

# MOUNT PLEASANT ISD CHILD DEVELOPMENT CENTER WEEKLY INSTRUCTION

## 3-YEAR-OLD PRE-K

**DATE**  
**APRIL 13 -APRIL 17**

### PARENT RESOURCES

Helping Your Child Become a Reader  
English

<http://www2.ed.gov/parents/academic/help/reader/reader.pdf>



Cómo ayudar a su hijo a ser un buen lector  
Spanish

<https://www2.ed.gov/espanol/parents/academic/lector/lector.pdf>



<https://cliengage.org/public/tools/materials/covid-19-family/>



### SCHOOL READINESS DOMAINS

#### **SOCIAL EMOTIONAL-**

Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children.

#### **APPROACHES TO LEARNING-**

The Approaches to Learning domain incorporates emotional, behavioral, and cognitive self-regulation under a single umbrella to guide teaching practices that support the development of these skills.

#### **LANGUAGE & LITERACY-**

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language).

**COGNITION-** Children play an active role in their own cognitive development by exploring and testing the world around them, but they also need support from parents, teachers, and other adults.

#### **PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT-**

Perception refers to children's use of their senses to gather and understand information and respond to the world around them. Gross motor skills refer to moving the whole body and using larger muscles of the body, such as those in the arms and legs. Fine motor skills refer to using the small muscles found in individual body parts, especially those in the hands and feet.

# MOUNT PLEASANT ISD CENTRO DE DESARROLLO INFANTIL INSTRUCCIONES SEMANALES

## 3-YEAR-OLD PRE-K

### FECHA

13 DE ABRIL AL 17 DE ABRIL

### RECURSOS PARA PADRES

Helping Your Child Become a Reader  
English

<http://www2.ed.gov/parents/academic/help/reader/reader.pdf>



Cómo ayudar a su hijo a ser un buen lector  
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### DOMINIOS DE PREPARACIÓN ESCOLAR

#### **SOCIAL EMOCIONAL-**

El desarrollo social se refiere a la capacidad del niño para crear y mantener relaciones significativas con adultos y otros niños.

#### **ENFOQUES DE APRENDIZAJE-**

El dominio de enfoques para el aprendizaje incluye la autorregulación emocional, conductual y cognitiva bajo un solo paraguas para guiar las prácticas de enseñanza que apoyan el desarrollo de estas habilidades.

#### **LENGUAJE Y ALFABETIZACIÓN-**

El desarrollo del lenguaje se refiere a las habilidades emergentes en escuchar y la comprensión (lenguaje receptivo) y en el uso del lenguaje (lenguaje expresivo).

**COGNICIÓN-** Los niños juegan un papel activo en su propio desarrollo cognitivo explorando y probando el mundo que los rodea, pero también necesitan el apoyo de padres, maestros y otros adultos.

#### **DESARROLLO PERCEPTUAL, MOTOR Y FÍSICO-**

La percepción se refiere al uso que hacen los niños de sus sentidos para reunir y comprender información y responder al mundo que los rodea. Las habilidades de motoras gruesas se refieren al uso de los músculos de todo el cuerpo y usar los músculos gruesos como las de los brazos y piernas. Motoras finas se refiere a los músculos pequeños que se encuentran en partes individuales del cuerpo, especialmente en las manos y los pies.

# Together-Time Activities

## In a Bedroom

The bedroom can be a special place to play alone or to share some special, private time with your child. You and your children can read stories and talk about almost anything! Your children will learn a lot of self-help skills in the bedroom. They will be very proud of their new abilities.

Read to your children daily.

- Tell a story or read a book to your children at bedtime.
- After you've finished reading, ask your children to tell you all they remember about the story. Encourage your children to make up and tell stories or repeat a story you have read.

Let your children know that books are special.

- Make a library shelf or book area with your children.
- Use different print materials often: borrowing from the library, making homemade books, and looking at junk mail, greeting cards, newspapers, or magazines.

Talk about clothing.

- Help your children describe pieces of clothing.
- Talk about the front and back, top and bottom of shirts, pants, skirts, dresses.
- Let your children select the clothes they wear for daytime, for sleeping.
- Encourage your children to dress themselves and their dolls or their stuffed animals.

Have special places for storage.

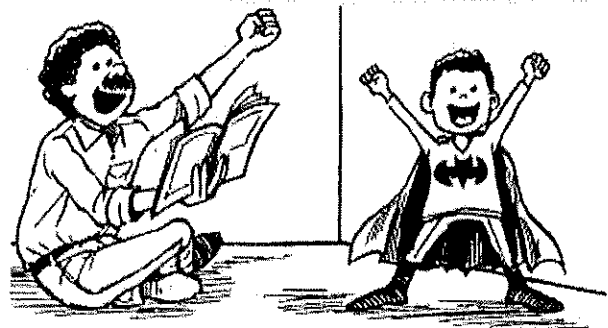
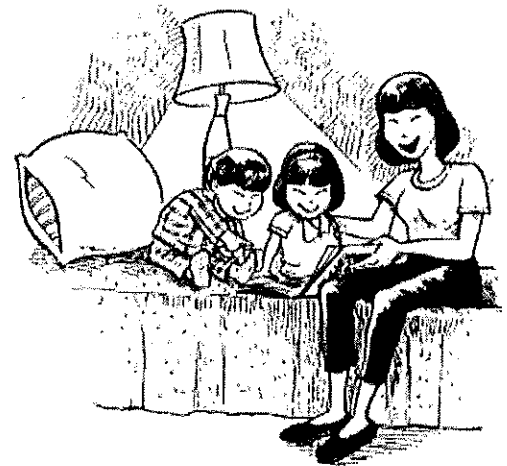
Help children put toys away by shape or color, or by use for drawing, for building, for cuddling, for pushing. Encourage your children to think, imagine, and be creative.

- Ask questions that have many answers, rather than questions that have right or wrong answers, such as "Where do you think birds sleep? How do you think a rainbow gets in the sky? Where do you think the water goes after it goes down the drain?"
- Ask your children to act out a story you've read to them.

Sort and match clothes.

- Ask your children to sort and stack their laundry by putting all like things together such as underwear in one pile, socks in another.
- Let them sort clothes by "owner" (my shirts, Dad's shirts).
- Ask your children to match a shoe with a shoe, a sock with a sock.

Give your children a limited choice of what to wear. Ask them why they chose the clothes they did.



# Actividades para realizar juntos

## En un dormitorio

El dormitorio puede ser un lugar especial para jugar solo o para compartir un tiempo especial con su hijo. ¡Usted y sus hijos pueden leer historias y hablar de casi cualquier cosa! Sus hijos aprenderán un montón de habilidades de autoayuda en el dormitorio. Ellos estarán muy orgullosos de sus nuevas habilidades.

Léales a sus hijos diariamente.

- Cuente un cuento o léales un libro a sus hijos a la hora de acostarse.
- Después de que haya terminado de leer, pídale a sus hijos que le digan todo lo que recuerdan sobre la historia.

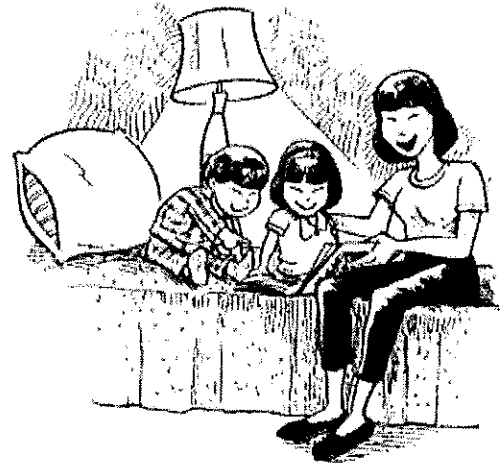
Anime a sus hijos a que se inventen cuentos y cuenten o repitan una historia que hayan leído.

Comuníquese a sus hijos que los libros son especiales.

- Ponga una estantería para los libros con sus hijos.
- Utilice diversos materiales impresos a menudo, por ejemplo: los prestados de la biblioteca, libros hechos en casa y tarjetas de felicitación, periódicos o revistas.

Hable sobre la ropa.

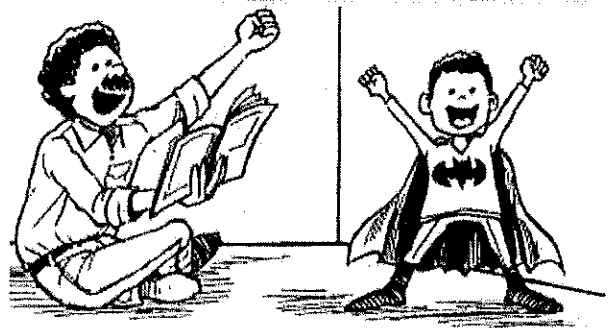
- Ayude a sus hijos a describir los tipos de prendas de vestir.
- Hable sobre la parte delantera y trasera, superior e inferior de camisas, pantalones, faldas, vestidos.
- Deje que sus niños seleccionen la ropa que usan para el día y para dormir.
- Anime a sus hijos a vestirse solos y a sus muñecas o animales de peluche.



Tenga lugares específicos para guardar las cosas.

Ayude a los niños a guardar los juguetes según su forma o color o según su uso: para dibujar, para construir, para acurrucarse y para empujar. Anime a sus hijos a pensar, imaginar y ser creativos.

- Haga preguntas que tengan muchas respuestas, en lugar de preguntas que tienen respuestas correctas o incorrectas como "¿Dónde crees que duermen las aves? ¿Cómo crees que se forma un arco iris en el cielo? ¿Adónde piensas que va el agua cuando sale por el desagüe?".
- Pídeles a sus hijos que representen un cuento que les haya leído.



Clasifiquen la ropa.

- Pídeles a sus hijos que clasifiquen y apilen su ropa poniendo todas las cosas que se parecen, como la ropa interior en una pila y los calcetines en otra.
- Deje que clasifiquen la ropa por "dueño" (mis camisas, camisas de papá).
- Pídeles a sus hijos que hagan coincidir un zapato con otro, un calcetín con otro.

Dé a sus hijos una opción limitada de qué ponerse. Pregúnteles por qué eligieron la ropa que se pusieron.

Nick Jr.com transports your toddler into her favorite shows like *Bubble Guppies*, *Wonder Pets!*, *Max & Ruby*, *Dora the Explorer*, and more. She can play games, go on adventures, and create crafts with her favorite characters. There is a family section with health tips, vacation ideas, recipes, how-to videos, and more.

[www.starfall.com](http://www.starfall.com)

Kinder/pre-K – ABC's, colors, numbers, math songs, etc.

[www.pbskids.org](http://www.pbskids.org)

## Clean Up with Simon Says

*Learning Area(s): Language and Communication, Social and Emotional*

*Learning Objective: In this activity, you will play a Simon Says game to help your child practice self-control and follow verbal instructions with two or three steps.*

### Help Your Child Learn to Behave

*Learning Area(s): Social and Emotional, Children's Development Resources | Age Group: 0-3 months, 3-6 months, 6-9 months, 9-12 months, 12-18 months, 18-24 months, 24-36 months, 3 years old, 4 years old*

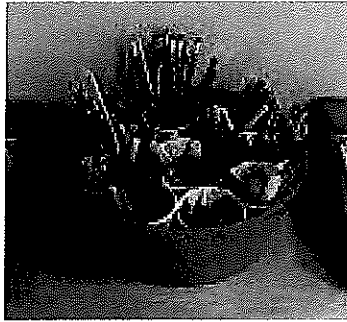
*Learning Objective: It is natural for young children to feel overwhelmed, frustrated, and angry and to display these feelings by having a tantrum. In this PALS Spotlight, parents learn several preventive strategies to effectively and positively manage children's challenging behaviors.*



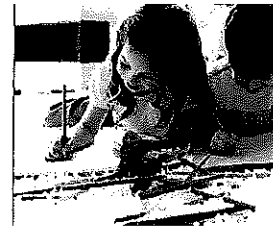
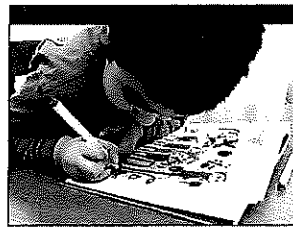
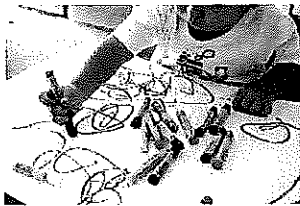
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# My Day at Home

1. Select a writing tool.



2. Draw a picture about your day at home.



3. Tell a family member about your picture.



School Readiness Goal:

Perceptual, motor, & physical development

Children will show increased ability to control large and small muscles.

# Transportation

## Onset-Rime BINGO

For this onset-rime blending activity, the teacher draws a card and says the word in onset and rime sounds.

Children blend the onset and rime, then mark that place on their bingo board.

The teacher has the children repeat the onset and rime as she shows them the card. The game continues until children have fully covered their card.

### BINGO!



/tr/ rain

/w/ alk

/b/ ike

/b/ oat

/c/ ar

/s/ ign

/c/ one

/b/ us

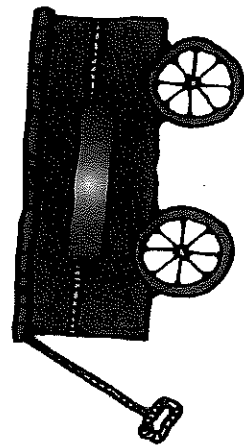
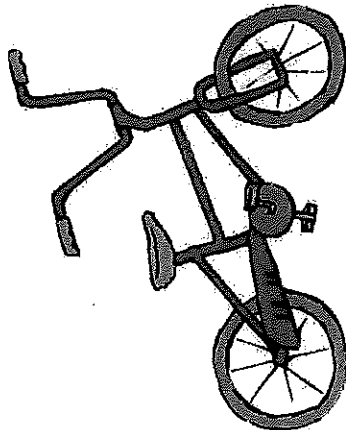
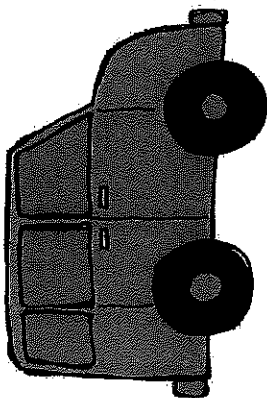
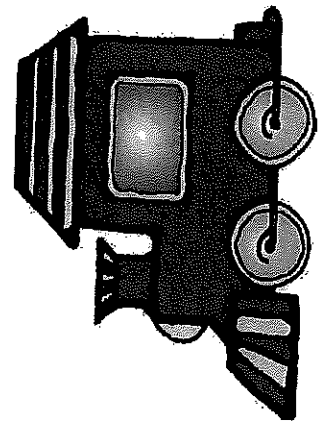
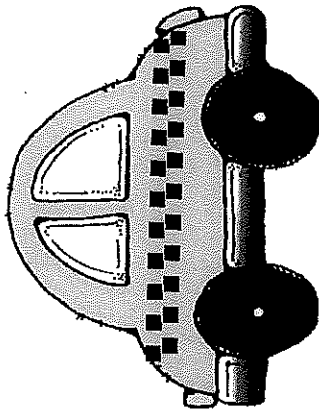
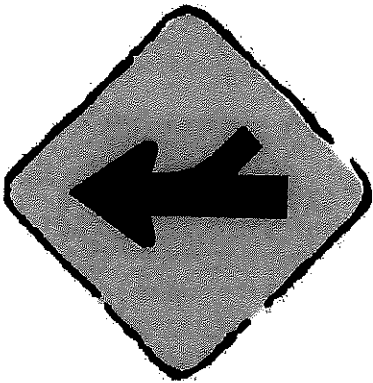
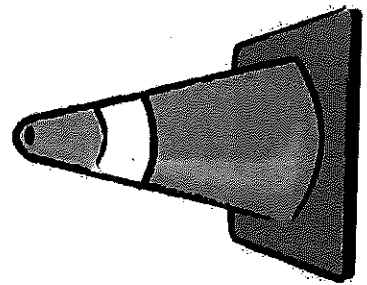
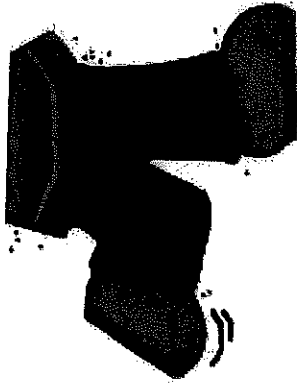
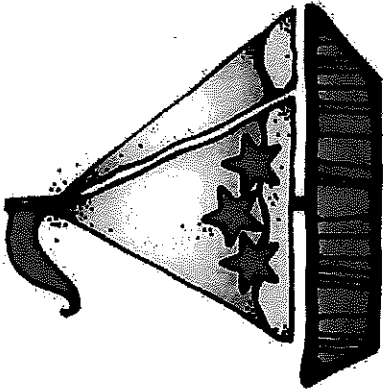
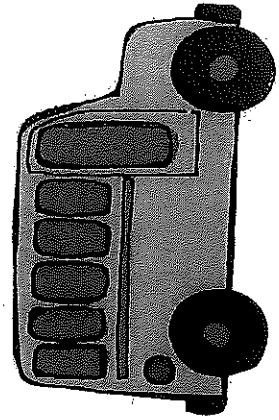
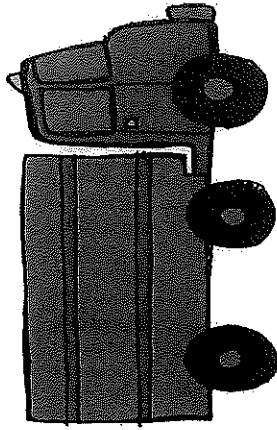
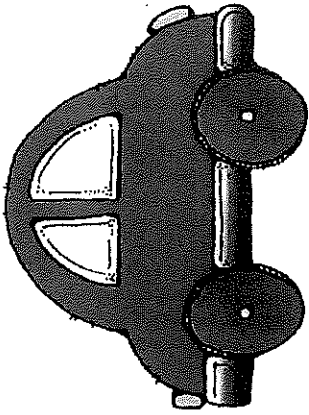
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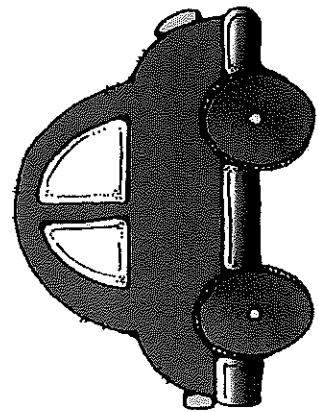
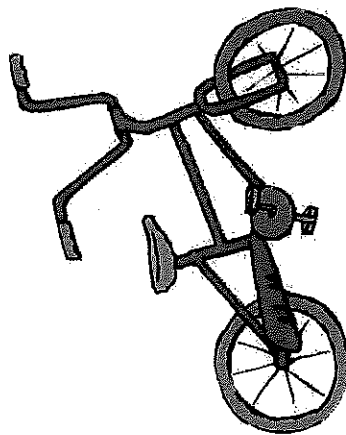
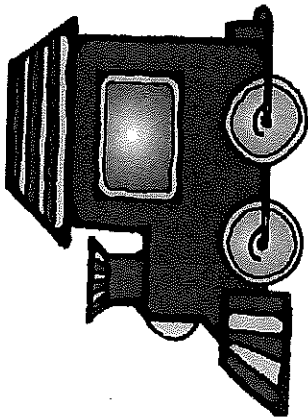
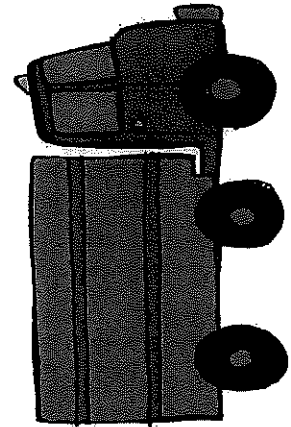
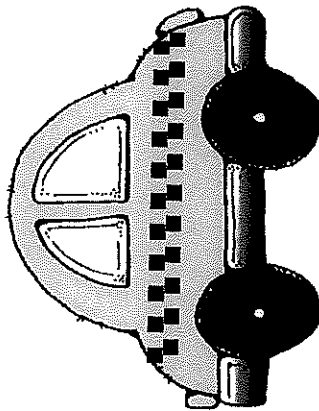
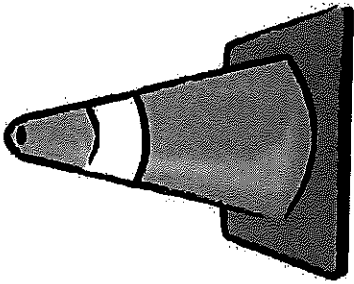
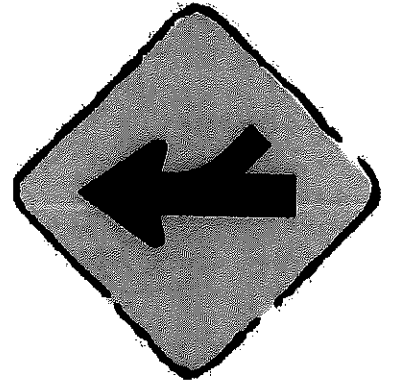
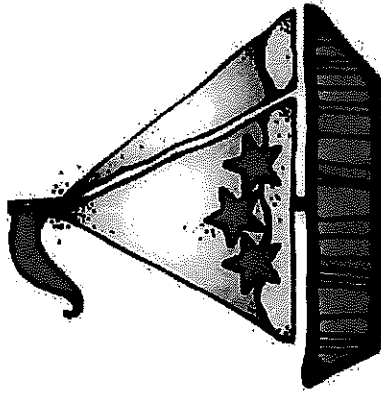
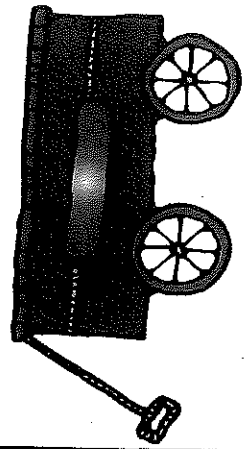
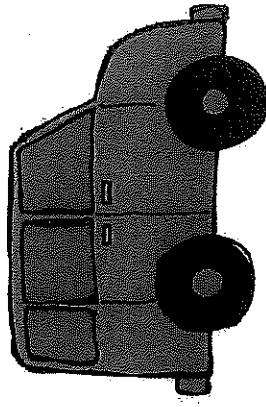
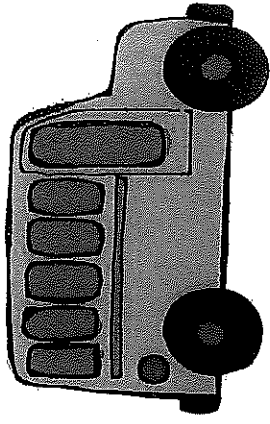
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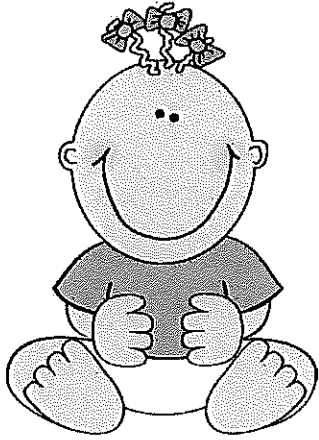




# Counting Syllables

## Instructions

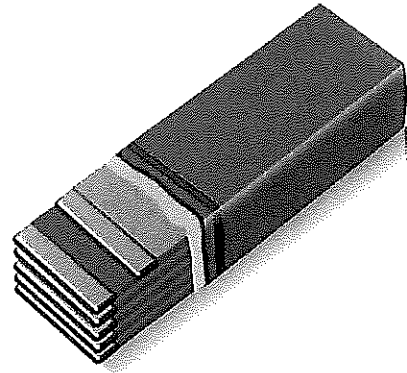
Laminate and cut out each card. Show the students a picture and have them clap or tap out the syllables in the word and point to, circle, or clip with a clothespin the number that shows how many syllables are in that word. These cards could also be used for articulation and sorting categories as well!



baby

1 2 3

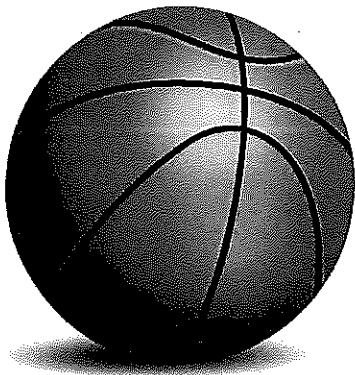
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gum

1 2 3

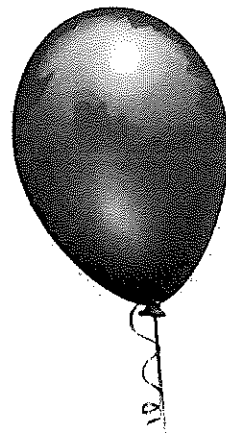
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basketball

1 2 3

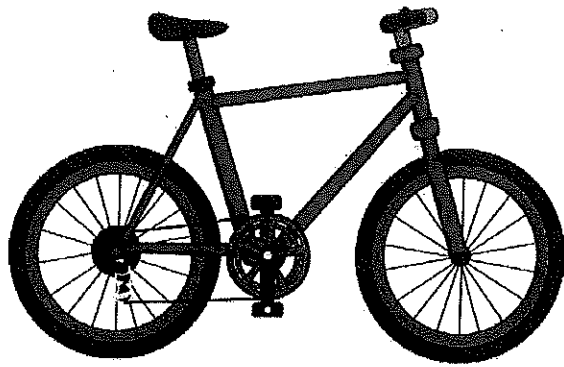
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balloon

1 2 3

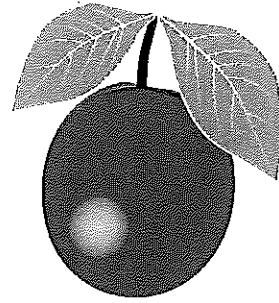
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bicycle

1 2 3

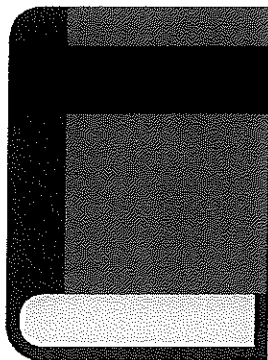
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blueberry

1 2 3

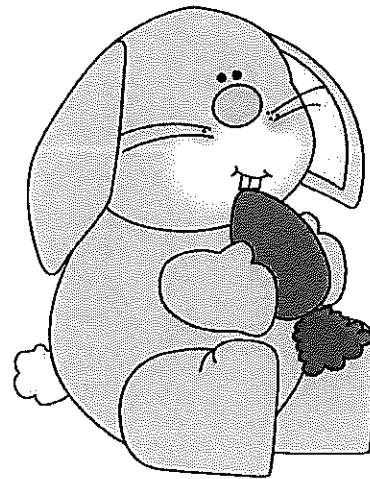
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book

1 2 3

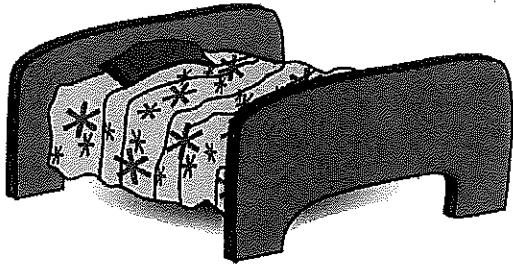
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bunny

1 2 3

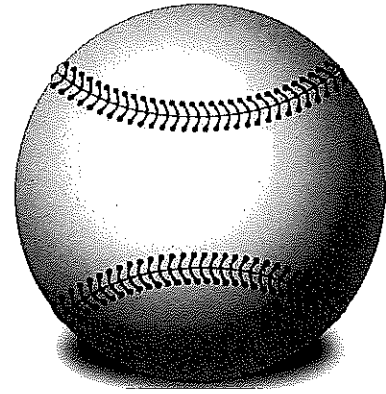
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bed

1 2 3

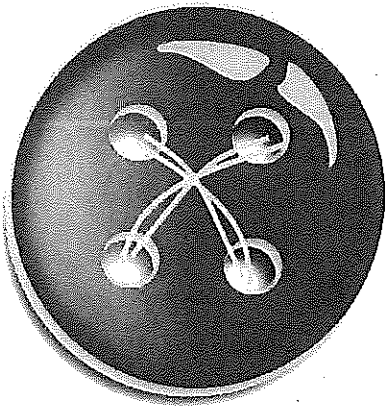
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baseball

1 2 3

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button

1 2 3

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broccoli

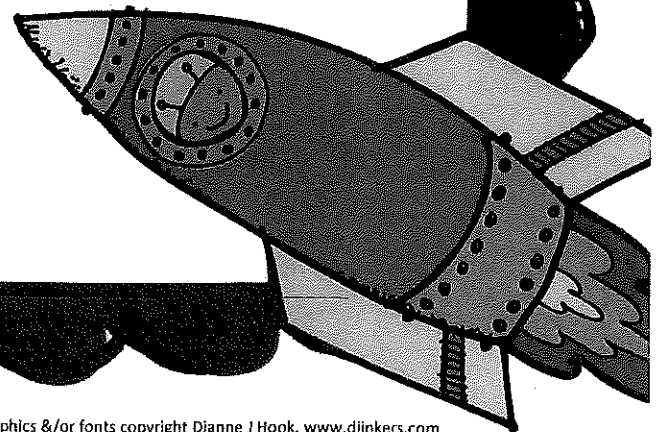
1 2 3

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# Rickety Rockety

For this rhyming activity, the teacher says the rhyme. Pause after saying the rhymed version of the child's name, so that the class can say which child's name it is.

Rickety Rockety Roo,  
A rocket flew over you!  
Rickety Rockety Ree,  
A rocket flew over me!  
Rickety Rockety (Reagan)  
A rocket flew over (Meagan)!



1. Choose a yoga pose.



2. Do a yoga pose for 10 seconds.

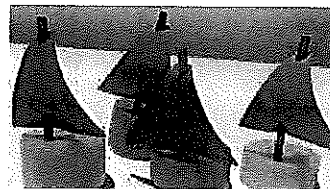
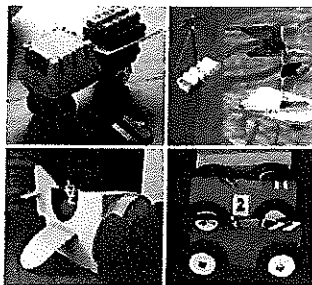
3. Write a sentence.

I ch ose t ree po se.



## Things That Move/Parent Project Week 3

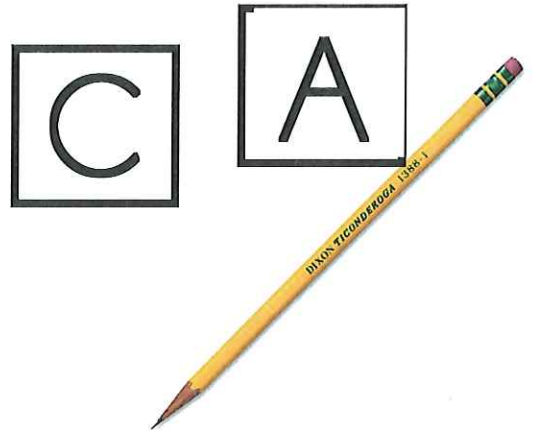
Our upcoming theme is "Things That Move!" cars, trucks, boats, and airplanes, etc... As a parent involvement project, we are asking that you help your child draw or build something that moves. There are no specifics, it can be any size and any vehicle you choose. You can be as creative as you like, use things from around the house, toilet paper rolls, ribbon, empty boxes, etc.! Please ask your child's teacher if you have any questions. Have fun while creating with your child.



Week 3

# Writing in Salt Tray

1. Take pencil and letter.



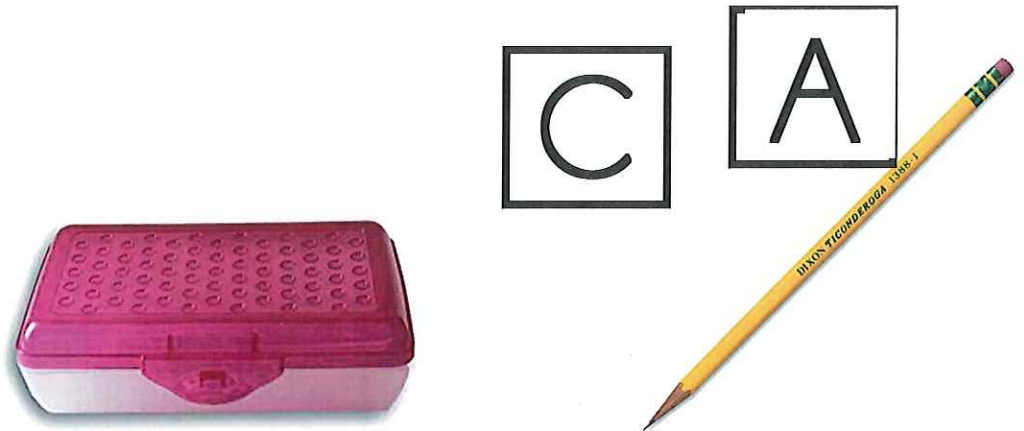
2. Use pencil to trace the letter on the salt.



Week 3

# Writing in Salt Tray

1. Take pencil and letter.



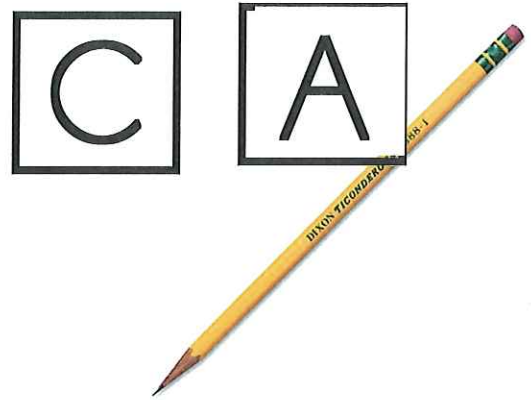
2. Use pencil to trace the letter on the salt.



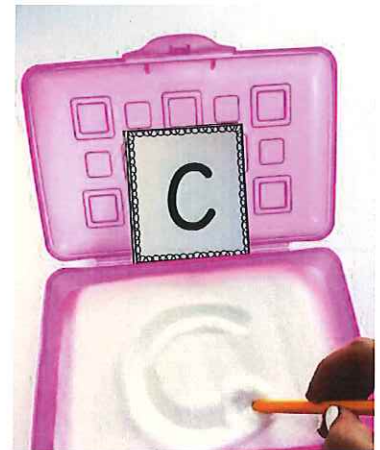
Semana 3

# Escritura en Sal

1. Toma un lápiz y una letra.



2. Usa un lápiz para trazar la letra en la sal.



MPISD CENTRO DE DESARROLLO INFANTIL METAS DE PREPARACIÓN ESCOLAR

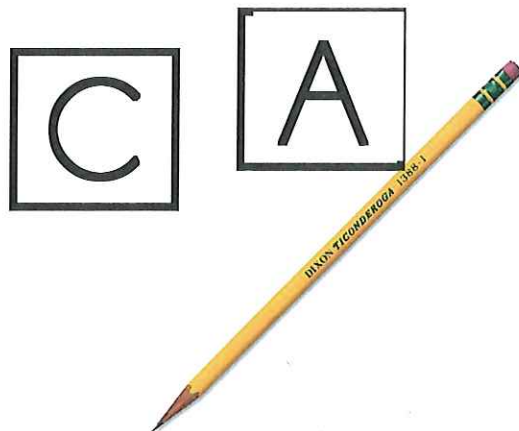
B. Desarrollo de lenguaje y alfabetización

3. Los niños identificarán las Letras y harán conexiones entre las letras, sonidos y el escribir con letra de molde.

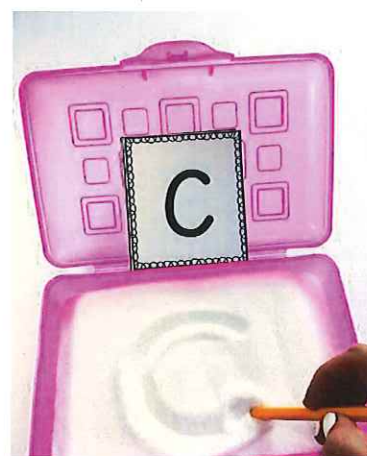
Week 3

# Writing in Salt Tray

1. Take pencil and letter.



2. Use pencil to trace the letter on the salt.



## SCHOOL READINESS GOALS:

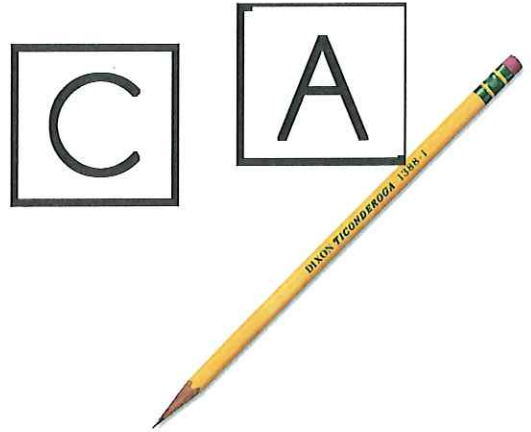
D. Cognitive

1. Children will use math concepts throughout the day to complete daily tasks.

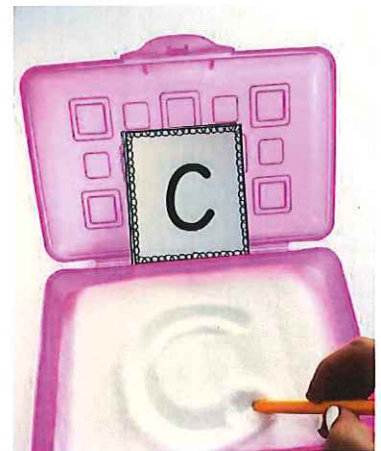
Week 3

# Writing in Salt Tray

1. Take pencil and letter.



2. Use pencil to trace the letter on the salt.



## SCHOOL READINESS GOALS:

D. Cognitive

1. Children will use math concepts throughout the day to complete daily tasks.

Alphabet Dice: Carson Dellosa Roll & Learn Pocket Cubes CD-140002

A

B

C

D

E

F

G

H



## Hopscotch

Create your hopscotch course.



Follow the course.



Write your sentence.

*Hopscotch is fun.*

## Rayuela

*Crea tu curso de rayuela.*



*Sigue el curso.*

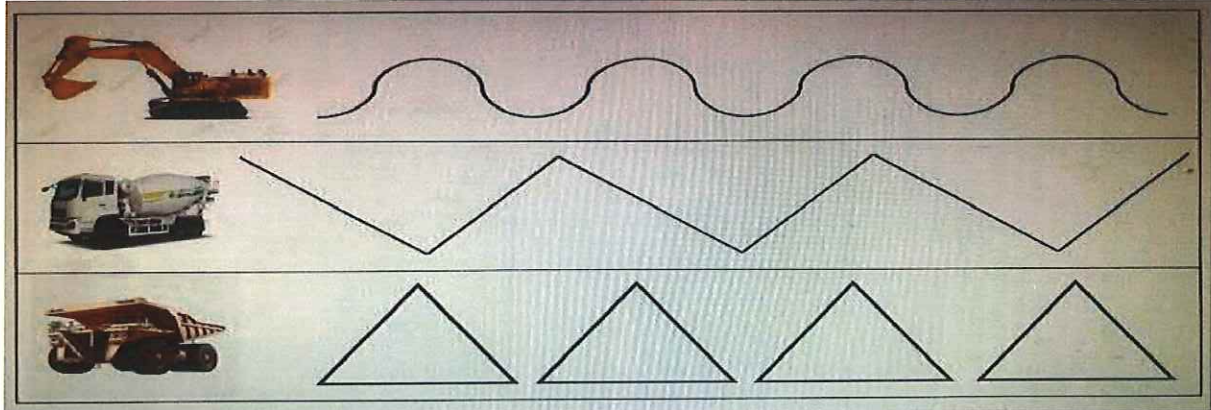


*Escribe tu oración.*

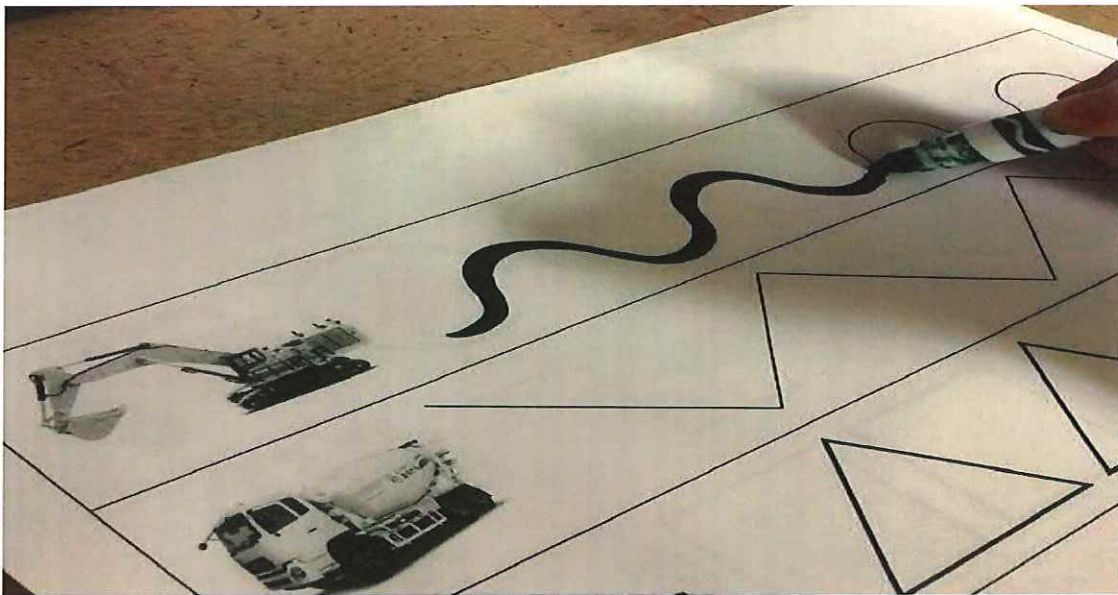
*Rayuela es divertido.*

*Trace the Lines*

*Choose the line you want to trace.*



*Trace the line.*

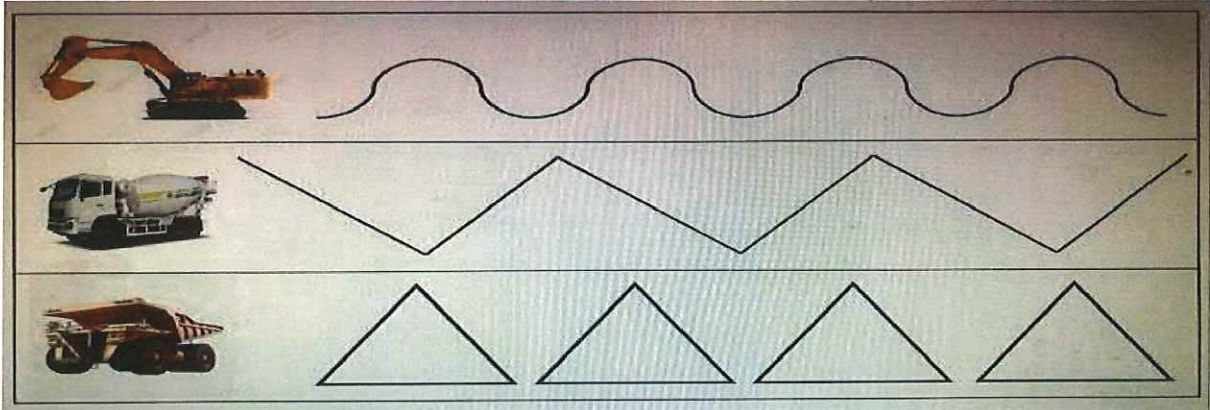


*Write your sentence.*

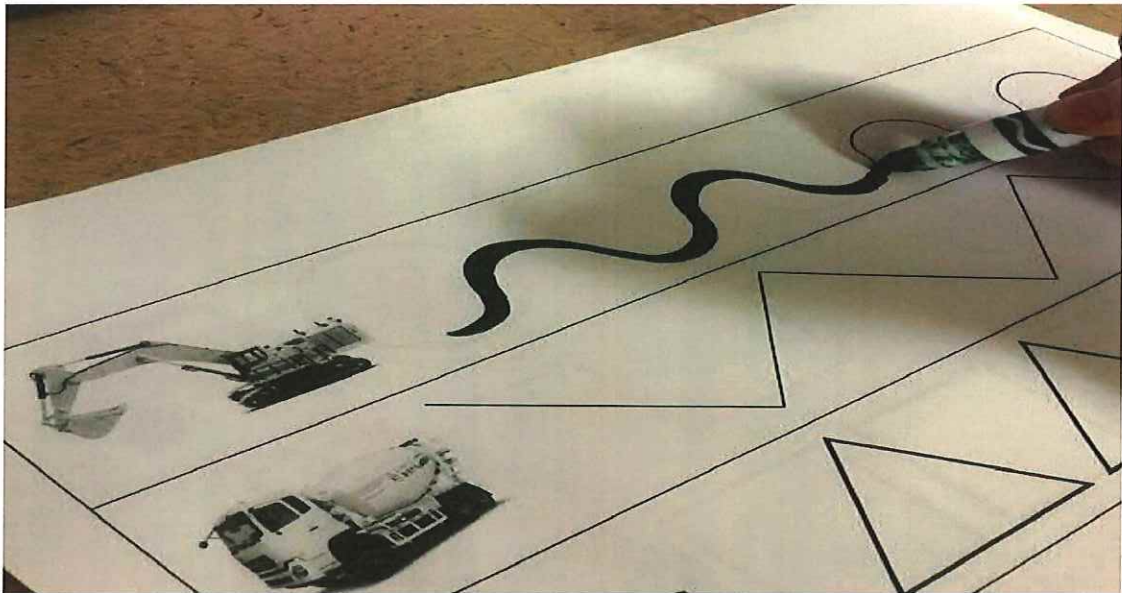
*I can trace.*

*Traza las líneas*

*Elija la línea que desea trazar.*

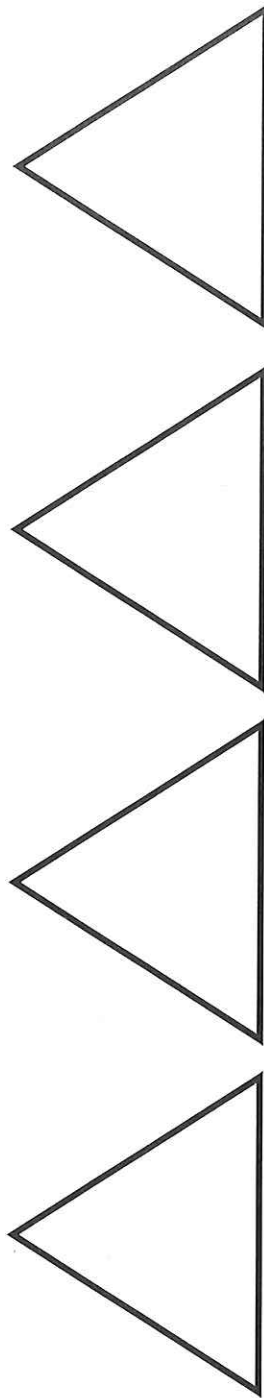
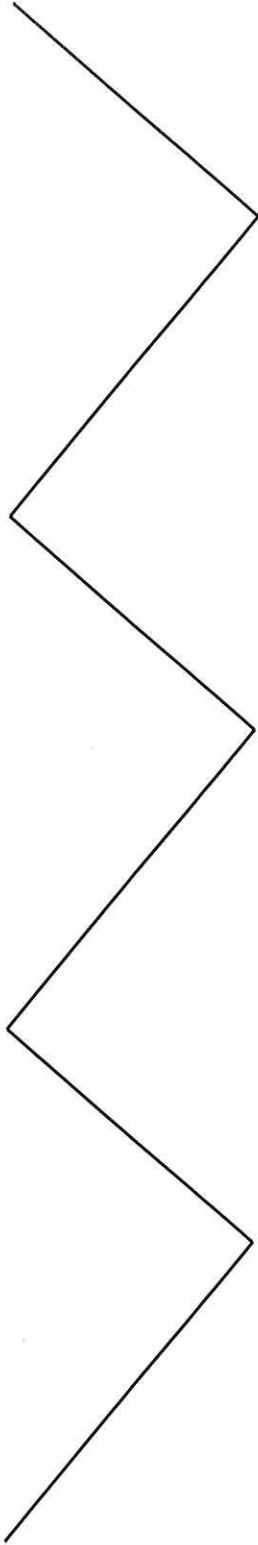
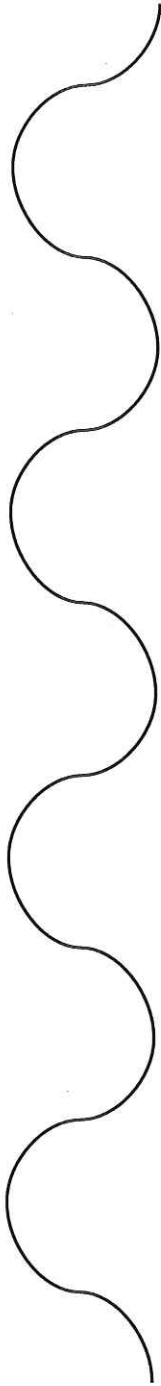


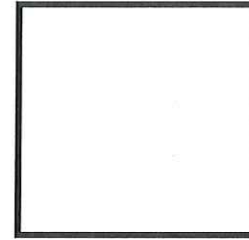
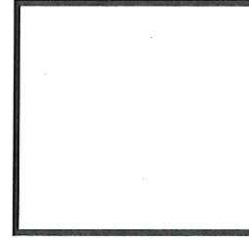
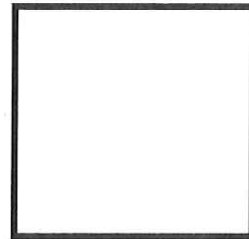
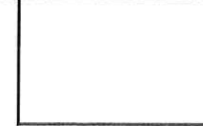
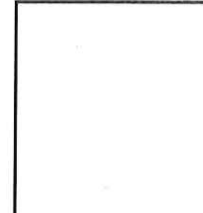
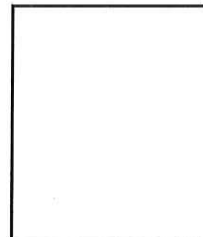
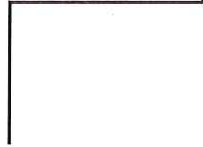
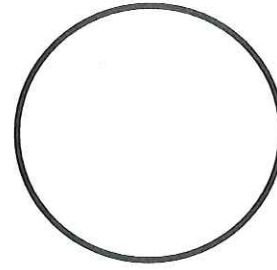
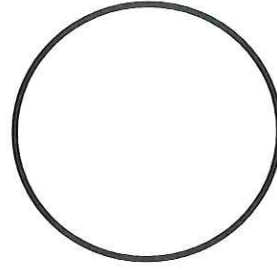
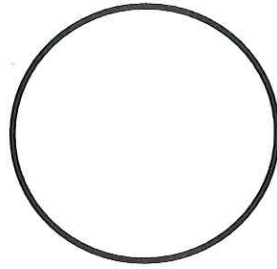
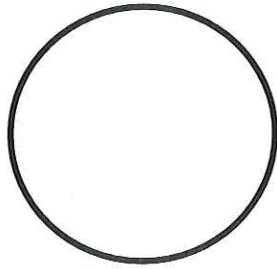
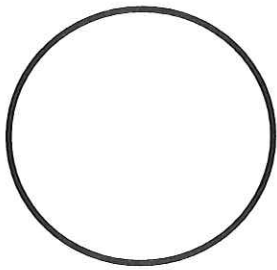
*Traza la línea.*



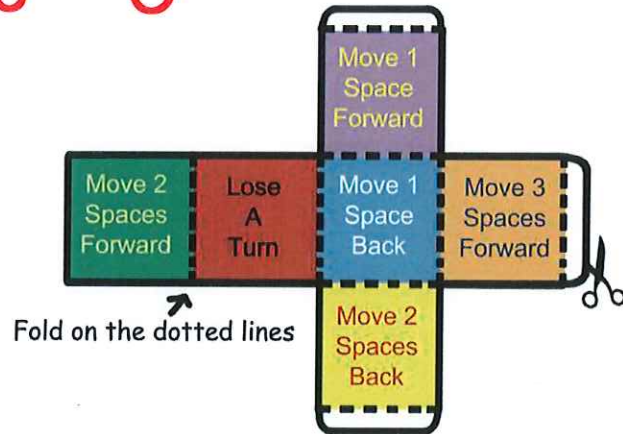
*Escribe tu oración.*

*Puedo rastrear.*





# Recorta el dado y las piezas del juego.



# Tira el dado y muévete según corresponda.

Move 1  
Space  
Forward  
muévete 1 adelante

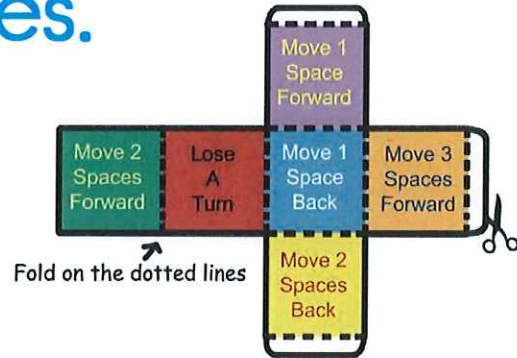


# Escribe una oración.



Puedo jugar juegos de mesa.

# Cut out the dice and game pieces.



# Roll the dice and move accordingly.

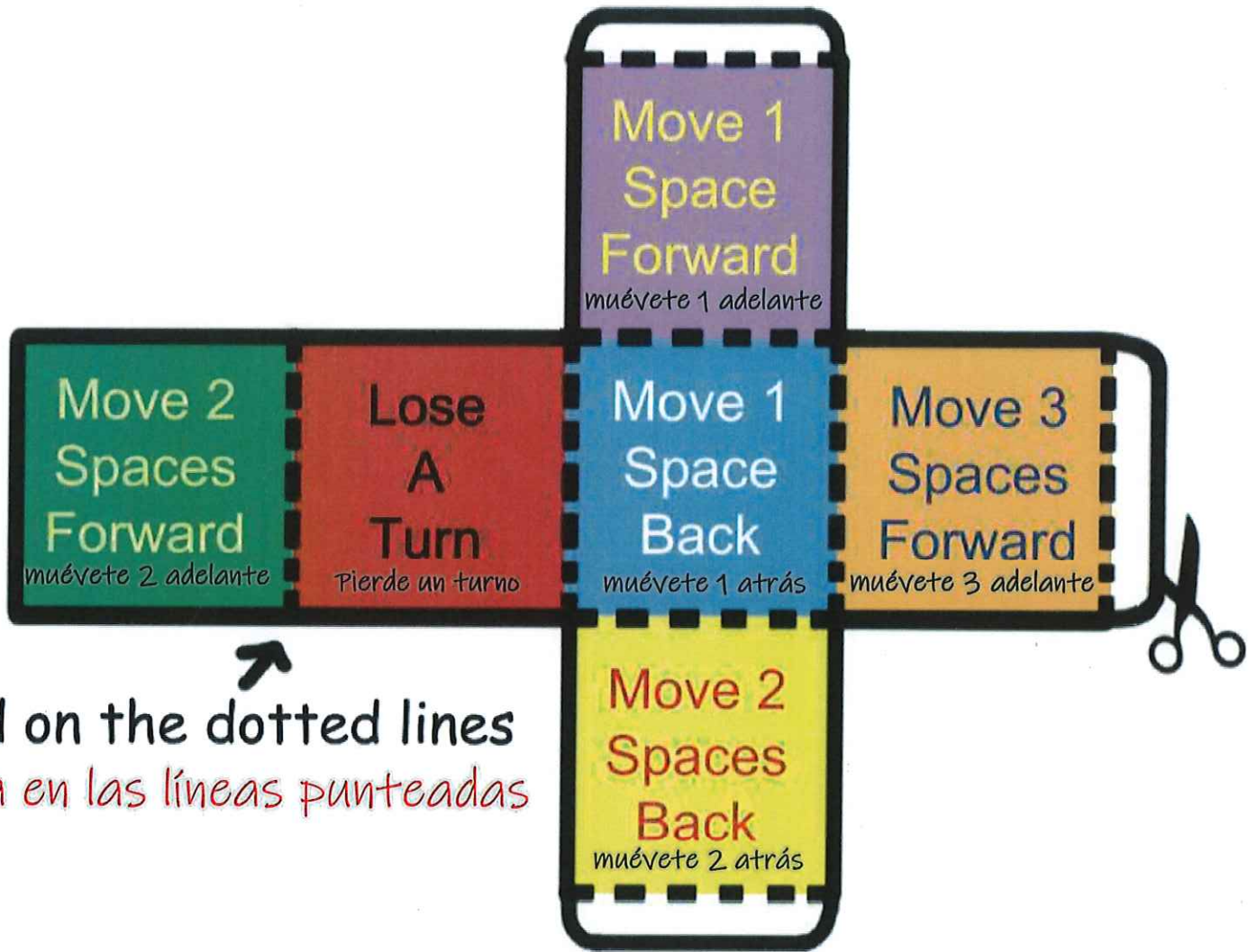


# Write a sentence.



*I can play board games.*





Fold on the dotted lines  
*Dobla en las líneas punteadas*



# Race Track!

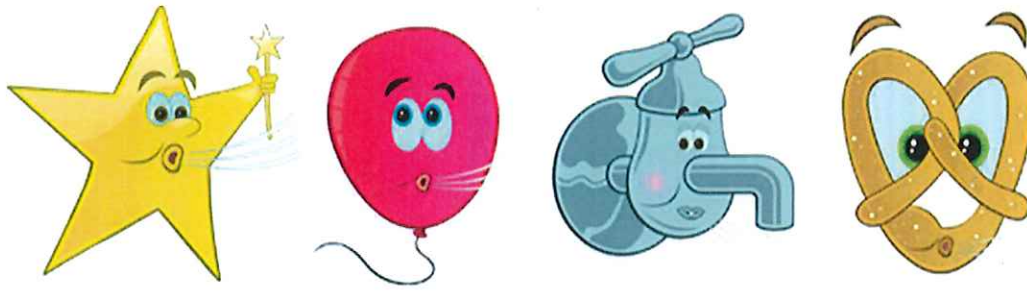
¿Pista de carreras!

Start  
comienzo

Finish  
meta

# Estrategias calmantes

1. Elija un icono de respiración

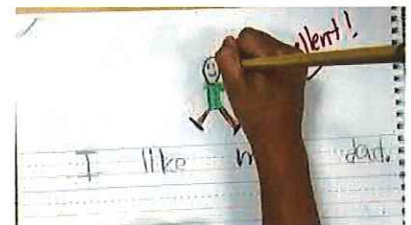


2. Demuestre una de las estrategias de respiración a un miembro de la familia.

 <b>Drain</b> Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "ssshhh" sound and release all your muscles, draining out the stress.	 <b>S.T.A.R.</b> Smile, Take a deep breath And Relax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.
 <b>Pretzel</b> Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.	 <b>Balloon</b> Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a "pbbppbbp" sound.

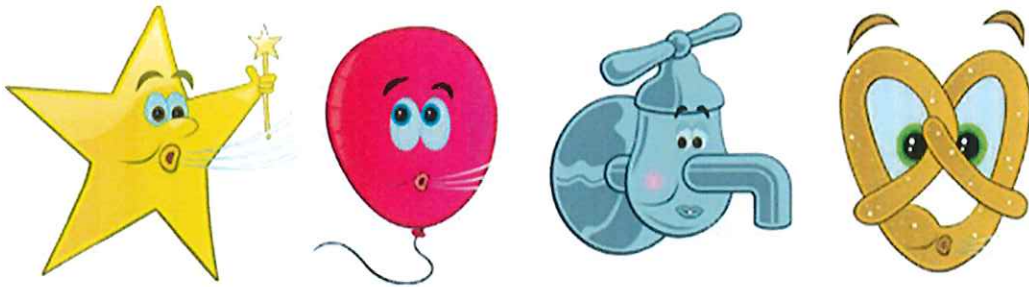
3. Escribe una oración.

Elegí hacer el \_\_\_\_\_.



# Calming strategies

1. Choose a breathing icon

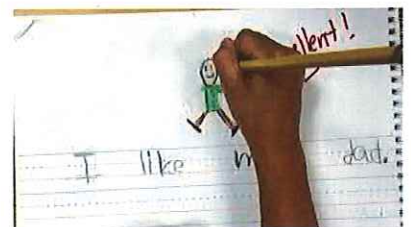


2. Demonstrate one of the breathing strategies to a family member.

 <p><b>Drain</b></p> <p>Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "ssshhh" sound and release all your muscles, draining out the stress.</p>	 <p><b>S.T.A.R.</b></p> <p>Smile, Take a deep breath And Relax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.</p>
 <p><b>Pretzel</b></p> <p>Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.</p>	 <p><b>Balloon</b></p> <p>Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a "pbbppppb" sound.</p>

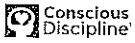
3. Write a sentence.

I chose to do the \_\_\_\_\_.

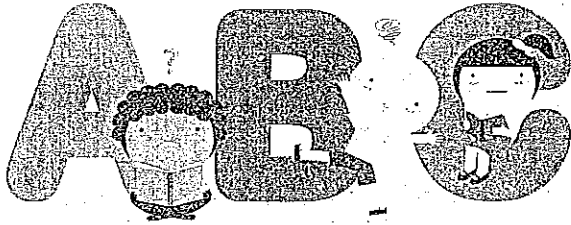


Estimados padres de familia,

Pueden leer este libro con su hijo (a) en este tiempo que no están en la escuela, esto explica porque no hay clases.



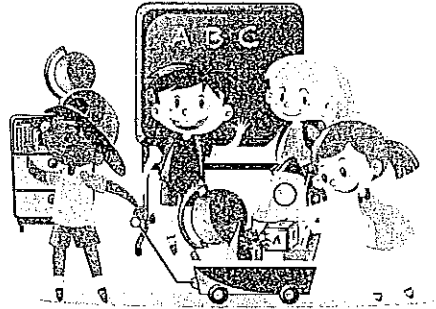
¿Porque no puedo ir a la escuela?



Creado por Abbi Kruse & The Playing Field, Madison, WI



Me gusta jugar con mis amigos y amigas.



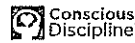
La mayoría de los días, voy a la escuela.



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¡Mis maestras y maestros me quieren mucho también!

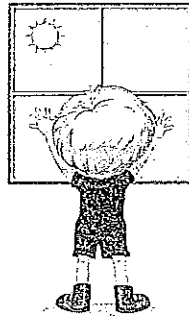


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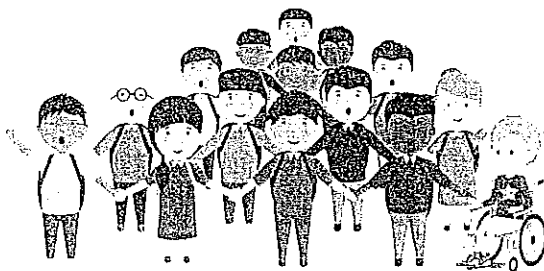
No puedo ir a la escuela por ahora.



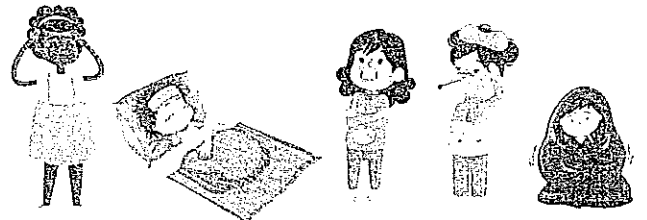
Cuando muchos niños están juntos, a veces ellos comparten sus estornudos y tosen cerca unos de otros.



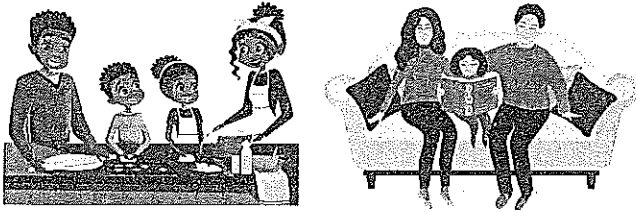
En la escuela, hay muchos otros niños.



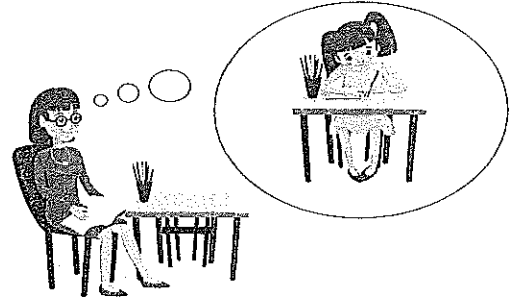
Compartir estornudos y tos nos puede hacer que nos enfermemos.



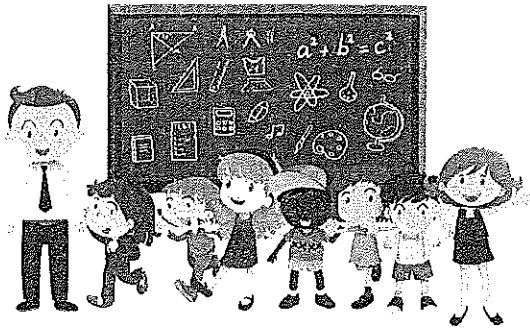
Me voy a quedar en casa hasta que todos mis amigos y maestras/maestros estén sanos.



Mis maestras/maestros me quieren mucho y están pensando en mí.



Cuando todos estén sanos, podremos regresar a la escuela.

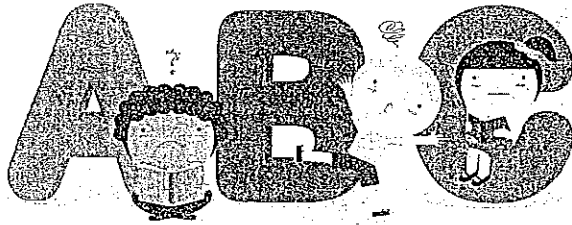


Dear parents,

Please read this book with your child, this book explains why we cannot go to school.



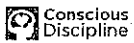
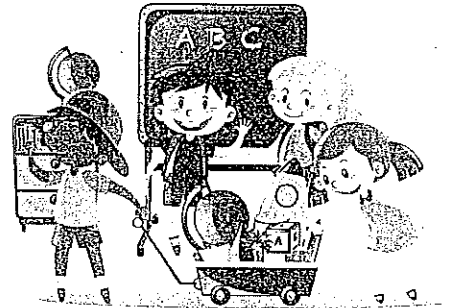
# Why Can't I Go To School?



Created by Abbi Kruse & The Playing Field, Madison, WI



I like to play with my friends.



Most days I go to school.

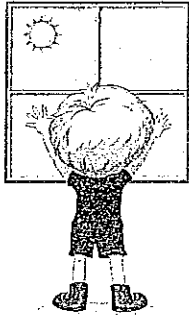


My teachers love me a lot.

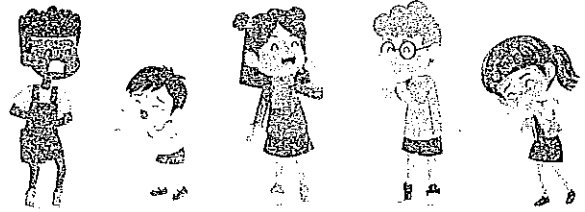




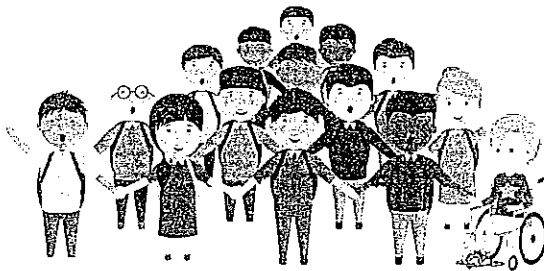
I can't go to school right now.



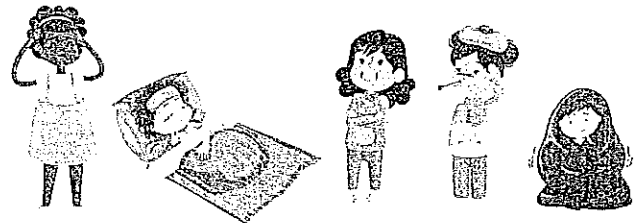
When a lot of children are together, they sometimes share their sneezes and coughs.



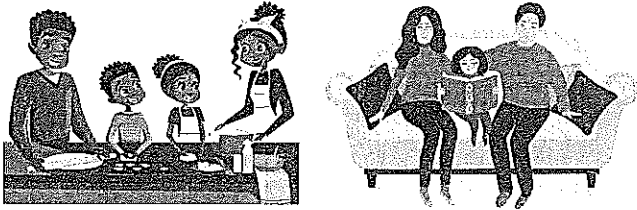
At school there are a lot of other children.



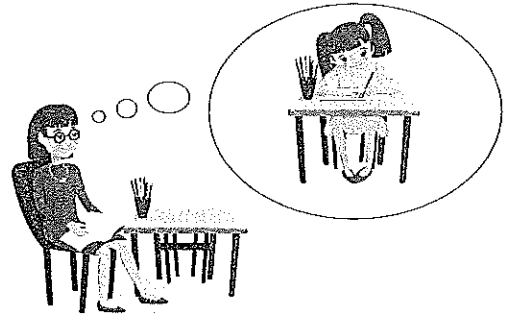
Sharing sneezes and coughs can make everyone sick.



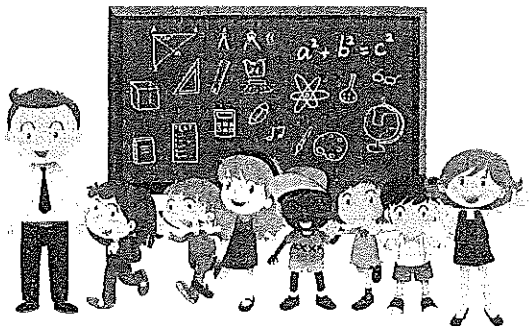
I am staying home until all my friends and my teachers are healthy.



My teachers love me and they are thinking of me.



When everyone is healthy, we can go back to school.



Week 3 Thematic Connections- Things that Move

# Math- Number Bags

## Parents

1. Encourage children to manipulate the counters in the bag.
2. Remind them that no matter how you arrange them inside the bag, the set of three doesn't change.
3. Give your child a piece of paper that has been folded down the middle.
4. Give child circles.
5. Ask your child to use the circles to illustrate combinations for three that they can create in the number bag.

For example:

One circle on one side of the paper and two circles on the other, or three circles on one side with nothing on the other side.

# Number Bags

Draw a vertical line with a permanent marker on one side of a quart size plastic bag. Stop the line just short of the bottom of the bag. Print a numeral (1-5) in this space. Make bags for numbers 1-5. Place appropriate number of buttons, washers, or small counters inside each bag. Children will use the bags to create number families (One button on one side of the line and four buttons on the other side).

