

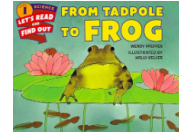


Unit 2: Animals and Habitats

Week 1

Dear Families,

As part of our new study, Animals and Habitats, we are learning about fish and frogs. This week at school we are reading *From Tadpole to Frog* by Wendy Pfeffer and *Frogs!* by Elizabeth Carney. You can find these and other books you might enjoy at the library.



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



<p>Gross Motor: Move Like a Frog Can you move like a frog? Can you jump like a frog? How far can you jump? How can you measure your jump? Complete this sentence: “I jumped _____!” Draw, write, or take a photo.</p>	<p>Play a Listening Game Say two words; your child will say the words back to you. Thumbs up if the words rhyme, and thumbs down if they don't rhyme. Ask your child to name the rhyming part. For example: cat - hat (at), dog - tree (no), fish - wish (ish), frog - log (og), pig - mat (no)</p>	
<p>Talk about it Can you choose a favorite animal? “My favorite animal is a _____.” Tell a story about that animal. “Once upon a time, a...” You could draw a picture about your story and bring it to school to share.</p>	<p>Read together! at least 20 minutes every day</p>	<p>Play with math ideas Find several jars or containers. Put 20 items in each jar, so that each jar has different items but the same number. Use buttons, cotton balls, paper clips, coins, rocks, etc. Talk about what you notice: 20 things can look very different depending on the items. Why is this?</p>
<p>Explore science and engineering Ask your child to tell you about the life cycle of a frog. Have them draw pictures and label the parts of the life cycle.</p>	<p>Play with sounds to grow a reader Say a word aloud. Ask your child to listen for the sound they hear at the beginning of the word. <i>For examples:</i> What sound do we hear at the beginning of <i>dog</i>? (/d/) What sound do we hear at the beginning of <i>salmon</i>? (/s/) Say the name of friends, pets, or family members. Ask your child to identify the sounds (not the letters) at the beginning of each name.</p>	



This week's poem

Read the poem aloud, and then read it together. Touch under each word while reciting the poem.

One, Two, Buckle My Shoe

One, two, buckle my shoe.
Three, four, shut the door.
Five, six, pick up sticks.
Seven, eight, lay them straight.
Nine, ten, a big fat hen!

Use this space 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 use this space to write a note to the children or teachers in the classroom.

Child's name _____

Family Response

Who tried the Family Links activities together this week? _____

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