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.

Use the table of contents on this page to navigate through the project packet.

Pre-K Week 1 Project: My 5 Senses 1
PreK Week 2 Project: Water 17
Pre-K Week 1 Project: My 5 Senses

| 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** - 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.B. Add and subtract to create new numbers and begin to construct sets; 6.D. Compare quantities using appropriate vocabulary terms; 8.A. Explore objects and patterns; 10.A. Generate questions and processes for answering them; 10.B. Organize and describe data and information.  
**Science** - 12.C. Explore the physical properties of objects.  
| 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, toilet paper rolls, string or yarn, sugar & salt.  
**Suggested Books:**  
*My Five Senses* by Aliki  
*Brown Bear, Brown Bear, What do you See?* by Eric Carle  
*Fuzzy Yellow Ducklings* by Matthew Van Fleet  
*Big Smelly Bear* by Britta Teckentrup  
*My Five Senses* by Margaret Miller  
*Polar Bear, Polar Bear, What do you Hear?* by Eric Carle  
*Soft and Smooth, Rough and Bumpy* by Dana Meachen Rau  
*Look, Listen, Taste, Touch, and Smell* by Pamela Hill Nettleton  

*Links to additional digital resources available on the last page of the packet.*
### Question to Explore
- What are our 5 senses?
- What body part do I see with? What body part do I hear with? What body part do I feel with? What body part do I smell with? What body part do I taste with?
- What does the object look like? Does the object make sound? How does it feel? How does it smell? What does the object taste like?
- How do you use your 5 senses?
- How do our senses help us learn about things?

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

### Music and Movement

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I Spy Game (Day 1)</td>
</tr>
<tr>
<td>2.</td>
<td>Sing a Song (Day 2)</td>
</tr>
<tr>
<td>3.</td>
<td>Counting 1-10 (Day 2)</td>
</tr>
<tr>
<td>4.</td>
<td>Let’s Get Moving (Day 4)</td>
</tr>
</tbody>
</table>

### Day 1: My Sense of Sight

**Introduce the Topic:** Explain to your child that we have 5 senses that help us explore and understand the world around us. Our 5 senses are sight, hearing, smell, taste, and touch. Ask your child if they know what body part they use to see, hear, smell, taste, and touch. Together you are going to explore the world around you using your 5 senses this week!

**Learn & Discuss:** Ask your child which body part they use to SEE. Explain that our eyes help us see objects and people in our environment. We can learn how objects work, how people feel, and how to do something new by observing with our eyes. Have your child look in the mirror and identify the color of his/her eyes. Explain that not everyone has the same color eyes. People may have brown eyes, blue eyes, or green eyes. There are also different shades of those colors (i.e., light brown vs. dark brown).

**Let’s Go Exploring with our Eyes:** Binoculars are a tool that helps us see. Here is a fun way to make binoculars of your very own! If you don’t have toilet paper rolls, use your fingers to create two circles and hold them to your eyes to look through like binoculars.

**Materials:** Markers/crayons, 2 toilet paper rolls, glue or tape, hole punch, string/yarn

**Steps:**
1. Use the markers or crayons to color the toilet paper rolls.
2. Glue or tape the two toilet paper rolls together, side by side.
3. Make a small hole on one end of each roll.
4. Tie the string or yarn through the holes to make a neck strap for the binoculars. If you do not have string or yarn, your child can simply hold the binoculars in his/her hands.
**I Spy Game:**

1. Encourage your child to practice looking at various objects through the binoculars. Ask them to talk about what they see and how it is different from what they see without the binoculars.
2. Pick a player to be the Spy.
3. The Spy picks an object in the room (or outside) and gives the other player a clue as to what he/she is looking at. The Spy doesn’t say what the object is. The other player has to guess! For example, “I spy with my little eye, something that is red.”
4. Player #2 uses the binoculars to look around the room and guess what object the Spy is describing. When Player #2 guesses correctly, he/she then gets a turn to be the Spy.
5. Remember to use a variety of descriptive words when talking about the objects. This will help expand your child’s knowledge of the physical characteristics of objects. For example, I spy with my little eye something that is blue. I spy with my little eye something that is tall. I spy with my little eye something that is round. I spy with my little eye something that is bumpy.
6. Ask your child to draw a picture of one of the objects they guessed during the game.

**Extension Activity: Sorting**

Invite your child to sort the objects they found during the I Spy game. Ask your child to write/draw each object they spied in the correct column, according to its physical characteristics. For example, a round clock would go under shapes, a red hat would go under color, a small pillow would go under size. Feel free to add other categories.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Color</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Shape Icon]</td>
<td>![Color Icon]</td>
<td>![Size Icon]</td>
</tr>
</tbody>
</table>

---

`Chicago Public Schools`
Day 2: My Sense of Hearing

Introduce the Topic: Review what our 5 senses are and how they help us explore and understand the world around us. While you are enjoying a meal together, ask your child to describe what the food tastes like, how it smells, what it looks like. Without getting too messy, you can ask them how the food feels and if the food makes any noise when he/she is eating it. Explain that we are often using several senses at the same time to learn about our environment.

Learn & Discuss: Ask your child which body part they use to HEAR. Explain that our ears help us hear objects and people in our environment. Our sense of hearing helps us communicate with our friends and family, learn new things, listen to music, and keeps us safe. For example, we can hear a fire alarm or a car coming down the street. If we hear a fire alarm, we know we have to get out of the building. If we hear a car coming, we know we have to wait to cross the street. Ask your child what their favorite song is to listen to. Share your favorite song as well!

Sing a Song: Music is one thing we can hear with our ears. Here is a song you can sing together that is all about your 5 senses. The song is sung to the tune of “If You’re Happy and You Know It.” (Adapted from Scholastic Teaching Resources)

When you look and when you see, use your eyes.
When you look and when you see, use your eyes.
When you look and when you see
All the things there are to see,
When you look and when you see, use your eyes!

When you listen and you hear, use your ears.
When you listen and you hear, use your ears.
When you listen and you hear
All the things there are to hear,
When you listen and you hear, use your ears!

When you touch and when you feel, use your hands.
When you touch and when you feel, use your hands.
When you touch and when you feel
All the things there are to feel,
When you touch and when you feel, use your hands!

When you lick and when you taste, use your tongue.
When you lick and when you taste, use your tongue.
When you lick and when you taste
All the things there are to taste,
When you lick and when you taste, use your tongue!

When you sniff and when you smell, use your nose.
When you sniff and when you smell, use your **nose**.

When you sniff and when you smell
All the things there are to smell,
When you sniff and when you smell, use your **nose**!

**Counting 1-10:** Invite your child to go on a listening walk. You can walk around your home or outside. Ask your child to remain quiet and listen for different sounds. When your child hears a sound, ask them to identify what it is and draw/write it in the 10 Frame below. Have them fill in the boxes from left to right in the top row and then move to the second row, moving from left to right. After the walk, ask your child to count how many items they heard and write the total number on the bottom.

<table>
<thead>
<tr>
<th>Listening Walk: Draw/Write the items that you hear.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

How many items did you hear? ________

**Beginning Sound Match:** Ask your child to cut out the letters below and put them in a pile. Invite your child to pick one letter card. Have them name the letter and tell you what sound the letter makes. Then ask them to place the letter on the picture that begins with that sound. For example, place a B on the picture of a bike. Continue with the remaining cards.
<table>
<thead>
<tr>
<th>B</th>
<th>T</th>
<th>M</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>R</td>
<td>Z</td>
<td>S</td>
</tr>
</tbody>
</table>

- Ladder
- Mitten
- Turtle
- 6
- Zebra
- Rainbow
- Bicycle
- Frog
Day 3: My Sense of Smell

Introduce the Topic: Review what our 5 senses are and how they help us explore and understand the world around us. During your child’s bedtime routine, ask your child questions in which they would need to use one or all of their senses to answer. What does the toothpaste smell/taste like? What sounds can you hear when you sit on your bed? How does your blanket/pillow feel? What pictures/words do you see in the book we are reading?

Learn & Discuss: Ask your child which body part they use to SMELL. Explain that our nose helps us smell things in our environment. Our sense of smell helps us detect good things (yummy food), bad things (dirty clothes), and dangerous things (smoke from a fire). Look through a magazine or a book with your child. Find pictures of the noses of both people and animals. Talk about how the noses are similar and how they are different.

Ask the Audience: Which Smell 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 smells they like the most. 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 smell that they like the most. At the end, ask your child:

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

<table>
<thead>
<tr>
<th>Which Smell Do You Prefer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flower</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
**What's That Smell?**

Gather several household items that smell (i.e., toothpaste, food, lotion, etc.) Cover the items with a towel or piece of paper. Ask your child to cover his/her eyes. Hold up the first item so that your child can smell it with his/her nose. Ask your child to describe the smell and guess what the item is. After your child has smelled all of the items, invite them to sort the items by the smells they like and the smells they do not like.

**Listen & Draw:** Read the poem below to your child. Invite your child to draw a self portrait as you read the poem a second time through. Ask them to draw a picture of themselves, making sure to include his/her eyes, nose, ears, tongue, and hands. When your child is done with the picture, read the poem together, pointing to the body parts as you say each line.

```
My 5 Senses
My senses are a part of me,
A nose to smell and eyes to see.
Ears to hear and hands to touch,
A tongue to taste good food and such.
My senses are a part of me,
Working all in harmony!
```

**Self-Portrait**

---

**Day 4: My Sense of Taste**

**Introduce the Topic:** Review what our 5 senses are and how they help us explore and understand the world around us. Invite your child to join in a calming activity during the day. Set a timer. Close your eyes and quiet your mind and body. You can lay down or sit comfortably. Take three slow breaths, breathing in through your nose and out through your mouth. When the timer goes off, ask your child to share how they feel and what sounds they heard while they were quietly listening.
Learn & Discuss: Ask your child which body part they use to TASTE. Explain that our tongue helps us taste different foods. Our sense of taste helps us detect foods that are sweet, sour, salty, or bitter. Invite your child to help you cook one of your favorite recipes. This is a great way to introduce them to a variety of smells and tastes, while also developing sequencing, measurement, and counting skills.

Taste Test: You will need sugar and salt for this activity. Your child will have to use their sense of taste to determine which is sugar and which is salt. Since they are both the same color, they will not be able to use their sense of sight to tell the difference.

1. Sprinkle a few pinches of salt on a plate or dark piece of paper.
2. Sprinkle a few pinches of sugar on a separate plate or dark piece of paper.
3. Ask your child to look at both. Ask them how the first one looks and feels. Ask them how the second one looks and feels. Ask them if they know what each one is.
4. Invite your child to taste the first. He/she can take a drink of water in between.
5. Invite your child to taste the second.
6. Ask your child these questions: Can you name what you tasted? How did each one taste? Can you tell the difference between the two? Which did you like better?
7. Explain that salt tastes "salty" and sugar tastes "sweet."

Writing: Ask your child to write/draw about their favorite thing to eat. Ask them to describe what it tastes like (salty, sweet, sour, bitter).

What is your favorite food to eat?

Let's Get Moving!: Here are three movement activities that you and your child can do using their sense of hearing and sight.

1. Pretend You're an Animal: Say the name of an animal. Your and your child can move your bodies like that animal would.
   a. Move like a frog (hop).
   b. Move like a bear (walk with your hands and feet).
   c. Move like an elephant (stomp your feet).
   d. Move like a bird (flap your arms).
   e. Move like a snake (slither on the floor).
   f. Feel free to add your own!
2. **Red Light / Green Light:** You stand on one side of the room, while your child stands on the other side of the room. Hold up a green piece of paper and yell, “Green Light.” Your child can begin to move forward towards you. Hold up a red piece of paper and yell, “Red Light.” Your child has to STOP. Continue to call out red light or green light in any order and at varying speeds. If you don’t have paper, you can simply say the words Red Light and Green Light. Take turns being the caller.

3. **Following Directions:** Explain that you are going to say 2 directions. When you stop talking, your child will do the actions in the correct order. For example, “Jump 2 times and touch your toes.” Once your child is comfortable with following 2-step directions, bump it up to 3 or 4-step directions. For example, “Jump 3 times, turn around, touch your nose.”

**Day 5: My Sense of Touch**

**Introduce the Topic:** Review what our 5 senses are and how they help us explore and understand the world around us. If you are able to take a walk outside, invite your child to explore the environment using their senses. What sounds do you hear outside? What do you smell? What can you touch and how does it feel? What do you see in your neighborhood?

**Learn & Discuss:** Ask your child which body part they use to TOUCH. Explain that our hands/fingers help us explore objects in our environment. Our sense of touch helps us detect if objects are soft/hard, smooth/bumpy, wet/dry, and hot/cold. Invite your child to help you wash the dishes. Talk about how the water feels. After using a towel to wipe off the dishes, discuss how the dishes are now dry.

**What’s in the Bag?:** Gather several familiar items and place them in a bag so your child cannot see them. Invite your child to reach into the bag and touch one of the items. Let them feel the texture, size, and shape of the object without peeking!! Before they pull the object out of the bag, ask them to name the object. At the end, ask your child to count how many objects he/she guessed correctly.

**Draw:** Invite your child to sit with their back facing you. Using your finger, draw something on your child’s back and let them guess what you are drawing or writing. Start with shapes, then you can move to letters, names, and numbers!! Take turns being the one writing/drawing.

**Read:** Ask your child to cut out the pages and put them in order to create the mini-book below. Model how to read the *My Five Senses* book by pointing to the words from left to right as you read. Emphasize the rhyming words that you hear (i.e., be/see, taste/waste). Explain that rhyming words are words that sound the same at the end. Rhymes can be found in books, poems, songs, nursery rhymes, and fingerplays (i.e., 5 Little Monkeys). 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!
I have five senses. They are helpful as can be.

My hands help me touch.

My nose helps me smell.

My eyes help me see.
THIS PAGE LEFT INTENTIONALLY BLANK
5. My ears help me hear, as plain as can be.

6. My tongue helps me taste. Not a sense goes to waste!

7. Yes, I have five senses. And five is fine with me!

Draw a picture here that shows you using one of your senses.
Additional Digital Resources: Check out these additional resources with your child to extend your child’s exploration of the 5 senses! As you work through these resources, continue to ask your child open-ended questions, such as:

- When you wake up in the morning, what are the first things you see? Hear? Smell? Touch? Taste?
- What can we do with our senses?
- Why do we need our senses?
- How do your senses help you?
- Why do you think it’s important to use all of the five senses?

Read Alouds

My Five Senses [https://www.youtube.com/watch?v=8FW2jQqweOg](https://www.youtube.com/watch?v=8FW2jQqweOg)
Brown Bear, Brown Bear, What do you See? [https://www.youtube.com/watch?v=WST-B8zQleM](https://www.youtube.com/watch?v=WST-B8zQleM)
Big Smelly Bear [https://www.youtube.com/watch?v=xXE9bAyJ8Eo](https://www.youtube.com/watch?v=xXE9bAyJ8Eo)
Polar Bear, Polar Bear, What do you Hear? [https://www.youtube.com/watch?v=ehoGdGokXfc](https://www.youtube.com/watch?v=ehoGdGokXfc)
Soft and Smooth, Rough and Bumpy [https://www.youtube.com/watch?v=o-6UES5tgLc](https://www.youtube.com/watch?v=o-6UES5tgLc)

PebbleGo (articles, activities, and video) Username = cps Password = cps
Senses (English) - [https://site.pebblego.com/modules/2/categories/2950](https://site.pebblego.com/modules/2/categories/2950)
Senses (Spanish) - [https://site.pebblego.com/modules/12/categories/9076](https://site.pebblego.com/modules/12/categories/9076)

PBS Learning Media

Curious George: 5 Senses (video)
[https://illinois.pbslearningmedia.org/resource/cg9-sci-5senses/curious-george-five-senses/](https://illinois.pbslearningmedia.org/resource/cg9-sci-5senses/curious-george-five-senses/)

Exploring Our Senses (video)
[https://illinois.pbslearningmedia.org/resource/44d877c3-6042-4cef-91dc-709d9074b50c/exploring-our-senses/](https://illinois.pbslearningmedia.org/resource/44d877c3-6042-4cef-91dc-709d9074b50c/exploring-our-senses/)

Curious George: 5 Senses Lesson Plan (experiment)
### PreK Week 2 Project: Water

| 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** - 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; 5.A. Demonstrate growing interest and abilities in writing.  
**Math** - 6.C. Begin to make reasonable estimates of numbers; 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** - 12.C. Explore the physical properties of objects; 12.D. Explore concepts of force and motion.  

| Caregiver Support Option | Recommended: Identify areas in the home that utilize or incorporate water, in all states of matter (liquid or frozen). Explore these items with your child, as well as allow opportunities for your child to explore water. **Remember to monitor your child during water play to ensure your child’s safety.**  
If able to maintain CDC safety guidelines, identify areas around the home where water can be easily and safely observed, e.g., pavements with puddles after rain fall, larger bodies of water such as pools, ponds or lakes. |

| Materials Needed | Commonly found household items that utilize water or contain water (a sink, tubs/buckets/cups), kitchen measuring tools of any kind, various household items that sink or float, tools that help you change the state of water, like a freezer.  
**Optional:** Tree related items that can be found outside, if available and safely acquired - leaves, sticks, branches, etc.  
**Optional Materials:** Books on Water  
**Suggested Books:** |

---

[Chicago Public Schools](https://www.chicagopublicschools.org)
Links to additional digital resources available on the last page of the packet.

**Question to Explore**

- What are the characteristics of water? [Build off of 5 senses exploration.]
- Where is water found?
- What can we do with water? How do we use it?
- Who works with water?
- How can water change?

**Student Directions**

Each activity below has directions for you to follow.

**Music and Movement**

1. Sink and Float Scavenger Hunt (Day 1)
2. Dramatic Play - Under the Water (Day 2)
3. Learning Through Song (Day 3)
4. Dramatic Play - Who Uses Water? (Day 4)

**Day 1: Water, Water, Everywhere…. But What Exactly Is It?**

**Introduce the Topic:** Begin by discussing with your child that water is everywhere around us! We drink it, use it, bathe in it, and use it to wash our hands all of the time! Water is something that all living things need to live - we need water to grow and change!

**Learn & Discuss:** Ask your child if they remember their five senses. Name the five senses together - sight, smell, taste, touch, and hearing. Brainstorm the answers to the following questions with your child?

**What does water look like?**

Some people say water is blue - but really water is clear. Tell your child that means that you can see any color through water. Test this out by filling a clear ziploc bag or water bottle with water, and
looking at things through it! This is why we can see through water when rain drips down our window or when we dive into a pool.

**What does water smell like?**
Water does not have a smell - tell your child this is called odorless. Test this out by filling a cup or bowl with water, and taking a sniff! Sometimes what we add to water can change its smell.

**What does water taste like?**
Water does not taste like anything - unless we add something to it! Test this out by drinking a little bit of water. Next, add a spoonful of sugar or salt to the water, and see how the flavor changes!!

**What does water feel like?**
The words we use to describe water are wet or slippery. It makes it easier to slide on some things. It makes other things stick to us. Remind them that water can feel hot or cold, just like in the bath! Some things float in water, and some things sink to the bottom of water.

**What does water sound like?**
Water does not make a sound, but rain makes a sound when it falls from the sky or when it moves in rivers and lakes! Test this out by turning on a faucet and listening to the flow of water.

**Extension Activity:** Record all of your observations in a journal. You can write daily observations about water, or other things your child discovers with their five senses!

**Sink and Float Scavenger Hunt:** Ask your child, “What do you think can sink and float in our home?” Tell your child that some things float in water - meaning when you put them in water, they sit at the top of the water - they float. Tell them that some things also sink - they fall to the bottom when you put them in water.

Brainstorm with your child different things around the house that you think could sink and things that could float - be sure to choose small things that you do not mind getting wet!

Make a graph with your child on a piece of paper; see the example below:

<table>
<thead>
<tr>
<th>Things that Float</th>
<th>Things that Sink</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fill a bowl or bucket with water, and one by one, place the items in the water and see if they sink or float! Record your observations on the graph by drawing and/or writing the item on the correct side of the graph. Have your child count the number of each side of the graph, and write the number.

Extend the discussion by asking your child more about each item. Ask:
- Which items floated?
- Which items sunk to the bottom?
- Why did some items float, and why did some sink?
- Which side had a greater number of items? Which had less?

**Day 2: Where Oh, Where, Do I Find Water?**

**Introduce the Topic:** Ask your child “where does water come from?” Explain to your child that we get water from a faucet, but water can be found in many different places - it falls from the sky as rain or snow, or can also be found in lakes and ponds. We can use either of those types of water as the water we use in our homes.

**Learn & Discuss:** Tell your child that you are going to be learning about the different places we find water. Ask them to name all of the different places they have found water.

If your child needs encouragement, guide them with questions such as:
- Has your child ever been to or seen Lake Michigan? Ask them to describe what they remember.
- Has your child ever been to a pool? Ask them to describe what they remember.
- The next time it rains, make an observation of the rainstorm with your child. Discuss, and/or add it to a writing journal, what you see happening during the rainstorm. Point out to your child that rain water collects as puddles on the ground.

**Read and Discuss:** Cut out and read the following book, two or three times, with your child. After you read it a few times, let your child read the book back to you. Remember, they may not remember the exact words, and may “read the pictures.” Have fun!
aguas en la cazuela, 
water in the pot, 
aigua para tomar
water to drink.

¡Agua, agua, por todas partes!
Water, Water, Everywhere!

Agua en el rio, 
Water in the river, 

water on me!

 agua sobre mi
This page intentionally left blank.
Water in the bathtub, agua en la bañera.

Water in the sink, agua en el lavamanos.

Water in the lake, agua en el lago.

Water in the sea, agua en el mar.
This page intentionally left blank.
After the story, ask your child:
1. What is their favorite place to find water?
2. Why is that their favorite place to find water?
3. Look at different images in the book (for example, the lake, the ocean, the snow) and ask your child if they can name an animal that lives in these differing types of water.

Dramatic Play - Under the Water: Think of different animals that live under/in water. Play pretend with your child, letting them lead what happens as you play!

Ask them to pretend to be an animal that lives in different types of water environments:
- Ask them - can they think of anything that lives in a lake? (a fish, a frog, a turtle)
- Ask them - can they think of anything that lives in a sea/ocean? (a shark, a whale, an octopus)
- Ask them - can they think of anything that lives in the snow? (a penguin, a polar bear)

To extend your child’s thinking, ask them why those animals live in those places (hint: ask them what about each animals’ body that helps it live in that area - for example, having gills, fur, etc).

Ask the Audience: Ask differing people (in your family, or others if you can call or safely ask) what type of water do they prefer: rain or snow? Record their answers in the graph below by placing an ‘x’ in the correct side, placing one ‘x’ on top of the other (like building a tower). Count each side, and ask your child which is more popular - rain or snow!

---

snow

---

rain
Day 3: Water Does The Body Good!

**Introduce the Topic:** Tell your child that water is extremely important - we (humans), and all plants and animals, need water to grow and change!

Take this moment to do your favorite physical activity with your child (yoga, take a walk, or have a dance party!). When it’s done, remember to have some refreshing water with your child! Remind them that when our bodies get tired, we have to drink water to help it get back to work. Water keeps our bodies hydrated.

**Learning Through Song:** Water also helps keep our bodies clean - which also helps us grow and change. We need to be clean to be healthy. One way to be clean is to wash your hands!

Take this opportunity to teach your child the right way to wash your hands. **According to the CDC, the proper handwashing technique is as follows:**

![Handwashing Diagram](image)

Show your child that photo and teach them each step. To make it more fun, sing a song while you wash. We recommend this one, to the tune of “If You’re Happy and You Know It.”

If you’re happy and you know it,
Wash your hands!
If you’re happy and you know it,
Wash your hands!
If you’re happy and you know it,
then your face will surely show it,
If you’re happy and you know it,
Wash your hands!
Or, pick a song your family loves (any song can work) and sing that for 20 seconds. Measure how long 20 seconds of your song is by having one person sing and the other person count to 20. Have your child count to 20 for themselves while they wash (and have them help you count, too!).

My Discoveries! Brainstorm the things in your neighborhood that are living things that need and use water, and create a book of the different living things using the following template. Have your child draw and write things that you all brainstorm, using the template below:

<table>
<thead>
<tr>
<th>My Discoveries!</th>
</tr>
</thead>
<tbody>
<tr>
<td>By: ________________</td>
</tr>
<tr>
<td>____________________ need water!</td>
</tr>
</tbody>
</table>

Day 4: Working with Water

Introduce the Topic: Tell your child that there are many people who use water to do their job. Ask your child if they can think of anybody who needs water to do their job.

If your child needs encouragement, guide them with questions such as:
- How does a firefighter use water? (to put out fires)
- How does an artist use water? (with watercolor paints, to clean their paintbrush)
- How does a fisherman use water? (to find food for us to eat - fish)
- How does a cook or chef use water? (we use water in a lot of our recipes)
- How do they use water at the laundromat? (people wash clothes in water)
Let your child tell you any other ways they can think of how people use water.

Extension Activity - Who Uses Water?: These are also great things to role play during dramatic play. Act out each job as you describe them - and have fun!

Water Artist: Tell your child they are going to use water to be an artist today! Using markers, let your child draw on any piece of paper available - the more color on the picture, the better! Fill up the page with writing and drawing! Next, using a dropper or your fingertips (get your hand wet and let the water droplets fall from your hand), drop water onto the paper. Ask your child what they notice about how the colors change.

*Extension Activity: If you do this craft on a paper coffee filter, the effects are even more dramatic! See what this experiment does on differing types of paper. Or - if they are available, let your child paint with watercolor paints! Ask your child’s teacher where to locate art supplies if you do not have any.

Design & Draw - Oh Captain, My Captain!: Tell your child they get to be the captain of their own ship, another person who needs water to do their job. Captains drive boats filled with people, animals, and many other things across water, all the time! Brainstorm things around the house that you and your child can use to build a ship, and let your child design what the ship will look like in the section below. Remember to think back to Day 1 - to identify household items that floated (these could include kleenex boxes, plastic containers, items made of foam or plastic) - this may help your child make the correct prediction.

Create & Experiment - Oh Captain, My Captain!: Next, it is time to build your ship together using the plan your child made from the day before. Fill a pot, bucket, or sink with water - and see if your ship was able to float.

If your ship floated, ask your child how they knew these items would build a ship that floats. If the ship sank, ask your child what we should do to fix the ship so that it can float. Repeat the experiment with as many different boat designs as you want!
**Day 5: Water is a Magical Thing!**

**Introduce the Topic:** Tell your child that today they are going to be a water magician - with water as our magic potion! Discuss with your child that water can exist in three different forms - it can be a liquid (like the water we drink or the water that falls in a rainstorm), it can be a solid (like ice cubes or snowflakes), and it can also be a gas (something that cannot be seen but floats around us - like the air we breathe).

Show your child the following diagram, and explain the different ways we can find water:

<table>
<thead>
<tr>
<th>Liquid</th>
<th>Solid</th>
<th>Gas</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Image" /></td>
<td><img src="image2" alt="Image" /></td>
<td><img src="image3" alt="Image" /></td>
</tr>
</tbody>
</table>

Tell your child that most water occurs naturally in a liquid state. If we change the temperature, it changes how water looks. If it gets very cold, water freezes, like an ice cube or snow. If it gets very hot, water evaporates and turns into a gas - it turns invisible!

You can easily demonstrate these for your child by freezing water in the freezer, and/or by boiling water on the stove. Remember to stay safe when using hot/cold temperatures.

**States of Matter Sorting:** Using the template, cut out and sort the pictures of different ways water can look. Your child may need help in identifying some of the answers. Use this opportunity to continue the conversation of how water can change.

<table>
<thead>
<tr>
<th>Liquid</th>
<th>Solid</th>
<th>Gas</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4" alt="Image" /></td>
<td><img src="image5" alt="Image" /></td>
<td><img src="image6" alt="Image" /></td>
</tr>
</tbody>
</table>
Cut out these images for your sorting activity. (Hint: You can use water as glue if you do not have any at home - just gently wet the back of the picture with a wet fingertip and stick to the paper!)

<table>
<thead>
<tr>
<th>Hot Air Balloon (Gas)</th>
<th>Popsicles (Solid)</th>
<th>Rain (Liquid)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snow (Solid)</td>
<td>Steam (Gas)</td>
<td>Aquarium (Liquid)</td>
</tr>
</tbody>
</table>

**Water Experiment:** Depending on the materials you have at home, and which your child may be more interested in, do one of the following experiments:

**Melt the Ice!:** Fill two equal sized containers with water. Freeze them, and tell your child that we are going to explore how ice turns from a solid into liquid water. Pour some salt on the top of one of the containers of ice. Make observations throughout the experiment and decide which ice cube melts faster, and why!

**The Water Cycle in a Bag:** Pour half a cup of water in a zip lock bag, and tape it to the window. Over time, watch as the water evaporates in the bag, and forms raindrops that fall back into the water at the bottom. The water is turning into a gas and back into a liquid inside of the bag!

**Extension Activity:** You can start with frozen water so your child can explore all three states of matter in one experiment.
This page intentionally left blank.
**Additional Digital Resources:**
Check out these additional resources with your child to extend your child’s exploration of water! As you work through these resources, continue to ask your child open-ended questions, such as:

- Why is water important?
- Where can we find water?
- How do we use water everyday?
- What happens to water when it changes temperature?
- What happens when we put things in water?
- How does water help us?

**Water Read Alouds**
*The Little Raindrop* by Joanna Gray  
[https://www.youtube.com/watch?v=K4UxpqkNYKI](https://www.youtube.com/watch?v=K4UxpqkNYKI)

*All the Water in the World* by George Ella Lyon and Katherine Tillotson  
[https://www.youtube.com/watch?v=0iMqloLtf0E](https://www.youtube.com/watch?v=0iMqloLtf0E)

*Jabari Jumps* by Gaia Cornwall  
[https://www.youtube.com/watch?v=RfpIivqO3ic](https://www.youtube.com/watch?v=RfpIivqO3ic)

*Over and Under the Pond* by Kate Messner  
[https://www.youtube.com/watch?v=490uChlgbnk](https://www.youtube.com/watch?v=490uChlgbnk)

*The Water Princess* by Georgie Badiel  
[https://www.youtube.com/watch?v=4uUvXLv5go0](https://www.youtube.com/watch?v=4uUvXLv5go0)

PebbleGo - (Username = cps; Password = cps)  
Water as a Material (article, activities, video)  
[https://site.pebblego.com/modules/2/categories/2959/articles/2197](https://site.pebblego.com/modules/2/categories/2959/articles/2197)

Water (article, activities, video)  
[https://site.pebblego.com/modules/2/categories/2968/articles/2049](https://site.pebblego.com/modules/2/categories/2968/articles/2049)

PBS Learning Media  
Curious George Water Drops Lesson Plan  

All About Water Teacher Guide  