LEARNING FUN

What will you choose today?
Think, create, and explore
Try something new!

Summer 2022
25 Days of Engagement

Choose an activity
Complete the task
Place a star when complete
Share your success
## 'WE ARE UTK' | SUMMER ACTIVITIES

<table>
<thead>
<tr>
<th>Birthday Cake</th>
<th>Grocery List</th>
<th>Ball Moves</th>
<th>Shoe Patterns</th>
<th>Favorites Collage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Song of Summer</td>
<td>Obstacle Course</td>
<td>Torn Paper Collage</td>
<td>Dance Moves</td>
<td>Make a Recipe</td>
</tr>
<tr>
<td>Station Moves</td>
<td>Tape Art</td>
<td><strong>UTK FREE!</strong></td>
<td>Letter Hunt</td>
<td>Explore Your Name</td>
</tr>
<tr>
<td>Number Match</td>
<td>Scavenger Hunt</td>
<td>Glad Monster, Sad Monster</td>
<td>Dance Mania</td>
<td>Story Retell</td>
</tr>
<tr>
<td>I Spy</td>
<td>Shadow Art</td>
<td>Gallop Fun</td>
<td>Three Questions</td>
<td>Measure This</td>
</tr>
</tbody>
</table>

**Complete 5 activities in a row**

Earn an official UTK logo sticker
Show it off on your lunchbox, notebook, or water bottle

**Finish all 25 | Win a surprise**
### Grocery List

Write and/or draw items you need to pick up at the store.  
Use items in the pantry as a model or example.

### Letter Hunt

While out and about, hunt for a chosen letter within the environment  
on a sign, poster, etc.  
[example: pick a letter in their name]

### Explore Your Name

Pick a name of a family member or friend to explore.  
**Count** the letters in the name.  
**Notice** if some letters are the same or some are different, **notice**  
the size and shape of the letters.  
**Cheer** the letters “Give me a R! Give me a Y!” “What’s that spell Ryan!”  
**Clap** the letters as you say them.  
**Say** the name of the first letter and its sound.

### Three Questions

Have your child generate three questions they want to ask someone.  
**Ask** the friend and record the answers!

### Song of Summer

Create a song with your child about an experience you had together this summer!
### Story Retell

- Have your child pick a book you have recently read together.
- Your child can turn the pages of the book and retell the story.
- Rereading the book means rethinking about the book.
- Encourage the reader to add some of his/her own thinking when retelling the story.

### Favorites Collage

- Cut pictures of food labels, store ads in a flier, or labels (any items of print that your child recognizes (ex. favorite cereal or food, favorite character).
- Glue to paper and hang up so your child can read the words daily as well as repeat the letters in the labels.

### I Spy

- The player gives the first letter of the object as a clue.
- For example, if the player chooses a fence, they say, ‘I spy with my little eye something beginning with F’. Players take turns to call out guesses until someone gets the right answer. The first person to guess correctly gets the next turn to choose an object.

### Shape Scavenger Hunt

- This scavenger hunt does it all!
- Send your child out to find objects in the room that match the shapes.
- Then count and compare to see how many you have in each category.
### Shoe Patterns

Make a pattern with the shoes in your room. (sneaker-sandal, sneaker-sandal, sneaker-sandal! Another option is shoes with ties and shoes with velcro. To extend the activity, make an AAB pattern or an ABB pattern. Ex. AAB-sneaker-sneaker-sandal, sneaker-sneaker-sandal or ABB-sneaker-sandal-sandal, sneaker-sandal-sandal. Other items to pattern- legos, cars, trucks, dolls, colors.

### Make a Recipe

Create a delicious treat!
Write out your ingredients to share with friends.

### Measure This!

Choose an item in the house. Next, have your child search for an item that is shorter than the object you are holding. Repeat the activity with something that is longer, heavier, lighter etc. Finally, choose several small blocks or legos that are the same size. Measure some of the items your child searched for earlier. "How can we find out how long the rocket ship is?" Use the blocks as legos to measure the item. "The rocket ship is 7 legos long”

### Number Match

Make number cards. One numeral on one index card or small piece of paper. Lay the cards on the floor and match items around the house to the corresponding number. Count each group and repeat the last number counted (ex. 1-one truck, 2-two action figures, 3-three cars and so on. Adjust the numbers to your child's skill level.)
<table>
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</tr>
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<tr>
<td>Use the links on the next page to have fun moving and dancing.</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=2UcZWXgMZg">https://www.youtube.com/watch?v=2UcZWXgMZg</a></td>
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<td>Throw a ball up and catch with both hands, practice dribbling a ball, toss underhand back and forth to a partner (catch with both hands).</td>
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<td>Have your child create a three step dance sequence and then teach you.</td>
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<td>Create an obstacle course around household objects (e.g., pillows, chairs) and have your child weave around these objects as they gallop.</td>
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### Station Moves

Create five movement stations around the house or outside. Mark with tape, chalk, or a towel. Stop at each station to do the movement activity then run or walk fast to the next station. Repeat as many times as you are able. Makeup fun movements for the next time you choose this activity.

#1 - 10 star jumps (jumping jacks)
#2 - Crawl like a bear back and forth
#3 - Jump straight up like a speeding rocket 10 times
#4 - Jump with both feet together for 10 jumps
#5 - Crab walk back and forth

### Obstacle Course

Outdoor obstacle courses help children solve problems as they learn how to maneuver up, over, or through obstacles. They also learn how to adjust to changing conditions and memorize the fastest way to progress through the course. These skills will help them throughout their life.

Create a course, complete, and draw it out!
Birthday Cake
Objective

Students will create a relief sculpture birthday cake using 3 different paper strips while creating patterns on each.

State standards

PK.VA:Cr1.2 - Engage in self-directed, creative art making.

PK.VA:Cr3 - Share and talk about personal artwork.
Materials needed

1. 1 construction paper (9”x12”),
2. 3 paper strips in different colors - 3”x12”, 3”x9”, 3”x6”
3. Gluestick
4. Crayons/ Markers
VOCABULARY

Relief sculpture - any work which projects from a background.

Pattern - Lines or shapes repeated over and over.
What do you see here?

Would you like a cake like this for your birthday? Why? Why not?
Read aloud

Cake

by

Sue Hendra
and
Paul Linnet
Step 1

Place your paper portrait wise as shown in the photo. You have 3 pieces of paper in front of you in 3 different colors.
Step 2

Use crayons/markers to create lines and shapes to make patterns on the strips.
Step 3

Fold the sides of the 3 strips as shown.
Step 4

Glue shortest on the paper, then the medium and then the long strip.

Add candles, cherries or any other toppings you wish to!
Step 6

If you could get a cake made exactly like the one you created with paper, who would you give it to and why?
Glad monster
Sad monster
Objective

Students will create a glad monster and sad monster using found objects inspired by the story by Ed Emberley and Anne Miranda titled Glad monster, sad monster.

State standards

PK.VA:Cr1.2 - Engage in self-directed, creative art making.
Materials needed

1. Objects around the house - lego pieces, spoons, pencils, yarn
VOCABULARY

Glad - feeling happy.
**HOOK**

What do you see in this photo?

Does one side of the face look the same as the other?

How does the monster feeling on the yellow side look? How about the blue side?
Step 1

Collect objects from around your home like crayons, yarn, pencils, markers.
Step 2 - Glad monster

1. What shape would you like for your monster’s face to be? Circle, square or triangle? Create by arranging objects.
2. Add objects for eyes and nose.
3. Arrange objects for the mouth to show that the monster is glad.
4. What else can you add?
Step 3 - Sad monster

1. What shape would you like for your monster’s face to be? Create by arranging objects.
2. Add objects for eyes and nose.
3. Arrange objects for the mouth to show that the monster is sad.
4. What else can you add?
Step 4

What are things that make you glad?
What are things that make you sad?
Shadow drawing
Objective

Students will arrange objects, trace outline of their shadows and color them in.

State standards

PK.VA:Cr1.2 - Engage in self-directed, creative art making.
Materials needed

1. 1 white construction paper (12”x18”)
2. Pencil, eraser
3. Crayons/ Markers
4. 3-4 objects to arrange
Outline - a line or set of lines enclosing or indicating the shape of an object.
What do you see in this photo? What are the people doing? What do you see on the ground?
Read aloud
The Day I met my shadow
by
Melissa Brun
Step 1

Place your paper where there is light.

Arrange your objects such that their shadow falls on the paper. Use your pencil to trace the outline of the shadows.
Step 2

Rearrange the objects and draw their shadows again.
Step 3

Draw over the pencil lines with a marker.
Step 4

Using crayons, color the shapes in to complete your artwork.
Torn paper collage
Objective

Students will create a paper collage of an ice cream cone inspired by the book “The Scraps Book” by Lois Ehlert.

State standards

PK.VA:Cr2.1 - Use a variety of art-making tools.

PK.VA:Cr1.2 - Engage in self-directed, creative art-making.
VOCABULARY

Paper Collage - a work of art made by gluing pieces of paper to a flat surface.
Materials needed

1. 1 9”x12” construction paper in any color,
2. Pencil, eraser,
3. Markers or crayons
4. Construction paper in different colors
5. Glue stick
1. What do you see here?

2. What did the artist use to create this artwork?

3. What colors do you see here?
**Paper Collage**

The artwork here is called a paper collage.

It is made from small pieces of paper.

Artists use scissors to cut the paper or use their fingers to rip/tear paper into smaller pieces and glue them on.

The artist here used small squares and rectangles in yellow and orange to create the sun and light and dark blue for the sky.
Read aloud

The Scraps Book

By Lois Ehlert
Step 1

Draw a letter V on the bottom of your paper with pencil as shown. Create criss cross lines. Draw over pencil lines with marker/crayon. Erase any pencil lines.

This is the ice cream cone.
Step 2
Draw a giant scoop using pencil.
Step 3

Rip/tear paper and glue pieces using a glue stick to make a giant scoop of ice cream as shown.

Draw cherries, sprinkles or any other topping of your choice and color them in using crayons/ markers.
Tape art
Objective
Students will create an artwork incorporating positive and negative space.

State standards
PK.VA:Cr1.2 - Engage in self-directed, creative art making.
PK.VA:Cr2.1 - Use a variety of art-making tools.
Materials needed

1. 1 white construction paper (9”x12”)
2. Blue painter’s tape
3. Crayons/ Markers
VOCABULARY

Positive and negative space - the focus of a picture is called the positive space, while the negative space is what is around the positive space.
HOOK

What do you see in this photo?

What colors do you see?
Read aloud

A funny little bird

by

Jennifer Yerkes
Step 1

Place your paper on the table and rip pieces of tape to stick to the paper as shown here.
Step 2

Use markers to draw lines on the paper and add color using crayons.
Step 3

Slowly peel off the tape. What do you see? What is the positive space and what is the negative space?
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