

Week 10 SERIES 1500

LEARNING GOALS

- Apply learned phonics skills when reading and writing words, sentences, and stories; segment one-syllable words into sounds
- Create art with different subjects and themes from personal experience
- Organize and record data using objects pictures, tally marks and picture graphs
- Engage in a collaborative process and strengthen creative skills through live performance
- Describe and compare items in terms of number, size, shape, texture, color, and motion
- Define characteristics that make a community
- Discover your environment, create and document
- Count, measure, follow a sequence, observe changes

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

- Crayons/markers/pencils
- paper
- Paper plate and bowl
- Glue
- Scissors
- Paint
- Stapler
- Decorative flowers
- Ribbon
- Construction paper
- See list of materials needed for "Having Fun with Science" activity
- Cardboard
- Props for a restaurant: apron, chef hat, dishes, pots/pans, takeout menus, potholders, utensils, etc.
- Outdoor items: grass, sand, dirt, leaves and flowers
- See list of ingredients for "Ice Cream in a Bag" activity
- Water
- Oil
- Food coloring
- Tall glass and small glass
- Tablespoon

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *Story of Summer*
Creative Exploration: *Soak up the Sun*
STEAM Ahead: *Summer Fireworks*

TUESDAY

Math: *I Can Make a Picture Graph*
Music/Movement: *Dance Choreography*
STEAM Ahead: *Summer Fireworks*

WEDNESDAY

Language/Literacy: *Sand, Sun, and Fun*
Science: *Having Fun with Science*
STEAM Ahead: *Summer Fireworks*

THURSDAY

Language/Literacy: *Kick, King, Kite*
Dramatic Play: *Kitchen Restaurant*
STEAM Ahead: *Summer Fireworks*

FRIDAY

Social Studies: *My Home Environment*
Sensory Activity: *Ice Cream in a Bag*
STEAM Ahead: *Summer Fireworks*

Language/Literacy

Story of Summer

Learning Goal: Apply learned phonics skills when reading and writing words, sentences, and stories

Materials: crayons, paper, pencils

Instructions:

1. Sit with your child and discuss what he/she wants to do this Summer. Talk about the different kinds of things he/she wants to do.
2. Have your child take his/her paper and pencil to write a short story about their ideal Summer and what types of things he/she may want to do. Encourage your child to think about something he/she can accomplish over the Summer also (read a book, learn some new words in a different language, help out people in their neighborhood, etc.)
3. Have your child try and illustrate the story also.
4. Encourage your child to read the story aloud to you and discuss the story.



Creative Exploration

Soak Up the Sun

Learning Goal: Create art with different subjects and themes from personal experience

Materials: paper plates and bowls, markers, glue, scissors, paint, construction paper, decorative flowers, ribbon

Instructions:

1. Sit with your child and discuss the importance of sun protection in the Summer. Along with Sunscreen, hats are a great way to protect your eyes and face from the harmful UV rays of the sun.
2. Your child can choose to make the sun bonnet or the visor or both. If making the sun bonnet, begin by painting a paper plate and bowl the color you would like your bonnet to be and set aside to dry.
3. If making the visor, your child would just need to cut a paper plate in half and then take a piece of construction paper to cut two strips to make the sides of the visor.
4. Have your child paint or color the half paper plate to look like a sun or whatever design he/she chooses for the sun visor.
5. Take each strip of the construction paper and glue them to either side of the paper plate. Measure your child's head and secure the construction paper strips behind your child's head with glue or a staple.
6. If making the bonnet, take the paper plate and bowl that your child painted and glue the paper bowl upside down to the paper plate. Decorate with ribbon or flowers.



Math

I Can Make a Picture Graph

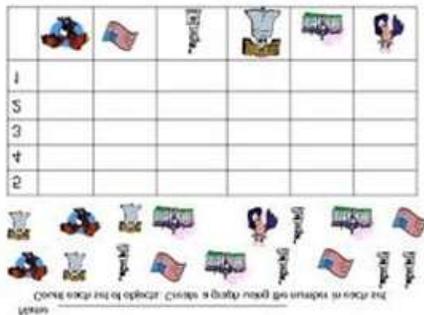
Learning Goal: Organize and record data using objects pictures, tally marks and picture graphs

Materials: construction paper, markers/crayons, paper, pencils

Preparation: On construction paper, draw a picture graph. Write your child's name along with the names of some other children you know (siblings, friends, cousins, etc.) on the left side of the graph and supporting information at the bottom of the graph. (See picture below for example.)

Instructions:

1. Engage your child in conversation about graphs and recall the names of graphs previously worked on.
2. Remind him/her a picture graph uses pictures or symbols to show data. One picture often stands for more than one component, so it's important to understand the graph.
3. Explain to your child that he/she will create a picture graph to show the number of times each child has traveled to Sky Zone (choose popular places your child has been). Each trampoline represents two visits.
4. Encourage him/her to copy picture of example graph & fill in using as many trampolines as he/she would like. Count trampolines and tell how many trips were made.



Music/Movement

Dance Choreography

Learning Goal: Engage in a collaborative process and strengthen creative skills through live performance

Materials: music

Preparation: Find music and create dance motions/movements.

Instructions:

1. Invite your child to listen to music and follow your created motions.
2. Allow your child to listen to music without your movements and allow him/her the opportunity to tell which moves he/she liked or did not and add or replace movements with his/her own. Write movements down to help remember.
3. Allow your child another chance to hear the song and decide where movements should be placed and practice.
4. Invite your child to teach you the routine and perform together.



<https://redtri.com/new-york/hip-hop-classes-for-kids-nyc/>

Language/Literacy

Sand, Sun, and Fun

Learning Goal: Apply learned phonics skills when reading and writing words, sentences, and stories

Materials: crayons, paper, pencils

Preparation: Discuss with your child what their summer vacation will look like. Will you go on a vacation? Will you camp in your back yard? You can visit: <https://zoatlanta.org/panda-cam/> and <https://www.nps.gov/grca/learn/photosmultimedia/webcams.htm> for inspiration.

Instructions:

1. Encourage your child to write and draw what their vacation will be.
2. Ask questions like: Where would you go on this vacation? What should you bring? What will you see?
3. This can be an ongoing activity as time goes by while being at home.
4. Encourage your child to continue to write and draw.



Science

Having Fun with Science

Learning Goal: Describe and compare items in terms of number, size, shape, texture, color, and motion

Materials: cup, food coloring, funnel, goggles, hydrogen peroxide, liquid dish detergent, soda bottle, 16 ounces water, 1 packet dry yeast

Preparation: Begin by explaining when certain chemicals are mixed, a variety of things can happen. Give examples. Have your child put on the goggles and a “Lab coat.”

Instructions:

1. Allow your child to add 8 drops of food coloring into the bottle.
2. Add about 1 tablespoon of liquid dish soap into the bottle and swish the bottle around a bit to mix it.
3. In a small cup, combine the warm water and the yeast together. Mix for about 30 seconds.
4. Pour the yeast/water mixture into the bottle (a funnel helps here) and watch the foaminess begin!
5. Encourage your child to describe what happens.
6. Allow your child to write or draw the outcome of the experiment.



Language/Literacy

Kick, King, Kite – Letter K Scavenger Hunt

Learning Goal: Segment one-syllable words into sounds

Materials: paper, pencils

Preparation: Segmenting words into sounds is an important reading strategy for the development of sound awareness in words. This activity uses phonological awareness or being aware of letter sounds and how they blend together to make words. As a child becomes familiar with what syllables are, he will begin to see patterns in words.

Instructions:

1. Explain to your child that he/she will practice segmenting words that begin with k. Say that segmenting is breaking down a word into sounds.
2. Say each sound in the following words: kick, king, and kite.
3. Encourage your child to write the letter for each sound heard.
4. Ask your child to say the complete word. Check if correct
5. Help as needed.
6. Encourage your child to write the letter k on the paper while saying the movements aloud and using finger to space the letters while writing.
7. Go on a letter k scavenger hunt and write the words. How many did you find? Can you make a graph of the syllables?



Dramatic Play

Kitchen Restaurant

Learning Goal: Define characteristics that make a community

Materials: props for a restaurant (ex: apron, chef hat, dishes, pots/pans, takeout menus, potholders, utensils, etc.)

Preparation: Discuss how a restaurant is an important part of a community. It is a place to gather with friends and family and a place where people can work to earn money. Who are the people who work there? What other occupations are linked to a restaurant (farmer, delivery, bank, mail, etc.)? What letter does the word kitchen begin with?

Instructions:

1. Have your child imagine what kind of restaurant he/she would create. Will it be a fancy restaurant? Will it be an ethnic restaurant that has special recipes from a particular region?
2. Ask open-ended questions to have your child describe what he/she is doing, what he/she will create in the restaurant, how will he/she design the menu, and who in the community will the restaurant help?



Social Studies

My Home Environment

Learning Goal: Discover your environment, create and document

Materials: cardboard, glue, paint, crayons, markers, found items from outdoors such as: grass, sand, dirt, leaves, and flowers

Preparation: Go along with your child outside and gather materials for a science display of what is in my environment. Decide what items will be used to represent your area.

Instructions:

1. After deciding what items to use, allow your child to create and document what he/she observed in your environment.
2. Your child can begin by drawing or painting your home, and then fill in with the found outdoor items. *Construction paper can be used. But the cardboard is sturdier for the glued items.*
3. Ask your child to describe what his/her environment looks like. You can enhance this by joining your child online talking with a friend or relative and asking what their environment is like. Is it sunny Is it colder? Do you have flowers or water near you?

Sensory Activity

Ice Cream in a Bag

Learning Goal: Counting, measuring, following a sequence, observation of changes

Materials: 1 cup half and half or equal parts milk and cream, 2 tsp vanilla, 1 T sugar, ¼ cup salt, ice, 1 small zip lock bag, 1 larger zip lock bag, gloves

Instructions:

1. Wash hands before any cooking activity.
2. Pour the half and half into the small zip lock bag.
3. Add the vanilla and sugar.
4. Seal the bag. Make sure it is well sealed. You do not want any salt leaking in.
5. In larger bag, add half of the ice and salt. Then place the smaller bag in the bag with ice and place more ice on top of small bag. Seal well.
6. Shake the two bags with gloves on. Salt makes the ice extra cold.
7. Once the mixture thickens into ice cream, carefully remove the smaller bag. Rinse in cold water to remove any salt.
8. Mix the ice cream and serve with your favorite toppings!

Summer Fireworks

Objective for Development and Learning: Using tools and other technology to perform tasks

Rationale: Fireworks are used to celebrate many holidays. No one knows who invented fireworks, but it is widely believed that the Chinese were the inventors. Fireworks were brought to Europe by the eastern spice traders and explorers, and in the 1800s, the technology was brought to the states. The most popular holiday to use fireworks is the Fourth of July in the Summer.

Materials and Directions: • Tall glass and a smaller glass • Warm water • Oil • Food coloring • Tablespoon

1. Have your child fill the tall glass with warm water almost to the top.
2. Pour two tablespoons of oil into the smaller glass and add a few drops of food coloring.
3. Mix the oil and food coloring together.
4. Pour the food coloring and oil mixture into the tall glass of warm water and watch the fireworks display.

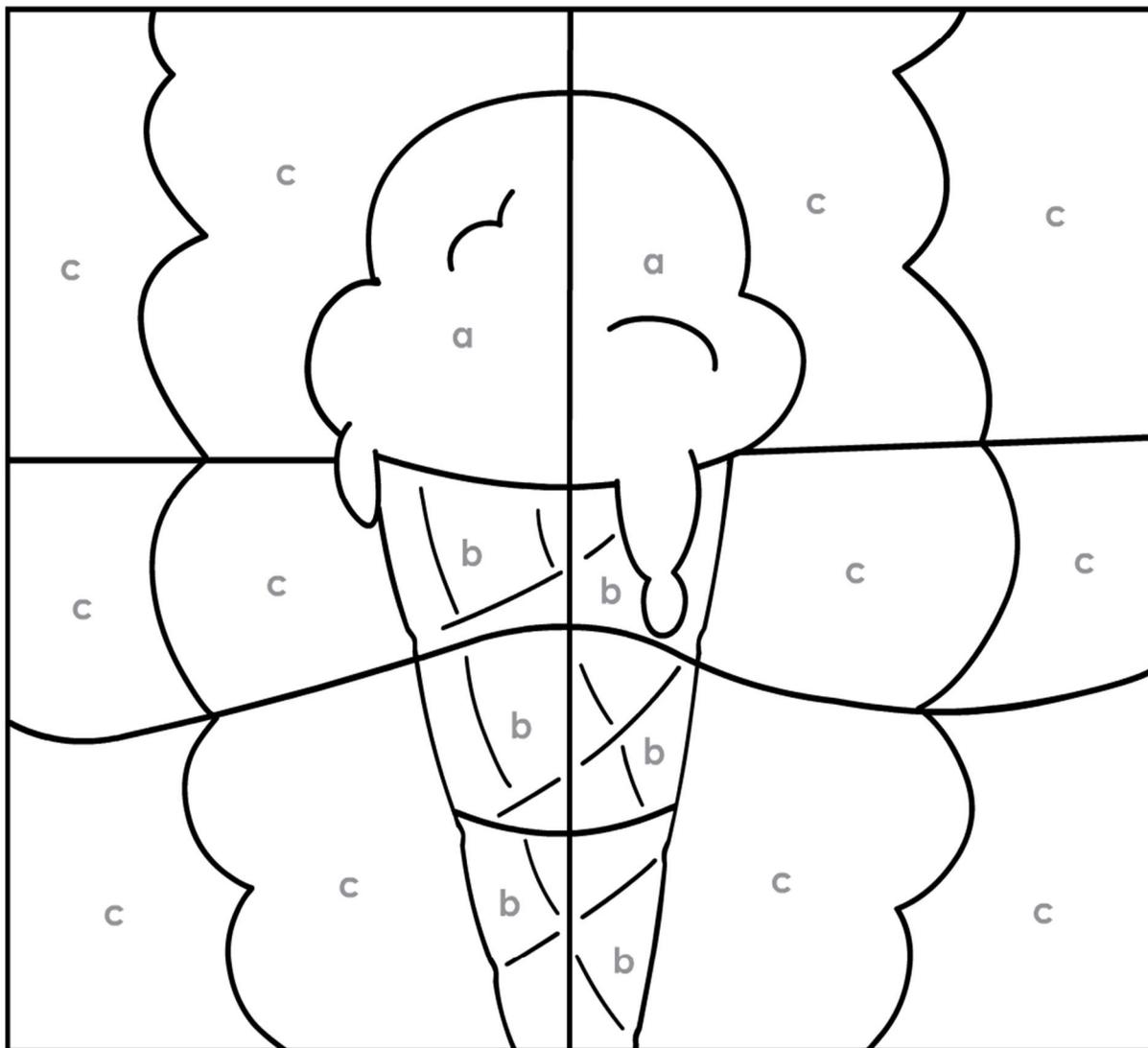
Open-Ended Questions: ▪ Why do you think most fireworks displays happen after dark? ▪ What colors do you normally see when you look at fireworks displays? ▪ Why do you think some colors are more vibrant than others? ▪ How do you think fireworks are made?



Name _____

Paint-by-Letters

Lowercase Letters: ice cream
Challenge Level



Color Key

- a:** light pink
- b:** beige
- c:** yellow

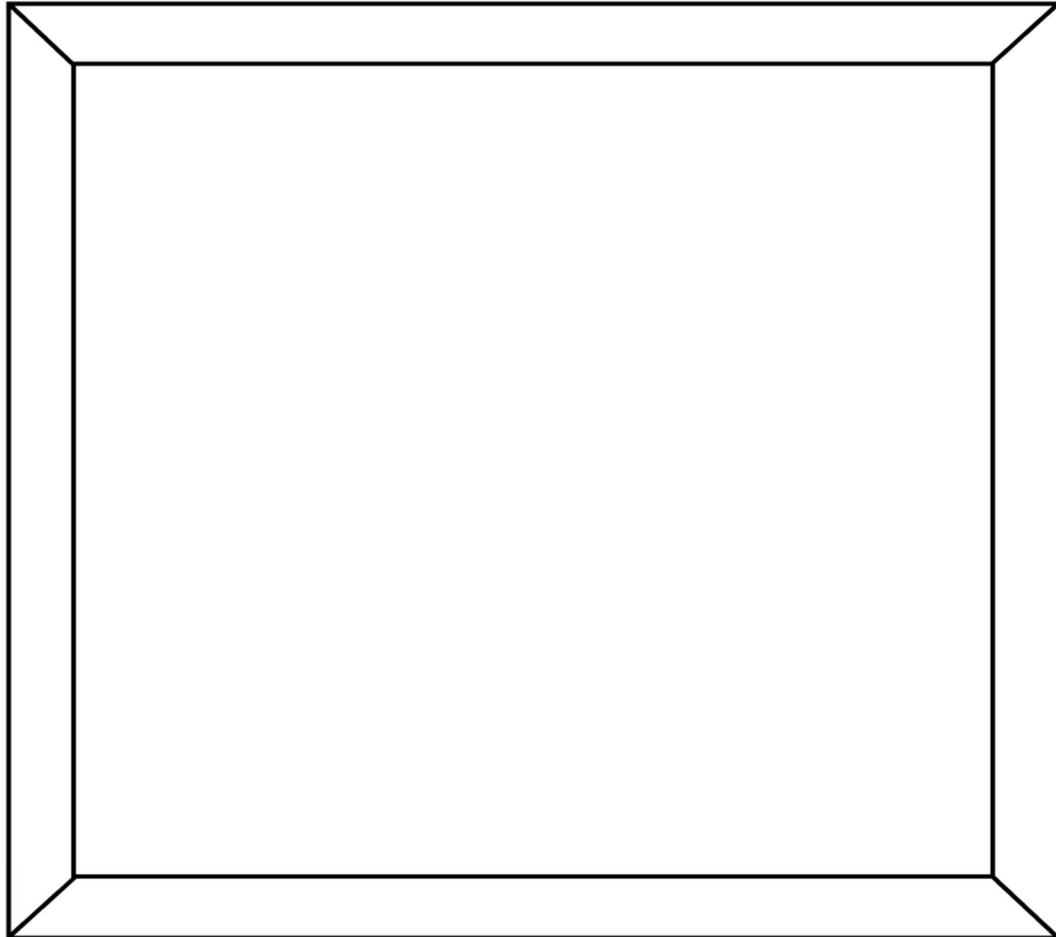
Name _____

Happy Thought

By Robert Louis Stevenson

The world is so full of a
number of things,
I'm sure we should be
as happy as kings.

Draw and color a picture to go with the poem.



Name _____

Find It

Norman the Number Scout
Consonant Blends

Find these things hidden in the picture.

bread brick broom grapes graph sled twig

