



# SBCE TeleSchool: *Pre-K*

Dates: *April 20<sup>th</sup>-24<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.

Give your child a set of magnetic letters. Talk about the similarities and differences in the letters. If needed, prompt your child to notice that some letters have straight lines, some letters have curvy lines, and some letters have both. Invite your child to sort the letters by straight, curvy, both. When the task is completed, you can talk about and compare some of the letters. Ask your child what else he/she notices about the letters (i.e. holes and no holes). If your child points out other physical characteristics, invite him/her to sort them again.

Create a letter die out of a tissue box. Get an empty box and cover it with paper (gift wrap, butcher paper, etc.). Write letters on pieces of paper that can be taped to each side of the box. Gather an object or picture that begins with each letter on the die. Have your child roll the die, identify the sound made by the letter, and select the picture/object beginning with that sound. As each item gets matched to the sound, set the item aside. Have your child continue rolling the die until he/she has matched sounds to all of the items. To make it harder, have the child find another object around the house that starts with the sound.



Read a rhyming book to your child. Discuss several rhyming words in the book. Create your own rhyming book by stapling several small papers together, making the bottom piece longer than the rest. Write a word chunk on the last piece of paper (so you can see it as you read the whole book). I recommend begging with -at. Have your child help you think of rhyming words and name the beginning letter sound. Write that letter on one flap. Continue until the whole rhyming flap book is complete. Help your child read his/her rhyming book.



Use sidewalk chalk and make a hopscotch pattern on the driveway, sidewalk or porch. Draw a letter of the alphabet onto each hopping spot so that your child can say the sound each time he/she hops on the letter. You can mix it up with the letters or make the hopscotch pattern longer. When your child is ready, put him/her in charge of writing the letters and you can be the one to hop across the pattern saying the sounds.

Choose 3 target letters. Collect items from around the house start with the target sounds, as well as items with the letter on it (magnet letters, letter puzzle pieces, etc.). Have your child sort the objects and letters into the correct pile.



Read a book to your child and discuss the characters. Ask your child who was his/her favorite character? Encourage your child to use complete sentences and details to tell you why this character is his/her favorite. Have your child compare his/herself to the character. How are they alike? How are they different? Provide prompts as needed.

Read *The Three Little Pigs*. Talk about the materials used to build the houses. Go outside and talk about other materials that can be used to build a house. Collect stones, pine straw, sticks, leaves, etc. Work together to build houses and try to blow them down. Ask your child why he/she thinks you were able to blow certain houses down but not others.

Gather a small box and a collection of items that begin with the same sound. Place the items in the box and tell your child you are going to give him/her clues as to what could be in the box. For example, "this is something that is pink and likes to play in the mud." Once the child has guessed the item (pig). Pull the pig out and give a clue for the next item (i.e. pencil). Continue until you have gone through the items in the box. Have your child tell you the initial consonant sound of the items and brainstorm a list of other things that begin with the sound.

Read a book with your child. Choose a few pages of the book that include significant events. Point to one of the pages and ask "What's happening here? How does the character feel/think about that?" This might be hard for your child at first and prompts may be necessary (i.e. point to the picture, look at the character's facial expressions, etc.).

## MAY DO

- Brainpopjr Login: sbce Password: learn
- Watch brainpopjr “Reduce, Reuse, Recycle” and take the quiz.
- Watch brainpopjr “Eating Right” and take the quiz.
- Discuss words that rhyme with pig. These can be actual words or nonsense words. (big, dig, fig, gig, jig, rig, wig) You can do this same activity with other animals or things you would see on the farm such as a cow or hay.
- Ask your child to name the beginning sound of different farm words. Say, “What sound do you hear at the beginning of \_\_\_\_?” (farm, barn, tractor, cow, pig, horse, duck, goat) Hint: The emphasis should be placed on distinguishing the sound, rather than naming the letter. /f/ in farm, /b/ in barn, /tr/in tractor Extend this activity by asking what other words begin with that sound.

# 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.

<p>Introduce the concept of dissolving. An easy way to describe it is to have your child touch various solids such as corn starch, jello, salt, pepper and candied sprinkles. Discuss that some of these will change into a liquid when water is added. Place the solids on a baking sheet and ask your child which ones might dissolve in water. Place a container in front of each item. Ask your child to pour water into each container with a spoonful of each item. Allow your child to stir the solution throughout the day. Look at the containers and discuss what your child observed.</p>	<p>Draw a simple map of a room in your house. Point out major features. "Here is the kitchen cabinets and here is the table where we eat." Have your child identify the rest of the items on the map. Then place a small "x" on a spot in the room and say, "There is something hidden here. Can you figure out where it might be?" Make sure you hide the object before beginning the activity. Encourage your child to look at the map and talk about it together. Once your child has decided on a location, have him/her bring the item back.</p>	<p>Collect a group of small objects of various weights for a gravity drop activity (i.e. balloon, crayon, crumpled piece of paper, cotton ball, mini ball). Ask your child what he/she knows about the items. Have the child explore their texture and weight. Choose an item and hold it at shoulder height and drop it to the floor. Ask your child what happened when you let go of it. Try it with another item and ask again. Did the same thing happen? Continue with each item, asking your child to help you drop the items. Lead your child to identify that all objects, when let go, will fall to the floor. Do the activity again, this time watching how quickly they fall. What does your child notice about how each item falls? If it is fast or slow, ask what he/she thinks might make it so. Explain gravity in it's most simple form. Gravity is a force that pulls things to the center of the earth (to the ground).</p>
<p>Fill four plastic bags with water. Freeze two ahead of time. Have your child describe the difference between the bags of ice and bags of water. Have your child drop the bags into a bucket. Describe the properties of frozen and unfrozen water. Include and/or</p>	<p>Go outside and have your child gather mud, small twigs, dried leaves, and grass in small containers. Provide water, ice cube trays, and multiple dirt samples such as sand, topsoil and gravel. Pour everything into a bowl and have your child mix it together. Give him/her spoons to</p>	<p>Gather chalk, bean bag(s) and containers or buckets. Place the containers buckets outside and write numbers in front of each bucket (i.e four buckets would be numbered 2, 4, 5, 8). Have your child toss a bean bag into a bucket and say which number comes before or after the bucket</p>

<p>point out unfamiliar words such as crunchy, shards, squishy, fluid.</p>	<p>scoop mud into the ice cube tray. Leave the tray sitting in the sun for two days. Remove the mud bricks from the tray. Talk to your child about what happened. "What do you notice about the mud now and why do you think it turned hard?" Add toy cars and let your child build bridges, towers, houses, etc. out of the bricks.</p>	<p>he/she hit. If the child throws the bean bag in the bucket numbered 2, the child would say 1 comes before or 3 comes after. As your child gets better at this game, tell your child to throw the bean bag at the bucket that comes "before" or "after" a number.</p>
<p>Play Simon Says using motion words and movements. i.e. clap your hands slowly, clap faster, turn around slowly, jump slowly, jump faster</p>	<p>Take two jigsaw puzzles that are familiar to your child and dump the pieces from both in a gallon size back together. Encourage your child to try to pull out the pieces and match them to the appropriate puzzle.</p>	<p>Encourage your child to make believe you are on a beach vacation. Ask your child to pose for vacation pictures. For example, tell your child to hold a pretend beach ball "over" his/her head, place a towel "down" on the sand, hold a shell "up" to his/her ear and run "out" of the cold water.</p>

## MAY DO

- ❑ Review positional words with Jack Hartmann's song, All Around the Farm. After listening to the song, walk around inside your home (or outside) and encourage your child to practice using positional words. Ask questions such as, "Is the rug over or under the chair?" using these positional words: below, above, back, front, left, right, inside, outside, up, down, between.
- ❑ Many fruits and vegetables are grown on farms. Gather the fruits and vegetables you have in your home (real, canned, play food, or pictures). Sort them into two groups, fruits or vegetables. Count the number in each group and compare which has more/less. You can also have your child sort the food by colors and compare which has more/less.