

Monday, May 4, 2020

May the Forth be with you!

Morning Meeting

- Review today's daily plan and talk about your weekend. What was your favorite part of the weekend?
 - Let's Move: Rhythm In Our Bodies—Patterns
1. Invite your child to clap a steady beat with you.
 2. Repeat the following chant as you clap. We've got the rhythm, The rhythm's in our [hands]. [clap, clap, clap, clap].
 3. Repeat the chant, introducing new body parts:
Feet: stomp, stomp...stomp, stomp, stomp
Knees: tap, tap...tap, tap, tap
Shoulders: up, up...up, up, up
 4. Invite your child to suggest body parts and movements and make a pattern.

Read Aloud: *Bugs A-Z*

Study Exploration: What Is an Insect?

1. Define insect: a small animal with a body divided into 3 parts, six legs and usually with 1 or 2 pairs of wings.
2. What kind of insects have you seen?
3. Make a list of common insects.

Making the Most of Routines: Rest Time

As you snuggle with your child at nap time or bedtime, use your finger to draw letters on your child's back. Spell out your child's name or a favorite word! You might say things like I am writing a letter in your name. It has a line and two humps. It makes the /m/ sound. Can you guess? Yes, it's the m in Emma!

Guided Learning: LL17 Walk a Letter

1. Show the alphabet cards to your child. Explain that you will be making letters to walk on.
2. Have the children choose one or two letters from the cards or chart and together make large versions on the floor using masking tape or colored chalk. Name the letters and talk about their features.

Differentiation:

Include a group of curved letters, e.g., O, S and C, for the child to choose as well as those in her name. "We'll make a letter O on the floor. Let's walk around the letter O."

Make the choices all lowercase letters, and include the lowercase letters in the child's name. "We've made a few uppercase letters. Now let's try to make a lowercase letter. Which lowercase letter did you choose?"

Encourage your child to move in more challenging ways and say the letter sound. .
"This time, can you say the letter sound as you move backwards or sideways along the letter shape?"

Include all uppercase and lowercase letters.
"What letter did you choose? Is it an uppercase or lowercase letter? What sound does it make? Can you name words that begin with the sound as you move?"

Reflecting on the Day

Is your child able to recognize all the letters in his name? Consider playing a game like "I Spy" where you write and describe a letter in your child's name that you see written in your home. You might say, Diego, there's a g in your name. See how I wrote it here? I spy, with my little eye, a g on this bag of dog food. Can you find it? A g has a circle with a little tail hanging down. Yes! You found it at the end of the word "dog!"

Tuesday, May 5, 2020

Morning Meeting

- Happy Cinco de Mayo!
- Share Cinco de Mayo Book
- Demo Mexican Hat Dance and share youtube video:
<https://www.youtube.com/watch?v=qvRRvMw9-fg>

Read Aloud - The Very Clumsy Click Beetle

https://www.youtube.com/watch?v=_LyxoMFY4Gc

Study Exploration: How can we catch and observe insects safely?

It is important to know how to investigate insects safely.

What do you think these insects would do if you try to catch them in my hands? Pics of insects...

Some insects defend themselves with stingers - bees, wasps, mosquitoes

Others fly away or make noise -fly, butterfly, lightning bug(firefly)

You can use a net or scoop to catch an insect. Look at it through a clear container that has air holes.

Draw or take a picture of it and release the insect back to its home.

Making the Most of Routines: Cleaning Up

You can help your child develop a sense of self and independence by letting your child do things on his own! For example, if your child spills his milk, though it might be easier for you to just clean it up yourself, allowing him to clean up the mess helps him learn that he can take responsibility for himself. This kind of independence is frequently encouraged at school.

Guided Learning: Show Me Five

1. Ask your child to gather a collection of objects to count—toy cars, buttons, shells, etc. You will be making groups from the materials.
2. Demonstrate by separating 5 objects into a group and arranging them in a line. Count the objects in the group.
3. Make a second group equal to the number of objects in the first group but arrange them differently, e.g., 2 in one row, 2 on the bottom row, and 1 in the middle. Again, count the items in the group: "This group also has five in it. What other ways can we arrange a group of five objects?"
4. Offer your child the collection of objects and challenge them to make as many different arrangements as possible.
5. Invite him/her to count the objects and explain the groupings to you: You made a long line with your shells. How many shells are in your line?

Ask the child to create a group of four items. Have him count each item in the group. Rearrange the group and ask the child to count the items again.

Invite the child to create a group of up to five objects. Assist in counting accurately by pointing to each object as it is counted. "We need 5 for this group. Let's count together and make sure we have the right amount."

Have your child create two sets of 10. Then have him/her arrange each set in different ways and then describe the differences between the groups.

Ask your child to create groups of 10 or more objects. Your child can manipulate the group to make as many combinations of 10 as possible. "You have a long line of buttons! How else can you arrange them in front of you?"

Reflecting on the Day

Cinco de Mayo is a celebration of Mexican culture. Talk with your child about your family's heritage. What customs or traditions does your family follow? Maybe there's a type of food you can plan on making together to celebrate your customs.

Wednesday, May 6, 2020

Morning Meeting

- Syllable Stroll

As you say insect words, have your child stretch out the syllables and take that many steps. Possible words:

- 1 syllable/step - fly, bee, ant
- 2 syllables/steps - cricket, beetle, weevil
- 3 syllables/steps - butterfly, ladybug, firefly, mosquito

Read Aloud -*Insect Quest*

Study Exploration: Where have we seen insects?

Make a list of the places we find insects?
At home, in the yard, by a light, etc.
Have you found any insects to examine?
What did it look like?

Making the Most of Routines: Handwashing

After several weeks of emphasizing handwashing, your family might be tired of singing the same song! Liven up the experience by making up a silly song about your family pet or a song about the people in your family. Record and share your new handwashing song with other friends and family members to reinvigorate this important routine. I have shared this "Baby Shark Hand-washing" song on my website!

<https://www.youtube.com/watch?v=L89nN03pBzI>

Guided Learning: M37 Secret Numbers

1. You are going to play a game called "Secret Numbers." Place one set of cards face down on the floor/table without looking at the dots or numerals. (Use quantity cards, numeral/quantity cards, or numeral cards, as appropriate for your child's skill level.)

Recite a rhyme as you and your child

mixes up the cards on the floor/table.

Say the rhyme:

There's a secret number.

What could it be?

I'm ready to show you.

Are you ready to see?

2. Have your children pick up a card that's face down to reveal the secret number. Then have him or her perform a specific action, such as hopping four times if there are four dots on your card. Repeat the process with different cards. "Yes, the secret number is three. Clap your hands three times."

Differentiation:

Use quantity cards 1-5 for the game. Introduce the numeral-quantity cards 1-5. "What numeral do you see on your card? That numeral has two curved lines, one at the top and one on the bottom. You can count the dots to find out how many. Yes, the numeral is a 3."

Include the numeral-quantity cards up to 10. Encourage the child to point out the numeral's attributes as she traces it with a finger. "Can you tell me what secret number I'm holding up? Let's count the dots and see if you're right."

Use numeral cards to 20 and have your child identify the numerals on the cards.

Reflecting on the Day: How can your family use a "word wall" to emphasize new words? Have you noticed other family members incorporating these vocabulary words into conversations? Many children can tell you all about dinosaurs with long, complex names—with frequent use, words like gigantic, miniscule, and extraordinary can become part of your child's vocabulary!

Thursday, May 7, 2020

Morning Meeting

Review today's daily plan.

Dr. Jean's Insect Song -

(to the tune of Head Shoulders Knees and Toes)

Head (hands on head)

Thorax (hands on chest)

Abdomen, Abdomen (hands on stomach)

Head (hands on head)

Thorax (hands on chest)

Abdomen, Abdomen (hands on stomach)

Eyes & (point to eyes)

Mouth (point to mouth)

Antennae, too (make finger antennae on head)

Six legs and there's an (wiggle 3 fingers on each hand)

Insect for YOU! (point away from yourself)

As you sing the song leave out saying a part, but continue to do the motion.

Read Aloud - *Give Bees a Chance*

Study Exploration:

How do insects use their body parts?

Look at pictures of various insects to determine how they get their food.

What body parts enable them to find food, move to it, and eat it?

Read *Ants* as example.

Making the Most of Routines: Mealtime

Shake up your mealtime by having a picnic! Remember, picnics don't have to be outdoors. If your outdoor space is limited, put a sheet or blanket down in the living room and invite your family to join you at an indoor picnic! Have your child help you think of picnic-friendly foods, and open windows for a bit of fresh air.

Guided Learning: LL66 Nonfiction Books

1. Show your child a few nonfiction books. Nonfiction books share facts and describe actual events. Discuss how nonfiction books can be used to tell us new information and answer questions.
2. Have your child listen to the *Give Bees a Chance* read aloud. "This is a book about bees. We have been talking about insect parts, so let's pay attention to ways that this book tells us that bees use their body parts."
3. When I finish reading the book on the video, I will ask the children to recount any interesting details that they learned. "So, what did this book tell us about how bees use their body parts? How are bees helpful? What else did you learn about bees?"

Then you may do this activity with any nonfiction book at your home. Read the book to your child. After reading, differentiate your questions as mentioned below.

Differentiation:

Ask the child questions to encourage her to share information she learned from the story. "What types of insects did the book teach us about?"

Invite your child to look through the pages of the book, recalling any details using the pictures as prompts. "Look at this picture of a flower with the different parts labeled. Tell me about what you learned here."

Without picture prompts, ask your child to choose a few things he/she found interesting in the book and tell you more about them. "Can you tell me more facts about insects that sting? Why do they do that?"

Reflecting on the Day:

How is your family feeling about the daily routines and schedules? Are there any changes you would like to try?

Friday, May 8, 2020

ZOOM Meeting at 10:00 a.m.

Topic: Homeroom 15

Time: May 8, 2020 10:00 AM

[Join Zoom Meeting:](#)

<https://us04web.zoom.us/j/78849284545?pwd=TG56RVdlOVITWmRYeXNTeWVfbUFNdz09>

Meeting ID: 788 4928 4545

Password: 0hNujF

Morning Meeting

- Review today's daily plan.
- Insect Song

Read Aloud: *Bravo, Chica Canto, Bravo!*

Study Exploration:

Show and Tell of pictures of Insects or real insects.