



Dear Family Member:

Welcome to the new school year!

We are excited for your child to be enrolled in prekindergarten. During this year, he or she will participate in kindergarten readiness activities that involve deeper learning and skill building. Prekindergarten uses a curriculum that is developmentally appropriate for children who are 3–4 years old. This year, our school district is using a new reading and language arts program, *Benchmark Ready to Advance*. It's published by Benchmark Education and built specifically for prekindergarten children to meet developmental and academic guidelines.

Each unit of *Benchmark Ready to Advance* is centered on one topic, such as families and friends, animals, and transportation. Talk with your child each day about what he or she has learned or experienced in school. Ask questions and allow your child to practice conversational skills with you at home.

Every month, you'll receive a take-home activity calendar that will provide additional activities you can do at home with your child. These activities connect to the unit topic as well as key concepts and skills being taught during the unit. You can use the calendar to read together, to practice skills taught in class, and to engage in collaborative conversations with your child about his or her school experiences.

Thank you for taking the time to read this letter. I look forward to using *Benchmark Ready to Advance* with your child and working with you to ensure a successful school year!

As always, if you have any questions about our new program or about your child's progress, please don't hesitate to contact me.

Sincerely,

Take-Home Activity Calendar

In Unit 1, your child will learn about going to school and how to work with their classmates and teacher. As we progress through the unit, we will answer the **Essential Question “How do we use our body parts to learn and move?”** The activities below reinforce the skills and lessons your child will learn in the classroom. As we progress through the unit, we will learn about our body parts and senses as we answer the Essential Question. The activities are meant to be simple, quick ways to engage with and help your child to retain the information and practice the skills at home. Take-home books that are condensed versions of books read in the classroom will be sent home during the unit. You may also read other books you have at home to engage in conversation and build vocabulary.



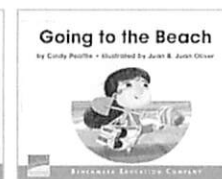
☒ Check off each activity as you complete it.

Unit 1 • All About Me

	Talk Time <input type="checkbox"/>	Talk Time <input type="checkbox"/>	Math <input type="checkbox"/>	Science <input type="checkbox"/>	Science <input type="checkbox"/>	Read Together <input type="checkbox"/>
Week 1	Talk Time <ul style="list-style-type: none"> Encourage your child to share his or her feelings about going to school for the first time. Share with your child how you felt doing something for the first time, such as starting school or a job. 	Talk Time <ul style="list-style-type: none"> Role-play with your child how to meet and greet a friend. Discuss ways to be a good friend. Discuss the purpose of a schedule. Talk about how using a schedule or routine helps you accomplish things at home. 	Math <ul style="list-style-type: none"> Collect matching pairs of household objects, such as socks, shoes, and gloves. Separate the items and place them into a container. Have your child name the items as he or she matches each pair. 	Science <ul style="list-style-type: none"> Model for your child how to wash your hands with soap and water and then dry them. Discuss appropriate times to wash hands, such as before eating, after using the bathroom, and after playing. 		Read Together <ul style="list-style-type: none"> Examine the take-home book <i>I Like School</i> with your child. Point to and name the book parts: top, bottom, front, back, and cover. Model how to hold a book when reading. Discuss the words and images in the book with your child as you read.
Week 2	Color Recognition <ul style="list-style-type: none"> Using a book or magazine, have your child point out items that are red, such as apples. Guide your child to identify the item and describe it in a complete sentence. For example: <i>The apple is red.</i> 	Talk Time <ul style="list-style-type: none"> Use two stuffed animals or puppets to model to your child how to listen when a friend is speaking, wait for a turn to talk, and share the talking time. Practice having a conversation with your child. 	Math <ul style="list-style-type: none"> Work with your child to identify household items that are round. Guide him or her to describe the item in a complete sentence. For example: <i>The clock is round.</i> 	Talk Time <ul style="list-style-type: none"> Discuss the meaning of the following feelings with your child: happy, sad, surprised, and mad. Tell your child about a time you felt each of these emotions, and have your child do the same. 		Read Together <ul style="list-style-type: none"> Examine the take-home book <i>I Am Happy</i> with your child. Point to and name the book parts: top, bottom, front, back, and cover. Read the title while pointing to each word. Discuss the text and images with your child as you read.
Week 3	Talk Time <ul style="list-style-type: none"> Discuss with your child how to greet friends and family by saying hello and calling them by name, waving, and/or shaking hands. Have your child use stuffed animals to practice greeting friends and family. 	Science <ul style="list-style-type: none"> Display several food items for your child to describe. Have him or her use the five senses to describe the item (how it looks, smells, sounds, feels, and tastes). 	Science <ul style="list-style-type: none"> Discuss with your child the purpose and function of the following body parts: ears, eyes, nose, skin, and tongue. Ask your child to describe what body part he or she uses to hear, see, smell, touch, or taste. 	Talk Time <ul style="list-style-type: none"> Discuss what it means to share with your child. Have him or her discuss how to share with friends and family members. For example: <i>I share my ____ with my friend ____.</i> 		Read Together <ul style="list-style-type: none"> Review the color red and build vocabulary. Guide your child to identify the item in a complete sentence. For example: <i>The car is red.</i>

Take-Home Activity Calendar

In Unit 2, your child will learn about families and friends and the five senses. As we progress through the unit, we will ask and answer the **Essential Question "How do families and friends care for one another?"** Engage your child in conversation about how families and friends enrich our lives. Use the take-home books or other books to provide examples of families and friends.



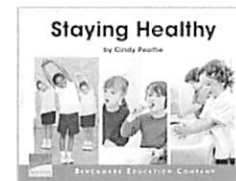
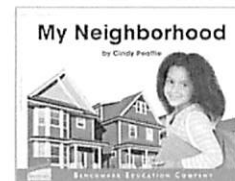
Unit 2 • Families and Friends

☒ Check off each activity as you complete it.

	Talk Time <input type="checkbox"/>	Build Vocabulary <input type="checkbox"/>	Talk Time <input type="checkbox"/>	Talk Time <input type="checkbox"/>	Build Vocabulary <input type="checkbox"/>
Week 1	<ul style="list-style-type: none"> Discuss the meaning of <i>cooperation</i> with your child. Have him or her share ways to cooperate with family members. For example: <i>I help my sister pick up toys.</i> 	<ul style="list-style-type: none"> Ask your child questions about your home, using these words: <i>bed, bedroom, chair, house, kitchen, table, bathroom, and tub.</i> For example: <i>Where do we eat breakfast?</i> 	<ul style="list-style-type: none"> Discuss the importance of staying healthy. Take a walk, or do simple exercises with your child. Have your child identify the body parts that need exercise (arms, legs, hands, feet, torso). 	<ul style="list-style-type: none"> Discuss ways to help at home. Make a list of jobs your child can do at home. Create a job chart and assign jobs weekly. 	<ul style="list-style-type: none"> Using a book or magazine, have your child point out items that are red or blue. Guide your child to identify the item in a complete sentence: <i>The house is blue.</i>
Week 2	Letters & Sounds <input type="checkbox"/> <ul style="list-style-type: none"> Point out several items that begin with m, such as <i>mat, milk, and man.</i> Ask your child to say the sound at the beginning of the words. Guide him or her to identify the sound /m/. 	Science <input type="checkbox"/> <ul style="list-style-type: none"> Discuss the characteristics of the beach with your child. Show pictures of the beach, or talk about your experiences. Have your child draw a picture of the beach. 	Math <input type="checkbox"/> <ul style="list-style-type: none"> Collect household objects that are red and blue, and place them all into a container. Have your child sort the objects according to their color. 	Read Together <input type="checkbox"/> <ul style="list-style-type: none"> Read the take-home book <i>Going to the Beach</i> with your child. Point out the names of the author and illustrator, and have your child tell what they do. Discuss the text and pictures with your child as you read. 	Read Together <input type="checkbox"/> <ul style="list-style-type: none"> Reread the take-home book <i>Going to the Beach</i> with your child. Have your child name things he or she would take to the beach.
Week 3	Letters & Sounds <input type="checkbox"/> <ul style="list-style-type: none"> Say these words that begin with a with your child: <i>apple, ant.</i> Guide him or her to say a sentence, using each word. 	Talk Time <input type="checkbox"/> <ul style="list-style-type: none"> Discuss with your child how to tell when friends or family members are feeling sad or upset, and how to help them feel better. For example: <i>When my friend is upset, I invite him to play a game with me.</i> 	Math <input type="checkbox"/> <ul style="list-style-type: none"> Gather small household items in three colors, such as blocks or crayon. Have your child use the items to make a simple pattern, such as red, blue, red, blue. Have your child explain the pattern to you. 	Read Together <input type="checkbox"/> <ul style="list-style-type: none"> Read the take-home book <i>At Home</i> with your child. Read the title. Point to each word in the title as your child counts them. Discuss the text and images with your child as you read. 	Read Together <input type="checkbox"/> <ul style="list-style-type: none"> Reread the take-home book <i>At Home.</i> Have your child point to red and blue objects in the book. Talk about what you do at home, such as eating and playing.

Take-Home Activity Calendar

In Unit 3, your child will learn about communities and health. As we progress through the unit, we will answer the **Essential Question "What is a community and who lives there?"** Engage your child in conversation about what your community is like and how people stay healthy. Use the take-home books or other books to provide examples of communities and healthful activities.



Unit 3 • Communities and Health

✓ Check off each activity as you complete it.

	Talk Time <input type="checkbox"/>	Build Vocabulary <input type="checkbox"/>	Math <input type="checkbox"/>	Talk Time <input type="checkbox"/>	Letters & Sounds <input type="checkbox"/>
Week 1	<ul style="list-style-type: none"> Practice identifying rhyming words. Explain that rhyming words have the same ending sounds. Start with <i>sit</i>, and guide your child to name <i>bit</i>, <i>fit</i>, <i>hit</i>, <i>kit</i>, <i>lit</i>, and <i>pit</i>. Continue with other sets of rhyming words. 	<ul style="list-style-type: none"> Discuss the meaning of the following words with your child: <i>work</i>, <i>community</i>, <i>neighbor</i>, <i>neighborhood</i>, and <i>store</i>. Discuss examples of the words, and have your child tell what he or she knows about each of them. 	<ul style="list-style-type: none"> Gather small items that can be sorted by color, such as blocks, beads, or cereal pieces. Ask your child to sort the items according to their colors. 	<ul style="list-style-type: none"> Engage your child in a conversation about rules. Explain that rules maintain order and keep people safe. Discuss rules in your household relating to housework, mealtimes, pet care, etc. 	<ul style="list-style-type: none"> Pretend you are making a "super supper" that can include only items that begin with <i>s</i>. Guide your child to name <i>salad</i>, <i>soup</i>, <i>sandwiches</i>, <i>sausages</i>, <i>salsa</i>, etc.
Week 2	Letters & Sounds <input type="checkbox"/> <ul style="list-style-type: none"> Point out several words that begin with <i>s</i>, such as <i>sun</i>, <i>six</i>, and <i>sock</i>. Ask your child to say the beginning sound of each word. Guide him or her to identify the /s/ sound. 	Build Vocabulary <input type="checkbox"/> <ul style="list-style-type: none"> Discuss the meaning of the following words with your child: <i>apple</i>, <i>bread</i>, <i>pumpkin</i>, <i>tent</i>, <i>festival</i>, <i>parade</i>, and <i>help</i>. Have your child use each of the words in a complete sentence. 	Math <input type="checkbox"/> <ul style="list-style-type: none"> Gather small objects in the shape of a circle and a rectangle, such as coins, buttons, blocks, etc. Have your child sort the items into two groups, according to their shape. Have your child identify each item's shape. 	Read Together <input type="checkbox"/> <ul style="list-style-type: none"> Read the take-home book <i>My Neighborhood</i> with your child. Have him or her identify the front and back of the book. Discuss the text and images with your child as you read. 	Read Together <input type="checkbox"/> <ul style="list-style-type: none"> Reread the take-home book <i>My Neighborhood</i> with your child. Discuss favorite places in your neighborhood.
Week 3	Letters & Sounds <input type="checkbox"/> <ul style="list-style-type: none"> Read these words aloud to your child that begin with <i>t</i>. Have him or her clap for each syllable: <i>table</i> (2), <i>tools</i> (1), <i>tomorrow</i> (3), <i>time</i> (1), <i>target</i> (2), <i>teacher</i> (2), <i>tomato</i> (3). 	Build Vocabulary <input type="checkbox"/> <ul style="list-style-type: none"> Ask your child questions, using these words: <i>water</i>, <i>food</i>, <i>fruit</i>, <i>healthy</i>, <i>choice</i>, and <i>ingredients</i>. For example: <i>What is a healthy food to eat for breakfast?</i> 	Math <input type="checkbox"/> <ul style="list-style-type: none"> Using a book or magazine, have your child point out items in the shape of a rectangle or square. Guide your child to identify why the items are squares or rectangles. (They have four sides and four corners.) 	Read Together <input type="checkbox"/> <ul style="list-style-type: none"> Read the take-home book <i>Staying Healthy</i> with your child. Discuss the text and images with your child as you read. Have your child identify red, blue, and yellow objects in the images. 	Read Together <input type="checkbox"/> <ul style="list-style-type: none"> Reread the take-home book <i>Staying Healthy</i>. Discuss with your child other ways to stay healthy, such as getting enough sleep.

Take-Home Activity Calendar

In Unit 4, your child will learn about community jobs and the fall. As we progress through the unit, we will discuss and answer the **Essential Question "How do community workers keep us safe and healthy?"** Engage your child in conversation about community workers who help others and the changes in your community during the fall. If you live in an area that does not experience fall weather, use the take-home book or other books to provide examples of fall activities.

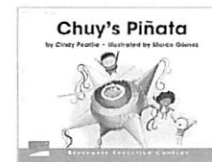


Unit 4 • Community Jobs and Fall

☒ Check off each activity as you complete it.

	Letters & Sounds <input type="checkbox"/>	Build Vocabulary <input type="checkbox"/>	Math <input type="checkbox"/>	Talk Time <input type="checkbox"/>	Letters & Sounds <input type="checkbox"/>
Week 1	<ul style="list-style-type: none"> Point out several items that begin with the letter f, such as <i>fan</i>, <i>feet</i>, and <i>fingers</i>. Ask your child to say the sound he or she hears at the beginning of each word. Guide your child to identify the /f/ sound at the beginning of the word. 	<ul style="list-style-type: none"> Name community helpers with your child (construction worker, firefighter, nurse, police officer). Ask questions about what they do and how they help us. For example: <i>Which community helpers keep people safe?</i> 	<ul style="list-style-type: none"> Have your child count up to 5 with you. Have your child draw shapes to match the number, such as 2 circles or 4 rectangles. Have your child color the items, using a different color for each one. 	<ul style="list-style-type: none"> Using a book or magazine, have your child look for people showing emotions, such as <i>happy</i>, <i>mad</i>, <i>tired</i>, and <i>excited</i>. Guide your child to identify the emotions, and discuss why the person might be feeling that way. 	<ul style="list-style-type: none"> Read the following words aloud to your child, and have him or her clap for each syllable in the word: <i>fox</i> (1), <i>family</i> (3), <i>fuzzy</i> (2), <i>foot</i> (1), <i>forest</i> (2), <i>fancy</i> (2), <i>fantastic</i> (3).
Week 2	<ul style="list-style-type: none"> Have your child identify word pairs that begin with the /n/ sound made by the letter n. Have your child give a thumbs-up if the words begin with /n/ and thumbs-down if they do not. For example: <i>nest/nose</i>, <i>nurse/table</i>. 	<ul style="list-style-type: none"> Create sentence frames about your community. Have your child complete the sentences, using these words: <i>school</i>, <i>library</i>, <i>park</i>, <i>hospital</i>, <i>fire station</i>, <i>photograph</i>, and <i>town</i>. For example: <i>We borrow books from the ____.</i> 	<ul style="list-style-type: none"> Work with your child to identify household items in the following shapes: circle, rectangle, square, triangle. Guide him or her to describe the items in a complete sentence. For example: <i>The table is a rectangle. The clock is a circle.</i> 	<ul style="list-style-type: none"> Read the take-home book <i>My Community</i> with your child. Point out the individual words and the spaces between the words in the text. Discuss the text and images with your child as you read. 	<ul style="list-style-type: none"> Reread the take-home book <i>My Community</i> with your child. Discuss the text and images with your child as you read. Encourage your child to name each community helper's job.
Week 3	<ul style="list-style-type: none"> Have your child practice tracing the lowercase and uppercase letter in the air. If available, place sand or shaving cream on a tray for your child to practice tracing the letter o or shapes in. 	<ul style="list-style-type: none"> Work with your child to identify word pairs with the same beginning sound. Use the letters f, m, n, s, and t. Have your child give a thumbs-up if the words begin with the same sound or a thumbs-down if they do not. For example: <i>man/mud</i>, <i>sit/fan</i>. 	<ul style="list-style-type: none"> Gather small household items. Have your child line up the items in a row, while you line up another set of items. Have your child identify, without counting, which row is longer. Guide your child to understand that the longer row has more items. 	<ul style="list-style-type: none"> Read the take-home book <i>In the Fall</i> with your child. Discuss the text and images with your child as you read. Ask your child questions about things that happen in the fall. 	<ul style="list-style-type: none"> Reread the take-home book <i>In the Fall</i> with your child. Discuss the text and images with your child as you read. Collect leaves with your child. Have him or her trace the leaves on paper, and then color them in fall colors.

Take-Home Activity Calendar



In Unit 5, your child will learn about celebrations and winter. As we progress through the unit, we will answer the **Essential Question "How do families and friends celebrate special days?"** Engage your child in conversation about celebrations in your family and in the community, and what winter is like for you. If you live in an area that does not experience winter weather, use the take-home books or other books to provide examples of winter activities.

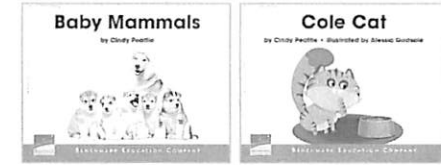
Unit 5 • Celebrations and Winter

✓ Check off each activity as you complete it.

	Letters & Sounds <input type="checkbox"/>	Talk Time <input type="checkbox"/>	Math <input type="checkbox"/>	Talk Time <input type="checkbox"/>	Letters & Sounds <input type="checkbox"/>
Week 1	<ul style="list-style-type: none"> Write the following letters on a piece of paper for your child. Review each letter name and beginning sound: f, m, n, p, s, t. 	<ul style="list-style-type: none"> Engage your child in a conversation about what makes him or her feel happy, sad, or mad. For example: <i>I am happy when my friend waves at me. I am sad when my friend doesn't share blocks with me.</i> 	<ul style="list-style-type: none"> Write the numbers 1 to 7 on a piece of paper for your child, and ask him or her to identify each numeral. Ask your child to compile items that represent each number. For example: 1 bowl, 3 apples, etc. 	<ul style="list-style-type: none"> Discuss the meaning of the following words with your child: <i>celebrate</i> and <i>decorate</i>. Discuss with your child how these words relate to your family. 	<ul style="list-style-type: none"> Using a book or magazine, have your child point out items that begin with the letter p, such as <i>pig, pen,</i> and <i>puppy.</i> Guide your child to identify and say the sound p makes at the beginning of a word.
Week 2	<ul style="list-style-type: none"> Using a book or magazine, have your child point out words that begin with the letter c or k such as <i>cat, cow, kite,</i> or <i>kangaroo.</i> Guide your child to identify and say the sound k makes at the beginning of a word. 	<ul style="list-style-type: none"> Discuss the meaning of cooperation with your child. Have him or her share ways to cooperate with family members. For example: <i>I help my mom put the dishes away.</i> 	<ul style="list-style-type: none"> Write a number between 1 and 7 on a piece of paper, and have your child name the numeral. Have your child draw items in a row to match the number, such as 7 circles or 4 hearts. 	<ul style="list-style-type: none"> Read the take-home book <i>Chuy's Piñata</i> with your child. Have him or her identify the front and back of the book. Discuss the text and images with your child as you read. 	<ul style="list-style-type: none"> Reread the take-home book <i>Chuy's Piñata</i> with your child. Review the meaning of the words <i>celebration</i> and <i>decorate</i>, and discuss how they apply to the book.
Week 3	<ul style="list-style-type: none"> Using a book or magazine, have your child point out words that begin with the letter l, such as <i>light, lion, letters,</i> or <i>lizard.</i> Guide your child to identify and say the sound l makes at the beginning of a word. 	<ul style="list-style-type: none"> Ask your child questions about winter, using these words: <i>boots, coat, gloves, hat, ice, mittens, rain, scarf, snow,</i> and <i>wind.</i> For example: <i>What do people wear on their hands in the winter to keep them warm?</i> 	<ul style="list-style-type: none"> Discuss the four seasons with your child, describing how the weather changes during each season. Name and explain why you like your favorite season, and have your child do the same. 	<ul style="list-style-type: none"> Read the take-home book <i>On a Snowy Day</i> with your child. Ask your child questions about things that happen in the winter. For example: <i>What season does the weather get cold?</i> 	<ul style="list-style-type: none"> Reread the take-home book <i>On a Snowy Day</i> with your child. Explain that this is an informational book about winter. Discuss how informational books have facts that readers can learn from.

Take-Home Activity Calendar

In Unit 6, your child will learn about animals. As we progress through the unit, we will discuss and answer the **Essential Question**, **"How are animals alike?"** Engage your child in conversation about animals, including pets, neighborhood animals, and wild animals. Use the take-home books or other books to provide examples of animals and their activities.



Unit 6 • Animals

✓ Check off each activity as you complete it.

	Letters & Sounds <input type="checkbox"/>	Build Vocabulary <input type="checkbox"/>	Math <input type="checkbox"/>	Talk Time <input type="checkbox"/>	Letters & Sounds <input type="checkbox"/>
Week 1	<ul style="list-style-type: none"> Say these words that begin with u with your child: <i>umbrella, up, uncle, under, us</i>. Guide him or her to make a sentence, using each word. 	<ul style="list-style-type: none"> Discuss these words with your child: <i>horse, cow, cat, dog, hen, and fish</i>. Tell what you know about these animals and encourage your child to do the same. 	<ul style="list-style-type: none"> Ask your child to draw the following shapes on a piece of paper: circle, oval, rectangle, square, triangle. Have your child describe each shape and then color it, using a different color for each one. 	<ul style="list-style-type: none"> Engage your child in a conversation about things you like, things you dislike, and things the two of you have different opinions on. For example: <i>Mom likes peanut butter sandwiches, but I like cheese sandwiches.</i> 	<ul style="list-style-type: none"> Read these words aloud to your child, and have him or her clap for each syllable: <i>mammal (2), cow (1), puppy (2), umbrella (3), kitten (2), under (2)</i>.
Week 2	<ul style="list-style-type: none"> Have your child identify word pairs that begin with the sound b made by the letter b. Have your child give a thumbs-up if the words begin with the sound b and thumbs-down if they do not. For example: <i>bed/bag, ball/dog</i>. 	<ul style="list-style-type: none"> Write the numbers 1 to 8 on a piece of paper for your child, and ask him or her to identify each numeral. Ask your child to count items that represent each number. For example: <i>4 bowls, 8 forks, etc.</i> 	<ul style="list-style-type: none"> Ask your child questions, using these words: <i>cat, dog, horse, fox, bee, butterfly, chicken, and duck</i>. For example: <i>How are they alike? How are they different? Which are insects? Which are mammals? How do you know?</i> 	<ul style="list-style-type: none"> Read the take-home book <i>Baby Mammals</i> with your child. Point out the individual words and the spaces between the words in the text. Discuss the text and images with your child as you read. 	<ul style="list-style-type: none"> Reread the take-home book <i>Baby Mammals</i> with your child. Discuss characteristics of mammals. For example: <i>They are warm-blooded; protect their young; need air, food, and water; move in many ways; may have limbs.</i>
Week 3	<ul style="list-style-type: none"> Have your child identify words that begin with the sound h made by the letter h. Encourage your child to list 5 words and, if he or she can, aim for 10 or more. For example: <i>hand, head, hat, happy, hard</i>. 	<ul style="list-style-type: none"> Work with your child to identify household items in these shapes: circle, rectangle, square, triangle, and star. Guide him or her to describe each item in a complete sentence. For example: <i>The table is a rectangle. The clock is a circle.</i> 	<ul style="list-style-type: none"> Discuss the characteristics of a cat with your child. Have your child draw a picture of a cat. Have your child name the cat's body parts as you label them. 	<ul style="list-style-type: none"> Read the take-home book <i>Cole Cat</i> with your child. Have your child describe the pictures, using color and number words. 	<ul style="list-style-type: none"> Reread the take-home book <i>Cole Cat</i> with your child. Explain that this is a fiction, or make-believe, book about a cat. Discuss how fiction books are not about real animals or people.

Take-Home Activity Calendar

In Unit 7, your child will learn about transportation. As we progress through the unit, we will discuss and answer the **Essential Question "How do we travel and where do we go?"** Engage your child in conversation about traveling, such as methods of transportation, places you have visited, and places you would like to go. Use the take-home book or other books to provide examples of different types of transportation to discuss.



Unit 7 • Transportation

✓ Check off each activity as you complete it.

	Letters & Sounds <input type="checkbox"/>	Build Vocabulary <input type="checkbox"/>	Build Vocabulary <input type="checkbox"/>	Talk Time <input type="checkbox"/>	Letters & Sounds <input type="checkbox"/>
Week 1	<ul style="list-style-type: none"> Say these words that begin with e with your child: <i>elephant, engine, end, echo, exit</i>. Guide him or her to say a sentence, using each word. 	<ul style="list-style-type: none"> Discuss these words with your child: <i>airplane, boat, bus, train, truck, transportation, and travel</i>. Explain what you know about these words, and encourage your child to do the same. 	<ul style="list-style-type: none"> Play "I Spy" with your child, using shapes, colors, and the following positional words: <i>above, below, beside, in front of, behind, next to, in, over, under, inside</i>. For example: <i>I spy a brown square above the TV</i> (a picture frame). 	<ul style="list-style-type: none"> Model good listening and speaking skills with your child while telling about a trip you have been on. Allow your child to ask questions but not to interrupt you. Have your child tell you about a trip he or she has taken or would like to go on. 	<ul style="list-style-type: none"> Practice identifying rhyming words. Start with <i>dip</i>, and guide your child to name <i>hip, lip, nip, rip, sip, tip, zip</i>. Continue with other sets of rhyming words.
Week 2	<ul style="list-style-type: none"> Have your child identify words that begin with the sound r made by the letter r. Encourage your child to list five words, and if he or she can, aim for ten or more. For example: <i>rabbit, red, robot, run, root</i>. 	<ul style="list-style-type: none"> Review the meanings of positional words such as <i>above, below, beside, in front of, behind, next to, in, over, under, and inside</i>. Ask your child questions, and have him or her respond. For example: <i>Where is the blue pillow?</i> 	<ul style="list-style-type: none"> Have your child describe vehicles. If possible, go outside to see real vehicles, or use a book with pictures. Guide your child to describe the vehicles' attributes, such as color, size, and number of wheels, doors, and windows. 	<ul style="list-style-type: none"> Read the take-home book <i>How We Travel</i> with your child. Point out the title, and help your child count the words in the title. Point out the author's name, and discuss the author's job. 	<ul style="list-style-type: none"> Reread the take-home book <i>How We Travel</i> with your child. Review the meaning of the words <i>airplane, boat, bus, train, truck, transportation, and travel</i>, and discuss how they relate to the book.
Week 3	<ul style="list-style-type: none"> Read aloud to your child these words beginning with the sound d, and have him or her clap for each syllable: <i>dog</i> (1), <i>delightful</i> (3), <i>dentist</i> (2), <i>dancing</i> (2), <i>dirty</i> (2), <i>dangerous</i> (3), <i>dish</i> (1). 	<ul style="list-style-type: none"> Discuss with your child ways to be considerate to family members or friends. For example: <i>I hold the door open when my mom is carrying groceries. I help my brother pick up our toys.</i> 	<ul style="list-style-type: none"> Collect four similar items of different sizes, such as lids, magnets, or blocks. Have your child order them by size from smallest to largest. Have your child reorder them from largest to smallest. 	<ul style="list-style-type: none"> Read the take-home book <i>Going Places</i> with your child. Have your child point out these words, and say them aloud with you: <i>come, with, me, to, the</i>. 	<ul style="list-style-type: none"> Reread the take-home book <i>Going Places</i> with your child. Have your child describe the images, using colors, number, and positional words.

Take-Home Activity Calendar

In Unit 8, your child will learn about spring and growing things. As we progress through the unit, we will discuss and answer the **Essential Question** “What do living things need to grow?” Engage your child in conversation about plants, seasons, and time, such as how plants in your area change with the seasons. Use the take-home book or other books to provide examples of plants and their life cycles.



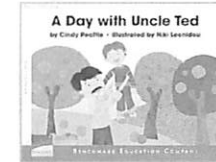
Unit 8 • Spring and Growing Things

✓ Check off each activity as you complete it.

	Letters & Sounds <input type="checkbox"/>	Science <input type="checkbox"/>	Math <input type="checkbox"/>	Talk Time <input type="checkbox"/>	Build Vocabulary <input type="checkbox"/>
Week 1	<ul style="list-style-type: none"> Point out several words that begin with the sound g, such as <i>gum</i>, <i>garden</i>, and <i>gate</i>. Ask your child to say the sound at the beginning of each word. Guide him or her to identify the sound g at the beginning of the words. 	<ul style="list-style-type: none"> Discuss these words with your child: <i>roots</i>, <i>stem</i>, <i>leaf</i>, <i>tree</i>, <i>trunk</i>, <i>flower</i>, <i>seeds</i>, <i>ground</i>, and <i>bud</i>. Have your child draw a picture showing the parts of a plant. Have your child identify the parts while you label them on the picture. 	<ul style="list-style-type: none"> Have your child count 10 objects. Write a number between 1 and 10 on a piece of paper, and have your child name the numeral. Have your child draw shapes to match the number, such as 6 circles or 4 hearts. 	<ul style="list-style-type: none"> Have a conversation with your child about things he or she is good at. Have your child share his or her ideas with you first, and then discuss together what your child is especially good at. 	<ul style="list-style-type: none"> Write the following words on paper: <i>have</i>, <i>want</i>, <i>to</i>, <i>come</i>, <i>go</i>, <i>me</i>, and <i>look</i>. Read each word aloud, and have your child repeat it. With support, have your child use these words in a sentence.
Week 2	<ul style="list-style-type: none"> Say these words that begin with v with your child: <i>van</i>, <i>vest</i>, <i>vote</i>, <i>visit</i>, <i>vet</i>. Guide him or her to say a sentence, using each word. 	<ul style="list-style-type: none"> Using a book or magazine, have your child point out plants. Guide your child to identify in the pictures: <i>roots</i>, <i>stem</i>, <i>leaf</i>, <i>tree</i>, <i>trunk</i>, <i>flower</i>, <i>seeds</i>, <i>ground</i>. 	<ul style="list-style-type: none"> Discuss recycling with your child. Gather several disposable items made of glass, paper, and plastic. Have your child sort them into categories. If you have a recycling bin, have your child recycle the items. 	<ul style="list-style-type: none"> Read the take-home book <i>We Need Clean Water</i> with your child. Discuss with your child why animals and plants need clean water. 	<ul style="list-style-type: none"> Reread the take-home book <i>We Need Clean Water</i> with your child. Discuss characteristics of plants and mammals with your child.
Week 3	<ul style="list-style-type: none"> Read aloud to your child these words beginning with j, and have him or her clap for each syllable: <i>jump</i> (1), <i>janitor</i> (3), <i>juggle</i> (2), <i>joyfully</i> (3), <i>jelly</i> (2), <i>juice</i> (1). 	<ul style="list-style-type: none"> Discuss the meaning of the following words with your child: <i>Earth</i>, <i>moon</i>, <i>star</i>, <i>litter</i>, <i>clean</i>, <i>harmful</i>, and <i>dirty</i>. For example: <i>What is an example of litter?</i> 	<ul style="list-style-type: none"> Hold 3 objects in one hand and none (0) in the other. Ask your child to count and say the numbers of objects in each hand. (3, 0) Repeat with other examples reviewing 0. 	<ul style="list-style-type: none"> Read the take-home book <i>My Bean Sprout</i> with your child. Have your child describe the pictures, using color and number words. 	<ul style="list-style-type: none"> Reread the take-home book <i>My Bean Sprout</i> with your child. Have your child draw a picture of what he or she predicts will happen next.

Take-Home Activity Calendar

In Unit 9, your child will learn about farms and food sources. As we progress through the unit, we will discuss and answer the **Essential Question “Who helps us have food to eat and clothes to wear?”** Engage your child in conversation about farm life and where food comes from. Use the take-home book or other books to provide examples of farms.



Unit 9 • Farms and Food Sources

✓ Check off each activity as you complete it.

	Letters & Sounds <input type="checkbox"/>	Build Vocabulary <input type="checkbox"/>	Math <input type="checkbox"/>	Science <input type="checkbox"/>	Letters & Sounds <input type="checkbox"/>
Week 1	<ul style="list-style-type: none"> Say these words that begin with z with your child: <i>zoom, zero, zipper, zoo, zebra</i>. Guide him or her to say a sentence, using each word. 	<ul style="list-style-type: none"> Read aloud these words and have your child clap for each syllable: <i>factory (3), fruit (1), supermarket (4), vegetables (3), farm (1), orchard (2)</i>. Ask your child questions about these words. For example: <i>What grows in an orchard?</i> 	<ul style="list-style-type: none"> Collect 2 sets of 4 items, such as spoons and forks, and place them in a bowl. Have your child sort the items into two groups, and then count the number in each set. Ask your child to count the number of items in both sets together. 	<ul style="list-style-type: none"> Take a nature walk outdoors with your child, looking for types of seeds. Explain that flowers contain seeds. Have your child collect several types of seeds, and make a collage by gluing them on paper. 	<ul style="list-style-type: none"> Discuss with your child chores on a farm. Discuss chores at your home and how your child helps.
Week 2	<ul style="list-style-type: none"> Read aloud these words beginning with y, and have your child clap for each syllable: <i>yellow (2), yarn (1), yesterday (3), year (1), yelling (2), yogurt (2)</i>. 	<ul style="list-style-type: none"> Discuss these words with your child: <i>farmer, tractor, vegetables, eggs, milk, watermelon, strawberry, orange, yogurt, butter, and cheese</i>. Have your child draw a picture about the words above. Assist by labeling the items. 	<ul style="list-style-type: none"> Gather small, healthy edible items, such as crackers or fruit. Ask your child math questions. For example: <i>“Here are 6 crackers. If you eat 1, how many do you have to eat?”</i> Continue with other problems, using up to 10 items. 	<ul style="list-style-type: none"> Read the take-home book <i>What Can We Grow on a Farm?</i> with your child. Discuss other foods that grow on a farm. 	<ul style="list-style-type: none"> Reread the take-home book <i>What Can We Grow on a Farm?</i> with your child. Have your child describe the images, using colors, number, and positional words.
Week 3	<ul style="list-style-type: none"> Practice the beginning sound w made by the letter w by reading these phrases: <i>—wet walrus</i> <i>—worried weasel</i> <i>—wild wolf</i> <i>—wacky woodpecker</i> <i>—wiggly worm</i> 	<ul style="list-style-type: none"> Write the following words on a piece of paper: <i>for, good, little, big, have, and, from, and were</i>. Ask your child to read each word and use it in a sentence. 	<ul style="list-style-type: none"> Have your child taste a new food, such as a fruit or vegetable. Have your child use his or her eyes, ears, nose, tongue, and fingers to examine the food and describe it to you. 	<ul style="list-style-type: none"> Read the take-home book <i>A Day with Uncle Ted</i> with your child. Point out the author’s name and discuss the author’s job. Point out the illustrator’s name, and discuss the illustrator’s job. 	<ul style="list-style-type: none"> Reread the take-home book <i>A Day with Uncle Ted</i> with your child. Explain that this is a fiction, or make-believe, book. Discuss how fiction books have illustrations instead of photos and are not about real people.

Take-Home Activity Calendar

In Unit 10, your child will learn about insects and ecology. As we progress through the unit, we will discuss and answer the **Essential Question "How do insects help our environment?"** Engage your child in conversation about insects and the natural world. Use the take-home book or other books to provide examples of insects and their activities.



Unit 10 • Insects and Ecology

✓ Check off each activity as you complete it.

Week 1	Letters & Sounds <input type="checkbox"/> <ul style="list-style-type: none"> Have your child practice tracing the lowercase and uppercase letter x in the air. If available, place sand or shaving cream on a tray for your child to trace the letters. Continue with lowercase letters: a, b, c, d, e, f, g, h, i, j, k, s 	Talk Time <input type="checkbox"/> <ul style="list-style-type: none"> Write the following words on a piece of paper: <i>up, down, not, play, and help.</i> Read each word aloud, and have your child repeat it. Have him or her use each word in a sentence. 	Math <input type="checkbox"/> <ul style="list-style-type: none"> Draw a large ladybug on a piece of paper. Place up to 10 raisins or other small items on the ladybug as "spots." Have your child count the spots. Repeat with other numbers and arrangements of spots. 	Read Together <input type="checkbox"/> <ul style="list-style-type: none"> Read the take-home book <i>Insects in the Garden</i> with your child. Have your child describe the images using colors, numbers, and positional words. 	Read Together <input type="checkbox"/> <ul style="list-style-type: none"> Reread the take-home book <i>Insects in the Garden</i> with your child. Discuss other insects with your child, and have him or her tell if they help the environment (ants, spiders, worms, etc.).
Week 2	Letters & Sounds <input type="checkbox"/> <ul style="list-style-type: none"> Have your child practice tracing the lowercase and uppercase letter q in the air. If available, place sand or shaving cream on a tray for your child to write the letters in. Continue with lowercase letters: n, r, t, v, w, y, z 	Talk Time <input type="checkbox"/> <ul style="list-style-type: none"> Role-play these emotions with your child: happiness, anger, sadness, excitement, fear, shyness, and surprise. Discuss causes for these emotions. 	Science <input type="checkbox"/> <ul style="list-style-type: none"> Take a nature walk outdoors with your child, looking for insects. Take photos of the insects, if possible, and then have your child draw pictures of them. 	Read Together <input type="checkbox"/> <ul style="list-style-type: none"> Read the take-home book <i>Cricket's Song</i> with your child. Discuss the emotions Cricket might have felt in the story. 	Read Together <input type="checkbox"/> <ul style="list-style-type: none"> Reread the take-home book <i>Cricket's Song</i> with your child. Have your child describe what he or she thinks Cricket's song sounds like.
Week 3	Letters & Sounds <input type="checkbox"/> <ul style="list-style-type: none"> Work with your child to identify word pairs with the same beginning sound. Have your child give a thumbs-up if the words begin with the same sound and thumbs-down if they do not. For example: <i>van/vest, yes/red.</i> 	Talk Time <input type="checkbox"/> <ul style="list-style-type: none"> Discuss the different activities we do in the summer. Ask questions about what we wear in the summer, such as sandals, hat, sunscreen. Talk about things you have done together during summer. 	Letters & Sounds <input type="checkbox"/> <ul style="list-style-type: none"> Have your child practice writing the lowercase and uppercase letters on drawing paper. Provide support as needed. 	Math <input type="checkbox"/> <ul style="list-style-type: none"> Gather items to count together. Ask your child math questions, such as, "I have 5 blocks. If I take one away how many are left?" (4) With your child, write the number sentence that goes with each word problem. (5-1 = 4) Repeat with simple addition and subtraction problems. Continue with other problems, using up to 10 items. 	Letters & Sounds <input type="checkbox"/> <ul style="list-style-type: none"> Work with your child to write his or her name. Provide a name card for them to copy if needed.