

PK4



Unit 1

Introducing the Classroom



Unit 1

Introducing the Classroom



AppleTree

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PK4 Unit 1 Overview



Dear Families,

Welcome to school! We will start our year with Get Ready to Learn! The goal of this unit is to help your child successfully join classmates and teachers in an in-person, blended, or virtual classroom. Activities in this packet will help your child adjust to a variety of learning experiences, identify emotions in themselves and others, practice listening and following directions, and calm and relax themselves if they are upset or frustrated.

Unit 1 Books



- *Isabel's Treasure Tub* by Ruth Ebisuzaki
- *Listening Lane* by Kemi Owens-Hart
- *Lucy Learns about Big Deals and Little Deals* by Corinne Fennelly
- *Up, Down, Around and Through: My Day at the Park* by Lydia J. Carlis, PhD

ECR @ Home activities include: painting with a single color, drawing the playground, coloring emotions, pretend play during and puppet show, and many more! Your child will also practice grouping by one attribute, counting to 10, and treating books with care.

Unit 1 Vocabulary

big deal

calm

count

emotion

group

kind

little deal

listen

peers

school

syllable

virtual

Week 1

PK4 Unit 1 Week 1 Overview

Introducing School

This week your child will:

demonstrate how to complete activities at home.

Key Vocabulary



school

A place where children go to learn.



virtual

Something done on a computer or tablet, instead of in person.



group

Put together things that are the same.



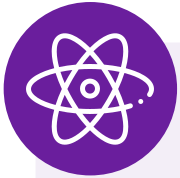
Create Connections

**Think
About It!**

It's time for school! This year we are going to learn so many new and exciting things! Before you begin the packet, think about what school might be like. Write and draw about one thing at school that excites you.

Monday

PK4 Unit 1 Week 1 Day 1



STEM: Group by Color

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

- Show your child each of the items. Ask, **How can we group these items?**
- Say, **Let's group, or put together things that are the same color.** Together, create groups of red, yellow, and blue.



Independent Learning: Painting with a Single Color

MATERIALS: paper, watercolors (one color)

- Your child can also use a crayon or marker.
- Together, brainstorm things your child might like to paint using a single color. Ask, **What color would you like to use? What things are the color _____?**
- Have your child independently draw and paint their picture.
- Later, ask, **Why did you use the color _____? What did you paint?**



Literacy: One-Step Directions

MATERIALS: paper, crayons

- Play a movement game to practice following one-step directions. Say a movement like, **Clap your hands**. Have your child pause between each movement. Repeat using different movements, like waving or putting a toy away.
- Switch roles. Your child gives the one-step direction; you complete the movement.



Read: *Isabel's Treasure Tub*

MATERIALS: [*Isabel's Treasure Tub*](#) book

- Together, read *Isabel's Treasure Tub*. As you read, talk about the groups in the book. After reading page 11, ask, **What colors are the items in this group?** After reading page 15, ask, **What shape are the items in this group?** After reading page 21, ask, **What are some ways we can group things?**

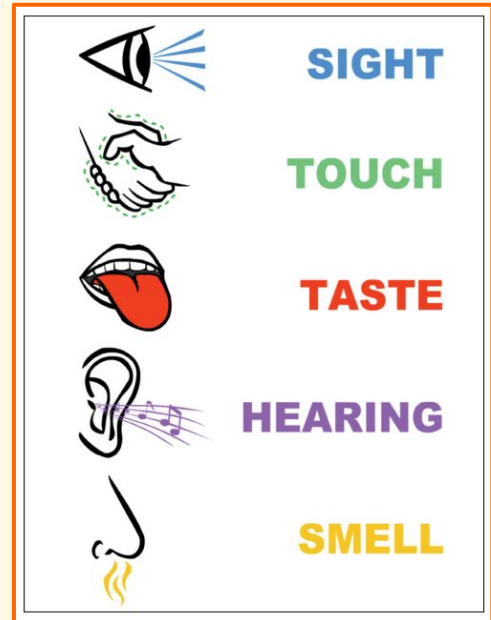




STEM: Observe!

MATERIALS: any object, *optional-* [Five Senses](#)

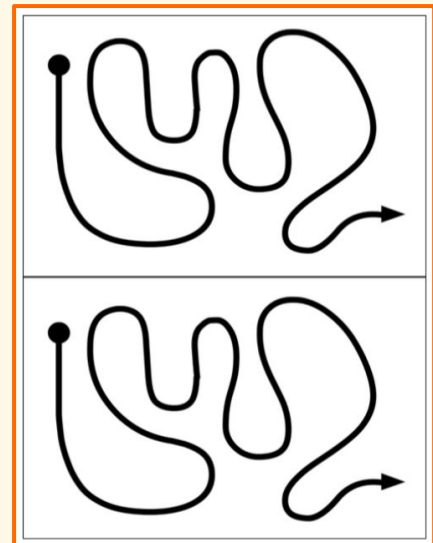
- Say, Let's observe the __ (object) __.
- Together, describe the object using your sight. Say, Let's use our eyes. Ask, What colors do you see? What else can you tell me about how it looks?
- Continue to observe using the other senses.
- Say, **We observed a(n)** __ (object) __. **We said that the** __ (object) __ **is** __ (descriptions) ____.



Independent Learning: Copy the Design

MATERIALS: crayons, [Copy the Design](#)

- Have your child trace the lines with their finger a few times.
- Then, your child can use a crayon to trace the lines independently.
- Later, ask, **Which design is your favorite? Why is it your favorite?**





Literacy

- Play a movement game to practice following one-step directions. Say a movement like, Clap your hands. Have your child pause between each movement. Repeat using different movements, like waving or putting a toy away.
- Switch roles. Your child gives the one-step direction; you complete the movement.



Journal Prompt: First Day of School

MATERIALS: crayons, [First Day of School Journal Page](#)

- With your child, talk about their first day of school. Ask, **How did you feel about the first day of school?** Demonstrate understanding of your child's feelings, especially feelings related to learning virtually.
- Have your child draw and write about the first day of school and their feelings.
- Later, ask, **Why did you feel __ (feeling) __ about school? What are you excited about learning in school?**

Name: _____

How did you feel about the first day of school?

First Day of School Journal Page

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SIGHT



TOUCH



TASTE



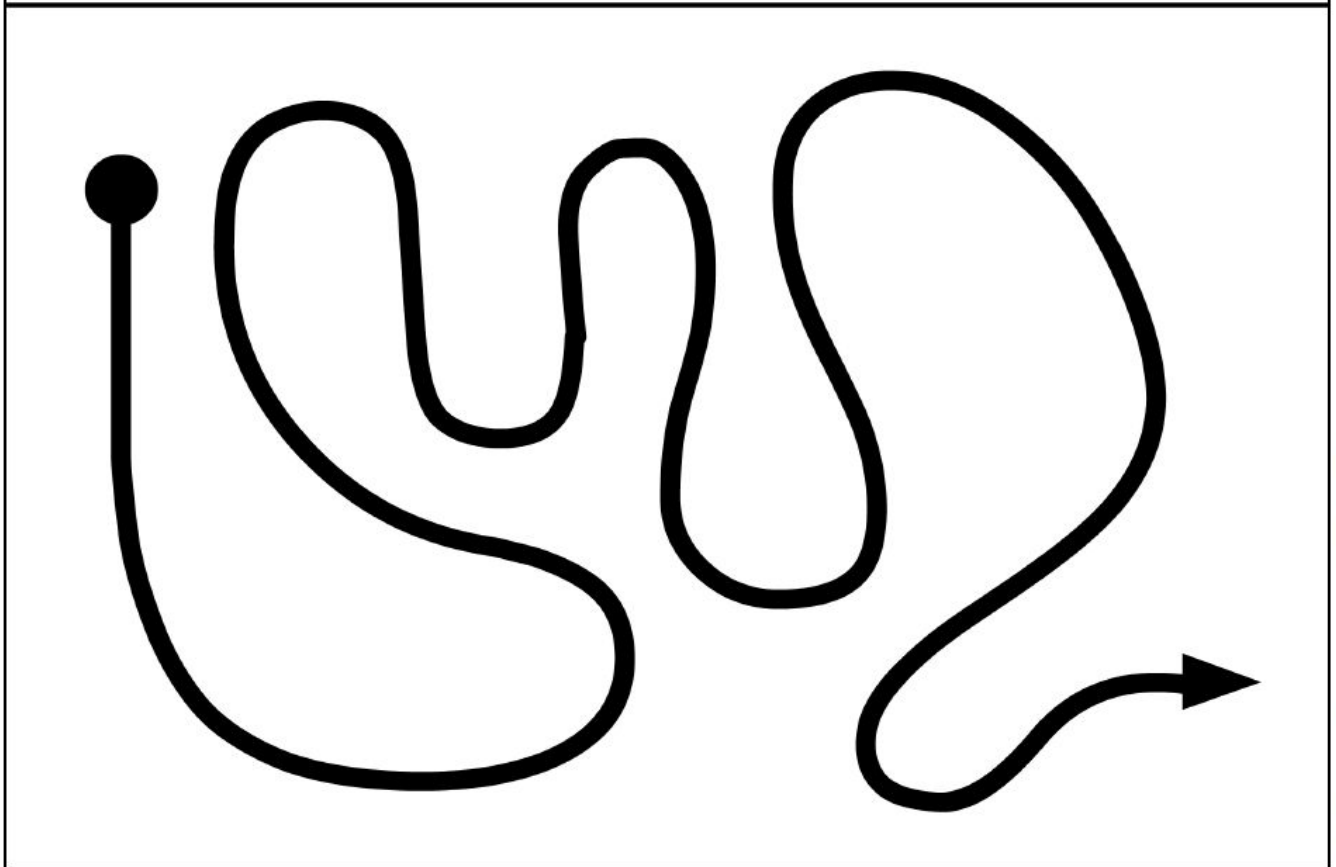
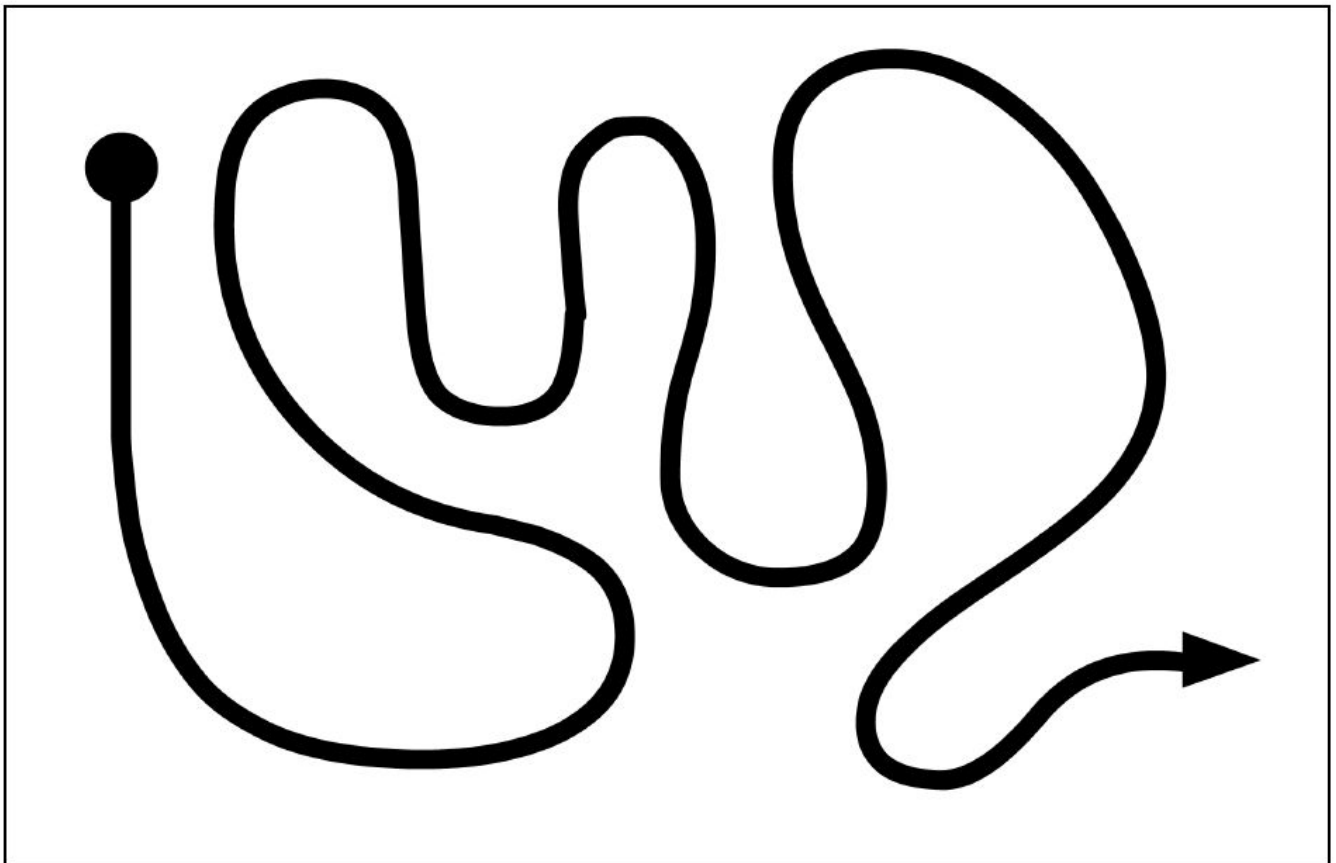
HEARING



SMELL

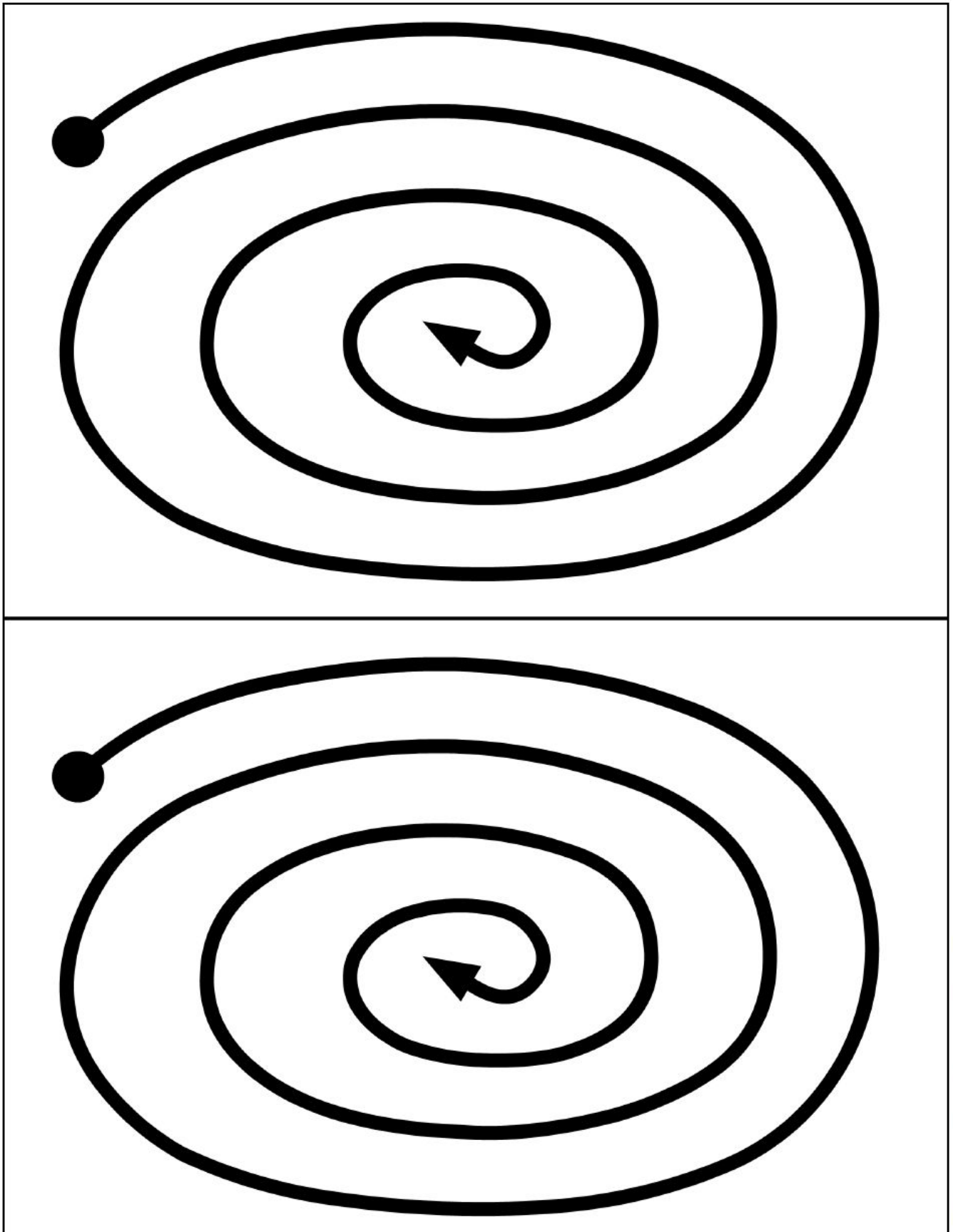
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Five Senses



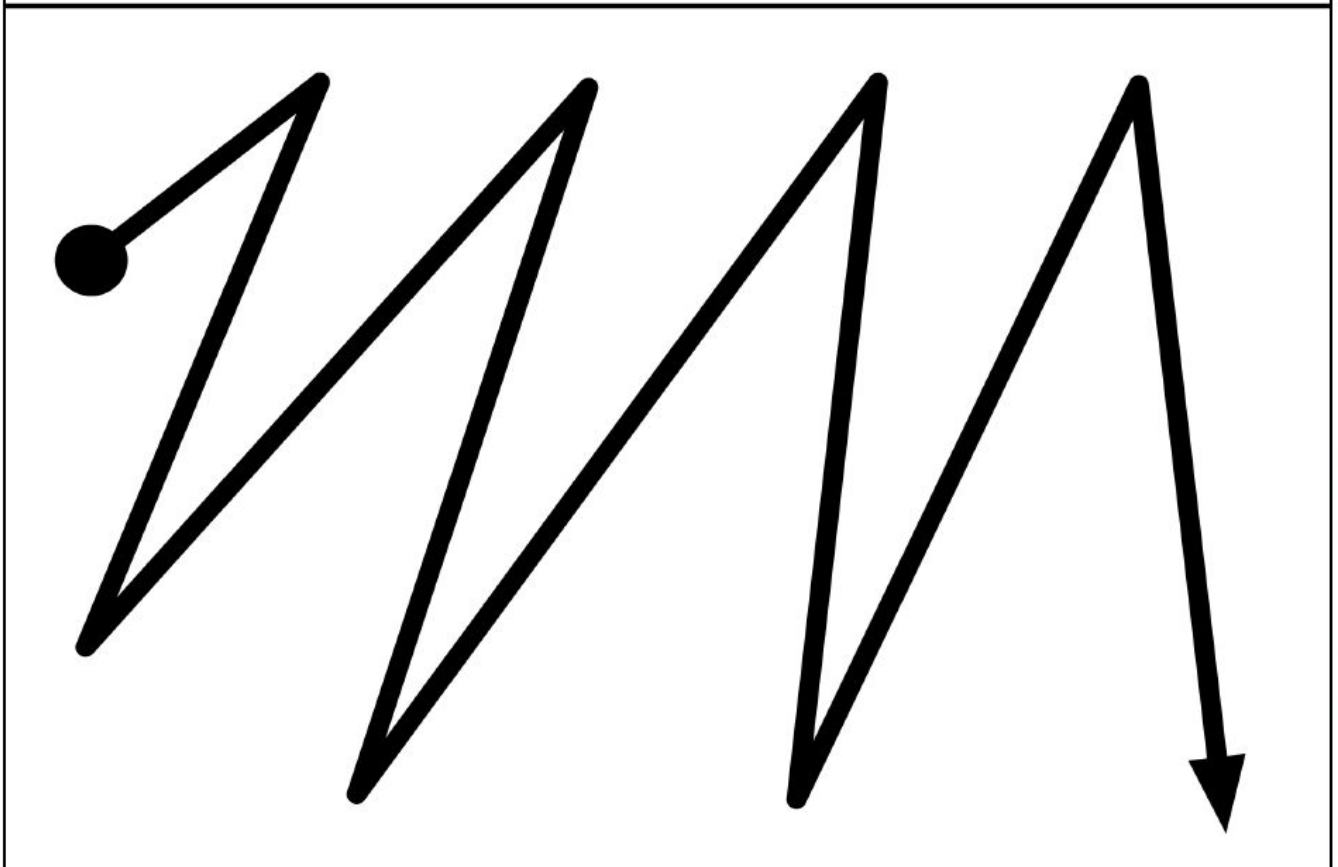
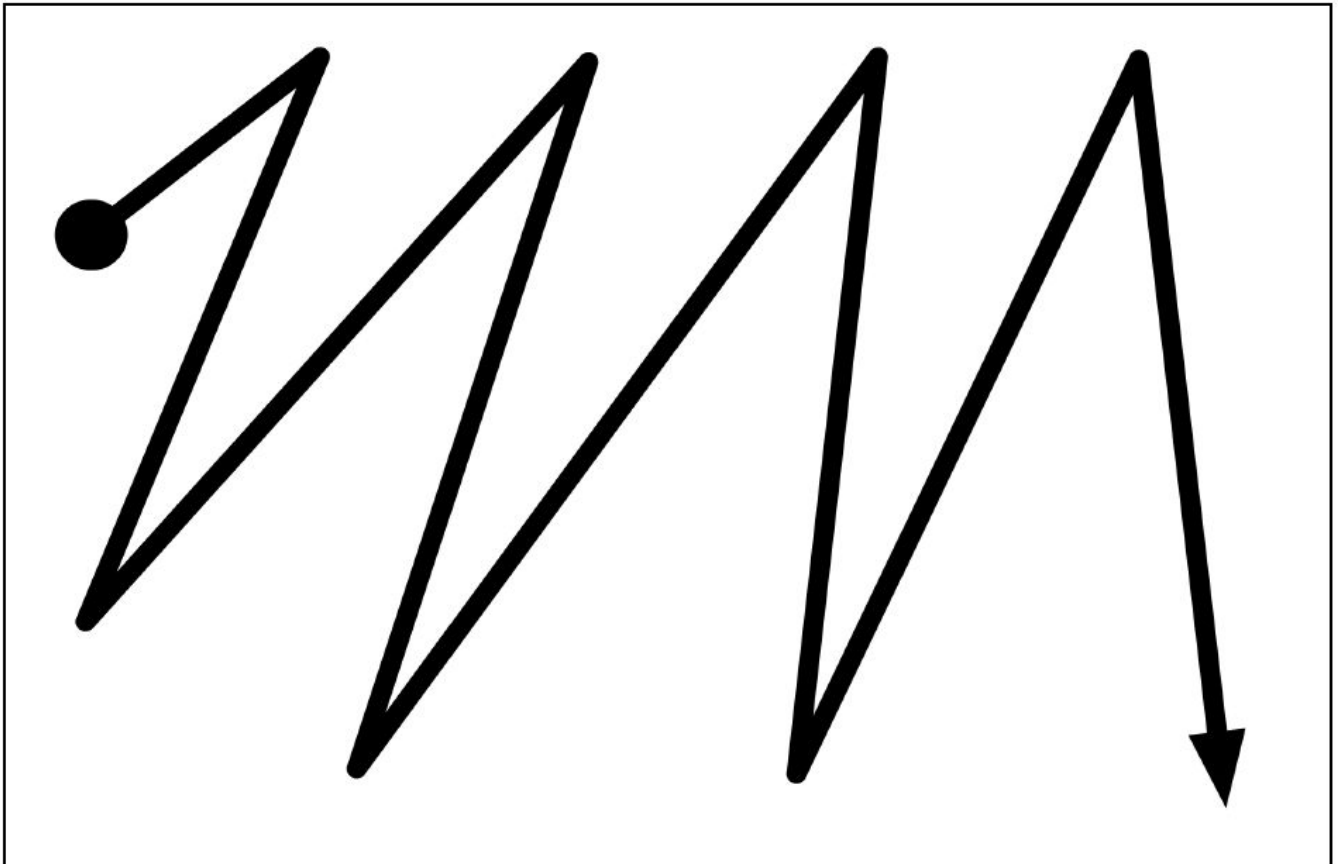
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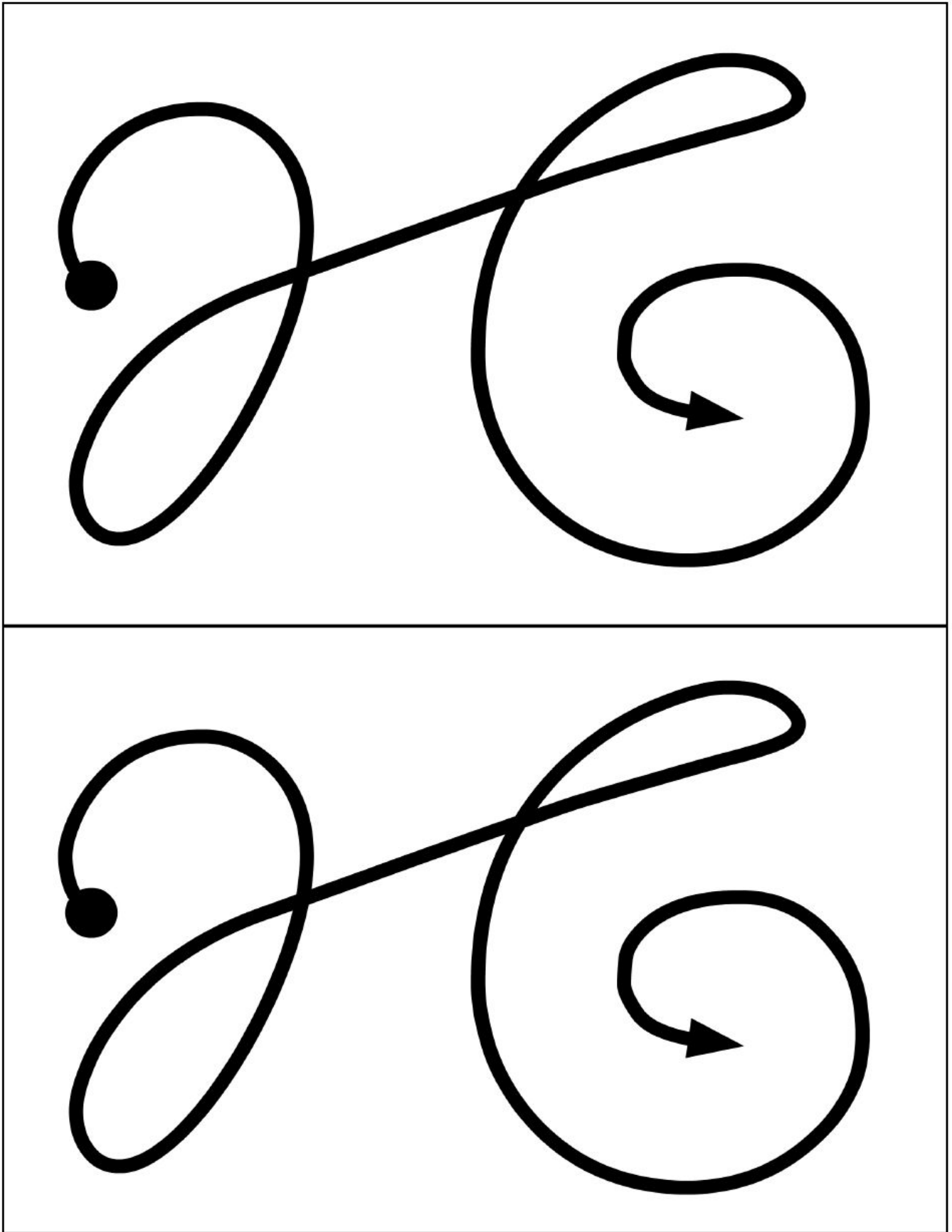
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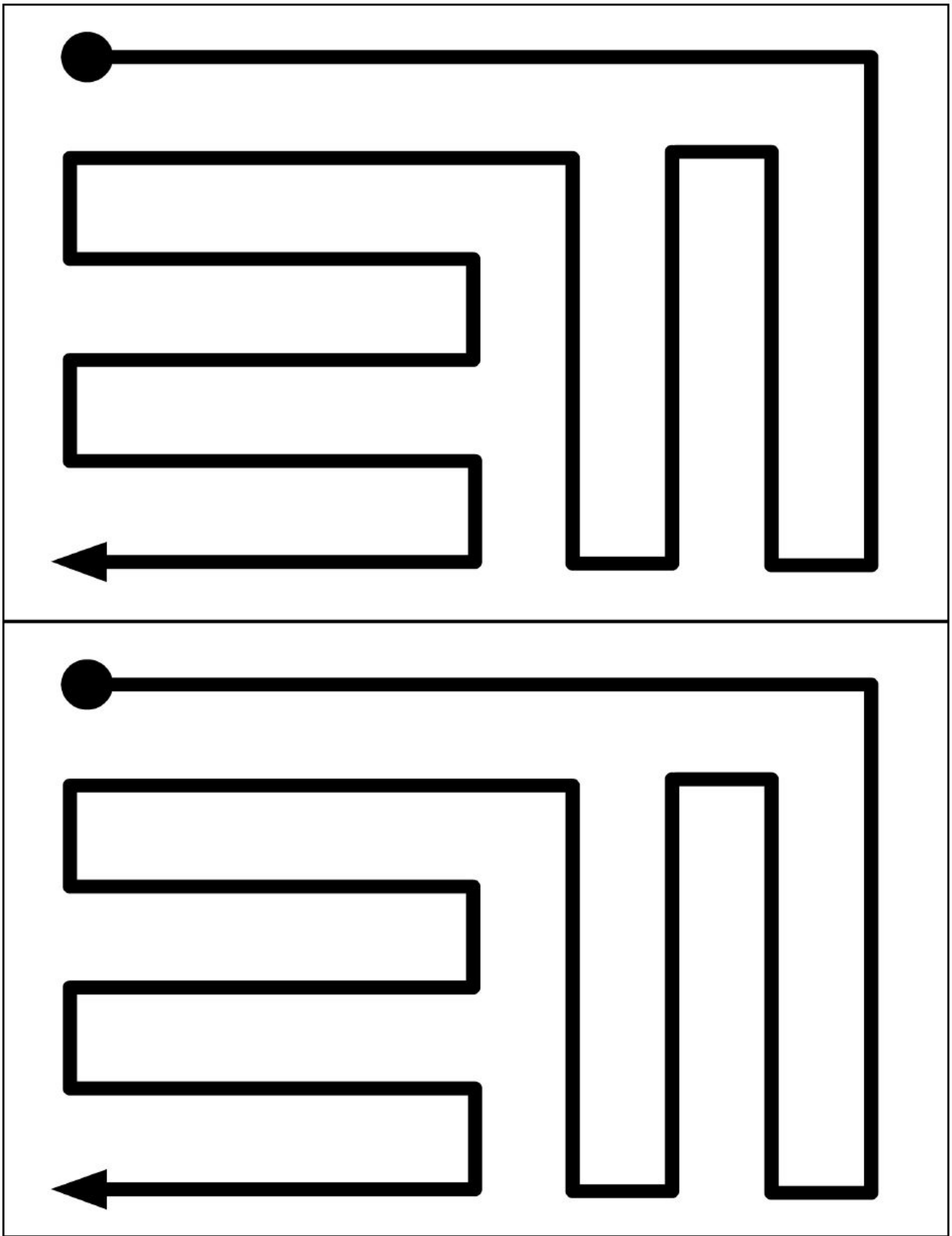


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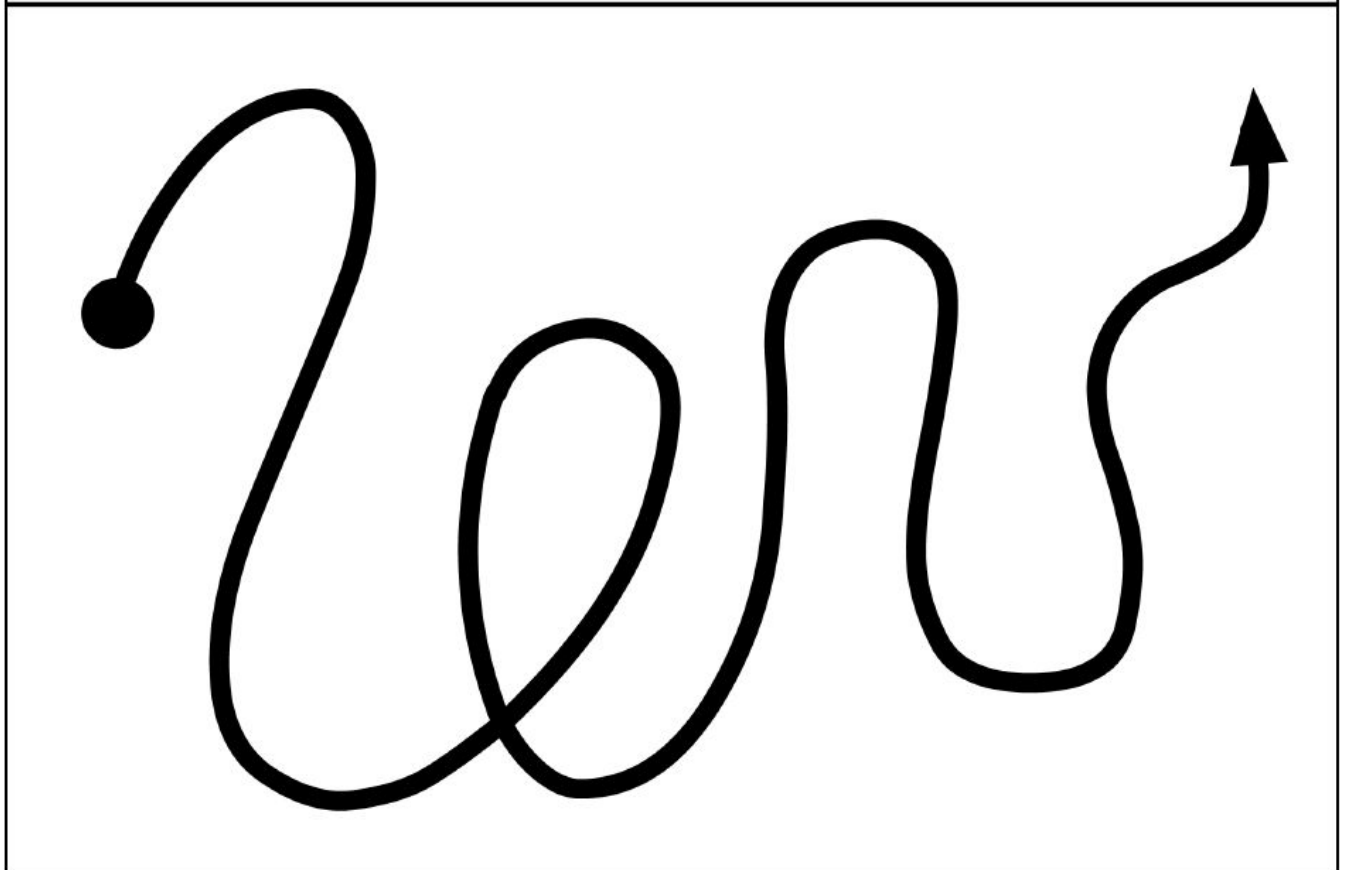
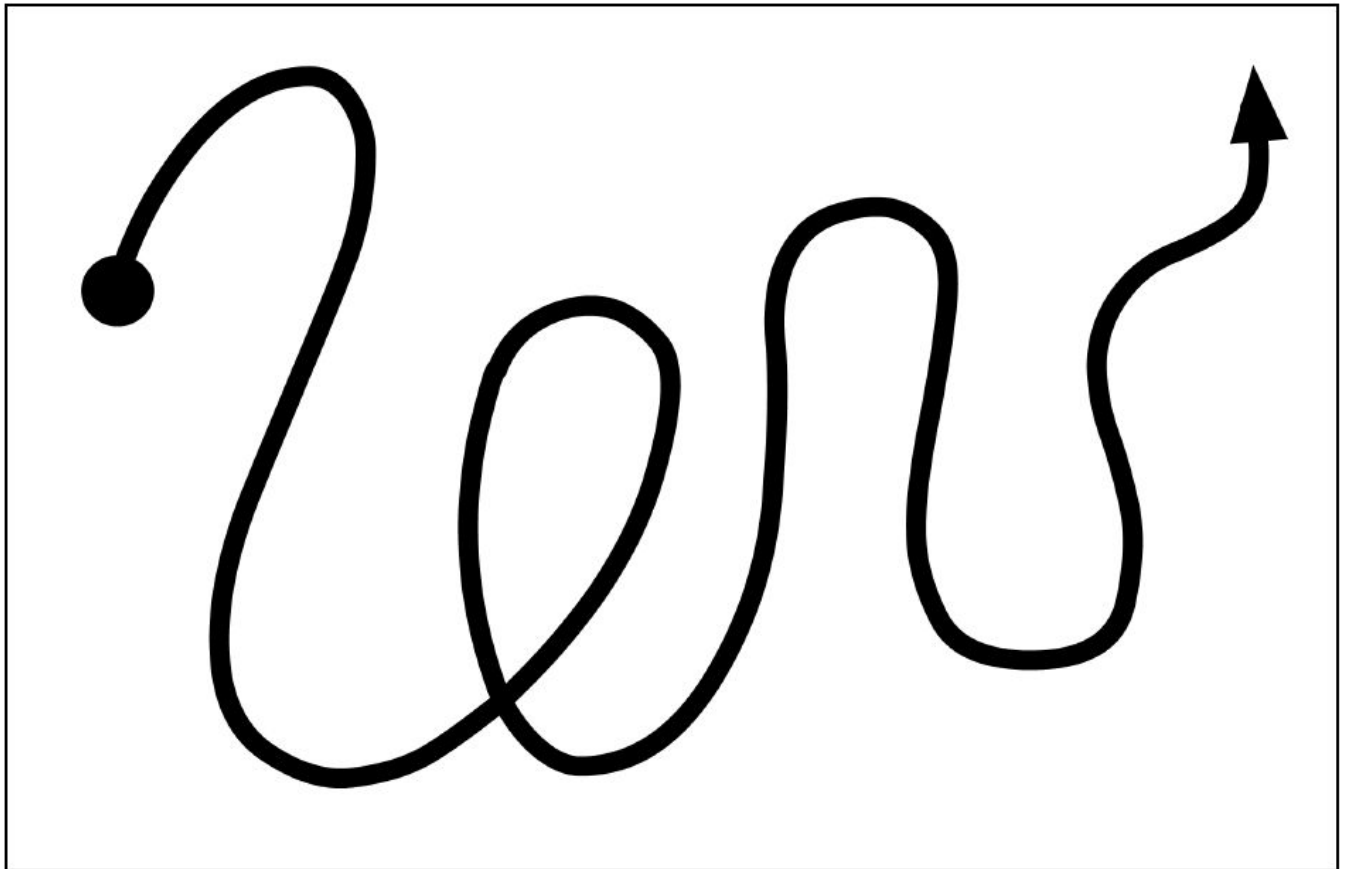
PK4 Get Ready to Learn

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Name: _____

How did you feel about the first day of school?

First Day of School Journal Page



STEM: Group by Shape

MATERIALS: paper, crayons, scissors

- Draw 3 triangles, 3 circles, and 3 rectangles of different colors. Tear or cut them apart to make cards.
- Show your child each of the shapes. Ask, **How can we group these items?**
- Say, **Let's group, or put together things that are the same shape.**
- Together, create groups of triangles, circles, and rectangles.



Independent Learning: Playing with Playdough

MATERIALS: playdough or [Playdough Recipe](#)

- If you don't have a container of playdough, consider making your own.
- Have your child explore rolling, squishing, and tearing the playdough.
- Later ask, **How did the playdough feel? Was it soft or hard? What did you make with the playdough?**

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)

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Literacy: Caring for Books

MATERIALS: any book

- With your child, show how to turn the pages in a book. Say, **I am picking up the page and carefully turning it from left to right.** Encourage your child to practice turning the pages.
- Then, show how to return the book to its place. Say, **When I am done reading, I put the book away.** Encourage your child to practice putting the book away.



Read: *Isabel's Treasure Tub*

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

- Together, read *Isabel's Treasure Tub*. After reading, practice grouping objects by size.
- Show your child each of the items. Say, **Let's group, or put together things that are the same size.**
- Together create groups of small and large items.



Wednesday

PK4 Unit 1 Week 1 Day 3



Let's Move: Bending and Stretching

- With your child, bend and stretch to support relaxation. Say, **Let's start with our necks.** If possible, sit with your child on the floor. Together, look left, roll your heads to the center looking down, and roll head to the right. Repeat several times.
- Together, stretch your shoulders. Slowly, lift your shoulders up, then down. Repeat several times.
- Finally, stretch together by slowly bending over and reaching toward the ground. Repeat several times.



Learning Together: Our Routine

MATERIALS: paper, crayons or pencil

- Plan a daily routine together. Have your child draw and write about each time of day.
- Think about times of day your child should try to be independent, like coloring, book browsing, or a simple chore!
- Routines can help each day feel safe and predictable for your child.

PLAYDOUGH RECIPE

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

1. Place flour, cream of tarter, 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)



STEM: Shadows

MATERIALS: flashlight, small objects from around the home, paper, crayon or marker

- Say, **We are going to make and draw shadows!** Hold the flashlight in front of your hand to make a shadow on a wall or other surface. Say, **Let's draw the shadows!** Have your child draw and write about the shadow they see.
- Use other small objects to create more shadows.



Independent Learning: At Home

MATERIALS: crayons or markers, paper

- Talk with your child about what it's like to be at home instead of at school or out in the community. Focus on positive things, like talking to family members on the phone or playing games.
- Have your child independently draw and color something they'd like to try at home.
- If possible, try to complete the suggested activity with your child.



Literacy: Front Cover

MATERIALS: any book

- Show the front of the book. Say, **This is the front cover. The title is on the front. The title is the name of the book.** Read the title.
- Give your child a book. Have them show you the front cover.
- Say, **Tell me about the pictures on the cover.**



Journal Prompt

MATERIALS: crayons or markers, [Learning At School Journal Page](#)

- With your child, talk about all the new things they've learned during the week.
- Have your child independently write and draw about something they learned at school.
- Later, ask, **What is one thing you learned this week? What else do you hope to learn about?**

Name: _____

What is one thing you learned at school this week?

Learning at School Journal Page

Name: _____

What is one thing you learned at school this week?

Learning at School Journal Page



STEM: Weekly Calendar

MATERIALS: paper, marker or pencil

- Your child is still learning the days of the week. Sometimes they are unsure what will happen tomorrow.
- **Make a weekly calendar.** Talk about how weekends might be different than other days of the week. Point out special events, like calls to family. **Say** things like, **Tomorrow is Wednesday. I don't work on Wednesday. Tomorrow, I will be home with you!**



Independent Learning: Independence

MATERIALS: crayons or markers, paper

- Together **brainstorm and write a list of** ways your child can be independent. This might include a simple chore or getting dressed.
- Have your child independently draw and color one independent activity they've completed during the week.
- Later, each time your child tries an independent activity, give them praise and a high-five. **Wow, you did a great job putting your dirty clothes in the basket without being asked! Raise your hand and give me a high-five!**



Literacy: Front Cover

MATERIALS: any book

- Review the front cover. Say, **This is the front cover. The author and illustrator are on the front. The author writes the story. The illustrator draws the pictures.** Read the name of the author and illustrator.
- Give your child a book. Have them **show** you the front cover.



Read: *Isabel's Treasure Tub*

MATERIALS: [*Isabel's Treasure Tub*](#) book, paper, crayons, scissors

- Draw 3 triangles, 3 circles, and 3 rectangles of different colors. Tear or cut them apart to make cards.
- Together, **read** *Isabel's Treasure Tub*.
- Show your child each of the shapes. Say, **Let's group, or put together the same shapes.** Ask, **How are these things the same or similar?**
- Together, **create groups** of triangles, circles, and rectangles.



Week 2

PK4 Unit 1 Week 2 Overview

All About Feelings

This week your child will:

recognize and describe emotions like happiness, anger, frustration, sadness, and excitement in themselves and others.

Key Vocabulary



emotion

The feelings we have or how something makes us feel.



listen

To pay attention to what someone is saying or a sound you hear.



count

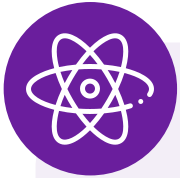
To say numbers in order.



Create Connections

**Think
About It!**

Each day, we have different emotions. Sometimes, we feel several emotions in one day! Before you begin the packet, write and draw about a time you felt happy and a time you felt sad.



STEM: Count to 5

- With your child, use your fingers to count to 5. Start with a fist, palm part facing your child. Say, **This is zero. I have no fingers up.**
- Say, **1**, and hold up your index finger. Continue using the following:
 - 2 - hold up your index and middle finger
 - 3 - hold up the three middle fingers
 - 4 - hold up the four fingers with the thumb folded in
 - 5 - hold up all fingers
- Have your child try using their fingers to count to 5. Then, try counting to 5 with no fingers.



Independent Learning: Drawing the Playground

MATERIALS: crayons or markers, paper

- Together, **visualize** and **talk** about a neighborhood playground. You can also look at pictures on your phone.
- Have your child **independently draw** and **color** a playground.
- Later, ask, **Can you describe your playground? What is your favorite thing to do on the playground? Why?**



Literacy: Back Cover

MATERIALS: any book

- Show the back cover. Say, **This is the back cover. It is the last part of the book.**
- Give your child a book. Ask them to **show** you the back cover.



Read: *Listening Lane*

MATERIALS: [*Listening Lane*](#) book

- Together, **read *Listening Lane*.**
- After reading, play a family listening game, like Telephone.
Whisper a silly sentence to your child, like **I like purple pasta.** Have your child whisper the same sentence to another family member. Continue until everyone has a turn. The last person should share what they heard.





STEM: Salt Art

MATERIALS: paper, glue, crayons, salt, plate

- Have your child **draw a picture or shape** on a piece of paper. Talk with your child about what they drew.
- Slowly, trace the drawing with glue. With your child, shake the salt over the glue. Gently move the paper around to cover more of the glue with salt.
- Pour loose salt off the artwork onto a plate.



Independent Learning: My Name

MATERIALS: paper, markers, crayons

- Using a light marker, write your child's name on a piece of paper 3 times.
- Have your child **trace** their name with their finger a few times.
- Then, your child can use a crayon to **independently trace** their name.
- If your child scribbles or moves off the line, it's okay! They are learning to control small movements with their hands, fingers, and thumb. Also, to support name recognition, post your child's name around the home.



Literacy: Back Cover

MATERIALS: any book

- Give your child a book. Have them **show** you the back cover.
- Ask, **How do you know this is the back cover?**



Journal Prompt: Good Listener

MATERIALS: crayons, [Good Listener Journal Page](#)

- Have your child **independently write** and **draw** about when they are a good listener.
- Later, say, **Tell me about when you were a good listener.**

Name: _____

I'm a good listener when...

Good Listener Journal Page

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Name: _____

I'm a good listener when...

Good Listener Journal Page

Wednesday

PK4 Unit 1 Week 2 Day 8



STEM: Count to 8

MATERIALS: paper, crayons

- Together, practice counting to 8 using a chant. Say a line and have your child repeat after you.
 - 1, 2 - That's me and you!
 - 3, 4 - Let's count some more!
 - 5, 6 - Like counting sticks.
 - 7, 8 - You're doing great!
- Repeat the chant several times with your child. Then, try counting to 8 without the chant.



Independent Learning: Draw to the Music

MATERIALS: crayons or markers, paper, music

- With your child, talk about music and feelings. Say, **When I feel happy, I listen to upbeat music.** Play an example. **If I feel angry, calm music helps my body relax.** Play an example.
- Ask, **How do you feel today? What kind of music do you want to listen to?**
- Have your child **independently draw and color** to the music.
- Later, ask, **How did the music make you feel? How does your drawing show __ (feeling) __?**



Literacy: Front and Back Cover

MATERIALS: any book

- Play a game of Simon Says. In this game, your child should only do what Simon says. **Say, Simon Says, show me the front cover.** Your child should show you the front cover. **Show me the back cover.** If your child shows you the back cover, say, **Oh, I didn't say Simon Says.**
- Repeat the game several times.



Read: *Listening Lane*

MATERIALS: [*Listening Lane*](#) book

- Together, **read *Listening Lane*.**
- After reading, **talk about** indoor and outdoor voices. **Demonstrate** for your child the volume level you are comfortable with for indoor and outdoor play at your home.
- **Play a game** to identify volume level. Use a loud voice and ask, **Is this an indoor or outdoor voice?** Repeat several times, varying the volume level.



Wednesday

PK4 Unit 1 Week 2 Day 8



Let's Move: Follow the Leader

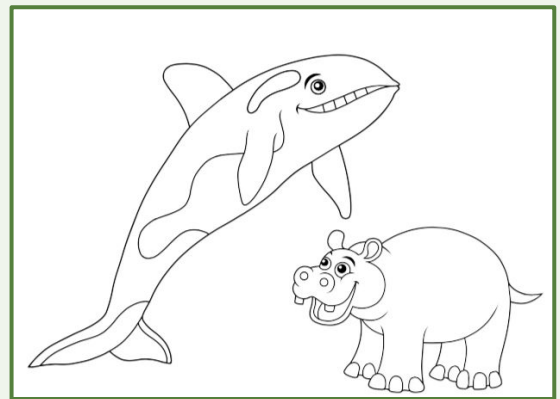
- Play Follow the Leader. Say, **I'm the leader, you are going to copy my moves.** Complete a movement, stomping your feet. Have your child copy.
- *Switch roles.* Your child leads, and you copy their movements.



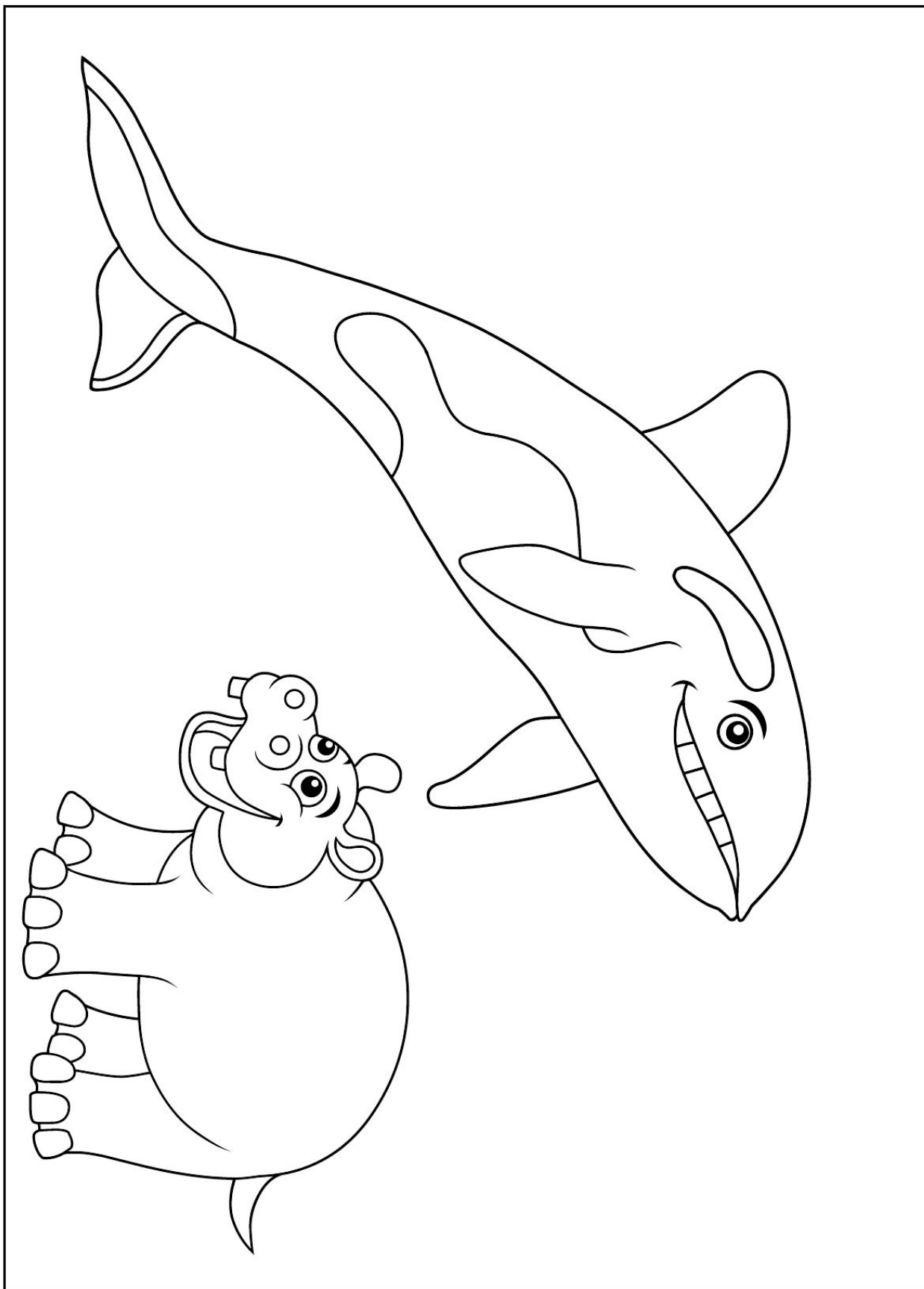
Learning Together: Animal Puppet Show

MATERIALS: crayons, tape, pencils, scissors,
[Animal Puppets](#)

- With your child, **color, and cut out** the animal puppets. Using tape, attach the puppets to pencils or sticks.
- Together, **brainstorm** a scene and story for your puppets. Take on the role of your puppet and put on a show with your child.

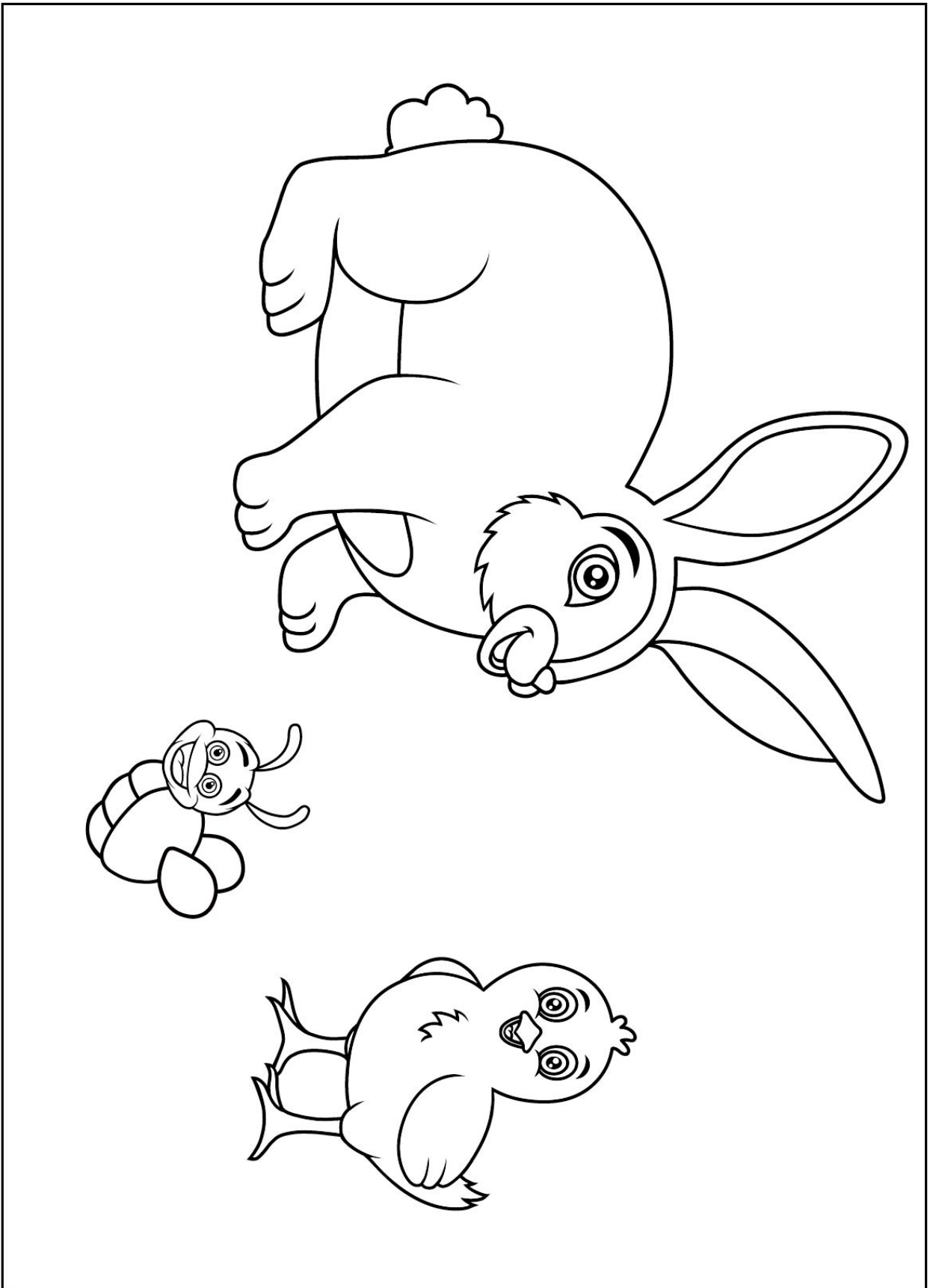


Animal Puppets (FE)

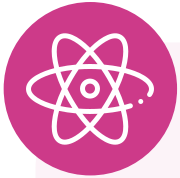


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Animal Puppets (FE)



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STEM: Salt Paintings

MATERIALS: completed Salt Art, watercolors

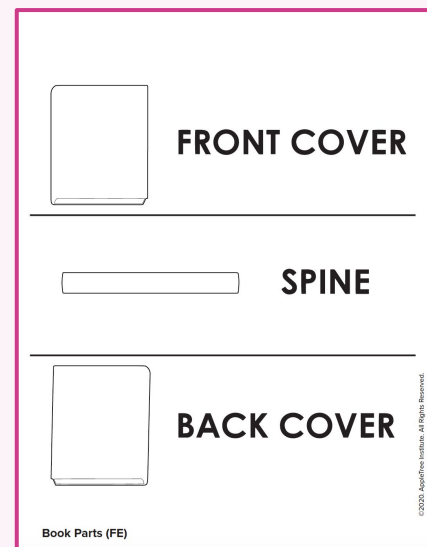
- Have your child use watercolors to paint the salt. Show your child how to quickly dip the brush into the water, then the watercolors. Gently touch the salt or tap the brush to let the color dip onto the salt.
- **Talk to your child about what they notice!**



Independent Learning: Parts of a Book

MATERIALS: crayons, [Book Parts Coloring Pages](#), any book

- Have your child **independently color** the parts of a book.
- Later, ask, **What is the front cover? What is the back cover?**





Literacy: Author

MATERIALS: any book

- Show the book cover. Say, **The author is the person who writes the words. They make up the story in the book.** Point to and read the author's name. Have your child repeat the author's name.
- Together, **read the book.** Then, ask, **Who is the author of the book we just read?**



Journal Prompt: Why I Listen

MATERIALS: crayons or markers, [Why I Listen Journal Page](#)

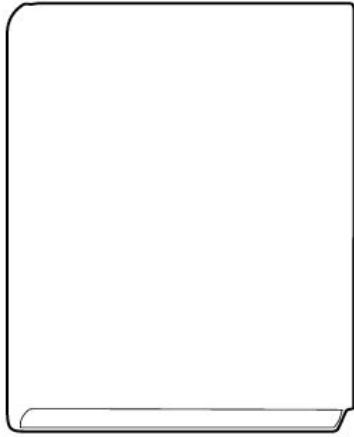
- Have your child write and draw about why it's important to listen to others.
- Later, ask, **Why is it important to listen? How can you show you're listening?**

Name: _____

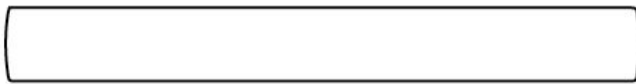
Why is it important to listen to your friends and family?

Why I Listen Journal Page

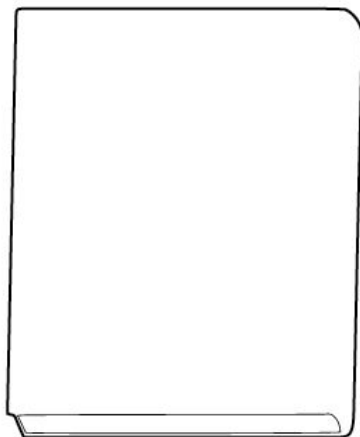
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FRONT COVER



SPINE



BACK COVER

Name: _____

Why is it important to listen to your friends and family?

Why I Listen Journal Page

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STEM: Count to 10 Song

- With your child, sing a song to practice counting to 10. Have your child repeat each of the lines after you.

Sing to Ten

(Tune: Row Row, Row Your Boat)

Count, count, count to ten.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

Let's sing and count again.

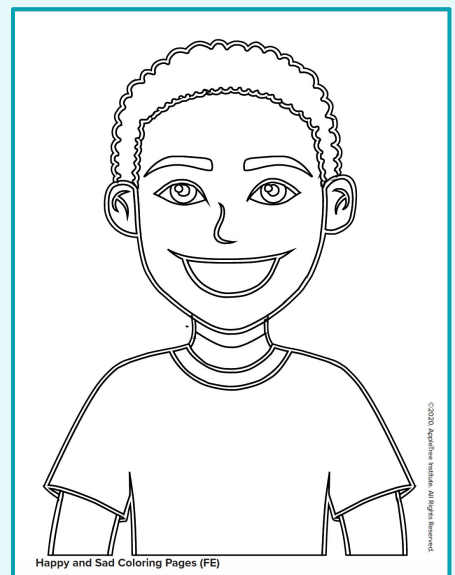
- Repeat the song over and over to help your child learn the words. Sing together during different parts of the day, like while making lunch or getting ready for bed.



Independent Learning: Happy and Sad

MATERIALS: crayons, [Happy and Sad coloring pages](#)

- Together, talk about feeling happy. Make a happy face. **Say, I am happy. I am smiling and relaxed.** Have your child copy your expression.
- Repeat for sad. Make a sad face. **Say, I am sad. I am frowning and crying. It's okay to feel sad sometimes.** Have your child copy your expression.
- Have your child **independently color** the happy and sad coloring pages.
- Later, ask, **Can you show me a happy face? Can you show me a sad face?**





Literacy: Illustrator

MATERIALS: paper, crayons

- Show the book cover. Say, **The illustrator is the person who draws the pictures in books.** Point to and read the illustrator's name. Have your child repeat the illustrator's name.
- Together, **read the book.** Then, talk with your child about the illustrations. **Point out** any illustrations that were your favorite. Ask, **Which illustration or picture is your favorite? Why?**

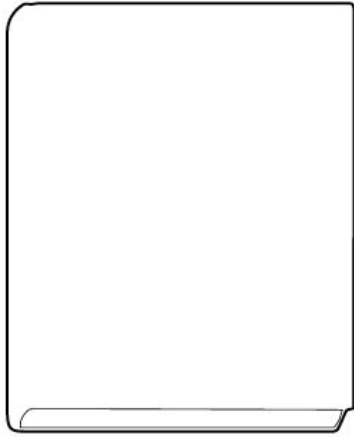


Read: *Listening Lane*

MATERIALS: [*Listening Lane*](#) book

- Together, **read *Listening Lane*.**
- After reading, play Red Light, Green Light. Have your child stand on one side of the room. Say, **When I say “green light,” you are going to hop across the room. When I say “red light,” you are going to stop.**
- Alternate between saying “red light” and “green light” until your child has moved across the room.

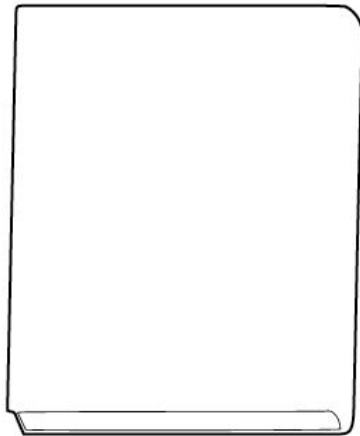




FRONT COVER



SPINE

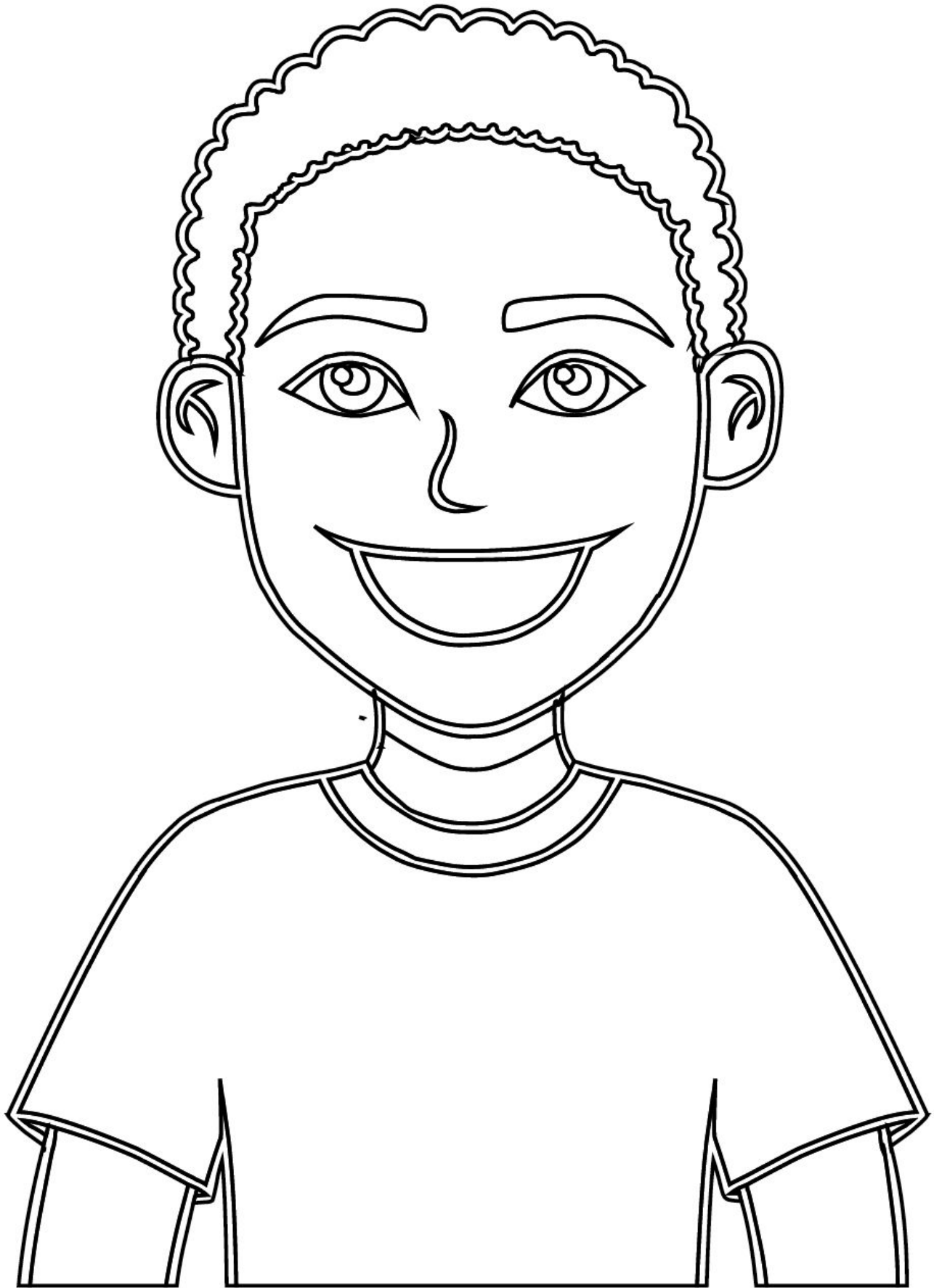


BACK COVER

Name: _____

Why is it important to listen to your friends and family?

Why I Listen Journal Page



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Happy and Sad Coloring Pages (FE)

PK4 Get Ready to Learn

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Happy and Sad Coloring Pages (FE)

PK4 Get Ready to Learn

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Week 3

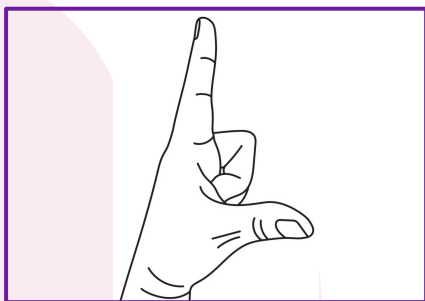
PK4 Unit 1 Week 3 Overview

Big Deals, Little Deals, and Calming My Body

This week your child will:

identify big and little deals and the difference between each. Also, your child will use various calming strategies to demonstrate self-regulation.

Key Vocabulary



big deal

A big problem, like if someone is hurt or in danger.



calm

Feeling relaxed, not upset.



little deal

A small problem, like not being able to color with the crayon you want.



Create Connections

**Think
About It!**

We all get upset sometimes. We can use calming strategies to relax our bodies. Before beginning the packet, write and draw about things you already do to calm your body.



STEM: Count to 10 Chant

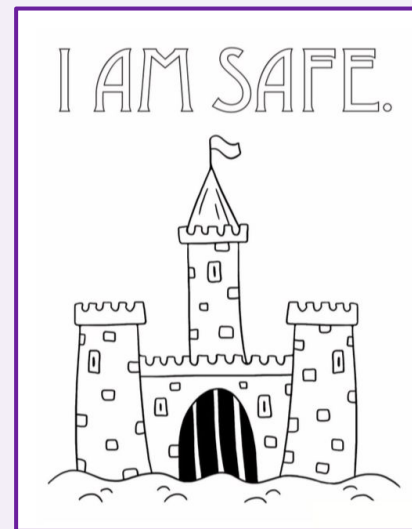
- Together, practice counting to 10 using a chant. Say a line and have your child repeat after you.
 - 1, 2 - That's me and you!
 - 3, 4 - Let's count some more!
 - 5, 6 - Like counting sticks.
 - 7, 8 - You're doing great!
 - 9, 10 - Let's count again!
- Repeat the chant several times with your child. Then, try counting to 10 without the chant.



Independent Learning: Calm Coloring

MATERIALS: crayons, [Calm Coloring Pages](#),
optional - coloring books

- Say, **When you feel sad, mad, or frustrated, you can calm your body by coloring a picture.**
- Together, start coloring. Ask, **How do you feel when your body is calm?**
- Have your **child independently** finish coloring the page.
- Try coloring when your child (or you) feel frustrated or upset during the day.





Literacy: Two-Step Directions

- Play a movement game to practice following two-step directions. Say a movement like, **Clap your hands, stomp your feet**. Have your child pause between each set of two directions. Repeat using different combinations of movements, like jump, then stomp.
- *Switch roles*. Your child gives the two-step direction; you complete the movements.



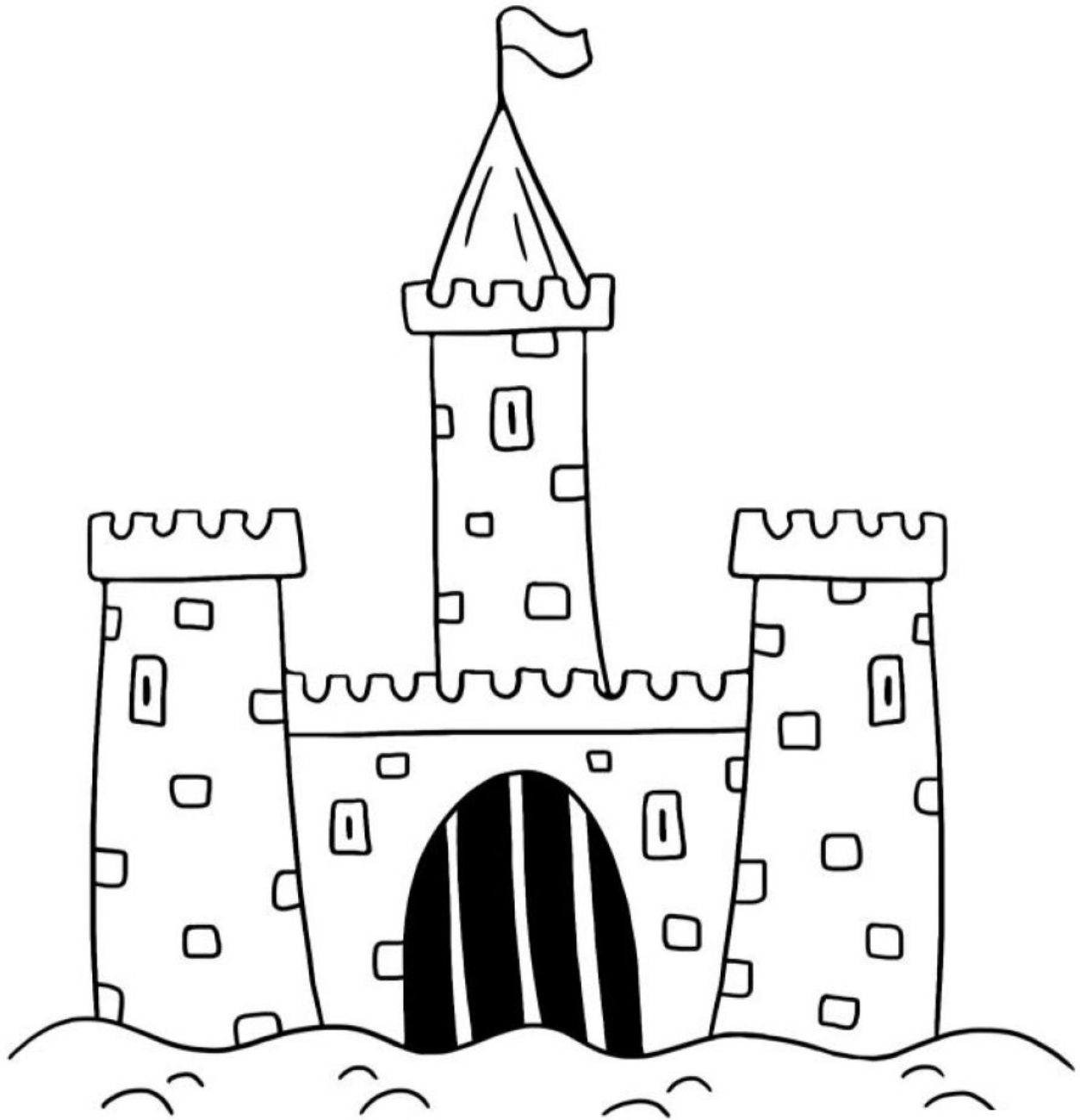
Read: *Lucy Learns About Big Deals and Little Deals*

MATERIALS: [*Lucy Learns About Big Deals and Little Deals*](#) book

- Together, read *Lucy Learns about Big Deals and Little Deals*.
- After reading, talk about big deals. Say, **A big deal** (open your arms wide) **is a big problem, like if someone is hurt or needs help**. Let your child know they should get your attention right away if something is a big deal.
- Talk about examples of big deals, like if someone falls or if someone knocks at the door.



I AM SAFE.



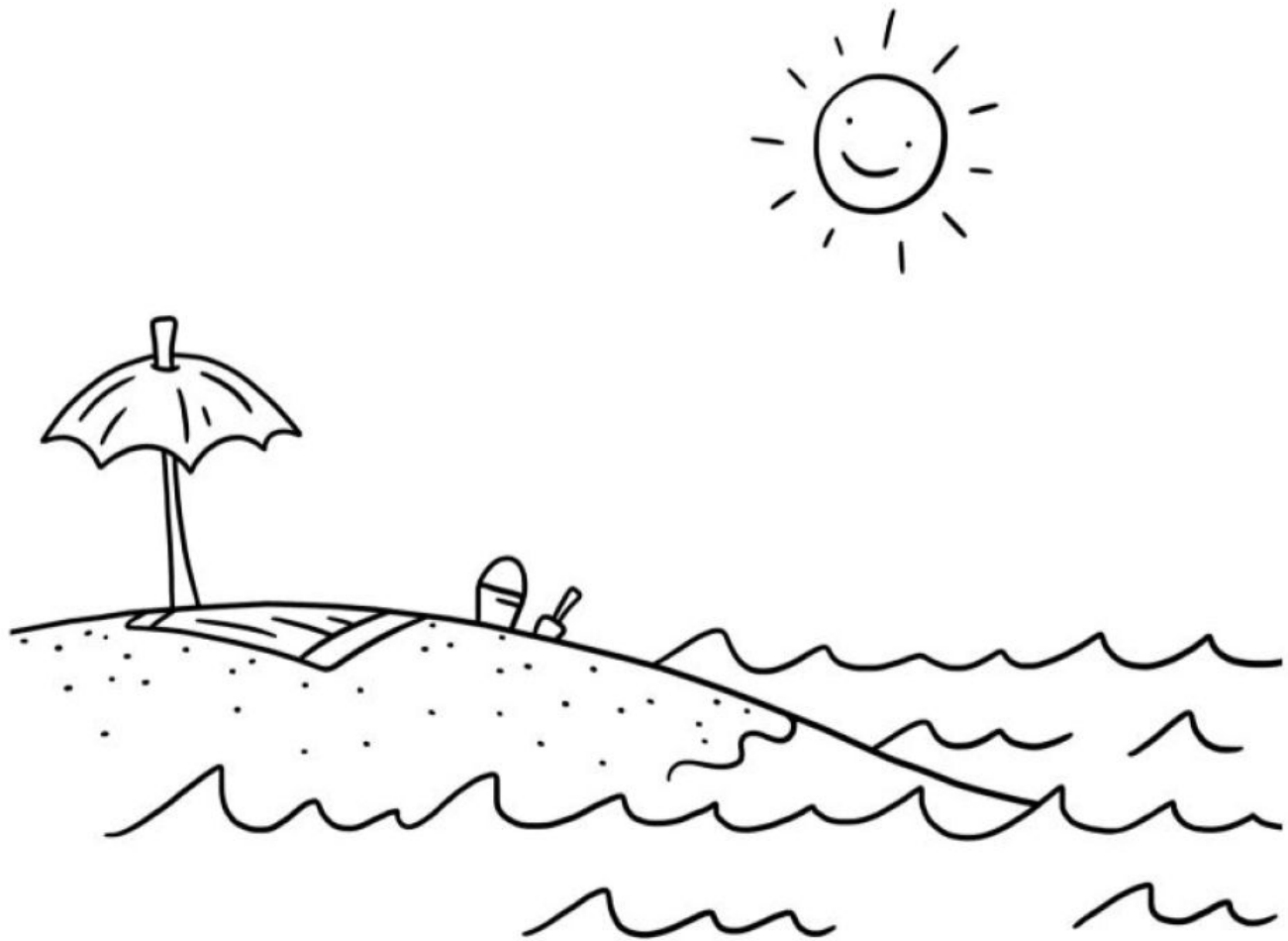
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Calm Coloring Pages (FE)

PK4 Get Ready to Learn

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I AM CALM.



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Calm Coloring Pages (FE)

PK4 Get Ready to Learn

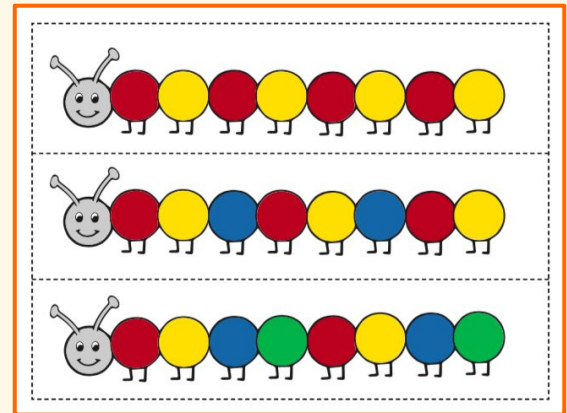
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STEM: Bead Caterpillars

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

- Cut out the caterpillars.
- Together, **practice patterns, which support early coding skills**. Start with the yellow-red caterpillar. **Show** your child how to draw a matching caterpillar. **Draw attention** to the colors and use words such as *next*.
- Have your child **independently practice** copying the patterns for the remaining caterpillars.



Independent Learning; Belly Breathing

MATERIALS: crayons, [Belly Breathing](#)

- Say, Taking a deep breath helps me feel calm and relaxed. Demonstrate taking 1-2 deep breaths. **If you need to calm your body, you can try belly breathing!** Encourage your child to take 1-2 deep breaths.
- Have your child **color** the belly breaths coloring page.
- Try belly breathing when your child (or you!) feel frustrated or upset throughout the day!





Literacy: Two-Step Directions

- Play a movement game to practice following two-step directions. Say a movement like, **Do one jumping jack, then sit down.** Have your child pause between each set of two directions. Repeat using different combinations of movements.
- *Switch roles.* Your child gives the two-step direction; you complete the movements.



Journal Prompt: Big Deals

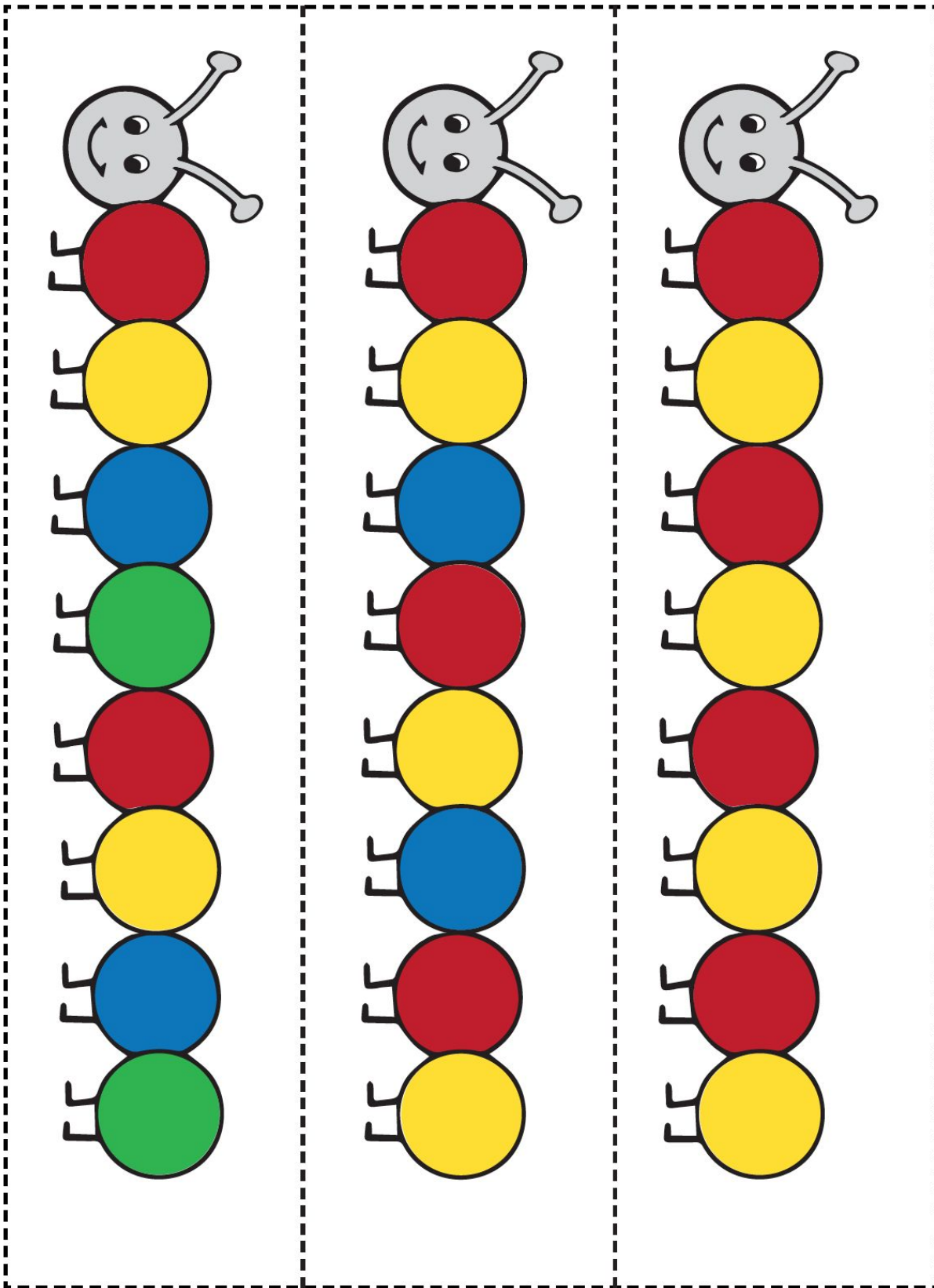
MATERIALS: crayons or markers, [Big Deals Journal Page](#)

- With your child, review examples of big deals like, if someone is hurt or needs help.
- Have your child write and draw an example of a big deal.
- Later, ask, **Can you tell me about what you wrote? Why is _____ a big deal?**

Name: _____

Write and draw about a big deal.

Big Deals Journal Page



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Caterpillar (FE)

Belly Breathing



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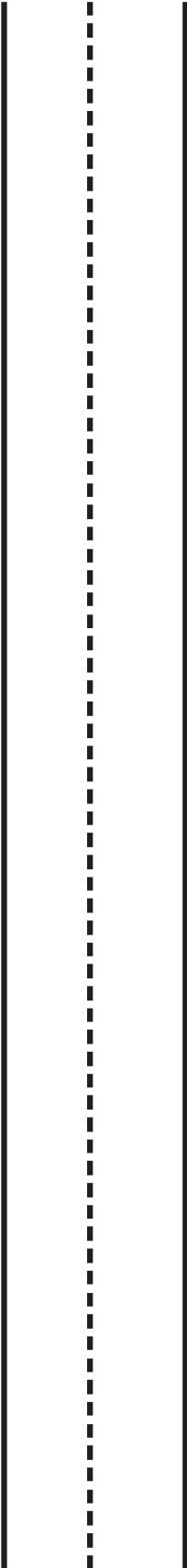
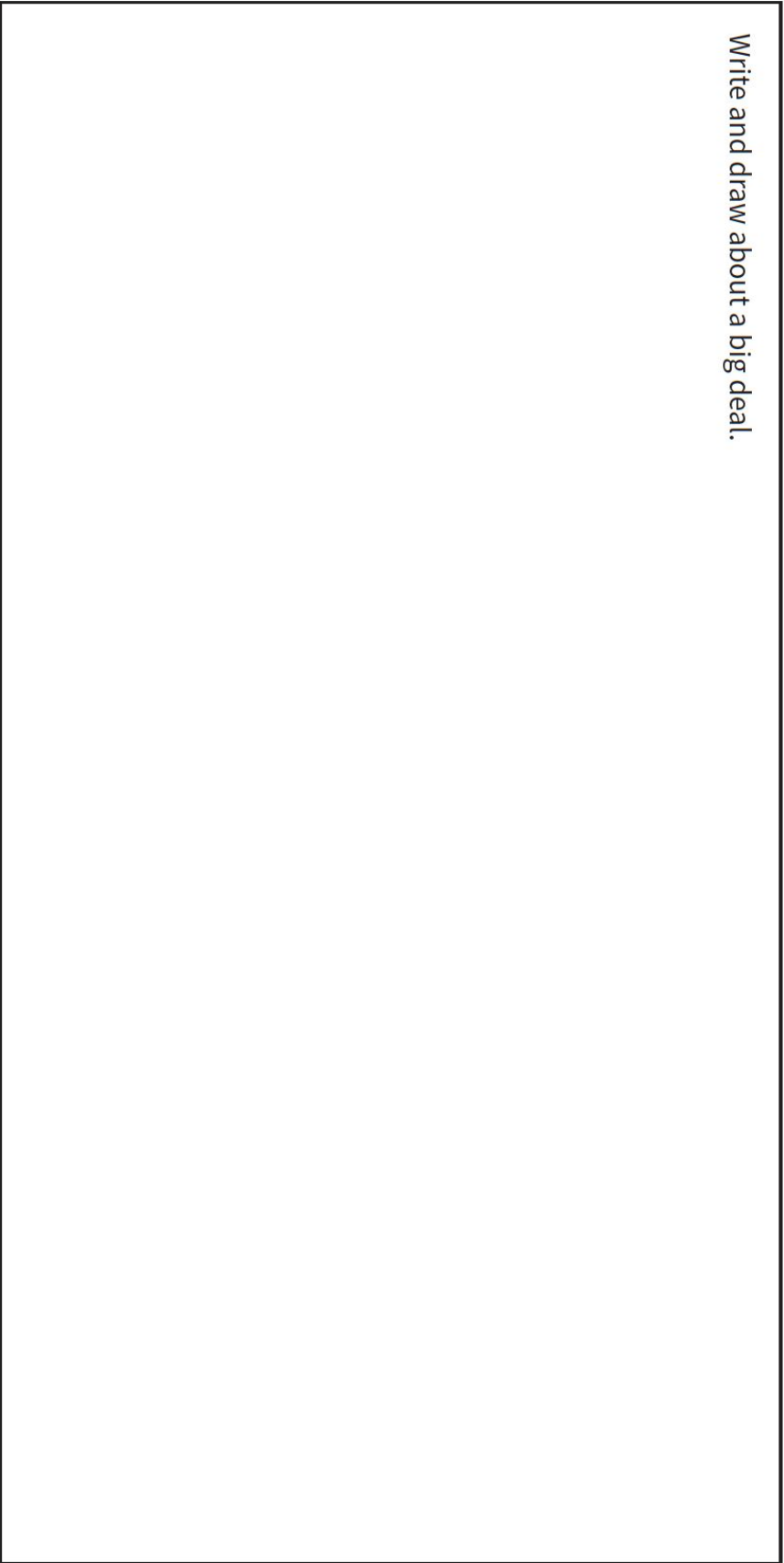
Belly Breathing (FE)

PK4 Get Ready to Learn

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Name: _____

Write and draw about a big deal.



Big Deals Journal Page

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STEM: Group by Size

MATERIALS: small items like buttons, paperclips, etc., large items like toys, stuffed animals, books, etc.

- Show your child each of the items. Ask, **How can we group these items?**
- Say, **Let's group, or put together things that are the same size.** Together, create groups of small and large items.



Independent Learning: Draw a Picture

MATERIALS: crayons, [Draw a Picture](#)

- Say, **Drawing helps me feel calm and relaxed. If you need to calm your body, you can try drawing a picture.**
- Have your child **color** the Draw a Picture coloring page.
- Consider keeping crayons and paper accessible to your child throughout the day as a calming strategy.



Wednesday

PK4 Unit 1 Week 3 Day 13



Literacy: Syllables Clap

- Practice clapping syllables. Say, **Syllables are the beats in words. Let's clap the syllables in the word school.** Say the word and clap once.
- Clap the syllables in other words like calm, pa-per, pen-cil, e-mo-tion.



Read: *Lucy Learns About Big Deals and Little Deals*

MATERIALS: [*Lucy Learns About Big Deals and Little Deals*](#) book

- Together, read *Lucy Learns about Big Deals and Little Deals*.
- After reading, talk about little deals. Say, **A little deal** (index and thumb close) **is a small problem, like not being able to color with the crayon you want.**
- Your child may have feelings when a little deal happens. Suggest ideas to help, like a calming breath or trying something new.
- If needed, ask, **Is this a big or little deal?** Help your child understand the difference and show what an appropriate response to each looks like.





Let's Move: Move Fast, Move Slow

MATERIALS: fast and slow tempo music

- Say, **Let's dance and move our bodies to the music!** Play and dance to fast tempo music. Then, switch songs. Play and dance to slow tempo music.
- Continue having a fast and slow dance party!



Learning Together: Build a Structure

MATERIALS: clean recyclable items, like boxes, plastic jars or bottles

- Use the recyclable items to **build a simple structure**, like two stacked boxes. Have your child **copy** your structure using their materials, which don't have to be identical.
- If your child feels angry or frustrated because they're having a hard time or their structure falls, try positive talk. Say, **It's okay, you can try again and again!**
- *Switch roles.* Have your child build a structure that you copy.



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Draw a Picture (FE)

PK4 Get Ready to Learn

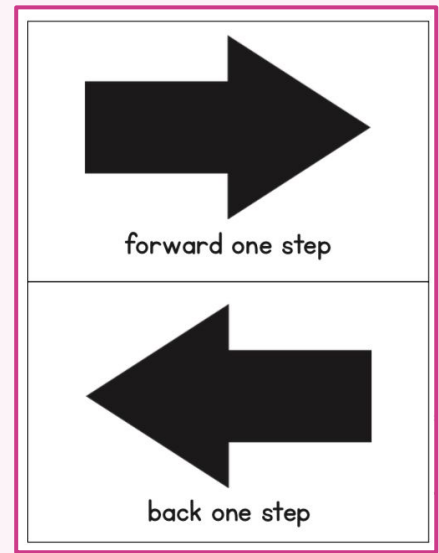
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STEM: Body Codes

MATERIALS: [Body Codes](#)

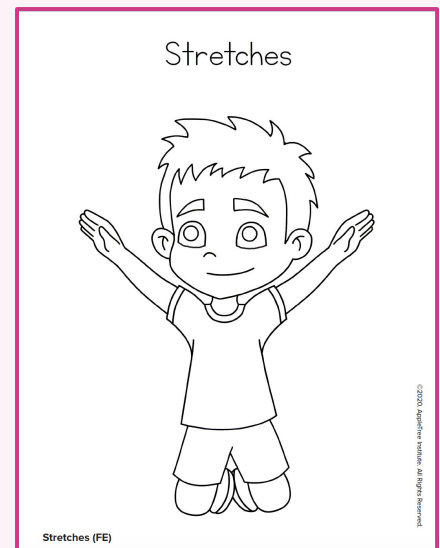
- Cut out the images.
- Play a coding game. Review each code movement with your child. **When I put up my arm like this, you will make a funny nose. Let's try.** If your child can remember 2-3 of the movement codes, trying doing two at a time!
- Say, **We can use letters, numbers, and pictures to explain many things, like how to use our bodies. Those are codes.**



Independent Learning: Stretches

MATERIALS: [Stretches](#), crayons

- **Practice calming stretches.** With your child, complete basic stretches like touching the toes, stretching the arms high above the head, and neck rolls.
- Have your child **independently color** the Stretches coloring page.
- Try using stretches to help separate different parts of your day. For example, say, **It's almost time for lunch. Let's try some stretches before we sit down to eat.**





Literacy: Holding Books

MATERIALS: any book

- With your child, talk about how to hold a book. Say, **We hold books right side up with the cover facing us.** Show a book right side up. **The pictures and words should be right side up, not upside down!** Show a book upside down.
- Have your child practice holding a book right side up.



Journal Prompt: Feeling Frustrated

MATERIALS: crayons or markers, [Feeling Frustrated Journal Page](#)

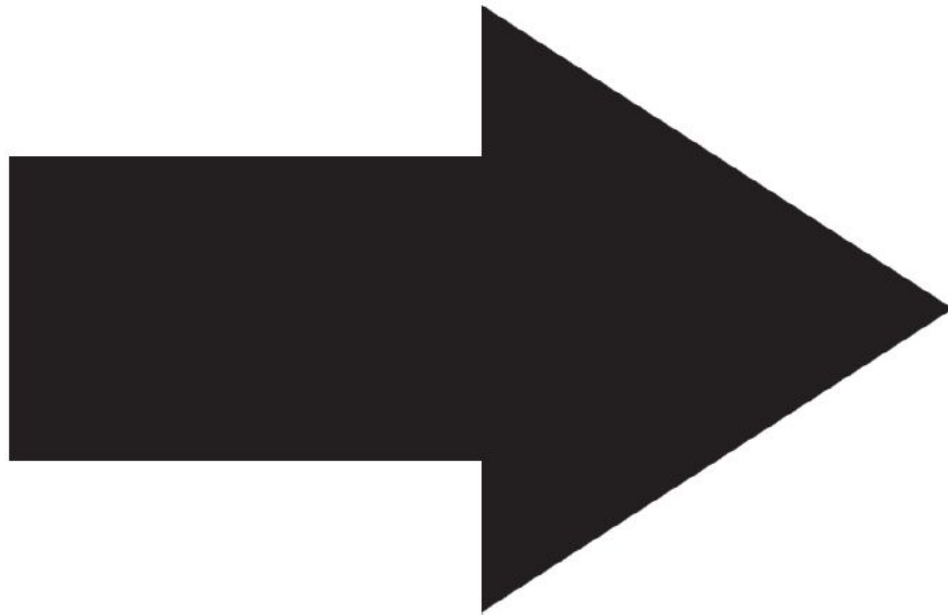
- With your child, review what frustration feels like. **Say, When I feel frustrated, my body feels tight. Sometimes I tap my fingers or rub my neck. When I feel frustrated, I try a calming belly breath!**
- Have your child write and draw about what frustrates them.
- Later, ask, **What makes you feel frustrated? What are some ways you can calm your body?**

Name: _____

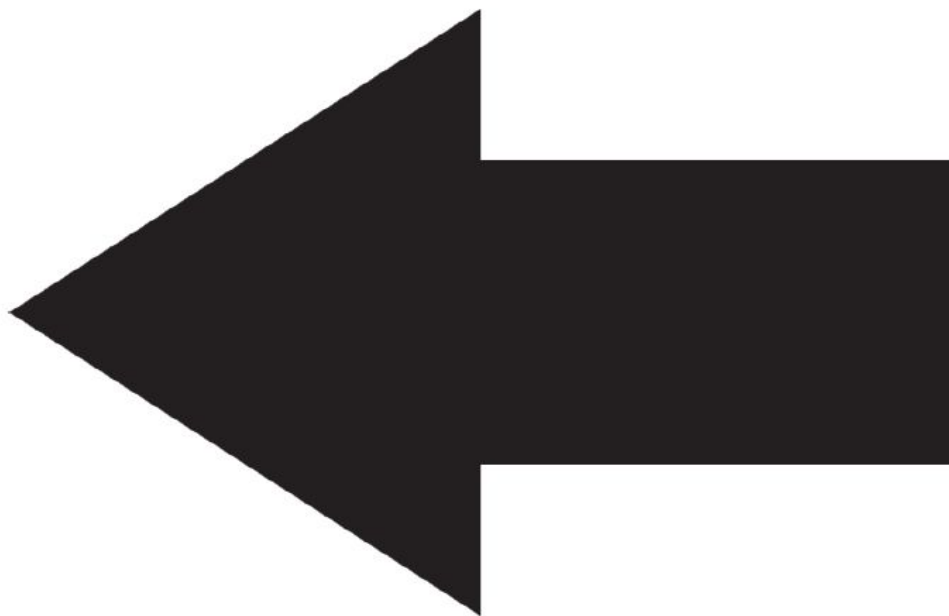
Write and draw about a time you felt frustrated.

Feeling Frustrated Journal Page

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forward one step



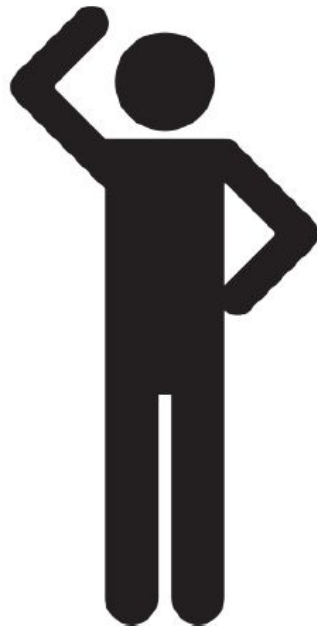
back one step

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Body Codes



make a funny noise



put one arm up

Body Codes



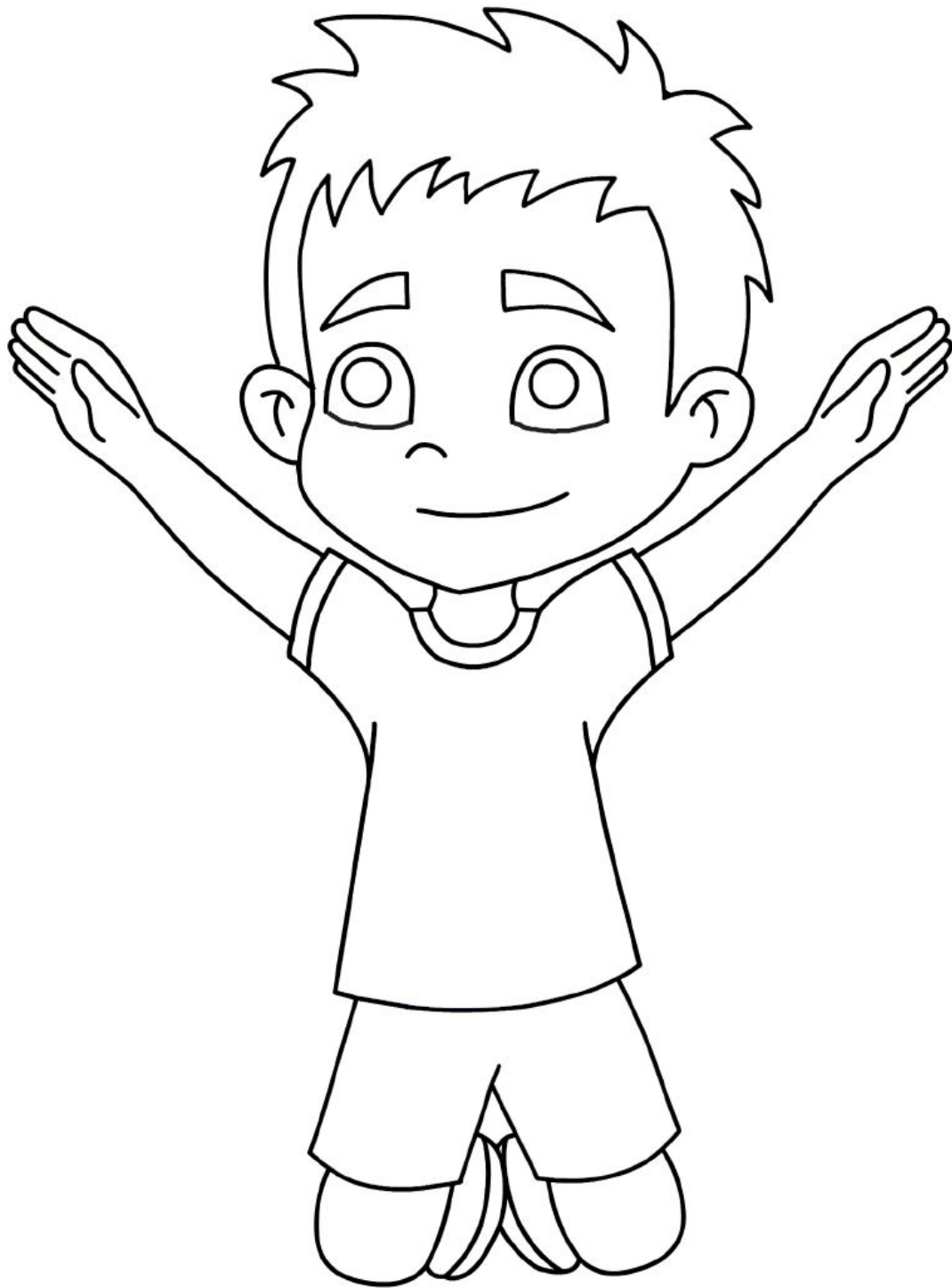
jump one time



dance then be very still

Body Codes

Stretches



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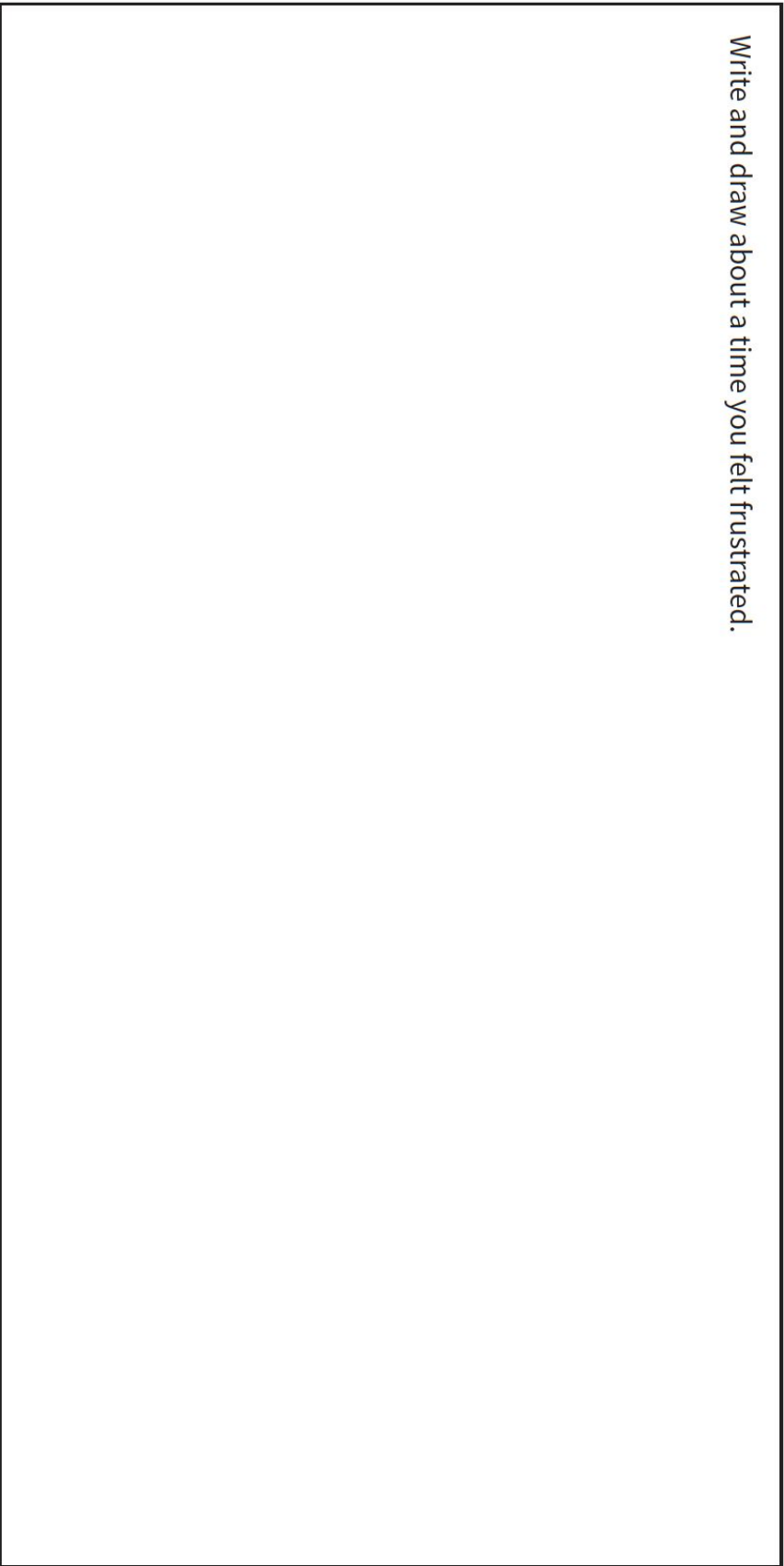
Stretches (FE)

PK4 Get Ready to Learn

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Name: _____

Write and draw about a time you felt frustrated.



Feeling Frustrated Journal Page

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STEM: Group by Color

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

- Practice matching by color again. Show your child each of the items. Ask, **How can we group these items?**
- Say, **Let's group, or put together things that are the same color.** Together, create groups of red, yellow, and blue or try new colors!



Independent Learning: Hug a Stuffed Toy

MATERIALS: crayons, stuffed toy or special item, [Hug a Stuffed Toy](#)

- With your child, select a stuffed toy or special blanket to use as a calming strategy. Say, **When you feel sad or angry, you can hug your stuffed toy.** Together, practice hugging a special item.
- Have your child **independently color** the hug a stuffed toy coloring page.
- Keep the stuffed toy on hand to support calming throughout the day.





Literacy: Syllables Clap

MATERIALS: paper, crayons

- Say, **Syllables are the beats in words. Let's clap the syllables in the word school.** Say the word and clap once.
- **Clap** other words like cray-on, mar-ker, com-pu-ter.



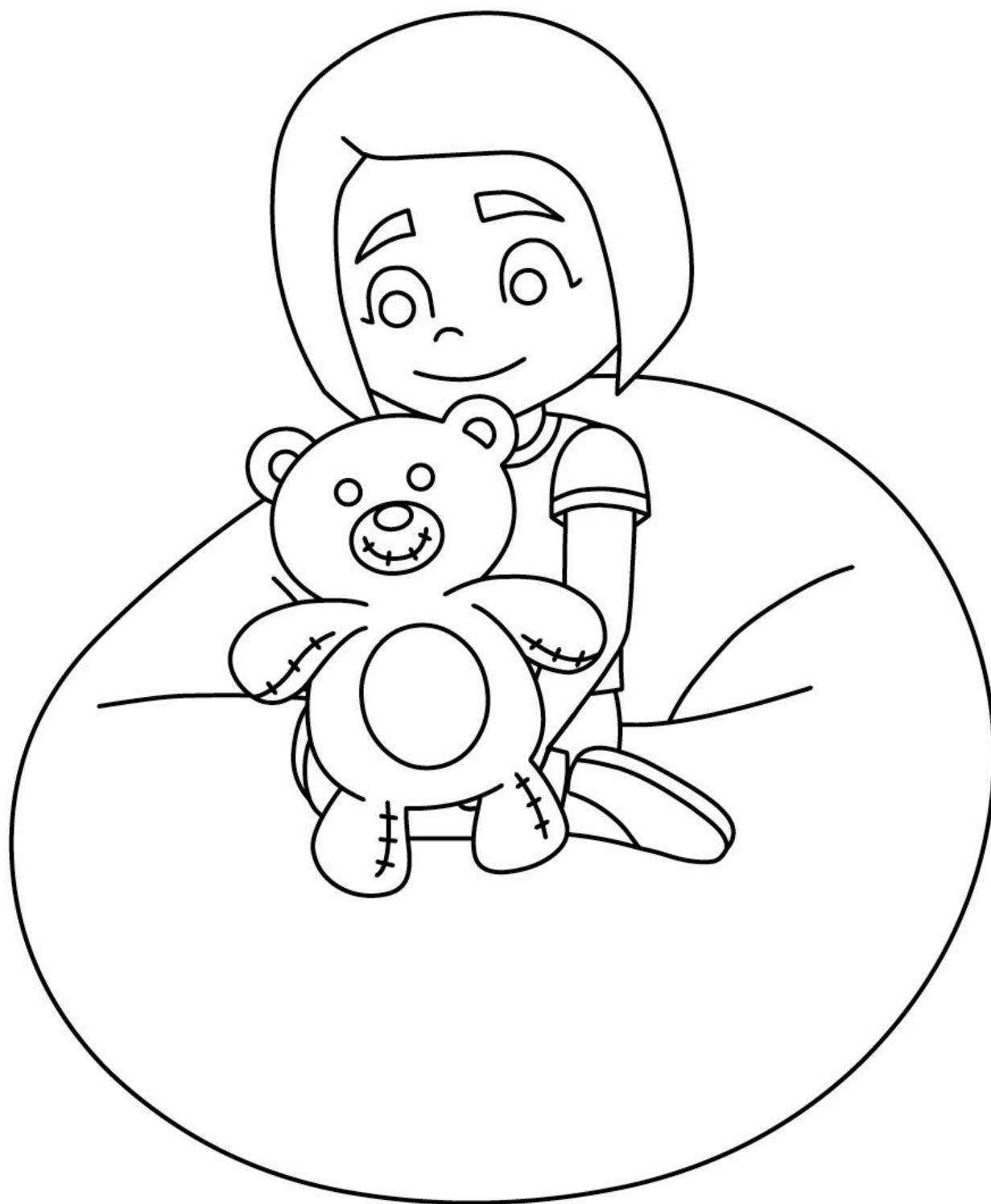
Read: *Lucy Learns About Big Deals and Little Deals*

MATERIALS: [*Lucy Learns About Big Deals and Little Deals*](#) book

- Together, read ***Lucy Learns about Big Deals and Little Deals***.
- After reading, review big and little deals. Remind your child that a big deal is a big problem, like when someone is hurt or needs help, and a little deal is a small problem, like using a non-preferred crayon color.
- Help your child identify their feelings when a little deal happens. Provide them with things to help, like belly breathing or hugging a stuffed toy.



Hug a Stuffed Toy



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Hug a Stuffed Toy (FE)

PK4 Get Ready to Learn

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Week 4

PK4 Unit 1 Week 4 Overview

All About Me

This week your child will:

write and draw to share some of their favorite things.



Key Vocabulary



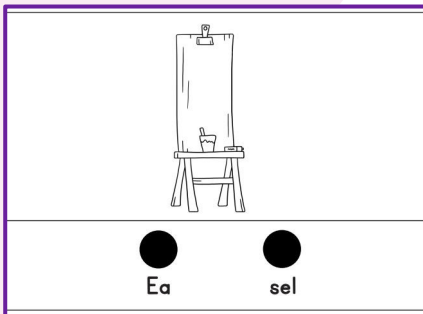
kind

Saying or doing things to show you care.



peers

People who are the same age as you, the other children in your class.



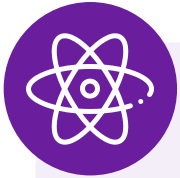
syllable

The beat in words..

Create Connections

**Think
About It!**

This week, we are learning all about each other! Before you begin the packet, write and draw one thing you'd like others to know about you.



STEM: Counting Movements

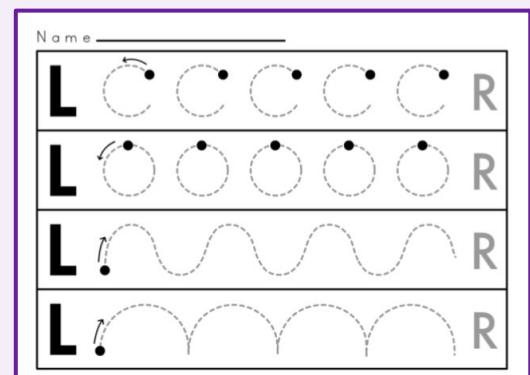
- Practice counting to 10 with movements.
- With your child, try 10 hops. Say, **Let's hop and count out loud to 10.** Before you hop, say, **Zero.** Ask, **Did I hop? No, zero means no hops.**
- Together, brainstorm different movements to try.
- Try counting to 10 without the movements.



Independent Learning: Writing Curves

MATERIALS: crayons, [Curves](#)

- Have your child **trace** the curved lines with their finger a few times.
- Then, your child can use a crayon to **independently trace** the lines.
- If your child scribbles or moves off the line, it's okay. They are learning to control small movements with their hands, fingers, and thumb.



Monday

PK4 Unit 1 Week 4 Day 16



Literacy: Reading Books Front to Back

MATERIALS: any book

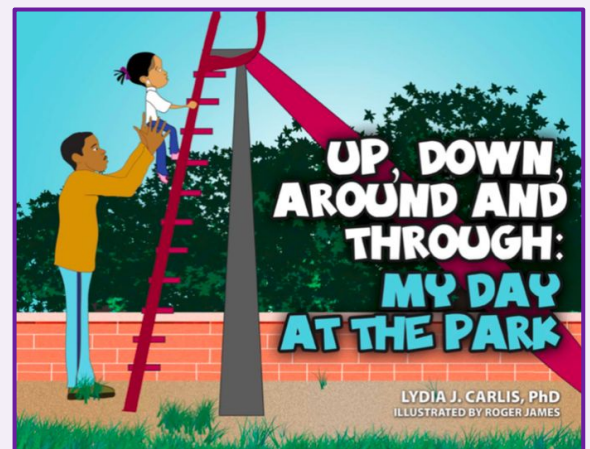
- Say, **When we read books, we read from front to back. We start at the front cover and gently turn the pages, moving toward the back cover.** Demonstrate turning a few pages.
- Say, **We also read from top to bottom and left to right.** Use your finger to point to words moving across and down the page.
- Have your child practice turning the pages and finger-pointing to words moving left to right and top to bottom.













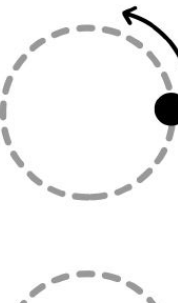











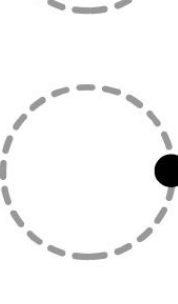






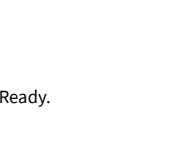


Read: Up, Down, Around, and Through

MATERIALS: [Up, Down, Around, and Through](#) book

- Together, **read** *Up, Down, Around and Through*.
- With your child, **play a movement game** to practice up and down. Try one of the following or make up your own.
 - Jump up
 - Stretch up
 - Sit down
 - Bend down
- Looking for more activities? Check out the [book guide](#)!



Name _____

Curves

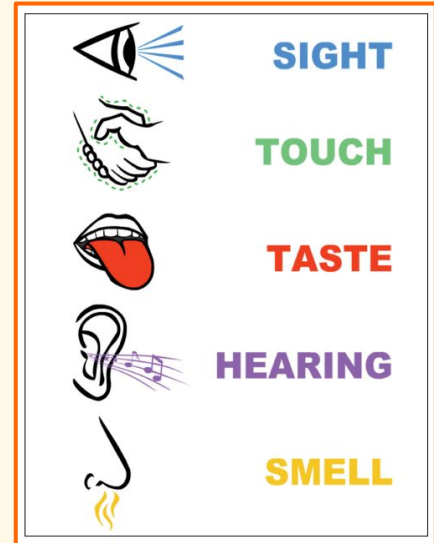
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STEM: Observe

MATERIALS: any object, optional- [Five Senses](#)

- Say, **Let's observe the** __ (object) __.
- Together, describe the object using your sight. Say, **Let's use our eyes.** Ask, **What colors do you see? What else can you tell me about how it looks?**
- Continue to observe using the other senses.
- Say, **We observed a(n)** __ (object) __. **We said that the** __ (object) __ **is** __ (descriptions) __.



Independent Learning: All About Me Book

MATERIALS: paper, crayons

- Help your child fold 2 pieces of paper in half to create a booklet.
- Together, talk about some of your favorite things, like food, sports, music, or TV shows.
- Have your child **independently draw a cover** for their book. Your child can also **independently write and draw** one of their favorite things on pages 1 and 2.
- Later, ask, **Can you tell me about your picture? Why is that your favorite?**



Literacy: Syllables Count

- Say, **Syllables are the beats in words. Let's clap and count the syllables in the word toy.** Say the word and clap once. Ask, **How many syllables are in the word toy?**
- Clap and count other words like peer, paint, class-room, cal-en-der.



Journal Prompt: Kind Words

MATERIALS: crayons, [Kind Words Journal Page](#)

- **Brainstorm** kind words with your child.
- Have your child **independently write** and **draw** about kind words they've said to family and friends.
- Later, ask, **Can you tell me about your picture? How are you showing kindness?**

Name: _____

What kind things can I say to my peers or my family?

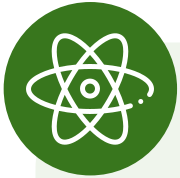
Journal - Kind Words (FE)

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Name: _____

What kind things can I say to my peers or my family?

Journal - Kind Words (FE)



STEM: Counting Movements

MATERIALS: paper, crayons

- Practice counting to 10 with movements.
- With your child, try 10 stomps. Say, **Let's stomp and count out loud to 10.** Before you stomp, say, **Zero.** Ask, **Did I stomp? No, zero means no stomps.**
- Together, brainstorm different movements to try.
- Try counting to 10 without the movements.



Independent Learning: All About Me Books

MATERIALS: All About Me Book, crayons

- Together, talk more about your favorite things and how they make you feel.
- Have your child **independently write and draw** more of their favorite things on pages 3 and 4.
- Have your child **draw a back cover** for their book.
- Later ask, **How do your favorite things make you feel? Why do you think you feel that way?**

Wednesday

PK4 Unit 1 Week 4 Day 18



Literacy: Syllables Count

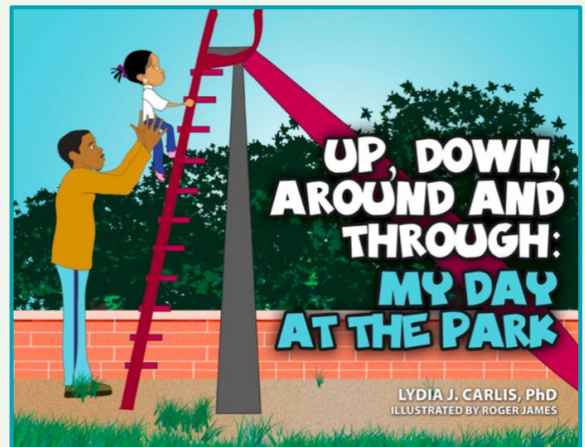
- Say, **Syllables are the beats in words. Let's clap and count the syllables in the word book.** Say the word and clap once. Ask, **How many syllables are in the word book?**
- Clap and count other words like kind, jour-nal, com-pu-ter.



Read: Up, Down, Around, and Through

MATERIALS: [Up, Down, Around and Through](#) book, paper, a small toy

- Together, **read** *Up, Down, Around and Through*.
- With your child, **practice over and under**. Show your child a piece of paper and the toy. Place the toy above the paper. Say, **The __ (toy) __ is over the paper.** Place the toy below the paper. Say, **The __ (toy) __ is under the paper.**
- Ask your child to show you over and under.
- Looking for more activities? Check out the [book guide](#)!





Let's Move: Simon Says

- Play a game of Simon Says using positional words. Say, **If I say, “Simon Says, put your hands up,” you put your hands up. If I don’t say, “Simon says,” don’t move.** Demonstrate for your child.
- Play several rounds of the game using positional words like up, down, on, under, and beside.
- *Switch roles.* Your child leads, and you move.



Learning Together: Let's Play

MATERIALS: any type of toys or stuffed animals

- Engage in **pretend play** with your child. Together, **take on a character** using the toys. Work together to **create a storyline**. While in character, ask your child questions. Encourage them to respond in character as well.



STEM: I Am a Scientist

MATERIALS: paper, crayons

- Talk about the role of a scientist. Say, **A scientist is someone who does observations, explorations, and experiments. That makes you a scientist!** Review 1-2 of the STEM activities you've completed together.
- Have your child **independently write and draw** about how they are a great scientist.
- Ask, **How are you a good scientist? What was your favorite science exploration?**



Independent Learning: Kind Actions

MATERIALS: paper, crayons

- With your child, review kind actions, like sharing or helping out at home.
- Have your child **independently draw and color** a picture showing a kind action.
- Later, ask, **What kind action did you draw? How do you think the other person felt when you were kind?**



Literacy: Pictures in Books

MATERIALS: any book

- Draw attention to the pictures. Point to the picture. Say, **The pictures show us what's happening in the book.** Describe the picture to your child.
- Together, **read the book.** As you read, ask your child to describe what they see in the pictures.



Journal Prompt: Favorite Book

MATERIALS: crayons or markers, [Favorite Book Journal Page](#)

- With your child, **review** some of the books you've read and watched during the unit.
- Have your child **independently write** and **draw** about their favorite book.
- Later, ask, **What was your favorite book? Why was __ (book title) __ your favorite?**

Name: _____

Write and draw about your favorite book.

Favorite Book Journal Prompt

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Name: _____

Write and draw about your favorite book.

Favorite Book Journal Prompt



STEM

- With your child, sing 'If You're Happy, Count!' to practice counting to 10.

Tune: If You're Happy and You Know It)
If you're happy and you know it, count to 10.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
If you're happy and you know it, count to 10.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
If you're happy and you know it,
Then your face will surely show it.
If you're happy and you know it, count to 10.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10



Independent Learning: Left to Right

MATERIALS: crayons, [Left to Right](#)

- Use the lines provided or write your own.
- Say, **When we write, we start at the left and move to the right.**
- Have your child **trace** the lines from left to right with their finger a few times.
- Then, your child can use a crayon to independently **trace** the lines.

Name _____	
L	→ R
L	→ — — — — — R
L	→ ~~~~~ R
L	→ o o o R



Literacy: Words in Books

MATERIALS: any book

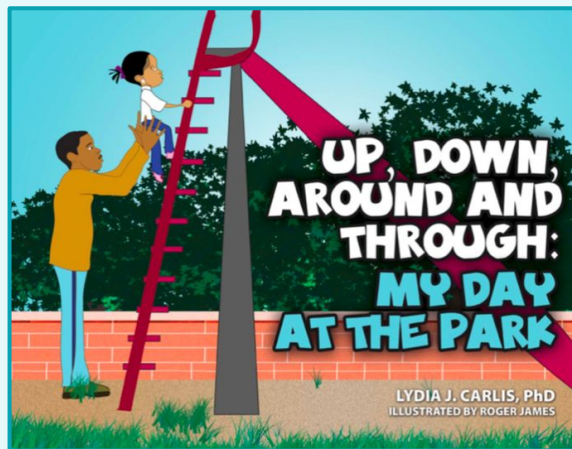
- Draw attention to the words. Point to the print Say, **The words tell us what is happening in the story.**
- Together, **read the book.** Draw attention to the print by pointing to each word as you read.



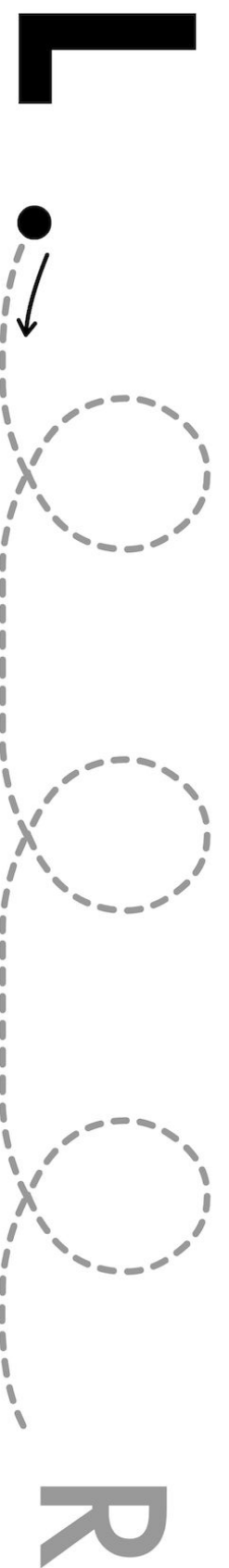

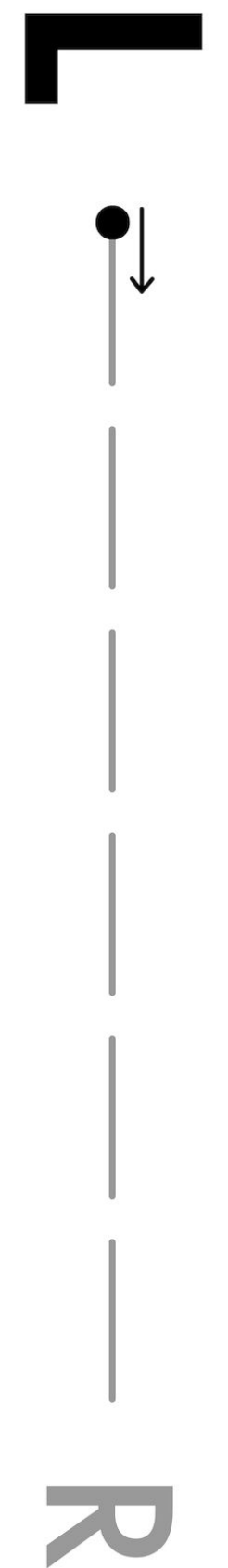
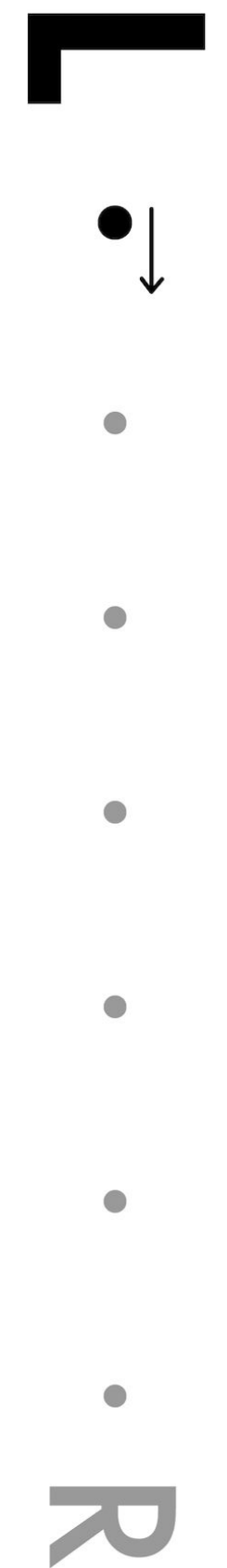
Read: *Up, Down, Around, and Through*

MATERIALS: *Up, Down, Around, and Through* book

- Together, **read** *Up, Down, Around and Through*.
- With your child, **practice directional and positional words** by playing a movement game. **Think of movements** that use up, down, on, and under. For example, bend down, stretch up, put your hand on your hips, and put your hand under your chin.
- Continue to **create and practice movements** with your child.
- Looking for more activities? Check out the [book guide](#)!



Name _____

			
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