



	Monday, May 10 th	Tuesday, May 11 th	Wednesday, May 12 th	Thursday, May 13 th	Friday, May 14 th
Literacy	<p><u>Commotion in the Ocean</u> After listening to the story, discuss all the unique sea creatures for each letter of the alphabet! Ask, “Can you find the rhyming word pairs on the pages of the story?”</p>	<p><u>I’m the Biggest Thing in the Ocean</u> After reading the story, ask your child to recall all the ocean animals that are smaller than the giant squid. Then ask, “Was there anything in the story bigger than the squid?”</p>	<p><u>The Mermaid</u> After listening to the story, help your child make comparisons to the traditional story of <i>Goldilocks and the Three Bears</i>. Ask, “How are the stories similar? What are the differences?”</p>	<p><u>The Snail and the Whale</u> Discuss the story elements by asking these questions: <i>Setting</i>: Where does the story take place? <i>Characters</i>: Who were the characters in the story? Who was the main character? <i>Plot</i>: What happened in the beginning of the story? Middle? End?</p>	<p><u>A House for Hermit Crab</u> Talk with your child about how he is growing up and everything that has changed for him since he was a baby. Ask him what he thinks Kindergarten will be like.</p>
Phonological Awareness	<p>Clap the syllables (word parts) in each of the following words: Fish, turtle, whale, dolphin, seal, jellyfish, crab, seahorse, octopus, lobster, stingray, squid, starfish</p>	<p>Choose a letter sound and together create silly sentences using words that start with that sound. For example: /d/- “Delightful dolphins dine on donuts.” /f/ – “Five fish flip for French fries.”</p>	<p>Using sidewalk chalk, help your child draw five simple pictures such as a fish, beachball, sun, hat, and popsicle. Once the pictures are drawn, call out a word, and tell him to move to the picture that begins with the same sound. For example, if you say the word “people,” he would move to the popsicle picture.</p>	<p>Say three words, two of which have the same beginning sound, one does not. Have your child tell you which word does not begin like the others. Dog, Fish, Dinosaur Cat, Cone, Rock Piano, Up, Park Kite, Swing, King Just, Stage, Jump Splash, Fly, Flip</p>	<p>Make 5 small balls of <u>playdough</u>. Read a sentence. Each time a word is read, your child can smash a playdoh ball. Ask, “How many words did the sentence have?” If you don’t have playdoh, give your child 5 small items like pebbles, buttons, or Legos. Each time a word is read, your child should put an item down.</p>
Music & Movement	<p><u>Under the Sea</u> <u>Move Like Sea Animals</u> <u>Submarine</u></p>	<p><u>Sea Animal Dance</u> <u>A Beautiful Day</u> <u>A Sailor Went to Sea</u></p>	<p><u>The Five Oceans</u> <u>Hola, Bonjour, HELLO</u> <u>Mimi the Mermaid</u></p>	<p><u>Down in the Deep Blue Sea</u> <u>Feel the Music Play</u> <u>Five Little Fish</u></p>	<p><u>A Hole in the Bottom of the Sea</u> <u>Down by the Bay</u> <u>Baby Shark Dance</u></p>
Math & Science	<p>Help your child draw a picture and write the number sentence to support each story problem: 4 dolphins are swimming in the ocean and 2 dolphins swim over. How many are in the ocean now? 6 crabs are on the beach. 4 crabs are near the water. How many crabs are there all together? 5 jellyfish floats in the water. 3 more float over. How many jellyfish are floating in the water? 1 mama turtle is on the beach. 7 baby turtles hatch. How many turtles are in the family? Challenge: 4 yellow fish, 3 red fish and 2 blue fish swim by. How many fish swim by?</p>	<p><u>Comparing Size</u> Using a collection of boxes or cans and/or stuffed animals, challenge your child to use descriptive sentences to make comparisons. Hold up 2 objects at a time. Allow her to examine them and share her findings. For example, “The unicorn stuffed animal is bigger than the turtle stuffed animal,” or “The Cheez-it box is smaller than the Cheerios box.”</p>	<p>The concept of time is a hard concept for four and five-year-olds. Associating the passing of time with actual events are helpful. Discuss your day or a routine part of your day with your child. See if he can tell it in order. Together, make a list of daily activities. Ask questions such as: “What do we do after breakfast?” “What do we do before bedtime?”</p>	<p><u>Sink or Float Experiment:</u> Gather items from around the house (plastic toys, coins, cups) with your child. Fill a bucket or the kitchen sink with water. Ask your child to make a prediction whether the object will sink or float before placing the object in the water. Count how many objects sank and how many floated. Ask, “Why do you think the object sank or floated?”</p>	<p><u>Skittles Under the Sea</u> <i>Materials</i>: White plate, regular color Skittles, ½ cup warm water <i>Directions</i>: Help your child create an underwater scene with Skittles on the plate. Perhaps green vertical lines for seaweed, blue horizontal zigzag lines for the water and orange for a fish shape or red for an octopus. Once completed, slowly pour the warm water onto the plate (from the edge). Watch as the Skittles melt and ‘color’ the picture!</p>
Motor Skills	<p>Use the letters in your child’s name to help him make an Ocean Animals book. Have him write one letter from his name at the top of each page, then illustrate the page with an ocean animal that starts with each letter. For example: JOSH – J is for Jellyfish, O is for Octopus, S is for starfish, H is for humpback whale!</p>	<p><u>What are you bigger than?</u> Tell your child to draw a picture of herself and something (or someone) she is bigger than. See if she can write the sentence- “I am bigger than a _____.”</p>	<p><u>Play “Simon Says” with your child using ocean animal movements. For example, Simon says swim like a fish, jump like a dolphin, or crawl like a crab.</u></p>	<p>Using movements and hand motions, demonstrate patterns for your child to copy and/or extend. See if she can name your pattern and even create one of her own. Examples: Clap, Kick, Spin...Clap, Kick, Spin. (ABC pattern) Jump, Clap, Clap... Jump, Clap, Clap (ABB pattern)</p>	<p>Challenge your child to use a variety of clips (binder clips or plastic food bag clips) to pick up small household objects such as pom-poms, cotton balls, erasers, or beans.</p>
Social Emotional	<p>Read <u>The Emotions Book</u> with your child. After the story, encourage him to draw a picture of how he is feeling today. Ask, “Why do you feel this way today?” Write his response on the paper.</p>	<p>Practice taking turns with your child. Allow her to pick her favorite toy to share with you. Model language by saying, “Can I have a turn?” or “Now it’s your turn.”</p>	<p>Ask your child to draw what he imagines lives under the ocean water and what it looks like there. Provide scrap paper, yarn, old buttons, pipe cleaners, gift wrap tissue paper, and more for him to tape or glue and create a beautiful, one-of-a-kind underwater adventure. Have him dictate a story about his artwork.</p>	<p>Read <u>The Pout Pout Fish</u>. Mr. Pout Pout Fish is very glum and unhappy in this story. His friends help cheer him up! Ask your child, “What do you do when you feel sad and need cheering up?”</p>	<p>Talk to your child about going to Kindergarten next year. Ask your child to draw a picture of something he is excited about doing at school.</p>