# “SUMMER FUN IN THE SUN” AT SIENNA MONTESSORI SCHOOL

## TRANSITION CLASSROON - AGES 24 – 36 MONTHS

Now that we have learned all the basic motor and sensory skills we will need throughout the rest of our lives, our job is now to refine those skills, rather than learning many new skills. Our energy is now going to be centered on our social, language, cognitive and emotional development. We are on our last leg of the pre-primary getting ready for our launch to the primary zone. Since we are striving to be independent, we may become frustrated when we cannot do what we want to do "BY OURSELVES”.

SO BRING IT ON!

**SPORTS, PLAY AND ACTIVE RECREATION FOR KIDS**

S.T.E.A.M.
Science. Technology. Engineering. Arts. Math

S P A R K

# SCIENCE AND NATURE

## SESSION 1

**Learning Objectives**

-Learn about the natural environment in which we live

-Experiment with materials using our senses

-Learn how to solve scientific problems and ask questions such as what happens and why

-Appreciate the natural materials that are around us (flowers, plants, grass, summer insects and birds)

Our vocabulary enrichment package is going to include:

Care, collect, pets, explore, fish, guinea pig, nature, questions, scientist, texture, bird feeder and rocks

ALLOWING INDIVIDUAL EXPRESSION OF INTERESTS, ABILITIES AND KNOWLEDGE CAN BE USED TO EXPRESS AND INITIATE AESTHETIC AND PHYSICAL RESPONSES.

### VISUAL ARTS

Make paintings, drawings and play dough forms into shapes, giving them names, such as "I made a snowman."

Draw simple pictures to represent something

### MUSIC

Learn words to simple songs

Participate in group singing activities for short periods of time

Play simple instruments, such as drums or bells with increasing coordination

### CREATIVE THINKING AND EXPRESSION

### DRAMATIC AND PERFORMANCE PLAY

DRAMATIC AND PERFORMANCE PLAY IS A WAY TO ACT OUT REALITY AND FANTASY AND TO SOLVE PROBLEMS

Use toys to act out scenes, such as checking a heart rate with a block as a stethoscop

Act out experiences that are new or unknown like going to the dentist

Pretend to be another person or animal

## PRODUCTION AND PERFORMANCE

MUSIC CAN BE USED TO EXPRESS AND INITIATE AESTHETIC AND PHYSICAL RESPONSES.

Participate in teacher-guided music and movement activities.

Sing familiar songs, charts, and finger play.

# IT MUST BE THE GROCERY STORE

## SESSION 2

**Learning Objectives**

Please check your mail about our grocery store.

For our vocabulary, we are going to be saying and "reading" words such as: bill, buy, canned food, cereal, fruit, grocery cart, grocery store, manager, milk, money, stock, vegetables, receipt and juice.

## VISUAL ARTS

Punch, pat, roll, squish and flatten dough using hands or tools

More frequent use of art tools such as plastic safety scissors, sidewalk chalk, stampers, rubbing plates, markers.

Explain painting, drawing and sculpture to others

## MUSIC

Move to music with more awareness of the rhythm coordination

Use instruments more purposefully to produce specific rhythms and music sounds

## CREATIVE THINKING AND EXPRESSION

### DRAMATIC AND PERFORMANCE PLAY

**DRAMATIC AND PERFORMANCE PLAY IS A WAY TO ACT OUT REALITY AND FANTASY AND TO SOLVE PROBLEMS**

Act out stories with help of the adult

Imitate familiar phrase or ideas from stories

## PRODUCTION AND PERFORMANCE

MUSIC CAN BE USED TO EXPRESS AND INITIATE AESTHETIC AND PHYSICAL RESPONSES.

Send a message using a drum beat

Talk about music and movement experiences

Initiate movement and music activities

# TO THE GARDEN WE GO

## SESSION 3

## Learning Objectives

Our learning goals include:

-Growing and observing plants

-Caring for plants

-Learn gardening related vocabulary

-Get physically fit for digging, pushing, pulling, watering and weeding

Our gardening vocabulary is going to grow by adding:

Dig, dirt, soil, fill, flower pots, flowers, growing, light, observe, planting, potting soil, sprout, water, feed, vegetables and salad . Flyers will be delivered regarding gardening

ALLOWING INDIVIDUAL EXPRESSION OF INTERESTS, ABILITIES AND KNOWLEDGE CAN BE USED TO EXPRESS AND INITIATE AESTHETIC AND PHYSICAL RESPONSES.

### VISUAL ARTS

Make personal connections to art.

Point to and name item in pictures.

CREATIVE THINKING AND EXPRESSION

### DRAMATIC AND PERFORMANCE PLAY

**DRAMATIC AND PERFORMANCE PLAY IS A WAY TO ACT OUT REALITY AND FANTA**

Provide materials to encourage dramatic play both indoors and outdoo

Provide toys that represent real objects in a child's life in all areas of the classroom.

Imitate familiar phrase or ideas from stories

### MUSIC

### PRODUCTION AND PERFORMANCE

MUSIC CAN BE USED TO EXPRESS AND INITIATE AESTHETIC AND PHYSICAL RESPONSES.

Explore rhythm instruments from different cultures

Use dance steps and styles to respond to music

# OFF WE GO TRANSPORTATION

## SESSION 4

## Learning Objectives

Learn different ways to move people and things

Use new vocabulary related to transportation

To Discover cause- effect relationships with wheeled toys

Identify things in our environment that move

Our vocabulary is going to be enriched with the addition of : Bus, car, fast/slow, garage , move , train , truck , wagon, bicycle, car and wheels

We will hear more information about transportation soon be in the mail.

## VISUAL ARTS

Engage in self –directed play with materials

Engage in exploration and imaginative play with materials

## MUSIC

With substantial guidance , explore , and experience a variety of music

With guidance , explore and experience music concepts ( such as beat and melodic contour )

## DANCE

Respond in movement to a variety to a variety of sensory stimuli ( for example, music,/sound, visual tactile)

Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

## THEATRE

With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama)

# MY DOCTOR'S OFFICE

## SESSION 5

## Learning Objectives

I already know all about my doctor's office, but I am going to: Play doctor
Find out that a doctor's office is a good place
Learn all the words about the doctor's s office
Learn to eat well so I can stay healthy

More words I am going to learn are: Band-Aid, check –up, doctor , nurse, doctor's office, emergency, medicine, scale, sick , smocks, temperature , well and x-ray

## VISUAL ARTS

Make personal connection to art
Point to and mane items in pictures
Indicate understanding of the specific tools needed to perform a specific type of art, such as "I need crayons to make a picture"

## MUSIC

Experiment with variety of sound-making objects
Sing songs with made-up words or endings
Play music with different rhythms or beats

## THEATRE

Provide materials to encourage dramatic play both indoors or outdoors.
Provide toys that represent real objects in a child's life in all areas of the classroom.

## DANCE

Explore rhythm instruments from different cultures
Use dance steps and styles to respond to music

# CREATIVE THINKING AND EXPRESSION

## COMMUNICATION THROUGH THE ARTS

Creative thinking and expression is an important component of children's early learning experiences. Children who are given opportunities to develop their imagination and creativity through a variety of media are learning to express their individuality in interests, abilities and knowledge. When they view others' work, children are also learning to appreciate and respect differences in culture and viewpoints. Creative expression influences children's growing competence as creative problem solvers and provides insight about the world around them. Teachers support creative learning by providing concrete, process-oriented play experiences that encourage children to use their imagination and to experiment with new ideas and materials.

PLAY LEARN AND GROW TOGETHER

Indeed, the arts can enlighten STEAM in many ways. Robert Root-Bernstein (1997) offered some vivid example: The elegant shape of Buckminster Fuller's geodesic domes can describe soccer balls and architectural buildings, as well as the structure of viruses and some recently discovered complex and enormous molecules. NASA employs artists to design visual displays that present satellite data as accurate, yet understandable it nonscientists.
A biochemist looks at the fiber folds in her weaving cloth and recognizes another way of explaining protein folding.
Computer engineers code messages to frequencies of a specific song to prevent interception or blocking of the message, unless the decoder knows the song.
Genetic researchers convert complex data into musical notation to facilitate analysis of the data, as, for example, decoding sequence.

Of course, the two people who probably personify STEAM are the Renaissance figures Leonardo da Vinci and Michelangelo Buonarroti. Although these fierce competitors were known more as painters and sculptors, they were also renowned as inventors, engineers, and scientists. For example, da Vinci conceptualized the helicopter and battle tank and made important discoveries in anatomy, hydrodynamics, and optics. Michelangelo also worked as an architect and engineer, designing the large dome of St. Peter's Basilica in Rome. These men saw no boundaries between the arts and sciences. Their work is inspiring, so let's take a closer look at how arts training can directly relate to goals to STEAM education.

# WHY THE ARTS

**Summer Olympics in London, artists were invited to send sculptures and graphic work on the theme, no medals were awarded, but the winners received cash prizes, and their work was displayed in London during the games. Even today, the arts are important to Olympic Games. Just think of how the arts are needed in designing the winners 'medals venues, the logo, the torches, the cauldron, and the athletes' outfits and closing ceremonies; and in writing and selecting the music for the ceremonies and gymnastic competitions. The Olympic Games still place value on the arts, shouldn't our schools do the same?**

**THE ARTS**
**ENGAGE YOUNG BRAINS**
**DEVELOP COGNITIVE GROWTH**
**IMPROVE LONG-TERM MEMORY**
**PROMOTE CREATIVITY,ADVANCE SOCIAL GROWTH**
**INTRODUCE NOVELTY, REDUCE STRESS**
**MAKE TEACHING MORE INTERESTING**

## DEVELOP COGNITIVE GROWTH

Although the arts are often thought of as separate subjects, like chemistry or algebra, they really are a collection of skills and thought processes that transcend all areas of human engagement. When taught well, the arts develop cognition all areas of human engagement. When taught well, the arts develop cognitive competencies that benefit learning in every aspect of their education and prepare them for the demands of the twenty-first century.

**The arts are a collection of skills and thought processes that transcend all areas of human engagement.**
**Research evidence shows a positive connection between this fine instruction and academic progress.**
Music may also have an impact on the young brain by enhancing over all intelligence, as measured by IQ scores.

## THE ARTS IMPROVE LONG-TERM MEMORY

Integrating the arts into other content area, such as STEM, has been shown in numerous studies to improve long-term retention of content.

## THE ARTS ADVANCE SOCIAL GROWTH

We live in an age of technology that has the classroom and the nature of instruction. With iPads, laptops, and smartphones, we can be in instantaneous and constant with each other. Students walk around tapping their text messages, scrolling on their touch screens, and wearing earphones from morning to night.

## THE ARTS REDUCE STRESS

Creating an artistic product can be a pleasurable experience that stimulates the brain's reward system and sends a rush of a chemical called dopamine across neurons. The dopamine torrent gives us a feeling