

# BALTIMORE CITY PUBLIC SCHOOLS

**Bernard C. "Jack" Young**  
*Mayor, City of Baltimore*

**Linda Chinnia**  
*Chair, Baltimore City Board of  
School Commissioners*

**Dr. Sonja Brookins Santelises**  
*Chief Executive Officer*

## Pre-Kindergarten Day #4 Packet

**This packet contains the following activities:**

Estimated Time to Complete	Subject	Pages
30 Minutes	Literacy	2-5
20 Minutes	Math	6-7
20 Minutes	Social Foundations	8
20 Minutes	Physical Well-Being & Motor Development	8
20 Minutes	Social Studies	9-10
20 Minutes	Science	11-12

*Student packets should be returned to school upon return.*

## Literacy

### *Phonological Awareness*

Component	Description	Resource(s)
Key Concept(s)/Topic	orally blending words to make compound words	
Vocabulary	compound words: combining 2 or more words to create a new word (Example: cup...cake = cup)	
Activity	<p>Blending Compound Words: Ask your child: What are compound words? If they are not able to tell you what compound words are, read them the definition and example from the Vocabulary Section above. Say the pairs of words below with a pause between them as you say them. Have your child repeat both words and then tell you the compound word:</p> <ul style="list-style-type: none"> <li>• Parent: grand...mother (Child: grand...mother...grandmother)</li> <li>• Parent: skate...board (Child: skate...board...skateboard)</li> <li>• Parent: air...port (Child: air...port...airport)</li> <li>• Parent: to...day (Child: to...day...today)</li> <li>• Parent: sub...way (Child: sub...way...subway)</li> <li>• Parent: week...end (Child: week...end...weekend)</li> </ul> <p>Optional Additional Resource: It's fun to make 2 words 1 Version 1 - Compound Words - Jack Hartmann <a href="https://www.youtube.com/watch?v=a6Fyu2w2Pi8">https://www.youtube.com/watch?v=a6Fyu2w2Pi8</a></p>	

Component	Description	Resource
Key Concept(s)/Topic	identifying the last (final) sound in words	
Vocabulary	final/ending sound: the last/final sound you say when you say a word (Example: the last sound in cat is /t/)	
Activity	<p>Final Sound Listening Game: Have your child listen as you read each word below. Have your child repeat the word, stretch out the word (say it slowly), and then tell the final/ending sound in the word. (Example: cat, ccaatt, the last sound in cat is /t/.) You are trying to help your child hear and identify the last/final sound in words, not the letter associated with that sound. (NOTE: when you see // around a letter, you only say the sound the letter makes)</p> <ul style="list-style-type: none"> <li>• Parent: hop (Child: hop, hhopp, the last sound in hop is /p/)</li> <li>• Parent: red (Child: red, rreedd, the last sound in red is /d/)</li> <li>• Parent: fin (Child: fin, ffiinn, the last sound in fin is /n/)</li> <li>• Parent: rub(Child: rub, rruubb, the last sound in rub is /b/)</li> <li>• Parent: pin (Child: pin, ppiinn, the last sound in lip is /n/)</li> </ul>	

### *Phonics & Letter Recognition*

Component	Description	Resource(s)
Key Concept(s)/Topic	Identifies uppercase and lowercase letters Identifies letter-sound relationships	
Vocabulary	final/ending sound: the last sound you say when you say a word (Example: the final/last sound in cat is /t/)	
Activity	Name each picture on the Does it end with Gg? paper and have your child echo you. Have your child stretch out the sounds in each word, identify the final/ending sound in each word and write the missing letters on the lines provided. Have your child identify and color the pictures end with the letter Gg.	Does it End with Pp? paper  crayons, pencil
Supporting Questions	What letter do most of these pictures end with? (Gg) Can you think of any other words that end with the letter Gg sound? Why is it important to know what sounds different letters make (so you can read and write, so you can learn new things, so you can let people know what you think)	

### *Reading Comprehension*

Component	Description	Resource(s)
Key Concept(s)/Topic	Respond to Questions about Text	
Vocabulary	sequence: to put things in order retell: to tell something in your own words	
Activity	Review the vocabulary words “sequence” and “retell” with your child (definitions in the Vocabulary Section above). Pick a DIFFERENT book from your home or on-line and read it to your child. While you read, stop and ask: What happened in the beginning? What happened in the middle? What happened at the end? Have your child use the pictures in the book to retell the story in their own words.  On-Line Story Resources: <a href="https://justbooksreadaloud.com/">https://justbooksreadaloud.com/</a> <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>	Children's Book
Supporting Questions	What was your favorite part of the book? Why? Do you think this was a good book? Why? What was the setting in this book?	

### *Writing*

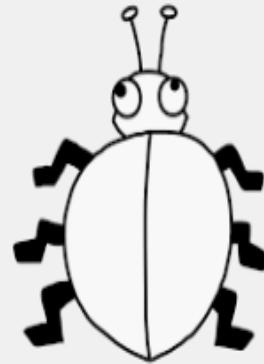
Component	Description	Resource(s)
Key Concept(s)/Topic	Sequences and retells familiar stories Uses writing/letter/drawings to convey meaning	
Vocabulary	sequence: to put things in order retell: to tell something in your own words illustrate: to draw a picture	
Activity	After reading and discussing a story on the Reading Comprehension Section of this packet, have your child illustrate 3 pictures to show what happened in the beginning, middle and end of the story.	Beginning, Middle & End of the Story page

# Does it End with Gg?

Directions: Color the pictures that end with the letter Gg sound. Write the last letter of each picture on the lines provided.



ju



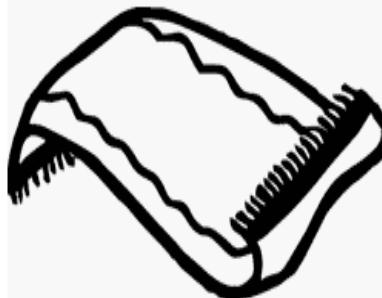
bu



ru



hu



ru



be

Practice writing your last name:

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# Beginning, Middle and Ending of the Story

Directions: Draw three illustrations to show what happened at the beginning, middle and end of the story. When you are done, use your illustrations to retell the story to a family member or friend in the correct sequence. Be as independent as you can.

Beginning 1	Middle 2	Ending 3

## Math

Component	Description	Resource(s)/Materials
Key Concept(s)/Topic	Find and identify the amount needed to complete a set	
Vocabulary	set (number of items in a group), count	
Activity	<p>Finger Math - How Many More to 10?</p> <p>Show your child 6 fingers and ask your child: How many more do I need to get to 10? Repeat with the numbers 7, 5, 3, and 1. Tell your child to show you 8 fingers and ask: How many more do you need to get to 10? Repeat with 2, 4, 6, 8 and 9.</p> <p>Making 10 at Snack Time: Show your child 5 crackers* and ask your child: How many more crackers do we need to make a set of 10? Repeat with 3, 6, 7 &amp; 9 crackers. Let your child have a turn leading the activity by makings sets of crackers &amp; asking you how many more are needed to make a set of 10.</p> <p>Completing a Set: Using the Completing a Set paper, have you child name the number at the beginning of each row, count how many circles are next to the number and draw the correct number of circles needed to complete the set. For example: If the number is 5 and there are 4 circles, your child will need to draw 1 more circle to complete the set of 5.</p> <p>Optional Additional Resources:</p> <p>Ten Frame Song:  <a href="https://www.youtube.com/watch?v=RLiwP_hxdQc">https://www.youtube.com/watch?v=RLiwP_hxdQc</a></p> <p>I Can Say My Number Pairs 10 - Math Song for Kids - Number Bonds - Jack Hartmann:  <a href="https://www.youtube.com/watch?v=ch7KzI3n2Zk">https://www.youtube.com/watch?v=ch7KzI3n2Zk</a></p> <p>What Numbers Make 10 - Learn to Add - Kindergarten Addition Song - Math for Kid -Jack Hartmann:  <a href="https://www.youtube.com/watch?v=YBkpC29_GaI">https://www.youtube.com/watch?v=YBkpC29_GaI</a></p>	<ul style="list-style-type: none"> <li>• 15 crackers* (or 15 of any snack food items)</li> <li>• Completing a Set paper</li> <li>• crayon</li> </ul>
Supporting Questions	How many fingers do you have? Let's count them! How many toes do you have? Let's count them! How many fingers do we both have together? Let's count them!	

# Completing A Set

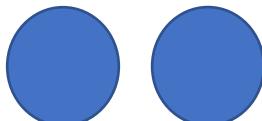
example

**5**



example

**7**



**3**



**4**



**2**



**6**



**8**



## Social Foundations

Component	Description	Resource(s)/Materials
Key Concept(s)/Topic	Cooperation	
Vocabulary	cooperation	
Activity	Play a board game such as Candy Land, Trouble, Sorry, Chutes and Ladders, etc. Review the rules and practice turn taking. This helps to develop cooperation and turn taking skills.	Any Board Game with multiple players. Cooperation Video: Sesame Street: Big Bird sings "That's Cooperation" <a href="https://www.youtube.com/watch?v=kihZUsADQTQ">https://www.youtube.com/watch?v=kihZUsADQTQ</a>
Supporting Questions	Why do we need to take turns? Why are rules important for the game?	

## Physical Well-Being & Motor Development

Component	Description	Resource(s)/Materials
Key Concept(s)/Topic	Safety Rules	
Vocabulary	rule, safety	
Activity	Work with your child to create a list of rules for an activity (a game, setting the table, crossing the street, at home rules, etc.). Keep the rules simple and create no more than three for each activity. Discuss with your child why rules are important and why they think each rule is necessary.	Video Resource: I Can Follow the Rules Song <a href="https://www.youtube.com/watch?v=iQxKAh7has">https://www.youtube.com/watch?v=iQxKAh7has</a>
Supporting Questions	Why are rules important? How to rules keep us safe?	

## Social Studies

Component	Description	Resource(s)
Topic	Census 2020 – We will count everyone in our home for the Census on April 1. How can we help others know to count, too?	- Crayons - Pencil - Blank paper
Vocabulary	<b>Census</b> – a special survey that happens once every ten years in the United States when we count every person in the country. <b>count</b> - say the numbers in order and point to each person or thing to find out how many <b>country</b> – a place controlled by its own government. The country we live in is the United States of America (USA).	
Activity	<ol style="list-style-type: none"> <li>Watch the “Webisode #2: We Count Everyone in Your Neighborhood” video describing how to count people for the Census.  <a href="https://www.youtube.com/watch?v=Ja5LqVnoas0">https://www.youtube.com/watch?v=Ja5LqVnoas0</a> </li> <li>Help your child think about how they could spread the word about the Census before Census Day on April 1.</li> <li>Choose a friend or family member that you can call. Make a list of why that person would want to complete the Census. Have your child call that friend or family member to talk to them about completing the Census.</li> <li>Listen to the Everyone Counts singalong on YouTube.            English:  <a href="https://www.youtube.com/watch?v=dPZX8hduHmk">https://www.youtube.com/watch?v=dPZX8hduHmk</a>            Spanish:  <a href="https://www.youtube.com/watch?v=dgQC_6duJXM">https://www.youtube.com/watch?v=dgQC_6duJXM</a> </li> </ol>	<a href="#"><u>We Count Everyone in Your Neighborhood video</u></a>  Worksheet  <a href="#"><u>Everyone Counts singalong in English</u></a> <a href="#"><u>Todos Cuentan Sigue la Letra. Canta Conmigo</u></a>
Supporting Questions	<ol style="list-style-type: none"> <li>What is the Census?</li> <li>Why should your friends and family complete the Census?</li> <li>Why do you think it's important that everyone gets counted?</li> <li>How can you let people know that the Census is important?</li> </ol>	In talking to your child about the Census, you may find the enclosed Census Information sheet helpful. It describes some of the federally funded programs that use information from the Census to determine the needs of the people in our country.

I will call \_\_\_\_\_ to tell them  
“I think you should complete the Census in 2020 because...”


## Science

Component	Description	Resource(s)
Key Concept(s)/Topic	Germs – Where are the germs?	- Blank paper - Pencil - crayons
Vocabulary	<b>germs</b> – a very small living thing that causes disease <b>disease</b> – an illness or sickness that affects a person, animal, or plant	
Activity	<ol style="list-style-type: none"> <li>1. Remind your child about what germs are and where we find them. Talk about why we're not in school right now. (To keep germs that can make us very sick from spreading so quickly).</li> <li>2. Watch the <i>Germs Wars</i> video to learn about how germs spread and where we find them most.</li> <li>3. Walk around your home and make a list of all the places that germs gather. Germs gather on things that people touch a lot, like doorknobs and remote controls. Once you know where there are a lot of germs, you can avoid touching those areas and be extra careful to clean those areas!</li> </ol>	<a href="#">Germ Wars video</a>
Supporting Questions	<ol style="list-style-type: none"> <li>1. What are germs? Where do we find them?</li> <li>2. How were the kids heroes in this video?</li> <li>3. Why is washing our hands important?</li> <li>4. Where would we find a lot of germs?</li> </ol>	

Germ Wars video - <https://www.youtube.com/watch?v=O5PwLAZNnKc>

Washy Washy Clean song – <https://youtu.be/zxIQn7KaCNU>

Fact Sheets for families:

- Handwashing: <https://www.cdc.gov/handwashing/pdf/handwashing-poster.pdf>
- Lavado de manos: <https://www.cdc.gov/handwashing/pdf/handwashing-poster-es.pdf>
- Handwashing vs. Hand Sanitizer <https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>

# Let's Wash Our Hands!

Whooshy whooshy!

Wet our hands  
Under running water

Add some soap and  
Rub them hard  
Don't miss any part!

Between our fingers  
Under the nails  
Rid germs without fail

Front and back  
And round the wrist  
No germs will be missed!  
They may hide  
But we shall seek  
So we will not fall sick!

Splishy splashy

Bye bye germs

Down the drain they swim

With clean towels

We dry our hands

Now let's show our friends!



**Remember to wash our hands:**



After using  
the toilet



After playing  
with pets  
or  
After playing  
outside



After playing  
with pets



Before eating

Health  
Promotion  
Board

# Drop Everything and Move!

Name:	Teacher:
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**Purpose:**

This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Today, choose at least two DEAM activities to complete from the list below with a family member (or with adult supervision).

**Directions:**

After a student completes an activity, an adult should make a check mark and initial in the space provided. Complete as many as you can and return to your physical education teacher.

✓ Done	#	DEAM Activity
	1	Move during TV commercials. (No TV? Move for 5 minutes each hour.)
	2	Do as many curl-ups as you can.
	3	Do 10 burpees and 10 sit-ups.
	4	Say your math facts while doing reverse lunges.
	5	Take a walk.
	6	Think: I will be the best I can be! Live this motto all day!
	7	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	8	Hold a plank position during TV commercials. (No TV? Challenge someone at home to see who can hold a plank the longest).
	9	Do as many trunk-lifts as you can.
	10	Do 20 jumping jacks and 20 plank jacks.
	11	Do push-up shoulder taps while reciting your spelling words.
	12	Do as many push-ups as you can.
	13	Think: I can do hard things! Live this motto all day!
	14	Stretch a muscle or muscle group two different ways.
	15	Hold a wall-sit during TV commercials. (No TV? Challenge someone at home to see who can hold a wall-sit the longest).
	16	Do as many squats as you can.
	17	Do 30 mountain climbers and 30 bicycle crunches.
	18	Perform squat-jumps while naming the continents.
	19	Crab walk and hold a plank as you count to 40.
	20	Write a brief reflection on your experiences with fitness. What did you like? What did you not enjoy? What are your favorite activities?

**Please Remember**

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.
- ✓ Be safe but have fun!



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## **Supplemental Information for Parents of Students with Disabilities in Specialized Academic Programs**

As Chief Executive Officer Dr. Santelises announced in the COVID-19 Press Conference on Friday, March 13, 2020, Voluntary Instructional Activities designed by City Schools Instructional Leaders will be provided for all City Schools' students and distributed at schools during the week of March 16-19, 2020.

To support students with disabilities who are currently enrolled in specialized academic programs, the Office of Special Education is providing instructional activities that are aligned to the Maryland Alternate Academic Achievement Standards. Modifications have been made to the curriculum materials to better support your child's learning needs. Parents/Guardians can assist with reading and encourage work effort while students complete activities. If you have any further questions or require additional support, please reach out to the **Office of Special Education, Parent Response Unit at (443) 984-1561.**

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To support students with disabilities, activities will be accompanied by materials such as scaffolded texts, graphic organizers, word banks, process charts, sample/model problems, differentiated writing prompts, and sentence starters. Below are additional resources that your family can utilize to better meet the needs of your child as they work to maintain their learning outside of the classroom:

### **English Language Arts Strategies and Resources**

- Reading Supports: Reading aloud and asking questions about what your child is reading
- Online Reference Sheets: Do a quick web search for reading and writing graphic organizers (examples: Venn Diagrams, story maps, summary charts)
- i-Ready At Home: Organized by grade level (PK-8)  
(<https://www.curriculumassociates.com/supporting-students-away-from-school>)
- Writing Supports: Journal writing, personal dictionaries, writing conferences

### **Mathematics Strategies and Resources**

- Khan Academy: Search by subject or topic for specific supports (examples: Algebra I, division, comparing fractions) (<https://www.khanacademy.org/math>)
- i-Ready At Home: Organized by grade level (PK-8)  
(<https://www.curriculumassociates.com/supporting-students-away-from-school>)
- Online Reference Sheets: Do a quick web search for multiplication tables, fraction charts, formula lists, sample problems, etc.
- Manipulatives: Household items like beads, paperclips, beans, and other small items (can be used for counting, sorting, solving basic arithmetic equations)

We appreciate your dedication to your children(s)'s academic success. If you have further questions or require additional support, please reach out to the **Office of Special Education, Parent Response Unit at (443) 984-1561.**