

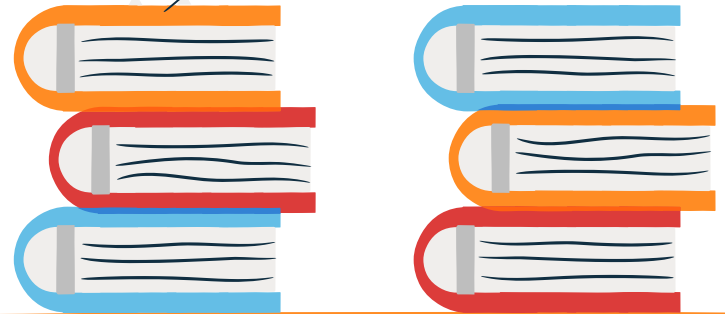
At-Home Summer Guide for Preschoolers and Prekindergarteners (3 and 4 years old)

Week of July 27, 2020



This week begins the theme **All About Books**. Books are a wonderful way to excite the imagination and satisfy our curiosity about the world around us. Whether you've returned to your center or you're still learning at home, we invite you join us in this journey All About Books!

To make the most of the activities in this week's guide, it's recommended you **do the activities in order** so your child can build upon their learning throughout the week. In addition, you can help reinforce their learning by including the concepts and vocabulary learned through the activities any time you read a book with your child.



This week focuses on interactions with books and introduces your child to some of the things that may get overlooked during normal story times. The week begins with learning the **parts of a book** and how we hold books when reading. Then moves on to teaching what the **roles** are of the author, illustrator, and photographer in the creation of a book. Next it's how to **classify books** as fiction or nonfiction. Throughout the week you'll introduce your child to **book-related vocabulary** to help build on their understanding of books and their ability to talk about them. Next week, you'll dive into the parts of a **story**, including setting, characters, and the storyline!



Learning Adventures

are small-group enrichment programs in our centers designed to give children experiences in cooking, STEM, phonics, and music. One activity in this guide is adapted from these programs for your use at home. It's a great way to dig deeper into areas that may interest your child.

This Week's Theme:

All About Books

What you'll find in this guide. . .

We've provided activities similar to what your child would be learning in their center. You and your child can choose your own adventures and do the activities in any order you'd like, but it's recommended that this week you do them in order so that your child can build upon their learning throughout the week. Repeat and revisit them as often as you want! Click on the icons below to discover more...



LET'S CHAT

Parts of a Book

From cover to cover and the pages in between, your child learns about the different parts of a book.



LET'S SING

"This Is the Way"

Sing along as your child learns how to hold and use a book.



LET'S CHAT

Author, Illustrator, Photographer

Learn about the roles the author, illustrator, and photographer have in the creation of a book.



LET'S EXPLORE

Nonfiction and Fiction

Dig into a pile of books and sort out what's real and what's make-believe.



LET'S CREATE

Making Bookmarks

Walking away from a book you're enjoying can be a drag...help your child pick up where they left off by designing their own bookmark!



GAME TIME

Tic-Tac-Toe with a Twist

Try this twist on Tic-Tac-Toe where winning the game is all in the roll of a dice!



LEARNING ADVENTURES: PHONICS ADVENTURES

Pam and Sam Read-Aloud

Venture to the zoo with Pam and Sam to see what the animals are up to. Keep your eyes peeled for a rather mischievous giraffe!



VIRTUAL FIELD TRIP

Story Time From Space

Join the astronauts aboard the International Space Station for a story time that's out of this world!

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Getting Ready for the Week: Materials to Gather

Parts of a Book:

- ☐ Children's book

"This is the Way":

- ☐ Children's book

Author, Illustrator, Photographer:

- ☐ Variety of children's books

Nonfiction and Fiction:

- ☐ Variety of fiction children's books
- ☐ Variety of nonfiction children's books

Making Bookmarks:

- ☐ Cardstock or large index cards
- ☐ Clear contact paper, packing tape, or laminate (optional)
- ☐ Crayons, markers, or colored pencils
- ☐ Scissors (for adult use only)
- ☐ Hole punch (optional)
- ☐ Ink pads (optional)
- ☐ Rubber stamps (optional)
- ☐ Stickers (optional)
- ☐ Yarn or ribbon (optional)

Collaborative Storytelling:

- ☐ Paper
- ☐ Pencil
- ☐ Crayons or markers

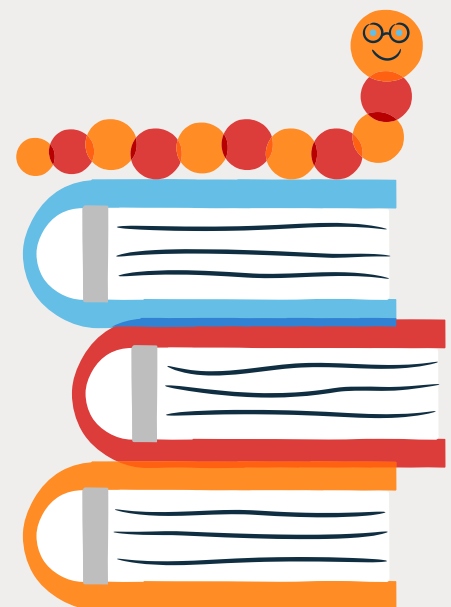
Tic-Tac-Toe with a Twist:

- ☐ Dice
- ☐ Paper
- ☐ Writing or drawing tools in two colors

Pam and Sam Read-Aloud

- ☐ [Video link](#) to the book *Pam and Sam* by Lyssa Horvath, illustrated by Krista Martenson
- ☐ Scrap paper
- ☐ Pencil

Tip: At the beginning of your week, gather materials and place them in a container so you're ready to go!



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Week of July 27, 2020



Let's Chat: Parts of a Book

From cover to cover and the pages in between, your child learns about the different parts of a book.



Length of activity:
20 minutes*

* Duration will vary depending on your child's interest.

Level of Engagement Required by Adult: High



Level of Prep Required: Low



What you need:

- Children's book

What your child is learning:

- The parts of a book
- How books are held and read
- An increased vocabulary in relation to books

About the Activity: Learning about the parts of a book are an important part of your child's pre-reading experiences. For this activity, you'll review the parts of a book with your child. Select a children's book, or invite your child to do so.

For your preschooler and your prekindergartener:

Ask your child to identify the following parts of a book. Begin by asking them to point to each part of the book, assisting them in locating the part as needed. Then share the information about the part of the book with your child. When sharing information that includes additional details about the parts of the book, be sure to take time to look at those parts with your child.

- ❑ **Front Cover:** The front cover includes information about the book, including the title of the book, the author's name, the illustrator's name, and the cover illustration. (Your child will learn about the role of the author and illustrator in the activity, Author, Illustrator, and Photographer.)
- ❑ **Back Cover:** The back cover may be blank, have an illustration, or include information about the book or the author.
- ❑ **Pages:** The pages are the sheets of paper that are between the front and back cover. At the beginning of a book, there is a title page, which has the same information as is on the cover but also includes the name of the publisher. The *publisher* is the company that makes the book. After the title page, the story begins.
- ❑ **Page numbers:** Page numbers help us read the pages in the right order.
- ❑ **Spine:** The spine holds the front cover, back cover, and pages together.

After sharing the parts of the book with your child, play a review game where you name a part of the book and they point to it. Review each part of the book multiple times during the game. After the game, read the book with your child.

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Let's Sing: "This Is the Way"

Sing along as your child learns how to hold and use a book.



Length of activity:
15 minutes*

* Duration will vary depending on your child's interest.

Level of Engagement Required by Adult: High



Level of Prep Required: Low



What you need:

- Children's book

What your child is learning:

- How books are held and read
- An increased vocabulary in relation to books
- How to add creative movement to songs

About the Activity:

Begin by handing the book to your child and asking them to hold it as if they're going to read it. Take note of how they hold the book: Is the front cover facing them? Are the words on the cover right-side up? Share that when we read a book, we hold it so that the spine is on the left side, which will make the words on the front and in the inside be the right-side up so that we can read them. Explain that the spine is the outside edge of the book that holds all of the pages together. If needed, help your child adjust the book so they're holding it properly. Explain that when we read a book, we turn the pages from the right to the left, then demonstrate the action. If the book has page numbers, point them out and share that when we turn the page, the number gets larger. Then ask your child if they know what to do when they're finished reading a book. If they don't know, gently help them close the book and announce, "We close it!"

For your preschooler and your prekindergartener:

Tell your child you have a song to sing about how we read books, and that as you sing, they can use the book to show how they do the different actions in the song. As they become familiar with the words, they can sing along.



"This is the Way"

(sung to the tune of "Mulberry Bush")

This is the way we hold our books, hold our books, hold our books,
This is the way we hold our books,
So that we can read them.



This is the way we open our books, open our books, open our books,
This is the way we open our books,
So that we can read them.

This is the way we turn the pages, turn the pages, turn the pages,
This is the way we turn the pages,
So that we can read them.



This is the way we close our books, close our books, close our books,
This is the way we close our books,
After we have read them.

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Let's Chat: Author, Illustrator, Photographer

Learn about the roles the author, illustrator, and photographer have in the creation of a book.



Length of activity:
20 minutes*

* Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult:** High



Level of Prep Required: Low



What you need:

- Variety of children's books

What your child is learning:

- What the roles are of the author, illustrator, and photographer
- An increased vocabulary in relation to books
- How to participate in conversations

About the Activity:

Begin by showing your child one of the books and asking them what information is on the front cover of a book. If needed, remind them that the front cover includes the title of the book, the author's name, the illustrator's name, and the cover illustration. Then ask them to share what they know about the author and the illustrator. Share that the author is the person who wrote the book and the illustrator is the person who created the illustrations, or images, in the book. Sometimes the author and the illustrator are the same person. Some books have photographs in them instead of illustrations, and the front cover of those books will say "photographer" instead of "illustrator."

For your preschooler and your prekindergartener:

Share each of the books you gathered with your child. For each book, point to the part of the front cover where it lists the author and illustrator or photographer and share that information, drawing your child's attention to the words, "author" and "illustrator" or "photographer." If applicable, note that some books just say "by" to note the author. After a few books, invite your child to locate this information on the cover for you to read. After reviewing the author and illustrator or photographer information for each book, have your child select one for you to read together. After reading the book, talk about it with your child using the words author and illustrator, such as, "I like how the author used rhyming words to tell the story," or "I like how the illustrator used different colors of blue to show that the fish was under water."

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Let's Explore: Nonfiction and Fiction

Dig into a pile of books and sort out what's real and what's make-believe.



Length of activity:
20 minutes*

* Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult: High**



Level of Prep Required: Medium



What you need:

- Variety of fiction children's books
- Variety of nonfiction children's books

What your child is learning:

- The difference between fiction and nonfiction
- An increased vocabulary in relation to books
- How to sort and classify books

About the Activity:

Begin by talking with your child about the difference between fiction and nonfiction books. Explain that *nonfiction* books are books that help us learn more about something, and contain facts, or true statements about real things. *Fiction* books are make-believe and are about things that are imaginary, or not real. Fiction books tell stories about things that didn't happen or that couldn't really happen.

For Your Preschooler:

Show your child the books you collected and tell them they're going to help you sort the books into two piles. One pile will be for nonfiction books and one pile will be for fiction books. Ask your child what *nonfiction* and *fiction* mean, reminding them as needed. One at a time, select a book and talk about what the book is about. Then ask your child if the book is nonfiction or fiction. Ask questions as needed to help your child sort the books. For example, you might say, "This book is about dragons. Are dragons real or make believe?" Or "This book is about koalas. It tells us facts about where koalas live, what they eat, and how big they grow. Is this book fiction or nonfiction?"

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For Your Prekindergartener:

Show your child the books you collected and tell them they're going to help you sort the books into two piles. One pile will be for nonfiction books and one pile will be for fiction books. Ask your child what *nonfiction* and *fiction* mean, reminding them as needed. One at a time, select a book and talk about what the book is about. Then ask your child if the book is nonfiction or fiction. Ask questions as needed to help your child sort the books. For example, you might say, "This book is about dragons. Are dragons real or make believe?" Or "This book is about koalas. It tells us facts about where koalas live, what they eat, and how big they grow. Is this book fiction or nonfiction?" As you're sorting the books, talk with your child about how sometimes there can be things in a fiction, or make-believe story, that are real. For example, in a book with an alligator flying an airplane, alligators and airplanes are real things, but an alligator cannot fly an airplane.



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Let's Create: Making Bookmarks

Walking away from a book you're enjoying can be a drag...help your child pick up where they left off by designing their own bookmark!



Length of activity:
20 minutes*

* Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult:** Medium



Level of Prep Required: High



What you need:

- Cardstock or large index cards
- Clear contact paper, packing tape, or laminate (optional)
- Crayons, markers, or colored pencils
- Hole punch (optional)
- Ink pads (optional)
- Rubber stamps (optional)
- Scissors (for adult use only)
- Stickers (optional)
- Yarn or ribbon (optional)

What your child is learning:

- How to use different tools and materials to make two-dimensional art
- To develop their hand-eye coordination and fine-motor skills as they manipulate the drawing tools
- How to participate in conversations

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About the Activity:

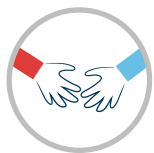
Cut cardstock or large index cards into strips approximately 2 ½-inches wide by 7-inches long.

Begin by asking your child what they know about bookmarks. What does a bookmark look like? What is a bookmark used for? Share that bookmarks are used to save your place in a book you need to stop reading and want to continue reading at a later time. Bookmarks can be made of paper, metal, wood, or fabric and often include some kind of picture or design.

For your preschooler and your prekindergartener:

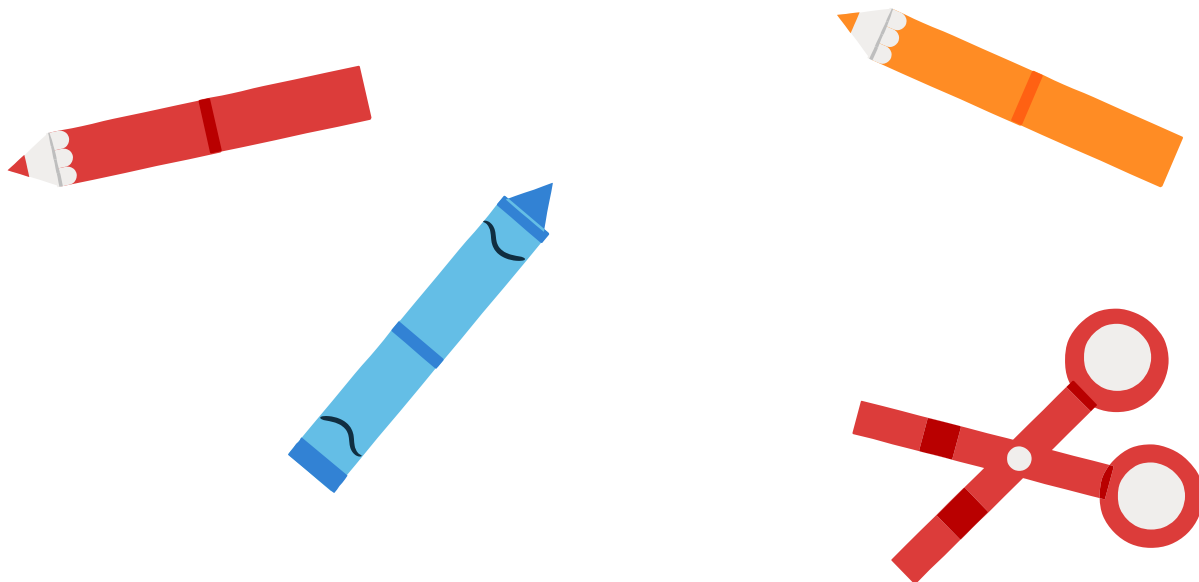
Show your child the strips you cut and invite them to draw on them using the crayons, markers, or colored pencils. If you have stamps and ink pad or stickers, they can also use these to decorate their bookmarks. As they're working, talk with them about how they'll use their bookmarks and what they would like to do with any additional bookmarks they've made.

If you have clear contact paper, clear packing tape, or another clear laminate available, you can add a protective layer to the bookmarks by covering one or both sides and trimming around the edge. If desired, you can use a hole punch and attach a yarn or ribbon tassel to the top of the bookmark.



Social and Emotional Learning

Drawing on or working with the narrow strips of cardstock or index card may be frustrating for your child. Watch how they respond to the challenge of working on the smaller strips and check in with them as needed to talk about their frustrations and possible solutions, such as taping the bookmark to the table so it doesn't move when they're coloring, placing another sheet of paper under the bookmark so they don't have to be as concerned with coloring on the paper strip, or coloring on a larger sheet of cardstock and then cutting it into the size of a bookmark when they're finished.



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Phonics Adventures: *Pam and Sam* Read-Aloud

Venture to the zoo with Pam and Sam to see what the animals are up to. Keep your eyes peeled for a rather mischievous giraffe!



Length of activity:
15-20 minutes*

* Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult: High**



Level of Prep Required: Low



What you need:

- [Video link](#) to the book *Pam and Sam* by Lyssa Horvath, illustrated by Krista Martenson
- Scrap paper
- Pencil

What your child is learning:

- To identify the name and shape of uppercase and lowercase *A* in print
- To say the /a/ sound and hear it in words
- About the word family *am* and /am/ as the ending sound in consonant/vowel/consonant words
- How to build words using a word family
- How to begin to read words

About the Activity: Watch the read-aloud [video](#) with your child, then follow the directions below depending on your child's age.

For Your Preschooler:

With your child watching, write an uppercase and lowercase letter *A* on a piece of paper (let your child do this, if they already know how). Explain that the letter *A* makes the /a/ sound, like the sound at the beginning of the word *apple*. "Let's touch our throats while we say /a/. The vibration you feel is your vocal cords working to make the sound!"

Watch the video again, pausing it on each page of the book and helping your child find the words with letter *a* and the /a/ sound in them. See how many different words your child can find that have the /a/ sound in them.

If your child is ready, you can mute the audio while you play the video and take turns reading every other page.

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For Your Prekindergartener:

With your child watching, write *am* on paper. Explain that when the letters *a* and *m* are put together in this way, they make the /am/ sound. The /am/ sound is made up of two smaller sounds, /a/ and /m/. Show your child how to blend the two sounds together by sweeping your finger under the letters from left to right and saying /aaamm/.

Explain that *am* is a word family. "Word families are groups of words that have the same ending sound, like the ending *am*." See how many different words your child can think of that end with the /am/ sound.

Watch the video again and if your child is ready, mute the audio and have your child do the reading!



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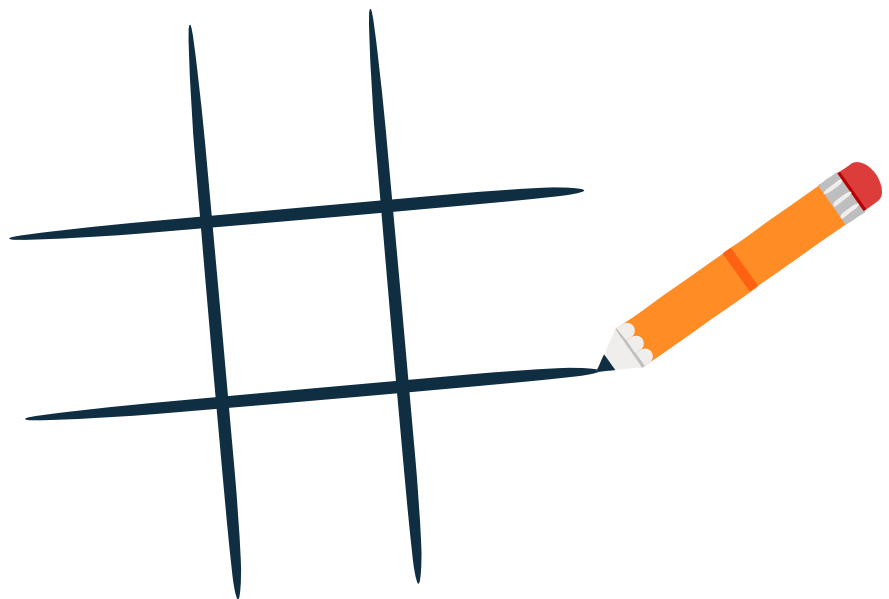
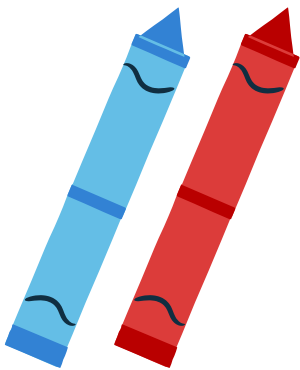
Game Time: Tic-Tac-Toe with a Twist

Try this twist on Tic-Tac-Toe where winning the game is all in the roll of a dice!

To play, you'll need a sheet of paper, writing or drawing tools in two colors, and a dice.

Instructions:

- Draw a nine-square tic-tac-toe board on a sheet of paper.
- Have each player select a color they'll use for the duration of the game.
- The first player rolls the dice and counts the number of spots on the top of the dice. Then starting at the top left corner, they count the same number of empty squares on the tic-tac-toe board, counting from left to right, and then moving down one row and continuing the count from left to right. When they've counted the corresponding number of squares, they color in the last square they counted.
- Then the next player does the same, counting only the empty squares. If a square has been colored, the player skips over it and continues counting in the next empty square.
- As the game progresses and more squares are filled in, a player may have to continue their count by returning to the top of the board.
- Play continues until one player gets three in a row horizontally, vertically, or diagonally, or until all the squares have been colored in.



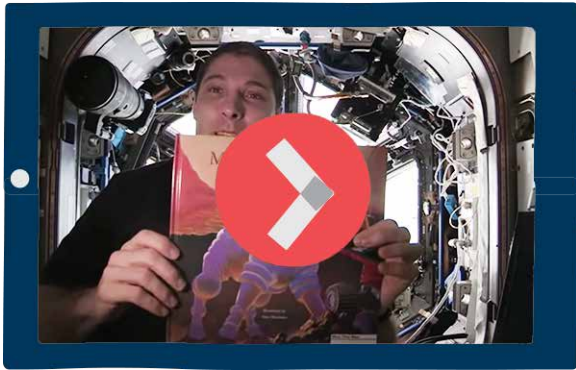
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Virtual Field Trip: Story Time From Space

Join the astronauts aboard the International Space Station for a story time that's out of this world!



[Watch](#) Astronauts aboard the International Space Station read books aloud for you to enjoy on Earth! The International Space Station travels at an amazing 17,500 miles per hour—meaning it orbits Earth every 90 minutes! And you can see it on a clear night—find out when it will be passing over your area [here](#).