

Dear Parents,

In the event we must close, we have prepared materials for you to continue your child's learning during our time apart. We wish we could be with our students during this time, but the health and safety of all must be our first priority. Although school will be closed, we have provided many activities to help your child to continue to learn at home. Should you have any questions or concerns during our time apart, please message us on ClassDojo.

The enclosed packet contains:

- Letter identification, sound association and fine motor printing practice
- Numeral identification, counting and fine motor practice
- Shapes and colors recognition
- Ideas for writing

Other wonderful opportunities for learning include:

- READ -As you read aloud, have your child track print, point out letters/words and ask/answer questions
- MATH - Play cards, such as Go Fish. Count items. Allow your child to estimate and measure while you cook.
- STEM - Build together with any materials available

Technology can also be a great way to help little ones have fun while learning. Below is a list of FREE iPad apps and websites your child can use to continue working on the skills such as; recognizing letters, letter sounds, rhyming, numbers, counting, shapes, and so much more!

### iPad Apps

- 123sABCsPreschoolLearn
- Puzzle Pop
- Fish School
- Busy Shapes and Colors
- 123 Numbers
- 123 Math Pre-K
- 123 Learning Games
- ABC Alphabet Phonics
- ABC Kids
- Preschool Learning Games
- Monkey's Preschool Lunchbox
- Animal Math

### Websites

- [www.abcya.com](http://www.abcya.com)
- [www.nickjr.com](http://www.nickjr.com)
- [www.pbskids.org](http://www.pbskids.org)
- [www.learninggamesforkids.com](http://www.learninggamesforkids.com)
- [www.turtlediary.com](http://www.turtlediary.com)
- [www.atlanticlibrary.org/tumblebooks](http://www.atlanticlibrary.org/tumblebooks)
- [app.gonoodle.com](http://app.gonoodle.com)

# Read a Book, Ask a Question

## Primary Objectives

18a. Interacts during reading experiences, book conversations, and text reflections

## Why It's Important

Children who can look at a book and identify objects on the page comprehend what they see. If your child can answer questions about content, she understands what she hears. Asking questions about a book while you read together can help your child develop her ability to interpret pictures and words on the pages.

## Materials

None

## What You Do

1. Each time you invite your child to read with you, make the reading interactive. Ask questions about each page of the book. *What kind of animal is Clifford? What color is he?* Encourage your child to ask a question if she is unsure about something in the story.
2. Ask her a variety of questions that she can answer verbally or nonverbally, as appropriate. *Cindy, where is Clifford's tail? Can you tell me what Clifford has in his mouth? Where do you think he going next?* Vary the questions you ask. Start with simple questions and then move on to more complex ones if your child is ready.
3. Observe your child's comprehension of the pictures and words. Notice any distress if she is unable to answer the questions you ask.
4. Because children thrive on repetition, your child may want you to read the same books and ask the same questions each time. This is a great way to build her confidence and comfort with books.

# Boa Constrictors, Candlesticks, and Jumping Elephants: Having Fun With Rhymes

## Primary Objectives

15a. Notices and discriminates rhyme

## Why It's Important

Children enjoy hearing and playing with the sounds of language. Rhyming words in stories, poems, songs, and fingerplays will help your child build an awareness of the sound structure of spoken language.

## Materials

Poems with predictable rhymes, such as "The Boa Constrictor" from *Where the Sidewalk Ends* by Shel Silverstein

## What You Do

1. Ask your child if he has ever heard of a boa constrictor. Tell him it is a very big snake. If you can find a picture of one, show him so that he can better understand what it looks like. If you are using a different poem, discuss with your child any unfamiliar words that may be in the poem.
2. Read the poem to your child, emphasizing the rhyming words.
3. Read the poem again. Leave out the rhyming words, giving your child time to fill them in. *Oh gee, it's up to my \_\_\_\_\_.*
4. Continue reading the poem and leaving out rhyming words for as long as your child is interested. Encourage him to think of other rhyming words that would fit in the poem.

See poem on reverse side.



# Playing With Grocery Store Print

## Primary Objectives

17b. Uses print concepts

## Why It's Important

Children enjoy reenacting real-life experiences. Adding real food containers to your child's play about a grocery store is an excellent way to help him learn more about print. Your child may write grocery lists as he pretends to be a daddy or mommy shopping. Playing with print will help your child connect meaning to print.

## Materials

Collection of environmental print, e.g., cereal boxes, wrappers from favorite snacks, local supermarket bags, logos from familiar restaurants, toy labels

## What You Do

1. Gather some grocery store-related environmental print, e.g., cereal boxes, grocery bags, package labels, clean and empty food containers.
2. Talk with your child about the print in this collection. Explain that he may use it to set up a pretend grocery store.
3. Add props to develop the play theme, e.g., sale ads, labels, cash register, play money.
4. As your child engages in his pretend play, draw his attention to the features of the print. *Yogurt begins with a Y, which looks like it has a tail on it. Or, The word cheddar has two of the same letter standing side-by-side. Can you tell me what it is?*
5. Give your child time to interact with the print and props. Observe how he uses the environmental print and how he develops the grocery store play.

# Go Fish

## Primary Objectives

20c. Connects numerals with their quantities

## Why It's Important

Playing with a deck of cards gives your child the opportunity to practice numeral recognition. For numbers he may not yet recognize, he can count the symbols on the card to determine the number. Using cards for simple games also teaches cooperation and turn taking.

## Materials

Deck of cards

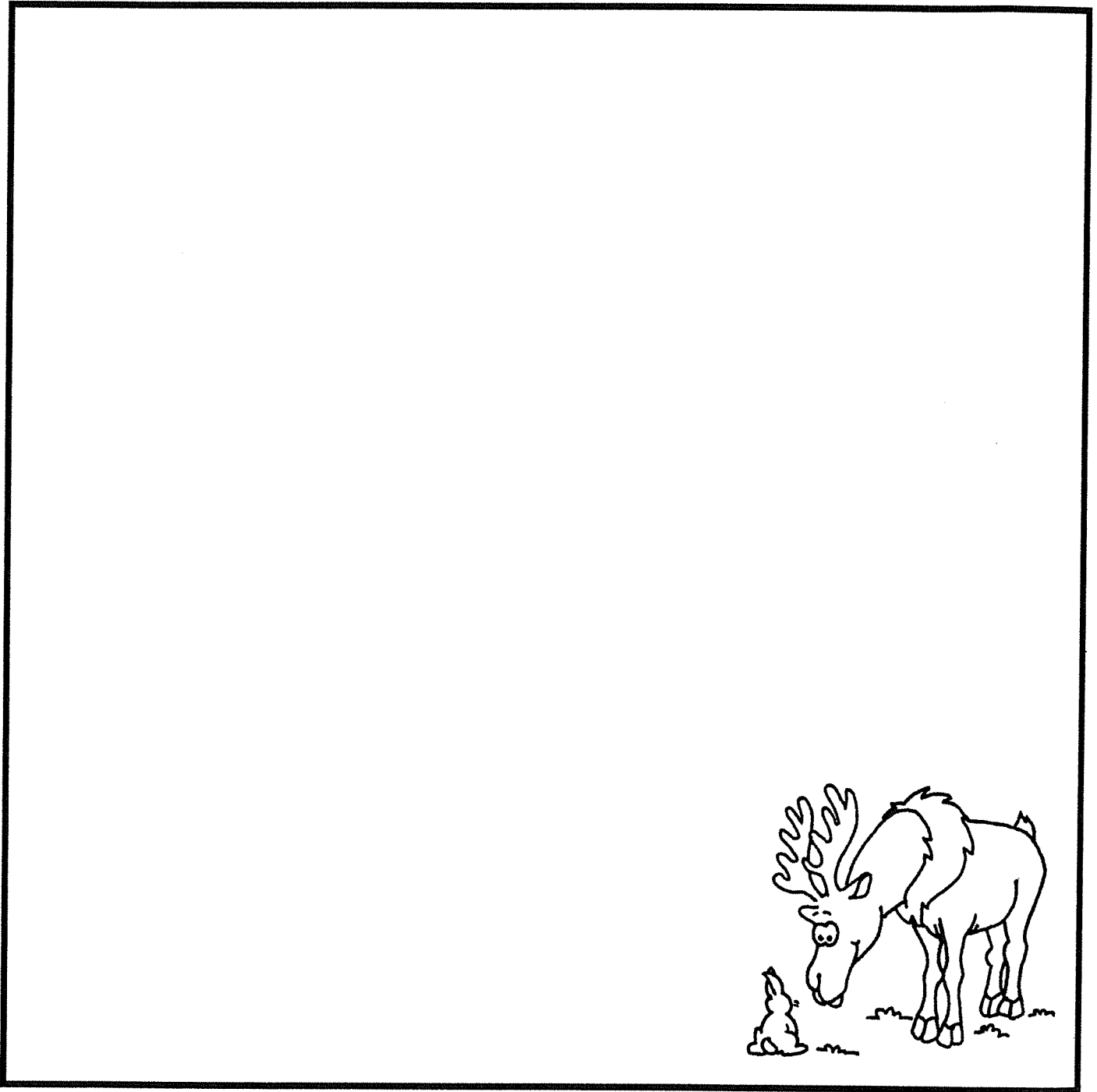
## What You Do

1. Invite your child to play a card game with you. Ask him to give seven cards to you and seven to himself. Offer assistance, as needed. Encourage him to hold his cards in his hands or to lay them cards out on the table, if that is easier for him.
2. Explain that he will start by asking if you have the same card as one that is in his hand. For example, if he has a seven, he should ask you if you have a seven. If you do, give it to him. If you don't, say *Go fish!* He then picks up a card from the pile to see if he can get a seven. If he doesn't get a seven, then it is your turn to ask. When someone gets a pair of matching cards, they should take the matched pair out of their hands and place it on the table before taking another turn.
3. If your child has difficulty recognizing the numeral on his card, encourage him to count the number of symbols showing.
4. The game is over when one of you finds matches to all of the cards in your hand. The players then count how many pairs they have.
5. Continue the game for as long as your child is interested.

Name \_\_\_\_\_

Skill: Drawing and printing

Draw a picture of your favorite person.



My favorite person's name is

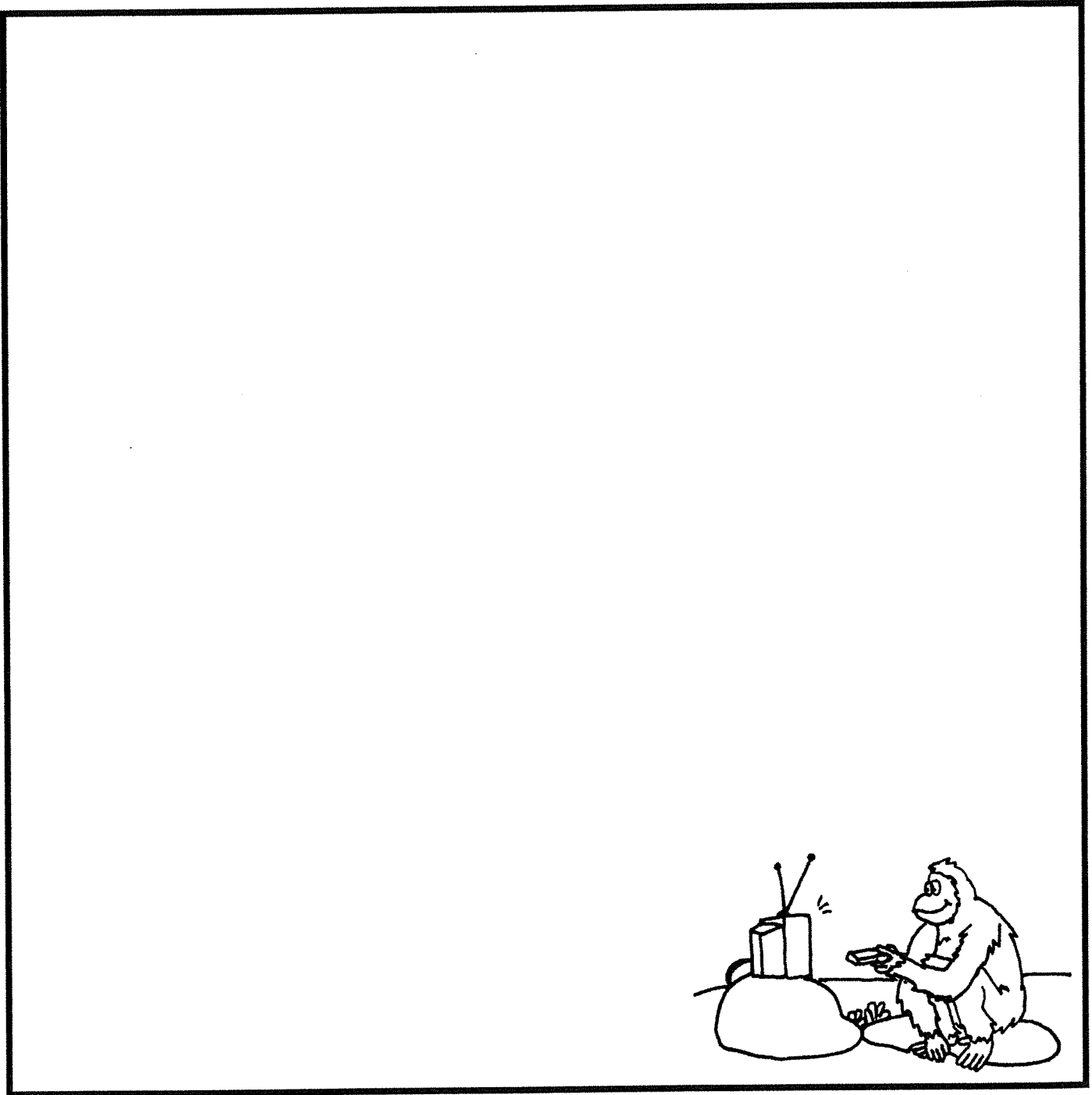
\_\_\_\_\_

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Name \_\_\_\_\_

Skill: Drawing and printing

Draw a picture of your favorite animal.



My favorite animal is a

\_\_\_\_\_

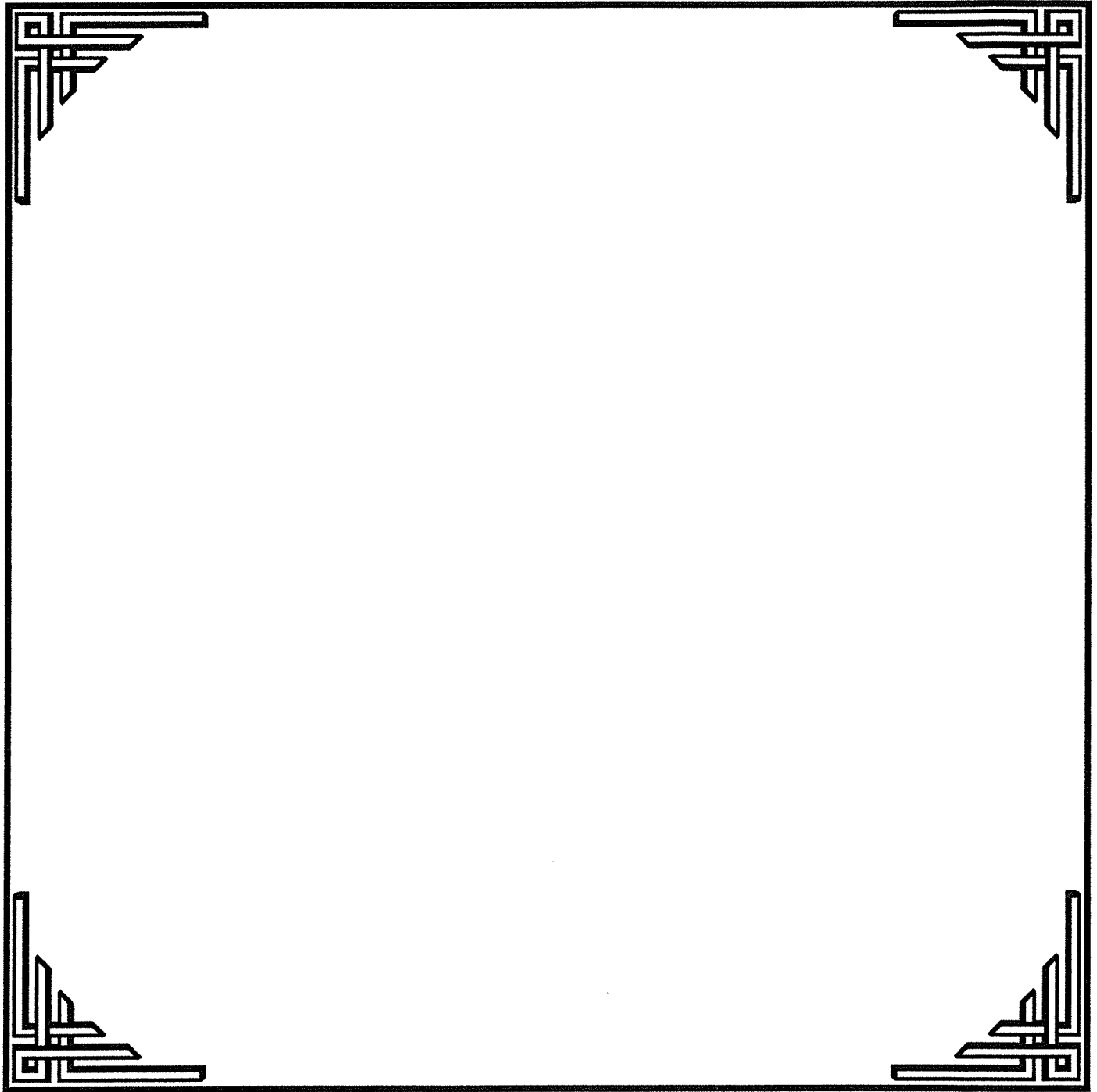
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Name \_\_\_\_\_

Skill: Drawing and printing

Draw a picture of you and your family doing something fun together.

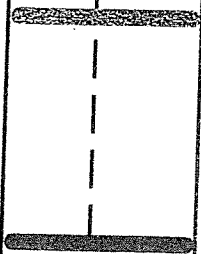
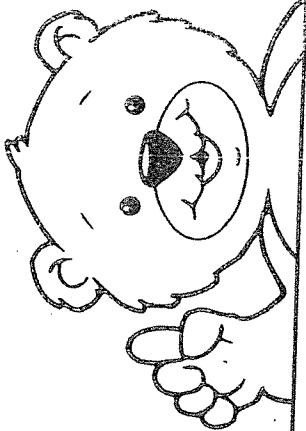


When my family is together we like to

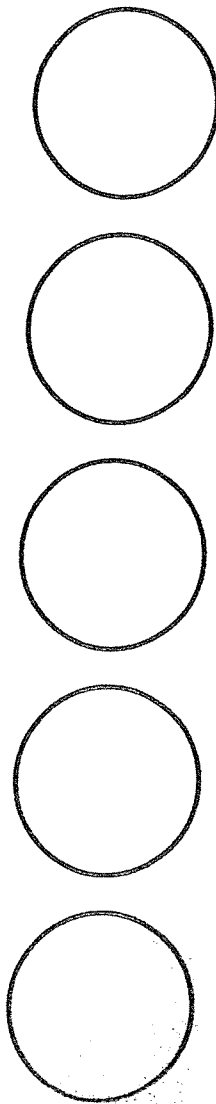


Name \_\_\_\_\_

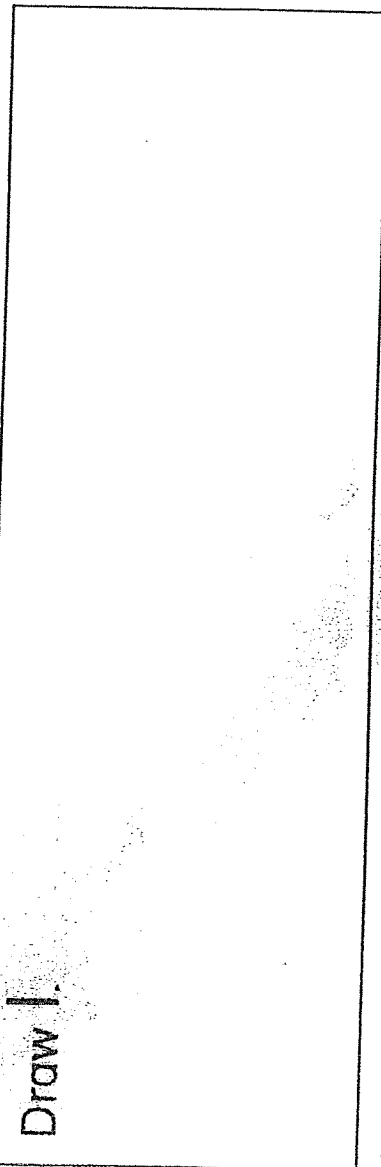
1 one



Color 1.



Draw 1.



Circle each 1.

1

2

5

1

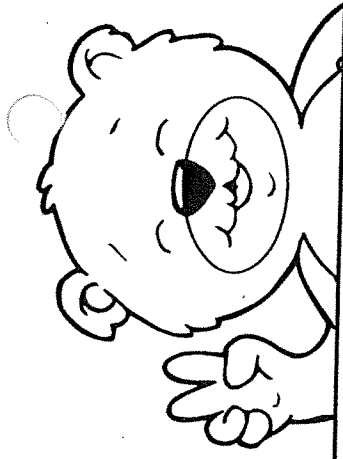
9

6

1

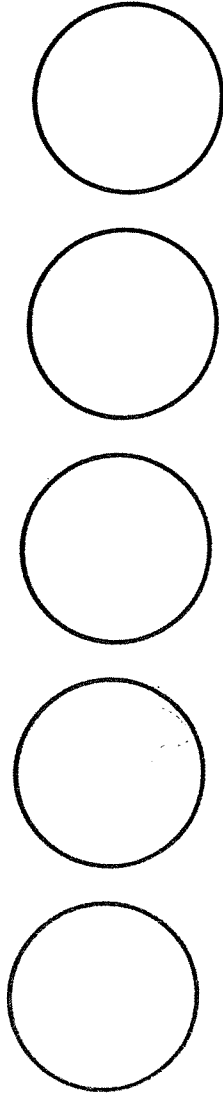
1

2 two

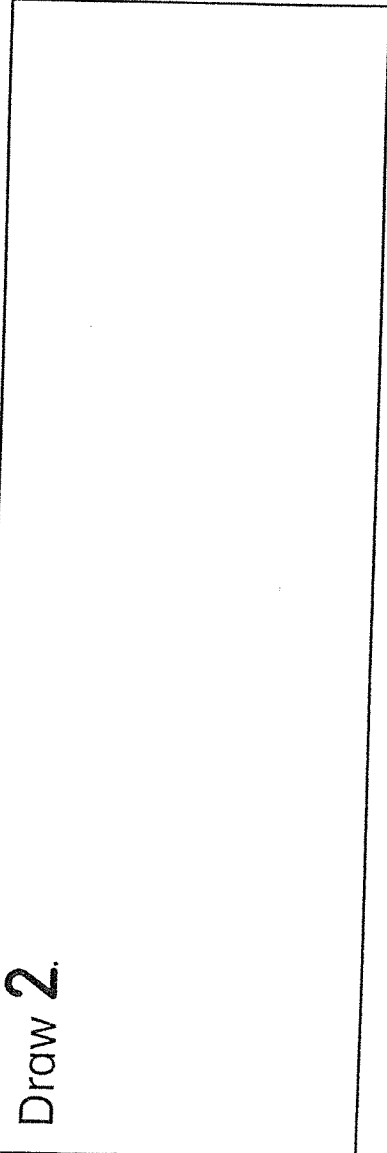


22

Color 2.



Draw 2.



Circle each 2.

5

3

2

2

2

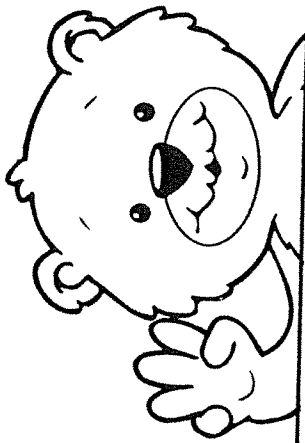
4

8

2

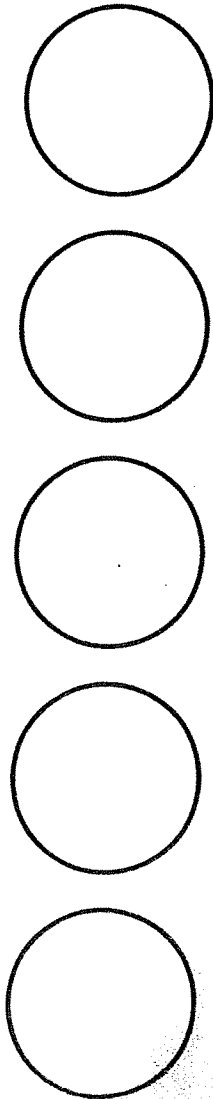
Name \_\_\_\_\_

**3 three**

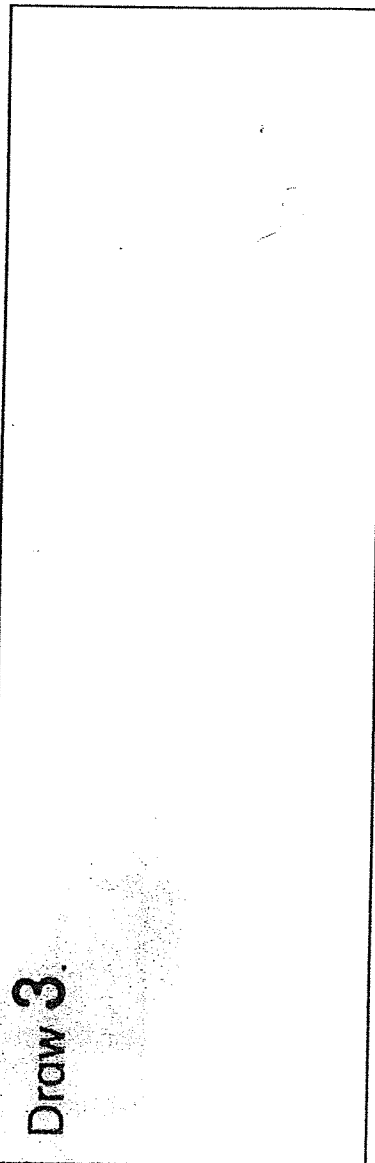


3 3

Color 3.



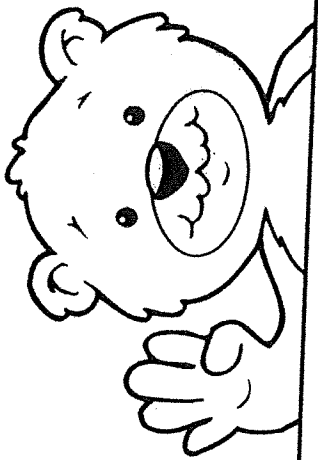
Draw 3.



Circle each 3.

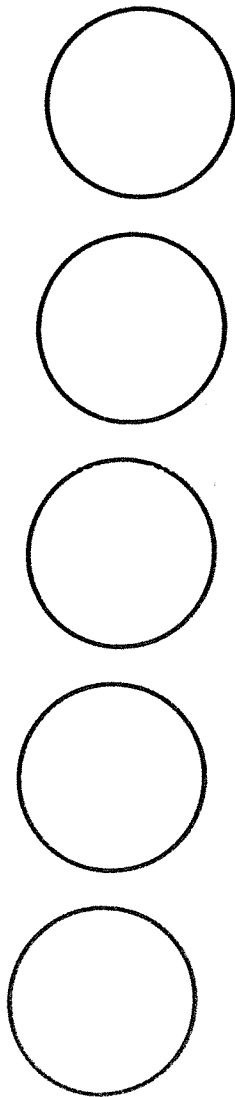
3 4 3  
8 9 3

# 4 four

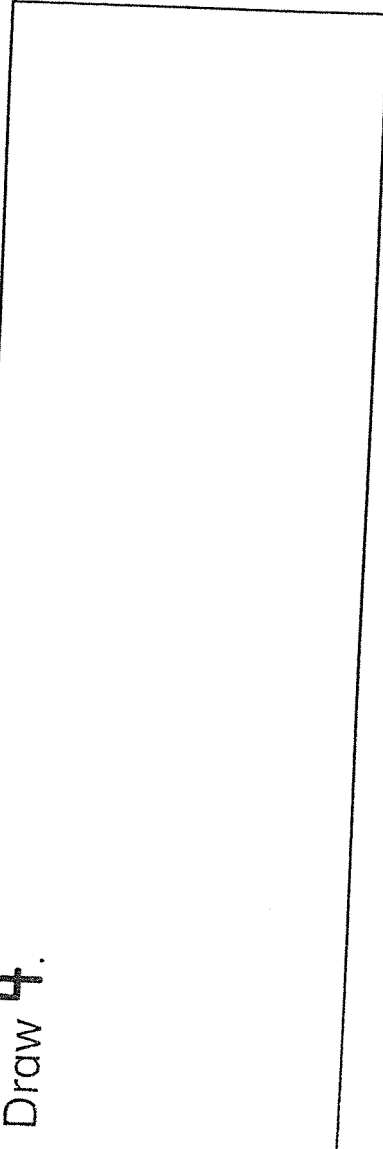


44

Color 4.



Draw 4.



Circle each 4.

4

2

3

4

1

7

4

4

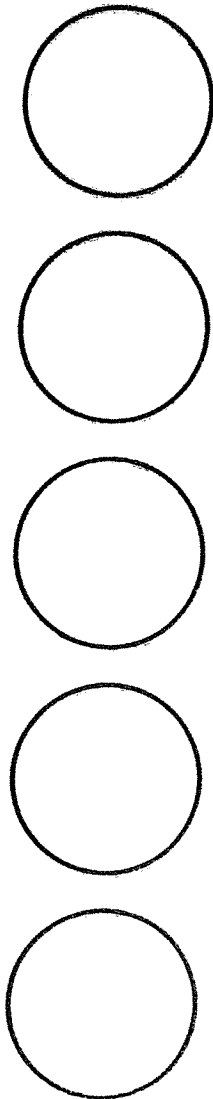
Name \_\_\_\_\_

5 five

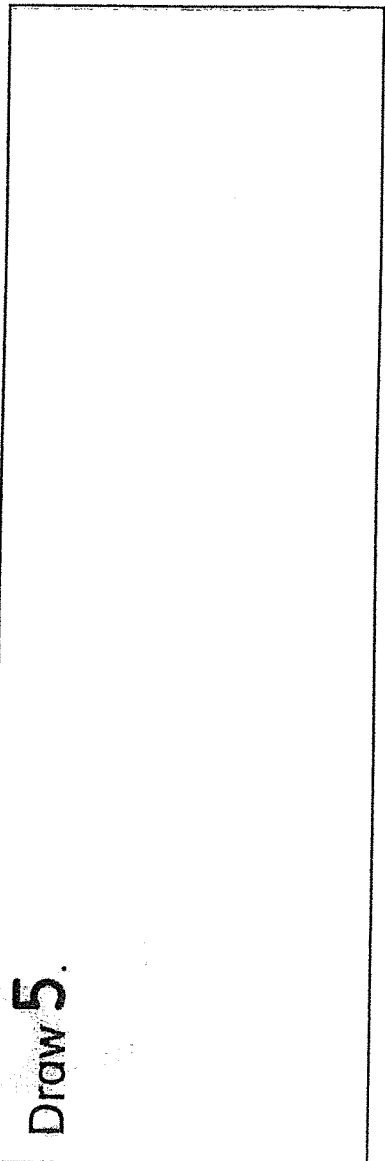


5 5

Color 5.



Draw 5.



Circle each 5.

5 5

2

6

3

7

5

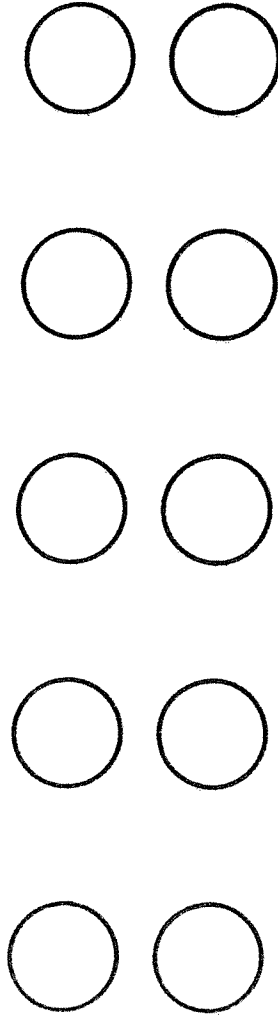
5

6 six

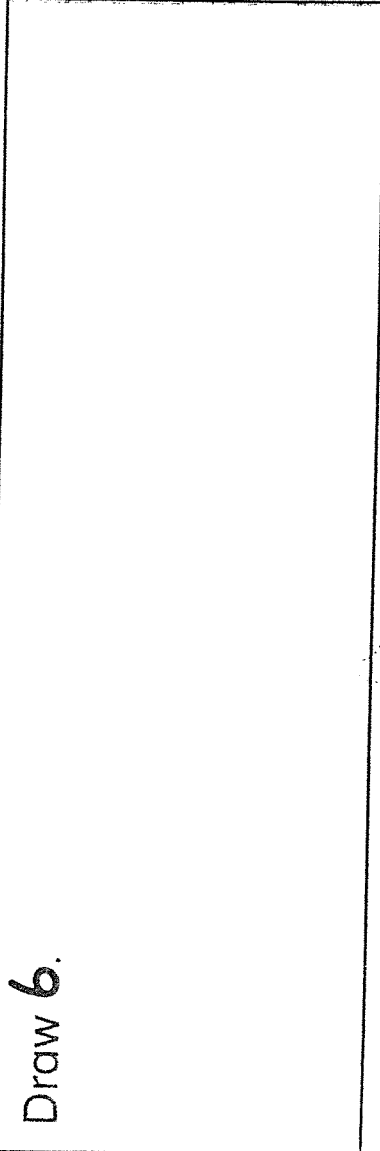


6 6

Color 6.



Draw 6.

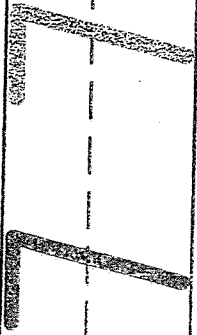
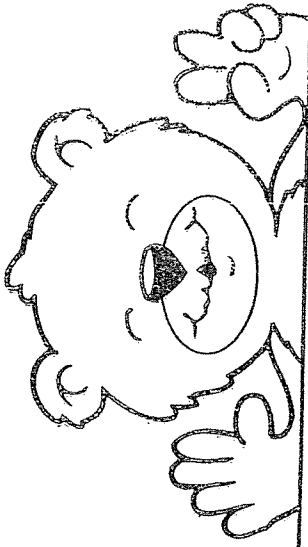


Circle each 6.

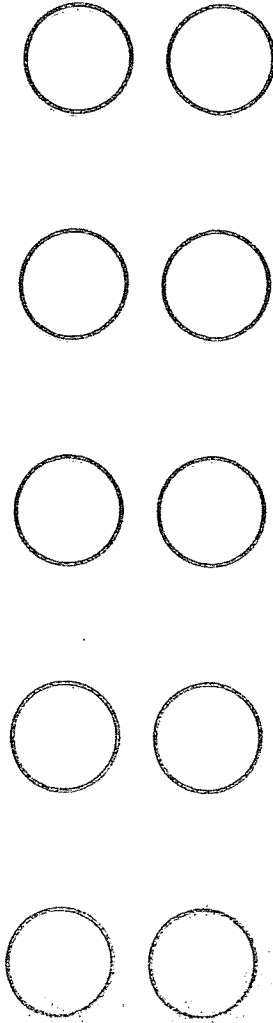
6 4 6  
6 2 1  
8 4 6

Name \_\_\_\_\_

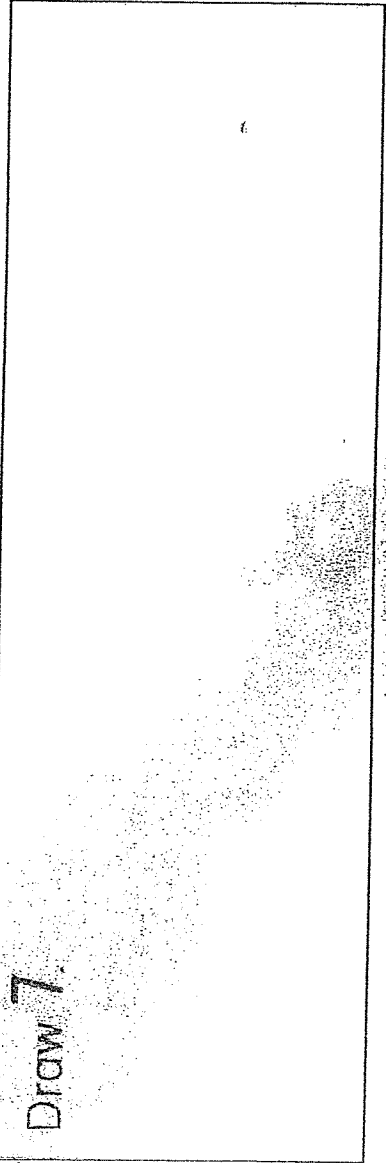
# 7 seven



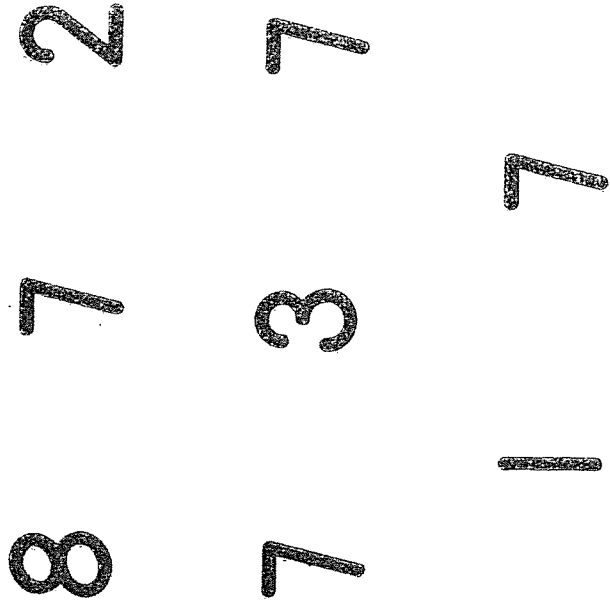
Color 7.



Draw 7.

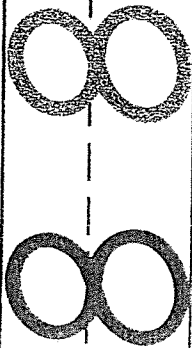
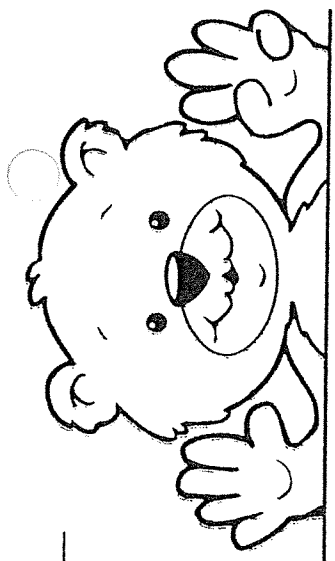


Circle each 7.

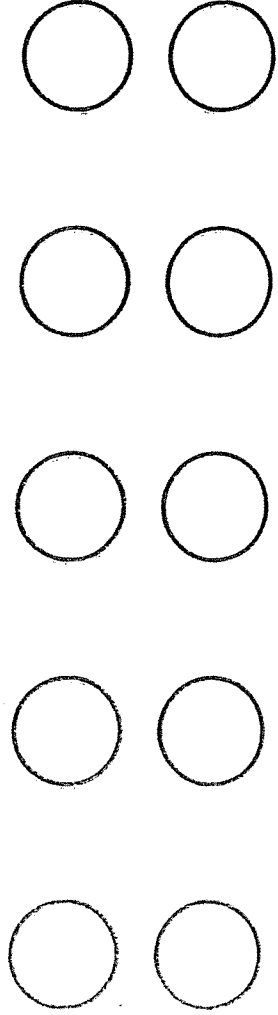




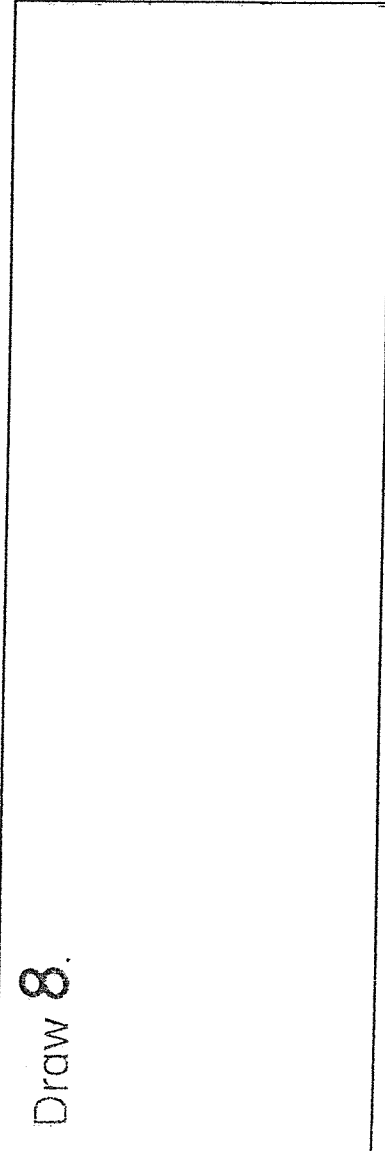
# 8 eight



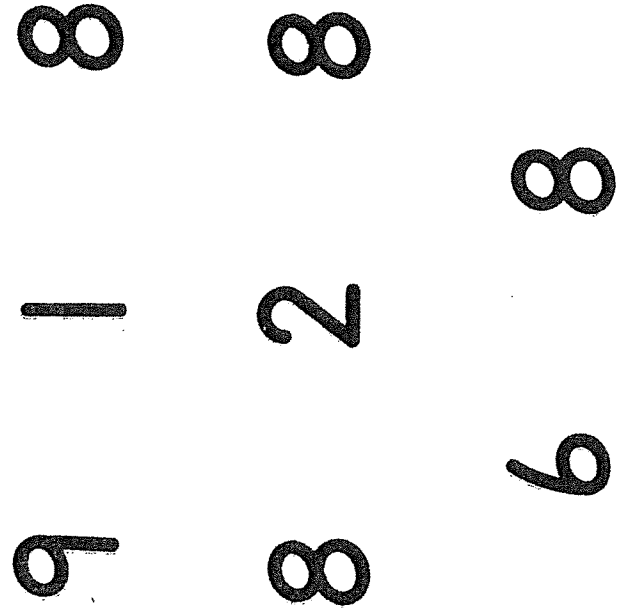
Color 8.



Draw 8.

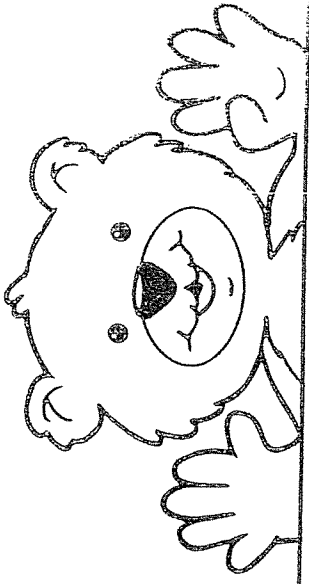


Circle each 8.



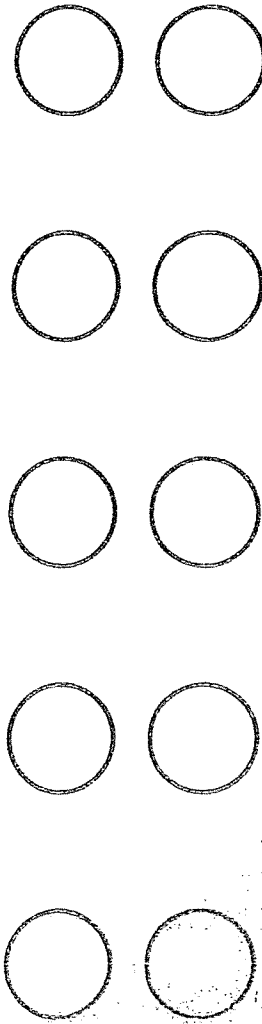
Name \_\_\_\_\_

9 nine

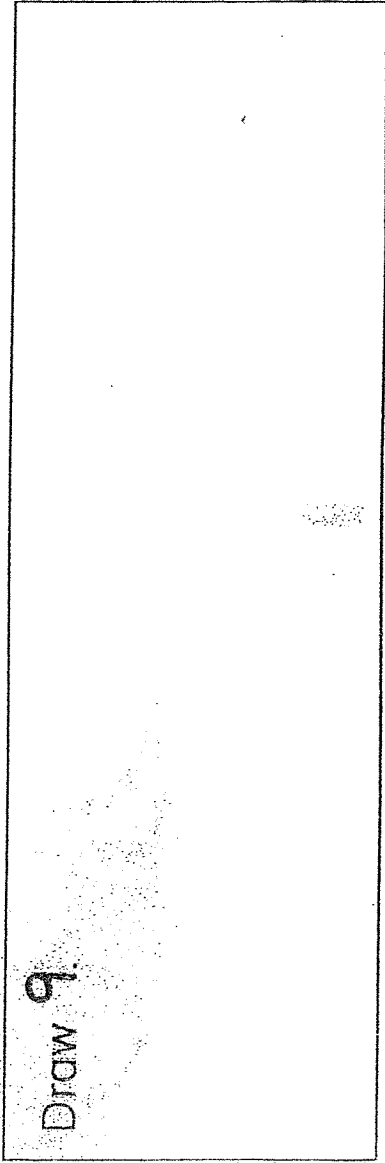


9 9

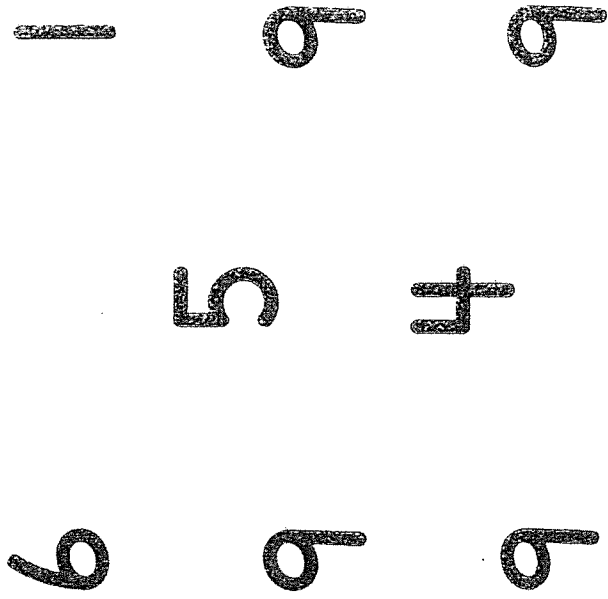
Color 9.



Draw 9.

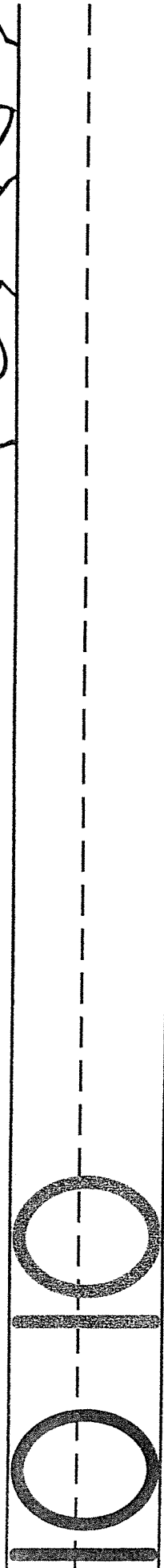


Circle each 9.

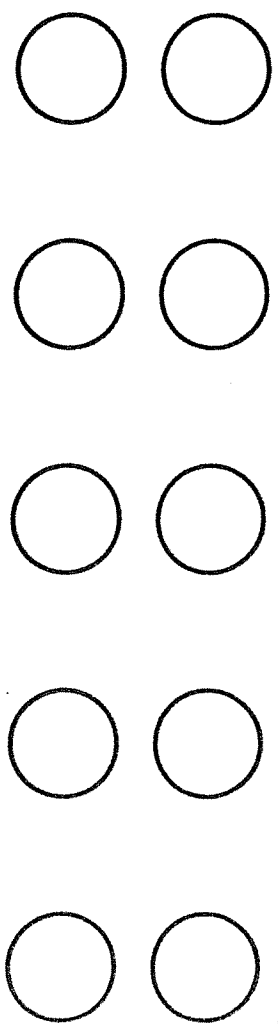


Name \_\_\_\_\_

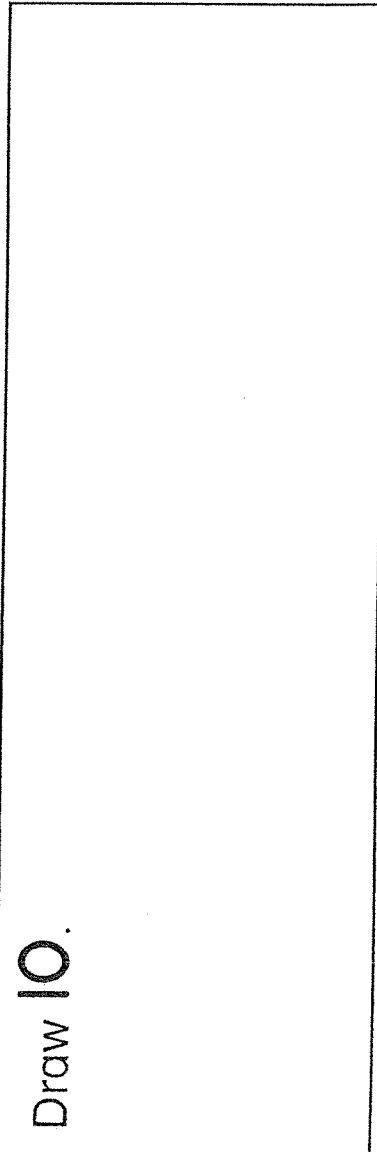
10 ten



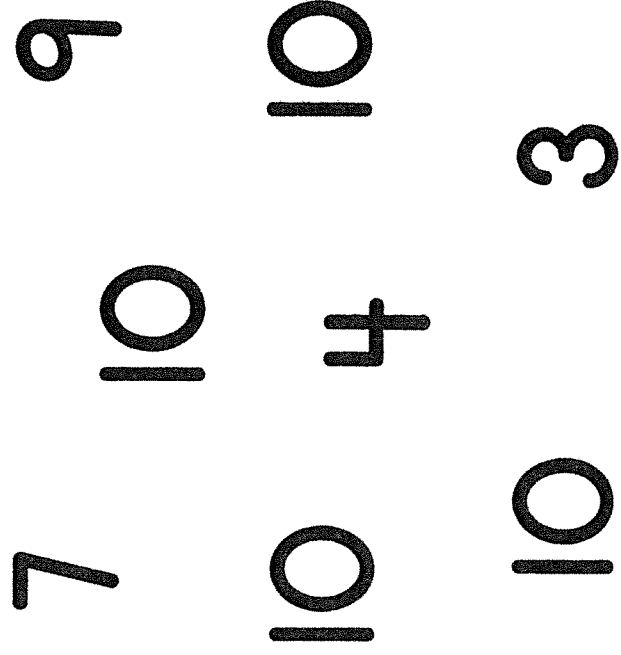
Color 10.



Draw 10.



Circle each 10.



Name \_\_\_\_\_

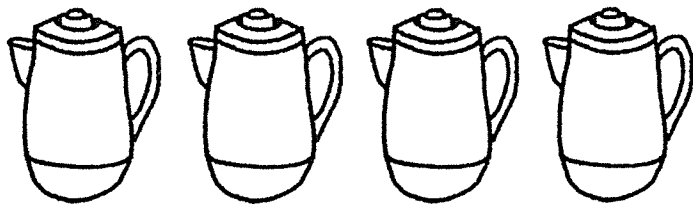
Skill: Counting 1-5

Count the number of objects in each row.

Circle the correct numeral.



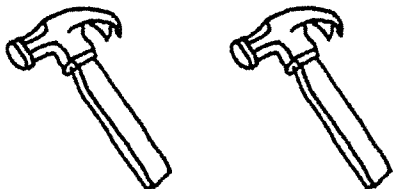
1 2 3 4 5



1 2 3 4 5



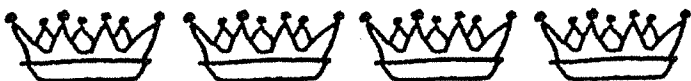
1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



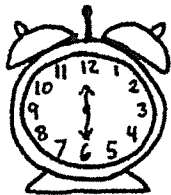
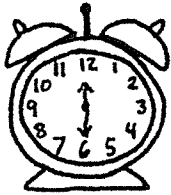
1 2 3 4 5

Name \_\_\_\_\_

Skill: Counting 1-6

Count the number of objects in each row.

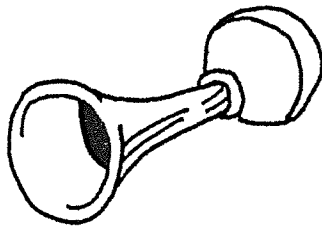
Circle the correct numeral.



1 2 3 4 5 6



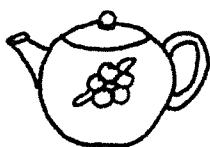
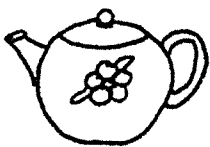
1 2 3 4 5 6



1 2 3 4 5 6



1 2 3 4 5 6



1 2 3 4 5 6



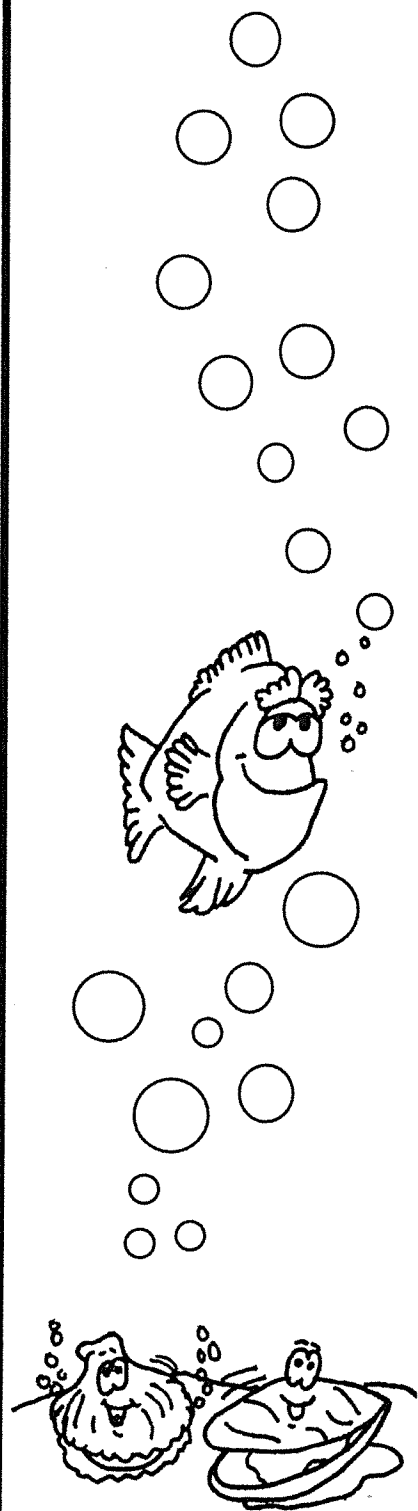
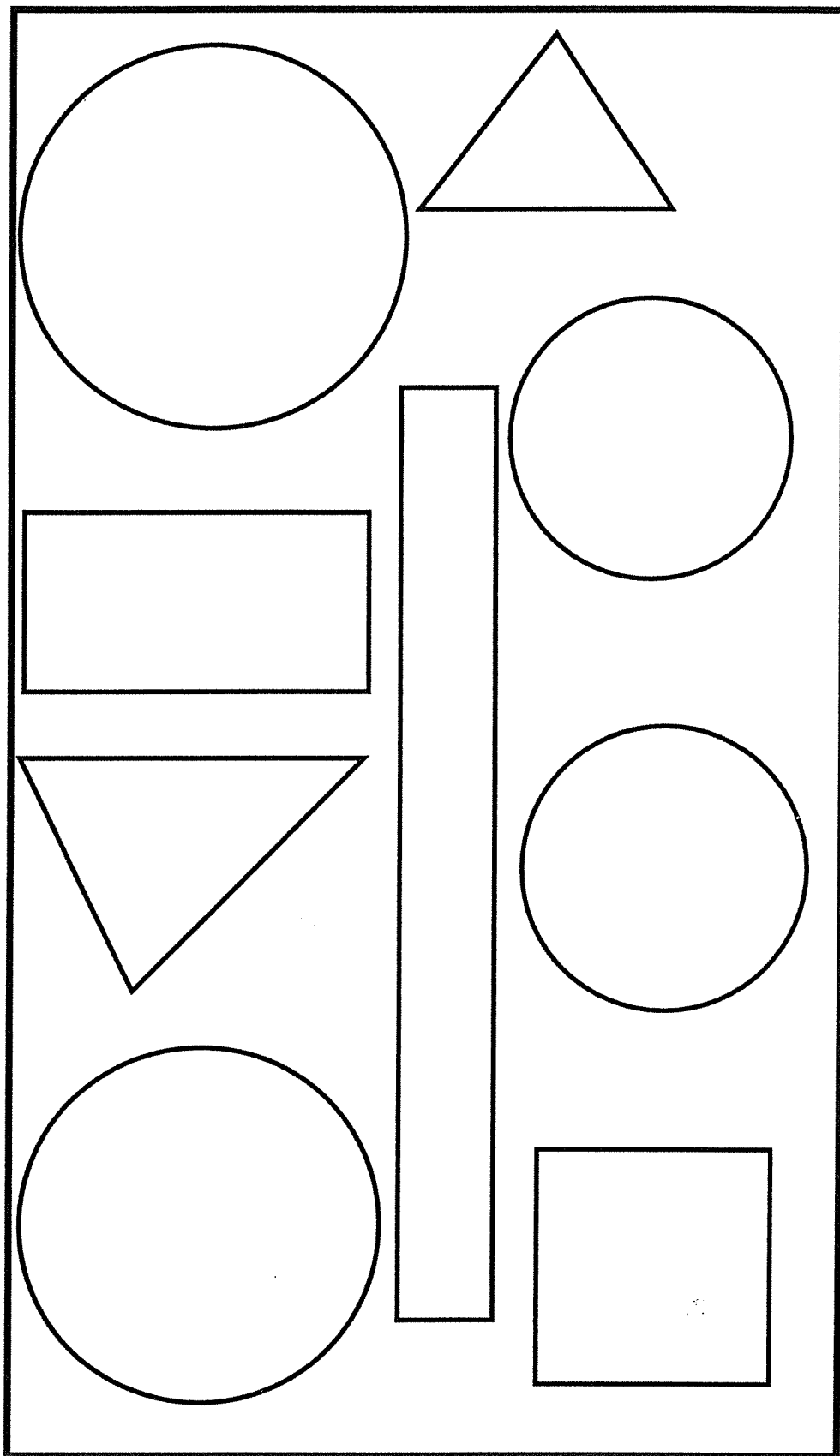
1 2 3 4 5 6

Name \_\_\_\_\_

Skill: Recognizing circles

Color all of the circles yellow.

Color all of the other shapes orange.

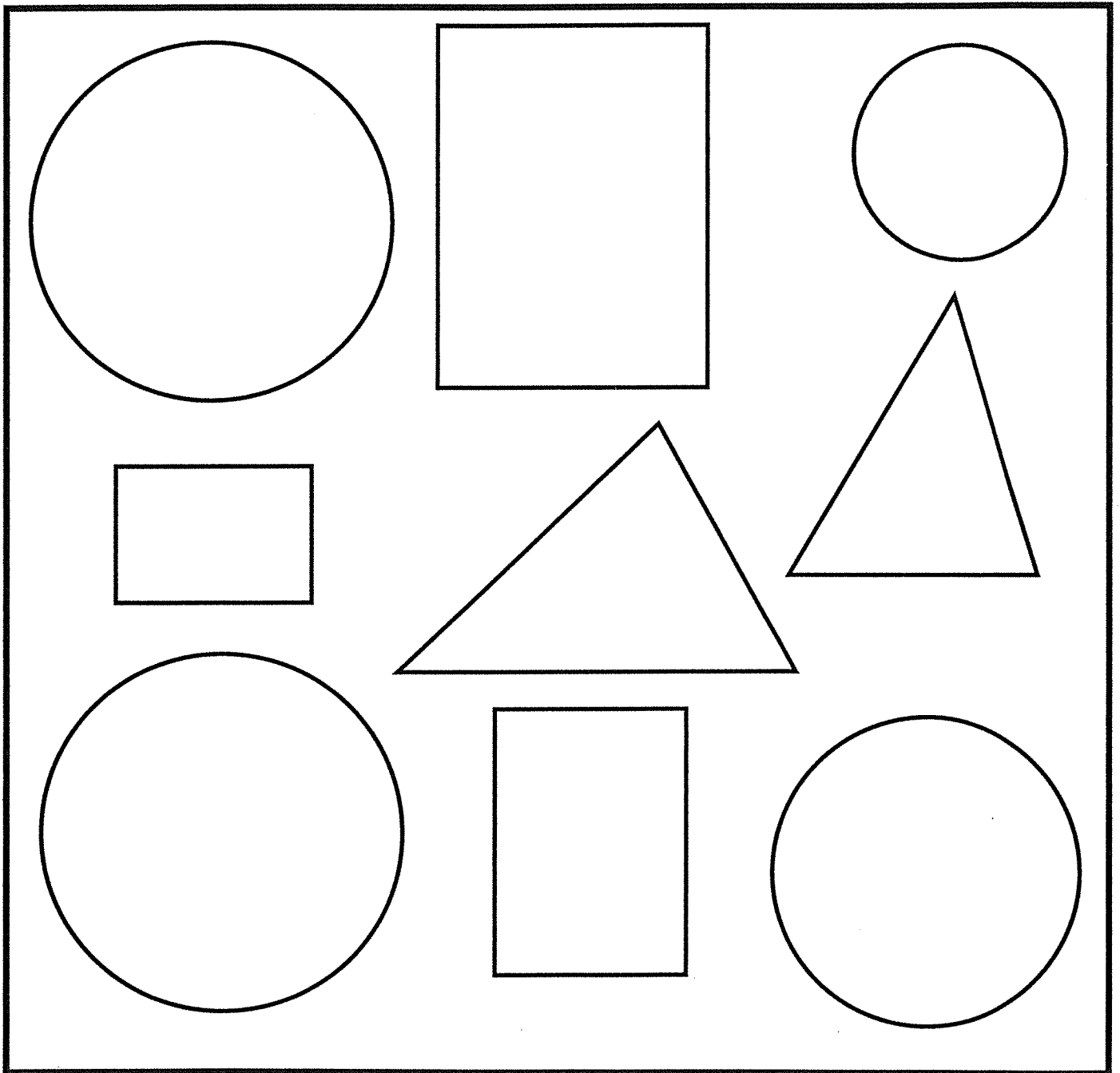
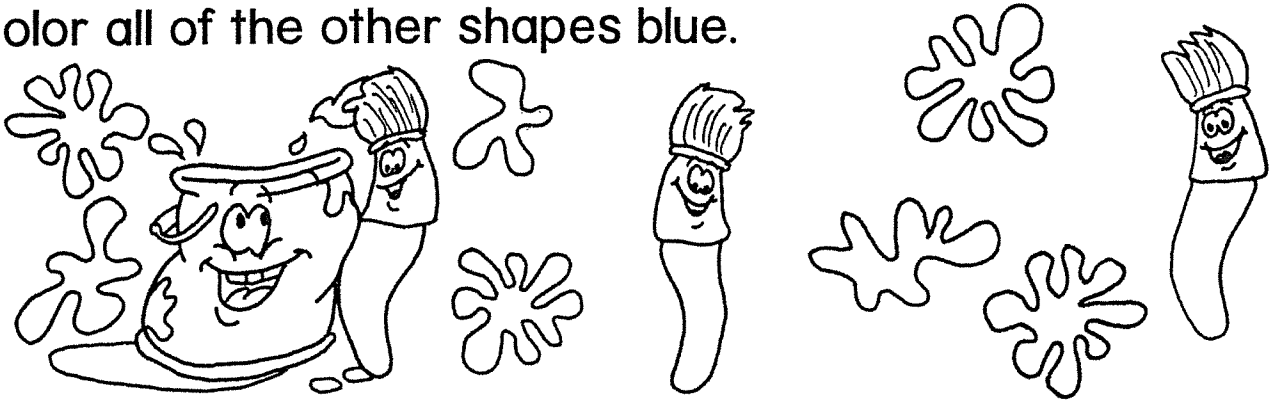


Name \_\_\_\_\_

Skill: Recognizing circles

Color all of the circles red.

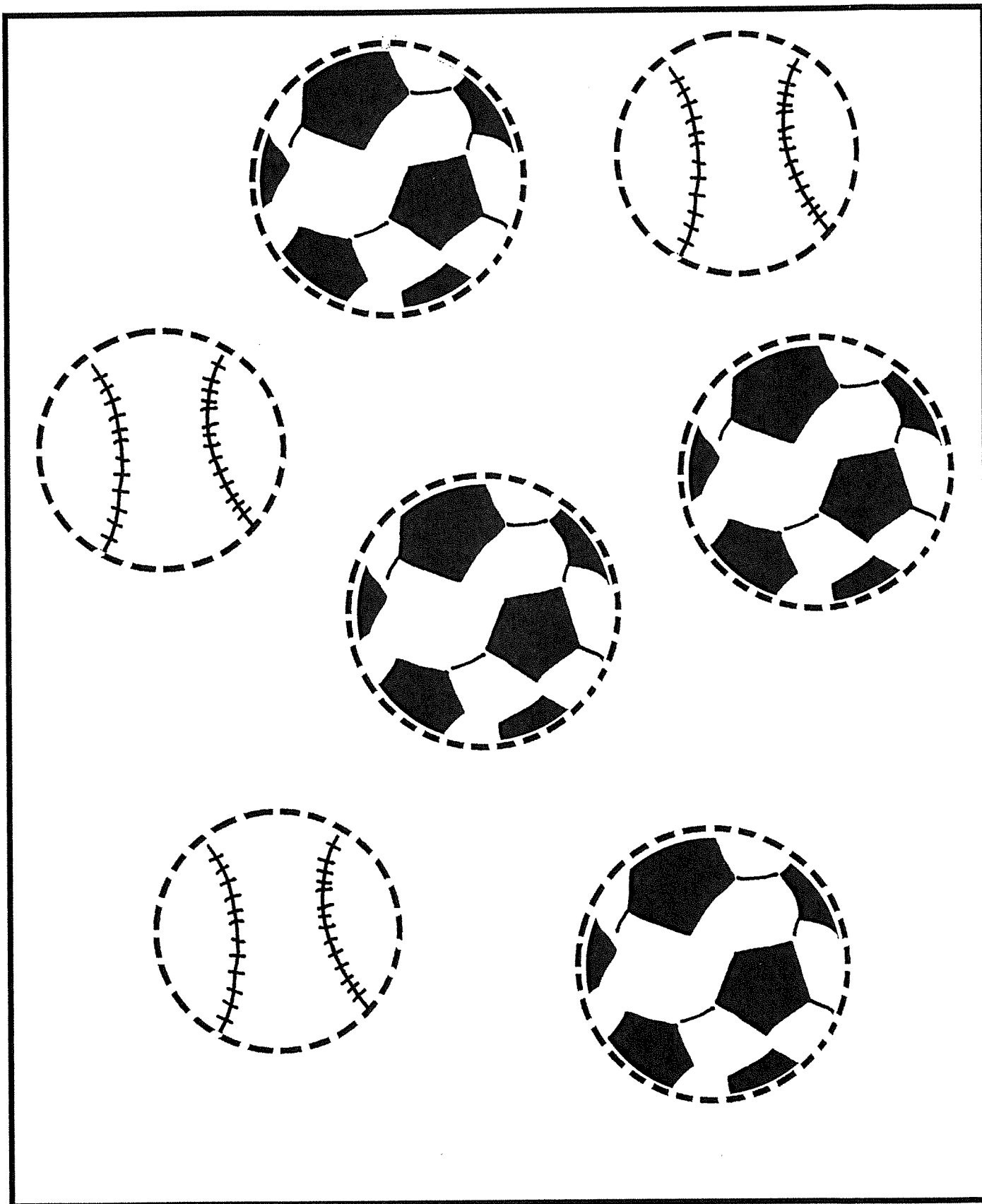
Color all of the other shapes blue.



Name \_\_\_\_\_

Skill: Tracing circles

Trace the dotted lines to complete the circles.

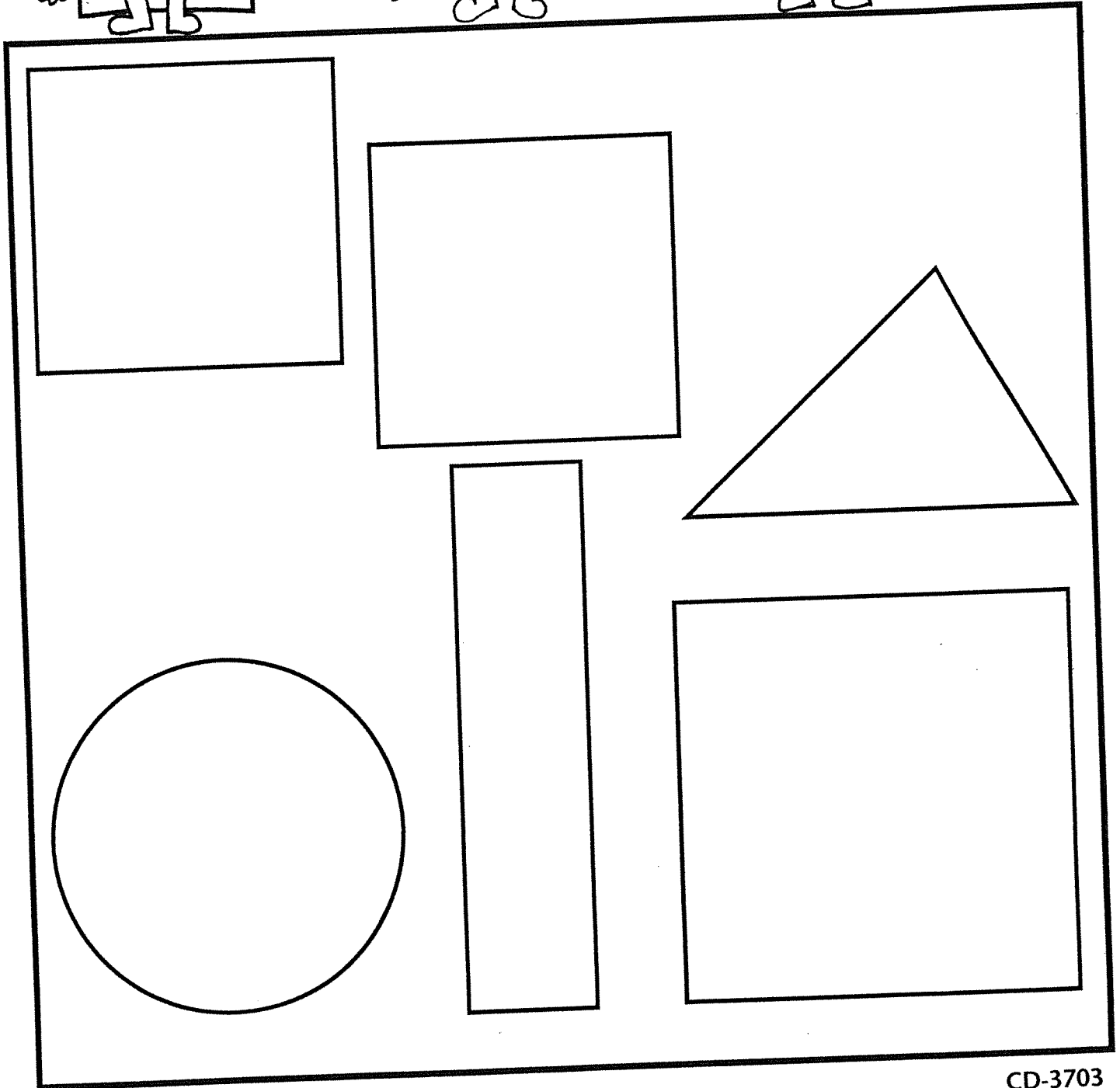
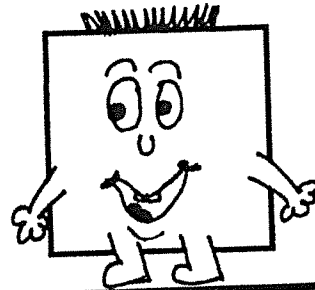
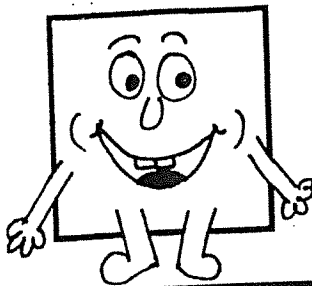
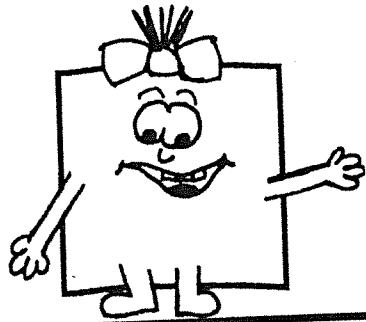




Name \_\_\_\_\_

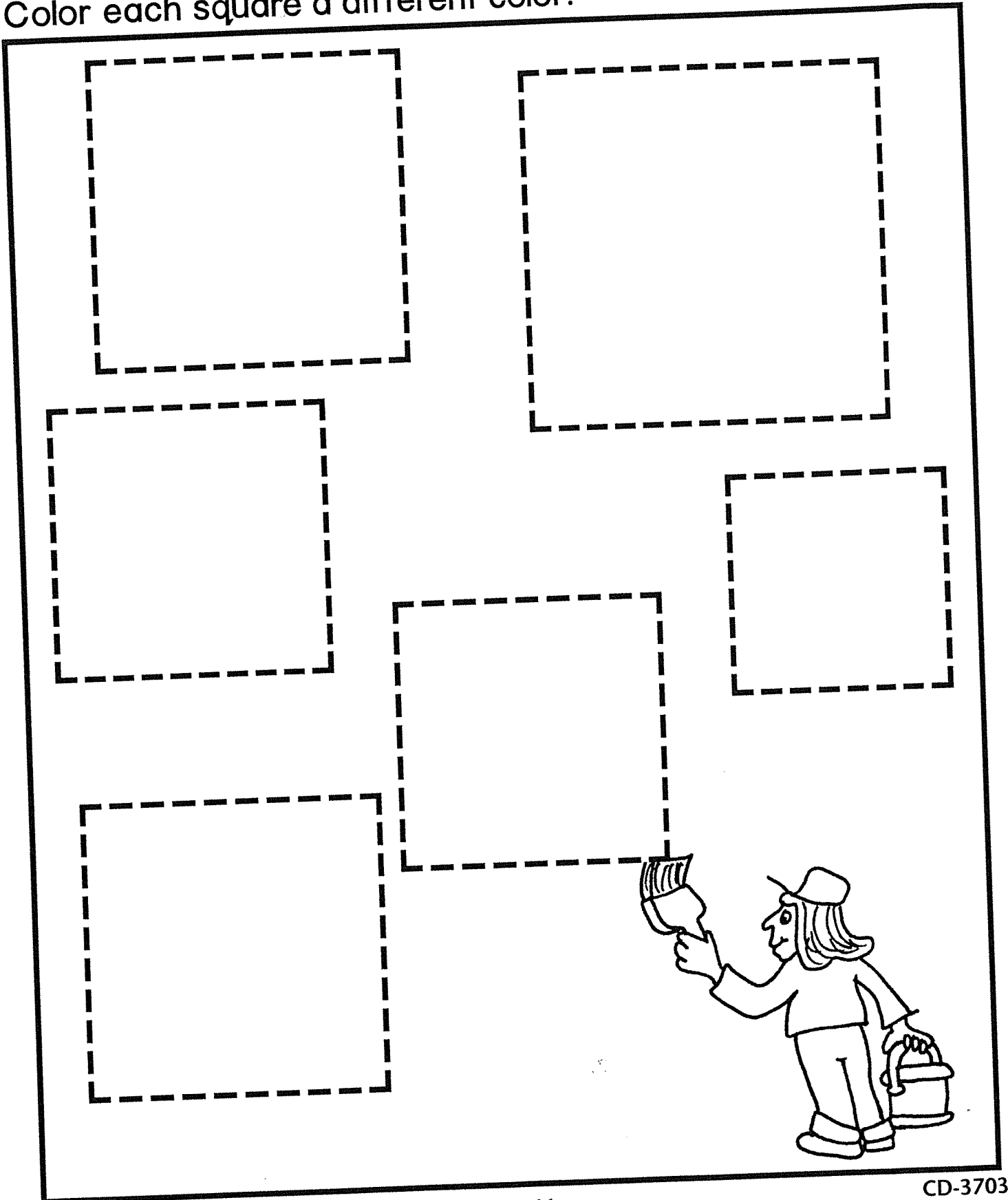
Color all of the squares blue.

Color all of the other shapes yellow.



Name \_\_\_\_\_

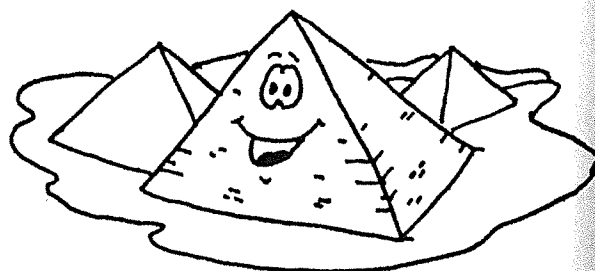
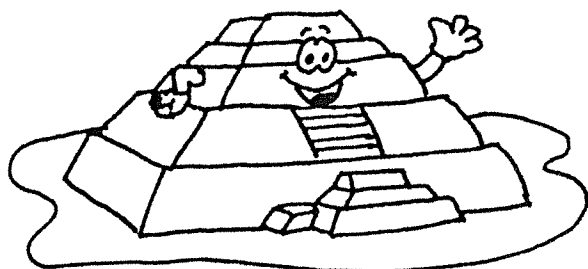
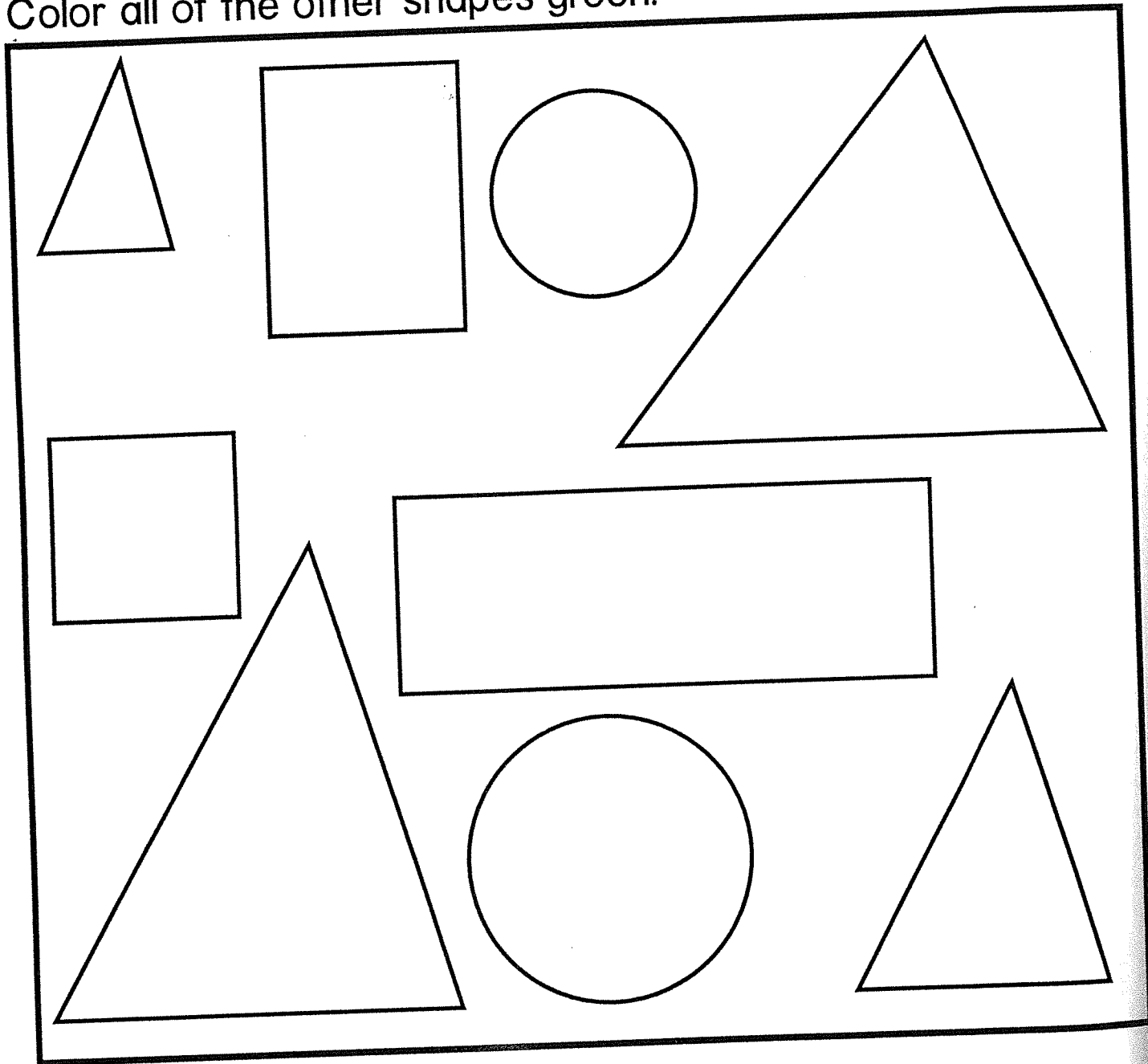
Trace the dotted lines to complete the squares.  
Color each square a different color.

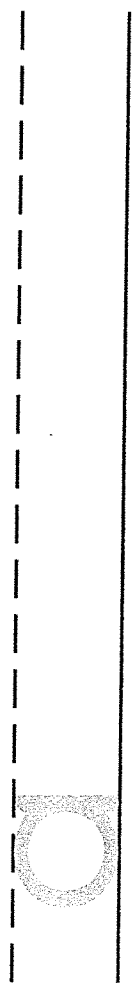
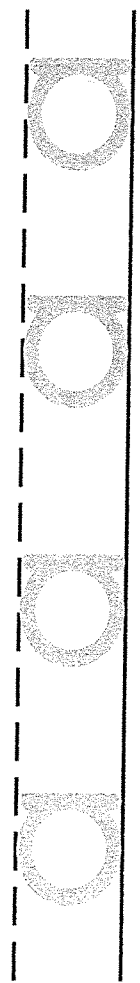
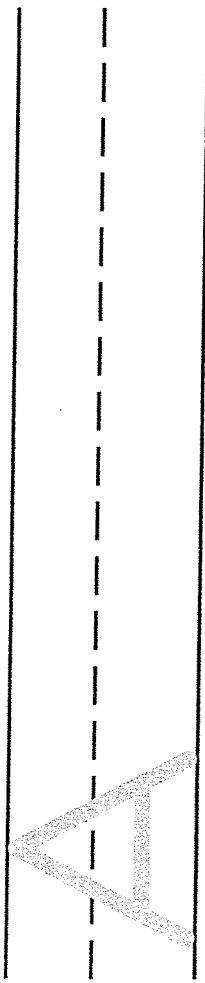
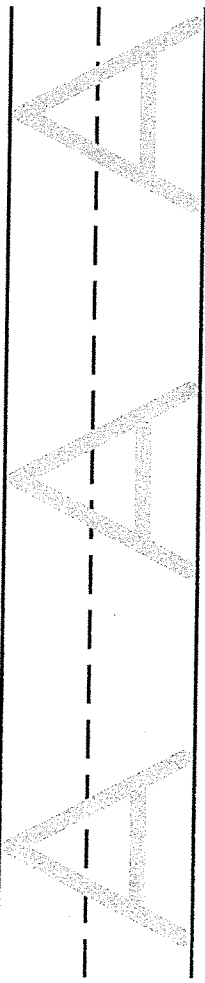
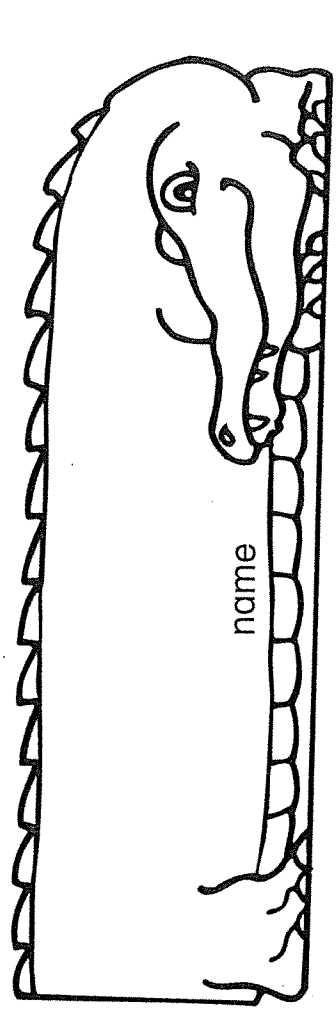
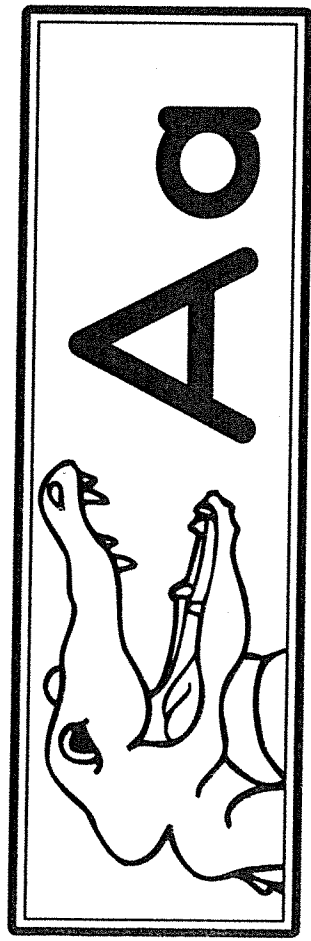



Name \_\_\_\_\_

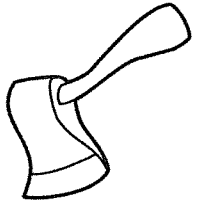
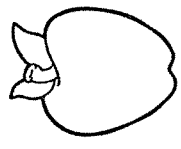
Color all of the triangles yellow.

Color all of the other shapes green.





Color the ones that start like .



Circle each A.

R A

N

A V

A

K V

Circle each a.

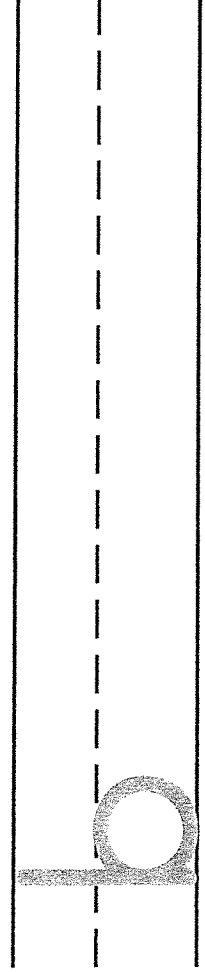
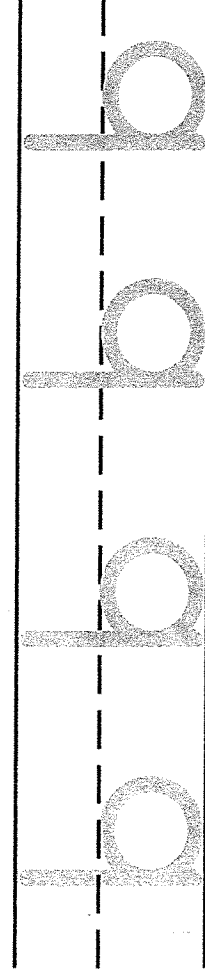
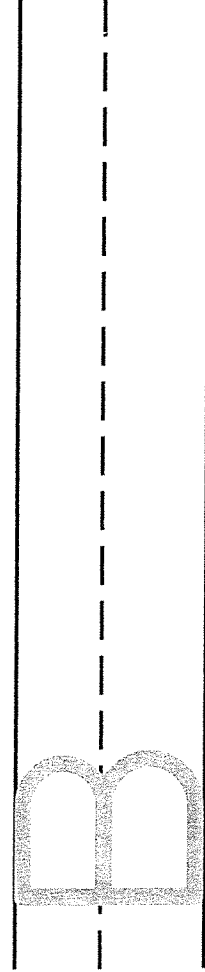
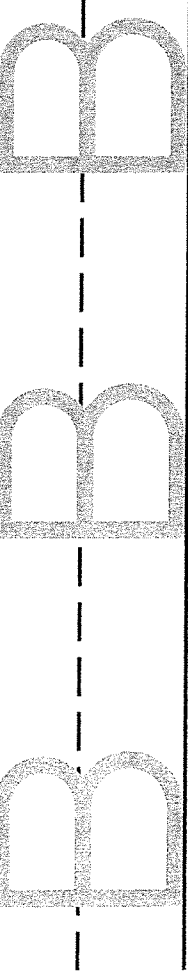
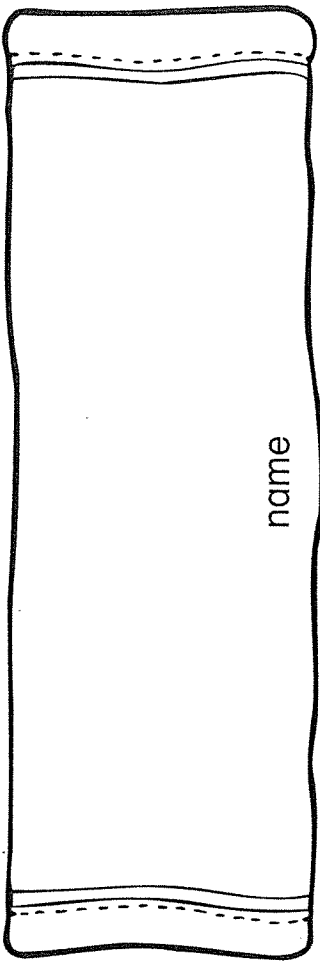
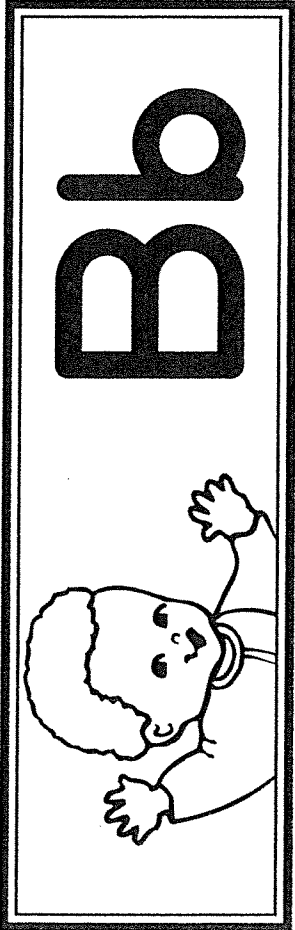
a o

c

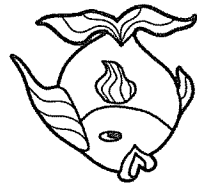
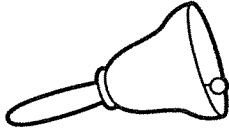
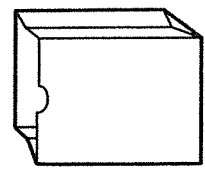
d a

p

a b



Color the ones that start like .



Circle each B.

B P

D B

R

D B

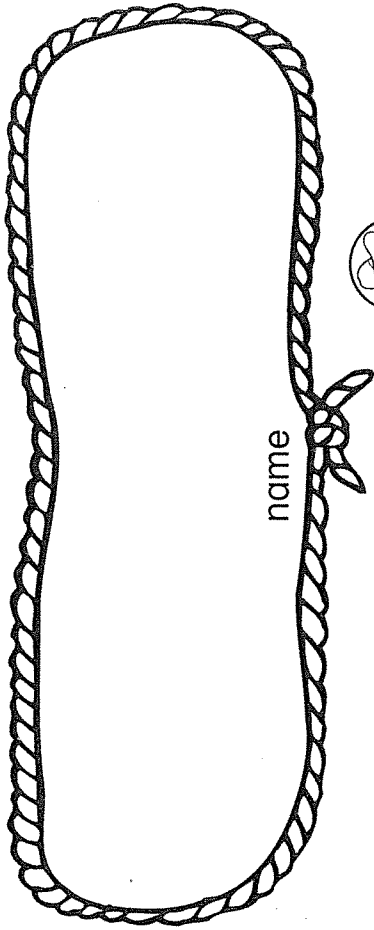
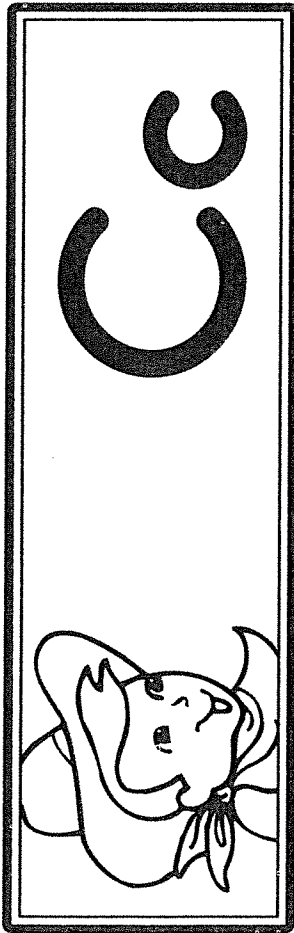
Circle each b.

b a

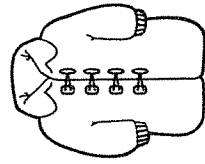
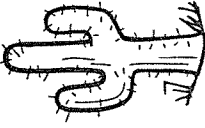
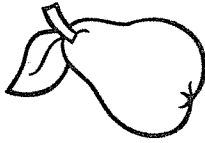
b p

b

a q



Color the ones that start like



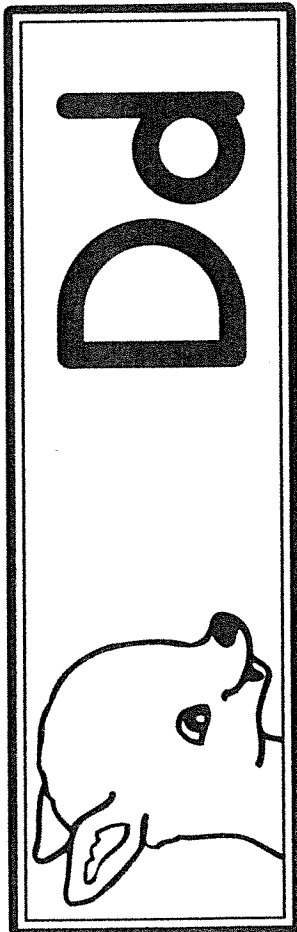
Circle each C.

C O C G C G  
S

Circle each c.

c o s a  
s c c

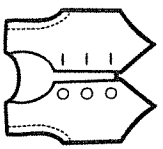
Handwriting practice lines consisting of three rows of solid top and bottom lines with a dashed middle line. The first row contains three large, faint uppercase 'C's for tracing. The second row contains three smaller, faint uppercase 'C's for tracing. The third row contains three very small, faint uppercase 'C's for tracing.



Tracing practice for the letter 'D'. The first row contains three large uppercase 'D's on a set of three horizontal lines (top, middle-dashed, bottom). The second row contains three large lowercase 'd's on the same set of lines. The third row contains three smaller uppercase 'D's on the same set of lines. The fourth row contains three smaller lowercase 'd's on the same set of lines.



Color the ones that start like .

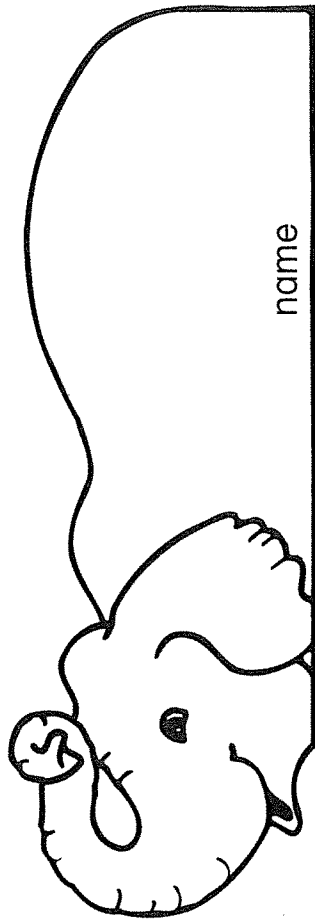
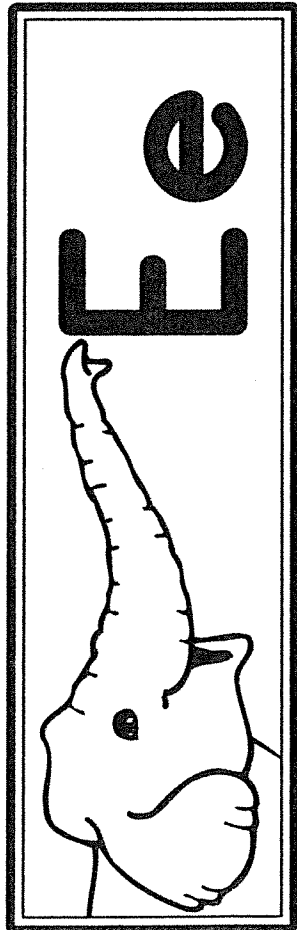


Circle each D.

D D P J D R

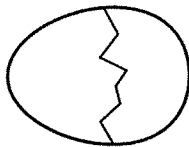
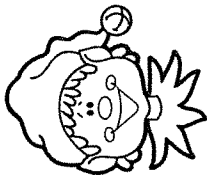
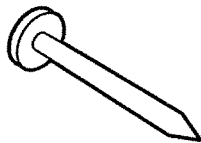
Circle each d.

d o d d  
a h a d



Tracing practice area with multiple rows of lines. The first row contains two dashed uppercase 'E's. The second row contains two dashed lowercase 'e's. The third row contains two dashed lowercase 'e's. The fourth row contains one dashed lowercase 'e'.

Color the ones that start like .



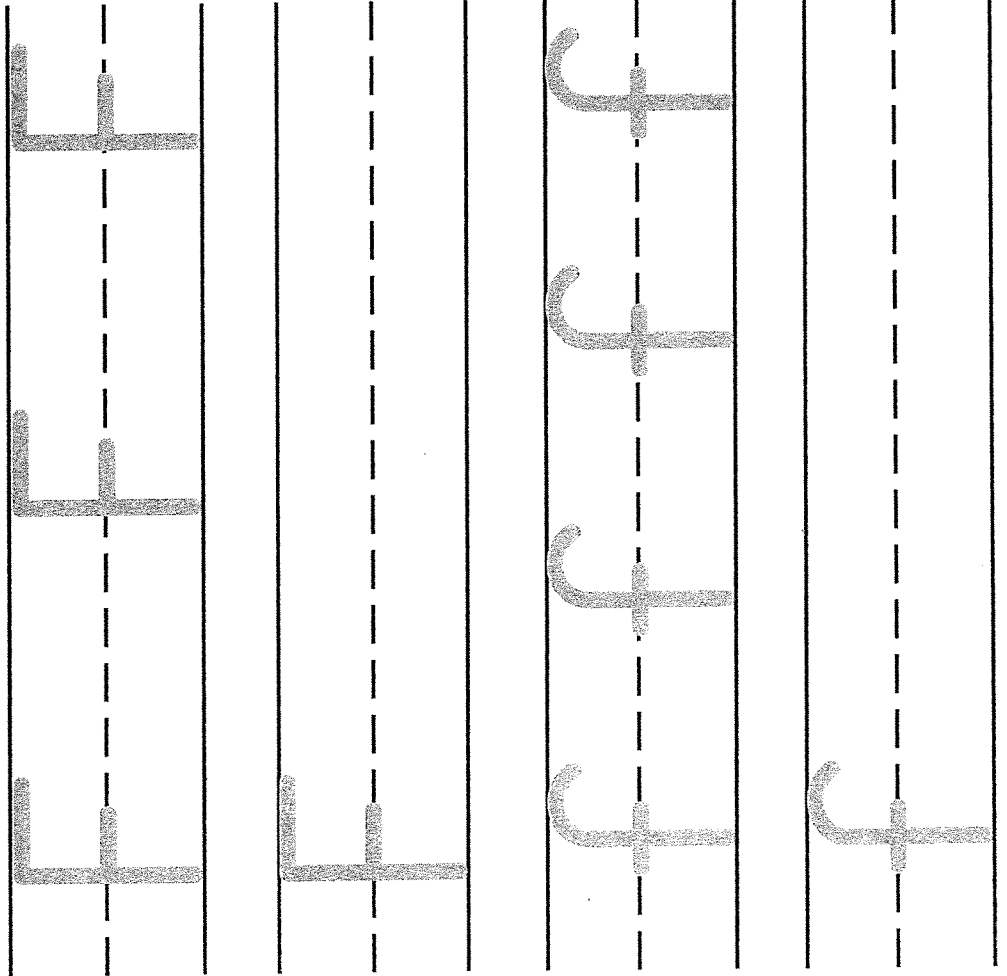
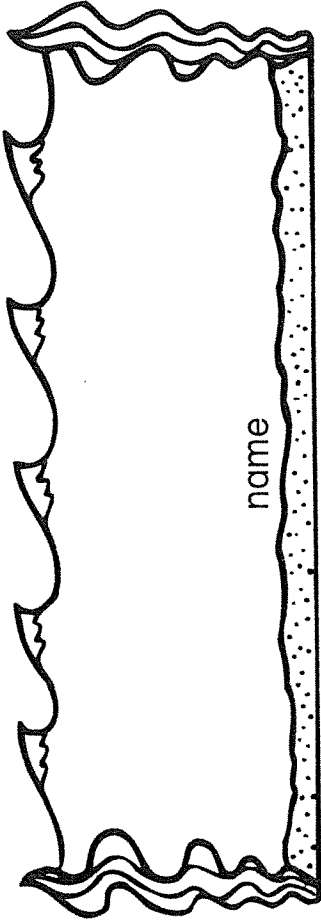
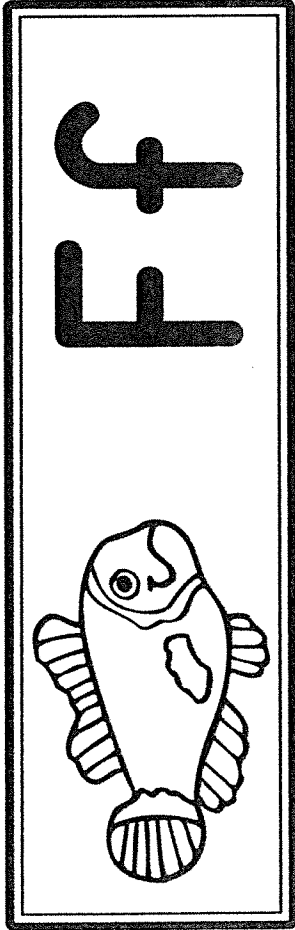
Circle each E.

F E L F  
F E I F

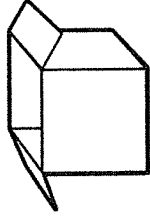
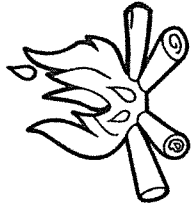
Circle each e.

o s a c  
e e e





Color the ones that start like



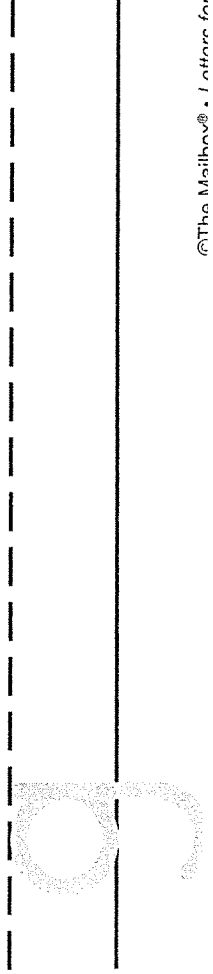
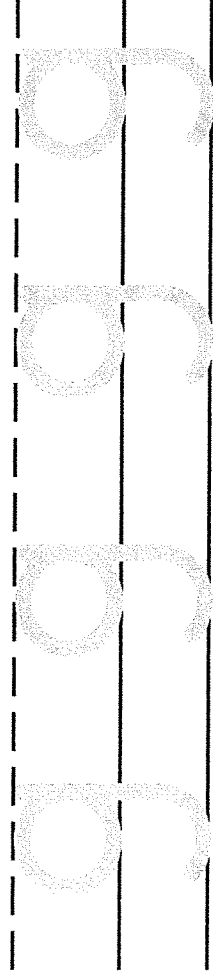
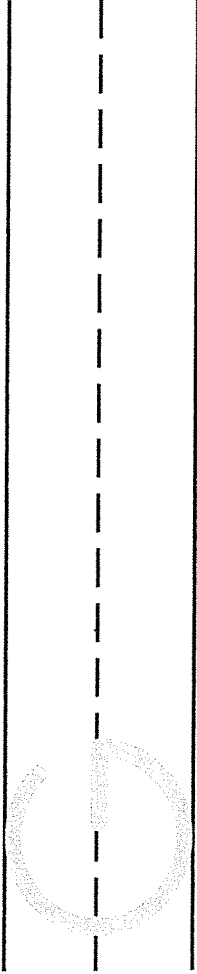
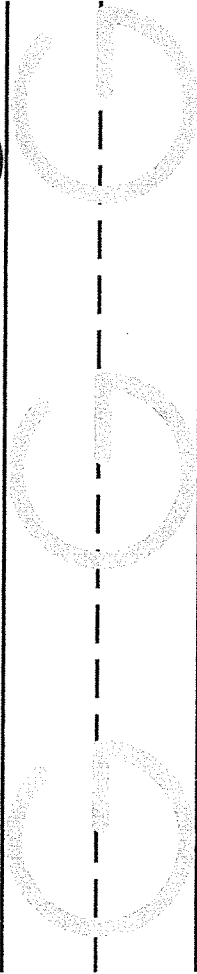
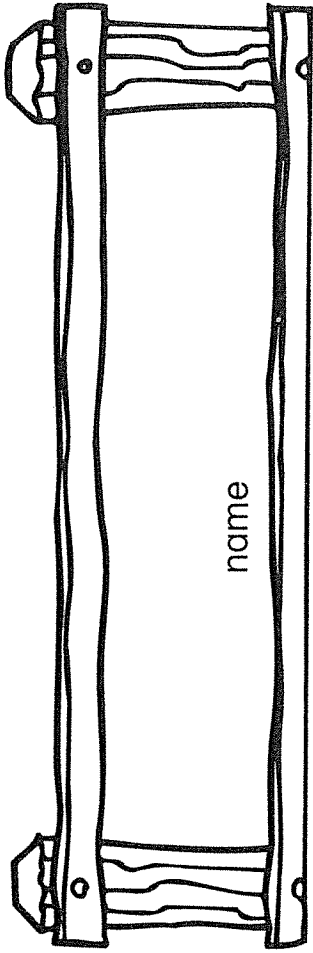
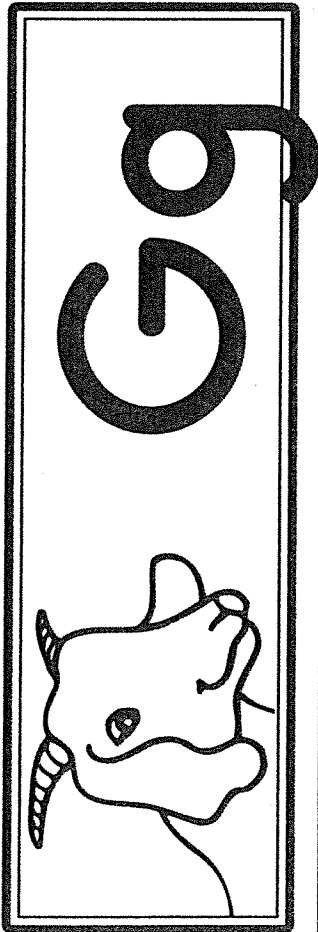
Circle each F.

F F L Z E F

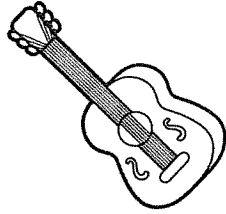
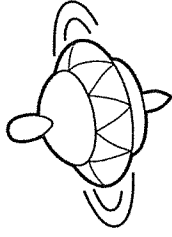
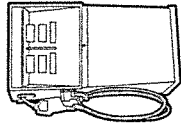
Circle each f.

j g f f

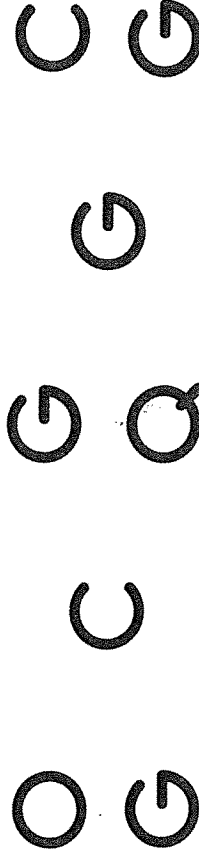
h f j f



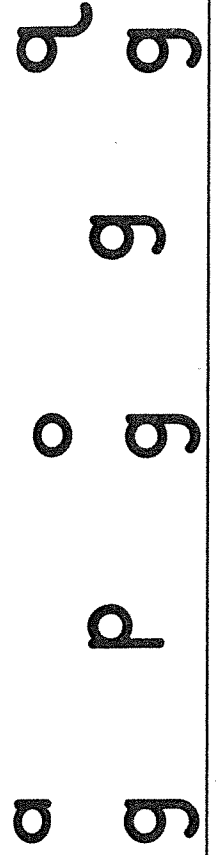
Color the ones that start like

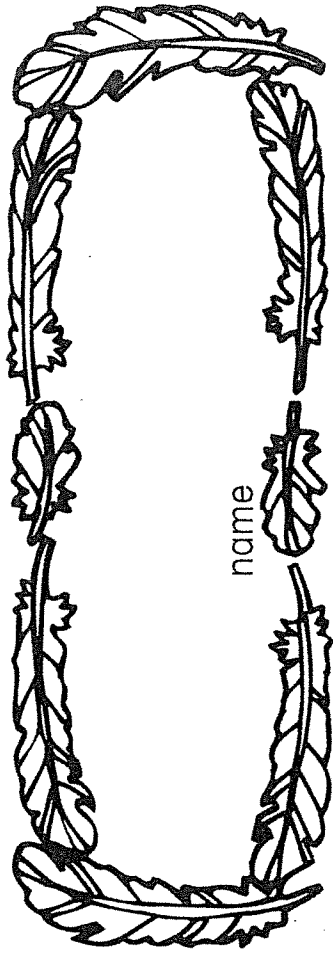
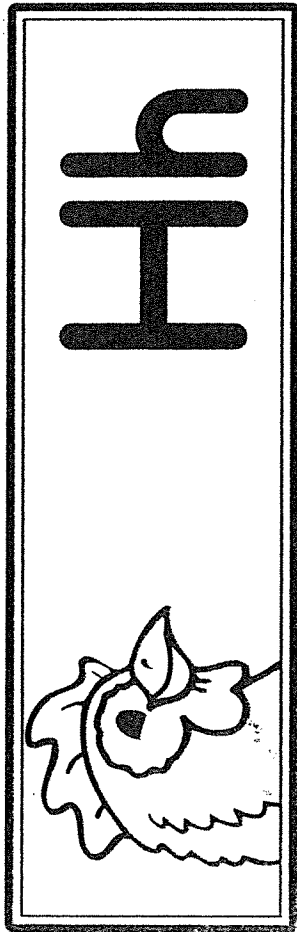


Circle each G.

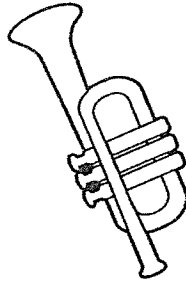
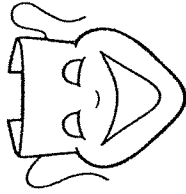
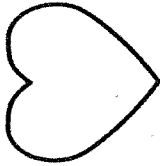


Circle each g.





Color the ones that start like



Circle each H.

H	M	L	H	I	N
---	---	---	---	---	---

Circle each h.

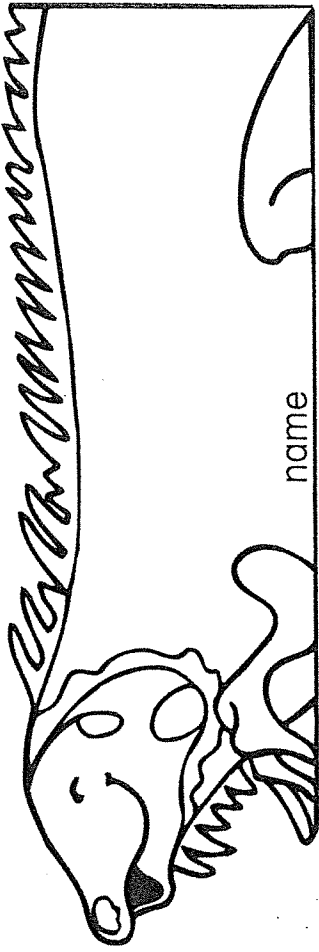
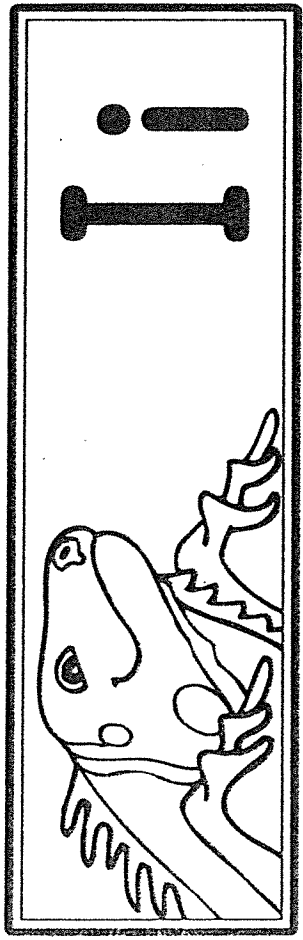
m	h	k	h	u	h
---	---	---	---	---	---

Tracing practice for uppercase 'H' and lowercase 'h' on ruled lines.

Row 1: Five dashed uppercase 'H's for tracing.

Row 2: One dashed uppercase 'H' followed by four dashed lowercase 'h's for tracing.

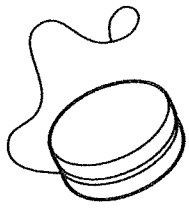
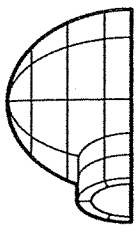
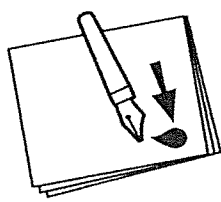
Row 3: One dashed lowercase 'h' followed by four blank ruled lines for independent practice.



Handwriting practice lines consisting of four rows of three horizontal lines each. The top line is solid, the middle line is dashed, and the bottom line is solid. The first row contains a dotted uppercase 'I' for tracing. The second row contains a dotted lowercase 'i' for tracing. The third and fourth rows are blank for independent practice.



Color the ones that start like

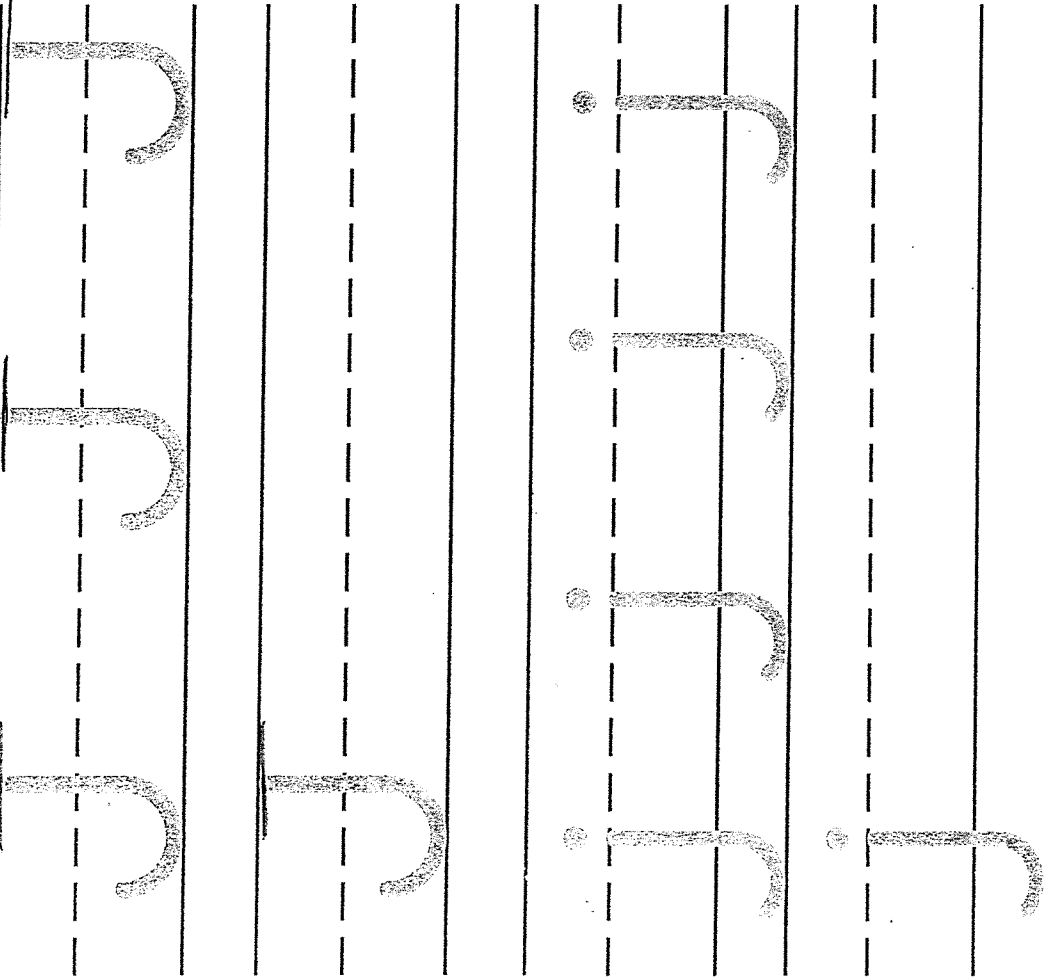
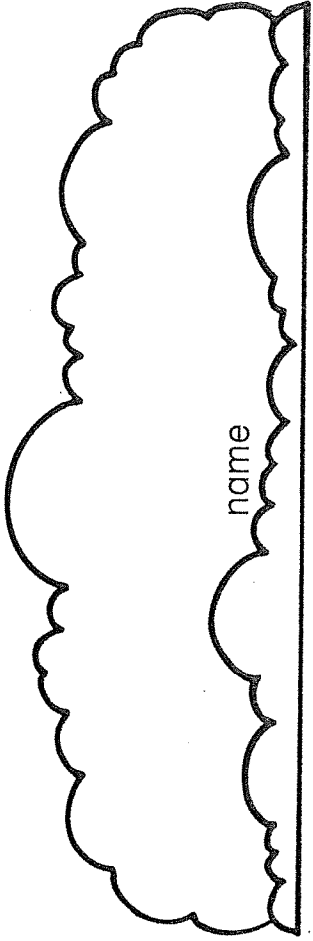
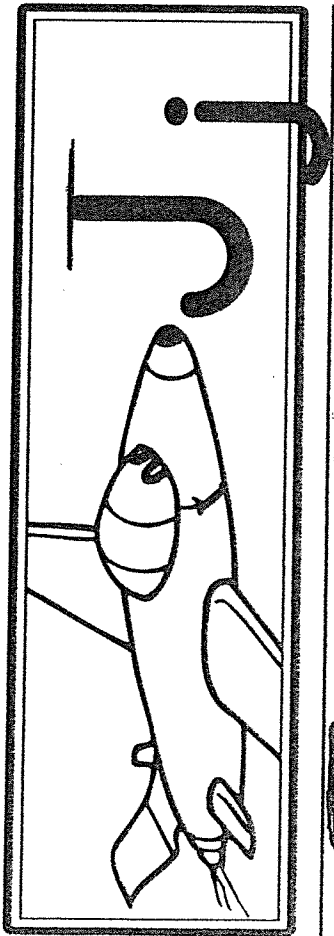


Circle each I.

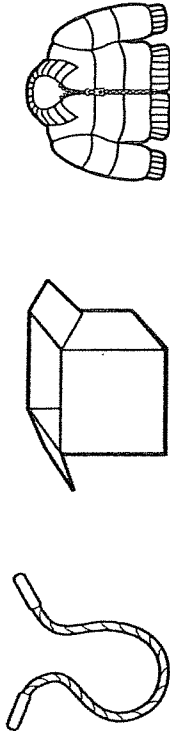
I I N T E  
H I I

Circle each i.

l t r v  
i i j



Color the ones that start like

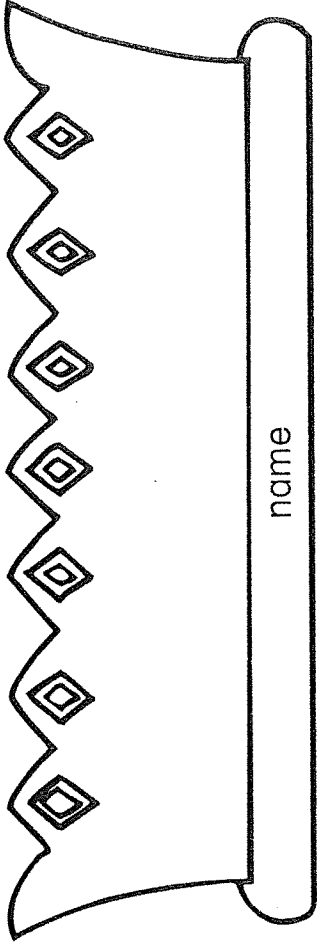
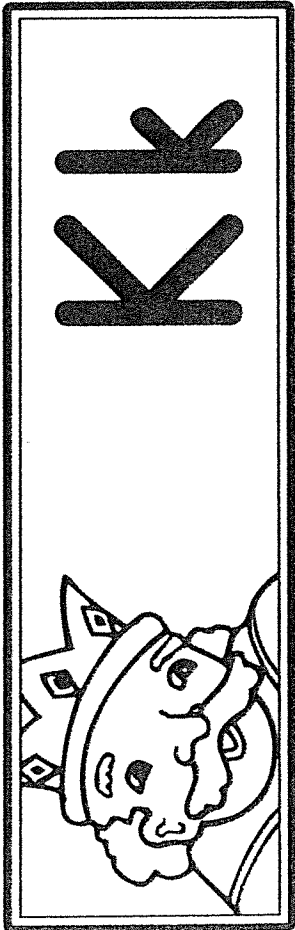


Circle each J.

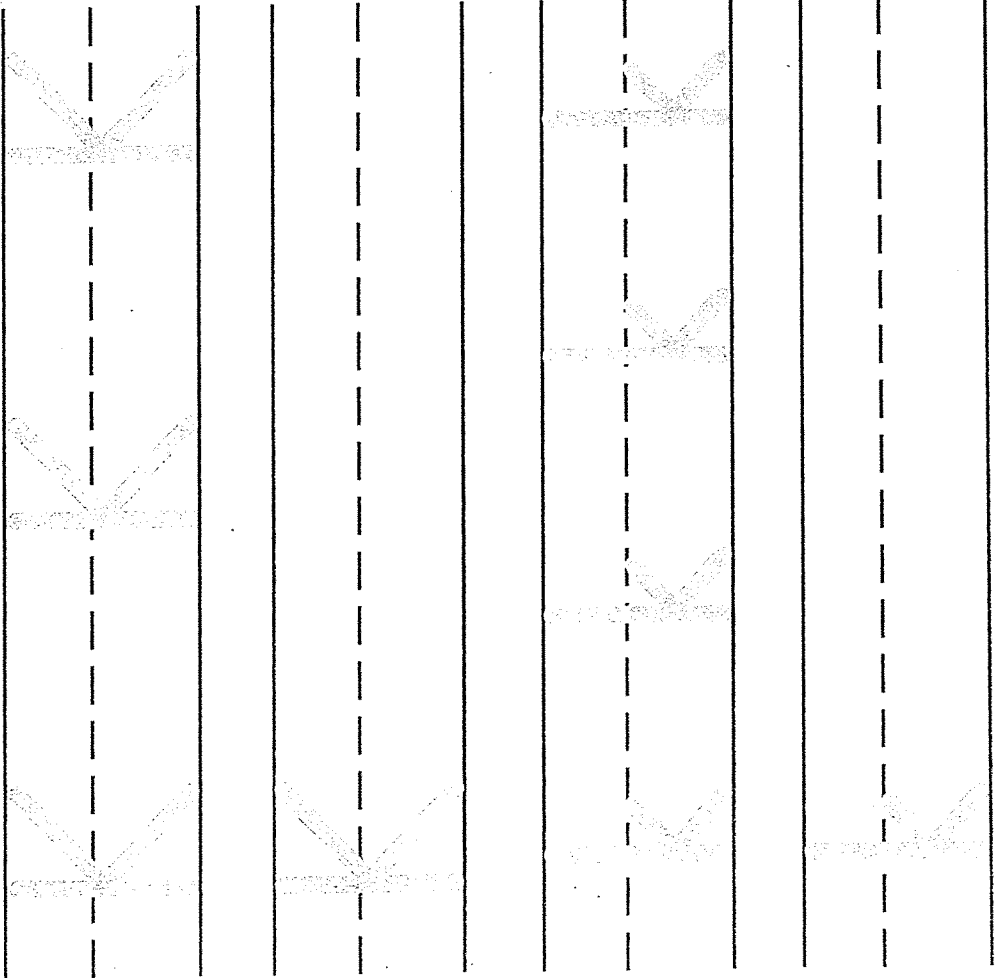
U J K P J L J

Circle each j.

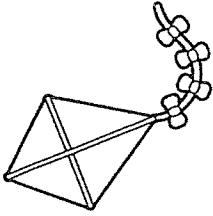
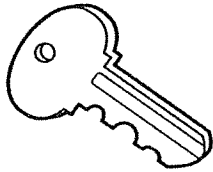
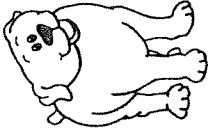
g j a i j j



name



Color the ones that start like



Circle each K.

R K

V K

K Z

X

Circle each k.

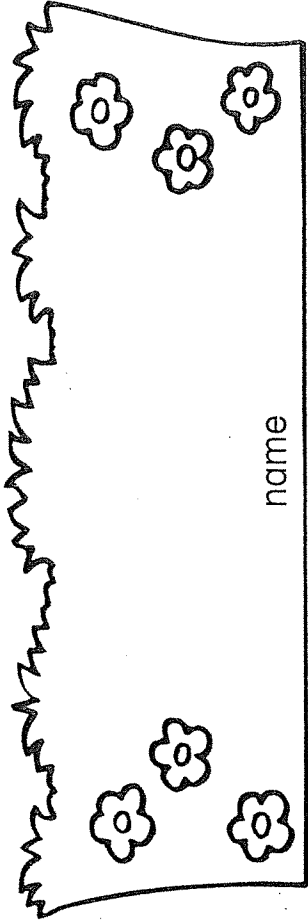
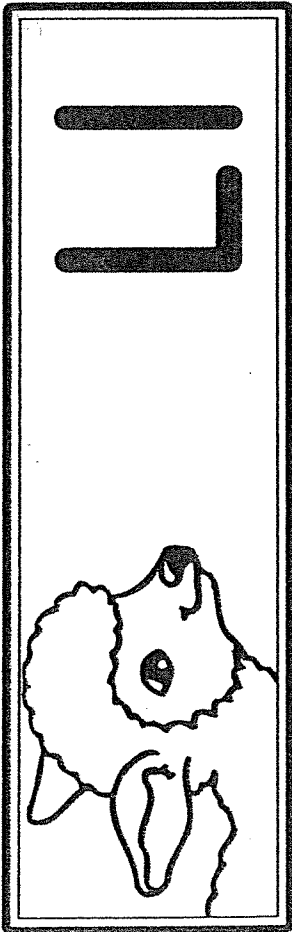
k h

l k

k k

v

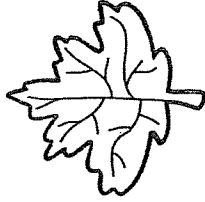
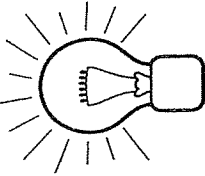
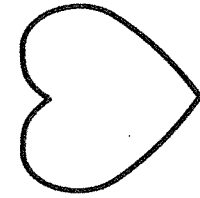
r



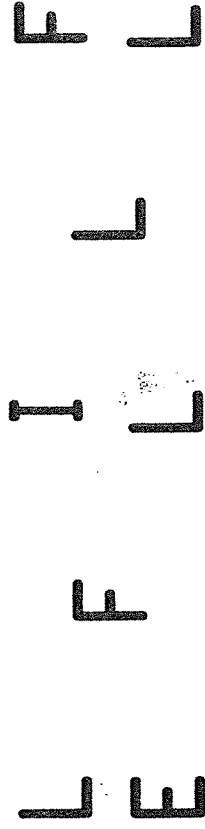
Handwriting practice section consisting of four rows of three-line guides (top solid, middle dashed, bottom solid). The first row contains two large, faint 'L' characters for tracing. The second row contains two large, faint 'l' characters for tracing. The third and fourth rows are empty for independent practice.



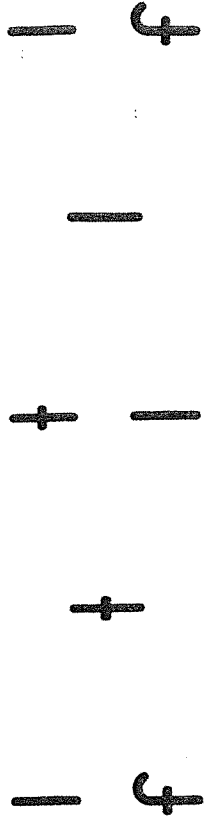
Color the ones that start like

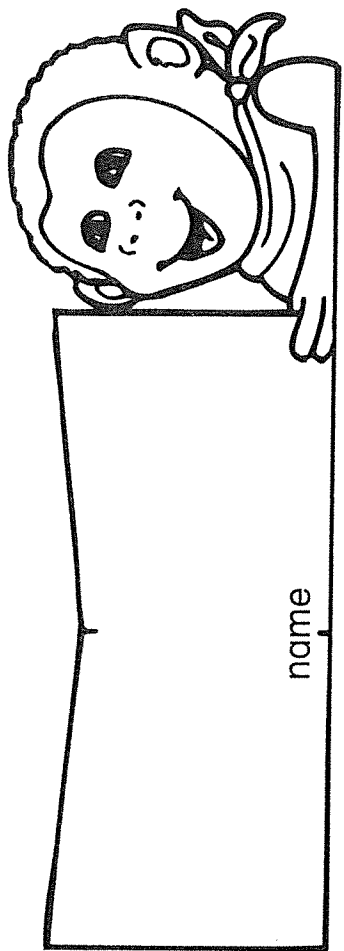
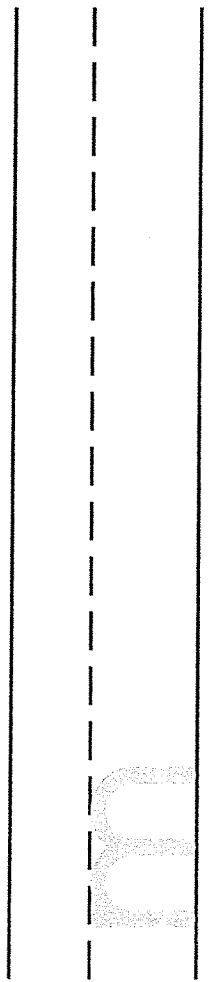
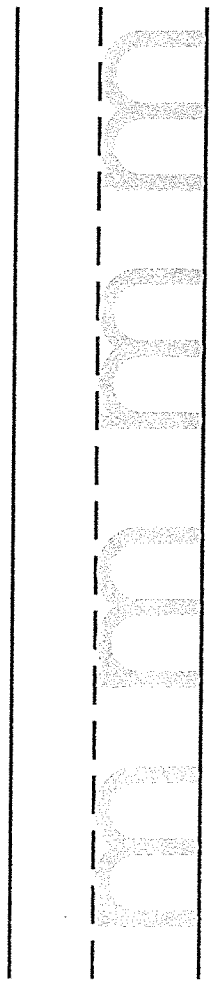
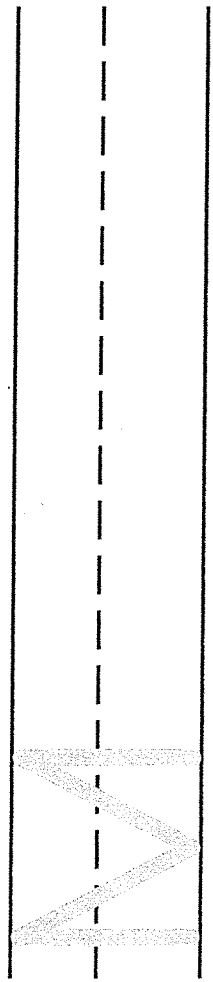
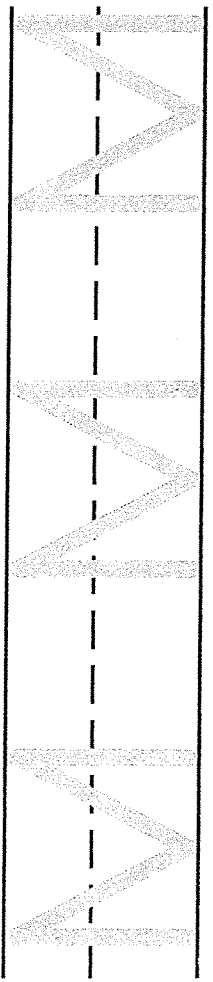
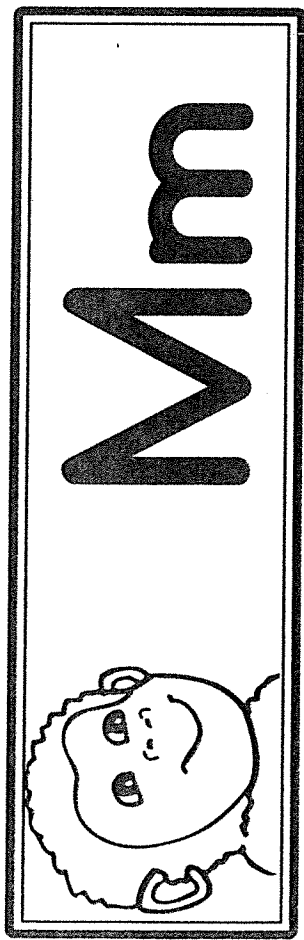


Circle each L.

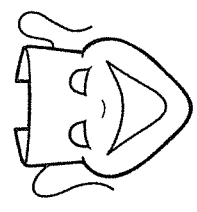
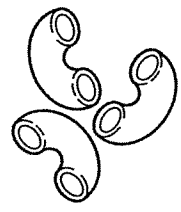


Circle each l.





Color the ones that start like



Circle each M.

N W

M

M

V

M

M N

Circle each m.

m

h

r

n

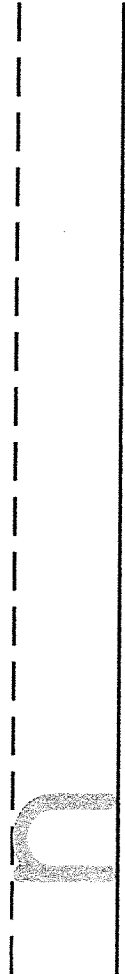
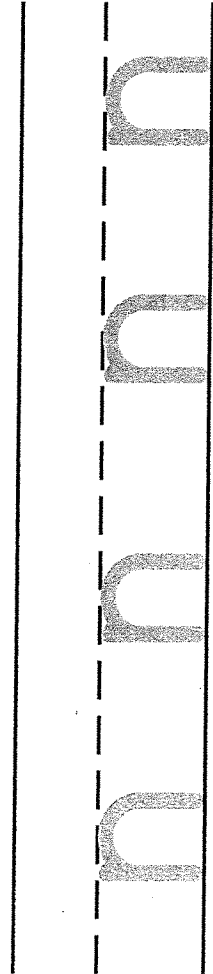
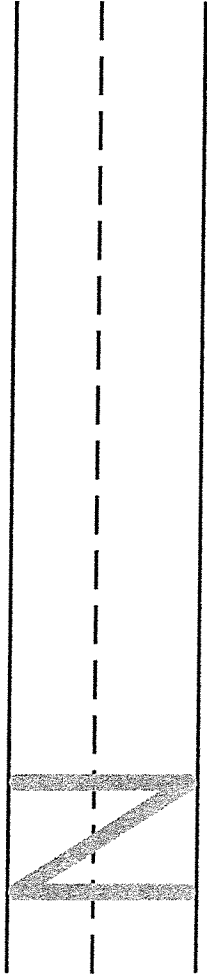
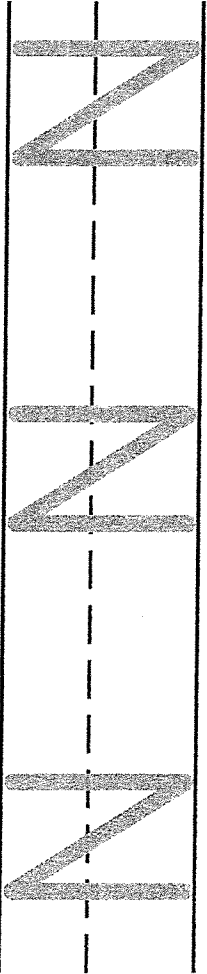
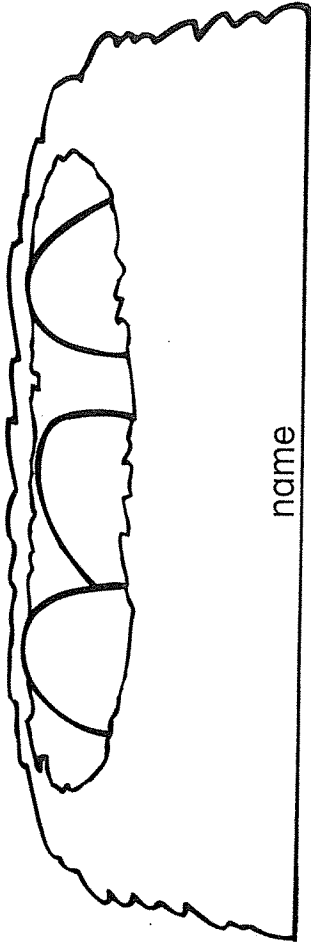
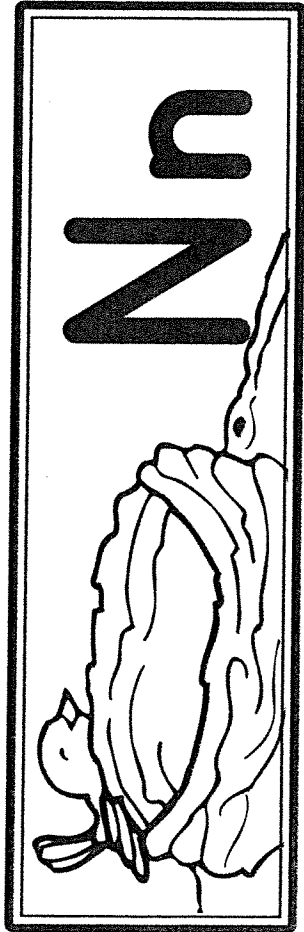
m

n

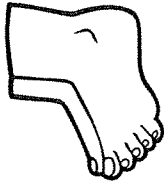
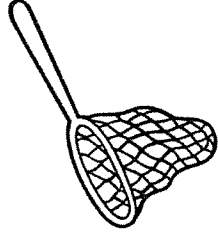
m

m





Color the ones that start like



Circle each N.

N W

V

R N

X

N M

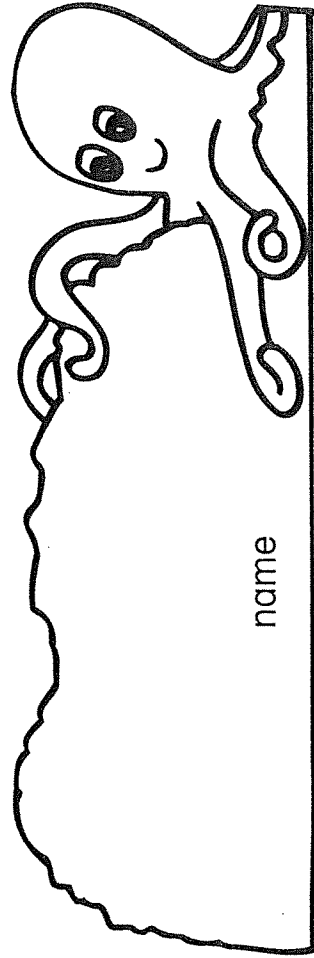
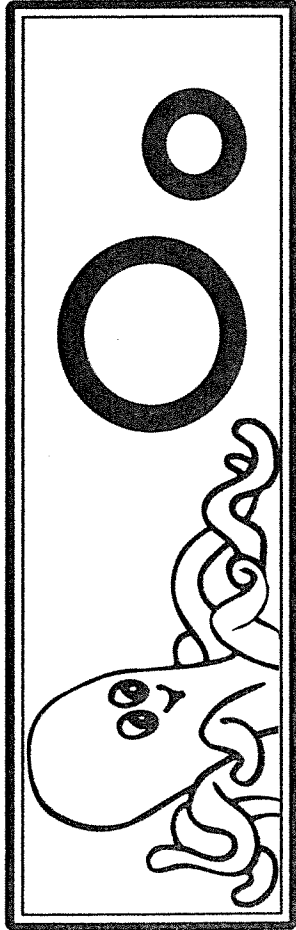
Circle each n.

r n

h

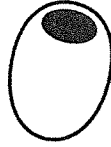
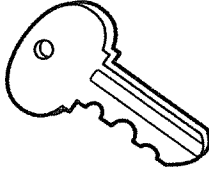
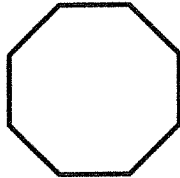
n h

m n

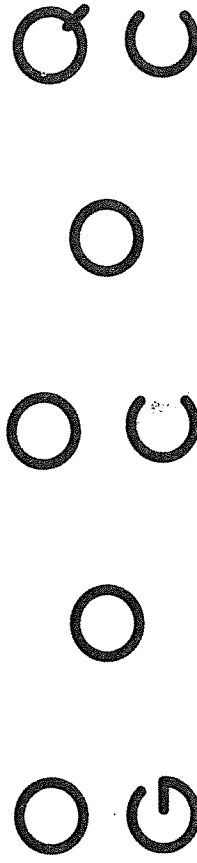


Handwriting practice area with two rows of three-lined guides. The first row contains four large 'O's: the first two are dashed for tracing, and the last two are solid. The second row contains four smaller 'o's: the first two are dashed for tracing, and the last two are solid.

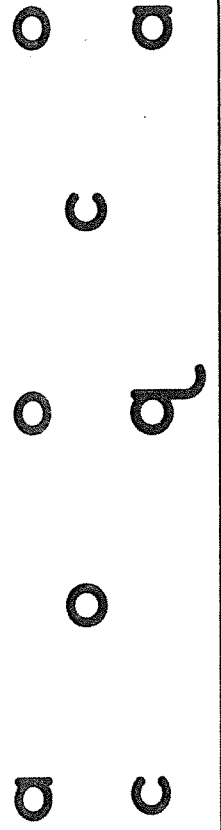
Color the ones that start like

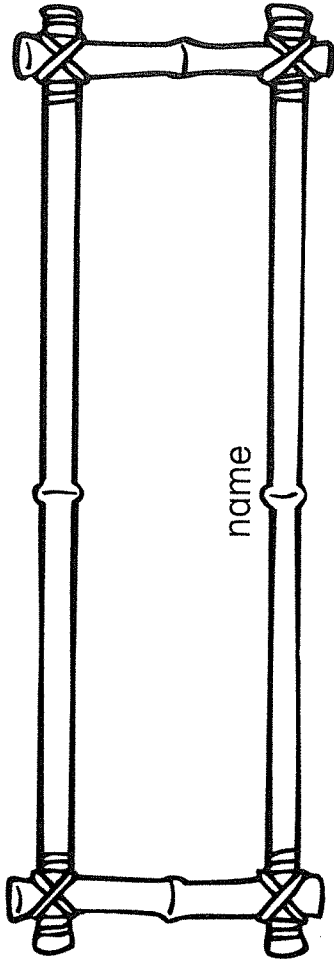
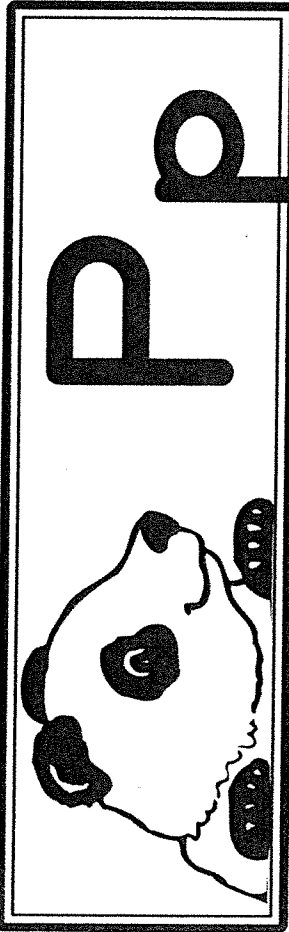


Circle each O.

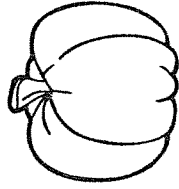
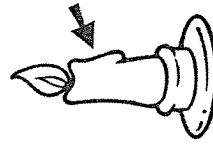
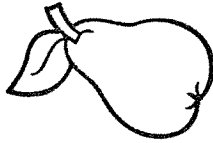


Circle each o.





Color the ones that start like



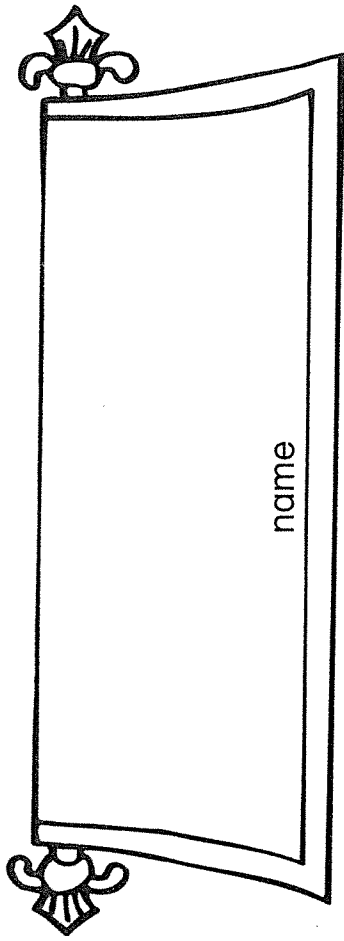
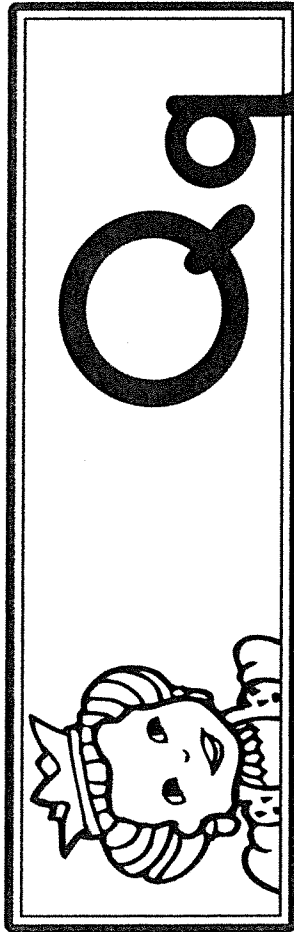
Handwriting practice lines for the letter 'P'. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The first line contains two large, light-colored uppercase 'P's. The second line contains one large, light-colored uppercase 'P'. The third line contains five small, light-colored lowercase 'p's. The fourth line contains one small, light-colored lowercase 'p'.

Circle each P.

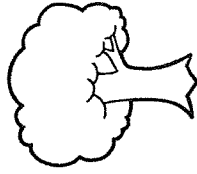
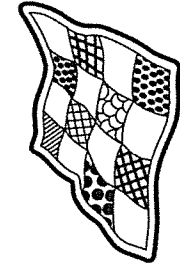
S P Q M V P  
P R P

Circle each p.

a p n w p x  
o p



Color the ones that start like



Circle each Q.

Q

Q

C

Q

G

Q

Circle each q.

a

p

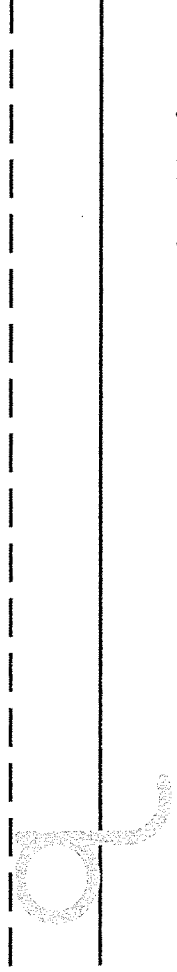
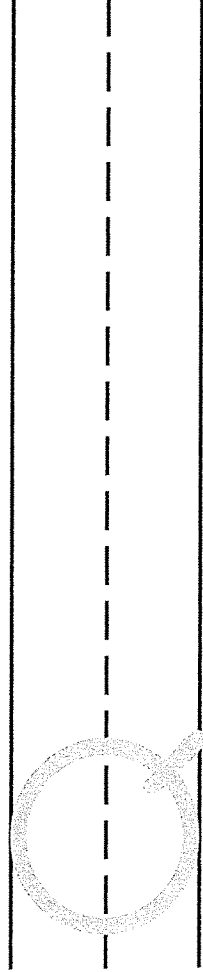
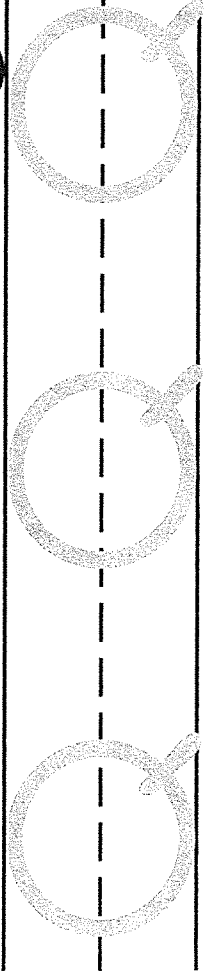
q

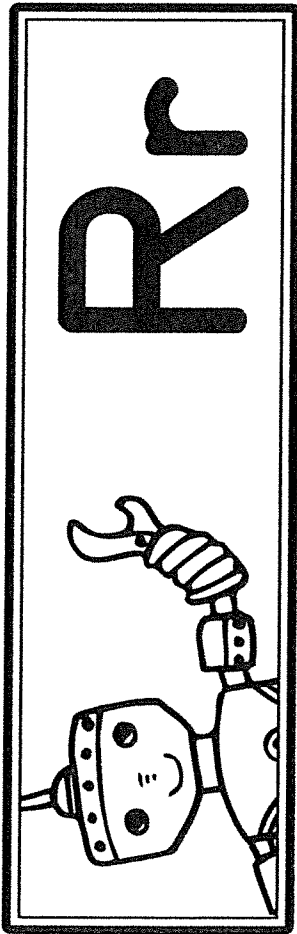
d

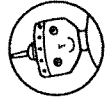
q

a

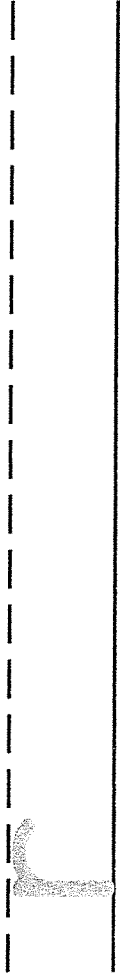
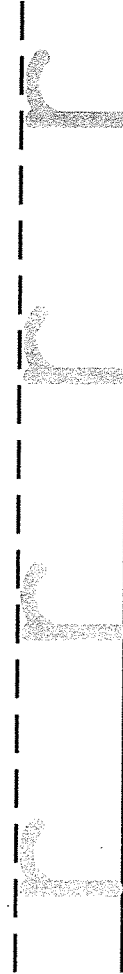
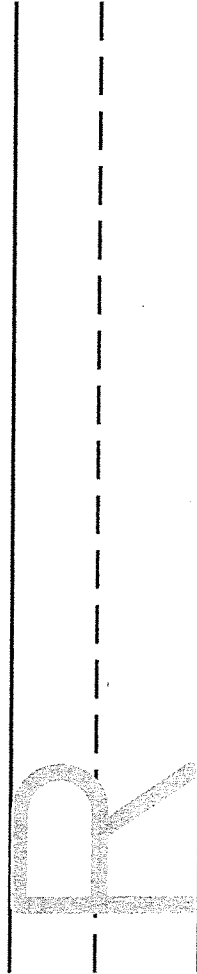
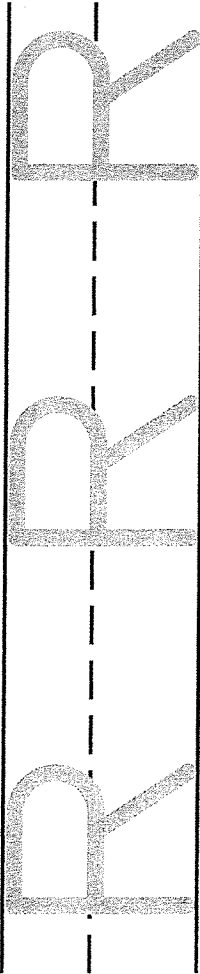
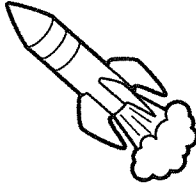
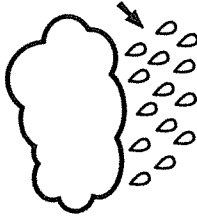
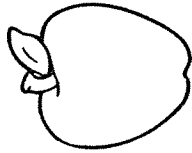
c





 A rectangular name label template with a double-line border and small circles at the corners, suggesting it's a sticker. The word "name" is printed in the center of the label.


Color the ones that start like

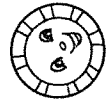
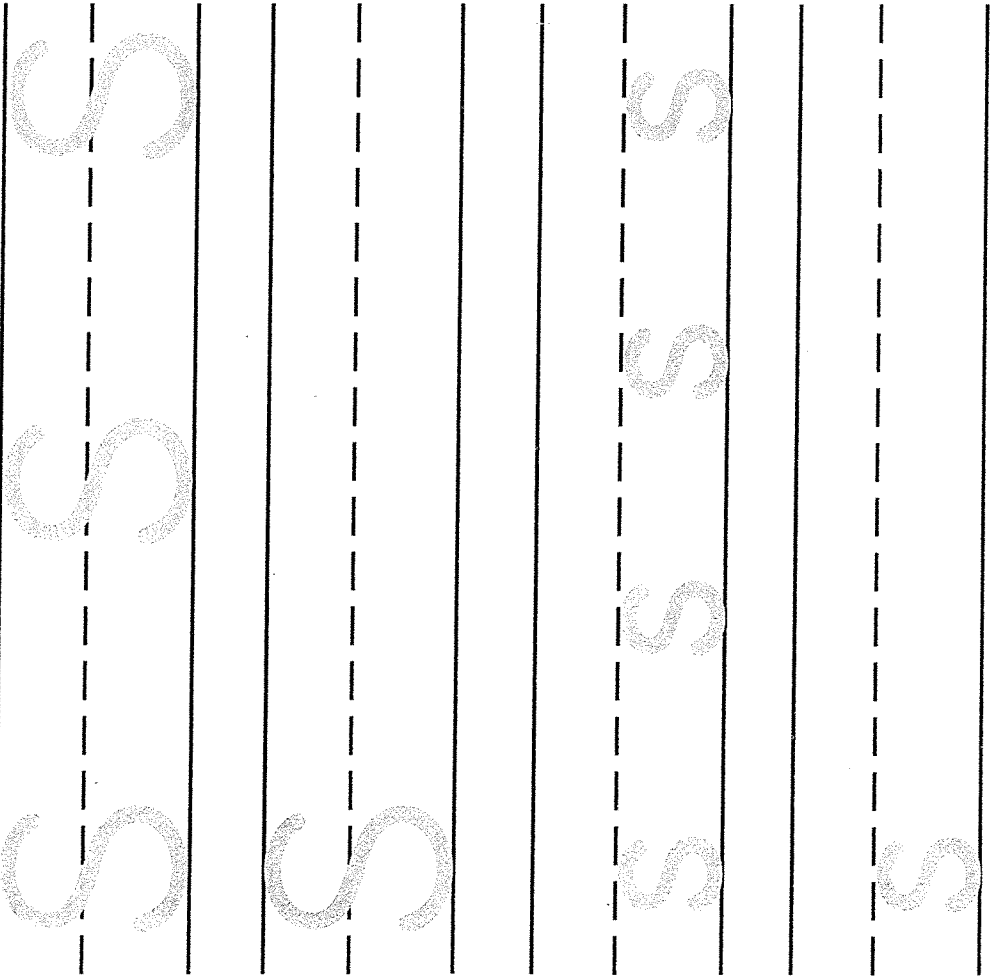
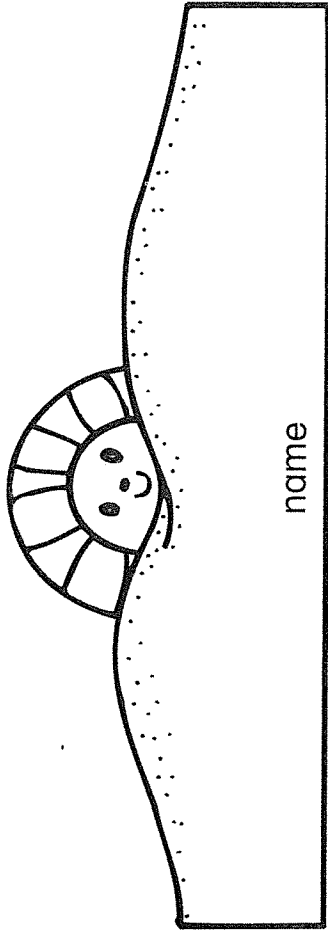
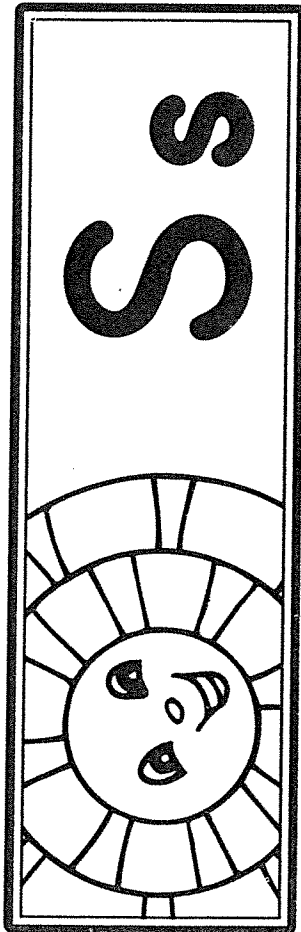


Circle each R.

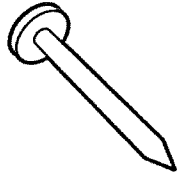
R B R P  
P R R

Circle each r.

n m r  
u r m r



Color the ones that start like .

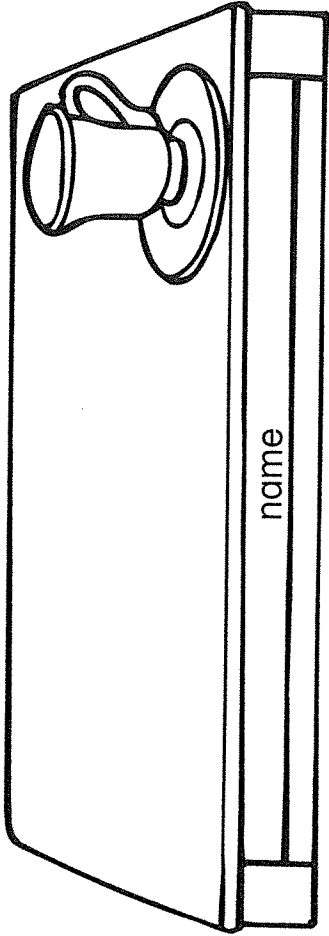
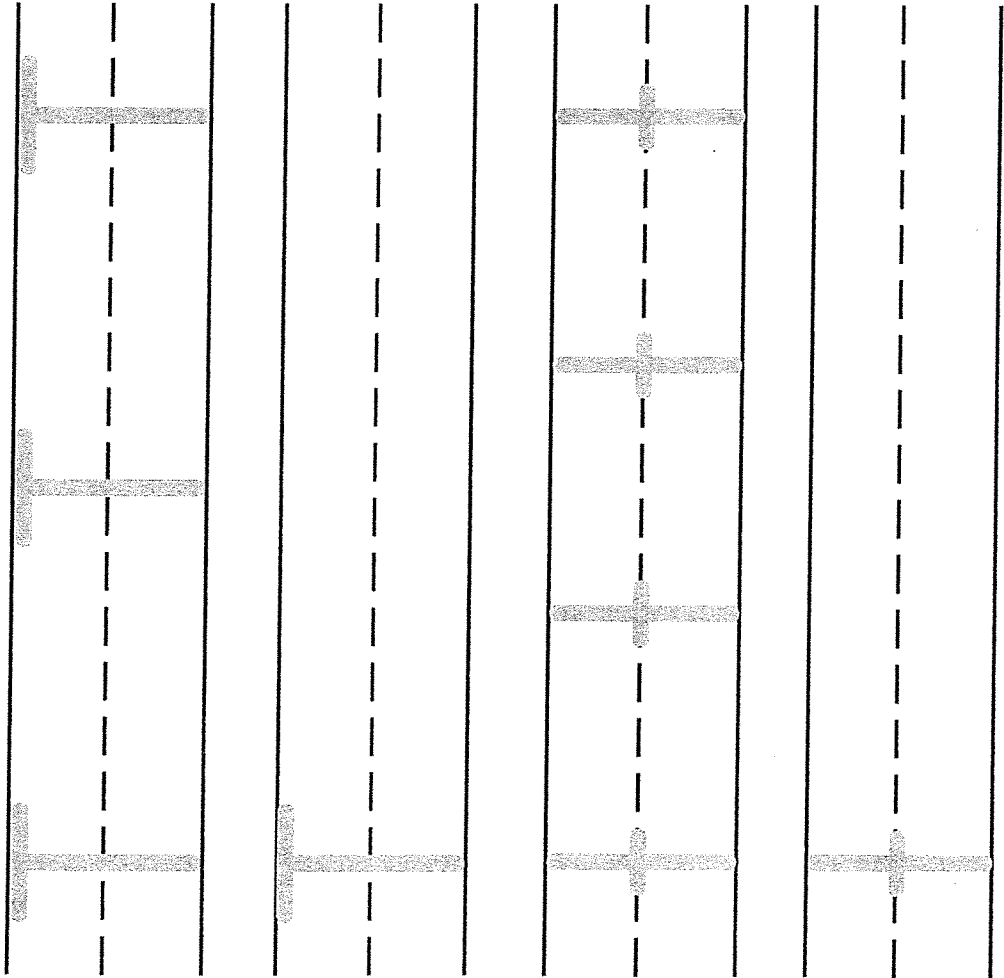
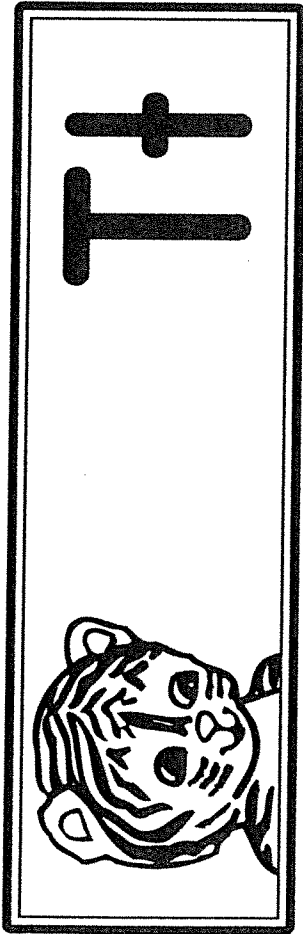


Circle each S.

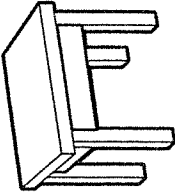
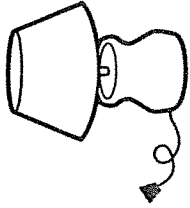
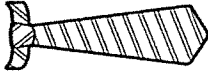
S F C S N  
B G

Circle each s.

t b c  
s r s



Color the ones that start like



Circle each T.

T L

I

M T

L T

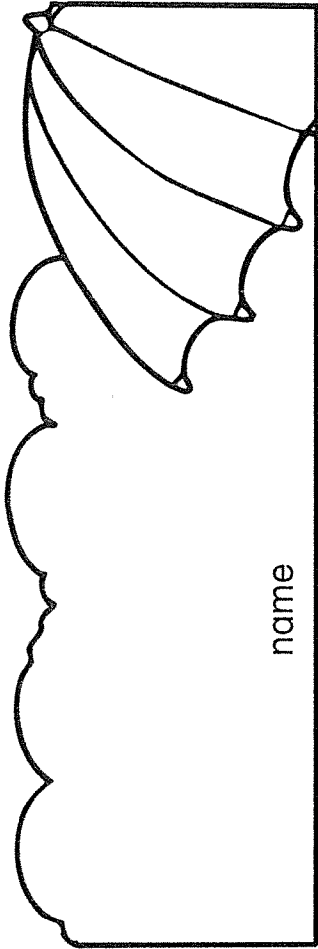
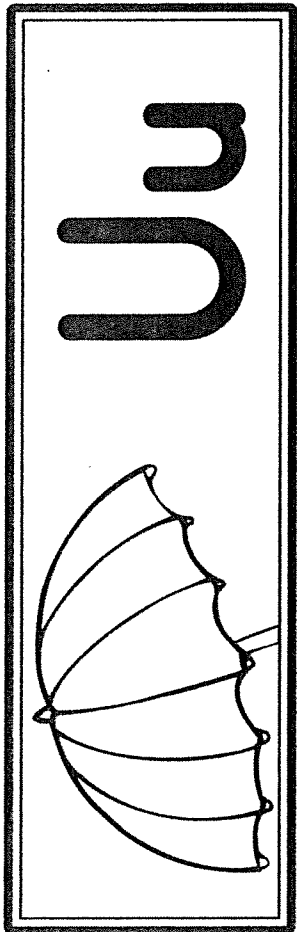
Circle each t.

h t

l

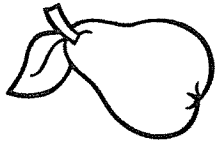
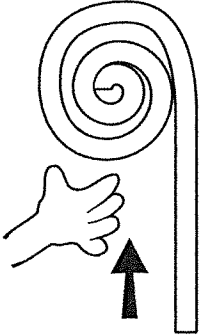
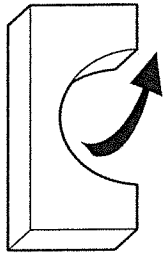
f t

t f



Handwriting practice lines for the letter 'u'. The first row contains three dashed 'u' characters on a set of three horizontal lines. The second row contains one dashed 'u' character on a set of three horizontal lines. The third row contains two dashed 'u' characters on a set of three horizontal lines. The fourth row contains one dashed 'u' character on a set of three horizontal lines.

Color the ones that start like .



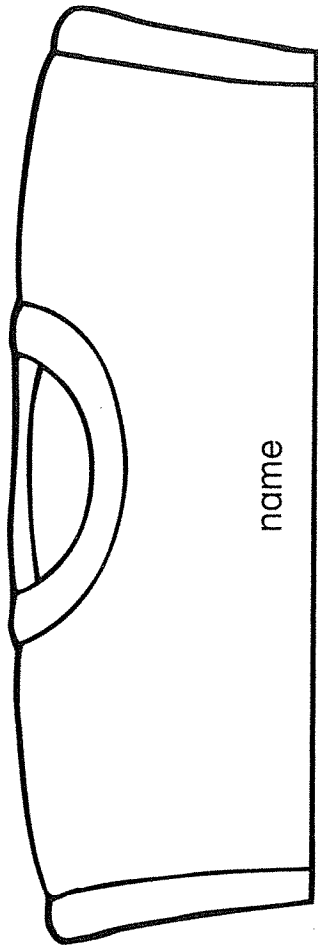
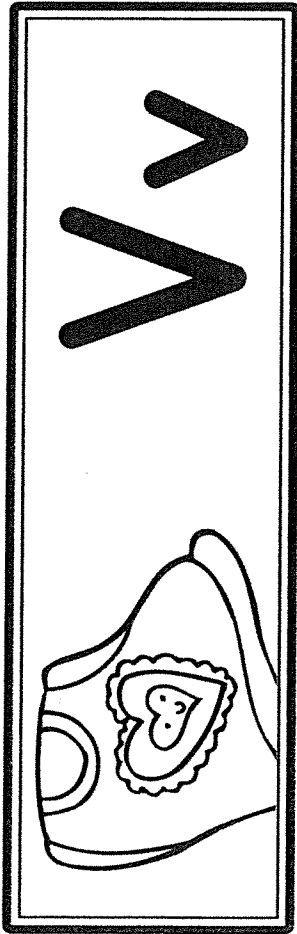
Circle each U.

U C J U D U

Circle each u.

u h u n r

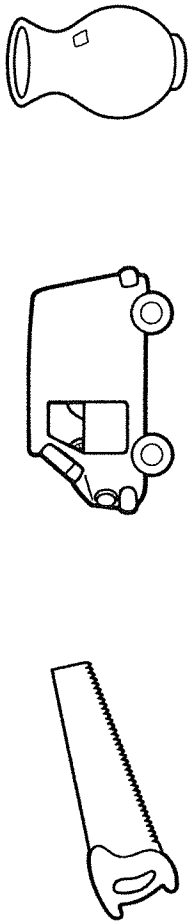




Tracing practice for uppercase 'V' and lowercase 'v'. The first row shows three dashed 'V's on a set of three horizontal lines. The second row shows three dashed 'v's on a set of three horizontal lines. The third row shows three dashed 'V's on a set of three horizontal lines. The fourth row shows three dashed 'v's on a set of three horizontal lines.



Color the ones that start like

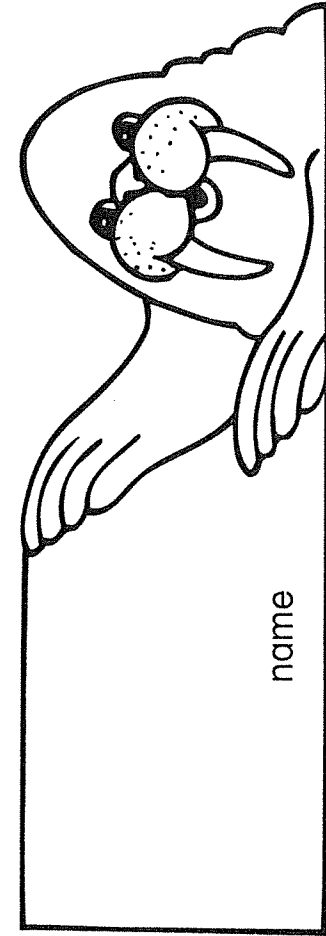
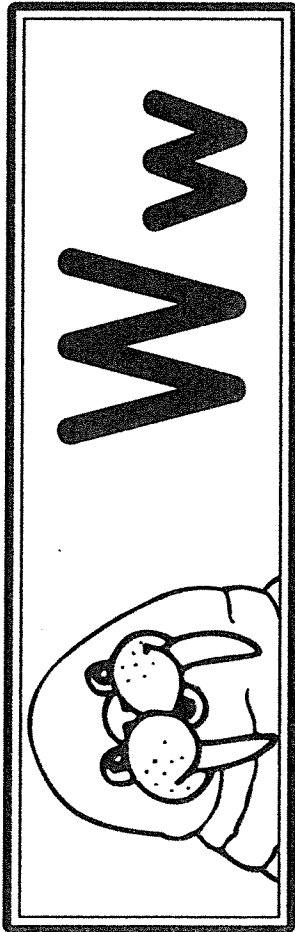


Circle each V.

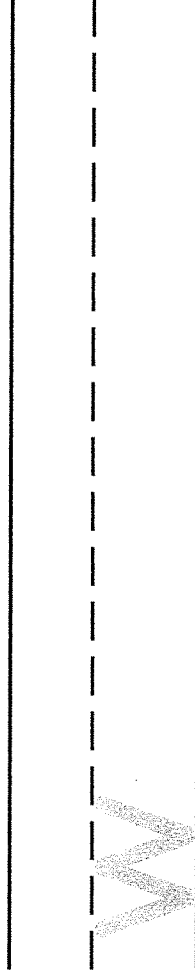
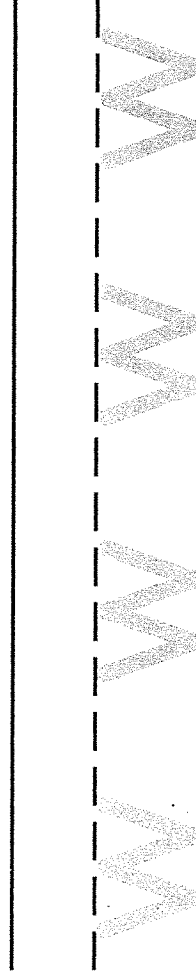
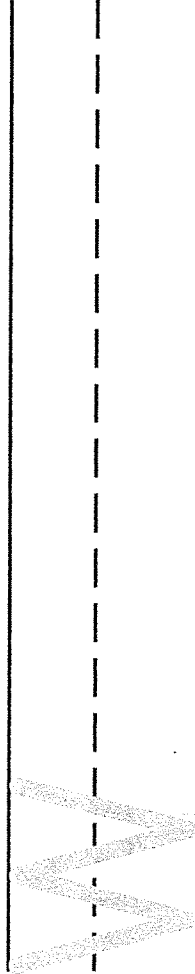
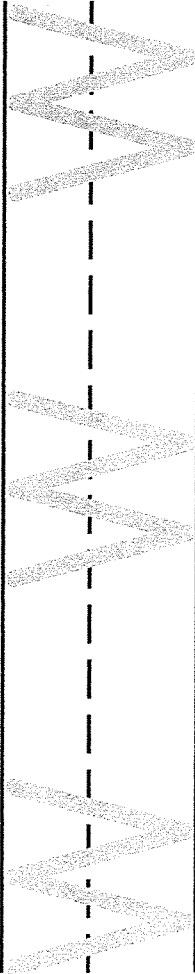
A grid of letters for a coloring activity. The letters are arranged in two columns. The first column contains 'V', 'Y', and 'W'. The second column contains 'M', 'V', and 'M'.

Circle each v.

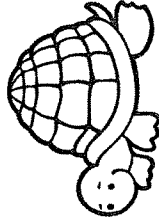
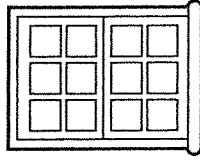
A grid of letters for a coloring activity. The letters are arranged in two columns. The first column contains 'x', 'v', and 'v'. The second column contains 'w', 'x', and 'v'.



name



Color the ones that start like



Circle each W.

Y W

V

W V

W

W X

Circle each w.

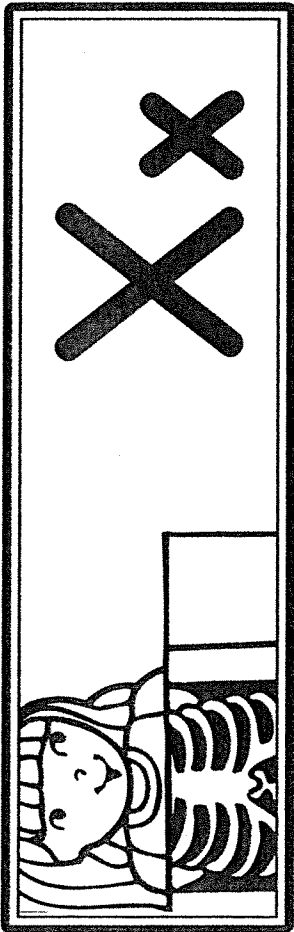
w m

w

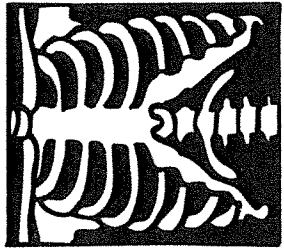
v w

k

y w



name \_\_\_\_\_



Tracing practice for the letter 'X' on four sets of three-line guides (top solid, middle dashed, bottom solid). Each set contains a large 'X' for tracing, followed by two smaller 'X's for independent practice.

Circle each X.

K X H

V X

W Y X

X Y

Z X V

Circle each x.

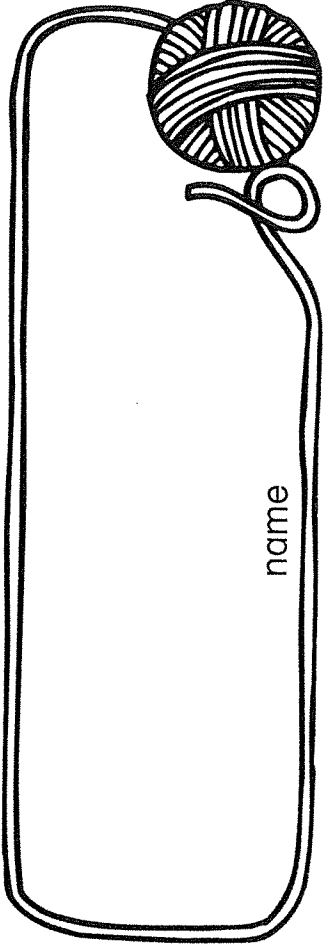
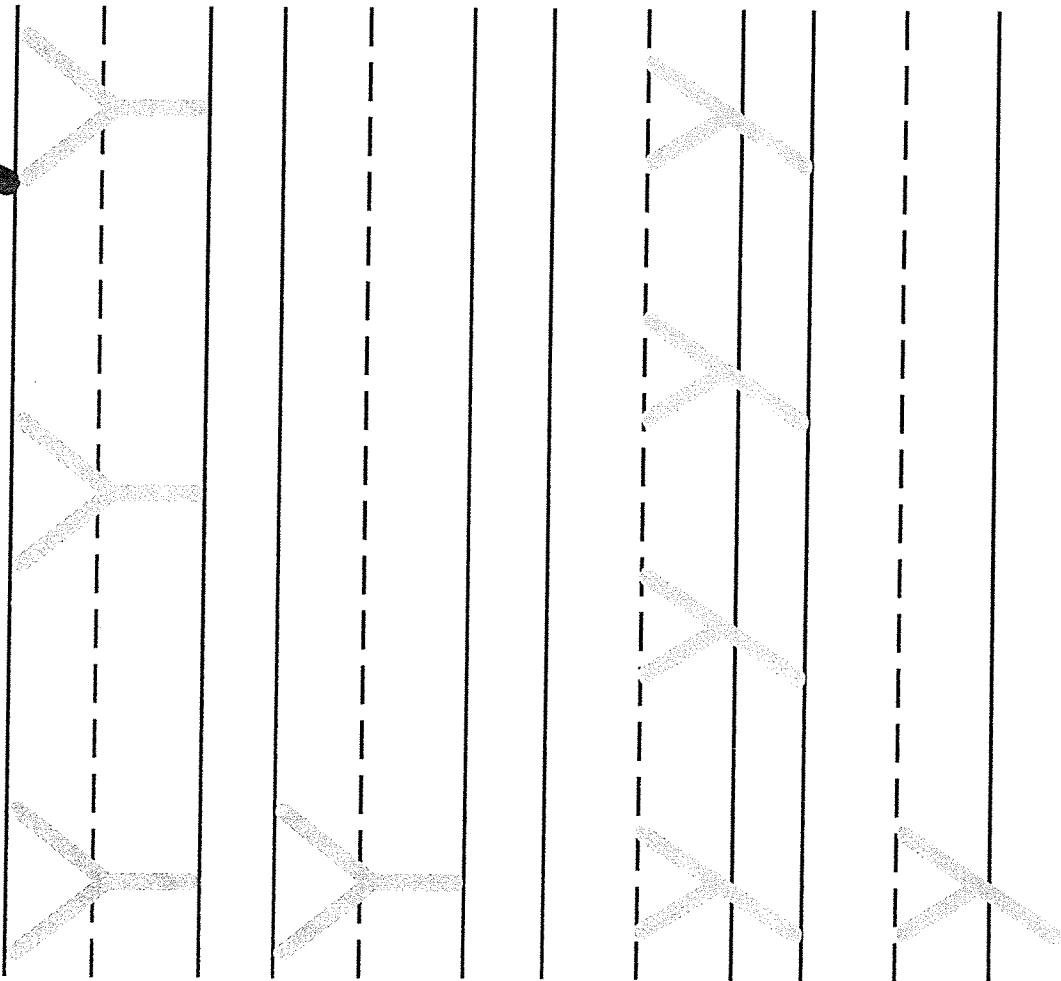
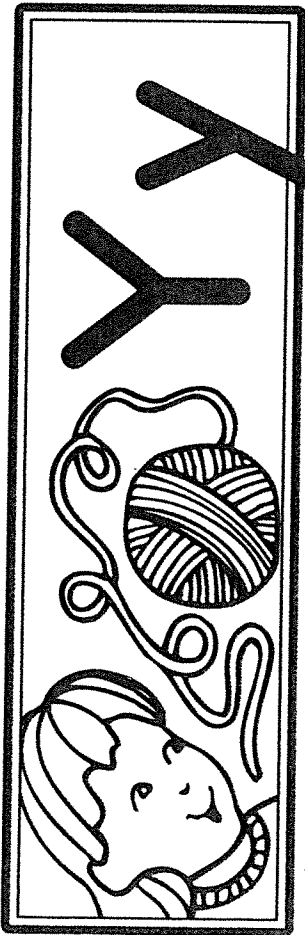
v x z

t x

x y w

v t

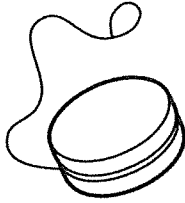
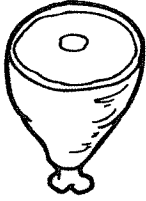
h x k



name



Color the ones that start like



Circle each Y.

M Y

V

N Y

Y

Y V

Circle each y.

Y P

v

z

y

x

y

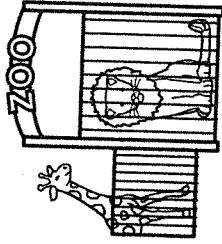
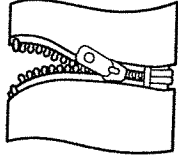


Handwriting practice lines for the letter Z. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The first row contains two large, light gray 'Z' characters for tracing. The second row contains two medium-sized 'Z' characters for tracing. The third row contains two small 'Z' characters for tracing. The fourth row contains one small 'Z' character for tracing.

name \_\_\_\_\_



Color the ones that start like



Circle each Z.

N I E Z F  
Z I Z N

Circle each z.

w t z v z  
z s z z



Let's  
Write

Name: \_\_\_\_\_

## I can trace with my pencil.

Directions: Use pencils to trace along the lines.

