

# Pre-Kindergarten Resource Packet

Hello Families and Caregivers,

This packet includes a range of activities that students can work on at home independently or with family members or other adults. Some activities may require guidance from an adult to get started. Resources are categorized into 2 types:

- **Independent Projects**
  - These projects cover a range of different topics and skills. They may be spread out over multiple days.
- **Enrichment Activities**
  - These activities are organized into *Read, Write, Move, Design, and Solve* categories so that you can engage in many different ways while at home.
  - Some of these options are digital and require internet access.

Each of these resources can be worked on independently, with a peer, or a trusted adult. Each project can be completed over multiple days, in any order, and for varying durations. Each student differs in their stamina and focus. Learning in Pre-K should be joyful.

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Read Write Move DESIGN Solve

# Independent Projects

## Project: Shape Exploration

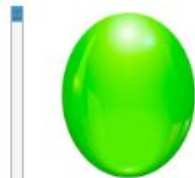
<b>Estimated Time</b>	15-20 minutes per activity
<b>Content Areas:</b>	Math
<b>Caregiver Support Option</b>	<b>Recommended:</b> Ask questions and provide daily math opportunities.
<b>Vocabulary</b>	Each activity lists vocabulary
<b>Materials Needed</b>	Each activity lists materials
<b>Resources</b>	<ul style="list-style-type: none"> <li>● <a href="#">CPS Virtual Library Databases</a>: Username: CPS, Password: CPS</li> <li>● CPS e-Books             <ul style="list-style-type: none"> <li>○ <a href="#">Districtwide Virtual Library</a></li> <li>○ <a href="#">Elementary Virtual Library</a></li> </ul> </li> <li>● <a href="#">PebbleGo</a>: PebbleGo is a curriculum-connected research database specifically designed for K-3 students. Packed with informational articles, ready-made activities, and literacy support for students of all abilities, it boosts engagement and fosters learning.</li> <li>● Videos:             <ul style="list-style-type: none"> <li>○ <a href="#">Banana Banana Meatball</a> - GoNoodle Song</li> <li>○ <a href="#">I've Been Working on the Railroad</a> - Song</li> <li>○ <a href="#">Getcha Money Right</a> - GoNoodle Song</li> <li>○ <a href="#">Shape Song</a> - Singing Walrus</li> </ul> </li> </ul>
<b>Questions to Explore</b>	Each activity lists questions to explore.
<b>Student Directions and Activities</b>	Please see the choice of activities below.

### Activity 1: Talking about Shapes

Start by exploring shapes with your child. Look at the shapes below and discuss the attributes of the shapes ( i.e., number of sides, number of corners.)



Circles



Ovals



Rectangles



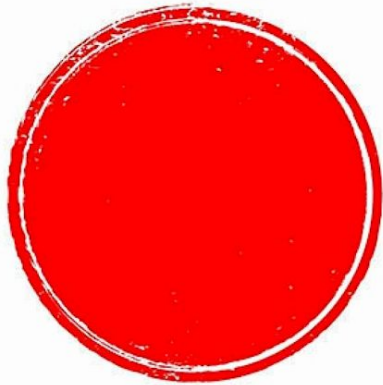
Squares



Triangles

## Activity 2: Learn More about the Shapes

Read about each of the shapes below.



### **What Is a Circle?**

A **circle** is a flat shape.  
It is perfectly round.  
Some shapes have straight sides,  
but a **circle** is curved.



### **What Is an Oval?**

An **oval** is a flat shape.  
It is curved but not perfectly round.  
An **oval** looks like the surface of an egg.



### **What Is a Rectangle?**

A **rectangle** is a flat shape.  
It has four straight sides.  
Sides that are across from each other are the same **length**.



### **What Is a Square?**

A **square** is a flat shape.  
It has four straight sides.  
All four of a square's sides are the same **length**.  
A **square** is a kind of **rectangle**.



## **What Is a Triangle?**

A **triangle** is a flat shape.

It has three straight sides.

Sometimes all three sides are the same **length**.

Sometimes the sides are different **lengths**.

After learning about the shapes, have your child decide which shape is their favorite. Then answer the questions below.

Draw your favorite shape:

A large, empty rectangular box with a black border, intended for a child to draw their favorite shape.

Facts I learned about my shape:

Why this is my favorite shape:

### Activity 3: Ramp It Up!

Create a ramp and see what shapes and objects roll the fastest!

**Materials:** cardboard box, tape

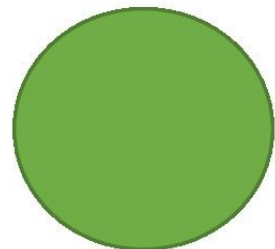
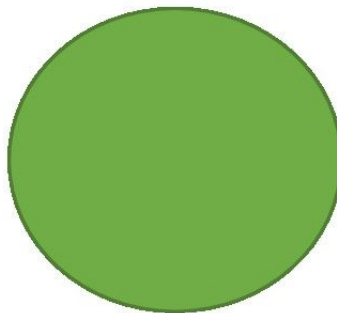
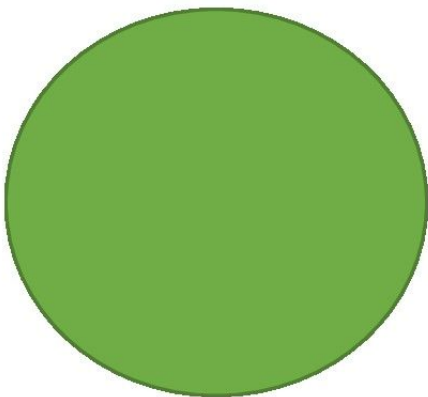
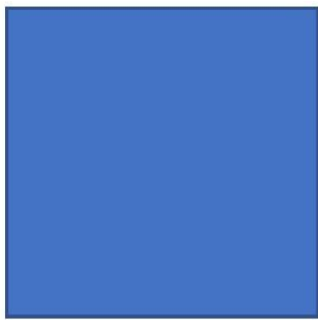
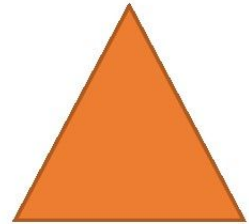
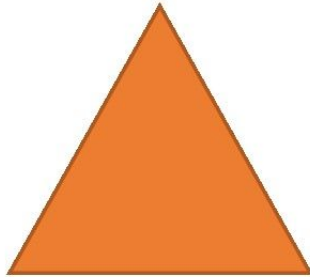
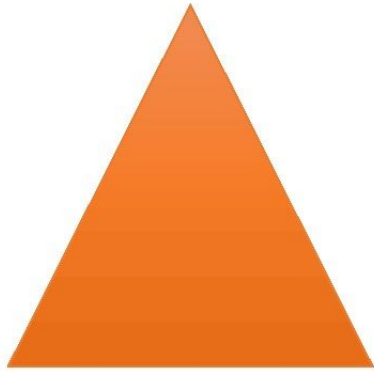
#### Directions:

1. **Create the ramp:** Help your child create a ramp using cardboard and tape. It should make a triangular shape steep enough for objects to roll down. After creating the ramp, ask some of the questions below:
  - What shape is our ramp?
  - Make a prediction! What shapes do you think will move more or less quickly down the ramp.
2. **Collect Shapes to “Race”:** Search around your house for various small objects that are different shapes or toys (E.G. Car, Ball, Building Block) to test their speed on your ramp.
3. **Test Your Prediction:** Have your child roll one object at a time and discuss what happened. EG, the car rolled fast. Arrange the ramp at different heights and repeat the process.
4. **Discuss the Results:** What shapes or toys rolled faster or slower, with the paper towel or fabric. Be safe, never place a ramp taller than children. Encourage children to explore ramps during play time. Some Questions might include:
  - a. How did \_\_\_ shape roll down the ramp?
  - b. What shapes rolled fastest or slowest?
  - c. How did the toy roll when the slope was high?
  - d. How did the toy car roll when the slope was low?

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#### Activity 4: Making Pictures

Now that we know our shapes, let's make some pictures out of them! Help your child to cut out the shapes below. (You can also find and mark or cut out more pictures of shapes from a magazine.) Use the shapes to make a picture!



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## Activity 5: Building Trains

Explain to your child that they will be making trains using shapes. Cut out the squares, triangles, and circles below and help your child make a train using the shapes.

**Materials:** paper squares and circles cut out, paper, pencil

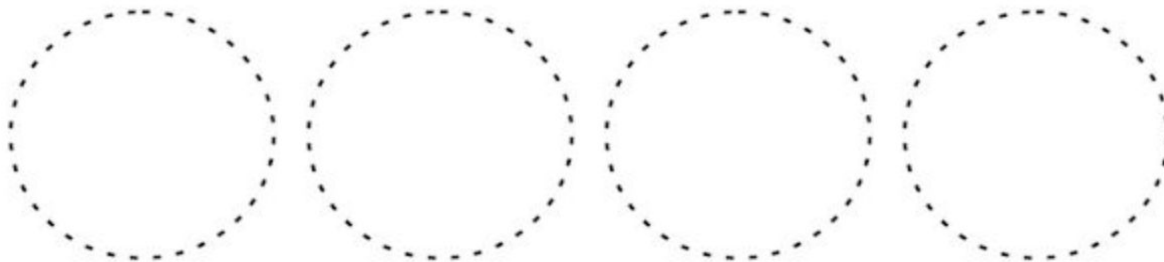
**Vocabulary:** more, less, how many, add, left, equation, represent

**Resource:** [I've Been Working on the Railroad](#) - Song

Ask you child some of the guiding questions below:

- How many squares are in your train?
- If you added one more, how many would you have?
- Can you make a train with the same number of cubes?

Trace and cut the shapes below to make your train.



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## Activity 6: Making Patterns

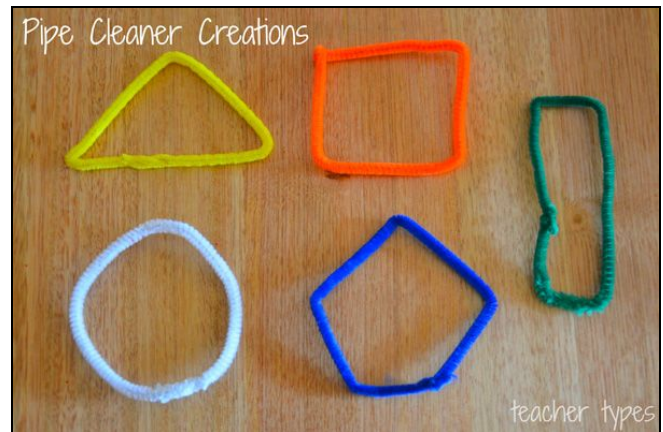
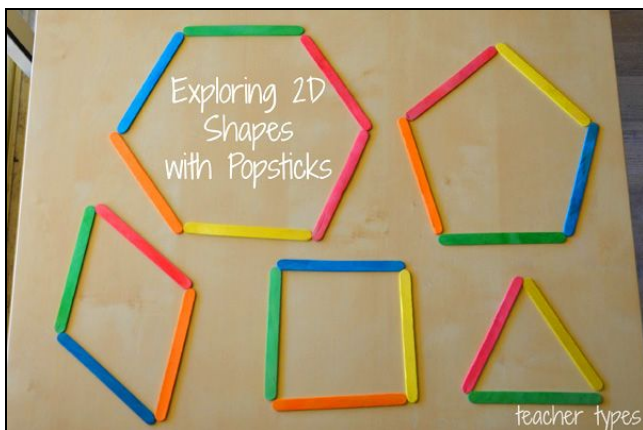
After making your trains, reuse the squares to make a pattern. Color them two different colors and work with your child to make an AB pattern (e.g. red, blue, red, blue...)

Then try to make patterns with other objects in your house. As you're making patterns, ask your child the following questions:

- What patterns can we find around the room?
- What shapes can we find in the room?
- How are the shapes similar or different from each other?
- What shape would come next?

## Activity 7: Make Shapes

Now that we've explored shapes, try making some of your own. Using straws, popsicle sticks, pipe cleaners, pasta, rolled paper, or any material you can find, have your child make the shapes we've learned about. See examples below:



# Enrichment Activities

## Digital Resources

If you have access to the internet, please go to [tinyurl.com/DigitalAtHome](http://tinyurl.com/DigitalAtHome). This document contains links to multiple digital resources that you can use each day.

There are also more resources specific to grades PreK-2 at [tinyurl.com/CPSESEnrichment](http://tinyurl.com/CPSESEnrichment).

## Non-Digital Resources

We've designed this section of the packet to provide students the opportunity to:

Read Write Move DESIGN Solve

### Directions

1. Each day, pick at least one activity to complete from **each** category.
2. Keep track of your work on a separate sheet of paper or in a journal.
3. At the end of each day, write or talk with a trusted adult to answer the following questions:
  - a. What was my favorite activity today? Why?
  - b. What is something new I learned today?
  - c. What are my goals for tomorrow?

Read

Pre-K students will enjoy sharing favorite books or reading with an adult or older reader. Students can also read with a favorite stuffed animal as a reading buddy. Read together in short 5-10 minute chunks. Take time to enjoy the story, discuss what's happening in the book, point out things on the page, and ask questions. Try reading with different voices for each character, or try acting out your favorites! Adults or older readers can also select 1-2 questions from the tables below to discuss with students.

Adults or older readers can use these ideas to discuss **stories**:

Do you agree with the way the characters in your book solved the problem? Why or why not?	If you could be a character in the book, who would you be? Why would you pick that character?	Choose two characters in your story. Draw and describe how they are the same and how they are different.	How are the characters in your book the same or different from you and your friends? Talk, draw, or write about it!
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Did you like the ending of the book? Why or why not?	Talk about the details the illustrator draws in their pictures. What do they add to the story?	What is something a character in your book says that surprised you or made you laugh?	Can you use words from two languages to describe a character in your book?
What connections can you make with characters or events in other books you've read?	Pick a setting in your story and change it. What might the characters do differently if it happened in a different place?	Act it out! Grab some friends and make your story into a play.	Talk about some of the emotions that are felt by characters in your book.

Adults or older readers can use these ideas to discuss **informational texts**:

What are some new things you have learned from this book?	What else do you wonder about the topic that you'd like to find out?	Make a poster that shows a friend why they should read your book.	Can you use words from two languages to describe a photo or illustration in your book?	Write a poem or make a rhyme about the topic of your book.
Is the topic of your book like a movie you have watched? Talk, draw, and write about it!	Create a math problem using any numbers in your book.	What type of scientist would be interested in your topic? What are they called and what do they do?	Count and say the number of non-living things you see in your book.	Draw and label the parts of one of the objects or animals in your book.
Why did you pick this book? What do you find interesting about _____(the topic)?	How does information in this book connect with other things you have learned?	Pick some pages with your favorite photographs or drawings. What can you learn from the illustrations?	Read two books about the same topics. What things are similar and what things are different?	What did you know about the topic of your book before you read it? What do you know after you finish reading?

## Write

### Daily Writing

1. Students practice writing their names (there is a range of development for Pre-K students that is considered writing - from scribbles to a few letters to a letter string and then a full name)
2. Students write and draw (there is a range of development for Pre-K students that is considered writing - from scribbles to a few letters to a letter string) and tell their story by sharing the writing with a peer, older student, or trusted adult. If possible, write down what the students dictate

and capture the verbal story.

3. Label common household objects (refrigerator, door, window, chair, bed, etc.) and have Pre-K students copy the writing (there is a range of development for Pre-K students that is considered writing - from scribbles to a few letters to a letter string and then a full word).

## Move

**Don't Let the Balloon Touch the Ground:** Hit the balloon up in the air, but don't let it touch the ground. For an extra challenge, juggle more than one balloon or keep one hand behind your back. Ask someone to time you to see how long you can do it. If there is someone to play with, count how many times you can hit it back and forth. Then see if you can beat your time or score! This game is great for improving arm strength and hand-eye coordination.

- **Materials Needed:** Balloons (Just a reminder that pieces of burst balloons can be a serious choking hazard.)

**Balloon Volleyball** Ask an adult to help you make a "net" by tying a piece of string between 2 chairs. Then hit the balloon back and forth by running from one side to the other, trying to keep the balloon off the floor. If there is someone to play with, hit the balloon over the net as many times as you can without it falling.

- **Materials Needed:** Balloons (Just a reminder that pieces of burst balloons can be a serious choking hazard), string, chairs

**Sticky Note Wall Bop:** Ask an adult to help you with this activity! Attach twenty-six sticky notes to the back of a door and write a different letter on each one (in random order). Make a "start" line a few feet away from the door. Stand behind the start line with a soft ball, bean bag, stuffed animal, or pair of rolled-up socks. Ask the adult to call out a letter. Then toss your soft object at the post-it note with that letter. You get a point for each correct target you hit! For an extra challenge, ask the adult to call out a word for you to spell. Try to beat your last score each time you play. Don't forget to retrieve your object after each toss.

- **Materials Needed:** Sticky notes, soft-tossing object, paper and pencil for keeping score









**Mirror Mirror:** Find a partner to stand face to face with, about 2 feet apart. Take turns making movements and copying each other! Reach up and stretch to the sky. Do ten jumping jacks. Run in place. Act like an animal. Make it fun and you'll both be working up a sweat in no time.

**Obstacle Course:** Ask an adult to help you make an obstacle course with items you have around the house. Make sure to create a course that includes a variety of motions (jumping, crawling, balancing, etc.) and uses a large area. You can make a different obstacle course everyday so this never gets old!

- **Materials Needed:** Hula hoops to jump through, line of tape to balance on, couch cushions to hop between, table to crawl under, blanket over two chairs to crab walk through, tupperware containers to hurdle over, stuffed animals to roll over, plastic cups to run around

**Red Light, Green Light:** Ask an adult to be your "traffic light." Stand in one spot while the adult begins calling out colors. When you hear "red light," you must stand still. When you hear "yellow light," you must walk slowly in place. When you hear "green light," you must jog in place. You can also come up with new colors and rules. Try Purple Light: Skip in place, Orange Light: Frog jumps, Blue Light: Bunny hops, Pink Light: Gallop like a horse or anything else you would like!

**Physical Activity Calendar:** Complete the daily activity in the calendar. After finishing the activity for today's date, pick any other activity you want and complete that too!

  <b>April 2020</b> Elementary Mind & Body Calendar						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>National Health Observances</b> <ul style="list-style-type: none"> <li>National Autism Awareness Month</li> <li>National Minority Health Month</li> <li>National Distracted Driving Awareness Month</li> <li>Stress Awareness Month</li> <li>April 7: World Health Day</li> </ul>			<b>1</b> Yoga is a great way to relieve stress. Try Savasana, considered to be the hardest yoga pose! Fully relax & clear your mind. 	<b>2 Star Jumps</b> Jump up with your arms and legs spread out like a star. Do 10 then rest and repeat.	<b>3 Crane Pose</b> Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows. 	<b>4 4 Walls</b> Face each wall in a room and do a different exercise for 30 seconds -side shuffle -grapevine to left then right -wide stance punches -vertical jumps
<b>5 Mindful Snack</b> When eating a snack today, really pay attention to the taste, feel, sound, smell and look of the snack you're eating. What do you notice?	<b>6 Teacup Tip-ups</b> Place your hands on the ground and gently touch your forehead to the ground balancing your elbows on your knees.	<b>7 World Health Day</b> Did you know regular, moderate-intensity physical activity can help prevent diabetes? Go for a walk with an adult & discuss other ways to prevent diabetes.	<b>8 Musical Frogs</b> This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	<b>9 Bear Walk</b> With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	<b>10 Before Bed Breathing</b> While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.	<b>11 Dribble Challenge</b> Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?
<b>12 Fish Pose</b> Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds 	<b>13 Play Catch</b> Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.	<b>14 Wild Arms</b> As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x	<b>15 Mindful Senses</b> What do you notice around you? Find: 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste	<b>16 Crawl Like a Seal</b> Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.	<b>17 How Fast Can You Go?</b> Pick a distance and see how fast you can run the distance.	<b>18 Inchworms</b> Keeping your legs straight place your hands on the ground, walk them into push-up position, and walk your legs up.
<b>19 Garland Pose</b> Practice your balance with this pose! 	<b>20 Rock Paper Scissors Tag</b> Meet in the middle, shoot, loser chases the winner back to safe zone. If tagged, join the other team.	<b>21 Commercial Break</b> Can you hold a plank for an entire TV commercial break?	<b>22 Wake and Shake</b> As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.	<b>23 Chair Pose</b> Hold for 30 seconds, relax then repeat. 	<b>24 Positive Talk</b> Be sure to talk to yourself today like you would talk to someone you love.	<b>25 Jump, Jump</b> Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.
<b>26</b> Put your favorite song on and make up a dance or fitness routine!	<b>27 Paper Plate Planks</b> In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest	<b>28 Step Jumps</b> Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.	<b>29 A Gratitude Attitude</b> Write down something you're thankful for and why.	<b>30</b> Try Savasana again. Use this to relax and wind down all year! 	<b>SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!</b>  Yoga photos from <a href="http://www.forteyoga.com">www.forteyoga.com</a>	

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## DESIGN

**This Is Not a Squiggle:** Ask a family member or trusted adult to draw scribbles on several pieces of paper. Then turn the scribbles into drawings of people, places, or things! Use color to help create your images. Put all of the scribbles together in any order you choose to tell a story through pictures.

**Musical Art:** Gather paper and any art supplies (crayons, markers, paints), and a music source. Play any song and listen to the music. What do you see in your mind? What do you hear? What do you feel? Use your art supplies to express what you are seeing/hearing/feeling on paper. Repeat with two more songs, trying to find songs that sound different from one another. After you finish, talk about (or write) about what you created. Do they look different based on what you heard? Develop titles for your artwork.

**Paper Chains:** Ask an adult to help you cut paper into two-inch lengthwise strips. Decorate/design your strips (see ideas below), and then tape/staple your strip into a loop. Create a paper chain by looping new strips through one another.

**Pattern Chains:** create a pattern by alternating different colors or designs

**Appreciation Chains:** draw one thing you appreciate on each strip

**All About Me Chains:** design each strip to tell the world something about you

**Connection Chains:** draw a picture on one strip. Think of another picture that connects with the first picture you drew. Draw that on the second strip and loop together. Think of a third picture that connects with the second picture you drew. Repeat.

**City Planner:** On the first day, draw a picture of a street you would want to live on. What would your house/apartment look like? What would you like to have on your street? On the second day, start adding other streets, to begin building out your city. What kind of stores will you need? Think about the things you like to do, and the places you like to go. Think about the things that people need. Ask other people what they would like to see in their city. Keep adding to your city day after day!

**Cereal Box Book Reports:** Materials needed (paper, cereal box, tape/glue). You are going to cover/decorate a cereal box to celebrate your favorite book! Think of your favorite book. Take one piece of paper and invent a cereal that is related to your book (for example, if your favorite book is *The Very Hungry Caterpillar*, your cereal might be "Butterfly Food") Tape that piece of paper to the front of the box. Take another piece of paper for the back of the box. Design a game that relates to your book for the back of the box or retell the parts of the story. Cut a piece of paper to go on the side of the box- write or draw the characters and the setting of the book to go on this side of the box. Cut another piece of paper to go on the other side of the box- draw the most important things that happened in the book on this piece of paper. Cut a piece of paper to go on the top of the box. Share your box!

## Solve

**Shake n' Spill:** Put 5 objects (pennies, beans) in a cup. Spill out a few. Guess how many are left in the cup. Ask, how did you know that? Then, check to see if you were right! For an extra challenge, try putting 10 objects in the cup.

**Sort and count objects:** i.e., crackers, cereal, shoes, barrettes. Ask how did you sort them? Ask how many?

**Make patterns:** Take socks and make a pattern such as plain, striped, plain striped. Take blocks and make a pattern such as blue, red, red, blue, red, red.

**Cook together:** Have your child sort the measuring cups and spoons by size, count the eggs or flour scoops being added, or measure the milk.

**Practice Recognizing Shapes:** Practice recognition of different shapes. Have your child spot things that are triangular, like pieces of pizza or the roof of a house, or rectangular, like paper money. As you talk about different shapes, have your child describe if the shape is a triangle (three sides) or a square (four equal sides) or a rectangle (two opposite equal sides and two other opposite



equal sides of longer length).

**Problem Solver:** Oh no! There is a Pre-K class that needs some help! Can you help them solve their problems?

- **What a Mess!** A Pre-K classroom is SO messy. Kids are leaving their things everywhere! Draw (or write) a poster to convince them to keep their classroom organized. Why should they stay organized? What are some things that the students can do to clean up?
- **Sharing:** There are kids in a Pre-K class who are not sharing with their classmates. Draw (or write) a poster to convince them to share. Why is it important to share? What are some things that the students can do to make sure they share with one another?
- **Learning:** There are kids in a Pre-K class who say they don't want to learn. Draw (or write) a poster to convince them to learn in class. Why is it important to learn? What are some things the students should do each day to make sure they are learning?

**Improve Your World:** Think about something you want to make better in your classroom, your community, or the world. Draw (or write) a picture that shows what this problem looks like, sounds like, feels like now. On a second piece of paper, draw (or write) what you want it to look like, sound like, feel like when it is better. Now think about how you would solve this problem.

- Do you need to work with other people? Draw, write, or tell a list of people you need to talk to. What questions do you want to ask them? What do you want to say to them?
- Do you need to invent or create something new? Draw, write, or tell some ideas about what you would make.