

Unit 2: Animals and Habitats

#### Week 6

#### Dear Families,

We are continuing to learn about owls and how they grow and change over time. This week at school we are still reading *White Owl, Barn Owl* and will begin reading another informational text, *Owls* by Gail Gibbons. Some of the vocabulary words for this week are *powerful*, *flexible*, and *focus*.



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.



#### Gross Motor: Move like an animal

Try out some of these animal moves.

seal slide kangaroo jump duck walk tiger crawl turtle crawl owl flight

inchworm walk

Can you think of others?

## Play a Listening Game: Which word rhymes?

Say, "Which word rhymes with... (fill in a word)?" Then say two more words—one that rhymes and one that does not.

For examples: ...with pig? fig, pet

...with **fish**? star, wish ...with **rice**? bowl, nice ...with **snake**? rake, mail

### Talk about it

Ask your child to tell you about what they have learned about owls. Where do they live? How do they move? What do they eat? What are owl pellets?

# Read together!

at least 20 minutes every day

## Play with math ideas

Look around the place where you live to find things of which you have one (one TV, one refrigerator), and then two (two shoes, two socks), and so on, up to ten. Draw a chart of what you found for each number. Bring the chart to school.

#### **Explore science and engineering**

We've been learning all about owls. Have your child draw a realistic picture of an owl. Remind them to include important body parts like talons, beak, wings, and feathers. They might also want to include something the owl might catch with its talons.

# Play with sounds to grow a reader

Say a word aloud. Ask your child to listen for the sound they hear at the beginning or end of the word.

What sound do we hear at the beginning of yarn? (/y/) Say 3 more words that start with this sound.

What sound do we hear at the **end** of *fox*? (/x/) Say 3 more words that end with this sound.

Can you find an object or person that begins with the sound /y/ and ends with the sound /x/?



# This week's poem

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

# Six Green and Speckled Frogs

Six green and speckled frogs sat on a speckled log eating some most delicious bugs.

Yum! Yum!

One jumped into the pool where it was nice and cool. Now there are five green speckled frogs.

Glub! Glub!

Repeat and continue counting down to one.

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.

Family Response
Who tried the Family Links activities together this week?
Which activities did you enjoy? Was any activity very challenging? Why?