



**Department of
Education**

Learn at Home Grade K

October 31, 2012

Day 1 Schedule

Subject	Assignments	What Did I Learn Today?
Reading and Writing	<input type="checkbox"/> Learn new vocabulary words from the Vocabulary List <input type="checkbox"/> Activity 1: Read a story <input type="checkbox"/> Activity 2: Draw a picture	<input type="checkbox"/>
Math	<input type="checkbox"/> Fill it Up activity	<input type="checkbox"/>
Science	<input type="checkbox"/> How are Rocks Different?	<input type="checkbox"/>
Fitness and Health	<input type="checkbox"/> Exercise for 30 minutes. Choose from the Activity Calendar at the back of this packet	<input type="checkbox"/>
Arts	<input type="checkbox"/> Choose one or two activities from the Arts Activities at the back of this packet	<input type="checkbox"/>
Educational Television Shows	<input type="checkbox"/> Choose educational television shows to further your learning at home	<input type="checkbox"/>

Day 1 Reading and Writing

Vocabulary

Create your own picture dictionary. Each day this week, write new words you learn (from reading, listening, talking or the Vocabulary List in the back of this packet) next to the appropriate letter. Draw a picture of each word. Review your dictionary every day to see how the list of words is growing! You can use the handout in the following pages to create your picture dictionary or you can use a notebook or separate sheets of paper.

Activity 1: *Reading*

- Select a book in English or your native language to read with your parent or caregiver. Have your parent or caregiver tell you the title and author. Before you read the book, look at the cover and the pictures. What do you think the story will be about? Ask your parent or caregiver to write your comments below.

- After reading the story, tell what actually happened. Did you guess correctly? Ask your parent or caregiver to write your comments below.

Activity 2: *Drawing*

- Draw a picture of your favorite part of the story on a separate piece of paper.

Day 1 Mathematics

Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- Equal** – When it is equal it is the same as.

Choose one of the following activities:

Activity: *Fill It Up*

- This hands-on activity explores whole numbers by using measurements your child can see. Your child will also learn to add and subtract quantities. Complete the activity on the following pages.

Day 1 Mathematics (continued)

Fill it Up

What you'll need

Clear container, masking tape, marker, o gcuwtłpi "ewr", water

What to do

1. Have your child stick a piece of masking tape straight up one side of the clear container from the bottom to the top.
2. Fill the measuring cup. Then let your child pour the substance from the o gcuwtłpi "ewr" into the clear container. Continue to pour several cups into the container.
3. As each cup is poured, mark the level on the container by drawing a line on the tape. Write the number of cups next to the line. For example, after two cups have been added, write the number 2 next to the mark.
4. Follow this procedure until the container is full and the tape is marked in increments to the top of the container.
5. Ask your child "thinking" questions.
 - o How many whole cups do you think this container will hold?
 - o How many more cups did we have at this mark than at this one? (e.g. "How many more cups did we have at the 6 cup mark compared to the 4 cup mark?")
 - o If we were at the three-cup mark, how many more cups would we need to add to get to the five-cup mark?

Day 1 Science

Activity 1: *How Are Rocks Different?*

Vocabulary

Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- Texture:** the feel or appearance of the surface of an object
- Luster:** the amount of light that an object reflects
- Reflect:** the redirection of light that hits an object
- Mass:** the amount of matter in an object

Directions

- This activity helps students understand that there are many different types of rocks.
- The parent should read through the activity and collect six (6) different rocks and work with your child as he or she completes the table.

How Are Rocks Different?

Geologist _____

Date _____

Rock	Colors	Feel (texture)	Shiny or dull (Luster)	Size (cm)	Mass (g)

Thanks to Sandra Jenoure, NYCDOE Science Consultant, for the use of her work.

Learn at Home: Grade K

New York City Department of Education

Day 1 Science

How are Rocks Different?

1. What was the most interesting rock you found? What was interesting about it? Ask your parent or caregiver to record your thoughts below.

2. How were some of the rocks that you found similar? How were they different?

Day 2 Schedule

Subject	Assignments	What Did I Learn Today?
Reading and Writing	<input type="checkbox"/> Learn new vocabulary words from the Vocabulary List <input type="checkbox"/> Activity 1: Read a story <input type="checkbox"/> Activity 2: Draw a picture about what happened in the story	<input type="checkbox"/>
Math	Complete at least one: <input type="checkbox"/> In the News activity <input type="checkbox"/> Treasure Hunt activity	<input type="checkbox"/>
Science	<input type="checkbox"/> Lost Rock Activity	<input type="checkbox"/>
Fitness and Health	<input type="checkbox"/> Exercise for 30 minutes. Choose from the Activity Calendar at the back of this packet	<input type="checkbox"/>
Arts	<input type="checkbox"/> Choose one or two activities from the Arts Activities at the back of this packet	<input type="checkbox"/>
Educational Television Shows	<input type="checkbox"/> Choose educational television shows to further your learning at home	<input type="checkbox"/>

Day 2 Reading and Writing

Vocabulary

Learn new words (from reading, listening, talking, or the Vocabulary List in the back of this packet) and add them to the picture dictionary you started on Day 1.

Reading

- Select a book/story in English or your native language to read together with your parent or caregiver. Tell how this book is alike or unlike other books you have read/listened to. Ask your parent or caregiver to write your comments below. All responses can be given in English or your native language.

- Have your parent read the story to you. Tell about one thing in the book that remind you about another book or story you know. Ask your parent or caregiver to write it down.

Drawing

- Fold a sheet of paper into four parts and draw a picture of what happened in the story in the order that it happened.

Day 2 Mathematics

Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- Counting Numbers** – The numbers used to count things. The set of counting numbers is (1, 2, 3, 4...)
- Addition and subtraction stories** – Making up and/or acting out stories with numbers.

Choose one of the following activities:

Activity 1: *In the News*

- This newspaper activity helps children read and understand numbers and charts. Complete the Activity on the following pages.

Activity 2: *Treasure Hunt*

- Organizing the “treasures” in one’s house provides practice in addition and subtraction. Children can also graph data on shapes and sizes.

Source: These activities are from *math.com*
<http://www.math.com/parents/articles/mathhome.html>

Day 2 Mathematics (continued)

In the News

What you'll need

Newspaper or magazine, scissors, pencil or crayon, glue, and graph paper

What to do

1. **Newspaper numbers.** Help your child look for numbers 1 to 100 in the newspaper or a magazine. Cut the numbers out and glue them in numerical order onto a large piece of paper. For children who cannot count to 100 or recognize numbers that large, only collect up to the number they do know. Have your child say the numbers to you and practice counting up to that number.

Or

2. Collect only numbers within a certain range, like the numbers between 20 and 30. Arrange the numbers on a chart, grouping all the numbers with 2s in them, all the numbers with 5s, and so on.
3. **Counting book.** Cut out pictures from the newspaper and use them to make a counting book. Page 1 will have one thing on it, page 2 will have 2 things that are alike, page 3 will have 3 things that are alike, and so on. All the things on the each page have to be the same. At the bottom of each page, write the number of items on the page and the word for the item. Have your child tell you a story about what is on the page.

Day 2 Mathematics (continued)

Treasure Hunt

What you'll need

Large container, buttons, screws, bottle caps, old keys, anything else you can count, and graph paper (can be hand-drawn)

What to do

1. Find a container to hold the treasures.
2. Sort and classify the treasures. For example, do you have all the same-sized screws or keys? How are they alike? How are they different?
3. Use these treasures to tell addition and subtraction stories. For example, if we had 7 buttons and gave three away, how many would we have left? Or if we put the buttons and the keys in the same container, how many things would we have all together?
4. For older children, you can organize the treasures by one characteristic and lay them end to end. Compare and contrast the different amounts of that type of treasure. For example, there are 3 short screws, 7 long screws, and 11 medium screws. There are 4 more medium screws than long ones. Make a simple graph showing how many of each type of screw there are.

Day 2 Science

Activity 1: *Lost Rock*

Vocabulary

Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- Texture:** the feel or appearance of the surface of an object
- Luster:** the amount of light that an object reflects
- Reflect:** the redirection of light that hits an object
- Mass:** the amount of matter in an object

Directions

- Use your imagination and your words that describe to complete a writing assignment. Describe one of the rocks from the Day 1 science activity. Ask your parent or caretaker to read what you write to see if they can select the rock that you described from the rocks that were used in the Day 1 activity.

Thanks to Sandra Jenoure, NYCDOE Science Consultant, for the use of her work.

Learn at Home: Grade K

New York City Department of Education

Day 3 Schedule

Subject	Assignments	What Did I Learn Today?
Reading and Writing	<input type="checkbox"/> Learn new vocabulary words from the Vocabulary List <input type="checkbox"/> Read a story, retell it in your own words, write a letter to your favorite character	<input type="checkbox"/>
Math	<input type="checkbox"/> Guess If You Can activity	<input type="checkbox"/>
Science	<input type="checkbox"/> Bubble Wands	<input type="checkbox"/>
Fitness and Health	<input type="checkbox"/> Exercise for 30 minutes. Choose from the Activity Calendar at the back of this packet	<input type="checkbox"/>
Arts	<input type="checkbox"/> Choose one or two activities from the Arts Activities at the back of this packet	<input type="checkbox"/>
Educational Television Shows	<input type="checkbox"/> Choose educational television shows to further your learning at home	<input type="checkbox"/>

Day 3 Reading and Writing

Vocabulary

Learn new words (from reading, listening, talking or the Vocabulary List in the back of this packet) and add them to the picture dictionary you started on Day 1.

Reading

- Select a book to read with your parent or caregiver in English or your native language, or if you can read, select a book that you can read on your own. After reading the story, retell the story in your own words.

- What do you think was the most important thing about this book? (Parent or caregiver to write below.)

Activity 2: *Writing*

- With the help of your parent or caregiver, write a letter to your favorite character in the book on a separate sheet of paper. Tell the character two things you found out in the book that are interesting and explain why you chose those two things.

Day 3 Mathematics

Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- Guess...** - “Guess” means you don’t know the answer but you make a prediction or ask a question to try to find out.

Activity: *Guess If You Can*

- It is important to help children develop an understanding of the characteristics and meanings of numbers. Complete the Activity on the following pages.

Day 3 Mathematics (continued)

Guess If You Can

What to do

1. Let your child think of a number between a stated range of numbers while you try to guess the number by asking questions. Here is a sample conversation.
2. **Child:** I am thinking of a number between 1 and 100.
Parent: Is it more than 50?
Child: No.
Parent: Is it an even number?
Child: No.
Parent: Is it more than 20 but less than 40?
Child: Yes.
Parent: Does your number have a 5 in it?
Child: Yes.
(At this stage, your child could be thinking of 25 or 35.)
3. Figure out the answers to your own questions.
4. After you have guessed your child's number, let your child guess a number from you by asking similar questions.

Day 3 Science

Activity 1: *Bubble Wands*

This activity will help you to create different shapes using pipe cleaners and see how these shapes affect the bubbles that you blow through the shapes. Your parent or caregiver should read through the activity and work with you as you conduct the experiment.

Vocabulary

Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- Wand:** a thin stick or rod that can be waved in the air
- Bubble:** a thin dome-shaped film of soap and water that is filled with air
- Solution:** two or more liquids mixed together

Directions

1. Take a pipe cleaner and bend it into any shape bubble wand you want.
2. Dip your bubble wand into the bubble solution (to make the bubble solution, mix $\frac{1}{2}$ cup of dish soap with two cups of water and two tablespoons of sugar).
3. Blow into your bubble wand.
4. What is the shape of your bubble?
5. Try it again.
6. Bend your pipe cleaner into another shape.
7. What is the shape of your bubble?
8. Try different shapes.
9. What is the shape of your bubble each time?

Thanks to Sandra Jenoure, NYCDOE Science Consultant, for the use of her work.

Day 4 Schedule

Subject	Assignments	What Did I Learn Today?
Reading and Writing	<input type="checkbox"/> Learn new vocabulary words from the Vocabulary List <input type="checkbox"/> Activity 1: Read a story <input type="checkbox"/> Activity 2: make flash cards	<input type="checkbox"/>
Math	<input type="checkbox"/> More Or Less activity	<input type="checkbox"/>
Science	<input type="checkbox"/> Ear Guitar	<input type="checkbox"/>
Fitness and Health	<input type="checkbox"/> Exercise for 30 minutes. Choose from the Activity Calendar at the back of this packet	<input type="checkbox"/>
Arts	<input type="checkbox"/> Choose one or two activities from the Arts Activities at the back of this packet	<input type="checkbox"/>
Educational Television Shows	<input type="checkbox"/> Choose educational television shows to further your learning at home	<input type="checkbox"/>

Day 4 Reading and Writing

Vocabulary

Name that picture! Cut out 10 interesting pictures from magazines or newspapers and name what the pictures are with your parent or caregiver. Keep the pictures in a picture file and sort them into categories (e.g., people, foods, animals, places where people live, etc.) Write any new words you learn in your picture dictionary. (words selected can be in English or your native language).

Reading

- Choose a book to read or have your parent or caregiver read you a book in English or your native language. After reading, think about any new words you read or heard in the story.
- Write the new words here and add them to the picture dictionary you started on Day 10

_____	_____
_____	_____
_____	_____
_____	_____

Activity 2: *Make Flash Cards*

- Make flashcards of the new words from the story and then say each word in a "....." sentence. See how many sentences you can make up for each word. Have someone "....." write your sentences on a sheet of paper so you can remember them.

Day 4 Mathematics

Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- Greater than** – More.
- Sum** – When adding numbers, the sum is the answer.

Activity: *More or Less*

Playing with numerical cards helps children learn to compare quantities of numbers. Children can also learn addition and subtraction. Complete the Activity on the following pages.

Day 4 Mathematics (continued)

0	1	2	3
4	5	6	7
8	9	10	11

Day 4 Mathematics (continued)

More or Less

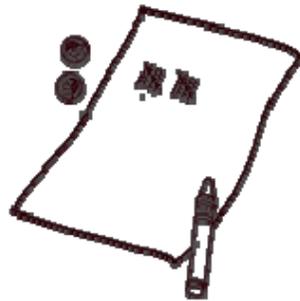
What you'll need

One coin, number cards (from previous page), scratch paper, pen, and pencil

What to do

Two players will play a card game where each will draw a card. The players will compare cards to see who wins that round. Before you begin, flip the coin and call "heads" or "tails" to see if the winner of each round will be the person with a greater value card (heads) or a smaller value card (tails).

1. To begin the game, divide the cards evenly between the two players.
2. Place the cards face down. Each player turns over one card at a time and compares: Is mine more or less? How many more? How many less? The player with the greater or smaller value card (depending on whether heads or tails was tossed) takes both cards.
3. The winner of the game is the player with more cards when all the cards are gone from the stack.
4. Now try the same activity with each player pulling two cards and adding them. Which sum is more? How much more? How much less?



Day 4 Science

Activity 1: *Ear Guitar*

This activity will help you to understand the vibrations that cause sound. Your parent/caregiver should read through the activity. Follow the directions below to conduct the experiment.

Vocabulary

Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- Sound:** a vibration that travels through a solid, liquid or gas and can be heard by the ear
- Vibration:** the process of moving back and forth

Directions

Ear Guitar

Share some secret sounds with a friend.

Materials:

- nail
- two empty yogurt cups (you can also use two tin cans)
- scissors
- string
- bar of soap
- paper clips
- a friend, sibling or parent

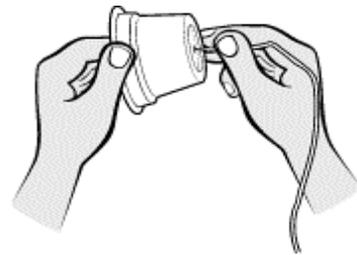


What do I need?

1 Use the nail to poke a hole in the center of the bottom of each yogurt cup. (If you use tin cans, have a grown-up make a hole with a hammer and the nail.)



2 With your scissors, cut a piece of string that's about 15 feet long.



3 Wet the bar of soap. Rub one end of the string on the soap, then roll the string in your fingers so it's pointy. Poke the end of the string through the hole into the cup.

Day 4 Science (continued)

QUESTIONS:

1. Can you hear the sound through your “ear guitar”?
2. How do you think the sound is traveling?
3. What makes you think the sound is traveling that way?

Day 5 Schedule

Subject	Assignments	What Did I Learn Today?
Reading and Writing	<input type="checkbox"/> Learn new vocabulary words from the Vocabulary List <input type="checkbox"/> Activity 1: Word Hunt <input type="checkbox"/> Activity 2: Cut Out and Arrange Letters	<input type="checkbox"/>
Math	<input type="checkbox"/> Let's Play Store	<input type="checkbox"/>
Science	<input type="checkbox"/> Reflecting Rainbows	<input type="checkbox"/>
Fitness and Health	<input type="checkbox"/> Exercise for 30 minutes. Choose from the Activity Calendar at the back of this packet	<input type="checkbox"/>
Arts	<input type="checkbox"/> Choose one or two activities from the Arts Activities at the back of this packet	<input type="checkbox"/>
Educational Television Shows	<input type="checkbox"/> Choose educational television shows to further your learning at home	<input type="checkbox"/>

Day 5 Reading and Writing

Vocabulary

Learn new words (from reading, listening, talking or the Vocabulary List in the back of this packet) and add them to the picture dictionary you started on Day 1.

Activity 1: *Word Hunt*

- You are learning to get information from different places. Have a word hunt with your parent or caregiver and find words you know from objects and items in the home in English and/or your native language: cereal boxes, toys, games, labels of foods in cupboard, advertisements, etc. Copy the words here, or ask your parent or caregiver to help by writing them down for you.

Write the new words here and add them to the picture dictionary you started on Day 1:

_____	_____
_____	_____
_____	_____
_____	_____

Make up as many sentences as you can with your new words and write them in your picture dictionary or on a separate piece of paper.

Day 5 Mathematics

Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- + is the symbol used for adding, and – is the symbol used for subtracting.

Activity 1: *Let's Play Store*

- Learning to use the calculator will help your child understand and apply estimation and reasoning skills, as well as learn addition, subtraction, division, and multiplication. Complete the Activity on the following page.

Let's Play Store

What you'll need

Empty containers (cartons or boxes), old magazines, books, newspapers, calculator, pencil or crayon, and paper

What to do

1. Help your child collect empty containers so that you can play as if you were shopping at the grocery store. Gather the items and put them on a table.
2. Help your child think of a whole number price for each item. Mark the prices on the containers. You can also mark some items on sale.
3. Pretend to be the customer while your child is the cashier.
4. Teach your child the difference between the math symbols for addition and subtraction (+ and -). Help your child add the prices of each item using the (=) symbol. Have your child write the total on a piece of paper, which will be your receipt.
5. While you and your child play store, ~~can't you help me?~~ How much would it cost to buy three cartons of eggs? How much more does 1 box of soap cost than one box of cereal if soap is \$4 and cereal is \$3? How much is my bill, if I don't buy the cereal? How much more will it cost if I buy a magazine? \$

Source: These activities are from math.com

<http://www.math.com/parents/articles/funmath.html>

Learn at Home: Grade K

New York City Department of Education

Day 5 Science

Activity 1: *Reflecting Rainbows*

This activity will help you understand the reflective properties of light. Your parent or caregiver should read through the activity with you."Follow the directions below to conduct the experiment.

Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activity today.

- Reflect:** the redirection of light that hits an object
- Pattern :** a repeated shape or marking

Reflecting Rainbows

Decorate your white walls with rainbow colors!

What Do You Need?

- Compact disc (also known as a CD) (If you don't own any CDs, you can buy an old one at a garage sale or ask at a record store if they will give you a CD that won't play.)
- Sunshine (or a bright flashlight and a room that you can make dark)
- Piece of white paper



What Do I Do?

1. Take the CD out of its case and take a look at the blank side (the side that doesn't have any printing on it). You'll see bands of shimmering color. Tilt the CD back and forth, and the colors will shift and change.
2. Hold the CD in the sunshine. If it's a cloudy day, turn out the lights and shine your flashlight at the CD. Hold your piece of white paper so that the light reflecting off the CD shines onto the paper. The reflected light will make fabulous rainbow colors on your paper.

(Don't reflect the sunlight into your eyes or anyone else's eyes. The reflected sunlight is so bright that it can injure your eyes.)

3. Tip the CD and see how that changes the reflections. Change the distance from the CD to the paper. What happens to the colors?
4. Take a close look at your CD. It's made of aluminum coated with plastic. The colors that you see on the CD are created by white light reflecting from ridges in the metal.

Day 5 Science (continued)

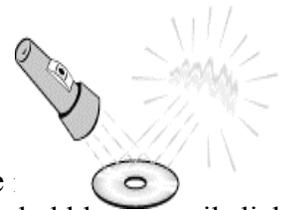
More Things To Do

When light reflects off or passes through something with many small ridges or scratches, you often get rainbow colors and interesting patterns. These are called interference patterns. Here are several other ways you can see interference patterns.

- Squint at a distant bright light at night. You'll see starburst patterns around the light. If you look closely, you can see colors in the patterns. These patterns form when light bends around your eyelashes and imperfections in the layers that make up the lens of your eye. Tilt your head to one side while watching the pattern and notice that the pattern moves with you.
- In a dark room, look at a bright light (maybe a candle flame) through a nylon stocking, a silk scarf, a feather, or a tea strainer. The pattern that you see depends on what you look through. Move the thing you're looking through and notice that the pattern moves with it.
- Buy a set of "rainbow glasses" in a toy store or a science shop. Through these glasses, all lights look like rainbows. The glasses are made with diffraction gratings, clear plastic that is etched with many lines.

What's Going On?

Why does a CD reflect rainbow colors?



Like water drops in falling rain, the CD separates white light into all the colors that make up white light. The colors you see reflecting from a CD are interference colors, like the shifting colors you see on a soap bubble or an oil slick.

You can think of light as being made up of waves-like the waves in the ocean. When light waves reflect off the ridges on your CD, they overlap and interfere with each other. Sometimes the waves add together, making certain colors brighter, and sometimes they cancel each other, taking certain colors away.

What did you learn about light in this activity?

Vocabulary List: Grade K

ELA	Math	Science	Social Studies
alphabet	above	air	automobile
back cover / front cover	behind	animal features	celebration
cover	below	cloud	family
date	calendar	color	holiday
drawing	circle	day	honesty
fairytale	clock	egg	human
first name / last name	day	food	job
follow / give directions	graph (introduction)	growth	leaders (i.e., Abraham Lincoln, George Washington, & Martin Luther King, Jr.)
letter	hour	insect	month
letter - sound	in front	month	neighborhood
relationship	inside	night	privacy
listening skill	left	parent	rules
number word	money	plant	seasons
picture book	months	ruler	today
picture dictionary	number	seasonal change	tomorrow
poem	number line	senses	transportation
print	outside	shape	United States
retell	pattern	size soil	vote
rhyme	rectangle	water	week
sight word	right	weather	year
sign	shape	week	yesterday
speech	size	year	
Title/title page (introduction)	sorting		
word	square		
word families	triangle		
	under		
	week		
	year		
	zero		

Source: <http://jc-schools.net/tutorials/vocab/>

Fitness and Health

Fitness Activity Guide

Parents: Help your child get 30 or more minutes of daily physical activity by choosing from the activities below. We have included lots of choices so that there is something for everyone -- from activities that increase heart rate, improve flexibility, and build muscle strength! Many of these activities can be done indoors and do not require much extra equipment or materials.

If you have access to the Internet, you can help your child track her or his physical activity by going to http://www.bam.gov/sub_physicalactivity/cal_index.asp, where your child can create a customized physical activity calendar.

Get moving in a small space!

Small Space Energizers are available online at: http://www.ecu.edu/cs-hhp/exss/upload/Energizers_for_Grades_K_2.pdf

Create a fitness routine at home!

Home fitness routine help available online at: <http://www.sparkpe.org/spark-create-a-fitness-routine-resources/> Or follow the link by clicking on “* SPARK "Create a Fitness Routine" Home Play”

Increase physical activity!

Some ideas from choosemyplate.gov: <http://www.choosemyplate.gov/physical-activity/increase-physical-activity.html>

Keep it up through November and the rest of the year!

Fitness ideas for every day of the month:

<http://www.aahperd.org/headstartbodystart/activityresources/activityCalendar/upload/November-2012.pdf>

http://www.aahperd.org/headstartbodystart/activityresources/activityCalendar/upload/Cal_eng.pdf

En español:

<http://www.aahperd.org/headstartbodystart/activityresources/activityCalendar/upload/November-2012-Spanish.pdf>

Calendars for every month available online at:

<http://www.aahperd.org/headstartbodystart/activityresources/activityCalendar/index.cfm>

Please exercise extreme caution and use your judgment when going outside. Be safe!

Arts Activities for Grades PreK-2

A number of the activities listed reference specific works of art. If you are not familiar with them you may find them on the internet (even the performances). However, these are provided as examples, and you can substitute similar works of art with which you are familiar or to which you have access.

All Arts Activities taken from the *Blueprints for Teaching and Learning in the Arts: Grades PreK-12*.

DANCE

- Practice structured warm-ups learned at school.
- Explore and repeat movement.
- Improvise with props (e.g., balls, hoops, scarves).
- Explore images that suggest a beginning, middle, and end; compose a short dance phrase—a movement sentence—with a beginning, middle, and end.

MUSIC

- Visit public library and select a variety of recorded music selections for children.
- Perform music with repetitive or contrasting patterns.
- Perform music with a variety of dynamic levels.
- Sing songs in English and other languages with attention to feeling and musical interpretation.
- Play instruments with attention to feeling and musical interpretation.
- Narrate a story and create musical accompaniment using rhythm instruments. Perform the story and assign each student a role, such as: narrator, actor, musician, conductor, set/costume designer, tech/lighting/sound, composer, audience member, poster designer, usher, ticket maker and seller, etc.
- Draw a picture representing a person in the arts professions. Create a book with pictures and text that describes a particular career path.
- Sing songs about people's jobs, such as "I've Been Working on the Railroad," "Whistle While You Work," or "Working Together" by Carmino Ravosa. Make up original verses to reflect jobs students can identify in their lives.
- List places in the community where music is performed. What kind of music is performed there? Why is it different from the types of music you hear in other places in the community? Identify the function and role of music in your daily lives (school, home, place of worship, shopping mall, etc.). Describe or compare ways music is used at home and at school for holidays, celebrations, and traditions.
- Create a list of expected behaviors before attending a concert in the school or community. Discuss and model expectations.
- Listen to a CD containing soothing environmental sounds (e.g., the ocean, a rainforest, birds, the wind). Simulate the sounds orally using breath, long-sustained vowels, or short percussive sounds made at the front of the mouth.

THEATER

- Pantomime simple daily activities, including healthful practices in eating and hygiene.
- Demonstrate the sound and movements of animals and/or people in a story.
- Dramatize storytelling through use of body, voice and gesture.
- Listen to a story, retell it in your own words, and create a play to summarize a scene from the story.
- Use gesture and voice with a prop, mask or puppet to express character.
- Create or re-create a story using tableaux (frozen body pictures) with beginning-middle-end and who-what-where evidence.

Arts Activities for Grades PreK-2

- Create a five-panel storyboard or cartoon for an original story or improvisation, with notes describing the main action in each segment.
- Use a photograph as a prompt for asking and answering the “5 Ws” (who, what when, where and why?) about the characters in an imagined story.
- Draw a scene or design a costume from a story read in class. Explain why you picked that scene/costume.
- Use a children’s story such as *Goodnight Moon* or *Tar Beach* to generate drawings and a 3-D set model based on the illustrations in the book.
- Using a drawing of a character as a basis, create a stick puppet that demonstrates the characteristics of the puppet through costume. How did you know what to include in your puppet’s costume?

VISUAL ARTS

- Create a painting that demonstrates:
 - o personal observations about a place.
 - o control of paint media and various brushes.
 - o basic organization of space.
 - o experimentation with mixing colors.
- Demonstrate the various ways that paints and brushes can be used:
 - o paint – thick, thin.
 - o strokes – long, short, curved.
 - o colors – light, dark, dull, bright.
 - o shapes – big, small, layered.
- Create a drawing that demonstrates:
 - o experimentation with various drawing tools such as, oil pastels, pencils, colored pencils, crayons
 - o use of varied lines and colors to convey expression
- Discuss how artists express themselves; note the use of different mediums, and the effects of black and white, and color. What are some of the differences and similarities among different types of art?
- Create a collage that demonstrates experimentation with:
 - o placement of shapes.
 - o color.
 - o pre-cut and torn paper.
 - o composition.
 - o textured materials.
 - o layering.
- Discuss the role of color and placement of shapes in creating a sense of depth and balance.

Educational TV Shows

Channel	Show	Subject	Day	Time	Recommended Grades	Description
PBS-13	Multiple Educational Shows	All Subject Areas	All Week		Pre-K, K-1	<i>For more information online, go to:</i> http://kids.thirteen.org/
PBS-13	Super WHY!	ELA	Weekdays	9:30 AM	Pre-K, K-1	Animated television series helps children learn key reading skills, including alphabet and rhyming <i>For more information online, go to:</i> http://pbskids.org/superwhy/
PBS-13	WordGirl	ELA, Vocabulary	Weekdays	4:30 PM	K-1, 2-3	Each episode introduces up to four new vocabulary words in an engaging, humorous way. WordGirl is a superhero spoof so the storylines are funny and clever takes on familiar stories from that genre. <i>For more information online, go to:</i> http://pbskids.org/wordgirl/
PBS-13	Sesame Street	General	Weekdays	7:00 AM	Pre-K, K-1	This is a landmark series set in an ethnically diverse urban neighborhood where every day is a sunny one. It features songs, skits, animation and, of course, Muppets to teach preschoolers basic educational and social concepts. <i>For more information online, go to:</i> http://pbskids.org/sesame/

Disney Junior	Handy Manny	ELA, Spanish	Weekdays	12:30 PM	Pre-K, K-1	<p>In the town of Sheetrock Hills everyone gets help from handyman Manny Garcia and his seven talking tools like Turner the screwdriver and Dusty the saw. The series teaches basic Spanish words and phrases and exposes kids to Latin culture. Other lessons focus on working together and problem solving as a team.</p> <p><i>For more information online, go to:</i> http://disney.go.com/disneyjunior/handy-manny</p>
Disney Junior	Imagination Movers	Science	Weekdays	9:00 AM	Pre-K, K-1	<p>The popular New Orleans band introduces preschoolers to high-energy rock music while emphasizing creative problem-solving skills.</p> <p><i>For more information online, go to:</i> http://disney.go.com/disneyjunior/imagination-movers</p>
Nickelodeon	Go Diego, Go	ELA	Weekdays	1:30 PM	K-1, 2-3	<p>Diego's mission is to help rescue an animal in trouble. Using observation skills and scientific tools like computers, a field journal, and cameras--and with help from young viewers at home--Diego succeeds in his goal while introducing kids to information about each animal's sound, movement, habitat, diet, family, and physical characteristics.</p> <p><i>For more information online, go to:</i> http://www.nickjr.com/go-diego-go/</p>
NBC	Zula Patrol	Science	Saturdays	10:30 AM	Pre-K, K-1	<p>Delivers astronomy-based science education and character-building lessons in an entertaining format.</p> <p><i>For more information online, go to:</i> http://www.zula.com/</p>

Nickelodeon / Nick Jr.	Dora the Explorer	ELA, Spanish	Weekdays/ Weekend (Nick Jr.)	9:30 AM 10:00 AM 1:00 PM (Nick) 9:00 PM 9:30 PM (Nick Jr)	K-1, 2-3	<p>Dora the Explorer teaches children how to observe situations and solve problems as they explore Dora's world with her. Along the way, kids learn basic Spanish words and phrases, as well as math skills, music, and physical coordination. The show is highly interactive, and Dora's young viewers are encouraged throughout the show to respond to Dora and to actively participate in the adventure through physical movement.</p> <p><i>For more information online, go to:</i> http://www.nickjr.com/go-diego-go/</p>
Nick Jr.	Ni Hao Kai-lan	ELA, Chinese	Weekdays	7:30 AM (Weekdays) 2:30 PM (Weekend)	Pre-K, K-1	<p>“Ni hao!” That means "hi" in Chinese--and that's how Kai-lan greets you every day! Kai-lan Chow is an exuberant Chinese-American preschooler, almost 6, who wants you to come play with her and her best friends. Kai-lan's world is infused with Chinese culture and is brimming with magical sights and sounds, and everywhere you turn there's something amazing and beautiful to see. Along the way, she and her bilingual buddies speak in English and Chinese, but they always need kids' help to find creative solutions to the daily dilemmas that come their way!</p> <p><i>For more information online, go to:</i> http://www.nickjr.com/ni-hao-kai-lan/</p>

V-me	Plaza Sesamo	Spanish, General	Weekdays	Time varies	Pre-K, K-1	<p>This is a landmark series set in an ethnically diverse urban neighborhood where every day is a sunny one. It features songs, skits, animation and, of course, Muppets to teach preschoolers basic educational and social concepts in Spanish.</p> <p><i>For more information online, go to:</i> http://www.plazasesamo.com/</p>
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