
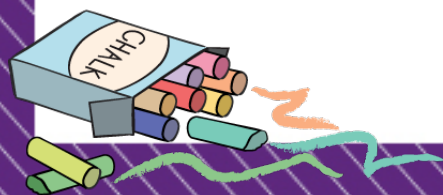



# Art Studio – August 2019

 <b>Bright Horizons</b> <small>Early Education &amp; Preschool</small>	<b>Week of</b> <b>August 5-9</b> <b>Smushed Art</b>	<b>Week of</b> <b>August 12-16</b> <b>Recycled Art</b>	<b>Week of</b> <b>August 19-23</b> <b>Watercolors and Washi Tape</b>	<b>Week of</b> <b>August 26-30</b> <b>Pulled String Art</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Purposefully choose art tools to achieve desired outcomes</li> <li>• Represent an idea using visual media and materials</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Construction paper (preferably white)</li> <li>• Paint</li> <li>• Paint brush</li> <li>• Plastic wrap</li> </ul>	<ul style="list-style-type: none"> <li>• Collected recycled items</li> <li>• Large butcher block paper</li> <li>• Paint</li> <li>• Paint brushes</li> </ul>	<ul style="list-style-type: none"> <li>• Washi tapes of various designs/colors</li> <li>• Watercolors</li> <li>• Watercolor paper</li> <li>• Paint brushes</li> </ul>	<ul style="list-style-type: none"> <li>• Paint in a small bowl</li> <li>• String or yarn</li> <li>• Paper</li> </ul>
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Add dots of paint randomly, wherever you'd like across your paper.</li> <li>2. Once you've added all the colors you like, gently lay plastic wrap on top of the paint and press with your hands to spread out the paint.</li> <li>3. If you'd like to smooth out any large globs of paint that remain, you can use a brush over the plastic wrap to gently push the paint outwards.</li> <li>4. Carefully peel back the plastic wrap, and let your artwork dry for at least 4 hours, or overnight.</li> </ol>	<ol style="list-style-type: none"> <li>1. On large butcher block paper, glue various items of recycle (water bottles, cartons, tissue boxes etc)</li> <li>2. Have children paint items once they are glued down</li> <li>3. Allow to dry and display!</li> </ol>	<ol style="list-style-type: none"> <li>1. Have children choose tape to use on their watercolor paper. The children can rip or cut short or long pieces if they would like anywhere on their paper.</li> <li>2. After the tape, the children can use the watercolor paint over the other blank areas where the tape is not</li> <li>3. Once dry, there will be a mix of tape and paint on their papers. Allow to dry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Coat string in paint (remove excess paint)</li> <li>2. Arrange paint covered string on paper (wash hands after)</li> <li>3. Cover with second piece of paper and place weight on top</li> <li>4. Slowly pull string out between the two sheets</li> <li>5. Reveal string art and allow drying!</li> </ol>
<b>Children learn to</b>	<b>Science Rocks:</b> Explore how properties change	<b>Science Rocks:</b> Become familiar with the properties of the environment	<b>Math Counts:</b> Understand spatial relations and proportions	<b>Science Rocks:</b> Use motion purposefully



# Garden Works – August 2019

## Bugs and Insects

 Bright Horizons Early Education & Preschool	Toddlers	Twos	Preschool	Kindergarten Prep
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To demonstrate knowledge of the characteristics of living things – bugs and insects and plants</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>Ladybug, butterfly, praying mantis, bee life cycle figurines</li> <li>Magnifying glasses, bug catchers</li> <li>Sequence life cycle picture cards</li> </ul>	<ul style="list-style-type: none"> <li>Ladybug, butterfly, praying mantis, bee life cycle figurines</li> <li>Magnifying glasses, bug catchers</li> <li>Sequence life cycle picture cards</li> </ul>	<ul style="list-style-type: none"> <li>Ladybug, butterfly, praying mantis, bee life cycle figurines</li> <li>Journal observations</li> <li>Sequence life cycle picture cards</li> </ul>	<ul style="list-style-type: none"> <li>Ladybug, butterfly, praying mantis, bee life cycle figurines</li> <li>Journal observations</li> <li>Sequence life cycle picture cards</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>Activity #1: Paint rocks into a ladybug, bee or butterfly. Place in your garden to decorate</li> <li>Books:               <ul style="list-style-type: none"> <li>I Love Bugs! By Philemon Sturges</li> <li>Bugs! Bugs! Bugs! by Bob Barner</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Activity #1: Paint rocks into a ladybug, bee or butterfly. Place in your garden to decorate</li> <li>Activity #2: <i>Felt story- The Very Hungry Caterpillar</i></li> <li>Books:               <ul style="list-style-type: none"> <li>Lenny in the Garden by Ken Wilson-Max</li> <li>The Very Hungry Caterpillar by Eric Carle</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Activity #1: Paint rocks into a ladybug, bee or butterfly. Place in your garden to decorate</li> <li>Activity #3: Playdough bug fossils, tweezers</li> <li>Books:               <ul style="list-style-type: none"> <li>Bugs National Geographic Kids Look &amp; Learn</li> <li>Bees, Bugs &amp; Butterflies by Ben Raskin</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>KWL Chart- What do you know about Bugs?</li> <li>Activity #1: Paint rocks into a ladybug, bee or butterfly. Place in your garden to decorate</li> <li>Activity #3: Playdough bug fossils, tweezers</li> <li>Books:               <ul style="list-style-type: none"> <li>Garden Wiggles by Nancy Loewen</li> </ul> </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> </ul>	<ul style="list-style-type: none"> <li>Use an object as a tool to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>Use tools in purposeful ways that support discovery</li> <li>Use what, why, when, where, and how questions appropriately and sequentially</li> </ul>	<ul style="list-style-type: none"> <li>Use tools in purposeful ways that support discovery</li> <li>Document observations or ideas in pictures</li> </ul>





# Music & Movement – August 2019



Week of 8/5

Introduction to African Music

Week of 8/12

Play instruments to African Music

Week of 8/19

Traditional African Dance

Week of 8/26

Playing African Drums

## Objectives

Exposure to native African music

Play familiar instruments along with African music

Learn traditional African dance moves

Using child made drums to play along with African music while recreating beats

## Materials

CD: Drum Like an Animal

CD: Drum Like an Animal, percussion instruments

CD: Drum Like an Animal, dance step instructions

CD: Drum Like an Animal, child made drums

## Activities

Play African music for children and allow them to dance to the music while they become familiar with the style, rhythm and beats

Talk with children about traditional African instruments, play instruments along with music

Learn African dance moves, create own moves and dance along to African music

Play drums along with African music, work on recreating the beats heard

## Children learn to:

Appreciate African music and culture, identify a beat, develop large motor skills

Appreciate African music, become more familiar with percussion instruments

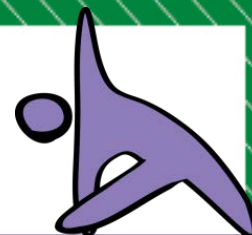
Appreciate African music and culture, develop large motor skills


Appreciate African music and culture, identify a beat, develop hand eye coordination



# Movement Matters –August 2019

## Football



 <b>Bright Horizons.</b> <small>Early Education &amp; Preschool</small>	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 towards physical activity</li> <li>To engage in basics of the game of football (holding, throwing, kicking ball)</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>Cones</li> <li>Footballs</li> <li>Football Tees</li> <li>Hula Hoops</li> <li>Flags</li> <li>Goal Post</li> </ul>	<ul style="list-style-type: none"> <li>Cones</li> <li>Footballs</li> <li>Football Tees</li> <li>Hula Hoops</li> <li>Flags</li> <li>Goal Post</li> </ul>	<ul style="list-style-type: none"> <li>Cones</li> <li>Footballs</li> <li>Football Tees</li> <li>Hula Hoops</li> <li>Flags</li> <li>Goal Post</li> </ul>	<ul style="list-style-type: none"> <li>Cones</li> <li>Footballs</li> <li>Football Tees</li> <li>Hula Hoops</li> <li>Flags</li> <li>Goal Post</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>Catching footballs</li> <li>Throwing and kicking over Goal Post.</li> <li>Catching flags</li> <li>Punt/ Pass/ and Kick.</li> <li>Throwing through hula hoops.</li> <li>Running drills with cones.</li> </ul>	<ul style="list-style-type: none"> <li>Catching footballs</li> <li>Throwing and kicking over Goal Post.</li> <li>Catching flags</li> <li>Punt/ Pass/ and Kick.</li> <li>Throwing through hula hoops.</li> <li>Running drills with cones.</li> <li>Flag races.</li> </ul>	<ul style="list-style-type: none"> <li>Catching footballs</li> <li>Throwing and kicking over Goal Post.</li> <li>Catching flags</li> <li>Punt/ Pass/ and Kick.</li> <li>Throwing through hula hoops.</li> <li>Running drills with cones.</li> <li>Flag races</li> </ul>	<ul style="list-style-type: none"> <li>Catching footballs</li> <li>Throwing and kicking over Goal Post.</li> <li>Catching flags</li> <li>Punt/ Pass/ and Kick.</li> <li>Throwing through hula hoops.</li> <li>Running drills with cones.</li> <li>Football games with flags and teams.</li> </ul>
<b>The children learn to:</b>	<ul style="list-style-type: none"> <li>Strengthen and refine small muscle skills</li> <li>Strengthen and refine large muscle skills</li> </ul>	<ul style="list-style-type: none"> <li>Participate in physical activities with peers</li> <li>Take turns with peers and learning how to use large motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in physical activities with peers</li> <li>Take turns with peers and learning how to use large motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy and seek out physical fitness</li> <li>Coordinate multiple muscle movements.</li> </ul>



# STEM Lab – August 2019



## Floating Boats

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Freely explore materials at a developmentally appropriate level</li> <li>• Observe, experiment with and discuss gravity, motion, and force</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Fiction and Non-fiction books about Boats</li> <li>• Photographs of boats including sailboats, kayaks, cruise ships, barge, ferry, etc</li> <li>• Sensory table with water or water tubs</li> <li>• Markers, crayons, and/or colored pencils</li> <li>• Tape</li> <li>• Measuring Tools</li> <li>• Materials for building a boat (provide one or more): Paper, aluminum foil, cardboard, recyclable materials, plastic bottles, craft sticks, plastic wrap, etc</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Research Boat Designs, Types, Parts, and Jobs</li> <li>• Experiment with a variety of materials to build a boat</li> <li>• Observe if boat sinks or floats when placed in water</li> <li>• Experiment with strength of boat by adding and counting small objects (counting bears, pennies, chips, paper clips, gems, etc) until boat sinks</li> <li>• Decorate boats with markers, crayons, colored pencils, collage materials, colorful tape, etc</li> <li>• Experiment with wind by adding sails and creating wind in different ways</li> <li>• Explore vocabulary such as: bow, stern, starboard, port, mast, rudder, hull, keel, etc.</li> <li>• Research how real boats float</li> <li>• Examine diagrams of real boats</li> </ul>
<b>Children learn to</b>	<ul style="list-style-type: none"> <li>• Strengthen and refine fine motor skills</li> <li>• Count sequentially</li> <li>• Understand shapes</li> <li>• Question when exploring materials</li> <li>• Demonstrate persistence in problem solving</li> <li>• Explore various types of technology</li> <li>• Recognize and use motion purposefully</li> <li>• Refine the use of what, why, when, where, and how questions by asking them sequentially</li> <li>• Independently develop hypotheses, make predictions, plan investigations, and draw conclusions</li> <li>• Explore different units of measurement</li> <li>• Use standard or non-standard measurement tools</li> </ul>





# *Culinary Arts*

## *August 2019*

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. Additionally, some recipes may require substitutions for allergies.

Recipes for this month:

- BH Recipe – Quick Pizza
- Special Recipe – Quinoa, Fig, & Dark Chocolate Granola Bars

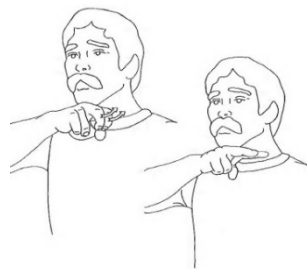


# Sign Language – August 2019



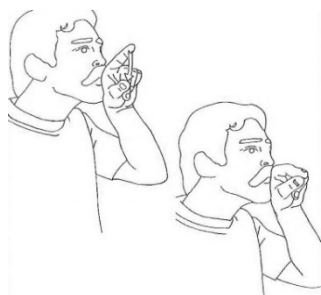
**COW**

Tap thumb of "Y" hand on temple several times.



**FROG**

The "2" hand is held palm down under the chin, then the fingers bend and flick off of the thumb. The final position is shown with the fingers outstretched.



**BIRD**

The index finger and thumb are held together at the lips. They snap open and closed, like a birds beak.



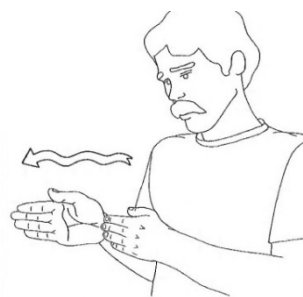
**HORSE**

The closed "2" hand with thumb extended touches the side of forehead, with fingers waving up and down



**FLY**

The base arm is held with the elbow bent. The claw action hand sweeps down to touch the base arm and closes into an "s" hand, as if catching a fly.



**FISH**

Flat base hand is held sideways with the fingertips touching the flat action hand at the wrist. The action hand move forward, wiggling slightly, like a fish swimming

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