



Domain 1: All About Me

Activity Pages

PRECHOOL

Core Knowledge Language Arts®



CORE KNOWLEDGE LANGUAGE ARTS

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SCHOOLS

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Dear Family Member,

Your child probably already likes to talk about what makes him/her special. At school, we will be learning all about how we are all different, but how we are all also the same! We will learn all kinds of words to describe ourselves and name our body parts. We will also be painting, playing with play dough, playing musical instruments, and tracing around our bodies.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

Children love hearing **stories, especially before bedtime**. Before you read a book, talk about the **title** of the book and what it might mean. As you read books, point to and label the **characters' body parts**. Talk about whether or not the characters are **humans** (your child is learning the word **human's** in school).

2. Sing Nursery Rhymes

Nursery rhymes are a fun way for children to learn **the rhythm and sounds of language**. Your child may come home singing and doing the motions for “Head and Shoulders, Knees and Toes,” and “Open, Shut Them.” **The words to “Head and Shoulders, Knees and Toes” are on this back of this letter**—have your child show you the motions that go with this rhyme. You could also share your own favorite nursery rhymes with your child.

3. Talk About Body Parts

Name body parts as your child gets dressed and takes a bath. Name fingers as you clean and clip fingernails. Talk about how you can move your body parts as your child plays outside.

4. Practice Using Hands and Fingers

Your child is doing lots of activities to develop small movements using hands and fingers. Have your child practice at home by squeezing toothpaste and using a toothbrush, holding a fork, painting outside with water, drawing with sidewalk chalk, doing puzzles, etc.

Please send in a photograph of your child as a baby for us to use in an activity at school.

Head and Shoulders, Knees and Toes

Head and shoulders,
knees and toes,
knees and toes.
Head and shoulders,
knees and toes,
knees and toes.
Eyes and ears
and mouth and nose.
Head and shoulders,
knees and toes,
knees and toes!



Dear Family Member,

Today your child listened to a read-aloud about the parts of the body. Read the poem to your child and talk about the parts of his/her body.



All About Me: Body Parts

Humans have bodies—parts inside and out,
Which part of your body do you use to shout?

Shouts begin inside and burst out through your lips—
The part of your body, that lets you take sips.

What's inside your mouth, past those two sipping lips?
Can you wiggle your tongue and make it do flips?

Your nose knows you're eating—it senses the smell
But it also helps keep you living as well.

Your chin, cheeks, and forehead—are parts of your face
With ears on the side in their own special place.

Use your eyes. Look around. Can you spot something red?
Did you feel your neck turn as it held up your head?



Put your hands on your shoulders and scrunch them up high
Now reach out your arms like you're ready to fly!

Bend your wrists and elbows, put your hands on each hip
Bow your waist in the middle to help as you dip.

Let your back and your chest flop over, just so
Are you able to touch your head to your toes?

Now, bend your knees just as much as you please
Knees help your legs move with comfort and ease.

Stand up straight everyone and look down at your feet.
How in the world do your legs and feet meet?

You have ankles to help move your feet all around
And heels to keep feet planted safe on the ground.

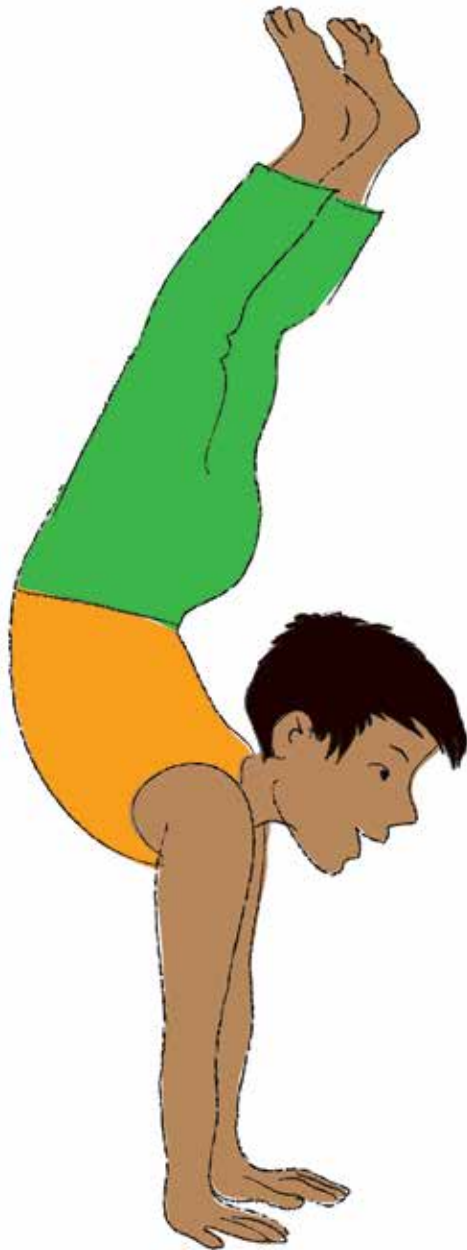
Exercise is important to keep you healthy and strong.
Sit down now and stretch out your legs—long, long, long.

You need all parts together to run, jump, and play
Give a cheer for your body—hip, hip, hooray!



Show Me

Directions: Using the list on the bottom of this page, point one by one to body parts using the pictures of these children, and ask your child to show them to you. Then ask him/her to point to that same part on his body and tell you its name.



PARTS OF THE BODY: body, head, neck, shoulders, chest, stomach, arm, elbow, wrist, hand, fingers, hip, leg, knee, ankle, foot, toes.



All About Me: Family Letter 2



Dear Family Member,

There are many exciting things about being a human being. We are learning all about our five senses, how humans grow and change, and the things humans need to stay alive.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school.

1. Read Aloud Each Day

Children love hearing **stories, especially before bedtime**. As you read each book, remember to **talk about the author and illustrator** (your child is learning about these people in school). The author is the person who wrote the words and the illustrator is the person who drew the pictures.

2. Sing Nursery Rhymes

Nursery rhymes are a fun way for children to learn **the rhythm and sounds of language**. Your child may come home singing and doing the motions for “Do Your Ears Hang Low?” “Where is Thumbkin?” and “Pat-a-Cake.” **The words to “Do Your Ears Hang Low?” are on this back of this letter**—have your child show you the motions that go with this rhyme. You could also share your own favorite nursery rhymes with your child.

3. Talk About the Five Senses

Talk with your child about things he/she can **see, hear, touch, smell, and taste** during mealtime or bath time. Mention the **parts of the body** that go with each sense.

4. Talk About the First Letter of Your Child’s Name

Your child is learning to recognize the first letter of his/her name in school. To help your child learn his/her initial letter, you could create a sign for your child’s bedroom door that has his/her name on it.



Do Your Ears Hang Low?

Do your ears hang low?
Do they wobble to and fro?
Can you tie them in a knot?
Can you tie them in a bow?
Can you throw them
over your shoulder
Like a continental soldier?
Do your ears hang low?



Dear Family Member,

Today your child listened to a read-aloud about the parts of the body. Read the poem to your child and talk about the parts of his/her body.



All About Me: We Use Our Senses to Learn

I have five senses. You have five, too.
Without our five senses, what would we do?

Senses help you experience being alive.
Sight, smell, taste, touch, hearing—all five.

Just under your forehead, two eyes give you sight
To see reds and yellows, colors shiny and bright!

Between your eyes, your nose helps you smell.
Some smells are delightful, others less swell.

If you block your nostrils, you'll put smells on hold
Has that ever happened when you've had a cold?

Lick your lips now. What part did you use?
Your tongue is the part that helps you taste foods.

Do you like your foods salty, bitter, or sweet?
Perhaps sour lemons are your special treat!



That's three of your senses—sight, smell, and taste
The fourth's split in two on both sides of your face.

Your ears work together to help you hear noise
Do you ever wear headphones like this little boy?

Quiet sounds and loud sounds—your ears hear them all—
Both your cat's low purring and your dad's loud call.

Your fifth sense is touch. Touch your face, touch
your toes. What's helping you feel?
Does anyone know?

Your skin's sense of touch is all over the place—
Every inch of your body, not just your face!

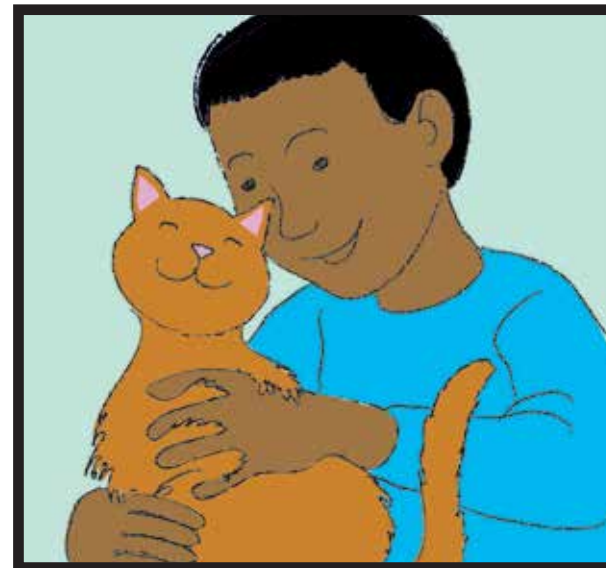
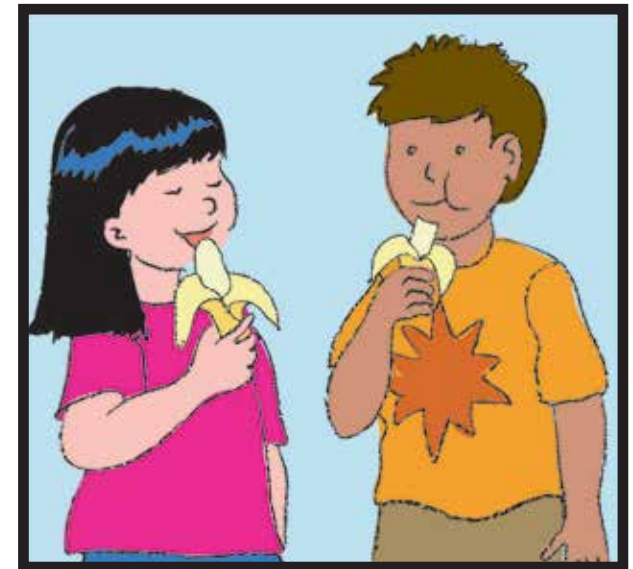
How does it feel when you jump in a pool?
Is it hot? Is it cold? Is it warm? Is it cool?



Senses help you experience being alive.
Sight, smell, touch, taste, hearing—
that's five.

Using All of Our Five Senses

Directions: Name one sense and its related body part, then ask your child which picture shows that sense. "Which picture shows people using their eyes to see?" Talk about what they are seeing. Continue through all the senses, recognizing that while each picture emphasizes one sense, some may include more than one.





Domain 2: Families and Communities Activity Pages

PRESCHOOL

Core Knowledge Language Arts®





Dear Family Member,

Your child probably already likes to talk about his/her family. At school, we will be learning all about families and how they love us and help us grow and change! We will learn all kinds of words to describe families. We will also be talking about what words are, practicing rhyming, drawing and painting, and playing musical instruments.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

Children love hearing stories, especially before bedtime. Before you read a book, talk about the title of the book and what it might mean. As you read books, point to and label the various family members who are characters in the story.

2. Sing Nursery Rhymes

Nursery rhymes are a fun way for children to learn the rhythm and sounds of language. Your child may come home singing and doing the motions for “Rain, Rain Go Away,” and “Five Little Monkeys.” The words to “Rain, Rain Go Away” are on this back of this letter—have your child recite the rhyme and talk with your child about the words in the song that rhyme (away, day, play). You could also share your own favorite nursery rhymes with your child.

3. Talk About Chores and Daily Routines

As you and your child do chores and routines each day, talk about what they are, why they are important, and how you help your child do things that are difficult to do alone. In class, your child will be introduced to jobs in the classroom. You might make a daily schedule that shows your child the daily routines and chores expected of him or her. Make these simple and attainable tasks, such as pushing in chairs, brushing teeth, or putting away toys.

4. Practice Drawing

Your child is doing lots of activities to develop fine motor skills. Have your child practice at home by drawing with crayons and thick markers. Encourage your child to draw pictures of his or her family or have your child illustrate his or her own daily schedule.

Families and Communities: Letter 2



Dear Family Member,

There are many exciting things about being a human being. We are learning all about family traditions and celebrations, communities, and community helpers. We will also be talking about what words and letters are, practicing rhyming, drawing and painting, and learning to blend compound words..

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

Children love hearing stories, especially before bedtime. As you read each book, remember to talk about the words on the page and the direction you read (left to right, top to bottom). You could also count words on a page with your child as you read.

2. Sing Nursery Rhymes

Nursery rhymes are a fun way for children to learn the rhythm and sounds of language. Your child may come home singing and doing the motions for “Teddy Bear, Teddy Bear” and “A Tisket, A Tasket.” The words to “Teddy Bear, Teddy Bear” are on this back of this letter—have your child show you the motions that go with this rhyme. You could also share your own favorite nursery rhymes with your child.

3. Practice Rhyming

Your child is doing lots of activities to practice rhyming at school. Have your child practice at home by identifying rhyming words in nursery rhymes and in every day conversations.

4. Practice Drawing

At school your child is practicing writing strokes by drawing horizontal, vertical, and diagonal lines, circles, crosses, and x's. As your child draws with crayons, encourage him/her to show you the writing strokes he/she is learning in school.

Animals: Family Letter 2



Dear Family Member,

Children love learning about and seeing pictures of animals, and we will continue learning more about animals in the coming weeks. Your child will learn about baby animals and their mothers. S/he will also learn about groups of animals, such as birds, insects, fish, and mammals. In our Small Groups, we will be practicing telling stories, rhyming, drawing, and writing. Your child might come home saying the ‘mmm’ sound, since we will be learning all about words that start with ‘mmm’ (like *monkey*).

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

As you read stories about animals, talk with your child about what real animals need to stay alive. Talk about what certain animals like to eat and drink, and where they like to live.

2. Sing Nursery Rhymes

At this point in the school year, your child has learned quite a few nursery rhymes. Encourage him/her to sing the old favorites, and to share the new rhymes s/he is learning at school. Your child may come home singing and doing the motions for “The Eensy, Weensy Spider” and “Hickety Pickety, My Black Hen.” The words to “Hickety, Pickety, My Black Hen” are on this back of this letter—have your child recite this rhyme for you and talk about how hens and other animals lay eggs.

3. Play with Stuffed Animals

Encourage your child to play with his/her stuffed animals. As your child plays, talk with him/her about where those animals might live (pond, ocean, forest, desert) and what they might like to eat.

4. Practice Rhyming

Your child is doing lots of activities to practice rhyming. As students go about their daily routines, encourage them to make silly rhyming pairs using everyday words. The words can be real or made up, but should end with the same sound (for example: *brush* and *mush*, or *plate* and *bait*).

5. Practice Writing Name

At school your child is practicing writing his/her name to sign in to school each day. Encourage your child to practice writing his/her name whenever she is drawing. You can also write your child’s name so s/he can copy it.

Show and Tell: Family Celebrations and Traditions

Later in this domain, our class will be exploring different family traditions and celebrations. Talk with your child about his or her favorite family tradition, celebration, or holiday. Discuss why it is important to your family and what you do to celebrate or honor a tradition. Please send in an object or photograph that is representative of your family's favorite celebration for your child to share with the class. For example, if your child likes to celebrate his/her birthday with a birthday cake, you might send in a birthday candle for your child to show.

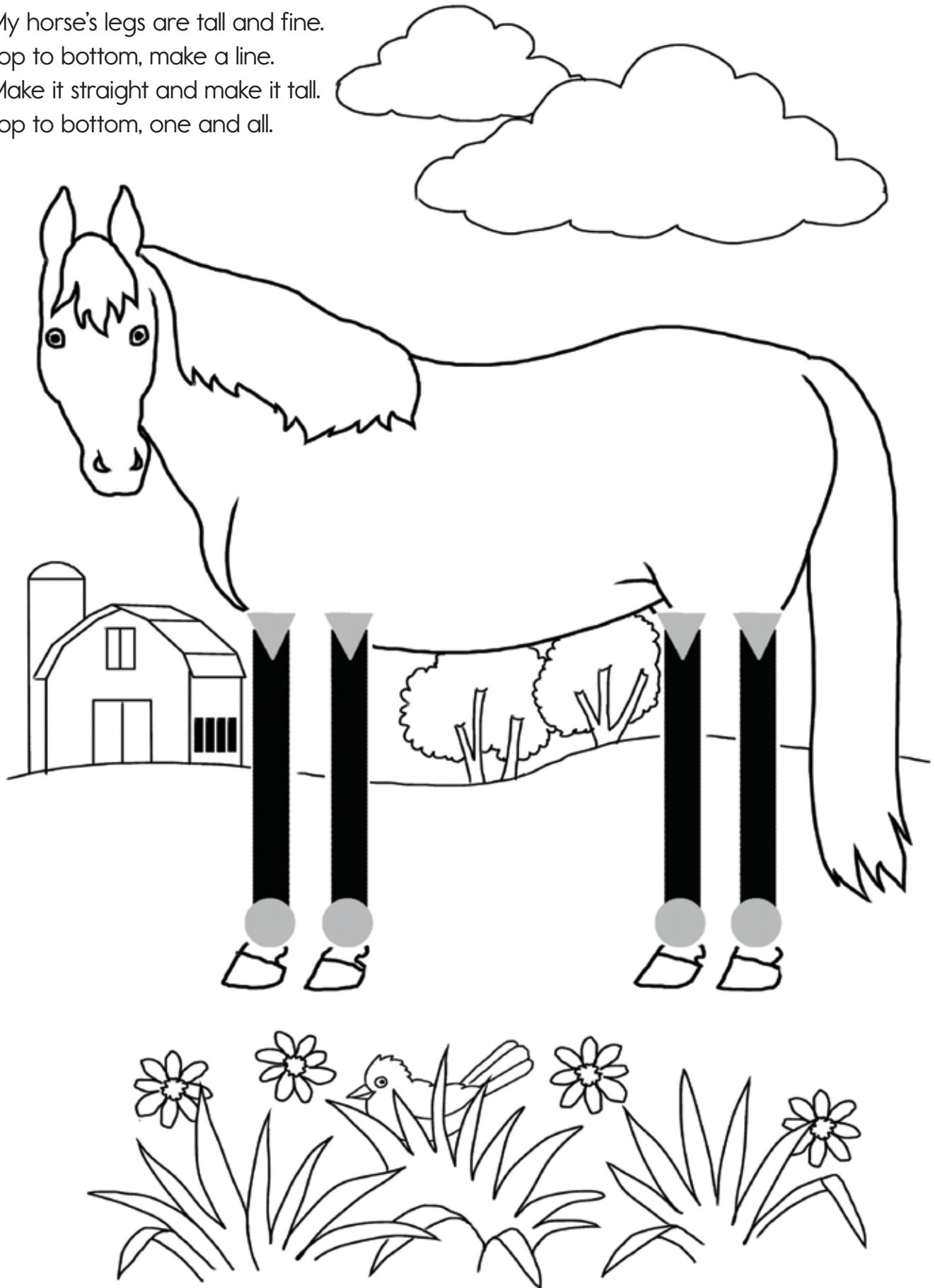
Rain, Rain Go Away

Rain, rain, go away,
Come again another day,
Little [child's name] wants to play.
Rain, rain, go away.



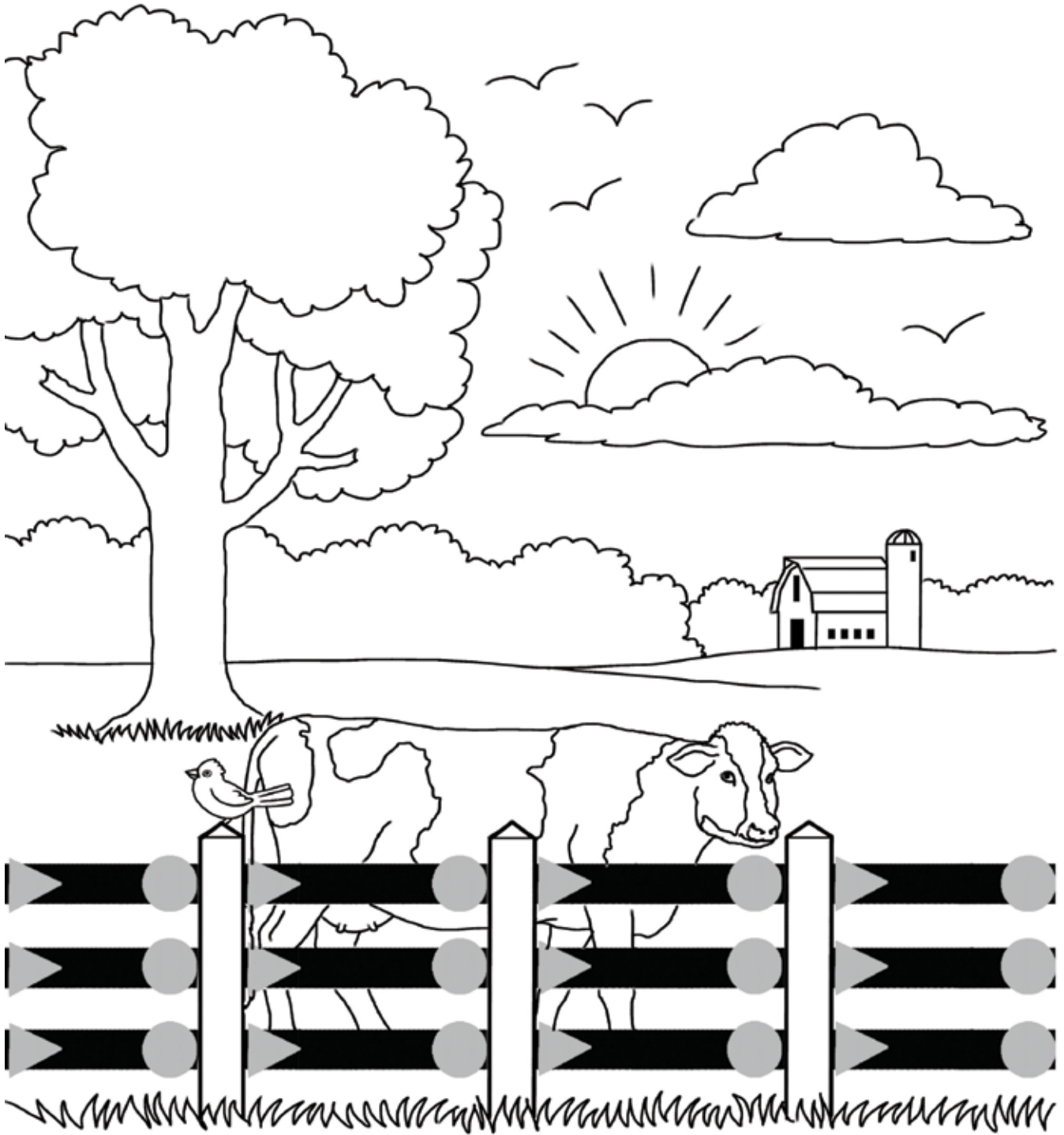
My Horse

My horse's legs are tall and fine.
Top to bottom, make a line.
Make it straight and make it tall.
Top to bottom, one and all.



The Fence

The fence is long and painted white.
Make a line from left to right.
Left to right, make it flat—
No bumps or wiggles, now look at that!



Dear Family Member,

During our *Families and Communities* domain, your child will have a chance to share a favorite family tradition with the whole class. First, help your child pick out an object, picture, or photograph that is important to a tradition or holiday your family celebrates. Then, talk with your child about your favorite family tradition and answer the questions below. Send this form and the object to school with your child for Show and Tell.



Share a Family Tradition

1. What is a tradition or holiday that your family loves to celebrate?
When do you celebrate it?

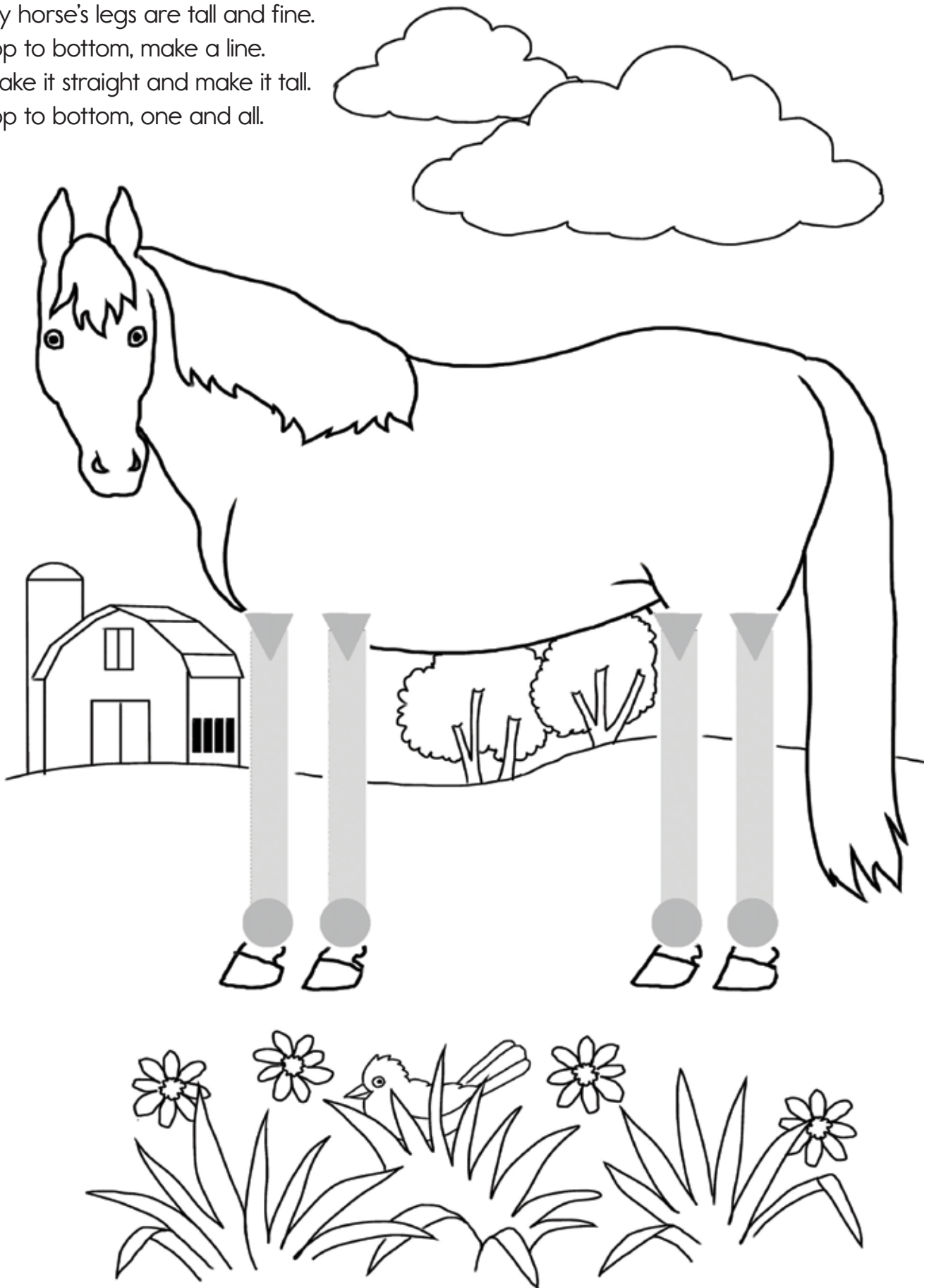
2. How does your family celebrate this special occasion?

3. What object or picture is your child bringing to school for Show and Tell?
Why is it special?

4. Is there anything else you would like your child's teacher to know
in preparation for the Show and Tell activity?

My Horse

My horse's legs are tall and fine.
Top to bottom, make a line.
Make it straight and make it tall.
Top to bottom, one and all.



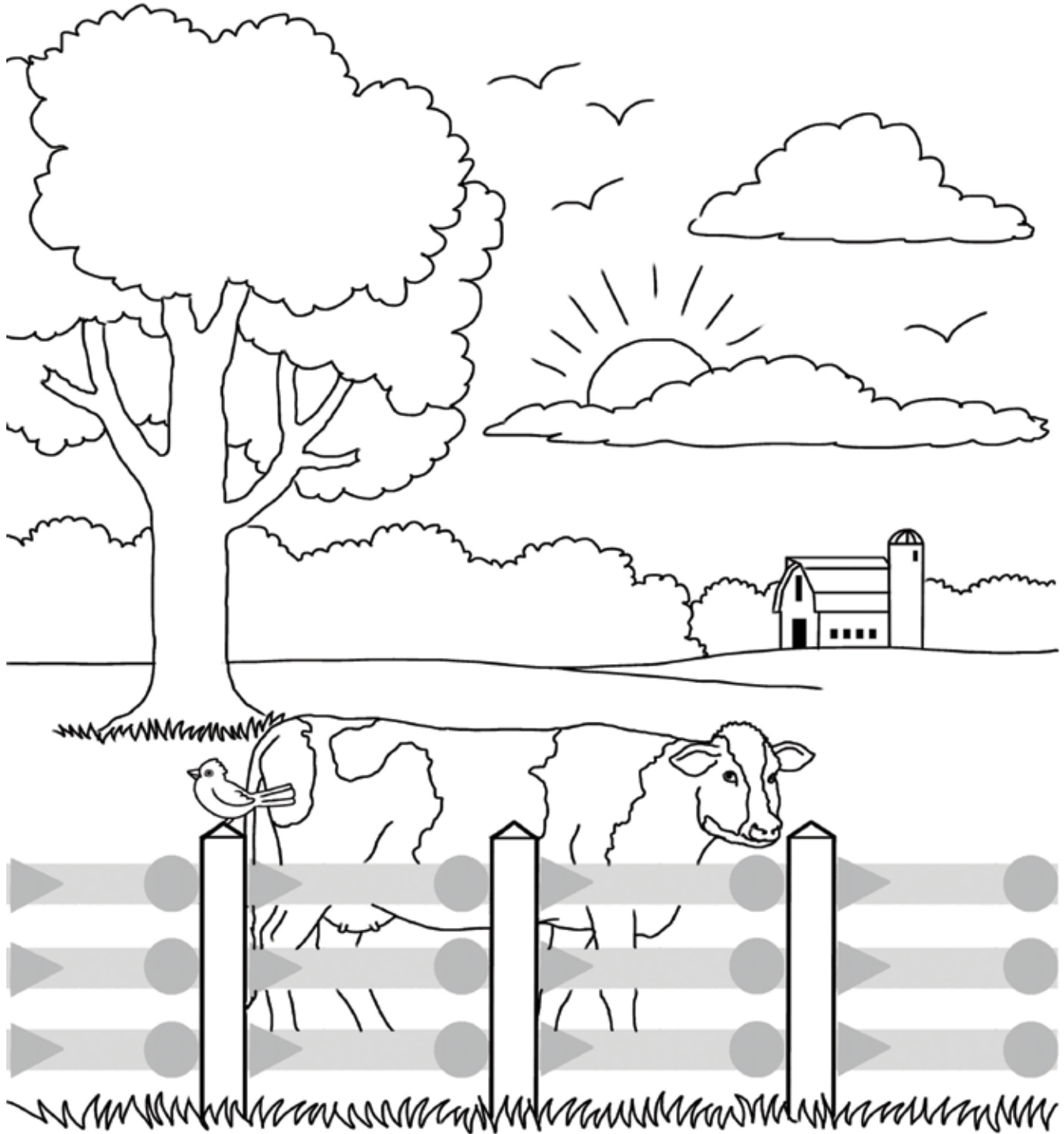
The Fence

The fence is long and painted white.

Make a line from left to right.

Left to right, make it flat—

No bumps or wiggles, now look at that!



Dear Family Member,

Today your child listened to a read-aloud about families. Read the poem to your child and talk about how your own family works and plays together. Please remember to send in your Family Celebrations and Traditions questionnaire along with an object or picture for Show and Tell.



Families Work and Play Together

Families do activities, like sing and work and play.
All of us like family time each and every day.

Nevaeh really likes to play and so does her brother Ted.
They jump and wrestle on the floor while Daddy makes the bed.

Some families go to the movies. Some play with their dogs in the park.
Carla's family likes riding bikes and playing hide-and-seek in the dark!

Tova and Ben's mom always says, "Do your chores in the morning and at night."
They sometimes pretend they can't hear her, and try to stay out of sight.

Some moms say, "Please wash the dishes."
Others, "Please wipe the countertops."
But all moms say, "Please take a shower and change your smelly socks!"



Some Dads make you breakfast.
Others put you to bed.
Parents help you stay organized and
make sure that you're well-fed.



Tito brushes his teeth after breakfast
and at bedtime, too.
Mona's job is to walk her dog, Maggie,
and give her toys to chew.

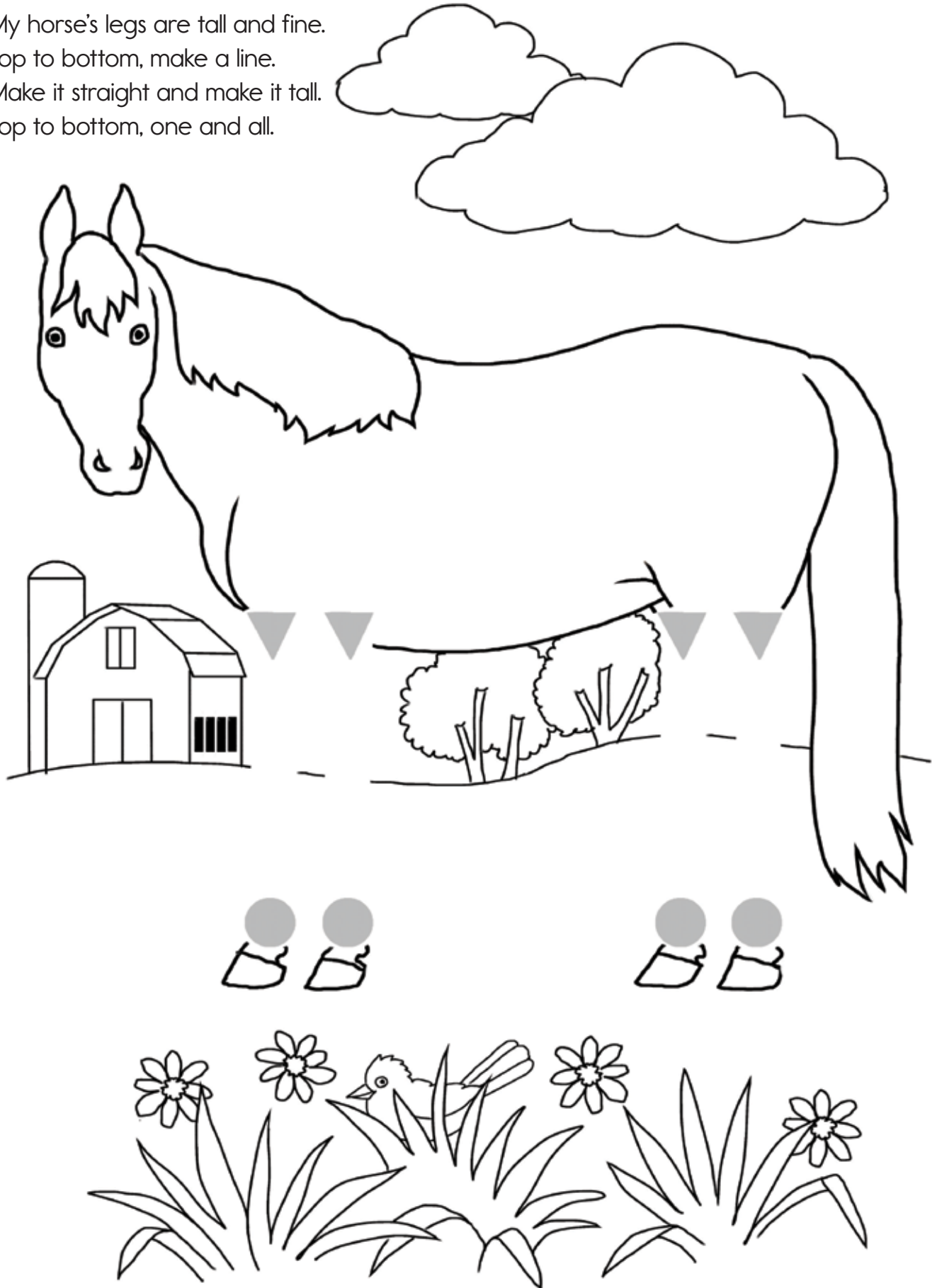
"No TV until after dinnertime!"
says Grandpa while he cooks.
"Your dad will help with homework
and then we'll read a book."

"Do you know how much I love you?"
Moms repeat these words each day.
So despite all the chores and homework,
home's where kids are happy to stay.



My Horse

My horse's legs are tall and fine.
Top to bottom, make a line.
Make it straight and make it tall.
Top to bottom, one and all.



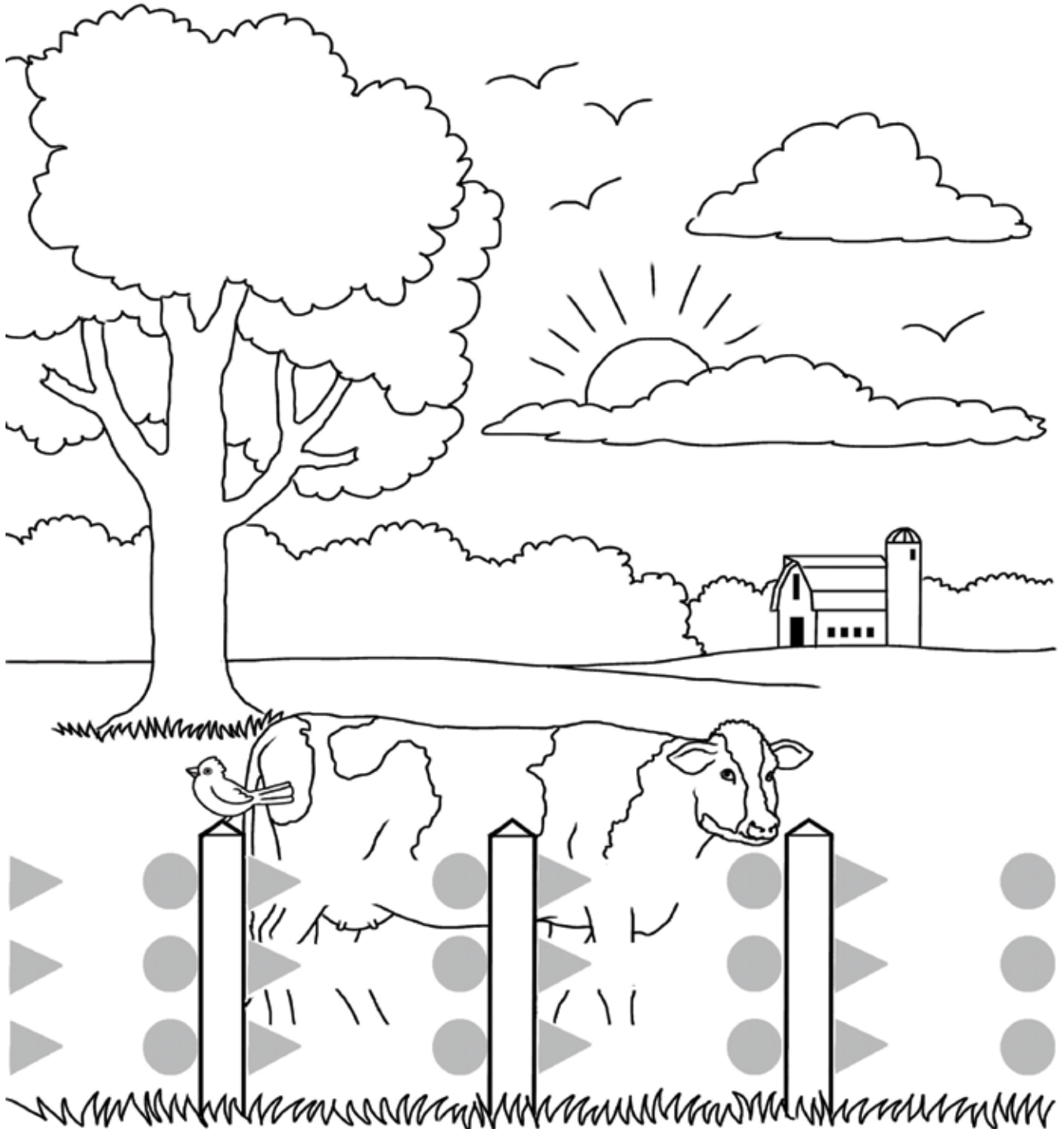
The Fence

The fence is long and painted white.

Make a line from left to right.

Left to right, make it flat—

No bumps or wiggles, now look at that!



Big Gumball Machine

First look at the color blocks and talk about the colors. Then ask your child to find gumballs that match each of the color blocks.



Teddy Bear

Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, touch the ground.

Teddy bear, teddy bear, climb the stairs.

Teddy bear, teddy bear, comb your hair.

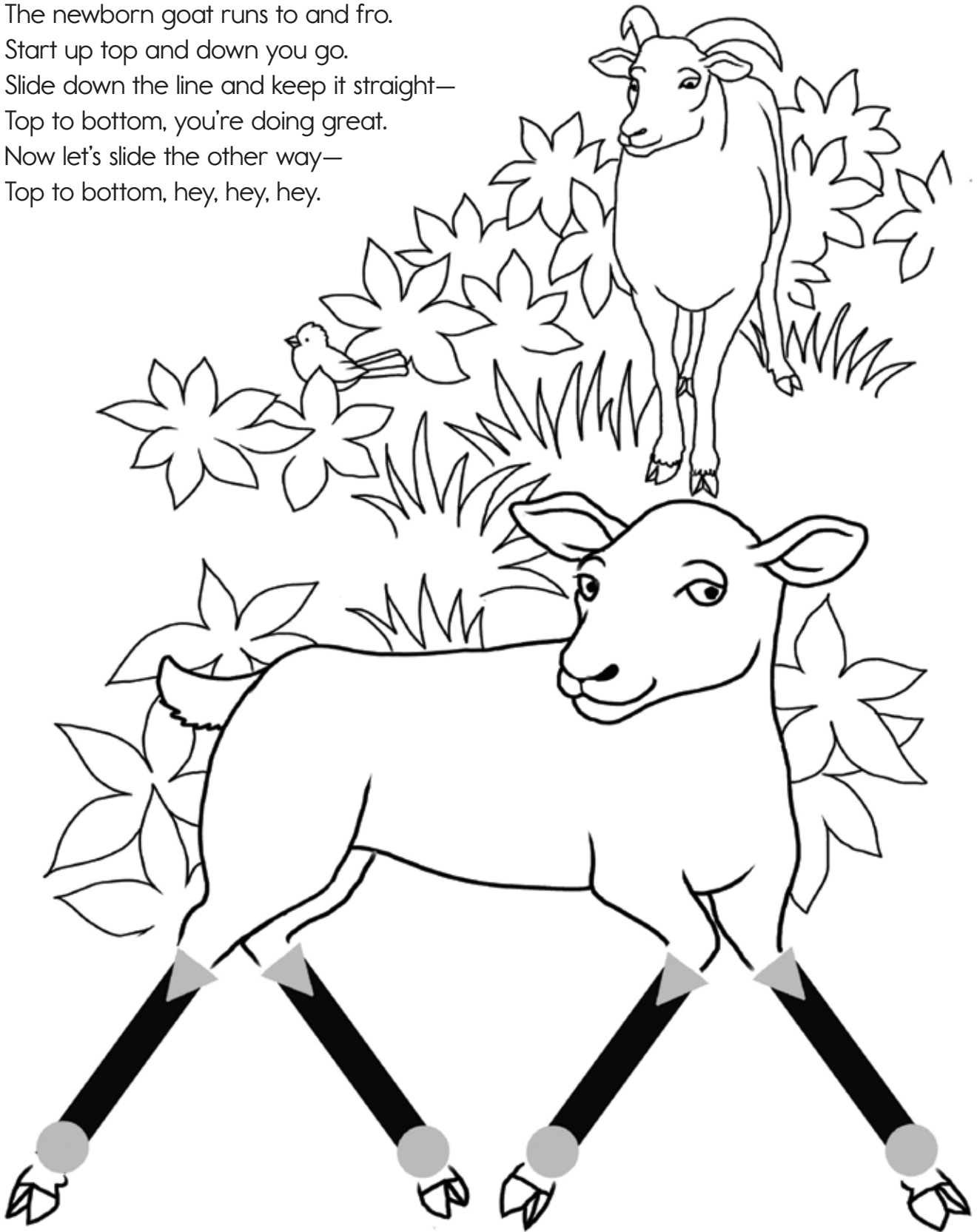
Teddy bear, teddy bear, turn off the light.

Teddy bear, teddy bear, say goodnight.



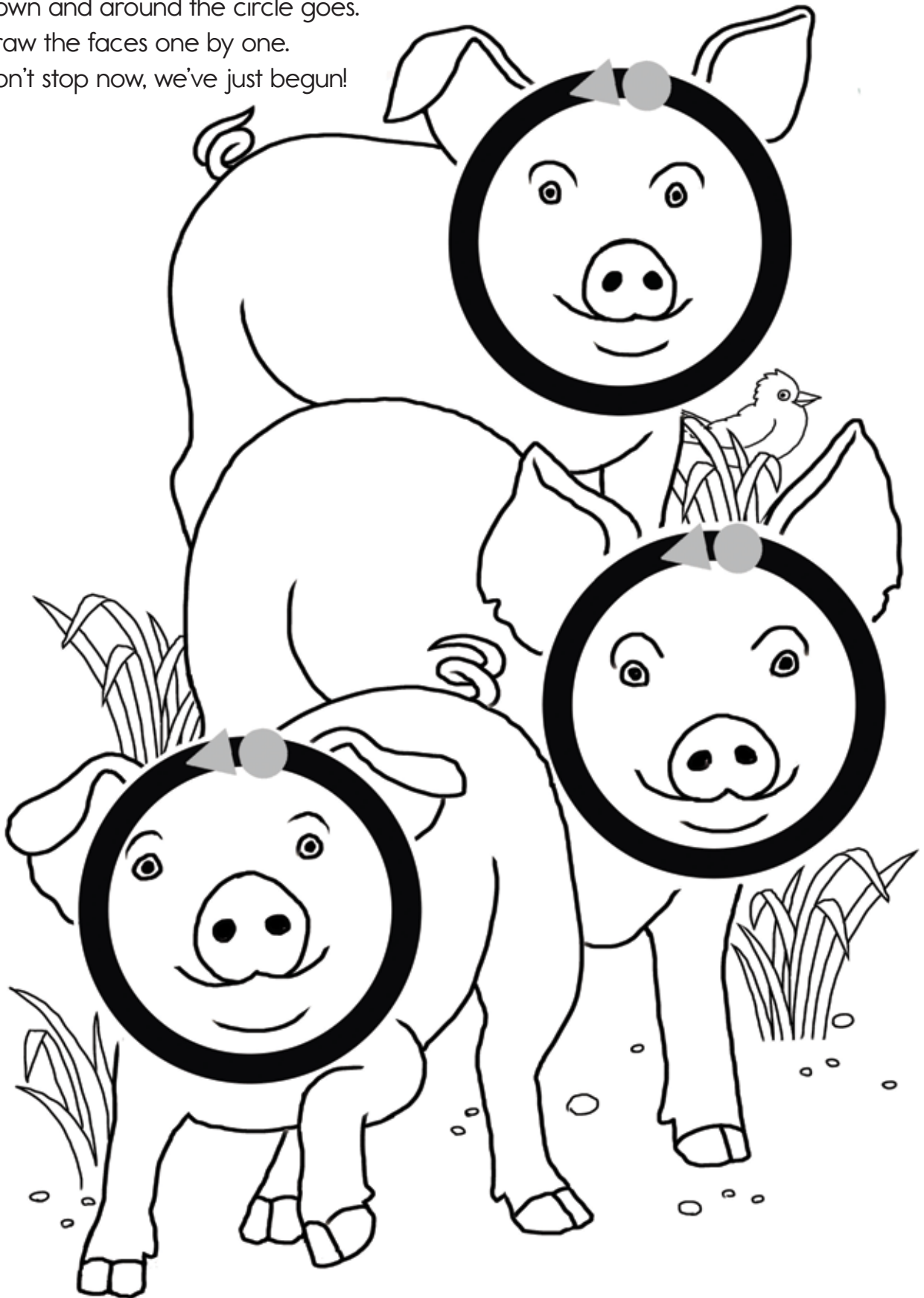
Baby Goat

The newborn goat runs to and fro.
Start up top and down you go.
Slide down the line and keep it straight—
Top to bottom, you're doing great.
Now let's slide the other way—
Top to bottom, hey, hey, hey.



The Piglets

The piglet sniffs with a big round nose—
Down and around the circle goes.
Draw the faces one by one.
Don't stop now, we've just begun!



Baby Goat

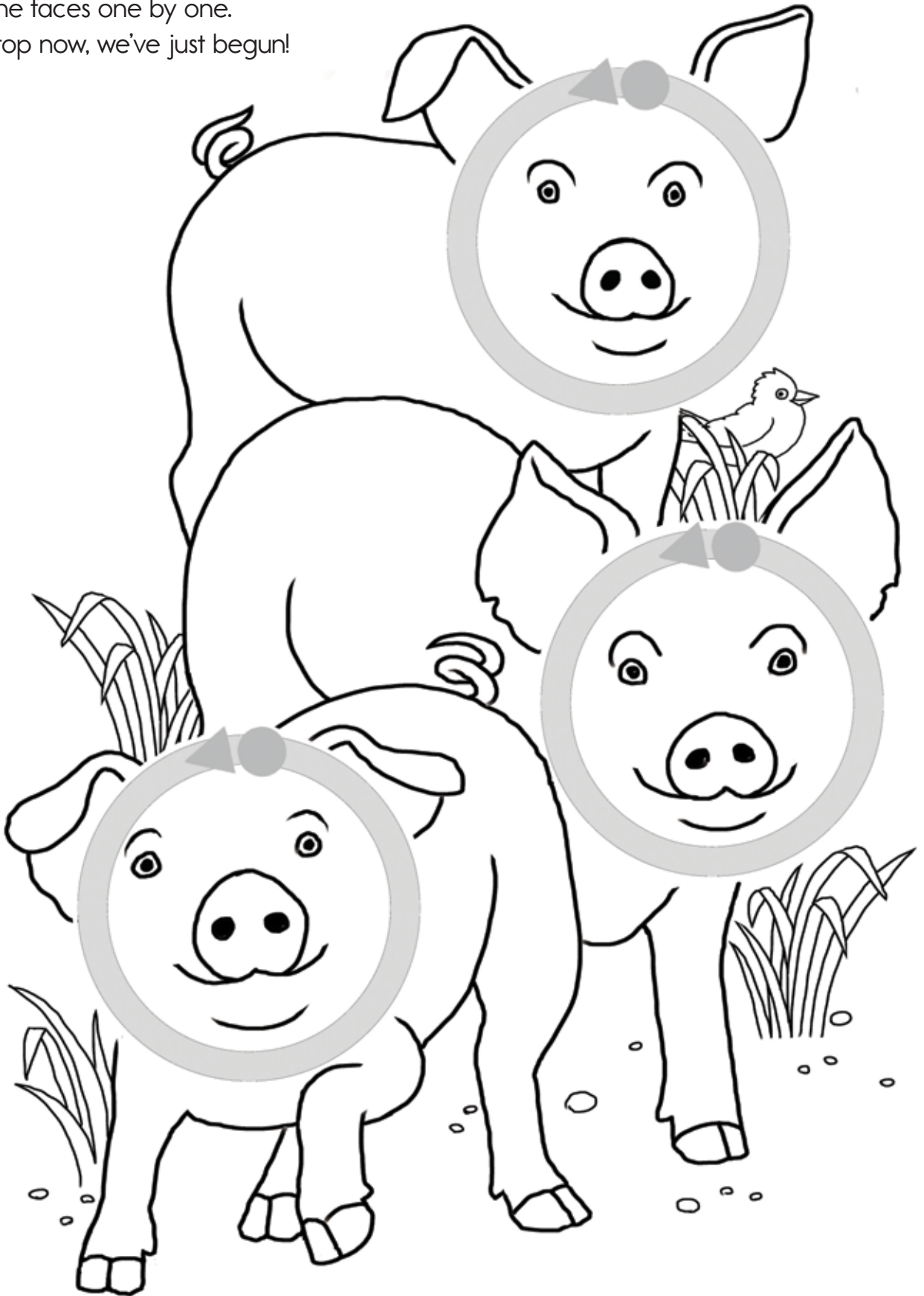
The newborn goat runs to and fro.
Start up top and down you go.
Slide down the line and keep it straight—
Top to bottom, you're doing great.
Now let's slide the other way—
Top to bottom, hey, hey, hey.





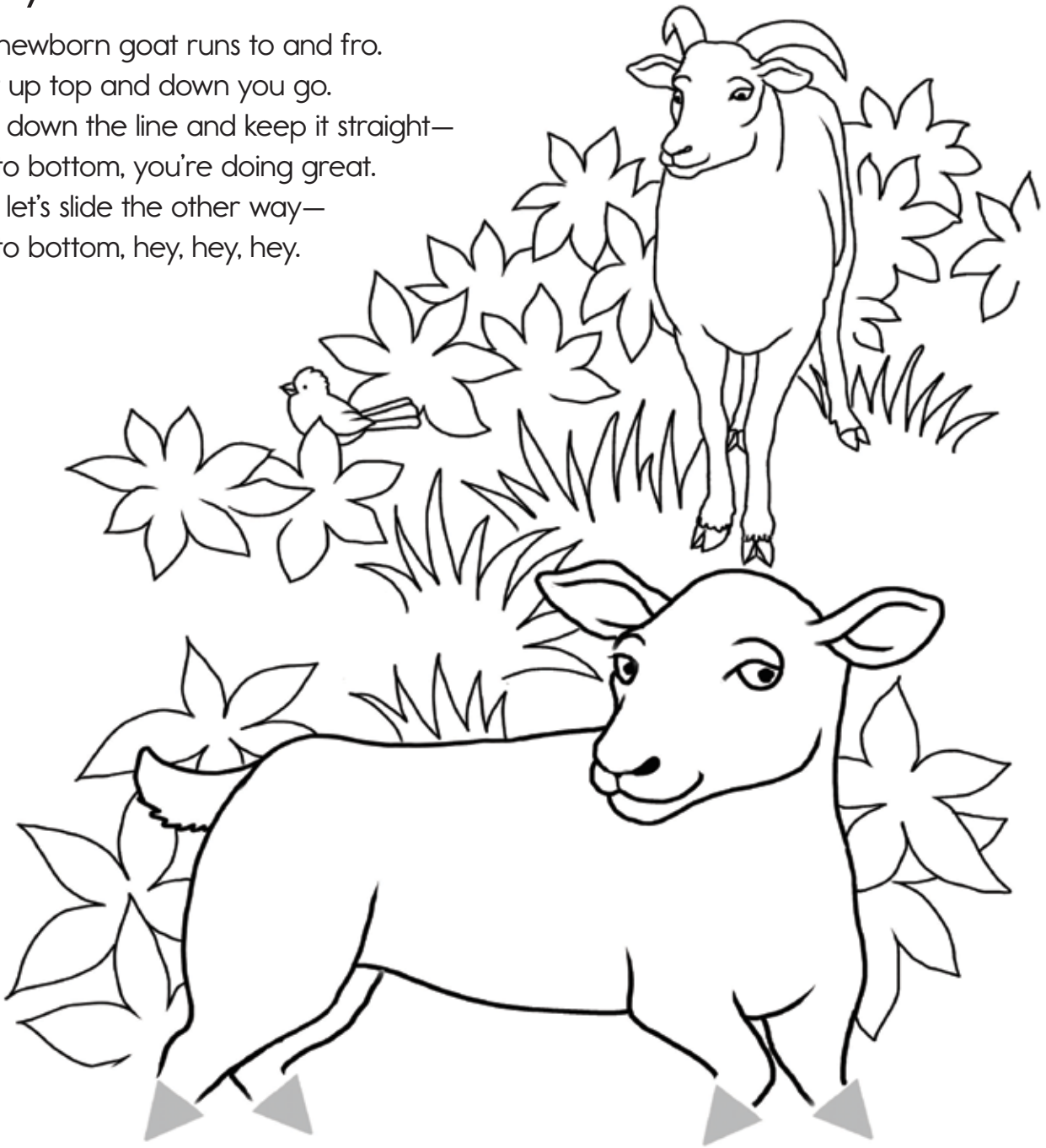
The Piglets

The piglet sniffs with a big round nose—
Down and around the circle goes.
Draw the faces one by one.
Don't stop now, we've just begun!



Baby Goat

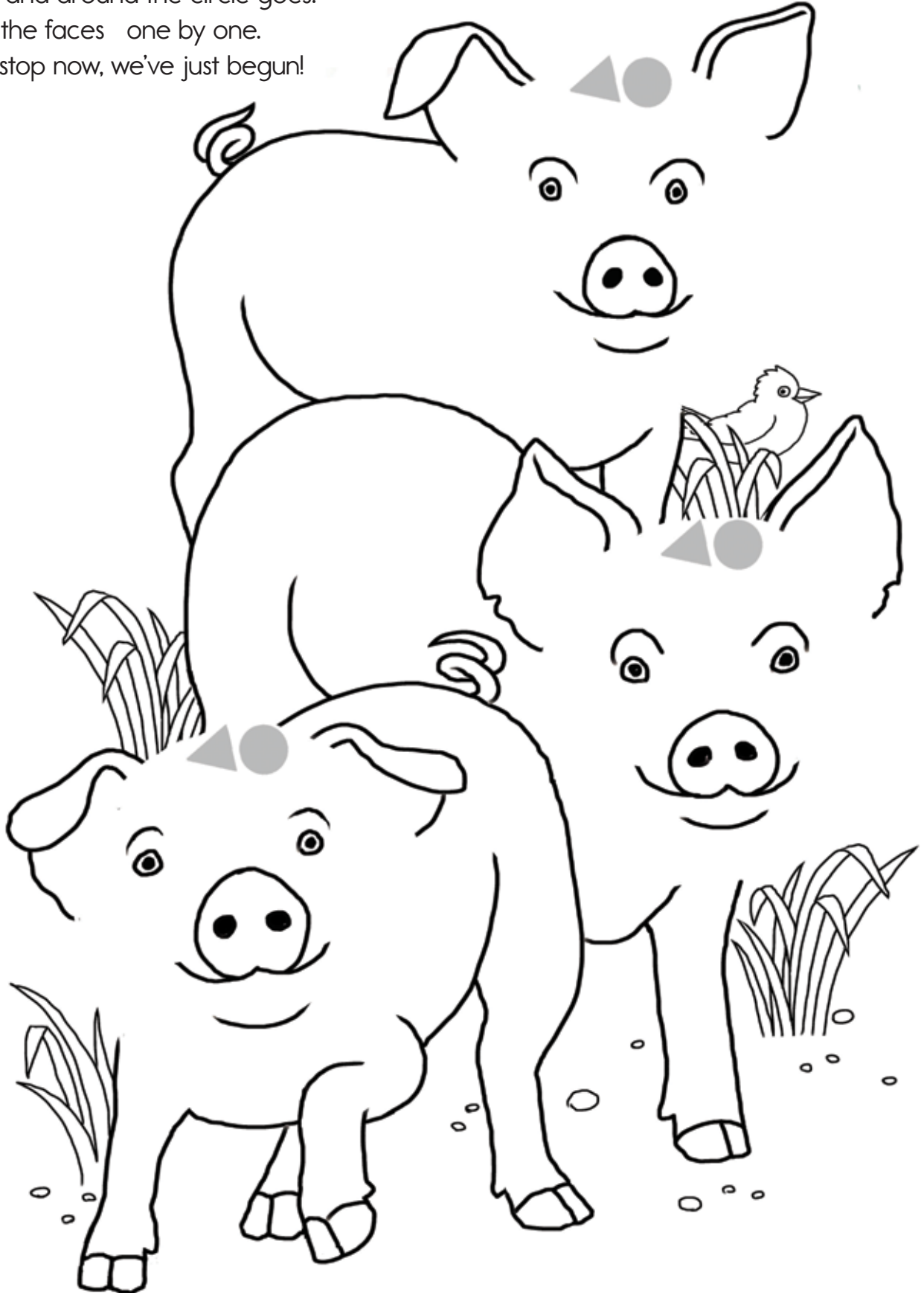
The newborn goat runs to and fro.
Start up top and down you go.
Slide down the line and keep it straight—
Top to bottom, you're doing great.
Now let's slide the other way—
Top to bottom, hey, hey, hey.





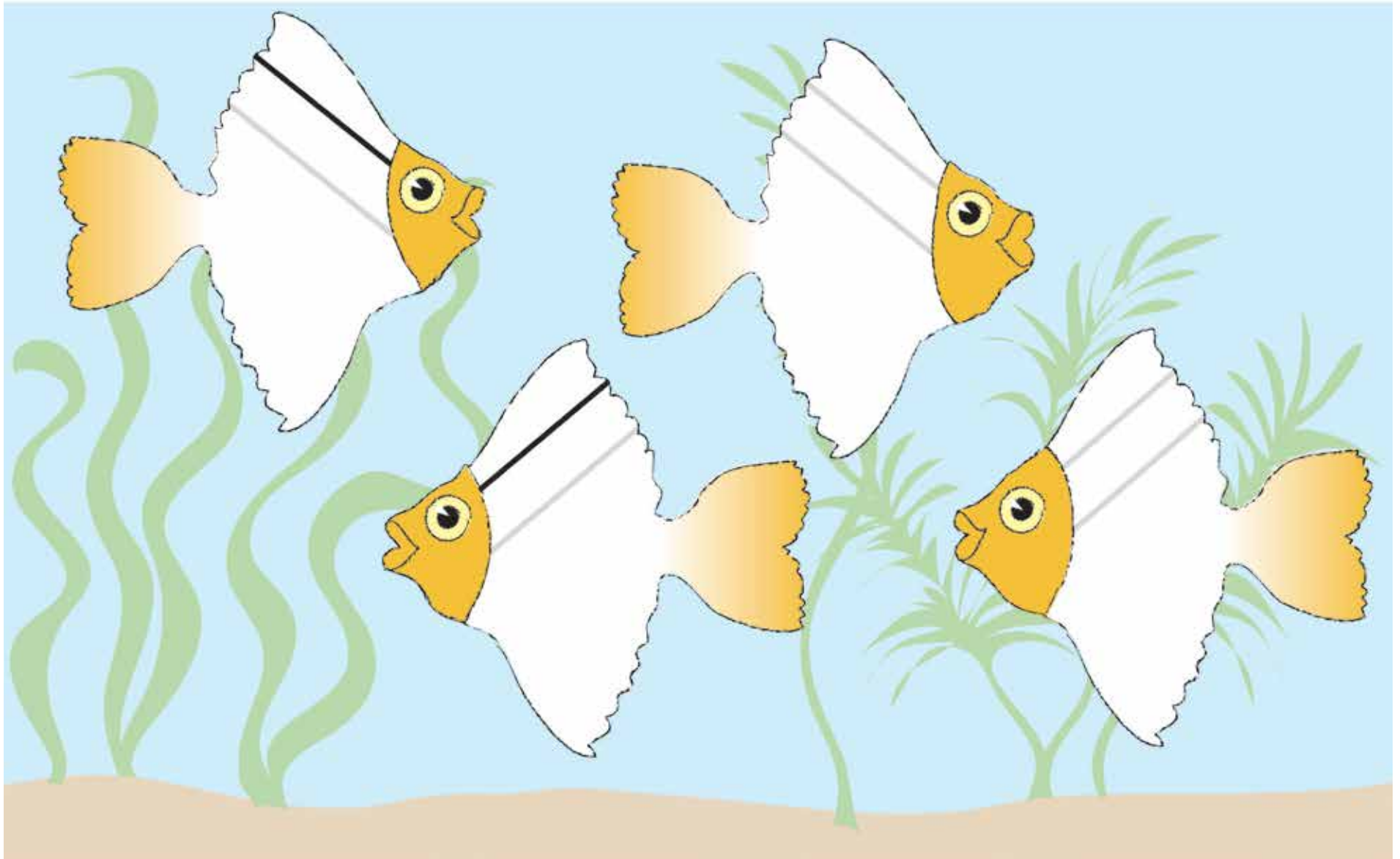
The Piglets

The piglet sniffs with a big round nose—
Down and around the circle goes.
Draw the faces one by one.
Don't stop now, we've just begun!



Tropical Fish

Directions: Show your child the fish and their diagonal stripes. Ask him/her to make more stripes by drawing the same kind of lines on the fish. Hold your child's hand gently to show him/her how to always start from the top.





Domain 3: Animals Activity Pages

PRESCHOOL

Core Knowledge Language Arts®



Animals: Family Letter 1



Dear Family Member,

For the next few weeks, your child will be learning all about animals at school. Your child might already know lots of things about animals—you might even have a pet dog or goldfish at home. We can't wait for your child to share the things s/he already knows with the class. At school, we will learn the names of many animals and how animals' body parts help them survive. We will even have an Animal Hospital set up in our Dramatic Play Center! In our Small Groups, we will also be practicing telling stories, rhyming, drawing and writing, and counting syllables in words.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

Ask your child to choose stories that have animals as the characters for you to read aloud. As you read, point to and label the various animals in the story. Ask students what they know about these animals as you read.

2. Sing Nursery Rhymes

Your child may come home singing and doing the motions for “An Old Person of Ware,” “Here is the Beehive,” and “Five Little Ducks.” The words to “Here is the Beehive” are on this back of this letter—have your child recite the rhyme and talk with your child about the words in the song that rhyme (*bees and sees, hive and five*).

3. Go on a Nature Walk and Talk about Animals

In class, your child will be learning how to make observations about many different kinds of animals. Help your child practice observing and describing animals you might see on a daily basis. As you walk outside, talk about the birds, squirrels, insects, and pets you see as you walk. Discuss how the animals look (color, size, body parts), where they live, and what they like to eat.

4. Practice Drawing and Writing

Your child is doing lots of activities that will get him/her ready to start writing. Have your child practice at home by drawing with crayons and thick markers. Your child is already starting to write his/her name or first initial at school. Have your child practice writing his/her name at home by signing drawings with either his/her first initial or whole name. You could also write your child's name and have him/her copy it underneath.



Here is the Beehive

Here is the beehive. Where are the bees?
They're hiding away so nobody sees.
Soon they'll come creeping out of their hive,
One, two, three, four, five. Buzz-z-z-z!



Dear Family Member,

Today your child listened to a read-aloud about animals.
Read the poem to your child and talk about humans and animals.



Humans are Animals

Animals come in all colors, sizes and shapes.
Some have big ears and brown hair, like an ape.
Some have a tail or wings they can flap
And some float in water when taking a nap.
Animals look different from you and from me,
But we are all animals as you shall soon see.

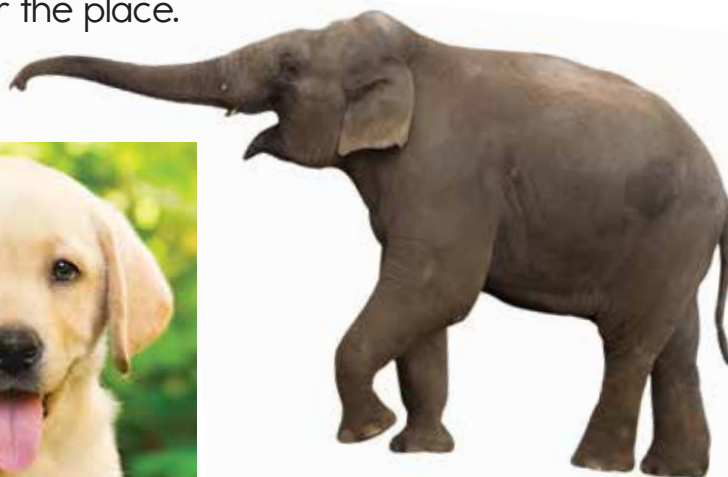


You are an animal. This dog is too.
Yes, you are an animal—
But you don't have a furry body
like some animals do.

You are an animal. An elephant
is too.
Yes, you are an animal—
But you don't have a long trunk
like some animals do.



Wait just a minute. Let's play a game.
Instead of how animals are different,
how are animals the same?
Use your eyes to look at each animal's face—
Our sense of sight lets us look all over the place.
Cats and puppies, gerbils too,
Use two eyes to see, just like you.



Pigs use their noses to sniff and to smell.
Humans use their noses to smell as well.



Sharks have sharp teeth to chomp and to chew.
Humans use teeth to eat their food, too.



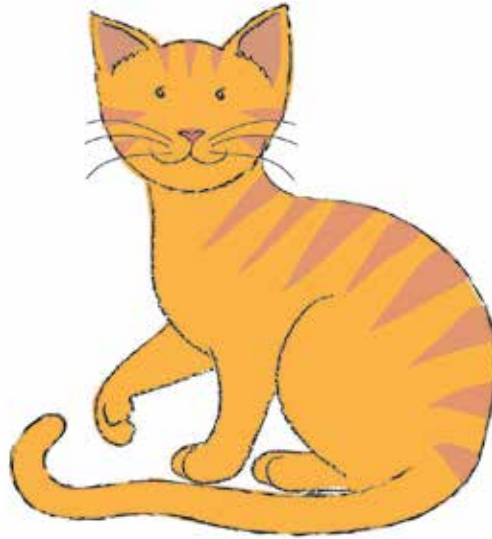
Arms help koalas and humans climb trees—
With strong hands and arms, they hang
from branches with ease.

There are all kinds of animals that live
and that grow.
We are all animals; isn't that so?

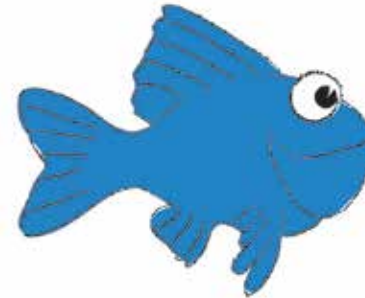
Animal Body Parts Riddles

Describe each animal on the page by naming and talking about its body parts (see examples at left). Ask your child to point to and name the animal you are describing.

"I spy an animal with pointy ears, whiskers, a tail, four legs, and four paws. It makes the sound 'meow.'" (Cat)



"I spy an animal with four legs and a trunk." (Elephant)

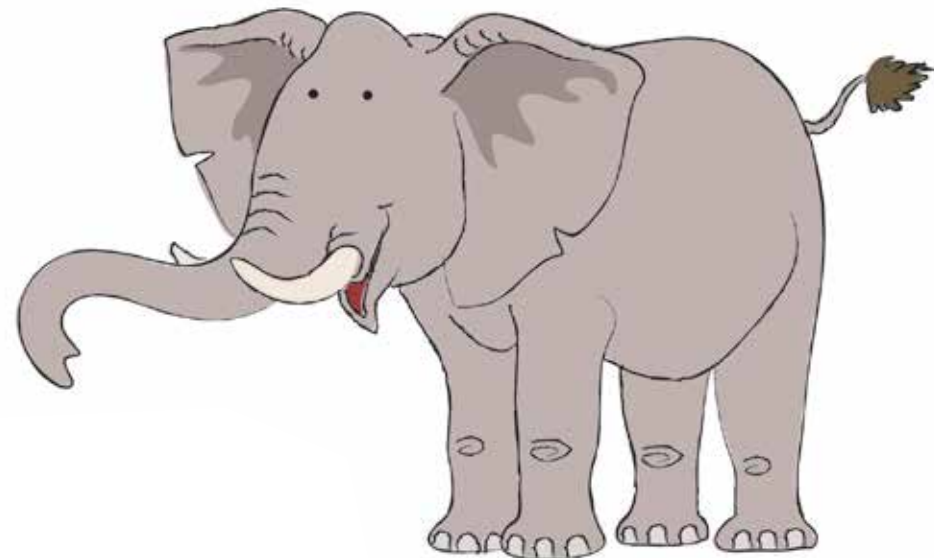


"I spy an animal that is very small and has wings that help it fly." (Butterfly)

"I spy an animal with legs for hopping. It makes the sound 'ribbit.'" (Frog)



"I spy an animal with fins and a tail that it uses to swim." (Fish)



Animal Syllables

Help students say the name of each animal and clap the syllables in the animals' names. Then ask students to color in the correct number of squares to represent the number of syllables in the animals' names.



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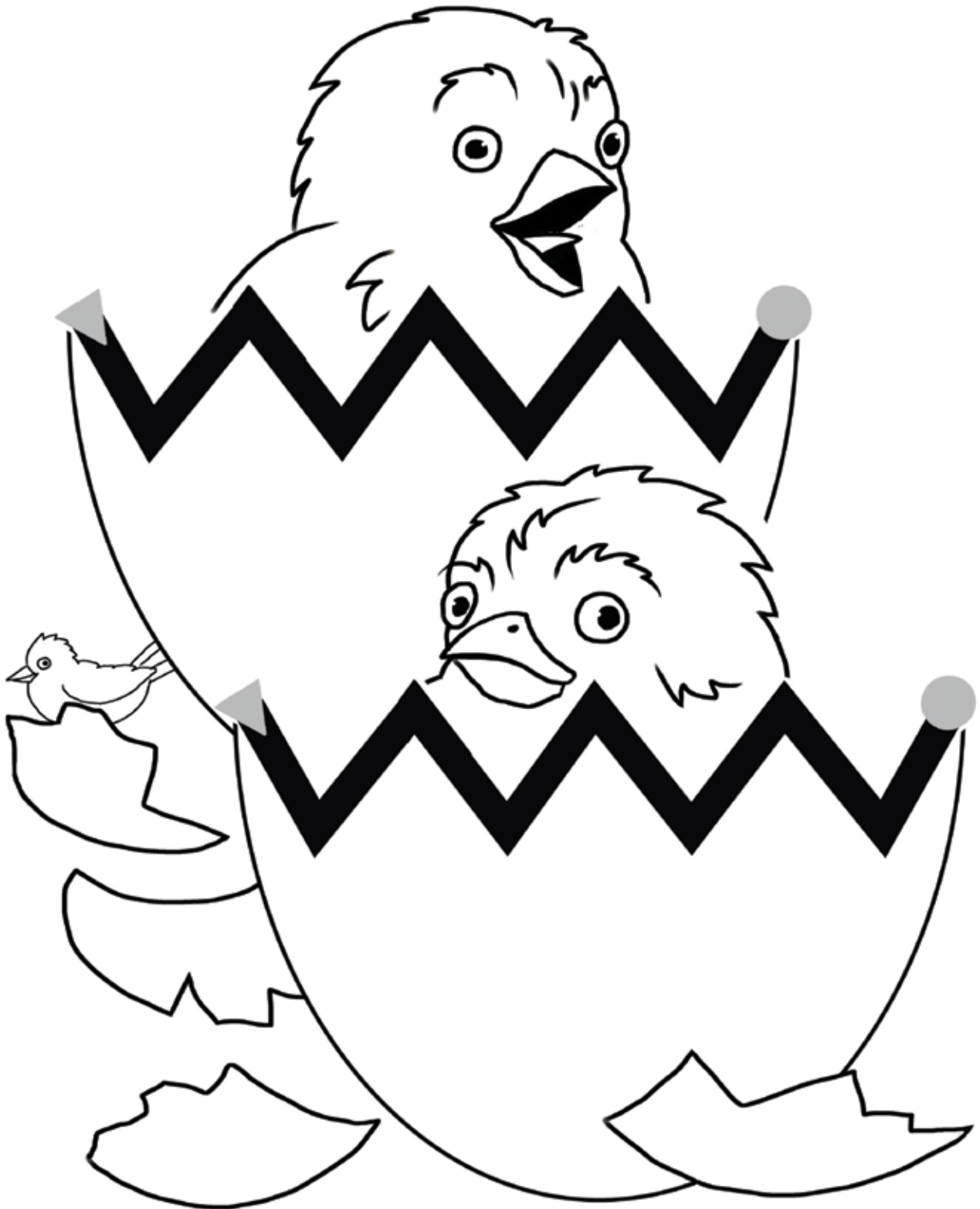
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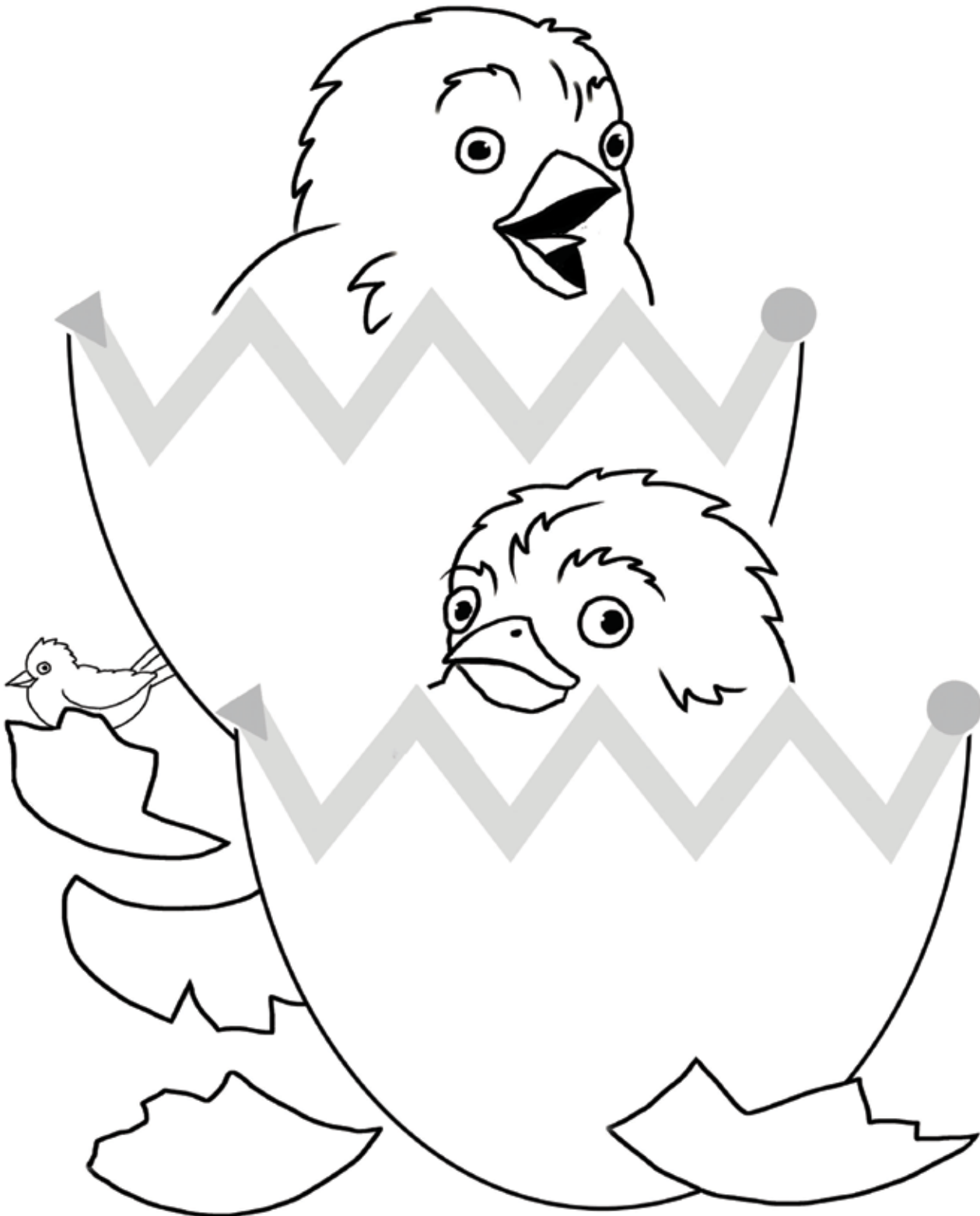
Baby Chicks

The chicks are hatching one by one
a diagonal line down, then up—what fun!
Keep making lines from left to right
down, up, down, up—make them all the same height.



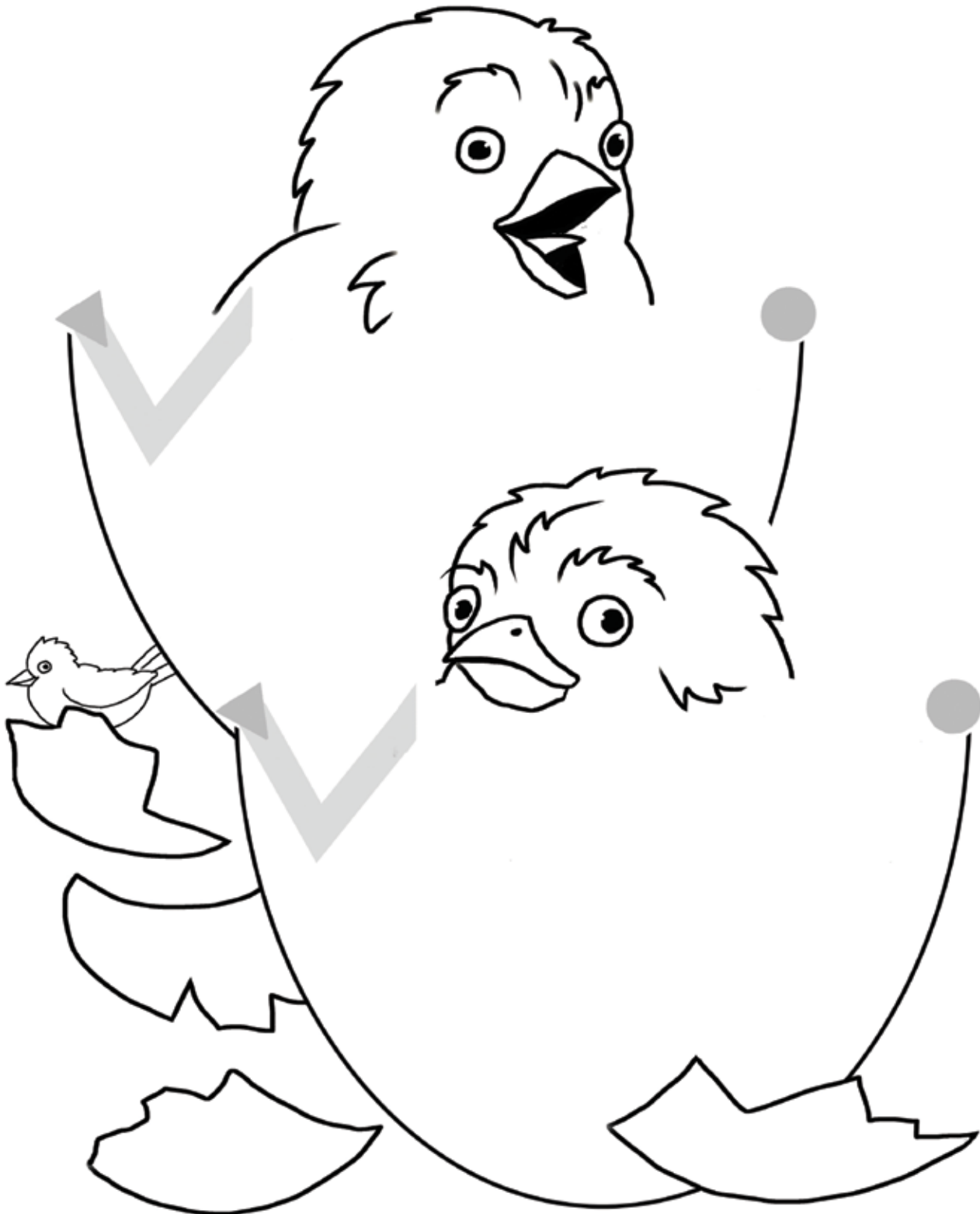
Baby Chicks

The chicks are hatching one by one
a diagonal line down, then up—what fun!
Keep making lines from left to right
down, up, down, up—make them all the same height.



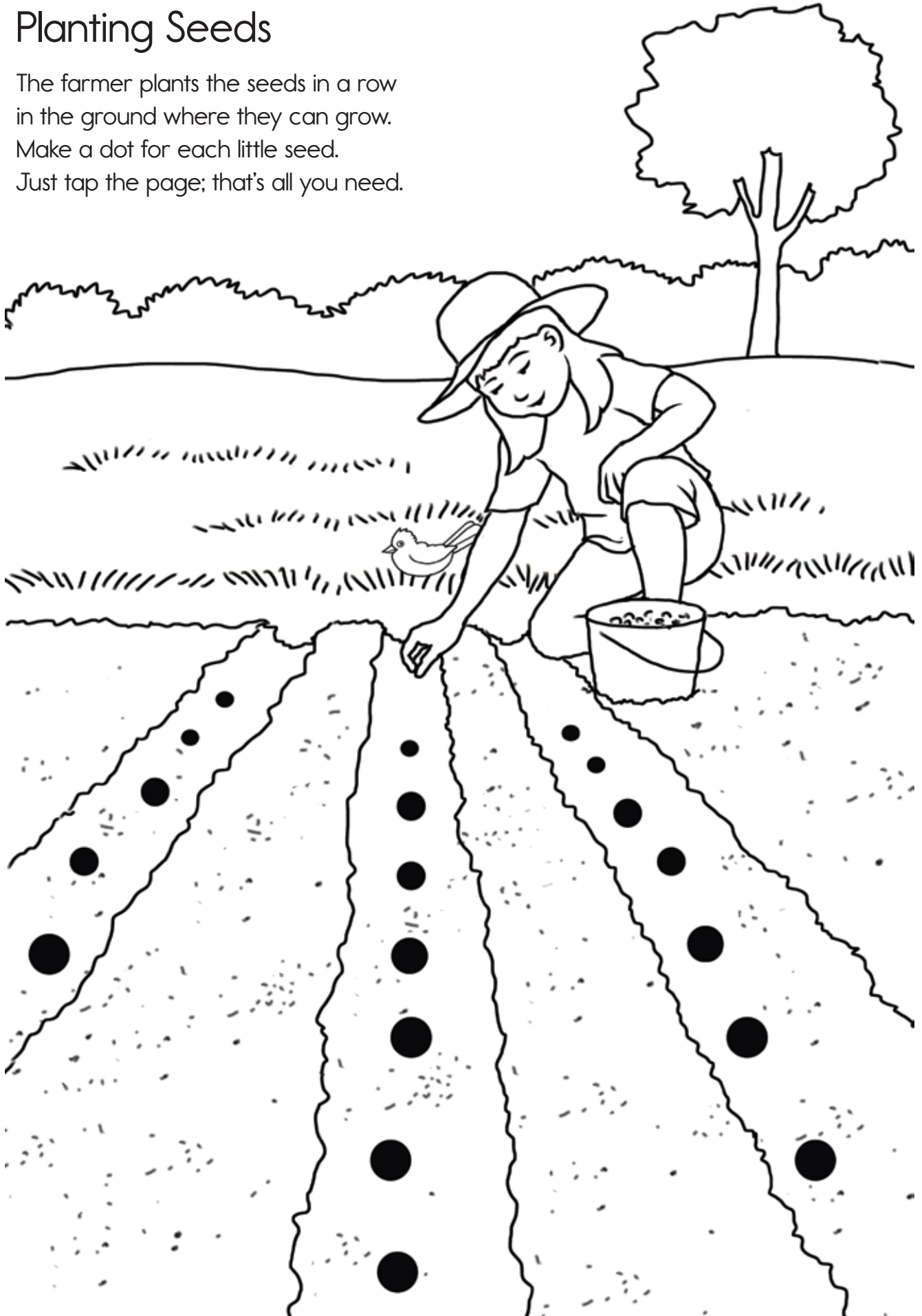
Baby Chicks

The chicks are hatching one by one
a diagonal line down, then up—what fun!
Keep making lines from left to right
down, up, down, up—make them all the same height.



Planting Seeds

The farmer plants the seeds in a row in the ground where they can grow.
Make a dot for each little seed.
Just tap the page; that's all you need.

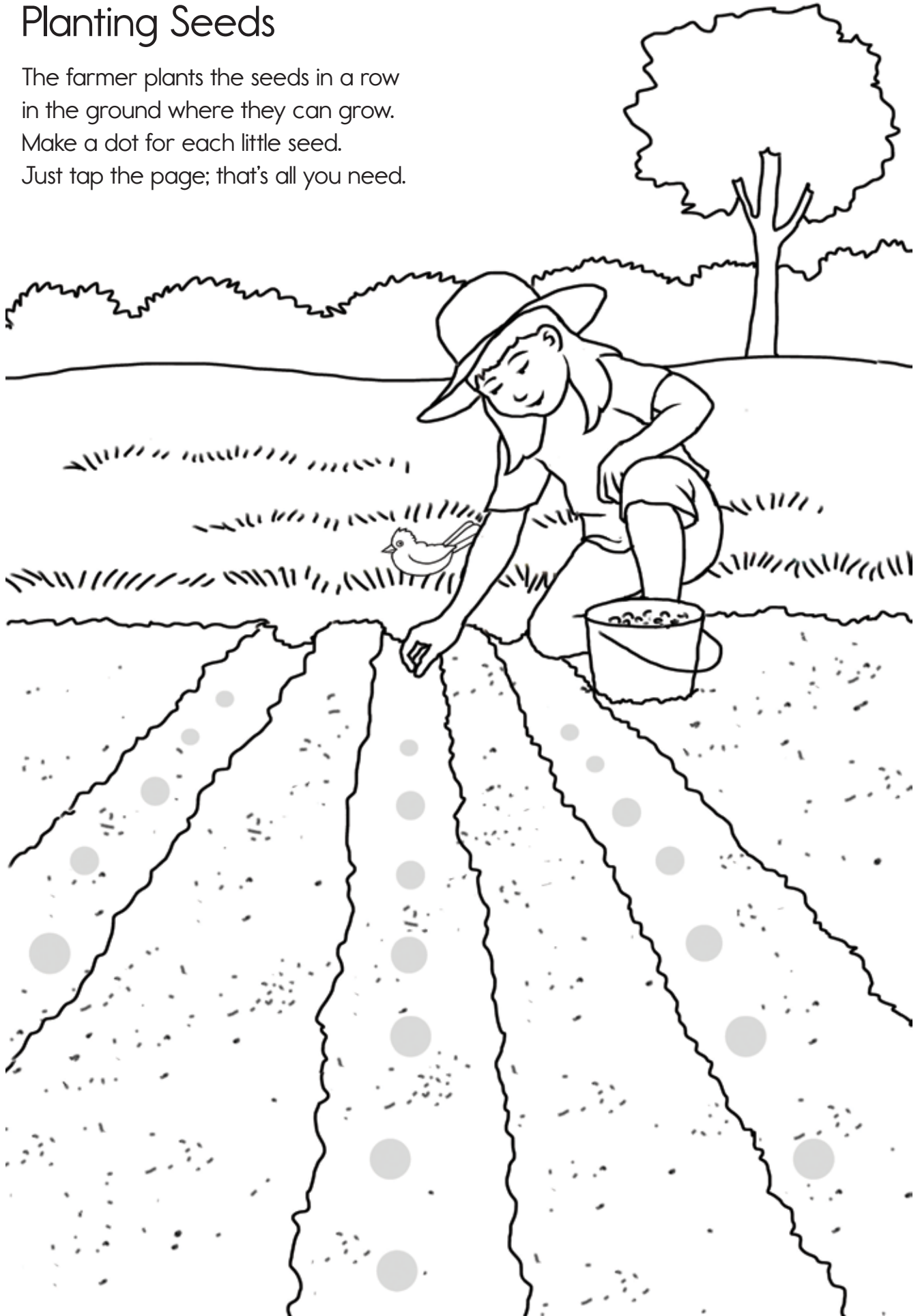




Planting Seeds

The farmer plants the seeds in a row in the ground where they can grow.
Make a dot for each little seed.

Just tap the page; that's all you need.

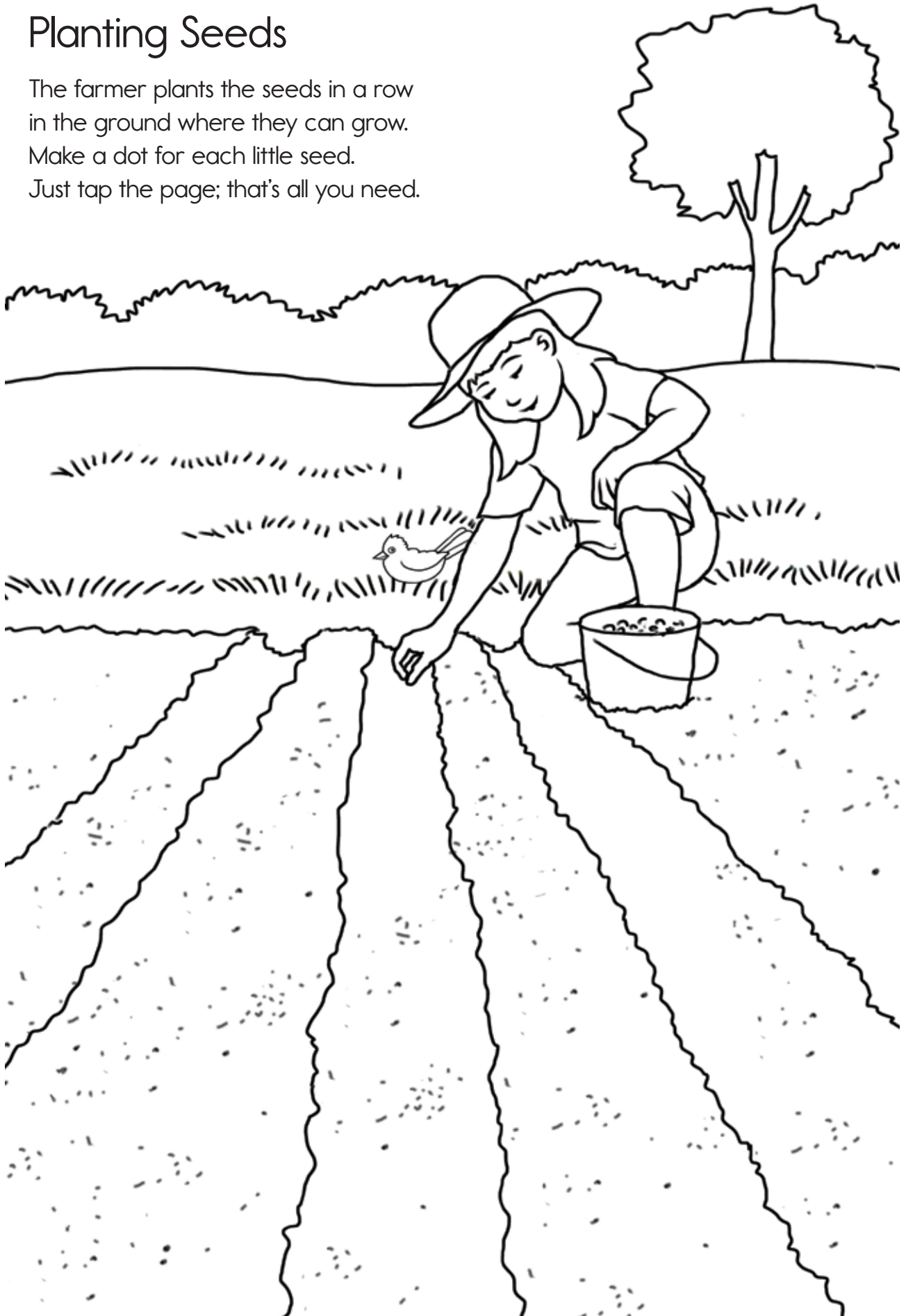




Planting Seeds

The farmer plants the seeds in a row in the ground where they can grow. Make a dot for each little seed.

Just tap the page; that's all you need.



Chicken Coops

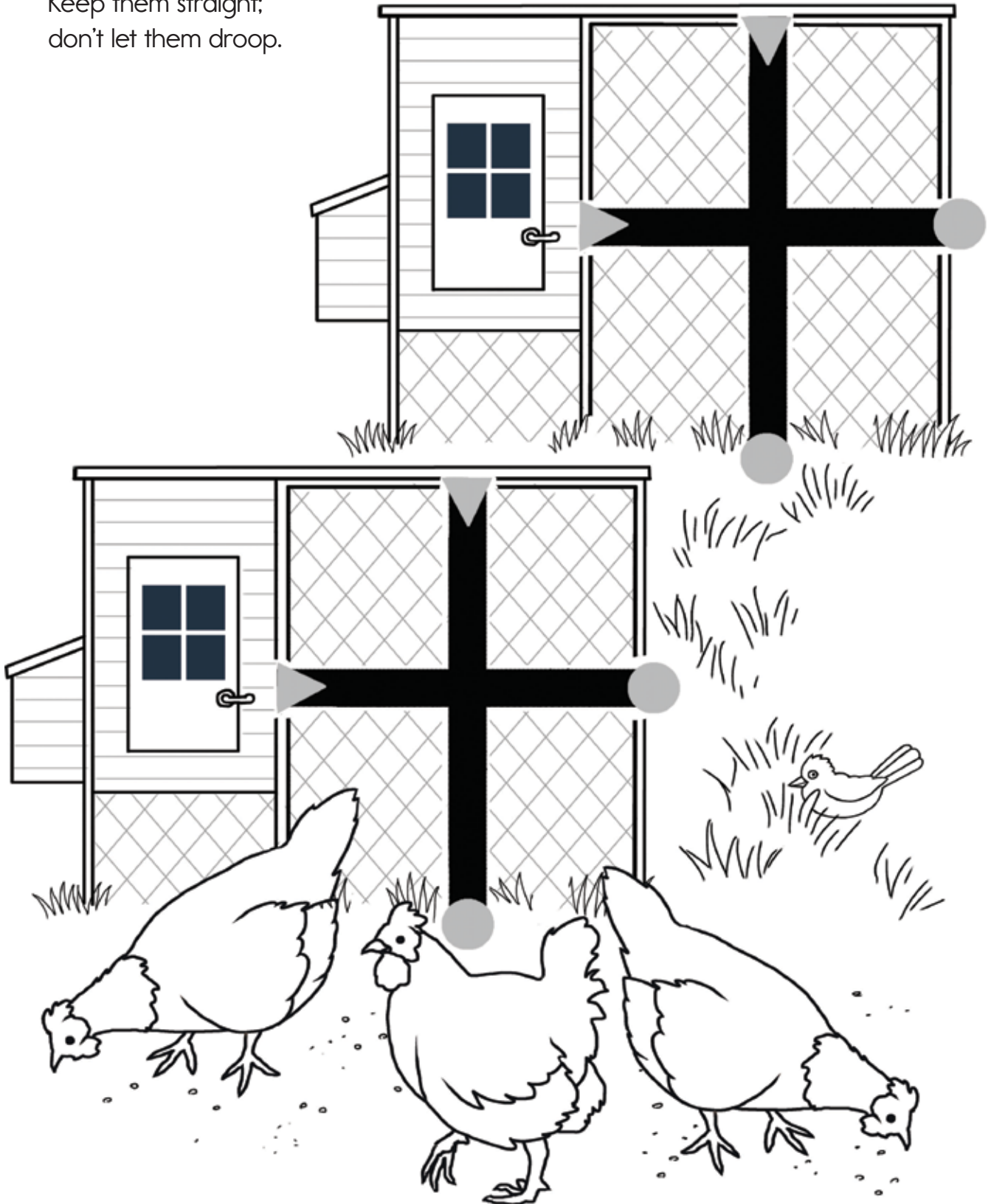
Coops keep chickens from getting lost.

One line down and one across.

Draw the crosses on the coop—

Keep them straight;

don't let them droop.



Chicken Coops

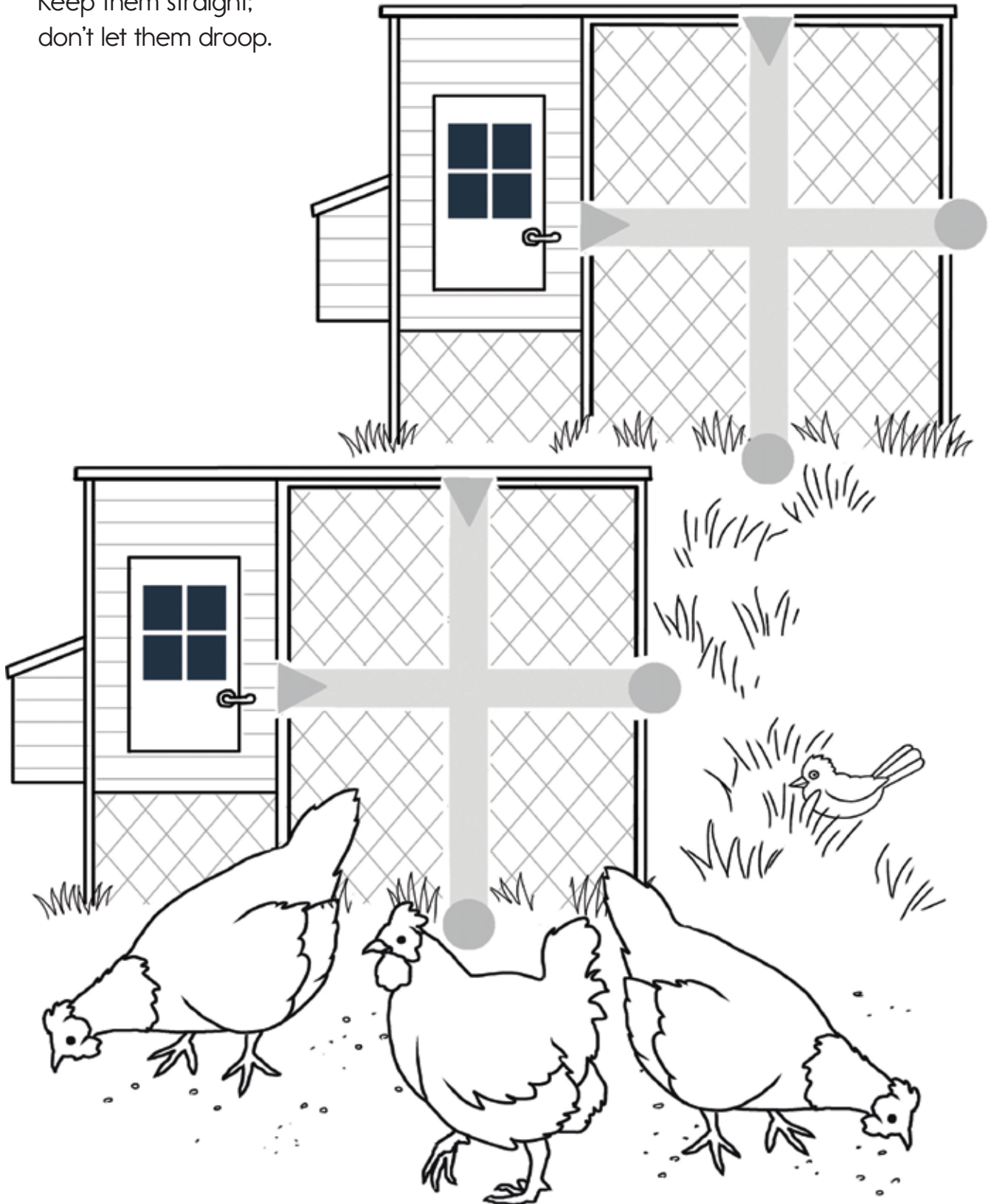
Coops keep chickens from getting lost.

One line down and one across.

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Keep them straight;

don't let them droop.



Chicken Coops

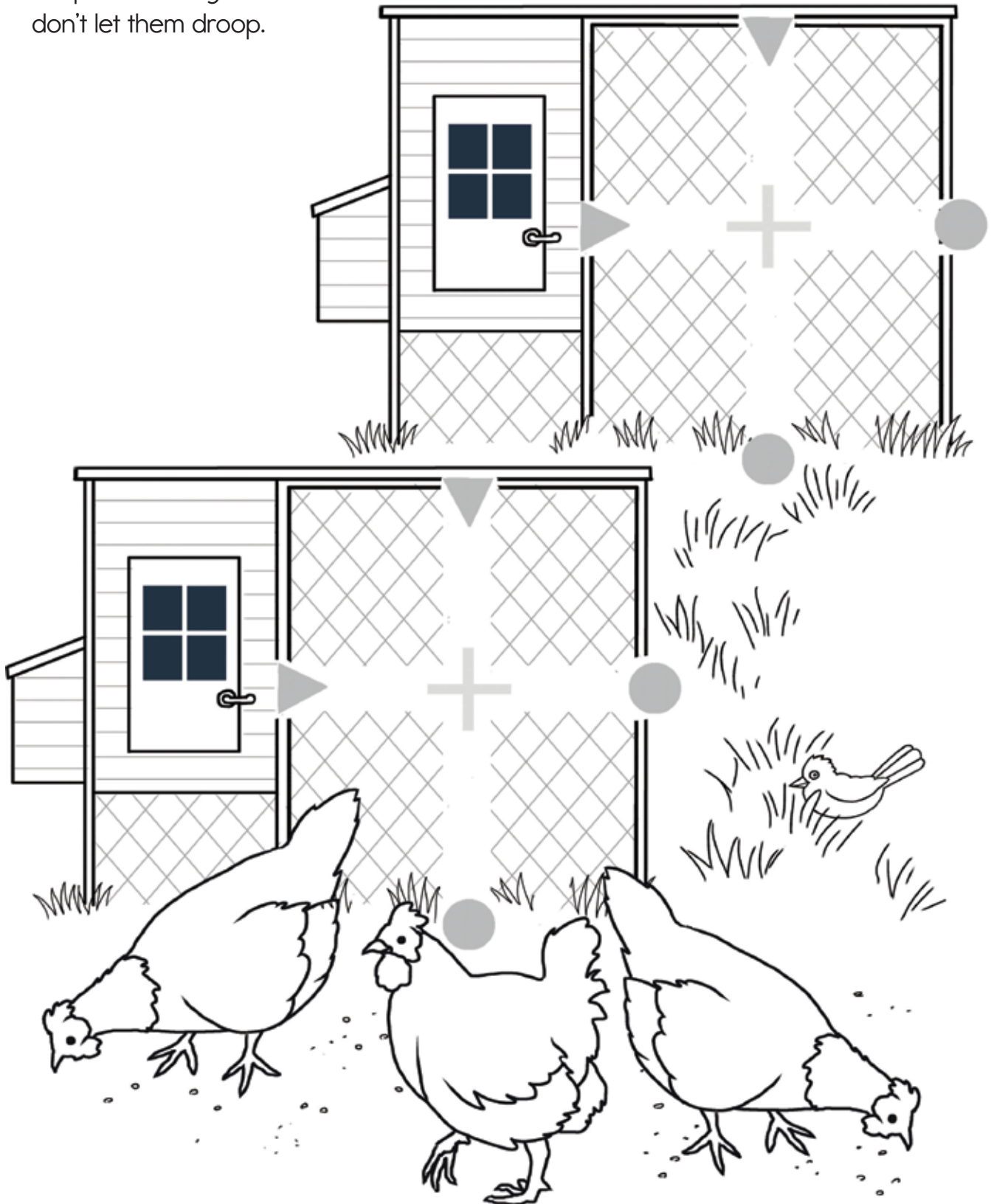
Coops keep chickens from getting lost.

One line down and one across.

Draw the crosses on the coop—

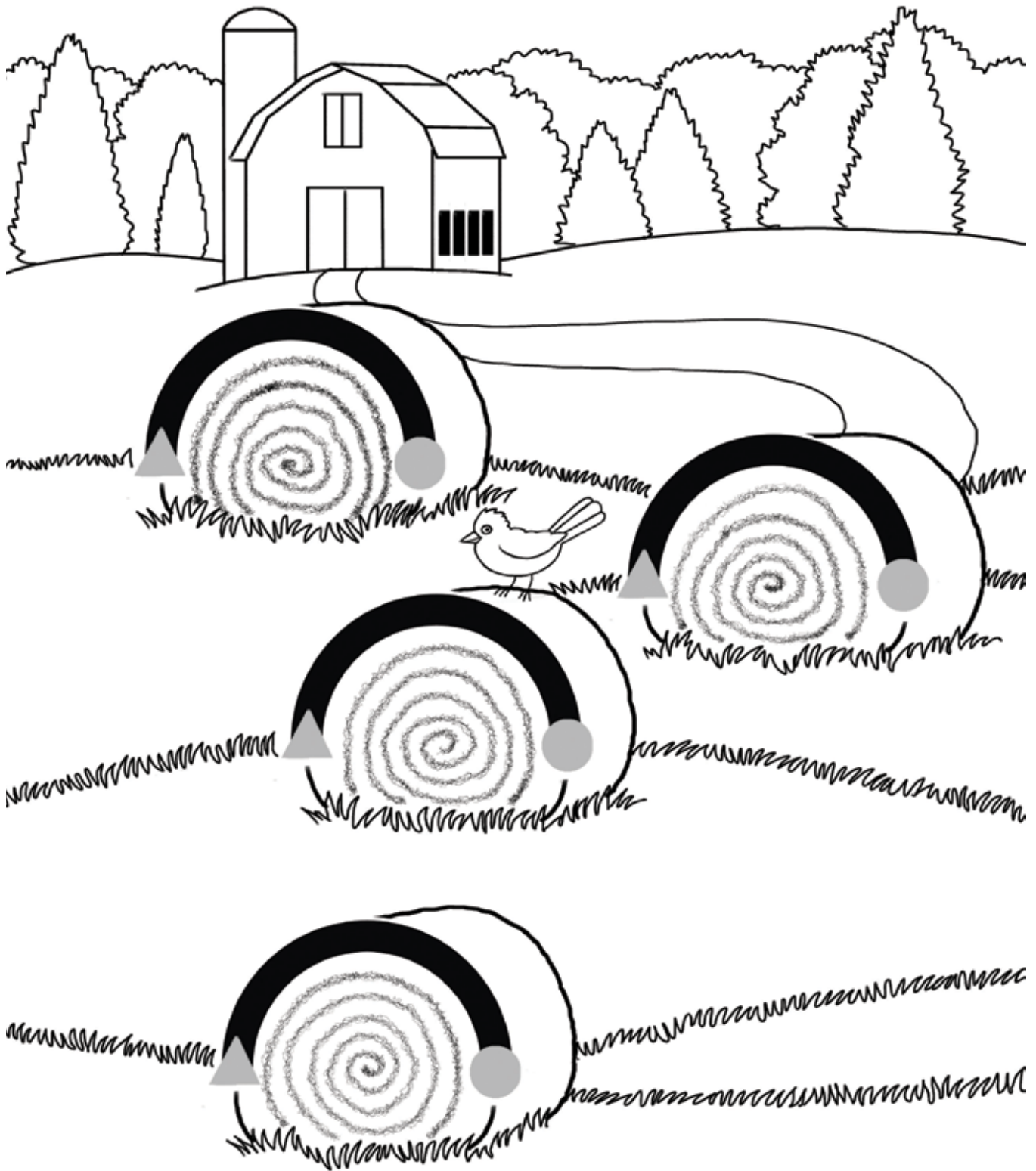
Keep them straight;

don't let them droop.



Bales of Hay

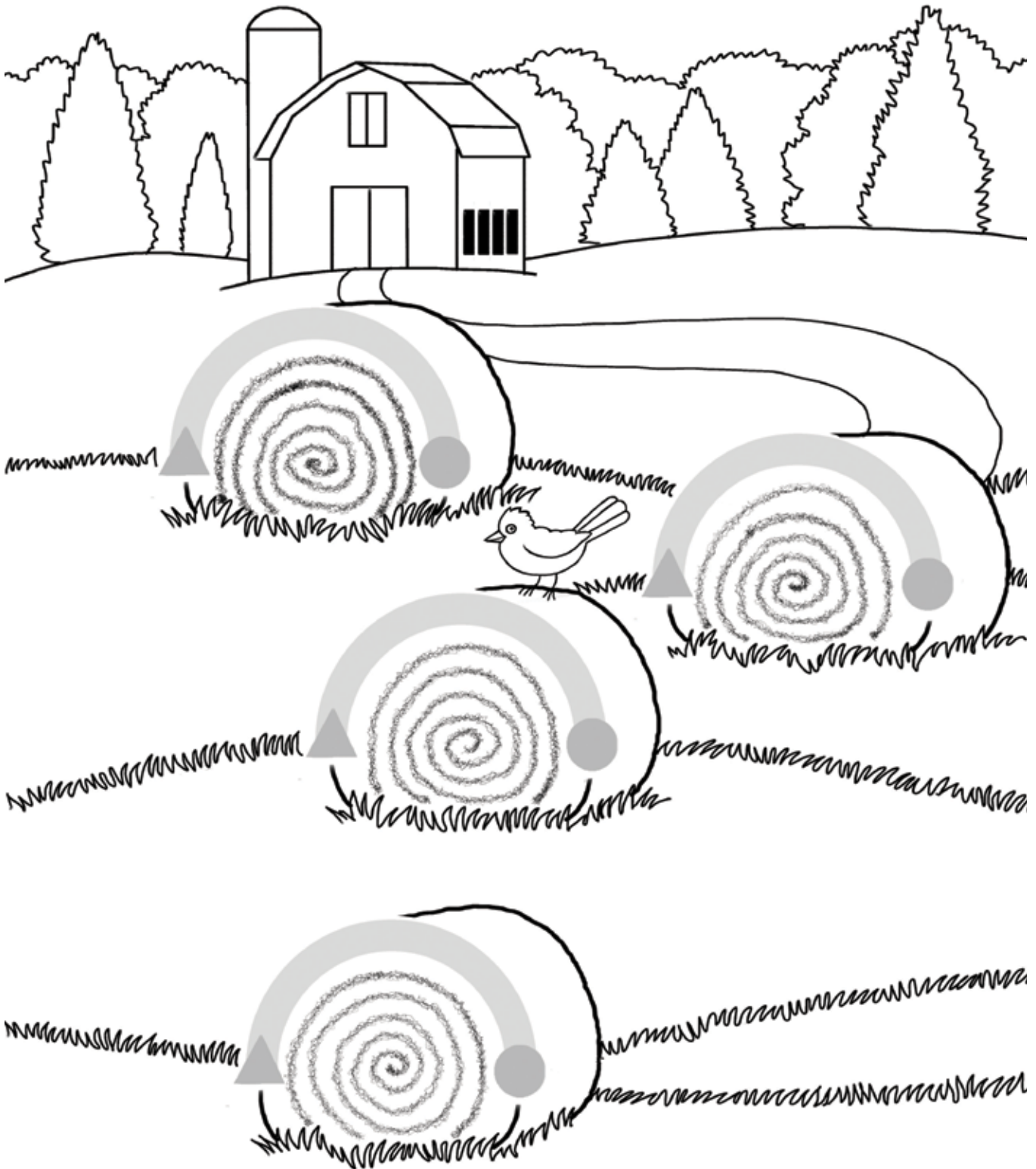
Bales of hay all through the field
For hungry horses, a delicious meal.
Draw the tops from end to end
Make them round; make them bend.





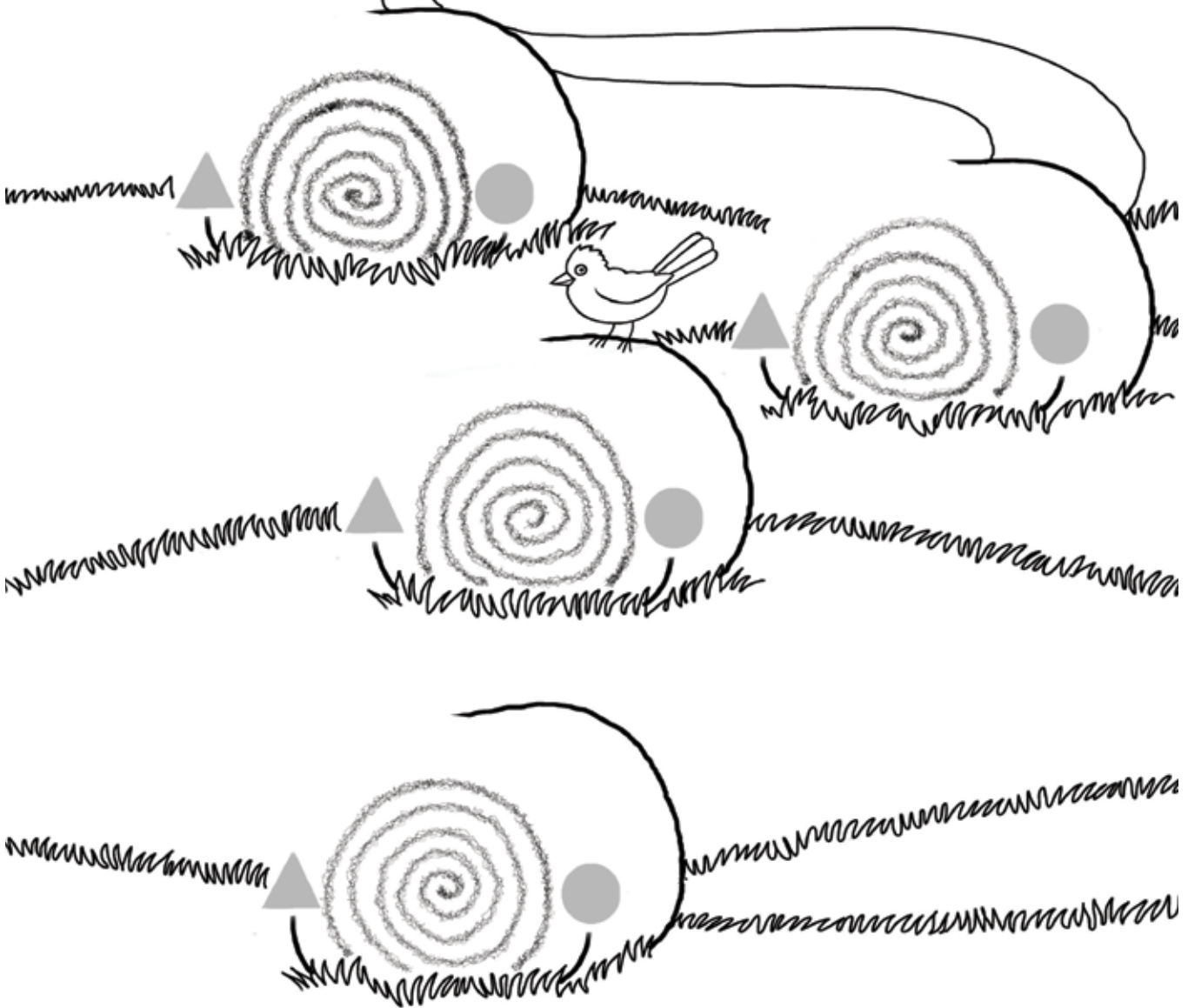
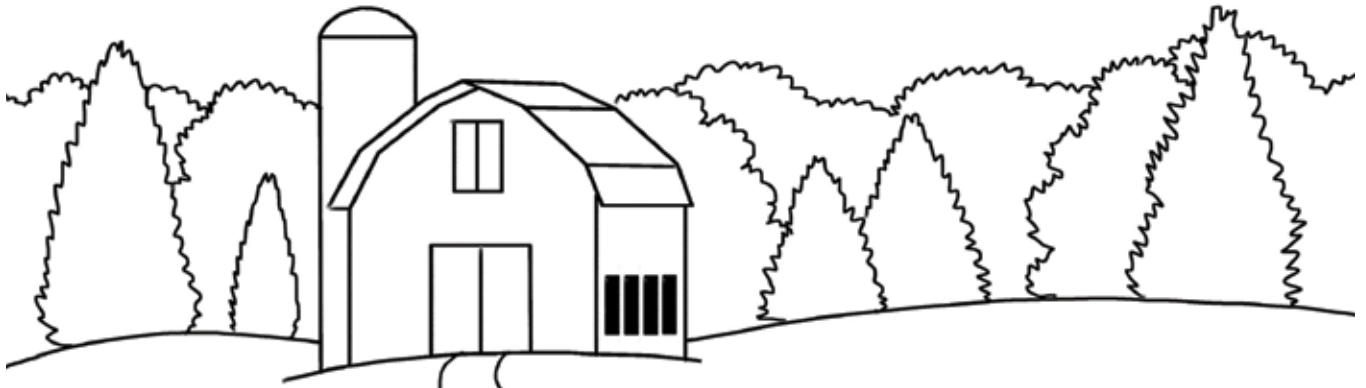
Bales of Hay

Bales of hay all through the field
For hungry horses, a delicious meal.
Draw the tops from end to end
Make them round; make them bend.



Bales of Hay

Bales of hay all through the field
 For hungry horses, a delicious meal.
 Draw the tops from end to end
 Make them round; make them bend.



The Ducks

Ducks are waddling up and down.
Their beaks are pointed,
their bodies round.

Trace their bellies from end to end—
Draw a curve, then show a friend!





The Ducks

Ducks are waddling up and down.
Their beaks are pointed,
their bodies round.

Trace their bellies from end to end—
Draw a curve, then show a friend!



Dear Family Member,

During our *Families and Communities* domain, your child will have a chance to share a favorite family tradition with the whole class. First, help your child pick out an object, picture, or photograph that is important to a tradition or holiday your family celebrates. Then, talk with your child about your favorite family tradition and answer the questions below. Send this form and the object to school with your child for Show and Tell.



Share a Family Tradition

1. What is a tradition or holiday that your family loves to celebrate?
When do you celebrate it?

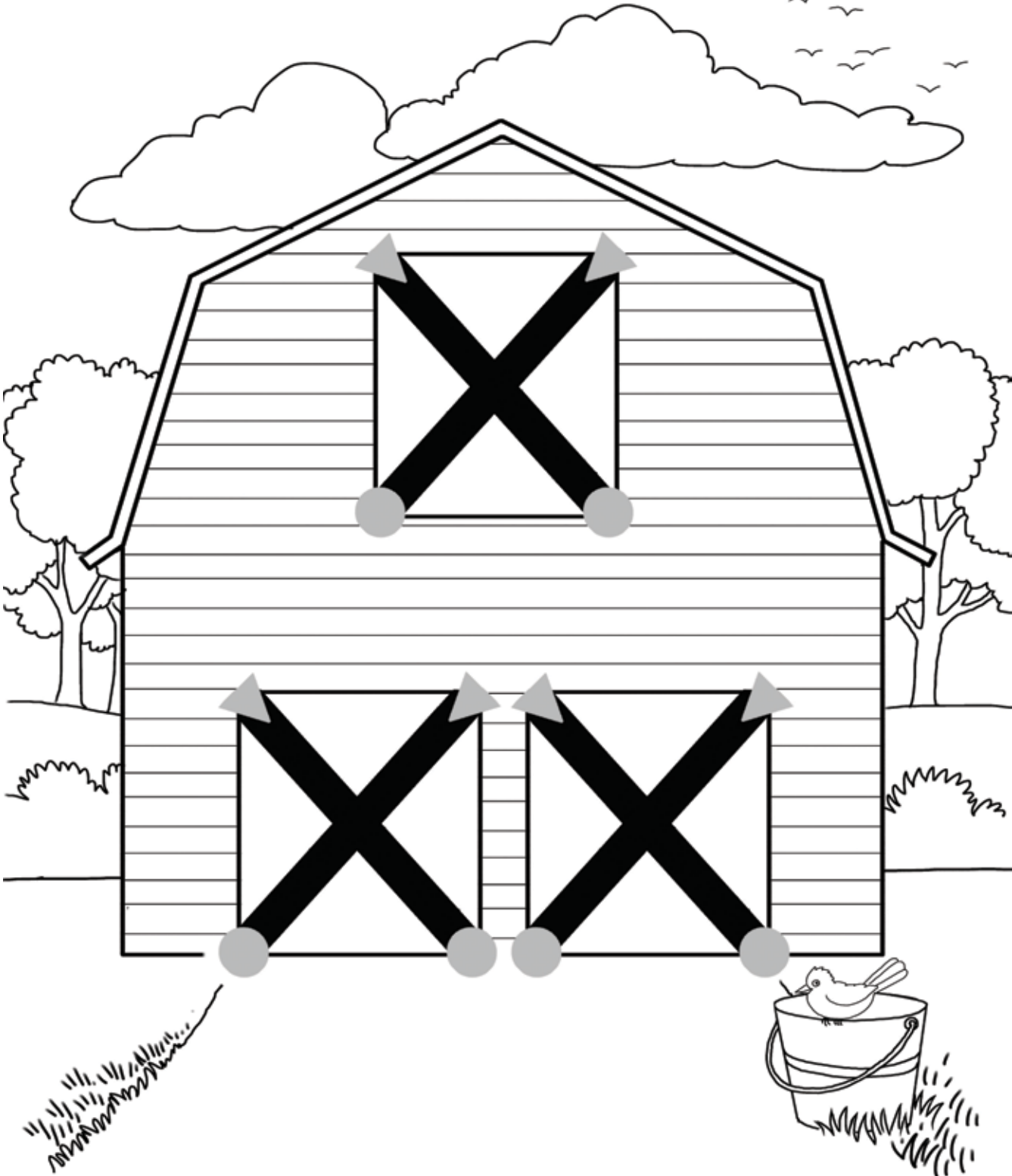
2. How does your family celebrate this special occasion?

3. What object or picture is your child bringing to school for Show and Tell?
Why is it special?

4. Is there anything else you would like your child's teacher to know
in preparation for the Show and Tell activity?

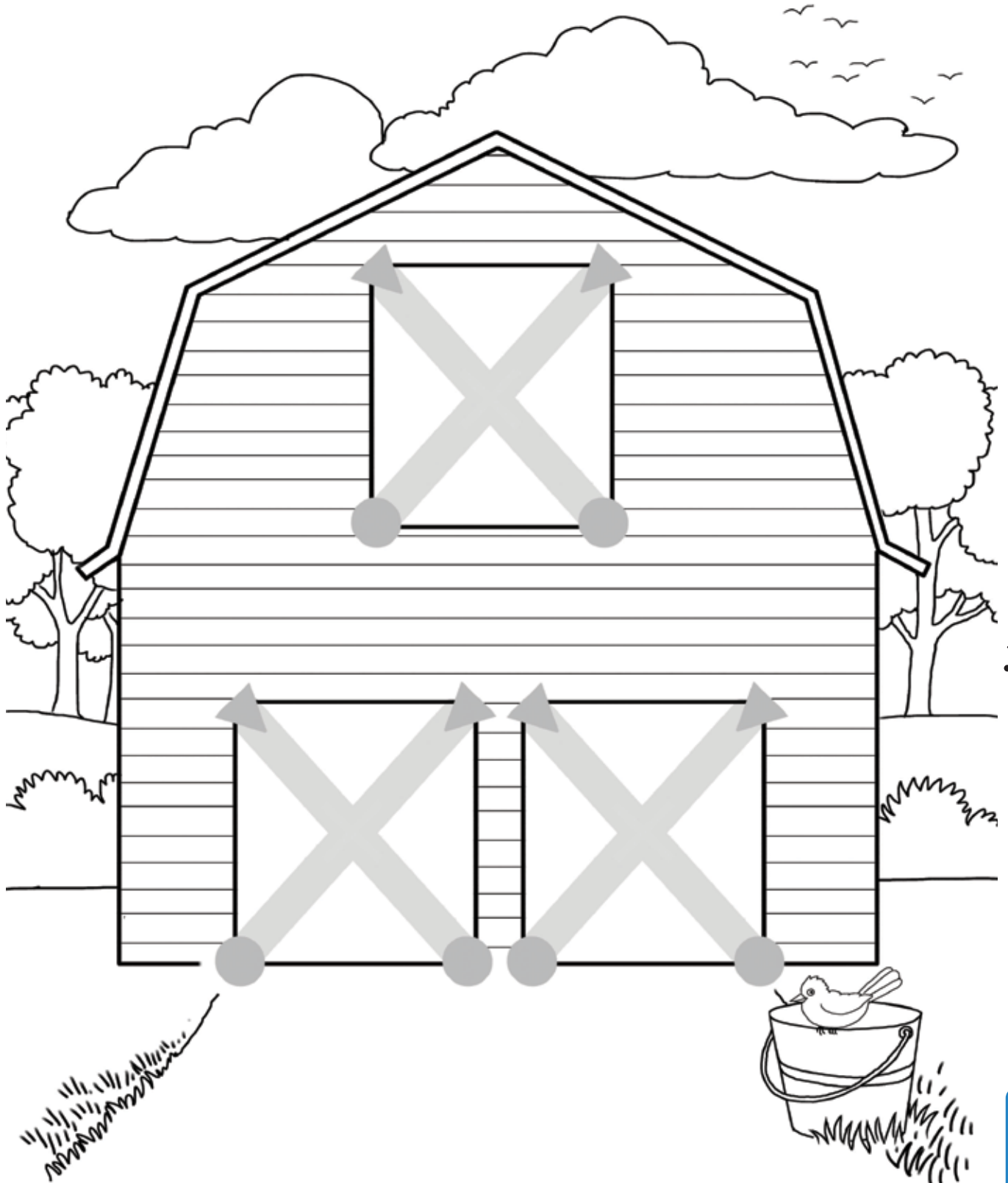
Barn Doors

The big barn doors are closed up tight.
Slide down from the left; slide down from the right.
Make an X on every door—
Cross the lines; let's write some more!



Barn Doors

The big barn doors are closed up tight.
Slide down from the left; slide down from the right.
Make an X on every door—
Cross the lines; let's write some more!



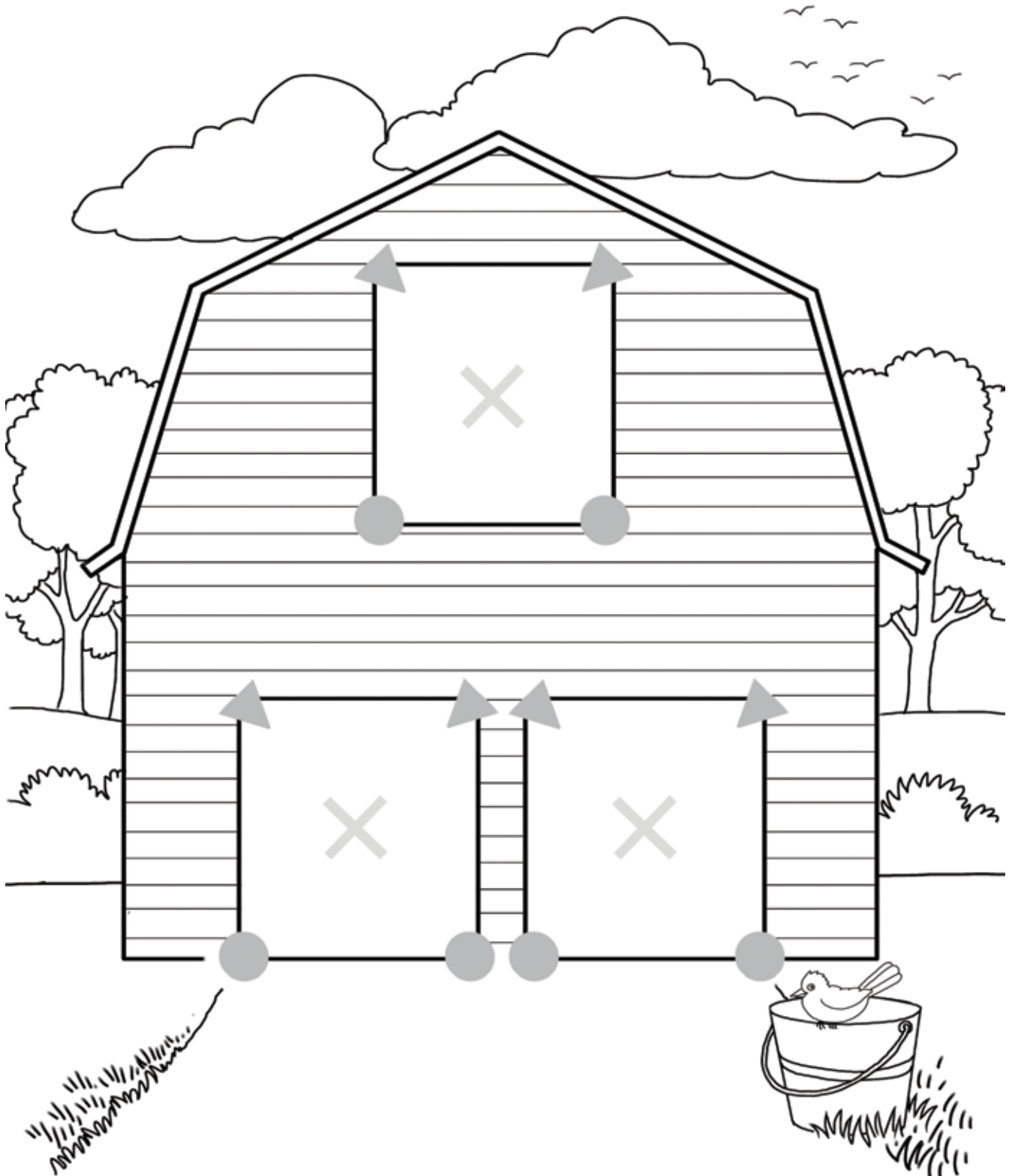
Barn Doors

The big barn doors are closed up tight.

Slide down from the left; slide down from the right.

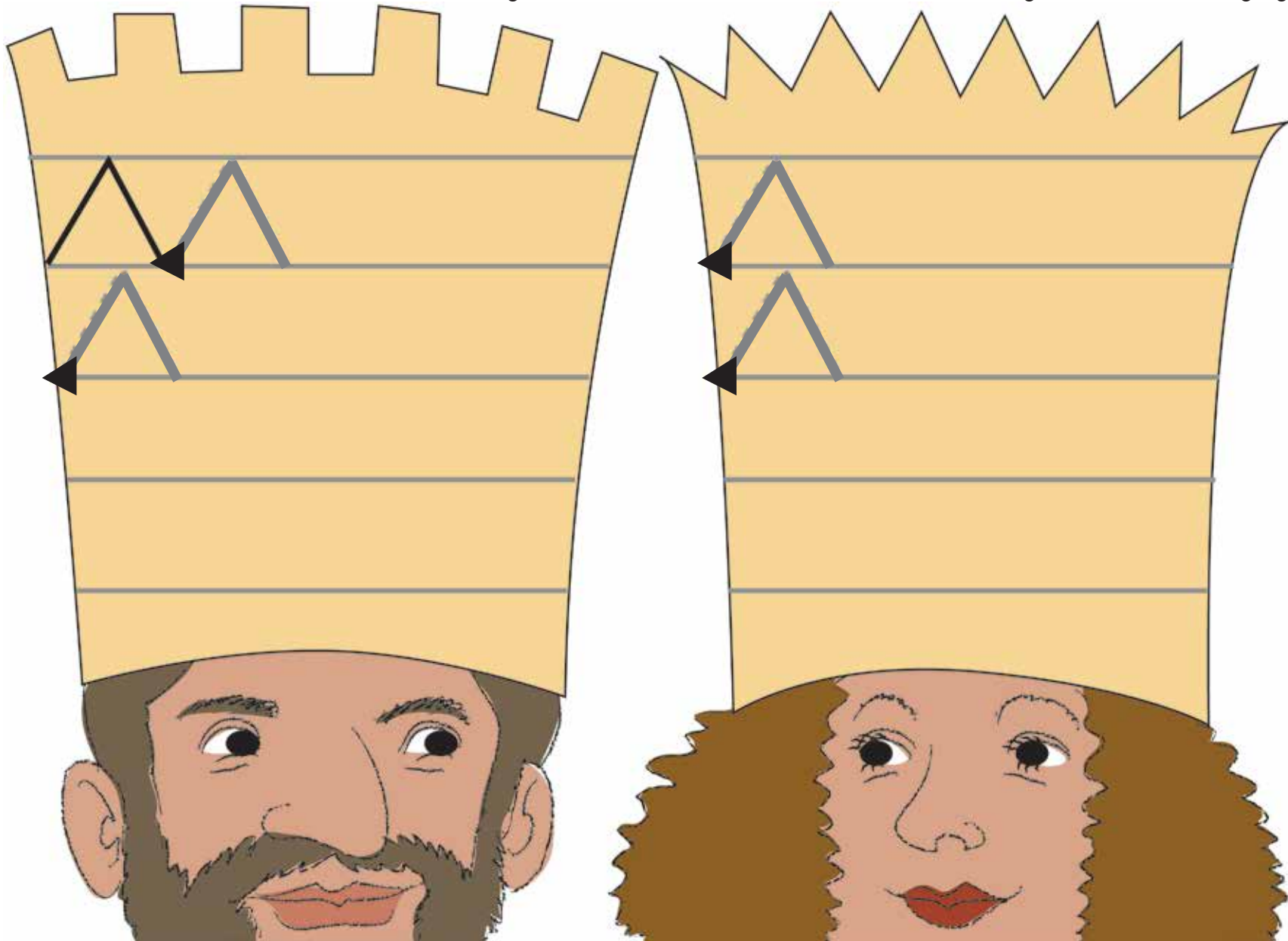
Make an X on every door—

Cross the lines; let's write some more!



Drawing Zigzag Lines

Ask your child to decorate the king and queen's crowns with zigzags on the first two rows. Then, have your child use other writing strokes to complete the crowns. Your child might use horizontal or vertical lines, dots, circles, or diagonals in addition to zigzags.



- Horizontal Line
- | Vertical Line
- Dot
- Circle
- ∖ Diagonal Line

Animals: Family Letter 2



Dear Family Member,

Children love learning about and seeing pictures of animals, and we will continue learning more about animals in the coming weeks. Your child will learn about baby animals and their mothers. S/he will also learn about groups of animals, such as birds, insects, fish, and mammals. In our Small Groups, we will be practicing telling stories, rhyming, drawing, and writing. Your child might come home saying the ‘mmm’ sound, since we will be learning all about words that start with ‘mmm’ (like *monkey*).

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

As you read stories about animals, talk with your child about what real animals need to stay alive. Talk about what certain animals like to eat and drink, and where they like to live.

2. Sing Nursery Rhymes

At this point in the school year, your child has learned quite a few nursery rhymes. Encourage him/her to sing the old favorites, and to share the new rhymes s/he is learning at school. Your child may come home singing and doing the motions for “The Eensy, Weensy Spider” and “Hickety Pickety, My Black Hen.” The words to “Hickety, Pickety, My Black Hen” are on this back of this letter—have your child recite this rhyme for you and talk about how hens and other animals lay eggs.

3. Play with Stuffed Animals

Encourage your child to play with his/her stuffed animals. As your child plays, talk with him/her about where those animals might live (pond, ocean, forest, desert) and what they might like to eat.

4. Practice Rhyming

Your child is doing lots of activities to practice rhyming. As students go about their daily routines, encourage them to make silly rhyming pairs using everyday words. The words can be real or made up, but should end with the same sound (for example: *brush* and *mush*, or *plate* and *bait*).

5. Practice Writing Name

At school your child is practicing writing his/her name to sign in to school each day. Encourage your child to practice writing his/her name whenever she is drawing. You can also write your child’s name so s/he can copy it.

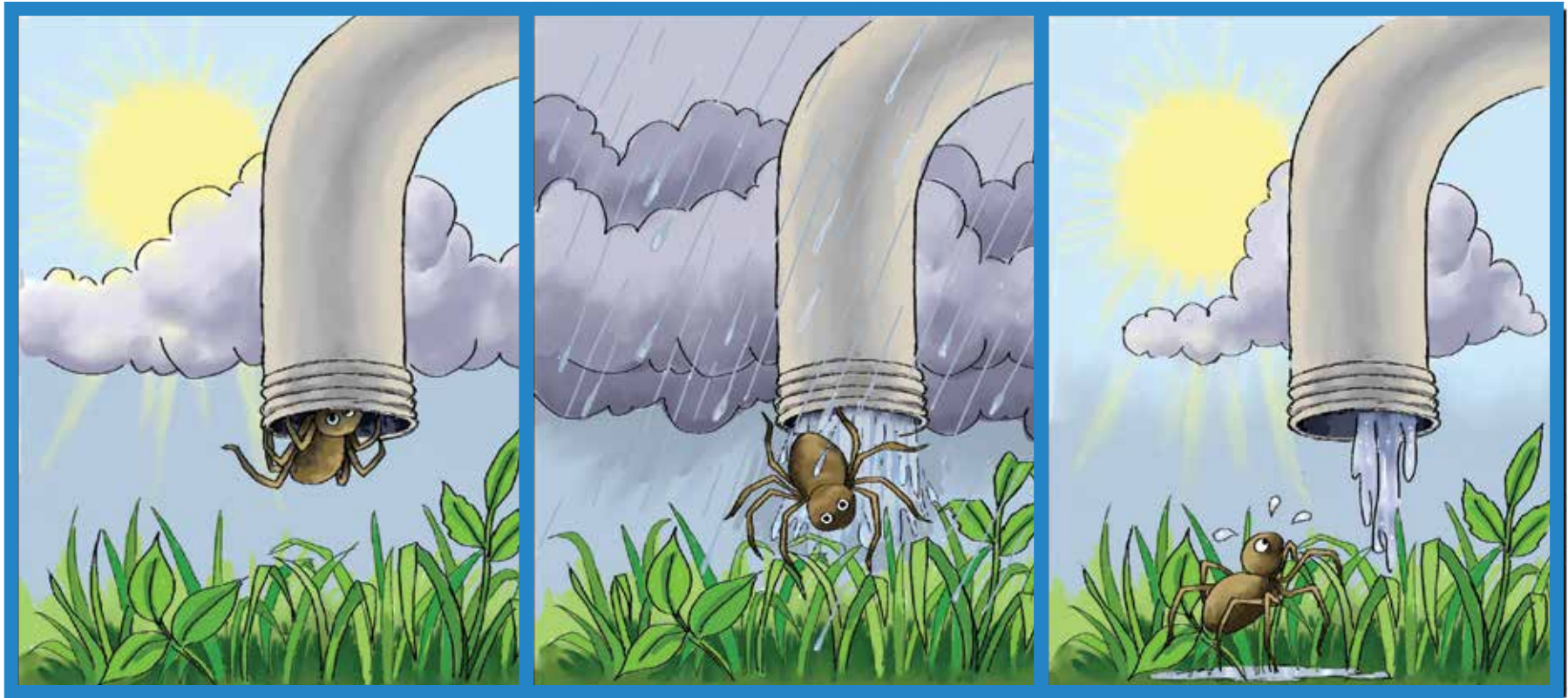
Hickety Pickety, My Black Hen

Hickety pickety, my black hen,
She lays eggs for gentlemen.
Gentlemen come every day
To see what my black hen doth lay.



Tell the Story of “The Eensy Weensy Spider”

Help students cut out the three pictures, or cut them out for them. Have students sing “The Eensy Weensy Spider.” Then, help students glue or tape the pictures in order on a sheet of paper from left to right. Use the words *first*, *next*, and *last* to describe the order of events in the song.



Observing Animals

Ask your child to observe an animal that she sees every day. Your child might choose a pet or a familiar wild animal such as a squirrel, an ant, or a bird. Then ask her to pretend she is a scientist who is studying this animal. Ask each question out loud. Listen to her answer, then write it down, repeating the words aloud as you write. Now your child has made a scientist's journal of her observations of an animal.



What kind of animal is this?

How big is it?

What color is it?

What covers its body: Fur?
Scales? A hard outer shell?

How does it move: Walk? Swim?
Fly? Slither?

What body parts does it have?

What body parts does it
use to move?

What does it eat?

What does it drink?



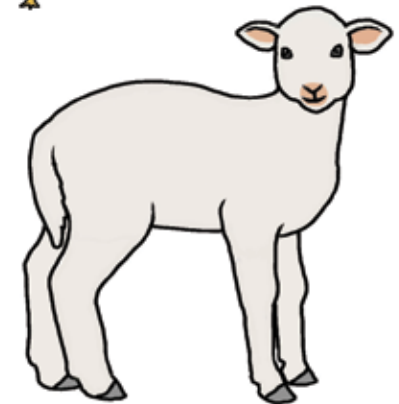
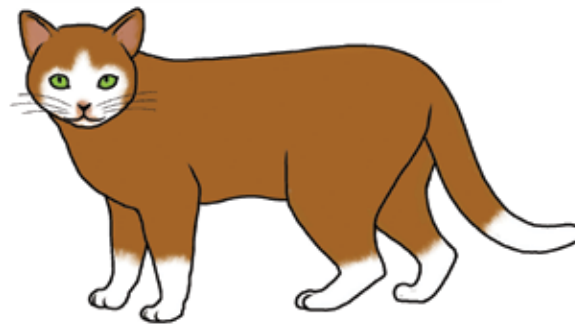
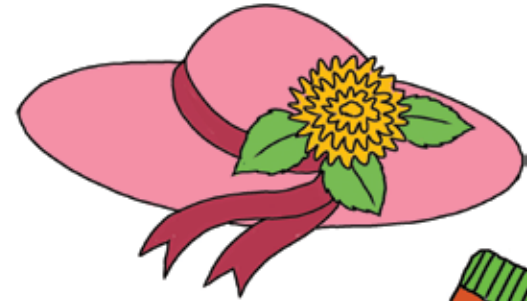
The Ducks

Ducks are waddling up and down.
Their beaks are pointed,
their bodies round.
Trace their bellies from end to end—
Draw a curve, then show a friend!



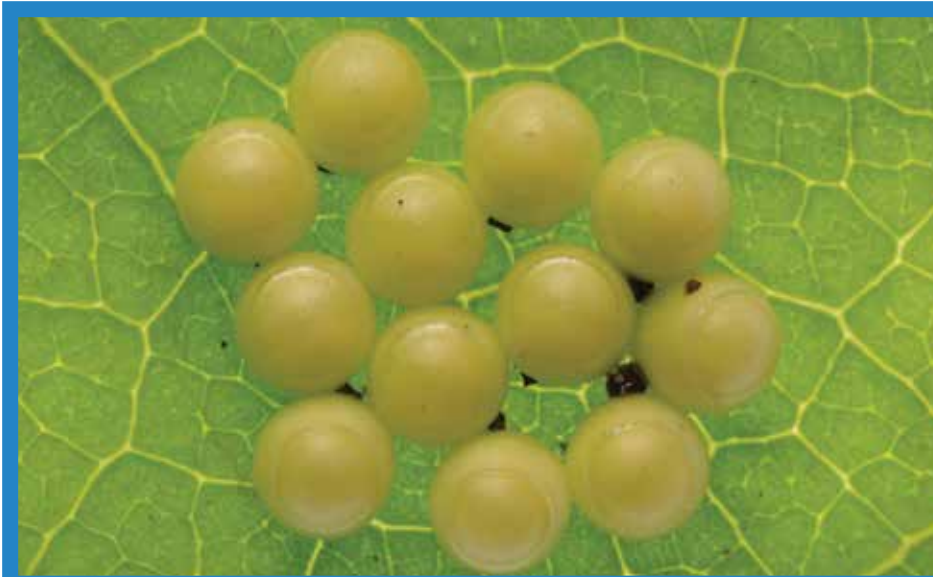
Make a Rhyme

Point to each picture on the page and tell students what it is. Then, tell students to draw a line between the two things that rhyme. Remind students that rhyming words sound the same at the end. Encourage students to say the words out loud to see if they rhyme or to check their work.



Caterpillar to Butterfly Life Cycle

Help students cut out the four pictures, or cut them out for students. Review the life cycle of a butterfly, and help students glue or tape the pictures in order on a sheet of paper from left to right. Use the words *egg*, *caterpillar*, *chrysalis*, and *butterfly* to describe the life cycle.



Dear Family Member,

Today your child listened to a read-aloud about three groups of animals: birds, insects, and fish. Read the text to your child and talk about different groups of animals.



Groups of Animals

There are many different kinds of animals in our world. Even though animals look different from one another, animals that are alike belong to the same group .



A chicken, eagle, and a goldfinch each look different. But do you know how a chicken, an eagle, and a goldfinch are alike or the same? They are all birds. There are many different kinds of birds, but all birds have wings that they can flap. Birds are covered in feathers that keep their bodies warm and dry. All birds have two legs on which they can stand. Birds have a special type of mouth called a beak. Beaks are hard and pointy. Birds use their beaks to peck, eat food, and drink water. Some beaks are long and big, some are shorter and smaller.

Birds lay eggs. Birds have to take care of their eggs until they hatch. When the eggs hatch, a baby bird comes out. Birds aren't the only group of animals that have things in common.

How are clownfish, goldfish, and sharks all the same? They are all fish. There are many different kinds of fish, but all fish have fins and tails. They use their fins and tails to swim through the water.



All fish live and swim underwater. Some fish live in the ocean where the water is salty; it is called salt water. Some fish live in lakes, ponds, and streams where the water isn't as salty. They live in fresh water. Fish don't need air to breathe. Fish have gills that let them breathe underwater.



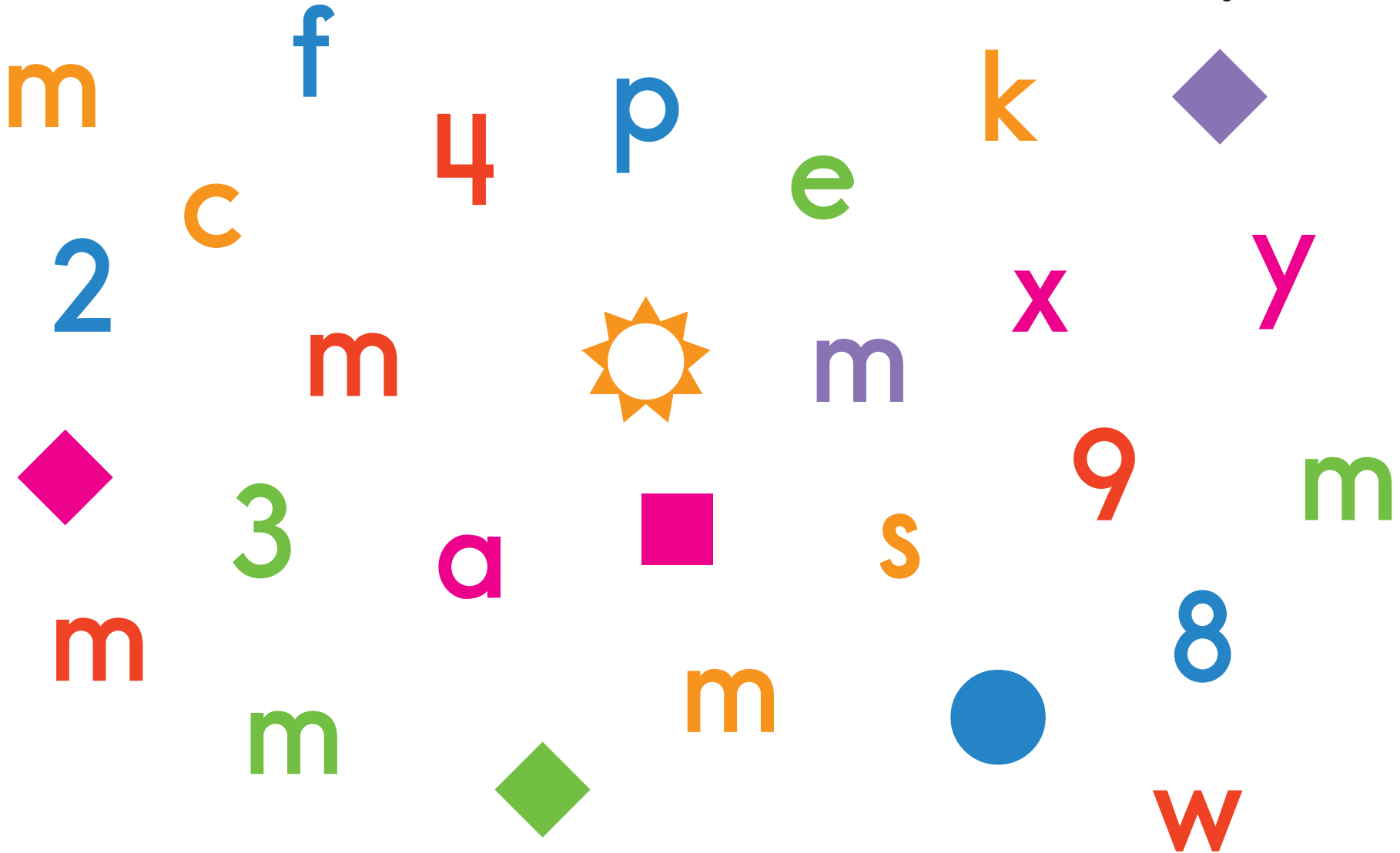
Fish and birds aren't the only groups of animals that have things in common. How are a beetle, a butterfly, and an ant the same? They are all insects. Insects come in all colors and shapes. They have six legs. Insects can look very different from one another but they are all very small. Most insects are smaller than the tip of your finger.

There are all kinds of animals. Some animals have things in common and belong to special groups. Some animals are birds, some animals are insects, and some animals are fish.



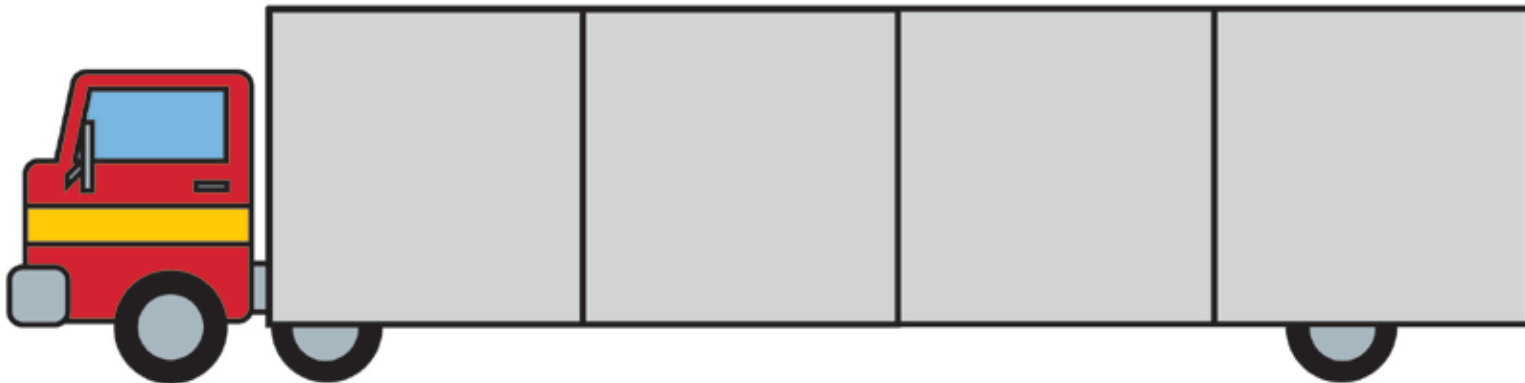
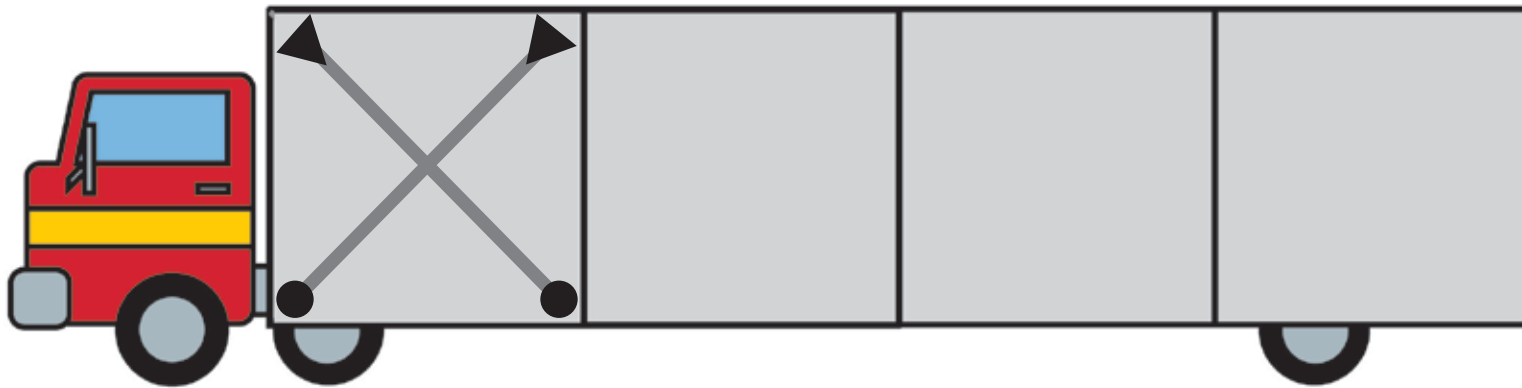
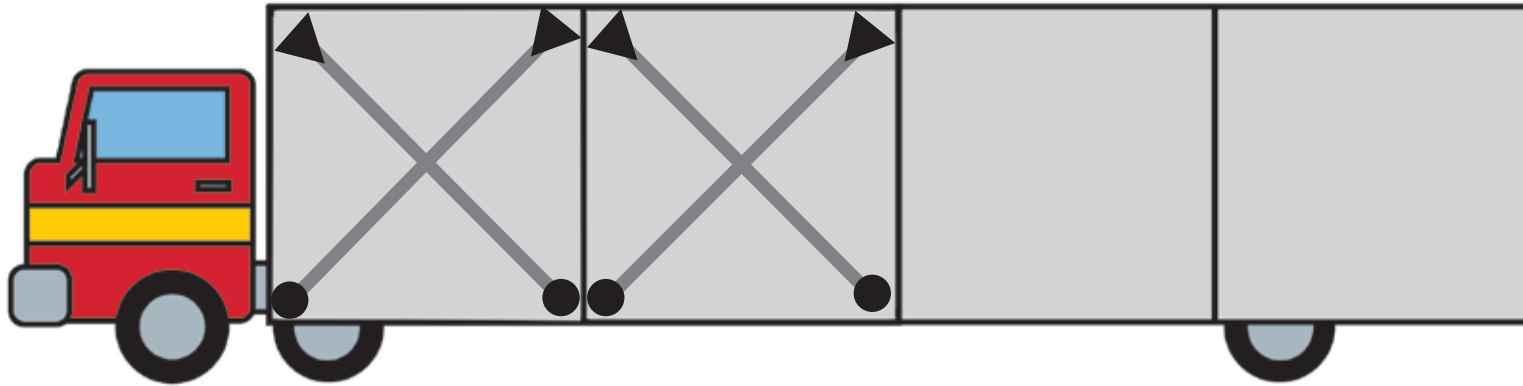
Circle the Sound Picture: **m**

Help students identify and circle all sound pictures showing /m/. Help students remember what the sound picture /m/ looks like by drawing it on a sheet of paper or having students draw it on paper or in the air. If a picture does not show the sound picture for /m/, students should draw a line through it.



Mark These Trucks

Help your child practice the writing stroke X by drawing an X to fill each box on the trucks below. If your child is ready, have her practice drawing X's and other writing strokes on a blank piece of paper





Domain 4: Plants

Activity Pages

PRESCHOOL

Core Knowledge Language Arts®



Plants: Family Letter 1



Dear Family Member,

Now that we have learned all about the animals in our world, we are going to learn about another group of living things: plants. We will talk about the different kinds of plants that you can see outside, plants' parts (like roots, stem, leaves, and flowers), and how plants grow. We will set up a garden and farm stand in our classroom so that students can pretend to grow and sell their own plants. In our Small Groups, we will be focusing on telling stories, learning to hear the first and last sounds in words, and working on our writing.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

Your child might enjoy a trip to the library where s/he can choose books about gardening, plants, fruits and vegetables, and farms. As you read books, point out and talk about any plants that you see in the illustrations.

2. Sing Nursery Rhymes

We will be learning "One Potato, Two Potato," "Oats, Peas, Beans, and Barley Grow," and "Here We Go Round The Mulberry Bush" (see back).

3. Go on a Nature Walk and Talk About Plants

Take a walk and observe the grass, trees, bushes, and flowers where you live. Look at and talk about the different parts of the plants that you see (such as roots, stem and trunk, leaves, and flowers).

4. Talk About Plants at Mealtimes

A lot of the food we eat comes from plants. Talk about the plants that your child is eating at each mealtime and whether they are fruits, vegetables, or grains. It could be fun to make a list of the plants different family members like to eat the best and post it on the refrigerator.

5. Practice Drawing and Writing

Your child has had a lot of practice making the kinds of marks s/he will use to write letters. Your child is also likely able to write most of the letters of his/her name at this point. Have your child show you some of the marks s/he is learning at school and sign his/her name to drawings s/he does at home.

Here We Go Round the Mulberry Bush

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush.
Here we go round the mulberry bush,
So early in the morning.

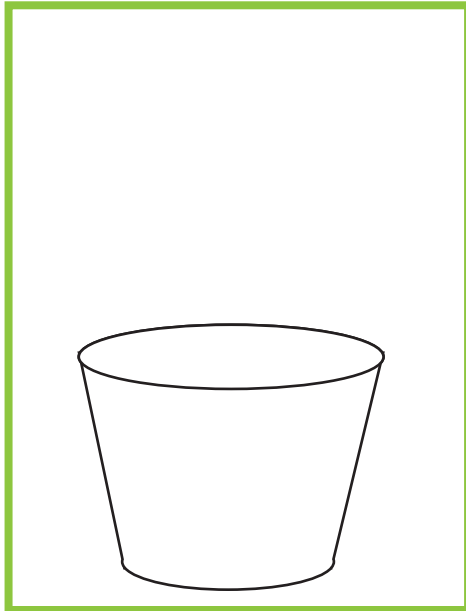
This is the way we wash our clothes,
wash our clothes, wash our clothes.
This is the way we wash our clothes,
So early Monday morning.



Watching Seeds Grow

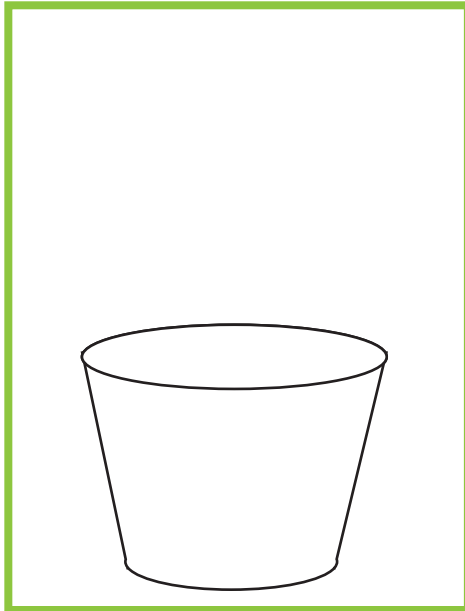
As students germinate seeds in soil, have them make observations by drawing a picture of the seedling every few days. Beneath their pictures, write the day number. Then, have students dictate a description of their drawing. Write the description in the space provided. Help students use the words *seed*, *grow*, *root*, *stem*, *soil*, *water*, *sunlight* in their dictation.

I predict that my seed will sprout in ___ days. Name: _____



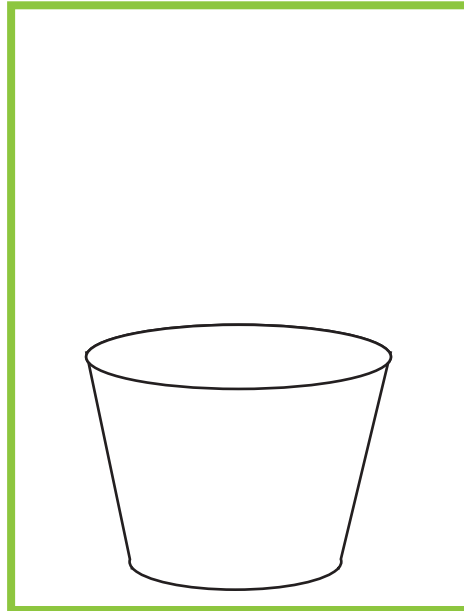
Day ___

Four horizontal blue lines for writing a description of the seedling.



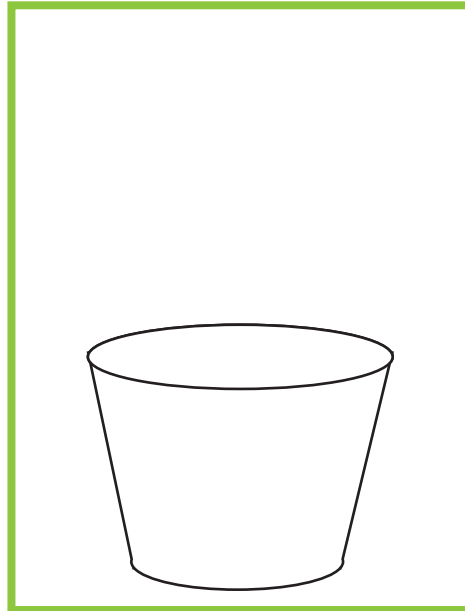
Day ___

Four horizontal blue lines for writing a description of the seedling.



Day ___

Four horizontal blue lines for writing a description of the seedling.



Day ___

Four horizontal blue lines for writing a description of the seedling.



Dear Family Member,

Today your child listened to a read-aloud about the parts of a plant. Read the story to your child and talk about the jobs each part of a plant has. Remind your child that these parts help plants to grow and stay healthy.



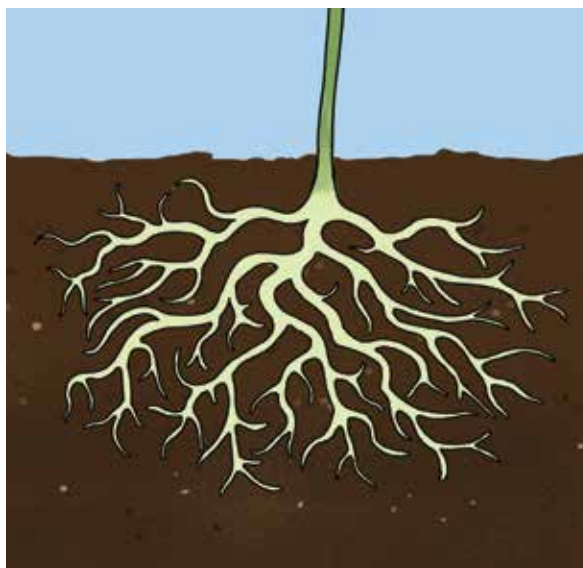
Plants Have Different Parts

Human beings have many different body parts. We have feet, arms, legs, and heads. Each of our body parts has an important job to do. We can walk, run, and jump with our feet and legs. We can touch our toes with our hands. We can think with the brains inside our heads.

Did you know that plants have different parts, too? Just like your body parts, each plant part has a different job to do.

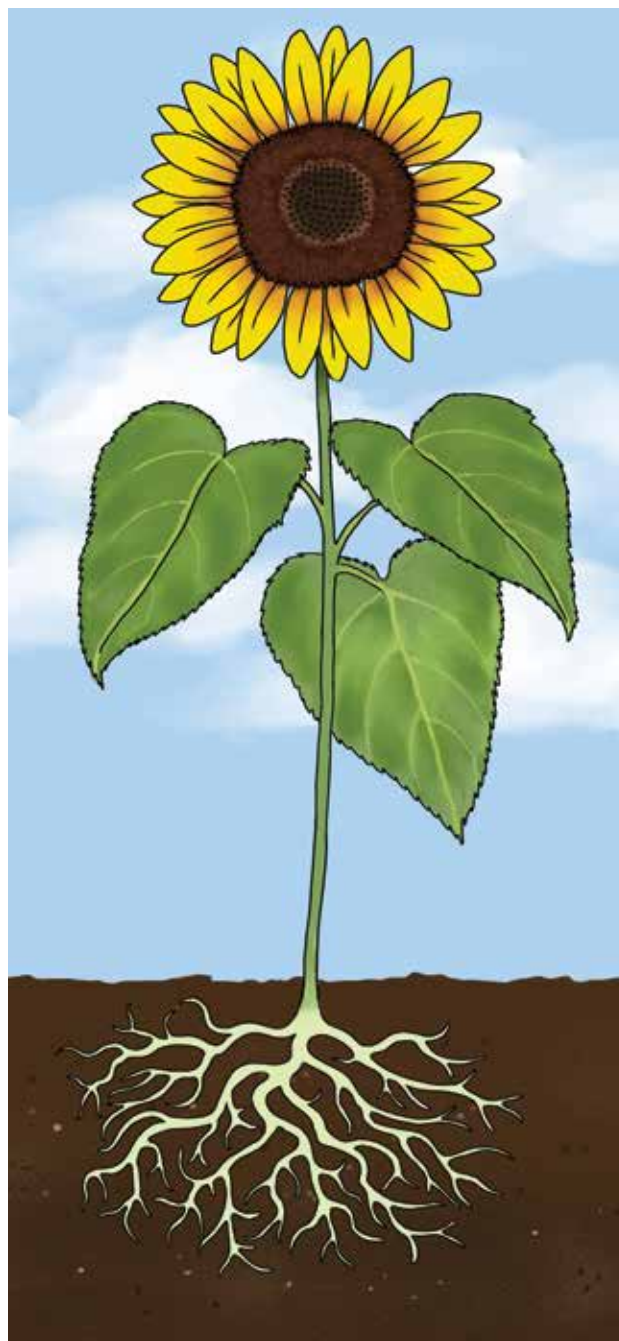


A plant's roots grow down under the soil and help hold a plant firmly in place. Plants use their roots to soak up water and nutrients that help them grow.



The stem of a plant holds the plant up straight and tall—just like the spine in your back. The stem also carries water and nutrients from the roots to other parts of the plant like the leaves. The leaves of a plant grow out of the stem. Leaves collect sunlight and air that nourish the plant and help it grow.

Flowers help plants make seeds. New plants grow from these seeds. Some flowers also have beautiful petals that grow around the part of the flower that makes the seeds.



Plants and humans are both living things that grow in our world. Plants and humans both have parts with different jobs to do. Plants have roots, stems, leaves, and flowers. Each of these parts helps the plant to grow and stay healthy.

Apples

The farmer's apples hang from trees.

Pick some of those; pick some of these.

Make a round shape from the top—

When you get to the bottom, then you stop.



The Pumpkin Patch

A little fence marks the pumpkin patch.
Make some bridges; make them match.
Line them up along the ground;
make lots of humps and make them round.



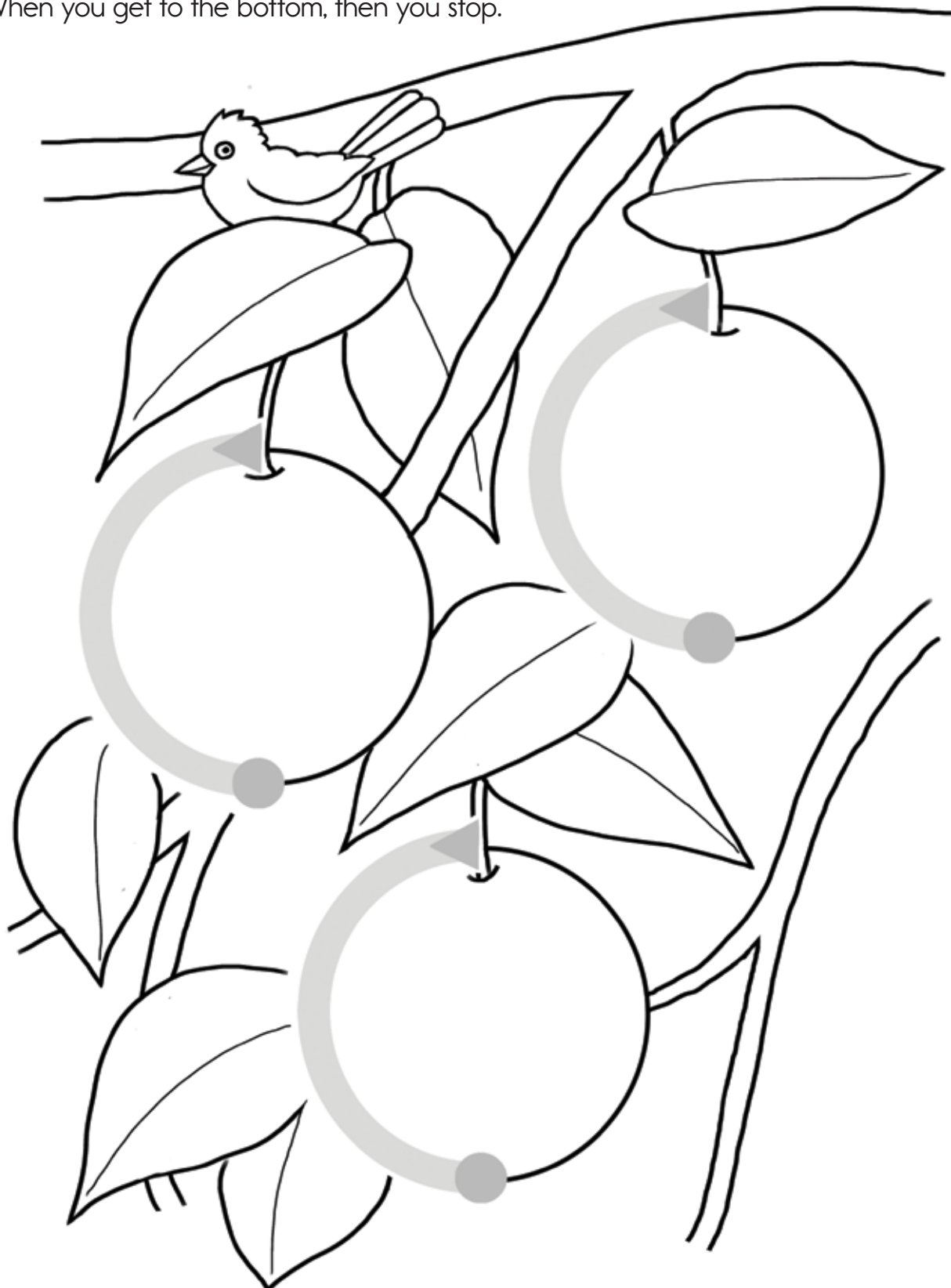
Apples

The farmer's apples hang from trees.

Pick some of those; pick some of these.

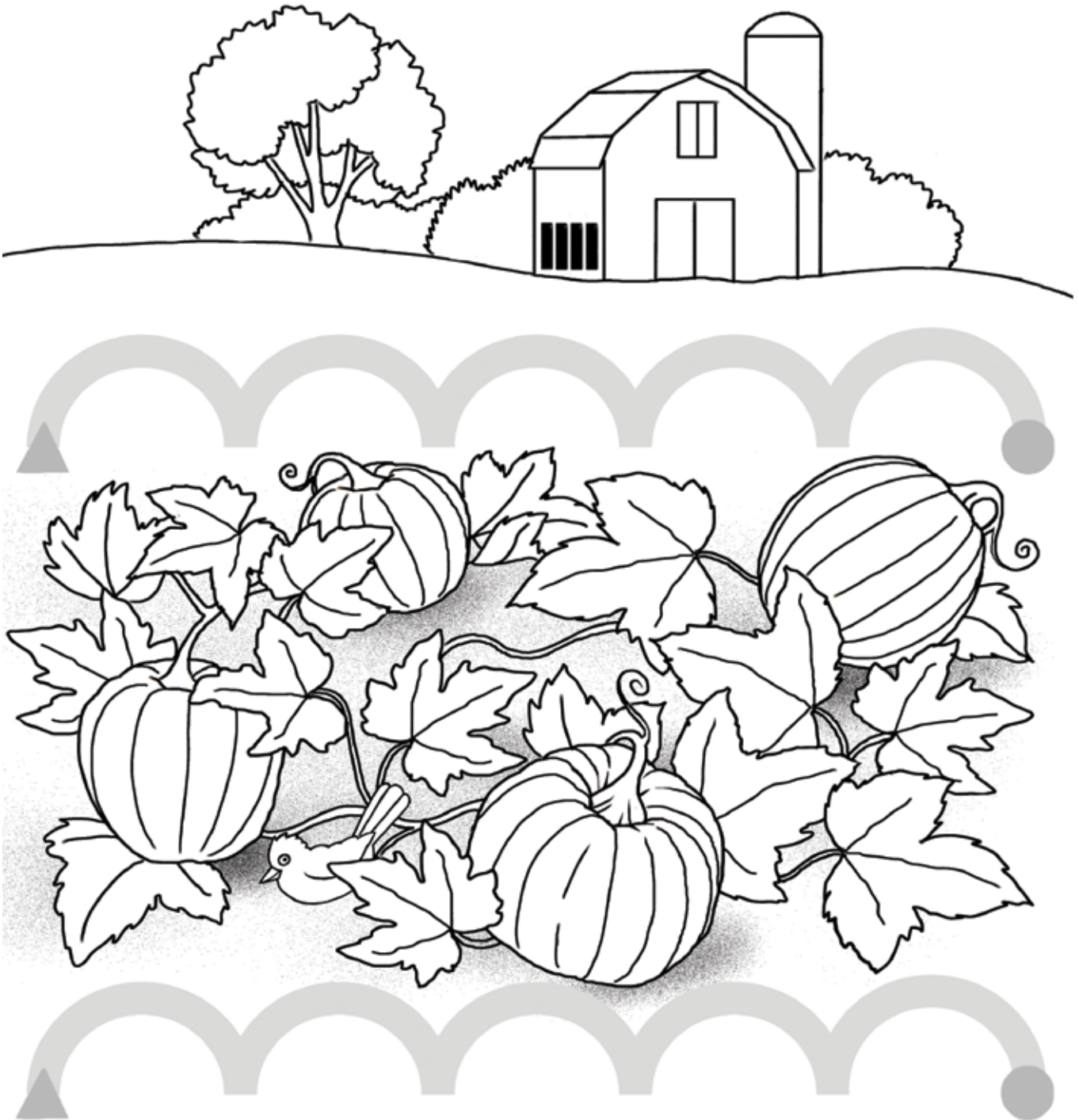
Make a round shape from the top—

When you get to the bottom, then you stop.



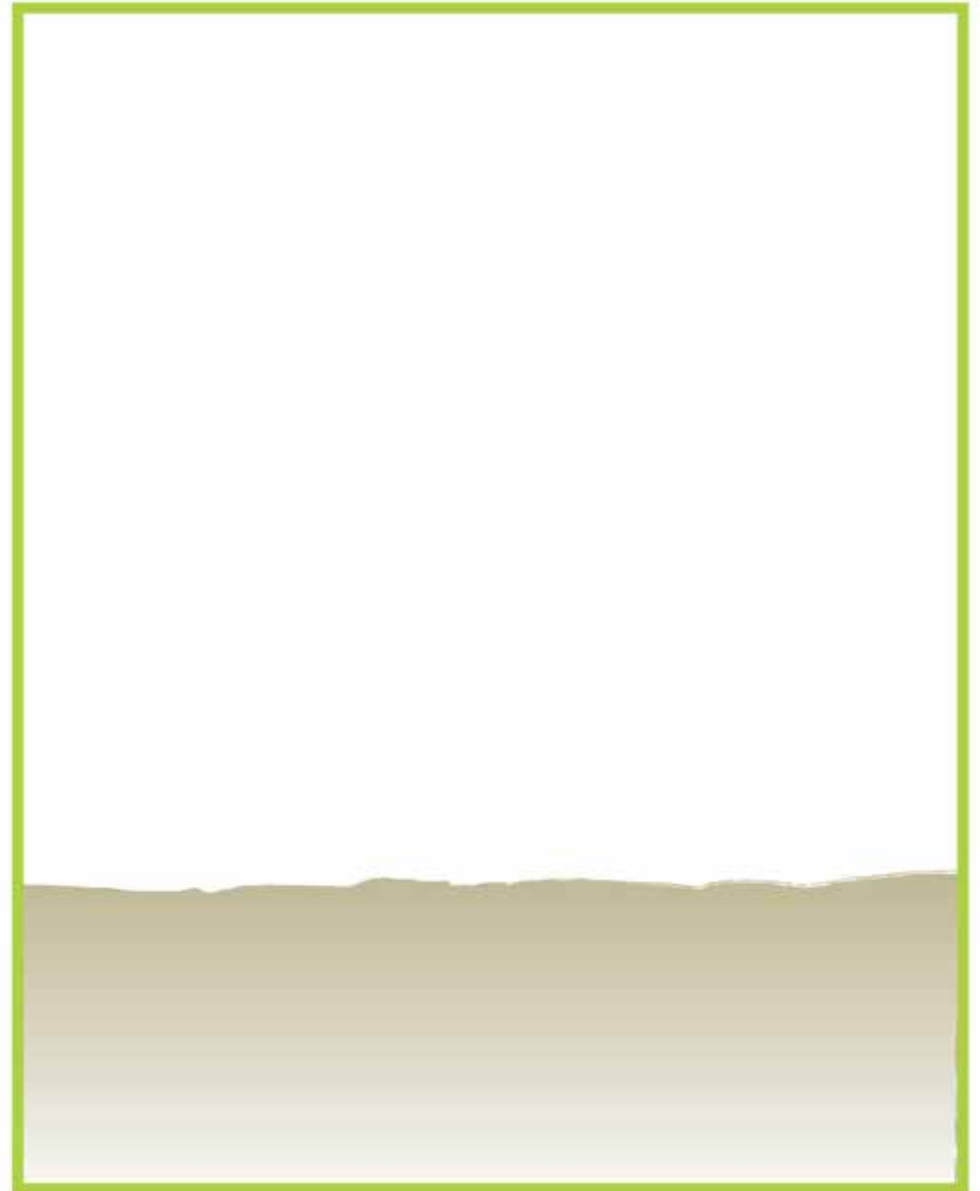
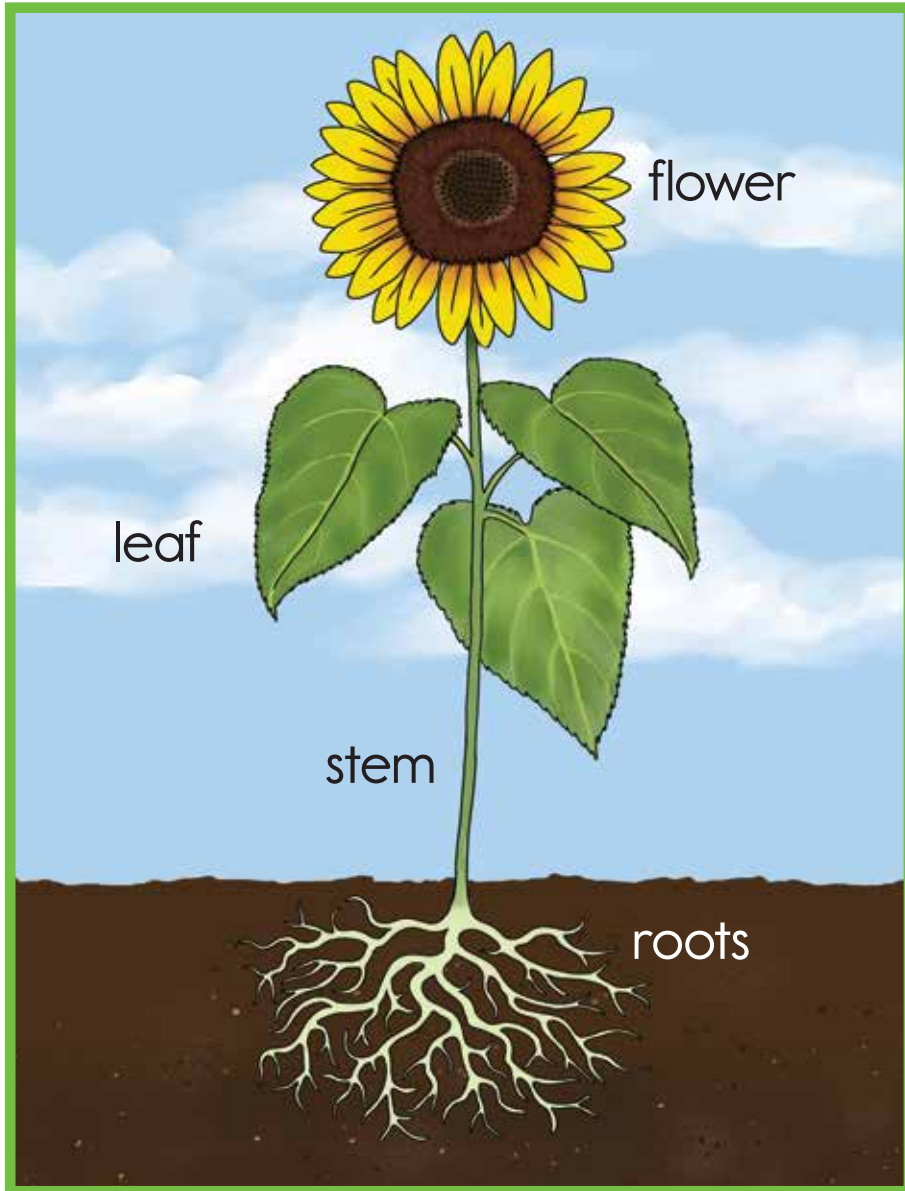
The Pumpkin Patch

A little fence marks the pumpkin patch.
Make some bridges; make them match.
Line them up along the ground;
make lots of humps and make them round.



Parts of a Plant

Ask your child to help you name the parts of the plant. Then point to the parts one by one with your child. Now ask him/her to draw a plant. Name each part as s/he draws it.



Apples

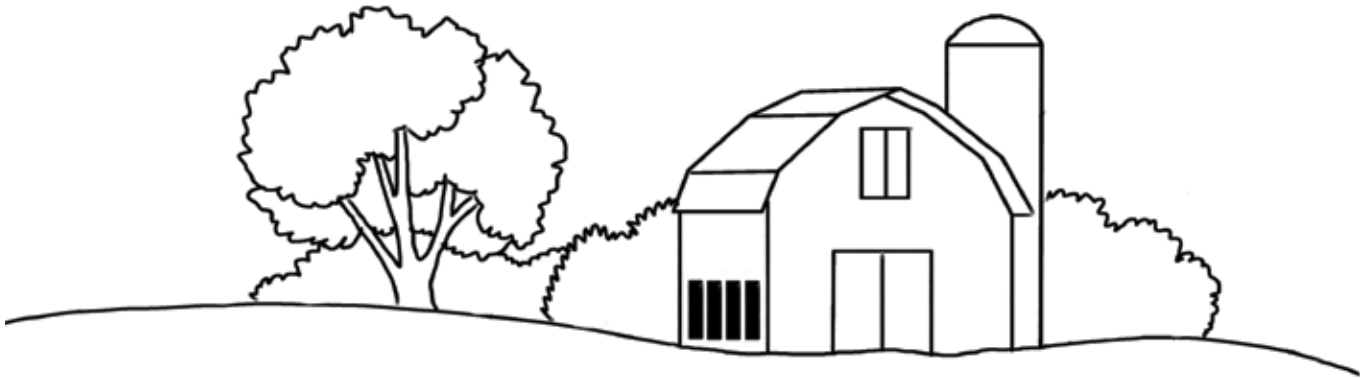
The farmer's apples hang from trees.
Pick some of those; pick some of these.
Make a round shape from the top;
When you get to the bottom, then you stop.





The Pumpkin Patch

A little fence marks the pumpkin patch.
Make some bridges; make them match.
Line them up along the ground;
make lots of humps and make them round.



Circle the Sound Picture

First, ask students to name the pictures on the page. Then, ask students with which sound the word starts. Finally, have the student circle the sound picture of the sound with which the word begins, choosing between **m**, the sound picture for /m/ as in *monkey* or **a**, the sound picture for /a/ as in *apple*.



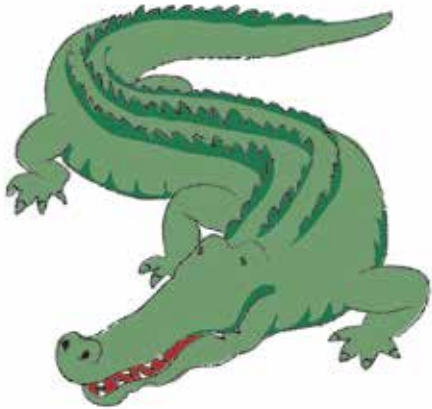
m **a**



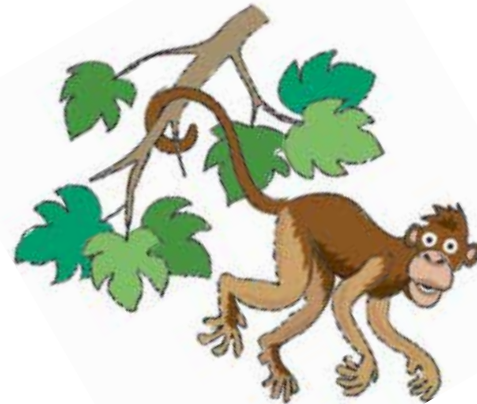
m **a**



m **a**



m **a**



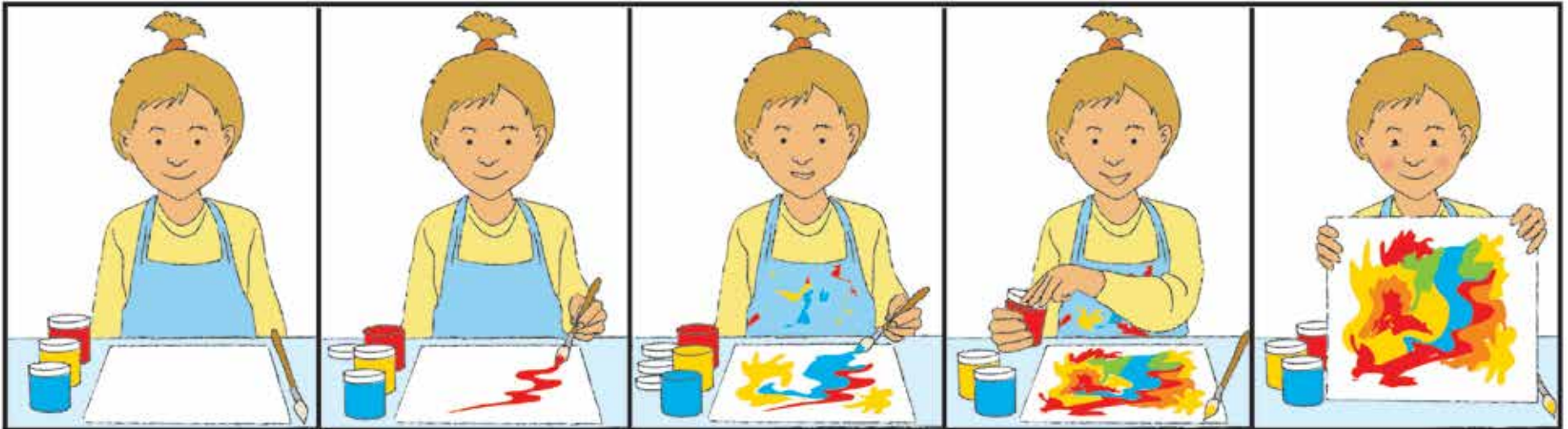
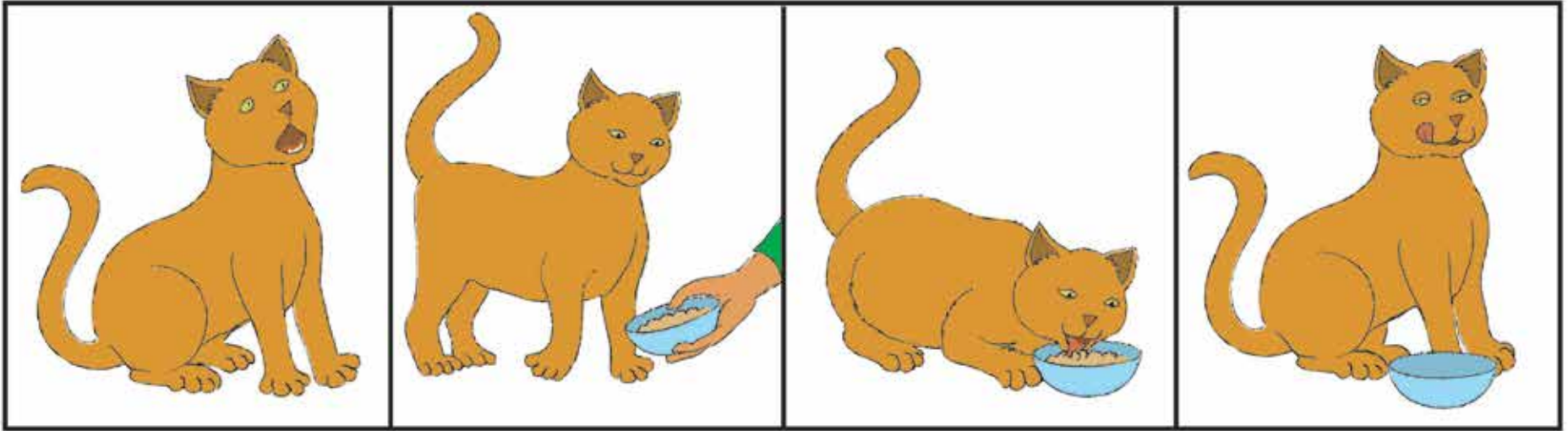
m **a**



m **a**

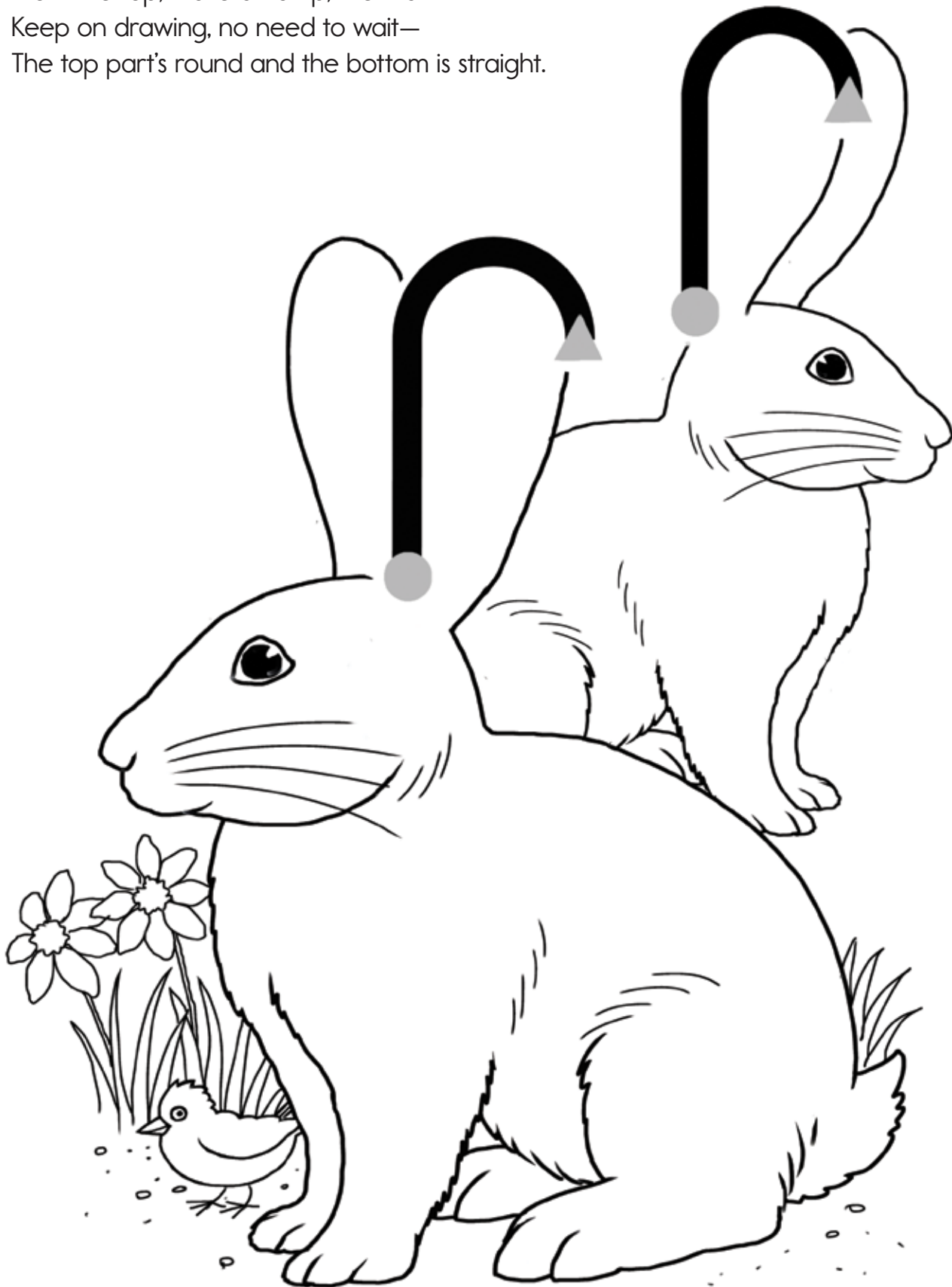
Tell a Story

Using the pictures, encourage students to tell a story about the cat. Then, have students tell another story about the girl. Encourage students to use the words *first*, *next*, and *last* in their stories.



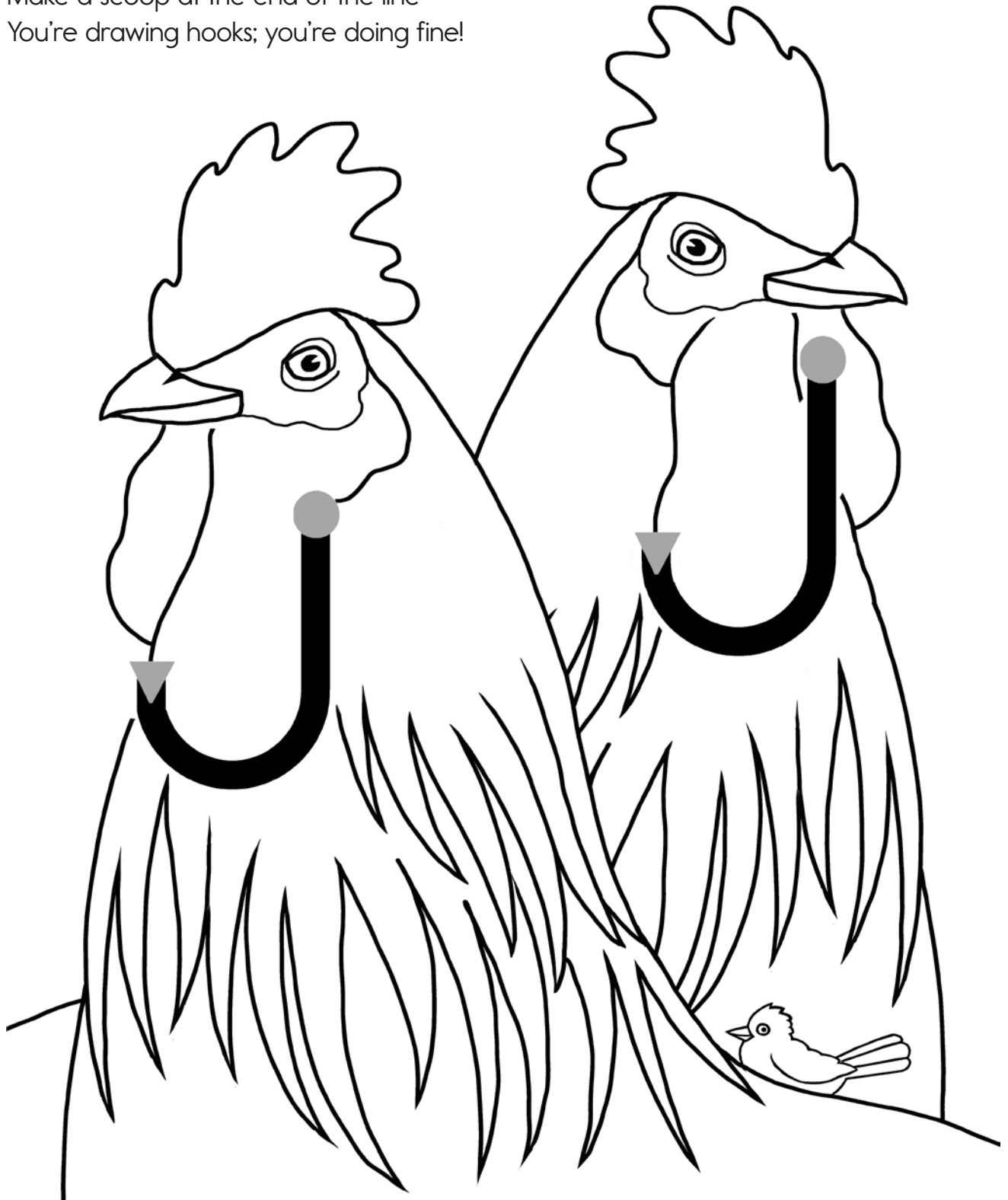
Rabbits

The rabbits' ears all stand up tall.
From the top, make a hump, then fall.
Keep on drawing, no need to wait—
The top part's round and the bottom is straight.



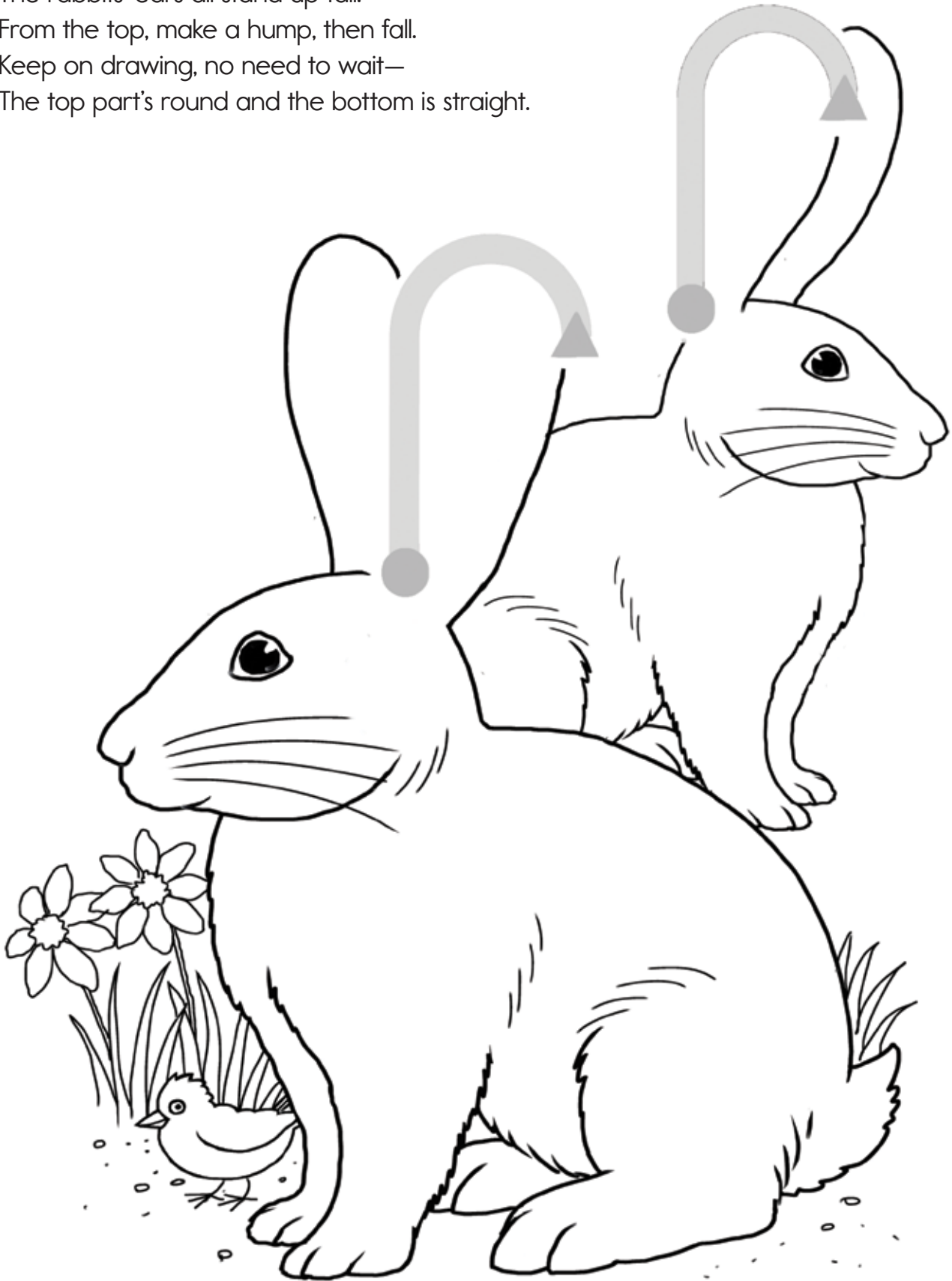
Roosters

The rooster's waddle hangs down low.
Start near the top; then down you go.
Make a scoop at the end of the line—
You're drawing hooks; you're doing fine!



Rabbits

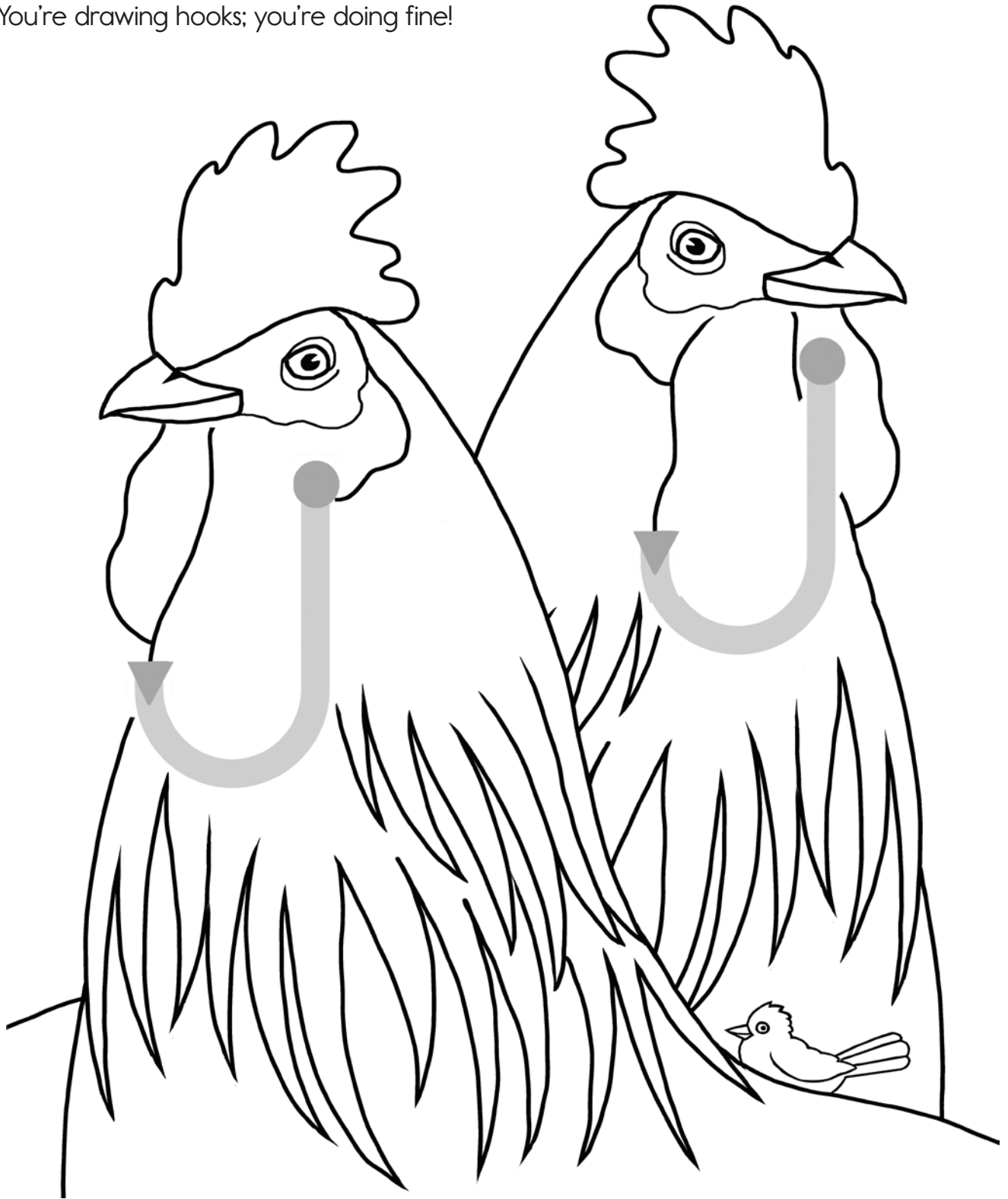
The rabbits' ears all stand up tall.
From the top, make a hump, then fall.
Keep on drawing, no need to wait—
The top part's round and the bottom is straight.





Roosters

The rooster's waddle hangs down low.
Start near the top; then down you go.
Make a scoop at the end of the line—
You're drawing hooks; you're doing fine!

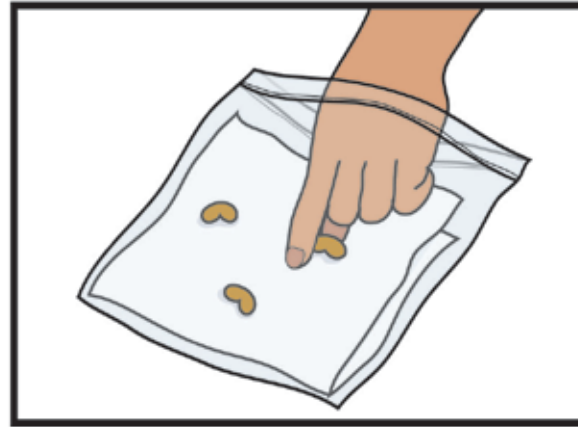


Watch Seeds Sprout

Help your child sprout seeds by following the directions below. Ask your child to draw three pictures in the boxes below to keep a record of how the seeds look after 1, 3, and 5 days of growing. Once the seeds sprout, you can transplant them into soil.



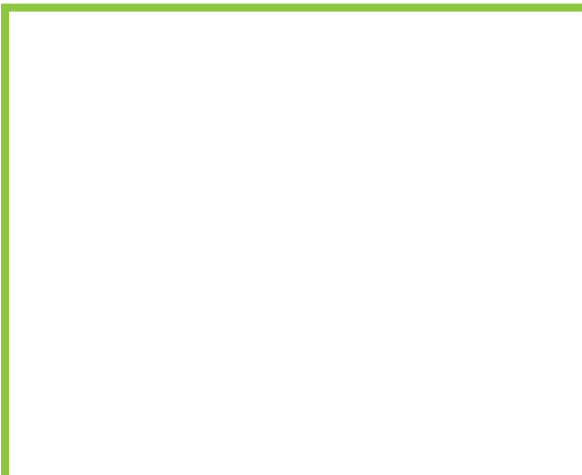
1. Lightly moisten 3 paper towel squares. Fold them flat and slide them into a plastic bag, the kind you can seal tightly.



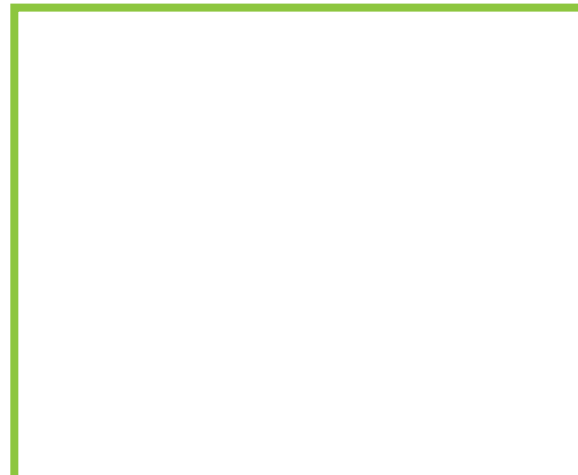
2. Place 3 seeds into the plastic bag so they are visible through the plastic. Seal the bag and keep it in a dark, warm (not hot) place.



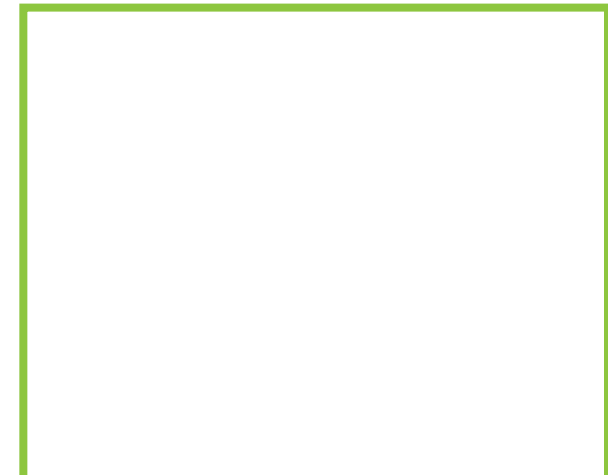
3. Check the bag daily. Keep the towels damp. Help your child observe and record what she sees in picture boxes below.



Day 1



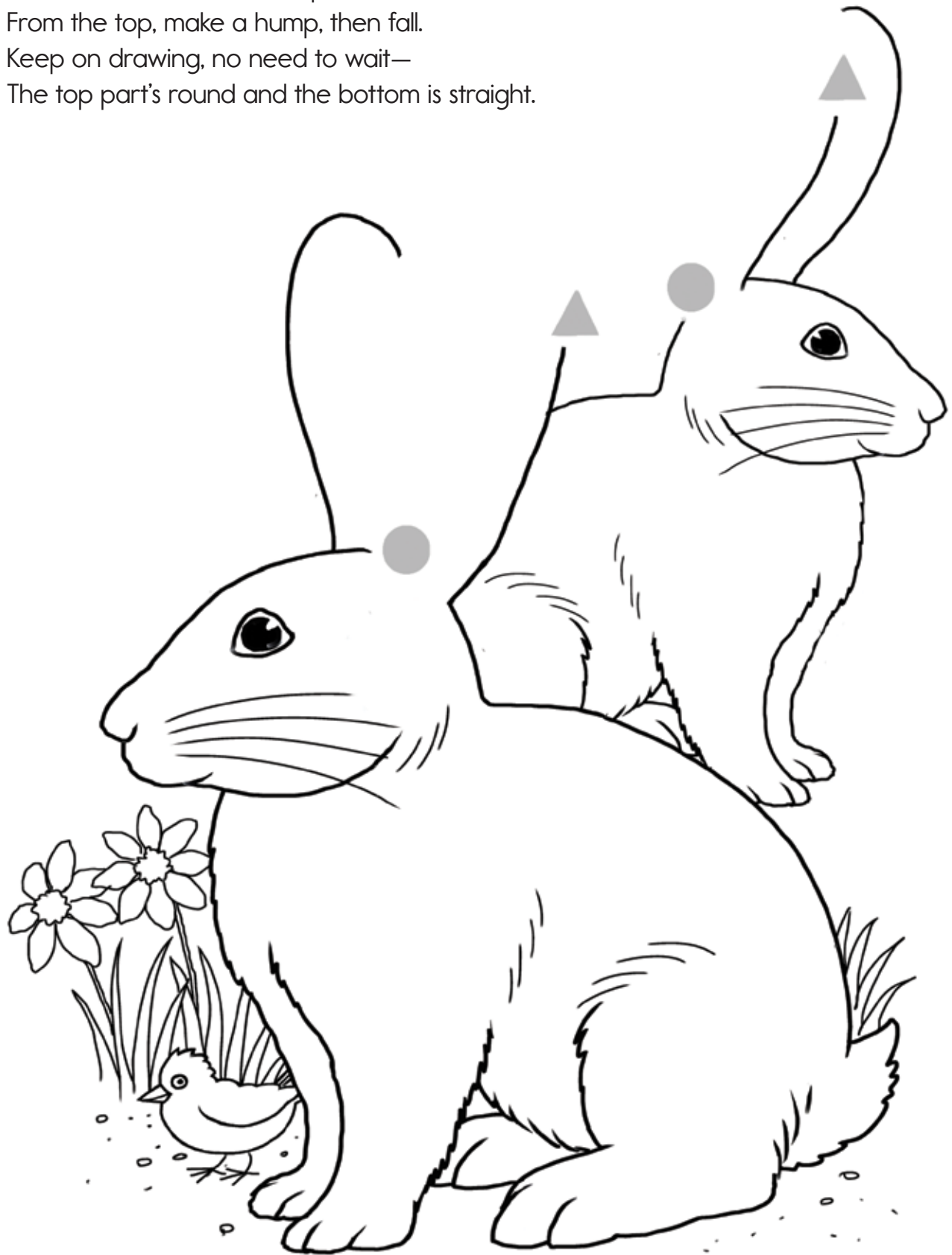
Day 3



Day 5

Rabbits

The rabbits' ears all stand up tall.
From the top, make a hump, then fall.
Keep on drawing, no need to wait—
The top part's round and the bottom is straight.





Roosters

The rooster's waddle hangs down low.
Start near the top; then down you go.
Make a scoop at the end of the line—
You're drawing hooks; you're doing fine!



Plants: Family Letter 2



Dear Family Member,

Our class has really enjoyed learning about plants and growing seeds, and we will continue learning more about plants in the coming weeks. We will be talking about flowers and learning about flowers you can eat, like broccoli and cauliflower. Your child may come home talking about the three things plants need to grow (nutrients from soil, water, air), and what will happen to a plant if it does not get one of those things. In our Small Groups, we will continue to practice telling our own stories, writing, and hearing the first sound in words.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

As you read stories about plants or stories with pictures of plants, talk with your child about what real plants need to stay alive. Talk about where certain types of plants may grow, and what they need to be healthy and grow.

2. Practice Telling Stories

Read a favorite book together with your child. Near the end, stop reading and have your child use his/her imagination to make up a new ending to the story. Look at family photographs with your child and invite him/her to tell a story about your family based on the photographs. Encourage your child to use words like *first*, *next*, *then*, and *last* to put his/her story in order.

3. Sing Nursery Rhymes

We will be learning “Peter Piper,” “Tippety, Tippety,” and “Ring Around the Rosey” (see back).

4. Cook Plants for Dinner

Allow your child to choose a favorite fruit or vegetable and find a simple recipe that uses it. Remind your child that fruits and vegetables come from plants. Have your child help you prepare a special dish to share with your family.

5. Look for Seeds in a Fruit

Buy some familiar and unfamiliar fruit at the market or grocery store. Cut the fruit open and have your child find the seeds inside the fruit. Perhaps try to grow one of the seeds by sprouting it in a jar on a moist paper towel.

Ring Around the Rosey

Ring around the rosey,
A pocket full of posies.
Ashes, ashes,
We all fall down.



Match Initial Sounds

Cut apart the pictures for students in advance, or, if students are ready, have them cut them apart themselves. Tell students to match the pictures of words that have the same initial sound. Have students say each word out loud in order to decide whether the two words start with the same sound. When students have matched all three pairs, have them glue the pairs beside each other on a blank piece of paper.



Permission Slip: *Tasting Fruits and Vegetables*



PLEASE RETURN THIS FORM BY _____.

Dear Family Member,

As you know, we are learning all about plants at school. Your child is learning that many of the foods we eat come from plants. On _____, your child will have the opportunity to taste a variety of different fruits and vegetables and decide which ones s/he likes best. Each child will be able to choose which fruits and vegetables s/he would like to taste and leave the ones s/he is not interested in tasting.

The fruits and vegetables we will taste in our classroom include:



We are aware that some students may have allergies to certain fruits and vegetables. We would like you to indicate below whether or not you wish your child to participate in this activity.

- Yes**, my child has permission to taste the fruits and vegetables above.
- No**, my child does not have permission to taste the fruits and vegetables above.
- My child is allergic to: _____

CHILD'S NAME _____

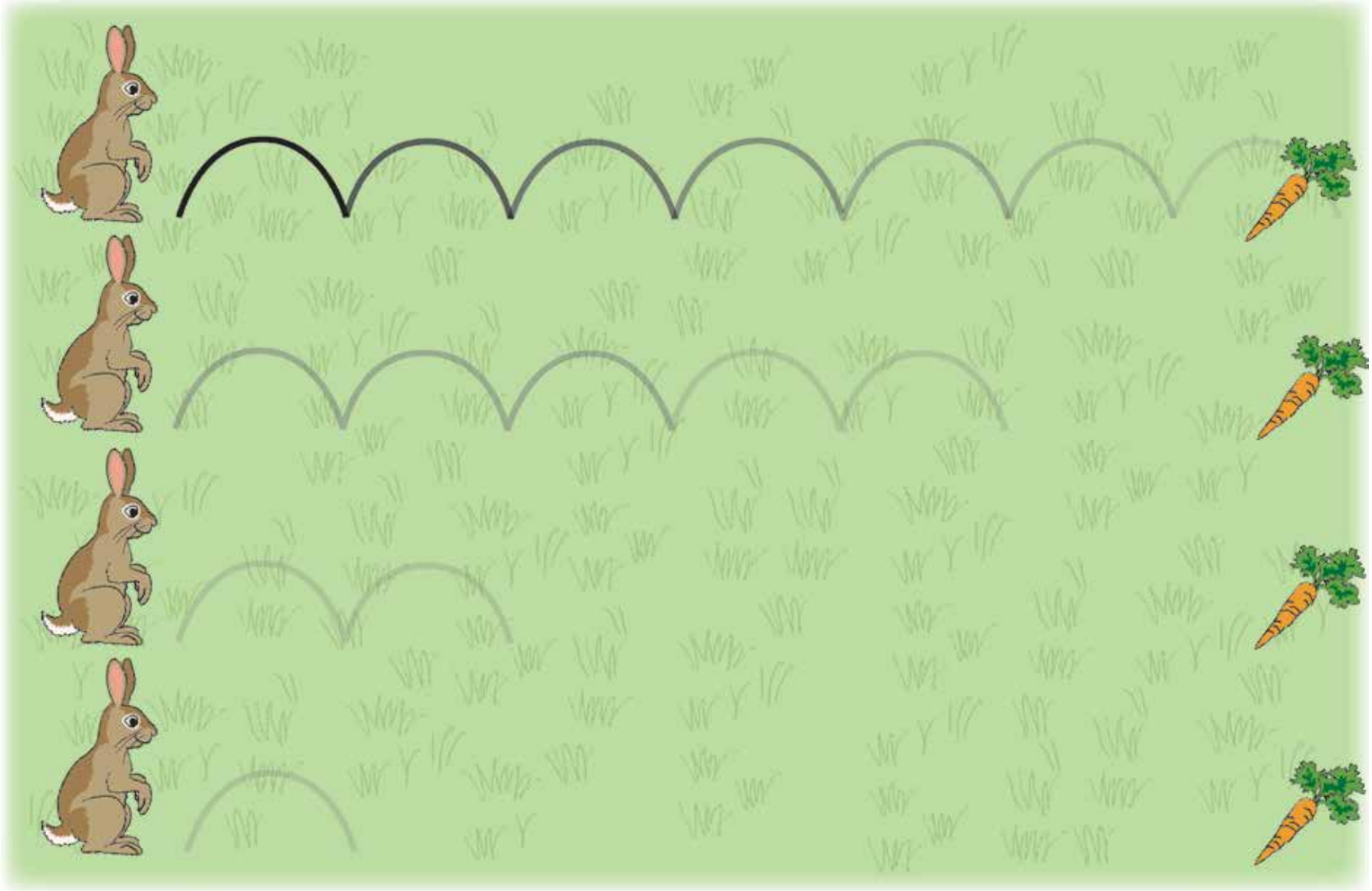
PARENT/LEGAL GUARDIAN NAME _____

PARENT/LEGAL GUARDIAN SIGNATURE _____

CHILDREN WHOSE FAMILY MEMBERS DO NOT RETURN FORMS WILL NOT BE ABLE TO PARTICIPATE IN THIS ACTIVITY.

Bunny Hop

Help your child make bunny hops across the field to yummy vegetables. First, your child can follow the guidelines, and then, by the end of the page, can make the bunny hop writing strokes all by him/herself.



Circle the Sound Picture:



Help students identify and circle all sound pictures showing /t/. Help students remember what the sound picture for /t/ looks like by drawing it on a sheet of paper or having students draw it on a paper or in the air. If a picture does not show the sound picture for /t/, students should draw a line through it.

A collection of various symbols and letters scattered across the page. The symbols include: a purple lowercase 't', an orange lowercase 'c', a blue number '2', a blue lowercase 't', an orange number '4', a pink square, an orange lowercase 't', a blue circle, a red lowercase 'm', an orange number '9', a red lowercase 't', a green lowercase 'e', a pink lowercase 'x', a pink lowercase 'y', a green lowercase 't', a pink lowercase 'a', a blue lowercase 'p', an orange lowercase 's', a yellow sun, a blue number '8', a pink diamond, a green number '3', a green diamond, an orange lowercase 'q', a purple diamond, an orange lowercase 'm', a green lowercase 'g', and a red lowercase 't'.



Two-Sound Word Hunt

Help students blend the two-sound words you say aloud and then find the picture on the page that shows the word. When they find the picture, tell students to place a block on top of the picture. Model the first word for students and show them how to place a block on top of the picture.



Dear Family Member,

Today your child listened to a read-aloud about plants. Read the text to your child and talk about plants and how they are important in our world. Take a walk outside and talk about the plants you see around you and how they are important to people.



Plants Are Important to Humans and Animals

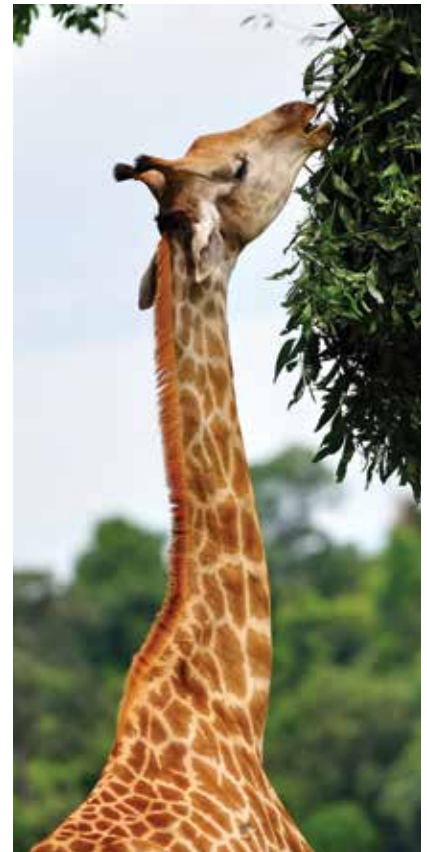
Plants are all around us. Plants are very important to people.

Plants make oxygen. Oxygen is an important part of the air that humans and animals breathe.

People eat fruits and vegetables that grow on plants. Some people grow root vegetables, like carrots, in the ground. Some people grow fruit tree orchards. Fruits and vegetables are healthy plants that people eat.



Just like humans, other animals eat plants, too. Some animals eat the leaves from trees. Some animals, like a monarch butterfly, drink the nectar from flowers. Some animals eat the berries from trees. Plants are food for all kinds of animals.



Sometimes people and animals like to eat the same kinds of plants!

Plants provide shelter for people and animals. Birds and other animals build nests in trees to stay warm and dry and to shelter their eggs.


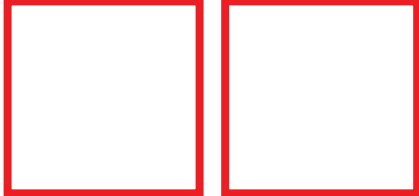

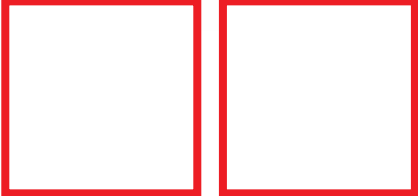

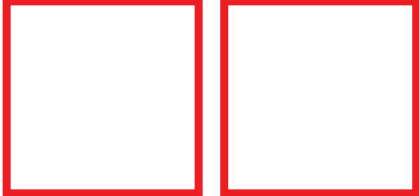

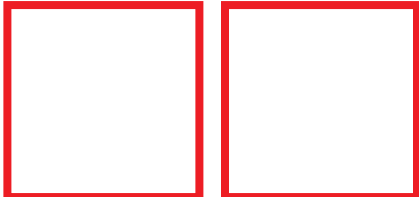

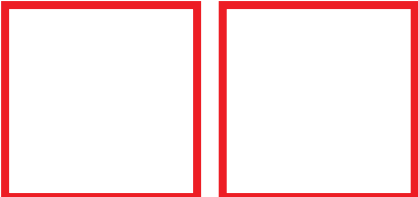

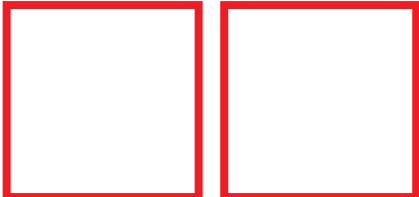


Plants provide oxygen, food, and shelter for people and animals. We must remember to take good care of the plants in our world, so they can take care of us, too.



Pushing Blocks for Sounds

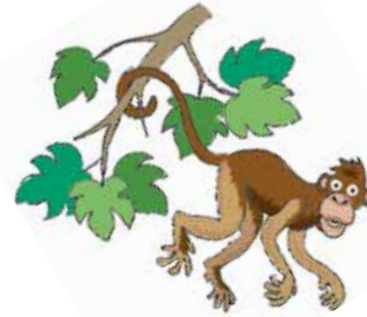
First, help students find the picture of the segmented two-sound words you say aloud (e.g., you say '/b/-/oe/' students point to the picture of the bow). Then, have students push blocks into the empty squares beneath the picture to represent each sound in the word as they say the sounds aloud.

Writing Sound Pictures

Help students identify the beginning sound for each picture below. Then, have students write the beginning sound beneath the picture in the space provided. Have students reference the sound pictures on the left side of the page when writing.

m



d

t



d



Domain 5: Habitats

Activity Pages

PRECHOOL

Core Knowledge Language Arts®





Dear Family Member,

Now that we have learned about animals and plants, we are going to learn about the different places where plants and animals live together—their habitats. We will learn all about woodland and pond habitats. When we learn about the woodland, pond, we we will talk about trees, squirrels, deer, and birds. When we learn about the will talk about water, fish, beavers, and frogs. You might want to visit our classroom and see the murals showing each of these habitats. The children are working hard to make their own plants and animals to add to the murals! In our Small Groups, we will be focusing on telling stories, hearing sounds in words, and writing letters.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

You might already own some books that show pictures of different habitats. *Little Red Riding Hood* and *Goldilocks* are stories that are set in the woodland. Many children's books feature pond animals such as frogs and ducks.

2. Tell Stories Aloud

Make up your own story to go with the pictures in a book or make up a new ending. Then, have your child do the same thing. You could also have your child tell you a story about somewhere you have been together.

3. Sing Nursery Rhymes

Your child may come home singing and doing the motions for “Bat, Bat,” “Row, Row, Row Your Boat,” and “Once I Saw a Little Bird.” The words to “Bat, Bat” are on the back of this letter—have your child recite the rhyme and talk with your child about the words in the poem that rhyme.

4. Practice Saying Words that Start with /m/

Take turns with your child thinking of words that all start with the sound /m/ as in *mat*. You might start with the words: *mouse*, *magic*, *mitten*, and *mine*. You could also pick another sound and play the game again.

5. Practice Writing Letters

Your child has had practice writing the letters ‘m’, ‘a’, ‘t’, and ‘d’. Practice writing these lowercase letters and ask your child to say the sound that goes with each letter.

Bat, Bat

Bat, bat,
Come under my hat,
And I'll give you a slice of bacon.
And when I bake
I'll give you a cake,
If I am not mistaken.



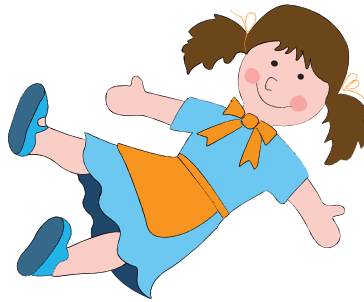
Circle the
Sound Picture:



Help students identify and circle the sound picture for /o/ as in *octopus*. Tell students to go word by word. Help students remember what the sound picture /o/ looks like by drawing it on a sheet of paper or having students draw it on paper or in the air.



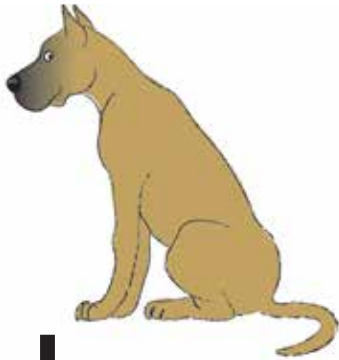
ox



doll



sock



dog



olive



ostrich



Dear Family Member,

Today your child listened to a read-aloud about the woodland habitat. Read the story to your child and talk about the plants and animals that live in the woodland habitat. Remind your child that habitats are places where plants and animals live and grow together.



Woodland

Hi! My name is Suma Squirrel. Welcome to my woodland habitat. Today, I'm going to walk quietly and carefully down the path and see what I can see. I wonder what I will find on my hike today!

Uh-oh, I better tiptoe quietly through the forest. I certainly wouldn't want to bother the black and white striped skunk that is perched on that log. It might try to scare me away by lifting its tail and spraying a stinky spray! And over by that fern I see a furry rabbit sniffing the air with its nose. I think it is trying to smell the scent of the other animals nearby. I will walk very carefully so I do not disturb the birds building their nests in the trees.



Up in the branches of a tree, I see a robin's nest built out of sticks and grass. It is filled with fragile blue eggs that will hatch into chicks. The baby robins will be very hungry for worms once they hatch from their eggs!

Just over there, in another tree, is a mother bear and her cubs. Maybe they are climbing the tree to look for some delicious honey to eat.

Farther down the path, I see two baby skunks playing on a fallen log. One has its tail raised into the air. I better creep away slowly so I don't disturb them.





Gurgle, gurgle, gurgle. If I listen very carefully, I can hear water rushing over rocks and logs. I think I have hiked all the way to a stream that is running through the forest! Many animals come to the stream to get a drink of water or to hunt for food.

Slurp, slurp, slurp. I hear a deer lapping up water to drink.

Rap, rap, rap. I hear the beak of a woodpecker as he drills into the bark of a tree, trying to find insects to eat. I'll take a closer look and see what else I can see near the stream.

Right over there on that warm rock a snake has found a spot to sun itself. The snake is keeping its body warm by soaking up heat from the rock.



Right nearby a fox is wading into the stream to get a drink. After it gets a drink, it will stand as still as a stone and wait to try to catch a fish.



Farther down the stream, I see a mother deer and her fawn that have come to the stream's bank to quench their thirst. I think they might hear me talking, because they are pricking their ears as if they hear a sound. I'm going to leave slowly and quietly so that I do not disturb them in their woodland home.

I sure am tired after that long hike in the woods! I think I'm going to find some acorns and berries to eat for dinner and return to my nest in my tree. There, I will be safe in the shelter of my home and I can eat some dinner and take an afternoon nap. I can't wait to tell my brother Sammy Squirrel about all of the animals and plants I saw today in our very own woodland habitat!



The Woodland

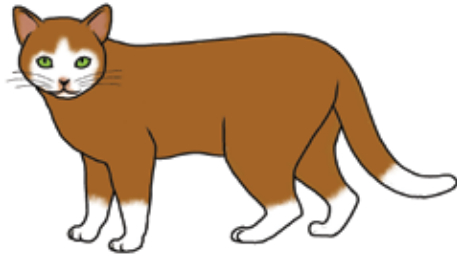
Talk about this picture with your child. Emphasize that this is the forest, or woodland, and that these plants and animals live in the forest. Ask your child to name the plants and animals he/she sees.



Circle the
Sound Picture:

C

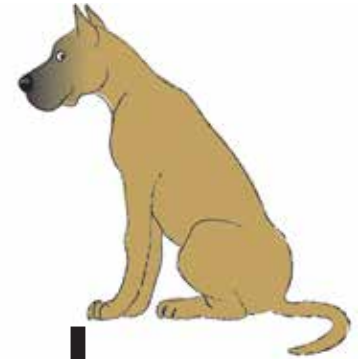
Help students identify and circle the sound picture for /k/ as in *cat*. Tell students to go word by word and to watch out for tricky words that don't have a /k/ sound in them. Help students remember what the sound picture for /k/ looks like by drawing a 'c' on a sheet of paper or having students draw it on paper or in the air.



cat



carrot



dog



man



candy

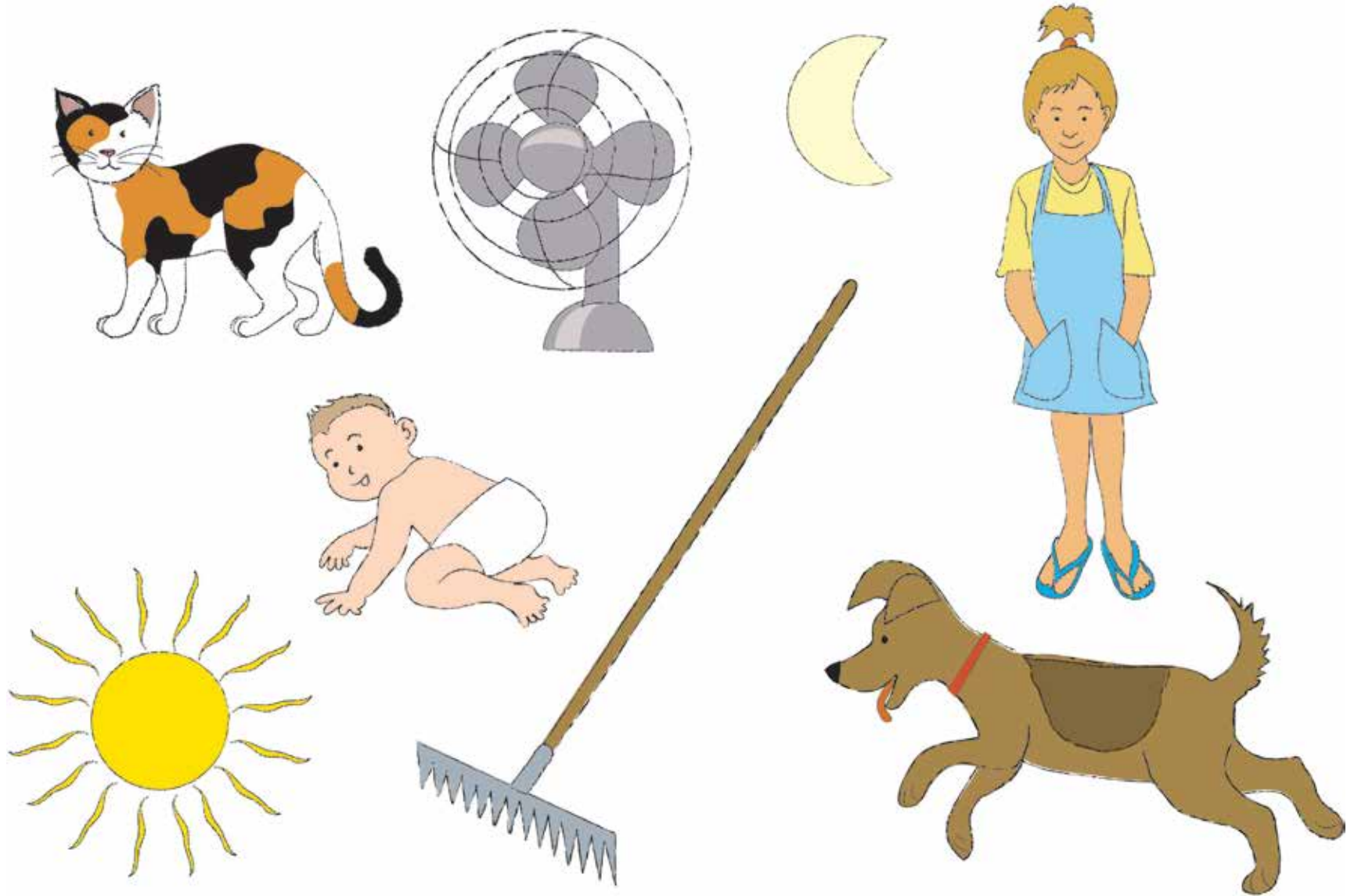


car



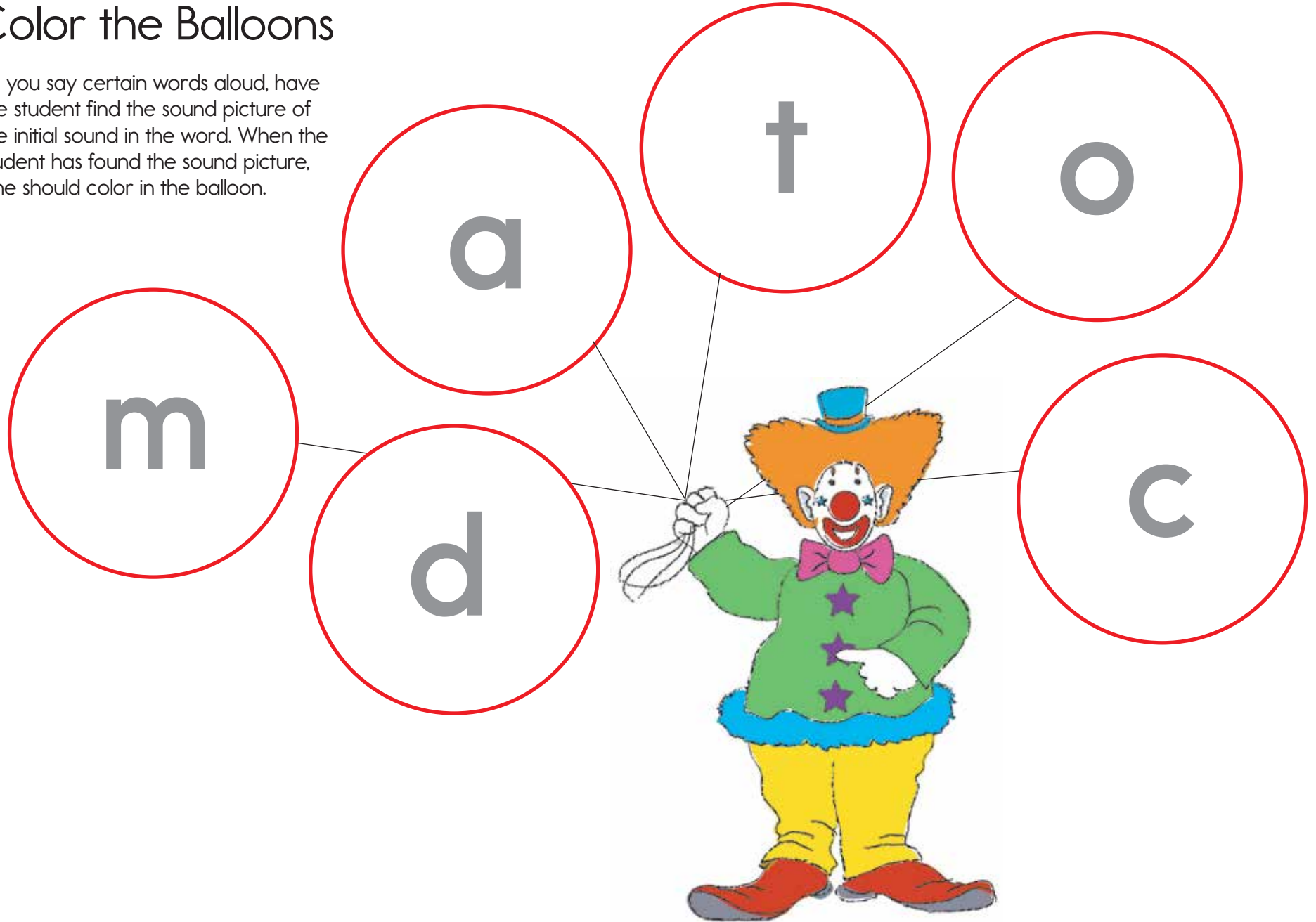
Starting Sounds

Tell your child that you are going to choose one picture and s/he has to guess which one it is. You'll give one clue: the sound that word starts with, such as the sound of "ccc..." for *cat*. Don't name the letter. Make its sound clearly. Now ask your child to point to the picture.



Color the Balloons

As you say certain words aloud, have the student find the sound picture of the initial sound in the word. When the student has found the sound picture, s/he should color in the balloon.



Habitats: Family Letter 2



Dear Family Member,

We are continuing to learn about habitats at school. Your child is learning all about the animals and plants that live in the ocean and desert. Please visit our classroom and see our ocean and desert murals! We will also learn all about the farm and how plants and animals are raised for food. In our Small Groups, we will be focusing on hearing sounds in words, blending these sounds to make words, and writing letters.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

Read books that have ocean animals such as fish, whales, and crabs as the characters and talk about how these animals live in the water. There are also many children's books about farm animals. As you read, have your child make animal sounds. Talk with your child about how farmers care for farm animals and plants.

2. Sort Stuffed Animals

Talk with your child about the habitats where his/her stuffed animals might live if they were real. Make separate piles of animals that live in the woodland, pond, ocean, desert, or farm.

3. Make a Book

Your child has made many books at school, and you can make one together at home. Fold and staple paper together to make a blank book. Write down a story that your child tells and have your child draw pictures to illustrate the story. Write the title of the story on the cover and have your child write his/her name, since s/he is the author.

4. Sing Nursery Rhymes

Your child may come home singing and doing the motions to various nursery rhymes or reciting poems. The words to the poem "At the Seaside" by Robert Louis Stevenson are on this back of this letter—help your child find the words that start with the /s/ sound as in *snake*. The words are *sea*, *spade*, and *sandy* (but not *shore*, which starts with /sh/).

5. Practice Writing Letters

Your child has had practice writing the letters 'o', 'c', 'g', and 'i'. Practice writing these lowercase letters and ask your child to say the sound that goes with each letter.



At the Seaside

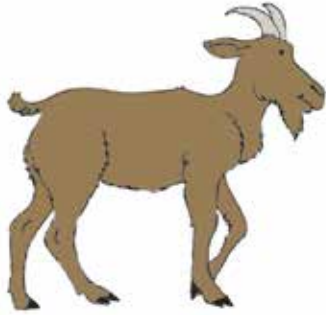
by Robert Louis Stevenson

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.



Circle the
Sound Picture: **g**

Help students identify and circle the sound picture for /g/ as in *girl*. Tell students to go word by word and to watch out for tricky words that don't have the /g/ sound in them. Help students remember what the sound picture for /g/ looks like by drawing it on a sheet of paper or having students draw it on paper or in the air.



goat



car



goose



sock



girl



tiger

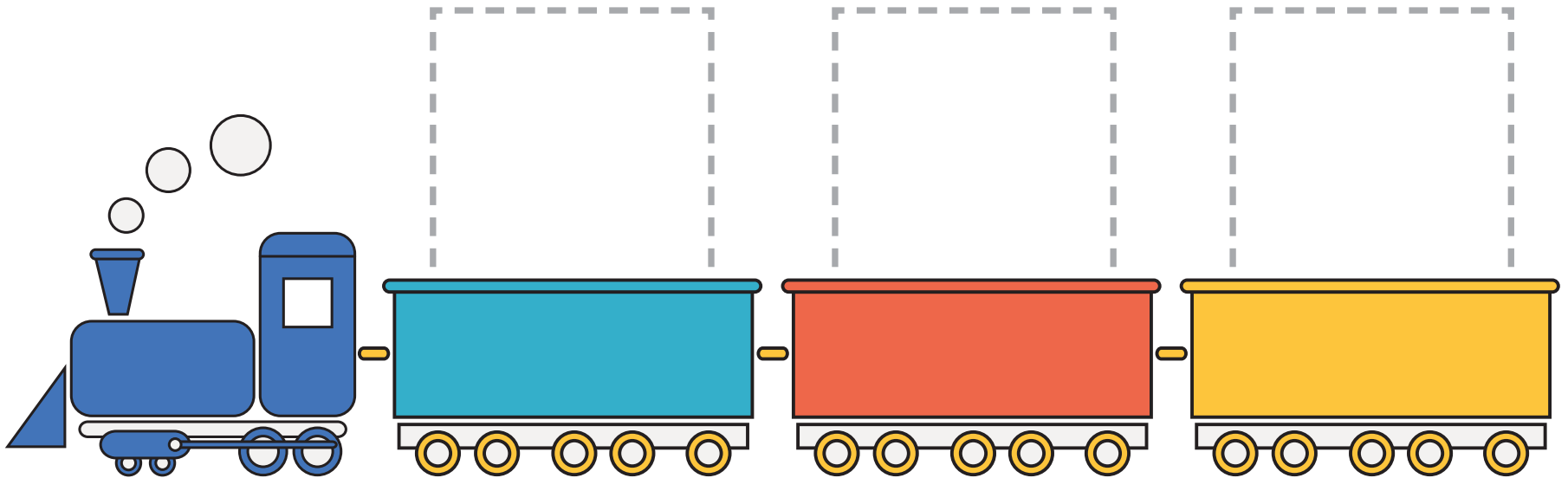


Blending Sounds Train

cat, mat, mad

Help students spell the words *cat*, *mat*, and *mad*, using these steps:

- Cut out the five sound pictures. Give students 'c', 'a', and 't' only.
- Say the word *cat* sound by sound and have students find and place the sound pictures that spell *cat* on the train.
- Help students glue down the word *cat*.
- Give students 'm', and 'd'.
- Say the word *mat* sound by sound and help students spell *mat* by gluing 'm' on top of 'c'.
- Say the word *mad* sound by sound and help students spell *mad* by gluing 'd' on top of 't'.

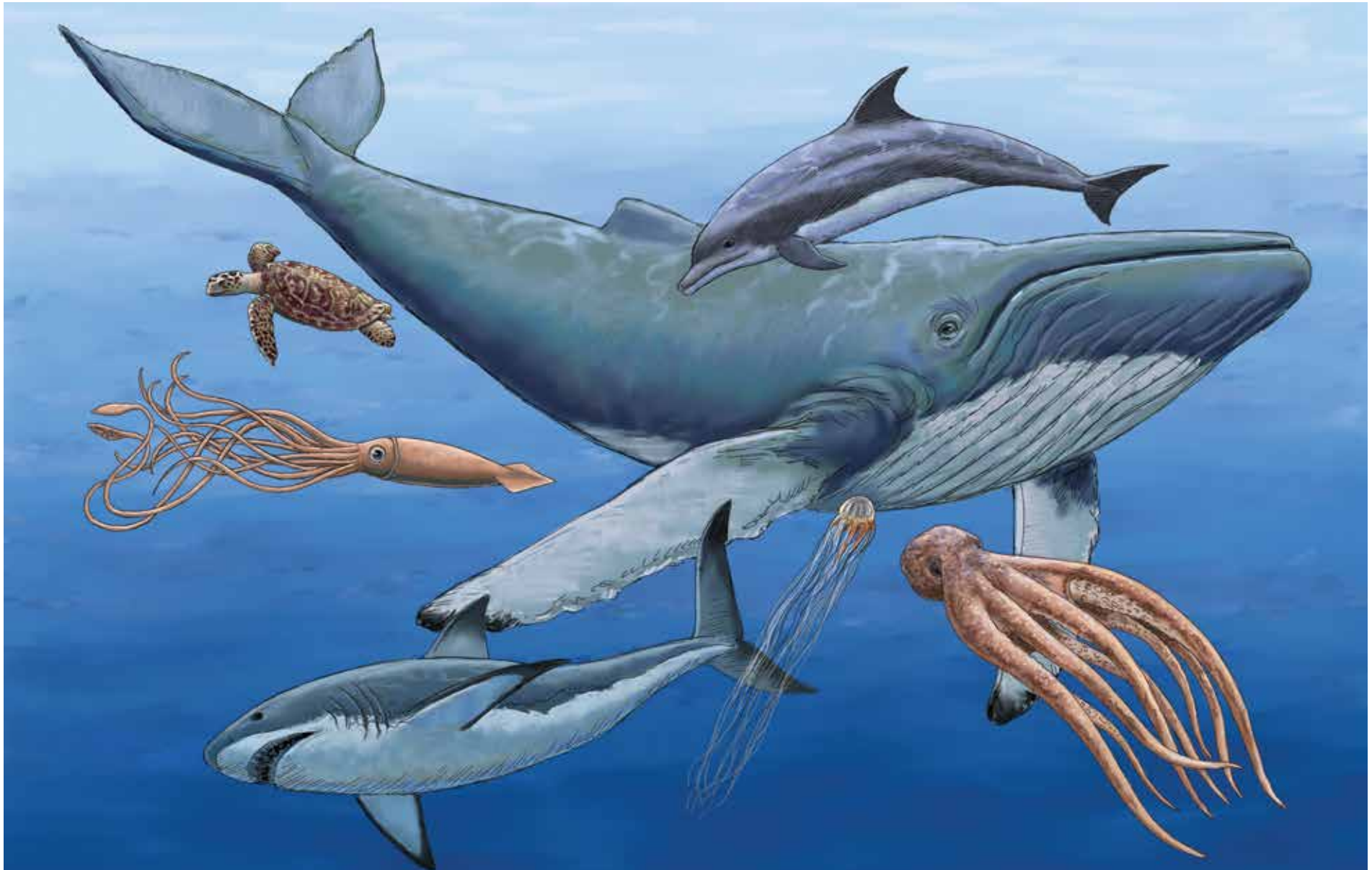


Cut out these
sound pictures



In the Ocean

Talk about this picture with your child. Emphasize that this is the ocean, or sea, and that these animals live in the ocean. Ask your child to name the animals he/she sees.



Circle the Sound Picture:



Help students identify and circle the sound picture for /i/ as in *itch*. Tell students to go word by word and to watch out for tricky words that don't have the /i/ sound in them. Help students remember what the sound picture for /i/ looks like by drawing it on a sheet of paper or having students draw it on paper or in the air.



iguana



igloo



itch



sit



ox



dishes



Home Alone

Look at these pictures together and talk about them. Now ask your child to tell you the story that these pictures tell. Encourage him/her to point to each frame as s/he tells the story.

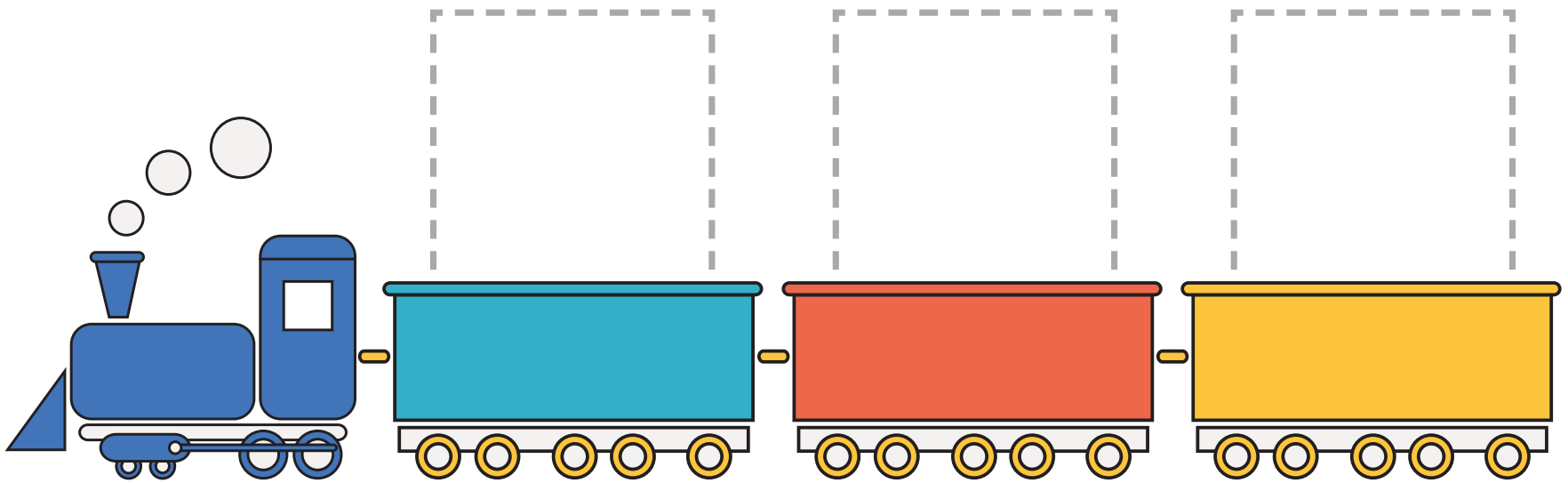


Blending Sounds Train

got, dot, dog

Help students spell the words *got*, *dot*, and *dog*, using these steps:

- Cut out the five sound pictures. Give students 'g', 'o', and 't' only.
- Say the word *got* sound by sound and have students find and place the sound pictures that spell *got* on the train.
- Help students glue down the word *got*.
- Give students 'd' and 'g'.
- Say the word *dot* sound by sound and help students spell *dot* by gluing 'd' on top of 'g'.
- Say the word *dog* sound by sound and help students spell *dog* by gluing 'g' on top of 't'.



Cut out these
sound pictures

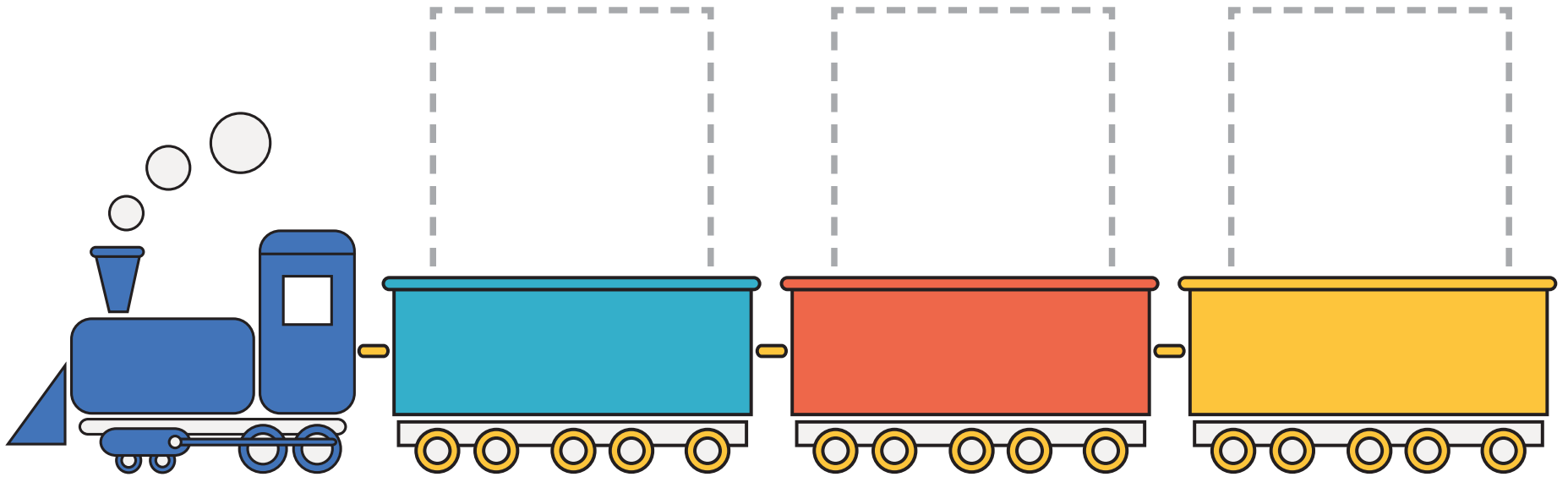


Blending Sounds Train

dog, dig, dim

Help students spell the words *dog*, *dig*, and *dim*, using these steps:

- Cut out the five sound pictures. Give students 'd', 'o', and 'g' only.
- Say the word *dog* sound by sound and have students find and place the sound pictures that spell *dog* on the train.
- Help students glue down the word *dog*.
- Give students 'i' and 'm'.
- Say the word *dig* sound by sound and help students spell *dig* by gluing 'i' on top of 'o'.
- Say the word *dim* sound by sound and help students spell *dim* by gluing 'm' on top of 'g'.



Cut out these
sound pictures



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