

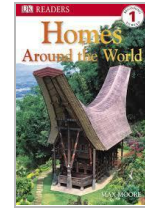


Unit 3: Construction

Week 3


Dear Families,

We are continuing our study of construction. This week we are reading ***Homes Around the World*** by Max Moore and ***The World is Not a Rectangle*** by Jeanette Winter. Some of the vocabulary words for this week are *material*, *unusual*, *architect*, and *design*. Children are exploring processes people use to construct structures, ideas, and works of art.



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: Choreography</p> <p>Invite your child to choreograph and practice a dance to a song they like. Ask your child to choose a family member to dance with them.</p> <p>Encourage your child to draw the steps of their dance and you can record it.</p>	<p>Shared Reading (on next page)</p> <ol style="list-style-type: none"> 1. Invite your child to point while you read aloud. 2. Cover the poem and say these words: <i>pig, that, with.</i> 3. For each word, ask: What is the middle sound (not letter name) you hear? (i, ä, i) 	
<p>Talk about it</p> <p>Ask your child to share something they know about construction. Share something you know about construction, too. If your child knows someone else who knows about construction, talk with them, too.</p>	<p>Read together!</p> <p>at least 20 minutes every day</p>	<p>Play with math ideas: Sorting Materials</p> <p>See Explore science and engineering below. Before you begin constructing, sort the materials you have collected (boxes, paper rolls, bottles, etc). Draw each kind of material and write the number of objects you have of each kind.</p>
<p>Explore science and engineering: Recycled Buildings</p> <p>Draw plans for a building you want to make. Collect materials such as cereal boxes and other clean boxes, toilet paper/paper towel rolls, plastic bottles, paper cups, and tape. See Play with math ideas above before you start building together.</p>	<p>Play with sounds to grow a reader</p> <p>Write each of these letters on a small piece of paper: m, e, d, f, t, r, s. 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;"> <div> <p>/m/-/e/-/t/ → met</p> <p>/s/-/e/-/t/ → set</p> </div> <div> <p>/f/-/e/-/d/ → fed</p> <p>/r/-/e/-/d/ → red</p> </div> </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

Who Built a Home?

Who built a home that was made of straw,
made of straw, made of straw?

Who built a home that was made of straw?
The first little pig, that's who!

Who built a home that was made of sticks,
made of sticks, made of sticks?

Who built a home that was made of sticks?
The second little pig, that's who!

Who built a home that was made of bricks,
made of bricks, made of bricks?

Who built a home that was made of bricks?
The third little pig, that's who!

Each pig's home was right for her,
right for her, right for her.

Each pig's home was right for her,
made with skill and care.