

Week 7 SERIES 1400

LEARNING GOALS

- Introducing new vocabulary
- Using materials creatively
- Recognizing geometric shapes
- Adapting lyrics and movements to music
- Introducing knowledge of earth and sky
- Understanding the sequence of a story
- Acquiring vocabulary through stories
- Engaging in imaginative play
- Understanding the world's make-up- land, air, and water
- Investigating the water cycle process

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 -green, blue, white
- sealable plastic bag
- crayons, markers, pencil
- paper cupcake inserts
- tape, glue
- scissors
- clear cup
- foaming shaving cream
- food coloring (blue)
- water
- small container
- small clear jars (3)
- permanent marker
- magazine pictures
- soil
- internet access

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *Words that Describe Sounds*

Creative Exploration: *Water Lilies*

Brain Waves: *Opposites, Opposites*

TUESDAY

Math: *The Shape of Things*

Music/Movement: *The Water, Water Song*

Brain Waves: *Opposites, Opposites*

WEDNESDAY

Science: *Making It Rain*

Cognitive Exploration: *Rainbows and Raindrops*

Brain Waves: *Opposites, Opposites*

THURSDAY

Language/Literacy: *Water Forms*

Dramatic Play: *Water Charades*

Brain Waves: *Opposites, Opposites*

FRIDAY

Social Studies: *Land, Air, Water*

Sensory Activity: *The Water Cycle*

Brain Waves: *Opposites, Opposites*

Language/Literacy

Words that Describe Sounds

Learning Goal: Introducing new vocabulary

Materials: paper, crayons, markers, internet access

Instructions:

1. What are words called that describe sounds?

The formation of a **word** from a **sound** associated with the thing it **describes** is known as **onomatopoeia**.

How to Pronounce Onomatopoeia Link:

<https://youtu.be/YNnyzAhD1tk>

Examples of this type of word include:

achoo, cuckoo, croak, hiccup, meow, ping-pong, splash, sizzle, hoot, gulp, gurgle, bang, kaboom, mumble, poof, oops, hum

2. Invite your child to learn the new word and how to pronounce it.
3. Practice saying the example words in exaggerated voice, so your child understands the sound associated with the word.
4. See if you can add any examples to the list above.
5. Invite your child to draw pictures to match the words (a croaking frog) and write the words to describe the pictures.



Creative Exploration

Water Lilies

Learning Goal: Using materials creatively

Materials: paper cupcake inserts, paper (green, blue), tape, glue, markers, scissors

Instructions:

1. Tell your child that water lilies grow in water.
The most easily recognizable features of the water lily are its green leaves. Round, oval or heart-shaped, they float on the water or sit slightly above the water. They are attached at the center of the stalk that is under the water and most feature a split that makes them look much like they have an open mouth. The flowers have pinkish white petals with a yellow center.
2. Invite your child to use the materials to design a water lily.
3. Cut the leaf from green paper. Use the cupcake inserts for the flower and markers to color it and the leaf. Glue flower in the center of the leaf. Make several if desired.
4. Make modifications to the art project using materials you may have available.
5. If you are using washable markers, drop a few drops of water to show an effect.
6. Admire your child's art project and display.



Math

The Shape of Things

Learning Goal: Recognizing geometric shapes

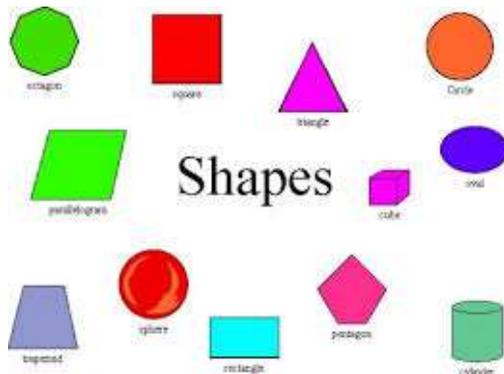
Materials: paper, pencil

Instructions:

1. Invite your child to take a walking tour of your house to look for objects that have the following shapes:
Triangle, Rectangle, Circle
2. Ask your child before your walk begins to draw the three shapes.
3. Tell your child you will make a list of the names of the objects beside each shape found on the walk.
4. Assist your child in finding objects using leading questions such as “What shape is the table, your bed, this puzzle piece, pillow, rug, paper fan, clown hat”?
5. Suggest that your child draw pictures of the objects.

Variation:

1. Add another geometric shape to the activity.
2. Try a polygon. A polygon is any shape formed with straight lines such as a pentagon.
3. Add an oval to your list.



Music/Movement

The Water, Water Song

Learning Goal: Adapting lyrics and movements to music

Preparation: Practice the song to teach your child.

Instructions:

1. Invite your child to learn a new song.
2. Add original finger plays and motions to the song for added fun.
These movements will help hold the tune together as your child learns the words.

The Water Song

(sung to the melody of “The Wheels on the Bus”)

The water in our world goes round and round
Round and round, round and round
The water in our world goes round and round
Up to the sky

The water in our clouds comes down, down, down
Down, down, down, down, down, down
The water in our clouds comes down, down, down
Filling up our lakes

The water in our soil helps plants to grow
Helps plants to grow, helps plants to grow
The water in our soil helps plants to grow
All over the world



Science

Making It Rain

Learning Goal: Introducing knowledge of earth and sky

Materials: clear cup, foaming shaving cream, food coloring, water

Instructions:

1. Fill the cup almost to the top with water.
2. Add foam shaving cream on top. Explain to your child this is the “cloud.”
3. Have your child drop food coloring on top of the shaving cream until the color starts to “rain.”
4. Explain that this is how rain works. The water collects in the clouds until it is too heavy, and then it begins to rain.



Cognitive Exploration

Rainbows and Raindrops

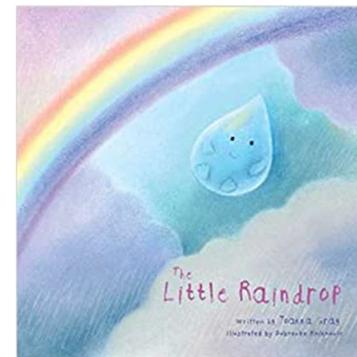
Learning Goal: Understanding the sequence of a story

Materials: internet access, website: <https://youtu.be/lcQm-supS5M>

Preparation: Watch video story of *The Little Raindrop* by Joanna Gray (at the link above) before watching it with your child.

Instructions:

1. 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.
2. Point to and read the title of the book.
3. Ask your child what an author does (writes the story) and what the illustrator does (draws the pictures).
4. Watch the read aloud book together.
5. Discuss with your child all the things that happened to the raindrop in the story in sequential order.
6. Make a list of the happenings and number them in order.



Language/Literacy

Water Forms

Learning Goal: Acquiring vocabulary through stories

Materials: internet access, glass of water, paper, black marker, internet access, website: <https://www.youtube.com/watch?v=u7XN3k6kcEg>

Preparation: Gather materials. Cut out five small pieces of paper and write one word on each sheet of paper. The following words: river, water, pool, ice, and cloud. Preview the read aloud book, *Hey Water* by Antoinette Portis.

Instructions:

1. Read/listen to the story together.
2. Ask your child what the different water forms are (liquid, solid, and gas). Assist child with the answers.
3. In a well-lit room, place the paper with the words behind the glass of water and watch the words magnify as you discuss example forms of water together.
4. Ask your child what examples of water forms are included the following: rivers, water, pool, ice, and clouds.



The images of the limes became bigger when seen through water.

Dramatic Play

Water Charades

Learning Goal: Engaging in imaginative play

Materials: small pieces of paper, marker, small container

Preparation: Write examples of different forms of water (ice, storms, river, fishbowl, bathtub, rain, snow, dewdrops), on small pieces of paper. Fold each piece of paper and place in the container.

Instructions:

1. Ask your child to choose a piece of paper from the container. Assist the child with the word and ask the child to express the form of water through movements.
2. Work together and take turns guessing what form of water is being pantomimed.



Social Studies

Land, Air, Water

Learning Goal: Understanding the world's make-up- land, air, and water

Materials: 3 small jars, small amount of soil, small amount of water, permanent marker, safety scissors, magazines full of outdoor activities

Instructions:

1. Put the potting soil in one of the glass jars. Label this jar "land".
2. Add water to a second jar. Label this jar "water".
3. Label the third jar "air".
4. Have your child go through magazines and cut out variety of outdoor pictures. Make sure these images include photos of sky (air), water (oceans, rivers, or lakes), and land (mountains, deserts, etc.).
5. As your child works, cut some of your own photos. When you look for pictures of the sky, include photos of rain and snow, day and night. For water photos, can you find a frozen sea?
6. Once your child has cut out numerous photos, help him/her divide the images, including yours, into three stacks: one in front of jar of earth, one in front of the water jar, and the last in front of the air jar. As your child works, discuss how some of the photos, such as sunset over the ocean or a riverbank, could go in more than one stack.



Sensory Activity

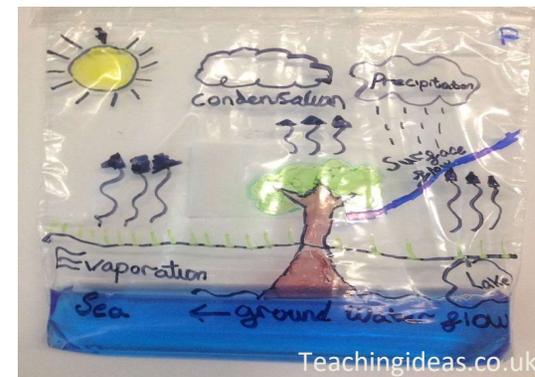
The Water Cycle

Learning Goal: Investigating the water cycle process

Materials: sealable plastic bag, markers, blue food coloring

Instructions:

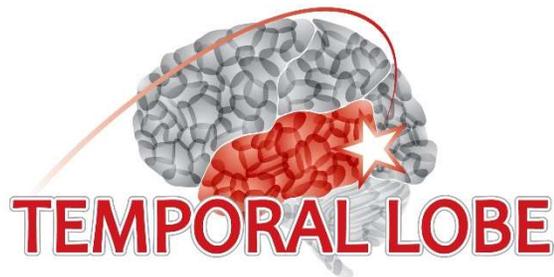
1. You will need a sealable plastic bag. Using your choice of marker, invite your child to draw a sun and a cloud on the top part of the bag.
2. Draw a tiny fish at the bottom of the bag.
3. Hold the bag open and encourage your child to add a small quantity of water to it.
4. Add a drop of blue food coloring to the bag to represent a river.
5. Seal it and stick it in a sunny window. Your child will be impressed when they see tiny droplets of blue water form (evaporation) at the top of the bag.
6. These droplets will then slide down to the river (condensation) and fill the river with water.



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

Opposites, Opposites

Instructions:

1. Invite your child to a game of Opposites, Opposites.
2. Remind them opposites are things that are different.
3. On Opposites, Opposites Day, everything is turned around. Example: The sun will shine at night and the moon will appear during the day.
4. To play, say “Opposites, opposites-birds and fish. Birds will swim and fish will fly.
5. Some additional examples:
 “Opposites, opposites-boats and planes. Boats will fly and planes will _____.
 Opposites, opposites-pigs and cows. Pigs will moo and cows will _____.
 Opposites, opposites-cats and dogs. Cats will bark and dogs will _____.
6. Encourage your child to think of some other opposites.
7. First, the two words to compare and then an opposite statement.

