

MOUNT PLEASANT ISD CHILD DEVELOPMENT CENTER WEEKLY INSTRUCTION

3-YEAR OLD PRE-K

DATE
APRIL 20 -APRIL 24

PARENT RESOURCES

Science Friday
English

<https://www.sciencefriday.com/series/aha/>



Viernes de Ciencia
Spanish

<https://www.sciencefriday.com/series/aha-en-espanol/>



CLI Engage Family Resources

<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
20 DE ABRIL AL 24 DE ABRIL

RECURSOS PARA PADRES

Science Friday
English

<https://www.sciencefriday.com/series/aha/>



Viernes de Ciencia
Spanish

<https://www.sciencefriday.com/series/aha-en-espanol/>



Recursos de familia para participación activa de CLI

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



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

April 20-24

In a Living Room

The living room can be the place for both quiet and noisy activities. Your children will develop their social skills by learning how to be by themselves or how to be a part of the family group. Tell your child which items in the room are on the "Do Not Touch" list. These are activities to build both large and small muscles. The living room is a busy place!

Talk about sounds.

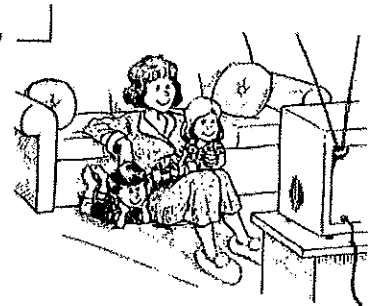
- Ask your children to point to the direction of the sound and describe it.
- Ask you children to tell you about all the things that make loud or soft sounds such as the TV, the radio.
- Sing songs together: old favorites, nursery rhymes. Use a wooden spoon or thick stick as microphone.

Talk about:

- The names of all the furniture in the room, such as the lamp, table, and couch.
- Family stories about the children's grandparents, family histories and when your children were babies.
- The things your children make.

Your children's favorite TV shows. Develop your children's big muscles.

- Encourage your children to help with household jobs: watering plants, sweeping, dusting, vacuuming.
- You and the children can imitate characters from a story or a TV show.
- Act out what these persons do. Help your children to find things around the house for dress-up or to add to the make-believe!
- Turn on music and march around the house. Or, if your family likes to dance, turn on music and have fun!



Read to your children each day.

- Give your children a chance to imitate reading to you from magazines, books, and newspapers. Have a special place for books and magazines.
- Make a "booklet" with your children by helping them cut out magazine pictures and paste them on paper--a "house book" or "animal book." Use other suggestions from your children.
Ask an older child or other family member to read to a younger child and to you.

Talk about what it means to be a family member.

- Ask your children to name the members of your family and draw pictures.
- Discuss how members of the family help each other.
- Invite some older family members to tell stories.
- You may wish to write a story about your family or write down stories your children tell you about the family.

Let your children know that they are an important part of the family.

- Give your children a place to store their special treasures.

Find a place to display your children's "work," such as hanging their artwork on the wall or a door.

Actividades para realizar juntos

April 20-24

En una sala de estar

La sala de estar puede ser el lugar para actividades tranquilas y ruidosas. Sus hijos desarrollarán sus habilidades sociales aprendiendo a estar solos o formando parte del grupo familiar. Dígale a su hijo qué artículos en la sala están en la lista de "No tocar". Estas son actividades para desarrollar los músculos grandes y pequeños. ¡La sala de estar es un lugar muy concurrido!

Hablen de sonidos.

- Pídale a sus hijos que apunten hacia el lugar del sonido y que lo describan.
- Pídeles que les cuenten sobre todas las cosas que hacen sonidos fuertes o suaves como el televisor o la radio.
- Canten juntos: viejas canciones favoritas y rimas infantiles. Use una cuchara de madera o una varilla gruesa como micrófono.

Hable sobre:

- Los nombres de todos los muebles de la sala, como la lámpara, mesa y el sofá.
- Historias familiares sobre los abuelos de los niños, historias familiares y cuando sus hijos eran bebés.
- Las cosas que hacen sus hijos.

Los programas de televisión favoritos de sus hijos. Ayude a desarrollar los músculos grandes de sus hijos.

- Anime a sus hijos a ayudar con las tareas del hogar: regar las plantas, barrer, quitar el polvo y pasar la aspiradora.
- Usted y los niños pueden imitar a los personajes de un cuento o un programa de televisión.
- Representen lo que hacen estas personas. ¡Ayude a sus hijos a encontrar cosas en la casa para disfrazarse o para añadir a la imaginación!
- Ponga música y marchen por la casa. Si a su familia le gusta bailar, ¡pongan música y diviértanse!

Léales a sus hijos todos los días.

- Dé a sus niños la oportunidad de imitarle leyendo revistas, libros y periódicos. Tenga un lugar especial para los libros y las revistas.
- Haga un "folleto" con sus niños ayudándoles a recortar fotos de revistas y pegarlas en papel para crear un "libro de la casa" o "libro de animales". Use otras sugerencias de sus hijos. Pídale a un niño mayor u otro miembro de la familia que le lea a un niño más joven y a usted.

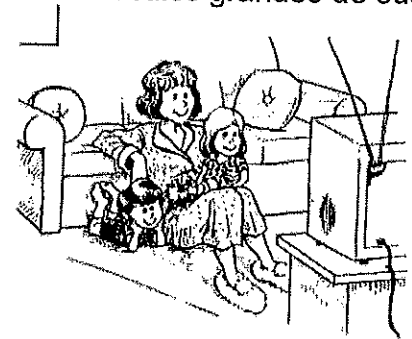
Hable sobre lo que significa ser un miembro de la familia.

- Pídeles a sus hijos que nombren a los miembros de su familia y hagan dibujos.
- Discuta cómo los miembros de la familia se ayudan mutuamente.
- Invite a los miembros de la familia que son mayores para que cuenten historias.
- Tal vez desee escribir una historia sobre su familia o escribir las que sus hijos le cuenten acerca de la familia.

Comuníquese a sus hijos que son una parte importante de la familia.

- Dé a sus niños un lugar para almacenar sus tesoros especiales.

Encuentre un lugar para exhibir el "trabajo" de sus niños, tal como colgar sus obras de arte en la pared o una puerta.



How are you feeling today?



Happy



Sad

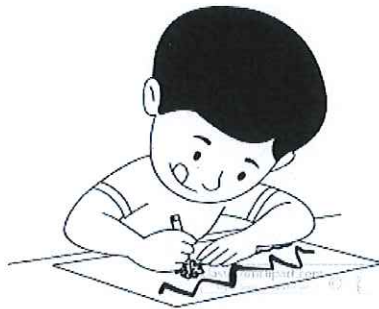


Angry



Tired

Draw a picture of how you are feeling.

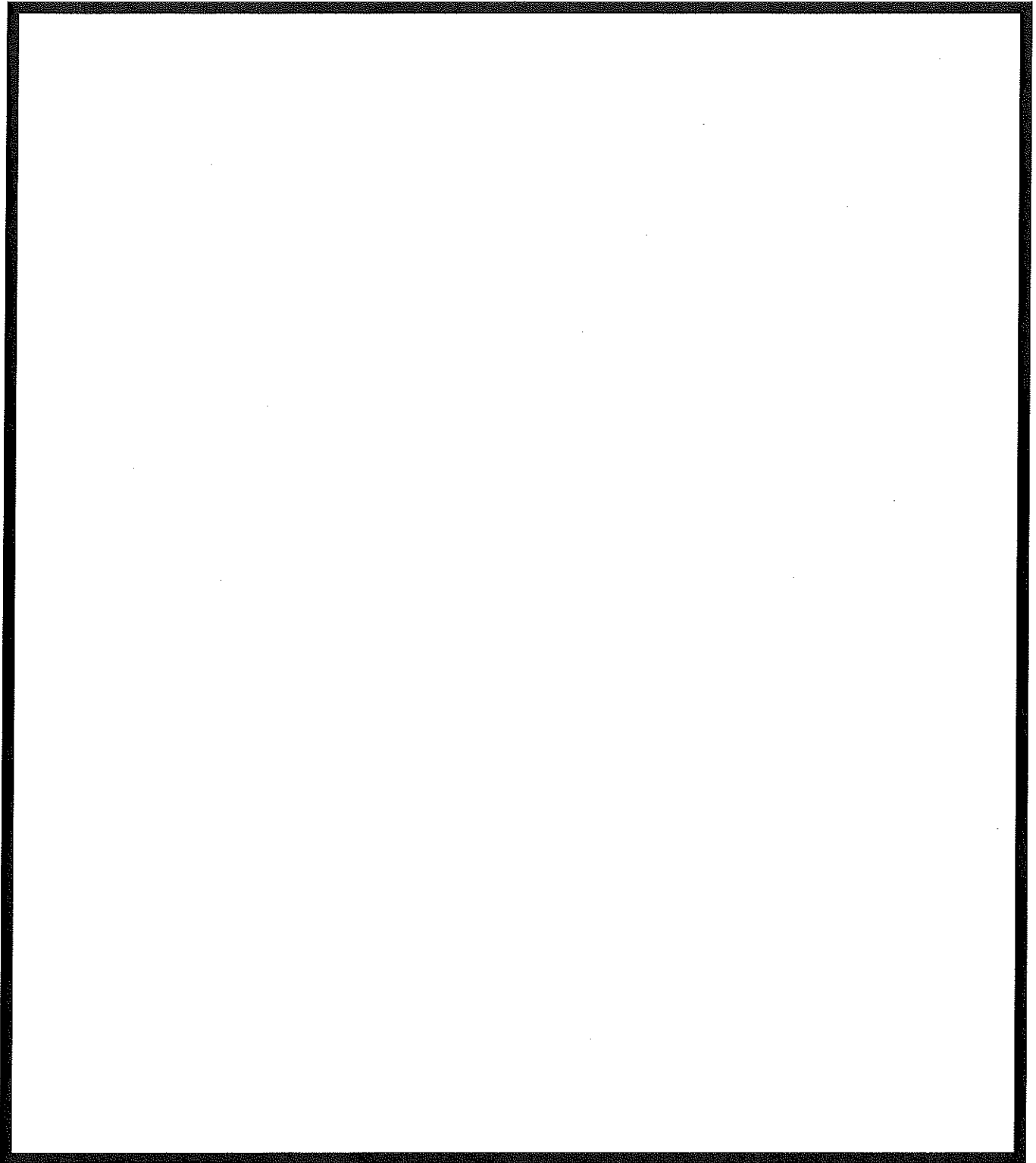


Write a sentence.



I am feeling happy.

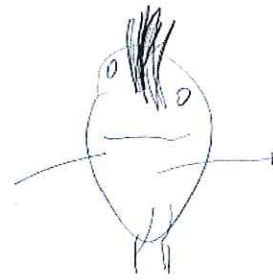
How are you feeling today?



Family Portrait



1. Select a sheet of paper.



2. Draw your family portrait.



3. Name your family member.

4. Complete the sentence strip.

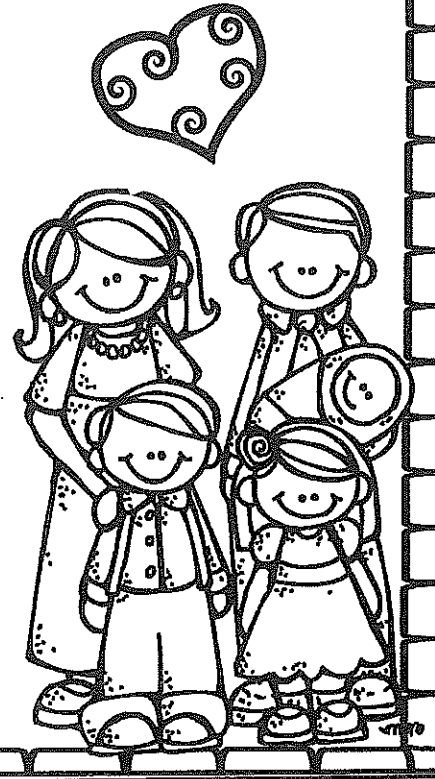
This is my _____.

II.D.1 child uses a wide variety of words to label and describe people, places, things, and actions.

VIII.A.2 child uses art as a form of creative self-expression and representation.

IV.A.1 child intentionally uses scribbles/writing to convey meaning.

My family...

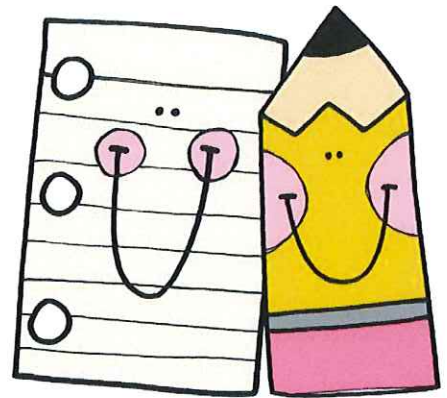


Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

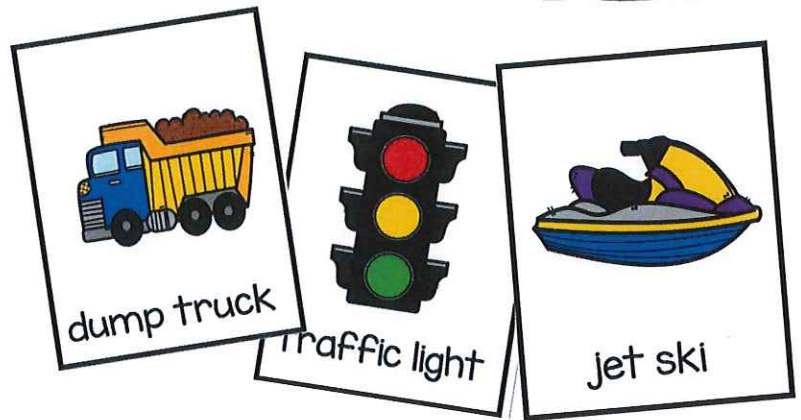
Write the Room TRANSPORATION

I can:

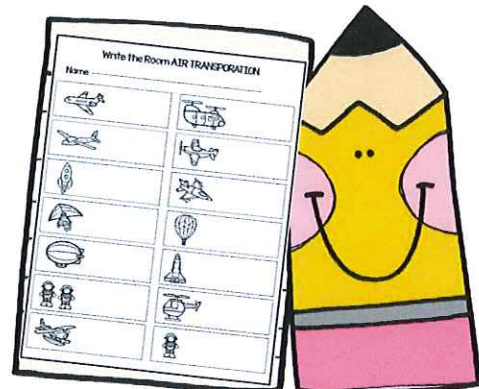
Get my paper and pencil.



Find the pictures.

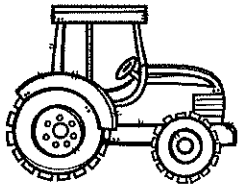


Match the pictures, trace,
and write the words

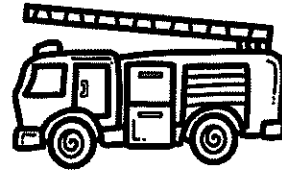


Trace the Room TRANSPORTATION

Name _____



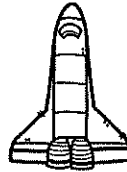
tractor



firetruck



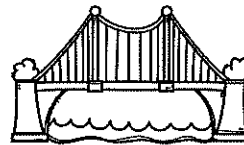
speed boat



space shuttle



ambulance



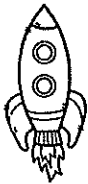
bridge



golf cart



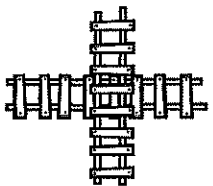
traffic light



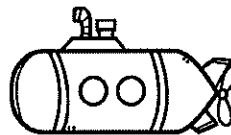
rocket



hot air
balloon



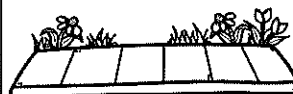
train tracks



sub



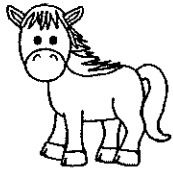
sledding



sidewalk

Trace the Room TRANSPORTATION

Name _____



horse



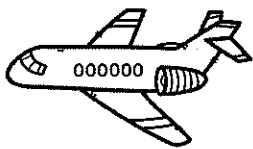
walker



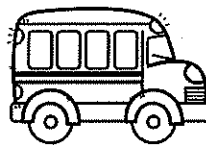
tugboat



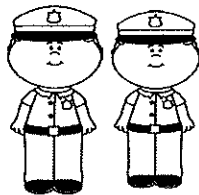
walkers



airplane



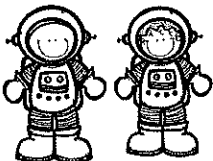
school bus



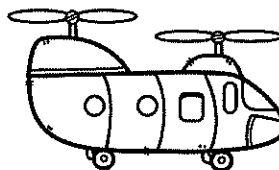
policemen



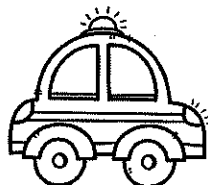
policeman



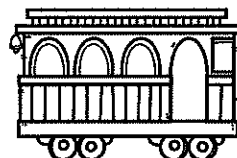
astronauts



military
helicopter



police car



trolley



bus driver



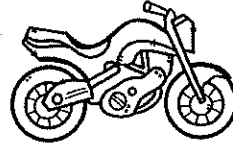
glider

Trace the Room TRANSPORTATION

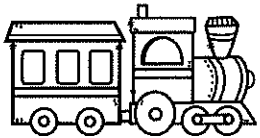
Name _____



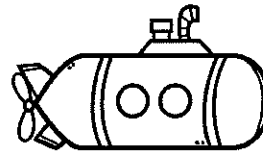
car



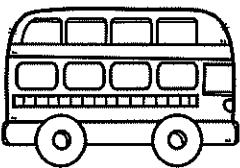
motorcycle



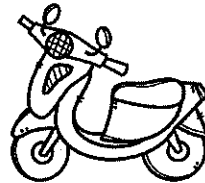
train



submarine



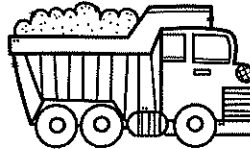
double decker
bus



scooter



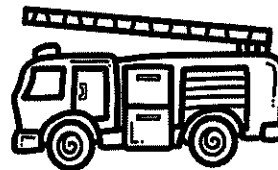
bus



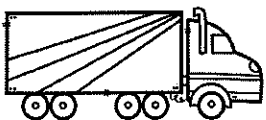
dump truck



bike



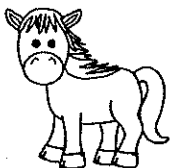
firetruck



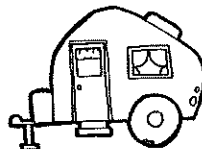
semi truck



cab



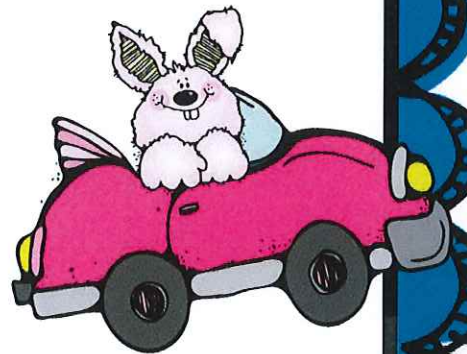
horse



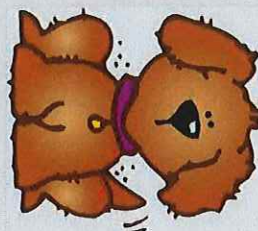
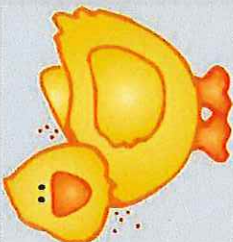
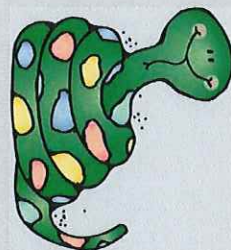
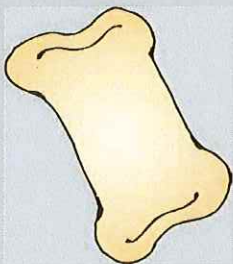
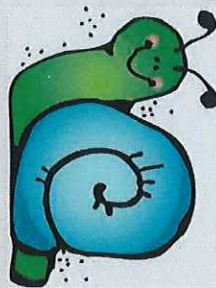
mobile home

Rhyming Lot

For this rhyming activity, tape the small picture icons to some toy cars. The children park toy cars into parking places by matching the picture on the car to the picture on the parking lot that rhymes. You could also use unlabeled cars and just call out a word that rhymes with one of the pictures on the lot. The children will park the car in a space that rhymes with the given word.

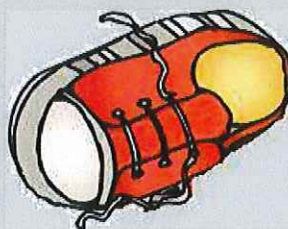
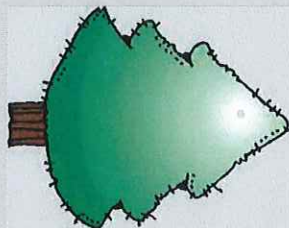
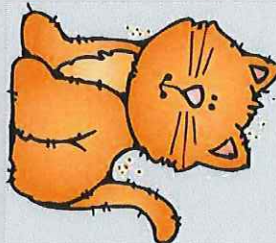
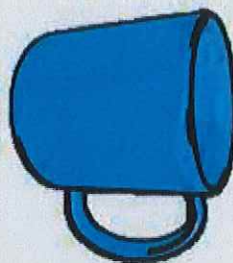
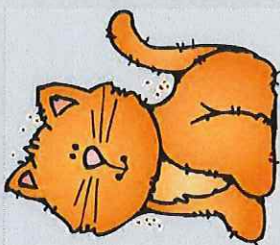
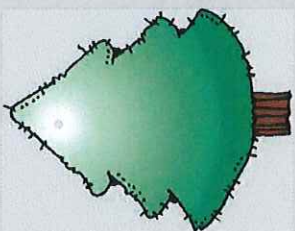


Rhyming Lot



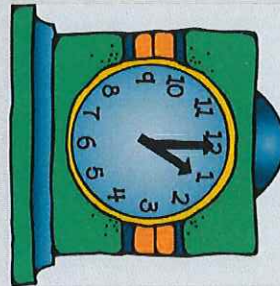
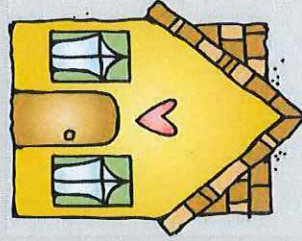
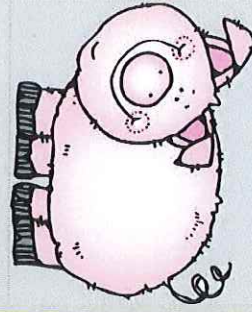
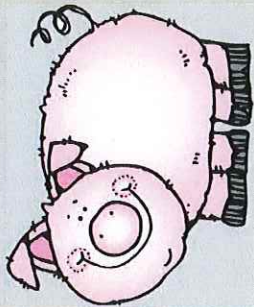
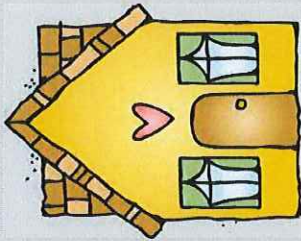
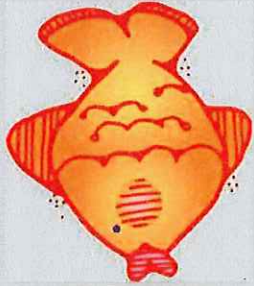
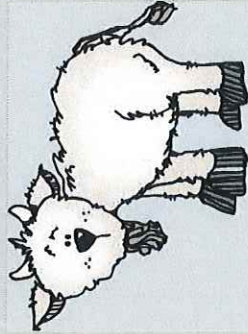
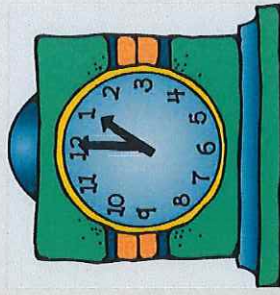
Rhyming Lot

Rhyming Lot



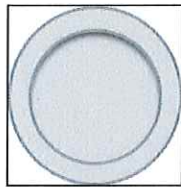
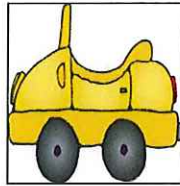
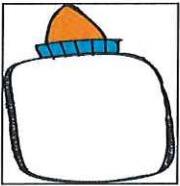
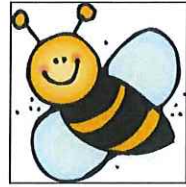
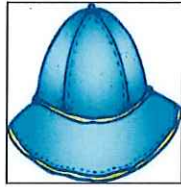
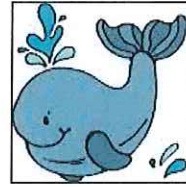
Rhyming Lot

Rhyming Lot

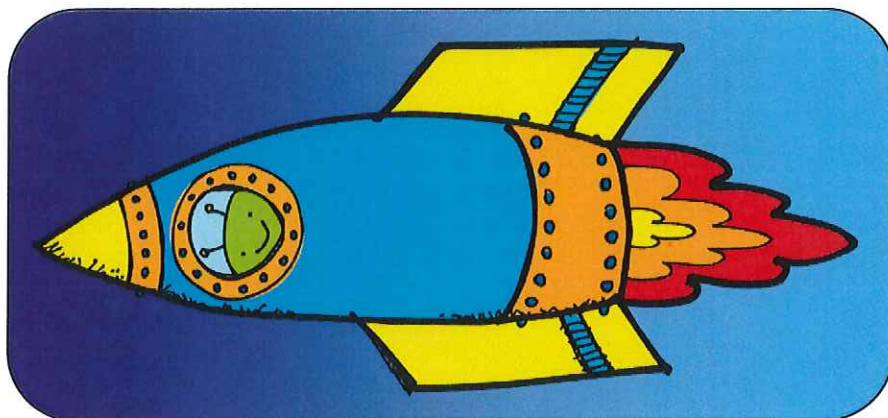


Rhyming Lot

Cut and tape onto toy cars.

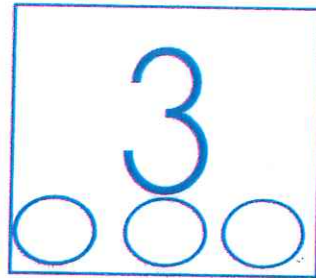


Cut and glue onto a craft stick for
Rickety Rockety Rhyme



Counting Pom-Poms

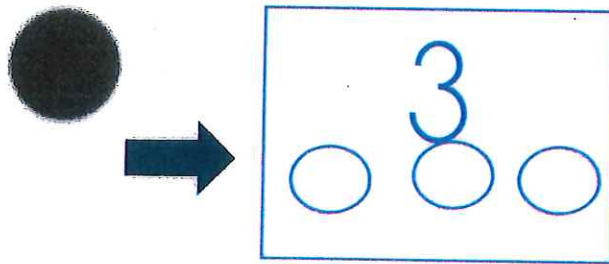
1. Grab the number card.



2. Grab pom-poms.



3. Place the pom-poms on top of the number card.

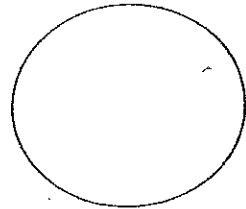


4. Count the pom-poms and write how many pom-poms you have.

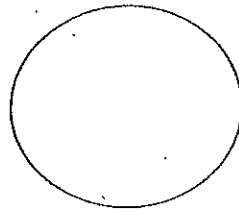
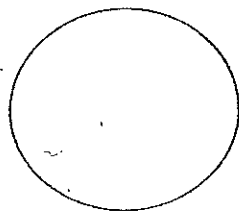


I have circles.

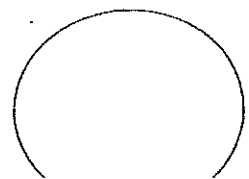
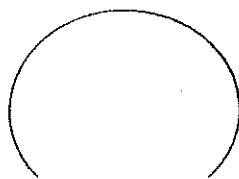
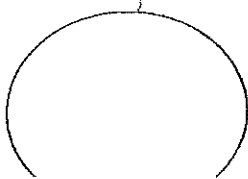
1



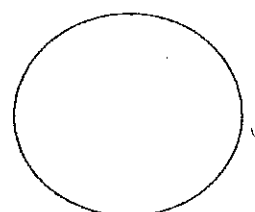
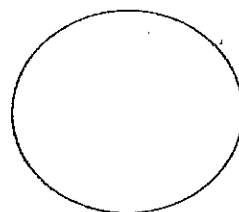
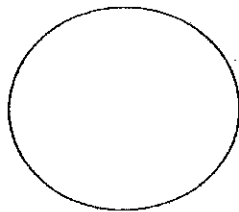
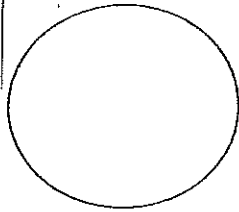
2



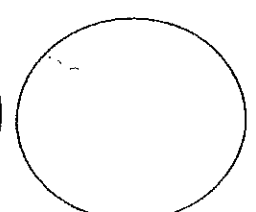
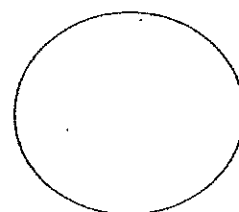
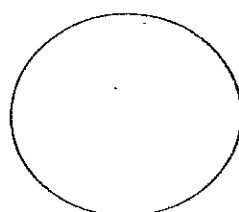
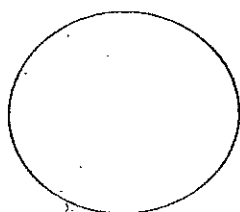
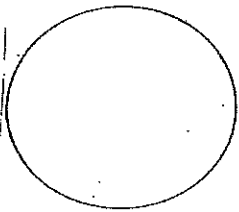
3



4



5



li



Gallop or
skip In a
circle

©Pete Charrette (Cap'n Pete), 2013

Jj

Do some
Jumping
Jacks



©Pete Charrette (Cap'n Pete), 2013

Kk



Bring your elbows
to your
Knees

©Pete Charrette (Cap'n Pete), 2013

Ll

Leap
back and
forth



©Pete Charrette (Cap'n Pete), 2013

Mm

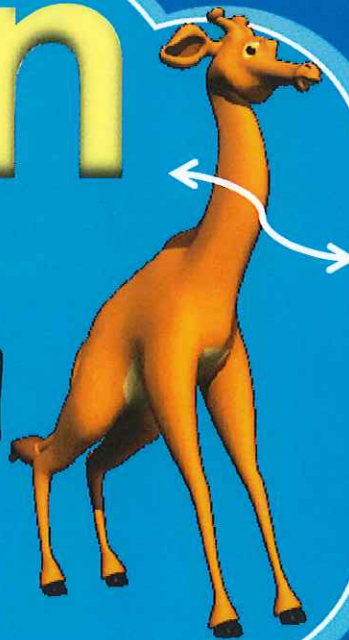


March
around in a
circle

©Pete Charrette (Cap'n Pete), 2013

Nn

Roll your
Neck around
slowly



©Pete Charrette (Cap'n Pete), 2013



Oo

Hop around
On
One foot

©Pete Charrette (Cap'n Pete), 2013

Pp

Perform
some Pushups



©Pete Charrette (Cap'n Pete), 2013



Qq

Do some
Quick
air boxing

©Pete Charrette (Cap'n Pete), 2013

Rr

Run
Around in
a circle



©Pete Charrette (Cap'n Pete), 2013

Bubble-Blowing Fun

Simple Homemade Soap Bubble Recipe

My favorite part about this solution is there is only three ingredients! And I bet you have them all in your kitchen.

- 6 cups of water
- 2 cups of Dawn dish soap
- 3/4 cup Corn syrup



Slowly combine all ingredients into a large bowl (be careful not to create suds). Let sit for at least an hour, but overnight is best.

Pour the solution into a large flat pan (I love to use disposable ones) and let the kids go at it!

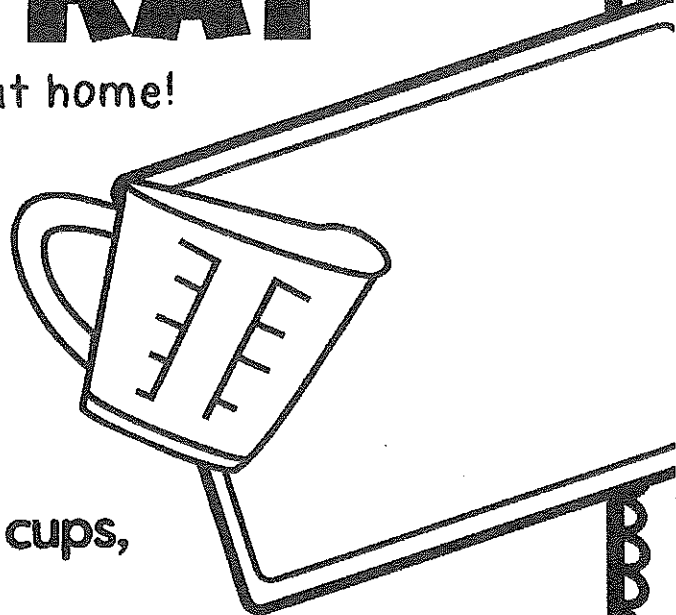
Go ahead and experiment with different wands! You can use wire hangers, yarn, cookie cutters, pipe cleaners or strainers. There are lots of possibilities! Each wand produces different types of bubbles! It's fun for the kids to guess what type of bubble it will produce!

FIZZY TRAY

Try this fizzy fine motor activity at home!

What You'll Need:

9X13 pan or cookie sheet
Baking soda
Vinegar
Food coloring
Medicine droppers, measuring cups,
or small squeeze bottles



Directions:

Sprinkle a layer of baking soda on the bottom of a 9X13 pan or cookie sheet.

Pour vinegar in a cup and add a drop or two of food coloring. Mix up the colored vinegar. Pour the vinegar mixture onto the baking soda.

Watch it fizz & you're ready to play! Use the medicine droppers, measuring cups, or small squeeze bottles to experiment with the mixture!

What does this teach my child?

Science (chemical reactions)
Colors (what happens when colors are mixed)
Fine motor skills (use tools to experiment)
To be gentle and patient

YouTube:

Harry Kindergarten

Fun songs that teach and help develop self-regulation.

Dr. Jean

Fun songs that teach

Learning Station

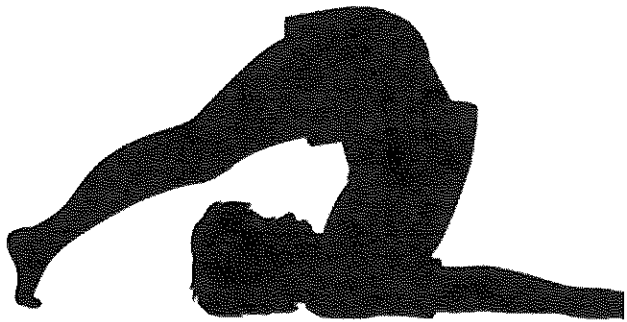
Fun songs that teach

Mr. B

Letter and counting songs

Stretch!

1. Choose an activity card.



2. Do your stretch .

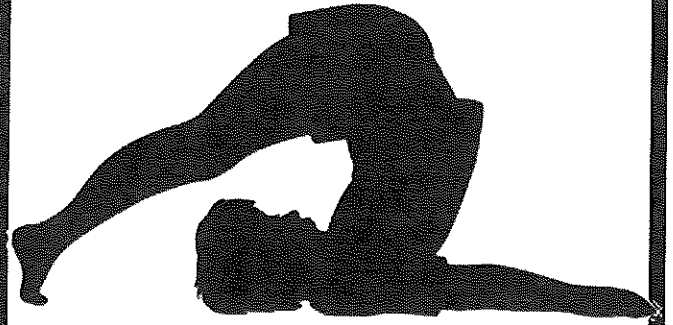


3. Write your sentence.

I did the butterfly pose.



butterfly pose



stretching



camel pose

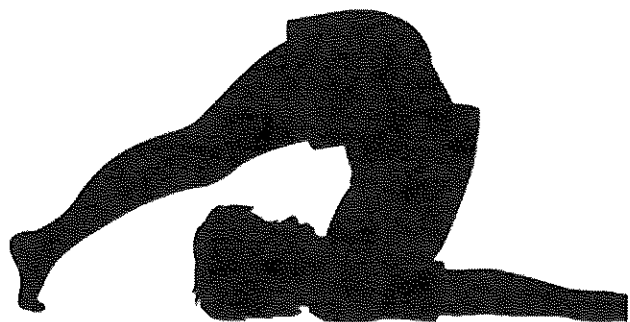


warrior pose

Week 4

Estirar!

1. Elija una tarjeta de actividad.

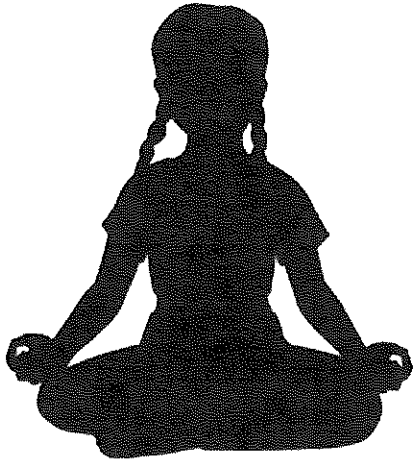


2. Haz tu ejercicio.

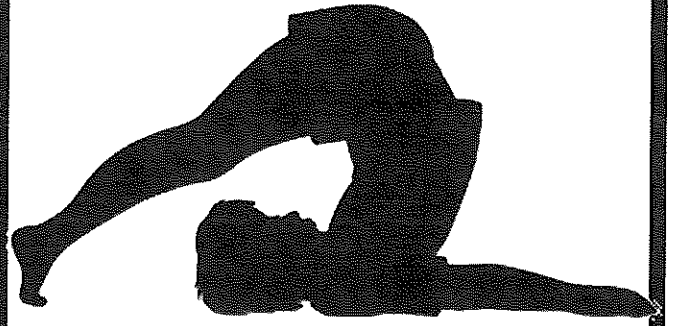


3. Escribe tu oracion.

Yo hice el pose de mariposa.



Pose de mariposa



estirar



Pose de camello



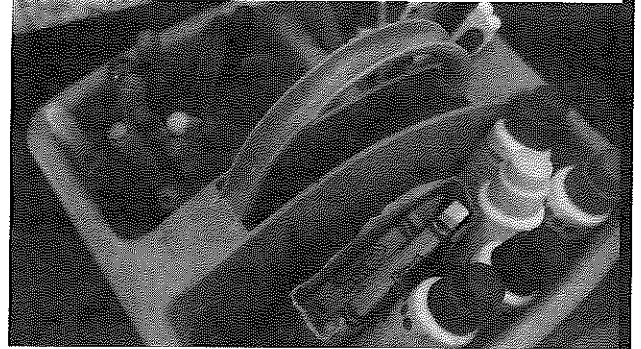
Pose de guerrero

Semana 4

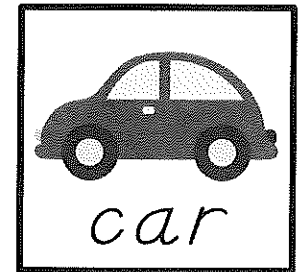
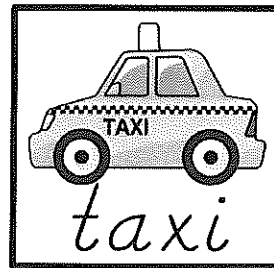
Week 4

Write a Story

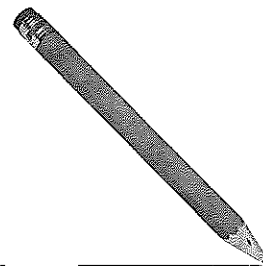
1. Get writing materials.



2. Pick your favorite transportation.

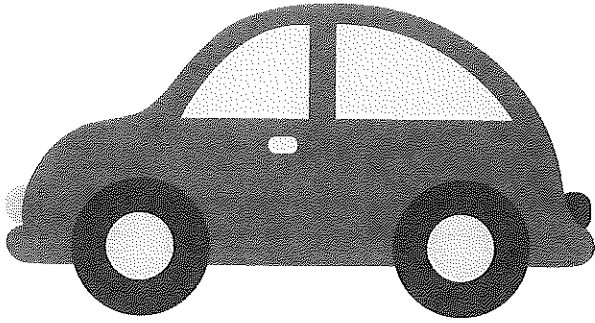


3. Write a story.

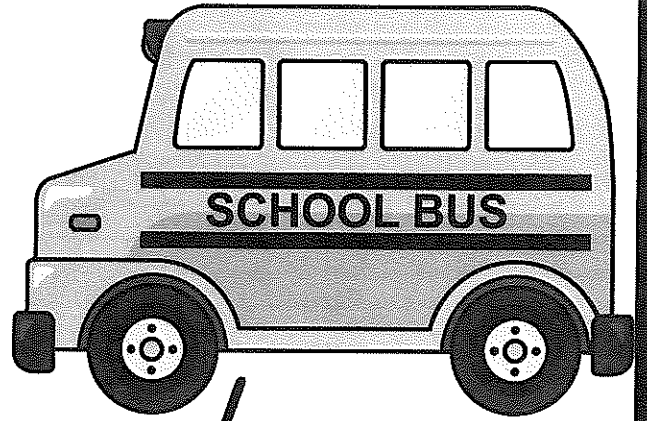


I see a car.

Week 4



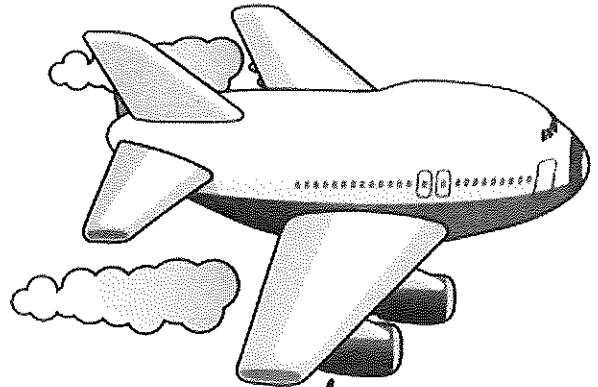
car



bus



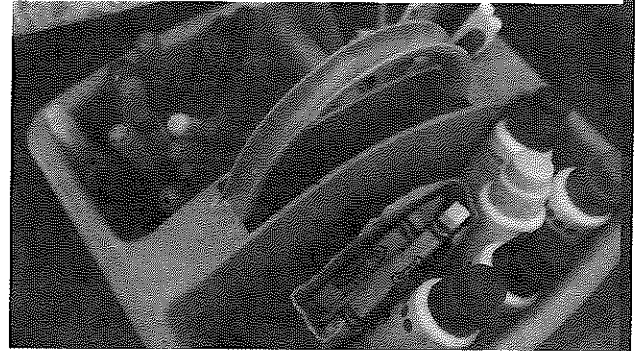
taxi



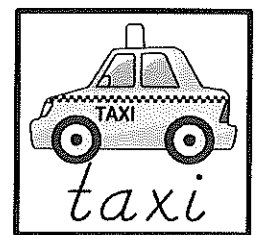
airplane

Escribe una historia

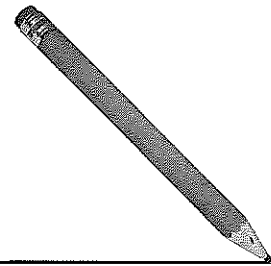
1. Toma materiales de escritura.



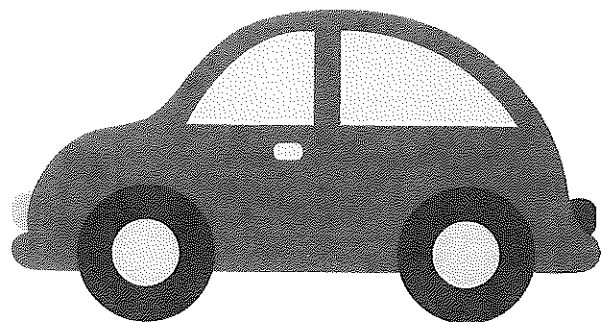
2. Elige tu transporte favorito.



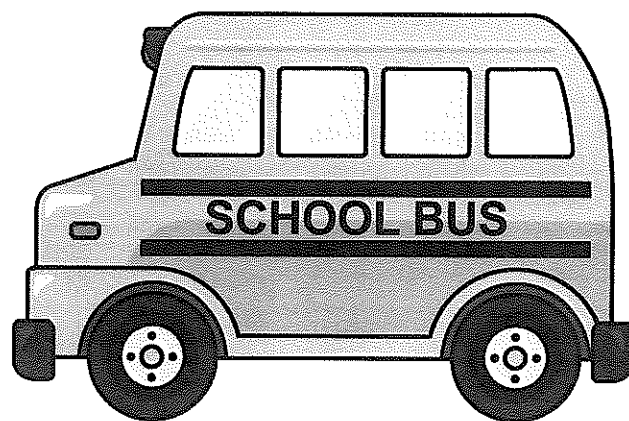
3. Escribe su historia.



Yo veo el carro.



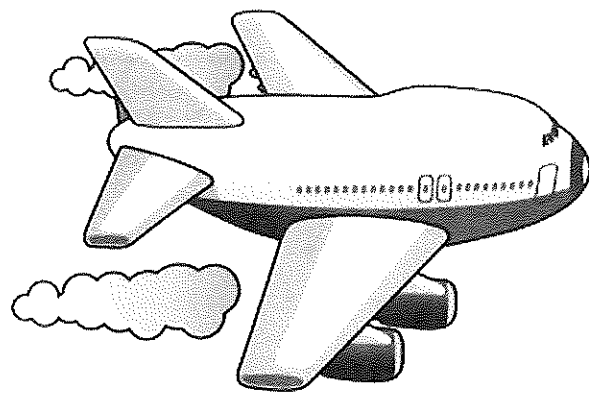
carro



autobus



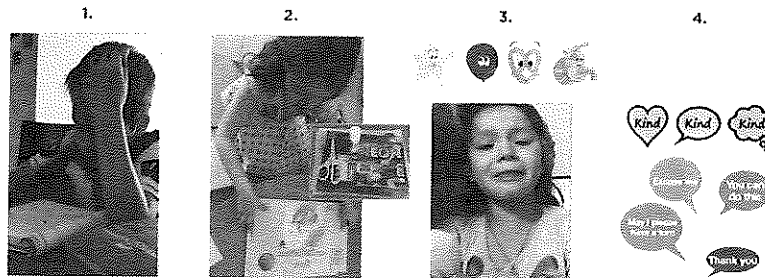
taxi



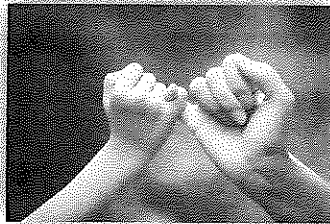
avion

Daily Commitment

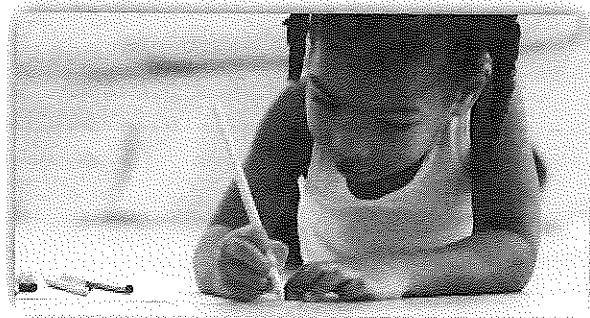
1. Choose a goal for today.



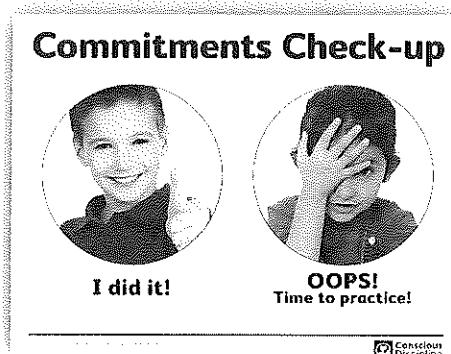
2. Commit to achieve it.



3. Make an effort throughout the day.

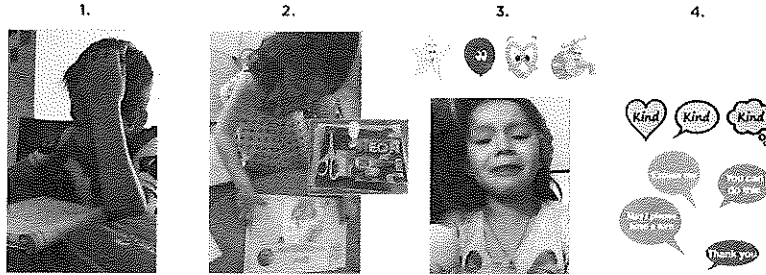


4. Check on your commitment at the end of the day.



Compromiso Diario

1. Escoge una meta para este día.



2. Comprométete a lograrla.



3. Haz un esfuerzo durante el día.



4. Revisa tu compromiso al final del día.



What is your goal for today? What do you COMMIT to achieving today?

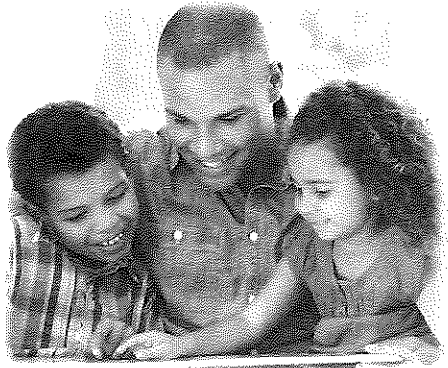

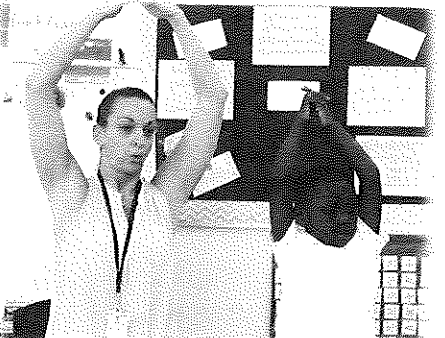
(Pick one or make up your own)

¿Cuál es tu meta para el día de hoy? ¿A qué te COMPROMETES a lograr el día de hoy?

(Escoge uno o haz tu propia promesa)

I commit myself to...

Me comprometo a...

<p>read at least one book. leer por lo menos un libro.</p> 	<p>write one sentence. escribir una oración.</p> 	<p>take a deep breath. respirar profundamente.</p> 
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Commitment Check-up Revisión de compromiso



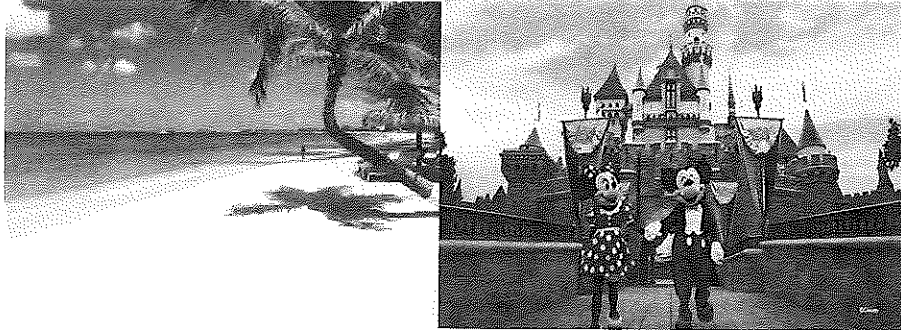
I did it!
¡Lo hice!



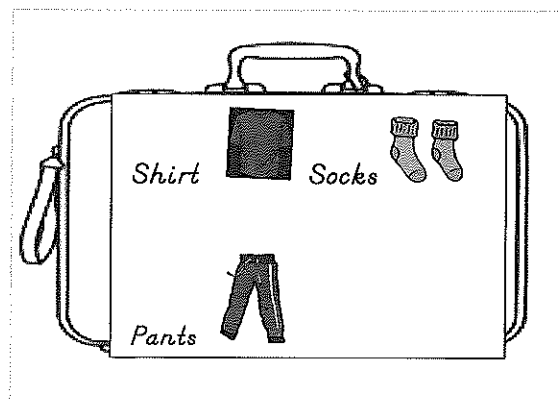
OOPS! Time to practice!
¡UY! ¡Tiempo para practicar!

Pack a Suitcase

Think about where you want to travel.

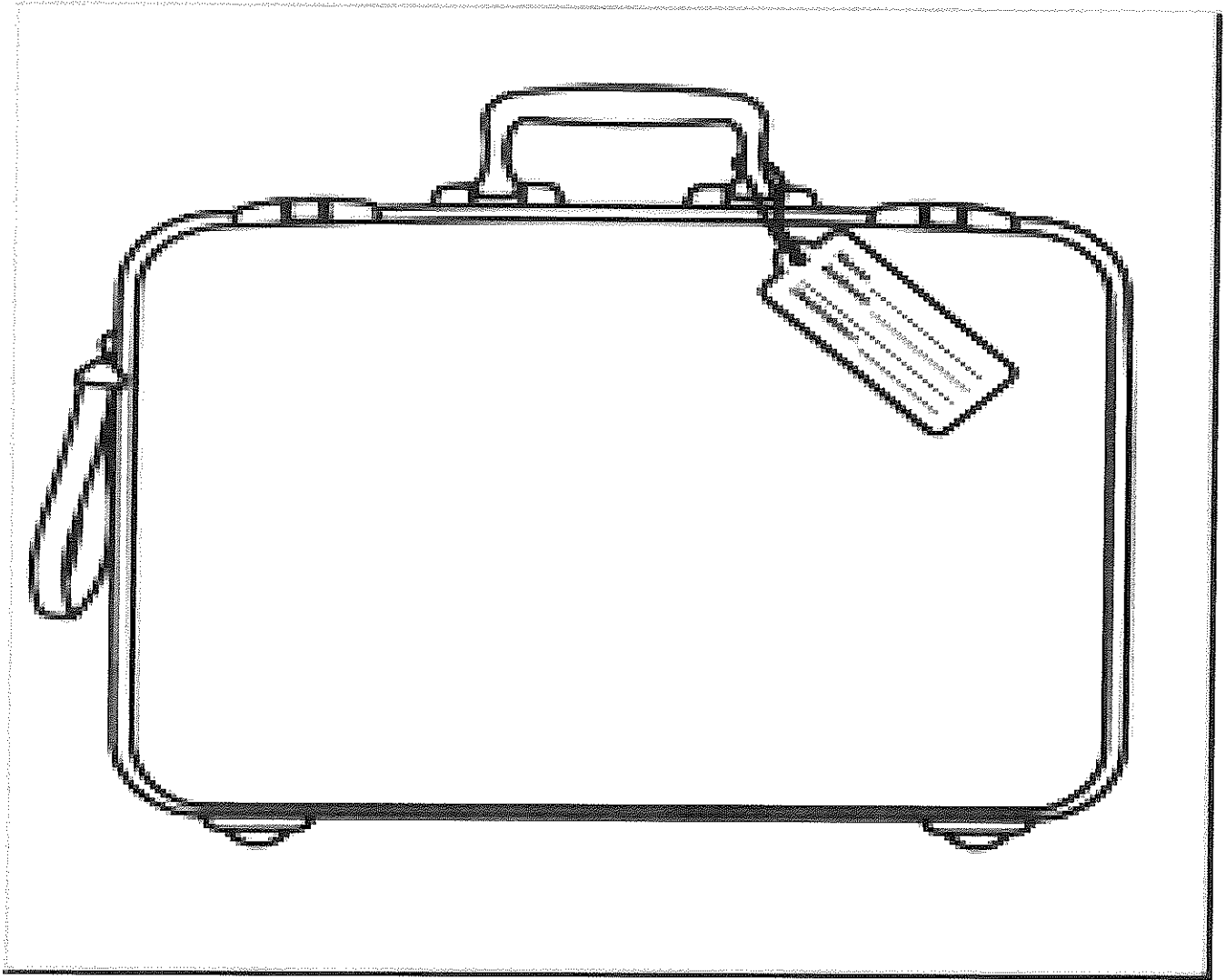


Write and draw on your suitcase what you will pack.



Write your sentence.

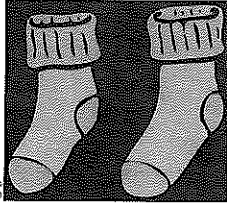
I packed my suitcase.



Shirt



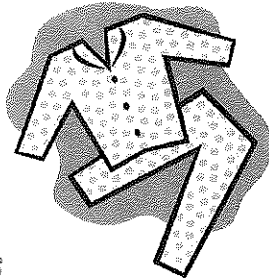
Pants



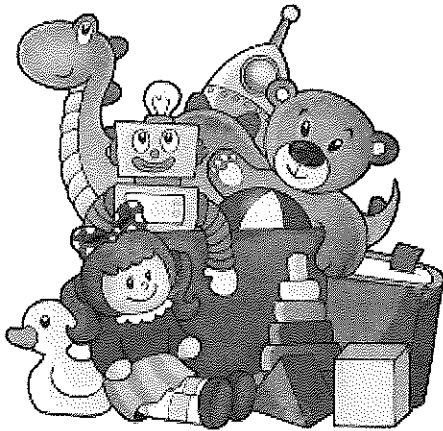
Socks



Shoes

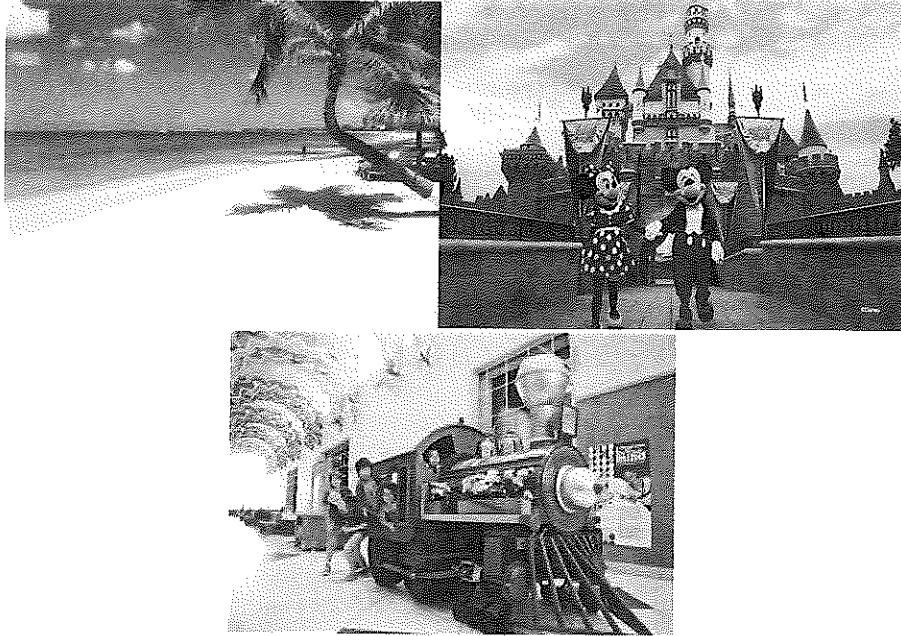


Pajamas

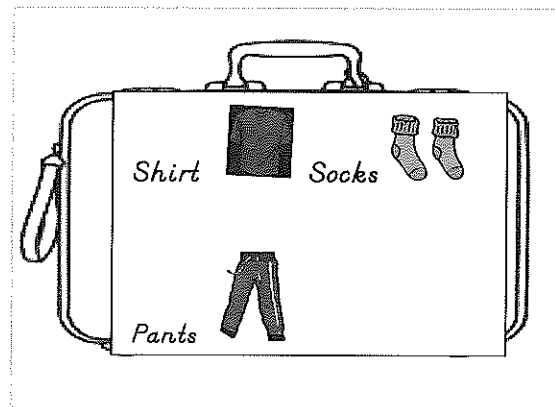


Toys

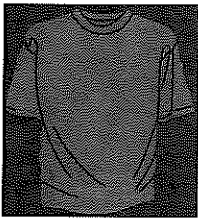
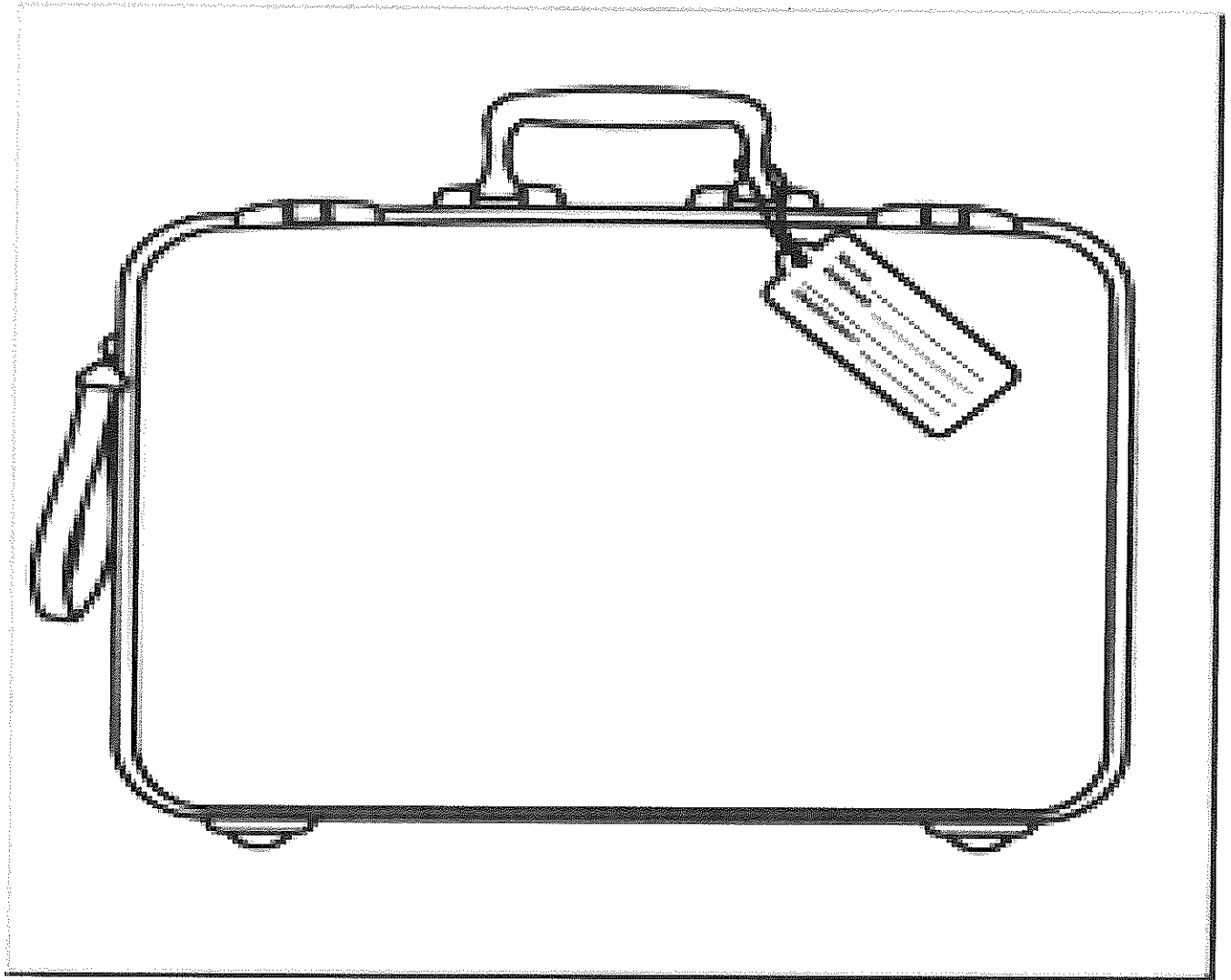
Empacar una maleta
Piensa a dónde quieres viajar.



Escribe y dibuja en tu maleta lo que empacarás.



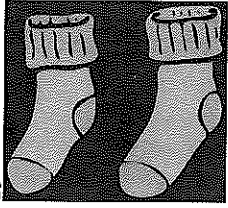
Escribe tu oración.
Empaqué mi maleta.



La camisa.



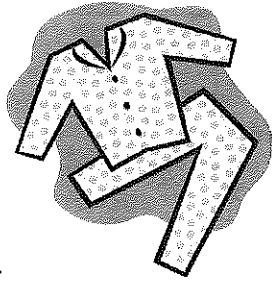
Los pantalones



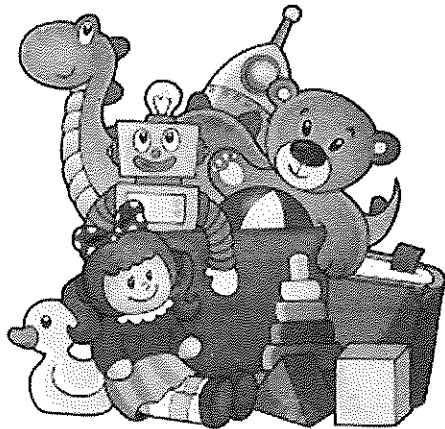
calcetines



zapatos



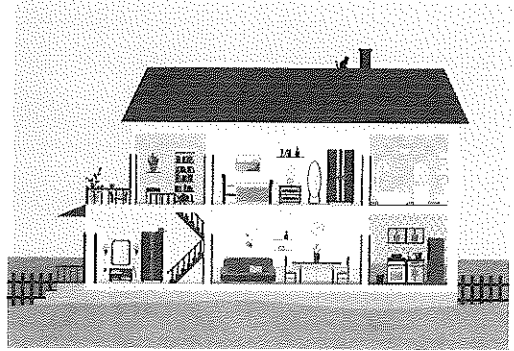
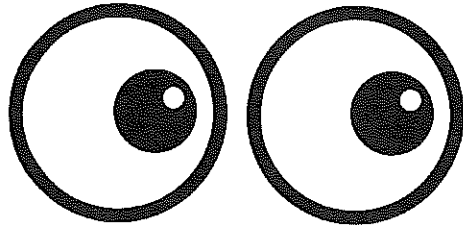
el pijama



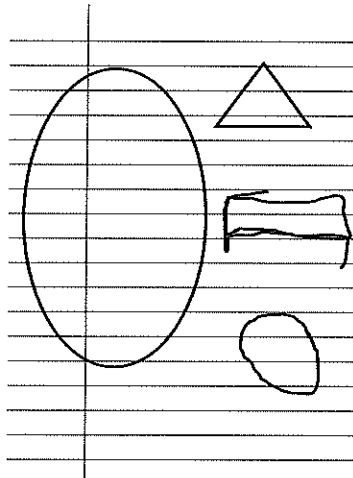
los juguetes

Shape Hunt

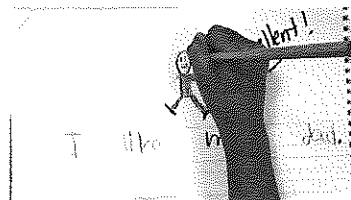
1. Look around your house for shapes.

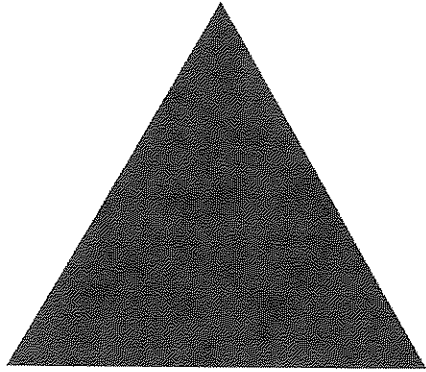


2. Draw the shapes you found on a piece of paper.

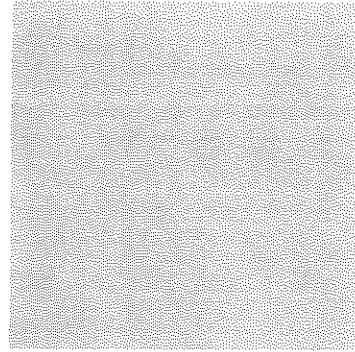


3. Write your sentence
I found a _____.

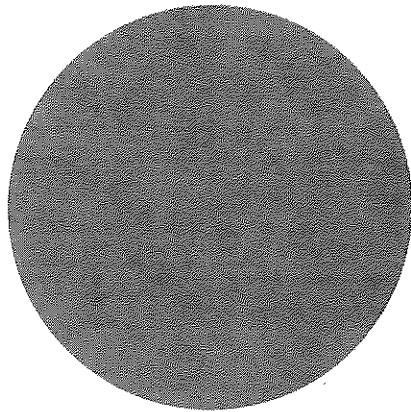




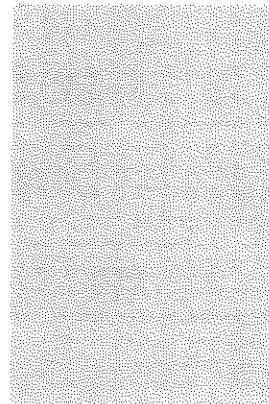
Triangle



Square



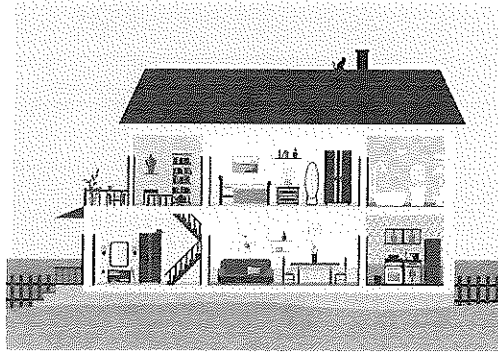
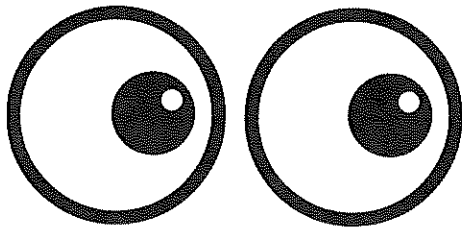
Circle



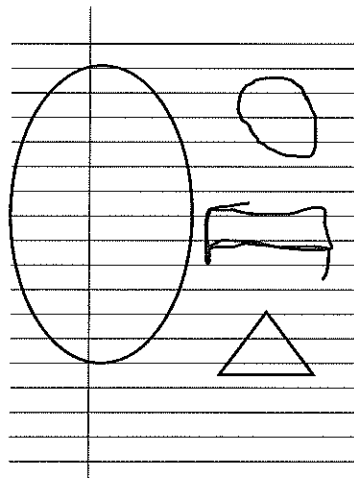
Rectangle

Caza de figuras

1. Busca figuras alrededor de tu casa.

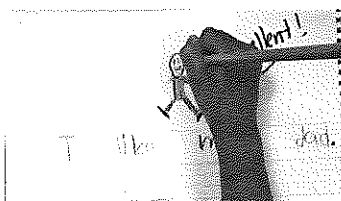


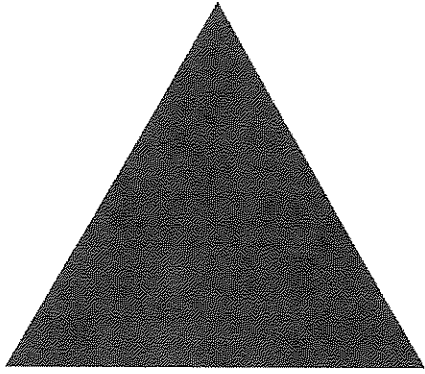
2. Dibuja las figuras que encontraste en una hoja de papel.



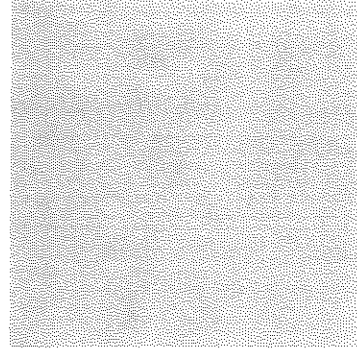
3. Escribe tu oración

Yo encontré un _____.

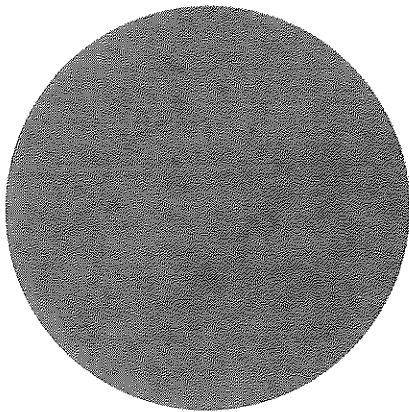




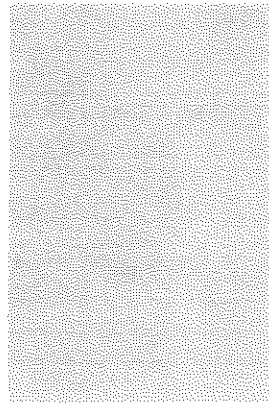
Triangulo



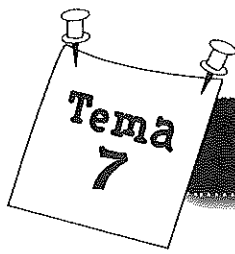
Cuadrado



Circulo



rectángulo



Cosas que se mueven

Estimadas familias:

Semana 1	Yo me muevo
Semana 2	Viajar
Semana 3	Transporte
Semana 4	Movimientos misteriosos



Nuestro enfoque en la educación del carácter estará dirigido a desarrollar los conceptos de autoconfianza e independencia.

Nosotros nos movemos. Los animales se mueven. Carros, botes, trenes, autobuses y aviones se mueven. El viento y los océanos se mueven. Los relojes y las montañas rusas se mueven. Durante las próximas cuatro semanas exploraremos las cosas que se mueven: las que se ven y las que no se ven. No se sorprendan si de repente se sorprenden a ustedes mismos contando, buscando los sonidos de los carros, mirando el movimiento del Sol y de la Luna y creando sus propios pasos de baile. Además, mientras los niños exploran la idea de viajar, un visitante especial de nuestra escuela llegará a sus casas. Busquen una nota de nuestra mascota Fanny la rana. Ella está deseosa de pasar unos momentos con ustedes.

Lectoescritura

Disfruten imitando los movimientos de los animales mientras recitan o cantan esta pequeña rima.

Ven y muévete así

Melodía: "Do Your Ears Hang Low?"

¿Te retuerces cual lombriz?
¿Te meneas muy feliz?
¿O vuelas sobre las rosas,
cual ligera mariposa?
¿Te arrastras por allá abajo,
cual redondo escarabajo?
¡Ven y muévete así!
¿Te das vueltas, te das saltos?
¿Brincas por todo lo alto?
¿Te deslizas cual serpiente?
¿Sacudes hasta los dientes?
¿Puedes bailar como abeja,
que zumba y luego se aleja?
¡Ven y muévete así!

Matemáticas

Un tema sobre el movimiento es la excusa perfecta para resaltar las palabras relacionadas con la posición. Los niños describirán las posiciones de los objetos (encima, debajo, al lado, junto, detrás) y explorarán la dirección que toman los movimientos. Los niños empezarán colocando marcadores en una gráfica para demostrar que entienden las palabras de posición. Refuercen en la casa el aprendizaje de las palabras de posición. Por ejemplo, mientras miran un libro ilustrado, ubiquen objetos que estén *sobre* o *debajo* de algo y pidan a sus niños que los busquen. Sujeten una cuerda o una varilla a diferentes alturas y pidan a sus niños que pasen por encima o por debajo. Armen una carrera de obstáculos usando objetos por los que sus hijos puedan pasar por encima o por debajo. En cada objeto pegue una tarjeta con la palabra *encima* o *debajo*.

Notas

Si desean más actividades para hacer en la casa, lean el *Tapete de apoyo PATT* de "Cosas que se mueven".



Things that Move

Week 1	I Move
Week 2	Travel
Week 3	Transportation
Week 4	Mysterious Movers



Our character education focus will be on developing the concepts of *self-reliance* and *independence*.

Dear Family,

We move. Animals move. Cars, boats, trains, buses, and planes move. The wind and oceans move. Clocks and Ferris wheels move. During the next four weeks, we will explore things that move—seen and unseen. Don't be surprised to find yourselves counting vehicles, listening for vehicle sounds, watching the movement of the sun and the moon, and creating your own dance movements. As children explore the idea of travel, a special visitor from our classroom will be traveling to your home. Watch for a note from our puppet mascot Fanny Frog. She is anxious to spend some time with your family.

Literacy

Enjoy imitating the movements of animals as you recite or sing this little rhyme.

Can You Move with Me?

Tune: "Do Your Ears Hang Low?"

Can you wiggle like a worm?
 Can you squiggle? Can you squirm?
 Can you flutter? Can you fly like a gentle butterfly?
 Can you crawl upon the ground
 Like a beetle that is round?
 Can you move with me?

Can you flip? Can you flop?
 Can you give a little hop?
 Can you slither like a snake?
 Can you give a little shake?
 Can you dance like bee
 Who is buzzing 'round a tree?
 Can you move with me?

Math

A theme about movement is the perfect time to emphasize position words. Children will describe positions of objects (*over*, *under*, *beside*, *behind*) and explore the directions the movements take. Children will begin to place markers on a grid to show that they understand positional words. Reinforce positional words at home. For example, as you look through a picture book, find objects in the *over* and *under* positions and ask your child to locate them. Hold a rope or yardstick at different heights, and ask your child to go over and under it. Set up an obstacle course using objects your child can go over and under. On each object, tape a card with the word *over* or *under* printed on it.

Notes

For additional at-home activities, see the *Things that Move* PATT Mat.