

Week 9 SERIES 1300-1350

LEARNING GOALS

- Differentiate sounds that are the same and different; identify letters of the alphabet
- Observe, explore, and describe a variety of animals; to learn how to reuse materials; use a variety of tools and art media to express individual creativity; develop fine motor skills (cutting)
- Sort objects by one attribute such as color, shape, or size; rote skip count by 2s up to 10
- Use voice to musically express creativity
- Explore insects in the garden
- Recognize books as a source of information
- Recreate a familiar story using action and objects (props) individually or cooperatively

DAILY SCHEDULE

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

MATERIALS NEEDED

- Markers
- Construction paper
- Scissors
- Markers
- Paint
- Old CD/DVD
- Pictures of spiders
- Crayons
- Stickers
- Paper plate
- Glitter
- Glue
- Bowl
- Spoon
- Tuffet (small stool)
- Colored pencils
- Plastic animals and bugs
- Magnifying glass

CURRICULUM SCHEDULE

MONDAY

- Learn Together: *Hunter Spiders*
- Creation Station: *Colorful Spiders*
- Brain Waves: *Spatial Imagery*

TUESDAY

- Math: *Did You Find an insect?*
- Music/Movement: *Itsy Bitsy Spider*
- Brain Waves: *Spatial Imagery*

WEDNESDAY

- Science: *Garden Bug Hunt*
- Creation Station: *Recycled CD Ladybug*
- Brain Waves: *Spatial Imagery*

THURSDAY

- Language/Literacy: *Helpful Spiders*
- Dramatic Play: *Eek! A Spider!*
- Brain Waves: *Spatial Imagery*

FRIDAY

- Math: *Trapdoor Spiders*
- Creation Station: *Goliath Spider*
- Brain Waves: *Spatial Imagery*

Learn Together

Hunter Spiders

Learning Goal(s): Differentiate sounds that are the same and different; identify letters of the alphabet

Materials: markers, paper (all colors), scissors, pictures of spiders

Preparation: Cut several spiders from brown and gray construction paper. Write lowercase and uppercase letters on the insects.

Instructions:

1. Encourage your child to complete this activity with you.
2. Write various alphabet on spiders creating matching pairs.
3. Encourage your child to find the matching upper and lowercase letters for each spider cutout and alphabet.



Creation Station

Colorful Spiders

Learning Goal(s): Observe, explore, and describe a variety of animals; exhibit manual control (cut a circle); use a variety of tools and art media to express individual creativity

Materials: crayons, glitter, glue, markers, paper (all colors), scissors

Instructions:

1. Encourage your child to complete this activity with you.
2. Share with your child one characteristic of a spider is its distinct coloration.
3. Define “characteristic” as way to identify something or someone. Define “coloration” as shades of color.
4. Continue sharing that spiders come in all colors. Show your child pictures of different spiders.
5. Make materials accessible to your child.
6. Encourage your child to cut circles and create spiders with varying coloration.



Mathematics

Did You Find an Insect?

Learning Goal: Sort objects by one attribute such as color, shape, or size

Materials: paper, marker, plastic animals (insect and non-insect), stickers

Preparation: Hide plastic animals such as ants, spiders, and worms around the room.

Instructions:

1. Encourage your child to join you.
2. Let your child know there are small garden animals hiding in the room.
3. Invite your child to search the room and find some garden animals.
4. After your child has found some animals, ask them to investigate his/her creatures.
5. Remind your child that insects have three body parts and six legs.
6. Create a graph with two columns on paper. Label columns "Insects" and "Non-insects."
7. Ask your child, "Did you find an insect?" Have him/her look closely at the creature and determine whether it is an insect. If necessary, help count legs and body parts.
8. After your child has determined whether or not the animal is an insect, invite him/her to place a sticker in the corresponding column.
9. Invite your child to look at the graph. Are there more insects or non-insects? Which column has more stickers?
10. Encourage your child to make predictions by looking at the chart.

Music

Itsy Bitsy Spider

Learning Goal: Uses voice to musically express creativity

Instructions:

1. Encourage your child to join you in singing the song below.

The itsy-bitsy spider
Went up the waterspout
Down came the rain
And washed the spider out
Out came the sun
And dried up all the rain
And the itsy bits spider went up the spout again



Science

Garden Bug Hunt

Learning Goal: Explore insects in the garden

Materials: magnifying glass, an adventurous heart!

Preparation: Print out the bug hunt template (provided with packet) & watch the video about bugs in the garden:
<https://www.youtube.com/watch?v=rKQfJFAHW8Q>

Instructions:

1. Go explore the garden and outdoors and try to find as many of the bugs as you can with your child!
2. Tell him/her to look high, look low, look in the air, and look all around.
3. Talk to your child about how bugs are needed in our gardens.



Creation Station

Recycled CD Ladybug

Learning Goal: Learn how to reuse materials

Materials: old CD, construction paper, glue, black marker, black paint, scissors

Instructions:

1. Get an old CD and either paint it black or trace the CD on black construction paper, cut it out and glue it to the CD.
2. Trace your child's hands on red construction paper. Let them color black spots on their hand prints.
3. Cut out the handprints and antennae. Glue them to the CD.



Language/Literacy

Helpful Spiders

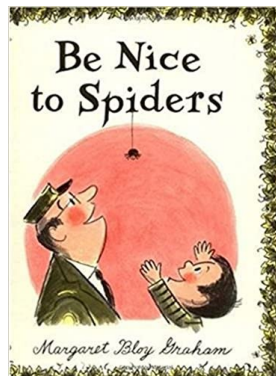
Learning Goal: Recognize books as a source of information

Materials: tarantula printout (provided with packet), internet access for read aloud story, *Be Nice to Spiders* by Margaret Bloy Graham

Website: <https://www.youtube.com/watch?v=WBRjtyp7o88>

Instructions:

1. Encourage your child to join you.
2. Show him/her the printout of the tarantula. Ask your child if he/she knows what type of spider it is and make predictions about the spider based on any previous experience he/she may have had with tarantulas. (You can also look up fun facts together on a computer or phone with internet access.)
3. Watch the link above for the read aloud book. Discuss with your child his/her thoughts about the book after.



Dramatic Play

EEK! A Spider!

Learning Goal: Recreate a familiar story using action and objects (props) individually or cooperatively

Materials: bowl, spoon, tuffet (a low seat such as a footstool)

Instructions:

1. Encourage your child to join you.
2. Begin the discussion by teaching your child the sign language for spider. The sign for Spider is a natural sign, resembling a spider crawling around you make by crossing your hands at the wrist. Wiggle your fingers around, as if the legs of a spider, and at the same time move your hands to make the spider move forward.
3. Explain to your child that you have a spider poem to share. When he/she hears the word “spider,” they can make the spider sign and say “eek.” Define “eek” as an expression or sound used to show surprise.
4. Recite the poem, “Little Miss Muffet,” and have your child dramatize the nursery rhyme. Define “curds” as thick milk like cottage cheese. Define “whey” as the watery part of milk.

Little Miss Muffet sat on her tuffet, Eating her curds and whey. Along came a spider, that sat down beside her and frightened Miss Muffet away!

5. Praise your child for a great job dramatizing a nursery rhyme!



Mathematics

Trapdoor Spiders



Learning Goal: Rote skip count by 2s up to 10

Materials: black construction paper, scissors, glue, white crayon

Preparation: Cut out the shape of the number 8 that will be the body of the spider. (Make sure it is large enough to fit all 10 legs). Cut ten 1-inch strips of paper and accordion-fold them. These will be the spider's legs.

Instructions:

1. Talk to your child about a rare trapdoor spider found in Australia that appears to have 10 legs! It has 8 legs, but two of them are called palpi, used for mating, even though they look like legs. (Show your child a picture.)
2. Tell your child that they are going to make a trapdoor spider using the art materials you have available.
3. Take the spider's body and explain to your child that they are going to glue one leg on each side of the spider's body until all 10 legs are on its body.
4. Skip count by two as you are putting a leg on each side of the spider's body ("We put one leg on each side of the spider. How many legs do we have so far? Two! We put another leg on each side of the spider. How many legs do we have now? Four." and so on...) Have your child count by twos again to ensure they have 10 legs. Applaud his/her efforts!
5. Once all the legs are on the spider, allow your child to draw eyes on the spider with their white crayon. (If they want to continue the activity, they can make a spider web using another piece of black construction paper and the white crayon).

Creation Station

Goliath Spider

Learning Goal: Use a variety of tools and art media to express individual creativity; develop fine motor skills (cutting)

Materials: assorted crayons, colored pencils, markers, paper (all colors), paper plate (large), scissors, glue

Instructions:

1. Bring your child to the area with the art supplies.
2. Remind your child that some spiders are goliath. Define "goliath" as ginormous or really big. Tarantulas are goliath spiders.
3. Make materials accessible to your child.
4. Your child can use the large paper plate as the body of the spider (or use a large bowl and trace the bowl on a piece of paper and cut it out).
5. Have your child cut eight strips of paper and accordion fold them for spider legs (demonstrate how to accordion fold and help, if needed).
6. Have your child attach the legs to the large spiders.
7. Have your child decorate his/her goliath spiders with available art supplies.



Supporting the Development of the Parietal Lobe

The parietal lobe deals with perceptual modality and sensory processing. This is the portion of the brain that processes information relating to touch, temperature, and pain; it deals with spatial recognition, visual and speech processing, and perception.



Spatial Awareness

Spatial Imagery

Materials: pencil, Spatial Imagery Template (provided with packet)

Instructions:

1. Encourage your child to join you. Explain that he/she will play a drawing game called Spatial Imagery.
2. Give your child the Spatial Imagery template and a pencil.
3. Tell him/her to listen carefully to the directions you give:
 - First, draw a large circle that touches the dots.*
 - Second, draw a square inside the circle.*
 - Make sure all 4 corners of the square touch the circle.*
 - Third, draw another circle inside the square.*
 - Make sure the circle touches the square.*
 - Fourth, draw anything you like inside the last circle.*
4. Praise your child and display his/her picture.

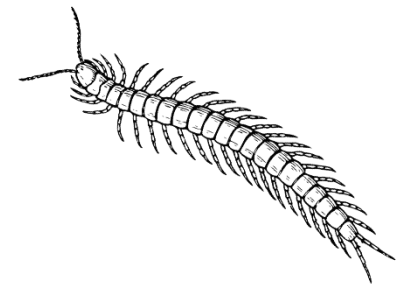
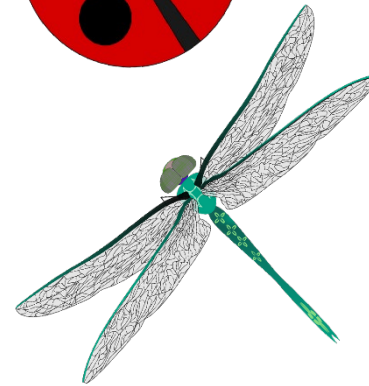
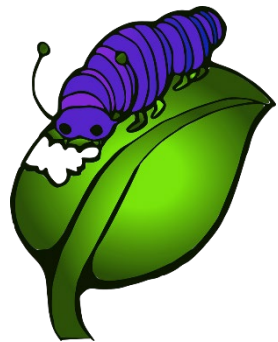
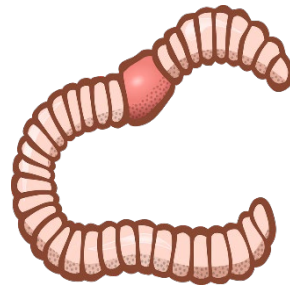
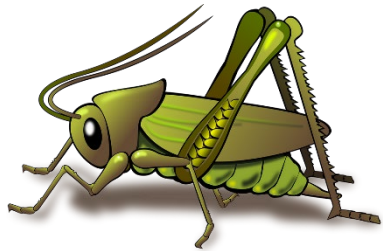
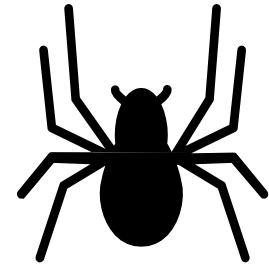
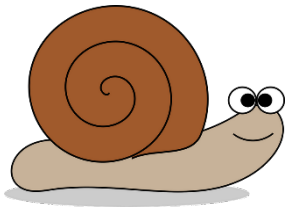
Spatial awareness gives children skills in drawing, doing puzzles, mazes, and any task that requires fine-motor manipulation

Activity Variation: Use easier directions for younger children. For added difficulty, include colors when giving directions. For example, “Draw a blue square. Add a red circle inside the blue square.”

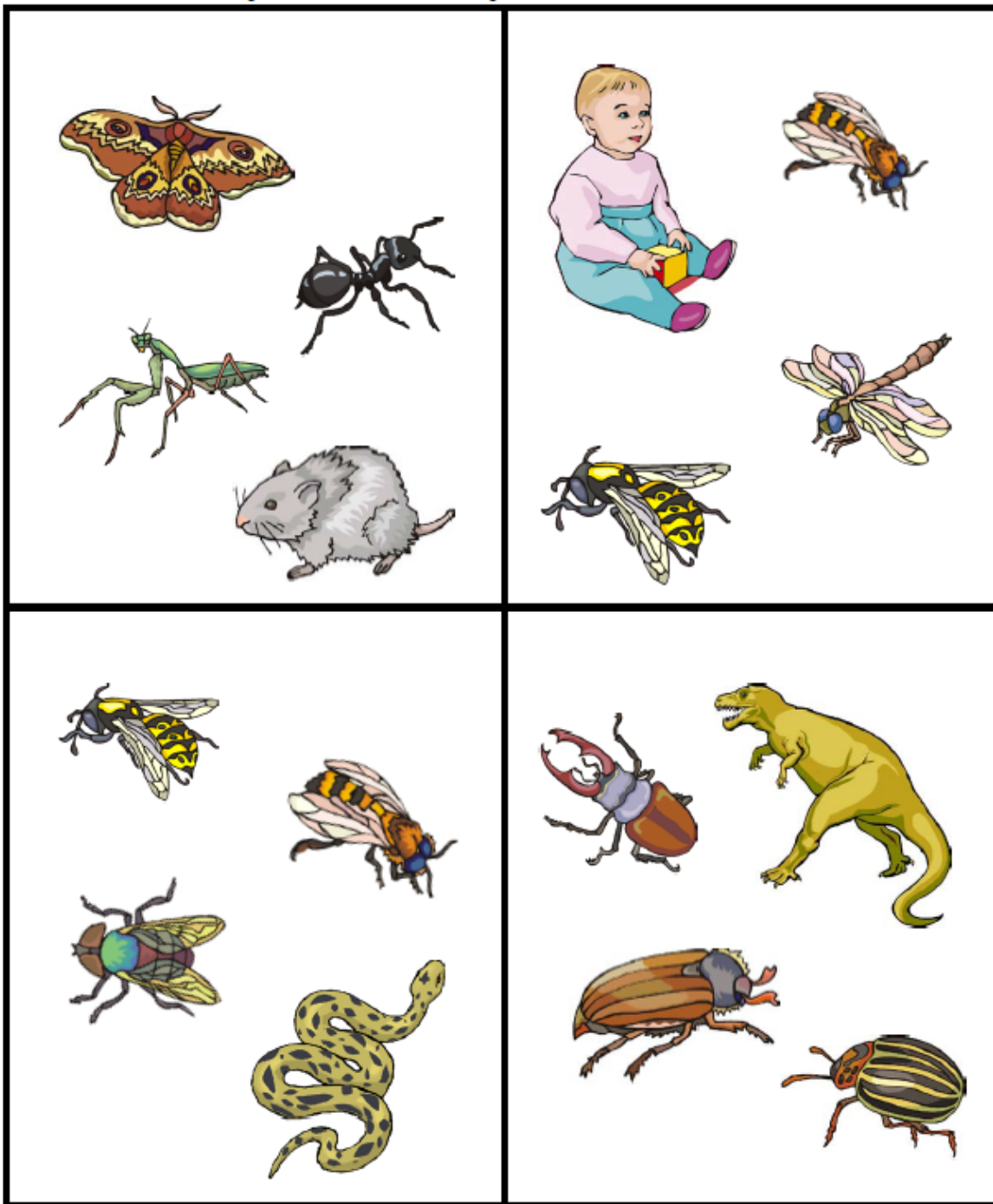
Let's go on a

Bug Hunt

Tick off all the bugs that you spot!



What does not belong? Why? (If the answer is logical, then it is correct.)



INSECTS - Lotto/Concentration Cards



grasshopper



bee



ladybug



ant



mosquito



moth



house fly



butterfly



dragonfly



Spatial Imagery

