

Week 18 SERIES 1500

LEARNING GOALS

- Recognize cause and effect relationships in text
- Engage in elaborate and sustained imagined play
- Distinguish between real life and fantasy
- Identify instruments using listening skills
- Create art with different subjects and themes
- Identify number words
- Differentiate between various sounds in terms of pitch (high or low) and volume (loud and soft)
- Explain how rules are made
- Observe changes of materials

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

- | | |
|---------------------------------|--|
| ▪ 1 tub canned frosting | ▪ internet access |
| ▪ beach props | ▪ large rubber band |
| ▪ bowls | ▪ markers |
| ▪ butcher paper or poster board | ▪ measuring cups |
| ▪ cereal | ▪ old shirt/smock |
| ▪ chocolate chips or candies | ▪ paint |
| ▪ construction paper | ▪ paintbrushes |
| ▪ corn chips | ▪ paper |
| ▪ dry erase board | ▪ plastic wrap |
| ▪ empty clear mixing bowl | ▪ scissors (child size) |
| ▪ flour | ▪ small zip lock bags |
| ▪ food coloring | ▪ sprinkles |
| ▪ index cards | ▪ sugar crystals (ex: Sugar in the Raw®) |
| | ▪ tape |

CURRICULUM SCHEDULE

MONDAY

Language/Literacy: *The Sounds of Cause and Effect*

Creative Exploration: *Summer Mural*

STEAM Ahead: *See the Sounds of Summer*

TUESDAY

Math: *Number Words*

Music and Movement: *Listening for Instruments*

STEAM Ahead: *See the Sounds of Summer*

WEDNESDAY

Science: *High Note, Low Note*

Cognitive Math Exploration: *Summer Math Fun*

STEAM Ahead: *See the Sounds of Summer*

THURSDAY

Language/Literacy: *Because It's Summer*

Dramatic Play: *Summer Scenes*

STEAM Ahead: *See the Sounds of Summer*

FRIDAY

Social Studies: *Rules Are Yummy*

Sensory Exploration: *Ice Cream Playdough*

STEAM Ahead: *See the Sounds of Summer*

Language/Literacy

The Sounds of Cause and Effect

Learning Goal: Recognize cause and effect relationships in text

Materials: marker, scissors (child size), Teaching Tool sentence strips (provided with packet - make from unlined paper/poster board)

Preparation: Print the Teaching Tool and cut out the following sentences:

We liked the music, so we danced.

We heard a siren, so we looked for a fire truck.

We spoke softly because we were in the library.

We cheered loudly because we liked our team!

The game was cancelled due to the thunderstorm.

Instructions:

1. Sit with your child and engage in a conversation about sounds. Ask him/her to name things that make loud and soft sounds, such as alarms, sirens, voices, kittens purring, dogs barking, etc.
2. Talk with your child about cause/effect relationships in text. Review the words and phrases that often signal cause/effect relationships (as a result, because, but, since, so, due to, etc.).
3. Give your child the sentence strips and ask him/her to cut the sentences to divide the cause from the effect.
4. Then, have your child pick how the sentences go together and what part of the sentence is cause and what part is effect.



Creative Exploration

Summer Mural

Learning Goal: Create art with different subjects and themes

Materials: bowls, poster board or butcher paper, paint, paintbrushes, old shirt to wear when painting

Preparation: Set up butcher paper outside on sidewalk or somewhere paint cannot damage the area. Pour paint into bowls.

Instructions:

1. Engage your child in a discussion about summer. Have your child describe outdoor activities in which he/she has participated this summer.
2. Explain to your child that he/she will begin to make a summer mural. The background can be painted today (land, sky, water, lake, pool, mountain) and then other aspects tomorrow.
3. As your child is creating, talk about the sounds he/she has heard outside this summer.
4. Complete the mural tomorrow when the background dries.



Math

Number Words

Learning Goal: Identify number words

Materials: construction paper, index cards, markers, scissors

Preparation: Using construction paper, cut out numerals 1 to 10. On individual index cards, write number words one to ten. (Optional: Laminate or use contact paper on material for durability and future use.)

Instructions:

1. Discuss numbers, explain that they can be written several ways, and introduce number words.
2. Using numeral and number cards (made during preparation), show your child the numeral and matching number card starting from 1.
3. Encourage your child to spell words and match with corresponding number.



Music and Movement

Listening for Instruments

Learning Goal: Identifying instruments using listening skills

Materials: internet access, website for the *What's the Instrument?* video: <https://www.youtube.com/watch?v=t4zQl7mTvhs>

Preparation: Preview video. Find instruments you would like to use or instruments your child is more familiar with.

Instructions:

Have your child listen to the sounds and try to guess what musical instrument is being played before the answer is shown.



Science

High Note, Low Note

Learning Goal: Differentiate between various sounds in terms of pitch (high or low) and volume (loud and soft)

Materials: Summer-themed book or internet access and website for read aloud book *It's Summer!* by Linda Glaser:

<https://www.youtube.com/watch?v=lruskjEe4cc>

Preparation: Preview book. Define “pitch” as “the quality of a sound based on the vibrations producing it; the highness or lowness of a sound.”

Instructions:

1. Engage your child in a discussion about summer sounds.
2. Take turns recalling sounds usually heard during the summer: birds chirping, waves at the ocean, ice cream truck's bell, people talking and laughing, etc.
3. Read/listen to chosen story. Ask open-ended questions during reading; *who, what, when, where, how*. Engage your child in a discussion about pitch (the highness or lowness of a sound). Explain some people have high-pitched voices and some people have low.
4. Using your voice, show an example of a high and low pitch. Have your child try both a high and low pitch sound.

Extension: Use the website to compare different examples of sounds. Try having the website open on two separate webpages to easily play one sound after the other. <https://www.findsounds.com/>



Cognitive Math Exploration

Summer Math Fun

Learning Goal: Identify number words up to 20

Materials: construction paper, dry erase board, index cards, markers, number cards from Tuesday's math activity, scissors, tape

Preparation: On individual index cards, write number words from eleven to twenty. On construction paper, draw and cut out twenty beach balls, twenty seashells, and twenty ice cream cones.

Instructions:

1. Engage your child in a discussion about number words.
2. Introduce the numbers 11-20 and encourage your child to spell each number word aloud.
3. Engage your child in a discussion about summer activities, such as collecting seashells, playing on the beach, and eating cool ice cream cones.
4. Show your child a construction paper beach ball, seashell, and ice cream cone.
5. Ask your child to choose a number card and say the number word aloud.
6. Encourage your child to tape the corresponding number of beach balls, seashells, or ice cream cones on the board.



Language/Literacy

Because It's Summer

Learning Goal: Recognize cause/effect relationships in text

Materials: any book about Summer or internet access and website for read aloud *Hello Day* by Anita Lobel: <https://youtu.be/i69gRuO6c6c>

Preparation: Preview video. Review the concept of cause and effect: one event that occurs to make another one happen.

Instructions:

1. In science, **cause** explains *why* something happens, and **effect** explains *what* happens. Explain that, in reading, knowing cause and effect relationships helps with reading comprehension (understanding what is being read).
2. Talk about words and phrases in reading that signal a cause and effect relationship: so, since, because.
3. Read the chosen book together and point out specific use of cause and effect words being used.

Video example: Cause and Effect “Birds on a Wire - For the Birds”

Website: <https://youtu.be/pWIVoW9jAOs>

How do the birds on the wire seem to feel about the large bird who tries to join them? Why? How do they treat it because of this? What happens next? How can you apply this lesson to something in your life?

Suggested book for understanding cause and effect:

If You Give a Mouse a Cookie by Laura Numeroff

Read aloud:

<https://www.youtube.com/watch?v=bzw0pDLAf7k>

Make a tally list of the cause/effect situations.



Dramatic Play

Summer Scenes

Learning Goal: Engage in elaborate and sustained imagined play and can distinguish between real life and fantasy

Materials: beach props (ex: chair, towel, umbrella, bucket, shells, toys, binoculars, hat, picnic basket, stuffed animals, cooler, pool floats, etc.) optional: shallow tub of sand or water, large cardboard box, internet access, websites: <https://youtu.be/DGIXT7ce3vQ> *Tropical Island Ambient Beach Sound*, <https://youtu.be/HfrvPOmXFOE> *Relaxing Tropical Beach and Guitar Music*

Preparation: Remember dramatic play is a way for children to understand experiences, express emotions, and practice roles.

Instructions:

1. Help your child act out different scenarios that happen at the beach:

A mother or father bringing the family to the beach,
driving/flying/riding a bike to the beach, choosing a location,
carrying the entire family's belongings to the spot ☺, setting up, etc.
2. Ask questions to prompt your child to describe the experience, tell a story: “What are your plans for...?”, “How will you...?”, “What do you think about...?”



Social Studies

Rules Are Yummy

Learning Goal: Explain how rules are made

Materials: cereal, chocolate chips or candies, corn chips, small zip lock bags

Preparation: Discuss rules with your child.

Instructions:

1. What rules do you have in your home? What rules do you follow at school? On the playground? In a store?
2. Discuss with your child that rules are very much like a recipe.
3. With all cooking activities, wash your hands before you begin.
4. Instruct your child to take one half cup of cereal and place it in the bag.
5. Now take a ¼ cup of corn chips and place those in the bag.
6. Finally, take a small handful of chocolate chips or candies and place those in the bag.
7. Encourage your child to write down the “Rules” he/she just followed.
8. Enjoy the treat!



Sensory Exploration

Ice Cream Playdough

Learning Goal: Observe changes of materials

Materials: 1 tub canned frosting (choose one with flavor and color), 1¼ C flour, food coloring, sprinkles

Instructions:

1. Always wash hands before any cooking or sensory activity.
2. Allow your child to mix frosting and flour in large bowl. Add a few drops of food coloring now, if desired. You may separate the dough to make different colored ice cream.
3. Knead the dough until it looks like ice cream. You may need to add a little more flour to make the right consistency.
4. Encourage your child to be creative with the sprinkles and dough.
5. Allow him/her to make Summer Ice cream shop in your kitchen!



See the Sounds of Summer

Objective for Development and Learning: Uses science concepts and operations

Rationale: Sound vibrations travel through air, water, and even solid objects, but it's not possible to see the waves. What if we could see the waves in another way? This science of sound experiment makes sound more visible by forcing objects to react to the sound vibrations.

Materials and Directions: • Empty clear mixing bowl • Plastic wrap • Large rubber band • Sugar crystals (preferably Sugar in the Raw®)

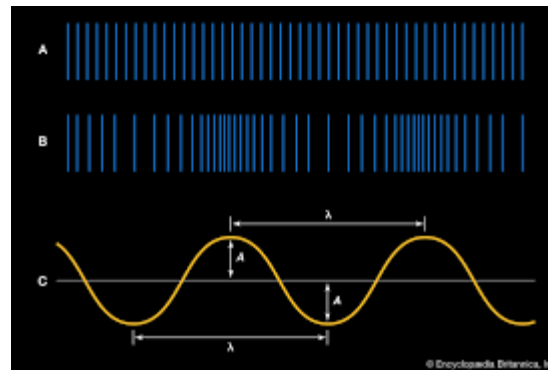
Wrap a sheet of plastic wrap over the mixing bowl so that it's taut and secure with the large rubber band. Be sure that the plastic wrap is tight and does not sag.

Place a few of the sugar crystals on the top of the plastic wrap in the middle.

Instruct your child to get close to the sugar crystal and say something loudly! What happens to the crystals? Do they move?

Experiment with louder and softer words or sentences to watch the sugar crystals react to the sound vibrations!

Open-Ended Questions: ■ What are sound vibrations? ■ How do different sounds effect the vibrations?



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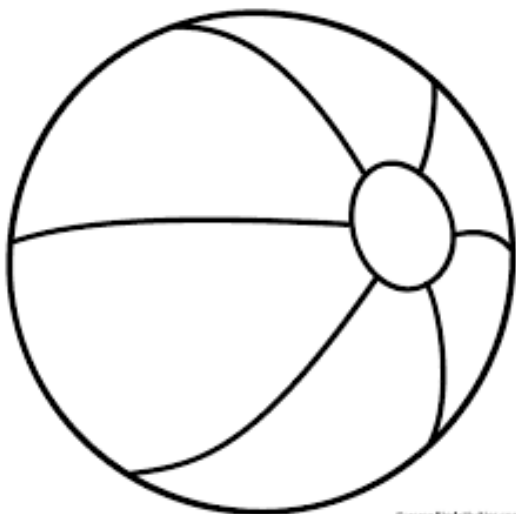
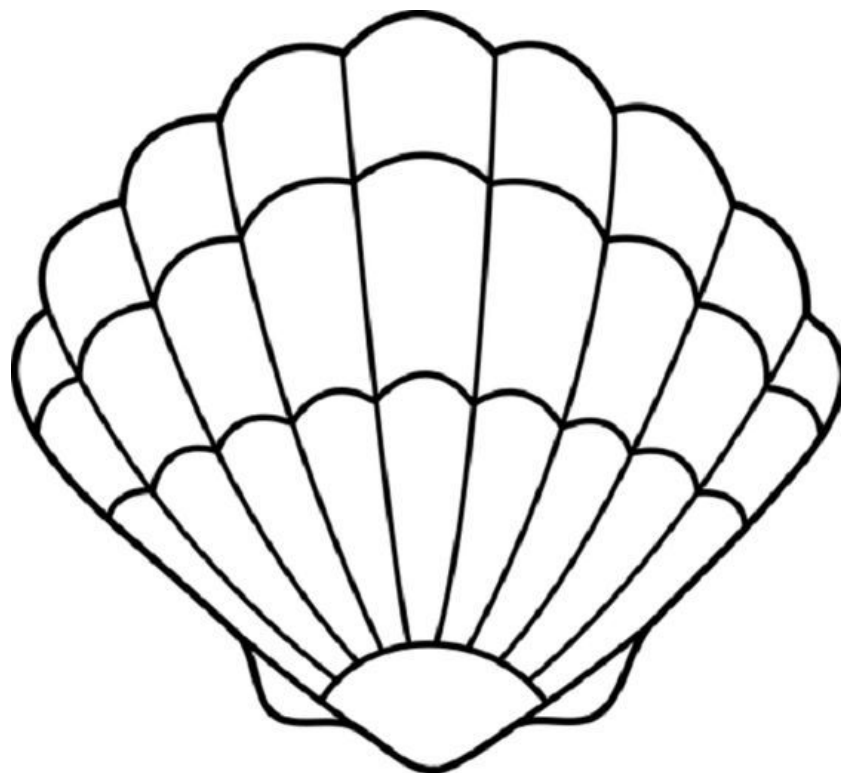
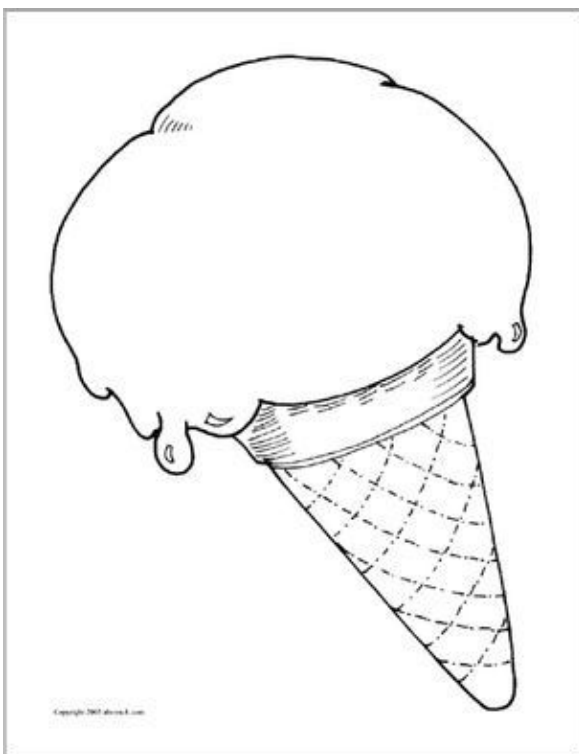
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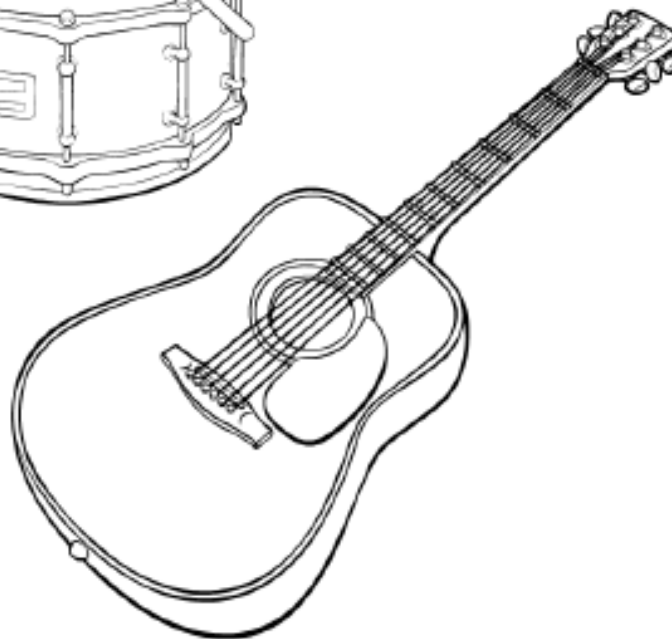
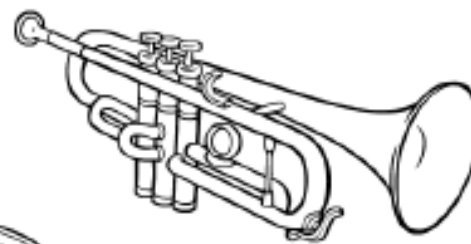
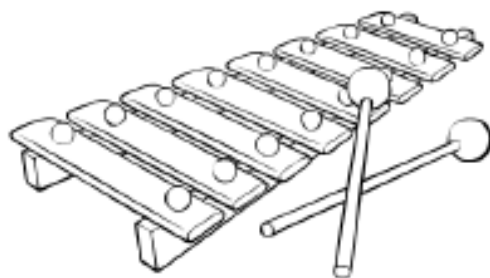
The game was cancelled due to the thunderstorm.



Name _____

Basics Coloring
5 Musical Instruments

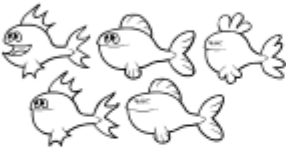

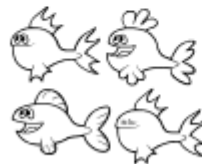
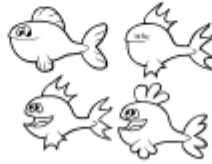




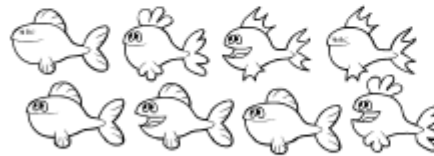

5 Musical Instruments



Name _____

Math
Addition: 1–9

Look at the number of fish in each group. Read the numbers. Write the sum on the line. The first one has been done for you.

 5	 3	+	=	8
 4	 4	+	=	_____
 2	 3	+	=	_____
 2	 5	+	=	_____
 8	 1	+	=	_____