Parent Hacks

Find other Parent Hacks with the lime background

- Find important vocabulary words in **bold** - focus on these to help “teach” each lesson
- Have fun and let your child(ren) help “teach” - they will know many of the routines and activities
- If you have access to [https://www.youtube.com/](https://www.youtube.com/), please open it before beginning
- Log-in to readyrosie.com to access additional videos to support learning
- When listening to the read aloud - it is great to pause the video and talk about what you’ve seen *(review)* and what you think will happen next *(predict)*
- When you see letters written like this /c/ or /t/ it means to make the sound of that letter
- If you are unable to print the materials, please hand-write/draw on a piece of paper or use items from around your home as a replacement.
- Activities for each day **do not** have to be completed at one time. Take your time and have fun!
Daily Greeting Song: Hello! Hello! Can You Clap Your Hands

- You are doing an AMAZING job learning at home! Send your teacher a message (Dojo or email) to tell her about your favorite activity.
- In school, we welcome children to the day using a greeting song. By continuing this at home, they will know it is time to learn.
- Please play this song each day: https://www.youtube.com/watch?v=fN1Cyr0ZK9M
Welcome to Our New Unit

Growing Our Garden
Day 1 Read Aloud: The Community Garden

Introduce: *The Community Garden*

- Show the book, and read the title *Our Community Garden*. “Do you know what the word *community* means? In this book, a community is like a neighborhood. Can you describe what a *garden* is? A garden is a place where people dig in the soil and plant seeds to grow vegetables, grains, and fruit to eat and flowers to see and smell.”
- “This book is about children who work to create a community garden. In our new unit, we will be learning about gardens and growing plants. Listen carefully to the book to learn about gardens. You will hear about the kinds of things that are in a garden and the work that people do to care for gardens.”

Listen: [https://www.youtube.com/watch?v=_EXcaARNHoM](https://www.youtube.com/watch?v=_EXcaARNHoM)

- Stop at often to ask about vocabulary. For example, on the page that describes the work to be done, ask: “Do you know what *weeding* is? Weeds are plants that people do not want in the garden. When they are weeding, people pull the unwanted plants out of the ground so that the other plants can grow better.” “What is a *feast*? Have you ever had a feast?”
- “How does Malik feel in the story? Did his feelings change? Why does he feel that way?”

After Reading:

- “Tell me what you learned about gardens. What can grow in them? How do you take care of a garden? Who can help in a garden?” *This would be a fun time to start your own family garden!*
Day 1 Math: “Alice the Farmer”

Need: Just your fingers!

● “There is a farmer named Alice, and she needs help planting her seeds. To help her, we will sing a song to the tune of “Alice the Camel.”

● Continue, counting backward to one.

● When you get to 0 seeds, say:
  ● Alice the farmer has zero seeds.
    Alice the farmer has zero seeds.
    Alice the farmer has zero seeds.
    Now grow, seeds, grow!
    Boom, boom, boom! (Wiggle on down.)

Challenge: Start at the number 10 and sing the song again counting backwards from 10 to 0.

Note: If you are not familiar with “Alice the Camel,” here’s a video: https://youtu.be/ZBe49Yo3ca8
Day 1 English: The Letter Hh

Need: alphabet letter card; initial-sound cards for the letter Hh; the stuffed animal used as Lila

Keep these cards for Day 2 and 4

- Bring out Lila and say, “We are going to talk about a new letter today, and you will get to guess what it is.”
- Show each of the initial-sound cards for Hh. “What is this object? What do you think our new letter is?”
- Show the alphabet card for Hh. Have Lila say, “This is the letter H. It makes the sound we hear at the beginning of the word horse. /h/ /h/ horse.” Point to the alphabet card. Have your child choose 2 things they know and say them. **Example: /h/ /h/ heart /h/ /h/ hammer.** Now have them say “Hh says /h/.”
- “Do you know anything in our house that starts with H like /h/ /h/ horse?” Emphasize the sound when repeating the word. “Great observation! House begins with the letter H. /h/ –ouse. House.”
- Play The Letter H Song: [https://www.youtube.com/watch?v=C8EtaVKk8Fg](https://www.youtube.com/watch?v=C8EtaVKk8Fg) “What are some other words that start with the /h/ sound like /h/ /h/ hat?”
- Show children how the uppercase H and lowercase h are formed. Use descriptive words such as, “Straight line down, straight line down, and straight across the middle.” Or, “Straight down, back up, curve around, and straight down.” Have them follow along by drawing on the carpet or in the air with their finger.

**Hh can be a difficult letter for children because the sound of the letter is not contained in the letter’s name. Be prepared to spend extra time with children working on this letter.**
Initial-Sound Cards

Picture Cards: hamburger, hammer, hand, harp, hat, heart
Day 1 Movement: ABC Kickbox

https://www.youtube.com/watch?v=yMeGvS0x0kM
Introduce: **Zinnia’s Flower Garden, Part 1**


- Say “Today we are going to listen to a story about a girl named Zinnia who decides to plant a garden. The title is **Zinnia’s Flower Garden** and the author is Monica Wellington. Sometimes stories can teach us about things in our world, even when the stories are make-believe. Your job today is to listen for all of the things Zinnia has in her garden and all the things she does to help her plants grow.”
Day 2 Read Aloud: Zinnia’s Flower Garden (part 1)

Listen: [https://www.youtube.com/watch?v=J78U14jkJzY](https://www.youtube.com/watch?v=J78U14jkJzY)

- Stop and ask, “Why does Zinnia pull the weeds from her garden? How are weeds different from Zinnia’s plants?”
- **STOP** reading at 2:59. Just like last week, we will write down the stop time to use as our bookmark for the story. Work together to write “2:59”.
- Have a conversation with your child(ren) about the story so far. “So many things seem to be growing in Zinnia’s garden! We will read the rest of the book later in the week.”

This would be a great time to take a family walk outside to look around and see what’s beginning to grow around your home. Encourage your child(ren) to use a gentle touch to explore the new plants they see.

Extension: Have your child(ren) draw and/or write things you see on your walk.
Day 2 Math: Plant and Grow

Need: Just you!

- “We will pretend we are seeds. We will pretend we are seeds being slowly placed into the ground as I count backward from ten to zero.”
- “Start in a standing position. Slowly lower to a crouching position while we count together from ten to zero.”
- When we get to a crouching position, we will yell, “Grow, grow, grow!” and safely jump as high as we can.
- Repeat as long as your child has interest. Try using different jumps or silly counting voices to keep your child(ren) engaged.

Challenge: Start with numbers greater than ten as your child(ren) are able.
Day 2 English: Hawaii Trip

Need: letter card for Hh; initial-sound cards for Hh and other letters; a piece of paper

- “We are going to pretend that we are taking a trip to the state of Hawaii. Why do you think I chose Hawaii?” If unsure, tell them that they can only bring things that start with the /h/ sound. Hawaii starts with the /h/ sound.
- “We will look for and think of things to take on the trip. Let’s look at some cards and listen for the beginning sound of each word. If the word starts with /h/, we will put it on the paper. If it does not start with /h/, it will go in a pile to the side of the paper. Listen carefully to the beginning sounds.”
- Show an initial-sound card, and ask: “Give a thumbs-up if the word begins with the /h/ sound like /h/ /h/ Hawaii.”
- Place each initial-sound card on the paper if it starts with /h/ and to the side if it doesn’t. Repeat the process with additional cards, repeating the /h/ sound often to help children.

Challenge: children can come up with additional items that begin with the /h/ sound to take on the trip.
Initial-sound Cards

Picture Cards: pretzel, hamburger, apple, horse, hat, dog
Day 2 Movement: Cosmic Kids Yoga

Betsy the Banana: https://www.youtube.com/watch?v=40SZl84Lr7A
Day 3 Read Aloud: Happy

Introduce: *Happy*
- Read the title of the book. Say, “This book doesn’t tell us a story. Instead, it shows many fish who are feeling emotions. While we listen, you will hear about the emotions you have already learned while at school and you will also learn about new ones while looking at the expressions of the fish.”

Listen: [https://www.youtube.com/watch?v=EKi9QpNzBDs](https://www.youtube.com/watch?v=EKi9QpNzBDs)
- While you are listening, you may want to pause the reading and ask your child to explain how the fishy faces look for the different emotions. Ask, “Can you make a face similar to the fish?”
- Bring attention to the emotions: *surprised, furious, jealous, confused,* and *curious.* Explain each emotion with a definition and an example from real life, such as, “*Curious* means the fish wants to find out about a lot of things. It’s like Curious George. He is always looking into boxes to find out what is in them.” *Some child-friendly explanations of the emotions are on the next slide.*
- Discuss, “What can you do to calm down when you are feeling strong emotions?” (ex. hug a stuffed animal, read a book, pet an animal, take deep breaths, etc.)

*Take a picture of your child showing an emotion (surprised, furious, jealous, confused, or curious).*
*Send the picture to your teacher and ask them to guess your emotion.*
Day 3 Read Aloud: Emotions Explanations

- **Curious** means wanting to find out more about things.
- **Surprised** or **shocked** is how you feel when something happens that you don’t expect, such as a surprise party or someone jumping out at you during hide and seek.
- **Furious** means really, really angry.
- **Jealous** is how you might feel when friends are playing together without you. Or you might feel jealous when your mom is playing with your brother.
- **Confused** means you don’t understand something or don’t know what to do. Conrad the Confused Crow feels this way a lot!
- **Nervous** is like worried. It means being upset because you think something bad might happen or you don’t know what to expect.
- **Brave** is doing something even though you are afraid.
- **Loving** means you care about other people.
Day 3 Math: Finger Counting

Need: simple addition scenarios about planting seeds

- “I have a counting game for you today—I want to buy three bean seeds and two radish seeds. How many seeds is that altogether?”
- Support your child(ren) if needed by having them show three fingers on one hand and two fingers on the other. Ask the question again as they look at their fingers: How many seeds is that altogether?
- “How did you figure that out?” Discuss any particularly interesting or important strategies.
- Repeat with new scenarios keeping totals to 5 and under.
Day 3 Math: Addition Scenarios

- Jameer put 1 seed in the ground. His sister added 2 more seeds. How many seeds are in the ground?
- Nina has 3 seeds in her hand. She found 1 more seed. How many seeds does she have to plant?
- Jose planted 2 seeds. Fred planted 3 seeds. How many seeds did they plant altogether?
- Jakayla has 4 seeds. Laniya gave her 1 more seed. How many seeds does she have?
- Arianna planted 1 seed. Alexander planted 1 seed. How many seeds did they plant altogether?

Feel free to create additional scenarios. If your child is ready, add up to 10.
Day 3 English: The Letter Qq

Need: alphabet letter card; initial-sound cards for the letter Qq; the stuffed animal used as Lila

**Keep these cards for Day 4**

- Show Lila Letter; ask: “Why is Lila visiting? That’s right—she loves to talk about letters and sounds! We are going to talk about a new letter today, and you get to guess what it is.”
- Show Qq initial-sound cards—“What is this object? What do you think Lila’s new letter is?”
- Show the alphabet card. Have Lila say, “This is the letter Q. It makes the sounds we hear at the beginning of the word *queen*. /kw/ /kw/ queen.” Use some of the initial-sound cards to emphasize the letter and the object again.
- Play *The Letter Q Song*: [https://www.youtube.com/watch?v=US7-1k5oHdE](https://www.youtube.com/watch?v=US7-1k5oHdE) “Can you think of some other words that start with the /kw/ sounds like /kw/ /kw/ queen and /kw/ /kw/ quarter?”
- Show how the uppercase Q and lowercase q are formed. Use descriptive words such as, “Around to make a circle and a slanted line down.” Or, “Around to make a circle, straight down, and curve up.” Have them follow along by drawing on the carpet or in the air to make the letter.
Initial-Sound Cards

Picture Cards: question, queen, quack, quarter, quiet, quilt
Day 3 Movement: Math Songs

- Subitize to 5: [https://www.youtube.com/watch?v=6yyz_OycV4A](https://www.youtube.com/watch?v=6yyz_OycV4A)
- Name the Shape Game: [https://www.youtube.com/watch?v=svrkthG2950](https://www.youtube.com/watch?v=svrkthG2950)
Day 4 Read Aloud: Zinnia’s Flower Garden (part 2)

Introduce: **Zinnia’s Flower Garden, Part 2**
- “We started reading this book a couple of days ago. What has happened in the story so far?” Help your child(ren) recall the story.
- “Let’s continue listening to the story to find out what happens.”

Listen: [https://www.youtube.com/watch?v=J78U14jkjzY](https://www.youtube.com/watch?v=J78U14jkjzY)
- Begin at 2:59.
- Focus on the garden and garden illustrations. Point to the labels and journal entries as they are read.

After Listening:
- Ask “What are some of the things that Zinnia does after the flowers have blossomed? Why do you think she does that?”
- “How do you think Zinnia feels about her garden? Does she like it? How do you know?” Use the next slide or a piece of paper to draw and write about your opinion. Don’t forget to revisit the story for details to support your answer.

*Note: Encourage your child(ren) to share their opinion and give supporting details when any book is read!
Send a picture of your completed work to your teacher.
Day 4 Math: Disappearing Numbers

Need: small number cards 1–10 (placed in order); before starting the lesson, remove one of the cards (there should be a hole in the number line)

- “Let’s play a number game. I put the number cards in order, but one of the numbers has disappeared!”
- “I want you to look carefully and think about which number has disappeared. Which number do you think disappeared?”
- If your child guesses *incorrectly*, give a simple clue such as, “The number that disappeared is more than 4.” Encourage your child to touch each number and count for support. When your child *correctly* identifies the number, excitedly say, “Hooray!,” reveal the card and place it in the number line.
- Have your child turn their back or cover their eyes. Remove a different number card before allowing your child to look.
- As your child becomes familiar with the game, pause to ask, “How did you know?” As your child explains their answers, encourage them to use words such as *more than*, *less than*, and *in between*.

**Challenge:** Increase the range from one to fifteen. Continue playing for as long as children show interest.
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Day 4 English: Compare Hh and Qq

Need: alphabet letter cards & initial-sound cards for Hh and Qq (Day 1 and 3)

- “We will be using two letters, H and Q.” Show the alphabet cards and initial-sound cards for H and Q. “We hear the sounds of Q at the beginning of the word queen. /kw/ /kw/ queen. H makes the sound that we hear at the beginning of the word house. /h/ /h/ house.”

- Encourage your child(ren) to say each letters’ name and sound.

- “I am going to show you some pictures. You will say the word and decide if it begins with Hh or Qq. Then you will write that letter on the floor/table/in the air using your finger.”

- Say words, some beginning with the /kw/ sounds, some with the /h/ sound and assist your child(ren) in determining each beginning sound. (You may show the picture cards.) They should also say the letter’s name. (ex. Horse /h/ H)
Day 4 Movement: I Can Move My Body Like Anything

https://www.youtube.com/watch?v=oLaJ4jyKBUY
Day 5 Read Aloud: The Vegetable Garden

Introduce: The Vegetable Garden

- “Today, we will be reading an information book.” Point to the picture. “What kinds of information do you think we might learn from this book?”

Listen: https://www.youtube.com/watch?v=JjPcUpelQMs

- Before listening, explain “this book will help us figure out the kinds of things that plants need to grow. Quietly raise a finger if you hear about something that plants need to grow.”

After Reading:

- Spend time together outside pretending to plant seeds and taking care of them. Describe the actions you take, and encourage your child to do so as well. (ex. “I am using a small shovel to dig a hole in the dirt for my seed.”)
Day 5 Read Aloud: The Vegetable Garden

Sequencing Activity: Cut out the pictures below. Place them in order. Explain how to plant a seed to a family member.

1st
2nd
3rd
4th
5th

You may choose to draw the pictures in the correct boxes.
Day 5 Math: Week’s Review

- Review math skills from the week.
- Pick an activity(ies) to play again:
  - “Alice the Farmer” (Day 1)
  - Plant and Grow (Day 2)
  - Finger Counting (Day 3)
  - Disappearing Numbers (Day 4)
Day 5 English: Week’s Review

- Review English Language Arts skills from the week.
- Pick an activity(ies) to play again:
  - Revisit the letter *Hh* (Day 1) and play Hawaii Trip (Day 2)
  - Revisit the letter *Qq* (Day 3)
  - Compare *Hh* and *Qq* and ask the children to sort alphabet initial-sound cards by whether they start with an *H* or a *Q* (Day 4)
Day 5 Movement: Just Dance Moana

https://www.youtube.com/watch?v=vWf9Mqlp4rY
Ready Rosie Support Videos

Look for a playlist from your child’s teacher to support learning at home!

https://www.readyrosie.com/

Head over to Ready Rosie!
Rockin 4 School Music Therapy

https://www.youtube.com/watch?v=HiM7dbu1UW0