## Little Spartans E-Learning Guide

### Week 6

**April 27 - April 30**

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<thead>
<tr>
<th>Social/Emotional</th>
<th>Physical</th>
<th>Cognitive</th>
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<tr>
<td>• Read a story to your stuffed animals.</td>
<td>• Grab a deck of cards. Flip one over at a time and move that many times. You can hop, skip, jump, spin, and stomp.</td>
<td>• Ice Cube Tray Sorting: see attached for directions</td>
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<td>• Watch a Second Step lesson that is posted by your classroom teacher.</td>
<td>• Extra Energy: see attached for directions</td>
<td>• Make a nature graph-graph birds and animals you observe in your yard. Which column has more? Which has less?</td>
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<td>• Feelings on Plates: see attached for directions</td>
<td>• Let’s Bowl. Set up plastic cups. Use a rubber ball to see how many cups you can knock over.</td>
<td>• Fizzy Rainbow Science: What will happen when we pour colored vinegar on baking soda? Take a plastic container and pour in some baking soda. In a small measuring cup or pitcher add vinegar mixed with a little food coloring. Pour on top of the baking soda. Discuss what happened.</td>
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<td>• Do a job together. Instead of asking your child to do a chore alone, do it with her. The two of you might fold laundry, set the table, rake leaves, or paint a wall. Help your child join in by shortening the handle of a broom to make it child-size or providing a small paintbrush or roller.</td>
<td>• Don’t Touch the Lava. Using colored pieces of construction paper or any type of paper to use as stepping stones through the lava (floor, carpet, grass outside) Place number cards in between the stepping stones. The goal is to step on the stepping stones without touching the lava while collecting all of the number cards. You can use a combination of numbers, letters, and shapes. As you collect the cards state the number, letter, or shape. If you touch the lava, you have to put the card down and continue on the path until all of the cards are collected.</td>
<td>• Magazine Collage: Cut out letters from a magazine or ad and use the letters to create words.</td>
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<tr>
<td>Literacy</td>
<td>Math</td>
<td>Art/Sensory</td>
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| ● Make story stones: paint or draw characters for a story on stones and retell the story using the stones.  
● Use alphabet letters (magnets, bath toys, etc.) in a water table. Have children search for letters in their name, letter hunt, etc.  
● Listening Cords: see attached for directions  
● Make a rhyming basket-find toys/objects that rhyme and place the object in a basket. Have children label the items and match the ones that rhyme. | ● Makes shapes with popsicle sticks, pipe cleaners, tooth picks, or pretzel sticks.  
● Line up your stuffed animals from shortest to tallest. Which animal is the tallest? Which animal is the shortest? Which animals are the same height?  
● Rainbow Number Write; Trace the numbers 1-10 or 1-20 with every color of the rainbow.  
● Go on a shape hunt either inside or outside. Find a shape, say what shape it is, and describe the shape. | ● Paint with bubbles. Add food coloring to bubbles and blow onto white paper or the driveway to create a masterpiece.  
● Salt Painting. Take Elmer’s glue and draw a picture with it or write your name. Sprinkle table salt over the glue and let dry. When dry, take watercolors to paint over the salt. (Avoid using too much water with the watercolor paint)  
● Foil Art: Paint or draw with sharpies on to a piece of Aluminum foil.  
● Coffee filter color mixing - use washable marker (or something similar) and then use a spray bottle to wet it lightly and watch the colors mix! |
### Music
- Freeze Dance - Play music and when the music stops everyone freezes.
- Searching for Sounds: see attached for directions.
- Make rain stick bottles/maracas. Take an empty water bottle and fill it with small rocks, beans, beads, etc. Play some music and use your maracas to make up some new dance moves!
- Use scarves, bandanas, or pieces of fabric during music and dancing. Encourage children to move the scarves in different ways.

### Reading
- Read a book together for 10-20 minutes every day! Talk about the story, what might happen next, and how the characters are feeling. What caused them to feel that way? Each day, pick and focus on one of the below items:
  - Find the front and back cover.
  - Find the page numbers.
  - Find the title.
  - Identify the author and illustrator. What do those words mean?
  - Find the letter your child's name starts with. How many are there?
  - Ask your child to point to the pictures, and then point to the words.
- Have a “silly” reading day. Hold the book upside down and see if your child corrects you! Start reading from the last page and then ask, “Is that right?” Be silly!
Ice Cube Tray Sorting

Primary Objectives
13. Uses classification skills

Why It’s Important
When you offer a variety of items for your child to manipulate, he will begin to see similarities among items and may begin to sort them based on their characteristics.

Materials
Small objects that can fit in an ice cube tray; ice cube trays

What You Do
1. Place the collection of small objects and the ice cube tray on a table.

2. Invite your child to play with you at the table. Explain that he may put the small objects in the ice cube trays. Give him time to sort and arrange the items however he chooses.

3. After your child has had time to explore freely, encourage him to sort the objects by color or shape. It may help if you present objects that are similar, such as blue objects and red objects.

4. Have your child place one or two objects into each cube, keeping those with the same characteristics in one row. I see that you made one row of all green things and one row of all red things.

5. Allow your child to continue for as long as he is interested. Store the trays and small objects where your child can access them later if he chooses.
Feelings on Plates

Primary Objectives
2b. Responds to emotional cues

Why It’s Important
As your child becomes increasingly aware of the feelings of people around him, he may be overwhelmed or intimidated by some emotional displays. When you give your child numerous opportunities to identify feelings and teach him ways to respond to those feelings, you are helping him to expand his capacity for compassion and empathy.

Materials
Photos or drawings of faces depicting emotions; markers or crayons; glue; paper plates; craft sticks

What You Do
1. On paper plates, draw faces or glue cutouts of faces depicting a variety of emotions, one per plate. Glue a craft stick to each plate to use as a handle.

2. Use the face plates when your child appears distressed or disinterested by the emotions of others or when he has difficulty labeling emotions.

3. As you are reading a book or telling a story to your child, spread the faces in front of him and ask him to hold up the face that matches the emotion of the character in the story. Encourage him to explain each choice. You’re holding an excited face. Is the character in the book excited?

4. Use the face plates at other times to point out the feelings of a playmate, characters in a song, or the people in a picture that he draws. Encourage him to use the plates to recognize feelings.

5. You can extend this activity by using various words, facial expressions, and tones of voice and asking your child to identify each feeling by holding up a face plate. I’m so glad to see you! (light, cheerful voice), or It’s my turn with the truck! (firm, loud voice), or Good-bye, Grandpa, we’ll see you next month (quiet, sad voice).
Extra Energy

Primary Objectives
4. Demonstrates traveling skills

Why It’s Important
Children have lots of energy, and they need opportunities to engage in vigorous physical activity. Regular outdoor play experiences promote physical development. Occasionally providing direction for your child’s outdoor play encourages her to get the most from her outdoor experiences.

Materials
Outdoor play equipment (optional)

What You Do
1. Use outdoor play as an outlet for your child’s extra energy.

2. Invite your child to play games such as "Follow the Leader" or "Simon Says." These types of games encourage her to move her body.

3. Supply her with objects to manipulate, such as playground or soccer balls. Have your child suggest various ways to use them.

4. As she plays, ask open-ended questions that encourage her to think of new ways to move. How will you move to get across the monkey bars?

5. Take trips when possible to new outdoor locations to play. You can also encourage your child to try using outdoor equipment in new ways. It looks like that jump rope is a snake wiggling behind you as you run.

6. Encourage your child to use her imagination as she coordinates her movements around the outdoor space.
Listening Cords

Primary Objectives
18c. Retells stories and recounts details from informational texts

Why It’s Important
Children enjoy hearing a favorite story over and over again. Encouraging your child to listen for and provide specific language in the story develops his comprehension and attention skills.

Materials
Cord or nylon rope (3–4 feet in length)

What You Do
1. Choose a familiar story with repetitive language. Briefly review or encourage your child to recall characters, the sequence of events, or any repeated words and phrases from the story.

2. Show your child the listening cord, and explain that you will use it to retell a story together. Give him one end of the cord while you hold the other.

3. Explain that you will retell the story, pausing along the way. When you pause, he will feel you tug on his cord. This will be his cue to provide the missing word or phrase.

4. Prepare your child to listen purposefully, making sure he can see and hear you as you speak. Maintain eye contact with your child as you retell the story. Then the wolf said, "Then I'll huff, and I'll puff, and I'll ________!"

5. Prompt or model language when necessary.

6. Encourage your child to use the cords at a later time to retell a story with a friend or family member.
Searching for Sounds

What kind of sound could this make?

Find various objects around the house and describe the sound your child can make with each object.

Your child becomes more familiar with his environment when he has the chance to hear and classify sounds.
Why this is important

A surprising variety of sounds can be made around the house. Exposure to these sounds helps your child recognize, label, and describe them. Knowing and classifying everyday sounds are part of your child’s growing awareness of the world. Since sounds occur and then are gone, they demand a different kind of thinking and memory than do objects that will remain in view.

What you do

- Walk around the room with your child, and stop near various objects as you wonder aloud, *What kind of sound could this make?* Encourage your child to experiment with the object to create sound.

- Describe any sound your child makes, such as with a pan and spoon: *Listen to the loud clang, clang, clang!*

- Show him how various objects can make different sounds. For example, drop a small, plastic toy into the sink: *I hear a soft splash.*

- Review the sounds with your child at the end of the game: *Let’s think about the sounds that we just made and decide which ones were loud and which ones were soft.* *First, we heard the sound the pan made. Was it loud or soft?*

Another idea

Search for sounds outdoors, listening for sounds you do not make, such as sounds from crickets, cars, or airplanes.

Let’s read together!

*The Listening Walk* by Paul Showers