

Dear Caretakers,

Children are learning wherever they are! In this packet, you will find resources to help them grow and learn while they are not at school.

Home Links with different kinds of activities connected to what kindergartners are now learning about in school—Construction.

Alphabet Chart, that children can use to practice letters and sounds.

Books and other texts you can read through with your children.

Literacy activities, including prompts for discussion, reading practice, word and writing practice. Writing includes drawing!

As children are playing, as always, you can **support learning by talking** with them about what they are doing.

Tell me what you are working on.

How did you decide to do that?

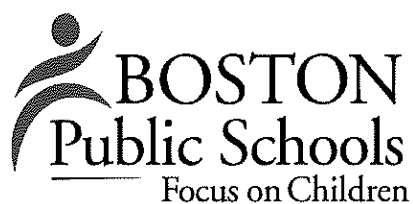
What else could you use?

Can you try that in a different way?

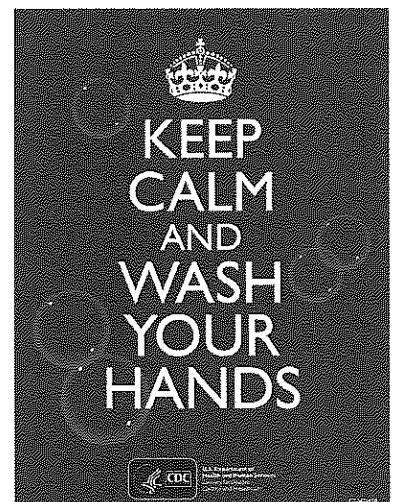
Collect materials around your home, such as food containers, packing materials, twist ties and string, paper scraps, loose buttons, sticks and leaves... all of these can be used for building and making things. Then you and your children can tell stories and draw about what you made.

You may be receiving packets from more than one grade.

Encourage children of different ages to read, work, and explore together!



Department of
Early Childhood



Estimados todos y todas,

¡Los niños y niñas aprenden en todos lados! Es por eso que en estas páginas les enviamos recursos para ayudarlos a que sigan creciendo y aprendiendo mientras no están en la escuela.

Home Links tiene distintos tipos de actividades relacionadas a la unidad que están aprendiendo en la escuela: Recursos en nuestras comunidades.

El abecedario para practicar las letras y sus sonidos

Libros y otros textos para leer y conversar

Varias actividades de alfabetización, incluyendo más preguntas para conversar, práctica de lectura y escritura y lectura de palabras. ¡La escritura también incluye el dibujar!

Mientras los niños y niñas juegan es bueno conversar sobre lo que hacen:

Dime lo que estás haciendo.

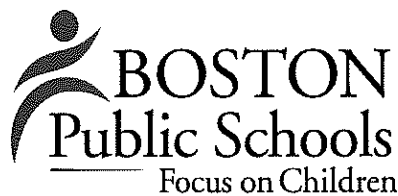
¿Cómo decidiste hacer eso?

¿Qué otra cosa podrías usar?

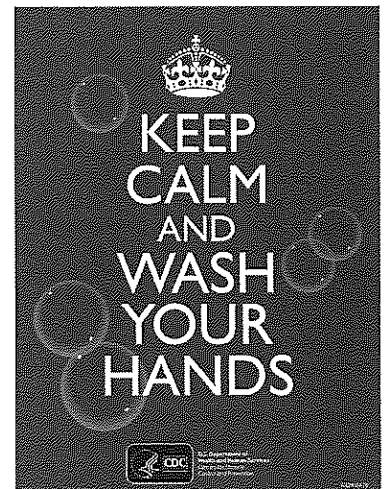
¿Puedes probar eso de otro modo?

Junten materiales reciclables en sus hogares desde cajas de comida a botones e inviten a que los niños y niñas creen y construyan con ellos. Luego juntos pueden inventar historias sobre lo creado.

Tal vez reciban materiales para niños y niñas de distintas edades. **¡Estimúlenlos a que trabajen y exploren juntos!**



Department of
Early Childhood



Read Aloud Books on Youtube	
Dreaming up By Christy Hale	https://www.youtube.com/watch?v=WvVILpzYfs0
How a House Is Built By Gail Gibbons	https://www.youtube.com/watch?v=WYkVHQaDF1I
The Little Red Fort By Brenda Maier	https://www.youtube.com/watch?v=M5LFCZggG7I&t=16s
Roxaboxen By Alice McLerran	https://www.youtube.com/watch?v=-kumeb_Ih2U
Online Academic Resources	
• Epic accounts for all children • Tumble books (clever backpack) • Math - Khan Academy link (backpack) • Open library	



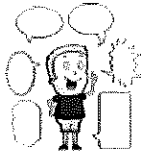
Unit 3: Construction

Week 6

Dear Families,

This week your Kindergartener is learning about construction. Try at least three of these fun learning activities, or do them all! The most important thing is to enjoy time with your child learning about what's happening in the classroom. Please color in the boxes of the activities you choose, and return this form to school at the end of the week. **HAVE FUN!**

Language and Language: **Talk and Draw**



Draw the following tools: hammers, saws, drills. Make up a story using these words. Share your story with your friends. Can you also make up a song using the sounds of these tools (*tap, tap, zzzzz, etc.*)?

Language and Literacy: **Finding Words**



We are learning to recognize common words. Help your child find these words in books and print: **he** and **she**. Ask him/her to make sentences using these words.

Gross Motor: **Building**



As a family, work together to build a tall structure. Use straws and tape and other things around the house to build a freestanding structure.



Remember to read each night for 20 minutes.

Science:

Create musical instruments with boxes, containers, or even spoons. Place pebbles inside a recycled container. Play the instruments you made while listening to music.



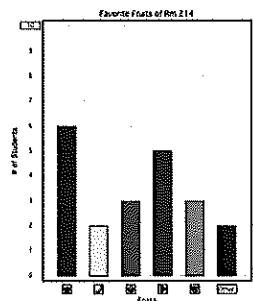
Language and Literacy: **Take a Trip**



Create a space in a box for sitting. Take an imaginary trip in your "boat," "car," or "plane." Talk about the Where, What, Why, Who, and When of your trip.

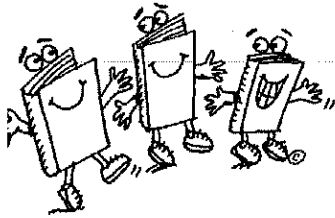
Math:

Create your own graph of things in your house. How many rooms? How many light switches? How many windows? How many doors? Which object has the most? The least?



Child's Name: _____

Parent's Signature: _____



Reading Log

Check off each day that you and your child read a story together.
Remember that reading in your home language is just as great as reading in English.

Visit the Boston Public Library for great books about construction.

Monday ____ Tuesday ____ Wednesday ____ Thursday ____ Friday ____ Saturday ____ Sunday ____

Books we are reading in school

Roxaboxen by Alice McLerran

Other books you and your child might enjoy:

Dirt, The Scoop on Soil by Natalie Rosinsky

Dig Dig Digging by Margaret Mayo



Conversation Starters

Here are some questions to ask your child while you are doing the Home Links activities:



- Can you think of other things in our home to count?
How could you record how many you found?
What is another way to record your answers?
- If you could be an imaginary person (such as an elf or giant),
what kind of house would you need?
How tiny or large would it be?
What else could you describe about it?



BOSTON
PUBLIC LIBRARY



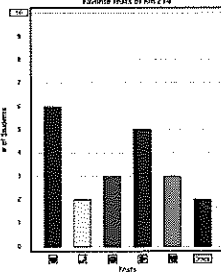
Unidad 3: Construcción

Semana 6

Estimadas familias:

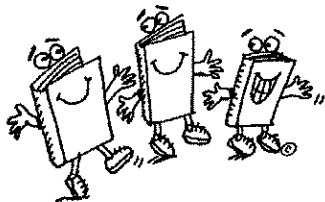
Esta semana su estudiante de kindergarten está aprendiendo sobre construcción. ¡Traten de hacer por lo menos tres de estas divertidas actividades de aprendizaje, o háganlas todas! Lo más importante es disfrutar del tiempo con su niño y aprender sobre lo que está sucediendo en el salón de clases. Por favor, coloree las casillas de las actividades que elija y devuelva este formulario a la escuela al final de la semana.

¡DIVIÉRTANSE!

<u>Lenguaje: Hablar y dibujar</u> Dibuja las siguientes herramientas: martillos, serruchos, taladros. Inventa un cuento usando estas palabras. Comparte tu historia con tus amigos. ¿Puedes también hacer una canción usando el sonido de estas herramientas (<i>tap, tap, zzzzz, etc.</i>)? 	<u>Lenguaje y alfabetización: Encontrando palabras</u> Estamos aprendiendo a reconocer palabras comunes. Ayude a su niño a encontrar estas palabras en libros y publicaciones: "he" y "she". Pídale que haga oraciones usando estas palabras. 												
<u>Motricidad gruesa: Construir</u> Trabajen juntos en familia para construir una estructura alta. Utilicen sorbetes, cinta adhesiva y otras cosas en la casa para construir una estructura sin apoyos. 	Recuerda leer todas las noches por 20 minutos. 	<u>Ciencias:</u> Crea instrumentos musicales con cajas, recipientes o hasta cucharas. Pon piedritas dentro de un recipiente (envase) reciclado. Toca los instrumentos que hiciste mientras estés oyendo música. 											
<u>Lenguaje y literatura: Hacer un viaje</u> Crea un espacio en una caja para poder sentarte. Haz un viaje imaginario en tu "barco", "auto" o "avión". Habla sobre dónde, qué, por qué, quién y cuándo de tu viaje. 	<u>Matemáticas:</u> Crea tu propia gráfica de cosas que hay en tu casa. ¿Cuántos cuartos? ¿Cuántos interruptores de luz? ¿Cuántas ventanas? ¿Cuántas puertas? ¿Qué objetos son la mayoría? ¿Cuál objeto tiene la menor cantidad?  <table border="1"> <caption>Favorite Items of RM 214</caption> <thead> <tr> <th>Item</th> <th># of Students</th> </tr> </thead> <tbody> <tr> <td>Room</td> <td>5</td> </tr> <tr> <td>Light</td> <td>2</td> </tr> <tr> <td>Window</td> <td>3</td> </tr> <tr> <td>Door</td> <td>4</td> </tr> <tr> <td>Object</td> <td>2</td> </tr> </tbody> </table>	Item	# of Students	Room	5	Light	2	Window	3	Door	4	Object	2
Item	# of Students												
Room	5												
Light	2												
Window	3												
Door	4												
Object	2												

Nombre del niño/a: _____

Firma del padre: _____



Registro de Lectura

Marque cada día que usted y su niño han leído un cuento juntos. Recuerde que la lectura en su idioma natal es tan fabulosa como la lectura en inglés.

Visiten la Biblioteca Pública de Boston para fabulosos libros sobre construcción.

lunes ____ martes ____ miércoles ____ jueves ____ viernes ____ sábado ____ domingo ____

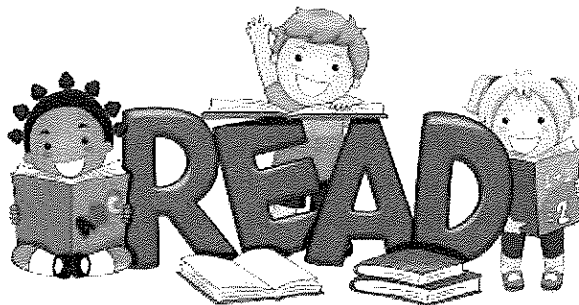
Libros que estamos leyendo en la escuela

Roxaboxen por Alice McLearn

Otros libros que usted y su niño pueden disfrutar:

Dirt, The Scoop on Soil por Natalie Rosinsky

Dig Dig Digging por Margaret Mayo



Iniciadores de Conversaciones

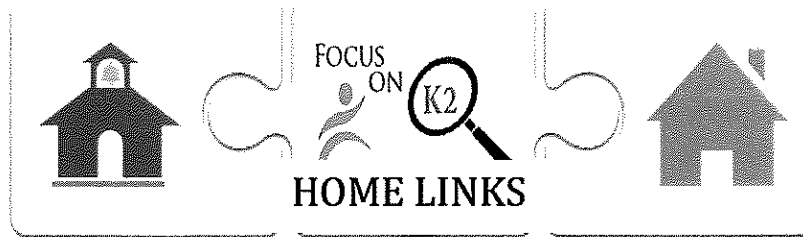
Aquí hay algunas preguntas que puede hacerle a su niño mientras están haciendo las actividades de Home Links:



- ¿Puedes pensar en otras cosas que tenemos en nuestra casa para contar?
¿Cómo puedes registrar cuántas has encontrado?
¿Cuál es otra manera de registrar tus respuestas?
- Si pudieras ser una persona imaginaria (como un duende o un gigante),
¿Qué tipo de casa necesitarías?
¿Cuán pequeña o grande sería?
¿Qué más podrías describir acerca de ella?



BOSTON
PUBLIC LIBRARY



單元 3: 建築

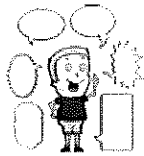
週 6

親愛的家庭，

這星期你的幼稚園孩童在學習有關建築。嘗試下列其中最少三種有趣的學習活動，或試做所有活動！最重要的是享受與你孩子一起的時間，了解在教室裡所發生的事情。請在你所選擇活動的格子內塗上顏色，並在最後一星期把這活動表交回學校。增添樂趣！

語言和識字：說話及繪畫

繪畫以下的工具：鎚子，鋸子，電轉。使用這些生字作故事。與你的朋友分享你的故事。你又能否用這些工具所發出的聲音作一首歌呢 (嗒，嗒，zzzzzz，等等)？



語言和識字：尋找生字

我們在學習認辨普通的生字。幫助你的孩子從書本及印製品中找出這些生字：**he** 及 **she**。讓你的孩子用這些生字作句。



大型動作：建造

全家一起製作一個高的建築物。使用汽水筒，膠紙及其他家中的物品做出一個獨立的建築物。



記得每晚
閱讀 20
分鐘。

科學：

用箱子，盒子，甚至匙羹作樂器。在環保箱內放進小石子。在你聽音樂的時候玩這些樂器。



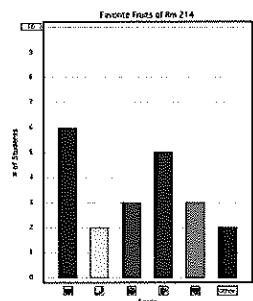
語言和識字：作一個旅程



在箱子內作一個可以坐的空間。作一個在你 "船"，"車"，或 "飛機" 中的幻想旅程。談談你旅程中的地點，所發生事情，為何，誰，及時間等的話題。

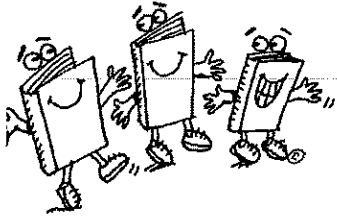
數學

使用你家中的物品製作你自己的圖表。有多少房間？有多少開關制？多少窗門？多少門？那一項最多？最少？



孩子姓名: _____

家長簽名: _____



閱讀日誌

記下每一天你和你孩子一起讀過故事。請記住，閱讀你的母語與閱讀英語一樣是很好的。

到訪波士頓公立圖書館找一些有關建築的好書。

星期一 ____ 星期二 ____ 星期三 ____ 星期四 ____ 星期五 ____ 星期六 ____ 星期日 ____

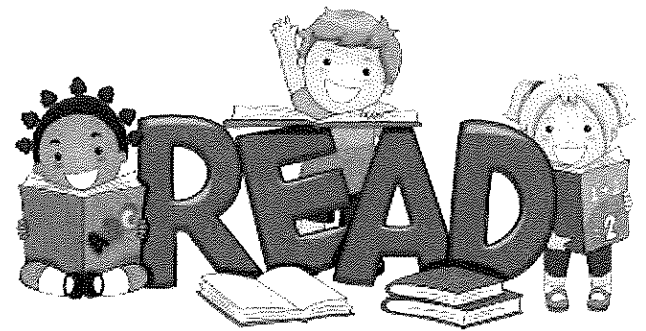
我們在學校正在閱讀的書本

Roxaboxen 作者 Alice McLerran

其他你及你孩子可能會喜歡的書本：

Dirt, The Scoop on Soil 作者 Natalie Rosinsky

Dig Dig Digging 作者 Margaret Mayo

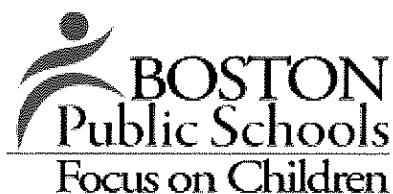


啟動話題

當你進行家庭鏈接 Home Links 活動時，這裡有些可問你孩子的問題：



- 你能想到其他在家中可以數算的物件嗎？
你如何記錄你找到多少物件？
有其他方法記錄你的答案嗎？
- 如你能成為一個幻想人物（如小精靈或巨人），
你需要什麼的房屋呢？
這房子會多小或多大？
還有什麼你可以形容的物件？



BOSTON
PUBLIC LIBRARY



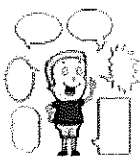
Bài Thứ 3: Xây Dựng Tuần Thứ 6

Quý phụ huynh kính mến:

Trong tuần này học sinh lớp mẫu giáo sẽ học về Xây Dựng. Xin quý vị khuyến khích các em trải nghiệm những hoạt động vui này và cùng làm với các em. Điều quan trọng nhất là cùng với các em cùng vui và học trong lớp. Hãy tô màu vào ô hoạt động mà bạn chọn và gửi lại cho trường vào cuối tuần. **Chúc Vui Vẻ!**

Ngôn Ngữ và Văn: Thảo Luận và Viết

Hãy vẽ những dụng cụ sau đây: cái búa, máy cưa, máy khoan. Tạo câu chuyện và sử dụng các từ này. Kể chuyện với những bạn của mình. Các em có thể dùng âm thanh của những chữ này để sáng tạo một bài hát như (tap, tap, zzz vnn vnn)



Ngôn Ngữ và Văn: Tìm Từ

Chúng ta đã học cách nhận dạng chữ. Hãy giúp các em tìm những từ trong sách và cắt nó ra: Anh ta (**he**) và cô ta (**she**). Kêu các em sử dụng các từ đó và làm thành câu.



Vận Động: Xây Cát

Cả nhà hãy cùng nhau tạo nên một cấu trúc cao. Có thể dùng ống hút, băng keo, hoặc những thứ khác trong nhà để xây một cấu trúc cao.



**Nhớ đọc
sách với các
em 20 phút
mỗi ngày.**

Khoa học:

Làm nhạc cụ bằng cách dùng cái hộp, cái lon, hoặc cái muỗng. Bỏ những hạt bi vào bên trong. Đánh vào những dụng cụ nhạc để tạo thành những tiếng nhạc.



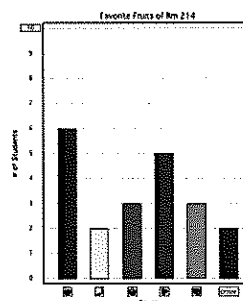
Ngôn Ngữ và Văn: Đi dạo



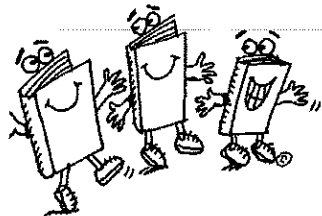
Dùng cái hộp và tạo một chỗ trong cái hộp đó để các em có thể ngồi vào. Tưởng tượng chúng ta sẽ đi bằng “tàu” “xe” hoặc “máy bay”. Hãy nói về nơi sẽ đến, có gì xảy ra, tại sao ta chọn, ai ở đó, và khi nào chúng ta sẽ bắt đầu

Toán:

Vẽ hình minh họa những gì sẽ có trong nhà chúng ta. Có bao nhiêu phòng? Có bao nhiêu đèn? Có bao nhiêu cửa sổ? Có bao nhiêu cánh cửa? Có những vật gì trong nhà và những vật cần thiết?



Tên Học Sinh: _____ Chữ Ký Phụ Huynh: _____



Giấy Ghi Những Sách Đã Đọc Xong (Reading Log)

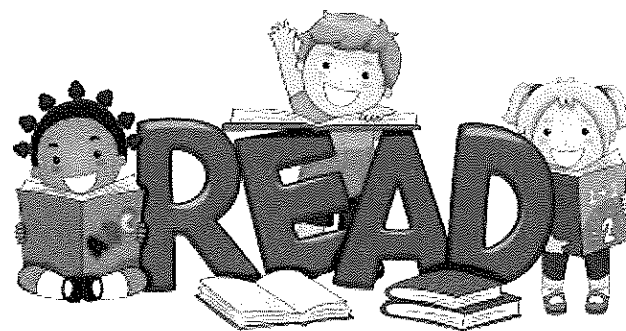
Đánh dấu vào đây mỗi ngày sau khi quý phụ huynh và con em quý vị cùng đọc sách. Xin quý vị ghi nhớ đọc sách viết bằng ngôn ngữ của quý vị cũng tốt giống như quý vị đọc sách viết bằng Anh Ngữ.

Hãy đến thư viện mượn sách có liên quan về xây dựng.

Thứ Hai ____ Thứ Ba ____ Thứ Tư ____ Thứ Năm ____ Thứ Sáu ____ Thứ Bảy ____ Chủ Nhật ____

Những sách mà chúng tôi đọc ở trường
"Roxaboxen" của Alice McLerran

Những sách mà con em quý vị có thể muốn đọc:
"Dirt, The Scoop on Soil" của Natalie Rosinsky
"Dig Dig Digging" của Margaret Mayo

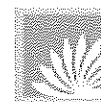


Bắt đầu thảo luận với các em

Sau đây là một số câu hỏi để hỏi con quý vị trong khi quý vị đang làm các hoạt động Liên kết ở Nhà (*Home Links activities*):



- Hãy suy nghĩ xem cái gì trong nhà mà chúng ta có thể đếm được? Hãy tìm xem và ghi xuống bao nhiêu cái mà chúng ta tìm thấy? Có cách nào khác nữa để chúng ta dùng để ghi xuống không?
- Hãy tưởng tượng chúng ta là một nhân vật khác (có thể là người khổng lồ hoặc người nhỏ xíu) vậy nhà chúng ta cần như thế nào? Lớn hay nhỏ? Hãy diễn tả





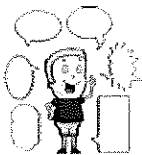
Inite 3: Konstriksyon Semenn 6

Chè Fanmi,

Semenn sa a, elèv Jadendanfan w nan ap aprann sou konstriksyon. Eseye twa nan aktivite aprantisay amizan sa yo pou pi piti, osinon fè tout! Sa ki pi enpòtan an, se pou pran tan pou amize w ak pitit ou nan aprann sa k ap pase nan sal klas la. Tanpri souple, kolore bwat aktivite ou chwazi pou fè yo, epi voye fòm sa a tounen nan lekòl la nan fen semenn nan. **AMIZE W BYEN!**

Langaj ak Lang: Pale ak Desinen

Desinen zouti sa yo: mato, si, ak yon pèforatè. Sèvi ak mo sa yo pou fè yon istwa. Pataje istwa w la ak zanmi ou yo. Eske ou kapab sèvi ak son zouti sa yo pou fè yon chante tou (*tap, tap, zzzzz, elatriye.*)?



Langaj ak Alfabetizasyon: Chache Mo

N ap aprann rekonèt mo. Ede pitit ou a chache mo sa yo nan liv ak nan karaktè: **he** (li) ak **she** (li). Mande li pou sèvi ak mo sa yo pou fè fraz.



Mouvman Global: Bati

An fanmi, travay ansanm pou bati yon edifis byen wo. Sèvi ak chalimo ak adezif ak lòt bagay nan kay la pou bati yon edifis ki kapab kanpe poukont li.



**Sonje pou li
chak swa
pandan 20
minit.**

Syans:

Kreye enstriman mizikal ak bwat, veso, osinon menm kiyè. Mete ti grenn wòch lanmè anndan yon veso ki ka resikle. Jwe enstriman ou fè yo pandan w ap tande mizik.



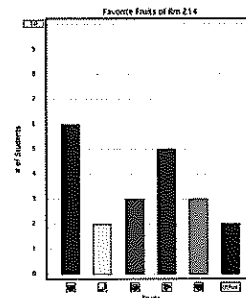
Langaj ak Alfabetizasyon: Fè yon Vwayaj



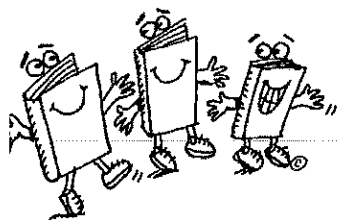
Kreye yon espas nan yon bwat pou ka chita. Fè yon vwayaj imajinè nan “bato” w la, “vwati” ou a, osinon “avyon” ou an. Pale sou Ki Kote, Kisa, Poukisa, Kimoun, ak Kilè vwayaj ou a.

Matematik:

Kreye pwòp desen grafik pa ou ak bagay nan kay la. Konbyen chanm? Konbyen bouton limyè? Konbyen pòt? Ki bagay ki plis? Ki bagay ki pi piti?



Non Timoun nan: _____ Siyati Paran an: _____



Fèy Kontwòl Lekti

Tcheke chak jou lè ou menm ak pitit ou a li yon istwa ansanm.
Sonje lekti nan lang ou pale lakay ou bon menm jan ak si ou te li an Angle.

Vizite Bibliyotèk Piblik Boston pou ka jwenn bonjan liv sou konstriksyon.

Lendi ____ Madi ____ Mèkredi ____ Jedi ____ Vandredi ____ Samdi ____ Dimanch ____

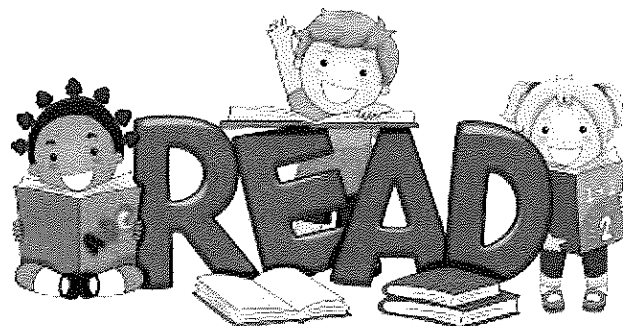
Liv n ap li nan lekòl la

"Roxaboxen" pa Alice McLearn

Lèt liv ou menm ak pitit ou a kapab amize yo ladan:

"Dirt, The Scoop on Soil" pa Natalie Rosinsky

"Dig Dig Digging" pa Margaret Mayo



Demarè Konvèsasyon

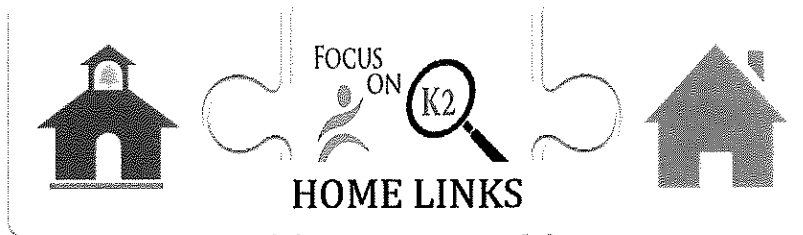
Men kèk kesyon pou poze pitit ou a pandan w ap fè aktivite Koneksyon Lakay yo (Home Links):



- Èske ou ka panse sou lòt bagay lakay ou pou konte?
Kijan ou ta kapab anrejistre konbyen ou te jwenn?
Ki lòt jan ankò ou kapab anrejistre repons ou yo?
- Si ou te kapab yon moun imajinè (tankou yon louten abab oswa yon jeyan), ki kalite kay ou tap bezwen?
Èske li t ap toupiti osinon gwo?
Kijan ou t ap kapab dekri li ankò?



BOSTON
PUBLIC LIBRARY



Unidadi 3: Konstruson

Simana 6

Stimadu Famílias,

Kel simana li bu fidju ki sta na jardin sta preni sobri konstruson. Tenta pelu menus tres di kes atividades di aprendizajen divirtidu o fazi tudu es! Kuza mas inportanti e goza tenpu ku aprendizajen di bu fidju sobri kuza ki sta kontinsi na sala di aula. Favor pinta na kaixa di atividades ki bu skodji y divolvi kel formulariu li pa skola na fin di simana. **DIVIRTI!**

Lingua y Lingua: Fala y Dizenha

Dizenha kes instrumentus li: martelus, seras, barbukins. Inventa un storia ku kes palavras li. Konpartilha bu storia ku bus amigus(as). Bu podi fazi un kantiga ku son di kes instrumentus li tanbe? (*tap, tap, zzzzz, etc.*)?



Lingua y Alfabetizason: Atxa palavras

Nu sta ta preni rikunhesi palavras kumuns. Djuda bu fidju atxa kes palavras li na livrus y inprimi: **el y ela**. Fla pe fazi frazis ku kes palavras li.



Motor: Konstruson

En familia, nhos trabadja djuntu pa fazi un strutura altu. Uza palitus y fita-kola y otus kuzas na nhos kaza pa fazi un strutura ki ta fika sakedu di pe el so.



**Lenbra di le
kada noti
pa 20
minutu.**

Siensia:

Kria instrumentus muzikal ku kaxotis, latas, o kudjer. Poi pedrinhas dentu di un lata risikladu. Toka unstrumentus ki nhos fazi au mesmu tenpu ki nhos sta obi muzika.



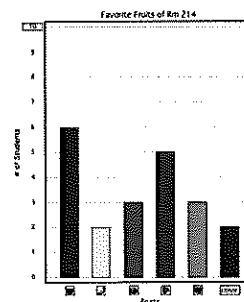
Lingua y Alfabetizason: Fazi un Viaji



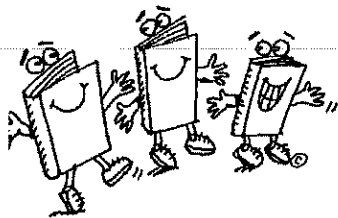
Kria un spasu na un kaxoti pa xinta. Fazi un viajen imaginariu na bu "barku", "caru", o "avion". Fala sobri Undi, Modi, Pamodi, Kenha, y Kuandu di bu viajen.

Matimatika:

Kria bu grafiku di kuzas na bu kaza. Kantu kuartus? Kantu intiruptor di lus? Kantu janelas? Kantu portas? Ki objetus ten mas txeu? Mas poku?



Nomi di Kriansa: _____ Sinatura di Pai/Mai: _____



Registru di Leitura

Marka dias ki bo ku bu fidju le un storia djuntu. Lenbra ma le na bu lingua materna e tantu bon sima le na Ingles.

Vizita Biblioteka Publika di Boston pa bons livrus sobri konstruson.

Sigunda-fera _____ Tersa-fera _____ Kuarta-fera _____ Kinta-fera _____ Sexta _____ Sabadu _____ Dominga _____

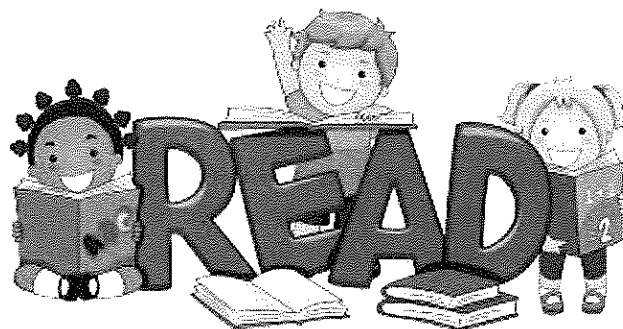
Livrus ki nu sta le na skola:

"Roxaboxen" di Alice McLeannan

Otu livrus ki bo ku bu kidju podi gusta:

"Dirt, the Scoop on Soil" di Natalie Rosinsky

"Dig Dig Digging" di Margaret Mayo



Inisiantis di Konversa

Kes li e alguns purguntas ki bu podi fazi bu fidju enkuantu nhos sta fazi atividades di Ligason pa Kaza (Home Links):



- Bu podi pensa na otu kuzas na bu kaza pa kontu?
Modi ki bu podi rijista kantu ki bu atxa?
Ki otu manera bu podi uza pa bu rijista bu rispostas?
- Si bu podi ser un algen imaginariu (sima un duendu o jiganti),
ki tipu di kaza ki bu t a mesti?
Kuão pikinoti o grandi e ta serba?
Kuze mas ki bu ta diskrebeba sobri el?



BOSTON
PUBLIC LIBRARY



Unidade 3: Construção

Semana 6

Prezadas Famílias,

Esta semana o seu filho(a) no Jardim Infantil está a aprender sobre construção. Tente pelo menos estas três atividades divertidas, ou faça-as todas! A coisa mais importante é sentir prazer ao passar tempo com a sua criança aprendendo sobre o que está a passar-se na sala de aula. Pinte por favor nos quadrados das atividades que escolher, devolve este formulário à escola no fim de semana. **DIVIRTA-SE!**

Língua e Alfabetização: Fale e Desenhe

Desenhe as seguintes ferramentas: martelos, serras, berbequins. Crie uma história usando estas palavras.

Compartilhe a sua história com os seus amigos.

Pode também fazer uma canção usando os sons destas ferramentas (*tap, tap, zzzzz, etc.*)?



Língua e Alfabetização: Descobrindo Palavras

Estamos a aprender a reconhecer palavras vulgares. Ajude o(a) seu(sua) filho(a) a encontra-las em livros e escreva: **he** e **she**. Pessa-lhe que faça frases usando estas palavras.



Movimento Motor: Construindo

Como uma família, trabalhem juntos para construir uma estrutura alta. Use palhinhas, fita adesiva e outras coisas à volta da casa para construir uma estrutura que fique de pé sózinha.



Lembre de ler por 20 minutos todas as noites.

Ciência:

Faça instrumentos musicais com caixas, recipientes, ou até mesmo colheres. Ponha pedrinhas dentro dum recipient reciclado. Toque os instrumentos que fez enquanto ouve música.



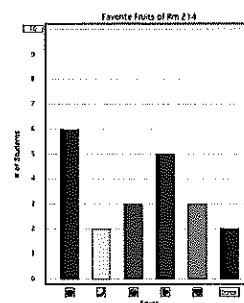
Língua e Alfabetização: Faça uma Viagem



Crie um espaço numa caixa para assentar. Faça uma viagem imaginária no seu "barco", "carro" ou "avião". Fale sobre o "Aonde, Que, Por quê, Quem e Quando", da sua viagem.

Matemática:

Crie o seu próprio gráfico de coisas em sua casa. Quantos quartos? Quantos interruptores de luz? Quantas janelas? Quantas portas? Que objectos têm o máximo...? O mínimo?



Nome da Criança: _____

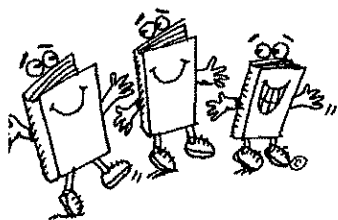


FOCUS

ON

Assinatura dos Pais: _____

HOME LINKS



Registro de Leitura

Ponha um sinal cada dia que você e sua criança lerem uma história juntos.

Lembre-se de que a leitura na sua língua materna é tão bom como ler em Inglês.

Visite a Biblioteca Pública de Boston para ótimos livros sobre construção.

Segunda ____ Terça ____ Quarta ____ Quinta ____ Sexta ____ Sábado ____ Domingo ____

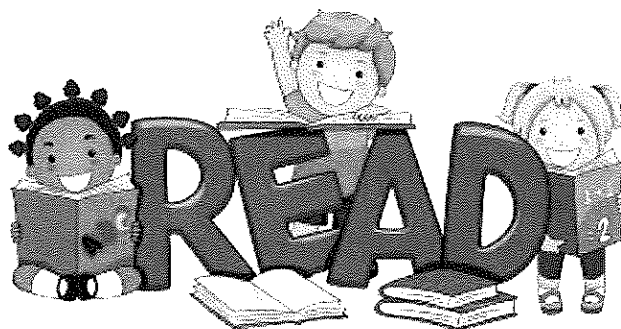
Livros que estamos a ler na escola

"Roxaboxen" de Alice McLerran

Outros livros que você e a sua criança podem gostar:

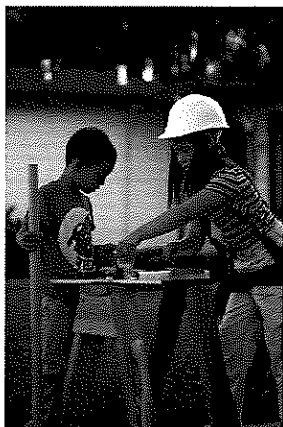
"Dirt, The Scoop on Soil" de Natalie Rosinsky

"Dig Dig Digging" de Margaret Mayo

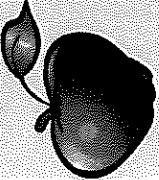
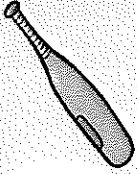
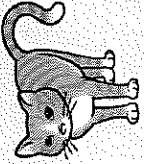
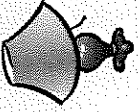
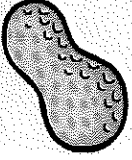
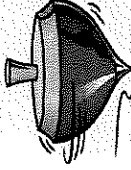
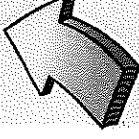
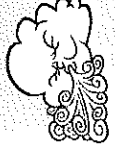
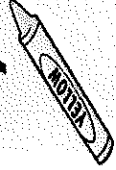


Iniciadores de Conversação

Aqui estão algumas perguntas para fazer à sua criança enquanto vocês estão a fazer as atividades de Conexões de Casa (Home Links):



- Pode pensar em outras coisas em sua casa para contar?
Como é que pode registar quantas encontrou?
Qual é uma outra forma de registar as suas respostas?
- Se pudesse ser uma pessoa criativa (tal como um "elf" ou um gigante), que tipo de casa precisaria?
Seria bem pequena ou grande?
Que mais descreveria sobre ela?

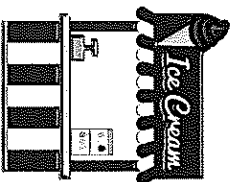
Aa 	Bb 	Cc 	Dd 	Ee 	Ff 	Gg 
Hh 	Ii 	Jj 	Kk 	Ll 	Mm 	Nn 
Oo 	Pp 	Qq 	Rr 	Ss 	Tt 	Uu 
Vv 	Ww 	Xx 	Yy 	Zz 	Fundations Alphabet Chart	

Name: _____

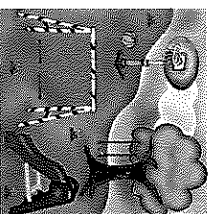
Date: _____

If I Could Make a City

If I could make a city,
I know just what I'd like:
An ice cream store
And toy shop,
A place to get a bike.



If I could make a city,
I'd like to make a park:
A place for tag,
Slides and swings,
Where it never gets dark!

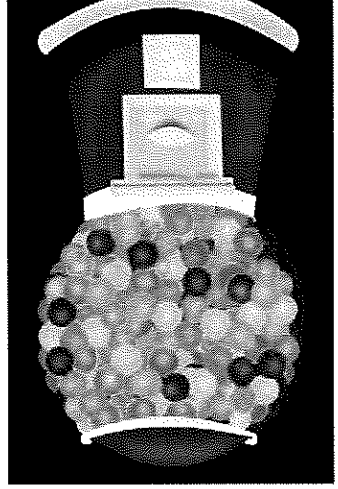


If I could make a city,
There's one more thing I'd add:
A home for me
And family
Where we will all be glad!

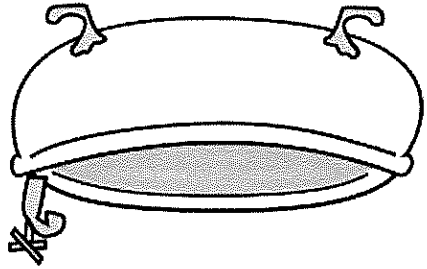


word/picture matching

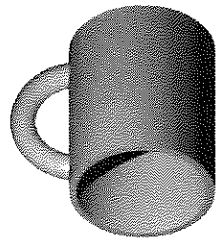
gum

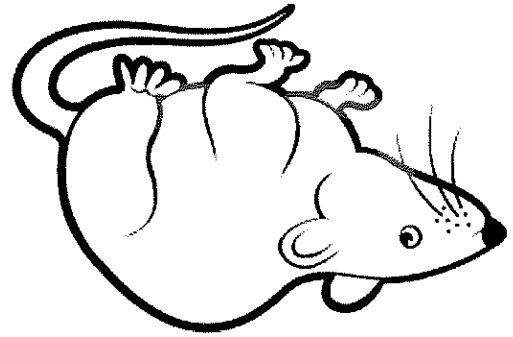


tub

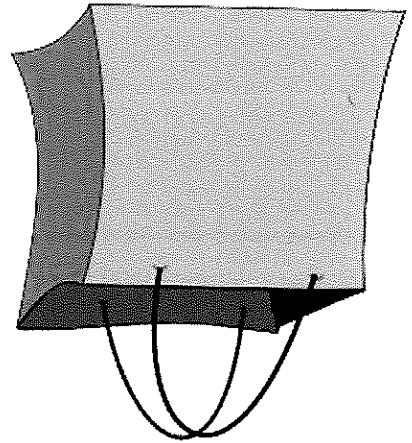


mug

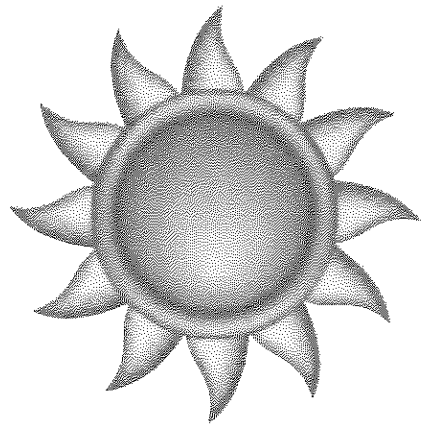




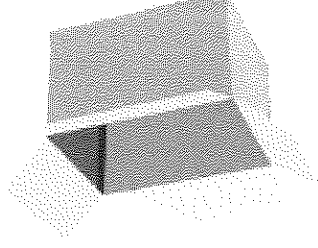
rat



bag



sun



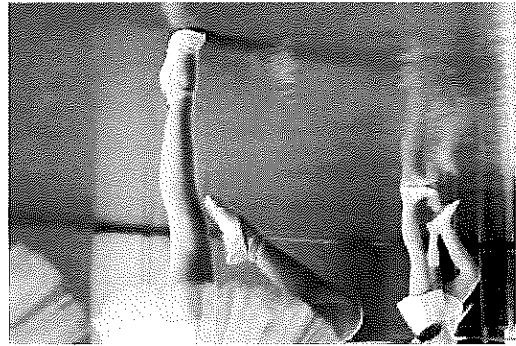
box



vet

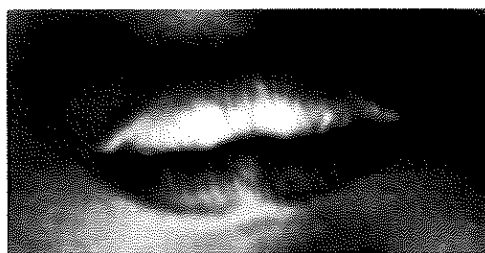


hen

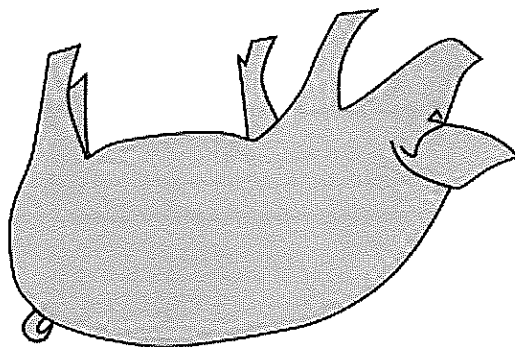


leg

dı

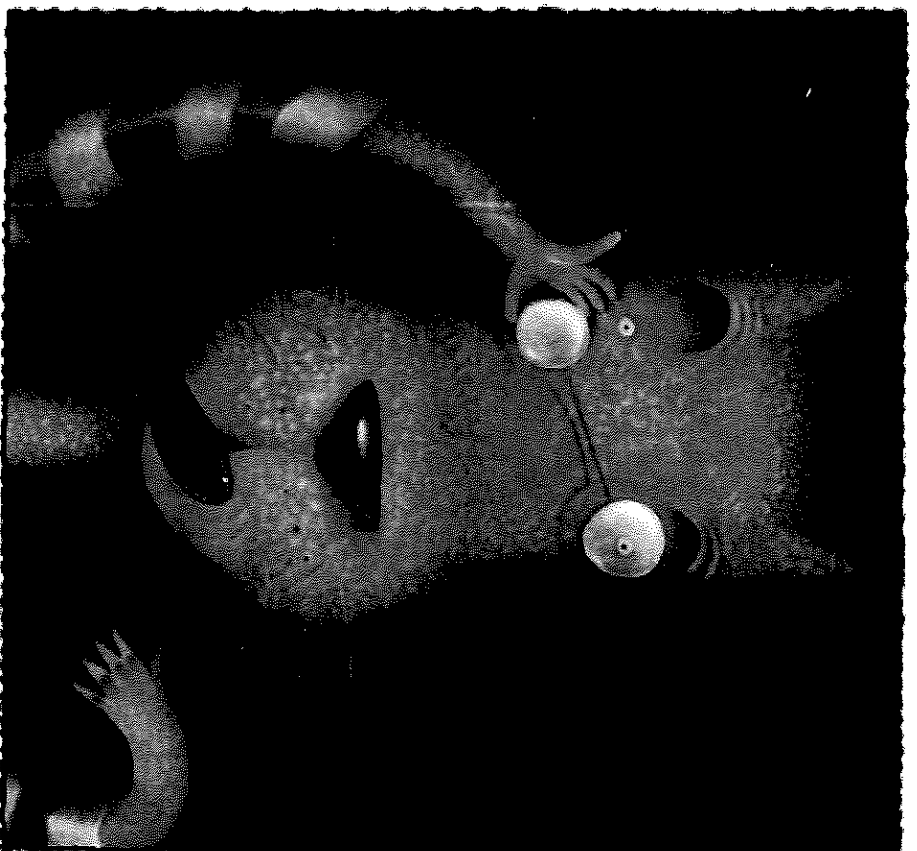


gıd



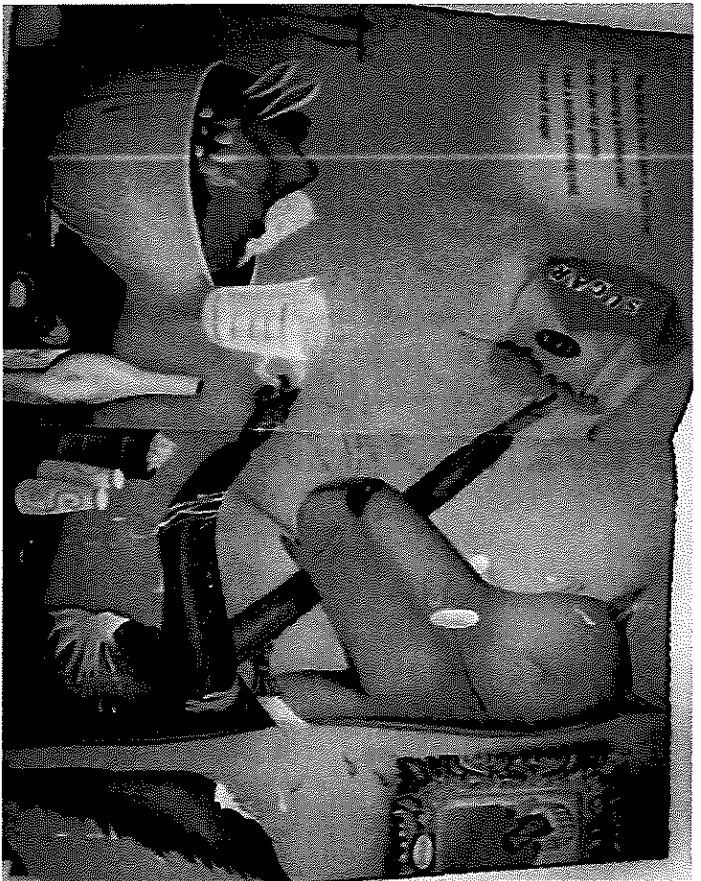
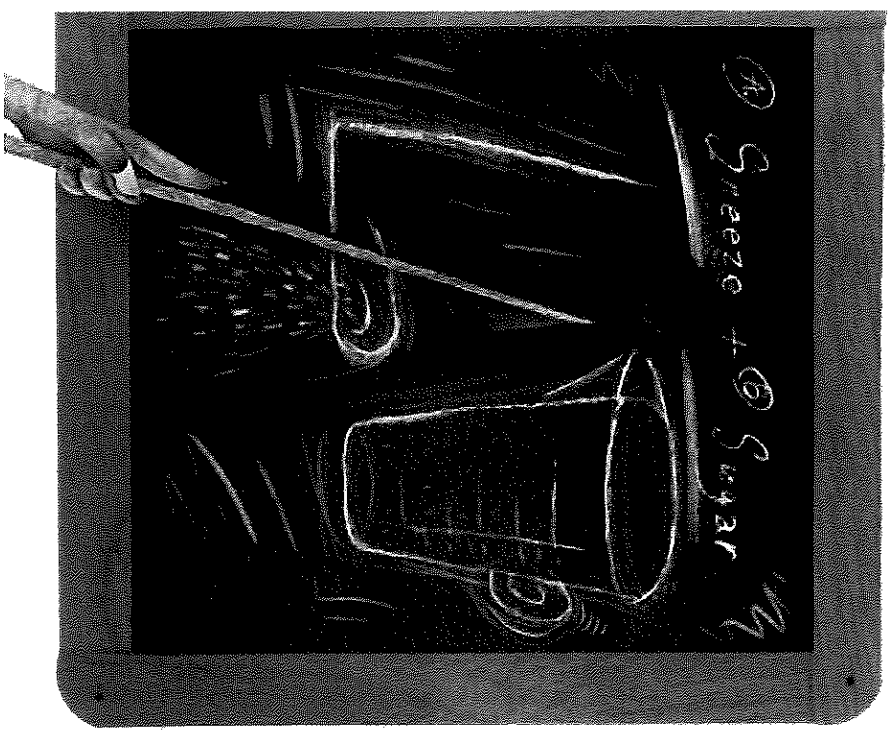
doy



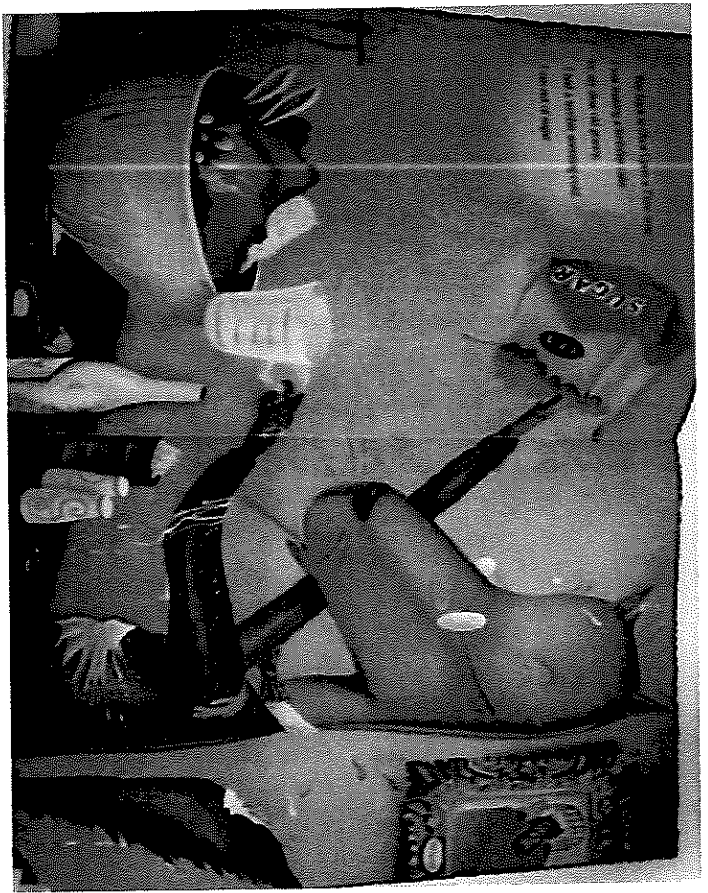
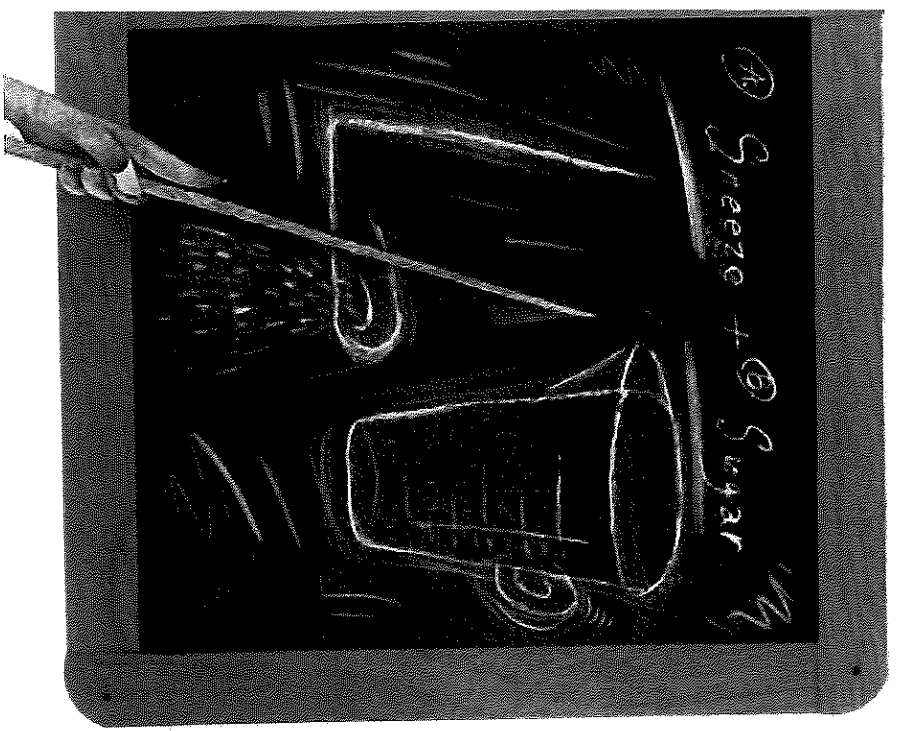


Cut out and sequence cards.

Critique our evidence base.



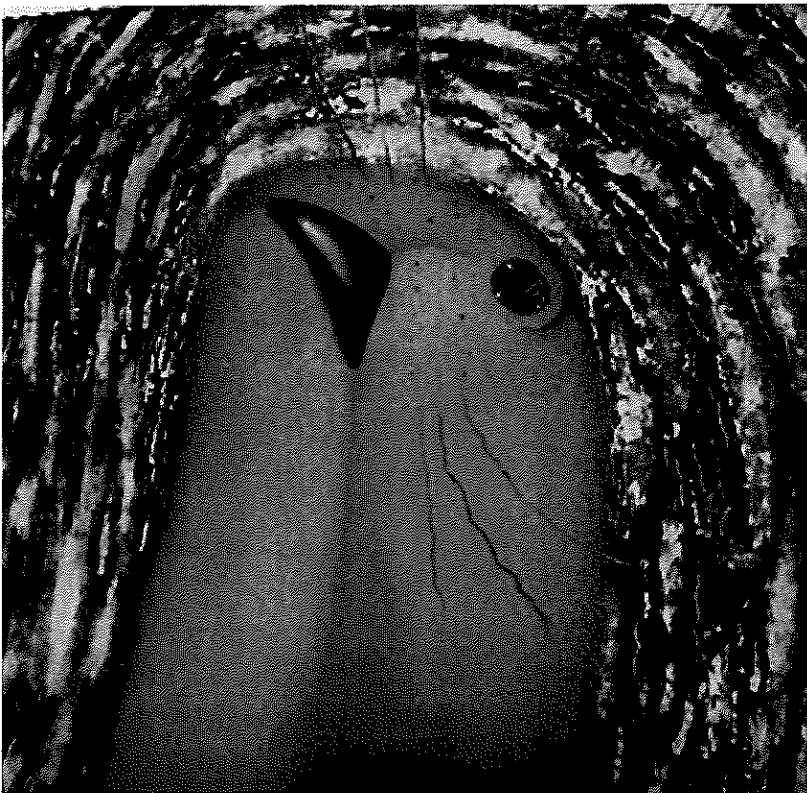
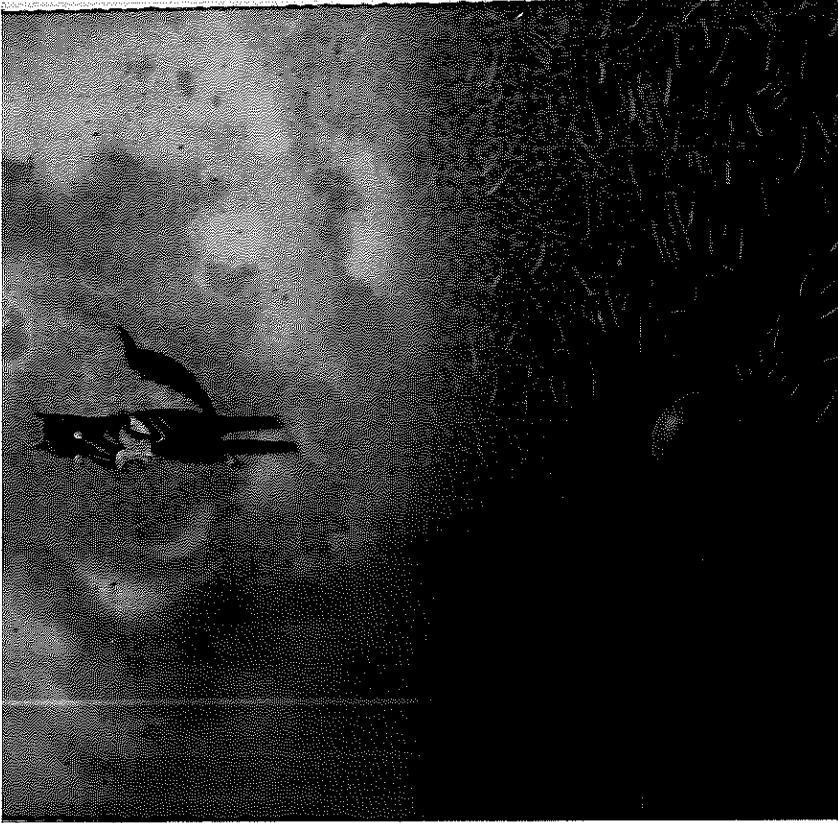
.....

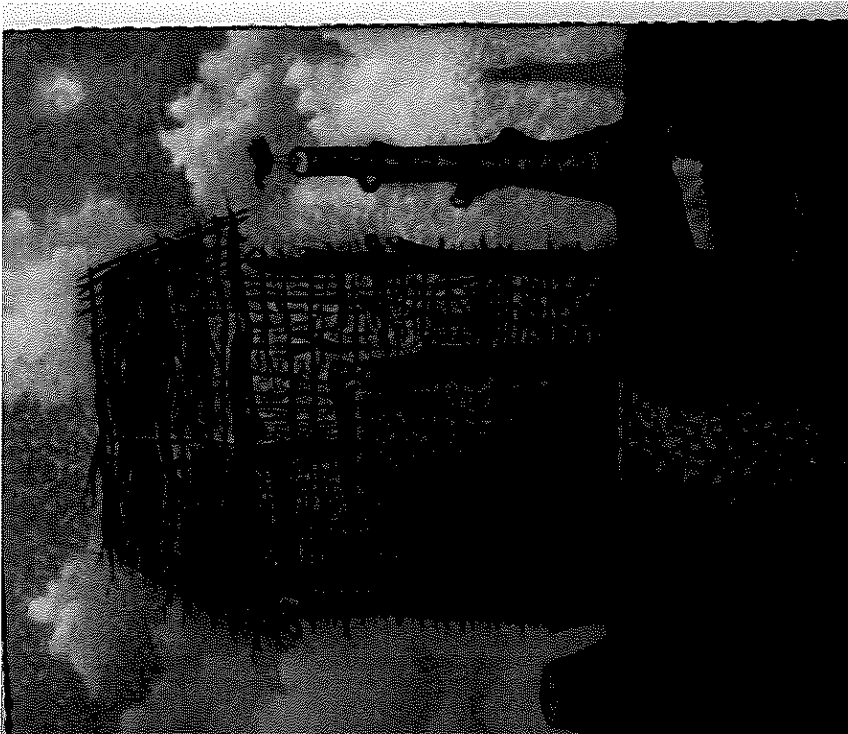


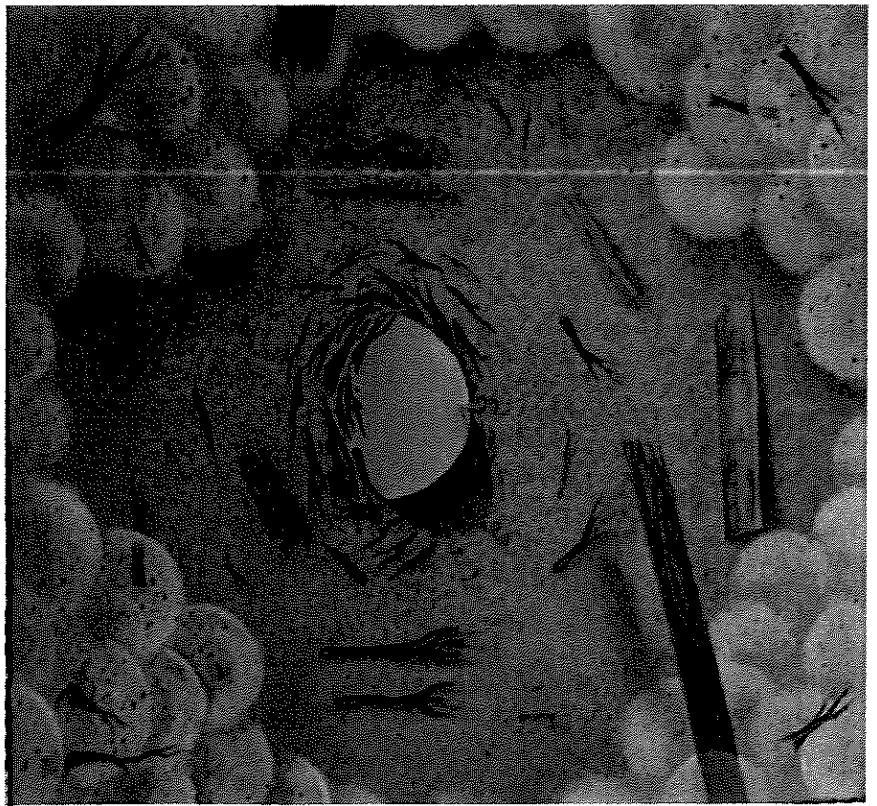
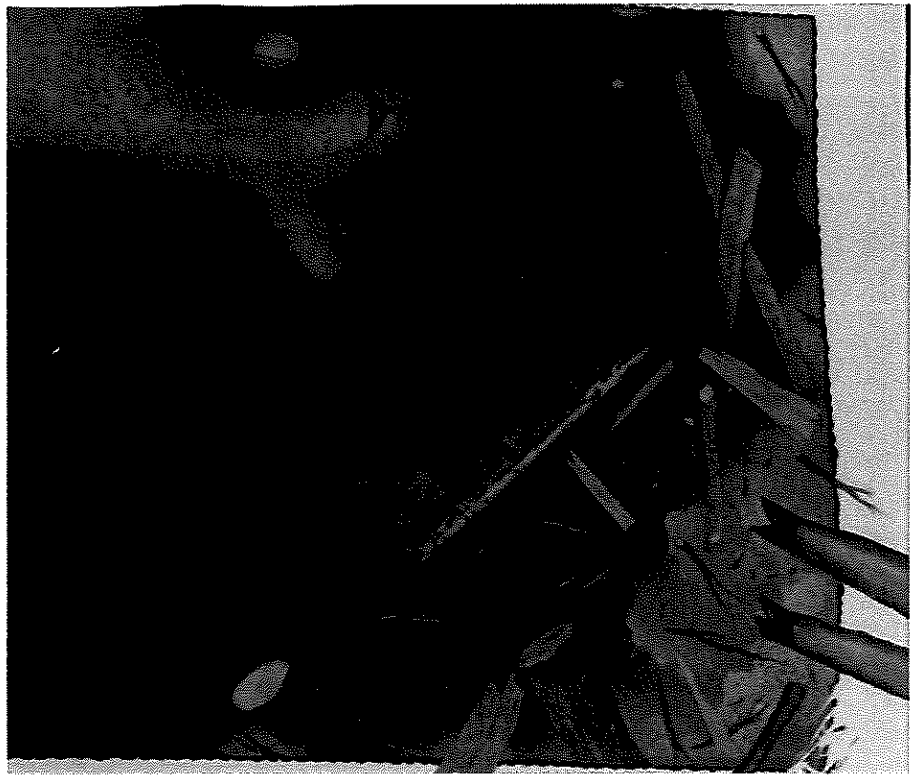
.....

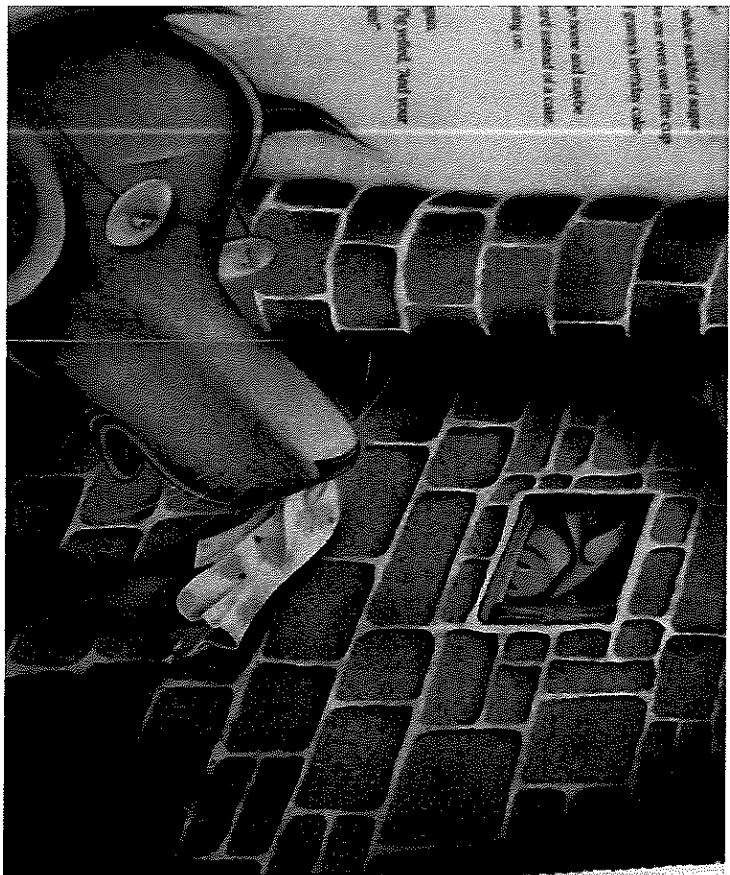
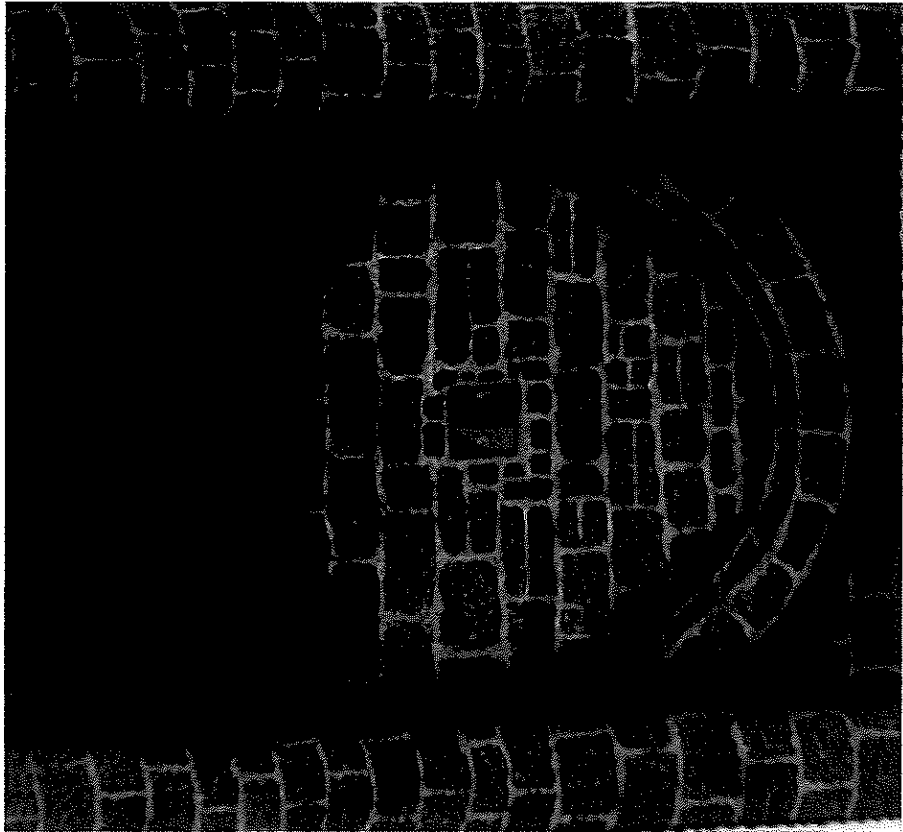


1. The first part of the document is a title page. It contains the title of the document, the author's name, and the date of the document. The title is "The History of the United States of America". The author is "John Adams". The date is "1776".

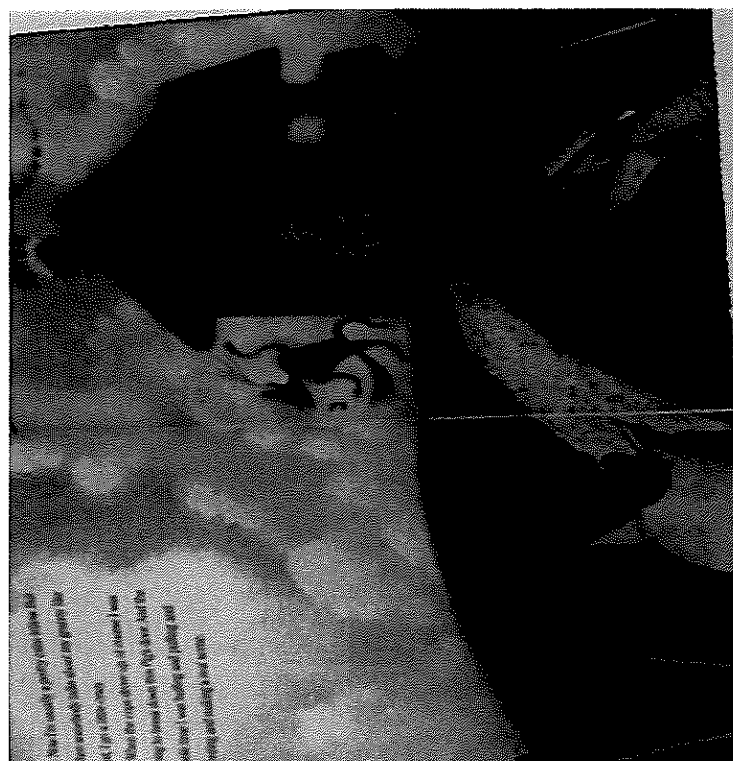


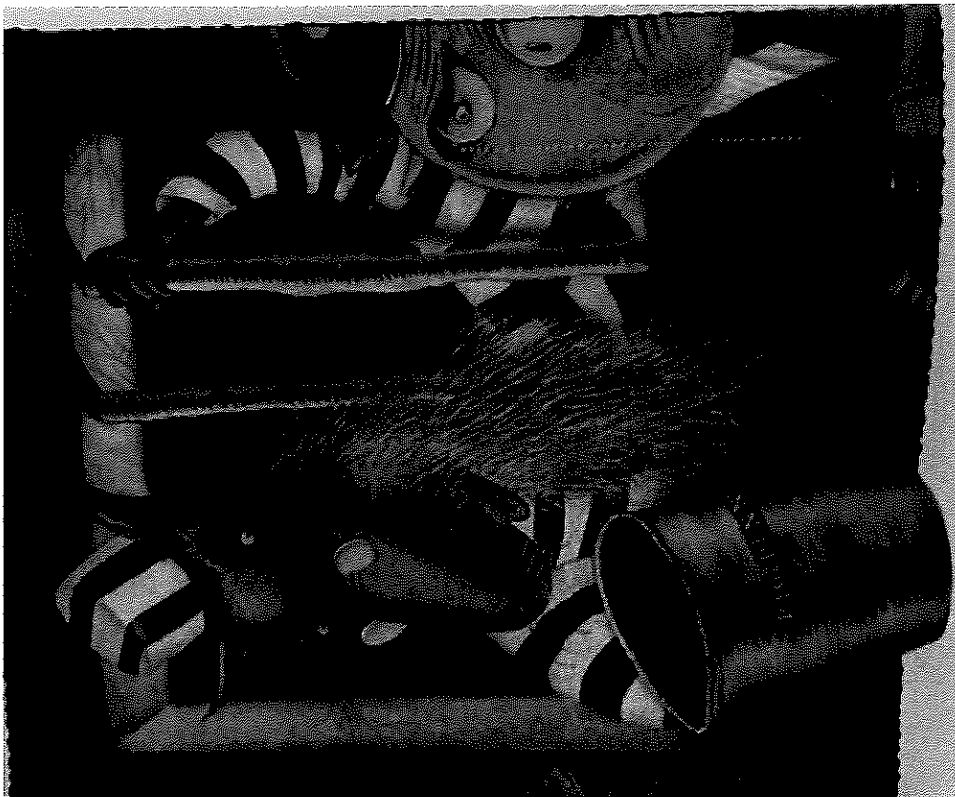






=====





NAME _____

DATE _____

K2
WK 2

How Many Balls?

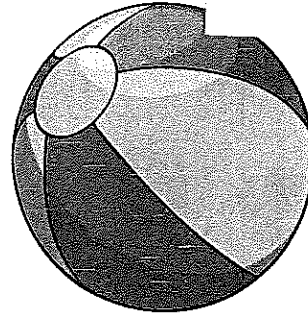
Solve the problem. Show your work.

Yoshio was cleaning up after recess.

He found 3 balls by the swings.

He found 2 balls by the slide.

How many balls did Yoshio find?



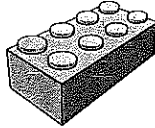
Blank area for showing work.



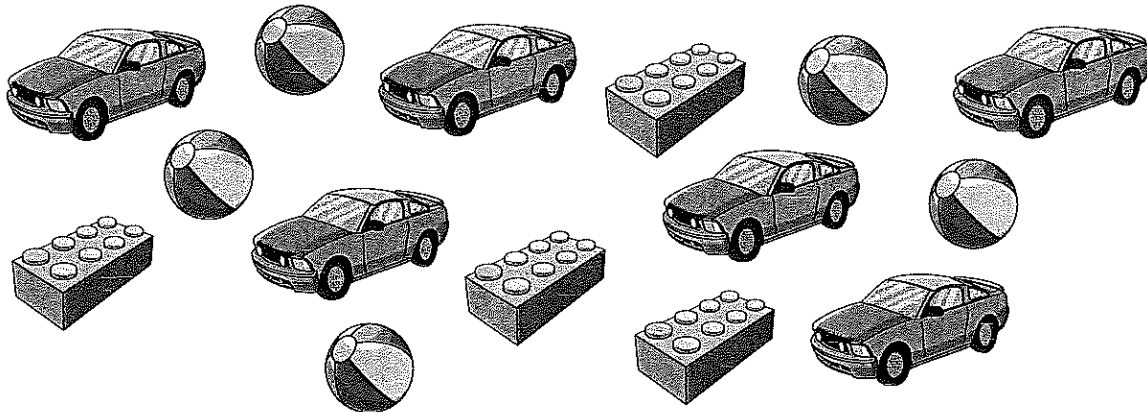
NAME _____

DATE _____

Inventory Bag 2

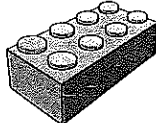
Count the number of , , .

Count how many there are in all.



_____ cars 

_____ balls 

_____ blocks 

How many are there in all? _____ toys

NOTE

Students practice counting and writing numbers.

 Ways to Count



NAME _____

DATE _____

Five Crayons in All

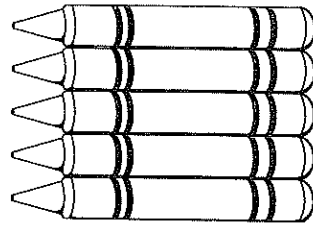
Solve the problem. Show your work.

I have 5 crayons in all.

Some are red and some are blue.

How many of each color could I have?

How many blues? How many reds?



Large empty box for showing work.



NAME _____

DATE _____

Double Compare at Home

Dear Family,

Tonight your child will teach you how to play the card game *Double Compare*. You will need the deck of Primary Number Cards that your child brought home earlier this year or you can use a regular deck of cards without the face cards.

OX GAMES

NAME _____ DATE _____

Double Compare

Directions

You need

- Deck of Primary Number Cards (without Wild Cards)

4

9

Play with a partner.

- Deal the cards facedown.
- Both players turn over their top two cards.
- The player with the larger total says "Me!" and takes the cards. If the totals are the same, both players turn over two more cards.

Me!

7

3

6

3

- Keep turning over two cards. Each time, the player with the larger total says "Me!" and takes the cards.
- The game is over when there are no more cards to turn over.

More Ways to Play

- The player with the **smaller** total says "Me!"
- Play with 3 players.
- Play with the Wild Cards. A Wild Card can be any number.

G29

© Pearson Education K

NOTE

Students combine amounts and determine which total is greater.



More

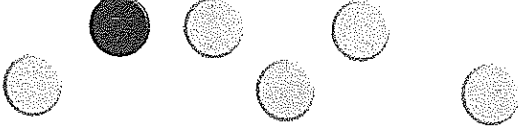


NAME _____

DATE _____

Toss the Chips

Pretend you are playing *Toss the Chips* with 6 red and yellow chips. Fill in the chart for the yellow chips.

Red 	Yellow 	Total Number 6
2		
1		
4		
3		
5		
6		

NOTE

Students practice counting and breaking a number into two parts ($6 = 2 + 4$).

MWI Ways to Make Six



NAME _____

DATE _____

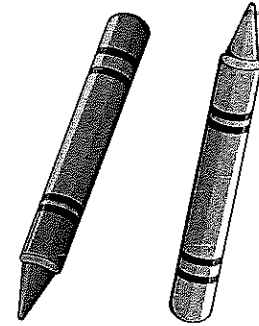
Six Crayons in All

Solve the problem. Show your work.

I have 6 crayons in all.

Some are red and some are blue.
How many of each color could I have?

How many blues? How many reds?



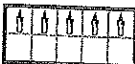
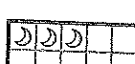
Blank area for showing work.

NAME _____

DATE _____

Make Six

In each row color the two cards that make 6.

3 	5 	2 	3 
--	--	--	--

1 	4 	3 	2 
---	--	--	--

5 	1 	4 	3 
---	--	--	--

1 	3 	2 	5 
---	--	--	--

NOTE

Students practice counting and learning the combinations of two numbers that equal 6.
WAYS Ways to Make Six

NAME _____

DATE _____

Inventory Bag: Buttons

Your inventory bag has buttons in it.

There are 15 buttons in the bag.

The buttons are red, blue, and yellow.



Show how many of each color button could be in your bag.

NOTE

Students practice combining groups of objects that equal a specific number.

MWI A Story Problem About How Many of Each?