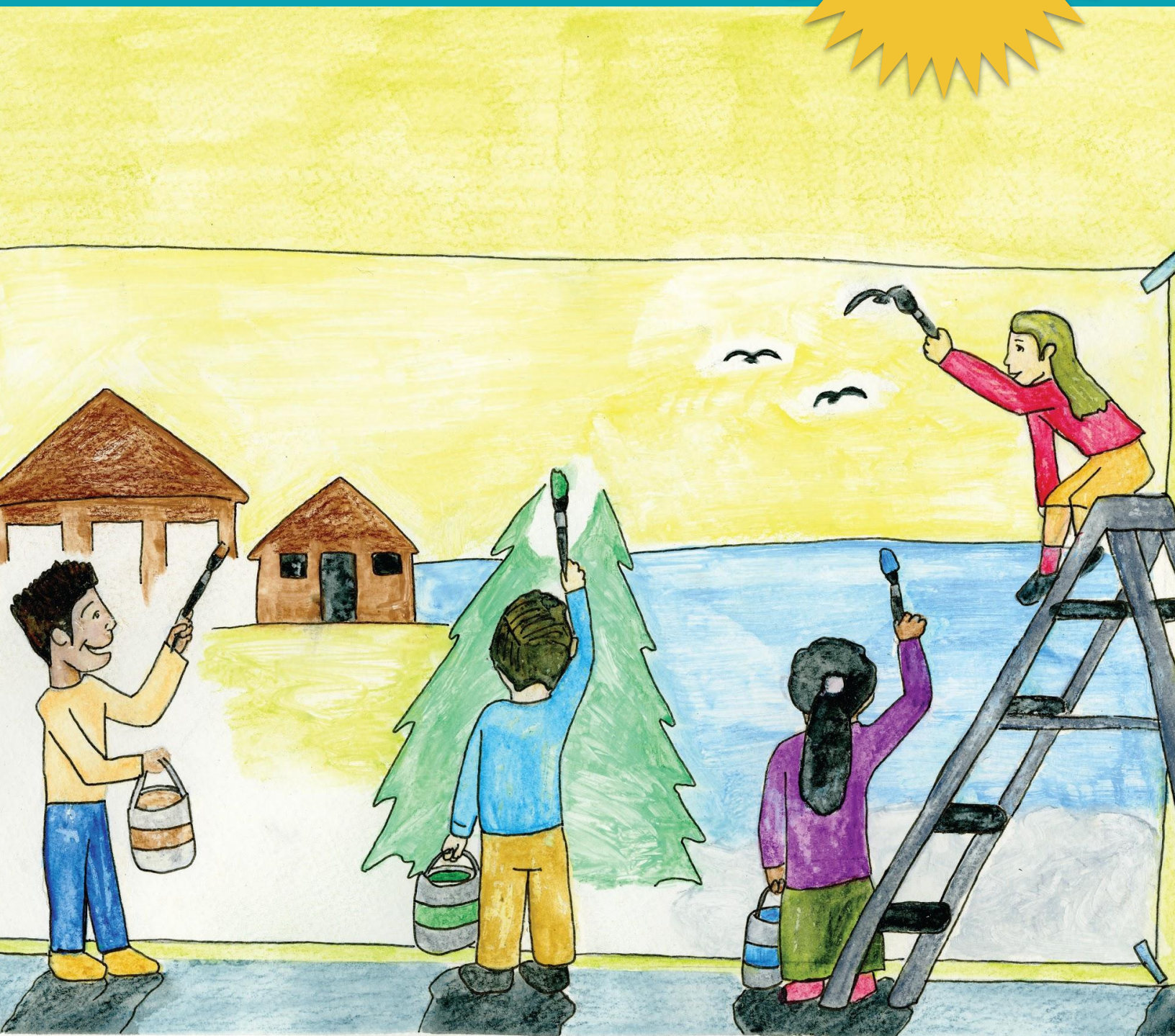


Unit 4

Art and Color

PK4





Unit 4

Art and Color

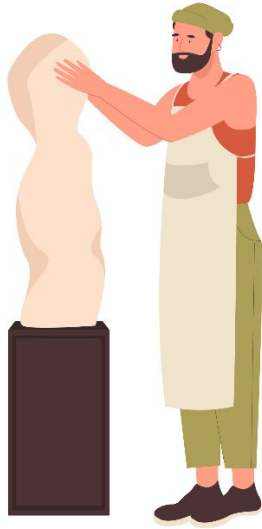


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AppleTree Institute for Education Innovation
1801 Mississippi Ave SE, 3rd Floor
Washington, DC 20020

PK4 Unit 4 Overview



Unit 4 Vocabulary

art

artist

pattern

primary color

rainbow

secondary color

tertiary color

tint

Dear Families,

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

Unit 4 Books



- [*In the Car*](#) by Leah González
- [*Artists Create!*](#) by Akiea Gross
- [*Rafael's Alley*](#) by Livy Traczyk
- [*Let's Compare*](#) by Justin Tompkins

ECR@ Home activities include: painting in different ways, making sculptures, taking photographs, and dancing. Your child will also separate syllables and learn about the letters C, O, T, L, E, F.

Week 1

PK4 Unit 4 Week 1 Overview

What is Art?

This week your child will:

start to explore different types of art like cubism, symmetrical art, and recycled art. They'll also create patterns, count 10 objects, separate syllables, and learn about letters C and O.

Key Vocabulary



art

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



primary color

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



secondary color

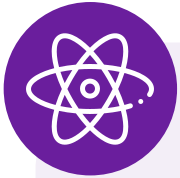
colors made by mixing primary colors



Create Connections

**Think
About It!**

This week you will learn about what art is. Before you begin the packet, write and draw about what you think art is.



STEM: Counting 10 Objects

MATERIALS: household objects like crayons or paper clips (10)

- Say, **Let's count together.**
- Put 10 objects down and touch each object as you count. Say, **1, 2, 3, 4, 5, 6, 7, 8, 9, 10. There are 10 things.**
- Show between 1 and 10 objects and ask your child to count them. Then ask, **How many are there all together?** If they count again without saying the total, you can say it to help them understand that the last number they say represents the total number of objects. **There are _ things.**



Independent Learning: Cubism- Painting with Art

MATERIALS: child-safe scissors, magazines or newspapers, glue or tape, paper, *optional - watercolor palette or crayons*

- Say, **Cut out different shapes then glue them on your paper to make art with shapes. This is called cubism.**
- Have your child independently complete the activity. It's okay if they cut out irregular shapes, they're practicing cutting.
- After, ask, **Can you describe your art? What shapes did you use?**

Monday

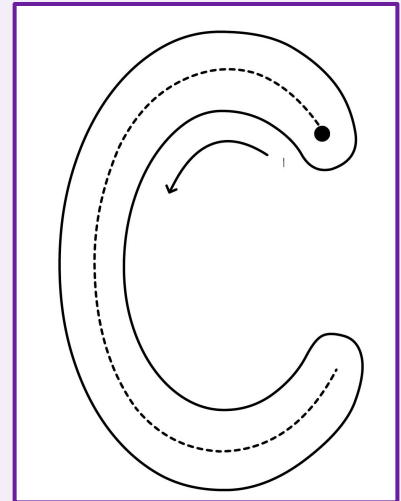
PK4 Unit 4 Week 1 Day 1



Literacy: C

MATERIALS: [Large Letter C](#)

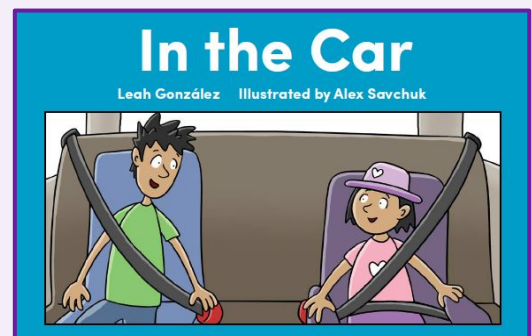
- Practice the letter C. Say, **Make a C by writing a curve, stop.** Have your child say the letter C and make the sound for C, like cat. Finally, have your child trace the C with their finger.
- See how many uppercase C's you can find together throughout the day!
- Don't worry if your child needs more time to learn the letter C!

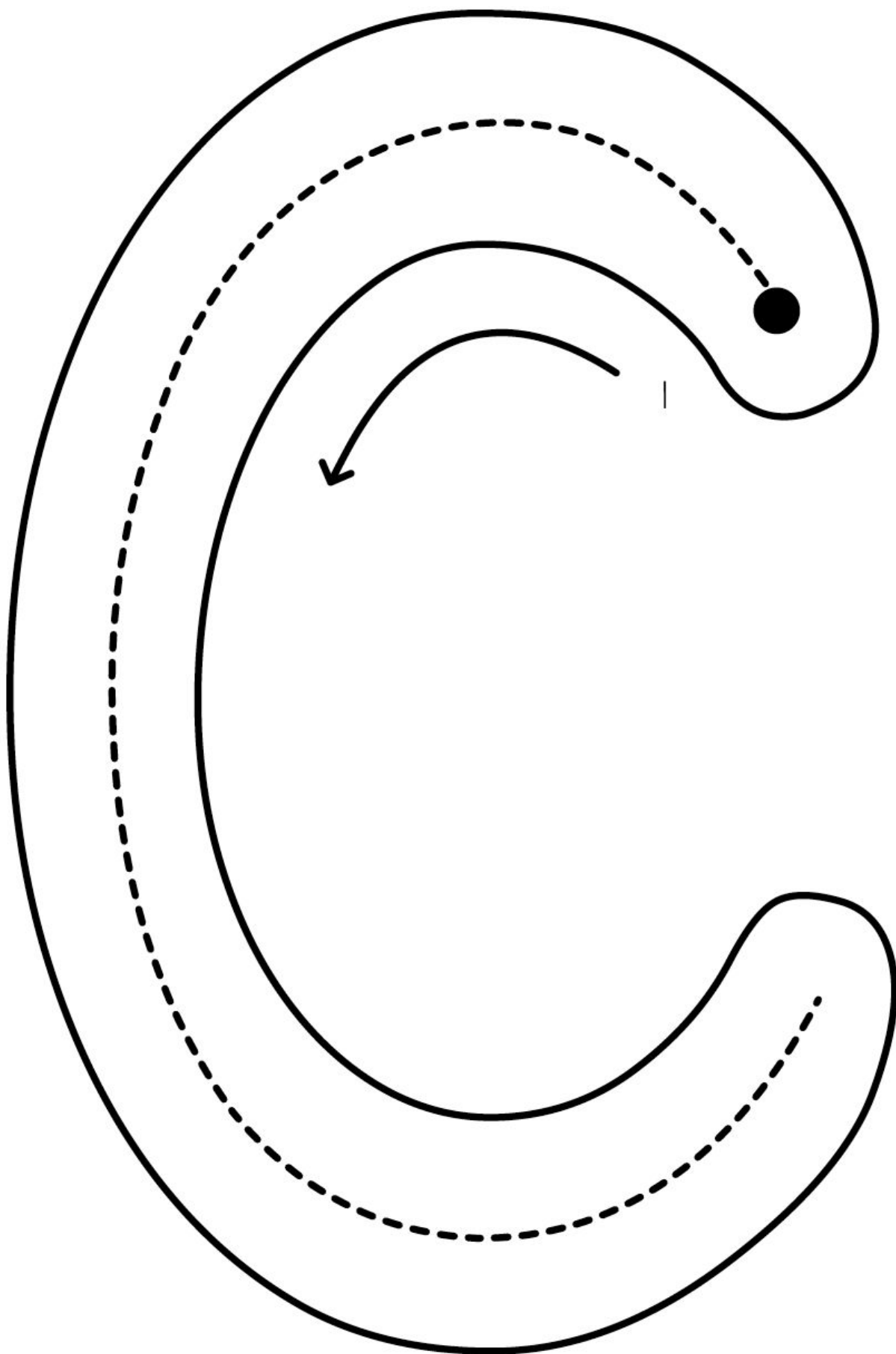


Read: *In the Car*

MATERIALS: [In the Car](#)

- With your child, point out the letter C in the title of the book, then read *In the Car*.
- After, say, **Let's play the feelings game they played. I'll call out a feeling and we can make a face to show that feeling.**
- Take turns leading the game and calling out feelings.







STEM: Symmetry

MATERIALS: paper folded in half, watercolor palette

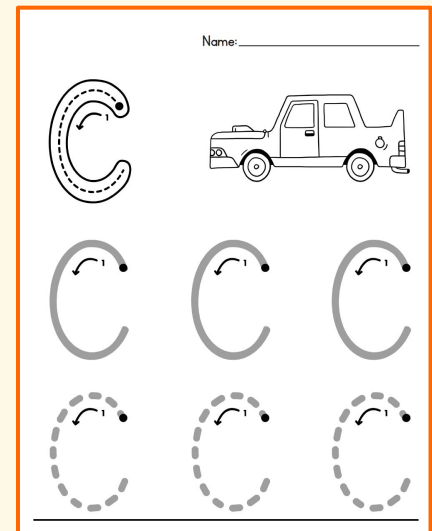
- Say, **You're going to make a symmetrical painting. Symmetry means that it's the exact same on both sides.**
- Point to one half of the folded paper. Say, **Paint only this side of the paper first.**
- Have your child independently paint that side.
- After, help your child to fold the paper and press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



Independent Learning: C

MATERIALS: [Letter C Practice](#), pencil, crayons

- Brainstorm words that start with the letter C (focus on words with the c sound like in cat, not like in circle).
- Have your child independently practice tracing the letter C. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as cat?**

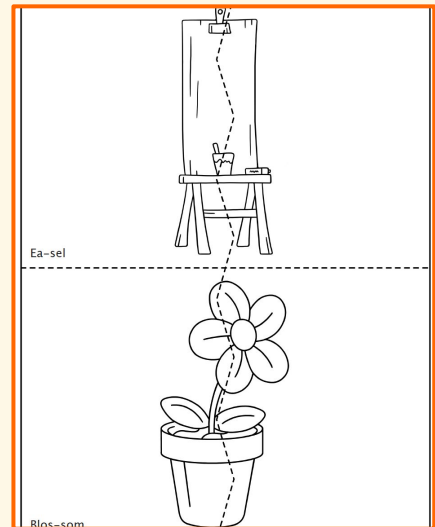




Literacy: Story Problem

MATERIALS: [Segmenting Syllables 1](#) cut into pieces

- Say, **We know that syllables are the beats in words. Purple has two beats. Pur-ple, pur and ple, purple.**
- **Now, we are going to break words into their parts or syllables.**
- Show two parts of the word easel put together. Pull the pieces apart as you say, **Easel, ea-sel. Ea (pause) sel. There are two syllables. Let's clap them ea-sel, easel!**
- Repeat together for the words: blossom and crayon. Save the other pictures for an activity next week.



Journal Prompt: In a Car

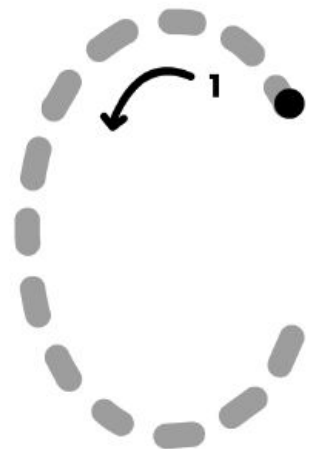
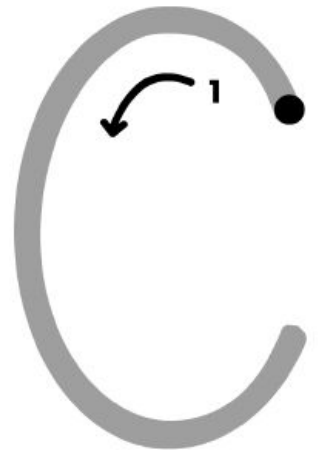
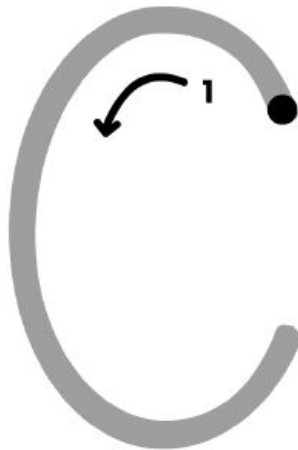
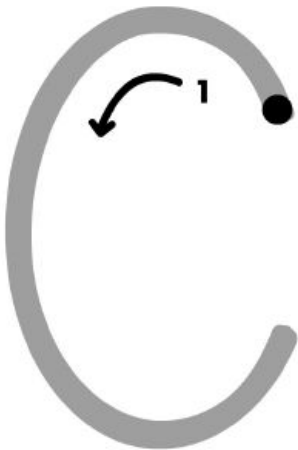
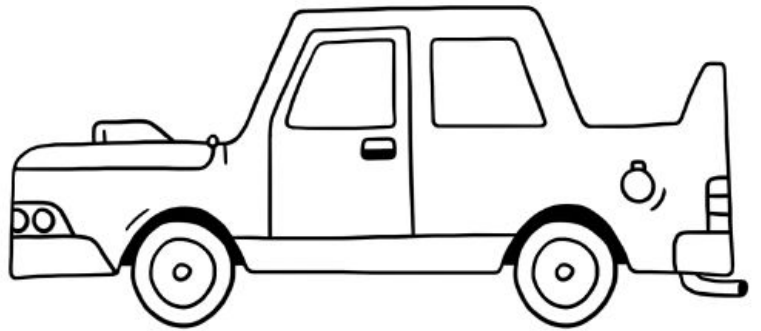
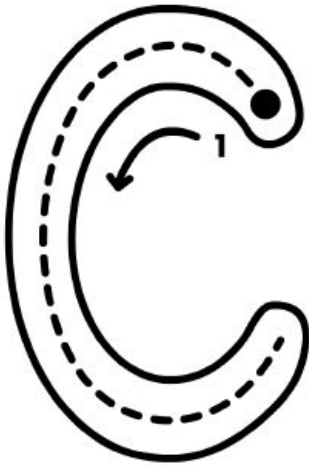
MATERIALS: crayons, In a Car Journal Page

- With your child, talk about things you might do in a car, like play I Spy.
- Have your child independently draw and write about what they like to do in a car.
- Later, ask, **Tell me about what you like to do in a car.**

Name: _____

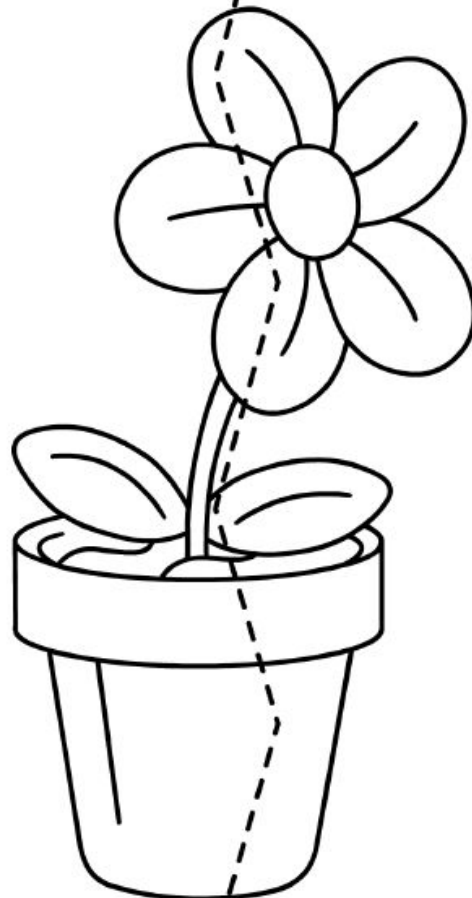
What do you like to do in a car?

Name: _____

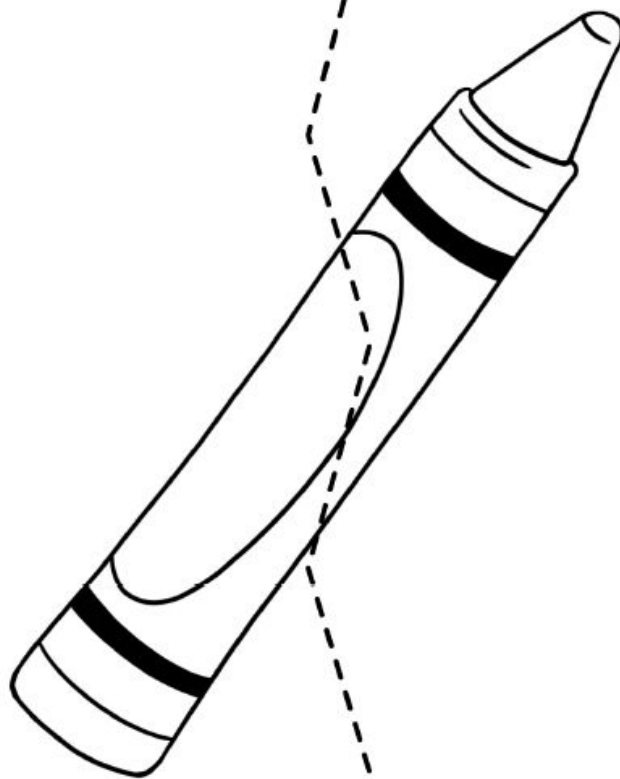




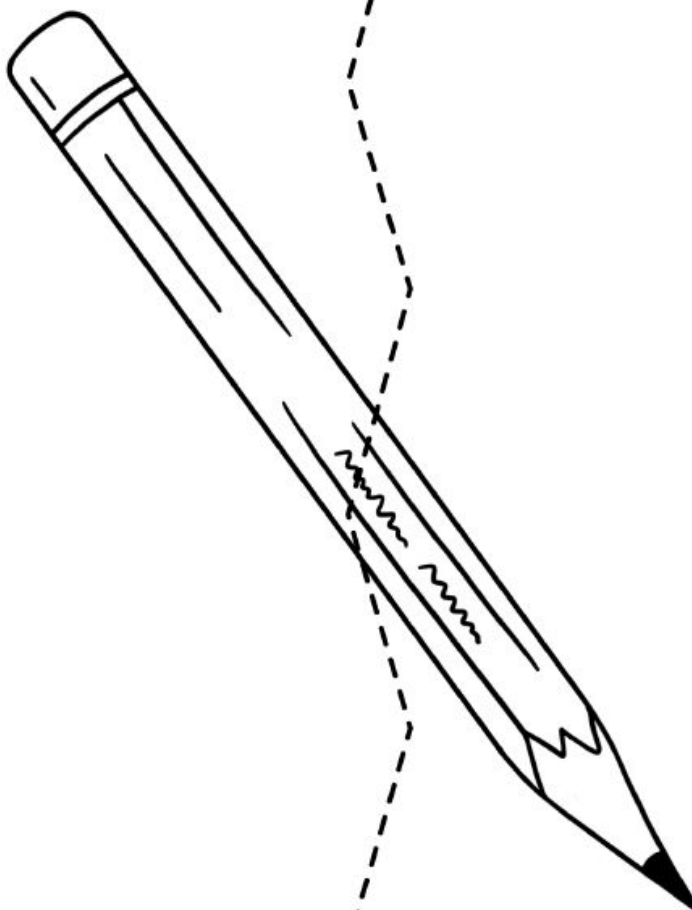
Ea-sel



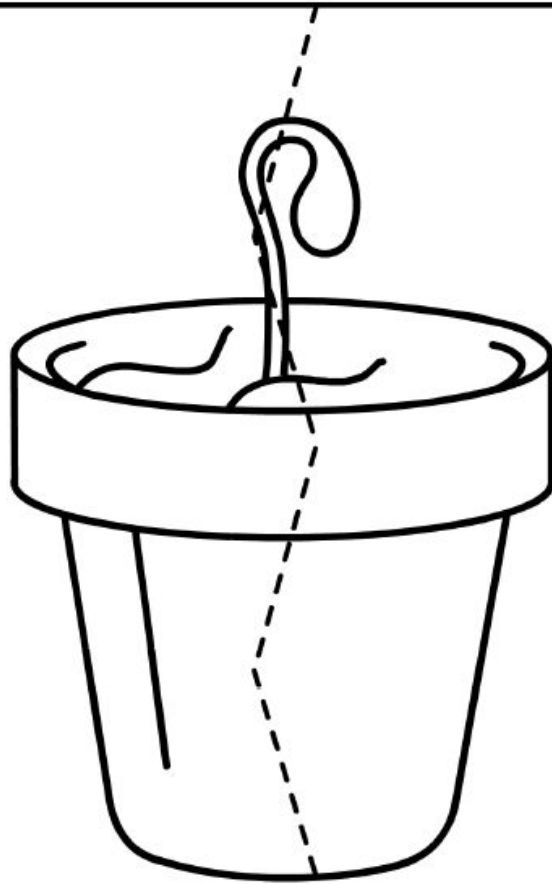
Blos-som



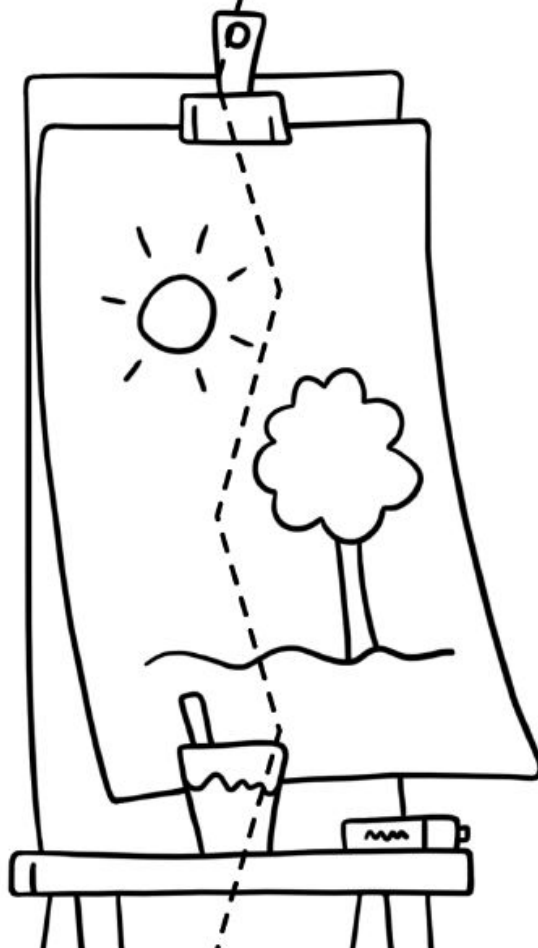
Cray-on



Pen-cil



Seed-ling



Paint-ing

Name: _____

What do you like to do in a car?



STEM: Sorting Objects

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 they need you to suggest another way. They can be sorted in other ways like 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: Recycled Art

MATERIALS: recyclable or household items like cardboard boxes, plastic containers, bottle caps, etc., paper, tape or glue, watercolor palette, [Recycled Art](#)

- With your child, look at the pictures of the recycled art. Say, **You can make art with these things.**
- Allow your child to independently make something using the items.
- After, say, **Please tell me about what you made.**



Wednesday

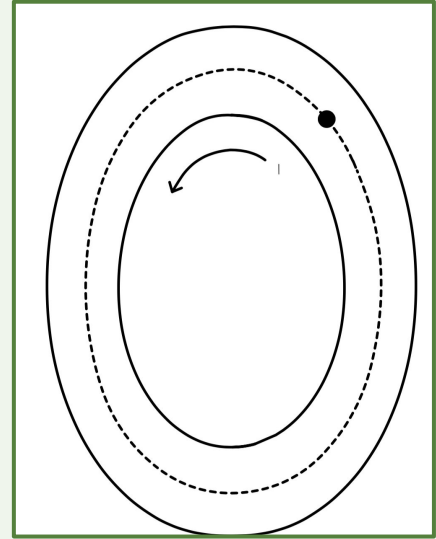
PK4 Unit 4 Week 1 Day 3



Literacy: O

MATERIALS: [Large Letter O](#)

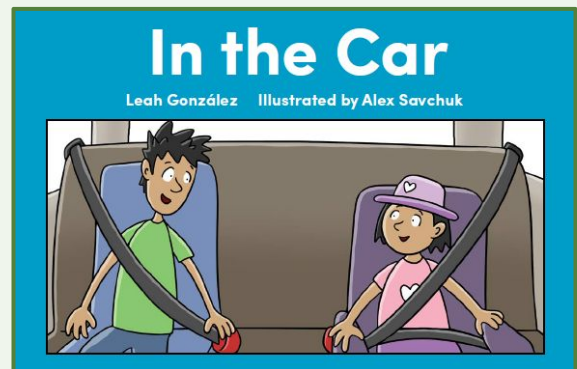
- Practice the letter O. Say, **Make an O by writing a curve.** Have your child say the letter O. Make the sound for O like octopus. Finally, have your child trace the O with their finger.
- See how many uppercase O's you can find together throughout the day!
- Don't worry if your child needs more time to learn the letter O!



Read: *In the Car*

MATERIALS: [In the Car](#)

- With your child, read *In the Car*.
- After, ask, **Monica and her brother made up a feelings game to play in the car. Can you think of another game you could play in the car?**



Wednesday

PK4 Unit 4 Week 1 Day 3



Let's Move: Movement Patterns

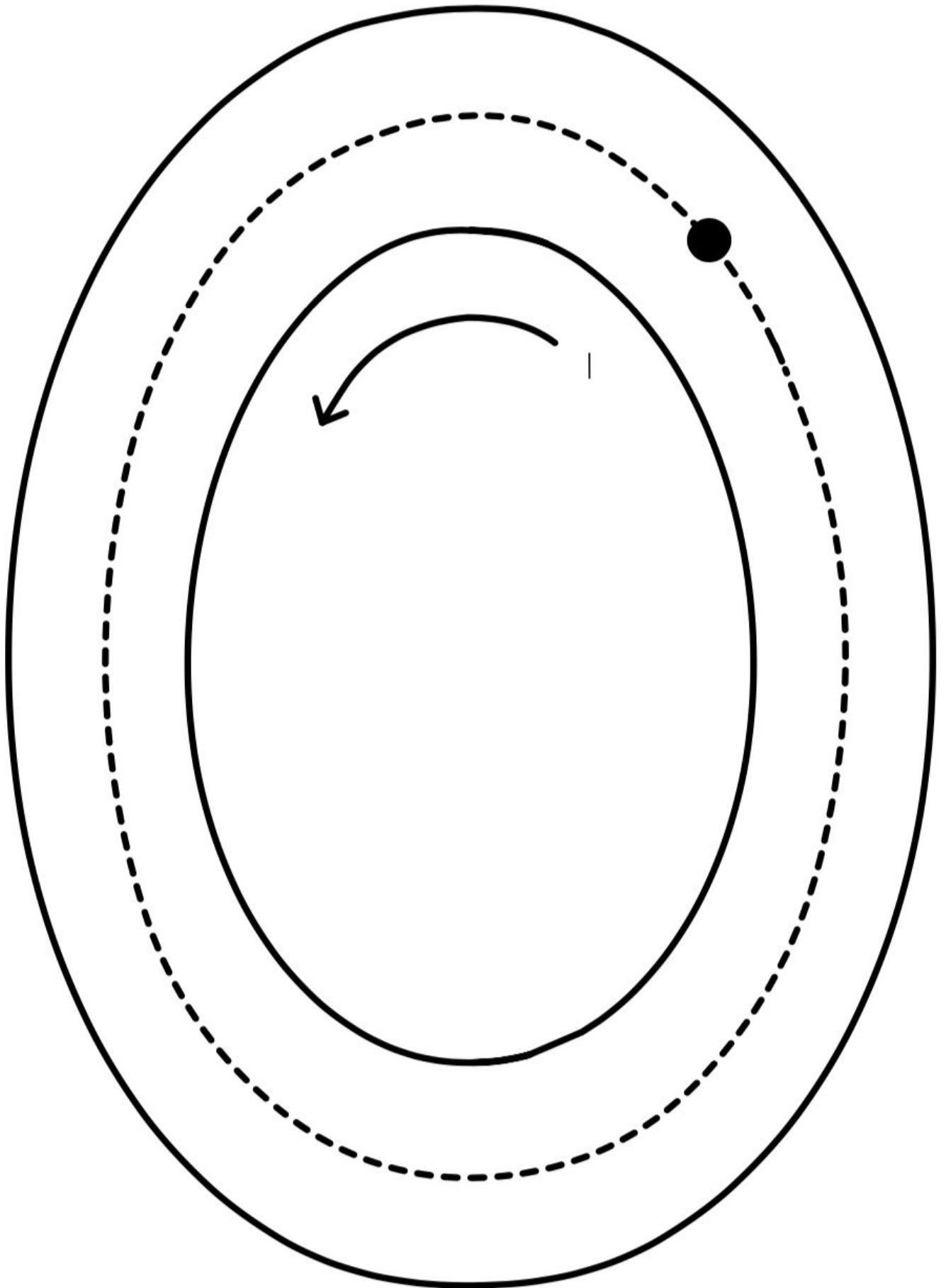
- Say, **A pattern is something that repeats. Let's make movement patterns!**
- **I'm going to do some moves and you can copy me.** Make a simple pattern like clap, jump, clap, jump or wiggle, snap, wiggle, snap.
- Switch roles so your child can lead.



Learning Together: Color Hunt

- Say, **Let's go on a color hunt. I'm going to call out a color and you have to find something that is that color!**
- Switch roles so your child can call out the colors.



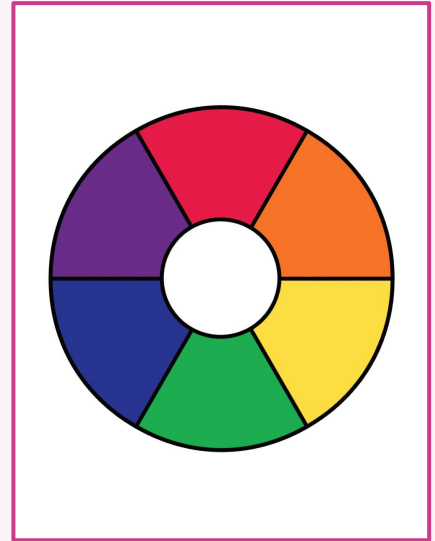




STEM: Making Secondary Colors

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

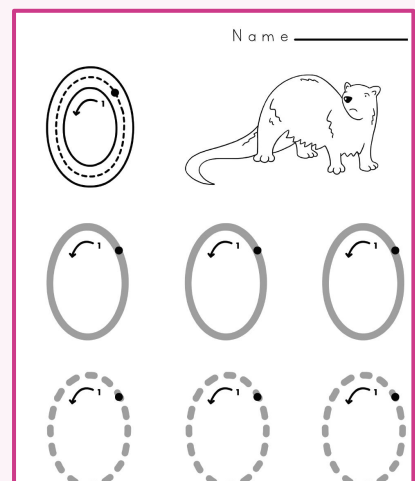
- Show the colored color wheel and say, **There are different types of colors. Red, yellow, and blue are primary colors. These are colors we mix to get other colors.**
- Using the blank color wheel, have your child color or paint in the primary colors on the P's.
- **You are going to mix two primary colors to make the secondary colors - purple, green, and orange.**
- Have your child color or paint in the secondary colors. They can mix red and yellow to fill in orange and repeat for green (blue and yellow) and purple (blue and red).



Independent Learning: O

MATERIALS: [Letter O Practice](#), pencil, crayons

- Brainstorm words that start with the letter O (focus on words with the o sound like in otter, not like in oval).
- Have your child independently practice tracing the letter O. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as otter?**





Literacy: Character Attempts

- Say, **Remember that a goal is something that you want and are trying to get or do. An attempt is something the character does to get their goal.**
- Share a goal and attempt of yours, such as, **I want to learn how to paint a picture. I first tried by painting the sun.**
- Ask, **What is a goal you have? What will you attempt or do to get your goal?**



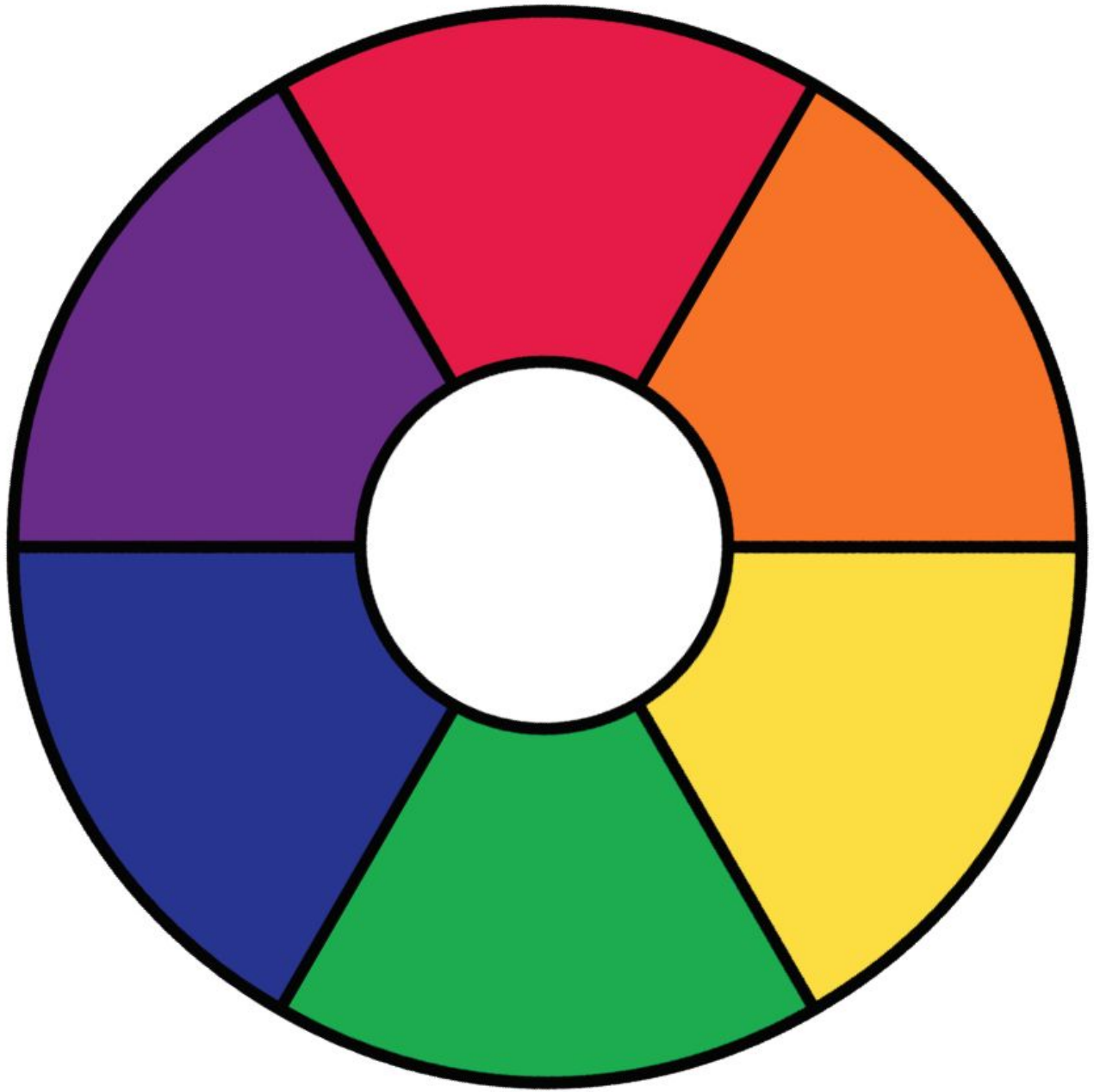
Journal Prompt: My Favorite Colors

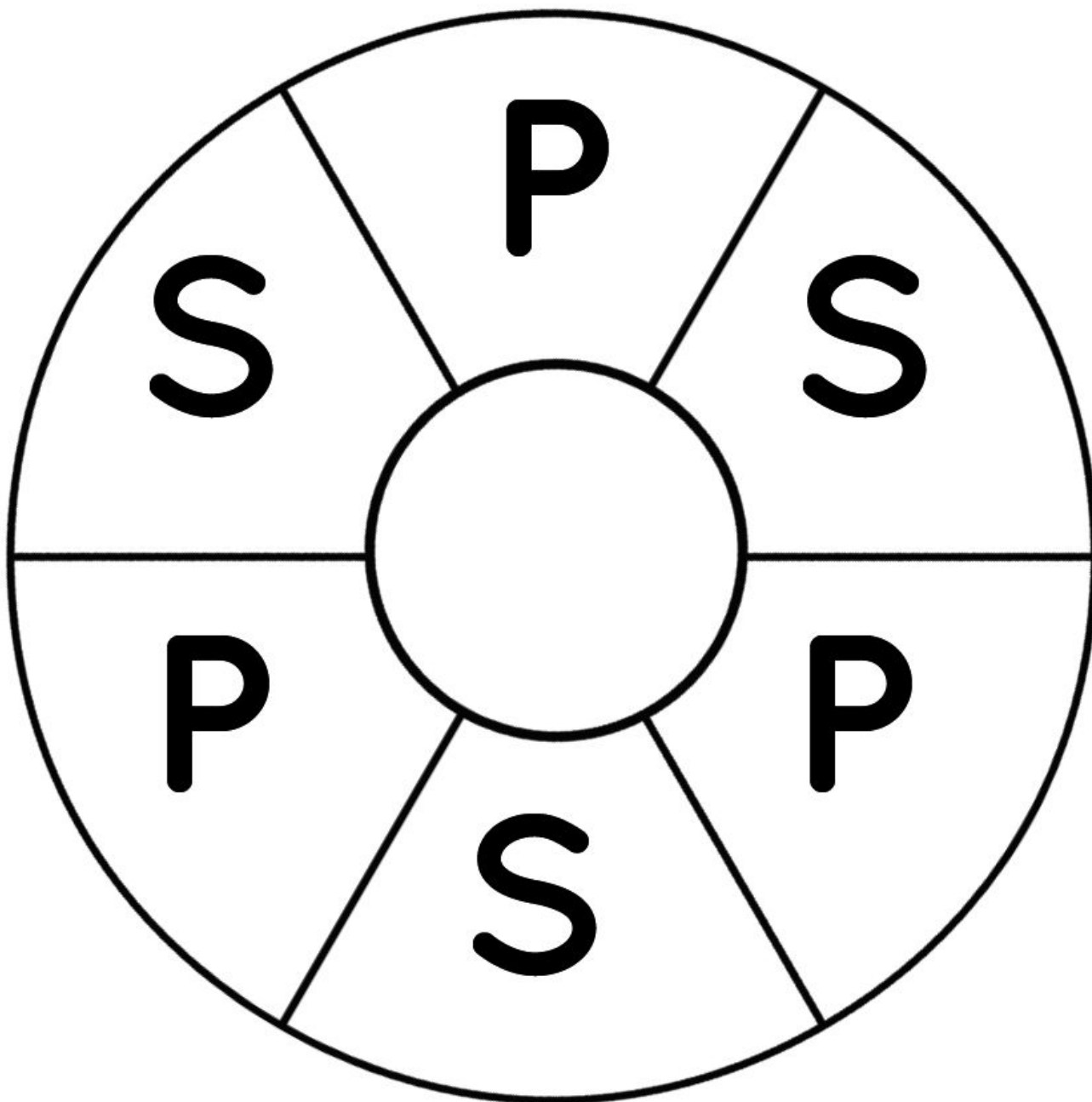
MATERIALS: crayons, My Favorite Colors Journal Page

- With your child, talk about their favorite colors.
- Have your child independently draw using their favorite colors.
- Later, say, **Please tell me about your picture.**

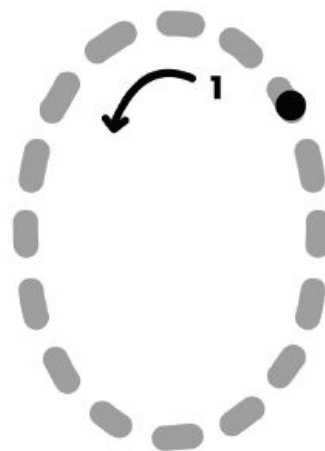
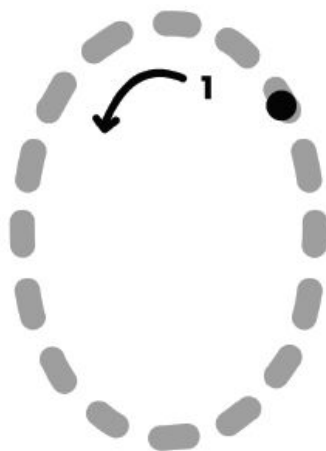
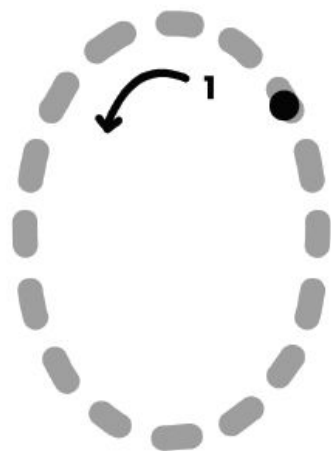
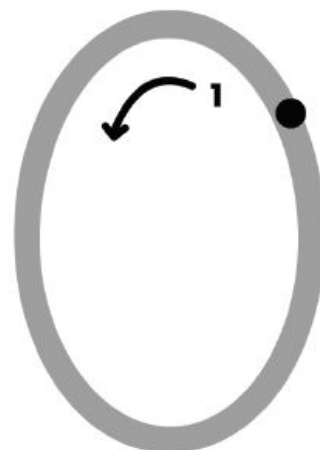
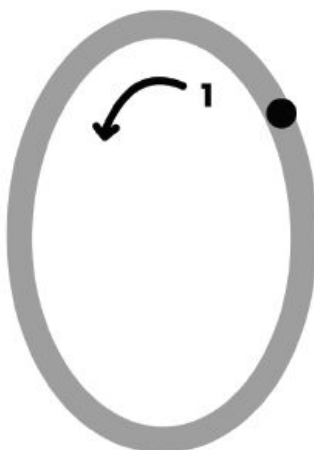
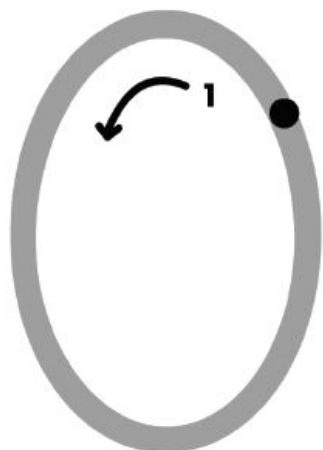
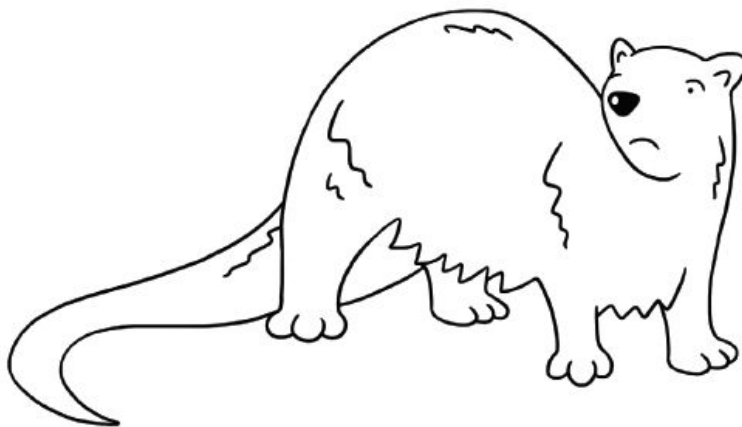
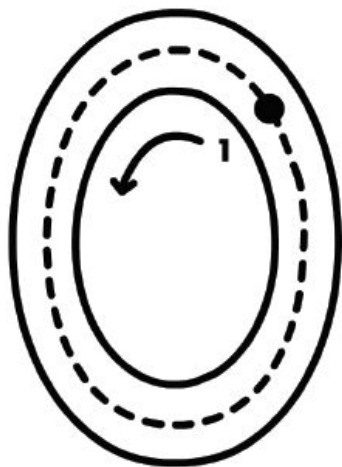
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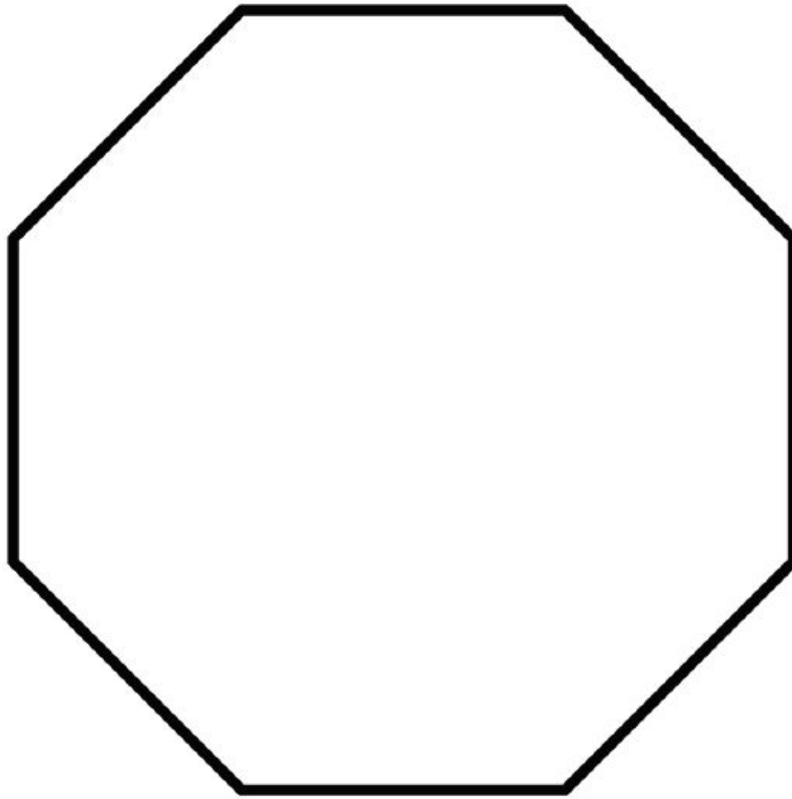
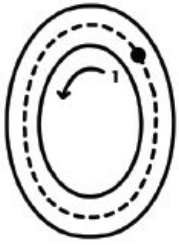
Use your favorite colors to create a picture.



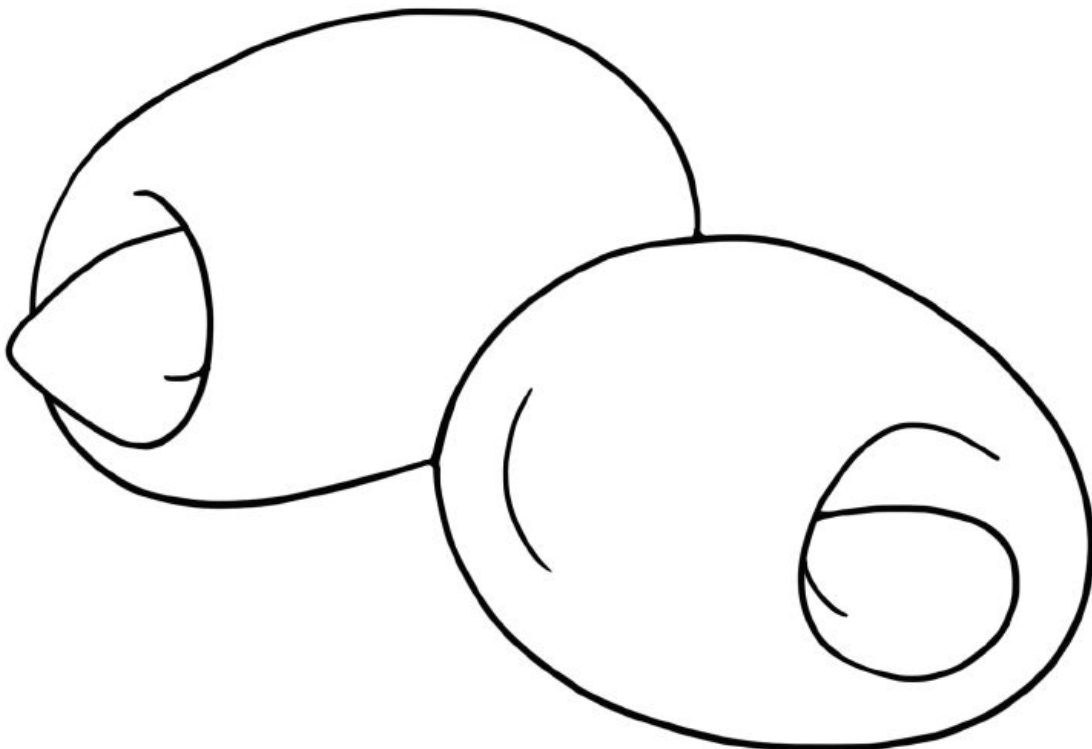


Name _____





Octagon



Olive

Name: _____

Use your favorite colors to create a picture.



STEM: Patterns with Objects

MATERIALS: 3 different household items (3-5 of each), e.g., spoons, forks, crayons

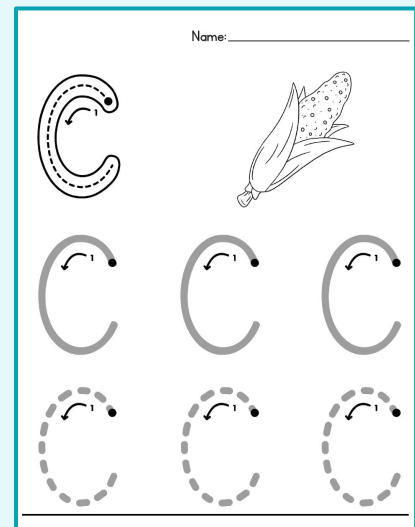
- Say, **Let's make patterns.** Patterns are things that repeat.
- Make a pattern and say, **Spoon, fork, crayon, spoon, fork, crayon.**
- **Can you make a pattern?** Your child can make different patterns, e.g., AB, ABC, ABB, etc. The important thing is that it repeats in a predictable way. Give your child lots of praise, **Great job! You are working really hard.**



Independent Learning: Writing C & O

MATERIALS: C & O, pencil, crayons

- Brainstorm words that start with the letters C and O.
- Have your child independently practice tracing the letters C and O. Use the provided sheet or make one of your own!
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write?**
Can you think of other words that start with the same sound as octopus? Can you think of other words that start with the same sound as corn?





Literacy: C & O Review

MATERIALS: paper, crayons

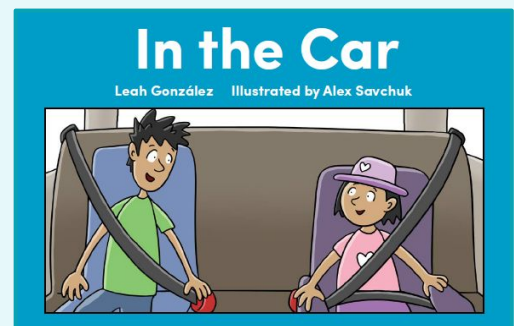
- Make several letter C's and O's on a piece of paper. Tear or cut them apart to make C and O cards.
- Show your child how to play a matching game. Place the cards face down. Flip over two cards. If the letters match, say the letter name and make the letter sound. Take the cards out of the playing area. If the cards don't match, flip them face down again.
- Then, allow your child to have a turn.
- Keep taking turns and playing until all the matches have been made.



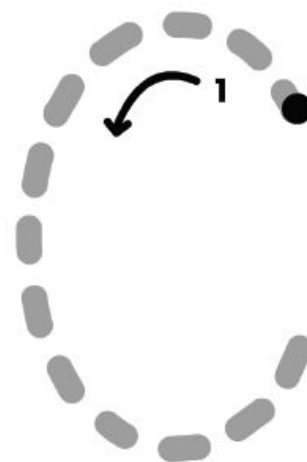
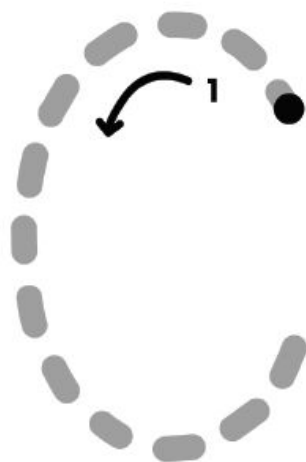
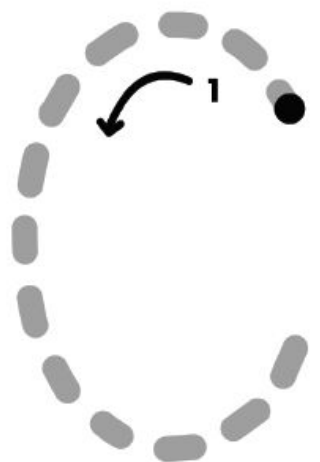
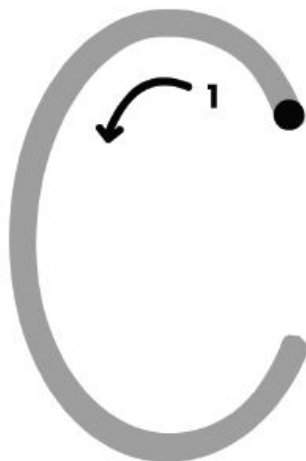
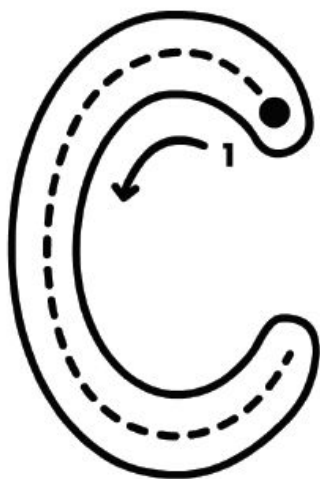
Read: *In the Car*

MATERIALS: *In the Car*

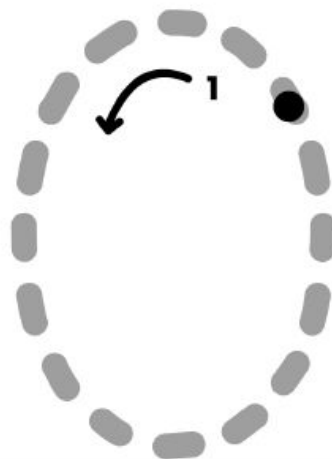
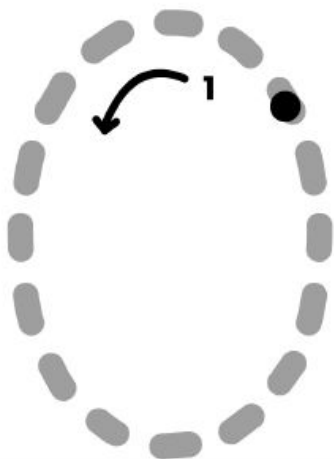
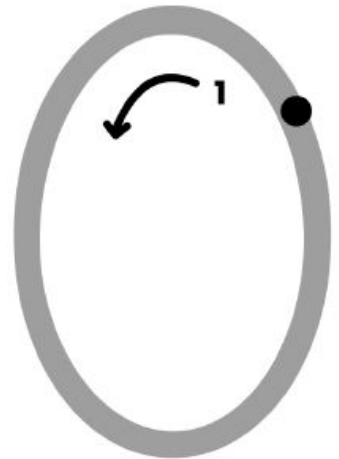
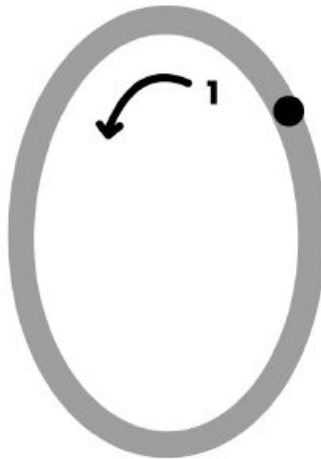
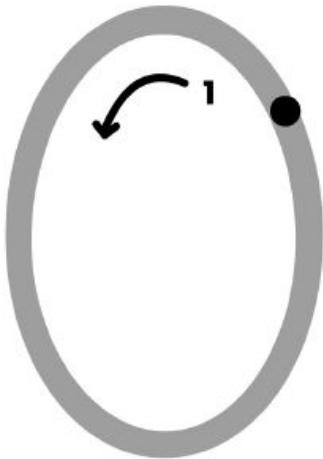
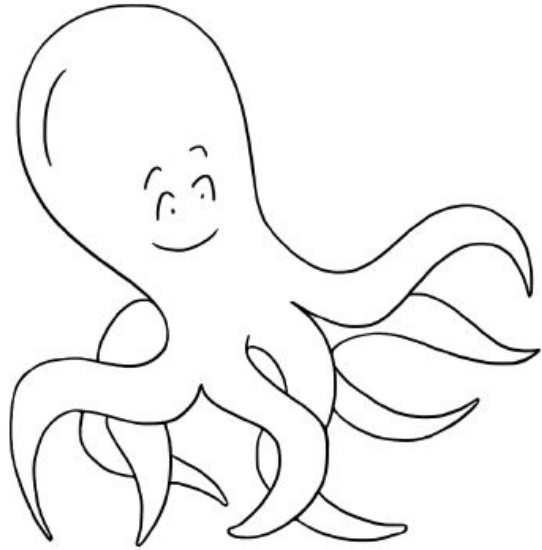
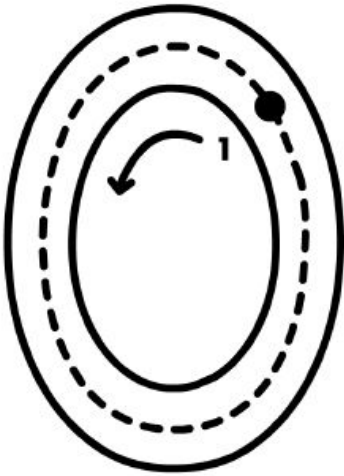
- With your child, read *In the Car*.
- After, ask, **What was Monica's brother attempting or trying to do with his silly game? Yes, he was attempting to help Monica.**



Name: _____



Name _____



Week 2

PK4 Unit 4 Week 2 Overview

Tools, Media, and Types of Art

This week your child will:

learn about artists and different types of art like pottery. They will also sort, make patterns, separate syllables, and learn about the letters L and T.

Key Vocabulary



artist

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



pattern

something that repeats



tint

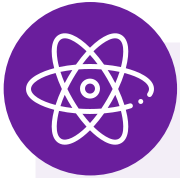
a small amount of a color



Create Connections

**Think
About It!**

This week, you will learn about different types of artists. Before you begin the packet, write and draw about the kind of artist you would like to learn about.



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 have different suggestions that are also correct.



Independent Learning: Playdough Pottery

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

- With your child, look at pp. 11 of *Artists Create!* and talk about the pottery you can make with clay like bowls and vases.
- Say, **You can make pottery with your playdough.**
- Have your child independently make pottery with playdough.
- After, ask, **Please tell me about the pottery you created.**

PLAYDOUGH RECIPE

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

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

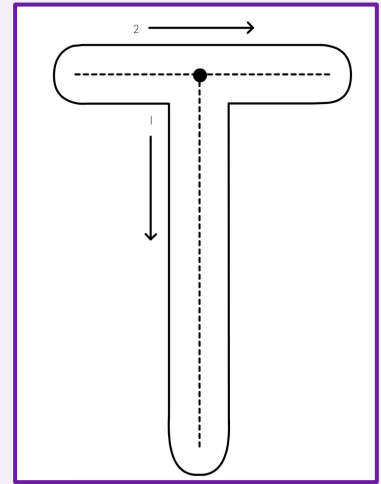




Literacy: T

MATERIALS: [Large Letter T](#)

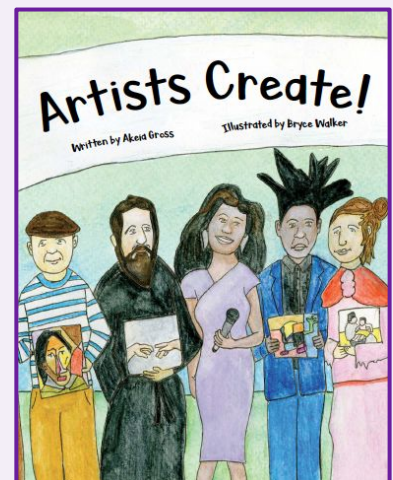
- Practice the letter T. Say, **Make a T by writing down, across.** Have your child say the letter T and make the sound for T, like tie. Finally, have your child trace the T with their finger.
- See how many uppercase T's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter T!



Read: *Artist's Create!*

MATERIALS: [Artists Create!](#)

- With your child read *Artists Create!*
- After, ask, **What do you think it would be like to be an artist?**

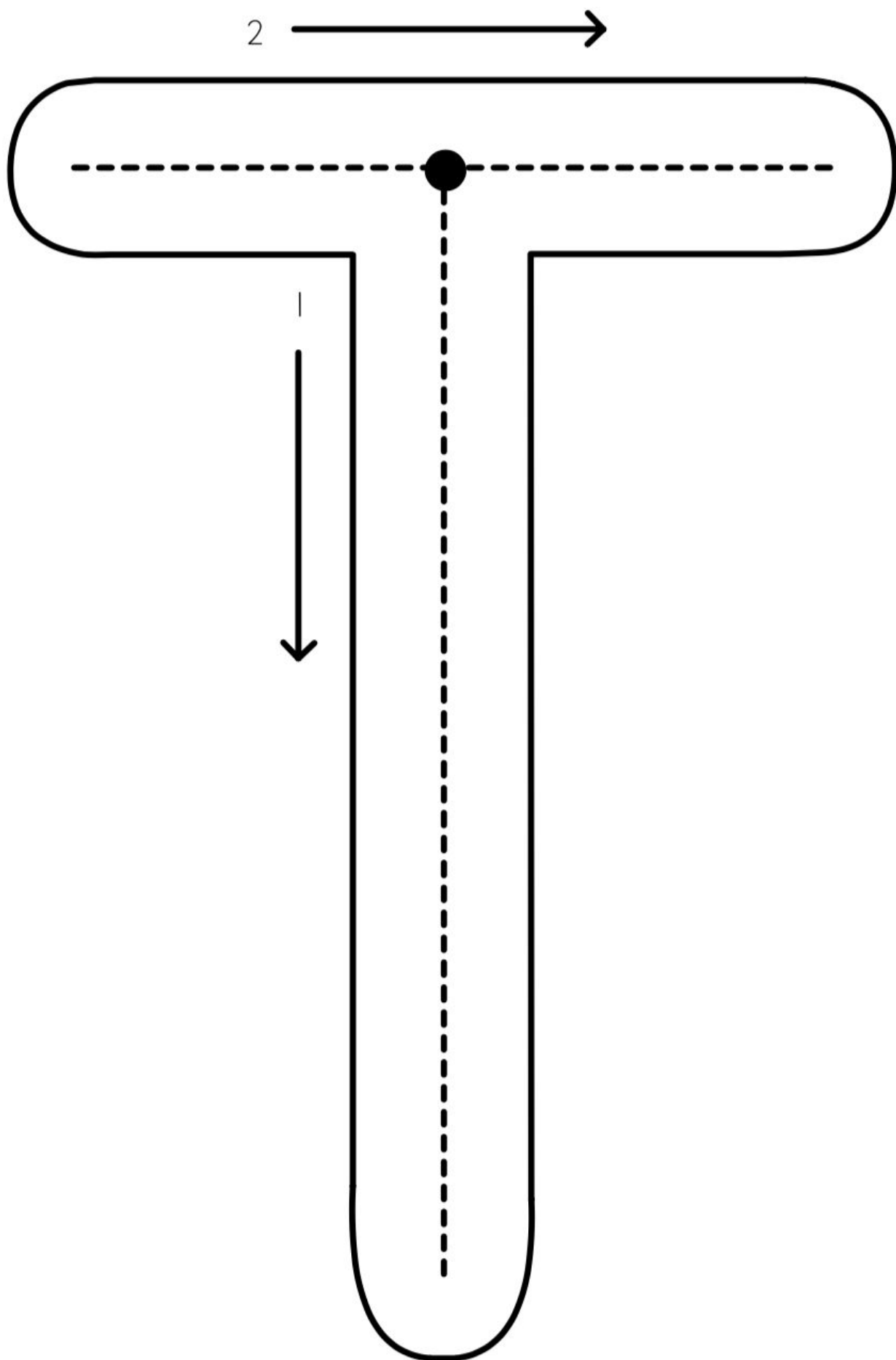


PLAYDOUGH RECIPE

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: Painting with Tints

MATERIALS: watercolor palette including white or crayons, paper

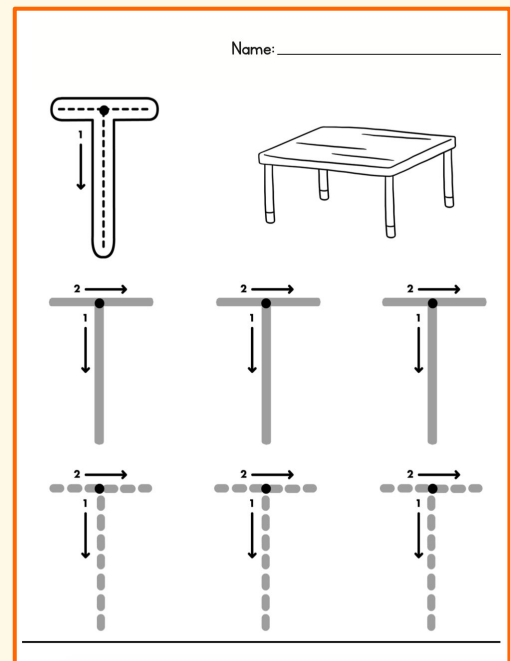
- Say, **Let's paint with tints. When we mix a color with white we get a tint, or a lighter shade.**
- Have your child mix the colors of their choice with white and paint with them.
- After, compare the original colors to the tints. Ask, **Which color looks brighter or stronger?**



Independent Learning: T

MATERIALS: [Letter T Practice](#), pencil, crayons

- Brainstorm words that start with the letter T.
- Have your child independently practice tracing the letter T. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as table?**

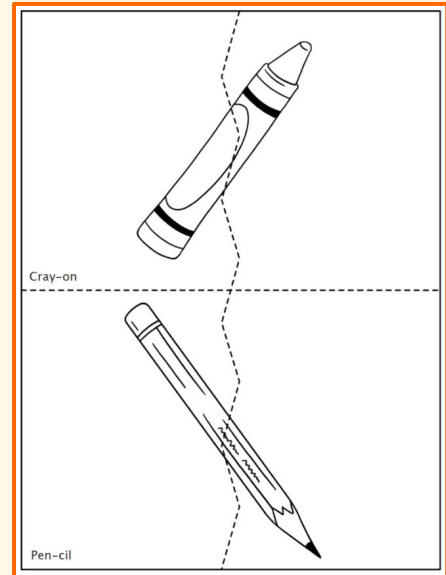




Literacy: Separating Two-Syllable Words

MATERIALS: [Segmenting Syllables 1](#) cut into pieces from Week 1

- Say, **Syllables** are the beats in words. **Artist** has two beats art-ist, artist!
- **Let's break words into syllables.**
- Show two parts of the word pencil put together. Pull the pieces apart as you say, **Pencil**, pen-cil. **Pen** (pause) **cil**. **There are two syllables. Let's clap them pen-cil, pencil!**
- Ask your child to try to break apart the words color and painting. It's okay if they need your help, they are still learning!



Journal Prompt: I'm An Artist

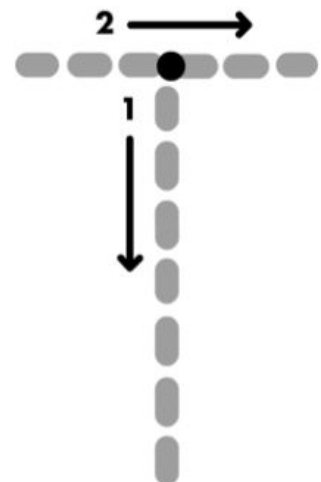
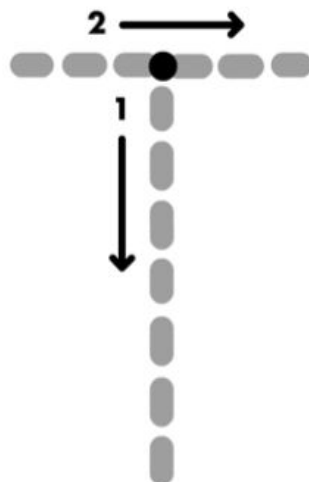
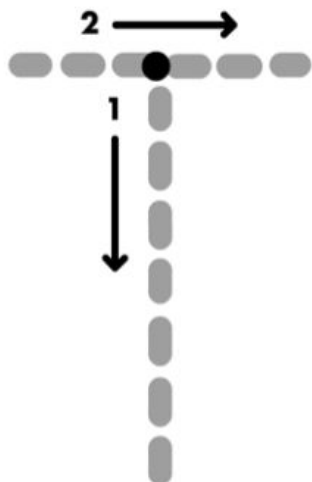
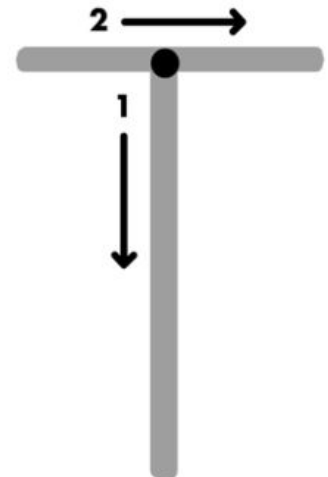
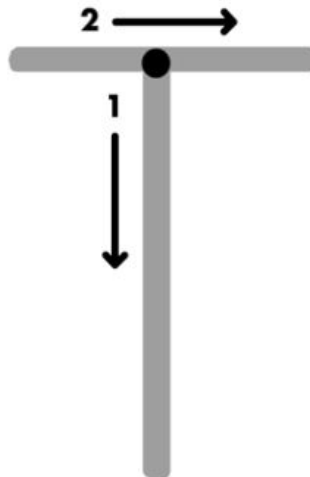
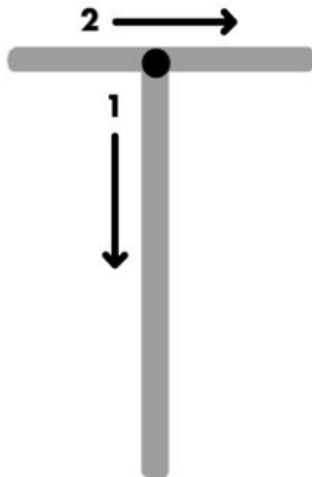
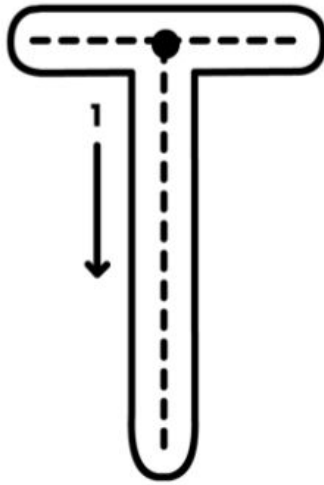
MATERIALS: crayons, I'm an Artist Journal Page

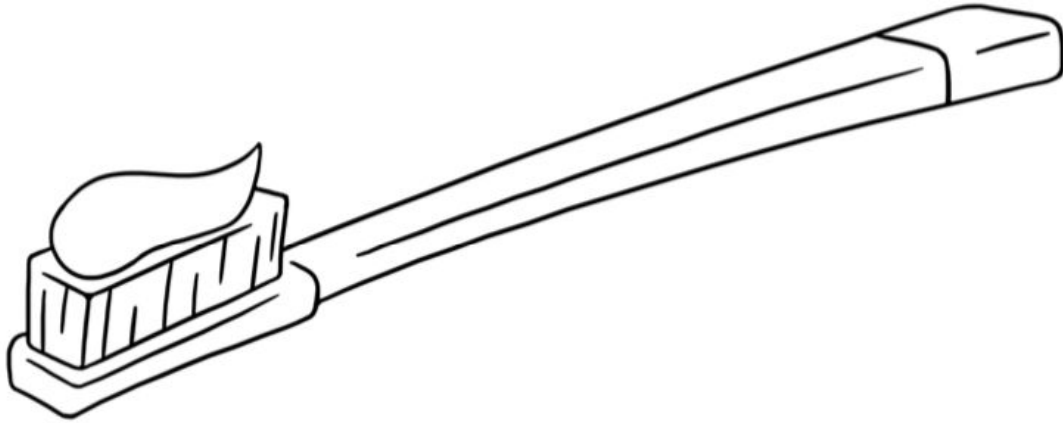
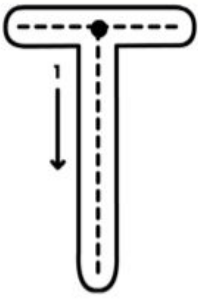
- With your child, talk about the different kinds of artists.
- Have your child independently draw and write about the type of artist they would like to be.
- Later, ask, **What type of artist would you like to be? Why did you choose that?**

Name: _____

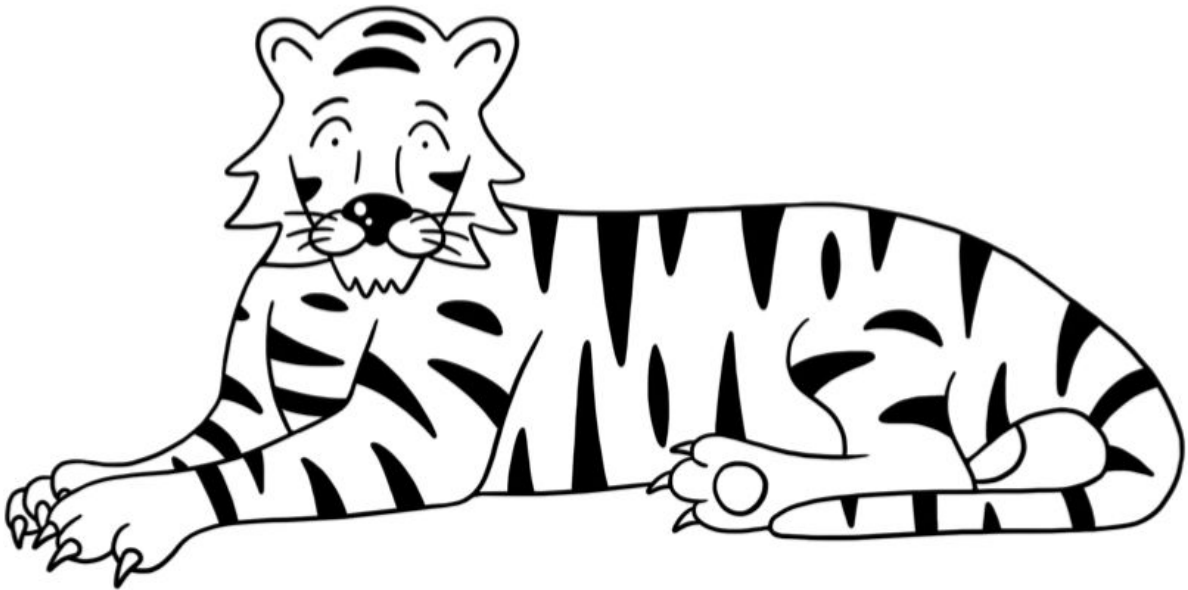
What type of artist would you like to be?

Name: _____





Toothbrush



Tiger

Name: _____

What type of artist would you like to be?



STEM: Count 10 Again

MATERIALS: household objects like crayons or paper clips (10 total)

- Say, **Let's count together.**
- Put 7 objects down and touch each object as you count. Say, **1, 2, 3, 4, 5, 6, 7. There are 7 things.**
- Show between 1 and 10 objects and ask your child to count them. Then ask, **How many are there all together?** If they count again without saying the total, you can say it to help them understand that the last number they say represents the total number of objects. **There are _ things.**



Independent Learning: My Song

MATERIALS: paper, crayons

- Talk with your child about their favorite song.
- Say, **Singers and songwriters are artists too. You can write a song and then perform it!**
- Have your child independently write and draw their song. They will make a dance for it later.
- After, your child can perform the song for you. You can record it on a phone or tablet so they can play it while making up their dance.

Wednesday

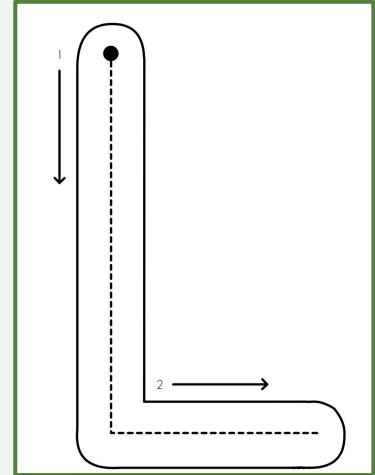
PK4 Unit 4 Week 2 Day 8



Literacy: L

MATERIALS: [Large Letter L](#)

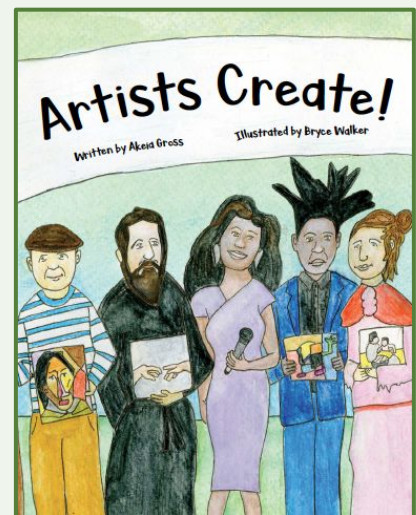
- Practice the letter L. Say, **Make an L by writing down, over.** Have your child say the letter L and make the sound for L, like lion. Finally, have your child trace the L with their finger.
- See how many uppercase L's you can find together throughout the day!
- Don't worry if your child needs more time to learn the letter L!



Read: *Artist's Create!*

MATERIALS: [Artists Create!](#)

- With your child read *Artists Create!*
- After, show pp. 2-3. Ask, **Imagination and creativity mean new ideas! Why do artists need new ideas?**



Wednesday

PK4 Unit 4 Week 2 Day 8



Let's Move: My Dance

MATERIALS: child's song from yesterday

- Say, **Yesterday you wrote a song. Now, you can make a dance for it. Dancers are artists too!**
- Have your child make up a dance for their song.
- They can perform while you record the song and dance on a phone or tablet so they can see their performance.



Learning Together: Let's Create!

MATERIALS: child's choice - paper, watercolor palette or crayons, music, or [playdough](#), etc.

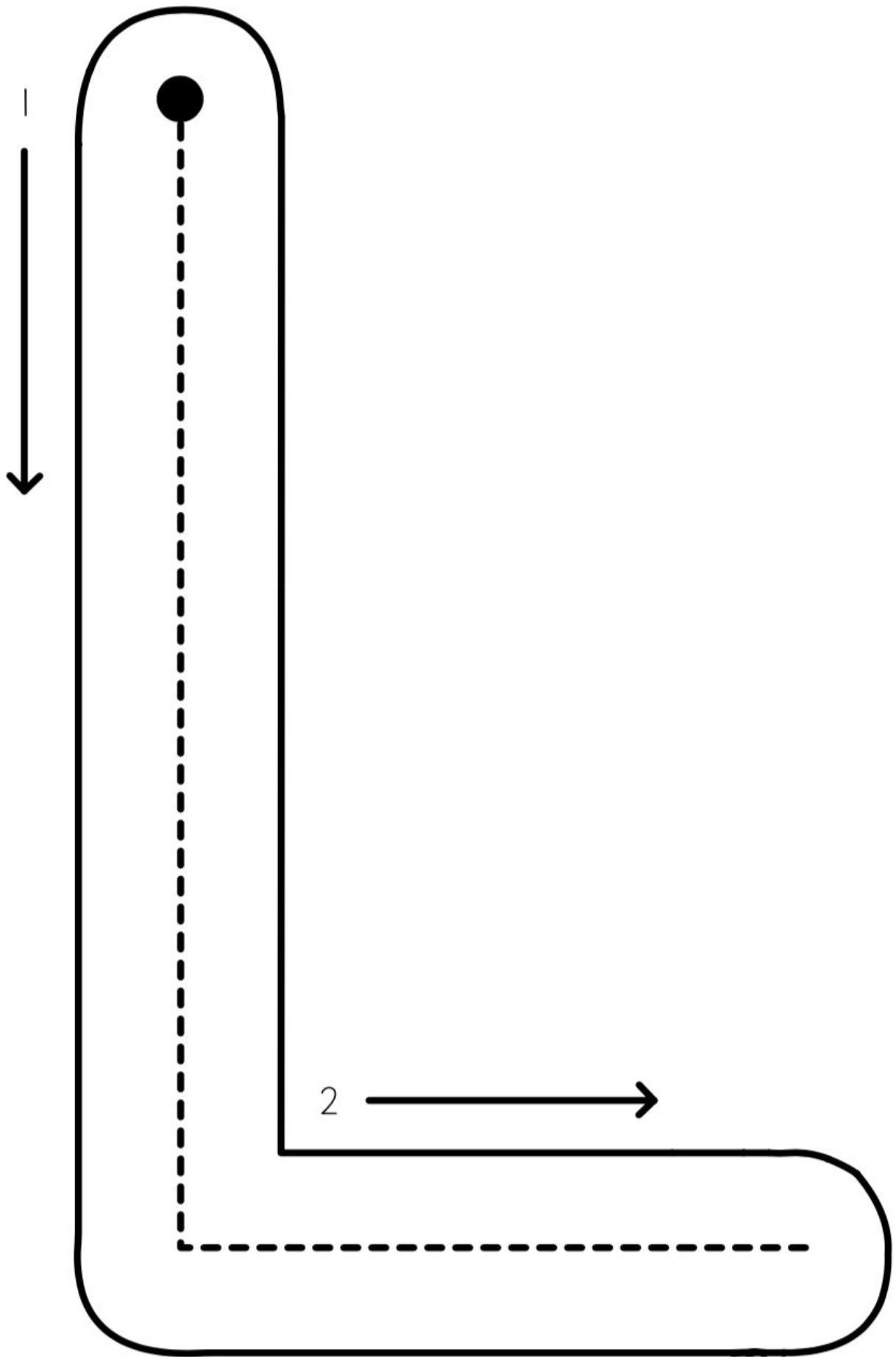
- Say, **Let's be artists and create something together!**
- Allow your child to suggest something and create it together, like a drawing, song or dance (or learn the song and dance your child made earlier), or sculpture using playdough.
- After, put your creation somewhere special or perform it for others.

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.



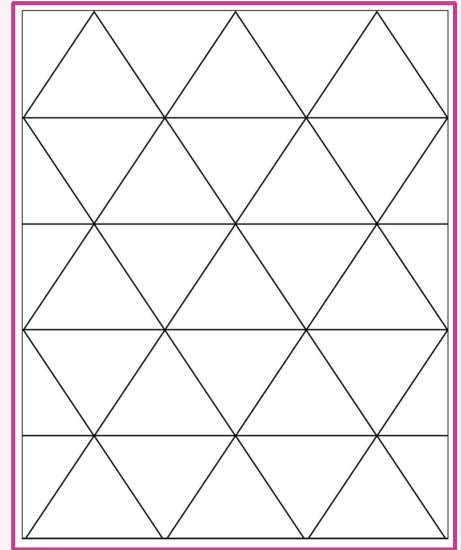




STEM: Coloring Tessellations

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

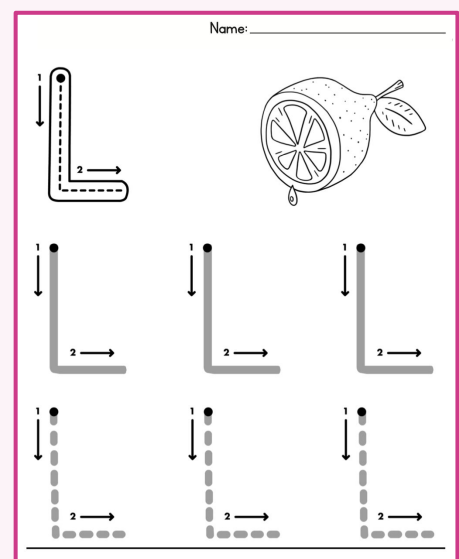
- Say, **A tessellation is a pattern of shapes that repeat. What a long word! You can color these tessellations.**
- Have your child independently color their tessellation.
- After, talk about their tessellations and the colors they used.
- *Optional - cut out the picture after coloring and glue the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



Independent Learning: L

MATERIALS: [Letter L Practice](#), pencil, crayons

- Brainstorm words that start with the letter L.
- Have your child independently practice tracing the letter L. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as lemon?**





Literacy: Our Attempts

MATERIALS: paper, crayons

- Say, **A character attempt is when the character tries to do something to get to their goal.**
- **Let's make a goal for the day.** Decide on a goal together and write it down.
- Ask, **What will we attempt or do to get our goal?** Write that down as well. For example, your goal might be to cook a special dinner but first you have to buy or prepare the ingredients.
- At the end of the day, talk about whether your attempt helped you meet your goal.



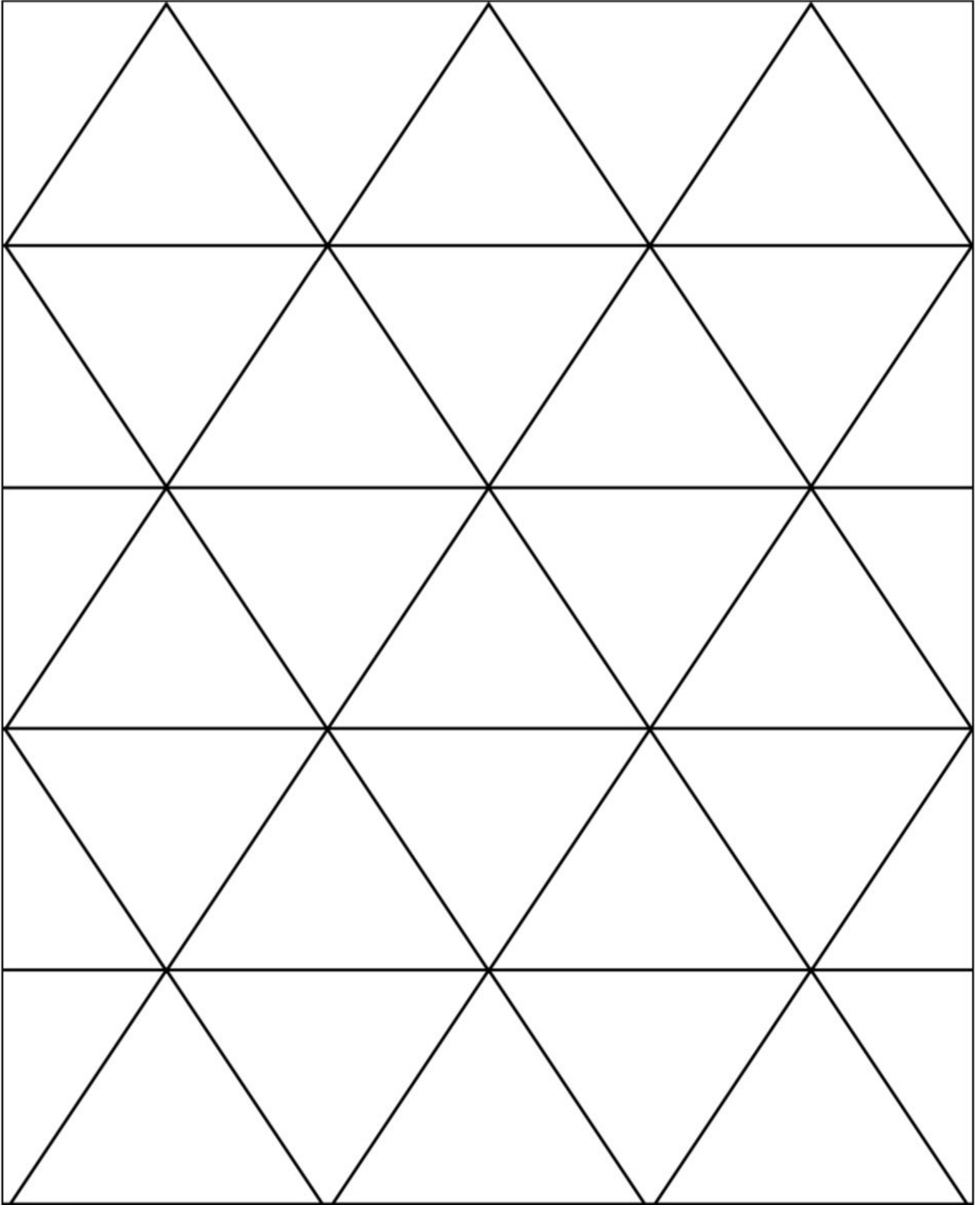
Journal Prompt: Favorite Art

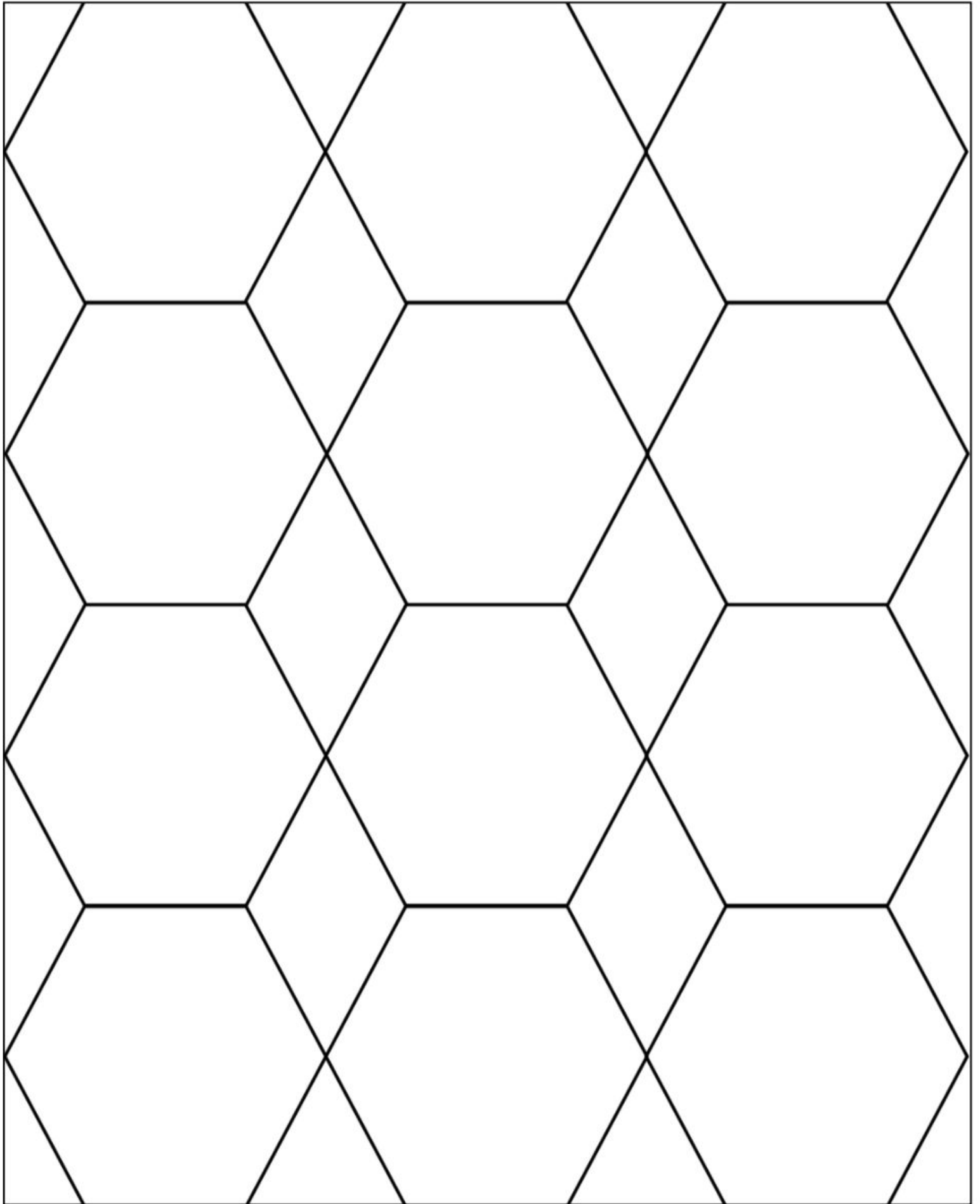
MATERIALS: crayons, Favorite Art Journal Page

- With your child, talk about different types of art.
- Have your child independently draw and write about their favorite type of art.
- Later, ask, **What is your favorite type of art? Why is it your favorite?**

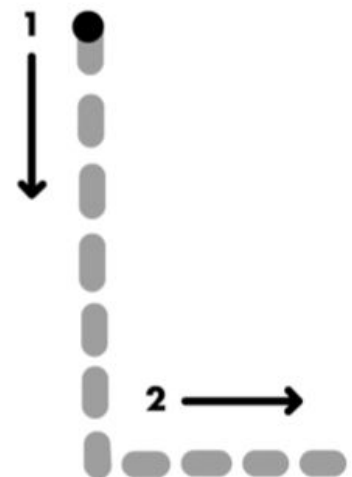
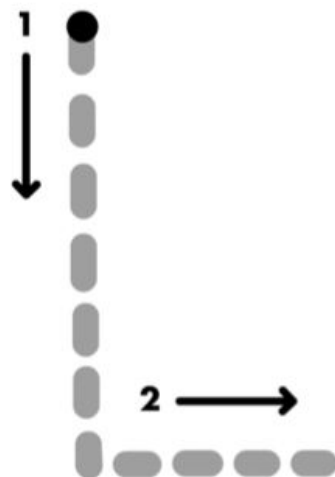
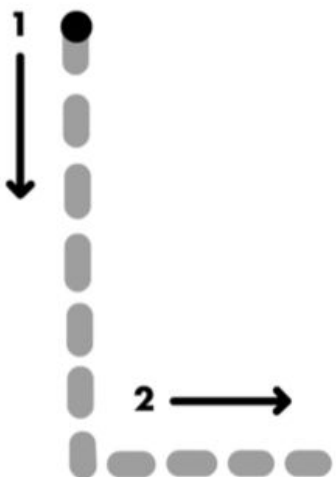
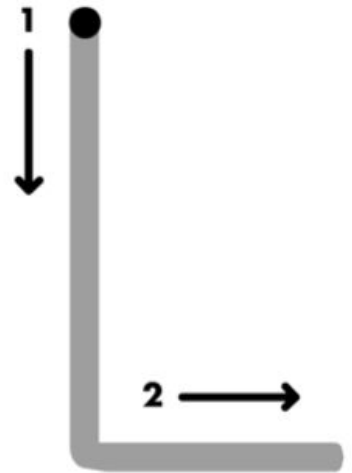
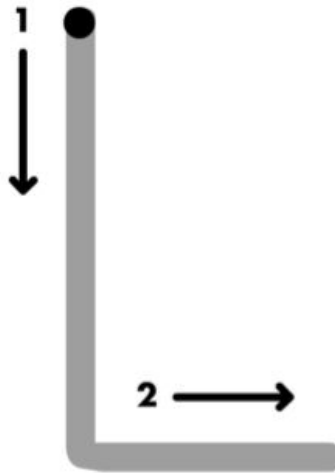
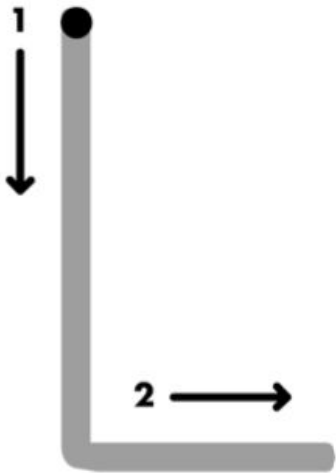
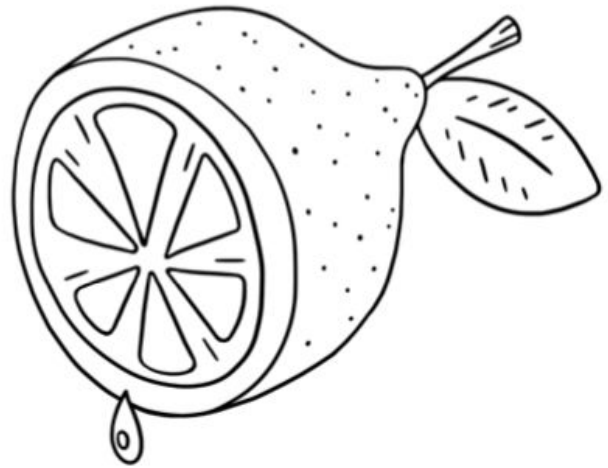
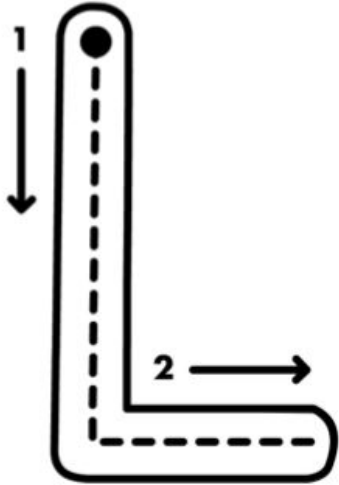
Name: _____

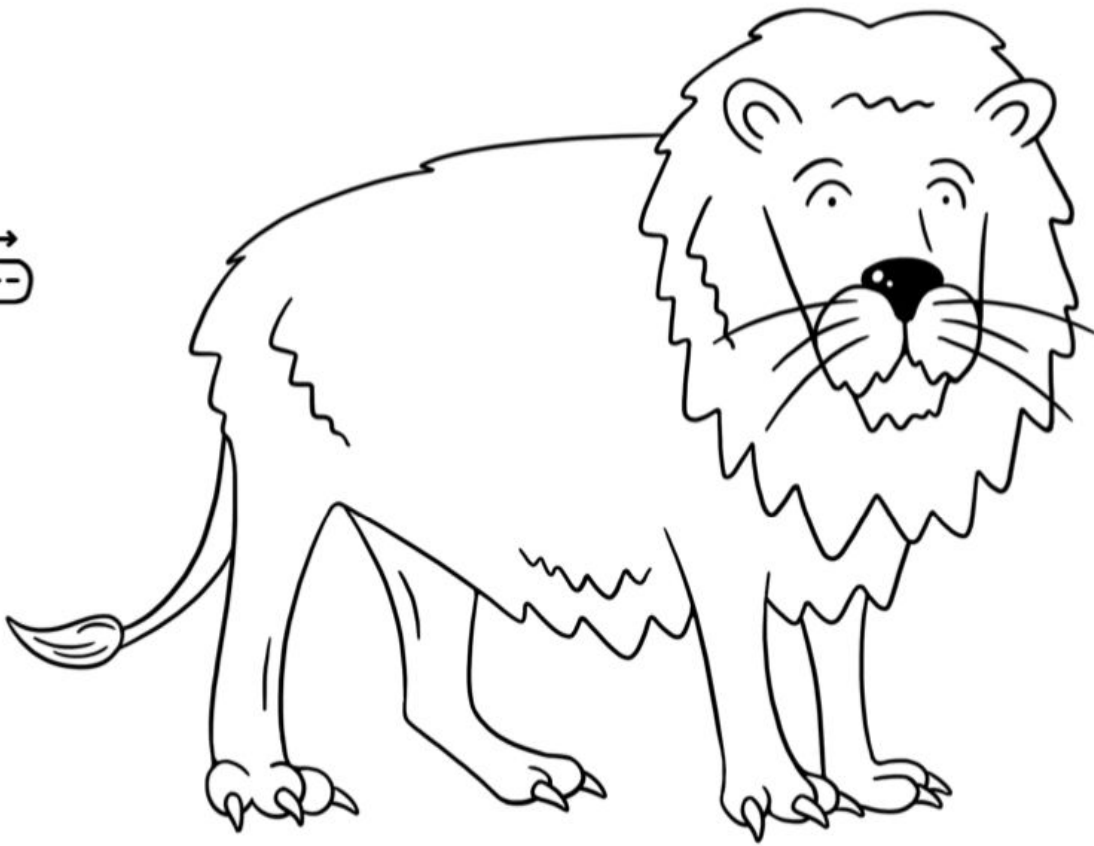
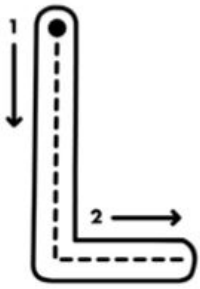
Draw or write about your favorite type of art.





Name: _____





Lion



Lamp

Name: _____

Draw or write about your favorite type of art.



STEM: Sound Patterns

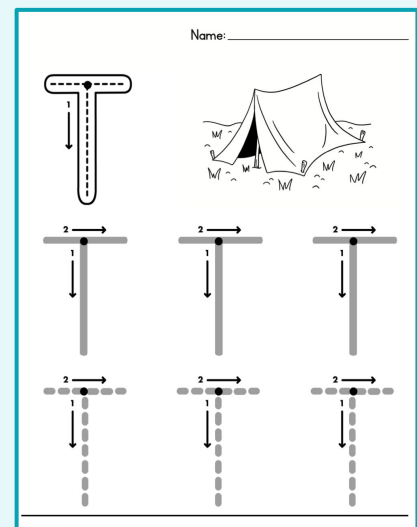
- Say, **A pattern is something that repeats. Let's make patterns with sounds.**
- **I will make a pattern and I want you to keep the pattern going.** Say, **1,2,2,1,2,2,1,2,2** and encourage your child to join in and continue.
- Encourage your child to make a pattern for you to copy. They can sing, make sounds, tap, move, etc.
- Praise your child, **Good job! You worked hard on the patterns!**



Independent Learning: Writing T & L

MATERIALS: T & L, pencil, crayons

- Brainstorm words that start with the letters T and L.
- Have your child independently practice tracing the letters T and L. Use the provided sheets or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as tent? Can you think of other words that start with the same sound as ladybug?**





Literacy: T & L Review

MATERIALS: paper, crayons

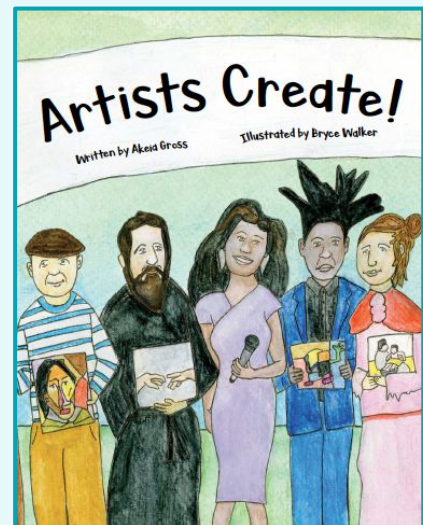
- Make several letter T's and L's on a piece of paper. Tear or cut them apart to make T and L cards.
- Show your child how to play a matching game. Place the cards face down. Flip over two cards. If the letters match, say the letter name and the letter sound. Take the cards out of the playing area. If the cards don't match, flip them face down again.
- Then, allow your child to have a turn.
- Keep taking turns and playing until all the matches have been made.
- You can also include letter O.



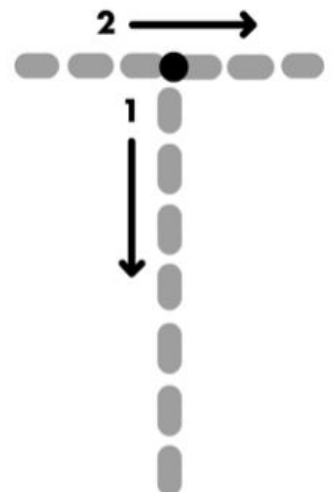
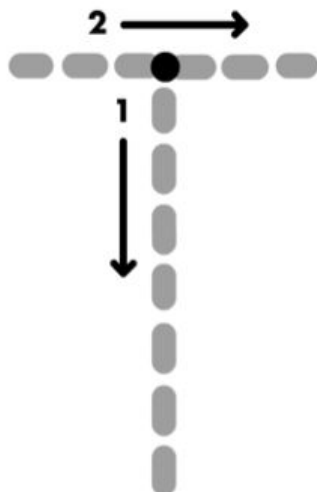
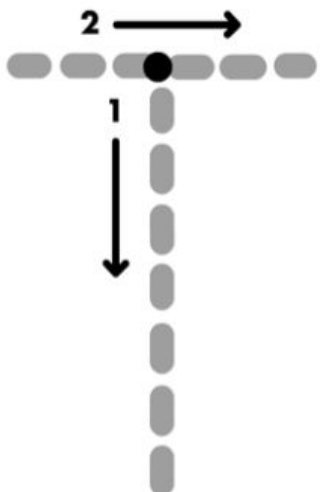
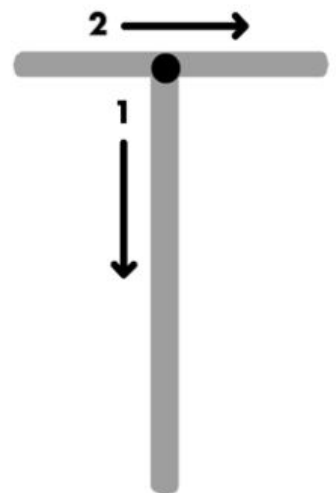
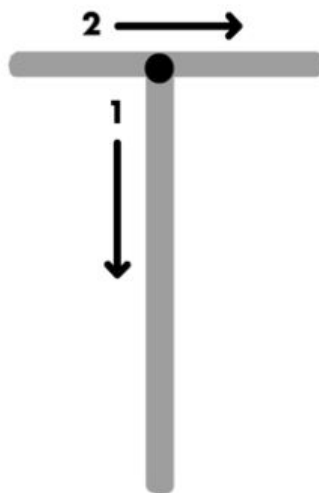
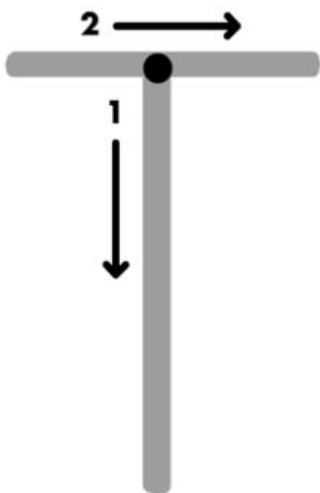
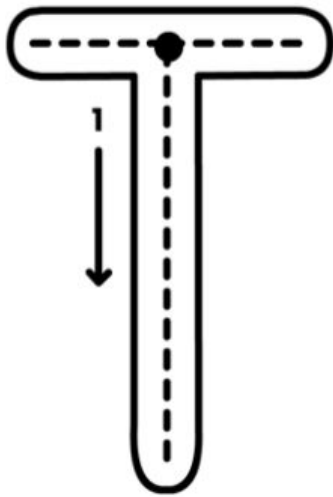
Read: *Artists Create!*

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

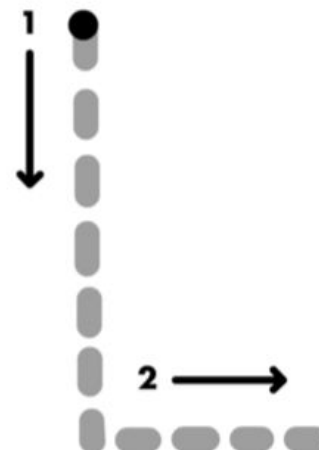
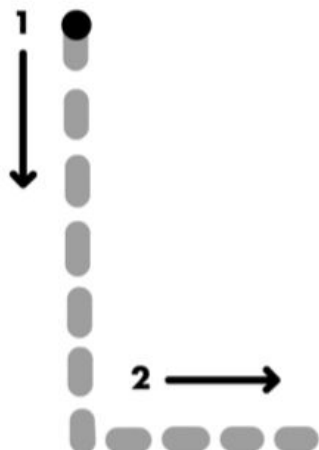
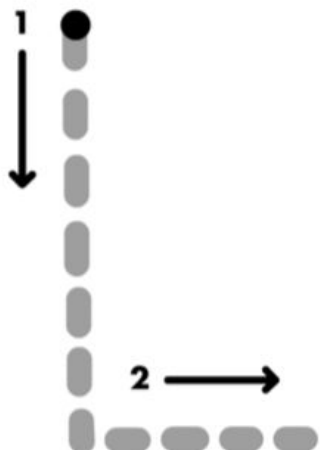
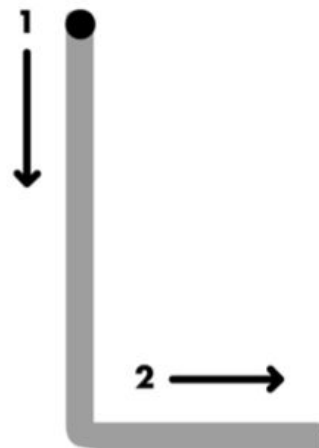
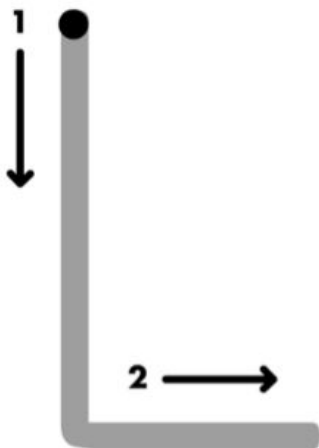
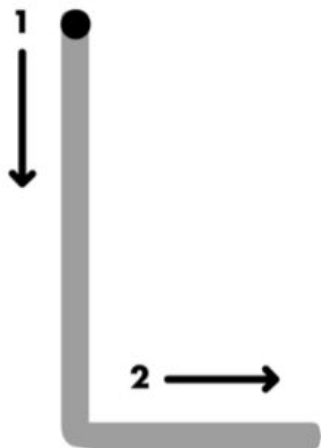
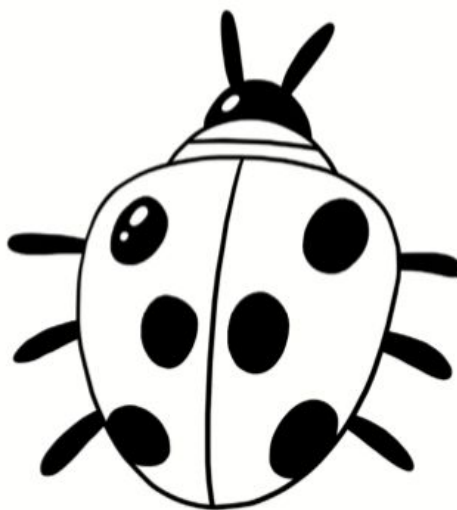
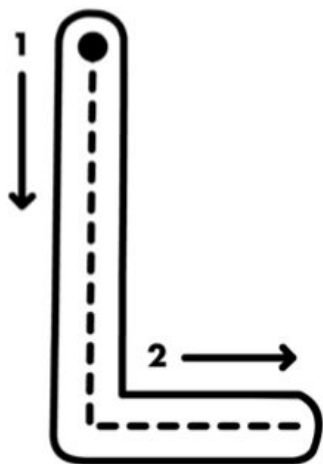
- With your child read *Artists Create!*
- After, ask, **Which page was your favorite? Why?**



Name: _____



Name: _____



Week 3

PK4 Unit 4 Week 3 Overview

Colors, Light, and Rainbows

This week your child will:

learn about rainbows, experiment with paint and other materials, put things in order, paint to music with you, and learn about the letters C and E.

Key Vocabulary



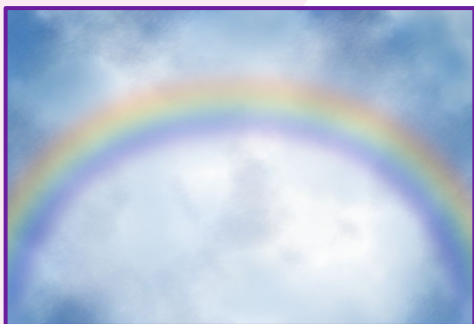
art

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



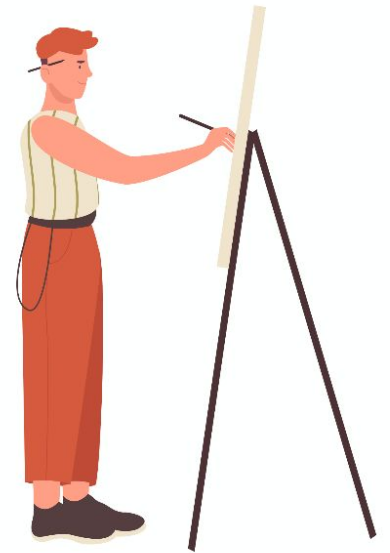
pattern

something that repeats



rainbow

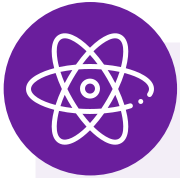
a large curve of colors in the sky



Create Connections

**Think
About It!**

This week, you will read about finding art all around you. Before you begin the packet, write and draw about the art you see in your neighborhood.



STEM: Movement Patterns

- Ask, **What is a pattern? A pattern is something that repeats. Let's make movement patterns!**
- **I want you to make one for me to copy and continue.** Help your child if needed.
- Ask your child to make 1-2 more patterns.



Independent Learning: Watercolor and Crayon Relief

MATERIALS: paper, crayons, watercolor palette

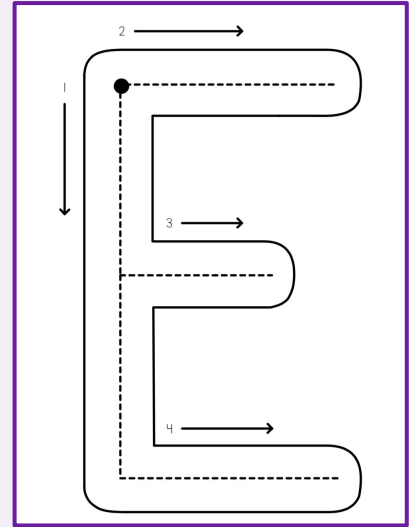
- Say, **You are going to use crayons and paint to make art.**
- **First, draw what you would like with the crayon. Then, paint over your drawing.**
- Have your child independently draw and paint.
- After, ask, **What happens when you paint only on the paper? What happens when you paint on the crayon drawing? Why do you think that happens?**



Literacy: E

MATERIALS: [Large Letter E](#)

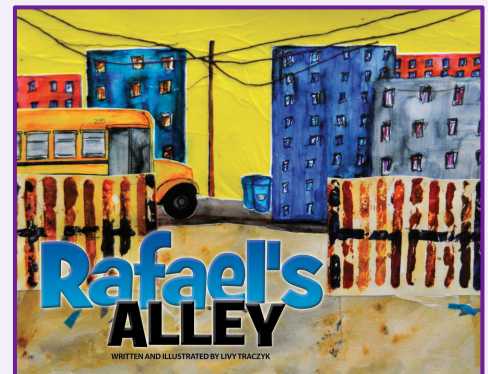
- Practice the letter E. Say, **Make an E by writing down, over, over, over.** Have your child say the letter E and make the sound for E, like egg. Finally, have your child trace the E with their finger.
- See how many uppercase E's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter E!

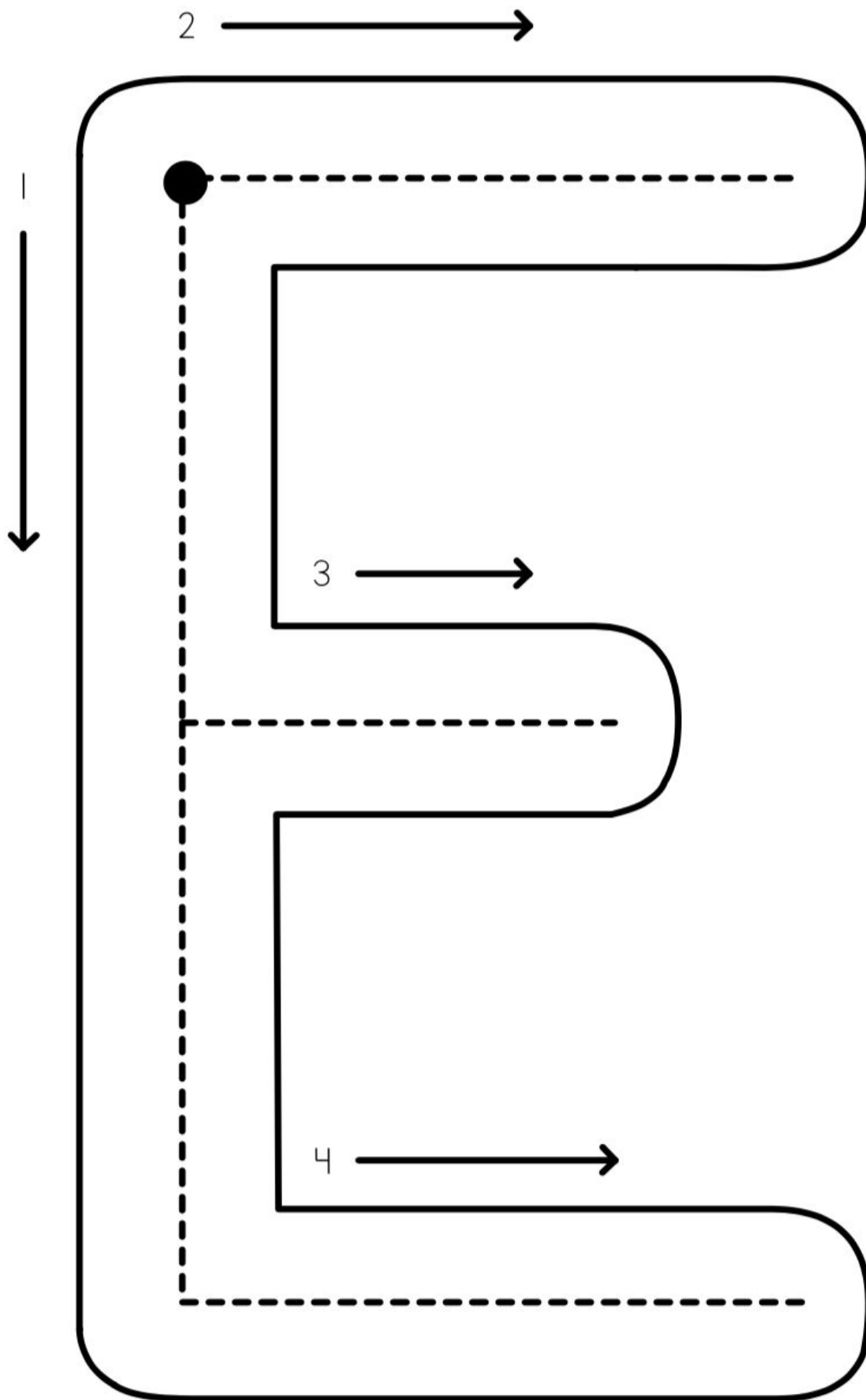


Read: *Rafael's Alley*

MATERIALS: [Rafael's Alley](#)

- Point out the capital L and E in "ALLEY" on the cover of *Rafael's Alley*. Together with your child, read the book.
- After, say, **Rafael and Molly introduced themselves to each other. That means they told each other their names. Let's practice introducing ourselves. Hi, my name is _____. What is your name?**







STEM: Rainbow

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

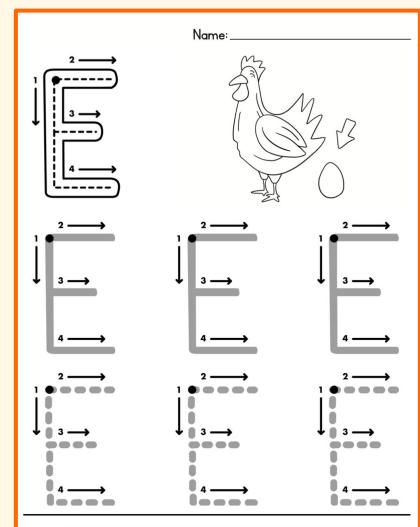
- Show pictures of the rainbows. Say, **A rainbow is made when sunlight goes through raindrops so we can see all the different colors that white light is actually made up of.**
- **The colors are always in the same order - ROYGBIV - red, orange, yellow, green, blue, indigo, violet.**
- **You can color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



Independent Learning; E

MATERIALS: [Letter E Practice](#), pencil, crayons

- Brainstorm words that start with the letter E (focus on words with the e sound like in egg, not like in eagle).
- Have your child independently practice tracing the letter E. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as egg?**

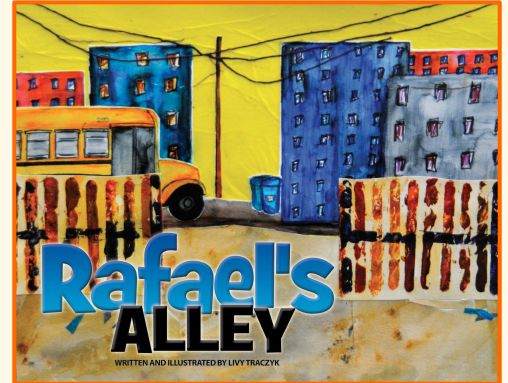




Literacy: Story Solutions

MATERIALS: [Rafael's Alley](#)

- Say, **In a story, the solution is the answer to a problem.** In *Rafael's Alley*, Rafael's problem was he did not like his alley. His solution to his problem was to look for art in it. Show pp.10-11.
- **The outcome of a story is how the story ends.** Turn to pp.28-29 to show the outcome of the book. Say, **The outcome of *Rafael's Alley* was that Molly and Rafael decided to be friends.**



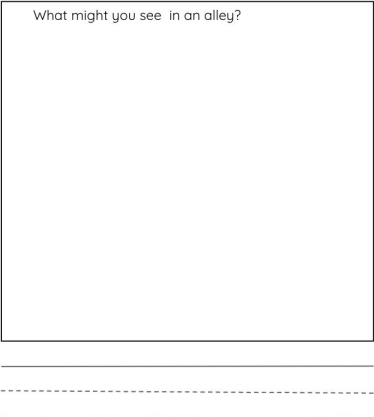
Journal Prompt: In an Alley

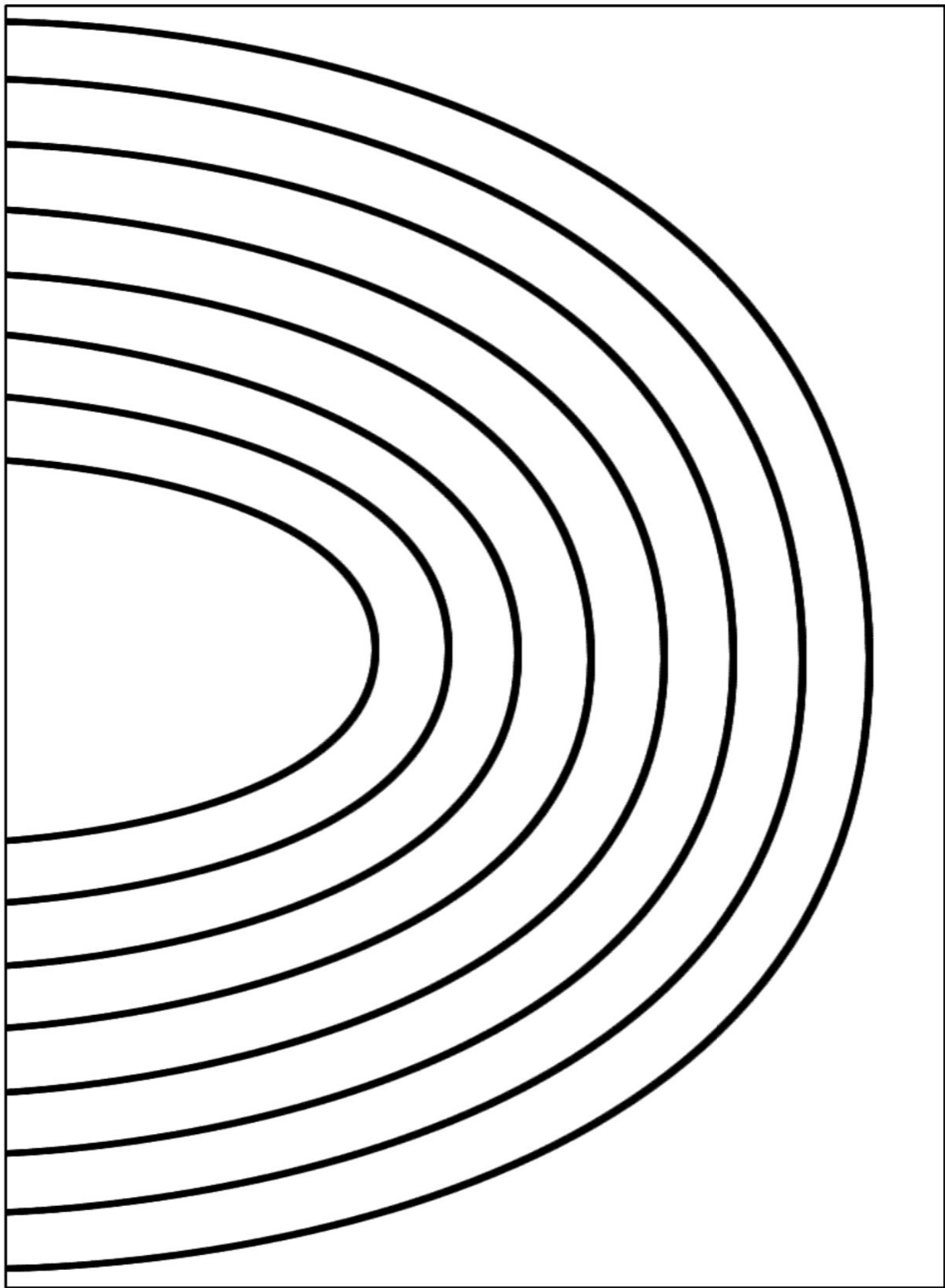
MATERIALS: crayons, In an Alley Journal Page

- With your child, talk about the different things you might see in an alley.
- Have your child independently draw and write about what they would like to see in an alley.
- Later, say, **Please tell me about what you might see in an alley.**

Name: _____

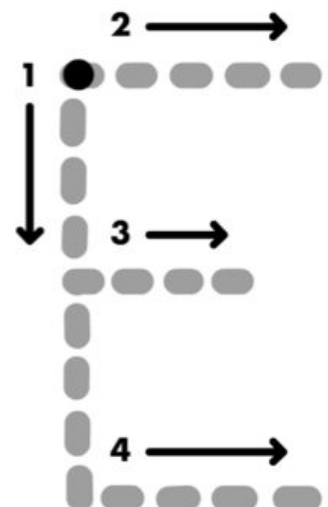
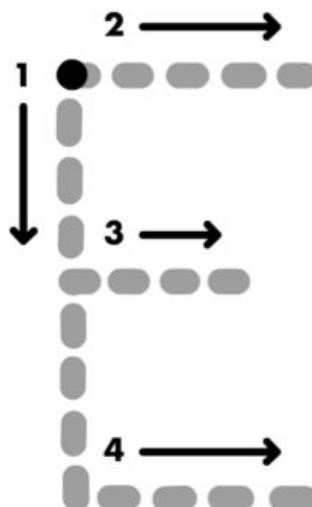
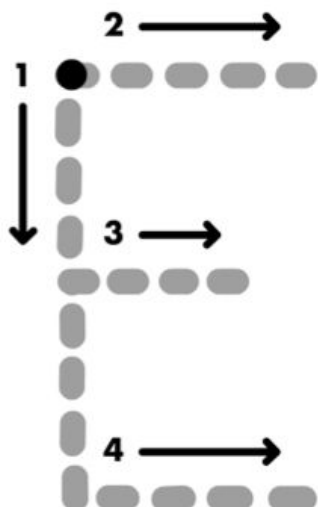
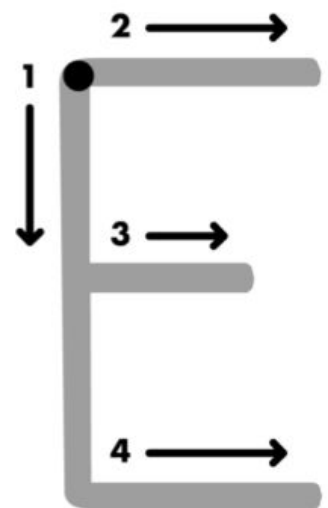
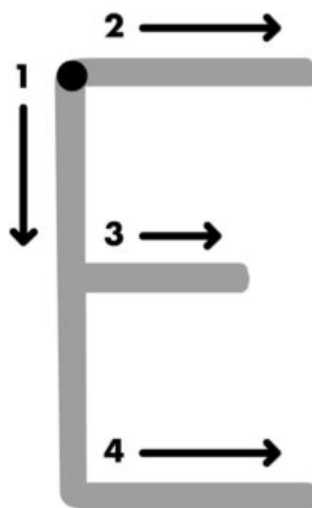
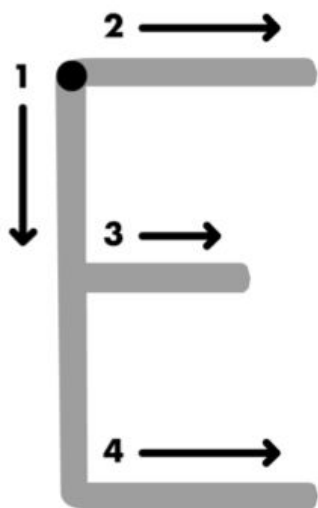
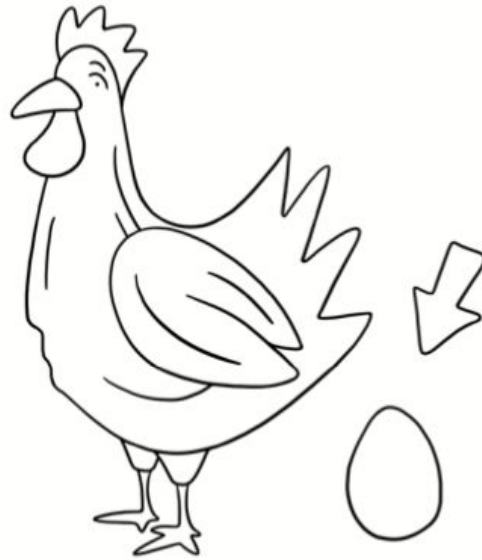
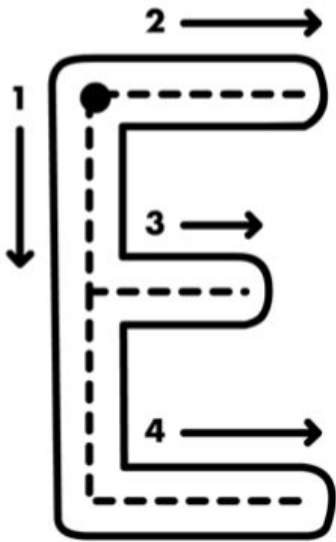
What might you see in an alley?

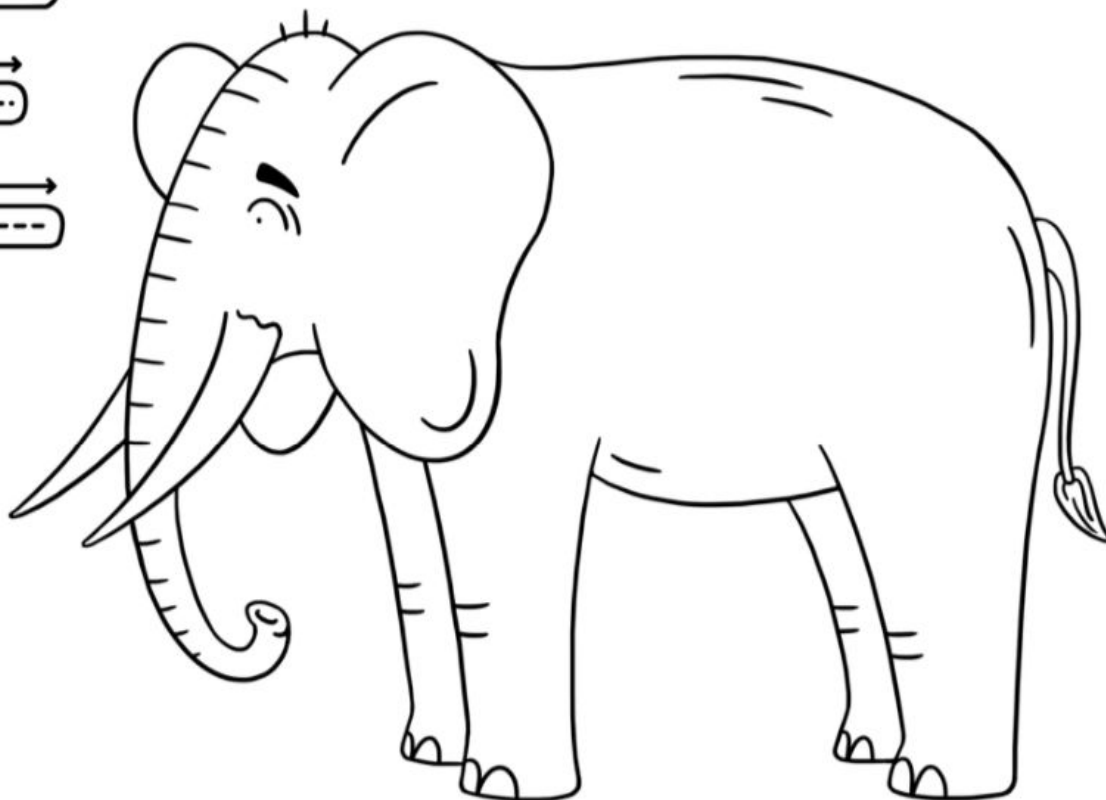
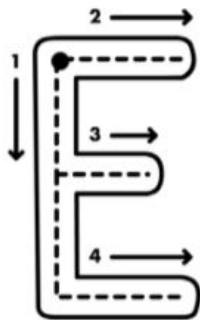




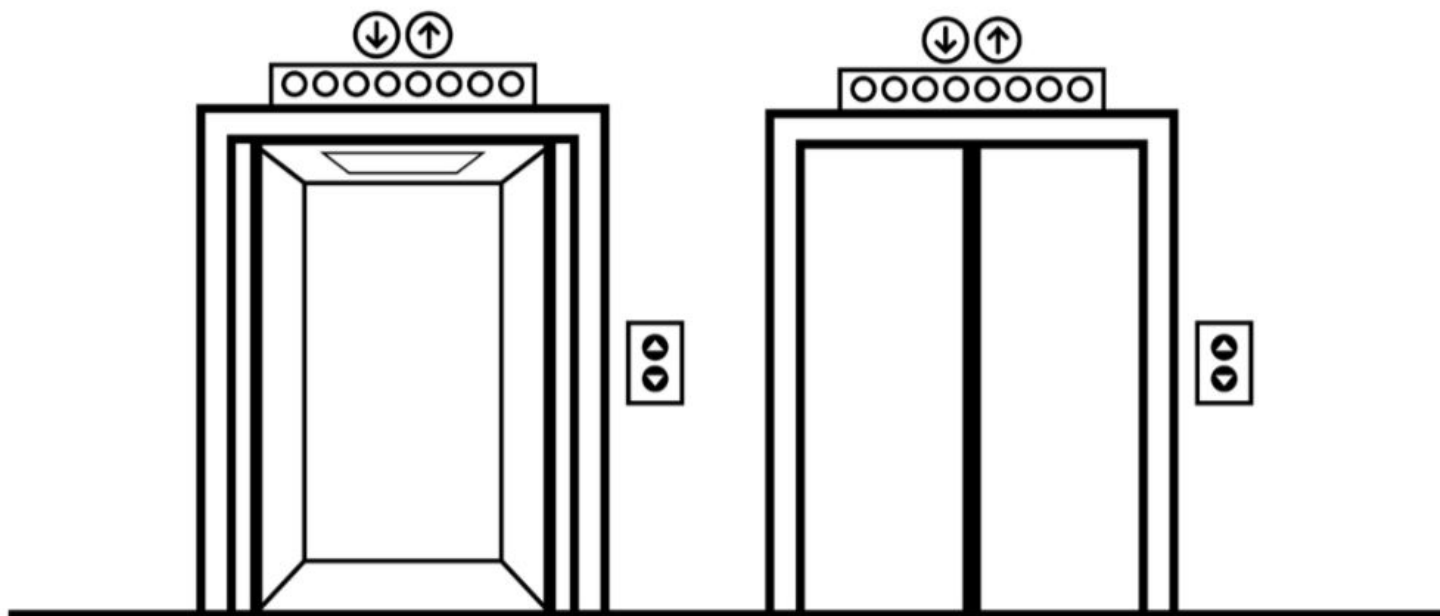


Name: _____





Elephant



Elevator

Name: _____

What might you see in an alley?

Wednesday

PK4 Unit 4 Week 3 Day 13



STEM: Ordering by Length

MATERIALS: household items of different lengths, e.g., pencil, cotton swab, crayon

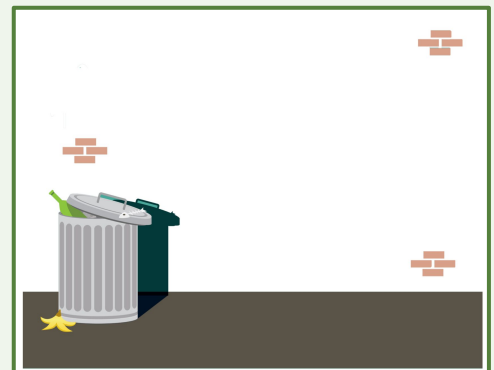
- Show 3 objects and say, **Let's put these in order of length, or how long they are.**
- Help your child put them in order from the shortest to the longest and then from the longest to the shortest. Use the terms **shorter, shortest, longer, and longest.**



Independent Learning: Alley Art

MATERIALS: [Alley Art](#), crayons

- Say, **You can color and make art in your own alley drawing just like Rafael and Molly.**
- Have your child independently complete their coloring and drawing.
- After, ask, **Please tell me about the art you added to your alley.**



Wednesday

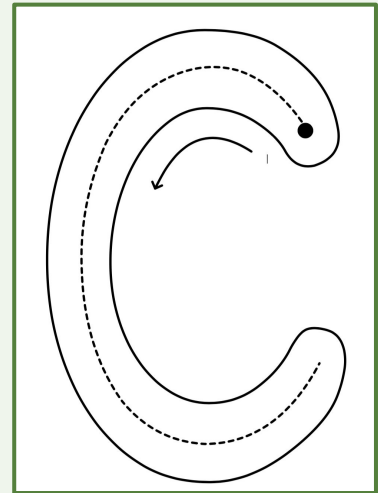
PK4 Unit 4 Week 3 Day 13



Literacy: C

MATERIALS: [Large Letter C](#)

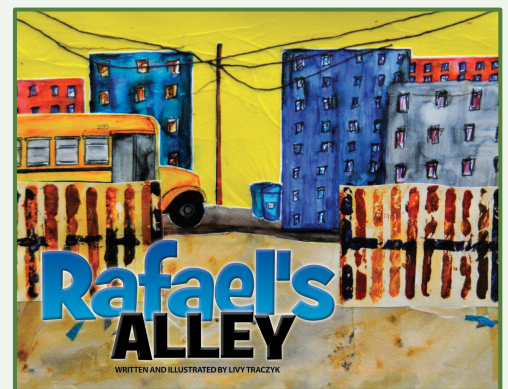
- Show the letter C and ask your child to name it and say its letter sound. Don't worry if they don't remember.
- Practice the letter C. Say, **Let's practice writing the letter C. Make a C by writing curve, stop.** Have your child say the letter C and make the sound for C, like cat. Finally, have your child trace the C with their finger.
- See how many uppercase C's you can find together throughout the day!



Read: *Rafael's Alley*

MATERIALS: [Rafael's Alley](#)

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



Wednesday

PK4 Unit 4 Week 3 Day 13



Let's Move: Freeze Like a Statue

MATERIALS: music

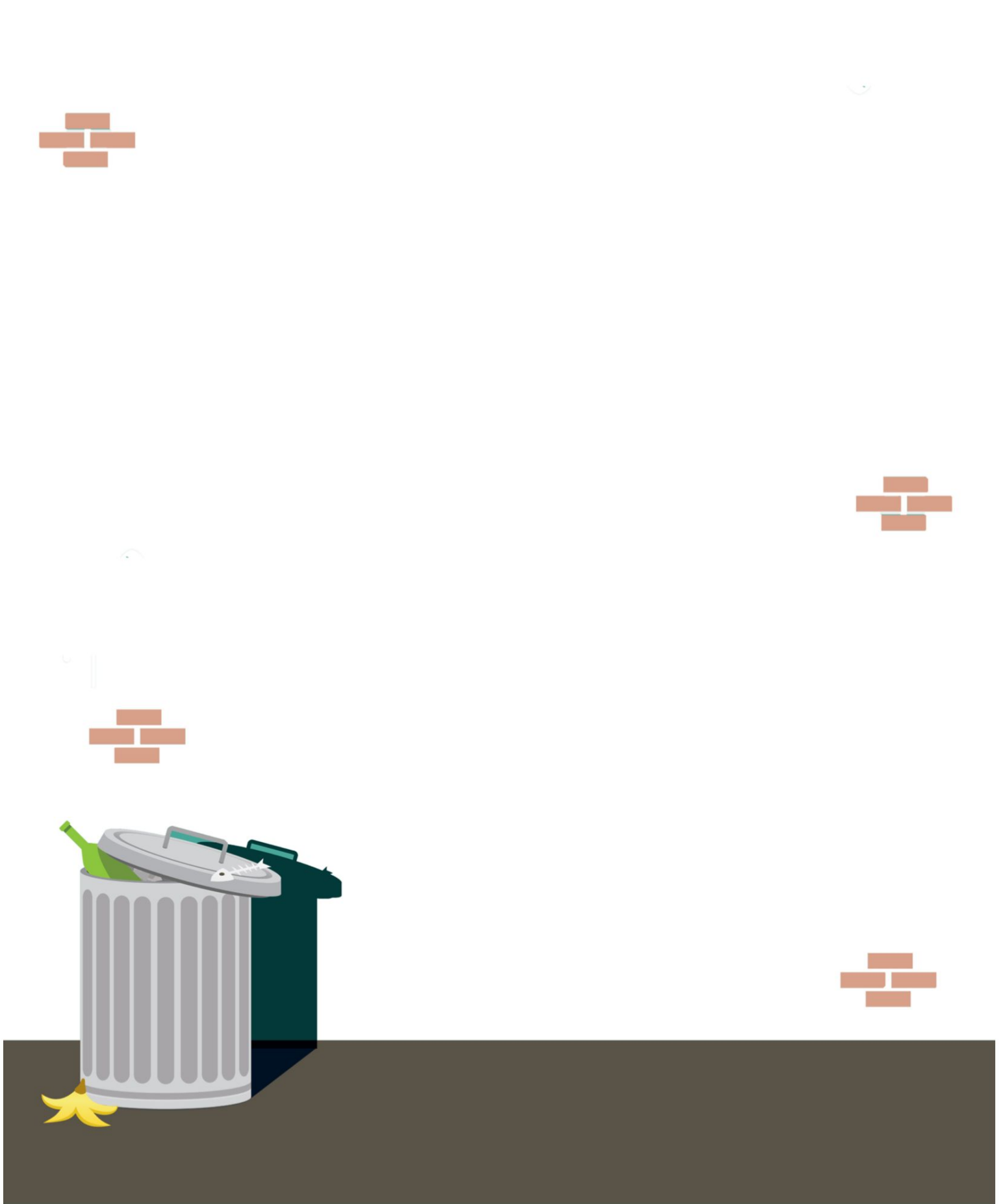
- Say, **Let's play a game.** I'm going to play a song for us to dance to. **When the music stops you have to freeze in a pose like a statue. A statue is a big image of a person or animal made in solid material.** Demonstrate. **Then, you can dance again.**
- Switch roles so that your child can lead the game and stop the music.

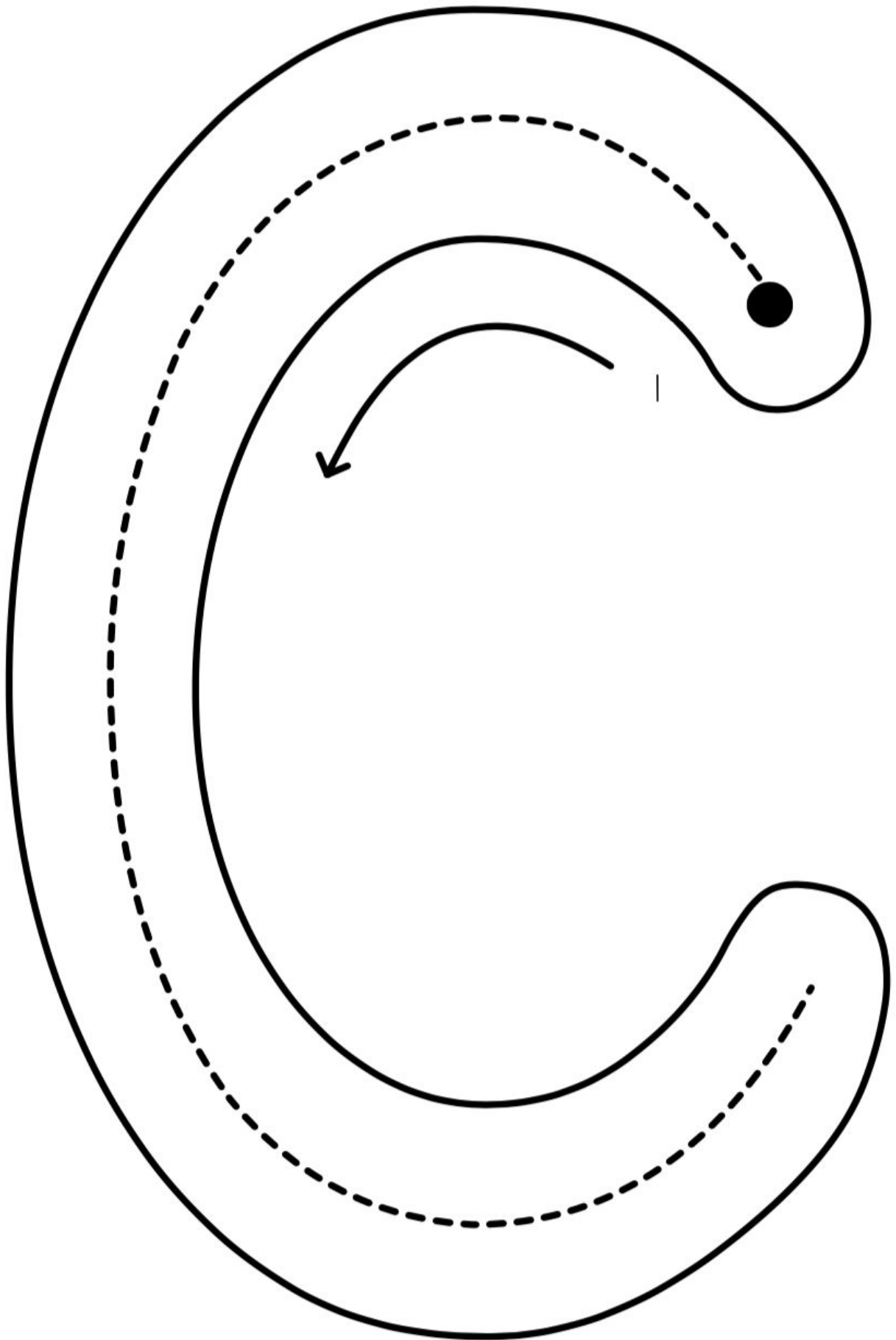


Learning Together: Paint to the Music

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

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







STEM: Taking Photos

MATERIALS: smart phone, tablet, or digital camera

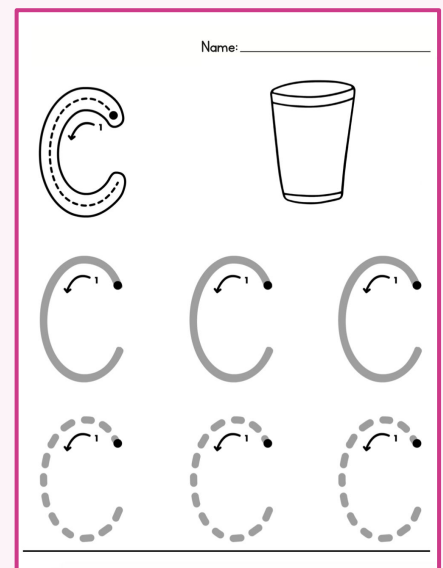
- Say, **Photographers are artists too. To take great pictures they need just the right lighting so we can see it properly. Let's take some pictures and experiment with the light.**
- With your child, take different pictures of the same room or object with the flash on and then off, turning the light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



Independent Learning: C

MATERIALS: [Letter C Practice 2](#), pencil, crayons

- Brainstorm words that start with the letter C (focus on words with the c sound like in cat, not like in circle).
- Have your child independently practice tracing the letter C. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as cat?**





Literacy: Separating Two-Syllable Words

- Say, **Let's break words into syllables just by listening.**
- Say, **Let's clap the beats in yellow. Yel-low, yel (pause), low. How many syllables are in yellow? Yes, 2! Yel-low, yellow.**
- **Now you try. Break apart the word alley (al-ley).** Repeat for artist (art-ist).
- It's okay if they need your help, they are still learning!



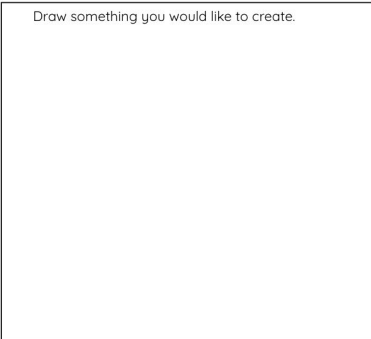
Journal Prompt: I Create

MATERIALS: crayons, I Create Journal Page

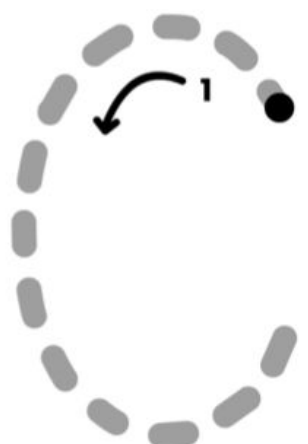
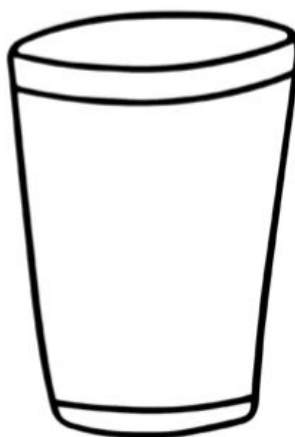
- With your child, talk about the different types of art you might like to create.
- Have your child independently draw and write about the art they would like to create.
- Later, say, **Please tell me what you wrote and drew about the type of art you would like to create.**

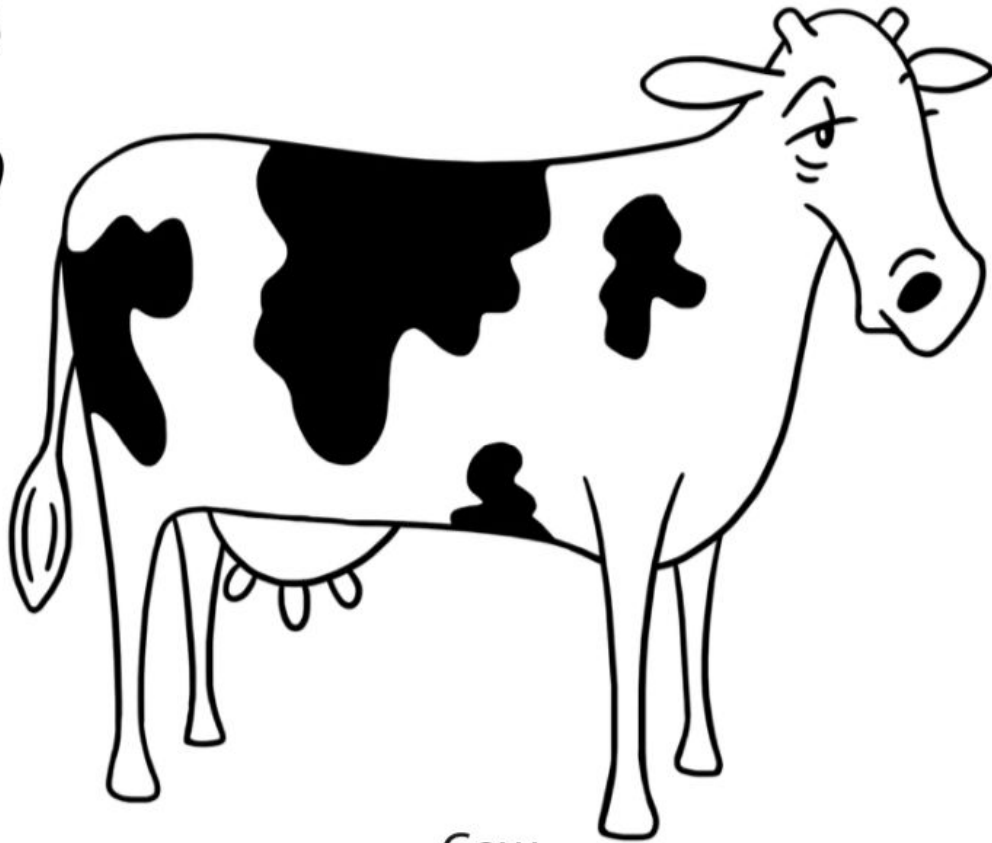
Name: _____

Draw something you would like to create.



Name: _____





Cow



Cake

Name: _____

Draw something you would like to create.



STEM: Ordering by Height

MATERIALS: household items of different heights, e.g., cups, containers

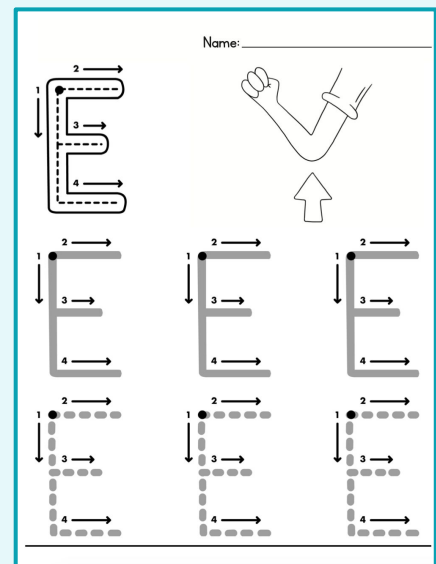
- Show 3 objects and say, **Let's put these in order of height, or how tall they are. Which one would come first if we start with the shortest?**
- Help your child put them in order from the shortest to the tallest and then from the tallest to the shortest. Use the terms **shorter, shortest, taller, and tallest.**



Independent Learning: Writing E & C

MATERIALS: E & C, pencil, crayons

- Brainstorm words that start with the letters E and C.
- Have your child independently practice tracing the letters E and C. Use the provided sheets or make one of your own!
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as elbow? Can you think of other words that start with the same sound as camera?**





Literacy: E & C Review

MATERIALS: paper, crayons

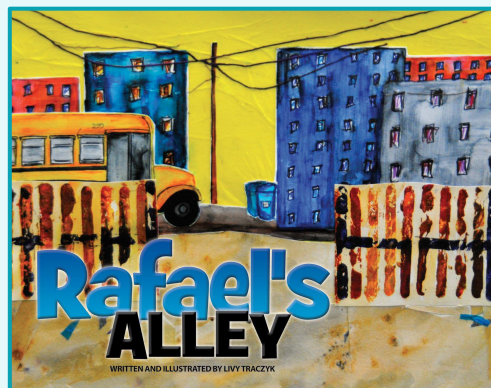
- Make several letter E's and C's on a piece of paper. Tear or cut them apart to make E and C cards.
- Show your child how to play a matching game. Place the cards face down. Flip over two cards. If the letters match, say the letter name and the letter sound. Take the cards out of the playing area. If the cards don't match, flip them face down again.
- Then, it's your child's turn!
- Keep taking turns and playing until all the matches have been made.
- You can also include the letters L, T, and O for review.



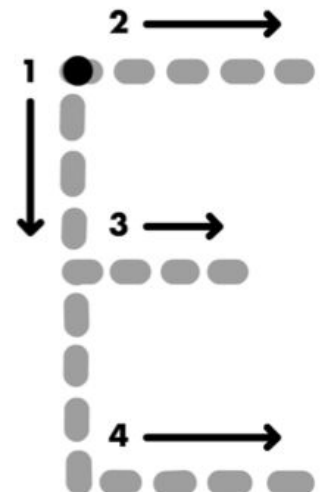
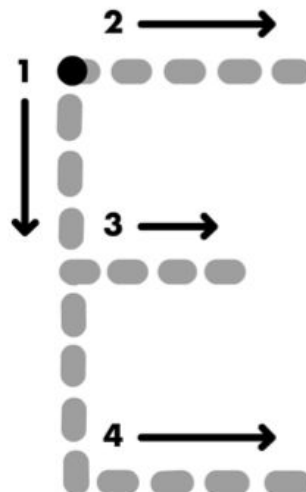
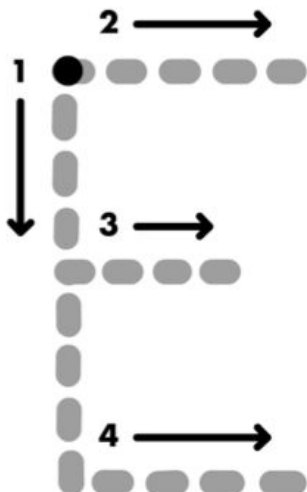
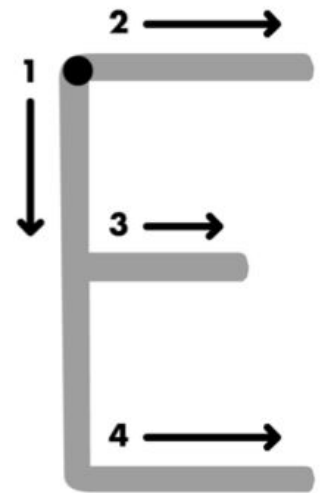
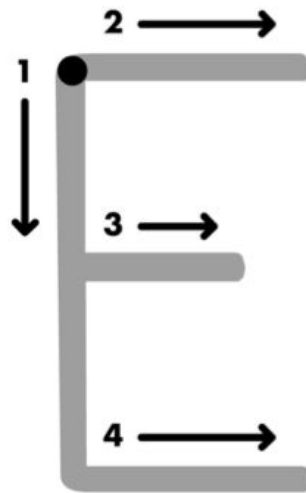
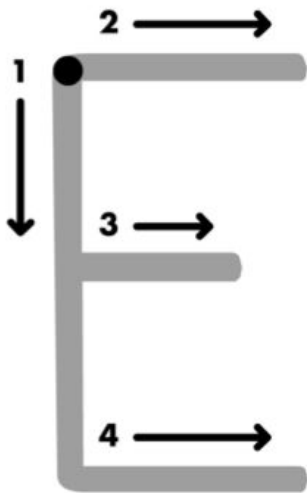
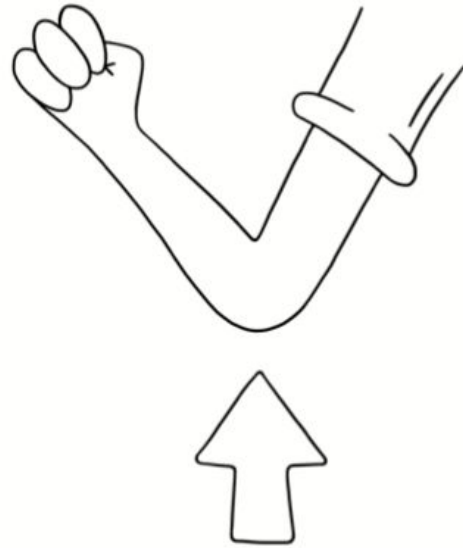
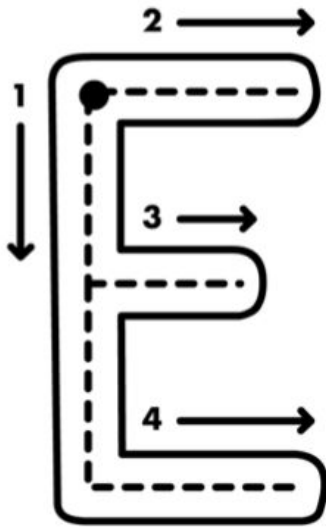
Read: *Rafael's Alley*

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

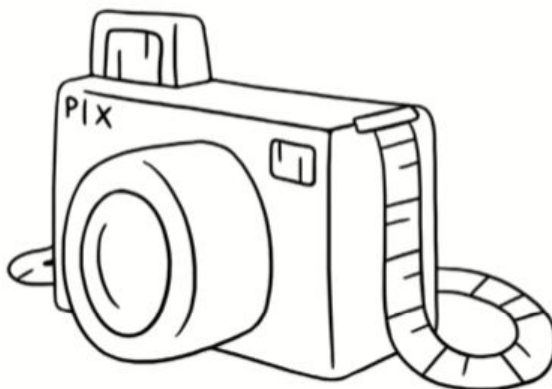
- Together with your child, read *Rafael's Alley*.
- After, talk with your child about the solution Molly and Rafael came up with (they decided to be friends and make art together).



Name: _____



Name: _____



Week 4

PK4 Unit 4 Week 4 Overview

Art and Color Review

This week your child will:

learn about tertiary colors, different types of art, comparing amounts, and the letters O and F.

Key Vocabulary



primary color

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

secondary color

colors made by mixing primary colors

tertiary color

colors created by mixing a primary and a secondary color

Create Connections

**Think
About It!**

This is the last week you will be learning about color and art. Before you begin the packet, write about your favorite part of learning about color and art so far.



STEM: Patterns Review

MATERIALS: household items like crayons and pencils

- Say, **Let's make some patterns! Patterns are things that repeat.**
- Make a pattern and say, **Crayon, crayon, pencil, crayon, crayon, pencil.**
- **Can you make a pattern?** Your child can make different patterns, e.g., AB, ABC, ABB, AB, AAB, etc. The important thing is that the pattern repeats. Give your child lots of praise, **Great job! You are working really hard.**



Independent Learning: Sculpture

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

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



Monday

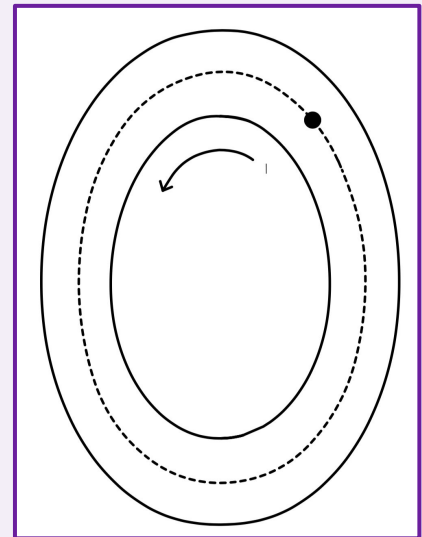
PK4 Unit 4 Week 4 Day 16



Literacy: O

MATERIALS: [Large Letter O](#)

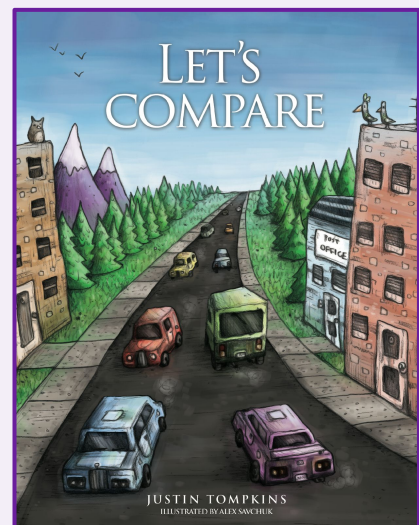
- Show the letter O and ask your child to say the letter name and letter sound. Don't worry if they don't remember.
- Practice the letter O. Say, **Make an O by writing a curve around.** Have your child say the letter O! Make the sound for O like in octopus. Finally, have your child trace the O with their finger.
- See how many uppercase O's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter O!



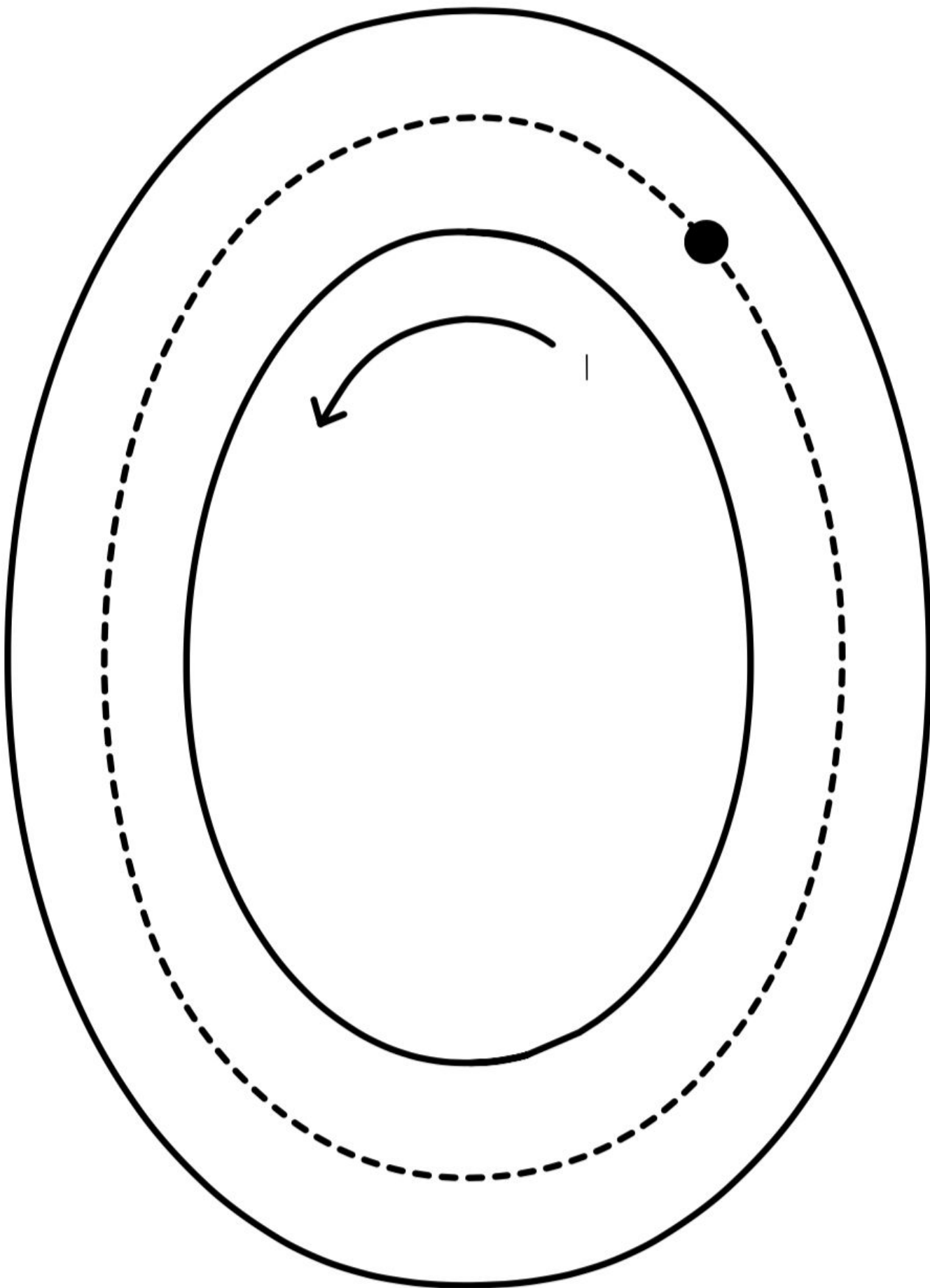
Read: *Let's Compare*

Materials: [Let's Compare](#)

- Read *Let's Compare* with your child.
- After, show pp.8-9. Ask, **Which side has fewer cars?** Then ask, **Which side has more cars?**
- It's okay if your child needs your help. You can count and compare the number of cars on each side together.









STEM: Watercolor Paint and Oil

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

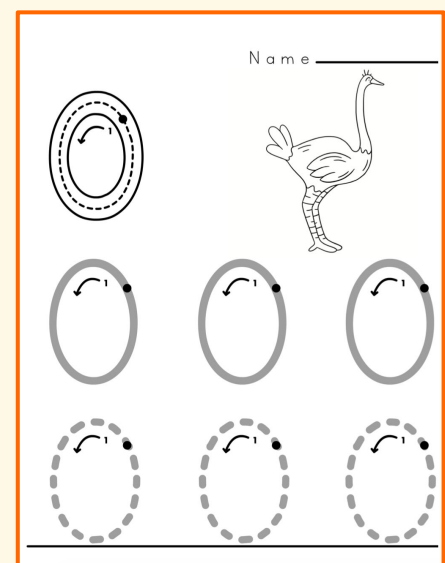
- Place paper in a tray, spread newspaper, or do the activity outside to avoid a mess.
- Say, **Let's see what happens when we make art with watercolors and oil.**
- Your child can paint with the watercolors then add a little drop of oil using the small spoon.
- After, ask, **What happened to your painting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



Independent Learning: O

MATERIALS: [Letter O Practice 2](#), pencil, crayons

- Brainstorm words that start with the letter O (focus on words with the O sound like in octopus, not like in open).
- Have your child independently practice tracing the letter O. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as ox?**

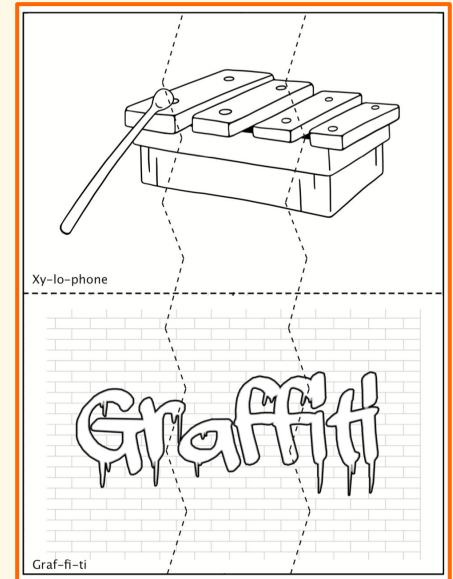




Literacy: Separating Three-Syllable Words

MATERIALS: [Segmenting Syllables 2](#) cut into pieces

- Say, **We know that syllables are the beats in words. Colorful has three beats col-or-ful, col, or, ful, colorful.**
- **Let's break more words into their parts or syllables!**
- Show three parts of the word xylophone put together. Pull the pieces apart as you say, **Xylophone, xy-lo-phone. Xy** (pause) **lo** (pause) **phone. There are three syllables. Let's clap them xy-lo-phone, xylophone!**
- Repeat together for the words: graffiti and violin. Save the other pictures for an activity later this week.



Journal Prompt: I Can Do It

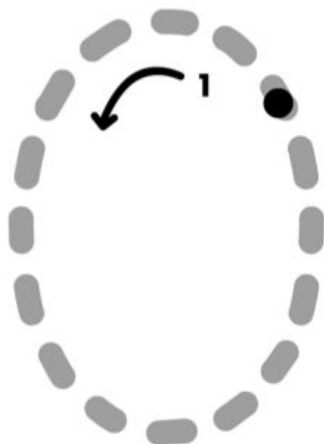
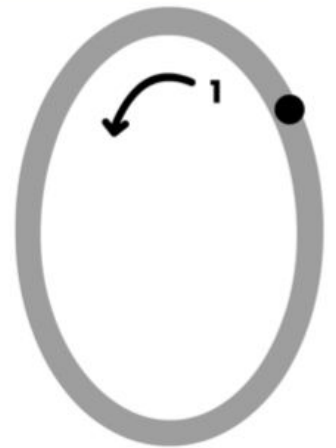
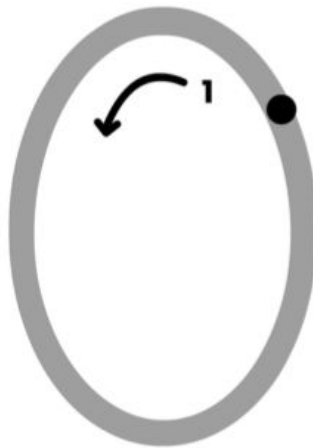
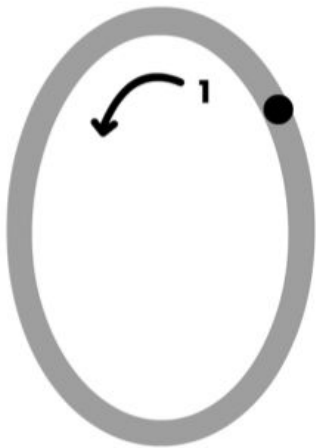
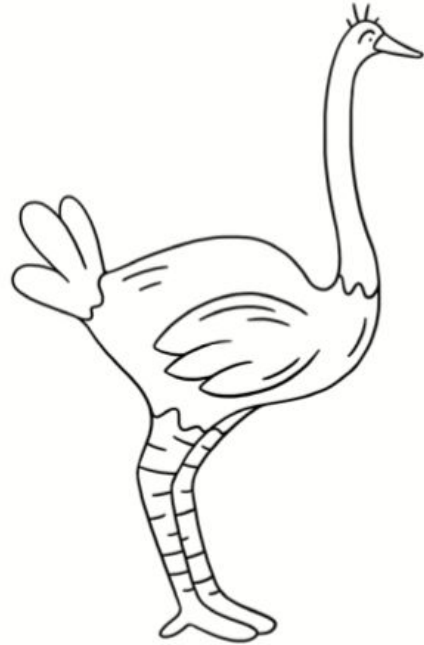
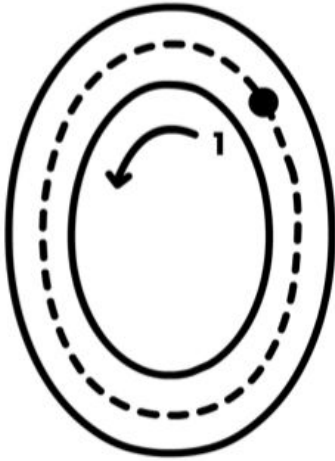
MATERIALS: crayons, I Can Do It Journal Page

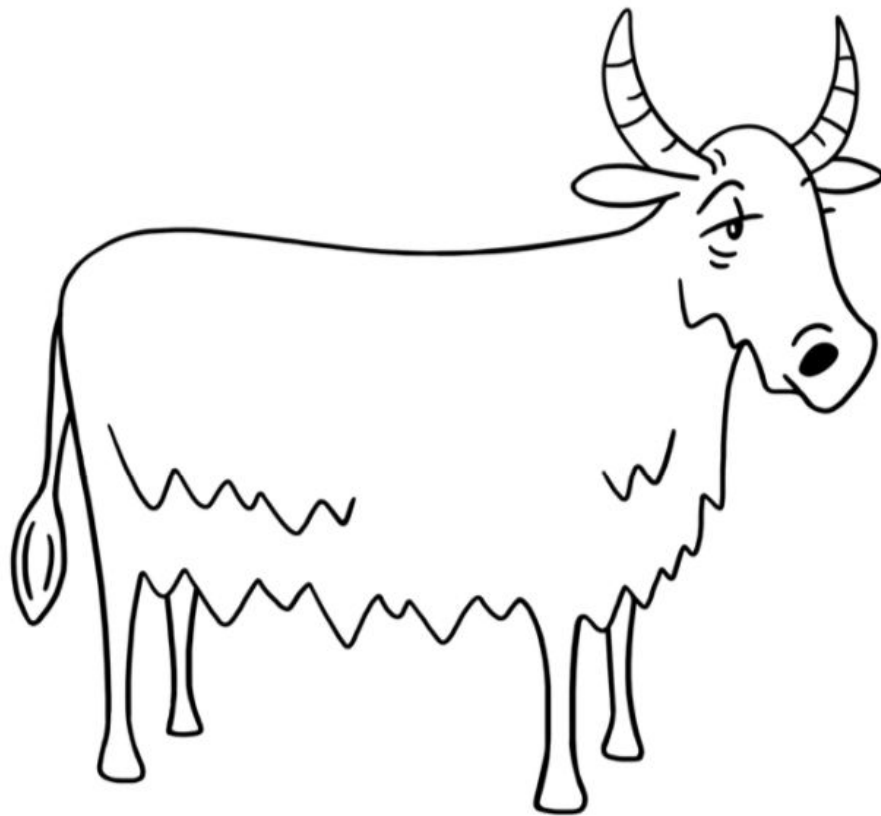
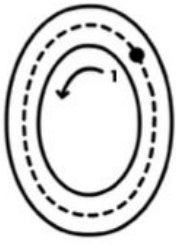
- With your child, talk about the different things they can do by themselves.
- Have your child independently draw or write about something they can do.
- Later, ask, **Tell me about something you can do by yourself.**

Name: _____

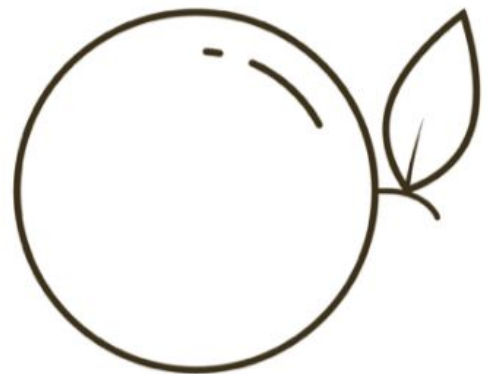
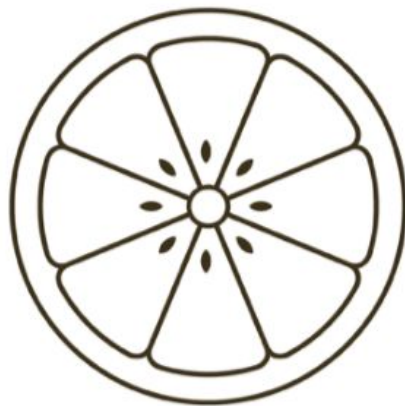
Draw or write about something you can do.

Name _____

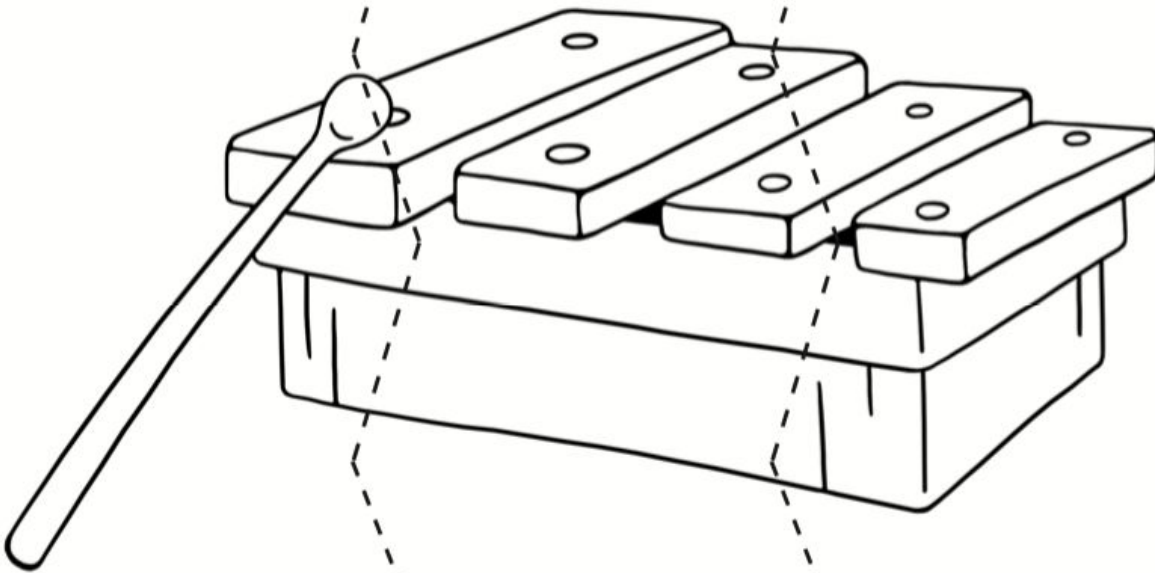




Ox



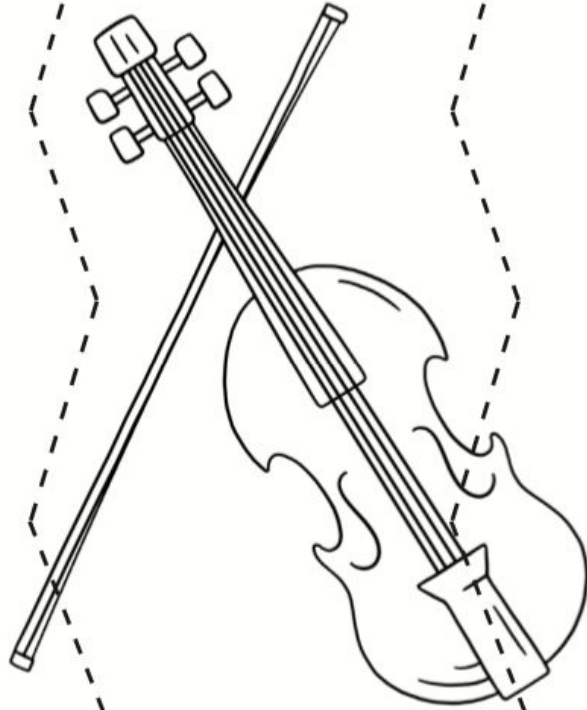
Orange



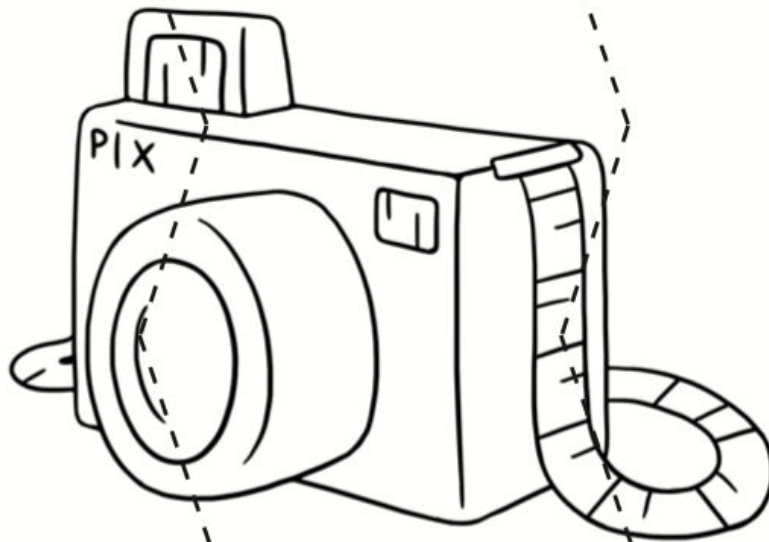
Xy-lo-phone



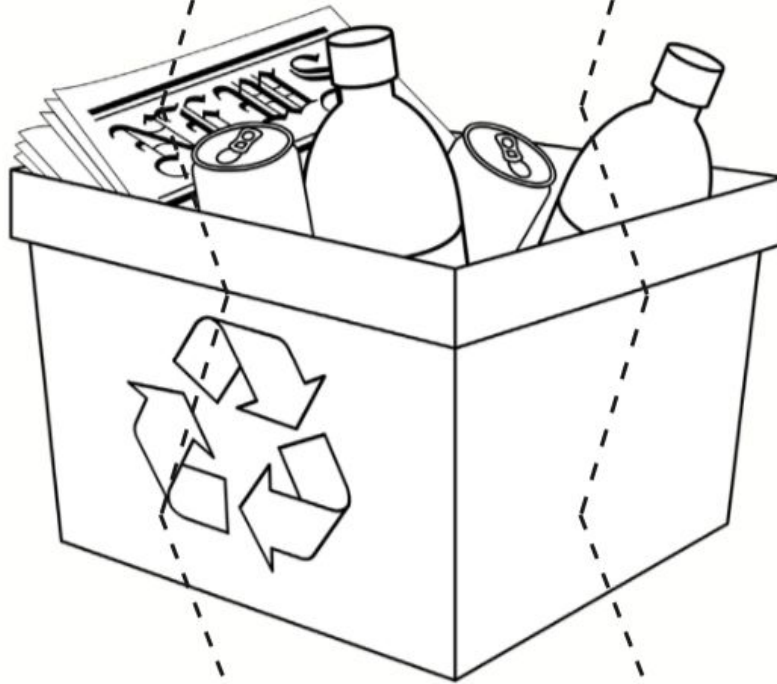
Graf-fi-ti



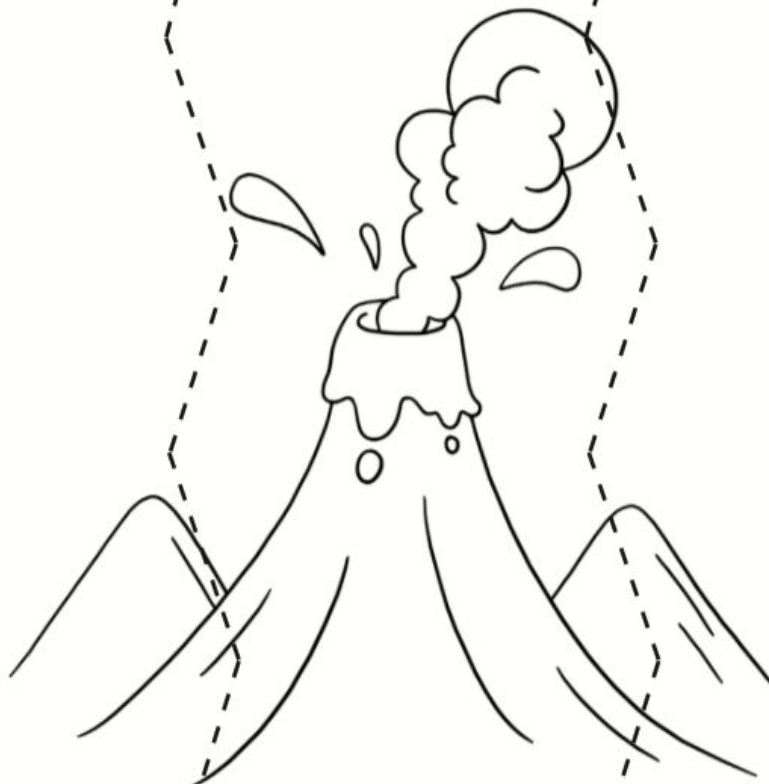
Vi-o-lin



Cam-e-ra



Re-cy-cle



Vol-ca-no

Name: _____

Draw or write about something you can do.



STEM: Ordering Review

MATERIALS: items of different sizes e.g. cups, containers, cushions

- Show three objects. Say, **Let's put these objects in order from big to biggest.**
- Allow your child to lead as they order them. Ask, **Which one is the biggest?**
- Then, point to one object and ask, **Is this bigger or smaller than this one? How can you tell?**



Independent Learning: Texture Rubbing

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

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

Wednesday

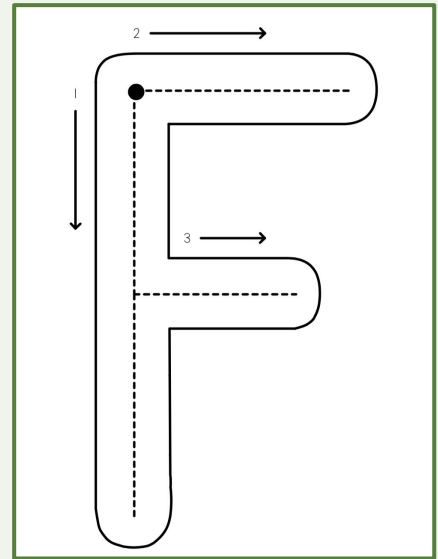
PK4 Unit 4 Week 4 Day 18



Literacy: F

MATERIALS: [Large Letter F](#)

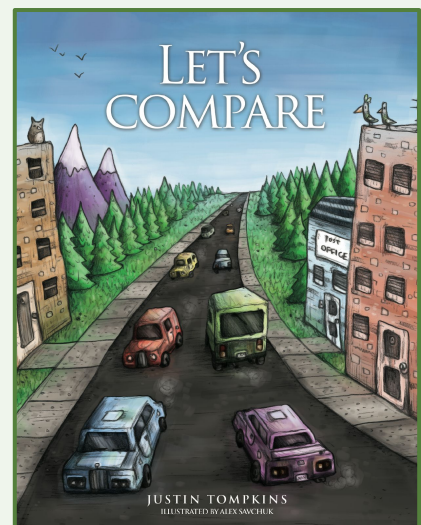
- Practice the letter F. Say, **Make an F by writing down, over, over.** Have your child say the letter F and make the sound for F, like fish. Finally, have your child trace the F with their finger.
- See how many uppercase F's you can find together throughout the day.
- Don't worry if your child needs more time to learn the letter F!



Read: *Let's Compare*

MATERIALS: [Let's Compare](#), crayons or other item for counting

- With your child, read *Let's Compare*.
- After, show 5 crayons on one side and 1 crayon on another. Ask, **Which side has more crayons?** It's okay if your child needs your help, they're still learning!



Wednesday

PK4 Unit 4 Week 4 Day 18



Let's Move: Count and Move

- Say, **Let's do 10 hops. When we get to 10 we stop!**
- Count each hop together, **1,2,3,4,5,6,7,8,9,10. Stop!**
- Repeat for other moves. Allow your child to lead and suggest moves while counting the actions.



Learning Together: Let's Dance

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

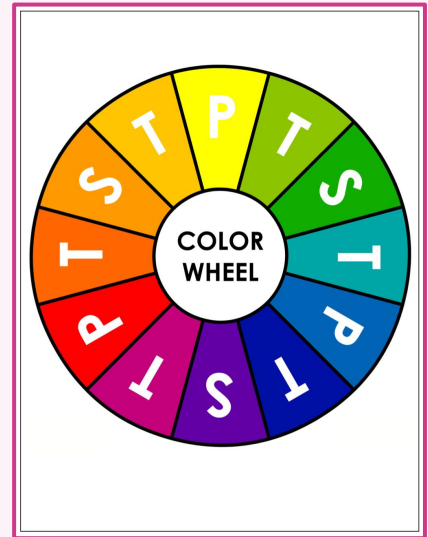
- Say, **Dancing is a type of art. Let's play our favorite song and teach each other our favorite dance moves!**
- Take turns playing music and teaching dance moves for the other to copy.



STEM: Tertiary Colors

MATERIALS: [Tertiary Colors](#), crayons or paint that include primary and secondary colors

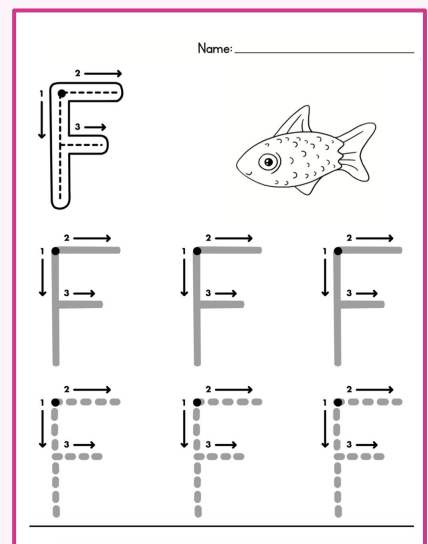
- Show the color wheel and point to the primary and secondary colors. Say, **We learned about primary and secondary colors, but I see even more colors on this color wheel!**
- **These are tertiary colors, we get them when we mix primary and secondary colors together.**
- **You can make some of them by mixing your colors!**
- Have your child color in the primary and secondary colors, then pick a few tertiary colors they'd like to mix and make by mixing the 2 colors on either end of the T. They do not have to make every color.



Independent Learning: F

MATERIALS: [Letter F Practice](#), pencil, crayons

- Brainstorm words that start with the letter F.
- Have your child independently practice tracing the letter F. Use the provided sheet or make one of your own.
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letter did you write? What other words start with the same sound as fish?**

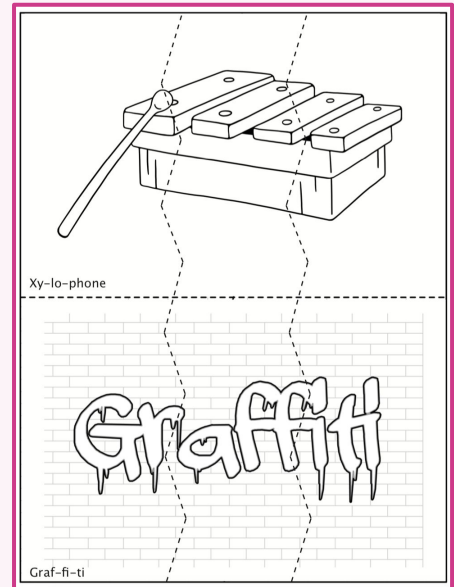




Literacy: Separating Three-Syllable Words Two

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

- Say, **Syllables** are the beats in words. **Photograph** has three beats. Pho-to-graph, pho, to, graph, photograph.
- **Let's break more words into their parts or syllables.**
- Show three parts of the word camera put together. Pull the pieces apart as you say, **Camera, ca-me-ra. Ca** (pause) **me** (pause) **ra. There are three syllables. Let's clap them. Ca-me-ra, camera!**
- Have your child try to separate the words recycle and volcano. Praise them and say, **You are trying really hard, good job!**
- It's okay if they need help. They are still learning!



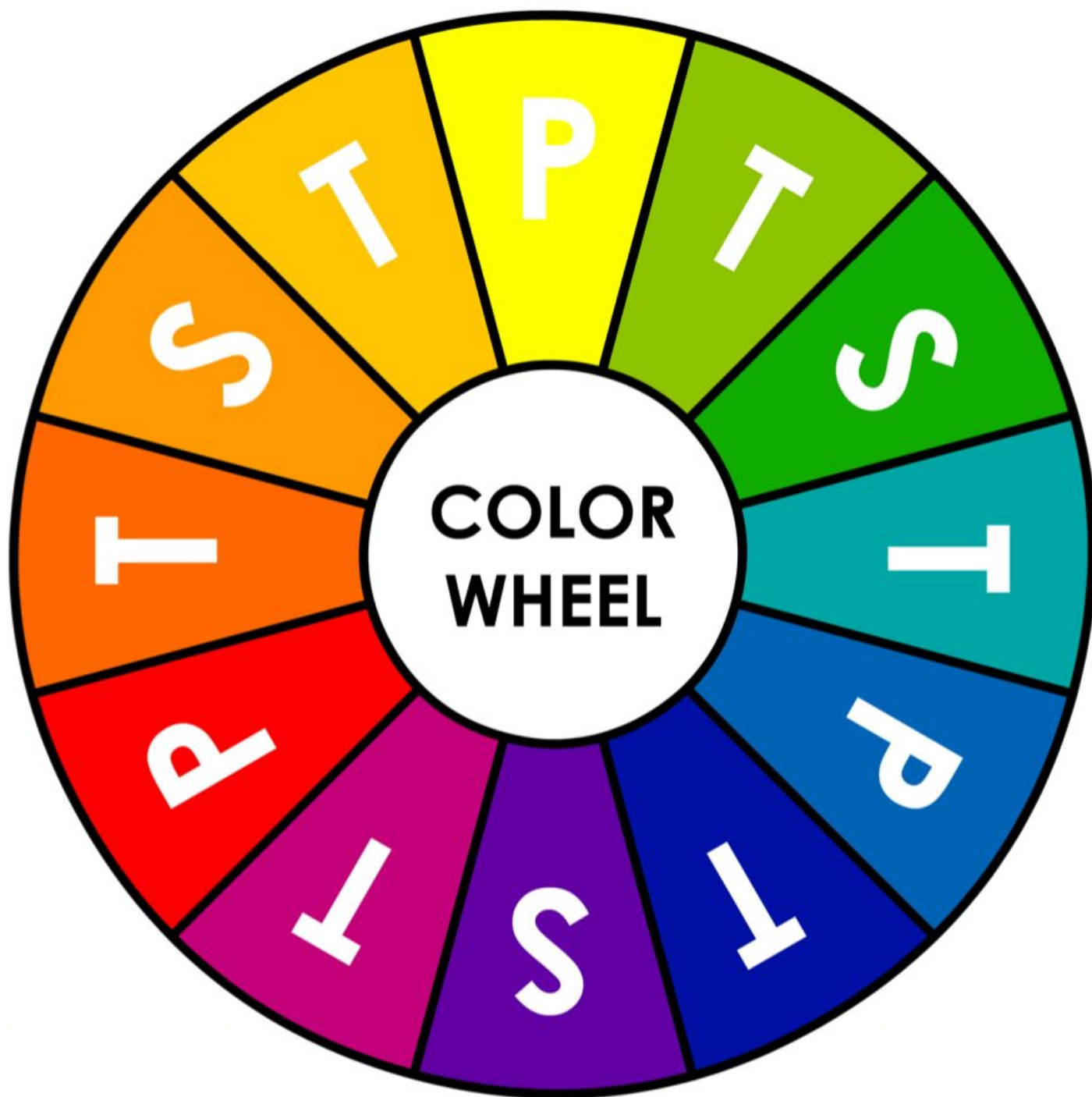
Journal Prompt: My Rainbow

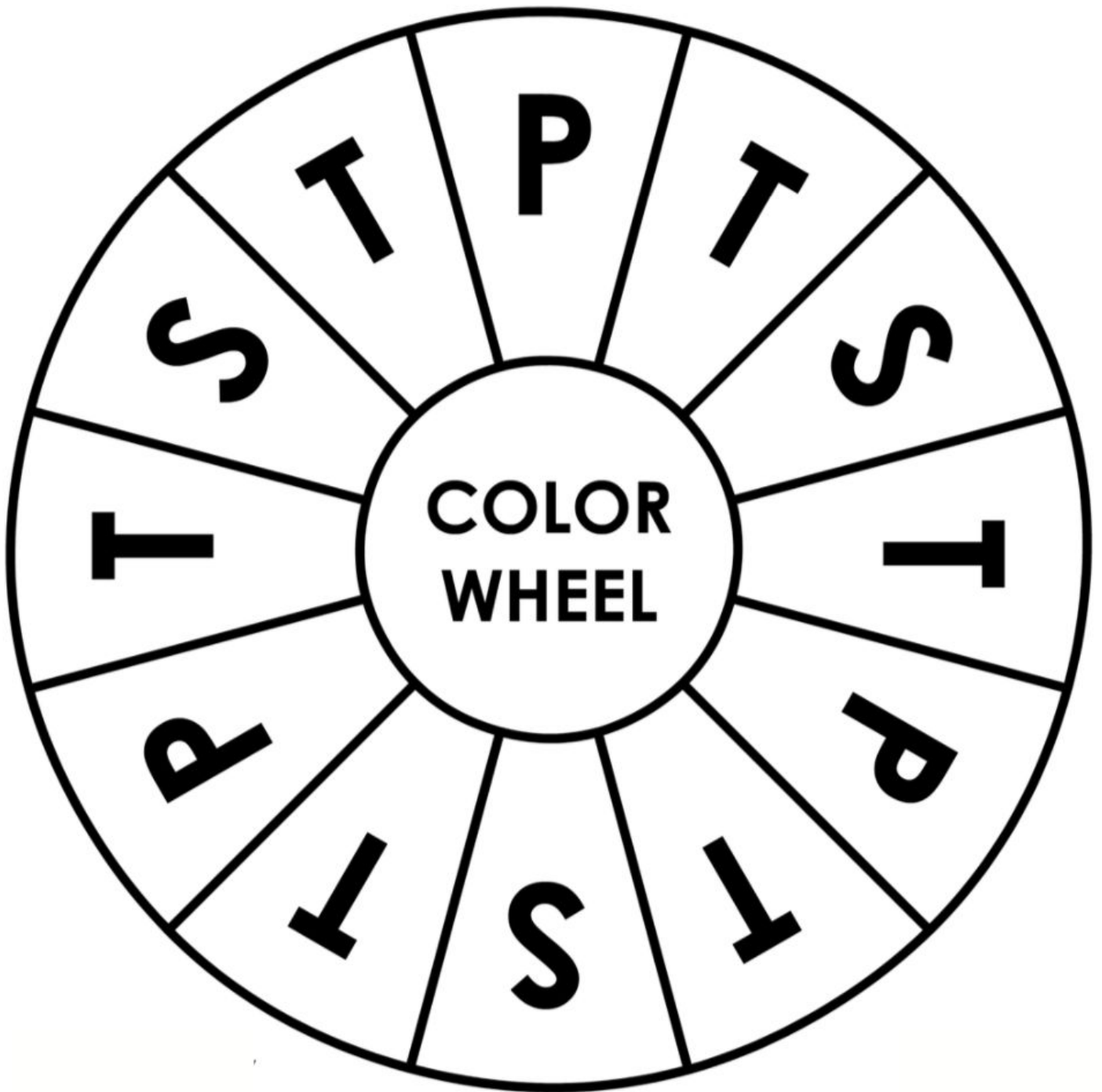
MATERIALS: crayons, My Rainbow Journal Page

- With your child, talk about the colors they see in the rainbow. You can look at pictures of rainbows on a tablet or phone, or the rainbow pictures from last week..
- Have your child independently create their own rainbow with colors of their choice.
- Later, ask, **Tell me about your rainbow. What colors did you use?**

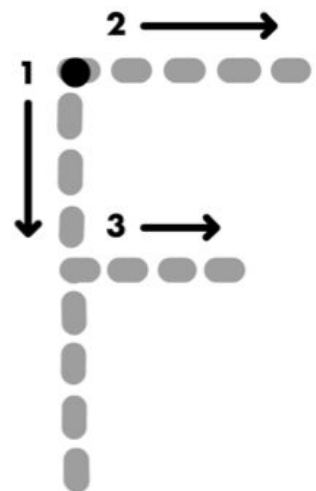
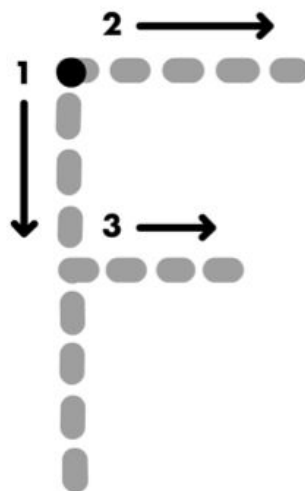
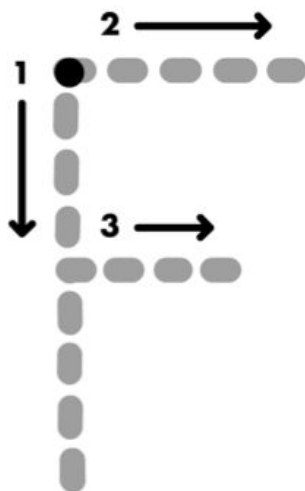
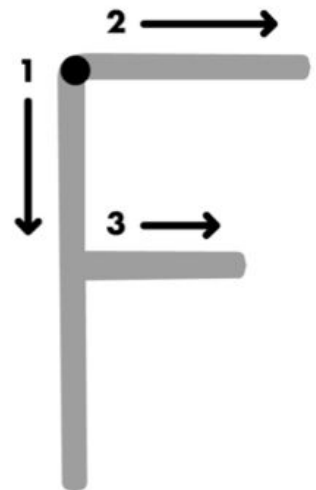
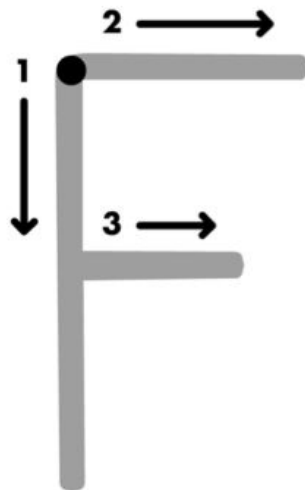
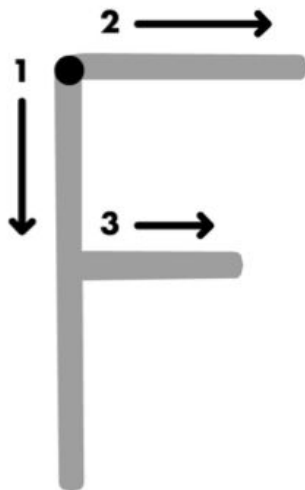
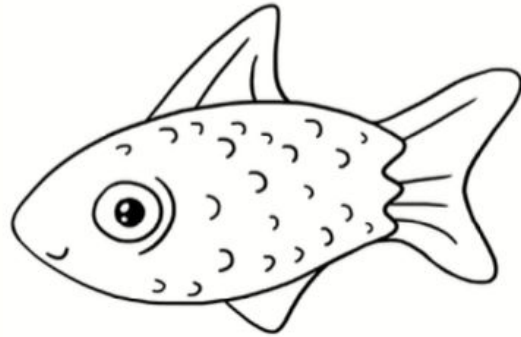
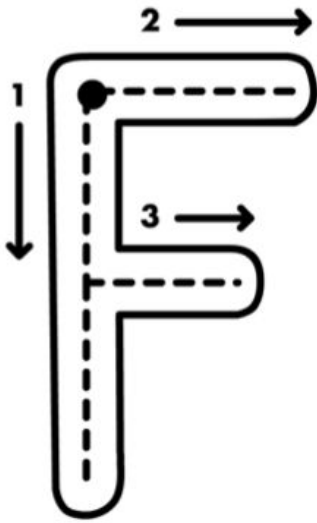
Name: _____

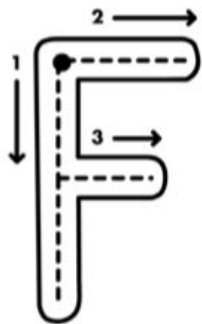
Create your own rainbow with colors you choose.



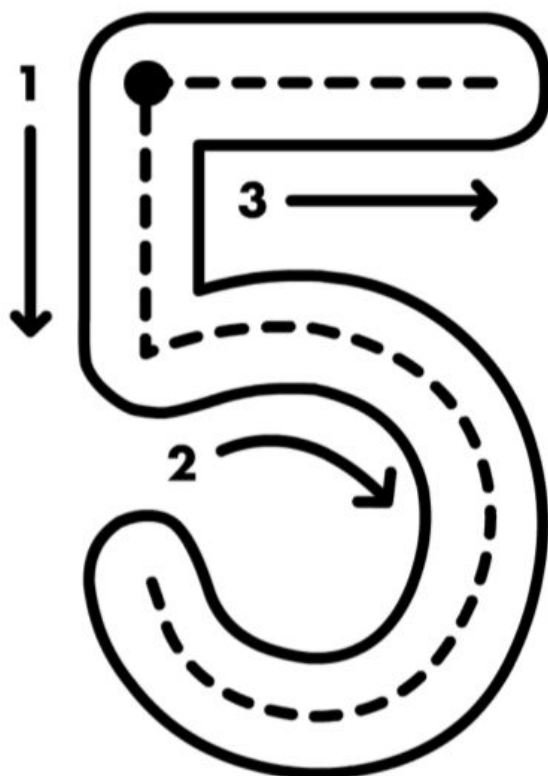


Name: _____





Face



Five

Name: _____

Create your own rainbow with colors you choose.



STEM: Let's Compare

MATERIALS: household items such as crayons or pebbles

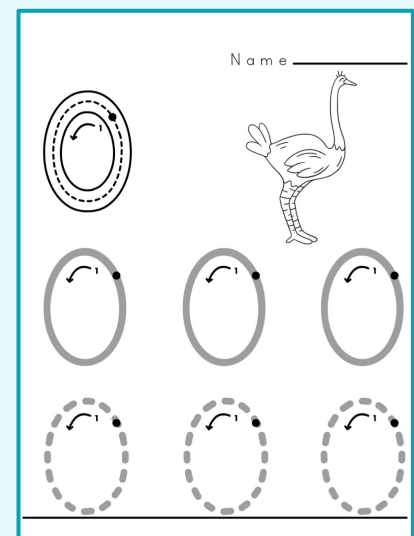
- Make 2 groups of the same items (no more than 10 in either), one that clearly has more than the other, e.g., 8 crayons and 2 crayons.
- Ask, **Which has fewer crayons? How can you tell?** Then, ask, **Which has more crayons?**
- Repeat 2-3 more times for different amounts. It's okay if your child has to count them to compare. You can put the crayons one-to-one in rows for your child to compare if they have difficulty seeing the difference.



Independent Learning: Writing O & F

MATERIALS: O & F, pencil, crayons

- Brainstorm words that start with the letters O and F.
- Have your child independently practice tracing the letters O and F. Use the provided sheets or make one of your own!
- Your child can color in the provided pictures or draw and color ones they create.
- Later, ask, **What letters did you write? Can you think of other words that start with the same sound as elbow? Can you think of other words that start with the same sound as football?**





Literacy: O & F Review

MATERIALS: paper, crayons

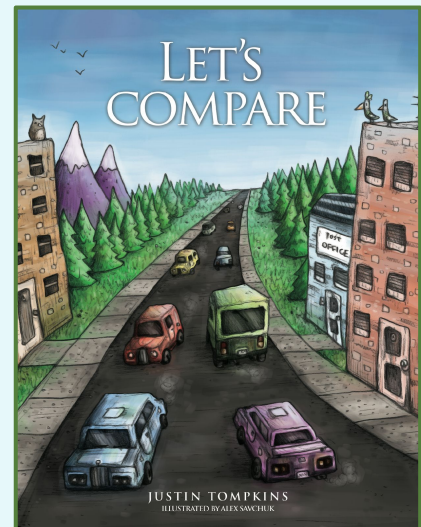
- Make several letter O's and F's on a piece of paper. Tear or cut them apart to make O and F cards.
- Show your child how to play a matching game. Place the cards face down. Flip over two cards. If the letters match, say the letter name and make the letter sound. Take the cards out of the playing area. If the cards don't match, flip them face down again.
- Then it's your child's turn!
- Keep taking turns and playing until all the matches have been made.
- You can also include the letters E, L, T, and C for review.



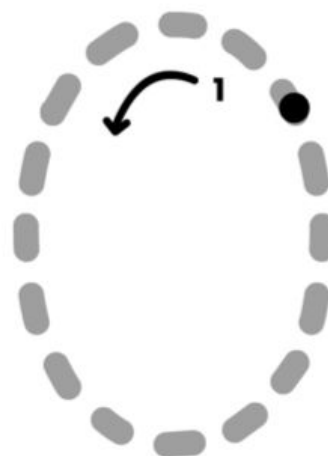
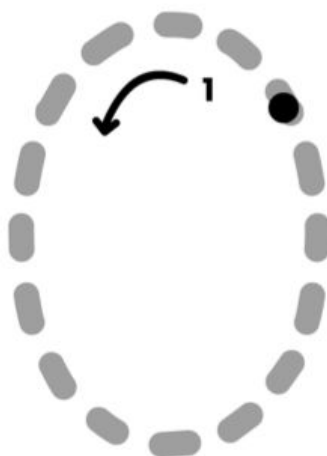
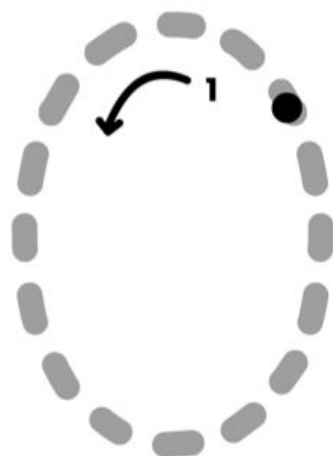
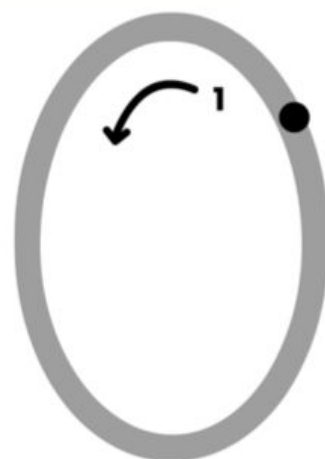
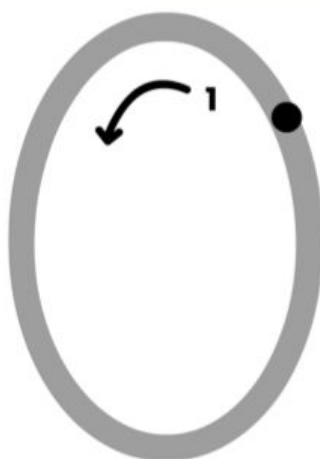
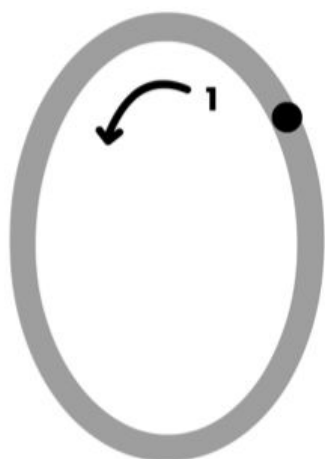
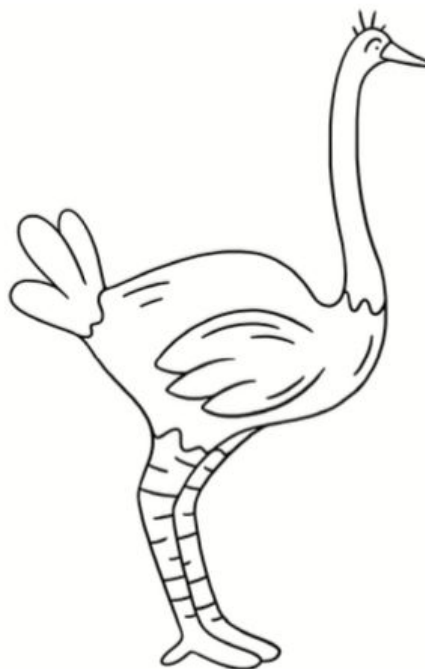
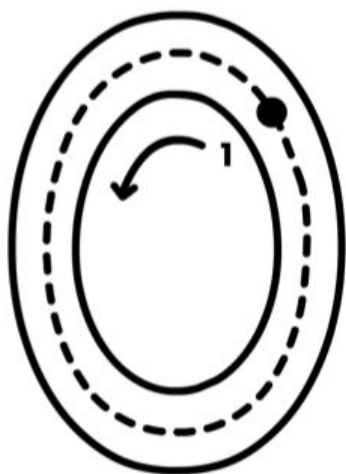
Read: *Let's Compare*

MATERIALS: [Let's Compare](#), crayons or other item for counting

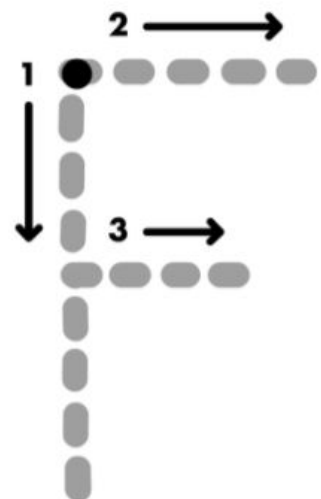
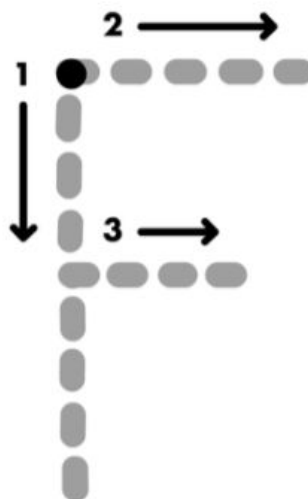
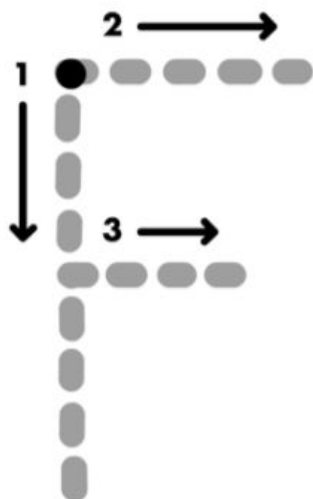
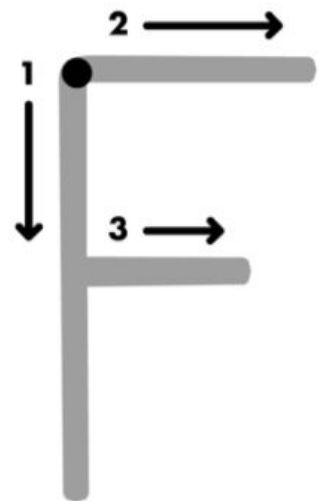
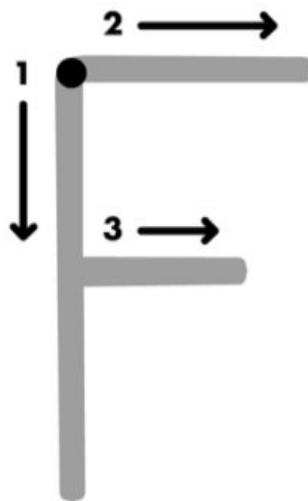
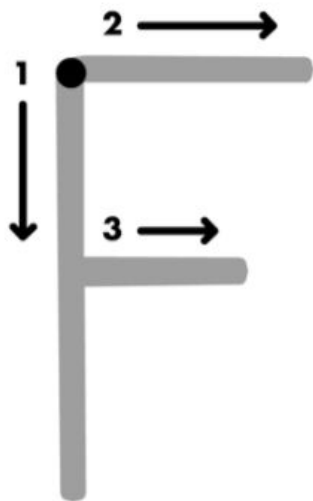
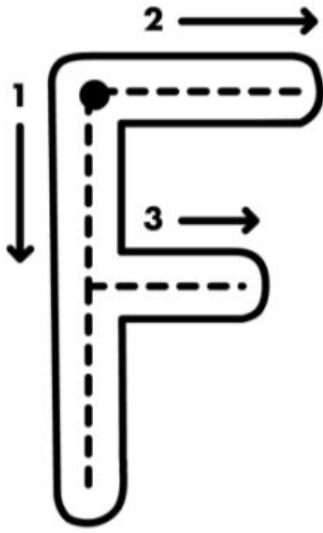
- With your child, read *Let's Compare*.
- After, show 6 crayons on one side and 2 crayons on another. Ask, **Which side has fewer crayons?**
- It's okay if your child needs your help, they're still learning. You can put the crayons one-to-one in rows for your child to compare if they have difficulty seeing the difference.



Name _____



Name: _____



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

