WCPS Pre-K Learning Module 5
May 4 - May 8

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

- Hi Boys and Girls! We have been learning from home for a month. What do you miss about school? (Send your teacher a message to share with the class on Dojo.)

- 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

● Hands Up For Letter Sounds: https://www.youtube.com/watch?v=EgUt6-KvdF8
● Cosmic Kids Yoga-Coco the Butterfly: https://www.youtube.com/watch?v=pT-s1-phgxs
● Chant and Write Numbers: https://www.youtube.com/watch?v=J0WOslkjXI
● I Can Count to 100: https://www.youtube.com/watch?v=A_AVdpRY9Ew
● Shake Our Sillies Out: https://www.youtube.com/watch?v=NwT5oX_mqS0
● Just Dance-I’ve Got a Dream https://www.youtube.com/watch?v=d4wR2R8T90Y

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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<thead>
<tr>
<th><strong>Before Reading</strong></th>
<th><strong>During Reading</strong></th>
<th><strong>After Reading</strong></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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**Read any book from home. Pick 1-2 questions from each column to ask your child(ren).**
Day 1 Read Aloud: An Earthworm’s Life

Introduce: *An Earthworm’s Life*

- “Have you seen worms before? Tell me about your experiences with worms.”
- “Earthworms are animals that live underground. They are living things. This book will help us learn about the *life cycle* of an animal, just like we have been learning about the life cycle of a plant. Listen to find out how earthworms grow and new earthworms are born.”

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

- Encourage your child(ren) to make connections to their own experiences: “Have you ever seen a bird try to grab a worm? Where have you seen worms?”

After Reading:

- “Is there anything surprising about where earthworms come from and how they are born? Do you know other animals that come from eggs?”
- “Do you think the garden is a good place to put the earthworm that is on the basketball court? Why?”
- Use the cards on page 25 to retell an earthworm’s life cycle. As needed, reread parts of the book and use the illustrations to highlight points and vocabulary.
Day 1 Math: Finger Counting

Need: Your Fingers!

● “Come join me for an adding activity. I will tell a story and you will use your fingers to solve the addition problem in the story.”

● “I am going to plant a garden so I can grow vegetables. I will start with planting beans. I want to plant four bean seeds in one row and two bean seeds in another row. How many seeds do I need altogether?”

● Encourage your child(ren) to use their fingers to solve the problem. If necessary, model for him/her how to show the addition problem using your hands. Hold up 4 fingers on one hand and 2 fingers on the other hand. Once your child(ren) is/are holding up six fingers, have them count aloud as they wiggle each finger to check if they have the correct number of fingers raised.

● Repeat the process using other simple addition problems (next page).

All of these strategies are accurate: a child might say, “Four and two more is six!” Others may say, “I counted four, five, six -SIX!” Others may put up 4 fingers on one hand and 2 fingers on the other hand and then count all the fingers from one. Children may also put up their fingers and subitize (recognize without counting) that this is six fingers.
Day 1 Math: Addition Scenarios

- I want to plant some more seeds. I will plant 3 tomato seeds in one row. In the next row, I will plant 5 tomato seeds. How many tomato seeds did I plant?
- Nick has cucumber seeds. He planted 1 in a row. He planted 3 cucumber seeds in the next row. How many cucumber seeds were planted in the garden?
- Jasmine is working in her garden. She planted 2 pepper seeds. Then she planted 5 more. How many seeds were planted?
- Nevaeh wants to have a garden. She planted 3 carrot seeds in the first row. In another row, she planted 3 more carrot seeds. How many carrot seeds were planted?
- Migo will start his garden by planting broccoli seeds. He plants 4 broccoli seeds one day and 1 the next day. How many seeds did Migo plant?

*Feel free to create additional scenarios. Using fingers or objects to support understanding is okay!*
Day 1 English: The Letter Ww

Need: alphabet letter card, initial-sound cards for Ww (page 25), stuffed animal used as Lila Letter

- Show Lila Letter. Say, “We are going to talk about a new letter today, and you get to guess what it is.”
- Show each initial-sound card for Ww and ask, “What is the name of this object? What do you think the new letter is?” Show the alphabet card for Ww.
- Have Lila Letter say, “This is the letter W. It makes the sound we hear at the beginning of the word worm. /w/ /w/ worm.” Use some of the initial-sound cards to emphasize the letter and the picture again. “Can you say the /w/ /w/ sound?”
- Play The Letter Ww Song: https://www.youtube.com/watch?v=4yCq2dZaaD0 “What are some other words that start with the /w/ sound like /w/ /w/ worm and /w/ /w/ wig?”
- Show how to write the uppercase W and lowercase w. Use descriptive words such as, “Slanted line down, slanted line up, slanted line down, and slanted line up.” Have your child(ren) follow along by drawing on the carpet or in the air with their finger.

Note: Be careful making the /w/ sound. Try to say as little “uh” at the end as possible.
Introduce: *Wonderful Worms*

- “Like *An Earthworm’s Life*, this book gives information about the lives of earthworms: where they live, how they move, and what they need to survive. We will also learn about how earthworms are helpful in the garden. Raise a finger if you hear any information about what worms need while we listen.”

Listen: [https://youtu.be/mpnJCyAZ_PE](https://youtu.be/mpnJCyAZ_PE) - *You may stop the video at 3:04. Continue watching to see real worms!*

- Ask “Why do you think it says that earthworms hear thunder when the boy walks?” “What do earthworms use to dig if they don’t use shovels or fingers or toes?”
- If your child(ren) raise a finger to show that they have heard something that a worm needs, stop to allow them to share their thinking. (You may choose to write this information.)

After Reading:

- “Use your previous knowledge and the information from the book to figure out what it means for earthworms to be good “underground gardeners.” Ask, “How do the earthworms make it easier for air to get to the roots of the plants?”
- “There are places where worms do good things, like in gardens. And, there are places where worms are less welcome, for example, in forests. In forests, flowers and small trees grow in the dead leaves on the ground. Sometimes worms eat so many of the leaves that the flowers and trees cannot grow.”
Day 2 Math: Five Little Wiggle Worms

Need: Just your fingers! (Note: this poem is continued on the next page.)

Hold up one hand. “Get your five little wiggle worms ready to play!” Teach this fingerplay:

**Five** little wiggle worms wiggling up a tree. (Wiggle all five fingers and move hand up.)

Teasing Mr. Red Bird, “You can’t catch me!” (Shake finger in teasing manner.)

Down swooped Mr. Red Bird as fast as could be. (Swoop your other hand quickly down.)

There goes one wiggle worm! Now where can he be? (Hold hands up questioning.)

**Four** little wiggle worms wiggling up a tree. (Wiggle four fingers and move hand up.)

Teasing Mrs. Blue Bird, “You can’t catch me!” (Shake finger in teasing manner.)

Down swooped Mrs. Blue Bird as fast as could be. (Swoop your other hand quickly down.)

There goes one wiggle worm! Now where can he be? (Hold hands up questioning.)

**Three** little wiggle worms wiggling up a tree. (Wiggle three fingers and move hand up.)

Teasing Mr. Yellow Bird, “You can’t catch me!” (Shake finger in teasing manner.)

Down swooped Mr. Yellow Bird as fast as could be. (Swoop your other hand quickly down.)

There goes one wiggle worm! Now where can he be? (Hold hands up questioning.)
Two little wiggle worms wiggling up a tree. (Wiggle two fingers and move hand up.)
Teasing Mrs. Green Bird, “You can’t catch me!” (Shake finger in teasing manner.)
Down swooped Mrs. Green Bird as fast as could be. (Swoop your other hand quickly down.)
There goes one wiggle worm! Now where can he be? (Hold hands up questioning.)

One little wiggle worm wiggling up a tree. (Wiggle one finger and move hand up.)
Teasing Mr. Orange Bird, “You can’t catch me!” (Shake finger in teasing manner.)
Down swooped Mr. Orange Bird as fast as could be. (Swoop your other hand quickly down.)
There goes one wiggle worm! Now where can he be? (Hold hands up questioning.)

No little wiggle worms wiggling up a tree.

None are teasing any bird, “You can’t catch me!” (Shake finger in teasing manner.)
Down swoop the hungry birds, searching all around. (Swoop hand down, then over eyes, searching.)
Where are the wiggle worms? Safe under the ground!
Day 2 English: Where Does It Go?

Need: letter card for Ww, initial-sound cards for Ww and other letters (page 29); a piece of paper

- “We are going to sort items by the sounds with which they begin. You will look at pictures and listen for the beginning sounds of the word for each. If the word starts with /w/, we will put it on the paper. If it does not start with /w/, it will go in a separate pile. Listen carefully to the beginning sound.”
- Show an initial-sound card or item. Have your child say the name of the picture or item. “Give a thumbs-up if the word begins with the /w/ sound, like /w/ /w/ worm.” During this time, repeat the /w/ sound often to help them, and encourage them to do the same.
- Place each initial-sound card on the paper if it starts with /w/ and to the side if it doesn’t. Repeat the process with additional cards, repeating the /w/ sound often to help children.

Challenge: Children can use items from your home and decide if they begin with the /w/ sound.
Day 3 Read Aloud: Friends

Introduce: *Friends*

- “Today’s book, *Friends*, is written by the same author as the book *Happy* - Mies van Hout.” (book covers are on the next page)
- “This book shows things that happen to friends. It has both friendly behaviors, such as gentle touches, and behaviors that aren’t friendly, such as fighting. As we listen, try to figure out which behaviors are friendly and which show problems. For unfriendly behaviors, try to think of solutions and ways we could help the monsters feel better.”

Listen: [https://www.youtube.com/watch?v=Xr4TJu2F2vo](https://www.youtube.com/watch?v=Xr4TJu2F2vo)

- **Stop** to ask if the behaviors are friendly and which emotions the characters are feeling. (Use the Emotions poster on the next page as needed.)
- For problems, ask your child(ren) to identify solutions or ways to help the monsters feel better. Use the friendship-skills visuals and the Solution Suitcase to help children think of solutions (on the next page).

After Reading:

- “What are some ways you feel better when you are upset, angry or hurt?”

**Note:** Do not stop and discuss each page in depth (choose certain ones to discuss the emotions the monsters are feeling and others to discuss solutions).
Day 3 Read Aloud: Resources

**Friendship Skills:** Give a Play Idea, Help a Friend, Give a Toy, Give a Compliment, Give Friendly Touches, Ask to Play
Day 3 Math: What’s My Number?

Need: number cards 1–10 (page 31); number-dot cards (page 33)

- Place the number cards faceup, in order from 1 to 10; choose one card from the number-dot cards and place it face-down - this will be known as the **Secret Card**
- Show the cards. “These cards are in order from 1 to 10. I have a secret card that matches one of these numbers. Can you guess the number?”
- 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 3 English: The Letter Xx

Need: alphabet letter card, final-sound cards for Xx (page 35); stuffed animal used as Lila

- Have Lila say, “We are going to talk about a new letter today, and you get to guess what it is!”
- Show each of the final-sound cards for Xx. “What is the name of this object? What letter do you think it is?” Show the alphabet card for Xx.
- Have Lila say, “This is the letter X. It makes the /ks/ sounds. We usually hear the /ks/ sounds at the end of words such as fox or six. /ks/ /ks/ fox. /ks/ /ks/ six.” Use some of the initial-sound cards to emphasize the letter and the picture again.
- Play The Letter Xx Song: https://www.youtube.com/watch?v=qj4nyH2aWVc “What are some other words that have the /ks/ sounds in them or at the end, such as /ks/ /ks/ fox and /ks/ /ks/ six?”
- Show how the uppercase X and lowercase x are formed. Use descriptive words, such as, “Slanted line down and slanted line down.” Have your child(ren) follow along by drawing on the carpet or in the air to make the letter.
How to access Bookflix

1. Go to: http://teacher.scholastic.com/products/bookflix/#/
   Click on Login

2. Enter the username: wicomico
   and password: wicomico

3. You now have access to an amazing fiction and non-fiction library!

For Waiting for Wings - click on Animals and Nature
Day 4 Read Aloud: Waiting for Wings

Introduce: *Waiting for Wings*
- Show the cover and read the title and author.
- “What do you know about butterflies?”

Listen:
- Follow the directions on the previous page to access the book on Bookflix.
- While reading, ask your child(ren) “What is happening now? What do you think will happen next? Have you seen a butterfly? Caterpillar?”
- Use the vocabulary words: *change*, *grow*, and *life cycle* as part of the discussion.

After Reading:
- Ask your child to tell you about the life cycle of the butterfly.
- Try playing the *Puzzlers! - Word Match and What Came First*
Day 4 Math: What’s My Number?

Need: a ruler; garden-related objects that are between 1 and 12 inches long (measure each object and record the measurements on a piece of paper for reference) See page 37

- “Let’s do a measurement activity.” Show the ruler and point out the numbers 1 through 12. “Each number represents 1 inch. Rulers are used to measure the height and length of objects. In the book *Zinnia’s Flower Garden*, Zinnia uses a ruler to measure how tall and strong her plants are growing.”
- Measure one garden-related object, noticing the numbers on the ruler and dragging your finger along from 0 to 1 inch, saying, “That is 1 inch.” Continue, saying the number of inches aloud, until reaching the correct number of inches for the object being measured. Then say, for example, “This carrot is 8 inches long. One, two, three, four, five, six, seven, eight; 8 inches in all.”
- “I have hidden a secret garden-related object and you get to guess how long it is.” Slide finger along the length of the ruler to remind them the ruler goes from 1 to 12 inches. Then say, “The ruler is only 12 inches long, so the object I am hiding can’t be more than 12 inches.”
- Ask your child(ren) for their first guess. If the correct length is guessed, say with excitement, “You guessed the correct length,” and show the object while holding it up next to the ruler to show the length. If the guess is incorrect, give a number clue, “My hidden garden object is longer (or shorter) than the number you guessed.”
- Repeat the process with other garden-related objects.
Day 4 English: Vacation

Need: stuffed animal used as Lila; alphabet letter cards (page 39); a bag (mix up the cards and place them in the bag)

● (Using Lila) “Let’s play a game to practice letters and sounds! We’re going to pretend that we’re going on vacation, but we can only take things that begin with the letter we choose.”

● “I am going to pull out a letter card and show you the card. You will tell me the letter on the card and say the sound or sounds that the letter represents. Then, we have to think of things to bring on vacation that begin with one of the sounds. For example, S says /s/. I’m going to take a swimsuit.”

● Choose a card. “What is this letter? What sound does it represent?”

● “Remember to think of words that begin with the sound to bring with us on our pretend vacation.”

● Repeat with other letters. *(Note: You do not have to do them all at once.)*
Day 5 Read Aloud: How Many Snails?

Introduce: How Many Snails?

- “We are going to read this counting book called How Many Snails? by Paul Giganti Jr. and count many things, such as clouds, flowers, fish, and snails.”

Listen: https://www.youtube.com/watch?v=AfNcJHi0u88

- Stop on the illustrations and count the items while pointing to each: “One, two, three, four, five, six, seven, eight! Eight clouds.”
- Occasionally incorrectly count items, and have your child(ren) tell you how to do it right.
- Do as many pictures as long as children are engaged. You can skip doing the actual counting on some pages.

After Reading:

- Review counting to ten and beyond. If your child(ren) have difficulty with larger numbers, such as those larger than five, focus on those instead of starting from one every time.
- Encourage your child(ren) to compare the number of yellow flowers to the number of pink flowers (Which has more? Less? Which group is bigger? smaller?). Encourage them to find the sum (addition) of the two groups of flowers.
Day 5 Math: Week’s Review

- Review Math skills from the week.
- Pick an activity(ies) to play again:
  - What’s My Number? (Day 3) (Day 4)
  - Five Little Wiggle Worms (Day 2)
  - Finger Counting (Day 1)
Day 5 English: Week’s Review

- Review English Language Arts skills from the week.
- Pick an activity(ies) to play again:
  - Vacation (Day 4)
  - Where Does It Go? (Day 2)
  - Talk about words that contain the letter Xx (Day 3) and about words that start with Ww (Day 1).
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=alkTcHyt_xw
“The *life cycle* of the earthworm is out of order. Help fix it by cutting out the pictures and putting them in order or pointing to what comes *first, second, and third* in the life cycle.”
Day 1
Initial-Sound Cards

Picture Cards: wall, watch, water, wig, window, worm
Intentionally Blank
Day 2
Initial-Sound Cards

Picture Cards: whale, cake, wagon, nose, wheel, goat
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## Day 3 Number-Dot Cards

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- **0**: No dots
- **1**: One dot
- **2**: Two dots
- **3**: Three dots
- **4**: Four dots
- **5**: Five dots
- **6**: Six dots
- **7**: Seven dots
- **8**: Eight dots
- **9**: Nine dots
- **10**: Ten dots

Each number is represented by a corresponding number of dots in a grid.
Day 3
Final-Sound Cards

Picture Cards: axe, mix, fox, box, six, tux
Day 4 Math

Key: carrot = 8 in; corn kernel = 1 in; green bean = 5 in; brussel sprout = 2 in; cucumber = 10 in; onion = 4 in
Day 4 Letter Cards

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Note: You can use magnetic letters or write letters on pieces of paper or index cards. Letter cards can be placed in a bag, pillowcase, cup, etc.