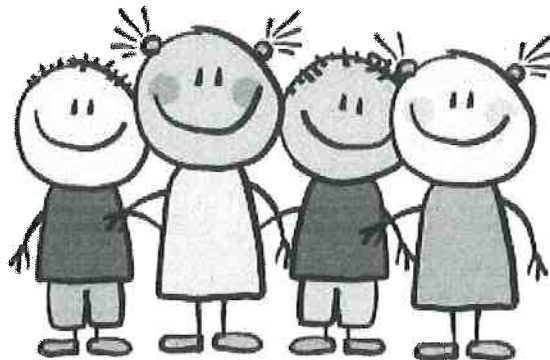
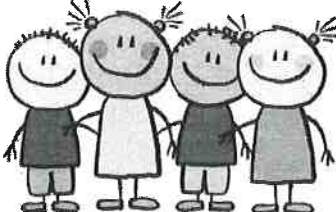

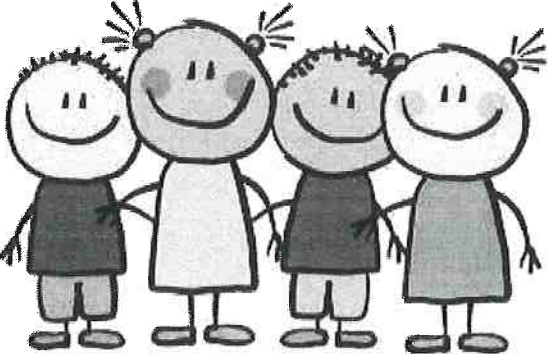


Decatur City Schools
Calendar of Literacy and Math Activities
PreKindergarten



Days	Literacy	Math
Day #1	<ul style="list-style-type: none"> ● Student should write their name ● Recite the alphabet ● Identify letters from books, magazines, newspapers, and/or environmental print that comprises the student's name (can cut out letters to spell the student's name from old newspapers, magazines) ● Recite words that rhyme (i.e cat/fat,) ● Read a book and ask simple questions to check for understanding 	<ul style="list-style-type: none"> ● Count the number of letters in student's name ● Rote count as high as the student can go starting with 1.... ● Find objects in the house to count with supervision (i.e. buttons, cheerios, toys etc.)
Day #2	<ul style="list-style-type: none"> ● Student should write their name ● Make alphabet flashcards: upper and lowercase letters---one letter per sheet/card <p style="margin-left: 40px;">Identify upper and lowercase letters when presented in random order</p> <ul style="list-style-type: none"> ● Discuss features of a book (title, author, illustrator etc.) ● Read aloud to students and ask questions to check for understanding 	<ul style="list-style-type: none"> ● Rote count as high as the student can go starting with 1.... ● Group objects by characteristics (i.e. group all red beads together and all black beads together) then count both groups of beads--student can write the number of beads for each group
Day #3	<ul style="list-style-type: none"> ● Student should write their name 	<ul style="list-style-type: none"> ● Count the number of

	<ul style="list-style-type: none"> ● Identify upper/lowercase letters in random order---match upper/lowercase letters ● Play "I Spy"---look for specific objects that start with certain letters and describe them to students to discern if they can figure out what they are--then, have students produce the "beginning sound" of the object and tell what letter the object starts with and the sound it makes ● Read aloud to students and ask questions for understanding 	<p>letters in the student's name</p> <ul style="list-style-type: none"> ● Rote count as high as the student can go starting with 1.... ● Sort objects based upon size (i.e. big toys in one group and small toys in another group)
Day #4	<ul style="list-style-type: none"> ● Student should write their name ● Cut out the alphabet from old magazines, newspapers, and/or environmental print (i.e. cereal boxes) ● Read aloud to students and ask questions to check for understanding 	<ul style="list-style-type: none"> ● Count the number of letters in the student's name ● Rote count as high as the student can go starting with 1.... ● Count objects and tell how many in all
Day #5	<ul style="list-style-type: none"> ● Student should write their name ● Write as many upper and lowercase letters as possible ● Read aloud to students and ask questions to check for understanding ● Recite rhyming words (fit/sit; man/can; set/get; go/no) 	<ul style="list-style-type: none"> ● Rote count as high as the student can go starting with 1.... ● Play "Hide and Seek" listen to discern if student counts to 10 accurately ● Count objects and tell how many in all
Day #6	<ul style="list-style-type: none"> ● Student should write their name ● Read aloud to students and ask questions to check for understanding 	<ul style="list-style-type: none"> ● Rote count as high as the student can go starting with 1.... ● Give student some objects

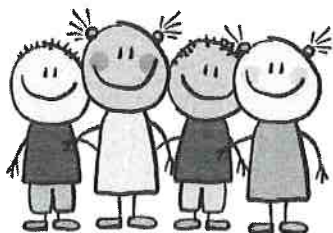
	<ul style="list-style-type: none"> ● Ask student to identify words that start with the same letter/sound. Ask student does band, ball, and bag begin with the same letter? What letter is it? What sound does the beginning letter make? 	<p>(i.e. buttons) and ask them to count out 5, 6, 3, etc.</p>					
<p>Day #7</p>	<ul style="list-style-type: none"> ● Student should write their name ● Read aloud to students and ask questions to check for understanding ● Point to high-frequency words in books that are read to students (I, the, is, a, at, to, on, of, it, is, and, she, he etc.) ● Have student to retell basic events in a story (i.e. <i>Three Little Pigs, Goldilocks and the Three Bears</i>) 	<ul style="list-style-type: none"> ● Rote count as high as the student can go starting with 1.... ● Write the numbers 1-5 on a sheet of paper---then have students to match objects to the corresponding number (i.e. 3 buttons would be placed by the number 3) <table border="1" data-bbox="1006 751 1448 787"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> 	1	2	3	4	5
1	2	3	4	5			
<p>Day #8</p>	<ul style="list-style-type: none"> ● Student should write their name ● Read aloud to students and ask questions to check for understanding ● Cut out the alphabet from old magazines, newspapers, and/or environmental print (i.e. cereal boxes) 	<ul style="list-style-type: none"> ● Rote count as high as the student can go starting with 1... ● Allow students to measure objects to compare which is longer or shorter ● Student should write numerals 1-10 ● Student should count letters in their name 					
<p>Day #9</p>	<ul style="list-style-type: none"> ● Student should write their name ● Read aloud to students and ask questions to check for understanding ● Student can "act out" favorite part of a book read to them---use props if appropriate 	<ul style="list-style-type: none"> ● Rote count as high as the student can go starting with 1... ● Create patterns (i.e (red bead,blue bead), (red bead, blue bead), (red bead, blue bead)) 					

- Matching Game-Make flashcards for all **upper** and **lowercase** letters (one letter per card or sheet of paper)---Have students to match uppercase letters to lowercase letters



Day #10

- Student should write their name
- Read aloud to students and ask questions to check for understanding
- Create picture cards from the beginning, middle, and end of a story. Allow student to sequence the events from a story/book

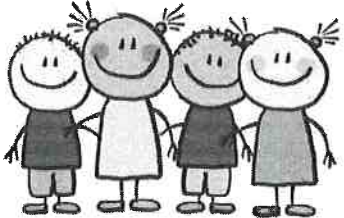


- Rote count as high as the student can go starting with 1...
- Count the number of letters in the student's name
- Make a simple repeating movement pattern (i.e. stomp, stomp, clap, clap; stomp, stomp, clap, clap)

Day #11

- Student should write their name
- Read aloud to students and ask questions to check for understanding
- Have student to retell basic events in a story (i.e. *Three Little Pigs*, *Goldilocks and the Three Bears*)--Beginning, Middle, and End
- Student can draw favorite character and part of a book read to them

- Rote count as high as the student can go starting with 1...
- Write the numbers 1-10 on separate sheets of paper--hold up a sheet with a number (i.e. 3) and have the student to yell out the number and clap the value of the number, or jump up 3 times, or spin around 3 times etc.
REPEAT UNTIL ALL 10 numbers have been used

Day #12	<ul style="list-style-type: none"> ● Student should write their name ● Ask student to identify words that start with the same letter/sound. Ask student does dog, day, and dip begin with the same letter? What letter is it? What sound does the beginning letter make? ● Read aloud to students and ask questions to check for understanding 	<ul style="list-style-type: none"> ● Rote count as high as the student can go starting with 1... ● Make a simple repeating movement pattern (i.e. stomp, stomp, clap, clap; stomp, stomp, clap, clap) ● Give student some objects (i.e. buttons) and ask them to count out 4, 10, 8, etc.
Day #13	<ul style="list-style-type: none"> ● Student should write their name ● Read aloud to students and ask questions to check for understanding ● Point to high-frequency words in books that are read to students (I, the, is, a, at, to, on, of, it, is, and, she, he etc.) 	<ul style="list-style-type: none"> ● Rote count as high as the student can go starting with 1... ● Write the numbers 1-5 on a sheet of paper---then have students to match objects to the corresponding number (i.e. 5 buttons would be placed by the number 5)
Day #14	<ul style="list-style-type: none"> ● Student should write their name ● Read aloud to students and ask questions to check for understanding ● Student can draw favorite character and part of a book read to them 	<ul style="list-style-type: none"> ● Rote count as high as the student can go starting with 1... ● Count the number of letters in the student's first name ● Recognizes basic shapes: square, triangle, circle---look for items with these shapes
Day #15	<ul style="list-style-type: none"> ● Student should write their name ● Read aloud to students and ask questions to check for understanding 	<ul style="list-style-type: none"> ● Rote count as high as the student can go starting with 1... ● Make simple comparisons (i.e. student should

	<ul style="list-style-type: none"> ● Recite the alphabet ● Identify letters from books, magazines, newspapers, and/or environmental print that comprises the student's name ● Recite words that rhyme (i.e mat/sat) 	<p>indicate which ball is bigger when shown a tennis ball and a beach ball (<i>can substitute objects for comparisons</i>)</p>
--	--	--

Links for Read-Alouds:

<https://www.starfall.com/h/im-reading/?t=288473932>

<https://www.youtube.com/watch?v=24ZoBJLUnnA>

<https://www.youtube.com/watch?v=x9qCa0wntlY>

<https://www.youtube.com/watch?v=WS2yILTpDxU>

https://www.youtube.com/watch?v=dkQ4d_fff3E

<https://www.youtube.com/watch?v=qp9PZTrOKf8>

<https://www.youtube.com/playlist?list=PLdJCrM4OxlqEVQCKCsRStARleqDQobJC->