

Week 10 SERIES 1100-1250

LEARNING GOALS

- Responds to adult questions with answers; use words to describe or name pictures when reading and answer simple questions about a story
- Looks at pictures, photographs, and mirror images
- With prompting and guidance, begins to slide, rotate, and flip objects to make them fit
- Moves body to music
- Shows interest and curiosity about objects in his/her immediate environment. Explores solids and liquids
- Realizes that people or objects still exist even when out of view
- Role plays real behaviors during play
- Completes a task with assistance
- Uses simple tools as props through play

DAILY SCHEDULE

Morning Routine
 (Brush teeth, get dressed, breakfast)

Curriculum Activity

Snack

Independent Play

Brain Waves

Lunch

Rest/Nap

Curriculum Activity

Outdoor Play

Evening Routine

MATERIALS NEEDED

- baking soda
- basket
- blanket
- construction paper (black, red, white)
- container (clear)
- cups
- food (plastic)
- food coloring
- glue
- grass (real or fake)
- internet access
- magnifying glass
- masking tape (bright color)
- paper plates
- picture (red checkered tablecloth, various picnic items, ducks and duck pond)
- plastic spoon and utensils
- rocks
- scissors
- toys (pond animals)
- vinegar
- water
- yellow items (from around house)

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *Picnic*

Creative Exploration: *Checkered Tablecloth*

Brain Waves: *Follow the Leader*

TUESDAY

Math: *Flipping Picnic Baskets*

Music/Movement: *Picnic Marching Ants*

Brain Waves: *Follow the Leader*

WEDNESDAY

Science: *Sizzling Fun*

Cognitive Exploration: *Picnic Basket Item Missing*

Brain Waves: *Follow the Leader*

THURSDAY

Language/Literacy: *Colors, Colors Everywhere*

Dramatic Play: *Picnic in the Room*

Brain Waves: *Follow the Leader*

FRIDAY

Social Studies: *A Red and White Pattern*

Sensory Activity: *Duck Pond*

Brain Waves: *Follow the Leader*

Language/Literacy

Picnic

Learning Goal: Responds to adult questions with answers

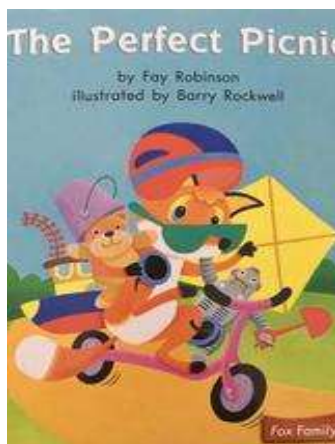
Materials: internet access, website:

<https://www.youtube.com/watch?v=2bUqba0Evqw>

Preparation: Preview the read aloud book, *The Perfect Picnic* by Fay Robinson, using the website above.

Instructions:

1. Invite your child to join you to listen to the story.
2. As the story is read, ask questions about the story.
3. Encourage him/her to say, "Picnic!" when they see illustrations.
4. After completing the book, ask, "Can you name some of the picnic items we read about?"



Creative Exploration

Checkered Tablecloth

Learning Goal: Looks at pictures, photographs, and mirror images

Materials: construction paper (red, white), glue, picture (red checkered tablecloth), scissors

Preparation: Cut white construction paper into four equal sections and red paper into 4 strips to fit on the white paper. Find a picture of a checkered tablecloth.

Instructions:

1. Encourage your child to join you. Show him/her the picture.
2. Say, "Let's make a checkered pattern. Place 4 red strips and one white piece of paper in front of them."
3. Encourage your child to glue the red strips on, making a checkered pattern to mirror the picture.



Math

Flipping Picnic Baskets

Learning Goal: With prompting and guidance, begins to slide, rotate, and flip objects to make them fit

Materials: construction paper, glue, pictures of picnic items (included in packet), scissors

Preparation: Cut out pictures and paper the same size and shape. Glue pictures to paper. Then, place pictures upside down on a table.

Instructions:

1. Encourage your child to join you.
2. Say, "Let's flip the cards over to match picnic items." Demonstrate, by flipping two cards and saying, "I have a match" or "Oops, I need to put these back."
3. Encourage him/her to take turns flipping cards to find matches. Show excitement when two cards match.



Music/Movement

Picnic Marching Ants

Learning Goal: Moves body to music

Materials: internet access, website:
https://www.youtube.com/watch?v=zoyTo_ICWj0

Preparation: Using the website above, preview the sing along video of the *Five Hungry Ants Song* by The Kiboomers.

Instructions:

1. Encourage your child to join you.
2. Tell your child that he/she is going to march like an ant going to a picnic.
3. Encourage your child to march in place and then march around like ants going to a picnic.



Science Sizzling Fun

Learning Goal: Shows interest and curiosity about objects in his/her immediate environment; explores solids and liquids

Materials: baking soda, cups, food coloring, spoon, vinegar

Preparation: Gather materials.

Instructions:

1. Encourage your child to join you.
2. Explain they are going to observe what happens when baking soda and vinegar are mixed.
3. Give him/her a cup.
4. Allow them to put one spoonful of baking soda in the cup, add food coloring and vinegar.
5. Discuss with your child what he/she observed.



Cognitive Exploration Picnic Basket Item Missing

Learning Goal: Realizes that people or objects still exist even when out of view

Materials: blanket, 3 pictures of various picnic items (ex: cookie, sandwich, watermelon or real items), basket or box

Preparation: Gather materials.

Instructions:

1. Encourage your child to join you.
2. Say, "We are going to play a game called, 'What's missing from the picnic basket.'"
3. Show pictures of picnic basket items. Cover up all items and remove one.
4. Uncover and ask, "What is missing from our picnic basket?"
5. Encourage him/her to guess and praise their participation.



Language/Literacy

Colors, Colors Everywhere

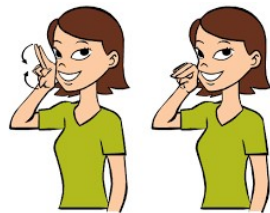
Learning Goal: Uses words to describe or name pictures when reading and answer simple questions about a story

Materials: yellow items (i.e. toy ducks, children’s toys, paper, etc.), internet access, website:
https://www.youtube.com/watch?v=Z8XW-x_5m4M

Preparation: Preview the read aloud book, *Five Little Ducks* by Natalie Marshall, using the website above.

Instructions:

1. Encourage your child to join you.
2. Show him/her the various yellow items and ask them to identify the color.
3. Read and listen to the book together. As the story is being read, encourage your child to identify objects that are yellow throughout the story. Also, encourage him/her to use the sign language for “Duck” shown in the book.
4. After reading the story, ask him/her questions, ex: “How many ducks were there?”



Dramatic Play

Picnic in the Room

Learning Goal: Role plays real behaviors during play

Materials: blanket or tablecloth, paper plates, food (plastic), picnic basket

Preparation: Gather materials and lay blanket or tablecloth on the floor.

Instructions:

1. Encourage your child to join you.
2. Explain he/she is going to have a picnic inside the house or outside if possible.
3. Encourage him/her to choose a picnic items and place in the basket.
4. Discuss how picnics are done outdoors. Encourage your child to pull out items and place on the blanket or tablecloth.



Social Studies

A Red and White Pattern

Learning Goal: Completes a task with assistance

Materials: construction paper (white, red, black), glue

Preparation: Gather materials.

Instructions:

1. Encourage your child to join you.
2. Tell him/her they are going to create a pattern using red and white paper.
3. Give them a piece of black paper.
4. Have him/her tear the red and white paper into strips.
5. Encourage them to glue the red and white strips on the black piece of paper.



Sensory Activity

Duck Pond

Learning Goal: Use simple tools as props through play

Materials: clear container, grass (real or fake), magnifying glasses, pictures (ducks, duck pond), rocks, toys (pond animals), water

Preparation: Fill the container with water. Place pictures under the clear container, facing up. Place grass, rocks, and toys in the water. Place magnifying glass by the container.

Instructions:

1. Encourage your child to join you at the container.
2. Tell him/her, "This is a duck pond. A pond is where ducks swim."
3. Talk about the various materials in the water and encourage your child to examine and play with the materials.
4. Ask your child to name the materials as he/she examines and plays.



Supporting the Development of the Occipital Lobe

The occipital lobe is the part of the brain responsible for visual processing. Neurons for vision begin to form during the first few months of a child's life, so providing lots of visual stimulation during these critical periods is important. The occipital lobe identifies shapes and colors and interacts with other lobes to process visual information received.



Visual Stimulation

Follow the Leader

Materials: masking tape (wide, bright color)

Preparation: Make a path along the floor using wide, brightly colored masking tape.

Instructions:

1. Ask your child, "Do you see a line?"
2. Discuss the properties of the line, ex: color, long or short, straight or angled.
3. Walk the line and encourage your child to follow the line.
4. Observe how your child follows and walks the line.

Activity Variation: To make the activity more challenging, create different types of lines for your child to follow.

Pictures of Picnic Items for Math: Flipping Picnic Baskets Activity



