

Week 5 SERIES 1500

LEARNING GOALS

- Sensory investigation and exploration
- Creating sentences, expressive language
- Describing people, places, things, locations
- Demonstrating knowledge of earth's environment
- Gaining knowledge of different kinds of houses around the world
- Applying knowledge of letter-sound correspondence to decode words
- Theme-related creative expression

DAILY SCHEDULE

Morning Routine

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

Curriculum Activity

Snack

Independent Play

Brain Waves

Lunch

Quiet Time

Curriculum Activity

Outdoor Play

Evening Routine

MATERIALS NEEDED

- construction paper
- crayons, markers
- googly eyes
- glue, tape
- grass
- hole punch
- index cards
- paint
- paper
- pencil
- pictures of plants and flowers
- scissors (child-sized)
- shoe box(es)
- variety of plants and flowers from outside
- yarn

INGREDIENTS NEEDED

See "Colorful Hawaii" activity for details

See "Volcano Action" activity for details

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: "Aloha" Means "Hello"

Creative Exploration: *Fish in the Ocean*

STEAM Ahead: *The Flowers of Hawaii*

TUESDAY

Math: *Shaping Hawaii*

Music/Movement: *Head, Shoulders, Knees, and Toes*

STEAM Ahead: *The Flowers of Hawaii*

WEDNESDAY

Science: *Volcano Action!*

Cognitive Exploration: *Arranging Flowers*

STEAM Ahead: *The Flowers of Hawaii*

THURSDAY

Language/Literacy: *My Tropical Island Castle*

Dramatic Play: *Hawaiian Kings and Queens*

STEAM Ahead: *The Flowers of Hawaii*

FRIDAY

Social Studies: *My Hawaiian Home*

Sensory Activity: *Colorful Hawaii*

STEAM Ahead: *The Flowers of Hawaii*

Language/Literacy

“Aloha” Means “Hello”

Learning Goal: Apply knowledge of letter-sound correspondence to decode words.

Materials: index cards, markers

Preparation: Write the words “Aloha” and “Hello” on index cards. Also, write simple words that begin with the letter’s “A” and “H” on separate cards.

Instructions:

1. Engage in a discussion about Hawaii and the words “Aloha” and “Hello.” Show the index cards with the words to your child.
2. Encourage your child to say each word and letter out loud and the sounds the letters make.
3. Have your child pick a card and sound out the word and then say the word out loud.
4. Continue until all the cards are used.
5. Have your child color the included “A” and “H” coloring pages any way he/she would like.



Creative Exploration

Fish in the Ocean

Learning Goal: Theme related creative expression

Materials: construction paper, glue, scissors, paint & crayons, *optional: googly eyes (eyes can also be drawn on or cut from scrap paper)

Instructions:

1. Encourage your child to draw some fish that they would see in the ocean and cut them out.
2. Have them color the fish and add eyes.
3. Allow them to color a piece of construction paper like they would think the bottom of the ocean would look like.
4. Glue the fish in the ocean!



Math

Shaping Hawaii

Learning Goal: Create complex shapes from basic shapes

Materials: construction paper, marker, paper, scissors (child-sized), map of Hawaiian Islands (included)

Preparation: Draw the shape of the Hawaiian Islands on the paper. Copy drawing onto construction paper for child.

Instructions:

1. Have a discussion with your child about Hawaii as a group of islands.
2. Introduce and define “tangram” as a puzzle made up of shapes that when combined create a picture.
3. Review basic shape names and provide child with picture of Hawaii and scissors.
4. Encourage child to cut the picture of Hawaii into different shapes and identify them. Help child put picture back together.



Music/Movement

Head, Shoulders, Knees, and Toes

Learning Goal: Responding to music through listening, moving, singing, and playing instruments

Materials: internet access, website:

<https://www.youtube.com/watch?v=fpujEgDzi5g>

A Hawaiian “Head, Shoulders, Knees, and Toes” Song

Preparation: *Head, Shoulders, Knees, and Toes* is a classic movement song with only two verses. Once you know the original song, use the video to learn the Hawaiian version and add in Hula moves.

Instructions:

1. As you sing the lyrics, touch the body parts:

Head, shoulders, knees, and toes,
Knees and toes.
Head, shoulders, knees, and toes,
Knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes,
Knees and toes.



Science Exploration

Volcano Action!

Learning Goal: Demonstrating knowledge of earth's environment

Materials: 6 cups flour, 2 cups salt, 4 tbsp. veggie oil, 2 cups warm water, red food coloring, 5 drops dishwashing detergent, 2 tbsp. baking soda, vinegar, 1 large empty soda bottle, table covering

Instructions:

1. Mix flour, salt, oil and water until it is smooth and firm.
2. Place the plastic bottle in a baking pan and mold the dough around it, shaping it into a volcano. Be sure to keep the bottle opening free of dough.
3. Fill the bottle two-thirds full of warm water and a few drops of food coloring.
4. Add detergent and baking soda to the liquid in the bottle.
5. Slowly pour vinegar into the bottle and get ready for an eruption of lava!



Cognitive Exploration

Arranging Flowers

Learning Goal: Creating sentences, expressive language

Materials: construction paper, crayons, scissors, yarn, hole punch (or pencil to carefully poke hole)

Preparation: Write simple site words that have relation to Hawaii (ex: islands, volcano, flowers, beach, etc.) along with joining words (ex: "and" and "or")

Instructions:

1. Encourage your child to color and cut out various flower shapes.
2. Punch a hole in the center of each flower.
3. Have your child copy the words onto the flowers.
4. Join flowers with yarn to create a sentence flower lei.



Language/Literacy

My Tropical Island Castle

Learning Goal: Describing people, places, things, locations

Materials: paper, pencils, crayons

Preparation: Start by drawing a large outline of any room in the house on the paper. Leave spaces for windows and doors.

Instructions:

1. Cut shapes from colored paper to be the large items in the room.
2. Describe the room using “near,” “far,” “next to,” “across from,” and “between.” Explain using these words to describe the location of things. You will use these words to create a map of the room.
3. Talk about the purpose of a map and how it gives the view from above. Imagine you were a bird and could fly to the ceiling. If you looked down from above, you would see the bird’s-eye view just like on a map.
4. Have your child use the shapes to arrange a map of the room on the drawing. Show how to walk your fingers and count the “steps” from one place to another on the map. Have your child copy you.
5. When he/she understands the idea of a map, pretend that you live in a castle in a tropical forest. Have your child draw a map to the tropical castle while telling stories about what it’s like to live there.



Dramatic Play

Hawaiian Kings and Queens

Learning Goal: Representing a character by using voice inflections and facial expressions

Materials: art materials, *optional: Hawaiian-themed costume accessories

Instructions:

1. Ask your child to describe what they know about royal people like kings and queens. Consider what a king or queen might be like who lives on a tropical island with lots of palm trees, beaches, and flowers.
2. Have your child use their imagination to create costumes and props for a tropical royal family.
3. Pretend to be a royal family who lives in a tropical island castle using accents, voice inflections, and facial expressions!
4. Extension: The Iolani Palace: www.iolanipalace.com



Social Studies

My Hawaiian Home

Learning Goal: Gaining knowledge of different kinds of houses around the world

Materials: internet access, green and brown paper (or substitute any colors), blocks, crayon, glue, grass, scissors, shoe box(es)

Preparation: About Hawaii:

<https://kids.nationalgeographic.com/explore/states/hawaii/>

About traditional Hawaiian architecture “hale” (HAH-leh):

<https://earthstonestation.com/2015/05/03/hawaiian-hale/>

Instructions:

1. After reviewing pictures of a hale, encourage your child to create one of their own using the materials listed above.
2. Ask open ended questions:
 - a. Who will live in your hut?
 - b. How does this hut differ from where we live?
 - c. How will you keep the rain out?



Sensory Activity

Colorful Hawaii

Learning Goal: Sensory investigation and exploration

Materials: 2 cups flour, 1/2 cup salt, 1 TBS oil, 1/2 cup warm water, food coloring, 2 medium sized bowls

Preparation: Prepare tabletop with cutting board or paper before turning out the colored dough onto surface.

Instructions:

1. Mix dry ingredients in large bowl and set aside.
2. Divide the water and oil in 2 medium sized bowls.
3. Add a different color of food coloring to each bowl.
4. Divide dry ingredients evenly into both bowls.
5. Stir mixture.
6. Pour mixture onto dry surface and begin kneading till a soft dough is formed.
7. Create flowers and fruits of Hawaii.



The Flowers of Hawaii

Science Connection

Objective for Development and Learning: Demonstrates knowledge of the characteristics of living things

Rationale: Scents vary from plant to plant. Some have a sweet aroma while others have a sour or different type of smell. Many scents from flowers are used in making perfumes. Hawaii is known for their beautiful flowers, and we have flowers and plants around where we live too. The sense of smell is powerful and can be used to investigate the differences in the scents of plants and flowers.

Caution: Please make sure your child does not have allergies to any plants and flowers before completing this activity.

There are also some plants and flowers that are poisonous. Please visit this web site to determine if you have any of these plants or flowers in your yard.

<https://www.goodhousekeeping.com/home/gardening/advice/g1174/deadly-poisonous-plants/>

Always wash hands before and after this activity.

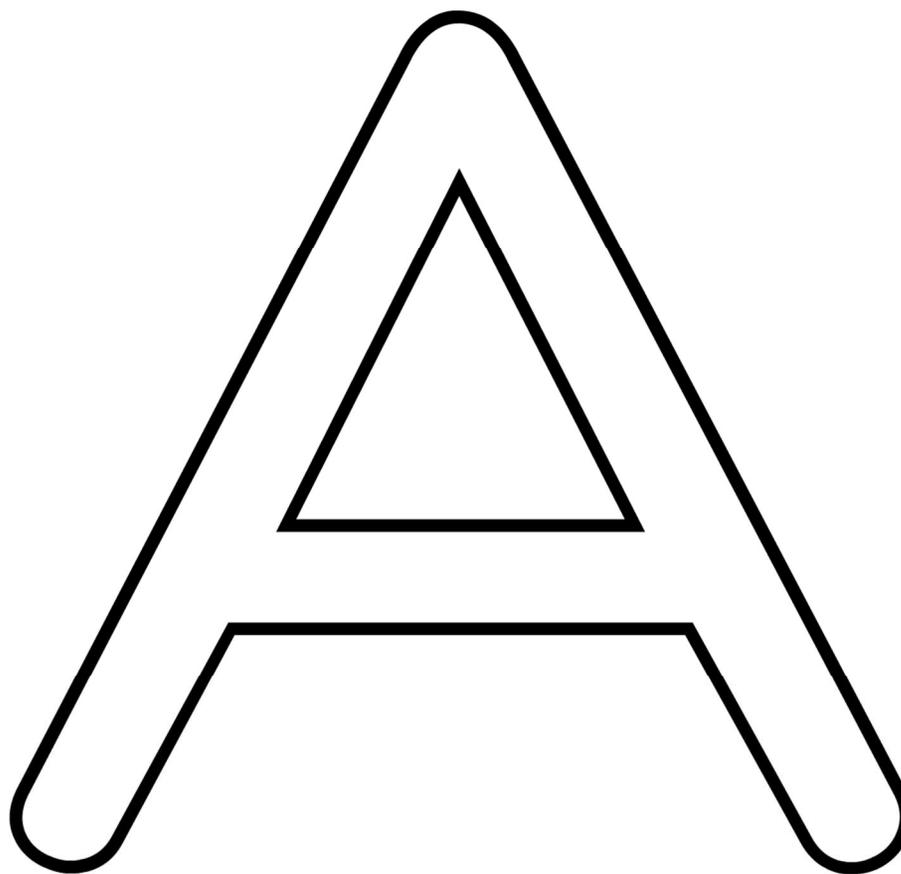
Materials and Directions: • Paper • Variety of flowers and plants found in your back or front yard • Pictures of the flowers you choose • Tape • Markers or crayons

1. Use markers or crayons and paper to create a graph. Label the headings with a “smiley” face, “sad” face, and “neutral” face.
2. Show your child the plants and flowers and talk about the characteristics of each. Ask your child whether they think the plant or flower will smell good or bad.
3. Ask your child to smell the flowers and plants and tell you what they think.
4. Look at the pictures of the actual flowers and plants and discuss the name and what they are.
5. On the graph, have your child write the name of the plant next to the “smiley,” “sad,” or “neutral” face indicating how they think it smelled.

Open-Ended Questions: ■ How are these plants similar or different? ■ What kinds of plants and flowers do you think are in Hawaii compared to where you live?
■ What do you think causes the smell? ■ Which smell did you like the best and why?

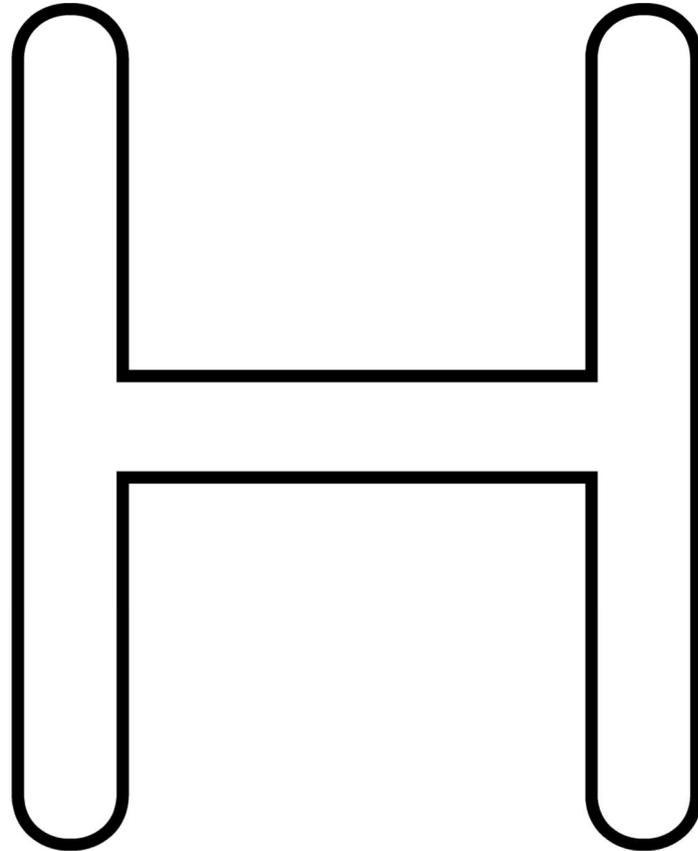
Name _____

Alphabet
Letter Coloring: **A**



Name _____

Alphabet
Letter Coloring: **H**



TEACHING TOOL – Map for “Shaping Hawaii”

