

Week 16 SERIES 1500

LEARNING GOALS

- Ask and answer about essential elements of a read-aloud or independently read text
- Recognize events, settings, and characters within texts
- Compare/contrast elements
- Exhibit concepts of general and personal space using a variety of movement skills
- Create art with different subjects and themes
- Create and use representations to organize, record and communicate mathematical ideas
- Explore using senses and make predictions
- Add and subtract numbers
- Create simple representations of home, school, and community
- Match colors, follow directions

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

- Baking pan
- Blueberries
- Cardstock or poster board
- Cereal boxes
- Construction paper
- Craft sticks
- Crayons
- Cupcake liners in various colors and sizes
- Favorite books
- Flour
- Food coloring
- Glue
- Grapes
- Internet access
- Kiwis
- Lemon juice
- Magazines
- Markers
- Oil
- Paints
- Paper
- Pencil
- Pineapple
- Scissors
- Strawberries
- Sugar
- Tape
- Water

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *Details of the Story*
 Creative Exploration: *Celebrate Summer with Fireworks*
 STEAM Ahead: *Storytime Using Technology*

TUESDAY

Math: *Travel Experience*
 Music and Movement: *My Shadow*
 STEAM Ahead: *Storytime Using Technology*

WEDNESDAY

Science: *Colorful Sandcastles*
 Cognitive Exploration: *10 Magic Butterflies*
 STEAM Ahead: *Storytime Using Technology*

THURSDAY

Language/Literacy: *How to Identify Characters and Setting in a Story*
 Dramatic Play: *Puppet Show-Story Elements*
 STEAM Ahead: *Storytime Using Technology*

FRIDAY

Social Studies: *Community Thanks!*
 Sensory Exploration: *Rainbow Salad*
 STEAM Ahead: *Storytime Using Technology*

Language/Literacy

Details of the Story

Learning Goal: Ask and answer about essential elements of a read-aloud or independently read text

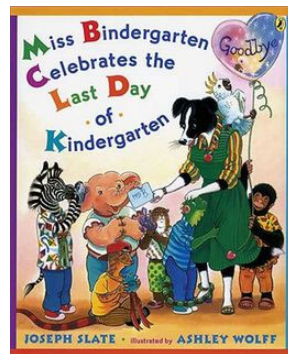
Materials: crayons, markers, paper (unlined), pencil, internet access, website for read aloud *Miss Bindergarten Celebrates the Last Day of Kindergarten* by Josef Slate and Ashley Wolff:

<https://www.youtube.com/watch?v=H-1U6D020LY>

Preparation: Preview the book to familiarize yourself with the story.

Instructions:

1. Introduce the book to your child and discuss important details such as characters, settings, and main ideas.
2. Encourage your child to give details about the book based on the title and outside cover. Write responses on paper.
3. Read the story to your child.
4. Begin a discussion about the setting of the story. Encourage your child to give specific details that relate to the setting, and compare the details given in the story with the responses written on the paper.
5. Give your child a clean piece of paper and fold in half (horizontally).
6. On the outside cover, allow your child to use pencils, crayons, and markers to illustrate or show his/her interpretation of the setting based on information given in the story. Define “interpretation” as “an explanation or adaptation of a work or style.”
7. Encourage your child to show and discuss the interpretation.



Creative Exploration

Celebrate Summer with Fireworks

Learning Goal: Create art with different subjects and themes.

Materials: cupcake liners in various sizes and colors (or, you can color the white ones!), markers, crayons, scissors, black construction paper, glue

Preparation: Talk about the celebrations of Summer with your child: Memorial Day, Fourth of July, End of School. Talk about ways to celebrate, including fireworks.

Instructions:

1. Have your child decorate the cupcake liners.
2. Assist your child with the scissors and have him/her make small cuts around the edges making “fringe.”
3. Glue the liners to a piece of black construction paper once they are dry and display in your home.



Math

Travel Experience

Learning Goal: Create and use representations to organize, record and communicate mathematical ideas

Materials: construction paper, magazines, markers (various colors), scissors, tape

Preparation: Using magazines find and cut pictures of transportation (airplanes, trucks, cars, boats, etc.). Title paper “Summer Travel Experiences” and list transportation names down the left side of the paper.

Instructions:

1. Have a discussion with your child about summer experiences. Review the multiple ways to travel and explain you will make a chart to show how you and your friends travel to different summer experiences. (Call family and friends to ask.)
2. Encourage your child to observe the chart and read the categories.
3. Ask questions such as “How many friends traveled by boat during the summer vacation?” Allow your child to put pictures of transportation next to matching category (and say where he/she traveled to, if possible).
4. Review chart encouraging your child to count the number of each mode of transportation in each category and write total.



Music and Movement

My Shadow

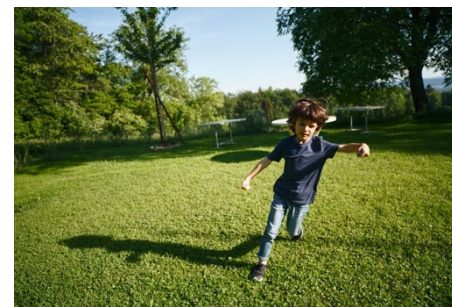
Learning Goal: Exhibit concepts of general and personal space using a variety of movement skills

Materials: Teaching Tool: “My Shadow” (provided with packet)

Preparation: Have a large clear area.

Instructions:

1. Read the vocabulary words and discuss before reading the poem “My Shadow” by Robert Louis Stevenson.
2. Do the actions in parenthesis during the reading of the poem.
3. Discuss unfamiliar vocabulary from the poem:
 - India-rubber** – an old-fashioned term for rubber that comes from a natural resource, like a tree
 - Nursie** – nanny
 - Arrant** – complete
4. Discuss: rhyming words, unique words that may relate to a time period from long ago. Ask: Why the shadow was at home fast asleep in bed. Was it really being lazy? Reread the poem to find details.



Science

Colorful Sandcastles

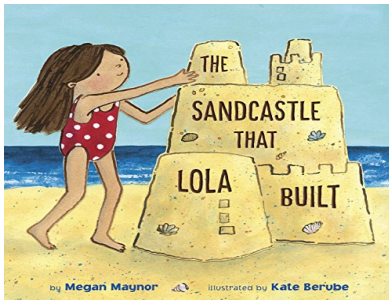
Learning Goal: Sequencing, making predictions

Materials: 2 cups flour, ¼ cup water, food coloring, 3 oz veg oil for each color sand, baking dish

Preparation: Read the book *The Sandcastle That Lola Built* by Megan Maynor or watch: <https://www.youtube.com/watch?v=S1yVh8Tu3kE>

Instructions:

1. Wash hands before beginning this project.
2. Along with your child, mix 2 cups flour and ¼ cup water along with three drops food coloring into baking pan.
3. Mix with your hands.
4. Bake in a 300-degree oven for 10 minutes or until dry.
5. Add 3 oz of vegetable oil and mix again till the consistency of sand.
6. Repeat this process as many times as you like to create different colors of sand.
7. See what structures or designs you can create with the colored sand.
8. Ask your child questions like: “What does it feel like?” “How tall can you build your colorful castle?” “Who can live in your castle?”



Cognitive Exploration

10 Magic Butterflies

Learning Goal: Math: Adding and subtracting numbers

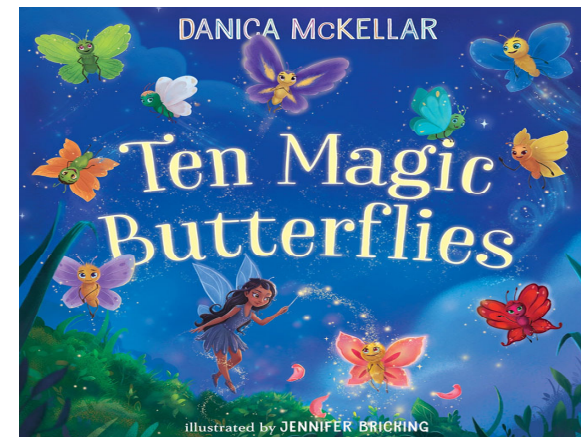
Materials: large paper, scissors, crayons, construction paper of various colors

Preparation: Read the book *Ten Magic Butterflies* by Danica McKellar with your child or watch:

https://www.youtube.com/watch?v=kBi_RoXKVo0

Instructions:

1. Begin by asking your child about the story. Ask how many flowers wanted to be butterflies?
2. Instruct your child to recreate the story and its characters with the items given
3. Encourage your child to number each of the flowers, counting aloud forward and backwards.



Language/Literacy

How to Identify Characters and Setting of a Story

Learning Goal: Ask and answer questions about key elements of a story

Materials: paper, pencil/markers, tape

Preparation: Review the vocabulary - **Fiction:** Writing that tells a story that is made up. **Character:** The people, animals, or creatures in a story who can *think*, *feel*, and *act*. **Setting:** Where a story takes place.

Instructions:

1. Talk about a favorite book; who is in it/where does it take place?
2. Explain: two important parts of a story are **characters** and **setting**. Characters are *who* is in the story. Setting is *where* the story happens.
3. Write “Characters” and “Setting” across the top of paper. They are important because they help the reader understand a story. Write the character and setting of a favorite story. This will be an anchor chart.
4. Say, “**On that day, they gathered around while she did the experiment. She poured vinegar into the baking soda and foam blew up everywhere. Everyone cheered.**” Do you know who it is about or where they are? Not exactly: it could be anyone and anywhere.
5. Next say, “**Yesterday, the kindergarten students watched from their desks while their teacher did the experiment. She poured vinegar into the baking soda and foam blew up everywhere. All the children cheered.**” What do you know now? How can you use the details to explain how you know? (Ex: *kindergarten, desks, teacher, etc.*)
6. As you read more stories, add the characters and settings to the anchor chart.
7. Check: “**What do we call the ‘who’ in a story?** (characters) **What do we call the ‘where’ in a story?** (setting) **Why are they important to know?**”



Dramatic Play

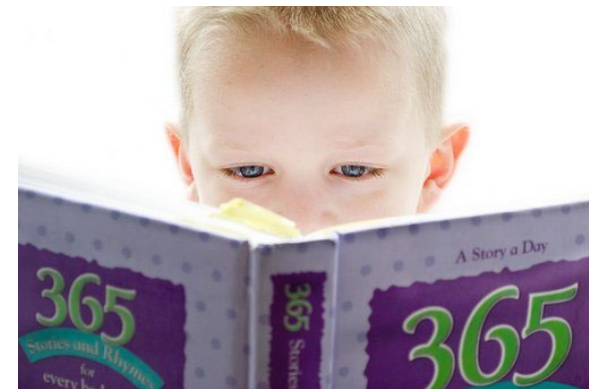
Puppet Show – Story Elements

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

Materials: paper, construction paper, crayons, markers, craft sticks, cereal boxes, glue/tape, scissors, favorite books

Instructions:

1. Review the story elements of character and setting.
2. Work together to create stick puppets of the characters from a favorite book. Make the setting using the paper and cereal boxes by taping the scene to the box.
3. Encourage your child to re-enact the events in the story using the stick puppets and scenery.
4. Ask your child questions that prompt him/her to create different versions of the story.



Social Studies

Community Thanks!

Learning Goal: Create simple representations of home, school, and community

Materials: cardstock or poster board, markers, paints

Preparation: Discuss with your child what a community is: a public group. Discuss who does what job in your community: hospital workers, police officers, firefighters, store workers, veterinarians, teachers, etc.

1. Encourage your child to choose one or more of these helpers to write a thank you to.
2. Encourage him/her to think about what that person does to help your community. Perhaps one of your family members is a community helper.
3. Discuss with your child that it takes all different people and jobs to make a community.



Sensory Exploration

Rainbow Salad

Learning Goal: Match colors and follow directions

Materials: red fruit such as strawberries or raspberries, pineapple, cantaloupe or orange segments, blueberries, purple grapes or blackberries, kiwi, lemon juice, sugar

Preparation: Read the story: *A Rainbow of my Own* by Don Freeman or watch: <https://www.youtube.com/watch?v=QWn7HAc9p8>

Instructions:

1. Wash your hands at the beginning and end of each cooking project.
2. Help your child cut the fruits into bite-size pieces (a plastic knife and supervision). Keep the fruit separate until ready to build the rainbow.
3. Squeeze a small amount of lemon juice on the fruit and a spoonful of sugar.
4. Decide with your child if he/she will make either one big rainbow platter to be shared by family members or smaller individual rainbows.
5. The seven colors of the rainbow are from top to bottom: red, orange, yellow, green, blue, indigo, and violet.
6. Encourage your child to use the fruits to represent the rainbow.
7. Share with your family during a snack or meal. Eat and enjoy!



Storytime Using Technology

A Kings Demand-The Story of Archimedes and the Gold Crown

Objective for Development and Learning: Use scientific inquiry skills, demonstrate knowledge of the physical properties of objects and materials, use number concepts and operations, and engage in problem-solving

Rationale: Archimedes was a great scientist who lived 200 years ago. He loved to discover answers to the how and why things worked. His technical inventions and mathematical discoveries are the basis of our modern mathematics and physics today. He could solve difficult problems and was considered a very intelligent man. King Hiero asked Archimedes to solve a problem for him. The king wanted to know if his crown was made from pure gold. The great thinker, Archimedes, used water to solve the King's request. Archimedes discovered the principle that states that an object immersed in water is buoyed up by a force equal to the weight of the displaced water.

Materials and Directions: • Internet access • Website to read the story: <https://easyscienceforkids.com/all-about-archimedes/>
<http://www.loving2learn.com/SuperSubjects/ReadingandLanguage/FavoriteStories2/2ndGradeFavoriteStories/Eureka.aspx>

- Look at the websites and read the story of Archimedes.

Open-Ended Questions: ■ Technology is identifying the skills we already have and applying that knowledge to solve new problems. What skills did Archimedes display? How did he use his knowledge to solve the problem? ■ How did Archimedes use what he knew about water to solve the King's request? ■ Was water important to Archimedes' discovery? How?

A poem by Robert Louis Stevenson - 1850-1894

My Shadow



I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

(point to self/stretch arms in and out)
(shrug shoulders with hands facing up)
(touch heels, touch head)
(jump forward, crouch down)

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

(stretch up tall very fast)
(stretch up tall very slow)
(stretch up tall and jump in place)
(crouch down into a ball)

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

(shrug shoulders with hands facing up)
(improvise being foolish!)
(pretend to be cowardly)
(point to self)

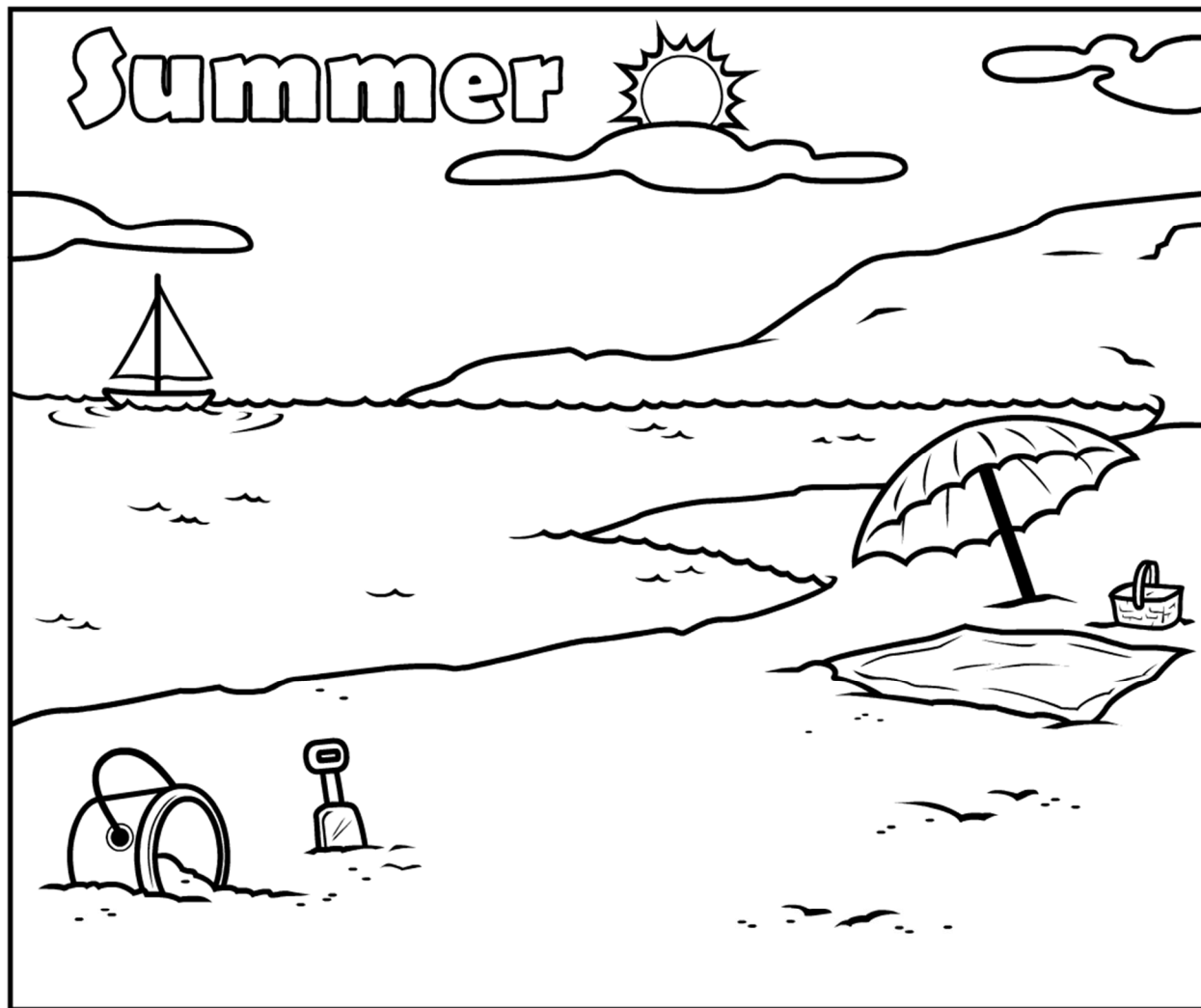
One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

(bring arms together in circle overhead)
(pretend to pick a flower)
(rub eyes sleepily)
(hands together side of face)

Name _____

Coloring Pages
Four Seasons for Me: **Summer**

Draw yourself in this picture of summer.



Name _____

Word Search
Farm

Farm Word Search

Circle the words you find from the word list. Hint: Every letter is used at least one time, and some letters are used more than one time.

f a r m e r
e g g s h e
c o w m o d
m a h i r h
a t e l s a
d o n k e y

Word List

farmer	eggs	ate	donkey
cow	horse	goat	she
milk	red	hay	hen

Name _____

Write About It

Describe A Picture:

The Inside-Outside Summer Stepped Reader

Write a sentence about the picture you see.



Teaching Tip: You may wish to use this printable as an opportunity to teach the writing process. First, ask the student to write a draft of his or her response on a separate sheet of paper. Then have the student revise it, edit it, and write the final version on this printable.