



Activities at Home

Project: 'Splish, Splash, Splosh'

Dear Parents,

The activity for week: 4 beginning: 6th May

is: 'We are water Protectors'

The activity we will be covering involves:

- Observing changes/transformations
 - Developing new language and new vocabulary
 - Developing fine and gross motor skills
 - Learning the importance of Earth's water and the environment
 - Exploring their ideas through investigation
 - The importance of community and empowerment which is incorporated in the book I will read to the children
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Our activity includes:

I will start the activity by reading the book 'We are Water Protectors' by Carole Lindstrom. The story is about indigenous led movements to safeguard the Earth's water.

After the story I will ask the children some questions; How is water used daily? Where does water come from? What can pollute water? What can we do to save water and the environment? Why is water so important? The book is full of images of nature which I will integrate into the literacy experience through paint/resist art.

This will involve the children using a watered-down paint mixture and brushes to paint over crayon or oil pastel images from the story. This will hopefully give the children an opportunity to be creative and learn about how important water is to us and the environment.



You might wish to help your child to explore this topic at home or when you are out and about. Please feel free to approach the teachers for further explanations.

Our suggested activities are:

Water:

-Talk about ways we use water for daily routines. Walk inside or outside of your home, and play I-Spy, specifically with objects that use water (plants, a garden hose, sinks, shower heads). After your child guesses the object, talk about how or why the object uses water. • “I spy something white that uses water (washing machine). Why do we need water to use a washing machine?” • “I spy something green that uses water. That’s right, it’s a tree! It uses water to drink, like we do.” • “I spy something silver that uses water. That’s right, it’s the sink. It uses water when we wash our hands and brush our teeth.”

Earth:

- Invite your child to share about what they think “Earth” means. Finding objects that make you think of the Earth may guide conversation. Set a timer for 1 minute. During that minute, you, and your child (together or separately) find objects that make you think of Earth. After the 1 minute, talk about why you chose those objects. • “You brought a water bottle. There is water on Earth just like there is in this bottle!” • “I like what you brought! Why did you choose a leaf?”

Big Question:

Ask your child:

You need to fill a bucket with a hole in it – what would you do?