

**Week 10 SERIES 1400**

**LEARNING GOALS**

- Dividing words into syllables; manipulating and blending sounds
- Engaging in elaborate and sustained imagined play
- Understanding the math concept of odd/even
- Using observation and imitation to transfer knowledge to new musical experience
- Labeling people, places, things, and actions
- Experimenting with air flow
- Using imaginative play to travel by plane
- Exploring and mixing colors to develop vocabulary to describe observations
- Discussing two different types of transportation

**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**

- |                            |                           |
|----------------------------|---------------------------|
| • photos of friends/family | • small suitcase          |
| • chairs                   | • shaving cream           |
| • paper                    | • red, yellow, blue paint |
| • markers                  | • large tray              |
| • internet access          | • bowl                    |
| • water                    | • towels                  |
| • long stem glass          | • craft sticks            |
| • pencil                   | • glue                    |
| • balloon                  | • buttons (2)             |
| • straw                    | • cardstock               |
| • tape                     | • magazines               |
| • string                   | • scissors                |

**CURRICULUM SCHEDULE**

**MONDAY**

Language/Literacy: *Friends and Family Syllables*

Creative Exploration: *Taking a Train Ride*

Brain Waves: *Spot the Difference*

**TUESDAY**

Math: *Odd or Even?*

Music/Movement: *The Glass Harp*

Brain Waves: *Spot the Difference*

**WEDNESDAY**

Cognitive Exploration: *Trip to Town*

Science: *Balloon Rocket*

Brain Waves: *Spot the Difference*

**THURSDAY**

Language/Literacy: *Want to Go Far?*

Dramatic Play: *Going on Vacation*

Brain Waves: *Spot the Difference*

**FRIDAY**

Sensory Activity: *Mixing Colors*

Social Studies: *Modes of Transportation*

Brain Waves: *Spot the Difference*

## Language/Literacy

### Friends and Family Syllables

**Learning Goal:** Dividing words into syllables

**Materials:** photos of friends and family

**Preparation:** Lay out photos or use your cellphone to show pictures.

**Instructions:**

1. Show a photo to your child and say, “Let’s sound out \_\_\_\_\_ (person’s name) in syllables.” A syllable is a unit of pronunciation having one vowel sound forming part or a whole word.
2. Give your child some examples - exaggerating each syllable.
3. Show your child another photo and ask him/her to sound out the syllables in the person’s name.
4. Another method which helps to understand syllables is to clap, snap, and slap the syllables. Show your child how to repeat the word three times while clapping hands, snapping fingers, and slapping knees. Repetition helps a child learn and enjoy the fun!
5. Practice sounding out syllables throughout the day.

**Mad-i-son** clap, clap, clap

**Mad-i-son** snap, snap, snap

**Mad-i-son** slap, slap, slap knees

## Creative Exploration

### Taking a Train Ride

**Learning Goal:** Engaging in elaborate and sustained imagined play

**Materials:** chairs, paper, markers, internet access, website:  
<https://beta.amtrak.com/train-schedules-timetables?amtrak=031520a3f7z6>

**Preparation:** Preview the Amtrak train schedules at the website above. Set up chairs, one behind the other to simulate seats on a train or use pillows on the floor for seats. Decide who is going to be the conductor and who is the passenger.

**Instructions:**

1. Invite your child for a train ride with chairs in your home. Dramatize with your child going to a train station, deciding on a travel destination, looking at the train schedule, buying a ticket, meeting the ticket master, conductor, and boarding the train.
2. Decide your destination and design a ticket with the paper and markers. You can also make a time schedule for departures and arrivals. Set up your train and station with signs and maybe makes some costumes.
3. Use Amtrak website for planning.



## Math

### Odd or Even?

**Learning Goal:** Understanding the math concept of odd/even

**Instructions:**

1. Invite child to play a game of “Odd or Even” while taking a walk.
2. Check for understanding concerning the concepts of things that represent an odd number of items and things that represent an even number of items. Use arms and legs for even, number of toes on one foot or the number of thumbs on one hand for odd.
3. Just in case your child needs an explanation of odd/even:

An **even number** is a **number** that can be divided into two equal groups. An **odd number** is a **number** that cannot be divided into two equal groups. **Even numbers** end in 2, 4, 6, 8 and 0 regardless of how many digits they have (we know the **number** 5,917,624 is **even** because it ends in a 4!). **Odd numbers** end in 1, 3, 5, 7, 9.

4. Take a walk with your child and take turns pointing out odd and even things you see. Example: A bird has two wings – even number. A squirrel has one tail – odd number.



## Music/Movement

### The Glass Harp

**Learning Goal:** Using observation and imitation to transfer knowledge to new musical experience

**Materials:** water, glass with long stem, internet access, website:

<https://youtu.be/31bNQLPsi0>

**Preparation:** Using the website above, watch the video on how to play a glass harp with your child.

**Instructions:**

1. After watching the video, attempt sounds with your own glass harp.
2. The technique takes practice so continue making attempts if not successful.
3. You can also try making different tones using several glasses with different quantities of water.



## Cognitive Exploration

### Trip to Town

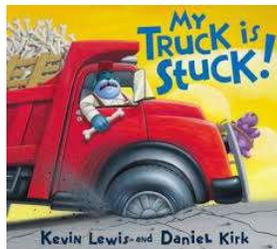
**Learning Goal:** Labeling people, places, things, and actions

**Materials:** paper, pencil, internet access, website:  
<https://youtu.be/ZrNROE3-1kQ>

**Preparation:** Preview the read aloud book, *My Truck is stuck* by Kevin Lewis and Daniel Kirk, using the website above. .

**Instructions:**

1. See how many different vehicles your child names. List these on paper.
2. Point to and read the title. Have your child predict the topic of the book.
3. Discuss author (writer) and illustrator (draws the pictures).
4. Listen to the read aloud book. Discuss the vehicles on each page.
5. Discuss the images after reading the story: Do we see any of these vehicles in our town? Define “vehicle” as a type of transportation.
6. To extend the lesson, provide your child with paper. Tell your child to draw a detailed scene of a place he/she would like to visit.



## Science

### Balloon Rocket

**Learning Goal:** Experimenting with air flow

**Materials:** balloon, straw, tape, string (about 6 ft), 2 chairs

**Preparation:** Cut string to a 6-foot length.

**Instructions:**

1. Securely tie one end of the string to the chair.
2. Have your child thread the string through the straw and attach the other end of the string to the other chair.
3. Attach two pieces of tape to the straw (horizontally) about 2 inches apart so the balloon will stick.
4. Blow up the balloon, leaving the end untied, attach balloon to straw, holding the end closed so air will not escape.
5. Pull balloon to one end, and release!



## Language/Literacy

### Want to Go Far?

**Learning Goal:** Manipulating and blending sounds

**Materials:** paper, marker

**Preparation:** Write “Want to Go Far?” poem on paper.

#### “Want to Go Far?”

Want to go far? Then take a ride in a car!

Want to go high? Fly a plane in the sky!

Want to see the sea? Ride on a boat with me!

Want to cross the Great Plains? Take a ride on a train.

#### **Instructions:**

1. Read the poem to your child. Follow the words with your pointer finger as you read left to right.
2. Name rhyming words “far/car.” Ask child to tell you how the words are the same and how they are different.
3. Ask your child to identify the beginning letter in each word. Have your child identify the part of the words that are the same (ar).
4. Praise your child for being able to read words and take words apart.
5. Check for understanding by asking your child to identify other rhyming pairs from the poem.



## Dramatic Play

### Going on Vacation

**Learning Goal:** Using imaginative play to travel by plane

**Materials:** small suitcase, two chairs, paper, marker

**Preparation:** Gather materials. Place the two chairs directly next to each other. Fold the paper in half and write your child’s name to use as a boarding pass.

#### **Instructions:**

1. Ask child to pack suitcase with two outfits for where they are traveling. Give your child the paper as a boarding pass. Ask your child if the weather is warm where he/she is traveling or cold? Have your child pack clothing items according to the weather.
2. Imagine walking in an airport and getting on the plane. Use imagination to board the plane with suitcase. The chairs will represent the seats on the plane.
3. Ask your child where he/she is traveling and what he/she will do once there.



## Sensory Activity

### Mixing Colors

**Learning Goal:** Exploring and mixing colors to develop vocabulary to describe observations

**Materials:** white shaving cream/foam, red, yellow, and blue paint, large tray, bowl of warm water, towels

**Instructions:**

1. Gather all materials.
2. Squirt the shaving cream into three large mounds around the tray and then get out your red, yellow, and blue paints.
3. Drizzle the three paint colors over the three mounds of shaving cream.
4. Next, explore what happens when the different colors are mixed. Use your fingers to mix chosen color combinations. Example: mix some of the yellow and some of the blue mounds to see what new colors come to life.
5. Allow your child to explore the materials freely. Encourage your child to talk about what he/she observed.



## Social Studies

### Modes of Transportation

**Learning Goal:** Discussing two different types of transportation

**Materials:** craft sticks (preferably some of different sizes), glue, coloring materials, tape, two buttons

**Instructions:**

1. In this activity, the focus is on an airplane and a bus. Discuss with your child the differences in these modes of transportation. (What they look like, where can you find them, how do people use them?)
2. Use the display models below for assistance.
3. To make the plane model:
  - a. Take two craft sticks and create a lower-case letter “t” with them.
  - b. Take a smaller craft stick and attach it to the end of the “t”.
  - c. Use glue or tape to attach pieces
  - d. Decorate as desired.
4. To make the bus model:
  - a. Take four craft sticks to create the base of the bus.
  - b. Take the buttons to create the wheels at the bottom of the bus.
  - c. Take the sticks to create the windows as in picture model.
  - d. Use glue or tape to attach pieces.



## 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 Spot the Difference

**Materials:** cardstock, glue, magazines, scissors

**Preparation:** Locate pairs of similar pictures (for example, 2 pictures of socks, shoes, dogs, houses, etc.). Cut out and glue the pairs of pictures side-by-side on cardstock. You can purchase commercial games for this purpose.

**Instructions:**

1. Invite your child to play "Spot the Difference."
2. Have your child observe pairs of pictures and tell what is different about them.
3. Visual discrimination activities challenge children to focus their attention on details.
4. For added difficulty, choose pictures with subtle differences or have your child spot the differences in a given amount of time.

