

Online Virtual KinderPrep activities for Week 5:

Welcome song: Hello everybody and how are you? How are you? How are you?

Hello everybody and how are you today?

Other verses: And clap your hands; Stomp your feet; Jump right up; Sit right down

The skill that we are working on today is patterns. Shapes, patterns etc. are often referred to as math skills but they are also essential for reading. Children identify letters and words by their shape. Rhyming words often have patterns that will help them quickly decode them. Children should be able to continue following an ABAB pattern. A pattern has to repeat at least twice before it is considered a pattern. After they have learned the AB pattern, then you can introduce any other pattern such as ABC, AAB, AABB. Patterns are in many places; you just need to point them out. Quite often clothing will have patterns, when you set the table – knife, fork, spoon; or on rugs.

Patterns activity: Show an AB pattern using shapes/colors. Have the children say what the pattern is: red, yellow, red, yellow – ask what would come next.

The letters we will introduce today are MNO. Use magnetic capital letters and spread out on white board. While showing the letter, tell them the name of the letter, show how to write it, and say the sound it makes. Tell them some words that begin with that sound.

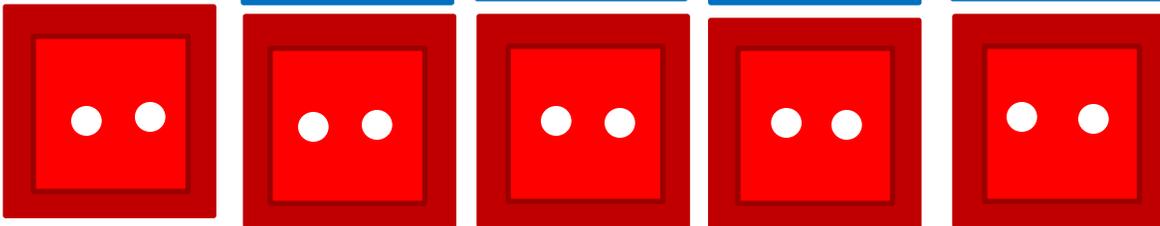
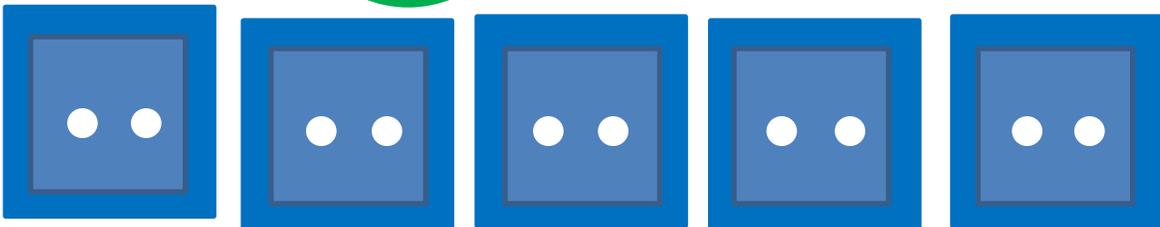
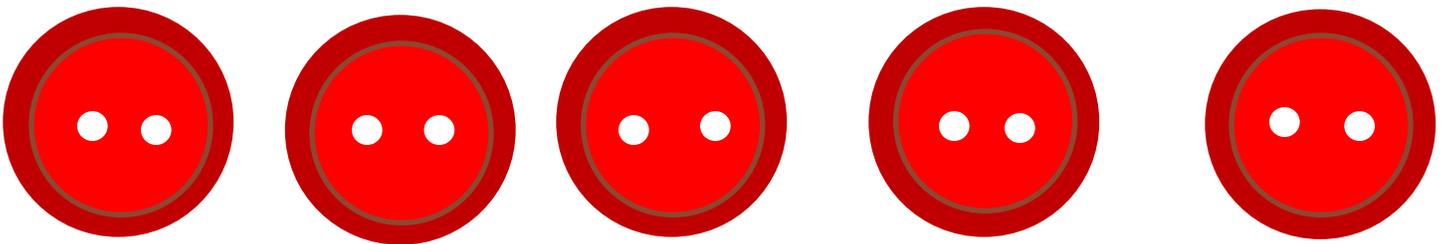
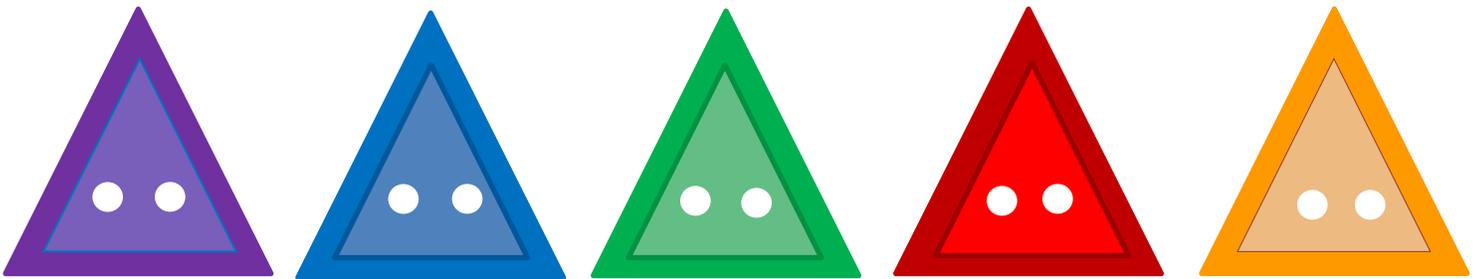
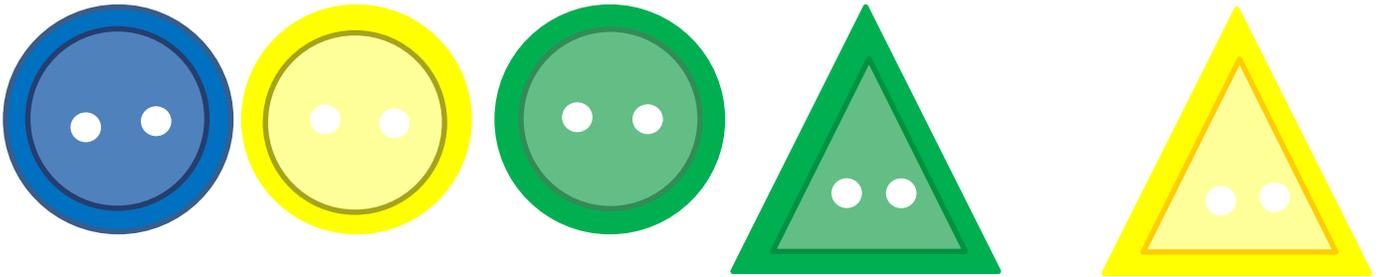
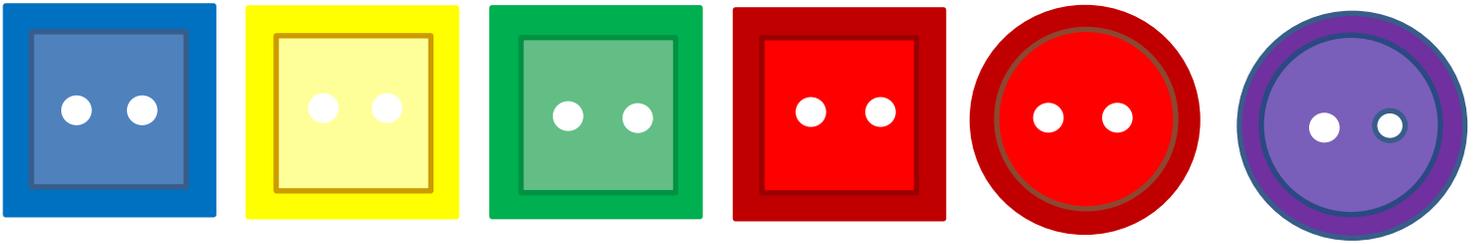
Show the letter M and tell them the sound /m/. Say words that start with /m/ such as moon, mat, and mitten. Then sing the song: “We’re looking for a M, we’re looking for a M, /m/, /m/, /m/, /m/, We’re looking for a M.” Have your child find the letter M. Repeat with N (nest, nose, nap) and O (olive, ox, octopus).

For each workshop there will be 5 activities to do with your child at home.

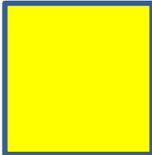
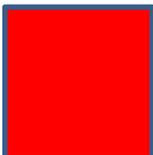
- 1) Cut out the buttons paper. Have your child sort them by color. Talk about which color has the most buttons and which has the fewest. Then sort them by shape. Again, talk about which has the most and the fewest. Then place the buttons into an AB pattern.
- 2) This activity, called Find and Color, presents letters in a variety of fonts. Color the letters according to the key. Count how many of each letter.
- 3) Have your child practice writing their first name, making sure there is a capital letter for the first letter and lowercase for the rest. A fun game is to have them write their name, have them close their eyes and erase 1 letter. Then have them guess which letter is gone. Then have them write that letter again. You can also practice writing letters or numbers. Use a white board and dry-erase markers if you have them, otherwise paper and pencil.
- 4) The next activity helps you practice two skills. The first skill is vocabulary. Most research says that a child needs to have about 15,000 listening words in their vocabulary before they start school. Listening vocabulary are words that they understand the meaning even if they don’t say it. The other skill this activity will help with is identifying syllables or word parts. When you say table, it has two parts – ta and ble. You can clap the syllables or hold your hand under your chin. Your mouth opens for each syllable since it opens for each vowel sound. Using the poster, give clues to one of the pictures. Then ask how many syllables it has.
- 5) Books are a great way to build vocabulary. Books have words that we usually do not use in our everyday conversation. “Lola Loves Stories” by Anna McQuinn is a great vocabular building book. “Beep, Beep, Vroom, Vroom” by Stuart Murphy is about patterns.

The handout will give you some ideas of other activities you can do to learn about patterns and vocabulary.

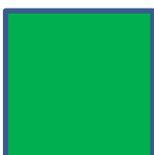
Cut out the buttons, then sort the first three rows by shape or color. Make an AB pattern.

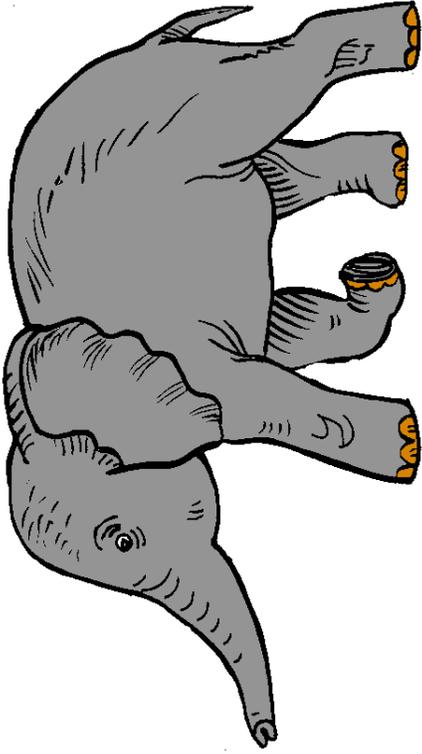
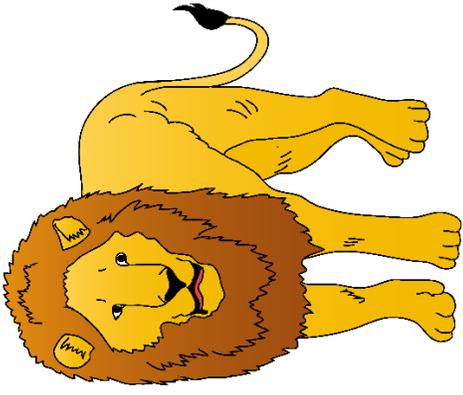


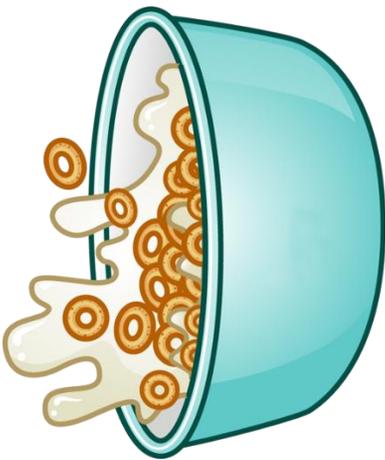
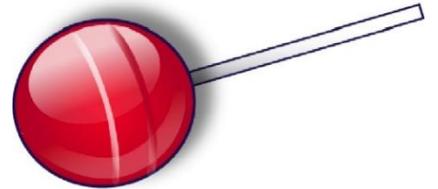
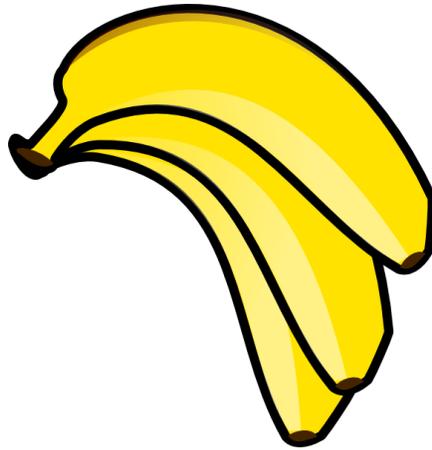
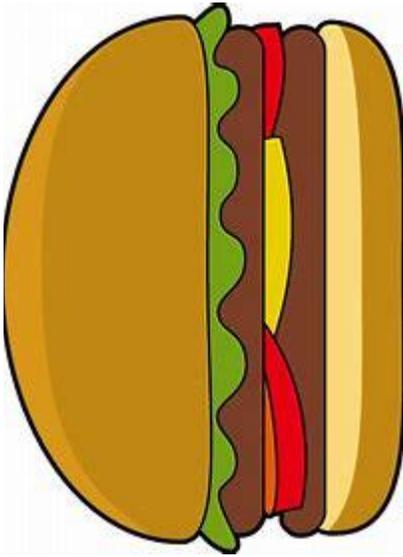
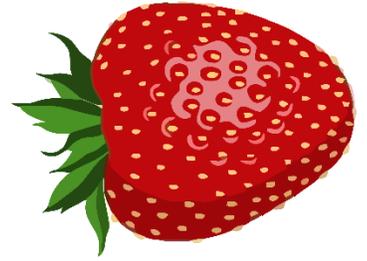
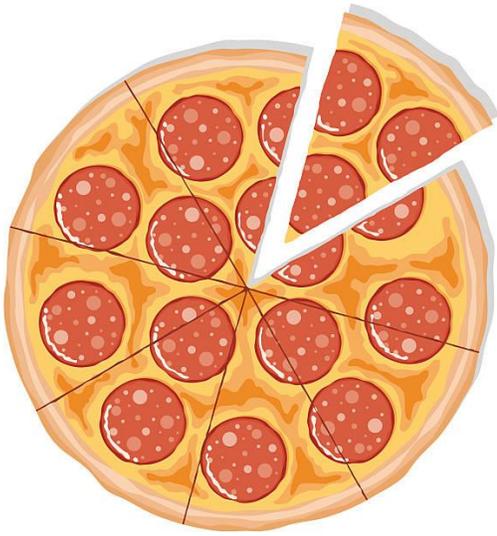
O	n	O	m	N
N	m	N	M	o
n	M	O	m	M
o	N	M	n	O
m	o	N	o	M

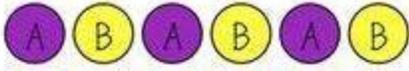
Mm	Nn	Oo
		

N	m	n	O	M
o	n	M	N	m
M	O	N	m	o
n	M	m	o	N
O	n	M	m	N

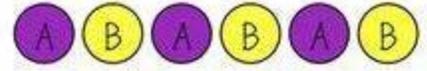
Mm	Nn	Oo
		







Patterns



Skill needed: Be able to continue an AB, AB pattern.

Patterns are all around us, from the clothing we wear to the repeating patterns found in nature and everyday routine. Patterning is also a basic math skill upon which many mathematical concepts are based. Times tables, addition and skip counting all require an understanding of and proficiency in patterning.

- A pattern is only a pattern if it is repeated at least twice.
- The easiest patterns are those involving two colors or variables (for example, red, blue, red, blue), referred to as an AB,AB pattern. More complex patterns include ABC,ABC; AABB,AABB; AAB,AAB; and ABB,ABB.
- Be sure to give your child the opportunity to “read” their pattern when it is complete. This will allow them the opportunity to fix any misplaced objects in his pattern.

Use Toys

Toys can be used to create patterns by color or big and small. Use blocks, Legos or other small toys to create patterns across the room. The longer you make it, the more fun it is (and the more practice for your little one)

Look Around

Look for patterns in the environment with your child. It could be stripes on a shirt, a row of coordinating flowers, or patterns on a rug.

Snack time

When serving small crackers or cereal that comes in multiple colors, ask your child to create a pattern with her food before eating it. Or make fruit kabobs and create a pattern with the fruit.

Necklace

String beads or colored cereal into a beautiful patterned necklace for hands-on pattern work.

Put it on Paper

Use stickers or rubber stamps to make patterns on paper. Your child will be delighted in the opportunity to use these fun tools for learning.

Move to the pattern

Create movement patterns as you move across the back yard, down the street or through the park. For example, walk, jump; walk, jump. Try any of these movements to add to the fun: skip, run, jog, hop, turn, and sit.

Sounds

Make a sound pattern with rhythm instruments. BANG, tap, tap, BANG, tap, tap. Start out by making a pattern and having your child copy you.

Everyday Items

You can make a pattern with everyday household objects. Pen, pencil, pen, pencil. Fork, knife, spoon, fork, knife spoon.

Vocabulary

Skills needed: Talk in complete sentences of five to six words. Look at pictures and then tell stories.

Vocabulary skills refer to knowing the meanings of words. Children need many opportunities to build vocabulary knowledge before starting school. A good listening and speaking vocabulary is the foundation of reading. If children start school with a good vocabulary, they will have a greater likelihood of:

- Understanding lessons and directions
- Participating in class by asking and answering questions
- Learning to read words easily because they already understand the meaning of many words

Developing a child's vocabulary is crucial because he or she will find it much easier to read and write words that are already known. Early reading requires decoding, or moving slowly from letter (and attached sound) to letter. If the parts add up to something that sounds familiar, the whole process is a lot more fun.

Read books

Parents can help children learn words by teaching them how to describe the world around them. Books are an excellent way to introduce vocabulary that may not be in the child's immediate environment.

Talk, talk, talk

Simply talking to children so they learn to recognize common words and what they stand for will help build vocabulary.

Act it out.

By acting out a word, your child better understands it. This may be particularly helpful if your child has lots of energy and loves to run around. The new word *frolic* can come alive through jumping around like a puppy, a goat or a lamb.

Describe the word.

Provide a description of the new word. For example, maybe you're teaching your child the new word "bumpy". You can talk with your child about things that are bumpy in your house or town. Even better, show them an item.

Say it your way.

Once you've described a new word, ask them to come up with their own way to describe it. For example, after explaining how 'grateful' you are to have such a nice family, your child might explain how grateful they are to have food to eat.

Tell me once, tell me twice...

Use the new word often. For the new word *essential*, you might talk about what is essential to pack for a camping trip or discuss what is essential for happiness. A checklist of essential chores might help remind your child to walk the dog, brush their teeth or clean their room.

