**BOP Prekindergarten Lesson 1**

**Book**: *Dr. Seuss’s ABC* by Dr. Seuss

**Shape**: circle

Dear Parent/Guardian,

The book for this lesson is *Dr. Seuss’s ABC*, a funny, rhyming ABC book. It introduces all the letters of the alphabet with imaginary animals and silly combinations of words that start with the same letter.

Please try to do one or more of the following activities with your child. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_\_ (date).

1. Talk about letters at home with your child. Discuss the sound and letter at the beginning of each family member's name. Do any family members have first names that start with the same letter? How many different letters? What letter does your family’s last name begin with?
2. Talk about your child’s first name, the letter it starts with, and the sound that letter makes. (If your child’s name begins with a two letter combination, your child’s teacher of students with visual impairments will give you more specific instructions.) Find objects in your home that begin with that letter. For example, if your child’s name starts with S, find objects such as socks, soap, soup, and so forth. Keep objects in a box where your braille reader can find, take out, and explore the objects. Add items to the box throughout the week as you find more objects.
3. Each day, point out objects in other locations outside your home (grocery store, school, neighborhood, playground) that also start with the same letter as your child’s first name. You can also include action words (verbs) and descriptive words (adjectives). Some examples are: slow, soaked, sad, sandy, swing, sick, song, and sing.
4. Play a game with words while you are driving in the car: think of as many words as you can that start with the same letter as your child’s first name. Take turns naming words you can think of, including objects, verbs, adjectives, family member names, and favorite song titles. How many words can you think of?
5. Do an Internet search for the ABC song or the alphabet song, listen to the song, sing along, and practice singing it.

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Teacher of Students with Visual Impairments E-mail Phone Number

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 2**

**Book**: *My Preschool* by Anne Rockwell

**Shape**: square

Dear Parent/Guardian,

In this lesson’s story a child tells, in a positive and reassuring manner, what his day in preschool is like, including things preschoolers might have concerns about. He describes all the fun activities he does in preschool, like singing “Old MacDonald” and playing at the water table. When the child’s mom comes to pick him up, he is happy he gets to go back again the next day. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_\_ (date).

* Included are name labels in print and braille. Discuss which items your child would like to put the labels on such as: lunch box, backpack, water bottle, bedroom door knob, hanger, toothbrush, book, toys, or favorite cereal box. Together, attach the labels to toys and items in your home. Talk about how the label in braille shows who it belongs to, and how everyone at preschool has their name on their cubby.
* Your child will learn the song “The Wheels on the Bus” in this lesson. Check out *The Wheels on the Bus* from the library to read or sing together. If you have access to a computer, search for “The Wheels on the Bus” to listen and sing to.
* Help your child to put paper in the braillewriter and write dots. Remove the paper and touch the dots to read them together.
* Practice singing “The Alphabet Song” together.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 3**

**Book**: *What’s the Weather?*

**Letter**: g g (dots 1-2-4-5)

**Braille Alphabet Contraction**: go g (dots 1-2-4-5)

Dear Parent/Guardian,

In the book for this lesson we learn about the weather. Four common kinds of weather are highlighted: rainy, windy, sunny, and snowy. Fun activities to do in each kind of weather are emphasized in the book, as well as descriptions of how particular weather benefits us and our planet.

Please try to do one or more of the following activities with your child. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. Go outside and “feel” the weather; talk about that day’s weather (sun on your back, wind on your face, etc.).
2. Listen to the weather forecast on the TV or radio together and point out words the weather person uses such as windy, sunny, cold, etc.
3. Go outside and explore the branches of a tree. Talk about how a tree has a main part (trunk) and smaller parts that branch off (branches).
4. Fly a kite, splash in a pool, or play in the snow together.
5. Have fun with reading and writing activities over the next several days.

* Practice reading the letter g.
* Practice writing the letter g.
* Together, look for and/or label items in your home that begin with g such as game, goggles, gift bag, gate, garden tools, or golf ball.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Alphabet Cards**

Dear Parent/Guardian,

As your child begins learning to read and write in braille, he/she will greatly benefit from practicing new skills with you. This set of alphabet cards is yours to keep for use at home. Familiarizing yourself with braille will prepare you to support your child's progress more effectively.

Braille is a tactile (touch) reading and writing system. Each symbol is a combination of dots within a six-dot unit called a "cell." The cell is three dots high and two dots wide, sized to fit comfortably under the pads of the fingers. = To learn more about braille, visit http://braillebug.org/Braille.asp.

Braille is typically read using both hands. Fingers should slide lightly across the line as if the reader is stroking velvet. The pads of curved fingers should move easily from left to right without pressing or rubbing. Motion increases finger sensitivity and is necessary for reading fluency. Developing these skills will take time and practice.

Helpful tips:

* Keep these cards in a handy place for easy access.
* Practice for a few minutes any time a quiet activity is appropriate.
* Have your child stand or sit at a low table so that he/she can read comfortably with arms and hands moving freely at waist level.
* Ask your child to orient the letter card correctly by placing the dotted line at the top. If assistance is needed, give verbal directions. Allowing the child to locate and manipulate the materials independently will help develop vital tactile skills.
* Your child should always try to use both hands to read. The pointer fingers are the reading fingers, but the pads of all fingers should lightly touch the card as he/she tracks the line before the letter, reads the letter, and continues to the end of the line after the letter.
* Have fun! Talk about favorite things that start with a particular letter. Ring a bell or drop a penny into a bank for each correctly identified letter to make practice more enjoyable.
* As your child learns each new letter in school, use the corresponding card for practice. If your child has difficulty reading or remembering a letter, give hints about its shape and sound, or simply name it and practice again later.
* If your child loses interest or shows fatigue, it is time to stop. It is best to spend a little time each day, rather than working for a longer period once or twice a week. The child's stamina will increase as he/she gains skill.

I will be happy to suggest additional activities, resources, and materials to assist you. Your involvement and encouragement are extremely important to your child's success.

**BOP Prekindergarten Lesson 4**

Review letter: g

**Book**: *You Be You* by Linda Kranz

**Letter**: y y (dots 1-3-4-5-6)

**Braille Alphabet Contraction**: you y (dots 1-3-4-5-6)

Dear Parent/Guardian,

In the book for this lesson, a fish named Adri goes on an adventure in the ocean. He swims in many different directions and sees many kinds of fish. The message from the story is that all people are unique and special in their own way. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. Take your child swimming. Help your child move, swim, and play in the water.
2. Have your child use one of his/her tub toys to recreate Adri’s journey in the ocean. Ask your child to use the toy to show you the ways Adri swam. (bouncing, gliding, left, right, up, down, in a line, in a circle, high, and low) Allow your child to think of other ways Adri might swim. (forward, backward, fast, slow, side to side, on his back, and so forth)
3. Talk with your child about the many similarities and differences between people. Use the following examples to guide your conversation:

physical attributes (tall and short), preferences (liking chocolate ice cream versus vanilla), differences (reading braille or print), special characteristics and contributions of family members.

1. Play games with your child to work on the concept of opposites.

* Say a word and have your child say the opposite. (hot/cold, big/little)
* Act out a movement with your body, or demonstrate with an object, and have your child do the opposite. (up/down, on/off)
* Play “Simon Says,” requesting your child to demonstrate various concepts, such as marching forward and backward, reaching up and down, and so forth.

1. Have fun with reading and writing activities over the next several days.

* Practice reading the letter y and the review letter g.
* Practice writing the letter y and the review letter g.
* Together, look for and/or label items in your home that begin with y such as a yo-yo or yarn.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 5**

Review letters:

g, y

**Book**: *Plant Secrets* by Emily Goodman

**Letter**: c c (dots 1-4)

**Braille Alphabet Contraction**: can c (dots 1-4)

Dear Parent/Guardian,

In the book for this lesson we learn about plants and how they grow. The book reveals the secret of the plant cycle as it progresses from seed to fruit, then back to seed again.

Please try to do one or more of the following activities with your child. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_ (date).

1. During this lesson your child will plant bean seeds in two containers. He/she will leave one container at school and bring the other one home. Place the container in a convenient, well-lit location for watering and observation. Throughout the next few days, check the progress of the seed’s growth together. Encourage your child to examine the container tactually for evidence of the seedling’s growth. Talk about what a plant needs to grow and about the changes that occur during the week. Assist him/her in watering the seed as needed. Ask him/her what is happening with the seed at school.
2. Visit a produce farm or orchard and pick some fresh fruit or vegetables (for example: pumpkins, apples, berries).
3. Go outdoors and explore the leaves and flowers of various plants. Point out the differences in leaf and flower shape, size, and smell.
4. Have fun with reading and writing activities over the next several days.

* Practice reading the letter c. Select a few review letters to read.
* Practice writing the letter c and a few review letters.
* Together, look for and/or label items in your home that begin with c such as candy/cookie jar, camera, cake pan, candle, coat, card or comb.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 6**

**Book**: *The Very Hungry Caterpillar* by Eric Carle

Review letters:

c, g, y

**Letter**: i i (dots 2-4)

**Braille Alphabet Contraction**: I ,i (dots 6, 2-4)

**Number**: 1 #a (dots 3-4-5-6, 1)

Dear Parent/Guardian,

In the book for this lesson, the main character is a caterpillar that pops out of an egg, eats its way through fruits and other foods, builds a cocoon, and emerges from the cocoon as a beautiful butterfly. The story introduces the days of the week. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_ (date).

1. At the beginning of each day, talk about which day of the week it is; discuss family happenings or events planned for the day.
2. Using a computer at home, school, or a public library, do a search for *The Very Hungry Caterpillar*. Listen to it being read with your youngster. Ask your child to tell you the story. At home each day, discuss which day of the week it is, and what the caterpillar in the story did on that day.
3. Show your child how to set a table for the family. Start with the plates already on the table, and show how to put “just one” fork, spoon, glass, napkin, and so forth in the correct position beside each plate. Talk about who will sit at that place setting. As a variation, set the table with plates but mix up the eating utensils so that some place settings have two forks or other items out of place, and ask your child to check and make sure that there is “just one” item at each setting. See if your child can find the mistakes!
4. Have your child make his or her own grocery list on the braillewriter of at least two items. Pressing random keys (scribbling) is fine. Ask him or her to “read” it to you. Bring the list along on your grocery store outing. Assist your child in finding the items at the store.
5. Have fun with reading and writing activities over the next several days.

* Practice reading the letter i and the number 1. Select a few review letters to read.
* Practice writing the letter i, the number 1, and a few review letters.
* Together, say words that begin with i such as itchy, insect, and igloo.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Number Cards**

Dear Parent,

Your child is now beginning to learn braille numbers. The set of cards with print and braille numbers will allow you to help with practice.

By now, you have had an opportunity to see the braille alphabet and read a little about how the braille code works. In some cases, braille symbols have more than one meaning. The first 10 letters (a–j) become the numerals (1–9 and 0) when introduced by the number sign. #

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

For more information, visit: http://braillebug.org/Braille.asp.

Suggestions for practice:

* Keep the alphabet and number cards in a convenient place for easy access.
* Practice at times when a quiet activity is needed. (For example: waiting at the doctor's office or sitting in the car.)
* Make sure that your child has a hard surface to work on at waist level, so that both of his/her arms and hands can move freely while reading.
* The most efficient way to read braille is with the pads of all fingers of both hands moving smoothly across the lines. Symbols are more easily recognized when the fingers are in motion. Pressing or rubbing should be discouraged.
* Don't allow your child to become tired or frustrated. Reading technique takes time to develop.

Remember to make practice fun! As his/her skills increase, invent games in which your child can read the answer/number card. Of course, if your child has an idea for a game, let him/her direct the activity.

Examples for games:

1. Ask a question where the child must answer reading a number card. "How many fingers do you have on one hand?" Then give the child two cards to choose from—one with the correct answer on it.
2. Shuffle three consecutive number cards and ask the child to put them in counting order from left to right.
3. Let the child drop a coin into a piggy bank for each number, as he/she reads and counts up to 10.

It is important to have a good time practicing together. Your child will appreciate hearing that you are proud of all that he/she is learning!

**BOP Prekindergarten Lesson 7**

Review letters and number:

c, g, i, y

1

**Book**:*What’s it like to be… a BUTTERFLY?* by Jinny Johnson

**Letter**: l l (dots 1-2-3)

**Braille Alphabet Contraction**: like l (dots 1-2-3)

**Number**: 2 #b (dots 3-4-5-6, 1-2)

Dear Parent/Guardian,

The book for this lesson is a nonfiction book written in first person, in the butterfly’s voice. The butterfly tells the reader about its wings, how it flies from flower to flower, and what it eats. It explains how it started out as an egg, grew bigger and bigger as a caterpillar, made a chrysalis, and emerged as a butterfly.

Please try to do one or more of the following activities with your child. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_\_ (date).

1. As your child is dressing or removing clothing, ask him or her to start with the left side (leg, foot, shoe, arm), then the right side (leg, foot, shoe, arm). For example, “Put your left arm in the jacket. Put your right arm in the jacket.” Play a game: put your left hand on your right knee; put your right thumb on your left elbow. Think up as many silly things to do as you can!
2. Go on a creepy-crawly walk around your home or park. Tell about the creepy-crawlies that you see (butterflies, houseflies, spiders, worms, bees, ants). Point out leaves with holes in them or eggs on the underside. If possible, allow your child to touch a creepy-crawly creature such as a worm or caterpillar.
3. Have fun with reading and writing activities over the next several days.

* Practice reading the letter l and the number 2. Select a few review letters and review the number 1.
* Practice writing the letter l and a few review letters.
* Together, look for and/or label items in your home that begin with l such as a light, leaf, or ladle.

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Teacher of Students with Visual Impairments E-mail Phone Number

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 8**

Review letters and numbers:

c, g, i, l, y

1, 2

**Book**: *The Seasons of Arnold’s Apple Tree* by Gail Gibbons

**Letter and Word**: a a (dot 1)

**Number**: 3 #c (dots 3-4-5-6, 1-4)

Dear Parent/Guardian,

In the book for this lesson, a boy named Arnold learns new and wondrous things while watching his apple tree change from season to season. We will be discussing the four seasons and how the environment changes with each.

Please try to do one or more of the following activities with your child. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_ (date).

1. Visit an apple orchard and pick some apples to take home. Examine an apple with your child by feeling, smelling, peeling, and tasting it.
2. Talk about what foods we make with apples. Choose something to prepare together (examples: apple sauce, apple cider, apple cobbler or pie).
3. Visit a playground and swing on a swing. Take turns saying a word or phrase that describes what you are experiencing (examples: high, fast, back and forth, forward, windy, free, like a bird). If available, visit a tree house and climb inside; talk about it.
4. Take your child on a nature walk. Notice the outdoor environment during the current season of the year. Encourage your child to smell the air and to stand quietly and listen to the sounds surrounding you. Note the special features of the present season, for example, the smell of burning leaves in the fall, the sound of a lawnmower in the summer, or the quiet when snow falls in winter.
5. Help your child practice counting to three. For example, ask him/her to count out three objects you request (examples: forks, apples, coins). As an alternative, hand him/her one, two, or three objects and ask how many he/she has. Assist your child if needed in counting the objects.
6. Have fun with reading and writing activities over the next several days.

* Practice reading the letter a and the number 3. Select a few review letters and numbers to read.
* Practice writing the letter a and a few review letters.
* Together, look for and/or label items in your home that begin with a such as apple, abacus, attic, aquarium, or an alligator toy.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 9**

Review letters and numbers:

a, c, g, i, l, y

1, 2, 3

**Book**: *Pete the Cat and His Four Groovy Buttons* by Eric Litwin

**Letter**: h h (dots 1-2-5)

**Braille Alphabet Contraction**: have h (dots 1-2-5)

**Number**: 4 #d (dots 3-4-5-6, 1-4-5)

Dear Parent/Guardian,

In the book for this lesson, a cat named Pete loses the buttons from his shirt. Although Pete loves his groovy buttons, he keeps a positive attitude each time he loses one. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_ (date).

1. Practice dressing skills either in the morning or while getting ready for bed. Start by showing your child where his/her clothing is kept. Allow your child to retrieve clothing items and to dress as independently as possible, helping as necessary. Practice buttoning/unbuttoning, snapping/unsnapping, and zipping/unzipping.
2. Use toys, dishes, or boxes to practice the concepts of top, middle, and bottom. Stack three objects and ask your child which is on the top, middle, and bottom. Rearrange the stacks and ask your child to identify the new positions.
3. Ask your child to locate body parts that begin with the sound of letter h (hair, hip, heart, head, hand, and heel). Help or give choices as necessary.
4. Have fun with reading and writing activities over the next several days.

* Practice reading the letter h and the number 4. Select a few review letters and numbers to read.
* Practice writing the letter h and a few review letters.
* Together, look for and/or label items in your home that begin with h such as a hanger, a hallway, and a hairdryer.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 11**

Review letters and numbers:

a, c, g, h, i, l, y

1, 2, 3, 4

**Book**: *Whistle for Willie* by Ezra Jack Keats

**Letter**: w w (dots 2-4-5-6)

**Braille Alphabet Contraction**: will w (dots 2-4-5-6)

**Number**: 5 #e (dots 3-4-5-6, 1-5)

Dear Parent/Guardian,

In the book for this lesson, a boy named Peter tries to learn to whistle in order to call his dog Willie. The message of the story is that it takes practice to learn new things.

Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_ (date).

1. Teach your child something new. It can be anything from riding a tricycle to pouring a bowl of cereal. Provide encouragement and multiple opportunities for practice.
2. Compare sizes of various items in your home, such as bowls, boxes, cups, spoons, chairs, books, and toys. Use words like little, big, small, large, and medium.
3. In the story, Peter goes on an errand for his mother. Take your child on various errands and allow him/her to participate when appropriate. Explain the purpose of the errand.
4. Have fun with reading and writing activities over the next several days.
   * Practice reading the letter w and the number 5. Select a few review letters and numbers to read.
   * Practice writing the letter w and a few review letters.
   * Together, look for and/or label items in your home that begin with w such as a window and a washing machine.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 12**

Review letters and numbers:

a, c, g, h, i, l, w, y

1, 2, 3, 4, 5

**Book**: *The Gruffalo* by Julia Donaldson

**Letter**: x x (dots 1-3-4-6)

**Braille Alphabet Contraction**: it x (dots 1-3-4-6)

**Number**: 6 #f (dots 3-4-5-6, 1-2-4)

Dear Parent/Guardian,

In the book for this lesson, a mouse walks through a forest and meets a fox, an owl, and a snake, who try to trick the mouse back to their home so he can be eaten. Mouse tells a tale about a monster called a Gruffalo to scare them away. When the real Gruffalo appears in the forest and is hungry, Mouse must think up one more trick. Ask your child how Mouse does it!

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_ (date).

1. Locate items in your home that end with the letter x. Because not many words begin with x, use examples such as box, fix, mix, wax, and six. Discuss how each word ends with the same sound.
2. Find six objects in your home that are the same and count them, discussing the sound at the end of the word six. Examples might be six pieces of cereal, six forks, six pennies, or six shoes.
3. Point out various types of mixes at the grocery store such as pancake mix, cake mix, or trail mix. Talk about the ingredients that are in each mix, and how the mix is prepared at home. Discuss the sound at the end of the word mix.
4. Have fun with reading and writing activities over the next several days.

* Practice reading the letter x and the number 6. Select a few review letters and numbers to read.
* Practice writing the letter x and a few review letters.
* Together, look for and/or label items in your home that end with x.

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Teacher of Students with Visual Impairments E-mail Phone Number

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 13**

**Book**: *My First Airplane Ride* by Patricia Hubbell

Review letters and numbers:

a, c, g, h, i, l, w, x, y

1, 2, 3, 4, 5, 6

**Letter**: n n (dots 1-3-4-5)

**Braille Alphabet Contraction**: not n (dots 1-3-4-5)

**Number**: 7 #g (dots 3-4-5-6, 1-2-4-5)

Dear Parent/Guardian,

In the book for this lesson, a boy and his family travel on an airplane to visit his grandmother. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. Visit an airport with your child. Stand outside and listen for unique sounds: people dropping off loved ones, saying goodbyes, planes landing and taking off, and so forth. Then, go inside the building and walk around to allow your child to experience the sounds and smells. Allow him/her to “feel” the high level of activity, the “hustle and bustle” of a public place people use for travel. Consider sharing a snack as you talk about these new things.
2. Share with your child the different ways people can travel somewhere. If your child has traveled on an airplane, ask him/her to recall the trip; what did he/she like the most?
3. Pretend you are going on a trip to visit a relative or a new place for a few days. Ask your child to help you make a list of items you will pack for the trip.
4. Play “Will It Fit?” with your child. Get out a lunchbox and a small suitcase. Next, hand him/her an item or group of items and help him/her put them first in the lunchbox, then in the suitcase. Will they fit in one? Both? Neither? Suggestions for items: an apple, four t-shirts, toothpaste tube, book, pair of shoes, three stuffed animals, or anything else you think your child would like.
5. Have fun with reading and writing activities over the next several days.

* Practice reading the letter n and the number 7. Select a few review letters and numbers to read.
* Practice writing the letter n and a few review letters.
* Together, look for and/or label items in your home that begin with n such as nut, napkin, nest, or nickel.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 14**

**Book**: *How Do Dinosaurs Eat Their Food?* by Jane Yolen

Review letters and numbers:

a, c, g, h, i, l, n, w, x, y

1, 2, 3, 4, 5, 6, 7

**Letter**: d d (dots 1-4-5)

**Braille Alphabet Contraction**: do d (dots 1-4-5)

**Number**: 8 #h (dots 3-4-5-6, 1-2-5)

Dear Parent/Guardian,

In the book for this lesson, dinosaurs use terrible manners at the dinner table. They make rude noises, fidget in their chairs, and flip spaghetti into the air. In a humorous way, the story describes each impolite behavior, and ends with the dinosaurs using polite table manners instead. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. Talk about the manners your family uses at mealtimes. Describe something impolite and discuss, “What should I do instead?”
2. At breakfast time, encourage your child to pour his or her own cereal or otherwise serve his or her own food. Contact your teacher of students with visual impairments if you’d like help with teaching your child kitchen skills.
3. Discuss the concepts of “next to” and “beside” with your child. For example, when setting the table, emphasize the position of forks, knives, spoons, as “beside” or “next to” the plate or bowl.
4. Have fun with reading and writing activities over the next several days.

* Practice reading the letter d and the number 8. Select a few review letters and numbers to read.
* Practice writing the letter d and a few review letters.
* Together, look for and/or label items in your home that begin with d such as a door, doll, or dish.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 15**

**Book**: *Keeping Fit* by Megan Borgert-Spaniol

Review letters and numbers:

a, c, d, g, h, i, l, n, w, x, y

1, 2, 3, 4, 5, 6, 7, 8

**Letter**: t t (dots 2-3-4-5)

**Braille Alphabet Contraction**: that t (dots 2-3-4-5)

**Number**: 9 #i (dots 3-4-5-6, 2-4)

Dear Parent/Guardian,

In the book for this lesson, your child will learn about ways to be healthy, including exercising, eating right, drinking water, and getting enough sleep. Ask your child about the book.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_ (date).

1. Exercise with your child. Encourage your child to move and play every day. Teach your child a new exercise. Practice jumping, galloping, stretching, and running with a normal gait and posture. Attend a kid's yoga, swimming, or gymnastics class if possible.
2. Compare healthy and not-so-healthy foods in your refrigerator, pantry, or at the grocery store with your child. Discuss which foods provide good energy and nutrition and are good to eat every day. Then talk about foods that are not as healthy, and should be “sometimes” foods.
3. Allow your child to help you plan and make a healthy snack or meal. Help your child make faces with cut up fruits and vegetables; spread healthy foods such as jam, hummus, or peanut butter on whole grain bread or crackers; or scoop and layer yogurt with fruit to make parfaits.
4. Have fun with reading and writing activities over the next several days.
   * Practice reading the letter t and the number 9. Select a few review letters and numbers to read.
   * Practice writing the letter t and a few review letters.
   * Together, look for and/or label items in your home that begin with t such as a table, toys, and a tub.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 16**

**Book**: *Maya Was Grumpy* by Courtney Pippin-Mathur

Review letters and numbers:

a, c, d, g, h, i, l, n, t, w, x, y

1, 2, 3, 4, 5, 6, 7, 8, 9

**Letter**: m m (dots 1-3-4)

**Shape**: Triangle

**Braille Alphabet Contraction**: more m (dots 1-3-4)

**Number**: 10 #aj (dots 3-4-5-6, 1, 2-4-5)

Dear Parent/Guardian,

In the book for this lesson, a girl named Maya is in a grumpy mood. Her Gramma tries to change her mood by telling her silly stories. Maya begins to feel better, hugs her Gramma, and then has a fun day. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. Talk with your child about various emotions. Ask him/her to think of times when he/she feels that way. Have your child act out some of these emotions and make the faces that go with them.
2. In the story, Maya and Gramma use their imaginations and pretend to find hippos, crocodiles, elephants, tarantulas, giraffes, and monkeys. Ask your child to choose one of these animals that he/she would like to learn more about. Help your child gain knowledge about the animal’s size as well as other interesting facts.
3. Encourage your child to use his/her imagination and engage in pretend play with friends, siblings, or other family members.
4. Have fun with reading and writing activities over the next several days.

* Practice reading the letter m and the number 10. Select a few review letters and numbers to read.
* Practice writing the letter m and a few review letters.
* Together, look for and/or label items in your home that begin with m such as microwave, mug, and mail.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 18**

**Book**: *The Piggy in the Puddle* by Charlotte Pomerantz

Review letters and numbers:

a, c, d, g, h, i, l, m, n, t, w, x, y

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Letter**: p p (dots 1-2-3-4)

**Word**: play play

**Number Review**: 1–10 #a #b #c #d #e

#f #g #h #i #aj

Dear Parent/Guardian,

In the book for this lesson, *The Piggy in the Puddle*, a little piggy wants to share the fun she is having in a mud puddle with her reluctant family. We also talk about the funny words that are found in the story, such as fiddle-faddle and willy-nilly. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_ (date).

1. Visit a petting zoo or farm with your child so that he/she can meet a real live pig! Encourage him/her to pet the pig to see what its skin feels like, its size, the sounds it makes, and so forth. Compare the pig to other animals in the petting zoo and to a familiar animal, such as a pet.
2. Take your child outside to make a mud pie or to play in the mud. Start by putting some dirt in a container large enough to move your hands around in; add some water and “stir” using all hands! Talk about how it feels. Point out that mud can be fun to play in but can make you very dirty.
3. Help your child practice counting to 10. For example, ask him/her to count out 10 objects you request (10 plates, 10 coins, 10 cookies). Or give him/her a certain number of items and ask if he/she has 10 items. Miscount on purpose to make it fun!
4. Allow your child to help you clean the dishes by washing them with soap: run water in the sink, add soap, place dishes into the water and clean them with a rag or sponge. Talk about the various kinds of soap and examine the containers that they come in: dish soap, bath soap, laundry soap, etc. Compare how these feel and smell.
5. Have fun with reading and writing activities over the next several days.

* Practice reading the letter p and the numbers 1–10. Select a few review letters to read.
* Practice writing the letter p and a few review letters.
* Together, look for and/or label items in your home that begin with p such as paint, paint brush, pot, pan, penny, piano, pillow, or pail.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 19**

**Book**: *The Very Busy Spider* by Eric Carle

Review letters and numbers:

a, c, d, g, h, i, l, m, n, p, t, w, x, y

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Letter**: s s (dots 2-3-4)

**Shape**: triangle

**Writing Numbers**: 1 #a (dots 3-4-5-6, 1)

and 2 #b (dots 3-4-5-6, 1-2)

Dear Parent/Guardian,

In the book for this lesson, *The Very Busy Spider*, a spider starts spinning her web in the morning, and as the day goes on, several animals ask her to play. But she persists with her work, ignoring the animals’ requests to stop her work. As the day ends, she finishes her web and sleeps. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. **Sink or swim?** Talk about how both “sink” and “swim” start with the same sound of the letter s. Gather objects into a tub or colander to use in the bathtub or at the kitchen sink. (A plastic tub will help keep objects together so your child won’t have to search the bathtub or sink for them.) Before your child puts each object into the water, ask if he/she thinks each object will sink or swim (float), then test. Sort the objects into a “sink” pile and a “swim” pile. Examples of objects: spoon, toy car, comb, bar of soap, plastic lid, stick, cup.
2. **Spoons** Ask your child what sound he/she hears at the beginning of the word “spoon.” Help your child find several different types of spoons in the kitchen: teaspoon, tablespoon, wooden spoon, and so forth. Count the spoons and line them up from smallest to largest.

1. **Sounds** Ask your child to tell you what sound he/she hears at the beginning of the word “sound.” Take turns naming sounds he/she hears at home, in the kitchen, yard, car, or at the store.
2. **Make an edible spider** Have your child peel a banana, use a table knife to cut a chunk for the body, and stick in eight pretzel legs, four on each side, counting as he/she inserts each one. Ask what sound “spider” starts with.
3. Have fun with reading and writing activities over the next several days.

* Practice reading the letter s. Select a few review letters and numbers to read.
* Practice writing the letter s, the numbers 1 and 2, and a few review letters.
* Together, look for and/or label items in your home that begin with s such as soap, sofa, sandals, sink, sock, spoon, or suitcase.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 20**

**Book**: *What’s it like to be… a SPIDER?* by Jinny Johnson

Review letters and numbers:

a, c, d, g, h, i, l, m, n, p, s, t, w, x, y

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Letter**: r r (dots 1-2-3-5)

**Word**:with ) (dots 2-3-4-5-6)

**Writing Number**: 3 #c (dots 3-4-5-6, 1-4)

Dear Parent/Guardian,

In the book for this lesson, a garden spider tells the reader about making a web, catching insects to eat, and laying eggs. It also describes how baby spiders grow. Ask your child about the book.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. Think up action words that begin with the letter r, such as race, run, reach, read, rest, roar, roll, rub, and rip. Discuss how each word starts with the letter r and the same sound. Take turns doing the actions. Think up a rhyming word for each action.
2. Practice finding things on the right. Talk about how the word right begins with the sound of the letter r. Place a ring (or a ribbon, sticker, or bracelet) on your child’s right hand. Place items to her/his right and ask your child to find them. Use everyday activities to practice: place a spoon at the right side of the dinner plate at the table, place a toy at your child’s right side, or put her/his right sock on first.
3. Make an edible spider web: arrange cooked spaghetti noodles on a plate with several straight “spokes,” then arrange a circle that spirals toward the center. Ask your child, “What could we use to make the spider?” Together, find round things that you could use, such as a hard cooked egg or cherry tomato.
4. Have fun with reading and writing activities over the next several days.

* Practice reading the letter r. Select a few review letters and numbers to read.
* Practice writing the letter r, the number 3, a few review letters, and review numbers 1 and 2.
* Together, look for and/or label items in your home that begin with r such as room, refrigerator, and rug.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 21**

**Book**: *My Friend the Doctor* by Joanna Cole

Review letters and numbers:

a, c, d, g, h, i, l, m, n, p, r, s, t, x, w, y

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Letter**: e e (dots 1-5)

**Shape**: Rectangle

**Writing Number**: 4 #d (dots 3-4-5-6, 1-4-5)

Dear Parent/Guardian,

In the book for this lesson, a little girl named Hannah goes to the doctor for a wellness checkup. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. In the story, the doctor examines Hannah during her checkup. Review common body parts with your child. Then help your child locate and identify additional body parts such as his/her waist, hip, wrist, jaw, chin, and ankle.
2. Allow your child to pretend he/she is a doctor and role-play things that might occur during a checkup. Your child can pretend to check your heart, ears, nose, throat, reflexes, weight, and temperature, or give a shot and place a bandage on it.
3. Help your child to find rectangular-shaped items around your home such as a tissue box, TV, picture frame, pillow, DVD case, cereal box, window, or books. Ask your child to identify the two long sides and the two short sides of the rectangle.
4. Have fun with reading and writing activities over the next several days.

* Practice reading the letter e. Select a few review letters and numbers to read.
* Practice writing the letter m, the number 4, and a few review letters and numbers 1–3.
* Together, look for and/or label items in your home that begin with e such as eggs, envelopes, and elbows.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 22**

Review letters and numbers:

a, c, d, e, g, h, i, l, m, n, p, r, s, t, x, w, y

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Book**: *My Hands* by Aliki

**Letter**: f f (dots 1-2-4)

**Word**: to to

**Writing Number**: 5 #e (dots 3-4-5-6, 1-5)

Dear Parent/Guardian,

In the book for this lesson, the content focuses on all of the wonderful things hands can do and the different ways to move them. Ask your child about the book.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. Help your child identify his/her palm, knuckles, and each finger by name. Then ask your child to try to touch his/her thumb to each finger one at a time. Teach your child how to wave properly, make a thumbs up and thumbs down sign, high five, and shake hands. Play finger games or sing songs with hand movements with your child such as “Itsy Bitsy Spider,” “Open Shut Them,” and “Where is Thumbkin?”
2. Encourage your child to use his/her hands in a variety of ways with craft dough such as rolling, stretching, patting, poking, squeezing, or even cutting with dull scissors. Discuss the words for each action with your child.
3. Ask your child to identify the texture or sensation of things around the house such as warm, cold, smooth, bumpy, rough, soft, prickly, and so forth.
4. Have fun with reading and writing activities over the next several days.

* Practice reading the letter f. Select a few review letters and numbers to read.
* Practice writing the letter f, the number 5, and a few review letters and numbers 1–4.
* Together, look for and/or label items in your home that begin with f such as fork, foil, faucet, and fireplace.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 23**

**Book**: *We’re Going on a Bear* *Hunt* by Michael Rosen

Review letters and numbers:

a, c, d, e, f, g, h, i, l, m, n, p, r, s, t, x, w, y

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Letter**: u u (dots 1-3-6)

**Shape**: Review circle, square, triangle, rectangle

**Writing Number**: 6 #f (dots 3-4-5-6, 1-2-4)

Dear Parent/Guardian,

In the book for this lesson, a family has lots of adventures when they go into the woods to hunt for a bear. Ask your child to tell you his/her favorite part.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_ (date).

1. A new word in this week’s story is “cave.” Cover a table or a chair with some blankets to create a cave for your child. Crawl inside with him or her and talk about caves and the animals that might live there (for example, a bear, a bat, or a wolf).
2. Send your child on a treasure hunt in his/her very own house. You can make it simple or more challenging. For a short activity, hide a small surprise or an item special to the child in a familiar room and provide verbal clues to help him/her locate it. For example: “Look under the chair by the door” or “Take four steps to the left and look on top of the bookshelf.” For more of a challenge, place two or three items that are clues to a planned outing around a familiar room (for example, if going swimming, a towel and flip flops). Tell your child that he/she is going somewhere fun. Give verbal directions to help him/her find each clue. Once the child has found them, ask him/her, “Do you know where you are going?”
3. The characters in this week’s story “stomp” and “tiptoe.” Demonstrate the different actions to your child. Have fun practicing each as you walk around the house!
4. Visit an area with a forest such as a state park wildlife area. Take a walk through the forest to experience the quietness, cooler air, different smells, animal and bird sounds, and so forth. Encourage your child to explore the elements of the forest: tall grass, muddy or dry ground, a tree trunk, or a rock-filled stream.
5. Have fun with reading and writing activities over the next several days.

* Practice reading the letter u. Select a few review letters and numbers to read.
* Practice writing the letter u, the number 6, and a few review letters and numbers 1–5.
* Together, look for and/or label items in your home that begin with u such as umbrella or undershirt.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 24**

Review letters and numbers:

a, c, d, e, f, g, h, i, l, m, n, p, r, s, t, u, w, x, y

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Book**: *Bee-bim Bop!* by Linda Sue Park

**Letter**: b b (dots 1-2)

**Word**: and & (dots 1-2-3-4-6)

**Writing Number**: 7 #g (dots 3-4-5-6, 1-2-4-5)

Dear Parent/Guardian,

In the book for this lesson, a little girl helps her mother shop for and prepare a favorite family meal, bee-bim bop. “Bop” is the Korean word for rice, and “bee-bim” means “mixed up.” The meal is a bowl of rice with vegetables, egg, and meat on top, then mixed together. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. In the story, the girl accidently spills water on the floor and mops it up. Show your child how you mop or clean the kitchen floor with the tool you use, and let your child practice mopping.
2. When shopping, have your child touch and name whole vegetables in the produce department. He or she can help put them in the cart and put them away at home. Show your child how you prepare and cook vegetables. Have your child touch and taste them whole and cut, raw and cooked.
3. Prepare rice at home, and let your child measure and pour the water and rice into the pan. Talk about how rice is cooked, how long it takes, etc. If the rice is part of a meal with chopped vegetables, try chopsticks.
4. Have fun with reading and writing activities over the next several days.

* Practice reading the letter b and the number 7. Select a few review letters and numbers to read.
* Practice writing the letter b, the number 7, and a few review letters and numbers 1–6.
* Together, look for and/or label items in your home that begin with b such as banana, bread, backpack, button, or bowl.

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Teacher of Students with Visual Impairments E-mail Phone Number

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 26**

Review letters and numbers:

a, b, c, d, e, f, g, h, i, l, m, n, p, r, s, t, u, w, x, y

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Book**: *If You Give a Dog a Donut* by Laura Numeroff

**Letter**: k k (dots 1-3)

**Word**: we we

**Writing Number**: 8 #h (dots 3-4-5-6, 1-2-5)

Dear Parent/Guardian,

In the book for this lesson, a dog eating a donut starts a delightful chain of events that fills the day with fun! Ask your child to tell you her or his favorite part.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_ (date).

1. A new word in this lesson’s story is “celebrate.” Remind your child about the days or events important to your family that you celebrate. Talk about what different things you do on that day to make it special. Choose some recent achievement of your child or a special event to celebrate; have a party at home or go to a favorite restaurant. Have fun making it a joyful occasion!
2. Go to a baseball game or other team sporting event with your child. Talk about how a “team,” or group, plays a game together using some kind of ball (softball, baseball, football, soccer ball). If possible, show your child the type of ball the teams will be using before you go. There is much to enjoy beyond the visual observation of the game: being outdoors, the sounds of the crowd, the smells of food cooking, and people’s excitement when a team scores a point. To involve the child in the action you may briefly describe what is happening. Pick a team to cheer for and encourage your child to listen for the announcement of that team scoring a point.
3. Another new word in this lesson is “pretend.” Ask your child if she or he could be anyone or anything what would it be? Tell her or him to pretend to be that person or animal. Help her or him find a few props or clothing items around the house to use. Join in the fun by choosing someone or something to be. You both can act/talk/move as that pretend character.
4. Share donuts together for breakfast or as a snack. Ask your child to help you make the donuts or to heat them up. Have some apple juice, hot chocolate, or a favorite drink with them.
5. Have fun with reading and writing activities over the next several days.

* Practice reading the letter k. Select a few review letters and numbers to read.
* Practice writing the letter k, the number 8, and a few review letters and numbers 1–7.
* Together, look for and/or label items in your home that begin with k, such as kitchen, key, and ketchup.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 27**

Review letters and numbers:

a, b, c, d, e, f, g, h, i, k, l, m, n, p, r, s, t, u, w, x, y

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Book**: *Violet’s Music* by Angela Johnson

**Letter**: v v (dots 1-2-3-6)

**Writing Number**: 9 #i (dots 3-4-5-6, 2-4)

Dear Parent/Guardian,

In the book for this lesson, Violet has a love of music. She looks for others that share her interest, but doesn’t find anyone to play her music with. She doesn’t give up. One day, while playing her guitar at the park she finds others to join in a band. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any completed activities. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. Play any instruments you, your family members, or neighbors have. Let your child explore and play the instrument. If possible, go to a family sing-a-long or musical event at a library, school, or community concert.
2. Go to the public library and check out children’s music CDs. Listen and sing along at home or in the car.
3. Create a family band. Make instruments from things you have at home: use pots and pans for drums; shake beans in a small yogurt container; clang two spoons together; stretch rubber bands around a shoe box lid, tissue box, or larger box for a guitar (use different width rubber bands for different sounds); or stretch a balloon over the open surface of a tin can for a drum.
4. Have fun with reading and writing activities over the next several days.

* Practice reading the letter v. Select a few review letters and numbers to read.
* Practice writing the letter v, the number 9, and a few review letters and numbers 1–9.
* Together, look for and/or label items in your home that begin with v such as vase, vegetable, vacuum cleaner, vanilla, and vinegar.

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Teacher of Students with Visual Impairments E-mail Phone Number

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 28**

Review letters and numbers:

a, b, c, d, e, f, g, h, i, k, l, m, n, p, r, s, t, u, v, w, x, y

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Book**: *Over in the Meadow* by Olive Wadsworth

**Letter**: j j (dots 2-4-5)

**Writing Number**: 10 #aj (dots 3-4-5-6, 1, 2-4-5)

Dear Parent/Guardian,

The book for this lesson is a lively counting story about mother animals caring for their young. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. Animals communicate with their behavior and the sounds they make. Several animals/insects mentioned in this week’s story make distinct sounds; for example, a cricket, frog, bird, bee, and crow. Use a computer or other device to listen to animal sounds with your child. Visit a free website such as YouTube or www.findsounds.com that offers these sounds. Type in “sound of \_\_\_\_\_” in the search window on the site to hear that animal. Choose some animals familiar to your child and a couple mentioned in the story. Ask your child to pick some animals to hear.
2. Take a walk outdoors with your child. Go to a park, a farm, or just around the neighborhood. Listen to all the sounds that surround you. Help identify what you hear. Can he/she hear any animal sounds he/she has heard before? Try doing this at night too, then ask your child to compare what he/she has heard during the day and at night.
3. In this story, mother animals are teaching their babies how to do things for themselves. Tell your child that human moms and dads do this as well. Ask if he/she can tell you one thing he/she has learned from you. Then, ask him/her to tell you something else he/she would like you to teach him/her to do.
4. Choose one new, small task to teach your child to do independently. For example, putting a towel/washcloth near the tub before a bath, gathering the day’s clothes into a pile after taking them off, or putting the toothpaste away. Offer much praise for learning something new!
5. Have fun with reading and writing activities over the next several days.

* Practice reading the letter j and the number 10. Select a few review letters and numbers to read.
* Practice writing the letter j, the number 10, and a few review letters and numbers 1–9.
* Together, look for and/or label items in your home that begin with j such as jam, jelly, jug, jar, juice, and jacket.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 29**

Review letters and numbers:

a, b, c, d, e, f, g, h, i, j, k, l, m, n, p, r, s, t, u, v, w, x, y

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Book**: *Bear Snores On* by Karma Wilson

**Letter**: z z (dots 1-3-5-6)

**Word**: my my

Dear Parent/Guardian,

In the book for this lesson, a bear is hibernating through the cold winter. While he is sleeping, other animals come to have a party. They pop popcorn, brew black tea, eat honey nuts, and make stew.When Bear wakes up, he is upset he missed the party. Ask your child about the story.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. Have your child use stuffed animals or toys to reenact the story, *Bear Snores On*, for you.
2. Help your child pop popcorn or prepare a simple snack and beverage. Allow him/her to help with things like set-up, serving, pouring the drink, and clean-up. Show your child where you keep things in the kitchen (food, dishes, dish towels, and so forth).
3. In the story, Bear wakes up grumpy. Tell your child how you feel when you wake up. Then ask your child to describe his/her feelings when he/she wakes up. Discuss things that make waking up and morning routines easier.
4. Have fun with reading and writing activities over the next several days.

* Practice reading the letter z. Select a few review letters and numbers to read.
* Practice writing the letter z, and a few review letters and numbers 1–10.
* Together, look for items in your home that begin with z such as a zucchini, zippers and zipper-close bags.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 30**

Review letters and numbers:

a, b, c, d, e, f, g, h, i, j, k, l, m, n, p, r, s, t, u, v, w, x, y, z

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Book**: *Hibernation* by Becky Sicking

**Letter**: o o (dots 1-3-5)

**Word**: the ! (dots 2-3-4-6)

Dear Parent/Guardian,

In the book for this lesson, your child will learn about animals that hibernate during the cold winter months. Ask your child about the book.

Please try to do one or more of the following activities together. Circle any that you complete. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. Your child has learned about some different ways animals prepare for hibernation. Ask your child to name some things he/she does to prepare to go to sleep. Then allow him/her to take a more active role in the bedtime process (squeeze toothpaste tube, retrieve pajamas or towel, brush hair).
2. Take your child to a petting zoo, nature center, or a pet store that allows for hands-on experiences with animals. Help your child explore and learn more about different animals.
3. Go on a nature walk with your child and collect grass, sticks, and leaves. Use the collection to create a pretend nest by gluing the grass, sticks, and leaves onto a paper plate or into a small box. Tell your child that some animals make nests like this for bedding in a burrow, small space, or hole in the ground.
4. Help your child “build” a pretend den or burrow by covering a small space with blankets. Allow your child place additional blankets or pillows inside, and pretend to be an animal that is going to hibernate.
5. Have fun with reading and writing activities over the next several days.

* Practice reading the letter o and the number 10. Select a few review letters and numbers to read.
* Practice writing the letter o and a few review letters and numbers.
* Together, look for and/or label items in your home that begin with o such as ottoman, olives, and olive oil.

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Parent/Guardian Signature

***Please provide any comments you have on the back of this page.***

**BOP Prekindergarten Lesson 31**

Review letters and numbers:

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, r, s, t, u, v, w, x, y, z

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Book**: *The Day the Crayons Quit* by Drew Daywalt

**Letter**: q q (dots 1-2-3-4-5)

Dear Parent/Guardian,

In the book for this lesson, a little boy named Duncan opens his crayon box. But instead of seeing his crayons, he sees letters from all his crayons telling him why they quit. Ask your child how Duncan made all his crayons happy!

Please try to do one or more of the following activities together. Circle any completed activities. Then sign and return this letter by \_\_\_\_\_\_\_\_\_\_ (date).

1. Talk about the colors of familiar items in and around your home, such as clothes. Included in the story are red, purple, brown, gray, white, black, green, yellow, blue, pink and peach. Talk about where each color is found.
2. Color tactile pictures. Talk about the raised lines, what picture it forms, and which colors to use. Don’t worry about staying in the lines! If you don’t have any, please ask me for tactile pictures and braille labels for crayons.
3. Mail a tactile drawing your child colored to a grandparent, friend, or neighbor. Show your child how to put the paper in the envelope, put on the stamp, and seal the envelope. Show your child where you put outgoing mail, or drop it off at the post office.
4. Pick up the mail together and show your child how to open envelopes.
5. Have fun with reading and writing activities over the next several days.

* Practice reading and writing the letter q. Select a few review letters and numbers to read.
* Practice writing the letter q, and a few review letters and numbers.
* Together, look for and/or label items in your home that begin with q such as quilt, quarter, and quart of milk.

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Parent/Guardian Signature

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