

Week 16 SERIES 1300-1350

LEARNING GOALS

- Recognize that sentences are composed of separate words
- Use a variety of tools and art media to express individual creativity
- Build fine motor skills
- Participate in activities related to nutrition
- Identify shapes
- Associate and describe the passage of time with actual events
- Use voice to express one's self musically
- Observe changes in food
- Demonstrate self-direction in use of materials
- Use language to pretend and create

DAILY SCHEDULE

Morning Routine
 (Brush teeth, get dressed, breakfast)
Curriculum Activity
 Snack
 Independent Play
Brain Waves
 Lunch
 Rest/Quiet Time
Curriculum Activity
 Outdoor Play
 Evening Routine

MATERIALS NEEDED

- | | |
|--|----------------------------|
| ▪ Bear-shaped cookies | ▪ Newspaper |
| ▪ Candy | ▪ Paint |
| ▪ Clock with a second hand | ▪ Paper |
| ▪ Cooked noodles | ▪ Paper plates |
| ▪ Craft sticks | ▪ Pencil |
| ▪ Crayons/Markers | ▪ Scissors |
| ▪ Cream cheese (or peanut butter or sun butter) | ▪ Small food items |
| ▪ Food magazines | ▪ Small plastic containers |
| ▪ Glue | ▪ Smock (old t-shirt) |
| ▪ Graham crackers | ▪ Snacks |
| ▪ Materials for Popping Candy Science Experiment | ▪ Two bins |

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *Funny Foods*
 Creation Station: *Noodle Art*
 Brain Waves: *Popcorn! Cracker Jacks®!*

TUESDAY

Math: *Food Shapes*
 Music and Movement: *Orange as a Carrot*
 Brain Waves: *Popcorn! Cracker Jacks®!*

WEDNESDAY

Science: *Popping Candy Science Experiment*
 Creation Station: *Going on a Bear Hunt Snack*
 Brain Waves: *Popcorn! Cracker Jacks®!*

THURSDAY

Language/Literacy: *Food Songs & Rhymes*
 Dramatic Play: *Summer Movies*
 Brain Waves: *Popcorn! Cracker Jacks®!*

FRIDAY

Math: *Move the Food*
 Creation Station: *Make a Meal*
 Brain Waves: *Popcorn! Cracker Jacks®!*

Language/Literacy

Funny Foods

Learning Goal: Recognize that sentences are composed of separate words

Materials: pencil, paper, Teacher Tool “Funny Food” (provided with packet)

Preparation: Cut out pictures from the Teacher Tool.

Instructions:

1. Begin showing your child your funny food pictures.
2. Place them in front of your child as you talk about them.
3. Invite your child to tell you what the funny foods look like to him/her. Have your child identify the shapes he/she sees in the foods.
4. Help your child come up with one sentence that describes the funny food. Do this for each funny food item.
5. When finished, count the words in each funny food sentence. Record the number of words next to the sentence.
6. Praise your child for using his/her “noodle” to create sentences about funny foods!



Creation Station

Noodle Art

Learning Goal: Use a variety of tools and art media to express individual creativity

Materials: small plastic containers, cooked noodles, glue, newspaper, paint, paper, smock (old t-shirt)

Preparation: Pre-cook the noodles and cool. Put the noodles in a container. Place different colors of paint in small containers. Cover the work area with newspaper.

Instructions:

1. Make materials accessible to your child.
2. Have your child dip a cooked noodle into one of the paint colors.
3. Tell your child to drag the cooked noodle over his/her paper to create a design. Define “design” as “something they imagine.”
4. Have your child repeat this process with different color paint until the artwork is complete.
5. Your child can also glue the noodle pieces to the paper to create a 3-D effect.



Math

Food Shapes

Learning Goal: Identify shapes

Materials: crayons, food magazines, glue, paper, scissors

Instructions:

1. Encourage your children to join you.
2. Tell your child that he/she will look for foods of different shapes
3. Make materials accessible to your child.
4. Your child can cut out foods that are shaped like circles, rectangles, cylinders, squares, ovals, cones, etc.
5. Allow your child to glue food pictures onto paper to create a collage.



Music and Movement

Orange as a Carrot

Learning Goal: Use voice to express one's self musically

Instructions:

1. Encourage your child to join you in the song below.

Orange as a Carrot
(sung to the tune of Tiny Tim)

ORANGE as a carrot,
YELLOW as a pear,
PURPLE as a plum,
BROWN as a bear,
GREEN as the grass,
BLUE as the sky,
BLACK as a cat
RED as cherry pie



Science

Popping Candy Science Experiment

Learning Goal: Observe changes in food

Materials: six packs of popping candy, five 20oz or 1-liter bottles of different flavors of soda, 1 liter of water, five uninflated balloons, empty cups

Preparation: Do this outside on a table that you can wipe down. Ask your child to hypothesize (guess) what he/she thinks will happen to the soda and the balloons when the popping candy is added?

Instructions:

1. Set up the different liters of soda and the liter of water.
2. Set one balloon in front of the liter of water and four of the soda bottles. Leave one soda without a balloon.
3. Ask your child what he/she thinks will happen? Add a pack of popping candy to the water. Watch what happens.
4. Ask your child what he/she thinks will happen when it's added to the soda? Add a pack of popping candy to the soda bottle without the balloon. Watch what happens.
5. Last, one by one, add a pack of popping candy to each of popping candy to each soda and immediately place the balloon over the mouth of the soda. Watch what happens. Repeat with each soda.
6. Which soda performed best?



Creation Station

Going on a Bear Hunt Snack

Learning Goal: Build fine motor skills

Materials: paper plate, graham crackers, bear-shaped cookies, cream cheese (or peanut butter or sun butter), craft sticks

Preparation: Listen to *Going on a Bear Hunt* read aloud at:

<https://www.youtube.com/watch?v=KL36gMrHJal>

Instructions:

1. Put a scoop of cream cheese or peanut/sun butter on a plate.
2. Ask your child to take three squares of graham crackers and one bear-shaped cookie.
3. Give your child a craft stick.
4. Demonstrate how to spread the cream cheese along the edge and put the bear house together.
5. Demonstrate how to add a spot of cream cheese for the bear to stand.
6. Let your child eat his/her creation!



Language/Literacy

Food Songs & Rhymes

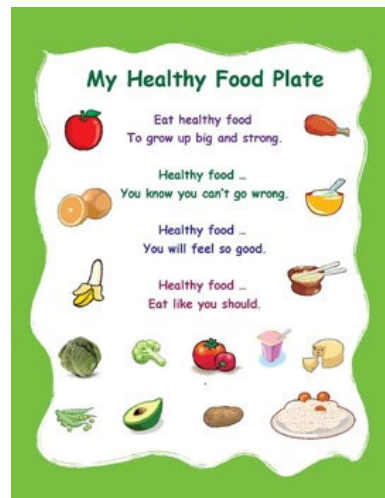
Learning Goal: Recognize that sentences are composed of separate words

Materials: paper, marker, Teacher Tool “Food Songs and Rhymes” (provided with packet)

Preparation: Use the Teacher Tool for suggestions of food songs and nursery rhymes. You may know of others. Write the words to songs and rhymes on paper for your child to see and read.

Instructions:

1. Encourage your child to join you.
2. Engage him/her in singing songs and reciting rhymes.
3. Display the words. Help your child count the words in the sentences of the songs and rhymes. Then have fun singing and reciting.
4. Briefly identify rhyming words and any unfamiliar words in the songs.
5. Praise your child’s efforts.



Dramatic Play

Summer Movies

Learning Goal: Demonstrate self-direction in use of materials; Use language to pretend and create

Materials: snacks, candy, paper, markers, Movie Download Template (provided with packet)

Instructions:

1. Encourage your child to join you. Explain that you all will be creating a movie theater inside your home. You can also plan this outside.
2. Download and print all pages of the Movie Download Template. You and your child should decide where in your home that you will place all signage.
3. Choose a movie together. Invite other family members and/or neighbors (continue to practice safe social distancing) and enjoy the show!
4. Praise your child’s effort in creating a great movie space and take pictures for keepsakes!



Math

Move the Food

Learning Goal: Associate and describe the passage of time with actual events

Materials: clock with a second hand, two bins (to move items to and from), food items from the kitchen (small)

Instructions:

1. Tell your child that he/she will play a game called Move the Food. The purpose of the game is to see how expeditiously he/she can move food from one place to another. Define “expeditious” as “doing something quickly.”
2. Show your child the second hand on the clock. Watch it go around. Let your child know that is how you can tell how much time has passed.
3. Have your child sit on the floor. Place the first bin in front of him/her, and the other bin in front of you. Place all the foods in the box in front of your child.
4. Have your child watch the second hand on the clock. When the hand gets on the “12,” say “Go!” Have your child pass the food to you to put in your box as quickly as they can. When the second hand on the clock goes back to “12,” say “Stop!”
5. Count how many food items your child was able to move from one box to the other. Then, have him/her do it again.
6. Time your child and encourage them to be more expeditious with each time they play.



Creation Station

Make a Meal

Learning Goal: Participate in activities related to nutrition

Materials: Food Pyramid (provided with packet), glue, magazines, markers, four paper plates, scissors

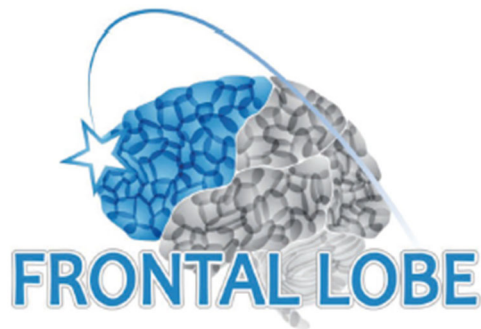
Preparation: Write the word “breakfast” on one paper plate, “lunch” on another paper plate, “dinner” on one, and “snack” on the last. Put the plates where your child can see them. Show him/her the Food Pyramid.

Instructions:

1. Review the Food Pyramid with your child. Talk about what foods go in each part of the pyramid. Remind him/her that there should be more of the foods on the bottom and less of the foods on the top. Talk about healthy choices your child can make when preparing a meal.
2. Call your child’s attention to the words: breakfast, lunch, dinner, and snack.
3. Make materials accessible to your child.
4. Tell your child that he/she is going to make a meal. Let him/her decide which meal to make. Have your child use the Food Pyramid to aid in the food choices.
5. Your child can cut out magazine pictures of foods to make a nutritious meal.
6. Glue pictures onto the plate.
7. Your child can make all four meals if he/she wishes.

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 Popcorn! Cracker Jacks®!

Instructions:

1. Encourage your child to join you for a game. Tell him/her that you will play a game called “Popcorn! Cracker Jacks®!”
2. Have your child squat down. He/she must listen. When you say “Popcorn,” remain low and pop around. He/she can only jump up when you say, “Cracker Jacks®!”
3. Play as long as interest and time permit.

Impulse control helps children reason and think before they act.

Activity Variation: For added difficulty, change the speed and intervals at which you say “Popcorn!” and “Cracker Jacks®!”

| Songs | Rhymes |
|--------------------------------|-------------------------------|
| “All Around the Mulberry Bush” | “Hot Cross Buns” |
| “Apples and Bananas” | “Jack Spratt” |
| “Found a Peanut” | “Little Jack Horner” |
| “Peanut Butter and Jelly” | “Little Miss Muffet” |
| “On Top of Spaghetti” | “Pat-A-Cake” |
| “One Potato, Two Potato” | “Peter, Peter, Pumpkin Eater” |
| “Do You Know the Muffin Man?” | “Peas Porridge Hot” |

COMFORT OF
HOME

MOVIE THEATER

BOX OFFICE

COMFORT OF

HOME

MOVIE THEATER

concession

STAND

COMFORT OF HOME
MOVIE THEATER

NOW PLAYING

\$1 COMFORT OF HOME **\$1**
MOVIE THEATER

movie: _____

DATE: _____

Time: _____

**ADMIT
one**



\$1 COMFORT OF HOME **\$1**
MOVIE THEATER

movie: _____

DATE: _____

Time: _____

**ADMIT
one**



\$1 COMFORT OF HOME **\$1**
MOVIE THEATER

movie: _____

DATE: _____

Time: _____

**ADMIT
one**



\$1 COMFORT OF HOME **\$1**
MOVIE THEATER

movie: _____

DATE: _____

Time: _____

**ADMIT
one**



POPCORN

\$0.50

DRINK

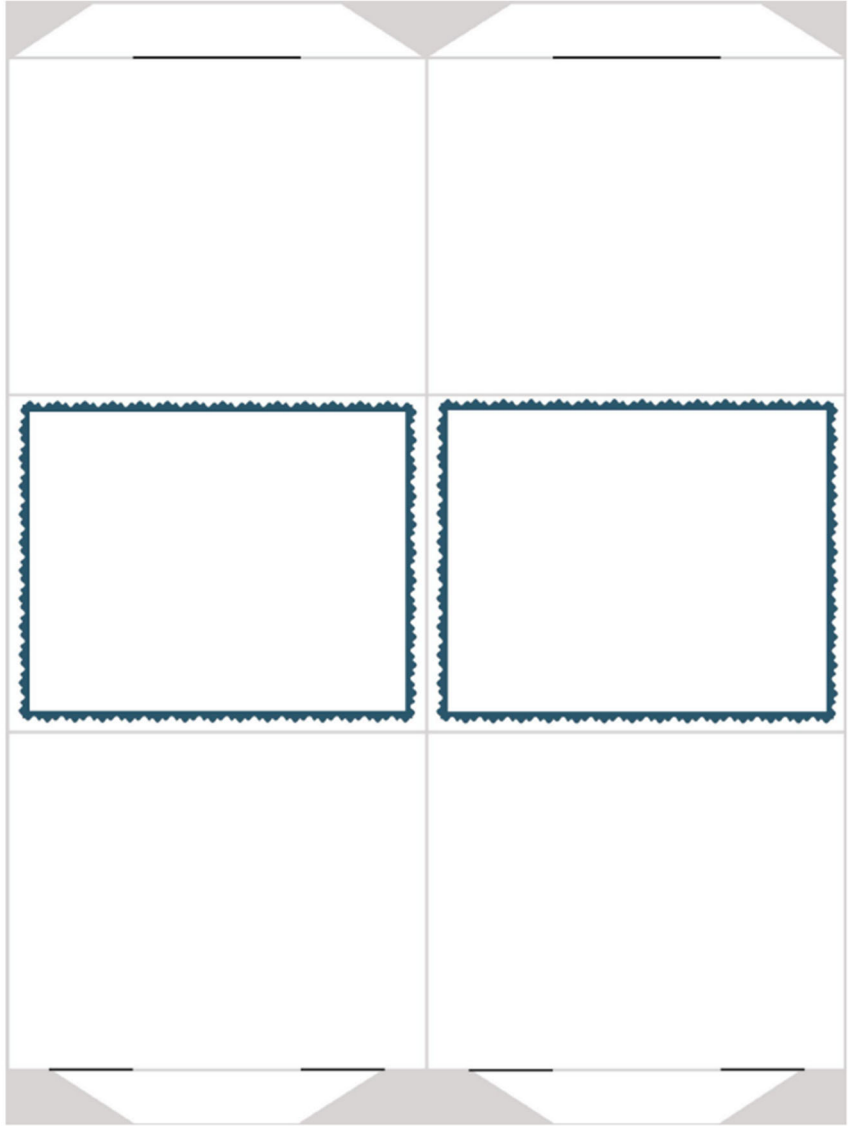
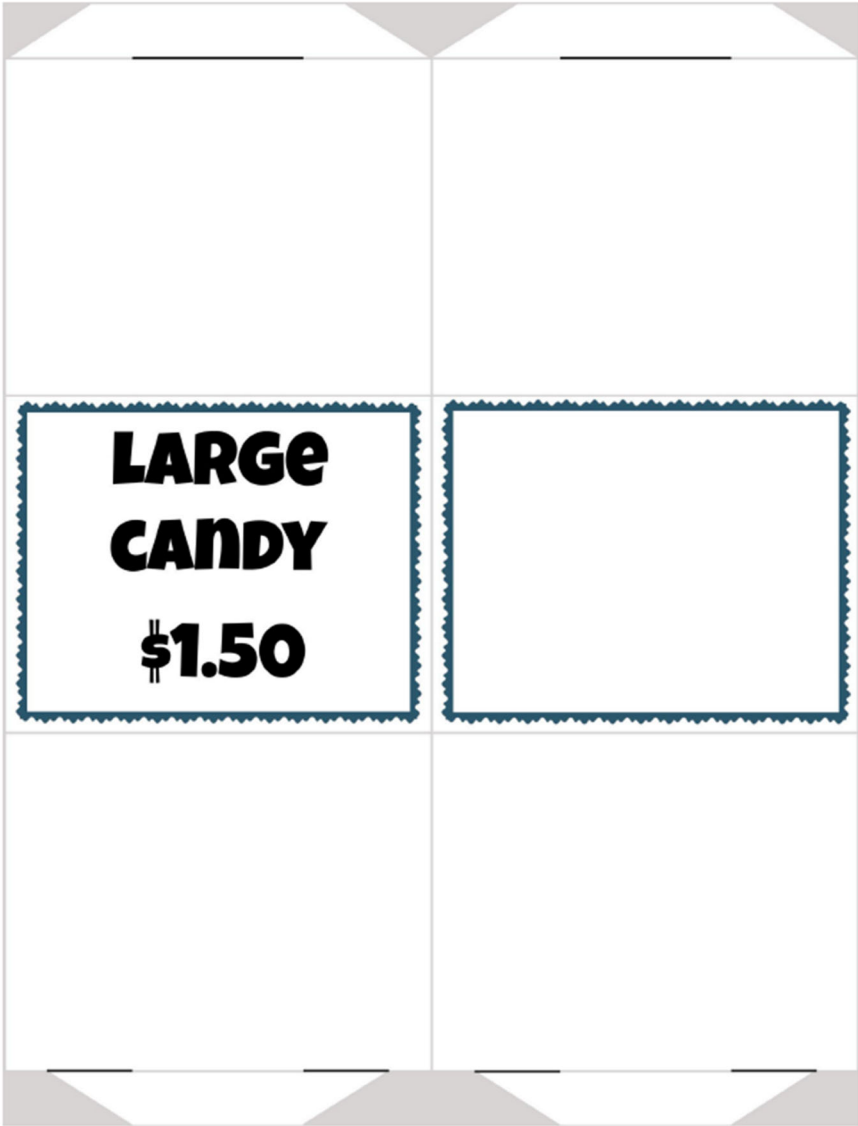
\$1

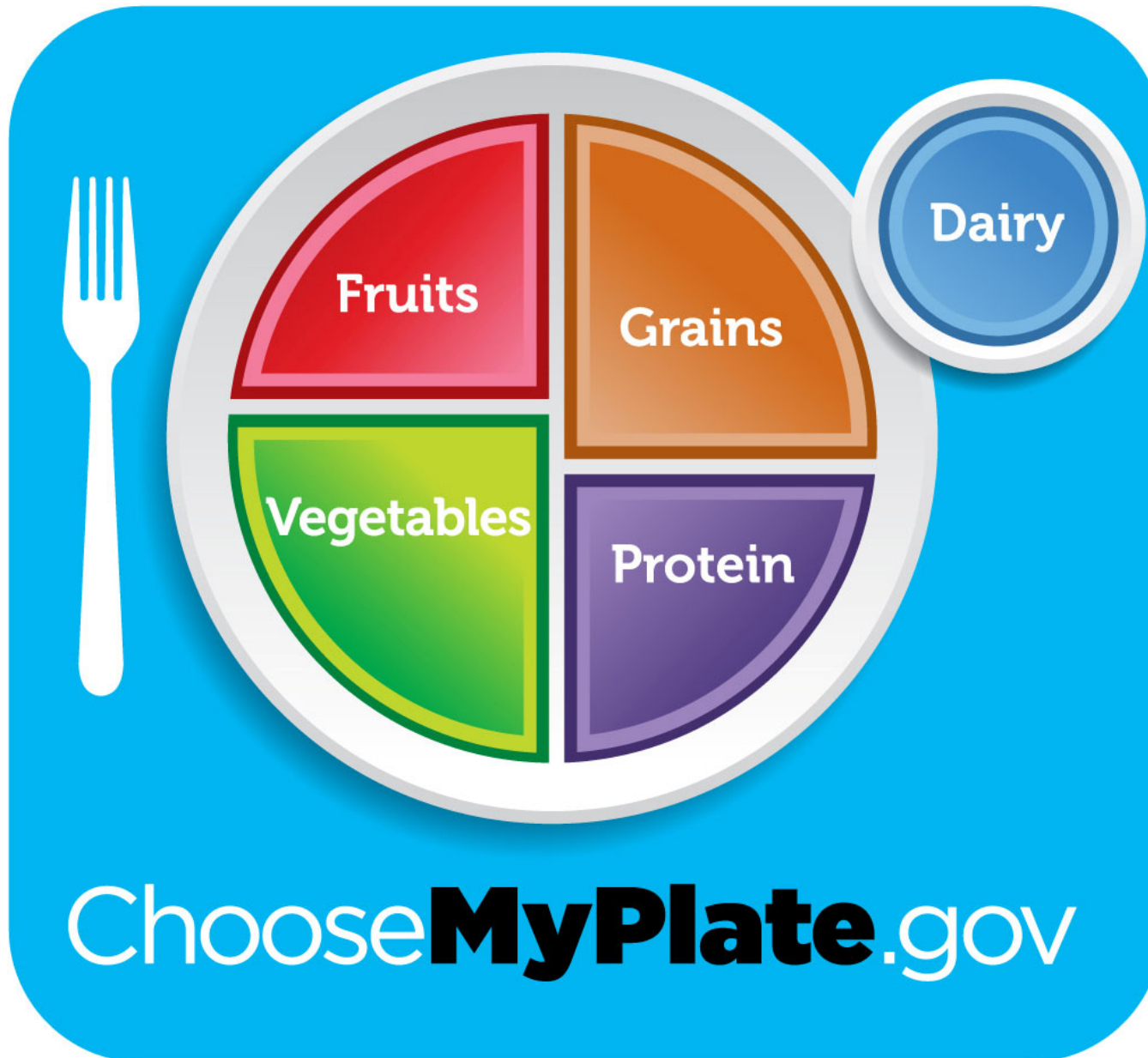
**SMALL
CANDY**

\$0.25

**medium
CANDY**

\$0.75





Chef Solus and the Explorers Introduce The Food Groups

Grains Group

Grains are foods like cereal, bread, spaghetti, rice and crackers. Grains give you energy.

Try to make half of your servings **whole** grains. You can tell if something is a whole grain because the name usually has the word "**whole**" in it.



Vegetables Group

Vegetables are foods like broccoli, carrots, green beans, potatoes, spinach, and corn.

Vegetables help keep you healthy and feeling good.

You should try to eat at least one dark green vegetable or one orange vegetable each day.



Fruit Group

Some fruits are apples, pears, cantaloupe melon, watermelon, grapes, and blueberries.

Fruits fight off infections and help you heal when you get hurt.

Fruits are a tasty snack to eat every day.



Milk Group

The milk group includes foods like milk, yogurt, cheese, ice cream and pudding.

Foods from the milk group have calcium, which helps to grow strong bones and healthy teeth.



Meat & Beans Group

The meats and beans group includes foods like hamburgers, chicken, fish, eggs, beans and nuts.

Foods from the meat and beans group are full of protein to help you build strong muscles.

Try to eat leaner, less fatty meats to keep your heart healthy.

