Pre-Kindergarten Independent Projects

Hello Students, Families and Caregivers,

This resource packet includes multiple projects that students can work on at home independently or with family members or other adults. Each project can be completed over multiple days, and the projects can be completed in any order. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

Additional enrichment activities are also available and organized into Read, Write, Move, Design, and Solve categories to engage students in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

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## PreK Week 1 Project: All About Me

| Estimated Time | Total Time: 35 - 40 minutes (over 5 days)  
Work at the pace that works best for you and your child. |
|----------------|----------------------------------------------------------------------------------|
| Grade Level Standard(s) | **Literacy**  
2.A. Demonstrate interest in stories and books.  
5.A. Demonstrate growing interest and abilities in writing.  

**Math**  
6.A. Demonstrate beginning understanding of numbers, number names, and numerals.  
6.D. Compare quantities using appropriate vocabulary terms.  

**Science**  
11.A. Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.  
12.A. Understand that living things grow and change.  
12.B. Understand that living things rely on the environment and/or others to live and grow.  

**Social Studies**  
18.B Understand that each of us belongs to a family and recognize that families vary. |
| Caregiver Support Option | Encourage your child to reflect on their personal strengths, likes/dislikes, and role in your family by asking questions each day. Participate with your child in the suggested activities below to facilitate shared learning. |
| Materials Needed | Paper, writing utensils (crayons, markers, pencils), scissors, glue or tape  
Optional Materials: Books on All About Me  
Suggested Books:  
*I Like Me* by Nancy Carlson  
*All By Myself* by Mercer Mayer  
*What I Like About Me* by Allia Zobel Nolan  
*The Way I Feel* by Janan Cain  
*The Name Jar* by Yangsook Choi  
*Who’s in a Family?* by Robert Skutch  
*Peter’s Chair* by Ezra Jack Keats  
*Career Day* by Anne Rockwell  
Links to additional digital resources available on the last page of the packet. |
**Question to Explore**
- What are a few of your favorite things?
- What are some ways you can keep myself healthy?
- Who is in your family? Who lives in your house?
- What do you want to be when you grow up?

**Student Directions**
Each activity below has directions for you to follow.

<table>
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<th>Music and Movement</th>
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<td>1. Let’s Get Moving (Day 2)</td>
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<td>2. Clap a Name Game and 5 Senses Scavenger Hunt (Day 3)</td>
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<tr>
<td>3. If You’re Happy and You Know It (Day 4)</td>
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<tr>
<td>4. Pretend Play! (Day 5)</td>
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**Day 1: All about me! It's time to share.**

**Introduce the Topic:** Ask your child to share some things about him/herself. Begin with the following questions.
- What is your favorite thing to do at school? What is your favorite thing to do at home?
- Who are your friends? What do you like to do with your friends?
- What is your favorite game to play?
- What makes you feel happy?

Share some of your favorites as well. Discuss how the way we look, feel, and think make us special and unique. As an extension, you and your child can ask other family members these questions so your child can begin to see similarities and differences in people’s preferences and ideas.

**Learn & Discuss:** Remind your child that when he/she was born he/she was given a special name. Briefly share with your child the story of how you picked their name. Did you name him/her after someone special? Did you pick the name from a book? Did someone else come up with the name? Your child’s name is a special part of who he/she is.

Have your child find the letters in their name in magazines, newspapers, empty cereal boxes, etc. Cut the letters out and glue them in order on a piece of paper. Ask your child to say the letter names as he/she glues or tapes the letters on the paper.

**Extension Activity:** Have your child count the number of letters in his/her name. Write the names of other family members on paper. Have your child count the number of letters in their names.

**Create, Write, & Draw:** Invite your child to create an All About Me book (see below). Read the prompts to your child on each page, asking him/her to fill in the missing information. You can write in the responses as well as guide her/him to write her/his own words and draw pictures. Encourage your child to talk about what was drawn. You can model on a separate piece of paper, if your child needs encouragement!
Remember that children are exploring writing at this age, and that correct spelling is not required. If your child knows his/her letter sounds, encourage him/her to use inventive spelling. If not, letter strings or even lines, pictures, and scribbles are appropriate for this age - as long as your child sees him/herself as a writer.

**Read:**
Model how to read the All About Me book by pointing to the words from left to right as you read. Emphasize the repetitive pattern of *My Favorite _______ is*. This will help your child hear that the same words are used throughout the book. Read the book several times together until your child becomes comfortable with the sequence of the book. Then encourage your child to read the book to you. You can also record your child reading the book on your phone. Your child can watch/listen to himself/herself or you can send the special treat to friends and family to enjoy!
All About Me

Draw a self-portrait

My name is

My birthday is

I am ___ years old.
<table>
<thead>
<tr>
<th>My favorite <strong>food</strong> is</th>
<th>My favorite <strong>color</strong> is</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>My favorite <strong>animal</strong> is</td>
<td>My favorite <strong>book</strong> is</td>
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</tbody>
</table>
Day 2: How can I keep myself healthy? Let’s find out!

**Introduce the Topic:** Ask your child the following questions: “What are some healthy foods to eat? What are some ways we can keep our bodies strong?” Discuss with your child the importance of eating healthy food and exercising. These are two ways we can make sure we get stronger and smarter every day.

**Sorting Activity:** Have your child color and cut out the pictures below, sort the pictures into two groups, putting all of the fruits in one group and all of the vegetables in a different group. Have your child count the pictures in each group. Which group has more? Which group has less?

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<tbody>
<tr>
<td><img src="image1" alt="Strawberry" /></td>
<td><img src="image2" alt="Carrot" /></td>
<td><img src="image3" alt="Orange" /></td>
<td><img src="image4" alt="Banana" /></td>
</tr>
<tr>
<td><img src="image5" alt="Broccoli" /></td>
<td><img src="image6" alt="Corn" /></td>
<td><img src="image7" alt="Grapes" /></td>
<td><img src="image8" alt="Onion" /></td>
</tr>
<tr>
<td><img src="image9" alt="Pineapple" /></td>
<td><img src="image10" alt="Tomato" /></td>
<td><img src="image11" alt="Apple" /></td>
<td><img src="image12" alt="Watermelon" /></td>
</tr>
</tbody>
</table>

**Extension Activity:** If you have fruits or vegetables at home, encourage your child to participate in a taste test. After your child tries a fruit/vegetable, ask your child to give a thumbs up if je/she likes it, and a thumbs down if not. You can also ask your child to sort the real fruits and vegetables!
Let's Get Moving: Exercise is a great way to keep our bodies strong and healthy, but it can also strengthen our concentration and thinking skills. This is a great activity for the whole family to try.

- Cut out the number cards and exercise cards below.
- Take an old kleenex box and glue or tape the exercise cards onto each side of the box.
- Take a second kleenex box and glue or tape the number cards onto each side of the box.
- Player One will roll the box to see what exercise to do. Then Player One will roll the number box to see how many times he/she will have to do that exercise (for example, hop 6 times!).
- If you don’t have kleenex boxes, you can put the numbers in one bowl and the exercises in a different bowl. Have each player pick one card from each bowl. Feel free to add more numbers and exercises!

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<th>1</th>
<th>2</th>
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<td>4</td>
<td>5</td>
<td>6</td>
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</tbody>
</table>

- Run In Place
- Jumping Jacks
- Hop on One Foot
- Push Up
- Skip
- Squat
Day 3: Who is in my family?

**Introduce the Topic:** Ask your child the following questions: “Who are the people in our family? What is your favorite thing to do with your family?” Discuss with your child the different members of your family. Include family members that live in your house and those that live elsewhere. Together you can name parents, brothers, sisters, aunts, uncles, grandparents, cousins. Share some memories of times you have spent together.

**Clap A Name Game:** Try the fun name game below when you are talking about the different members of your family. Using the tune of “Mary Had a Little Lamb”, sing and clap each syllable of your child’s name as well as the names of friends and family members. Substitute clapping for stomping or jumping.

Clap a friend’s name with me, name with me, name with me. Clap a friend’s name with me. Let’s try Maria. Ma-ri-a! (3 claps!)

**Draw and Write:** Ask your child to draw a picture of their family. See if your child can write family member’s names.

This is my family!
Family Scavenger Hunt
Look for things in your house that you can touch, taste, feel, hear, or see. Try to find as many items in each category as you can. Have your child make tally marks under each category to represent the number of items you found. When you are all done, have your child count how many objects you found in each category and write the number in each box.

<table>
<thead>
<tr>
<th>5 Senses Scavenger Hunt</th>
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<tbody>
<tr>
<td><strong>Something sour</strong></td>
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<tr>
<td>🍋</td>
</tr>
<tr>
<td><strong>Something sweet</strong></td>
</tr>
<tr>
<td>🍪</td>
</tr>
<tr>
<td><strong>Something fast</strong></td>
</tr>
<tr>
<td>🏃️</td>
</tr>
<tr>
<td><strong>Something stinky</strong></td>
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<tr>
<td>🐊</td>
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</tbody>
</table>
Extension Activity: Is it living or nonliving?
As you find items that belong in each category during the scavenger hunt, ask your child to identify if the item is living or nonliving. If it is living, what does it need in order to live and grow?

Day 4: How do I feel today?

Introduce the Topic: Ask your child the following questions: “How are you feeling today? What are some things that make you happy? What are some things that make you sad?” Explain that we often feel different emotions throughout the day. It is important to know what these emotions are in order to manage our emotions over time.

Learn & Discuss: Share a situation with your child that makes you feel a particular emotion (for example, happy, sad, frustrated, angry, etc.) Then ask your child to share the things that make them feel that same emotion. While reading a story together, have your child guess how the characters are feeling in the story. Ask your child, “How can you tell that the character is feeling that way? Can you make a face that shows that feeling?”

Sing a Song: Try this fun song while learning about different emotions!

If You’re Happy and You Know It!
If you’re happy and you know it, clap your hands.
If you’re happy and you know it, clap your hands.
If you’re happy and you know it, and you really want to show it,
If you’re happy and you know it, clap your hands.

If you’re sad and you know it, cry boo-hoo.
If you’re sad and you know it, cry boo-hoo.
If you’re sad and you know it, and you really want to show it,
If you’re sad and you know it, cry boo-hoo.

Continue the song by changing the emotion and action each time (for example, excited shout hooray, angry stomp your feet, scared hide your eyes).

Ask the Audience: How do you feel today?
Invite your child to conduct a poll of your family members and friends (via phone and video, if possible) to ask them how they are feeling today. Track the results of the poll by having your child create a simple graph, such as the one below. With each response, invite your child to write the person’s name in the column of the emotion they are feeling. At the end, ask your child:

- How many votes did each emotion receive? Can you write the numbers for each?
- Which emotion was the most popular, or received the most votes?
- Which emotion was the least popular, or received the fewest votes?
### How do you feel today?

<table>
<thead>
<tr>
<th>Happy</th>
<th>Sad</th>
<th>Tired</th>
<th>Angry</th>
</tr>
</thead>
</table>

**Draw and Write:** Ask your child to draw a picture of how he/she feels today. Ask your child to share why he/she feels this way.

I feel __________ when ______________________ .
Day 5: What do I want to be when I grow up?

**Introduce the Topic:** Ask your child the following question: “What do you want to be when you grow up?” Discuss the different things that your child likes to do and talk about jobs that would include that activity. For example, if your child likes to paint, maybe he/she would like to be an artist. Or if your child likes to help you cook, maybe he/she would like to be a chef! Share the different jobs that the people in your family, neighborhood, or community have and see what interests your child.

**Learn & Discuss:** Talk with your child about a variety of different jobs and ask him/her if they know what the job entails. Here are some questions to ask: “Does this person work inside or outside? Does this person work with people or animals? Does this person have to wear special clothes (uniform)? Does this person use special tools? Does this person help other people?” (for example, veterinarian, fire fighter, doctor, pilot, chef, artist, teacher, dancer, builder, etc.).

**Read & Learn:**
Read the following text with your child. On each page, invite your child to look closely at the picture and describe to you what he/she sees.

Ask questions such as:
- What tools does this person use to do their job?
- Do they work inside or outside?
- Does this person have to wear special clothes to work (uniform)?
- Does this person help other people?
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>A teacher teaches others how to do something new.</td>
</tr>
<tr>
<td>Firefighter</td>
<td>A firefighter puts out fires and keeps people safe.</td>
</tr>
<tr>
<td>Doctor</td>
<td>A doctor helps keep people healthy.</td>
</tr>
<tr>
<td>Artist</td>
<td>An artist creates beautiful pictures.</td>
</tr>
<tr>
<td>Astronaut</td>
<td>An astronaut travels to space.</td>
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</tbody>
</table>
This is a musician. A musician plays a musical instrument.

This is a me! When I grow up I want to be a _________________.

**Pretend Play:**
Let’s get creative!

- Find a way to help your child dress up for what he/she wants to be when he/she grows up.
- Have fun acting out different scenarios that this job includes.
- For example, if your child wants to be a teacher, you can pretend to be in a classroom! You can pretend to be a student and your child can pretend to be the teacher. Your child can lead you in singing familiar songs, counting to 20, reading a story, etc.
- Imaginative play is a great way to learn about people in our world, strengthen communication skills, express and implement new ideas, develop social skills, learn to problem solve, and so much more!
PreK Week 2 Project: Reduce, Reuse and Recycle

**Estimated Time**

Total Time: 35 - 40 minutes (over 5 days)
Work at the pace that works best for you and your child.

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<td>5.A. Demonstrate growing interest and abilities in writing.</td>
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**Math**

6.A: Demonstrate beginning understanding of numbers, number names, and numerals.
6.B: Add and subtract to create new numbers and begin to construct sets.
6.D: Compare quantities using appropriate vocabulary terms.
10.A: Generate questions and processes for answering them.
10.B: Organize and describe data and information.

**Science**

11.A. Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.

**Social Studies**

15.A Describe some common jobs and what is needed to perform those jobs; discuss why people work.
17.A Locate objects and places in familiar environments.

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<th>Caregiver Support Option</th>
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<tr>
<td>Invite your child to learn about recycling with you by asking questions each day. Participate with your child in the suggested activities below to facilitate shared learning.</td>
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**Materials Needed**

- Paper, crayons, markers, pencils
- **Suggested Books:**
  - *Peppa Pig - Recycling Fun* by Ladybird
  - *I Stink!* by Kate McMullan
  - *Peter’s Chair* by Ezra Jack Keats
  - *Radio Man / Don Radio* by Arthur Dorros
  - *Something From Nothing* by Phoebe Gilman
  - *Don’t Lose It—Reuse It!* by Nancy Noel Williams
  - *Sam Helps Recycle* by Judith Bauer Stamper
  - *Recycle* by Gail Gibbons
### Question to Explore
1. What do you know about recycling?  
2. What do people throw away?  
3. Where does trash go?  
4. How do trash and garbage affect our community?  
5. How can we reuse junk?  
6. How can we create less trash?

### Student Directions
Each activity below has directions for you to follow.

### Music and Movement
- Indoor Scavenger Hunt (Day 1)  
- Reduce, Reuse, Recycle Song (Day 3)  
- Neighborhood Walk and Litter is Trash Song (Day 4)

### Day 1 - What does your child know about recycling?

**Introduce the Topic:** Start the lesson by talking about recycling. Here are some questions you can ask your child:
- Do you know what it means to recycle?  
- Do we recycle at home?  
- What sorts of things can we recycle?  
- Do you know why we recycle?

**Learn & Discuss:** Next go over these six points about why we recycle.
- Recycling protects our valuable planet.  
- Recycling saves energy.  
- Recycling saves clean air and clean water.  
- Recycling saves landfill space.  
- Recycling can save money and create jobs.  
- Recycling can help the animals.

**Vocabulary Words:**
- **recycle** - recycling is when we take things that we were going to throw away and put them through a process so that they can be reused again.  
- **recycling center** - a place where the collection, storage and changing of recycled items by sorting, crushing, breaking and packing to save our environment.

Examples of recyclable items:
- tin /aluminium cans  
- newspaper  
- plastic Bottles  
- glass Bottles

**Read Aloud:** Read the story below with your child.
Recycling

Recycling is taking used things and turning them into new things. This helps to save our Earth.

Recycling centers are places that will take the recyclables. They will sort the items and make new things.

Some things you can recycle are plastic, glass, paper and metal.

You can sort these items in different containers. Sometimes you put all your recyclables in one big can and the recycling truck comes to pick it up.

I put my recyclables in this blue can. Where do you put your recyclables?

**Indoor Scavenger Hunt**: Go on a scavenger hunt inside your home to find things that can be recycled and things that cannot be recycled. Discuss with your child the differences between these items.

Trash can either be recycled or thrown away. On one side of a blank piece of paper, draw a picture of 3 things that can be recycled. On the other side, draw a picture of 3 things that cannot be recycled (trash).
Day 2: What did you throw away today?

**Introduce the Topic:** It is important to think about things you throw away and ask yourself, “Can I recycle this?”. Talk about items that you may throw away that you can recycle (plastic bottles, newspaper, paper towel rolls, etc.).

**Learn & Discuss:** Have a discussion with your child about things you can recycle.
- newspaper
- glass bottles
- plastic bottles
- boxes

**Read:** Expand your child’s understanding of things you can recycle by reading the story below with your child.

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**There Was an Old Lady Who Swallowed Some Trash (and Recyclables)**

There was an old lady who swallowed some glass. I don’t know why she swallowed the glass, but I hope she lasts.

There was an old lady who swallowed a bottle of plastic. She felt fantastic after eating the plastic! She swallowed the bottle to put near the glass. I don’t know why she swallowed the glass, but I hope she lasts.

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There was an old lady who swallowed a diaper. I kid you not, a baby’s diaper! She swallowed the diaper to cover the bottle. She swallowed the bottle to put near the glass. I don’t know why she swallowed the glass, but I hope she lasts.

There was an old lady who swallowed some paper. Quick as a caper, she gobbled that paper! She swallowed the paper to put by the diaper. She swallowed the diaper to cover the bottle. She swallowed the bottle to put near the glass. I don’t know why she swallowed the glass, but I hope she lasts.

There was an old lady who swallowed a can. She should have ran instead of swallowing that can! She swallowed the can to crush the paper. She swallowed the paper to put by the diaper. She swallowed the diaper to cover the bottle. She swallowed the bottle to put near the glass. I don’t know why she swallowed the glass, but I hope she lasts.
There was an old lady who swallowed a napkin. She ate it so fast, she didn’t know what happened! She swallowed the napkin to soak up what was left in the can. She swallowed the can to crush the paper. She swallowed the paper to put by the diaper. She swallowed the diaper to cover the bottle. She swallowed the bottle to put near the glass. I don’t know why she swallowed the glass, but I hope she lasts.

There was an old lady who ate a rotten apple core. Eating that apple core made her tummy so sore! With a rumbling tummy, she ran and she ran…

...when out popped it all – right into the trash and recycling can!
Shapes of Our Recycling: Look at the things you or your family may throw away today. What are the shapes of the things that you throw away? Review the shapes below with your child. Ask your child how many sides each shape has. Ask your child to find an item in your house that matches each of the shapes below.

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<tbody>
<tr>
<td>circle</td>
<td>oval</td>
</tr>
<tr>
<td>square</td>
<td>rectangle</td>
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</tbody>
</table>

Draw a picture of something you or your family may throw away of each shape and label it below.
Day 3: How can we reuse things?

**Introduce the Topic:** Your child will begin to understand the importance of how to reuse household materials instead of throwing them away.

**Vocabulary Words**
- **reuse** - taking items and not throwing them away but finding a way to reuse it.
- **donate** - giving items to others to use without throwing them away.
- **charity** - a place that provides help for people in need.
- **trash** - items that cannot be reused or recycled.

**Song:** Sing the song below with your child.
“Reduce, Reuse, Recycle”  
(sung to the tune of “The More We Get Together”) 

Reduce, Reuse, Recycle  
Recycle, recycle  
Reduce, Reuse, Recycle  
It’s easy to do  
‘Cause your trash  
And my trash  
Make up way  
Too much trash  
Reduce, Reuse, Recycle  
It’s easy to do!

Learn and Discuss: Have a conversation with your child about how you can reuse certain things (for example, plastic bottles, tissue boxes, cereal boxes, egg cartons, newspaper, etc.).

Challenge your child to decide how you can reuse items around the house. Allow your child to find an item and decide how you and your family can reuse it.

Talk with your child about donating items such as toys and clothes. Discuss how you can give things to others if you no longer have a need for them or they are too small for you. Challenge your child to find a toy that they no longer play with and an article of clothing that they no longer can wear. Ask your child who they would like to donate the items to. Explain to your child about charity. Try to donate the items when allowed.

Beginning Sounds: Your child has learned how to listen for the beginning sounds of words. You can practice saying words to your child and ask him/her to identify the first letter. Below is an activity that your child can complete to identify the beginning sounds of recycling words.

Say one of the words below to your child. Have him/her identify the beginning sound. Have your child draw a picture of the word in the box. Help your child to find the word in the list below. Have your child write the word to label his/her picture.
Day 4: How do trash and garbage affect our community?

**Introduce the Topic:** Your child will identify the impact that trash can have on your community.

**Vocabulary Words:**
- **community** - place where you live.
- **litter** - trash that is left lying in an open or public place.

**Learn and Discuss:** Take your child for a short walk around the block and ask your child to predict what things they may see on the ground. During the walk, invite your child to look for things on the ground that should not be there. Ask these questions during your walk:
  - What do you see on the ground?
  - Why is it on the ground?
  - Where should these things go?
  - How does it look to you?
  - Do you see more paper or bottles?
  - What’s the difference between paper and bottles?
When you return home, ask your child to explain what they noticed during the walk. Explain the answers to the questions above so that your child gains a deeper understanding of why we should not litter in our community.

**Song:** Sing the song below with your child.

### “Litter is Trash”
(sung to the tune of “Wheels on the Bus”)

Litter is trash that wasn’t put away,
Wasn’t put away, wasn’t put away,
Litter is trash that wasn’t put away,
   In the trash can.
   I put my trash in the trash can,
   The trash can, the trash can,
   I put my trash in the trash can,
   Right where it belongs!

**Ask the Audience: Which Item Do You Recycle?:** Invite your child to conduct a poll of your family members and friends (via phone and video, if possible) to ask them which items they recycle. Track the results of the poll by having your child create a simple graph, such as the one below. With each response, invite your child to write the person’s name in the column of the item they voted for. At the end, ask your child:

- How many votes did each item receive? Can you write the numbers for each?
- Which item was the most popular, or received the most votes?
- Which item was the least popular, or received the fewest votes?
Day 5: What does it mean to reduce?

Introduce the Topic: Your child will learn what they can do to reduce and help the Earth.

Vocabulary:
reduce - to use less of something.

Read: Read the following story with your child. Invite your child to write what they can do to reduce and draw a picture.

Remember that children are exploring writing at this age, and that correct spelling is not required. If your child knows his/her letter sounds, encourage him/her to use inventive spelling. If not, letter strings or even lines, pictures, and scribbles are appropriate for this age - as long as your child sees him/herself as a writer.

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**REDUCE**

How can I reduce and help the Earth?

We can turn lights off.

We can turn water off.

This is what I can do.

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Draw: Invite your child to make a My Earth Day book. This book will allow them to demonstrate their knowledge and understanding of reducing waste, reusing items, and recycling. Allow your child to use creative spelling when they are writing their responses.
<table>
<thead>
<tr>
<th>My Earth Day Book</th>
<th>Things I love about planet Earth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things I will do to care for planet Earth</td>
<td>Why should we recycle?</td>
</tr>
<tr>
<td>What kind of things can we recycle?</td>
<td>What else can I do to reduce the amount of items I recycle or throw away?</td>
</tr>
</tbody>
</table>

**Write Numbers & Quantify:** Your child will use the trash cans below to write and represent numbers. Give your child a number to start with (between 1-10 or 1-20). Ask your child to write the number in the box and then draw that many dots on the trash can. For example, if you give your child the number 6, your child writes the number 6 in the box and draws 6 dots on the trash can. If they’re unsure what a number looks like, count on the number line below with your child to help him/her find it.

![Number Line]

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*Chicago Public Schools*
Additional Digital Resources:
Check out these additional resources with your child about Reduce, Reuse and Recycle! Encourage your child to be a scientific observer by asking the following questions:

- Does all trash stink?
- What do the workers do at the recycling center?
- Should you throw paper out of the window of a car or building?
- How do trash and garbage affect our community?
- What can you make from a paper bag?
- What should you do with clothes that don’t fit you anymore?

Reduce, Recycle, Reuse Read Alouds:
Peppa Pig - Recycling Fun
https://youtu.be/KmQlBv11xyk

Michael Recycle
https://youtu.be/pJweMxEhjlU

Why Should I Recycle?
https://youtu.be/mPrSja2FMBI

How to Help the Earth

Recycling Songs
Reduce, Reuse, Recycle
https://youtu.be/AOvcW8l3RzE

How to Recycle
https://youtu.be/Q53kNmxTqPw

Recycling Song
https://youtu.be/AyN2KcpYbZY

Recycling Videos
Learn Recycling
https://youtu.be/87zUxREKleo

Recycling for Kids
https://youtu.be/6iQ7y_qQyUA

Why is Recycling Important?
https://youtu.be/vNyv4fGRO5o
Additional Digital Resources:
Check out these additional resources as you talk with your child about family, staying healthy, feelings, and what he/she wants to be when he/she grows up!

Read Alouds:
All By Myself by Mercer Mayer
https://youtu.be/86F-da-MLxw

What I Like About Me by Allia Zobel Nolan
https://youtu.be/SOD5MbRKTPg

The Way I Feel by Janan Cain
https://youtu.be/ITPUxVQ6ULk

The Name Jar by Yangsook Choi
https://youtu.be/PS5XRQ1AUT4

The Feelings Book by Todd Parr
https://youtu.be/9a9pgV9P8ek

Peter’s Chair by Ezra Jack Keats
https://youtu.be/S9Oj54sfi5w

Career Day by Anne Rockwell
https://youtu.be/soKRa6D90WQ

Music and Movement
If You’re Happy and You Know It!
https://youtu.be/WHQ1MMqXTw4

Occupations Song
https://youtu.be/BOv4EnaeM9w

Community Helpers
https://youtu.be/jt2q1cHsH6E

Emotions Hokey Pokey
https://youtu.be/ZHS7vCdBeus

Games:
Feelings Games:
https://pbskids.org/games/feelings