

Monday, April 27, 2020

Morning Meeting

- Review today's daily plan.
- Paper Towel Rap
- Litter Monster

I'm a Careless Little Fellow and this is what I do

I make a mess and won't clean up

I leave that up to you.

I throw my garbage in the street

I will not keep my area neat

But I'm so very sad you see,

Because no one will play with me.

They call me Litter Monster - How can that be?

Oh, please be my friend, won't you help me?

Read Aloud: *Don't Lose It, Reuse It*

Study Exploration: How can we reuse junk?

1. Gather various recyclables.
2. Talk about whether the item is plastic, cardboard, metal, or glass.
3. Brainstorm ideas of what you can turn the recyclable materials into.

Plastic containers - treasure or jewelry box

Plastic bottle -terrarium, rattle, sensory toy

Can - drum or pencil holder

Egg carton - various insects/animals

Cardboard boxes - robot, animal, etc.

Plastic cup - ball catcher game

Making the Most of Routines: Outdoor Play

Take a walk around your neighborhood (observing all social distancing guidance) and count what you see: I see one blue van. I see two windows in the house. I see three lights on the traffic light, one, two three, etc. As you walk, wearing gloves, using sticks and a garbage bag collect litter around your yard/neighborhood. Do not pick up anything shiny or sharp! You may also want to collect things to decorate your recyclables.

Guided Learning: M42 Straw Shapes

1. Using pictures of shapes, discuss various geometric shapes. Notice their sides & corners. Give the children time to explore the geometric shapes and talk about what makes them alike and

different.

2. Demonstrate how to use the straws to form shapes. Talk about your reasoning for making a shape as you experiment. "Let's see... I have two short straws and two long straws. I wonder if I can make a square with these? No, a square is a special kind of rectangle with four sides that are all the same length. I'll try to make another kind of rectangle."
3. Invite the children to make their own shapes using the straws. Ask questions as the children work on their shapes. "If you took away this straw, would it still be a rectangle?" "Can you make a triangle with one really long side?" "You made a very large rectangle. How many straws did it take to make it?"

Differentiation

Ask your child to explore the geometric shapes and name familiar shapes he or she finds. "You found a shape with three sides. Do you know the name of that shape? Yes, it's a triangle." Invite the child to explore the straws. Point out any shapes she makes. Have the child create a shape with the straws to match a geometric shape he sees on the table. "You made a square just like this one. They both have four equal sides."

Invite the child to create shapes using different lengths of straws. Ask the child to name objects that resemble the shape she makes. "It looks like you made a triangle with one long side and two short sides. What can you think of that is also shaped that way? You're right! When you eat your sandwich at lunchtime, you see that it is cut like a triangle with one long side."

Have the child make shapes that are oriented differently from how we typically see them, e.g., a triangle with the point on the bottom. "You made a shape with a pointy bottom. Let's count the sides and see what shape it is. It has three sides and three points, so it must be a triangle. If I stand over here, it looks like a hat."

Reflecting on the Day

Did your child notice anything interesting on the neighborhood walk today? Is there anything you could further investigate outside? Can you learn more about what you saw and what you noticed? Look online for family-friendly websites that you and your child can explore together.

Tuesday, April 28, 2020

Morning Meeting

- Review today's daily plan.
- Hippity Hoppity How Many?

Shake your fist in the air and say, "Hippity Hoppity How Many?"

Hold up some fingers on each hand.

Have children count the number of fingers being held up.

Write that numeral in the air. (and on paper)

Read Aloud - *Big Earth, Little Me*

Study Exploration: How can you re-use this as a gift?

Brainstorm things you have thrown away or recycled?

How can something be reused?

le. hand-me down clothes, toys, make into something else, decorate the back of a paper.

Choose something to be a gift for someone else.

Making the Most of Routines: Getting

Dressed Ask your child to take a look at the day's weather forecast. Ask him to choose clothes that will feel comfortable. You might say things like I look at the forecast to see what to wear. What do you think this cloud and water tell us? What kinds of clothes should we wear when it is rainy? Encourage your child to choose what he wants to wear. Making choices supports your child's growing desire for independence.

Guided Learning: M19 Which Has More

1. Ask your child to join you in a counting and comparing game. Talk about the words more and fewer as he/she examines the bags/bowls.
"We can see that some of the bags/bowls have many objects, and some have only a few objects. These full ones have more, and these with several items have fewer objects in them. Let's see how else we can compare them."
2. Have your child choose two bags to compare.

3. Recite the following rhyme:
More, fewer, the same--
Which will it be?
Line them up,
Then we'll see.
4. Encourage him/her to use the ice cube tray or egg carton to sort and count the items in each bag. Use one column of the tray for each bag.
5. Then compare the columns and ask questions that prompt the children to talk about the differences. "Which column has more? How do you know?"

Differentiation:

Talk about how you can predict which bag has more. Verify the predictions together. "Why do you think there are more coins? Yes, the bag is heavier, but coins are heavier than colored chips." "Now that we've put the objects from each bag in the ice cube tray, we can see the bags are equal. One bag has five coins, and the other bag has five chips."

Encourage your child to determine which bag contains more objects by using the ice tray. Ask him/her to determine how many more objects are in the larger set. "You're right, there are more colored chips than coins. How many more chips are there? How many would we need to add to have an equal number of chips and coins?"

Give your child 3 bags to compare. Encourage him/her to tell you which bag has the most or fewest objects. Ask him/her to line up the bags in order. "How can we find out which bag has the most number of objects? Yes, we can count each one. Let's see which has the most and you can line them up next to each other."

Tell your child to vary the quantities in each bag by adding and removing items. Then ask to compare the bags after each change. "If we take two coins out of the bag, which bag has the most objects? Let's add three to the bag of chips and see how that changes the order of fewest to most."

Reflecting on the Day

Which read-aloud strategy would you like to try with your child? Consider reading a story tonight to find new vocabulary words and to think of questions you might ask before, during, and after reading.

Wednesday, April 29, 2020

Morning Meeting

- Review today's daily plan.

Place uppercase letter cards out on a table or floor. Point out that letters are made up of curved, straight or slanted lines.

Ask your child to find a letter with:

Only straight lines: E, F, H, I, L, T,

Only curved lines: C, O, S,

Only slant lines: V, W, X

curve and straight: B, D, G, J, P, U

straight and slant: A, K, M, N, Y, Z

curve and slant: Q All 3 lines: R

Read Aloud -*The Adventures of Gary & Harry*

Study Exploration: Do you like to eat this?

Look at various food packaging to make food stay fresh.

Talk about the amount of trash generated from the packaging.

Sort out items that can be recycled to demonstrate how much less garbage recycling creates.

Making the Most of Routines: Mealtimes Art can be anywhere! As you sit down to a meal, see if members of the family can make a picture or a sculpture with the colors and shapes in their food. Ask your child to describe how the picture changes as he/she eats up her masterpiece.

Guided Learning: LL12 Same Sound Sort

1. Ask your child to join you in a sound-sorting game. Explain that you have several objects in the box/bag and need to group those with names that begin with the same sound.
"Let's look at what I have in this box. Tell me what you see. That's right. Here's a boat, a button, a blanket, a sock, a book, a ribbon, and a doll. Some of these objects have names that begin with the same sound, and some do not."
2. Have your child sort the objects according to the beginning sounds of the objects' names.
3. After sorting by beginning sounds, have your child repeat the items that begin with the same sound.
4. Do this activity with another "same sound."

Differentiation:

Include objects with names that begin with two different sounds. Ask the child to sort all of the objects into the appropriate piles, e.g., book, boat, bat and sock, snake, string. "Can you sort these objects into two groups? Make one group of objects with names that start with the sound /s/. Make another group with names that start with the sound /b/." Encourage the child to offer additional words that start with the same sound.

Use objects with several different beginning sounds for the child to sort. Invite the child to name each object as she takes it from the box and sorts it into the appropriate pile. "Let's see how many different beginning sounds you can find in the box. We'll need a new pile for each sound you find." If a child selects an object with a two-phoneme name, e.g., pie, encourage the child to say the phonemes, e.g., /p/ + /i/.

Reflecting on the Day:

Does your child need more movement experiences? Consider new ways to encourage vigorous movement. Look online for videos of different kinds of sports or movements to try, such as calisthenics, martial arts, dance, long jump, limbo, etc.

Thursday, April 30, 2020

Morning Meeting

- Review today's daily plan.

Read Aloud - *Peter's Chair*

Study Exploration: How does giving something of yours away feel?

1. Think about a time when you got something old that was new to YOU. Did someone give it to you? Did you buy it in a Goodwill or thrift store? How did you feel receiving it?
2. Maybe there are some toys you don't use or clothes that you don't fit in that you can give away.
3. Look through your things. How do you feel? sad, nostalgic (thinking about the when you got it, wore it or played with it), or are you excited to give it to someone else?
4. Who can you give it to? your younger brother or sister, a cousin, or a friend? Perhaps you could donate to a church or goodwill store.
- 5.

Making the Most of Routines: Transitions

It can be difficult for your child to stop what he's doing, clean up the area, and move to another activity. Particularly at bedtime! Try giving him a "heads-up" warning to prepare. Use concrete messages like You have time for one more puzzle or There's enough time for you to finish that tower, but not to start another one. This can be easier for children to understand than hearing Five more minutes

Guided Learning: Character Feelings

Peter's Chair, Gary and Harry, or Paper Bag Princess would work well for this. You may use any story your child chooses where a character shows emotion.

1. Invite your child to join you in reading a book. Explain that you want her to pay attention to the characters' feelings as you read.
2. Talk about the book's title and the cover. Encourage your child to make predictions about the story and the characters' feelings. As you read, use your voice and facial expressions to show the characters' feelings. Ask questions about what the character is feeling: What makes the character feel frustrated? What do you think would make her feel better?
3. Invite your child to talk about a time when she was feeling the same way the character felt: You were excited yesterday? What made you feel excited? Oh, when we saw Pop-pop's horse in his video call. That was very exciting!

Reflecting on the Day:

How is your child showing his emotions about being home? Consider talking with your child about what you do when you are missing seeing your friends and family in person. Your calm reassurance models to your child how to manage strong feelings!

Friday, May 1, 2020

ZOOM Meeting at 10:00 a.m.

Topic: Homeroom 15

Time: May 1, 2020 10:00 AM

[Join Zoom Meeting:](https://us04web.zoom.us/j/78849284545?pwd=TG56RVdiOVITWmRYeXNTeWVFbUFNdz09)

[https://us04web.zoom.us/j/78849284545?pwd=](https://us04web.zoom.us/j/78849284545?pwd=TG56RVdiOVITWmRYeXNTeWVFbUFNdz09)
[TG56RVdiOVITWmRYeXNTeWVFbUFNdz09](https://us04web.zoom.us/j/78849284545?pwd=TG56RVdiOVITWmRYeXNTeWVFbUFNdz09)

Meeting ID: 788 4928 4545

Password: 0hNujF

Morning Meeting

- Review today's daily plan.
- Sing Month's Macarena to welcome May.
- Let's Move: Howling at the Moon

Children will pretend to be a coyote.

Recite the following poem together.

During the day, the Coyotes all play.
They [skip] and [slide] and [spin]. But
late at night when the stars are bright,
the coyotes howls at the moon [howl
together].

Point out how the action words begin
with the same sound. Use different
actions with the same letter sound.
(jump, juggle, jiggle) (dance, dive, drop)

Study Exploration:

Show and Tell of Trash to Treasure Art Project

Children will share their art projects made from recycled materials.