

Hello and welcome to another week of distant learning for classroom 222. I hope that you and your families are all well. Attached are documents for you to utilize the week of March 30-April 3. This week we will continue learning about water and How does water help us? This unit is interactive and a great deal of fun and can be incorporated throughout daily household activities. We've also provided various learning activities to keep our students busy while at home throughout the upcoming days.

Reminders:

The Department of Early Childhood Education has created a [Learn at Home activity packet](#) with suggested activities and guidance for families and caregivers. Review the suggestions in [this linked document](#) for how your early childhood teachers can support remote learning for our youngest students while school buildings are closed. We will keep you updated if new or updated content is available throughout the coming weeks.

Parents:

All families can visit the nearest DOE District School to pick up grab-and-go breakfast starting at 7:30 AM and lunch starting at 11:30AM. Families can find the nearest District School by visiting <https://www.nycenet.edu/schoolsearch> or calling 311.

Thank you for your continued support to our youngest learners and their families.
Ms. Esmeralda

Unit Title: Water

Week: Four

Essential Question: What does water do?

Focus Question: How does water help us?

Monday March 30, 2020

***Parents if you can please take pictures of your child's completed work/activity and email to: habitolclass222@gmail.com**

Vocabulary words of the day: Clean, Drink, Thirst

Morning Routine:

Write down and document your child's responses...

Before reading the book below, here are some questions to consider with your child:

- 1.How can water help us?
- 2.Why is water important to us?
- 3.Where can you find water?
- 4.What things need water?

ebook/youtube story of the week: Water Can Be by Laura Purdie

youtube link to story:<https://www.youtube.com/watch?v=fR4ToPQKVcM>

* Parents review with your child what an author is and what an illustrator is.

-Author writes the story, illustrator draws & paints the pictures in the story.

Literacy Activity

Tracing letters with Water. Provide children with Chalk, chalkboard, a small cup of water and a small paintbrush. Write letters or vocabulary words of the day such as clean, drink, thirst. Invite children to trace the letter or words using the paintbrush. Record children's responses. They will observe how the chalk will disappear after applying water. (If no chalk is available this activity can be done using paint or food coloring diluted in water)

*Parents here are some questions to consider asking your child while conducting this activity

I notice that you _____. That reminds me of _____. What if you try _____? How could we find out _____.

PK.CLL.2 (Reading Standards: Foundational Skills): Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).

Fine Motor/ Writing Activity: 4

The following activities involve the use of manipulatives to support young children's fine motor development, and will help to build the strength and dexterity necessary to hold a pencil appropriately.

Use lacing and sewing activities such as stringing beads, Cheerios®, macaroni, etc. Also, if available, plastic-coated string—S’getti String (not boiled)

Gross motor Activity:

Tape balance beam: This is ultra simple, but surprisingly fun! Grab several rolls of colorful painter’s tape, and set it on the floor in different lines; make the lines zigzag, curvy, straight, or shaped like a circle, square, or other shape. Then challenge your learners to walk each colored line from beginning to end.

PK.PDH.2: Uses sensory information to plan and carry out movements.

Arts & Craft Activity:

Markers and Water: Invite your child to use markers to create a picture. After they have finished with the markers, provide spray bottles of water and invite your child

to lightly spray their papers. After they have sprayed their papers, encourage them to watch and describe how the water has changed their work.

Questions to consider asking your child while conducting the activity:

Tell me about your art. What did you notice about ____? I notice that you _____. How did you do that? What will you try next? Why? How does this picture, painting, drawing, etc. make you feel?

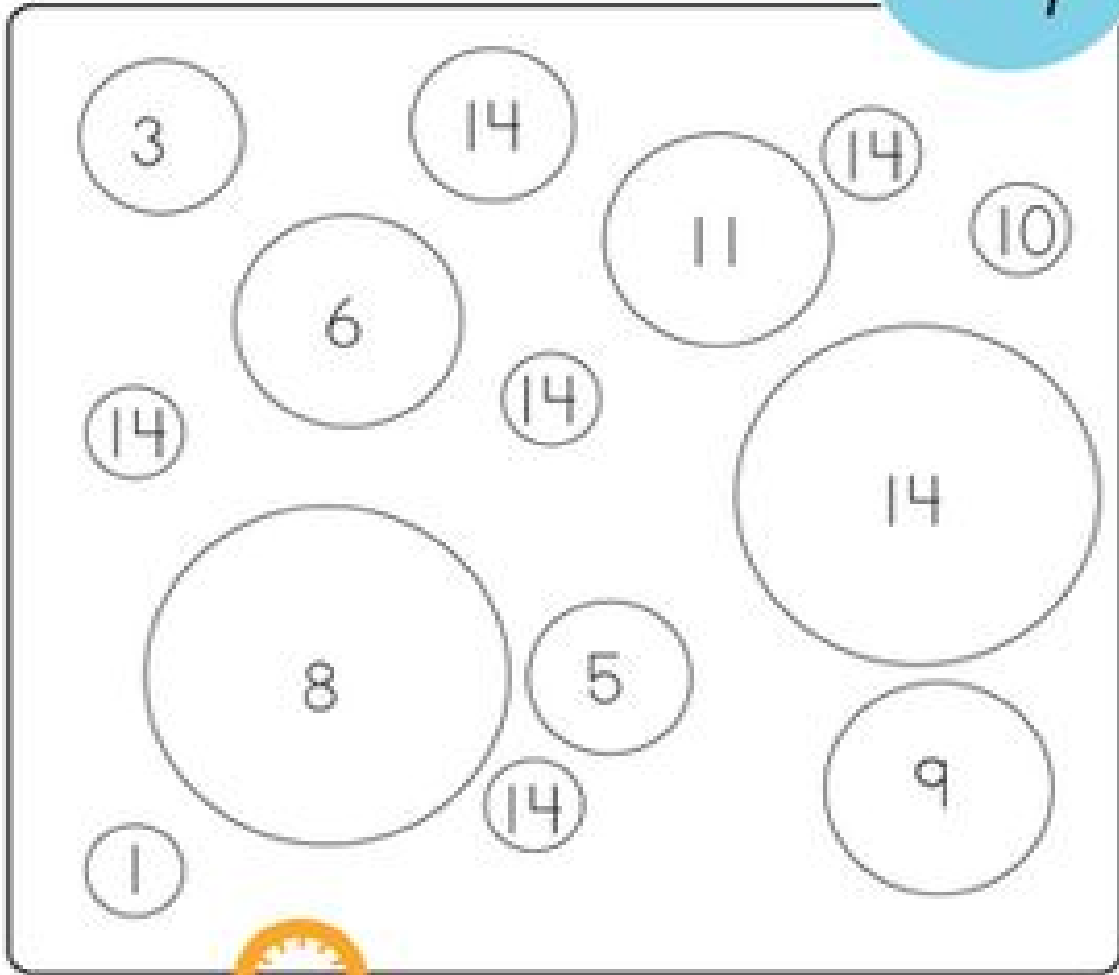
PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.

Math:

Identifying the number 14. Review previous activity from last week when you and your child made homemade bubbles. Before doing the activity you and your child can blow bubbles out the window. Make sure you focus on setting a set number you are going to blow such as “we are going to count together and blow 14 bubbles out the window”. Upon completion of activity complete worksheet below helping your child connect the verbal representation to the physical identification of the number 14.

Blowing Bubbles

Somebody is blowing bubbles everywhere!
Color the bubbles with the number 14.



How many bubbles with the
number 14 did you find?

Tuesday March 31, 2020

Vocabulary words of the day: Quench, Hydrate

Letter of the day “O”

Morning Routine:

ebook/youtube story of the week: Water Can Be by Laura Purdie

youtube link to story: <https://www.youtube.com/watch?v=fR4ToPQKVcM>

Questions to ask once the story has ended:

Level 1: Recall

1. What are three things water can do?
2. What did the boy put on his bruised knees?

Now that we read the story Water Can be by Laura Purdie What are 3 things water can do? We know people drink water.

1. Who else drinks water?
2. How does water help gardens and animals?
3. What are some other things people use water for other than drinking it?

Have your child draw a picture according to what they respond to 1 out of the three questions and record your child's response. * Please take a photo of child's photo along with which question they are responding to, and what your child's response was to the image they drew according to their response of “Water can be.”.

PK.CLL.1 (Speaking and Listening Standards): With guidance and support, participate in collaborative conversations with diverse partners about pre kindergarten topics and texts with peers and adults in small and large groups.

Ocular Motor Control Activity:

This refers to the ability of the eyes to work together to follow and hold an object in the line of vision as needed. In the worksheet below have your child use a highlighter to find all the letters “O”. Review the sound and distinguish the difference between a circle shape and the letter “O”, as well as the difference between an uppercase O and Lower case o

Name: _____



Alphabet Letter Hunt

Help the otter find his letters by circling the uppercase and lowercase letter Oo.

H	A	n	O	s	a	S	o	
O	e					k	o	q
W	i	o	m	v	O	g	w	
y	O	k	q	x	B	o	X	
a	x	O	o	e	i	M	a	
O	f	A	p	o	w	P	c	
A	e	o	x	a	f	O	h	

Gross motor Activity:

Play ebook/youtube story: Hey Water By Antoinette Portis

youtube link: <https://www.youtube.com/watch?v=u7XN3k6kcEg>

Exercise time: Grab a cardboard box, diaper box or a cereal box, and write a list of simple exercises on cards. Have your child toss or roll the box. The box tells you how many times to do the exercise. Here are some ideas for the exercise cards:

- Touch your toes
- Do arm circles
- Run across the room
- Hop on one foot
- Jump forward
- Take big steps
- Take tiny steps

Science Activity:

Salt and Ice: Supply salt and ice. Pour the salt onto the ice; observe and discuss what happens. Children could also use pipettes to squirt salt water onto the ice. Make connections to how and why workers add salt to streets in the city during the winter.

PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

Questions to consider asking while conducting this science experiment....

1. What did you observe here/when we poured salt over the ice?
2. What did your sense of sight tell you about the ice?

3. I wonder what would happen if we poured (hot water, soda, or juice) on the piece of ice? What do you think will happen? How do you know? How could we find out?

Sand/Water Play

Wash the Dishes: Add child-friendly soap to the water in the sink or bathtub at home as well as plastic dishes and washcloths. Invite your child to wash the dishes and talk about how water helps to keep things clean.

PK.CKW.3 (Science): Generates explanations and communicates conclusions regarding experiments and explorations.

Wednesday April 1, 2020

HAPPY APRIL FOOLS DAY!

Vocabulary words of the day: Perspiration, Sweat

Review letter O

ebook/youtube story of the week: Water Can Be by Laura Purdie

youtube link to story: <https://www.youtube.com/watch?v=fR4ToPQKVcM>

Questions to ask once the story has ended:

Level 2: Skill/Concept

1. People drink water. Who else does?
2. How does water help gardens?
3. How does water help animals?

Music Activity:

Display images of water: washing hands, washing clothes, drinking water, children playing in Water

Child washing hands:



Washing clothes:



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Drinking water:



Children playing in water:



:

Illustration of Kids Having a Pool Party - clipart: kiddie pool — Photo by lenmdp

Song:

water, keeps us clean (pretend to wash body) Washes our clothes (tug on clothing) in the washing machine Water, water, quenches my thirst (pretend to drink from a cup) And fills the balloons I like to burst! (throwing motion) Water, water, fun for swimming (swimming motion) Feeds the grass that always needs trimming Water, water, fun for play (big smile) But keeps us inside on a rainy day (frown).

Art/ Music Activity:

After singing the song above have your child create rain sticks, using various materials at home. Have students test various materials in their water bottle and have students compare and contrast the sounds they create with the various materials. Once your rain stick is completed, you and your child can sing the water song and incorporate your rain stick.

Materials needed:

- Sturdy cardboard tube (empty cardboard tube from an aluminum foil roll, tissue roll, bounty cardboard roll.)
- Paint, markers, crayons
- Large, brown paper grocery bag.
- Yarn.
- Rubberbands.
- Scissors.
- Pipe cleaners and/or **craft** wire.
- Beads, rice, beans, or other **material inside the rainstick**.

Example of a rain stick above:



PK.CKW.3 (The Arts):Expresses oneself by engaging in musical activities.

Gross motor Activity:

Copy me!:This is where you can get in your workout for the day. Simply do a series of exercises or silly actions, and have your child copy you. Jump like a kangaroo. Scratch like a monkey. Run in a place. (Whatever it takes to get that heart rate up!)

Math Activity:

Cut out small fish with different numbers written on them (numbers 1-10). Provide students with beads or gems (since we are at home hard macaroni or dry beans). Invite your child to pick random fish out of a bucket and determine the number of beads, gems, macaroni or dry beans that match the fish.

PK.CKW.2 (Counting and Cardinality): Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects)

Eye-hand Coordination Activity:

This involves accuracy in placement, direction, and spatial awareness. Throw bean bags/ soft balls into a hula-hoop or create a circle using household materials placed flat on the floor. Gradually increase the distance.

Thursday April 2, 2020

Vocabulary words of the day: Wash

Review letter O

ebook/youtube story of the week: Water Can Be by Laura Purdie

youtube link to story: <https://www.youtube.com/watch?v=fR4ToPQKVcM>

Questions to ask once the story has ended:

Level 3: Strategic Thinking

- 1.The book says water can be a “drink cooler.” How can water cool drinks?
2. The book says water can be a “homemaker.” How can water be a home?
- 3.How can water be a “snowman former?”

Science Activity:

Stalks and Water: Children will see that water travels through a plant. Show children the celery stalk. Share that the stalk is part of a plant and ask children what plants need in order to live. Highlight the need for water (or help children

generate this response if necessary). Fill the clear container or water bottle with water, add a few drops of food coloring. Repeat with additional containers and colors if desired. Trim the bottom of the celery stalk. Place the stalk into the Container or bottle. Repeat with additional stalks if desired.

Materials:

Celery stalk with leaves

Clear container(s)

Water

Food coloring (at least one color)

Scissors

Paper Marker

Questions to ask while conducting the experiment:

1. Ask your child to predict what they think will happen if you leave the celery in the colored water overnight, and why they think that will happen. Record their responses.

***Parents inform your child you will revisit the celery stalk together tomorrow but in the meantime they may stop by and observe it on their own. Place the stalk in an area where children can observe.**

PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of and events in the environment.

PK.CKW.3 (Science): Generates explanations and communicates conclusions regarding experiments and explorations.

Fine Motor/ Writing Activity:

The following activities involve the use of manipulatives to support your child's fine motor development, and will help to build the strength and dexterity necessary to hold a pencil appropriately.

Have your child pick up objects using large tweezers such as those found at home. This can be adapted by picking up Cheerios, small cubes, small marshmallows, cotton balls, pom poms, pennies, etc. As your child picks up an item, encourage them to count and or sort the items by colors.

Gross motor Activity:

Play ebook/youtube story: 10 Little Rubber Ducks by Eric Carle:

youtube link: <https://www.youtube.com/watch?v=sKLDxiFFIA>

Laundry Basket Races: gather up a laundry basket, load it up and see how fast your child can push it across the room. You can place a dish towel underneath, so it slides freely across the floor.

Blocks and Construction Activity:

Re-read What Floats In A Moat? by Lynne Berry, from week 1.

Youtube link to story: <https://www.youtube.com/watch?v=fTc-4NtbBpY>

Once the story has ended provide various materials in your home to invite your child to build the castle that is inside the moat.

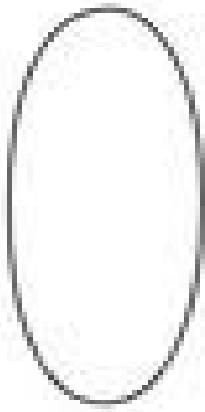
PK.AL.5: Demonstrates persistence.

Literacy Activity: Fine motor skills

When a certain amount of body stability has developed, the hands and fingers begin to work on movements of dexterity and isolation as well as different kinds of grasps. Complete the letter “O” worksheet below, connect the dots starts with the letter A ending with the letter L.

Name _____

Connect The Dots I Can Make The Letter!



A dot-matrix puzzle where the letter 'O' is formed by connecting 15 dots. The dots are arranged in a large vertical oval. The top dot is labeled 'A', the dot to its right is 'L', the dot to the left of 'A' is 'B', the dot to the left of 'B' is 'C', the dot to the left of 'C' is 'D', the dot to the left of 'D' is 'E', the dot to the left of 'E' is 'F', the dot to the right of 'F' is 'G', the dot to the right of 'G' is 'H', the dot to the right of 'H' is 'I', the dot to the right of 'I' is 'J', and the dot to the right of 'J' is 'K'. A line connects dots 'A' and 'L'.

O is for
Ostrich



Friday April 3, 2020

Review all vocabulary words of the week: clean, drink, hydrate, perspiration, quench, sweat, thirst, wash

Review letter O

ebook/youtube story of the week: Water Can Be by Laura Purdie

youtube link to story: <https://www.youtube.com/watch?v=fR4ToPQKVcM>

Questions to ask once the story has ended:

Level 4: Extended Thinking

1. What are some things people do with water other than drink it?
2. How does water help you?

****Have your child draw a picture of things people do with water other than drink or how does water help you.**

Science Activity:

Stalks and Water Invite children to observe the celery stalk again. What do they notice? Refer back to their predictions from the previous day. Compare their predictions to the results. Share that plants draw water up from their roots through their stalks and into their leaves through their capillaries. Capillaries are hollow and water travels through them similar to the way water travels through a straw. Water helps move nutrients throughout a plant. This helps the plant to stay alive. Without water plants will start to wilt and eventually die.

Allow your child to make connections between people and plants. Ask questions such as:

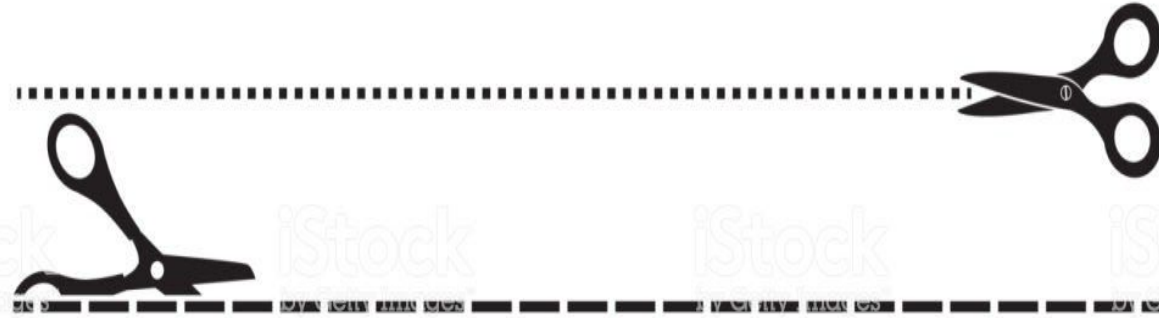
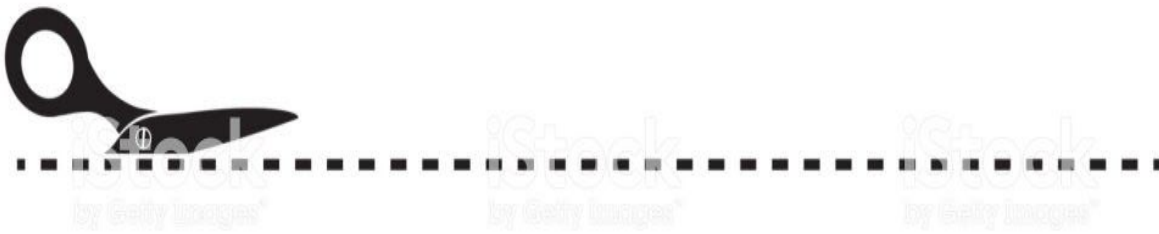
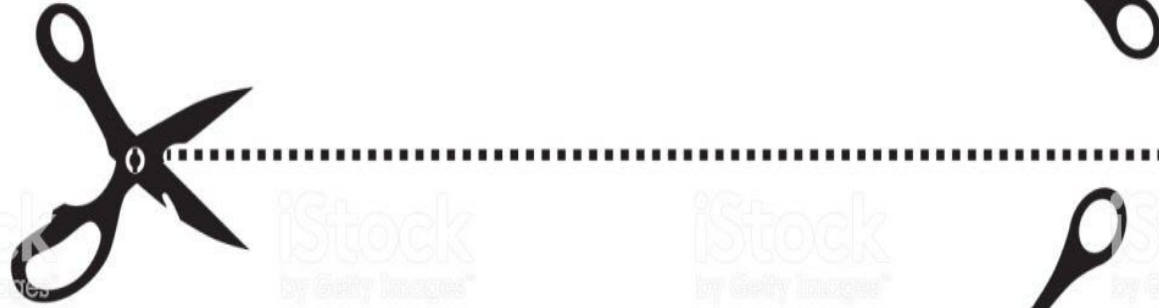
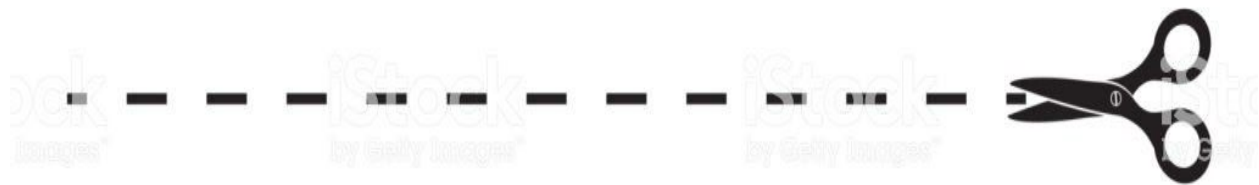
- 1.How are we similar to plants?
- 2.Do we need water to survive?
- 3.Why do you think you get thirsty?

Explain to children when we do not drink enough water our bodies become weak and we become dehydrated. Dehydration is when someone loses more fluids than he or she takes in. Our skin becomes dry. We become tired and weak. Hydrated means anything that contains water or moisture.

Fine Motor/ Writing Activity:

When scissors are held correctly and when they fit a child's hand well, cutting activities will exercise the very same muscles which are needed to hold a pencil correctly, that is, between the thumb and index finger with the pencil resting on the middle finger. The correct scissor position is with the thumb and middle finger in the handles of the scissors, the index finger on the outside of the handle to stabilize, with fingers four and five curled into the palm

** Complete the following worksheet below.



Gross motor Activity:

Play ebook/youtube story: Ask your child which story was their favorite this week and read/re-play the story for your child.

youtube link: stories from this week

1. **ebook/youtube story of the week:** Water Can Be by Laura Purdie

youtube link to story: <https://www.youtube.com/watch?v=fR4ToPQKVcM>

2. **ebook/youtube story:** Hey Water By Antoinette Portis

youtube link: <https://www.youtube.com/watch?v=u7XN3k6kcEg>

3. **ebook/youtube story:** 10 Little Rubber Ducks by Eric Carle:

youtube link: <https://www.youtube.com/watch?v=sKLDxiIFFIA>

Bed Sheet Parachute: Play parachute using a large size. It's great! Try Adding stuffed animals and bouncing them on the parachute by using different techniques such as raising and lowering the parachute together, making the parachute go slow, making it go high etc.

Art Activity:

Invisible Names: Invite your child to write their names with a white crayon on white paper. Then add a layer of watercolor paint over their writing. While it will be challenging to see the white writing on white paper, it will be easy to read each child's name after the paint has been applied.

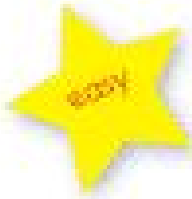
PK.CLL.1 (Language Standards): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Math:

Complete the ocean math activity below. Questions to consider asking your child while completing your ocean math activity worksheet.

Critical thinking questions/statements:


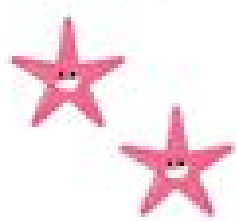
1. What happened when you _____?
2. Why do you think that happened?
3. How do you know? Tell me why ____




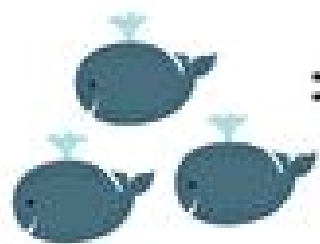
Ocean Math

How many of each picture do you see? Add them up and write the number in the box!


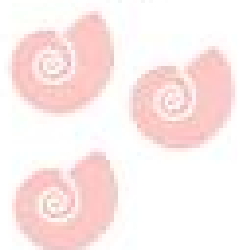
3 2

 +  =

1 3

 +  =

3 3

 +  =

