



# SBCE TeleSchool: *Pre-K*

Dates: *April 13<sup>th</sup>-17<sup>th</sup>*

- Each day spend 30 minutes on literacy learning and 30 minutes on math learning.
- Must Do tasks should be completed before moving on to the May Do tasks of your choosing if there is time.
- Keep any paper tasks for this week together.
- Check off tasks as you complete them and get a parent/guardian signature at the end of each week.
- Additional information and resources can be found on our SBCE TeleSchool page at <https://www.fultonschools.org/domain/6836>.

**Parent/Guardian(s):** I certify that my child completed 30 minutes of literacy learning and 30 minutes of math learning daily. We have checked off the tasks completed and attached completed assignments to this page. I understand that my child is expected to complete graded assignments within 2 weeks of returning to normal school operations.

**Parent/Guardian Signature:** \_\_\_\_\_

# LITERACY

## MUST DO

- Read to your child for 15 minutes per day.
- Choose at least one activity from the choice board to complete per day.

<p>Syllable Counting – Practice counting syllables using this game. Adult: <i>Higgledy Piggledy Bumble Bee</i>. Will you say your name for me? Child: <i>Samantha</i> Adult: <i>Sa-man-tha</i>. Get ready to clap it. Adult and child together: <i>Sa-man-tha</i> (say the name and clap for each syllable) Adult: <i>Get ready to snap it</i>. Both: <i>Sa-man-tha</i> (say the name and snap for each syllable) Adult: <i>Get ready to stomp it</i>. Both: <i>Sa-man-tha</i> (say the name and stomp for each syllable) Adult: <i>Get ready to count it</i>. Both: <i>Sa-man-tha</i> (say the name and hold up fingers to count each syllable) This can be done with other words, picture cards, etc.</p>	<p>Have your child draw or paint a picture while you make one of your own. Ask your child to tell one thing about his/her picture (e.g. “It’s a picture of my house,” or “I drew flowers.”) Next, ask him/her to say one thing about your picture. If he/she has trouble, prompt by asking, “Can you tell me something about the colors in the picture?” Compare the pictures to each other. Ask, “Can you find one thing that is the same? One thing that is different?” Encourage your child to answer in complete sentences.</p>	<p>Head-Hip-Feet – Have your child stand and instruct him/her to listen as you say words and their sounds. When the first sound is introduced, have your child place his/her hands on his/her head. When the second sound is made, the child will place hands on his/her hips. As the last sound in the word is made, your child will touch his/her feet. Use several words containing three sounds until your child can consistently identify them (cat, dog, log, mat, etc.).</p>
<p>As you read to your child, ask him/her to point to the top of the page and the bottom of the page. At the end of each page, ask where you should read next.</p>	<p>Have your child choose an object in the house. Ask your child to describe the item and tell how someone in the family uses it. You are working on describing using more details so prompt your child with questions if necessary.</p>	<p>Provide your child with a morning routine and help him/her follow the routine every day. Start with a few steps and add steps as your child is successful.</p>

<p>Write a sentence from a favorite book on a piece of paper and cut it apart into individual words (sentence strips or index cards can also be used). Display the sentence in the book and have your child put the words in the correct order. Start with a simple sentence and move to a more complex sentence after your child has more experience.</p>	<p>Sing "The Sounds in the Word" to the tune of "The Wheels on the Bus": The sounds in the word go /b/-/u/-/s/, /b/-/u/-/s/, /b/-/u/-/s/ The sounds in the word go /b/-/u/-/s/. Can you guess the word? BUS! If your child has difficulty identifying phonemes, encourage him/her to put a hand under his/her chin to feel how the phonemes are made.</p>	<p>Gather magazines and scissors. Have your child look through magazines and cut out 2-3 pictures that have the same beginning sound. For example, pig/pizza, dog/Doritos/Disney. Encourage your child to create silly sentences using the pictures such as, the dog watched Disney while he ate Doritos.</p>
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## MAY DO

- Brainpopjr Login: sbce Password: learn
- Watch brainpopjr "mindfulness" and take the quiz.
- Watch brainpopjr "exercise" and take the quiz.
- Create an alphabet book. For each letter, think about the sound it makes and draw 2-3 things that begin with that sound.
- Help your parent write a grocery list. Focus on the beginning and ending sounds. Can you write those letters to match those sounds?

# MATH

## MUST DO

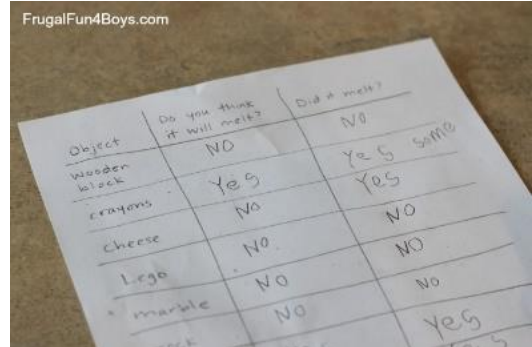
- Counts at least 10 objects using one to one correspondence daily.
- Choose at least one activity from the choice board to complete per day.

**Very Big & Very Small** - Go on a measurement hunt in the yard. Give directions such as: Run to something that is bigger than a tree. Find something that is smaller than you. Hug something that is bigger than you. Go touch the biggest thing you see. Stand next to something that is the same size as you. Sit on something that is very small. Hide behind something that is very big. Point to something bigger than a car. Run to something that is smaller than the house. Bring me the smallest thing you can find. Touch something big and small at the same time. Find something that is smaller than a bike.

**Leak-Proof Bag Experiment** – Gather zip lock bag, sharp pencils, water. Fill and seal your zip lock bag with water and take it outside. Have your child predict what will happen if he/she stabs a pencil through the bag. Have your child gently stab each pencil through the bag until it pierces both sides (no water should leak). Ask your child if his/her prediction was correct? Ask your child what he/she thinks would happen if you take the pencils out? Allow your child to take the pencils out. Ask your child why he/she thinks the water came out when the pencils were removed.



**What Melts in the Sun?** – Gather a muffin tin and an assortment of objects. Examples of objects include: Lego, ice, wooden block, rock, butter, cube of cheese, quarter, square of chocolate, crayons, cube from a bar of soap, etc. Ask your child to predict which objects he/she thinks might melt in the sun. You can make a chart on paper to track predictions and results. Place each object in a section of the tin, put it in the sun and set a timer for 10 minutes. Check the objects and discuss. Set the timer for 40 minutes and check the objects again.



Collect small objects that children can use to create sets of numbers (e.g. pebbles, acorns, leaves, etc.). Use sidewalk chalk to draw boxes with numbers 1-20 on the driveway. Have your child put the correct number of objects in each box.

Give your child a small bowl of M&M's, Skittles, Cereal, etc. that he/she can graph. First have your child sort by color or shape (depending on item used). Then have your child create a graph by lining up the items in each pile. When he/she is finished, ask questions such as, "How many green Skittles do you have? How many red? What color do you have in the least amount?" Eat the food when done.

**More, Less, Same/Equal** – Gather small objects around the house that can be used for counting. Put the objects in small piles (using no more than 10 objects). Count each pile and have your child tell you which set has more. Compare two more sets and ask which set has less. Encourage your child to use mathematical words (e.g. "10 is more than 3." "There are less objects in this pile.") If your child can do this with ease, use larger numbers of objects in each set.

<p>On a sunny day, take sidewalk chalk and rulers or measuring tape outside. Trace your child's body on the sidewalk or driveway with chalk. Ask your child to estimate how long he/she thinks the shadow is. Use the rulers or measuring tape to check the estimation.</p>	<p>Gather small objects and two pieces of paper. Place the two pieces of paper on the floor. Choose a target number, such as five, and put 5 objects on one of the papers. Ask your child to move one or more of the objects to the other piece of paper. Now count the number on each paper. "Four on this paper; one on this paper – that's how many in all?" Right, five in all. Continue moving the objects back and forth until you have explored "all the ways to make five."</p>	<p>Number Detectives – Explain to your child, "I am thinking of a number that describes how many feet a cat has. Can you tell me, Number Detective?" The child would answer "four." Be sure to include zero in your clues. "I'm thinking of a number of people in this house wearing bathing suits today." You could also use examples that match real objects in the house. For example, "I see three of something in our house. Number Detective, can you tell me what they are?" If necessary, offer clues such as, "These keep us dry in the rain" (three umbrellas). After your child seems to understand the game, have him/her create number questions.</p>
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## MAY DO

- Create a recipe for a simple snack or meal. Think about what you need to do 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, etc. Draw a picture to represent each step. Can you label steps with numbers? See if a family member can make your meal using these directions.
- Think of a number between 4 and 10. How many different ways can you show that number? (objects, fingers, tally marks, etc)