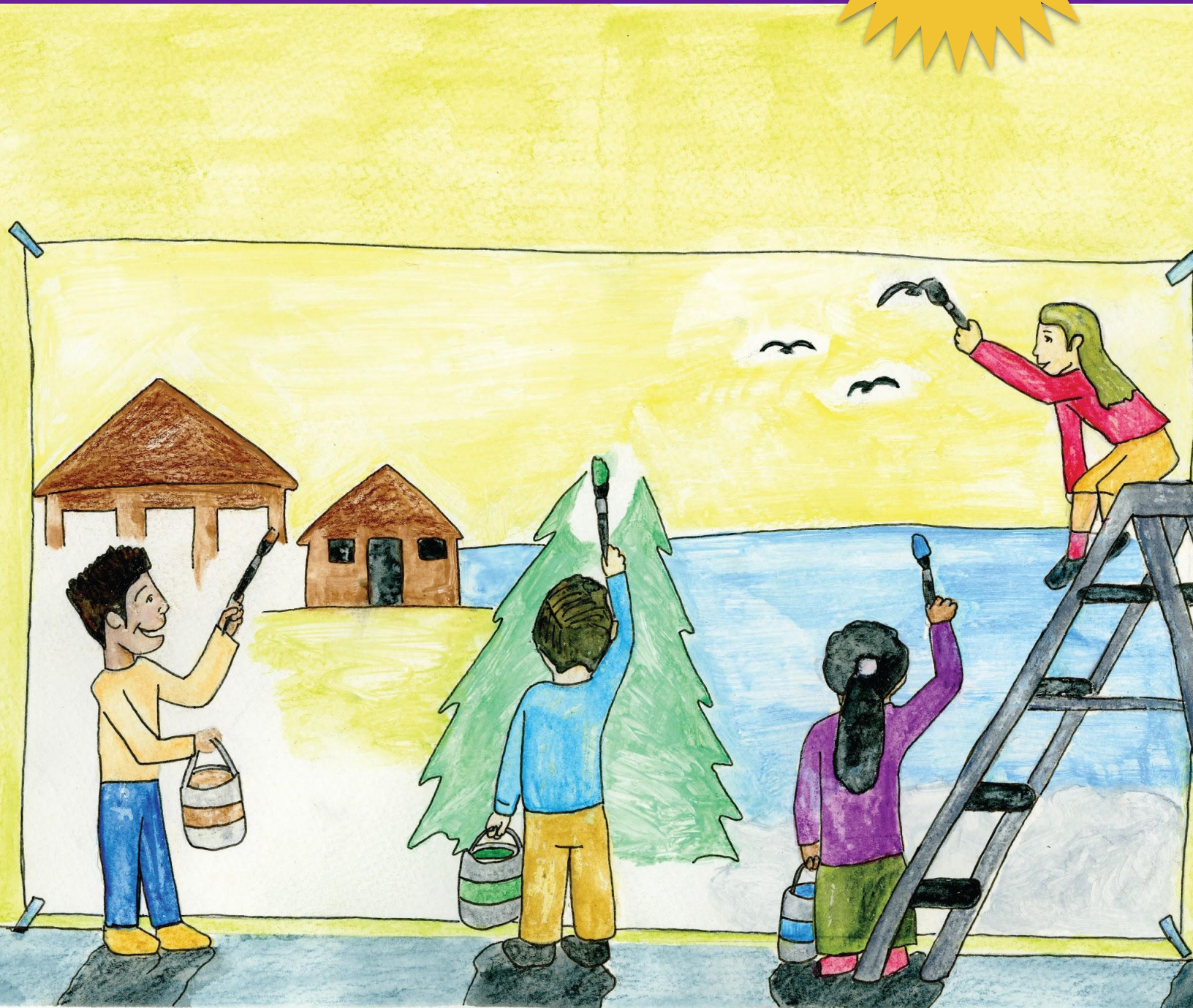


# Unit 4

Art and Color

PK3







# Unit 4

## Art and Color



**AppleTree**

©2020

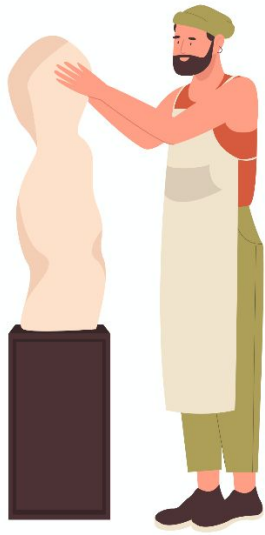
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AppleTree Institute for Education Innovation  
1801 Mississippi Ave SE, 3rd Floor  
Washington, DC 20020





# PK3 Unit 4 Overview



## Unit 4 Vocabulary

art

artist

paintbrush

primary color

rainbow

secondary color

sculpture

tint

Dear Families,

Welcome to Unit 4! Unit 4 is all about art and color! Your child will learn about different types of art and primary and secondary colors!

### Unit 4 Books



- [\*Artists Create!\*](#) by Akiea Gross
- [\*Sorting\*](#) by Ruth Ebisuzaki & Beryl Salinger Schmidt
- [\*Party Plans\*](#) by Corinne Fennelly
- [\*Rafael's Alley\*](#) by Livy Traczyk

*ECR@ Home activities include: painting in different ways, making sculptures, taking photographs, and dancing. Your child will also count 5 things, learn about compound words, and practice rhyming!*

# Week 1

# PK3 Unit 4 Week 1 Overview

## Art and Artists

### This week your child will:

learn about different types of artists, primary and secondary colors, count 5 objects, and learn about compound words.

### Key Vocabulary



### artist

someone who makes art such as paintings or someone who performs in front of people such as dancers and singers



### primary color

three colors, red, yellow, and blue, used to make all other colors



### secondary color

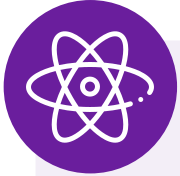
colors made by mixing primary colors

# Create Connections

**Think  
About It!**

This week, you will learn about different types of art. Before you begin the packet, write and draw about the type of art you would like to learn more about.





## STEM: Finger Counting to 5

- Teach your child to count with their fingers. Say, **Let's count with our fingers.** Show your fist and say, **No fingers up means zero.**
  - **1** - hold up your index finger
  - **2** - hold up your index and middle finger
  - **3** - hold up the three middle fingers
  - **4** - hold up the four fingers (not the thumb)
  - **5** - hold up all fingers and the thumb
- Say, **Now count with me.** Finger-count together twice.



## Independent Learning: Favorite Color Collage

**MATERIALS:** crayons, tape or glue, paper, magazines, flyers, child-friendly scissors (or cut out pictures for your child beforehand)

- Ask, **What is your favorite color?** Talk together about things that are that color.
- Say, **You are going to make a collage of objects that are your favorite color.**
- Have your child independently make the collage by either taping/gluing pictures or drawing pictures that have their favorite color.
- After, ask, **Tell me about your collage. What pictures did you use?**

# Monday

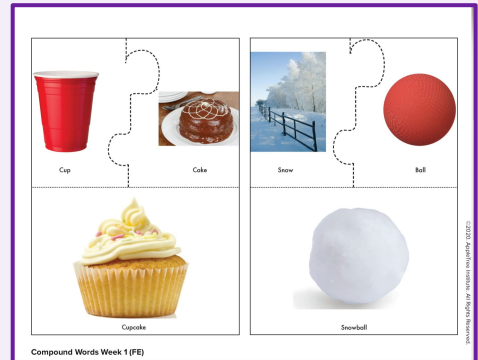
PK3 Unit 4 Week 1 Day 1



## Literacy: Compound Words

MATERIALS: [Compound Words 1](#)

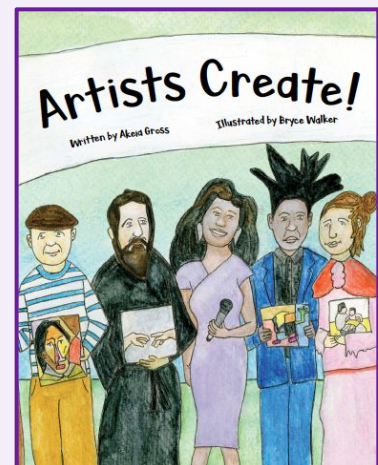
- Say, **Compound words are two words put together to make a new word.**
- Show your child the pieces for “cupcake.” Say, **Here are two words: cup** (pause) **cake. If we say those words together we get** (put pieces together and show the cupcake picture) **cupcake!**
- **Let’s say it together,** (show the two pictures) **cup** (pause) **cake.** Put the pieces together and show the picture of the cupcake. **Cupcake!**
- Repeat for snowball. Save the other pictures for an activity later this week.







## Read: *Artists Create!*

MATERIALS: [Artists Create!](#)

- Read *Artists Create!* with your child.
- After, talk together about the different types of artists in the book. Choose one type and ask your child to think about what it would be like to be that artist. For example, ask, **What do you think it would be like to perform in the ballet?**









 <p data-bbox="690 283 722 336">Ball</p> <p data-bbox="690 840 722 913">Snow</p>	 <p data-bbox="1356 535 1388 651">Snowball</p>
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 <p data-bbox="690 1774 722 1837">Cup</p> <p data-bbox="690 1207 722 1270">Cake</p>	 <p data-bbox="1356 1459 1388 1575">Cupcake</p>
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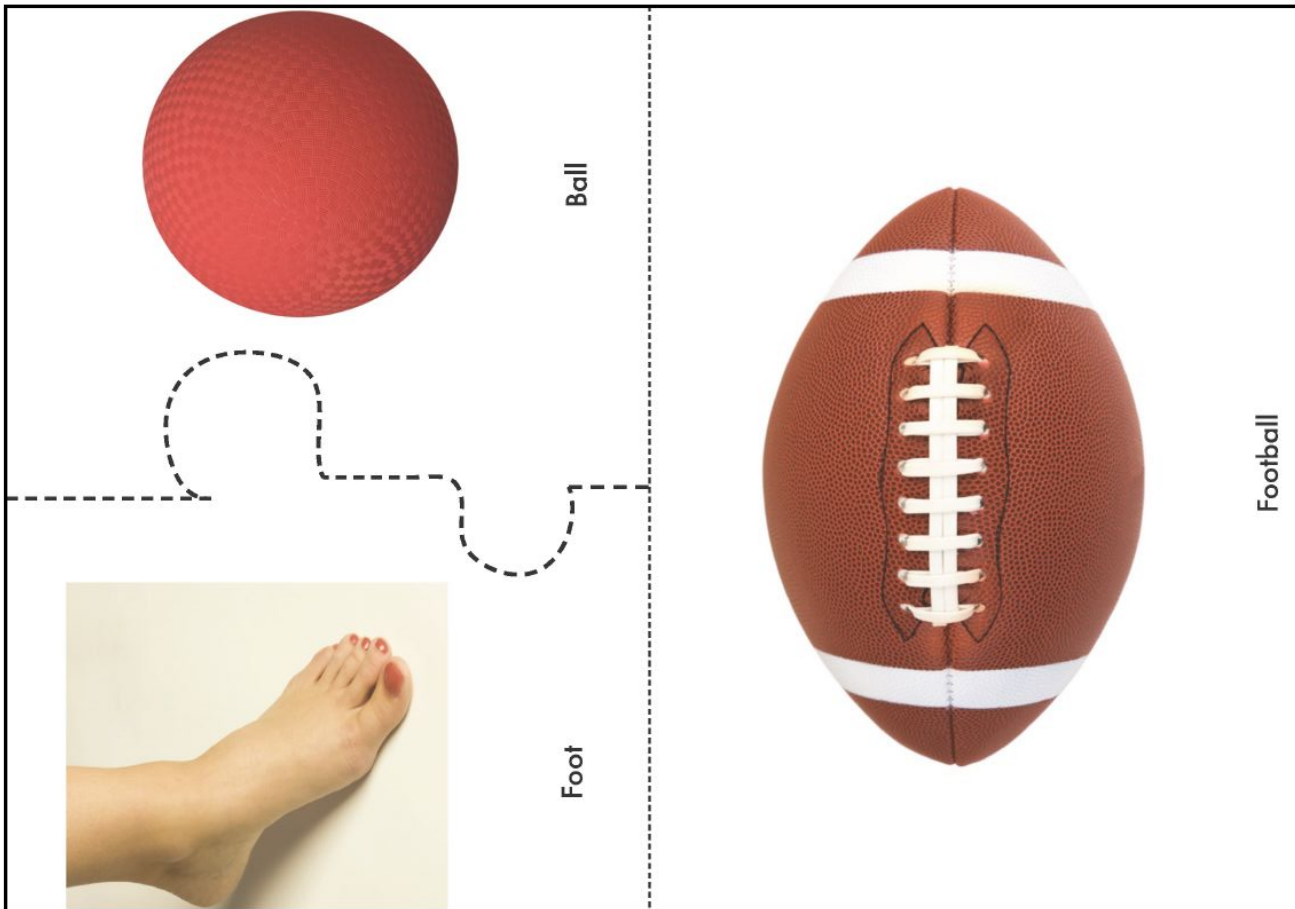
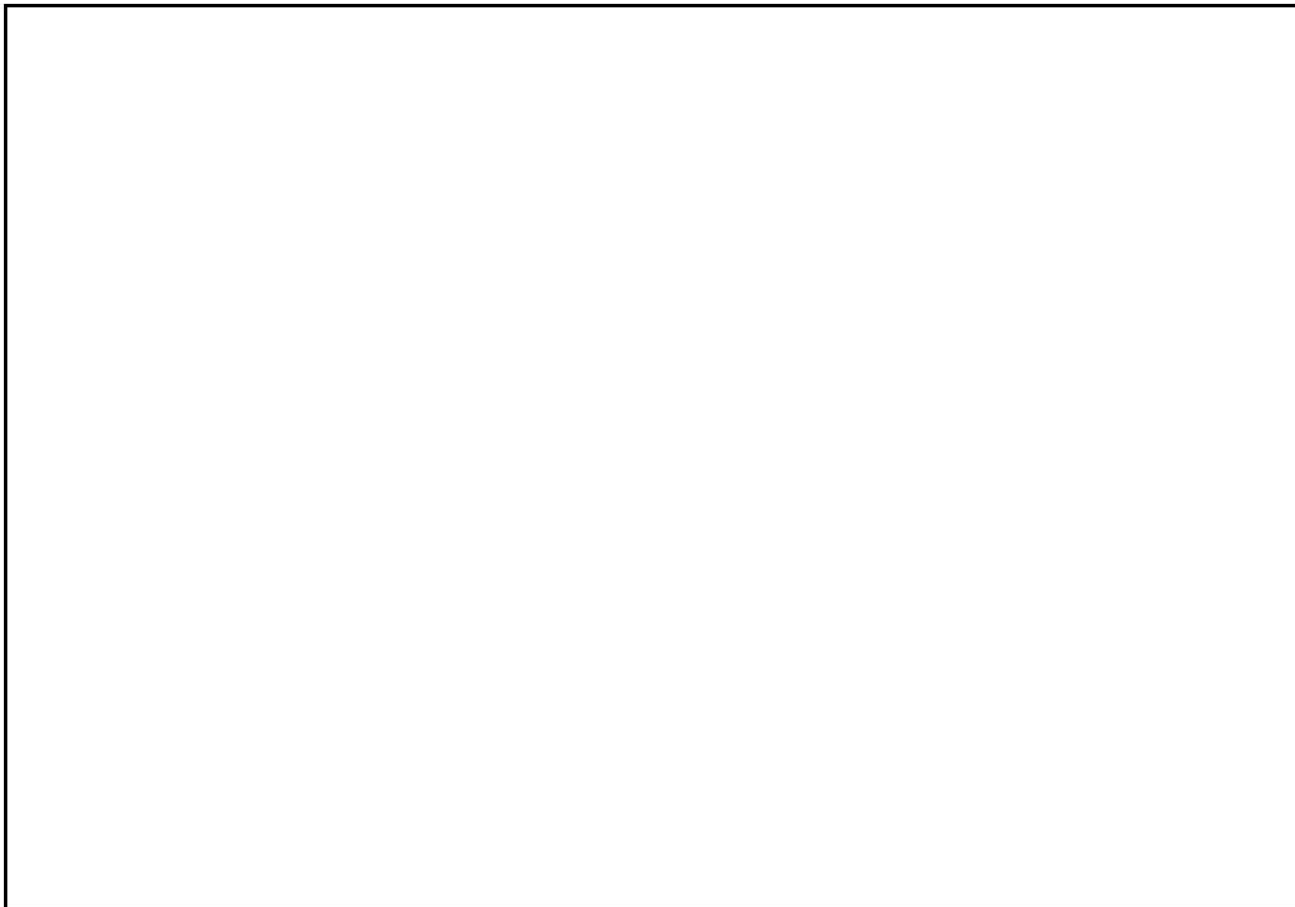




 <p>Pan</p>	 <p>Pancake</p>
 <p>Cake</p>	

 <p>Boat</p>	 <p>Houseboat</p>
 <p>House</p>	







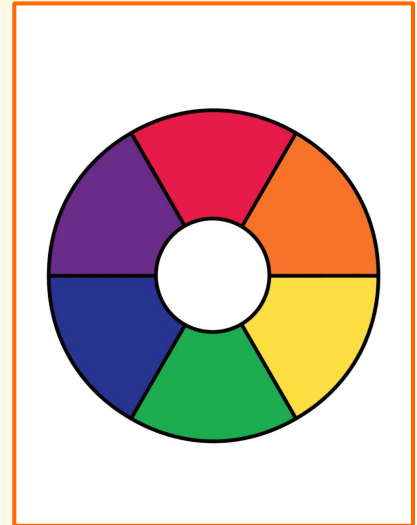




## STEM: Primary and Secondary Colors

**MATERIALS:** [Color Wheel](#), [Blank Color Wheel](#), crayons

- Say, **Let's learn about primary and secondary colors using the color wheel.**
- **Primary colors are colors we mix together to get other colors. Red, yellow, and blue are the primary colors.** Point to them on the color wheel. **Color them in on your paper where you see the P.**
- Now, color in the secondary colors where you see **S**. **We get secondary colors when we mix the primary colors. When we mix red and blue we get purple so color in purple between the red and blue.**
- Repeat for orange (red and yellow) and green (blue and yellow).
- Save the printed colored color wheel for other activities in this unit.



## Independent Learning: Sculpting a Masterpiece

**MATERIALS:** [playdough](#), [Artists Create!](#)

- With your child, look at pp. 11 & 14 of *Artists Create!* and talk about the types of things you can create or sculpt with clay, like statues and pottery.
- Say, **You can make something beautiful with your playdough, which is like clay.**
- Have your child independently make something with playdough.
- After, ask, **Tell me about what you created!**

### PLAYDOUGH RECIPE

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

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



Playdough Recipe (FE)



## Literacy: Let's Talk

- Ask, **What do you think it would be like to be an artist?**
- Ask your child 2-3 follow up questions like, **Why do you think that?** Or, **What else do you think they do?** Practice having a back and forth conversation.
- If they don't want to talk about being an artist, you can also ask your child what they would like to talk about instead.



## Journal Prompt: I Am An Artist

**MATERIALS:** crayons, I Am An Artist Journal Page

- With your child, talk about types of artists and the art they create.
- Have your child independently draw and write about the type of artist they would be.
- Later, ask, **Why did you pick that type of artist? What do you think it might be like to be that type of artist?**

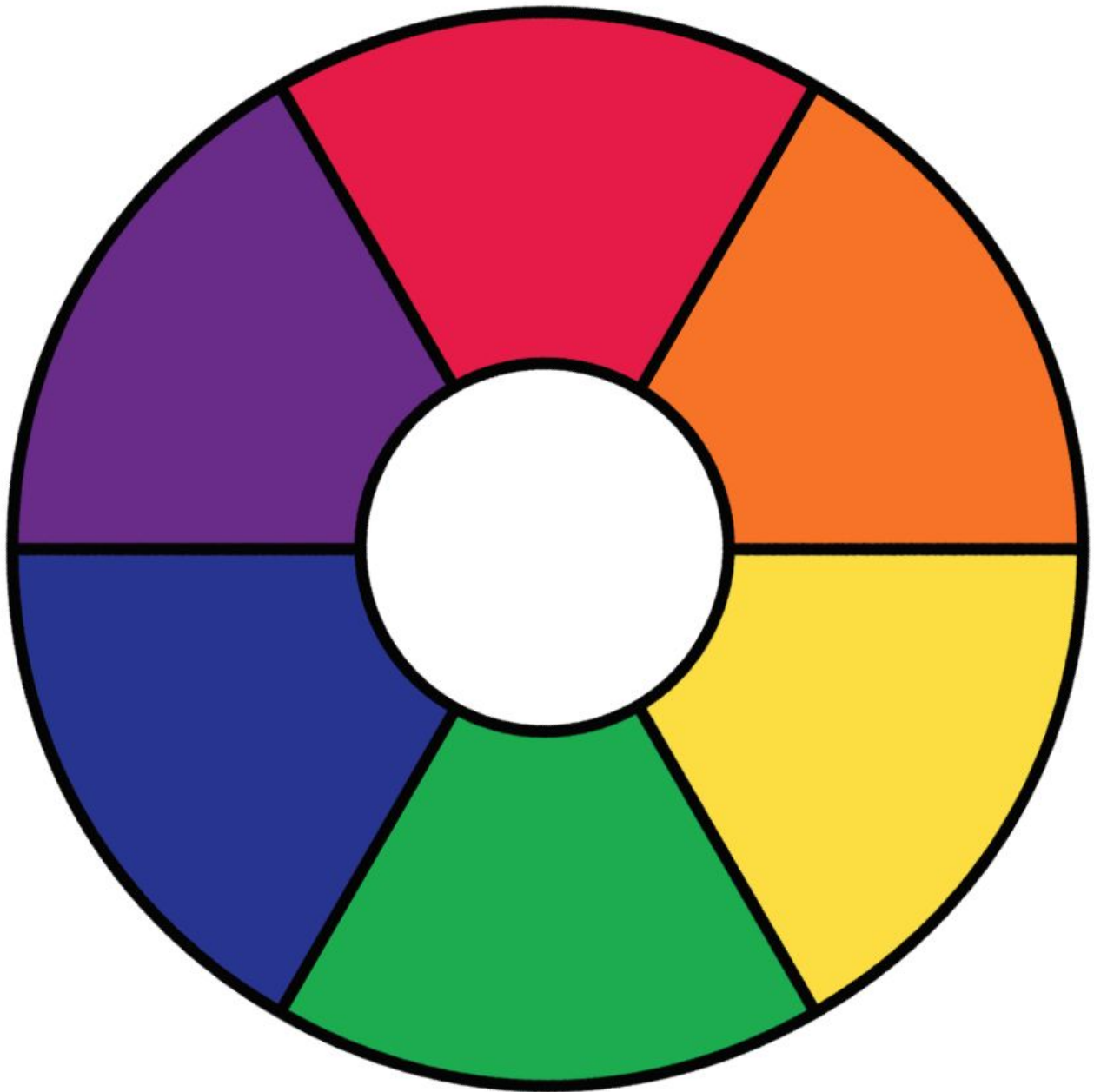
Name: \_\_\_\_\_

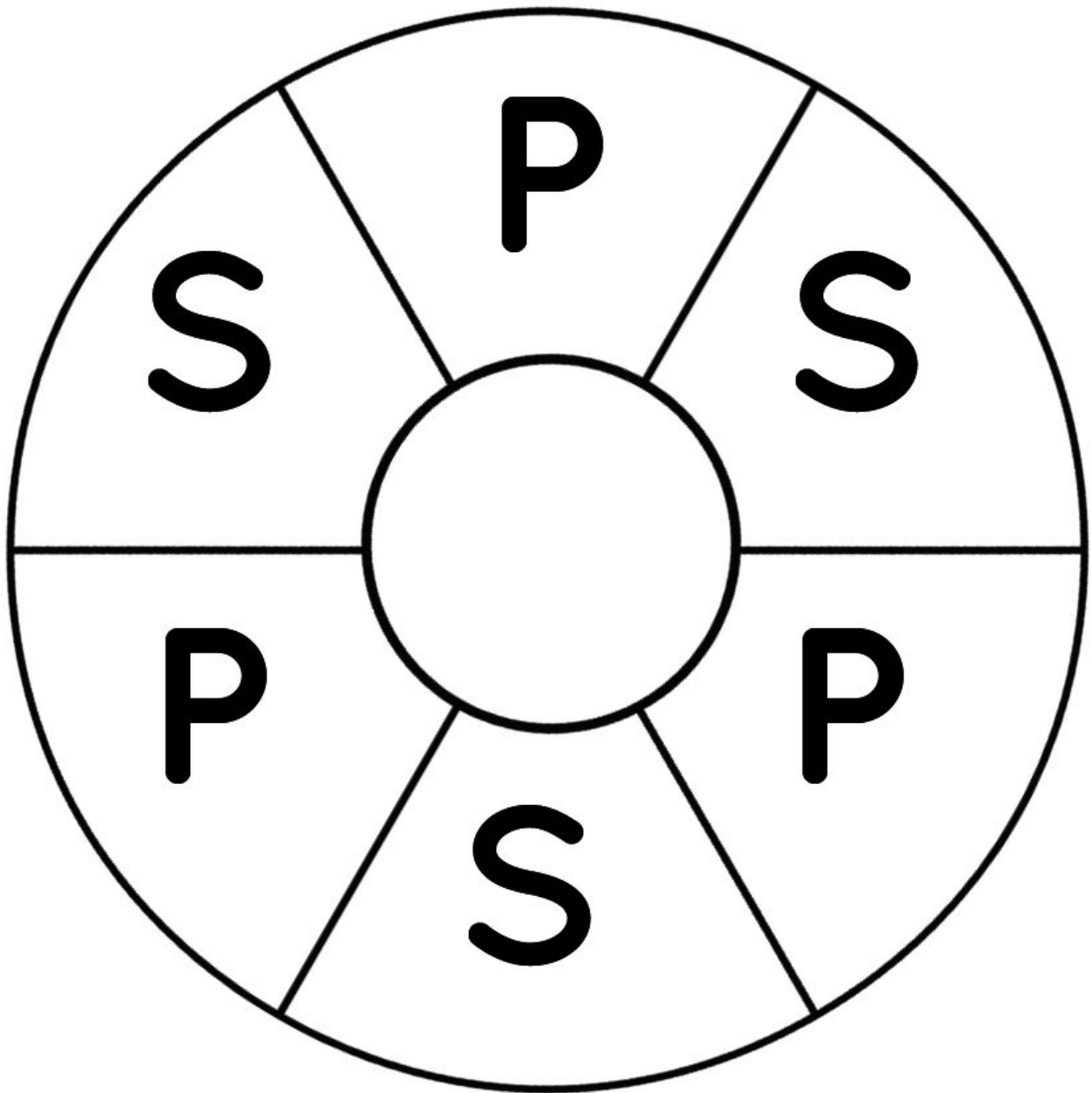
What kind of artist would you like to be?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







# PLAYDOUGH RECIPE

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

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



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

What kind of artist would you like to be?

# Wednesday

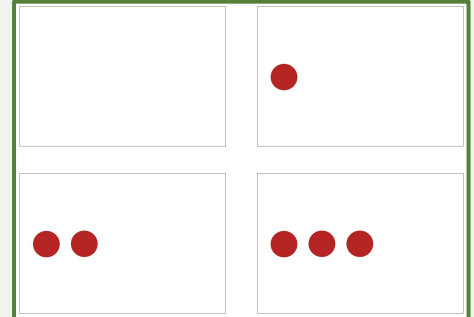
PK3 Unit 4 Week 1 Day 3



## STEM: Counting Up to 5 Dots

**MATERIALS:** [Dot Cards 0-5](#), crayons, household items like paper clips or pebbles

- Say, **Let's count the dots on each card.** Help your child touch each dot as they count. Repeat the last number counted. **One, two, three, four, five. There are five dots.**
- Say, **Let's put the same number of paper clips on the dots.** Model how to put the paper clips on top of the dots while counting. **I'm counting as I match each paper clip to a dot. One** (place the first paper clip on the first dot), **two, three, four, five! There are five paper clips!**
- Have your child independently count with the other cards.



## Independent Learning: Painting With My Favorite Colors

**MATERIALS:** watercolor palette or crayons, paper

- Say, **You can paint with your favorite colors.**
- Have your child independently paint a picture of their choice using their favorite colors.
- After, ask, **Tell me about your painting. What colors did you use? Why are they your favorite?**

# Wednesday

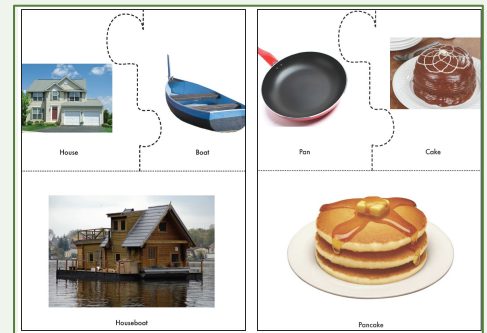
PK3 Unit 4 Week 1 Day 3



## Literacy: Make the Words

**MATERIALS:** [Compound Words 1](#) from earlier in the week

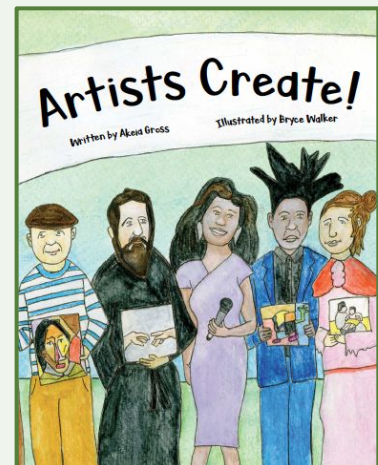
- Say, **Let's practice putting two words together to make one compound word!**
- Show your child the pieces for "houseboat." Say, **Here are two words: house** (pause) **boat. If we say those words together we get** (put pieces together and show the houseboat picture) **houseboat!**
- **Let's say it together,** (show the two pictures) **house** (pause) **boat.** Put the pieces together and show the picture of the houseboat. **Houseboat! Great job!**
- Repeat for the words: pancake and football. Ask your child to say what the compound word is when you put the two words together. It's okay if they need help! Give them lots of praise!



## Read: *Artists Create!*

**MATERIALS:** [Artists Create!](#)

- With your child read *Artists Create!*
- After, talk together with your child about the ways you both like to be creative. Say, **I like to use my imagination and creativity to \_\_\_\_\_. What do you like to use your imagination and creativity to do?**



# Wednesday

PK3 Unit 4 Week 1 Day 3



## Let's Move: If You're Wearing...

**MATERIALS:** *optional - music*

- Say, **Let's play a game.** I'm going to call out different actions you can do if you're wearing a certain color so listen to see if you're wearing that color.
- Call out different actions e.g., **If you're wearing a red shirt jump up and down, or if you're wearing yellow socks wiggle your fingers.**
- Switch roles and allow your child to call out different actions.



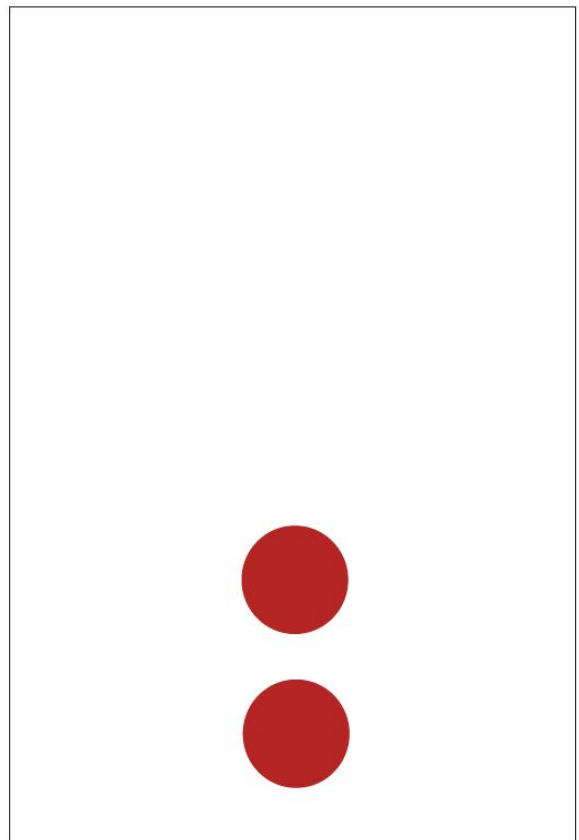
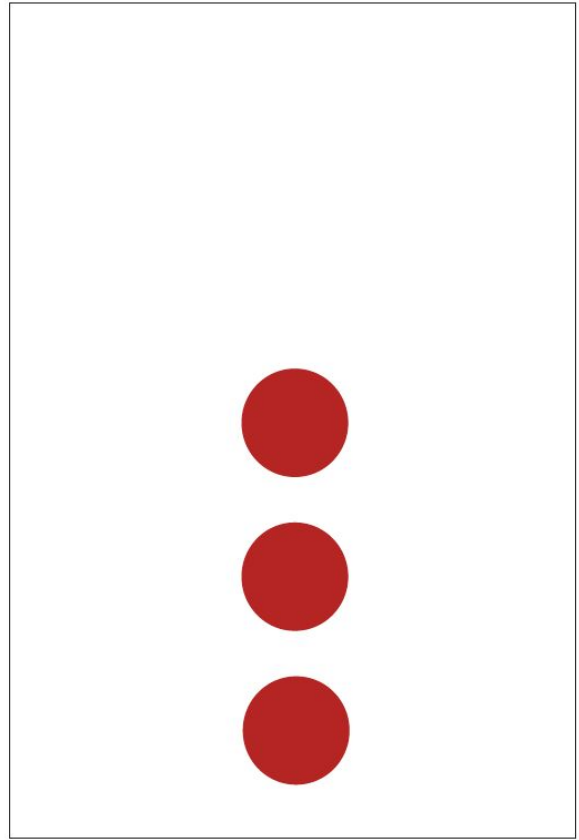
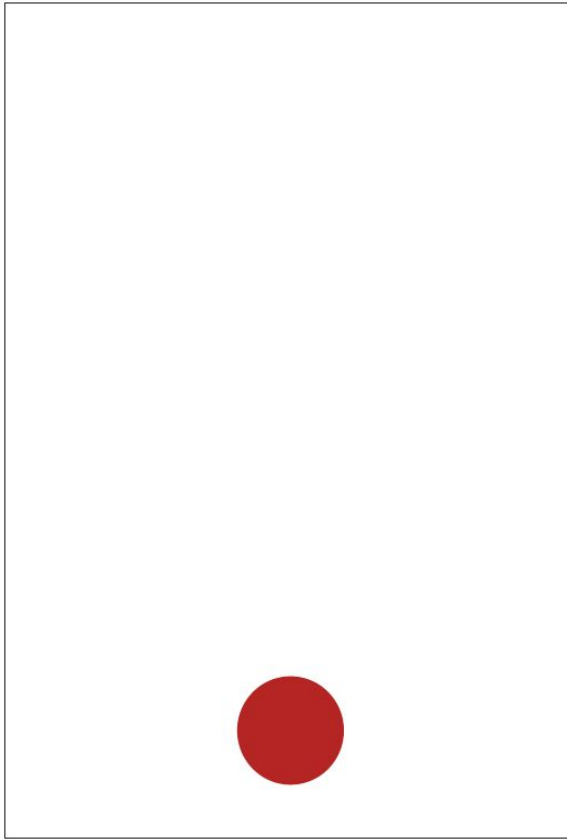
## Learning Together: Our Portraits

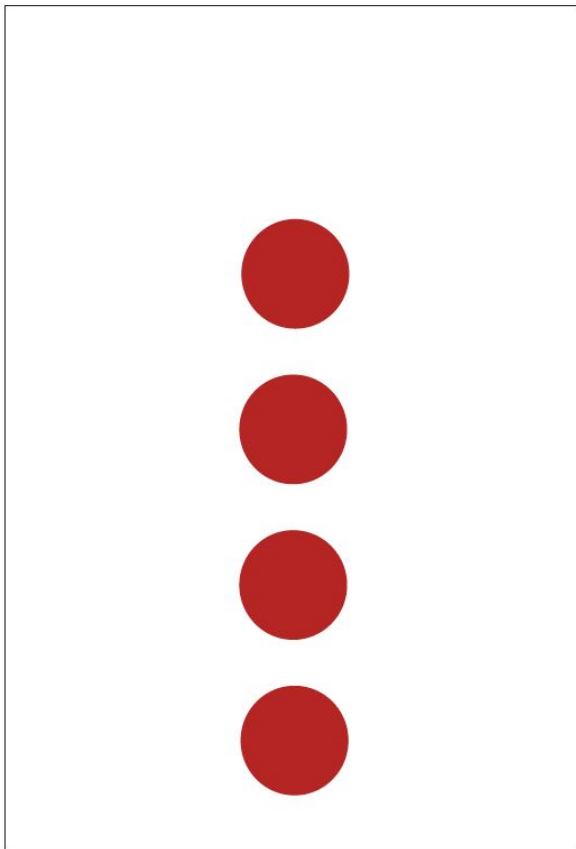
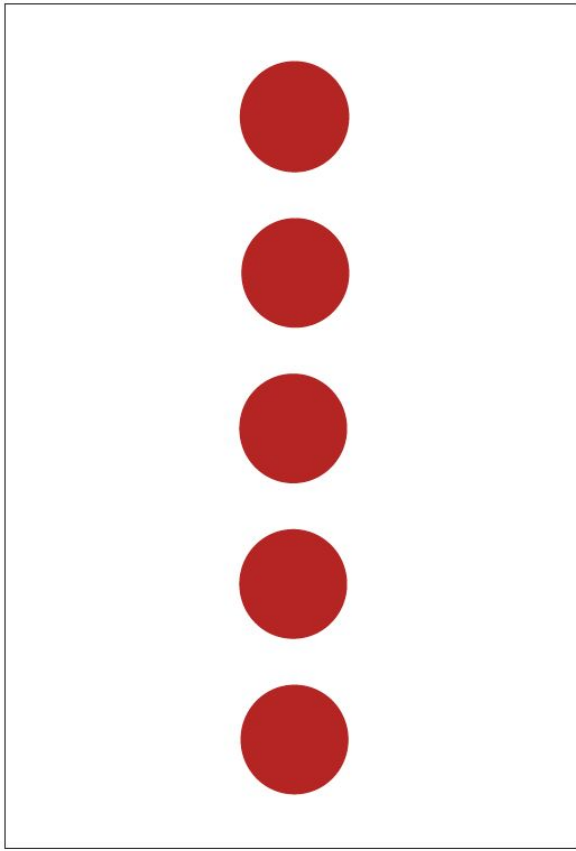
**MATERIALS:** watercolor palette or crayons, paper

- Say, **We are going to be artists and make portraits of each other's faces.** We can encourage each other by saying, good job or keep going!
- You can paint at the same time or take turns posing while the other paints. Give lots of praise, **You are working so hard!**
- After, talk about the portraits together.







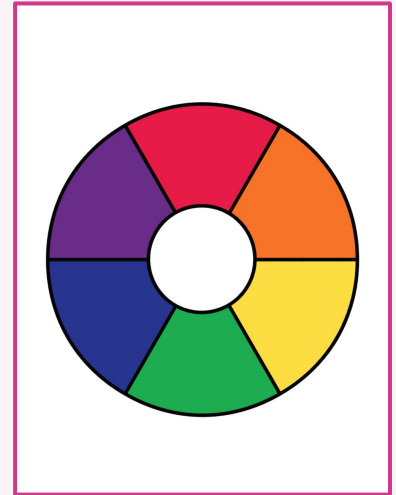




## STEM: Mixing Colors

**MATERIALS:** [Color Wheel](#), [Blank Color Wheel](#), watercolor palette or crayons

- With your child, review the primary (red, yellow, blue) and secondary (purple, orange, green) colors using the color wheel.
- Say, **You are going to fill in the blank color wheel and mix the primary colors to make secondary colors.**
- Have your child paint the primary colors first where they see P.
- Then, mix red and yellow to fill in orange and repeat for green (blue and yellow) and purple (blue and red).



## Independent Learning: Splash Art

**MATERIALS:** paper, watercolor paint thinned out with water, paper towel sheet with half of it twisted together to make a paintbrush and with the end tied with tape or a rubber band to create a handle

- Say, **You can dip your paper towel into the paint then splash the paint on your paper to make splash art.** Demonstrate once for your child.
- Have your child independently make their splash paintings.
- After, ask, **Tell me about your painting. Why did you choose this design?**



## Literacy: I'm a Little Teapot

**MATERIALS:** [I'm a Little Teapot](#)

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end, like hop and pop. 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. Stout and spout.**
- Slowly sing the song, one verse at a time. After each verse ask, **What rhyming words do you hear?** (stout-spout-shout-out, true-do, spout-out). If your child struggles to identify the rhyming words, that's okay. They are still learning! Identify the words for them.

### I'm a Little Teapot

I'm a little teapot  
Short and stout  
Here is my handle  
Here is my spout  
When I get all steamed  
up  
Hear me shout  
Tip me over and pour me out!



I'm a very special teapot  
Yes, it's true  
Here's an example of what I can do  
I can turn my handle into a spout  
Tip me over and pour me out!



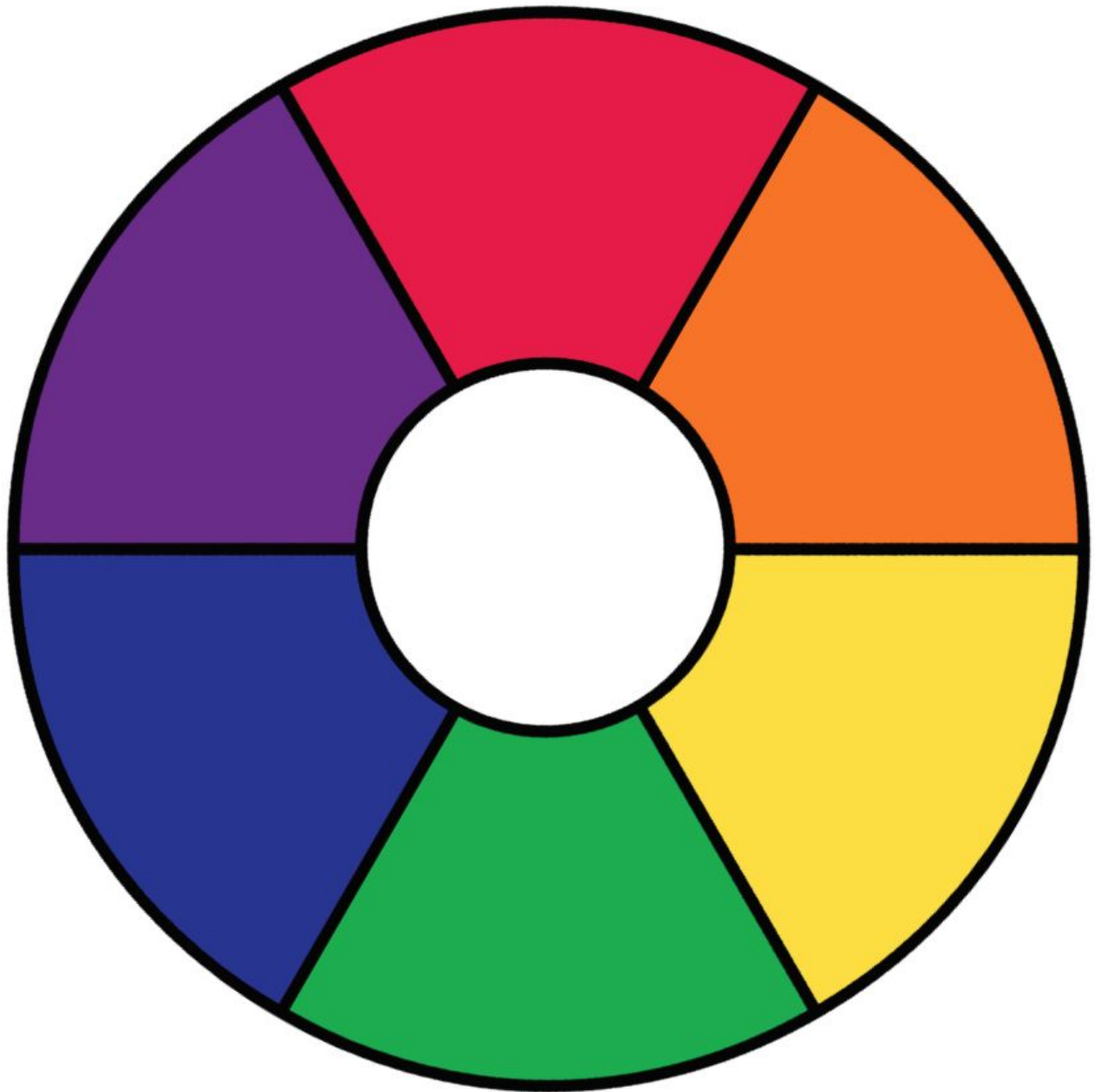
## Journal Prompt: My Creation

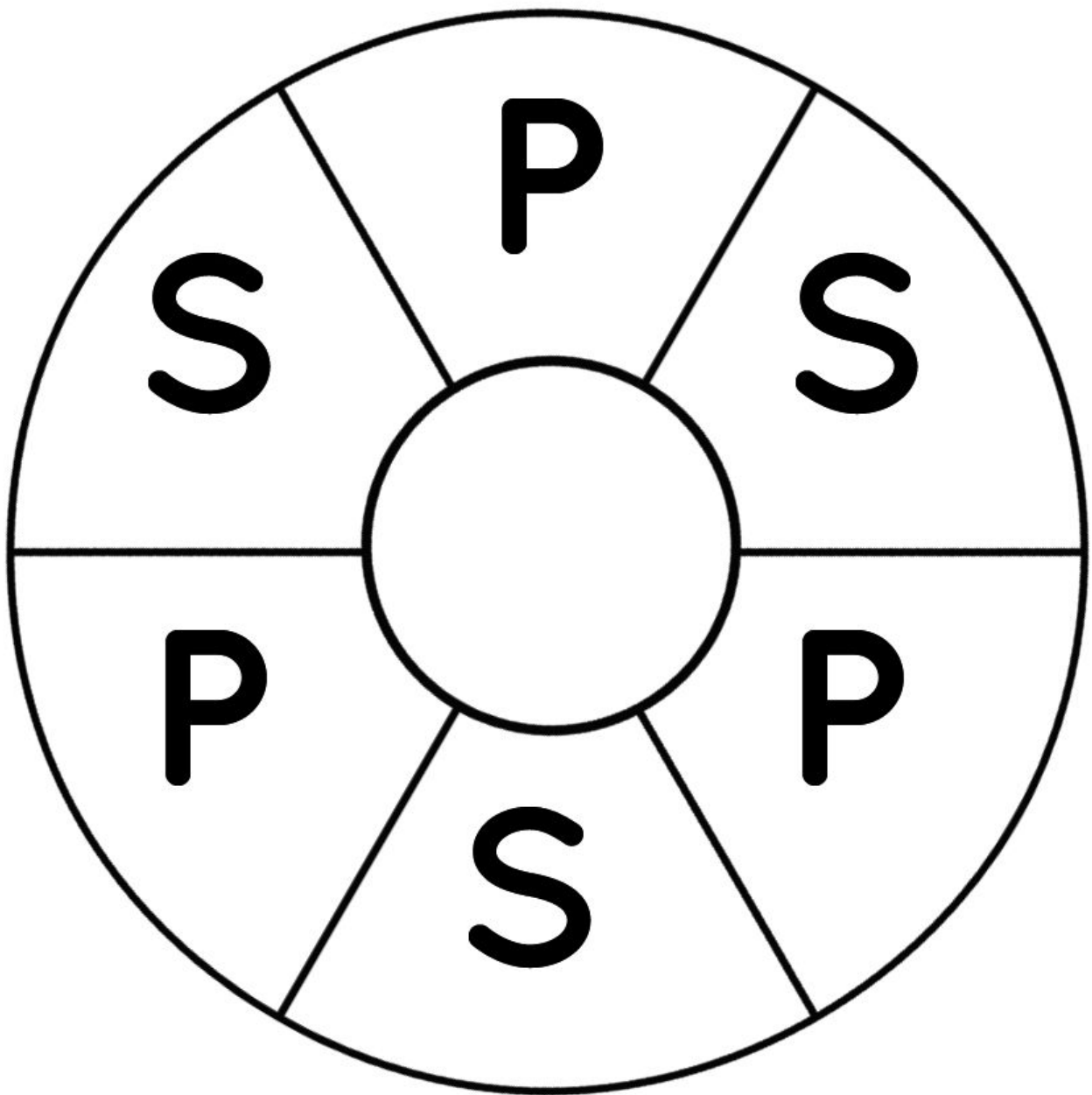
**MATERIALS:** crayons, My Creation Journal Page

- With your child, talk about different types of art and creations.
- Have your child independently draw and write about what they would like to create.
- Later, ask, **What would you like to create? How would you create it?**

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

What would you like to create?







# I'm a Little Teapot

I'm a little teapot  
Short and stout  
Here is my handle  
Here is my spout  
When I get all steamed  
up  
Hear me shout  
Tip me over and pour me out!



I'm a very special teapot  
Yes, it's true  
Here's an example of what I can do  
I can turn my handle into a spout  
Tip me over and pour me out!

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

What would you like to create?



## STEM: Counting Objects

**MATERIALS:** household objects like crayons or paper clips

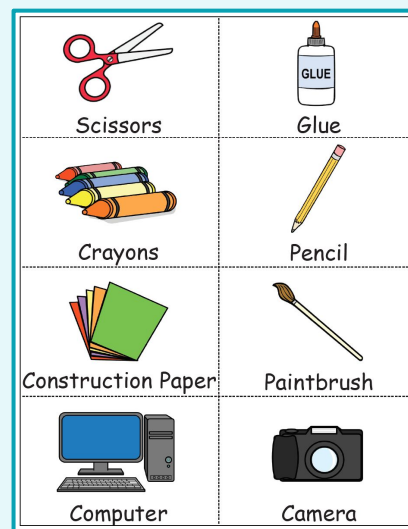
- Say, **Let's count together.**
- Put 5 objects down and touch each object as you count. Say, **1, 2, 3, 4, 5. There are 5 things.**
- Show between 1 and 5 objects and ask your child to count them. Then ask, **How many are there all together?** If they count again without saying the total, you can say it to help them understand that the last number they say represents the total number of objects. **There are \_\_\_ things.**



## Independent Learning: Art Tools Matching

**MATERIALS:** [Art Tool Matching](#) (cut out)

- Talk with your child about the different tools artists might use.
- Say, **Match the tools together.** Turn 3-4 pairs of cards facedown. Your child should turn 2 cards over. If they match, they can keep the pair. If they don't, they can turn them over and try again.
- Your child can independently complete the game.
- After, choose a tool and ask, **How would an artist use this?**





## Literacy: Print and Pictures

**MATERIALS:** any book with illustrations or pictures

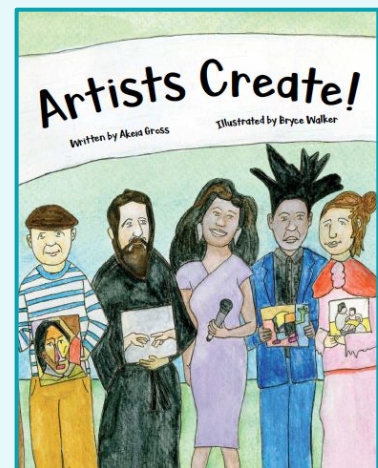
- Say, **Books have pictures and words.** Point to a picture and say, **This is the picture.** Repeat for the words.
- Say, **Pick a page. Point to the pictures. Now point to the words.**
- Repeat for additional pages.



## Read: *Artists Create!*

**MATERIALS:** [Artists Create!](#)

- With your child read *Artists Create!*
- After, talk together with your child about pp.20-21. Ask, **What is a dream you have? What do you want to do?**





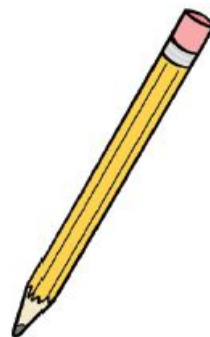
Scissors



Glue



Crayons



Pencil



Construction Paper



Paintbrush



Computer



Camera







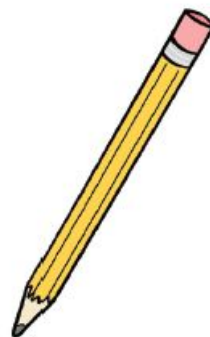
Scissors



Glue



Crayons



Pencil



Construction Paper



Paintbrush



Computer



Camera





# Week 2

# PK3 Unit 4 Week 2 Overview

## Colors!

### This week your child will:

learn more about colors and tints, practice sorting, and practice finding rhyming words.

### Key Vocabulary



## art

the use of painting, drawing, sculpture, etc. to represent things or express ideas

## sculpture

an object made out of stone, wood, clay, or metal made by an artist

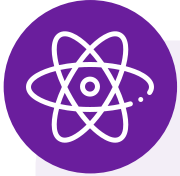
## tint

a small amount of a color

# Create Connections

**Think  
About It!**

This week, you will make different types of art. Before you begin the packet, write about your favorite type of art.



## STEM: Finger Counting

- Teach your child to count with their fingers. Say, **Let's count with our fingers.** Show your fist and say, **No fingers up means zero.**
  - **1** - hold up your index finger
  - **2** - hold up your index and middle finger
  - **3** - hold up the three middle fingers
  - **4** - hold up the four fingers (not the thumb)
  - **5** - hold up all fingers and the thumb
- Say, **Now count with me.** Finger-count together once.
- Ask, **Can you show me 1 finger?** It doesn't matter which finger they show. Repeat for 2 fingers.



## Independent Learning: Shape Art

**MATERIALS:** child-safe scissors, magazines or newspapers, etc., glue or tape, paper

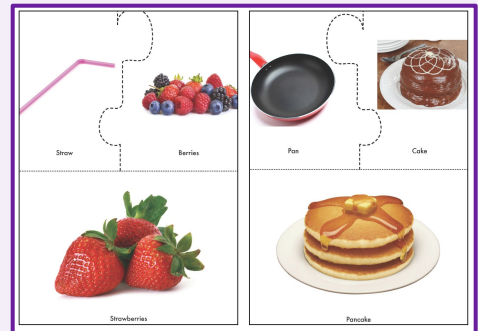
- Say, **Cut out different shapes. Then glue them on your paper to make shape art.**
- Have your child independently complete the activity. It's okay if they cut out irregular shapes, they're practicing cutting!
- After, say, **Tell me about your art! What shapes did you use?**



## Literacy: Words in Compound Words

MATERIALS: [Compound Words 2](#)

- Say, **Let's practice putting two words together to make one compound word!**
- Show your child the pieces for "strawberries." Say, **Here are two words: straw (pause) berries. If we say those words together we get**(put pieces together and show strawberries picture) **strawberries!**
- **Let's say it together,** (show the two pictures) **straw** (pause) **berries.** Put the pieces together and show the picture of strawberries. Ask your child to say what the compound word is when you put the two words together. It's okay if they need help! They're still learning! Give them lots of praise. **Strawberries! Great job!**
- Repeat for the words: pancake and housefly. Save the other pictures for an activity later this week.



## Read: *Sorting*


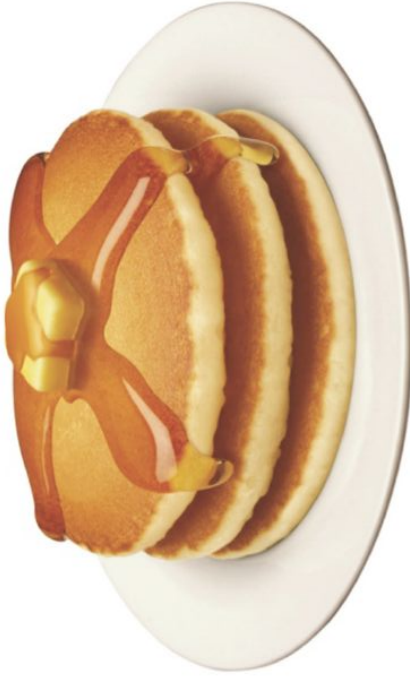
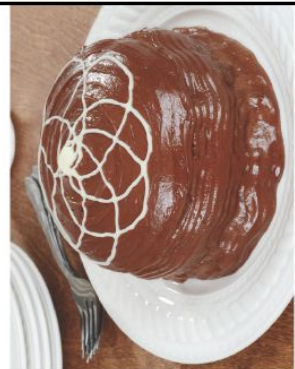
MATERIALS: [Sorting](#)


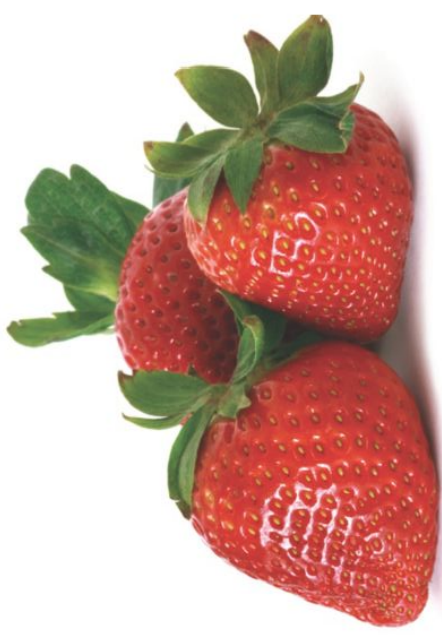

- With your child, read *Sorting*.
- After, say, **When we sort things we put things that are alike into groups.**
- Show pp. 6-7. Ask, **How were these sorted?**



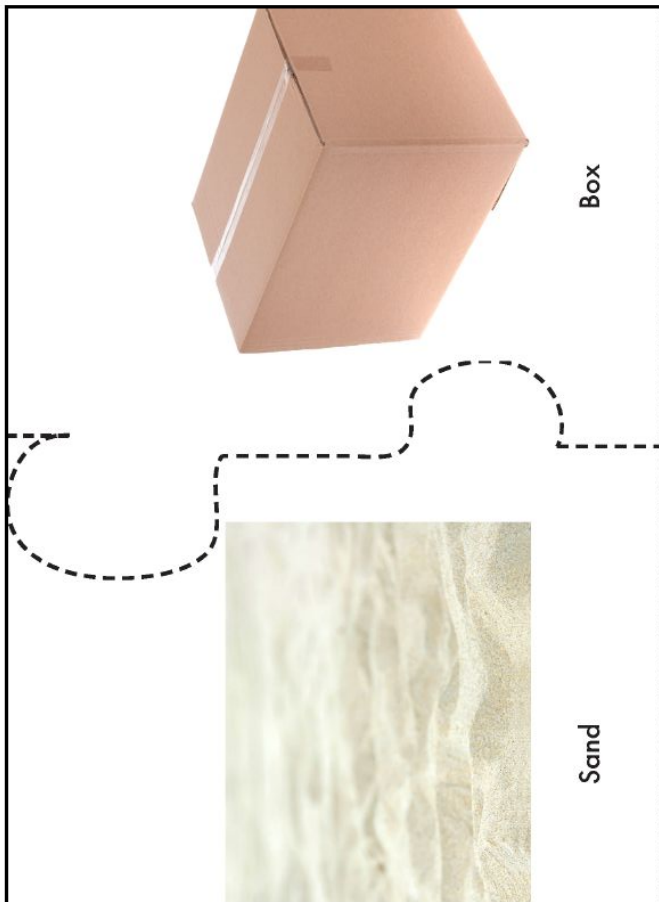




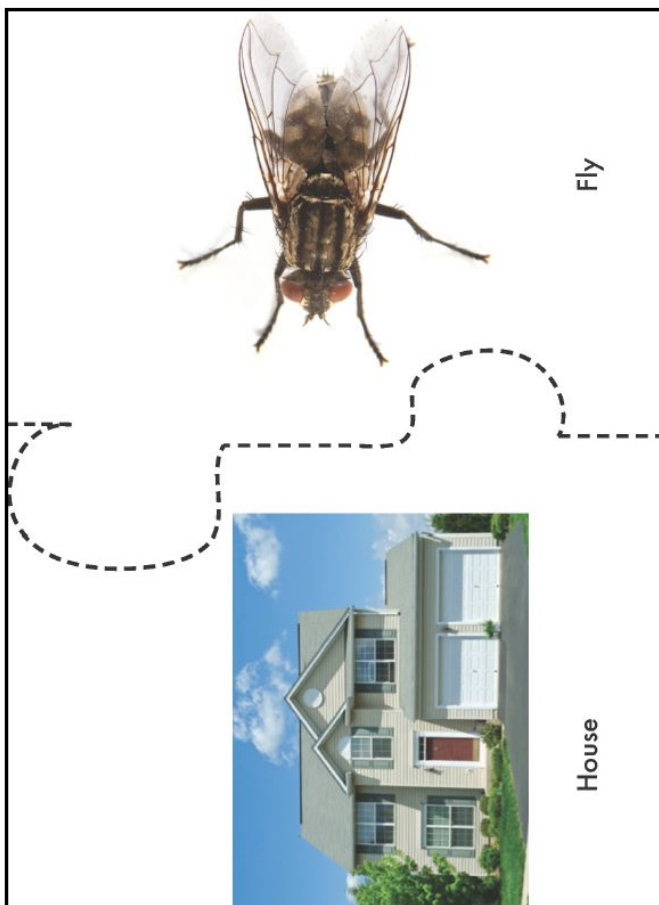
 <p>Pan</p>	 <p>Pancake</p>
 <p>Cake</p>	

 <p>Straw</p>	 <p>Strawberries</p>
 <p>Berries</p>	






Sandbox




Housefly






Boy




Cow



Cowboy



Shoe



Box



Shoebbox







## STEM: Painting with Tints

**MATERIALS:** watercolor palette with white or crayons, paper

- Say, **Let's paint with tints. When we mix a color with white we get a tint, or a lighter shade.**
- Have your child mix the colors of their choice with white and paint with it.
- After, compare the original colors to the tints. Ask, **Which color looks more bright or strong?**



## Independent Learning: Sculpture

**MATERIALS:** recycled materials e.g., small cardboard boxes and plastic containers, tape, [Sculpture](#)

- With your child, look at the pictures of sculptures.
- Say, **You can make a sculpture with these things.**
- Have your child independently make a sculpture.
- After, say, **Wow, please tell me about the sculpture you worked so hard on.**





## Literacy: Turn the Page

**MATERIALS:** any book

- With your child, talk about how to hold a book and turn the pages. Say, **We hold the book right side up so we can see the front cover.** Point to the front cover. **Then, we turn the pages carefully to read each page.** Model holding the book and turning the pages.
- Have your child independently show you the front and back cover and let them turn some of the pages of the book.



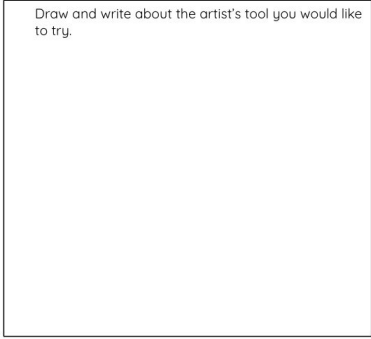
## Journal Prompt: Artist's Tools

**MATERIALS:** crayons, Artist's Tools Journal Page

- With your child, talk about the different tools artists use, e.g., a photographer's camera or a musician's instrument.
- Have your child independently draw and write about the type of artist's tool they would like to try.
- Later, ask, **Why did you pick that tool? What would do with the tool?**

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

Draw and write about the artist's tool you would like to try.



\_\_\_\_\_

-----

\_\_\_\_\_







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

Draw and write about the artist's tool you would like to try.

A large rectangular box with a black border, intended for a child to draw and write about an artist's tool they would like to try.Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.



## STEM: Sorting

**MATERIALS:** spoons, cups, crayons, pencils (at least 2 of each)

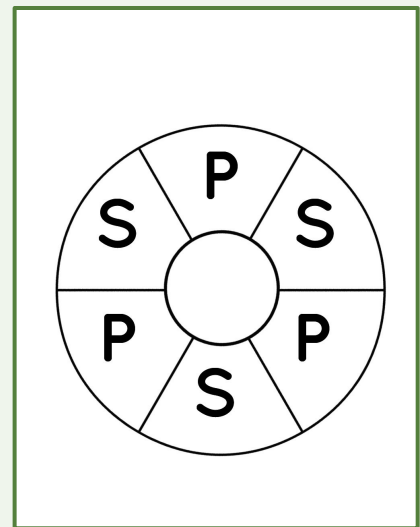
- Say, **Let's sort these things and put those that are alike together. I will put all the spoons together.** Demonstrate grouping spoons together.
- **Let's sort the rest.** Have your child group the items together. It's okay if they sort them in a different way such as by size, there are lots of ways to sort objects.



## Independent Learning: Color Wheel Collage

**MATERIALS:** [Blank Color Wheel](#), [Color Wheel](#) from week 1, child-safe scissors, glue, magazines or fliers or colored pencils or crayons.

- Name the colors in the color wheel.
- After, say, **You can glue pictures with the same color onto your color wheel.** Do one together. Find and cut out a picture and gluing it onto the corresponding color.
- Have your child independently complete the activity. If they don't find pictures they can draw some in the space instead.
- After, talk about the colors and pictures together.





# Wednesday

PK3 Unit 4 Week 2 Day 8



## Literacy: Tell Me About It

- Ask, **We've been learning about colors and art. What has been your favorite part so far?**
- Ask your child 2-3 follow up questions like, **Why do you think that?** or **What else would you like to learn about?** Practice having a back and forth conversation.
- If they don't want to talk about colors and art, you can also ask your child what they would like to talk about instead.



## Read: *Sorting*

**MATERIALS:** [\*Sorting\*](#), household items that can be sorted, e.g., spoons and cups or red and yellow toys

- With your child, read *Sorting*.
- After, say, **Now let's practice sorting. Can you sort these?** Remember, your child might have a different way to sort that is still correct. Ask why they grouped certain things together.



# Wednesday

PK3 Unit 4 Week 2 Day 8



## Let's Move: Count and Dance

**MATERIALS:** *optional - music*

- Say, **Let's count to 5 while we are dancing.**
- Allow your child to suggest different dance moves for you to try while counting to 5.

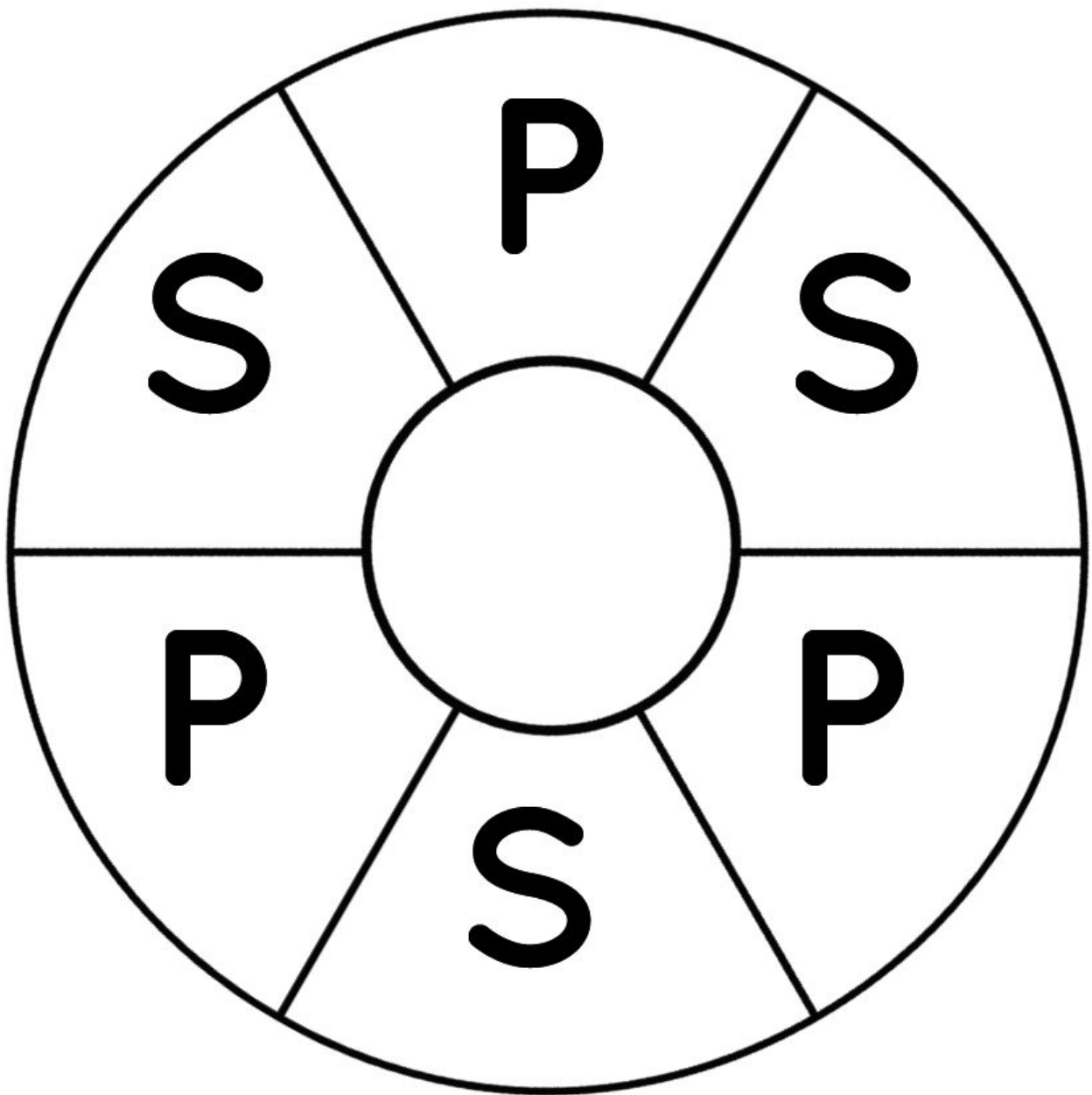


## Learning Together: Paint to the Music

**MATERIALS:** watercolor palette or crayons, paper, different types of music

- Say, **We are going to listen to different kinds of music. We will paint how we feel while we are listening.**
- Play 2-3 different types of music, e.g., music with a fast and slow beat. You can paint together on the same paper or paint on different paper.
- After, compare how the different music made you or your child feel and how that affected the painting.







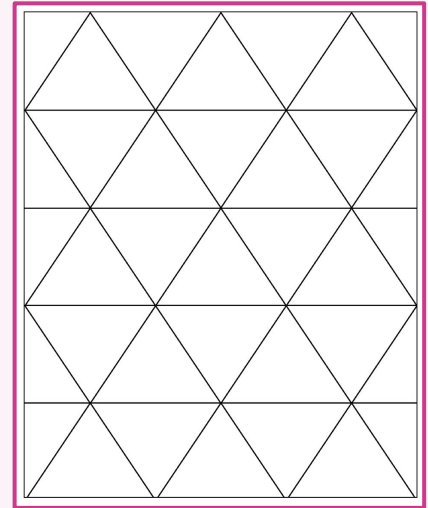




## STEM: Coloring Tessellations

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

- Say, **A tessellation is a pattern of shapes that repeat, when we use a shape over and over like a pattern. What a long word! You can color these tessellations.**
- Have your child independently color their tessellation.
- After, talk about their design and the colors they used.
- *Optional - cut out the picture after coloring and glue the pieces together on another paper to make a different tessellation.*



## Independent Learning: Dot Art

**MATERIALS:** watercolor palette, paper, paintbrush, unsharpened pencil or cotton swabs

- Say, **You can create art using dots.** Show your child how to press the bottom of the paintbrush, the pencil, or the swabs onto the paint then onto the paper to make dots.
- Have your child independently make dot art.
- After, ask, Please **tell me about your art. What colors did you use?**



## Literacy: Hey Diddle Diddle

**MATERIALS:** [Hey Diddle Diddle](#)

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end, like hut and cut. 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. Diddle and fiddle.**
- Slowly re-read the poem. Ask, **What rhyming words do you hear?** (diddle-fiddle, moon, spoon). If your child struggles to identify the rhyming words, that's okay. They are still learning! Identify the words for them.

### Hey Diddle Diddle

Hey, diddle, diddle,  
The cat and the fiddle,  
The cow jumped over the moon;  
The little dog laughed  
To see such sport,  
And the dish ran  
away with the  
spoon.



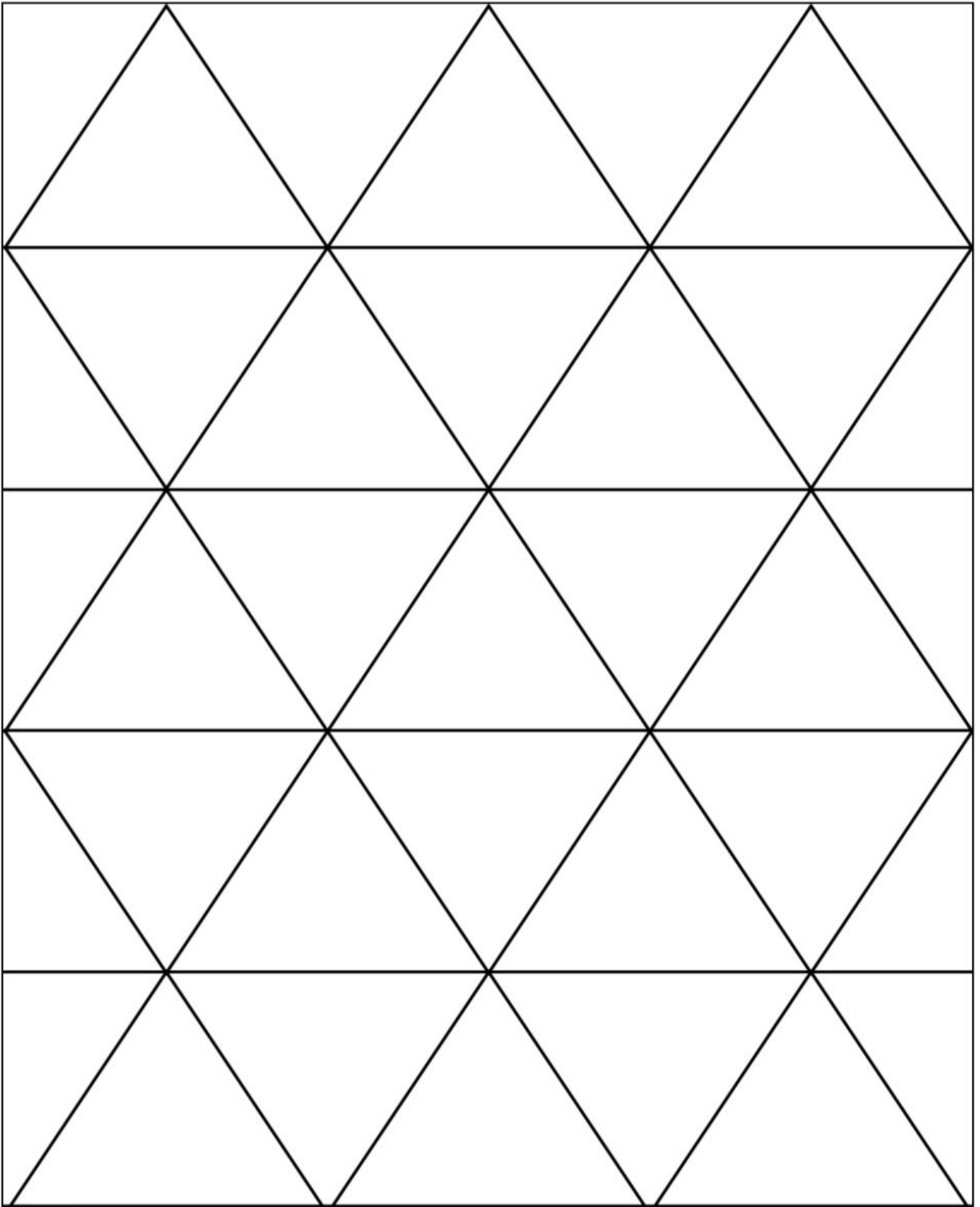
## Journal Prompt: Musical Instruments

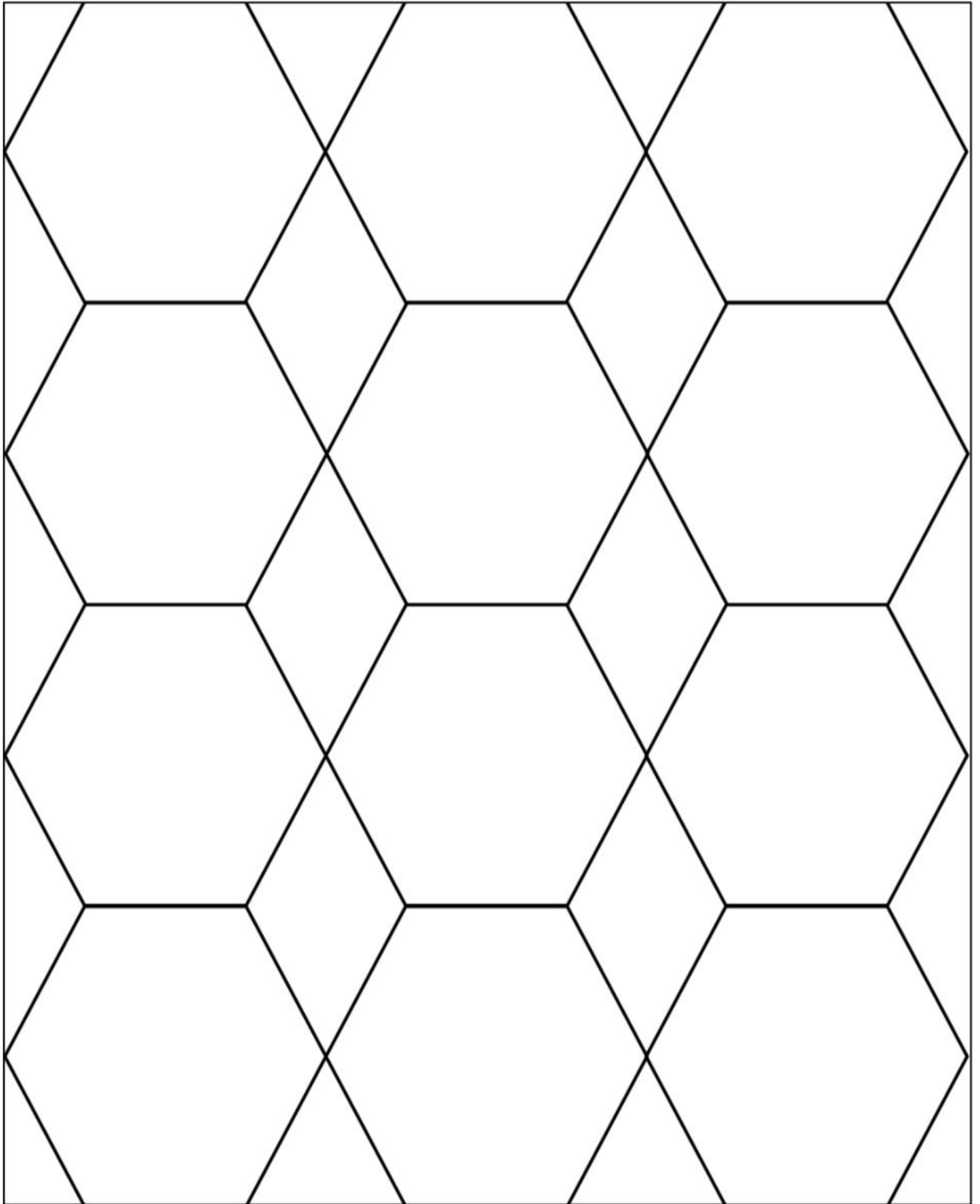
**MATERIALS:** crayons, Musical Instruments  
**Journal Page**

- With your child, talk about the different types of musical instruments.
- Have your child independently draw and write about the musical instrument they would like to try.
- Later, ask, **Why did you pick that instrument? What kind of music would you like to play with the instrument?**

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

Draw and write about a musical instrument you would like to try.







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

Draw and write about a musical instrument you would like to try.

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## STEM: Sorting Two

**MATERIALS:** spoons, cups, crayons, pencils (at least 2 of each)

- Say, **Last time we sorted these items we put the same ones together. Can you think of another way we can sort them?**
- **We can sort them by their use. Let's put the things we use to write with (crayons, pencils) in one group and the things we use to eat and drink with (cup, spoon) in another.**
- There are lots of ways to sort things. Your child might suggest another way to sort them (e.g. by color, size, shape etc.).



## Independent Learning: Rock Garden

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

- Say, **You can make art with rocks!** Look at pictures of the rock garden.
- Have your child independently design their rock garden by placing pebbles 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?**

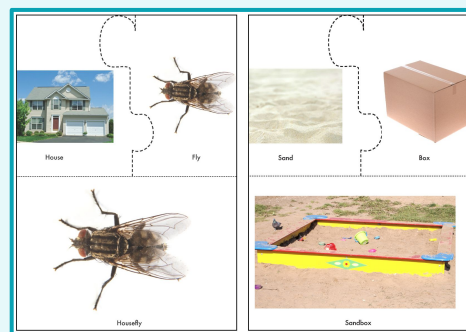




## Literacy: Compound Words

**MATERIALS:** [Compound Words 2](#) from earlier in the week

- Say, **Let's practice putting two words together to make one compound word!**
- Show your child the pieces for "sandbox" Say, **Here are two words: sand** (pause) **box. If we say those words together we get** (put pieces together and show the sandbox picture) **sandbox.**
- **Let's say it together,** (show the two pictures) **sand** (pause) **box.** Put the pieces together and show the picture of the sandbox. **Sandbox! Great job!**
- Repeat for the words: shoebox and cowboy. Have your child try to tell you the compound word the 2 words make. If they need help, that's okay! They're still learning!



## Read: Sorting

**MATERIALS:** [Sorting](#)

- With your child, read *Sorting*.
- After, show your child pp.18-19. Ask, **How could we sort these things?** Sorting can be by color, plants and animals, things we eat and things we don't eat.
- Your child might also think of another way to sort that is also correct!







# Week 3

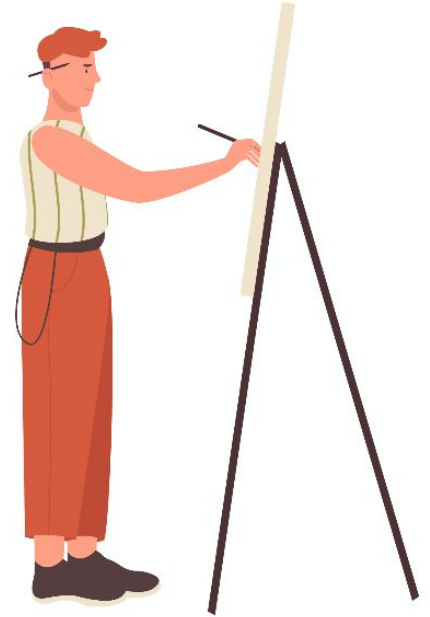
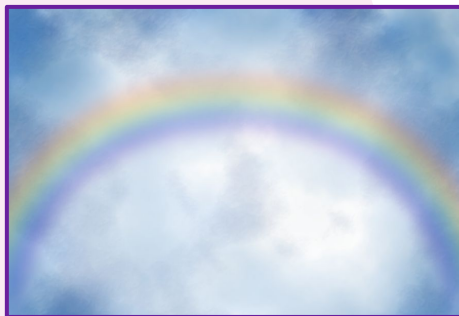
# PK3 Unit 4 Week 3 Overview

## Colors All Around

### This week your child will:

continue exploring different types of art, learn about rainbows, and plan and have a party! They will also compare sizes and make compound words.

### Key Vocabulary



### art

the use of painting, drawing, sculpture, etc. to represent things or express ideas

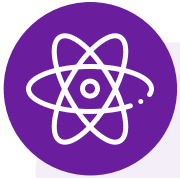
### rainbow

a large curve of colors in the sky

# Create Connections

**Think  
About It!**

This week, you will make a favorite color book. Before you begin the packet, draw a picture with your favorite colors!



## STEM: Big, Little

**MATERIALS:** Blocks of different sizes or paper towel/toilet paper rolls cut into different sizes

- With your child, compare the size of the different blocks. Ask, **Which block is bigger? How can you tell?** And, **Give me the smaller block, please.**
- Show two blocks and ask your child to put them in order from the smaller to bigger block. After, ask, **Which block is bigger? Which is smaller?**
- Then, ask your child to pick 2 different blocks and compare them. Ask, **Are these the same size or is one bigger?** Repeat for another pair of blocks.



## Independent Learning: Coloring with Many Crayons

**MATERIALS:** crayons, paper, rubber band or string

- Say, **You can color with a lot of crayons at one time and see what happens.**
- Help your child to put a rubber band around a bunch of crayons.
- Have your child independently color using the bunch.
- After, ask, **What was it like to color with so many crayons at the same time?**

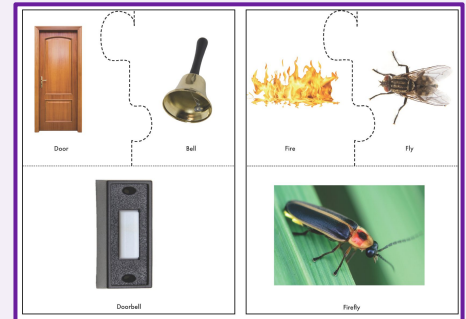




## Literacy: Making Compound Words

MATERIALS: [Compound Words 3](#)

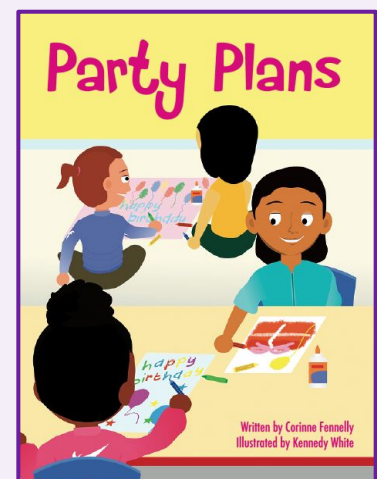
- Say, **Let's practice putting two words together to make one compound word!**
- Show your child the pieces for "doorbell" Say, **Here are two words: door** (pause) **bell. If we say those words together we get** (put pieces together and show the doorbell picture) **doorbell.**
- **Let's say it together,** (show the two pictures) **door** (pause) **bell.** Put the pieces together and show the picture of the doorbell. **Doorbell! Great job!**
- Repeat for the words: firefly and sunflower. Have your child try to tell you the compound word the 2 words make. If they need help, that's okay! They are still learning!
- Save the other pictures for an activity later this week.

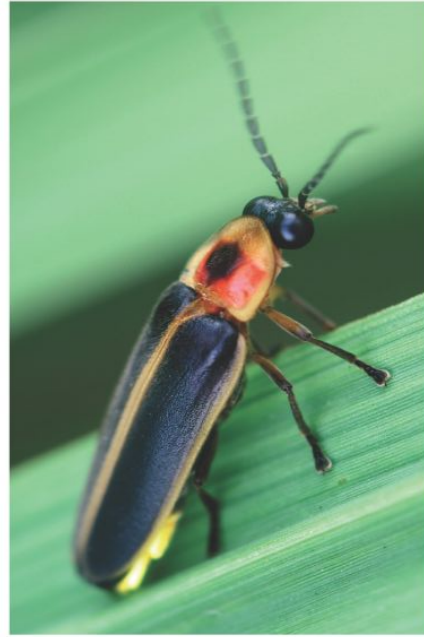


## Read: Party Plans

MATERIALS: [Party Plans](#)





- With your child, read *Party Plans*.
- After, talk with your child about how parties might be different when we are being careful about germs or when our families and friends might live far away, etc.
- Ask them to think of ways they can stay safe in a big group at a party.













 <p>Rain</p>	 <p>Raincoat</p>
	 <p>Coat</p>

 <p>Sun</p>	 <p>Sunflower</p>
	 <p>Flower</p>





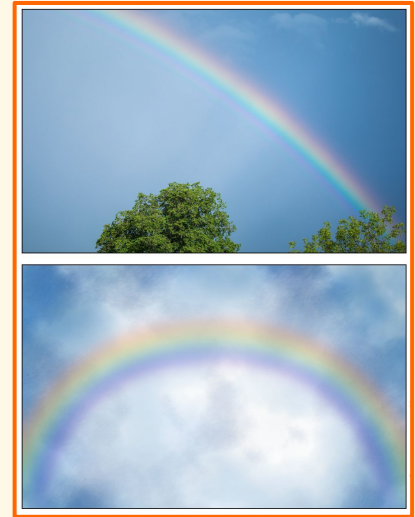




## STEM: Rainbow

**MATERIALS:** [Blank Rainbow](#), [Rainbow](#), crayons

- Show pictures of the rainbows. Say, **A rainbow is made when sunlight goes through raindrops so we can see all the different colors that white light is actually made up of.**
- The colors are always in the same order - **ROYGBIV** - red, orange, yellow, green, blue, indigo, violet.
- **You can color in your rainbow now.** Have your child independently color in their rainbow. It's ok if they don't put the colors in the same order.



## Independent Learning: Party Planning

**MATERIALS:** watercolor palette or crayons, paper

- Say, **We are going to have a little party of our own tomorrow and you can plan it now.** Help them to brainstorm simple ways to have a party at home.
- Have your child independently draw and write their plan for the party.
- After, ask, **What kind of party will we have tomorrow? Please tell me about it.**

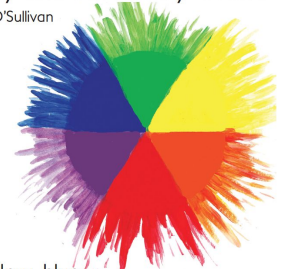


## Literacy: Primary and Secondary Colors

**MATERIALS:** [Primary and Secondary Colors](#)

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end, like snap and clap. 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. Blue and do.**
- Slowly re-read the poem. Ask, **What rhyming words do you hear?** (blue-do, see-be, green-scene). If your child struggles to identify the rhyming words, that's okay. They are still learning! Identify the words with them.

Primary and Secondary Colors  
Cathryn O'Sullivan



Red, yellow, blue.  
What can they do?  
These primary colors  
can be mixed together, you see.  
They make secondary colors.  
What might they be?  
Purple, orange, green.  
Put them all together.  
What a beautiful scene!



## Journal Prompt: My Party

**MATERIALS:** crayons, My Party Journal Page

- With your child, talk about the party they are planning for tomorrow.
- Have your child independently make an invitation to give to you or someone else (who can come in person or virtually) for the party
- Later, ask, **Please tell me about your invitation.**

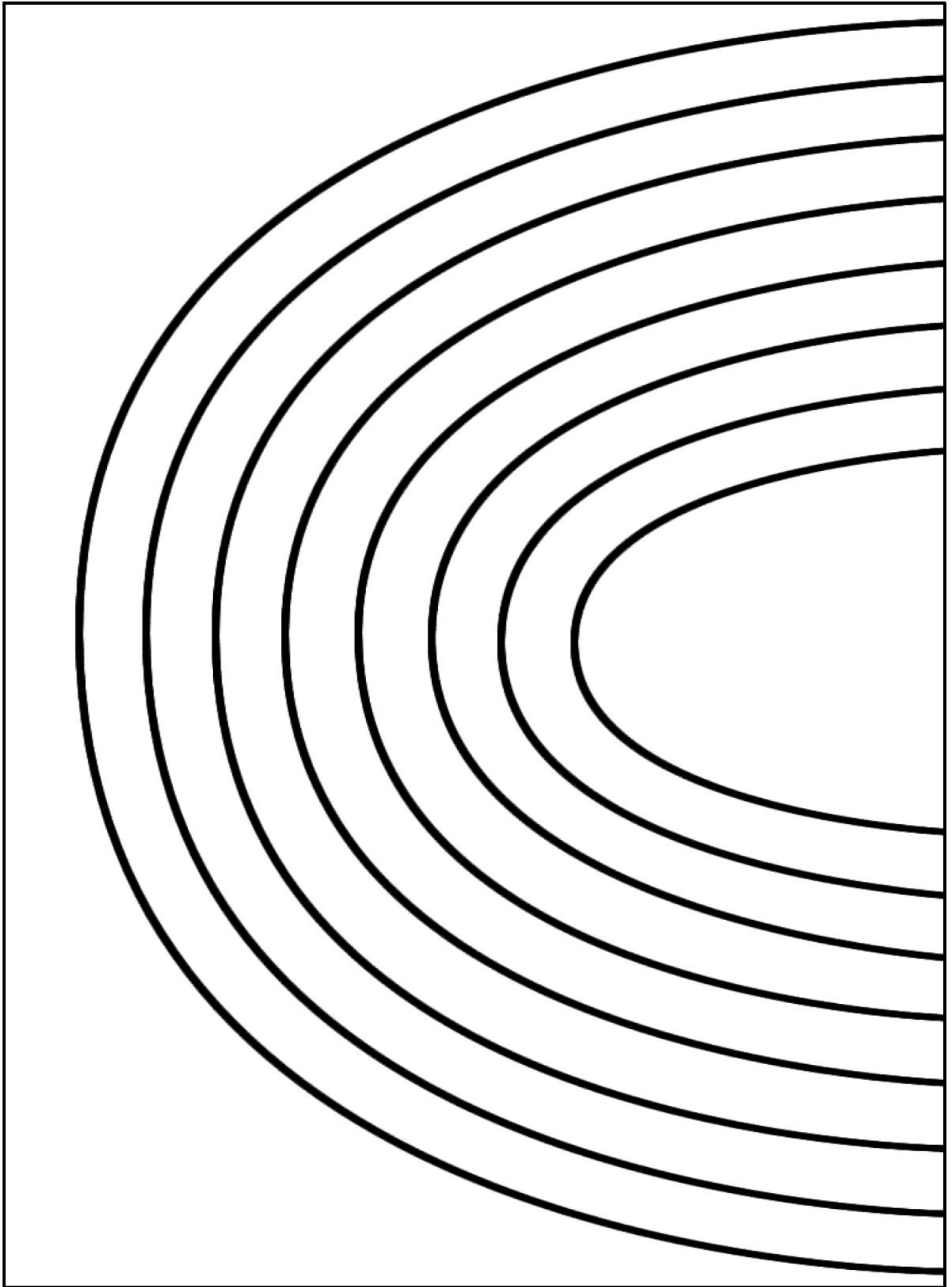
Name: \_\_\_\_\_

Make an invitation for a party or event you want to have.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







# Primary and Secondary Colors

Cathryn O'Sullivan



Red, yellow, blue.

What can they do?

These primary colors  
can be mixed together, you see.

They make secondary colors.

What might they be?

Purple, orange, green.

Put them all together.

What a beautiful scene!

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

Make an invitation for a party or event you want to have.



## STEM: Symmetry

**MATERIALS:** paper folded in half, watercolor palette

- Say, **You're going to make a symmetrical painting. Symmetry means that it's the exact same on both sides.**
- Point to one half of the folded paper. Say, **Paint only this side of the paper first.**
- Have your child independently paint that side.
- After, help your child to fold the paper and press the two halves together. Then open the paper and compare the two halves with your child. They should look like a mirror image of each other with the same shape on each side. Ask, **What do you notice about each side?**



## Independent Learning: Watercolor and Crayon Relief

**MATERIALS:** paper, crayons, watercolor palette

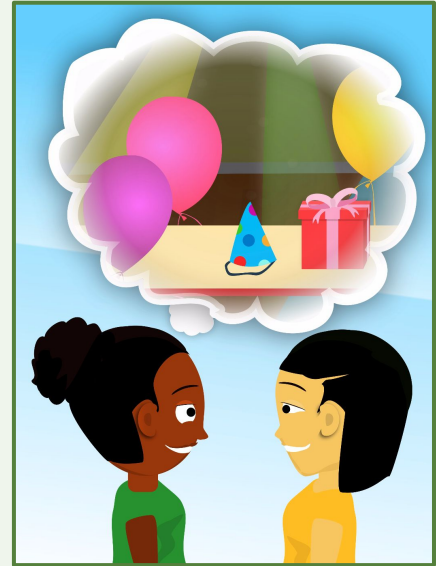
- Say, **You are going to use crayons and paint to make art.**
- **First, draw what you would like with the crayon. Then, paint over your drawing.**
- Have your child independently draw and paint.
- After, ask, **What happens when you paint only on the paper? What happens when you paint on the crayon drawing?** The paint will not stick to the areas colored by the crayon because of the wax. **Why do you think that happens?**



## Literacy: Describe a Page

MATERIALS: [Party Plans](#)

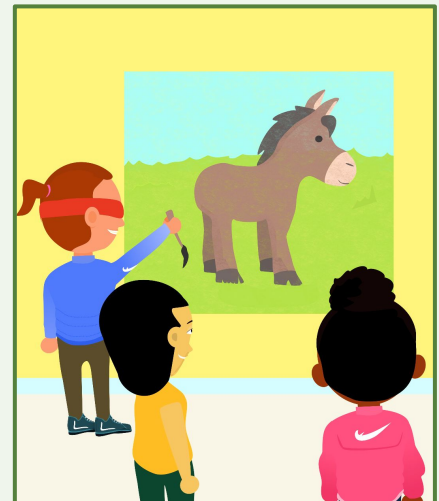
- Show your child pp. 4-5. Say, **Look at the pictures on this page. Tell me what you think is happening.** Remember, your child might interpret the page differently and that's okay.
- Ask, **How do you think they are feeling? How can you tell?**



## Read: *Party Plans*

MATERIALS: [Party Plans](#)

- With your child, read *Party Plans*.
- After, talk with your child about pp. 8-9. Ask, **What are the children doing? Yes, they are taking turns. What else should we do when we are playing in a group?**





# Wednesday

PK3 Unit 4 Week 3 Day 13



## Let's Move: Bigger, Taller, Shorter

**MATERIALS:** *optional - music*

- Say, **Let's play a game where we do different actions to make ourselves bigger, smaller, taller, or shorter.**
- Call out different directions like, **Let's be taller** and model how to stand on tiptoes or raise your hands, or **Let's be smaller** and curl yourself into a ball.
- Switch roles so your child can give you instructions.



## Learning Together: Our Party

**MATERIALS:** Household items picked by your child for their party, journal page and party invitation from the day before

- Say, **Yesterday you planned a party for us and now we are going to have our party!** Talk about their party plans together and help them to set up the party, e.g. make a simple dessert with fruit and put up easy decorations.
- Have fun at the party!



## STEM: Taking Photos

**MATERIALS:** phone, tablet, or digital camera

- Say, **Photographers are artists too. To take great pictures they need just the right lighting so we can see it properly. Let's take some pictures and experiment with the light.**
- With your child, take different pictures of the same room or object with the flash on and then off, turn the light off and on in the room, open or close the window curtains, or go into a dark room like a closet.
- Compare how the pictures look based on the lighting. Ask, **Which picture looks the best? What kind of lighting did this room/object have?**
- If you don't have access to a camera, put an object in a bright room and then in a dark room or closet. Talk about where it was easier or harder to see the object.



## Independent Learning: Favorite Color Book Part 1

**MATERIALS:** a few sheets of paper, watercolor palette or crayons, *optional - glue, child-safe scissors, magazines or newspapers*

- Talk with your child about their favorite colors. Say, **You can make a book of your favorite colors. Let's use each page for a different color. You can paint pictures or glue pictures that have your favorite colors on each page.**
- Have your child independently paint and/or glue pictures on different pages for each color.
- After, help them to write the color words and ask, **Which colors did you decide to put in your book?**
- Say, **Tomorrow you will make your cover and put the book together.** Save the book for tomorrow's activity.





## Literacy: Describe My Actions

- Say, **Let's play a game. I'm going to do something. You describe or tell me what I'm doing.**
- Do simple actions your child can describe, pretending to sing, paint, dance, take photographs, etc.
- Switch roles. Have your child do an action for you to describe.



## Journal Prompt: Group Activity

**MATERIALS:** crayons, Group Activity Journal Page

- With your child, talk about things your child likes to do in a group, e.g., singing at school or playing with family members.
- Have your child independently draw and write about something they like to do in a group.
- Later, ask, **What do you like to do in a group? Why do you like it?**

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

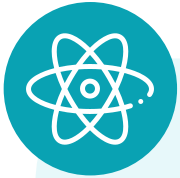
Draw and write about something you like to do in a group.



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

Draw and write about something you like to do in a group.





## STEM: Which is Longer?

**MATERIALS:** household items of different lengths, e.g., pencils, containers

- Say, **Let's compare length or how long something is.** Put two objects of different lengths down. Ask, **Which is longer?** It's okay if you have to tell your child the answer.
- Repeat for 2-3 more sets of items. You can also ask them to show you which is shorter.



## Independent Learning: Favorite Color Book Part 2

**MATERIALS:** pages made during Favorite Color Book Part 1, crayons or watercolor palette, stapler or string and something to make holes

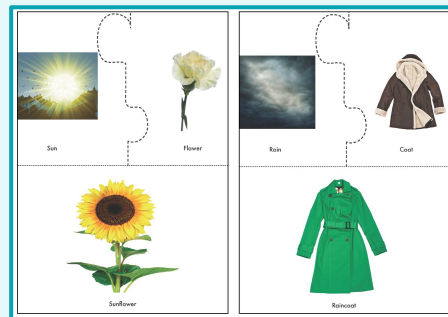
- Say, **You can make and decorate the cover for the color book you made yesterday. Remember to write your name.** Help your child write their name on the cover.
- Have your child independently make the cover.
- After, help your child to put the book together by stapling it or poking holes (adult only) and tying string through the holes.



## Literacy: Let's Make Compound Words

MATERIALS: [Compound Words 3](#) from earlier in the week

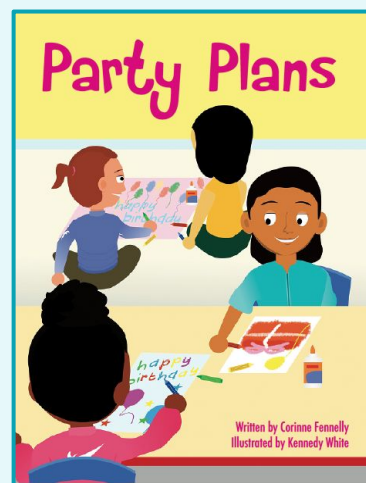
- Say, **Let's practice putting two words together to make one compound word!**
- Show your child the pieces for "raincoat" Say, **Here are two words: rain** (pause) **coat. If we say those words together we get** (put pieces together and show the raincoat picture) **raincoat.**
- **Let's say it together,** (show the two pictures) **rain** (pause) **coat.** Put the pieces together and show the picture of the raincoat. **Raincoat! Great job!**
- Repeat for the words: earring and hairbrush. Have your child try to tell you the compound word the 2 words make. If they need help, that's okay, they are still learning.



## Read Aloud: *Party Plans*

MATERIALS: [Party Plans](#)

- With your child, read *Party Plans*.
- After, talk with your child about pp.12-13. Ask, **What are some ways that you can share at home?**



# Week 4

# PK3 Unit 4 Week 4 Overview

## Art and Color Review

### This week your child will:

do experiments with paint, identify rhyming words, and count up to 5 things.

### Key Vocabulary



## art

the use of painting, drawing, sculpture, etc. to represent things or express ideas



## artist

someone who makes art such as paintings or someone who performs in front of people such as dancers and singers



## paintbrush

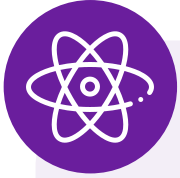
something you use to paint with



# Create Connections

**Think  
About It!**

This week you will use different things as paintbrushes. Before you begin the packet, write and draw about something you would like to use as a paintbrush.



## STEM: Finger Counting

- Teach your child to count with their fingers. Say, **Let's count with our fingers.** Show your fist and say, **No fingers up means zero.**
  - **1** - hold up your index finger
  - **2** - hold up your index and middle finger
  - **3** - hold up the three middle fingers
  - **4** - hold up the four fingers (not the thumb)
  - **5** - hold up all fingers and the thumb
- Say, **Now count with me.** Finger-count together once.
- Ask, **Can you show me 3 fingers?** It doesn't matter which 3 fingers they show. Repeat for 4 fingers.



## Independent Learning: Tape and Paint

**MATERIALS:** watercolor palette, tape, paper

- Say, **You can make a picture using paint and tape. First, make a design with tape on your paper. Then, paint your paper.**
- Have your child independently tape and paint.
- After, ask, **What do you notice about the parts of your paper that have the tape?** (The tape is part of the design).
- *Optional - after the paint is dry you can remove the tape and look at the new design it makes.*



## Literacy: Pat-A-Cake

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

- Practice listening for rhyming words. Say, **Rhyming words sound the same at the end, like pet and net. 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. Bake and cake.**
- Slowly re-read the poem. Ask, **What rhyming words do you hear?** (bake-cake, man-can, b-me). If your child struggles to identify the rhyming words, that's okay. They are still learning! Identify the words for them.

### 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"

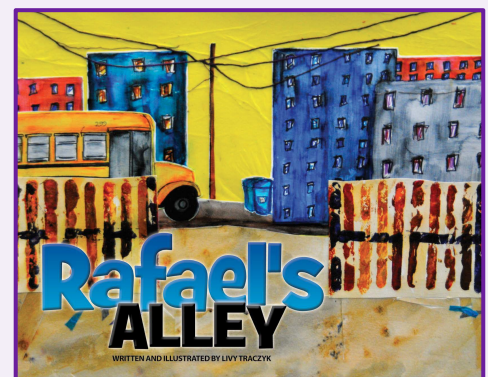
And put it in the oven  
for baby and me.



## Read: *Rafael's Alley*

MATERIALS: [Rafael's Alley](#)

- Together with your child, read *Rafael's Alley*
- After, say, **Rafael and Molly introduced themselves to each other. That means they told each other their names. Let's practice introducing ourselves. Hi, my name is \_\_\_\_\_. What is your name?**





# 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.







## STEM: Watercolor Paint and Oil

**MATERIALS:** watercolor palette, small spoon, cooking oil like olive oil or vegetable oil, paper

- Place the paper in a tray, spread newspaper, or do the activity outside to avoid a mess.
- Say, **Let's see what happens when we make art with watercolors and oil.**
- Your child can paint with the watercolors then add a little drop of oil using the small spoon.
- After, ask, **What happened to your painting when you added the oil?** Leave it to dry for a few hours and talk about what the dried painting looks like.



## Independent Learning: Different Paintbrushes

**MATERIALS:** watercolor palette, paper, household items that can be “paintbrushes” like leafy branches, sponges, cotton swabs

- Say, **You can use different “paintbrushes” today.**
- Encourage your child to paint with the different paintbrushes.
- After, ask, **What did you notice when you painted with the different paintbrushes? Why do you think the artwork looked different?**

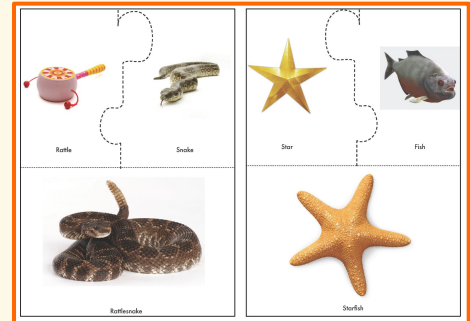




## Literacy: Compound Words Two

MATERIALS: [Compound Words 4](#)

- Say, **Let's practice putting two words together to make one compound word!**
- Show your child the pieces for "rattlesnake" Say, **Here are two words: rattle** (pause) **snake. If we say those words together we get** (put pieces together and show the rattlesnake picture) **rattlesnake.**
- **Let's say it together,** (show the two pictures) **rattle** (pause) **snake.** Put the pieces together and show the picture of the rattlesnake. **Rattlesnake! Great job!**
- Repeat for the words: starfish and rainbow. Have your child try to tell you the compound word the 2 words make. If they need help, that's okay! They are still learning!
- Save the other pictures for an activity later this week.



## Journal Prompt: Art Walk

MATERIALS: crayons, Art Walk Journal Page

- With your child, talk about the different art you might see on a walk.
- Have your child independently draw and write about the art they would like to see on a walk.
- Later, say, **Tell me about the type of art you would like to see on a walk.**





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





What type of art would you like to see on a walk?

\_\_\_\_\_

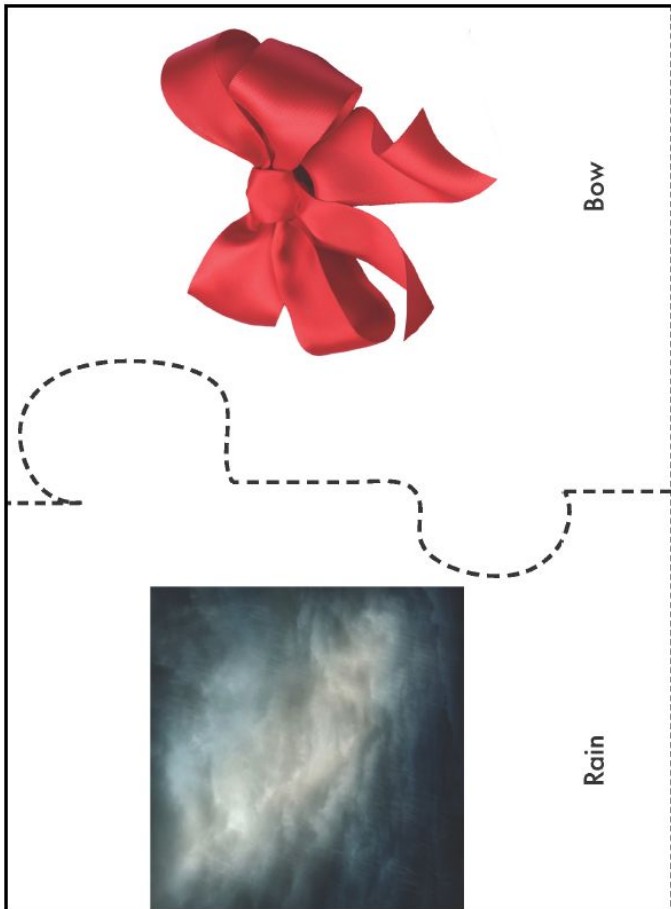
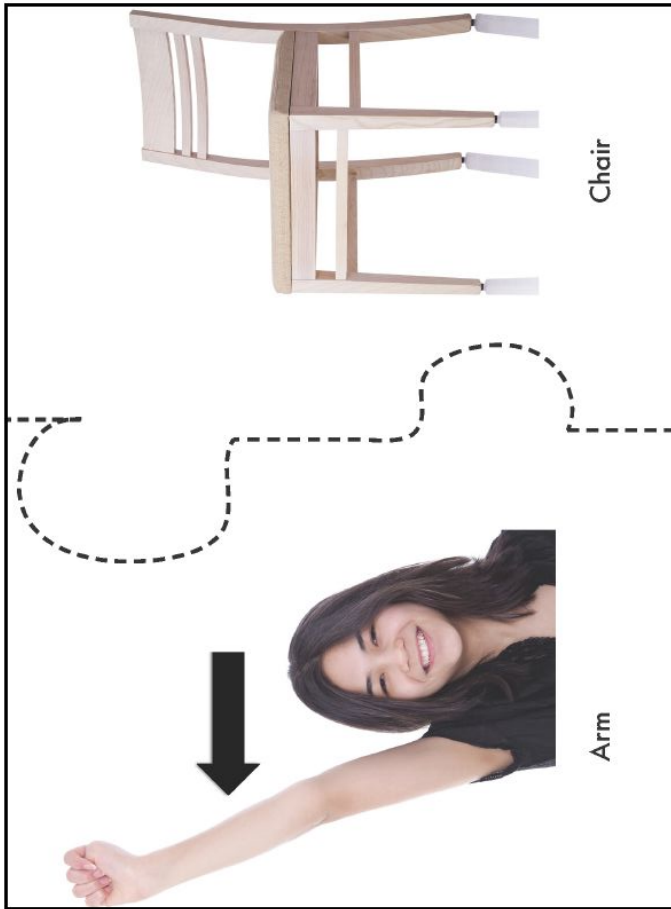
\_\_\_\_\_

\_\_\_\_\_

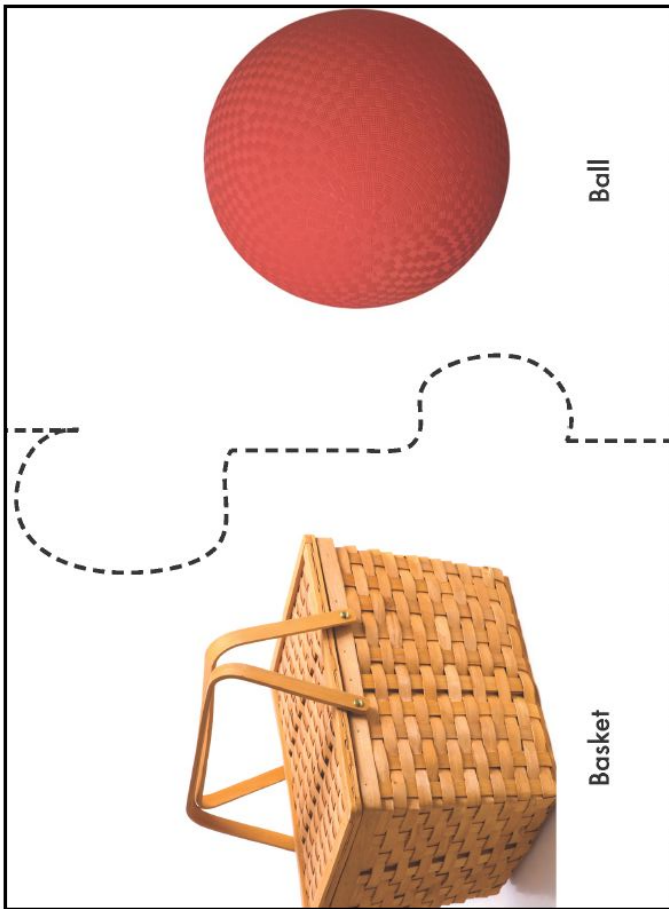
 <p>Star</p>	 <p>Starfish</p>
	
 <p>Fish</p>	

 <p>Rattle</p>	 <p>Rattlesnake</p>
	
 <p>Snake</p>	



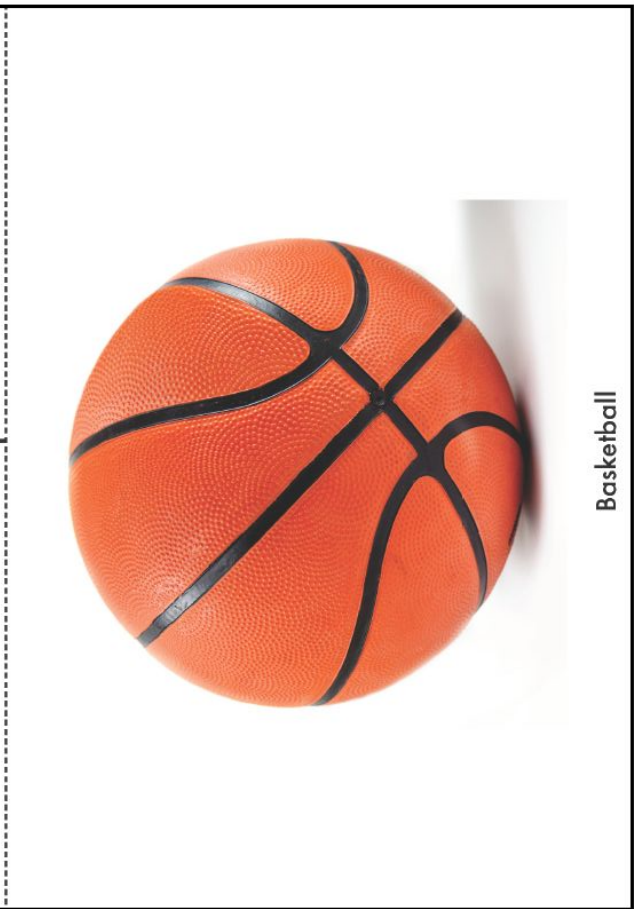




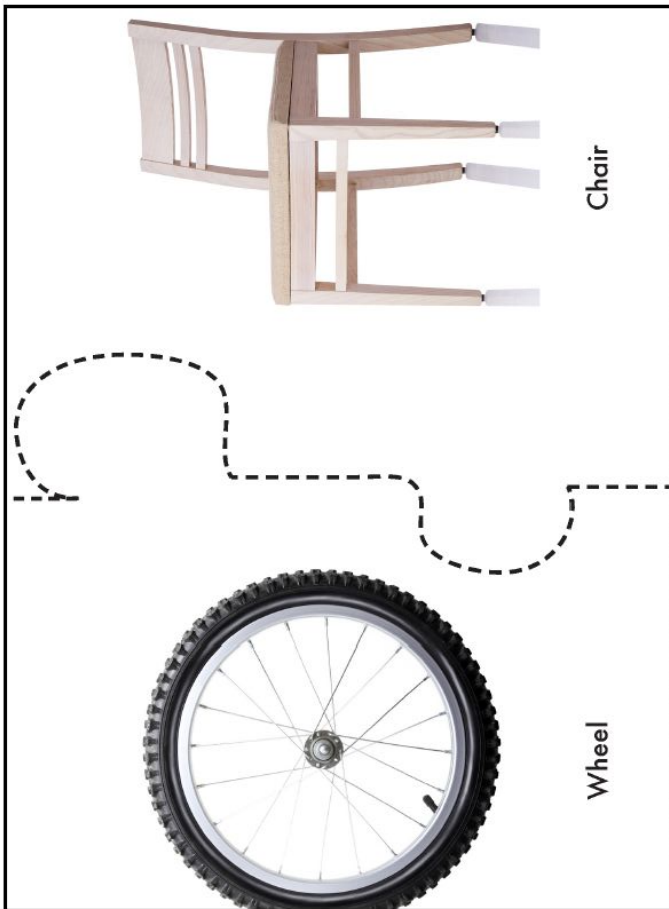


Ball

Basket



Basketball



Chair

Wheel



Wheelchair





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

What type of art would you like to see on a walk?





## STEM: Let's Count 5 Things

**MATERIALS:** household objects like crayons or paper clips

- Say, **Let's count together.**
- Put 5 objects down and touch each object as you count. Say, **1, 2, 3, 4, 5. There are 5 things.**
- Show between 1 and 5 objects and ask your child to count them. Then ask, **How many are there all together?** If they count again without saying the total, you can say it to help them understand that the last number they say represents the total number of objects. **There are \_ things.**



## Independent Learning: My Color

**MATERIALS:** watercolor palette or crayons, paper

- Say, **We learned that secondary colors are made by mixing primary colors. You can make even more colors when you mix other colors together!**
- **You can mix colors together to make your own color.**
- Have your child independently mix colors to make their own color.
- After, ask, **Tell me about your color. What colors did you mix to make it? What is the name of your color?**

# Wednesday

PK3 Unit 4 Week 4 Day 18



## Literacy: Twinkle, Twinkle, Little Star

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

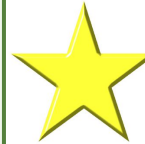
- Practice listening for rhyming words. Ask, **What are rhyming words? Rhyming words sound the same at the end, like skip and flip. Let's sing a song and listen for words that rhyme.**
- Together, sing the song or read it as a poem. Say, **I heard some words that sound the same at the end. Star and are.**
- 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. They are still learning! Identify the words for them.

### 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



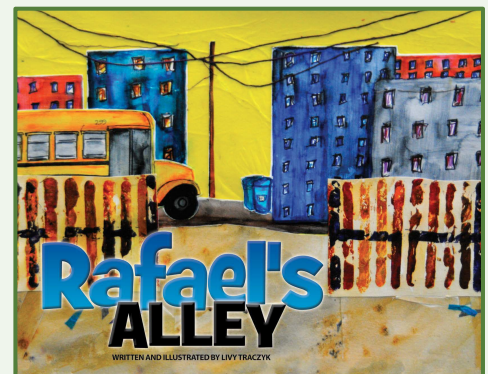
Twinkle, twinkle little star  
How I wonder what you  
are.



## Read: *Rafael's Alley*

**MATERIALS:** [Rafael's Alley](#)

- Together with your child, read *Rafael's Alley*.
- After, look outside of a window or go for a walk together. Talk about the different "art" you see.



# Wednesday

PK3 Unit 4 Week 4 Day 18



## Let's Move: If You're Wearing...

**MATERIALS:** *optional - music*

- Say, **Let's play a game.** I'm going to call out different actions you can do if you're wearing a certain color so listen out to see if you're wearing that color.
- Call out different actions e.g., if you're wearing a green hat clap your hands, or if you're wearing a blue shirt hop on one foot.
- Switch roles and allow your child to call out different actions.



## Learning Together: Let's Dance

**MATERIALS:** Your child's and your favorite music/song

- Say, **Dancing is a type of art.** Let's play our favorite song and teach each other our favorite dance moves!
- Take turns playing music and teaching dance moves for the other to copy.



# 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.







## STEM: Splat Painting

**MATERIALS:** paper, watercolor palette, cotton balls, sponge or balled up paper towel sheets, newspaper or tray

- Do the activity outside or use a newspaper or tray to contain the mess.
- Say, **Let's see what happens if we paint this cotton ball/sponge/paper towel and drop it from different heights onto our paper.**
- Model how to dip the cotton into the paint then drop it onto the paper. Let your child do the same, dropping it from different heights.
- After, ask, **What did you notice when we dropped the cotton from very high up? What about when we dropped it when it was close to the paper? Why do you think that is?**



## Independent Learning: Texture Rubbing

**MATERIALS:** paper, crayons, textured household items like leaves, sponges, etc.

- Say, **You can make art with different textures.** Show your child how to place the paper over the leaf and gently rub (you might have to peel the paper off the crayon) to get the texture and shape of the leaf on the paper.
- Have your child independently finish the texture rubbing. They can do it with multiple items.
- After, ask, **What did it feel like as you were rubbing the leaf?**



## Literacy: Describe My Actions

- Say, **Let's play a game. The last time we played this game, I did an action and you had to describe what I was doing. This time, one of us will tell the other what to do and then the other person has to act it out.**
- Describe simple actions your child can do, e.g., pretending to laugh, color, talk to someone, make a sculpture, etc.
- Switch roles. Have your child describe something for you to do.



## Journal Prompt: Encouraging Others

**MATERIALS:** crayons, Encouraging Others Journal Page

- With your child, talk about different ways you can encourage someone. Say, **When you encourage someone you tell them they can do something they might find hard or be worried about. You might say things like, you can do it!**
- Have your child independently draw and write about a way that they can encourage someone.
- Later, ask, **Tell me about how you can encourage someone.**

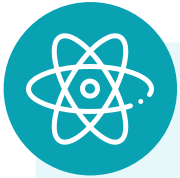
Name: \_\_\_\_\_

Draw and write about a way you can encourage someone.

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

Draw and write about a way you can encourage someone.





## STEM: Which is Bigger?

**MATERIALS:** Household items of different sizes e.g., small and large spoons, pillow, socks

- Say, **Let's compare these objects to see which is bigger.** Show 2 objects with an obvious size difference. Point to the bigger object and say, **This is bigger than this one.**
- Repeat for 2-3 more object pairs, asking your child to point to the one that is bigger. Use objects with more obvious size differences to make it easier, or objects that have a more similar size to make it more challenging.
- Help your child when needed and remember to praise them, **Good job! You are trying really hard!**



## Independent Learning: Say Goodbye to Color and Art

**MATERIALS:** paper, crayons

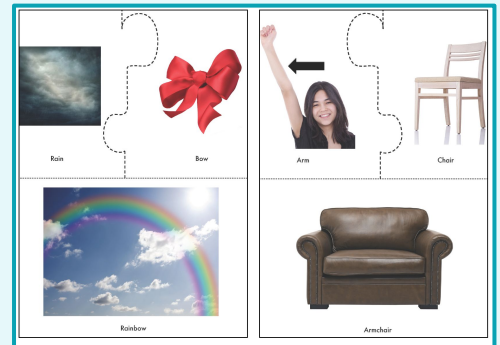
- Say, **We have been learning about color and art.** With your child, talk about their favorite part of learning about color and art. It could be their favorite activity or book.
- Have your child independently draw and write about their favorite part of this unit.
- After, say, **What did you write about? Why was that your favorite?**



## Literacy: Compound Words Review

**MATERIALS:** [Compound Words 4](#) from earlier this week

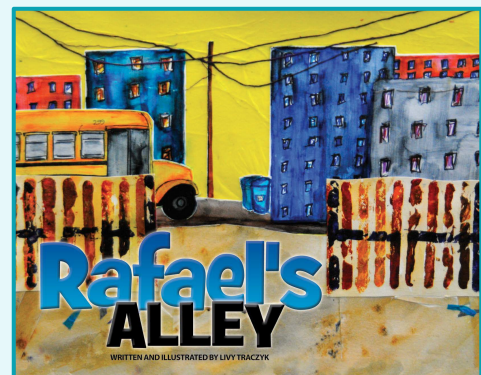
- Say, **Let's practice putting two words together to make one compound word!**
- Show your child the pieces for "armchair." Say, **Here are two words: arm** (pause) **chair. If we say those words together we get** (put pieces together and show the armchair picture) **armchair.**
- **Let's say it together,** (show the two pictures) **arm** (pause) **chair.** Put the pieces together and show the picture of the armchair. **Armchair! Great job!**
- Repeat for the words: wheelchair and basketball. Have your child try to tell you the compound word the 2 words make. If they need help, that's okay. They are still learning!



## Read: *Rafael's Alley*

**MATERIALS:** [Rafael's Alley](#)

- Together with your child, read *Rafael's Alley*.
- After, talk with your child about the type of art they'd like to create. Ask, **What type of art would you like to create? What do you like to make?**











Unit 4 is all about art and color! Your child will learn about different types of art and primary and secondary colors!

