

Week 6 – planting seeds

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| Movement                              | Clean your room to your favorite song                                                                                                                                  | Scavenger Hunt with (location)prepositions:<br><br>Find your “teddy bear” <i>under</i> the table<br>Find a red Lego <i>on top of</i> your bookshelf<br>Find a blue sock <i>in</i> the dryer                                | Move like an animal:<br><ul style="list-style-type: none"> <li>• Video with Ms. Dyanna</li> <li>• cat, frog, bear, monkey, and hummingbird</li> </ul> What other animals can you think of? | <b>Walking the Line</b> (at home)<br>Carrying a pebble in each hand (palms up and open)<br>Carrying a glass of water or a bucket of water<br>Balancing a beanbag on your head                              | Create a maze with chalk (outside) or tape/ poles (inside) <ul style="list-style-type: none"> <li>• See items under Walking the Line</li> </ul> |
| Sensorial                             | Geometric Solids <ul style="list-style-type: none"> <li>• Find a cylinder</li> <li>• Find a cube</li> <li>• Find a rectangular prism</li> <li>• Find a cone</li> </ul> | Feel/touch the sidewalk (patio) <ul style="list-style-type: none"> <li>• when you wake up</li> <li>• before lunch</li> <li>• before dinner</li> <li>• before bed</li> </ul> Describe how each time felt different?<br>Why? | Find something that you have in multiple sizes – have your child grade from smallest to largest (or small, medium, large)                                                                  | Taste, touch, and smell some strawberries <ul style="list-style-type: none"> <li>• Describe their texture and scent/smell</li> <li>• Grade from smallest to largest</li> <li>• Eat and describe</li> </ul> | Match/sort Pennies, nickels, dimes, and quarters <ul style="list-style-type: none"> <li>• Color</li> <li>• Size</li> <li>• Sameness</li> </ul>  |
| Culture/ Science/ Outdoor Environment | Watch Planting and Lifecycle of a Strawberry with Ms. Ninfa and Ms. Sierra                                                                                             | Fun Color Mixing experiment <ul style="list-style-type: none"> <li>• See link below</li> </ul>                                                                                                                             | From the garden – the celery is ready watch Ms. Jill’s video - making ants on a log                                                                                                        | Do you have a dropper?<br>Place multiple sizes of circles on a plastic mat. How many drops to fill each circle?                                                                                            | Coloring pages of strawberries on Learning Hub (link)                                                                                           |

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| Mindfulness                                   | Part 1: <i>Handful of Quiet: 4 Pebbles of Happiness</i> (flower)<br>Recite affirmation together | Part 2: <i>Handful of Quiet: 4 Pebbles of Happiness</i> (mountain)<br>Recite affirmation together       | Part 3: <i>Handful of Quiet: 4 Pebbles of Happiness</i> (water)<br>Recite affirmation together | Part 4: <i>Handful of Quiet: 4 Pebbles of Happiness</i> (space)<br>Recite affirmation together | Walking the line                                                                  |
| Story time<br>• watch, listen, and talk about | Ms. Jess – <i>Planting a Rainbow</i> (toddler playlist)                                         | What is <u>your</u> favorite book?                                                                      | Ms. Ninfa – <i>Lifecycle of the Strawberry</i>                                                 | Ms. Cynthia – <i>We are all Alike: We are all Different</i>                                    | Ms. Shannon – <i>Butterflies and Moths</i>                                        |
| Practical Life                                | Do you have a set/ collection of something?<br>Demonstrate how to wash, dust, or polish.        | Fine motor work -<br>Picking up pennies off the table or<br>Finger weaving with Ms. Amy (more advanced) | Making <i>Strawberry Smoothies</i><br>Watch video with Ms. Demitria                            | Fine Motor work -<br>Scissors practice (see week 5)                                            | Breakfast for dinner<br>• Pancakes<br>• French toast<br>• Egg and cheese sandwich |

- **Walking the Line** – in the classroom it is an ellipse (tape on the rug) the children walk around to help calm their bodies. At home it could be a line of tape or chalk on the driveway or patio to practice one foot in front of the other. Two people requires awareness of others and spacing. Holding items requires body awareness and balance.
- **Coloring mixing fun link** - <https://parentingchaos.com/crawling-colors-color-mixing-science-experiment/>

Language

- Sounds – refer to week 3 – I Spy, Rhyming, Tongue Twisters
- Storytime – refer to Week 3 How to Prompt Children and Helping Your Emergent Reader
- Vocabulary – do they know what special words mean? For example – same and different

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The goal of early childhood should be to activate the child's own natural desire to learn...Maria Montessori