HOME
INDEPENDENT WORK PACKET

PRESCHOOL
SDC, STATE FUNDED, AND SMART STEPS

PACKET 1
APRIL 13 - APRIL 24
Pre-K students should be engaged in a variety of activities while at home. It is most important for families to read and talk to their Pre-K children. Please use the tools below to support continued learning with our youngest students. Included is a sample 3-hour schedule. Please do not feel the need to follow the daily schedule. It is meant as a support and tool for you. If your child attends an afternoon preschool class, it may be beneficial to keep the continuity of afternoon structure and learning.

Included in this packet:

**Activity Worksheets:** *You will not do every page of the attached activities. Choose the ones best for your child.*
- Week 1: Literacy, Math and Listening Skills Activity Worksheets
- Week 2: Literacy, Math and Listening Skills Activity Worksheets

**Resources Pages:**
- A cut out schedule that you may use as a visual to help your child know what is coming next. You might work with your child to add some fun pictures to help him/her read the schedule.
- Poems and Nursery Rhymes
- Hand-washing Poster

Visit our Preschool Learning Resource Page for more ideas:
English: sites.google.com/lmsvsd.net/lmsvdpreschool
Spanish: sites.google.com/lmsvsd.net/educacion-temprana-de-lmsvsd/home
# Sample Schedule:

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30 or 11:00-11:30</td>
<td>Breakfast/Lunch and Free Play</td>
<td>Eat and get ready for the day as your child would on a normal school day. Include a hand washing routine before eating. Our students scrub their hands for 20 seconds. Try singing the alphabet song or ask your child to teach you a song he/she sings in class while washing hands.</td>
</tr>
<tr>
<td>8:30-8:45 or 11:30-11:45</td>
<td>Focus Activity and Meeting</td>
<td>Focus your child toward what you will be doing for the next segment of your day. Allow for puzzles, books, journals, and small toy exploration. Have him/her practice writing their name daily. If needed, assist them with this at the beginning by using a model for them to trace. Use crayons, markers, pencils, paint brushes, etc. Mix it up. Talk about what you are going to do for the day. Preview activities you have planned and allow for choices. Read a book, nursery rhyme or a poem.</td>
</tr>
<tr>
<td>8:45-9:15 or 11:45-12:15</td>
<td>Outdoor/Gross Motor Time</td>
<td>Dedicate this time to movement. If the weather is nice, head outside to run, jump, ride a tricycle, throw, catch – whatever gets your child moving. If going outside is not an option, try to find a place in your home where your child can really move. Play a GoNoodle game on <a href="http://www.gonoodle.com">www.gonoodle.com</a> Pick an activity from this great resource: <a href="http://www.the-special-needs-child.com/Gross-motor-activities">http://www.the-special-needs-child.com/Gross-motor-activities</a></td>
</tr>
<tr>
<td>9:15-9:20 or 12:15-12:20</td>
<td>Hand Washing</td>
<td>Practice those great hand-washing skills. See included poster.</td>
</tr>
<tr>
<td>9:20-9:40 or 12:20-12:40</td>
<td>Intentional Teaching Time: You will not do every page of the attached activities. Choose the ones best for your child.</td>
<td>Choose a Literacy or Mathematics and Listening Skill activity from the packet.</td>
</tr>
<tr>
<td>9:40-10:40 or 12:40-1:40</td>
<td>Choice Time</td>
<td>This is the time where you allow your child to decide what toys they want to play with. Allow them to play with whatever they like, in the manner that they like (as long as it is safe). This is the time for you to play WITH them. Follow their lead, join in, be a partner in their play. Do not take control. This is a bonding and learning time. Be sure your child cleans up the toys after choice time.</td>
</tr>
<tr>
<td>10:40-11:00 or 1:40-2:00</td>
<td>Read Aloud</td>
<td>Enjoy a story with your child. Read a book from your home. Or, find a read aloud story online at storylineonline.net or YouTube. Be sure to talk about the story. Make predictions. Ask questions. Have your child retell the story. Be sure to enter your reading on the Reading Log.</td>
</tr>
<tr>
<td>11:00-11:20 or 2:00-2:20</td>
<td>Intentional Teaching Time Part 2 You will not do every page of the attached activities. Choose the</td>
<td>Choose a different Literacy or Mathematics and Listening Skill activity from the packet.</td>
</tr>
</tbody>
</table>
11:20-11:30 or 2:20-2:30 | Music and Movement
| Sing songs and dance with your child.
Literacy, Math and Listening Skills Activities

Week 1
April 13, 2020-April 17, 2020
Y y

yarn

yo-yo

yak
Dab or color letter Y
Y is for:
- yarn
- yogurt
- yak
- yo-yo

I can color, cut and staple the pictures to make a flip-book.
Letter YY Hat

I can color the letter Yy and pictures, cut and staple to make a hat. (Use a sentence strip if the hat is not long enough.)

yak

yawn

yam

yogurt

yo-yo

yarn
Search & Find

Name: __________________________  Date: __________________________

Directions: Color every letter Yy.
Search & Find

Name: ___________________________ Date: ___________________________

Directions: Color every letter Zz.
<table>
<thead>
<tr>
<th>Scales</th>
<th>Fur</th>
<th>Feathers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other animals:
- Snake
- Panda
- Dog
- Rooster
- Crocodile
- Cat
- Lizard
- Fish
- Ostrich
- Duck
- Peacock
Missing Numbers

Write the missing middle numbers in the empty coins.

1 3
7 9
6 8

8 10
2 4
4 6
Color, Count, and Trace

Name: ___________________________ Date: ___________________________

Directions: Color and count the pictures. Then, trace the numbers.

1 2

3 4

5 6

7 8
Color and Trace

Directions: Trace the words, and color the pictures.

Name:_________________________ Date:_________________________

egg  rocks

egg  rocks

tree  t-Rex

tree  t-Rex

footprints  baby

footprints  baby

volcano  fly

volcano  fly
Color & Trace Letter Fun

Name: ___________________________ Date: __________________

Directions: Trace the letters, and color the pictures.

- V
- f
- r
- f
- e
- b
- t
- i

Lauren-Sophia©
Read & Recall

This is an egg.
This is a footprint.
These are rocks.
This is a tree.

Circle the egg.
Circle the footprint.
Circle the rocks.
Circle the tree.

Directions: Read the story. Then, answer the questions that follow.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>F</td>
<td>G</td>
<td>H</td>
<td>I</td>
<td>J</td>
</tr>
<tr>
<td>K</td>
<td>L</td>
<td>M</td>
<td>N</td>
<td>O</td>
</tr>
<tr>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
</tr>
<tr>
<td>Z</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
</tbody>
</table>
Ending Sounds

Name: ___________________ Date: ___________________

Directions: Trace and identify the ending sounds.

- Nn
- Rr
- Ee
- Ii
- Ll
- Gg
Earth Day Words

Directions: Trace and identify the earth day words.

- bag
- bike
- plant
- recycle
Section B

Standards (this section builds upon the previous section)

Student will:

- follow single, oral directions, not repeated until the end of the lesson
- recognize color: brown
- recognize shape: rectangle
- draw shape: heart
- draw: big dot
- recognize spatial positions: bottom, inside

Teacher Information

In Section B, one direction is given in each line; the teacher may not repeat directions until the end of the lesson.

Explain that you will say what to do only one time until the end of the lesson, at which time you will repeat the directions so that everyone can catch up or check his or her work. Encourage students to try to remember what to do, and if they forget, to sit very quietly and wait for the next direction. This may be frustrating for young children at first; however, with reassurance and practice, this skill will be developed. Allow children to correct or complete their work when you repeat the directions at the end. Praise them for what they did correctly.

At the beginning of each lesson, say, “Listen very carefully because I will tell you what to do only one time. If you forget what to do, skip that part and wait until I tell you the next direction. At the end of the lesson, I will say everything again, and you may catch up or check your work. Ready?”
Directions for Section B Lesson 13, page 26
Say: “Pick up a crayon.
   Put your crayon on the ladybug.
   Draw a line to the door.
   Color the box.
   Put down your crayon.”

Directions for Section B Lesson 14, page 27
Say: “Pick up a crayon.
   Put the crayon on the tree.
   Draw a line from the tree to the chair.
   Then draw a line from the chair to the ball.
   Lastly, draw a line from the ball to the tree.”

Directions for Section B Lesson 15, page 28
Say: “Pick up a crayon.
   Put the crayon on the big X.
   Draw a line from the X to the butterfly.
   Next, color the happy face.
   Put down your crayon.”

Directions for Section B Lesson 16, page 29
Say: “Pick up a crayon.
   Make a ring around one of the shirts.
   Make a big X on the other shirt.
   Put your crayon on the bee.
   Draw a line from the bee to the triangle.
   Put down your crayon.”
Lesson 6 - Rhyme Play
"Star Light, Star Bright"

**Instructional Targets**

**Toddler 3-4 Years**

*Language and Literacy Development: Early Reading/Print Concepts*
- Show growing interest in reading related activities.

*Language and Literacy Development: Early Reading/Phonological Awareness*
- Begin to recognize words that rhyme in songs and nursery rhymes.

*Language and Literacy Development: Listening and Speaking*
- Participate in songs and rhymes that require listening.

**Pre-Kindergarten 4-5 Years**

*Language and Literacy Development: Early Reading/Print Concepts*
- Follow words left to right, top to bottom, page to page.
- Recognize that spoken words are represented by written language.

*Language and Literacy Development: Early Reading/Phonological Awareness*
- Show understanding of spoken words, syllables and sounds (phonemes); counting syllables, sounds and words; rhyming words; phoneme blending; and common initial phonemes.

---

**Differentiated Tasks**

**Level 3**  Students will...
- Follow left-to-right progression during shared reading.
- Identify and attempt to read word units within a sentence.
- Identify two words that rhyme.
- Listen to and follow directions while participating in songs and rhymes.

**Level 2**  Students will...
- With support, will assist in page turning during shared reading.
- Point to match a text word with a spoken word in a sentence.
- Match pictures of two rhyming words said aloud.
- With support, will listen to and follow directions while participating in songs and rhymes.

**Level 1**  Students will...
- Show engagement in shared read-alouds through an active participation response (e.g., voice output device, eye gaze choice board, nonverbal indicators).
- Select a picture of a word that rhymes with a named word (errorless choice).

---

**Topic Connection**

Throughout this unit, students learn about things that make light, such as stars. In this lesson, students will use the song, "Star Light, Star Bright," to identify words that rhyme.

---

**Topic Words**
- light*
- see*

**Rhyme Words**
- rhyme
- sound

* Power Words

---

**Benchmark Assessments**
- Early Learning: Rhyming Words
- Emerging Skills: Rhyming Words Picture Recognition

**Monthly Checkpoint Assessments**
- Level 2-3 Language and Literacy Development, Questions 1 and 2.
<table>
<thead>
<tr>
<th>Have this wish I wish tonight.</th>
<th>I wish I may, I wish I might,</th>
<th>First star I see tonight.</th>
<th>Star light, star bright,</th>
</tr>
</thead>
</table>

**Star Light, Star Bright**
<table>
<thead>
<tr>
<th>Have this wish tonight.</th>
<th>I wish I may, I wish I might,</th>
<th>First star I see tonight.</th>
<th>Star light, star bright,</th>
</tr>
</thead>
</table>

Star Light, Star Bright
Have this wish I wish tonight.

I wish I may, I wish I might,

First star I see tonight.

Star light, star bright,
Have this wish | Wish | Wish | Might'
Wish | May' | Wish | Might'
First star | See
Star light, star bright
Star light, star bright
Literacy, Math and Listening Skills Activities

Week 2
April 20, 2020-April 24, 2020
Ee
egg

Elephant
Elf
Dab or color letter E
Letter Ee Hat

I can color the letter Ee and pictures, cut and staple to make a hat. (Use a sentence strip if the hat is not long enough.)

elf
egg
elephant

envelope
ehrow
Ee is for 

Elbow

Envelope

Elephant

Egg
Construction Counting

Directions: Count the items. Fill in the correct circle.

- Hammers: 1, 2, 3
- Handsaws: 3, 4, 5
- Screwdrivers: 4, 3, 6
- Screws: 2, 1, 3
- Nails: 4, 5, 6
- Wrenches: 4, 2, 3
SHAPE MATCH

Cut and paste each shape under the matching rainbow.
clover tally match

Trace the numbers. Cut and paste the tallies under the matching pot.

1 2 3 4

one two three four
Dino Adding

Directions: Color and count the pictures. Then, solve the math problems.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Tulip" /></td>
<td><img src="image" alt="Tulip" /></td>
<td><img src="image" alt="Number 4" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Dinosaur" /></td>
<td><img src="image" alt="Dinosaur" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Dinosaur" /></td>
<td><img src="image" alt="Dinosaur" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Dinosaur" /></td>
<td><img src="image" alt="Dinosaur" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Dinosaurs" /></td>
<td><img src="image" alt="Dinosaurs" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Dinosaurs" /></td>
<td><img src="image" alt="Dinosaurs" /></td>
<td></td>
</tr>
</tbody>
</table>

Name: ___________________ Date: __________

Lauren-Sophia©
It's Letter Ee

Name: ___________________ Date: ___________________

Directions: Complete the boxes below.

Let's Trace

\[ \text{[Boxes for tracing]} \]

\[ \text{[Boxes for tracing]} \]

\[ \text{[Boxes for tracing]} \]

Circle the Letter Ee:

\[ \text{[Boxes to circle letters E, e, and words]} \]
Let's Learn Our Letters

Directions: Color and identify the letters that are the same.
Dinosaurs
Lauren-Sophia©

Name: ____________

T-Rex

pterodactyl

triceratops
Trace the lines so the ice skate can get home to drink hot chocolate!
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>G</td>
<td>H</td>
<td>I</td>
<td>J</td>
</tr>
<tr>
<td>K</td>
<td>L</td>
<td>M</td>
<td>N</td>
<td>O</td>
</tr>
<tr>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Z</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
</tbody>
</table>

Name:
Vowels & Consonants

Directions: Trace the vowels and consonants. Trace the vowels red and the consonants blue.
Beginning Sounds

Directions: Trace and identify the beginning sounds.
Beginning Sounds

Directions: Trace and identify the beginning sounds. Then, cut and paste the sounds in the correct space.

- Recycle bin
- Earth
- Newspaper
- Switch
- Tree
- Bicycle

Beginning Sounds:

- Fe
- Nn
- Hh

- Bb
- Hh
- Rr
Section B

Standards (this section builds upon the previous section)

Student will:

- follow single, oral directions, not repeated until the end of the lesson
- recognize color: brown
- recognize shape: rectangle
- draw shape: heart
- draw: big dot
- recognize spatial positions: bottom, inside

Teacher Information

In Section B, one direction is given in each line; the teacher may not repeat directions until the end of the lesson.

Explain that you will say what to do only one time until the end of the lesson, at which time you will repeat the directions so that everyone can catch up or check his or her work. Encourage students to try to remember what to do, and if they forget, to sit very quietly and wait for the next direction. This may be frustrating for young children at first; however, with reassurance and practice, this skill will be developed. Allow children to correct or complete their work when you repeat the directions at the end. Praise them for what they did correctly.

At the beginning of each lesson, say, "Listen very carefully because I will tell you what to do only one time. If you forget what to do, skip that part and wait until I tell you the next direction. At the end of the lesson, I will say everything again, and you may catch up or check your work. Ready?"
Directions for Section B Lesson 17, page 30
Say: “Pick up a black crayon.
    Draw a line under the ball.
    Color the rectangle quickly.
    Make a ring around the cat.
    Put down your crayon.”

Directions for Section B Lesson 18, page 31
Say: “Pick up a blue crayon.
    Put your crayon on the pear.
    Draw a line from the pear to the mouse.
    Color the bottom part of the boat quickly. (may demonstrate)
    Draw a line under the pear.
    Put down your crayon.”

Directions for Section B Lesson 19, page 32
Say: “Pick up a black crayon.
    Make a ring around the shoe.
    Make an X on the moon.
    Put your crayon on the peanut.
    Draw a line from the peanut to the shoe.
    Put down your crayon.”

Directions for Section B Lesson 20, page 33
Say: “Pick up a crayon.
    Color the broom quickly.
    Draw a squiggly line under the gingerbread boy.
    Make a box around the candle.
    Draw a big dot above the broom. (may demonstrate)
    Put down your crayon.”
Lesson 7 - Phonological / Phonemic Awareness
Words, Syllables and Sounds

**Instructional Targets**

Toddler 3-4 Years

*Language and Literacy Development: Early Reading/Phonological Awareness*
- Begin to recognize that words are made of spoken sounds.
- Distinguish and identify sounds in the environment.

Pre-Kindergarten 4-5 Years

*Language and Literacy Development: Early Reading/Phonological Awareness*
- Show understanding of spoken words, syllables and sounds (phonemes); counting syllables, sounds and words; rhyming words; phoneme blending; and common initial phonemes.
- Understand the link between letters and sounds.

**Differentiated Tasks**

**Level 3** Students will...
- Tap or clap sounds or syllables of a spoken word.
- Blend and segment sounds to produce a spoken word.

**Level 2** Students will...
- Participate in a supported tap or clap to indicate sounds or syllables in a word.
- Identify pictures that represent sound blending of words.

**Level 1** Students will...
- Participate in a supported tap or clap to indicate sounds or syllables in a word or words in a sentence.
- Attend to sound blending activities.

**Topic Connection**

Throughout this unit, students discuss sounds they hear all around them. In this lesson, students will manipulate sounds in words such as ape and van. NOTE: The letter x will be used in the final position in some words.

**Topic Words**
- hear
- sound

**Literacy Words**
- blend
- segment
- sentence
- sound
- syllable
- word

* Power Words

**Benchmark Assessments**
- Early Learning: Phonemic Awareness Phoneme Blending
- Reading: Final Letters

**Monthly Checkpoints**
- Level 2-3 Language and Literacy Development
bell  drum
horn  guitar
piano  xylophone
Syllables

1

2

3

4
Sound Imagery

Ella sees a shooting star in the sky. She opens her mouth (ask students to open their mouth), points in the sky and says /a/, /al/, /al/.

Hugh watches his mom vacuum. The vacuum makes a loud /v/ sound. (Hold /v/ and encourage students to place hand on throat to feel the vibration.)

long /a/  /v/

Aa  Vv

Ella hears the sound of fireworks. She covers her ears and smiles (have students pull lips back in a smile) as the fireworks shoot into the sky /ks/, /ks/, /ks/.

Hugh hears the pounding of the drum. He claps his hands together to the beat and says /y/, /yl/, /yl/.

/ks/  /y/

Xx  Yy
Phonemic Awareness

- mix
- box
- fox
- yuck
- yak
- yarn
Phonemic Awareness

A a
V v
Phonemic Awareness

X  X
Y  y
<table>
<thead>
<tr>
<th>ape</th>
<th>April</th>
<th>angel</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="ape.png" alt="ape" /></td>
<td><img src="April.png" alt="April" /></td>
<td><img src="angel.png" alt="angel" /></td>
</tr>
<tr>
<td>van</td>
<td>vase</td>
<td>vest</td>
</tr>
<tr>
<td><img src="van.png" alt="van" /></td>
<td><img src="vase.png" alt="vase" /></td>
<td><img src="vest.png" alt="vest" /></td>
</tr>
<tr>
<td>mix</td>
<td>box</td>
<td>fox</td>
</tr>
<tr>
<td><img src="mix.png" alt="mix" /></td>
<td><img src="box.png" alt="box" /></td>
<td><img src="fox.png" alt="fox" /></td>
</tr>
<tr>
<td>yuck</td>
<td>yak</td>
<td>yarn</td>
</tr>
<tr>
<td><img src="yuck.png" alt="yuck" /></td>
<td><img src="yak.png" alt="yak" /></td>
<td><img src="yarn.png" alt="yarn" /></td>
</tr>
</tbody>
</table>
Resources
Cut Apart Visual Schedule:
Have your child help you draw a picture to visualize each portion of the day or use some of the resource pictures, cut and glue.

<table>
<thead>
<tr>
<th>Breakfast/Lunch and Free Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Activity and Meeting</td>
</tr>
<tr>
<td>Outdoor/Gross Motor Time</td>
</tr>
<tr>
<td>Hand Washing</td>
</tr>
<tr>
<td>Intentional Teaching Time:</td>
</tr>
<tr>
<td>Choice Time</td>
</tr>
<tr>
<td>Read Aloud</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Intentional Teaching</td>
</tr>
<tr>
<td>Time Part 2</td>
</tr>
<tr>
<td>Music and Movement</td>
</tr>
</tbody>
</table>
Rainy Day

Rain, rain, rain,
Falling, falling down.
Drip, drop, drip, drop,
Rain hits the ground.

Wet, wet, wet,
There is no outside play.
Puddles and puddles,
I want a sunny day!
I'm a Little Teapot

I'm a little teapot,
Short and stout.
Here is my handle,
Here is my spout.
When I get all steamed up
Hear me shout,
Tip me over and
Pour me out!
Hands that look clean can still have icky germs!

Wash Your Hands!

1. Wet
2. Get Soap
3. Scrub
4. Rinse
5. Dry

This material was developed by CDC. The Life is Better with Clean Hands campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.