

Month: December

Week: 3

Day: 1

Age range: School Age

Foundations: M1.1, M1.2, SE2.1, SC1.1, SC1.2, SC5.1, CA3.2

NAEYC Standards: 02F-364 Show or describe two examples of materials or experiences that encourage kindergarteners and school-agers to do addition, subtraction, and other numerical functions using numerical symbols and operators

Activity:

1. Snowman Puppet
2. Subtraction Math “War”
3. Bouncy Ball

Resources and materials needed:

Snowman Puppet

- Jumbo Wood Craft Sticks
- Cotton Pads {found in the nail care aisle}
- Kid Craft Scissors
- Craft Felt
- Felt Glue
- Mini Pom Poms

Subtraction Math “War”

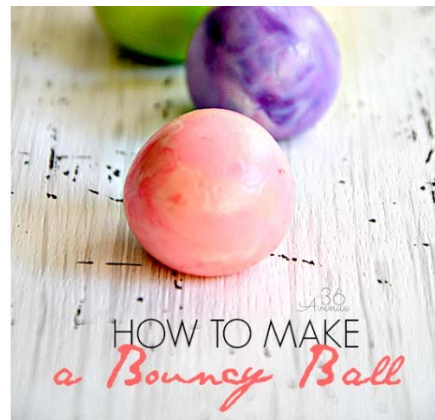
- Deck of Cards
- Kitchen Timer

Bouncy Ball

- ½ Cup Warm Water
- 1 Tb Borax
- 1 Tb of Cornstarch
- 2 Tb White Liquid Glue
- Food coloring
- Disposable rubber gloves

Procedures:

Snowman Puppet: Step 1. First you will want to glue THREE cotton pads, in a row, on ONE jumbo craft stick. Remember to leave some wood stick exposed so kids can hold their puppets with ease. Repeat for each snowman puppet you want to make. Once done, set aside to let them dry completely. Step 2. Next grab your craft felt and scissors. Go ahead and cut out embellishments for your snowmen. We did some simple black hats, colorful scarves and of course – small black squares for eyes and a triangular orange nose. Again, repeat for each snowman puppet you are making. Step 3. Now for the final and most fun step of all – assembling! Simply glue all your felt pieces to the front of the cotton pads, along with pom pom “buttons” along the body. Add other embellishments {maybe some glitter, feathers or even rhinestones} you see fit before displaying/playing with proudly.



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Subtraction Math “War”: Shuffle the deck of cards and deal them face down, giving each player an equal number of cards until the deck runs out. Each player keeps his cards in a stack. Assign picture cards, such as jacks, queens, and kings, a value of 10. Give aces a value of 1. Demonstrate to your child how to play the game: Each player turns two cards face up, reads the number sentence and supplies the answer. For example, if your child draws a 5 and a 4, he says $5 - 4 = 1$. If you draw a 7 and an 2, then your number sentence is $7 - 2 = 5$. Because your result is larger, you win the four cards and you put them at the bottom of your pile. If each of you has a number sentence with the same answer, then it's war! At this point, you'll reverse the math "operation" and do an addition problem. Each player puts four cards face down and turns up two of them. The player with the sum wins all eight cards. Set up the timer and play the game for 10 to 15 minutes. When the bell goes off, each player counts his cards. The player with the most cards wins. If one player runs out of cards before time is up, then the other player wins.

Bouncy Ball: In a cup mix the warm water and the borax. In another cup mix the glue, cornstarch, and food coloring. Pour the glue mixture into the water-borax cup. The glue mixture will harden after 10 seconds; use a fork to take it out of the water. If the glue mixture is still sticky, squish it with your hands and dip it back in the water. Roll the mixture in your hands to make a ball. The more you handle the mixture the firmer it will become. You are done!

Month: December

Week: 3

Day: 2

Age range: School Age

Foundations: CA3.1, CA3.2, SS1.1, SS2.1, SS5.1, ELA3.2

NAEYC Standards: 03F-676 Show two examples of classroom experiences you have created that involve members of children's families.

Activity:

1. Family Tree
2. Reading a book on family
3. Collage of Different Families

Resources and materials needed:

Family Tree

- Green and Brown Paint
- Paint brush
- White construction paper
- Different color paper cut into rectangles
- Markers/crayons/ color pencils
- Glue
- Water
- Paper towels

Reading a book on family (Suggestions)

- Super Saturday Savers by Alisia Apple
- Mama, Do You Love Me? By Barbara M. Joosse

Collage of Different Families

- Computer
- Printer
- Scissors
- Glue
- Paper

Procedures:

Family Tree: (Before this project make sure you have an example provided). Explain to the children what a family tree is and ask about who is in their families. Then show them the example of the family tree that was made explain the structure of what they are seeing. Have children to first paint their hands green and place it on the paper as leaves, then with the brown paint make the trunks with the paint brush. Make sure you have them to wipe off their hands with paper towels and water. Allow their projects to dry and then have them to fold the rectangle papers in half and write the name of their family members on each paper (they can use different colors to represent different family members) or they can follow the example above. Then on the inside have them to draw their family member. Afterwards glue the papers to the tree in the family order.

Reading a book on Family: Children will get into groups of 3-5 and will read a book to each other and talk about the family in the book.





WINTER BREAK

Collage of Different Families: After reading the book, children will go online and find at least 5 different pictures of different types of families. They will print out the pictures and cut them out and then glue them to the paper.

Month: December

Week: 3

Day: 3

Age range: School Age

Foundations: ELA2.3, ELA2.4, ELA3.1, APL1.1, APL2.1, SC1.2, SC5.1

NAEYC Standards: 02G-396 Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena

Activity:

1. Simon Says
2. Poetry Slam
3. Galaxy Slim

Resources and materials needed:

Galaxy Slim

- 1 bottle of Elmer's Clear School Glue (5 oz)
- 1/2-3/4 cup Sta-Flo Liquid Starch (I found mine at Walmart)
- Liquid watercolors (several squirts until you get the desired color)
- Fine glitter in a variety of colors

Simon Says

- Handout

Poetry Slam

- Paper
- Pencil/Pen

Procedures:

Simon Says: Teacher or leader will follow the rules of Simon Says and utilize the handout for the different activities that are on the sheet. Make sure that the children have enough room to do the activities and are not doing this activity during a quiet time.

Galaxy Slim: Ask children about the what they think will happen first before doing the activity. Have them to write down their predictions and then after the project is completed have them to write down what happened. So here's the skinny on slime-making...you gotta take it slow. You'll want to put your glue into a bowl first. Then add your coloring (I used liquid watercolors but I've heard that food coloring works, too) and glitter and mix well. THEN you can start adding your starch, but just add it in small increments at a time, stirring well to mix after each one to incorporate your starch fully. After the first couple of additions you'll need to use your hands to knead the starch in, just like you are making bread dough. Another thing- I know the common wisdom is equal parts starch and glue, but I never needed the entire amount of starch. When I did use the entire 3/4 cup of starch, the dough become more like a gak and wasn't as stretchy as I wanted. So, just add a little at a time and do a "stretch test" after each increment is kneaded in. Once your slime is the consistency you prefer, STOP.

Poetry Slam: Children will be given 15 to 20 minutes to write a poem about anything that they want and then they will present it to the group. Teachers will explain before that this space is a no judgment space and no one should make fun of anyone's poem. Teachers can give subject matter to write on, but children can be creative and make up their own poem.

SIMON SAYS FITNESS DISGUISED AS FUN

Get your kids moving by playing Simon Says with these fun yet physical activities. You decide when or if you say "Simon Says"!

Shake your whole body.	Hold your arms out at your side and make circles with them in the air.	Reach behind you and try and hold your left foot with your right hand without falling over.
Jump up and down.		
Spin around in circles.	Hop on your left foot 10 times.	Lay on the floor and stretch out as far you can for 10 a count of 10.
Do a cartwheel.	Hop on your right foot 10 times.	Pretend to shoot a basketball 10 times.
Do a somersault.	Hop around like a bunny.	Pretend to jump rope for a count of 10.
Wave your arms above your head.	Balance on your left foot for a count of 10.	Pretend to ride a horse.
Walk like a bear on all 4s.	Balance on your right foot for a count of 10.	Pretend to milk a cow.
Walk like a crab.	Bend down and touch your toes 10 times.	Take 5 of the biggest steps forward that you can.
Hop like a frog.	Reach behind you and try and hold your right foot with your left hand without falling over.	Pretend to lift a car.
Walk on your knees.	Show off the muscles in your arms.	Do the strangest dance you can think of.
Lay on your back & pedal your legs in the air like you are on a bike.		Scream.
Pretend to sit in an invisible chair 5 times - sit then stand, sit then stand, etc.		

Month: December

Week: 3

Day: 4

Age range: School Age

Foundations: PHG1.2, M1.1, M2.1, M2.2, M3.1, ELA1.2, ELA2.3

NAEYC Standards: 02F-340 Show or describe two examples of experiences or materials you provide that help children learn about number concepts.

Activity:

1. Stranger Danger
2. Name that Verb
3. Cool Math

Resources and materials needed:

Stranger Danger

- Handout

Name that Verb

- Post It/ Scrap Paper
- Pen

Cool Math

- Computer
- Paper/ Pencil (optional)

Procedures:

Name that Verb: Teachers will explain what is a Verb. Verbs are action words such as jump, play, run, sleep, etc. Teachers will write down different verbs on a post- it/ scrap paper and children will read the word and act it out in front of the group. The child acting it out cannot speak and will receive 30 seconds to act out the activity. If the other children cannot guess the verb, the child will tell them the verb that they had. If you have children that have not learned about verbs yet, this is a great introduction to learning about words that are verbs.

Cool Math: Teachers will go to the following website <https://www.coolmath4kids.com/> and have children to do math games online depending on grade level. Some children may need to have scrap paper and pencil for calculations.

Stranger Danger: Teacher or leader will look on handout and read off different scenarios about stranger danger and listen to the response of the children. If they are confused or answer the question incorrectly, give them the correct answer and an example.

Stranger Danger - Sheet 12

What Would *You* Do?

What would you do if a stranger approached you and said

"Would you like some of my candy?"

"I've lost my new puppy. Can you help me find her?"

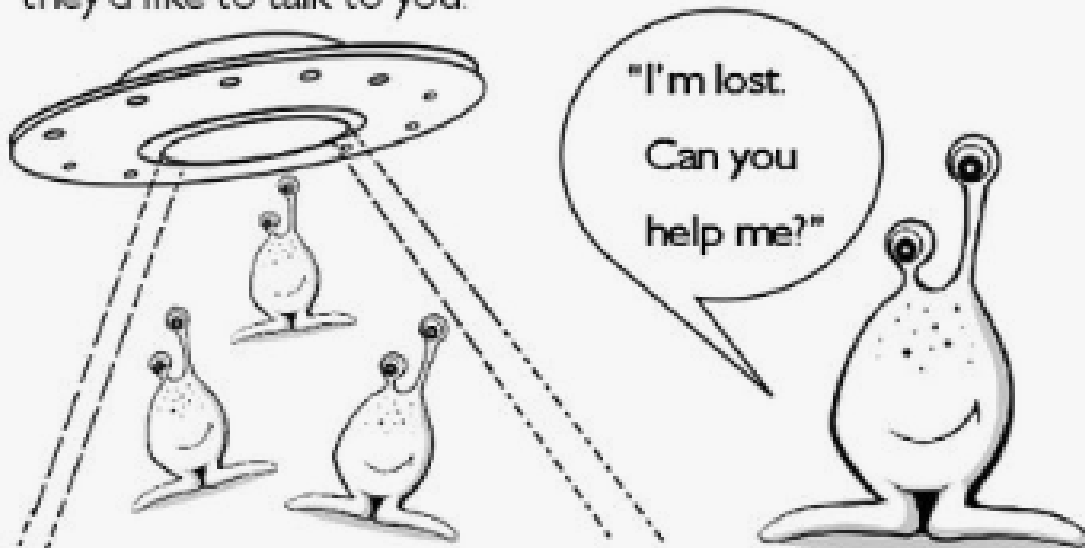
"I have a special gift for you in my car. Come with me."

"You look just like my favourite grandchild.
Do you mind if I take a few photographs of you?"

"I can't hear you very well. Come a little closer to me."

"Your parent has been in an accident and I'm here to take
you to the hospital to visit them."

"I have your parent on my phone. Come over here
they'd like to talk to you."



Month: December

Week: 3

Day: 5

Age range: School Age

Foundations: CA3.1, CA3.2, SC5.1, PHG2.2, APL4.1

NAEYC Standards: 02J-1554 Show three examples of opportunities and materials you provide for children to create three-dimensional art.

Activity:

1. Giant Homemade Bubbles
2. Toilet Paper Roll Christmas Tree

Resources and materials needed:

Toilet Paper Roll Christmas Tree

- 2 toilet paper rolls
- Green and brown paint for the tree (or different color if child has preference)
- Q-Tips
- Assorted paint colors (for lights)
- Glue gun
- Twine or string

Giant Homemade Bubbles

- Dish soap
- Glycerin
- Water
- Bucket
- Straws
- Yarn



Procedures:

Toilet paper: Roll: Cut each toilet paper roll in 1/2 longwise, so you have 4 equal sized pieces. Leave one piece as is. Holding the pieces horizontal, cut a little off each of the other 3 pieces, cutting a little more as you progress through the pieces. The idea is that when you lay them down, they progressively get shorter to the top of the tree. Take the piece you cut off the last piece and use it for your tree stump. Lay all the pieces out to form a tree. Use a hot glue gun to attach them. I had to mold them a little once the glue was dry. Paint the tree green and the stem brown and allow to dry. Once dry, take Q-Tips and paint lights on the tree with various colors of paint. If you want to make this into an ornament, make a loop with a piece of string or twine and glue the ends to the back of the top of the tree forming a hook to hang it from the tree.

Giant Homemade Bubbles: Create your own bubble solution by gently combining 1 cup dish soap, 1 tbsp glycerin and 4 cups water in a large bucket. To make a big wand, get two drinking straws and a piece of yarn that is six to eight times longer than one straw. Thread the yarn through the straws and tie in a knot. Using the straws as handles, dip the wand into the bubble solution, then wave it through the air in a large sweeping motion. tip: Holding your arms high while walking backwards results in the strongest, biggest bubbles!

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,



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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 thick consistency. The magnet 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

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 Trick
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:

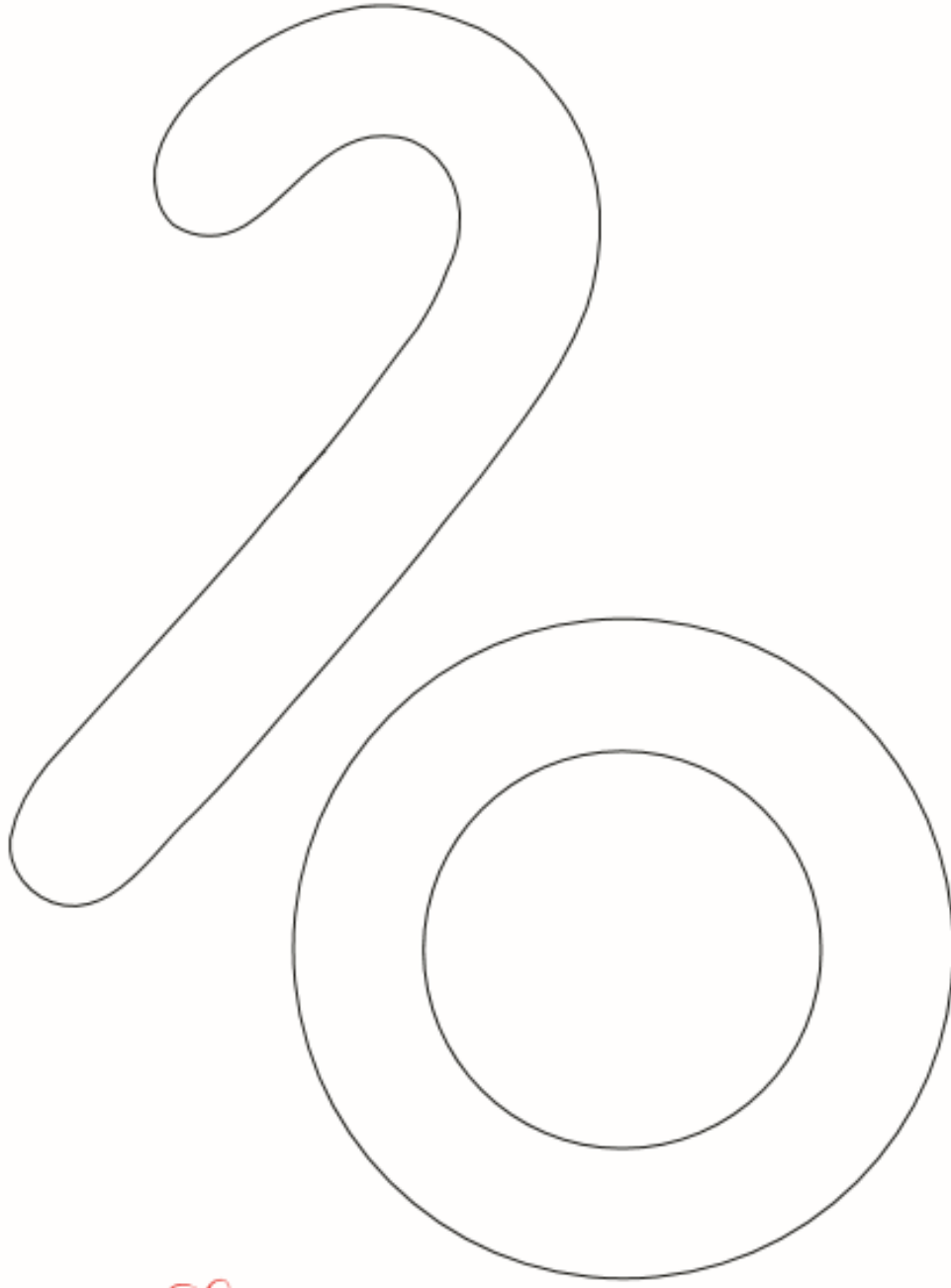
Pom Pom Ornament: After the shapes are cut, punch the hole for hanging and add the ribbon for hanging before adding the pom poms. It will be more difficult later. Cut out the shapes and we apply lots of glue. Then carefully placed each pom pom on the cardboard. When you are finished sit a dinner plate 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,





WINTER BREAK

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).

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.

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 that 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?

Month: January

Week: 1

Day: 1

Age range: School Age

Foundations: SE1.1, APL2.1, APL3.1, CA2.1, PHG1.2, PHG1.3

NAEYC Standards: 02J-429 Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance.

Activity:

1. Soul Train
2. Is it healthy or not

Resources and materials needed:

Soul Train

- Music

Is it healthy or not

- Grocery store ads
- Glue
- Scissors
- Paper
- Pencil
- Computer

Procedures:

Soul Train: Before the activity starts, teachers will explain what the soul train line is and how it was a popular show on television. Children will get into two parallel lines leaving space in the middle of the line to dance. Music will play and children can dance down the aisle to the music. Teachers or leaders can show them how the soul train line works for them to get an idea.

Is it Healthy: Children will look up ads and cut out healthy items and glue it to the paper. On another sheet of paper they will cut out unhealthy items and glue it to the paper. Children will go online and show the healthy benefits of the things that are healthy. Kindergarteners and first graders will need an older child to help them with this project.

Month: January

Week: 1

Day: 2

Age range: School Age

Foundations: SC2.2, SS3.3, PHG3.1, ELA2.1, ELA2.3, M1.2, M2.2

NAEYC Standards: 02F-360 Show two lesson plans in which kindergartners and school ages create, represent, discuss and/or extend repeating and growing patterns.

Activity:

1. Snowflake Painting
2. Sequence
3. Typing Club

Resources and materials needed:

Snowflake Painting

- Painter's tape
- Paint
- Paintbrush
- Paper
- Cup of water
- Paper towels

Sequence

- Deck of Cards

Typing Club

- Computer

Procedures:

Snowflake painting: Have children to place tape in the shape of a snowflake on the paper. Allow the children to paint on the paper making sure they paint around the snowflake shape. Once they are finished, have them to peel off the taped which will show them the snowflake.

Sequence: Best with 4 to 5 but it is possible to play with as few as 2. For younger children you could remove the picture cards and run each sequence from 1 (Ace) to 10. Instructions: In this game, cards are ranked in numerical order: 2, 3, 4, 5, 6, 7, 8, 9, 10, Jack, Queen, King, Ace. Cards in order and of the same suit make up a sequence. To start, the whole deck is dealt clockwise around the group, face-down. It doesn't matter if the cards are unequal. The player to the left of the dealer places his lowest card face up on the table (not necessarily a 2). The player who has the next card/cards in the sequence plays it/them. Play continues until the Ace of that suit is reached. Then, the next sequence is begun by whoever played the last card, who again places his lowest card. If at any time a player plays a card that cannot be followed (when the higher cards in that sequence have already been played), he gets another turn. The winner is the player who is the first to get rid of all his cards. **VARIATIONS:** Rounds: This game can be lengthened by playing in rounds. To do this, each player starts with ten counters and a number of rounds is agreed upon. Then, every time someone wins a round, the losers pay him one counter for every card they still hold. The ultimate winner of the whole game is the person with the most counters when the chosen number of rounds has been completed.

Typing Club: Teachers will pull up the website <https://www.typingclub.com/sportal/team-15882/program-typing-jungle.game> and will explain to the children that they will be learning





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how to type on this website. Have them to click on the first activity which is the “fj” key activity and then let them go.

Month: January

Week: 1

Day: 3

Age range: School Age

Foundations: ELA1.2, ELA2.3, ELA3.1, SE3.1, SC5.1, SS2.2, CA4.1

NAEYC Standards: 03G-715 Show or describe one lesson plan of a skill you taught by breaking it down into meaningful and achievable parts.

Activity:

1. New Year's Resolution
2. The Bouncy Egg Experiment (2 Day Experiment)
3. History Charades

Resources and materials needed:

The Bouncy Egg Experiment

- 2 glass jars or plastic containers with covers
- 1 raw egg
- 1 hardboiled egg
- vinegar (enough to cover both eggs)

History Charades

- Post-Its
- Pens

New Year's Resolution

- Journal/ Notebook
- Pens/Pencils/ Crayons/ Markers

Procedures:

History Charades: Teachers will write down on post-it either a person, place, or event in history that the children will have to act out and other children will have to guess. Teachers will explain the rules of Charades to the children first telling them that they cannot talk or even mouth the words to the other children. They must act out the event and will receive 30 seconds to act it and for someone to guess. Once the thirty minutes are up and no one guesses then they can say who/ what they were. This activity can be done in teams or individually.

The Bounce Egg Experiment: First, put the eggs in the jars and label them (I just labeled the raw egg). Then pour the vinegar in the jars to cover the eggs. Cover the jars and put them somewhere away from the sun. They should be left in the vinegar for 2 days (48 hours). After an hour or so the eggs started bubbling on the outside. The explanation to why vinegar and an egg shell bubble is similar to what happens with baking soda and vinegar. The egg shell has calcium carbonate in it which reacts the same as vinegar and sodium bicarbonate (baking soda). The hard boiled egg seemed to sink and turn at times. My guess is because it is more dense and the bubbling caused it to move. The raw egg seemed to float probably because it is composed of just liquid. I observed that the raw egg got bigger too. Later I read that the raw egg absorbs the vinegar which makes it bigger. We observed the shell was coming off by the next day. With a white egg it would be more difficult to tell unless you touched the egg. The next step was to rinse the eggs in cold water to remove any shell and then bounce them. After two days we observed the eggs to have totally lost their shell and both seemed to look soft and rubbery.

New Year's Resolutions: Teachers and children will talk about what they want to accomplish in the New Year. Children will write down or draw at least 5 things to want to improve or do in the



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New Year and how they plan to achieve those goals. Please give children at least 20 to 30 minutes to complete this journal entry. Children will be able to present their New Year's Resolution to the group. If a child has wants to do a community service activity or complete a goal with the help of the center, teachers are to encourage them to tell a director or Ms. Apple so that they can get help completing the goal.

Month: January

Week: 1

Day: 4

Age range: School Age

Foundations: SC5.1, ELA2.1, ELA2.2, ELA2.3, ELA3.1, APL1.2

NAEYC Standards: 02E-320 Show one example of a lesson plan in which you play a game that encourages kindergarteners and school-agers to identify phonemes in words.

Activity:

1. The Bounce Egg Experiment (2 day experiment)
2. Scrabble
3. Grammar Ninja

Resources and materials needed:

The Bouncy Egg Experiment

- 2 glass jars or plastic containers with covers
- 1 raw egg
- 1 hardboiled egg
- vinegar (enough to cover both eggs)

Scrabble

- Scrabble Game
- Dictionary/ Electronic Device
- Paper
- Pencil

Grammar Ninja

- Computer
- Website

Procedures:

The Bounce Egg Experiment: First, put the eggs in the jars and label them (I just labeled the raw egg). Then pour the vinegar in the jars to cover the eggs. Cover the jars and put them somewhere away from the sun. They should be left in the vinegar for 2 days (48 hours). After an hour or so the eggs started bubbling on the outside. The explanation to why vinegar and an egg shell bubble is similar to what happens with baking soda and vinegar. The egg shell has calcium carbonate in it which reacts the same as vinegar and sodium bicarbonate (baking soda). The hard boiled egg seemed to sink and turn at times. My guess is because it is more dense and the bubbling caused it to move. The raw egg seemed to float probably because it is composed of just liquid. C observed that the raw egg got bigger too. Later I read that the raw egg absorbs the vinegar which makes it bigger. We observed the shell was coming off by the next day. With a white egg it would be more difficult to tell unless you touched the egg. The next step was to rinse the eggs in cold water to remove any shell and then bounce them. After two days we observed the eggs to have totally lost their shell and both seemed to look soft and rubbery.

Scrabble: Children will play Scrabble or Scrabble Jr. to increase their vocabulary. Please see the instruction for the game in the game box. Teachers will go over the rules of the game first and give each group a paper and pencil to calculate their score. Note that there can only be 4 children playing the game at a time so multiple boards need to be out at each table. Children in kindergarten will need help spelling some words so make sure that an older child or adult is there



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to help the children participate. Each group should have a dictionary or electronic device that is able to look up a word and the meaning of the word.

Grammar Ninja: Teachers will have the following website up for the children (<http://www.kwarp.com/portfolio/grammarninja.html>). Depending on their skill level children will play activities regarding grammar and spelling. This activity can be done while other children are play Scrabble.

Month: January

Week: 1

Day: 5

Age range: School Age

Foundations: M1.3, M2.1, CA3.1, CA3.2, SC2.1, SC2.2

NAEYC Standards: 02G-381 Show two lesson plans that teach children about the structure and properties of matter

Activity:

1. Melted Snowman Craft
2. Uno Flip

Resources and materials needed:

Melted Snowman Craft

- Blue, white, black, brown, and orange construction paper
- Scissors
- Glue sticks

Uno Flip

- Number cards from a pack from Uno Cards
- Post- it- notes
- Pen/ pencil
- Paper



Procedures:

Melted Snowman Craft: Before doing this project, ask children about the different seasons throughout the year and the what goes on during each season. Ask about snow and heat and heat and then present the project. Cut out squares from the white construction paper. Kids can do this themselves also. Cut out small circles from the black construction paper. Then cut out larger black circles for the eyes. Cut out a triangle from the orange construction paper. This is pretty much a free for all and there is no right or wrong way to make this snowman craft. Have the children to glue the white squares all over the blue construction paper. Then add the black circles and the orange triangle to the paper as well.

Uno Flip: Write a + symbol onto a post-it note and an = symbol on a post-it note and place on the table face up to form an addition equation, leaving room for the Uno cards to sit between the symbols. Divide your Uno number cards into two piles and place piles as shown in the photo above. Flip over one card from each pile and place it into the addition equation. For mental math, say the answer out loud as quickly as you can. To practice writing equations, write the addition sentence, including the answer, onto your sheet of paper. Continue to flip over two cards at a time and say or record each answer as above. To revise times tables with Uno flip, swap the addition symbol for a multiplication symbol. Proceed as per the mental math or written equation examples above. Hints & Tips: Adjust the difficulty level of the game by limiting the Uno cards to those containing higher or lower number values. Add a level of competitiveness to the game by playing with two players competing to see who can answer to the problem first.