



4/22/2020

Hi Pre-K Families,

Wednesday is Language & Literacy. Check out this episode of Word Girl on PBS Kids:

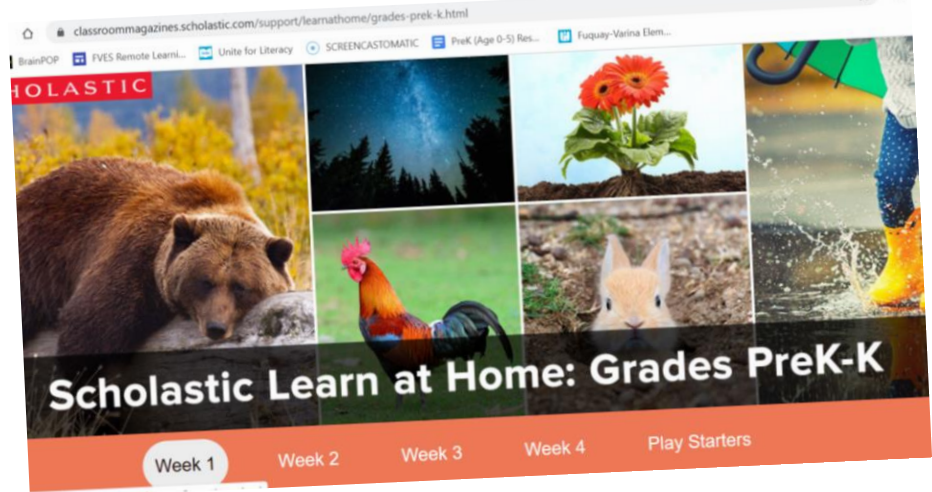
<https://pbskids.org/video/wordgirl/2365484423>

and this episode of Super Why!.

<https://pbskids.org/video/super-why/2164360732>

♡ ms. Julia

Parents:  
Click the image to go to  
Scholastic Learn at Home & to  
choose the week/day that  
interests your child most.



Or follow along with me by clicking below:



## Day 4: Earth and Space - The Moon

### Watch the Story:

*Happy Birthday, Moon* by Frank Asch

### Read the Book:

*The Moon* by Melanie Christine

[Take Me There!](#)



## Video: What's in the Night Sky?

What can you observe when you look up at the night sky?

**Watch the Video**

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

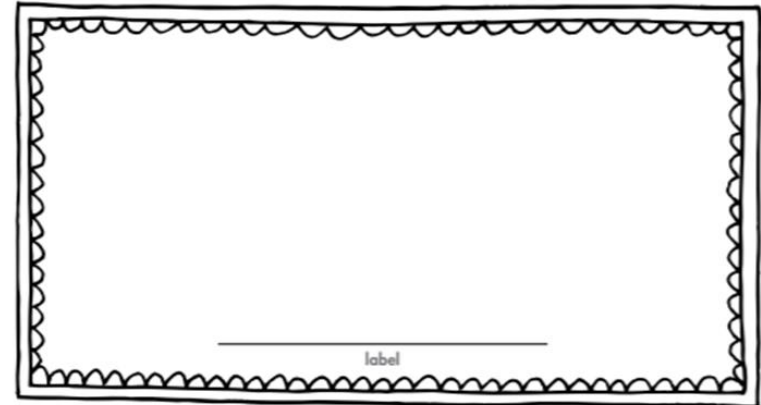
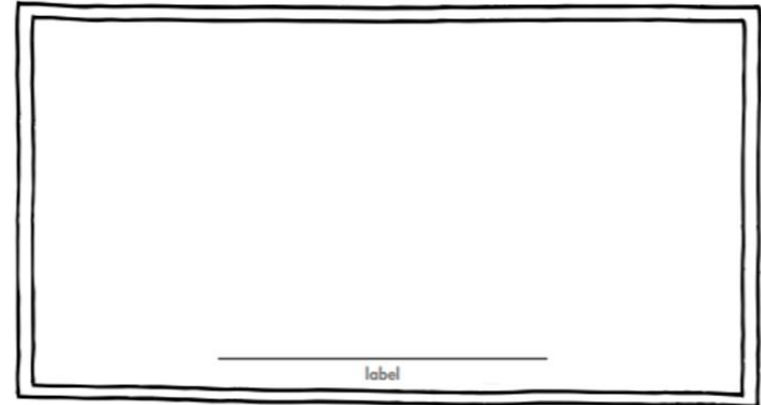
Draw key details

**Watch & Learn**  
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Title of video: \_\_\_\_\_

## Draw What You Saw

What did you see in the video? Draw two things in the picture frames. Write or dictate labels for your pictures.



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

Your opinion  
**Watch & Learn**  
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Title of video: \_\_\_\_\_

## My Video Review

What did you think of the video? Color one.



Draw your favorite part of the video!

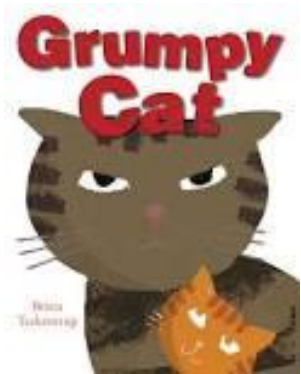


**SCHOLASTIC** Visit [www.scholastic.com/watchandlearn](http://www.scholastic.com/watchandlearn)

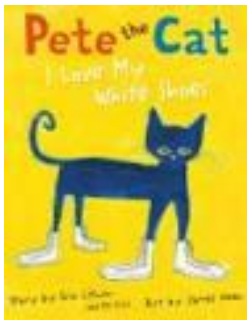
**SCHOLASTIC**

Visit [www.scholastic.com/watchandlearn](http://www.scholastic.com/watchandlearn)

Did you know?  
Repeated Readings of Stories helps your  
child develop important literacy skills.



Read Aloud with  
Mrs. Johnson  
"Grumpy Cat"  
by Britta Teckentrup



Read Aloud with  
Mrs. Thompson  
"Pete the Cat:  
I Love my White Shoes"  
by James Dean



Ms. Elizabeth reads  
"Llama Llama Red  
Pajama" by Anna  
Dewdney

# Mother, May I?

## Primary Objectives

- 4. Demonstrates traveling skills
- 5. Demonstrates balancing skills
- 8b. Follows directions

## Why It's Important

A simple sequence-of-movement game like "Mother, May I?" encourages your child to follow more complex directions. It also helps her strengthen large muscles and develop coordination.

## Materials

Large open floor space or outdoor area

## What You Do

1. If possible, include other children in the game. Explain to your child and the other children that you will be playing a game together called "Mother, May I?"
2. Tell them that you are the "mother." Stand at least 10 feet away from the children and encourage them face you.
3. Request that your child perform a specific large-muscle movement (e.g., hop, skip, jump, or walk). *Take five baby steps.* Encourage her to respond, *Mother, may I?* Respond, *Yes, you may.*
4. Continue to give each child a turn until one of them reaches you. Invite her to become the "mother."
5. Observe how your child follows directions. To make this activity more challenging, give your child a direction that includes three or more steps. *Take 1 giant step, 3 tiptoe steps, and 2 leapfrog jumps.*
6. Continue the game for as long as your child is interested.

# A Letter to a Friend

## Primary Objectives

7b. Uses writing and drawing tools

16b. Identifies letter–sound correspondences

## Why It's Important

Through his experiences with writing, your child learns the differences between the various types of writing such as stories, letters, and lists. He watches you write in many different ways. He copies you by scribbling grocery lists, taking telephone messages, and writing letters. When your child has a reason to write, he will begin the process of becoming a writer.

## Materials

Stationery or other paper; markers, pencils, or other writing tools; envelopes; stamps

## What You Do

1. Talk with your child about why we write letters and send greeting cards. Ask your child if he would like to write a note or a get-well card to one of his friends or relatives.
2. Invite your child to explore the writing materials and think about what he would like to say in his note.
3. If needed, offer prompts to help him start his letter. *You want to write a letter to your friend Jeffrey? You can begin your letter by writing, "Dear Jeffrey."*
4. Encourage your child to write familiar letters. Assist with letter sounds needed. *What sound do you hear when you say D-D-Dear? What other letter sounds do you hear? Here is Jeffrey's name in our address book. You can use it to help you spell Jeffrey.*
5. After your child has written the greeting, encourage him to write using letter sounds, familiar letters, and environmental print to aid his writing.
6. When he finishes the letter, read it aloud together before putting it in the envelope.
7. Help your child address and stamp the envelope. Take your child to the mailbox to mail his letter.
8. Keep writing materials accessible so that your child can write another letter if he chooses.