

Domain 2: Families and Communities Activity Pages



Core Knowledge®

PRESCHOOL

Core Knowledge Language Arts



Domain 2: Families and Communities Activity Pages

PRESCHOOL

Core Knowledge Language Arts®



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2014 Core Knowledge Foundation

www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

WRITERS

Public Domain Rain, Rain Go Away; Teddy Bear

IMAGES

Amy Wummer Activity Pages 1-1; 10-1

Barbara L. Gibson Activity Pages 2-1, 2-2; 2-4; 6-1; 6-2; 11-1; 11-2; 13-1; 15-1; 15-2

Shutterstock Cover; Title Page; Activity Page 5-1
Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Families and Communities: Family Letter 1



Dear Family Member,

Your child probably already likes to talk about his/her family. At school, we will be learning all about families and how they love us and help us grow and change! We will learn all kinds of words to describe families. We will also be talking about what words are, practicing rhyming, drawing and painting, and playing musical instruments.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

Children love hearing stories, especially before bedtime. Before you read a book, talk about the title of the book and what it might mean. As you read books, point to and label the various family members who are characters in the story.

2. Sing Nursery Rhymes

Nursery rhymes are a fun way for children to learn the rhythm and sounds of language. Your child may come home singing and doing the motions for “Rain, Rain Go Away,” and “Five Little Monkeys.” The words to “Rain, Rain Go Away” are on this back of this letter—have your child recite the rhyme and talk with your child about the words in the song that rhyme (away, day, play). You could also share your own favorite nursery rhymes with your child.

3. Talk About Chores and Daily Routines

As you and your child do chores and routines each day, talk about what they are, why they are important, and how you help your child do things that are difficult to do alone. In class, your child will be introduced to jobs in the classroom. You might make a daily schedule that shows your child the daily routines and chores expected of him or her. Make these simple and attainable tasks, such as pushing in chairs, brushing teeth, or putting away toys.

4. Practice Drawing

Your child is doing lots of activities to develop fine motor skills. Have your child practice at home by drawing with crayons and thick markers. Encourage your child to draw pictures of his or her family or have your child illustrate his or her own daily schedule.



Show and Tell: Family Celebrations and Traditions

Later in this domain, our class will be exploring different family traditions and celebrations. Talk with your child about his or her favorite family tradition, celebration, or holiday. Discuss why it is important to your family and what you do to celebrate or honor a tradition. Please send in an object or photograph that is representative of your family's favorite celebration for your child to share with the class. For example, if your child likes to celebrate his/her birthday with a birthday cake, you might send in a birthday candle for your child to show.

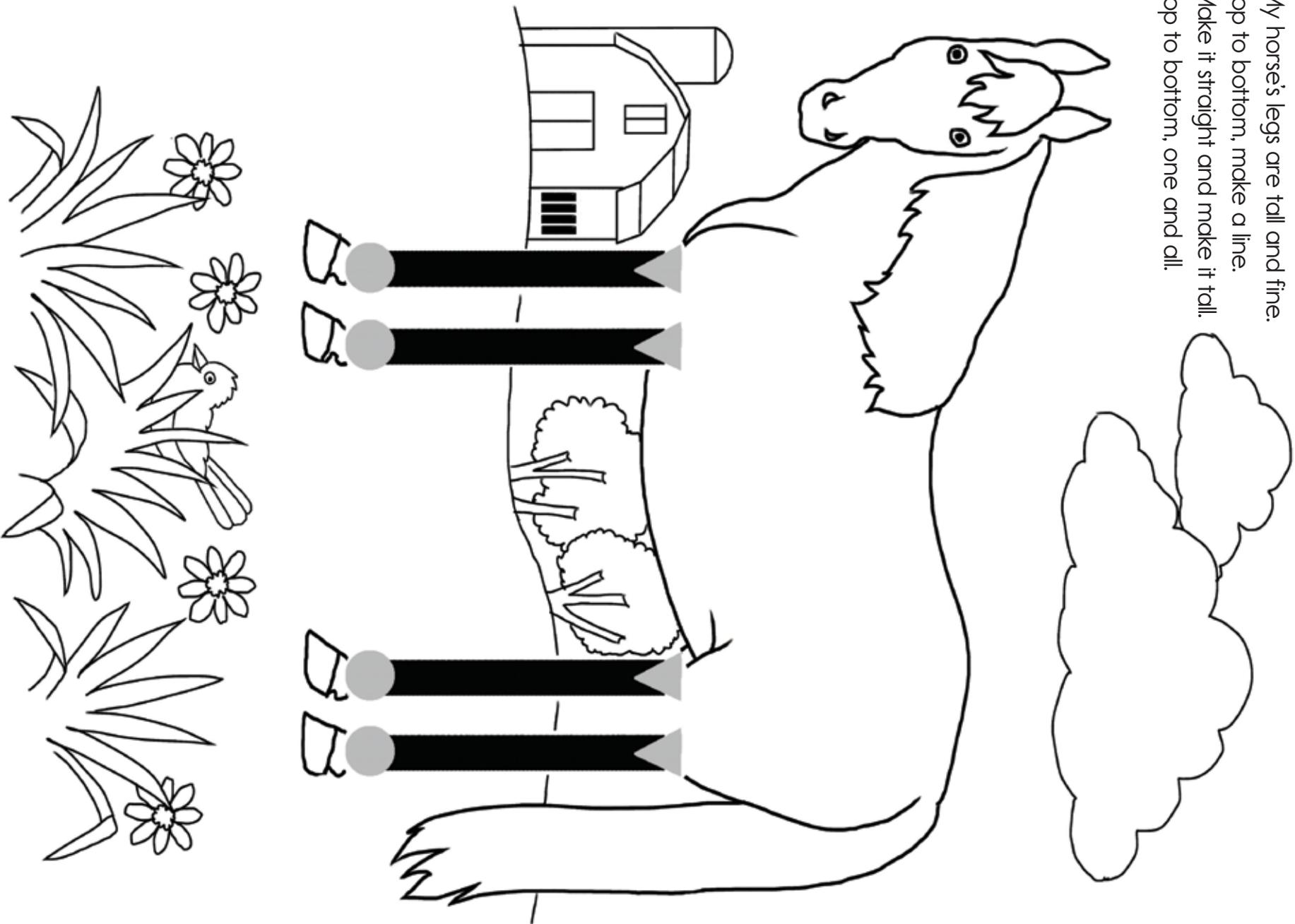
Rain, Rain Go Away

Rain, rain, go away,
Come again another day,
Little [child's name] wants to play.
Rain, rain, go away.



My Horse

My horse's legs are tall and fine.
Top to bottom, make a line.
Make it straight and make it tall.
Top to bottom, one and all.



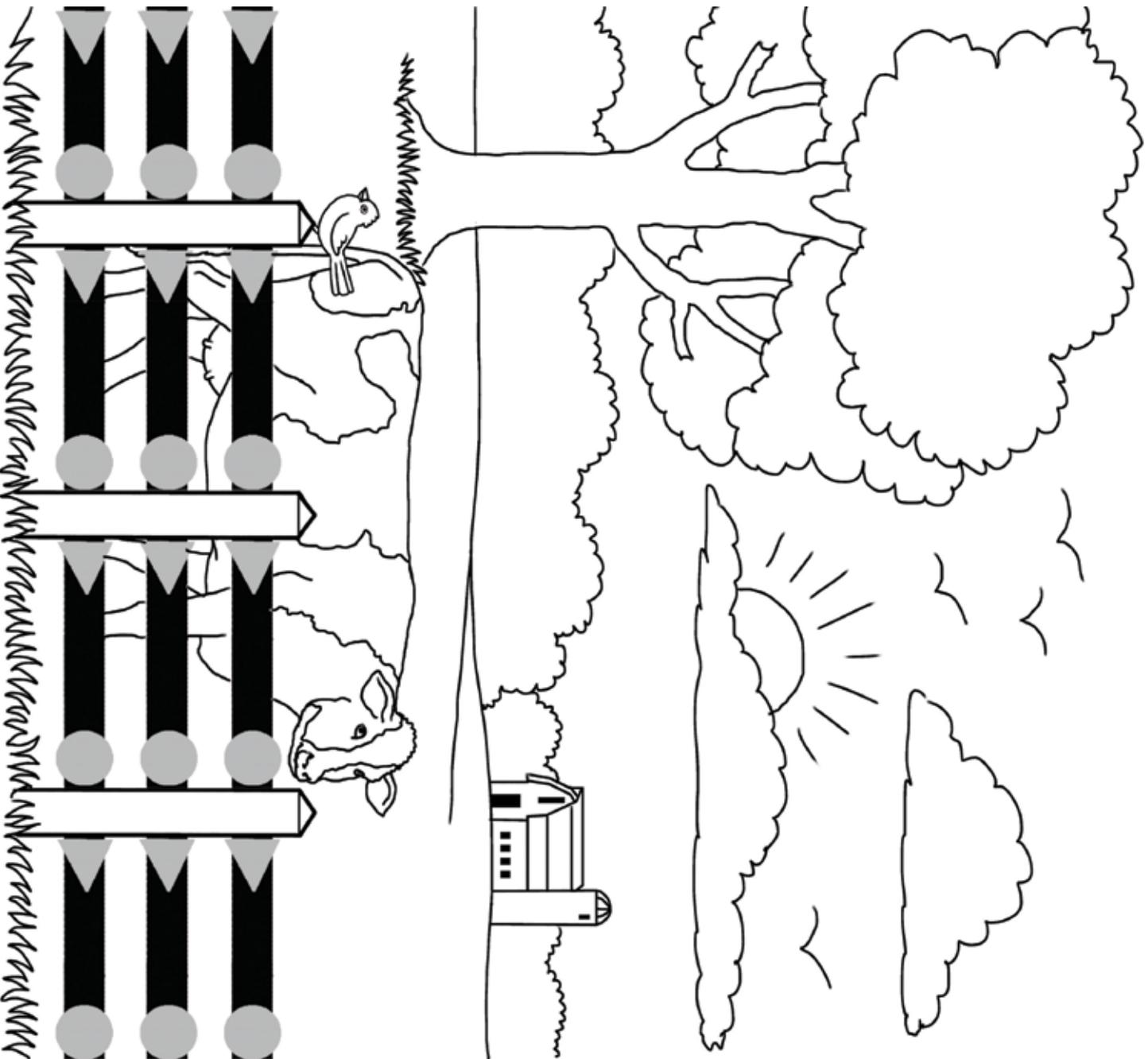
The Fence

The fence is long and painted white.

Make a line from left to right.

Left to right, make it flat—

No bumps or wiggles, now look at that!



Dear Family Member,

During our *Families and Communities* domain, your child will have a chance to share a favorite family tradition with the whole class. First, help your child pick out an object, picture, or photograph that is important to a tradition or holiday your family celebrates. Then, talk with your child about your favorite family tradition and answer the questions below. Send this form and the object to school with your child for Show and Tell.



Share a Family Tradition

1. What is a tradition or holiday that your family loves to celebrate?
When do you celebrate it?

2. How does your family celebrate this special occasion?

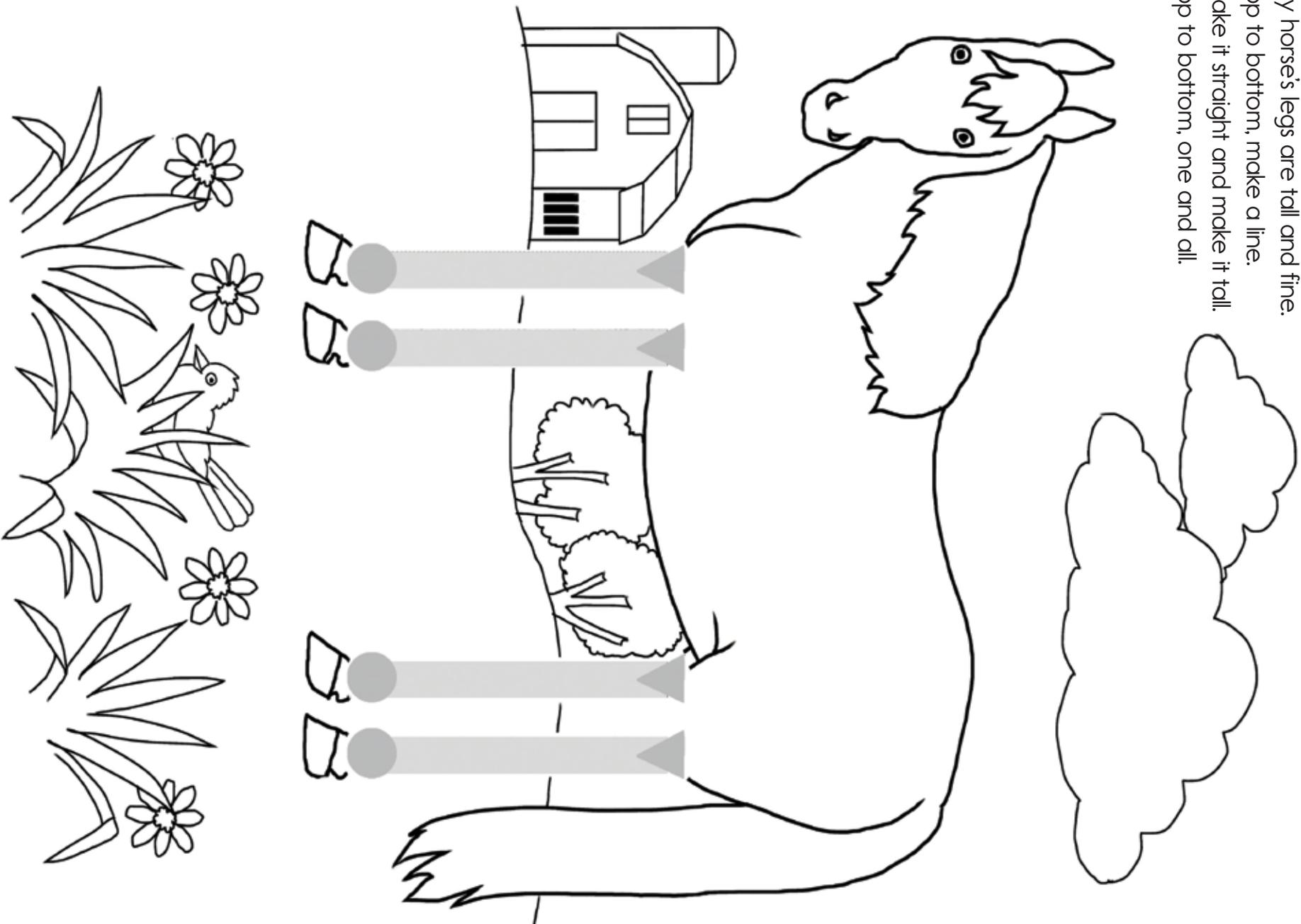
3. What object or picture is your child bringing to school for Show and Tell?
Why is it special?

4. Is there anything else you would like your child's teacher to know
in preparation for the Show and Tell activity?



My Horse

My horse's legs are tall and fine.
Top to bottom, make a line.
Make it straight and make it tall.
Top to bottom, one and all.



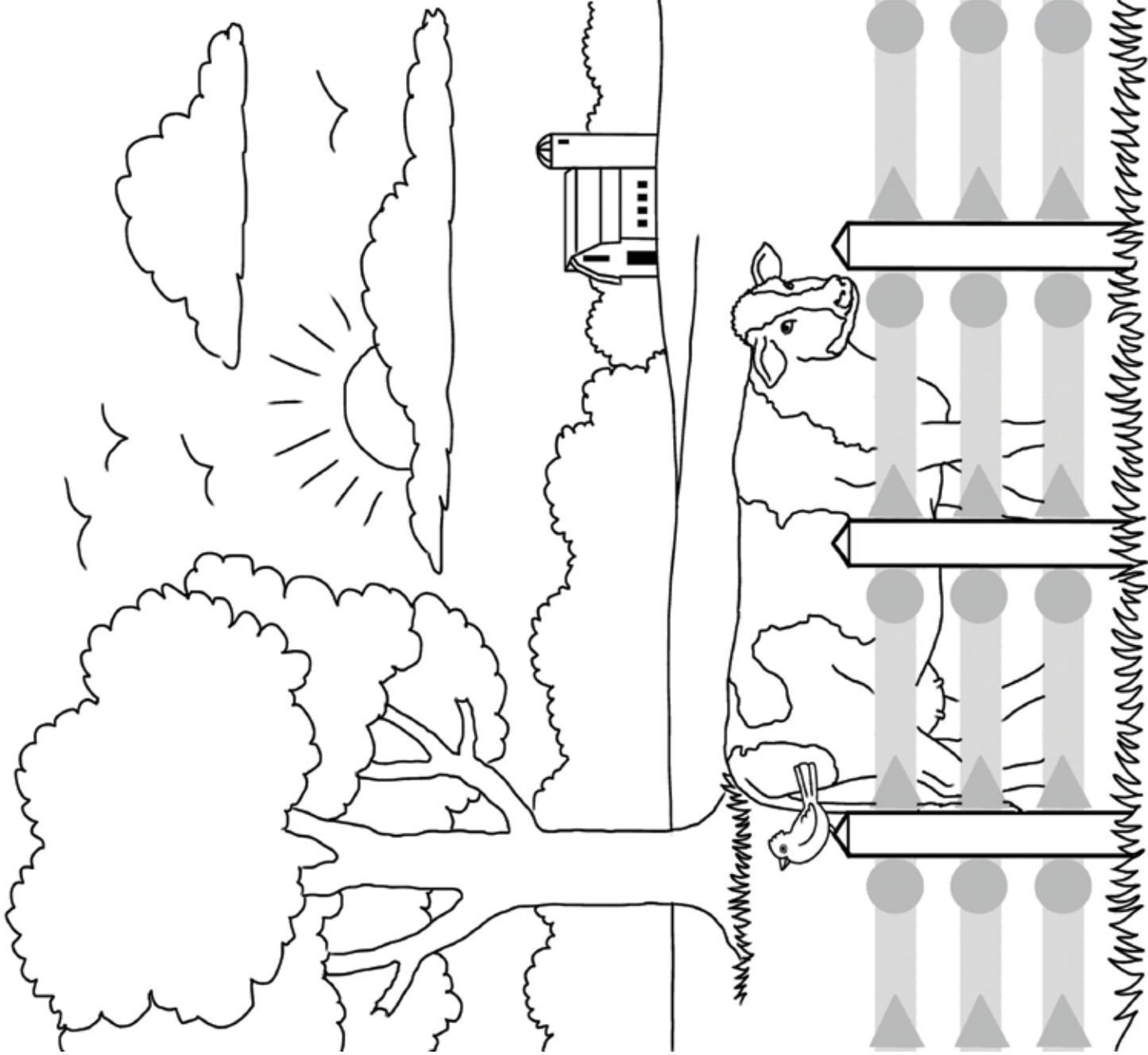
The Fence

The fence is long and painted white.

Make a line from left to right.

Left to right, make it flat—

No bumps or wiggles, now look at that!



Dear Family Member,

Today your child listened to a read-aloud about families. Read the poem to your child and talk about how your own family works and plays together. Please remember to send in your Family Celebrations and Traditions questionnaire along with an object or picture for Show and Tell.



Families Work and Play Together

Families do activities, like sing and work and play.

All of us like family time each and every day.

Nevaeh really likes to play and so does her brother Ted.

They jump and wrestle on the floor while Daddy makes the bed.

Some families go to the movies. Some play with their dogs in the park.

Carla's family likes riding bikes and playing hide-and-seek in the dark!

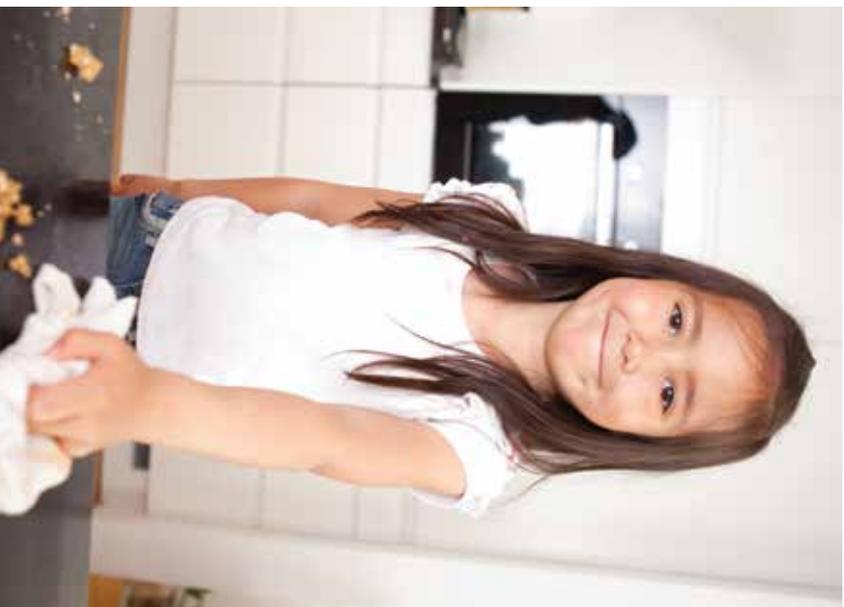
Tova and Ben's mom always says, "Do your chores in the morning and at night."

They sometimes pretend they can't hear her, and try to stay out of sight.

Some moms say, "Please wash the dishes."

Others, "Please wipe the countertops."

But all moms say, "Please take a shower and change your smelly socks!"



Some Dads make you breakfast.

Others put you to bed.

Parents help you stay organized and make sure that you're well-fed.



Tito brushes his teeth after breakfast and at bedtime, too.

Mona's job is to walk her dog, Maggie, and give her toys to chew.

"No TV until after dinnertime!"

says Grandpa while he cooks.

"Your dad will help with homework and then we'll read a book."

"Do you know how much I love you?"

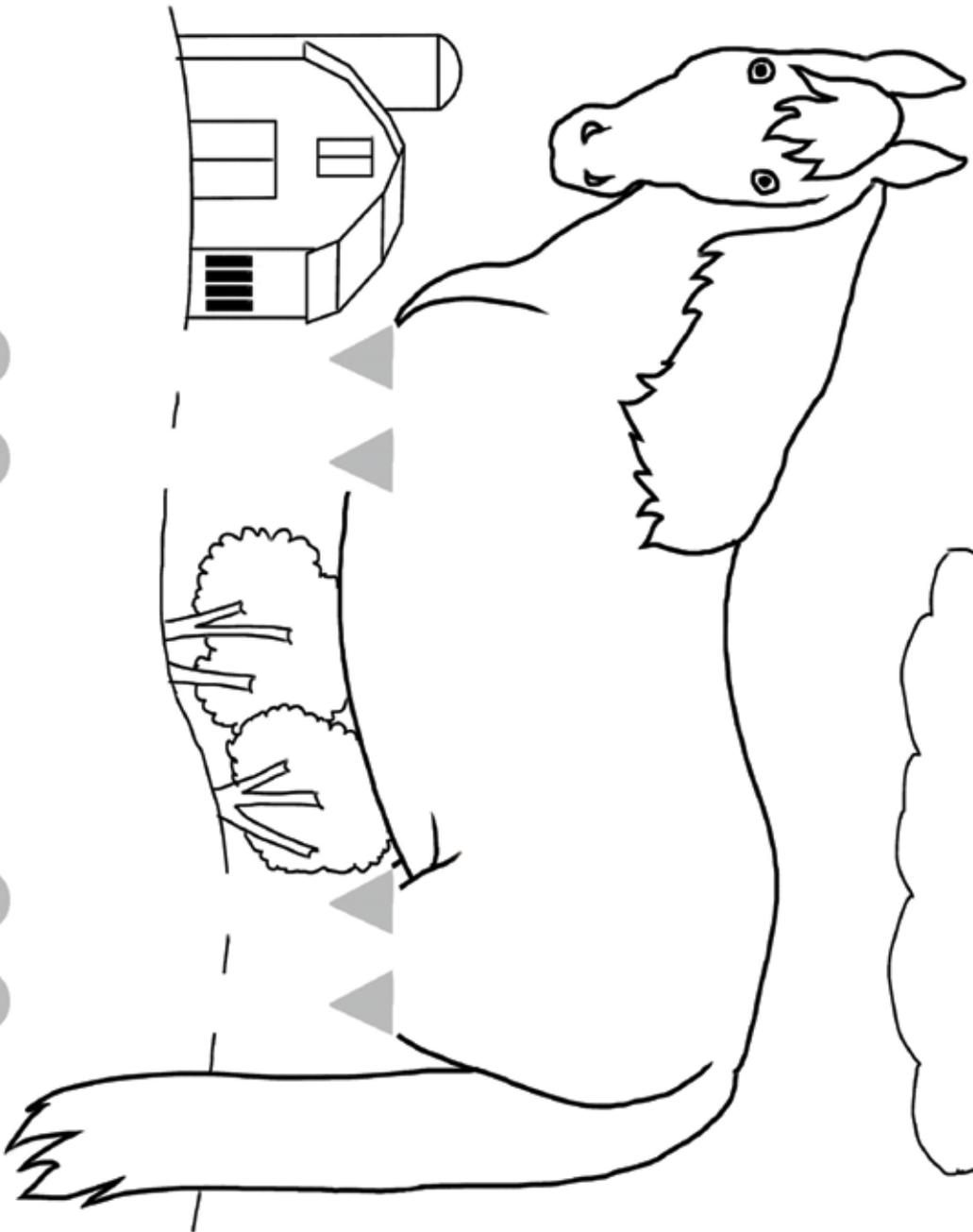
Moms repeat these words each day.

So despite all the chores and homework, home's where kids are happy to stay.



My Horse

My horse's legs are tall and fine.
Top to bottom, make a line.
Make it straight and make it tall.
Top to bottom, one and all.



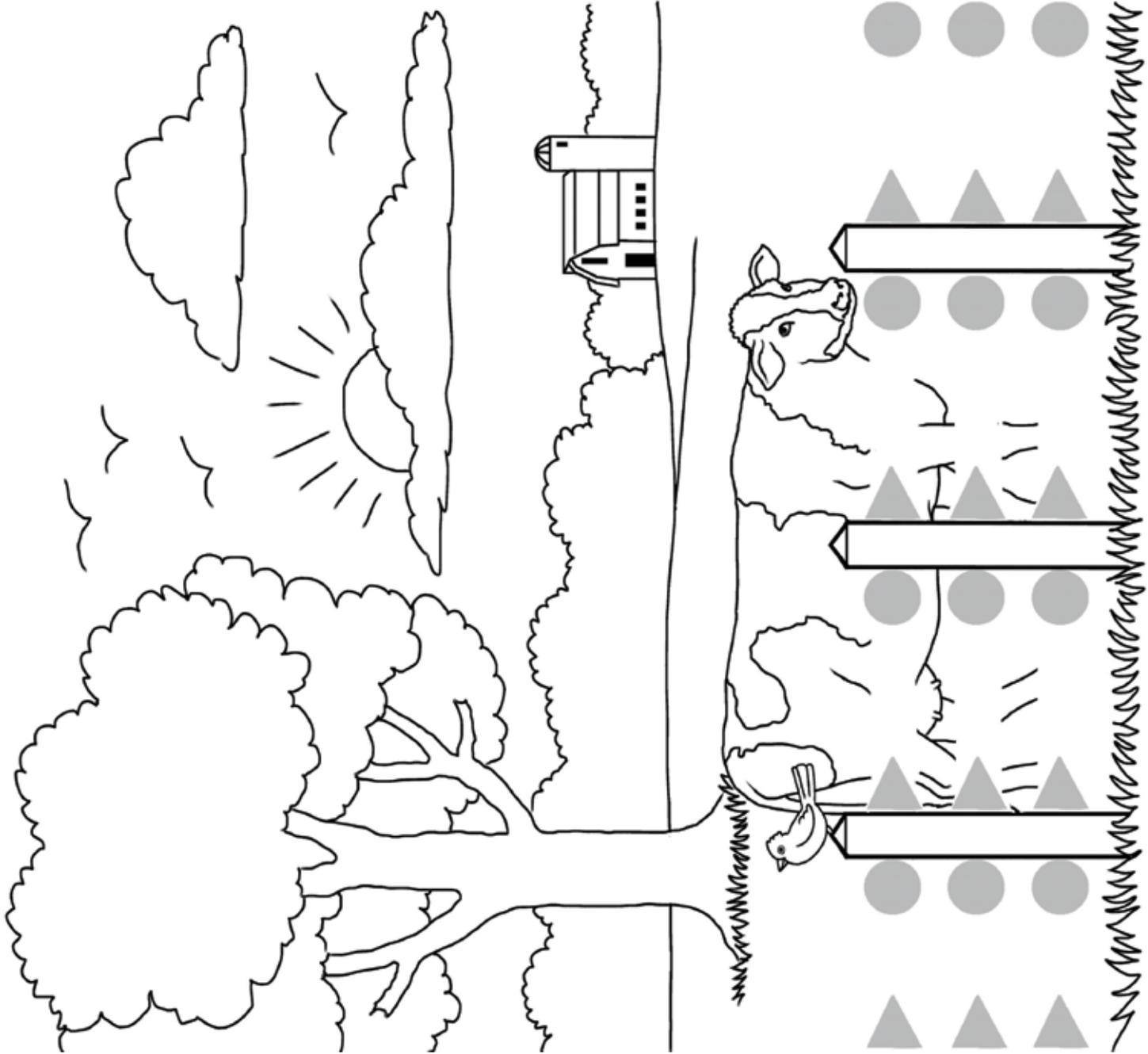
The Fence

The fence is long and painted white.

Make a line from left to right.

Left to right, make it flat—

No bumps or wiggles, now look at that!



Big Gumball Machine

First look at the color blocks and talk about the colors. Then ask your child to find gumballs that match each of the color blocks.



Have your child find things in the room where you are working that are the same colors as the color blocks.

Families and Communities: Letter 2



Dear Family Member,

There are many exciting things about being a human being. We are learning all about family traditions and celebrations, communities, and community helpers. We will also be talking about what words and letters are, practicing rhyming, drawing and painting, and learning to blend compound words..

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

Children love hearing stories, especially before bedtime. As you read each book, remember to talk about the words on the page and the direction you read (left to right, top to bottom). You could also count words on a page with your child as you read.

2. Sing Nursery Rhymes

Nursery rhymes are a fun way for children to learn the rhythm and sounds of language. Your child may come home singing and doing the motions for “Teddy Bear, Teddy Bear” and “A Tisket, A Tasket.” The words to “Teddy Bear, Teddy Bear” are on this back of this letter—have your child show you the motions that go with this rhyme. You could also share your own favorite nursery rhymes with your child.

3. Practice Rhyming

Your child is doing lots of activities to practice rhyming at school. Have your child practice at home by identifying rhyming words in nursery rhymes and in every day conversations.

4. Practice Drawing

At school your child is practicing writing strokes by drawing horizontal, vertical, and diagonal lines, circles, crosses, and x's. As your child draws with crayons, encourage him/her to show you the writing strokes he/she is learning in school.



Teddy Bear

Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, touch the ground.

Teddy bear, teddy bear, climb the stairs.

Teddy bear, teddy bear, comb your hair.

Teddy bear, teddy bear, turn off the light.

Teddy bear, teddy bear, say goodnight.



Baby Goat

The newborn goat runs to and fro.
Start up top and down you go.
Slide down the line and keep it straight—
Top to bottom, you're doing great.
Now let's slide the other way—
Top to bottom, hey, hey, hey.



The Piglets

The piglet sniffs with a big round nose—
Down and around the circle goes.
Draw the faces one by one.
Don't stop now, we've just begun!



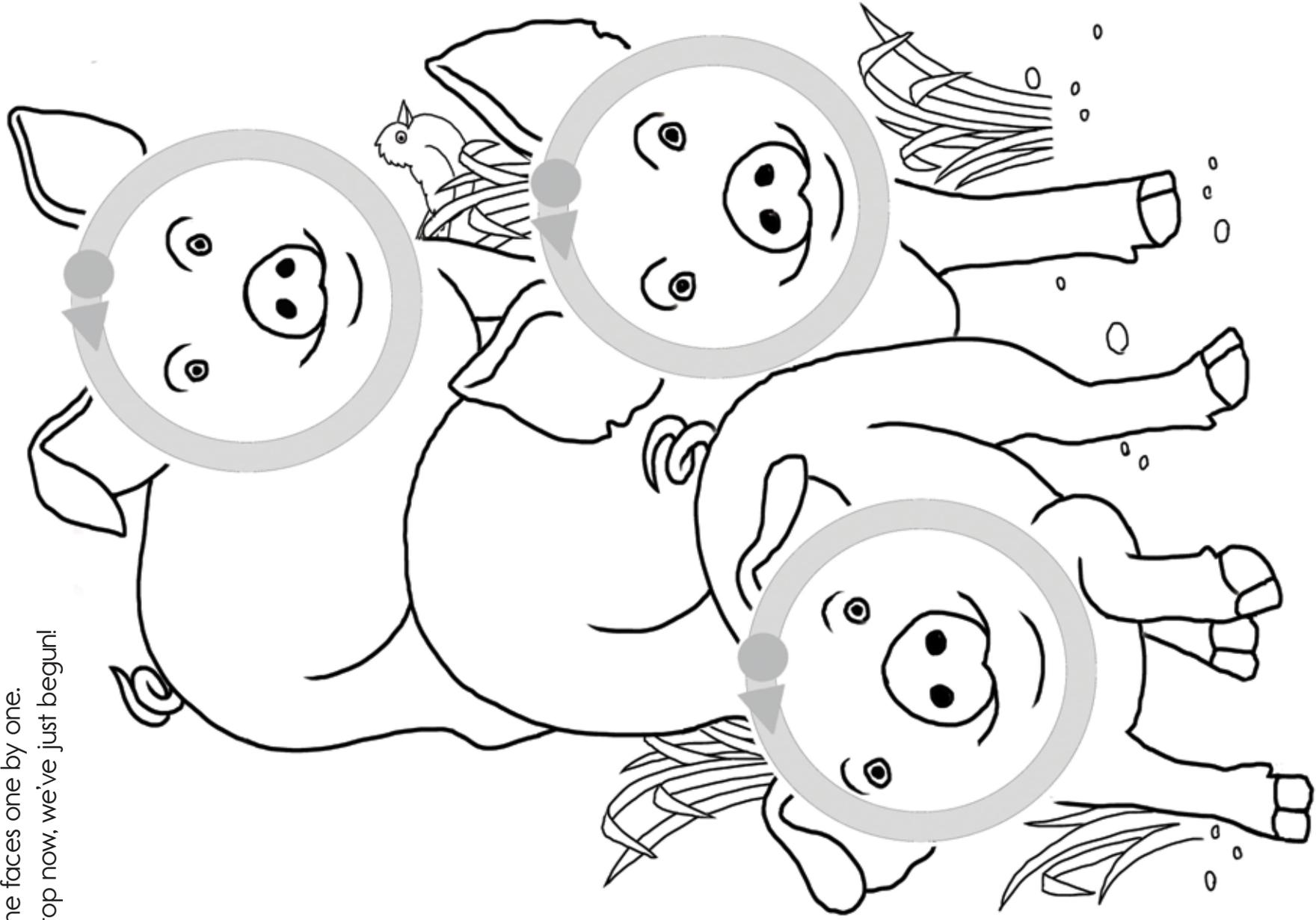
Baby Goat

The newborn goat runs to and fro.
Start up top and down you go.
Slide down the line and keep it straight—
Top to bottom, you're doing great.
Now let's slide the other way—
Top to bottom, hey, hey, hey.



The Piglets

The piglet sniffs with a big round nose—
Down and around the circle goes.
Draw the faces one by one.
Don't stop now, we've just begun!



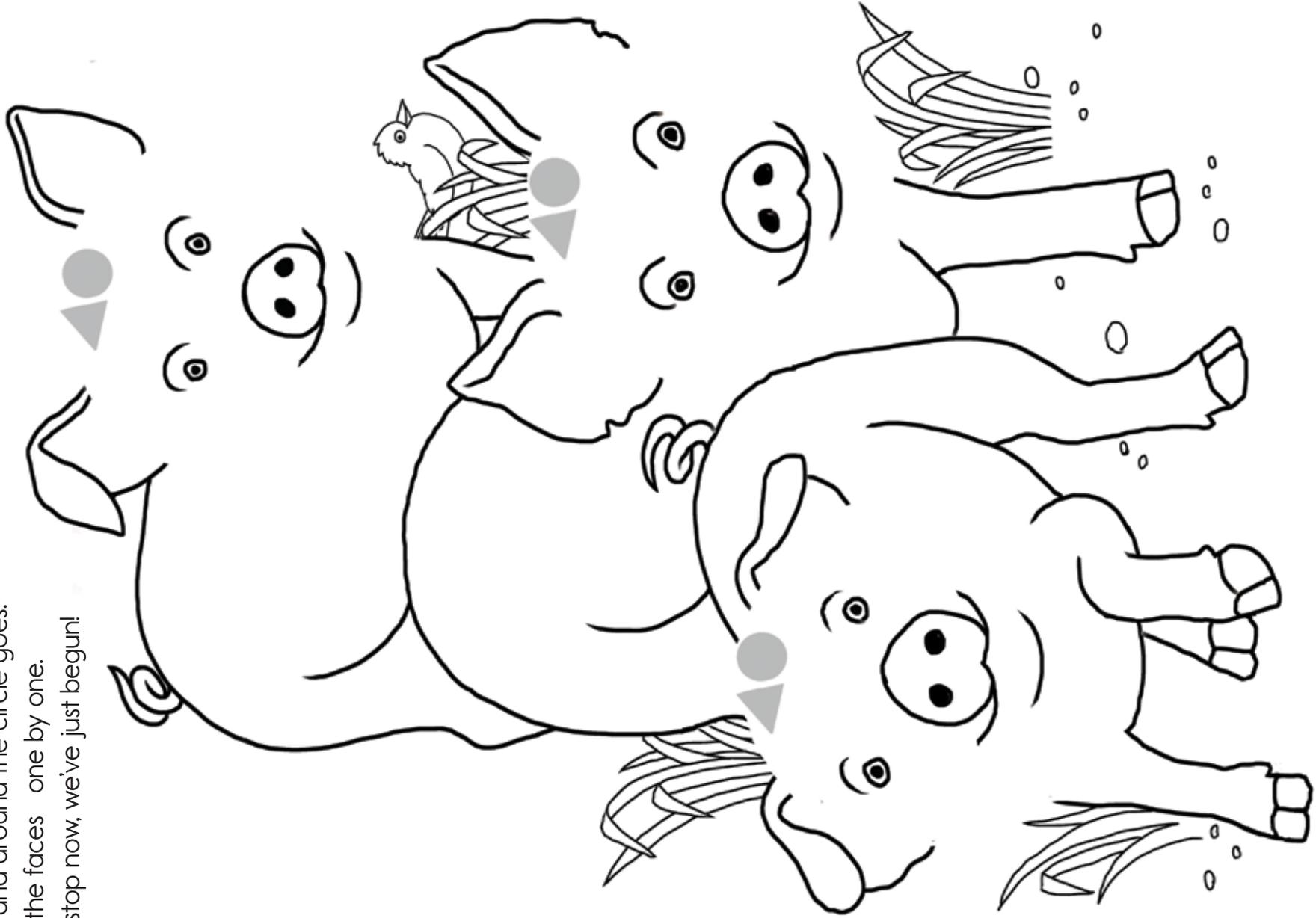
Baby Goat

The newborn goat runs to and fro.
Start up top and down you go.
Slide down the line and keep it straight—
Top to bottom, you're doing great.
Now let's slide the other way—
Top to bottom, hey, hey, hey.



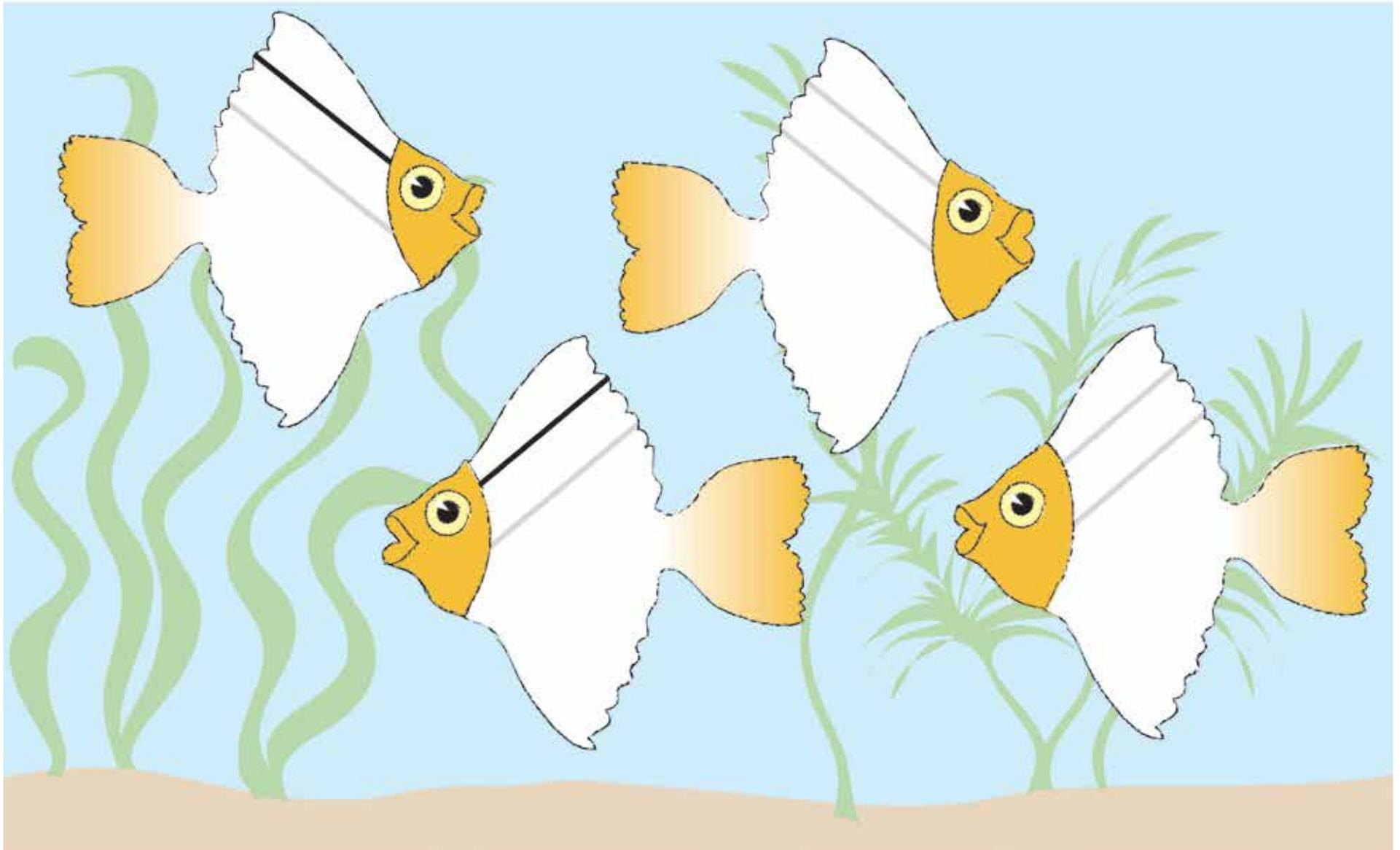
The Piglets

The piglet sniffs with a big round nose—
Down and around the circle goes.
Draw the faces one by one.
Don't stop now, we've just begun!



Tropical Fish

Directions: Show your child the fish and their diagonal stripes. Ask him/her to make more stripes by drawing the same kind of lines on the fish. Hold your child's hand gently to show him/her how to always start from the top.



CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool

Khara Turnbull, Materials Development Manager

Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson

Robin Blackshire

Maggie Buchanan

Paula Coyner

Sue Fulton

Sara Hunt

Erin Kist

Robin Luecke

Rosie McCormick

Cynthia Peng

Liz Pettit

Ellen Sadler

Deborah Samley

Lauren Simmons

Diane Auger Smith

Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall

Michael Donegan

Liza Greene

Matt Leech

Bridget Moriarty

Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette

Dorrit Green

Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford,

Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel Mclean, Steve Morrison, Juliane K. Munson,

Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Suzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Lovetani), PS 104Q (The Bays Water), PS 2 14K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.





Core Knowledge®

Domain 2: Families and Communities Activity Pages

PRESCHOOL

The Core Knowledge Foundation

www.coreknowledge.org