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!
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!
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.

Daily Song: The Itsy, Bitsy Spider

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 this week: https://www.youtube.com/watch?v=AvlCUaA8pWs

Daily Calming Strategy: Crawling Spiders

In school, we practice our calming strategies throughout the day. These strategies help us get our minds and bodies calm so we are ready to learn.

Please practice crawling like a spider each day this week by following these steps:

- Pretend you are a spider crawling up the waterspout.
- Inhale as you pretend to climb up a waterspout (moving your hands and feet like you’re climbing a ladder).
- Exhale as you pretend to fall (squatting down). Repeat several times.
STEAM Activity and Family Connection

Ant Exploration

NOTE: Work on this activity throughout the week for fun!

Need: egg carton, coloring materials (paint, markers, crayons, etc.), google eyes, chenille stems

1. Watch an ant video(s)
   a. Ants (Science for Kids):
      https://www.youtube.com/watch?v=CASrmm4BUJk
   b. How Do Ants Find Food?:
      https://www.youtube.com/watch?v=2IVb2Atu3Jc

2. Ants have 3 body parts (head, thorax, abdomen), 6 legs, 2 eyes, and 2 antennae.
3. Cut out and give your child(ren) 3 connected sections of an egg carton. Have your child(ren) count the 3 sections.
4. Color the ant body black, red, or brown.
5. Add eyes, antennae and legs.

As we begin using numerals to represent the number of objects in a small set, encourage your child to notice numerals all around. You might see numerals on license plates, mailboxes, packages, clocks, kitchen appliances, televisions and computers, calendars, cereal boxes, and clothing.
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.
### Before Reading
- How do you think the book will end?
- Who might be the characters in this story?
- What is the setting (where) of the story?
- What do you predict will happen in the story?
- What do you notice on the cover of the book? What do you know about ______?
- What is an author? What is an illustrator?

### During Reading
- How are the characters the same/different as you?
- Can you think of another book that is similar to this one? How?
- What does this story remind you of?
- How are the characters feeling in the book? How do you know?
- What are the characters doing in this picture?
- How do the pictures help you to understand the story?

### After Reading
- What is this story mostly about?
- What are some key details from the story? (2 to 3)
- Who are some of the characters in the story?
- What is the setting of the story?
- What did you like/dislike about this book?
- What did you learn about ______ after reading this book?
- Why do you think the book was called (title)?

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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: Backyard Bugs

Listen to the story: **Backyard Bugs**
https://www.youtube.com/watch?v=Zih7VhU20dc

Stop at 3:58. We will continue reading tomorrow!

Now it’s your turn to find bugs!

Take a walk and search for small bugs (especially crawling critters). Please don’t touch them! Draw (or take a picture) and label the bugs you find on the next page.
## Day 1 Bug Hunt

**Directions:** Draw and label the bugs you found!

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Day 1 Math: Numeration 1-3

“We are going to learn to count and learn the symbols to tell us how many.”

Review the fingerplay When I Was One.

“When you have a birthday, you add a candle to your birthday cake. This shows how many years old you are. Each year, you add another candle.

Show the “Birthday Candle” Counting Cards (page 27) one at a time. As you show each card, say, “The number of candles on a birthday cake is the same as the age of the child: one candle for one year old, two candles for two years old, three candles for three years old.

When you turn four, you will have four candles on your cake.” Show the card with three candles. Point/touch each candle as you count, “One, two, three. This week, we will learn about the numbers one, two, and three.”

Show Numeral Cards 1-3. Point out the similarities and differences (straight lines, curved lines and combinations of both types of lines) in the numerals.

Collect 3 objects (spoons, toothpicks, rocks). Say, “There are three (spoons) in my set. Count them with me.” Rearrange the three objects and count again. Move two objects out of line and count again. “There are still three (spoons) even though they aren’t all in a line.”

When I Was One

When I was one, I was so small (Hold up one finger)
I could not speak a word at all. (Shake head no)
When I was two, I learned to talk. (Hold up two fingers)
I learned to sing. I learned to walk. (Point to mouth and feet)
When I was three, I grew and grew. (Hold up three fingers)
Soon I will be four and so will you! (Hold up four fingers)
Day 1 English:

- Letter Aa - Apple Annie Song
  https://www.youtube.com/watch?v=1p1l3hvN_Q
- Letter Cc - Cathy Cook Song
  https://www.youtube.com/watch?v=Lt_hNVIlwLw
- Find these letters in our message: A, a, c

Ants can get in your pants.
Day 2 Read Aloud: Backyard Bugs (continued)

“We heard the word **crawl** in this book yesterday. What does it mean to crawl? Would you show me how to crawl?” “When we listen today, I want you to be on the lookout for bugs that crawl! Anytime you see one - clap your hands.” Pause the book to take a look at bugs that crawl. “Did we find any of these bugs yesterday?”

Listen to the story: **Backyard Bugs** *(Starts at 3:58)*

https://youtu.be/Zih7VhU20dc?t=238
How to Make Number Bags

● Use a permanent marker to write the numeral “1” at the top in the middle of a sandwich-size resealable, plastic bag.
● Draw a line from the bottom of the number down to the bottom edge of the bag to divide the bag in half.
● Place one counter (any small object) inside Number Bag 1.
● Create Number Bag 2 the same way - writing the numeral at the top, drawing the line down the middle, and placing two counters inside.
● Prepare a Number Bag for each number from 1-3.

Save me for next week!
Day 2 Math: Number Bags

- Arrange two “bugs” in a line. Count the “bugs” with your child(ren). Place Numeral Card 2 by the “bugs.” Say, “I have two bugs in my set.”
- Hand the “bugs” to two different people (or stuffed animals). Ask, “Do I still have two “bugs” in my set?”
- Place a strip of masking tape on the floor (or draw a line with chalk outside). Have one person (or stuffed animal) stand on one side of the line and the remaining person/animal stand on the other side. Say, “Do I still have two “bugs” in my set?”
- Hold up Number Bag 2. “The counters inside are make-believe “bugs.” Place Number Bag 2 above the Numeral Card 2. Ask, “How many “bugs” are in the bag?” Move the “bugs” so there is one “bug” on each side of the line down the middle of the bag. Ask, “Are there still two “bugs” in the bag?”
- Have your child(ren) use their finger to trace the numeral 2 (start at the top).
- “Tomorrow we will explore a new number! What number do you think we will use?”

Note: “bugs” can be anything (rocks with eyes drawn on, paperclips, toy cars, etc.)
Day 2 English:

- Letter Ss- Silly Snake Song
  
  https://www.youtube.com/watch?v=EsT6cExx5S0

- Find these letters in our message: S, s, c, a

Spiders and scorpions are not insects.
Today we are going to learn about camouflage!
“What does camouflage mean?” (a way of hiding something so it is not easily seen) “In today’s video we are going to learn how animals can hide from predators. A predator is another animal that might want to catch and eat that animal.”

Listen to this great informational video: [https://www.youtube.com/watch?v=YOIRci0CKzg](https://www.youtube.com/watch?v=YOIRci0CKzg)

Now it’s your turn to play hide and seek with some amazing camouflage bugs. Watch this video and see if you can find each camouflage bug! [https://www.youtube.com/watch?v=EX9ySwi-kHQ](https://www.youtube.com/watch?v=EX9ySwi-kHQ)

Let's play our game of hide and seek at home. “Where do you hide when you don’t want to be found?”

Send a picture and a sentence to your teacher of your secret hiding place. What did you do to blend in?
Day 3 Math: Number Bags

- Arrange three “bugs” in a line. Count the “bugs” with your child(ren). Place Numeral Card 3 by the “bugs.” Say, “I have three bugs in my set.”
- Hand the “bugs” to three different people (or stuffed animals). Ask, “Do I still have three “bugs” in my set?”
- Place a strip of masking tape on the floor (or draw a line with chalk outside). Have two people (or stuffed animals) stand on one side of the line and the remaining person/animal stand on the other side. Say, “Do I still have three “bugs” in my set?”
- “The counters inside are make-believe “bugs.” Place Number Bag 3 above the Numeral Card 3. Ask, “How many “bugs” are in the bag?” Move the “bugs” so there is one “bug” on one side and two “bugs” on the other side of the line down the middle of the bag. Ask, “Are there still three “bugs” in the bag?”
- “How else might we show the three bugs in our bag?” (Ex. 3 bugs and 0 bugs.)
- Have your child(ren) use their finger to write the numeral 3 in the air.

Note: “bugs” can be anything (people, plastic bugs, beads, pieces of paper, dolls, etc.)
Day 3 English:

- Letter Bb - Benjamin Bunny Song
  https://www.youtube.com/watch?v=8ApYHjGIXR0
- Find the following letters in our message: B, a, c, s

Beetles, ants, and caterpillars are insects.
Day 4 Read Aloud: The Ant and the Grasshopper

Listen to the story: The Ant and the Grasshopper

Follow the directions on page 2 to access Bookflix. Select Animals and Nature.

Now it’s your turn to say and clap the syllables in some buggy words!

Say the following words. Put your hand under your chin to feel how many syllables. Next, clap the syllables you hear. For a challenge, write how many syllables you feel or clap next to the word.

<table>
<thead>
<tr>
<th>Grasshopper</th>
<th>Ant</th>
<th>Beetle</th>
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<tr>
<td>Colony</td>
<td>Insect</td>
<td>Band</td>
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A syllable is a part of a word. Put your hand under your chin. Each time your chin drops, you have a syllable. Ex. Pur-ple (2) Di-no-saur (3) Dog (1)
Day 4 Math: Web Mats and Spiders

To make spider counters: cut black chenille stems (pipe cleaners) into 2 ½ inch strips. Twist four strips together in the middle to create a “spider.” Shape the legs by pulling them apart and bending them. (You do not have to make spiders, you may use beans, Skittles, etc. or cut out the spiders on page 29)

- Use tape, chalk, or pretend to make a larger spider web on the floor/ground. Get 3 people or stuffed animals. Say, “I have a set of three spiders.”
- Place Numeral Card 3 by the web. Have the “spiders” crawl one at a time to another position on the web. Ask, “Are there still three spiders?”
- Show the “Spider Counters” and “Spider Web Mats” (1-3). Point to the numeral on each web. Have your child(ren) count the appropriate number of spiders and place them on each web.
Day 4 English:

- Letter Cc - Cathy Cook Song
  [https://www.youtube.com/watch?v=Lt_hNVIlwlw](https://www.youtube.com/watch?v=Lt_hNVIlwlw)
- Letter Aa - Apple Annie Song
  [https://www.youtube.com/watch?v=1p1l3hvN_Q](https://www.youtube.com/watch?v=1p1l3hvN_Q)
- Find the following letters in our message: C, c, a, b, s

Caterpillars can be called eating machines.
Day 5 Read Aloud: Bugs! Bugs! Bugs!

Listen to the story: **Bugs, Bugs, Bugs**

Follow the directions on page 2 to access Bookflix. Select Animals and Nature.

Now it’s your turn to share about your favorite bug!

We learned about many different types of bugs in the book *Bugs! Bugs! Bugs!* Which bug was your favorite? Why do you like this bug? What does it do that is special? Does it have wings? Tell me all about it!

On the next page, draw and write about your favorite bug.

**Challenge:** Label your bug’s wings, legs, and eyes. Scribbles, lines, letter-like forms, and random letters are great starts to writing!
My favorite bug is a __________________________.
Day 5 Math: Leaf Mats and Caterpillars

To make “caterpillar” counters: an adult may cut thick, black yarn into two-inch strips. You do not have to make caterpillars, you may use candy, pasta, etc. or cut out the caterpillars on page 31.

- Use masking tape, yarn, a real leaf, or the materials on page 31 as a large leaf on the floor. Choose 3 people or stuffed animals to sit on the leaf pretending to be caterpillars.
- Count the “caterpillars” and place Numeral Card 3 by the leaf. “This is a set of three caterpillars.”
- Have the caterpillars crawl one at a time to a new position on the leaf. Ask, “Is this still a set of three?”
- Show the “Caterpillar Counters” and “Leaf Counting Mats” (1-3). Have your child(ren) place the correct number of caterpillars on each leaf.

**Challenge:** Have your child(ren) use tweezers to place the appropriate number of “caterpillars” on each leaf. If he/she is unable to manipulate the tweezers, encourage him/her to use their thumb and pointer finger to pretend to be tweezers.
Day 5 English:

- Letter Bb - Benjamin Bunny Song
  https://www.youtube.com/watch?v=8ApYHjGIXR0
- Letter Ss- Silly Snake Song
  https://www.youtube.com/watch?v=EsT6cExx5S0
- Find the following letters in our message: B, b, c, a, s

Beetles can be brown or a bright color.
Additional Read Alouds:

If you’d like to learn more about critters that crawl, here are some additional books:

- Check out the non-fiction books paired with our read alouds from this week on Bookflix.
- Eric Carle reads The Very Hungry Caterpillar [https://www.youtube.com/watch?v=vkYmvxP0AJI](https://www.youtube.com/watch?v=vkYmvxP0AJI)
- Eric Carle creates a collage [https://www.youtube.com/watch?v=OCaFkD5xrXI](https://www.youtube.com/watch?v=OCaFkD5xrXI)
- Additional Bookflix stories:
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=3jJlTYJf9C0
Day 4 Webs and Spiders

1

2

3

4
Intentionally Blank
Day 5 Leaf Counting Mats and Caterpillars