Room 100 Homework Packet

Due **Friday**, August 24th

What does homework in preschool look like?

* Activities are meant to completed multiple times
  + Repetition encourages deeper understanding of a skill
* Activities should encourage children to be active learners-always thinking
  + This does not mean sitting at a table for 30 minutes practicing how to write a letter over and over
* Activities should help children connect learning experiences to real world situations to help reinforce important information
* A book should be read to and with children EVERY night
* Children should have an opportunity to write and draw EVERY day

What’s Mr. Cella’s expectation with homework?

* I hope to work with families to encourage all of us to be active parts of children’s learning
* Often, there may be no written paper to turn in. Please at least return the cover page with a signature. Consistent homework return leads to prizes for the children☺
* We have a broad age range in our classroom. Some activities may seem too easy or too hard for your child. Please use my suggested changes to activities based on the abilities of your child. If you’d like to discuss how to help your child at their individual level, set up a time to meet with me.

Caregiver signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Body Part Memory

Directions: Cut out the attached pictures and use them for a memory game. Place them upside down and take turns choosing two at a time to try to match. As you play, continue to ask them questions about what they’re doing to encourage discussion and more involved learning. Besides strengthening cognitive memory, this will help build literacy skills.

“How did you know that was a nose?”

“I saw the picture.”

“I looked at the word.”

Make this activity harder for children who understand letter sounds well:

After a few rounds of playing with the pictures, cut them off and just use the words. Ask some and encourage them to explore the sounds they hear as they try to read.

“What word do you think that is?”

“Nose”

“How did you know that?”

“Because it starts with the sound /n/.”

“How can you make all the sounds in the word to try to read it?”

“ /n/ /o/ /s/.”

 

Nose Eyes

 

Fingers Mouth



Ear

 

Nose Eyes

 

Fingers Mouth



Ear

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Math-Making Dinner

Directions: Let your child help with dinner time this week. Designate a job for them that would allow for good counting and addition opportunities

-Setting the table

-Cracking eggs

-Serving individuals one at a time

Remember to ask “how” and “why” questions that allow your child to think for themselves and explore many possibilities

“How many plates should we put out for dinner?”

“Four.”

“Why do you think we need four plates?”

“I don’t know.” –It’s okay if children don’t have all the answers. Encourage them to work through their

problems.

“Let’s place them on the table and figure out if we have enough for everyone.”

Make this activity harder for children who are already confident with their counting:

A more difficult concept for this age group in math is figuring out “how many more.” This helps deepen an understanding of addition.

Make sure you place the correct number of chairs for your family at the table. Place only a portion of the plates at the table, leaving a few empty place settings.

“We don’t have enough plates for everyone at the table. How many do we have?”

“Two.”

“**How many more** do we need to have four?”

“Four” –This answer will come often. Encourage your child to visually see the empty place settings to figure

out the number of plates missing.

“We need four altogether. Let’s look at how many chairs don’t have plates.”

“Two.”

“So how many more plates do we need to have a plate for everyone?”

“Two!”

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Weekly Reading Activity

Preschoolers are readers too!

Directions: As you read with your child this week at night, remind them that being a reader does not just mean knowing how to say the words that are on the page. Being a reader is also being able to interpret what you see on a page and talk about it with someone else. Encourage your child “read” by doing what you do. Have them read a book to you by **turning the pages independently, telling you what’s happening in the pictures, and pointing to the words as you speak.** The more a child “pretends” to read, the sooner they will begin to actually develop the phonetic skills to read text. WHEN YOUR CHILD TELLS YOU “I DON’T KNOW HOW TO READ”, REMIND THEM THAT **DESCRIBING** WHAT THEY SEE AND **ACTING** LIKE A READER **IS** BEING A READER.

Make this activity harder for children who are already sounding out words:

Read a simple, repetitive book (Dr. Seuss) to help your child build their reading skills (rent one from our classroom library if needed). Some children can already read Dr. Seuss books because of their repetitive nature, but sometimes they may not be actually “reading.” Ask some how and why questions to encourage your child to read a word with their reading skills rather than their memory.

“We’ve read this book a lot. Let’s find one of your favorite pages. Can you find a word on this page and tell me what you know about it.”

“cat.”

“How did you know that was the word cat?”

“Because it starts with the letter c.”

“Can you find another word that starts like the word cat?”

“This word, but I don’t know how to read it”

“Let’s point to the letters in the word and make the sounds.”

“/c/ /a/ /n/”

“Can you think of another word that starts like the words cat and can and then try to write it down?”