

Week 13 SERIES 1100-1250

LEARNING GOALS

- Describe experiences; Experiment with rhyming words; Listen to and imitate sounds in nursery rhymes, songs, and chants
- Express self creatively with simple art materials
- Count one, two, and sometimes three objects using one-to-one correspondence with adult guidance
- Experiment with vocalization sounds and musical instruments
- Engage in structured play using sand, soil, and mud
- Solve a simple problem successfully with adult assistance
- Explore new situations through dramatic play
- Recognize people and objects have an appropriate location
- Try several methods to solve a problem before asking for assistance

DAILY SCHEDULE

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

MATERIALS NEEDED

- | | |
|---------------------------------------|--|
| ▪ cardstock | ▪ paper |
| ▪ construction paper (various colors) | ▪ paper or plastic fish |
| ▪ container (small) | ▪ paper towel tube |
| ▪ glue | ▪ plastic bottle with large screw-on lid |
| ▪ internet access | ▪ sand |
| ▪ marker | ▪ scarves (or pieces of colored fabric) |
| ▪ music with nature sounds | ▪ scissors |
| ▪ newspaper | ▪ small fan |
| ▪ paint | ▪ toys on a shelf |
| ▪ paintbrushes | ▪ water |

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *Warm Winds*
 Creative Exploration: *Fish Feet*
 Brain Waves: *Spy and Touch*

TUESDAY

Math: *Rhombus in the Sky*
 Music and Movement: *Fishy, Fishy in the Sea*
 Brain Waves: *Spy and Touch*

WEDNESDAY

Science: *Fish in Sand*
 Cognitive Exploration: *Fish in a Bottle*
 Brain Waves: *Spy and Touch*

THURSDAY

Language/Literacy: *Chirping Bird*
 Dramatic Play: *Hot Air Dance*
 Brain Waves: *Spy and Touch*

FRIDAY

Social Studies: *Fish*
 Sensory Activity: *Windy Weather*
 Brain Waves: *Spy and Touch*

Language/Literacy

Warm Winds

Learning Goal: Describe experiences

Materials: small fan

Instructions:

1. Say, “We are going to look outside and see if we can see the wind blowing.”
2. Encourage your child to look outside. Ask, “Can you see the wind?”
3. Invite him/her to stand in front of you as you turn on the fan.
4. Say, “You can feel the wind coming from the fan, but you cannot see it.”
5. Ask your child to describe how the fan feels on his/her face.
6. Encourage him/her to move like the wind.



Creative Exploration

Fish Feet

Learning Goal: Express self creatively with simple art materials

Materials: newspaper, paint, paintbrushes, paper

Preparation: Place newspaper on the floor beneath work area.

Instructions:

1. Say, “We are going to make fish feet!”
2. Paint one of your child’s feet and help him/her stamp the painted foot onto a piece of paper.
3. Assist your child in painting an eye near the heel of his/her foot and fins on the sides.
4. When done say, “Look. Now you have fish feet!”



Math

Rhombus in the Sky

Learning Goal: Count one, two, and sometimes three objects using one-to-one correspondence with adult guidance

Materials: construction paper (various colors), markers, scissors

Preparation: Use construction paper to cut out kites in sets of four using different colors. Label each set with the numbers 1-4.

Instructions:

1. Say, “We are going to count kites!”
2. Place kites on table and ask toddler to identify shape (rhombus).
3. Assist him/her to sort the kites by color.
4. Encourage your child to count the kites in each set. Assist if necessary.
5. Touch each kite as you count aloud, “One, two, three, four. There are four (color) kites.”



Music and Movement

Fishy, Fishy in the Sea

Learning Goal: Experiments with vocalization, sounds, and musical instruments

Preparation: Practice singing *Fishy, Fishy* to the tune of **London Bridge**.

Instructions:

1. Encourage your child to join you. Say, “We are going to sing a song.”
2. Demonstrate how to hold hands together and pretend to be fish swimming.
3. Encourage him/her to sing and “swim” with you.

Fishy, fishy in the sea, in the sea, in the sea.

Fishy, fishy in the sea. Come swim with me.

4. Sing several times and change the tone, speed, and volume at which you sing. Encourage him/her to imitate your changes.



Science

Fish in Sand

Learning Goal: Engage in structured play using, sand, soil, and mud

Materials: cardstock, construction papers, glue, sand

Instructions:

1. Say, “We are going to rip a piece of construction paper into little pieces and pretend they are fish.”
2. Encourage him/her to rip construction paper into pieces. Assist if necessary.
3. Encourage your child to glue the “fish” on a sheet of cardstock.
4. Assist your child with spreading the glue on cardstock.
5. Place sand within reach. Carefully supervise as your child sprinkles sand on the glue.



Cognitive Exploration

Fish in a Bottle

Learning Goal: Solve a simple problem successfully with adult assistance

Materials: plastic bottle with large screw-on lid, paper or plastic fish

Preparation: Place fish in the plastic bottle and screw lid firmly.

Instructions:

1. Say to your child, “I think I am going to need your help.”
2. Show him/her the bottle of fish and make several attempts to unscrew lid.
3. Give the bottle to your child and ask him/her to assist with unscrewing. Work together to successfully unscrew the top and let the fish escape.
4. Thank your child for helping you solve the problem successfully.



Language/Literacy

Chirping Bird

Learning Goal: Experiment with rhyming words; Listen to and imitate sounds in nursery rhymes, songs, and chants

Instructions:

1. Say to your child, “We are going to sing a song about a chirping bird.”
2. Talk to him/her about the sounds a bird makes as it sings (chirp, whistle, etc.)
3. Ask your child to make bird sounds.
4. Recite “Flap and Chirp.”
5. Encourage your child to sing/chant as he/she makes flapping motions with his/her arms and whistle/chirp like a bird.

Flap and Chirp

Watch as she moves her wings-

Flap, flap, flap, flap.

Listen as she whistles and sings-

Chirp, chirp, chirp, chirp.

That beautiful bird in the sky.

She loves to soar and fly!



Dramatic Play

Hot Air Dance

Learning Goal: Explore new situations through dramatic play

Materials: scarves or colored fabric pieces, music with nature sounds

Instructions:

1. Tell your child, “Hot air balloons are special balloons that fly in the sky when they are filled with hot air.”
2. Inform him/her that hot air balloons are often different colors.
3. Provide your child with a scarf or fabric.
4. Ask your child what he/she thinks a hot air balloon looks like as it floats through the sky.
5. Encourage your child to dance and pretend the fabric is part of a hot air balloon.
6. Begin to play music.
7. Invite him/her to “float” through the room dancing to the music.



pinterest.com

Social Studies

Fish

Learning Goal: Recognize people and objects have an appropriate location

Materials: internet access, website for children’s nature song *Fish, Fish, Fish, Fish, Fish, Fish* by Lots to Learn Preschool Videos:
<https://www.youtube.com/watch?v=qSpJn4ucGA>

Preparation: Preview the video.

Instructions:

1. Ask your child where he/she thinks that fish live.
2. Watch and discuss the video with your child.
3. After watching the video, ask related questions, ex: “What colors of fish did you see?” “What was your favorite fish?”



Sensory Activity

Windy Weather

Learning Goal: Try several methods to solve a problem before asking for assistance

Materials: container (small), newspaper, small fan, water

Preparation: Fill container halfway with water. Lay newspaper down under the container to catch splashes.

Instructions:

1. Provide close supervision during this activity.
2. Encourage your child to join you.
3. Inform him/her that wind is air that blows.
4. Turn on the fan (or blow from your mouth) over the water.
5. Say, “The wind is blowing the rain.”
6. Assist him/her to hold the fan (or blow) to make the water ripple.
7. How can you make the water blow fast/slow?
8. Invite your child to make wind sounds.



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.



Eye-Hand Coordination

Spy and Touch

Materials: paper towel tube, toys (on a shelf)

Instructions:

1. Invite your child to join you.
2. Provide a paper towel tube.
3. Encourage him/her to look through the tube and spot a toy.
4. Encourage your child to try to touch the toy while looking at it through the tube.
5. Repeat this activity with several toys on the shelf.

This activity allows toddlers to develop control over their eyes and hands simultaneously.

Activity Variation: For older toddlers, call out the name of a toy on the shelf. Encourage him/her to find the toy through the hole in the tube and then try to touch it while looking through the tube.