

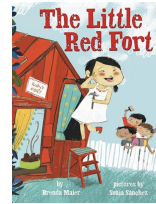


Unit 3: Construction

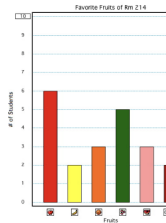
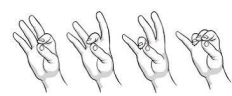
Week 6

Dear Families,

We are continuing our study of construction. This week we are reading ***The Little Red Fort*** by Brenda Maier. You can find this and other books you might enjoy at the library. Some of the vocabulary words for this week are *fort*, *satisfied*, and *gather*.



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: Move Like a Bulldozer</p> <p>Gather a long piece of wood, a box, or a piece of cardboard. Let your child scatter small items on the floor, such as blocks, shoes, or empty boxes. Your child can pretend to be a bulldozer by getting down on their knees and using the long piece of wood or cardboard to push the items and clean up the area.</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>dig, up</i>. 3. For each word, ask: What are all the sounds (not letter names) you hear? dig: d, ɪ, g up: ũ p 	
<p>Talk about it: Tools</p> <p>Ask your child to draw a hammer, a saw, and a drill.</p> <p>Ask them to make up a story or song using the names or sounds of the tools (<i>tap, tap, zzzzz</i>, etc.). Have them share their story or song with you, and write it down or record it if you can.</p>	<p>Read together!</p> <p>at least 20 minutes every day</p>	<p>Play with math ideas</p> <p>Create your own graph of things where you live. How many rooms? How many light switches? How many windows? How many doors? Which object has the most? The least?</p> 
<p>Explore science and engineering</p> <p>Children have been learning about the Engineering Design Process (Ask, Imagine, Plan, Create, Improve). Help your child to research (on a phone or computer or at the library) types of forts or treehouses. Ask them to draw their own idea, think about materials they can find to build it, and then construct it.</p>	<p>Play with sounds to grow a reader</p> <p>Write each of these letters on a small piece of paper: h, d, l, p, m, w, g, a.</p> <p>Use them to make each word listed below. Have your child tap each sound, then put the sounds together to make a word.</p>  <p> /h/-/a/-/d/ → bun /m/-/a/-/p/ → mud /l/-/a/-/p/ → bud /w/-/a/-/g/ → fun </p>	



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

Here Come the Construction Vehicles

Here comes the backhoe to dig up rocks,
dig up rocks, dig up rocks.

Here comes the backhoe to dig up rocks
all around the ground.

Here comes the bulldozer to push the dirt,
push the dirt, push the dirt.

Here comes the bulldozer to push the dirt
all around the ground.

Here comes the scraper to smooth the earth,
smooth the earth, smooth the earth.

Here comes the scraper to smooth the earth
all around the ground.

Here comes the dump truck to dump wood chips,
dump wood chips, dump wood chips.

Here comes the dump truck to dump wood chips
all around the ground.

Here come the workers to build a playground,
build a playground, build a playground.

Here come the workers to build a playground
All around the town.