

Fours
and Fives

AWARE, CARE, & SHARE™



MY NAME IS

AND THIS IS MY



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 specially designed for children who are 4 or just turned 5. **This week some of the activities are connected to nature and science experiences.** Children will practice 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.



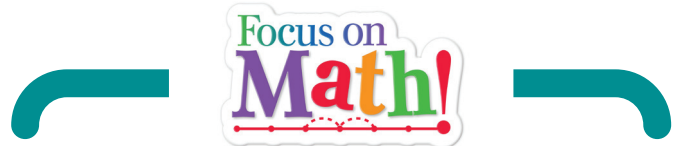
Vocabulary Development: Children's oral vocabulary grows through meaningful conversations, daily use of rich spicy words, and reading books. Vocabulary Development is the first and most important predictor of learning to read and write.

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.



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.

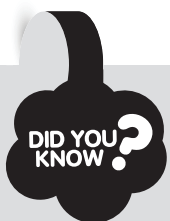
Vocabulary Development



Go outside and find some beautiful flowers, or bring a flower inside. Invite your child to explore the flower and draw what they see. Challenge them to draw as many details as they can.

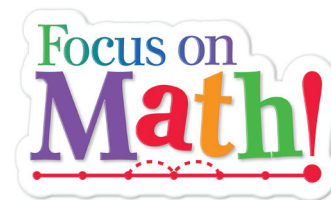
Draw the flower

Write words to describe the flower.



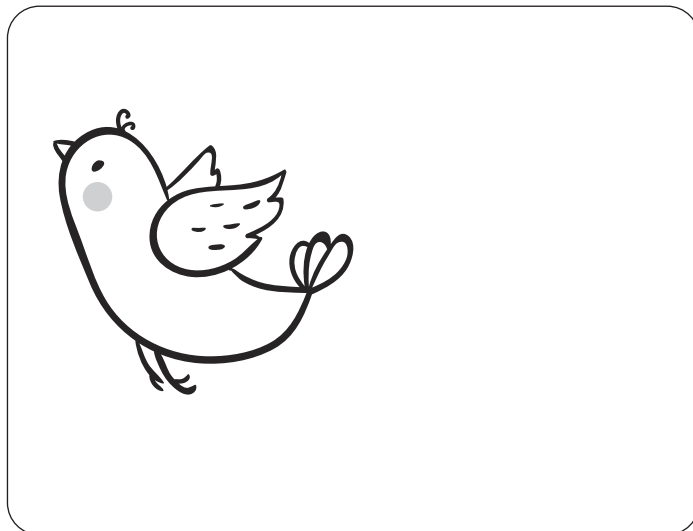
Spicy Words are fun and powerful words that precisely describe concepts children already know. For example, children know the concept of big. The Spicy Word **humongous** is a powerful way to describe being **REALLY** big. Children love to learn and use Spicy Words like this to express themselves. By exploring and exposing children to Spicy Words, you can strengthen vocabulary development.

Problem-Solving

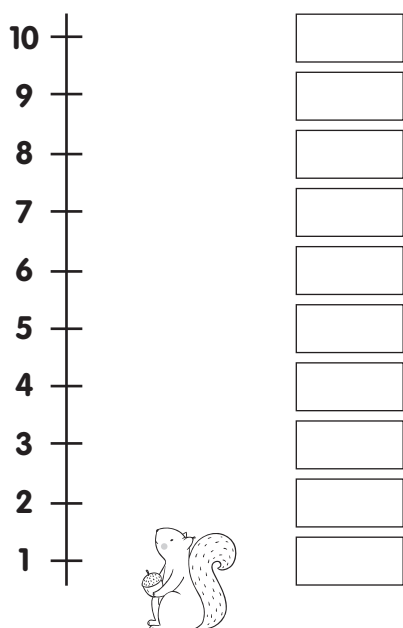


Go outside – it could be in your backyard, or front porch, or even a favorite park. Bring the workbook and something to write on. Tell your child you are going to keep track of how many squirrels and how many birds you see in 10 minutes. Ask them if they have a prediction: which animal do they think they will more of?

As you see squirrels and birds, make a tally mark next to the image in the appropriate box.



Count the tally marks and make a bar graph by coloring in the squares that show how many squirrels and how many birds you saw:



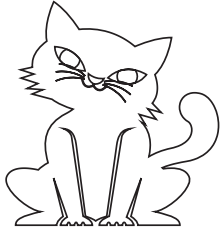
How many squirrels? _____



How many birds? _____

Phonological Awareness

Have your child look at each picture, then at the words. Work with your child to sound out each word. One of the words is not a rhyming word. Put an **X** over the word that does not rhyme with the picture. Then think of another word that rhymes with the picture and write it in the box.

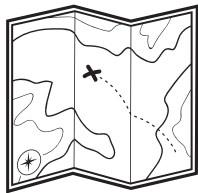


hat

sat

dot

mat

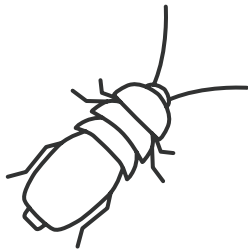


lap

nap

tap

cup

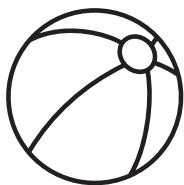


pig

mug

rug

tug

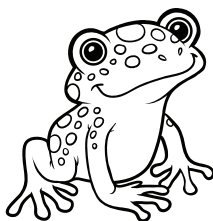


fall

bell

wall

call



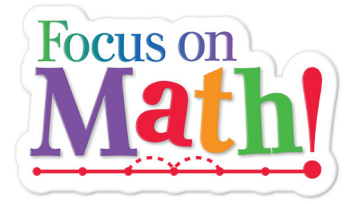
log

leg

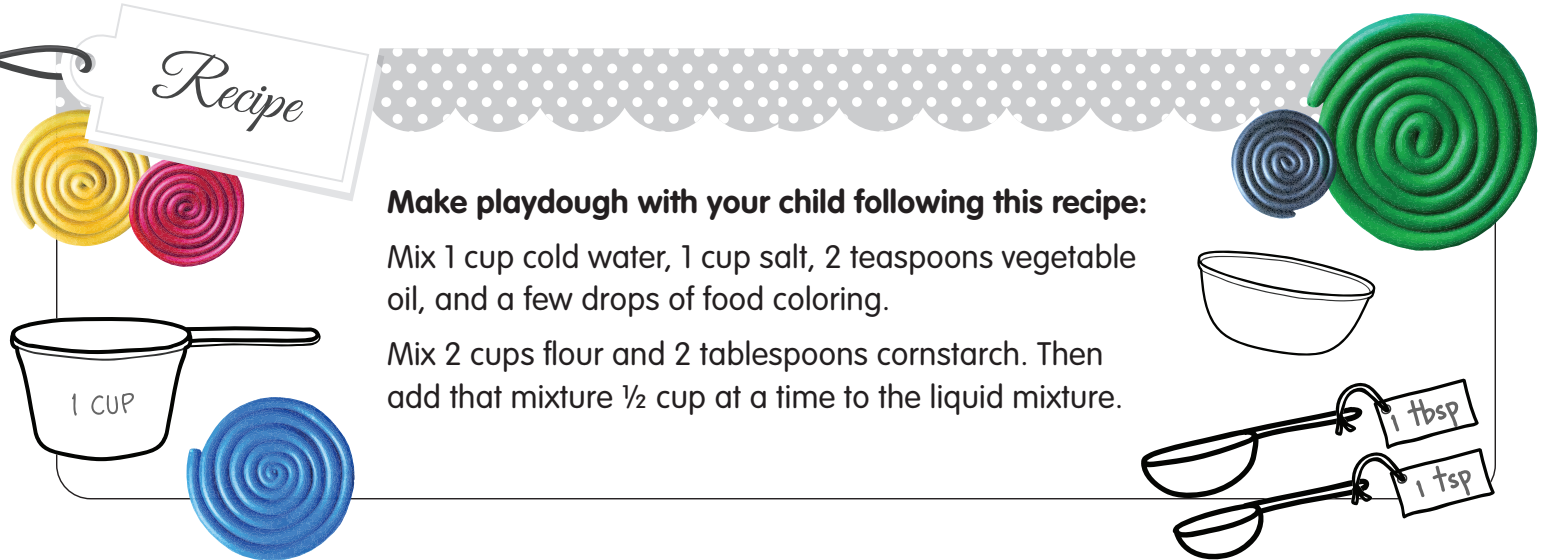
fog

hog

Math Language



As you work with your child to make the playdough using the recipe below, use math language like more and less, empty and full. Invite your child to count out the number of cups as you pour them in.



Make playdough with your child following this recipe:

Mix 1 cup cold water, 1 cup salt, 2 teaspoons vegetable oil, and a few drops of food coloring.

Mix 2 cups flour and 2 tablespoons cornstarch. Then add that mixture $\frac{1}{2}$ cup at a time to the liquid mixture.

Have your child knead the dough for a few minutes with their hands.

Then challenge them to create with the playdough using Math Language. For example:

Make a **circle**

Make a **small** snake

Make **10** cookies

Make a **square**

Make a **tall** building

Make **3 more** cookies

Make a **large** snake

Make a **short** building

In the box below, invite your child to draw a picture of something they created with the playdough.

Phonemic Awareness

Phonemic Awareness is all about identifying single sounds. This is an important skill in learning how to read. Work with your child to use the pictures as clues to sound out the word and identify the missing letters.



1. The ___abbit sees a ___arrot.



2. The ___ug crawls on the ___lower.



3. The ___un is behind the ___loud.



4. The ___rog jumped into the ___ond.

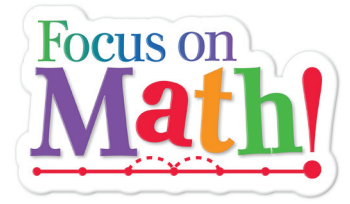


5. The ___pider is crawling on the ___ree.



6. The ___ish swims in the ___ake.

Number Sense Awareness



Number sense helps children understand quantity and become skillful at comparing.

Tell a number story about what you see. Write numbers to explain your story.



Print Awareness

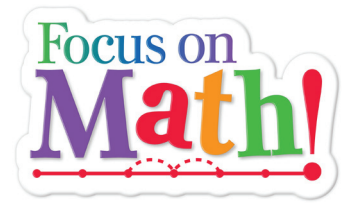


Part of Print Awareness is understanding the concept of a word. (A word is made of letters. White spaces show boundaries between words.) Go on a word hunt in your house. Explain to your child that you will be looking for words in the kitchen and in their bedroom. Work with your child to write the words you find in each room in the chart below. Point out the letters in each word and read the words together.

Kitchen

Bedroom

Visual Awareness



Help your child visualize small numbers through this activity.

Invite your child to draw the specific number of objects in the scene below.

Draw **1** sun

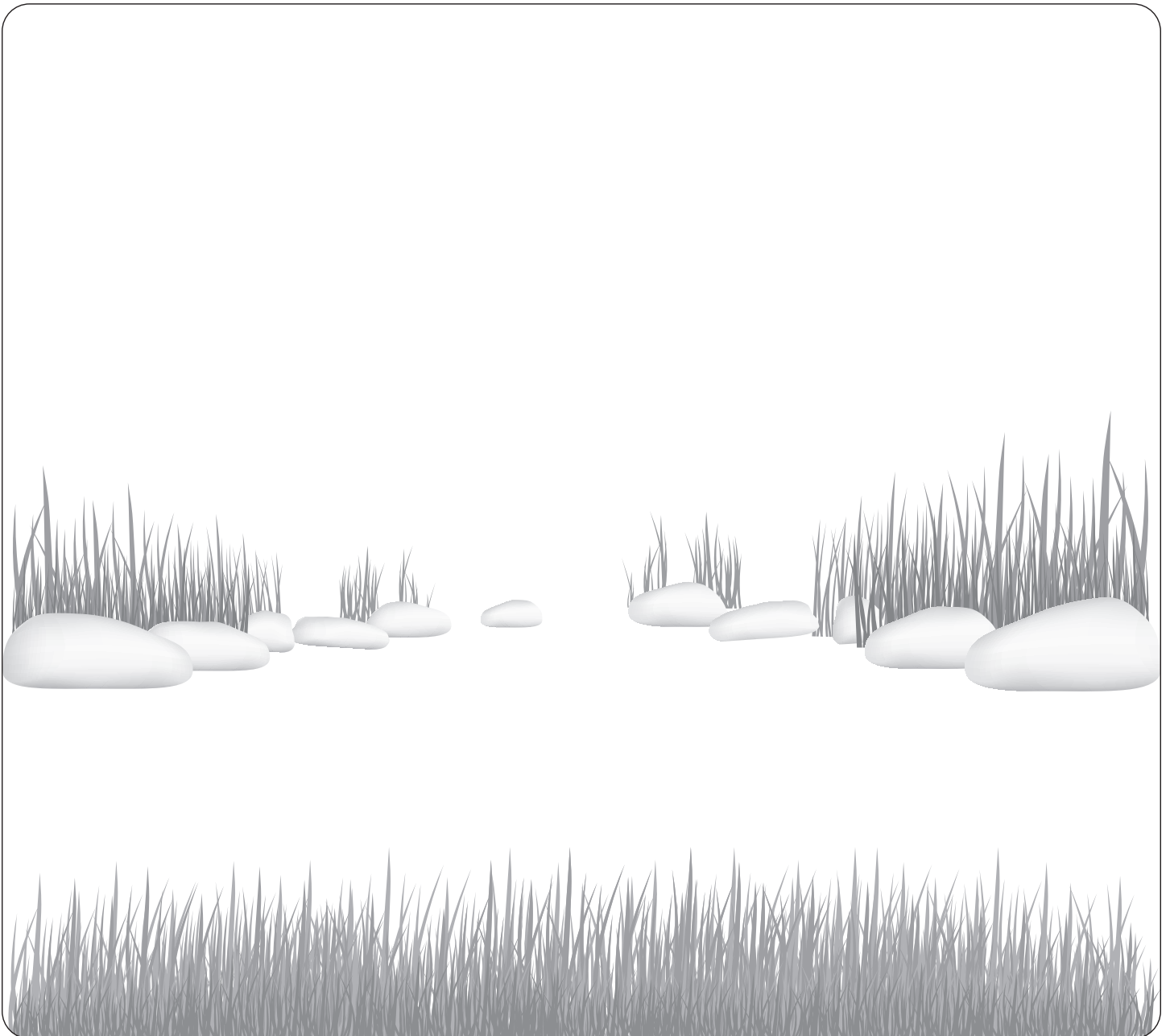
Draw **3** squirrels

Draw **5** flowers

Draw **2** trees

Draw **4** birds

Draw **6** bees



Alphabet Knowledge

Part of Alphabet Knowledge is to identify the sounds that letters make. Challenge your child to match the object with the beginning letter.

S

T

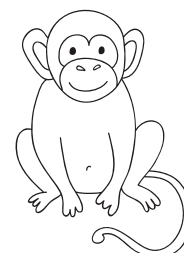
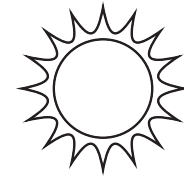
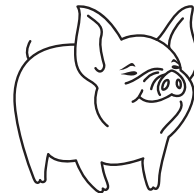
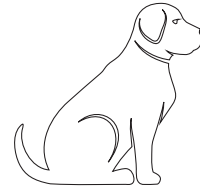
D

M

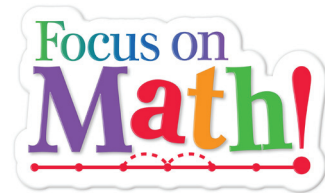
L

P

C



Number Knowledge



Number Knowledge is the understanding that numerals represent a quantity. Count the squares in each box. Draw more squares to match the numeral.

12

A large rounded rectangle containing a grid of squares. The first two columns each have five solid squares, one in each row. The third column has two dashed squares in the bottom two rows.

17

A large rounded rectangle containing a grid of squares. The first two columns each have five solid squares, one in each row.

14

A large rounded rectangle containing a grid of squares. The first two columns each have five solid squares, one in each row.

19

A large rounded rectangle containing a grid of squares. The first two columns each have five solid squares, one in each row.