

Pre-K



Emergency Closure Family Resources-Elementary

Dear Families,

Enclosed are optional activities you may use with your child to continue their learning during the school closure. These activities are not meant to replace instruction that typically takes place in a classroom, nor is it intended to substitute for in-person learning. These are meant to be a support for families in keeping children engaged and practicing skills previously learned in Renton schools. These activities will not be collected.

Resources Provided	Learning Activities for Families and Children
Early Literacy Activities	These ideas are meant to support you as you read to your child, help them to develop language, and encourage them to write.
Early Math Activities	These ideas are meant to support you as you help your child in developing their mathematical thinking.

Sincerely,

Dr. Shannon Harvey
Deputy Superintendent
Renton School District

Family Activity: Book Talk

Goal:

- To help your child become familiar with books

What You Will Need:

- A stack of storybooks

Let's Go!

1. Sit close to your child and look at each book in the stack.
2. Ask, "Can you find the title of the book?" Read the title together.
3. Ask, "What do you think this story might be about?"
4. Repeat for a few other books.
5. Now say, "Can you find the names of the author and the illustrator?" Remind your child that the author wrote the story and the illustrator drew the pictures.



6. Look through the illustrations in the book. Talk about the pictures. Are they like the pictures in any other books you have seen? How are they different? Ask again, "What do you think this story will be about?"
7. Now choose one or two books and read them together.

Quick Tip for Literacy:

- Has your child memorized a favorite story?
- Have her point to the words on each page as you read the story. Or invite her to retell the story in her own words.
- Remember to *listen* patiently. This will help her enjoy reading.

Actividad de familia: Conversación de Libros

Objeto:

Ayudar a su hijo o hija a familiarizarse con libros.

Que va a Necesitar:

Un montón de libros

¡Vamos!

1. Siéntese con su niño/a y mira cada libro que tienen.
2. Pregúntale, "¿Puedes encontrar el título del libro?" Encuéntralo juntos.
3. Pregúntale, "¿Qué crees que va pasar en este libro?"
4. Repita con unos cuantos otros libros.
5. Ahora pregúntale "¿Puedes encontrar los nombres del autor y del ilustrador?" Recuérdale a su hijo/a que el autor escribió el libro y el ilustrador dibujo las imágenes.



6. Mira las imágenes del libro. Hable sobre las fotos. ¿Son como otras imágenes en otros libros que has visto? ¿Como son diferentes? Pregúntale, "¿De que crees que se va tratar el libro?"

7. Ahora escoge uno o dos libros y leerlos juntos.

Consejos para la alfabetización:

¿Se ha memorizado un cuento favorito su hijo/a? Dile a su hijo/a que señale con su dedo cada palabra en cada página del libro. O invítale a que cuenten la historia usando sus propias palabras.

Acuérdese a *escuchar* con paciencia. Esto le ayudara a que su hijo/a disfrutar la lectura.

Promoting Language and Literacy: Talking and Reading with Your Child

Follow C

Comment and Wait so the child has time to respond

The child is looking at a picture in a book.

Adult: "I see you looking at the picture of a ..."

Wait 5 seconds

Ask questions and Wait so that the child has time to respond

The parent and child read a page in a book. Before they turn the page...

Adult: "What do you think is going to happen next?"

Wait 5 seconds

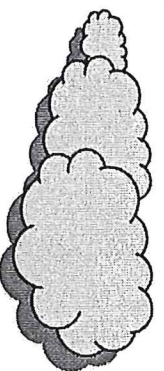
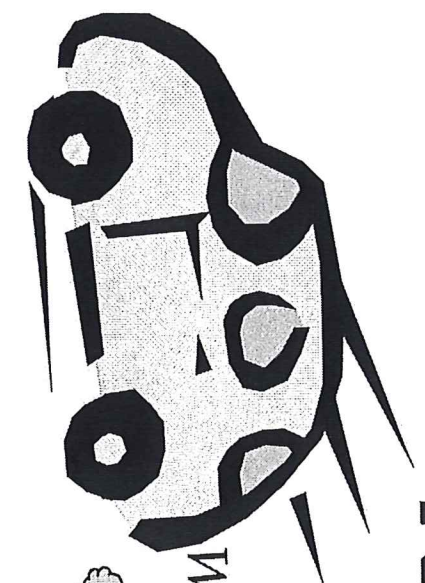
the CAR R

Respond by adding a little more

The child looks at a picture and says, "That's an elephant!"

Adult: "You see the elephant stomping through the jungle!"

Wait 5 seconds



WAITING gives the child time to respond

Promover el idioma y la capacidad de leer y escribir; hablando y leer con su niño

Hay cuatro pasos muy simples. Cuando usted usa estas estrategias, los niños empiezan a hablar mas y usan palabras nuevas.

Siga

C Comente y espere tan el niño tiene tiempo de responder.

El

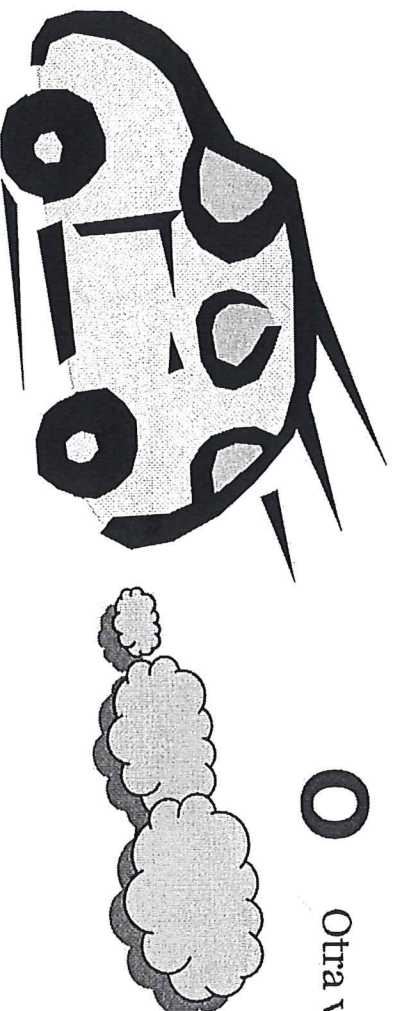
A Averigüe—preguntas y espere tan el niño tiene tiempo de responder.

CARRO

R Responda agreganda un poco más.

R Repita...

O Otra vez en espanol.



Questions for Interactive Reading

C	O	W
Connecting questions are questions that relate the book to child's life experiences.	Open-ended prompts help expand a child's thinking.	"Wh" questions help a child remember a story. Who? What? Where? When? Why? How?
<ul style="list-style-type: none"> Remember when we...? How is the story similar to...? What did you do when...? Have you ever...? 	<ul style="list-style-type: none"> What do you think...? What could happen...? What would you do...? Why do you think...? How would you feel...? Tell me more. Tell me about your favorite part. 	<ul style="list-style-type: none"> What's happening here? Who is this? Where are they? What is this? Why is...? What happened at the beginning? How did the story end?

Interactive Reading 1,2,3...

1st time you read –

- Read the title. Talk about the cover of the book and what it might be about.
- Read the story.
 - Use the CAR/CARRO strategy.
 - Ask "Wh" questions and the P-A-T strategy, from week 3, to talk about the pictures and vocabulary.

2nd time you read –

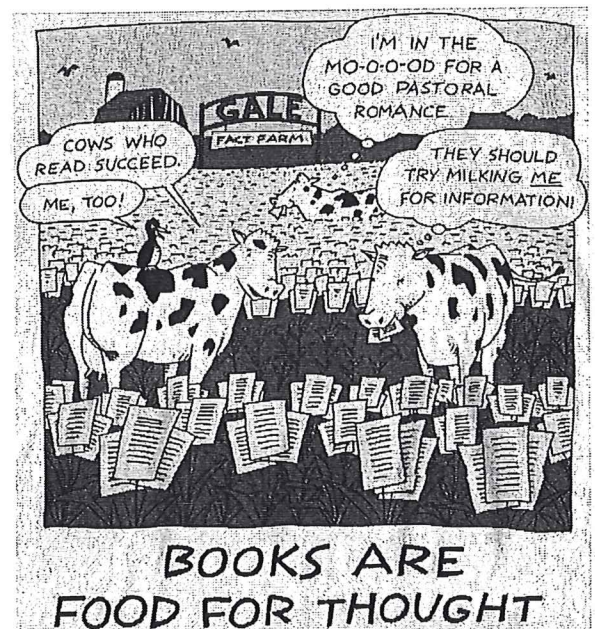
- Ask your child to tell you what they remember about the story.
- Read the story
 - Use the CAR/CARRO strategy.
 - Ask "Wh" and open-ended questions to help explain the story.
 - Keep talking about vocabulary

3rd time you read –

- Ask your child the title.
- Read the Story
 - Use the CAR/CARRO strategy
 - Ask open-ended and connecting questions

4th time you read –

- Have your child "read" you the story or act it out together.



Preguntas Para la Lectura Interactiva

P	M	P
Preguntas con Conexión son preguntas que relacionan el libro con las experiencias de la vida del niño/a.	Mensajes amplios ayuda a expandir los pensamientos del niño/a.	Preguntas ayudan a un niño/a recordarse de un cuento. ¿Quién? ¿Qué? ¿Dónde? ¿Cuándo? ¿Por qué? ¿Cómo?
<ul style="list-style-type: none"> • ¿Te acuerdas cuando nosotros...? • ¿Cómo es la historia similar a...? • ¿Qué hiciste cuando...? • ¿Alguna vez has...? 	<ul style="list-style-type: none"> • ¿Qué piensas de...? • ¿Qué pasaría si...? • ¿Qué harías si...? • ¿Por qué piensas que...? • ¿Cómo te sentarías si...? • Dime más. • Cuéntame sobre tu parte favorita. 	<ul style="list-style-type: none"> • ¿Qué está pasando aquí? • ¿Quién es esta persona? • ¿Dónde están? • ¿Qué es esto? • ¿Por qué esta...? • ¿Qué está pasando al principio? • ¿Cómo término el cuento?

Lectura Interactiva 1, 2, 3...

1. La primera vez que usted lee—

- Lee el libro. Habla sobre el cobertor del libro y de que se puede tratar el libro.
- Lee el cuento.
 - Usa la estrategia de CARRO
 - Haga Preguntas y la estrategia de “Señala, Actué, y Habla”, de la semana número 3 para hablar sobre las fotos y el vocabulario.

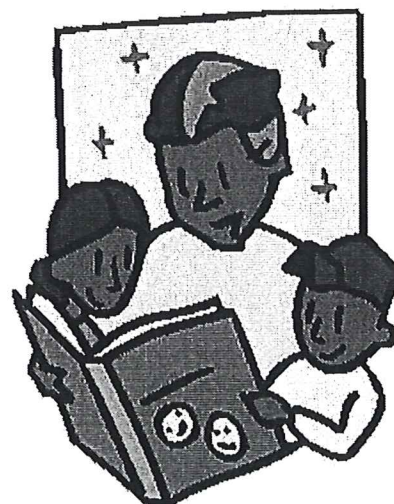
2. La segunda vez que usted lee—

- Pídale a su hijo/a acerca de lo que se acuerda del cuento.
- Lee el libro.
 - Use la estrategia de CARRO
 - Haga preguntas y use mensajes amplios para ayudar explicar el cuento.
 - Sigue hablando sobre el vocabulario.

3. La tercera vez que usted lee—

- Pregúntale a su hijo lo que el título del libro es.
- Lee el libro.
 - Use la estrategia de CARRO
 - Haga preguntas abiertas y preguntas con conexión.

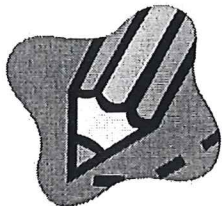
4. La cuarta vez que usted lee—





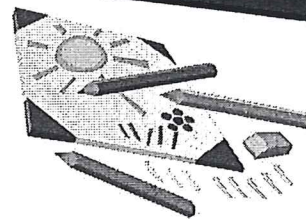
Puget Sound Educational Service District Parent Education/Child Involvement

PUGET SOUND
Educational Service District



Writing in Preschool!

Fun activities to help your preschooler learn about writing.



Preschoolers...

- Learn that writing is a way of communicating for a variety of purposes
- Develop an understanding that pictures and print carry messages
- Progress from using scribbles, shapes, or pictures to represent their ideas to using letter like symbols and copying or writing familiar letters or words.

Remember, in preschool we do not focus on *handwriting*. The goal is for preschoolers to learn all the various purposes for writing and that they can express their thoughts and ideas on paper. We want to make drawing and writing fun, exciting and rewarding for preschoolers.



What Does the Research Say?

Children who see literacy as a family value and learn that reading and writing are pleasurable, important, and meaningful are more successful in school. (Paratore et al., 1999)

One way to help children prepare for writing is to strengthen hand muscles.

- Play with clay and play-dough
- Do puzzles together
- Do crafts that involve tearing and cutting paper and squeezing glue bottles
- Play in the sandbox



Writing Together

Whenever you sit down to write a letter or a shopping list, tell your child what you are writing and ask your him/her to join you. Give your child a blank piece of paper or an envelope to draw on as you write your list or letter. This is one way children learn all the reasons we use writing.

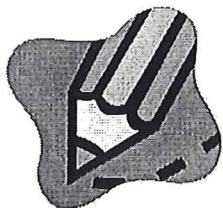


Drawing

Children use drawing to stand for writing. When children are given many opportunities to scribble and draw pictures, they learn that marks on paper are used to represent thoughts and ideas. You can help your child get ready for writing by providing a variety of drawing and art materials such as crayons, markers, colored pencils, chalk, and paint brushes. Here is a fun idea:

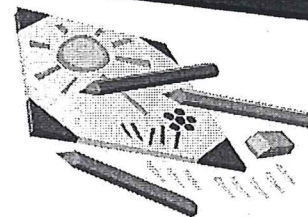
After taking your child to a place fun (like the park, zoo, or a friend's house), encourage your child to draw a picture about what they did or their favorite part of the day. Ask your child to tell you about the picture and write down exactly what he/she says on the paper. Children love to see their own words written down!





¡Escribiendo en la Escuela!

Actividades divertidas que ayudan a su preescolar a aprender sobre la escritura.



Los Preescolares...

- Aprenden que la escritura es una forma de comunicarse para una variedad de propósitos
- Desarrollan un entendimiento que los dibujos y las letras comunican un mensaje
- Progresan desde utilizar garabatos, figuras geométricas o dibujos para representar sus ideas hasta utilizar letras como símbolos y copiar o escribir letras y palabras familiares.

Recuerde, en la escuela preescolar no nos enfocamos en la **escritura**. La meta es que los preescolares aprendan todos los propósitos varios para la escritura y que puedan expresar sus pensamientos e ideas en un papel. Queremos que el dibujo y la escritura sea alto divertido, emocionante y gratificante para los



¿Qué Indican los Estudios?

Los niños que ven la alfabetización como un valor familiar y aprenden que la lectura y la escritura son placenteras, importantes y significativas, son más exitosos en la escuela. (Paratore et al., 1999)

Una forma de ayudar a los niños a prepararse para la escritura es fortaleciendo los músculos de sus manos.



- Jugando con arcilla y plastilina
- Armando rompecabezas juntos
- Haciendo manualidades que involucran rasgar y recortar papel y apretar botellas de pegamento
- Jugando en el arenero

Escribiendo Juntos

Cada vez que se siente a escribir una carta o una lista para las compras, dígame a su hijo lo que está escribiendo y pídale que lo haga con usted. Déle una hoja de papel en blanco o un sobre para que dibuje mientras usted escribe la lista o la carta. Esta es una forma en la que los niños aprenden sobre todas las razones por las que utilizamos la escritura.



El Dibujo

Los niños utilizan el dibujo como su modo de escritura. Cuando a los niños se les proporcionan muchas oportunidades de garabatear y dibujar, aprenden que las marcas en un papel se utilizan para representar pensamientos e ideas. Usted puede ayudar a su hijo a prepararse para la escritura, proporcionándole una variedad de materiales para la escritura y el arte, como crayones, marcadores, lápices de colores, tiza y brochas de. Aquí hay una divertida idea:

Después de llevar a su hijo a un lugar divertido (como el parque, el zoológico o la casa de un amigo), anímelo para que haga un dibujo de lo que hizo o de la parte del día que más le gusto. Pídale que le diga algo sobre el dibujo y escríbalo en el papel exactamente como se lo dice. ¡A los niños les encanta ver escritas sus propias palabras!



Word Play on the Go!

Secret Language Shopping

What you need:

- Time with your child

What you do:

1. Tell your child that you are going to a store today and ask him to help you with your shopping list using a new "secret language".
2. Say the first item on your list-corn. This word in the new secret language would be "orn".
3. Repeat with another word-juice. This word in the new secret language would be "uice".
4. Continue with familiar food items, asking your child to help you say the words in the new secret language, leaving out the first sounds of the words.

Why?:

Your child will learn to hear the beginning sounds of words and manipulate them to make new words.

Juego de palabras cuando vamos

Lenguaje Secreto de Compras

Qué necesita:

- Tiempo con su hijo(a)

Cómo lo hace:

1. Digale a su hijo(a) que usted va a una tienda hoy y pídale que le ayude con la lista de compras usando un nuevo "lenguaje secreto".
2. Diga la primera palabra en la lista-maíz. Esta palabra en el nuevo lenguaje secreto sería "aiz".
3. Repita con otra palabra-jugo. Esta palabra en el nuevo lenguaje secreto sería "ugo".
4. Continúe con otras comidas familiares, pidiéndole a su hijo(a) que diga las palabras en el nuevo lenguaje secreto, sin decir el primer sonido de las palabras.

¿Para qué?:

Su hijo(a) va a aprender a escuchar el primer sonido de las palabras y manipular los sonidos para hacer nuevas palabras.

Songs, Poems, Nursery Rhymes, and Tongue Twisters

What you need:

- Time with your child

What you do:

1. Pick a song, poem, nursery rhyme, or tongue twister to share with your child. This is a great activity to do with your child in the car, while you cook dinner, etc.
2. Teach the song, poem, nursery rhyme or tongue twister to your child by singing or saying it and encouraging them to repeat with you.
3. Emphasize words that rhyme, "Snow, go. Those rhyme!" or words that have the same beginning sound, "Sally sells seashells. All of these words start with the /s/ sound!"
4. Have fun singing and playing with your child. Teach them the songs you learned in your childhood in either English or your home language. These skills transfer from language to language so just focus on having fun!

Why?:

Young children typically like to play with language and singing songs, reading poetry or saying tongue twisters together is the best way to help them practice phonological awareness skills. Pointing out words that rhyme or words that have the same initial sound helps your child learn to listen carefully for sounds. This helps him or her to be a more active listener to the sounds in language.

Canciones, rimas o trabalenguas

Qué necesita:

- Tiempo con su hijo(a)

Cómo lo hace:

1. Escoja una canción, rima o trabalengua para compartir con su hijo(a). Esta es una actividad ideal para compartir en el carro, mientras cocina, etcétera.
2. Anime a su hijo(a) que repita con usted la canción, rima, o trabalengua para que se la aprenda.
3. Acentue las palabras que riman. "Chorrito, chiquito. ¡Esas palabras riman!" También puede acentuar palabras que empiezan con el mismo sonido, "Pepe Peña pela papas. Estas palabras empiezan con el sonido /p/."
4. Diviértase con su hijo(a) cantando y jugando. Enseñe las canciones de su niñez en inglés o en español. Estas destrezas se transfieren de idioma a idioma.

¿Para que?:

A los niños pequeños usualmente les gusta cantar canciones y jugar con el lenguaje. Cantando, recitando poemas, o trabalenguas es el mejor modo de practicar la conciencia lingüística. Acentuando rimas y sonidos iniciales ayuda a su hijo(a) aprender a prestar más atención a los sonidos. Esto le enseña a escuchar activamente para distinguir los sonidos del lenguaje.

Teaching New Words with P-A-T

- P - **P**oint to illustrations or objects to show the meaning of a word
 - A - **A**ct out the meaning of a word through gestures, moving your body, or voice
 - T - **T**ell a bit about the word
-

Ensenando Nuevas Palabras

- **Señala** a las ilustraciones u objetos para demostrar el significado de una palabra
- **Actué** el significado de una palabra usando gestos, moviendo su cuerpo o usando su voz
- **Habla** un poco más sobre la palabra

Home Activities for Math Skills Development: Ages 4 to 6 (Preschool, Kindergarten, & Grade 1)

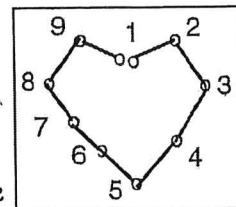
As children grow and develop, continue to incorporate math into their every day lives. Young children need to reinforce those skills they have already learned as they form new concepts. It is easy to include "mini-math lessons" into daily time with your children:

CONTINUE TO USE "MATH" VOCABULARY WITH, AND AROUND, YOUR CHILDREN:

- * Let your young children see you name coins when out shopping.
- * Talk about measuring tools when cooking or even when measuring objects around the house.
- * When driving or walking, use directional words, such as **right**, **left**, or **straight**.
- * Use words for comparisons such as, "You have *fewer* carrots than I have" or "That cat looks *heavier* than ours, doesn't it?"
- * When cutting an apple into four equally-sized pieces, say, "I'm cutting this apple into **fourths**" or at lunch, announce, "I'm cutting your sandwich in **half**." Use words that relate to time (before, after, next, later), measurement (empty, full, pounds, inches, etc.), and position (under, on, above, etc.)

REINFORCE NUMBERS AND WHAT NUMBERS MEAN:

- * When you make a phone call, let your children help you dial the number. This will help them recognize numbers.
- * Make (or buy) "connect the number" pictures (see right). Start with easier ones that have numbers up to ten or twenty. As they get older, advance to more complex ones.
- * Continue to practice counting; count everywhere you go. While on a walk or in the car, count the telephone poles, houses, cats, trees, etc. Count money, such as pennies. Count forwards, and backwards!
- * Make a number book by stapling paper together. On page one, have your child draw one object, on page two, two objects, and so on until there are ten pages.
- * When playing with blocks, say, "You have five blocks." Then, give them a block, and ask, "How many do you have now?" (This can be done with other objects.)
- * Having them help you set the table will help them reinforce **one-to-one correspondence**; each person gets one plate, one fork, one napkin, one cup, etc.
- * Talk to them about how numbers are used to keep track of quantities, such as keeping score in a game or finding someone's home using their street address.
- * Encourage them to solve simple problems. Ask, "There are nine crackers and three children. How can we make sure everyone gets the same number of crackers?" Provide guidance if needed.
- * Encourage estimation. Say, "How many raisins do you think you have?" Let them guess, then check by counting.



REINFORCE SHAPE RECOGNITION AND SPATIAL RELATIONSHIPS:

- * Continue to call attention to shapes in the home and environment. For example, "That sign is a triangle. It says, 'yield'." Point out three-Dimensional shapes as well, such as spheres and cubes.
- * Go on a "shape hunt." Say, "Let's find all the squares in the house!" or "How many circles are in the park?"
- * Provide more complex puzzles for them to grapple with; you can even make your own puzzles by cutting up a picture from a children's magazine into large pieces.
- * Talk about the position of objects, such as, "The cat is **under** the bed."

MATCHING:

- * Mix up a group of similar objects, such as socks or gloves, and have them make pairs.

MEASURING AND TIME:

- * Encourage them to "measure" objects using non-standard units. For example, ask, "How many blocks long is the (TV remote/coffee table/couch)?" Start tracking their growth using a tape measure.
- * Together, check the temperature outside each day. That way, they will gain a general understanding of what certain temperatures mean (80 degrees = hot; 32 degrees = cold).
- * Call attention to quantities, ask, "Does everyone have the same amount of milk in their cup?" (Make sure the cups are identical. Children this age will not know that a tall, skinny cup can hold the same amount as a shorter, fatter cup.)



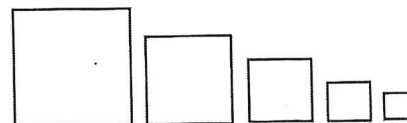
Home Activities for Math Skills Development: Ages 4 to 6 (Preschool, Kindergarten, & Grade 1)... continued

SORTING ACTIVITIES:

- * Having young children help with clean-up can provide opportunities for them to practice sorting, as well as time sequencing. Say, "First, let's put the stuffed animals in this basket. Then, let's put the crayons in this box."
- * Make a game out of sorting. Gather different types of toys, e.g., dolls, cars, blocks, fake food, or whatever, and say, "Let's sort these into piles as fast as we can! Let's put the dolls here, and the food there. Go!"
- * With older children, practice sorting objects by two attributes, e.g., putting all the "small blue" toy cars in a pile, and the "big red" ones in another.
- * Have them help you put away groceries, for example, putting the canned goods in one location and the cold goods in the refrigerator, etc.

SERiation/ORDERING ACTIVITIES:

- * Challenge them to "line up" objects in order from smallest to largest, lightest to heaviest, etc.
- * Ask them to make predictions about objects. Ask, "Which of these three bowls do you think will hold more (chips/salsa/grapes)? Which of these three will hold the least?" Or, "Which of these three jars is the heaviest? Which is the lightest?"
- * Help them cut out pictures of items from magazines and place (or glue) them in order from smallest to largest.



SEQUENCING AND PATTERNING ACTIVITIES:

- * Make patterns. Cut out shapes and have children glue them in a pattern on paper. Make a pattern and see if your children can replicate it. Patterns can be used to predict what will happen next. While making your pattern, ask, "What shape do you think I'm going to use next?"
- * Point out patterns. Say, "Your shirt has stripes that go 'green-yellow-white-green-yellow-white'."
- * Provide stringing beads to use to create patterns.
- * Patterns can be visual, physical, or auditory. Create a pattern with your body, for example, hop on your left foot twice, and on your right foot once, or clap in a "rhythmic" pattern. See if your child can copy your "patterns." Then, have them make a pattern for you to copy.
- * Put magnets on the refrigerator for them to use in making patterns.
- * After reading a story, ask, "What are three things that happened in the story?" Try to get them to sequence two or three events. If necessary, guide them with questions, "Did Goldilocks eat the porridge before or after she slept in the bears' beds?"

PROBLEM SOLVING:

- * When possible, ask your child's advice on ways to solve a problem. For example, say, "There are six people coming to dinner and only five chairs at the table? What should we do? Where can we find another chair?"
- * Ask them to predict the next day's weather. Ask, "If it is going to be (cold/hot/rainy), what should we wear?"

READING:

- * Continue reading to your children often. There is much math in books, including shapes, numbers, concepts dealing with time and measurement, problem solving, and more.



PLAY COMMERCIAL GAMES THAT REINFORCE MATHEMATICAL CONCEPTS, SUCH AS:

- * Bingo for number recognition
- * Chutes and Ladders for number recognition, counting, and concepts such as "before" and "after"
- * Candy Land for matching
- * Don't Break the Ice for logical reasoning, making predictions, and cause & effect relationships
- * Mr./Mrs. Potato Head for reinforcing part-to-whole relationships and one-to-one correspondence
- * Memory for reinforcing matching and identifying sets

Note: Sometimes kids may want to be left alone to play or relax. If your child is not interested in a "math" activity you initiate, or is not developmentally ready, try again later!

Sources: "Early Childhood: Where Learning Begins, Mathematics - Mathematical activities for parents and their 2 to 5-year-old children" at www.ed.gov/pubs/EarlyMath/index.html; "Family Board Games Build Math Skills" by Julie Tiss, M.Ed. Washington Parent Magazine at www.washingtonparent.com/articles/9707/math.htm; "Help Your Child Learn to Develop an Understanding of Math Concepts," by Susan Jindrich at www.meddybemps.com; "Making the Most of Math in the Early Childhood Program" by Dan Weigle and Sally Martin of the University of Nevada Cooperative Extension at <http://www.unce.unr.edu/publications/FS01/FS0103.doc>; "Mathematics Clarifying Activities for Kindergarten" at <http://www.tenet.edu/teks/math/clarifying/cateksgrade2.pdf>; "Pre-Kindergarten Parent Resources" by the Minneapolis Public Schools at http://www.mpls.k12.mn.us/departments/tis/ECFS/getting_ready/Math.pdf; "Stages of Math Development" at <http://www.cem.msu.edu/~leej/development-math.html>. --Title I Dissemination Project, 2004 --