

Week 7 SERIES 1500

**LEARNING GOALS**

- Begin to write different types of sentences (statement, question, command, exclamation)
- Use materials creatively
- Compare small sets using the terms greater than, less than, and equal to (>,<,<=)
- Transfer weight in various levels, directions, and pathways
- Compare and describe various animals (appearance, motion, growth, basic needs)
- Follow directions; follow a sequence
- Understand an ecosystem
- Explore and investigate using sensory activities

**DAILY SCHEDULE**

Morning Routine  
 (Brush teeth, get dressed, breakfast)  
**Curriculum Activity**  
 Snack  
 Independent Play  
**Brain Waves**  
 Lunch  
 Quiet Time  
**Curriculum Activity**  
 Outdoor Play  
 Evening Routine

**MATERIALS NEEDED**

- |                              |                            |                            |
|------------------------------|----------------------------|----------------------------|
| • lined paper                | • music                    | • small zip lock bag       |
| • pencil                     | • sock                     | • string                   |
| • internet access            | • paper plates             | • paint                    |
| • shoebox                    | • markers                  | • sand                     |
| • glue, tape                 | • stapler                  | • small rocks              |
| • watercolor paint and paper | • cupcake liners           | • flour, salt              |
| • timer                      | • googly eyes              | • salt                     |
| • eye dropper                | • graham crackers (8)      | • water                    |
| • construction paper         | • frosting or cream cheese | • baking pan, cookie sheet |
| • crayons                    | • assorted sprinkles       |                            |
| • brad fastener              | • fish crackers            |                            |
| • hole punch, scissors       | • food coloring            |                            |
| • index cards                | • large bowl               |                            |
|                              | • toothpick                |                            |

**CURRICULUM SCHEDULE**

**MONDAY**

Language/Literacy: *Sentences about the Reef*  
 Creative Exploration: *Sea Creature Book*  
 STEAM Ahead: *Where Did the Water Go?*

**TUESDAY**

Math: *Reef Comparisons*  
 Music/Movement: *Tangled Octopus*  
 STEAM Ahead: *Where Did the Water Go?*

**WEDNESDAY**

Science: *Sea Creature Puppets*  
 Cognitive Exploration: *Under the Sea Snack*  
 STEAM Ahead: *Where Did the Water Go?*

**THURSDAY**

Language/Literacy: *Great Barrier Reef Song*  
 Dramatic Play: *Secret Life of a Clownfish*  
 STEAM Ahead: *Where Did the Water Go?*

**FRIDAY**

Social Studies: *My Coral Reef*  
 Sensory Activity: *Salt Dough Starfish*  
 STEAM Ahead: *Where Did the Water Go?*

## Language/Literacy

### Sentences about the Reef

**Learning Goal:** Begin to write different types of sentences (statement, question, command, exclamation)

**Materials:** lined paper, pencil, pictures of coral reefs (provided in packet), internet access, website:

<https://www.britannica.com/place/Great-Barrier-Reef>

**Preparation:** On a piece of paper, write 5 or 6 simple statement sentences about coral reefs.

**Instructions:**

1. Sit with your child and discuss coral reefs, the Great Barrier Reef, and look at the pictures.
2. Discuss the four types of sentences (statement, question, command, and exclamation) and give examples of each.
3. Read each of the statement sentences you prepared with your child explaining each one. Explain that each statement sentence is a telling sentence. Then, discuss these types of punctuation: the period, question mark, and exclamation mark.
4. Encourage your child to say a few statement sentences aloud.
5. Ask your child to try and write some statement sentences.
6. Read and discuss them together.



## Creative Exploration

### Sea Creature Book

**Learning Goal:** Use materials creatively

**Materials:** construction paper (preferably black), crayons, brad fastener, hole punch or scissors

**Preparation:** Cut several identical circles out of construction paper. Or as an alternative with no brads: rectangular shape pages and staples/tape.

**Instructions:**

1. Go to the internet and find different types of sea creatures that your child likes.
2. Encourage your child to pick several they like and draw pictures of them on the circles and label each with the name of the creature (your child may also want to put some facts about each on the back of the circle).
3. Stack cards on top of each other and punch a hole in the center.
4. Fasten brad through the holes to make a book.
5. Alternative: make the pages rectangular and fasten edges.
6. Fan out your book and talk about the different animals, their names, and facts about each.



## Math

### Reef Comparisons

**Learning Goal:** Compare small sets using the terms greater than, less than, and equal to ( $>$ ,  $<$ ,  $=$ )

**Materials:** paper, glue, index cards, markers, pictures of the reef (small)

**Preparation:** Use reef pictures to create six comparison problems on chart paper. Arrange each problem so the answer is “greater than”. Draw a line between each set of pictures. On an index card, draw the greater than symbol.

**Instructions:**

1. Engage your child in a discussion about comparing (finding the similarities and differences of) sets. Introduce greater than symbol to your children.
2. Encourage children to pretend the greater than symbol is a hungry crocodile. The crocodile wants to eat the set of pictures that is greater (the most).
3. Choose a set of pictures to use as an example. Count the number of pictures on the left and right.
4. Encourage your child to point out the set with the greatest number (the most) of pictures and draw the crocodile mouth open so it opens towards that set.
5. Continue activity until problems are done

## Music/Movement

### The Tangled Octopus

**Learning Goal:** Transfer weight in various levels, directions, and pathways

**Materials:** open space, more than one person, child-appropriate music

**Preparation:** Ensure space is clear.

**Instructions:**

1. Wave around octopus! Have two children, or child and adult, stand back-to-back and lock arms. Have them move around in a circle, waving their arms like an octopus. Be sure to have them move in both directions! They will have to work together to succeed! Do this for 2-3 minutes or the duration of a song.
2. To do the tangled octopus, have them keep arms locked and slide down to a sitting position on the floor. Once seated, have them turn themselves in a circle waving all 8 arms and legs at once – the ultimate challenge! Do this for 2-3 minutes or the duration of a song.



## Science

### Sea Creature Puppets

**Learning Goal:** Compare and describe various animals (appearance, motion, growth, basic needs)

**Materials:** sock, paper plates, markers, stapler, crayons, cupcake liners, googly eyes, internet access, website:

<https://www.youtube.com/watch?v=J2BKd5e15Jc>

**Preparation:** Preview the kid-friendly video, *Exploring the Coral Reef*, at the link above.

#### Instructions:

1. Discuss video with your child. What animals live on the coral reefs? Is the coral reef alive?
2. Encourage your child to choose one or more of the creatures they observed and make a puppet.
3. Allow child to use markers to draw a face on the foot of the sock.
4. Provide collage materials to decorate the bottom of two plates to resemble turtle shell, fish scales, or coral.
5. Insert a sock between the two plates.
6. Use a stapler to attach the two plates.
7. Show your child how to stick their hands in the sock to use it as a puppet.
8. Encourage your child to build their own coral reef with additional puppets.

## Cognitive Exploration

### Under the Sea Snack

**Learning Goal:** Following directions, following a sequence

**Materials:** 8 Graham crackers, 1 cup frosting or cream cheese, assorted sprinkles, fish crackers, food coloring, small zip lock bag

**Preparation:** Place 2 whole graham crackers in zip lock bag. Help your child seal it. Then smash the grahams until they resemble sand. Add blue food coloring to either frosting or cream cheese till desired color is reached.

#### Instructions:

1. Place one whole graham cracker on plate vertically. Allow your child to spread the blue frosting over almost all of the cracker. Leave room at the top.
2. Sprinkle “sand” at the bottom of the cracker.
3. Place goldfish so they are swimming in the frosting.
4. Encourage your child to create seaweed with green sprinkles, bubbles with white sprinkles.
5. Repeat making snacks for family. Enjoy!



## Language/Literacy

### Great Barrier Reef Song

**Learning Goal:** Begin to write different types of sentences; statement, question, command, exclamation

**Materials:** paper, pencils, scissors, tape/glue, TEACHING TOOL: The Great Barrier Reef Song (provided at end of packet)

**Instructions:**

1. Review different types of sentences and the punctuation they use.
2. Sing the Great Barrier Reef song to any rhythm.
3. Cut out the lyrics from the page at end of packet. Talk about the words, sentences, and punctuation. Include voice inflections as you reread the lyrics.
4. Let your child put the cut-out sentences in groups according to the type of sentence it is.
5. Encourage your child to try writing some of the letters, words, sentences, or punctuation marks. Continue looking and listening for similar things throughout the day.
6. To modify: make it more difficult by cutting up the words and letting your child recreate the sentences.



## Dramatic Play

### Secret Life of a Clownfish

**Learning Goal:** Compare and describe various animals (appearance, motion, growth, basic needs)

**Materials:** 2 white paper plates, thick black marker, orange marker/paint/crayon, glue or tape, scissors, craft stick or wooden spoon, internet access, website:  
<https://www.youtube.com/watch?v=mq2rPo6fEwg>

**Preparation:** Preview the video, *Clownfish Hatching*, at the website above. Explain the word **metamorphosis**: a process in nature where fish, insects, and frogs change forms from babies to adulthood.

**Instructions:**

Clownfish are really fascinating creatures! Did you know that when they are first born, they do not have their famous white stripes? These appear during the metamorphosis stage of a larva to a junior. They also have a special relationship with sea anemone to keep each other healthy.

1. Make a clownfish and act out being a clownfish hatching from an egg and growing into an adult hiding in the sea anemone.
2. Decorate one paper plate with black lines to outline the orange stripes and fill in with orange marker or paint.
3. Color half of the other plate orange and cut 3 triangles to make fins. Attach behind body. Cut a notch for the mouth, cut a hole for the eye, and attach a handle for holding.
4. See full video instructions here:  
[https://www.youtube.com/watch?v=8inH\\_kBpPlw](https://www.youtube.com/watch?v=8inH_kBpPlw)

## Social Studies

### My Coral Reef

**Learning Goal:** Understand an ecosystem

**Materials:** shoebox (or empty cereal box), string, paint, construction paper, tape, glue, sand, small rocks, scissors

**Preparation:** Gather small rocks and sand or dirt from outdoors.

**Instructions:**

1. Lay shoebox on its side. (If using a cereal box, have adult cut off one large panel making a “stage.”)
2. Paint the inside of the stage blue and green like the ocean colors.
3. Paint small rocks bright colors to resemble the coral at the bottom of the reef.
4. Sprinkle a small amount of sand at the bottom.
5. As the box and coral dries, draw and color different sea creatures with construction paper. Cut these out and have them ready to glue inside.
6. Have child add their sea animals to their diorama.



## Sensory Activity

### Salt Dough Starfish

**Learning Goal:** Explore and investigate using sensory activities

**Materials:** 2 cups flour, 1 cup salt, 1 cup water, baking pan, toothpick, large bowl

**Preparation:** Pre heat oven to 250 degrees.

**Instructions:**

1. In the large bowl, combine flour, salt, and water.
2. Mix until dough is formed. (Stand mixer may be used.)
3. Form dough into 5 golf ball sizes pieces. Roll these five into logs.
4. Stick the 5 pieces together to make a star.
5. Smooth out the arms.
6. Using toothpick, trace a line down the middle of each are. Poke the toothpick all over the starfish.
7. Repeat making as many starfish you’d like and place them on baking pan when done.\*
8. Bake for 2 hours or leave to air dry.
9. Starfish can be painted wet or dry.

\*Unused salt dough can be stored up to a week.



## Where Did the Water Go?

### Objective for Development and Learning: Demonstrates the evaporation process

**Rationale:** What is evaporation? Evaporation is when water (a liquid) turns to a vapor (gas) and rises up into the air. The heat of the sun causes the water to evaporate.

**Materials and Directions:** • Bowl of water • Pipette or eye dropper • Crayons • Watercolor paint • Watercolor paper • Cookie sheet • Painters tape • Timer • Sunny window

1. First, have your child tape the paper to the cookie sheet.
2. Use the pipette or eye dropper to create a puddle of water in the middle of the paper.
3. Using a crayon, draw around the puddle of water and then place the cookie sheet by a sunny window.
4. Ask your child to predict what might happen to the puddle of water.
5. Set your timer for an hour and then come back to the puddle. Have your child take another color crayon and draw around the puddle again.
6. At different periods of the day, have your child check their puddle and use a different crayon each time to draw around the puddle.
7. Create a “key” on the side of the picture to mark what colors were used at what time.
8. Have your child create other puddles of water around their puddle using watercolor paint.
9. Here is a link to the project if you have questions: <https://kidssteamlab.com/evaporation-art-puddles-preschool-stem-activity/>

**Open-Ended Questions:** ■ What happened to the shape of your puddle throughout the day? ■ What do you think would happen to the shape if the puddle didn't get any light? What about more light? ■ What have you learned about evaporation?

PICTURES OF CORAL REEFS FOR LANGUAGE AND LITERACY: SENTENCES ABOUT THE REEF ACTIVITY







## The Great Barrier Reef

What do you see in the barrier reef?

I see beautiful coral in the reef.

What do you see in the barrier reef?

I see stripy clownfish in the barrier reef.

Take a trip into space, and what can you see?

I see the beautiful Great Barrier Reef!

Take a dive down under, and tell me what you see?

I see sea urchins, jellyfish, and fish that flee

in the Great Barrier Reef!



## The Great Barrier Reef



What do you see in the barrier reef?

I see beautiful coral in the reef.

What do you see in the barrier reef?

I see stripy clownfish in the barrier reef.

Take a trip into space, and what can you see?

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