

MOUNT PLEASANT ISD CHILD DEVELOPMENT CENTER WEEKLY INSTRUCTION

4-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

4-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 FISICO-

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.

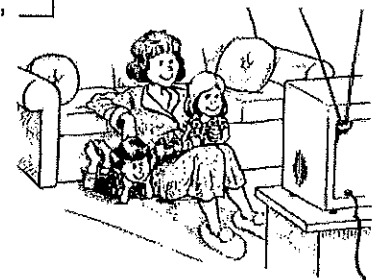
- Ask your children to point to the direction of the sound and describe it.
- Ask you children to tell you about all the things that make loud or soft sounds such as the TV, the radio.
- Sing songs together: old favorites, nursery rhymes. Use a wooden spoon or thick stick as microphone.

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.

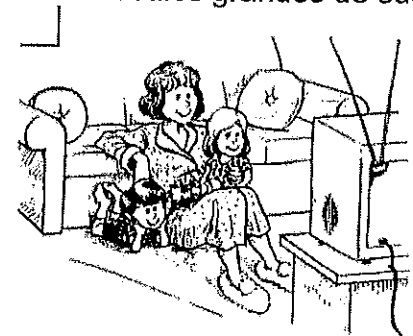
- Pídale a sus hijos que apunten hacia el lugar del sonido y que lo describan.
- Pídales que les cuenten sobre todas las cosas que hacen sonidos fuertes o suaves como el televisor o la radio.
- Canten juntos: viejas canciones favoritas y rimas infantiles. Use una cuchara de madera o una varilla gruesa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

- Pídales 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.

Comunique 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.

Reading at **Home**

Make reading a priority at home! Even reading a book each day will make a huge difference!

Before Reading

Allow your child to choose the book.

Do a "Story Walk"- Look at the cover. Look through the pages of the book. Make predictions about the story.

While Reading

Ask questions about the story.

Talk about new words.

Connect the story to real life.

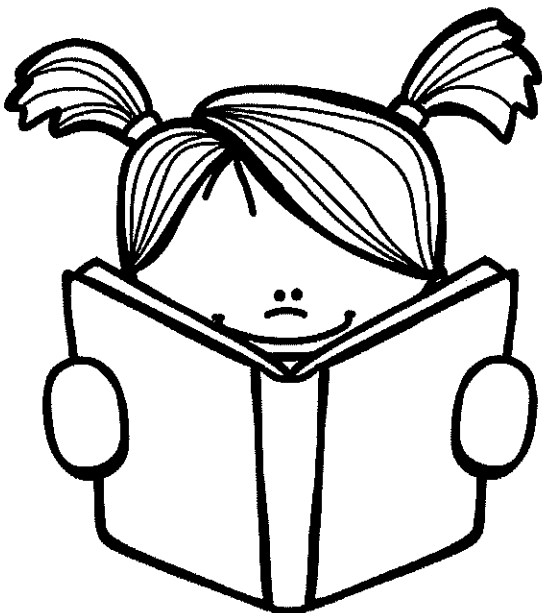
Talk about the characters, places in the story, and events.

Act out the story using different "voices" for the characters.

After Reading

Talk about the beginning, middle, and end of the story.

Have your child make up a different ending to the story.



Try This!

- Have your child hold the book and turn the pages.
- Point to the words as you read.
- Encourage your child to "read" the pictures.
- Notice the letters and sounds that they make.
- Have your child complete rhymes and repetitive sentences.

Letter Chant

1. Point to the letter.

2. Chant

Apple, apple, a a a



















Apple, apple, a

3. Continue with all letters.

4. Write sentence.

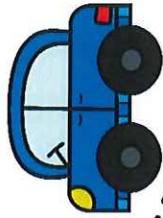
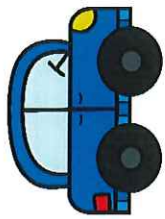
I did it.

The Alphabet Chant

Aa 	Bb 	Cc 
Dd 	Ee 	Ff 
Gg 	Hh 	Ii 
Jj 	Kk 	Ll 
Mm 	Nn 	Oo 
Pp 	Qq 	Rr 
Ss 	Tt 	Uu 
Vv 	Ww 	Xx 
Yy 	Zz 	

On the Go

with
Phonological
Awareness



Thumbs Up (Rhyming)

Say two words to your child. He/she shows you thumbs up if the words rhyme and thumbs down if they do not rhyme.

Parent: cat/bat

Parent: rug/bug

Parent: moon/lion

Parent: shoe/blue

Child: thumbs up

Child: thumbs up

Child: thumbs down

Child: thumbs up

Repeat with other word pairs like stick/door, mop/top, apple/chair, dog/log, bear/hair, sun/grass.



Silly Rhymes (Rhyming)

Say two rhyming words. Have your child come up with nonsense words that rhyme with the two words.

Parent: cat/bat

Parent: rug/bug

Parent: mop/top

Parent: sun/one

Child: wat, jat, yat

Child: kug, sug, zug

Child: dop, gop, fop

Child: lun, mun, yun

Repeat with other word pairs like man/can, hen/pen, pig/wig, jeep/sheep, boat/goat, car/far, mouse/house



I'm Going on a Trip (Rhyming)

Say to your child:

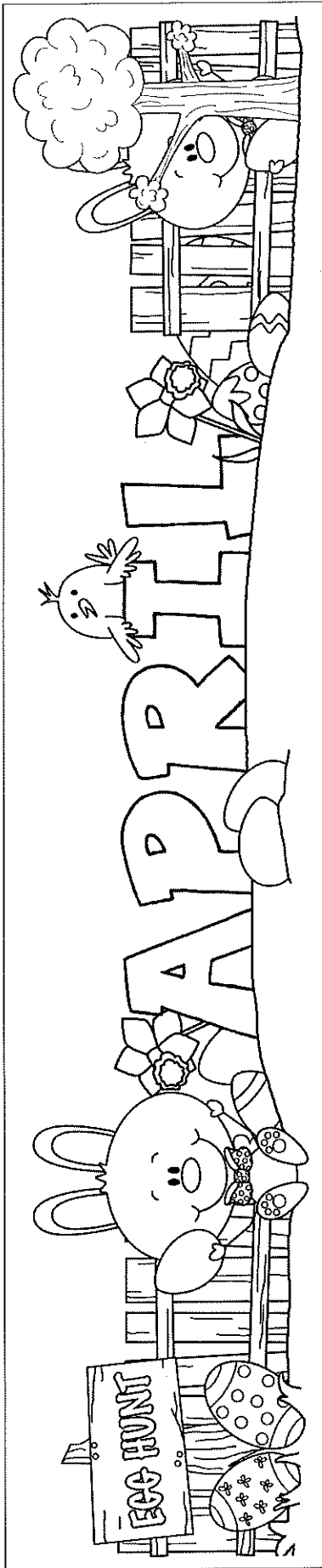
I'm going on a trip and I'm taking a cat.

Have your child repeat the sentence and add on something else that rhymes with cat:

I'm going on a trip and I'm taking a cat and a hat.

Continue taking turns adding on objects that rhyme until you can't think of any more.

Repeat with other simple words like pin, dog, bag, cake, mop, pig, ring, pot, etc.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This month focuses on Syllable Awareness.	Children love to clap, stomp, blink, jump, high five, etc. for each syllable in a word.	Children love to clap, stomp, blink, jump, high five, etc. for each syllable in a word.	Clap out the syllables of the titles of your favourite games.	Sometimes the 'one' syllable words are the trickiest! The children want to clap more! Practice only one-syllable words today.		
	Clap out syllables in winter words: jacket, snow, snowmobile, skis, freezing, toboggan, etc.	Jump for each syllable in the colours of the rainbow: yellow, green, orange, red, blue, indigo, violet.	Transportation Tap! Think of transportation items and tap for each syllable in the word. (e.g. car-1, taxi-2, bicycle-3, helicopter-4, etc.)	When you walk or drive, clap out the syllables for ten things that you see.		
	Play 'I Spy' with your child, but give the clues in syllables (e.g. "I spy something that is a cir...de.")	Read a book today. Pick five 'longer' words and high five each syllable.	While packing your child's backpack, clap out the syllables of everything that is going in!			
	Syllable Snap! Snap for each syllable in the foods you eat for supper today.	Think of all the students in the class who have two-syllable names. Try them to see whether or not you are right.				Clap out the syllables of 5 different grocery items that you put away together.

Week 4 Math

Monday- Make a pattern with the shoes in your house. Take a picture to show your teacher!

Tuesday- Count how many doors are in your house. Record the number on the included sheet.

Wednesday- Count the number of steps from your car to your bedroom. Draw a map of your bedroom.

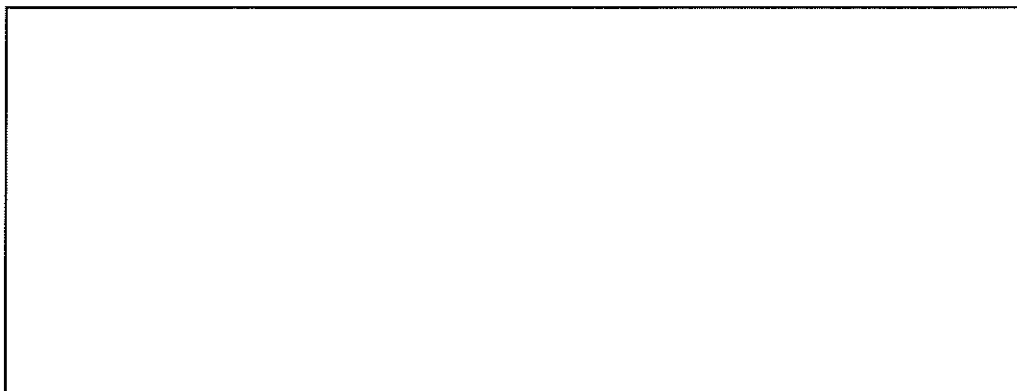
Thursday- Practice writing numbers 1-30 in the correct order. Use the included sheet of paper.

Friday- Count to 100 and do 100 physical movements. Jumps, hops, arm circles, head nods, toe touches, etc.

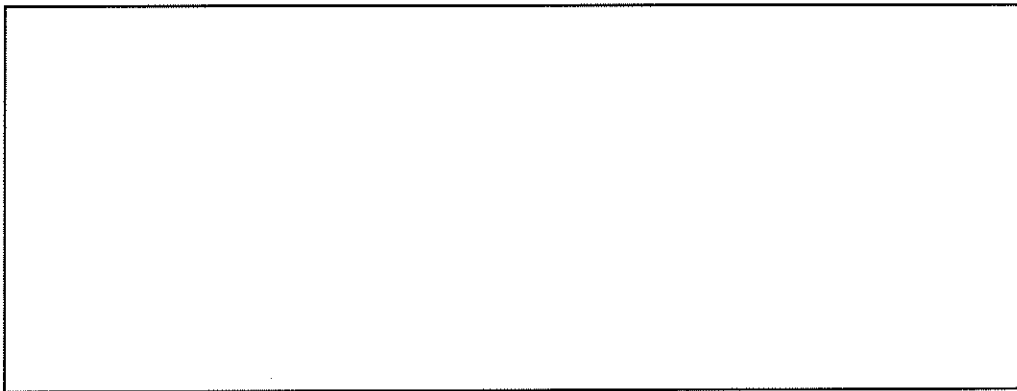
Name: _____

Directions: Record how many of each item you have in your house. Draw a picture of what they look like.

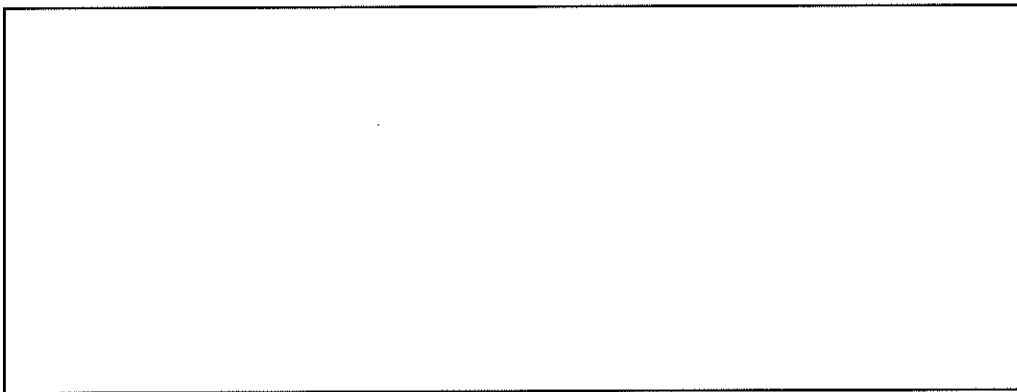
Doors



Windows

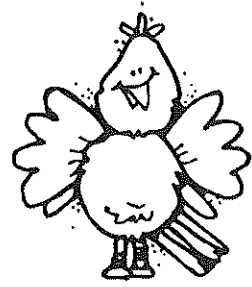


Rooms



name _____

Trace the Numbers



1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

How are you feeling today?



Happy



Sad



Angry



Tired

Draw a picture of how you are feeling.



Write a sentence.



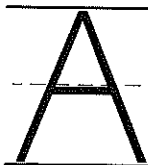
I am feeling happy.

How are you feeling today?

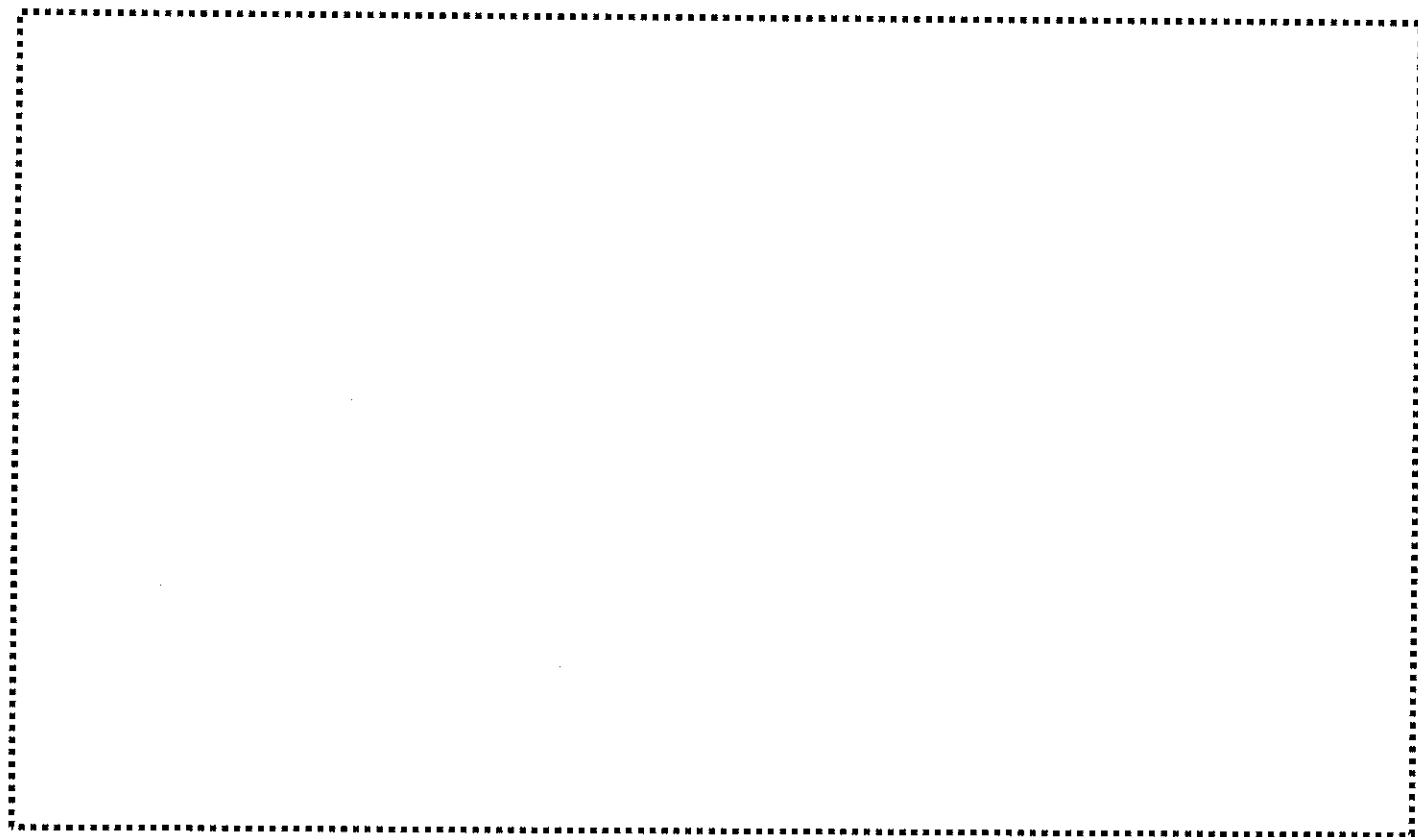
A large, empty rectangular box with a thick black border, intended for a person to write their response to the question above. The box is completely blank and occupies most of the page's width and height.

Look around your house and find something that starts with
the letter A.

Write the letter A.

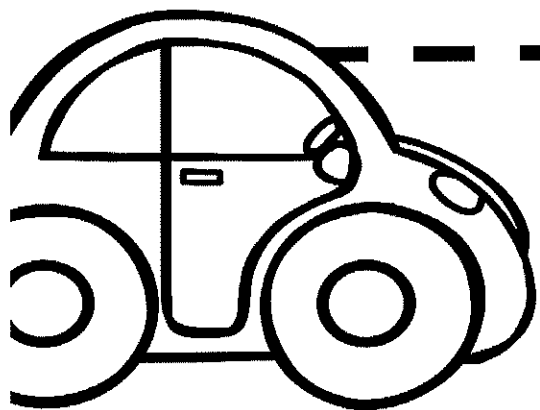


Draw a picture of what you found.



Write what you found.

A set of three horizontal lines is located at the bottom of the page. The top line is solid, the middle line is dashed, and the bottom line is solid. This area is intended for a child to write the name of the object they found.



IN THE CAR

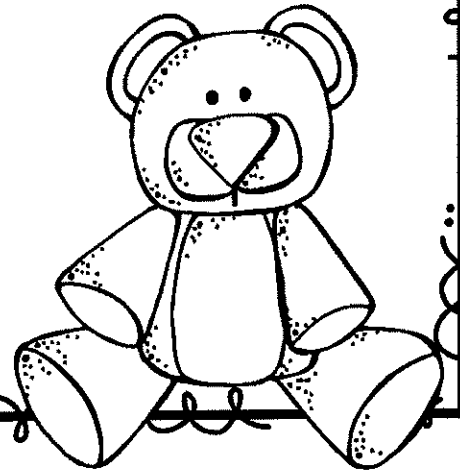
Learning can even happen in the car!

- Read street signs & billboards
- Find signs for each letter A to Z
- Think of rhyming words
- Find different shape signs
- Find numbers 1-10
- Choose an object and count how many you see during the trip
- Count objects you see (tall buildings, etc.)
- Point out different color vehicles, choose a color, and count how many you see
- Notice the differences in sizes of objects you see (big trucks, small cars, etc.)
- Keep track of how long your ride takes

I SPY a...

Street Sign	Truck	Water
Yield Sign	Bus	Clouds
Stop Sign	Motorcycle	Trees
Stop Light	Van	Flowers
Bridge	Bicycle	Birds
Tunnel	Car	Wildlife

My favorite toy is...



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

1. Create an obstacle course.

2. Find something to go over, under,
around and through.

3. Find something to carry in your
hands and something to balance
on.

4. Write a sentence.

I built an obstacle course.

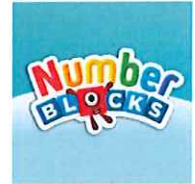
3 Helpful Websites for Learning!!

1. Storyonline.com –
<https://www.storylineonline.net>
2. Sesame street –
<https://www.sesamestreet.org>
3. National Geographic Kids –
<https://kids.nationalgeographic.com>

Online Home Learning

YOUTUBE

- Alphablocks- these are FANTASTIC for consolidating phonics knowledge- identifying sounds and blending them together.
 - https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbQj6Drg
- Number Blocks- by the same people as Alphablocks. Another fantastic treasure trove of videos for maths concepts.
 - <https://www.youtube.com/channel/UCPIwvNOw4qFSPiFIALB92w>
- Jack Hartmann Kids Music Channel- loads of active songs to practise and consolidate an enormous range of concepts.
 - <https://www.youtube.com/user/JackHartmann>
- Harry Kindergarten- loads of songs to practise early learning.
 - <https://www.youtube.com/user/HarryKindergarten>
- The Learning Station- lots of fun brain break songs and songs to practise early learning concepts.
 - <https://www.youtube.com/user/TheLearningStation>
- Art Hub for Kids- my favourite art website. STOCKED full of amazing directed drawings. You will be amazed at the results!



GETTING KIDS ACTIVE

- www.gonoodle.com- movement and mindfulness lesson videos that are great for lesson breaks. They are designed by educators and you can sign up for free!!
- <https://www.cosmickids.com/>- interactive yoga stories.



What can we write about? Sobre qué podemos escribir?

Family
Familia



Superhero
Superhéroe



Animals
Animales



Friends
Amigos



School
Escuela



Toys
Juguetes



Insects
Insectos



Choose the topic you want to write
about and draw a picture to illustrate it.

Elige un tema sobre el escribe y luego
haz un dibujo para ilustrarlo.

My Story – Mi historia

A large, empty rounded rectangular box with a blue border, intended for a drawing or illustration.Four horizontal black lines spaced evenly, intended for writing text.

Week 4:

Write your first and last name once a day Monday through Friday.

Monday: _____

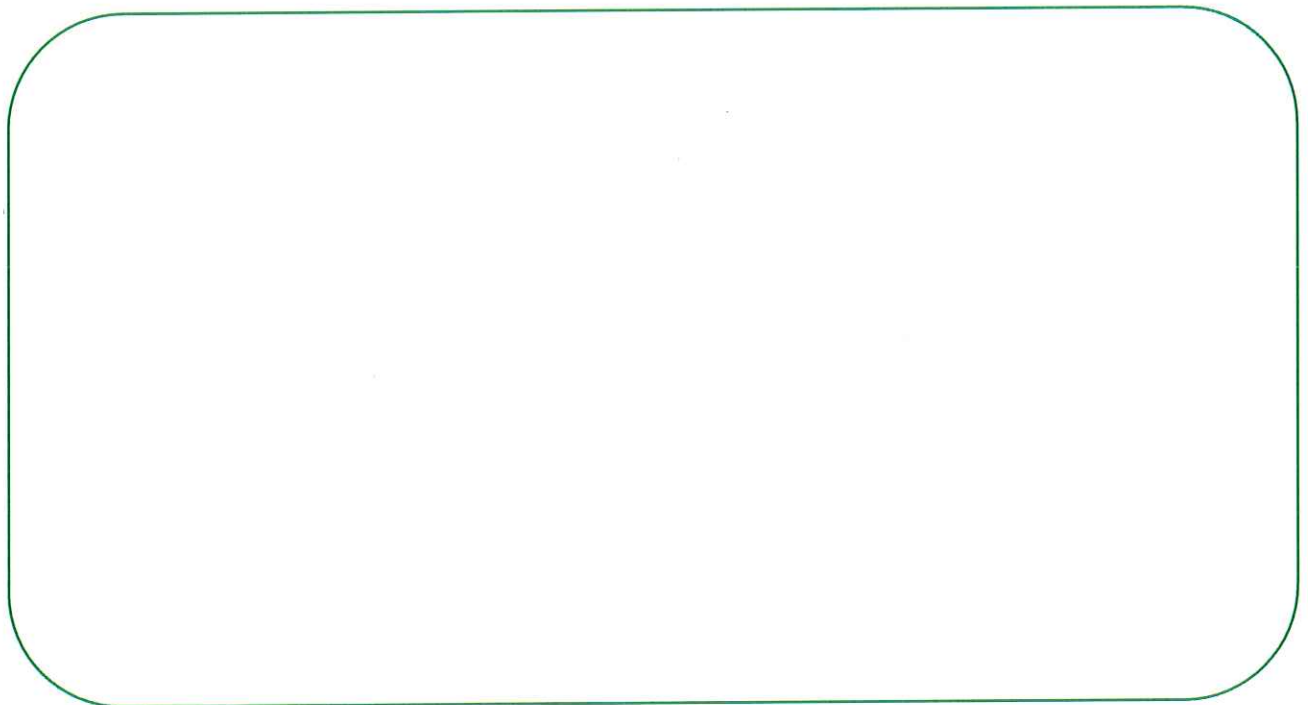
Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Draw your family car with details. Write a sentence about your car.



What is your opinion?



1. Think about which one you like.



2. Decide on which one you want to write about.



3. Draw and explain

I like airplanes because they fly in the air.

¿Cuál es tu opinión?



1. Piensa cual te gusta más.



2. Decide lo que quieres escribir



3. Dibuja y explica



Me gusta los aviones porque vuelan en el aire.

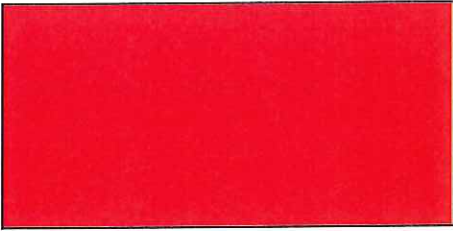
How Many Sides


Cuantos lados

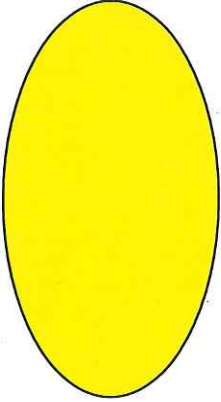
1. Identify the shape. *Identifique la forma.*
2. Count the sides. *Cuente los lados.*
3. Choose the number that matches the sides. *Elija el número que coincida con los lados.*
4. Write a sentence. *Escriba una oración.*

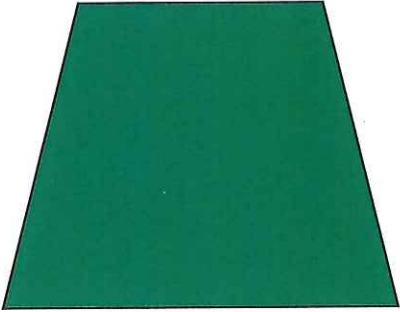
The shape has ____ sides.

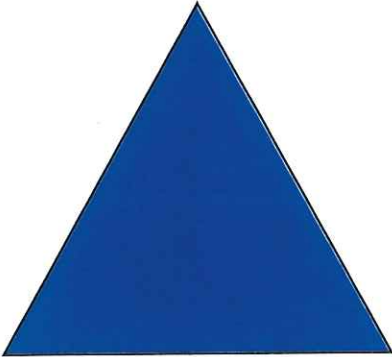
La forma tiene ____ lados.

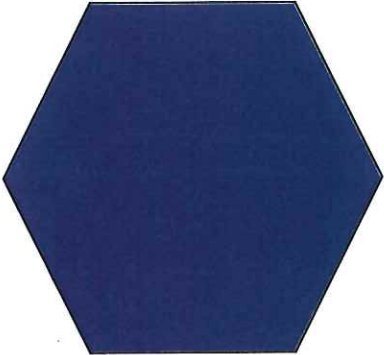
	0
	4
	3

	4
	0
	5

	5
	3
	0

	0
	3
	4

	5
	4
	3

	3
	4
	6

Formando palabras con silabas

1. Recorta las vocales.



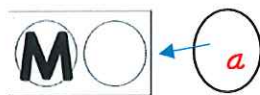
2. Mira el dibujo y di lo que es.



3. Mira la primer silaba y piensa en cual vocal te falta. Pon la vocal en su espacio.



4. Haz lo mismo con la segunda vocal.

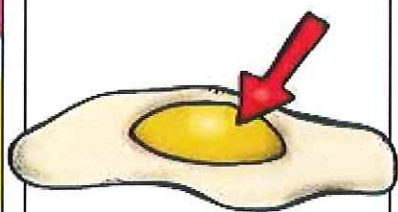


5. Escribe que palabra formaste en un papel.

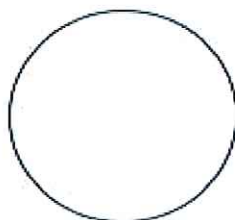
yema



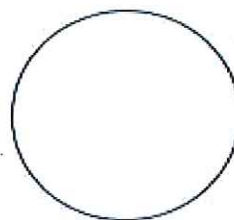
palabras de 2 sílabas



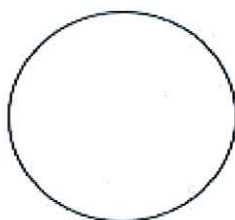
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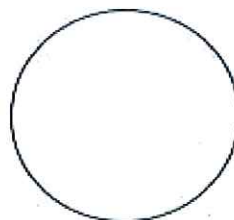
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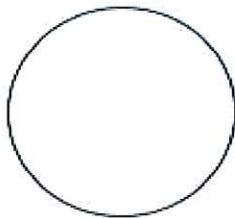
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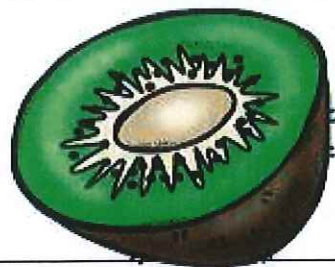
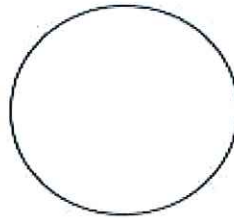
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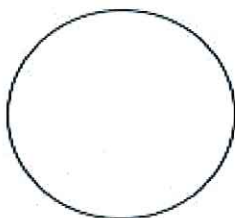
N



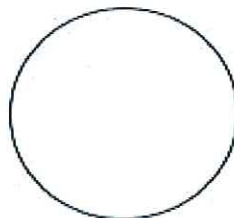
B



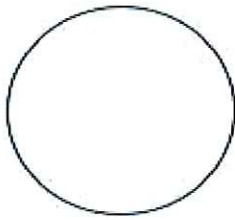
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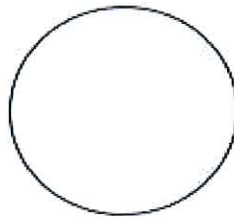
W



M



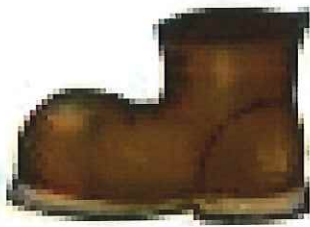
T



palabras de 2 sílabas



C O S O



B O T O



F O C O



Y O G O



R O S O

a

a

a

e

e

e

i

i

i

o

o

o

u

u

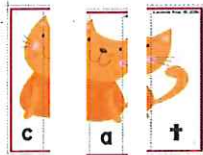
u

Forming CVC Words

1. Color and cut the CVC cards out in 3 parts.



2. Put one CVC word card back together at a time.



3. Say the letter sound as you put them together.



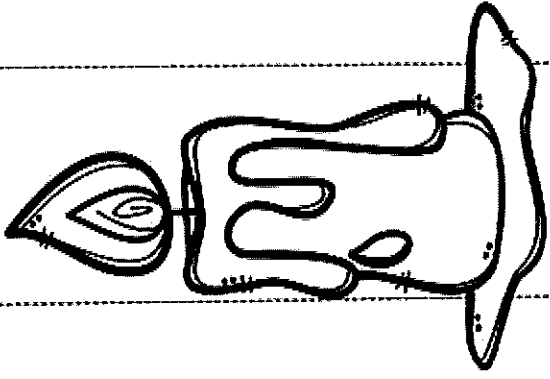
4. What word did you form?



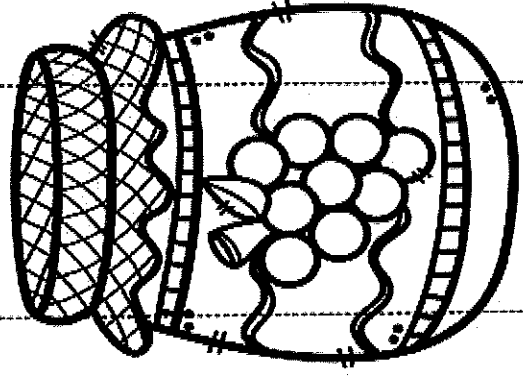
5. Write the word after you put it together.

cat

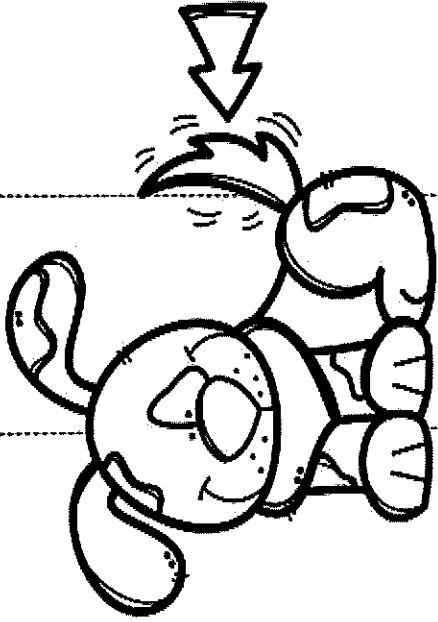




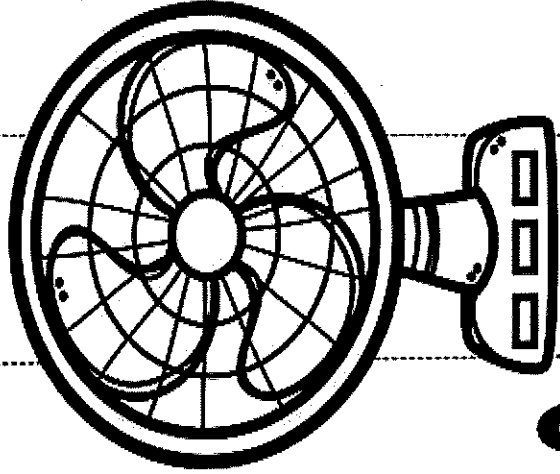
w a x



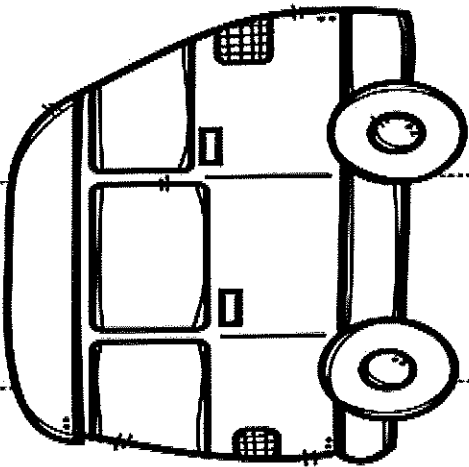
j a m



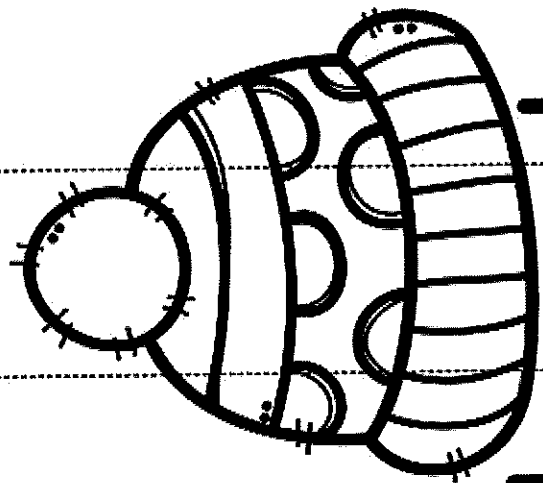
w a g



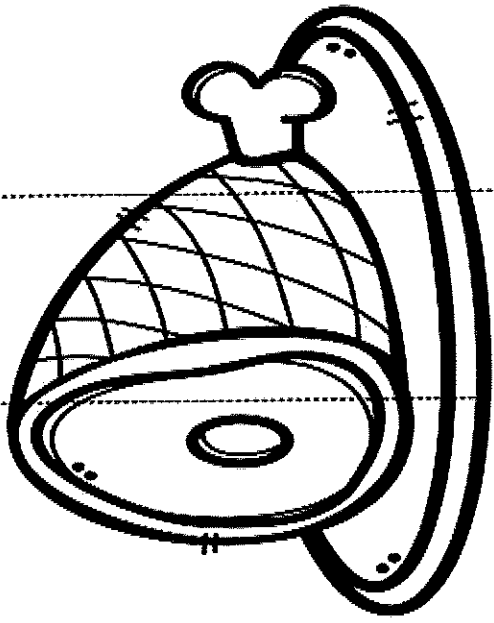
f a n



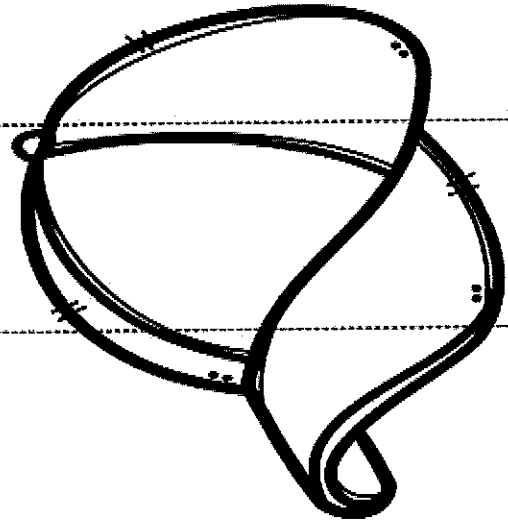
v a n



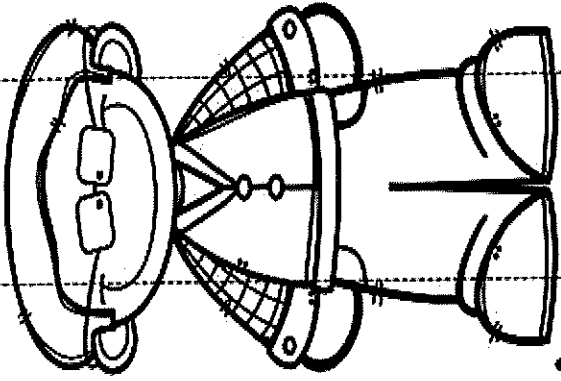
h a t



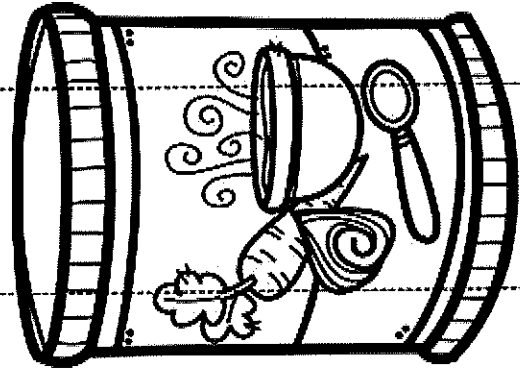
h a m



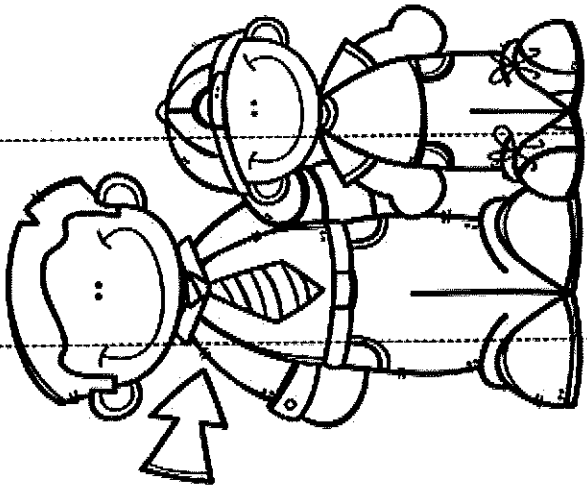
c a p



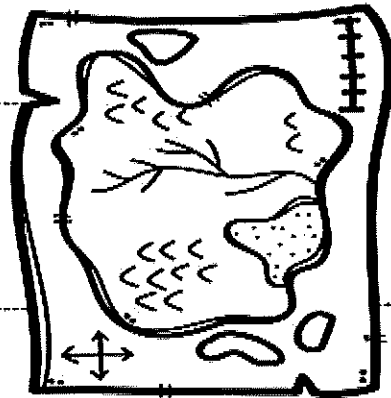
d a d



c a n



m a n



m a p

BReaTHING CHOICeSPINNeR

Juego de opciones para respirar



Instructions:

Cut out the Circle around the outer edge.

Recorta el círculo por la línea.

Cut out the arrow around the outer edge.

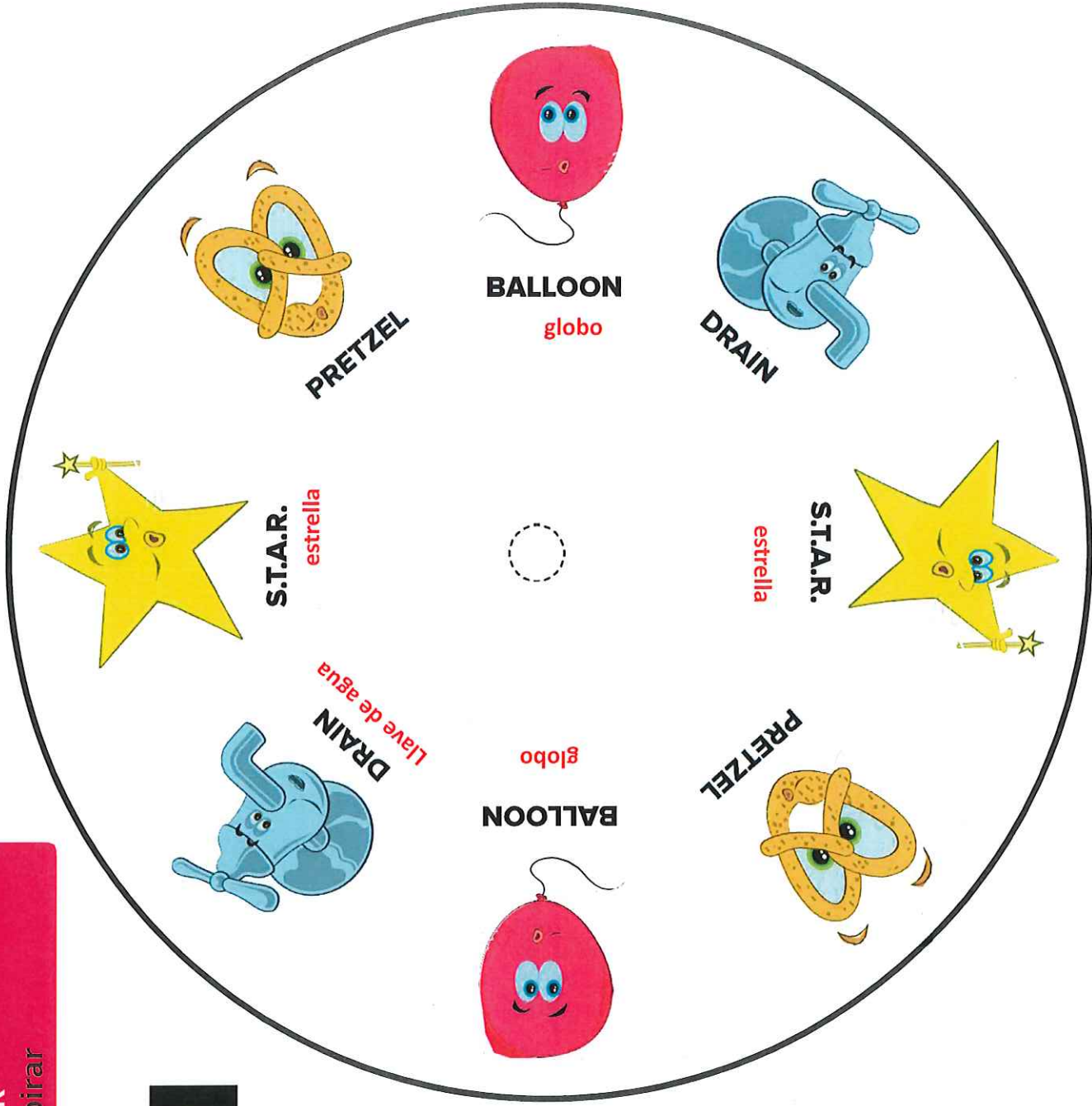
Recorta la flecha.

Punch out small inner circle and insert brad to attach the arrow.

Has un pequeño orificio e inserta una tachuela.


Take a spin and practice the breathing and calming strategy where the arrow lands.

Gira y practica las técnica de respiración para calmar, en donde apunte la flecha.



Consculous Discipline®

Memory Game Breathing Choices



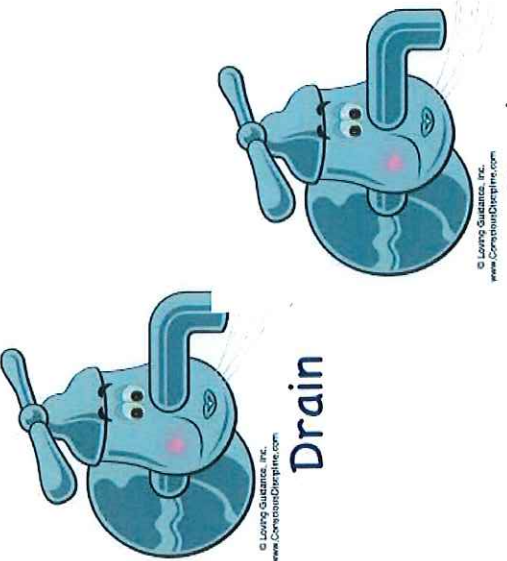
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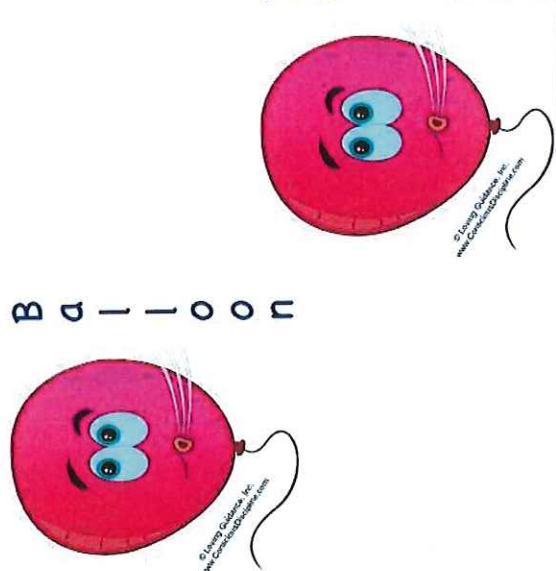
Drain

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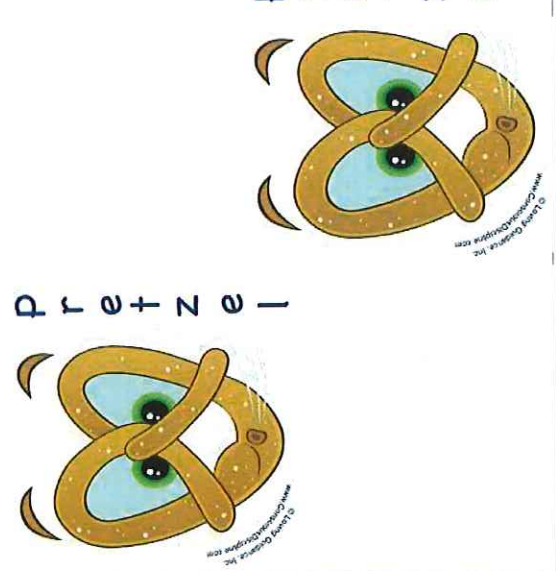
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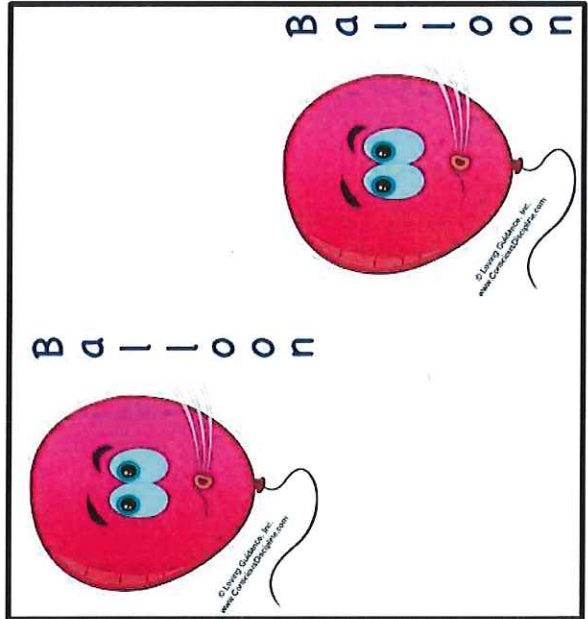
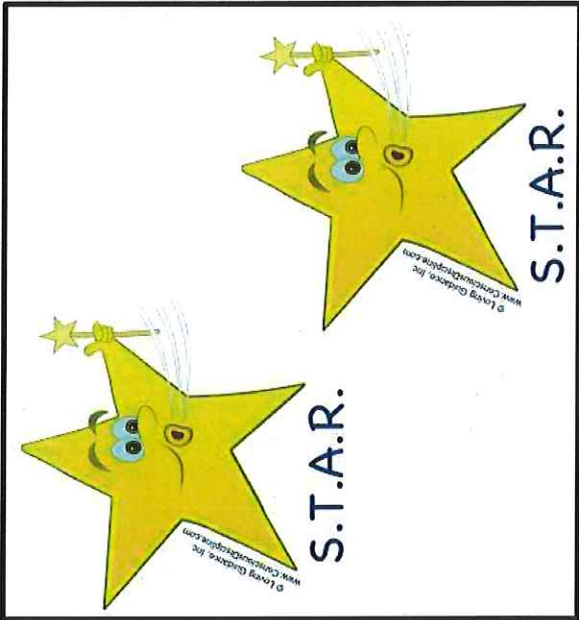
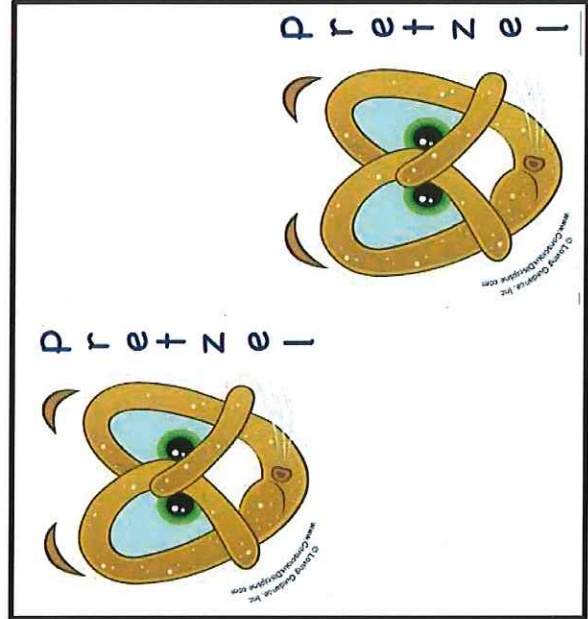
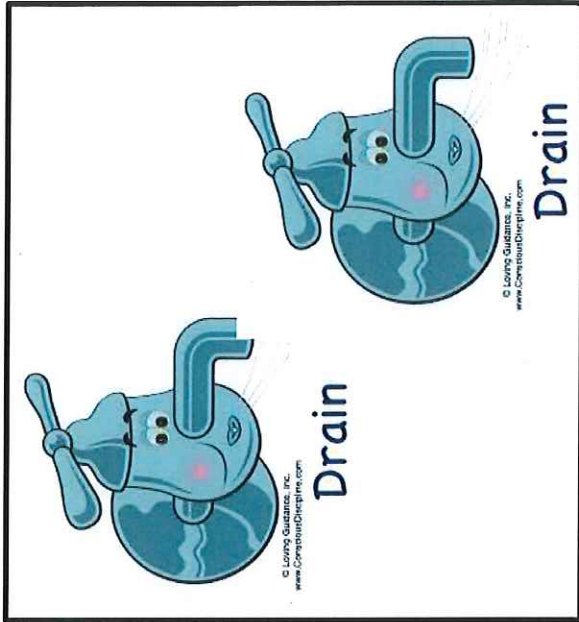
P r e t z e l

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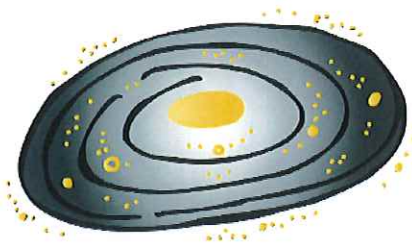
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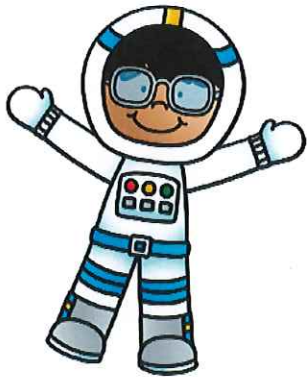
Spin like a galaxy.

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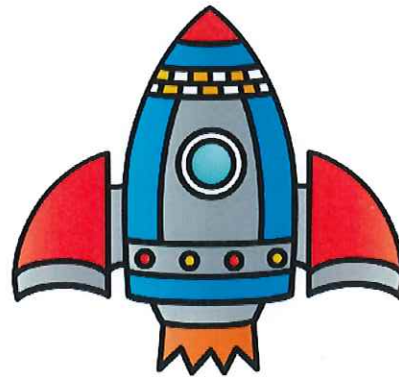
Do a silly alien walk.

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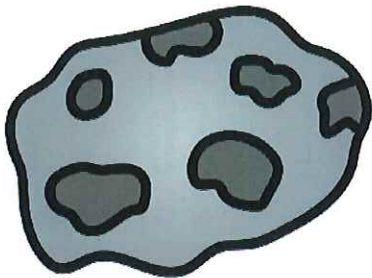
Float like an astronaut.

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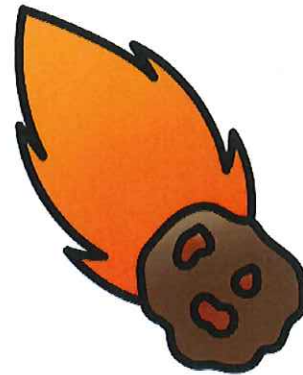
Blast off like a rocket.

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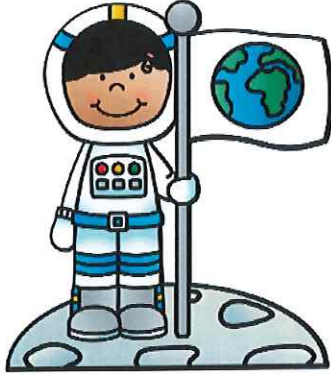
Roll like an asteroid.

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Leap like a shooting star.

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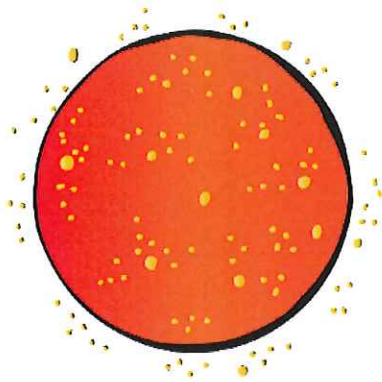
Walk like an astronaut
on the moon.

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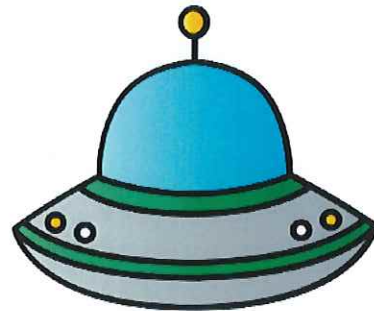
Fly like a comet.

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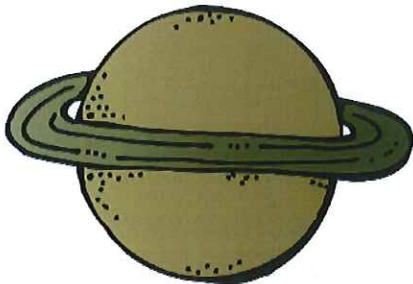
Circle the sun like
a planet.

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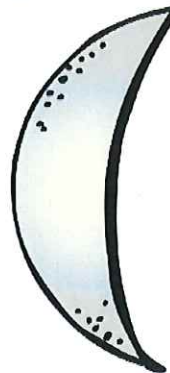
Zoom around like a
flying saucer.

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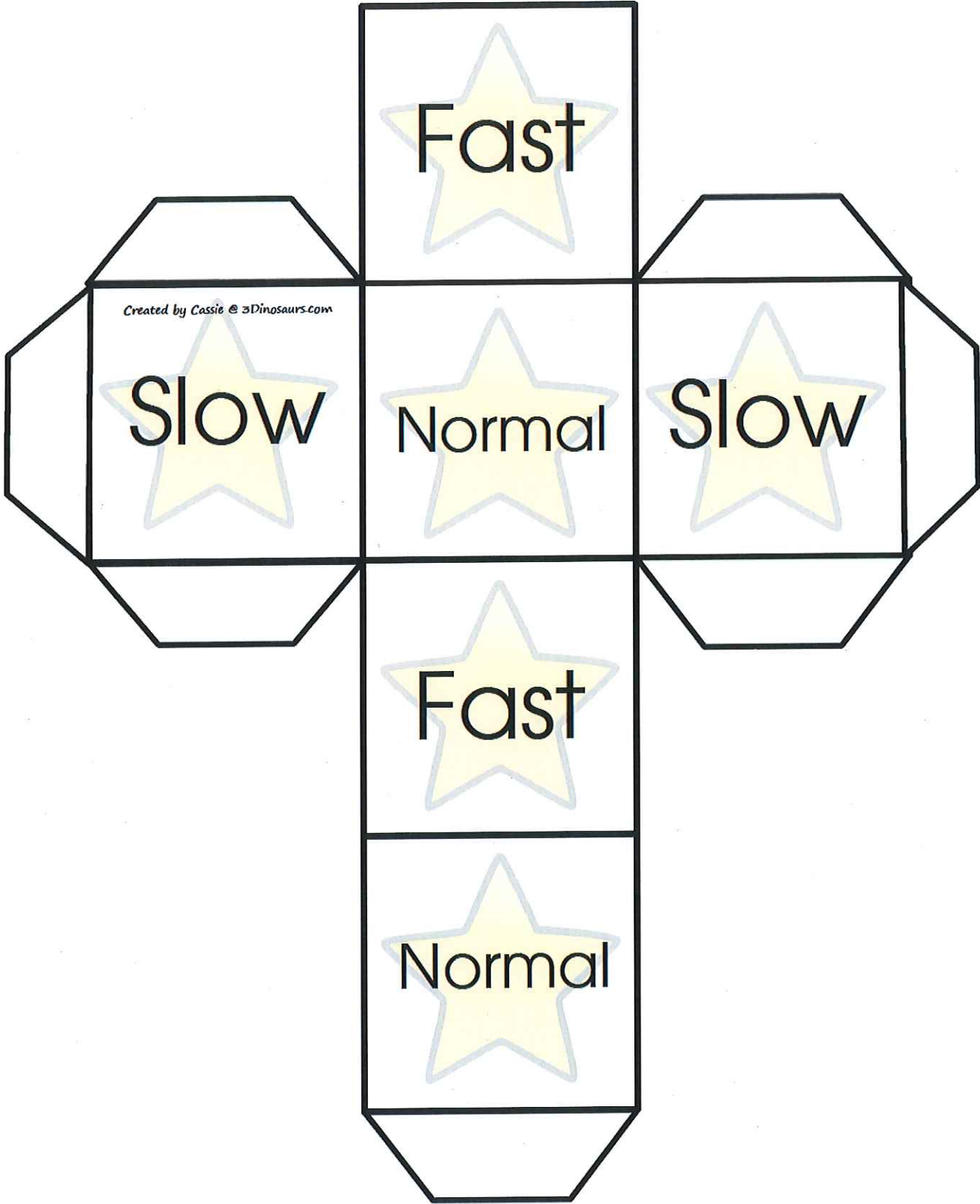
Wiggle your hips to keep
Saturn's rings in place.

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Rock back and forth
like a crescent moon.

Cut out and fold to make a die.



Child Development Center

Children Websites:

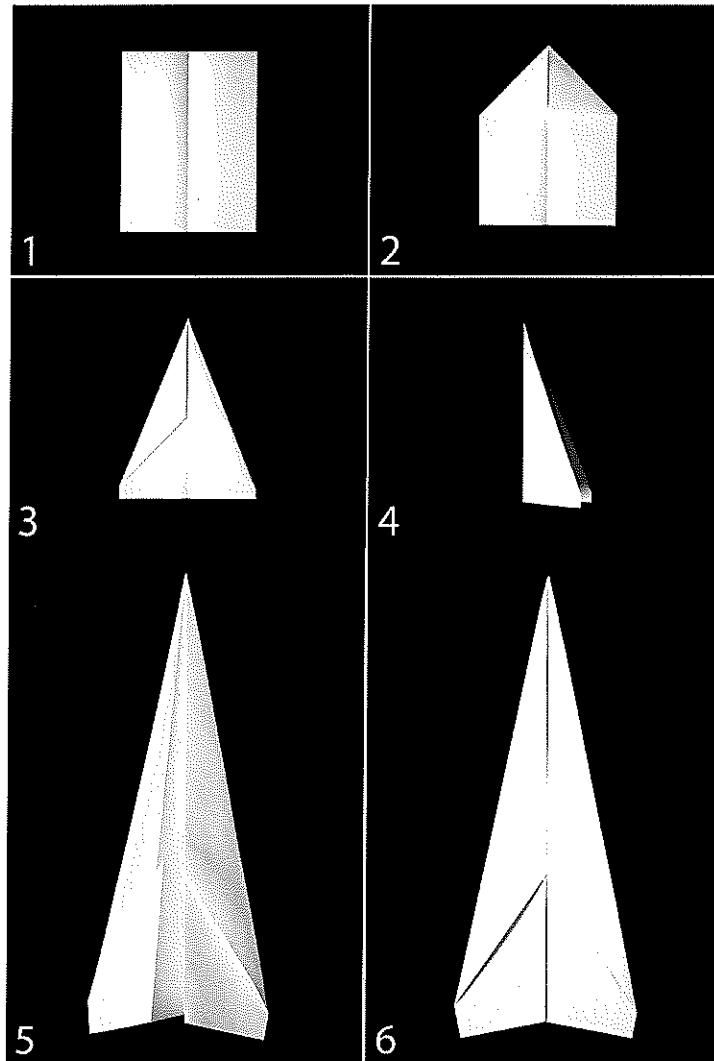
<https://www.funbrain.com/>

<https://www.abcmouse.com/abt/homepage?8a08850bc2=T1160655622.1586181287.0767>

<https://www.brainpop.com/>

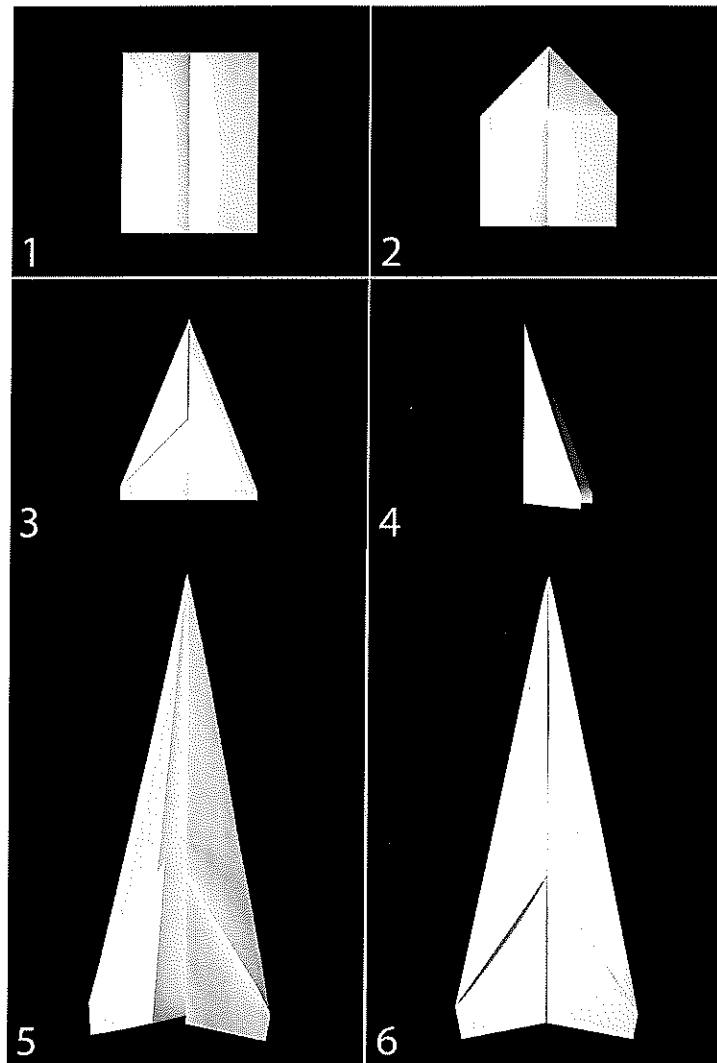
<http://www.agnitus.com/>

How to make a paper airplane



1. Fold the paper in half vertically.
2. Unfold the paper and fold each of the top corners into the center line.
3. Fold the top edges into the center line.
4. Fold the plane in half toward you.
5. Fold the wings down, matching the top edges up with the bottom edge of the body.
6. Add double stick tape to the inside of the body. The finished plane should look like this.

Como hacer un avión de papel



1. Dobra el papel por la mitad verticalmente.
2. Despliegue el papel y doble cada una de las esquinas superiores en la línea central.
3. Doble los bordes superiores en la línea central.
4. Dobra el avión por la mitad hacia ti.
5. Dobra las alas hacia abajo, uniendo los bordes superiores con los inferiores borde del cuerpo.
6. Agregue cinta adhesiva doble al interior del cuerpo. El plano terminado debería verse así.