



## **Week 2 1250 - 1300 March 30 – April 3**

### **Monday March 30**

- Wiggle Together: “One Fun”
- Create Together: “Brown Fingers and Toes”
- Brain Waves: Occipital Lobe “Visual/Memory/Impulse Control: Who’s on First?”

### **Tuesday March 31**

- Create Together: “Triangle Collage”
- Share Together: “Doggy Doggy, Where’s Your Bone?”
- Brain Waves: Occipital Lobe “Visual Perception: Changing Pictures”

### **Wednesday April 1**

- Move Together: “Triangle Jump”
- Creation Station: “Pet Paintings”
- Engineering Connection: STEAM AHEAD “Construct a Habitat”

### **Thursday April 2**

- Wiggle Together: “Shake Brown, Shake”
- Math Small Group: “Which Holds the Most?”
- Fundamental Focus: STEAM AHEAD “Animal Kingdom”

### **Friday April 3**

- Gather Together: “Feed The Animals”
- Creation Station: “Paper Plate Snake”
- Math: “Which Holds the Most?”



## **WEEK 2 1250 – 1300 SERIES CURRICULUM**

### **MATERIALS NEEDED**

- 3 Medium sized triangles cut out of different colored construction paper
- 2 small sized triangles cut out of different colored construction paper
- 1 Half sheet black construction paper
- 1 letter "I" cut out
- Paint
- Glue Stick



## Visual Discrimination/Memory/Impulse Control

### Who's on First?

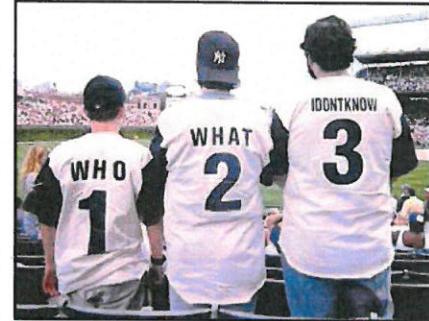
**Materials:** marker, paper (colored)

**Preparation:** Cut 3 bases from 3 colors of paper. Label them first, second, and third.

#### Teacher Instructions:

- ✓ Gather children. Tell them they will play a game called Who's on First?
- ✓ Show the bases, and read the words. Tell children they must raise their hand before answering the questions.
- ✓ Have a child stand on each base. Ask children to identify the child on first base.
- ✓ Now, have children close their eyes as the children on base change their positions.
- ✓ When children open their eyes, ask again, "Who's on first?"
- ✓ Repeat several times.
- ★ This activity challenges children's keen sense of visual discrimination and provides opportunities for them to resist the impulse to shout out the answers.

**Activity Variation:** Have children stand on bases with their backs turned away from the class. For added difficulty, alternate between having children shout out the answer and raise their hands.



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## Visual Perception

### Changing Pictures

**Materials:** "eye tricks" Google images printed from the Internet

#### Teacher Instructions:

- ✓ Gather children. Tell them they will play a game of Changing Pictures.
- ✓ Show children the pictures individually or in small groups.
- ★ The visual skills needed to understand, analyze, and interpret what we see are visual perception. Eye tricks are fun and sharpen children's perceptual skills.

**Activity Variation:** Lamine pictures, and place in the Brain Station. For added difficulty, locate on the Internet more intricate pictures to trick the eyes. Search eye tricks on Google images.



## Engineering Connection

**Activity:** Construct a Habitat

**Objectives for Development and Learning:** Demonstrates knowledge of Earth's environment

**Rationale:**

Understanding the characteristics of a habitat can help us learn about the environment and animals that live there. By constructing habitats, animals can be provided assistance when needed as well as supporting endangered species.

**Directions:**

- animals (plastic or stuffed) or pictures of animals that live in different habitats
  - computer, interactive whiteboard, or tablet with Internet access
  - globe or map
  - habitat items such as ice, grass, leaves, plants, rocks, sand, soil (non-fertilized), sticks, twigs, water
  - paper
  - pencils
1. Go to <http://www.worldwildlife.org/habitats> or [http://www.skyenimals.com/browse\\_habitat.cgi](http://www.skyenimals.com/browse_habitat.cgi) or for habitats and animals that live in them.
  2. Through discussion, have students describe habitats and determine which habitat(s) they want to construct.





## Fundamental Focus: Animal Kingdom

**Project:**

Animal Habitats

**Introduction:**

A lot can be learned by observing animals in their habitats, or environments. Behaviors can be learned by watching them interact with their surroundings and similar characteristics can be identified among animals. The following activities provide opportunities for students to explore animals in their habitats.

**STEAM AHEAD™ Connections****Science Connection****Activity:** Animals Habitats in My Neighborhood

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

**Rationale:**

Animals live in a variety of environments, or habitats. Their abilities and physical properties enable them to live more easily in some environments, or habitats, than in others. Animal behaviors and characteristics are related to their surroundings.

**Materials and Directions:**

- binoculars
- computer, interactive whiteboard, or tablet with Internet access
- crayons
- digital camera
- paper
- pencils
- magnifying glasses

1. Go to <http://www.worldwildlife.org/habitats> or [http://www.skyenimals.com/browse\\_habitat.cgi](http://www.skyenimals.com/browse_habitat.cgi) to explore habitats and animals.
2. Go outside and describe the environment. Have students use binoculars to look upward in trees, and identify the habitat and animals that can live there.
3. Next, have students use magnifying glasses to look closely in the grass and dirt as well as on the bark of trees. Identify the habitat and animals that can live there.
4. Have students determine why those animals can live in these habitats.
5. Encourage them to document their descriptions and observations by writing them down, making drawings, and taking photographs.

**Open-Ended Questions:**

What do forests look like? What animals live in a forest?

Which animals live in water? How are they similar to each other?

Which environment do you live in?

Which animals live near you?

Where should we place these activity materials for further exploration?

# Creation Station

## Paper Plate Snake

**Materials:** craft supplies, crayons, glue, markers, ribbon, scissors, stapler, white paper plates (large, one per child)

### Activity:

1. Gather a small group of children.
2. Demonstrate how to draw a spiral on the paper plate starting from the edge of the plate moving to the center. Define “spiral” as a line that keeps going around and around.
3. Make materials accessible to children. They can draw their spirals. Assist them if needed.
4. Children can decorate their plates with crayons or markers.
5. Children can cut their plates along the spiral.
6. Children can lay the plates flat again and glue on craft supplies.
7. Children can cut a length of ribbon and staple to the center of the paper plate. Assist if needed.
8. Engage children in conversation about the details of their snake.
9. Continue this activity with groups of 3 to 6 children until everyone has had the opportunity to participate.

### Learning Goal

**Domain: Creative Development**

**Strand: Visual Arts**

- share ideas about personal creative work



### Social-Emotional Connection

Identify an area of your classroom where children can select to display their creative artwork. This is a great way to boost self-esteem.



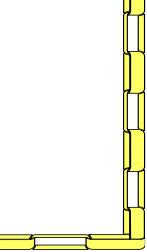
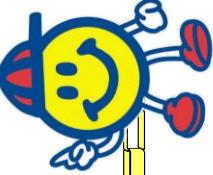
### Social-Emotional Connection

Creative expression through art is good. It develops the whole brain. It provides an outlet for the natural curiosity and eagerness of children. It helps them feel good as they demonstrate and talk about what they have created.



## Lesson Vocabulary

spiral



# Create Together

## Triangle Collage

**Materials:** construction paper (black, variety of colors), glue sticks, scissors

**Preparation:** Cut out triangles of different sizes and colors.

### Activity:

1. Gather a small group of children.
2. Show children the prepped triangles. Tell children, "These are triangles. A triangle is a shape with three sides."
3. Give children a black piece of construction paper, glue sticks, and triangle pieces.
4. Encourage children to glue triangles onto the black construction paper to create a collage.
5. Assist children when help is needed.
6. Place children's creations in a safe place to dry before gathering the next small group.
7. Transition to next activity with a song or finger play.

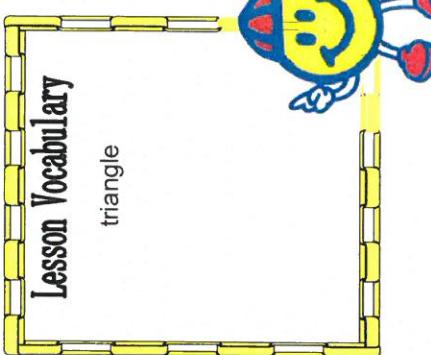
### Learning Goal

Domain: Mathematics

Strand: Geometry and

Spatial Thinking

recognize and name two-dimensional shapes with adult guidance (triangle)



# Move Together

## Triangle Jump

**Materials:** masking tape

**Preparation:** Make a large triangle on the floor with masking tape (large enough for children to stand on together).

### Activity:

1. Gather children using a favorite transition song.
2. Ask children to stand **on the tape**. Tell children, "We made a triangle. A triangle is a shape with three sides."
3. Encourage children to sing and move to the song "Triangle Jump" with you.
4. Transition to next activity with a song or finger play.

## Triangle Jump

Jump, jump, jump in the triangle.  
(Jump into the middle of the triangle. Then stand on the tape.)

Jump, jump, jump in the triangle.  
(Jump into the middle of the triangle. Then stand on the tape.)

Jump, jump, jump in the triangle.  
(Jump into the middle of the triangle. Then stand on the tape.)

Jump, jump, jump in the triangle.  
(Jump in and out and up and down.  
(Jump into the middle of the triangle. Then stand on the tape.)



## Lesson Vocabulary

triangle

## Learning Goal

**Domain:** Mathematics

**Strand:** Geometry and

Spatial Thinking

- recognize and name two-dimensional shapes with adult guidance (triangle)



# Wiggle Together



**Learning Goal**

**Domain: Creative Development**

experiment with vocalization, sounds, and musical instruments

## "Shake Brown, Shake"

**Materials:** paper towels, paper towel tubes (one per child), rice (uncooked), rubber bands, scissors

**Preparation:** Using scissors, cut paper towel sheets in half. Cover the bottom of each paper towel tube with paper towel, and secure with rubber band. Pour a small amount of rice into each tube. Cover open end of paper towel tube with paper towel, and secure with rubber band. (rain sticks)

### Activity:

1. Gather children using a favorite transition song.
2. Engage children in a discussion about the color brown.
3. Encourage children to point out brown objects around classroom.
4. Provide each child with a rain stick.
5. Encourage children to "identify the color of the rain stick."
6. Sing "Shake Brown, Shake" to your own tune, and encourage children to sing with you while shaking the rain stick.
7. Use a favorite class song as transition to next activity.

## "Shake Brown, Shake"

Shake brown, shake.  
(shake rain stick)

Watch me shake brown up high.  
(shake rain stick in the air)

Watch me shake brown down low.  
(shake rain stick near floor)

Shake brown, shake.  
(shake rain stick)

# Wiggle Together

## "One Fun"



**Learning Goal**

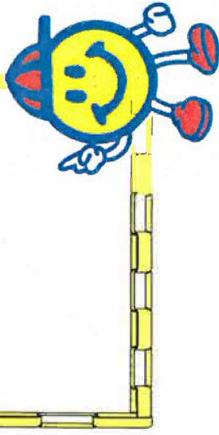
**Domain: Creative Development**

**Strand: Music**

experiment with vocalization, sounds, and musical instruments

### Lesson Vocabulary

one



**Materials:** crayons, glue, jingle bells (large, 2 per child), paper plates (2 per child)

**Preparation:** Glue two paper plates together, leaving a small opening for the jingle bells to create a tambourine. Put two jingle bells inside each tambourine, and seal with glue. Allow children to decorate tambourines prior to doing activity.

#### Activity:

1. Gather children using a favorite transition song.
2. Engage children in a discussion about the number one.
3. Encourage children to point out one object around classroom.
4. Provide each child with a tambourine, and allow time for exploration.
5. Sing "One Fun" to your own tune, and encourage children to sing with you while shaking the tambourine.
6. Encourage children to play tambourines while transitioning to next activity.

#### One Fun

I have one nose, yes, just one.  
(point to nose)

Come on, let's have some one fun!  
I have one mouth, yes, just one.  
(point to mouth)

Come on, let's have some one fun!  
One, one, one.  
(hold up index finger)

See my number one?  
Come on, let's have some one fun!

# Create Together



## Brown Fingers and Toes

**Materials:** construction paper (white), newspaper, paint (brown), paintbrush, smocks, wipes

**Preparation:** Cover the table(s) with newspaper for easy cleanup when the activity is completed.

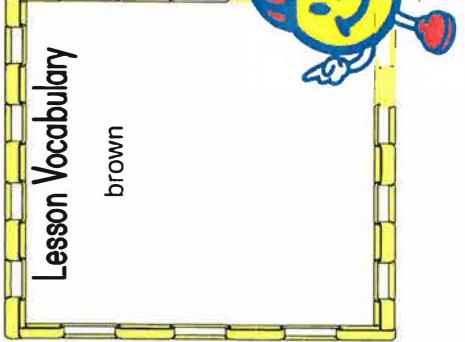
### Activity:

1. Gather a small group of children.
2. Show children the paint. Tell children, "This paint is brown."
3. Explain to children they will be using their fingers to make pictures of toes. Demonstrate. Make a fist with one hand. Paint the bottom of your fist (pinky-finger side) brown. Stamp the painted fist onto construction paper. Paint the tips of your index finger, middle finger, and ring finger from the opposite hand. Stamp three dots on the construction paper above the fist stamp. (See Teacher Tips for an example.)
4. Assist children when help is needed.
5. Wipe hands and remove smocks before washing hands.
6. Place children's creations in a safe place before gathering the next small group.
7. Transition to next activity with a song or finger play.

## Learning Goal

### Domain: Science

**Strand: Physical Science**  
 begin to use words to describe physical properties and states of matter of objects (brown)



## Lesson Vocabulary

brown

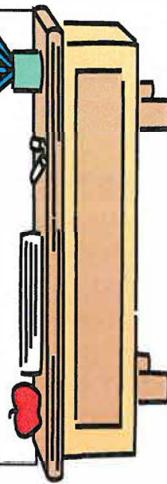
## Teacher Tips

### Accommodation/Modification

If a child has sensory difficulty, please allow him to use a paintbrush to create a brown picture.



Example:



# Creation Station

## Pet Paintings



**Materials:** paint, paintbrushes, paper, smocks

### Activity:

1. Gather a small group of 3 – 6 children.
2. Explain today they have learned about pets.
3. Invite children to use paint to create pictures of pets.
4. Ask, "What type of pet would you like to have for a **companion**?"
5. Encourage children to paint pet pictures.
6. Tell them to think of activities they would do with the pet, places they would go, or things it would eat.
7. Continue activity with groups of 3 – 6 children until everyone has had the opportunity to participate.

## Learning Goals

**Domain: Communication, Language, and Literacy**

**Strand: Receptive**

- demonstrate understanding of vocabulary through everyday conversations

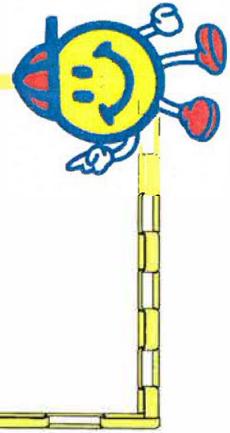
**Domain: Approaches to Play and Learning**

**Strand: Initiative and Exploration**

- make choices and complete some independent activities

## Lesson Vocabulary

companion



## Social-Emotional Connection

Experts tell us art is one of the best ways for children to express themselves. Create an environment where children feel safe expressing themselves. Remember, it is the process that counts, not the product.



## Diversity Connection

As you converse with children during art, link to diversity. Talk about the variety of colors in crayons, flowers, animals, and people. Let's appreciate diversity.



# Share Together

## Doggy, Doggy, Where's Your Bone?

**Materials:** blindfold, bone, chair

### Activity:

1. Gather children with a chant or song of choice.
2. Tell them they will play a guessing game. To "guess," they have to think and ask questions.
3. Invite one child to sit in the chair. Blindfold him, and tell him someone will steal his bone.
4. Have another child come up quietly and take the bone from under the chair.
5. Instruct the child to hide the bone in his lap. Everyone will need to place their hands in their laps.
6. Remove the blindfold, and tell the child he has 3 guesses to make.
7. He can ask, for example, "Does the person have short hair? Is it a girl or boy? Does she have on sneakers? etc."
8. If he does not guess correctly, the child with the bone sits in the chair.
9. If the child does guess correctly, they still need to change places so every child will have an opportunity to be "it."
10. Transition to the next activity singing the chant from the Teacher Tip Box.



## Learning Goals

**Domain: Communication, Language, and Literacy**

**Strand: Receptive**

- demonstrate understanding of vocabulary through everyday conversations

**Domain: Approaches to Play and Learning**

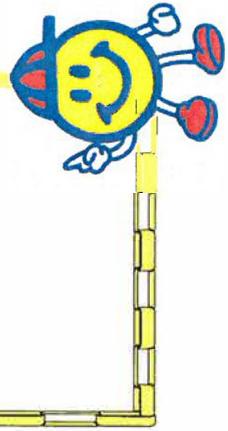
**Strand: Initiative and Exploration**

- ask questions about unfamiliar objects, people, and experiences



### Lesson Vocabulary

guess



### Teacher Tips

Doggy, Doggy where's your bone? Someone stole it from your home.

Guess who? Maybe it was the monkeys at the zoo.



### Social-Emotional Connection

During social-emotional development, children learn how to approach others, take turns, and communicate effectively. Create an environment that encourages children to be appreciative of the work of others.



## Math Small Group

### Which Holds the Most?

**Materials:** containers (various shapes and sizes), measuring cups, pitcher of water, vinyl tablecloth

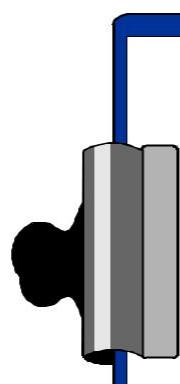
**Preparation:** Put tablecloth on table.  
Pour water in pitcher.

#### Activity:

1. Gather 3 – 6 students.
2. Give each a container. Ask, “Which of these containers do you think will hold the most water? Why do you think this?”
3. One at a time, have students fill their containers using a measuring cup. Have all students count the number of cups required to fill each container.
4. Ask, “Which container holds the most water? Are you surprised?”
5. Continue as time and interest allow with different containers.
6. Continue with groups of 3 – 6 students until everyone has the opportunity to participate.



Daily



## Learning Goals

**Domain:** Mathematics  
**Strand:** Measurement and Comparison

- use a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity), weight, height



# Gather Together



## Please Feed the Animals

**Materials:** animal pictures, clean environmental print food containers, tape

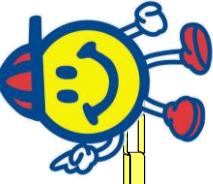
**Preparation:** Tape the animal pictures to something that will stand up. Collect environmental food pictures that represent foods animals would like to eat such as water, fruits, vegetables, oats, seeds, sugar cubes, meat.

### Activity:

1. Gather with a song such as "Come to Group Time."
2. Do your circle routine. Check to see if children have accomplished their classroom **responsibilities** for this day or week.
3. Show and discuss the animal pictures. Place them on display.
4. Show and discuss the environmental print food containers.
5. Tell children that animals, like people, need nourishment.
6. Define "nourishment" as food and water.
7. Engage in conversation about why living things need nourishment.
8. Tell children they can select a food to feed an animal. As they feed the animal, make a statement about why the food would be good for the animal. Children can set the food next to the animal.
9. Praise children for a great job of feeding the animals.
10. Conclude singing "I Like to Eat Apples and Bananas."

## Lesson Vocabulary

nourishment



### Domain: Science

#### Strand: Living Things

- recognize there are basic requirements for all life forms

### Learning Goal



## Teacher Tips

Sing each line twice.

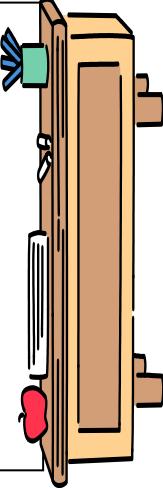
I like to eat, eat, eat apples and bananas.

I like to ate, ate, ate ay-ples and ba-nay-nays.

I like to eat, eat, eat ee-ples and bee-nee-nees.

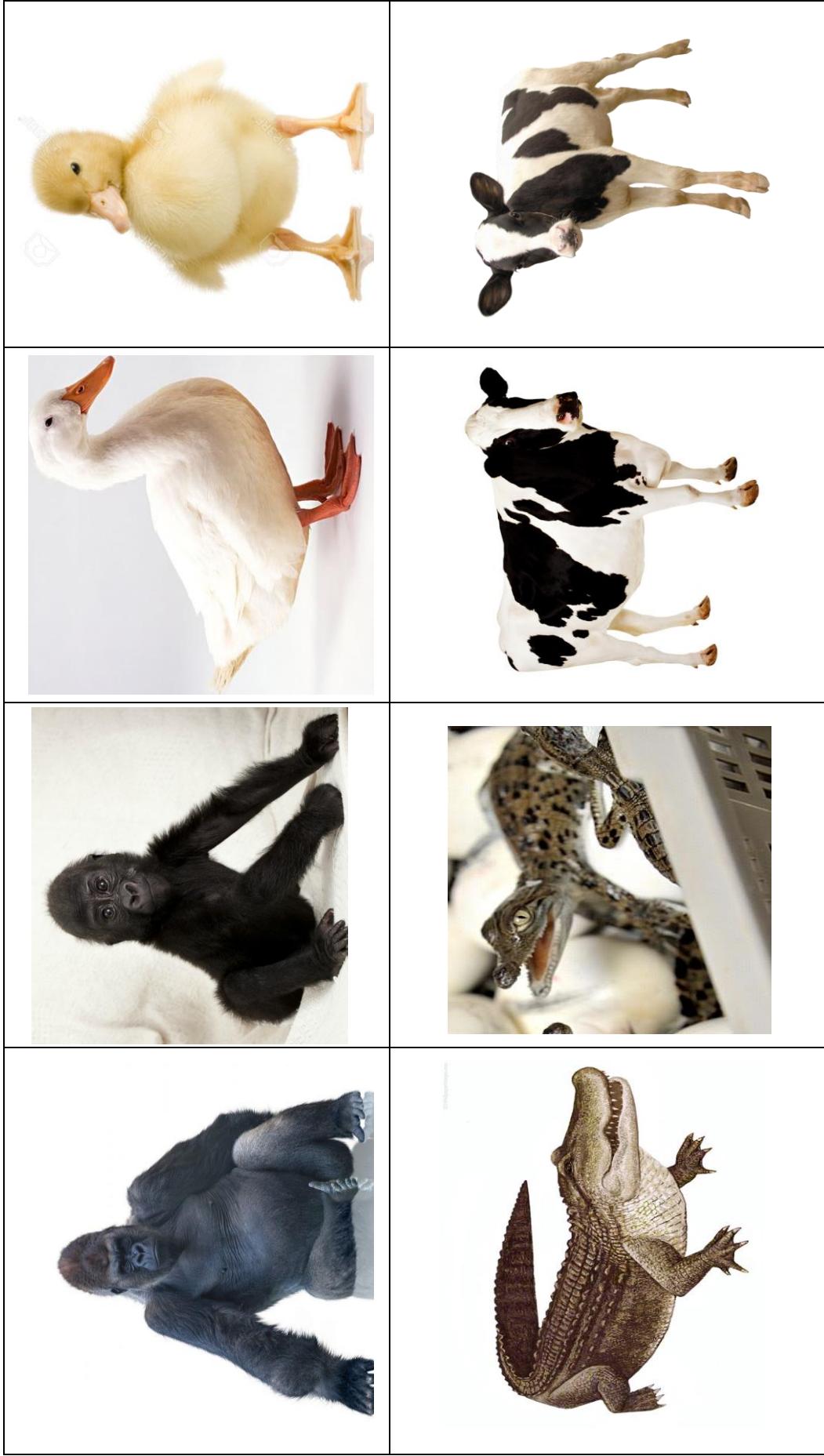
I like to ote, ote, ote oh-ples and ho-no-nos.

I like to oot, oot, oot oo-ples and boo-noo-noos.



# Teacher Tool

## Zoo Babies



## Teacher Tool

### Zoo Babies (Continued)

