# **STEM Lab** February 2020



	Challenge: Build a Snow Scooper
Objectives	Freely explore materials at a developmentally appropriate level
Materials	<ul> <li>Wooden Craft Sticks</li> <li>Index Cards</li> <li>Tape</li> <li>Sensory Table, Bins, or Trays</li> <li>Sand, Snow, or another sensory material</li> <li>Measuring cups, funnels</li> <li>Optional: Younger children could build with Legos, PVC pipes, or connecting blocks</li> </ul>
Activities	<ul> <li>Work individually to build a snow scooper or plow</li> <li>Use scooper or plow to move sensory materials around trays</li> <li>Use scooper or plow to fill measuring cups</li> <li>Count how many scoops of sensory materials needed to fill different sized cups</li> <li>Observe how efficient scoopers/plows are in moving sensory materials</li> <li>Problem-solve to build better designs</li> <li>Compare different shaped scoopers/plows</li> <li>Weigh sensory materials scooped using pan balance</li> <li><i>Variations:</i></li> <li>Find other connecting blocks to create scoopers with</li> <li>Attach scoopers/plows to vehicles</li> <li>Use other materials (binder clips, clothespins, recycled materials, paper, straws, etc) to build scooper</li> <li>Use scoopers/plows to write letters, numbers, draw shapes</li> <li>Older children can plan by drawing out designs before building</li> </ul>
Curriculum Connections	<ul> <li>Count sequentially</li> <li>Identify shapes, understand their properties and create new shapes</li> <li>Use standard and non-standard measurement tools to problem solve or plan</li> <li>Understand geometry concepts such as more/less, lighter/heavier</li> <li>Use what, why, where, and how questions appropriately and sequentially</li> <li>Demonstrate persistence in problem solving</li> <li>Identify physical properties such as shape and texture</li> <li>Use tools in purposeful ways that support discovery</li> <li>Examine, describe, compare, and contrast the physical properties of two objects or materials</li> </ul>



# Garden Works

#### February 2020



Sprouting Carrot Tops	Toddlers	Twos	Preschool	Kindergarten Prep
Objectives	<ul> <li>To examine, describe, compare, and contrast the physical properties of objects and materials</li> </ul>			
Materials	<ul> <li>Carrot top</li> <li>Shallow dish</li> <li>10 cotton balls</li> <li>Water</li> <li>Garden felt play board and pieces</li> </ul>	<ul> <li>Carrot top</li> <li>Shallow dish</li> <li>10 cotton balls</li> <li>Water</li> <li>Garden felt play board and pieces</li> </ul>	<ul> <li>Carrot top</li> <li>Shallow dish</li> <li>10 cotton balls</li> <li>Water</li> <li>Magnifying glasses</li> </ul>	<ul> <li>Carrot top</li> <li>Shallow dish</li> <li>10 cotton balls</li> <li>Water</li> <li>Journal Ruler (Measure the height)</li> </ul>
Activities	<ul> <li>Activity #1: Sprouting Carrot tops- A beautiful classroom plant</li> <li>Activity #2: Garden felt play board and pieces</li> <li>Books: The Carrot Seed by Ruth Krauss</li> </ul>	<ul> <li>Activity #1: Sprouting Carrot tops- A beautiful classroom plant</li> <li>Activity #2: Garden felt play board and pieces</li> <li>Books: The Carrot Seed by Ruth Krauss</li> </ul>	<ul> <li>Activity #1: Sprouting Carrot tops- A beautiful classroom plant</li> <li>Activity #3 Carrot diagram label the parts of a carrot</li> <li>Books:         <ul> <li>Creepy Carrots! by Aaron Reynolds</li> <li>Carrot Soup by John Segal</li> </ul> </li> </ul>	<ul> <li>Activity #1: Sprouting Carrot tops- A beautiful classroom plant</li> <li>Activity #4 Record findings         <ul> <li>Curious George The Perfect Carrot by PBS kids (Level 1)</li> <li>Too Many Carrots by Katy Hudson</li> </ul> </li> </ul>
Curriculum Connections	Investigate the world through our senses	Sequence garden pictures by color and size	Expand vocabulary while learning new words from the carrot diagram	Formulate "why, what, and how?" questions





### Art Studio February 2020



	Activity #1 Stick Puppets	Activity #2 Fabric Collages	Activity #3 Prepping for Annual Art Expo	
Objectives	<ul> <li>Purposefully choose art tools to achieve desired outcomes</li> <li>Represent an idea using visual media and materials</li> </ul>			
Materials	<ul> <li>Large Popsicle Sticks</li> <li>People cutouts</li> <li>Collage materials</li> <li>Markers, pens, pencils</li> <li>Glue</li> </ul>	<ul> <li>Fabric &amp; ribbon scraps</li> <li>Heavy paper</li> <li>Scissors</li> <li>Glue</li> </ul>	Various materials	
Experiences	<ul> <li>Have children choose desired cutout.</li> <li>Ask them to design a puppet that looks like themselves.</li> <li>Affix cutout onto popsicle stick to create stick puppet.</li> </ul>	<ul> <li>Cut scraps into smaller pieces, or have older children cut their own</li> <li>Glue scrap pieces onto heavy paper</li> <li>Allow to dry.</li> </ul>	<ul> <li>Twos: Puffer Ball splatter painting with acrylic</li> <li>Preschool: Acrylic pour on canvas</li> <li>Kindergarten Prep: Clay</li> </ul>	
Curriculum Connections	<b>Toward a Better World:</b> Demonstrate awareness of personal traits and characteristics <b>Science Rocks:</b> Observe and identify physical characteristics	<i>Language Works:</i> Develop small muscles in the fingers and hands and refine fine motor skills		



## Music & Movement February 2020



	<u>Week of 2/3</u> Musical Marching Parade	<u>Week of 2/10</u> Action Songs	<u>Week of 2/17</u> Sound Exploration	<u>Week of 2/24</u> Mindful Kids Activities
Objectives	Learn to sing songs as they participate with peers and develop gross motor skills	Follow directions as they listen to the steps of each song	Compare the instruments sounds, high-low	Nurture inner peace and strength while listening to soothing music
Materials	Different musical instruments	Music and variety of color streamers	Bells, triangle, tambourine, maracas, rain stick	Mindful Kids Cards, play soft music from other cultures
Activities	Have children march, dance, clap and sing to the music being played and act as if they are part of a musical parade	Sing songs with actions such as "Head, Shoulders, Knees and Toes; "Hickory Dickory Dock, "Hokey Pokey"	Have children sit in a circle. Explore each instrument and use words like: loud/soft, slow/fast	Pick two mindful cards and follow the steps. Practice taking deep breaths in between exercises
Curriculum Connections	Well Aware: Coordinate multiple muscle movements Toward A Better World: Support peer interactions and social skill development	<i>Language Works:</i> Recall steps and follow two-or three- step directions	<i>Language Works:</i> Develop listening skills, creativity and imagination	<i>Well Aware:</i> Strengthen and refine our large muscle skills



# Dance Class February 2020



	Preschool	Kindergarten Prep	Kindergarten
Objectives	Everyone is placed in their recital spots in two straight lines. Work on switching lines from front to back and back to front with the larger classes.	Everyone is placed in their recital spots in two straight lines. Large group dance and class dances choreography will be completed by the end of the month.	Everyone is placed in their recital spots in two straight lines. Large group dance and class dances choreography will be completed by the end of the month.
Dance Moves	Choreography for recital	Choreography for recital	Choreography for recital
	dances.	dances.	dances.
	Watching and listening to	Watching and listening to	Watching and listening
	Ms. Rachel/Ms. Dottie on	Ms. Rachel/Ms. Dottie on	Ms. Rachel/Ms. Dottie on
	how to do the dance	how to do the dance	how to do the dance
	moves.	moves	moves
Terminology	No new terms since	No new terms since	No new terms since
	working on	working on	working on
	choreography.	choreography.	choreography.



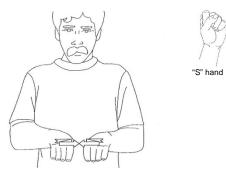
### Sign Language February 2020



**MOTHER** The thumb of the "5" hand taps the chin several times.

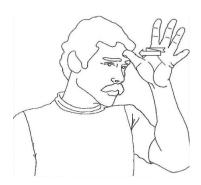


The flat hand pas the chest repeatedly with an upward movement like a beating heart.



SHOES The two sideways "S" hands tap together several times.

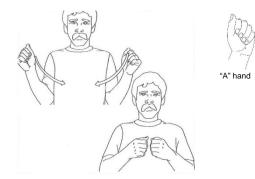




FATHER The "5" hand is held up with the thumb tapping the forehead several times.



HOME The flat "O" hand touches the fingertips to the chin and moves toward the ear.



**COAT** Both "A" hands are held at shoulder level then come together in the front of the chest as if closing a coat.

from SIGN with your BABY ~ Dr. Joseph Garcia

