

Week 14 SERIES 1400

LEARNING GOALS

- Understand sentences
- Identify and produce rhyming words
- Explore emotions
- Count by twos
- Add movements to music
- Describe properties of water, including changes to the states of water
- Demonstrate concepts of matching: identifying and predicting
- Use imagination in dramatic play
- Regulate own emotions and behaviors and seeks out adult support when needed
- Regulate a range of impulses
- Actively use senses to explore and create

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

- | | |
|--|------------------------------|
| ▪ 2-3 bowls or small containers | ▪ knife (for adult use only) |
| ▪ 2-3 paintbrushes | ▪ large bowl or container |
| ▪ aluminum foil | ▪ markers |
| ▪ craft sticks | ▪ newspaper |
| ▪ food coloring (various colors) | ▪ paper |
| ▪ ice cube tray | ▪ pencil |
| ▪ index cards | ▪ pool noodle |
| ▪ internet access | ▪ school glue |
| ▪ juice or Kool-Aid® (various flavors) | ▪ shaving cream |
| | ▪ water |

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *Summer Sentences*

Creative Exploration: *Showing Kindness*

Brain Waves: *Mixed-Up Colors*

TUESDAY

Math: *The Frogs Go Hopping*

Music and Movement: *Summertime*

Brain Waves: *Mixed-Up Colors*

WEDNESDAY

Science: *Edible Cubes*

Cognitive Exploration: *Pool Noodle Memory Game*

Brain Waves: *Mixed-Up Colors*

THURSDAY

Language/Literacy: *Summer Rhymes*

Dramatic Play: *I Spy in the Sky*

Brain Waves: *Mixed-Up Colors*

FRIDAY

Social Studies: *Chill Out*

Sensory Activity: *Puffy Paint*

Brain Waves: *Mixed-Up Colors*

Language/Literacy

Summer Sentences

Learning Goal: Understand sentences

Materials: index cards, markers

Preparation: Write each of the following words on index cards (just as written here): Summer, is, hot, fun, vacation, not, winter, cold. Also make a card that just has a dot in the center to represent the period at the end of the sentence.

Instructions:

1. Invite your child to create sentences using the word cards about summer. Each sentence that is constructed will begin with the word, Summer. The word, summer, will be capitalize because it is the beginning of a sentence and that's the rule of how to begin a sentence. A sentence is a thought put into words.
2. Make the following sentence to show your child what a sentence of words looks like: **Summer is fun.** Point out the period at the end, which is the rule for ending a sentence, so everyone knows the thought is completed.
3. Help your child make sentences with the words. **Not** is a word that can show an opposite thought in a sentence. Make some sentences using the word, **not**.
4. Write the complete sentences on another sheet of paper and practice reading the sentences with your child. Tell your child the sentences tell a story of summer.

Summer

is

fun

.

Creative Exploration

Showing Kindness

Learning Goal: Explore emotions

Materials: internet access, website for read aloud book *Spaghetti in a Hot Dog Bun* by Maria Dismondy:

<https://youtu.be/3cXWrUJlOK8>

Instructions:

1. Invite your child to the pictorial reading of the book.
2. This book illustrates how people sometimes need to make choices to show kindness to others.
3. Ask your child some thought provoking questions about the story. "Would you like everyone to look exactly the same and like the same games, food, and friends? In the story, Lucy liked spaghetti on her hot dog bun for lunch. Ralph made fun of her. It was hard for Lucy to think about Ralph with kindness."
4. Ask your child if he/she has experienced meanness or teasing by someone and what happened? How did they feel? Discuss ways to handle hurtful situations and how to turn situations into understanding and kindness.



Math

The Frogs Go Hopping

Learning Goal: Count by twos

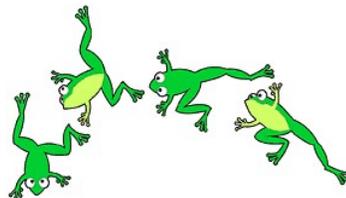
Materials: index cards, markers

Preparation: Write the following numbers, one number per card - 2, 4, 6, 8, 10.

Instructions:

1. Invite your child to sing a variation of the song: The Ants Go Marching substituting in the words for The Frogs Go Hopping (below).
2. Demonstrate skip counting by twos using the new frog song.
Example:

The frogs go hopping 2 by 2 hooray, hooray
The frogs go hopping 2 by 2 hooray, hooray
The frogs go hopping 2 by 2
The last one hopped right over my shoe!
The frogs go hopping 2 by 2, and 2 by 2, and 2 by 2.
3. The next stanza will use 4 as the number, and so it goes until the number, 10. Each time a number is sung, hold up the appropriate number card. After a complete run through, ask your child to hold up the correct number as the number is sung or have your child sing the next number in the counting by twos series.
4. Lay out the number cards and count with your child by twos - 2, 4, 6, 8, 10.



Music and Movement

Summertime

Learning Goal: Add movements to music

Materials: internet access, website for Summer Songs for Kids | *I Love Summertime* by the Singing Walrus:

<https://youtu.be/Xg5i9rxuJM>

Instructions:

1. Invite your child to listen and imitate movements to the sing-along video.
2. Add your own original dance steps.
3. Take a few minutes to “dance it all out” with your child!



Science

Edible Cubes

Learning Goal: Describe properties of water, including changes to the states of water

Caution: Please substitute ingredients if there are allergies. Remember to wash hands before and after handling food.

Materials: aluminum foil, craft sticks, ice cube tray, juice or Kool-Aid® (various flavors), newspaper

Preparation: Cover the work area with newspaper.

Instructions:

1. Invite your child to join you for an activity.
2. Tell your child you are going to make edible ice cubes. Define “edible” as “something you can eat.” Let your child know he/she will have to wait to eat until the edible cubes are frozen. It will probably be the next day.
3. Have your child select his/her favorite flavors (juice or Kool-Aid®) and fill each hole in the ice cube tray with the chosen flavor. Cover the top of the ice cube tray with aluminum foil. Place craft sticks in each hole and place the tray in the freezer. Let sit until frozen.
4. Engage in a discussion about the properties of water. How did the liquid become red or other colors? How does the liquid become a solid?
5. Remove cubes when frozen and enjoy!



Cognitive Exploration

Pool Noodle Memory Game

Learning Goal: Demonstrate concepts of matching: identifying and predicting

Materials: large bowl or container, marker, pool noodle, knife (for adult use only), water

Preparation: Cut one pool noodle into small discs as shown below. Mark discs with dots or numbers (each number of dots or actual number chosen should have another disc to match). *For example, two discs should have one dot, or two discs should have the number 1.* Continue numbering through 10 or as high as you would like. Fill a large bowl or container about halfway with water. Add the pool noodles number or dot side down.

Instructions:

1. Invite your child to join you for an activity.
2. Let your child know that he/she is going to play a memory game with the pool noodles.
3. Ask your child to turn the pool noodles over, two at a time until each match is found.
4. Continue as long as interest remains.



Language/Literacy

Summer Rhymes

Learning Goal: Identify and produce rhyming words

Materials: paper, marker

Instructions:

1. Invite your child to a game of writing rhyming words.
2. Phonological Awareness: Ask your child to choose a word (ex: beach).
3. Write the word chosen on paper. Ask your child to produce a word that rhymes with beach (ex: reach, teach, peach, speech). Write them on paper.
4. Repeat using other words. (chair – stair, mop – top, floor – door, book – hook, bed – bread)



Dramatic Play

I Spy in the Sky

Learning Goal: Use imagination in dramatic play

Instructions:

1. Ask your child to think of all the shades of color in a summer sky. Ask, “What do you think the colors of a summer sky look like?” “Are they bright blues, yellows, and oranges?”
2. Invite your child to make gestures of what is in the sky. See if you can guess what your child is imitating through the expressive gestures.



Social Studies

Chill Out

Learning Goal: Regulate own emotions and behaviors and seeks out adult support when needed; Regulate a range of impulses

Materials: pencil, Emotions Activity page (provided with packet)

Instructions:

1. Invite your child to join you for an activity.
2. Let your child know that he/she will play a game called “Chill Out.” Define “chill out” as “an expression for the word ‘relax.’” Discuss with your child that there are somethings that might make him/her frustrated and other things that make him/her happy/excited. It’s important to know how to “chill out” or relax when frustrated instead of getting upset.
3. Give your child the Emotions Activity page and assist with reading the sentences as necessary. After reading each sentence, your child should draw a line from the sentence to the appropriate response, whether to be happy/excited or need to “chill out.”
4. To extend the activity, add your own sentences to see your child’s reactions.



Sensory Activity

Puffy Paint

Learning Goal: Actively use senses to explore and create

Materials: school glue, shaving cream, food coloring (various colors), paper, 2-3 bowls or small containers, 2-3 paintbrushes

Instructions:

1. Invite your child to join you for an activity.
2. Have your child put a generous amount of white glue into a small bowl or container.
3. Add an equal amount of shaving cream to the bowl.
4. Have your child add roughly 8-10 drops of one of the colors of food coloring (or two in order to make a certain color).
5. Stir with the paintbrush. Repeat steps 2-5 for each color desired.
6. Invite your child to use the colors to paint a picture.
7. Continue activity as interest remains.



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.



Visual Discrimination

Mixed-Up Colors

Materials: paper, markers (all colors)

Preparation: Write color words on paper using non-corresponding colors. For example, write "red" with a blue marker. Write "brown" with a green marker.

Instructions:

1. Invite your child to join you for a game of Mixed-Up Colors.
2. Have him/her observe the color word chart.
3. As you point to each word, tell your child to name the color he/she sees and not the word that is written. Example: Point to the word "red." It is written in brown, so your child should say "brown." The word "blue" is written in green, so children should say "green."

This activity will try to trick the brain.

Children will have to focus and pay attention to the colors.

Activity Variation: Point to words in random order. For added difficulty, have your child try to read in a given amount of time.

YELLOW	BLUE	ORANGE
BLACK	RED	GREEN
PURPLE	YELLOW	RED
ORANGE	GREEN	BLACK
BLUE	RED	PURPLE
GREEN	BLUE	ORANGE

We're going outside to play.

You cannot have any more candy.

We're going to the park.

You cannot watch tv today.

You cannot play with any toys today.

You can choose your own snack.



Happy



Relax/Chill Out