

Week 9 SERIES 1400

LEARNING GOALS

- Recognizing letters of the alphabet
- Using materials creatively
- Using mathematical problem solving
- Gaining knowledge of musical sounds
- Connecting information learned from text to scientific methods
- Exploring properties relating to rock, soil, and mud
- Connecting information learned from text to scientific methods
- Writing and word recognition
- Using imagination to spotlight community helpers
- Demonstrating responsibility for animals

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

- | | |
|---------------------------|---|
| • internet access | • cleaning supplies (towels, washcloth, toothbrush, etc.) |
| • paper (white, yellow) | • pet figures |
| • tape | • scissors |
| • spray bottle/water hose | • paint (red) |
| • water | • index cards |
| • paper plate | • pots, pans, spoons |
| • markers | • vegetable oil |
| • glue | • food coloring |
| • containers | • Alka Seltzer |
| • mud | • clear cups/bottles |
| • bubble bath | • post-it notes |

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *Letters on Fire*

Creative Exploration: *Firefighters Wear the Hat*

Brain Waves: *Upside-Down Art*

TUESDAY

Math: *Math Card Game*

Music/Movement: *Musical Sounds*

Brain Waves: *Upside-Down Art*

WEDNESDAY

Science: *How a Scientist Works*

Cognitive Exploration: *Lava Experiment*

Brain Waves: *Upside-Down Art*

THURSDAY

Language/Literacy: *Helping Hands*

Dramatic Play: *Community Friends*

Brain Waves: *Upside-Down Art*

FRIDAY

Social Studies: *Boss Goes to the Vet*

Sensory Activity: *Caring for Pets*

Brain Waves: *Upside-Down Art*

Language/Literacy

Letters on Fire

Learning Goal: Recognizing letters of the alphabet

Materials: post-it notes or small pieces of paper, tape, spray bottle/water sprayer/water hose

Preparation: Write one letter of the alphabet on each piece of paper or post-it note. Make duplicates for the vowels as you make each letter of the alphabet.

Instructions:

1. Invite your child to be a firefighter and put out an alphabet fire.
2. Tape the post-its/papers outside on a fence, tree, or building wall.
3. Your child can wear a firefighter hat and be in control of the water ready to put out the fire.
4. As you give a command, your child can squirt water on the correct alphabet letter.
5. Commands such as:

Letter Tt is on fire! Firefighter, please help put the fire out.

Extinguish a letter that makes a certain sound.

Douse the letter that comes next.

Spray the first letter of the child's name.

Spray the first letter in certain words.

Douse lower-case letter that matches uppercase letter.



Creative Exploration

Firefighters Wear the Hat

Learning Goal: Using materials creatively

Materials: paper plate, red paint, yellow construction paper, marker, glue, scissors

Instructions:

1. Paint a paper plate red and allow to dry. Red is the color of a fire helmet so improvise any way you can.
2. While plate is drying, help your child cut a crest shape out of yellow construction paper. Draw an "F" and "D" on the crest with a black marker.
3. Once paper plate is dry, make a "U" shaped cut in the inner portion of the paper plate. Size the cut to fit your child's head.
4. Glue the crest onto the inner flap portion of the plate and bend it upwards until your child is happy with the shape.
5. Invite your child to try on the helmet and get ready to fight fires, rescue kittens from trees, and drive the fire truck with sirens blaring.



Image from momstown.ca

Math

Math Card Game

Learning Goal: Using mathematical problem solving

Materials: package of plain index cards or paper squares, markers

Instructions:

1. Invite your child to play a card game called, “Add It”.
2. Use a marker to print the numbers from 1 – 5 (one on each card – write large. Use the numbers more than once. This will make the game more fun. Decorate the back of the cards if you like.
3. Deal out the cards to each player (your child and you and more people if available). Make sure each player has an even number of cards. Each player makes their own pile of cards and turns them face down.
4. Each player draws from the top of his/her pile and lays a card face up on the table.
5. The first person to yell out the correct sum of the numbers on the cards wins that round of play and takes the cards.
6. The game continues until one person has all the cards. This game is great for a family activity.



Music/Movement

Musical Sounds

Learning Goal: Gaining knowledge of musical sounds

Materials: pots and pans, spoons, internet access, website:
<https://youtu.be/IUYEvCly8Fo>

Preparation: Preview the video at the website above on Forte Piano by MusicK8.com. Place pots, pans, and spoons on the floor or kitchen counter.

Instructions:

1. Invite your child to conduct an orchestra. Define the word.
2. View the video, make sure your child understands the difference between soft – piano and loud – forte.
3. Take turns being the orchestra conductor and one of the musicians in the orchestra.
4. View the video again and follow the prompts as your child plays the pots and pans instruments.
5. This activity is fun and adds new vocabulary for your child.
6. Try listening to other musical selections available for the different ranges of sounds.



Science

How a Scientist Works

Learning Goal: Connecting information learned from text to scientific methods

Materials: internet access, website:
<https://youtu.be/ysnf0gZuVWo>

Preparation: Read/listen to the read aloud book, *Cece Loves Science* by Kimberly Derting and Shelli R. Johannes, using the website above.

Instructions:

1. Ask your child what does a scientist do? Answer: A scientist asks questions and finds the answers.
2. Follow the scientific principle steps with your child.
3. First, ask a question. Ask child for the question from the story: Do dogs like broccoli?
4. Second: How did the children investigate and make observations? Go through the steps with your child.
5. Third: Was the question answered? Not yet? The children did further experiments. What did they do?
6. Fourth: The children thought about the results and drew truthful conclusions. What did the children discover?
7. Think of a question you and your child would like to investigate. For example: Why do people sneeze?

Achooooo!



Cognitive Exploration

Lava Experiment

Learning Goal: Exploring properties relating to rock, soil, and mud

Materials: vegetable oil, food coloring, Alka Seltzer® (original), 2 clear cups/bottles

Preparation: Add color to ½ cup of water. Fill a cup with ¾ vegetable oil. Break up Alka Seltzer into 2-3 pieces. Cover your workspace to catch overflow.

Instructions:

1. Pour the colored water into the oil leaving about 1-2 inches from the top of the cup.
2. Ask your child what is happening with the oil and water as if he/she were a scientist making observations. Discuss that the oil and water do not mix.
3. Direct your child to add in a piece of Alka Seltzer (one at a time until you have an overflow).
4. Ask your child to tell you what he/she sees.
5. Discuss the reaction taking place inside the bottle. How it similar to a volcano's lava flow?
6. What kind of scientist researches volcanoes? Answer: Geologist and specifically a Volcanologist.



Language/Literacy

Helping Hands

Learning Goal: Writing and word recognition

Materials: scissors, paper, tape, pencil, internet access, website:

https://www.youtube.com/watch?v=9NO_TLgorgw

Preparation: Preview the read aloud book, *Keeping You Safe* by Ann Owen, using the website above.

Instructions:

1. Help your child cut sheets of paper and attach sheets together at the top to create a notepad.
2. Listen to the story together.
3. Ask your child what a policeman does? (Teaches safety for bicycles, if you get lost the policeman will assist, assists with walking down the street, helps in the community) “What does a policeman drive or ride?” (Patrol car, horse, bicycle, motorcycle)
4. Ask “What letter does the word policeman start with?” Ask child to write the capital and lowercase letter “Pp” on the notepad created. Quiz child on other letters or words he/she may know and write those on the notepad.



Dramatic Play

Community Friends

Learning Goal: Using imagination to spotlight community helpers

Instructions:

1. Ask your child to imagine being a policeman and having to safely help a pedestrian cross the street.
2. Ask your child to assist walking the pedestrian across.
3. Work together using imagination as you look left and right.
4. Ask your child to show other ways policeman assist as community helpers.



Social Studies

Boss Goes to the Vet

Learning Goal: Demonstrating knowledge of community helpers

Materials: internet access, website:

<https://www.youtube.com/watch?v=sGBvLwzWgX4>

Preparation: Preview the video about a Field Trip to the Animal Hospital using the link above.

Instructions:

1. Watch the video with your child.
2. Miss Penny and the KidVision Kids went to Emerald Hills Animal Hospital to find out what happens at an animal hospital. Miss Penny took her dog, Boss, in for a checkup. They signed him in at the reception desk, they watched Boss get a checkup, viewed his X-rays in the operating room, and gave him a bath in the grooming area.
3. Discuss with your child the similarities between a veterinarian's office and his/her own doctor's office where he/she goes for a checkup.



Sensory Activity

Caring for Pets

Learning Goal: Demonstrating responsibility for animals

Materials: two plastic containers, mud, bubble bath, cleaning supplies (towels, washcloth, toothbrush, etc.), pet figure

Instructions:

1. Invite your child to the activity called "caring for our pets".
2. Fill one plastic tub with mud. Just add a few scoops of dirt from the backyard and some water to make mud.
3. Next, place some pet figures in the mud - hiding a few and really making it good and dirty.
4. Then, fill the other tub with clean water, bubble bath, and a variety of cleaning tools (toothbrushes, cloths).
5. Next, introduce the activity and invite your child to explore the pet figures, the mud, and the water in the bins.
6. Ask them what they think they should do if their animals are dirty? What would they need to wash their pet?



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

Upside-Down Art

Materials: crayons or markers, paper, (white, butcher), table, tape

Preparation: Tape one large piece of paper to the underside of a table. You could also tape several pieces of paper if butcher paper is not available.

Instructions:

1. Invite your child to create some Upside-Down Art.
2. Show the area where this will occur.
3. Demonstrate how to lie on your back under the table and draw on the paper.
4. Engage your child in a conversation about the experience. Inversion gives children a new perspective as well as allows for more relaxation.

Activity Variation: Use paint. For added difficulty, ask child to paint with non-dominant hand. For example, encourage a right-handed child to paint with his/her left hand and vice versa.

