Pre-K 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.

### Pre-K Project: Exploring Seasons

<table>
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<tr>
<th>Estimated Time</th>
<th>Total Time: 35 - 40 minutes (over 10 days) Work at the pace that works best for you and your child.</th>
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</thead>
</table>
| Grade Level Standard(s) | **Literacy** - 1.C. Use language to convey information and ideas; 2.A. Demonstrate interest in stories and books; 2.A.ECa. Engage in book-sharing experiences with purpose and understanding; 2.A.ECb. Look at books independently, pretending to read; 4.C. Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes); 5.A. Demonstrate growing interest and abilities in writing.  
**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; 7.A. Measure objects and quantities using direct comparison methods and nonstandard units; 7.B. Begin to make estimates of measurements; 7.C. Explore tools used for measurement; 9.B. Demonstrate an understanding of location and ordinal position, using appropriate vocabulary; 10.A. Generate questions and processes for answering them; 10.B. Organize and describe data and information.  
**Science** - 12.F. Explore changes related to the weather and seasons.  
| Caregiver Support Option | 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 spring and summer (see Additional Resources at the end of the project for suggested books) |
| Question to Explore | - What is the weather right now?  
- How is the weather changing?  
- What’s happening in the world around?  
- How do we dress our bodies in spring and summer? |
Day 1: Looking at the Weather Now

**Introduce the Topic:** Ask your child if they know how to describe what occurs during springtime and summertime? Begin with the following questions.

- What happens to flowers and plants in the spring and summer? What do you see? What do you smell?
- What type of clothes do we wear in the spring and summer? What types of clothes do you wear in the fall and winter?
- What type of things can we do in the spring and summer? How is that different from the things we do in the fall and winter?

Share some of the things you observed or remembered occurring in the spring and summer. Discuss how the current weather may be the same or different as it is in the winter. As an extension you could draw a picture about what clothes you wear now and what types of clothes you wear in the winter.

**Learn & Discuss:** Remind your child about what clothes they wore during the wintertime. Discuss how they are different from the clothes they wear now. Make a list of the outwear clothes worn in the wintertime. Discuss how each item protects our bodies from cold weather.

**Create, Write, & Draw:** Invite your child to create mini season journals (see end of the packet for journals). Be sure to add paper to the mini journals as needed. As you learn about the various seasons, invite your child to draw and record information throughout the project. Please remember to assist your child by writing words they would like to add to his/her journal and/or helping him/her try to write words.

Day 2: How do we talk about weather? Let's Find Out!

**Introduce the Topic:** Ask your child the following questions: “What are some words we use to describe the weather? How do we know what the weather is? How can we learn what the weather is? (use the word meteorologist - a person who studies the weather)” Discuss with your child how they can use weather words like sunny, cloudy, rainy, and windy to describe the weather. Talk about other words they might know to describe the current weather.
Charting Activity: Have your child use the chart below to keep track of the weather for the duration of this project. Have him/her look out a window to check the weather and put a mark in the box that corresponds with what he/she sees each day. When your child adds a mark to the chart, have him/her look at what information is there. Ask your child “How many sunny days have you tracked? How many rainy days have we had so far? Are there any boxes that have not been marked?”

<table>
<thead>
<tr>
<th>sunny</th>
<th>sunny and cloudy</th>
<th>cloudy</th>
<th>rainy</th>
<th>windy</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Sunny]</td>
<td>![Sunny and Cloudy]</td>
<td>![Cloudy]</td>
<td>![Rainy]</td>
<td>![Windy]</td>
</tr>
</tbody>
</table>

Extension Activity: Talk with your child about the feel of the weather. Ask him/her “Is it chilly? Is it warm? Is it cold?” Think about what outdoor activities you can do on a day like today. Have your child draw a picture of what they can do outdoors on a day like today.

Day 3: Can we prove what season it is? Let’s investigate!

Introduce the Topic: Ask your child the following question: “Do you know what season it is? How can you be sure?” Discuss his/her answers.

Learn and Discuss: Remind your child of the clothes they wore to keep warm during the fall and winter seasons. If able, find a picture of him/her dressed for colder weather, or find items in the house that they wore during the cooler seasons. Discuss how his/her clothing has changed as the seasons have changed.

Scavenger Hunt: Go on a scavenger hunt inside your home, and/or take a short walk in your neighborhood while practicing social distancing and staying safe, look for clothing or items in nature that reflect the current season. Create a t-chart on paper (see example below) and draw or list the items you find on the hunt.
Day 4: What are warm weather or cold weather items? Let’s find out!

**Introduce the Topic:** Weather can determine things like the clothes we wear, the food we eat, and the things we see outdoors. Discuss with your child how the weather can influence those things. Ask him/her “What are some clothes that we wear when it’s cold outside? What foods do we eat in summertime? What are growing things we see in the winter?”

**Sorting Activity:** Have your child color and cut out the pictures at the end of the packet. Ask him/her “What do you see? What are some things that go together? Why would you put them together?” Have your child put the pictures into the groups. Have him/her take another look at the pictures. Ask him/her “Is there another way to sort them?” Have your child put the pictures into the new groups (suggested groupings could be warm weather items and cold weather items or food, clothing and plants).

**Extension Activity:** Collect all the family shoes into a pile. Talk about different ways to sort them: by size, by color, by owner, by season. Choose one of the ways and sort the shoes. Ask your child “Which pile is the biggest, which is the smallest?” Have him/her put the shoes back into a pile and sort them a new way.

Day 5: Using Weather Vocabulary!

**Learn & Discuss:** Ask your child what words they can use to describe the various weather conditions in each of the four seasons. Introduce some of the following vocabulary. Use the vocabulary cards to discuss the various ways to describe weather conditions.

<table>
<thead>
<tr>
<th>Drizzle</th>
<th>Frost</th>
<th>Breeze</th>
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</thead>
<tbody>
<tr>
<td>to rain gently</td>
<td>the process of freezing</td>
<td>a light wind</td>
</tr>
<tr>
<td>Icy</td>
<td>Sunny</td>
<td>Chilly</td>
</tr>
<tr>
<td>covered with ice</td>
<td>warmed by direct rays from the sun</td>
<td>mildly cold</td>
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<tr>
<td>Downpour</td>
<td>Blizzard</td>
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<tr>
<td>heavy rain</td>
<td>snow storm with strong wind and intense cold</td>
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**Draw a Picture:** On paper, have your child draw a picture of his/her favorite winter activity and favorite spring or summer activity. Encourage him/her to use one of the above vocabulary words when describing his/her picture.

Day 6: What are warm weather or cold weather items?
**Introduce the Topic:** With your child, talk again about the warm weather and cold weather items. Name some together. Ask him/her “Why do we use these things in the summer? Why are these winter things?”

**What’s My Rule:** Take a look at the pictures below. Ask your child “What do you see? What is the same about all the pictures? How do you know?” Ask him/her to look at the pictures again. Tell your child that one of them doesn’t belong. Ask him/her “Which one? How do you know?”

Have your child take a look at the picture below. Ask him/her “What do you see? What is the same about all the pictures? How do you know?” Have your child look at the pictures again. Tell him/her that one of them doesn’t belong. Ask him/her “Which one? How do you know?”
Extension Activity: Have your child think of a rule. Then have him/her gather four items from around your home that fit the rule. Have someone guess the rule.

Day 6: How do trees change with the seasons? Let’s learn about it!

Introduce the Topic: Have your child take a look at the trees outside your window or around your neighborhood. Ask him/her “What do you notice? Do those trees look the same all year long?”

Learn and Discuss: A tree that does not lose its leaves is called an evergreen. If a tree loses its leaves, it is called deciduous.

- In spring, we see buds growing on the trees. Some trees flower in the spring.
- In summer, the tree is full of leaves. If it is a fruit tree, the fruit begins to grow.
- Leaves change color in the autumn and fall off the tree.
- The tree does not have leaves in the winter.

Color and Dictate: Invite your child to add details to the tree in each box below to match the season. Then ask him/her to tell you something about the season to complete the sentence.

In Spring, ______________________________________

In Summer, ______________________________________
Day 8: Number and Season Match

**Match the Number to the Items:** Cut out the number cards and the picture cards at the end of the packet. Review the numbers with your child and read the picture cards to him/her. Ask your child to match the number that answers the question. Ask him/her the bonus questions shown by the ** at the bottom of each card.

Day 9: Let's Write About It/Let's Pretend

**Create, Write, & Draw:** Invite your child to complete the I Wonder questions below. Read the prompts to him/her, asking your child to answer each wonder statement. Write his/her words on paper, then have him/her draw a picture to match his/her answer. Encourage him/her to talk about his/her drawing.

- I wonder what would happen if it snowed in the summer?
- I wonder what would happen if you wear sandals to play in the snow?
- I wonder what would happen if it was raining, and you forgot your umbrella?
- I wonder what would happen if you wear snow boots in the swimming pool?
- I wonder what would happen if you went to the beach in the winter?

**Extension Activity:** Invite your child to create his/her own I wonder questions.

Day 10: Act It Out & Data Collection

**Act It Out!** Help your child cut out the paper figures at the end of the packet. Have him/her draw in seasonal outfits, i.e., scarf and hat on the figure representing the winter season. Have your child make up seasonal activities that match the outfits. Have him/her use the paper figures to act out our stories and perform for your family or use while engaged in pretend play.
Ask the Audience: Which Season Do You Prefer?: Invite your child to conduct a poll of your family members and friends (via phone and video, if possible) to ask them which of the following seasons they like the most. Encourage your child to share his/her journals to highlight the facts learned about the seasons. 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 season that they like the most. At the end, ask him/her:

- How many votes did each season receive? Can you write the numbers for each?
- Which season was the most popular, or received the most votes?
- Which season was the least popular, or received the fewest votes?

Which Season Do You Prefer?

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
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Additional Digital Resources: Check out these additional resources with your child to extend his/her exploration of the four seasons! As you work through these resources, continue to ask your child open-ended questions, such as:

- When you wake up in the morning, how do you decide what type of shoes you should wear outside? Why would you wear snow boots, sandals, or rain boots?
- How do you know what the weather is outside?
- How are the seasons different where you live compared to other places in the world?
- How can we help animals in the winter, spring, summer, and fall?
**Read Alouds**

- **BookFlix (book pairs)**  Username = Learning 20; Password = Clifford
  https://bookflix.digital.scholastic.com/

  - and then it’s spring/How Do You Know It’s Spring

  - Fletcher and the Falling Leaves/How Do you Know It’s Fall

  - The Snowy Day/Snowy Weather Days
    https://bookflix.digital.scholastic.com/pair/detail/bk0004pr/start?authCtx=U.642726498

  - Blackout/How Do you Know It’s Summer
    https://bookflix.digital.scholastic.com/pair/detail/bk0131pr/start?authCtx=U.642726498

**PBS Learning Media**

- About the Seasons | Everyday Learning (video)
  https://www.pbslearningmedia.org/resource/evscps.sci.life.boutseas/about-the-seasons/

- Clouds and Weather (video)

- What is the Weather | Young Explorers (video)
  https://www.pbslearningmedia.org/resource/02caff94-055e-4c8a-9ae-2451b13c7c6/what-is-weather-young-explorers/

**PebbleGo (articles, activities, and video)**  Username = cps; Password = cps

- Seasons (English) - https://site.pebblego.com/modules/2/categories/2994
- Seasons (Spanish) - https://site.pebblego.com/modules/12/categories/8968

- Weather (English) - https://site.pebblego.com/modules/2/categories/2995
- Weather (Spanish) - https://site.pebblego.com/modules/12/categories/8949
Cut out these journals to use for the Create, Write, & Draw activity (Day 1).

Fall Journal

By ____________________________

Winter Journal

By ____________________________
Cutouts continued for the Create, Write, & Draw activity (Day 1).

Spring Journal

By _________________________________

Summer Journal

By _________________________________
Color and cut out the cards below for the Sorting activity (Day 4).

<table>
<thead>
<tr>
<th>hat</th>
<th>ice cream</th>
<th>flower</th>
<th>shorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot chocolate</td>
<td>mitten</td>
<td>tree</td>
<td>acorn</td>
</tr>
<tr>
<td>soup</td>
<td>tree</td>
<td>shirt</td>
<td>corn on the cob</td>
</tr>
</tbody>
</table>
Cut out the number cards for the *Match the Number to the Items* activity (Day 8).

<p>| | | | | |</p>
<table>
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</thead>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>
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Cut out the number cards and picture cards below for the *Match the Number to the Items* activity (Day 8).

<table>
<thead>
<tr>
<th><strong>Count the flower petals. How many petals are there?</strong></th>
<th><strong>Count the raindrops. How many drops are there?</strong></th>
<th><strong>Count the snowmen. How many altogether?</strong></th>
<th><strong>How many snowflakes do you see? What’s the total?</strong></th>
<th><strong>How many umbrellas do you see?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is six more or less than three?</strong></td>
<td><strong>Can you show me using your fingers?</strong></td>
<td><strong>How many more do you need to make ten?</strong></td>
<td><strong>How many flakes are in each row (or column)?</strong></td>
<td><strong>What number comes before one?</strong></td>
</tr>
<tr>
<td><strong>How many leaves do you see?</strong></td>
<td><strong>How many sunglasses are there?</strong></td>
<td><strong>How many bats and baseballs do you have altogether?</strong></td>
<td><strong>How many raindrops are on the umbrella?</strong></td>
<td><strong>How many petals does this flower have?</strong></td>
</tr>
<tr>
<td><strong>How many more would you need to make the total ten?</strong></td>
<td><strong>How many eyes would these two pairs of glasses protect?</strong></td>
<td><strong>Which one is more two bats or one baseball?</strong></td>
<td><strong>Can you count the points on the bottom of the umbrella?</strong></td>
<td><em>Which flower has more this one or the flower with six?</em></td>
</tr>
</tbody>
</table>
Cut out the figures below for the Act It Out! Activity (Day 10).