Learning Care group

# AWARE, CARE, & SHARE™

BOOK F

## MY NAME IS

_____

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_____

AND THIS IS MY

**Learning at Home**

WORKBOOK

# Dear Parent,

A child's learning journey never stops, even during uncertain and difficult times. Every child is unique and approaches learning differently. While there are many ways that parents and family members can support this journey at home, it can be hard to decide what to do and when.

Within these pages, you will find literacy and math activities especially designed for children who are 4 and 5 years old. The activities will help children learn skills in each of the literacy and math strands defined in the chart below. We recommend doing one literacy and one math activity per day.

## Focus on Literacy!

**Vocabulary Development:** Children's oral vocabulary grows through meaningful conversations, daily use of rich spicy words, and reading books. Vocabulary Development is the first and most important predictor of learning to read and write.

**Phonological Awareness:** This is the ability to hear and play with sounds. Children practice manipulating sounds through rhymes and syllables.

**Phonemic Awareness:** Identifying sounds and being able to hear how they are alike and different is important for learning to read. Children practice recognizing single sounds and learn how words are made up of a number of single sounds blended together.

**Print Awareness:** It begins with understanding that a picture can represent an object or animal or person. This ability to think symbolically allows children to take the next step: learning that the squiggly lines on a page have meaning.

**Alphabet Knowledge:** Preschool children begin the journey by learning that letters are different from other shapes and pictures, and that letters have unique names, sounds, shapes, and order within the alphabet. They begin to understand that letters are symbols we use in print to make words and sentences.

## Focus on Math!

**Problem-Solving:** This skill is the heart of math. When we encourage children to identify and find solutions to problems, we are fostering critical thinking skills.

**Math Language:** This helps children to know the connections between the words we say and the words we use to describe math: how much, more, less, shorter, high, low, etc. Math language is the talk of our lives. Often this is how we describe people, objects, and events.

**Number Sense Awareness:** Number sense is an intuitive understanding of numbers. Number sense helps young children understand quantity in relationship to objects in their lives.

**Visual Awareness:** Helping young children visualize small quantities is a great foundation for early mathematics because it allows children to understand larger numbers in the future. When children can see a quantity in their minds, it helps them see relationships between numbers more clearly.

**Number Knowledge:** Numbers are the adjectives we use to describe: How much? How many? How long? How short? Number knowledge is the understanding that numerals represent a quantity.

**Dr. Susan**
Chief Academic Officer

**Enjoy sharing this workbook with your child and seeing your child learn these important skills.**

# Vocabulary Development

Homophones are words that sound the same, but are spelled differently and mean different things. One example of a homophone set is "hear" and "here." "Hear" means the ability to listen, and "here" is a location. Have your child look at the words below and ask them to draw a line from one word to its matching homophone.
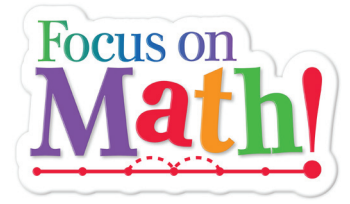
| | |
|---|---|
| **son** | **ate** |
| **knight** | **hair** |
| **eight** | **night** |
| **hare** | **sun** |

**Now choose one of the homophone pairs and draw a picture of them!**

# Problem-Solving

Encourage your child to look at the two boxes below.  If possible, take a walk and look for things that your child can classify as living, and those that are not. Have your child write the word or draw a picture in the correct box.

**Things that are alive**

**Things that are not alive**

# Phonological Awareness

Encourage your child to look at the words below. Challenge your child to see how many words they can think of that rhyme with each of these words and write them in the blank spaces.

hug

ball

mat

tree

# Math Language
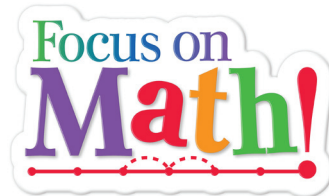
Encourage your child to write a story using numbers and quantity. For example, instead of *The Three Little Pigs*, they can create a story about the **Four Large Anteaters!** See how many math terms they can include in their story.
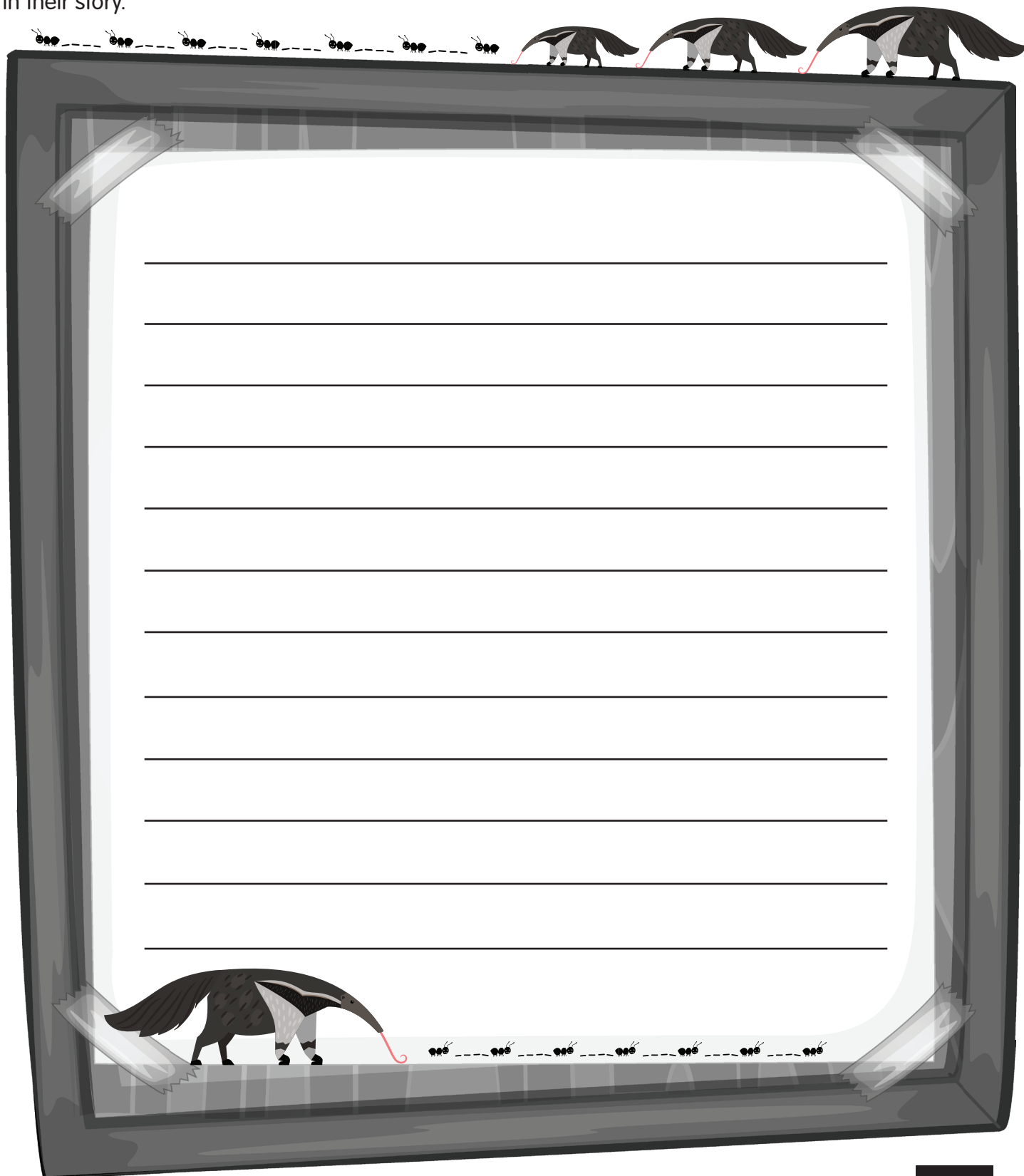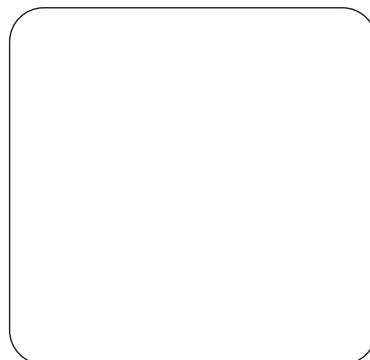
# Phonemic Awareness

Have your child look at the pictures. What beginning sound do they hear in both of these pictures? Help them to think of another word that begins with the same sound and draw that in the third space. Then write the letter that makes the beginning sound.
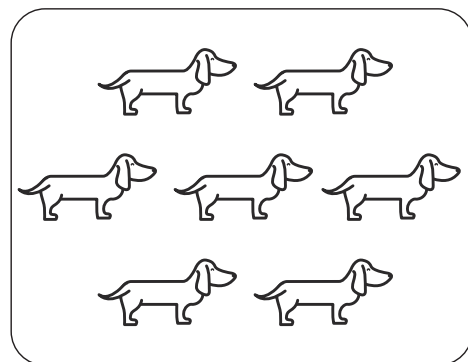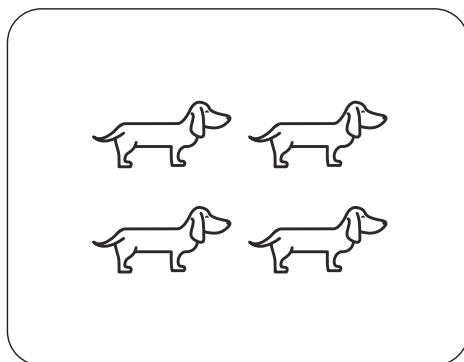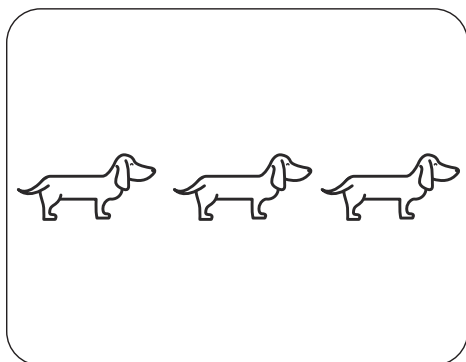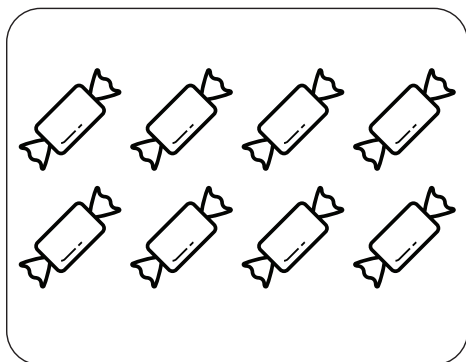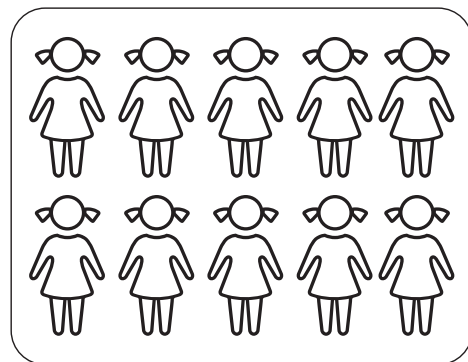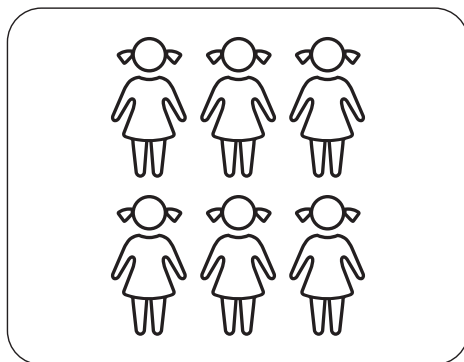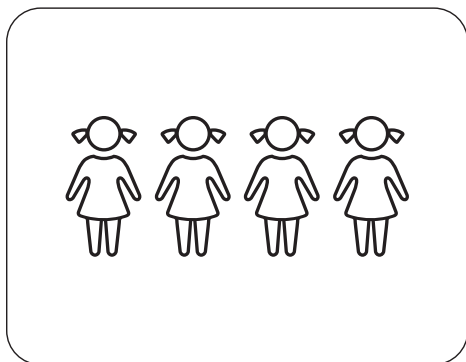
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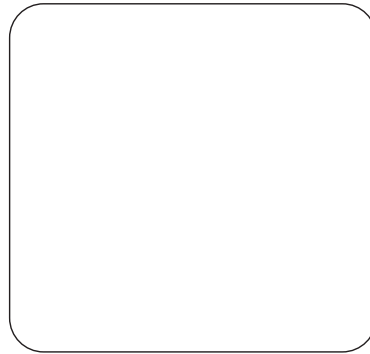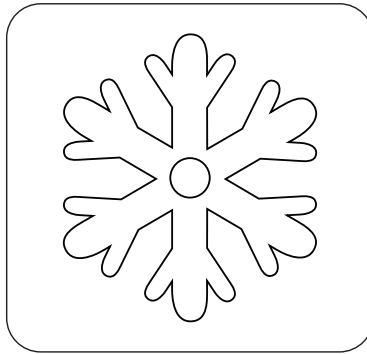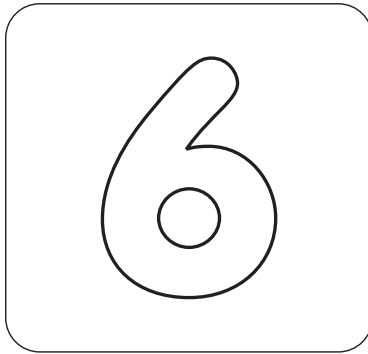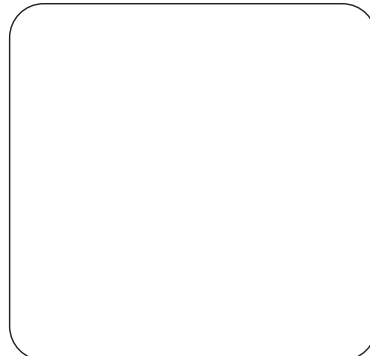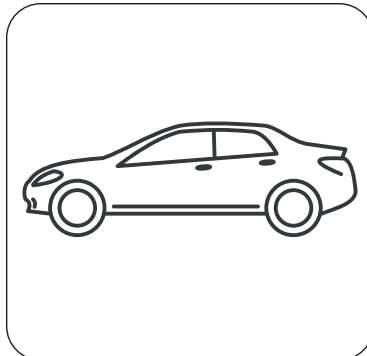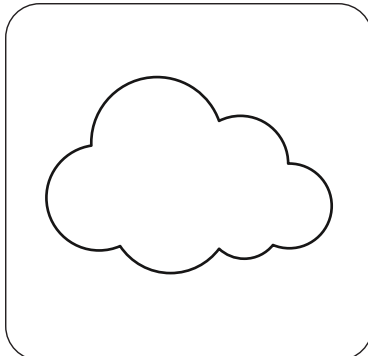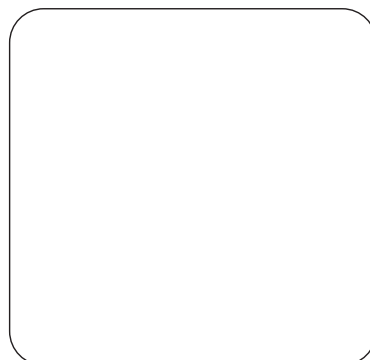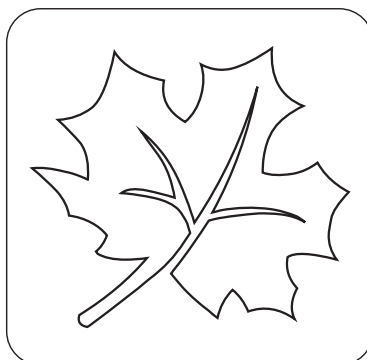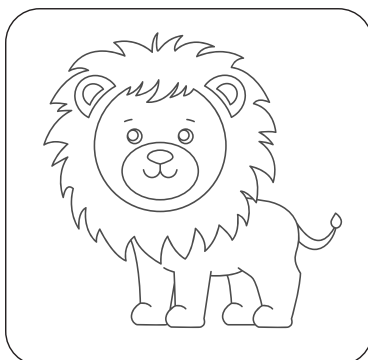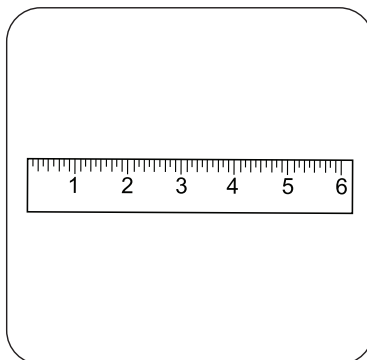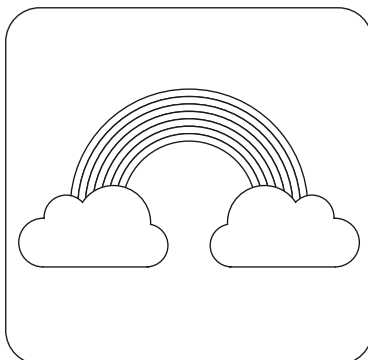
# Number Sense Awareness
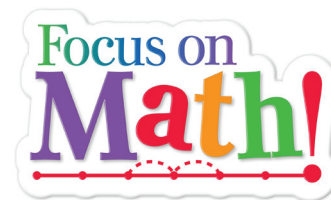
Help your child to look at the pictures below, then write a story problem that will give the answer in the second box.
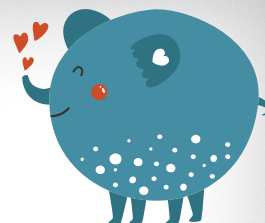
**Three dogs were playing, then 4 dogs joined. There were 7 dogs playing.**
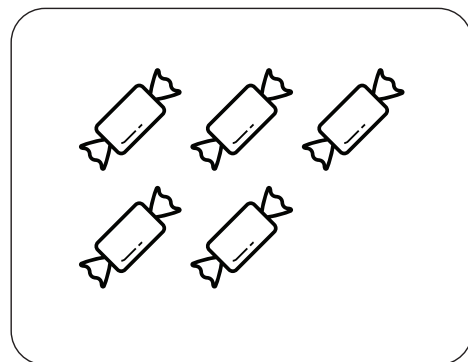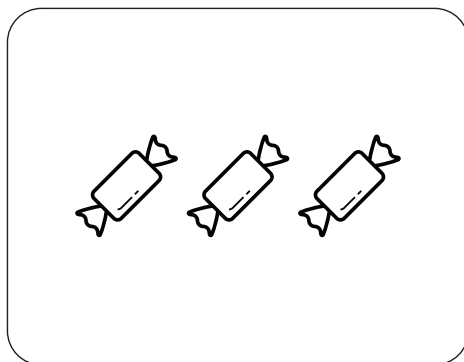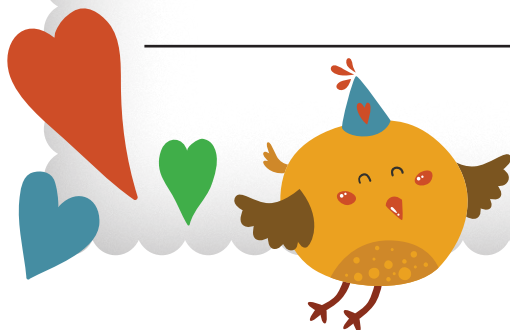
# Print Awareness

Help your child to write a Thank You letter to someone. It can be someone your child knows or not. Some ideas of people they can write to: first responders, healthcare workers, or their teacher. Once it is written, help them to send their letter!

THANK YOU!

**Dear** _____ ,

_____

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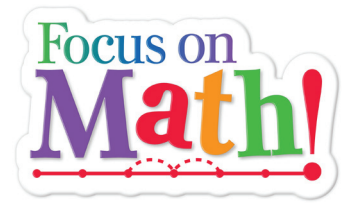
_____

# Visual Awareness

Ask your child to look at the numbers below. Encourage them to draw the correct number of items in each box.

**9 Flowers**

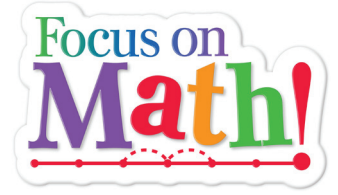**7 Leaves**

**10 Stars**

**12 Circles**

# Alphabet Knowledge

Have your child look at the alphabet below. Some of the letters are not in the correct order. Encourage your child to cross out the letters that are not in the right spot!

| | | | | | |
|---|---|---|---|---|---|
| A | B | C | D | O | E |
| T | F | G | H | P | I |
| J | K | R | L | M | Y |
| N | O | E | P | Q | R |
| K | S | T | U | C | V |
| W | X | D | Y | L | Z |

# Number Knowledge

An important skill for children is the ability to count forward and backward. Encourage your child to fill in the spaces below by counting backward from the first number.

10 ___ 8 7 6 ___ 4 3 2 ___

12 11 ___ 9 8 7 ___ 5 4 3

15 ___ 13 12 ___ 10 9 8 ___

20 19 ___ 17 16 ___ 14 13 ___