

**Week 4 SERIES 1400**

**LEARNING GOALS**

Learning beginning sounds  
Using materials creatively  
Understanding concepts of length and width  
Moving to express creativity  
Recording observations  
Making predictions  
Recognizing letters of the alphabet  
Dramatizing a Story  
Demonstrating coordination and balance  
Connecting movements with pictures

**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**

- pictures - "I'm Thinking" Game"
- pictures - tree, flower, seeds
- construction paper
- crayons, markers, pencils
- book about plants and seeds
- paper towel roll
- tape
- scissors
- avocado seed
- water
- jar or glass
- toothpicks
- internet access

**CURRICULUM SCHEDULE**

**MONDAY**

Language/Literacy: *"I'm Thinking" Game*

Creative Exploration: *The Alphabet Tree*

Brain Waves: *Popcorn! Cracker Jacks®!*

**TUESDAY**

Math: *Length and Width Measuring*

Music/Movement: *Dance It Out!*

Brain Waves: *Popcorn! Cracker Jacks®!*

**WEDNESDAY**

Science: *What a Big Seed!*

Language/Literacy: *The Tiny Seed*

Brain Waves: *Popcorn! Cracker Jacks®!*

**THURSDAY**

Language/Literacy: *Spotting Letters*

Dramatic Play: *Toys Lost in the Garden*

Brain Waves: *Popcorn! Cracker Jacks®!*

**FRIDAY**

Social Studies: *Growing Flowers*

Sensory Activity: *Freeze Like a Tree*

Brain Waves: *Popcorn! Cracker Jacks®!*

## Language and Literacy

### “I’m Thinking” Game

**Learning Goal:** Learning beginning sounds

**Materials:** pictures shown below, paper, crayons (or markers)

**Preparation:** Cut out the pictures of the objects below.

**Instructions:**

1. Lay the pictures so they are facing your child.
2. Suggest a game of “I am thinking of something that begins with \_\_\_\_\_.” (Fill in the space with a letter sound that corresponds to one of the pictures.)
3. Ask your child to show you the picture that corresponds to the correct sound.
4. Encourage your child to think of other words that begin with the letter or the sound.
5. Take turn asking for the sounds to match the pictures.

**Variations to the activity:**

1. Invite your child to draw pictures to add to the game.
2. Write the beginning letters of the pictures. Use letters (capital and lowercase).
3. Make a grid with letters across the top and pictures of matching sounds under the letters.
4. Invite your child to tell you a story using the pictures. Write it down as it is told.



## Creative Exploration

### The Alphabet Tree

**Learning Goal:** Using materials creatively

**Materials:** paper towel roll, construction paper, tape, crayons (or markers), scissors, internet access, website:

<https://youtu.be/Y3qTeyZxrJA>

**Preparation:** Preview video.

**Instructions:**

1. View the video story with your child. It’s a sing along, too!
2. Use your creativity to make your own tree using the materials.

**Variations to the activity:**

Create a tree with names of your friends and family.



## Math

### Length and Width Measuring

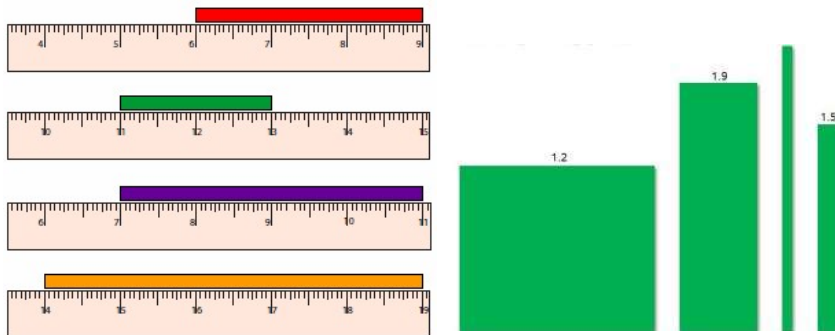
**Learning Goal:** Understanding concepts of length and width

**Materials:** paper, scissors, pencil, ruler

**Preparation:** Draw different lengths of horizontal lines on paper 3" apart. Draw a second set of lines horizontally showing different widths between each line (2", 4", 6", 8")

**Instructions:**

1. Help your child cut the paper the paper strips.
2. Invite your child to order the 3" lines from shortest to longest. Ask child to show you examples of the shortest **length** of paper, the longest, next shortest.
3. Invite your child to order the **width** of paper sizes in the same way – thinnest to thickest.
4. Discuss the words length and width using the cut paper.



## Music/Movement

### Dance It Out!

**Learning Goal:** Moving to express creativity

**Materials:** music, paper, marker

**Preparation:** Make four signs: The Slow Mo, The Windmill, The Rippling Water, The Wheel

**Instructions:**

1. Locate your child's favorite song. Many titles are found on YouTube.
2. Tell your child, "Let's create some dance movements to match our song."
3. Invite child to create some movements that will represent:
  - The Slow Mo (running, skipping in slow motion)
  - The Windmill (spinning arm movements)
  - The Rippling Water (legs and arms up and now in unison)
  - The Wheel (sit on the floor and spin)
4. Show each sign to the child as you create the moves.
5. Play the song and show the signs that direct your child to different moves.

**Variations to the activity:**

1. Make up new dance movements and signs.
2. Create an original tune and lyrics.
3. Use different tempos with the movements.



## Science

### What a Big Seed!

**Learning Goal:** Recording observations

**Materials:** jar (or glass), markers (or crayons), paper, avocado seed, toothpicks, water

**Preparation:** Clean avocado seed. Fill jar with water.

**Instructions:**

1. Invite your child to help plant an avocado seed. Scrub the brown skin off the avocado pit. Press toothpicks into the middle of the pit (not on the ends). Place the flat end (bottom third of the pit) in the water in the jar. The pit should be held in place by the toothpicks resting on the rim of the jar.
2. Place jar in a warm but not too sunny place. Keep water at the same level. Change water weekly.
3. Have your child draw pictures of plants and seeds.
4. Check for understanding by asking your child to describe their work using comparative words such as big, little, stalk, seedling, small, large.
5. To extend the lesson, children can write labels for their drawings.
6. Invite your child to make a book of their drawings.



## Language/Literacy

### *The Tiny Seed*

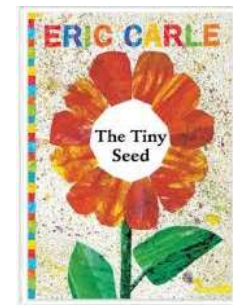
**Learning Goal:** Making predictions

**Materials:** paper, marker, internet access, website:  
<https://www.youtube.com/watch?v=Is6wTeT2cKA>

**Preparation:** Preview online, *The Tiny Seed* by Eric Carle.

**Instructions:**

1. Invite your child to enjoy a book about botany. What do they think that means?
2. Ask your child to name some seeds and plants.
3. Write “prediction” on a sheet of paper. Ask your child to identify the letters. Read “prediction” together.
4. Show your child the front cover of the book. After they look carefully at the picture, ask them what they think the story will be about. (What are their predictions?)
5. Read title of the book. Ask your child to identify the letters in the title as uppercase or lowercase.
6. Read the author’s and illustrator’s names. Ask students to identify the letters.
7. Listen to the book and enjoy.



## Language Literacy

### Spotting Letters

**Learning Goal:** Recognizing letters of the alphabet

**Materials:** your family’s favorite children’s books in your home library (or internet access), paper, pencil

**Preparation:** Select a book with simple clear lettering either from YouTube or home library.

**Instructions:**

1. Sit side by side with your child and write one letter, both capital and lower case, on a piece of paper so that your child can see how you are forming the letters.
2. Tell the child to point to the letter you wrote as you read the book.
3. Write another letter to look at during the story reading.
4. Continue reading as the child points to the letters you have written.
5. Put the letters on your refrigerator so they can be easily reached.



## Dramatic Play

### Toys Lost in the Garden

**Learning Goal:** Dramatizing a story

**Instructions:**

1. Invite your child to dramatize a made-up story about:

**Four Toys Lost in a Flower Garden.**

2. Start the story with:

“Once a upon a time there were four toys lost in a garden full of flowers and they could not find their back home (your house).

3. Ask your child to pretend to be in a garden of pretty flowers looking for the lost toys who can’t find their way back home.
4. Help your child dramatize a happy ending to the story.



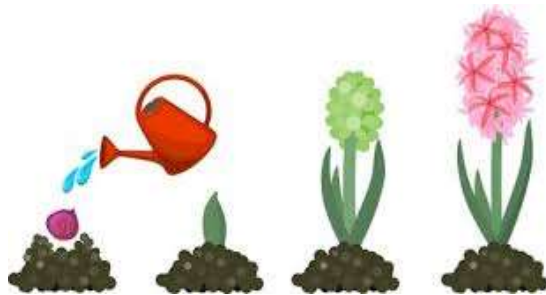
## Music and Movement

### Growing Flowers

**Learning Goal:** Demonstrating coordination and balance

**Instructions:**

1. Play your child's favorite song.
2. Instruct your child to do the following as the song plays.
3. Tell your child he/she is a tiny seed in the ground and to curl up in a ball. Inform your child that it is starting to rain and move around but remain curled up in a ball.
4. Announce that the seed is beginning to grow and that you can see a small green leaf popping out the ground. Your child can raise his/her head and upper body.
5. State the sun is shining, and the seed is beginning to grow and grow. Ask your child to stand up very slowly.
6. The seed becomes a beautiful flower. Encourage your child to stretch and find an original pose.
7. Finally, tell your child that the wind is blowing. Have your child keep his/her feet on the ground and sway from one side to the other.



## Outdoor Adventure

### Freeze Like a Tree

**Learning Goal:** Connecting movements with pictures

**Materials:** pictures of a flower and tree

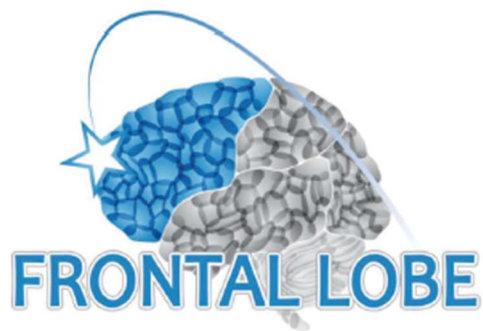
**Instructions:**

1. Encourage your child to move in different ways as they look at pictures.
2. When your child sees you hold up the picture of the tree, he/she must "freeze like a tree."
3. When your child sees you hold up the picture of a flower, he/she must raise his/her hands in the air and slowly spin around like "a flower in the breeze."
4. Change movement commands to test listening skills. Use commands: running, galloping, marching, skipping, and leaping.



## Supporting the Development of the Frontal Lobe

A main function of the frontal lobe is cognitive thinking, such as reasoning and problem solving. This portion of the brain is also responsible for motor development, language development, social-emotional behavior, and impulse control. Research shows that lack of development in the frontal lobe can lead to deficits in concentration and decreased problem solving and creativity skills. To support the development of the frontal lobe, you can conduct the following activity with your child.



## Impulse Control

Popcorn! Cracker Jacks®!

### Instructions:

1. Invite your child to play a game called Popcorn! Cracker Jacks®!
2. Ask child to squat down.
3. Tell your child to listen closely to your commands. When you say “Popcorn,” child will remain low and pop around. Your child can only jump up when you say “Cracker Jacks®!”

Impulse control helps children reason and think before they act.

### Activity Variation:

1. For added difficulty, change the speed and intervals at which you say “Popcorn!” and “Cracker Jacks®!”

