

Week 17 SERIES 1300-1350

LEARNING GOALS

- Repeats rhymes, poems, and finger plays
- Becomes increasingly aware of the structure of stories
- Uses a variety of tools and art media to express individual creativity
- Learns how water droplets are formed
- Participates in creating and using real and pictorial graphs or other simple representations of data
- Learns rote skip counting
- Uses voice to express self musically
- Observes materials in water
- Uses language to pretend and create

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

- blue plastic tablecloth
- clear cellophane
- container
- cups
- droppers
- dry erase marker
- food coloring
- glue
- hot glue
- laundry basket
- magazines
- magnet
- markers/crayons
- newspaper
- paintbrushes
- paper
- paper clips
- pencil
- picture of fish (or live fish if you have them)
- poster board
- scissors
- smocks (or old t-shirts)
- sponge
- stick
- tempera paints
- water
- watercolor paints
- wax paper
- white plate
- yarn

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *Water Rhymes*
 Creation Station: *Watercolors*
 Brain Waves: *Upside-Down Art*

TUESDAY

Math: *Consuming Water*
 Music and Movement: *Drinking Water Together*
 Brain Waves: *Upside-Down Art*

WEDNESDAY

Science: *Floating Art*
 Creation Station: *Water Droplet Painting*
 Brain Waves: *Upside-Down Art*

THURSDAY

Language/Literacy: *The Jumping Fish*
 Dramatic Play: *Alphabet Fishing*
 Brain Waves: *Upside-Down Art*

FRIDAY

Math: *Puffy Fish*
 Creation Station: *Aquatic Art*
 Brain Waves: *Upside-Down Art*

Language/Literacy

Water Rhymes

Learning Goal: Repeats rhymes, poems, and finger plays

Materials: paper, markers, nursery rhyme props (optional)

Preparation: On a sheet of paper, write two or three nursery rhymes about water.

Instructions:

1. Encourage your child to complete this activity with you.
2. Tell your child that he/she will dramatize some rhymes about water.
3. Show one of the rhymes you have written. For example:

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

4. Ask your child what happened in the beginning [Jack and Jill went up the hill to get (fetch) water].
5. Ask what happened in the middle [Jack fell down and broke his head (crown)].
6. Ask what happened in the end [Jill came tumbling after him].
7. With your child dramatize the rhyme.



Creation Station

Watercolors

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

Materials: newspaper, paintbrushes, paper, smocks (or old t-shirts), tempura paints, watercolor paints

Preparation: Cover the work area with newspaper.

Instructions:

1. Encourage your child to complete this activity with you.
2. Assist with the smock.
3. Show your child the tempera paints and the watercolor paints.
4. Demonstrate how to dip the paintbrush in water and then in the watercolor to paint.
5. Have your child notice the difference in consistency of the tempera paint and the watercolor paint. Define “consistency” as “the thickness or thinness” of the paints.
6. Let your child know he/she will paint with watercolors today.
7. Make materials accessible to your child.
8. Allow your child to paint as he/she wishes with the watercolors.



Math

Consuming Water

Learning Goal: Participates in creating and using real and pictorial graphs or other simple representations of data

Materials: poster board, glue, magazines, scissors

Preparation: Make a chart with three columns on the poster board. Label the columns “Home,” “School,” and “Play.”

Instructions:

1. Encourage your child to join you.
2. Tell him/her living things need to be hydrated. Continue sharing that we also consume water for reasons other than to live. Define “consume” as “to use.”
3. Show your child the chart. Discuss the three columns. Invite him/her to tell ways that he/she consumes water at home, school, and play. Record the responses.
4. Provide your child with a magazine. Encourage him/her to locate and tear out a picture of ways we consume water. You can tidy the pictures with scissors if necessary.
5. Have your child identify the column for each picture.
6. Squeeze a little glue onto the pictures so your child can attach them to the correct columns.
7. Praise your child for doing a great job identifying water consumption.



Music and Movement

Drinking Water Together

Learning Goal: Uses voice to express self musically

Instructions:

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

Drinking Water Together

(Sung to the tune of London Bridge is Falling Down)

[Child’s name] and I are drinking up the water,
drinking up the water, drinking up the water.

[Child’s name] and I are drinking up the water, gulp, gulp, gulp!



Science

Floating Art

Learning Goal: Observes materials in water

Materials: dry erase marker, water, white plate

Instructions:

1. Let your child draw a person, a fish, or an animal on the plate.
2. Slowly pour $\frac{1}{4}$ cup of water on the plate.
3. Tilt the plate and see the person, fish, or animal move.

Why does this work? Explain to your child that the dry erase marker does not combine with the water and that the water makes the marker have buoyancy (floats). The marker is less dense than the water.



Creation Station

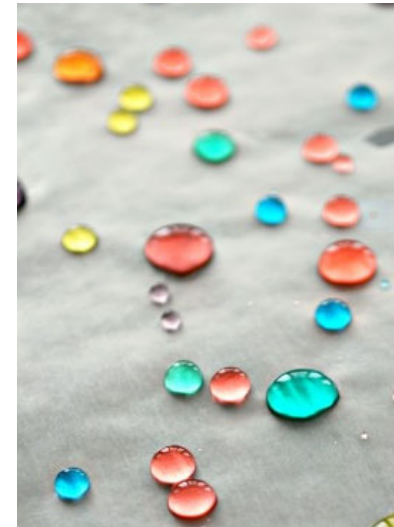
Water Droplet Painting

Learning Goal: Learns how water droplets are formed

Materials: droppers, food coloring, wax paper, cups of water

Instructions:

1. Fill 3 small cups with a $\frac{1}{2}$ cup of water
2. Add a few drops of food coloring to each cup.
3. Have your child use the dropper to draw up the water and drop it onto the wax paper.
4. Your child can experiment with bigger drops and smaller drops.
5. The wax paper repels the water droplets.



Language/Literacy

The Jumping Fish

Learning Goal: Becomes increasingly aware of the structure of stories

Materials: picture of fish (or live fish if you have them), paper, markers

Instructions:

1. Encourage your child to join you for a story.
2. Show your child the fish and engage them in writing a fish story called “The Jumping Fish.”
3. Write the story starter, “Once upon a time, there was a fish that could jump.”
4. Encourage your child to add middle details to the story by asking questions such as “What did it do next, and next and next?” End the story by asking children “What was the last thing the fish did?”
5. Reread the story when complete. Praise him/her for doing a great job as a storyteller and sticking to story structure. Point out once more the beginning, middle, and end.



Dramatic Play

Alphabet Fishing

Learning Goal: Uses language to pretend and create

Materials: alphabet fish printable (provided with packet), scissors, 1 stick, yarn, 1 magnet, hot glue, paper clips, blue plastic tablecloth, laundry basket

Preparation: Print out the fish you need for the activity. Cut out the fish and put a small paper clip on each one. Get a stick from a tree and tie a piece of yarn to it. Ensure you do not make it too long or it will be hard for your child to control. Hot glue a magnet to the end of the yarn. Lay the blue tablecloth on the floor and place the laundry basket in the middle of it. Then, spread the fish around the basket.

Instructions:

1. Invite your child to climb in and begin fishing!
2. Explain that you will call out a color, and he/she must “catch” it.
3. Play until all the colors are “caught.”
4. Praise your child’s efforts and take pictures for keepsakes.



Math

Puffy Fish

Learning Goal: Learns rote skip counting

Materials: paper, pencil, dropper (or turkey baster), sponge, plastic container, 10 Facts About Water sheet (provided with packet)

Preparation: Cut the sponge into the shape of a small fish. Put the sponge in the plastic container. Fill the medicine dropper with water, and place it next to the container.

Instructions:

1. Tell your child that he/she is going to play a game that will help the sponge fish become a puffy fish. Explain that sponge fish needs water, just like we do.
2. Explain to your child that you will ask him/her something about water. He/she will have to tell you if what you are saying is true or not true. (True is something that is proven to be right.) If he/she answers correctly, it will help the sponge fish get the water he needs to be a puffy fish.
3. Tell your child, for each correct answer, he/she will use the dropper to add two or more drops of water to the sponge. This will be done by skip counting by 2s. (Some questions will allow 2 drops of water, some 4 drops of water, and so on).
4. Keep asking questions and adding water to your sponge fish until he becomes a puffy fish, filled with water! (For added fun, fill the container with water and see if your fish floats!)



Creation Station

Aquatic Art

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

Materials: clear cellophane, crayons, glitter (optional), glue, markers, paper, scissors

Preparation: Locate a picture of aquatic life for children to observe.

Instructions:

1. Show and discuss the aquatic life photo with your child. Define “aquatic” as “things living in or taking place near water.”
2. Have your child draw and decorate his/her own aquatic scene.
3. Once they are done creating the aquatic scene, help your child cover the aquatic scene with clear cellophane. The picture will look like it is in the ocean! Have your child describe what it would feel like if he/she lived in the ocean.



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 Upside-Down Art

Materials: crayons or markers, paper, (white, butcher), table, tape

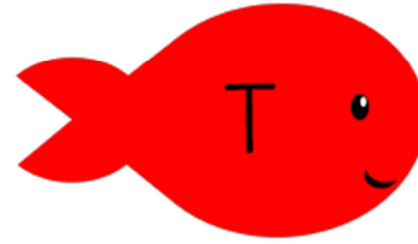
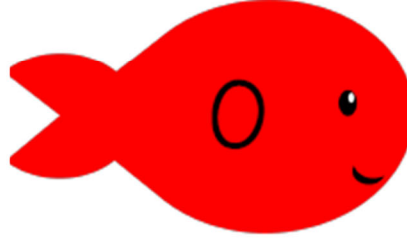
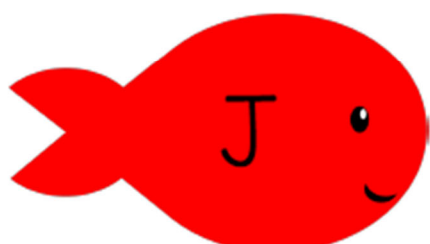
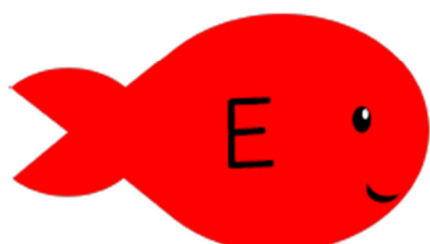
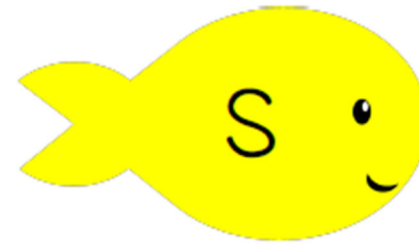
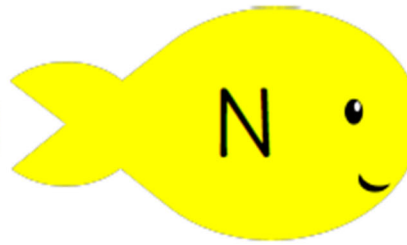
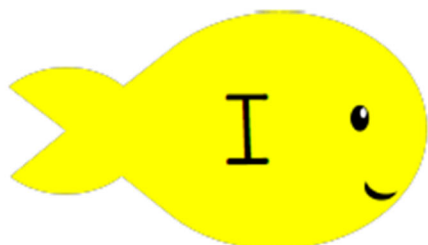
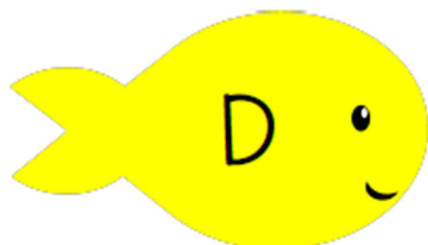
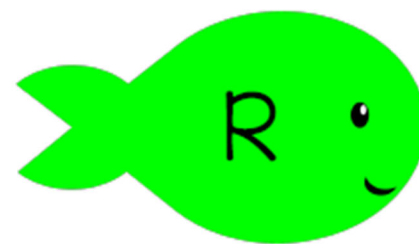
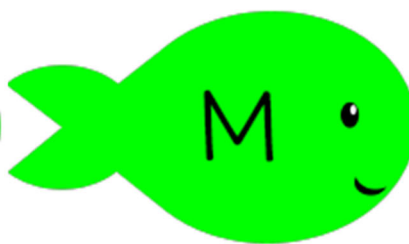
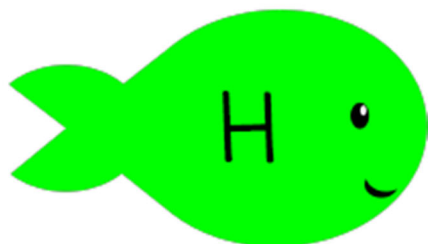
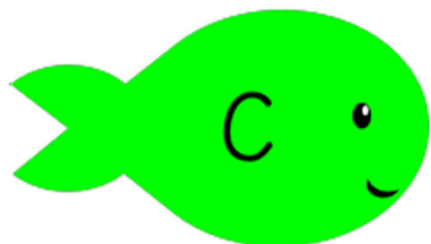
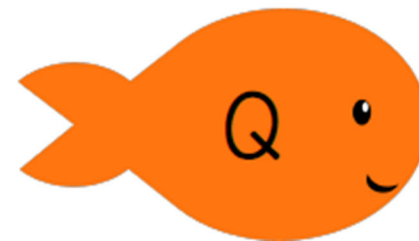
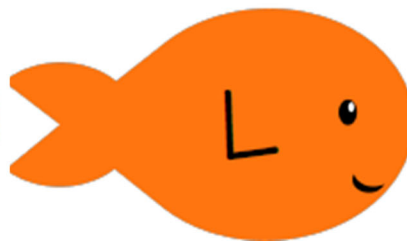
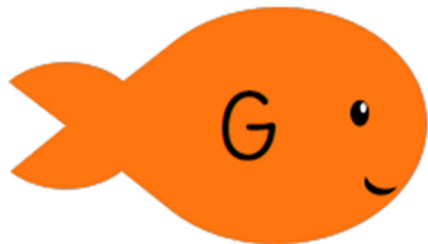
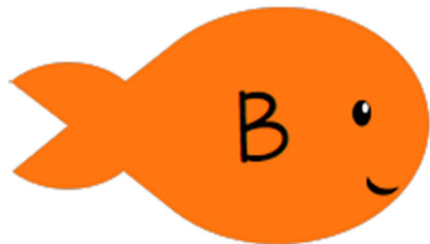
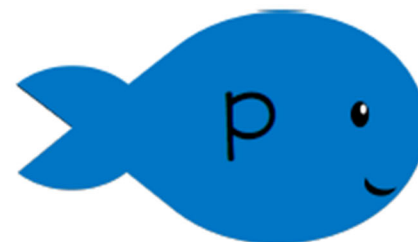
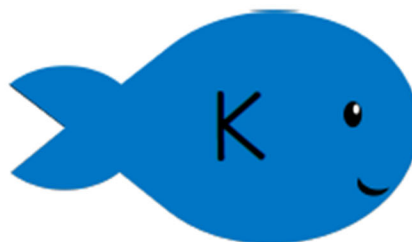
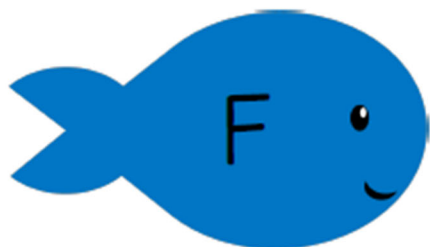
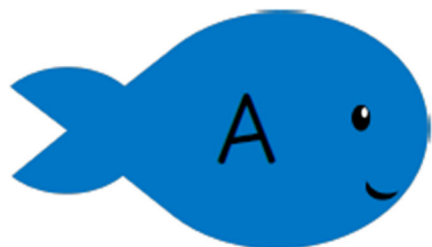
Preparation: Tape one large piece of paper to the underside of a table.

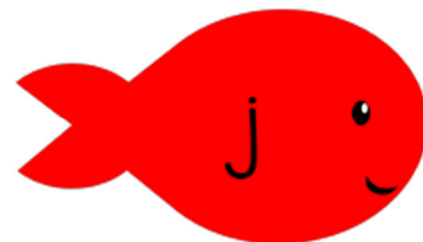
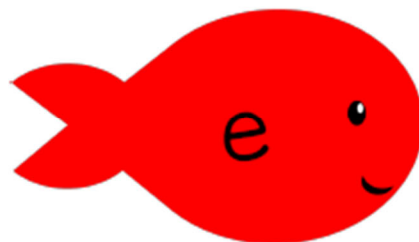
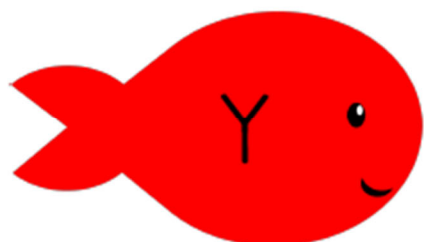
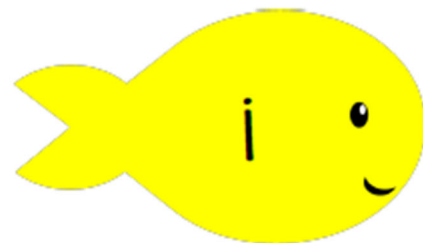
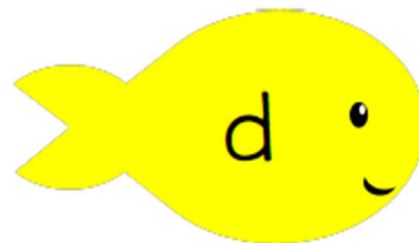
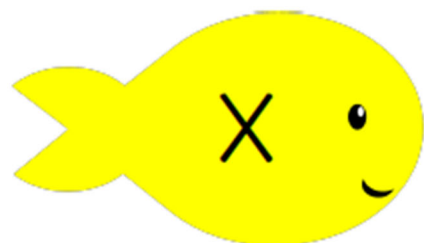
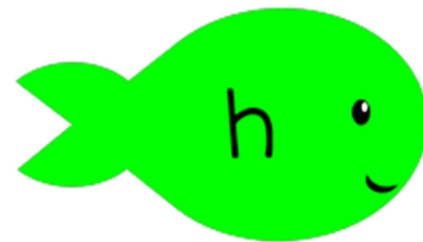
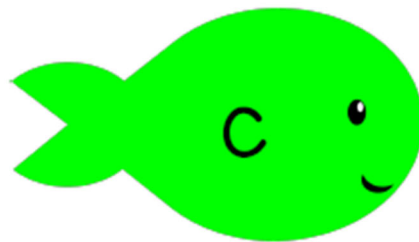
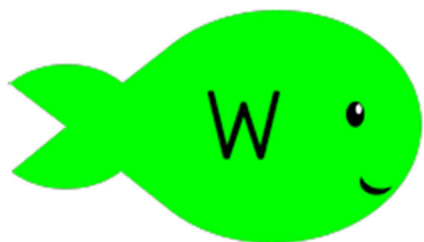
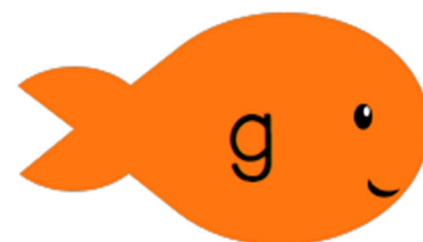
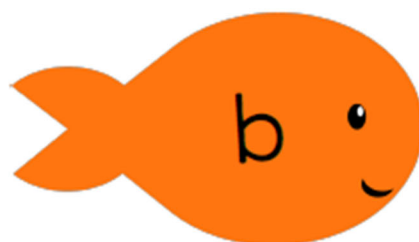
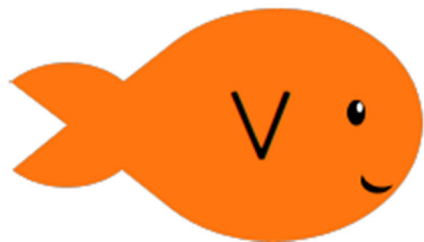
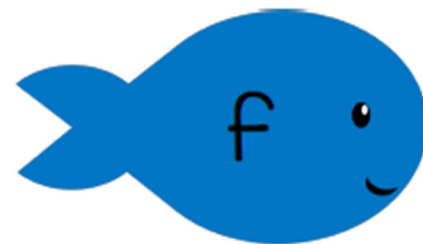
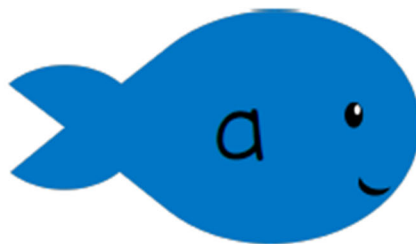
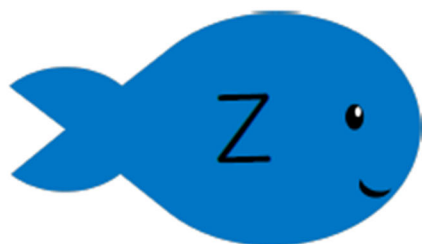
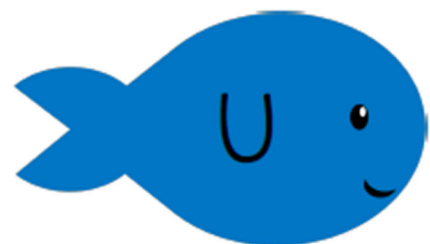
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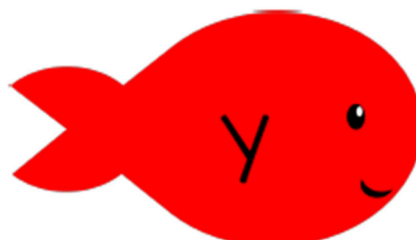
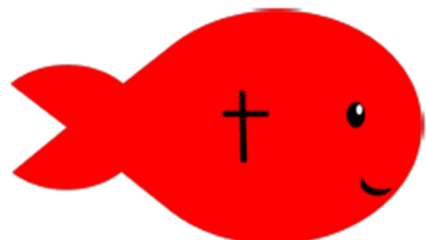
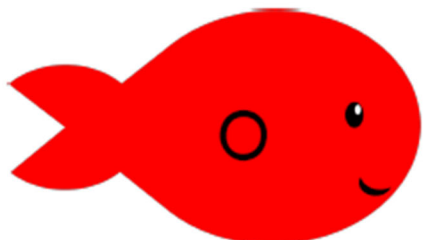
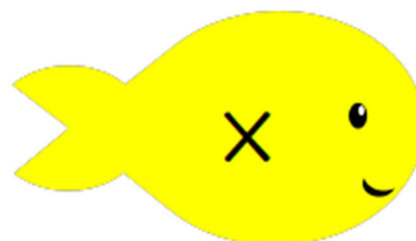
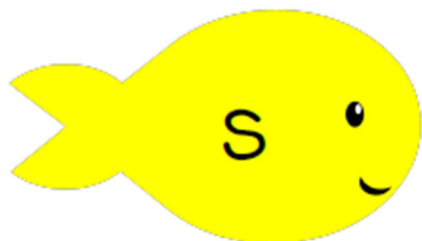
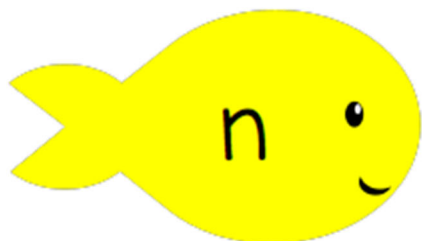
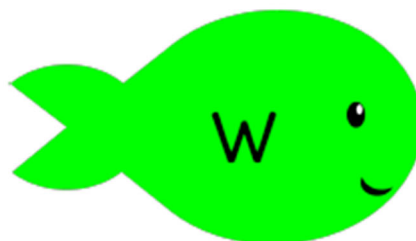
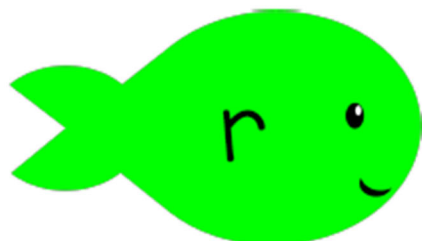
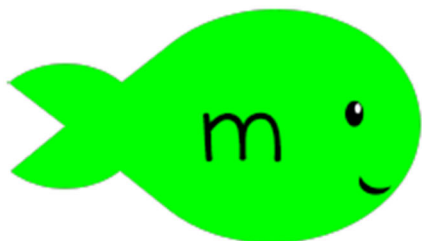
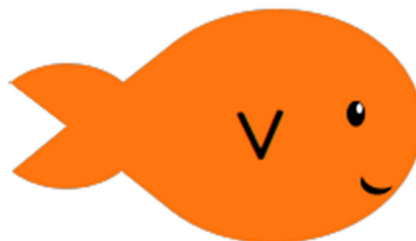
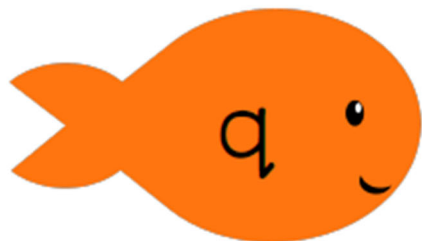
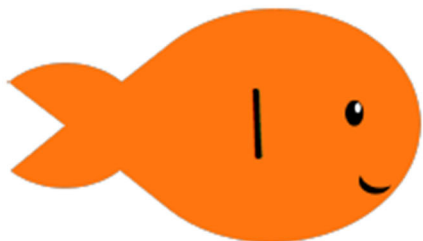
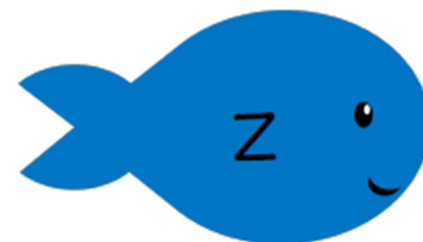
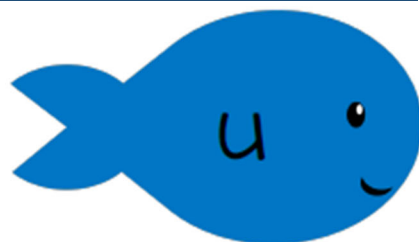
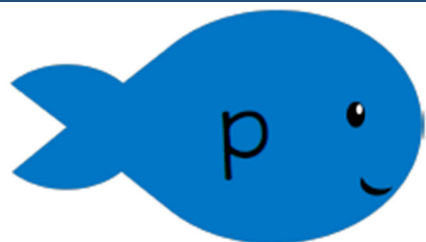
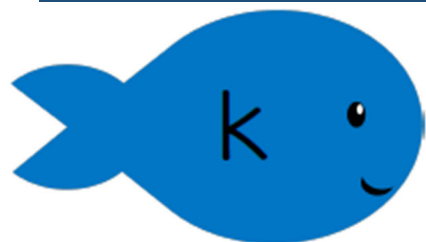
1. Tell your child that today during free art, he/she will create Upside-Down Art.
2. Show the area where this will occur. Demonstrate how your child will lie on his/her back under the table and draw on the paper.
3. Praise your child's efforts, and hang his/her picture in an area where he/she can see it.

*Inversion gives children a new perspective
as well as allows for more relaxation.*

Activity Variation: Use paint. For added difficulty, have your child paint with his/her non-dominant hand.









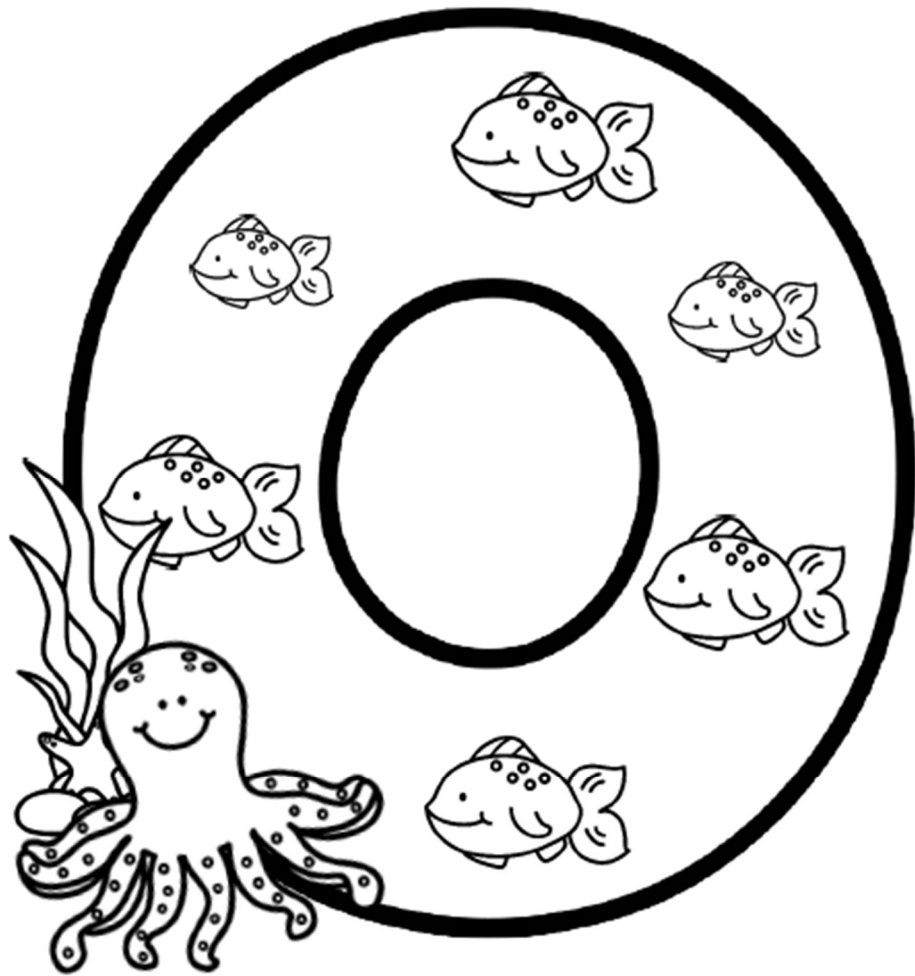
Water Facts

(To be used with "Puffy Fish" activity)

Directions: Ask your child if the following statements are true or not true.

If they answer the question correctly, let them use their water dropper to add the number of drops listed to their sponge fish.

1. Drinking water is good for you. (True - Add 2 drops of water)
2. We can live under water, like fish. (False - Add 4 drops of water)
3. We can swim in water. (True - Add 2 drops)
4. Firefighters use water to put out fires. (True - Add 4 drops of water)
5. We can use water to help plants grow. (True - Add 2 drops of water)
6. Water is made up of hydrogen and oxygen (True - Add 6 drops of water)
7. Drops of water that fall from the sky are called rain. (True - Add 4 drops of water)
8. We can live without water. (False - Add 6 drops of water)
9. Ice is water that is frozen. (True - Add 4 drops of water)
10. Water can be a liquid, a solid and a gas. (True - Add 8 drops of water)



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