

Week 6 SERIES 1300-1350

LEARNING GOALS

- Connect information and events in books to real-life situations and connect new vocabulary with prior educational experience
- Use materials purposefully and respectfully
- Rote counting
- Use voice, instruments, and objects to musically express creativity
- Show how water transfers
- Recognize colors and objects found in nature
- Connect new vocabulary with prior educational experience
- Become aware of roles, responsibilities, and services provided by community workers
- Recognize that objects or sets can be combined or separated
- Use a variety of tools and art media to express individual creativity

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

- clear cups (7)
- food coloring (blue, red, yellow)
- paper towels
- markers, crayons
- glue
- scissors
- envelopes
- paper
- internet access
- magazines
- water
- paper plates (2)
- forks (2)
- spoons (2)
- cups (2)
- tablecloth
- pebbles and small twigs

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *Beautiful*

Creative Station: *Floral Collage*

Brain Waves: *Subitizing*

TUESDAY

Math: *Slide the Flower*

Music/Movement: *Do You Know the Parts of the Plant?*

Brain Waves: *Subitizing*

WEDNESDAY

Science: *Rainbow Water Walking*

Creative Exploration: *Backyard Scavenge Hunt*

Brain Waves: *Subitizing*

THURSDAY

Language/Literacy: *I Spy Something Beautiful*

Dramatic Play: *Flower Walk*

Brain Waves: *Subitizing*

FRIDAY

Math: *Picnic Match-Up*

Creative Exploration: *Pebble People*

Brain Waves: *Subitizing*

Language/Literacy

Beautiful

Learning Goal(s): Connect information and events in books to real-life situations and connect new vocabulary with prior educational experience

Materials: internet access, website:

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

Preparation: Preview the read aloud book, *Flower Garden* by Eve Bunting (link provided).

Instructions:

1. Access the read aloud story by using the link above.
2. Begin the discussion by showing the book cover. Engage your child in conversation about the colors of the flowers and the colors in the girl's shirt. Have your child observe the girl's facial expressions. How do they think the girl feels? What things do they see on the cover they think are beautiful? Define "beautiful" as very pretty. Invite child to brainstorm things they think are beautiful.
3. Record child's responses.
4. Refocus your child's attention to the book. Read the title. Read the author's and illustrator's names. Tell your child to listen closely and look carefully at the pictures as you view video. Listen and look for bright, beautiful colors and happy, beautiful smiles. Tell child there's a surprise at the end. Caution those who may have already read the story not to spoil the surprise.
5. After reading, let child know this week is about many of the things we think are happy, colorful, and beautiful.
6. Conclude with the song "Beautiful."

Beautiful

(sung to the tune of "I'm a Little Teapot")
 B-E-A-U-T-I-F-U-L Everything I see is beautiful.
 B-E-A-U-T-I-F-U-L Everything I see is beautiful.

Creative Station

Floral Collage

Learning Goal: Use materials purposefully and respectfully

Materials: glue, magazines, paper, scissors

Instructions:

1. Encourage your child to complete this activity with you.
2. Make materials accessible for your child.
3. Remind child a "collage" is artwork that uses small pictures to completely cover the page. Define "floral" as looking like flowers.
4. Allow child to find various pictures of flowers in magazines provided and glue them to paper provided completing their collage.



Math

Slide the Flower

Learning Goal: Rote counting

Materials: 3-4 envelopes, paper, scissor

Preparation: Cut an abundance of paper flowers. Place 10 to 30 paper flowers in each envelope.

Instructions:

1. Encourage your child to join you.
2. Give your child an envelope. Have your child open and count their flowers. Listen carefully as they count.
3. When they finish counting, have your child place the flowers back into the envelopes.
4. Say, “Slide the flowers.”
5. Your child should slide the envelope of flowers to the back to the center of the table. Then, have him/her pick another envelope, remove the flowers, and count again.
6. Play until your child has had the opportunity to count the different amounts of flowers in each envelope.
7. For variety, set a timer, and see how quickly your child can count the flowers.



Music/Movement

Do You Know the Parts of the Plant?

Learning Goal: Use voice, instruments, and objects to musically express creativity

Instructions:

1. Encourage your child to join you. Tell them they are going to learn a song about the parts of plants.
2. Sing song below to the tune of “Head and Shoulders”

Do you know the parts of plants, parts of plants?
 Do you know the parts of plants, parts of plants?
 All kinds of plants that grow and grow and grow.
 Do you know the parts of plants, parts of plants?

The roots hold the plant in place, plant in place.
 The roots hold the plant in place, plant in place.
 The roots store food and water too.
 The roots hold the plant in place, plant in place.

The stem moves water up the plant, up the plant.
 The stem moves water up the plant, up the plant.
 The stem brings water to the leaves.
 The stem moves water up the plant, up the plant.

The leaves soak up the sun, soak up the sun.
 The leaves soak up the sun, soak up the sun.
 The sun helps the plant to grow and grow and grow.
 The leaves soak up the sun, soak up the sun.

The flower grows into a fruit, into a fruit.
 The flower grows into a fruit, into a fruit.
 Inside the fruit are little, tiny seeds.
 The flower grows into a fruit, into a fruit.

Science

Rainbow Water Walking

Learning Goal: Show how water transfers

Materials: 7 clear cups, water, red, blue and yellow food coloring, 6 half sheets of paper towel, internet access, website:

<https://www.youtube.com/watch?v=fYniUL4lBA>

Preparation: Watch the three-minute video on Rainbow Water Walking (link provided). Then, help your child complete the water walking paper for what they think will happen.

Instructions:

1. Place 7 cups in a row. Add ½ cup of water to 1st, 3rd, 5th and 7th cup.
2. Add five drops of red food coloring to the 1st and 7th cup. Add 5 drops of yellow to the 3rd cup. Add 5 drops of blue to the 5th cup. The 2nd, 4th and 6th cup remains empty.
3. Fold the ½ sheet of paper towel in half lengthwise, then fold it in half lengthwise again. Next, bend it in half like the letter V.
4. With the cups side by side and touching, place the paper towel over cups 1 & 2, 2 & 3, 3 & 4, 4 & 5, 5 & 6, and 6 & 7 (V side down).
5. Check back at 1 hour, 2 hours and overnight. What happened?



Creative Exploration

Backyard Scavenger Hunt

Learning Goal: Recognize colors and objects found in nature

Preparation: Take your child outside and talk to them about all the things they might find in the great outdoors!

Instructions:

BACKYARD SCAVENGER HUNT

- ☁ Find 3 kinds of leaves..
- ☁ Find something yellow.
- ☁ Name a bug that is red.
- ☁ Find 2 sticks.
- ☁ Find something that smells good.
- ☁ Name something you see in the sky.
- ☁ Find something that is round.
- ☁ Find something that grows that is green.
- ☁ Find a bird.
- ☁ Find 3 different colored rocks.
- ☁ Find something purple.
- ☁ Find a bug.



Language/Literacy

I Spy Something Beautiful

Learning Goal: Connect new vocabulary with prior educational experience

Instructions:

1. Encourage your child to join you.
2. Begin by sharing that flowers are not the only beautiful things. Have your child observe your house and outside for things they consider beautiful. Assure them whatever he/she thinks is beautiful is okay. We all do not think the same.
3. Invite your child to play I Spy Something Beautiful. It can be outside the house or inside. Encourage him/her to begin saying, “I spy something beautiful. It is round and red. What is it?” Have other family members guess the beautiful thing. Invite your whole family to play.
4. For added variation and to remain with social distancing standards, play with friends and family via online/phone.



Dramatic Play

Flower Walk

Learning Goal: Become aware of roles, responsibilities, and services provided by community workers

Materials: different flower coloring sheets (provided with packet), to/from worksheet (provided with packet), crayons (markers or coloring pencils), glue, scissors (child-sized)

Instructions:

1. Encourage your child to join you.
2. Explain to your child that he/she will become a Florist. Define what a Florist is/does.
3. Ask your child to color the flower coloring sheets as he/she chooses. Add extra embellishments if desired.
4. Ask your child to cut the flower out. A family member may help if needed.
5. A family member should cut the To/From Tags out. Encourage your child to write their name on the “From” tab. Assist your child as needed. Have him/her glue labels on back of flower.
6. Gather flowers and encourage your child to walk outside with you. Tape flowers on neighbors’ mailboxes or deliver to doorstep (mindful of social distancing). For added variation, mail flowers to friends and family members.
7. Praise for child for being a kind Florist. Take pictures for keepsakes.



Math

Picnic Match-Up

Learning Goal: Recognize that objects or sets can be combined or separated

Materials: two plates (paper), two forks, two spoons, two cups, tablecloth

Instructions:

1. Talk to your child about sets. Explain that a set can be made up of objects that are the same or objects that can be put together and used as a set.
2. Have your child group the picnic items together that are the same (put all the plates together, put all the forks together, etc). Have your child count how many he/she has of each item.
3. Next, tell your child the you both are going on a picnic and will need one of each item to take with you. Have your child sort the items so that each of you has one of each picnic item (one plate, one fork, one spoon, etc).
4. Once you each have your picnic items, prepare a snack, take your items outside and have a real picnic!



Creative Exploration

Pebble People

Learning Goal: Use a variety of tools and art media to express individual creativity

Materials: assorted size pebbles (rocks) and small twigs, paper, glue

Instructions:

1. Have your child collect different size rocks and small twigs from outside.
2. Talk to your child about using their creativity to make Pebble People out of the rocks he/she collected. Explain to your child that creativity is when you use something different in a new way, ex: “We are using rocks to make people.”
3. Allow your child to place the rocks on a piece of paper to look like a person. They can use the twigs to make arms and legs or to make it look like the person is holding a walking stick. (Use the picture below as an example.)
4. Once the rocks are organized the way your child wants them, they can glue them down to the paper. They can make one pebble person or a whole pebble family!



Supporting the Development of the Occipital Lobe

The occipital lobe is the part of the brain responsible for visual processing. Neurons for vision begin to form during the first few months of a child's life, so providing lots of visual stimulation during these critical periods is important. The occipital lobe identifies shapes and colors and interacts with other lobes to process visual information received.



Short-Term Memory

Subitizing

Materials: domino cards (provided with packet), scissors

Preparation: Cut cards with dots showing varying amounts and configurations.

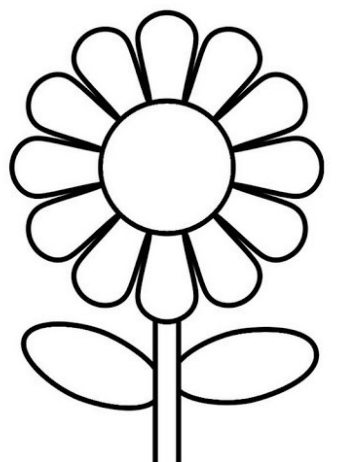
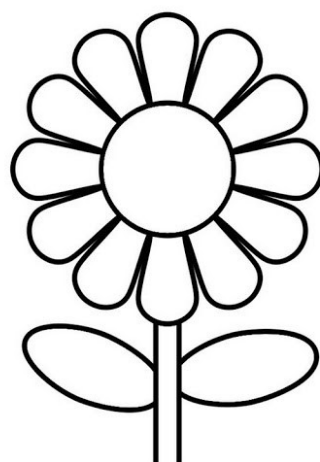
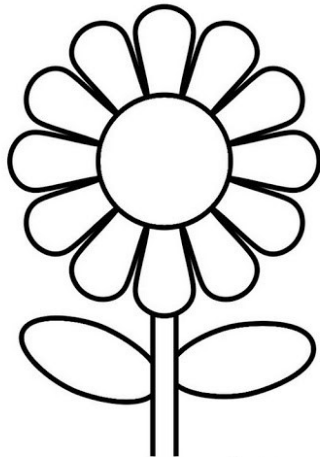
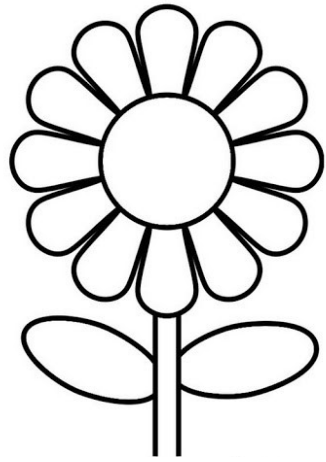
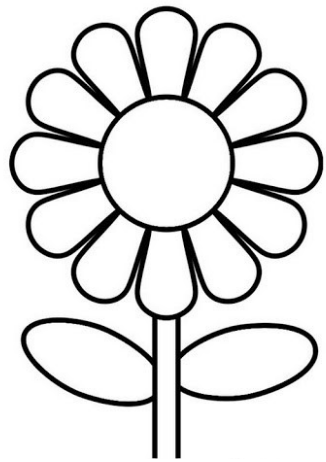
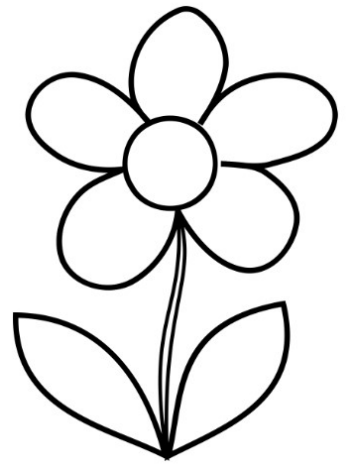
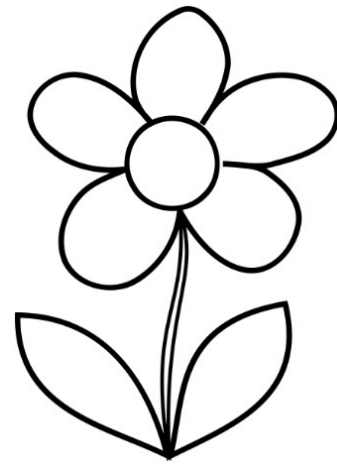
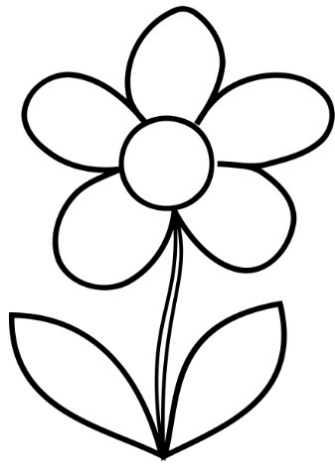
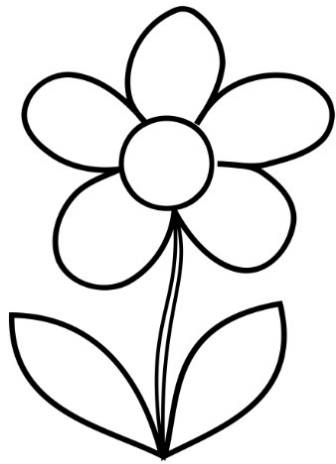
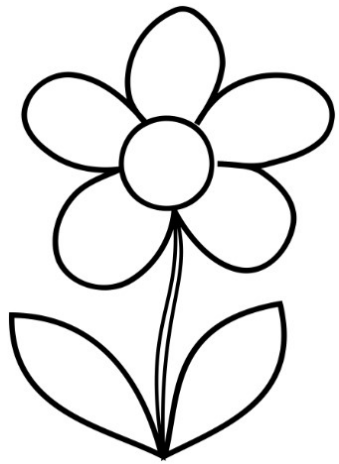
Instructions:

Note: Subitizing is the instant recognition of a number of objects without counting.

1. Encourage your child to join you in a game. Tell him/her they will play a game called Subitizing.
2. Explain you will show a card with dots, count to three, and hide the card.
3. They have to tell you how many dots they remember seeing.

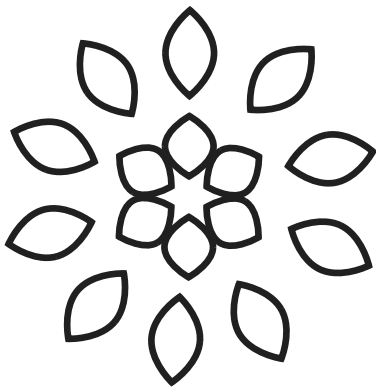
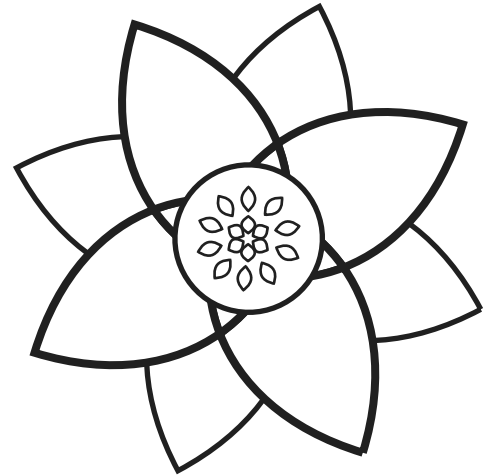
Subitizing is like instant word recognition. This is instant number recognition. Children are challenged to recognize instantly the amount of a group of objects without counting.

Activity Variation: For added difficulty, decrease the length of time you display the card. You could also have your child hold up the corresponding number of fingers. If they see five dots, they hold up five fingers. Have your child begin adding with the cards. For example, hold up a one dot card and a two dot card. Children tell the total number of dots.



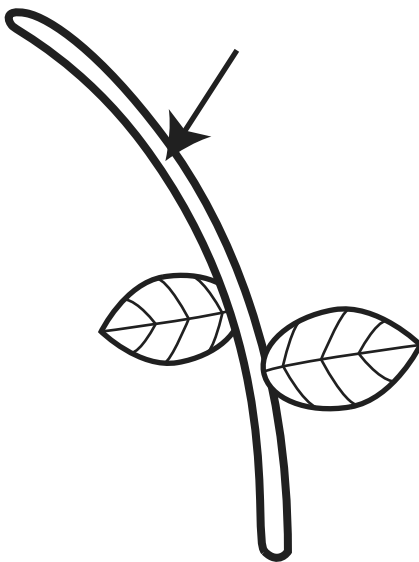
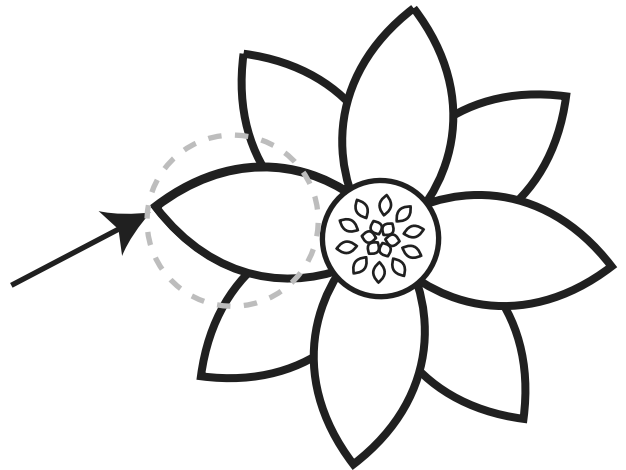
Trace and color.

FLOWER



SEEDS

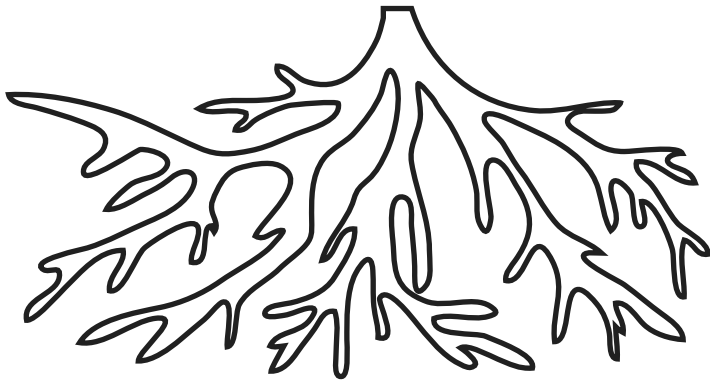
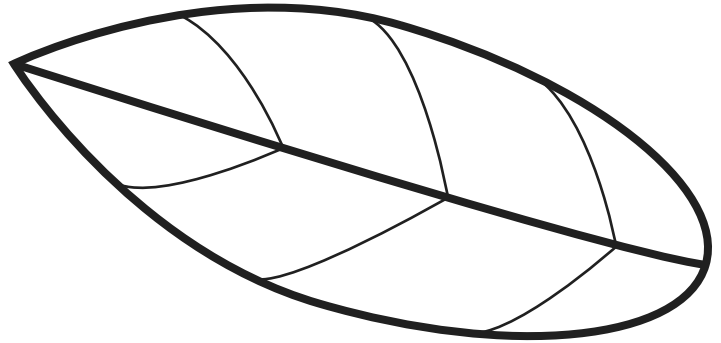
PETAL



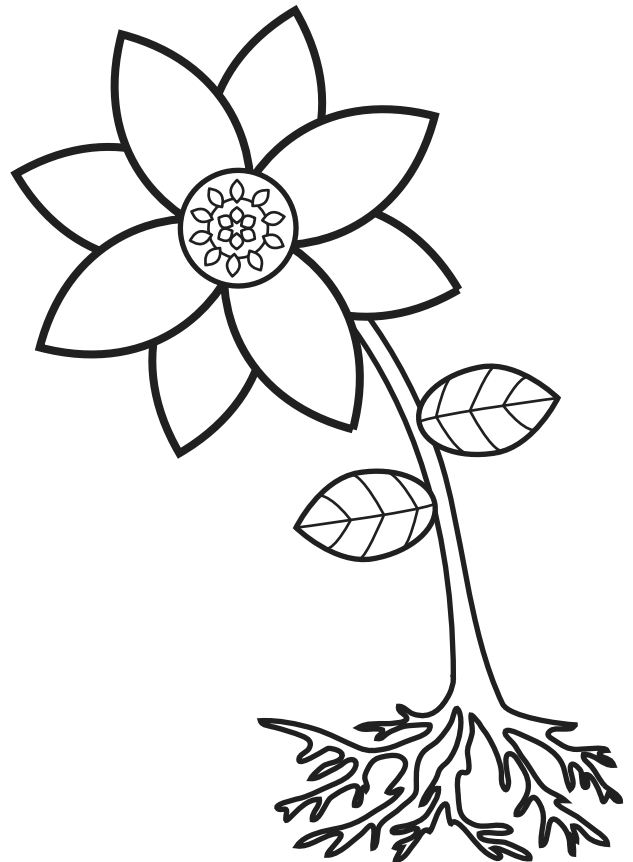
STEM

Trace and color.

LEAF



ROOTS



PLANT


TEACHING TOOL – For Dramatic Play: Flower Walk Activity

To:




From:

To:



From:

To:




From:

To:




From:

To:




From:

To:




From:

To:



From:

To:



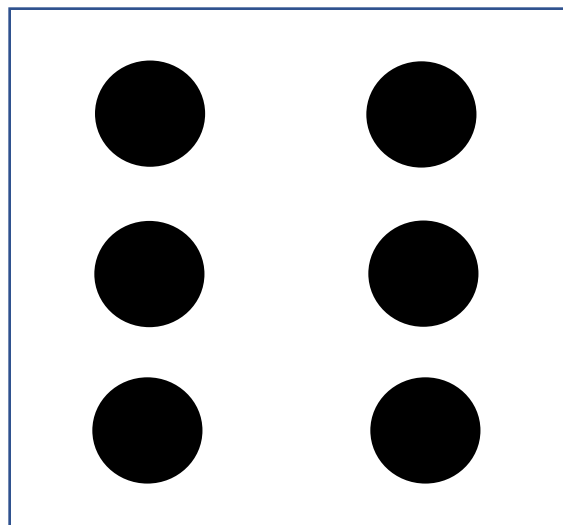
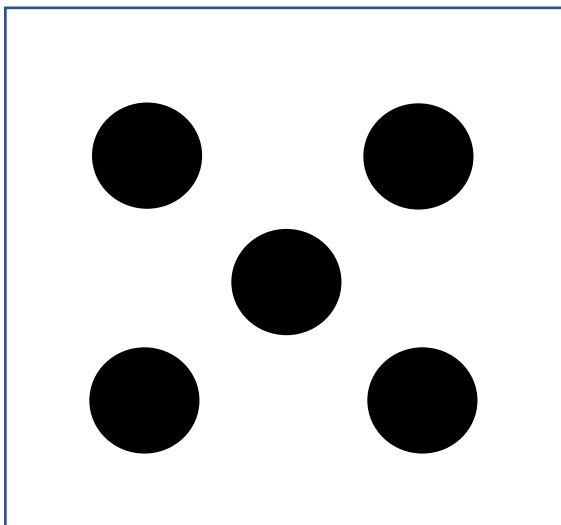
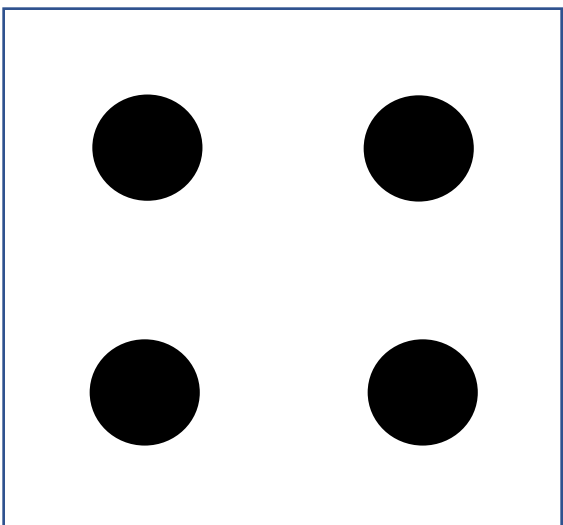
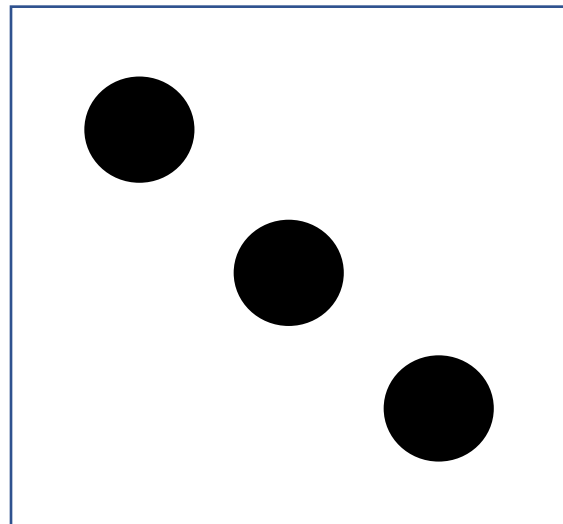
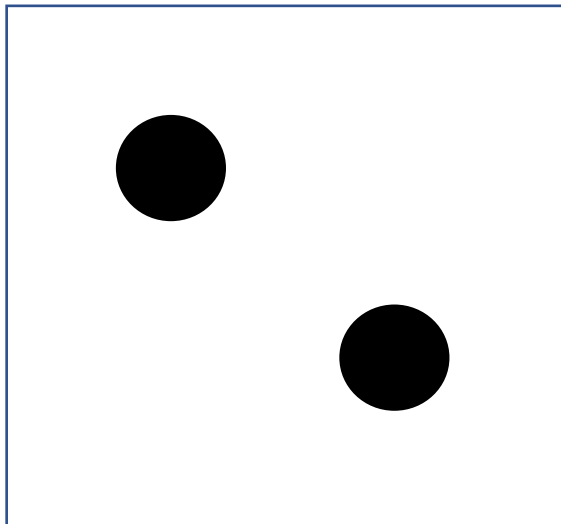
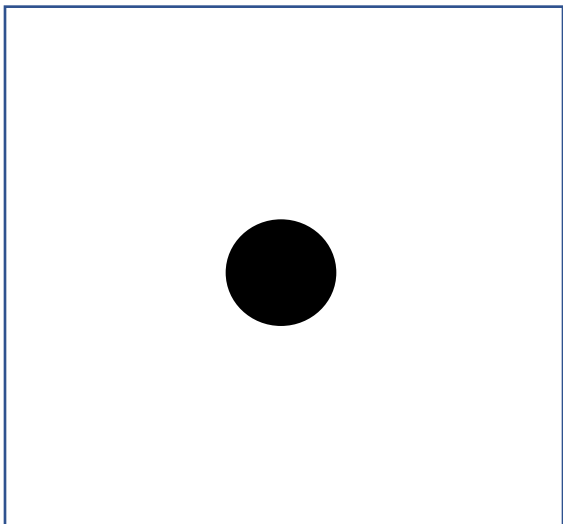
From:

To:



From:

TEACHING TOOL – For Brainwaves: Subitizing Activity



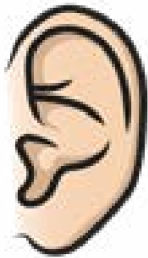
My Nature Walk

Using my senses...

See



Hear



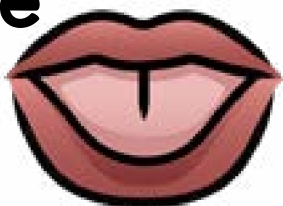
Smell



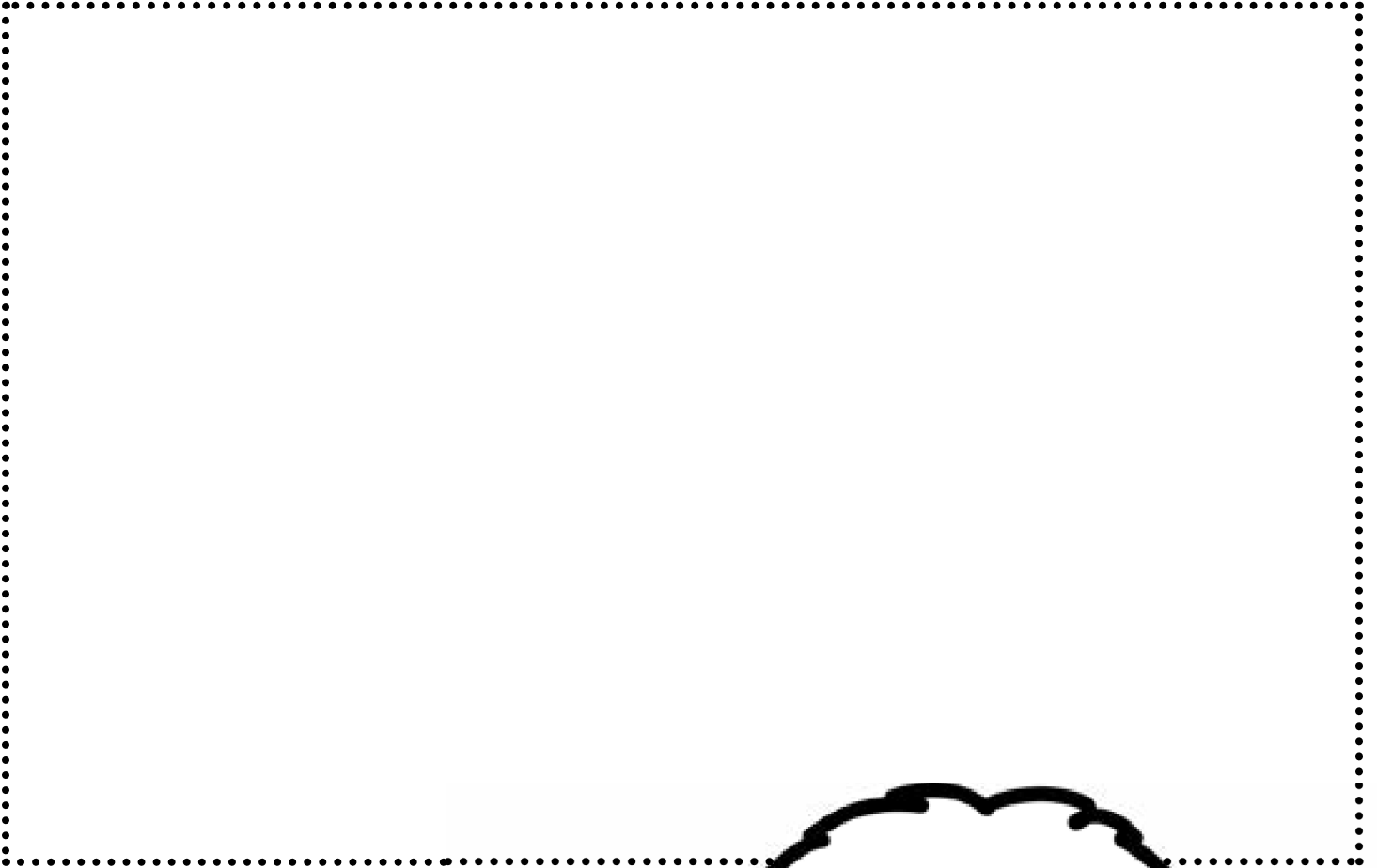
Touch



Taste



My Nature Doodles



What I saw?

What I liked about it?



Name _____

Trace the lines.

