Parent Hacks (additional hacks are highlighted throughout)

- 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

- Are you having fun with your family? Send your teacher a message about a new book you’ve read or a movie you’ve seen.

- 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
This Week’s Movement Videos

- What Letter Is It?: [https://www.youtube.com/watch?v=qwOQvh_mJ4w](https://www.youtube.com/watch?v=qwOQvh_mJ4w)
- Cosmic Kids Yoga-Arnold the Ant: [https://www.youtube.com/watch?v=iWowDC3x0hE](https://www.youtube.com/watch?v=iWowDC3x0hE)
- Secret Agent Shapes: [https://www.youtube.com/watch?v=7aStqhksCuY](https://www.youtube.com/watch?v=7aStqhksCuY)
- Workout to 100: [https://www.youtube.com/watch?v=NWHc9MdkhWY](https://www.youtube.com/watch?v=NWHc9MdkhWY)
- Freeze Dance: [https://www.youtube.com/watch?v=2UcZWXvgMZE](https://www.youtube.com/watch?v=2UcZWXvgMZE)
- Just Dance-Under the Sea: [https://www.youtube.com/watch?v=SH-7A3NVQbY](https://www.youtube.com/watch?v=SH-7A3NVQbY)

Note: Please enjoy one or two of these songs each day. You may replay them as often as you like.
What if I can’t access the online books?

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
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<tbody>
<tr>
<td>How do you think the book will end?</td>
<td>How are the characters the same/different as you?</td>
<td>What is this story mostly about?</td>
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<tr>
<td>Who might be the characters in this story?</td>
<td>Can you think of another book that is similar to this one? How?</td>
<td>What are some key details from the story? (2 to 3)</td>
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<td>What is the setting (where) of the story?</td>
<td>What does this story remind you of?</td>
<td>Who are some of the characters in the story?</td>
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<tr>
<td>What do you predict will happen in the story?</td>
<td>How are the characters feeling in the book? How do you know?</td>
<td>What is the setting of the story?</td>
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<tr>
<td>What do you notice on the cover of the book? What do you know about _______?</td>
<td>What are the characters doing in this picture?</td>
<td>What did you like/dislike about this book?</td>
</tr>
<tr>
<td>What is an author? What is an illustrator?</td>
<td>How do the pictures help you to understand the story?</td>
<td>What did you learn about _______ after reading this book?</td>
</tr>
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<td></td>
<td></td>
<td>Why do you think the book was called (title)?</td>
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</table>

Read any book from home. Pick 1-2 questions from each column to ask your child(ren).
Day 1 Read Aloud: Growing Vegetable Soup

Introduce: *Growing Vegetable Soup*

- “We’re going to listen to a book by a favorite children’s author.” Show the books by Lois Ehlert (next page). “Do you remember who the author is? What do you know about Lois Ehlert?” (she uses bright illustrations and collages; she likes to write about nature. This book also has those elements.)
- Show the front cover. “This book is called *Growing Vegetable Soup*. It has a lot of gardening tools that the gardener uses to plant the garden and grow vegetables. I want you to listen for all of the steps the grower has to take to make vegetable soup from the garden.”

Listen: [https://www.youtube.com/watch?v=LRDynkCgAj4](https://www.youtube.com/watch?v=LRDynkCgAj4)

- Focus on the main *sequence* of events and the pictures.
- Pause at :29. Point to the *labels* (hole, pea seed, etc.).
- Tell your child(ren) that labels give us details about the picture.
- Ask your child(ren) about the tools they see and how they help the gardeners.

After Reading:

- Talk about the steps for growing a garden. List the steps on paper. “What do the gardeners do first?” Write: “First, they . . .”
- Ask questions, such as, “What might you have to do before you can plant the seeds? Why do you think the watering happens after the seed planting? What does a seed need to grow?”
Lois Ehlert Books

- Eating the Alphabet
- Leaf Man
- COLOR ZOO
- Fish Eyes
- Waiting for Wings
- Feathers for Lunch
Day 1 Math: Moving by the Numbers

Need: number cards 1–10 (page 23)

- “Let’s do a counting and moving activity. I will show you two number cards at a time, you will determine the total and perform a movement that number of times. We will move like garden creatures!”
- Show the number cards for 1 and 2. “What numbers are on each card?
- Ask your child(ren), “If we have one and we add two more, how many times will we move?” (If needed, use your fingers to add.) “You’re right; the number in all is three. Let’s hop like bunnies three times.”
- Repeat the process showing other combinations of number cards. Allow your child(ren) to share their answers before performing the next movement.
- As children become familiar with the game, invite them to provide ideas for how to move their bodies.
Day 1 English: “Silly Old MacDonald”

Need: alphabet letter cards for M, G, F, P, T, S, and L placed in a pile (page 25; keep these cards for tomorrow)

● “We are going to practice listening for and saying sounds when singing the song “Old MacDonald Had a Farm.” We will sing the original version and then be silly by putting other letter sounds at the beginning of each word in the song.”
● Sing the original version:

Old MacDonald had a farm, E-I-E-I-O.
And on his farm he had some chicks, E-I-E-I-O.
With a peep, peep here, And a peep, peep there,
Here a peep, there a peep, Everywhere a peep, peep,
Old MacDonald had a farm, E-I-E-I-O.

● Animal options: turkey (gobble), pig (oink), cow (moo), cat (meow), dog (bow wow).
● “Now we will pick another letter sound to say at the beginning of all the words in the song. It will sound very silly.” Pick a letter card out of the pile. “What is this letter? What sound does it make?”
● Sing the song again with the change in letter, have children listen and then sing along. For example:

Mold McDonald mad ma marm, Me-Mi-Me-Mi-Mo.
Mand mon mis marm me mad mome micks, Me-Mi-Me-Mi-Mo.
Mith ma meep, meep mere, Mand ma meep, meep mere.
Mere ma meep, mere ma meep. Meverwhere ma meep, meep.
Mold McDonald mad ma marm, Me-Mi-Me-Mi-Mo.

Note: The song will be sung again tomorrow, so you don’t need to get to all the sounds today. Try 2-3 today.
Day 2 Read Aloud: Plants Feed Me

Introduce: *Plants Feed Me*

- Show the front cover of *Plants Feed Me*. Read the title and author/illustrator’s name (Lizzy Rockwell).
- “This book is about parts of plants that we can eat. You will need to listen to the words and look at the *illustrations* to help you figure out the parts we eat. As I read, we are going to make a chart of the information we learn from the book.”

Listen: [https://www.youtube.com/watch?v=SNs8Zl_Km14](https://www.youtube.com/watch?v=SNs8Zl_Km14)

- After each page that names a part of a plant we eat, add a picture and/or word of the plant part to the chart (next page). **Note: Keep your chart for next week!**
- “Can you name other plant parts that you eat at home?” Have your child(ren) look for plant parts. Add this information to the chart. (**Ex. We found peas! Peas are seeds. Let’s put them on our chart.**)
- Ask your child(ren) to tell you which part of the plant (seed, stem, flower, leaves, etc.) a particular food might be. For example, “Spinach looks like lettuce. In the book, I learned spinach is a leaf, so I think lettuce is made of leaves, too!”
Day 2 Read Aloud: Plants Feed Me

<table>
<thead>
<tr>
<th>Seeds</th>
<th>Leaves</th>
<th>Stems</th>
<th>Roots</th>
<th>Flowers</th>
</tr>
</thead>
</table>

Save me for next week!
Day 2 Math: “Ten Tiny Little Bean Seeds”

Need: Just your fingers!

“Can you show me 10 fingers? Your 10 fingers will be the 10 little bean seeds in this fingerplay.”

**Ten** tiny little bean seeds, (Hold up ten fingers.)
Falling from the bean plant, (Wiggle fingers as you lower hands.)
Waiting to sink into the earth, down, down.
One sinks into the mud, where it will sprout and bud. (Fold down 1 finger.)
Then there were nine tiny little bean seeds.

**Nine** tiny little bean seeds, (Hold up nine fingers.)
Falling from the bean plant, (Wiggle fingers as you lower hands.)
Waiting to sink into the earth, down, down.

Continue until you get to one tiny little bean seed.

**One** tiny little bean seed, (Hold up one finger.)
Falling from the bean plant, (Wiggle fingers as you lower hands.)
Waiting to sink into the earth, down, down.
One sinks into the mud, where it will sprout and bud. (Fold down one finger.)
And then we will have beans for lunch! Yum, Yum!
Day 2 English: “Silly Old MacDonald”


- “Yesterday, we practiced listening for and saying sounds when singing the song “Old MacDonald Had a Farm.” Today, we will sing the original version again. Then we’ll be silly by putting other letter sounds at the beginning of each word.”
- Sing the original version (animal options: turkey (gobble), pig (oink), cow (moo), cat (meow), etc.):

  Old MacDonald had a farm, E-I-E-I-O.
  And on his farm he had some chicks, E-I-E-I-O.
  With a peep, peep here, And a peep, peep there,
  Here a peep, there a peep, Everywhere a peep, peep,
  Old MacDonald had a farm, E-I-E-I-O.

- “Now we will pick another letter sound to say at the beginning of all the words in the song. It will sound very silly.”
- Pick a letter card out of the pile. “What is this letter? What sound does it make?” Sing the song again with the change in letter, have children listen and then sing along. For example:

  Gold GcDonald gad ga garm, Ge-Gi-Ge-Gi-Go.
  Gand gon gis garm ge gad gome gicks, Ge-Gi-Ge-Gi-Go.
  Gith ga geep, geep gere, Gand ga geep, geep gere.
  Gere ga geep, gere ga geep. Geverywhere ga geep, geep.
  Gold GcDonald gad ga garm, Ge-Gi-Ge-Gi-Go.

- “Remember to only change the beginning sound of each word.” Review some of the sounds from yesterday. Choose new letter sounds for today.
Day 3 Read Aloud: Stone Soup

Introduce: **Stone Soup**
- Show the book. “This story is about two people who are traveling. Do you know what **travel** means? (Travel means to go from one place to another or take a trip.) The people have a **problem** and they try many **solutions**. When a solution doesn’t work, they keep trying other solutions. Sometimes people have to try multiple solutions. You will help think of solutions in the story.”

Listen: [https://www.youtube.com/watch?v=BZf60cb3Th8](https://www.youtube.com/watch?v=BZf60cb3Th8)
- **Pause at :48** and ask, “What is the travelers’ problem? What do they need?”
- “What are some solutions that the travelers could try?” Ask questions to encourage children to evaluate possible solutions, such as, “What if there were not any restaurants in the village? What if they didn’t have any money?”

After Reading:
- Discuss why the people needed to cooperate to make the soup and how it takes everyone’s help to make the delicious soup. “How would the soup have tasted with only a stone?” “What would have happened if the child gave the carrot but no one else put food into the pot?”
- “Can you think of a time when everyone’s help was needed to create something wonderful.” (Example: Cleaning up takes less time with many people helping or building a giant castle takes many builders.)
Day 3 Math: “Chop, Chop, Chippety Chop”

Need: rhythm sticks (sticks, wooden spoons, hair brush, etc.)

- “We’re going to pretend to cut up some vegetables to put in some vegetable soup.” Demonstrate chopping vegetables by tapping the rhythm sticks to a steady beat.
- Hand your child(ren) a rhythm stick. “Help me chop up radishes.” Chant the rhyme and do the chopping motions together.

  Chop, chop, chippety chop.

  Cut off the bottom, and cut off the top.

  What we have left, we’ll put in the pot! (pretend to pick up vegetable and put it in pot)

  Chop, chop, chippety chop.

- “What are some other vegetables we could put in the soup?” Repeat the rhyme and motions.

  Challenge: Say the rhyme again and chop specific numbers of times, tapping the rhythm sticks to a steady beat. For example: chop twelve times; have your child(ren) count with you how many times you chop the vegetable.
Day 3 English: Snail Speak

Need: a photo or illustration of a snail

- Show the image of the snail. “Snails move very slowly and can often be found in gardens. We are going to say some garden words in snail speak—you are going to speak very sloooowly.”
- Slowly say one of the vocabulary words, segmenting the sounds:
  - **Bean**: /b/ /ē/ /n/
  - **Seed**: /s/ /ē/ /d/
  - **Root**: /r/ /oo/ /t/
  - **Moist**: /m/ /oi/ /s/ /t/
  - **Soil**: /s/ /oi/ /l/
  - **Bud**: /b/ /u/ /d/
  - **Weed**: /w/ /ē/ /d/)
- “Say the word with me in a segmented manner.” Repeat the word at least two more times in this manner. “What is my word? Say it normally.”
- “What sound does the word begin with?”
- Repeat with the rest of the words.

**Challenge: Use other garden words.**
Day 4 Read Aloud: Bread Comes to Life

Introduce: *Bread Comes to Life*

- “We are going to read a book all about bread.” Show the cover. Read the title (*Bread Comes to Life: A Garden of Wheat and a Loaf to Eat*) and author (George Levenson).
- “Bread doesn’t always look like the bread on the cover. Bagels and soft pretzels are types of bread. Bread is usually made out of a plant called wheat. Listen to learn about many types of bread and how bread is made from a wheat plant.”

Listen: [https://www.youtube.com/watch?v=oXVxaiNq1P4](https://www.youtube.com/watch?v=oXVxaiNq1P4)

- Pause at :44 and discuss the photographs. Help children connect the book with their own experiences. Talk about the various shapes, sizes, and textures of bread: “Look, what shape do you see in a bagel?” “Here’s small bread and here’s tall bread. Is it taller or shorter than you?” “Look at the girl with a French baguette. Do you think it is as hard as a baseball bat?” “Do you like to eat hard bread or soft bread?”
- Ask your child(ren) to tell you about the steps in making bread. Engage children by using hand motions and body gestures when listening: *(4:23)* “Dump it. Thump it. Dust it. Knead it. Squash it. Stretch it. Toss it.” “When you knead, you push, turn, and fold the dough. You must repeat this process many, many times. Then you get to shape the dough into a ball or sphere.”

After Reading:

- Draw your child(ren)’s attention to new words such as *yeast* and *grain*. Encourage them to ask questions. “Yeast is something that helps the dough rise and become bigger. The dough can become twice as big in about an hour!”
- Shape Review: “Once you put the dough in a rectangular bread pan, what shape will the dough be?” “What shapes of bread did you see in the book?”
Day 4 Math: Subitize!

Need: block cubes (from home) or squares (page 27)

- “Come play Subitize with me again.” Without children being able to see how many cubes, put three cubes in one hand and one cube in the other.
- Show closed hands hiding the cubes. “I have some cubes in each hand. I will show the cubes for 2 seconds. Use your brain to take a picture so you will know how many I have in all.”
- “Watch carefully!” Open hands so they can see the cubes for two seconds. Close hands.
- “How many cubes did you see in all? How do you know that was the total?” Emphasize the total number first (4) and the two amounts from each hand (1 and 3) as an explanation for how to get the answer for how many cubes there were in all.
- “Hold up your fingers to show the total number of cubes.”
- Open both hands and show the cubes. Name the amounts and confirm the total. “Yes! Four cubes! Three cubes and one cube make four cubes in all.”
- Repeat the process using other small numbers of cubes in each hand. Adjust the total number of cubes based on your child(ren)’s ability level. Begin working within 5 and then move to 10.
- Continue subitizing for as long as your child(ren) show interest.
Day 4 English: More Snail Speak

Need: a snail image (bottom of page)

- “We played the snail-speak game yesterday. We blended sounds together to make words and named the sounds with which the words begin. Remember snails move and speak sloooowly.”
- “You will listen to me say measuring and counting words in snail speak, and you will figure out the beginning sound of each word.”
- Slowly say the name of one of the vocabulary words:
  - Weight: /w/ /ā/ /t/
  - Height: /h/ /ī/ /t/
  - Long: /l/ /o/ /n/ /g/
  - Count: /c/ /ow/ /n/ /t/
  - More: /m/ /or/
  - Less: /l/ /e/ /ss/
- “Can you say the word with me?” Repeat the word at least 2 more times in this manner.
- “What sound does the word begin with?”
- Repeat with the rest of the words.

Challenge: Use other measuring and counting words.

Note: Sounds do not match spelling in all cases. /Ā/ refers to the long a sound as in acorn and /Ī/ - ice cubes.
Day 5 Read Aloud: The Tortilla Factory

Introduce: The Tortilla Factory

- “This book is called The Tortilla Factory.”
- Show a photo of a tortilla (next page). “Have you ever eaten a tortilla? Do you know where tortillas come from? In this book, you will find out how a tortilla is made.”

Listening: https://www.youtube.com/watch?v=G4_YspJlSkE

- Listen closely to the descriptions that the author uses. “Does the earth really sleep? What do you think the author means when he writes that?”
- Point out and explain words that describe sounds - rustling, laughing, and clank-clunking, and words that describe actions, such as push, squeeze, and flatten.

After Reading:

- Go back to the beginning of the book, ask: “Can you retell the story of how corn grows and how tortillas are made?” Encourage your child(ren) to use vocabulary to describe the growing and harvesting process.
- Encourage your child(ren) to think about the process of growing and harvesting ingredients for food. “After the seeds are planted, what happens? Where do you think the farmers will send the ground-up corn?”
Day 5 Read Aloud: A Tortilla
Day 5 Math and English: Week’s Review

● Pick a **Math** activity(ies) to play again:
  ○ Moving by the Numbers *(Day 1)*
  ○ “Ten Tiny Little Bean Seeds,” *(Day 2)*
  ○ Chant “Chop, Chop, Chippety Chop” *(Day 3)*
  ○ Subitize! *(Day 4)*

● Pick an **English Language Arts** activity(ies) to play again:
  ○ “Silly Old MacDonald” and have fun changing initial sounds to
    make silly words *(Day 1) (Day 2)*
  ○ Snail Speak to emphasize blending sounds *(Day 3) (Day 4)*
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:
https://www.youtube.com/watch?v=3jJlTYJf9C0
# Day 1 Math Number Cards

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Day 1 English: Letter Cards

Mm
moon

Gg
grapes giraffe

Ff
flower

Pp
pencil

Ll
leaf
Day 4
Math
Squares
Cut apart