

Week 8 SERIES 1500

LEARNING GOALS

- Recognize settings, events, and characters within text; compare and contrast elements
- Use materials creatively
- Use informal strategies to share objects equally between 2 or more people
- Demonstrate rhythmic movements, timing, and following a beat
- Compare items in size, shape, texture, color, and motion
- Phonological awareness; segment one-syllable words into sounds
- Recognize settings, events, and characters within texts; compare story elements
- Use dialogue, actions, objects, and imagination to tell a creative story
- Self-awareness and the importance of sharing

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

- lined paper
- bowl
- gummy fish and sharks
- Jell-O® (blue)
- measuring cup
- spoon
- plastic forks
- water
- pitcher
- index cards
- pencil/pen
- crayons, markers, paint
- paintbrushes
- construction paper
- cardboard tube
- scissors
- glue
- cardstock or paper plate
- aluminum foil
- stapler
- glitter
- paint
- paintbrush
- ruler
- 3 cardboard boxes (one child-sized)
- oval-shaped soaps
- rubber band
- self-stick foam
- wash cloth
- wiggly eyes
- yarn
- cups
- cotton swabs

CURRICULUM SCHEDULE

MONDAY

- Language/Literacy: *My Fish Story*
- Creative Exploration: *Shark Art*
- STEAM Ahead: *Fishy Soap*

TUESDAY

- Math Exploration: *Dividing Water*
- Music Exploration: *Mr. Shark in the Deep Blue Sea*
- STEAM Ahead: *Fishy Soap*

WEDNESDAY

- Language/Literacy: *Who, What, Where?*
- Dramatic Play: *Little Fish, Little Fish, Let Me Come In!*
- STEAM Ahead: *Fishy Soap*

THURSDAY

- Science Exploration: *My Sweet Seaweed Home*
- Language Exploration: *Cap, Clap, Cup*
- STEAM Ahead: *Fishy Soap*

FRIDAY

- Social Studies Exploration: *School of Foil Fish*
- Sensory Exploration: *Wiggly Jiggly Aquarium*
- STEAM Ahead: *Fishy Soap*

Language/Literacy

My Fish Story

Learning Goal: Recognize settings, events, and characters within text; compare and contrast elements

Materials: lined paper, index cards, pencil/pen, crayons

Preparation: Gather materials. On index cards, write the parts of a story: character, setting, plot, conflict, resolution and what they mean on the back.

Instructions:

1. Sit with your child and discuss the parts of a story using the index cards.
2. Find a book about fish to read with your child.
3. After reading the book, discuss with your child the specific parts of the story and have them identify what the characters are; the setting; the plot; the conflict and the resolution.
4. After reading the story, have your child write their own story about fish. Have them illustrate the story also.
5. Encourage your child to identify the parts of their story.



Creative Exploration

Shark Art

Learning Goal: Using materials creatively

Materials: construction paper, cardboard tube, scissors, glue, stapler, glitter, paint, paintbrush, ruler, internet access, website: <https://www.hellowonderful.co/post/SHARK-PAPER-TUBE-CRAFT/>

Preparation: Use the link above to access the instructions. Cut a piece of construction paper 4 ¼" x 6". This will be the body of the shark. Cut out fin and tail shapes making sure to include a small flap for gluing. Cut out a large circle 7" in diameter and then cut that circle in half (this will be the tail end of the shark).

Instructions:

1. Have your child wrap the 4 ¼" x 6" paper around the tube and slide the tube out halfway. Staple the paper closed but not to the tube.
2. On the opposite end of the staple, cut a triangle shape similar to a Pac Man mouth.
3. Make the cone which will be the bottom half of the shark by grasping the ends of the half circle and bringing them together to a point making a cone. Continue to shape your cone so that it fits into the tube (shark's body) and staple it closed.
4. Cut a slit into the small end of the cone; slide the tail shape in the slit and glue into place.
5. Put the top and bottom half of the body together and staple into place. Glue the fin and tail shapes to the body.
6. Cut out small triangles for teeth and add eyes and any other markings.



Math Exploration

Dividing Water

Learning Goal: Use informal strategies to share objects equally between 2 or more people

Materials: water, pitcher, cups

Preparation: Fill pitcher with water.

Instructions:

1. Have a discussion with your child about sharing objects.
2. Explain to your child when you divide an object equally between two or more persons, each person should have the same amount.
3. Place 2 cups on the table, fill both cups to the top. Ask your child was water poured equally? Then, empty the cups.
4. Allow your child to pour water into cups and ask if water was poured equally? Then, empty the cups.
5. Repeat steps and practice dividing equally with more cups.



Music Exploration

Mr. Shark in the Deep Blue Sea

Learning Goal: Demonstrate rhythmic movements, timing, and following a beat

Preparation: Practice motions/movements before starting activity.

Instructions:

(Do a hand motion of rubbing your belly – alternate hands each line while swaying like a swimming fish)

The belly on the shark is smooth and white...
smooth and white, smooth and white.

The belly on the shark is smooth and white... in the deep blue sea!

(Do a hand motion of both hands together above head like a shark fin and swish body back and forth)

The fin on the shark goes swish, swish, swish...
swish, swish, swish... swish, swish, swish.

The fin on the shark goes swish, swish, swish... in the deep blue sea!

(Do a body motion of pretending to hunt with your nose)

The shark hunts the prey with a sense of smell...
sense of smell, sense of smell.

The shark hunts the prey with its sense of smell... in the deep blue sea!

(Do a body motion of both arms outstretched in front and clapping together like a mouth; chase each other for extra fun!)

The teeth on the shark go crunch and munch!

Crunch and munch! Crunch and munch!

The teeth on the shark go crunch and munch!! In the deep blue sea!



Language/Literacy

Who, What, Where?

Learning Goal: Recognize settings, events, and characters within texts; compare story elements

Materials: paper, pencils, internet access, website:
https://www.youtube.com/watch?v=wt3_ZQ53-Ro

Preparation: Using the link above, preview the read aloud book, *The Three Little Fish and the Big, Bad Shark* by Ken Geist and Julia Gorton. Explain the **setting** of a story is where a story takes place. The **setting** is an important element of a story because it helps the action, or **events**, happen. The characters are the people or animals in a story who can think or feel.

Instructions: Listen together and use the following questions to talk about settings, events, and characters. *Tip – When talking about a story, refer to events in the present tense rather than the past tense – this usually is how a teacher in a K-12 setting will discuss it.

1. Where does the story take place? This is the setting.
2. Who are the animals in the story of *The Three Little Fish and the Big Bad Shark* who can think and feel? These are the characters.
3. Who does Jim meet? How do you describe the house he built? What happens to it? What does Jim do next? These are events.
4. Who helps Tim build his house? What do they use to build it? What happens next?
5. Where do Jim and Tim go? What is Kim’s house built with? How is this different that Jim and Tim’s houses?
6. Extra resource: “Story Elements for Kids”:
<https://www.youtube.com/watch?v=LhOBuYQJPEY>

Dramatic Play

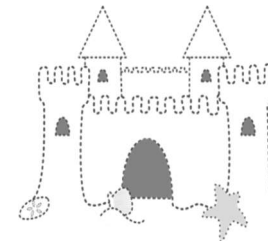
Little Fish, Little Fish, Let Me Come In!

Learning Goal: Use dialogue, actions, objects, and imagination to tell a creative story

Materials: 3 cardboard boxes (one being child-sized), markers/crayons/paint, Teaching Tool: Seaweed, Sandcastle, Wooden Shipwreck

Instructions:

1. Let your child use the printouts of the seaweed, sandcastle, and shipwreck as reference to decorate the boxes like the houses in the story of *The Three Little Fish and the Big, Bad Shark* by Ken Geist and Will Grace.
2. Make the largest box that your child can fit inside will be the sturdy house made from the wooden shipwreck.
3. Play with your child to act out the story of *The Three Little Fish and the Big, Bad Shark* by Ken Geist and Will Grace
4. Encourage him or her to talk about the settings, the characters, and the events or make up a new story!
5. What else can you create together to add to the props?



Science Exploration

My Sweet Seaweed Home

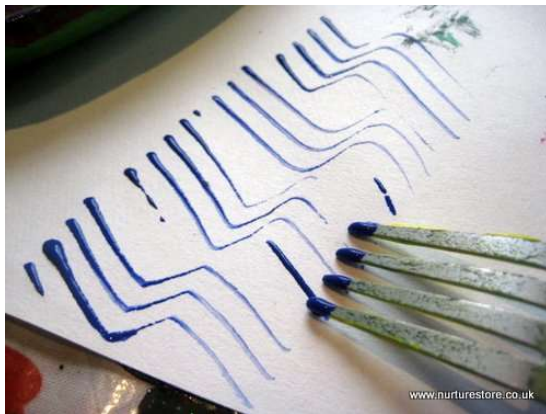
Learning Goal: Compare items in size, shape, texture, color and motion

Materials: construction paper, paint (green, brown and red), plastic forks

Preparation: Using the link from the yesterday's activity, listen to the read aloud book, *The Three Little Fish and the Big, Bad Shark* by Ken Geist and Julia Gorton, again.

Instructions:

1. Discuss with your child what happened to the fish who built their houses out of seaweed.
2. Encourage your child to use the above materials to draw different types of seaweed from the top to the bottom of the paper. Encourage them to dip the fork in the paint and create zigzag seaweed on paper.



Language Exploration

Cap, Clap, Cup

Learning Goal: Phonological Awareness; segment one-syllable words into sounds

Materials: lined paper, pencils

Preparation: Explain to your child they will practice segmenting words that begin with Cc. Explain segmenting as dividing a word into sounds.

Instructions:

1. Say each sound with the following words: cap, clap, and cup.
2. Encourage your child to write the letter for each sound heard.
3. Ask your child to reach each word aloud.
4. To enhance this activity, encourage your child to make a sentence or draw a picture using cap, clap, or cup.



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Social Studies Exploration

School of Foil Fish

Learning Goal: Self-awareness and the importance of sharing

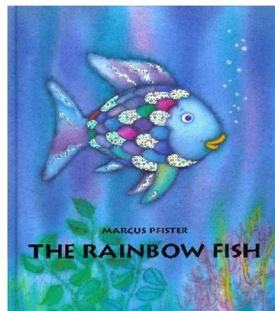
Materials: aluminum foil, cotton swabs, paint, paintbrushes, markers, glue, cardstock or paper plate, internet access, website:

<https://www.youtube.com/watch?v=QFORvXhub28>

Preparation: Using the website above, preview the read aloud book, *The Rainbow Fish* by Marcus Pfister. Discuss with your child that fish travel in schools of fish.

Instructions:

1. Encourage your child to draw a fish on the foil.
2. Allow your child to paint the fish different colors like that of Rainbow Fish.
3. Before the paint dries, have your child draw lines representing the scales and other features of the fish.
4. The foil comes through making a shiny fish.
5. Encourage your child to create a school of Rainbow Fish.
6. Once dry, the fish can be cut out and glued onto cardstock or a paper plate for display.



Sensory Exploration

Wiggly Jiggly Aquarium

Learning Goal: Describe and compare items in terms of number, size, shape, texture, color, and motion

Materials: bowl, gummy fish and sharks, Jell-O® (blue), measuring cup, paper, pencil, spoon, water

Instructions:

1. Always wash your hands before beginning any cooking activity.
2. Follow instructions on Jell-O container.
3. Allow your child to stir.
4. Encourage your child to add gummy fish and sharks to the Jell-O®.
5. Place bowl in the refrigerator for 2 hours or until set.
6. Encourage your child to describe the texture and motion of the Jell-O® now that it is set.
7. Encourage your child to write down what is different from before and after it was chilled.
8. Share your aquarium with your family and enjoy.



Fishy Soap

Objective for Development and Learning: Use scientific inquiry skills and explore visual arts

Rationale: Perhaps soap will become the new water toy. In addition to getting clean, your child will discover sinking and floating.

Materials and Directions: • Inexpensive bars of oval-shaped soap • Rubber band • Scissors • Self-stick foam • Washcloth • Wiggly eyes • yarn

1. Have your child put the soap into the washcloth and gather all of the corners together.
2. Put a rubber band around the gathered washcloth and tie with yarn. This makes the tail of the fish.
3. Decorate with wiggly eyes and foam pieces.

Open-Ended Questions: ■ Will other shapes of soap make a fish? ■ Do all bars of soap float? ■ Why do you think soap floats? How do you think you can make your soap fish sink?



