



www.juliatrotto.weebly.com

4/28/2020

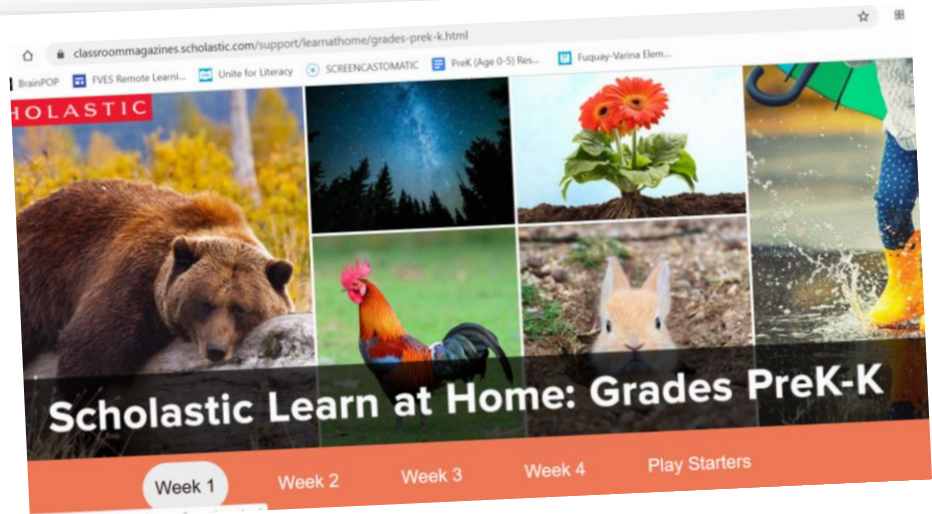
Hi Pre-K Families,
I hope you are well! Please send me pictures if you can! I miss my students so much!

Today's lessons include:

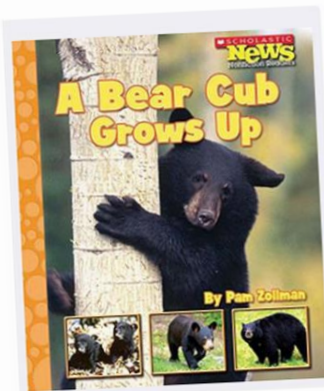
- Scholastic's Week 2 Day 2: Animal Studies-Bears
- Teacher Read Alouds & Daily Reading Quest
- Language & Literacy Activities from Teaching Strategies Gold
- Daniel Tiger & Esme & Roy (social emotional videos from PBS Kids)

Happy Learning! Ms. Julia Troto

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 7: Animal Studies - Bears

Watch the Story:

Bear Snores On by Karma Wilson and Jane Chapman

Read the Book:

A Bear Cub Grows Up by Pam Zollman

[Take Me There!](#)



Video: Bedtime for Bears

Ready, set...sleep! How do bears prepare to hibernate?

[**Watch the Video**](#)



Building Activity:

Make a Den

Do the Activity

Make a Den

Bears set up comfortable dens where they can hibernate. They gather leaves for a bed and shut out the winter chill to stay comfy and warm all winter long.

- Give your child a few linens, like quilts, sheets, or towels.
- Decide on a place in your home that might be a good spot for making a shelter.
- Let your child experiment draping the linens in different ways. Your child can play the bear and figure out the best way to cover him- or herself.
- If you like, you can let your child use pillows for a comfy bed and even take a couple of stuffed animals into the den to be bear cubs!

Animal Habitats: Woodland Animals

PebbleGo

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Woodland Animals

Woodlands Nesters Climbers Forest Floor Winter Read More

Woodlands are filled with trees, bushes, and plants. Woodlands are often found between grasslands and **polar** areas. Woodland animals live in a forest of changing seasons.



Print

Media

Cite Article Activities Video

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PebbleGo:
Username: FVES
Password: Rockets

PreK-K: Daily Reading Quests

Listen as a grownup reads a story or book to you. Then pick an activity from the list below! You can try a different activity every day, or repeat a favorite.

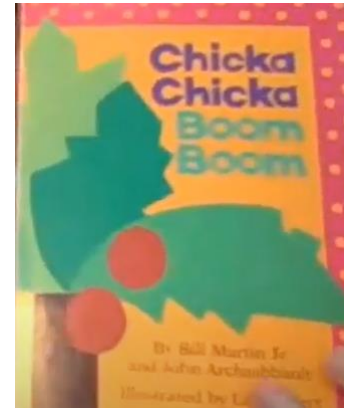
A **character** is someone who is in a story. It can be a person, an animal—even a robot!
Describe your favorite character from the story. What do you like most about them? Talk about it with a grownup.

What part of the story **surprised you** the most? Talk about it with a grownup.

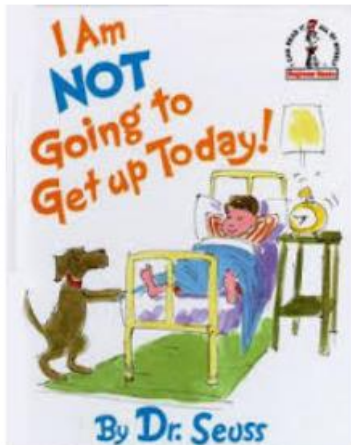
Turn to a page in the book. Tell a grownup **what is happening in the picture**.



Click the image to hear Ms. Julia read, "I Hear", by Phoebe McGuffee



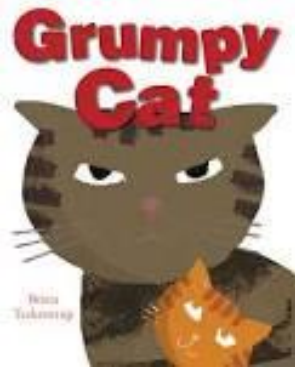
[Mrs. Byars reads, "Chicka Chicka Boom Boom", by Bill Martin Jr...](#)



["I'm Not Going to Get Up Today!", by Dr. Seuss; Read aloud by Mrs. Flor Schakel](#)

“Support comprehension with interesting conversations

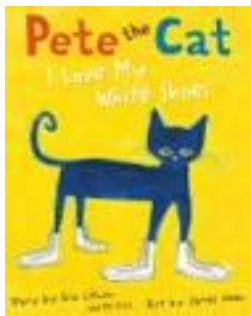
When children are familiar with a story and ready to think more deeply about it—especially during a second or third reading—teachers can spark conversation with open-ended questions.” [\(Parents, Click Here to Read Full Article from NAEYC\)](#)



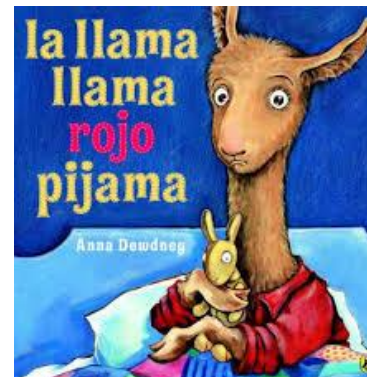
[Read Aloud with Mrs. Johnson](#)
[“Grumpy Cat”](#)
[by Britta Teckentrup](#)



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

Daniel Tiger's Neighborhood: Daniel's Bicycle/Katerina's Magic Trick

SIGN IN TO PBS KIDS

APPS

HELP

UNC TV
Public Media North Carolina

TV TIMES



PARENTS ▶

▶ NOW PLAYING

Daniel Tiger's Neighborhood: Daniel's Bicycle/Katerina's... (22:32)
Goals: Social & Emotional Growth [More info](#)




LIVE TV




Esme & Roy: Bedtime for Hugo



SIGN IN TO PBS KIDS










APPS HELP **UNC TV** TV TIMES 
Public Media North Carolina







PARENTS ▶

NOW PLAYING Esme & Roy: Bedtime for Hugo (12:18)
Goals: Social & Emotional Growth [More info](#)



Did You Ever See...?

Primary Objectives

15a. Notices and discriminates rhyme

Why It's Important

Children enjoy singing playful, silly songs with rhyme and rhythmic language. Involving your child in these types of musical experiences helps her become more aware of the sound structure of spoken language.

Materials

Recording of the folk song "Down by the Bay" by Raffi and Nadine Bernard Wescott; pictures of familiar animals or a similar selection of plastic animals

What You Do

1. Sing "Down by the Bay" with your child so that she is familiar with the song.
2. Remind your child that rhyming words are words that sound alike at the end. Give some examples of rhyming words in the song. Invite her to repeat the rhymes she hears in the song.
3. Next explain that you and your child are going to make up a new verse of the song together. Show her the pictures and review the names of the animals. Ask her to choose a picture.
4. Invite her to sing a new verse with you, inserting the name of the selected animal. Pause appropriately to let your child supply a word that rhymes with the animal's name. For example, *Did you ever see a sheep driving a Jeep, down by the bay?*
5. Sing the new verse with your child. Create new verses together for as long as she is interested.

“I Love You” Card

Primary Objectives

19b. Writes to convey meaning

Why It’s Important

Giving your child a purpose for writing directs his attention away from random scribbling. It is important to give your child a specific task with paper and writing instruments. Creating a greeting card is a great way for your child to practice writing.

Materials

Markers, pens, pencils, or other writing tools; stamps; card stock; old greeting cards

What You Do

1. Set up the art supplies at a table within your child’s reach.
2. Invite your child to make an “I Love You” card for a family member or friend.
3. Ask him to recall cards he has sent or received for a birthday or other special occasion. Show him the greeting cards as an example of what cards can look like. *When did someone give you a card?*
4. Explain that he may use any of the writing instruments to make his own card. Ask him to work on the front and inside of the card. *What will you put on the front? What do you want Daddy to see when he opens the card?*
5. If your child asks, record his dictation on the card. Encourage him to talk about his ideas as he works on the card. *You are using the yellow crayon on the inside. What are you making?*
6. If he is interested, allow him to make multiple cards for other friends or family members.

Passwords & Resources



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

Choose: **I am a student**

Password: **FVESkinders**



[PebbleGo](#)

Username: **FVES**

Password: **Rockets**



FVES Kinder

Remote Learning

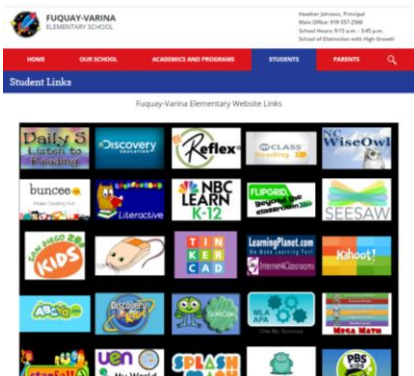


Tumblebooks:

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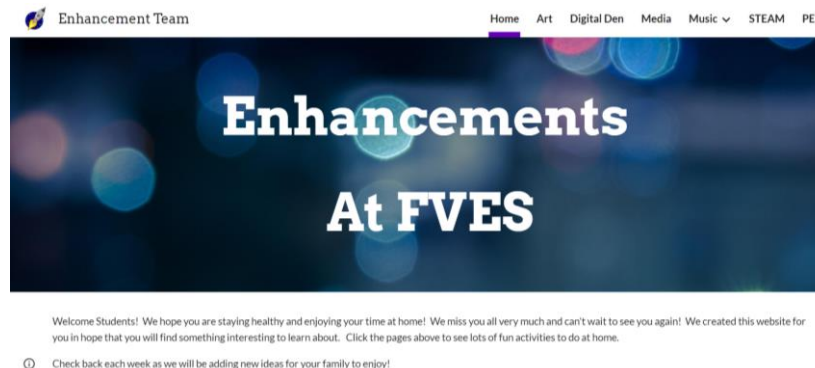
FVENC

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!