

Pre-K Week 4: Signs and Symbols

Estimated Time	Total Time: approximately 45-60 minutes/day Work at the pace that works best for you and your child.
Grade Level Standard(s)	<p>All activities are aligned to Illinois Early Learning and Development Standards for preschool and Common Core State Standards for Kindergarten.</p> <p>To learn more about these standards, please visit the following:</p> <ul style="list-style-type: none"> • Illinois Early Learning and Development Standards - https://www.isbe.net/Documents/early_learning_standards.pdf • Common Core State Standards for Kindergarten Parent Roadmap: English Language Arts - https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/36/Updated%20ParentGuide_ELA_K.pdf • Mathematics - https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/36/ParentGuide_Math_k.pdf
Caregiver Support Option	Participate with your child in the suggested activities below to facilitate shared learning.
Materials Needed	<p>Paper, writing utensils (crayons, markers, pencils), scissors, dice (optional)</p> <p>Suggested Books:</p> <ul style="list-style-type: none"> • <i>I Read Symbols</i> by Tana Hoban • <i>My Language, Your Language</i> by Lisa Bullard • <i>Say It, Sign It</i> by Elaine Epstein • <i>Time to Sign: Sign Language for Kids</i> by Kathryn Clay • <i>The Day Saida Arrived</i> by Susana Gomez Redondo • <i>The William Hoy Story</i> by Nancy Churnin • <i>Dad and Me in the Morning</i> by Patricia Lakin • <i>A Letter to Amy</i> by Ezra Jack Keats <p>Links to additional digital resources available on the last page of the packet.</p>
Question to Explore	<ul style="list-style-type: none"> • What is a symbol? • What symbols do we see at home? • What symbols do we see in our communities? • How do symbols help us at school? • How do symbols help us make friends?
Student Directions	Each activity below has directions for you to follow.



If you would like to provide feedback on this packet, please scan the QR code.



Learning Tools:

Encourage your child to use inventive spelling



























(<https://www.readingrockets.org/article/invented-spelling-and-spelling-development>) and the letter sounds chart provided below to encourage writing in the activities in this packet based on their knowledge of letter sounds.

If you are able, access the “Learning Letter Sounds Song” by Jack Hartmann to support your child’s knowledge and application of letter sounds: [tinyurl.com/LLSounds](https://www.tinyurl.com/LLSounds) The images in the letter sounds chart below correspond to this song. When these visual reminders are used in conjunction with the song, children have an easier time remembering and learning the letter sounds, because they have multiple reference points to help them!

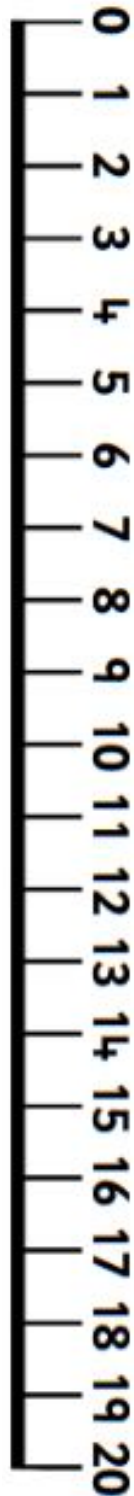
- Please note that the sound a letter makes is different from the name of the letter. It's important that our child learn letter sounds as they are heard in spoken words. Since we adults have not been in preschool in a long, long time, we might need a refresher! Please use the letter sounds as they are said in the Learning Letter Sounds song when working with your child.
- You can find video examples of a CPS teacher supporting inventive spelling here: https://www.youtube.com/playlist?list=PLINo2F85kqiXwA6XubjK3hF_kHNoqX-jl

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

b. Writes to convey ideas and information													
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	
		<p>Uses drawing, dictation, and scribbles or marks to convey a message</p> <ul style="list-style-type: none">• Scribble-writes deliberately• Makes marks that appear to adults to be in random order		<p>Uses drawing, dictation, and controlled linear scribbles to convey a message</p> <ul style="list-style-type: none">• Scribbles lines, circles, or zigzags in rows• Often repeats action and forms		<p>Uses drawing, dictation, and mock letters or letter forms to convey a message</p> <ul style="list-style-type: none">• Writes segments of letter forms, e.g., lines, curves• May use too many segments to create a letter, e.g., five horizontal lines on the letter E• May not orient letter segments correctly			<p>Uses drawing, dictation, and letter strings to convey a message</p> <ul style="list-style-type: none">• Writes strings of letters• Writes some letters correctly• Writes letters in unconventional order• Begins to separate groups of letters with spaces• May copy environmental print		<p>Uses drawing, dictation, and early invented spelling to convey a message</p> <ul style="list-style-type: none">• Uses first letter of word to represent whole word• Writes initial and/or final sounds of a word to represent the whole word <p><i>*Note: In Spanish, early invented spelling may consist primarily of vowels.</i></p>		<p>Produces very simple compositions (narrative, informative, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p> <ul style="list-style-type: none">• Writes a simple opinion piece about a favorite book, adding suggestions from the teacher• Writes about a visit to a pet store using drawing, writing, and dictation• Adds information to a class poster about chicks after reading about them on a science website

 Aa	 Bb	 Cc	 Dd	 Ee	 Ff
 Gg	 Hh	 Ii	 Jj	 Kk	 Ll
 Mm	 Nn	 Oo	 Pp	 Qq	 Rr
 Ss	 Tt	 Uu	 Vv	 Ww	 Xx
 Yy	 Zz				

Please use the following number line to provide your child with a reference point when identifying and learning to name numerals. If your student is not yet able to name numerals by sight, you can prompt them to find the numeral they're attempting to identify on the number line, and counting up to it, pointing to each number as they go. The number they say when they arrive at the target number tells them the name of the numeral.



Day 1: What are Symbols?

Introduce the Topic - Symbols, Symbols, Everywhere!: Read the following story with your child to begin this week's investigation of symbols, a natural progression from their exploration of signs last week! Your child likely knows so many symbols- they just don't realize it yet! As you read and discuss what symbols are, express wonder and excitement that symbols are truly everywhere around us in our world, as long as we take the time to look. By modeling excitement, your child will be encouraged to get excited for the week of learning, too! Check for understanding by asking questions such as:

- What is a symbol?
- Where do you see symbols?
- Have you noticed these symbols before? Which ones have you noticed? Which ones are surprising to you?
- Why do we use symbols? What do symbols help us to do?



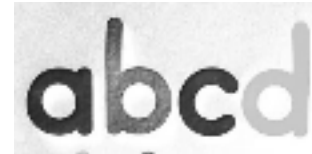
We see and use symbols everywhere, even if we don't know it yet!



Symbols are pictures or gestures that carry meaning. They are a way to tell someone something, without having to use our voice. Symbols help people to communicate and understand one another.



I bet you know a lot of symbols!



Letters are symbols. We read letters to understand other people and we write letters to communicate with other people.



Numbers are symbols. We read numbers to find out how many, and we write numbers to tell other people how many.



Pictures are symbols. They look at pictures to know what something is, and we draw pictures to tell someone about something.



Hand gestures are symbols. We watch other people gesture to understand their ideas, and we use hand gestures to help other people understand our ideas.



Emojis are symbols. We read emojis to understand someone's emotions, and we use emojis to communicate our own ideas.



Logos are symbols. Logos tell us which company made something, or what store is inside of a building.



We see symbols everywhere.



We see symbols at home, on the objects we use, the clothes that we wear, and the food that we eat.



We see symbols at school, in the books that we read, the number lines we use to count, and the pictures that we look at and draw.



We see symbols in our community, on the street signs that keep us safe, the restaurants and businesses that we visit, and from the people that we see outside!



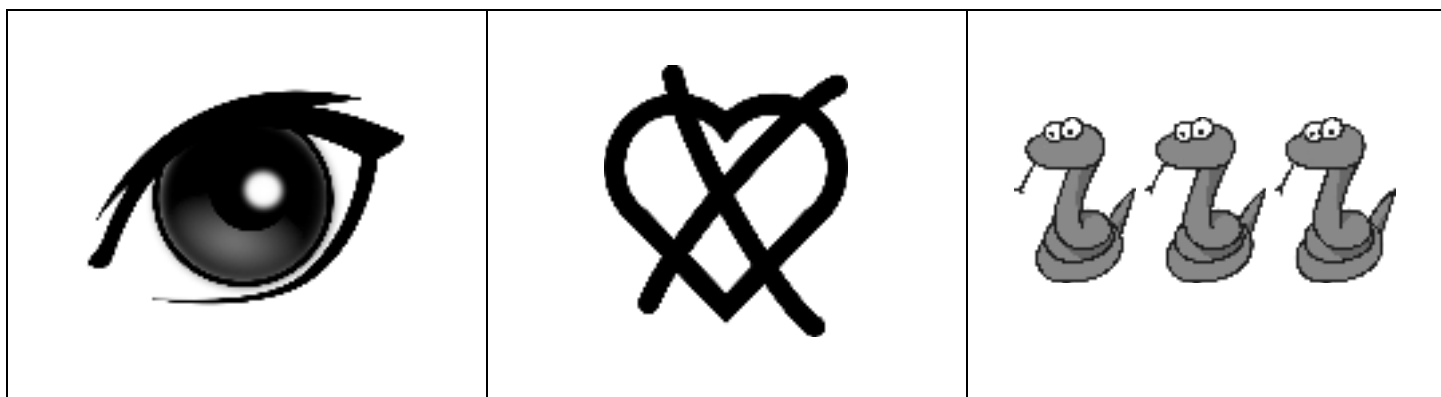
Without symbols, it would be much more difficult for us to learn, to understand other people, and to communicate our ideas to others.

Literacy Activity - Master Reader!: Help your child to understand that symbols are things that carry meaning and that we automatically associate symbols with those meanings by inviting them to read the following pictorial sentences with you. Before you read, warn them that it might be tough, because THEY will have to do all of the reading themselves!

As they get started and find themselves able to read these sentences, build their self-confidence in reading by giving them significant positive feedback, such as, "You're using the symbols to read and doing it independently!" Preview their progression into reading words made up of letters next year in kindergarten by saying, "Just like you know how to read picture symbols, you'll be able to read letter symbols if you keep being persistent and practicing!" Help them to begin to learn high-frequency sight words by telling them what the few words used below mean, and continue this learning every time you read by pointing out these sight words and asking your child if they can remember their meaning!



I love dogs.



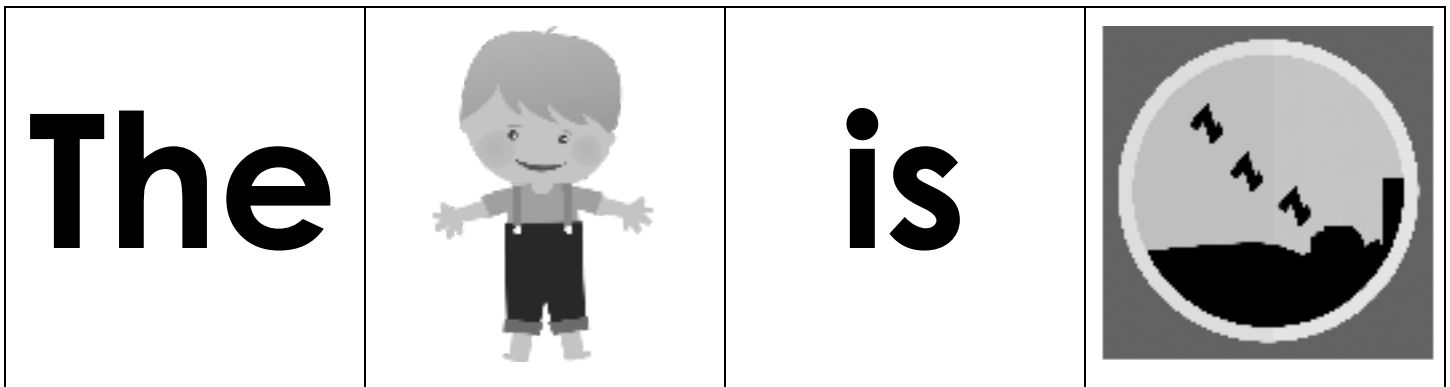
I don't like/love snakes.



A kangaroo jumps.



The cat runs.



The boy is sleeping.

Music/Movement Activity - Sing it, Sign It - Twinkle, Twinkle Little Star: Signs and symbols help us to communicate. American Sign Language is a fantastic example of how we use hand and body symbols to communicate with others. Learn and practice signing the words to Twinkle, Twinkle Little Star with your child here: <https://www.youtube.com/watch?v=hl1j9797Z38>.

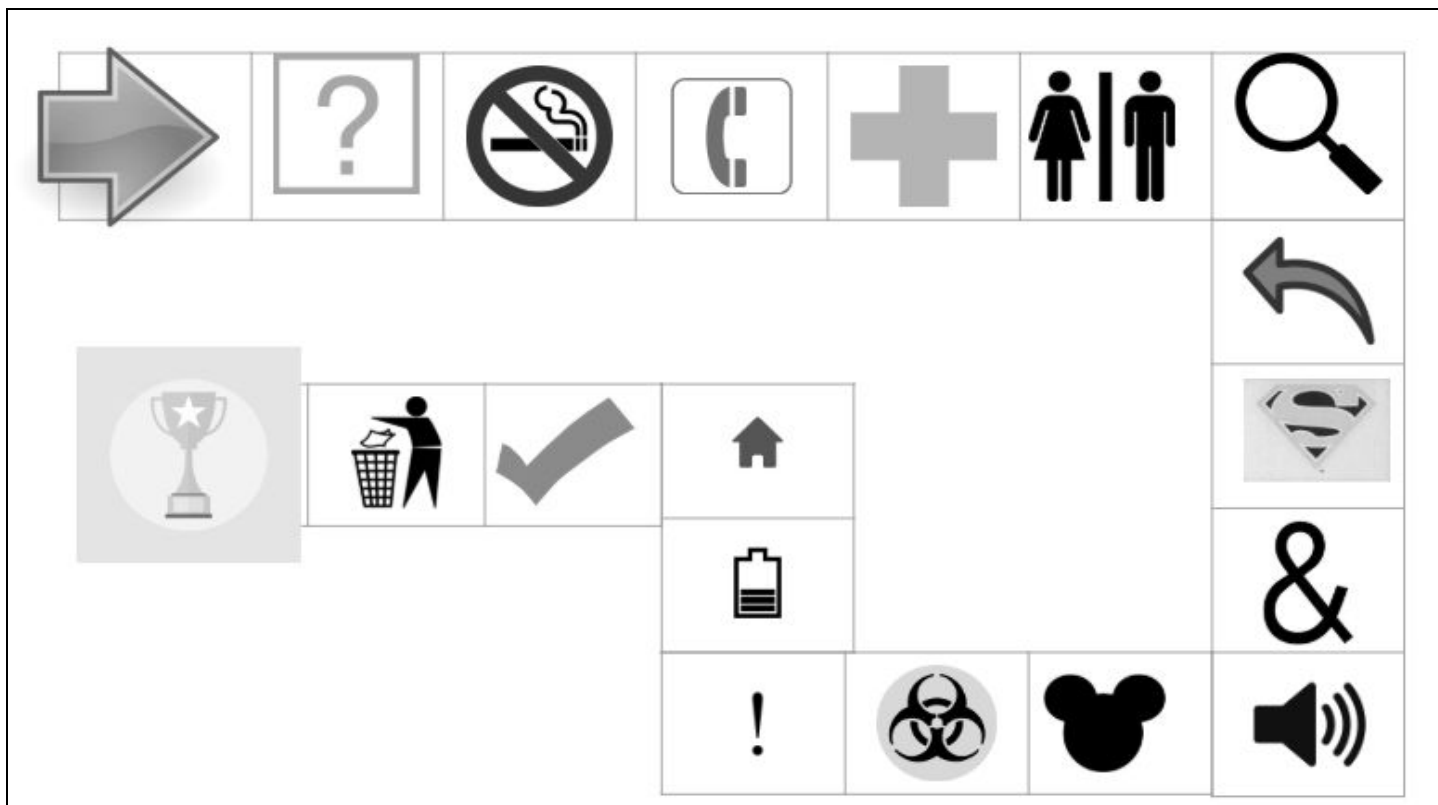
Math Activity - Symbol Board Game: Grab a dice or use the number cards provided below to play this fun, symbol board game with your child! If you have a dice, take turns rolling the dice and asking your child to subitize (or identify by sight) the number of dots on the dice. If your child isn't able to quantify by sight, invite them to count the dots on the dice and remind your child that the last number they count tells them how many in all. Then, invite your child to count out that many spaces on the board game to move their player. Challenge your child to identify the meaning behind the symbol that they land on. Play again and again for more math and symbol identification practice!

Make this game more challenging for your child by utilizing two dice, and asking your child to add the quantities on each dice with one another prior to moving their player.

If you do not have a dice available, do not worry! You can give your child cutting practice by having them cut the number cards below. Encourage your child to use safe scissor skills - thumb on top, two fingers below, keeping their second hand far away from the scissors as they cut the paper, and turning the paper when necessary, not the scissors! If you are unable to cut the cards, your child can make his or her own to get practice in writing numerals. If playing in this way, use the number line

provided above to support your child in identifying any numerals they cannot yet name by sight. Similarly to the version described above, make this activity more challenging by asking your child to pull two numeral cards, and add the quantities with one another before they move their player.

1	2	3	4	5
6	7	8	9	10



Day 2: What symbols do we see at home?

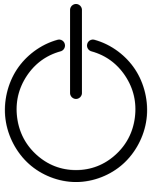



Introduce the Topic: Remind your child of the discussion of symbols that you had yesterday, and let them know you are going to explore the symbols that you have all around you at home. Before you begin, ask your child:





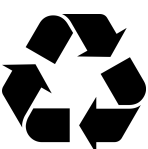

- Where do you predict that we will find symbols in our home today?

Encourage your child to make a list of places that they plan to look for symbols, to support them in understanding the utility of making a plan as one strategy to help remember things! Your child can use inventive spelling and letter sounds (supported by the letter sounds chart provided above), to create their list. As they engage in the scavenger hunt below, encourage your child to “read” their list to remember all of the places that they planned to check!

Literacy Activity - Symbol Scavenger Hunt!: Provide your child with the following checklist of common symbols. Challenge them to search your home for each symbol. They might be found on common items, foods, or clothing- provide your child with clues if they get stuck!

As your child searches for and finds each symbol, discuss the meaning behind each one and applaud them for knowing how to “read” all of the symbols that they already recognize! Each time your child finds a symbol, place a checkmark in the box to the right- and let them know that check marks are symbols, too!

 power button	
 Smiley face	
 Peace sign	
 dollar sign	

 <p>flammable</p>	
 <p>heart</p>	
 <p>Letter A</p>	
 <p>arrow</p>	
 <p>Recycling symbol</p>	
 <p>Number 2</p>	

Music/Movement Activity - Sing it, Sign It - The Wheels on the Bus!: Today, learn how to sign the classic children's song, The Wheels on the Bus, while you sing and dance with your child!
https://www.youtube.com/watch?v=RZmn5mUAW_Y.

Math Activity - Charades: Play a classic game of charades with your child today. This classic game is the perfect example of having to rely on symbols and gestures, rather than spoken language, to communicate with others! Before you start, invite your child to cut out the pictures and words below. Encourage safe scissor usage- thumb in the small hole on top, two fingers below, using the opposite

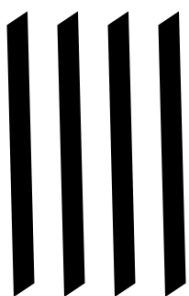

hand to hold the paper far from the scissors, and turning the paper when necessary, rather than the scissors. If you do not have access to scissors, you can prompt your child to draw similar or their own situations on post-it notes or torn out pieces of paper.

Once you have the charades cards created, turn them upside down and shuffle them. Take turns with your child picking out a card and acting out the situation on it using hand gestures and symbols- no speaking allowed!

Turn this into a math activity by setting a visual timer of 1 minute for each card and using tally marks to keep score of who is successfully able to guess each card! You can access a visual timer online here: <https://www.youtube.com/watch?v=x6ggW8ei0yU> You can also find a sample tally chart to recreate with your child to track the score using tally marks. Be sure to mention that tally marks are another symbol that we use in our daily lives, as well! When you're finished playing, ask your child to estimate, or guess, how many each player answered correctly by utilizing the tally chart. After your child has estimated, prompt them to count the tallies one by one to determine the exact number, and to write the corresponding numeral beside the tallies (using the number line chart provided above if your child is not yet able to identify numerals by sight). Then, invite them to draw conclusions about the game through comparing these numbers:

- Who won the game? How do you know?
- How many more cards did the winner answer currently than the other players? How do you know?
- Did any of the players answer the same number of cards correctly? How do you know?

Sample Tally Chart

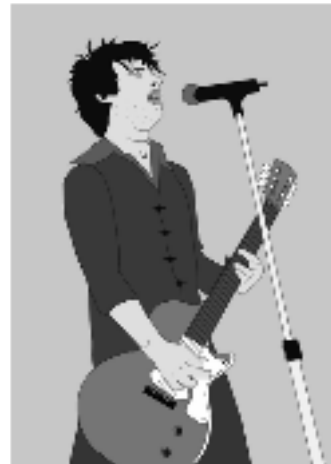
	
<p>Caregiver's Score - Encourage your child to write your name!</p>	<p>Child's Score - Encourage your child to write their own name!</p>



putting on shoes



taking a bath



performing on stage



riding a rollercoaster



reading a book



swimming in a pool



walking a dog



checking out at the store



acting like a robot

Day 3: What symbols do we see in our communities?

Introduce the Topic - Name That Symbol!: Show your child the following symbols. Most of them should be familiar to your child! Boost your child's confidence in their ability to read symbols by emphasizing how they've learned these without even realizing it. If they can read these symbols, they can read other symbols that they use everyday in school- like their letters and numbers!

 <p>McDonald's</p>	 <p>Batman</p>	 <p>Target</p>
 <p>train</p>	 <p>parking</p>	 <p>handicapped</p>
 <p>American flag</p>	 <p>mask required</p>	 <p>bathroom</p>

Literacy Activity - My Emoji Book: One of the most common types of symbols we and our children use in our everyday lives within our communities are emojis. As you did in the previous activity, use the case of emojis as a way to build your child's confidence in their own abilities to read- because they will probably know what the following emoji mean!

Take a look at the “Emoji Book” included below. Ask your child to identify the emotion that each emoji expresses, as well as to give you an example of a situation that might make someone feel that way. For example, someone might feel exhausted if they did not sleep the night before, or someone might be jubilant when they get to see someone that they love. Support your child in generating examples by asking:

- Have you ever felt the way that the emoji does? What made you feel that way?
- Have you ever seen someone else who felt like this emoji? What made them feel that way?
- Can you think of a time when you saw a character in a book, movie, or television show feel this way? Do you remember what happened to that character, to make them feel that way?

Build in literacy by inviting your child to use inventive spelling to write the name of the emotion expressed by each emoji below. Once they’ve finished, you can extend the activity by asking your child if he or she can think of any other emotions, and would like to create their very own emojis for these! Use the blank pages in the book below for your child to add his or her own!

My Emoji Book

By:



This emoji feels _____.



This emoji feels _____.



This emoji feels _____.



This emoji feels _____.

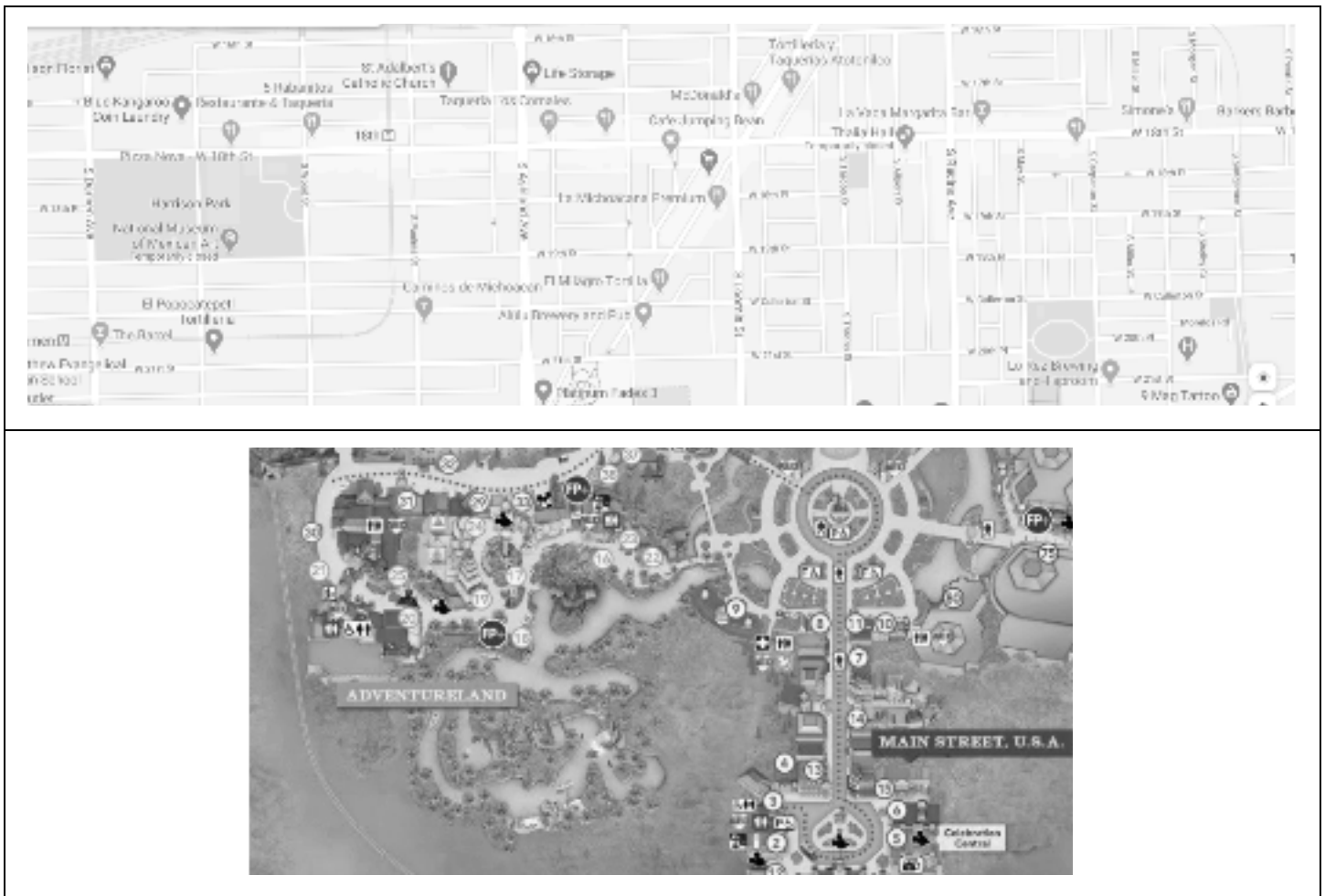


This emoji feels _____.

This emoji feels _____.

Music/Movement Activity - Sign It Animals! Continue you and your child's learning of American Sign Language, and get moving, by watching and practicing along with the following video!
<https://www.youtube.com/watch?v=urGlbCsCgNg>.

Math Activity - Map Making! Invite your child to engage in this fun activity in map-making with you! Maps are full of symbols that help to show us where things are in our community. Before asking your child to create their own maps, invite them to look at the following maps, and to notice the symbols that they see and their meanings.



Then, provide your child with paper and writing utensils, and prompt them to draw a mental map of their own community! Start with the place most familiar to your child- home! Prompt them to draw a symbol that represents home, such as a house or a heart. Then, ask them to think about what else is on your street and in the surrounding area. Ask:

- Are there any restaurants in our community? Where are they? How could we represent those restaurants with a symbol?
- Are there any stores in our community? Where are they? What do they sell? How could we represent these stores with symbols?

Turn this into a math activity and use spatial awareness vocabulary as you support your child in creating the map and placing things on their map in relation to one another:

- What buildings are **next to** our house?
- What is **across from** the gas station?
- Is the grocery store **behind or beside** McDonald's?
- Is the train **above** the street or **below** the street?

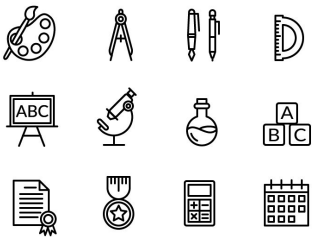





Build literacy and inventive spelling into this activity by encouraging your child to use inventive spelling (using the letter sounds chart provided above) to label each of the symbols that they include on their map.

Day 4: How do symbols help us at school?

Introduce & Discuss - Symbols Help Us Learn: Ask your child to think about all of the symbols they have learned and play with the past few days. Ask:

- Do you recognize any of these symbols from learning in school and at home?
- What did you do with those symbols at school?
- How did those symbols help you when you were in school? How do these symbols help you to learn new things?

The purpose of the discussion is to lead your child to understand that letters, numbers, and punctuation marks are symbols, and we use them everyday when we learn in school! To support your child in this understanding, use the story below after your child's brainstorm.

 <p>We use symbols everyday in school when we learn!</p>	 <p>Letters are symbols that we use to read and write.</p>
 <p>Numbers are symbols that we use to count, tell how many, and solve fun addition and subtraction problems.</p>	 <p>Punctuation marks are symbols that we use to understand an author's emotions and to communicate our own emotions when we are writing.</p>
 <p>Addition, subtraction, and equal signs help us to solve fun math problems.</p>	 <p>Checkmarks and x marks are symbols we use to check our work.</p>

Literacy Activity - Symbol Detectives!: Help to draw your child's awareness of symbols that we commonly see and use when we are reading and writing- punctuation marks! Start off by using the text provided below, and teaching your child the meaning of the three basic punctuation marks used in texts: periods (.), exclamation points (!), and question marks (?). Use the following definitions when teaching your child the meaning behind these symbols:

Period (.) - the end of a sentence

- **Exclamation point (!)** - the end of a sentence where we say something excited
- **Question mark (?)** - the end of a sentence when the author is asking for an answer

Good morning!

I hope you are having fun learning all about symbols. I was so surprised to learn there are symbols all around us! What is your favorite symbol so far?

My favorite symbol is the smiley face. It is a way to communicate that I feel happy. I love to feel happy!

Once your child has identified the punctuation marks in the text above, use any texts that you have at home to continue their exploration! You can use any books that your child has, but also any texts that you have around your home- think food labels, posters or artwork, instructional manuals, text messages, or emails. Encourage your child to be a symbol detective, and find as many as they can!

Music/Movement Activity - Sign It - Colors!: Get up and move while you learn how to sign the colors in American Sign Language with your child! <https://www.youtube.com/watch?v=W5jdJ2CsFuM>.

Math Activity - Using Symbols in Math Learning!: As your child enters kindergarten next year, he or she will encounter the following math symbols as he or she begins learning about addition, or taking two small quantities together to make larger quantities. At this age, the most appropriate way to introduce and practice the concept of addition is to use concrete objects, such as toys, counters, or marbles, to create small sets, and then to combine them together to create a larger total. In this game, you will be previewing the addition and equals size symbols with your child, but do not worry just yet about your child writing or completing written addition problems. That learning will come next year!

To play this game, gather the number cards that you cut down with your child from Day 1 and a set of objects that you have at home (such as toy cars, pennies, or blueberries- anything!). For most preschool-aged children, it is appropriate to begin practicing with smaller quantities, so it is recommended to start only with the cards 1-5.

Turn the number cards face down, and ask your child to pull the top one from the pile. Place it on top of the left-most box in the equation below. Ask your child to identify this number (using the number line above for reference, if your child is still learning to identify numerals by sight). Once your child has identified the numeral, ask them to create a set of that many of the objects that you gathered. For example, if your child pulls a 3, help them to create a set of 3 objects.

Then, point to the + sign in the equation below. Explain the significance of this symbol using language such as:

- "This is a plus sign. It tells us that we are going to take the first group we made and combine it with another group of objects. The two small groups will be added together, to make one, larger group of objects."

Have your child pull a second number from the deck, and support him or her in identifying the numeral and creating a group of that many objects, just as you did with the first. Keep this second group separate from the first your child made. Place this number card in between the + and = in the equation below.



Next, point to the = sign in the equation below. Explain the significance of this symbol using language such as:

- "This is an equal sign. That means we have to figure out how big one group would be, if we combined the two small groups together."

Support your child in determining the sum of the two groups together by prompting him or her to begin counting one group, and then move on to the second group and continuing to count. When he or she is done counting and has counted each object one time, ask how many objects there are in total. Remind your child that the last number they count tells how many in all. Use the remainder of the number cards from Day 1 (6-10) to help your child identify and place the correct numeral in the far right box of the equation.

Reread the equation with your child, pointing to each number and symbol and speaking its meaning aloud. For example, if you child pulls a 5 and a 3, the equation would read: "5 plus 3 equals 8."

Repeat this game as many times as your child would like to! Again, preschool-aged children learn through concrete, hands-on activities and materials- do not pressure your child to write or read these equations themselves, and be sure they always have objects to count as they practice adding for the first time!

				
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Day 5: How do symbols help us to make friends?

Introduce the Topic: Ask your child about a time when they were trying to use words to talk with someone, but the other person did not understand. If your child is still working on telling about a past time or event (many children are still building this skill at the preschool age), model for your child and tell your child about a time in which you attempted to talk with someone, but they did not understand you. Ask your child (or, if you are modeling, answer for your child):

- How did it make you feel when that person didn't understand you?
- How do you think it made the other person feel, that they could not understand you?
- How did the interaction end? Were you able to communicate successfully, or were you never able to communicate with one another?
- How do you think symbols could have helped you to communicate with one another?

Learn & Discuss - Symbols Help Us to Make Friends!: Following your discussion above, read the following story about how symbols help us to communicate with others who do not speak the same language as we do, and how symbols can be an important part of making friends and building beautiful, diverse communities. To check for understanding, ask your child:

- How do symbols help when you can't use your words to communicate, or speak with and understand, others?

- Which different types of symbols do we use when we are communicating with others?
- Do you ever use symbols when you are with your friends at school? Which kinds of symbols do you use?
- Why do you think that it is important that we be able to communicate with everyone in the world, even if they speak a different language than we do?



Sometime it's hard to understand and communicate with others when we use our words.



People around the world speak different languages, like English, Spanish, Mandarin, Arabic, and more. This can make it hard for us to communicate with one another.



Some people are deaf, or have trouble hearing and speaking. A deaf person might wear a hearing aid, but still are not able to hear others very well. Sometimes other people have a difficult time understanding a deaf person when he or she speaks.



Sometimes, people are still learning how to use their words with their voices and how to understand the words they hear.



Sometimes, people are far away from us, and we cannot speak to them with our words.



When it is difficult for us to understand others with our spoken words for any reason, symbols help us communicate with other people.



Many people who are deaf use American Sign Language. They use their hands to communicate their ideas and to understand others.



We can use letters and pictures in handwritten letters, text messages, and emails to communicate with people when they are far away.



We can wave hello to someone to tell them we are happy to see them.



We can give someone a thumbs up to show that we like something that they did.



We can draw a heart for someone that we love.



We can point to picture symbols in our environment to ask questions when we need help.



With symbols, we can communicate with almost anyone that we want to, no matter the language that they speak or where they are from.



Symbols can help us build a beautiful global community, in which we are all able to understand, communicate with, and show love and appreciation to one another.

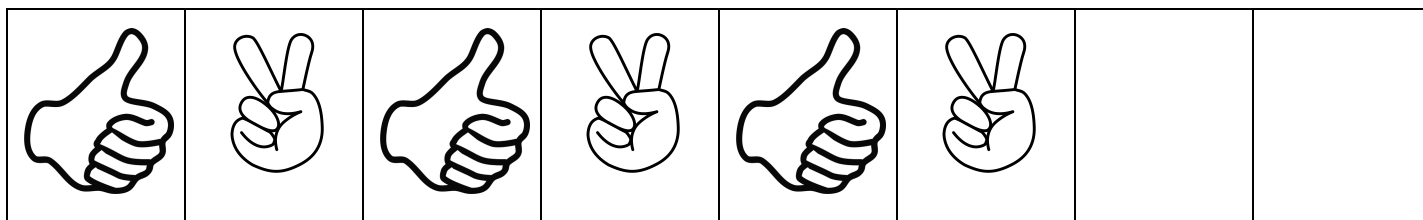
Literacy Activity - You're a Great Friend - Let Me Show You! Invite your child to think about the qualities that make a good friend, such as kindness, listening ears, forgiveness, generosity, a sense of







humor, etc. Then, invite your child to brainstorm symbols that they might use to represent each of these qualities. For example, they might choose to represent kindness with a heart and a sense of humor with an exclamation point.

Once your child has chosen symbols, encourage your child to write a letter to one or more of their friends, to express their gratitude for their friendship and to let them know exactly what it is that makes him or her a fantastic friend. Support your child in using a combination of these symbols and inventive spelling (with the letter sounds chart provided above as a reminder of letter-sound correspondences) to create beautiful letters to share with his or her friends. If possible, take a picture of these letters and share them with your child's friends!

Music/Movement Activity - Sing It, Sign It - Baby Shark!: The classic Baby Shark song is back, but this time, you can sign it! Get dancing and continue learning American Sign Language by watching and participating along with the following video, to learn how to sign the song!
<https://www.youtube.com/watch?v=2gF9GtK3dDA>.

Math Activity - Secret Handshake Patterns!: Have you ever had a secret handshake with a friend? If not, here's your chance! Use some common hand symbols that we use to communicate with others and make friends to extend the following patterns. As you work, remind your child that a pattern is "something that repeats, or is the same, again and again and again." Use the blank template to encourage your child to draw a repeating pattern that they make up all by themselves. Then, translate the written patterns into practice by having your child create these patterns, and more of their own, with their hands!



Additional Digital Resources: Check out these additional resources with your child to extend your child's exploration of the Signs & Symbols theme! As you work through these resources, continue to ask your child open-ended questions, such as:

- What symbols do you see? How are those symbols helping you to understand and learn new things?
- How do symbols help us in our everyday lives?
- How do symbols help to build strong, diverse communities?
- How do symbols help our world?

Read Alouds

I Read Symbols by Tana Hoban
<https://www.youtube.com/watch?v=eJ26joPAP84>

The William Hoy Story by Nancy Churnin
<https://www.youtube.com/watch?v=2rOBtiZdybA>

I Spy Letters by Jean Marzollo
<https://www.youtube.com/watch?v=dfNhlAuVvv8>

I Spy Little Numbers by Jean Marzollo
<https://www.youtube.com/watch?v=lZqoTxH5Qeo>

A Letter to Amy by Ezra Jack Keats
https://www.youtube.com/watch?v=zTn_C2oarel

Several children's books read aloud, with American Sign Language
<https://www.youtube.com/playlist?list=PLhR7lag5lHU9xslintb83KYQMtg33SfH0>

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

Pedestrian Safety

<https://site.pebblego.com/modules/16/categories/10394/articles/10470>

Map Symbols and Keys

<https://site.pebblego.com/modules/5/categories/5004/articles/5147>

PBS Learning Media

Discovering Symbols (video)

<https://illinois.pbslearningmedia.org/resource/npt-artquest-302-discoveringsymbols/artquest-discovering-symbols/>

What is Communication? (video)

<https://illinois.pbslearningmedia.org/resource/e2938d53-83ba-47b2-9c8d-673bb4b0bc3e/what-is-communication-young-explorers/>

Sign the Sing Along Song: Sesame Street (video)

<https://illinois.pbslearningmedia.org/resource/sesame-sign-sing-along-song/sing-the-sing-a-long-song-sesame-street/>

Play a Guessing Game: Sesame Street (video)

<https://illinois.pbslearningmedia.org/resource/sesame-play-a-guessing-game/play-a-guessing-game-sesame-street/>

Read Good Books!: Creating Flags (Video)

<https://illinois.pbslearningmedia.org/resource/e9e7de80-8b27-4251-b33c-5456bb219373/read-good-books-creating-flags-kids-young-explorers/>

Symbols of the United States (book)

<https://illinois.pbslearningmedia.org/resource/a5cd608e-aa06-4a34-b9f9-9328c0f41a29/a5cd608e-aa06-4a34-b9f9-9328c0f41a29/#.XuvSAedOnIU>

Launching Young Readers: Sounds and Symbols (family resource)

<http://www.pbs.org/launchingreaders/soundsandsymbols/>

Math Learning Center - Math at Home

<https://mathathome.mathlearningcenter.org/kindergarten>

Kindergarten Activities of the Day

<https://mathathome.mathlearningcenter.org/activities-of-the-day>

Kindergarten Family Games

<https://sites.google.com/mathlearningcenter.org/math-at-home/family-games>

DREME Network At Home Early Math Learning Kit

https://dreme.stanford.edu/sites/g/files/sbiybj9961/f/dreme_at-home_early_math_learning_kit_for_families.pdf

DREME Network Math Snacks

Quick and easy ideas for finding and talking about math in everyday family routines.

<https://familymath.stanford.edu/math-snacks/>

DREME Network Family Math Storybook Guides

These storybook guides help parents and caregivers talk about math with their children while reading together. Each storybook guide corresponds to a specific picture book, many of which can be found in public libraries.

<https://familymath.stanford.edu/activities/reading-together/>