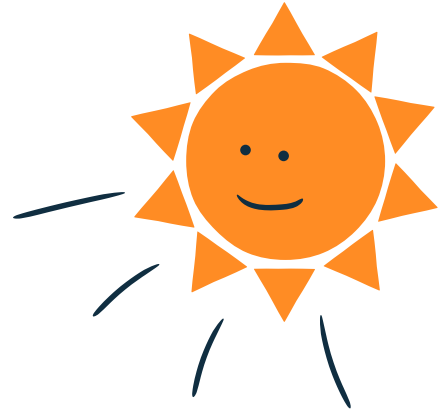


At-Home Summer Guide for Discovery Preschoolers (2 years old)

Week of July 27, 2020

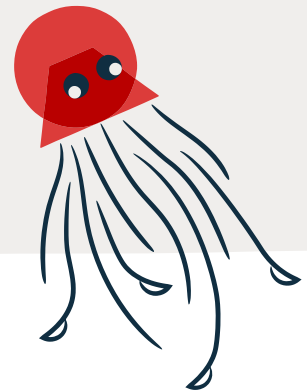
This week wraps up your child's exploration of **Wonderful Water**. The activities in this guide reflect the activities happening in our Discovery Preschool Classrooms. Whether you've returned to your center or you're still learning from home, you and your child can learn together about the wonderful world of water!



This week is all about **animals that live in water**. Books will provide an opportunity for your child to explore the underwater world and the animals that live there. Your child will sing and move along to songs and fingerplays about fish, turtles, and other water-dwellers. And animal patterns will help reinforce the types of animals that live in water while giving your child some practice in recognizing and copying patterns.

The underwater world is **vast and amazing**. If your child is interested, check out some of these live feeds and underwater habitats to see the day-to-day lives of animals that live in water:

- [Monterey Bay Aquarium](#)
- [Aquarium of the Pacific](#)
- [Georgia Aquarium](#)
- [National Aquarium](#)
- [Oregon Coast Aquarium](#)



This Week's Theme:

Wonderful Water

What you'll find in this guide...

We've provided activities similar to what your child would be learning in their center. You and your child can choose your own adventures and do the activities in any order you'd like, repeating and revisiting them as often as you want! Click on the icons below to discover more...



LET'S READ

Books about Animals that Live in Water

Learn about animals that live in water by reading and comparing illustrations in different picture books.



LET'S SING

"Tiny Tim Turtle"

Sing and move along to this song about a turtle named Tiny Tim.



LET'S MOVE

"I'm a Little Fishy"

You and your child create your own movements to accompany this catchy tune.



LET'S CREATE

Animal Patterns

Your child uses images of animals that live in water to copy patterns you create.



GAME TIME

Spot the Differences

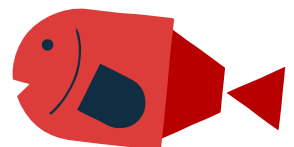
Take a close look to see if you can spot the differences between two images.



LET'S SING

"Five Little Fish"

Sing and move along to this fingerplay about five little fish... or frogs... or turtles.



At-Home Summer Guide for Discovery Preschoolers

Week of July 27, 2020

Getting Ready for the Week: Materials to Gather

Books about Animals that Live in Water:

- Books about animals that live in water, such as, *In One Tidepool: Crabs, Snails and Salty Tails*; *A House for Hermit Crab*; *Over and Under the Pond*; *Hello, World! Ocean Life*; *Splish Splash!*

“I’m a Little Fishy”:

- “I’m a Little Fishy” lyrics

“Tiny Tim Turtle”:

- “Tiny Tim Turtle” lyrics

Animal Patterns:

- [Animal Pattern Cards](#)
- Crayons, markers, or colored pencils (if a printer isn’t available)
- Paper
- Scissors

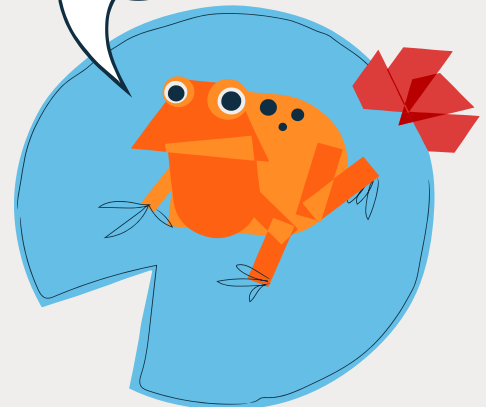
“Five Little Fish”:

- “Five Little Fish” lyrics

Spot the Differences:

- [Spot the Differences images](#)

Tip: At the beginning of your week, gather materials and place them in a container so you’re ready to go!



At-Home Summer Guide for Discovery Preschoolers

Week of July 27, 2020



Let's Read: Books about Animals that Live in Water

Learn about animals that live in water by reading and comparing illustrations in different picture books.



Length of activity:
15 minutes*

* Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult:** High



Level of Prep Required: Low



What you need:

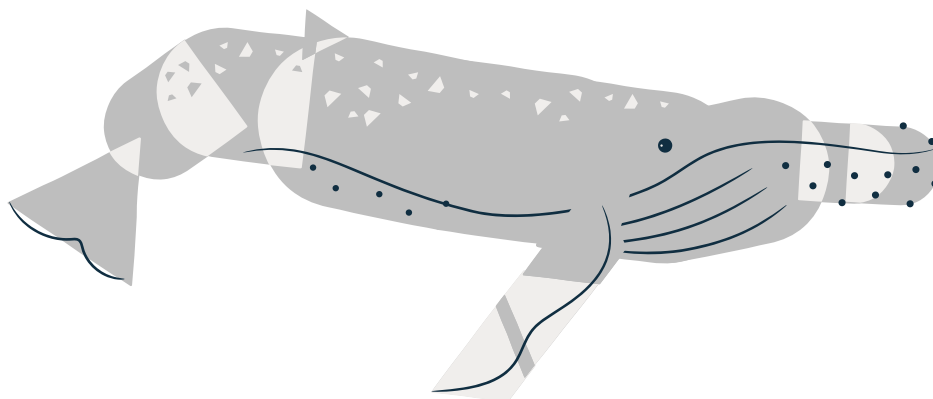
- Books about animals that live in water, such as, *In One Tidepool: Crabs, Snails and Salty Tails*; *A House for Hermit Crab*; *Over and Under the Pond*; *Hello, World! Ocean Life*; *Splish Splash!*

What your child is learning:

- Which animals live in water
- How to make connections between text and illustrations
- The ability to pay attention to text read aloud
- How to ask and answer questions

What you do: Select two or three books to read with your child. Begin the read-aloud of each book by sharing the cover and the title of the book with them and then read the story. Read each book aloud, then go back and look at the illustrations together. Talk with your child about the different illustrations by asking questions, such as:

- What animals live in the water?
- Where else did we see these animals?
- This book shows animals that live in rivers and this one shows animals that live in the ocean, are any of the animals the same?



At-Home Summer Guide for Discovery Preschoolers

Week of July 27, 2020



Let's Move: "I'm a Little Fishy"

You and your child create your own movements to accompany this catchy tune.



Length of activity:
10 minutes*

* Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult: High**



Level of Prep Required: Low



What you need:

- "I'm a Little Fishy" lyrics (below)

What your child is learning:

- How to add creative movement to song
- How to recall information from prior experiences and relate it to current experiences

What you do: Familiarize yourself with the words to "I'm a Little Fish." Tell your child that you're going to sing a song about a fish and ask them where fish live. If needed, remind them that fish live in water. Sing the song once, then ask your child to help you create movements to accompany the song. Repeat each line one at a time and have your child decide on a movement for that line. Assist them in creating movements by asking questions, such as, "What could we do to show that the fish is little?" or "What movements can we do to show that we are swimming?" After you've created movements for each line, sing the song again while performing the movements and encourage your child to sing and move along.

"I'm a Little Fishy"
(sung to the tune of
"I'm a Little Teapot")

I'm a little fishy; I can swim.
Here is my tail; here is my fin.
When I want to have fun with my friends,
I wiggle and my tail and dive right in.

At-Home Summer Guide for Discovery Preschoolers

Week of July 27, 2020



Let's Sing: "Tiny Tim Turtle"

Sing and move along to this song about a turtle named Tiny Tim.



Length of activity:
10 minutes*

* Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult:** High



Level of Prep Required: Low



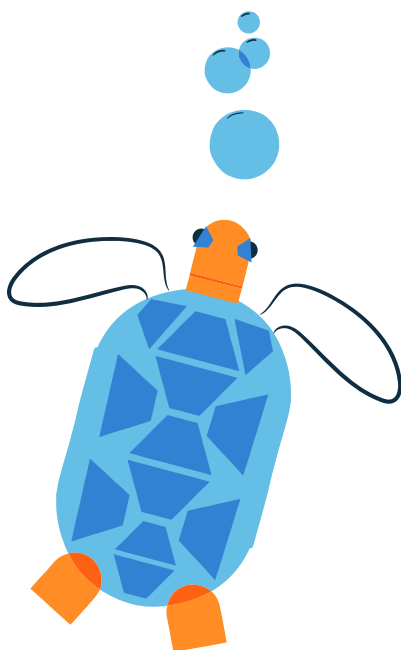
What you need:

- "Tiny Tim Turtle" lyrics (below)

What your child is learning:

- How to add creative movement to song
- How to recall information from prior experiences and relate it to current experiences

What you do: Familiarize yourself with the words and movements to "Tiny Tim Turtle." Tell your child that you're going to sing a song about a turtle and ask them where turtles live. If needed, remind them that turtles live in water. Share that you're also going to do some movements that go along with the words of the song. Sing the song and perform the movements. Then repeat the song a few more times and as your child becomes familiar with the words and movements, invite them to sing and move along.



"Tiny Tim Turtle"

I have a little turtle; his name was Tiny Tim.

(put hands together like you're holding a little turtle)

I put him in the bathtub to see if he could swim.

(move hands and arms in swimming motion)

He drank up all the water—glub, glub, glub!

(pretend to drink)

He ate up all the soap—slurp, slurp, slurp!

(pretend to eat)

He woke up in the morning with a bubble in his throat—

Bubble, bubble, bubble, POP!

(start with fingertips together forming a bubble shape with your hands, expand the bubble each time you say the word and then clap when you say "POP!")

At-Home Summer Guide for Discovery Preschoolers

Week of July 27, 2020



Let's Create: Animal Patterns

Your child uses images of animals that live in water to copy patterns you create.



Length of activity:
15 minutes*

* Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult:** High



Level of Prep Required: Medium



What you need:

- [Animal Pattern Cards](#)
- Crayons, markers, or colored pencils (if a printer isn't available)
- Paper
- Scissors

What your child is learning:

- To recognize and copy simple patterns
- To name simple shapes, objects, and colors
- To use expressive vocabulary and develop understanding of words that describe position or order of objects

What you do: Print one set of the [animal pattern cards](#) and cut them out. If a printer isn't available, you can create pattern cards by drawing similar sets of images on paper and cutting them out.

Sit with your child on the floor or at a table. Show them one of each card and help them to identify the animal on the card. Ask them what the animals on the cards have in common. Share that each of these animals lives in water.

Begin by creating an ABABAB pattern using only two of the animals, such as turtle, frog, turtle, frog, turtle, frog. Ask your child to name each of the cards in order.

Confirm the pattern created and ask your child to use the remaining cards to copy the pattern, placing their cards below the original pattern so that they are able to self-check their choices. Explain: "These cards make the pattern turtle, frog, turtle, frog, turtle, frog. Can you copy that pattern? What card comes first? A turtle card comes first. Find a turtle card and place it here, below this card."

Continue guiding your child as needed until they have completely copied the pattern. Create additional ABABAB patterns for your child to copy, such as fish, frog, fish, frog, fish, frog or starfish, turtle, starfish, turtle, starfish, turtle.



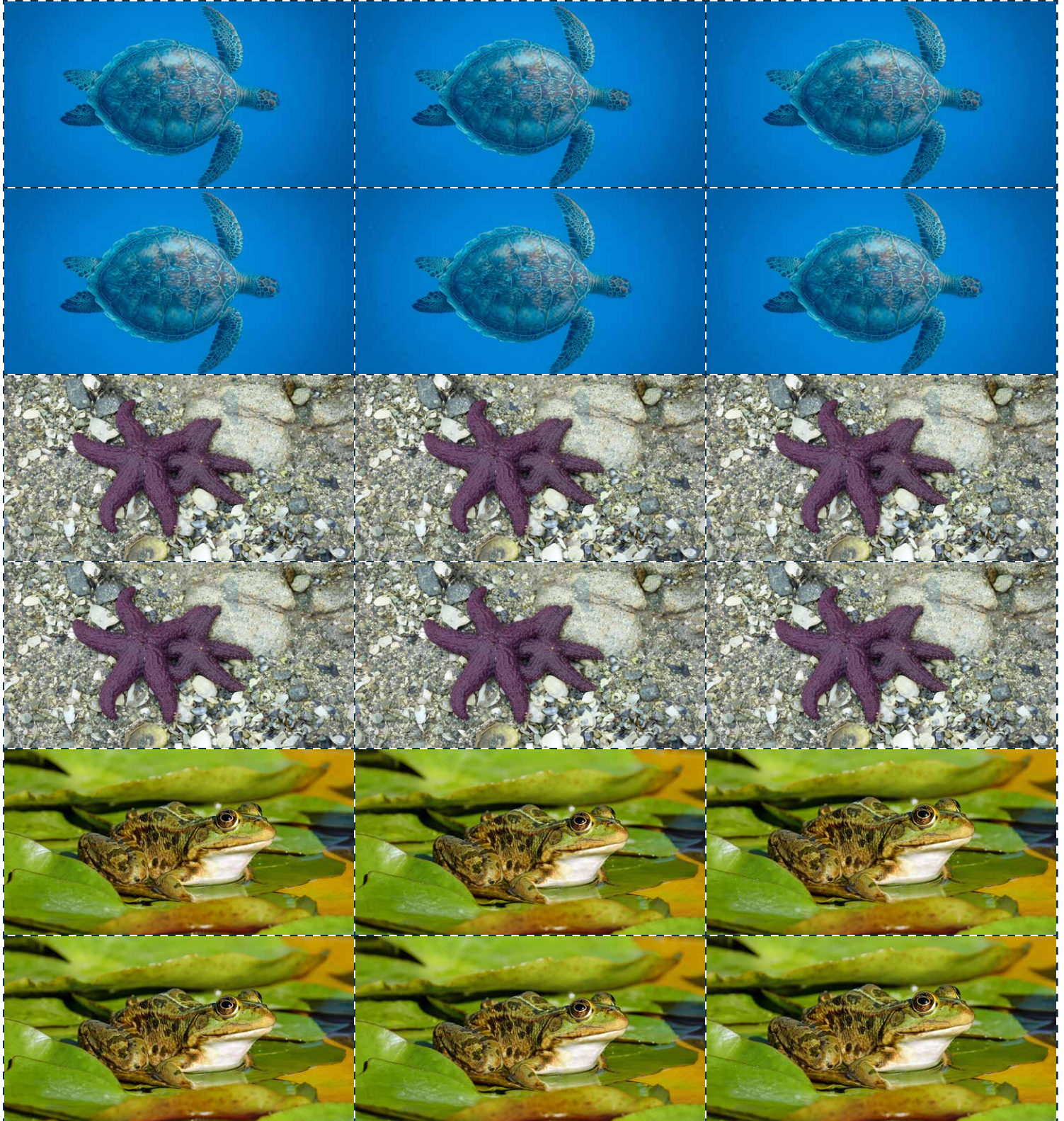
Social and Emotional Learning

Copying patterns may be frustrating for your child. Watch how they respond to the task of copying the pattern and placing the cards, check in with them as needed to talk about their frustrations. If your child is not ready to copy the pattern, simply showing them the pattern and helping them to name the animals is still great practice!

At-Home Summer Guide for Discovery Preschoolers

Week of July 27, 2020

Animal Patterns



At-Home Summer Guide for Discovery Preschoolers

Week of July 27, 2020



Let's Sing: "Five Little Fish"

Sing and move along to this fingerplay about five little fish... or frogs... or turtles.



Length of activity:
10 minutes*

* Duration will vary depending on your child's interest.

Level of Engagement Required by Adult: High



Level of Prep Required: Low



What you need:

- "Five Little Fish" lyrics (below)

What your child is learning:

- How to add creative movement to song
- How to recall information from prior experiences and relate it to current experiences
- An understanding of positional words

What you do: Familiarize yourself with the words and movements to "Five Little Fish." Tell your child that you're going to sing a song about fish and ask them where fish live. If needed, remind them that fish live in water. Share that you're also going to do movements to go along with the words of the song. Sing the song and perform the movements. Then repeat the song a few more times and as your child becomes familiar with the words and movements, invite them to sing and move along. Then ask your child what other animals live in the water. Repeat the song replacing "fish" with one of the animals your child named. You can use the same hand movements while you sing about five little frogs, five little turtles, or five little whales.

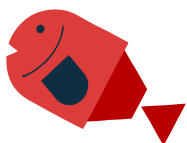
"Five Little Fish"

Five little fish went swimming one day, (clasp hands and move like a fish)
Down to the river and into the bay. (move clasped hands like a fish swimming downward)

They swam fast, they swam slow. (move clasped hands fast, then slow)
Five little fish, see how they go! (move clasped hand fast)

They swam low, they swam high, (move clasped hands low, then high)
And passed other creatures swimming by. (move clasped hands like a fish)

They swam left, they swam right, (move clasped hands left, then right)
Five little fish said, "Good night!" (put hands by side of face as if going to sleep)



At-Home Summer Guide for Discovery Preschoolers

Week of July 27, 2020



Game Time: Spot the Differences

Take a close look to see if you can spot the differences between two images.

Look at the top image with your child and talk about the animals you see. What are the names of these animals? Where do these animals live? Then look at the bottom image with your child and ask them what is different from the top image. Can the two of you spot the six differences?

