Parent Hacks

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!
Welcome back! Did you do anything exciting over the weekend?

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
Day 1 Read Aloud: Harold’s Fairy Tale

Introduce: Harold’s Fairy Tale

“We read The Princess and the Pea, which is also a fairy tale. Today, we’re going to read about a fairy tale that Harold creates.”

“Remember some things in fairy tales are real and other things are imaginary. Harold has a big imagination. Listen for the things that are imaginary in this story.”

Listen: https://www.youtube.com/watch?v=jJX2tBDMlyA

Stop occasionally and ask, “Is this real or imaginary?” Discuss “Drawing with a crayon is something real, but you can’t go inside of your drawings, so that part is imaginary.”

STOP reading at 4:15. We will write down the time to use as our bookmark for the story. Work together to write “4:15.” Create a real bookmark together using paper and markers/crayons.

After Reading:

“We only have time to listen to part of the story today. We will listen to the rest tomorrow. What do you think might happen next?”

Challenge: Ask your child to identify other real and imaginary things that Harold could draw in his fairy tale.
Day 1 Math: Estimation Jar Guesstimate

Need: a clear jar/bag with 10-20 relatively large objects (such as balls, large marbles, or blocks) placed inside

- Show the jar/bag and say, “This is an estimation jar. Estimating means you are making a good guess using your senses and thinking about numbers.”
- “It’s your job to guess how many objects are in the jar.”
- “Guess how many items you think are in the jar.”
- “How can we determine exactly how many objects are in the jar?”
- Pour all of the objects onto the floor/table and count them aloud with the children, emphasizing the total number of objects in the jar.
- “Was your estimate correct? Or close?” Don’t be overly enthusiastic about very close or exact answers—all reasonable estimates are valuable. “We can use our estimation jar/bag later today and tomorrow!”

If there are 15 objects in the jar/bag and estimation between 10 and 20 is reasonable.
Day 1 English: The Letter Bag

Need: a dark bag (with the alphabet cards or magnetic letters for: M, A, S, T, E, L, B, O, D, F, G, N, P, R, I, J, U, K, C, and V), a stuffed animal to be named Lila

- Show the bag filled with letters and say, “We are going to play a game we played a while ago.” “We will take turns pulling a letter from the letter bag and saying the letter’s name and the sound it makes, or you can point to it somewhere in the house.”
- Demonstrate how to play by pulling out a letter and looking around the room to point to something that starts with that letter. Lila might say “This is letter T. It says /t/ /t/ like turtle.”
- You and your child(ren) take turns choosing a letter, feeling it in their hands, pulling it out, and saying its name or sound or point to it in the room.
- You may choose to use the “Mystery Bag” chant if you are playing with more than one child.

Mystery bag
What will it be?
Close my eyes and reach right in
Take it out and see!

We will use this same bag and activity tomorrow!
## Letter Cards

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<tr>
<th>M</th>
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<td>J</td>
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<td>K</td>
<td>C</td>
<td>V</td>
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Day 1 Movement: Workout to the Letter Sounds

https://www.youtube.com/watch?v=gi1dwHp1ppU
Day 2 Read Aloud: Harold’s Fairy Tale

Re-introduce: *Harold’s Fairy Tale*

- Show the front cover (next slide) “Do you remember the title?” Ask your child to point to the words and read the title of the book.
- “Can you help me remember what has happened so far in the story?” Scroll through a few pages to support their brief retelling. “Today we are going to finish reading the book. After I finish reading, I want you to tell me what you think of the book and why.”

Listen to [https://www.youtube.com/watch?v=jJX2tBDMlyA](https://www.youtube.com/watch?v=jJX2tBDMlyA)

- Continue to point out imaginary and real parts of the book.

After Reading:

- “I want to know what you think about the book and why.” Model; for example, “I think this story is imaginary because I know you can’t go inside of things that you draw.”
- Allow your child(ren) time to share their opinions.

*For children who need more support, model giving an opinion and showing them the part or parts of the story that helped you form that opinion. You might point to the exact page or pages.*
Harold’s Fairy Tale
Day 2 Math: How High?

Need: blocks (about 20)

- Pass out blocks so each person has an even amount. “One by one, we will add a block to the growing tower. We will count the blocks as each new block is added.”
- Place the first block and say, “One.” Continue, having children/people slowly add their blocks to the tower, counting along the way. If the tower topples, that’s okay! Start again, maybe building a tower two blocks wide!
- When all the blocks have been used in a single tower, repeat the final number. “We made a tower 18 blocks high!” Let your child(ren) knock over the tower.”
- “Everyone take a block from the fallen tower, and I will take one, too. Now we will sit together so we can count the blocks again by holding them up as we say each number.”
- Confirm that the same number of blocks was used to build the tower as there are blocks in the group. Point out to the children that even though the blocks are in another form—scattered instead of a tower—it’s still the same number of blocks.

Repeat to see how high you can make your tower. Remember this activity is about counting and cardinality - understanding that the last number counted tells how many are in the group (1,2,3,4,5 - there are 5 objects).
Day 2 English: The Letter Bag

Need: a dark bag filled with letter cards or magnetic letters from yesterday’s lesson and the stuffed animal Lila

- Say, “We are going to finish the Letter Bag game from yesterday. We will pass the bag, choose a letter, feel it in our hands, pull it out, and say its name or sound.”
- While children are picking letters, engage other children in saying the “Mystery Bag” chant.
  
  Mystery bag
  What will it be?
  Close my eyes and reach right in
  Take it out and see!

  Note which letters your child has difficulty with. You may focus on these letters for additional practice.

  Challenge: Have your child(ren) find something in the house that begins with the letter they find.
Day 2 Movement: Math Songs

- The Hexagon Song: [https://www.youtube.com/watch?v=X3L9P2w8Djl](https://www.youtube.com/watch?v=X3L9P2w8Djl)
- Count to 100: [https://www.youtube.com/watch?v=1dkPouLWCyc](https://www.youtube.com/watch?v=1dkPouLWCyc)
Day 3 Read Aloud: On Monday When It Rained

Introduce: *On Monday When It Rained*

- Review the *Emotions* poster (next slide); “People have various emotions every day. I am going to read a book about all the emotions that the boy on the cover has in one week. In this story, the boy tells what happens to him that makes him feel various emotions. We will listen and you will try to figure out what emotion he might be feeling.

- Show the book (slide 18) and read the title and author’s name. “Rather than an illustrator, there’s a photographer because the book’s pictures were taken with a camera, instead of being drawn.”

- “What emotion might the boy be feeling?” If needed, remind children that they can look at his face to get a clue and can look at the *Emotions* poster to help.

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

- Pause after each scenario, “What could the emotion be?”
Day 3 Read Aloud: Emotions Poster
Day 3 Read Aloud: On Monday When It Rained Continued

- Comment on children answering correctly after reading the scenario, and explain that “looking at the child's face can help us figure out his emotions.” Comment on children's thinking: “He is disappointed, but you’re right. It might make him really sad that he can’t play.”

- *Embarrassed* (Tuesday emotion) is not one that has been discussed in depth. Explain that “the boy is embarrassed because he burped and his family could hear his burp. Sometimes we feel like we don’t want people to look at us or laugh at us when we do something such as burp or fall down. This means we’re embarrassed. The boy covers his face because he doesn’t want to see his family looking at him after he burps. What kinds of things make you feel embarrassed?”

- If children have learned the days of the week, ask them to figure out what day will be on the next page as you read.

After Reading:

- Give positive feedback to your child(ren) about their ability to figure out the boy’s emotions: “You really noticed the boy’s face in the picture! You thought of so many emotions!”
On Monday When It Rained

by Cheryl Kachenmeister    Photographs by Tom Berthiaume
Day 3 Math: Simon Shows (Simon Says)

Need: number cards (next slide) or write numbers 0-10 on pieces of paper

- “We’ve played this game before. Get your jumping legs ready! Listen and watch carefully because I will hold up a number card, and you will jump just the right number of times to represent the number on the card I am holding up. You should only jump when I say, “Simon shows.” Be careful - I may try to trick you by not saying, “Simon shows!”

- Begin the game by saying, “Simon shows,” and holding up the 4 card. “Jump this number of times.” As children begin jumping, count their jumps in unison with them, slowly enough to help them keep one-to-one correspondence.

- Say “Simon shows” again and hold up another number card. Tell them to jump that number of times, and count their jumps with them.

- Hold up another card, but this time, don’t say “Simon shows.” See if children jump or if they remain still. Have fun if some jump—laugh and remind everyone not to jump if you do not say “Simon shows.”

- Continue the game for as long as it holds your child’s interest.
# Number Cards

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>4</td>
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<td>9</td>
<td>10</td>
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</tbody>
</table>
Day 3 English: Blending Bag Treasure Hunt

Need: a dark bag; place items or photos around the room where children can see them that end with the rime –at, such as cat, rat, mat, and hat

- “Do you remember the blending bag? Remember, it had things in it that had different beginning and ending parts that we blended together.”
- “Today we are going to go on a treasure hunt in the house with our eyes to find treasures to go into the bag. All of the words will have the ending part –at. When you think you know what belongs in the bag, quietly put your finger on your nose, and I will have you tell me what the word is.”
- Say the name of an –at item in the room, emphasizing the onset and the rime two times: /c/ –at
- Have your child say the word aloud another time with you. For example, say, “/c/ –at /c/ –at. Now, you say it with me. /c/ –at /c/ –at.”
- Invite your child to find another photo or item to put into the bag. Read it together in the same way /b/ - at /b/- at and then say it altogether bat!
- Repeat with other items that end in the –at rime.

Extension: Encourage your child to think of additional words or try new onsets such as /fl/- /pl/- /ch/-
<table>
<thead>
<tr>
<th>Sound</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>/c/</td>
<td>Cat</td>
</tr>
<tr>
<td>/h/</td>
<td>Hat</td>
</tr>
<tr>
<td>/m/</td>
<td>Welcome mat</td>
</tr>
<tr>
<td>/r/</td>
<td>Rat</td>
</tr>
<tr>
<td>/b/</td>
<td>Bat</td>
</tr>
<tr>
<td>/f/</td>
<td>Penguin</td>
</tr>
</tbody>
</table>
Day 3 Movement: Cosmic Kids Yoga

How to Beat Nerves: https://www.youtube.com/watch?v=EJNOsvTnR1k
Day 4 Read Aloud: Maisy Goes to the Museum

Introduce: *Maisy Goes to the Museum*

- Show the cover of the book. “Can you show me the title?” Read the title and the author’s name. (Next slide)
- “You’ve heard this book before. Do you remember what it is about?”

Listen: [https://www.youtube.com/watch?v=m17JA8JaLgk](https://www.youtube.com/watch?v=m17JA8JaLgk)

- Stop to point out the labels. “You have written captions—a kind of label—for your class museum. What did you write?” “What kind of labels could you write for your house?”

After Reading:

- “Labels and captions help us to understand the things we see.” “Where do you see labels or captions?” Have your child think about places they go if they have trouble coming up with an answer.
- “I want you to make labels too!”
- Have your child choose a room and draw a picture. They should label things such as a bed, table, chair, etc. Encourage your child(ren) to label the items with any letters that they hear.

  Example: Bed - b, Table - tabl, Lamp - lp
Maisy Goes to the Museum

A Maisy First Experiences Book

Lucy Cousins
Day 4 Math: Counting

Need: a stuffed animal to be named Conrad; large number cards; 1-inch colored squares (found on next slides)

- “Join me for a counting activity with Conrad!” Begin by showing the numeral 12 card to Conrad and the children. Ask, “What number is this? That’s right! This is the number twelve. Conrad, count out twelve squares.”
- Have Conrad begin counting out squares but have him count past twelve.
- Have children look at the number card, and ask them, “Do you think Conrad is counting too far?” Where should he have stopped? We can help him count out the squares correctly. (Have child count out 12 squares.)
- Continue the process of showing a number card and having Conrad count out an incorrect number of cubes, making silly mistakes in the following ways:
  - skipping over cubes as he counts (Ex. Show 6, Conrad counts 5)
  - counting the same cube more than once (Ex. Show 10, Conrad counts 11)
  - counting but repeatedly skipping the same number (Ex. Show 9, Conrad skips 7 twice)
- Be sure each time Conrad is confused that the children kindly help him to notice his error and correct it.
Squares
Cut apart
Day 4 English: Blending Bag Treasure Hunt

Need: a dark bag; place items or photos around the room where children will see them that end with the *rime* –op, such as hop, pop, top, and mop

- “Yesterday we searched for items to go in the Blending Bag. Today, all of the words have the ending part –op. When you think you know what belongs in the bag, raise your hand.”
- Say the name of an –op item in the room, emphasizing the *onset* and the *rime* two times
- Have your child say the word aloud another time with you. For example, say, “/t/ –op /t/ –op. Now, you say it with me. /t/ –op /t/ –op.” “Now say it altogether top!”
- Invite your child to find another photo or item to put into the bag. Read it together in the same way /p/ -op /p/- op and then say it altogether pop! Share the correct response: “Yes. pop. /p/ –op, pop.”
- Repeat with other items that end in the –op rime.

Extension: Encourage your child to think of additional words or try new *onsets* such as sh-/op/, st-/op/
# Blending Bag Cards

<table>
<thead>
<tr>
<th>/c/</th>
<th>/h/</th>
<th>/m/</th>
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<tbody>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td><img src="image2.jpg" alt="Image" /></td>
<td><img src="image3.jpg" alt="Image" /></td>
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</tbody>
</table>

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<th>/t/</th>
<th>/p/</th>
<th>/ch/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.jpg" alt="Image" /></td>
<td><img src="image5.jpg" alt="Image" /></td>
<td><img src="image6.jpg" alt="Image" /></td>
</tr>
</tbody>
</table>
Day 4 Movement: Dinosaur Stomp

https://www.youtube.com/watch?v=Imhi98dHa5w
Day 5 Read Aloud: Museum Captions

Introduce: *Reading Museum Captions*

- Show the museum captions on the following slide. “Remember captions are short descriptions or information about a photograph, illustration, or artifact.”
- “We are going to read these captions. Listen for what the caption says the artifact is and why it is important.”

Read:

- Read one caption with expression. “Remember captions tell what something is and why it is important. What does this caption tell us about the artifact and why it is important?”
- Repeat the process with all of the captions.

After Reading:

- Reread some of the captions, allowing children to participate by reading them along with you.
- Take note of your child’s ability to understand what a caption is and to use it to get information. Prompt as needed to help them think of the information explained in the caption and why it is important. For children who understand how to use a caption, talk about other information that could be included in the caption.
**Museum Captions**

**Amargasaurus cazauri**
- *Scientific Name:* Amargasaurus cazaui
- *Meaning of Name:* La Amarga
- *Food It Ate:* Amargasaurus is a herbivore.
- *Length:* 10 metres

*Fact #725*

About 28 fossils of the largest extinct species of snake were discovered in a coal mine of Columbia. The "Titanoboa" lived about 65 million years ago. The species clocked out at about 48 feet long and weighed roughly 2,500 lbs.

**Pharaoh**

A Pharaoh never let his hair be seen – he would always wear a crown or a headdress called a nemes.

**Makeup**

Both Egyptian men and women wore makeup.
VOLCANIC EVENTS CAUSE MASS EXTINCTION

Massive volcanic eruptions 252 million years ago released gases that dramatically altered the climate, causing extinctions that rippled through food webs and devastated animal communities.

LAST AMERICAN DINOSAURS

These dinosaurs lived in a rich ecosystem that flourished before the asteroid impact. Fossils from western North America open a window into this ancient world.
HERBIVORES: LIVING ON PLANTS

Cows of the Cretaceous
Edmontosaurus and other duck-billed hadrosaurs lived on plants—lots of them. Sturdy front legs with hooves helped them move on all fours as they cropped low-growing vegetation with their horny beaks. Fossil footprints show they also walked on hind legs to snap off higher leaves and branches.

Expert Chewers
Multituberculates, to the right, are an extinct group of rodent-like mammals named for the many cusps (or tubercles) on their molars, which mashed up seeds, leaves, and fruit. Certain species also evolved a blade-like tooth for slicing. Some climbed trees, while others burrowed underground long before true rodents like squirrels and prairie dogs evolved.

Standing Small
Thescelosaurus had a beak and cheeks like its hadrosaur relatives, but its leaf-shaped teeth show that it probably ate different types of plants. Because its forelimbs and hands are so much smaller than in hadrosaurs, it probably only walked on two legs.

Lizards with Large Guts
Polyglyphodon, to the right, had a mouth full of strongly ridged, chisel-like teeth with small serrations along the edges. The teeth chopped plants into small pieces, which were then digested in the lizard’s large gut.

COLOSSEUM

During its history, it has been estimated that over 500,000 people and over a million animals were killed at the Colosseum.

SOLDIERS

Soldiers had to stay in the Roman army for at least 25 years.
Museum Field Trips

We’ve reached the end of our unit! Let’s take a trip to a museum! Look for all the things you know in museums like captions, dinosaurs, and curators. Take or draw a picture of your favorite part of the museum and tell why. Send it to your teacher when you are finished. We can’t wait to see!

National Aquarium: https://www.aqua.org/Experience/live

12 FREE Online Museum Tours: https://www.travandleisure.com/attractions/museumsgalleries/museums-with-virtual-tours

Natural History Museum: https://naturalhistory.si.edu/visit/virtual-tour
Day 5 Math: Week’s Review

● Review math skills from the week.
● Pick an activity(ies) to play again:
  ○ Play Estimation Jar Guesstimate. (Day 1) Vary the sizes of the items you put in the jar to challenge children to change their guesses according to the attributes of the items.
  ○ Play How High? (Day 2), Simon Shows (Day 3) or help Conrad the Confused Crow count cubes (Day 4) to support counting.
Day 5 English: Week’s Review

- Review English Language Arts skills from the week.
- Pick an activity(ies) to play again:
  - Play The Letter Bag (Day 1) (Day 2) to support children’s ability to recognize the letters taught so far.
  - Play Blending Bag Treasure Hunt to support children in learning words that have the –at (Day 3) and –op (Day 4) rimes.
Day 5 Movement: Just Dance Frozen 2

https://www.youtube.com/watch?v=1c87-8qH-y0
CONGRATULATIONS!

You’ve just finished Unit 4-Exploring Museums. Next week, we will begin Unit 5-
Growing Our Garden.
Follow the link to a playlist that includes videos on counting, estimation, blending sounds, and emotions that we have discussed this week.

Rockin 4 School Music Therapy

https://www.youtube.com/watch?v=IHBa6zPjc9w