

## Week 13 SERIES 1400

### LEARNING GOALS

- Practicing poems aloud
- Making real-world connections between stories and real-life experiences
- Using props in imaginative ways
- Learning about money
- Matching movements to song lyrics
- Understanding that people have an impact on the environment and participate in efforts to protect the environment
- Determining and evaluating solutions prior to attempting to solve a problem
- Providing a stage for child to express themselves imaginatively
- Demonstrating an awareness of geography
- Using the sense of touch to feel and manipulate objects

### DAILY SCHEDULE

Morning Routine

(Brush teeth, get dressed, breakfast, etc.)

**Curriculum Activity**

Snack

Independent Play

**Brain Waves**

Lunch

Quiet Time

**Curriculum Activity**

Outdoor Play

Evening Routine

### MATERIALS NEEDED

- Colored pencils
- Elastic (or ribbon/yarn)
- Hole punch
- Internet access
- Marker
- Masking tape
- Paper
- Paper plates
- Scissors
- Stickers
- Various coins

## CURRICULUM SCHEDULE

### MONDAY

Language/Literacy: *Let's Take a Hike*

Creative Exploration: *Blazing a Trail*

Brain Waves: *Walk the Line*

### TUESDAY

Math: *Let's Go to the Bank*

Music and Movement: *The Hiking Song*

Brain Waves: *Walk the Line*

### WEDNESDAY

Science: *Smokey Saves Trees*

Cognitive Exploration: *Sun Visor*

Brain Waves: *Walk the Line*

### THURSDAY

Language/Literacy: *Animals*

Dramatic Play: *Bear Hunt*

Brain Waves: *Walk the Line*

### FRIDAY

Social Studies: *Taking a Hike*

Sensory Activity: *Coin Rubbing*

Brain Waves: *Walk the Line*

## Language/Literacy

### Let's Take a Hike

**Learning Goal:** Practicing poems aloud

**Materials:** paper, marker

**Preparation:** Print the poem on the paper.

**Instructions:**

1. Invite your child to learn a simple rhyming poem about hiking:

**Let's take a hike together**

**One that will last forever and ever**

**No matter if it's good or bad weather!**

**We'll take all our gear**

**And be prepared any time of year**

2. Talk about the words that rhyme at the end of some of the sentences.
3. Explain to your child cadence in poetry. **Cadence** refers to "the rhythm of sounds" when reciting the words - designating falling tones especially at the end of lines of music or poetry. Try practicing a "sing song" kind of cadence with the poem.



## Creative Exploration

### Blazing the Trail

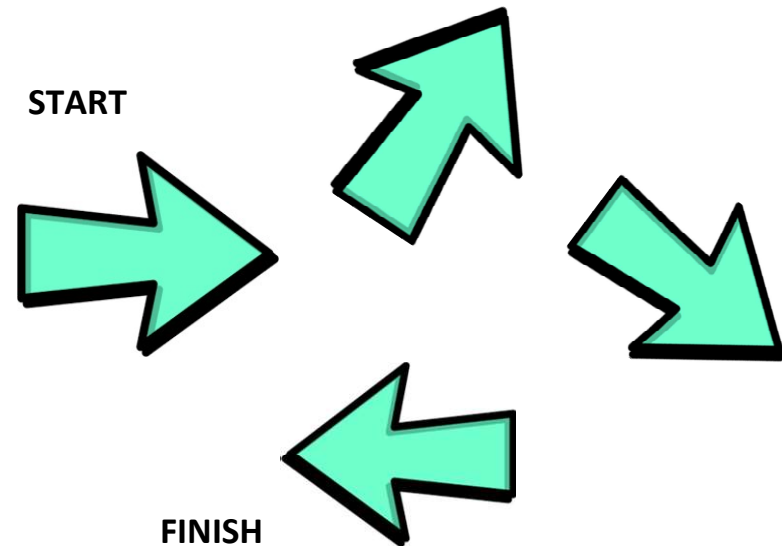
**Learning Goal:** Using props in imaginative ways

**Materials:** paper, marker

**Preparation:** Make arrow signs on several sheets of paper. Make a sign that reads START and one that reads FINISH.

**Instructions:**

1. Invite your child to blaze a trail through your house or yard using the arrow signs and START/FINISH signs for you or a family member to follow.
2. Blaze a trail for your child to follow and have a snack/treat at the FINISH sign to share!



## Math

### Let's Go to the Bank

**Learning Goal:** Learning about money

**Materials:** internet access, website for *Kid Vision Bank Field* virtual field trip:

<https://youtu.be/B-1aSgIS37k>

**Instructions:**

1. Watch the virtual field trip to the bank with your child.
2. Discuss with your child what the children in the video learned about money and its value.



## Music and Movement

### The Hiking Song

**Learning Goal:** Matching movements to song lyrics

**Materials:** internet access, website for *The Hiking Song* by The Chickadees:

[https://youtu.be/3vY\\_3J2MNIw](https://youtu.be/3vY_3J2MNIw)

**Instructions:**

1. Invite your child to listen to *The Hiking Song* by the Chickadees.
2. Play the song video again and let your child perform the movements.
3. Make up your own hiking song using the melody of *Row, Row Your Boat* and add appropriate movements.



## Science

### Smokey Saves Trees

**Learning Goal:** Understand that people have an impact on the environment and participate in efforts to protect the environment

**Materials:** paper, markers, Teacher Tool “Rules by Smokey” (provided in packet)

**Instructions:**

1. Invite your child to join you for an activity.
2. Share that he/she will learn about ways to prevent forest fires. Define “prevent” as “to stop something from happening.”
3. Show and read “Rules by Smokey” together.
4. Engage your child in a discussion about Smokey’s rules.
5. Teach the tree poem below:

**Trees**

Trees are short.

Trees are tall.

Trees have leaves

Summer, spring and fall.

6. To extend the activity, provide your child with a piece of paper and markers. Ask your child to make a poster, illustrating Smokey’s Rules.



## Cognitive Exploration

### Sun Visor

**Learning Goal:** With adult guidance and questioning, determine and evaluate solutions prior to attempting to solve a problem

**Materials:** elastic (can also use ribbon or yarn), hole punch, marker, paper plates, scissors, stickers

**Preparation:** Make a sun visor prior to the activity to use as a visual for your child. Cut paper plates in half. Cut length of elastic for your child to use.

**Instructions:**

1. Invite your child to join you for an activity.
2. Show the example of a sun visor. Define “visor” as “a part of a cap or hat that shades eyes from the sun.”
3. Provide your child with a half paper plate and art materials.
4. Encourage your child to look at the example sun visor to create his/her own. Engage your child in conversation about solutions.
5. Your child can decorate the visor with markers and stickers.
6. To extend the activity, you and your child can brainstorm a list of reasons why a sun visor is useful. When would you need one?





## Language/Literacy

### Animals

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

**Materials:** internet access, website for read aloud book *Animal Tracks* by Arthur Dorros:

<https://www.youtube.com/watch?v=2BHPohCWeic>

**Preparation:** Preview the video.

**Instructions:**

1. Start the video and pause it on the book's cover.
2. Identify the author and illustrator. Discuss the book's cover illustration. Ask your child what he/she thinks the book is about. Listen as your child makes real-world connections between stories and real-life experiences.
3. Listen to and discuss the book.
4. Check for understanding by asking your child to tell you a complete sentence about their favorite animal. Ask your child to make the animals' sounds.



## Dramatic Play

### Bear Hunt

**Learning Goal:** Providing a stage for child to express themselves imaginatively

**Materials:** paper, scissors, optional video Bear Hunt:

<https://www.youtube.com/watch?v=BP2GwOLr2nI>

**Preparation:** Preview optional video. Cut out 16 squares. Use the squares as paw prints. Hide the squares in twos making sure that they are placed in a trail for your child to find and follow.

**Instructions:**

1. Assist your child as he/she follows the animal tracks. You can play the optional Bear Hunt video. Your child can imagine being in the woods.
2. Ask your child what animal he/she is tracking. Is the animal big? Is the animal small?



## Social Studies

### Taking a Hike

**Learning Goal:** Demonstrating an awareness of geography

**Materials:** paper, markers, internet access, website for virtual hike of Annie’s Canyon Trail:

<https://www.youtube.com/watch?v=cltW3DaHKc8>

**Preparation:** Preview video.

**Instructions:**

1. Invite your child to watch the video with you.
2. Discuss the routes taken during the hike (on a trail, through a cave, through a canyon, etc.) and what could be viewed at the “top” of the trail.
3. To extend the activity, give your child the paper and markers. Encourage your child to draw what he/she thinks might be seen while on a hike.



## Sensory Activity

### Coin Rubbing

**Learning Goal:** Using the sense of touch to feel and manipulate objects

**Materials:** various coins, colored pencils, paper

**Instructions:**

1. Invite your child to join you for an activity.
2. Provide your child with a few coins, sheets of paper, and colored pencils.
3. You can have your child lay out a few coins on one sheet of paper and cover them with another sheet of white paper. Then, ask your child to color over the coins with the colored pencils to make coin impressions.
4. After the coin impressions have been made (repeat with other pieces of paper and other coins as desired), set out the pieces of paper and challenge your child to match the impressions to the actual coins.
5. Continue activity as interest remains.



## 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

### Walk the Line

**Materials:** masking tape

**Preparation:** Prior to the activity, make a line on the floor with masking tape.

**Instructions:**

1. Invite your child to play a game called Walk the Line.
2. Instruct your child to walk on the line or to the left or right of the line.
3. Walking the line requires children to balance their bodies. This involves their vestibular sense.

**Activity Variation:** Make the line outside with chalk. For added difficulty, have your child walk the line backward. Challenge your child to walk the line in a given amount of time.



## **Rules by Smokey**

- Never leave a campfire unattended.
- If you see matches, tell an adult.
- Always keep a bucket of water and shovel near a campfire to put the fire out.