EARLY LEARNING COALITION OF PBC

JOIN US FOR WEEK 3 …

We want to start off by acknowledging your commitment to your child's education, after all – ***YOU*** **are your child's first teacher!**

There are lots of fun and educational activities in this packet that you and your child can complete at your own pace throughout these 8 weeks! Here are some tips to help you get the most out of these activities:

1. **Pick activities that you know your child will enjoy.** Children learn best when they are interested in what they are doing.
2. **Don't be afraid to get creative!** If an activity calls for materials you don't have, feel free to replace with recyclable materials laying around the home.
3. **Ask questions!** Talking to your children during the activities about what they are enjoying will encourage them to use their words, think critically and will help them learn new vocabulary words.
4. **Have fun!** Let your child guide you in the activities. Let them talk about the things that interest them and why. This encourages creativity and problem-solving skills.

COGNITIVE DEVELOPMENT

Cognitive development happens all the time and is influenced by both our genes and our experiences. According to Dodge, Colker, and Heroman (2002), "Cognitive development refers to the mind and how it works. It involves how children think, how they see their world, and how they use what they learn." While the brain can be influenced at any age, it is the most pliable in the early years.

What to look for

Your child...

- ✔ Can count at least 5 objects
- ✔ Knows that the written numeral '3' means 3 objects, such as 3 bears
- ✔ Can add and subtract small numbers of familiar objects, such as, "I have 3 cookies. You have 2. How many do we have all together?"
- ✔ Can put written numbers in order from 1 to 5
- ✔ Can count from 1 to 10 in the correct order
- ✔ Can use the words 'more' and 'less' correctly

To encourage counting and number skills in your child:

- ★ Collect a variety of materials your child can use for counting and learning about numbers. Old keys, plastic bottle caps, thread spools, and pictures from magazines all work well.
- ★ Use materials from around the house to experiment with addition, subtraction and "more" and "less" activities.
- ★ Use number words, point out numbers, and involve your child in counting activities as you go through your day.
- ★ Read, tell stories, sing songs, and say poems about numbers and counting with your child. Try to include books in which characters are added or subtracted as the story progresses. (Good books include: *Five Little Monkeys Jumping on the Bed*, by Eileen Christelow and *Roll Over! A Counting Song* by Merle Peek.)

Early Learning Coalition of Palm Beach County
Ready to Learn. Ready for Life.

Special Thank You to this Information's Source:

National Center for Learning Disabilities, Inc.
The power to hope, to learn, and to succeed

...MORE ABOUT COGNITIVE DEVELOPMENT

Scientists no longer debate which is most important, genetics or experience; the same is true for which developmental domain is most important. All of the domains of development are important, and they are inextricably linked. Carol Dweck of Stanford University says, "We can't carve people up-there isn't the cognitive person, the emotional person, the motivational person, the social person. All of these co-occur in the brain" (Galinsky, 2010).

Preschoolers are active learners. They learn by pretending, exploring, and testing themselves. Cognitive development is built on other areas of development, such as visual skills, thinking skills, and memory, and the experiences offered across areas of development contribute greatly to development and learning.

More Ways To Support Cognitive Development:

- ✓ **Provide a variety of acceptable choices.** Letting preschoolers decide what to play with, read, eat, and who to play with can help them build the cognitive and self-regulation skills they need.
- ✓ **Sing rhyming songs and read books throughout the day.** Take time to play with language during free play, transitions, and throughout the day. Children think it's fun to make up silly rhymes, but they are also learning!
- ✓ **Respond honestly to children's questions.** Preschoolers are famous for asking, "Why?" When you don't know the answer, suggest that you and the child research the answer to the question.
- ✓ **Look for simple math problems throughout the day.** "Hmmm. We've got four children at this table and two bananas. What could we do to make sure everyone gets some banana?" Lead the children to think about math concepts like dividing objects in half. Practice counting while setting tables.
- ✓ **Read alphabet books and talk about letters and the sounds they make**.
- ✓ **Talk about sizes, shapes, and colors.** Compare objects using words like "big", "bigger", "biggest" and "light" and "heavy." Point out shapes you see around you: octagon stop signs, rectangle doors, circle light fixtures, and square floor tiles. Play "I Spy" in your building to find objects of different sizes, shapes, and colors.

THINGS FOR PARENTS TO DO THIS WEEK:

While COVID-19 has closed preschools and elementary schools, your child's learning can – and should – continue at home. And whether you have WiFi access or not, opportunities for your child to learn and grow abound, despite current challenges. *Here are some programs to explore:*

- ✓ **PBS and KCLS.** Offering free, educational television and online programs for Pre-K and older students. These programs are for all students at home, regardless of access to the internet or computers. To learn more, visit: https://www.kqed.org/education/athomelearning.
- ✓ **Scholastic, Inc.** is offering daily, online courses for students in Pre-K and older. The site will soon offer 20 days of content. Learn more: https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html.
- ✓ **VROOM** offers free, science-based tips and tools to inspire families to turn shared, every day moments into Brain Building Moments via app, text and/or printed home resources. https://www.vroom.org/about
- ✓ **Waterford** has created a resource for parents with 3-4 years old's –Early Learning Boost emails. These Early Learning Boost emails will each have a video and an activity sent out every Monday, Wednesday, and Friday. These are simple age-appropriate resources that parents can do with their children, instead of spending their time searching or planning activities. Parents can go to http://www.waterford.org/boost/ to sign up for these free emails.

Resources, Links and Information

- ✓ **Early Learning Coalition of Palm Beach County**
  https://www.elcpalmbeach.org/vpk-transition-to-kindergarten
- ✓ **School District of Palm Beach County**
  https://arcgis.palmbeachschools.org/arcgisportal/apps/webappviewer/index.html?id=4ba2309b027c4606999d9a5a4d84778f
- ✓ **National Center for Learning Disabilities**
  https://www.aft.org/sites/default/files/t2k_parents.pdf
- ✓ **Waterford UpStart**
  https://www.waterfordupstart.org/summer-learning-path/
- ✓ **Reading Rockets – Launching Young Readers!**
  https://www.readingrockets.org/

Seeds

Activity: Children will observe, compare, and explore a dry lima bean seed and a soaked lima bean seed.

Objective

The children will use their senses to observe, compare and explore dry and soaked lima bean seeds using simple tools.

VI. Scientific Inquiry
VI.A.2. a. Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)
http://www.floel.org/standardsresource/standards.html#d=VI&a=four_year_olds

Read the book *The Tiny Seed* by Eric Carle

Lesson

1. Introduce the lesson by giving the children the following background information about seeds:
   "Seeds are alike in many ways. Seeds are different sizes and shapes. They are cov-ered by a thin outer coating called a seed coat. The seed coat protects the seed. The tiny seed has its own food until it is able to make its food in its leaves. The type of seed that we are going to look at today is a lima bean seed."
2. Give each child a soaked lima bean seed and a dry lima bean seed. Explain to the chil-dren that one lima bean seed has been soaked overnight in water and the other lima bean seed is dry because it was not soaked in water.
3. Ask the children to place the seeds next to each other and use their senses and magnify-ing glass to explore the seeds. Write down the children's observations about the dry seed and the soaked seed on the chart paper (e.g., How do the seeds look, smell, feel, sound?).
4. Carefully remove the seed coat.
5. Split the seed in two parts.
6. Examine the seed together.
7. Ask the children to draw a picture of the seeds on their drawing paper.

Materials Needed

Chart paper, markers, crayons, drawing paper, two seeds for each child, magnifying glass for each child

Book: The Tiny Seed by Eric Carle

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- using their senses to observe seeds and describing the differences and similarities
- comparing and describing dry and soaked lima bean seeds
- observing and exploring the lima bean seeds using simple tools.

Scaffolding

-Modify activity when children begin to lose interest.
-Use verbal, visual and physical cues to help children know what to do.

Extensions

-Shared Writing: Ask the children to pretend they found a bag of magic beans on the playground. Give each child an opportunity to share what happened after the bean was planted.

FloridaVPK

Apples and Oranges

Activity: Children will separate a set of objects (e.g., chairs, apples, oranges) into a maximum of four parts with teacher support.

Objective

The children will separate a set into a maximum of four parts .

V. Mathematical Thinking Number Sense

V.B.2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out.

http://www.floel.org/standardsresource/standards.html#d=V&a=four_year_olds

Lesson

1. Prior to the lesson, stack four chairs and place them next to the table where you will be conducting your lesson. Invite a small group of children (no more than four) to sit with you at the table. When the children arrive at the table they should notice that they don't have anywhere to sit. You might say, "It looks like you don't have any chairs to sit in. What should we do to solve this problem?" (Wait for their responses.) Someone will likely suggest that you need to get some chairs.

2. Point to the stack of chairs and say, "We have a set of chairs right here. Can you help me separate the set of chairs, so that everyone gets a chair?" As you give a chair to each child, you might say, "We have one chair, two chairs, three chairs, four chairs. We just separated the set of chairs into four parts. Does everyone have a chair? (Wait for their responses.) Yes. Now everyone has a part of the set of chairs."

3. Explain to the children that you have some fruit (e.g., apples and oranges) that you would like to share with them. Pass out a small paper plate to each child.

Materials Needed

Table with no chairs underneath

A set of four child-sized chairs stacked next to table, apples, oranges, small paper plates, large paper plates

Knife for adult to cut apples and oranges

Apple corer (optional)

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

separating a set of chairs, apple slices, and orange slices into a maximum of four parts with teacher support.

Scaffolding

-Use verbal, visual, and physical cues to help children know what to do.

FloridaVPK

Apples and Oranges

Activity: Children will separate a set of objects (e.g., chairs, apples, oranges) into a maximum of four parts with teacher support.

Targeted Standards

V. Mathematical Thinking Number Sense
V.B.2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out.
http://www.floel.org/standardsresource/standards.html#d=V&a=four_year_olds

Procedures –Continued

4. Take an apple and place it on the large paper plate where everyone can see it. Cut the apple into four parts. Then you might say, "Look, I have a set of apple slices. How can we separate the set of apple slices, so that everyone gets a part of the apple?" Someone will likely suggest that you can give each child an apple slice.

5. As you give each child a slice of the apple, you might say, "We have a part of the apple for _____, a part of the apple for _____, a part of the apple for _____, and a part of the apple for _____. We just separated the set of apple slices into four parts. Does everyone have a part of the apple? (Wait for their responses.) Yes. Now everyone has a part of the set of apple slices."

6. Next, take an orange and place it on the large paper plate where everyone can see it. Cut the orange into four parts. Then you might say, "Look, I have a set of orange slices. How can we separate the set of orange slices, so that everyone gets a part of the orange?" Someone will likely suggest that you can give each child an orange slice.

7. As you give each child a slice of the orange, you might say, "We have a part of the orange for _____, a part of the orange for _____, a part of the orange for _____, and a part of the orange for _____. We just separated the set of orange slices into four parts. Does everyone have a part of the orange? (Wait for their responses.) Yes. Now everyone has a part of the set of orange slices."

THANK YOU FOR JOINING...

Early Learning Coalition of Palm Beach County
Ready to Learn. Ready for Life.
1630 South Congress Avenue, *Suite 300*
Palm Springs, Florida 33461

A Special Invitation For:

	Packet Topic	Parent Chat (Thursdays @ 6 PM) LIVE
Week 1 *(June 8 - June 12)*	Gross Motor	**Listening and Responding to Children**
Week 2 *(June 15 – June 19)*	Language	**Positive Discipline**
Week 3 *(June 22 - June 26)*	Cognitive	**Structure, Limits and Consistency**
Week 4 *(June 29 - July 3)*	Social-Emotional	**Family Engagement –** Helping Your Child Succeed in School!
Week 5 *(July 6 - July 10)*	Gross Motor	**Fostering Your Child's Learning Style**
Week 6 *(July 13 - July 17)*	Fine Motor	**Screen Time –** The Do's and Don'ts
Week 7 *(July 20 - July 24)*	Language	**First Day of School –** The Do's and Don'ts
Week 8 *(July 27 - July 31)*	Cognitive	**Parent-Teacher Conferences –** What To Know