

Week 12 SERIES 1400

LEARNING GOALS

- Using a variety of words to describe objects
- Discussing read aloud books and identifying characters, setting, main events, and story sequence
- Practicing small motor skills
- Counting to 100
- Using rhythm and movement set to music
- Observing and describing living things
- Describing properties of water
- Providing a stage for expressing imagination
- Demonstrating an understanding of citizenship
- Using the sense of touch to feel and manipulate objects

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

- | | |
|---|---|
| ▪ markers, colored | ▪ beach towel |
| ▪ pencils, pencil | ▪ glue |
| ▪ paper | ▪ water |
| ▪ internet access | ▪ 3 small glasses |
| ▪ box | ▪ salt, sugar - 1 tsp each |
| ▪ summer items (ex: sunhat, swimsuit, sunscreen, flip flops, t-shirt, etc.) | ▪ sparkles and small jewels |
| ▪ sand | ▪ snacks |
| ▪ sunglasses | ▪ basket |
| ▪ flip flops (1 pair each - adult size and child size) | ▪ timer |
| ▪ pictures of shrimp, lobster, scallops, mussels, nautilus, crab) | ▪ shaving cream |
| | ▪ large tray or plastic container |
| | ▪ small items (toys, balls, shells, etc.) |
| | ▪ measuring cup |

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *Sun Safety*
 Creative Exploration: *Flip Flop Artists*
 Brain Waves: *Stare Me Down*

TUESDAY

Math: *Start Counting!*
 Music and Movement: *Digital Dancing*
 Brain Waves: *Stare Me Down*

WEDNESDAY

Science: *Mollusks and Crustaceans*
 Cognitive Exploration: *Why is the Ocean Salty?*
 Brain Waves: *Stare Me Down*

THURSDAY

Language/Literacy: *Story Sequencing*
 Dramatic Play: *Beach Picnic*
 Brain Waves: *Stare Me Down*

FRIDAY

Social Studies: *Read Around*
 Sensory: *Exploring with Sand Foam*
 Brain Waves: *Stare Me Down*

Language/Literacy

Sun Safety

Learning Goal: Using a variety of words to describe objects

Caution: Sunscreen must be kept out of child’s reach.

Materials: box, marker, summer items (ex: sunglasses, sunhat, swimsuit, sunscreen bottles-clean and capped, flip flops, t-shirt, beach towel, etc.)

Preparation: Label a box “Sun Safety.” Place items in the box.

Instructions:

1. Invite your child for a “box for the beach” activity.
2. Show your child the “Sun Safety” box.
3. Encourage your child to use their decoding skills to read the label. Define “decode(ing)” as trying to sound out words.
4. Help your child with efforts to decode.
5. Ask your child to suggest a few items that might be in the box.
6. Remove items from the box, one at a time, and invite your child to explain how each is used to protect from the sun.
7. Once all items have been removed from the box, ask your child to tell you how many there.



Creative Exploration

Flip Flop Artists

Learning Goal: Practicing small motor skills

Materials: colored pencils, paper, flip flops (1 pair each - adult size and child size), markers, pencil, sand, sparkles and small jewels, glue

Preparation: Trace outline of flip flops all facing in the same direction (1 large pair, 1 small) onto paper.

Instructions:

1. Invite child to create some beach art.
2. Explain that at the beach, people need to protect their feet from the hot sand, so flip flops are popular.
3. Explain that today your child can draw from a bird’s-eye view. Explain that the bird looks down from high.
4. Ask your child to place flip flops on paper, look down at them, and trace around them just as directed in preparation.
5. Invite your child to decorate the flip flops - outlining, coloring designs, and/or pasting jewels on them
6. Your child can draw and color the straps between the toes.
7. Next, he/she can add glue around the edge of the finished flip flops and sprinkle sand around them, so the flip flops appear to be walking in the sand.



Math

Start Counting!

Learning Goal: Counting to 100

Materials: internet access, website for Counting video *Let's Get Fit / Version 3 | Count to 100 | Exercises for Kids | 100 Days of School* by Jack Hartmann:
<https://youtu.be/QbHobZOKY5w>

Instructions:

Invite your child to count as you both view this entertaining video.



Music and Movement

Digital Dancing

Learning Goal: Using rhythm and movement set to music

Materials: internet access, website for *Five(ish) Minute African Dance Lesson* by Kennedy Center Education Digital Learning
<https://youtu.be/Ewqg-3xJFdI>

Instructions:

1. Watch video with your child and copy the movements as the instructor talks about them.
2. Rujeko is from Africa. In this video, she is teaching how to use a clock to practice dance steps.
3. You'll get a real workout when she moves in double-double time!
4. Pretend your family is at the beach practicing these dance steps as the waves roll ashore.



Science

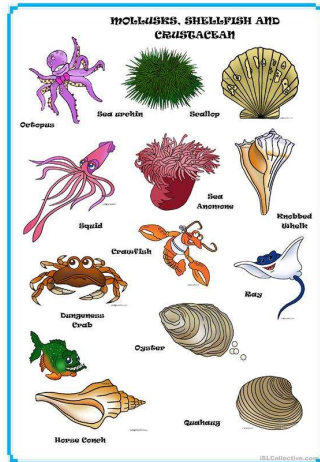
Mollusks and Crustaceans

Learning Goal: Observing and describing living things

Materials: pictures of shrimp, lobster, scallops, mussels, nautilus, crab

Instructions:

1. Invite your child to classify some sea creatures.
2. Suggest to your child, “Let’s look at some mollusk and crustaceans that live in our oceans.”
3. Mollusks are sea creatures who have mushy bodies and usually live inside a shell for protection.
4. Crustaceans live in water as well, but they have legs and a hard shell covering their bodies for protection.
5. Show your child the pictures and discuss which sea creatures are mollusks and which are crustaceans.



Cognitive Exploration

Why is the Ocean Salty?

Learning Goal: Describing properties of water

Materials: 1 small glass of water with a teaspoon of sugar added, 1 small glass of water with a teaspoon of salt added, 1 small glass of water plain (nothing added), paper, marker, internet access

Preparation: Prepare the three glasses as directed.

Instructions:

1. Invite your child to taste the three glasses of water.
2. Ask your child what the difference is among the three glasses of water.
3. Which one is the nicest to drink?
4. Here are some discussion questions.

Where can you find plain water?
(from the house faucets, rivers, rainwater, lakes)
 Where can you find salty water?
(seas, oceans, your tears)
 Where can you find sweet water?
(has to be made – in desserts, drinks)

5. Suggest that you and your child create a fanciful folk tale about how the oceans became salty. For inspiration, google the Korean folk tale that tells how the oceans became salty.



Language/Literacy

Story Sequencing

Learning Goal: Discussing read a-louds identifying characters, setting, main events and story sequence

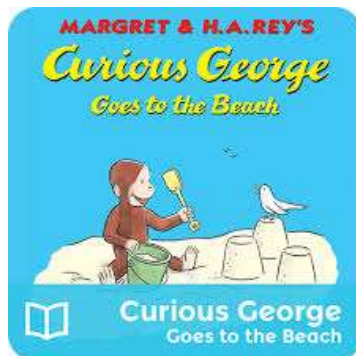
Materials: internet access, website for theme-related book *Curious George Goes to the Beach* by Margret & H.A. Rey:

<https://www.youtube.com/watch?v=cLOUCSGZZS0>

Preparation: Preview the selected book.

Instructions:

1. Listen to the read aloud book .
2. Discuss what was learned about beaches. Who took the snacks? (A seagull took the snacks. Seagulls can be found at the beach.)
3. After listening, ask your child to recall the book’s title and the sequence of events in the story in the correct order. Assist if needed with cues such as then, next, last.
4. Encourage your child to act out the book, retelling the story in order.



Dramatic Play

Beach Picnic

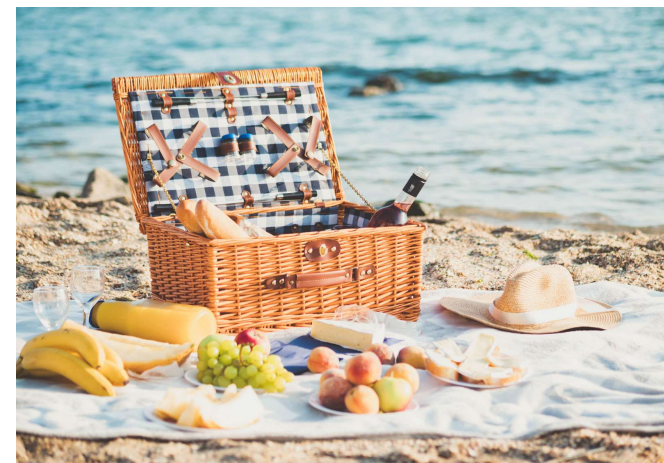
Learning Goal: Providing a stage for expressing imagination

Materials: sunglasses, snacks of your choice, a basket, beach towel

Preparation: Prepare the snacks to bring on a picnic.

Instructions:

1. Assist your child with snack prep and filling basket.
2. Give your child the materials needed to use their imagination to have a fun day at the beach. Your child can lay the towel down on the “sand” and enjoy a picnic as you both wear sunglasses.



Social Studies

Read Around

Learning Goal: Demonstrating an understanding of citizenship

Materials: various books within your home, or internet access for the following read along books:

Papa, Please Get the Moon for Me by Eric Carle

https://www.youtube.com/watch?v=v4wTuBVt_84

To the Beach by Linda Ashman

<https://www.youtube.com/watch?v=VT6pOLAGhEE>

Instructions:

1. Invite your child to join you for an activity (other family members can be invited as well) and show him/her the choice of books or both read aloud video options.
2. Let your child know there is only time to read or listen to one of the books. Ask him/her how they should decide on which book or video to pick. Give an idea of how you think it should be decided as well.
3. After ideas have been shared, lead your child and family to decide to vote on one of the options. *Define "vote" as to select one thing from multiple choices.*
4. Show the book and videos options and count aloud the number of hands that vote for each one.
5. Show the top option and tell the number of votes. Ask which received the most votes. Explain that the book or video with the most votes will be the one chosen. Read or listen to the book chosen.
6. Praise your child and family for being good voting citizens.

Sensory

Exploring with Sand Foam

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

Materials: sand, shaving cream, large tray or plastic container, small items (toys, balls, shells, etc.), measuring cup

Preparation: Gather materials.

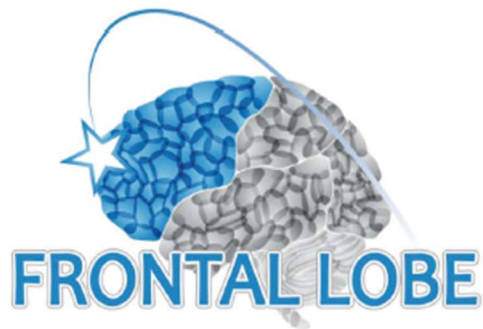
Instructions:

1. Ask your child to add 3 cups of sand to the tray or plastic container.
2. Have your child add the shaving cream gradually and combine using hands. Add more shaving cream until desired consistency is made.
3. Once the sand foam has reached your child's desired consistency, you can add the small items for the child to find.
4. To extend play, encourage your child to write his/her name, letters, numbers, and/or draw in the sand foam.



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.



Impulse Control

Stare Me Down

Materials: timer

Instructions:

1. Invite your child to play a game called Stare Me Down.
2. You and your child will be partners facing each other.
3. On cue, you and your child must stare at each other without moving or making any gestures.
4. Practice several times before telling your child that you will set a timer to see how long the two of you can hold a stare.
5. Have fun with this activity. Your child will have to concentrate and resist the urge to blink, look away, or burst out in laughter.

Activity Variation:

Strike a pose as you stare. For added difficulty, increase the amount of time your child must hold the stare. Use a mirror so your child can see how long you both can stare each other down!

