OLDER PRESCHOOL

Spring 1

Early Childhood Distance Learning Materials
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Learning Baby BINGO Board</td>
<td>3</td>
</tr>
<tr>
<td>Daily Check-In</td>
<td>4</td>
</tr>
<tr>
<td>Monday Activities</td>
<td>5</td>
</tr>
<tr>
<td>Tuesday Activities</td>
<td>15</td>
</tr>
<tr>
<td>Wednesday Activities</td>
<td>17</td>
</tr>
<tr>
<td>Thursday Activities</td>
<td>34</td>
</tr>
<tr>
<td>Friday Activities</td>
<td>36</td>
</tr>
</tbody>
</table>
## HOME LEARNING BABY BINGO BOARD

### DIRECTIONS FOR EACH DAY THIS WEEK:
The goal is to do 5 activities in each area. After you complete an activity, color in the box and show it is done. The goal is to have a blackout by the end of the week with every box colored in!

<table>
<thead>
<tr>
<th>L</th>
<th>E</th>
<th>A</th>
<th>R</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td><strong>Exercise</strong></td>
<td><strong>Arts</strong></td>
<td><strong>Regulation</strong></td>
<td><strong>Numbers</strong></td>
</tr>
<tr>
<td>Read 15 minutes with your child</td>
<td>Check out Just Dance on youtube.com</td>
<td>Go on a color hunt around your house or outside</td>
<td>Get 2 straws and a cotton ball and blow the cotton ball back and forth gently. Talk about slowing down our breathes</td>
<td>Complete one of the math packet activities</td>
</tr>
<tr>
<td>M T W R F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pick your favorite book and talk about why this book is your favorite</td>
<td>Go to <a href="https://www.kidsyogastories.com/yoga-for-spring/">https://www.kidsyogastories.com/yoga-for-spring/</a> and learn new spring inspired yoga positions</td>
<td>Draw a picture of your favorite flower</td>
<td>Help do a chore around the house</td>
<td>Take a walk around the neighborhood and count how many flowers you see</td>
</tr>
<tr>
<td>Pretend you are at a park and lay on a blanket and read a book</td>
<td>Play follow the leader</td>
<td>Draw a picture of what you like to do outside</td>
<td>Play different songs and talk about how they make you feel.</td>
<td>Collect different things from around your house and sort them</td>
</tr>
<tr>
<td>Complete one of the literacy packet activities</td>
<td>Make an ‘obstacle’ course with chalk. Pinterest has lots of great ideas</td>
<td>Make your own homemade paint</td>
<td>Dance around the house with different tempo songs</td>
<td>Make a tally chart of your families favorite food</td>
</tr>
<tr>
<td>Have your child read a story to you. Remember talking about the pictures is the first step in reading.</td>
<td>Talk about where healthy foods come from: the ground, trees, plants</td>
<td>Find a spot in your house to display all your awesome artwork</td>
<td>Practice STAR breathing. Smile. Take a deep breath, and Relax. Fill up your belly like a balloon and slowly let it out. Do this 3 times</td>
<td>See how high you can count to. Is it 10? 20? 30? 100?</td>
</tr>
<tr>
<td>Read to a stuffed animal or two</td>
<td>Enjoy the weather and go for a walk</td>
<td>Play your favorite song and clap to the beat</td>
<td>Talk about and find things that help calm your child down</td>
<td>Go on a shape scavenger hunt around your house</td>
</tr>
</tbody>
</table>
# Older Preschool

<table>
<thead>
<tr>
<th>Day</th>
<th>Handwriting</th>
<th>Literacy</th>
<th>Math</th>
<th>Steam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>Pre-wrting: Playdoh Letters</td>
<td>Alphabet Knowledge: Sing the ABCs</td>
<td>Number &amp; Operations: Ladybug Number Match</td>
<td>Science: Making Play-Doh</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Pre-Writing: Playdoh Numbers</td>
<td>Phonological Awareness: Rainbow Rhyming Pairs</td>
<td>Geometry: Find Shapes at Home</td>
<td>Arts: Spring Yoga</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Drawing: Using Lines and Curves to Draw a Flower</td>
<td>Concepts About Print/ Comprehension: Spring Books</td>
<td>Patterns &amp; Algebra: Spring Patterns</td>
<td>Arts: Springtime Flower Picture</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>Writing: Painting Numbers with Water</td>
<td>Phonological Awareness: Spring Poems</td>
<td>Measurement &amp; Time: Sequence Spring Events</td>
<td>Science: Melting “Snow”</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Writing: Write Name Outside with Chalk</td>
<td>Alphabet Knowledge: Letters in my Name &amp; Letter Sounds</td>
<td>Probability: Snow Boots or Sunglasses?</td>
<td>Arts: Dance Party!</td>
</tr>
</tbody>
</table>

**Daily Check In:** How are you feeling?

- Happy / Excited
- Calm / Relaxed
- Anxious / Worried
- Sad / Upset
- Angry / Frustrated
### MONDAY ACTIVITIES

<table>
<thead>
<tr>
<th>ACTIVITY #1 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play-Doh Letters</td>
<td>Fine Motor Skills, Conversation Skills</td>
<td>Play-Doh</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

Use the Play-Doh made from the STEAM portion of today’s plans to form letters. Below is the chart for the formation of uppercase letters and the language/wording used when describing them.

<table>
<thead>
<tr>
<th>ACTIVITY #2 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Knowledge</td>
<td>Memory</td>
<td>None</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

Sing the ABCs. While making the Play-Doh or playing with it sing the ABCs with your child to help form alphabet knowledge!
<table>
<thead>
<tr>
<th>ACTIVITY #3 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ladybug Number Match</td>
<td>Matching</td>
<td>Worksheet</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

Match the dots on the ladybug to the numeral on the lead from the printout attached.

<table>
<thead>
<tr>
<th>ACTIVITY #4 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Play-Doh</td>
<td>Follow Instructions</td>
<td>Recipes Included</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

I have included 3 different recipes with different ingredients, some you need to cook and others you don’t, so that you can choose what works best for you! Be sure to keep the Play-Doh for the week’s plans.
Busy Little Bugs Ladybug Number Match.

1. Print out this sheet, thicker cardstock is suggested, then laminate.
2. Print and cut out ladybugs, then laminate.
3. Children then match the ladybugs to the corresponding leaf.
Busy Little Bugs Ladybug Number Match.

5 6
7 8
9 10

© www.busylittlebugs.com.au
Busy Little Bugs Ladybug Number Match.
Busy Little Bugs Ladybug Number Match.
PLAY-DOH RECIPES

RECIPE 1
https://www.wikihow.com/Make-Play-Dough-without-Cream-of-Tartar

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ cup of conditioner</td>
<td>• Pour ½ cup of conditioner into a bowl. (Pick something that smells nice to you. Your play dough will also turn out the same color as the conditioner. If you want to make your own color, choose white conditioner.)</td>
</tr>
<tr>
<td>1 cup of cornstarch</td>
<td>• Optional: Add some food coloring, if desired. Start with 1 to 2 drops. Stir them in, then add more if you want to.</td>
</tr>
<tr>
<td>Food coloring (optional)</td>
<td>• Stir in 1 cup of cornstarch. The dough will be crumbly at first, but then it will turn smoother the longer you work with it. Once it starts to look like frosting, transfer it to a smooth counter or cutting board. If you can’t find any cornstarch, try cornflour instead.</td>
</tr>
<tr>
<td></td>
<td>• Knead the dough, adding more cornstarch if needed. The longer you knead the dough, the more solid it will become. Plan on kneading it for about 1 minute. If the dough feels too sticky while you are kneading it, you can always add more cornstarch. If the play dough seems too firm or too dry, squeeze a dollop of conditioner into the mixture and continue kneading.</td>
</tr>
<tr>
<td></td>
<td>• Store in an airtight container or zip-lock bag</td>
</tr>
</tbody>
</table>
## RECIPE 2
[https://littlebinsforlittlehands.com/no-cook-playdough/](https://littlebinsforlittlehands.com/no-cook-playdough/)

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 cups of flour</td>
<td>• Combine all dry ingredients in a bowl and form a well in the center.</td>
</tr>
<tr>
<td>½ cup of salt</td>
<td>• Add oil and food coloring to the dry ingredients</td>
</tr>
<tr>
<td>¾ cup of hot water</td>
<td>• Add water and stir</td>
</tr>
<tr>
<td>1 TBSP of baby oil</td>
<td>• Note: If you notice that the playdough looks a little runny, you might be</td>
</tr>
<tr>
<td>(or cooking oil)</td>
<td>tempted to add more flour. Before you do this, allow the mixture to</td>
</tr>
<tr>
<td>2 TBSP of cream of</td>
<td>rest for a few moments! That will give the salt a chance to absorb the</td>
</tr>
<tr>
<td>tartar</td>
<td>extra moisture. Feel your playdough before you add any additional flour!</td>
</tr>
<tr>
<td>Food coloring</td>
<td>You likely won’t need any but if your dough is sticky, add an additional</td>
</tr>
<tr>
<td></td>
<td>1/4 cup of flour at a time.</td>
</tr>
</tbody>
</table>

---
## RECIPE 3
https://www.wikihow.com/Make-Play-Dough-without-Cream-of-Tartar

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cup of all-purpose flour</td>
<td>• Mix the water, lemon juice, and oil together in a large pot. Measure out ¾ cup of water and pour it into a medium sized pot. Stir in 3 tablespoons of lemon juice. Then, stir in 1 tablespoon of vegetable oil.</td>
</tr>
<tr>
<td>¼ cup of table salt</td>
<td>• Heat the mixture over medium-low heat until it's just about boiling. Put the pot on your stove burner and turn the heat to medium-low. Let the mixture heat up slowly.</td>
</tr>
<tr>
<td>¾ cup of water</td>
<td>• Stir the food coloring or powdered Kool-Aid into the mixture. You can stir in 4-5 drops of food coloring to add color to the play-dough. If you want to add color and fragrance, whisk in 2 packages of powdered Kool-Aid. If you want an extra vibrant hue, you can use both!</td>
</tr>
<tr>
<td>3 TBSP of lemon juice</td>
<td>• Mix the flour and salt together in a separate bowl. Pour 1 cup of all-purpose flour into a mixing bowl. Add ¼ cup of table salt. Stir them together with a spoon.</td>
</tr>
<tr>
<td>1 TBSP of vegetable oil</td>
<td>• Add the flour mixture gradually to the hot liquid mixture in the pot. Make sure you pour slowly and stir continuously as you pour. This will keep hard, uneven lumps from forming in your play-dough!</td>
</tr>
<tr>
<td>4-5 drops of good coloring or 2 packages of powered Kool-Aid mix</td>
<td>• Keep stirring until the mixture forms a dough ball. As you stir, the dry ingredients will absorb the wet ingredients and form into a dough ball. Once all of the liquids have been absorbed, you can stop stirring.</td>
</tr>
<tr>
<td></td>
<td>• If the mixture seems too sticky, flatten the dough on the bottom of the pot and let it sit for a few seconds. Then, flip it over and do the same for the other side. You can flip back and forth until you reach your desired consistency. Be sure not to overcook the dough! Keep in mind that it will get firmer once it cools down.</td>
</tr>
<tr>
<td></td>
<td>• Knead the dough ball for 1-2 minutes to finish combining it.</td>
</tr>
<tr>
<td></td>
<td>• Allow the dough to cool off before storing it in the fridge. Once the dough has cooled off, you can store it in a plastic container with an air-tight lid in the fridge. You don't have to store the play-dough in the fridge, but it will last longer that way.</td>
</tr>
</tbody>
</table>
## TUESDAY ACTIVITIES

<table>
<thead>
<tr>
<th>ACTIVITY #1 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play-Doh Numbers</td>
<td>Number Recognition</td>
<td>Play-Doh, Worksheet</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

Use the Play-Doh made from the STEAM portion of yesterday’s plans to form numbers. Below is the chart for the formation of numbers and the language/wording used when describing them.

<table>
<thead>
<tr>
<th>ACTIVITY #2 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rainbow Rhyming Pairs</td>
<td>Phonological Awareness</td>
<td>Print the Rainbow Rhyming Pairs Worksheet</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

Print the Rainbow Rhyming Pairs and cut out and then cut apart along the dotted lines. Read the word and have your child find the rhyming picture.

<table>
<thead>
<tr>
<th>ACTIVITY #3 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find Shapes at Home</td>
<td>Geometry</td>
<td>Paper, marker, objects</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

Go on a walk around your campus/neighborhood and look for the shapes shown on the page below. Have your child name the shapes. Write or draw what you find on the shapes.
<table>
<thead>
<tr>
<th>ACTIVITY #4 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Yoga</td>
<td>Arts</td>
<td>None</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

Try out the spring themed yoga poses with your child shown on the attached page.
## WEDNESDAY ACTIVITIES

<table>
<thead>
<tr>
<th>ACTIVITY #1 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a Flower</td>
<td>Drawing</td>
<td>Worksheet</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

You’ll notice the language used to describe handwriting includes big lines, little lines, big curves, and little curves. Today, instruct your child to draw a flower using this language with the directions attached below.

<table>
<thead>
<tr>
<th>ACTIVITY #2 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Books</td>
<td>Concepts about Print/Comprehension</td>
<td>Books</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

Read a spring themed book or find a read aloud of one online. (Spring book list attached below for ideas). Talk to your child about books parts and ask comprehension questions (attached below with book list).
### ACTIVITY #3 TITLE
### LEARNING GOAL/OBJECTIVE
### MATERIALS

<table>
<thead>
<tr>
<th>ACTIVITY #3 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Patterns</td>
<td>Patterns</td>
<td>Worksheet</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

Cut out the spring themed patterned boards and pictures below and have your child complete the pattern. Cut out the extra pieces and encourage your child to make their own pattern.

### ACTIVITY #4 TITLE
### LEARNING GOAL/OBJECTIVE
### MATERIALS

<table>
<thead>
<tr>
<th>ACTIVITY #4 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Springtime Flower Picture</td>
<td>Arts</td>
<td>Worksheet</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

Have your child add to the flower drawn earlier for handwriting by drawing a springtime background. Talk about what you might see in a spring picture. Have your child color the picture.
Number Formation Chart

1 starts in the Starting Corner.
1 makes a Big Line down.
1 stops in the corner.

6 starts in the Starting Corner.
6 is a baby bear.
6 goes down to curl up in the corner.
6 is hibernating.

2 starts in the Starting Corner.
2 makes a Big Curve.
2 stops in the corner.
2 walks away on the bottom.

7 starts in the Starting Corner.
7 makes a Little Line across the top.
7 says, "I better slide down."

3 starts in the Starting Corner.
3 makes a Little Curve to the middle.
3 makes another Little Curve to the bottom corner.

8 is different.
8 doesn't like corners.
8 starts at the top center.
8 begins with 5 and then goes home.

4 starts in the Starting Corner.
4 makes a Little Line down to the middle.
4 walks across the dark night.
4 jumps to the top and says, "I did it." (Big Line down)

9 is so special.
9 has its own corner.
9 makes a Little Curve and goes up to the corner.
9 makes a Big Line down.

5 starts in the Starting Corner.
5 makes a Little Line down to the middle. It starts to rain.
5 makes a Little Curve around.
5 puts a Little Line on top to stop the rain.

10 uses two places.
1 comes first.
0 is next.
0 starts at the top center.
10 is finished.
bat
now
fog
SHAPES IN MY HOUSE / NEIGHBORHOOD
Spring Yoga Sequence

1. RAINBOW
2. FLOWER
3. SNAKE
4. MOUSE
5. TURTLE

for more kids yoga, visit us at: www.flowandgrowkidsyoga.com
FLOWER DRAWING / COLORING:

Today you are going to draw a flower using big lines, little lines, big curves, and little curves.

First, draw the flower’s stem with one big line down.

Next, draw a big curve coming out of the middle of the big line.

Then, connect the ends of the little curve with a little line. This makes a leaf!

After, use two little curves to make a circle on top of the stem for the middle of the flower.

Finally, draw little curves to make flower petals. How many will you make?

Look, you drew a flower!
**SPRING BOOK LIST:**

- **Storybooks (fiction)**
  - And Then It's Spring by Julie Fogliano
  - Who's Awake in Springtime? by Mim Green and Phillis Gershator
  - In Like a Lion, Out Like a Lamb by Marion Dane Bauer
  - When Spring Comes by Kevin Henkes
  - Spring Is Here by Will Hillenbrand
  - Welcome Back Spring! by Flitzy Books

- **Informational Books (non-fiction)**
  - Let's Look at Spring by Sarah L. Schuette
  - Everything Spring by Jill Esbaum
  - Spring Changes written by Ellen Senisi
  - How Do You Know It's Spring? By Lisa Herrington

**CONCEPTS ABOUT PRINT:**

- Ask your child to show you which way to hold the book.
  Ask your child where the front cover is, the back cover, and where the pages are.
- Talk about the title, author, and illustrator.
- Have your child point to the pictures and ask who draws them, the author or illustrator?
  Then have your child point to the words and ask who writes them, the author or illustrator?
- When you begin to read, ask your child to run their finger along the page showing you which way to read (left to right).

**COMPREHENSION:**

- **Storybook (fiction)**
  - Have your child predict what will happen next throughout the story
  - Have your child retell the story by asking them what happened in the beginning, middle, and the end
  - Ask your child who the main character was
  - Ask your child where the story happened, explain that this is called the setting
  - Ask your child what the problem was in the story (if applicable), and how it was solved
  - Ask your child how characters are feeling throughout the story and how they can tell

- **Informational book (non-fiction)**
  - Explain that the book you are reading will give you information, or facts
  - Help your child identify facts throughout the book
SPRING PATTERN CARDS

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Early Childhood Distance Learning Materials
## THURSDAY ACTIVITIES

<table>
<thead>
<tr>
<th>ACTIVITY #1 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting Numbers with Water</td>
<td>Writing</td>
<td>Paintbrush, water</td>
</tr>
</tbody>
</table>

### ACTIVITY/LESSON DESCRIPTION

Go outside with a paintbrush and cup of water and “paint” numbers on the sidewalk, talking about how to write the numbers using the language/wording on the number formation chart from earlier in the week (earlier in packet).

<table>
<thead>
<tr>
<th>ACTIVITY #2 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Poems</td>
<td>Phonological Awareness</td>
<td>Poems</td>
</tr>
</tbody>
</table>

### ACTIVITY/LESSON DESCRIPTION

Read the spring poems attached below to your child. Read them over and over to build familiarity and fluency. Work together to find the rhyming words within in the poems and highlight/underline them.

<table>
<thead>
<tr>
<th>ACTIVITY #3 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence Spring Events</td>
<td>Measurement &amp; Sequence</td>
<td>Worksheet</td>
</tr>
</tbody>
</table>

### ACTIVITY/LESSON DESCRIPTION

Cut out the sequencing cards and have your child put the various spring events in order.
<table>
<thead>
<tr>
<th>ACTIVITY #4 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melting “Snow”</td>
<td>Science</td>
<td>Ice</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

In celebration of Spring and the snow melting, experiment with different ways to melt ice. Inside/outside, in the sun/shade, by blowing on the ice, holding it in your hand, using a hairdryer, pouring cold/hot water on it, etc. Have your child think of ways to melt the ice and talk about which way was the fastest.
## FRIDAY ACTIVITIES

<table>
<thead>
<tr>
<th>ACTIVITY #1 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Writing</td>
<td>Writing</td>
<td>Chalk</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

Go outside and practice writing your name with chalk! Talk about the formation of the letters using the chart from the beginning of the week. Have your child practice writing other letters or writing their name with lowercase letters if they are ready for it!

<table>
<thead>
<tr>
<th>ACTIVITY #2 TITLE</th>
<th>LEARNING GOAL/OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Knowledge</td>
<td>Letter Recognition</td>
<td>Chalk</td>
</tr>
</tbody>
</table>

**ACTIVITY/LESSON DESCRIPTION**

As your child is writing their name outside with chalk, help them to identify the letters in their name and talk about what sounds the letters make.
### ACTIVITY #3 TITLE
- **LEARNING GOAL/OBJECTIVE**: Probability
- **MATERIALS**: Clothing Items

**ACTIVITY/LESSON DESCRIPTION**
Gather clothing items from home for different weather (bathing suit, mittens, raincoat, snow boots, sunglasses, sandals, etc.) and use the weather pictures and directions below to help your child predict the likelihood of an outcome.

### ACTIVITY #4 TITLE
- **LEARNING GOAL/OBJECTIVE**: Movement – watch for jumping and spinning
- **MATERIALS**: Music

**ACTIVITY/LESSON DESCRIPTION**
Find your favorite songs and dance along, search JP Dance Party (by Amanda Renee) on Spotify for a playlist full of kid friendly songs that JP Fargo/Moorhead kids love, or search just dance for kids on YouTube for some fun dance alongs! See if you have any scarves or ribbons for children to dance with and have fun with movement! See list of songs attached.
**My Garden**

This is my garden, I'll plant it with care.
Here are the seeds I'll plant in there.
The sun will shine,
The rain will fall.
The seeds will sprout and grow up tall.

~Anonymous

---

**The Little Plant**

In the heart of a seed,
Buried deep so deep,
A tiny plant
Lay fast asleep.
"Wake," said the sunshine,
And creep to the light."
"Wake," said the voice
Of the raindrops bright.
The little plant heard
And it rose to see,
What the wonderful,
Outside world might be.

~Anonymous
Bee

BUZZ! goes the bee,
Hour after hour.
BUZZ! goes the bee
From flower to flower.

Sucking out the nectar,
Flying it home.
Storing up the nectar
In the honeycomb.

BUZZ! goes the bee,
Making honey so sweet.
Bee makes the honey
That I love to eat!

~Anonymous

I'm a Little Snail

I'm a little snail, I'm crawling on the ground.
I have got no legs, so I can't walk around.
And when I'm in a hurry, there's someplace I must go.
I'll get there when I get there, even though I'm very slow.

~Anonymous
springtime

A small green frog
On a big brown log,
A black and yellow bee
In a little green tree.
A red and yellow snake
By a blue-green lake,
All sat and listened
To a red bird sing,
"Wake up, everybody,
It's spring! It's spring!"

~Anonymous

In the spring

I can play outside until it gets dark
Swing, slide, run, and climb at the park.

I can ride my bike in the warm air
And jump in mud puddles with the boots I wear.

I can fly a kite as I run in the wind, up high it goes
And along the way, see a flower that grows.

I can plant seeds in a garden with care
Water them and watch them grow in the spring air.

I think spring is my favorite time of year—
Let's give a big cheer!

~L. Norris

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Sequencing: A Chick Hatching

Directions: Color and cut out the pictures at the bottom then glue them in the correct order to make a sequence.

First

Next

Last
Sequencing: Getting Dressed for a Rainy Day

Directions: Color and cut out the pictures at the bottom then glue them in the correct order to make a sequence.

First

Second

Third

Fourth
### Sequencing: Growing a Flower

**Directions:** Color and cut out the pictures at the bottom then glue them in the correct order to make a sequence.

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
</table>

© Communication Window
PROBABILITY: SNOW BOOTS OR SUNGLASSES?

Using the clothing items gathered for different weather (bathing suit, mittens, rain coat, snow boots, sunglasses, sandals, etc.) and the weather pictures below have your child predict the likelihood of an outcome.

SAY:
- Today we are going to talk about which clothes you would wear in different weather. We are going to use the words likely and unlikely to talk about what you would wear.
- It is hot and the sun is shining. You are likely to wear (hold up/point to sandals). You are unlikely to wear (hold up/point to snow boots).
- It is raining. Are you likely or unlikely to wear/use _____? Show various clothing/items.
- It is snowing. Are you likely or unlikely to wear/use _____? Show various clothing/items.
- It is sunny. Are you likely or unlikely to wear/use _____? Show various clothing/items.
- Have your child say when they would wear/use different clothing/items. Choose different weather and have your child put on the clothing and accessories that would likely be worn. Have them describe what they chose and why.