



Hello and Welcome to Pre-K,

Georgia's Pre-K Program is a lottery funded educational program for Georgia's four-year olds to prepare children for Kindergarten. This program provides appropriate activities and learning experiences that help prepare young children for school. For a child to be school ready, it means they are socially, emotionally, physically, and cognitively prepared for success in kindergarten. Together, our program will help your child become an independent, self-confident and enthusiastic learner. We look forward to a successful collaboration as we navigate through these unprecedented times.

This year, Pre-K will look different from past years as we will begin the school year in a virtual learning environment. In order to help promote this new change in the learning environment we have provided documents and materials to support the students and families at home. The most important part of a Pre-K experience is Social Emotional and Literacy. These beginning practices are best experienced through play, listening, and speaking. As the year progresses, more challenging opportunities will be introduced.

The DeKalb County Pre-K program has adopted the Frog Street curriculum for the 2020-2021 school year. Implementing the new curriculum and teaching the Georgia Early Learning and Development Standards (GELDS) will provide a comprehensive educational experience to prepare your child for kindergarten. Further information can be found at <http://www.decal.ga.gov/Prek/GELDS.aspx>

In this packet you will find the following components:

- Help Is On the Way (a quick list of to where to seek help if needed)
- Frog Street Curriculum Introduction Letter
- Social Emotional, Dr. Becky Baily Conscious Discipline Letter
- Norms and Rules for Virtual Learning
- At Home Activities
- Real Found Materials List (items found at home that can be used for instruction)
- Explanation of Student Materials for Home Use (packet from teacher)

After reading the entire packet, if you still have any questions please reference the Help is On the Way document. Your Pre-K Teacher looks forward to a terrific start of the school year and working closely with you and your child.

Educationally Yours,
The Office of Early Childhood Education



Help Is On The Way



Need some assistance? Have a question or concern? Please reference the chart below to find the resolution and support needed.

Concerns/Questions	Contact Person	Email/Phone Number
<ul style="list-style-type: none"> • Instruction • Assignments • Health/Illness • Absence • Anything related to your child and his/her classroom 	<p>Your Child's Teacher</p> <p><u>Mrs. Tasha L. J. Messer</u></p>	<p>Tasha_Messer@dekalbschoolsga.org</p> <p>678-793-2973</p>
<ul style="list-style-type: none"> • Attendance Policy • Meals • Overall school environmental concerns/questions 	<p>Your Child's Principal</p> <p>Dr. Karen Williams</p>	<p>Karen_Williams@dekalbschoolsga.org</p> <p>678-874-7502</p>
<ul style="list-style-type: none"> • Immunization/Shot records • Hearing, Vision, Dental Form • Birth Certificate • Proof of Residency • Category 1 Information (TANIF, Food Stamps, CAPS, Medicare) • Pre-K Grant Tardy/Absentee 10-day Policy 	<p>Your Child's Teacher</p> <p><u>Mrs. Tasha L. J. Messer</u></p> <p>Your School's Registrar</p> <p>Mrs. Shannon Spillett</p>	<p>Tasha_Messer@dekalbschoolsga.org</p> <p>678-793-2973</p> <p>shannon_m_spillett@dekalbschoolsga.org</p> <p>678-874-7502</p>
<ul style="list-style-type: none"> • Technology Issues • Virtual Learning Support 	<p>DCSD Technical Support Team: Parents can submit a Help Ticket by clicking on <u>REQUEST TECHNICAL SUPPORT</u> icon found at the bottom of the home page.</p>	<p>https://www.dekalbschoolsga.org/virtual-learning-support/</p>
<ul style="list-style-type: none"> • Pre-K Program • All other concerns/questions not addressed in this document 	<p>Office of Early Childhood Education</p>	<p>Prekrecords@dekalbschoolsga.org</p>



Dear Sagamore Hills Parents,

Welcome to Pre-K! This year Pre-K will have a new curriculum, Frog Street Excel. The following paragraphs highlight parts of the curriculum:

The Excel Pre-K curriculum supports every aspect of your child's development—physical, social, emotional, cognitive, and linguistic. One important focus is the development of language and literacy skills. The program is supported by an impressive body of research on how young children develop early literacy and pre-reading skills. Children learn skills through playful, child-centered activities that ensure they maintain their love of language as they develop their ability to decipher it. Excel Pre-K honors this joyful approach to learning. Woven into intriguing themes, language and literacy activities are designed to purposefully address all of your child's language and literacy needs.

Additionally, the Excel Pre-K curriculum also supports every aspect of your child's development—physical, social, emotional, cognitive, and linguistically in Math. As society continues to adapt to the 21st century's technological expansion, our country's economic vitality and positioning as a global competitor increasingly hinges on our children's interest and competency in mathematics. To meet that challenge, Excel Pre-K draws upon an impressive body of research that outlines how young children as early as three are capable of engaging and exploring fundamental, yet surprisingly complex, mathematical ideas. This program provides purposeful, engaging mathematical investigations and activities that build upon your child's informal understandings of patterns, number, measurement, and shape. The following overview summarizes the knowledge and skills that your child will learn in relation to three critical content domains as specified and recommended by the National Council of Teachers of Mathematics (NCTM) 2008 Focal Points.

That all being said, please prepare yourself for the first of many transitions your child will experience. For, in just a few more days your child will soon be joining a new family—their School Family. School Family is a term used to describe the classroom environment. In an effort to keep everyone safe and the implementation of our Frog Street Excel running smoothly appropriate student behavior needs to be addressed. In one of my Master of Arts in Teaching courses at Mercer University I learned about the researched-based behavior management method B.O.S.S. Teaching. I have included details about it in the Student Announcements section in Seesaw. This positive reinforcement-based behavior method will be my guide in maximizing optimal student behavior and participation. Please let me know if you have any questions

In closing, the School Family does not and cannot replace the home family, but it can, in partnership with you, help to create the best possible learning experience for your child. Each child enters school with three important questions:

- Am I safe?
- Am I loved
- What can I learn?

Please know that in Mrs. Messer's class, there is no doubt about all three!

I am looking forward to an AMAZING new year!

Mrs. Tasha L. J. Messer

Classroom Norms



Show up 3 minutes before class time and wait to be admitted into the class.



Find a quiet place free of distractions. (siblings, television, pets, etc.)



Be respectful always. While your video is on, no hand gestures or inappropriate language.



Stay on mute. Raise your hand if you have a question or something to share.



Stay focused and on task so you do not miss anything the teacher says.

Classroom Rules



Looking Eyes



Listening Ears



Quiet Voices



Raise Hand



Have Fun

DCSD Pre-K @ Home Activities

These activities were compiled from the Pre-K @ Home Activities provided by Bright from the Start. The activities are to be used in conjunction with the virtual learning lessons provided by your Pre-K teacher. These activities may be modified to meet the instructional need of your child. If you have any questions pertaining to this document, please contact your Pre-K teacher.

Week 1:

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	Talk about colors and counting. What colors can your child find in your home? How many objects of certain colors can he/she count?	Find a picture from a magazine or another source and talk about it with your child. Next, cut the picture into three different pieces and ask your child to put the pieces back together. This activity can be extended by increasing the number of pictures.	Talk with your child about the rules. Explain to your child everywhere. Ask your child if he/she feels like there will be the same rules in Pre-Kindergarten? What are some school rules we would use while learning virtually?	Talk with your child about feeling nervous when they begin Pre-Kindergarten. What does feeling nervous mean? What are some things that might make him/her nervous? Help him/her get prepared by talking.	Discuss with your child how he/she feels about meeting their new Pre-K teacher and making new friends virtually. Explain that it's alright to feel a little anxious. Each day will be less anxious as the new school year is not so "new" anymore.
Math/Science	Start conversations about the Coronavirus and best practices at school this year to stay healthy and safe.	When washing clothes, sort clothes with your child into piles of "more" or "less." Ask her to help put a specific number of clothing items into the hamper or basket. Have your child match socks. Greet from 6 Feet	Add black pepper to a bowl of water. (Pepper is the germs.) Stick your finger in the pepper water and watch the germs. They collect on your finger. Now, dip your finger in soap. Where does the pepper go?	Have your child find things and discuss how they are different shapes. As you talk about different shapes, have her/him to describe the shapes they see. Conversations could include point, round, flat, straight line, sides, triangle, circle, square.	Arrange favorite stuffed animals in a circle and give two or three crackers to each toy. Then ask your child to predict the total number of crackers needed if another guest(s) is added or one guest must leave

<p>Social Emotional</p>	<p>Talk to your child about meeting new people when he begins Pre-K or Kindergarten. Practice how to greet people by saying “My name is _____; it’s nice to meet you.”</p>	<p>Self-Regulation: Dancing gives children an opportunity to practice self-control and helps them gain awareness of their own bodies and others’. Dance quickly to fast songs, slowly to slow songs and then try doing the opposite.</p>	<p>Practice following directions with your child at home in fun ways, starting with twostep then progressing to three-step directions. Some fun ideas are playing games, doing crafts and cooking.</p>	<p>Make a game out of practicing self-help skills. These skills include unzipping a coat, hanging a coat on a hook, putting on a backpack, fastening your shoes. For example, you might want to have a “race” with your child to see how quickly she can put on her shoes.</p>	<p>Read a book to your child that shows characters who experience an emotion (sad, happy, scared, worried, confused, etc.) Stop on a page where the character is showing the expression. Ask your child, “What do you think he is feeling?”, “Why is he feeling that way?”, “Look at her face, how can you tell that she is __?”, “Have you ever felt __. What made you feel that way?”, “What will happen next?” or “What should he do?”</p>
<p>Movement/ Gross Motor</p>	<p>Practice for lunch. Make sure your child can open all lunch items independently. Consider zip top baggies, and other easy open containers.</p>	<p>Use hula hoops or chalk to designate targets on the ground. Have her aim bean bags or balls to “ring” inside the target.</p>	<p>Paper plate skates: Use paper plates to glide along on a carpet. Try to imitate speed skaters, hockey players, or figure skaters.</p>	<p>Help your child learn to write her name. This is an empowering experience and allows your child to begin to identify as a writer.</p>	<p>Write down names of family members and friends. Talk about upper- and lowercase letters.</p>

Week 2:

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Literacy</p>	<p>Watch a family movie or read a favorite book and talk about the characters in the story. What made it a good story? Did anything in the story remind you of something in your family or life?</p>	<p>Draw and color a picture together. Afterwards cut the picture into puzzle pieces. Have your child put the picture together again.</p>	<p>Before reading a new book, take a picture walk of the book before reading the story. Have your child predict what they think the story is about.</p>	<p>Let’s Make a Story! Find a picture in a magazine, a book, or the newspaper. Let your child tell you a story about the picture. Try writing the story as your child tells it</p>	<p>Squirt a little shaving cream on a cookie sheet. Have your child use their finger, stick, a Q-tip, etc. and write the letters in their name. (You could also do this outside by making mud and using a stick to draw.)</p>

Math/Science	Folding and sorting laundry provides an opportunity to sort and categorize for young learners.	Go outside, lie on a blanket, talk about clouds, sun, and sky. Draw pictures of what you see.	Collect 5 (or more) objects and count them. Hide them around the house and have fun finding them. Count them as you find them.	Place a piece of colored tape on the table and gather some items from around the house for your child to blow. Place the items on one side of the line and see if your child can blow each item across the line one by one.	Using objects such as beans, pasta, or small toys, have your child make an AB pattern with 2 different items/shapes.
Social Emotional	Help your child go on a "Happy Walk" around your home and find 5 things that makes her happy. Talk about each object and why she picked it.	Talk about ways to show kindness to others. As your child tells you acts of kindness, create a "Kindness List" and say each word as you write your child's spoken word. Have your child draw pictures demonstrating kindness	Help your child list some positive affirmations or things that they like about themselves.	Sit down with your child and "color" your feelings together, naming an emotion with each color. Ask questions like, Why did you choose yellow for feeling happy? What would the color for angry or mad be?	Play Charades with emotions. Use pieces of paper that have different feelings (happy, sad, surprised, mad) drawn on them. Discuss the feelings. What things make you feel this way? Act them out.
Movement/ Gross Motor	Play "Simon Says." Give your child commands to follow such as, jumping jacks, hop on one foot, gallop like a horse, and jog in place. Remember, listen for "Simon Says." When Simon does not say it; don't do it!	Let your child skate around the house using paper plates as skates or spread paper plates around the house and have your child hop, skip or jump around to each plate	Play animal charades outside. Act out favorite animals, including motions and sounds they make and then guess the animal.	Turn on some music or sing a favorite song. Dance to the song and say the word "freeze". When you say the freeze word, everybody stops and freezes. Then play the music or continue singing the song and play it again. Play a game of musical chairs to extend the fun.	Put heavy whipping cream in a tightly lidded container. (A protein shaker bottle, also works great.) Let your child shake the container checking the progress periodically. The whipping cream will go from a liquid to a solid (butter).

Week 3:

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	Grab the PBJ ingredients and work with your child to list/dictate the order of events needed to successfully make a PBJ sandwich. Make the sandwich as you talk through the steps. Yum!	Make a list of all the things you would like to have on a picnic – how many things can you think of that start with the letter P? Talk about a plan for preparing for a picnic. What needs to be done first, next, last?	Using the words from your picnic list yesterday, clap, stomp, tap or pat your knees to determine how many syllables are in each word. (examples: popcorn – 2, Strawberries – 3, pie – 1)	Create a story with your child by taking turns adding one line and see where the story goes. Mom: Once upon a time there was a little girl. Child: She was fighting with her brother. Mom: Suddenly they heard	Read a book about plants or flowers. Challenge your child to recall the names and the colors of the flowers/plants. Review the pictures of the book as needed. Point out that not all plants may not start with a seed, some may

				a big noise and went to the window...Child:_____.	start with a bulb. Ask, "If you should plant them all at the same time? What do you think would happen if they were planted all at once?"
Math/Science	Observe the clouds in the sky. Look for different figures. Talk about cloud sizes and colors. Ask questions such as, "Are they moving? What does it look like to you?" Read It Looked Like Spilt Milk.	Go outside and collect different kinds of leaves. Put them in order by height. Challenge: Use nonstandard units of measurement such as, paperclips, pennies, beads, to measure the height of the leaves.	Look for bird nests. Observe and talk about the purpose of the nests, how nests are built and what materials they might be built with. If able, read "A Nest is Noisy" or "Mama Built a Little Nest,"	Use footsteps to measure the length of a rug or a hallway. Now try measuring how many footsteps it takes to get to various places in your house. Discuss and compare.	Go on a nature walk and look for insects. Observe and describe them. Read In the Tall, Tall Grass and discuss what the caterpillar sees on his walk through the grass.
Social Emotional	Help kids learn to compromise. Use the tune of "This Old Man" to sing these lines: "You want this. I want that. How can we both get what we want?" Then brainstorm solutions and choose the best idea.	While reading any book, spend time talking about how some of the characters might think and feel. Use this time to highlight that this is perspective-taking, a skill we use to understand others' emotions and thoughts.	We would like to promote kindness A great way to do this is with Random Acts of Kindness. Brainstorm with your child, ways that you could surprise a neighbor or family member. Maybe throw a neighbor's paper on his steps or draw a picture for an elderly friend.	Draw emotion faces on index cards. When a card is drawn, the person must act out something that matches the emotion on the card. The other players guess the emotion.	Say a string of words that are part of a theme or category. Insert one word into the set that does not belong and ask your child to identify the word that does not belong.
Movement/ Gross Motor	Using child-safe scissors, work with your child outside to give the grass a cut! Remember to practice correct use and handling of the scissors.	Ants sure love a picnic! Try making "ants on a log" with your child and allow them to do it themselves. Try cream cheese or peanut butter in celery and raisins on top for a tasty treat!	Use 2 toilet paper rolls or 1 paper towel tube (cut in half) and make a pair of binoculars by taping them together side by side. Go outside on an expedition and draw/label what you see in your backyard through your binoculars.	Play the music and stop it every now and again. You and your child must both freeze as soon as the music stops. You will see the difference over time as your child refines his/her listening skills.	Encourage your child to construct a sandwich that resembles a building, bridge, or vehicle. Bread can be cut into shapes with a plastic knife and any circular food used for wheels (tomato, cheese, grapes). Eat and enjoy the demolition!

Week 4:

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	Read a favorite book. Then, dress up and retell the story by acting it out.	Find a bag and collect items to go in it that relate to a well-known story. If you can't find an item, you could draw a picture to include.	Read aloud a book. Afterwards, ask your child to tell you about the beginning or the end of the story.	Have your child act out his or her favorite story. Use socks as puppets. Maybe you can be a character	Go on a treasure hunt. Hide items around the house and give your child a description of each item to find. (Ex. It's

		Then ask your child to guess the story based on the clues in the bag.		while your child is another character.	soft, it's purple, and we use it to keep warm.)
Math/Science	Play a pretend game and say, "We're going on a picnic, and we're bringing a..." Name an object that you would bring. (basket, apple. . .) Ask your child to think of an object to bring and repeat.	Assist your child in measuring out 1 cup all-purpose flour, 1 cup salt and ½ cup water. Roll out the dough and make an impression of your child's hand in the dough. Bake on foil at 200 degrees for 2 ½ hours	Make a list! What are some things you might see in the night sky? What are things you might see in a day sky? Write the words and have your child draw the pictures of the words.	Go for a walk outside with your child and pick up at least 5 sticks of varying lengths and widths. While outside, have your child make a line of the sticks by putting them down one at a time in order from shortest to longest. To extend this activity, discuss which stick is thickest, which is skinniest, which stick weighs the most, etc. You can add science and literacy by having your child use descriptive words to describe how the sticks look and feel.	Fill a clear plastic bottle ¾ full of water. Add a few drops of blue food coloring and any type oil until the bottle is almost full. Tightly close the cap, and let your child shake the bottle to experience "ocean waves". Have your child describe what they see.
Social Emotional	Draw different faces representing emotions on pieces of paper and place them on the floor in a circle. Play music and have your child walk around the circle. When the music stops have him identify the emotion.	Squirt a little shaving cream on a table or cookie sheet and ask your child to draw faces in the shaving cream while talking about the emotions that go along with each face.	Talk with your child things that worry him and ways to cope with feelings of worry. Make a list of things to do when you worry. (Run, sing, talk with a friend) Try making a stress ball. Fill a balloon with a cup of flour and tie tightly. Have your child squeeze the ball when worried.	Have your child cut out people in magazines. Talk about how they might be feeling based on their facial and body expressions. What are some things that make you feel some of these same feelings?	Help your child learn to manage taking turns by counting how long a turn will take. For example, tell your child to swing for 10 swings, and then it will be my turn. Count 10 swings out loud. "Okay, now it's my turn for 10 swings. Help me count."
Movement/ Gross Motor	Play animal charades outside. Act out favorite animals, including motions and sounds they make and then guess the animal.	Go on a nature walk and help your child find different types of sticks and see what he can make out of them.	Set up targets (pile of clothes, books, baskets) around the house. Instruct your child to throw a pair of "balled up" socks or bean bags to hit each "target."	Talk with your child about traffic lights. Red light means stop and a green light means go. Explain the rules: Start with everyone along the starting line. When you say, 'Green Light' everyone will move towards the finish line, when you say 'Red Light' everyone must stop.	Create an obstacle course in your yard! Have your child kick a ball at a fence, jump on and off a step, hop on one foot down a path, and throw a tennis ball in a bucket! Add in math by adding a number to each task (hop 10 times).

