WCPS Pre-K Learning Module 1

April 6 - April 10
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/, 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

- We miss you all so much! Have fun learning with your families!
- 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: The Princess and the Pea

- Say: “This book is a fairy tale. A fairy tale is a story that has magic or imaginary things, places, and people in it. It usually has a happy ending.”
- “This fairy tale is about a princess who has trouble sleeping. We’re going to read this story to find out why she can’t sleep. While we read, I want you to listen to the order of the things that happen.”
- Listen to the story: https://www.youtube.com/watch?v=waw0U9tKpW0
- Ask: “Why does the prince go looking for a real princess? What happens after the prince returns home? Why can’t the princess sleep?”
Day 1 Math: Pattern Claps

- Say: “I am going to clap in *patterns* using a variety of speeds. You will listen carefully, and then you will re-create or copy my pattern.”
- Spend a few minutes enthusiastically clapping in patterns, such as clap, clap, snap, clap, clap, snap. Keep the pauses distinct. “What is my pattern?” (two claps and a snap, or *AAB*).
- Repeat with other patterns of clapping, such as AABB: clap, clap, snap, snap.
- Vary the activity by making patterns of other motions, such as stomping.
- If children have difficulty keeping in rhythm (maintaining one-to-one correspondence), then slow down the clapping and be dramatic, keeping children’s eyes focused on you.
Day 1 English: The Letter Cc

- “Today, we are going to talk about a new letter.” Play the Letter C Song https://www.youtube.com/watch?v=ieo0LPYdUfQ and sing along
- Write the letter C c. Say, “This is the letter C. It makes the sound we hear at the beginning of the word cat. /c/ /c/ cat.”
- Ask: “Is there anyone in our family or in your class whose name starts with C like /c/ /c/ cat?” Emphasize the sound when repeating the name. For example, “Carlos’s name begins with the letter C. /c/ –arlos. Carlos.”
- Ask: “Do you know some other words that start with the /c/ sound like /c/ /c/ cat?” (car, carrot, curve, cap, call) Emphasize the beginning sound.
- Show how the uppercase C and lowercase c are formed. “What shape does the C remind you of?” It looks like a circle that is missing a part. Use descriptive words such as, “Curve up around, curve back.” Have your child follow along by drawing on the carpet or in the air with their finger.
- If children suggest a word with the /s/ sound for C like ceiling, explain that sometimes the C makes the /s/ sound, but we will focus on words with the /k/ sound for C.
Initial-sound Cards
Day 1 Movement: Alphardy

https://www.youtube.com/watch?v=MTeUONxZYAs
Day 2 Read Aloud: The Very Smart Pea and the Princess to Be

- Say: “This book is a fairy tale. Remember a fairy tale is a story that has magic or imaginary things, places, and people in it. It usually has a happy ending. This book is another version of the fairy tale that we read yesterday. This version is a little different from the other one. This time, the pea tells the story! As you listen, think about what is real and what is imaginary.”

- Listen to the story: https://www.youtube.com/watch?v=yPA7ukAkv44

- After watching, ask: “What were some of the real things in the story? How do you know? What are some imaginary things in the story? How do you know?”
Day 2 Math: Simon Shows (Simon Says)

- Need: Number Cards (write numbers 0-10 on index cards or pieces of paper) or on next slide
- “We’re going to play Simon Shows. 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. Remember: ONLY jump when I say, “Simon shows.” I will try to trick you by not saying, “Simon shows!”
- Begin the game by saying, “Simon shows,” and holding up a 4 card. “Jump this number of times.” As your children begins 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. “Jump this many times.” Count their jumps with them.
- Hold up another card, but this time, don’t say “Simon shows.” See if your child jumps or if they remain still. Have fun if they jump—laugh and remind them not to jump if you do not say “Simon shows.”
- Continue the game for as long as your child holds interest.
## Number Cards

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Day 2 English: Sound Match Cc, Jj, and Uu

- Need: Alphabet Cards for Cc, Jj, and Uu (write the letters on index cards or a piece of paper), at least 2 items each that begin with C, J, and U (these can be picture cards, pictures you draw, the cards on the next slide, or real objects such as jelly)
- Set up the game by placing the alphabet cards for Cc, Jj, and Uu on the table.
- “We are going to play a matching game. To play, we will put the picture/item underneath of the letter card that makes its **beginning sound**.”
- Pick up a picture or item. Ask: “What is this? What sound does this word start with?” For example, /c/ /c/ can. What sound does that start with? Have your child say the word and the beginning sound: /c/ /c/ can.
- “Find the letter that makes that same sound.” When a match is found, place the picture/item underneath the letter card. HELP: Hold the picture or item to each letter and ask: Does that start the same as /j/ /j/ jump rope? No. How about /u/ /u/ umbrella? No. Is it like /c/ /c/ castle? Yes.”
- Repeat the process until all items are placed appropriately.
Letter Cards

Cc  Jj  Uu

cat  jump rope  umbrella unicorn

Initial-sound Pictures
Day 2 Movement: Cosmic Kids Yoga

https://www.youtube.com/watch?v=Rzw-Oir8UPw
Day 3 Read Aloud: The Princess and the Pea-Fixed Fairy Tales

● Say: “This book is a fairy tale. A **fairy tale** is a story that has magic or imaginary things, places, and people in it. It usually has a happy ending.”
● “Today’s fairy tale is similar to “The Princess and the Pea,” but it has a different ending. I want you to listen and think about what is the same about both stories and what is different.”
● Listen to the story: [https://www.youtube.com/watch?v=IPytbUghpJM](https://www.youtube.com/watch?v=IPytbUghpJM)
● Say, “Let’s **compare** “The Princess and the Pea” stories-what was the same in both stories? Now let’s **contrast**-what was different?”
● Ask, “Which version was your favorite? Why?”
Day 3 Math: “I’m So Glad to See You”

- Need: number cards 1–10
- Say: “Let’s learn a number rhyme. Listen closely so you know how to perform the movement that is in the rhyme just that number of times.”
- Show the number card 1. Then say the rhyme.

1. *I’m so glad to see you,*

   *I want to have some fun.*

   *Can you clap your hands*

   *And count to one?*

- Ask, “Can you name the number? Can you perform the movement one time?”
- Continue the game using the remaining number cards (2-10) one at a time and saying the rhymes on the next page.
Day 3 Math Continued: “I’m So Glad to See You”

2. I’m so glad to see you,
   I don’t know what to do.
   Can you turn around
   And count to two?

3. I’m so glad to know you,
   I’m waiting here to see.
   Can you jump up and down
   And count to three?

4. I’m so glad to see you,
   I’m heading out the door.
   Can you march with me
   And count to four?

5. I’m so glad to see you,
   I want to take a dive.
   Can you flap your arms
   And count to five?

6. I’m so glad to see you,
   I’m going to have to pick.
   Can you touch your toes
   And count to six?

7. I’m so glad to see you,
   My engine is really revin’.
   But first, let’s pat our legs
   And count to seven?

8. I’m so glad to see you,
   I almost couldn’t wait.
   Can you wiggle your fingers
   And count to eight?

9. I’m so glad to see you,
   I’m feeling fine.
   Can you pat your head
   And count to nine?

10. I’m so glad to see you,
    I’m getting to the end.
    Can you wiggle your hips
    And count to ten?
Day 3 English: The Letter Vv

- Need: Letter Vv card and initial-sound cards for the letter Vv
- Say, “We are going to talk about a new letter today.” Listen to the Letter Vv Song: https://www.youtube.com/watch?v=A1BeBFqwyFc
- Show the alphabet card for Vv. Say, “This is the letter V. It makes the sound we hear at the beginning of the word van. /v/ /v/ van.” Use some of the initial-sound cards (next page) to emphasize the letter and the picture again.
- Ask, “Do you know anyone whose name starts with V like /v/ /v/ violin?” Emphasize the sound when repeating the name. For example, Yes! Victoria’s name begins with the letter V. /v/ –ictoria. Victoria.”
- Ask, “Can you name some other words that start with the /v/ sound like /v/ /v/ violin?” (vegetable, volcano, violet) Emphasize the beginning sound.
- Show how uppercase V and lowercase v are formed. “Slant down, slant up.” Have your child follow along by drawing on the carpet or in the air with their finger.
Initial-sound Cards
Day 3 Movement: Can’t Stop the Feeling

https://www.youtube.com/watch?v=KhfkYzUwYFk
Day 4 Read Aloud: Review Day 1 & 2 Books

- Re-introduce: *The Princess and the Pea* and *The Very Smart Pea and the Princess-to-Be*
- Remind your child that we read these earlier in the week. “Remember these books are fairy tales. A **fairy tale** is a story that has magic or imaginary things, places, and people in it. It usually has a happy ending. Both of the versions of the fairy tale are about a prince, a princess, and a pea, but one version is told by the pea!”
- “As we listen to each story, I am going to stop and ask you questions about what you think is going to happen. I want you to listen to the story and think about when we read the story before and the other version of the story. Think about why you think something is going to happen.”
- [https://www.youtube.com/watch?v=waw0U9tKpW0](https://www.youtube.com/watch?v=waw0U9tKpW0) and [https://www.youtube.com/watch?v=yPA7ukAkv44](https://www.youtube.com/watch?v=yPA7ukAkv44)
- Listen: While listening, stop and ask questions about what is happening, what will happen next, and why your child thinks so every few pages.
Day 4 Read Aloud Continued:

- **STOP** at the point that the prince returns from his search without having found a suitable princess.
- Emphasize the pictures and the stories from each of the versions. Help your child emphasize why they think something is happening or will happen next.
- After Reading:
- Review some of the *inferences (conclusions made from evidence and reasoning)* made by your child. Talk about how they used the pictures, what was happening in the story, their knowledge from the other book, and knowledge from the world around them to make these inferences.
Day 4 Math: Shape Exploration

- Need: Shapes (next page)
- Say, “I need your help with shapes.”
- Point to a simple shape - act confused and have fun! For example, point to the orange square and say, “It’s a triangle! See the point at the top?”
- “What is this shape’s name?” After your child correctly identifies the shape, have them explain, “How did you know?” Encourage children to tell about another object that is the same shape and/or the number of sides or vertices (corners). Repeat with other shapes children know and ones they need help with.
Day 4 Math: Shapes

circle

square

rhombus/diamond

triangle

trapezoid

pentagon
Day 4 Math: Additional Shapes

- Oval
- Hexagon
- Triangle
- Rectangle
Day 4 English: Cc and Vv Sort

- Need: Alphabet cards & initial-sound cards
- “I want to talk about two letters you learned about earlier this week.”
- Show the alphabet cards for Cc and Vv. Say, “Can you name these letters? What sound do they each make?” Confirm their thinking by pointing to the letter and saying, “This is the letter C. It makes the sound we hear at the beginning of the word cat. /c/ /c/ cat. This is the letter V. It makes the sound we hear at the beginning of the word violin. /v/ /v/ violin.”
- Say, “Today, I am going to say a word, and I want you to decide if it starts with Cc like cat or Vv like violin. We will sort the pictures of the words by putting all of the ones that start with Cc together and all of the pictures that start with Vv together.”
- Show the initial-sound cards for Cc and Vv, and ask: “Can you help me sort the cards/objects by the sound they start with?”
- Congratulate your child when all of the cards are sorted.
Letter Cards

Cc  Vv

cat  violin

Initial-sound Cards
Day 4 Movement: Stand in Place and Move

https://www.youtube.com/watch?v=QIzRGPzHbMk
Day 5 Read Aloud: The Knight and the Dragon

- Listen to the story: [https://www.youtube.com/watch?v=-4c3givGZCA](https://www.youtube.com/watch?v=-4c3givGZCA)
- After reading, ask: “Why did the princess suggest that the knight and the dragon cook?”
- “Did you like this book? Why or why not?”
- Have your child draw a picture of their favorite part of the story.
Day 5 Math: Week’s Review

- Review
- Patterns can be reviewed again by playing Pattern Claps! (Day 1) or Simon Shows (Day 2). Or, have fun with numbers by saying the “I’m So Glad to See You” rhyme (Day 3).
Day 5 English: Week’s Review

- Review
- Play Cc and Vv Sort (Day 4) or Sound Match Cc, Jj, Uu (Day 2)
Day 5 Ready Rosie Support Videos

- Follow the link to a playlist that includes videos on patterns, shapes, counting, and initial sounds that we have discussed this week.

Day 5 Movement: Just Dance Aladdin

https://www.youtube.com/watch?v=M8SlxE-MCFY&list=PLL2IbFj-RhJ3I7j2CmN0c_ehW51IJje9X
Rockin 4 School Music Therapy

https://www.youtube.com/watch?v=f7SXjbC0qRM&feature=youtu.be