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!
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!

Daily Song: Roly, Poly Caterpillar

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 sing this song each day this week: https://www.youtube.com/watch?v=aVGbTBfiwho

Roly-Poly Caterpillar
(Tune: “Itsy Bitsy Spider”)
Roly-poly caterpillar into a corner crept, Spun himself a blanket then for a long time slept. Roly-poly caterpillar wakening by and by, Found himself with beautiful wings Changed to a butterfly.

Daily Calming Strategy: Flying Caterpillars

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 flying like a butterfly each day this week by following these steps:

- Pretend to be a butterfly.
- Inhale as you lift your butterfly wings (arms).
- Exhale as you lower your wings.
- Slow down your breathing.
- Repeat 3 times.

https://www.youtube.com/watch?v=1VXknVjy1T0
STEAM Activity and Family Connection

Bug Creations

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

Possible Materials: masking tape, boxes, chenille stems, toilet paper/paper towel tubes, wiggle eyes, flexible straws, egg cartons, yarn, ribbons, streamers, waxed paper, etc.

1. Do you remember the ants we created last week? They looked like real ants; they had the same number of body parts, legs and antennae.
2. Look at the bugs in *Backyard Bugs* or through a Google search. You will create a silly bug this week (ex. it has a body like a grasshopper and legs like a spider).
3. Display supplies you have gathered. Invite your child(ren) to explore them. Point out how the shape of an item matches the shape of a bug part.
4. Have your child(ren) gather their supplies and build their bug. There is no right or wrong way to build a bug. Their bugs are imaginary and do not need to look like a bug they've seen before.
5. Assist by asking: What have you tried? What might work better? What will happen if ___? Is this a crawling, flying or hopping bug?
6. Send a picture of your bug to your child's teacher.
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=cSPmGPlyykU
- 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?

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>Who might be the characters in this</td>
<td>Can you think of another book that is similar to this</td>
<td>What are some key details from the story? (2 to 3)</td>
</tr>
<tr>
<td>story?</td>
<td>one? How?</td>
<td></td>
</tr>
<tr>
<td>What is the setting (where) of the</td>
<td>What does this story remind you of?</td>
<td>Who are some of the characters in the story?</td>
</tr>
<tr>
<td>story?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you predict will happen in the</td>
<td>How are the characters feeling in the book? How do</td>
<td>What is the setting of the story?</td>
</tr>
<tr>
<td>story?</td>
<td>you know?</td>
<td></td>
</tr>
<tr>
<td>What do you notice on the cover of the</td>
<td>What are the characters doing in this picture?</td>
<td>What did you like/dislike about this book?</td>
</tr>
<tr>
<td>book? What do you know about ________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is an author? What is an</td>
<td>How do the pictures help you to understand the story?</td>
<td>What did you learn about __________ after reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>this book? (title)?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read any book from home. Pick 1-2 questions from each column to ask your child(ren).
Day 1 Read Aloud: Busy Bees

Listen to the video: *Busy Bees*
https://youtu.be/ta154f5Rp5Y

Now it’s your turn to draw and write.

Bees work hard collecting pollen and nectar. Without bees, we wouldn’t have food to eat. Use the next page to draw and write about what fruit you would help pollinate if you were a bee.

*Reminder: Scribbles, lines, letter-like forms, and random letters are all appropriate forms of writing at this age.*
**Busy Bees Reflection**

**Draw**

**Write**

*I would pollinate ____________________.*
Day 1 Math: Numerations 1-4

- “I’m going to read the poem, *Four Baby Bumblebees*. I want you to find the card with the correct number of bees as I read.” (page 29).
- Show numeral cards 1-4. Have your child(ren) trace over each numeral or write them in the air with their finger.
- Create a set of objects for each number. Have your child(ren) match the set to the numeral.

*Four Baby Bumblebees*

**Four** baby bumblebees dancing up a storm.
Buzzing and humming in their special form.

**Three** baby bumblebees searching for a flower
Sipping on nectar to gain their power

**Two** baby bumblebees buzzing by
Dropped their pollen and begin to cry

**One** baby bumblebee ready to go home
Her house is a hive, just like a dome

*Note: You may use items from your home to create the sets of “bees” instead of using the cards.*

*We will use the number cards later this week!*
Day 1 English:

- Letter Ff - Funny Fish Song
  https://www.youtube.com/watch?v=7Gq-vpp1mV8
- Letter Ll - Larry Lion Song
  https://www.youtube.com/watch?v=MaUXH2PyOQc
- Find these letters in our message: F, f, l

Flies fly fast.
Day 2 Read Aloud: Butterflies

Listen to the story: Butterflies

Follow the steps on page 2 to access Bookflix. Click on Animals and Nature. Click on Waiting for Wings/Butterflies. Listen/read Butterflies

Now it’s your turn to sort insects!

Some insects have wings like butterflies. These insects are able to fly. Some insects do not have wings like an ant. These insects walk or hop. Cut, draw, or point to the insects on page 27. Sort them to show which insects fly and which insects do not.
Day 2 Math: Numerations 1-4

- “No matter how a set is arranged, the amount in the set remains the same. But the set changes if something is removed from or added to it.” Demonstrate this using pennies. Place a strip of masking tape down the center of a cookie sheet. Place 4 pennies all on one side of the line. Ask, “If I move 2 of the pennies to the other side of the line, do I still have 4 pennies in my set?” “How do you know?”
- Continue this activity to find all of the ways that you can make 4. (2 and 2; 3 and 1; 1 and 3; 4 and 0; 0 and 4)
- Repeat these procedures to find all the ways to make 1, 2 and 3.
- Show the Numeral Cards 1-4 (page 29). Have your child(ren) trace over the numerals with their finger, draw them in the air, on the carpet, or in shaving cream or sand.

You may use a piece of paper, cereal box, etc. and draw the line instead of using a cookie sheet.
Day 2 English:

- Letter Bb - Benjamin Bunny Song
  https://www.youtube.com/watch?v=8ApYHjGIXR0
- Find these letters in our message: B, b, l, f

Butterflies fly and bees buzz.
Day 3 Read Aloud: Are You a Dragonfly?

Listen to the story: *Are You a Dragonfly?*
https://www.youtube.com/watch?v=Dml8V0Wxgas

Now it’s your turn to tell us some bug facts.

Have your child(ren) point to a bug (below). Then say, “I want you to think about what you learned in the story. What did you learn about a (bug name)?” Repeat for all the bugs.

| fly       | water beetle | mosquito | dragonfly |

Additional questions for prompting:

*How does this bug get around?*
*Where does this bug live?*
*How many legs does it have?*
*Does this bug make a sound?*
Day 3 Math: Numerations 1-4

- Create a line of 4 objects. Count them with your child(ren). Rearrange the items by moving 2 up and 2 down. Count the set again. “How many do we have?” “Is it the same amount?”
- Show the Numeral Card 4 (page 29). Have your child(ren) write the numeral 4 in the air.
- Use masking tape, spaghetti, or string to make a line down the middle of a pie tin or piece of paper. “We are going to count these flies.” (use plastic flies or pennies) “How many do you predict will fall on each side of the line when I drop them?” Drop all 4 “flies” into the pie tin and describe the configuration. (ex. 1 and 3)
- Repeat these steps several times. Review all the ways you made 4. (ex. We made 4 with 1 and 3.)
- Repeat this activity with 1, 2 and 3 “flies.” How many different combinations did you find for each number?
Day 3 English:

- Letter Mm - Marvin the Monkey Song
  https://www.youtube.com/watch?v=k49nHWdc9nM
- Letter Dd - Daisy Doll Song
  https://www.youtube.com/watch?v=MoHJwkzxCBs
- Find the following letters in our message: M, m, b, d

Mosquitoes make buzzing sounds.
Day 4 Read Aloud: Mosquitoes

Listen to the story: *Mosquitoes*

Follow the steps on page 2 to access *Bookflix*.
Click on Animals and Nature
Click on *Why Mosquitoes Buzz in People’s Ears/Mosquitoes*
Listen/read *Mosquitoes*

Now it’s your turn to practice sounds.

You can hear mosquitoes near you because of the buzzing sound their wings make. Find the beginning sound for each word on the next page.
Beginning Sounds

Directions: Name each picture. Stretch out the beginning sound. What letter does it start with? Use your finger to write each letter in sand, shaving cream, in the air, or on the carpet. (ex. Hive /hhhhh-ive/ Hive begins with H.)

- bumblebee
- fly
- mosquito
- roach
- hive
- grasshopper
- ladybug
- caterpillar
- walkingstick
- stink bug
Day 4 Math: Numerations 1-4

- We have worked hard to make and match sets to numerals 1-4.
- Today you will have a turn to make sets!
- Look around your home or outside for items that you can make into sets. We know some things come in sets already - like shoes!
- Make sets of objects 1-4. Draw or take a picture of what you found or created for each numeral. Send it to your teacher.
Day 4 English:

● Letter Dd - Daisy Doll Song
  https://www.youtube.com/watch?v=MoHJwkzxCBs

● Letter Ff - Funny Fish Song
  https://www.youtube.com/watch?v=7Gq-vpp1mV8

● Find the following letters in our message: D, d, f, l

Dragonflies are daredevil fliers.
Day 5 Read Aloud: The Very Lonely Firefly

Listen to the story: *The Very Lonely Firefly*
https://www.youtube.com/watch?v=_XrPyF4Mpl4

Now it’s your turn to retell the story!

Cut out and place the light picture cards *(page 31)* around your home. During the second listening of *The Very Lonely Firefly*, your child(ren) will act as the main character - the lonely firefly! *(For added fun, have him/her dress in yellow!)* Have your child(ren) “fly” around the room as he/she touches/collects each picture as the story is being told. At the end of the story, the lonely firefly finds his friends. Ask your child(ren), “How will you feel when you go back to school to see your friends?” “How do you feel when you see your family?”
Day 5 Math: Numerations Memory 1-4

- Play Memory! by using the cards on page 33. You can play several different ways; choose 2 types of cards (such as the numerals and fingers or the dots and fingers).
- Mix the cards up.
- Place the cards face down in rows.
- Player 1 flips over 2 cards. If they match, player 1 gets to keep them. If they do not match, player 1 must put them back in the same spot.
- Player 2 takes their turn and follows the same rules.
- The game is over when all cards have been matched. The player with the most matches wins!

**Tip:** Watch the other players as they take their turns so you remember where certain cards are!
Day 5 English:

- Letter Ll - Larry Lion Song
  https://www.youtube.com/watch?v=MaUXH2PyOQc
- Letter Bb - Benjamin Bunny Song
  https://www.youtube.com/watch?v=8ApYHjGIXR0
- Find the following letters in our message: L, d, b

Ladybugs are good for your garden.
Additional Read Alouds:

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

- Little Bee’s Journey [https://www.youtube.com/watch?v=cVqbSOAr6OQ](https://www.youtube.com/watch?v=cVqbSOAr6OQ)
- I Love Bugs! [https://www.youtube.com/watch?v=IGxI6v-kIOY](https://www.youtube.com/watch?v=IGxI6v-kIOY)
- The Grouchy Ladybug [https://www.youtube.com/watch?v=Jr3ha03MsK0](https://www.youtube.com/watch?v=Jr3ha03MsK0)
- Bookflix: Why Mosquitoes Buzz in People’s Ears (paired with Mosquitoes)
- Like Fruit? Thank a Bee! [https://www.youtube.com/watch?v=txv2k7OoY7U](https://www.youtube.com/watch?v=txv2k7OoY7U) (extension to “Busy Bees”)

**Metamorphosis**

I’m an egg. I’m an egg.
I’m an egg, egg, egg. *(curl up in a ball)*
I’m a worm. I’m a worm.
I’m a wiggly and lumpy worm. *(open up & wiggle on the floor)*
I’m a cocoon. I’m a cocoon.
I’m a round and silky cocoon. *(curl up again)*
I’m a butterfly. I’m a butterfly.
I’m a grand and glorious butterfly. *(stand and “fly”)*

**Beautiful Butterfly**

Yesterday I went to the field.
I saw a beautiful butterfly. *(hands in front of face as if holding and studying the butterfly)*
But on seeing me so close.
It flew away ever so quickly. *(make fluttering movements)*
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=lUhzZFkJ42g
<table>
<thead>
<tr>
<th>Insects That Fly</th>
<th>Insects That Do Not Fly</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="ant.png" alt="Ant" /></td>
<td><img src="ant.png" alt="Ant" /></td>
</tr>
<tr>
<td><img src="ladybug.png" alt="Ladybug" /></td>
<td><img src="ladybug.png" alt="Ladybug" /></td>
</tr>
<tr>
<td><img src="praying_mantis.png" alt="Praying Mantis" /></td>
<td><img src="praying_mantis.png" alt="Praying Mantis" /></td>
</tr>
<tr>
<td><img src="butterfly.png" alt="Butterfly" /></td>
<td><img src="butterfly.png" alt="Butterfly" /></td>
</tr>
<tr>
<td><img src="cricket.png" alt="Cricket" /></td>
<td><img src="cricket.png" alt="Cricket" /></td>
</tr>
<tr>
<td><img src="grasshopper.png" alt="Grasshopper" /></td>
<td><img src="grasshopper.png" alt="Grasshopper" /></td>
</tr>
<tr>
<td><img src="bee.png" alt="Bee" /></td>
<td><img src="bee.png" alt="Bee" /></td>
</tr>
<tr>
<td><img src="dragonfly.png" alt="Dragonfly" /></td>
<td><img src="dragonfly.png" alt="Dragonfly" /></td>
</tr>
</tbody>
</table>
Day 1, 2, and 3 Math
Day 5 Read Aloud: The Very Lonely Firefly

Cut out the light picture cards and place them around your home.
## Day 5 Math

Note: You may recreate these cards using materials found at home.

### 1-4 Memory Cards

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

- 1:
  - Image of a hand with one finger extended.
- 2:
  - Image of a hand with two fingers extended.
- 3:
  - Image of a hand with three fingers extended.
- 4:
  - Image of a hand with four fingers extended.