



# LEON COUNTY SCHOOLS

Early Childhood Education

Our passion. *Their future.*



## VPK AT-HOME INSTRUCTION

# MONTH 1

## MATHEMATICS

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
MON	<p><b>Sorting Objects into Groups</b> Sort objects into groups by shape, color or size. Re-sort objects into different groups - for example, after sorting blocks by size, re-sort them by color. Pair objects by shape, color or size.</p>	<p><b>Connecting Counting to Adding and Subtracting</b> Count three blocks in a row ("1, 2, 3") then keep counting on when two more blocks are added to the row ("...4, 5").</p>	<p><b>Numbers in Everyday Life</b> What numbers are on this price tag? What do you think these numbers tell you? What is the number inside your shoe? Is the same number in everybody's shoes? What do you think these numbers tell you?</p>	<p><b>Patterns</b> Have children collect items like rocks and leaves on a walk. Arrange them in a pattern such as one rock, two leaves, one rock, two leaves. Then mix them up and ask children to recreate the pattern. Can they remember the order?</p>
TUE	<p>Go on a nature walk and collect a variety of leaves. At home, help your child sort the leaves and talk about why the leaves were placed in each pile.</p>	<p>Ask your child to bring one book, two pencils and three sheets of paper. As your child brings the objects, have them count out each item one by one. Take one of the items out and ask, "How many are now left?"</p>	<p>Count throughout the day...count how many steps it takes to get to the bathroom, count how many pillows are on the couch, count how many doors/windows are in the house, count how many grapes they will eat for snack, etc.</p>	<p>Prepare a pattern using a muffin tin or an empty egg carton. Look for things that can fit inside each hole, like pen caps. Make a pattern, like one red cap in a hole, then two blue caps in another, then another red cap. Then give the caps to the children. Can they match the pattern?</p>
WED	<p><b>Snack Sorters</b> Give your child three different snacks like pretzels, cheese, and apples. Talk about what's the same and what's different. Ask your child if he/she can put one type of snack together (like all the pretzels). Then ask if he/she can find another way to sort the snacks, like by size, shape, or color.</p>	<p>Pick a color or letter with your child and, together, go on a scavenger hunt to find as many things as you can in three minutes. How many things in the house are blue? Count out loud together as you find each item. You can also play with letters: How many things do you see that start with T?</p>	<p>Play a board game and demonstrate how to count the number on the die to determine the number of spaces to move.</p>	<p>Display a pattern and challenge children to recognize the unit of repeat and extend the pattern.</p>
THU	<p>Do you collect rocks - or seashells, or coins, or teddy bears? Think of ways you and your child might sort them. Use containers you have around the house - muffin tins, egg cartons, or recycled yogurt cups.</p>	<p>Teach songs and finger plays that demonstrate characters leaving or joining a set (e.g., "Five Green and Speckled Frogs," "Five Little Monkeys Sitting in a Tree," etc.).</p>	<p>Count with children as they string objects (e.g., cereal beads) through a hole, counting through 31.</p>	<p>Create patterns by arranging or building with blocks, making paper chains or stringing beads, drawing or coloring, etc. Work on duplicating patterns, and extending simple patterns.</p>
FRI	<p>Help your child figure out a way to sort and store toys and art materials. For example, suggest keeping all the stuffed animals in one basket and trucks in another. Or sort a collection of plastic dinosaurs by carnivores versus herbivores.</p>	<p>Gather together a basket of small toys, shells, pebbles or buttons and count them with children. Sort them into groups of 10 or fewer based on size, color or what they do (e.g., all the cars in one pile, all the animals in another).</p>	<p>Play a game with children by displaying a set of three or four objects on the table. Tell the child to look, then cover objects with your hand or cloth and quickly ask, "How many are under the cloth?"</p>	<p>Play auditory games beginning with two-part patterns, then increasing complexity (e.g., clap/snap/pat, clap/snap/pat, clap/snap/pat [ABC]).</p>

Additional Support for PK ESE: Use a variety of concrete objects/shapes found around your home.



LEON COUNTY SCHOOLS

Early Childhood Education

Our passion. *Their future.*



VPK AT-HOME INSTRUCTION

# MONTH 1

EMERGENT READING

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
MON	<p>Understand how books work; for example, how to hold a book correctly, turn the pages from front to back, and recognize features such as the title or author.</p>	<p>Play a word game, saying the first part of a compound word and asking your child to provide a variety of second words that make compound words (e.g., say "sun" and encourage responses like "flower")</p>	<p>While reading to your child, point out details in the illustrations and talk to your child them, or, have your child tell you about them.</p>	<p>Take a walk with your child. Discuss/point out environmental print (signs, logos, addresses...). When you return home, have your child tell you what they observed on their walk. Write it down. Have your child create an illustration.</p>
TUE	<p>Let your child hold the book and use the pictures as visual cues to retell the story. Talk about what happened in the beginning, in the middle and at the end of the story.</p>	<p>Have your child find objects around the house with the same initial sounds. For example, have your child find items that begin with /b/ ( bed, ball, bread..)</p>	<p>Word play using poems, rhymes, or songs with your child. You might begin by saying "What rhymes with Matt?" Make up silly rhymes, such as, "Did Matt sit on the cat?" Or try working together to tell a little story about a cat chasing a fat rat.</p>	<p>Talk about the first sound in your child's name. Look for other objects in books or around the house that begin with the same sound. Do the same with the names of family members.</p>
WED	<p>When reading stories to your child, let them make up the ending, or retell favorite stories with "silly" new endings.</p>	<p>Explore sounds; for example, detect the beginning and ending sounds of familiar words and names, or listen for words that rhyme.</p>	<p>Play the "mystery bag" game with your child. Place 3 items in the bag all beginning with the same sound. Have your child name each item in the bag and guess what "mystery letter" that unites all the objects.</p>	<p>Encourage dramatic play/acting-out the story you read. Have family members pretend to be a character in the story as you retell the story.</p>
THU	<p>While reading a story, engage your child in conversation by asking open-ended questions and expanding their comments through back and forth dialogue.</p>	<p>Read alphabet books with your child. Go on a Letter Hunt around the house and point out words that begin with the same letter as your child's name.</p>	<p>Play word games such as I spy with your child. Example: I spy something that starts with T" or "I spy something that rhymes with "duck." If that isn't enough information, add more details, such as "I spy something that starts with T and has four big wheels" (a truck).</p>	<p>Use alphabet books to play games. For example, say "I am thinking of something that starts with the letter "t".</p>
FRI	<p>Read books that include rhyming words like The Cat in the Hat. As you read the story, pause for rhyming words and allow your child to fill in the missing word in the sentence with a word that rhymes</p>	<p>Encourage your child to tell you a story. Write down the words. Then, read the story back to your child.</p>	<p>Take a walk with your child. Discuss/point out environmental print (signs, logos, addresses...). When you return home, have your child tell you what they observed on their walk. Write it down. Have your child create an illustration.</p>	<p>Plan book activities that engage children in retelling parts of the story, guessing what might happen next or asking or answering questions about the book.</p>



LEON COUNTY SCHOOLS

Early Childhood Education

Our passion. *Their future.*



VPK AT-HOME INSTRUCTION

# MONTH 1

## EMERGENT WRITING

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
MON	Understand the way print works: that it moves from left to right and top to bottom, and that letters are grouped to form words.	Create a pretend post office at home. Provide your child with envelopes, cards, old bills and have fun writing and distributing mail to family members.	Provide materials and an opportunity for your child to write for a purpose, such as writing their name on paintings and drawings.	Have your child make a list or draw pictures of things you will need to purchase on your next visit to the grocery store.
TUE	Learn about letters of the alphabet; for example, recognize and name letters, understand that letters are associated with a sound or sounds, and name some of those sounds.	Talk with your child about the yesterday's events. Have your child write about what they did throughout the day.	Have your child draw or paint a picture and tell you a story about their picture.	Put shaving cream or sand on a plastic tray of hard surface and encourage your child to write their name using their finger.
WED	After reading a story, have your child draw a picture about their favorite part. Ask them to tell you about their picture and write down what they say.	Put sand, cornmeal, or rice on a tray. Have your child practice writing their names.	Write your child's name on a sheet of paper. Have your child copy their n	Ask children to write what their pictures are about when they draw or paint.
THU	Sit outside with writing materials. Encourage your child to write or draw a picture about what they see.	Show your child how to write their name and encourage your child to try tracing or copying the letters.	Copy, trace, or independently write letters.	Help your child make name labels to put on their art supplies or items at home (e.g., refrigerator, stove, socks, shoes, etc.).
FRI	Write uppercase and lowercase letters on pieces of paper and put them in a paper bag. Have your child pull a letter from the bag and name it. Match uppercase with lowercase letters.	Have your child write a letter to someone and place it in your mailbox to mail it.	Have your child cut letters from a magazine with the first letter in their name.	After reading a story, have your child draw a picture about their favorite part. Ask them to tell you about their picture and write down what they say.