



At Home Learning Resources

PreKindergarten - Week 7

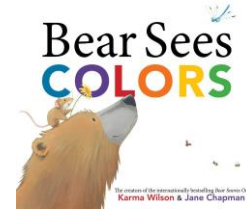
Grab and Go Meals
*Available for Lowell Public Schools Students
on Weekdays While School is Closed*

Butler (12:45 - 1:30pm) 1140 Gorham St.	Murkland (12:45 - 1:15pm) 350 Adams St.
Greenhalge (10:30 - 11:15am) 149 Ennell St.	Pawtucketville (12 - 12:30pm) 425 West Meadow Rd.
Lincoln (1:30 - 2pm) 300 Chelmsford St.	Robinson (11:30 - 11:45am) 110 June St.
Moody (12 - 12:30pm) 158 Rogers St.	STEM Academy (10:30am - 1pm) 43 Highland St. <i>Meal service at South St. entrance</i>
NEW: Morey (12 - 12:30pm) 130 Pine St.	NEW: Stoklosa (11 - 11:30am) 560 Broadway St.
NEW: Westminster Village Apartments (12.45 - 1:15pm) 1307 Pawtucket Blvd.	

When you pick up that day's lunch, you can also pick up breakfast for the next morning.

These are activities for children and their families to promote early learning at home.

Created by Lowell Public School's Early Childhood Department



Bear Sees Color by Karma Wilson and Jane Chapman

English: <https://youtu.be/r-Jj9GsWZSk>

Mathematics:

X-Ray Vision – Use the Counting Cards found in Week 3 Learning Packet. Ask child to place cards in numerical order 1-10. Count them to check, then place face down still in order. Child takes turn pointing to any card. The other person playing uses his or her X-ray vision to tell which it is. The person who pointed to the card flips the card over to see if that is correct. Then switch roles. You can extend by asking your child to tell you what number comes before or after the number detected with X Ray Vision. To make it tricky ask the how many two more is and turn the card over to see if child counted on.

I Spy Colors – Use the chart on **page 3** to collect data, count, and compare amounts. Go on a color hunt around the house or neighborhood. Color a square in each time you find something that is that color or encourage your child to write the first letter of the item they find that is that color in the box. Discuss findings by comparing the amount of items found in each color column. Compare which column has more or less. Count the rows up from the bottom then label the group with a number to show how many.

Language and Literacy:

“Once Upon a Time...” Story writing - Create a story about a rainstorm based on past experience or imagination. Child can illustrate and either write his/her own words or dictate the story to a family member.

Rhyming Card – Use the picture card on **page 4** to play a memory game matching rhyming cards. Make additional rhyming words real or non-sense that rhyme with color words. (E.g. brown, town, frown).

Science:

Set up a fan in your room to test if a variety of items could be blown by the wind. Before you try each item, have the children predict if the item will move in the wind. Try feathers, paper, scrunched up ball of paper, blocks, plastic cars, dolls, leaves, plastic bags, and other items in your room. Give your child a straw and ask him or her to find items around the house they can move with air from blowing into a straw. Give them two pieces of paper to sort items that can move with and cannot move with air. Count and compare.

Art and Music:

Make a Rainbow Shaker – using different materials found around the house. **Directions on page 5.** Shaker can be used to practice counting and shake to the beat of different pieces of music. Example Shake counter after counting three numbers. 123 (shake) 456 (shake) 789 (shake) and so on see how far you can count together. Explore some of the music and music options listed in this packet together.

Links for music and movement:

I Can Sing a Rainbow The Kiboomers: <https://www.youtube.com/watch?v=VgRBxO2GDFA>





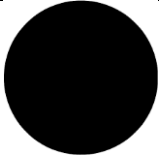

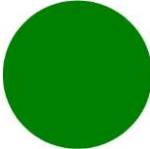

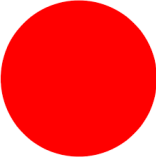




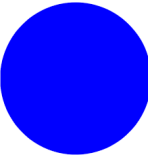





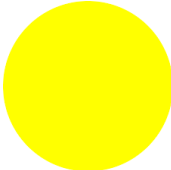
Cosmic Kids Superpower Listening: <https://www.youtube.com/watch?v=jJ9zpRAluI>

This is a song about colors Hap Palmer: <https://www.youtube.com/watch?v=4v-nocdm20g>

I Spy Chart

Blue	Red	Yellow	Green	Brown

Color Rhyming Cards

 <p>Lawn</p>	<p>Swan</p> 	<p>Paws</p> 	<p>Claws</p> 	 <p>Black</p>
<p>Snack</p> 	<p>Green</p> 	<p>Bean</p> 	<p>Red</p> 	<p>Head</p> 
<p>Door</p> 	<p>Snore</p> 	<p>Chew</p> 	<p>Blue</p> 	<p>Corn</p> 
<p>Pink</p> 	<p>Stink</p> 	<p>Horn</p> 	<p>Cello</p> 	<p>Yellow</p> 

Rainbow Shaker: Art and Movement Activity

Materials:

- A clean and dry plastic bottle with lid
- Rainbow colored pom1poms
- A handful of rice.
- Rainbow colored ribbon
- Screwdriver

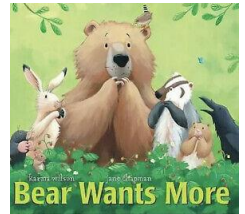


How To Make A Rainbow Shaker

- First I got the children to put the colored pom1poms into the bottle.
- There are lots of **color learning, counting, sorting** and things to talk about here.
 - Can the children name all the different **colors**?
 - Can the children sort the colors into **groups**?
 - Do the children know of other things the **same color** as that pom1pom?
 - Can the children sort the colors in **Rainbow order**?
 - What's their **favorite color and why**?
 - Can they **count** the pom1poms?
 - Can they decide **how many pomGpoms** they want in their bottle and then count them out?
 - Can they **estimate** how many pom1poms there are in that pile?

Bear Wants More by Karma Wilson and Jane Chapman:

English: <https://youtu.be/zkdNDJnzWYQ>



Suggested vocabulary words: Thin, waddles, roots, blades, scampers, vale, tromp, nibble, shuffle, feast, shore, lair, breeze, romps, wails, wedged, pries, gobbles

Language and Literacy

Retell the story Use the sequencing cards on the following pages to have your child retell the story of Bear Wants More.

Promote conversations during meals or other routines

What activities do you like to do outside in the spring time?

What do you wear when you go outside in spring time? How is it different from what you wear in the winter?

What are some thing you can do outside in spring that you cannot do in winter?

Comprehension: Play a movement game using words from the story Bear Wants More:

Can you waddle to the like bear did looking for roots?

What would we look like if we were nibbling on blades of grass like the animals?

Do you think you can scamper to the to get the...?

Can you hop like the hare?

How do you think bear tromps through the woods?

I wonder what it would like if we romp around the house or neighborhood?

Mathematics:

Finger Word Problems – Tell your child to solve simple addition problems with their fingers.

They should place their hands in their laps between each problem. Tell child you want to buy three stuff animals a bear and two rabbits. Ask how many stuff animals that is all together.

Guide child in showing three fingers on one hand one and two finger on the other hand.

Restate – How many is that all together? Ask child how they got their answer and repeat with other problems. Try 1-5 and if to easy try problems that add up to 6-10. For extra fun use the zero in a few problems.

Tangrams Puzzles – Cut shapes out of tangram square. Encourage child to look at pictures and make a copy. Encourage child to look at the position of various shapes. You might need to guide your child in rotating or flipping shapes to complete puzzles. Tangrams are a great way to explore early geometry with children.

Pretend Play Imagination

Spring Cleaning – set up an area where your child can assist with spring cleaning. (sponge, soap, vacuum, mop, broom, duster). Encourage child to pretend or assist you in spring cleaning.

Block play- Encourage children to use toilet tubes or color paper to make trees and flowers to use in block play with action figures.

Social and Emotional: Make you own game board. Discuss rules and write them down. Decide to use dice or make cards. The focus should be on agreeing to the rules and turn taking.



Email pictures of your games to us at Lvanthiel@lowell.k12.ma.us and let us know if we can share your game idea with others.

Crazy Speech World



Sequencing Cards

Crazy Speech World



Bear wakes up in spring and he is hungry.

Crazy Speech World



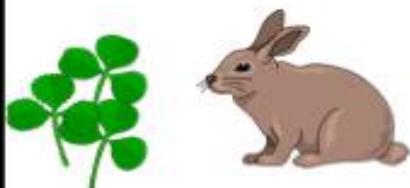
Bear eats the grass around his den, but he wants more.

Crazy Speech World



Mouse invites Bear to Strawberry Vale to eat berries.

Crazy Speech World



Bear and Mouse meet Hare and they all go eat clovers.

Crazy Speech World



Badger comes by on his way to the pond with his fishing pole.

Crazy Speech World



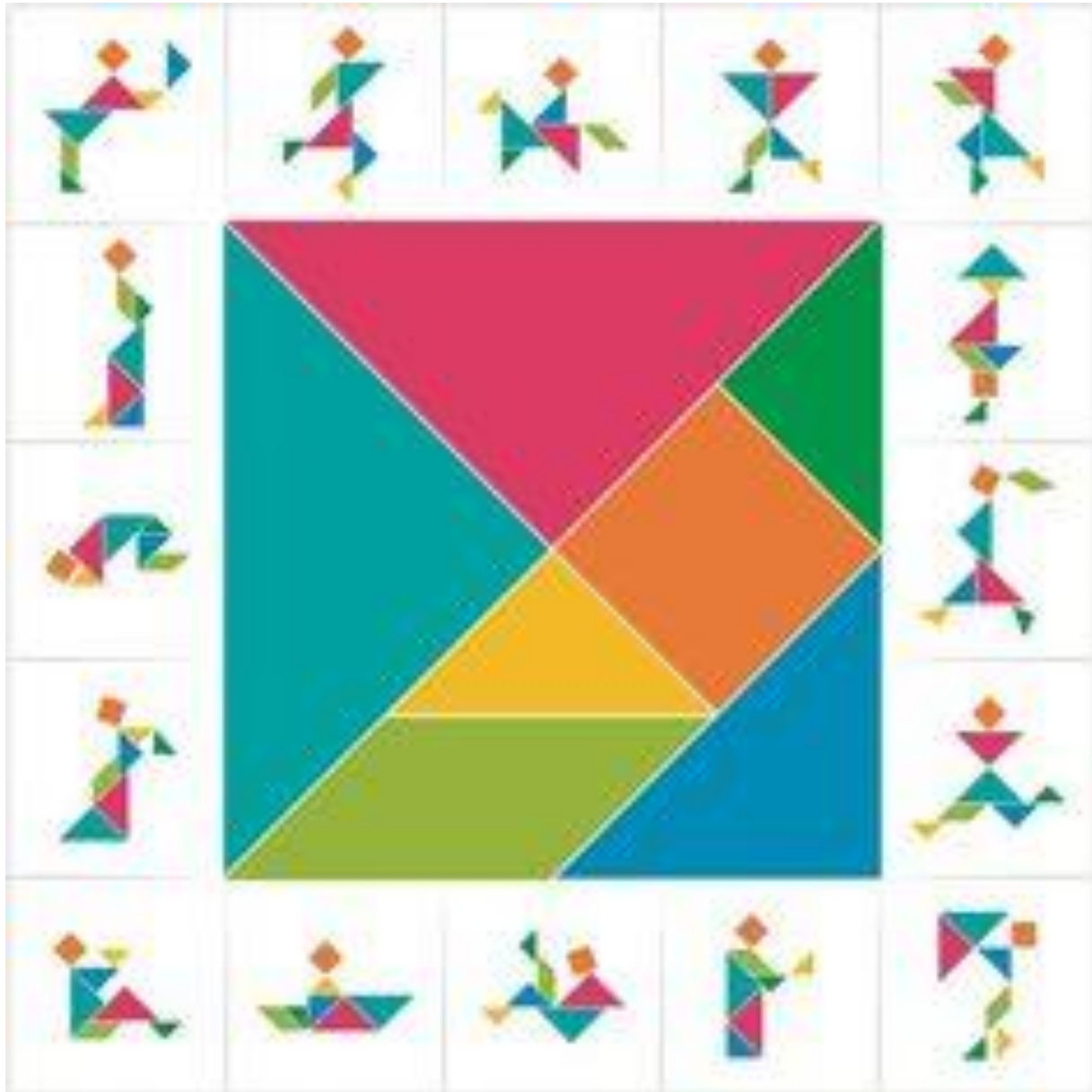
Bear catches fish to eat at the pond, but he wants more.

Crazy Speech World



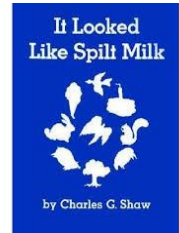
Raven, Wren, Gopher, and Mole are getting ready for a party for Bear.

Tangram is an ancient Chinese geometric puzzle where a square is cut into seven pieces that can be arranged to create different figures. Objective of the puzzle: To form a specific shape using all seven pieces, which may not overlap.



1. Print this pattern on cardstock or thick paper so it can be reused. 2. Cut out the pieces with the help of a parent. 3. Print out a tangram pattern card. 4. Ask your child to use all seven of these pattern pieces to recreate the picture on that pattern card.

TIP: Once your child learns to create the figure using a pattern card, ask him to create it again on plain paper, without using the pattern card as a guide.



It Looked Like Spilt Milk

By: Charles G. Shaw

English: <https://youtu.be/KBcl3kMpun0> It Looked Like Spilt Milk

Spanish: <https://youtu.be/x-DP3Nz0dgl> It Looks Like Split Milk

Khmer: It Looked Like Spilt Milk <https://youtu.be/1vIBaxADBsl>

Fun activities to try after reading this book. Clouds take on many different shapes. Enjoy creating your own with the activities listed below.

Fine Motor/Art and Literacy:

Soap Foam: Pour some liquid dish soap into a mixing bowl, add a little water mix it with a mixer until foamy. Add items to the water and wash away!

Art: Cloud Shapes Fold a piece of construction paper in half, add a dollop of paint. If you do not have paint, try a spoonful of shaving cream. Close the paper. Let your child rub with their hand on top of the folded paper squishing the shaving cream/paint as they rub. Open it up and ask what they think it looks like? Talk with them about the color, texture etc.

Fine motor: Put a cotton ball at the end of a clothes pin, squeeze to open. Dip in water mixed with a small amount of paint or add a drop of food coloring to water. Paint on paper or a piece of cardboard cut off a box, Have fun painting.

Cutting: Have your child practice cutting shapes out of newspaper, old magazines, whatever you have at your home. Glue to paper and discuss shape cut out. Have them dictate, label, or describe shapes created. Write what they said on their picture. You can also tape just the image they cut out to the window for everyone to admire.

Make your own cloud: Cut out a cloud shape. Using pointer and thumb have child pull cotton balls apart and glue to the cloud. You only need a few use three or four. Encourage child to really pulls and stretches the cotton.

Cloud Observations: Speaking

Take your child outside to look at the clouds. Bring a blanket outside and find an area to lay on the blanket while maintaining social distance and observe the clouds. Look up at the sky and discuss how the clouds move, their shapes, and tell story about to one another about shapes identified. Ask your child to describe things the clouds remind them of i.e. fluffy like cotton candy, a pillow, a bunny etc. Ask them “why” questions.

1·2·3

Touch & Flip[®]

Cards

1·2·3 Touch & Flip Cards engage Pre-K students with fun, hands-on activities. These delightful cards facilitate number naming, counting with one-to-one correspondence, and number formation.

1·2·3 Touch & Flip Cards

Take a look at the 1·2·3 Touch & Flip Cards. Imagine the hands-on learning opportunities for children.

- **Animal Cards 0–20**

- Animals to count on one side
- Numerals to touch and trace on the other (arrows indicate starting point and direction)

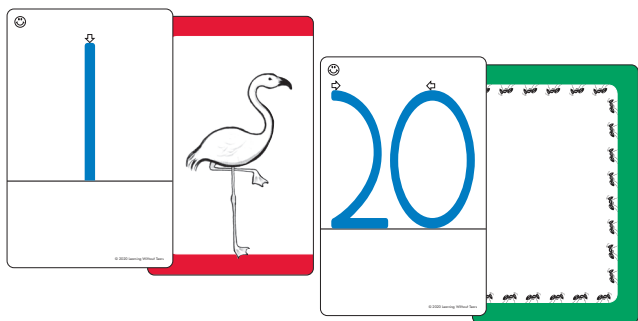
- **Counter Cards 0–20**

- Squares to count on one side
- Numerals to recognize and name on the other

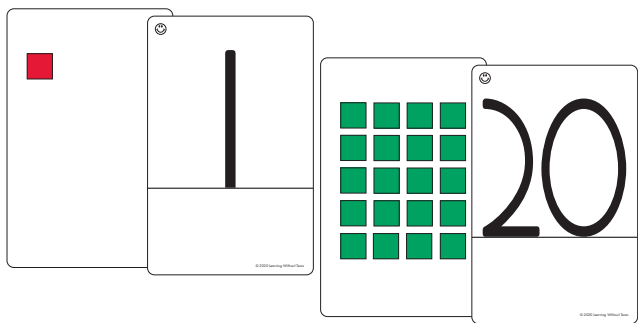
A smiley face 😊 in the top left corner helps children know that a card is right side up.

Explore

Each activity includes opportunities to extend children's number knowledge and awareness.



Animal Cards



Counter Cards

We're Learning

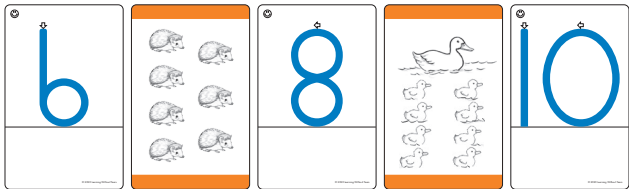
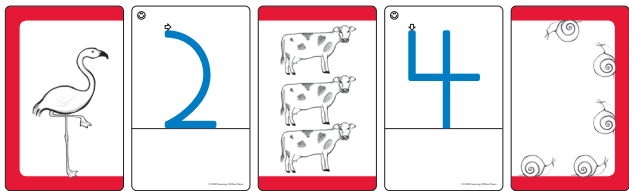
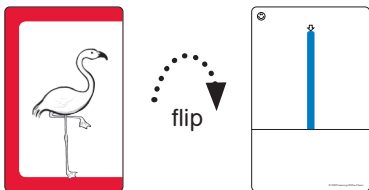
We're learning numbers, animals, and much more! See the bottom of each activity for the specific skills addressed.

Picture or Number?

Children flip cards to show a picture or number.
Children put pictures and numbers right side up.

Get Started:

Animal Cards 1–10 (arranged randomly)



Activity

Let's sort pictures and numbers.

- Hold up an Animal Card. **This is a picture of one animal. It is a flamingo.**
- Flip the card. **This is the number 1.**
- Flip the cards to show the animal side. Model how to turn the cards right side up. **Now, let's name the animals.**

1 flamingo

6 sheep

2 rhino

7 hedgehogs

3 cows

8 turtles

4 quails

9 ducks

5 snails

10 rabbits

- Have children flip the cards to the number side. Then have them say the numbers in order.

Explore

Have children look at a picture and count the animals. Encourage them to flip the cards to check their answers. When students are ready, continue the activity to 20.

We're Learning

Number and Operations

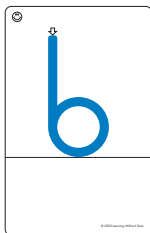
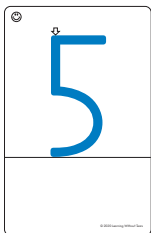
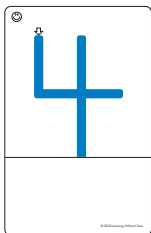
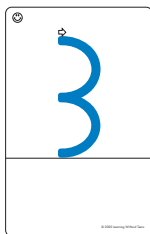
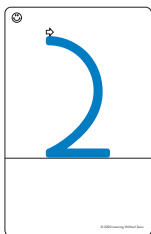
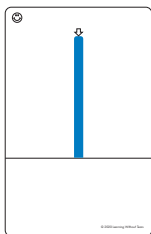
- Differentiate between number symbols and pictures
- Place numbers and pictures right side up
- Recognize that the last number counted is the total

Name, Touch, and Trace

Children name and trace numerals correctly.

Get Started:

Animal Cards (number side)



Activity

Let's name and trace numbers.

- Flip over the Animal Card with 3 cows. **This is 3. What number is this?**
- **Close your eyes. What number did you see?**
- **Open your eyes. What number is this?**
- Model tracing 3. **Show me your pointer finger. Touch the starting point. Does it feel a little scratchy? Stay on the scratchy part as you trace. Trace the little curve. Trace the little curve.**
- Repeat, saying the number parts together as one child traces on the card.

(For the correct language to use when tracing numbers, see the Number Formation Chart at LWTears.com/letter-number-formation-charts.)

Explore

Give each child a card. Have children count the animals and then search for that number in the room. Use this activity for numbers up to 20.

We're Learning

Number and Operations

- Recognize and name written numerals

Sensory Motor

- Use index finger to trace numbers
- Use helping hand to stabilize objects and papers

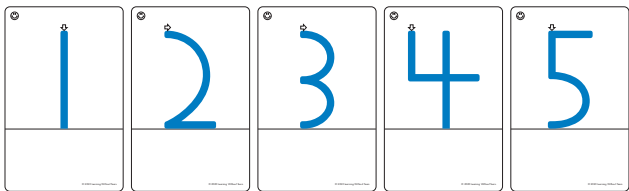
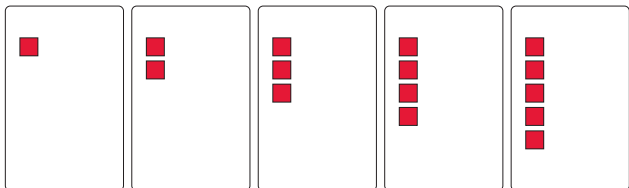
Squares and Numbers

Children count a set of objects.

Get Started:

Counter Cards 1–5

Animal Cards 1–5



Activity

Let's count squares.

- Hold up a Counter Card. **I see 1 square.**
How many do you see? Count with me.
Point to the square as you count aloud. **One.**
- Hold up the next Counter Card. **I see 2 squares.**
Count with me. One, two. Repeat with 3, 4, and 5. Place cards in order.
- Show the number side of an Animal Card. **This is 1. Point to the card with one square.**
Place number 1 below the one square.
- **Let's check to see if 1 is the right number.**
Flip the Counter Card. **Do the numbers match?**
Repeat with the other cards.
- When all of the cards have been placed, name the numbers together. **One, two, three, four, five.**

Explore

Mix the cards and have children match the number side of the Animal Cards with the correct Counter Cards. Encourage children to flip the Counter Cards to check their answers. Extend this activity by using numbers up to 20.

We're Learning

Number and Operations

- Recognize and name written numerals
- Count sets of objects
- Connect numerals to the quantities they represent
- Order numbers

Matching Game

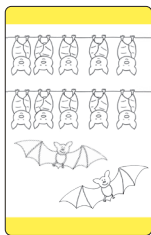
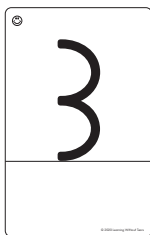
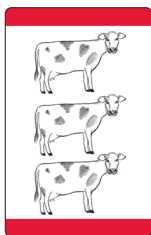
Children match numerals with objects.

Get Started:

Animal Cards

Counter Cards (number side)

Crayons and paper or objects to count



Activity

Let's play a matching game.

- Place the Animal Card with one flamingo on the table.
- Give each child a Counter Card (number side up).
- Point to the Animal Card. **This card shows one flamingo. Who has the number 1?**
- **We can check. Flip the Animal Card. Do the numbers match?** Continue with the remaining cards.
- Separate the Animal Cards into color groups and give the red border cards to one child. Give the corresponding Counter Cards 1–5 to another child. Do the same with the remaining Animal and Counter Cards 6–20.
- Have one child choose an Animal Card. Have the other child show the matching number.

Explore

Give each child a card. Have children draw or make sets of objects to show the numbers on their cards.

We're Learning

Number and Operations

- Recognize and name written numerals
- Connect numerals to the quantities they represent
- Make a set of objects to match a given number

Social-Emotional

- Cooperate with other children

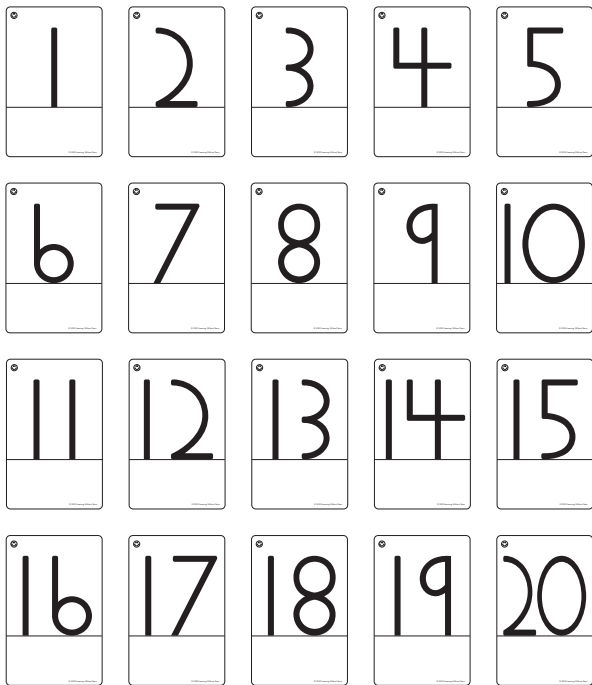
Counting Forward and Backward

Children count up to and down from 20 in increments of 5.

Get Started:

Counter Cards 1–20 (number side)

Counters or objects to count



Activity

Let's put numbers in order and count.

- Give each child a Counter Card. Keep number 1 for yourself. Have children look at the number side. **I have 1.** Place the card in front of you. **What comes after 1?**
- **Who has 2?** Have the child place it next to 1. Continue to 5.
- **Now, let's count together.** Point to each number as you count.
- **We can also count backward. Let's count together.** Point to each number you count.
- Continue this activity in increments of 5 up to 20.

Explore

Invite children to sequence Counter Cards 1–20 based on students' ability level. Under each card, have children place the correct number of counters.

We're Learning

Number and Operations

- Order numbers
- Count backward
- Make a set of objects to match a given number

Additional Activities

1•2•3 Touch & Flip Cards can also be used to teach and reinforce other math concepts. For each activity, ask questions to engage students in mathematical thinking.

Patterns/Algebra (same and different)

Choose an Animal Card. Have children describe how the animals are the same and different.

Number and Operations (comparing sets)

Choose an Animal Card and ask the following questions:

How many bats are there in all?

How many sleeping bats are there?

How many flying bats are there?

Are there more sleeping bats or flying bats?

Number and Operations (combine groups)

Choose two Counter Cards with the same color squares.

How many red squares are here?

How many red squares are here?

How many squares are there in all?

Repeat with other Counter Card color pairs.

Measurement (compare size)

Choose an Animal Card. Have children describe the animals using descriptive words, such as big, bigger; small, smaller; or long, longer.

Instructional Scope

Number and Operations

- Place numbers right side up
- Count a set of objects
- Recognize that the last number counted is the total
- Recognize and name written numerals
- Make a set of objects to match a given number
- Order numbers through 20
- Count backward

Sensory Motor

- Use index finger to trace numerals
- Use helping hand to stabilize objects and papers

Social-Emotional

- Cooperate with other children

