



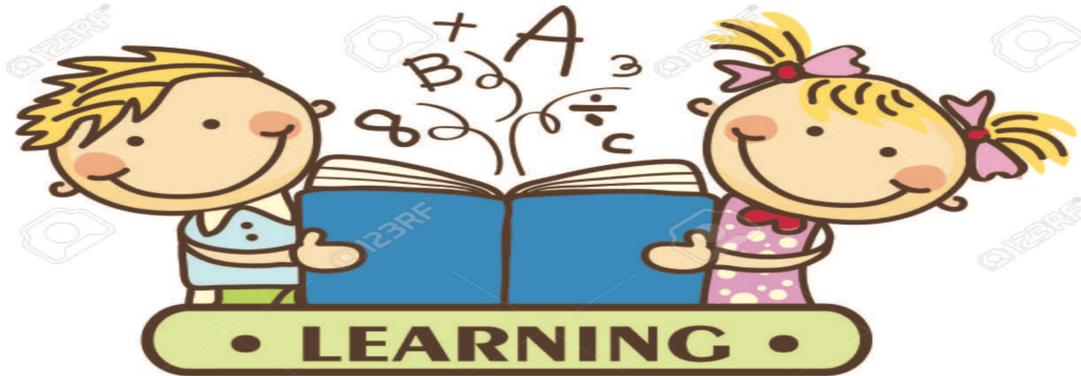
LA MESA-SPRING VALLEY SCHOOLS

4750 Date Avenue
La Mesa, CA 91942
619 668-5700
www.lmsvschools.org

HOME INDEPENDENT WORK PACKET

PRESCHOOL SDC, STATE FUNDED, AND SMART STEPS

PACKET 1 APRIL 13 - APRIL 24



Pre-K students should be engaged in a variety of activities while at home. It is most important for families to read and talk to their Pre-K children. Please use the tools below to support continued learning with our youngest students. Included is a sample 3-hour schedule. Please do not feel the need to follow the daily schedule. It is meant as a support and tool for you. If your child attends an afternoon preschool class, it may be beneficial to keep the continuity of afternoon structure and learning.

Included in this packet:

Activity Worksheets: *You will not do every page of the attached activities. Choose the ones best for your child.*

- Week 1: Literacy, Math and Listening Skills Activity Worksheets
- Week 2: Literacy, Math and Listening Skills Activity Worksheets

Resources Pages:

- A cut out schedule that you may use as a visual to help your child know what is coming next. You might work with your child to add some fun pictures to help him/her read the schedule.
- Poems and Nursery Rhymes
- Hand-washing Poster

Visit our Preschool Learning Resource Page for more ideas:

English: sites.google.com/lmsvsd.net/lmsvsdpreschool/

Spanish: sites.google.com/lmsvsd.net/educacion-temprana-de-lmsvsd/home

Sample Schedule:

| Time of Day | Activity | Description |
|-----------------------------|--|---|
| 8:00-8:30 or 11:00-11:30 | Breakfast/Lunch and Free Play | Eat and get ready for the day as your child would on a normal school day. Include a hand washing routine before eating. Our students scrub their hands for 20 seconds. Try singing the alphabet song or ask your child to teach you a song he/she sings in class while washing hands. |
| 8:30-8:45 or 11:30-11:45 | Focus Activity and Meeting | Focus your child toward what you will be doing for the next segment of your day. Allow for puzzles, books, journals, and small toy exploration. Have him/her practice writing their name daily. If needed, assist them with this at the beginning by using a model for them to trace. Use crayons, markers, pencils, paint brushes, etc. Mix it up. Talk about what you are going to do for the day. Preview activities you have planned and allow for choices. Read a book, nursery rhyme or a poem. |
| 8:45-9:15 or 11:45-12:15 | Outdoor/Gross Motor Time | Dedicate this time to movement. If the weather is nice, head outside to run, jump, ride a tricycle, throw, catch – whatever gets your child moving. If going outside is not an option, try to find a place in your home where your child can really move. Play a GoNoodle game on www.gonoodle.com Pick an activity from this great resource: http://www.the-special-needs-child.com/Gross-motor-activities |
| 9:15-9:20 or 12:15-12:20 | Hand Washing | Practice those great hand-washing skills. See included poster. |
| 9:20-9:40 or 12:20-12:40 | Intentional Teaching Time: <i>You will not do every page of the attached activities. Choose the ones best for your child.</i> | Choose a Literacy or Mathematics and Listening Skill activity from the packet. |
| 9:40-10:40 or 12:40-1:40 | Choice Time | This is the time where you allow your child to decide what toys they want to play with. Allow them to play with whatever they like, in the manner that they like (as long as it is safe). This is the time for you to play WITH them. Follow their lead, join in, be a partner in their play. Do not take control. This is a bonding and learning time. Be sure your child cleans up the toys after choice time. |
| 10:40-11:00 or 1:40-2:00 | Read Aloud | Enjoy a story with your child. Read a book from your home. Or, find a read aloud story online at storylineonline.net or YouTube. Be sure to talk about the story. Make predictions. Ask questions. Have your child retell the story. Be sure to enter your reading on the Reading Log. |
| 11:00-11:20 or 2:00-2:20 | Intentional Teaching Time Part 2 <i>You will not do every page of the attached activities. Choose the</i> | Choose a different Literacy or Mathematics and Listening Skill activity from the packet. |

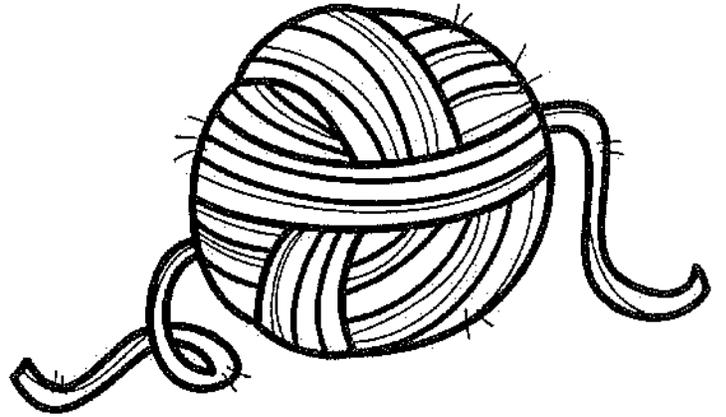
| | | |
|-----------------------------|----------------------------------|---------------------------------------|
| | <i>ones best for your child.</i> | |
| 11:20-11:30 or 2:20-2:30 | Music and Movement | Sing songs and dance with your child. |

Literacy, Math and Listening Skills Activities

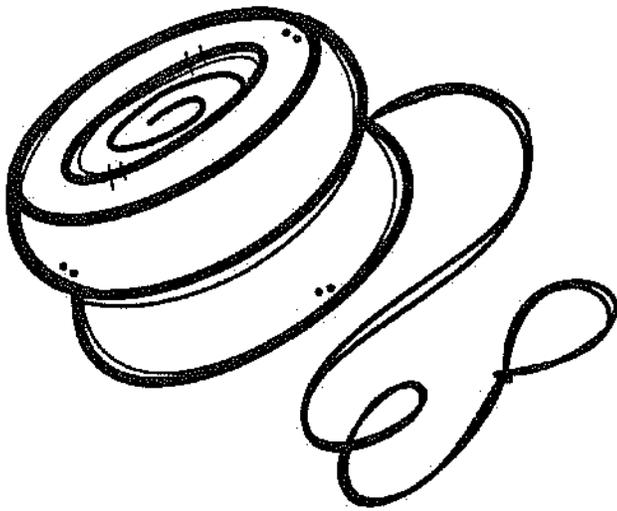
Week 1

April 13, 2020-April 17, 2020

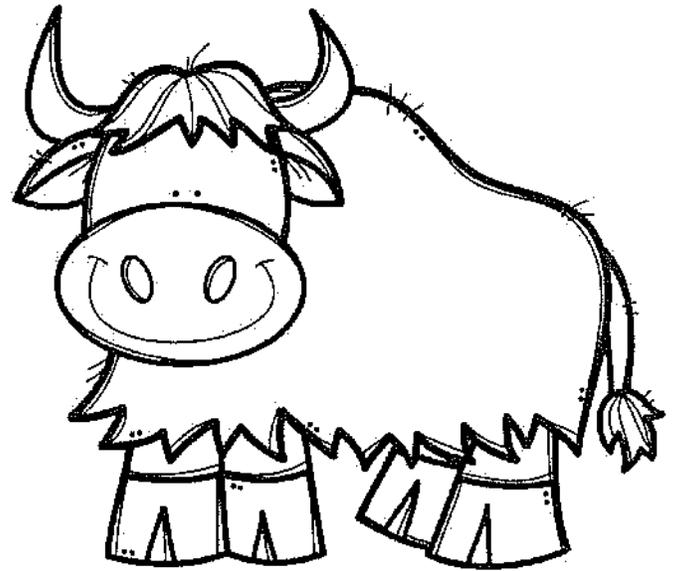
Yy



yarn



yo-yo

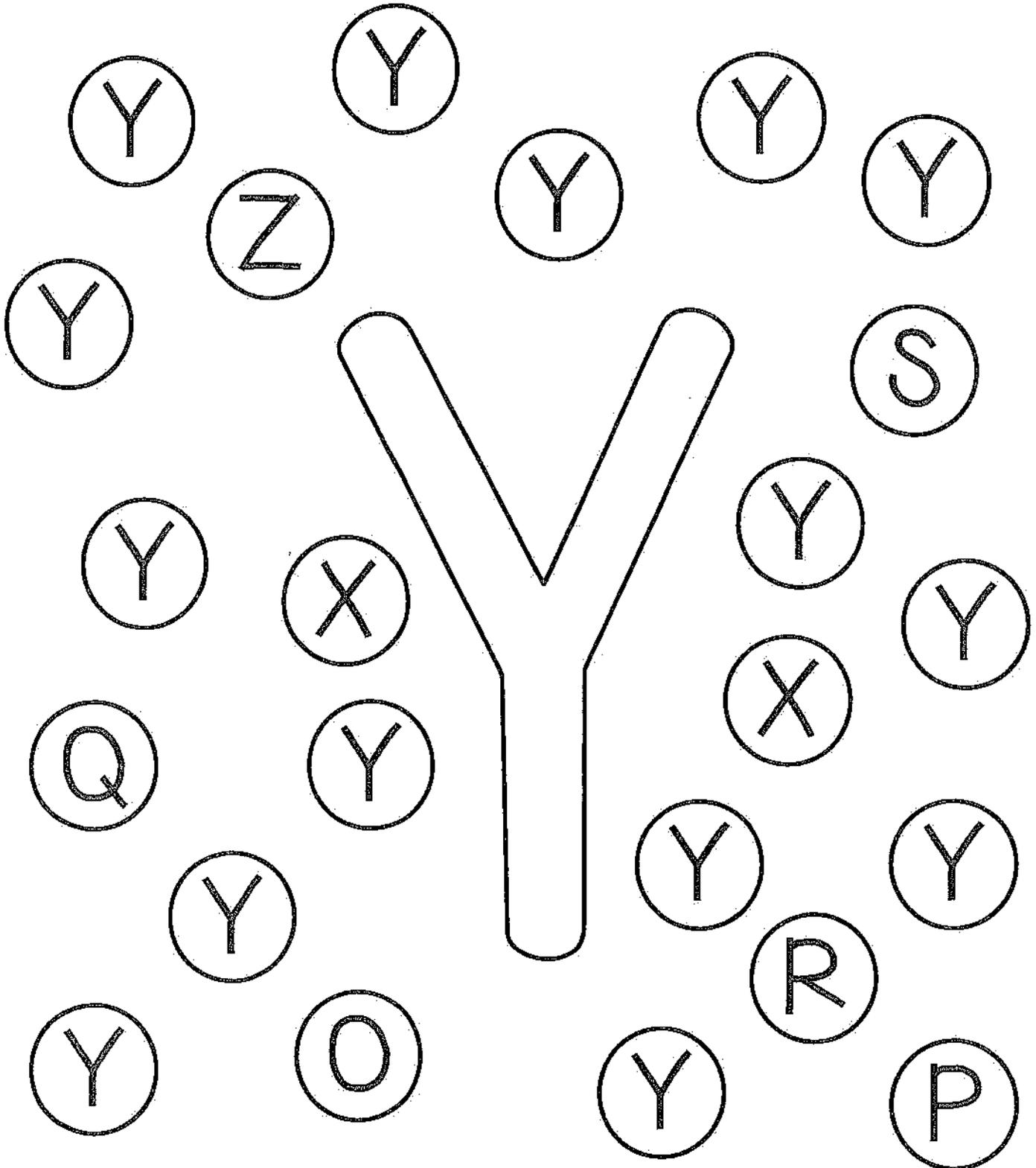


yak

Name : _____

Date : _____

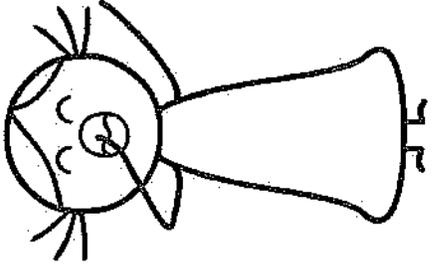
Dab or color letter Y



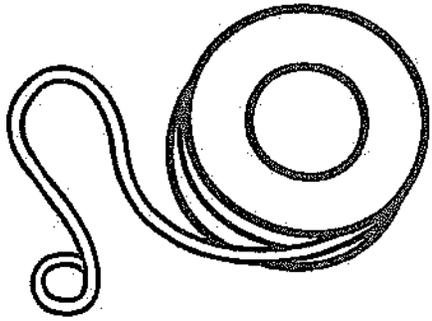
Name _____

I can color, cut and staple the pictures to make a flip-book.

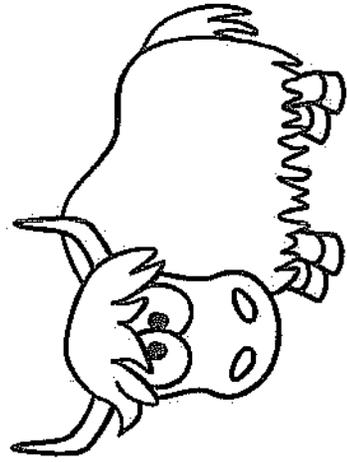
Y y is for



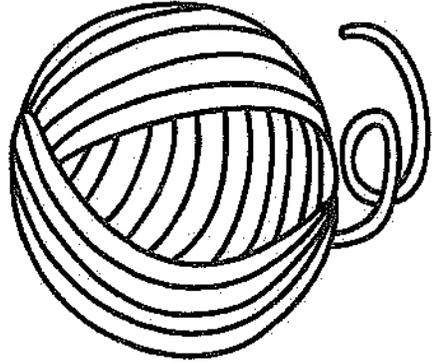
yawn.



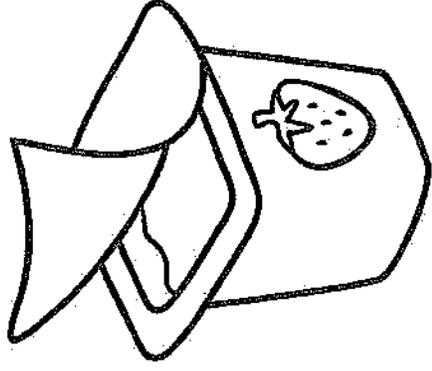
yo-yo.



yak.



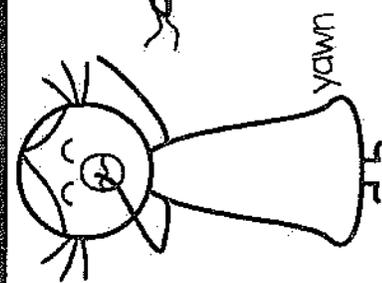
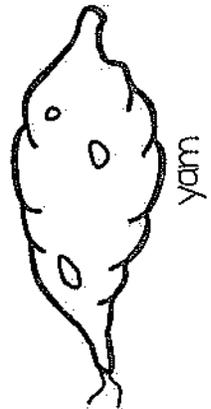
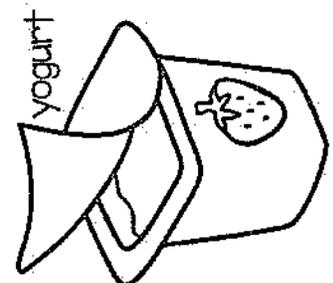
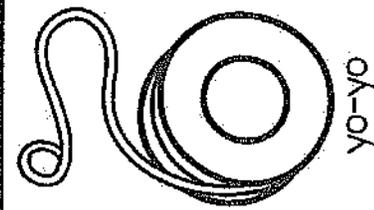
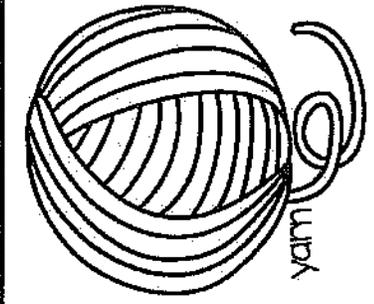
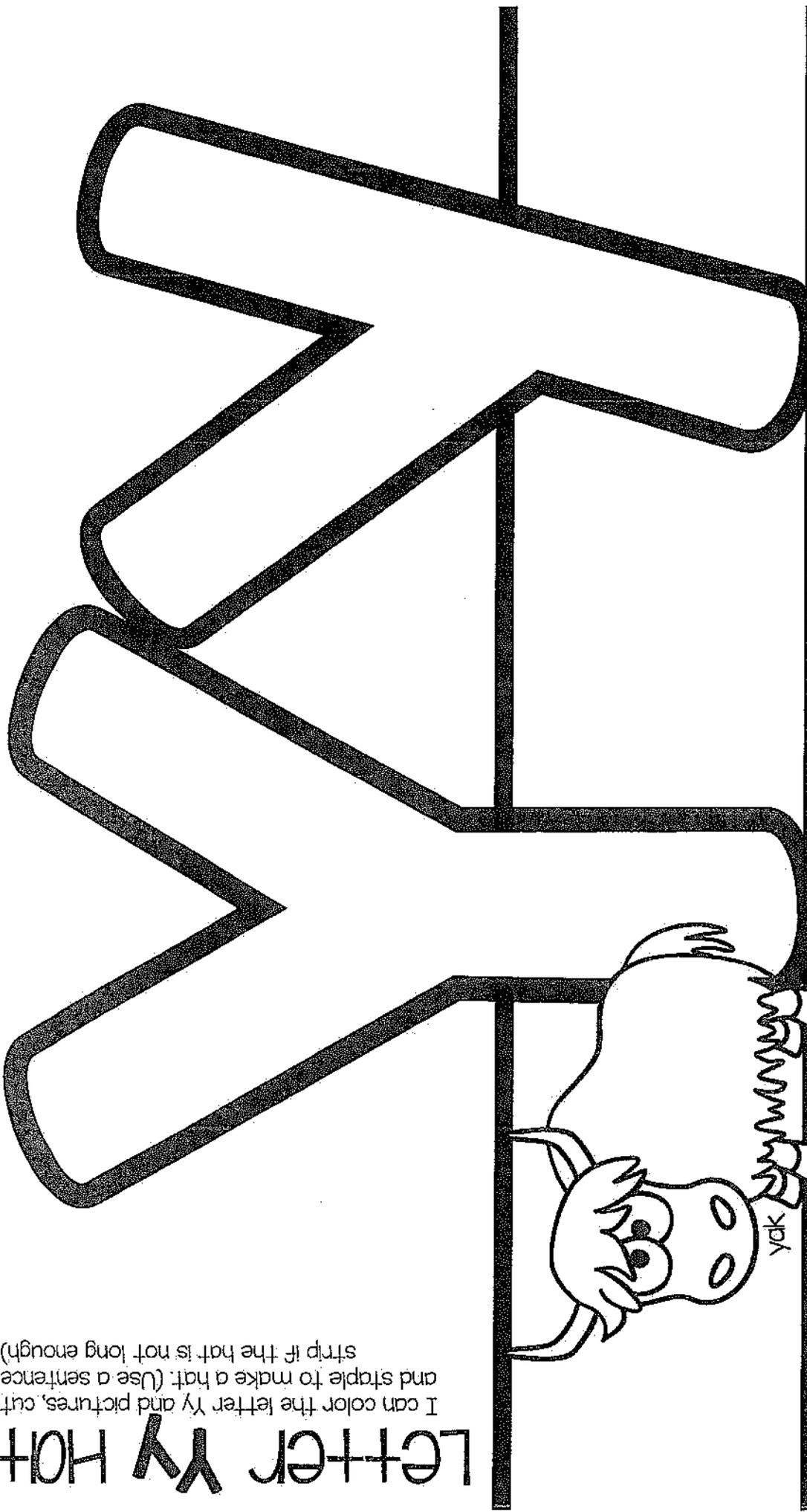
yarn.



yogurt.

Letter Yy Hat

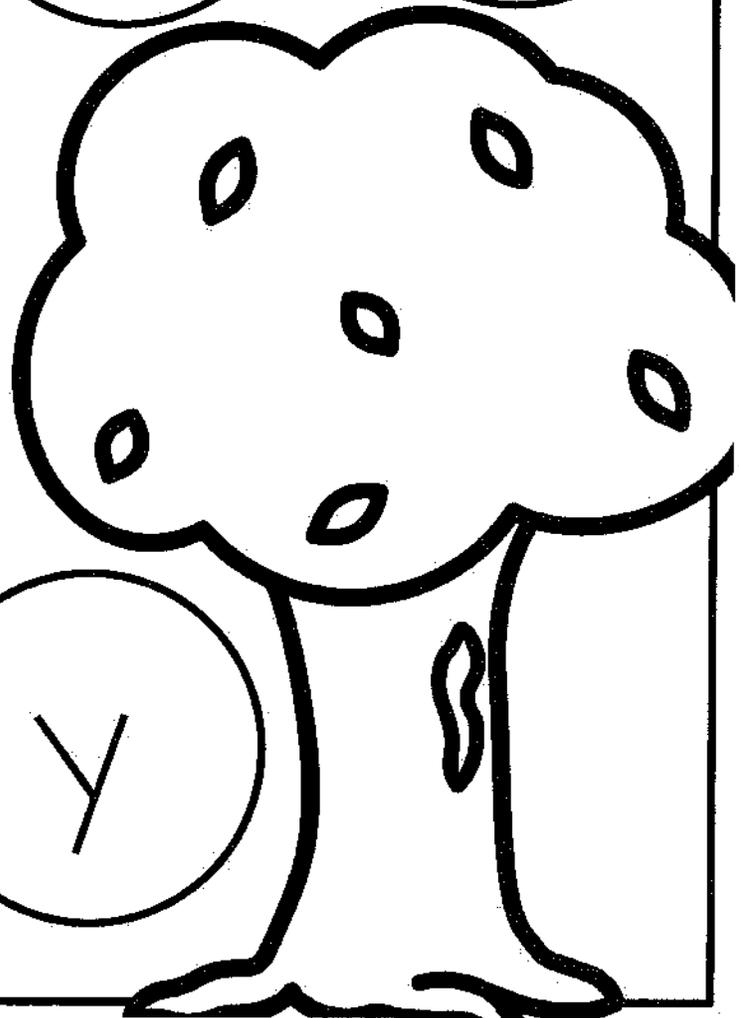
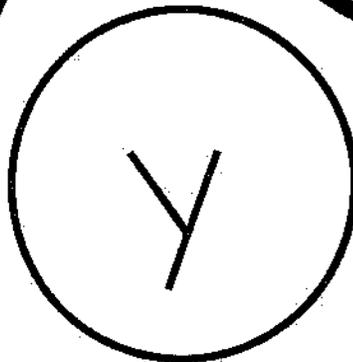
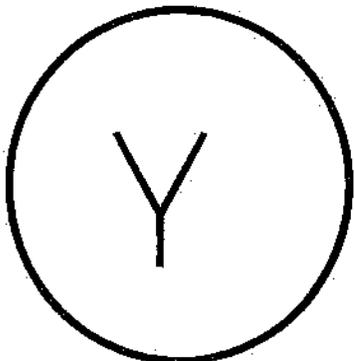
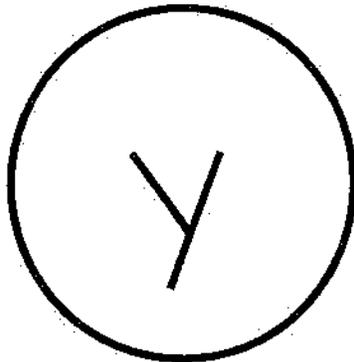
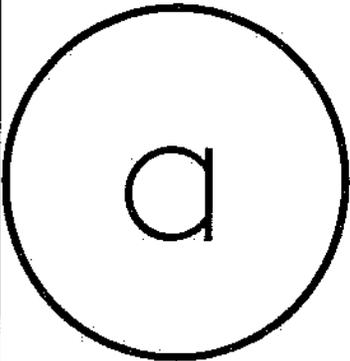
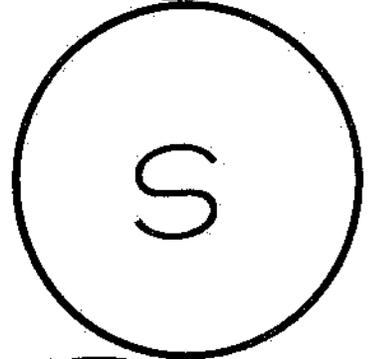
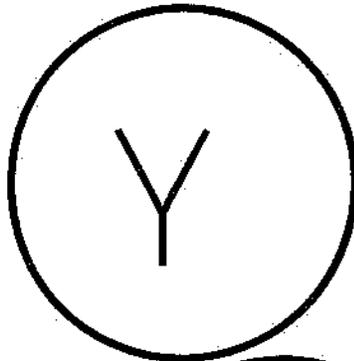
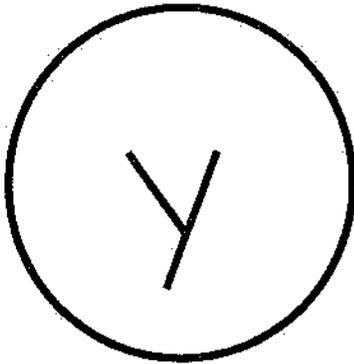
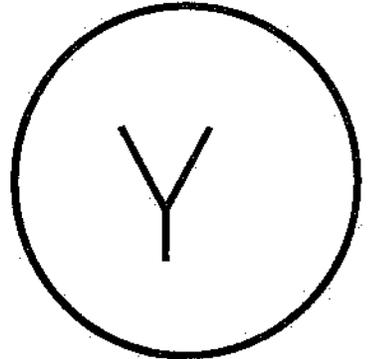
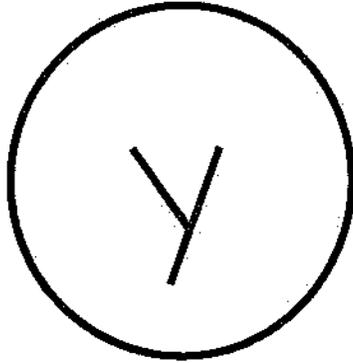
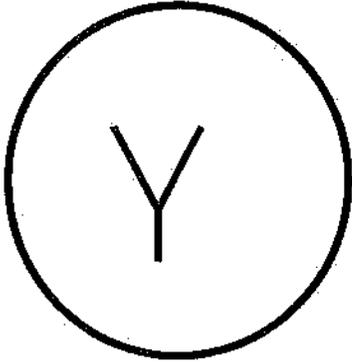
I can color the letter Yy and pictures, cut and staple to make a hat. (Use a sentence strip if the hat is not long enough)



Search & Find

Name: _____ Date: _____

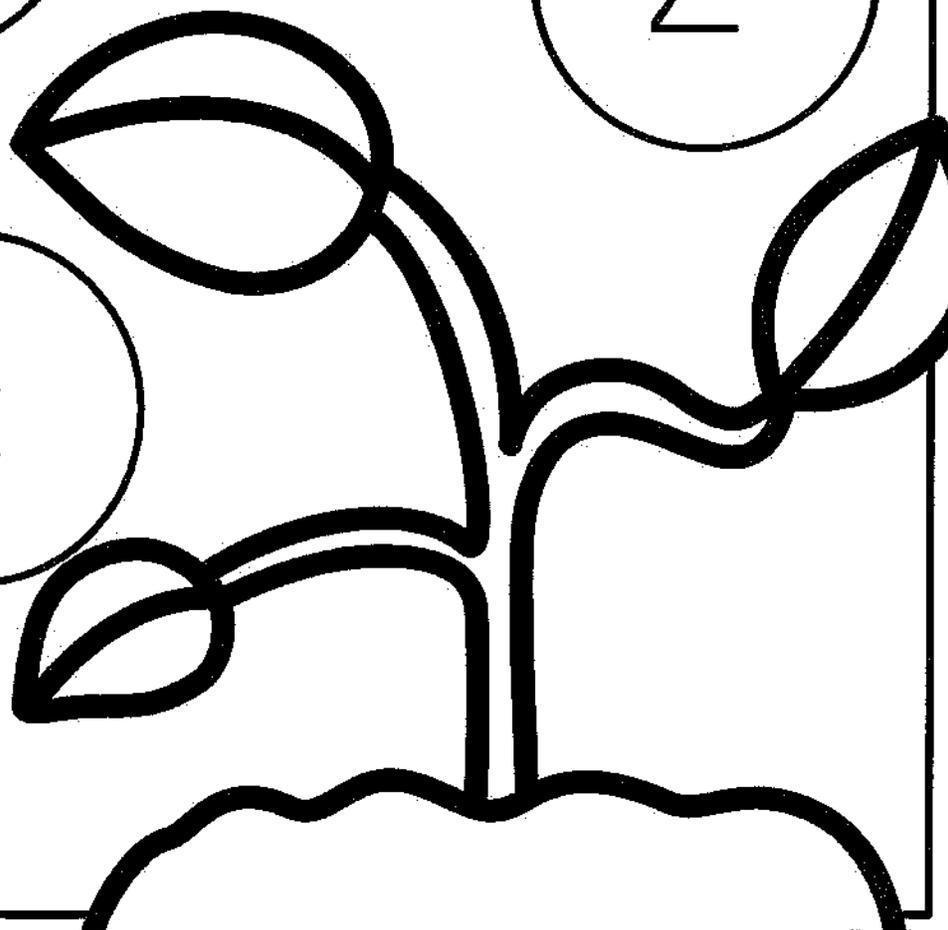
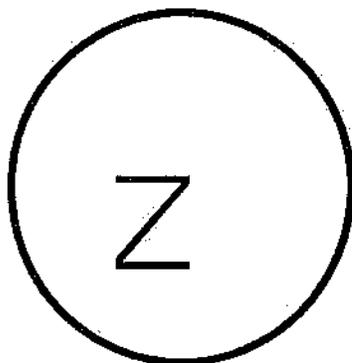
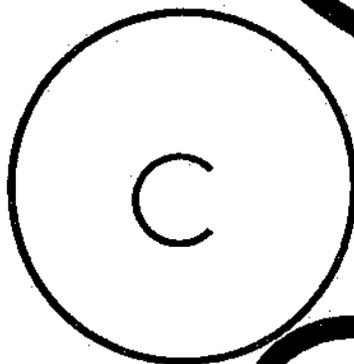
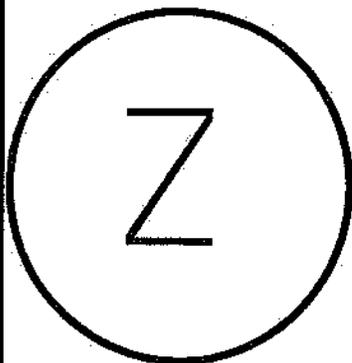
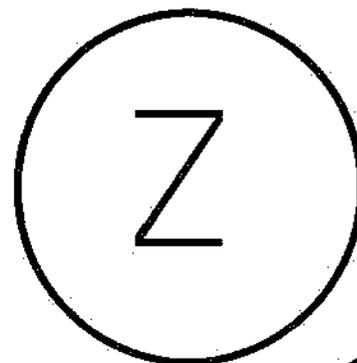
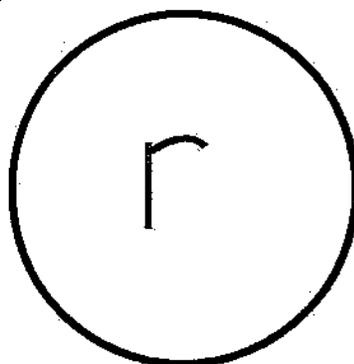
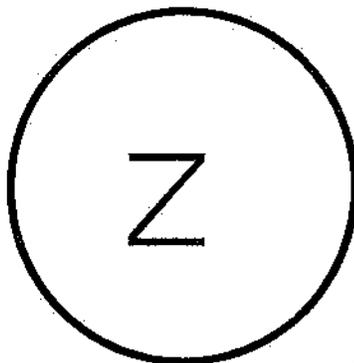
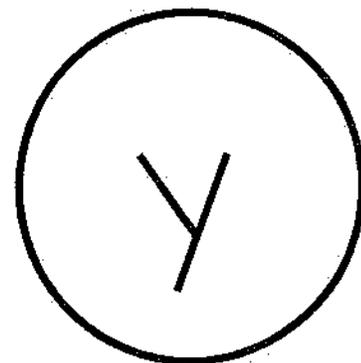
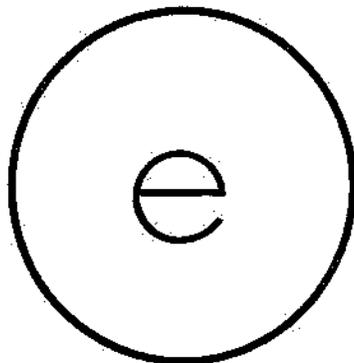
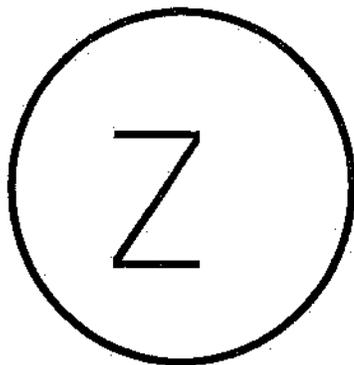
Directions: Color every letter Yy.



Search & Find

Name: _____ Date: _____

Directions: Color every letter Zz.

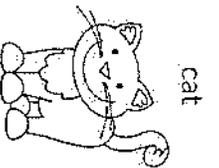


Name _____

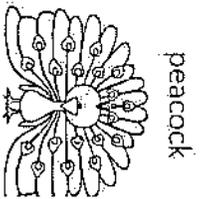
Feather, Fur or Scales



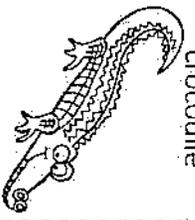
| | | | | |
|----------|--|--|--|--|
| Feathers | | | | |
| Fur | | | | |
| Scales | | | | |



cat



peacock



crocodile



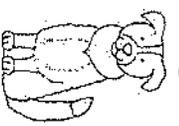
duck



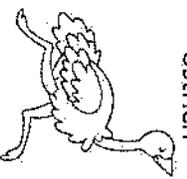
rooster



lizard



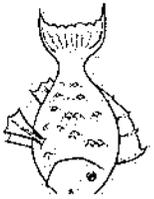
dog



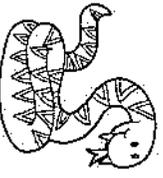
ostrich



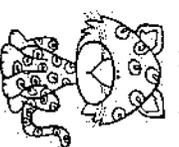
panda



fish



snake

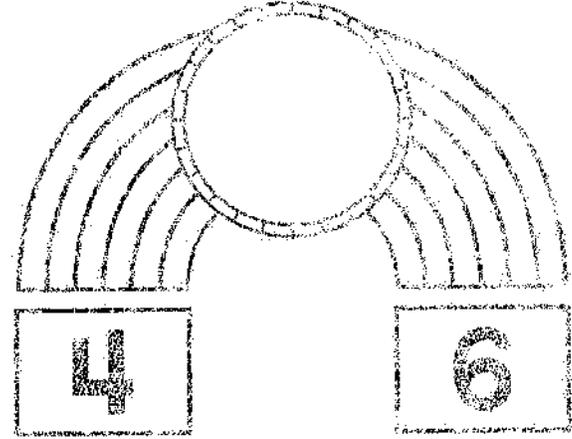
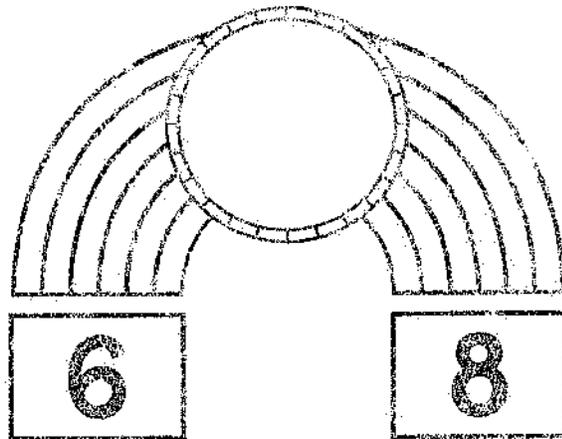
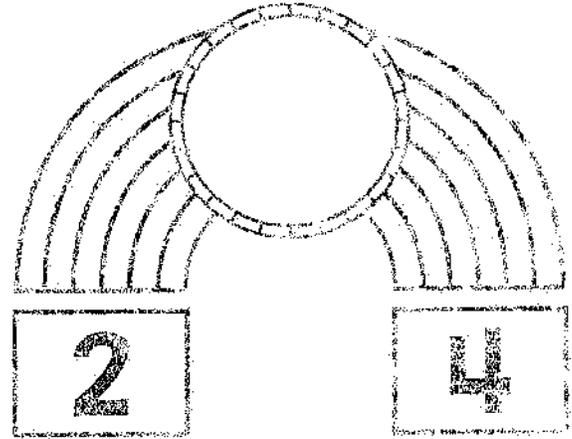
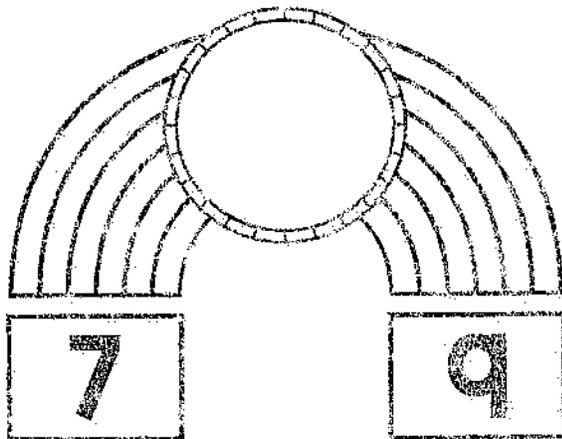
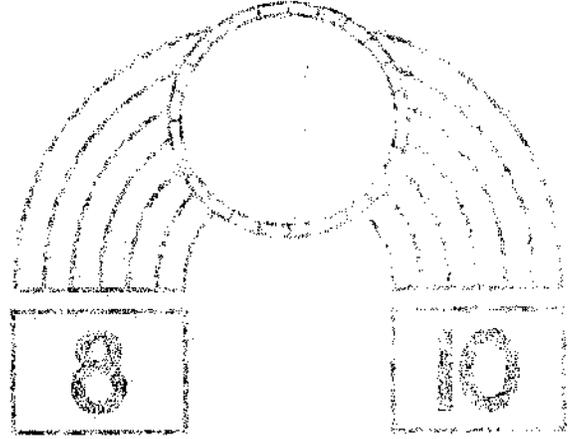
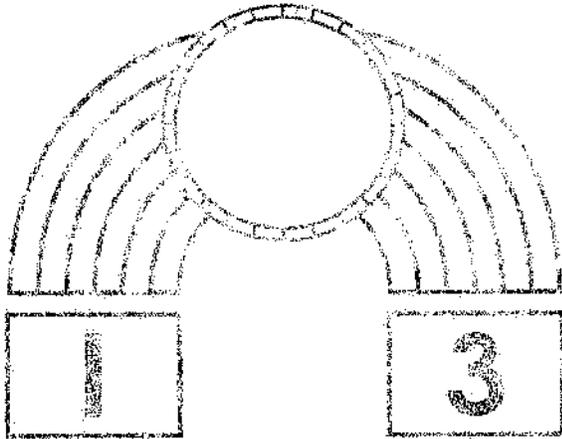


leopard

Name: _____

Missing Numbers

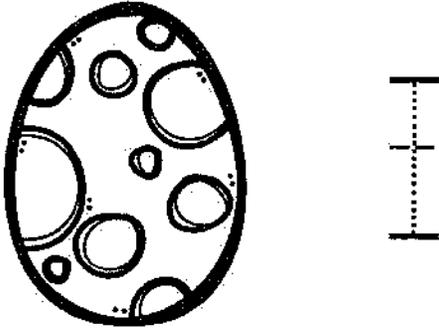
Write the missing middle numbers in the empty coins.



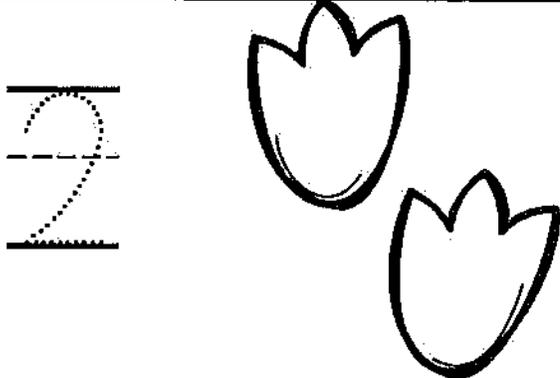
Color, Count, and Trace

Name: _____ Date: _____

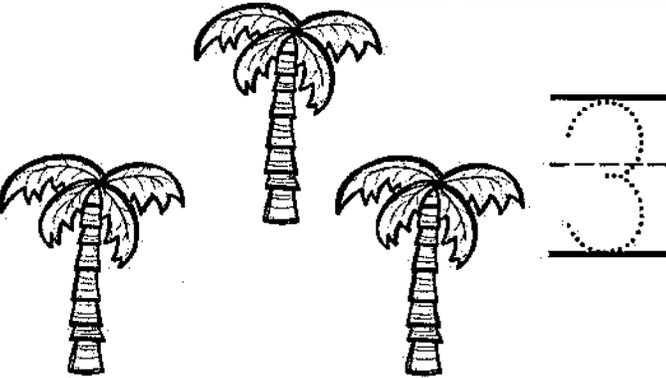
Directions: Color and count the pictures. Then, trace the numbers.



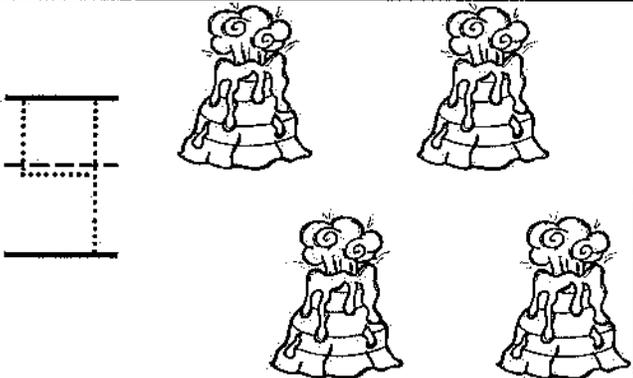
1



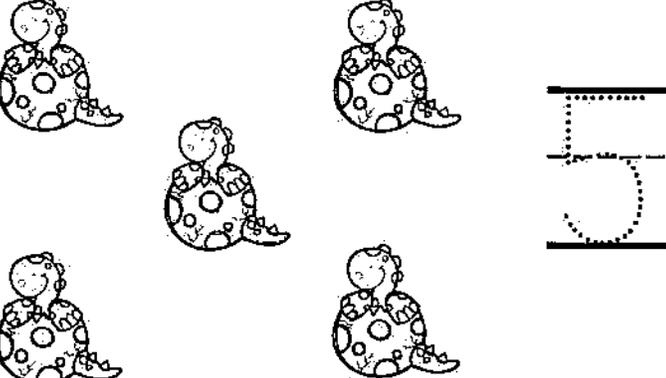
2



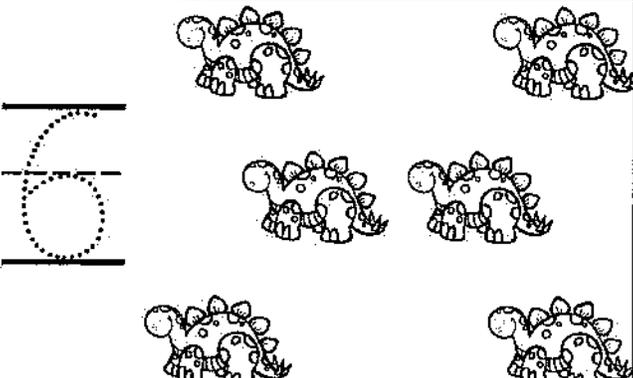
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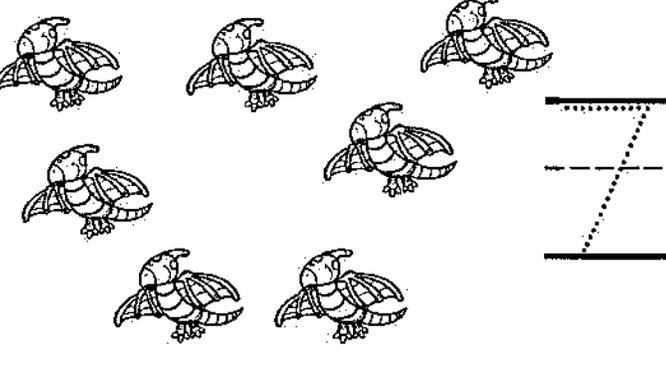
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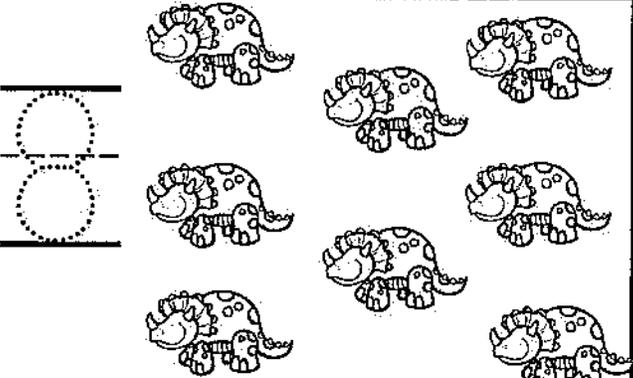
5



6



7

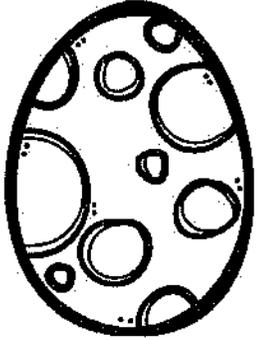


8

Color and Trace

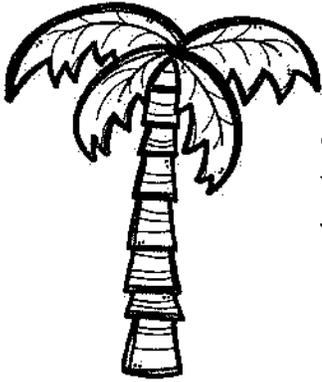
Name: _____ Date: _____

Directions: Trace the words, and color the pictures.



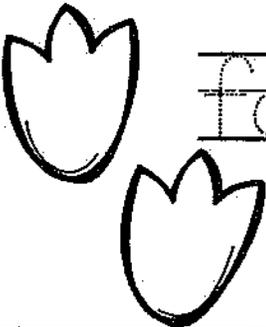
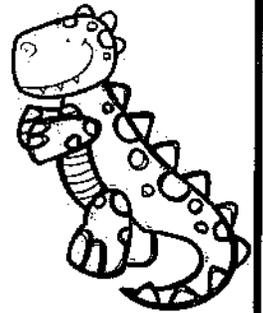
egg

rocks



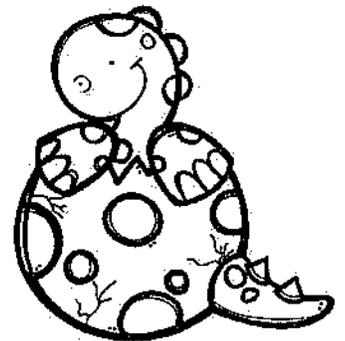
tree

T-Rex



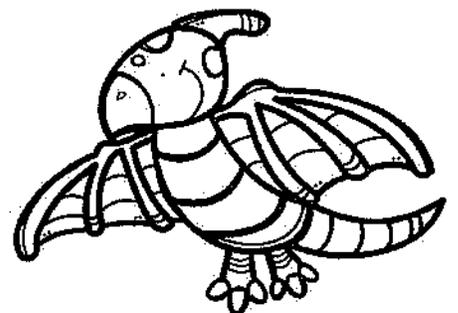
footprints

baby



volcano

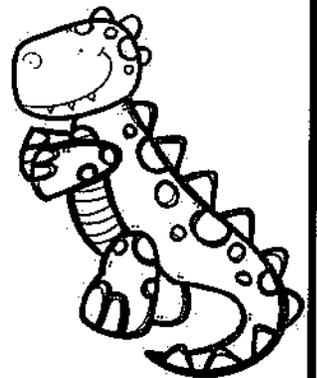
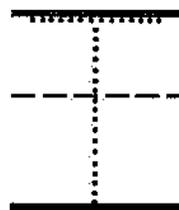
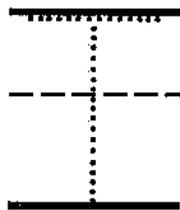
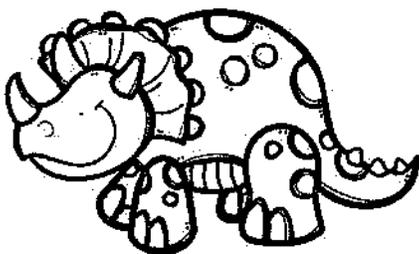
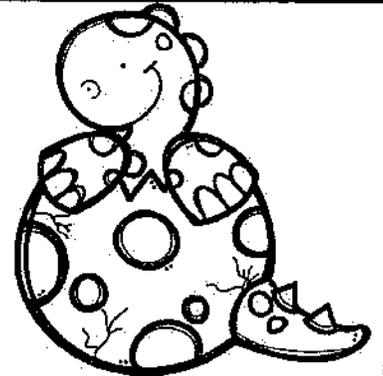
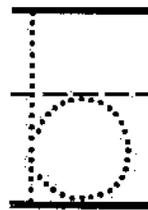
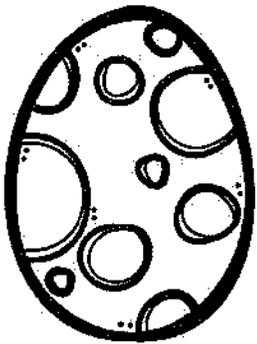
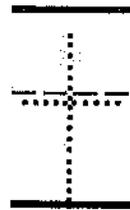
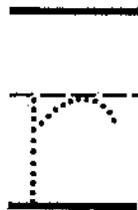
fly



Color & Trace Letter Fun

Name: _____ Date: _____

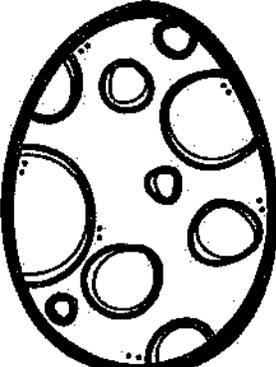
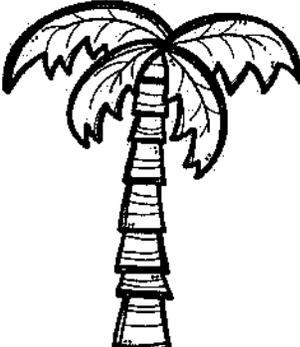
Directions: Trace the letters, and color the pictures.

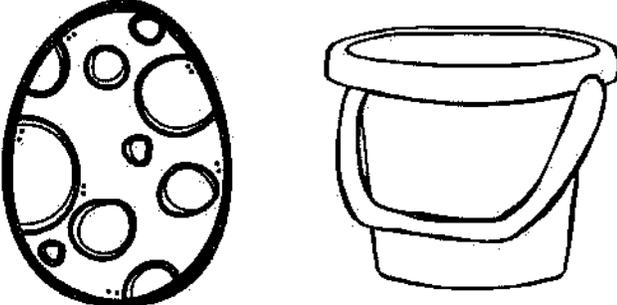
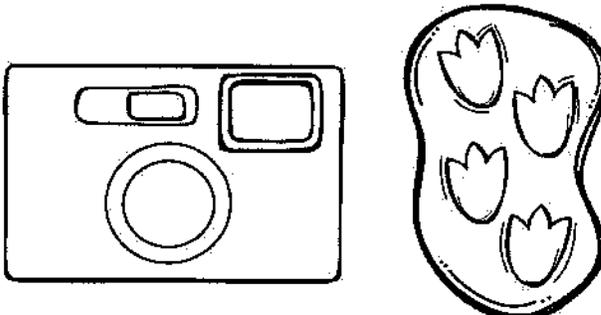
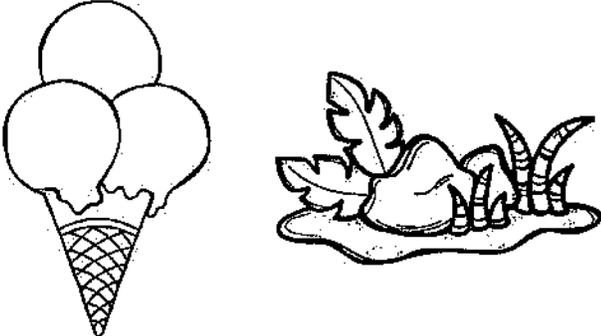
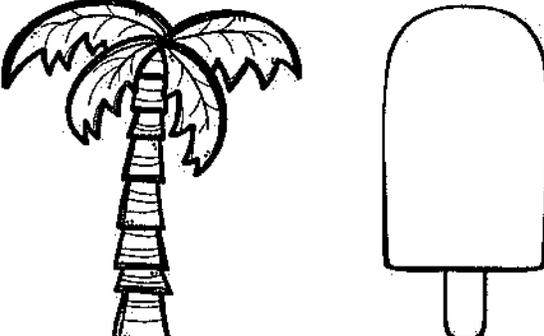


Read & Recall

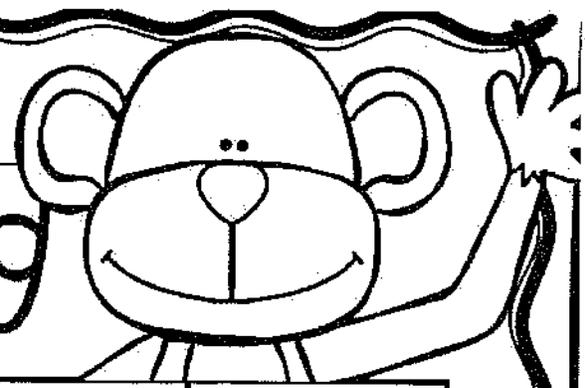
Name: _____ Date: _____

Directions: Read the story. Then, answer the questions that follow.

| | | | |
|--|---|--|--|
| <p>This is an egg.</p>  | <p>This is a footprint.</p>  | <p>These are rocks.</p>  | <p>This is a tree.</p>  |
|--|---|--|--|

| | |
|--|---|
| <p>Circle the egg.</p>  | <p>Circle the footprint.</p>  |
| <p>Circle the rocks.</p>  | <p>Circle the tree.</p>  |

Name: _____



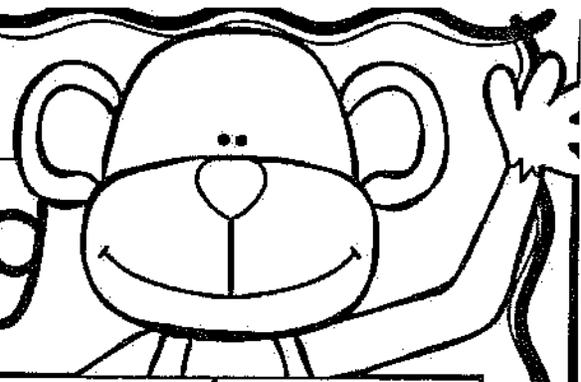
HANDWRITING

| | | | | |
|---|---|---|---|---|
| A | B | C | D | E |
| F | G | H | I | J |
| K | L | M | N | O |
| P | Q | R | S | T |
| U | V | W | X | Y |

Z

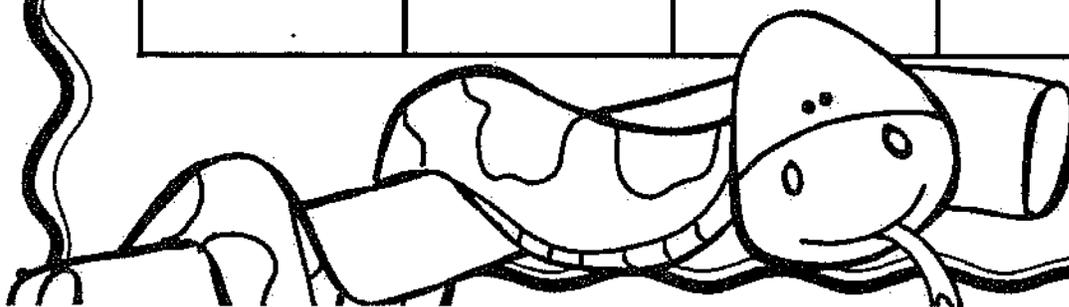


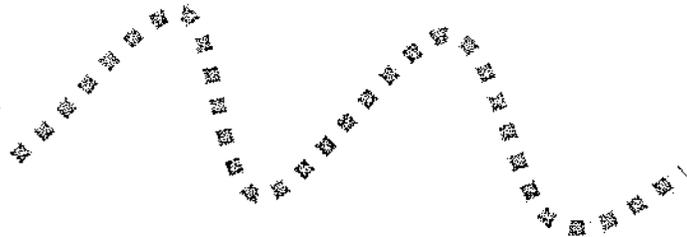
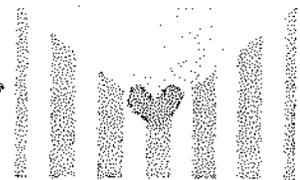
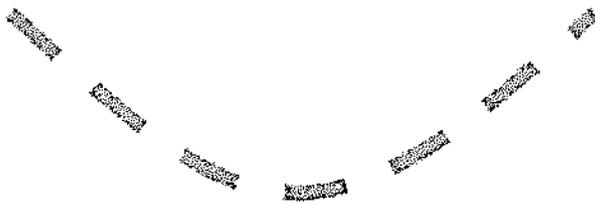
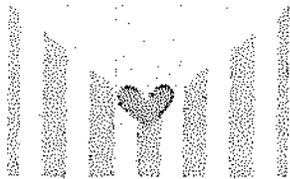
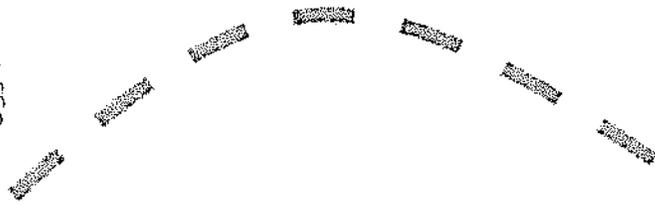
Name: _____



HANDWRITING

| | | | | |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |

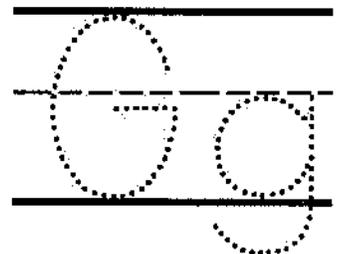
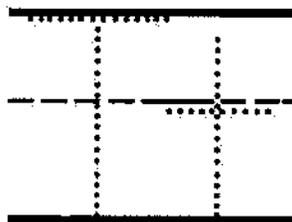
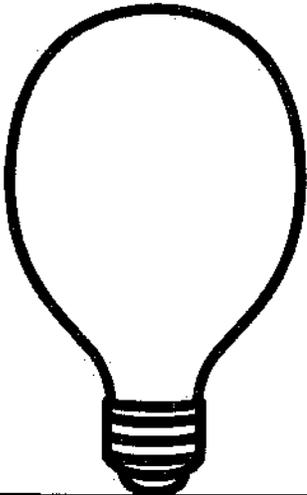
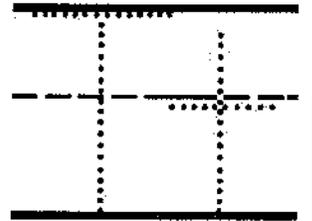
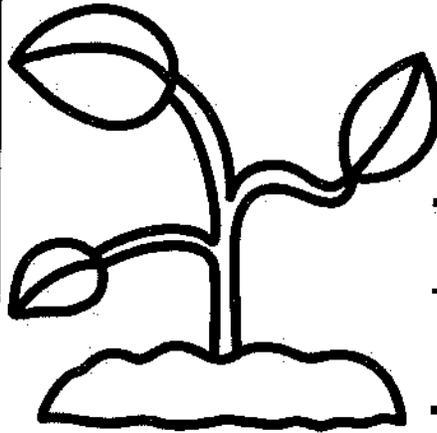
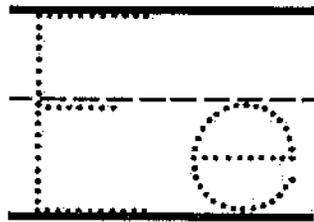
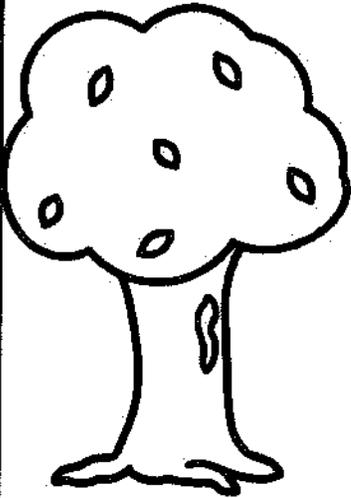
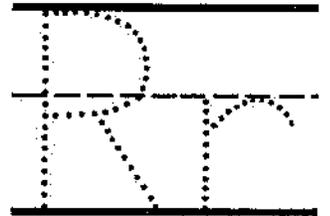
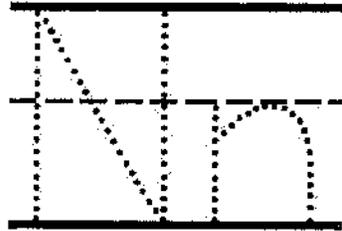
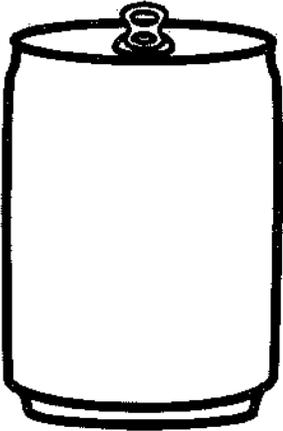




Ending Sounds

Name: _____ Date: _____

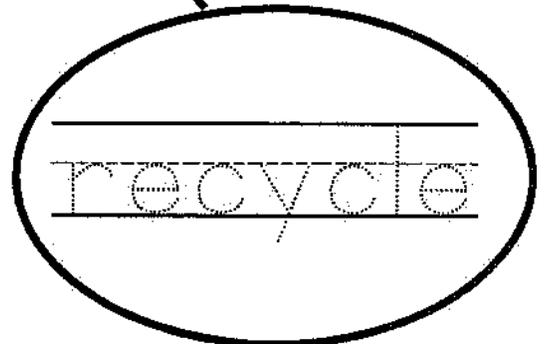
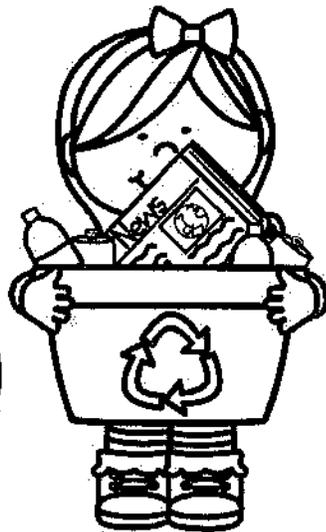
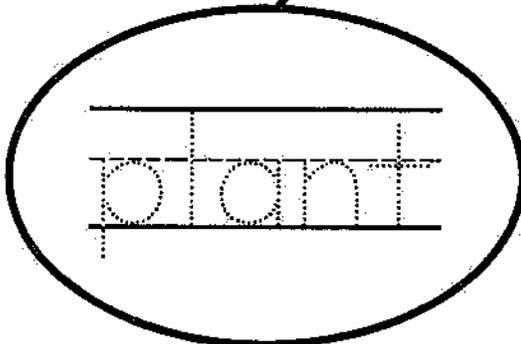
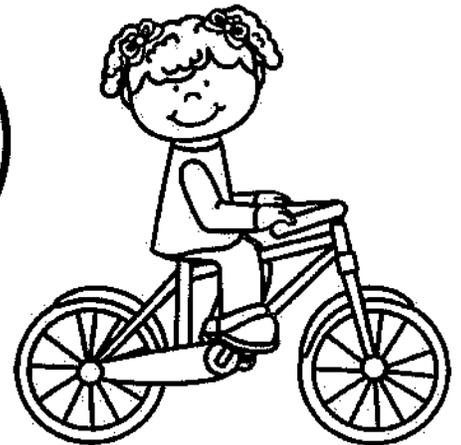
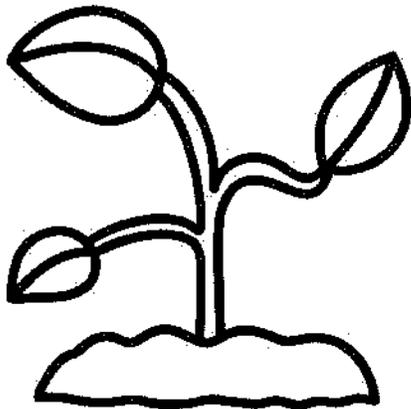
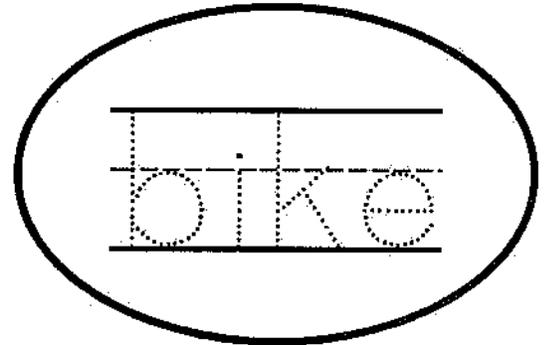
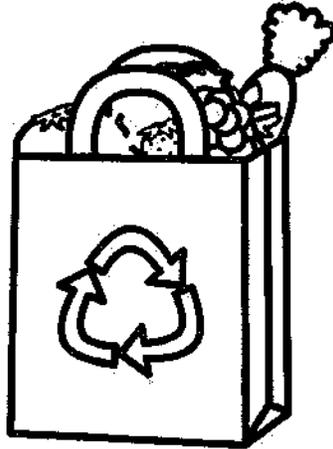
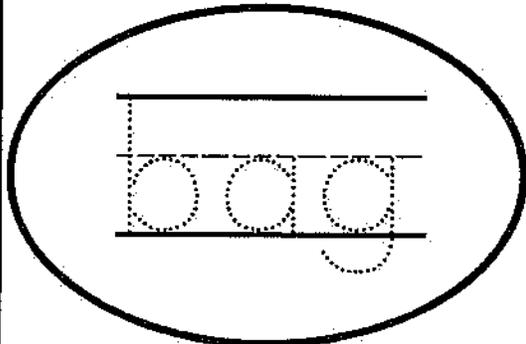
Directions: Trace and identify the ending sounds.



Earth Day Words

Name: _____ Date: _____

Directions: Trace and identify the earth day words.



Section B

Standards (this section builds upon the previous section)

Student will:

- follow single, oral directions, not repeated until the end of the lesson
- recognize color: brown
- recognize shape: rectangle
- draw shape: heart
- draw: big dot
- recognize spatial positions: bottom, inside

Teacher Information

In Section B, one direction is given in each line; the teacher may not repeat directions until the end of the lesson.

Explain that you will say what to do only one time until the end of the lesson, at which time you will repeat the directions so that everyone can catch up or check his or her work. Encourage students to try to remember what to do, and if they forget, to sit very quietly and wait for the next direction. This may be frustrating for young children at first; however, with reassurance and practice, this skill will be developed. Allow children to correct or complete their work when you repeat the directions at the end. Praise them for what they did correctly.

At the beginning of each lesson, say, "Listen very carefully because I will tell you what to do only one time. If you forget what to do, skip that part and wait until I tell you the next direction. At the end of the lesson, I will say everything again, and you may catch up or check your work. Ready?"



Section B (cont.)

Directions for Section B Lesson 13, page 26

Say: "Pick up a crayon.

Put your crayon on the ladybug.

Draw a line to the door.

Color the box.

Put down your crayon."

Directions for Section B Lesson 14, page 27

Say: "Pick up a crayon.

Put the crayon on the tree.

Draw a line from the tree to the chair.

Then draw a line from the chair to the ball.

Lastly, draw a line from the ball to the tree."

Directions for Section B Lesson 15, page 28

Say: "Pick up a crayon.

Put the crayon on the big X.

Draw a line from the X to the butterfly.

Next, color the happy face.

Put down your crayon."

Directions for Section B Lesson 16, page 29

Say: "Pick up a crayon.

Make a ring around one of the shirts.

Make a big X on the other shirt.

Put your crayon on the bee.

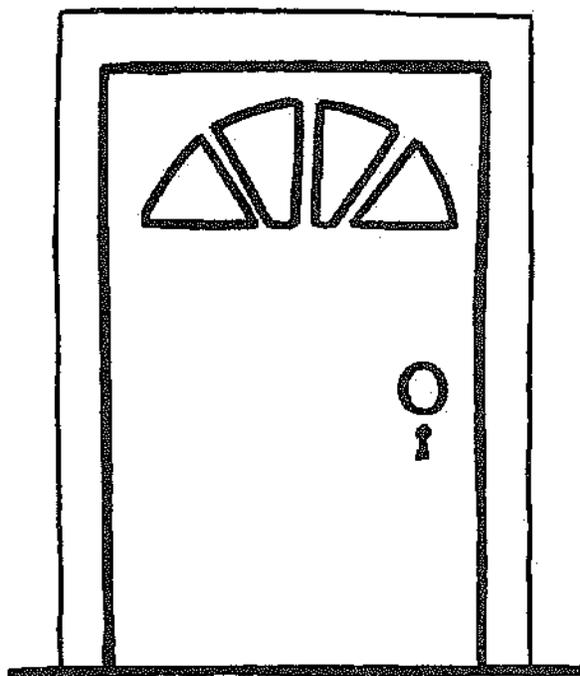
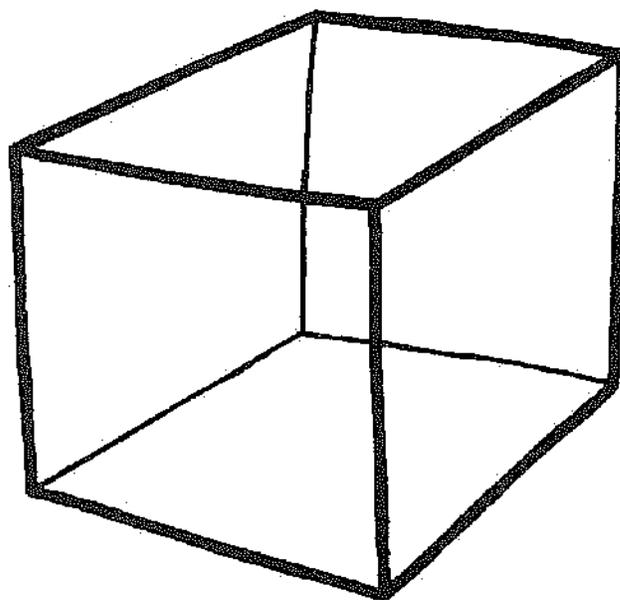
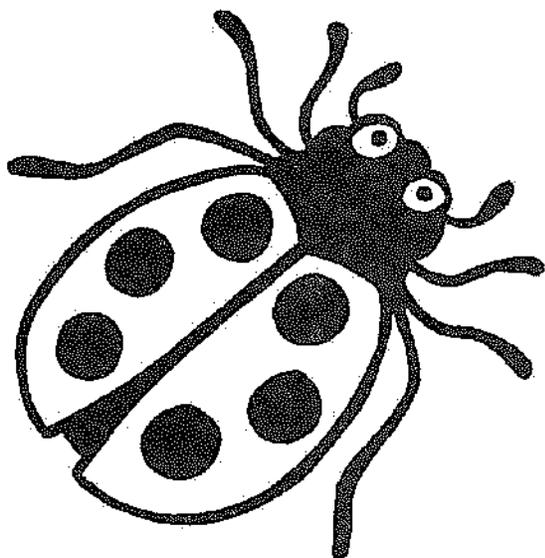
Draw a line from the bee to the triangle.

Put down your crayon."

Name _____

Section B

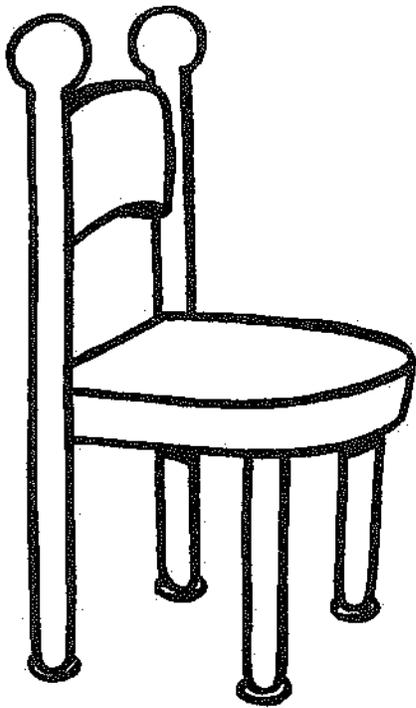
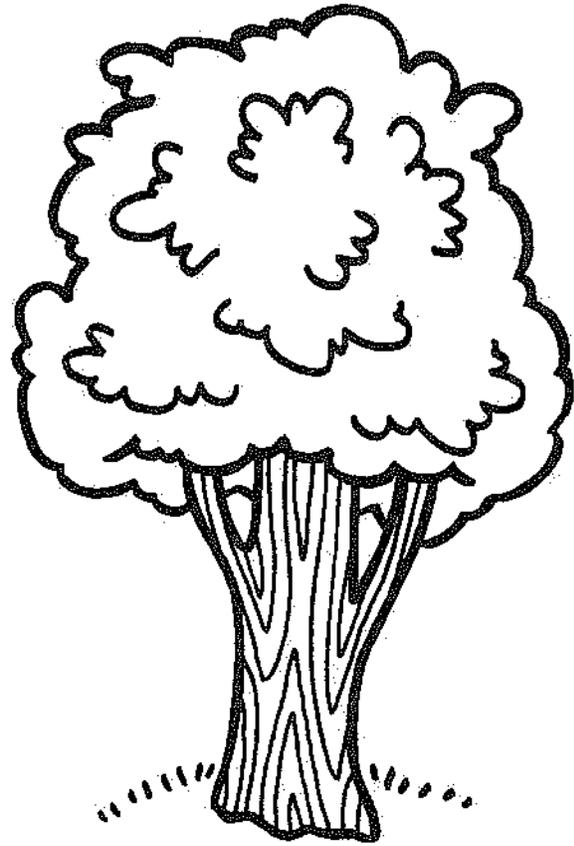
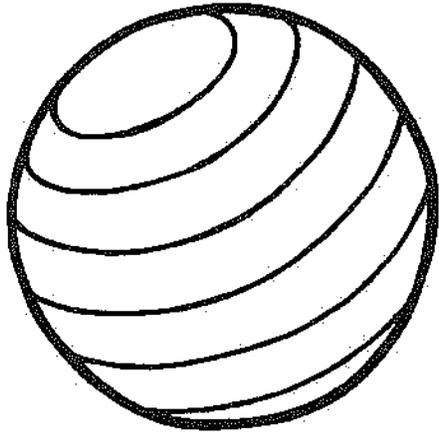
Lesson 13



Name _____

Section B

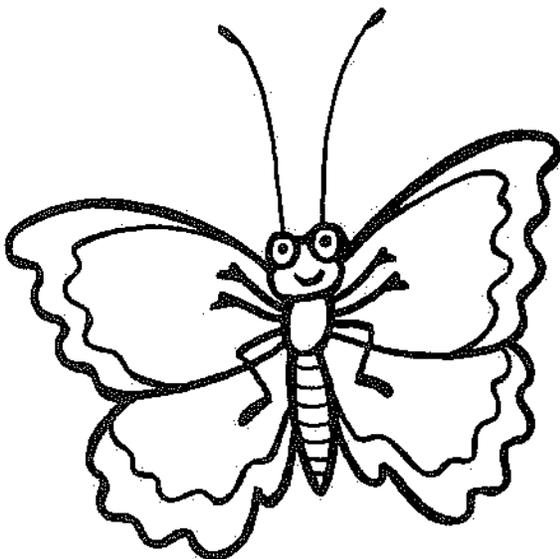
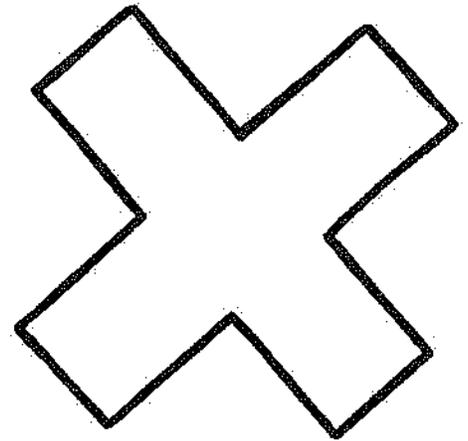
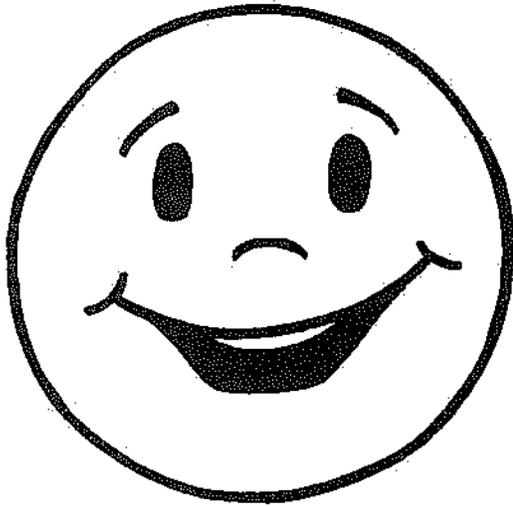
Lesson 14



Name _____

Section B

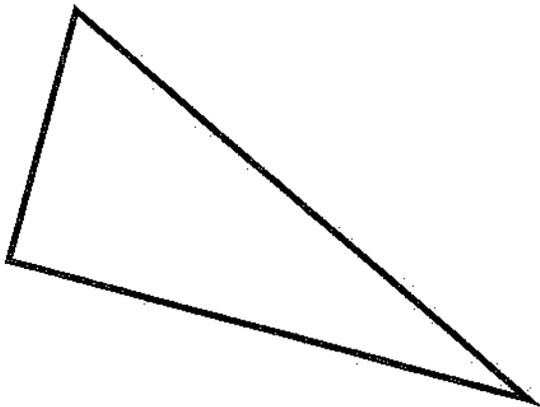
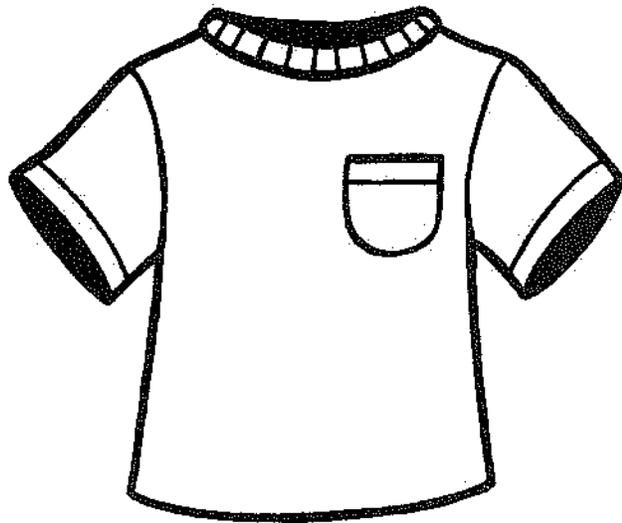
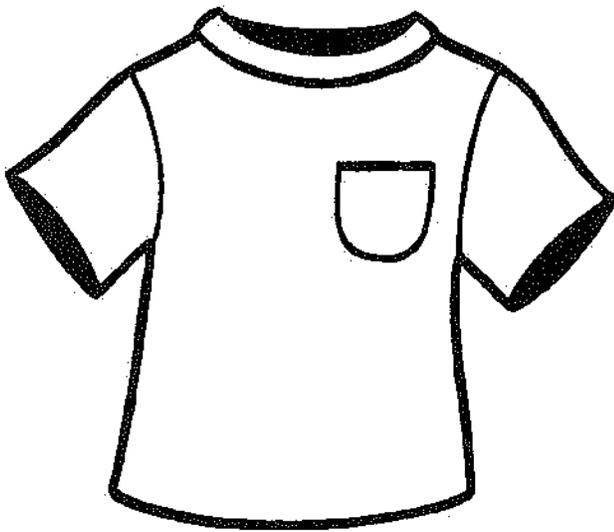
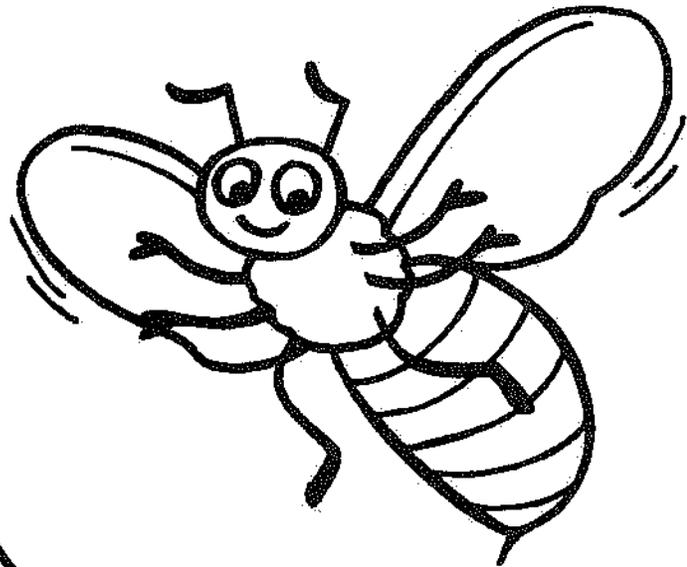
Lesson 15



Name _____

Section B

Lesson 16



 **Instructional Targets**

Toddler 3-4 Years

**Language and Literacy Development:
Early Reading/Print Concepts**

- Show growing interest in reading related activities.

**Language and Literacy Development:
Early Reading/Phonological Awareness**

- Begin to recognize words that rhyme in songs and nursery rhymes.

**Language and Literacy Development:
Listening and Speaking**

- Participate in songs and rhymes that require listening.

Pre-Kindergarten 4-5 Years

**Language and Literacy Development:
Early Reading/Print Concepts**

- Follow words left to right, top to bottom, page to page.
- Recognize that spoken words are represented by written language.

**Language and Literacy Development:
Early Reading/Phonological Awareness**

- Show understanding of spoken words, syllables and sounds (phonemes); counting syllables, sounds and words; rhyming words; phoneme blending; and common initial phonemes.

 **Differentiated Tasks**

Level 3 Students will...

- Follow left-to-right progression during shared reading.
- Identify and attempt to read word units within a sentence.
- Identify two words that rhyme.
- Listen to and follow directions while participating in songs and rhymes.

Level 2 Students will...

- With support, will assist in page turning during shared reading.
- Point to match a text word with a spoken word in a sentence.
- Match pictures of two rhyming words said aloud.
- With support, will listen to and follow directions while participating in songs and rhymes.

Level 1 Students will...

- Show engagement in shared read-alouds through an active participation response (e.g., voice output device, eye gaze choice board, nonverbal indicators).
- Select a picture of a word that rhymes with a named word (errorless choice).



Topic Connection

Throughout this unit, students learn about things that make light, such as stars. In this lesson, students will use the song, "Star Light, Star Bright," to identify words that rhyme.



Topic Words



light*
see*



Rhyme Words

rhyme sound

* Power Words

Benchmark Assessments

- Early Learning: Rhyming Words
- Emerging Skills: Rhyming Words Picture Recognition

Monthly Checkpoint Assessments

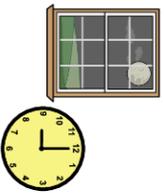
- Level 2-3 Language and Literacy Development, Questions 1 and 2.

★ Star Light, Star Bright



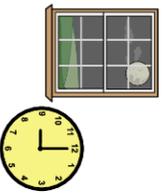
Star light, star bright,

First star I see tonight.



I wish I may, I wish I might,

Have this wish I wish tonight.

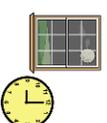


★ Star Light, Star Bright

Star light, star bright,



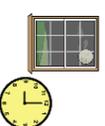
First star I see tonight.



I wish I may, I wish I might,



Have this wish I wish tonight.



★ Star Light, Star Bright

Star light, star bright,



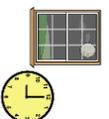
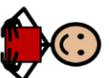
First star I see tonight.



I wish I may, I wish I might,



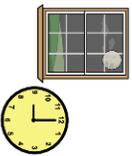
Have this wish I wish tonight.



★ Star Light, Star Bright



Star light, star bright,

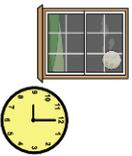


First star I see

.



I wish I may, I wish I might,



Have this wish I wish

.

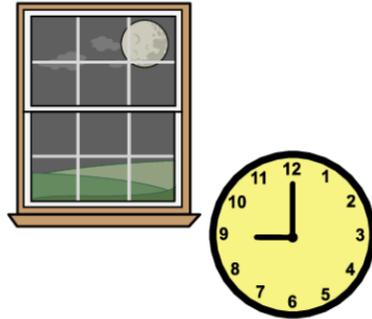


For hands-on instruction, print, cut out and laminate.

bright



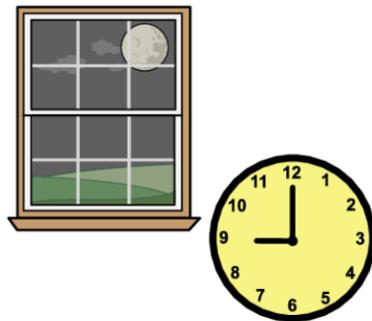
tonight



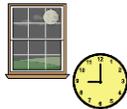
might



tonight



tonight



tonight

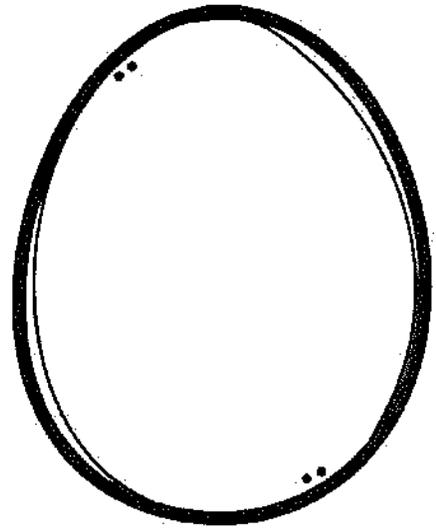


Literacy, Math and Listening Skills Activities

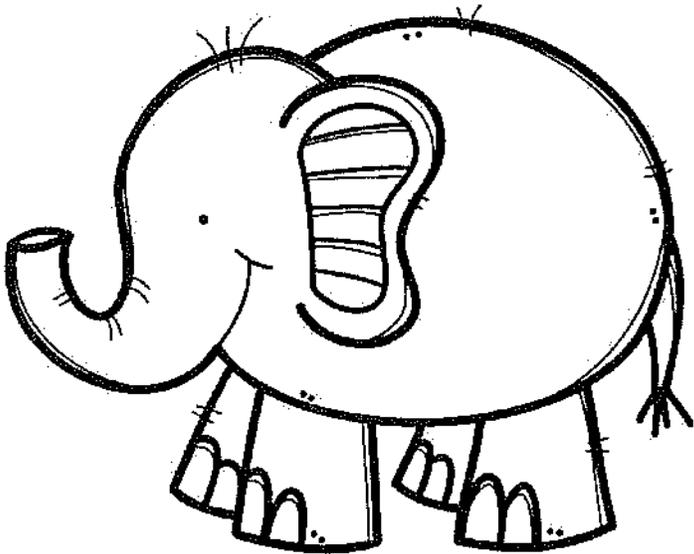
Week 2

April 20, 2020-April 24, 2020

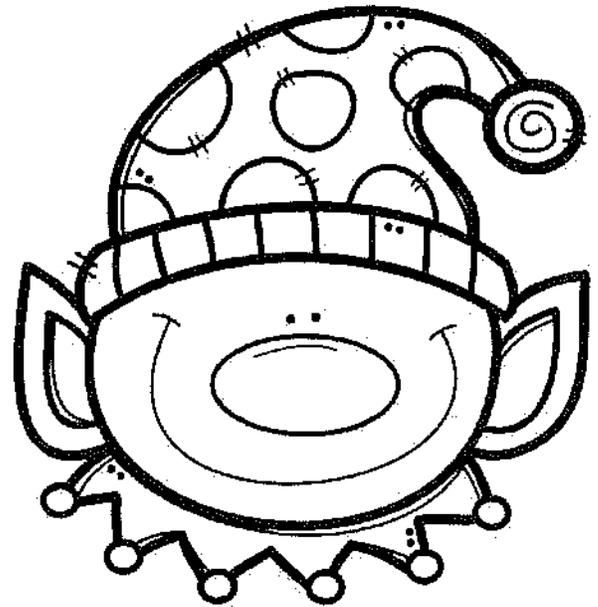
E e



egg



elephant



elf

Name : _____

Date : _____

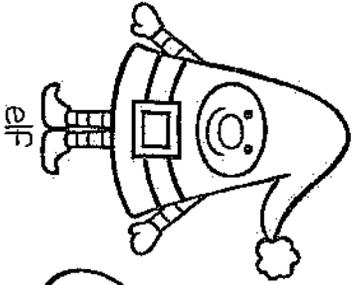
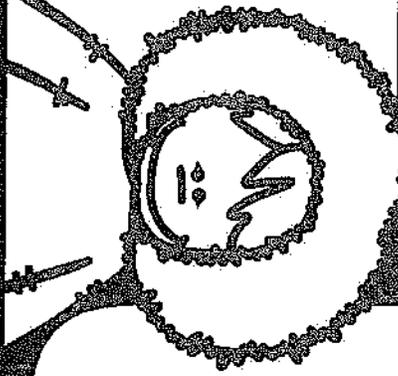
Dab or color letter E

A large outline of the letter 'E' is centered on the page. Surrounding it are 20 smaller circles, each containing a letter. The letters in the circles are: A, E, F, E, L, D, F, E, E, F, E, D, J, E, E, C, B, E, E, I, E, E.

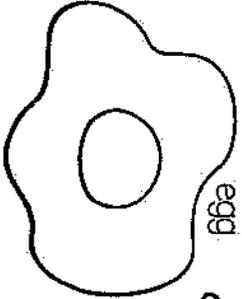
Letter Ee Hat

I can color the letter Ee and pictures, cut and staple to make a hat. (Use a sentence strip if the hat is not long enough)

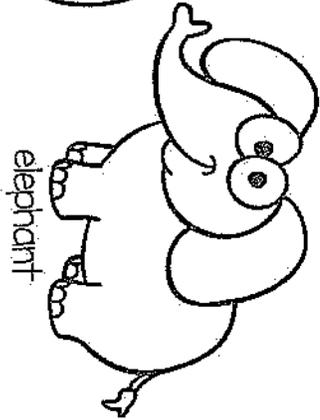
eskiimo



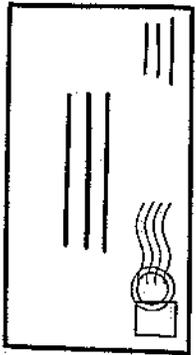
elf



egg



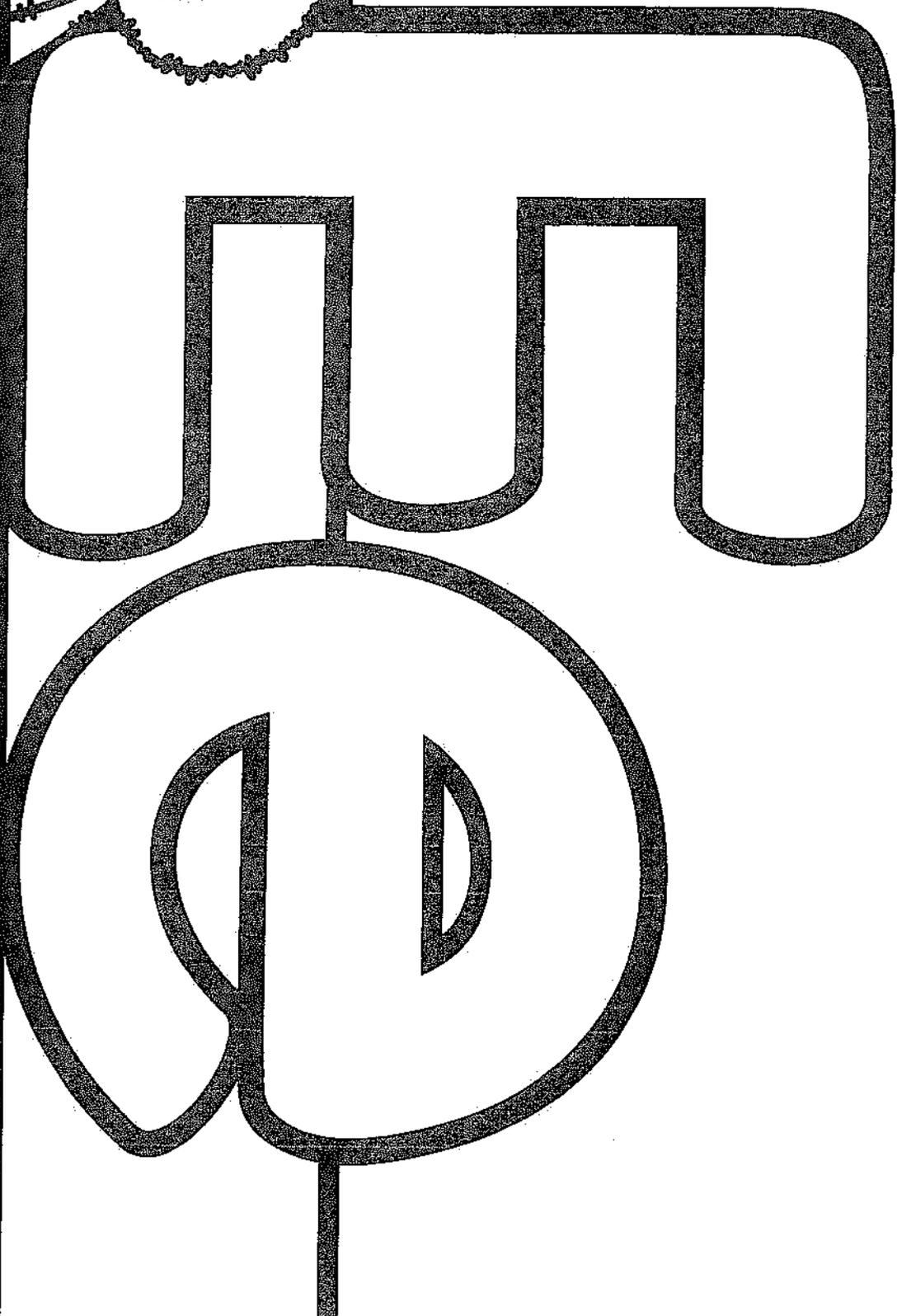
elephant



envelope



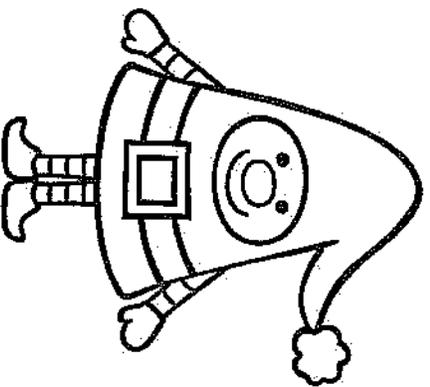
elbow



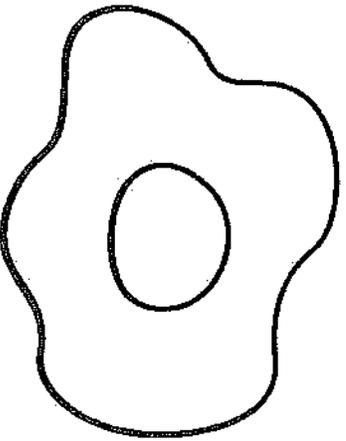
Name _____

I can color, cut and staple the pictures to make a flip-book.

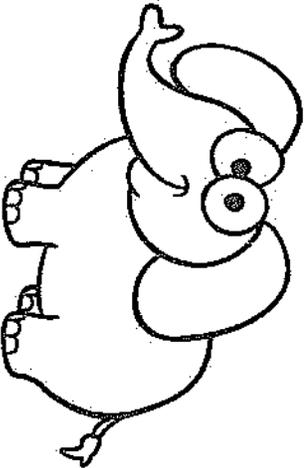
Ee is for



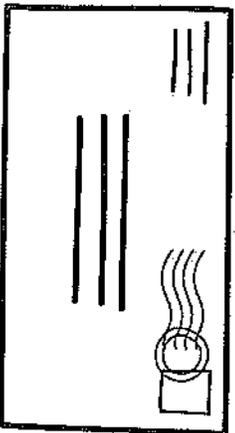
elf.



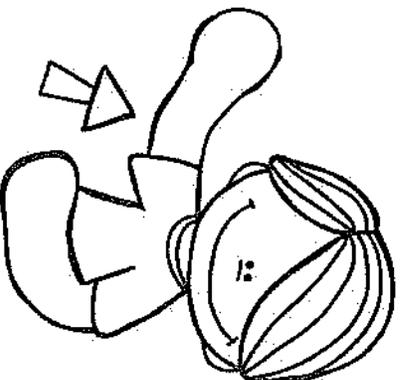
egg.



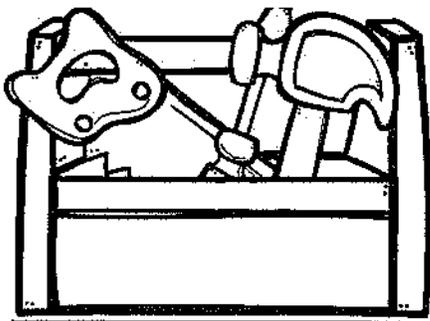
elephant.



envelope.



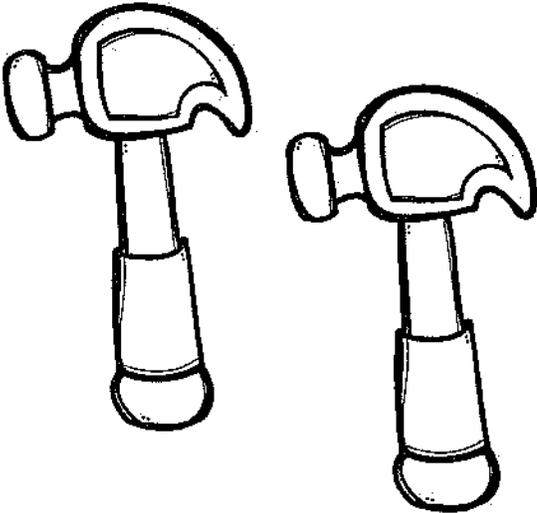
elbow.



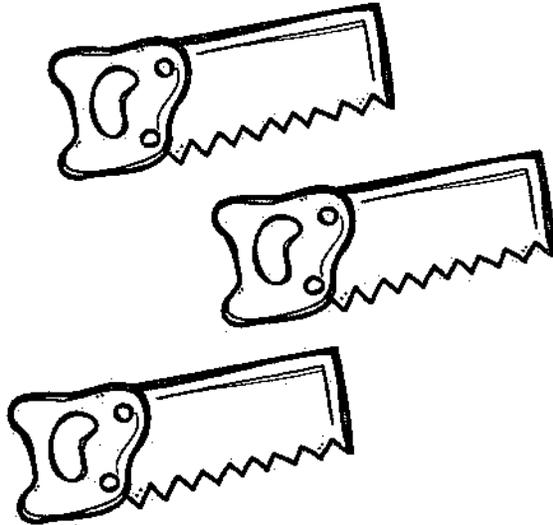
Name _____

Construction Counting

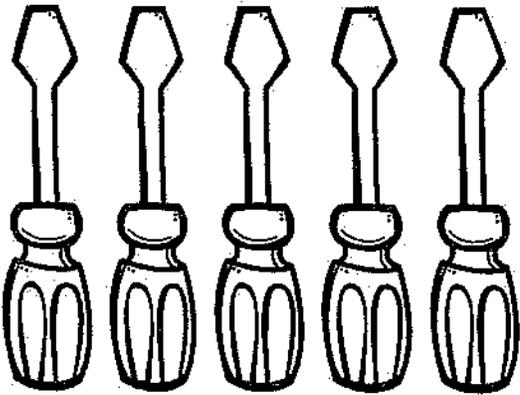
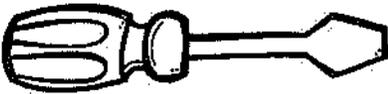
Directions: Count the items. Fill in the correct circle.



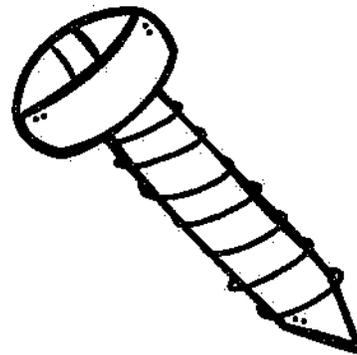
- 3
- 1
- 2



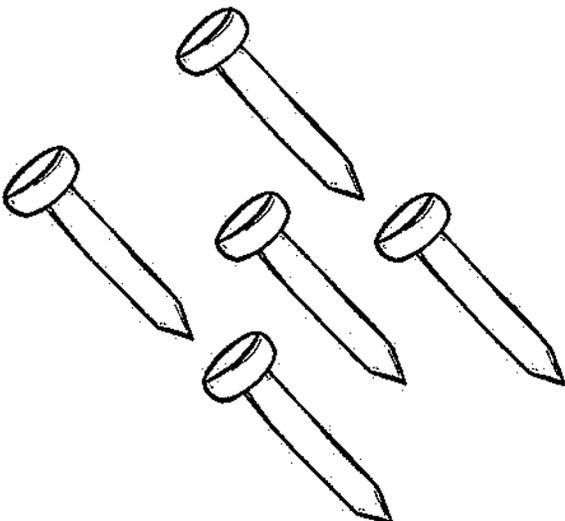
- 3
- 5
- 4



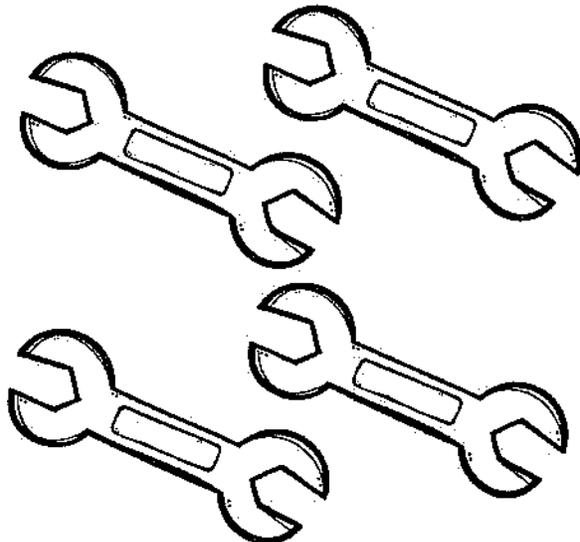
- 6
- 4
- 3



- 3
- 1
- 2



- 6
- 5
- 4



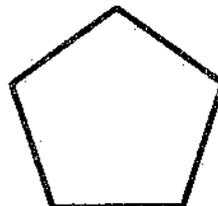
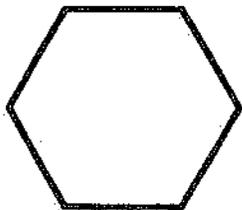
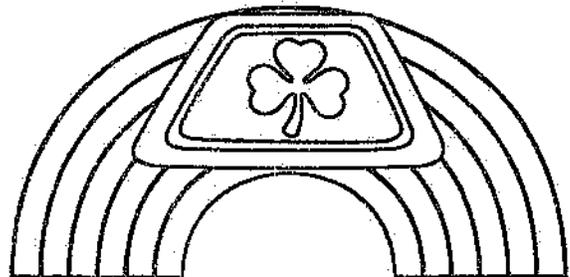
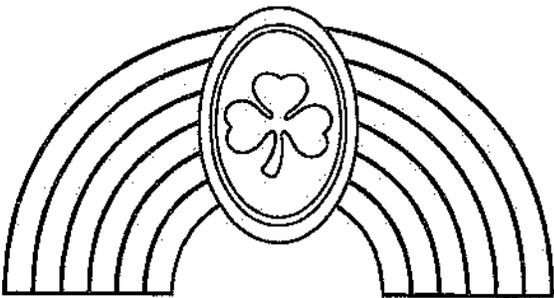
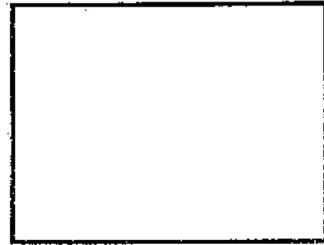
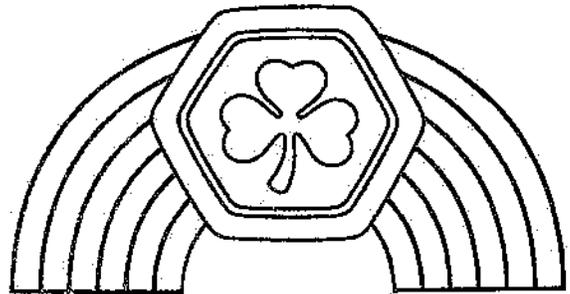
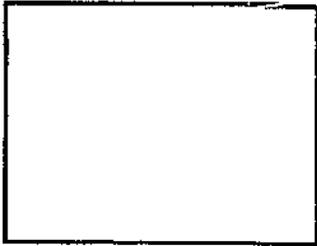
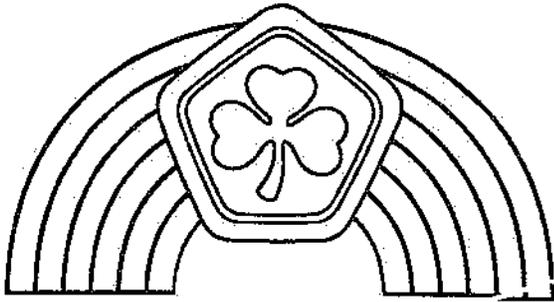
- 3
- 2
- 4

Name: _____

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SHAPE MATCH

Cut and paste each shape under the matching rainbow.

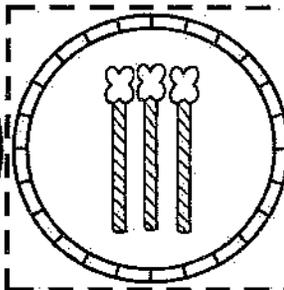
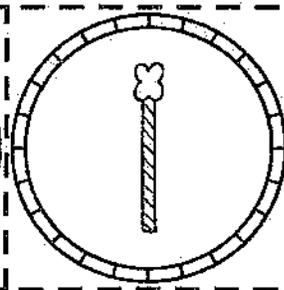
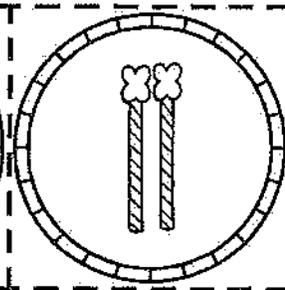
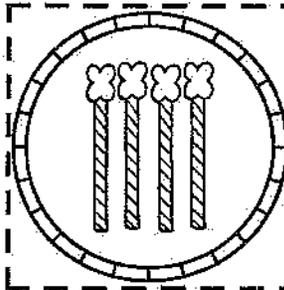
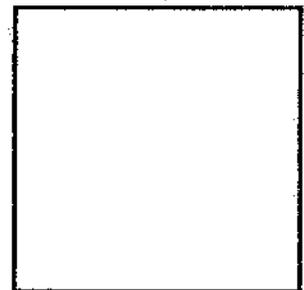
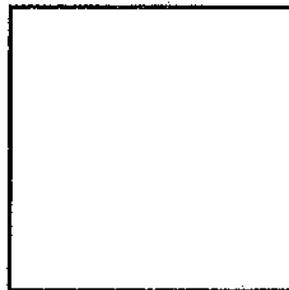
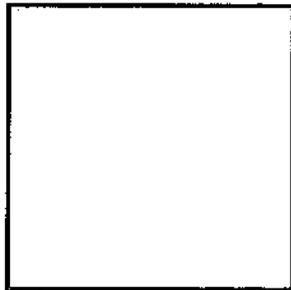
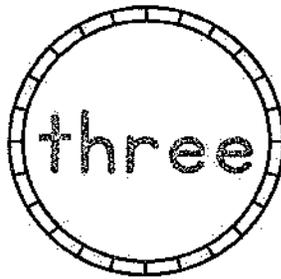
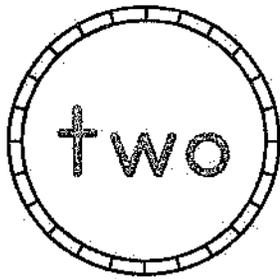
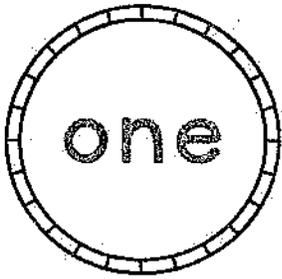
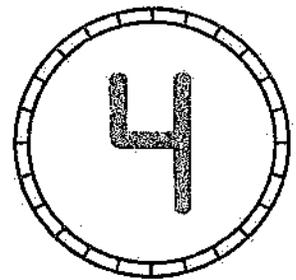
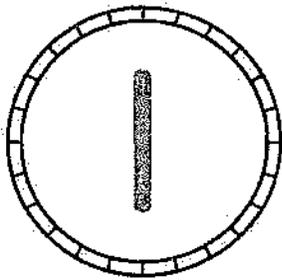
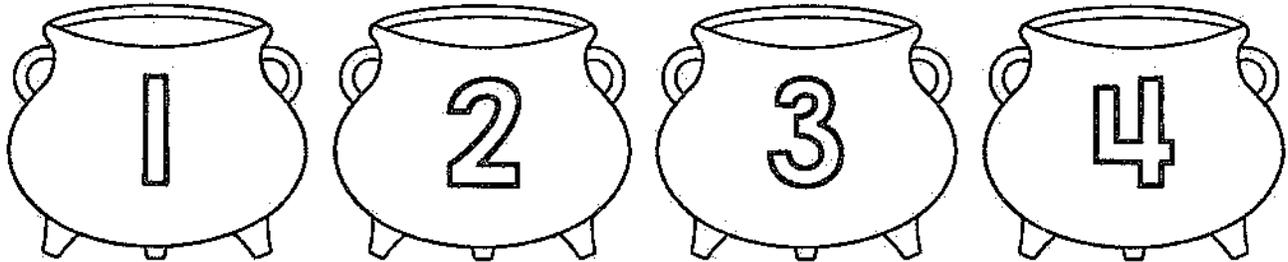


Name: _____

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Clover Tally Match

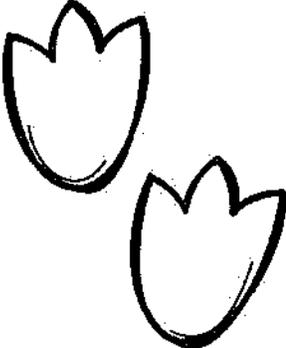
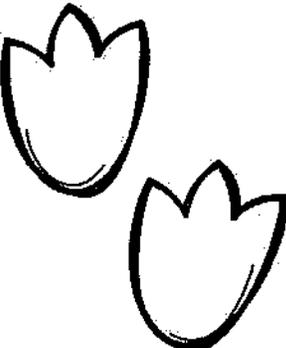
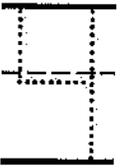
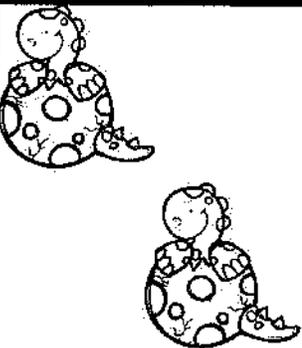
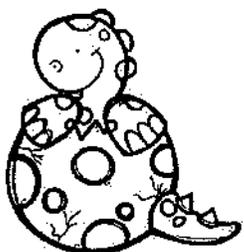
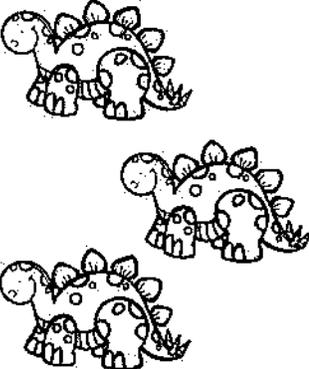
Trace the numbers. Cut and paste the tallies under the matching pot.



Dino Adding

Name: _____ Date: _____

Directions: Color and count the pictures. Then, solve the math problems.

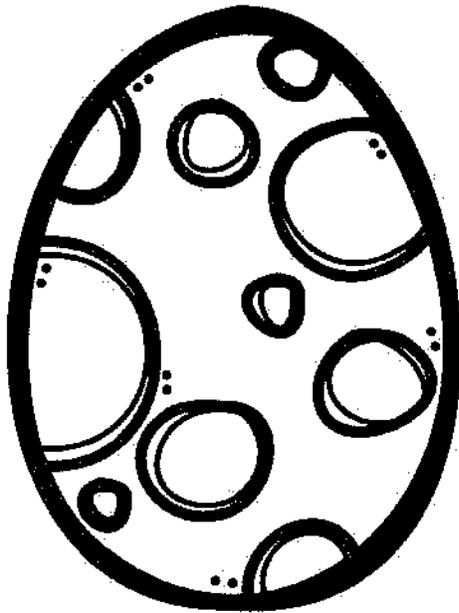
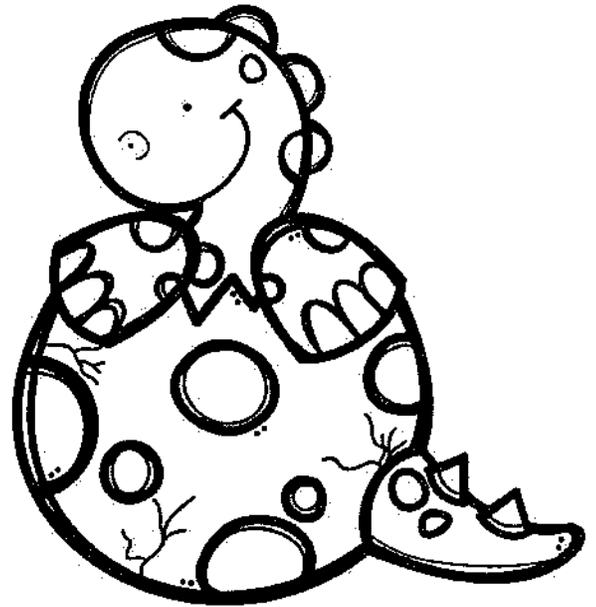
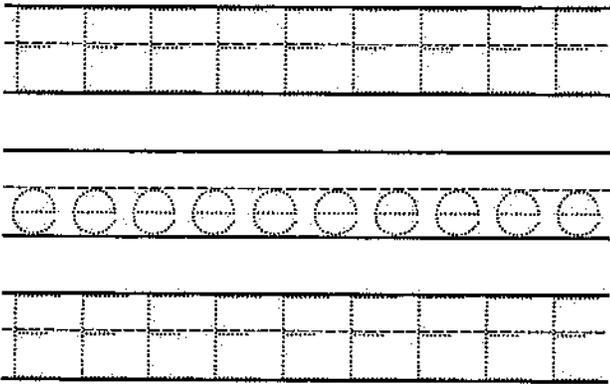
| | | | |
|---|---|--|---|
|  | + |  |  |
|  | + |  | |
|  | + |  | |
|  | + |  | |

It's Letter Ee

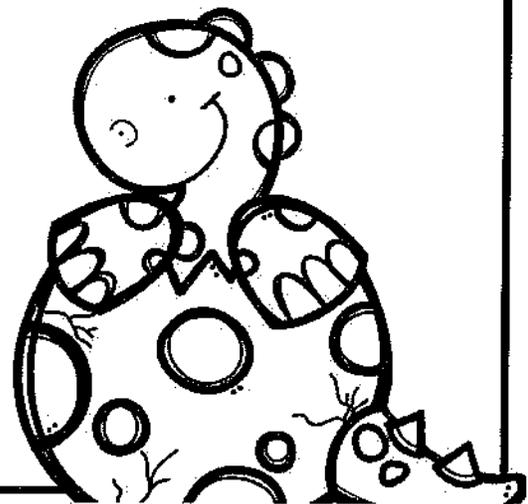
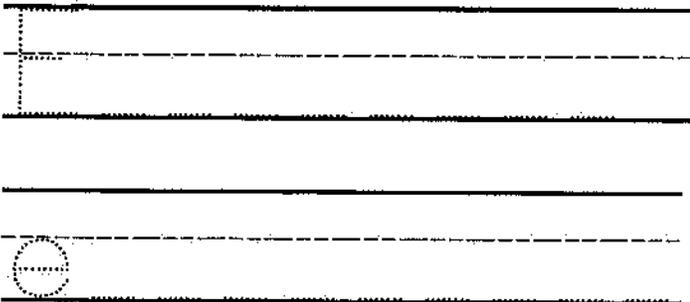
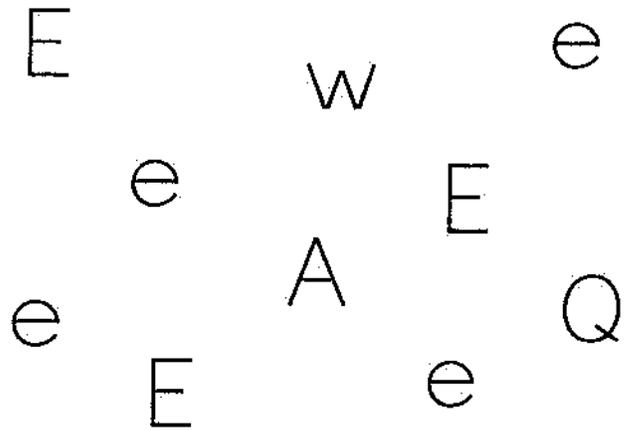
Name: _____ Date: _____

Directions: Complete the boxes below.

Let's Trace



Circle the Letter Ee.

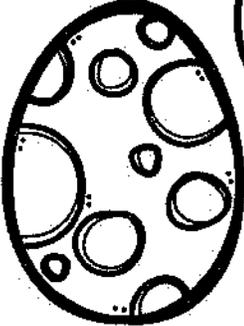
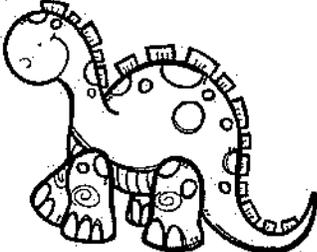
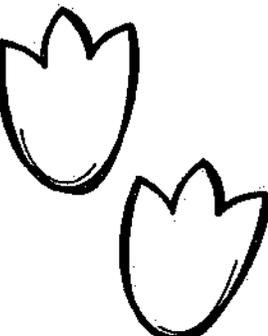
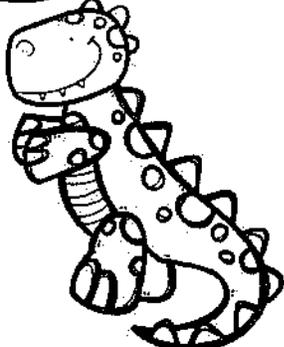




Let's Learn Our Letters

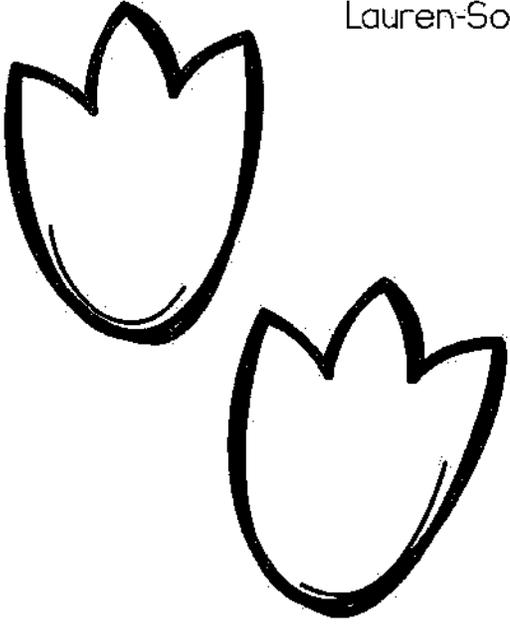
Name: _____ Date: _____

Directions: Color and identify the letters that are the same.

| | |
|--|--|
|  <p>D</p> <p>d</p> <p>D</p> <p>A</p> <p>d</p> |  <p>e</p> <p>E</p> <p>B</p> <p>e</p> <p>E</p> |
|  <p>F</p> <p>f</p> <p>C</p> <p>F</p> <p>f</p> |  <p>d</p> <p>D</p> <p>A</p> <p>D</p> <p>D</p> |

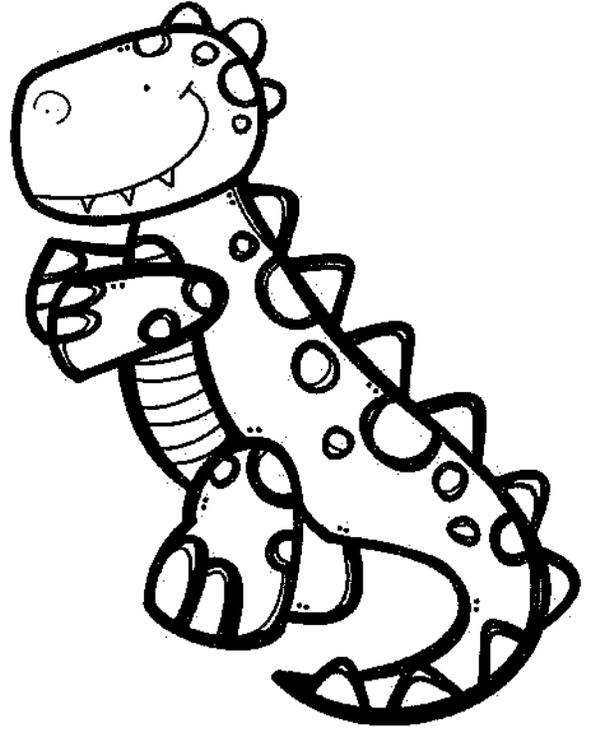
Dinosaurs

Lauren-Sophia©

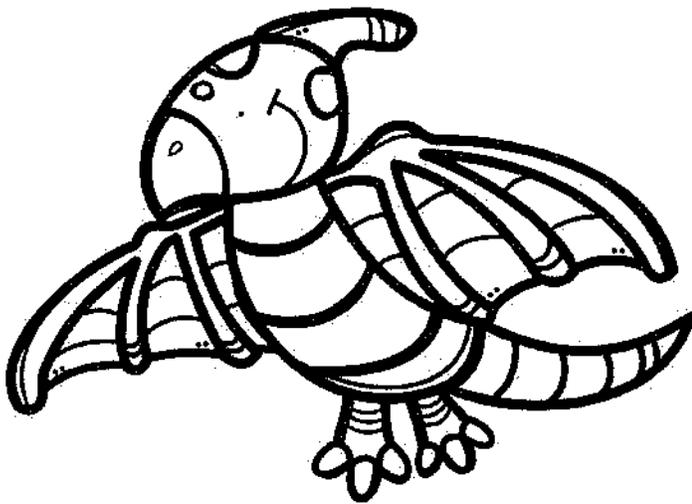


Name: _____

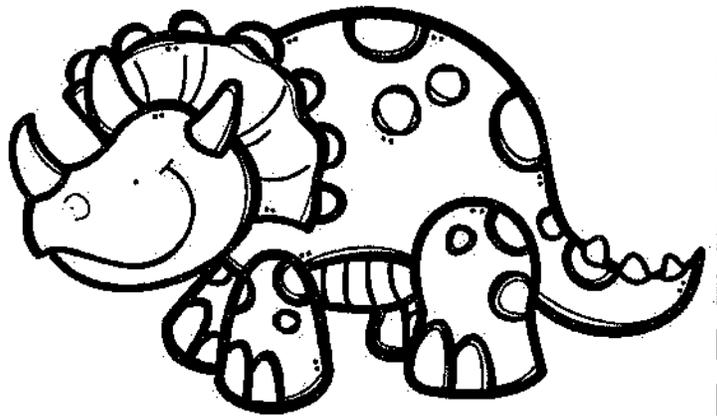
T-Rex



pterodactyl



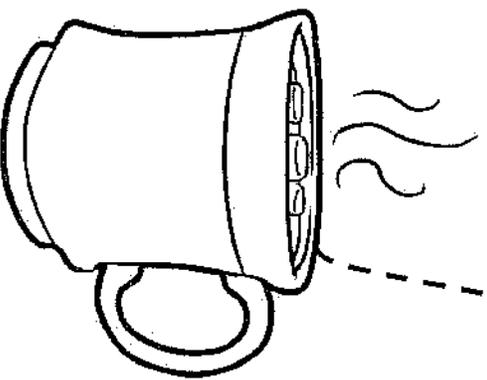
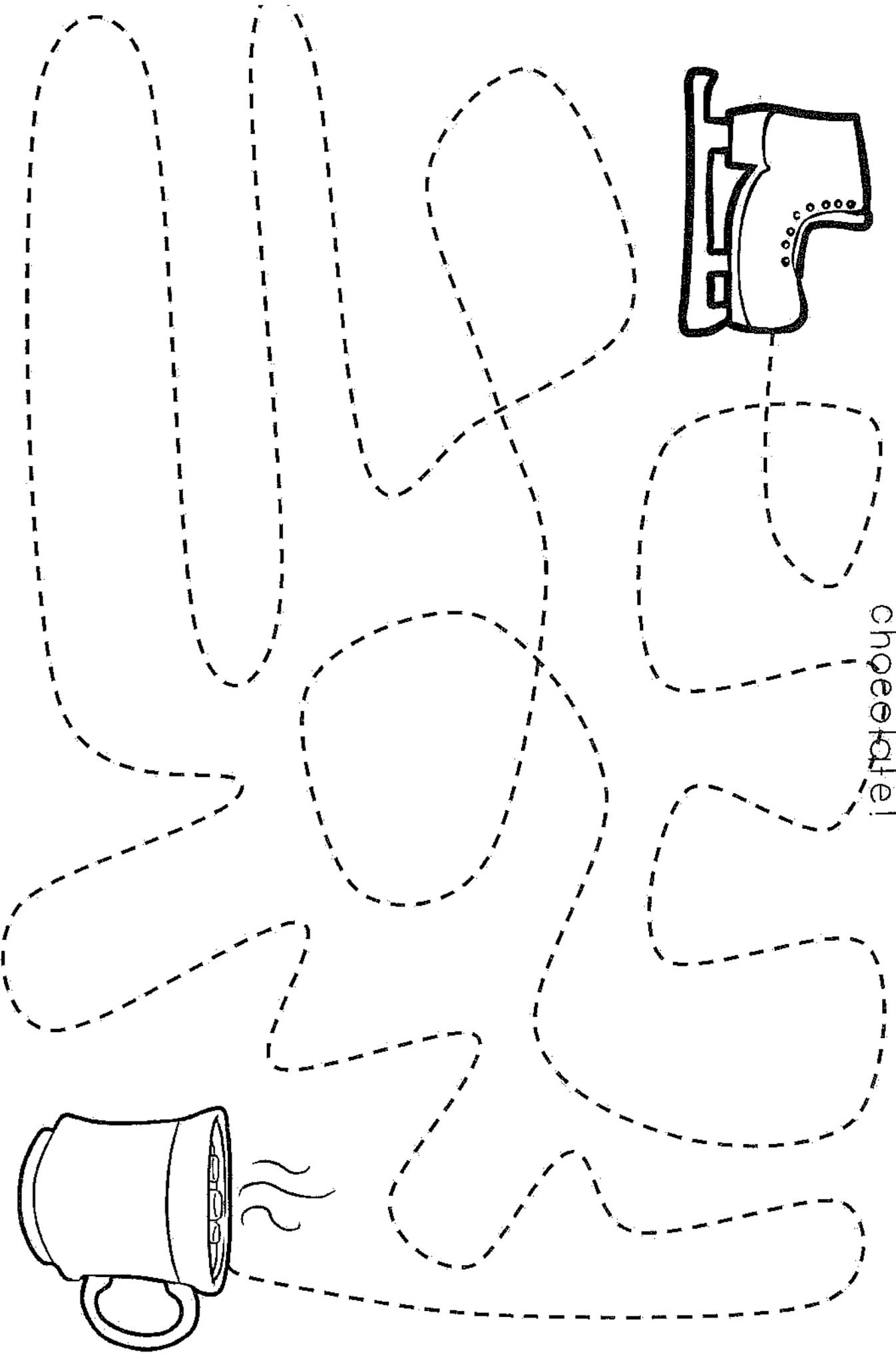
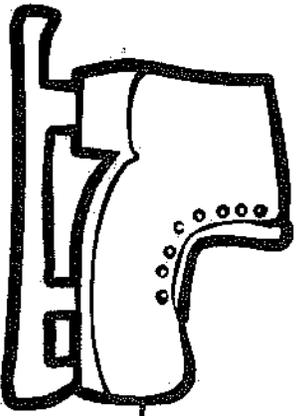
triceratops



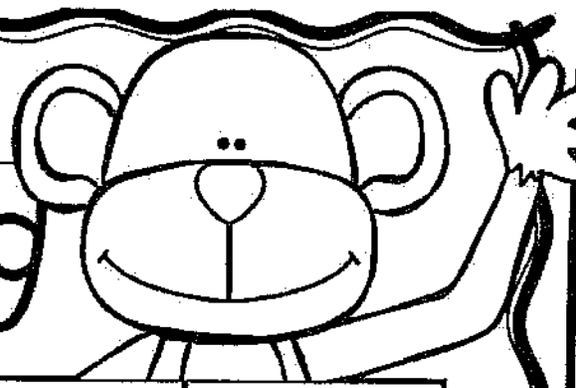
Tracing

Trace the lines so the ice skate can get home to drink hot

cheesecake!



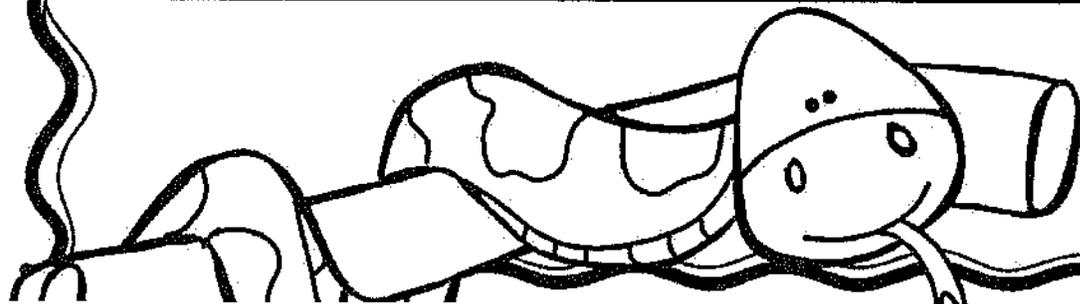
Name: _____



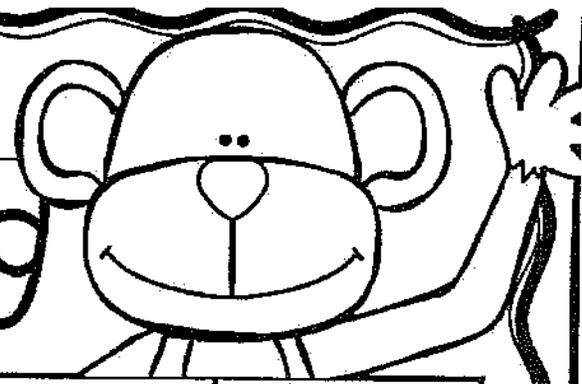
HANDWRITING

| | | | | |
|---|---|---|---|---|
| A | B | C | D | E |
| F | G | H | I | J |
| K | L | M | N | O |
| P | Q | R | S | T |
| U | V | W | X | Y |

Z

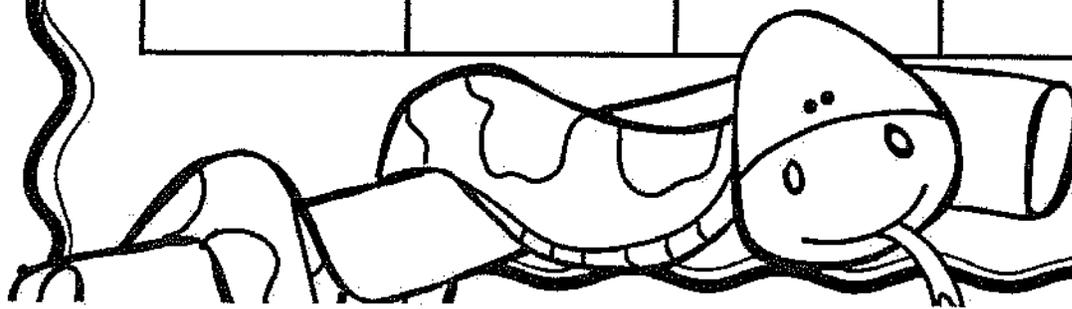


Name: _____



HANDWRITING

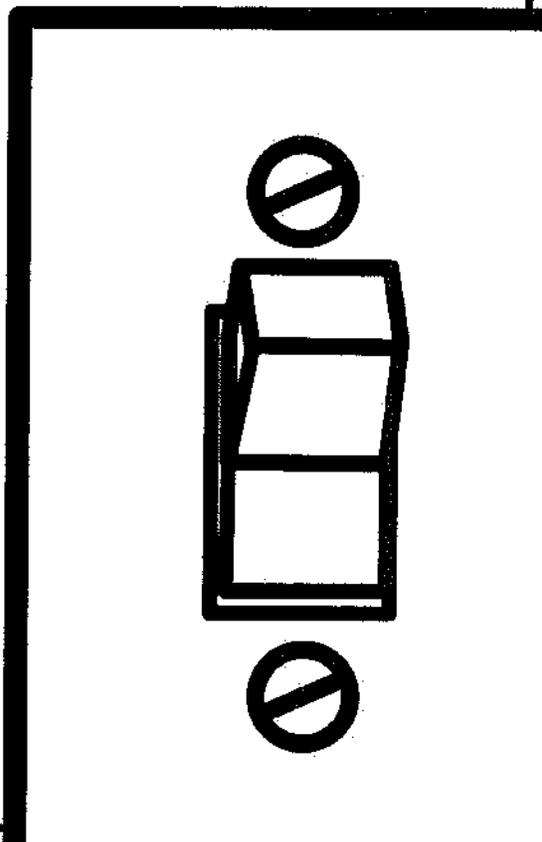
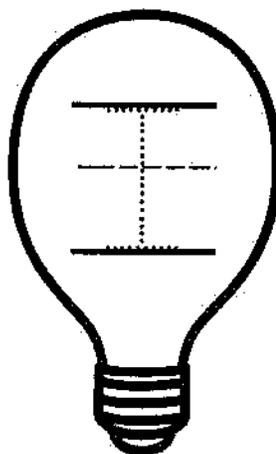
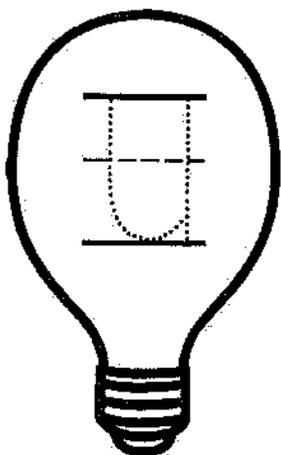
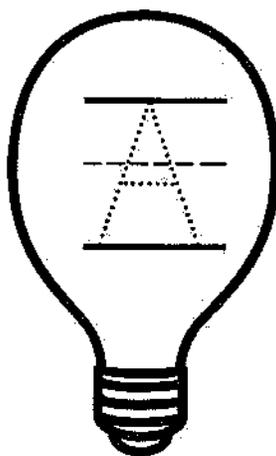
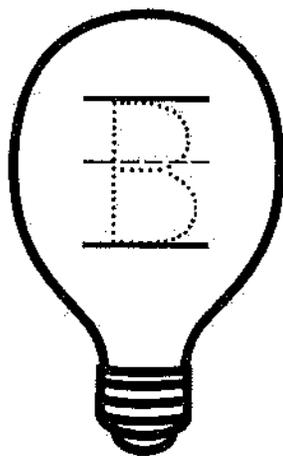
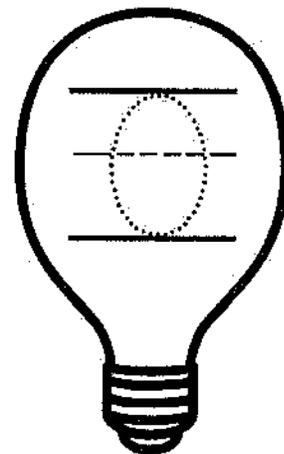
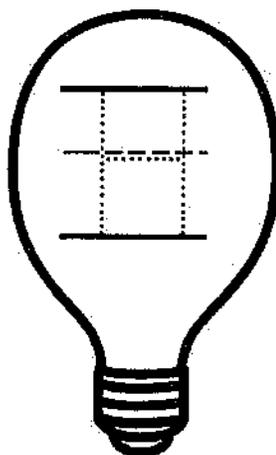
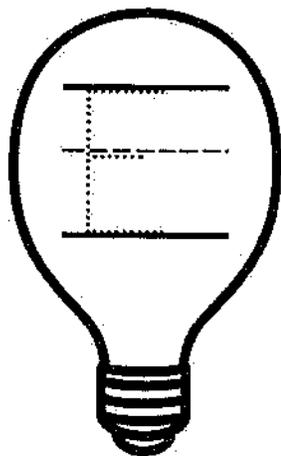
| | | | | |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |



Vowels & Consonants

Name: _____ Date: _____

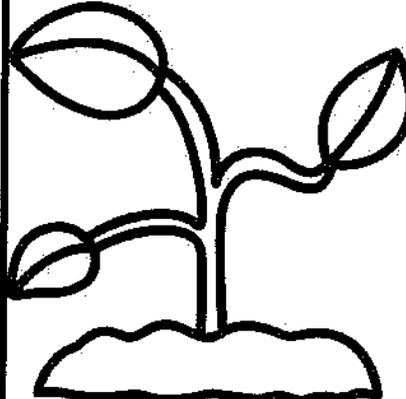
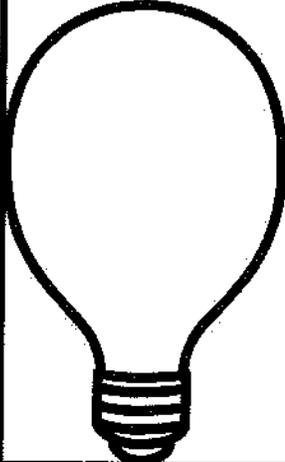
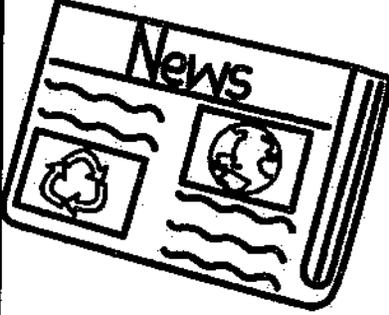
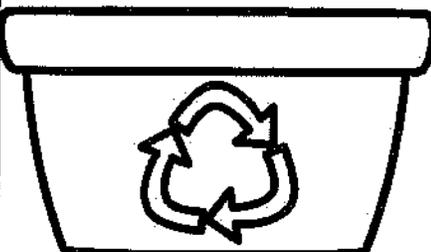
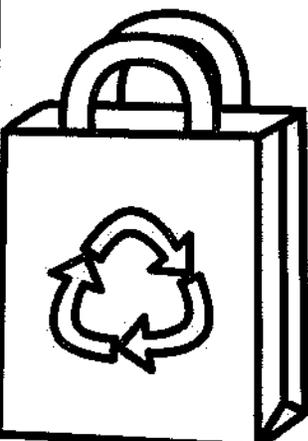
Directions: Trace the vowels and consonants. Trace the vowels red and the consonants blue.



Beginning Sounds

Name: _____ Date: _____

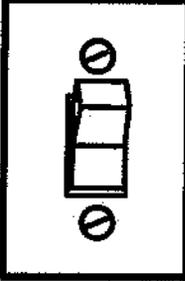
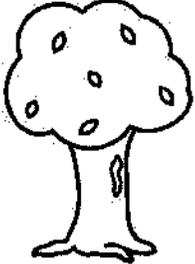
Directions: Trace and identify the beginning sounds.

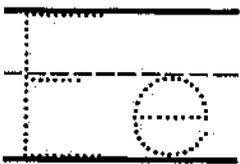
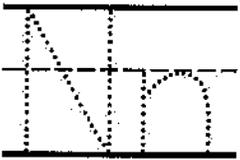
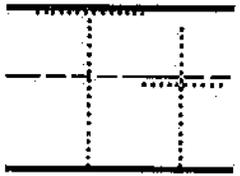
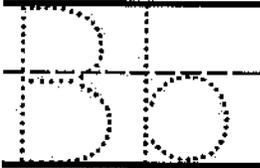
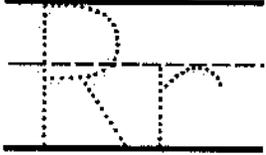
| | |
|--|---|
|  C c |  P p |
|  L l |  N n |
|  R r |  B b |

Beginning Sounds

Name: _____ Date: _____

Directions: Trace and identify the beginning sounds.
Then, cut and paste the sounds in the correct space.

| | |
|---|--|
|  |  |
|  |  |
|  |  |

| | | |
|---|---|---|
|  |  |  |
|  |  |  |

Section B

Standards (this section builds upon the previous section)

Student will:

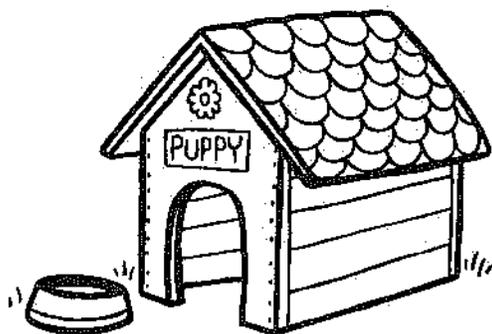
- follow single, oral directions, not repeated until the end of the lesson
- recognize color: brown
- recognize shape: rectangle
- draw shape: heart
- draw: big dot
- recognize spatial positions: bottom, inside

Teacher Information

In Section B, one direction is given in each line; the teacher may not repeat directions until the end of the lesson.

Explain that you will say what to do only one time until the end of the lesson, at which time you will repeat the directions so that everyone can catch up or check his or her work. Encourage students to try to remember what to do, and if they forget, to sit very quietly and wait for the next direction. This may be frustrating for young children at first; however, with reassurance and practice, this skill will be developed. Allow children to correct or complete their work when you repeat the directions at the end. Praise them for what they did correctly.

At the beginning of each lesson, say, "Listen very carefully because I will tell you what to do only one time. If you forget what to do, skip that part and wait until I tell you the next direction. At the end of the lesson, I will say everything again, and you may catch up or check your work. Ready?"



Section B (cont.)

Directions for Section B Lesson 17, page 30

Say: "Pick up a black crayon.
Draw a line under the ball.
Color the rectangle quickly.
Make a ring around the cat.
Put down your crayon."

Directions for Section B Lesson 18, page 31

Say: "Pick up a blue crayon.
Put your crayon on the pear.
Draw a line from the pear to the mouse.
Color the bottom part of the boat quickly. (may demonstrate)
Draw a line under the pear.
Put down your crayon."

Directions for Section B Lesson 19, page 32

Say: "Pick up a black crayon.
Make a ring around the shoe.
Make an X on the moon.
Put your crayon on the peanut.
Draw a line from the peanut to the shoe.
Put down your crayon."

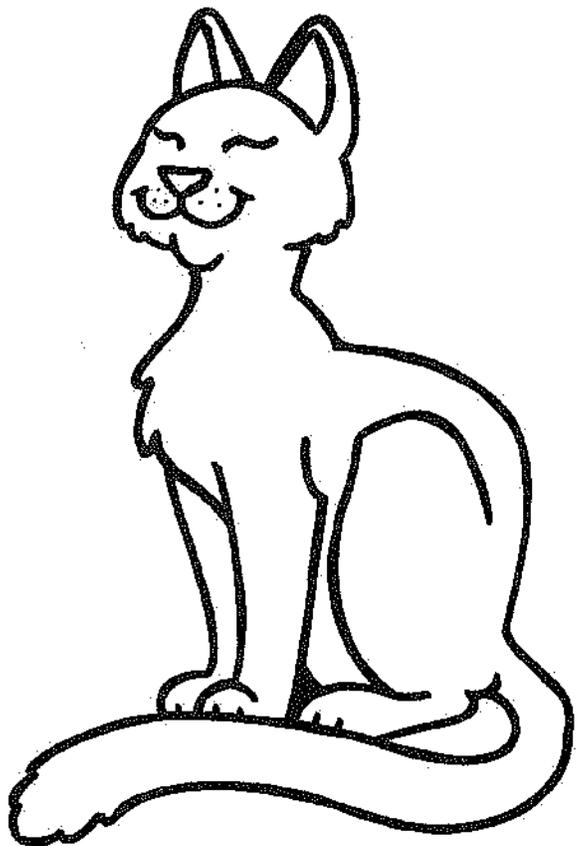
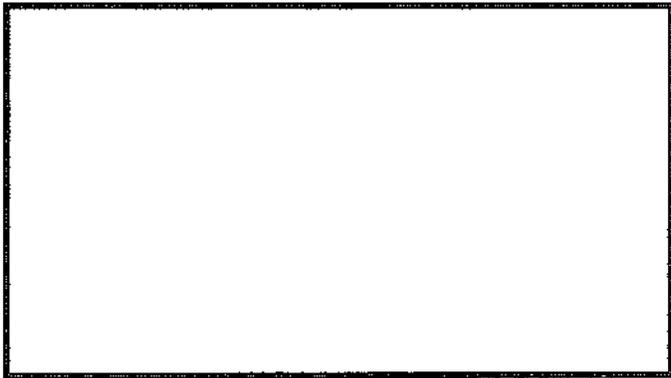
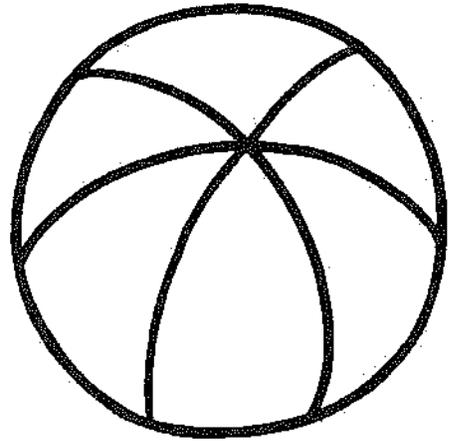
Directions for Section B Lesson 20, page 33

Say: "Pick up a crayon.
Color the broom quickly.
Draw a squiggly line under the gingerbread boy.
Make a box around the candle.
Draw a big dot above the broom. (may demonstrate)
Put down your crayon."

Name _____

Section B

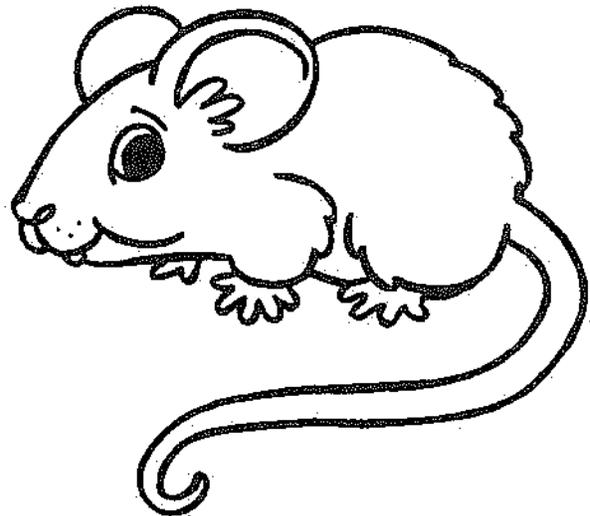
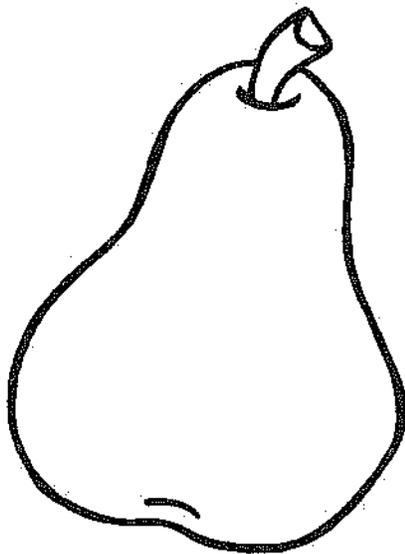
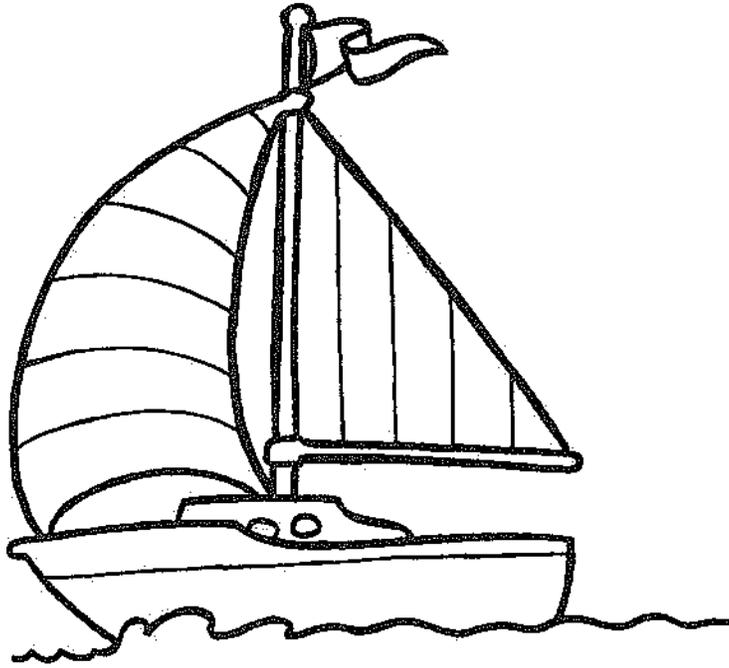
Lesson 17



Name _____

Section B

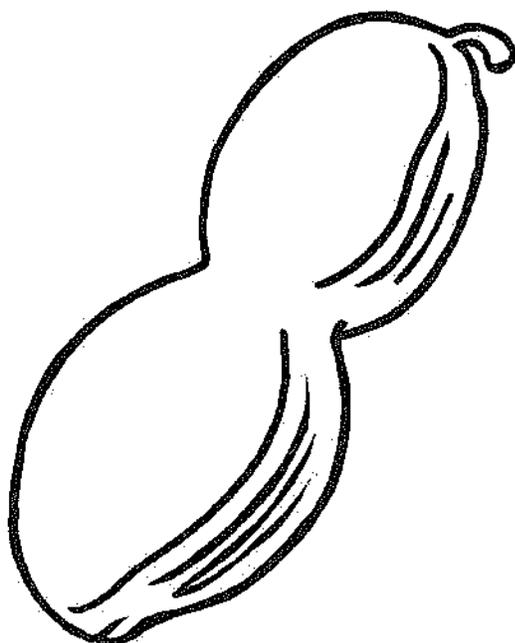
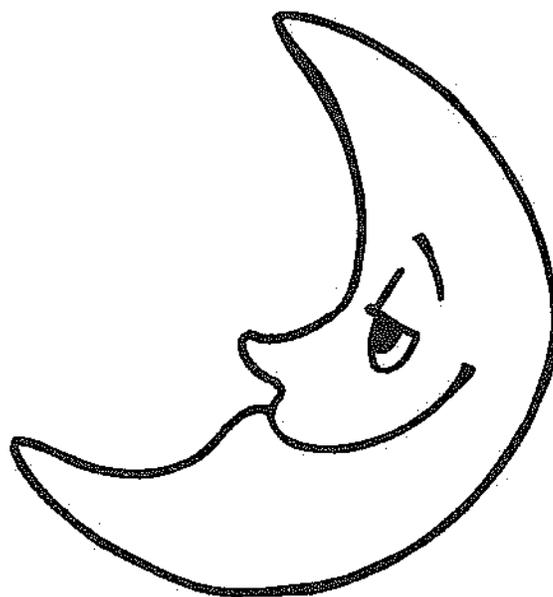
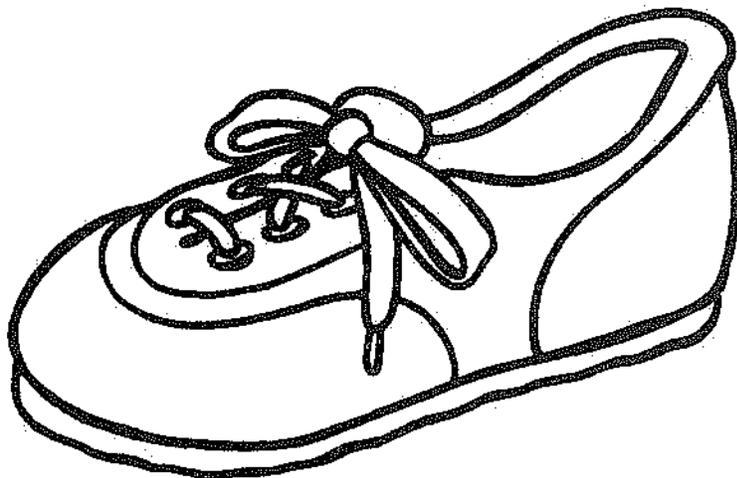
Lesson 18



Name _____

Section B

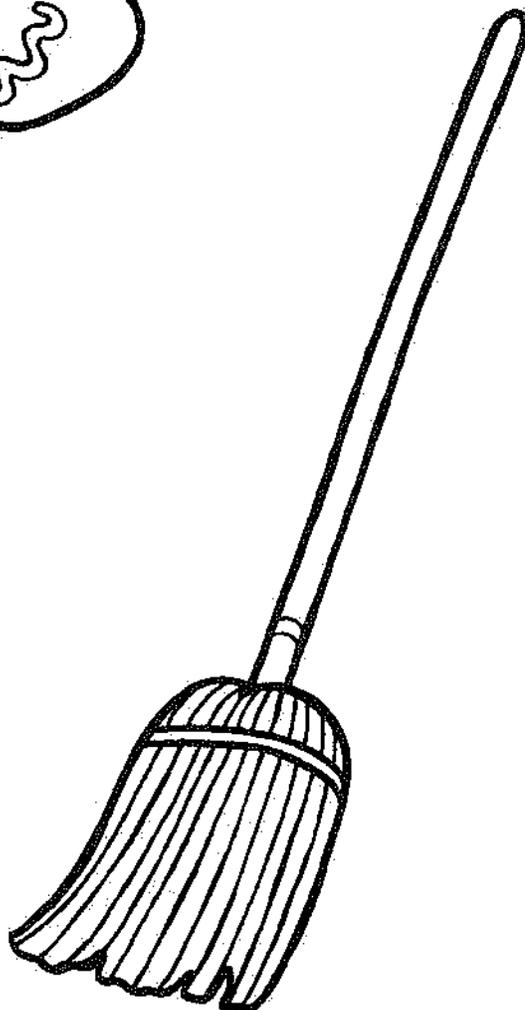
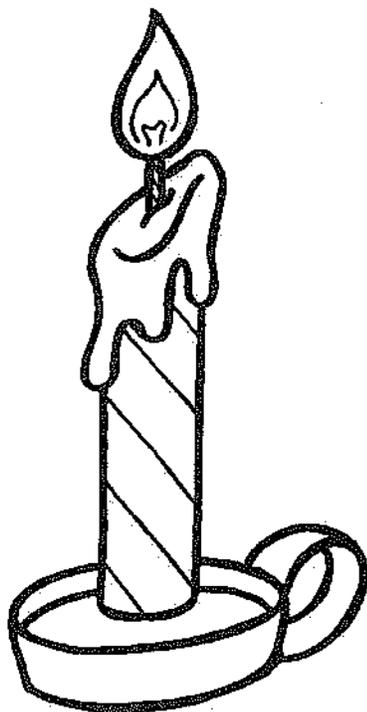
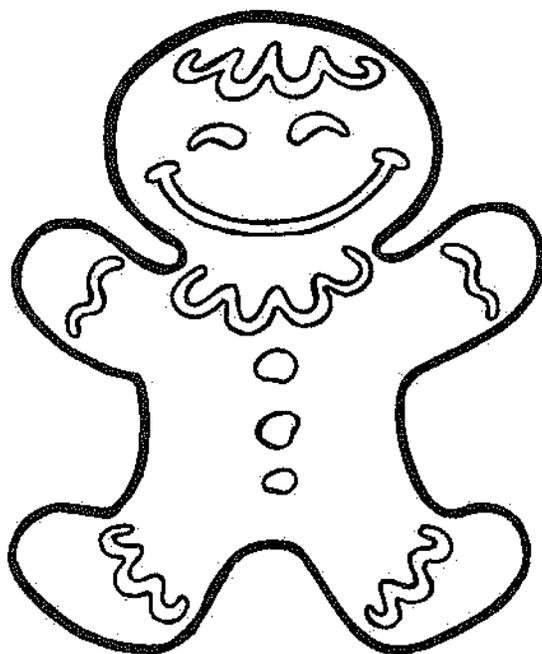
Lesson 19



Name _____

Section B

Lesson 20



 **Instructional Targets**

Toddler 3-4 Years

**Language and Literacy Development:
 Early Reading/Phonological Awareness**

- Begin to recognize that words are made of spoken sounds.
- Distinguish and identify sounds in the environment.

Pre-Kindergarten 4-5 Years

**Language and Literacy Development:
 Early Reading/Phonological Awareness**

- Show understanding of spoken words, syllables and sounds (phonemes); counting syllables, sounds and words; rhyming words; phoneme blending; and common initial phonemes.
- Understand the link between letters and sounds.

 **Differentiated Tasks**

Level 3 Students will...

- Tap or clap sounds or syllables of a spoken word.
- Blend and segment sounds to produce a spoken word.

Level 2 Students will...

- Participate in a supported tap or clap to indicate sounds or syllables in a word.
- Identify pictures that represent sound blending of words.

Level 1 Students will...

- Participate in a supported tap or clap to indicate sounds or syllables in a word or words in a sentence.
- Attend to sound blending activities.



Topic Connection

Throughout this unit, students discuss sounds they hear all around them. In this lesson, students will manipulate sounds in words such as ape and van. NOTE: The letter x will be used in the final position in some words.



Topic Words



hear*
 sound



Literacy Words

| | | |
|---------|----------|----------|
| blend | sentence | syllable |
| segment | sound | word |

* Power Words

Benchmark Assessments

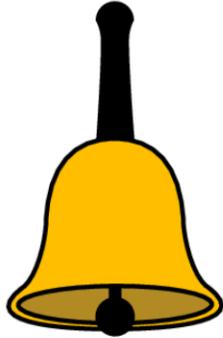
- Early Learning: Phonemic Awareness Phoneme Blending
- Reading: Final Letters

Monthly Checkpoints

- Level 2-3 Language and Literacy Development

Syllables

bell



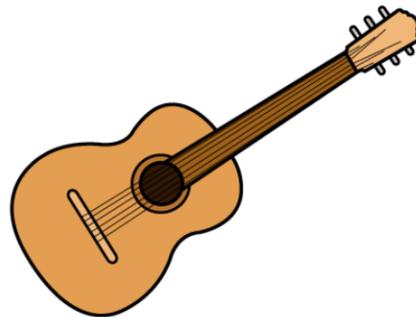
drum



horn



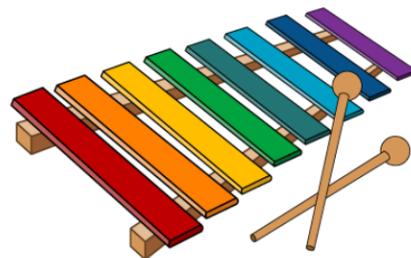
guitar



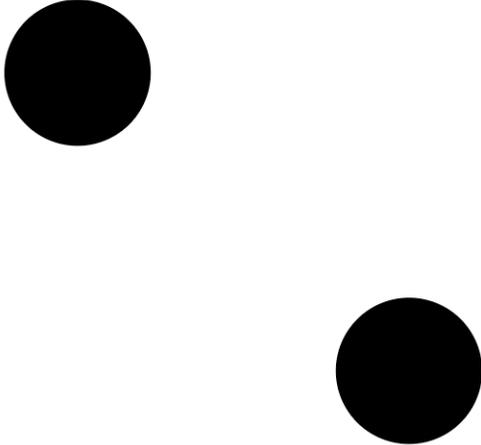
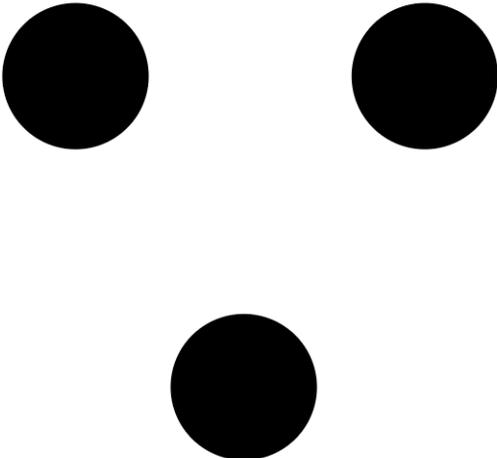
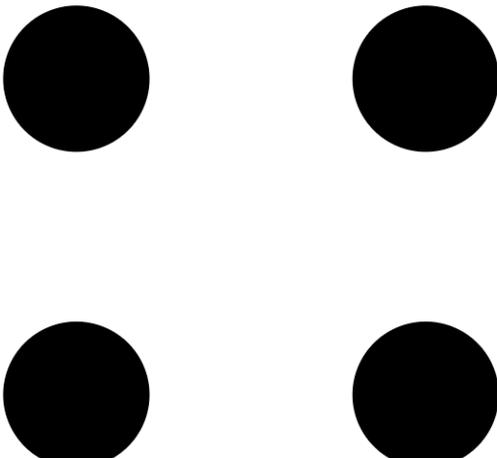
piano



xylophone



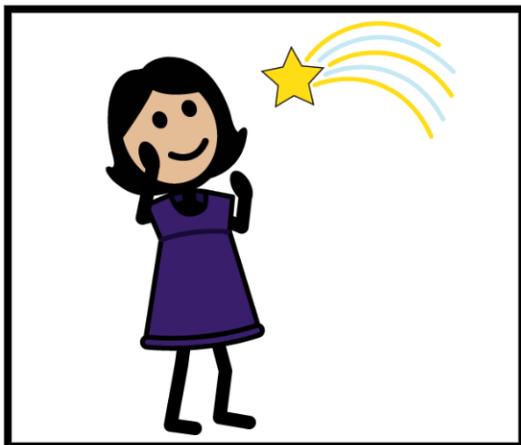
Syllables

| | |
|--|---|
| <p>1</p>  | <p>2</p>  |
| <p>3</p>  | <p>4</p>  |

Sound Imagery

Ella sees a shooting star in the sky. She opens her mouth (ask students to open their mouth), points in the sky and says /a/, /a/, /a/.

long /a/



Aa

Hugh watches his mom vacuum. The vacuum makes a loud /v/ sound. (Hold /v/ and encourage students to place hand on throat to feel the vibration.)

/v/



Vv

Ella hears the sound of fireworks. She covers her ears and smiles (have students pull lips back in a smile) as the fireworks shoot into the sky /ks/, /ks/, /ks/.

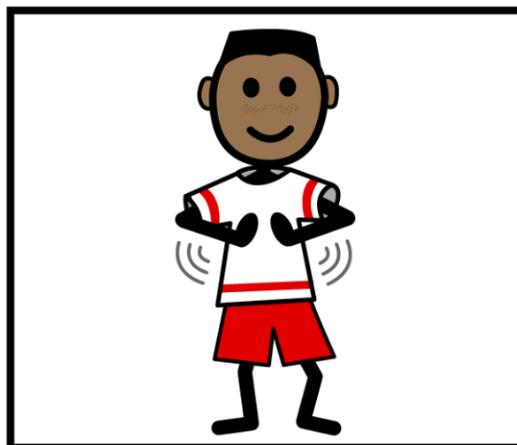
/ks/



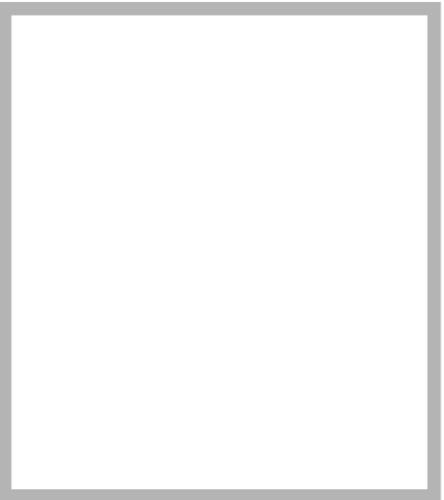
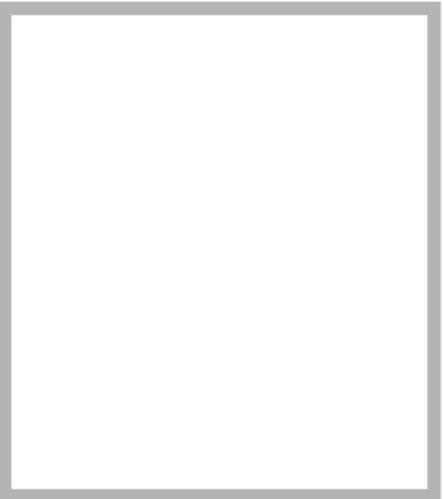
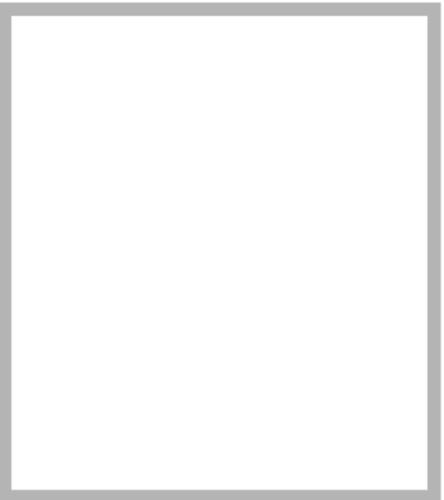
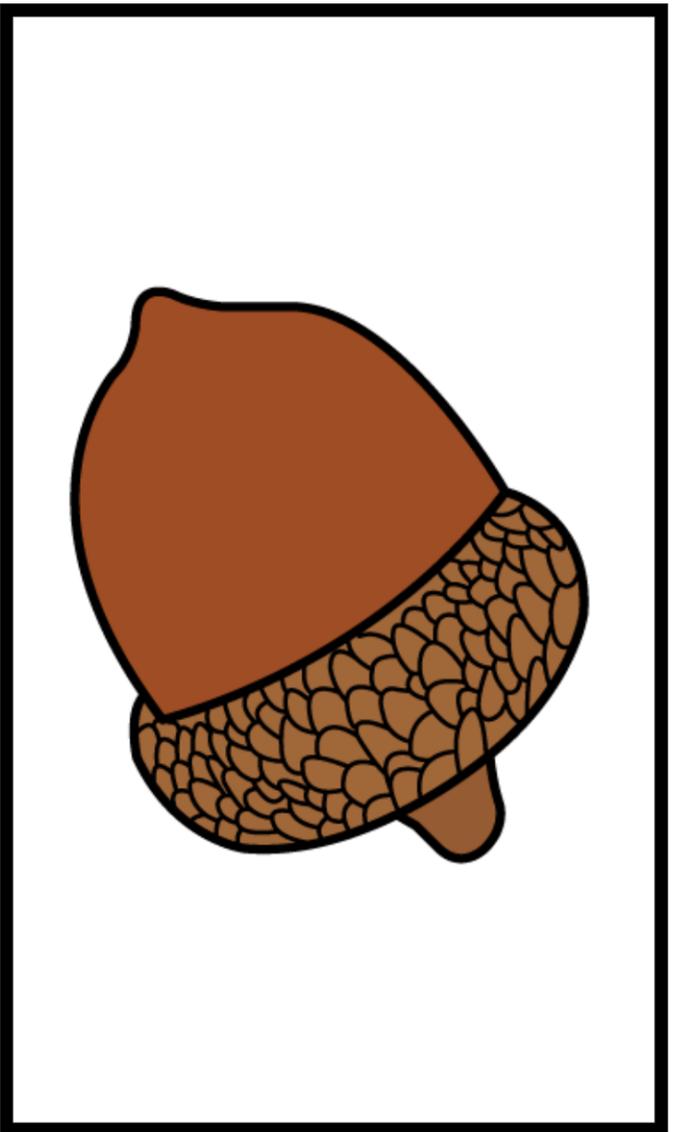
Xx

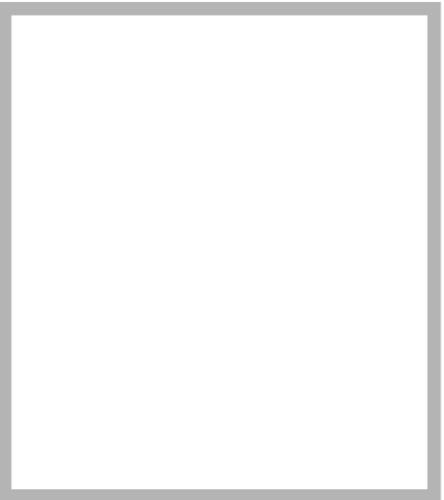
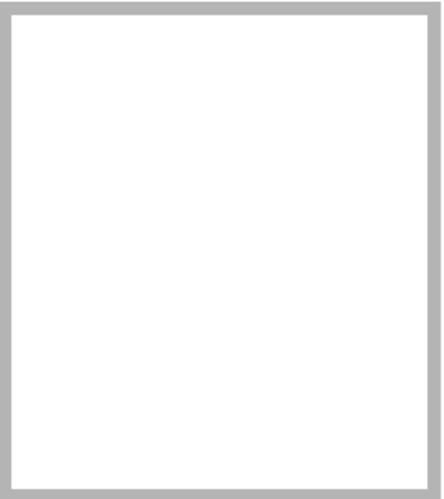
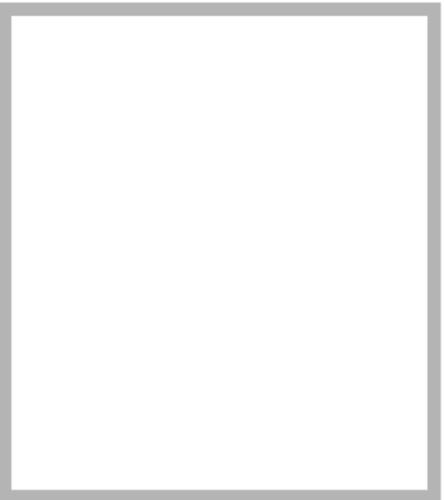
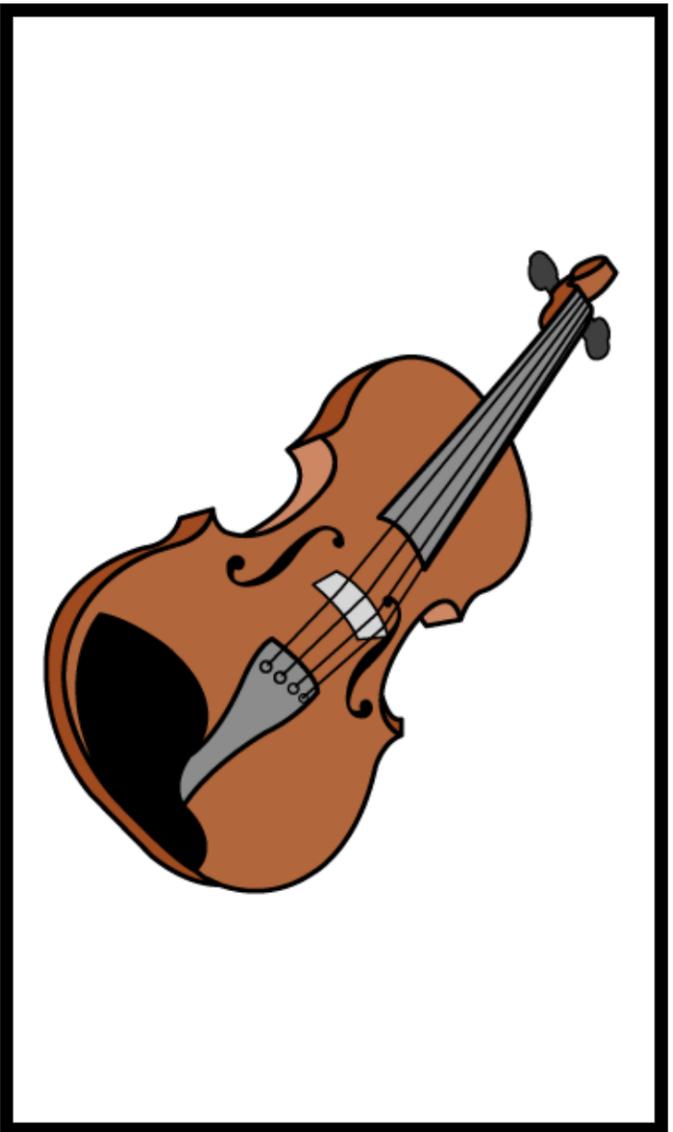
Hugh hears the pounding of the drum. He claps his hands together to the beat and says /y/, /y/, /y/.

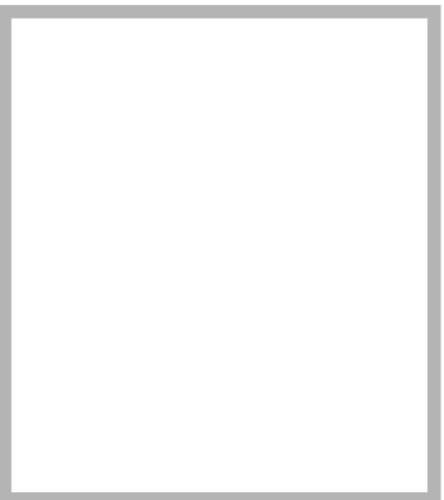
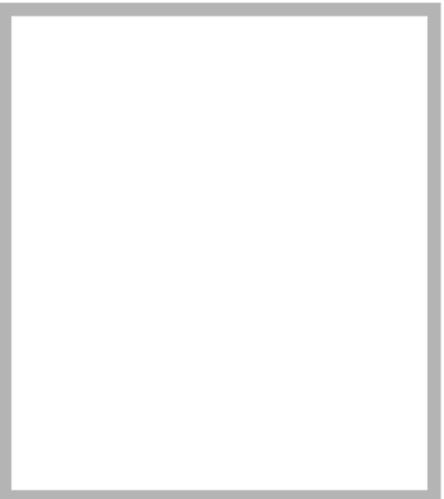
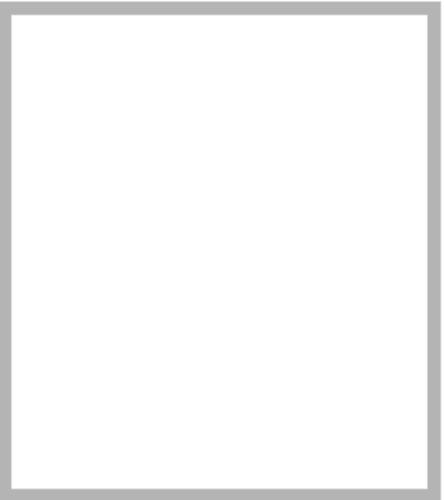
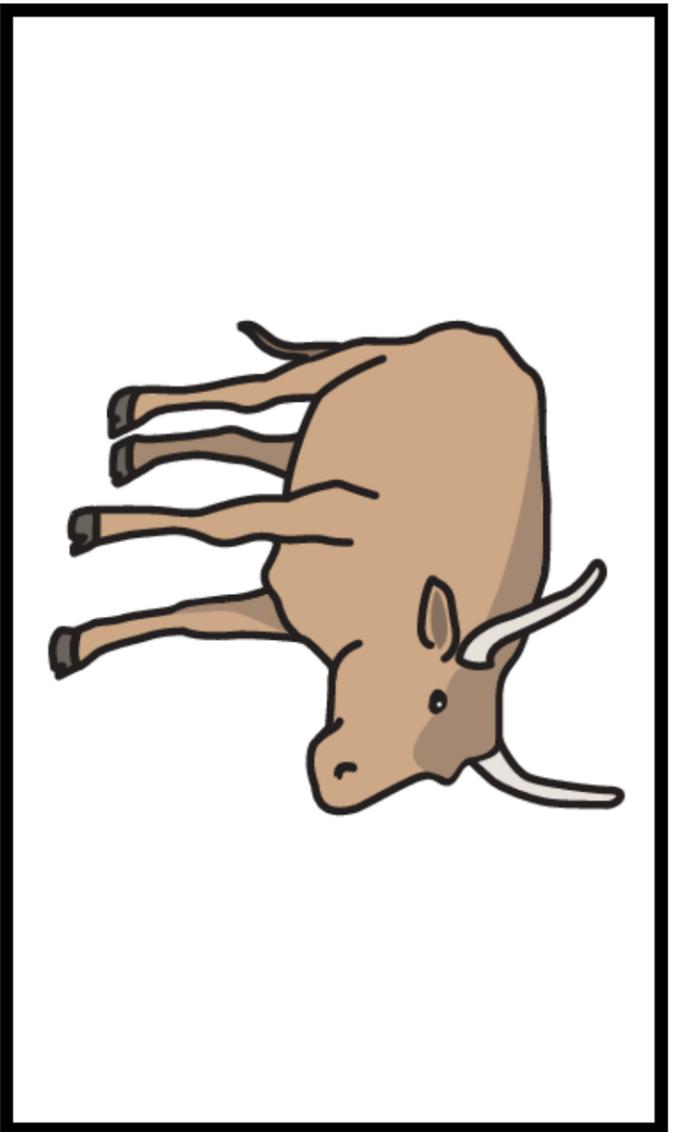
/y/

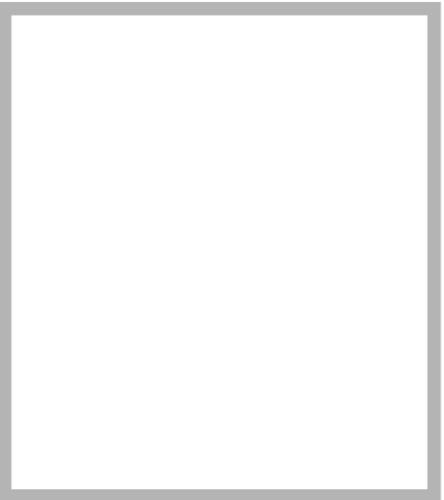
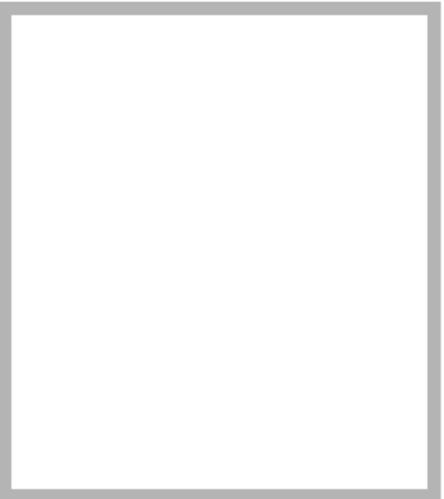
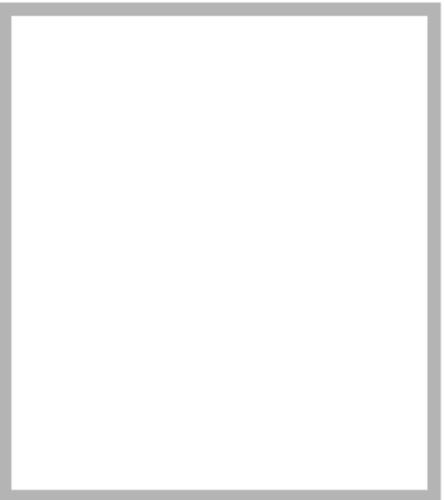
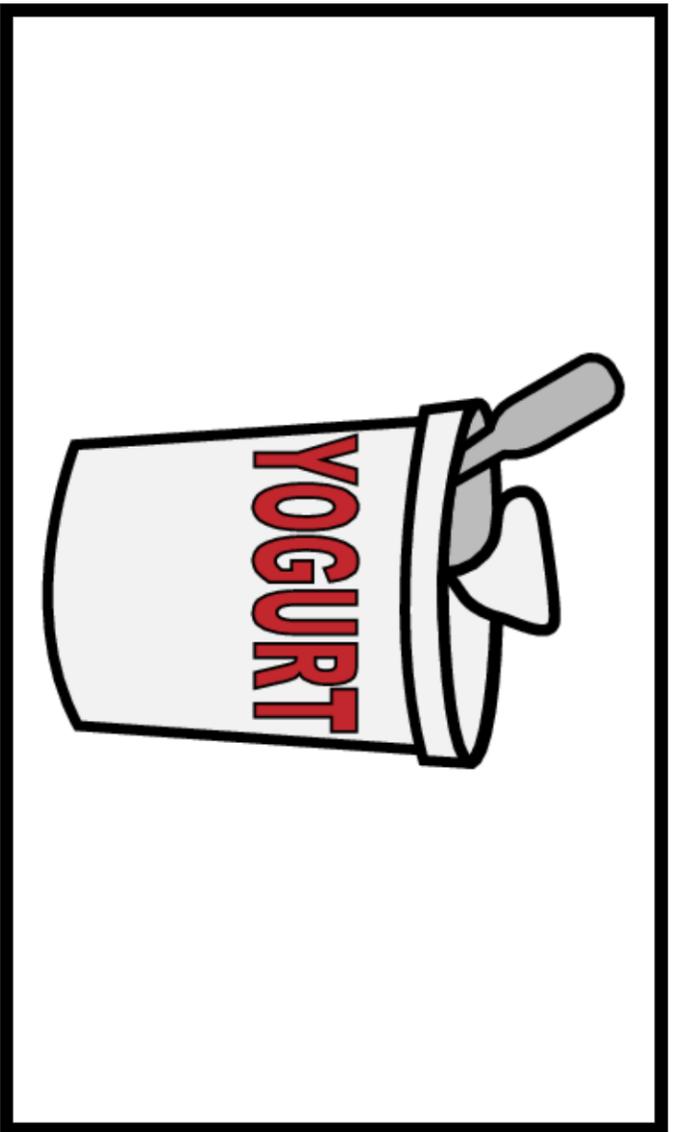


Yy

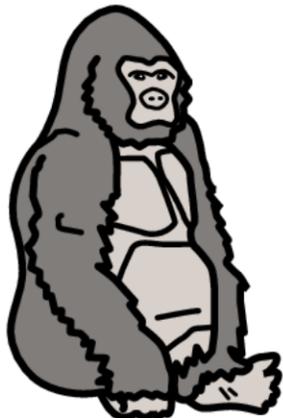








Phonemic Awareness



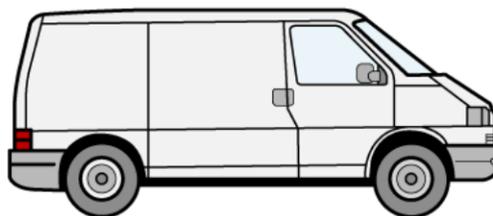
ape



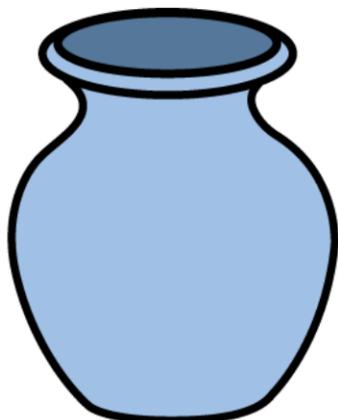
April



angel



van

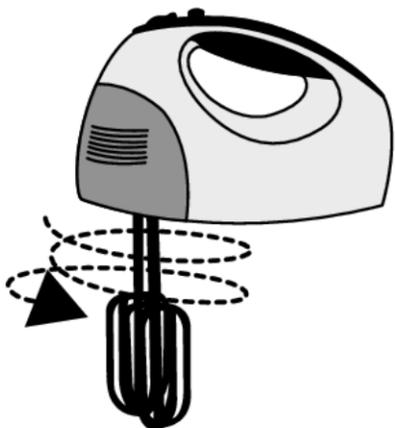


vase

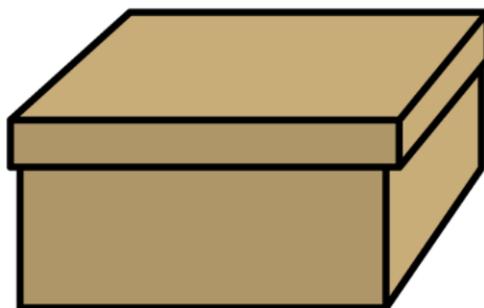


vest

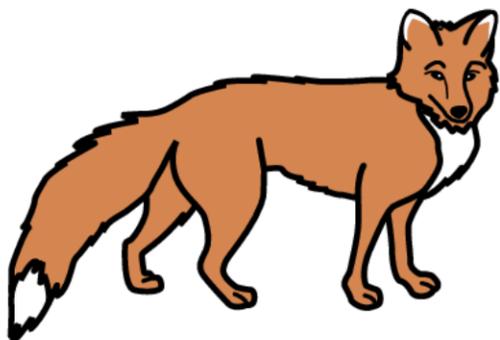
Phonemic Awareness



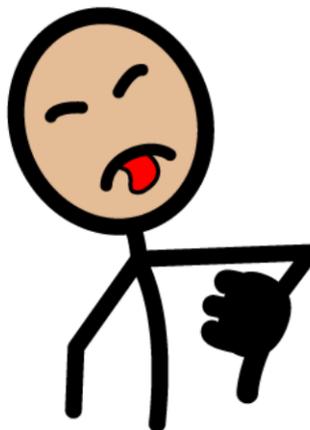
mix



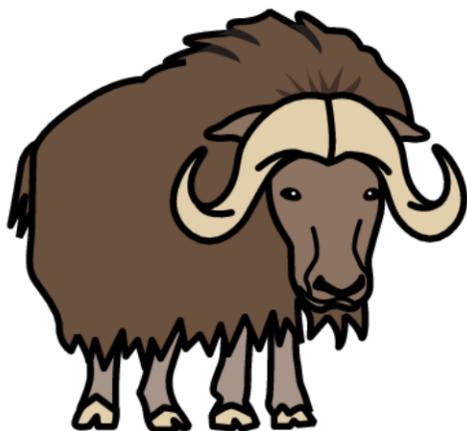
box



fox



yuck



yak



yarn

Phonemic Awareness

A

a

V

v

Phonemic Awareness

X

x

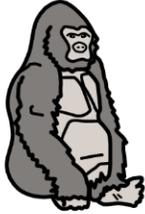
Y

y



For hands-on instruction, print, cut out and laminate.

ape



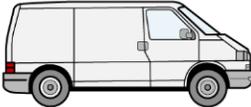
April



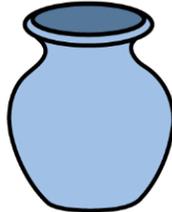
angel



van



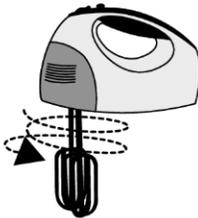
vase



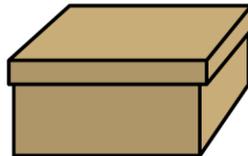
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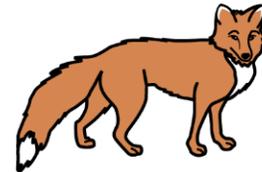
mix



box



fox



yuck



yak



yarn



Resources

Cut Apart Visual Schedule:

Have your child help you draw a picture to visualize each portion of the day or use some of the resource pictures, cut and glue.

Breakfast/Lunch and
Free Play

Focus Activity and
Meeting

Outdoor/Gross Motor
Time

Hand Washing

Intentional Teaching
Time:

Choice Time

Read Aloud

Intentional Teaching

Time Part 2

Music and Movement



Rainy Day

Rain, rain, rain,

Falling, falling down.

Drip, drop, drip, drop,

Rain hits the ground.

Wet, wet, wet,

There is no outside play.

Puddles and puddles,

I want a sunny day!



I'm a Little Teapot

I'm a little teapot,
Short and stout.
Here is my handle,
Here is my spout.
When I get all steamed up
Hear me shout,
Tip me over and
Pour me out!



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Hands that look clean can still have icky germs!



WASH YOUR HANDS!



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

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