

Week 17 SERIES 1100-1250

LEARNING GOALS

- Shows sense of satisfaction in his/her own abilities and preferences
- Looks at pictures, photographs, and mirror images
- Recognizes and names two-dimensional shapes with adult assistance
- Listens to and follows one-step directions
- Shows interest and curiosity about objects in his/her immediate environment
- Explores solids and liquids
- Understands that familiar objects and people do not change when separated from them
- Uses tools and different actions on objects
- Recognizes sequence of events
- Shows sense of satisfaction in his/her own abilities and preferences

DAILY SCHEDULE

Morning Routine

(Brush teeth, get dressed, breakfast)

Curriculum Activity

Snack

Independent Play

Brain Waves

Lunch

Rest/Nap

Curriculum Activity

Outdoor Play

Evening Routine

MATERIALS NEEDED

- | | |
|--|--------------------------------|
| ▪ cereal rings (i.e. Cheerios®) | ▪ paper |
| ▪ complete summer outfit | ▪ playdough (yellow and pink) |
| ▪ construction paper (pink, white, yellow) | ▪ quart size zip lock bags (2) |
| ▪ cookie cutters | ▪ rolling pin |
| ▪ crayons | ▪ scissors |
| ▪ glue | ▪ straws |
| ▪ internet access | ▪ tape |
| ▪ paint (red, yellow, white) | |

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *Hat or Sunglasses?*

Creative Exploration: *Yellow Butterfly*

Brain Waves: *Pushing Loops*

TUESDAY

Math: *Pink Rhombuses*

Music and Movement: *Tap, Tap, Tap*

Brain Waves: *Pushing Loops*

WEDNESDAY

Science: *Squishy Yellow*

Cognitive Exploration: *Where Are My Clothes?*

Brain Waves: *Pushing Loops*

THURSDAY

Language/Literacy: *Book or Ball?*

Dramatic Play: *It's Yellow and Pink Time*

Brain Waves: *Pushing Loops*

FRIDAY

Social Studies: *Going to the Beach*

Sensory Activity: *Think Pink!*

Brain Waves: *Pushing Loops*

Language/Literacy

Hat or Sunglasses?

Learning Goal: Shows sense of satisfaction in his/her own abilities and preferences

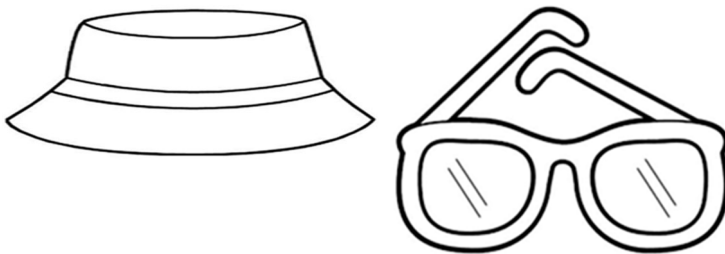
Materials: crayons, Hat or Sunglasses Template (provided with packet), internet access, website for read aloud *Pete The Cat & His Magic Sunglasses* by Kimberly & James Dean:

<https://www.youtube.com/watch?v=VBlaXGyJWZc>

Preparation: Preview book and print out template.

Instructions:

1. Encourage your child to join you.
2. Listen to the book together. Talk about how the magic glasses made each animal feel better.
3. Using the sunglasses and hat template, encourage your child to color each.



Creative Exploration

Yellow Butterfly

Learning Goal: Looks at pictures, photographs, and mirror images

Materials: construction paper (yellow and white), crayons, glue, scissors

Preparation: Cut out two yellow wing shapes.

Instructions:

1. Encourage your child to join you.
2. Say, "We are going to make yellow butterflies."
3. Provide him/her with the wing shapes and a piece of paper.
4. Encourage your child to glue the wings onto the paper to make a butterfly.



Math

Pink Rhombuses

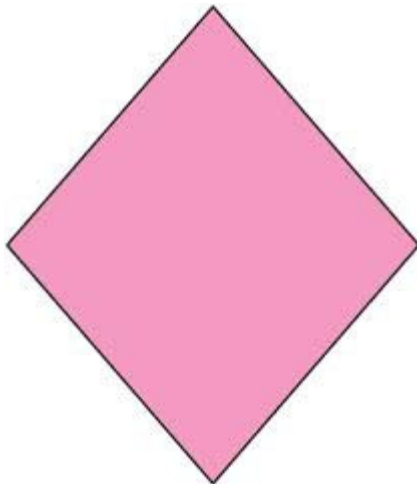
Learning Goal: Recognizes and names two-dimensional shapes with adult assistance

Materials: construction paper (pink), scissors

Preparation: Cut out various shapes including a rhombus.

Instructions:

1. Encourage your child to join you.
2. Show your child the different shapes and ask him/her to identify the color (pink) and the shapes.
3. Remind your child that a rhombus is sometimes called a diamond.
4. Have your child count the shapes.



Music and Movement

Tap, Tap, Tap

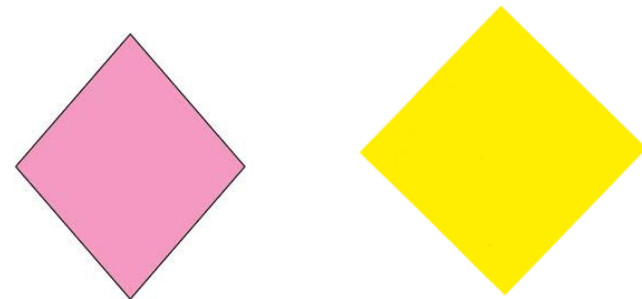
Learning Goal: Listens to and follows one-step directions

Materials: construction paper (pink, yellow), scissors, tape

Preparation: Cut rhombus shapes from construction paper. Tape shapes on the floor in a chosen area.

Instructions:

1. Encourage your child to join you.
2. Ask your child to look at the floor and identify the colors (pink and yellow) and the shape (rhombus).
3. Engage him/her in a simple game of follow the leader. Encourage your child to copy your movements.
4. Stop in front of a rhombus and tap your foot three times while saying, "Tap that rhombus."
5. Encourage him/her to follow your lead by finding a rhombus and tapping to the chant. Continue if interest remains.



Language/Literacy

Book or Ball?

Learning Goal: Shows sense of satisfaction in his/her own abilities and preferences

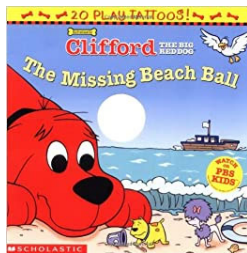
Materials: internet access, website for read aloud book *Clifford and the Missing Beach Ball* by Sonali Fry:

<https://www.youtube.com/watch?v=29Nmlr-Pc7A>

Preparation: Preview book.

Instructions:

1. Encourage your child to join you.
2. Listen to the story together. Ask, “What happened to T-Bone’s beach ball?” “Who was playing with the beach ball?”
3. Ask, “If you could choose another book or a ball, which would it be?”
4. Praise your child for his/her choice.



Dramatic Play

It’s Yellow and Pink Time

Learning Goal: Uses tools and different actions on objects

Materials: yellow and pink playdough, cookie cutters, rolling pin

Preparation: Gather materials.

Instructions:

1. Encourage your child to join you.
2. Place a small amount of each color in front of your child. Ask him/her to identify the two colors.
3. Invite your child to play and explore the playdough using the various play tools.



Social Studies

Going to the Beach

Learning Goal: Recognize sequence of events

Preparation: Pre-read the Going to the Beach Chant.

Instructions:

1. Encourage your child to join you and say, “We are going to talk about what we need to pack if we are going to the beach.”
2. After finishing the discussion begin to chant “Going to the Beach” and make up fun movements for him/her to copy.

Going to the Beach

I’m going to the beach, what will I need?

(Hold hands up as if asking a question)

A few good books so I can read.

(Bring palms together and face them towards you)

I’m going to the beach, what should I pack?

(Hold hands up as if asking a question)

My favorite sunglasses, shiny and black!

(outline eyes with fingers)

I’m going to the beach, what should I bring?

(Hold hands up as if asking a question)

My pink and white towel for when I go swimming!

(motion hands as if swimming)



Sensory Activity

Think Pink!

Learning Goal: Show sense of satisfaction in his/her own abilities and preferences

Materials: finger-paint (red and white), paper

Preparation: Gather materials.

Instructions:

1. Encourage your child to join you.
2. Give him/her a piece of paper and squeeze equal amounts of red and white paint onto the paper.
3. Invite your child to use his/her fingers to mix the colors and ask him/her what color was made.



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.



Eye Hand Coordination

Pushing Loops

Materials: cereal rings (i.e. Cheerios®), straws, tape

Preparation: Spread a small amount of cereal on the table. Apply a piece of tape to one side of the table to give the effect of a goal.

Instructions:

1. Encourage your child to join you.
2. Demonstrate for him/her how to push the cereal to the goal with the straw.
3. Cheer your child on as he/she attempts to make the cereal to the goal line.

Activity Variation: Instead of the straw your child can use his/her finger to push the cereal.



