



SBCE TeleSchool: *Pre-K*

Dates: *April 27- May 1*

- 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.

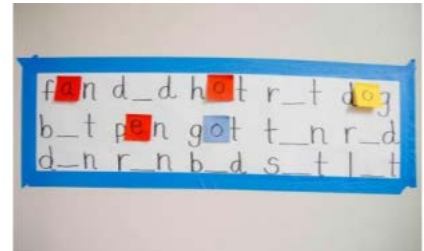
<p>Provide a highlighter and newspaper or magazine. Have your child find and highlight specific letters or words in the print material.</p>	<p>Show various pictures to your child and encourage him/her to demonstrate how he/she might feel in the situation shown. For example, when shown a picture of pizza, a child might rub his/her tummy excitedly.</p>	<p>Cut pictures out of magazines showing faces with a variety of emotions. Have your child draw a card and act out the feeling shown on the face.</p>
<p>While reading a story, ask your child about the meaning of unfamiliar words. For example, if the word is "frustrated," your child might say that it means "mad." Encourage your child to explain his/her reasoning ("He looks mad in the picture.").</p>	<p>Give your child a list page from a pad or cut 8 1/2" x 11" paper into thirds crosswise, creating narrow strips of paper about 3 1/2" x 8 1/2." Provide catalogs and encourage your child to make a list of things he/she would buy. If your child is ready, help him/her sound out and write the word. You could also write the word and have him/her copy it to the list.</p>	<p>Have your child lay out letters (magnetic, letter cards, etc.) in alphabetical order or you can post sticky notes on the wall. Use a fly swatter or spatula to "swat" target letters. You can give prompts to swat a specific letter or make it harder by providing prompts such as, "Find the letter that comes before F," "find the letter that comes after M," "find a letter with straight lines."</p>

Begin the day by introducing a word of the day, such as investigate or opposite. Use the word in context to see if your child can figure out what the word means. For example, you might say, "When I got up this morning, I was so sleepy but now I feel the exact opposite, I feel wide awake. What do you think the word opposite means? Let's see how many opposites we can find today. Look down, your shoe is untied, the opposite of untied is...tied!" Use the word throughout the day to make it meaningful to your child.

Explain to your child that you are going to play a detective game. He/she will ask questions to try to find out about a hidden object. Use a notebook, folder or any other object as a screen. First, encourage your child to hide an item behind the screen without you seeing it. Model several simple questions that you would ask about the item to try to guess what it is. For example: "Can you eat it? Does it make a sound if you shake it? Is it rough or smooth?" Keep the questions very concrete and simple. After several questions (20 may be too many!), reveal what the object is and discuss how the questions helped you learn more about the hidden item. Now it's your turn to hide an object and have your child ask the questions.

*Not all children are ready for this activity.

Gather large white paper, post-it notes, sharpie marker, painter's tape. Write consonant vowel consonant (CVC) words that have options for vowel swapping such as: d_d, b_d, s_t, h_t. Write six of each vowel (a, e, i, o, u) onto post-it notes and hide them around the house for your child to find. Once your child finds a vowel, have him/her come back to the "game board" and try to find a place where the vowel could fit.



MAY DO

- Read aloud by Teresa Bateman. Talk to your child about what people do to stay germ free. To extend this activity, listen to the book, [Barnyard Song](#), and have your child create a get-well card for one of the animals in the story. If your family knows someone who is sick, you could work together to create a card for that person.

MATH/ SCIENCE

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.

Gather a piece of paper and manipulatives (i.e. buttons, Lego pieces, etc.) Have your child shake a handful of manipulatives and drop them onto the paper. Have the child count how many land on the paper and how many land off the paper. Ask your child, "Do you have more on the paper or off the paper?" If objects land on the line, let the child decide how they will be counted.

Gather clothespins, craft sticks, corks, toilet paper tubes, cardboard, etc. and ask your child to create a structure. Have your child tell you about the structure using details and descriptive words.

This activity can be played with 2-4 players. Each player will need a little cup, a die, a set of small counters (pebbles, little glass beads, etc.), and a large pair of tongs or tweezers. Player 1 will roll the die and then using the jumbo tweezers will add a matching set of counters to his cup. Player 2 will do the same and then play will repeat until one player fills the cup to the top. The first player to fill the cup, wins

Gather a hanger, clothespins, and two dice. Have your child roll the dice and use the clothespins to solve addition problems. If your child is ready, you can have him/her write the addition problem on paper.



This activity works on cardinality - the last object counted represents the total number of objects in a set. Gather index cards (or paper) and a set of dominos. Write numbers 0-12 on the index cards. Have your child place the index cards in order on the table. Give your child a domino and have him/her count the number of dots. Ask "How many dots are on the domino?" Have your child place the domino on the number card that represents the number of dots. Have your child continue doing this will the remaining dominos.

Use paper plates or post it notes to create a telephone keypad. Have your child practice dialing your phone number and 911 in case of emergency. Once your child has mastered these numbers, you can have him/her practice entering the student id number so he/she will be ready for next year.



This activity takes multiple days. Day 1: Read a book about the zoo such as Good Night,

Talk about recycling and why it's important. If you don't already have a recycling bin,

Go on a nature walk and collect some pinecones. Explore the pinecones and talk

<p>Gorilla. Gather animal toys. When choosing what to collect, make sure they are as realistic as possible (i.e. no red teddy bears, pink leopards, etc.). If you do not have stuffed animals, cut pictures of animals from magazines. Give your child a few minutes to explore and talk about the animals. Have your child sort the animals and list/define their physical characteristics. Do not tell your child how to sort the animals, let him/her decide how to sort independently and tell you the sorting characteristic (color, number of legs, flies and doesn't fly, etc.). Prompt your child to sort the animals another way. Day 2: Choose two animals to compare. How are they the same? How are they different? (i.e. Zebra and Giraffe) Work with your child to create a chart on paper. Allow your child to draw the animals and help you write the words.</p>	<p>use an empty box or tub as your recycling container. Talk about the different items that can be recycled in your area and add pictures of the items to the container. Have your child begin adding items to the recycling bin. After a few days, go through the recycle bin and discuss how the recyclable items were used. Work together to figure out how the materials can be reused, such as tin cans can be used to hold markers or pencils. Here is a list of common recyclable materials. Paper: newspapers, magazines, cereal boxes, junk mail, milk cartons, worksheets, paper towel rolls, paper bags. Metal: dull jar lids, foil sheets, tin cans, bottle caps, pie tins. Plastic: milk jugs, plastic grocery bags, vitamin bottles, seasoning bottles, margarine containers, child-safe hand soap bottles, film canisters, plastic coffee containers.</p>	<p>about similarities and differences. Does your child notice that some pinecones are open while others are closed? Ask your child why he/she thinks that happens. Do this simple science experiment to find out what makes them open and close. Gather 3 glass containers, multiple pinecones, fine motor tweezers (or tongs), hot water, and cold water. Put cold water in one container and hot water in a second, the third container should be empty. Place pinecones in the cold and hot water. Discuss what happens. Wet pinecones almost immediately close up. What did your child notice about the speed which they closed? Once the pinecones close, transfer them to the dry container. Discuss what happens.</p>
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MAY DO

- Ask your child to draw three things he may find on a farm. Have him draw one more and ask how many he has now. Continue asking him to draw one more, stopping each time one is added to count. Challenge him to write the number to show how many each time one more drawing is added.