

**Week 14 SERIES 1500**

**LEARNING GOALS**

- Apply learned phonics skills when reading/writing words, sentences, and stories
- Create art with different subjects and themes
- Count by 5 and 10 forward and backward from numbers (up to 100)
- Skip count by fives or tens
- Use ordinary hand tools and instruments to construct, measure, and look at objects
- Use spatial awareness, shape recognition, and concentration
- Make connections between text and experiences
- Recognize sources of light
- Engage in exploration through texture and sight

**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**

- |   |                           |  |
|---|---------------------------|--|
| ▪ ½ cup liquid glue                                   | ▪ Crayons/Markers         | ▪ Tempera paint:   |
| ▪ ½ cup liquid starch                                 | ▪ Cups                    | (dark blue, white, light blue, orange)   |
| ▪ Art decorations (ex: glitter, stickers, gems, etc.) | ▪ Fishing twine or string | ▪ Tongs  |
| ▪ Blue food coloring                                  | ▪ Flashlight              | ▪ Vanilla pudding  |
| ▪ Bucket  | ▪ Glue                    | ▪ Vanilla wafers   |
| ▪ Cardstock paper                                     | ▪ Heavy drawing paper     | ▪ Variety of beach props (ex: beach ball, beach chair, beach towel, picnic basket, etc.) |
| ▪ Cellophane  | ▪ Internet access         |  |
| ▪ Clear plastic cups (small)                          | ▪ Paintbrushes            |  |
| ▪ Colored construction paper                          | ▪ Plastic spoon           |  |
|   | ▪ Poster board            |  |
|   | ▪ Scissors                | ▪ Water  |
|   | ▪ Single hole punch       |  |
|   | ▪ Tape                    |  |

**CURRICULUM SCHEDULE**

**MONDAY**

Language/Literacy: *Jellyfish Phonics*  
 Creative Exploration: *Silly Sunglasses*  
 STEAM Ahead: *Impressionistic Seascapes*

**TUESDAY**

Math: *Crabs in a Bucket*  
 Music and Movement: *Exercise and Count by Fives*  
 STEAM Ahead: *Impressionistic Seascapes*

**WEDNESDAY**

Science: *Sand Snack*  
 Cognitive Exploration: *Beach Puzzles*  
 STEAM Ahead: *Impressionistic Seascapes*

**THURSDAY**

Language/Literacy: *Beach Poem*  
 Dramatic Play: *How I Can Help at the Beach*  
 STEAM Ahead: *Impressionistic Seascapes*

**FRIDAY**

Social Studies: *I See, I Say*  
 Sensory Exploration: *Ocean Slime*  
 STEAM Ahead: *Impressionistic Seascapes*

## Language/Literacy

### Jellyfish Phonics

**Learning Goal:** Apply learned phonics skills when reading and writing words, sentences, and stories

**Materials:** fishing twine or string, glue, markers, poster board, colored construction paper, scissors, single hole punch

**Preparation:** Cut poster board into a large half-egg shape. Write the heading “Jellyfish Phonics” in large print. Use the hole punch to place a hole at the top center of the shape. Trim construction paper into various lengths.

**Instructions:**

1. Engage your child in a theme-related discussion about the beach and different ocean animals including the jellyfish.
2. Explain to your child that he/she will assist in making a jellyfish, one of the many animals that can be seen while on the beach.
3. Allow your child to choose a construction paper strip and explain that he/she will be placing on the tentacles of the jellyfish. Define “tentacle” as “a flexible part of the body used for moving and/or grasping objects.”
4. Encourage your child to write words that he/she thinks describe the jellyfish on the strips of paper and glue it to the poster board.
5. Use the fishing twine to hang your jellyfish somewhere in your home.



## Creative Exploration

### Silly Sunglasses

**Learning Goal:** Create art with different subjects and themes

**Materials:** scissors, cardstock paper (if available or poster board), crayons/markers, cellophane, glue, art decorations (ex: glitter, stickers, gems, etc.), template of glasses (provided with packet)

**Preparation:** Print out the template of sunglasses on cardstock paper if you have it. If not, print out and trace onto the poster board. Engage your child in a discussion about the importance of sunglasses to protect your eyes while in the sun.

**Instructions:**

1. Have your child color the template of sunglasses any color he/she would like.
2. Assist your child in cutting out the sunglass frames and arms as well as the eyeholes. (Adult may have to assist with this.)
3. Have your child fold and crease the sides of the frame and then glue the arm to the side of the frame.
4. Cut out some cellophane paper to cover the eyeholes. (Adult should do this.)
5. Have your child decorate the silly sunglasses with glitter, stickers, rhinestones, etc.



## Math

### Crabs in a Bucket

**Learning Goal:** Count by 5 and 10 forward and backward to and from numbers (up to 100)

**Materials:** tongs, bucket, pictures of crabs (provided with packet)

**Instructions:**

1. Engage your child in a conversation about sea crabs (characteristics, what are claws used for, what happens when they outgrow their shell, etc.)
2. Encourage your child to explore the pictures of crabs. Count together the legs of crab (10).
3. Explain the crabs have washed on the beach (house floor) by a high tide. **(Tide - the rise and fall of sea levels caused by the combined effects of the gravitational forces exerted by the moon and sun and the rotation of the Earth.)**
4. Have your child pick up crabs using tongs to avoid crab bites. Encourage child to count by 10 as he/she places each crab in the bucket up to 100.
5. Using tongs, remove crabs while reverse counting by 10 (to 0 from 100).



## Music and Movement

### Exercise and Count by Fives

**Learning Goal:** Skip count by fives or tens

**Materials:** internet access, website:

<https://www.youtube.com/watch?v=amxVL9KUmq8>

**Preparation:** Preview website. Review left/right hand and left/right foot. Have a large clear space to exercise.

**Instructions:**

1. Play the video and use the hand and foot motions.
2. Dance to the beat and make up simple exercises during the chorus: knee-raises, arm circles, squats, lunges, etc.
3. Recall how to skip count by fives and practice together. Extend the activity by using small items (pennies, beans, cotton balls, cotton swabs, etc.) by making groups.
4. Try skip counting by tens.



## Science

### Sand Snack

**Learning Goal:** Use ordinary hand tools and instruments to construct, measure, and look at objects

**Caution:** If any allergies present, please replace items as necessary. Remember to wash hands before and after this activity.

**Materials:** clear plastic cups (small), blue food coloring, plastic spoon, vanilla pudding, vanilla wafers

**Preparation:** Crush vanilla wafers.

**Instructions:**

1. Engage your child in a discussion about treats to eat during a hot summer. Explain that you will make a delicious “sand” snack.
2. Talk about the ingredients for the treat.
3. Encourage your child to add some vanilla pudding to his/her cup.
4. Allow your child to stir in a few drops of food coloring to create “water” (about 4 ml). Pudding should be light blue.
5. Next, place one layer of “sand” (crushed wafers) on top of the pudding and add one more layer of pudding. Lastly, add one final layer of “sand.”
6. You can add teddy grahams and/or candy on top if desired.
7. Store in refrigerator and serve as a delicious snack!



## Cognitive Exploration

### Beach Puzzles

**Learning Goal:** Use spatial awareness, shape recognition and concentration

**Materials:** scissors, beach puzzle page (provided with packet)

**Preparation:** Cut out one beach-themed picture at a time, so your child has a complete picture to reference. Two different puzzle types have been included to add a challenge. You may also choose to use an actual puzzle of your own.

**Instructions:**

1. Invite your child to put together the beach puzzles.
2. Encourage your child as he/she turns the puzzle pieces and match them as needed. Refer your child back to the complete picture for assistance.





## Language/Literacy

### Beach Poem

**Learning Goal:** Apply learned phonics skills when reading/writing

**Materials:** Teaching Tool: Beach Poem (provided with packet)

**Preparation:** Review sight words; walk, saw, like. Sight words are high-frequency words that appear in text often and are read by recognizing what they are, rather than decoding (sounding them out letter-by-letter).

**Instructions:**

1. Before reading the beach poem together, talk about rhyming words and how they have the same ending sounds.
2. Read the poem together and talk about the sight words and rhyming words.
3. Extend the activity by using the story template to illustrate a story using rhyming words and sight words.



## Dramatic Play

### How I Can Help at the Beach

**Learning Goal:** Make connections between text and experiences

**Materials:** any variety of beach props (ex: beach ball, beach chair, beach towel, picnic basket, water toys, goggles, sunglasses, cooler, shells, stuffed animals, boxes, recyclables)

**Instructions:**

1. Pretend with your child to act out activities at the beach with the possible scenarios and problems to solve. Let your child act out how to be the leader as:
  - A lifeguard who must help a swimmer
  - A volunteer who is collecting data on sea turtle nests
  - A person leading volunteers to clean up the beach
  - A Coast guard first responder helping a sea animal
  - An imaginary role or character they invent



## Social Studies

### I See, I Say

**Learning Goal:** Recognize sources of light

**Materials:** flashlight, scissors, tape, word wall cards (provided with packet)

**Preparation:** Cut out word wall cards. Create more of your own if you would like. Tape words in various places in the room.

**Instructions:**

1. Engage your child in a discussion about sources of light and encourage him/her to think of various light sources (candle, fire, lamp, moon, stars, flashlight, etc).
2. Then, turn off the lights in the room and give your child a flashlight to find the word cards posted throughout the room.
3. Encourage your child to read each word and give a sentence using the word.
4. Continue until all words have been found.



## Sensory Exploration

### Ocean Slime

**Learning Goal:** Engage in exploration through texture and sight

**Materials:** ½ cup water, ½ cup liquid glue, ½ cup liquid starch, blue food coloring, glitter (optional)

**Instructions:**

1. Invite your child to join you to make ocean slime!
2. Start by pouring the water and liquid glue into a bowl. Mix until combined.
3. Add food coloring to the glue-water mixture. If you decide to use glitter, add roughly a pinch.
4. Add the liquid starch and stir.
5. Once the mixture begins to thicken, have your child knead it well using their hands and check that the consistency is stretchy.

*Ocean slime can be stored in an airtight container for up to two weeks!*



## Impressionistic Seascapes

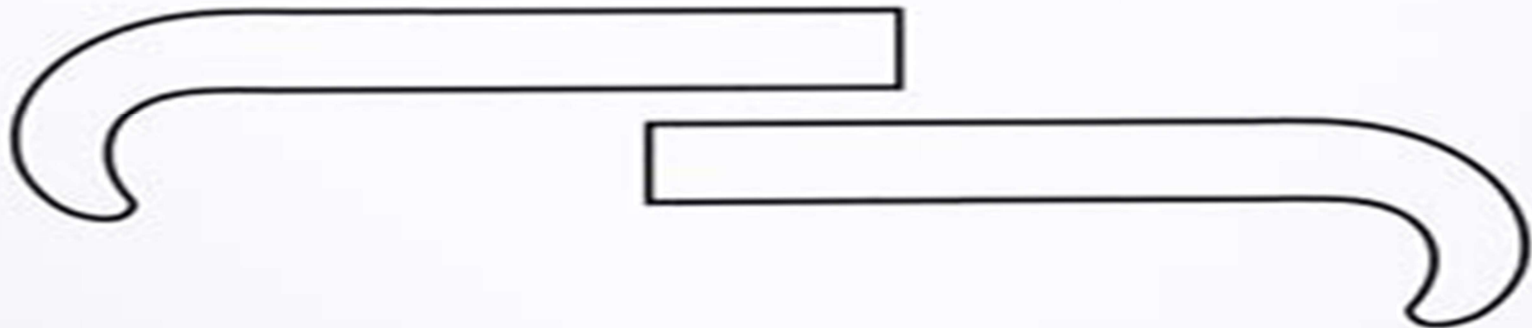
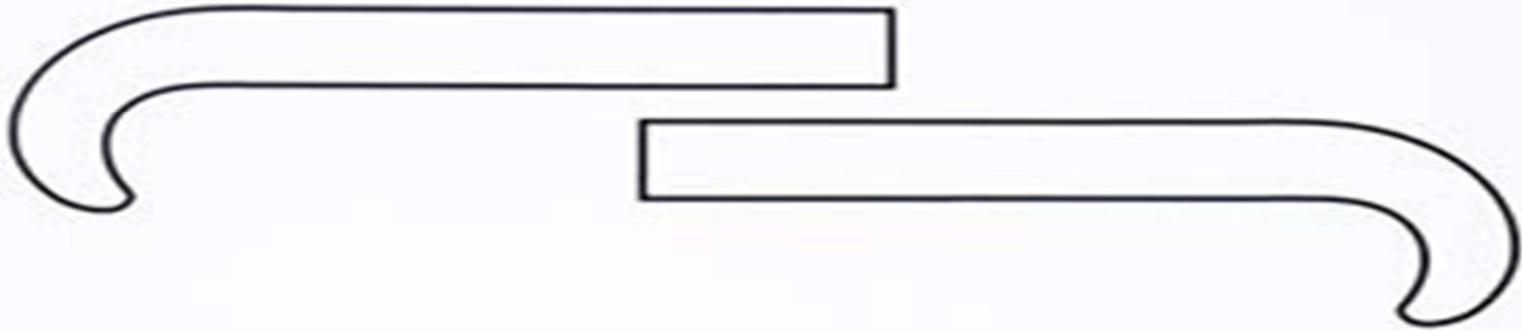
### Objective for Development and Learning: Explores visual art through creative expression

**Rationale:** Artists who paint their own impressions (how the artist thinks things look) are called impressionistic painters. Often these painters like to paint nature in the sunlight. They are often fascinated by how sunlight affects the colors of water. They use pure colors applied with short brushstrokes to give the impression of water flowing as the sunlight hits it. These artists are interested in suggesting the shape of things rather than very clear outlines of objects in their paintings. Impressionistic paintings usually take shape (come into focus) better from a distance than close up. The distance allows the eye to blend the colors and brushstrokes into recognizable images (pictures). Painting an impressionistic scene of water requires several steps in order to make the water “come to life” for the viewer. Water is never still nor is it a solid color but reflects the many colors of the skies above. Impressionist painters try to capture through paint the way light and objects reflect on water. A sunny day can make an ocean look very bright blue while on a cloudy day the ocean surf looks dark and gray. An artist’s choices of paint colors can make water feel inviting or a little scary depending on the paint colors used. Let’s see if we can capture the many colors of the sea using an impressionist style of painting. This exploration takes two sessions because the paint needs to dry between sessions to achieve the proper effect.

**Materials and Directions:** • cups to hold paint colors • heavy drawing paper • paintbrushes • tempera paint - dark blue, light blue, white, orange

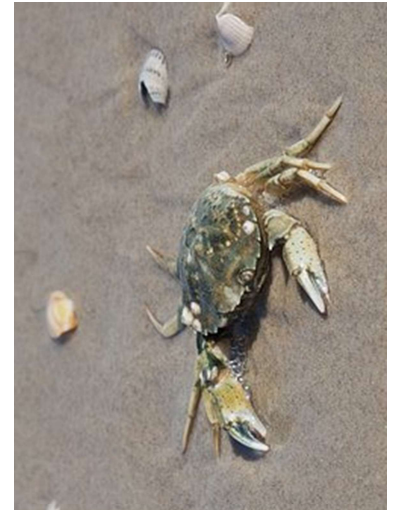
- Fill a sheet of the drawing paper with short brushstrokes of dark blue, light blue, and white tempera paint.
- Change colors without cleaning the brush.
- Make short strokes of white in the upper half of the paper for clouds.
- When the paint is dry, paint a small orange boat with big white sails.
- Make short strokes of orange and white paint below the boat for the boat’s reflection on the water.

**Open-Ended Questions:** ▪ What color is the water you are painting? ▪ Does your seascape painting look better at a distance or close up? Why or why not? ▪ What is the weather like in your painting? ▪ Do you think the water is deep or shallow?



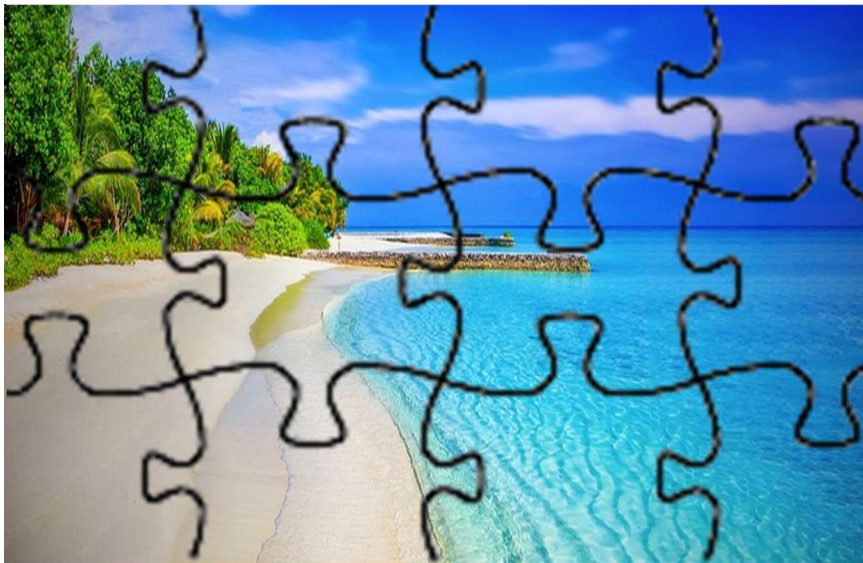
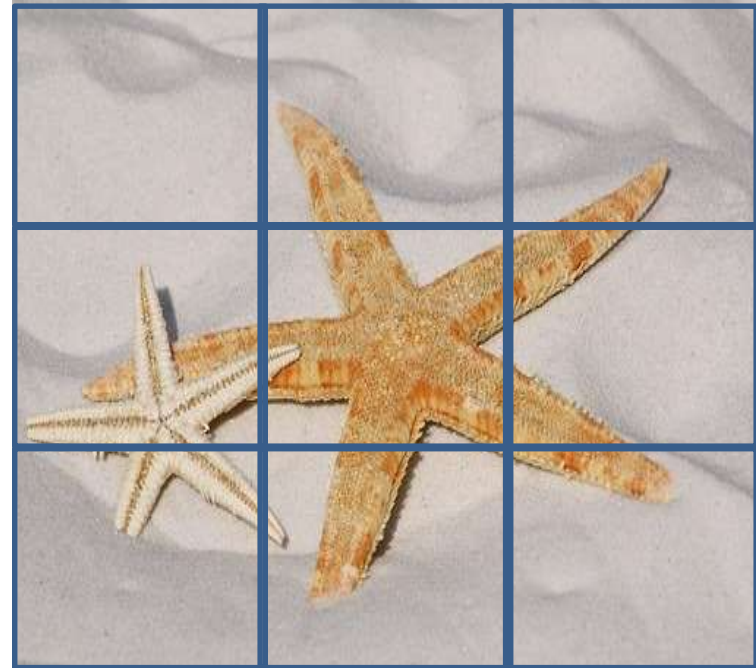
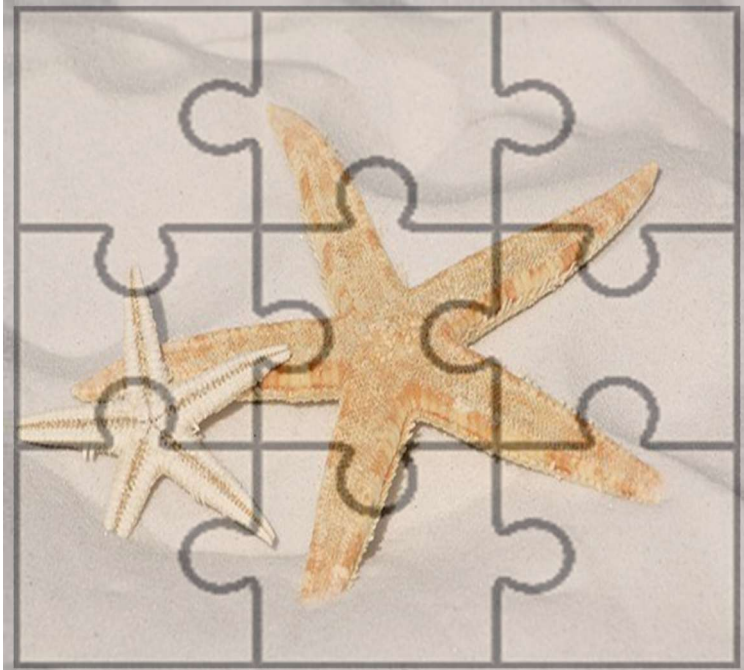


MATH EXPLORATION TEACHING TOOL: Crabs in a Bucket Activity





COGNITIVE EXPLORATION TEACHING TOOL: Beach Puzzles



## Beach Poem

I took a walk through the sand, saw my feet sink in low.  
I like to fly kites as the wind did blow!  
I built sandcastles with kings and sang with a whale.  
I found many sea treasures with my shovel and pail.  
Playing beach ball was fun, and the tide was just right.  
Thanks for this trip! Let's share a hug tight!



saw

like

walk