



# SBCE TeleSchool: *Pre-K*

## Dates: *May 4- 8*

- 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>Create a letter for your teacher. Write To: (teacher's name) In the body of the letter add more words or pictures. Write From: sign your name Email this to your child's teacher.</p>	<p>Book Scavenger Hunt</p> <ul style="list-style-type: none"> <li>• Find an animal in a book.</li> <li>• Find a picture of a sun in a book.</li> <li>• Find a character eating in a book.</li> <li>• Find a pet in a book.</li> <li>• Find a superhero in a book. • Find a cat in a book.</li> <li>• Find a book that makes you laugh.</li> <li>• Find someone helping someone in a book.</li> <li>• Create your own book</li> </ul>	<p>Letter Scavenger Hunt</p> <ul style="list-style-type: none"> <li>• Find something that moves that starts with the letter C.</li> <li>• Find 2 things that start with the letter B.</li> <li>• Name a fruit that starts with a G.</li> <li>• Find something that starts with the letter D.</li> <li>• Name a place you can go that starts with the letter P.</li> <li>• Create your own</li> </ul>
<p>Read a favorite book with your child. Take a piece of paper and fold it in thirds. Label the sections: Beginning, Middle, End. Discuss the story with your child and have him/her draw pictures of the beginning, middle, and end of the story in the appropriate sections.</p>	<p>Show three "consonant-vowel-consonant" words with a picture, such as cat, log and dog. Ask your child, "Two of these words rhyme, one does not rhyme. Can you tell me which one does not rhyme with the others?"</p>	<p>Make a set of binoculars from two toilet paper rolls taped together. Take your child outside and ask him/her to look around and talk about what he/she sees. When they come inside give them a sheet of paper with two black circles drawn on it for them to draw what they saw on outside. Add the words, "I saw _____" and invite them to write a word.</p>
<p>Mix soil and water to create a batch of mud paint outside. Provide a paint brush and paper or let your child write on the pavement. Encourage him/her to write their name or other words he/she knows how to spell.</p>	<p>Staple small pieces of paper together for your child to create their own magazine, also known as a "zine" (pronounced "zeen"). Talk about what he/she would like their zine to be about and assist with words and pictures. The child can cut out pictures to go along with their words and drawings. Markers are a good writing tool for strong, bold colors.</p>	<p>Provide a story starter, such as a funny shape, and ask your child to finish the drawing or story. Encourage your child to draw or write letters and to be creative.</p>

## MAY DO


- Go to PebbleGo.com Login: sbces Password: school Click on Biographies, then Authors, then Mo Willems or Dr. Seuss
- Read the nursery rhyme: Humpty Dumpty Sat on a Wall

Write the words all, fall, call, ball, wall, tall, fly, by, try, spy, sky, and write on index cards or small squares of paper. Read the words with your child and sort them by rhyming groups. Ask your child to see if they see any similarities between the words in the groups. What other words can you and your child think of that belong in the rhyming groups?

# 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>Gather: Post-It Notes, sharpie marker, painter's tape, white butcher paper (or pieces of white paper taped together). Put "dot quantities" all over the white paper. Take Post-It notes and write the numeral for each "dot quantity." Hide the Post-It notes around a room in your house. Hang the paper with dot quantities on the wall using painter's tape. Have your child find the numbers, go back to the white paper and match the number to the sets. See if your child can match the numbers 1-4 without needing to count the dots.</p> 	<p>Take your child on a walk around the house or outside. Ask your child to look for different three-dimensional (3D) objects, such as spheres, cubes, cylinders, and cones, which can be measured in terms of length, width, and height. For example:</p> <ul style="list-style-type: none"> <li>• Sphere (round 3D): baseball, basketball, globe, orange</li> <li>• Cube (3D object with six square faces): blocks, dice, ice, sugar cube</li> <li>• Cylinder (round, 3D object with a flat, circular top and bottom): canned goods, canned beverage, tennis ball container, light pole</li> <li>• Cone (3D object with a circular base and curved sides that lead to a near point): ice-cream cone, birthday party hat, traffic cone</li> </ul>	<p>Give your child various plastic cups, bottles, and bowls at bath time. Allow them to fill up each container.</p> <ul style="list-style-type: none"> <li>• Ask, Which container holds the most? Which container holds the least? Talk about their understanding of capacity: how much will fit inside something else.</li> <li>• Encourage your child to sort bath toys by type, size, color, or shape.</li> <li>o Ask your child to count each group of toys.</li> <li>o Encourage them to count the toys one by one, ensuring no item is counted twice.</li> </ul>
<p>When cleaning up after a meal, ask your child, Will all the dishes fit in the sink or dishwasher? Talk about their understanding of capacity: how much will fit inside something else.</p>	<p>Write the numbers 1 to 10 on individual sticky notes. Post them around your house. Ask your child to search for the sticky notes and then place them in the correct order.</p>	<p>When unloading the dishwasher or after hand-washing dishes, have your child carefully sort the dishes by type, size, color, or by which cabinet or drawer they belong in.</p>
<p>Math Scavenger Hunt</p> <ul style="list-style-type: none"> <li>• Find 2 pencils and 1 blue crayon. How many items do you have?</li> <li>• Find 5 blocks and 2 pennies. How many items do you have now? Take away 3 blocks. How many items are left?</li> <li>• Find 4 socks and 2 stuffed animals. How many items do you have all together?</li> <li>• Find 8 crackers. Eat 4 of them. How many are left?</li> </ul> <p>Create your own</p>	<p>Spring Scavenger Hunt</p> <ul style="list-style-type: none"> <li>• Find something that flies.</li> <li>• Find a yellow flower.</li> <li>• Name 2 things you see in the sky.</li> <li>• Find 2 birds.</li> <li>• Find something that crawls.</li> <li>• Find something that flies.</li> <li>• Find something that grows that is green.</li> <li>• Find something tall.</li> <li>• Find something that is long.</li> <li>• Find 3 different shaped leaves.</li> </ul> <p>Create your own</p>	<p>Take the cards that represents 1 (ace) to 10 from a deck of playing cards. Sort the cards by suit (hearts, diamonds, clubs, and spades) and shuffle each suit. Give one suit of cards to your child and choose another for yourself. Challenge your child to put the cards in the correct order before you do.</p>

## MAY DO

- Go to [PebbleGo.com](http://PebbleGo.com) Login: sbces Password: school Click on Science, then Math, then Addition. Learn more about addition
- Have your child set the table for a meal today. Discuss how many people will be eating together at the table and remind him that each person will need a plate, fork, knife, spoon, napkin and cup. Discuss how many of each item he will need to set the table. Extend this activity by asking questions such as, "What if one more person joins us for dinner, how many plates will we need then? Ask your child to count how many items are at each person's place. You can help them count all the items to find out the total of items used for the meal.
- Using a small household item or toy, let your child use this item to measure other household items. For example, use a crayon, and then ask, "How many crayons long is the television, computer screen, bed, sofa and other items in the house?"