



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

# Distance Learning Plan



## Pre-K Weeks 4 and 5



## Week Four: How do we Stay Healthy?

During this two-week exploration children will be learning how we can stay healthy, both physically and emotionally during this time. In the first week of this exploration, children will have the opportunity to learn about germs and viruses and how we can keep them from spreading. In addition, they will have the opportunity to discuss the different emotions that they might be feeling and ways to handle those emotions.

During the second week, children will learn about the people who are helping to keep everyone healthy and explore ways that we can help each other.

At the end of this two- week exploration, children will create Stay Healthy posters that can be shared with others.

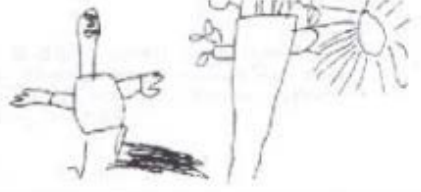

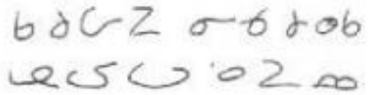

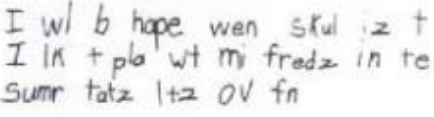
## DAILY ACTIVITIES

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Goal: Young children thrive in routine and predictability. While at school, children often engage with opportunities to write and to read alouds. We recommend that these activities continue while your child is at home to further support critical thinking, expressive language, vocabulary, problem solving, alphabet knowledge, and fine motor skills.

**Journal Writing:** Provide your child with some blank paper and writing tools and encourage them to write. As you engage in Journal Writing with your child, some ways you can encourage their efforts and help them to get the most of this experience are:

- Ask your child to “read” their picture to you. Encourage them to add more details to their drawing. You may even label parts of their drawing to help them make connections between pictures and words. For example, “You drew a boat! I am going to write the word boat right next to it.”
- As your child tells you about their work, record their ideas by modeling conventional writing. “Tell me the words to write on the bottom of the page.” Then read the sentence back to them running your finger under each word.
- As children begin to write letter like forms and letter strings, encourage them to practice identifying and writing letters found in their own name.
- Continue to have your child read you their work. When children are ready for inventive writing/spelling, support them in identifying the beginning and ending sounds of words. For example, “You want to write the word ball. What sound do you hear at the beginning? /b/ What letter represents the /b/ sound?” or “Oh, you wrote LK because you heard the /l/ sound at the beginning and the /k/ at the end of the word LIKE.”

Stage	Example
<p><b>Preliterate: <i>Drawing</i></b></p> <ul style="list-style-type: none"> <li>• uses drawing to stand for writing</li> <li>• believes that drawings / writing is communication of a purposeful message</li> <li>• read their drawings as if there were writing on them</li> </ul>	
<p><b>Preliterate: <i>Scribbling</i></b></p> <ul style="list-style-type: none"> <li>• scribbles but intends it as writing</li> <li>• scribbling resembles writing</li> <li>• holds and uses pencil like an adult</li> </ul>	
<p><b>Early Emergent: <i>Letter-like forms</i></b></p> <ul style="list-style-type: none"> <li>• shapes in writing actually resemble letters</li> <li>• shapes are not actually letters</li> <li>• look like poorly formed letters, but are unique creations</li> </ul>	
<p><b>Emergent: <i>Random-letters or letter strings</i></b></p> <ul style="list-style-type: none"> <li>• uses letter sequences perhaps learned from his/her name</li> <li>• may write the same letters in many ways</li> <li>• long strings of letters in random order</li> </ul>	
<p><b>Transitional: <i>Writing via invented spelling</i></b></p> <ul style="list-style-type: none"> <li>• creates own spelling when conventional spelling is not known</li> <li>• one letter may represent an entire syllable</li> <li>• words may overlay</li> <li>• may not use proper spacing</li> <li>• as writing matures, more words are spelled conventionally</li> <li>• as writing matures, perhaps only one or two letters invented or omitted</li> </ul>	

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# Keeping a Journal

## Primary Objectives

19b. Writes to convey meaning

## Why It's Important

This is a great time for your child to start keeping a journal. Having her own personal space to write about what is important to her will help your child develop her writing skills. It will also encourage her to think about and reflect on what she finds interesting.

## Materials

Paper; markers, pens, pencils, or other writing tools; glue; cardboard; collage materials: a variety of papers (small pieces), glitter, leaves, feathers, pom-poms, fabric swatches, pipe cleaners, foam shapes, beads, small shells, colored sand, magazines, greeting cards

## What You Do

1. Talk with your child about the purpose of a journal. Explain that it is a place where she can write anything she wants and that she may share it with others or keep it to herself.
2. Invite your child to make a journal. Help her fold the paper in half, punch holes in it, and then bind the blank book together with yarn. Allow her to choose the colors of paper and yarn she would like to use. If she is interested, encourage her to use the cardboard and collage materials to make a cover for the journal.
3. After the journal is bound together, invite your child to make her first journal entry. *What would you like to write about in your journal today?* Explain that she may make an entry each day about something that happened that day.
4. Encourage your child to write her own words, if appropriate, or copy words that you have written. Allow her to choose how she would like to make entries in her journal.
5. Together, read over what she has written in past days. Ask questions about what she wrote. *How did you make that tower you wrote about in your journal yesterday? What did you eat when you had dinner at Grammy's house?*
6. After your child is finished writing in her journal each day, encourage her to put it back where it belongs so that she can find it easily the next time she wants to write in it.

## READ ALOUDS:

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**Goal:** Reading aloud with children has many significant benefits. In addition to building an understanding about how print works, sharing and talking about a book will build your child's comprehension and vocabulary. These skills are identified as necessary skills and predictors for later reading success.

We recommend that over the next couple of weeks you spend at least 15 minutes every day reading aloud to your child. Remember, it is ok to read just for fun!

**FIRST READING:** Go on a picture walk. Only look at and talk about the pictures. Ask your child to predict what might be happening.

**SECOND READING and THIRD READING:** Sharing the book multiple times provides the opportunity for you and your child to engage in conversations that support critical thinking, comprehension, and vocabulary development. When asking questions, use the PEER strategy to support and extend your child's responses.

The steps for PEER are:

**P:** Prompt your child with a question about the story. Prompting your child focuses attention, engages the child in the story, and helps the child understand the book.

Point to something in the picture, for example, a balloon. "What is that?"

**E:** Evaluate your child's response.

"That's right! That's a balloon."

**E:** Expand on what your child said.

"That's a big, red balloon! We saw one of those in the grocery store yesterday."

**R:** Repeat or revisit the prompt you started with, encouraging your child to use the new information you've provided. "Can you say big, red balloon?" Each time the book is reread, the expanded vocabulary words are verbalized again

There are many different types of questions you can ask your child when sharing a story.

Completion questions require you to ask your child questions about the language used in the story. Ask your child to fill in repeated words or rhymes. This helps your child learn to listen. For example, "Jack and Jill uploaded the \_\_\_\_\_."

Remember that questions help your child tell what happened in a story. Ask your child what the characters are doing. This helps your child develop the ability to follow a story and retell details. For example, you can say, "What happened when Jack and Jill went up the hill?"

Open or multi-response questions give your child a chance to tell what's happening in an image or story. Ask or ask your child, "What's going on in this drawing?"

Questions about where, when, and why they give you the opportunity to expand your child's vocabulary. You might say, "What's the name of this," while pointing at an object on a page. You might also ask, "Where are Jack and Jill going?" and "Why does Jack and Jill walk up the hill?"

You can also ask your child to relate and share something about the story with his own life. Examples of this include, "Have you ever played in the arena?", "How did it look?", "How did you feel?", "Did you ever roll down a hill?", and "How did it feel?"

**READ ALOUD EXTENSION ACTIVITIES:**

- Draw pictures to highlight a favorite part or character in the story.
- Ask your child to retell the story using the pictures as guidance.
- Have your child critique the book. Did they like it? Why or why not?

If you do not have access to picture books, there are some videos of read alouds available on YouTube. Search for read alouds for young children. Be sure to stop the video often to talk about what is happening and ask questions using the PEER sequence shared above.

**Additional Websites to support book sharing:**

<https://www.storylineonline.net/>

<https://www.dclibrary.org/godigital>

## Day 1 At a Glance

Subject	Suggested Activity
Video	Why Can't I Go to School
Journal Writing	What do you miss about school?
Read Aloud	First Reading Picture Walk
Math	Hand Washing Graph
Literacy	Creating a visual for an at home routine
Investigation	Washing Hands Video

### Video

Today's video is a reading of a social story from Conscious Discipline. It briefly and simply explains why we are not able to go to school at this time. Share the video before having your child respond to the journal prompt. Talk with your child about what they are missing about going to school and encourage them to draw a picture or "write" a sentence. Ideas and suggestions on how to support your child's writing can be found in the preceding pages.

### Math

Today's math activity is connected to this week's investigation of how we can stop spreading germs. Using the graphs in the packet, write your child's name and other family members' names in the spaces provided. Throughout the day, color in one block for each time that person washes their hands. The graph can be used to:

- Count the number of times each person washes their hands
- Use the visuals to talk about more or less
- Use the "count on" strategy to determine how many more hand washes a person has. For example, if your child has 5 blocks colored in and their brother has 7 you can start at five block and count 1,2 to get to seven and explain, "Your brother has two more hand washes than you."

### Literacy

Maintaining routines provides young children with a sense of stability and safety in uncertain times. Using the squares provided in the packet, have your child draw pictures to represent important parts of their day, such as brushing teeth, eating lunch, playing, movement, and read alouds. Support your child in labeling and cutting out each picture (see stages of writing for more details). Reference the schedule throughout the day and week.

### Investigation

This week, children are going to explore how germs can be spread and how we can stop them. To kick off this investigation, talk to your child about the importance of washing hands or share



the following video about making germs go away. <https://pbskids.org/video/daniel-tigers-neighborhood/2365375359>

## Additional Resources

Resource	Description	Access
PBS Article	This short article gives simple guidance on how to talk to children about Covid-19.	<a href="https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus">https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus</a>
Child Trends Article	This article provides guidance and additional resources to support families during this time.	<a href="https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic">https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic</a>
Sesame Street Site	This site includes articles and kid- friendly videos, and printouts that support children in understanding how to stay healthy during this time.	<a href="https://sesamestreetincommunities.org/topics/health-emergencies/">https://sesamestreetincommunities.org/topics/health-emergencies/</a>

## Day 2 At a Glance

Subject	Activity
Journal Writing	Write a note to your teacher or a friend from school
Read Aloud	Second Reading: PEER
Math	Patterns: Video
Literacy	Letter Match
Investigation	What does a germ look like?

### Math

In today's video, children will review the definition of a pattern and extend and create movement patterns. You can extend the video by asking your child to create movement patterns throughout the day. If your child is unable to create a pattern, ask her to extend a pattern that you created. For example, when moving from one room of the house to another, your child could step, hop, hop, step, hop, hop.

## Literacy

Use the letter cards provided and have your child match upper case letters to lower case letters. When a letter is matched have your child say the name of the letter and, with support, the sound that they letter makes. For a challenge, you can have your child say a word that begins with the letter. The activity can be adjusted to meet your child's level by limiting the number of letters used or by providing a visual of the uppercase and lowercase letter together.

## Investigation

This week we will be talking about germs. Explain to your child that germs are so small that they cannot be seen with our eyes. Ask your child to draw a picture of what they think a germ might look like.

## Additional Resources

Resource	Description	Access
Video	An additional video that looks at germs	<a href="https://www.youtube.com/watch?v=uMbCZfb5k3M">https://www.youtube.com/watch?v=uMbCZfb5k3M</a>

## Day 3 At a Glance

Subject	Time	Activity
Video		Video: The Color Monster
Journal Writing		Today I am feeling...
Read Aloud		Third Reading: PEER
Math		How far is Six Feet?
Literacy		Making Letters
Investigation		Hello! I am a Virus Book

## Video

Today's video is a sharing of the book, The Color Monster. The reader will stop and ask questions through out the video. After viewing the video, ask your child to draw a picture or write a sentence about how he/she is feeling today.

## Math

Explain to your child that one way to stop the spread of germs is to stay six feet away from people outside your home. Ask your child to predict how far six feet is from where you are standing. Use the paper ruler provided or a ruler from home to measure six feet. How close was your child, was it further or closer than what they predicted?

## Literacy

Challenge your child to make letters using the items found in your house. For example, what letters can they make using spoons? Pillows? Shoes? Talk about the types of lines that are found in letters, such as curves and straight lines.

## Investigation

Share the story, *"Hello I am a Virus"* with your child. Spend time talking about how your child is feeling, encourage them to draw a picture of how they are feeling in the space provided. We will be exploring emotions more in the upcoming days.

## Day 4 At a Glance

Subject	Time	Activity
Video		Belly Breathe by Sesame Street
Journal Writing		When I am feeling_____ I can_____
Read Aloud		Choose an extension activity
Math		Shapes: Corners and Sides
Literacy		Rhyming Riddles
Investigation		Germ Experiment

## Video

Yesterday we talked about the many different emotions that we can feel. Today's video will provide us with a strategy that we can use when we are feeling upset or angry. After watching the video, practice Belly Breathing with your child. Talk about other strategies that we can use when we have different emotions and allow your child to draw a picture or "write" a sentence.

## Investigation

What you need:

Plate

Water

Dish Soap

Pepper

Instructions:

1. Pour water onto your plate. Wait for the water to calm, and then shake some pepper into the water. Pepper will represent germs in this experiment.
2. Ask your child to predict what will happen if she sticks her finger in the water. Have your child draw a picture on the provided paper.
3. Have your child stick his/her finger into the water and pepper. Notice how the pepper sticks to the finger. Does this match your child's prediction?
4. Explain that you are going to wash hands and ask your child to predict how the germs will react now, drawing her prediction on the provided paper.
5. Have your child wash her hands or put soap on her finger then put her finger back into the plate. Watch how the pepper moves to the side of the plate quickly. Does this match your child's prediction? Ask your child to explain why they think the pepper reacted in this way. (They do not need to have a "correct" answer – The goal is to encourage the child to come up with ideas and theories.)

Additional Resources

Resource	Description	Access
Video	A Sesame Street video in which Elmo demonstrates how to belly breathe.	<a href="https://www.youtube.com/watch?v= mZbzDOpyIA">https://www.youtube.com/watch?v= mZbzDOpyIA</a>
Science Investigation Video	A video that demonstrates how the Germ Experiment can be used if materials are not available at home.	<a href="https://www.youtube.com/watch?v= KirHm_sYfl">https://www.youtube.com/watch?v= KirHm_sYfl</a>

Day 5 At a Glance

Subject	Time	Activity
Journal Writing		_____ makes me feel (happy, scared, upset, nervous)
Read Aloud		Final Reading
Math		Comparing Graphs

## Math

Spend time today comparing the handwashing graphs that you and your child have been making this week. Place the graphs side by side. Ask your child what they notice and talk about what is the same and different.

Suggested questions:

- What do you notice?
- Is there a day when we washed our hands more/less? Why do you think that happened?
- Looking at the graphs who do you think washed their hands the most? What makes you say that?
- Let's add up all the times we washed our hands this week.

## Additional Resources

Resource	Description	Access
Breathe, Think, Do with Sesame Street  APP	This app allows children to help a monster friend with big feelings learn to calm down and solve everyday challenges.	Google Play or iTunes













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# Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b

**A**

**B**

**C**

**D**

**E**

**F**

**G**

**H**

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# Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b

I

J

K

L

M

N

O

P

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# Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b

Q

R

S

T

U

V

W

X



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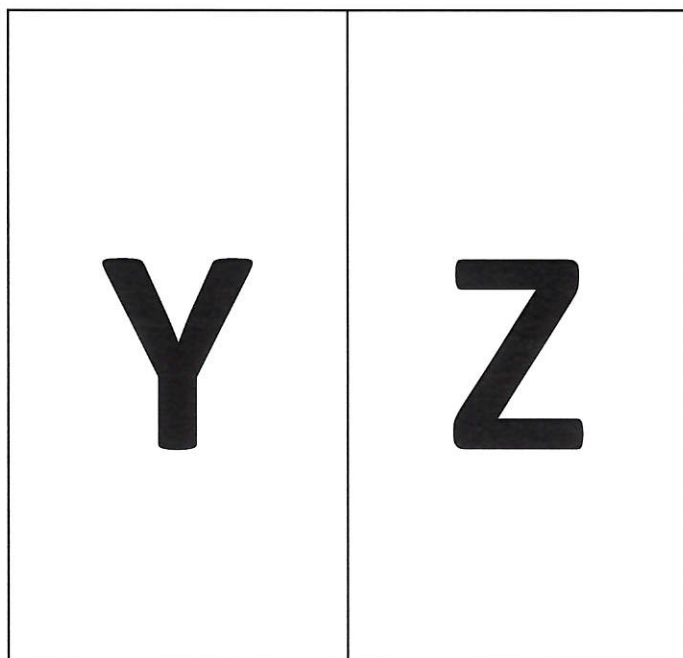
# Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b



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# Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b

a

b

c

d

e

f

g

h

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# Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b

<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>
<b>m</b>	<b>n</b>	<b>o</b>	<b>p</b>

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# Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b

q

r

s

t

u

v

w

x



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# Alphabet Knowledge

AK3

Letter Tap Stack

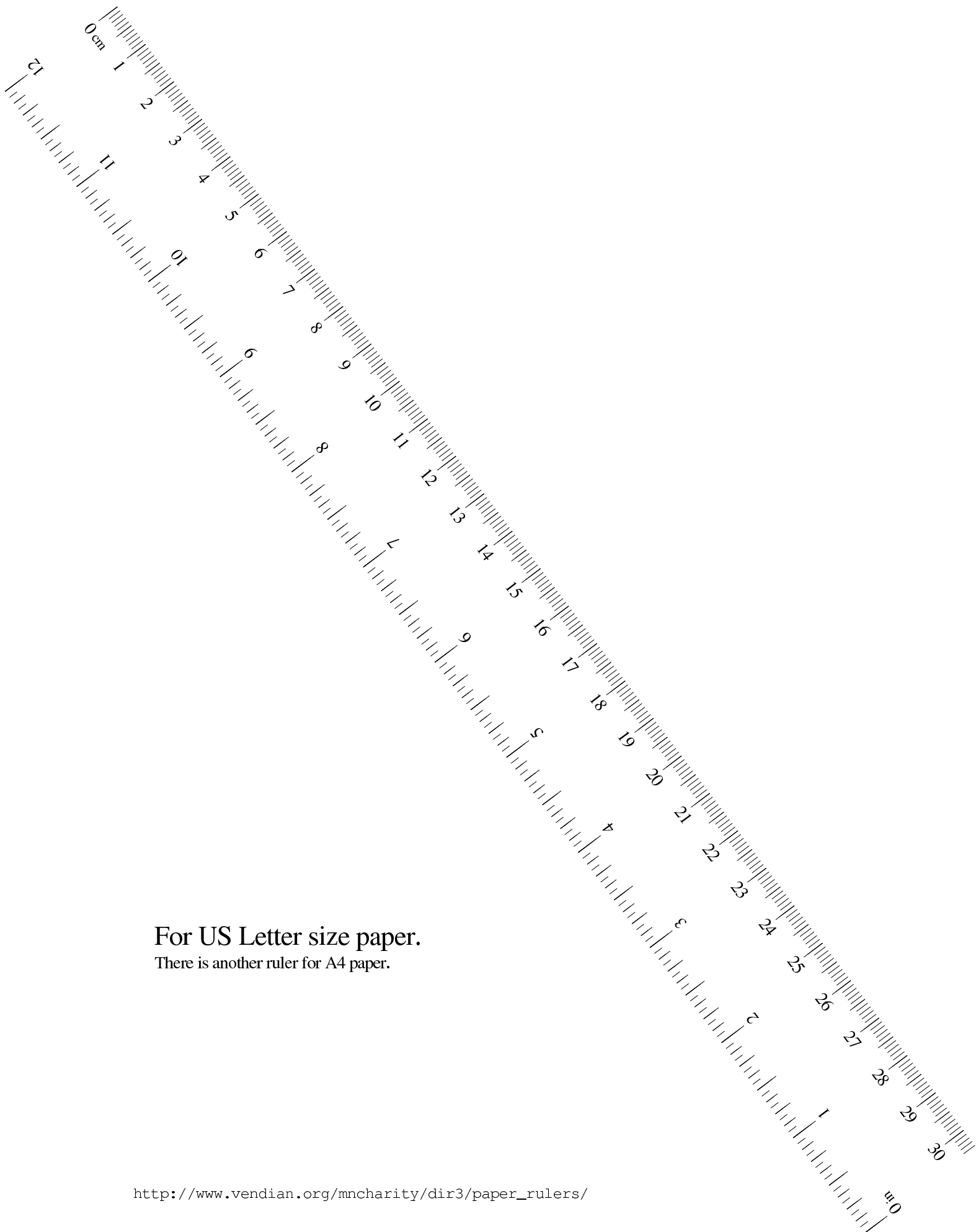
Letter Recognition

Benchmarks: F.3b

**y**

**z**

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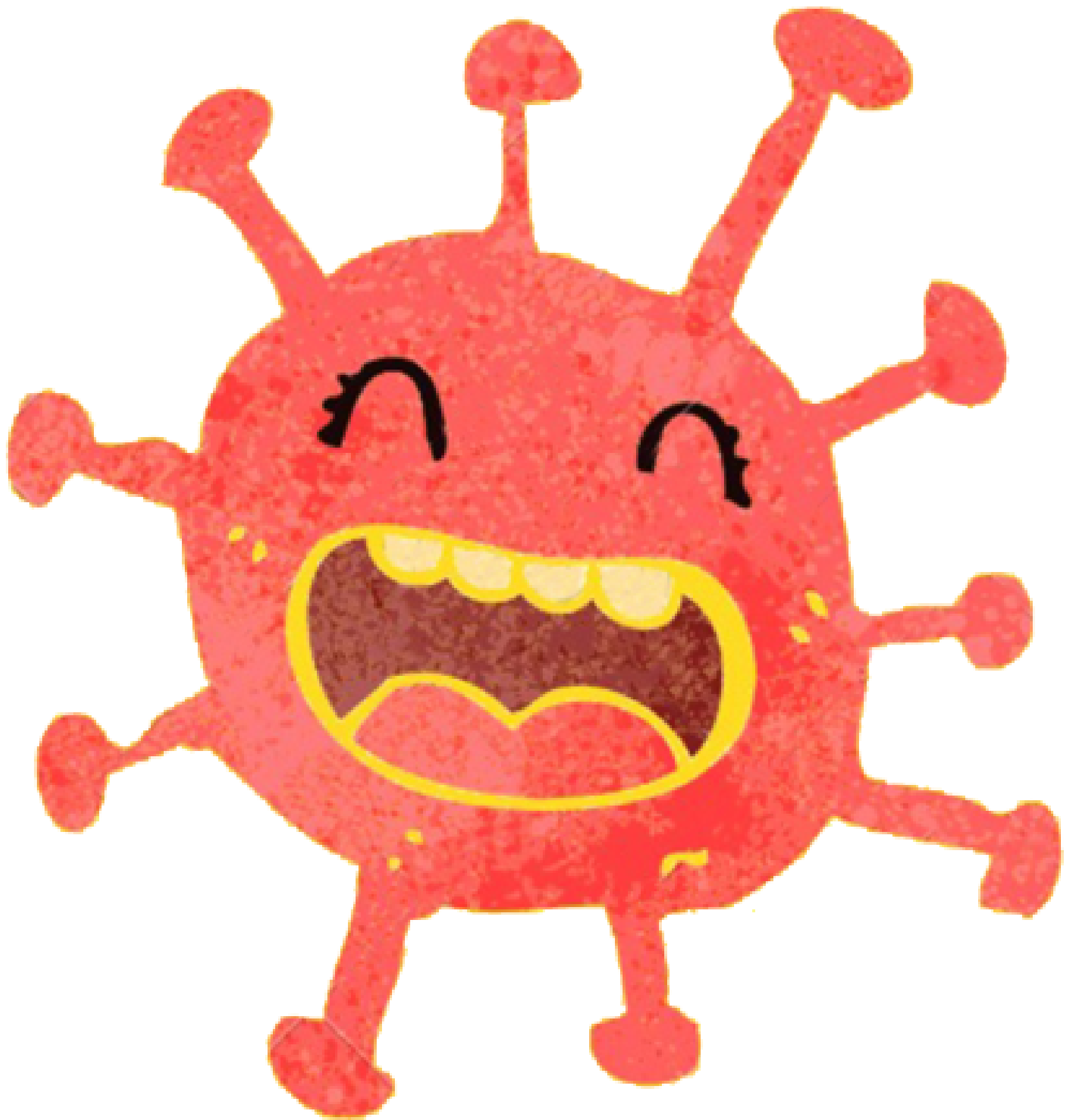
For US Letter size paper.

There is another ruler for A4 paper.

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# HELLO!

**I am a VIRUS,  
cousins with the Flu and  
the Common Cold**



## My name is Coronavirus

MANUELA MOLINA - @MINDHEART.KIDS

[WWW.MINDHEART.CO](http://WWW.MINDHEART.CO)

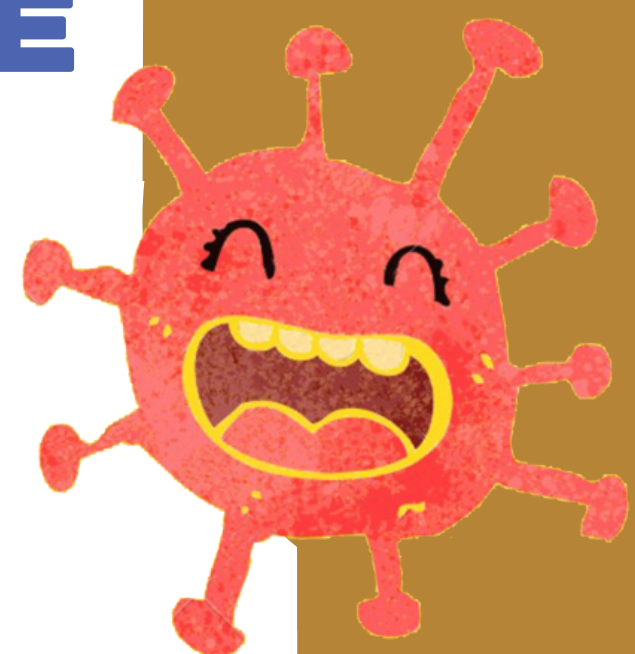
CC BY-NC-SA 4.0 INTERNATIONAL PUBLIC LICENSE

I love to travel...



and to jump  
from hand to  
hand to say Hi

**HIGH  
FIVE**



# Have you heard about me?

YES

NO

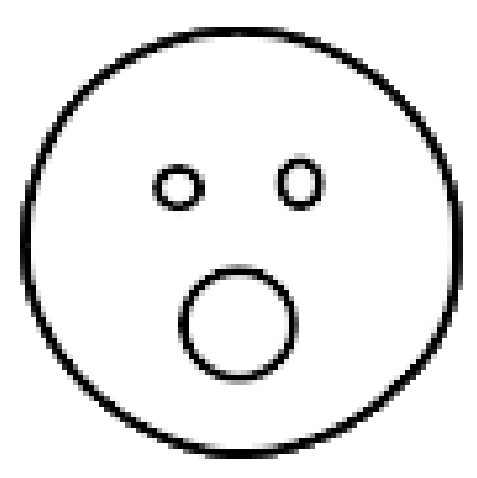
And how do you feel when you hear my name?



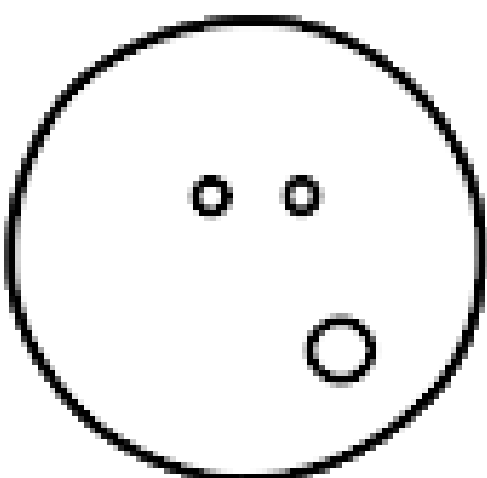
Relaxed



Confused



Worried



Curious



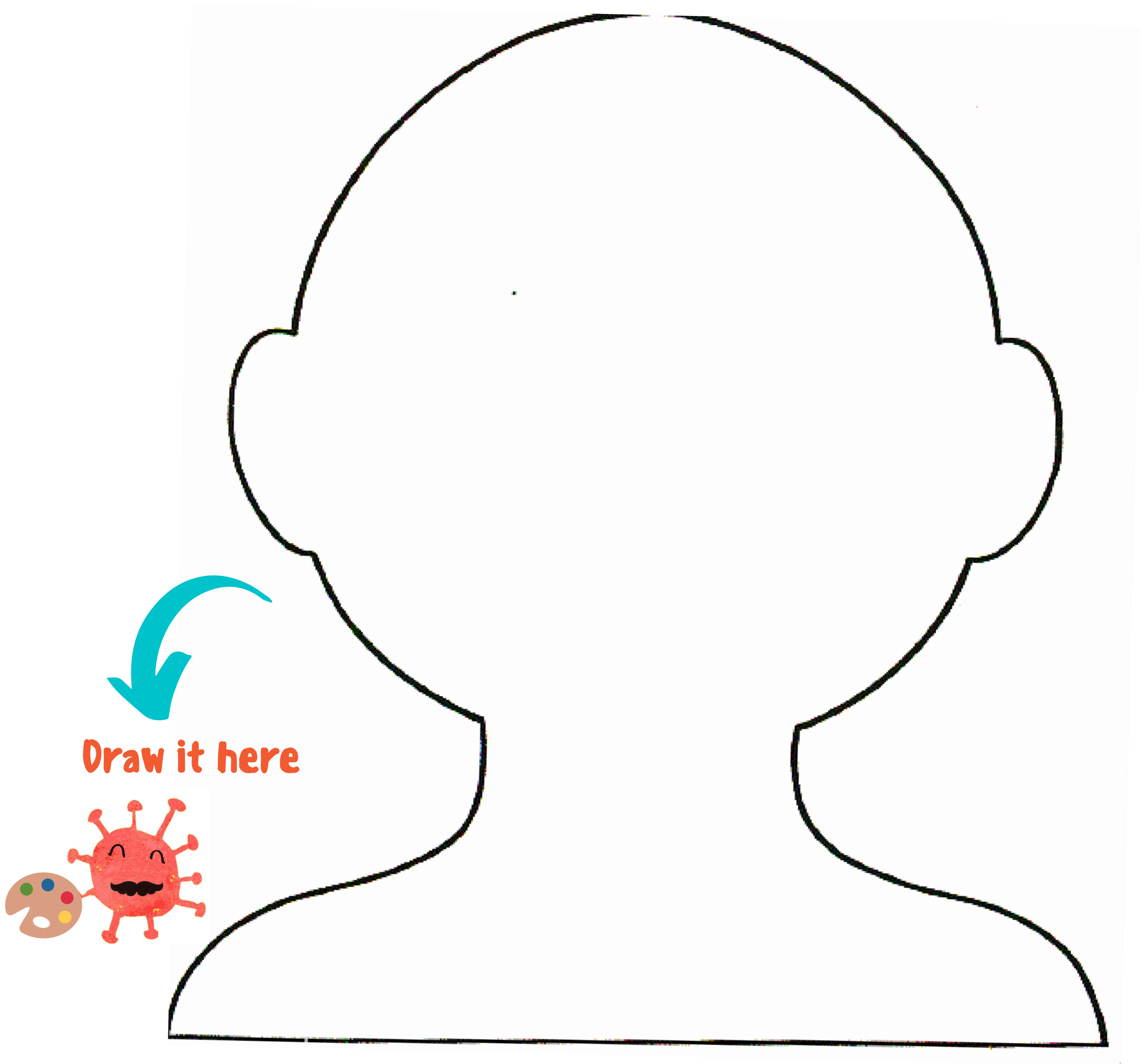
Nervous



Sad

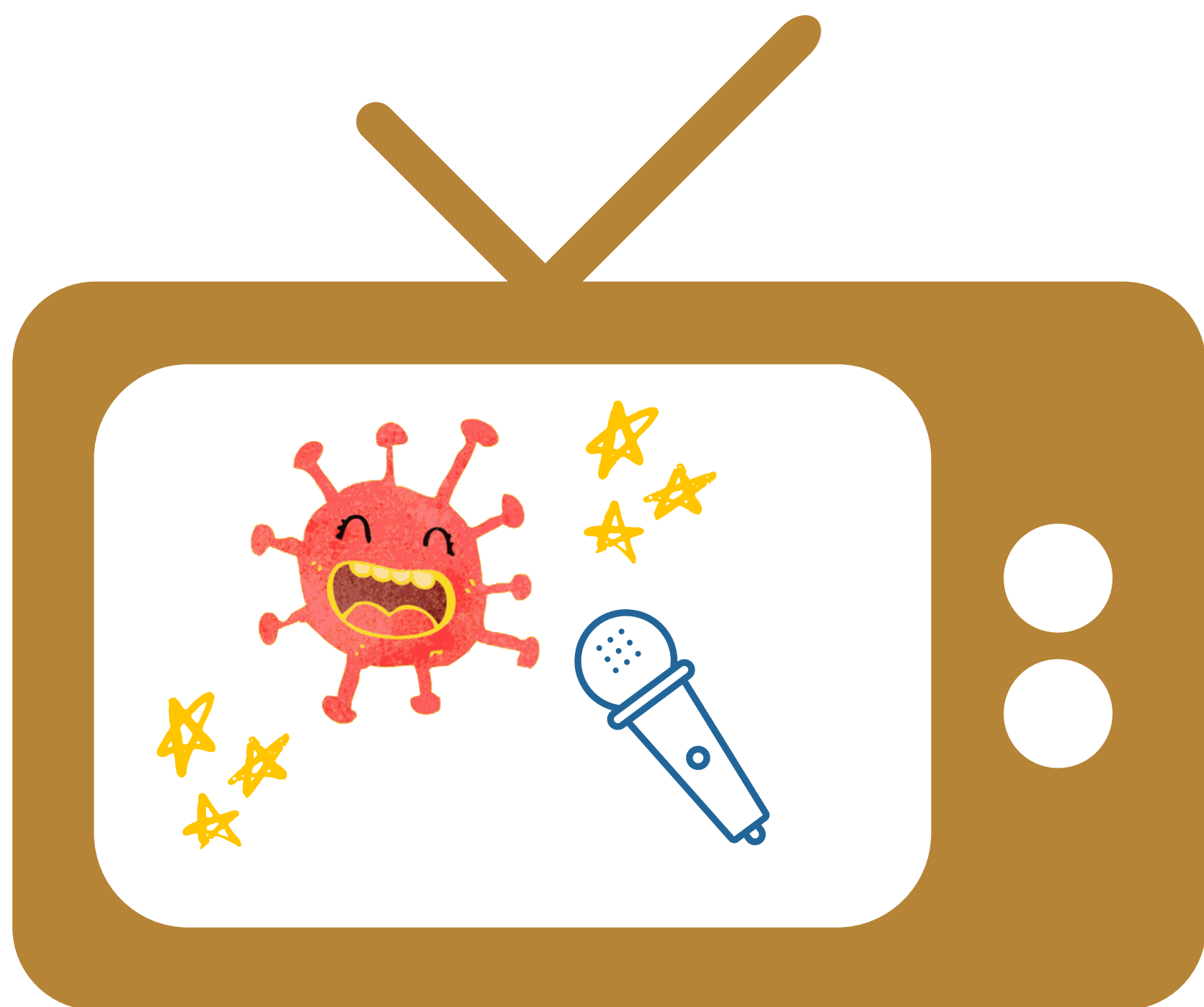


**I can understand you  
feel...**

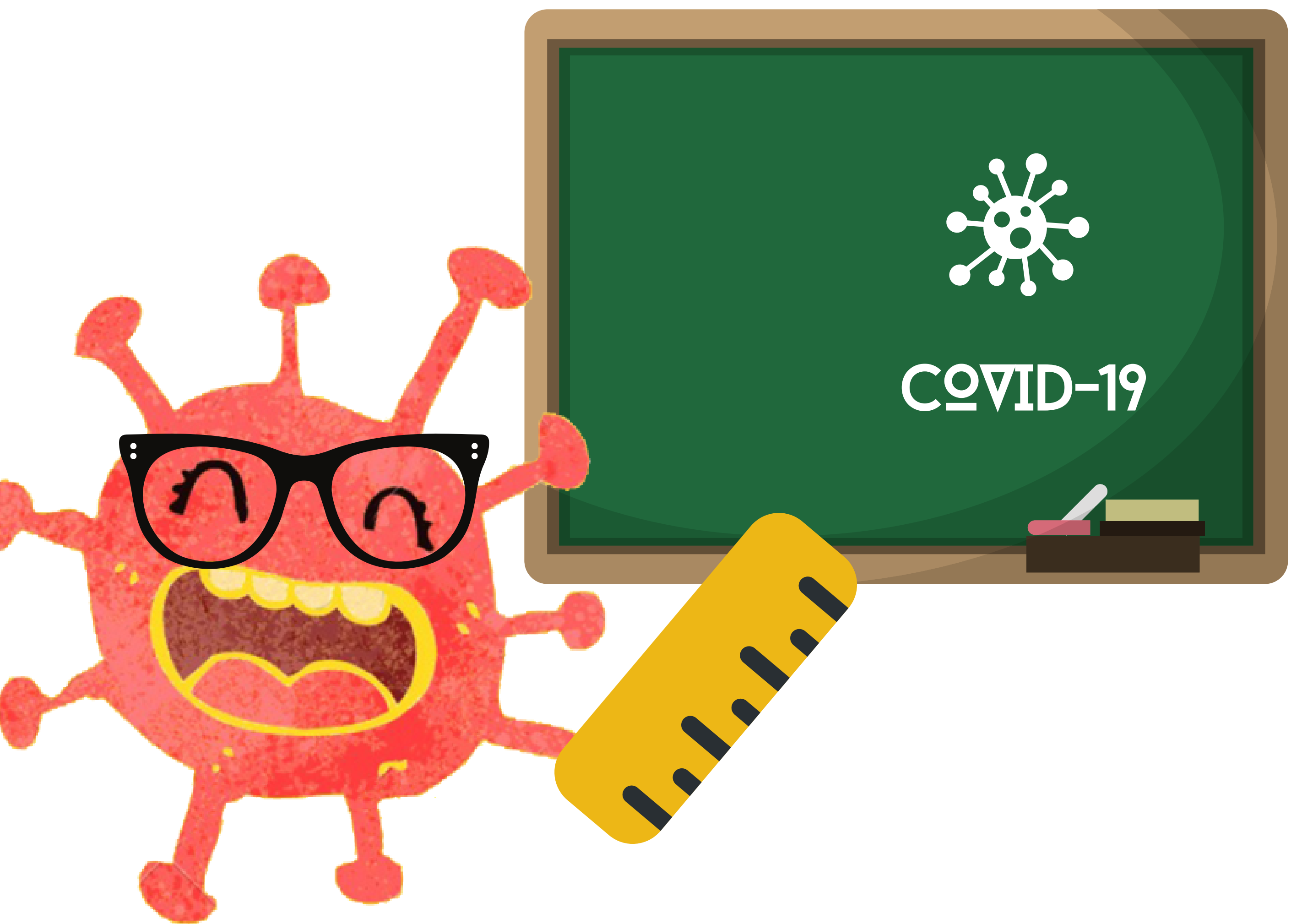


**...I would feel the same way**

Sometimes adults get  
worried when they read  
the news or see me on TV



**But I am going to explain myself...**

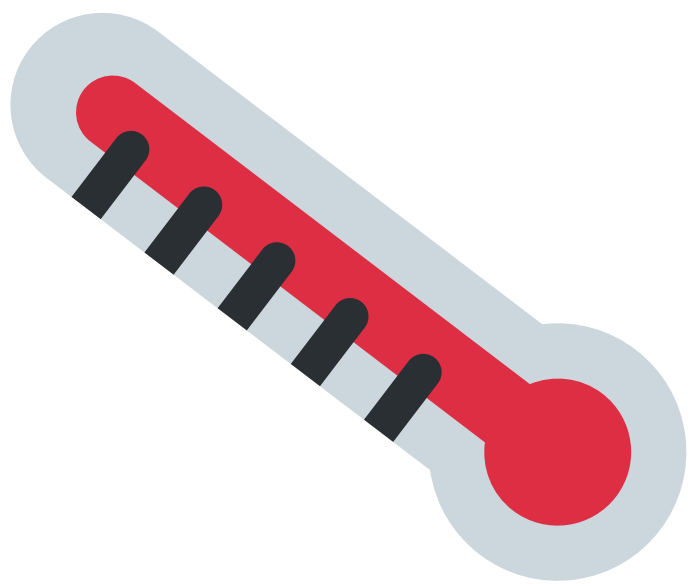


**So you can understand...**

**When I come to visit, I bring...**



**Difficulty breathing**



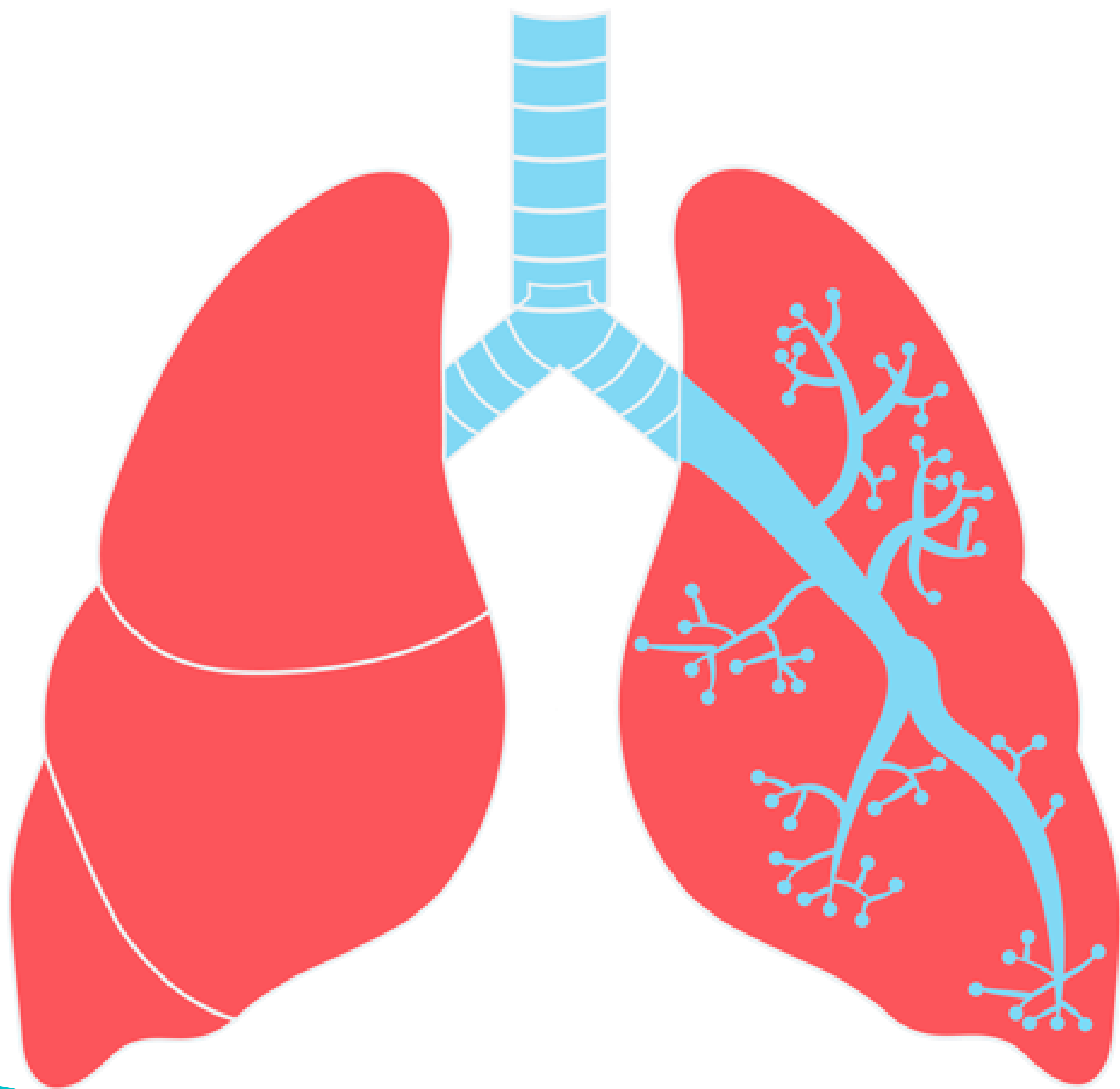
**Fever**



**Cough**



**But I don't stay with  
people for long, and almost  
everyone gets better**



**Just like when you get a  
scrape on your  
knee and it heals**

**BYE BYE...**



**Dont you worry!**

**The adults who take care of you:**

---

**will keep you safe**



# And you can help...

1



**By washing your hands  
with soap and water  
while singing a song**



**You can sing your favorite song,  
the happy birthday song, or the  
alphabet song**

2



**By using hand sanitizer  
and letting it dry on  
your hands**



**Without moving them count to 10**

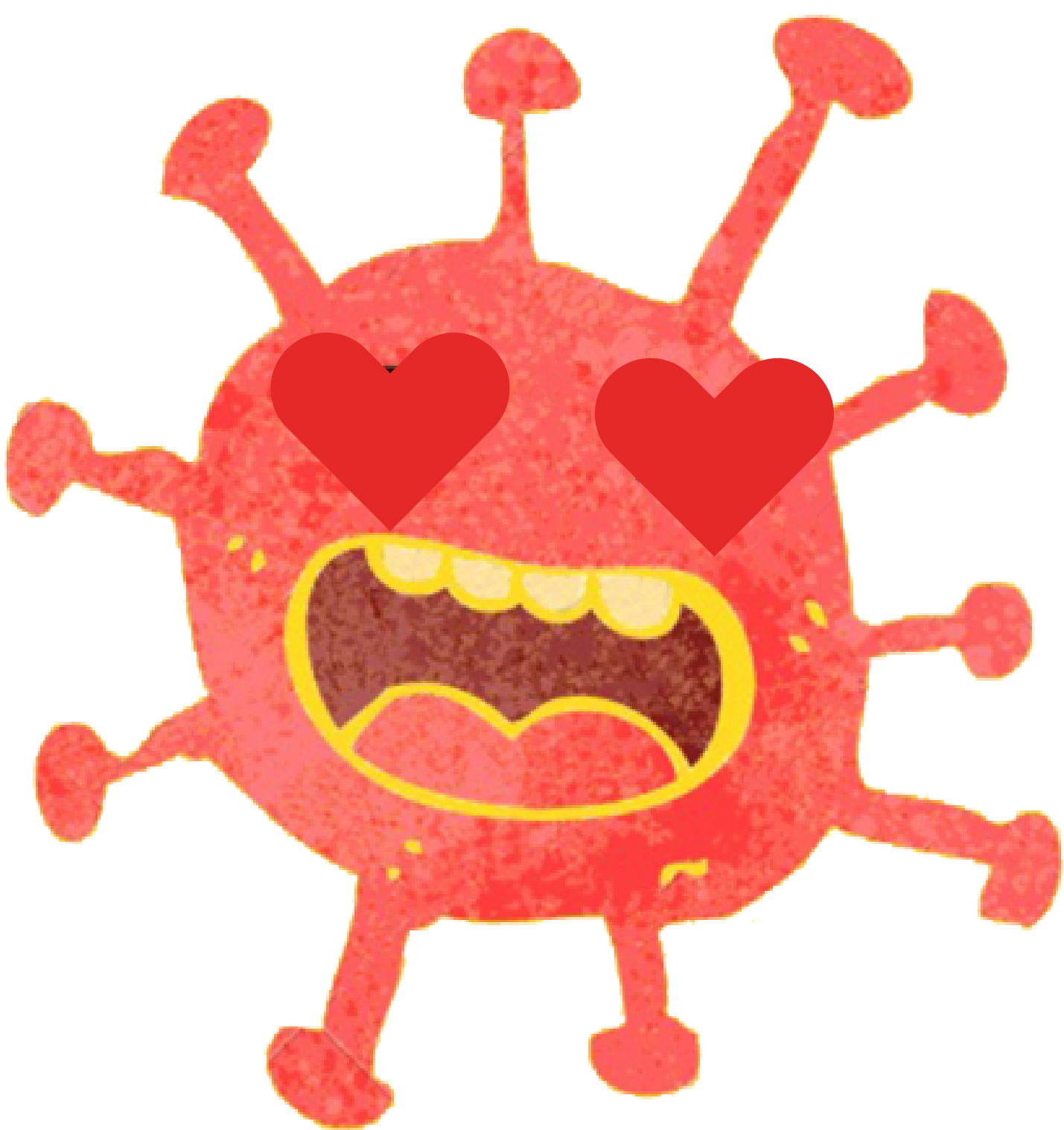
**1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

**Once your hands are dry you can get  
back to playing!!**

**If you do all that  
I will not come to visit**



**while the doctors work to find a vaccine  
that will allow me to say hi  
without getting you sick.**



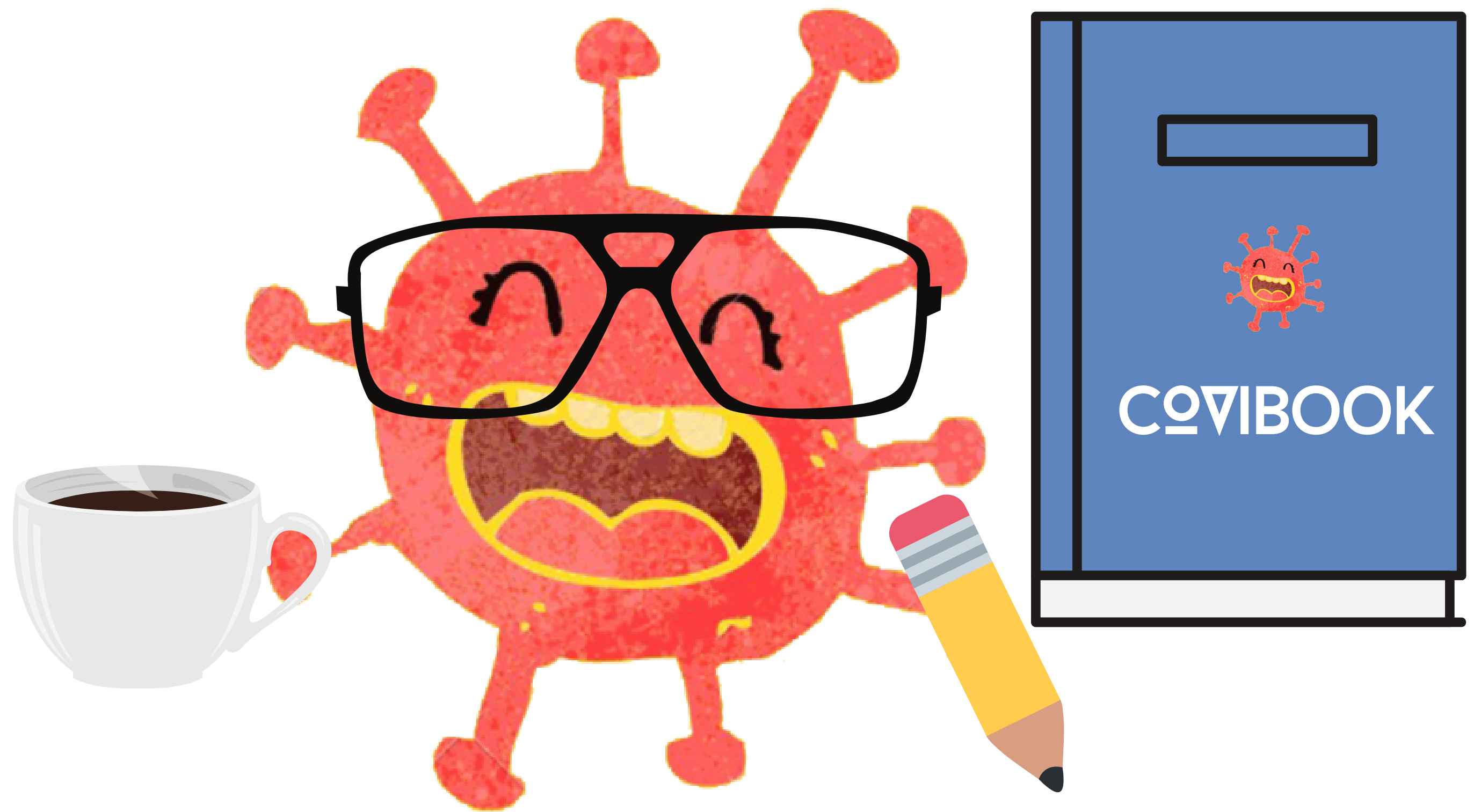
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# THE END



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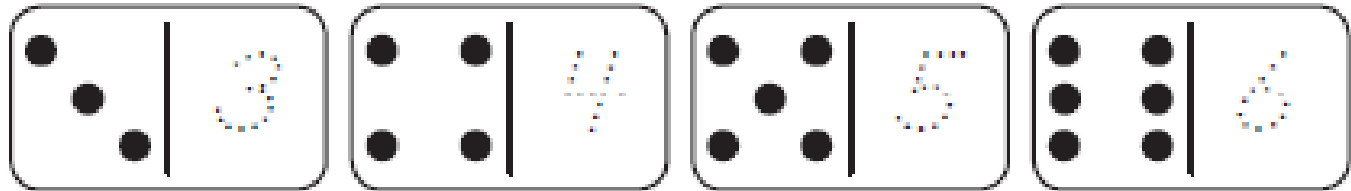
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NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Triangles, Squares & Rectangles How Many Sides?

1 Trace the numbers.



2 Count and record the number of sides on each shape. You can add an arrow on each side if it helps.

<p>Triangle</p> <p>How many sides?</p>	<p>How many sides?</p>	<p>Triangle</p> <p>How many sides?</p>	<p>How many sides?</p>
<p>Rectangle</p> <p>How many sides?</p>	<p>How many sides?</p>	<p>Square</p> <p>How many sides?</p>	<p>How many sides?</p>
<p>Triangle</p> <p>How many sides?</p>	<p>How many sides?</p>	<p>Rectangle</p> <p>How many sides?</p>	<p>How many sides?</p>
<p>Square</p> <p>How many sides?</p>	<p>How many sides?</p>	<b>CHALLENGE</b>	
<p>How many sides?</p>	<p>How many sides?</p>	<p>Hexagon</p> <p>How many sides?</p>	<p>How many sides?</p>

# Rhyming Riddles

## Primary Objectives

15a. Notices and discriminates rhyme

## Why It's Important

Children can develop their understanding of rhyme by thinking of rhyming words. Giving your child riddles to figure out keeps him interested as he uses thinking skills to solve the word riddle.

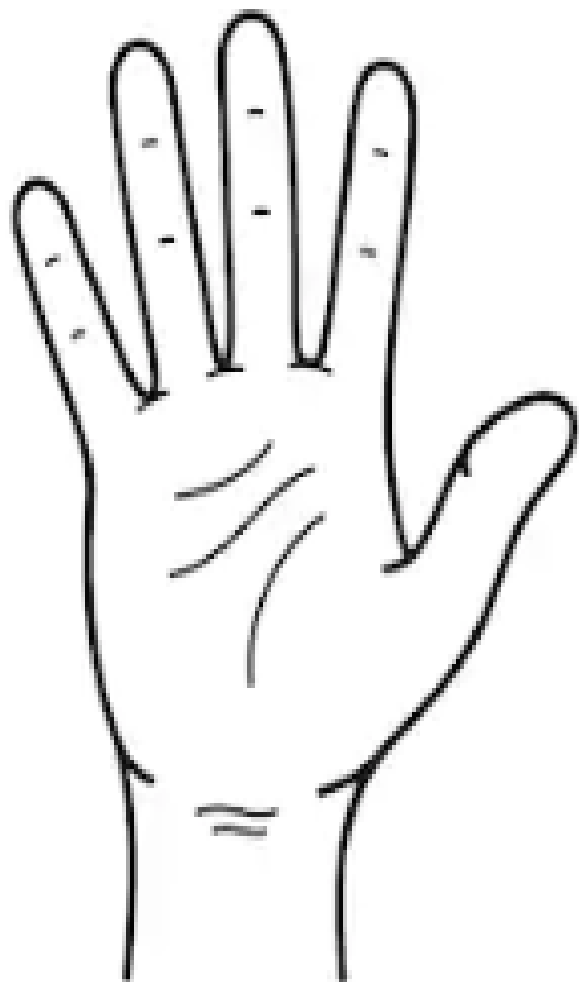
## Materials

None

## What You Do

1. Invite your child to play a game called "Rhyming Riddles." Explain that rhyming words sound alike at the end. Offer a few examples and invite your child to name any rhyming words he knows.
2. Explain to your child that a riddle is a word puzzle or a word problem that he will figure out the answer to. Pose a riddle that prompts your child to supply a rhyming word. *I'm thinking of something that you wear on your hands in the winter that rhymes with kittens. What am I thinking of?*
3. If your child gives an incorrect response, offer comments or questions to help him figure out the answer. *Yes, we do wear gloves on our hands in the winter. Listen as I say the two words: kittens... gloves. Do they sound the same at the end? Can you think of something else you might wear on your hands that sounds like the word kittens?*
4. Continue the game for as long as your child is interested.
5. You can use this activity throughout your day by making riddles for your child to answer. *Let's go to the kitchen for our snack. We're having something that rhymes with suit.*

With No Soap



With Soap





## Sprouting Families Cornerstone (PK-2)

Week 4 is a continuation of Weeks 1-3 of the Sprouting Families Cornerstone. The activities described below should be spread out throughout the week, but you can decide how best to organize your work. The time per day or week will depend on the materials used and draft process. *Parents or guardians should guide and assist the students to obtain different objects to complete the tasks*

**Summary:** Students will explore their identity through the lens of family and the many forms that they come in. They will make connections to others as they explore the growth of themselves in relation to the growth of a tree. They come into school as a small “seed” that will sprout as they share about their “roots” at home and make connections in their new classrooms to culminate in a collaborative school family tree. Students will experience a variety of materials in the art room as they begin to come aware of and express who they are in their new surroundings. To translate at home, please help students access a variety of materials that are available at home.

### Week 4: Happy Tree

**Discussion:** Trees grow bigger by taking in water and nutrients through their roots. It's important to make sure the roots are happy and healthy. One way to make sure our family “roots” are happy and healthy is to give a gift.

### **Create a gift for someone within your family unit with various materials:**

Drawing- Draw a card for your family member

Painting- Paint a 3D object (Flowerpot, mug, etc.)

Collaging- combining paper on a shape

Sculpture- play doh shapes (heart, star, etc.) with texture pressed in, or paper flowers




**Week 4:** Create a gift for a family member: If given to the family member, sketch a copy.

# Storytelling with Daily Objects (PK – 2)



## WEEK 4

 When you watch a cartoon or a movie, you often hear different sounds to make it more fun to watch. Many of the sound effects are created by the Foley artists with different objects!

Optional Videos:













[Foley Artists: How Movie Sound Effects Are Made](#)

[How Sound Effects Are Made For Movies |](#)

[Movies Insider](#)

### CHALLENGE 1: RECREATE SOUNDS WITH DAILY OBJECTS

Can you create some sounds based on these actions with either your voice or some daily objects?

- Horse galloping 
- Fish swimming 
- Heart beating 
- Clock ticking 
- Wind blowing 
- Paper flipping 
- Car honking 
- Rats running 
- Chopping food 
- Water boiling 

*(Make sure you are just creating the sound – you do not need to cut the food, boil water, or find a horse for real!)*

**Make notes of how you create the sounds through drawings or writings:**

# Storytelling with Daily Objects (PK – 2)



## WEEK 4

### CHALLENGE 2: PRACTICE SOUND EFFECTS WITH A STORYLINE



Optional YouTube Video: [Tom and Jerry Live in Our Practice Room](#)

Now that you finished creating some sounds. This challenge will be asking you to creating sound effects for this story!


(The **blue words** are possible sounds you can create while telling your stories.)

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Once upon a time, there was a **frog**.  Her name was Tammy. Tammy loved to **sing songs** while sitting on her lily pad. The **fish**  and the **birds**  loved to come hear her **sing**. Afterwards, the audience would **clap very loudly** . After her performance, she would **jump in the water** and **swim** to the farm  to see her friends. At the **farm**, there were **Billy the Goat** , **Ariana the Horse** , **Tom the Cat** , and **Mekhi the Duck** . **Billy the Goat** enjoyed **eating fresh grass**. **Arianna the Horse** enjoyed **galloping around the farm**. **Tom the Cat** loved **taking a nap**. **Mekhi the Duck** enjoyed **walking on the mud**. They



## Storytelling with Daily Objects (PK – 2)

were all **playing outside** but suddenly, they heard **thunder** . It began to **drizzle**


**quietly** . **Tom the Cat** doesn't like **getting wet**, so **he took the hay** to cover

himself. **Mekhi the Duck took a leaf** and used it as an umbrella. The rain got

**heavier** and the **thunder struck** again. Tammy was **scared** and started to **shiver**.

Ariana decided to send Tammy home. So Tammy **hopped** on Ariana's back and

Ariana **ran quickly**  through **the grass**, then through the **dirt**, and over the

**road** , and arrived at the **pond**. Tammy said

**goodbye** to Ariana and she **hid** herself **under a**


**lily pad**. Soon after that, the **sun came out** and

there was **a nice breeze**. Birds started **singing**

 and Tammy **felt a lot better**. She **ribbitted**

and **started singing** with the birds. *THE END.*

**TO DO:** Once you've decided how to create the sound effects, gather all the materials you need and practice your sound effects with the story at least 2 times.

 Students can create sound with:

- **Your voice**
- **Your body movement**
- **Glass**
- **Plate**
- **Cabinet**
- **Appliances**
- **Plastic bucket**
- **Paper**
- **Leaves**
- **Straws**
- **Shoes**
- **Boots**
- **Any instruments you have**



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

# Distance Learning Plan



## Pre-K Week 5



## Week Five: How do We Stay Healthy?

During this two-week exploration children will be learning how we can stay healthy, both physically and emotionally during this time. In the first week children learned about germs and some of the different emotions that they might be feeling

This week, children will learn about how families, doctors, and others can support each other through acts of caring and kindness.

At the end of this two-week period, children will be given the opportunity to create a poster that shows how they are taking care of themselves and others during this time.

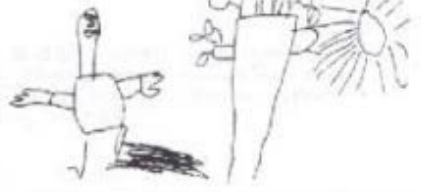

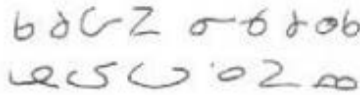

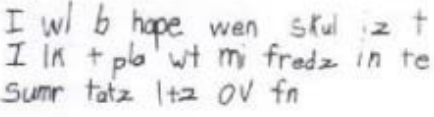
## DAILY ACTIVITIES

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Goal: Young children thrive in routine and predictability. While at school, children often engage with opportunities to write and to read alouds. We recommend that these activities continue while your child is at home to further support critical thinking, expressive language, vocabulary, problem solving, alphabet knowledge, and fine motor skills.

**Journal Writing:** Provide your child with some blank paper and writing tools and encourage them to write. As you engage in Journal Writing with your child, some ways you can encourage their efforts and help them to get the most of this experience are:

- Ask your child to “read” their picture to you. Encourage them to add more details to their drawing. You may even label parts of their drawing to help them make connections between pictures and words. For example, “You drew a boat! I am going to write the word boat right next to it.”
- As your child tells you about their work, record their ideas by modeling conventional writing. “Tell me the words to write on the bottom of the page.” Then read the sentence back to them running your finger under each word.
- As children begin to write letter like forms and letter strings, encourage them to practice identifying and writing letters found in their own name.
- Continue to have your child read you their work. When children are ready for inventive writing/spelling, support them in identifying the beginning and ending sounds of words. For example, “You want to write the word ball. What sound do you hear at the beginning? /b/ What letter represents the /b/ sound?” or “Oh, you wrote LK because you heard the /l/ sound at the beginning and the /k/ at the end of the word LIKE.”

Stage	Example
<p><b>Preliterate: <i>Drawing</i></b></p> <ul style="list-style-type: none"> <li>• uses drawing to stand for writing</li> <li>• believes that drawings / writing is communication of a purposeful message</li> <li>• read their drawings as if there were writing on them</li> </ul>	
<p><b>Preliterate: <i>Scribbling</i></b></p> <ul style="list-style-type: none"> <li>• scribbles but intends it as writing</li> <li>• scribbling resembles writing</li> <li>• holds and uses pencil like an adult</li> </ul>	
<p><b>Early Emergent: <i>Letter-like forms</i></b></p> <ul style="list-style-type: none"> <li>• shapes in writing actually resemble letters</li> <li>• shapes are not actually letters</li> <li>• look like poorly formed letters, but are unique creations</li> </ul>	
<p><b>Emergent: <i>Random-letters or letter strings</i></b></p> <ul style="list-style-type: none"> <li>• uses letter sequences perhaps learned from his/her name</li> <li>• may write the same letters in many ways</li> <li>• long strings of letters in random order</li> </ul>	
<p><b>Transitional: <i>Writing via invented spelling</i></b></p> <ul style="list-style-type: none"> <li>• creates own spelling when conventional spelling is not known</li> <li>• one letter may represent an entire syllable</li> <li>• words may overlay</li> <li>• may not use proper spacing</li> <li>• as writing matures, more words are spelled conventionally</li> <li>• as writing matures, perhaps only one or two letters invented or omitted</li> </ul>	

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# Keeping a Journal

## Primary Objectives

19b. Writes to convey meaning

## Why It's Important

This is a great time for your child to start keeping a journal. Having her own personal space to write about what is important to her will help your child develop her writing skills. It will also encourage her to think about and reflect on what she finds interesting.

## Materials

Paper; markers, pens, pencils, or other writing tools; glue; cardboard; collage materials: a variety of papers (small pieces), glitter, leaves, feathers, pom-poms, fabric swatches, pipe cleaners, foam shapes, beads, small shells, colored sand, magazines, greeting cards

## What You Do

1. Talk with your child about the purpose of a journal. Explain that it is a place where she can write anything she wants and that she may share it with others or keep it to herself.
2. Invite your child to make a journal. Help her fold the paper in half, punch holes in it, and then bind the blank book together with yarn. Allow her to choose the colors of paper and yarn she would like to use. If she is interested, encourage her to use the cardboard and collage materials to make a cover for the journal.
3. After the journal is bound together, invite your child to make her first journal entry. *What would you like to write about in your journal today?* Explain that she may make an entry each day about something that happened that day.
4. Encourage your child to write her own words, if appropriate, or copy words that you have written. Allow her to choose how she would like to make entries in her journal.
5. Together, read over what she has written in past days. Ask questions about what she wrote. *How did you make that tower you wrote about in your journal yesterday? What did you eat when you had dinner at Grammy's house?*
6. After your child is finished writing in her journal each day, encourage her to put it back where it belongs so that she can find it easily the next time she wants to write in it.

## READ ALOUDS:

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**Goal:** Reading aloud with children has many significant benefits. In addition to building an understanding about how print works, sharing and talking about a book will build your child's comprehension and vocabulary. These skills are identified as necessary skills and predictors for later reading success.

We recommend that over the next couple of weeks you spend at least 15 minutes every day reading aloud to your child. Remember, it is ok to read just for fun!

**FIRST READING:** Go on a picture walk. Only look at and talk about the pictures. Ask your child to predict what might be happening.

**SECOND READING and THIRD READING:** Sharing the book multiple times provides the opportunity for you and your child to engage in conversations that support critical thinking, comprehension, and vocabulary development. When asking questions, use the PEER strategy to support and extend your child's responses.

The steps for PEER are:

**P:** Prompt your child with a question about the story. Prompting your child focuses attention, engages the child in the story, and helps the child understand the book.

Point to something in the picture, for example, a balloon. "What is that?"

**E:** Evaluate your child's response.

"That's right! That's a balloon."

**E:** Expand on what your child said.

"That's a big, red balloon! We saw one of those in the grocery store yesterday."

**R:** Repeat or revisit the prompt you started with, encouraging your child to use the new information you've provided. "Can you say big, red balloon?" Each time the book is reread, the expanded vocabulary words are verbalized again

There are many different types of questions you can ask your child when sharing a story.

Completion questions require you to ask your child questions about the language used in the story. Ask your child to fill in repeated words or rhymes. This helps your child learn to listen. For example, "Jack and Jill uploaded the \_\_\_\_\_."

Remember that questions help your child tell what happened in a story. Ask your child what the characters are doing. This helps your child develop the ability to follow a story and retell details. For example, you can say, "What happened when Jack and Jill went up the hill?"

Open or multi-response questions give your child a chance to tell what's happening in an image or story. Ask or ask your child, "What's going on in this drawing?"

Questions about where, when, and why they give you the opportunity to expand your child's vocabulary. You might say, "What's the name of this," while pointing at an object on a page. You might also ask, "Where are Jack and Jill going?" and "Why does Jack and Jill walk up the hill?"

You can also ask your child to relate and share something about the story with his own life. Examples of this include, "Have you ever played in the arena?", "How did it look?", "How did you feel?", "Did you ever roll down a hill?", and "How did it feel?"

**READ ALOUD EXTENSION ACTIVITIES:**

- Draw pictures to highlight a favorite part or character in the story.
- Ask your child to retell the story using the pictures as guidance.
- Have your child critique the book. Did they like it? Why or why not?

If you do not have access to picture books, there are some videos of read alouds available on YouTube. Search for read alouds for young children. Be sure to stop the video often to talk about what is happening and ask questions using the PEER sequence shared above.

**Additional Websites to support book sharing:**

<https://www.storylineonline.net/>

<https://www.dclibrary.org/godigital>



## Day 1 At a Glance

Subject	Suggested Activity
Video	<a href="#">Kindness Kid</a>
Journal Writing	What does kindness mean to you?
Read Aloud	First Reading Picture Walk
Math	Counting your house
Literacy	Letter Hunt
Investigation	Talking about Temperature

### Video

Today's video is from Sesame Street and it talks about kindness. Share the video before having your child respond to the journal prompt. Talk with your child about how they define kindness and encourage them to draw a picture or "write" a sentence. Ideas and suggestions on how to support your child's writing can be found in the preceding pages.

### Math

One of the ways that we are helping others to stay healthy is to stay inside our homes. Today's math activity will have your child counting how many doors, windows and sinks are in your home.

- What do we have the most of - Doors, windows, or sinks?
- How do you know?
- Why do you think that is?
- If you were to add another sink (door, window) where would you put it and why?

### Literacy

Go on a letter hunt around your house. Use one the provided sheets to allow your child to capture the letters that they have found, they can either circle the letters that they see, or they can write each letter that they found. Can they find all the letters?

### Investigation

This week we will be talking about hot and cold and temperature. Today, with your child, create a list of things that are hot and a list of things that are cold.

## Additional Resources

Resource	Description	Access
Story Hand Directions	Story Hand is a way to help adults comfort and connect with children who are feeling scared or anxious about COVID-19.	<a href="https://consciousdiscipline.com/resources/story-hand-soothe-childrens-stress-about-covid-19/">https://consciousdiscipline.com/resources/story-hand-soothe-childrens-stress-about-covid-19/</a>

## Day 2 At a Glance

Subject	Activity
Journal Writing	How does your family take care of you?
Read Aloud	Second Reading: PEER
Math	Patterns
Literacy	Create a kindness chart
Investigation	Recording the temperature

### Literacy

With your child, brainstorm ways that they can show kindness to family members, both near and far. Using the chart provide, ask your child to draw a picture or “write” one act of kindness in each square. As your child does the act of kindness, mark it off the chart. Revisit the chart every day until all the acts of kindness have been completed.

### Investigation

To continue our exploration of temperature (hot and cold) record the temperature three times throughout the day, once in the morning, once in the afternoon, and once before bed. You can get the weather from the news, a website, an app, or an outdoor weather thermometer if available.

## Additional Resources

Resource	Description	Access
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Sesame Street Video	Sesame Street video that briefly discusses how families support each other.	<a href="https://www.youtube.com/watch?v=l8y3l06CwTc">https://www.youtube.com/watch?v=l8y3l06CwTc</a>
Weather Site	This site will provide families with extended opportunities to discuss how the temperature changes throughout the day.	<a href="https://weather.com/weather/today/l/38.91,-77.04?par=google&amp;temp=f">https://weather.com/weather/today/l/38.91,-77.04?par=google&amp;temp=f</a>

### Day 3 At a Glance

Subject	Activity
Video	<a href="#">Peppa Pig: Dr. Brown</a>
Journal Writing	Tell about a time that a doctor or nurse helped you.
Read Aloud	Third Reading: PEER
Math	Sorting Household Items
Literacy	Tracing lines
Investigation	Temperature Continued

#### Video

Today's video is a short Peppa Pig story that shows how doctors can help when we are sick. After viewing the video, ask your child to draw a picture or write a sentence about a time when a doctor or nurse helped them to feel better.

#### Math

Sorting objects provides children with the opportunity to compare and contrast and create sets, which is an early addition/subtraction related skill. As you talk about kindness this week, give your child the opportunities to sort objects while helping around the house. For example, they can sort laundry by color or by person, they can sort the silverware to put it away after it is washed, they can sort groceries as they are put away, etc.

#### Investigation

Continue to record the temperature three times throughout the day, once in the morning, once in the afternoon, and once before bed. You can get the weather from the news, a website, an app, or an outdoor weather thermometer if available. Are the temperatures like yesterday? If they are different, why might that be? (Is it cloudy or raining today?) If you like, you could extend the conversation about the doctor to include body temperature.

## Day 4 At a Glance

Subject	Activity
Journal Writing	Write a thank you card to someone who has been nice to you
Read Aloud	Choose an extension activity
Math	Shapes: Corners and Sides in our house
Literacy	Clapping Songs
Investigation	Ice Cube Experiment

### Journal Writing

With your child consider all of the people who are still working to ensure that we are safe and healthy, including doctors, trash collectors, people at the grocery store, and encourage your child to design a thank you card for that person.

### Math

Return the counting sheet that was completed early this week, pick either doors or windows and help your child count the number of sides and corners that there are. It is best to physically go to each door/window and count. Are there always the same number of sides? Are there always the same number of corners? How do the number of corners compare to the number of sides?

### Investigation

Ask your child to predict what will happen to an ice cube that is placed in the sun. If your child predicts that it will melt, ask them to predict how long it will take to melt. Do not ask for a time prediction if they do not predict the melting of the ice cube. Allow them to capture their predictions. Place an ice cube in the sun and note the time it takes to melt. Compare your child's predictions to the actual.

## Day 5 At a Glance

Subject	Activity
Journal Writing	Share about a time when you helped someone, how did this make you feel?
Read Aloud	Final Reading

Math	Opposites Challenge
Literacy	Poster Design

## Math

Play the opposite game with your child. You find something heavy in your house and challenge your child to find the opposite, something light. Use opposites heavy/light, long/short, thick/thin, big/small. As a challenge compare more than two objects and ask your child to put them in order, such as from smallest to biggest or heaviest to lightest.


## Literacy

Using the paper provided, or any size paper that you have available, encourage your child to draw several pictures that show how they are caring for themselves and others during this time. Remind them of the discussion about handwashing, staying at home, and the kindness chart. Encourage them to share their posters with others.

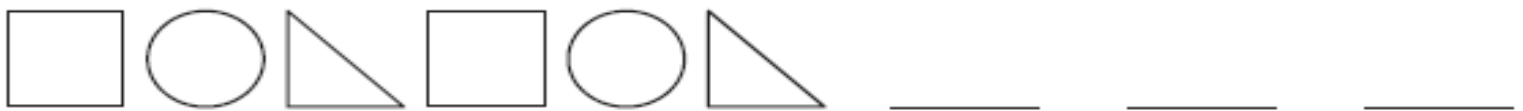
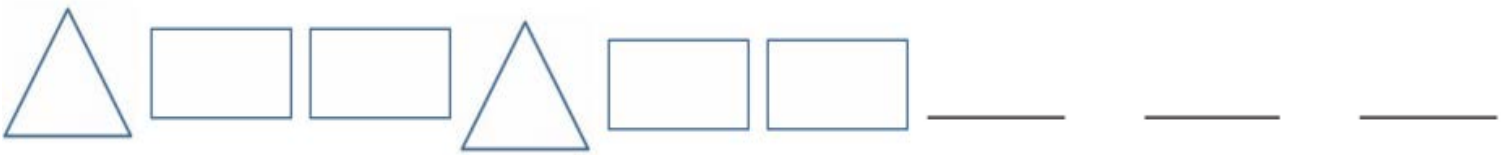
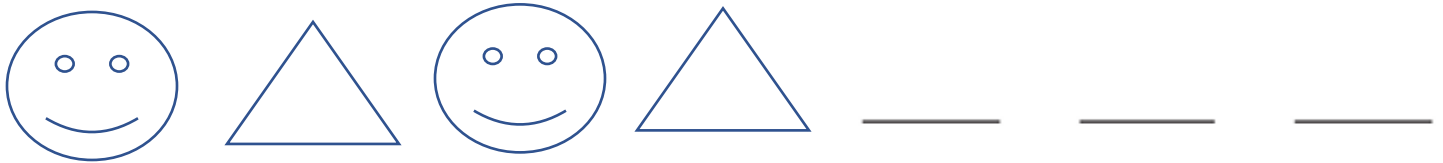
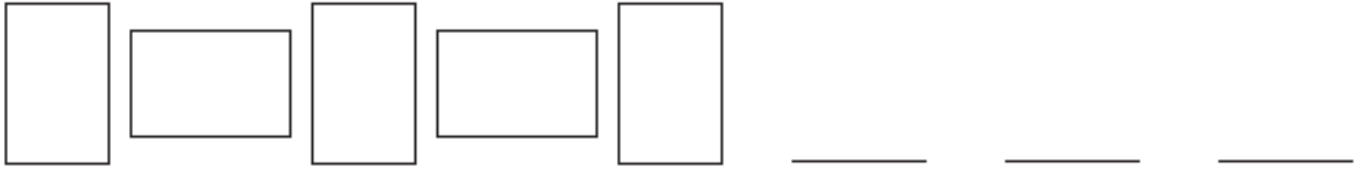
## Additional Resources

Resource	Description	Access
Melting ice cubes in different materials: Video	This time-lapsed video shows ice cubes melting in different materials.	<a href="https://www.youtube.com/watch?v=I8y3l06CwTc">https://www.youtube.com/watch?v=I8y3l06CwTc</a>

# How Many?

	Tally	Total
 <p>Doors</p>		
 <p>Windows</p>		
 <p>Sinks</p>		

Help your child to draw the next shapes in the pattern. If needed, copy the pattern onto larger paper for easier access for your child. If your child is not able draw the shapes, simple have them name the shapes instead.



# ACTS OF KINDNESS

A large empty grid for recording acts of kindness. The grid is formed by a vertical black line and a horizontal blue line that intersect at the center. The vertical line extends from the top of the page to the bottom, and the horizontal line extends from the left edge to the right edge. This creates four quadrants for notes.

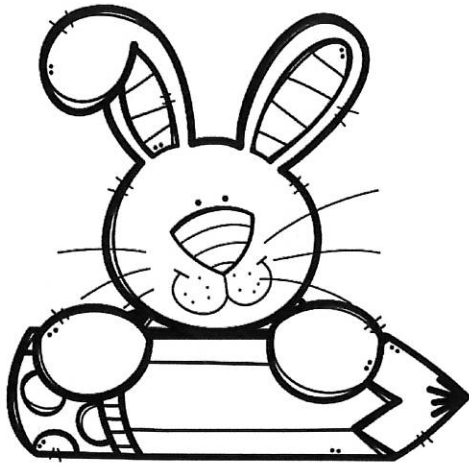


# ACTS OF KINDNESS

A large empty grid for recording acts of kindness. The grid is formed by a vertical black line and a horizontal blue line intersecting at the center. The vertical line extends from the top of the page to the bottom, and the horizontal line extends from the left edge to the right edge. The intersection point is located approximately one-third of the way down the page.

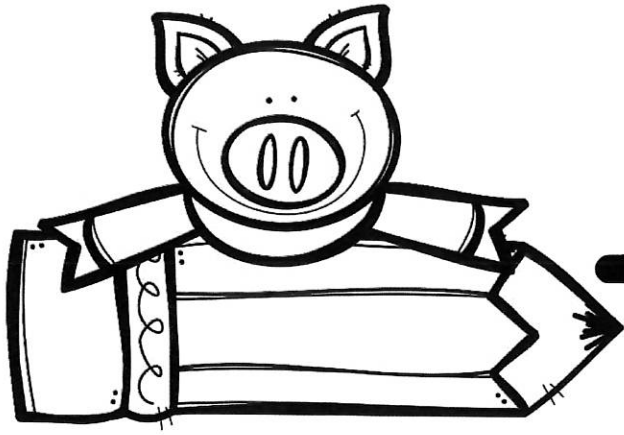
# ACTS OF KINDNESS

A large empty grid for writing acts of kindness. The grid is formed by a vertical black line and a horizontal blue line that intersect at the center. The vertical line extends from the top of the page to the bottom, and the horizontal line extends from the left edge to the right edge. This creates four quadrants for recording acts of kindness.

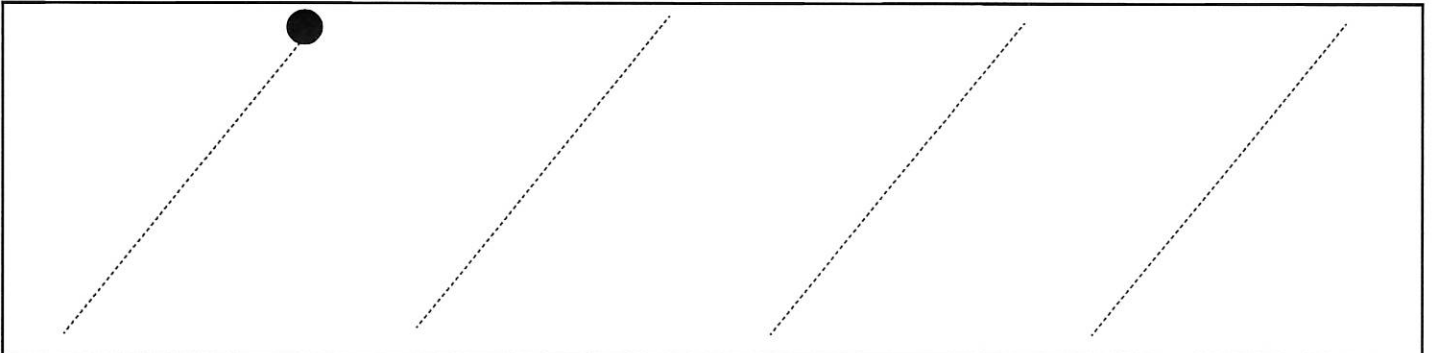
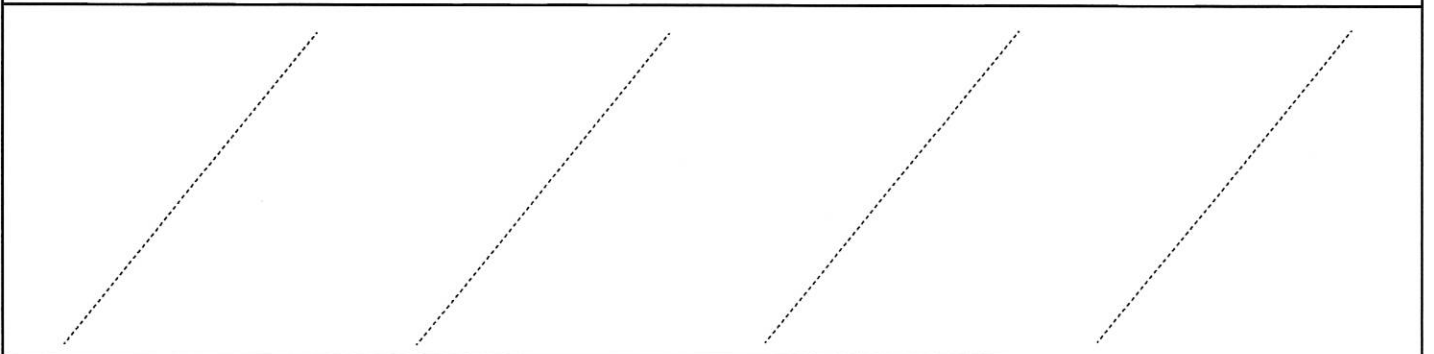
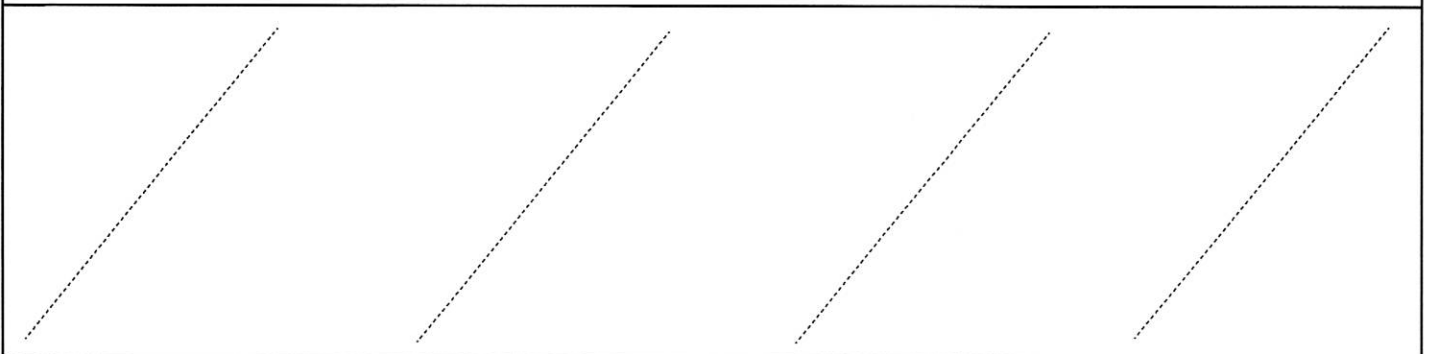
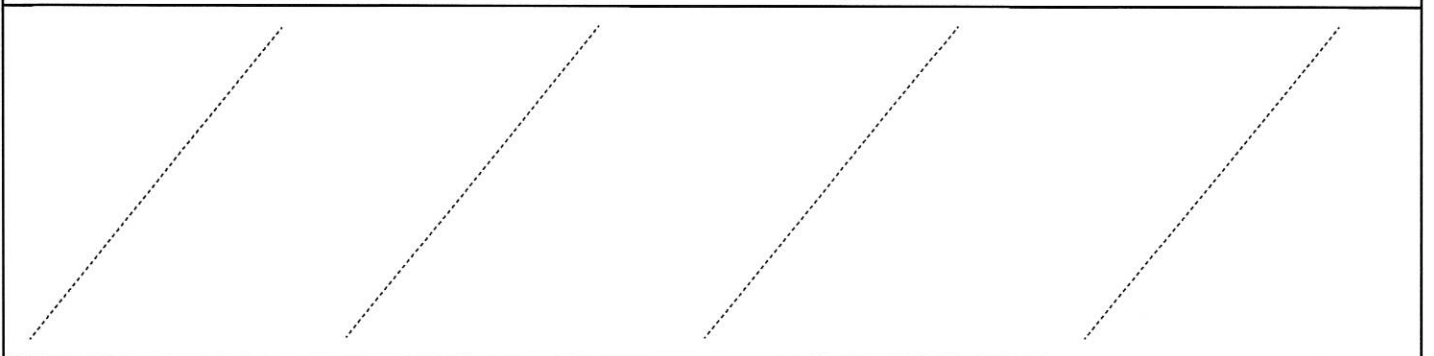


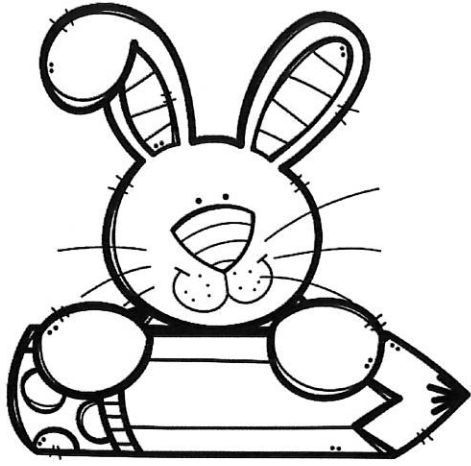
# Trace

A large uppercase letter 'T' formed by a solid top bar and a vertical stem, with a solid black dot at the top left of the stem. The letter is composed of dashed lines for tracing.
A large lowercase letter 't' formed by a solid top bar and a vertical stem, with a solid black dot at the top left of the stem. The letter is composed of dashed lines for tracing.
A large uppercase letter 'T' formed by a solid top bar and a vertical stem, with a solid black dot at the top left of the stem. The letter is composed of dashed lines for tracing.
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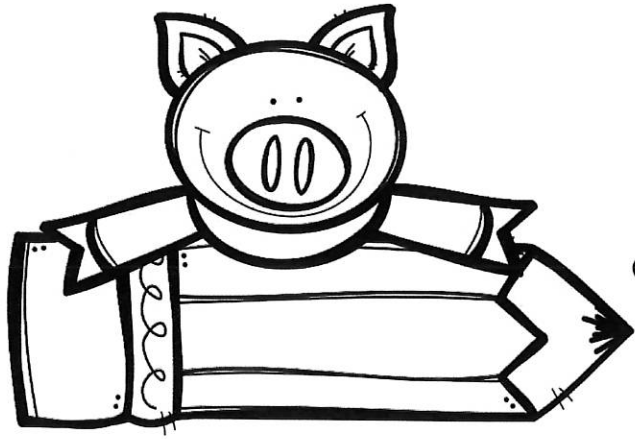
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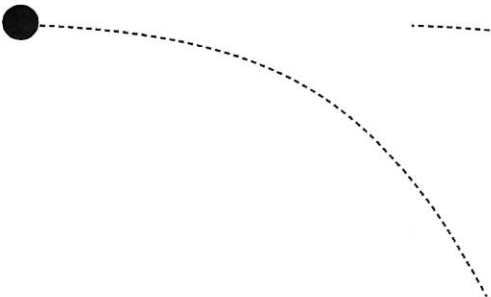
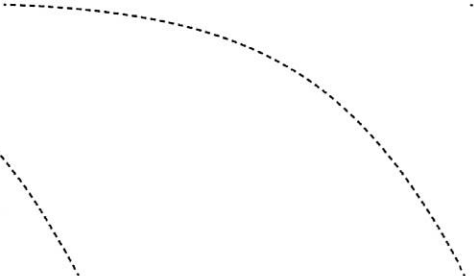
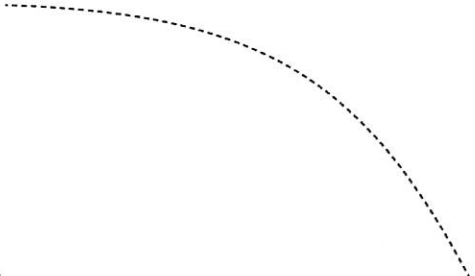
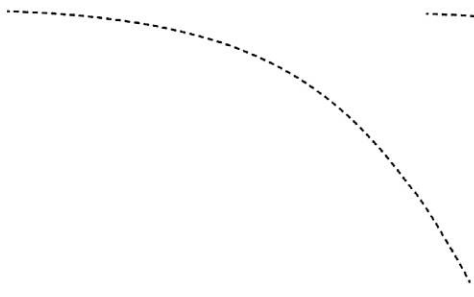
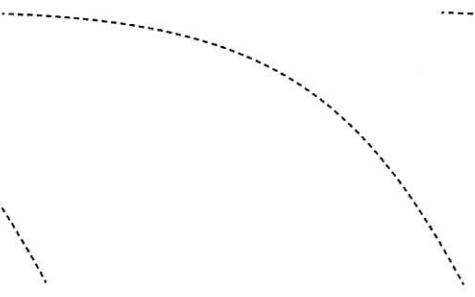
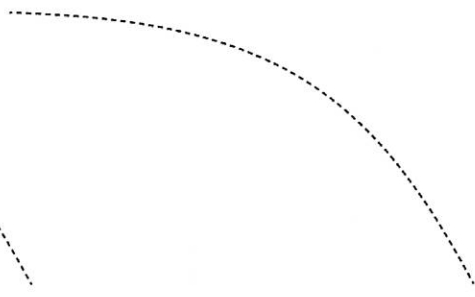
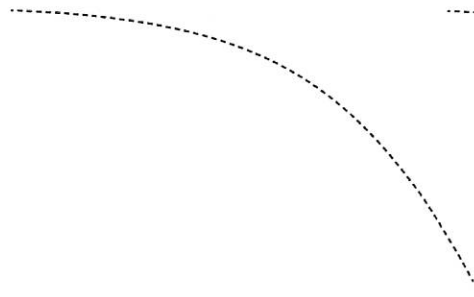
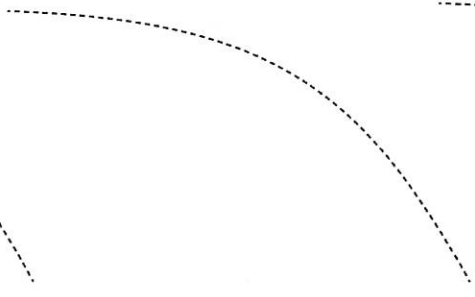
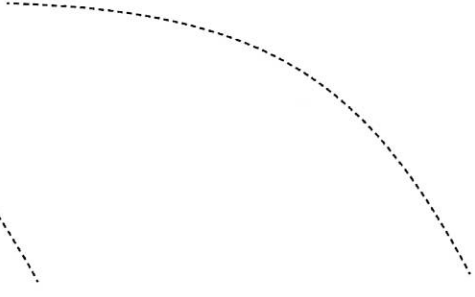
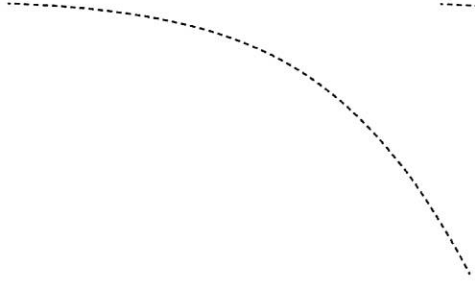
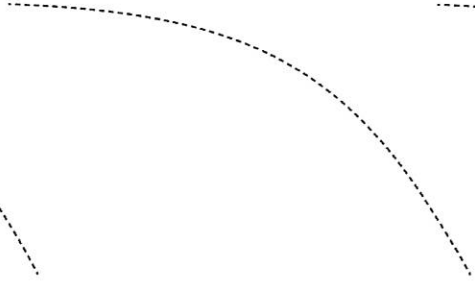
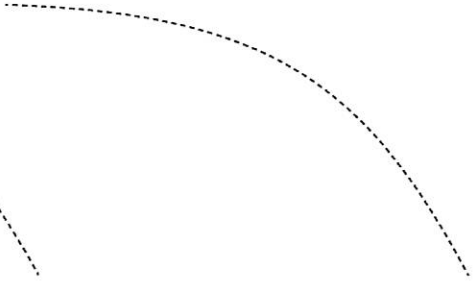


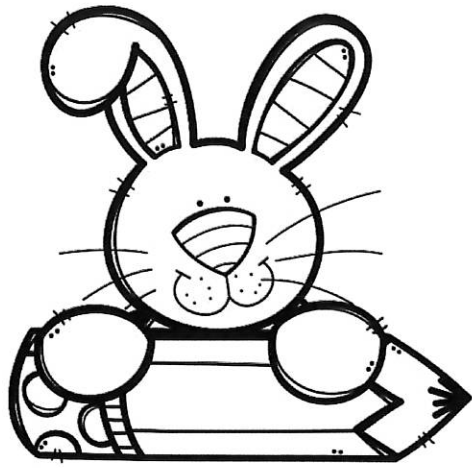
# Trace

A horizontal row of three dashed lines for tracing. The first line starts with a solid black dot on the left side, while the other two lines are just dashed.
A horizontal row of three dashed lines for tracing.
A horizontal row of three dashed lines for tracing.
A horizontal row of three dashed lines for tracing.



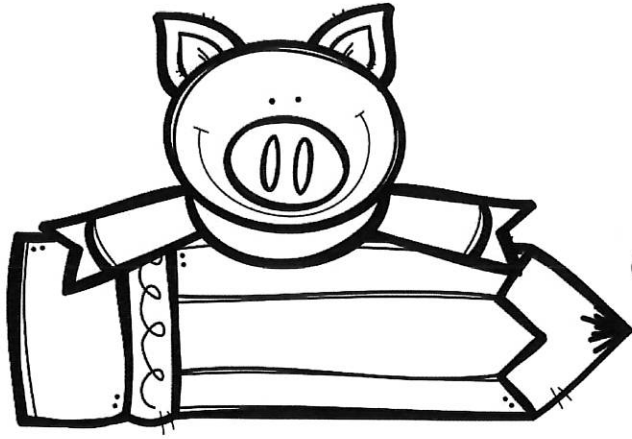
# Trace

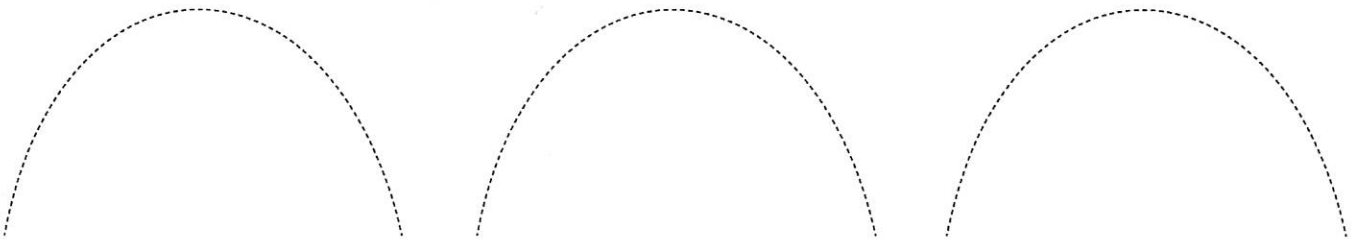
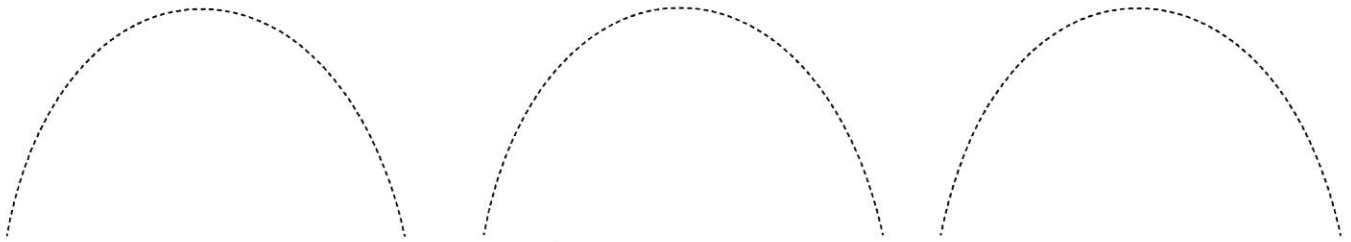
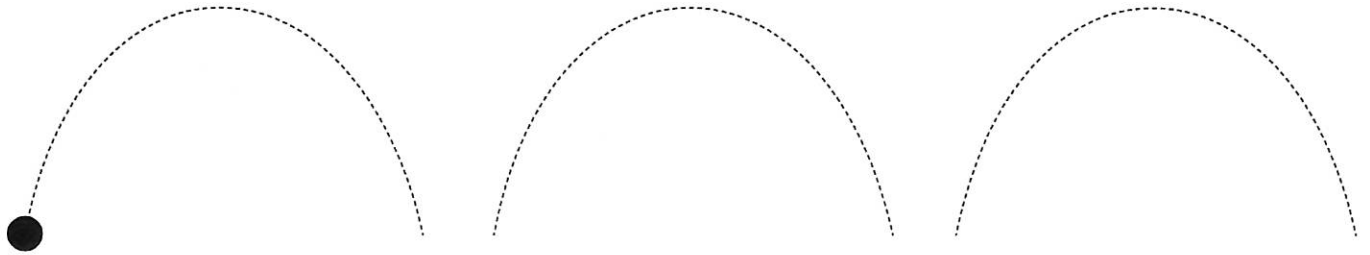


# Trace

Tracing practice area consisting of four horizontal rows. Each row contains three dashed, inverted U-shaped lines for tracing. The first row includes a solid black dot at the top left of the first U-shape to indicate the starting point.



# Trace





# Clapping Songs

## Primary Objectives

15c. Notices and discriminates discrete units of sound

## Why It's Important

Playing with sounds is an effective and fun way to help your child become familiar with the sounds he hears every day.

## Materials

None

## What You Do

1. Think of a few simple rhyming songs that will be easy for your child to learn and remember.
2. Invite your child to sing a few songs with you. Have him listen as you clap out the sounds in the words while singing *Miss Mary Mack, Mack, Mack, all dressed in black, black, black...*
3. Ask your child to join in clapping and chanting along with you. Slow down the tempo of the song as needed so that he can sing and clap along. Experiment with different rhythms and words.
4. Demonstrate how to make up a new song to clap to. Invite him to make up new songs for you both to sing and clap to together.
5. Continue the activity for as long as your child is interested.
6. Use this activity to transition from one activity to another during your day together. Encourage your child to sing one of the songs to other family members.



## Sprouting Families Cornerstone (PK-2)

Week 5 is a continuation of Weeks 1-4 of the Sprouting Families Cornerstone. The activities described below should be spread out throughout the week, but you can decide how best to organize your work. The time per day or week will depend on the materials used and draft process. *Parents or guardians should guide and assist the students to obtain different objects to complete the tasks*

### Week 5: Family Tree



#### **Optional Read Aloud:**

Any children's book on families you may have.

Ex. *All kinds of Families*, Mary Ann Hoberman,  
*Call Me Tree*, Maya Christina González  
Station



[Family e-books on DC Public Library](#)- need a library card, but easy to sign up online

#### **Discussion:**

Talk with children about different kinds of families and who may be considered family. Think about good friends, "school family", extended family, etc.

What is family? A family doesn't just have to be the people we live with at home, we can make our family at school too. Students can grow from their roots at home and build up the trunk, branches, and leaves of their tree with their new classmates/school family.

#### **Project:**

Go on a nature walk to collect leaves to make rubbings and/or make bark rubbings to help students build up their tree. Use the blank Page provided or other paper you may have.

#### **Creation Options:**

Drawing: Leaf rubbings, Bark rubbings

Painting: Tin foil bark printing, leaf paintings (mixing colors)

Collaging: Cut and glue together paper strips to create the branches of the tree, Glue leaves onto branches

Sculpture: Build a tree up with boxes and tubes, build a mini tree with blocks with a partner

#### **Reflection:**

Lastly, have students display each of their art works. Ask students about each of the art works and what was their favorite part.

## Sprouting Families Cornerstone (PK-2)

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# Storytelling with Daily Objects (PK – 2)



## WEEK 5

### CHALLENGE 3: WRITE YOUR OWN STORY

Now you've practiced creating sound effects with our provided story. Now it is your turn to write your own story!

**A story needs beginning, middle, end, setting, characters, and something needs to happen.**



Optional YouTube Video: [How to Write a Story for kids](#)

**To do:** Brainstorm your story and create your story board!

1) **Characters – Who is in the story?**

2) **Setting – Where is it? How many places?**

# Storytelling with Daily Objects (PK – 2)



**3) Beginning – What happen in the beginning?**

**4) Middle – What happen in the middle? Is it something unexpected?**

**5) End – What happen in the end? How does the story end?**

# Storytelling with Daily Objects (PK – 2)



## CHALLENGE 4: CREATE SOUND EFFECTS WITH YOUR OWN STORY!



Optional YouTube Video: [100 Kids Tell a Story](#) | [100 Kids](#) | [HiHo Kids](#)

**To Do:** Review your storyboard. Make sure you have a beginning, middle, and end, some characters and settings. Now you will make a ★ to the drawings that you can add sound effects. The more stars the better!

Now, just like Challenge 2, you will gather objects and materials to create sound effects for your story. Be sure you try a few different versions and find one that you think it works the best.

Practice it a few times and gather your family members to watch **your final performance!** You can have your family to video tapes your performance or/and you can make notes of what objects you use in the below box.

## Storytelling with Daily Objects (PK – 2)



CONGRATULATIONS! YOU DID IT!

To submit your assignment, you can scan/take pictures of your packet and send it back to your teachers via email!

If your teacher is providing other instructions how to submit this, please follow his/her directions. Great job again!

*Great Job!*