



# STEM Lab – June 2018

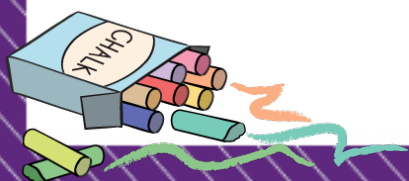
## Engineering Support Structures

 Bright Horizons <i>Early Education &amp; Preschool</i>	Twos	Preschool	Kindergarten Prep
<b>Objectives</b>	Freely explore materials at a developmentally appropriate level		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Cube blocks</li> <li>• Plastic cups</li> <li>• Popsicle sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Cube blocks</li> <li>• Plastic cups</li> <li>• Popsicle sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Cube blocks</li> <li>• Plastic cups</li> <li>• Popsicle sticks</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Discuss how structures/buildings support items. Provide examples.</li> <li>• The children will work together with the assistance of a teacher to create a structure using as many cube blocks as needed.</li> <li>• The children will predict if the structure will hold plastic cups.</li> <li>• Test the structure by placing the plastic cups onto the building.</li> <li>• Discuss the outcome.</li> <li>• Attempt different structures as time allows.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how structures/buildings support items. Provide examples.</li> <li>• The children will work together with the assistance of a teacher to create a structure using three to four blocks.</li> <li>• The children will predict if the structure will hold plastic cups.</li> <li>• Test the structure by placing the plastic cups onto the building.</li> <li>• Discuss the outcome.</li> <li>• Attempt different structures as time allows.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how structures/buildings support items. Provide examples.</li> <li>• The children will work in small groups to create a structure using two to three blocks.</li> <li>• The children will predict if the structure will hold plastic cups.</li> <li>• Test the structure by placing the plastic cups onto the building.</li> <li>• Discuss the outcome.</li> <li>• Attempt different structures as time allows.</li> </ul>
<b>Children learn to</b>	<ul style="list-style-type: none"> <li>• Use an object as a tool to complete a task</li> <li>• Formulate “why, what, and how” questions</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate “why, what, and how” questions</li> <li>• Use tools in purposeful ways that support discovery</li> </ul>	<ul style="list-style-type: none"> <li>• Use what, why, when, where and how questions appropriately and sequentially</li> <li>• Use tools in purposeful ways that support discovery</li> </ul>




# Art Studio – July 2018

	<u>Week of 7/9</u>  <u>Colored Waterfall</u>	<u>Week of 7/16</u>  <u>Flower Collages</u>	<u>Week of 7/23 &amp; 7/30</u>  <u>Air-dry Clay Pendants/Ornaments</u>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explore and experiment with visual media and materials.</li> <li>• Use art materials and tools purposefully and creatively.</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• table top easels</li> <li>• paper</li> <li>• liquid watercolor or thinned paint</li> <li>• pipettes</li> </ul>	<ul style="list-style-type: none"> <li>• Disassembled silk or plastic flowers</li> <li>• Glue &amp; paper</li> </ul>	<ul style="list-style-type: none"> <li>• Air dry clay</li> <li>• Rolling pins</li> <li>• Medium and small sized shape or cookie cutters</li> <li>• Paint &amp; brushes</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Secure paper to table top easel</li> <li>• Using pipettes, drop paint onto paper</li> </ul>	<p>Create collages using the various bits and pieces of the disassembled flowers.</p>	<ul style="list-style-type: none"> <li>• Use rolling pins to flatten clay pieces.</li> <li>• Cut out desired shapes</li> <li>• Use skewer or straw to create hole for hanging pendant</li> <li>• Use various objects to make impressions into pendants</li> <li>• allow clay to dry</li> <li>• Once dry, paint and poly seal projects.</li> <li>• Allow seal to cure 24 hours.</li> <li>• Add hanging string.</li> </ul>
<b>Children learn to</b>	<p><b>Science Rocks:</b> Explore and experiment with the concept of gravity</p> <p><b>Language Works:</b> strengthen small muscle skills in hand and wrist</p>	<p><b>Math Counts:</b> explore whole/part relationships; explore spatial relationships (how pieces fit together)</p>	<p><b>Science Rocks:</b> Explore how the properties of materials can change; use tools purposefully to complete tasks.</p>





# Music Class – July 2018


 Bright Horizons Early Education & Preschool	Week of 7/2	Week of 7/9	Week of 7/16	Week of 7/23
<b>Infants</b>				
<i>Objectives</i>	Call and response (singing nursery rhymes and familiar tunes)	Call and response (singing nursery rhymes and familiar tunes)	Call and response/interact (singing nursery rhymes and familiar tunes)	Call and response/interact (singing nursery rhymes and familiar tunes)
<i>Music Skills</i>	Shaking instruments	Shaking instruments	Swaying to songs	Swaying to songs
<i>Music Vocabulary</i>	Beat	Beat	Beat	Beat
<b>Toddlers and Twos</b>				
<i>Objectives</i>	Singing nursery rhymes and familiar tunes	Singing nursery rhymes and familiar tunes	Singing nursery rhymes and familiar tunes	Singing nursery rhymes and familiar tunes
<i>Music Skills</i>	Singing together	Singing together	Singing and moving together	Singing and moving together
<i>Music Vocabulary</i>	Beat	Beat	Beat	Beat
<b>Preschool</b>				
<i>Objectives</i>	Learning summer camp songs/body percussion	Exploring sounds using glasses filled with different amounts of water	Exploring sounds using glasses filled with different amounts of water	Learning summer camp songs/body percussion
<i>Music skills</i>	Using creativity skills, recognizing symbols as a percussion movement	Recognizing that different pitches happen depending on the amount of water	Recognizing different pitches happen depending on the amount of water	Using creativity skills, recognizing symbols as a percussion movement
<i>Music Vocabulary</i>	Reviewing vocab	Reviewing vocab	Reviewing vocab	Reviewing vocab
<b>Kindergarten Prep</b>				
<i>Objectives</i>	Learning summer camp songs/body percussion	Exploring sounds using glasses filled with different amounts of water	Exploring sounds using glasses filled with different amounts of water	Learning summer camp songs/body percussion
<i>Music Skills</i>	Using creativity skills, recognizing symbols as a percussion movement	Recognizing that different pitches happen depending on the amount of water	Recognizing that different pitches happen depending on the amount of water	Using creativity skills, recognizing symbols as a percussion movement
<i>Music Vocabulary</i>	Reviewing vocab	Pitch: how high/low a note is	Pitch: how high/low a note is	Reviewing vocab



# Garden Works – July 2018

*The Tiny Seed* by Eric Carle



 Bright Horizons <small>Early Education &amp; Preschool</small>	Toddlers	Young Preschool	Preschool	Kindergarten Prep
<b>Objectives</b>	To discuss and explore the life cycle of a flower (how a seed travels across the world and still manages to grow)			
<b>Materials</b>	<ul style="list-style-type: none"> <li>• <i>The Tiny Seed</i></li> <li>• Soil</li> <li>• Variety of small seeds</li> <li>• Planter to plant in (small group activity)</li> <li>• Paint and paint brushes</li> <li>• Butcher Paper</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Tiny Seed</i></li> <li>• Soil</li> <li>• Variety of small seeds</li> <li>• Planter to plant in (small group activity)</li> <li>• Paint and paint brushes</li> <li>• Butcher Paper</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Tiny Seed</i></li> <li>• Soil</li> <li>• Variety of small seeds</li> <li>• Planter to plant in (small group activity)</li> <li>• Paint and paint brushes</li> <li>• Butcher Paper</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Tiny Seed</i></li> <li>• Soil</li> <li>• Variety of small seeds</li> <li>• Planter to plant in (small group activity)</li> <li>• Paint and paint brushes</li> <li>• Butcher Paper</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Read the book and discuss with children the language of how seed travel across the world or from one place to another</li> <li>• Explore with water in the sensory table Plant various small seeds in the soil (how wind blows the seeds or travel from one area to the next)</li> <li>• Create a colorful collage using many colors (try to express different parts of the plant / or flower).</li> </ul>	<ul style="list-style-type: none"> <li>• Read the book and discuss with children the language of how seed travel across the world or from one place to another</li> <li>• Explore with water in the sensory table</li> <li>• Plant various small seeds in the soil (how wind blows the seeds or travel from one area to the next)</li> <li>• Create a colorful collage using many colors (try to express different parts of the plant / or flower).</li> </ul>	<ul style="list-style-type: none"> <li>• Read the book and discuss with children the language of how seed travel across the world or from one place to another</li> <li>• Explore with water in the sensory table Change the color of the water.</li> <li>• Go for walks or visit your planters / backyard garden see how we can care for the garden.</li> <li>• Paint usage: Create a flower many different colors (try to express different parts of the plant/ or flower)</li> <li>• Gardening Journal</li> <li>• Create KWL Chart in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Read the book and discuss with children the language of how seed travel across the world or from one place to another</li> <li>• Explore with water in the sensory table Change the color of the water.</li> <li>• Go for walks or visit your planters / backyard garden see how we can care for the garden.</li> <li>• Paint usage: Create a flower many different colors (try to express different parts of the plant/ or flower)</li> <li>• Gardening Journal</li> <li>• Create KWL Chart in classroom</li> </ul>
<b>Children learn to</b>	Use their senses to explore the properties of an object	Explore materials and activities that engage our sense of touch, smell, sounds, and sight.	Explore materials and activities that engage our sense of touch, smell, sounds, and sight.	Expand spoken vocabulary by learning new words introduced through conversations; plan/problem solve



# Movement Matters – July 2018

## Olympics/Running



	Young Preschool	Preschool	Kindergarten Prep	Kindergarten
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To promote physical development and wellness to create good habits and positive attitudes</li> <li>To engage in physical activity such as running</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>Cones</li> <li>Balls</li> <li>Bean Bags</li> <li>Buckets</li> <li>Stepping Stones</li> <li>Jump Ropes</li> <li>Mats</li> <li>Red Light/ Green Light Holder</li> <li>Hot Potato</li> <li>Parachute</li> <li>Balance Beam</li> <li>CD Player</li> </ul>	<ul style="list-style-type: none"> <li>Cones</li> <li>Balls</li> <li>Bean Bags</li> <li>Buckets</li> <li>Stepping Stones</li> <li>Jump Ropes</li> <li>Mats</li> <li>Red Light/ Green Light Holder</li> <li>Hot Potato</li> <li>Parachute</li> <li>Balance Beam</li> <li>CD Player</li> </ul>	<ul style="list-style-type: none"> <li>Cones</li> <li>Balls</li> <li>Bean Bags</li> <li>Buckets</li> <li>Stepping Stones</li> <li>Jump Ropes</li> <li>Mats</li> <li>Red Light/ Green Light Holder</li> <li>Hot Potato</li> <li>Parachute</li> <li>Balance Beam</li> <li>CD Player</li> </ul>	<ul style="list-style-type: none"> <li>Cones</li> <li>Balls</li> <li>Bean Bags</li> <li>Buckets</li> <li>Stepping Stones</li> <li>Jump Ropes</li> <li>Mats</li> <li>Red Light/ Green Light Holder</li> <li>Hot Potato</li> <li>Parachute</li> <li>Balance Beam</li> <li>CD Player</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>Red light/Green Light.</li> <li>Take out the Trash.</li> <li>Obstacle Course.</li> <li>Alphabet letters with body.</li> <li>Hot Potato.</li> <li>Balance Beam</li> <li>Relay Races</li> <li>Hop Scotch</li> </ul>	<ul style="list-style-type: none"> <li>Red Light/ Green Light</li> <li>Take out the Trash</li> <li>Obstacle Course</li> <li>Alphabet Letters with body.</li> <li>Relay Races</li> <li>What time is it Mr. Fox.</li> <li>Capture the Flag</li> </ul>	<ul style="list-style-type: none"> <li>Red Light/ Green Light</li> <li>Take out the Trash</li> <li>Obstacle Course</li> <li>Alphabet Letters with body.</li> <li>Relay Races</li> <li>What time is it Mr. Fox.</li> <li>Capture the Flag</li> </ul>	<ul style="list-style-type: none"> <li>Red Light/ Green Light</li> <li>Take out the Trash</li> <li>Obstacle Course</li> <li>Alphabet Letters with body.</li> <li>Relay Races</li> <li>What time is it Mr. Fox.</li> <li>Capture the Flag</li> <li>Red Rover</li> </ul>
<b>Children learn to</b>	<ul style="list-style-type: none"> <li>Follow simple safety rules while participating in activities</li> <li>Understand how to promote physical fitness including running, skipping and jumping.</li> </ul>	<ul style="list-style-type: none"> <li>Follow simple safety rules while participating in activities</li> <li>Participate in physical activities with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Follow simple safety rules while participating in activities</li> <li>Understand rules of activities and how to participate with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Follow simple safety rules while participating in activities</li> <li>Coordinate multiple muscle movements using gross motor skills.</li> </ul>



# Sign Language – July 2018



claw  
hand

## HOT

The claw hand is held with the palm facing the mouth, then turned and dropped downwards while mouthing "HHHHHH"



"S" hand

## COLD

Both "S" hands are held close to the body at shoulder level with the shoulders hunched and the arms shaking.



"A" hand

## CLEAN

The base hand is held with palm facing up. The "A" action hand rubs against the base palm in a circular motion, as if scrubbing or cleaning.



"5" hand

## DIRTY

The back of the "5" hand is held under the chin with the fingers wiggling.



"S" hand

## CAR

Both "S" hands are held out at chest level, moving in opposite arc motions, as if steering a car.



flat "O"  
hand

## HOME

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

from SIGN *with your* BABY ~ Dr. Joseph Garcia





# Culinary Arts

July 2018

Children will do cooking projects in the classroom using Bright Horizons recipe cards or other recipes that connect with projects within the classroom.

Some recipes are not appropriate for all age groups. Some recipes may require substitutions for allergies.

## Recipes for the Month:

BH Recipe - Yogurt Dipped Pretzels

BH Recipe - Fruit Burritos

