

Week 3 SERIES 1400

LEARNING GOALS

- Language and Literacy: Making predictions about a story, Letter recognition, and Learning new vocabulary words
- Physical Development/Motor Skills: Showing coordination and balance
- Mathematics: Creating simple patterns and Number recognition
- Creative Development: Using rhymes for creative expression and using materials to create
- Physical Development: Preparing healthy snacks
- Social Studies: Recognizing personal objects and Relating to the scientific world

DAILY SCHEDULE

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

MATERIALS NEEDED

- Paper Roll
- Construction Paper
- Pen/writing utensil
- Glue
- Scissors
- Googly Eyes
- construction paper
- scissors
- blender
- cups
- fruit (strawberries, peaches, maraschino cherries)
- ice
- ice cream (1 cup)
- knife (plastic)
- milk (1 cup)
- vanilla yogurt (1 ½ cups)
- "Ostrich Finds a Job" Teacher Tool
- basket or bucket
- any book
- pictures of fruit (included in activity)
- paper plates
- crayon

CURRICULUM SCHEDULE

MONDAY

- Language/Literacy: *Tropical Trunk Reading*
- Physical Development: *Move on Paper Plates*
- Brain Waves: *Hand Jive*

TUESDAY

- Math: *Fruit Pattern*
- Music/Movement: *The Ants Go Marching*
- Brain Waves: *Hand Jive*

WEDNESDAY

- Language/Literacy: *Making Time for a Rhyme*
- Math: *In the Nest*
- Brain Waves: *Hand Jive*

THURSDAY

- Cooking Activity: *Growing Bodies*
- Language/Literacy: *Ostrich Has a Job*
- Brain Waves: *Hand Jive*

FRIDAY

- Music/ Movement: *Move like an Animal*
- Outdoor Adventure: *Backyard Scavenger Hunt*
- Brain Waves: *Hand Jive*

LANGUAGE/LITERACY

Tropical Trunk Reading

Materials:

any book

Preparation:

Pre-read the book.

Instructions:

1. Before reading the book together, look at the cover, spine, and back. Talk about the title, author and illustrator. If using a new book, use the front cover and title to have your child predict what the story will be about.
2. During reading, point to different letters that your child knows and ask if it is a consonant or a vowel. Ask what sound the letter makes. Ask what words use this sound. Continue the activity by having your child identify letters he or she is not sure of and discuss.
3. Check for understanding by pointing to words in the text and ask which letters they begin with and if they are consonants or vowels

PHYSICAL DEVELOPMENT

Move on Paper Plates

Materials: colored paper plates (2 or 3 colors)

Preparation: Prepare paper plates in a row

Instructions:

1. If you do not have colored plates, ask your child to help you color several for a "project" you are about to do together.
2. Have your child put them in a simple pattern (red, blue, red, blue).
3. Have him or her step on certain colors. Have him or her get on all fours and skate with a plate under each hand.
4. Talk about near and far, fast and slow.

MATH

Fruit Patterns

Materials:

pictures of tropical fruits, construction paper in colors to match fruit pictures (red, yellow, blue)

Preparation:

Cut shapes (circles, squares, and triangles) from construction paper using one color for each shape. Make several of each shape. Use pictures of three fruits included

Instructions:

1. Have your child put the fruit pictures in a row.
2. Talk about the colors, shapes, and fruits by naming each one. Match the color shapes with the fruits.
3. Make simple patterns using the shapes: ABAB, ABCABC, ABBABBA, and so on

Modify:

1. Create a pattern and remove a shape.
2. Have your child choose the correct shape to complete the pattern by asking, "Which shape is missing?"

Extend:

1. Continue throughout the day using other materials.

MUSIC AND MOVEMENT

The Ants Go Marching

Materials:

none

Preparation: none

Instructions:

Have your child sing this song and march in place.

The ants go marching one by one, hurrah, hurrah
 The ants go marching one by one, hurrah, hurrah
 The ants go marching one by one, The little one stops to suck his thumb
 And they all go marching down to the ground
 To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching two by two, hurrah, hurrah
 The ants go marching two by two, hurrah, hurrah
 The ants go marching two by two, The little one stops to tie his shoe
 And they all go marching down to the ground
 To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching three by three, hurrah, hurrah
 The ants go marching three by three, hurrah, hurrah
 The ants go marching three by three, The little one stops to climb a tree
 And they all go marching down to the ground
 To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching four by four, hurrah, hurrah
 The ants go marching four by four, hurrah, hurrah
 The ants go marching four by four, The little one stops to shut the door
 And they all go marching down to the ground
 To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching five by five, hurrah, hurrah
 The ants go marching five by five, hurrah, hurrah
 The ants go marching five by five, The little one stops to take a dive
 And they all go marching down to the ground
 To get out of the rain, BOOM! BOOM! BOOM!



LANGUAGE/LITERACY

Making Time for a Rhyme

Materials:

None

Preparation:

None

Instructions:

1. Start with these two lines and finish it with a rhyming line or two.
There was once a little green frog
That decided he wasn't a frog after all.

2. Write a two-line rhyming sentence of your own. Here's an example:
The green frog could not catch flies,
No matter how hard he tried and tried.

MATH

In the Nest

Materials:

construction paper, scissors



Preparation:

Cut 5 nests and 49 eggs from two colors of construction paper.

Instructions:

1. Gather and engage in a conversation about birds. How do they grow? Do they stay with their mothers when they are very young? Does the mother feed them? Do they live in nests when they are very young?
2. Show the nests. Have you child count the nests as you place them on the floor.
3. Hold the eggs in your hands. Say, "I wonder how many eggs we have. Let's try putting 10 in each nest. Oh, my! I don't have 10 left. There are only 9 eggs in the last nest."
4. Ask if they can estimate how many eggs are in the nests all together. Tell them "estimating" is making a close guess without counting each item.
5. Ask, "How many are in each nest? Yes, four of the nests have 10, and one nest has 9 eggs. Is 9 close to 10? Yes, it is. Let's count by 10's. Point to each nest, and say, "10, 20, 30, 40, 50. There are almost 50 eggs."
6. Continue this activity by changing the number of eggs in the first four nests to 5 and the fifth nest to 4.

COOKING ACTIVITY

Growing Bodies

Materials:

blender, cups, fruit (strawberries, peaches, maraschino cherries), ice, ice cream (1 cup), knife (plastic), milk (1 cup), vanilla yogurt (1 ½ cups)

Preparation:

Wash and dry fruit.

Instructions:

1. Tell your child we are going to make Fruit Smoothies. Show them strawberries and peaches. Show the seeds in both fruits. Ask your child to observe, describe, and compare the fruits.
2. Tell your child that they will make a fruit smoothie using the fruit, milk, ice cream, ice, and yogurt. Explain they are still growing, and their body needs healthy foods. Talk about the ingredients: milk, yogurt, and ice cream provide calcium for healthy bones; fruits provide vitamins for healthy bodies, etc.
3. Let them use a plastic knife to help slice fruit.
4. Have your child pour ingredients into blender. You will blend and pour into cups.
5. Your child may top their smoothies with maraschino cherries.
6. Check for understanding during this activity as they identify, describe, and compare the seeds.
7. To extend the lesson, have your child could write about strawberry and peach seeds in their journals.



LANGUAGE/LITERACY

Ostrich Has a Job

Materials: “Ostrich Finds a Job” Teacher Tool, basket/bucket

Preparation:

Cut pictures apart from the Teacher Tool. Have additional animal pictures that begin with various letters of the alphabet; be sure some of the letters are vowels. Put letters in basket.

Instructions:

1. Show your child the animal pictures and ask them to identify each.
2. Point to a picture, and ask students the following:
 - What sound does this begin with? What letter makes that sound? Can you find that letter in the basket of letters?
3. Say these are consonants.
4. Remove all the vowels from the basket and ask students to identify as vowels. Make the sound of each vowel. Identify vowel O and repeat the short sound.
5. Show the ostrich and job pictures.
6. Ostrich’s job is to collect all the short O pictures. To do this, have students read the job pictures and place them on top of the ostrich picture.

MUSIC/MOVEMENT

Move Like an Animal

Materials:

None

Preparation:

None

Instructions:

1. Instruct your child to do the following.
2. Move like a bird (run with arms outstretched)
3. Move like a snake (wiggle on tummies on the floor)
4. Move like a bear (walk on all fours)
5. Move like a frog (get down on haunches and hop)
6. Move like a kangaroo (take big leaps with arms in front of chest)
7. Move like an elephant (with heavy stomping)
8. Move like a penguin (waddle with ankles close together and arms pinned to sides)

OUTSIDE ADVENTURE

Backyard Scavenger Hunt

BACKYARD SCAVENGER HUNT

- primary playground
- ☁ Find 3 kinds of leaves.
 - ☁ Find something yellow.
 - ☁ Name a bug that is red.
 - ☁ Find 2 sticks.
 - ☁ Find something that smells good.
 - ☁ Name something you see in the sky.
 - ☁ Find something that is round.
 - ☁ Find something that grows that is green.
 - ☁ Find a bird.
 - ☁ Find 3 different colored rocks.
 - ☁ Find something purple.
 - ☁ Find a bug.



THE TEMPORAL LOBE

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.



Hand Jive



Materials: none

Instructions:

Hand jives are a series of hand movements that follow a pattern.

Hand jives are basic clapping patterns that alternate between clapping your hands and clapping against your partner's hands. You can see samples of clap games (hand jives) on YouTube.

These games are good for attention, memory, and inhibitory control. They have all the components of a great brain exercise because they are rhythmic, active, and fun.

Teach children the hand jive. The classic hand jive goes like this:

1. Pat your thighs twice.
2. Clap twice.
3. Wave your hands, one over the other, in front of your chest. Then, do it with the other hand on top.
4. Bump your fists twice, one on top of the other. Then, do it with the other fist on top.
5. Point your right thumb over your right shoulder twice, then your left thumb over your left shoulder twice.

From here, you and your children can throw in your own creative sequences to spice up the game.



Teacher Tool

Ostrich Has a Job

