



Creative Curriculum Map
Balls Study

Remote Learning Week 2

Focus Question: Do all balls bounce? Do all balls roll?

Books (Scan the QR code with your phone to hear)	Weds April 22 Inv. 1 Day 1	Thurs April 23 Inv. 1 Day 2	Fri April 24 Inv. 1 Day 3	Mon April 27 Inv 2 Day 1	Tues April 28 Inv. 2 Day 2
 3 Billy Goats Gruff	<p>Question of the Day: Discuss with the members in your house.</p> <p>Do you think all balls bounce?</p>	<p>Question of the Day: Discuss with the members in your house.</p> <p>Is your head bigger or smaller than a golf ball?</p>	<p>Question of the Day: Discuss with the members in your house.</p> <p>Do heavy balls bounce?</p>	<p>Question of the Day: Discuss with the members in your house.</p> <p>Do balls roll?</p>	<p>Question of the Day: Discuss with the members in your house.</p> <p>Do you think you could roll a pancake?</p>
 Bounce by Doreen Cronin	<p>Small Group: Rhyming</p> <p>Materials: Paper, pencil</p> <p>Rhyming Poem Write the poem below or a short poem on a large piece of paper. I'm Bouncing I'm bouncing, bouncing everywhere, I bounce and bounce into the air. I'm bouncing, bouncing like a ball, I bounce and bounce and then I fall.</p> <p>Early Literacy Storytimes@ your library By: Saroj NadkarniGhoting and Pamela Martin-Diaz</p> <p>Then have your child listen to the poem as you read it and recite it after you.</p>	<p>Small Group: Measuring Objects</p> <p>Materials: Yarn or string, scissors, paper, pencil or crayon, circular objects</p> <p>How Big Around? Invite your child to play a measuring game with you. Discuss that you will be measuring the distance around an object. (It's Circumference) First get a piece of yarn or string and measure your head. Then get another piece of yarn or string and measure around your child's head.</p> <p>Lay the two cut pieces of yarn/string lengths on a piece of paper.</p> <p>Have your child draw the length of the yarn/ string on the paper.</p>	<p>Small Group: Letter Identification</p> <p>Materials: Sticky notes, letter cards, crayon or marker</p> <p>Alphabet Scavenger Hunt On sticky notes write 1 letter each on each sticky note. Have your child cover their eyes while you place the sticky notes around the house. With a letter card have your child name the letter and go find the matching letter. Once all of the matches have been found you can continue with other letters as interest remains.</p>	<p>Small Group: Counting</p> <p>Materials: Paper, pencil, items found around the house</p> <p>Tallying Discuss with your child that they will be learning about tallying. Tallying is a way to count and keep track of information.</p> <p>Have your child decide what they would like to count by making tally marks. Ex. how many plants, how many sinks, how many TV's?</p> <p>Then review your tally lists with your child and discuss which category had more, less, same.</p>	<p>Small Group: Shapes</p> <p>Materials: Geometric shapes found around home. Ex. Cereal box, canned good, oatmeal or grits carton, paper towel tube, cups, ice cream cone</p> <p>I'm thinking of a shape Discuss with your child that you will be examining geometric shapes.</p> <p>Name the geometric shapes and describe their attributes. Cereal box-rectangular prism Oatmeal/Grits carton- Cylinder Paper towel tube- cylinder Ball- sphere Ice cream-cone</p> <p>Talk about the differences and the similarities. The edges, corners, points, faces (flat sides). Then play the</p>

	<p>Then mention that many poems have rhyming words. Reread the rhyming words.</p>	<p>Then talk about which is longer. You can continue this activity using other items and comparing which is longer or shorter. Ex. tissue roll, ball, can,</p>			<p>game by saying I'm thinking of and give clues to the shape without naming it. You can leave the items you found out in front of the child while they guess. You child will have to guess which shape you were describing and name it. Play this game as long as interest remains.</p>
	<p>RECAP/ Social Emotional Learning:</p> <p>Topic: I Like Myself!</p> <p>Materials: Drawing materials</p> <p>Activity: Have your child describe their different attributes (what they look like, what they like to do, what they are good at). Explain what it means to feel proud (when you feel good about something about yourself - something you did, or accomplished that you worked hard at).Ask your child about things they like about themselves or that make them feel proud. Have your student draw a picture of themselves doing something they like or that makes them feel proud.</p>	<p>RECAP/ Social Emotional Learning:</p> <p>Topic: Same and Different.</p> <p>Materials: Gather some objects that may be similar but different (i.e. different shapes and sizes of spoons, different socks, different race cars).</p> <p>Activity: Explain what the terms "same" and "different" mean. Demonstrate how two objects can be the same and different (i.e. both objects are spoons and used for eating, but one is big and one is small). Talk about how people can look different and be good at different things, but may have the same feelings or ideas. Talk about how you and your child are the same and different (or your child and a sibling, friend, etc.)</p>	<p>RECAP/ Social Emotional Learning:</p> <p>Topic: Same and Different Feelings</p> <p>Materials: If possible, have books or magazines that have pictures of people expressing different feelings.</p> <p>Activity: Briefly review the information from yesterday that people may be the same and different, but people may feel the same on the inside. Talk about a situation that made you feel mad. Using pictures, name and describe some different feelings.and talk About situations that can cause people to feel this way. Acknowledge that different people may have different feelings about the same situation, and that's OK.</p>	<p>RECAP/ Social Emotional Learning:</p> <p>Topic: Noticing Feelings</p> <p>Materials: Book of Your Choice</p> <p>Activity: Read a book. Discuss each character's feelings, pointing out facial expressions in the pictures, and character's actions and reaction(s).</p>	<p>RECAP/ Social Emotional Learning:</p> <p>Topic: How Do I Feel?</p> <p>Materials: None</p> <p>Activity: Notice the child's feelings. You can have a child make feeling faces in a mirror. Ask them to name what they are feeling, such as excited, frustrated, and happy. Have them share what is making them feel that way. Ex. I notice that you are frowning. How are you feeling? Why?</p>
	<p>Movement: Use tape on the floor to outline a balance beam and</p>	<p>Movement: Today with your family go outside and bounce like a</p>	<p>Movement: Today, turn on music and</p>	<p>Movement: Today with your family go outside and kick a ball or</p>	<p>Movement: Spell B-A-L-L with Action Alphabet</p>

	<p>have them do various walks along the line, adding in fun props perched on their heads like a stuffed animal or small bean bag</p>	<p>bunny, frog, like a ballerina, bees, bat and a kangaroo.</p> <p>Burn energy with donkey kicks, which you can do with a chair by placing it against a wall so it doesn't move. Kids then put their hands on the chair and jump (animal sounds encouraged).</p>	<p>have a dance party!!</p>	<p>pretend to kick a ball. Make your ball bounce off of your head. Make your ball bounce off of your toes. Make your ball bounce off of your nose.</p>	<p>B 5 alternating elbow to knee touches A 5 jumping jacks L pretend to jump rope 5times L pretend to jump rope 5times backwards</p> <p>Bonus:</p> <p>**Make up movements for the letters in your name</p>
	<p>Read Aloud: Book: Listen to your teacher read <u>The Three Billy Goats Gruff</u> via teacher check-in, phone or use the QR code.</p> <p>Questions: (Tier 1 and Tier 2 Questions)</p> <ul style="list-style-type: none"> - Who were the characters? - What was the setting? - What did the goats like to do? - What was the problem? - What happened at the end of the story? 	<p>Read Aloud: Book: Listen to your teacher read <u>Bounce</u> via teacher check-in, phone or use the QR code.</p> <p>Questions: (Tier 1 and Tier 2 Questions)</p> <ul style="list-style-type: none"> - Who were the characters? - What are ways that the characters bounce? - What type of balls were in the story? - How do you bounce? 	<p>Read Aloud: Book: Listen to your teacher read <u>The Three Billy Goats Gruff</u> via teacher check-in, phone or use the QR code.</p> <p>Questions: (Tier 1 and Tier 2 Questions)</p> <ul style="list-style-type: none"> - Who were the characters? - What was the setting? - What did the goats like to do? - What was the problem? - What happened at the end of the story? 	<p>Read Aloud: Book: Listen to your teacher read <u>Bounce</u> via teacher check-in, phone or use the QR code. Bounce</p> <p>Questions: (Tier 1 and Tier 2 Questions)</p> <ul style="list-style-type: none"> - Who were the characters? - What are ways that the characters bounce? - What type of balls were in the story? - How do you bounce? 	<p>Read Aloud: Book: Listen to your teacher read <u>The Three Billy Goats Gruff</u> via teacher check-in, phone or use the QR code.</p> <p>Questions: (Tier 1 and Tier 2 Questions)</p> <ul style="list-style-type: none"> - Read a few pages and allow students to retell parts of the story. - Occasionally ask, What is happening here? - What happens next?
	<p>Student Favorite Read Aloud</p> <p>Have your child select a story from your house and ask them to discuss the beginning, middle, and end.</p>	<p>Student Favorite Read Aloud</p> <p>Have your child select a story from your house and ask them to discuss the beginning, middle, and end.</p>	<p>Student Favorite Read Aloud</p> <p>Have your child select a story from your house and ask them to discuss the beginning, middle, and end.</p>	<p>Student Favorite Read Aloud</p> <p>Have your child select a story from your house and ask them to discuss the beginning, middle, and end.</p>	<p>Student Favorite Read Aloud</p> <p>Have your child select a story from your house and ask them to discuss the beginning, middle, and end.</p>