

**PK3**

# Unit 2

## Family & Community







# Unit 2

## Family and Community



**AppleTree**

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# PK3 Unit 2 Overview



Dear Families,

It's time to start a new unit! Unit 2 is all about family and community! Children will explore different family members and how all families are unique. Also, children will explore their community by learning about the roles and responsibilities of different community helpers.

## Unit 2 Books



- *Isabel's Treasure Tub* by Ruth Ebisuzaki
- *I Can't Go to School but I Can Do Lots of Things* by Cathryn O'Sullivan
- *The Transportation Book* by James Bean
- *Nathan's Neighbors* by Shelly L. Duffer

*ECR @ Home activities include: creating a family fun collage, calming coloring activities, planning a family meal, and building a community. Your child will also practice counting the number of syllables in a word, grouping objects that belong together, and calming strategies.*

## Unit 2 Vocabulary

calm

community

community helper

family

feeling

home

neighbor

neighborhood

# Week 1

# PK3 Unit 2 Week 1 Overview

## Family and Community

### This week your child will:

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



### Key Vocabulary



### calm

relaxed and quiet, not angry, nervous, or upset



### family

people who are related to and care about each other



### feeling

emotions, like happy or sad

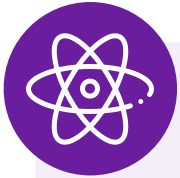
# Create Connections

**Think  
About It!**

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

# Monday

PK3 Unit 2 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: My Family

**MATERIALS:** paper, crayons or markers, optional - photos of family members

- Together, identify different members of your family.
- Have your child **independently write** and **draw** about their family.
- Later, ask, **Who is in your drawing? Tell me about \_\_\_\_.**



## Literacy: Clap It

- Practice clapping one-syllable words. Say, **Syllables are the beats in words. We can clap the beats we hear.**
- Some words only have one beat. Clap once.
- **Let's clap the syllables in the word dog.** Say the word and clap once.
- Clap the syllables in other words, like car, fish, home.



## 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: Blowing Bubbles

**MATERIALS:** a bottle of bubble solution or [Bubble Recipe](#)

- Together, blow lots of bubbles! Observe the bubbles as they float through the air. Try to catch and pop the bubbles.
- Say, **You popped a bubble! How did it feel?** Ask, **What do the bubbles look like? What shape are the bubbles?** If I used a square wand, do you think I'd blow a square bubble?

### BUBBLE RECIPE

4 cups warm water  
1/2 cup sugar  
1/2 cup dish soap

1. Mix the sugar and water until the sugar dissolves.
2. Mix in the dish soap.
3. Let the solution sit for a minimum of 2 hours.



## Independent Learning: Calm Animals Coloring

**MATERIALS:** crayons, [Calm Animals Coloring 1](#), optional - [Calming Space Reference Page](#)

- With your child, **review** ways to calm their bodies, like deep breaths, coloring, or getting a drink of water.
- Have your child **practice calming** their body by **independently coloring** the provided pages.
- Need to set up a calming space in your home? Check out the Calming Space Reference Page or the Calming Space video found [here](#) to help get you started!

Calm Cat







## Literacy: Book Beginning and End

**MATERIALS:** any book

- Say, **A book has a beginning and an end.** Open the book to the first page. **Here is the beginning of our book. It is where the story starts. It is where I'll start reading.** Flip to the last page. **Here is the end of our book. When we get to this page, the story is over.**
- Give the book to your child. Ask, **Can you show me the beginning of the book? Can you show me the end?**



## Journal Prompt: Members of My Family

**MATERIALS:** crayons or markers, My Family Journal Page

- Have your child independently write and draw about their family.
- Later, have your child share their writing with other members of the family.

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

Who are the members of my family?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# BUBBLE RECIPE

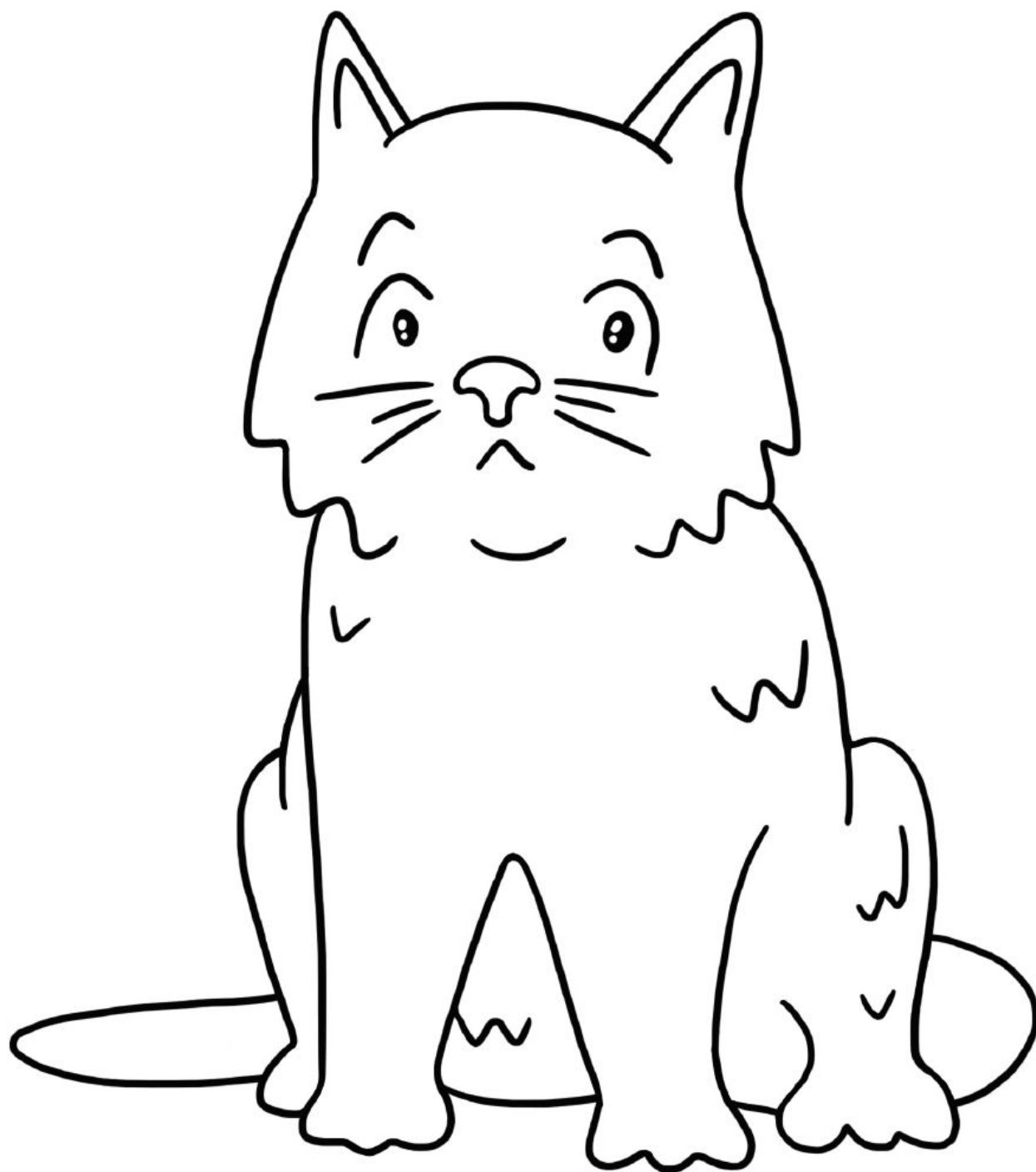
4 cups warm water  
1/2 cup sugar  
1/2 cup dish soap

1. Mix the sugar and water until the sugar dissolves.
2. Mix in the dish soap.
3. Let the solution sit for a minimum of 2 hours.



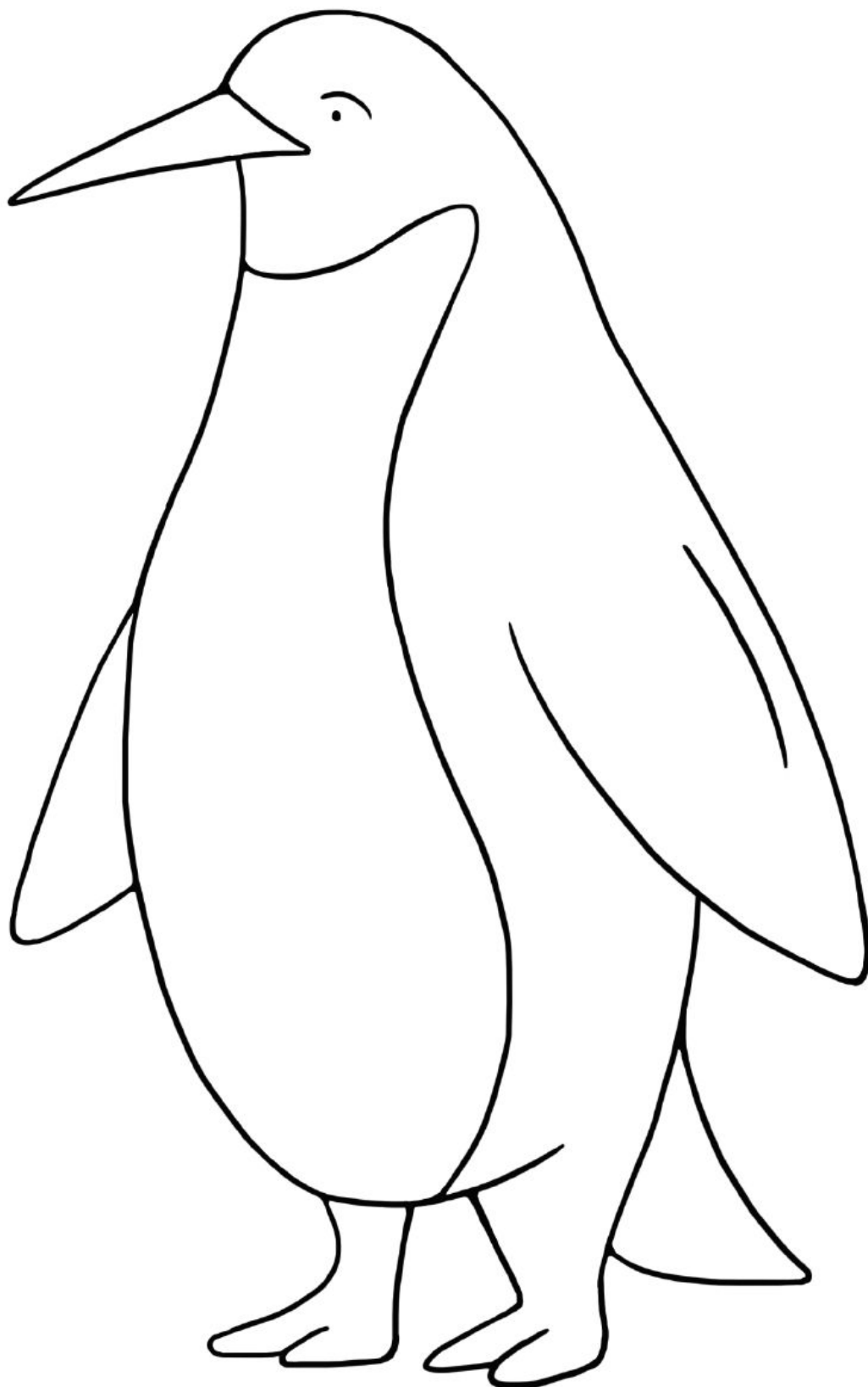


## Calm Cat





## Peaceful Penguin





# Calming Space

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

## Setting Up A Calming Space

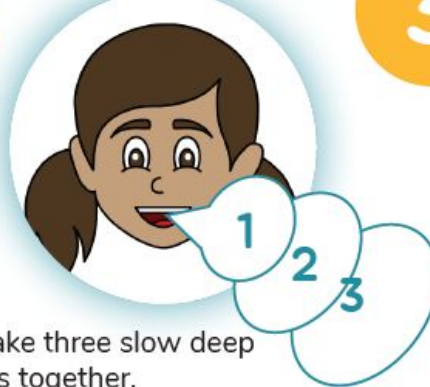
- find a quiet, safe space
- provide soft items, like a pillow or blanket
- include calm materials, like books or stuffed animals

1



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

2



Let's take three slow deep breaths together.

3

Would you like to:

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

4



You are doing a great job \_\_\_\_ to calm down!

5

Are you ready to talk about it?

What are you feeling?

I am feeling \_\_\_\_\_ because...

What are you thinking?

I am thinking \_\_\_\_\_ because...

What could you do next time?

I think I could...







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

Who are the members of my family?





## STEM: Group by Shape

**MATERIALS:** paper, crayons, scissors

- Draw 3 squares, 3 ovals, and 3 triangles 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: Family Fun Collage

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

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

# Wednesday

PK3 Unit 2 Week 1 Day 3



## Literacy: Stomp It

- Practice stopping one-syllable words. Say, **Syllables are the beats in words. We can stomp the beats we hear.**
- **Some words only have one beat.** Stomp once.
- **Let's stomp the syllables in the word tree.** Say the word and stomp once.
- Clap the syllables in other words, like bus, bird, or fork.



## 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

PK3 Unit 2 Week 1 Day 3



## 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: Emotion Charades

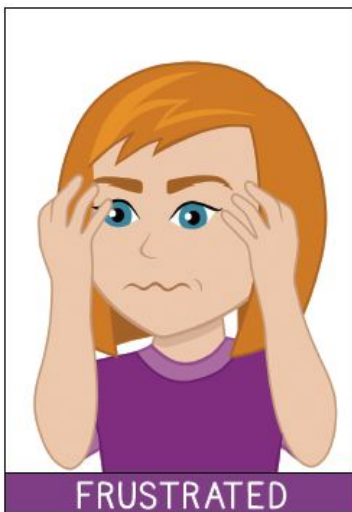
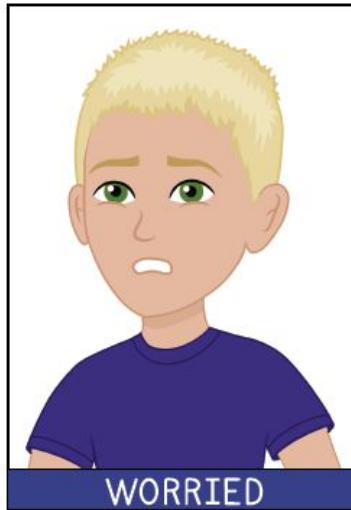
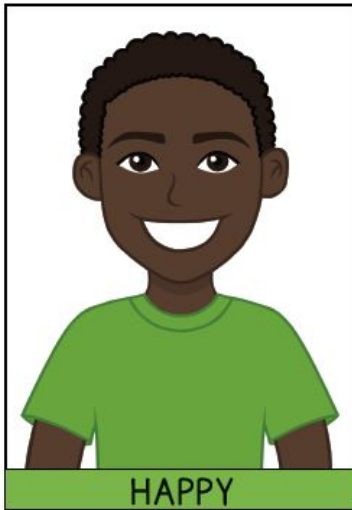
**MATERIALS:** [Feelings Poster](#)

- Together, **play Charades** to help recognize different emotions. Say, **I will use my face and body to act out an emotion. You will guess my emotion!** Have your child use the Feelings Poster if they need help identifying your emotion. Play several rounds of the game.
- *Switch roles.* Your child acts out the emotion, and you guess.





# FEELINGS









## STEM: Bubbles at Home

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

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



## Independent Learning: Helping at Home

**MATERIALS:** paper, crayons or markers,  
*optional* - [Helping at Home Chart](#)

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

HELPING AT HOME!	
Activity	
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# Thursday

PK3 Unit 2 Week 1 Day 4



## Literacy: Holding Books Review

**MATERIALS:** any book

- With your child, **review** how to hold a book. Say, **Remember, to hold books with the front cover facing you.** Demonstrate holding a book like you are reading it. Have your child **imitate** you.
- Have your child **practice holding** a book with the front cover facing them, right side up.



## Journal Prompt: Happy With My Family

**MATERIALS:** crayons or markers, Happy Family Journal Page

- Have your child independently write and draw about what family activities make them feel happy.
- Later, ask, **What makes you feel happy? What is one thing you do that makes your \_\_ (family member) \_\_ feel happy?**

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

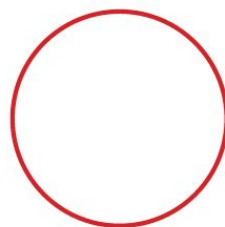
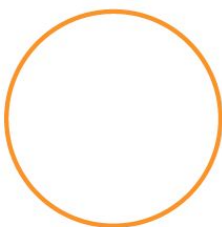
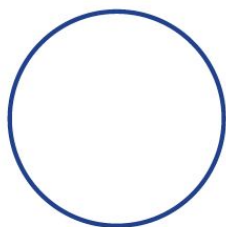
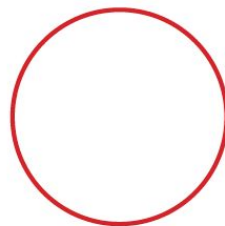
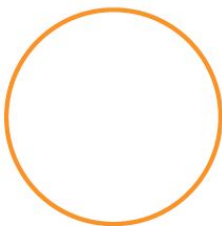
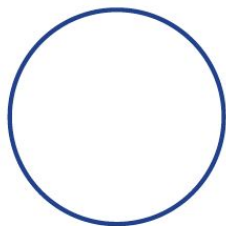
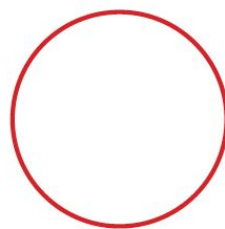
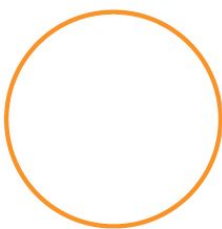
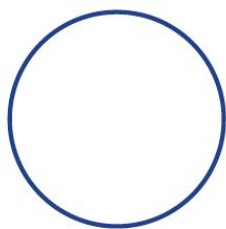
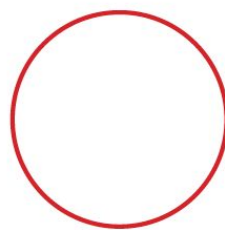
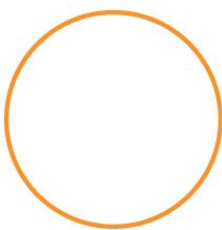
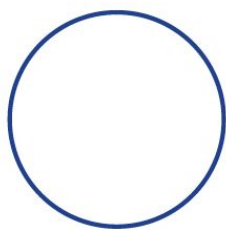
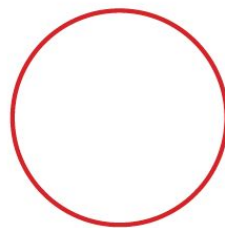
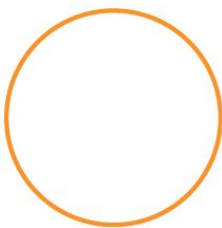
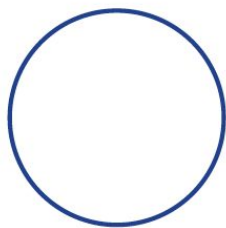
I feel happy when my family...

\_\_\_\_\_

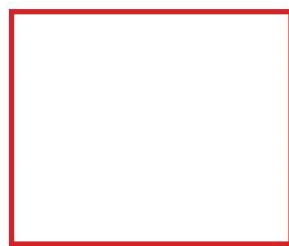
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\_\_\_\_\_

# HELPING AT HOME!



Activity

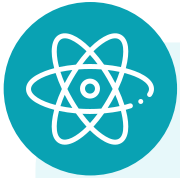




Name: \_\_\_\_\_

I feel happy when my family...





## 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: My Name

**MATERIALS:** paper, markers

- Write your child's name on paper, creating a name card.
- On another piece of paper, write your child's name with space to cut between each letter. Cut out each letter, creating puzzle pieces.
- Have your child complete the name puzzle by **placing the letters** of their name **in order**. They can use the name card as a guide to match.



## Literacy: Jump It

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



## Read: *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.





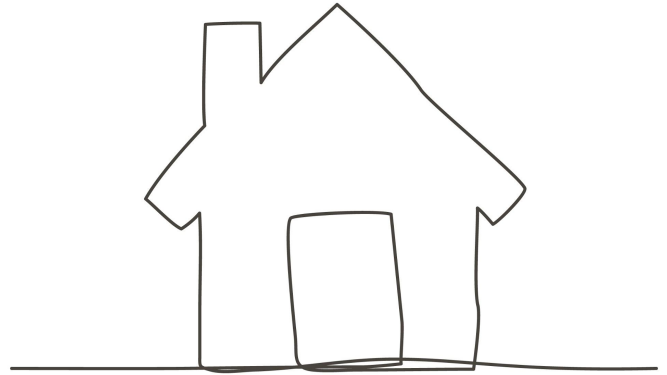
# Week 2

# PK3 Unit 2 Week 2 Overview

## The Family Home

**This week your child will:**

describe and draw their home.



## Key Vocabulary



**home**

The place where you live



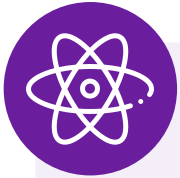
**same**

Not different, like each other

# Create Connections

**Think  
About It!**

Last week was all about families! This week is all about homes. Before you begin the packet, write and draw about the people you share a home with.



## STEM: Group by Type

**MATERIALS:** forks, spoons, plastic cups

- 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 type.** Together, create groups of forks, spoons, and cups. Say, **We made groups of the same type of dishes!**



## 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.



# Monday

PK3 Unit 2 Week 2 Day 6



## Literacy: Syllables Head and Shoulders

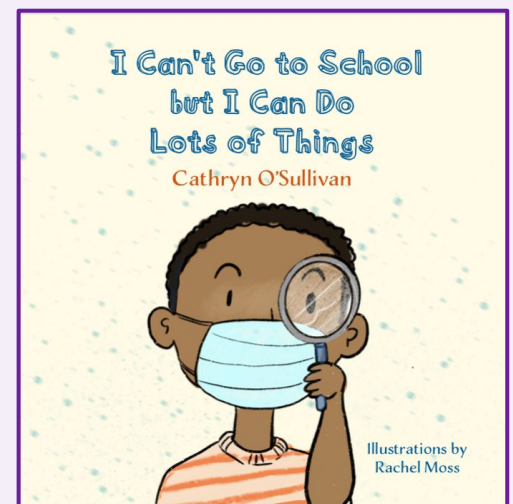
- Practice counting two-syllable words. Say, **Syllables are the beats in words. We can clap the beats we hear.**
- **Some words have two beats.** Clap twice.
- Say, **Let's play a game called Head and Shoulders. Each time we hear a syllable, we are going to move our hands to our head and shoulders.**
- Demonstrate how to play. **Let's count the syllables in the word carrot. Car** (touch head) - **rot** (touch shoulders).
- **Count** the syllables in other words, like rocket, puppy, and basket.



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

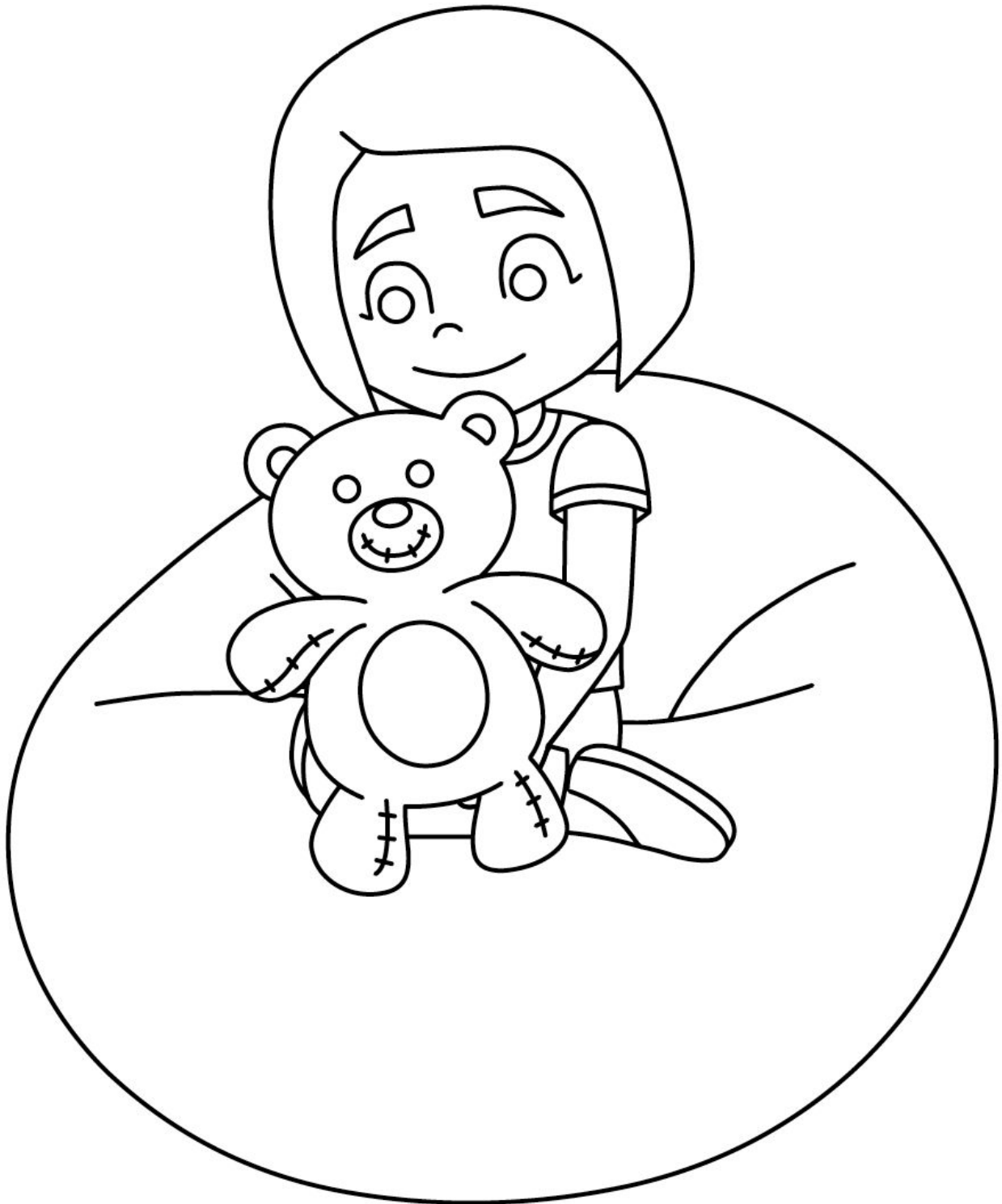
MATERIALS: [\*I Can't Go to School but I Can Do Lots of Things\*](#) book

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





# Hug a Stuffed Toy









## STEM: What is Weather?

MATERIALS: [Weather Cards](#)

- Together, look at the Weather Cards and talk about each type of weather.
- Ask weather questions, like **How can we tell if we need to wear a coat? Does it snow where we live? Rain? What is wind? Do you like playing in the snow?**



## Independent Learning: Drawing My Home

MATERIALS: crayons or markers, paper

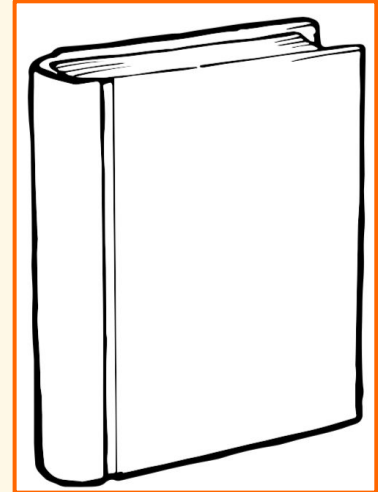
- Together, **talk about** different rooms in your home and their function. **Highlight** any special furniture included in a room.
- Have your child **independently draw** and **color** their home.
- Later, use their drawing as a map to walk through your home.



## Literacy: Find It on the Book

**MATERIALS:** red crayon, blue crayon, purple crayon, [Book Cover](#)

- With your child, identify different parts of a book cover.
- Say, **Can you draw a red dot on the top of the book? Can you draw a blue dot on the bottom of the book? Can you draw a purple dot to show where we start reading?**



## Journal Prompt: Favorite Food

**MATERIALS:** crayons, Favorite Food Journal Page

- Have your child **independently write and draw** about their favorite food.
- Later, ask, **What is your favorite food? Can you describe what \_\_\_\_\_ tastes like?**
- If possible, make your child's favorite food as a snack or meal.

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

Write and draw about your favorite food

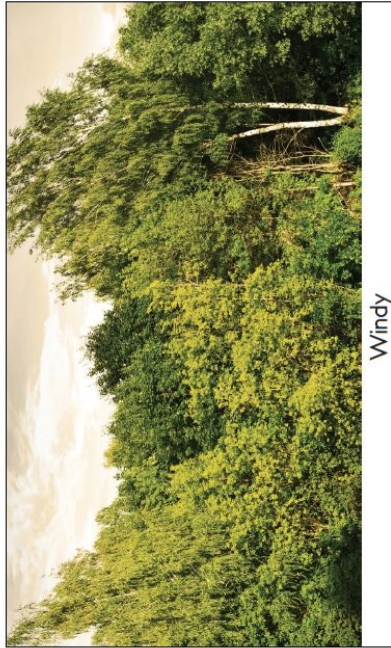
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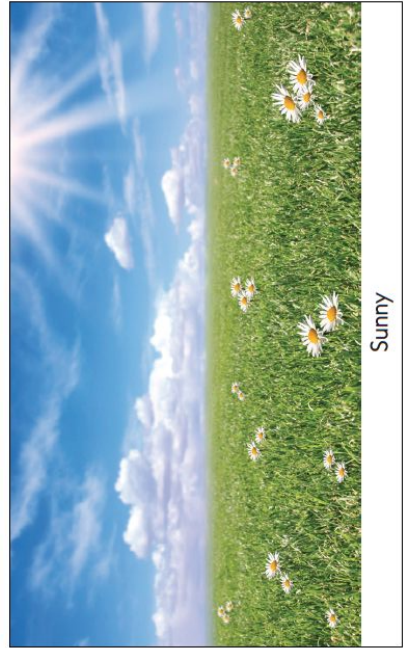
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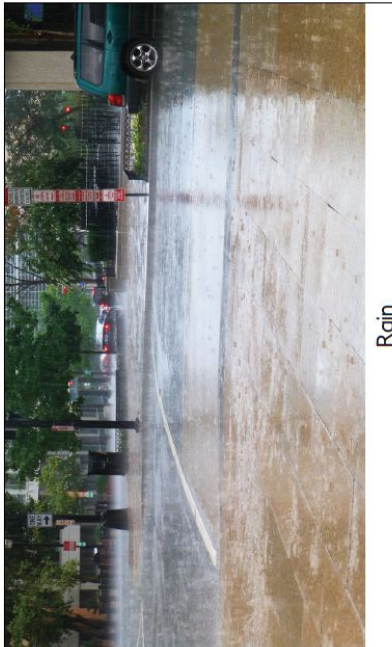
Snow



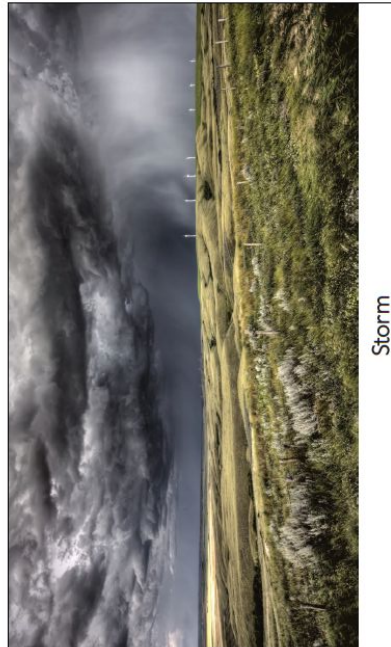
Windy



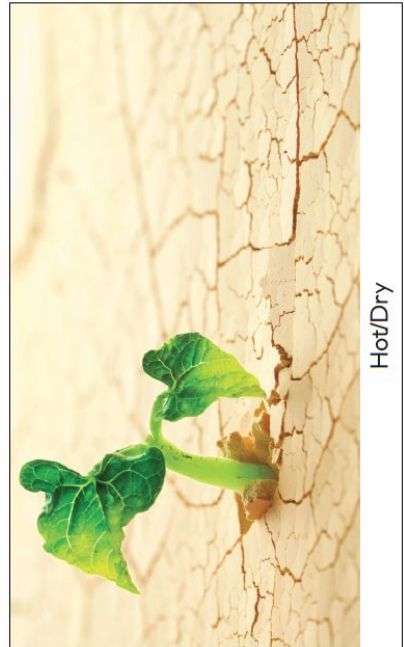
Sunny



Rain

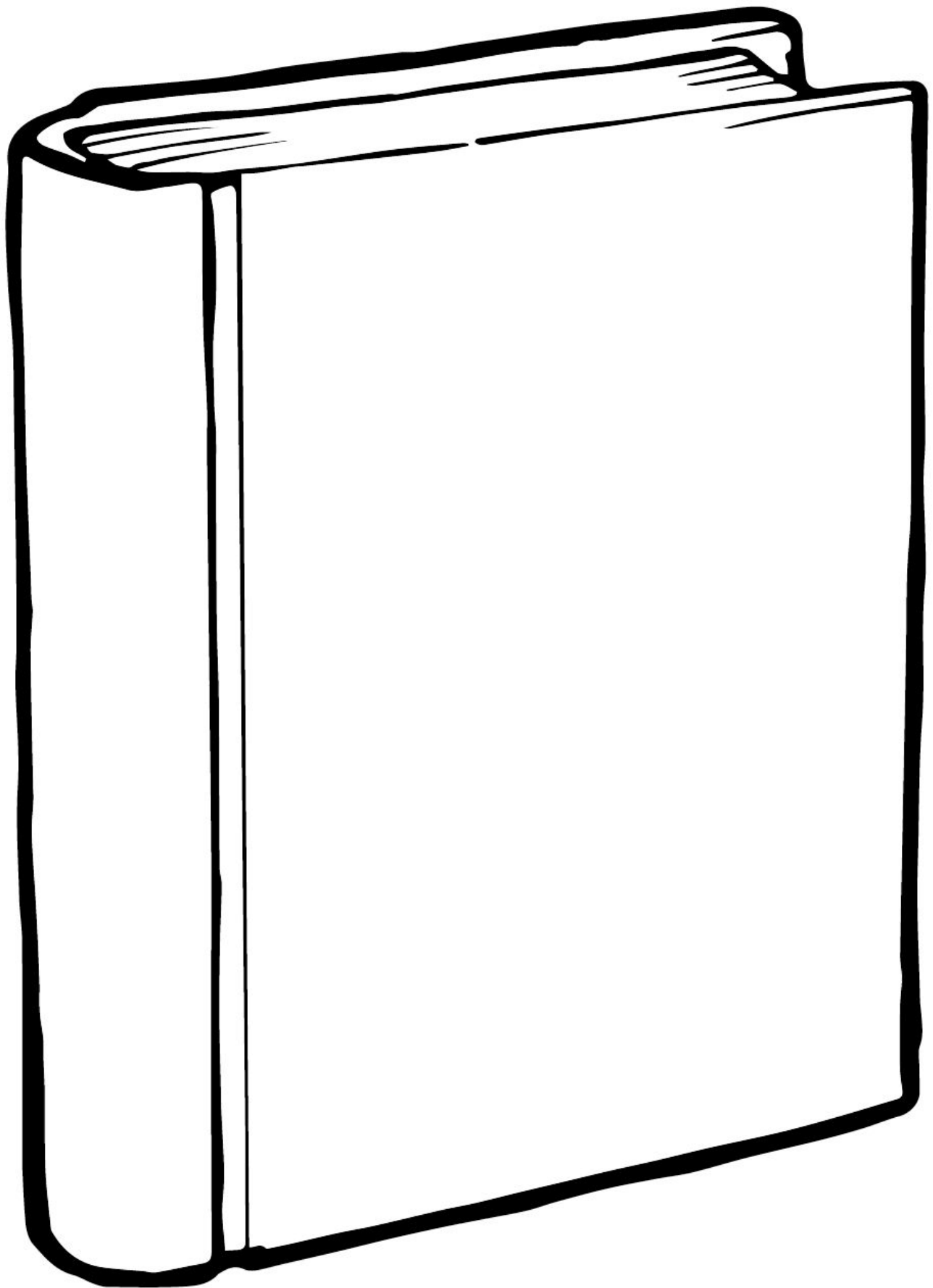


Storm



Hot/Dry









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

Write and draw about your favorite food

A large, empty rectangular box with a black border, intended for a child to draw and write about their favorite food.Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.







## STEM: Making Groups

**MATERIALS:** items from around the home, like toys, books, or kitchen utensils.

- Show your child the items. Ask, **How can you group these items?** Allow your child to **independently create groups**.
- Ask, **Can you tell me about your groups? Why did you put the \_\_ (item) \_\_ and \_\_ (item) \_\_ together?**
- Try to create additional groups with your child.



## Independent Learning: Planning a Family Meal

**MATERIALS:** paper, crayons

- With your child, talk about some of your favorite family meals. Ask, **What is your favorite meal? Why is \_\_ (meal) \_\_ your favorite?**
- Have your child independently write and draw a family meal plan.
- Later, ask, **What meals did you write about? Tell me more about it!**
- If possible, make the meal your child wrote about.

# Wednesday

PK3 Unit 2 Week 2 Day 8



## Literacy: Syllables Belly and Knees

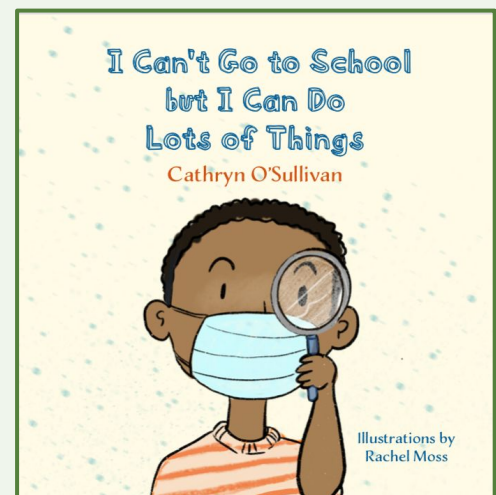
- Practice counting two syllable words. Say, **What are syllables?**
- **Some words have two beats.** Clap twice.
- Say, **Let's play a game called Belly and Knees.** Each time we hear a syllable, we are going to move our hands from our bellies to our knees.
- Demonstrate how to play. **Let's count the syllables in the word tablet.** Ta (touch belly) - ble (touch knees).
- **Count** the syllables in other words, like marker, water, and shampoo.



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

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

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



# Wednesday

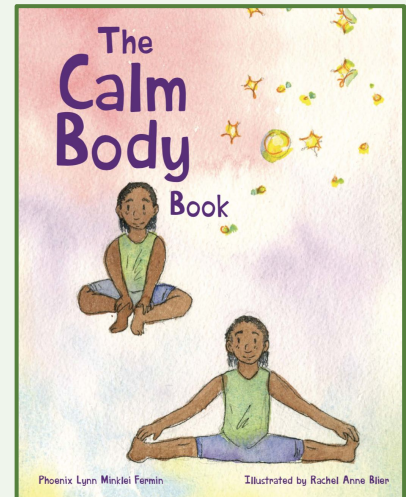
PK3 Unit 2 Week 2 Day 8



## Let's Move: Being Calm

MATERIALS: [The Calm Body Book](#)

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



## Learning Together: Building a Home

MATERIALS: playdough, markers, pencils, items from home or nature, like plastic utensil, sticks, or stones


- Together, use the materials to **build** different types of homes.
- Ask, **How can you use \_\_ (material) \_\_ to build a home? How can you add walls? How could you add a roof?**



## STEM: Weather Observations

**MATERIALS:** crayons, [My Observations 2](#)

- If possible, go outside with your child. While outside, talk about the weather. Ask, **Is it warm or cold outside? Is it sunny or cloudy? Do you feel the wind? What else do you notice about the weather?**
- Have your child write and draw their weather observations.
- Save your child's observation to use again during Week 3.

My Observations 2 

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

Activity: \_\_\_\_\_

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My Observations 2

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## 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: Hardcover, Softcover

**MATERIALS:** hardcover book, softcover book

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



## Journal Prompt: Calming Strategies

**MATERIALS:** crayons, Calming Strategies Journal Page

- Together, **review** the calming strategies that you and your child have tried during the week.
- Have your child **independently write** and **draw** about a calming strategy.
- Later, ask, **What calming strategy did you write about? Which was your favorite? Why?**

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

What calming strategy did you try this week?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# My Observations 2

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

Activity: \_\_\_\_\_





# Belly Breathing







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

What calming strategy did you try this week?

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## STEM: Making Groups

**MATERIALS:** items from around the home, like toys, books, or kitchen utensils.

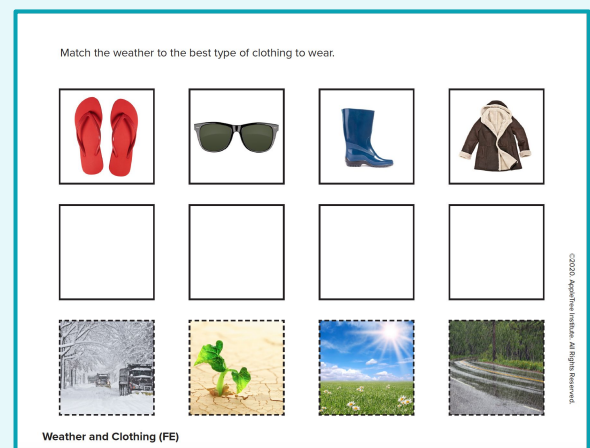
- Show your child the items. Ask, **How can you group these items?** Allow your child to independently create groups.
- Ask, **Can you tell me about your groups? Why did you put the \_\_ (item) \_\_ and \_\_ (item) \_\_ together?**
- Try to create additional groups with your child.



## Independent Learning: Weather and Clothing

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

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





## Literacy: Two-Syllables Review

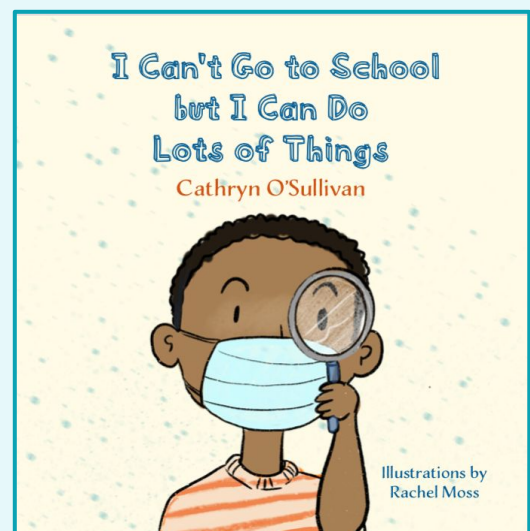
- Review counting two syllable words. Say, **What are syllables?**
- **Some words have two beats.** Clap twice.
- Say, **Each time we hear a syllable, we will move our hips from side to side.**
- Demonstrate how to play. **Let's count the syllables in the word rabbit. Rab** (move hips to the left) - **bit** (move hips to the right).
- **Count** the syllables in other words, like paper, spider, or flower.



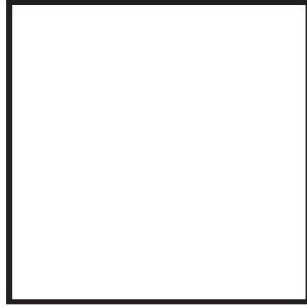
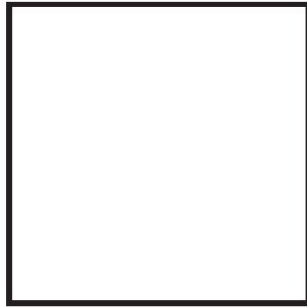
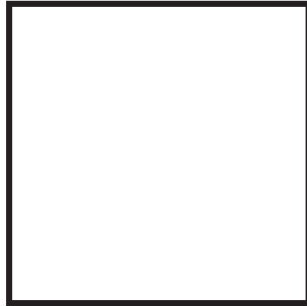
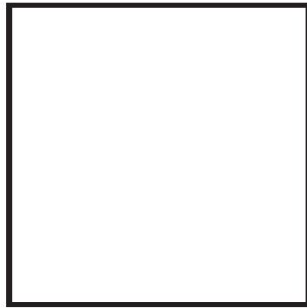
## Read Aloud: *I Can't Go to School but I Can Do Lots of Things*

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

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



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







# Week 3

# PK3 Unit 2 Week 3 Overview

## My Community

### This week your child will:

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

### Key Vocabulary



## community

the people and places in the same area or neighborhood



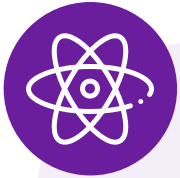
## community helper

a person who lives and works in the neighborhood or community

# Create Connections

**Think  
About It!**

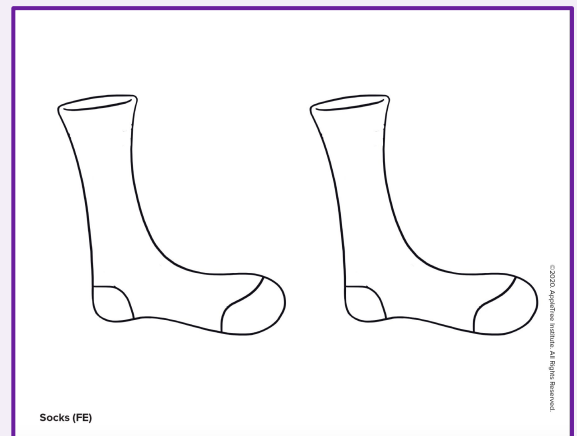
This week is all about community helpers! Community helpers are the people who live and work in our neighborhood or community. Before you begin the packet, write and draw about one community helper you already know about!



## STEM: A Pair of Socks

**MATERIALS:** crayons, markers, [Socks](#)

- With your child, review matching. Say, **We are going to practice matching. Matching means putting things together that belong together. We can match a pair of socks!**
- Together, **color** a pair of socks, so they match. Talk about features that make them the same, like **Both my socks, have a purple circle and green triangle!**
- Ask, **How are your socks the same? How do they match?**



## Independent Learning: My Community

**MATERIALS:** watercolor palette, paper

- Together, **describe** places and things in your community.
- Have your child **independently paint** their community.
- Later, ask, **What things did you paint in your community? Is there a place in the community that you like to shop or eat?**

# Monday

PK3 Unit 2 Week 3 Day 11



## Literacy: Syllables Clap

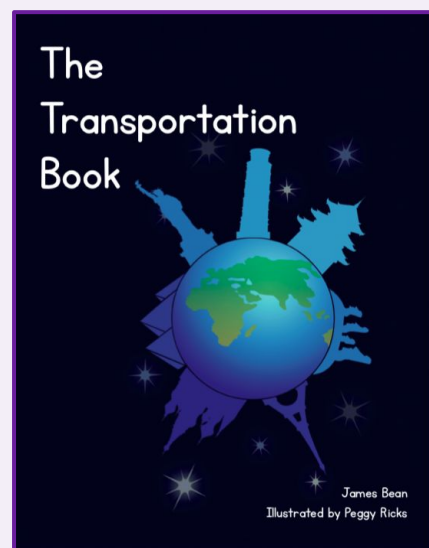
- Practice clapping three-syllable words. Ask, **What are syllables? Let's clap the syllables in the word fam-i-ly.** Say the word and clap three times.
- Clap the syllables in other words like neighborhood, computer, banana.



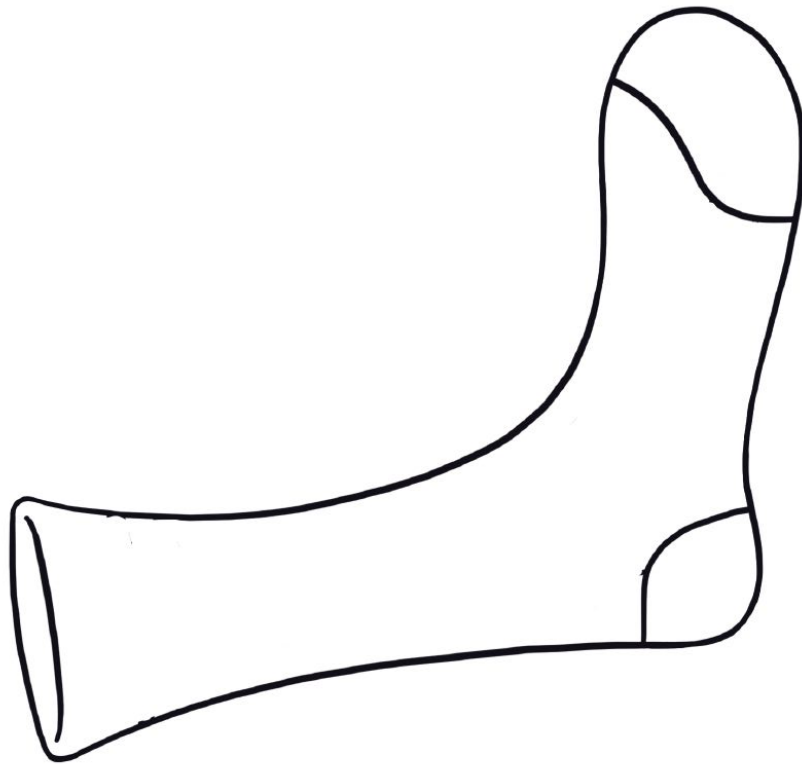
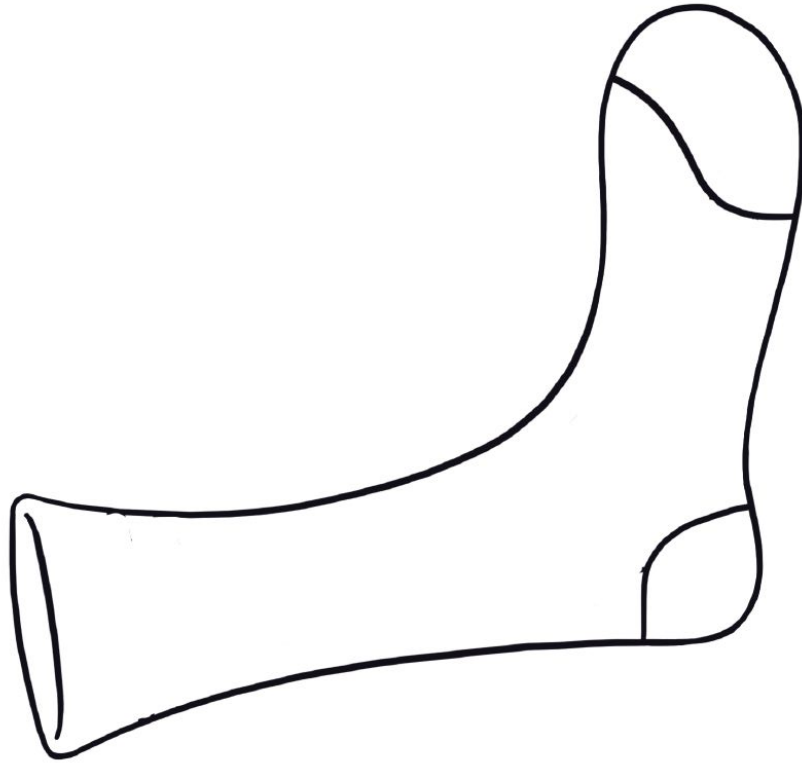
## Read: *The Transportation Book*

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

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

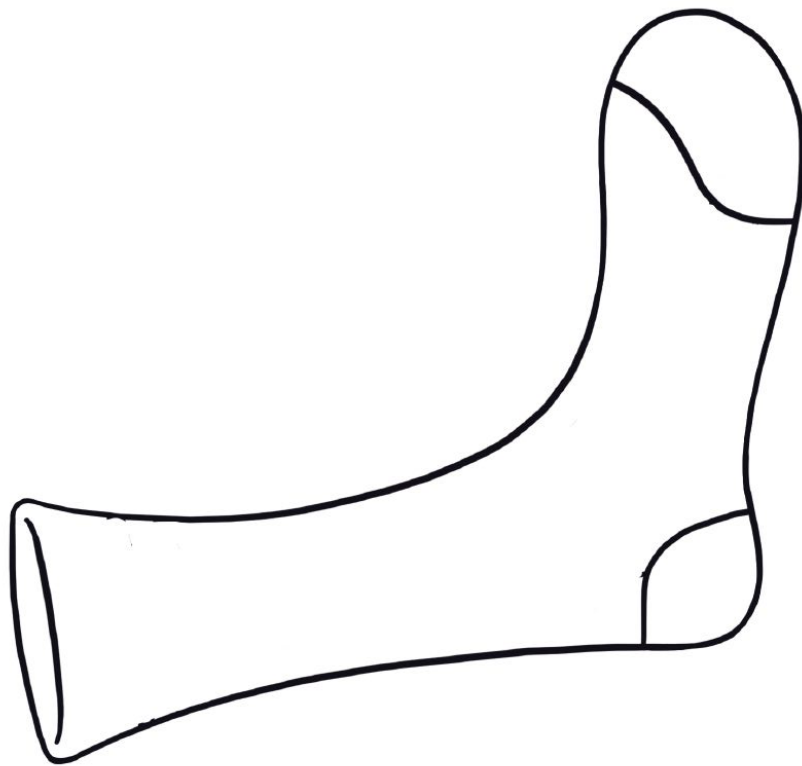
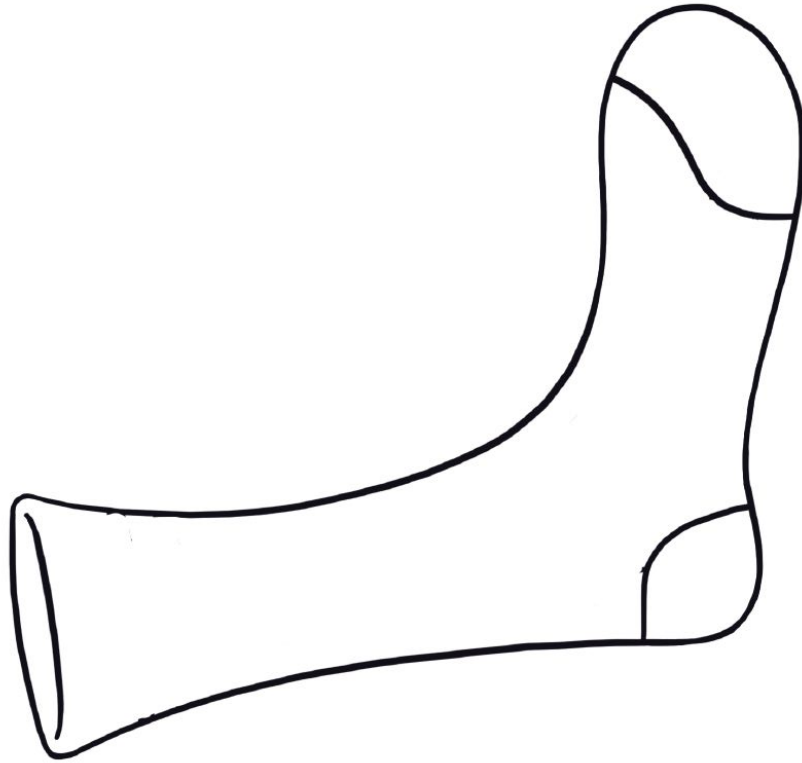
















## STEM: Weather Observations

**MATERIALS:** crayons, [My Observations 2](#)

- If possible, go outside with your child. While outside, talk about the weather. Ask, **Is it warm or cold outside? Is it sunny or cloudy? Do you feel the wind? What else do you notice about the weather?**
- Have your child write and draw their weather observations.
- Then, compare and contrast the weather from Week 2 to today. Ask, **How was the weather the same or different from last week to this week?**

My Observations 2

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

Activity: \_\_\_\_\_

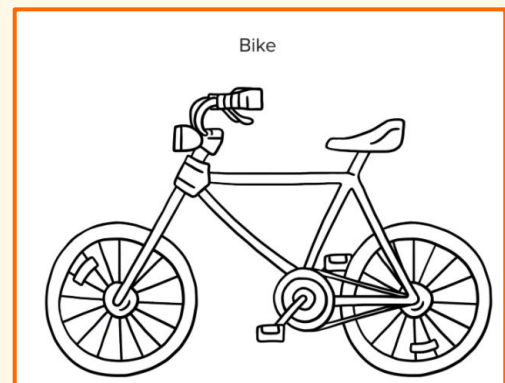
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## Independent Learning: Transportation Coloring

**MATERIALS:** crayons, [Transportation Coloring](#)

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

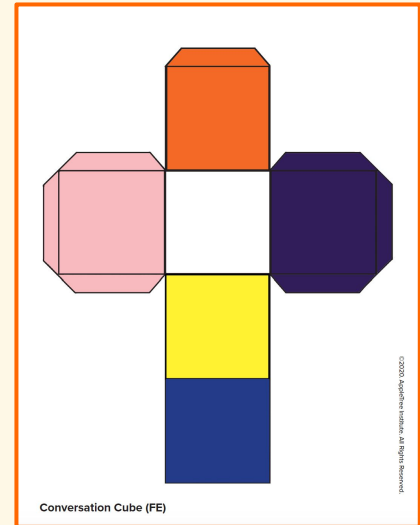




## Literacy: Conversation Cube

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

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



## Journal Prompt: Neighborhood Travel

**MATERIALS:** crayons, Neighborhood Travel Journal Page

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

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

What is one way you travel around your neighborhood?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



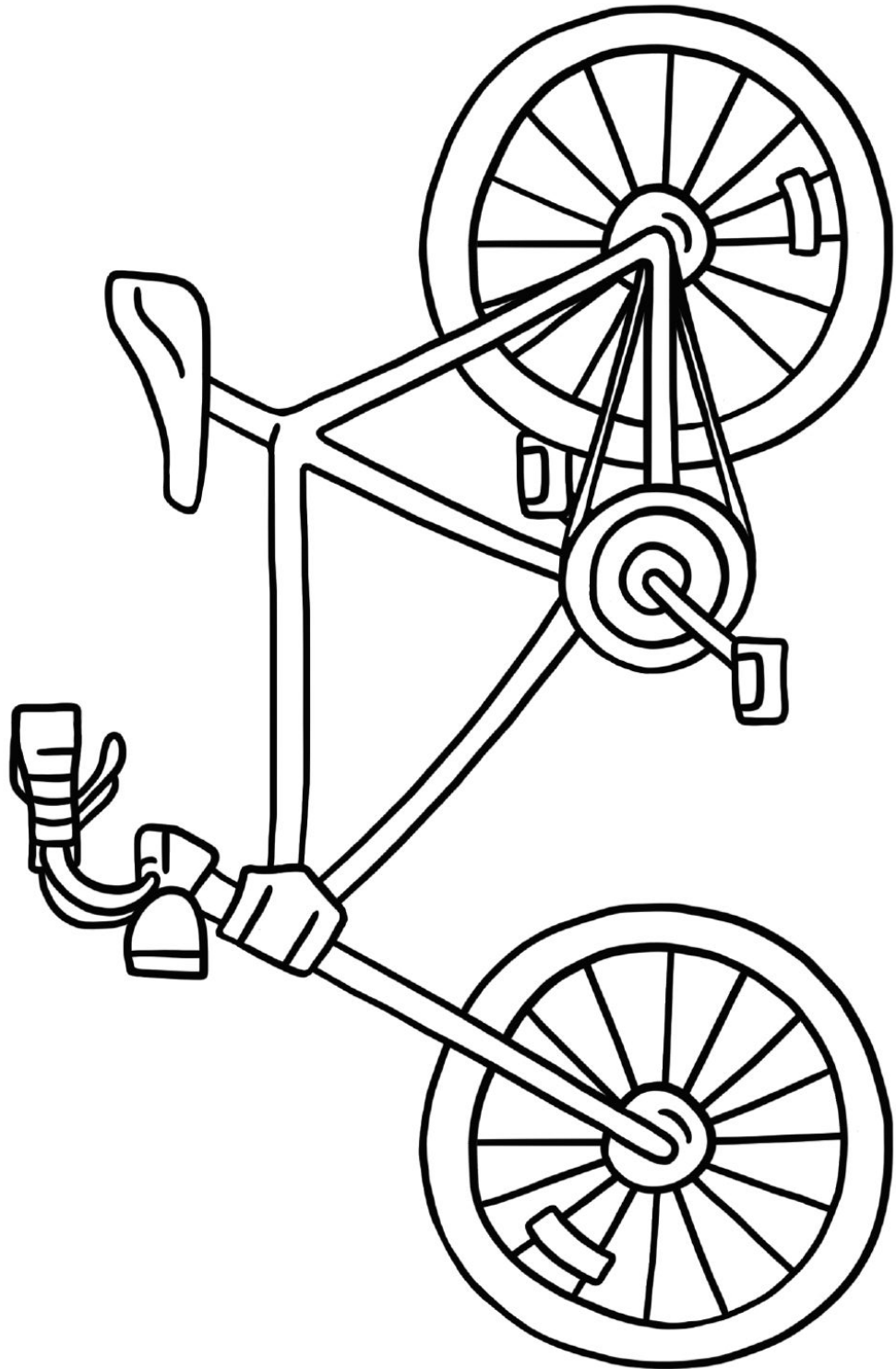
## My Observations 2

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

Activity: \_\_\_\_\_



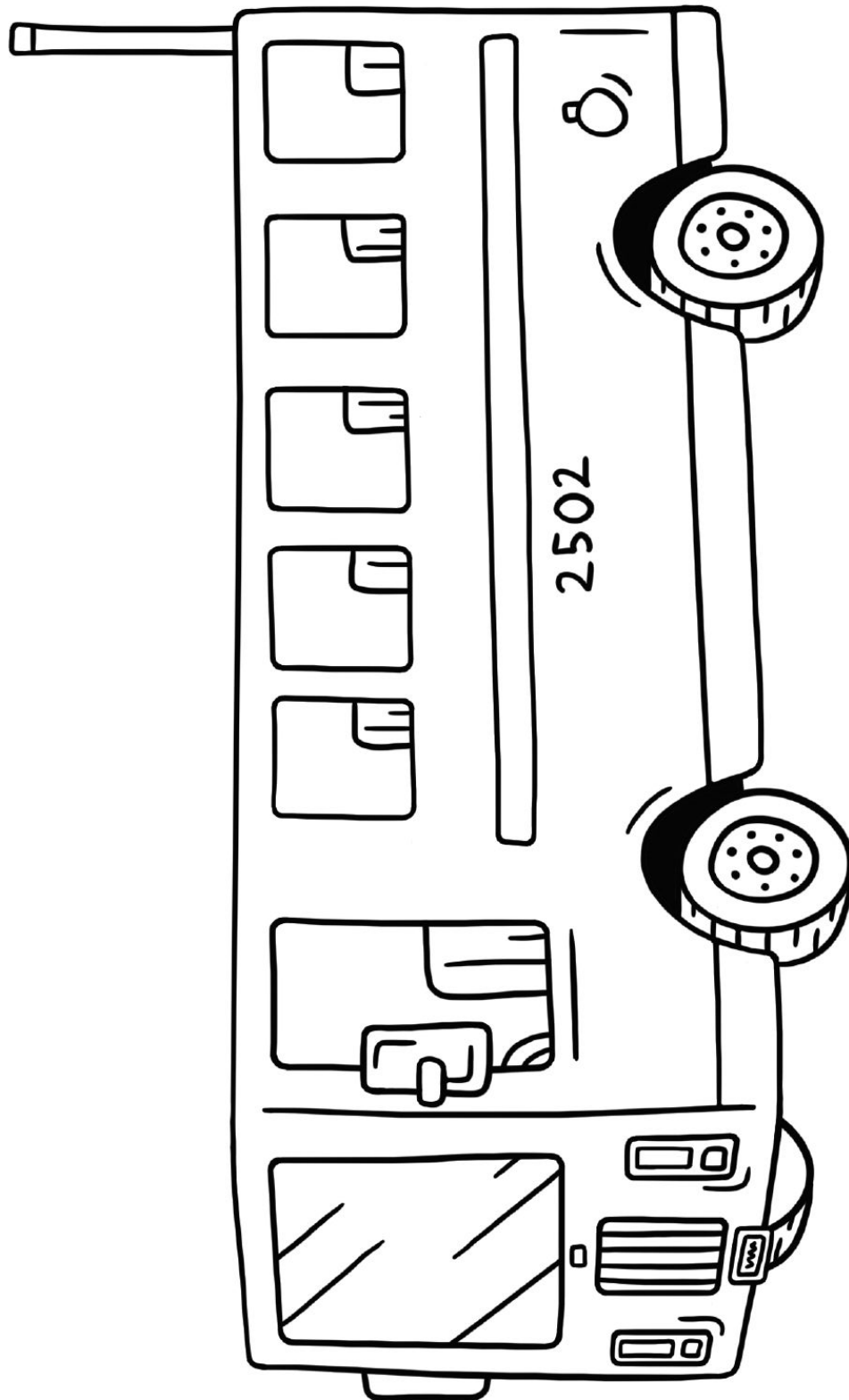
Bike





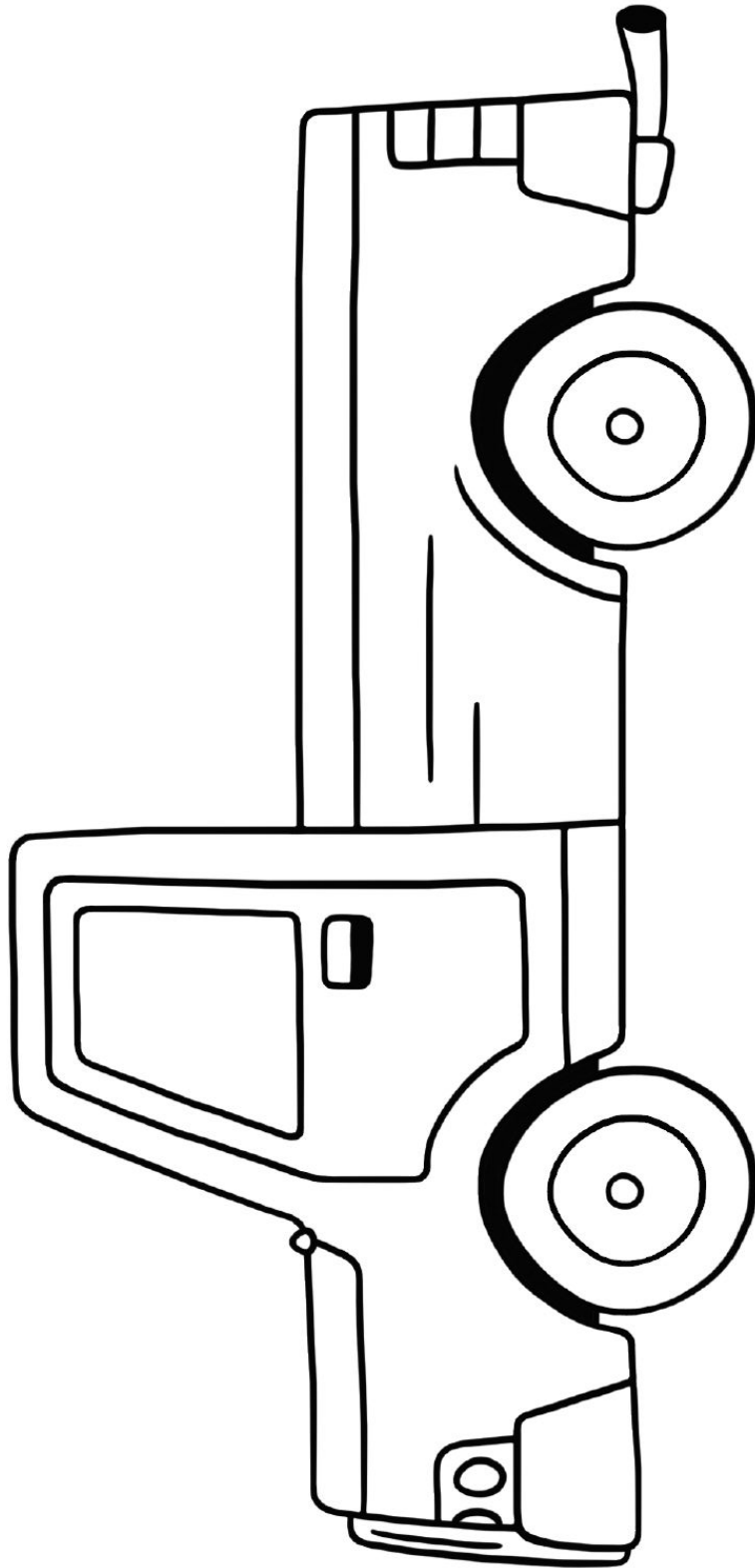


Bus



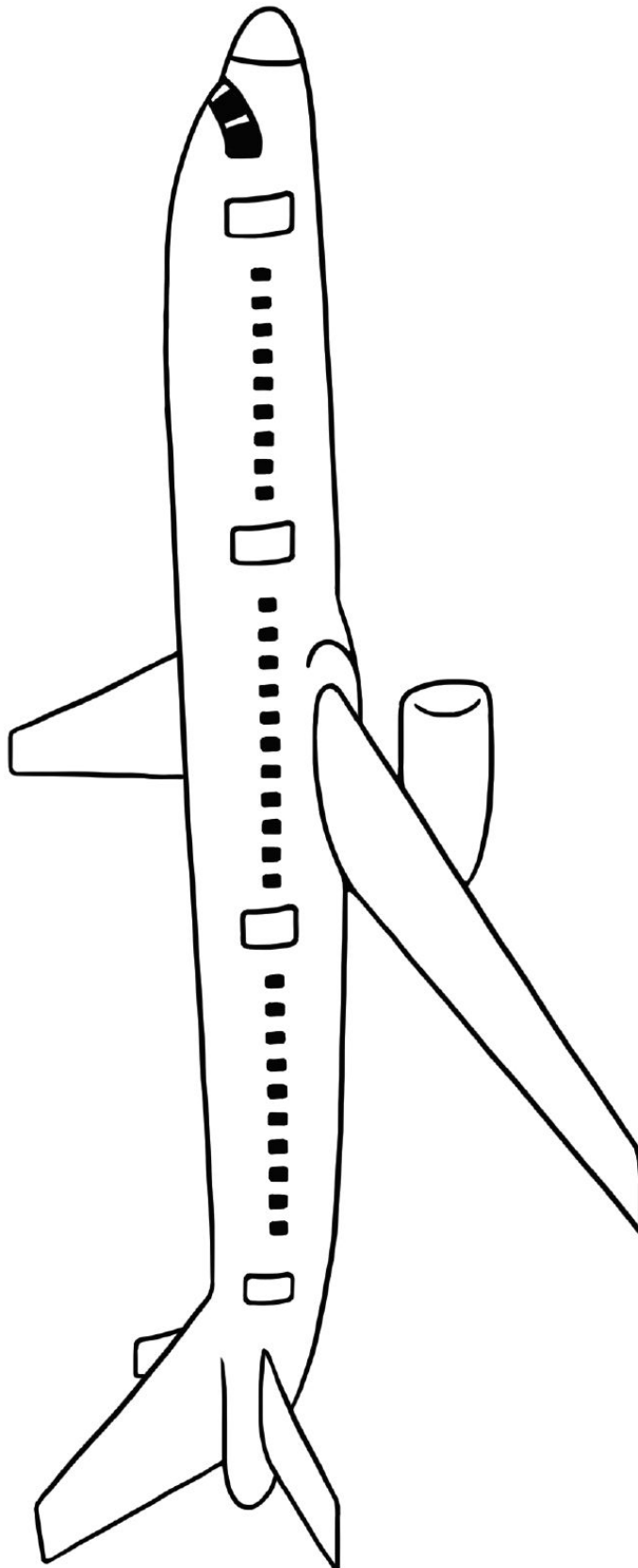


Truck

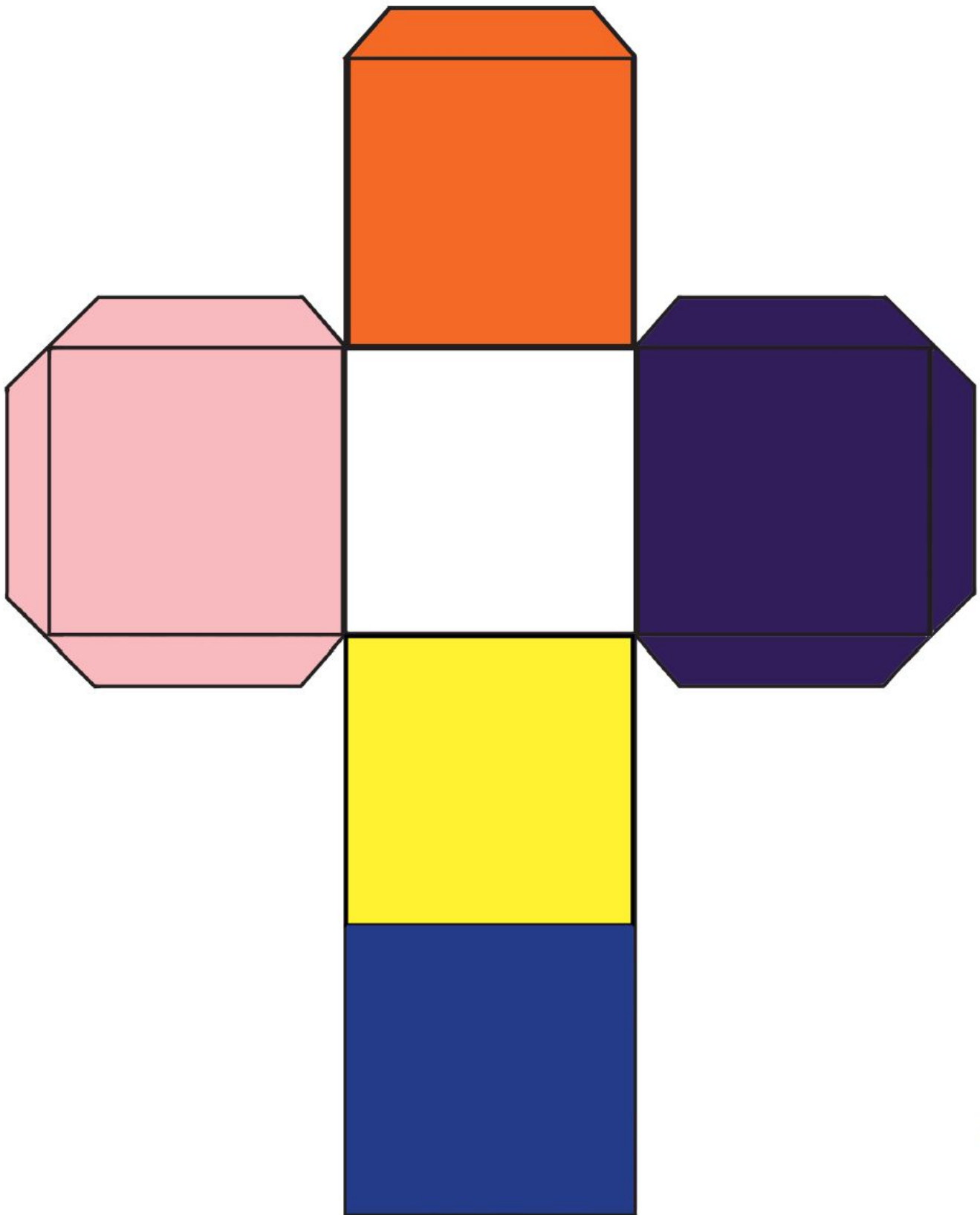




# Airplane











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

What is one way you travel around your neighborhood?





## STEM: Community Helper Matching Game

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

- Cut out the game cards.
- With your child, match the community helper to their tool.
- Place the cards face down. **Flip over** two cards. Ask, **What community helper is this? Is this their tool? Do they match?** If they match, move the cards to the side. If the cards don't match, flip them face down to use again.
- Then, have your child take a turn.
- Save the cards so you can play with your child again.



## Independent Learning: Community Helper Books

**MATERIALS:** crayons or markers, paper

- Help your child fold 2 pieces of paper in half to create a booklet.
- Together, talk about community helpers in your neighborhood.
- Have your child **independently draw a cover** for their book. Your child can also **independently write and draw** about a community helper of their choice.
- Later, ask, **What community helper did you draw? Can you tell me about the tools this person uses?**

# Wednesday

PK3 Unit 2 Week 3 Day 13



## Literacy: Syllables Step

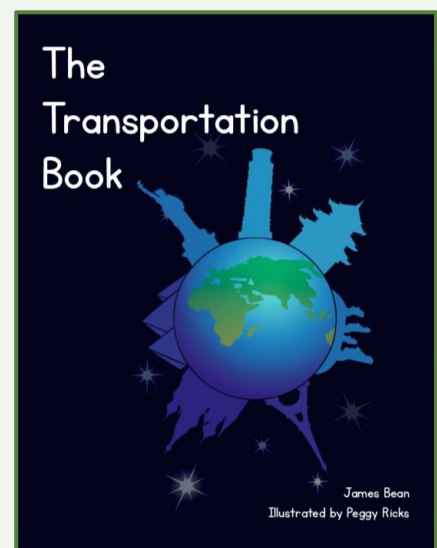
- Practice three-syllable words. Ask, **What are syllables? Let's take a step for each syllable we hear in the word but-ter-fly.** Say the word and take three steps. **But** (step) - **ter** (step) - **fly** (step).
- Practice syllables in other words like firetruck, basketball, bicycle.



## Read: *The Transportation Book*

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

- Together, **read** *The Transportation Book*.
- After reading, ask questions about the book. **What types of transportation were in the book? Can you describe \_\_ (vehicle) \_\_ for me? What kind of transportation would you like to try? Why?**



# Wednesday

PK3 Unit 2 Week 3 Day 13



## Let's Move: Simon Says

- Play a game of Simon Says. In this game, your child should only do what Simon says. **Say, Simon Says, jump up and down.** Your child should jump up and down. **Stop jumping.** If your child stomps jumping, say, **Oh, I didn't say Simon Says.**
- Repeat the game several times using different movements.



## Learning Together: Building My Community

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

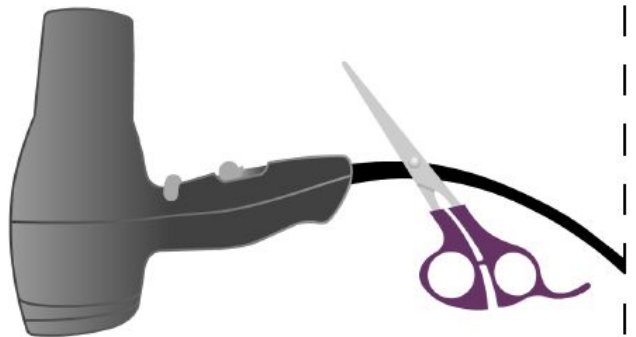
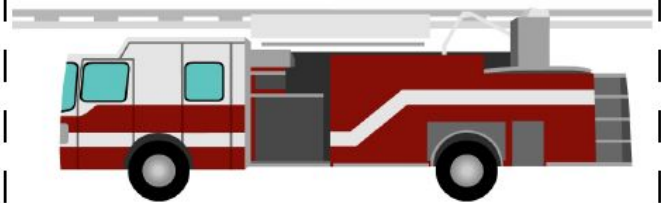
- With your child, talk about things in your community like parks, stores, or a school.
- Together, use the materials to build a street or block in your community. Support building by asking questions like, **How can we use this cardboard box to make a store?**



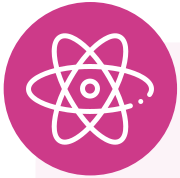












## STEM: Weather Posters

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

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



## Independent Learning: Nature Drawings

**MATERIALS:** paper, glue, natural items, like sticks, tree bark, flowers, etc.

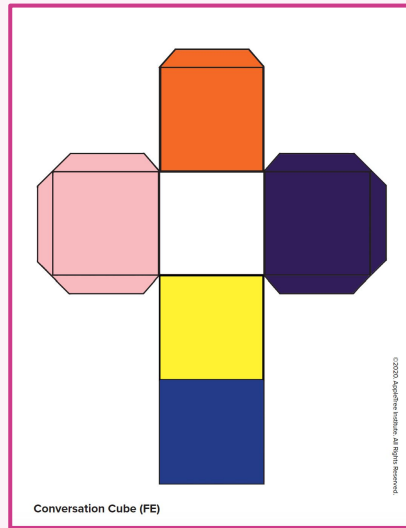
- Take a walk to **find** natural items outside or around your home.
- Have your child **create a collage** by gluing the items to their paper.
- Later, help your child **write a label** for the different natural items in their collages.



## Literacy: Conversation Cube

**MATERIALS:** [Conversation Cube](#)

- Gather the Conversation Cube from Day 12.
- With your child, **practice answering questions**. Roll the cube. Use a complete sentence to answer the question that is face up. Then, have your child roll and answer the questions.



## Journal Prompt: Helping My Community

**MATERIALS:** crayons, Helping My Community Journal Page

- Together, brainstorm ways to help in your community, like picking up trash or helping a neighbor.
- Have your child **independently write and draw** about ways they've helped in the community.
- Later, ask, **How did you help in the community? How did you feel when you helped others?**

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

How have you helped your community?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

How have you helped your community?





## STEM: Community Helper Matching

**MATERIALS:** [Community Helper Cards](#)

- Practice matching the community helper to their tool.
- Place the cards face down. **Flip over** two cards. Ask, **What community helper is this? Is this their tool? Do they match?** If they match, move the cards to the side. If the cards don't match, flip them face down to use again.
- Then, have your child take a turn.



## Independent Learning: Community Helper Books

**MATERIALS:** Community Helper Book, crayons

- Together, talk more about different community helpers and their tools.
- Have your child **independently write and draw** about other community helpers on pages 3 and 4.
- Have your child **draw a back cover** for their book.
- Later, have your child read their finished book to you.



## Literacy: Pump It Up Syllables

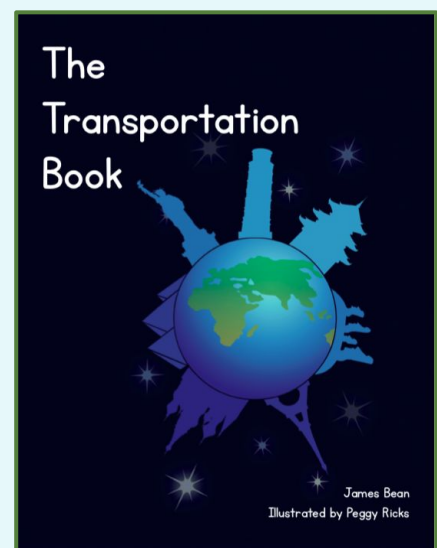
- Practice three-syllable words. Ask, **What are syllables? Let's pump our arm and fist in the air for each syllable we hear in the word straw-ber-ry** Say the word and do three arm and fist pumps. **Straw** (arm pump) - **ber** (arm pump) -**ry** (arm pump).
- Practice syllables in other words like elephant, hamburger, ladybug.



## Read Aloud: *The Transportation Book*

**MATERIALS:** *The Transportation Book*

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





# Week 4

# PK3 Unit 2 Week 4 Overview

## Neighbors and My Neighborhood

### This week your child will:

identify and describe the features of their neighborhood

### Key Vocabulary



### neighbor

the people who live in your neighborhood



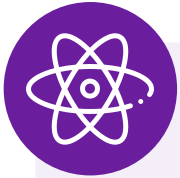
### neighborhood

the area around you or around a place

# Create Connections

**Think  
About It!**

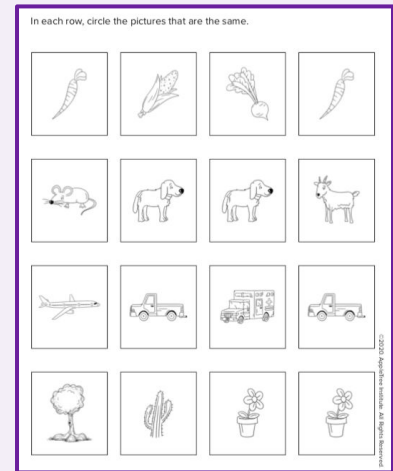
This week is all about your neighborhood. Your neighborhood is a smaller part of the larger community. Before you begin the packet, look out a window. What do you see in your neighborhood? Make a list of all things you can see.



## STEM: Same, Same

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

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



## Independent Learning: My Name

**MATERIALS:** paper, markers, glue

- Write your child's name on paper, creating a name card.
- On another piece of paper, write your child's name again with space to cut between each letter. Cut out each letter, creating puzzle pieces.
- Have your child complete the name puzzle by **placing the letters** of their name **in order**. They can use the name card as a guide to match.
- After ordering the letters, have your child glue them to a piece of paper and decorate using crayons.

# Monday

PK3 Unit 2 Week 4 Day 16




## Literacy: Book Club

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

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

My Favorite Part



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## Read: *Nathan's Neighbors*

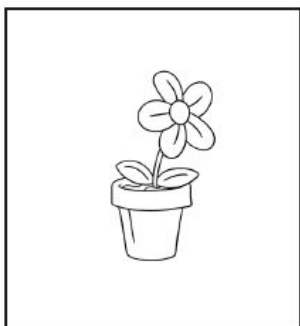
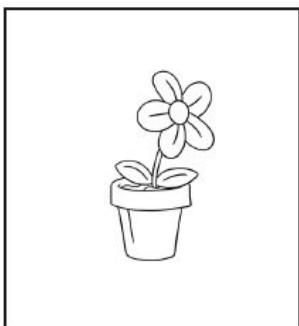
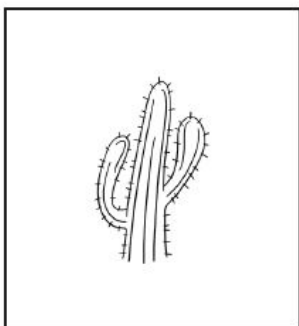
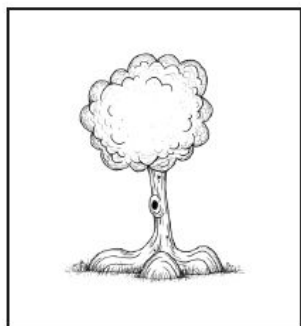
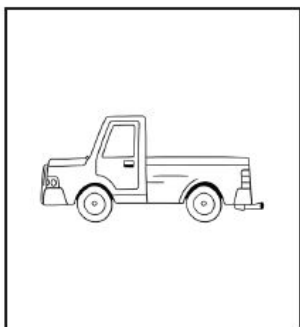
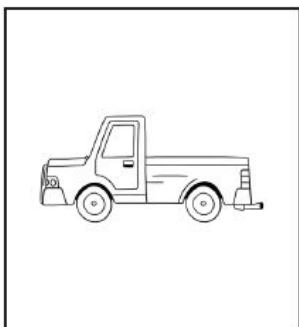
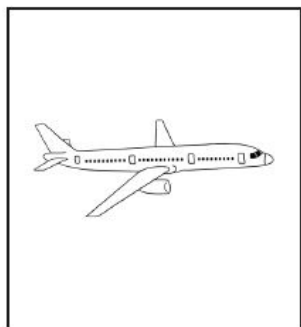
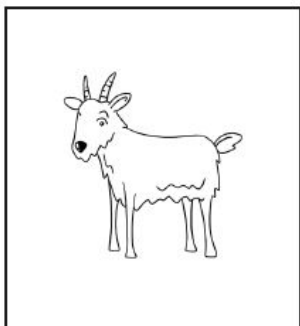
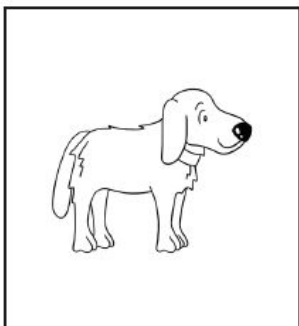
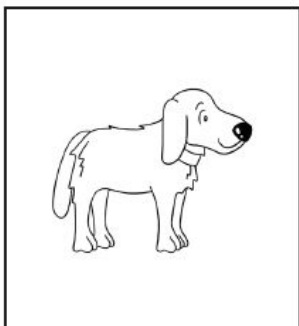
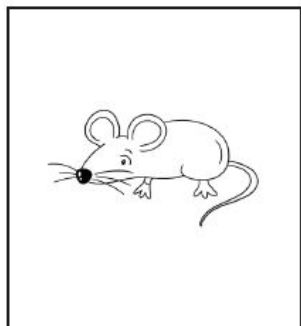
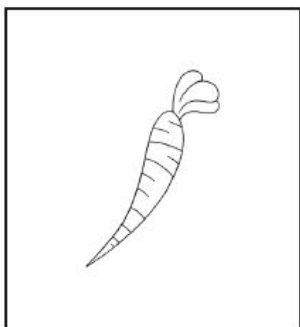
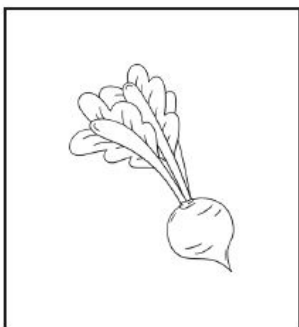
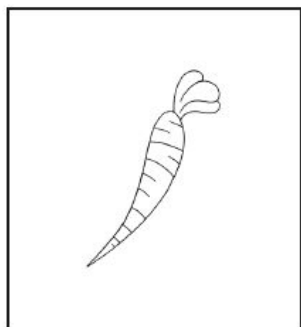
**MATERIALS:** [Nathan's Neighbors](#) book

- Together, **read** *Nathan's Neighbors*.
- After reading, turn to a page in the book. Have your child **describe** the people and places they see in the illustrations.





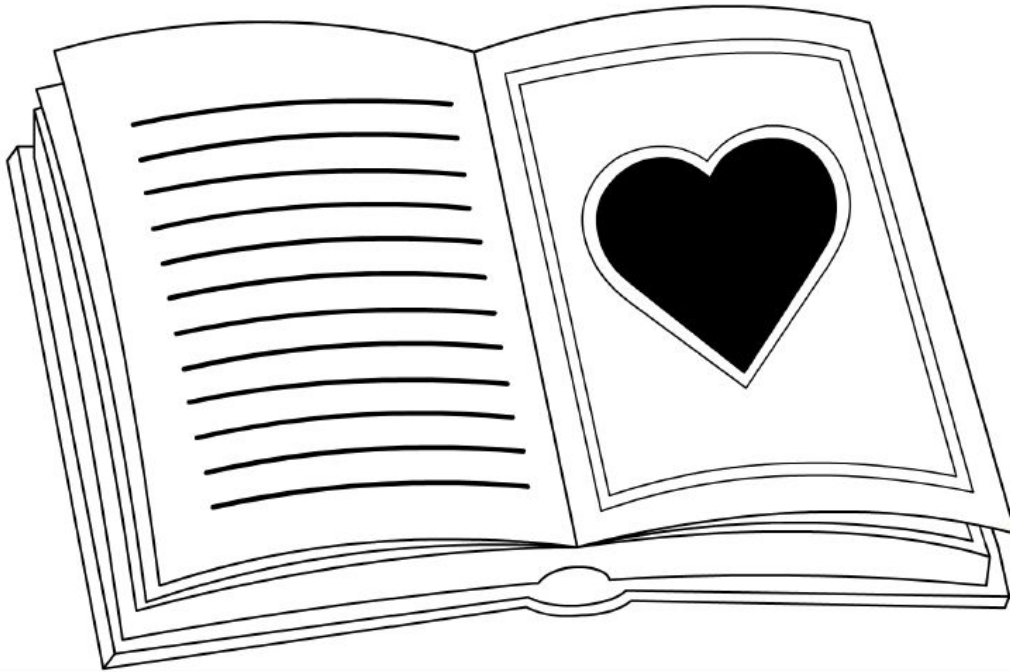
In each row, circle the pictures that are the same.







# My Favorite Part



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# My Favorite Character



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## STEM: Baking Soda and Water

**MATERIALS:** plastic container or cup, 2 tsp baking soda,  $\frac{1}{4}$  cup water

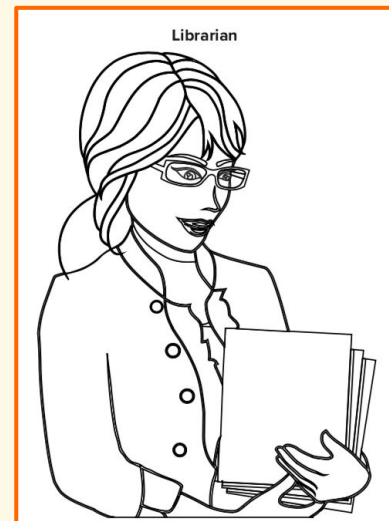
- Fill a container or cup with water.
- Have your child dump the baking soda into the water. Encourage your child to observe what happens for 1-2 minutes.
- Ask, **What do you see? What happened to the baking soda? What does the baking soda and water smell like?**



## Independent Learning: Community Helpers Coloring Pages

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

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





## Literacy: Loud or Quiet

- Say, **Let's describe** or tell how something looks, feels, tastes, or sounds.
- Say, **We can describe sound**. Make a loud noise. Say, **That noise was loud!** Whisper. Say, **That noise was quiet!**
- Continue making loud and quiet noises. Have your child describe the sound they hear using a statement like, **The noise was \_\_ (loud/quiet) \_\_.**



## Journal Prompt: Strong Feelings

**MATERIALS:** crayons, Strong Feelings Journal Page

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PK3 Get Ready to Learn  
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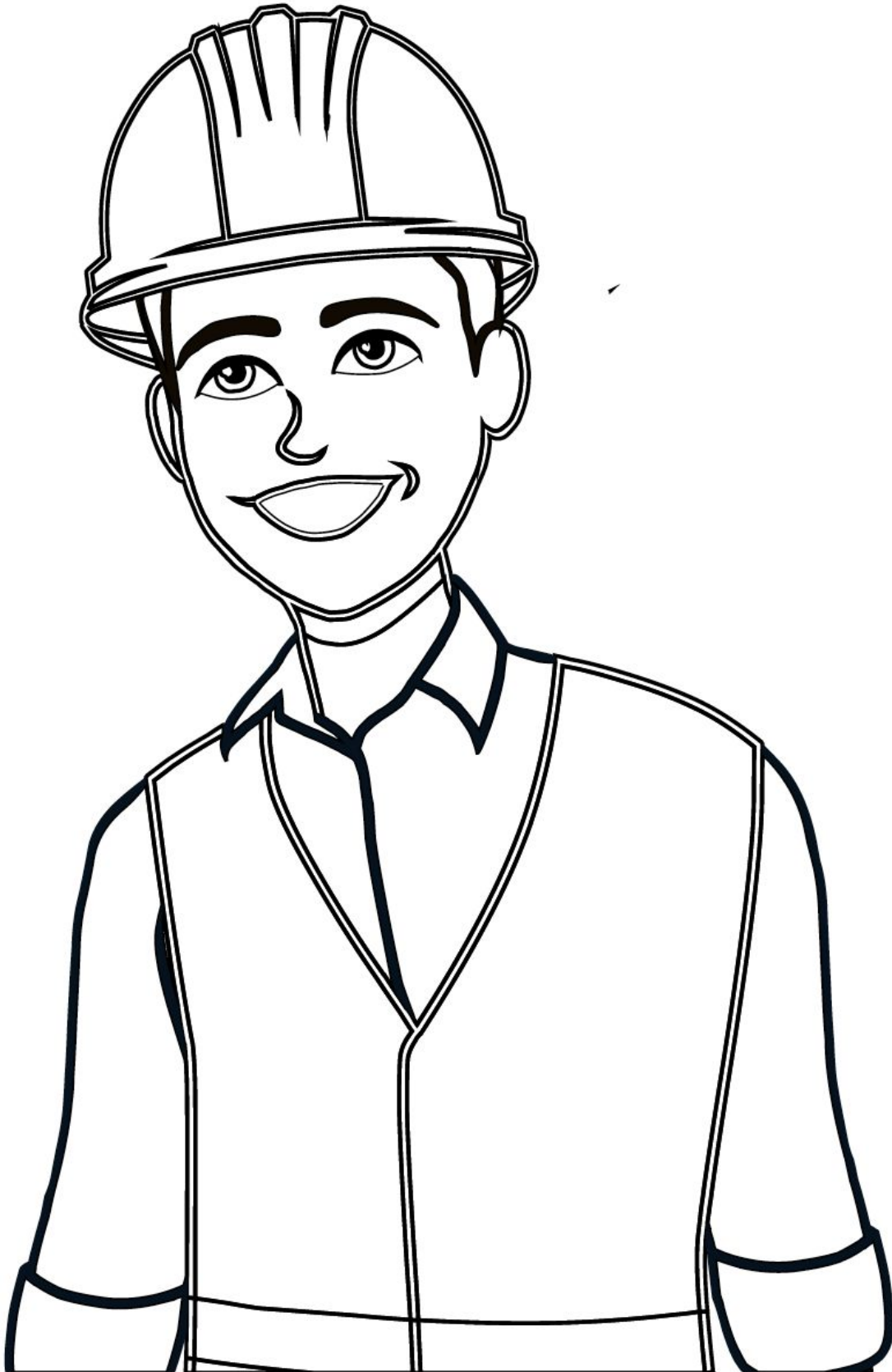
## Librarian





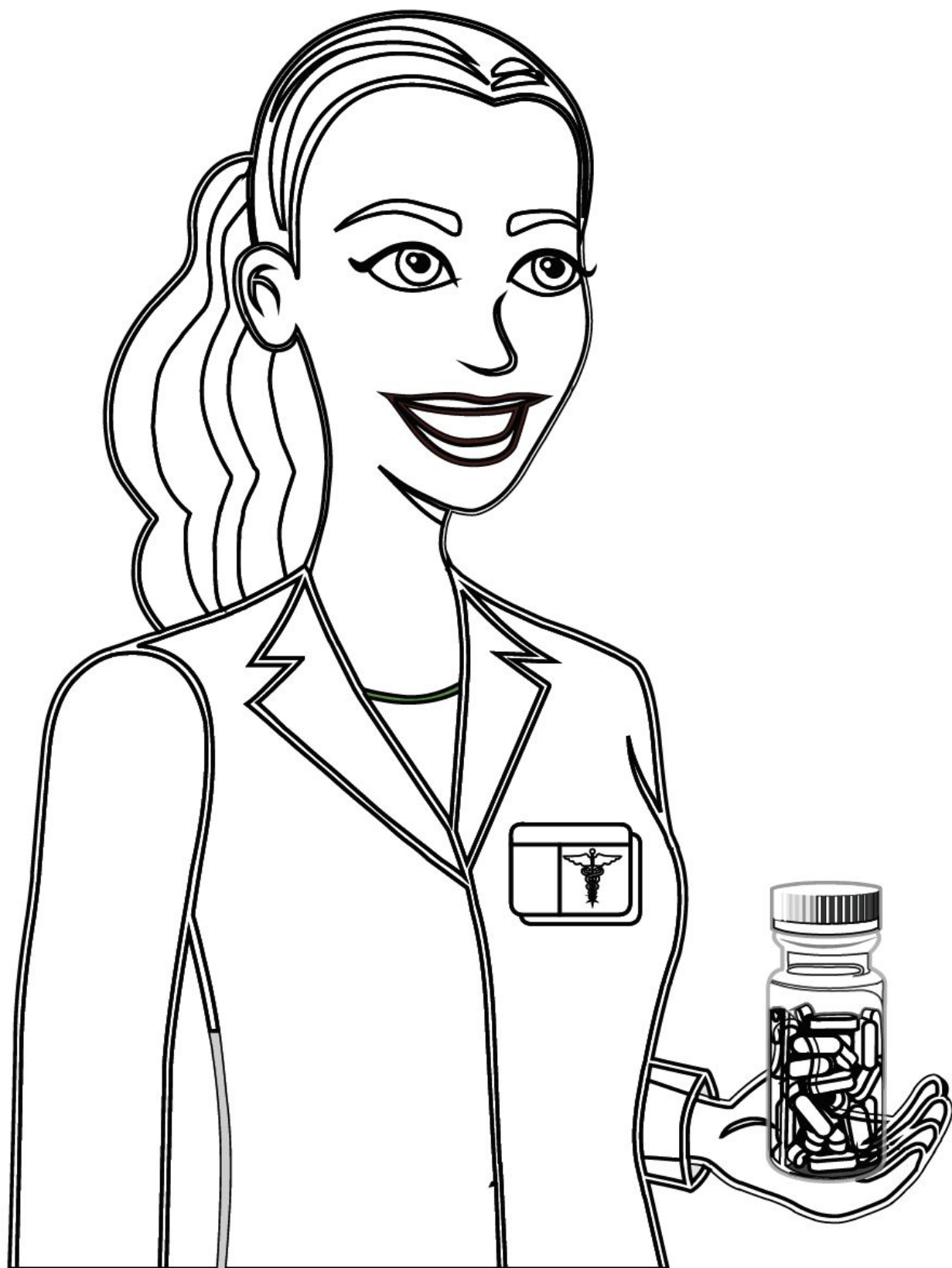


## Construction Worker





# Doctor





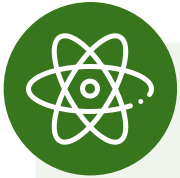
Name: \_\_\_\_\_

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



# Wednesday

PK3 Unit 2 Week 4 Day 18



## STEM: Compare the Towers

**MATERIALS:** blocks, Legos, or empty boxes

- Together, use blocks or empty boxes to build towers. Place the towers side-by-side to compare. Say, **Our towers are the same, they are both made of boxes!** Point out which box is taller.
- Ask, **How are the towers the same? How are they different? Which tower is taller? How do you know?**



## Independent Learning: Community Helpers Coloring Pages

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

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





## Literacy: Book Club

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

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

My Favorite Part



## Read: *Nathan's Neighbors*

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

- Together, **read** *Nathan's Neighbors*.
- With your child, **take a walk** around your neighborhood. Have your child **describe** what they see, like buildings, green spaces, or vehicles.





# Wednesday

PK3 Unit 2 Week 4 Day 18



## Let's Move: Guess the Community Helper

- Together, play a game of Charades using community helpers.
- Say, **I will use my hands and body to act out a community helper. You will guess who I am!** Have your child use the Community Helper cards if they need help identifying the community helper. Play several rounds of the game.
- *Switch roles.* Your child acts out the emotion, and you guess.



## Learning Together: Which Weighs the Most?

**MATERIALS:** items from around the home of varying weights

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

## Mail Carrier





# Trash Collector



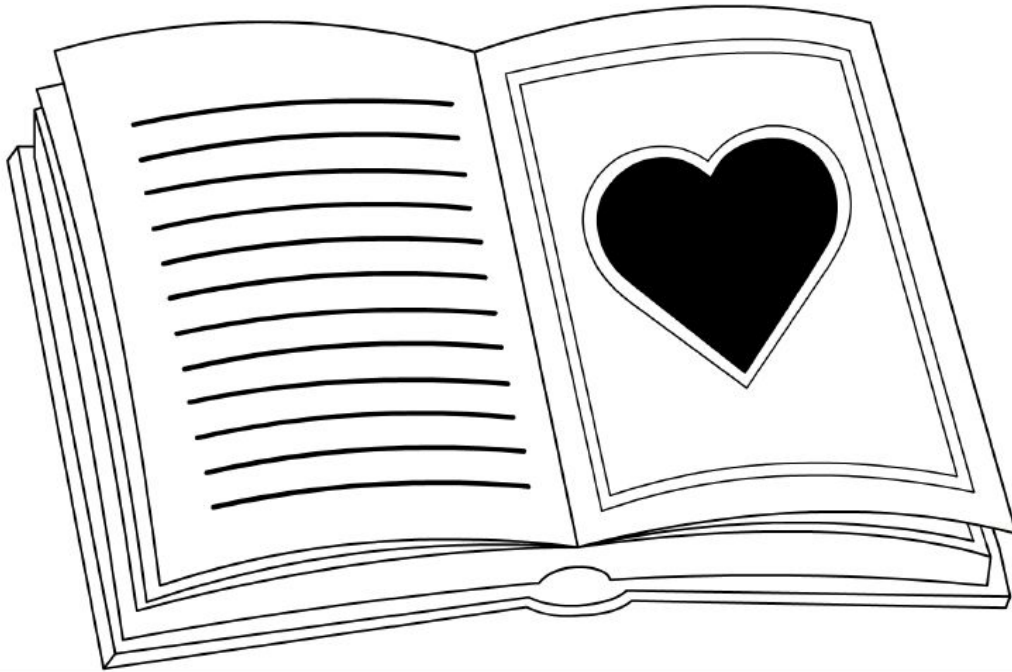


# Hair Stylist





# My Favorite Part



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# My Favorite Character



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## STEM: Baking Soda and Vinegar

**MATERIALS:** plastic container or cup, 2 tsp baking soda,  $\frac{1}{4}$  cup vinegar

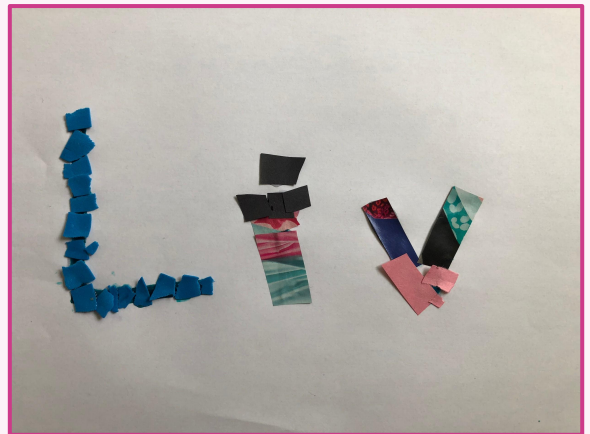
- Fill a container or cup with vinegar.
- Have your child dump the baking soda into the vinegar. Ask, What is happening? Encourage your child to observe what happens for 1-2 minutes.
- Ask, **What happened to the baking soda? What does the cup look like now? What does the baking soda and vinegar smell like?**



## Independent Learning: Name Art

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

- On a blank piece of paper, write your child's name.
- Have your child **independently cut out** scraps of paper using the magazines. Then, have your child glue the scraps to the paper, tracing their name.





## Literacy: Rough and Smooth

**MATERIALS:** items from home that are rough and smooth

- Say, **Let's describe or tell how something looks, feels, tastes, or sounds.**
- Say, **We can describe how something feels.** Have your child feel something rough. Say, **This feels rough.** Have your child feel something smooth. Say, **This feels smooth.**
- Provide different items for your child to touch. Have your child describe the texture using a statement like, **The \_\_ (item) \_\_ is \_\_ (rough/smooth) \_\_.**



## Journal Prompt: My Neighborhood

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

- Have your child **independently write and draw** about their neighborhood.
- Later, ask, **Can you tell me about what you wrote? Do you know who lives and works in our neighborhood? What do they do?**

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

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

\_\_\_\_\_

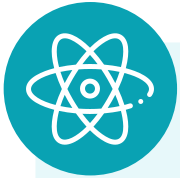
\_\_\_\_\_

\_\_\_\_\_

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

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





## STEM: Family Height

- Together, compare the height of family members or friends. Have two family members stand side-by-side. Say, \_\_\_\_\_ **is taller than** \_\_\_\_\_.
- Have two more family members stand side-by-side. Ask, **Who is taller? How do you know?**
- Repeat, comparing the height of several family members or friends.



## Independent Learning: Writing A Letter

### MATERIALS: Paper Crayons

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





## Literacy: Giving a Description

**MATERIALS:** a toy or other item that your child can describe

- Say, **Let's describe this toy.** Show your child the toy. Ask, **What does it mean to describe something?**
- Ask, **How does it feel? What does it look like? Does it make a sound? What sound does it make?**



## Read: *Nathan's Neighbors*

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

- Before reading, flip through the book and ask questions about Nathan's neighbors, like **Do you remember this neighbor's name? Can you tell me how they help the community?**
- Together, **read** *Nathan's Neighbors*.











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

