

Head Start

Dear Families,

Hello! I hope all had a good week and were able to enjoy some of last week's activities. This will be the last week that online plans will be posted. After this week, we are going into summer vacation mode. I do not have a lot of information to share regarding the plans for next year, however, as soon as the details become clearer, we will get the information out to you. Stay safe and have a wonderful summer!

Sincerely,
Merisa

This week's story links:

I Can Save the Earth - <https://youtu.be/-2u7kBIKxwc>

How to Help the Earth - by the Lorax <https://youtu.be/qzHjE8KTZ6s>

Story Time and Sing-a-longs – Earth Day <https://youtu.be/APKFzUtqviE>

Micheal Recycle - <https://youtu.be/aZj14ChIY8I>

Monday Morning Meeting

- Review today's daily plan. *Let's find out what each one of us wants to make sure we do today.*

• **Let's Move: Time's Up—Counts**

1. Explain that a timer is set for a certain amount of time and then beeps when the time is up.
2. Say, *We are going to be timers. Listen for what number we are set for. Then we will count to it together.*
3. Tell your child the number he is “set” for and count to it together: *We are set to seven. One, two, three, four, five, six, seven. Time's up! Beep, beep, beep, beep!*

Guided Learning:

Book Reviews—Writing

1. Show your child a book with a review on the back. Explain that a *review* is when people write what they like or don't like about the book.
2. Invite your child to select a book he likes and read it together. Ask him to think about what he would include in his review.
3. Once you've finished the book, invite him to write a review. Ask open-ended questions about the story: *Did you like the story? How did it make you feel when you read it? What do you think someone else would like about the book?*
4. Tape your child's review to the back of the book.

Making the Most of Routines:

Outdoors

Take your child's artistic expression outdoors! Point out outdoor murals in your area (or look at examples of murals on the Internet). Offer chalk, tape, paint brushes, or water spray bottles that your child can use to create an outdoor mural. On a sunny day, paint with water and watch how the artwork changes and disappears!

Reflecting on the Day

How did today go? What went really well? What did your child find interesting or exciting when you examined the trash together? What might you do differently tomorrow?

4. Encourage your child to incorporate movements with his alarm.

Study Exploration:

What do we know about reducing, reusing, and recycling?

1. Take a few clean, safe items out of a trash can.

2. Ask your child to describe the items.
3. Ask, *What do we put in the trash can?*
4. Talk about why we throw away these items in the trash.
5. Ask, *What do you know about trash and reducing, reusing, and recycling?*
6. Write your child's answers on a sheet of paper.

*Keep this list to refer to throughout the study.

Tuesday Morning Meeting

- Review today's daily plan and ask, *What are you excited to do today?*
- **Let's Move: Just Move One—Comprehends Language**
 1. Play music that your child enjoys dancing to.
 2. Pause the music and say, *Freeze! Only move your [arms].*
 3. Continue playing the music, pausing and calling out one body part to move, e.g., arm, head, fingers, mouth.
 4. Encourage your child to control her body and move only the part that you named.

Study Exploration:

What do we know about reducing, reusing, and recycling?

1. Ask, *What have you thrown away today?* Talk about why it was thrown away.
2. Show your child a few clean items that you throw away, recycle, and shred, such as plastic wrap, food packages, and grocery store receipts.
3. Talk about the different types of items you throw away and why.
4. Explain how recycling bins and shredders are used. Point out that items can be shredded by hand.
5. Make a graph with three columns: *Trash, Recycle, Shred*. Invite your child to tell where each item you collected goes on the chart. Write her answers in the column she names.

Guided Learning:

Can You Find It?—Spatial Relationships

1. Explain that you will give your child directions that will help her find an item in your home. Talk about positional words like *near, in, far, under, on top of, next to*, etc. You might say, *If I asked you to look for the clock, I would say to look above the stove.*

2. Offer as many clues as it takes to help your child find the designated item. Talk about how it's used and where it is located: *You found the coat hook in the hallway. What do we use the hooks for? Yes, we hang our coats, daddy's hat, and mommy's umbrella.*

Making the Most of Routines:

Mealtime

Encourage your child to make creative culinary choices! Offer ideas like adding herbs or spices to the butter that goes on your corn on the cob, adding a pinch of salt to fruit, or putting banana slices on toast. Make a small sample to see if she'll like it before making a big batch!

Reflecting on the Day

What did everyone enjoy most about today?

What would they like to do more of tomorrow?

Did you hear your child use any new vocabulary when describing the trash you throw away, recycle, or shred?

Something to consider: The renowned psychologist Abraham Maslow once said, "Almost all creativity requires purposeful play." Some children may need a prompt to invent or create something new. Take a normal household item like a bath towel and challenge your child to use it in a new way! Will it be a cape for a superhero or a queen? A magic carpet? A boat in a stormy sea? A blanket for a stuffed animal? Or will it be a tent on a pretend camping trip? Where will your child's creativity take her?

Wednesday Morning Meeting

- Review today's daily plan and ask, *What did you do yesterday that you want to do again today?*

- **Let's Move: *Where's the Dragonfly?—Spatial Relationships***

1. Hold up your hand and say, *Look! This is a big*

dragonfly. Place your hand on a part of your body and ask, *Where is the dragonfly?*

2. Use your other hand to "shoo away" the dragonfly as you recite the following chant. Flutter your hand and then land on a different part of your body. Pause and wait for your child to fill in the last line.

Flutter, flutter, dragonfly, fly away from me.

Where is the dragonfly? [On my knee.]

Study Exploration:

What do we know about reducing, reusing, and recycling? What can we recycle?

1. Show your child a few plastic and paper items that can be recycled, such as paper cups, plastic bottles, etc.
2. Ask, *Do we throw these away?* Talk about how many things can be recycled, like paper, some plastics, metals, and glass.
3. Explain that *recycle* means to use the material to make something new. Show examples in your home.
4. Ask your child to help you sort the paper items and the plastic items.
5. Talk about how your family sorts trash or consider setting up bins for recyclable items.

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Guided Learning: Dance & Remember—Understands Language

1. Write the following song on a sheet of paper:

Let's do a little dance. Let's do a little dance. Here we go, here we go! Let's do a little dance.

2. Sing the song to the tune of “The Farmer in the Dell” with your child until he is familiar with the words and tune.
3. Ask your child to add a movement. Repeat the song and continue adding movements: *Let's sing the song two times. The first time, we will wiggle our fingers. The second time, we'll pat our heads.*
4. Encourage your child to think of new movements to add to the song.

Making the Most of Routines:

Rest Time

Wind down for the day and take turns sharing something that made you happy today. Talk about what each of you is excited to do tomorrow.

Reflecting on the Day

What was everyone's favorite part of the day?

How did your child describe the items you sorted? What did your child tell you about how your family sorts and recycles trash? Look for videos online that show how materials are recycled!

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Something to consider: It can be challenging coming up with activities that children of different ages will enjoy! During writing experiences, you can ask older children to write what their younger siblings say; offer support with complex fine- motor skills like buttoning, zipping, or tying; or help lead songs and

games. Invite younger children to copy their older siblings' movements. Mixed-age experiences offer rich learning opportunities for children of all ages!

Thursday Morning Meeting

- Review today's daily plan and ask, *What are you looking forward to doing today?*

- **Let's Move: Baxter the Black Dog—Alliteration**

1. Sing the following to the tune of "Did You Ever See

a Lassie?"

[Baxter] is a [big, black] dog, [big, black] dog, [big, black] dog. [Baxter] is a [big, black] dog. Woof, woof, woof, woof!

2. Ask your child to suggest other names and alliterative adjectives for the dog, e.g., *Hazel, happy; Miles, magnificent; Peter, playful.*
3. Repeat the song, incorporating your child's suggestions.

Study Exploration:

What do we know about reducing, reusing, and recycling? What happens to our trash when our trash can gets full?

1. Ask, *What happens to our trash when our trash can gets full?*
 2. Talk about where you take your household trash, e.g., to a garbage chute, wheelie bin, trash collection location, shared dumpster, etc.
 3. Talk about how your family *reduces* the amount of trash you throw away by *reusing* items. You might say something like, *Instead of throwing away water bottles, we reuse them by refilling them with water.*
 4. Encourage your child to think of ways to reduce the amount of trash you throw away. Ask, *What can we reuse?* Record her answers on paper.

Guided Learning:

Morning, Noon, and Night—Compares and Measures

1. Start a discussion about your day. Ask questions about the activities you do in the morning, at noon, and at night. You might ask, *What kinds of things do we do in the morning? At noon? At night?*
2. Give your child a magazine, grocery mailers, or catalogs. Invite her to find pictures that show what you do in the morning, at noon, and at night.
3. Help your child tear or cut the pictures out of the magazine and make a chart.

4. On a sheet of paper, write the headings *Morning*, *Noon*, and *Night*. Invite your child to sort the pictures for each column.

5. Offer glue or tape and invite your child to place the pictures in the appropriate columns.

*Consider using words like *first*, *second*, and *third* to reinforce any patterns in your family's daily routine.

Making the Most of Routines:

Cleaning Up

Encourage your child to help you sort her trash! Remind her which items can be reused, put in a recycle bin, or put in the trash can. Consider helping your child make signs for each bin using product labels and drawings.

Reflecting on the Day

Did your child have questions about where your household garbage goes? Where can you go to learn more? Are there videos online that show where the garbage in your community goes?

Something to consider: Colors can reflect our emotions! Check in with how your child is feeling by offering her paper and crayons or markers. Name emotions and invite her to find the color that reminds her of that feeling. Being able to name and describe her feelings is an important part of your child's social-emotional development!

Friday Morning Meeting

- Review today's daily plan and ask, *What did you do this week that you would like to do again over the weekend?*

- **Let's Move: Shape Shenanigans—Understands Shapes** 1. Go outdoors and use chalk or masking tape to

make a long, straight line on the ground.

2. On a sheet of paper, draw a square, rectangle, or triangle and show it to your child.
3. Ask your child to identify the shape. Explain how he can use chalk, sticks, or even his body with the the line on the ground to create the same shape on the card.
4. Join your child to complete the shape. Ask him to describe the shape he made: *This shape has three sides. It's a triangle.*

Study Exploration:

What do we know about reducing, reusing, and recycling? What do we want to find out about reducing, reusing, and recycling?

1. Review the *What we know about reducing, reusing, and recycling* list. Encourage your child to reflect on what he already knows.
2. Say, *You already know a lot about reducing, reusing, and recycling. Now let's think about what you want to find out.*
3. Write down your child's questions about the topic. You might say, *You're thinking about where that truck takes the garbage from the dumpster. I'll write that on this list.*
4. Throughout the study, you might add your child's questions to the list and say, *That's a good question!*

Guided Learning:

I Went Shopping—Knowledge of Print

1. Gather some pieces of print found in a grocery store, like product containers or labels and a grocery bag.
2. Invite your child to explore the grocery store items. Recite the following rhyme:
*I went shopping; now I'm back.
Can you help unpack the sack?*
3. Invite your child to clap a pattern as you say the rhyme again.
4. Take an item from the grocery bag and talk about the print, pointing out the words, letters, and letter features. You could say: *Andy, your name ends with a y just like this word: everyday. Do you see another y in this word?*

Making the Most of Routines:

Outdoors

If the weather is nice, nearly everything that you do indoors can be done outdoors! Consider going outdoors for some of your experiences during the day. You can read a book, play with art materials, take blocks to build, or take real or homemade instruments outdoors. Sometimes a change of scenery inspires new ways to explore!

Reflecting on the Day

Are there any parts of the daily routine that aren't going smoothly? How might you adjust? Which questions about reducing, reusing, and recycling is your child excited to learn about?

Let's write it on our chart and we can try to find the answer.

