





Learning Experiences for Nā Kula Kamali‘i

Language & Literacy Learning Experiences	Directions	Materials														
<p>Choose a story from the website: OR pick a keiki book from your personal library</p> <p>Objectives:</p> <ul style="list-style-type: none"> To read a book together To practice comprehension skills (e.g. prediction, recall) To gain new vocabulary To represent ideas and stories through pictures/dictations 	<ul style="list-style-type: none"> Sit with your keiki and make predictions about what the story may be about based on the cover. Read the story aloud to your keiki. Introduce 3 new vocabulary words or concepts to your keiki. Have your keiki draw/write about the events in the story or what they liked best. 	<ul style="list-style-type: none"> Device to access online book OR book Writing/Drawing supplies 														
<p>Scavenger Hunt: Find 5 items that are a specific color</p> <p>Objectives:</p> <ul style="list-style-type: none"> To build color vocabulary and identification To follow directions Uses pictures, letters, and symbols to convey meaning To communicate observations through representation and drawings To gain awareness of the environment 	<ul style="list-style-type: none"> Either indoors or outdoors determine a safe area to search for the designated color. Ask your keiki to identify the objects and its use. Have your keiki record their findings (writing and/or drawing). 	<ul style="list-style-type: none"> Safe area Writing/Drawing materials <p>Color choices/vocabulary:</p> <table border="0"> <tr> <td>red/‘ula‘ula</td> <td>yellow/melemele</td> </tr> <tr> <td>purple/poni</td> <td>blue/polū</td> </tr> <tr> <td>black/‘ele‘ele</td> <td>pink/‘ākala</td> </tr> <tr> <td>orange/‘alani</td> <td>white/ke‘oke‘o</td> </tr> <tr> <td>grey/‘āhinahina</td> <td></td> </tr> <tr> <td>green/‘ōma‘oma‘o</td> <td></td> </tr> <tr> <td>brown/maku‘e</td> <td></td> </tr> </table>	red/‘ula‘ula	yellow/melemele	purple/poni	blue/polū	black/‘ele‘ele	pink/‘ākala	orange/‘alani	white/ke‘oke‘o	grey/‘āhinahina		green/‘ōma‘oma‘o		brown/maku‘e	
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<p>Treasure Hunt: Find a familiar object</p> <p>Objectives:</p> <ul style="list-style-type: none"> To show understanding of and use of positional words To show understanding of and describes location of things in the environment To follow two-step directions 	<ul style="list-style-type: none"> Hide a familiar object in a safe area (i.e, front yard, in the house) Give your keiki simple two-step verbal directions to find the object (i.e., Go down the hallway 10 steps, turn right or mauka) <p>Extension: keiki hide objects and give directions to find object</p>	<ul style="list-style-type: none"> Safe area Familiar objects 														
<p>Now Hear This!</p> <p>Objectives:</p> <ul style="list-style-type: none"> To listen with meaning To follow two- or three-step directions 	<ul style="list-style-type: none"> Choose a version of game and invite keiki to play <ul style="list-style-type: none"> <i>Beginner:</i> Perform a simple “body-sound” pattern such as clap, clap, snap, clap, clap, snap. Have your child repeat it. Invite your 	<ul style="list-style-type: none"> Various materials, objects, toys, around the home 														


Learning Experiences for Nā Kula Kamali‘i

<ul style="list-style-type: none"> • To use and build concentration and memory skills • To recognize and use complex language patterns in speech 	<p>child to repeat several different patterns.</p> <ul style="list-style-type: none"> ○ <i>Intermediate:</i> Give your child two or more verbal directions in a row, such as “touch your nose and then your head”. Have your child perform the actions. Advance to more complicated instructions such as “touch your head twice, then turn around.” ○ <i>Advanced:</i> Say several words in a specific order. Have your child repeat the words you say in the same order. Examples could include, “two, four, six, eight”, or “Pua ate a pickle in the patio.” 	
<p>Color Search</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To build color vocabulary and identification • To use one-to-one correspondence with matching of colors • To recognize the purposes for writing • To gain awareness of the environment 	<p>Prep: Write color word labels on small index cards for keiki to place on items.</p> <ul style="list-style-type: none"> • Go on a color search with your keiki. • Have keiki place color cards on corresponding/matching color item <p>Extension: Write the Hawaiian words on the back of the English color words. Invite keiki to name the Hawaiian words for each color.</p>	<ul style="list-style-type: none"> • Index cards • Bold markers to label cards • Hawaiian color words list <p>red/‘ula‘ula yellow/melemele blue/polū pink/‘ākala purple/poni black/‘ele‘ele orange/‘alani white/ke‘oke‘o grey/‘āhinahina green/‘ōma‘oma‘o brown/maku‘e</p>
<p>Tell me a Story</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To support and stimulate imagination and curiosity • To develop and build an appreciation and value of stories and books • To build and use comprehension skills • To use and build expanded vocabulary 	<ul style="list-style-type: none"> • Share in story telling with your keiki. Begin by coming up with an introduction (example: there once was a boy with a dog...) then let your keiki add to the story by saying “your turn” and letting your child come up with something to add. Take turns adding to the story. 	


Learning Experiences for Nā Kula Kamali‘i

<p>Prepositional Box</p> <p>Objective:</p> <ul style="list-style-type: none"> To show understanding of and use positional words 	<ul style="list-style-type: none"> Find a small box such as a shoe box or empty cereal box. Give your child directions using positional phrases (phrases that include directional words). Have your child use a small object such as a small toy or block to show the action. <ol style="list-style-type: none"> Possible directions: “Place the ___...” on top of the box in the box at a corner of the box behind the box in front of the box on the side of the box next to the box beside the box under the box <p>Extension: Have your child give directions and/or describe placement of object</p>	<ul style="list-style-type: none"> Small box Small object such as a toy or block
<p>Letter-of-the-Day (Letter-of-the-Week)</p> <p>Objectives:</p> <ul style="list-style-type: none"> To build letter recognition skills To use letter-like shapes, symbols, and letters to convey meaning To develop phonological awareness 	<p>Preparation:</p> <ul style="list-style-type: none"> Create a visual of the alphabet (write the letters of alphabet in order on a line) Draw lines on paper for keiki to practice writing the letter <p>Directions:</p> <ul style="list-style-type: none"> Sing or read through the alphabet line (identifying each letter as you point to it) with your keiki Invite keiki to select a letter he/she wants to focus on for the day/week Write the capital and lowercase of the chosen letter for keiki to see chosen letter <p>Activities:</p> <ul style="list-style-type: none"> Letter hunt: keiki to walk around your hale and find the chosen letter (capital, lowercase, or both) Read a book together, pointing to the words as you read them. Invite keiki to find the letter in the print in story Trace, Copy, Write letter: 	<ul style="list-style-type: none"> Create visuals of the alphabet by writing the letters of the alphabet in both capital and lowercase for keiki to see (e.g. Aa Bb Cc,...) Paper Writing tool (e.g. pencil, pen)




Learning Experiences for Nā Kula Kamali‘i

	<p>Prep: write the capital and lowercase for keiki to trace (can write it several times, depending on need of your keiki); draw a line for keiki to copy the letter; draw a line for keiki to write letter on their own</p> <p>Invite keiki to Trace, Copy, Write</p> <ul style="list-style-type: none"> ● Letter Sound: Introduce sound of the letter (e.g. b makes a /b/ sound for /b/ball) ● Play the Name rhyming game: Keiki says his name and changes beginning sound of name to the letter sound, invite keiki to do with other names (e.g. Kalani Balani, mommy bommy; sister bister, keiki beiki) ● Invite keiki to come up with a letter alliteration phrase (e.g. big brown bear brought bigger books; big blue box brings bugs) ● invite keiki to come up with list of other words that begin with same sound/letter; write list of words down (or keiki can copy/write words), invite keiki to circle the letter in the word ● Find the letter in names: Keiki find or write his/her name, identify if the chosen letter is in his/her name; find/write ‘ohana member names and see if the letter is in their names ● Letter Object Hunt: find objects around hale that begin with the letter/sound 	
<p>First or Last?</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To use positional words such as first, second, last, etc. ● To practice observation skills ● To use complete sentences 	<ul style="list-style-type: none"> ● Say to your child, “Look at me and watch what I do.” Then touch your nose and close your eyes. ● Say, “Tell me what I did first.” Example: “First, you touched your nose.” ● Ask your child what you did last. 	

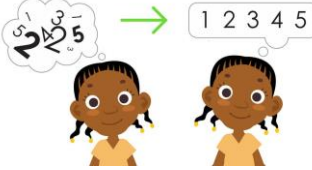
Learning Experiences for Nā Kula Kamali‘i

	<ul style="list-style-type: none"> Do three actions and ask your child to tell you what you did first, second, and last. Take turns and let your child do the actions. Tell him/her what he/she did first, second and last. Encourage your child to speak in complete sentences. 																																	
<p>Print Awareness</p> <p>Objectives:</p> <ul style="list-style-type: none"> To show beginning control of writing, drawing, and art tools To develop knowledge of letters To use letter-like shapes, symbols, and letters to convey meaning 	<ul style="list-style-type: none"> Use a metal cookie sheet and magnetic letters for keiki to spell out words Talk about everyday print: “S” for Sesame Street, “M” for McDonald’s” etc. Have keiki help with shopping list or menu planning Encourage to write a letter to a friend or his/her kumu, which they can give upon return to school 	<ul style="list-style-type: none"> Magnetic letters Writing supplies, scrap paper, greeting cards, envelopes, small notebooks Writing tools such as markers, crayons, pencils 																																
<p>Opposite Hunt: Identify Opposites within the Hale</p> <p>Definition: An opposite can be the other side of, reverse of, or something contrary to anything, in which case the two words are antonyms of each other</p> <p>Objectives:</p> <ul style="list-style-type: none"> To gain knowledge of opposite words To use expanded vocabulary To show eagerness and curiosity as a learner 	<ul style="list-style-type: none"> Introduce (or review) what an opposite is, provide an example or two Invite keiki to go on an opposite hunt and provide an opposite word (i.e., open) Keiki are to explore their hale and identify a situation or object that represents the opposite (i.e., closed) <ul style="list-style-type: none"> Repeat steps 2 and 3 <p>Extension: Invite keiki to move their body to a pair of opposite words (i.e., fast/slow, high/low, straight/wiggly)</p>	<p>Possible Opposite Pairs:</p> <table border="0"> <tr> <td>up and down</td> <td>black and white</td> </tr> <tr> <td>on and off</td> <td>push and pull</td> </tr> <tr> <td>in and out</td> <td>wet and dry</td> </tr> <tr> <td>large and small</td> <td>happy and sad</td> </tr> <tr> <td>sad big and little</td> <td>over and under</td> </tr> <tr> <td>long and short</td> <td>high and low</td> </tr> <tr> <td>front and back</td> <td>thick and thin</td> </tr> <tr> <td>tall and short</td> <td>broad and narrow</td> </tr> <tr> <td>clean and dirty</td> <td>hot and cold</td> </tr> <tr> <td>new and old</td> <td>heavy and light</td> </tr> <tr> <td>full and empty</td> <td>more and less</td> </tr> <tr> <td>in front and behind</td> <td>near and far</td> </tr> <tr> <td>shiny and dull</td> <td>left and right</td> </tr> <tr> <td>top and bottom</td> <td>fast and slow</td> </tr> <tr> <td>north and south</td> <td>loud and soft</td> </tr> <tr> <td>boy and girl</td> <td>sweet and sour</td> </tr> </table>	up and down	black and white	on and off	push and pull	in and out	wet and dry	large and small	happy and sad	sad big and little	over and under	long and short	high and low	front and back	thick and thin	tall and short	broad and narrow	clean and dirty	hot and cold	new and old	heavy and light	full and empty	more and less	in front and behind	near and far	shiny and dull	left and right	top and bottom	fast and slow	north and south	loud and soft	boy and girl	sweet and sour
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<p>Mathematical Thinking Learning Experiences</p>	<p>Directions</p>	<p>Materials</p>																																
<p>Make playdough</p> <p>Objectives:</p> <ul style="list-style-type: none"> To gain math and measurement skills (e.g. counting, sizes, shapes) To use and increase vocabulary 	<ul style="list-style-type: none"> Choose a recipe Discuss the various ingredients and measurements Use the playdough to mold various animals from the kai 	<ul style="list-style-type: none"> Ingredients from recipe Measurement and mixing tools 																																




Learning Experiences for Nā Kula Kamali‘i

<ul style="list-style-type: none"> ● To explore and use senses and simple tools ● To strengthen fine motor skills 	<ul style="list-style-type: none"> ● Talk about size, characteristics and texture of the animal <p>Extension: Ask keiki to make different shapes or letters using the playdough.</p>	
<p>Pattern Hunt: Find 3 patterns in your environment</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To identify patterns in the environment ● To communicate observations and understanding through representation and drawings 	<ul style="list-style-type: none"> ● Designate a safe area to search for patterns. ● Have your keiki find and identify 3 different patterns. Provide support as needed. ● Have your keiki record their findings (writing and/or drawing). 	<ul style="list-style-type: none"> ● Safe area ● Writing/Drawing materials 
<p>Sorting: Sort objects by various characteristics such as size, color and function</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To sort objects into subgroups that vary by one or two attributes 	<ul style="list-style-type: none"> ● Identify the objects to be sorted. ● Explain to your keiki that s/he will need to sort the objects. Model and/or provide support as needed. ● Have your keiki sort the objects in a different way. <p>Challenge: Sort objects by two characteristics</p>	<ul style="list-style-type: none"> ● Area to work ● Objects/materials at home to sort (e.g., laundry, toy blocks, toy cars, rubberbands, M&Ms, leaves) 
<p>Number Sequencing: Count and sequence numbers in order for 1-10 or 11-20</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To recognize or identify number symbols ● To count with one-to-one correspondence ● To sequence numbers in numerical order ● To combine and apply number recognition and sequencing skills 	<p>Preparation:</p> <ul style="list-style-type: none"> ● Write numbers 0-10 on individual cards (one card per number) ● Depending on skill level of your keiki, number cards for numbers 11-20 can be made/used in addition or instead of 0-10 <p>Directions:</p> <ul style="list-style-type: none"> ● Keiki to count the number cards and identify the numbers. ● Keiki (Help him/her as needed) to line the squares up on the floor or table in order from 0 to 10 or 11-20. ● Once numbers in order, have keiki count 0 to 10 while he/she 	<ul style="list-style-type: none"> ● Index cards or strips of paper to write numbers 0-10 and/or 11-20




Learning Experiences for Nā Kula Kamali‘i

	<p>points to the appropriate squares.</p> <p>Extension #1: Missing number</p> <ul style="list-style-type: none"> Line up three numbers with a missing number and ask your keiki to identify the missing number. (For example, line up 1, 2, <u> </u>, 4 and have him/her figure out the missing number) Repeat with 3-4 different groups of numbers <p>Extension#2: Trio Order</p> <ul style="list-style-type: none"> Pull out three sequential numbers (for example, 3, 4, 5) and mix them up. Keiki to line them up in proper numerical order (provide help as needed). Repeat with different groups of numbers. (Some examples: 0, 1, 2; 7, 8, 9; 4, 5, 6; etc...) <p>* <u>Challenge:</u> Try lining up the numbers backwards in numerical order (For example: 3, 2, 1; 10, 9, 8; 7, 6, 5; etc...)</p>											
<p>Find the Quantity: Find the quantities for numerals 1-10 or 11-20</p> <p>Objectives:</p> <ul style="list-style-type: none"> To count with one-to-one correspondence To count out specific quantities To match specific quantities with their corresponding number symbol To recognize or identify number symbols To sequence numbers in numerical order 	<p>Preparation:</p> <ul style="list-style-type: none"> Write numbers 0-10 on individual cards (one card per number) Depending on skill level of your keiki, number cards for numbers 11-20 can be made/used in addition or instead of 0-10 <p>Directions:</p> <ul style="list-style-type: none"> Stack the number cards in a pile, face down, keiki to pick a card from the top of the pile. Keiki identify the number and represent the quantity with things from around the house. Examples: 10 forks, 8 slippers, 2 pillows, 7 pencils 3. Repeat for all cards 0-10 <p>* <u>Challenge:</u> As he/she finds the items, ask your keiki to line the number card and items up on the floor in numerical order from 0-10.</p>	<ul style="list-style-type: none"> Index cards or strips of paper to write numbers 0-10 and/or 11-20 <table border="1" data-bbox="1133 1192 1528 1436"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10
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6	7	8	9	10								
<p>Jumping Bean Game: Talking about colors/numbers/shapes</p>	<p>Purpose: fun game to talk about colors/numbers/shapes</p>	<ul style="list-style-type: none"> Paper or cardboard Markers 										



Learning Experiences for Nā Kula Kamali‘i

 <p>Jumping Beans!</p> <p>Objectives:</p> <ul style="list-style-type: none"> To build shape, color, number recognition skills To interact and work cooperatively with others 	<p>Preparation:</p> <ul style="list-style-type: none"> cut 25 strips of paper or cardboard on bottom of 5 strips draw a little “jumping bean” on bottom of the other strips draw numbers, letters, shapes, etc. place all of the strips standing upright in a box or container with the pictures at the bottom <p>Game:</p> <ul style="list-style-type: none"> Have keiki pull out one strip and identify the information (shape/color/number/etc.) If keiki draws a bean, he/she shouts “jumping bean!” Everyone stands up and jumps up and down Continue with game as each strip is pulled from container 	<ul style="list-style-type: none"> Scissors Container (can/box/cup)
<p>Non-Standard Measurements</p> <p>Objectives:</p> <ul style="list-style-type: none"> To explore and use instruments for measuring To use words and representations to record mathematical data 	<p>Together with you keiki</p> <ul style="list-style-type: none"> Select an item (that has a straight line) to be your measuring tool. Make a list of things around your house that you can measure <ul style="list-style-type: none"> Record your measurements Here are some suggestions: bed, dresser, television, bathtub, door, window, chair 	<ul style="list-style-type: none"> Various objects to measure with Various objects to measure 
<p>Shorter or Longer?</p> <p>Objectives:</p> <ul style="list-style-type: none"> To explore and use instruments for measuring To explore and use measurement concepts (e.g. length, height, weight) To make comparisons among objects To use understanding of number and quantity 	<ul style="list-style-type: none"> Place a pencil on the table. Ask your child to name three things in the house that are longer than the pencil and three things that are shorter? Repeat with different objects <p>Extension: Repeat steps to measure and compare objects for height and weight</p>	<ul style="list-style-type: none"> Various objects to measure 
<p>Counting Steps</p> <p>Objectives:</p> <ul style="list-style-type: none"> To count with one-to-one correspondence 	<ul style="list-style-type: none"> Ask your keiki to count his/her steps from the kitchen to the front door Have an adult do the same. 	


Learning Experiences for Nā Kula Kamali‘i

<ul style="list-style-type: none"> ● To use understanding of number and quantity ● To make numerical predictions/estimates ● To compare quantities and number ● To show and use understanding of measurement 	<ul style="list-style-type: none"> ● Have keiki identify which person took more steps? Why? ● Ask your keiki to estimate his/her steps to other places in or out of the house and then count the actual number. (i.e. front door to mailbox, bed to the toilet, etc.) ● Confirm estimation by having keiki count his/her actual steps ● Have keiki make comparisons or notice differences between the estimated and actual number ● Repeat steps as much as desired 	
<p>Measure Up!</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To orders, compare, and describe objects according to a single attribute such as size ● To use understanding of number and quantity ● To build or use understanding of more or less ● To make sense of problems and use simple strategies to solve them; logical reasoning 	<ul style="list-style-type: none"> ● Wrap a piece of string around your keiki’s waist and cut it to size ● Invite your keiki to search the house and find three objects that are approximately the same length as the string. ● Have your keiki find three objects that are longer than the string. ● Encourage your keiki to find three things that are shorter than the string. 	
<p>Science & Technology Learning Experience</p>	<p>Directions</p>	<p>Materials</p>
<p>Flashlight Fun</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To use senses and simple tools for exploration and investigation ● To explore and describe light ● To communicate experiences, observations, and ideas with others through conversations, representations, and/or behavior 	<p>In the dark or at night, invite your keiki to</p> <ul style="list-style-type: none"> ● Explore using the flashlight around the house ● Create shadows and shadow puppets, etc. ● Describe observations ● Make comparisons ● Think of explanations for observations ● Record observations 	<ul style="list-style-type: none"> ● Flashlights 
<p>Shadow Exploration</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To use senses and simple tools for exploration and investigation ● To explore and describe light 	<p>Outside in the yard, invite your keiki to</p> <ul style="list-style-type: none"> ● Lay down on sidewalk and trace around keiki’s body ● Build a structure in the sun and notice the shadow outline ● Stand and make shadows and compare with others 	<ul style="list-style-type: none"> ● Chalk



Learning Experiences for Nā Kula Kamali‘i

<ul style="list-style-type: none"> ● To observe and explore the sky and earth elements ● To communicate experiences, observations, and ideas with others through conversations, representations, and/or behavior 	<ul style="list-style-type: none"> ● Describe observations ● Think of explanations for observations ● Record observations 	
<p>Disappearing Act</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To explore and describe properties of objects ● To use and apply understanding of object permanence ● To develop and strengthen visible and invisible displacement ● To gain and use observation and memory skills 	<ul style="list-style-type: none"> ● Gather eight familiar objects from around the house. You can use small toys, comb, books, stuffed animals or even silverware. ● Lay them out on the floor and have your keiki study them. Have him/her describe the objects by their name, color, shape, or any other noticeable features. ● Ask your keiki to leave the room or close his/her eyes. ● When he/she is gone, hide one of the objects from the group. ● Ask your keiki to return and have him/her identify the object that disappeared (is missing). <p>Variations: Use more/less objects, move the objects around after your child studies them</p>	<ul style="list-style-type: none"> ● Various materials, objects, toys, around the home
<p>Paper Airplane Fun</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To explore the properties of objects and materials, and how they change ● To explore how objects and materials move in different circumstances ● To explore and use measurement concepts (e.g. length, height, weight) ● To use words and representations to record mathematical data ● To use fine motor strength and control ● To use eye-hand coordination 	<ul style="list-style-type: none"> ● Invite keiki to create various types of paper airplanes (google designs if necessary) <ul style="list-style-type: none"> ○ use different types of paper ○ create various sizes of paper ● Have keiki observe how they fly, compare ● Have keiki observe how far or how high they go ● Measure distances of airplanes in different ways (e.g. counting steps; use of standardized tool such as a ruler; or use of non-standard tool, such as a toy or paper) 	<ul style="list-style-type: none"> ● Various types of paper in various sizes ● Toys, materials, measurement tools 

Learning Experiences for Nā Kula Kamali‘i

<p>Sensory Activity: Goop</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To explore the properties of objects and materials and how they change ● To use senses to explore ● To communicate experiences, observations, and ideas with others through conversation and expanded vocabulary 	<ul style="list-style-type: none"> ● Mix together: <ul style="list-style-type: none"> ○ 2 parts water ○ 5 parts cornstarch ○ food coloring (optional) ● Use a large bowl or tray to place mixture. You and your keiki can discover the amazing properties of this mixture for a fun tactile experience. ● As you experiment with the mixture, focus on various vocabulary words with your keiki. 	<ul style="list-style-type: none"> ● Water ● Cornstarch ● Food coloring ● Bowl or tray <p>Vocabulary words: gooey, hard, runny, slippery, soft, drippy, etc</p>
<p>At home finger painting</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To explore and use senses and simple tools to explore solutions to problems ● To follow directions ● To gain and follow safety rules ● To gain and apply math and measurement skills (e.g. counting, sizes, shapes, sequencing) ● To use a variety of art materials for exploration and self-expression ● To use and build fine motor skills and coordination ● To communicate experiences, ideas, stories, and representations with others 	<ul style="list-style-type: none"> ● Follow the finger paint recipe (included) ● Allow keiki to help you mix the ingredients safely. ● Teach keiki about safety in the kitchen. ● Give keiki rules - (ex. tell keiki where they can and can't paint, what they can use to paint with). ● Let keiki paint on paper or a tray. You can leave it open ended or ask keiki about a story you just read together. ● Ask keiki to tell you about their painting. ● As an alternative let keiki paint or stamp with household objects (ex. empty spool of thread, toy car, toothpick, straw, leaf, hala brush, etc) 	<ul style="list-style-type: none"> ● Ingredients to make fingerpaints ● Paper or tray to paint on ● Reusable household items for painting with and stamping <p>Recipe: 1/2 cup boiling water 2 tbsp. cornstarch 6 tbsp. cold water Food coloring</p> <p>Dissolve cornstarch in cold water in a cup. Add mixture to boiling water. Stir constantly. Heat mixture until it becomes glossy. Add food coloring. Cool completely before using.</p>
<p>Be a Kitchen Detective!</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To use senses to observe and investigate the environment and materials ● To gain and use expanded vocabulary to label or describe 	<ul style="list-style-type: none"> ● Have your keiki explore your kitchen to find: <ul style="list-style-type: none"> ○ Canned items (how many-fruit, vegetables, etc.) ○ In the refrigerator: liquids, fruits, 	<ul style="list-style-type: none"> ● Paper (for tally if necessary) ● Pen (for recording tallies)

Learning Experiences for Nā Kula Kamali‘i

<ul style="list-style-type: none"> ● To show understanding of and use of positional words ● To show understanding of and describes location of things in the environment ● To counts objects ● To use math symbols to represent number and quantity 	<ul style="list-style-type: none"> ○ vegetables, food groups, etc. ○ Cabinets/Shelves: pots, pans, plates, bowls, cooking utensils, etc.) ○ Other tools/categories ● Have your keiki identify each item and describe where they found it ● Have your keiki tally/count how many of each item they found 	
<p>House Hunt</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To use senses to observe and investigate the environment and materials ● To gain and use expanded vocabulary to label or describe ● To show understanding of and use of positional words ● To show awareness of the environment ● Counts objects ● To recognize and/or describe various shapes ● To use math symbols to represent number and quantity 	<ul style="list-style-type: none"> ● Have you keiki explore and walk around the house to: <ul style="list-style-type: none"> ○ Count how many windows, doors, light switches, etc. ○ Things that are square, circles, etc. ○ Things that are red, yellow, etc. ○ Things of other things to count or find ● Have your keiki describe and/or identify each item ● Have your keiki tally/count how many of each item they found 	<ul style="list-style-type: none"> ● Paper (for tally if necessary) ● Pen (for recording tallies)
<p>Technology Snapshot</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To use and build awareness of technology ● To communicate observations, thoughts, and ideas, through conversations, representation, and technology ● To gain and show awareness of the environment ● To journal and develop understanding of time and events ● To begin to describe and reflect on self-direction actions and learning 	<ul style="list-style-type: none"> ● Have your keiki use an i-Pad or cell phone to: <ul style="list-style-type: none"> ○ Capture/take a picture and talk about something alive (bug, a bird flying, etc.) ○ Captur/take a picture of two different items/objects and compare the two ○ Create a “photo-journal” of each day out of school-what you are doing, learning, etc. 	<ul style="list-style-type: none"> ● Ipad or phone 
<p>Purple Cabbage Science Experiment</p>	<p>Preparation:</p>	<ul style="list-style-type: none"> ● Purple cabbage

Learning Experiences for Nā Kula Kamali‘i

Objectives:

- To explore the properties of objects and materials, and how they change
- To communicate experiences, observations, and ideas with others through conversation
- To make meaning from explorations
- To generate ideas and solutions based on own observations



- Cut up purple cabbage and place in a pot filled with water. Boil until cabbage is soft and the water becomes purple.
- Remove cooked cabbage. Save the purple water for the experiment.
- Place lemon juice, baking soda, cornstarch and salt in small individual containers or paper cups.

Directions:




- Give keiki a tray with the following
 - 1 clear 8 oz. cup that is half filled with purple cabbage juice
 - 1 small container of baking soda
 - 1 small container of salt
 - 1 small container of cornstarch
 - 1 small container of lemon juice with eye dropper
 - 1 small spoon
- Keiki can experiment by adding a small amount of the different ingredients to the purple cabbage juice one at a time (each ingredient will have a different reaction with the purple cabbage juice, turning it different colors)

Extensions:


- Predict what will happen before adding each ingredient.
- Ask questions: What happened? Why do you think that happened? How can you change it? Can you change it back?
- Discuss the cause and effect of the experiment. (When you did this, this happened.)
- Look for keiki eagerness and joy in discovery. Write down their responses to the questions or

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- Cornstarch
- Salt
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Learning Experiences for Nā Kula Kamali‘i

	<p>comments that reflect their thinking.</p>	
<p>Nature Mobile</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To explore the properties of non-living objects ● To explore the natural environment ● To use a variety of art materials ● To follow two or three step directions 	<ul style="list-style-type: none"> ● At the beach have keiki collect items: <ul style="list-style-type: none"> ○ Driftwood, shells with holes, nuts or pods (make a hole if needed) ● Use a fishing line or thin string tie to driftwood ● Have keiki cut 5-7 lines (depending on length of wood) ● Teach keiki to tie square knot onto wood and through hole in shell, nut or pod ● Hang from ceiling, or find somewhere to hang 	<ul style="list-style-type: none"> ● Fishing line, string ● Collection of natural items
<p>Bathtime Sink and Float</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To learn and explore concept of sink and float ● To make meaning from explorations ● To generate ideas and solutions based on own observations ● To explore and describe properties of objects and materials and how they move ● To use and build fine motor control 	<ul style="list-style-type: none"> ● Bring various items into the bathtub and test if they sink or float ● Talk about what sink and float means ● Think/talk about why some things sink and some things float ● Problem-solve how to get something to sink and/or float ● Make and test predictions of “what if” situations (e.g. what if I put something in that melts-ice) 	<ul style="list-style-type: none"> ● Bathtub ● Various items to test 
<p>Social Studies Learning Experiences</p>	<p>Directions</p>	<p>Materials</p>
<p>A Map of My Community</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To show awareness of the environment ● To show understanding of and describes location of things in the environment 	<ul style="list-style-type: none"> ● Talk and walk around your neighborhood, pointing out streets. ● Identify familiar homes and buildings and significant landmarks. ● Draw a map together of your neighborhood. ● You can use drawings, stickers, pictures, photographs. And 	<ul style="list-style-type: none"> ● Large paper ● Pens 


Learning Experiences for Nā Kula Kamali‘i

<ul style="list-style-type: none"> ● To develop beginning understanding of geographic thinking ● To develop understanding that places can be represented symbolically through maps ● To make connections between home and community ● To show understanding of and use of positional words 	<p>don't forget to add some trees and other things found in nature.</p>	
<p>Aia i hea mai 'oe? Where are you from?</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To build an understanding for and pilina for places that hold significance ● To gain awareness of the environment ● To build skills needed to engage with 'ohana, community, and the 'aina 	<ul style="list-style-type: none"> ● Talk about where you live, name of city ● Share any historical significance in the name ● What makes your city special to your 'ohana? ● Write/Draw your city 	<ul style="list-style-type: none"> ● Workspace ● Writing/Drawing materials
<p>The Arts Learning Experiences</p>	<p>Directions</p>	<p>Materials</p>
<p>Name Art</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To approaches tasks with flexibility and inventiveness ● To use a variety of art materials ● To use emerging strength and control to perform simple tasks ● To gain knowledge of self and name ● To develop knowledge of letters 	<ul style="list-style-type: none"> ● Use your imagination to create a visual representation around the meaning of your keiki's entire name, a combination or just a part of their name that stands out. Use art media of your choice and try to refrain from using any words. 	<ul style="list-style-type: none"> ● Art materials
<p>Art Collage</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To use a variety of art materials for exploration and self-expression ● To use and build fine motor skills and coordination 	<ul style="list-style-type: none"> ● Provide a few items (i.e., old newspapers, old magazines, cereal boxes, loose craft items, leaves) that can be arranged into a collage (i.e., picture, pattern) ● Have your keiki describe their work and possibly, their process 	<ul style="list-style-type: none"> ● Workspace ● Collage items of choice ● Art supplies which may include scissors, glue, tape 

Learning Experiences for Nā Kula Kamali‘i

<ul style="list-style-type: none"> To communicate experiences, ideas and representations with others 		
<p>Puppet Show</p> <p>Objectives:</p> <ul style="list-style-type: none"> To use of creative/dramatic arts to represent thoughts and ideas To represent ideas and stories through pictures, dictation, and play To build understanding of various needs, roles, and relationships of people 	<ul style="list-style-type: none"> Using a story or making up your own, have a puppet show with your keiki Find props, dolls and costumes from your hale Talk about the different roles, possible costumes and props with your keiki 	<ul style="list-style-type: none"> Story book Props and materials from your hale 
<p>Nature Drawings</p> <p>Objectives</p> <ul style="list-style-type: none"> To use art materials To communicate observations through conversation and representation To Show beginning control of writing, drawing, and art tools To use small muscle control to accomplish tasks To use eye-hand coordination to perform tasks 	<ul style="list-style-type: none"> Go on a nature walk and collect a few natural materials Observe and touch the items and discuss what you notice Do an “observational drawing” of each item Have your child talk about his/her drawing. 	<ul style="list-style-type: none"> drawing materials a few items collected in nature  
<p>Physical Development Learning Activities</p>		
<p>Build a Vehicle</p> <p>Objectives:</p> <ul style="list-style-type: none"> To use small muscle control to accomplish tasks To use eye-hand coordination to perform tasks To use expanded vocabulary and language for a variety of purposes To gain awareness of how technology affects daily life To identify some people’s jobs and what is required to perform them To gain awareness of how people affect their environment 	<ul style="list-style-type: none"> Discuss transportation vehicles (what is a vehicle?) and brainstorm some land, air, water vehicles Invite your keiki to identify one vehicle he/she wants to make with manipulatives/blocks (or any toys/materials you have at home) With your keiki, collect the building materials from around your home, to create the vehicle With your keiki, assemble the vehicle and discuss the different parts and the purpose of each part <p>Extension: Build a driver for this vehicle and discuss his/her kuleana; talk about</p>	<ul style="list-style-type: none"> Various toys, materials, manipulatives, recycled materials 

Learning Experiences for Nā Kula Kamali‘i

<ul style="list-style-type: none"> To use a variety of art materials for tactile experience and exploration 	<p>where this vehicle would go within their community and the work that the driver might do with the vehicle</p>	
<p>Red Light, Green Light</p> <p>Objectives:</p> <ul style="list-style-type: none"> To move with increased balance and control To coordinate combined large motor muscles to perform tasks To listen with meaning To follow directions 	<ul style="list-style-type: none"> Play the traditional Red Light Green Light game where one person is chosen to be “It” (traffic light) and he/she stands a good distance away from the other player(s). The other players stand in a line facing “it” (traffic light). When “It” calls ‘Green Light,’ the other players move towards him/her until he/she calls ‘Red Light.’ Have “It” call out and use different movements (“Green Light jump”, “Green light hop”, etc.) Keep playing game, using different movements 	<ul style="list-style-type: none"> Space to move in long distances <p>Movement Choices:</p> <ul style="list-style-type: none"> Run Jump Shuffle Skip Jump with 2 feet apart Jump with 2 feet together Hop with 1 foot Leap Tiptoe Lunge Squat jump