

We help each other.
Everybody needs help sometimes.

Unit 5, Week 1

This week, your child learned how to write the lowercase letters *e* and *f* and practiced finding and combining the syllables in words. They also learned how to “Count On,” practicing counting onward from any number instead of always starting at 1. Our vertebrates exploration this week focused on dinosaurs and reptiles. Use these activities to reinforce what your child learned in class this week!

Books We Read in Class

An Extraordinary Egg by Leo Lionni

I Can Do Anything That's Everything All On My Own by Lauren Child

With a Friend by Your Side by Barbara Kerley

Little Quack by Lauren Thompson

Tortoise, Tree Snake, Gator, and Sea Snake: What Is a Reptile? by Brian P. Cleary

A Sick Day for Amos McGee by Philip C. Stead

Alphabet Knowledge

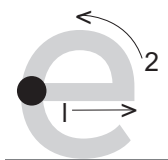
LETTER TRACE

Have your child practice writing letters a few minutes a day. This week, we learned how to make lowercase *e* and lowercase *f*.

LOWERCASE *e*

As your child writes each letter, say the chant together.

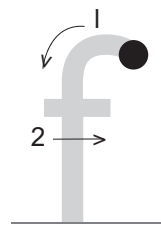
Across, curve back around, stop



LOWERCASE *f*

As your child writes each letter, say the chant together.

Curve back, down, cross



Syllable Awareness

SYLLABLE BAG

Gather several foods or household items that have two, three, or four syllables and place them in a box or bag. Pick an item from the box and say its name. Have your child say the name of the item with you as you gently pound your fists together for each syllable. Take turns picking an item and “pounding” the syllables. Don’t worry about counting the syllables right now, just practice breaking the word down to hear the different syllables.

- Household items with few syllables (2): pen-cil, car-rot, bot-tle, quar-ter, scis-sors, ap-ple, lem-on, neck-lace, cray-on, mark-er
- Household items with more syllables (3): ba-nan-a, marsh-mal-low, po-ta-to, cin-na-mon, choc-o-late, en-ve-lope
- Household items with many syllables (4): dan-de-li-on, mac-a-ro-ni, ther-mom-e-ter, bin-oc-u-lars, in-vi-ta-tion, dic-tion-a-ry, cal-cu-la-tor

Count On

TOSS AND COUNT

Toss a beanbag or ball back and forth with your child. Count each catch. Then call out a number as the beanbag or ball is tossed and count on from that new number.

Vertebrates (Reptiles)

Use clay to create your own reptiles!

Books to Read

Here are some books that support the concepts we learned this week. Take a trip to the library or find these books online.

ALPHABET KNOWLEDGE

Racecar Alphabet by Brian Floca

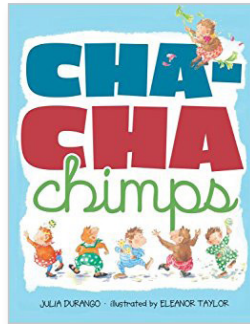
Z is for Moose by Kelly Bingham

SYLLABLE AWARENESS

Cha-Cha Chimps by Julia Durango and Eleanor Taylor

Old Mikamba Had a Farm by Rachel Isadora

Marsupial Sue by John Lithgow



COUNT ON

365 Penguins by Jean-Luc Fromental

Quack and Count by Keith Baker

Ten Friends by Bruce Goldston

VERTEBRATES (REPTILES)

About Reptiles: A Guide for Children by Cathryn Sill

Miles and Miles of Reptiles: All About Reptiles by Tish Rabe

SPANISH

National Geographic Readers: Las Serpientes (Snakes) by Melissa Stewart

Una dia diferente para el señor Amos by Philip C. Stead and Erin E. Stead

Little Quack/Cuaquito by Lauren Thompson and Derek Anderson

Mi amigo esta triste by Mo Willems

Vocabulary

These are vocabulary words that your child learned in class this week. Help your child reinforce the meaning of these words by using these words in conversations at home, asking your child what they mean, and helping if he or she has forgotten what the words mean. The key to learning is repetition and frequent use! If you use these words at home, your child will be more confident using the words too.

ENGLISH	SPANISH
cold-blooded	sangre fría
enter*	entrar*
exit	salir
extinct*	extinto/a*
grumble	quejarse
paleontologist*	el/la paleontólogo/a*
reptile*	el reptil*
screech	chillar
shed	perder (el pelo)
stomp	pisar muy fuerte

*The vocabulary words with an asterisk next to them are called *cognates*, which means that the Spanish and English words sound similar.

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