New Bedford Public Schools
Preschool Homework Pack 2020
Welcome the Month of March in Preschool

To continue our learning at home during the month of March our Preschool Classrooms are working on the following skills:

Letters: Ss, Zz, Jj, Ii, Ww

Numbers: 0-10

Shapes-Cylinder(tube)

Theme-Dr. Seuss, Weather, Five Senses
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The American Academy of Pediatrics (AAP) clinical report, "The Power of Play: A Pediatric Role in Enhancing Development in Young Children," explains how and why playing with both parents and peers is key to building thriving brains, bodies, and social bonds—all important in today's world. Research shows that play can improve a child's ability to plan, organize, get along with others, and regulate emotions. In addition, play helps develop language, math and social skills; and helps children learn to cope with stress.

As children experience and discover their world through play, they gain 21st century skills that increasingly call for teamwork and innovation.

Enjoy the activities listed below with your child and watch as your child learns and grows!

And remember... Children learn best through play!

• Schedule time for your child to interact with other children so that he/she practices socializing and building friendships.
• Talk, sing, dance and play often with your child!
• Read a story to your child and have him/her act out the story characters.
• Encourage your child to try a variety of movement activities in a safe environment— for example, hopping, swinging, climbing and running.
• Play ball activities with your child such as bouncing and catching the ball.
• Visit a local playground and allow your child to explore any of the equipment that is age-appropriate.
• Teach your child how to play a sport such as soccer, basketball, bike-riding, etc.
• Enjoy a family game night! Play board games with your child such as Chutes and Ladders, Trouble, Candyland, Pop the Pig, Memory, Card Games and any other family favorite.
• Enjoy playing with puzzles with your child.
• Limit screen time to healthy levels. "One hour per day of quality children's programming is the recommendation from the American Academy of Pediatrics. Screen time includes television, video games, computers, tablets, etc. For young children, social interactions and playing with adults and peers is more beneficial for learning than digital media.

*For more information on The Power of Play—How Fun and Games Help Children Thrive visit healthychildren.org
* For more information and recommendations on Children’s Media Use and the Importance of Play visit: http://www.aap.org
Ball and Stick Handwriting Models

A  Starting point, slanting down left
    Starting point, slanting down right
    Starting point, across the middle: capital A

a  Starting point, around left all the way
    Starting point, straight down, touching the circle: small a

B  Starting point, straight down
    Starting point, around right and in at the middle, around right and in at the bottom: capital B

b  Starting point, straight down, back up, around right all the way: small b

C  Starting point, around left to stopping place: capital C

c  Starting point, around left to stopping place: small c

D  Starting point, straight down
    Starting point, around right and in at the bottom: capital D

d  Starting point, around left all the way
    Starting point, straight down, touching the circle: small d

E  Starting point, straight down
    Starting point, straight out
    Starting point, straight out: capital E

e  Starting point, straight out up and around to the left, curving down and around to the right: small e

F  Starting point, straight down
    Starting point, straight out
    Starting point, straight out: capital F

f  Starting point, around left and straight down
    Starting point, straight across: small f

G  Starting point, around left, curving up and around
    Straight in: capital G

g  Starting point, around left all the way
    Starting point, straight down, touching the circle, around left to stopping place: small g

H  Starting point, straight down
    Starting point, straight down
    Starting point, across the middle: capital H

h  Starting point, straight down, back up, around right, and straight down: small h

I  Starting point, across.
    Starting point, straight down
    Starting point, across: capital I

i  Starting point, straight down
    Dot exactly above: small i
Ball and Stick Handwriting Models

J Starting point, straight down, around left to stopping place: capital J
j Starting point, straight down, around left to stopping place Dot exactly above; small j

K Starting point, straight down
Starting point, slanting down left touching the line, slanting down right: capital K
k Starting point, straight down
Starting point, slanting down left, touching the line, slanting down right: small k

L Starting point, straight down, straight out: capital L
l Starting point, straight down: small l

M Starting point, straight down
Starting point, slanting down right to the point, slanting back up to the right, straight down: capital M
m Starting point, straight down, back up, around right, straight down, back up, around right, straight down: small m

N Starting point, straight down
Starting point, slanting down right, straight back up: capital N
n Starting point, straight down, back up, around right, straight down: small n

O Starting point, around left all the way: capital O
o Starting point, around left all the way: small o

P Starting point, straight down
Starting point, around right and in at the middle: capital P
p Starting point, straight down
Starting point, around right all the way, touching the line: small p

Q Starting point, around left all the way
Starting point, slanting down right: capital Q
q Starting point, around left all the way
Starting point, straight down, touching the circle, curving up right to stopping place: small q

R Starting point, straight down
Starting point, around right and in at the middle, touching the line, slanting down right: capital R
r Starting point, straight down, back up, curving around right to stopping place: small r
Ball and Stick Handwriting Models

S
- Starting point, around left, curving right and down around right, curving left and up: capital S, small s

T
- Starting point, straight across
- Starting point, straight down: capital T

U
- Starting point, straight down, curving around right and up, straight up: capital U, small u

V
- Starting point, slanting down right, slanting up right: capital V, small v

W
- Starting point, slanting down right, slanting up right, slanting down right: capital W, small w

X
- Starting point, slanting down right
- Starting point, slanting down left: capital X, small x

Y
- Starting point, slanting down right, stop
- Starting point, slanting down left, stop
- Starting point, straight down: capital Y

Z
- Starting point, straight across, slanting down left, straight across: capital Z, small z
1. Starting point, straight down: 1

2. Starting point, around right, slanting left and straight across right: 2

3. Starting point, around right, in at the middle, around right: 3

4. Starting point, straight down
   Straight across right
   Starting point, straight down, crossing line: 4

5. Starting point, straight down, then curving around right and up
   Starting point, straight across right: 5

6. Starting point, slanting left, around the bottom curving up around right and into the curve: 6

7. Starting point, straight across right, slanting down left: 7

8. Starting point, curving left, curving down and around right, slanting up right to starting point: 8

9. Starting point, curving around left all the way, straight down: 9

10. Starting point, straight down
    Starting point, curving left all the way around to starting point: 10
Quiet, Small Air Sound

Story – When the mouth smiles, a small snake of air comes out, hissing quietly.

Hand cue: Pretend to be pulling a small snake of air out of your smiling mouth, using your index finger and thumb.
Draw 2 things that begin with this sound.
Noisy, Small Air Sound
Story – When the mouth smiles, the small string of air comes out noisily, and sounds like a zipper.
Hand cue: Pretend to be pulling up a zipper while you smile.
Draw 2 things that begin with this sound.
Noisy, Fast Air Sound
Story – The J looks like Jack of "Jack Be Nimble." He quickly takes a big, fast jump over the candle stick. When he jumps, his feet are in front of him so he can push off of the wall.
Hand cue: Push both hands out in front of you in a quick movement.
Name

Draw 2 things that begin with this sound.
The basketball player

Story – The basketball player has a big smile while he tries to get that ball “i-i-in” the basket

Hand cue: Pretend to be shooting a ball into a basket, moving your hand up and down each time you say the “i” sound in “i-i-i-in.”
Draw 2 things that have this sound in it.
Whooshing Air Sound

Story – The wheelchair loves to go fast in the wind “w!”

Hand cue: Move both hands to the side very quickly, as if moving fast in the wind.
Ramps at Home

Do you remember the excitement of rolling down a hill?

Introduce your child to ramps by sharing stories from your own childhood or by talking about experiences you have had together on ramps.

Use everyday objects (see materials list) to explore how different objects move down a ramp. Find a space indoors or outdoors where your child can explore ramps over several days.

- Together build a ramp out of paper towel tubes. Cut the tubes in half lengthwise and tape several together.
- Position the ramp so one end is a little higher than the other.
- Have your child send different objects down the ramp. Talk about how they roll, slide, or stay put.
- Encourage him to draw or write about what he observes.
- Use his drawings to plan and predict the next ramp exploration.

Here are a few ramp ideas to try:

- Make two ramps. Send different objects down them at the same time.
- Make bends in the ramps. See how that affects how different objects move. Do they roll, slide, or stay put?
- Make ramps of varying steepness. See how far the same object goes down each ramp.

Media Connection: Watch the video PEEP and the Big Wide World “Building Ramps” together. Your child might see some new ideas that he wants to try the next time he explores ramps!
More Activity Ideas

Children (3 - 5 Years)

- Together, explore ramps around your house. Prop up a soft cushion, books, and cardboard boxes and then watch objects roll, slide, or stay put. [Watch a group of children building ramps on the live-action video Peep and the Big Wide World "Homemade Hills." Type in the Search window: Watch Together: Homemade Hills.]

- Explore body ramps together. Roll and slide small objects down each other's arms, legs, backs, tummies, etc. Ask your child to explore how many body ramps he can find on his own body.

- Use cardboard tubes and tape to make cardboard tube trackways together. Place an X on the floor with tape. Then try to make bends and twists in the trackway so the ball lands on the X.

- Encourage your child to talk about things she doesn't understand about ramps. Then find out the answers together.

- Explore ramps outdoors such as slides and hills. Find out what ramp is harder to go up or down, what surface is easier to go up or down, etc.

- Roll different objects down a ramp (driveway, hill, slide). Then roll them down a different ramp. Notice how the texture of the object or the surface changes how the object moves. [Watch a group of children explore moving down a hill on the live-action video Peep and the Big Wide World "Rolling Down a Hill." Type in the Search window: Watch Together: Rolling Down a Hill.]

- Play a game of "Faster, Slower." Set up a piece of cardboard so that it makes a gentle incline. Have your child roll a ball down the ramp. Challenge her to change the ramp incline so the ball moves slower/faster.

- Go on an "objects that roll" hunt. Walk around the neighborhood or park looking for different objects to roll down a hill. Then roll them down a hill or slide. Ask, What is the same about the objects that roll? What is different about those that don't roll?

- Together, make vehicles using recycled items like bottle caps, paper towel rolls, and milk cartons. Make one that rolls and one that slides. You and your child can look online or in books for pictures of different vehicles before you start.

- What object will roll fast, faster, or fastest? Find three objects and have your child guess. Then let her roll the objects and test her predictions.

- Place a block at the bottom of a ramp. Try to move the block with objects of different weights. Have your child guess which object will move the block and then send the objects down a ramp. [Watch the live-action video Peep and the Big Wide World "Building Ramps" and see a group of children explore moving objects at the bottom of their ramp. Type in the Search window: Watch Together: Building Ramps.]
Sound Box

Children are curious about sounds. A box full of cardboard tubes, aluminum pans, and spoons can spark your child’s curiosity as much as a trip to the sound exhibit at the science museum.

Together explore how different objects make different sounds.

Create a space inside where your child can be noisy and explore making sounds, or go outside where he can be as loud as he likes! Fill a box with sound-makers (see materials list). Then play a game of “Sound Simon Says.”

• Choose a sound-maker and make a soft sound with it. Using a voice that mimics the soft sound you made, ask your child to repeat the sound. (For example, using a soft whisper say, *Simon says make a soft sound.*) Take turns making different sounds with different sound-makers.
• Talk about how different materials make different sounds. For example ask, *Was your sound louder or softer than my sound? What sound-maker do you think will make the loudest, booming sound?*

Sound-makers are great for encouraging creative play, making sound patterns, and lots more. Here are two ideas to try:

• Listen to music and identify the rhythm as you play along.
• Make a sound in another room or while your child has his eyes closed. Have him guess what material is making the sound. Switch roles.
More Activity Ideas

Children (3 - 5 Years)

- Play "Guess the Animal Sound." Make animal sounds with your voices and try to guess each other's animal sound (bark, meow, hoot, roar, cluck, hiss, etc.) For more fun, pretend to move like the animal as you make the sounds.

- If possible, go to a Science Museum, farm, or zoo to hear real animal sounds. [Watch the video Between the Lions "Bear Snores On" and act out the sound words with your child. Type in the Search window: Watch Together: Bear Snores On.]

- Challenge your child to count sounds. Clap (or stomp, snap, or jump) a certain number of times and ask, How many times did I clap? Switch roles.

- Use your body to make sound patterns. Together, create patterns with your body sounds (e.g., stomp, stomp, clap, stomp, stomp, clap; sneeze, sing, sneeze, sing, sing, etc.) and teach your sound patterns to one another.

- Bath time is a great time to listen to the sounds of water. Pour, splash, and drip as you discover all the different sounds that water can make.

- Have your child listen to the sounds all around her. Ask her to close her eyes and sit quietly for one minute. Talk about the sounds she hears. Move to a different location and listen together again. Compare the sounds from the two locations. [Watch the video Peep and the Big Wide World "Listening for Sounds" and follow Peep and his friend find his way home by listening to sounds. Type in the Search window: Watch Together: Listening for Sounds.]

- Talk to your child about sounds as you go through your daily routines. You can ask your child what she is hearing as you walk to the day-care center. You can talk about sounds inside and outside (loud doorbell, soft wind, screechy brakes, whisper talk, etc.) At the end of the day, ask your child to describe the sounds she heard throughout the day.

- Point out sound you hear indoors and outdoors: SHHH, do you hear that sound? (trees rustling, washing machine banging, city sounds, animal sounds, people talking)

- Together act out places and times when it is appropriate to use a loud voice (playground, ball game; outside) as well as those when you need to use a quiet voice (library, restaurant, when someone is sleeping).

- Take time to listen to your child when she shares stories and tells you about her day. Your questions will encourage her to share even more. By being a good listener you show her how to become a good listener, too.

- Read books with sound words such as, City Lullaby by Marilyn Singer, The Listening Walkby Paul Showers, Max Found Two Sticks by Jerry Pinkney. Use expression and gestures to act out the sound words with your child.
Colors and Clothes

Your child probably has a favorite color and a favorite article of clothing in that color that he wants to wear day after day.

As your child gets dressed in the morning, use the opportunity to talk about the different colors, shades, and tints of color in his clothing.

- Before your child gets dressed, draw his attention to all the different colors around you. Talk about them and and point to them.
- Open your child's drawer or closet and comment on the different colors in his clothing. Then ask him what color he feels like wearing today. Have him find clothes of that color. As he searches, have a conversation about the different colors in his clothing. Use color words like dark, light, bright, and dull. For example, You have two pairs of yellow socks. Do you want to wear the light yellow pair or the dark yellow pair?
- While you go about your morning or evening routine, make a game out of noticing the color similarities you see between your child’s clothes and the clothing of other family members or friends.
More Activity Ideas

Children (3 - 5 Years)

- Help your child understand that colors can carry important messages. Take a walk around your neighborhood and point out street lights and signs and talk about what the different colors communicate (red means stop; green means go; yellow means caution).
- Make finger paintings with your child and talk about how the paint looks and feels.
- Ask your child to be your special color assistant for the day. At dinnertime, make a one-color salad together. While unpacking groceries, name a color and have your child put away fruits and vegetables that are that color. While cleaning, have your child sweep the brown floors, the white floors, etc.
- Create color patterns. Use blocks, stickers, paper clips, cubes, or other small objects to create a pattern (e.g., blue cube, red cube, blue cube, etc.) Challenge your child to name the pattern and continue it. Switch roles.
- Create a space where you and your child can get messy and mix paint colors. Ask your child, What colors are you mixing? What colors did you mix to make that orange color? Finish the paint mixing activity by reading a color story such as Mouse Paint by Ellen Stoll Walsh [Together watch the video Peep and the Big Wide World “A Peep of a Different Color” and see Peep and his friends explore changing their skin colors. Type in the Search window: Watch Together: A Peep of a Different Color.]
- Give your child paint challenges. Ask, How do you think you can make a lighter shade? What happens if you add more of that color to the mix? Let him explore. [Watch a group of children explore mixing colors on the live-action video Peep and the Big Wide World “Mixing Colors.” Type in the Search window: Watch Together: Mixing Colors.]
- Point out and compare colors in the natural world. Talk about what is the same and what is different about the colors and shades of colors of different plants, soil, etc. Count how many shades of a color you see in one bush, one flower, etc.
- As you read together encourage your child to notice colors in the pictures. You might ask what color she sees most, what different skin colors she sees, what is the color of most of the leaves in the garden picture, etc.
- Go on a color hunt walk indoors or outdoors. Give clues and challenge your child to find things of a certain color, for example, something brown; something a lighter shade of brown, etc.
- Colors are everywhere, so your child can learn about colors any time you are together during daily routines—at home, at the playground, in the car, or anywhere at all!