

# Pre-Kindergarten Home Learning Activity Guide Week 11

**Reading and Writing Activities**  
(Suggested: 45 minutes of off-line activities)

## Activity 1

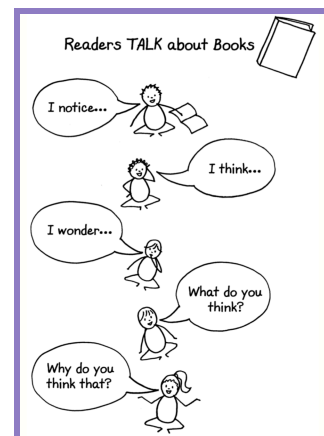
### English Language Arts

#### Talking About Books

Read a book for at least 15 minutes with a family member and continue keeping a record of your daily reading.

Then, have a conversation about that book.

\*Use the chart below to guide your conversation.

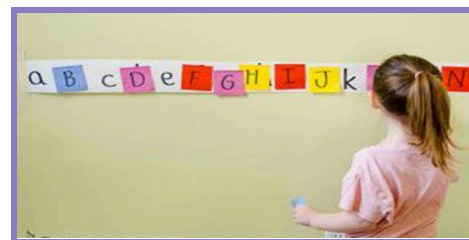


## Activity 2

### English Language Arts

Match upper and lower case letters of the alphabet and their sounds on a line.

#### Letter Lineup

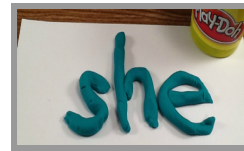


### Activity 3

#### English Language Arts

##### Emergent Literacy Domain: Writing

1. Form with playdough the uppercase and lowercase letters or CVC words that an adult tells you. (Depending on what your child already master you may give them sight words too)
2. Trace the letter shape with your finger and say the sound.



### Activity 4

#### English Language Arts

##### Emergent Literacy Domain: Reading

1. Before you and your child hear the read aloud. Have a conversation about the two questions in the section **Before Reading**.
2. While listening to the read aloud with a family member. Have a conversation in regards of the question in the section **During Reading**.
- \*Can be a read aloud or a digital book for the district digital libraries. (MyOn, Tumblebooks, Capstone, etc.)
3. At the end of the story, have a conversation with your child about the question in the section **After Reading**.

#### **Before Reading:**

- What does the title tell you about the story?
- What do the pictures tell you about the story?

#### **During Reading:**

- What would you have done if you were the character of the story you are reading?

#### **After Reading:**

- What do you think the author wrote this book?

### Activity 5

English Language Arts

Emergent Literacy Domain: Reading

In this activity your child will select a book that he/she will listen to somebody read a book aloud or listen to a book from the district digital libraries ( example: MyOn, Tumblebooks, Capstone,etc)

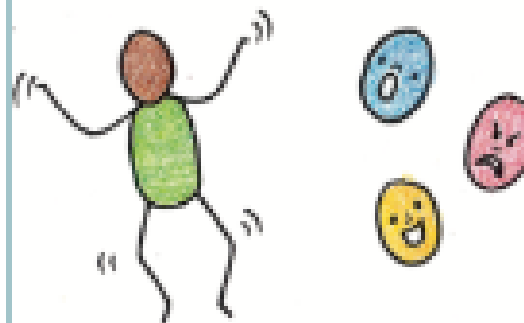
1. Have your child retell the parts of the book ( **what happened first? What happened at the end?.**)

\*If it is necessary your child can look at and show you the pictures in the book to help him/her retell the story.

2. With the help of an adult, plan out how you would act it out.

3. Perform this in front of your family.

## Act out parts of their stories



**Actividades de Lectura y Escritura**  
**(Sugerencia: 45 minutos de actividades sin conectarse a la Internet)**

### Actividad 1

#### Bilingual Language Arts

##### Conversaciones acerca de libros

Lee un libro con un familiar por lo menos durante 15 minutos, continúa llevando el récord de lo que lees diariamente.

Después ten una conversación acerca del libro.

\*Utiliza el gráfico a continuación como guía durante la conversación.

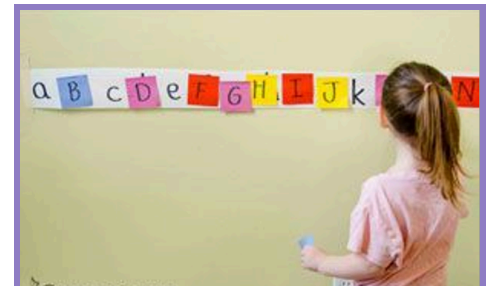


### Actividad 2

#### Bilingual Language Arts:

Empareja las letras mayúsculas con las minúsculas y sus sonidos en una línea.

##### Alineación de letras



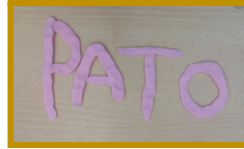
### Actividad 3

#### Bilingual Language Arts

##### Área de alfabetización de destrezas comunicativas: escritura



1. Usando plastilina, crea las letras mayúsculas, minúsculas o las sílabas de 2 letras que un adulto te diga.  
(Dependiendo lo avanzado que su hijo(a) esté, podría dictarle palabras de 4 letras)
2. Traza la forma de las letras con tu dedo y al mismo tiempo di su sonido.



#### Actividad 4

##### Bilingual Language Arts

##### [Área de alfabetización de destrezas comunicativas: lectura](#)

1. Antes de escuchar el libro conversar con el estudiante acerca de las dos preguntas que están en la sección **Antes de leer**.
2. Mientras están escuchando el cuento en voz alta, tenga una conversación con el niño(a) acerca de la pregunta que está en la sección **Durante**.
- \* Puede escoger libros en cualquiera de las bibliotecas digitales de ALDINE (por ejemplo: MyOn, Tumblebooks, Capstone, etc.).
3. Al final del cuento tenga una conversación con su hijo(a) acerca de la pregunta que está en la sección **Después de leer**.

##### Antes de leer:

- ¿Qué te dice el título sobre la historia?
- ¿Qué te dicen las ilustraciones sobre la historia?

##### Durante:

- ¿Qué hubieras hecho si tu fueras el personaje del cuento?

##### Después de leer:

- ¿Por qué crees que el autor escribió este cuento?

#### Actividad 5

##### Bilingual Language Arts

##### [Área de alfabetización de destrezas comunicativas: lectura](#)

**¡Actúa nartes**



En esta actividad su hijo(a) escogerá el libro que quiera escuchar, un libro que alguien le lea en voz alta o también podría ser un libro de cualquiera de las bibliotecas digitales del distrito escolar (por ejemplo: MyOn, Tumblebooks, Capstone, etc.).

1. Pida a su hijo(a) que haga un recuento de la secuencia de los eventos del cuento que escuchó.

**¿Qué sucedió al principio del cuento?, ¿Qué sucedió al final?**

\*Si es necesario su hijo(a) puede mirar las imágenes del libro para ayudarse a volver a contar el cuento.

2. Con ayuda de un adulto planea cómo actuarías alguna parte del libro.

3. Actúa para tu familia la parte del cuento que planeaste.

**Math Activities**  
**(Suggested: 45 minutes of off-line activities)**

Activity 1

Jump for Digits

**Counting Skills: Digits**

Activity 2

Which One Doesn't belong?

**Classification and Patterns: Sorting**

Tell your student:

“Let's jump for digits! When you hear a **digit**, jump up high.  
 When you hear a **letter**, stay real still.”

Call out letters and digits for your student.

1	4	B	7	K	5
3	8	0	S	T	6
2	9	W	G	4	8



- Ask your student to choose one item in the picture that doesn't belong with the others.
- Ask your student to explain why he/she picked that item.



- Ask your student if there is another item that may not belong in the group.

### Activity 3

The Ants Go Marching

#### Counting Skills: Counting Sets

- Sing the song “The Ants Go Marching”

### Activity 4

Creating Shapes

#### Geometry and Spatial Reasoning: Creating Shapes

- Gather a handful of cotton swabs. You can substitute with straws, craft sticks, or even sticks from outside.

**The Ants Go Marching**

The ants go marching **one by one**, hurrah, hurrah

The ants go marching **one by one**, hurrah, hurrah

The ants go marching **one by one**

The little stops to **suck his thumb**

And they all go marching down to the ground

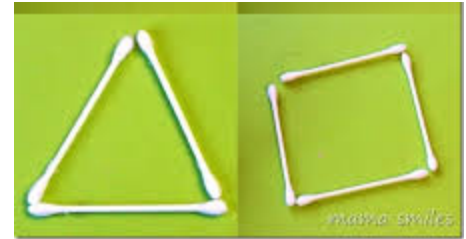
To get out of the rain, BOOM! BOOM! BOOM!

**two by two**... to tie his shoe  
**three by three**... to climb a tree  
**four by four**... to shut the door  
**five by five**... to take a dive



- After singing the song, draw five large circles on a sheet of paper. Write the digits 1-5 in the circles (one digit per circle).
- Ask your student to draw the corresponding amount of ants in the circle. (Ex: The student will draw 3 ants in the circle with the digits 3 written in it).

- Talk to your child about the attributes of shapes
  - Ex: "A square has four sides and four corners." "A triangle has three sides and three corners"
- Ask your student to create shapes using the cotton swabs or sticks.





Activity 5


Number of the Week

Counting Skills, Adding to/Taking Away


Example

<p><b>Say the Number</b></p> <p>The student should say "This number is <u>three</u>."</p>	<p>Draw <u>3</u></p>  <p>The student should draw <u>3</u> items or shapes</p>
<p><b>Count to <u>3</u> out loud</b></p> <p>The student should say "one, two, three"</p>	<p><b>Count the items</b></p>  <p>Encourage the student to point to each item as he/she counts.</p>

Activity

<p><b>Say the Number</b></p>	<p>Draw 10</p>
<p><b>Count to <u>10</u> out loud</b></p>	<p><b>Count the items</b></p> 

**Science Activities**  
(Suggested: 25 minutes of off-line activities)

Activity 1	Activity 2
<p style="text-align: center;"><b>Objects in the Sky Journal Long-term Project</b></p> <p><b>Earth and Space: Recognizable Patterns</b></p> <p>Observe the sky, during the day and night, Monday through Friday.</p> <p>Illustrate and describe the following:</p> <ul style="list-style-type: none"> <li>• Moon</li> <li>• Stars</li> <li>• Sun</li> </ul> <p><b>Friday:</b> Provide a <b>Day and Night Sky report</b> to your family. (Poster, power point, video, etc.)</p> <ul style="list-style-type: none"> <li>• Include illustrations of the Moon, stars, and Sun on Monday, Tuesday, Wednesday, and Thursday.</li> </ul> <p>Tweet out a picture or video of your <b>Day and Night Sky report!</b> Tag @AldineISD @STARS_902 and #AldineAtHome</p>	<p style="text-align: center;"><b>Weather Journal Long-term Project</b></p> <p><b>Earth and Space: Recognizable Patterns</b></p> <p>Observe the weather Monday through Friday.</p> <p>Record the following:</p> <ul style="list-style-type: none"> <li>• Hot or cold</li> <li>• Clear or cloudy</li> <li>• Rain or no rain</li> </ul>  <p><b>Extension:</b> Illustrate what to wear each day based on the weather.</p> <p><b>Friday:</b> Provide a <b>weather report</b> for the week to your family. (Poster, power point, video, etc.)</p> <ul style="list-style-type: none"> <li>• Include the data for Monday-Friday: hot or cold, clear or cloudy, and rain or no rain.</li> <li>• Include illustrations of the weather</li> </ul> <p>Tweet out a picture or video of your <b>weather report!</b> Tag @AldineISD @STARS_902 and #AldineAtHome</p>
Activity 3	Activity 4
<p style="text-align: center;"><b>All Systems Go!</b></p> <p><b>Earth and Space: Objects in the Sky</b></p> <p>There are several objects in the sky during the day and during the night.</p> <p>These objects have physical characteristics like: Shape, size, and color.</p> <p>Scientists create models to represent things that cannot be seen accurately and use them to learn from.</p>	<p style="text-align: center;"><b>Inventor's Challenge</b></p> <p><b>Critical Thinking: Problem Solving</b></p> <p>To invent, you need a good imagination and a pile of junk. ~Thomas Edison</p> <p>Create an invention that will help solve a problem in your home, school, or community using whatever tools and materials are available.</p> <p>Put your inventor hat on! Follow these steps of the engineering-design process to design and create an invention:</p>

Create a model of the Sun, Moon, or stars in the sky. Remember the **physical characteristics** of the objects when creating your model. Follow these guidelines:

- Choose objects in the sky during the day or during the night
  - Gather materials to create your model
  - Create a model that represents the objects in the sky
  - Illustrate your model of the objects in the sky
  - Label the physical characteristics on your illustration
- Paper Mache of the Sun



**Discussion:** What do you notice about your model? How is your model like the object in the sky?

Tweet out a picture or video of you and your object in the sky model! Tag @AldineISD @STARS\_902 and #AldineAt Home

- **THINK:** What is an invention? Why do people invent things?
- **ASK:** What problem in my home, school or community do I want to solve?
- **IMAGINE:** Brainstorm possible solutions to the problem you decide to solve.
- **PLAN:** Draw diagrams, or make small models of your design.
- **CREATE:** Come up with several ideas, but pick the one you think is best. Gather materials to create your invention.
- **IMPROVE:** As you create your invention of after, you may make adjustments as needed to improve your invention.

Here are some student inventions: [Bed Up](#)



Tweet out a picture of you and your invention! Tag @AldineISD @STARS\_902 and #AldineAtHome

### Activity 5

### STEM Challenge #11

**Critical Thinking: Problem Solving**

Egg Drop Challenge - Design and create a contraption to protect a raw egg when it is dropped.  
Collect the following materials:

- A raw egg
- Materials to build your contraption (Use materials around your house)
- Items like scissors, glue, or tape
- Decorative items
- Ruler, yard stick, or measuring tape



**Challenge:** Create a contraption that will protect your egg from breaking when it is dropped from 4 feet high.

Discuss how the materials you used protected or did not protect your egg. What could you do differently?

**Learning Extension:** Test your contraption again by dropping it from 8 feet high. Make modifications to your contraption as needed or as you want. How many feet high will your contraption protect the egg before it breaks?

**Social Studies Activities**



(Suggested: 25 minutes of off-line activities)

Activity 1

Cookie Cut-Out Biography

**Historical Figures**

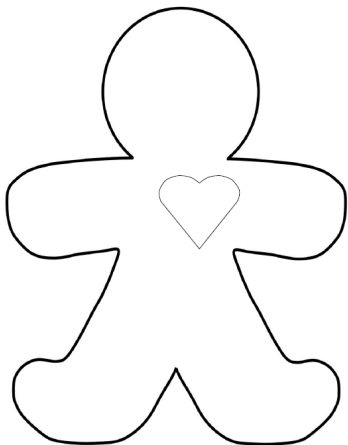
Draw a cookie cut-out like the one pictured below. Choose any person in history that has influenced the state or nation and include the following information:

**Head**--Write a descriptive word or draw a picture of something the person thought about.

**Arms**--Write a word on each arm that describes a characteristic of the person.

**Heart**--Write on the heart the name of someone or something the person cared about or loved.

**Legs**--Write or draw a picture on each leg to represent the two important things the person did.



Activity 3

Activity 2

Picture Collage

**Good Citizenship**

Create a collage with pictures (drawn or cut out) that showcase characteristics of good citizenship.

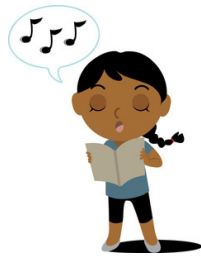


Activity 4

Song or Rap

**My Family Customs and Traditions**

Write a song or rap about your family's customs and traditions. Perform your song or rap for your family.



Drawing

**Memorial Day**

Draw a picture to illustrate the customs associated with Memorial Day.



Activity 5

Commemorative Stamp

**History in Art**

**Commemorative stamps** are regular postage stamps issued to honor some event, activity, or person of national importance; unlike other regular postage stamps (known as definitives), they are printed only once and are allowed to go out of circulation as their supply is used up.

Choose any person in history that has influenced the state or nation and design a commemorative stamp to honor them. Draw a symbol or picture to reflect what you think of when that person comes to mind. Be sure to list the price of the stamp in one of the corners and be able to explain the significance of the price you chose.

