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/, 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

- The weather is getting warmer. Taking a family walk would be a great way for everyone to get some exercise. Send a picture of your family going on a walk to your teacher!
- 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

- See It, Say It, Sign It: https://www.youtube.com/watch?v=WP1blVh1ZQM
- Cosmic Kids Yoga-Enzo the Bee: https://www.youtube.com/watch?v=uyj5LooYWyg
- One More: https://www.youtube.com/watch?v=Du6JHupzwVo
- One Less: https://www.youtube.com/watch?v=D3b-kcK3Eg8
- Exercise, Rhyme and Freeze: https://www.youtube.com/watch?v=cSPmGPIyykU
- Just Dance-Supercalifragilisticexpialidocious: https://www.youtube.com/watch?v=WSdC3IoYdYA

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?

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<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
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<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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<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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<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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<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>
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<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>
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<td>Why do you think the book was called (title)?</td>
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*Read any book from home. Pick 1-2 questions from each column to ask your child(ren).*
Day 1 Read Aloud: Plants Feed Me

Introduce: *Plants Feed Me*

- Show the book cover. Read the title *Plants Feed Me*. Remind your child(ren) that we read this book last week.
- “The children in this story told us about many different parts of a plant that we eat for food. Do you remember a fruit or vegetable from the story?” Reread the chart you made last week about the different parts of plants that you eat.
- While listening to the story again, have your child(ren) give a thumbs up each time they hear a food from their chart mentioned in the story.

Listen: [https://www.youtube.com/watch?v=SNs8ZI_Km14](https://www.youtube.com/watch?v=SNs8ZI_Km14)

After Reading:

- Ask, “What foods did you hear mentioned in the story? Are there any new foods we can add to our chart?” Make additions to your chart.
- Post your chart on the fridge and reference the parts of plants your family eats together this week.
Day 1 Math: Make Body Triangles

Need: You (may choose to use dolls, soldiers, etc.)

- “Can you name the properties of a triangle? What do you know about triangles?”
  \((3\text{ sides and 3 vertices or corners})\)

- Have your child(ren) create triangles with their bodies, especially working with others in the home. They might join arms, lie down on the floor making three sides connect, or even get string and hold it in a triangle shape with each person at a corner. Child(ren) may use dolls or soldiers to create triangles also.

- Encourage them to try other ways. Watch what they do and guide them with suggestions as necessary.

- Sing the song, “Three Straight Sides” to the tune of “London Bridge Is Falling Down” while working together. \(\text{Tune of London Bridge } \text{https://youtu.be/0-Y7Qi3fMs0}\)

  \[
  \begin{align*}
  \text{Three straight sides and three angles,} \\
  \text{Three angles, three angles,} \\
  \text{Three straight sides and three angles.} \\
  \text{I am a triangle.}
  \end{align*}
  \]
Day 1 English: The Letter Yy

Need: alphabet letter card, initial-sound cards for Yy (page 21), a stuffed animal to be named Lila (use objects around your home for more options of letter sounds)

- “Lila is coming today. Why do you think she is visiting? 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 each of the initial-sound cards for Yy. “What is this a picture of? What do you think today’s letter is?” Show the alphabet card for Yy.
- Have Lila say, “This is the letter Y. It makes the sound we hear at the beginning of the word yawn. /y/ /y/ yawn.” Point out the alphabet card for Yy. Use the initial-sound cards to focus on the letter and the object again. Have children say the sound.
- Play The Letter Yy Song: [https://www.youtube.com/watch?v=TWJSE_p0akY](https://www.youtube.com/watch?v=TWJSE_p0akY) “What are some other words that start with the /y/ sound like /y/ /y/ yellow and /y/ /y/ yo-yo?”
- Show how the uppercase Y and lowercase y are formed. Use descriptive words such as, “Slanted line down, slanted line down, and straight line down.” (Y) Or, “Slanted line down and slanted line all the way down.” (y) Have them follow along by drawing on the carpet or in the air with their finger.

Yy 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.
Day 2 Read Aloud: The Shape of Things

Introduce: The Shape of Things
- Show the book. “We have seen this book before. Do you remember what it is about?”
- “What shapes do you think we might see in this book?”

Listen: [https://youtu.be/4PJAlpIsOE?t=46](https://youtu.be/4PJAlpIsOE?t=46) or read the copy you received from school.

- Pause at 1:28 point to the colorful shape in the center of the left-hand page and say, “A ______.” Wait for child(ren) to say, “Square.”
- Build print awareness by pointing to shape words such as square, rectangle, triangle, circle, and oval as you go.
- Pause at 1:52; Ask your child(ren) to find circles on the page. “What other shapes do you see?”
- Pause at 2:34; “Point to shapes that you know.” “What do you know about a _ (shape) _?”

After Reading:
- “What other things can you think of that are made with triangles? Squares? Rectangles? Rhombuses (Diamond)?”
- Use the shapes on page 23/25 for children to create pictures. Cut them out or use shapes you have at home. Encourage your child(ren) to build and create different pictures using the shapes. If he/she has difficulty, take a look at the story again.
- Ask him/her to tell you about the shapes used in the picture they created. “What shapes did you use?” How many circles did you use?” “What could you use instead on a square?”
- Have your child(ren) tell you about the properties of the shapes. (Ex. A square has 4 equal sides.) Use the shape anchor charts you received from school to help you.

Your child should have received a copy of The Shape of Things and shape anchor cards sent from school at the end of Unit 3.
Day 2 Math: What’s My Number?

Need: number cards 1–10 (page 27); number-dot cards (page 29)

● “We’ve played this game before.” Show the cards and explain, “These cards are in order from one to ten. I have a secret card (dot card) that matches one of these numbers. What number do you think it is?”

● If your child(ren) guesses correctly, excitedly turn over the secret card and match it to the number card in the set. If the guess is incorrect, tell your child(ren), “The secret card is more (or less) than your guess.”

● Slightly move all of the number cards that the secret card could not be. For example, if the secret card is a six and the child guessed a four, say, “The secret card is more than your guess, so it cannot be anything less than four.” (move away cards 1, 2, 3 and 4)

● If the next number your child(ren) guess is greater than six, move all of the cards higher than their guess. Repeat the process until your child(ren) is/are able to correctly identify the secret number.

● Play another round, placing the complete set of cards in order from one to ten and secretly selecting another card from the number-dot cards. Repeat with another secret card. As children become familiar with the game, encourage them to explain their reasoning. Answers may include, “Three was too little and nine was too much, so I guessed a number in between.”
Day 2 English: Picture Sort- Qq, Ww, Yy

Need: alphabet letter cards and initial-sound cards for Qq, Ww, and Yy (page 31); (use objects around your home for more options of letter sounds)

- “We are going to play a sorting game with letters today.” Show the alphabet cards for Qq, Ww, and Yy. “Can you name this letter? What sound does it make?” (for each letter)
- “I am going to show you a picture of an object (or the actual object), and you will have to decide if it starts with Q, W, or Y.”
- Show an initial-sound card (such as web). “What is this object? What sound does it begin with? What letter makes that sound?”
- Continue with this routine until all cards/objects are sorted.
Introduce: *The Little Red Hen (Makes a Pizza)*
- Read the title and author (Philemon Sturges). “Just like *Stone Soup*, there are many stories about the Little Red Hen. In this version, the Little Red Hen wants to make a pizza. She has many problems in this book. You will need to help her think of some solutions for her problems.”

Listen: [https://youtu.be/7so7q3UH1e8](https://youtu.be/7so7q3UH1e8)
- Stop often to discuss problems before they are solved, such as:
  - “She needs ingredients and doesn’t have any. What solutions could she try?”
  - “She asks her friends for help but they say no. What solutions could she try?”
  - “She has an enormous pizza. What can she do with it?”
- Discuss the emotions the characters might have. “How do you think Little Red Hen feels when no one will help her? How do you think her friends feel when she shares the pizza with them?”

After Reading:
- “Why do you think the other animals agree to help do the dishes? Have you helped someone with cooking or cleaning? How did you feel while helping? What are other ways you can help at home or school? How do you think your family or friends feel when you help them?”
Day 3 Math: “The Garden”

Need: Just you!

- “We will pretend to be seeds and then grow, grow, grow. Let’s crouch down to begin.”
  
  One, two, three,
  
  The garden is growing. (Slowly rise to a standing position.) Four, five, six,
  
  The sprouts are showing. (Slowly raise arms out and up.) Seven, eight, nine,
  
  Down go the weeds. (Lower arms to your sides.)
  
  Ten, eleven, twelve,
  
  Water it needs.
  
  Thirteen, fourteen,
  
  Here comes a shower. (Raise arms and wiggle fingers as you lower them.)
  
  Fifteen, sixteen,
  
  A carrot and a flower!
Day 3 English: The Letter Zz

Need: alphabet letter card, initial-sound cards for Zz (page 33), a stuffed animal to be named Lila (use objects around your home for more options of letter sounds)

- “We are going to talk about a new letter today. You will get to guess what it is!” Show each of the initial-sound cards for Zz. “What is the name of this object? What do you think our new letter is?” Show the alphabet card for Zz.
- Have Lila say, “This is the letter Z. It makes the sound we hear at the beginning of the word zipper. /z/ /z/ zipper.” Use some of the initial-sound cards to emphasize the letter and the object again.
- Play The Letter Zz Song: [https://www.youtube.com/watch?v=wLu-bccANRg](https://www.youtube.com/watch?v=wLu-bccANRg) “Can you think of other words that start with the /z/ sound like /z/ /z/ zipper and /z/ /z/ zebra?”
- Show how the uppercase Z and lowercase z are formed. Use descriptive words such as, “Line straight across, slanted line down, and another line straight across.” Have your child(ren) follow along by using their finger to draw on the carpet or in the air to make the letter.
Day 4 Read Aloud: Stone Soup

Introduce: Stone Soup

● “Do you remember the story Stone Soup that we read last week? Who were the characters? What was the setting? What was the problem? The solution? What were some emotions that the characters felt in the story?”

● “Listen carefully to the story to see if you notice anything that you did not notice the first time we listened to it.”

Listen: https://www.youtube.com/watch?v=BZf60cb3Th8

● Stop at 6:48 and ask “Do you remember what the magic ingredient is before we hear the answer?” Encourage your child(ren) to explain how they know.

After Reading:

● Have your child(ren) retell the story in his/her own words using words like “first”, “next” and “then.” Ask: “Are the men really magical? What is special about them?” (No—they encourage everyone to share so that all can enjoy the soup.)

A Stone Soup recipe is on the next page for you to make together if you choose!
Stone Soup

1 large, very clean stone
4 cups water
3 large carrots
3 potatoes
2 onions
1 can tomatoes
1 can corn
1 can peas
4 teaspoons beef bouillon
dash of salt

Heat water in a large pot.

Stone Soup cont’d.

Add the stone.

Peel and cut up carrots, potatoes, onions, and celery.

Boil these ingredients until soft.

Add tomatoes, corn, peas, and bouillon.

Add salt and boil 10 minutes.

Remove the stone.

Serve with crackers.

*Stone Soup* is a popular folk tale.
Day 4 Math: Subitize!

We subitize often in the classroom. Students use their eyes and brains like cameras to quickly take a “picture” of how many dots they see, then say the number aloud.

Watch Jack Hartmann and practice together:
https://www.youtube.com/watch?v=PSIA-u_ABmU

For this game you will need a dice (template on page 35 or you may create dot cards following the dice pattern given). You will also need a kitchen towel.

- Roll the dice or turn over a card. Show it to your child(ren) for two seconds then cover it with the towel. Ask: “Show me with your fingers how many dots you saw.” Once she/he has shown the amount, ask: “How many dots did you see?”
- Uncover the dice/card to check if his/her answer is correct. If incorrect, have him/her count the dots on the dice.
- Continue to play for long as this holds your child’s attention.

Challenge: Add another dice to the game. Now ask: “What is the total number of dots?”
Day 4 English: I Spy

Need: the alphabet letter cards for the letters Hh, Qq, Ww, Xx, Yy, and Zz (page 37)

- “We are going to play a letter game.” Show the alphabet letter cards for Hh, Qq, Ww, Xx, Yy, and Zz.
- “I will choose a card from the pile. Then, you will say the name of the letter and the sound it makes.”
- Show the first card. Ask: “What is this letter? What sound does it make? Look around the room for items that begin with this sound-what are they?”
- Try another letter.
Day 5 Read Aloud: The Little Red Hen

Introduce: *The Little Red Hen*

- “Do you remember when we listened to the story *The Little Red Hen Makes a Pizza*? Today we will listen to the classic version of *The Little Red Hen*. Listen and think about some similarities and differences between the two books.”

Listen: [https://www.youtube.com/watch?v=2E72TZy0LNo](https://www.youtube.com/watch?v=2E72TZy0LNo)

After Reading:

- “What similarities and/or differences did you see or hear between *The Little Red Hen Makes a Pizza* and *The Little Red Hen*?”
- Ask your child(ren) “What story did you like best? Why?” Encourage your child(ren) to draw a picture and write a sentence about their favorite story.

Note: Scribbles, lines, letter-like forms, and random letters are all appropriate forms of writing at this age. Encourage your child(ren) to write all the sounds they hear in a word.
Day 5 Math and English: Week’s Review

Pick a Math activity(ies) to play again:

- Make Body Triangles (Day 1)
- What’s My Number (Day 2)
- “The Garden” (Day 3)
- Play Subitize! (Day 4)

Pick an English Language Arts activity(ies) to play again:

- Picture Sort: Qq, Ww, Yy (Day 2)
- I Spy for items that begin with the letters Hh, Qq, Ww, Xx, Yy, or Zz (Day 4)
Ready Rosie and Music Therapy

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=IUhzZFkj42g
Day 1
Initial-Sound Cards

Picture Cards: yard, yarn, yak, yell, yo-yo, yogurt
Day 2
Shapes
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Day 2
Initial-Sound Cards

Picture Cards: yolk, question, web, quiet, watermelon, yuck
Intentionally Blank
Day 3
Initial-Sound Cards

Picture Cards: zipper, zoo, zebra, zig-zag, zero, zinnia
Day 4 Math
Dice Template
Day 4 English: Letter Cards

Ww
- worm

Xx
- x-ray

Yy
- yawn

Zz
- zipper

Hh
- hammer

Qq
- queen