

Week 8 SERIES 1400

**LEARNING GOALS**

- Sounding out words with short “a” sounds; recognizing letter sounds and simple words
- Creating visual art forms
- Putting things in sets
- Matching lyrics to musical tunes
- Discriminating between living organisms and non-living materials
- Making connections between stories and real-life experiences
- Dramatizing a story
- Understanding the facts about a butterfly
- Examining the physical characteristics of insects: six legs, three body parts, two wings (for some), two eyes

**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 (black, white)
- markers
- plastic spoons (2)
- pipe cleaners (or twist ties)
- glue
- scissors
- googly eyes (or black construction paper)
- household items (in sets of 4)
- pictures (ant, earthworm, various insects)
- magnifying glass
- tweezers
- tulle (or mesh)
- clear jars
- internet access
- cups (3)
- small cube or object

**CURRICULUM SCHEDULE**

**MONDAY**

- Language/Literacy: *The Short a Sound*
- Creative Exploration: *Ant Spoons*
- Brain Waves: *Keep Your Eyes on the Prize*

**TUESDAY**

- Math: *Making Sets*
- Music/Movement: *There’s an Ant Crawling*
- Brain Waves: *Keep your Eyes on the Prize*

**WEDNESDAY**

- Science: *Crawling and Wiggling*
- Language/Literacy: *Ants Alive!*
- Brain Waves: *Keep Your Eyes on the Prize*

**THURSDAY**

- Language/Literacy: *Spelling Bee*
- Dramatic Play: *Hey There, Ant*
- Brain Waves: *Keep Your Eyes on the Prize*

**FRIDAY**

- Social Studies: *The Butterfly Lifecycle*
- Sensory Activity: *Insect Observation Laboratory*
- Brain Waves: *Keep Your Eyes on the Prize*

## Language/Literacy

### The Short “a” Sound

**Learning Goal:** Sounding out words with short “a” sounds

**Materials:** paper, marker

**Preparation:** Write the following letters in 2-inch squares on a sheet of paper. 1 letter b, 1 letter h, 1 letter s, 1 letter p, and 4 letters a. Cut out each letter separately so that you have 8 letters total. Use the same font (style of letter) as shown in the above directions.

**Instructions:**

1. Show your child the letter a and practice the sound a short a makes (aah) when spoken.
2. Show each letter and practice with your child the sound each letter makes.
3. Tell your child, “let’s makes some words and sound them out with each other. Form the words: bat, hat, sat, and pat with the cut-out letters.
4. Sound out the following words with your child: bat, hat, sat, pat.
5. Repeat this activity several times during the week.

bat hat sat pat

## Creative Exploration

### Ant Spoons

**Learning Goal:** Creating visual art forms

**Materials:** 2 plastic spoons, pipe cleaners (or twist ties), black paper, glue, googly eyes (or small circles from black construction paper), scissors

**Instructions:**

1. Fit spoons together with the scoop parts at opposite ends.
2. Wrap the two spoons together with pipe cleaners.
3. The pipe cleaners will represent the six legs of the ant.
4. Bend the pieces that stick out from the spoons to look like ant legs.
5. Cut out 2 small ovals from black paper and tape an oval to each end of the spoons to represent the head and the abdomen.
6. Glue googly eyes (or small circles cut from black construction paper) to the head for eyes.
7. Use pipe cleaners for antennae.
8. Make a whole colony of ants if you choose.



## Math

### Sets

**Learning Goal:** Putting things in sets

**Materials:** items in sets of 4 (ex: kitchen utensils, cookware, pantry food items, etc.)

**Preparation:** Put all chosen items on the table in no particular order.

**Instructions:**

1. For this activity, explain to your child that a set is a group of objects that are alike.
2. Ask your child to order items of his/her choosing in sets of two.
3. Be prepared to help your child with getting started on selecting sets of two items.
4. Move on to sets of 3 items, then 4 items.
5. Invite your child to count the items in each set.



## Music/Movement

### There's an Ant Crawling on the Floor!

**Learning Goal:** Matching lyrics to musical tunes

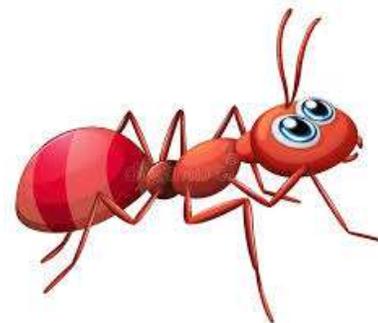
**Instructions:**

1. Invite your child to learn a new silly song.
2. Pick a simple tune for the lyrics.

There's an ant crawling across the floor.  
There's an ant crawling across the floor.  
There's an ant crawling across the floor,  
And it's going right out the door.  
There's an ant crawling across the floor.

There's an ant crawling up my knee  
There's an ant crawling up my knee  
There's an ant crawling up my knee,  
To see what he can see.  
There's an ant crawling up my knee.

3. Encourage your child to add some new action lyrics to the song that rhyme.



## Science

### Crawling and Wiggling

**Learning Goal:** Discriminating between living organisms and non-living materials

**Materials:** pictures of an ant and an earthworm

**Preparation:** Find pictures of an ant and an earthworm on the internet- use google images of ants and earthworms

**Instructions:**

1. Ask your child if rocks are living or non-living things. Why? Ask if ants are living or non-living? Why? Can both be found in the dirt?
2. Ask child if they have seen an ant hill. Where did he/she see it? Was there more than one ant around it?
3. Show picture of an ant. Explain ants make tunnels to create nest communities in the ground. They can also live in ground-level mounds and trees. Ants are busy building the nest, collecting food, and protecting other ants. Have your child crawl on all fours like ants. If he/she were gathering food, how would they carry it?
4. Ask your child what wiggles and can be found in the dirt. Are they living or non-living? Why?
5. Show picture of an earthworm. Some worms are called night crawlers. These worms burrow in the daytime and feed above ground during the night. As the worm burrows, it consumes dirt.
6. Have your child lie down on the floor and wiggle like a worm. How does this compare to how an ant moves around? Which would he/she rather be? Why?
7. To extend the lesson, your child can write or dictate a story about their life as an ant or earthworm. Be sure to encourage drawing pictures!

## Language/ Literacy

### Ants Alive!

**Learning Goal:** Making connections between stories and real-life experiences

**Materials:** paper, pencil, internet access, websites:

-Link for *The Grasshopper and the Ants* an Aesop's Fable by ABCMouse.com: [https://youtu.be/1i6mbw6\\_2IU](https://youtu.be/1i6mbw6_2IU)

-Link for *Ants* by Melissa Stewart:

<https://www.youtube.com/watch?v=3K0atmdwAWY>

**Preparation:** Preview videos to choose most appropriate information for your child.

**Instructions:**

1. Ask your child what he/she know about ants. Write "Know" on paper. Record responses under "Know."
2. Write "Want to Know" on the paper. Encourage your child to ask questions about what they want to know about ants. Write questions on the paper.
3. Track left-to-right when reading text and ask your child to identify letters of words or the entire word.
4. When finished, ask child to describe what facts were learned. Write "Learned" and their responses. Was their prior knowledge accurate? Did they learn answers to their questions?
5. Encourage child to tell you a favorite fact about ants.
6. Check for understanding by asking your child to name a letter from the cover of the book, recognizing it as upper or lowercase.



## Language/Literacy

### Spelling Bee

**Learning Goal:** Recognizing letter sounds and simple words

**Materials:** scissors, paper, marker

**Preparation:** Cut out fifteen squares of paper. Write one letter on each square. The following letters are needed: two B's, two E's, one A, one N, one T, one U, one G, one F, one L, and one Y. The letters will create the words bee, ant, bug, and fly.

**Instructions:**

1. Ask child what sounds the letters B, E, A, N, T, U, G, F, and L make. Sound the letters out together. The Y sound for this activity should make the long i sound.
2. Using the letters, work together to create three letter words including bee, ant, bug, and fly. As the words are created, work together to pronounce all of the sounds used to make the word.



## Dramatic Play

### Hey There, Ant

**Learning Goal:** Dramatizing a story

**Materials:** internet access, website:

<https://youtu.be/ehH6l6v5sYM>

**Preparation:** Preview the read aloud book, *Hey, Little Ant* by Philip & Hannah House.

**Instructions:**

1. View read aloud book with your child about a talking ant.
2. Invite your child to pretend to be one of the characters in the story – the boy or the ant.
3. Create a small dramatization of your own about a conversation an ant might have with a human.
4. Make some costumes and some antennae for the ant.
5. Start a conversation with your child about understanding different points of view and how to share feelings with others.



## Social Studies

### The Butterfly Lifecycle

**Learning Goal:** Understanding the facts about a butterfly

**Materials:** internet access, website:

<https://youtu.be/V5RSpMQQOpw>

**Preparation:** Using the link provided above, preview the video, *How a Caterpillar Becomes a Butterfly*.

**Instructions:**

1. The life cycle of a butterfly has 4 steps: eggs, caterpillar (also known as larva), pupa, adult.
2. Most female butterflies lay their eggs on the kinds of plants their caterpillars will want to eat. This helps make sure the young are able to start eating right after they hatch. Otherwise, they will starve.
3. Some butterfly eggs hatch in a few days; others in a few months. The average is 8 days.
4. Only 1 in every 100 eggs survives and hatches; the rest are eaten or killed by disease.



## Sensory Activity

### Insect Observation Laboratory

**Learning Goal:** Examining the physical characteristics of insects: six legs, three body parts, two wings (for some), two eyes

**Materials:** clear jars, magnifying glasses, tweezers, pieces of tulle (or mesh), pictures of various insects

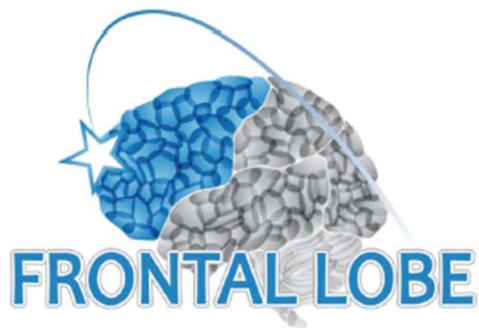
**Instructions:**

1. Set up a small insect observation lab within your home.
2. Display pictures of different types of insects on the walls of your child's play area.
3. Go on an insect hunt outside using clear jars and mesh to capture insects.
4. Release insect specimens back to their habitats after observation.
5. Compare the insects you find, helping your child identify their differences and their similarities.



## Supporting the Development of the Frontal Lobe

A main function of the frontal lobe is cognitive thinking, such as reasoning and problem solving. This portion of the brain is also responsible for motor development, language development, social-emotional behavior, and impulse control. Research shows that lack of development in the frontal lobe can lead to deficits in concentration and decreased problem solving and creativity skills.



## Logic/Focus Keep Your Eyes on the Prize

**Materials:** cups (3), small cube or object

**Preparation:** Get 3 cups that are alike. This game is best played in pairs or with small groups.

**Instructions:**

1. Invite your child to play a game called Keep Your Eyes on the Prize.
2. Show your child the 3 cups and the cube.
3. Explain that you will hide the cube under one of the cups and will move the cups around.
4. Caution your child to watch the cups very closely to keep their eyes on the cup with the cube under it.
5. When you stop, challenge the child to touch the cup that has the cube under it.
6. Repeat several times or take turns moving the cups.
7. Congratulate your child when the cube is found. This activity challenges children to concentrate and maintain focus, keeping their eyes on the prize.

