

Week 11 SERIES 1500

LEARNING GOALS

- Demonstrate print has meaning and demonstrates language in written form
- Use materials creatively
- Listen and follow directions, self-expression through music and movement
- Recognize coins, understand the value of coins
- Identify basic needs of a plant (air, water, light, nutrients)
- Define characteristics that create a community
- Express emotions through written word and art
- Learn sequencing skills
- Explore through taste and texture

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

- | | |
|--------------------------------------|---|
| • Artificial food | • Tall and short glasses |
| • Cereal boxes | • Celery stalks with leaves |
| • Canned items (empty and sanitized) | • Food coloring |
| • Cloth/paper grocery bags | • Knife |
| • Index cards | • Empty food boxes and bottles |
| • Construction paper | • Money (play, real, or homemade) |
| • Markers/Crayons/Pen/Pencil | • Cans of fruit (real or play) |
| • Crayons | • Play foods |
| • Glitter | • Spray bottle |
| • Other decorative items | • Lined paper |
| • Music | • Dictionary |
| • Coins | • Ingredients for Family Fruit Salsa activity |
| • Water | |

CURRICULUM SCHEDULE

MONDAY

Language and Literacy: *Let's Have a Picnic!*

Creative Exploration: *Fourth of July Flags*

STEAM Ahead: *Spray Bottle Rainbows*

TUESDAY

Music and Movement: *Freeze Dance Party*

Math Exploration: *Coin Bingo*

STEAM Ahead: *Spray Bottle Rainbows*

WEDNESDAY

Science Exploration: *Plant Necessities*

Language Exploration: *Shopping List*

STEAM Ahead: *Spray Bottle Rainbows*

THURSDAY

Dramatic Exploration: *Grocery Store Play*

Language Exploration: *Information Station*

STEAM Ahead: *Spray Bottle Rainbows*

FRIDAY

Social Studies Exploration: *The Very Cranky Bear*

Sensory Exploration: *Family Fruit Salsa*

STEAM Ahead: *Spray Bottle Rainbows*

Language and Literacy

Let's Have a Picnic!

Learning Goal: Demonstrate print has meaning and demonstrates language in written form

Materials: artificial food, cereal boxes, canned items (empty and sanitized), paper/cloth grocery bags, index cards, marker

Preparation: Gather paper grocery bags from a local store. Also, use cloth bags if available. Write food groups on index cards (one group per card). Label the bags with the food groups. Use empty food boxes and cans to set up a display area (maybe in your kitchen or living room).

Instructions:

1. Ask your child what he/she notices about the types of foods that are in your display. Talk about the different food groups.
2. Talk about the items that you may bring on a picnic and the importance of eating healthy even during a picnic.
3. Show your child a picture of a food plate separated into sections of foods. Talk about the food groups and how many there are.
4. Next, have your child choose items from the display. Set up the bags in the center of the room and ask your child to place his/her food items in the appropriate food group bag.



Creative Exploration

Fourth of July Flags

Learning Goal: Use materials creatively

Materials: construction paper, markers, crayons, glitter, other decorative items

Preparation: The Fourth of July is a holiday that happens in the Summer. This holiday celebrates America's independence and the Declaration of Independence. The American flag is a very important symbol of the Fourth of July as it represents the country's spirit and freedom. Every country has a flag that represents them.

Instructions:

1. Sit with your child and look at different examples of flags including the United States flag. Talk about the colors, styles, and designs.
2. Have your child try to make the American flag. Encourage him/her to make it colorful and use glitter and other items to decorate.
3. Encourage your child to make his/her own flag to use to represent him-/herself.
4. Talk about the different flags your child created and display them in your home.



Music and Movement

Freeze Dance Party

Learning Goal: Listen and follow directions, self-expression through music and movement

Materials: music source: radio, cd, phone

Instructions:

1. Explain to your child that you are going to have a freeze dance party. *This is a great opportunity for other family members to join.*
2. Play a song and dance! Without your child's knowledge, stop the music.
3. Observe and discuss what different positions you all have stopped in.
4. Have fun with different genres of music, tempos, dance moves, and noise levels.



Math Exploration

Coin Bingo

Learning Goal: Recognize coins, understand the value of coins

Materials: coins (pennies, dimes, nickels, quarters), construction paper, markers

Preparation: Create or help your child create a bingo grid 5x5 squares. In the squares, put the denomination of different coins.

Instructions:

1. Discuss with your child that different coins represent different denominations of money.
2. Instruct your child to listen for the name of the coin and find it's amount on the bingo board, ex: Nickle, 5 cents is the answer.
3. Continue with the game until your child says, "Bingo!"



Science Exploration

Plant Necessities

Learning Goal: Identify basic needs of a plant (air, water, light, nutrients)

Materials: water, tall glass or several short glasses, celery stalks with leaves, food coloring, knife

Preparation: Discuss with your child that plants need nutrients and water to grow. Discuss making an experiment to see how this takes place. The movement of water in celery is an example of capillary action. Capillary action is important in both plants and humans. In plants, water moves up from the roots through the stem and into the branches and leaves. When water moves through the stem, it contains nutrients and minerals the plant needs to survive. The movement of water allows various areas of the plant to receive these nutrients and minerals.

Instructions:

1. Pour water into each glass. Smaller cups with food coloring can be used for additional observations.
2. Put drops of food coloring into each glass.
3. Have an adult cut the bottom of the celery stalk to make a fresh cut at the bottom.
4. Place each celery into each glass.
5. Allow the stalks to rest in water.
6. After 5 hours, encourage your child to write down his/her observations of the stalks. Ask questions like: “Has the color changed?” “How has the color gotten into the celery?”
7. After noticeable color change (2 days) encourage your child to write down his/her observations.
8. Discuss with your child how the celery has absorbed the coloring. Explain this is how plants get nutrients and water.

Language Exploration

Shopping List

Learning Goal: Demonstrate print has meaning and represents spoken language in written form

Materials: paper, markers or crayons, theme-related book about adventure or internet access for read aloud book *Pete the Cat Goes Camping* by James Dean, website:

<https://youtu.be/Z9c8bKE7K44>

Preparation: Along with your child, choose an adventure to prepare for. This can be a trip to the beach, mountains, park, museum, etc.

Instructions:

1. Inform your child that you are going on an imaginary adventure. Before leaving to go on the adventure, we need to make an organized list (in order) of the items we will need to purchase.
2. Ask questions: “Why is having a list important when preparing for an adventure?” “What are some items we may need?”
3. Help your child to write his/her list of items needed for this adventure.
4. Encourage your child to read the list aloud.



Dramatic Exploration

Grocery Store Play

Learning Goal: Define characteristics that create a community

Materials: empty food boxes and bottles, small paper bags, reusable grocery bags, pens, money (play, real, or homemade), pretend or real cans of fruits, other play foods, internet access for virtual field trip to a grocery store, website:

<https://www.youtube.com/watch?v=XTVnATGu5d0>

Preparation: Preview video. Discuss grocery shopping with your child.

Instructions:

1. Select an area where your child can create his/her own grocery store.
2. Discuss what items will be for sale.
3. Help your child arrange the store. Help your child make prices for items on paper.
4. Encourage your child to make a grocery list

(This is a great way for children to be creative with different items as he/she pretends the item is something else.)



Language Exploration

Information Station

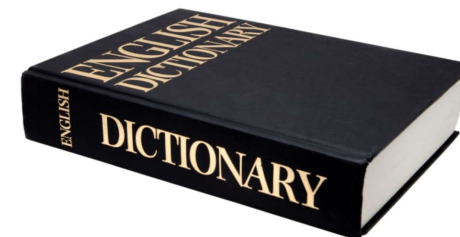
Learning Goal: Demonstrate print has meaning and represents spoken language in written form

Materials: lined paper, pencils, dictionary, internet access

Preparation: Discuss with your child the word “information.” Explain that information is important as it tells us how to do activities, where to get clothes and food, where parks and benches are located, which numbers to call in an emergency, etc.

Instructions:

1. Ask your child to give suggestions of things he/she needs to know. For example: What is your address?
2. Discuss with your child different places where he/she can find information: Internet, dictionary, cookbooks.
3. As the internet is most easily accessible, use it with your child to discover information. Where do manatee live?
4. Encourage your child to write down his/her findings or important information he/she may need.



Social Studies Exploration

The Very Cranky Bear

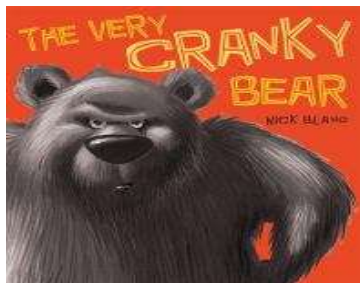
Learning Goal: Express emotions through written word and art

Materials: construction paper, crayons, internet access for read aloud book, *The Very Cranky Bear* by Nick Bland, website: https://www.youtube.com/watch?v=BLu_9Jf9Ywc

Preparation: Gather materials. Preview read aloud book.

Instructions:

1. After reading or listening to the story, ask your child what happened to the bear. Ask questions like: Did he want to have antlers? Why was he cranky? What did the sheep share with him? How did that make him feel? How would you feel if someone shared with you?
2. Encourage your child to draw his/her favorite part of this story.
3. Allow for phonetic spelling as your child describes the drawing.
4. To take this further, you can ask your child to draw his/her *least* favorite part of the story.
5. The book introduces the concepts of consideration and respect.



Sensory Exploration

Family Fruit Salsa

Learning Goal: Learn sequencing skills, explore through taste and texture

Materials: assorted fresh fruits cut into bite size pieces (grapes, berries, peaches, apples, etc.), large bowl, lemon juice, plain or cinnamon pita chips, optional: sugar, cinnamon

Preparation: Finely chop fresh and/or canned fruit.

Instructions:

1. As with every cooking experience, wash hands.
2. In large bowl, allow your child to add the different fruits. Encourage your child to taste and name the fruits.
3. Add a few TB of lemon juice. This helps fruits not to brown in the air.
4. Mix fruit and juice so all is covered.
5. Sprinkle on cinnamon or powdered sugar if desired.
6. Refrigerate for 30 minutes.
7. Serve with pita chips and enjoy! Share with the family.
8. Ask your child questions like: What fruit is harder than the other? Which is your favorite? Which tastes best together?
9. Enhance this activity by encouraging your child to create his/her own recipe card.
10. Store unused salsa in airtight container. This can be added to yogurt or ice cream as healthy topping.



Rainbows in Summer

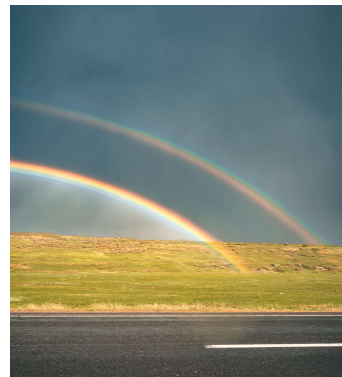
Objective for Development and Learning: Use scientific inquiry skills, demonstrate knowledge of physical properties of objects and materials, and begin to understand that water is a natural prism.

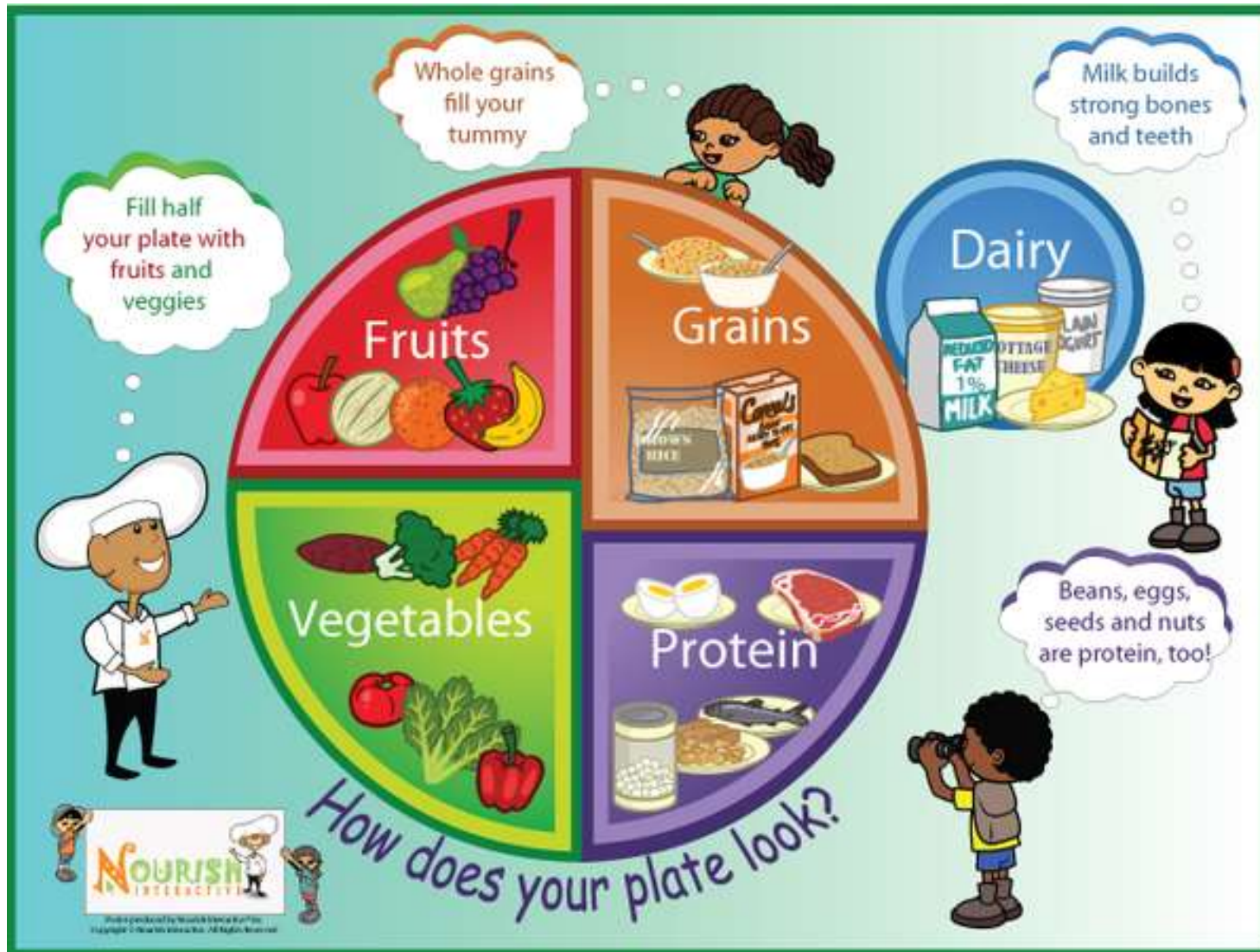
Rationale: This activity should be done on a bright, sunny day. The sun is responsible for the colors we see. Sunlight is white (daytime), and when sunlight (white light) hits an object, the light is reflected as a color to the human eye.

Materials and Directions: • Spray Bottle • Water

1. Fill the spray bottle with water.
2. Go outside and face the direction of the sun.
3. Spray the water into the sunlight.

Open-Ended Questions: ▪ What do you see when you spray the water into the sun? ▪ What happens if you don't face the direction of the sun when spraying the water? ▪ Did you see all the colors of the rainbow? Which did you see?





International Set



USA



Canada



United Kingdom



France



Germany



Italy



Japan



Russia



Sweden



Australia



China



Greece



Spain



India



Kenya



Mexico



Ethiopia



Israel



South Korea



Brazil

Name _____

Number Word Tracing

The Number **five**

five

five five five

five five five

five five five

five five five

Name _____

Coins Coloring
piggy bank

