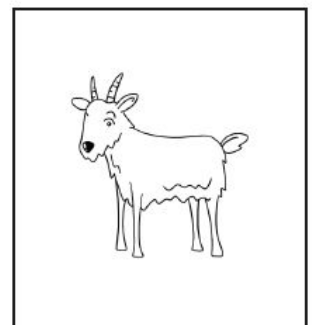
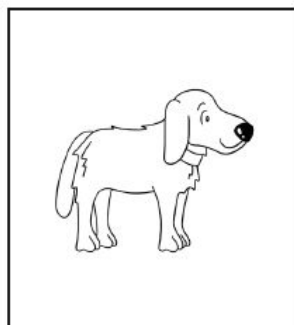
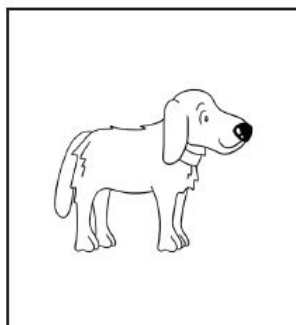
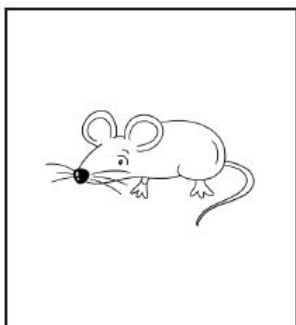
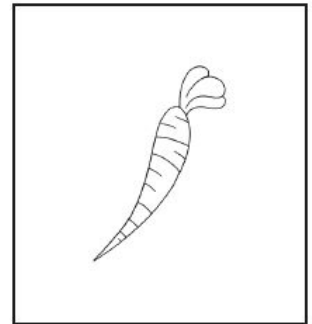
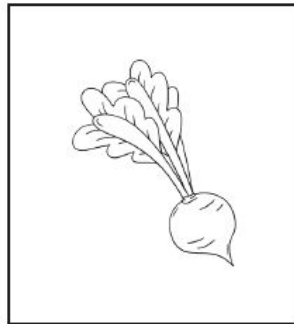
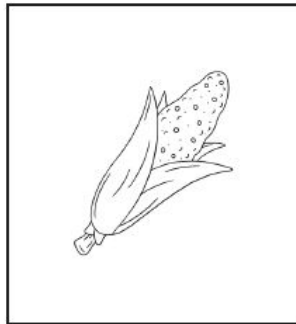
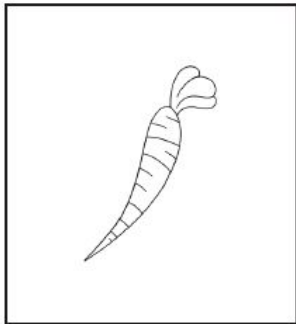
MATERIALS: crayons, Caring for My Family Journal Page

- Have your child independently write and draw about ways they care for their family.
- Later, ask, **How do you show others you care about them? How do others show they care about you?**

Name: _____

What are some ways you show your family you care about them?

In each row, circle the pictures that are the same.



Name: _____

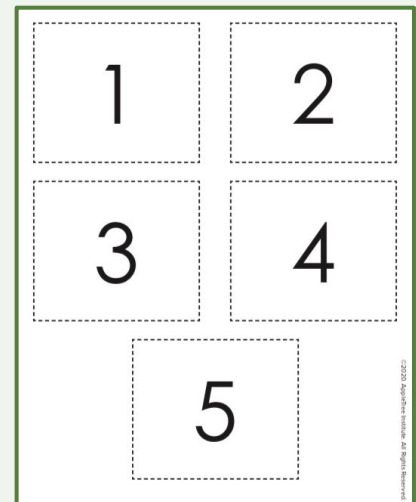
What are some ways you show your family you care about them?



STEM: Number ID Matching

MATERIALS: scissors, [0-5 Number Cards](#)

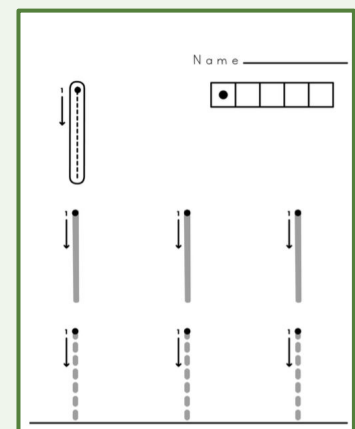
- Cut out the both sets of the number cards.
- Together, **play a matching game**. Mix up the cards and place them face down. Flip over two cards. If the numbers match, say the number name. Move the matched cards to the side. If the cards don't match, flip them face down.
- Then, allow your child to take a turn. Play until all the numbers are matched.



Independent Learning: Number 1

MATERIALS: paper, pencil, crayons, [Numeral 1](#)

- Have your child **trace** the number 1's independently. Use the provided sheets or make your own!
- Your child can **color** the 1 and the sun.
- Later, ask, **What number is this? Can you show me how to write the number 1?**



Wednesday

PK4 Unit 2 Week 4 Day 18



Literacy: Book Club

MATERIALS: any book, crayons, [Book Club](#)

- Read a book with your child. After reading, ask questions about the book, like **What was your favorite part? Who was your favorite character?** Share your favorites as well!
- Then, work together to **write book club responses**.

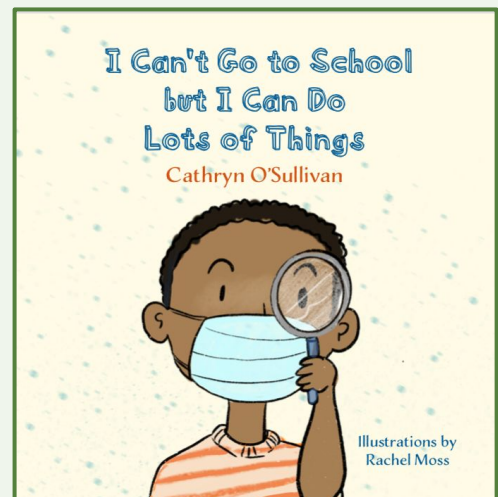
My Favorite Part



Read: *I Can't Go to School but I Can Do Lots of Things*

MATERIALS: [I Can't Go to School but I Can Do Lots of Things](#) book

- Together, **read** *I Can't Go to School but I Can Do Lots of Things*.
- While reading, ask questions about the book like, **How do you think the boy feels about not going to school? Why is it important that we wear masks? What are some things we can safely do with our family?**



Wednesday

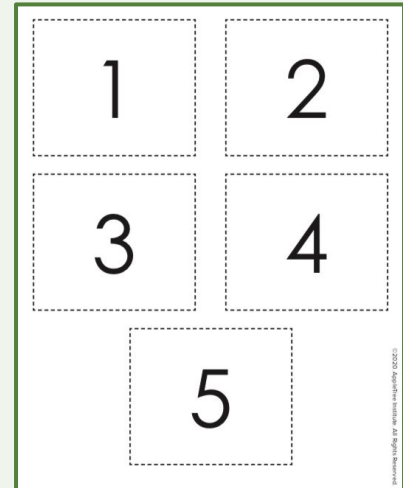
PK4 Unit 2 Week 4 Day 18



Let's Move: What Number

MATERIALS: paper, markers [0-5 Number Cards](#)

- Say, I am going to say a number. Then, we are going to move our bodies that many times!
- Show a number. Say, **My number is _____!**
Let's hop on one foot _____ times!
- Repeat using other movements.



Learning Together: Water Capacity

MATERIALS: 2-3 cups of different sizes, 1-2 other containers of different sizes, water

- **Fill** a sink or tub with water.
- Explore the capacity of the different cups and containers. Ask, **Which container will hold more? Why do you think it will hold more? How can we test this? What happened when we poured water from one container to the other? What does this tell us about the size of containers?**

1

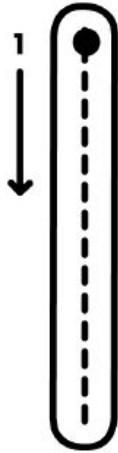
2

3

4

5

Name _____



●				
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My Favorite Part



My Favorite Character





STEM: Stamp Art

MATERIALS: watercolor palette, paper, items from around the home, like a toilet paper roll, plastic fork, sponge, etc

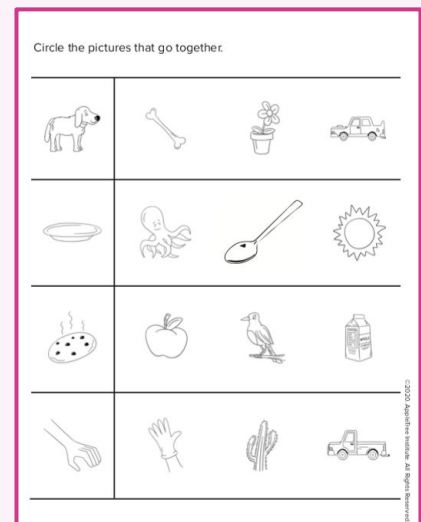
- Together, use the items to explore creating stamps. Paint the end of the toilet paper roll and stamp on paper. Ask, **What shape is our stamp?**
- Paint a sponge and stamp. **What does the sponge stamp look like? Can you describe it to me?**
- Repeat using other items from around your home.



Independent Learning: Go Together

MATERIALS: crayons, [Go Together](#)

- Have your child **independently match** by circling pictures that are different, but go together. For example, a dog and doghouse.

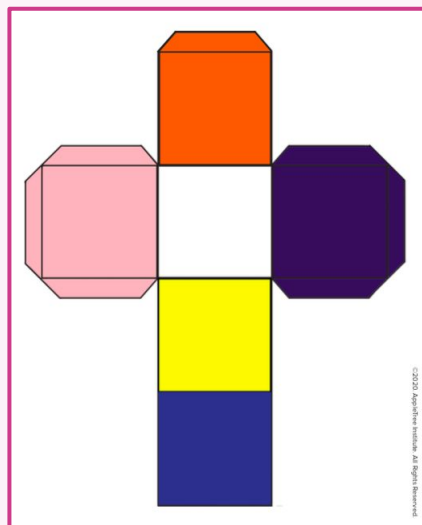




Literacy: Conversation Cube

MATERIALS: [Conversation Cube](#)

- Gather the Conversation Cube from Day 16.
- With your child, **practice answering questions**. Roll the cube. Use a complete sentence to answer the question that is face up. Then, have your child roll and answer the questions.



Journal Prompt: Strong Feelings

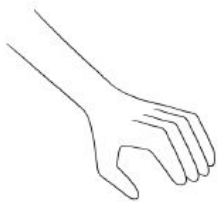
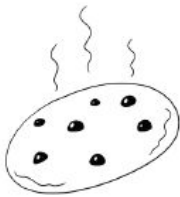
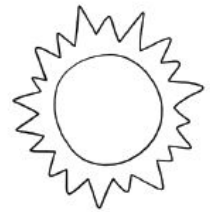
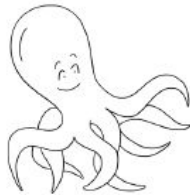
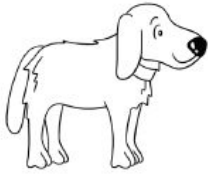
MATERIALS: crayons, Strong Feelings Journal Page

- Have your child **independently write and draw** about ways to calm their body when they have a strong feeling
- Later, **review 1-2 calming strategies** like drawing a picture, hugging a stuffed toy, going to the calming space, or taking belly breaths.

Name: _____

How do you calm your body when you have strong feelings?

Circle the pictures that go together.



Name: _____

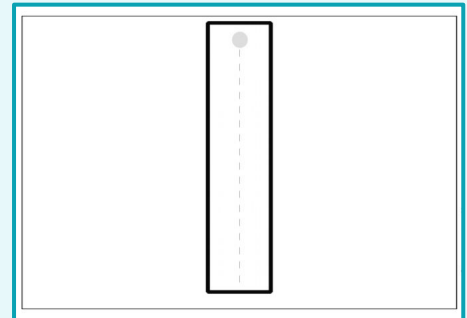
How do you calm your body when you have strong feelings?



STEM

MATERIALS: [Large Numeral 1](#)

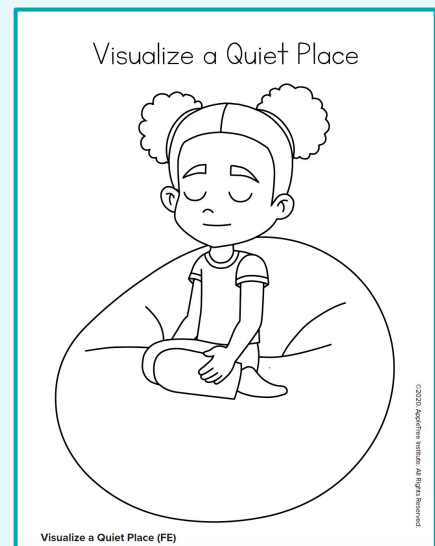
- Use the large number 1 or write your own.
- Review writing 1. Say, **We can make the number one by writing a line down.** Trace the number as you tell how to write it.
- Have your child trace the 1 with their finger a few times.



Independent Learning: Visualize a Quiet Place

MATERIALS: crayons, [Visualize a Quiet Place](#)

- Say, **I like to calm my body by seeing a quiet place in my mind, like the park. When I close my eyes, it helps me see my quiet place.** Describe the quiet, calm place you see.
- Have your child **color** the Visualize a Quiet Place coloring page.
- Practice visualization with your child. Ask them to describe what they see.

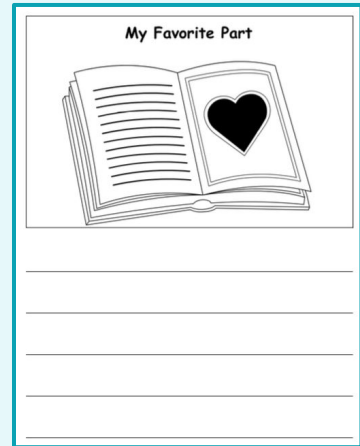




Literacy: Book Club

MATERIALS: any book, crayons, [Book Club](#)

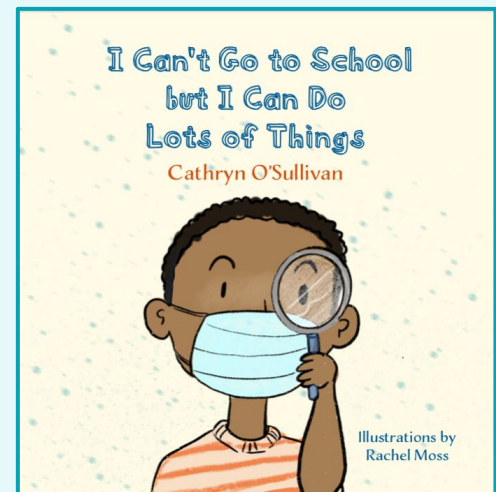
- Read a book with your child. After reading, ask questions about the book, like **What was your favorite part? Who was your favorite character?** Share your favorites as well!
- Then, work together to **write book club responses**.

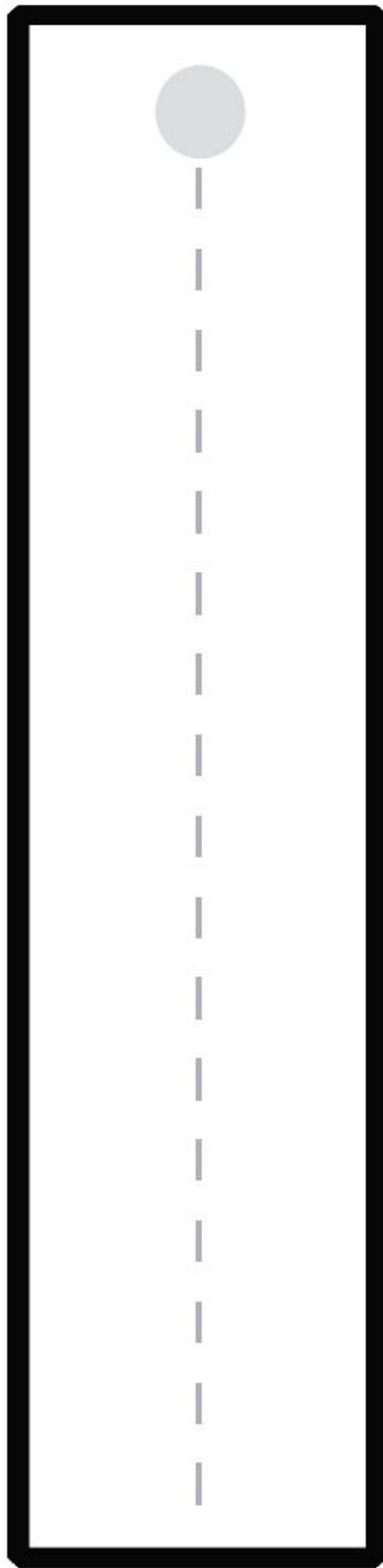


Read: *I Can't Go to School but I Can Do Lots of Things*

MATERIALS: [I Can't Go to School but I Can Do Lots of Things](#) book

- Together, **read** *I Can't Go to School but I Can Do Lots of Things*.
- With your child, **brainstorm a list** of fun and safe activities you can do as a family.
- Consider posting the list for reference. Cross activities off the list as they are completed.





Visualize a Quiet Place



My Favorite Part



My Favorite Character



Unit 2 is all about families and communities. Children will identify and write about their family members and will explore their community by learning about the roles and responsibilities of different community helpers.

