

Week 10 SERIES 1300-1350

LEARNING GOALS

- Exhibit book-handling skills; predict what will happen next based on previous experience
- Make choices and complete some independent activities; To use their fingers to create bugs; Use a variety of tools and art media to express individual creativity
- Begin to rote skip count by 5's to 30; Begin to understand the concept of estimation
- Use voice to musically express creativity
- Explore bugs in nature
- Identify some letters of the alphabet; Begin to recognize sight words
- Demonstrate an interest in books

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

- children's books
- cardstock
- glitter
- glue
- scissors
- sequins
- wiggle eyes
- bugs (plastic)
- container
- markers
- paper
- pencil
- paint
- paper plate
- internet access
- pictures of bugs (various, 10-20)
- crayons
- construction paper
- tape
- sticks (craft or from outside)
- magazines

CURRICULUM SCHEDULE

MONDAY

Share Together: *Bookworms, Show Your Skills!*
 Creation Station: *A Worm for Your Book*
 Brain Waves: *Eyewitness*

TUESDAY

Math: *Can You Count the Bugs?*
 Music/Movement: *Five Little Ladybugs*
 Brain Waves: *Eyewitness*

WEDNESDAY

Science: *Let's Go on a Bug Walk!*
 Creation Station: *Bug Dot Art*
 Brain Waves: *Eyewitness*

THURSDAY

Language/Literacy: *Bookworms Know Bugs & Letters*
 Dramatic Play: *Library Bookworm*
 Brain Waves: *Eyewitness*

FRIDAY

Math: *All Hands on Deck!*
 Creation Station: *Wiggly Book Worms*
 Brain Waves: *Eyewitness*

Share Together

Bookworms, Show Your Skills!

Learning Goal(s): Exhibit book-handling skills; predict what will happen next based on previous experience

Materials: various child-sized books

Instructions:

1. Encourage your child to complete this activity with you.
2. Begin the discussion by sharing with your child that you are going to pretend to be Bookworms.
3. Engage your child in a chant and march around the house: We are bookworms. We are bookworms. We're buggy about books. We are bookworms. We are bookworms. We're buggy about books.
4. After marching, give your child a book. Tell your child that all bookworms have exceptional book-handling skills. That means they know how to respect and take care of books.
5. Tell your child you will conduct an experiment to see if he/she knows how to handle books. Define "experiment" as a test.
6. Since your child has conducted experiments before, see if he/she can predict what you will do. Ask your child how he/she thinks you will find out about their book-handling skills. Accept all answers.
7. Begin to conduct the experiment with your child. Make statements such as "Bookworm, show me the front cover of your books. Bookworm, turn to a page in your books. Bookworm, show me the spine of your book." Praise your child for their book-handling skills.

Creation Station

A Worm for Your Book

Learning Goal(s): Make choices and complete some independent activities

Materials: cardstock, glitter, glue, scissors, sequins, wiggle eyes

Instructions:

1. Encourage your child to complete this activity with you.
2. Define "bookmark" as something used to hold the place in the book.
3. Make materials accessible to your child.
4. Help your child cut a long, wide, curvy figure to represent a worm.
5. Encourage your child to decorate their worm bookmark.



Math

Can You Count the Bugs?

Learning Goal: Begin to rote skip count by 5's to 30; Begin to understand the concept of estimation

Materials: bugs (plastic), container, marker, paper

Instructions:

1. Encourage your child to join you.
2. Show child the container of bugs and have him/her estimate the number. Remind your child that "estimate" means to guess the number. Record responses. Remove the lid and have your child count with you as you remove the bugs. Circle the number that comes closest to the actual number.
3. Praise your child for a good job counting and estimating.
4. Now, tell your child, "Just for fun, let's practice counting other ways."
5. Write 2, 4, 6, 8, and 10 on the paper. Invite your child to count by 2's with you. Touch each number as you count.
6. Do the same for counting by 5's to 30 and 10's to 100.
7. Praise your child for knowing how to count many different ways.



Music/Movement

Five Little Ladybugs

Learning Goal: Uses voice to musically express creativity

Instructions:

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

Five little Ladybugs climbing up a door
 One Flew away then there were four
 Four Little ladybugs sitting on a tree
 One flew away then there were three
 Three little ladybugs landed on a shoe
 One flew away and then there were two
 Two little ladybugs looking for some fun
 One flew away and then there was one
 One little ladybug sitting in the sun
 She flew away and then there were none



Science

Let's Go on A Bug Walk!

Learning Goal: To explore bugs in nature

Materials: bug sheet (included), pencil

Instructions:

1. Print out the bug sheet.
2. Go for a walk in your yard or in your neighborhood with your child.
3. Look for the bugs that are on the paper. When your child finds the bug, have him/her put a circle around it.
4. Your child can add other bugs on the back if he/she finds one that isn't listed.
5. Have your child count all of the bugs that are circled.



Creation Station

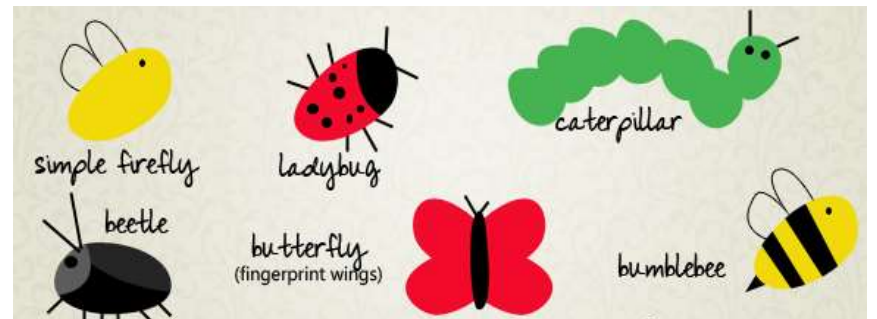
Bug Dot Art

Learning Goal: To use their hands to create bugs

Materials: white paper, paint, pencil, paper plate

Instructions:

1. Squirt small amounts of each color of paint onto a paper plate.
2. Provide your child with white paper and a pencil.
3. Your child can press his/her thumbs into a color of paint and then press onto white paper.
4. Your child can use a pencil to draw eyes, antennae, and six legs on their bugs.
5. Encourage your child to count the number of bugs he/she create.



Language/Literacy

Bookworms Know Bugs & Letters

Learning Goal: Identify some letters of the alphabet; Begin to recognize sight words

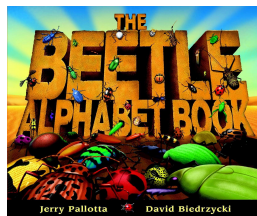
Materials: variety of bug pictures (10-20), internet access, website:
<https://www.youtube.com/watch?v=ehrFHArjICE>

Preparations: Preview read aloud book, *The Beetle Alphabet Book* by Jerry Pallotta, using the website above. Write different letters on each bug. Hide the bug pictures around your home.

Instructions:

1. Encourage your child to join you.
2. Begin the discussion by listening to the read aloud book. (You can also look up fun facts together on a computer or phone with internet access)
3. When finished reading, send him/her on a letter hunt to find bugs with letters written on them. Have your child identify the letters once found. You could play again, this time having him/her look for words he/she can read printed on the bugs.
4. Continue to play if interest lasts.

Children's knowledge of letter names and shapes is a strong predictor of their success in learning to read. Knowing letter names is strongly related to children's ability to remember the forms of written words and their ability to treat words as sequences of letters.



Dramatic Play

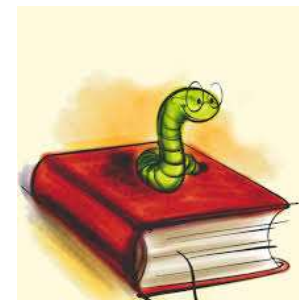
Library Bookworm

Learning Goal: Demonstrate an interest in books

Materials: Library Card Template (included), markers

Instructions:

1. Encourage your child to join you.
2. Begin by explaining to your child that today he/she will become a librarian. Explain what a librarian is. You can also look up pictures and facts together on a computer or phone with internet access.
3. Print the Library Card Template and explain to your child that he/she will be creating library cards for him-/herself and family members.
4. Encourage your child to decorate the template as he/she chooses and hand out to family members once finished.
5. Read any book of choice with your child. Praise him/her for being a great bookworm!
6. Take pictures of your mini librarian for keepsakes.



Math

All Hands on Deck!

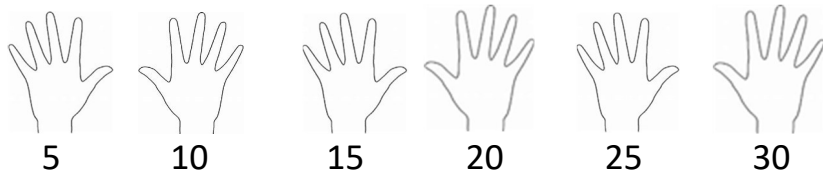
Learning Goal: Rote skip count by 5s to 30

Materials: paper, scissors, pencil, crayons

Preparation: Have your child trace both hands on a piece of paper three times (3 sets of hands altogether). Help your child cut them out.

Instructions:

1. Have your child put one hand up in front of them and count how many fingers there are (you can touch each finger as he/she counts). Explain to your child that he/she has 5 fingers on each one of their hands.
2. Tell your child that he/she is going to use the hands that they cut out to count by 5's. As your child counts the fingers on each hand, write the number in the middle of the hand ("5" on the first hand, "10" on the second hand, etc.). Continue until your child has counted to 30. If it is easier to write the numbers on each finger so your child can keep track, feel free to do so!
3. Once you have written the number in the middle of each hand you have counted, you can mix up the hands and practice counting by fives to thirty all over again.
4. To continue the activity, have your child decorate each hand with crayons or any other art supplies you desire.



Creation Station

Wiggly Book Worms

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

Materials: construction paper, black crayon or marker, scissors, sticks (craft or from outside), glue, tape

Preparation: Cut two strips of paper (2-inches wide). Cut the edges of each side of the strips so they are rounded. Cut out four white circles (these will be your worm's eyes, so make them small).

Instructions:

1. Have your child accordion fold the two strips of paper.
2. Have your child glue the white eyes on the first fold of the worm. Then have him/her draw a dot in the middle of the white eye. Then, draw a nose and a mouth for the worm.
3. Turn the worm over, and have your child tape on a stick to the top of the worm under the first fold and another stick under the last fold of their worm.
4. Turn the worm back over. Now, your child has a bookworm that each of you can inch along the ground! Encourage your child to go exploring through the house with his/her bookworm to see what "yummy books" can be found. You can also challenge your child to a bookworm race!



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.



Short-Term Memory Eyewitness

Materials: cardstock, glue, magazines, scissors

Preparation: Cut pictures of faces with distinct features from magazines and glue onto cardstock. Cartoon faces would be great!

Instructions:

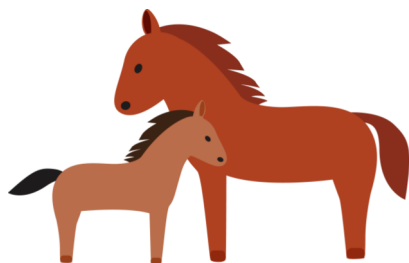
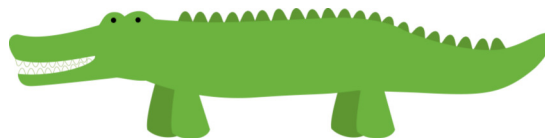
1. Encourage your child to join you for a game. Explain that he/she will play a game called Eyewitness.
2. Show your child a picture of a face.
3. Remove the picture, and have your child tell you what he/she remembers about the picture.
4. Show the picture again to check your child's memory.

This activity challenges children to use language as they describe what they remember seeing.

Activity Variation: Decrease or increase the amount of time for observing the picture. For added difficulty, include pictures with greater details.

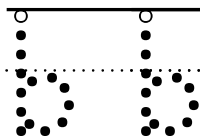
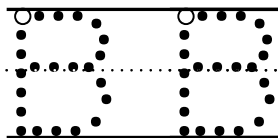


The word **bug** begins with the **letter b**. Do the other animals start with the letter b also? If the animal starts with the letter b, circle it. If it does not start with the letter b, put an 'x' on it.



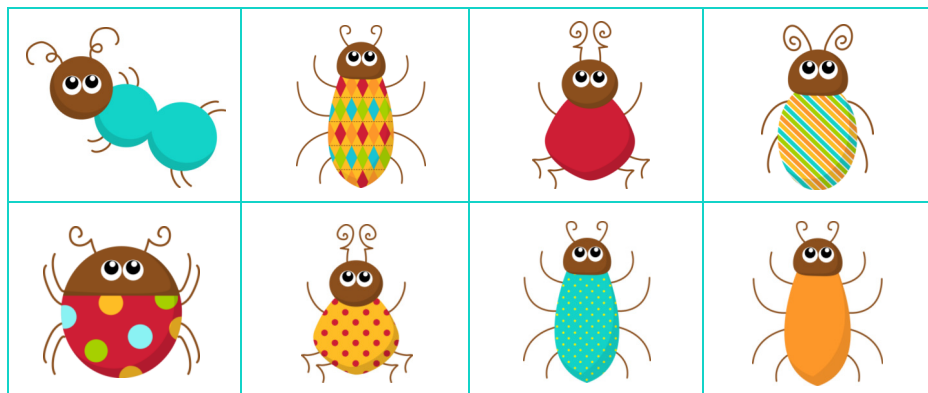
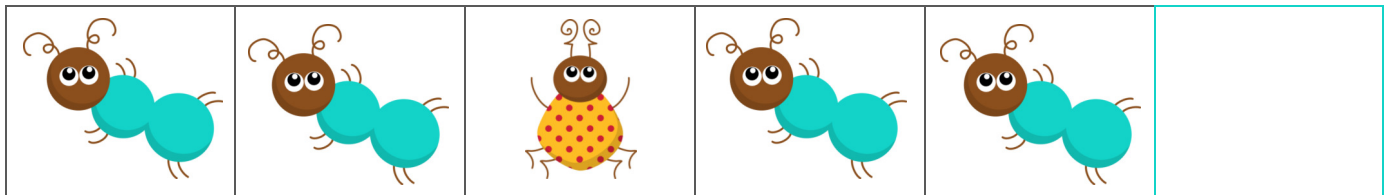
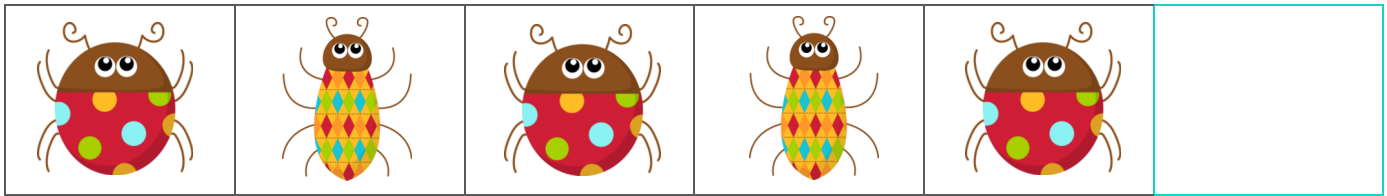
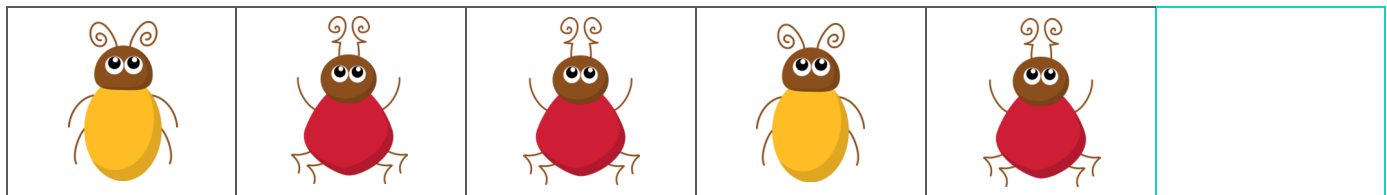
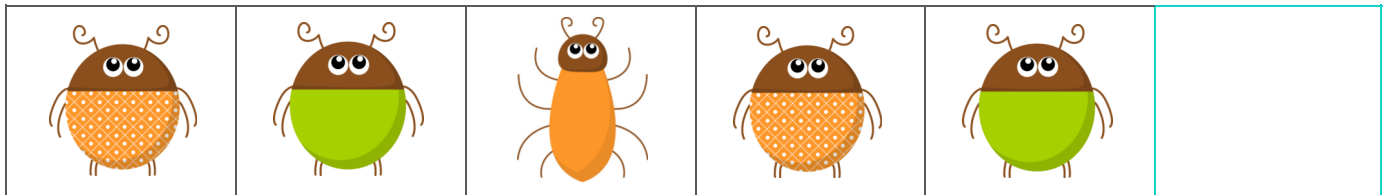
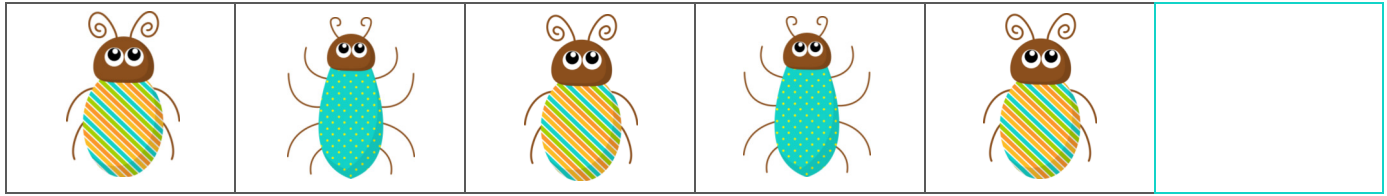
Circle every capital B and lowercase b in the letter jumble below.

t m B c b o
B b w p B b
d A B k



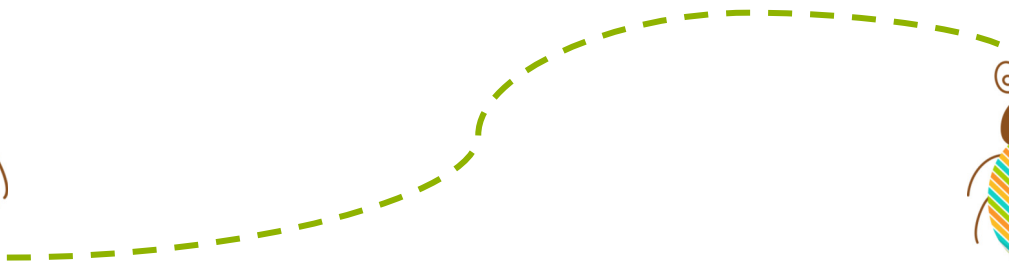
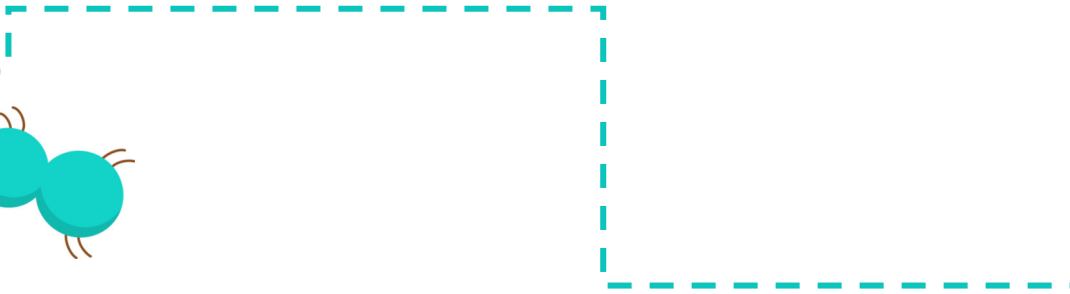
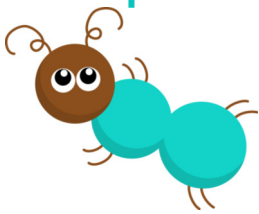
Bug Patterns

Look at each pattern closely. **What bug should come next?** After cutting out the pictures at the bottom, paste the correct bug in the box to complete each pattern.



Bug Scissor Skills

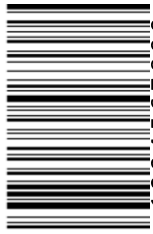
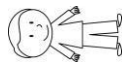
Practice using your scissors by helping each bug find his other buggy friend.





MY LIBRARY CARD

THIS CARD BELONGS TO:



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