



At Home Learning Resources

PreKindergarten - Week 10

LOWELL PUBLIC SCHOOLS

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 now at front entrance</i>
Morey (12 - 12:30pm) 130 Pine St.	Stoklosa (11 - 11:30am) 560 Broadway St.
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.

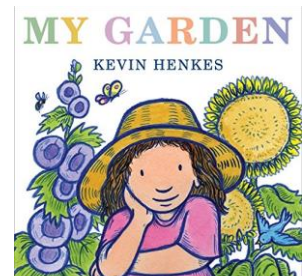
These are activities for children and their families to promote early learning at home.

Developed by Paula Tye-Flagler and Lisa Van Thiel, Lowell Public Schools

My Garden

By Kevin Henkes

English: <https://youtu.be/zUNsduf9mCA>



Science:

Planting seeds. Children observe the growth of plants. Drawing upon their observation skills. Encourage children to draw and write in observation journals. If you are able to, place various seeds in the window and use the seed packets to make signs for each plant. Children can then compare differences in the life cycle of various types of plants. You can use paper or My Plant Journal – found on pages 7-11.

Mathematics:

Children turn a card over with a numeral 1-10 on it. Use tweezers to put the corresponding number of seeds or beans in a cup.

Shape Memory Game – Use the cards on page 4 to create a memory game by printing two sets of cards and gluing on to cardboard or card stock. Turn cards over, place in rows, and try to match pairs. When a match is made name the shape.

Shapes with three and four sides: Explore various shapes while building children's knowledge of **QUADRILATERALS (shapes with four sides)** and **TRIANGLES (shapes with three sides)** great opportunity to extend your child's vocabulary.

Language and Literacy:

Conversations during meals and routines:

- What is your favorite color flower?
- If you grew fruits and vegetables, what kind would you like to grow?
- How many kinds of flowers do you think we could name?

Curious George Flower Game

<http://pbskids.org/curiousgeorge/busyday/flowers/>

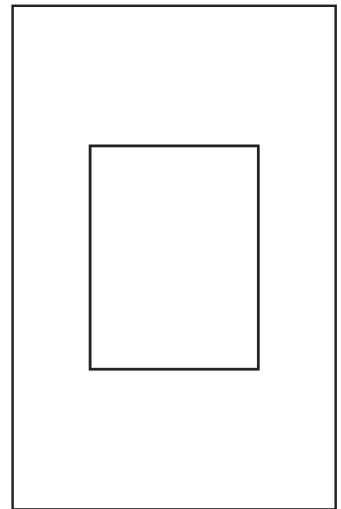
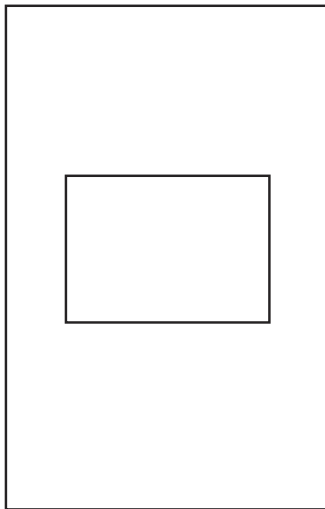
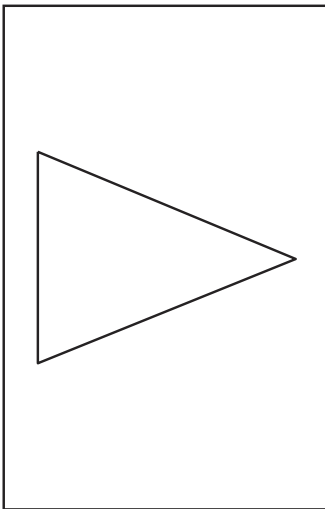
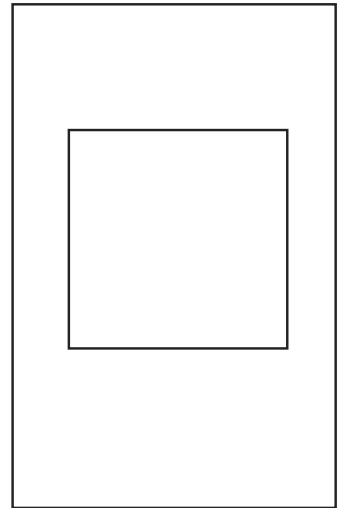
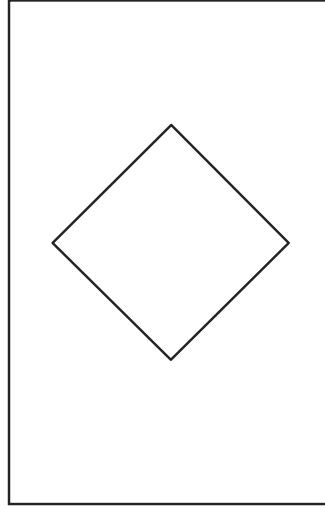
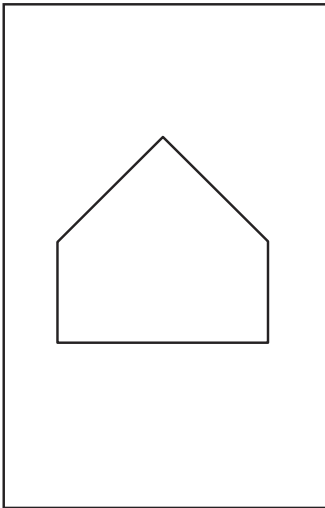
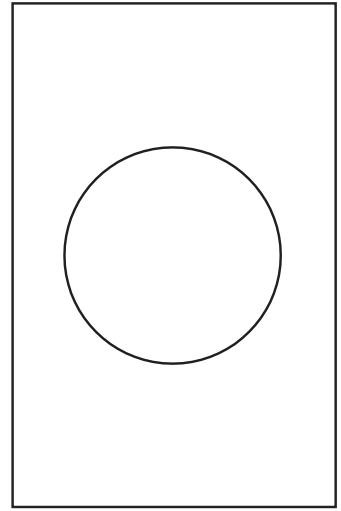
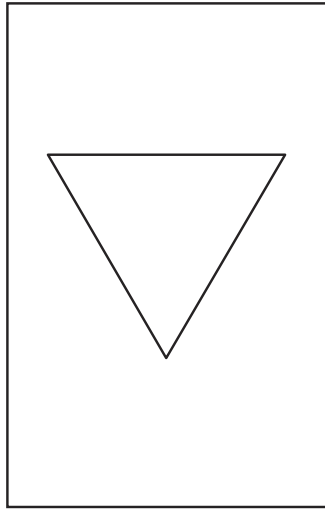
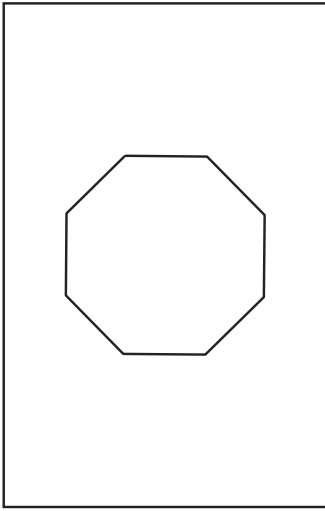
Creative Arts:

Create a colorful garden using found materials around the house including cupcake holder, pipe cleaners, paper, crayons, and yarn.

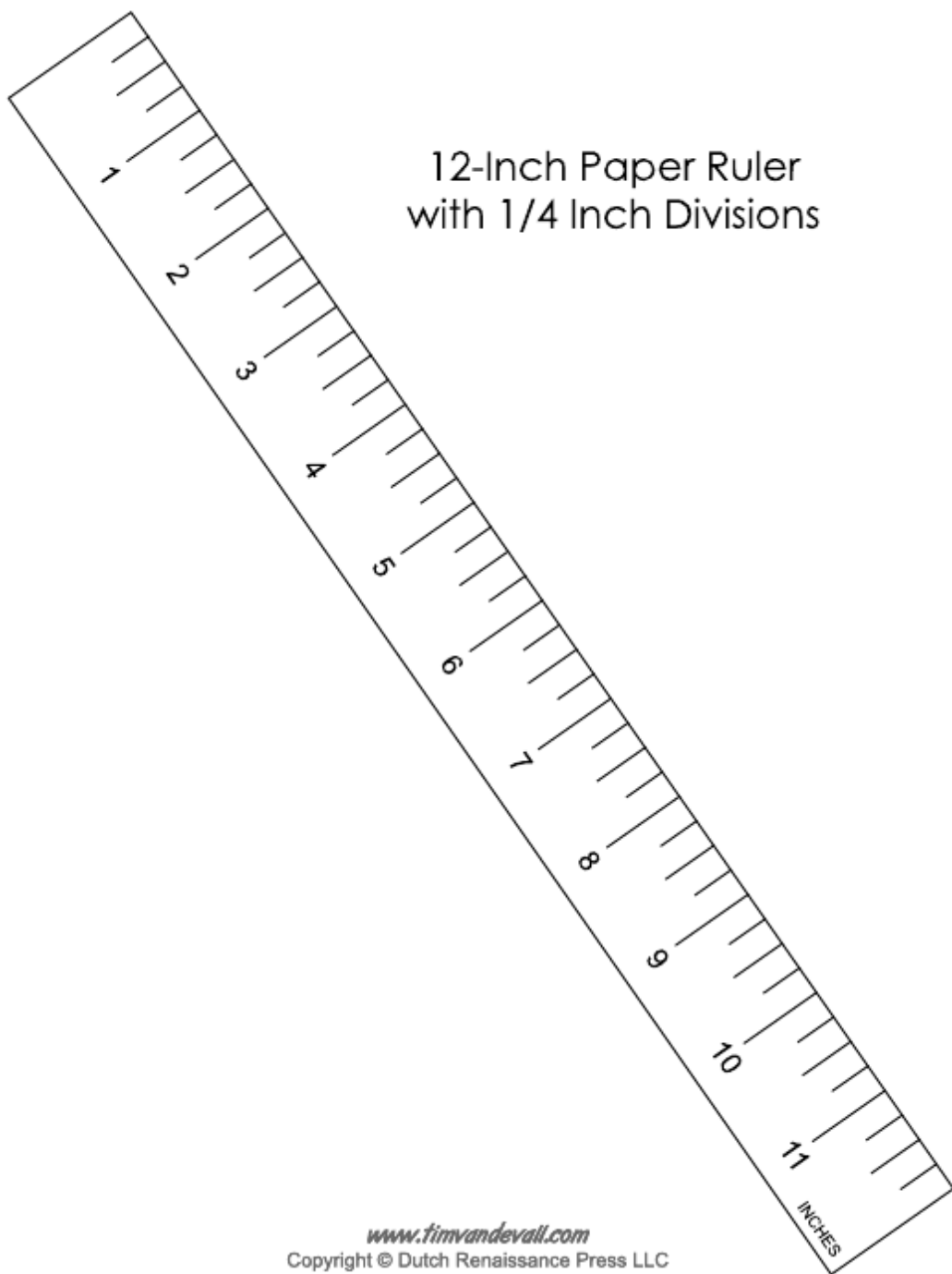




Memory Geometry: Set C2



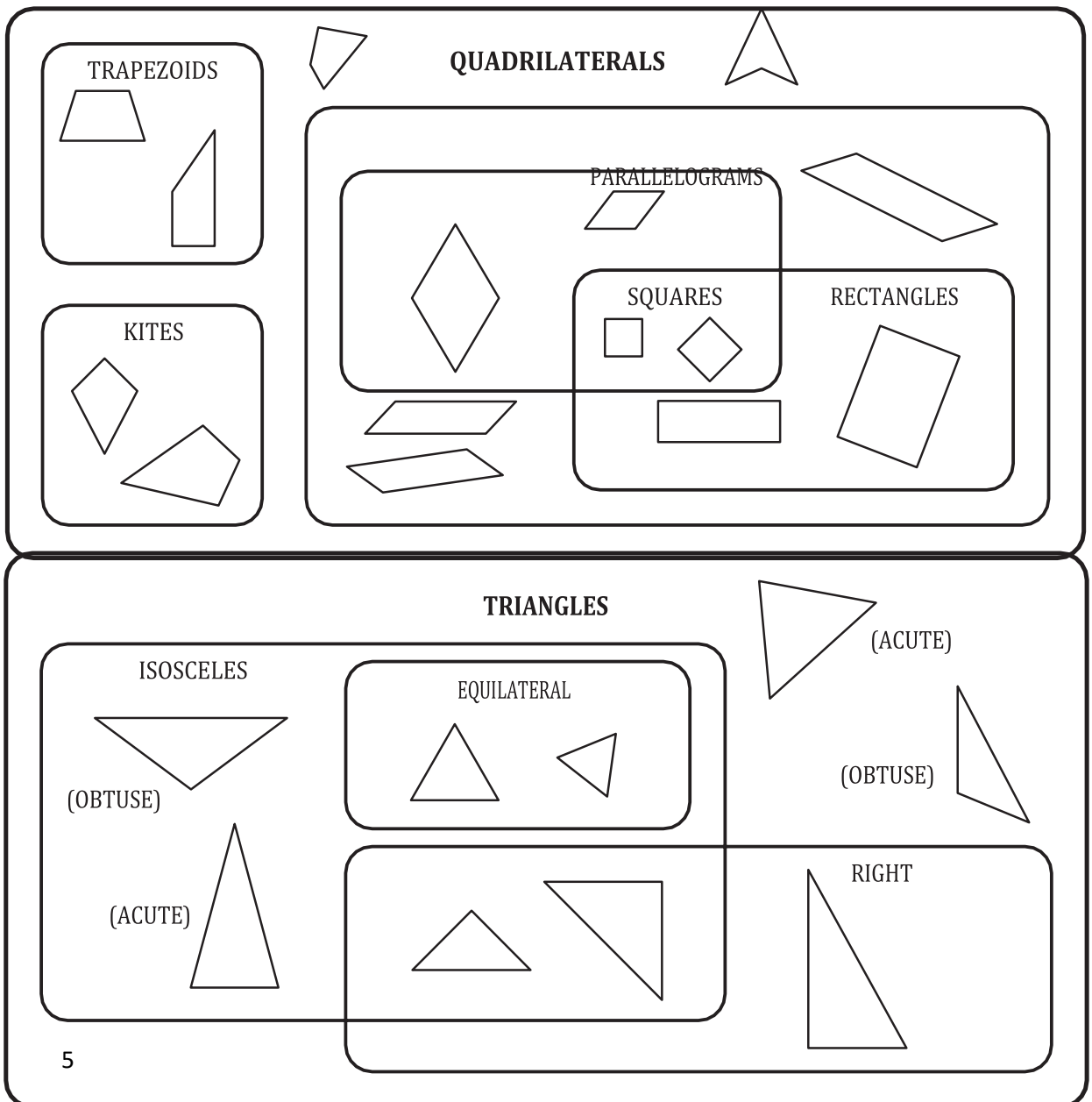
12-Inch Paper Ruler
with 1/4 Inch Divisions



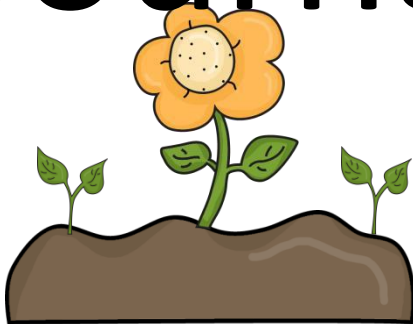
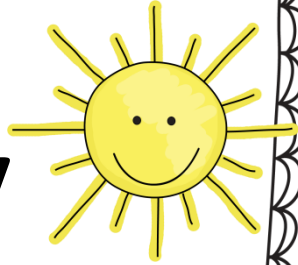
www.timvandevall.com
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Shape Sets: Hierarchies

There are big families of shapes that include smaller families, all related by their properties. Categories and names of shapes depend on which family you place them in (for example, a dog belongs to a specific breed but also belongs to the canine family). In the “big family” of quadrilaterals (four-sided shapes), a smaller family is parallelograms (two pairs of opposite, equal-length sides) and even smaller families are rectangles (characterized by all right angles) and rhombuses (additionally, all sides the same length). Therefore, when in both the rectangle and rhombus families, that becomes the smallest family—squares. As the diagrams show, this also applies to triangles.



My Plant Journal



Name: _____

Page 1

Date: _____

Today, I planted a
_____ seed. It will
grow into a big plant!

This is what my plant
looks like today.

Prediction Page

I predict that my plant
will grow _____
inches tall.

This is what I think my
plant will look like.

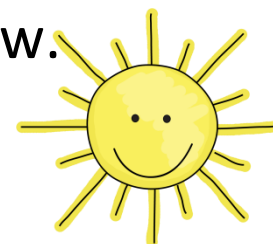
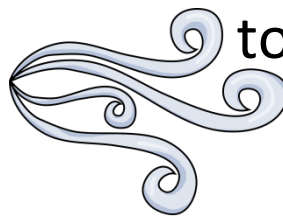
Plant Needs

My plant will need

_____, _____,

_____, and _____

to grow.



Date: _____

My plant is growing! It is
_____ inches tall.

This is what my plant
looks like today.

Date: _____

My plant is growing! It is
_____ inches tall.

This is what my plant
looks like today.

Date: _____

My plant is growing! It is
_____ inches tall.

This is what my plant
looks like today.

Date: _____

My plant is growing! It is
_____ inches tall.

This is what my plant
looks like today.

Date: _____

My plant is growing! It is
_____ inches tall.

This is what my plant
looks like today.

Date: _____

My plant is growing! It is
_____ inches tall.

This is what my plant
looks like today.

The Tiny Seed

By Eric Carle

English: <https://youtu.be/JSQH2QhWbtc>



Language and Literacy:

Retelling Stories Read Aloud: Use pictures to retell the story of the Tiny Seed. See page **13**

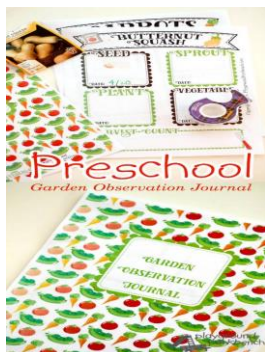
Exploring Seeds: Look at the picture below with your child. Ask your child to tell you about the items in the pictures. Example, I see cucumbers, strawberries, and almonds. Then answer any questions your child may have about items he/she is unable to label. E.g. I think those white/tan things are nuts called cashews.

Ask your child, "What do you think is the same about all of these items?" They may say you can eat them or they're all food. You can acknowledge their answer and it expand on it by saying, "Yes, and did you know they are also seeds you can eat."

People eat seeds like those found in squash, cucumber, and strawberries. We cannot eat all seeds. Can you think of some seed people do not eat? Examples apples and watermelon seeds.



Drawing/Writing: Ask your child if they could draw a picture of a garden. Talk with your child about what they would plant in their garden. Ask your child to explain why they choose specific plants or vegetables. Encourage your child to write words to label plants in the garden. Alternatively, you could have your child dictate the words for you to write. Encourage your child to write his/her name on the cover as the author of the book.



Make a special cover
for your plant journal

Computer Game:

Growing a Garden Computer Game: **Kids Educate Growing plants and vegetables**

<https://www.youtube.com/watch?v=I8-WsvzDY8>

Science:

Plant experiment: Observe the growth of a plant. Try planting kidney or lima beans. Keep a journal. Place one bean in a plastic bag in wet paper towel and tape to a window with some sunlight. Plant another seed in dirt. See which plant grows first. Children can then draw pictures and write or dictate what they see.

Math:

Flowerpot Math: Make ten flowerpots out of paper. Give your child a packet, some beans (lima, kidney, or pinto beans) whatever you have at your home. Use the worm number cards 1-10 found on page 20 to label the number of seeds in each pot using the template on page X. Have your child take a card and put the corresponding number of seeds on the flowerpot. To make Self-Correcting flowerpots, add dots to the back of each pot.

Sensory/Speaking:

Summer in a Bottle: Discuss making a sensory bottle with your child. Talk about the spring or upcoming summer season. Talk about what you might see outside at this time of year. Incorporate ideas your child has in to the plastic bottle. It will be much more fun if your child's fills the bottle with "their" ideas. Example, take an empty bottle and fill with colored water. Add flowers, plastic fish, small seashells, sand. Fill the bottle with summer! Tape or glue the lid onto the bottle. Shake and discuss what it is in the bottle.



Music and Movement:

Vegetable Song The Singing Walrus <https://www.youtube.com/watch?v=RE5tvaveVak>

Dr. Jean Parts of a Flower https://www.youtube.com/watch?v=rJzn_joMoz8



1

I put dirt in the pot.



5

The seeds are starting to grow



2

I put the seeds in the pot.



6

The seedling grows bigger.



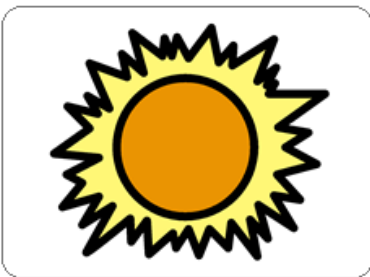
3

The seeds need water.



7

My seeds grew into a flower!



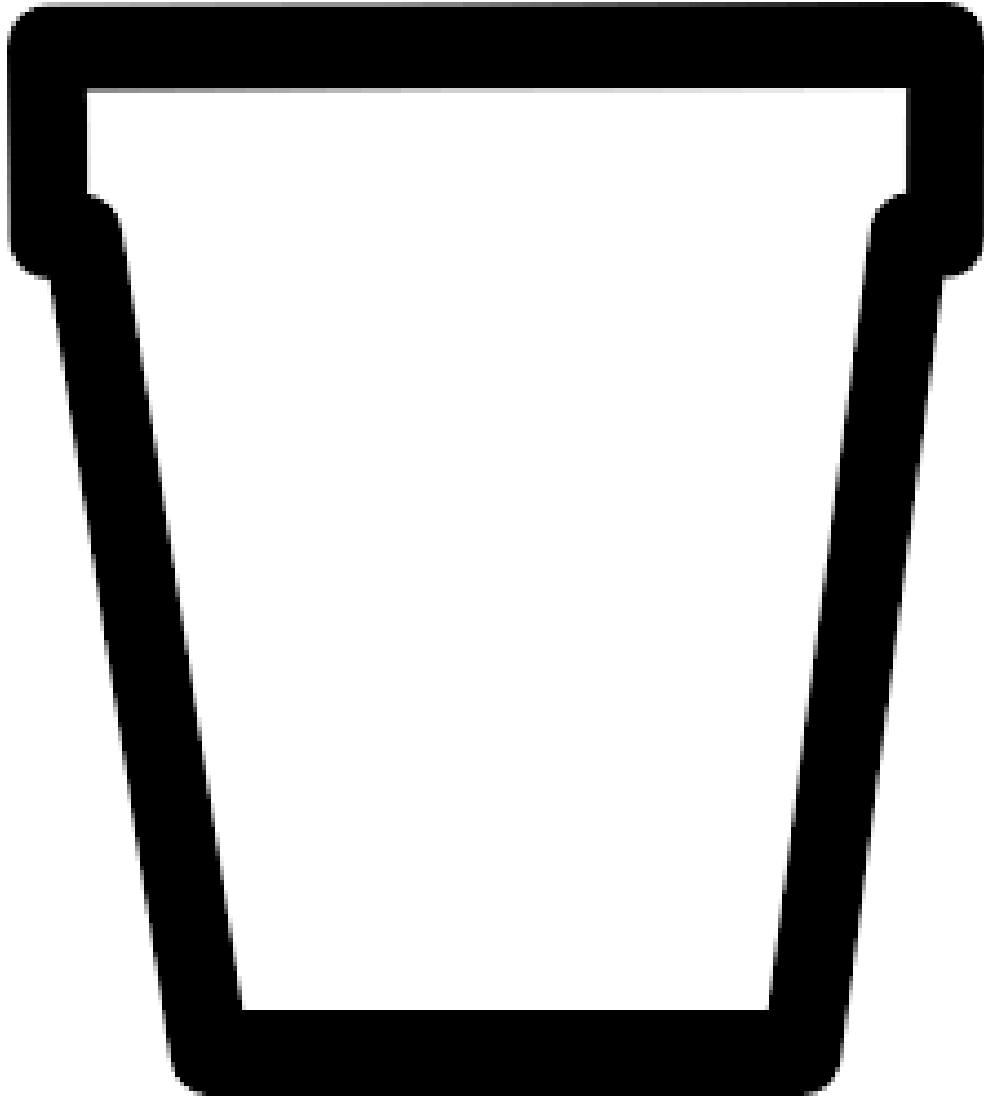
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The seeds need sun.

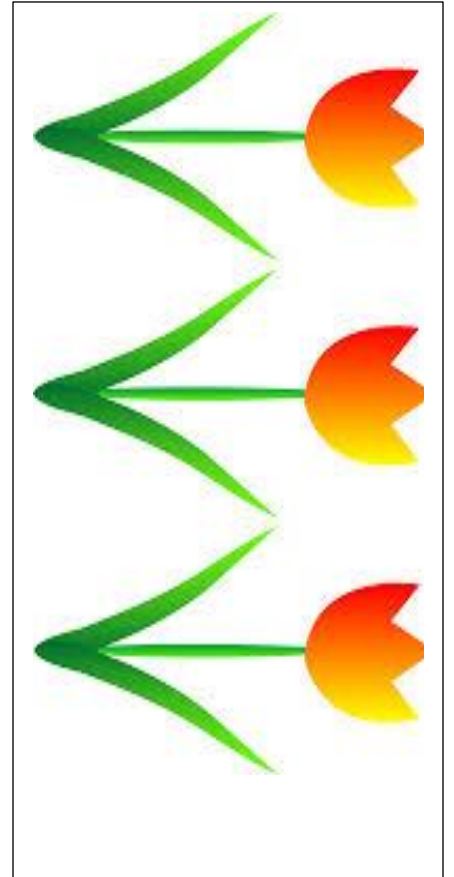
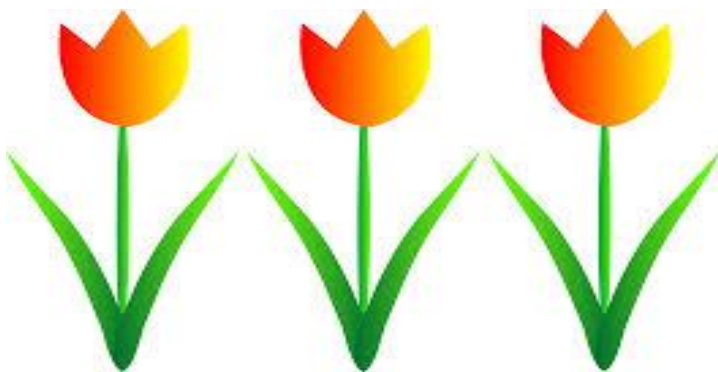
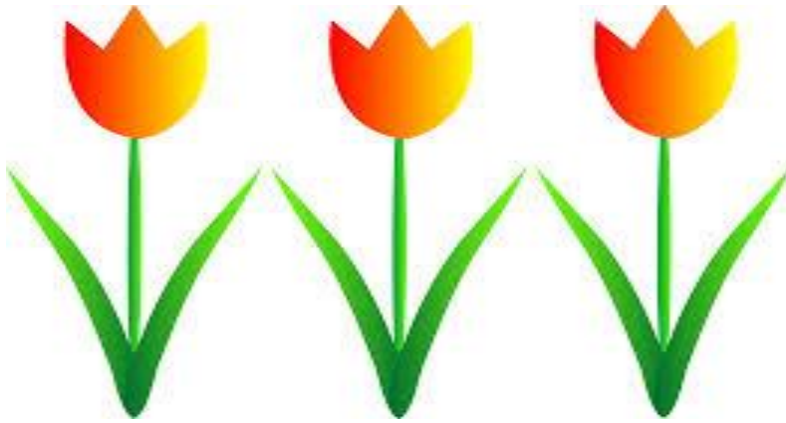
Pattern for a Vase

Label with a different number on each 1-5 and 5-10

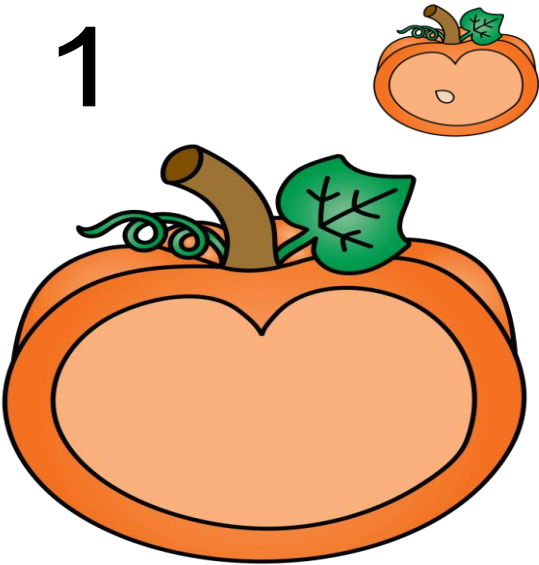
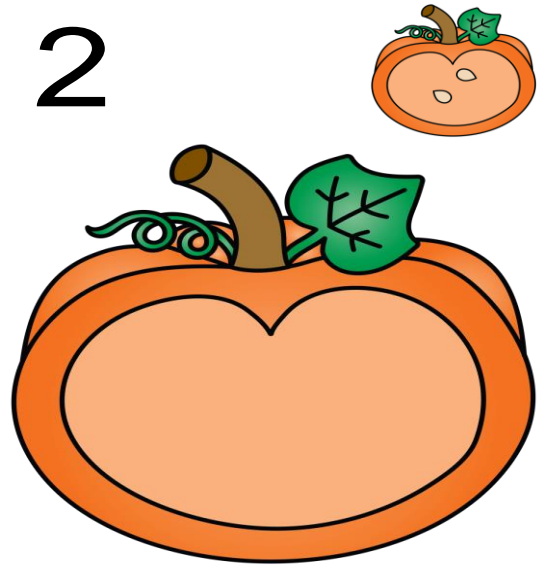
Add dots to the opposite side for self-correction



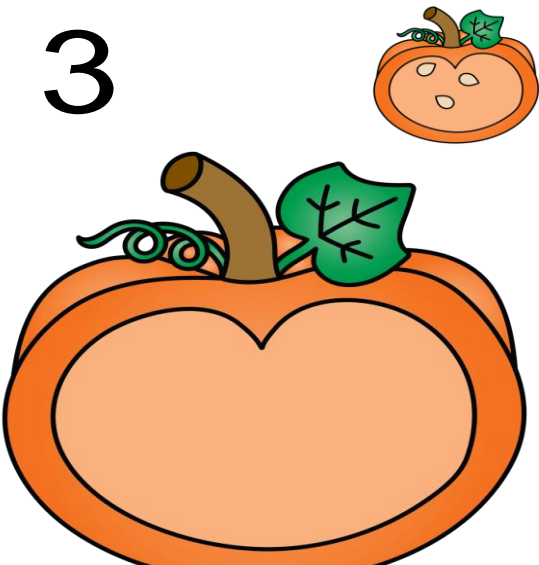
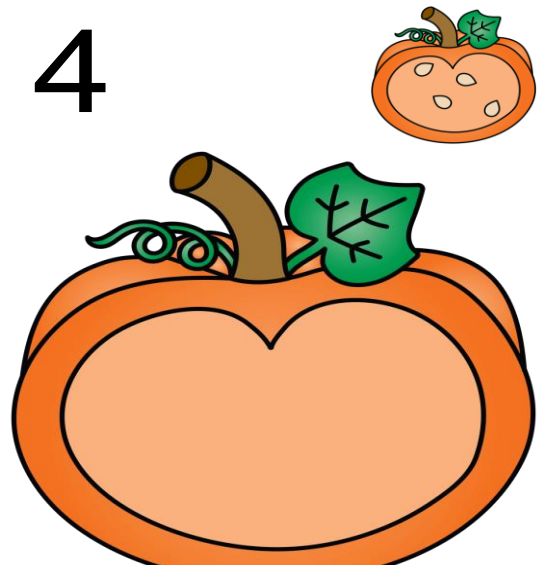
Use to count or make your own



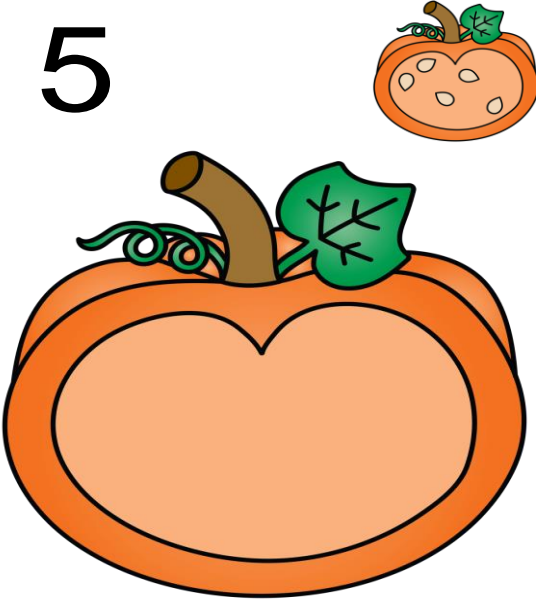
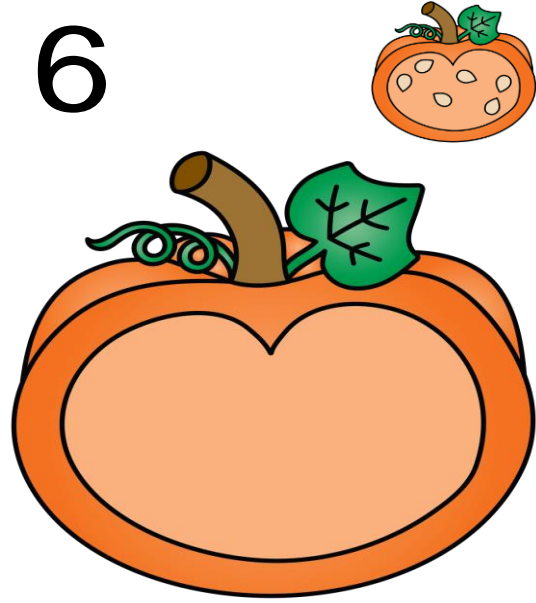
Counting Pumpkin Seeds Playdough Cards

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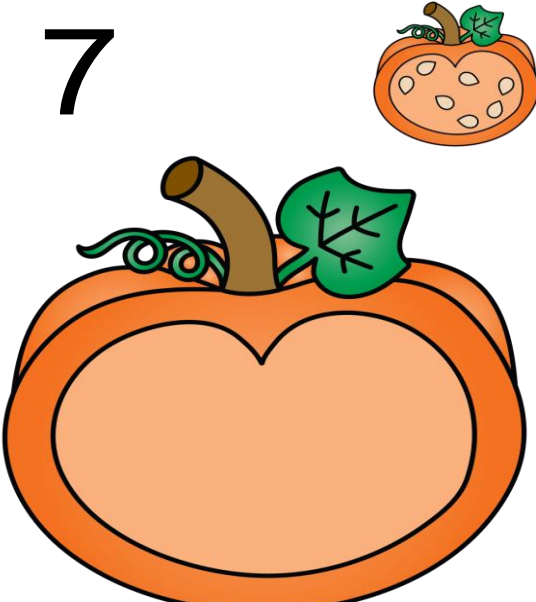
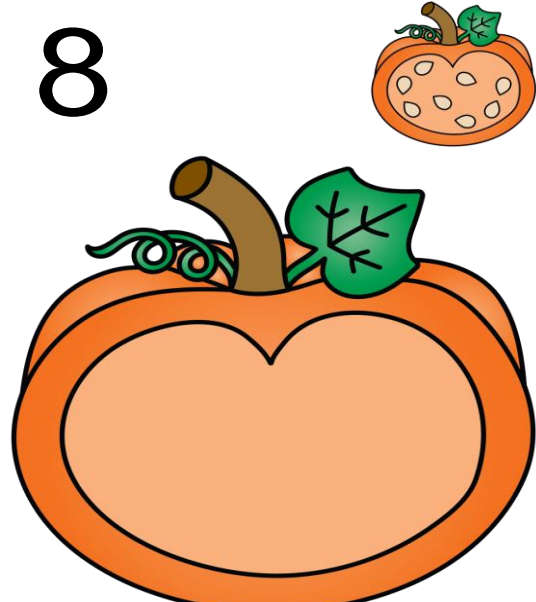
Counting Pumpkin Seeds Playdough Cards

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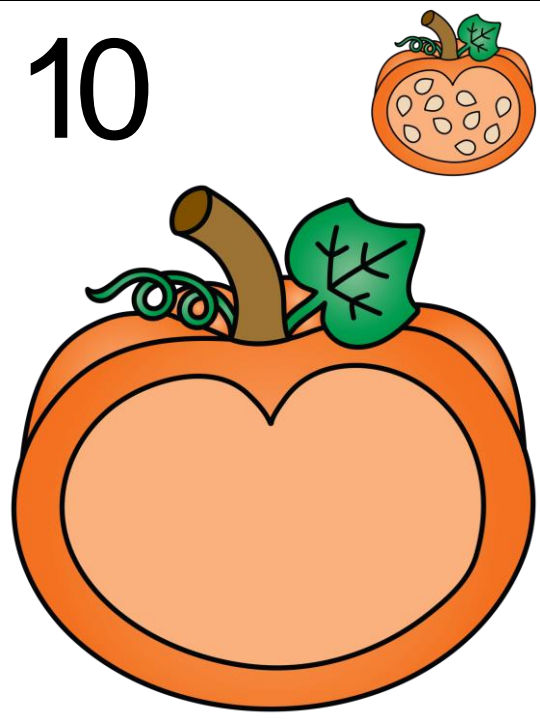
Counting Pumpkin Seeds Playdough Cards

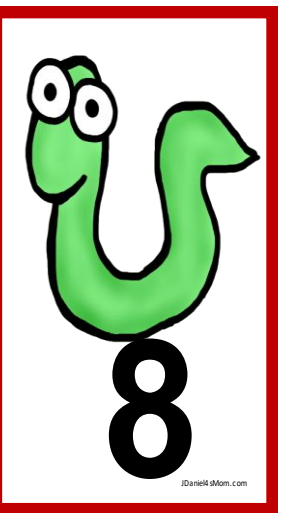
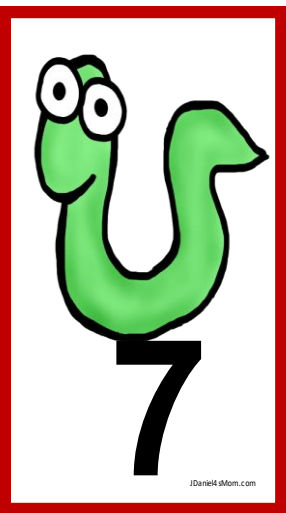
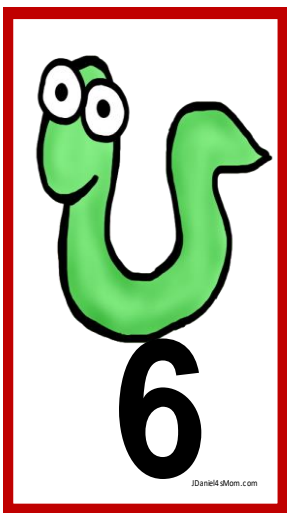
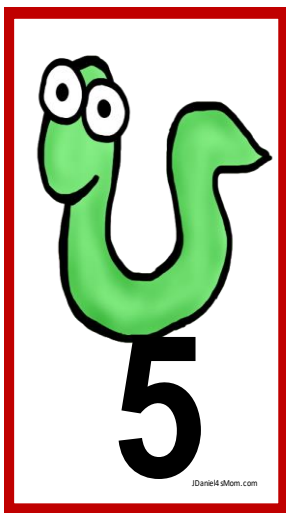
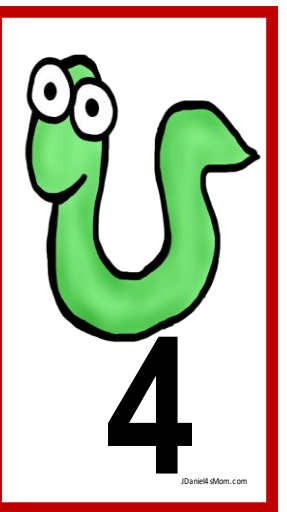
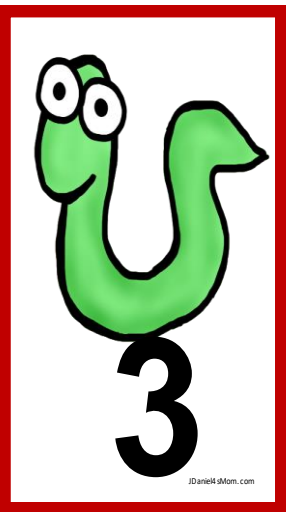
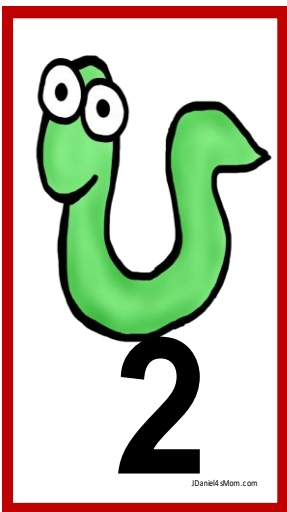
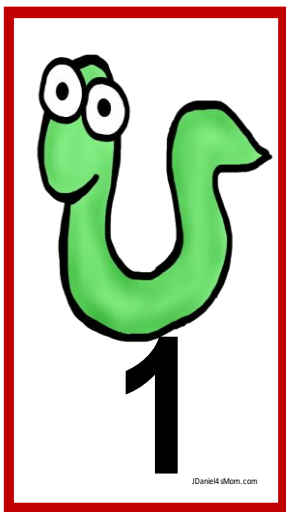
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Counting Pumpkin Seeds Playdough Cards

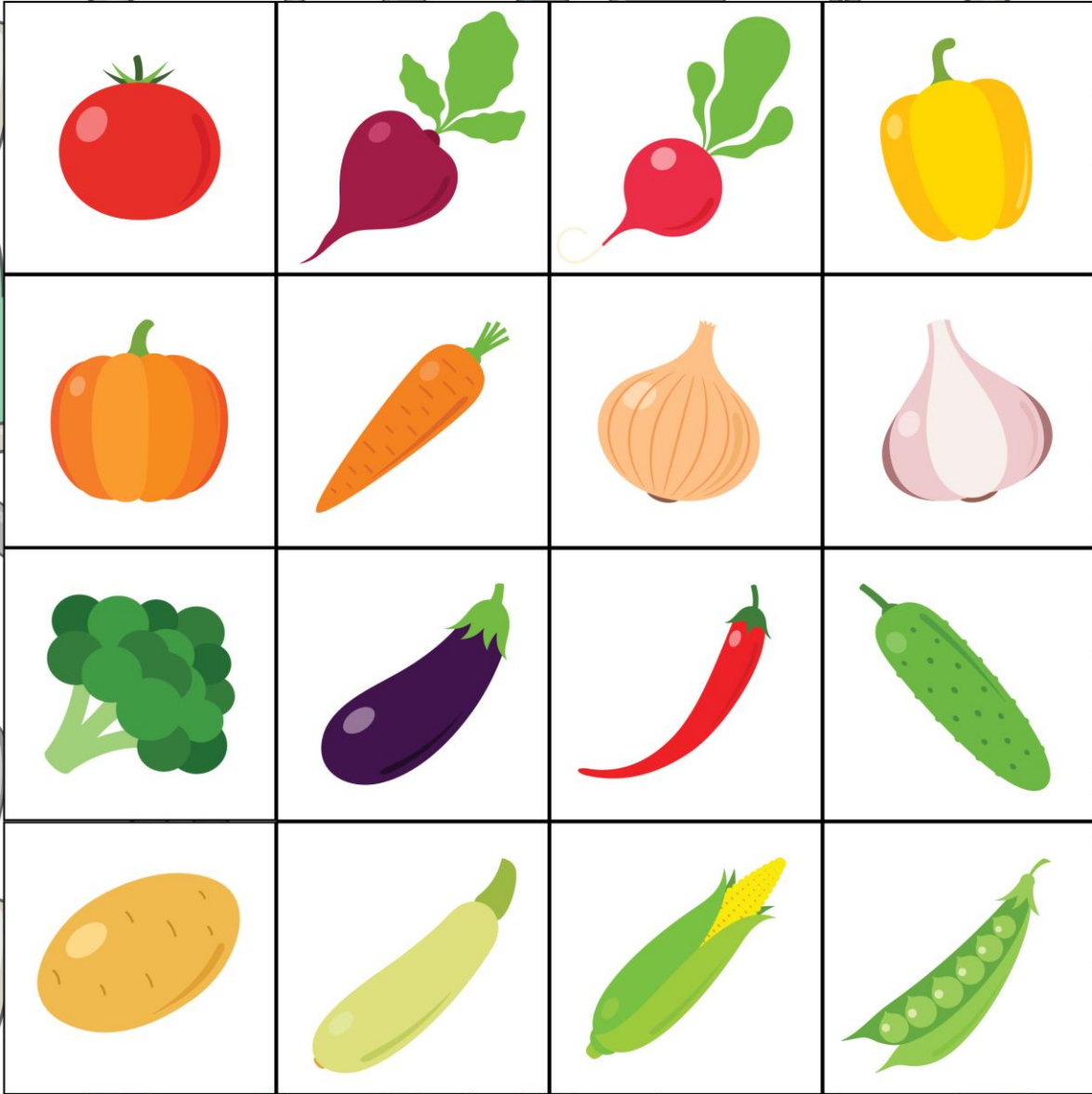
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Counting Pumpkin Seeds Playdough Cards

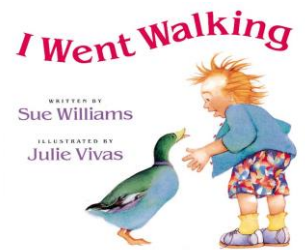
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VEGETABLES TO PLANT



© SUNNY DAY FAMILY



I Went Walking by Sue Williams

Illustrated by Julie Vivas

English: <https://youtu.be/pi3CS6TZgmk>

Spanish: <https://youtu.be/9-qA8aZhvE4>

Pashto: https://youtu.be/D5_3Llf8NNA

This is a predictable book. These books make it easier for young children to retell and predict which animal will come next on the walk. It has simple pictures, repeatable phrases and text. This is a great book to use for counting and elicits discussions on animals.

Listening and Speaking may look like this:

- Do we have a pet?
- What kind do we have?
- If you were to get a pet one day, what do you think you would choose and why?
- What do you think we would have to do to take care of a pet?
- Relate how you take care of your little one/family.
- They need a lot of love and attention.

Sensory: Set-up shallow containers outside and put different items in them for a sensory walk. Some suggestions: Flat rocks, shaving cream, leaves, cotton, bubble wrap, grass, warm water, torn up newspaper, cut up paper towel tubes etc. If you use anything wet, remember to have a towel they can step on to dry off their feet. Build your child's vocabulary as they walk over the various item describe how it feels using rich language. E.g. Those rocks look hot from the sun, the shaving cream is slippery, those leaves are crunching under your feet and the cotton feels soft on your toes.

Recalling and Writing: Go for a walk and see how many animals your child sees. Encourage your child to label animal/birds/insects they see and name them. Extend their language. For example, Child – "I see a bird". Adult – "Yes that a bird it a blue jay." At the end of your walk, see how many animals/birds/insects they can recall. Encourage child to draw a picture of all animal/birds/insects seen on the walk. (It does not matter how it comes out. They will know the animal they drew). Label each animal, cat, dog, worm, blue jay etc. Count how many animals you saw on the walk. See Page 22. Have a talk with your child about animals. Some suggestions to create a dialogue: We went on a walk and saw lots of animals. Which one did you like the best? Why is that one your favorite? If they say, "I don't know," Pose some questions - Is it because it runs fast, its furry, it flies, hops, is soft etc.

Math:



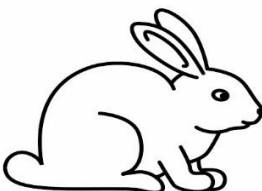
Counting Animals: Ask your child to take out their stuffed animals. Show them how to line them up one behind the other. Show the picture in the story of the animals lined up. Count how many animals your child took out. Next, count the animals in the story. Ask them if they know who has more animals. Use cardinal numbers to discuss

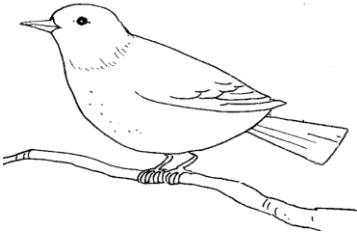
where animals are in the line. "I see your bunny is second in line? Which animal is first or last. I'm wondering if we can find out where your donkey is in line." Let's see, "point to positions as you count – tiger is first, bunny is second, dog is third, and donkey is fourth in line."

Paper Bag Puppets: Take a lunch bag and add a head, ears, face, tail and feet. Be as creative as you like.

Motor: Play a game of follow the leader. Have the members of your house line up one behind the other. Everyone does what the first person in the line does. If they flap their arms, everyone has to do it, If they march then everyone marches etc. Take turns being the leader.

Make sure to bring a crayon on your walk. Have fun! These are only suggestions.

 <p style="text-align: center;">CAT</p>	<p>How many? Put a dot in this box each time you see the animal. Count the dots when your walk is finished.</p>	<p>Model Language:</p> <p>I see a grey cat sitting in the window.</p> <p>At the end of your walk: You might ask - Do remember how many cats we saw?</p>
 <p style="text-align: center;">DOG</p>		<p>Model Language:</p> <p>I see a white dog barking at the cars</p> <p>At the end of your walk: You might ask - Do you remember how many dogs we saw?</p>
 <p style="text-align: center;">RABBIT</p>		<p>Model Language:</p> <p>I see a brown rabbit in the grass.</p> <p>At the end of your walk: You might ask - Do you remember how many rabbits we saw?</p>



BIRD

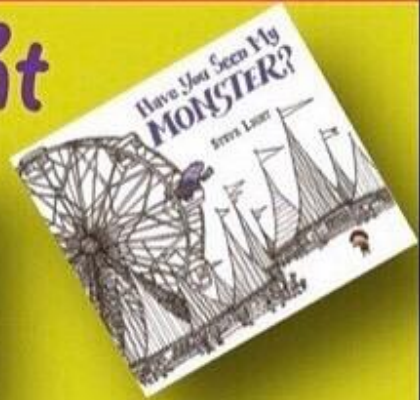
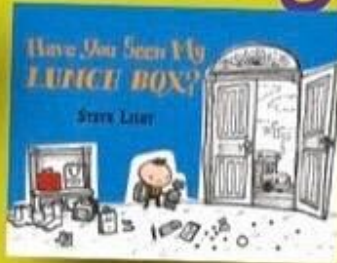
Model Language:
I see a red bird. He is sitting on the branch on the tree.

At the end of your walk:
You might ask - Do you remember how many birds we saw?

SPECIAL STORYTIME

SPECIAL STORYTIME

with
Steve Light



Saturday, May 23rd, 1pm EST

@booksofwonder on



<http://stevelightart.com/for-teachers/>