Pride Academy

Month: December **Week:** 4 **Day:** 1
Age range: School Age
Foundations: SS1.1, SS2.3, SS2.4, SS4.1, ELA1.1, ELA2.4
NAEYC Standards: 03D-630 Show two lesson plans that provide children with opportunities to learn from one another.
Activity:

1. Create a Country
2. Description of the Country
3. Researching the Country

Resources and materials needed:
Create a Country

- Pen/ pencil
- Paper

Description of the Country

- Pen/ pencil
- Markers, crayons, color pencils
- Paper
- Poster Board
- Scissors
- Glue

Researching the Country

- Computer
- Printer/ copier
- Paper

Procedures:
Create a Country: Children will get into groups of 2 or 3 to create a country. The group must come up with the name of the country, the capital, what continent it would be on, their flag, what is the country known for, the money, and any other fun information they would like to add. They will need to make a presentation about their country to the group. Please note: kindergarteners and first graders will need to have an older child in their group to help them with some of the requirements.
Description of the Country: Children will write the information about their country and make drawings about what their country looks like by drawing maps. Each group will receive a poster board, markers, crayons, color pencils, scissors, glue, and paper.
Researching the Country: Children will go online and research different continents and countries' money, flag, and any other information to receive inspiration to create their country. Make sure that each group gets at least 15 to 30 minutes on the computer to research information for the project.

Month: December **Week:** 4 **Day:** 2
Age range: School Age
Foundations: SC1.1, SC1.2, SC5.1, PHG1.1, PHG1.2, PHG1.3, M1.1, M5.2
NAEYC Standards: 02G-392 Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing).
Activity:

1. How liquid impacts a Magnet
2. How Many Calories?
3. Is it Safe?

Resources and materials needed:
Is It Safe?

- None needed

How many Calories?

- Computer
- Paper
- Listing of different products

How liquid impacts a Magnet

- 3 Glasses
- Magnet
- 12 Paper Clips
- 1/2 Cup Water
- 1/2 Cup Vegetable Oil
- 1/2 Cup Light Corn Syrup

Procedures:
Is it Safe? Teacher or leaders will think of different scenarios to ask children if it is safe. If the child thinks it is safe they will stand up and they do not think it is safe they will sit down. Ask the children why they chose their answer and discuss whether or not it was the correct answer. Some examples of scenarios: trying medicine that was found in your house, picking up food off the floor and eating it, going to a house that is unfamiliar, etc.
How many Calories? Teachers or leaders will inform children on how to look for calories on labels. Then the teachers will break the children into groups of 3 or 4 and share with them a list of food items to look online to see how many calories that particular food has in it. Explain to them that the everyone should consume no more than 2,000 calories a day. The following are a suggested listing of items they can look up: McDonald's fries, Takai's, Pepsi, Coke, Wendy's Frosty's, Sun Chips, or any other foods that come to mind.
How liquid impacts a Magnet: Place three cups in a row. Fill the first glass with the water. Fill the middle glass with the vegetable oil. Fill the third glass with the corn syrup. Next, place 4 paper clips in each glass. You may need to gently push the paper clips to the bottom of the glass with the corn syrup. Test your magnet by showing how paper clips outside of the liquid are attracted to it. Next, take your magnet and place it next to each glass. Notice that all the paper clips are attracted to the magnet, but that the liquid in the glass causes the paper clips to move differently. (How Does the Experiment Work? The question answered in this experiment is how does the consistency of a liquid impact magnetic attraction. When using water and vegetable oil,

the paper clips moved through the liquid to the magnet very quickly. This is because the liquids provided very little resistance. However, the paper clips in the corn syrup moved very slowly toward the magnet. This is because the corn syrup has a very think consistency. The magnet still still attracts the paperclips in each of the scenarios. But the experiment shows that the thickness {also called consistency or viscosity} of a liquid impacts how fast {or slow} the paperclips move toward the magnet. I

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Month: December **Week:** 4 **Day:** 3
Age range: School Age
Foundations: M1.1, M2.1, ELA2.3, ELA3.1, CA3.1, CA3.2, PHG3.1, SE1.2
NAEYC Standards: 02E-293 Show or describe how you help children write the words and messages they are trying to communicate.
03B-569 Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.
Activity:

1. Pom Pom Ornaments
2. A Mathematical Card Tick
3. Reflection Time

Resources and materials needed:
Pom Pom Ornament

- Pom Poms
- Tacky glue
- Recycled Cardboard
- Hole puncher
- Ribbon
- Template

A Mathematical Card Trick

- Deck of playing cards
- Pencil
- Scratch paper

Reflection Time

- Notebook/Journals
- Pens/Pencils/ Markers/ Crayons

Procedures:
Pom Pom Ornament: After the shapes are cut, punch the hole for hanging and add the ribbon for hanging before adding the pom poms. It will be more difficult later. Cut out the shapes and we apply lots of glue. Then carefully placed each pom pom on the cardboard. When you are finished sit a dinner plate on top for a few minutes to get the edges of the pom poms glued to the cardboard.
A Mathematical Card Trick: Find someone to trick. Ask that person to pick a card from the deck and keep it secret. Have him double the face value of the card (aces = 1, jacks = 11, queens = 12, and kings = 13). Ask him to add 3 to their result. Ask him to multiply this by 5. Have them add 1 if his card is a club, 2 if it is a diamond, 3 if it is a heart, and 4 if it is a spade. Ask them to tell you their number. To predict the card, subtract 15 from the final total. The right digit of the answer represents the suit of the card (1 = club, 2 = diamond, 3 = heart, 4 = spade). The left digit or digits is the number value of the card. For example, if their result is 83, the card is the 8 of hearts. If the result is 134, the card is the king of spades. Can you figure out how this trick works?

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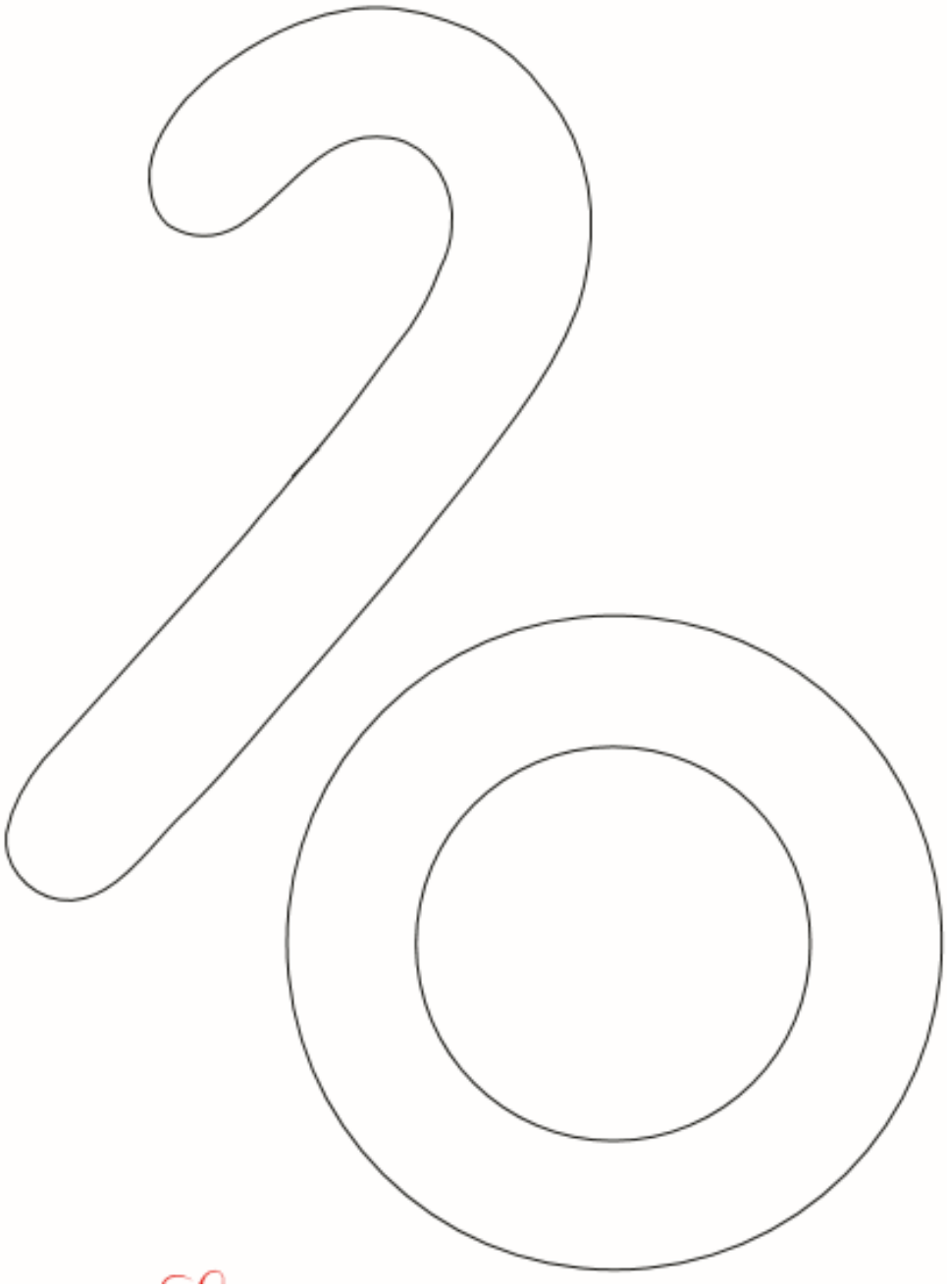
Reflection Time: Teachers will come up with topics for children to write and draw in their journals or notebook. Give the children at least 15 to 30 minutes to write about the entry. After the time is up, children can share what they have written.



Month: December **Week:** 4 **Day:** 4
Age range: School Age
Foundations: CA3.1, CA3.2, SC1.1, SC2.1, SC5.1
NAEYC Standards: 02J-1554 Show three examples of opportunities and materials you provide for children to create three-dimensional art
Activity:

1. Construction Paper Wreath
2. Melting Ice
3. Fun Brain

Resources and materials needed:

Construction Paper Wreath

- One 9x18 sheet of green construction paper
- Any color construction paper
- Scissors
- Ruler
- Stapler
- Pencils
- Glue

Melting Ice

- Bowls or dishes (for making the ice)
- A large tray with sides
- Salt
- Liquid watercolors or food coloring
- Droppers or a spoon

Fun Brain

- Computer

Procedures:

Construction Paper Wreath: First, take the green paper and fold it in half hot-dog style. Draw a line along the length that is open, not the side where the crease is about 1-2 inches away from the edge. This marks the “no cutting zone” for later. Then, draw tic marks every half-inch along the top and the bottom. You can make these marks one-inch apart for younger kids, but the narrower they are, the "lacier" your wreath will turn out in the end. Next, connect those tic marks with your ruler to make straight cutting lines. Then cut along each line you drew, being careful not to go too far. Now, open it up and roll it in the opposite direction that the crease was folded to make a tube-like shape. Have a second pair of hands for this step. Have the children to hold one end together while you put staples in other side every couple of inches. Then trade sides and staple the other end. Adults must do the stapling. Now join both ends to create the wreath shape and staple the ends together. While students are waiting for an adult to help them with the stapler, they work on cutting out bows and berries. Have children to glue their berries and bows to the wreath once it is stapled.

Melting Ice: Make The Ice: For fun, and for experiment’s sake, I filled many different sizes of bowls with water and left them to freeze overnight. Recommended: Not so much for quantity,

but I’d suggest trying at least two or three different sizes. Make at least one of them shallow. The Tupperware container you can barely see in the back of the photo above was great for this. Loosened the ice from the bowls with a little warm water and set them in a big plastic finger paint tray with a raised edge. Give children each a bowl of table salt and then have them sprinkle it over the tops of the ice domes. Once the salt has started to melt the ice, pass around the liquid watercolors and have the children to squeeze the watercolors onto the ice.

Fun Brain: Teachers will already have the computers setup on the website https://www.funbrain.com/ and children will click on their grade level and play games, read books, or watch educational videos on the site. (Children can be split up into groups, one group could be doing the wreath project and the other group can be on the website. The groups can switch when finished with the art project).

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Month: December **Week:** 4 **Day:** 5
Age range: School Age
Foundations: CA1.1, SS3.1, SS3.2, ELA2.2, ELA2.3, ELA2.4, ELA3.1
NAEYC Standards: 02L-497 Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment.
Activity:

1. Create a Song
2. U.S. Geography Scavenger Hunt

Resources and materials needed:
Create a Song

- Computer
- Paper
- Pencil
- Instrumental recording of "May Had a Little Lamb", Jingle Bells, Wheels on the bus

U.S. Geography Scavenger Hunt

- Atlas/Geography Book/ Computer
- Worksheet
- Pencil/Pen

Procedures:
Create a Song: Children can get into groups of 2, but no more than 4 to create a song using the tunes of one of the following: "May Had a Little Lamb", Jingle Bells, Wheels on the bus. Children will have 30 to 45 minutes to come up with words to the song and perform it in front of the group. The songs can be remixed and can also have be a fun a silly.
U.S. Geography Scavenger Hunt: Teachers will either put children into groups of 2 or have the children do this activity independently. Children will go online or get a book discussing U.S. Geography and fill out the worksheet. Whoever gets done first or answers correctly the most questions will when a treat (this can be something that the center is giving away). Please note: Kindergarteners and first graders will need assistance with this activity so make sure that they are in groups that have a second grader or up to help complete this activity.

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UNITED STATES MAP

geography scavenger hunt

Use a map of the United States to find the places listed below!
Write the names of states next to the clues.

FIND THESE STATES

A state with the Appalachian Mountain Range

A state with the Rocky Mountains

A state on the Atlantic Ocean

A state on the Pacific Ocean

A state surrounded by other states

A state between two great lakes

A state named after a president

A state the borders Canada

A state that borders Mexico

A state with a desert

A state that is made of islands

A state surrounded by ocean on all sides but one

How many states start with the letter M?

LITTLE BINS for LITTLE HANDS