

**Week 11 SERIES 1400**

**LEARNING GOALS**

- Recognizing and creating compound words; Introducing new vocabulary from books
- Using color creatively
- Creating a graph
- Creating movements to match visuals
- Exploring and describing position and movement
- Understanding punctuation and capitalization
- Using imagination to explore the sea
- Using geography creatively
- Demonstrating coordination and balance

**DAILY SCHEDULE**

Morning Routine  
 (Brush teeth, get dressed, breakfast)  
**Curriculum Activity**  
 Snack  
 Independent Play  
**Brain Waves**  
 Lunch  
 Quiet Time  
**Curriculum Activity**  
 Outdoor Play  
 Evening Routine

**MATERIALS NEEDED**

- paper
- markers
- watercolors or washable markers
- paintbrushes or cotton swabs
- glass of water
- internet access
- scissors
- small objects that sink or float (rocks, shells, balls, etc.)
- cardboard box
- stool
- 3-4 hula hoops
- aluminum foil boats

**CURRICULUM SCHEDULE**

**MONDAY**

Language/Literacy: *Compound Words*

Creative Exploration: *The Shades of Water and Sky*

Brain Waves: *Chants and Echoes*

**TUESDAY**

Math: *Graphing*

Music/Movement: *Moving with the Dolphins*

Brain Waves: *Chants and Echoes*

**WEDNESDAY**

Science: *Sink or Float*

Cognitive Exploration: *The Toy Boat Story*

Brain Waves: *Chants and Echoes*

**THURSDAY**

Language/Literacy: *Pete the Cat*

Dramatic Play: *I Spy*

Brain Waves: *Chants and Echoes*

**FRIDAY**

Social Studies: *Island Hopping*

Sensory Activity: *Row Your Boat*

Brain Waves: *Chants and Echoes*

## Language/Literacy

### Compound Words

**Learning Goal:** Recognizing and creating compound words

**Materials:** paper, markers

**Preparation:** Write the following compound words on a sheet of paper in a vertical list: baseball, sailboat, campfire, classroom, snowman, spacesuit, sunlight, lifeguard, homework, pancake, popcorn, football

**Instructions:**

1. Invite your child to a game of taking words apart and putting them back together. Call the game “Compound Words.”

A **compound word** is made by putting two **words** together to form a single **word**.

2. Show your child the list and discuss the meaning of each word. Encourage your child to read any words he/she recognizes.
3. Then separate the compound words into the two single words and discuss their meanings. Write the words in this form: space + suit = spacesuit to show the child how two words can become one and mean a combination of each of the single word. Brainstorm more compound words.



## Creative Exploration

### The Shades of Water and Sky

**Learning Goal:** Using color creatively

**Materials:** watercolors or washable markers, paintbrush or cotton swabs, paper, small glass of water

**Instructions:**

1. Invite your child to make a watercolor painting of the ocean and sky.
2. Point out to your child the sky and ocean have many different shades. Some shades of pastel colors: pinks, soft yellows, cool blues, and some shades of deeper colors: greens, greys, purple. Using these descriptive words with the colors helps build your child’s vocabulary and imagination.
3. Give your child suggestions to paint a watercolor picture: a sunny sky over the ocean, an angry dark sky before a storm with choppy waves, a sun bright and water is so calm it looks like glass.
4. Remember to admire your child’s artwork. You can start an album to keep all artwork together.



## Math

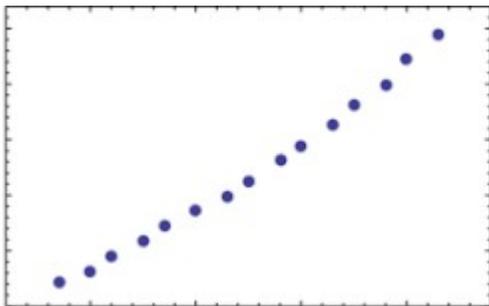
### Graphing

**Learning Goal:** Creating a graph

**Materials:** paper, markers

**Instructions:**

1. Invite your child to measure the heights of people associated with family and friends.
2. Across the bottom of the paper, write the name of the shortest person they want to include in the graph, then the next shortest, and so on until all the names wanted for the graph are printed across the page at the bottom from shortest to tallest.
3. Ask your child to draw a line starting with shortest person's name connecting all names until they reach the tallest person.
4. Now your child has created a graph from the shortest person in height to tallest person in height. Graphing is a math concept that can show progression using any common criteria.



Names of family and Friends are represented by dots that range from shortest to tallest

## Music/Movement

### Moving with the Dolphins

**Learning Goal:** Creating movements to match visuals

**Materials:** internet access for Dolphin Days at SeaWorld San Diego, website:

<https://www.youtube.com/watch?v=dVlykgOEVcY&feature=youtu.be>

**Instructions:**

1. Watch the entertaining dolphin show performed by SeaWorld in San Diego, California with your child.
2. Invite your child to some pretend play by becoming an announcer of his/her own dolphin show.
3. Make suggestions to your child on what announcers say and how they engage the audience. Ask child what tricks they want their dolphins to perform and what songs to sing to accompany the performance.



## Science

### Sink or Float

**Learning Goal:** Exploring and describing position and movement

**Materials:** aluminum foil boats that float, paper, container of water, marker, plastic sheet, small objects that sink or float (rocks, shells, balls, etc.)

**Instructions:**

1. Tell your child they will learn about boating and things that float or sink this week.
2. Share the reading of the short boat poem.
3. Show your child the objects and boat. Ask him/her to predict which will float and which will sink. Demonstrate floating and sinking and testing predictions by placing items in the water one at a time. Ask your child to explain what happened to each item. Why did some float and some sink?
4. To extend the lesson, your child can experiment independently using new items.

#### Little Boat

Little boat, little boat, adrift in the water.

Little boat, little boat, where will you float?



## Cognitive Exploration

### The Toy Boat Story

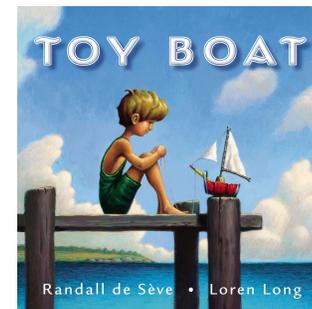
**Learning Goal:** Understanding punctuation and capitalization

**Materials:** paper, markers, internet access for read aloud book *Toy Boat* by Randall de Seve, website:

<https://youtu.be/BXbucl3takQ>

**Instructions:**

1. Using the above website, listen to the reading of *Toy Boat* with your child.
2. After a brief discussion about the boats in the book, have your child notice how each sentence begins and how each ends. Tell your child all sentences begin with a capital (uppercase or big) letter; all sentences end with a period, question mark, or exclamation point.
3. As the two of you listen again, touch the capital letters and punctuation marks.
4. To extend the lesson, provide your child with pages from newspapers, magazines, or old books. Students can use markers to find and circle the uppercase letters that begin a sentence as well as the ending punctuation.



## Language/Literacy

### Pete the Cat

**Learning Goal:** Introducing new vocabulary from books

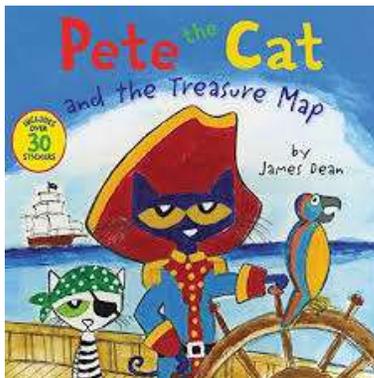
**Materials:** internet access for theme-related book *Pete the Cat and the Treasure Map* by James Dean, website:

<https://www.youtube.com/watch?v=HhC0rhZF6pU>

**Preparation:** Using the link above, preview the read aloud book.

**Instructions:**

1. Invite your child to read a story about Pete the Cat.
2. Read the title. Ask child what the title means.
3. After reading the story, ask your child to tell what happened in the story. *The theme is the main point of the story.*
4. Discuss what the character word determination means. Give a clue such as “I am determined that I will learn.” Ask, “Why was Pete and his crew were determined to find the secret island?” (Pete was determined to find the treasure.) “Once Pete found the treasure, what did he do with the treasure?” (He shared the treasure with his friends.)



## Dramatic Play

### I Spy

**Learning Goal:** Using imagination to explore the sea

**Materials:** cardboard box, scissors, stool

**Preparation:** Take the cardboard box apart to create a submarine. Cut a circle out of the cardboard for the submarine window.

**Instructions:**

1. Using the cardboard submarine and stool as a place to sit inside, ask your child to imagine exploring under the sea. A submarine is a watercraft that operates under the water and can be used to explore deep sea creatures.
2. Imagine seeing different sea creatures large and small (sharks, squids, eels, and whales, sea coral). Explore under the sea in a submarine.



## Social Studies

### Island Hopping

**Learning Goal:** Using geography creatively

**Materials:** 3-4 hula hoops

**Instructions:**

1. Arrange hula hoops in various locations in the backyard. The hula hoops represent islands. For example, Hawaii, Puerto Rico, and Long Island.
2. Explain the goal of the game is to get to the next island.
3. Your child should stand some distance from the islands.
4. Call out directions for your child to get to the islands. Have your child hop, skip, jump, swim, wiggle, fly, row, etc. between the different islands.
5. When your child reaches a new island, discuss 2-3 facts about each island.



## Sensory Activity

### Row Your Boat

**Learning Goal:** Demonstrating coordination and balance

**Materials:** internet access for visual guide, website:

<https://www.youtube.com/watch?v=7otAja3jui8>

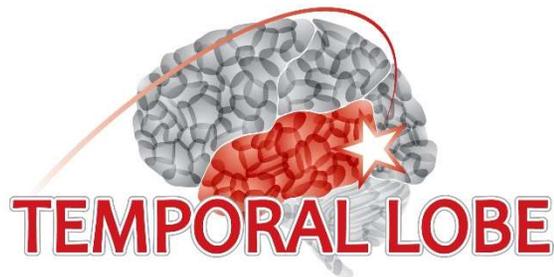
**Instructions:**

1. This video will give you a visual guide.
2. Partner Row: Position you and your child facing each other in a tailor sitting position (otherwise known as “criss cross applesauce”).
3. Reach out and hold hands in front of your bodies and begin to alternately push and pull so that your upper bodies rock forward and backward with each motion, like you’re rowing a boat.
4. Rock and Roll: In a tailor sitting position with your child on your lap, start by rolling backward onto your back.
5. Then, using your legs and abs roll back up to sitting again. Repeat this motion, rolling forward and backward like a boat on waves.
6. Standing Sway: Stand facing your child both hands out in front (stand about a foot apart). Slowly extend your arm, your child keeping his body straight and leaning backward and then pull your child gently back toward you. Repeat this rowing motion.
7. Sing Row, Row, Row Your Boat or another favorite song as you do each activity.



## Supporting the Development of the Temporal Lobe

Two main functions of the temporal lobe are auditory processing and memory. This is the part of the brain that deals with hearing and distinguishing different sounds. From infancy, babies are tuned in to sounds in their environment, and since auditory processing is intertwined with language development, supporting the development of the temporal lobe is important.



## Receptive/Expressive Language Chants and Echoes

### Instructions:

1. Invite child to play a game called Chants and Echoes.
2. Give your child a phrase to repeat such as “Clickety, clack.” When they say “Clickety, clack,” you respond with a rhyming sentence such as “The trains on the track.” After several rounds of “Clickety, clack,” change your child’s phrase to something like “run, run.” Then, you respond with a rhyme such as, “You can’t catch the sun.”
3. Tell your child we are echoing and chanting. Reverse the roles. You say “Clickety, clack,” and your child responds with “The trains on the track.”

\*Chanting is good for the brain. When you hum, sing, and chant, you start to feel serene. Your brain releases serotonin (controls moods, sleep, appetite) and dopamine (controls rewards and pleasures), and the lobes work together.

