

Week 5 SERIES 1300-1350

LEARNING GOALS

- Become increasingly familiar with the structure of stories (resolution of story)
- Recreate a familiar story using action and objects individually or cooperatively
- Recognize there are basic requirements for all common life forms
- Understand that people have an impact on the environment and participate in efforts to protect the environment
- Connect new vocabulary to prior educational experience
- Use materials to create food for birds that live in a backyard habitat
- Recognize there are basic requirements for all common life forms
- Understand that people have an impact on the environment and participate in efforts to protect the environment; connect new vocabulary to prior educational experience
- Use mathematical language to describe experiences involving measurement
- Use voice, instruments, and objects to musically express creativity

DAILY SCHEDULE

Morning Routine

(Brush teeth, get dressed, breakfast, etc.)

Curriculum Activity

Snack

Independent Play

Brain Waves

Lunch

Rest/Quiet Time

Curriculum Activity

Outdoor Play

Evening Routine

MATERIALS NEEDED

- bedsheet, chair
- birdseed
- bubble solution & wand
- crayons, markers (black and various colors), pencil
- glue
- green yarn (or crepe paper)
- internet access
- magazines
- miscellaneous soft household items (pillows, stuffed animals, etc.)
- paper (blue, brown, green, white)
- pictures of animals and their habitats
- printouts of different birds (5-10)
- scissors (child-sized), tape (clear and masking)
- shoes (pictures and real)
- string
- suggested theme-related book such as: *Oh, The Places You'll Go!* by Dr Seuss or *The Foot Book* by Dr. Seuss
- sun butter or alt. spread
- toilet paper roll

CURRICULUM SCHEDULE

MONDAY

Creative Exploration: *Handy Habitat*

Learn Together: *Eco Habitats*

Brain Waves: *Bubbles*

TUESDAY

Music/Movement: *A Habitat Song*

Math: *Feet in Your Shoes*

Brain Waves: *Bubbles*

WEDNESDAY

Science: *Under the Jungle Canopy*

Creative Exploration: *Tasty Bird Feeder*

Brain Waves: *Bubbles*

THURSDAY

Language/Literacy: *Jeepers Creepers*

Dramatic Play: *Birdwatchers*

Brain Waves: *Bubbles*

FRIDAY

Math: *All Speckled Frogs*

Sensory Activity: *My "Kid Cave"*

Brain Waves: *Bubbles*

CREATIVE EXPLORATION

Handy Habitat

Learning Goal: Recognize there are basic requirements for all common life forms

Materials: crayons, glue, magazines, paper, pencils, scissors (child-sized)

Instructions:

1. Encourage your child to complete this activity with you.
2. Provide child with paper.
3. Help your child draw one hand on their paper.
4. Help your child label the palm of the hand “Handy Habitat.”
5. Provide child with magazines, scissors, and glue.
6. Encourage your child to find one living thing to cut and glue onto the thumb.
7. For the remaining fingers, your child can draw pictures or use magazine pictures of food, water, and shelter. They could cut out a picture of a toy. The animal could use this toy for exercise. Define “shelter” as a safe place to stay.



LEARN TOGETHER

Eco Habitats

Learning Goals: Understand that people have an impact on the environment and participate in efforts to protect the environment; connect new vocabulary to prior educational experience

Materials: paper, markers, pictures of habitats and animals, tape

Preparation: Attach the pictures of habitats to paper.

Instructions:

1. Encourage your child to complete this activity with you.
2. Begin the discussion by telling your child you have some big words to share with them. Write and say “environment.” Define it as “the land, air, and water all around us and our homes.” Write and say “eco.” Define it as a short word for ecology. Define “ecology” as “the word for learning about our environment.”
3. Continue on to share that you have pictures of habitats found everywhere in the environment. Show the habitats. Invite your child to identify them and write the names they give. Show the pictures of the animals. Have child tell which animals live where and put the pictures with the correct habitat.
4. Engage in a brief conversation about the things people can do to keep their habitat and the habitats of animals safe and clean.



MUSIC

A Habitat Song

Learning Goal: Uses voice, instruments, and objects to musically express creativity

Instructions:

1. Share with your child you are going to learn a song about a habitat. Explain that a habitat is a home for an animal.
2. Sing below song to the tune of Mulberry Bush:

*The barn is where the horses live,
horses live, horses live,
The barn is where the horses live,
In this great big world.*

Continue with the following animals:

*The forest is where the deer live...
The desert is where the rattlesnakes live...
The ocean is where the whales live...*

3. You can make up additional verses with a variety of habitats (as above) or include a variety of animals from any one habitat. For example: The rainforest is where the toucan lives..., jaguar, parrot, boa, etc.



MATH

Feet in Your Shoes

Learning Goal: Use mathematical language to describe experiences involving measurement

Materials: masking tape, shoes (pictures and real), theme-related book, such as *Oh, The Places You'll Go!* by Dr Seuss (<https://www.youtube.com/watch?v=3U60jboHHFs>) or *The Foot Book* by Dr. Seuss (<https://www.youtube.com/watch?v=OGs0tP9WfKs>) *If you do not have access to these books, you can listen to read aloud versions at the links provided.

Preparation: Pre-read/listen to the selected book. Tape a long line on the floor for a balance beam.

Instructions:

1. Begin the discussion by showing your child a shoe or a picture of a shoe. Ask your child to tell you whether their foot will fit in the shoe? Ask them to speak in complete sentences. Remind them to say “foot” when talking about one foot, and “feet” when talking about both feet.
2. Repeat this activity with two or three more shoes. When done, let your child know they have been using their words to describe ways to measure. Define “measure” as “to tell how long/short, large/small, or heavy/light something is.”
3. Encourage your child to wear a pair of very large shoes and try to walk the length of the tape on the floor. Have fun!
4. Encourage your child to express their feelings about the ease or difficulty walking in shoes that are too big. Praise child for expressing their feelings appropriately.
5. Conclude with a theme-related book if time allows.

SCIENCE EXPLORATION

Under the Jungle Canopy

Learning Goal: To explore the habitat of animals and creatures that live in the rainforest habitat at different levels

Materials: green crepe paper (or yarn)

Preparation: Preview this video about the rainforest layers:
https://www.youtube.com/watch?v=KMdD6TTDZ_g

Instructions:

1. Talk to your child about the environment of the different types of rainforest, both cool and warm.
2. Attach green crepe paper (or yarn) to chairs, tables, walls, and other items to create a jungle canopy. Now, let's have them go on a tropical rainforest adventure!
3. Have your child crawl, slither, scurry, and climb through the jungle underneath the crepe paper like the animals and creatures do in the rainforest.



CREATIVE EXPLORATION

Tasty Bird Feeder

Learning Goal: Use materials to create food for birds that live in a backyard habitat

Materials: sun butter (or alternative spread), bird seed, empty toilet paper roll, string

Instructions:

1. Poke a small hole on each side of the toilet paper roll at the top.
2. Feed the string through the hole and leave about 8-10", then tie a knot. This makes your hanger.
3. Spread your sun butter (or alternative spread) on the toilet paper roll.
4. Roll the toilet paper roll in the birdseed.
5. Hang on a tree branch or hook.



LANGUAGE & LITERACY

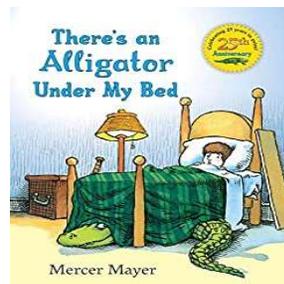
Jeepers Creepers

Learning Goal: Become increasingly familiar with the structure of stories (resolution of story)

Materials: internet access, website:
<https://www.youtube.com/watch?v=FDhTH0uDsec&t=39s>

Instructions:

1. Encourage your child to join you.
2. Go to the website link above for a read aloud version of *There's an Alligator Under My Bed* by Mercer Mayer.
3. Pause the video at the book's cover. Invite your child to observe the cover and make predictions about the story. Read the title. Read the author's and illustrator's names.
4. After reading, engage in conversation about details he/she listened for. Have them tell what happened in the beginning, middle, and end of the story. Ask if there was a problem in the story and how it got solved.
5. Invite your child to brainstorm alternate solutions for the story.
6. Praise your child for being a good bookologist.



DRAMATIC PLAY

Birdwatchers

Learning Goal: Re-create a familiar story using action and objects (props) individually or cooperatively

Materials: printouts of different birds (5-10), markers, paper (blue, brown, green), scissors, internet access, website:
<https://www.youtube.com/watch?v=fTNLSAddebM>

Preparation: Label three pieces of paper as follows: blue (ocean shoreline), brown (rocky slopes), and green (grassy pastures). Place these habitats in three different locations around the house. Number the birds from 1 to 10. Place the birds in the different habitats.

Instructions:

1. Encourage your child to join you.
2. Begin by watching and listening to the read aloud version of *Hooray for Birds!* by Lucy Cousins (link provided). After reading and discussing the book, engage your child in an activity to identify habitats for birds. Show him/her the three bird habitats placed around the room and the birds in each habitat.
3. Ask your child to place their hands to their eyes as if they are looking through binoculars. Take a stroll through the house, and he/she should look through the binoculars and find the birds. Tell your child which bird to look for. For example, "Where is bird number 1? Is he in the blue ocean habitat, the green grassy pasture habitat, or the brown rocky slope habitat?"
4. Praise your child's efforts. Take pictures for keepsakes when your child finds a bird.

MATH

All Speckled Frogs

Learning Goal: Identifying numbers and quantity

Materials: “Five Little Speckled Frogs” distance learning sheets (provided with packet), scissors, black marker, *Optional: “Five Little Speckled Frogs” sing along: <https://www.youtube.com/watch?v=IUVkn23BzG0>

Preparation: Write a number on each frog (1 to 5). Cut out the speckled frogs and place them on the log. (Mix them up so they are not in numerical order.) Cut out the pond and flies. Organize them in front of your child.

Instructions:

1. Talk to your child about frogs and their habitat. Explain that some frogs live in the water and some on land.
2. Sing the “Five Little Speckled Frog” song with your child. As you sing, have your child identify the number on the speckled frogs and place them in numerical order.
3. Have the child place the frogs in the pond, until all are five in the water.
4. If your child is still interested, continue singing and have them remove the frogs from the pond, by counting backwards from 5 until there are no speckled frogs in the water!



CREATION STATION

My “Kid Cave”

Learning Goal: Using their imagination and creativity to create a safe space for them to express themselves

Materials: bedsheet, chair, miscellaneous soft household items (pillows, stuffed animals, etc.)

Preparation: Pick an area in the house where your child can make their “kid cave.” Gather the items in that area.

Instructions:

1. Encourage your child to use their imaginations and create a place they would like to live. It would be their own “kid cave.” Define “imagination” as using their brain to try to think of something no one else has thought of.
2. Talk to your child about the importance of having a safe place to live, eat, and play, and that animals have places like that too (give some examples: bears live in caves, rabbits live in burrows, etc.)
3. Ask your child what they would like to have in their kid cave and allow them time to gather those items.
4. Assist your child in making their cave using the bedsheet and chair.
5. Allow your child time to set up and explore their new kid cave habitat!

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.



Spatial Awareness

Bubbles

Materials: bubble solution and wand

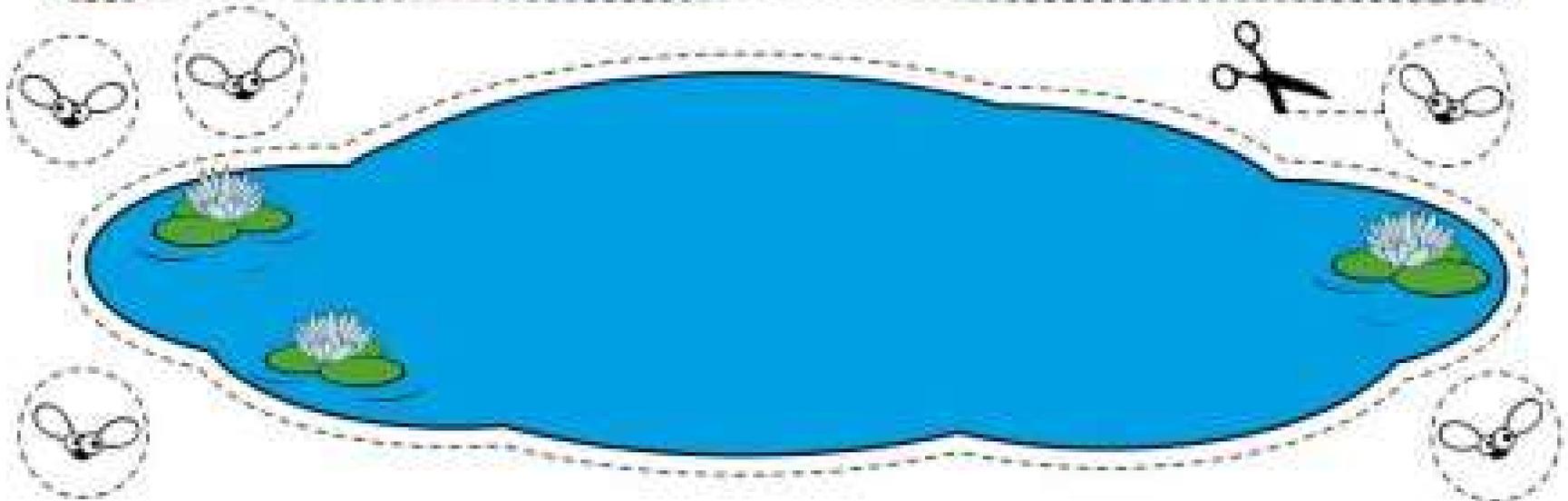
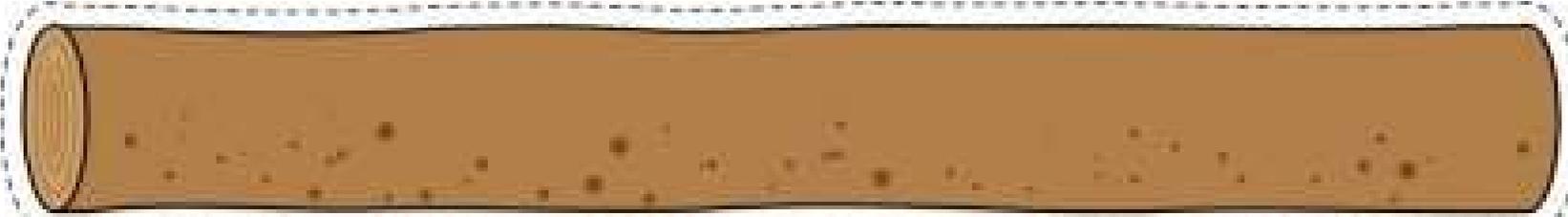
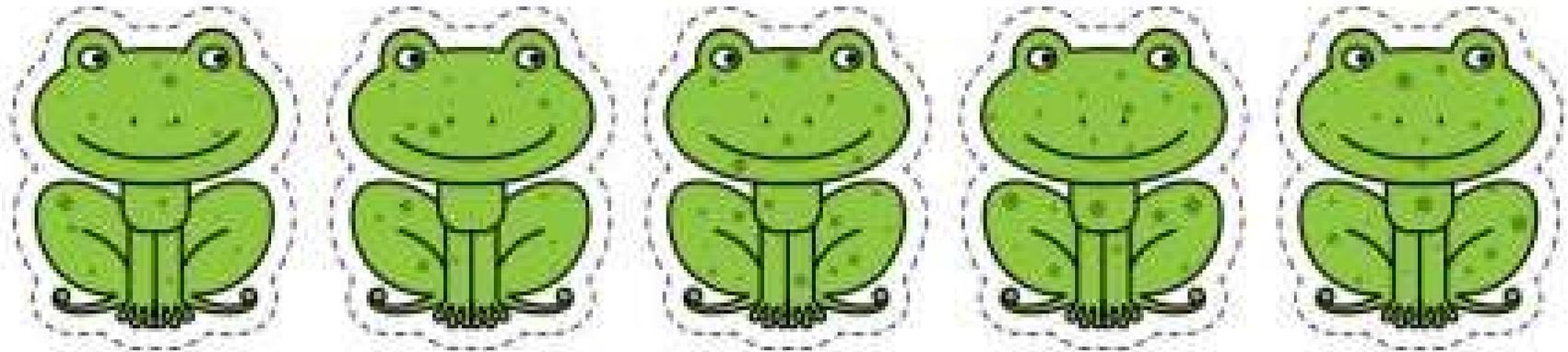
Instructions:

1. Encourage your child to go outside with you.
2. Blow bubbles and talk about how they float and where they land.
3. For added difficulty, have him/her try to anticipate where a bubble will land and race to that spot.

Spatial awareness activities require children to follow directions, ask questions, express ideas, and move the body in various directions.

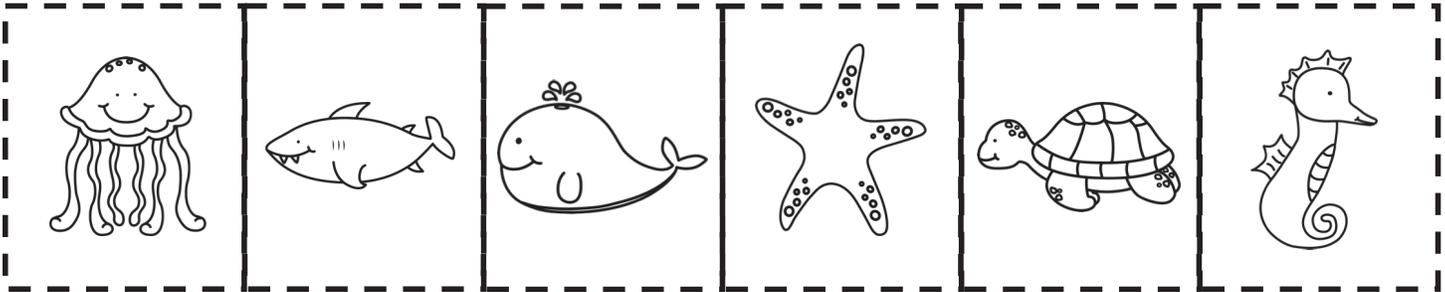
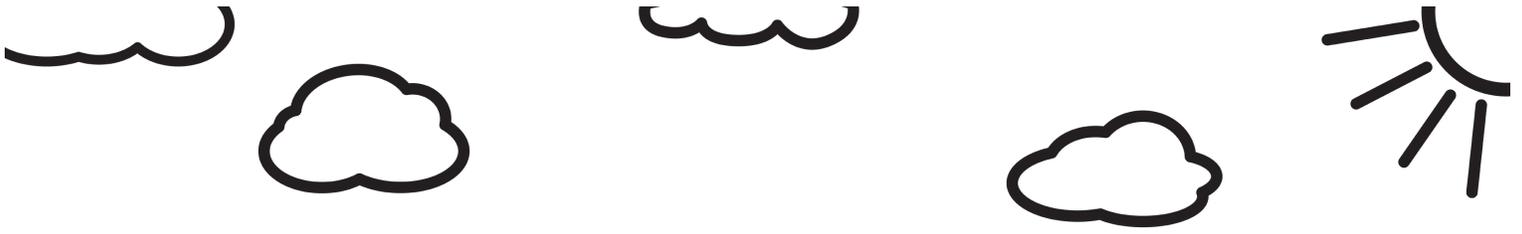


TEACHING TOOL – ACTIVITY SHEET FOR ALL SPECKLED FROGS



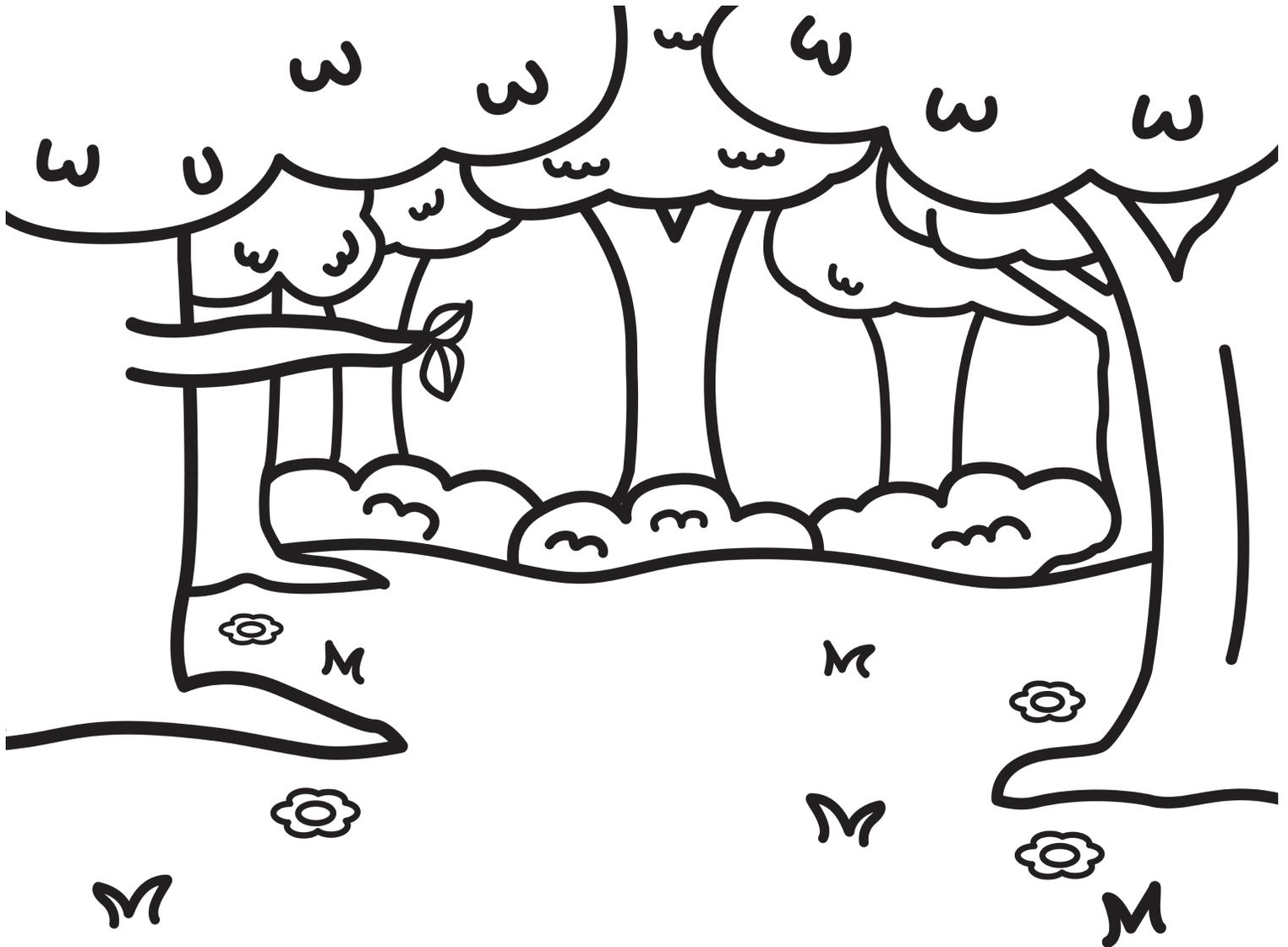
Name: _____

Directions: Color. Cut out the ocean animals. Make a scene.

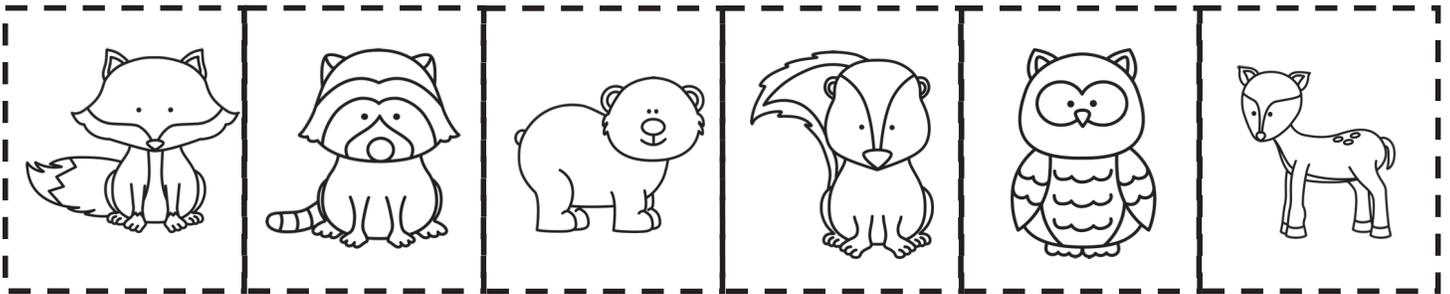


Name: _____

Directions: Color. Cut out the forest animals. Make a scene.



© MS. ANDREA'S CLASS



Bird Matching

Each bird in the left column is missing his match! When you find the bird's match in the row, draw a circle around him.

