

Monday, April 20, 2020

### **Morning Meeting**

- Review today's daily plan.
  - Let's Move: Freeze Dance – Gross–Motor Development
1. Explain you are going to play some dance music and that everyone is going to “freeze” and pretend to be a statue when the music stops.
  2. Invite your child to be creative with his statues, e.g., make a statue that's tall or small; make a statue that looks scared, silly, sad, or angry.
  3. Invite children to describe the types of statues they see other family members making when they freeze.

### **Read Aloud - *I Stink***

### **Study Exploration:**

#### **What did you throw away today?**

1. Talk with your child about what he/she has thrown away recently.
2. Make a list of items that your family has thrown away.
3. Categorize the type of garbage:  
Mail, wrappers, paper towels, paper plates, containers, food scraps, etc.
4. Make a prediction about what else might be thrown away today.

### **Making the Most of Routines: Cleaning Up**

Cleaning up is an important part of playing and learning about responsibility. A clean-up song can help make tidying up after an activity more fun! Sing to the tune “Here We Go Round the Mulberry Bush.”

This is the way we clean up our [markers]  
Clean up our [markers], clean up our  
[markers]. This is the way we clean up our  
[markers],  
So they're ready for next time!

### **Guided Learning: ITC22 Bowling Math**

Materials: plastic bottles partially filled with sand or small rocks, soft ball

Create a bowling game. Make bowling pins out of empty plastic bottles partially filled with sand. Use a soft ball.

1. Ask your child to count the pins as they are set up for bowling.
2. As your child bowls, he/she can count as a way to solve problems. You started with 10 and knocked down 3. How many are left? Your child should count to 7. You had 7 and knocked down 5. How many are left? Your child should count the 2 that are left. Etc.
3. As your child bowls, present various story problems that involve adding and subtracting.

### **Differentiation:**

Verbally count using one number name for each object. Encourage her or him to solve story problems with up to five items, counting all of the objects correctly and adding them together.

Solve story problems involving up to 10 objects. Assist by counting aloud with your child, if necessary, to show him/her how to count on.

Create new story problems using addition and subtraction of 10 to 20 objects.

### **Reflecting on the Day:**

What did everyone enjoy most about today?  
What would they like to do more of tomorrow? Did you hear your child use any new vocabulary when discussing the daily trash?

Tuesday, April 21, 2020

### **Morning Meeting**

- Review today's daily plan.
- Body Patterns - Knowledge of Patterns
  1. Have an adult or older sibling demonstrate a simple 2-part action pattern and name the actions as you do them, ie, slap thigh, clap hands, slap thigh, clap hands.
  2. Make a pattern more complex by using 3 or 4 actions, ie, lean left, lean right, bend forward, clap hands, lean left, lean right, bend forward, clap hands.
  3. Have your child lead the pattern.

### **Read Aloud - Paperbag Princess**

#### **Study Exploration:**

Does all garbage stink?

1. Talk about the objects you have thrown away. Which objects stink? Why do they stink?
2. Look at trash with environmental print. Have your child use the pictures to identify the product.
3. Then ask him/her to identify various letters, numbers, punctuation, etc.

#### **Making the Most of Routines: Brushing Teeth**

Tonight, try brushing in new and different ways! You might say things like: Can you brush your teeth super slowly? Can you brush your teeth very quickly? Brush your teeth in a circle? Can you brush your teeth in a square? Use ordinal numbers and spatial words: First, brush your top teeth. Second, brush your bottom teeth.

### **Guided Learning: M32 Which Container Holds More?**

1. Allow your child to explore the containers as they practice filling them with water. .  
"Which container do you think will hold the most sand? Why do you think so?"  
"How can we find out which container will hold more?"
2. Then have your child test his/her predictions. As the containers are filled, use words such as more, less, too much, too little, and same.

Differentiation:

Have your child to talk about the similarities and differences between the empty containers, ie, height, width, or weight. Next, fill the containers with water and then compare them again. "What do you notice about these two bottles? Yes, one is tall, and one is short."

Encourage the child to compare the containers' similarities and differences as she or he fills and measures them with sand. "What can you tell me about the containers you filled? You noticed that the short bottle is heavier than the tall bottle. You thought the tall bottle would hold more sand than the sort one, because it is taller. It looks like the small holds more water than the tall bottle. Why is that?" (The short one was fatter.)

Have the child predict how many cupfuls of water each container will hold. Ask him/her to count the number of cupfuls as its filled. Then compare the amounts of water in the containers and record the predictions and results on paper. "You have two bottles that are both small. Do you think one bottle will hold more water than the other bottle? Why do you think that? Let's count how many cupfuls of water will fill each bottle and find out if you're right."

#### **Reflecting on the Day:**

How was the day? How is your family moving through the routines you've set? Choose some environmental print to read.

Wednesday, April 22, 2020

### Morning Meeting

- Review today's daily plan.
- My Body Jumps -Explores Dance and Movement
  1. Sing to the tune of "My Bonnie Lies over the Ocean"
  2. Fill in your child's name on the blank.

\_\_\_\_\_ jumps into the puddle,  
\_\_\_\_\_ jumps into the puddle  
\_\_\_\_\_ jumps into the puddle  
Oh won't you come move with me!

More ideas - *slithers in the grass*  
*wiggles in the mud*  
*crawls across the floor*  
*skips through the garden*  
*hops over the water*

### Read Aloud -Sam Helps Recycle

#### Study Exploration:

Where does our trash go after we throw it away?

1. Have your child predict where they think the trash goes after we put it in the garbage can.
2. Watch to see where garbage really goes:  
<https://www.youtube.com/watch?v=iPz5bJa9eOI>
3. Mullica Township Solid Waste and Recycling Transfer Station  
<https://mullicatownship.org/department/public-works/solid-waste-recyclingtransfer-station/>

**Making the Most of Routines:** Bedtime  
If books are part of your bedtime routine, tonight swap places with your child! Invite him/her to read a book to you, using the pictures to guide the story, or ask him/her to tell you a bedtime story they come up with using their imagination!

### Guided Learning: LL11 Rhyming Riddles

1. Reminder: rhyming words sound alike at the end of the word. Offer examples, sun, fun, hope, soap, etc.
2. Ask your child to say some rhyming words they know. Write the rhyming words on paper.
3. Explain that a riddle is a word puzzle that you must figure out. Pose a riddle that prompts them to supply a rhyming word. For example:  
"I'm thinking of something you wear on your head that rhymes with cat." (hat)  
"For lunch we will be having a fruit that rhymes with apes." (grapes)

#### Differentiation:

When introducing a rhyming riddle, use a prop to prompt him/her to say the rhyming word. "I'm thinking of something that you wear on your head that rhymes with cat." Hold up the hat to help your child.

Then offer two or three props, ie, socks, bear, or hat. Invite the child to solve the rhyming riddle with one of the props.

Help your child decide if two words rhyme by asking him/her to compare the two words. Present the riddle in two parts. "I'm thinking of something we wear on our heads.." Write the answers on the chart paper, and read them back. "Cap and hat. Okay, the one I'm thinking of rhymes with cat." Write the rhyming word. Then repeat the rhyming words and have your child offer a rhyme for the other word. "Cat and hat rhyme! What about cap? Can you think of something that rhymes with tap?"

Once your child has answered the riddle successfully, invite him/her to think of other words that rhyme with those in the riddle. "What else rhymes with pear? Yes, hair, bear, share, and care. You thought of many words that rhyme with pear and chair!"

#### Reflecting on the Day:

How is your child adjusting to being away from his friends? Can you have a video play date? Offer to record your child telling his friend a silly bedtime story or singing his friend a favorite song.

Thursday, April 23, 2020

### **Morning Meeting**

- Review today's daily plan.
- Recycle Song -Explores Musical Concepts  
Sing to the tune of "Jingle Bells" or chant as a rap song.

Recycle, Recycle  
Let's sort all the trash.  
Recycle, Recycle  
Paper, plastic, glass

Recycle, Recycle  
Don't throw it in the trash.  
We'll take the cartons and all the cans  
And make them all go SMASH!  
(Clap hands on SMASH.)

### **Read Aloud - *Don't Lose It, Reuse It* Study Exploration:**

What kinds of trash gets recycled?

1. Review *Sam Helps Recycle*.
2. Provide your child with a few safe trash items to sort into recycling vs. trash.
3. Create a list of recyclables. Have your child add to the list with items you don't have in your sorting piles.

### **Making the Most of Routines:**

Preparing Meals It can be exciting for children to help with meal preparation! Plan how your child can help with meals – tearing lettuce for salads, squeezing the lime juicer, shaking the parmesan cheese. Always begin with washing hands and then give simple directions like: Give three shakes of the pepper or Press down until you feel the biscuit cutter touch the pan.

### **Guided Learning: LL04 Bookmaking**

Have your child think of imaginary places that trash might go. Say, "Let's make a book about all the pretend places that our trash might go." Follow the guidance for this experience to help create a book.

1. This morning we talked about where garbage really goes. "Let's make a book about all the pretend places that our trash might go."
2. Provide the child with materials such as paper, crayons, and markers.
3. As appropriate, your child can write or dictate words that the child identifies as important. Add illustrations. "Tell me about what you have drawn. What would you like me to write in your book?"
4. This can be an activity that you add a page or 2 over the next week.

### **Differentiation:**

Talk about where to put the author's name and have your child write their name. "You're the author, so you can write your name here." As your child tracks print, have them identify a letter or word. Track the print with your finger as you read. ie, "Pamela, this word starts with the same letter as your name. Yes, it's p. This word is party. It starts with a /p/ sound."

Encourage the child to write as many words as he can, as you phonetically sound out. Talk about the spaces between words and how they make the book easier to read. "See the space between these words, That's how we know when a word stops and starts. Can you find another space between words on this page?"

Encourage the child to write as many words as he/she can. Suggest he/she write the sounds heard. Offer spelling assistance when they want to write more challenging words. "I see you are writing can. What other words will you add to your page?" Have the child sweep a finger under the print as he reads the pages of the book."Would you like to read this book to me? Point to each word as you read to me."

### **Reflecting on the Day:**

Make a Thank you note or picture for someone who helps with your garbage. (for someone who works at "the dump" or for your sanitation engineer if you have private pick-up.) Remember these people are also essential workers right now.

Friday, April 24th

ZOOM Meeting at 10:00 a.m.  
Topic: Homeroom 15  
Time: Apr 24, 2020 10:00 AM

[Join Zoom Meeting:](https://us04web.zoom.us/j/78849284545?pwd=TG56RVdlOVIWmRYeXNTeWVfUjFNdz09)  
<https://us04web.zoom.us/j/78849284545?pwd=TG56RVdlOVIWmRYeXNTeWVfUjFNdz09>

Meeting ID: 788 4928 4545  
Password: 0hNujF

### Morning Meeting

Sing Days of the Weeks Song  
Do the Calendar and weather.  
Share items saved from recycling.  
Demonstrate Trash to Treasure Art  
Sing Recycle Song!

### Read Aloud - *Leonardo The Monster*

