

Week 3 SERIES 1500

**LEARNING GOALS**

- Creative Exploration:** investigate characteristics of plants and animals
- Discovery/Science:** create art from different subjects and themes
- Language and Literacy:** isolate beginning, middle, and ending sounds
- Mathematics:** solve and create word problems
- Sensory:** classify foods into appropriate groups
- Social Studies:** understanding and demonstrating the meaning of conservation

**DAILY SCHEDULE**

- Morning Routine  
(Brush teeth, get dressed, breakfast, etc.)
- Curriculum Activity**
- Snack
- Independent Play
- STEAM Ahead**
- Lunch
- Quiet Time
- Curriculum Activity**
- Outdoor Play
- Evening Routine

**MATERIALS NEEDED**

- Bin, buttons, cardstock, food props, glue, jar lids, leaves, magazines (animals, nature), marker, paper, scissors, shells, small branches, small plastic containers (yogurt container) tape, twigs, yarn

**CURRICULUM SCHEDULE**

**MONDAY**

- Language/Literacy: *In the Canopy*
- Creative Exploration: *Rainforest Tree Home*
- STEAM Ahead: *Musical Windchimes*

**TUESDAY**

- Math: *How Many Squirrels*
- Discovery: *Animals in the Canopy*
- STEAM Ahead: *Musical Windchimes*

**WEDNESDAY**

- Science: *Liana Vines*
- Cognitive Exploration: *Bat, Bit, Bun*
- STEAM Ahead: *Musical Windchimes*

**THURSDAY**

- Language/Literacy: *Upside-Down Words*
- Dramatic Play: *Saving the Rainforest*
- STEAM Ahead: *Musical Windchimes*

**FRIDAY**

- Social Studies: *Setting the Stage*
- Sensory Activity: *Let's Cook! Amazon Ants on a Log*
- STEAM Ahead: *Musical Windchimes*

## LANGUAGE EXPLORATION

### In the Canopy Poem

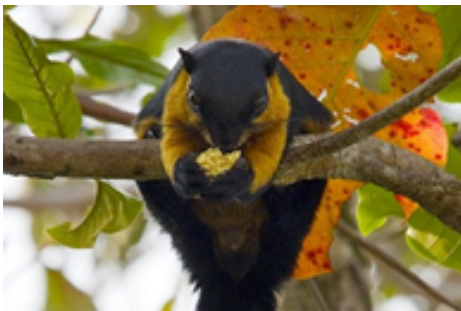
**Materials:** none

**Preparation:** none

**Instructions:**

Read poem to your child. Encourage your child to act out the animals you are describing.

Way up high where the treetops meet,  
Where the birds fly about, and the big sloths sleep,  
If I were a toucan, that's where I would be,  
Because my home is in the canopy.  
Swinging back and forth from tree to tree,  
My very loud cry makes me a howler monkey.  
As I dance and sing, as I glide and twirl,  
Living in the canopy is the life for a squirrel.



## CREATIVE EXPLORATION

### Rainforest Tree Home

**Materials:** paper, glue, scissors, dirt, real leaves, crayons (brown and various colors)

**Preparation:** Gather small amounts of dirt and other items on table. Color and cut out leaves and animals (see activity pages).

**Instructions:**

1. Begin by drawing a long trunk on large paper.
2. Glue dirt to the “ground” under the tree. Now, glue found leaves and drawn leaves at the top of the tree to decorate.
3. Butterflies and squirrels, birds and monkeys also live on the treetops. Add some of these items to your Rainforest Tree Home.

## DISCOVERY

### Animals in the Canopy

**Materials:** glue, magazines (animals, nature), paper, scissors

**Preparation:** nonw

**Instructions:**

1. Engage your child in a discussion about the rainforest canopy.
2. Discuss the various animals that live in the canopy.
3. Encourage your child cut out and glue pictures of trees and animals that live in the canopy.



## MATH

### How Many Squirrels

**Materials:** cardstock, marker, paper, pencils

**Preparation:** On individual sheets of cardstock (4-5), write addition word problems about squirrels.

**Instructions:**

1. Say, "We are going to solve word problems about flying squirrels."
2. Read the word problem you created aloud to your child.
3. Encourage your child to add the numbers from the problem together.
4. Provide encouragement throughout activity.
5. Continue activity until all problems have been solved and interest continues.

## COGNITIVE EXPLORATION

### Bat, Bit, Bun

**Materials:** lined paper, pencils

**Preparation:** none

**Instructions:**

1. Explain to your child that they will practice segmenting words that begin with Bb. Explain that segmenting is dividing a word into sounds.
2. Say each sound in the following words: bat, bit, and bun. Encourage your child to write the letter for each sound heard. Check paper for correctness.
3. Ask them to say each word aloud.
4. Encourage them to write letter Bb on their lined papers while verbally repeating the movements aloud. Encourage them to place the index finger next to each written letter before continuing with next letter to emphasize proper spacing.
5. Remind them that the words bat, bit, and bun start with Bb.

## SCIENCE EXPLORATION

### Liana Vines

**Materials:** construction paper, yarn, crayons, markers, scissors, tape, magazines

**Preparation:** none

**Instructions:**

1. Engage your child in a discussion about the rainforest.
2. Explain that liana is a woody, climbing vine that grows on tree trunks in order to reach sunlight in the rainforest. Once a liana vine reaches the canopy, it winds itself through the trees. Liana vines are used to make a number of things including wicker furniture.
3. Encourage your child to cut yarn and make a long vine.
4. Explain that they are going to cut out pictures, decorate each one, and tape them to the yarn.
5. Allow your child to decorate an area with their vines.

## LITERACY

### Upside-Down Words

**Materials:** cardstock, marker, scissors, tape, yarn

**Preparation:** From cardstock, cut out medium-size shapes. On each shape, write simple 3-letter words. Cut yarn into long pieces. Tape words upside-down on end of yarn. Use yarn to hang words.

**Instructions:**

1. Engage your child in discussion about how things would look if humans hung upside down.
2. Encourage your child to choose an upside-down word and read it aloud.
3. Encourage your child to say word's beginning, middle, and ending sounds.
4. Continue activity until all words are finished and interest continues.

## DRAMATIC PLAY

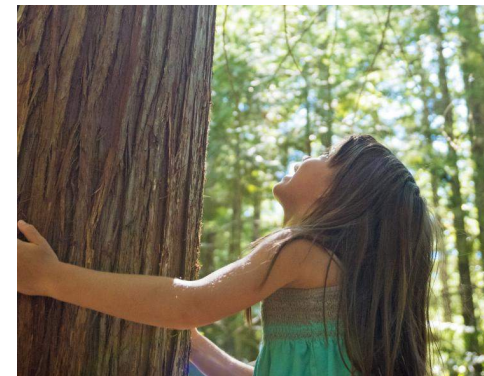
### Saving the Rainforest

**Materials:** bin

**Preparation:** none

**Instructions:**

1. Engage your child in a discussion about conservation.
2. Encourage your child to find items at home to recycle.
3. Encourage your child to practice eco-friendly behaviors. Ex: turning off lights in rooms not being utilized.



## SOCIAL EXPLORATION

### Setting the Stage

**Materials:** internet access

**Preparation:** none

**Instructions:**

1. Discuss the word canopy with your child and help him/her write it on the paper.
2. Say, “The uppermost layer of vegetation in a rainforest is the canopy layer.”
3. Show your child pictures of the canopy layer and discuss.
4. Encourage your child to identify the beginning, middle, or ending sounds in the word “canopy.”

## SENSORY ACTIVITY

### Let's Cook! Amazon Ants on a Log

**Ingredients:** celery (washed and cut into 2-inch pieces), peanut butter (sunbutter or cream cheese if there is a peanut allergy), raisins (or other small pieces of dried fruit) or chocolate chips

**Preparation:** Wash hands prior to creating your snack.

**Instructions:**

1. Spread either cream cheese or nut butter in the “log” portion of the celery.
2. Place 6 raisins or chocolate chips on the spread. Please count the number of “riders” you have in your log.
3. Enjoy!



## MUSICAL WIND CHIMES

### Art Connection

#### Objective for Development and Learning: Explore the visual arts

**Rationale:** In the 1930s, an American artist named Alexander Calder had an idea to hang a wire sculpture from the ceiling. He had seen how the wind chimes moved with the breezes in the tranquil gardens of China and wondered if large sculptures made from bent wires or string would do the same. His artistic creations gave birth to the commercial use of mobiles. Now mobiles hang over baby cribs and wind chimes adorn our back decks. Mobiles are hanging sculptures that move freely with the breeze or with the touch of your hands. The wind hitting the hanging pieces of the sculptures, perhaps signaling a change in the weather, gave birth to musical wind chimes. These are usually made from metal tubes of various lengths making different tones when the wind strikes them. Putting together a balanced mobile is an exercise in trial and error. It hard to tell how all the pieces will balance until the mobile is put together. Students will create their own mobiles using natural items, branches, twigs, feathers, acorns, and shells. There is a shell found on Atlantic coast beaches called the jingle shell that is often used for wind chimes because of its nice tinkling sound.

**Materials and Directions:** • assortment of twigs, shells, acorns, feathers, pieces of wood • fishing line or strong thread, yarn • various lengths of tree branches (sturdy enough to support hanging pieces)

1. Display all materials on a table.
2. Select a thickest branch for the main cross piece or use several thinner branches.
3. Select 2 smaller pieces for cross pieces under the top main cross piece.
4. Attach ornaments from lengths of line from the branches.
5. Balance the mobile by adding or taking way weight from the different branches and moving the branches closer together or further apart.
6. Attach a cord from the main branch to use to hang the mobile.

**Open-Ended Questions:** ■ Ask students to describe their trial and error process for balancing their mobiles. ■ What other types of materials could be used to make a wind chime or mobile? ■ Where is a good place to hang them? ■ Would this project make a good gift for someone? Who and why? ■ How could a tree be a kind of wind chime? ■ How could you use a wind chime as a signal?

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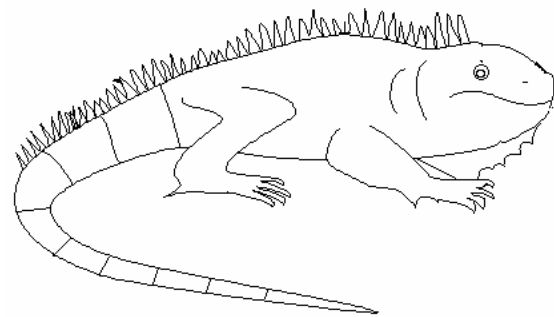
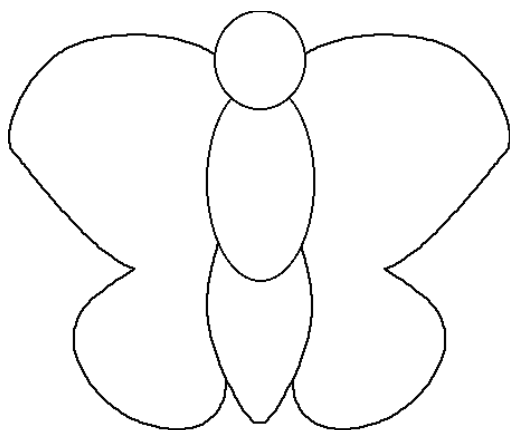
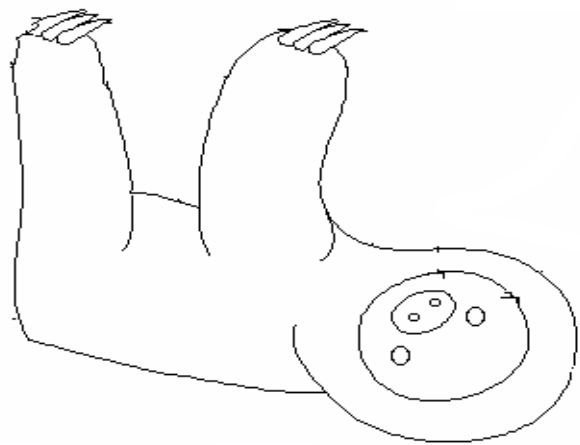
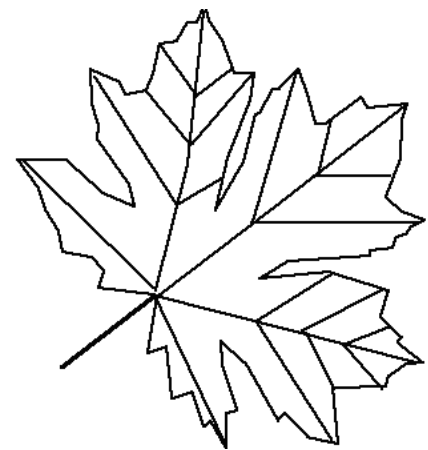
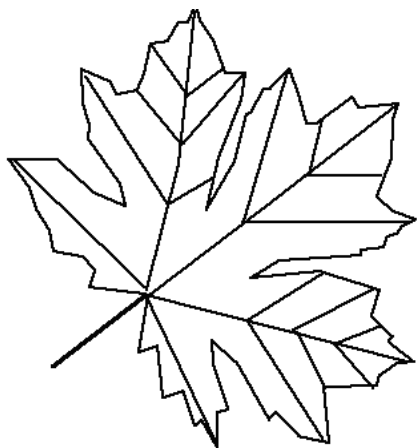
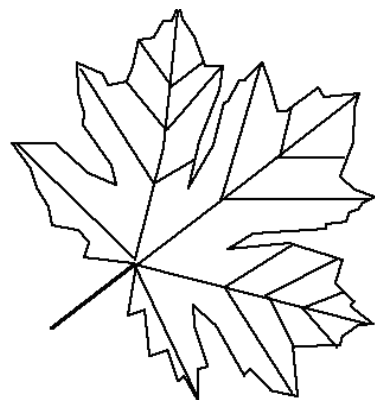
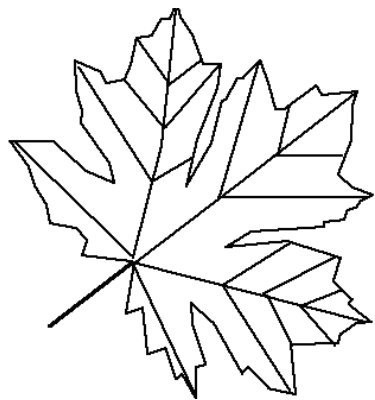
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U ) • colorful paper geometric shapes: circle, rectangle, square, rhombus, trapezoid,  
parallelogram, oval • glue • paper

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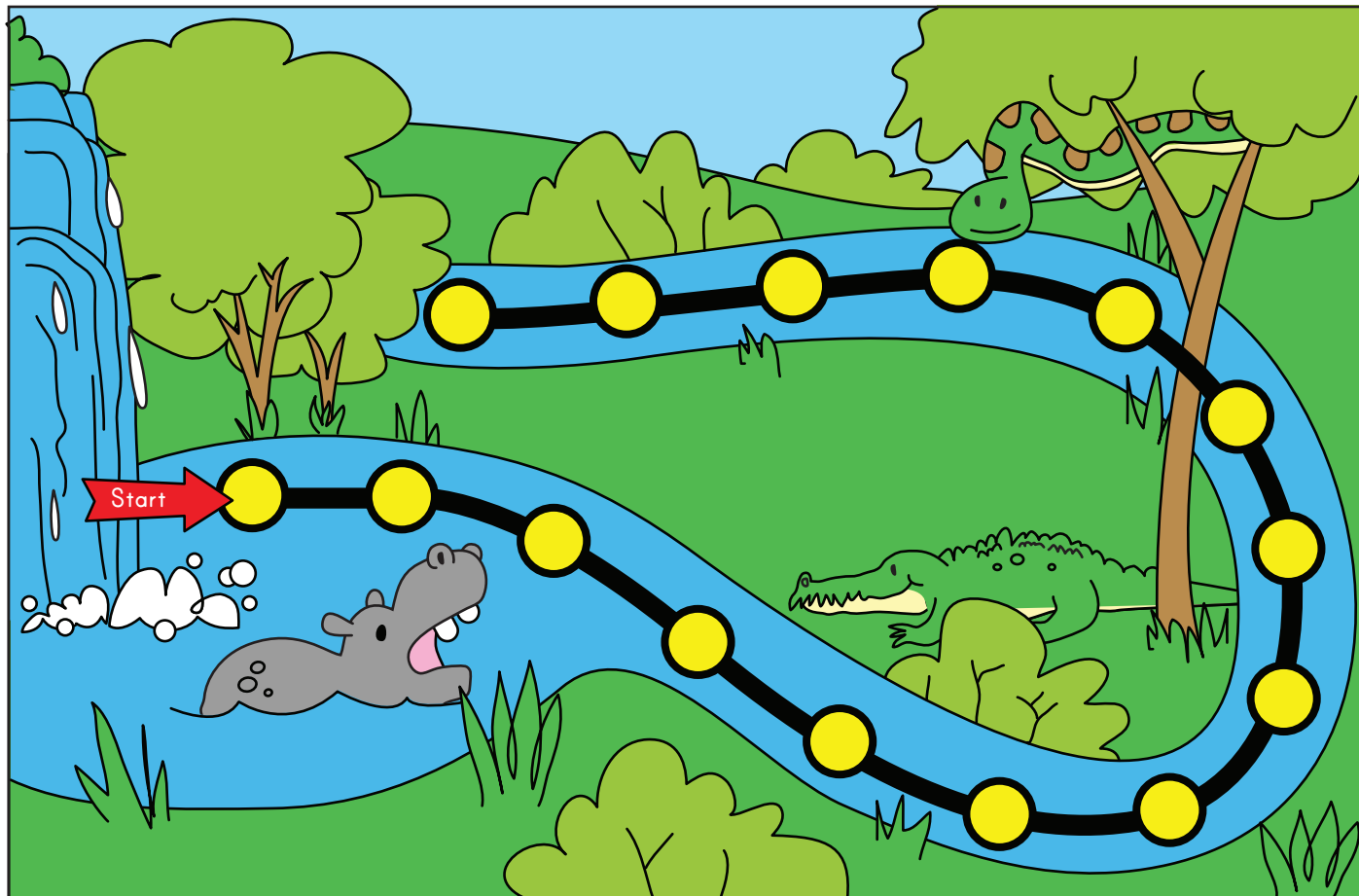
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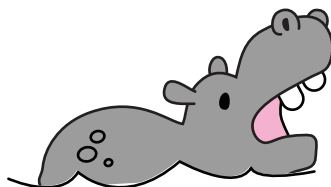
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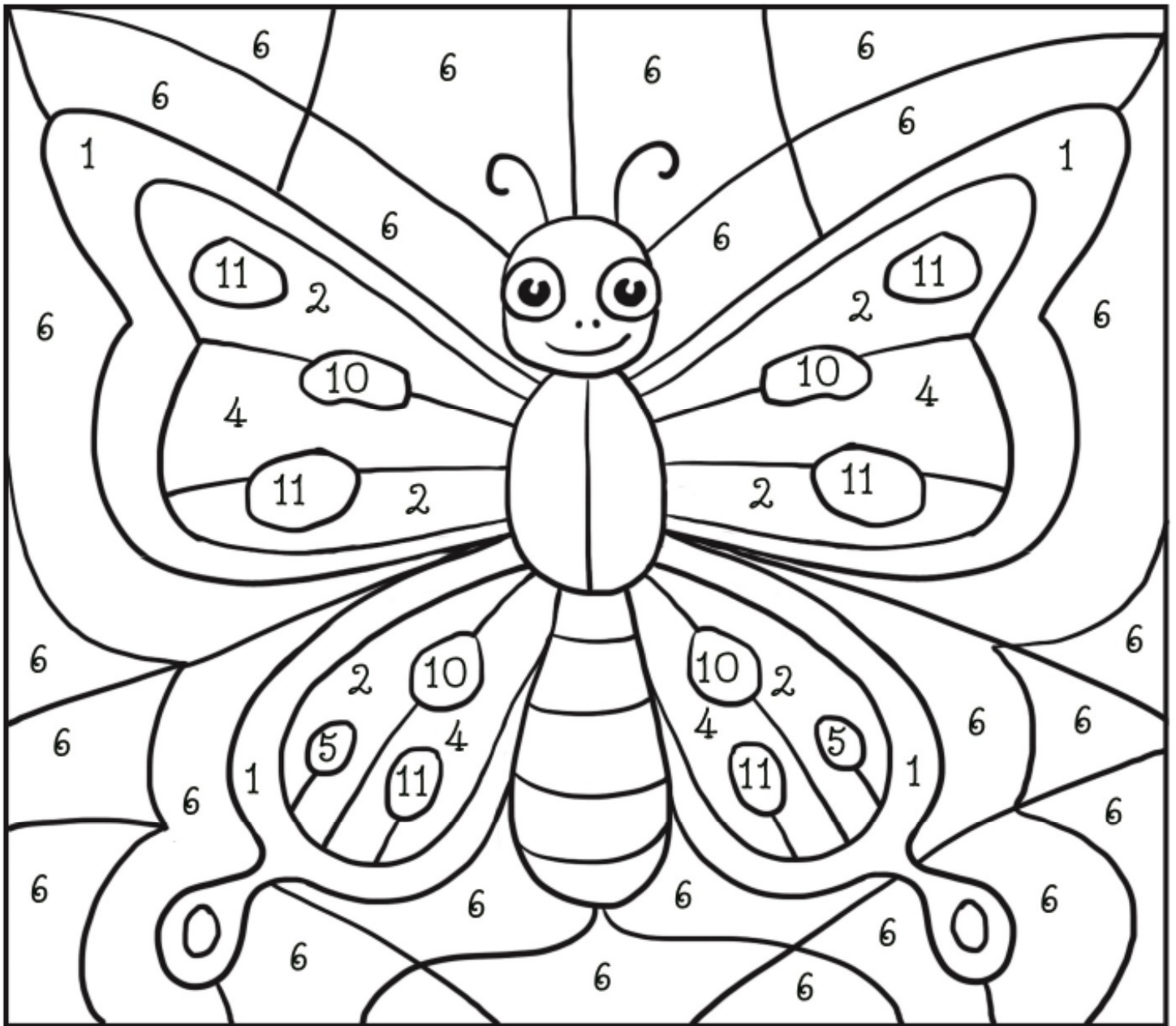
# Jungle River Safari

Go 3 spots forward. Go 5 spots forward. Go 4 spots forward.



What animal do you end near?





1.blue 2.yellow 3.brown 4.orange  
5.black 6.green 8.beige  
9.pink 10.red 11.purple