

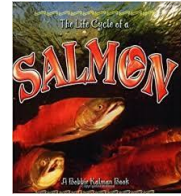


Unit 2: Animals and Habitats

Week 3

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 *The Life Cycle of a Salmon* by Bobbie Kalman and Rebecca Sjonger. You can find this book 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: The Frog Life Cycle</p> <p>We have been learning about the life cycle of a frog. Ask your child to use their body to demonstrate how a frog transforms through each stage: egg → tadpole → froglet (tadpole with legs) → adult frog.</p>	<p>Play a Listening Game: Beats and Syllables</p> <p>Clap and count the beats (syllables) in a word. <i>For examples:</i> dog one beat/one clap turtle two beats/two claps flamingo three beats/ three claps alligator four beats/four claps</p> <p>Think of more words and clap the beats.</p>	
<p>Talk about it</p> <p>Ask your child what kind of animals they think they would like to be, and why. You can write down their choices, draw them, or find photos of them.</p>	<p>Read together!</p> <p>at least 20 minutes every day</p>	<p>Play with math ideas: Fish Tumble</p> <p>Make 10 fish out of paper or cardboard. On each fish write a number from one 1 to 10. Put the fish in a container, mix them up, and pull out one at a time. As you pull them out, arrange the fish in a line in numerical order from 1 to 10. Mix the fish up and play again.</p>
<p>Explore science and engineering: Sink or Float?</p> <p>Fill a bucket, container, or sink partway with water. Place a few items into the water (such as a rock, a spoon, paper cup, chopsticks, etc.).</p> <p>Which ones sink? Which ones float? Why? Make a chart with two columns: SINK and FLOAT. Chart your results.</p>	<p>Play with sounds to grow a reader</p> <p>Say a word aloud. Ask your child to listen for the sound they hear at the beginning of the word.</p> <p>What sound do we hear at the beginning of <i>penguin</i>? (/p/) Say 3 more words that start with this sound (not letter).</p> <p>What sound do we hear at the beginning of <i>jellyfish</i>? (/j/) Say 3 more words that start with this sound. Can you find an object or person that begins with the sound /p/ or /j/?</p>	



This week's poem

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

The Lady with the Alligator Purse

Ms. Penny had a froggy,
His name was Jumping Jim.
She put him in the bathtub
To see if he could swim.

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?
