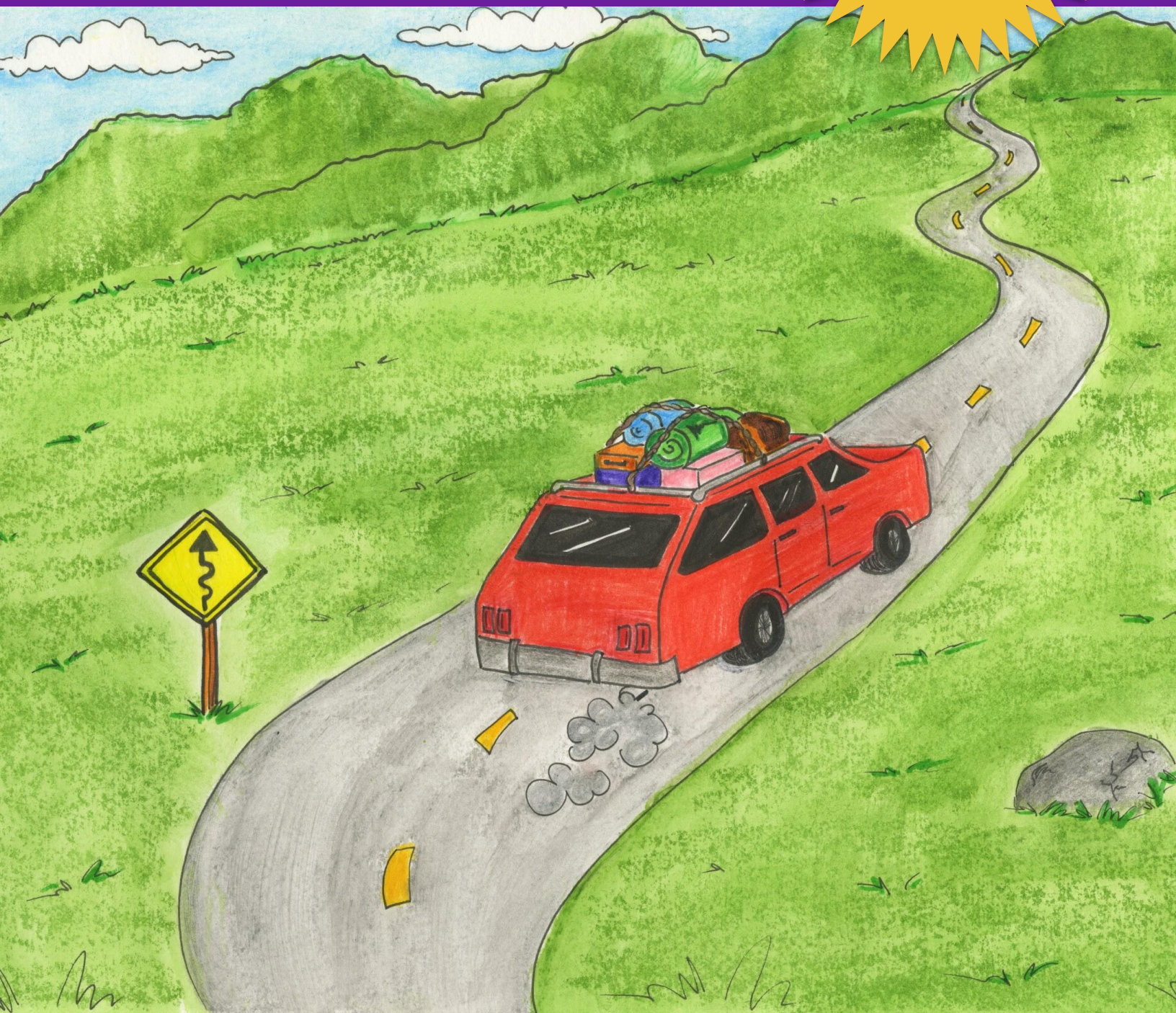


Unit 5

Culture

PK3





Unit 5

Culture



AppleTree

©2020

All rights reserved. Without limiting the rights under the copyright reserved below, no part of this publication may be reproduced, stored in, or introduced into a retrieval system, or transmitted in any form or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission.

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

Copyright ©2020 Text and Illustrations. AppleTree Institute. All Rights Reserved

PK3 Unit 5 Overview



Unit 5 Vocabulary

canyon

clothing

culture

folktale

Kente cloth

mandala

passport

world

Dear Families,

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

Unit 5 Books



- [Alex Learns to Play](#) by Lindsey Johnson
- [The Canyon](#) by Felicia R. Truong
- [My Road Trip Around the World](#) by Felicia R. Truong
- [Sophie's Garden](#) by Felicia R. Truong

ECR @ Home Activities include learning about interacting with and respecting others, counting to 7, following directions, making compound words, and blending syllables to make a word. Children will also do some experiments with food and discuss the senses. They will learn about different cultures as well as about celebrating their own culture.

Week 1

PK3 Unit 5 Week 1 Overview

What is Culture?

This week your child will:

learn about five characteristics of culture: food, language, celebrations, clothing, and art. They will also learn about their own culture. Finally, they will learn about main characters in stories, learn to follow directions, sort objects, blend syllables, and make compound words.

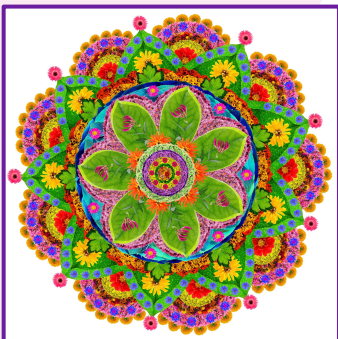


Key Vocabulary



culture

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



mandala

geometric circles of art

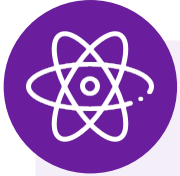
Create Connections

**Think
About It!**

This week, you will learn about how people are a little different but mostly the same. Before you begin the packet, write and draw about something that makes you special.

Monday

PK3 Unit 5 Week 1 Day 1



STEM: Sorting Objects

MATERIALS: objects found inside and outside like leaves and rocks, cups and plates (at least 2 of each type)

- Say, **Let's sort these things and put those that are alike together.**
- **Let's sort them and put the things we find outside in one group and things we find inside in another group.** Have your child put the items together. They may also think of another way to sort them.



Independent Learning: Introduction to Culture

MATERIALS: paper, crayons

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



Literacy: Silly Directions

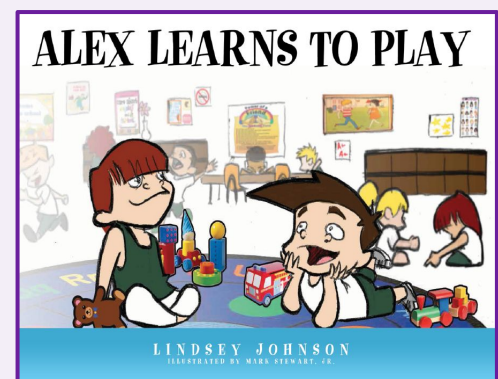
- Say, **I'm going to give you a silly direction that I want you to follow. Listen carefully.**
- Give your child silly one-step directions: make a silly face, say hello in a silly voice, make a funny sound, etc.
- Switch roles so your child can give you directions.



Read: *Alex Learns to Play*

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

- Together with your child, read *Alex Learns to Play*.
- After, ask, **If you were playing and you saw that Alex wanted to join you, what could you say to him?**





STEM: Comparing Cooked and Uncooked Food

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

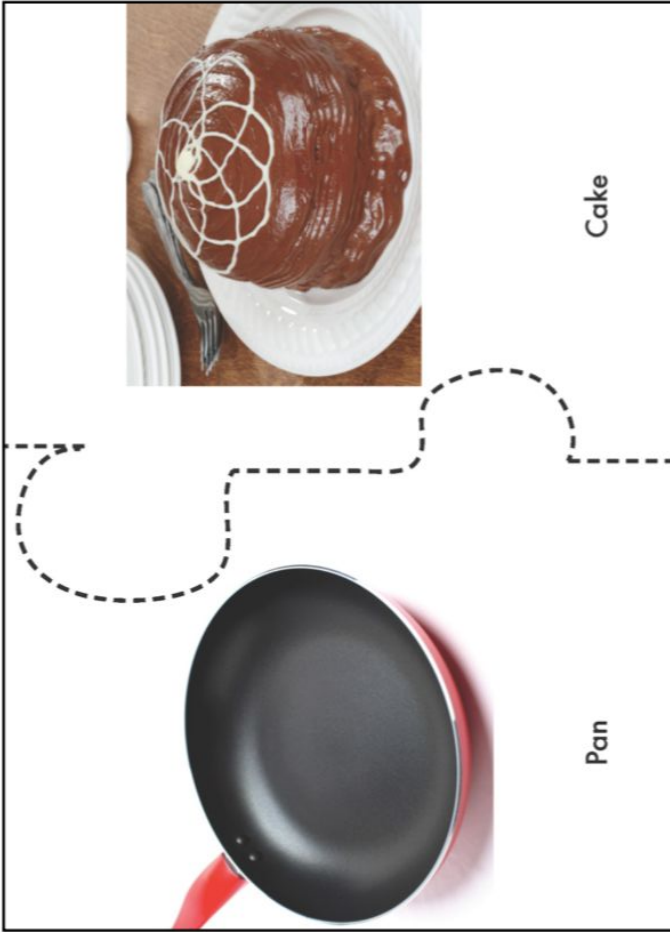
- Say, **Food is important in cultures. A lot of foods need to be cooked so that we can eat them. Let's compare the difference between cooked pasta and uncooked pasta.**
- Talk with your child about the difference in the food e.g., how it feels, how it tastes (if it is safe to taste the uncooked food),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



Independent Learning: Making a Musical Instrument

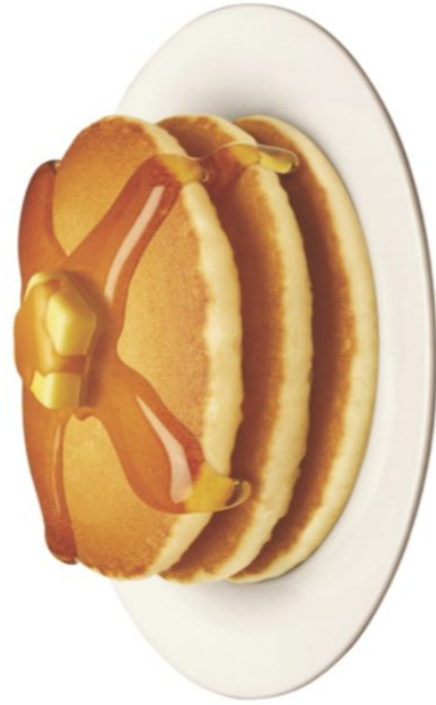
MATERIALS: empty shoebox or small box (without lid) and rubber bands or plastic bottle with pebbles or uncooked rice, *optional - paint*

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

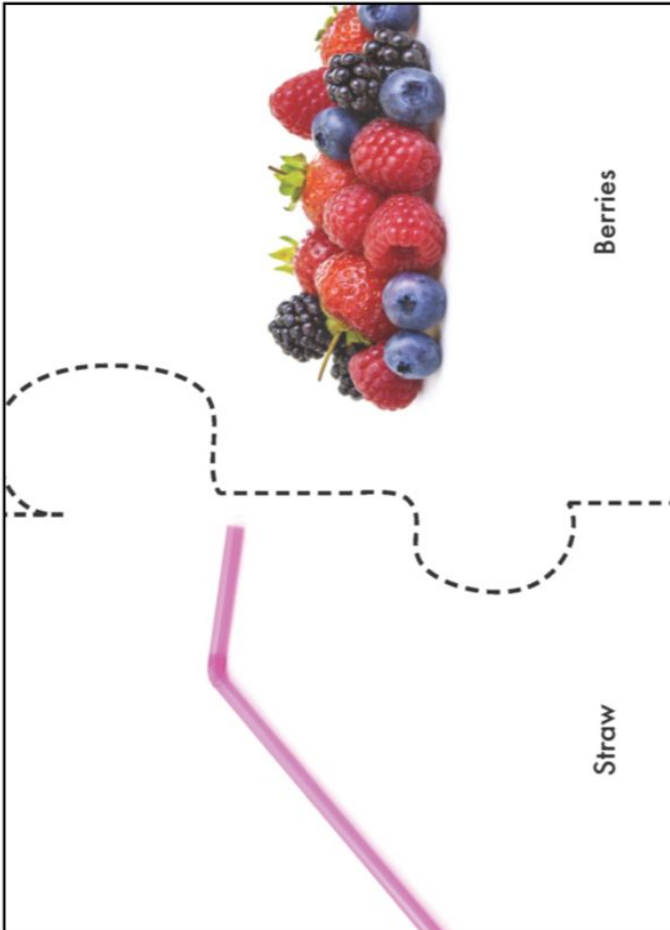


Cake

Pan

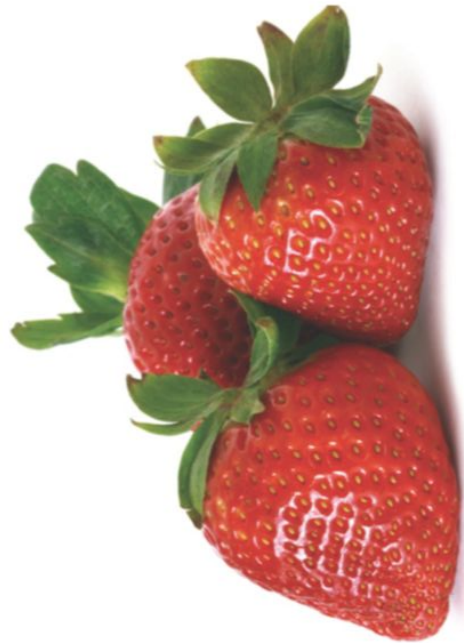


Pancake

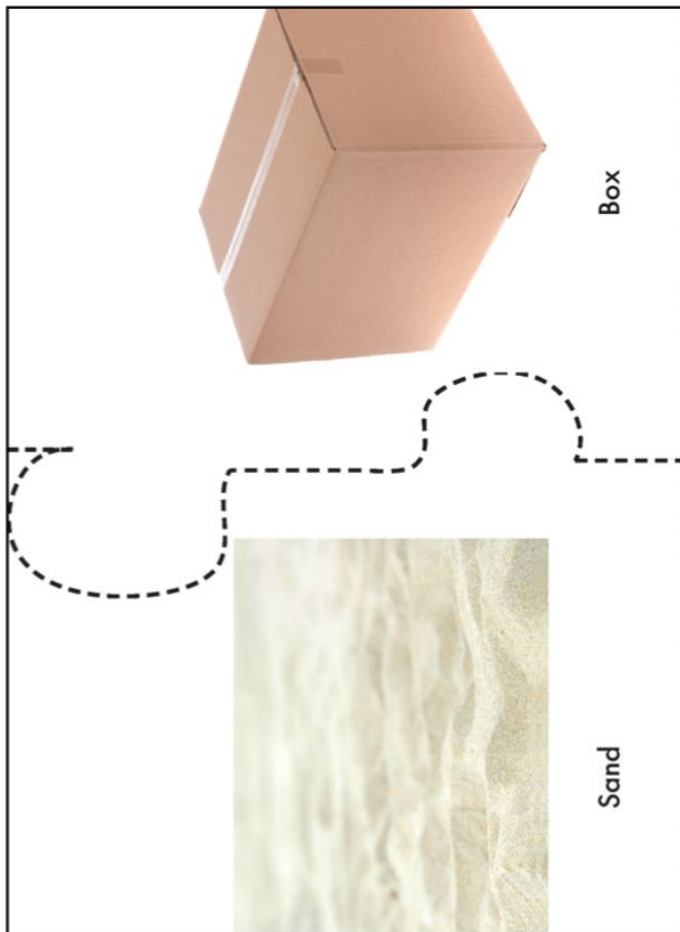


Berries

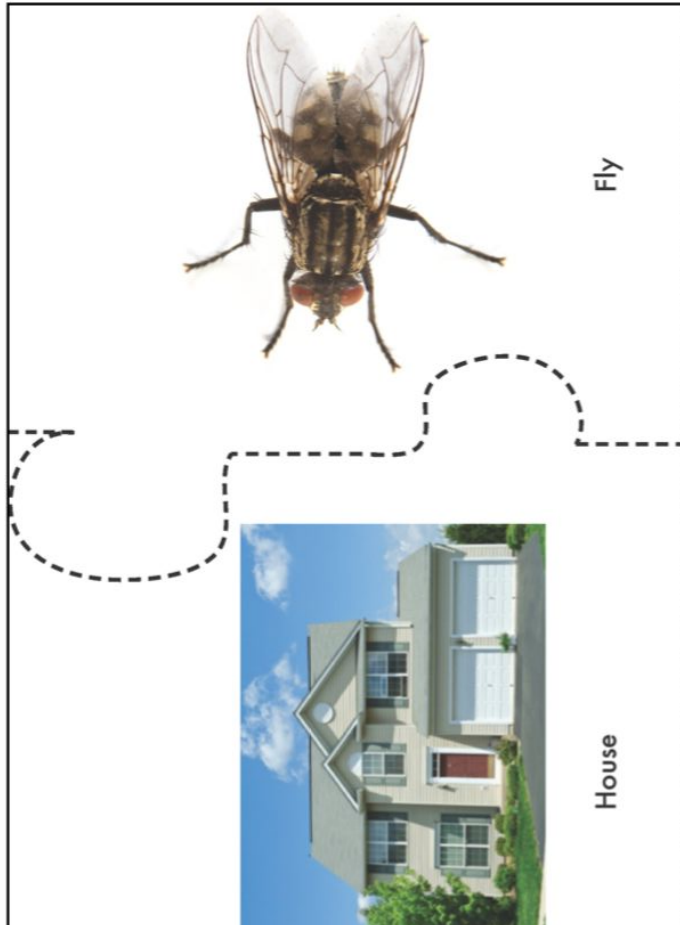
Straw






Strawberries






Sandbox



Housefly

 <p>Cow</p>  <p>Boy</p>	 <p>Cowboy</p>
--	--

 <p>Shoe</p>  <p>Box</p>	 <p>Shoebbox</p>
--	---

Name: _____

What do you like to do when you are playing?



STEM: Let's Sort

MATERIALS: items of 2-3 different colors (at least 2 of each color)

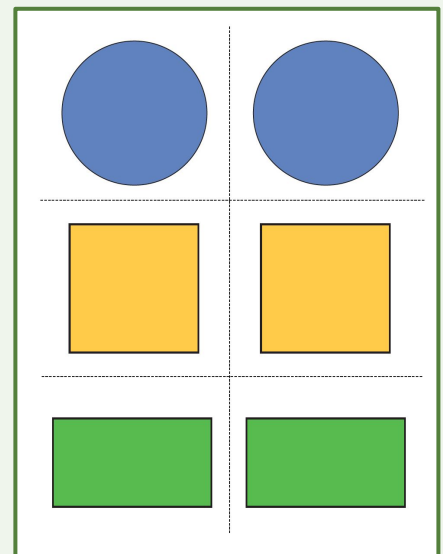
- Ask, **How can we sort these things?**
- **Yes, let's sort them by color.** Have your child sort the items, helping them when needed.
- There are lots of ways to sort items. Your child might want to sort things differently!



Independent Learning: Painting With My Favorite Colors

MATERIALS: [Shapes](#)

- With your child, look at the shape pictures. Name 3-4 shapes and count the sides.
- Say, **This is a square, let's count the sides.** Trace with your finger as you count. **1, 2, 3, 4. It has 4 sides. One down, one up, one across, one up.**
- Have your child independently draw the shapes. It's okay if they don't look like the shapes. They are practicing!



Wednesday

PK3 Unit 5 Week 1 Day 3



Literacy: Blending Syllables

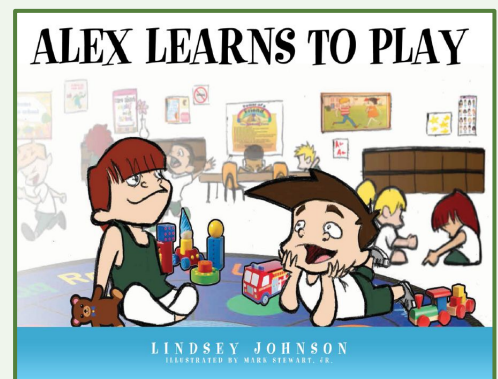
- Say, **Syllables** are the beats in a word. Let's clap the beats in water: **wa-ter**.
- Say, **Let's blend syllables!** Blend means to put together.
- **Pop** (pause) **corn**. **Pop-corn**. Blend the parts together. What word do you hear?
- Remember to give lots of praise! **Good job!**
- Repeat for the words: culture (cul-ture) and building (build-ing).



Read: *Alex Learns to Play*

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

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



Wednesday

PK3 Unit 5 Week 1 Day 3



Let's Move: Freeze Dance

MATERIALS: music from different cultures

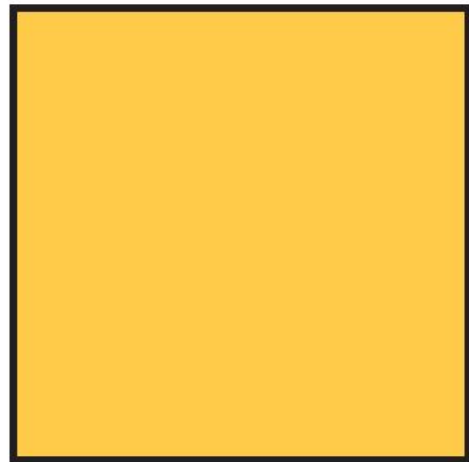
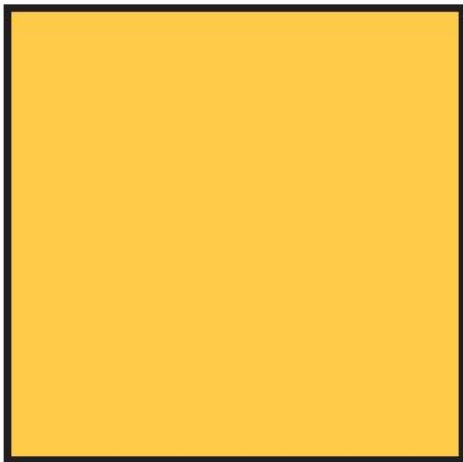
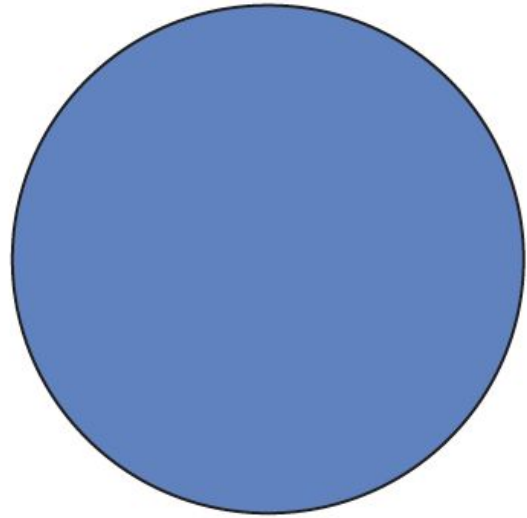
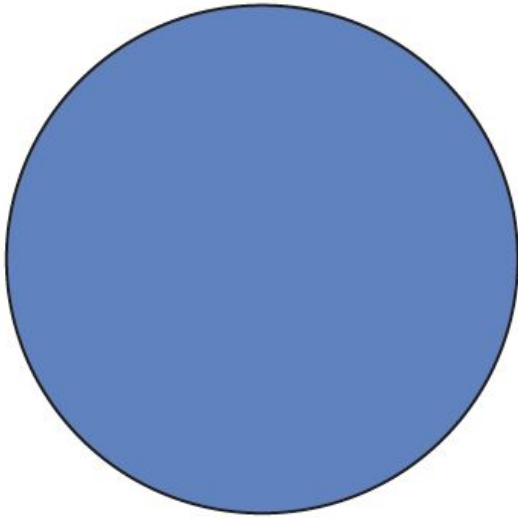
- Say, **Let's play Freeze Dance. We are going to dance while the music is playing. When the music stops we have to freeze!**
- Play a few rounds and play different types of music. You can switch roles so that your child is in charge of the music. They can also sing different songs and choose when to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

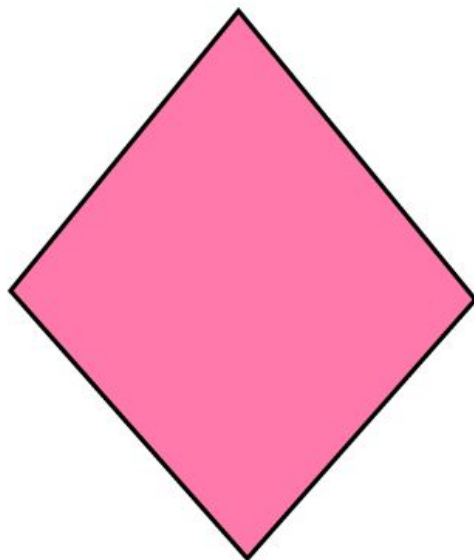
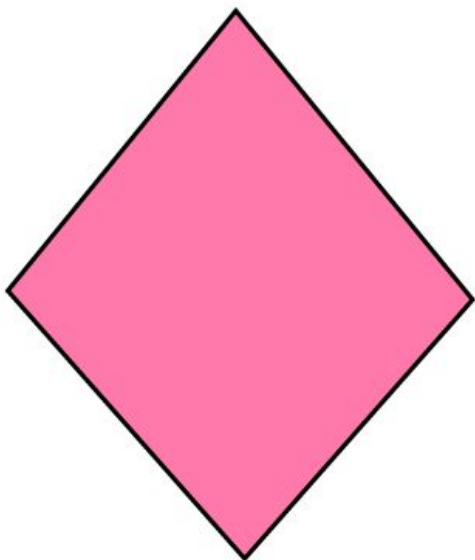
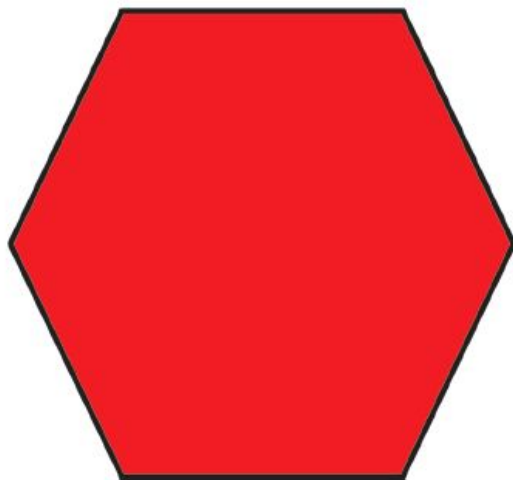
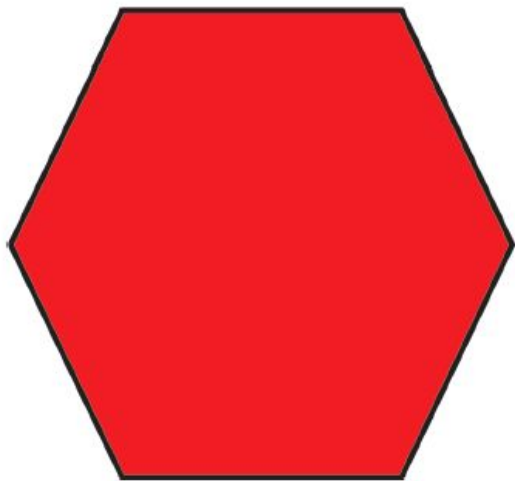
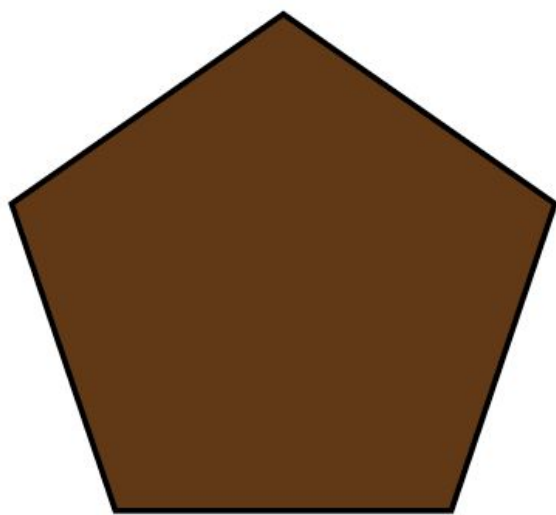
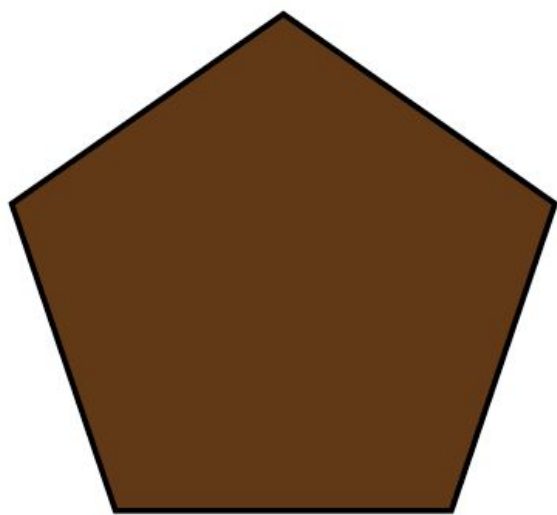


Learning Together: Our Culture

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

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







STEM: Condiment Race

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

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



Independent Learning: Eye Contact

MATERIALS: paper, crayons

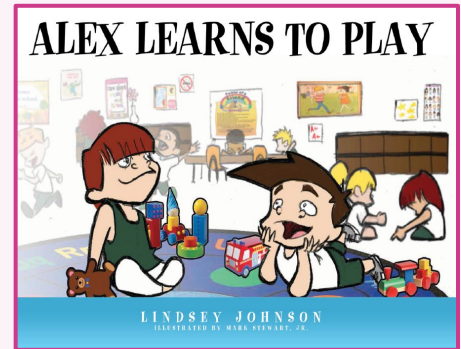
- Say, **When we talk to someone, we should look at them. That lets them know we are listening.**
- Talk with your child about times you look at someone e.g., when you are talking with them, or when they've asked you to do something. **You can draw yourself making eye contact with someone.**
- Allow your child to independently complete the activity.
- After, ask, **Tell me about what you drew. Why is it important to look at someone when you are talking to them?**



Literacy: Main Character

MATERIALS: [Alex Learns to Play](#)

- Say, **Let's talk about the main character of the story. Characters are people or animals in the story. The main character is who the story is about.**
- Show *Alex Learns to Play*. **We read *Alex Learns to Play* before. Who is the main character in the story?** It's okay if you have to help your child, they're still learning!
- **Yes, Alex. The story is about Alex. He is the main character. There are other characters like his peers but the story is about Alex.**
- **Let's describe Alex. What do we know about Alex?** You can do a quick picture walk to remind your child what the story is about. Give some examples, such as Alex wants to play with friends but is shy or afraid to ask. He likes building, etc.



Journal Prompt: Playing with Friends

MATERIALS: crayons, Playing With Friends Journal Page

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

Name: _____

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

Name: _____

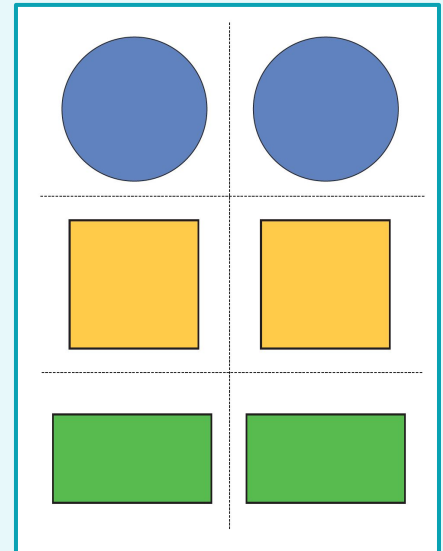
Write and draw about how you like to play with friends.



STEM: Find the Shape

MATERIALS: [Shapes](#) cut into cards from earlier in the week

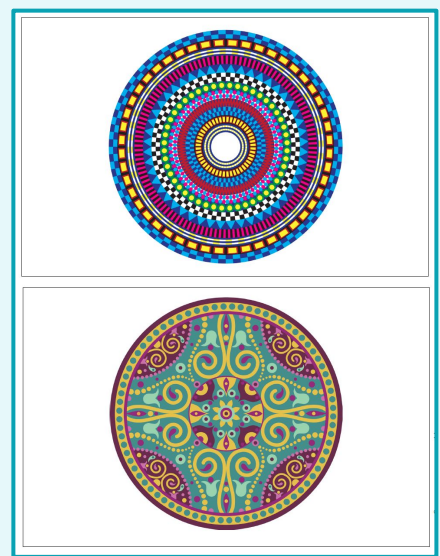
- Keep one set of shapes and give your child the other set of cards.
- **Say, I'm going to call out a shape and I want you to show me the shape.**
Rectangle!
- Repeat for the other shapes. It's okay if you need to help your child by showing them a shape from your set.



Independent Learning: Making Mandalas

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


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

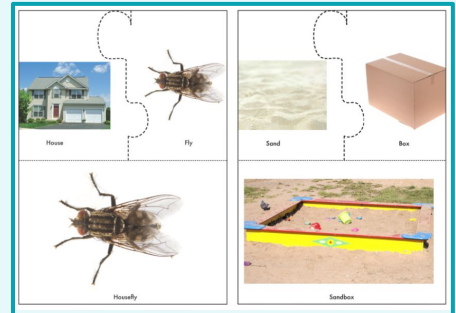




Literacy: Let's Make Compound Words

MATERIALS: [Compound Words 2](#) cut into pieces from earlier in the week

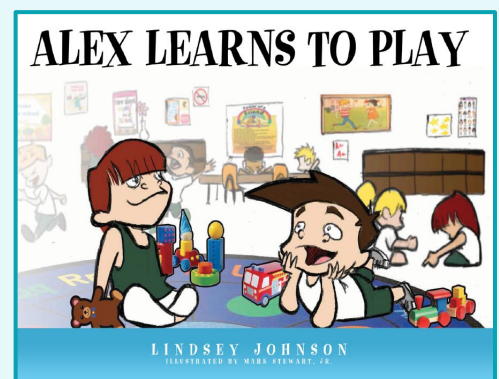
- Say, **We've been learning about compound words. I'll show you a compound word and then you find the words that make it.**
- Show your child the top puzzle pieces for "sandbox." Say, **This is sandbox. Now, let's find the two words that make sandbox. I hear sand at the beginning of sandbox, say sand. Let's find the sand.** Put it below the picture of  fly.
- **What word do you hear at the end of the word sandbox? Sand (pause) box. Good job, box. Let's find box.** It's okay if you have to tell your child the answer, praise them for trying. **Place it beside sand.**
- Show the compound word picture. **Let's say the words together: sand (pause) box, sandbox!**
- Repeat for the words: cowboy and shoebox. Encourage your child to find the two words that make the compound word. It's okay if you have to show them the pictures, they're still learning!



Read: Alex Learns to Play

MATERIALS: [Alex Learns to Play](#)

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





Week 2

PK3 Unit 5 Week 2 Overview

Folktales and Celebrations

This week your child will:

learn about folktales by reading *The Canyon*. They will also make a Rangoli, which is used during Diwali, a celebration from India.

Key Vocabulary



canyon

a deep valley with very steep sides of rock that usually has a river running through it



folktale

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



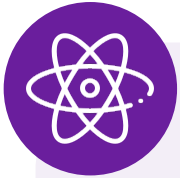
world

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

Create Connections

**Think
About It!**

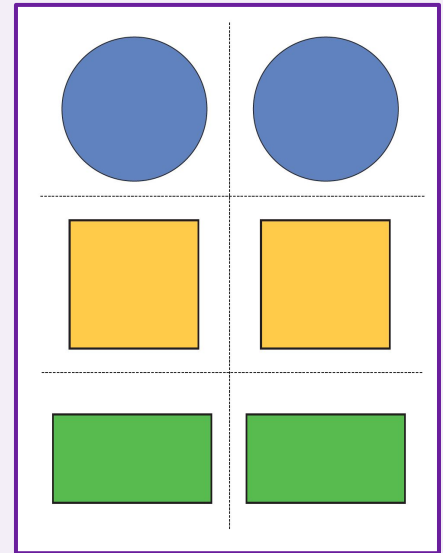
This week, you will learn about a folktale, a special type of story. Before you begin the packet, write and draw your favorite story.



STEM: Sorting Shapes

MATERIALS: [Shapes](#) from week 1

- With your child, name the different shapes on the cards.
- Spread the shape cards out randomly. Say, **Find 2 shapes that are the same and put them together.**
- Have your child independently sort the other shapes.
- Keep the shapes for other activities during the unit.



Independent Learning: Inside and Outside Voice

MATERIALS: paper, crayons

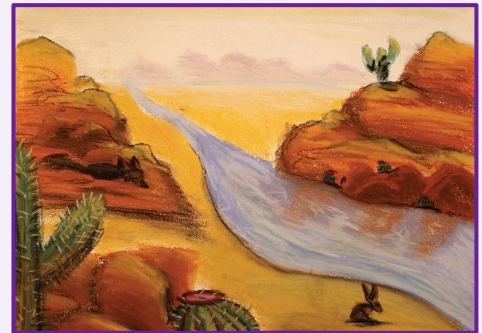
- Say, **Today we are going to talk about our voice. When we play and talk with others, we use an indoor voice. If you yell, your peer may not want to play with you.** Talk with your child about when to use inside voices and outside voices.
- Fold the paper in half and say, **On this side of the paper draw a place where we use an inside voice. On the other side of the paper draw a place where we use an outside voice.**
- Allow your child to independently complete the activity.
- After, ask, **Tell me about your pictures. Where do we use an inside and outside voice?**



Literacy: Setting

MATERIALS: [The Canyon](#)

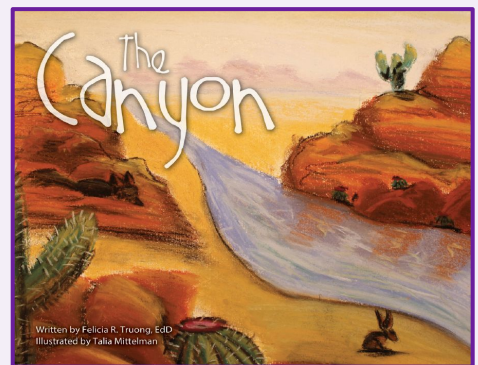
- Say, You learned about the characters in a story or who the story is about. Let's learn about the setting. The setting is where a story takes place. It helps us to understand stories.
- Show *The Canyon*. We can see the setting in the pictures. In this book, the setting is the canyon.
- Show p. 5. Let's describe the canyon setting. What do you see? What do you notice?



Read: *The Canyon*

MATERIALS: [The Canyon](#)

- With your child, read *The Canyon*.
- After, ask, **Who are the main characters?** Coyote and Rabbit.
- **Can you tell me about Coyote? What is he like? Tell me about Rabbit. What is she like?** Your child might talk about how the characters look, or what they do.





STEM: Five Senses - Food

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

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



Independent Learning: Painting a Canyon

MATERIALS: watercolor palette, paper, [Canyon](#)

- With your child, look at pictures of canyons and explain that a canyon is a deep narrow valley with high sides and sometimes it has a river going through it.
- Say, **Today you can paint a canyon! Later this week you will get to use your painting to build a canyon with playdough.**
- Allow your child to independently complete the activity.
- After, ask, **Tell me about your canyon. Does your canyon have a river running through it?**
- Save their painting and the picture of canyons for an activity later in the week.





Literacy: Let's Blend Syllables

- Say, **Let's blend syllables to make a word!**
- **I will say two parts of a word. Put them together and tell me the word. Puz (pause) zle. Puz-zle. What's the word?**
- Repeat for the words: feeling (feel-ing) and rabbit (rab-bit). If your child needs help that's okay. They are still learning!



Journal Prompt: Tricks

MATERIALS: crayons, Tricks Journal Page

- With your child, talk about *The Canyon* and how Coyote might have felt when he was tricked by Rabbit.
- Have your child independently draw and write about how they think Coyote felt when he was tricked by Rabbit.
- Later, ask, **How do you think Coyote felt when he was tricked by Rabbit? How would you feel if you were tricked?**

Name: _____

How do you think Coyote felt when he was tricked by Rabbit?





Name: _____

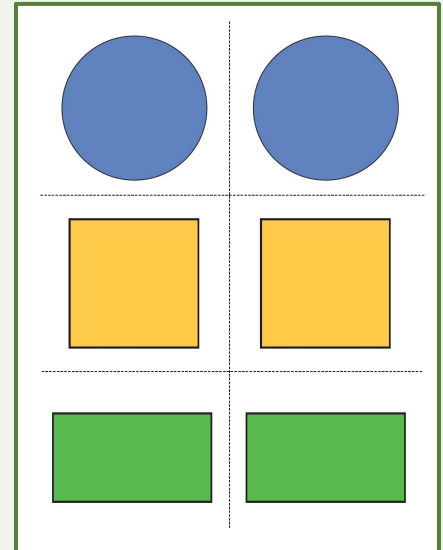
How do you think Coyote felt when he was tricked by Rabbit?



STEM: Shape Hunt

MATERIALS: [Shapes](#) cut into cards from Week 1

- Say, **Let's go on a shape hunt around our home and see if we can find things that are shaped like these shapes.**
- Give your child a circle, square, rectangle, and diamond card to help them to compare and recognize the shapes in your home.



Independent Learning: My Folktale

MATERIALS: paper, crayons

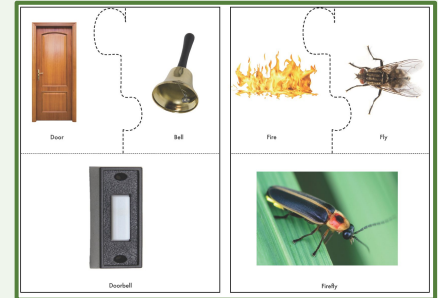
- Say, **We have been reading *The Canyon*, which is a folktale from a group of people called the Mayans. A folktale is a story that people tell over and over.**
- **You can write your own folktale.**
- Allow your child to independently draw and write their folktale.
- After, ask, **Can you tell me your folktale? We can act it out together later!**



Literacy: I Can Make Compound Words

MATERIALS: [Compound Words 3](#) cut into pieces

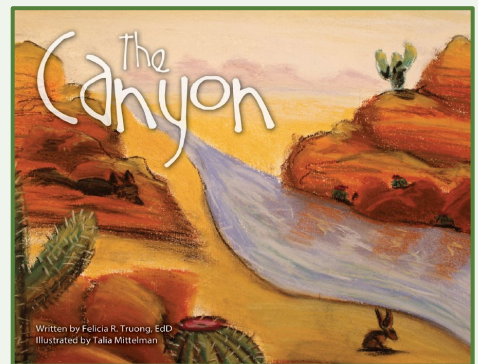
- Say, **We are learning about compound words. You can make compound words with the pictures I give you.**
- Give your child the set for doorbell. Say, **Find the picture of a doorbell. What two words make door** (pause) **bell? I hear door first, so I will find the picture of a door.** Place it under the picture of doorbell.
- **Then I hear, bell.** Place the picture of the bell beside the picture of the door. Point to the words as you say **Door** (pause) **bell, doorbell!**
- Allow your child to find the pictures for firefly and sunflower. Give lots of praise, **You are working so hard!** It's okay if you have to help them. They are still learning!



Read: *The Canyon*

MATERIALS: [The Canyon](#)

- With your child, read *The Canyon*.
- After, ask, **Why did Coyote howl? How do you think Coyote felt when Rabbit kept tricking him?**



Wednesday

PK3 Unit 5 Week 2 Day 8



Let's Move: Follow Me

- Say, **Let's play Follow Me. Listen to what I say. Then do it!**
- Give your child one-step directions: jump, snap your fingers, clap your hands, etc.
- Switch roles so your child can give directions.



Learning Together: Acting Out My Folktale

MATERIALS: Child's Folktale written earlier, *optional - props or items to act out the folktale*

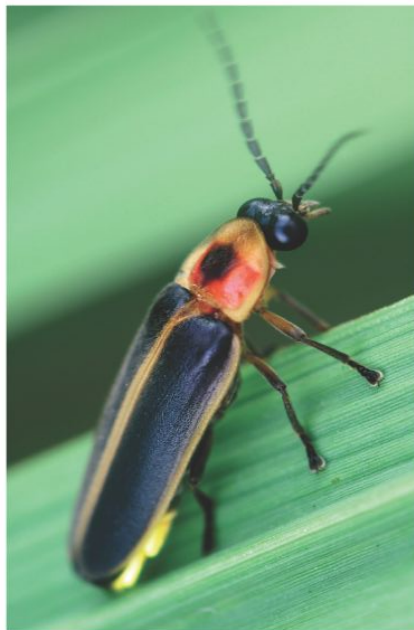
- Say, **You wrote a folktale earlier today. Now, we can act it out together, or you can read it while I act it out.**
- Allow your child to tell you what they'd like you to do while they read or act out their folktale.



Fly



Fire



Firefly






Bell






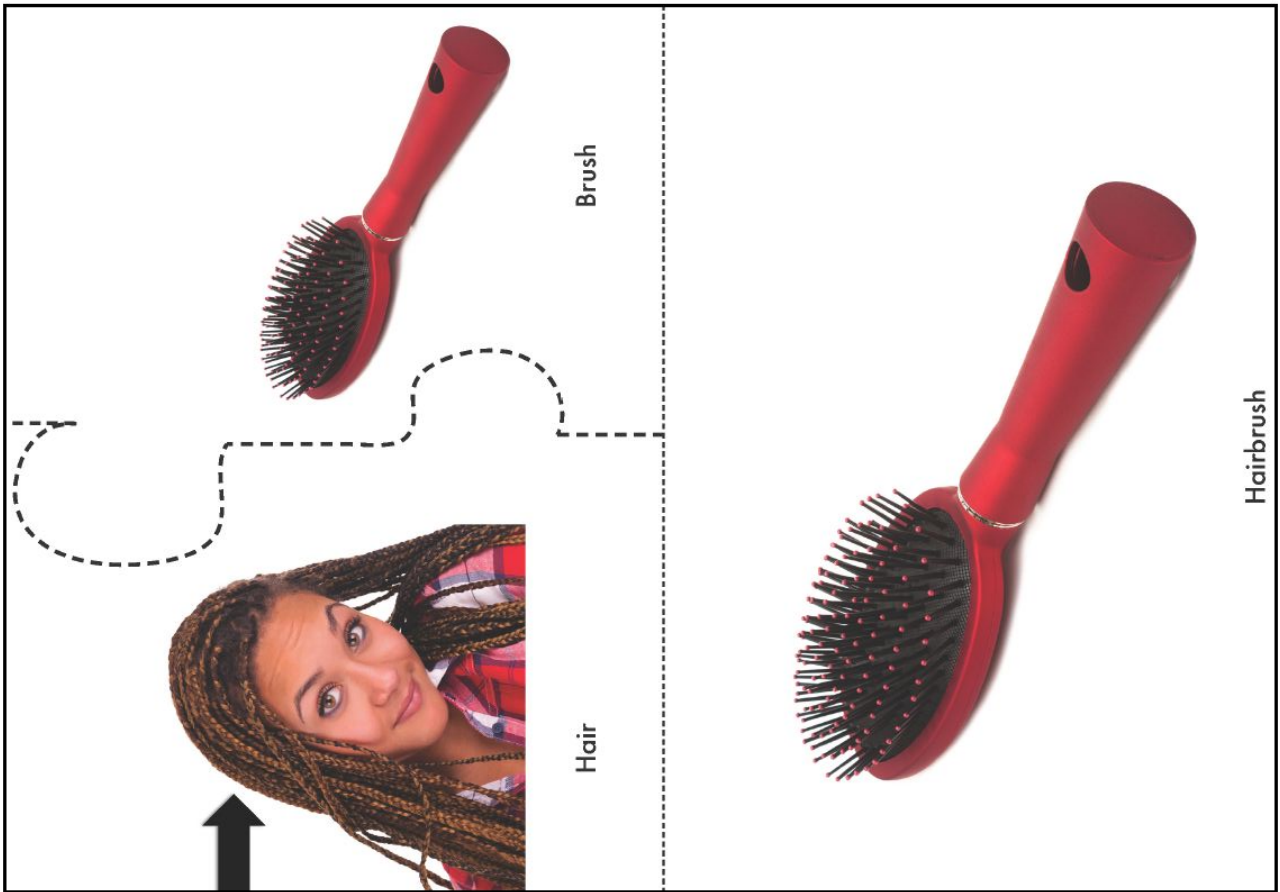
Door



Doorbell

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

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





STEM: Building a Canyon

MATERIALS: [Canyon](#) from earlier in the week, canyon painting made on Day 7, playdough or [Playdough Recipe](#)

- With your child talk about the pictures of canyons and the canyon painting they made earlier in the week. Say, **You can build a canyon with playdough.**
- Allow your child to independently create their canyon, reminding them that canyons have steep or high sides around the valley.
- After, ask, **Tell me about your canyon. Can you show me the valley and the high sides?**

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)

© 2020 AppleTree Institute. All Rights Reserved.



Independent Learning: Name the Gesture

MATERIALS: paper, crayons

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



Literacy: Am I Following Directions?

- Say, **Let's play a game. You can give me a direction to follow. Then tell me if I'm doing it right or show me what to do if I'm not.**
- Allow your child to give you a direction. Follow the direction sometimes but most of the time get it wrong e.g., jump instead of clapping, so your child can show you what to do instead.



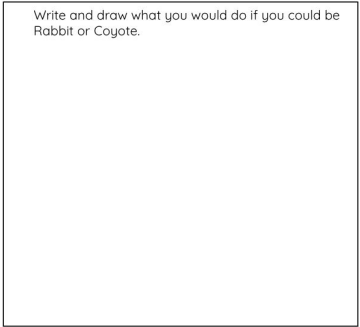
Journal Prompt: Coyote or Rabbit

MATERIALS: crayons, Coyote or Rabbit Journal Page

- With your child, talk about Rabbit and Coyote in *The Canyon*, and what they think it would be like to be them.
- Have your child independently draw and write about what they would do if they could be Rabbit or Coyote.
- Later, ask, **Tell me about what you wrote about. Did you decide to be Coyote or Rabbit?**

Name: _____

Write and draw what you would do if you could be Rabbit or Coyote.





Name: _____

Write and draw what you would do if you could be
Rabbit or Coyote.

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.





STEM: Sorting Review

MATERIALS: household objects like spoons, cups, crayons, pencils (at least 2 of each type)

- Say, **Let's sort these things and put those that are alike together. I will put all the spoons together.**
- **Let's sort the rest.** Have your child put the items together.
- Put the items back together and ask, **Can you think of another way we can sort them?** It's okay if you need to suggest another way. The objects might be sorted by size, shape, color, or use, e.g., things that we write with (pencil, crayon) and things we use to eat and drink (spoons and cups).



Independent Learning: It's Okay to Say No

MATERIALS: paper, crayons

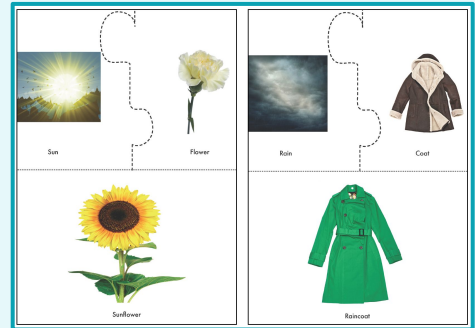
- Say, **You have rights. A right is something you can have or do. You have the right to be safe and the right to make choices.**
- **If you do not feel safe or if a peer asks you to say something mean to someone else you can say no. You should say no if a stranger asks you to go somewhere with them.**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



Literacy: Compound Words

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

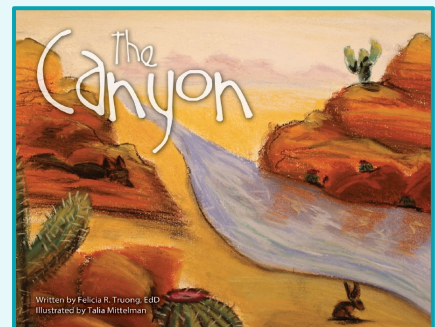
- Say, **Let's make compound words with the pictures I give you.**
- Give your child the set for raincoat. Say, **Find the picture of a raincoat. What two words make rain (pause) coat? I hear rain first. So I will find rain.** Place it under the picture of raincoat.
- **Then I hear, coat.** Place the picture of the coat beside the picture of rain. Point to the words as you say, **Rain (pause) coat, raincoat!**
- Allow your child to find the parts for earring and hairbrush. Give lots of praise, **You are working so hard!** It's okay if you have to help them. They are still learning!



Read: *The Canyon*

MATERIALS: [The Canyon](#)

- With your child, read *The Canyon*.
- After, ask, **Rabbit tricked Coyote because she didn't want Coyote to follow her. If someone is bothering you, what could you say to them?**



Week 3

PK3 Unit 5 Week 3 Overview

All Around the World

This week your child will:

read about a road trip around the world, make their passport, and make a musical instrument. They will also learn about appropriate ways to interact with others, blend syllables, and practice sorting shapes.



Key Vocabulary



culture

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



passport

a document with your name and picture used to travel to other countries

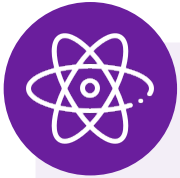
Create Connections

**Think
About It!**

This week you will learn about traveling. Before you begin the packet, write about somewhere you have traveled to in your neighborhood or even further away!

Monday

PK3 Unit 5 Week 3 Day 11



STEM: Let's Count to 7

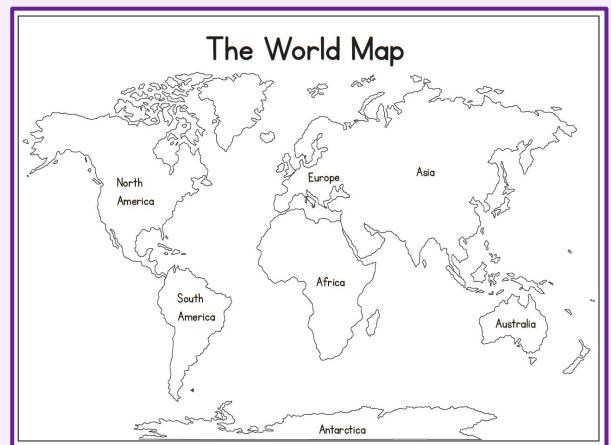
- Say, **Let's count to 7 using silly voices. Let's count in a robot voice. What do you think a robot sounds like?**
- Count 1-2 more times. Allow your child to choose the voices e.g., whisper, or a monster voice.



Independent Learning: Painting the World

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

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





Literacy: Setting Review

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

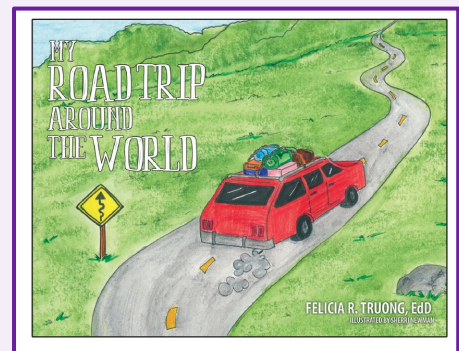
- Ask, **Do you remember what the setting of a story is? The setting is where a story takes place. It helps us to understand stories better.**
- Show *My Road Trip Around the World*. **The pictures show the setting. This story has lots of settings! It takes place in the mountains and the beach.**
- Show pp. 18-19. **Describe the setting you see here. What are two things you notice?**



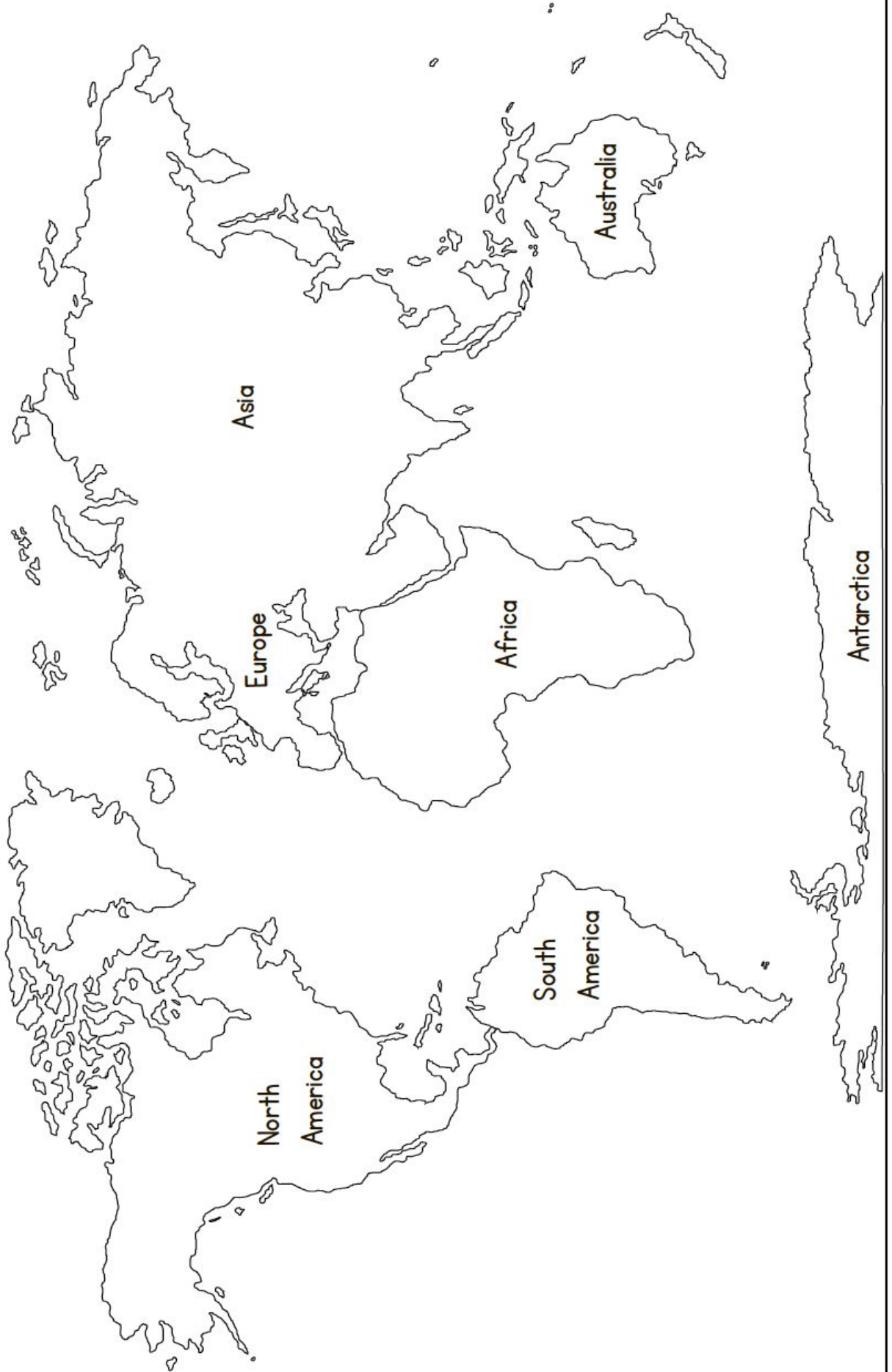
Read: *My Road Trip Around the World*

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

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



The World Map





STEM: Sink or Float

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

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



Independent Learning: My Passport

MATERIALS: [Passport](#), crayons

- Say, **We use a passport to travel to other countries so people know who we are. It has our picture and stamps from each country we visit.**
- **You can make your own passport by drawing your picture and writing your name and birthday. You can even draw a stamp of the places you want to visit.**
- Show your child where to put this information on the passport.
- Allow your child to independently complete the activity.
- After, ask, **Tell me about the stamps you put in your passport. Which places did you visit?**
- You can also talk about countries as places to visit if your child understands what countries are and is familiar with different countries.



Literacy: Blending Syllables

- Say, **Let's blend two syllables to make a word!**
- **I will say two parts of a word. Put them together and tell me the word. Din (pause) ner. Din-ner. What's the word? Yes, dinner!**
- Repeat for the words: mountain (moun-tain) and summer (sum-mer). If your child needs help with the words, that's okay! They're still learning!



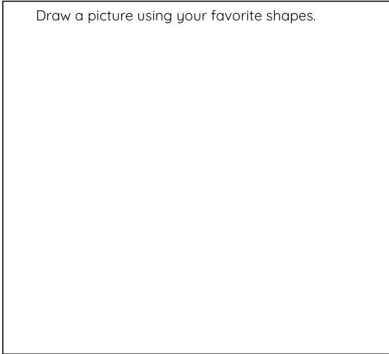
Journal Prompt: Shapes

MATERIALS: crayons, Shapes Journal Page

- With your child, talk about different shapes. Point out shapes you see in your environment.
- Have your child independently draw a picture using their favorite shapes.
- Later, ask, **Tell me about your picture. What shapes did you use?**

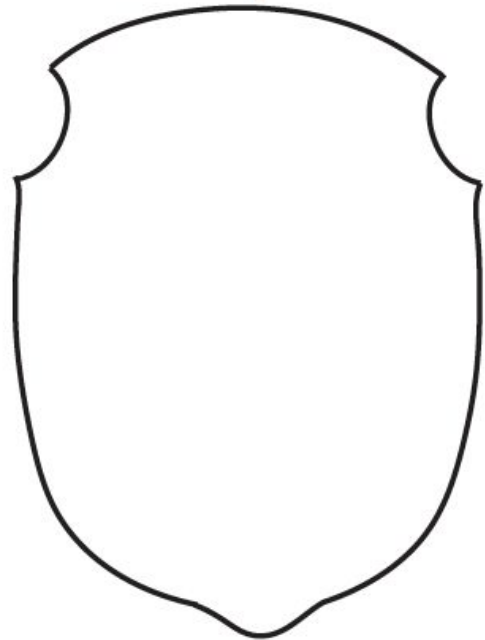
Name: _____

Draw a picture using your favorite shapes.



Place Stamps Here

Passport



PASSPORT



Name: _____

Birthday: _____

Place Stamps Here

Name: _____

Draw a picture using your favorite shapes.

Wednesday

PK3 Unit 5 Week 3 Day 13



STEM: How Many Fingers?

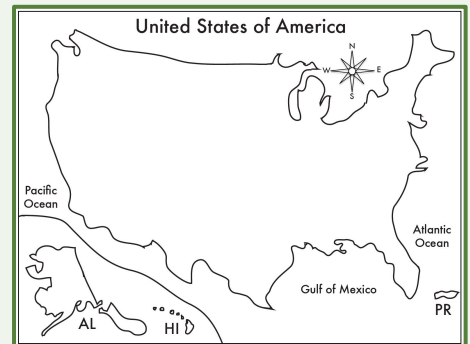
- Hold up 2 fingers and ask, **How many fingers do I have up?** Encourage your child to say the answer without counting your fingers, but it's okay if they have to count to check. Praise their efforts. **Good job, you are working hard!**
- Repeat 2-3 more times for amounts between 0 (show your fist) and 3. Ask your child to show you their fingers for you to say the amount without counting too.



Independent Learning: Planning a Road Trip

MATERIALS: [Map of US](#), crayons

- Say, **Patrick and his mother went on a road trip around our country, the United States of America. You can plan a road trip too! Draw on the map where you would like to go.**
- Show your location on the map and help your child mark where you are on the map.
- Allow your child to independently plan their road trip by drawing on the map. They can draw lines to show their route and draw pictures of things they would like to do.
- After, ask, **Tell me about your road trip. Where would you like to go? What would you like to do on your trip?**





Literacy: Main Character Review

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

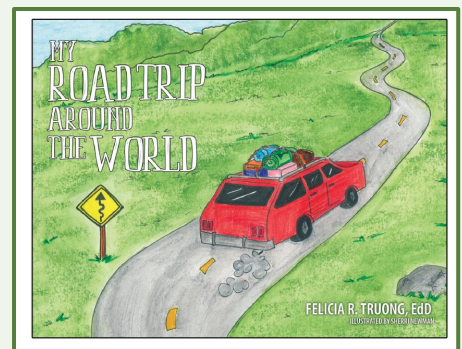
- The main character is who the story is about. It can be a person or an animal.
- Look at pictures from *My Road Trip Around the World*. **We read *My Road Trip Around the World* before. Who is the main character in this book?** It's okay if you have to help your child. They are still learning! **Yes, the story is about Patrick.**
- **Can you describe him? What do you remember about him?** You can do a quick picture walk to remind your child of the character. Help them with the descriptions like, **Patrick is a boy with no front teeth**, or **Patrick likes to try lots of different foods**.



Read: *My Road Trip Around the World*

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

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



Wednesday

PK3 Unit 5 Week 3 Day 13



Let's Move: Count to 7 and Strike a Pose!

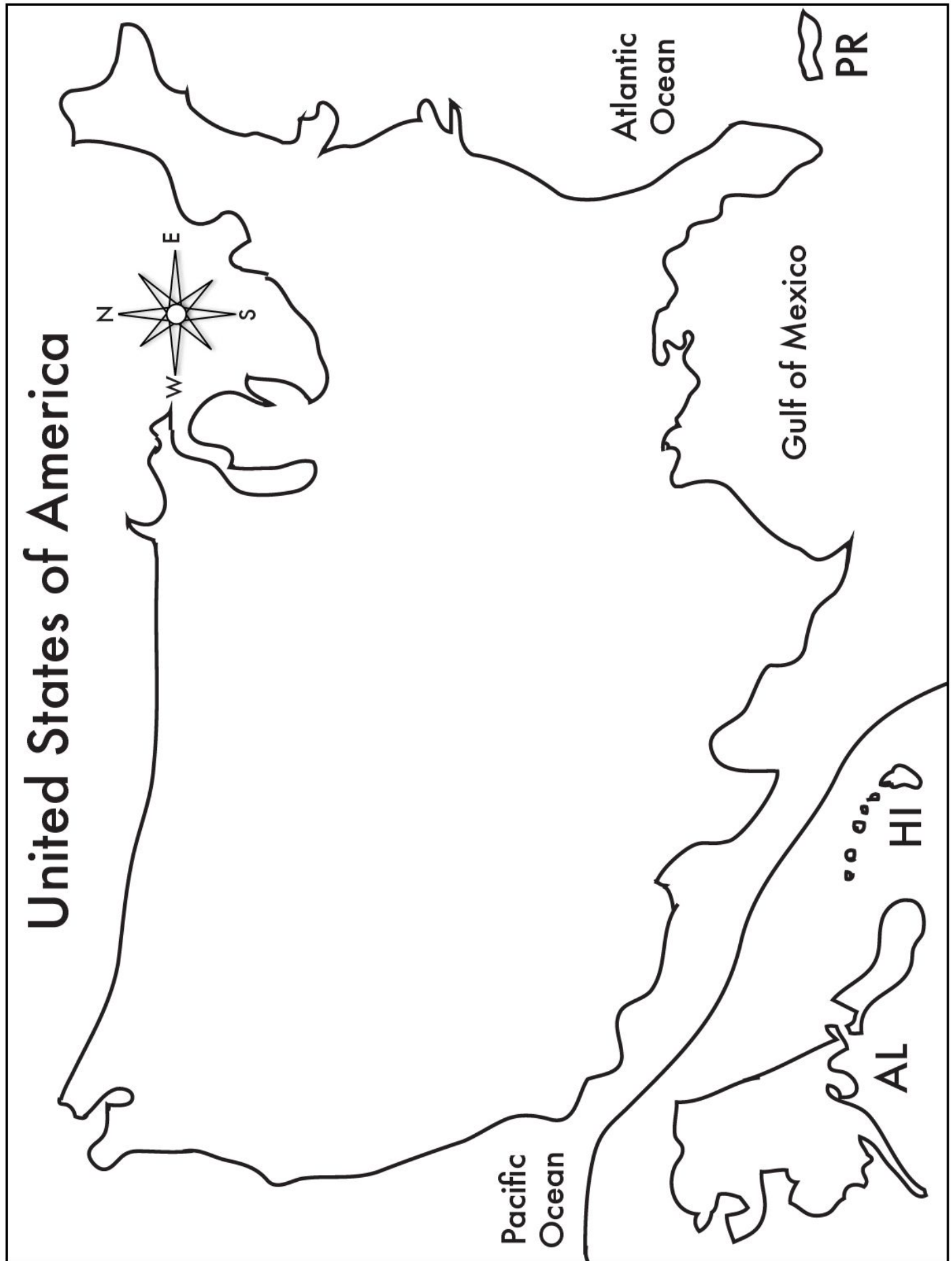
- Say, **Let's dance and count to 7. When we get to 7, let's stop and make a silly pose! We can stop and pretend to hold up a wall like Coyote or pose any way you want.**
- **Ready? Let's count together 1, 2, 3, 4, 5, 6, 7, and pose!**
- Count and pose 1-2 more times. Encourage your child to count too!



Learning Together: Our Recipe

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

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





STEM: Listening Experiments

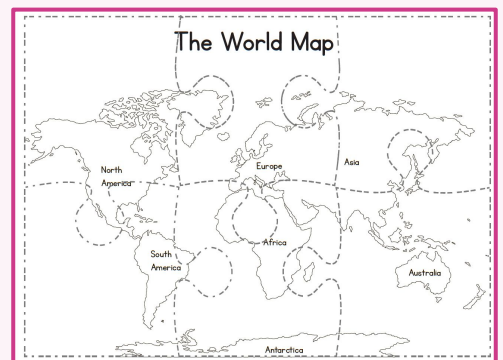
- Say, **We show respect to others by listening to them when they talk. Let's do some listening experiments to see what makes listening and understanding easier.**
- Try talking together at different volumes then compare which is easier. Use a whisper voice, a normal inside voice, and a shouting voice.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



Independent Learning: Favorite Color Book Part 1

MATERIALS: [World Map Puzzle](#), crayons or paint, *optional - glue the puzzle onto cardboard (e.g., a cereal box) before cutting out the pieces*

- Talk with your child about maps. **A map is a drawing of the world with its continents, which are big pieces of land that are surrounded by water.** Say, **You can do a puzzle of the world.**
- Allow your child to independently complete the puzzle. They can also paint or color the puzzle after putting it together.
- After, praise their hard work and say, **You worked so hard to put the puzzle together! Can you point to the continent we live on?** Point to and name it if they need help.





Literacy: Let's Talk About Culture

- Ask, **How can we show respect or be kind to people from different cultures?** If support is needed, give examples like saying please and thank you, sharing, and asking questions if you want to learn more about their culture.
- Ask your child 2-3 follow up questions like, **Why do you think that?** Or, **Can you tell me about a time you were kind to someone?** Practice having a back and forth conversation.
- If they don't want to talk about culture, you can also ask your child what they would like to talk about instead.



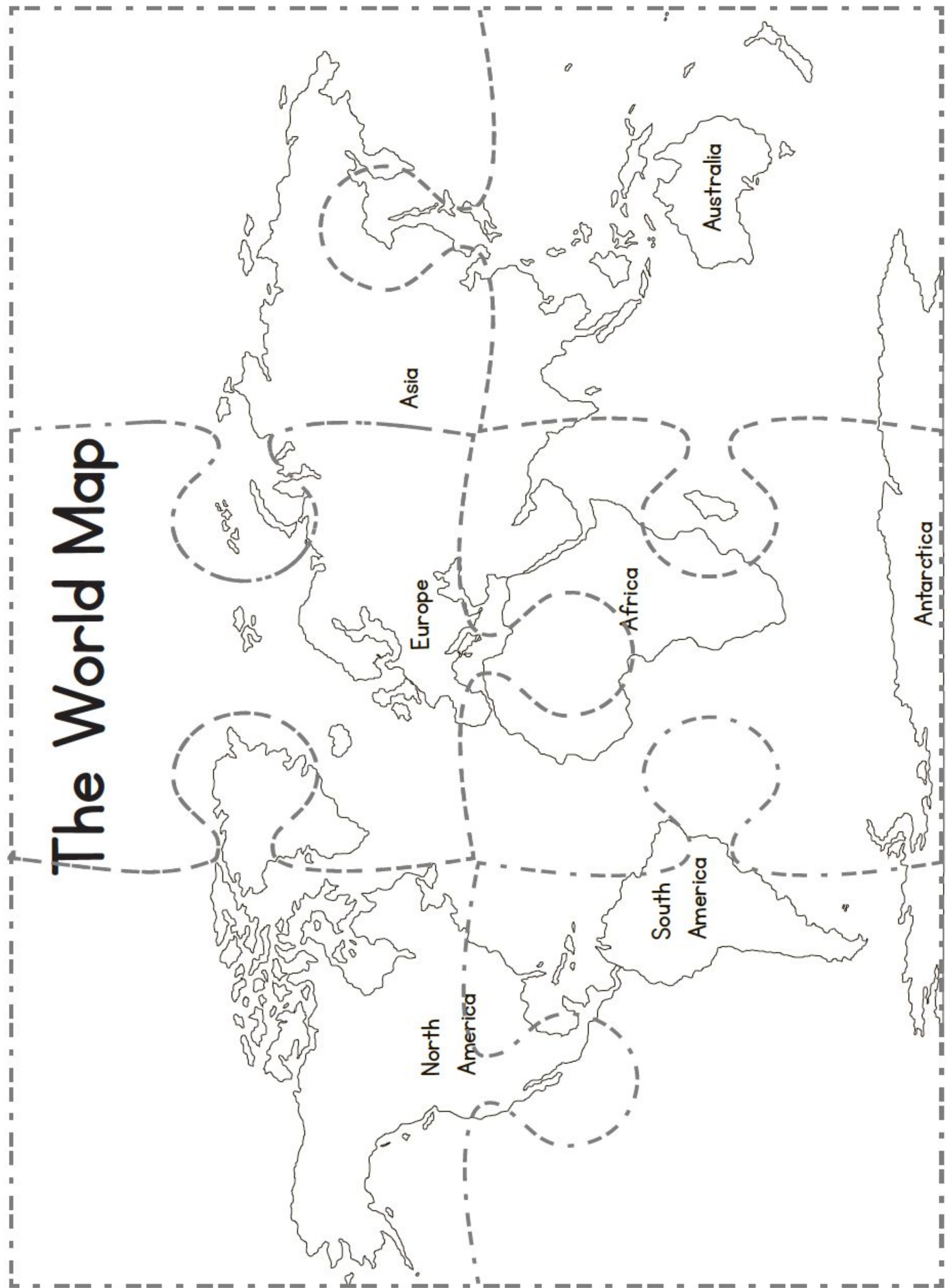
Journal Prompt: New Food

MATERIALS: crayons, New Food Journal Page

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

Name: _____

What food would you like to try?



Name: _____

What food would you like to try?



STEM: How Many Objects?

MATERIALS: Household objects like crayons or spoons, 3 each

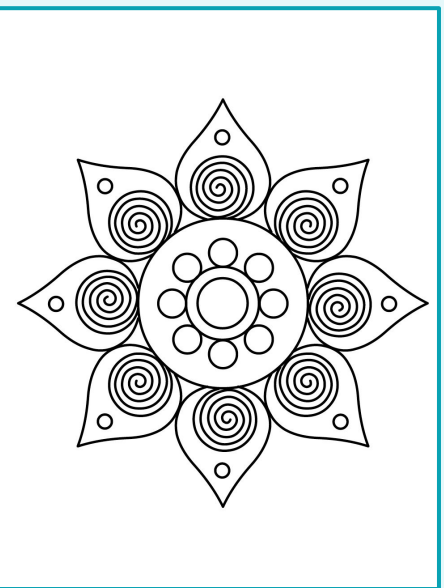
- Show three crayons and ask, **How many crayons are there?** Encourage your child to say the answer without counting the crayons, but it's okay if they have to count to check. Praise their efforts. **Good job, you are working hard!**
- Repeat 2-3 more times for amounts between 0 and 3. Allow your child to show you objects for you to say the amount without counting too.



Independent Learning: Rangoli Designs

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

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





Literacy: Blending Three Syllable Words

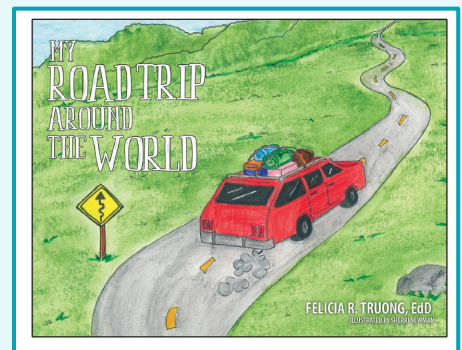
- Today, we are going to blend three beats or syllables in a word. Clap the beats with me: con-struc-tion. What word do you hear? **Construction!**
- Say, **Let's blend syllables!**
- **I will say three parts of a word. Put them together and tell me the word. Blue (pause) ber (pause) ry. Blue-ber-ry. What's the word?**
- Remember to give lots of praise! **Good job!**
- Repeat for the words: rectangle (rec-tan-gle) and character (char-ac-ter).
- It's okay if your child needs more practice with this.

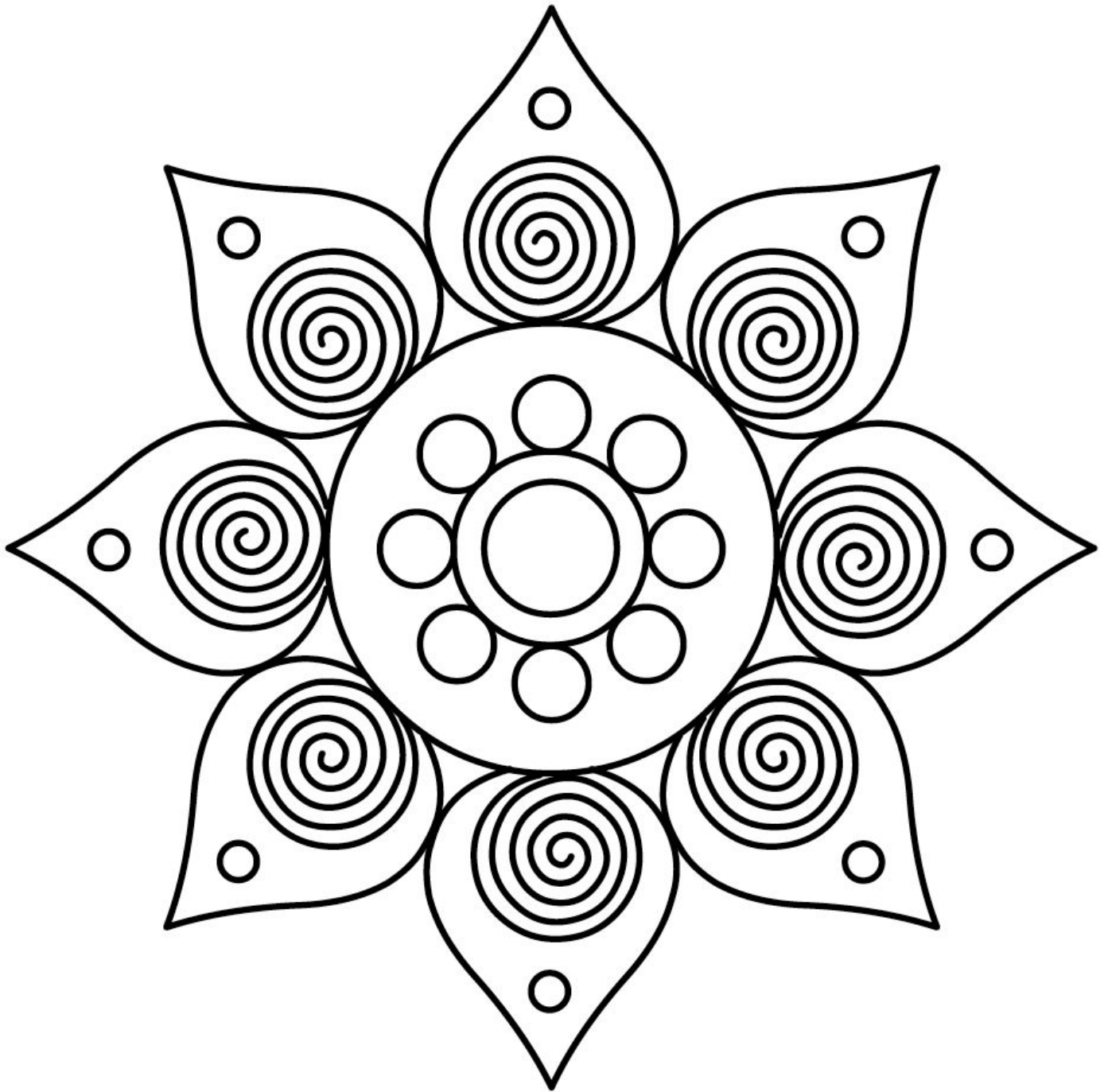


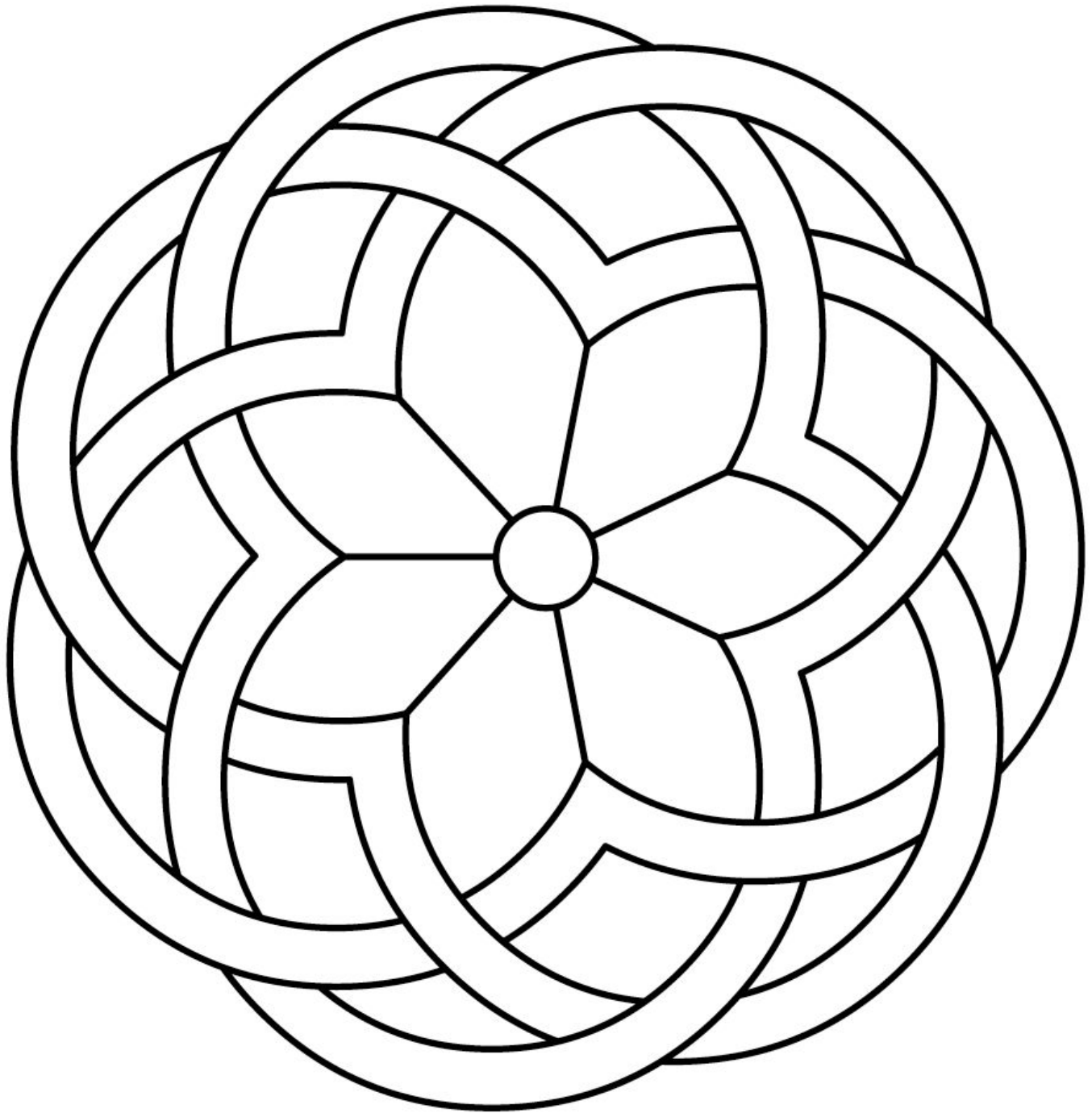
Read Aloud: *My Road Trip Around the World*

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

- With your child, read *My Road Trip Around the World*.
- After, ask, **Who are the main characters in this story?** (Patrick and his mom). **What was one of the settings in the story? Which setting was your favorite?**







Week 4

PK3 Unit 5 Week 4 Overview

Culture Review

This week your child will:

continue to learn about different cultures including their own. They will also practice making compound words, blending syllables, and counting to 7.



Key Vocabulary



clothing

things that you wear, for example shirts and dresses



Kente cloth

cloth woven by the Ashanti people

Create Connections

**Think
About It!**

This is the last week of our unit on culture. Before you begin the packet, write and draw about your favorite thing that you have learned so far.



STEM: Count and Move

- With your child, practice counting to 7 while doing different movements. Say, **Let's count to 7 and move in different ways! We can count to 7 while pretending to drive on a road trip. 1, 2, ...7! Good steering!**
- Try other movements like planting in a garden, using chopsticks, etc. Let your child suggest movements too.



Independent Learning: Painting Kente Cloth

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

- Say, **Clothing is important in cultures. Clothing is made of cloth. Kente cloth is an important part of the Ashanti culture. Ashanti are people in Ghana, a country on the continent of Africa. They make small strips of cloth that they weave or put together.** Show pictures of Kente cloth.
- **We are going to pretend this paper is cloth. You can paint your cloth and make a design. You will weave it together on another day.**
- Allow your child to independently paint their paper. They should paint designs on 2 sheets of paper for weaving later in the week.
- After, ask, **Tell me about the design you made.** Save the painted paper for an activity on Day 17.



Monday

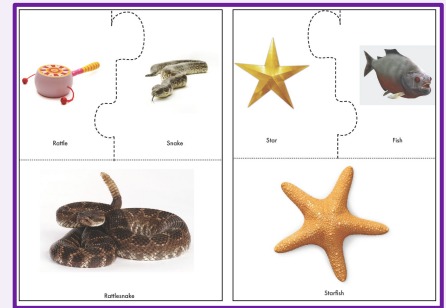
PK3 Unit 5 Week 4 Day 16



Literacy: Compound Words

MATERIALS: [Compound Words 4](#) cut into pieces

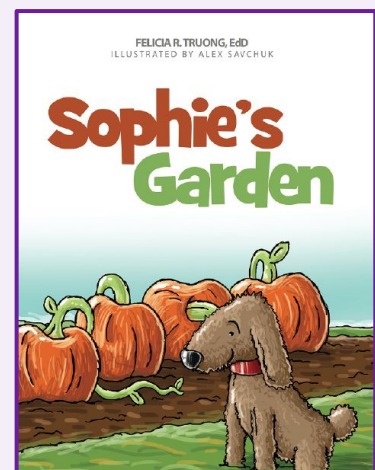
- Say, **You are going to make compound words with the pictures I give you.**
- Give your child the set for rattlesnake. Say, **Find the picture of a rattlesnake. What two words make rattle (pause) snake?**
- **What do you hear first? Yes, rattle, so I will find rattle.** Place it under the picture of rattlesnake. **Then I hear, snake.** Place the picture of the snake beside the picture of the rattle. Point to the words as you say, **Rattle (pause) snake, rattlesnake!**
- Allow your child to find the parts for starfish and rainbow. Give lots of praise, **You are working so hard!** It's okay if you have to help them. They are still learning!
- Save the rest of the pieces for an activity later in the week.

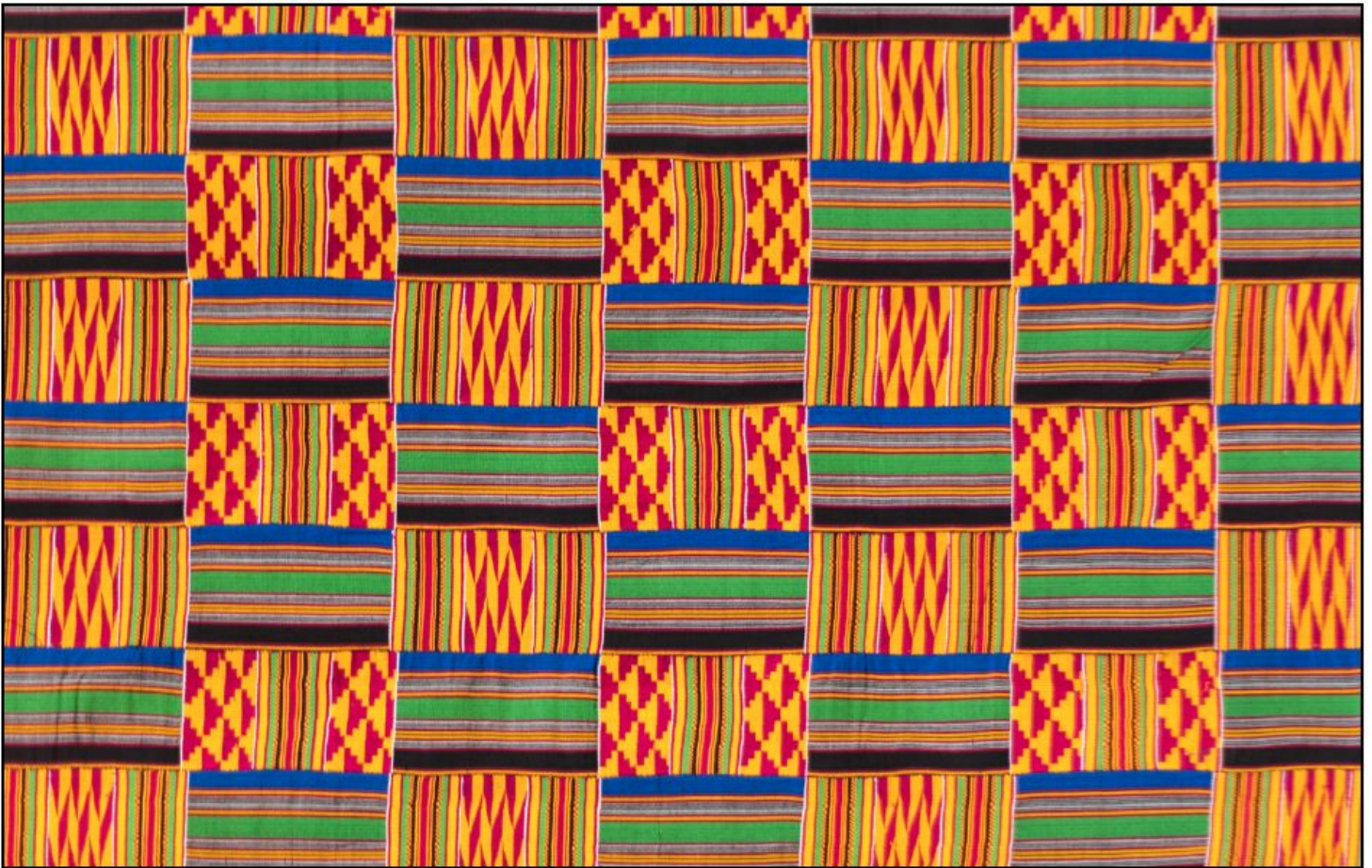


Read: *Sophie's Garden*

MATERIALS: [Sophie's Garden](#)

- With your child, read *Sophie's Garden*. Touch and count each fruit on pp. 2-19 together.
- After, show p. 9. Ask, **How many strawberries do you see?** It's okay if they need to count them instead of telling you just by looking.







Fish



Star



Starfish



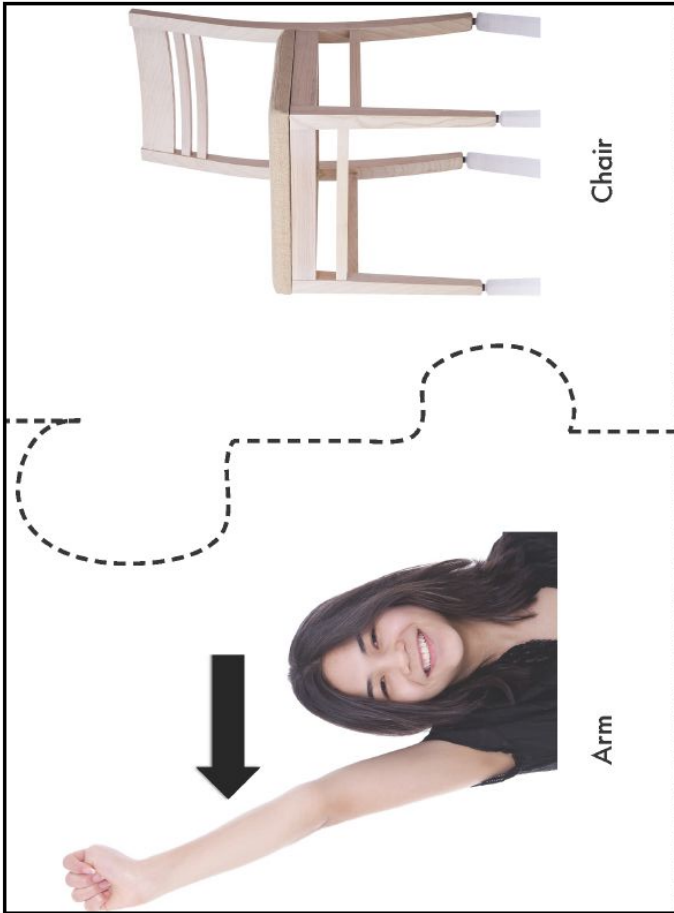
Snake



Rattle



Rattlesnake

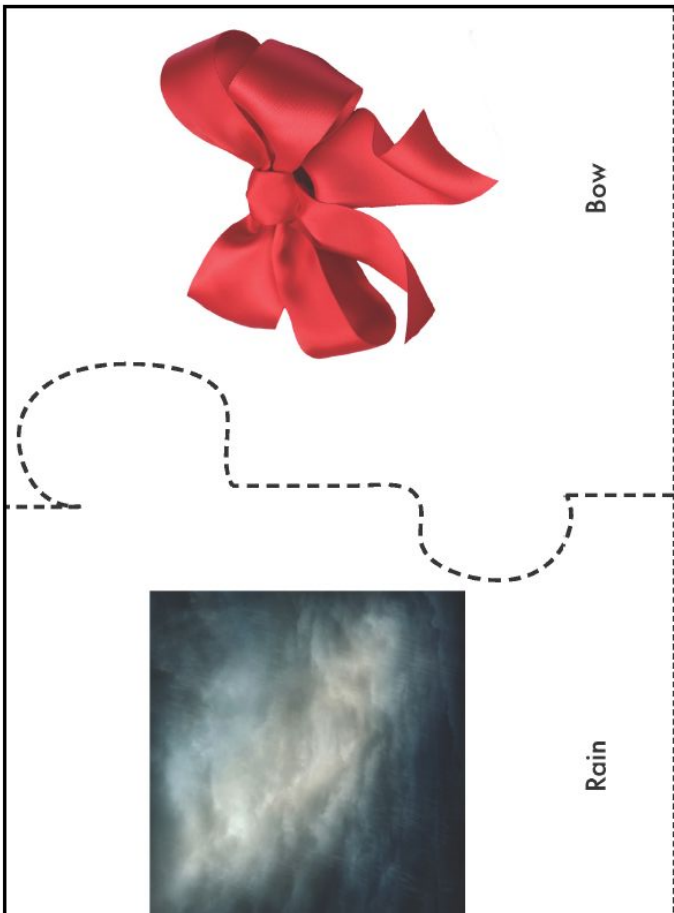


Chair

Arm



Armchair

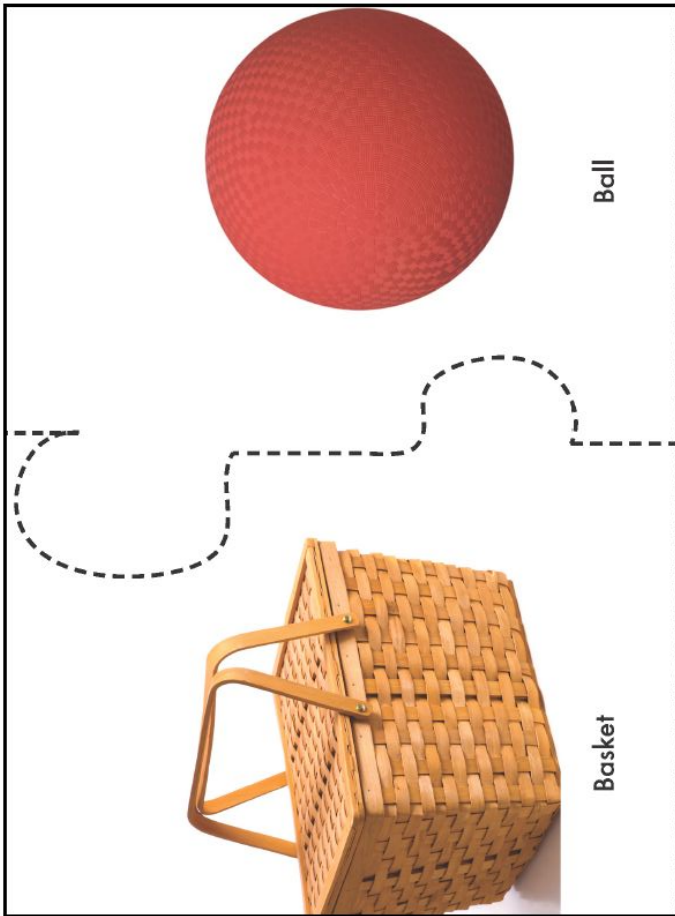


Bow

Rain

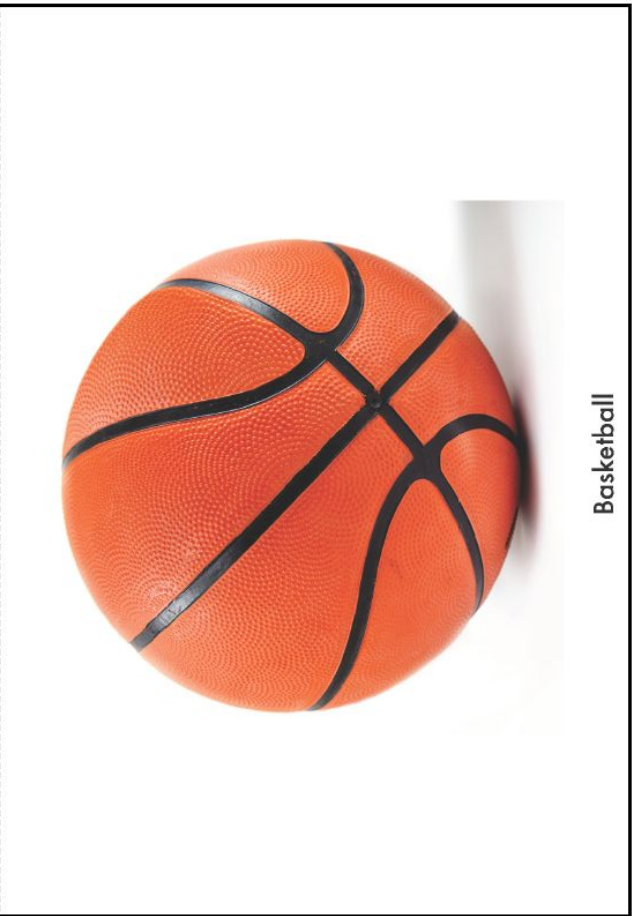


Rainbow

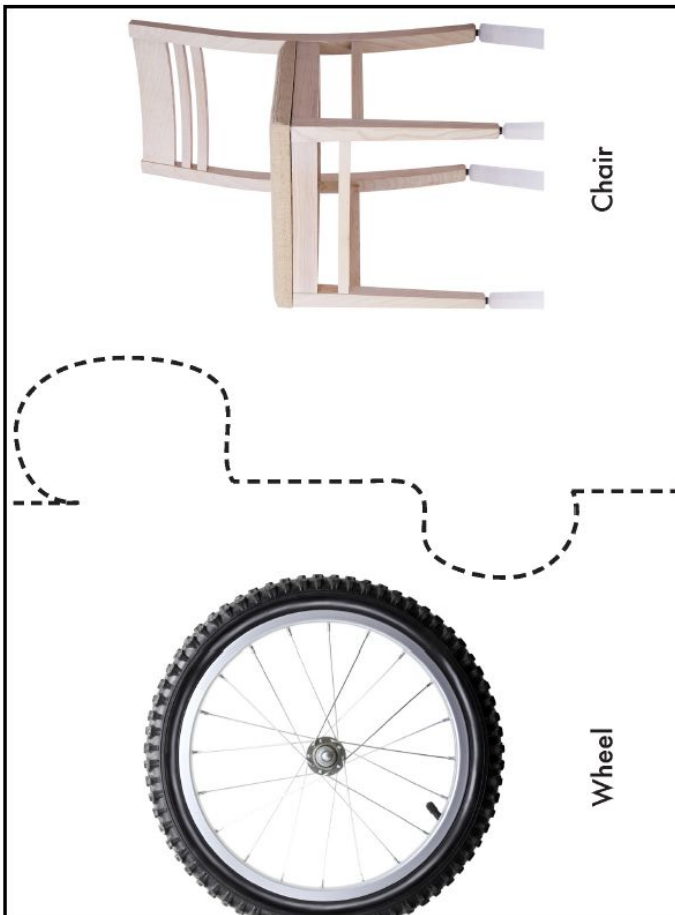


Ball

Basket



Basketball



Chair

Wheel



Wheelchair



STEM: Building Our City/Town

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

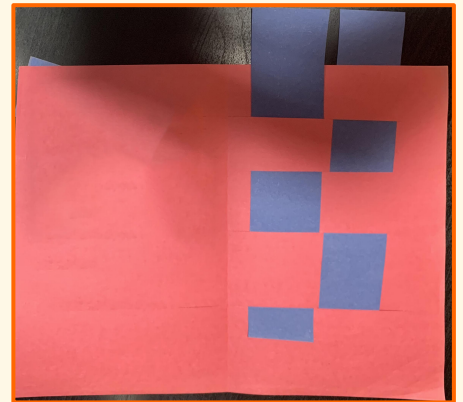
- Say, **Patrick and his mom saw different places on their road trip. Let's use these blocks to build our city/town together.**
- Together with your child, talk about some of the special buildings and features in your city/town that you can build together then build them with the blocks.



Independent Learning: Weaving Kente Cloth

MATERIALS: Kente cloth designs from Day 16, child-safe scissors

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





Literacy: Blending Three-Syllable Words Review

- Say, **Let's blend three syllables to make a word!**
- **I will say three parts of a word. Put them together and tell me the word.**
An (pause) **i** (pause) **mal**. **An-i-mal**. **What word do you hear? Animal!**
- Repeat for the words: ambulance (am-bu-lance) and strawberry (straw-ber-ry). If your child needs support, you can help them. They are still learning!



Journal Prompt: My Garden

MATERIALS: crayons, My Garden Journal Page

- With your child, talk about the different things they might grow if they had a garden like Sophie's.
- Have your child independently draw and write about what they would grow in their garden.
- Later, ask, **Tell me about what you would grow if you had a garden. Why did you pick those things?**

Name: _____

What would you grow if you had a garden?

Name: _____

What would you grow if you had a garden?



STEM: How Many Review

MATERIALS: Household objects like crayons or spoons, 3 each

- Show 2 crayons and ask, **How many crayons are there?** Encourage your child to say the answer without counting the crayons, but it's okay if they have to count to check. Praise their efforts, **Good job, you are working hard!**
- Repeat 2-3 more times for amounts between 0 and 3. Allow your child to show you objects for you to say the amount without counting too.



Independent Learning: Designing My Garden

MATERIALS: paper, crayons, [Sophie's Garden](#)

- With your child, look at pp. 2-3 of *Sophie's Garden*. Talk about the different things you notice about the garden.
- Say, **You can design or draw your own garden today, and tomorrow you can make it out of playdough.**
- Allow your child to independently design their garden.
- After, ask, **How did you design your garden? What fruits and vegetables will you plant?**
- Save the design so they can use it when making a garden tomorrow.



Wednesday

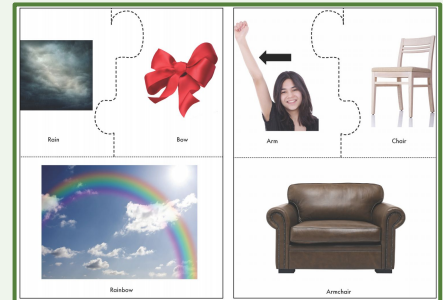
PK3 Unit 5 Week 4 Day 18



Literacy: Compound Words Review

MATERIALS: [Compound Words 4](#) cut into pieces from earlier in the week

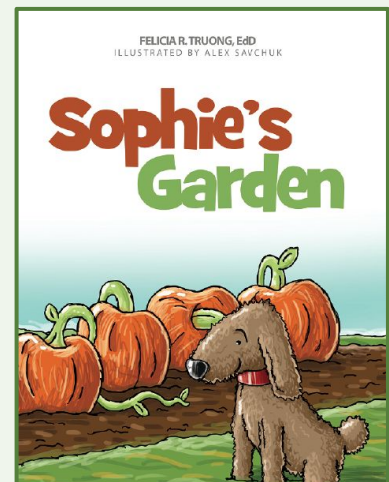
- Say, **You are going to make compound words with the pictures I give you.**
- Give your child the set for armchair. Say, **Find the picture of an armchair. What two words make arm (pause) chair?**
- **What do you hear first? Yes, arm. I will find arm.** Place it under the picture of armchair. **Then what do you hear in armchair? Yes, chair.** Place the picture of the chair beside the picture of the arm. Point to the words as you say, **Arm (pause) chair, armchair!**
- Allow your child to find the pictures for wheelchair and basketball. Give lots of praise, **You are working so hard!** It's okay if you have to help them. They are still learning!



Read: *Sophie's Garden*

MATERIALS: [Sophie's Garden](#)

- With your child, read *Sophie's Garden*.
- After, show pp.14-15. Say, **Count the blueberries please.** After, ask, **How many blueberries are there?** If your child counts again instead of just saying the total you can say, **There are 5 blueberries in all.** This will help them to understand that the last number counted is the total amount.



Wednesday

PK3 Unit 5 Week 4 Day 18



Let's Move: Dance to 7!

MATERIALS: *optional - music*

- Say, **Let's dance and count to 7 while we dance. What dance move would you like to teach me?**
- Dance and count to 7 together 2-3 times, asking your child to suggest the dance moves each time.



Learning Together: Fashion Show

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

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



STEM: Adding Salt and Oil to Water

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

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



Independent Learning: Making My Playdough Garden

MATERIALS: child's garden design from Day 18, playdough or [Playdough Recipe](#)

- Say, **Yesterday, you designed or drew your garden. Today, you can make it using playdough.**
- Allow your child to independently make their garden using playdough, following the design they drew the previous day.
- After, ask, **Can you tell me about your garden? What did you put in your garden? Are there fruits and vegetables in your garden?**

PLAYDOUGH RECIPE

1 cup of flour
2 teaspoons cream of tartar
 $\frac{1}{3}$ 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)

©2020 AppleTree Institute. All Rights Reserved.



Literacy: Let's Blend

- Say, **Let's blend two and three syllables to make a word!**
- **I will say two or three parts of words. Put them together and tell me the word. Door (pause) way. Door-way. What's the word? Yes, doorway.**
- Repeat for the words: window (win-dow) and frustrated (frus-trat-ed). If your child needs support that's okay. They are still learning!



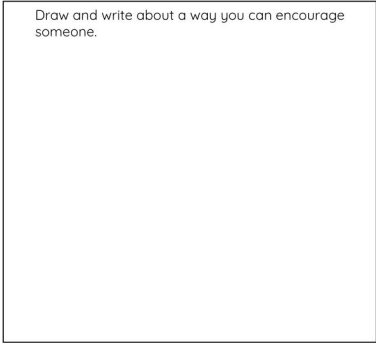
Journal Prompt: My Culture

MATERIALS: crayons, My Culture Journal Page

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

Name: _____

Draw and write about a way you can encourage someone.



Name: _____

What is your favorite part about your culture?



STEM: Our Day

MATERIALS: paper, crayons

- Say, **Let's make a schedule or list of what we do in our day. When we make a schedule we write down what we do in order. We can draw pictures too.**
- Ask, **What do we do first? Yes, we ____** (e.g. wake up, eat breakfast, etc.) **Then what do we do next?**
- Help your child to talk and draw about at least 2-3 things they do in order e.g., wake up, eat breakfast, have fun learning.
- After, ask, **What did we do last in our schedule?**



Independent Learning: Say Goodbye to Culture

MATERIALS: paper, crayons

- Say, **We have been learning about different cultures and how we are more the same than we are different.** With your child, talk about their favorite part of learning about culture. It could be their favorite activity or book.
- Have your child independently draw and write about their favorite part of this unit.
- After, say, **What did you write about? Why was that your favorite?**



Literacy: Tell Me About It

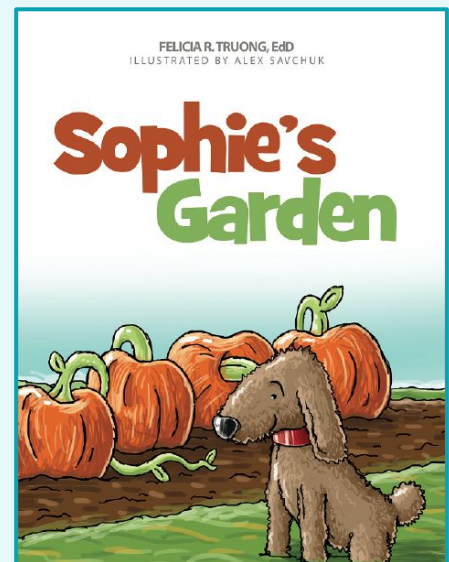
- Ask, **What do you think is the most interesting part of our culture?**
- Ask your child 2-3 follow up questions like, **Why do you think that?** Or, **Is there anything else you would like to learn about that part of our culture?** Practice having a back and forth conversation.
- If they don't want to talk about culture, you can ask your child what they would like to talk about instead.



Read: *Sophie's Garden*

MATERIALS: [*Sophie's Garden*](#)

- With your child, read *Sophie's Garden*.
- After, ask, **Where does the story take place? What is the setting?**



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

