

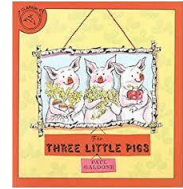


Unit 3: Construction


Week 1

Dear Families,

This week we are beginning a unit about Construction! We will learn that we make structures, rules, ideas, and works of art. We will begin our exploration by reading ***The Three Little Pigs*** by Paul Galdone. Some of the vocabulary words we will learn are: *bundle*, *load*, and *cover*.



This week with your child, try a couple of the activities—or you can do them all! You can attach another page for drawing, writing stories, or anything else you’d like to share. Please help your child return this sheet to school at the end of the week. We hope you enjoy learning together.

<p>Gross Motor: Towers</p> <p>Create towers using paper cups, boxes, or plastic bottles.</p> <p>See how tall the tower can get. Is there anything that makes it more stable? What is it? Why does it work?</p> <p>Draw a picture and write about your tower.</p>	<p>Shared Reading (see next page)</p> <ol style="list-style-type: none"> 1. Invite your child to point while you read aloud. 2. Ask: What would you build with popsicle sticks? Why? 3. Invite your child to draw and label a picture of what they built. 	
<p>Talk about it</p> <p>Invite your child to tell a family member the story of “The Three Little Pigs.” Encourage your child to be creative and change parts of the story as they choose.</p>	<p>Read together!</p> <p>at least 20 minutes every day</p>	<p>Play with math ideas</p> <p>Scatter 14 small items on a table (for example, hair ties, buttons, pebbles, seeds).</p> <p>Invite your child to count them. When they are finished, ask, How many did you count? How do you know there are that many?</p>
<p>Explore science and engineering</p> <p>Take a walk in your neighborhood. Talk about the buildings and other structures that you see, including parks, bridges, and roads. Encourage your child to draw and label their favorite structures.</p>		<p>Play with words to grow a reader</p> <p>Write each of these letters on a small piece of paper: p, i, d, g, t, r, n. Set them up to make each word listed below. Have your child tap and say each sound, then blend the sounds together to make a word.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <p>/p/-/i/-/g/ —> pig</p> <p>/r/-/i/-/d/ —> rid</p> <p>/t/-/i/-/p/ —> tip</p> <p>/t/-/i/-/n/ —> tin</p> </div>



Use any other paper to make a drawing, write down a story, or share any adventures you have had together. The other children in our classroom community will love to know about them! You can also always send a note to the children or teachers in the classroom.

Family Response

Child's name _____

Who tried the Family Links activities together this week?

Which activities did you enjoy? Was any activity challenging? Why?

Shared Reading

Popsicle Sticks and Glue

We're building a creation of popsicle sticks,
just popsicle sticks and glue.

Houses and fences, sidewalks and streets,
a school and a library, too;

museums, churches, temples, shops,
a playground, a park and a zoo.

Isn't it wonderful what we can do
with popsicle sticks and a new tube of glue?

If you're wondering what it will be,
You'll have to come and see!