Room 100 Homework Packet

Due **Friday**, August 31st

We have our own class library. If you’d like to check out a book from room 100’s library, complete the following on a sheet of paper and return to me

* Child’s name
* Book name
* Date of check out
* Date of return
* Signature



Also, bring in family pictures for our Family Wall

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

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

My Family-Text has meaning

Background: A critical part of how children learn to read and write is understanding that text is meaningful and is often describing pictures or illustrations. Exploring their own names and the names of their family members can help children move from seeing “squiggles” on paper to seeing meaningful text.

Directions: Using the word strips provided, **adults** should neatly write down the names of the people in your family at home with markers. **Have your child watch you do this**. Talk to them as you write. Explain the letters that you’re using and stress the first letter as an indicator of whose name it might be.

If your child does not recognize any letters yet, please choose a different color for each name so that your child can identify each name with more success.

**Game**: Get your whole family to play a name game with your child. Shuffle up the names, hand them to random family members to hold in front of them. Have your child walk around and try to figure out how to switch the names to the correct people. When they’ve switched names around ask them questions! **“How’d you know that? Why does she get that name?”**

(This activity may be very hard for new preschoolers. Give them lots of support by talking through your thinking to help. At this age, your modeling of reading helps them tremendously).

**Writing and drawing**: With family pictures as inspiration, have your child draw their own family portrait. Ask them to label each family member that they draw. Make sure you talk with them about always adding text to illustrations. An adult should model labeling one family member first. As an adult writes down each letter of a name, explain why and how you’re writing each one.

**Bring in the illustration and photograph to go up on our Family Wall!**

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

Math-Freeze Dance

Background: It’s important to give children opportunities to count in a comfortable and natural setting. If they become comfortable counting with games like this, they’ll be more comfortable counting independently (This becomes an addition activity for older students).

Directions: Get some favorite music and play a freeze dance game with your child and family. Explain to your child that they have to freeze when the music stops or they have to sit out a round. When the music freezes all the participants must count together to a particular number—and then start the music again.

Make the number you’ve chosen sensible for your child. For example, if your child counts to 5 but has trouble around 6, make the number 6 so he or she can have more practice counting correctly to 6. If they count to 13 but trip up their counting at 14 then make the number 14. After everyone has counted to the number, start the music again. Write down the number you’ve chosen each round and hold it up so your child can begin to associate a number with its written form.

Older students: If your child is confident at counting to 30 or above, make this an addition activity instead. Talk to your child about how we use our fingers to add small numbers. Model to them how when you say “3+4”, you put 3 fingers up on one hand, 4 fingers up on the other hand, and then count all of them up. During the “freeze” part of the game, have an adult call out a simple addition problem. Your child has to figure the answer out before the music starts again.

Very hard: Reword your addition questions to make them harder. Instead of saying “4+1” say “1 more than 4.” Model how this question is the same as saying “what comes after 4?” Instead of starting to count all the way from 0, they can learn that they can start at 4 and just add 1 more.”

\*Partial activity idea courtesy of University of Chicago Everyday Mathematics curriculum