

**Week 7 SERIES 1300-1350**

**LEARNING GOALS**

- Increase vocabulary through everyday communication
- Sort objects using one or more characteristics
- Participate in activities to explore the earth and sky
- Predict what will happen next based on previous experience
- Create and invent words by substituting one sound for another
- Identify real and make-believe situations through dramatic play
- Observe how a plant grows with water and sunlight
- Observe how water moves through a plant or flower
- Use Mathematics to count and sort
- Begin to understand the concept of estimation

**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**

- 2 plastic containers
- magazines
- markers, pencil
- scissors
- grass seeds (fast growing)
- plastic cups (large, clear)
- soil
- smocks
- spray bottle
- plastic spoons
- food coloring
- die or (dice)
- organizer Tray
- items from nature walk
- gummy worms
- paper (various colors)
- flower seeds
- water
- newspaper
- cotton balls
- sandwich bag
- tape
- white flowers
- pictures (bat, cat, rat, hat)
- internet access
- ½ gallon jug with cap
- soap
- paint
- glue

**CURRICULUM SCHEDULE**

**MONDAY**

Gather Together: *Garden Fun*  
 Creative Station: *Grass Heads*  
 Brain Waves: *Opposites, Opposites*

**TUESDAY**

Math: *Nature Counting*  
 Music/Movement: *Five Little Seeds*  
 Brain Waves: *Opposites, Opposites*

**WEDNESDAY**

Science: *Sunny Greenhouse*  
 Creation Station: *Color Changing Flowers*  
 Brain Waves: *Opposites, Opposites*

**THURSDAY**

Language/Literacy: *Blooming Sounds*  
 Dramatic Play: *Upcycled Garden*  
 Brain Waves: *Opposites, Opposites*

**FRIDAY**

Mathematics: *Yummy Gummy*  
 Creation Station: *Head to Toe Flower*  
 Brain Waves: *Opposites, Opposites*

## GATHER TOGETHER

### Garden Fun

**Learning Goal(s):** Increase vocabulary through everyday communication; sort objects using one or more characteristics; predict what will happen next based on previous experience; discuss how new learning related to concrete objects is based on prior knowledge

**Materials:** containers (two, small, plastic), magazines, markers, scissors

**Preparation:** Cut magazine pictures of fruits and vegetables. Label one container “fruits” and the other “vegetables.”

**Instructions:**

1. Encourage your child to complete this activity with you. Define “grow” as to get bigger.
2. Ask your child what will make the plants grow. Ask him/her to name other things that grow in a garden other than flowers. Let him/her know you have pictures of other things that could grow in a garden.
3. Show the pictures and invite your child to sort them into containers of fruits or vegetables.
4. Praise your child for a great job identifying and sorting fruits and vegetables.



## CREATIVE STATION

### Grass Heads

**Learning Goal(s):** Participate in activities to explore the earth and sky, predict what will happen next based on previous experience

**Materials:** grass seeds (fast growing), newspaper, paper (all colors), plastic cups (large, clear), scissors, soil, smocks, spray bottle, plastic spoons, water

**Preparation:** Cover the work area with newspaper. Fill the spray bottle with water.

**Instructions:**

1. Encourage your child to complete this activity with you.
2. Provide your child with clear plastic cups, soil, grass seeds, and plastic spoons.
3. Encourage your child to fill their cups halfway with soil.
4. Have your child sprinkle a handful of grass seed onto the soil.
5. Engage your child in conversation about what is needed for his/her grass seeds to grow (air, sunlight, and water).
6. Have your child gently spray their grass seeds with water. Ask him/her to predict what will happen to the grass seeds. Your child can cut facial features of construction paper and glue onto his/her cups.
7. Engage your child in conversation to identify the best room location for their grass seeds to grow.
8. Assist your child in placing his/her grass seeds in the location.



## MATH

### Nature Counting

**Learning Goal:** Use mathematics to count and sort

**Materials:** nature cards (provided), items collected on a nature walk, organizer tray, die (or dice)

**Preparation:** Print nature cards and cut them out.

**Instructions:**

1. Take a nature walk to collect all the items you will need for counting with your child. You will need six different kinds of items, but there are 8 nature cards just in case you cannot find a particular item on your walk. The items to gather include acorns, grass, leaves, wildflowers, flower petals, twigs, pinecones, and stones. For each item that you collect, you will need at least 10-12 pieces.
2. Once you have collected your items, place each group of items into a separate tray compartment to keep them organized. Place the stack of nature cards in the center of the tray and a die or 2 on the table.
3. To play the counting game, have your child draw a nature card to see which item he/she will be counting. Then, have our child roll the dice to see how many he/she needs to count. For example, if your child draws the twigs card and rolls a 6, he/she must count out 6 twigs.
4. Play as long as your child remains interested.

## MUSIC/MOVEMENT

### Five Little Seeds

**Learning Goal:** Use voice to musically express creativity

**Instructions:**

1. Encourage your child to join you in learning a new song.
2. Sing song to tune of “Three Blind Mice”:

Five little seeds. Five little seeds.

Three will make the flower. And two will make the weeds.

Under the leaves and under the snow.

Five little seeds are waiting to grow.

Out comes the sun, down comes the shower.

And up come the three pretty pink flowers.



## SCIENCE

### Sunny Greenhouse

**Learning Goal:** Observe a plant grow

**Materials:** any flower seed, cotton balls, plastic sandwich bag, green construction paper, greenhouse template (provided), tape

**Preparation:** Use the greenhouse template provided to cut out a greenhouse for your child.

**Instructions:**

1. Have your child color/design their greenhouse.
2. Soak two cotton balls in water and place it in the sandwich bag.
3. Add the seed on top of the cotton ball.
4. Tape the bag to the back of the greenhouse and tape to a sunny window.



## CREATION STATION

### Color Changing Flowers

**Learning Goal:** Explore how water moves through a flower or plant

**Materials:** white flowers, food coloring, clear cups, water

**Instructions:**

1. Place a 1/4 cup of water in each cup.
2. Place 6-8 drops of food coloring in each cup.
3. Cut flower stems to 5-6" and place in cup.
4. Check back at 30 and 60 minutes!



## LANGUAGE/LITERACY

### Blooming Sounds

**Learning Goal:** Create and invent words by substituting one sound for another

**Materials:** magazines, paper (white), marker, pictures (bat, cat, hat, rat), scissors, internet access, website:

<https://www.youtube.com/watch?v=Dd2b2OoLsb4>

**Preparation:** Cut out pictures of a cat, hat, rat, and bat. Preview the video.

**Instructions:**

1. Encourage your child to join you.
2. Begin by drawing a big daisy-like flower on paper.
3. Tell your child you will grow different words and you need his/her help.
4. Write “cat” in the flower. Have your child spell and pronounce the word. Now, tell him/her you will substitute a letter. Define “substitute” as to change. Write the word “bat” below the word “cat.” Have your child observe and identify the letter that was substituted. Ask him/her to tell how the two words are the same and different. The two words have different letters at the beginning and the same letters at the end. Read the new word “bat.” Play again, substitute “b” in “bat” with an “h,” and what do you get? Do this for “mat” and “rat.”
5. Write this sentence “The cat and the rat had a hat and a bat.” Place the little pictures above the words. Invite him/her to read this sentence with you.
6. Praise your child for knowing how to substitute letters to make new words and for good reading!
7. Conclude by listening to the read aloud version of *The Cat in the Hat* by Dr. Seuss at the website provided above. Happy Reading!



## DRAMATIC PLAY

### Upcycled Garden

**Learning Goal:** Identify real and make-believe situations through dramatic play

**Materials:** half gallon jug with a cap, soap and water, scissors, soil, flower seeds, gardening gloves (optional), materials for decorating (construction paper, paint, glue, markers, etc.)

**Instructions:**

1. Encourage your child to join you outside.
2. Ask your child to help you wash out the jug with soap and water.
3. Prep the jug. Turn the jug on its side and cut out an opening for the soil and flowers. Be sure to leave a little edge to frame the soil.
4. Ask your child to decorate their “planter.”
5. Now, it’s time to plant! Let your child choose if they want to wear gardening gloves or just explore the feeling of the soil.
6. Fill up the jug with soil, patting it down and smoothing it along the way. Once it’s full, add a little bit of water to make the soil nice and damp.
7. Have your child add the flower seeds, following the directions on the back of the seed bag.
8. Praise your child for being a great gardener!



## MATHEMATICS

### Yummy Gummies

**Learning Goal:** Begin to understand the concept of estimation

**Materials:** plastic container, gummy worms, paper, pencil

**Preparation:** Wash your hands. Pre-count and place gummy worms into the plastic container (no more than 15-20). Have your child wash their hands before counting the gummies.

**Instructions:**

1. Talk to your child about **estimation**. Explain that estimation is when you make a guess about something.
2. Show your child the container with the gummy worms in it. Let him/her hold the container and look at it carefully.
3. Have your child guess how many gummy worms are in the container (guess between 1 and 20). Have your child write down their estimation on a piece of paper.
4. After writing the estimation, have your child count the gummies (be sure to wash hands). Was his/her guess close? Did he/she guess correctly? Let your child know that estimations are best guesses, so there is no right or wrong answer.
5. Allow your child to have a few of the gummies as a treat for guessing!



## CREATION STATION

### Head to Toe Flower

**Learning Goal:** Demonstrate an increased willingness to participate in both familiar and new experiences

**Materials:** construction paper (assorted colors), pencil, glue, scissors, picture of child (optional)

**Preparation:** Make materials available to your child.

**Instructions:**

1. Have your child trace their footprint on a piece of paper. Tell them that a footprint is a print of their foot. Then, have your child trace their hands on a piece of paper.
2. Have your child color and design their handprints and footprint anyway they like. Talk about the parts of a flower (the stem, leaf, and flower).
3. Cut out the footprint and handprints and arrange them as seen in the picture below. The foot is the leaf and the hands are the flower. Cut one rectangular strip which will be the flower's stem. You have the option of cutting out a plain piece of paper as the center of the flower or using a photo of your child.



## Supporting the Development of the Temporal Lobe

Two main functions of the temporal lobe are auditory processing and memory. This is the part of the brain that deals with hearing and distinguishing different sounds. From infancy, babies are tuned in to sounds in their environment, and since auditory processing is intertwined with language development, supporting the development of the temporal lobe is important.



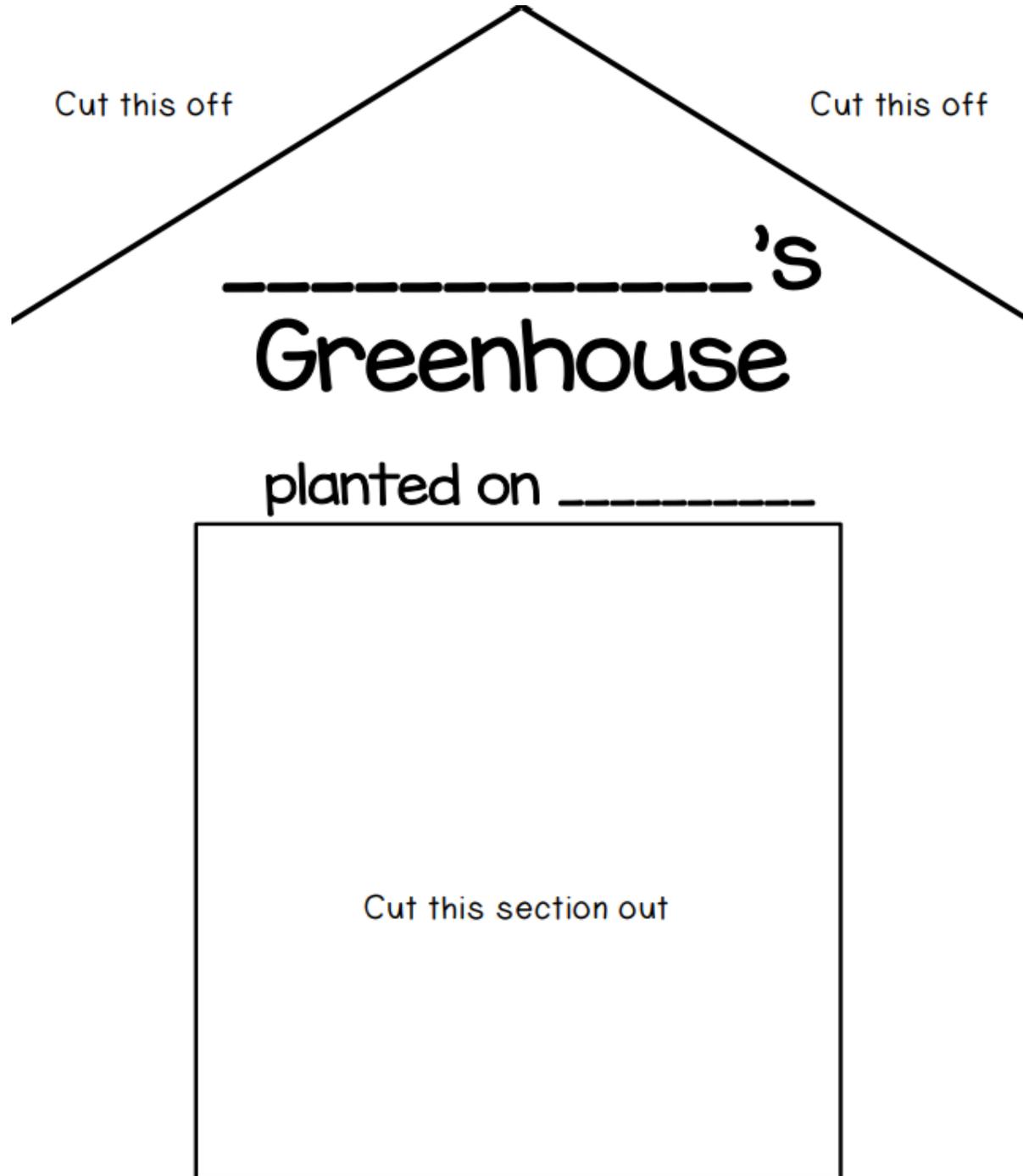
## Receptive & Expressive Language Opposites, Opposites

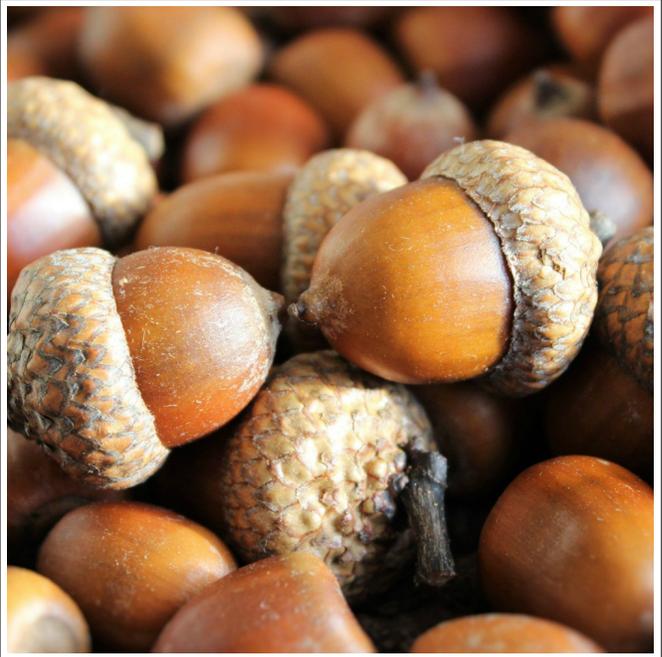
### Instructions:

1. Encourage your child to join you. Tell him/her that you all will play a game called Opposites, Opposites.
2. Remind him/her that opposites are different.
3. On Opposites, Opposites Day, everything is different or turned around. For example, the sun will shine at night, and the moon will shine during the day.
4. To play, say, "Opposites, opposites birds and fish. Birds will swim, and fish will \_\_\_\_." Additional examples are: "Opposites, opposites, boats and planes. Boats will fly, and planes will \_\_\_\_." "Opposites, opposites, pigs and cows. Pigs will moo, and cows will \_\_\_\_." "Opposites, opposites, cats and dogs. Cats will bark, and dogs will \_\_\_\_."

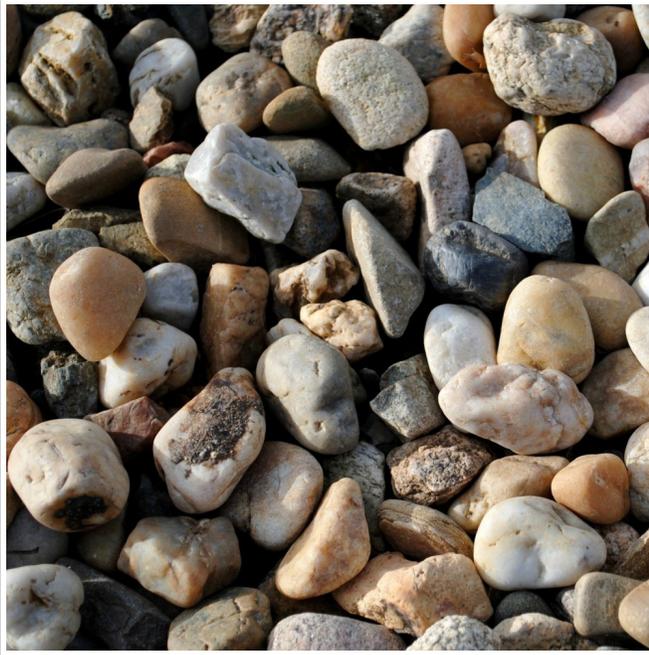
*Teaching opposites helps children understand things are not always the same.*

**Activity Variation:** Have your child make up opposites. For added difficulty, do not provide the first underlined word. For example, say, "Opposites, opposites, ducks and chickens. Ducks will \_\_\_\_\_, and chickens will \_\_\_\_\_."





# Counting Nature



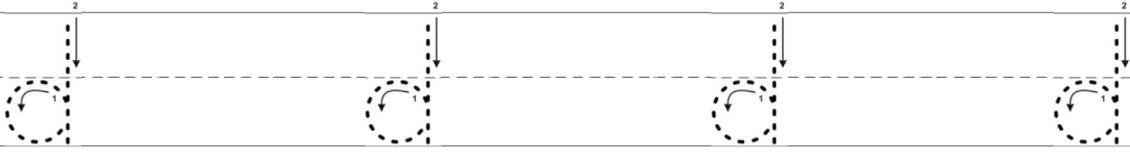
**Directions:** Cut out the picture cards, shuffle them, and place them in a pile. Have your child draw 1 card at a time to see what item to count. After choosing a nature item to count, roll the dice to see how many of that item to count. Happy learning!

**Alternate Directions:** Print out 2 sets of cards. Cut out the picture cards and randomly write a number on the back of each card starting with the number 1. Next, shuffle the cards and place them in a pile. Have your child draw 1 card at a time to see how many of each item to count. Happy learning!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Trace d.



dog



drum



drill

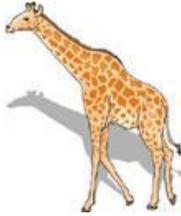


dish

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Trace g.



g is for giraffe

g

g

g

g

g

g

g

g

g

g

g

g

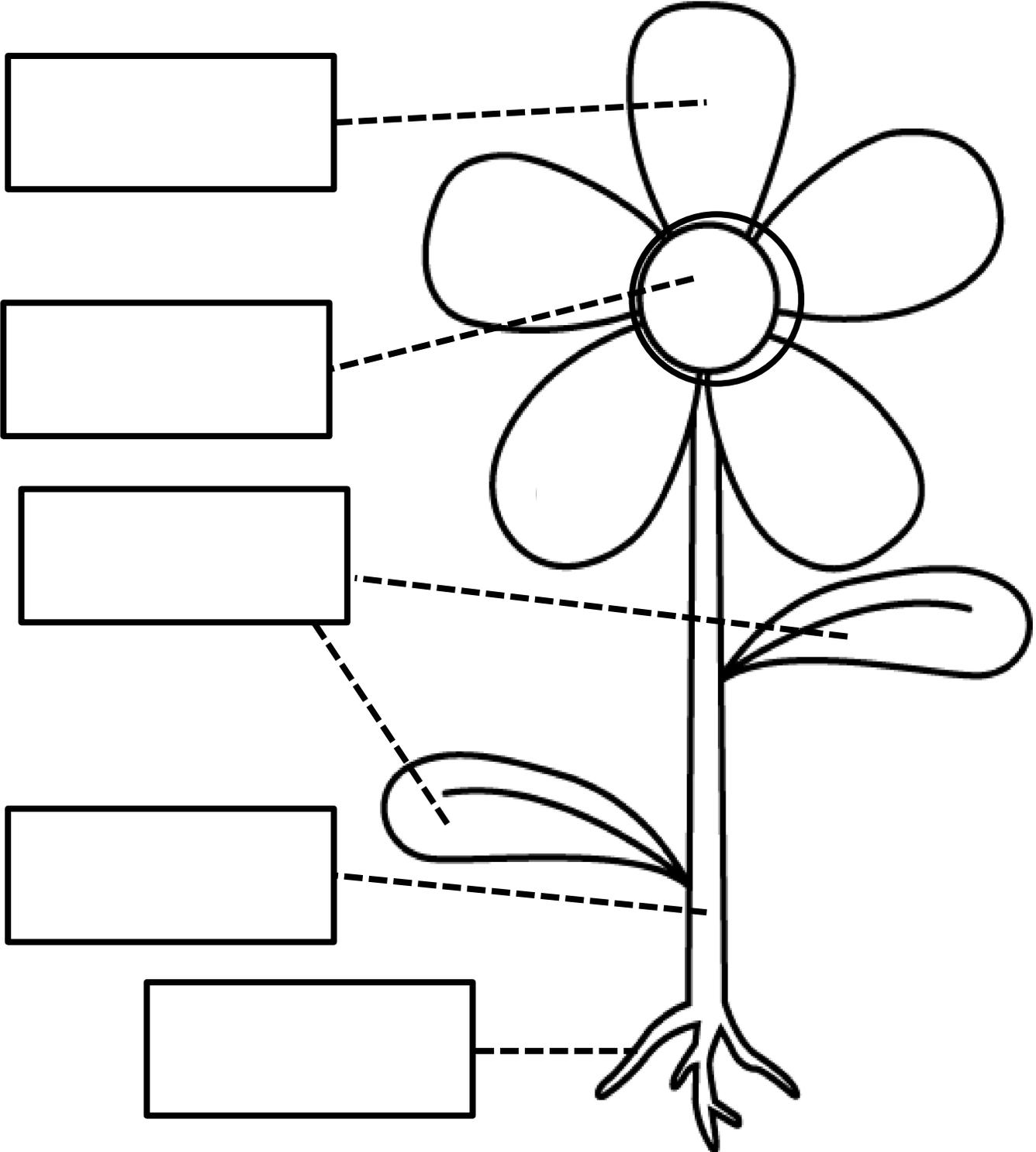
g

g

g

Name \_\_\_\_\_

# Parts of A Plant



leaves	seeds	stem
roots	flower	sunlight

Name \_\_\_\_\_

Sort the words into the correct box.

# Plant Parts

# Plant Needs



seeds

sunlight

leaves

water

fruit

flower

air

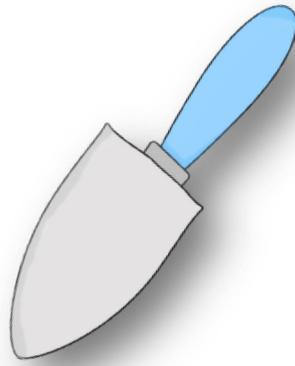
soil

stem

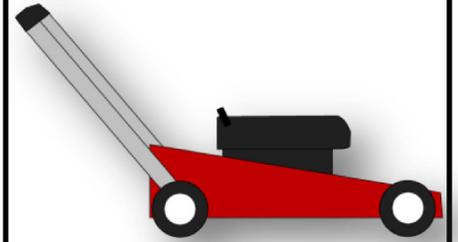
roots



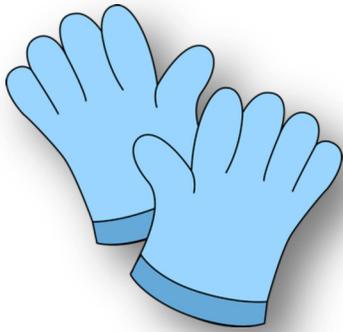
flower pot



trowel



lawnmower



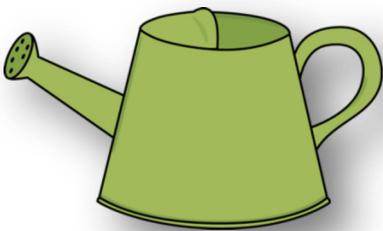
gloves



garden tools



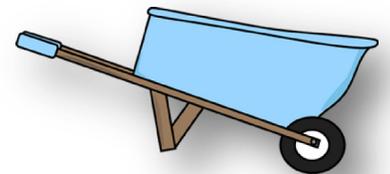
rake



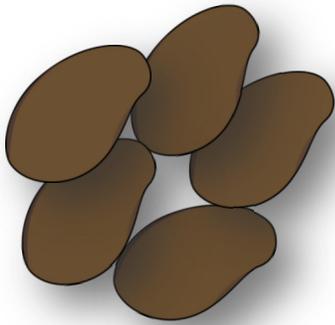
watering can



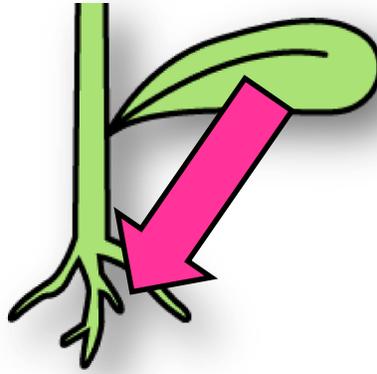
shovel



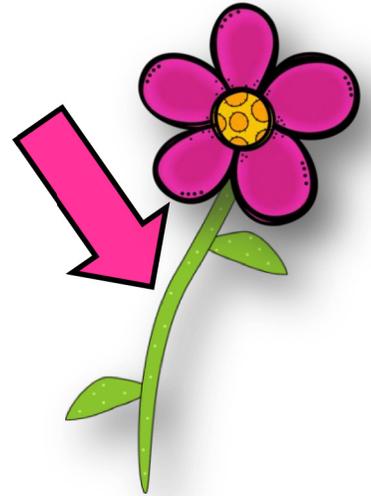
wheelbarrow



seeds



roots



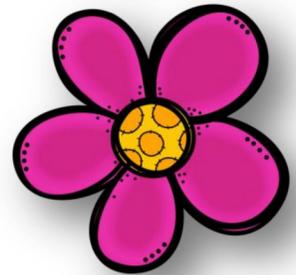
stem



leaves



air



flower



rain



soil



sun