



4/23/2020

[www.juliatrotto.weebly.com](http://www.juliatrotto.weebly.com)

Hi Pre-K Families,

I hope you are all doing well! Today's lessons include:

- Scholastic's Week 1 Day 5: Seasons-Spring & writing activities
- Learning about shapes using PebbleGo
- Teacher Read Alouds & an article on READ ALOUD STRATEGIES.
- 4 Math & Cognition Activities from Teaching Strategies Gold.

Happy Learning!

Ms. Julia Trotto

P.S. I included some of the passwords and resources below in case you need it again. 😊

# Passwords & Resources



[Scholastic -Let's Find Out](#)

Choose: **I am a student**

Password: **FVESkinders**



[PebbleGo](#)

Username: **FVES**

Password: **Rockets**



*FVES Kinder*

*Remote Learning*



Tumblebooks:

Username:

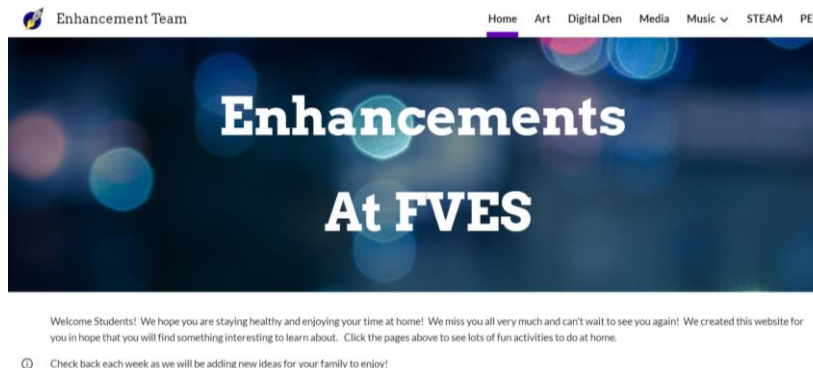
FVENC

Password: Books



*FVES Website*

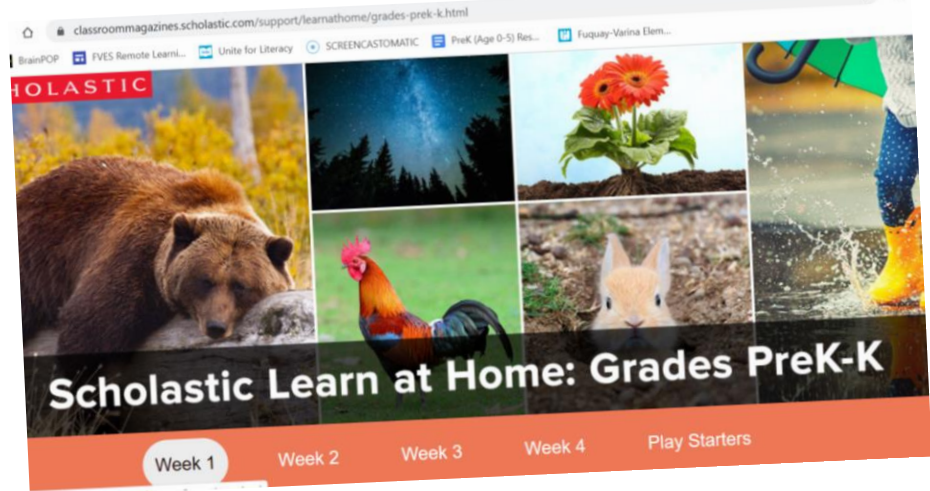
*Student Links*



Welcome Students! We hope you are staying healthy and enjoying your time at home! We miss you all very much and can't wait to see you again! We created this website for you in hope that you will find something interesting to learn about. Click the pages above to see lots of fun activities to do at home.

○ Check back each week as we will be adding new ideas for your family to enjoy!

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 5: Seasons - Spring

### Watch the Story:

*And Then It's Spring* by Julie Fogliano

### Read the Book:

*How Do You Know It's Spring?* by Lisa M. Herrington

[Take Me There!](#)



## Video: The Sounds of Spring

Tweet, pitter-patter, splash! Listen to the sounds of spring.

[Watch the Video](#)

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

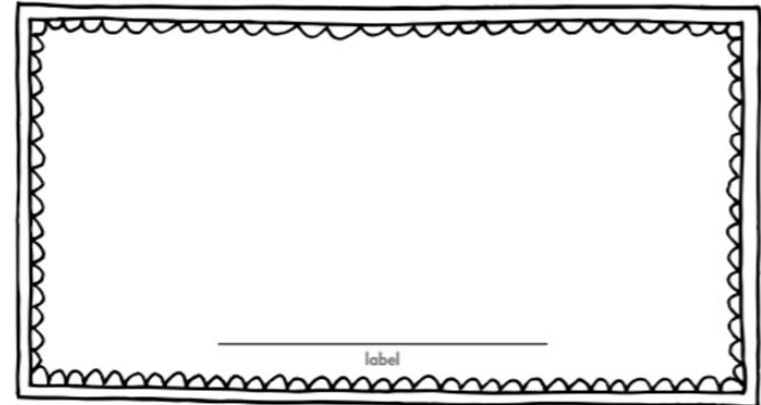
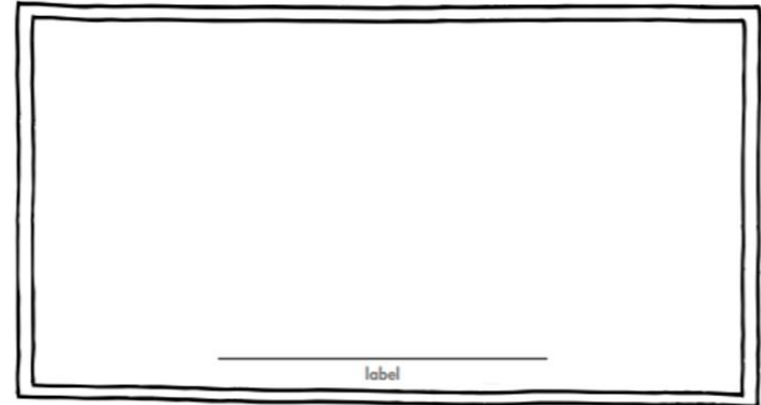
Draw key details

**Watch & Learn**  
LIBRARY

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**  
LIBRARY

Title of video: \_\_\_\_\_

## My Video Review

What did you think of the video? Color one.



Draw your favorite part of the video!

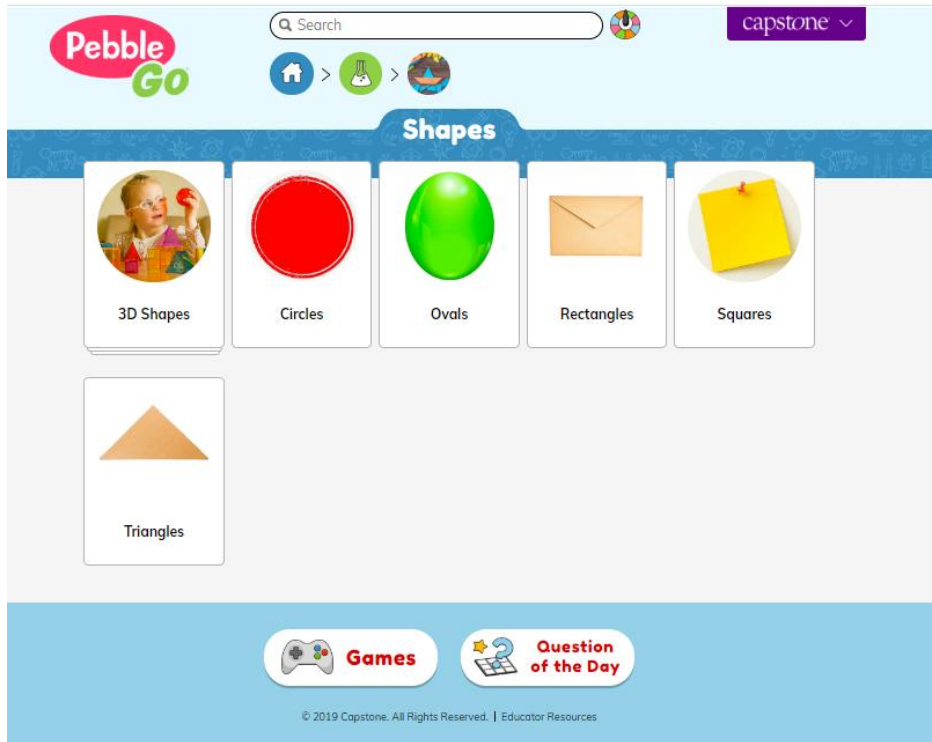


**SCHOLASTIC** Visit [www.scholastic.com/watchandlearn](http://www.scholastic.com/watchandlearn)

**SCHOLASTIC**

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

# Learn About Shapes



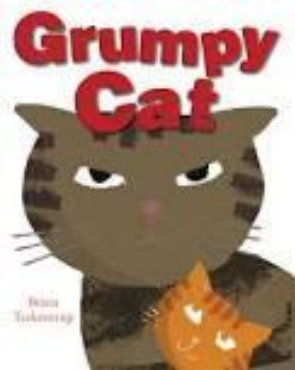
PebbleGo:

Username: FVES

Password: Rockets

## “Support comprehension with interesting conversations

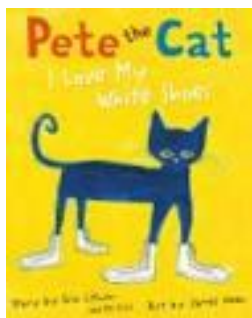
When children are familiar with a story and ready to think more deeply about it—especially during a second or third reading—teachers can spark conversation with open-ended questions.” [\(Parents, Click Here to Read Full Article from NAEYC\)](#)



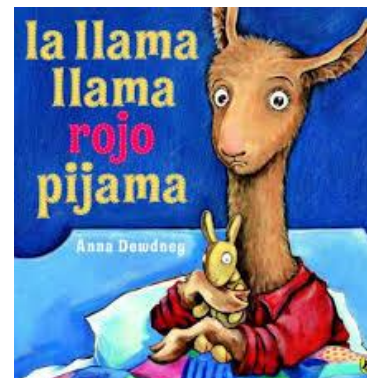
[Read Aloud with Mrs. Johnson](#)  
[“Grumpy Cat”](#)  
[by Britta Teckentrup](#)



Ms. Julia reads,  
[“How Many Friends Can You Count?”](#) by  
Holly Hartman



[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



# B-I-N-G-O

## Primary Objectives

- 5. Demonstrates balancing skills
- 23. Demonstrates knowledge of patterns

## Why It's Important

An engaging way to illustrate a pattern is by singing a song. The repetition of a song's refrain helps your child anticipate what comes next.

## Materials

Wall chart with the words to "Bingo": *There was a farmer had a dog and Bingo was his name-o. B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-o.*

## What You Do

1. Hang the song chart on the wall in an area where your child can easily see it.
2. Invite your child to sing a song with you. Explain that you will sing the song together and clap your hands while spelling out the name *B-I-N-G-O*.
3. Start singing slowly so that your child learns the tune and the words. Refer to the song chart as you sing.
4. Repeat the song several times using different motions each time. *This time when we sing, let's jump for each letter when we say Bingo's name.*
5. Encourage your child to lead the song and decide what the motion should be.
6. Encourage him to teach the song and body movements to a family member or friend.

# Go Fish

## Primary Objectives

20c. Connects numerals with their quantities

## Why It's Important

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

## Materials

Deck of cards

## What You Do

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



# Spring Cleaning

## Primary Objectives

13. Uses classification skills

## Why It's Important

Cleanup time can be fun, and it will teach your child organizational skills as he sorts his toys and talks about the resulting groups.

## Materials

Paper; markers; beads of various colors, shapes, and sizes; large containers

## What You Do

1. Ask your child to help you organize his toy shelf. Place a large collection of toys on the table and ask your child to make some suggestions for organizing the toys so he and his playmates can easily find what they need.
2. Take note of his suggestions and then ask him to sort the toys into various containers: *I like your idea for sorting the dollhouse parts and the parts to the marble ramp. Can you show me how you will sort them in these containers?*
3. Talk about how to make the toys easy to find in the containers. Suggest making word or picture labels for the containers. Encourage your child to help you label each container by drawing a picture to attach to the front. Write the name of the toy next to his picture. *You drew a puzzle piece, so I will write 'Puzzles' next to your picture.*
4. Look for other opportunities for your child to sort collections around the house as a way to help you organize.

# Making Posters

## Primary Objectives

14a. Thinks symbolically

## Why It's Important

Using art is an effective and fun, hands-on way to extend your child's learning about ideas and concepts that you have discussed with him.

## Materials

Markers, pens, pencils, or other writing tools; large piece of paper; glue; scissors; magazines

## What You Do

1. Think about ideas you have recently read or talked about that sparked your child's interest. Gather magazines that contain pictures representing these concepts. For example, if you have talked about different insects, look for magazines that include pictures of a variety of insects. Some other ideas are vehicles, flowers, or birds.
2. Invite your child to make a poster for the idea you have talked about.
3. Explain that he may draw pictures to represent his ideas or cut them out of magazines and glue them to the large paper.
4. Encourage him to talk to you about what he is drawing or gluing to the paper.
5. Write down some of your child's words or encourage him to add his own words to the poster, if appropriate.
6. When the poster is finished and the glue has dried, invite your child to help you hang it on the wall. Encourage him to share the poster with his friends and family members and explain his drawings or the pictures he chose to include.