

MOUNT PLEASANT ISD CHILD DEVELOPMENT CENTER WEEKLY INSTRUCTION

EHS INFANT/TODDLER

DATE
MAY 11 -MAY 15

PARENT RESOURCES

Early Literacy Resources
English

<https://talkingisteaching.org/resources/literacy>



Recursos de alfabetización temprana
Spanish

<https://talkingisteaching.org/hablar-es-ensenar>



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

EHS INFANT/TODDLER

FECHA

11 DE MAYO-15 DE MAYO

RECURSOS PARA PADRES

Early Literacy Resources
English

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Recursos de alfabetización temprana
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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

Week 7

In the Surprise Drawer

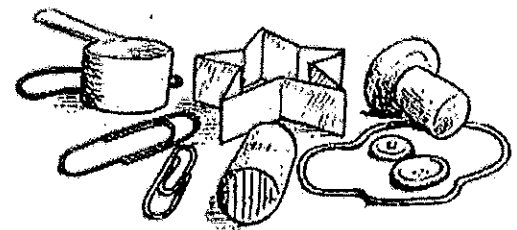
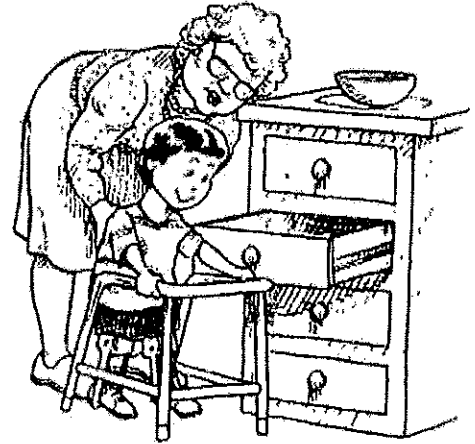
Every family probably has a surprise drawer—the one drawer where all the odds and ends are put. When the surprise drawer is for children, it should be in a safe and accessible location, such as a bottom drawer. This drawer (or a surprise box) can be a treasure chest! It can be a special treat for a rainy day. Make sure all the items are safe before you give them to your children.

Explore the surprise drawer.

- Ask your children to put all the like things together, such as corks or rubber bands.
- Ask your children about the uses of the items in the drawers.
- Your children can draw around some of the items to make pictures with the shapes.

Play guessing games with things from the surprise drawer.

- Hide things in your hands ("What do you think I'm holding in my right hand?"). Let your children guess amounts ("Will all these corks fit in the cup, or will we need the large bowl?"). Talk about the contents.



- Help your children name all the items in the surprise drawer.
- Talk about the sizes, shapes, and colors of the items.
- Ask your children about the "feel" of the items—rough or smooth, slippery or sticky, hard or soft.

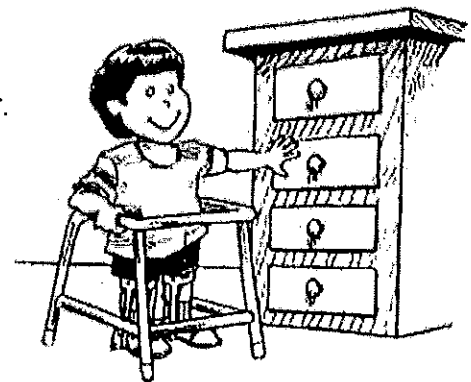
Create a surprise. Is there anything your children can make from any items in the drawer?

- What about making a collage picture or sculpture with some of the leftover items?
- Let your children surprise you with their own creations.

Make a mobile by hanging some items from a coat hanger. Place the mobile outside on a tree limb. Remember pick-up time!

- Using margarine tubs or other small containers, ask your children to clean out, sort, and put back the contents of the drawer. If your children are preschoolers, let them add to the collections from "junk" you don't want anymore.

- Corks
- Coffee scoops
- Plastic bottle caps
- Twine
- Ribbon
- Pads of paper
- Buttons
- Greeting cards
- Straws

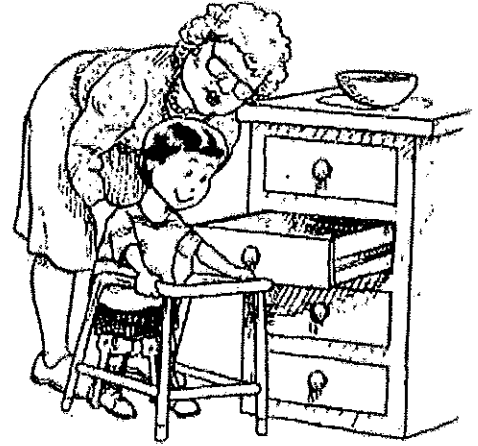


Actividades para realizar juntos Week 7

En el cajón de las sorpresas

Cada familia probablemente tenga un cajón sorpresa, el cajón donde se guardan todos los cachivaches o chucherías. Cuando el cajón de las sorpresas es para los niños, debe estar en un lugar seguro y accesible, como un cajón inferior. Este cajón o caja de sorpresas ¡puede ser un cofre del tesoro! Puede ser una sorpresa especial para un día lluvioso. Asegúrese de que todos los artículos sean seguros antes de dárselos a sus hijos.

Explore el cajón de las sorpresas.

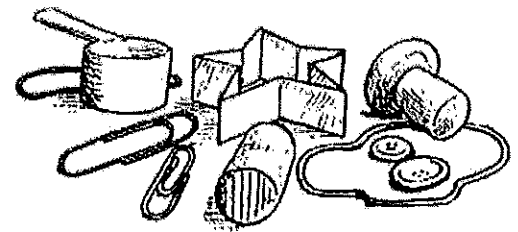


- Pídale a sus hijos que pongan todas las cosas que se parecen juntas, como corchos o gomitas.
- Pregúntele a sus hijos cómo se usan los artículos en el cajón.
- Los niños pueden dibujar alrededor de algunas cosas para hacer arte con las formas.

Jueguen a adivinar lo que hay en el cajón de las sorpresas.

- Esconda cosas en sus manos ("¿Qué crees que tengo en la mano derecha?"). Deje que sus hijos adivinen las cantidades ("¿Cabrán todos estos corchos en la taza o necesitaremos el tazón grande?"). Hable sobre el contenido.

- Ayude a sus hijos a nombrar todas las cosas del cajón de las sorpresas.
- Hable de los tamaños, formas y colores de las cosas.
- Pregunte a sus hijos sobre la "sensación" de las cosas, áspero o liso, resbaladizo o pegajoso, duro o blando.

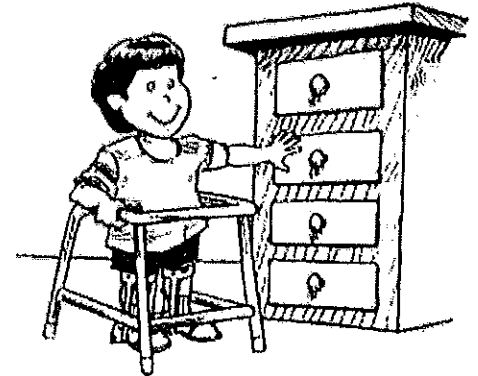


Cree una sorpresa. ¿Hay algo que sus hijos puedan hacer con alguna cosa del cajón?

- ¿Por qué no hacer un collag o escultura con algunos de los elementos sobrantes?
- Permita que sus hijos se sorprendan con sus propias creaciones.

Haga un móvil colgando algunos artículos de una percha. Coloque el móvil en la rama de un árbol. ¡Recuerde la hora de ordenar!

- Utilizando recipientes pequeños, pídale a sus hijos que limpien, ordenen y vuelvan a colocar el contenido en el cajón. Si sus hijos son niños en edad preescolar, pueden botar las cosas que ya no necesitan a la basura.



- Tapones de corcho
- Cucharadas de café
- Tapas de botellas plástico
- Hilos
- Cintas
- Almohadillas de papel
- Botones
- Tarjetas de saludos
- Pajitas

Parents as Partners

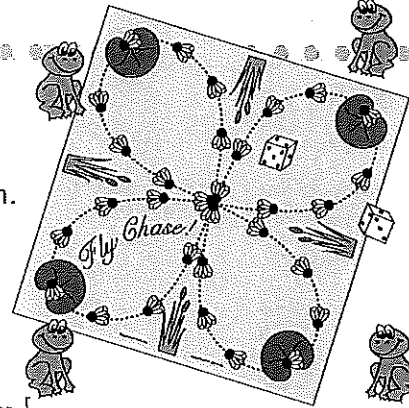
Did You Know?

The American Academy of Pediatrics warns parents to limit the time toddlers spend in front of television and computer screens, including educational video games and adult television programs playing in the background. Spending time in front of a screen can get in the way of playing, exploring, and interacting with others. Neuroscience researchers also suggest that prolonged time in front of any screen can have a long-term negative impact on children's vision.

Try It Out

Try to move towards a "screen-free" lifestyle. Here are some things you can do instead of spending time in front of a screen.

- Eat dinner together the old fashioned way—around a dinner table. Discuss the events of the day.
- Go on a bike ride or a walk around the neighborhood.
- Read a book.
- Play a game.
- Go outside and play ball.
- Bake cookies for a relative or for residents of a senior living community.



Looking Ahead

We will be learning about the colors black and white next week. Dress your child in his or her favorite black or white clothing.

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Parents as Partners

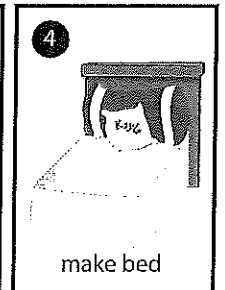
Did You Know?

All children, no matter how young, can accept some family responsibilities. Children, as young as two, need to be important and contributing members of the family. You may often feel it is easier to do a task yourself than to help your child learn to do it. But, it is important to start helping your child develop responsibility now.

Try It Out

Invite your child to help:

- set and clear the dining table
- place clothes in the dryer, sort light and dark clothes, or match socks
- put groceries away
- dust with socks on their hands
- pick up toys and books



Create a visual timeline of your morning routine and invite your child to be responsible for helping you follow it.

Padres que participan

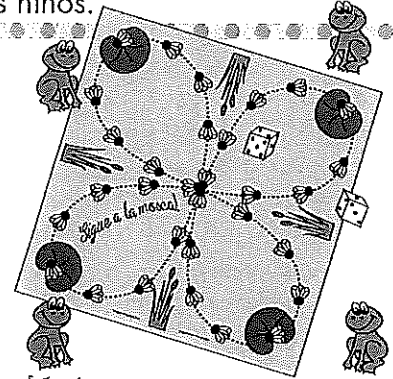
¿Lo sabían?

La Academia Americana de Pediatras advierte a los padres que limiten el tiempo que los niños en edad preescolar pasan frente al televisor o las pantallas de las computadoras, incluyendo a los juegos de video y los programas de televisión para adultos que otras personas están viendo. Pasar tiempo frente a una pantalla puede interponerse con las actividades de jugar, explorar e interactuar con los demás. Los investigadores de la neurociencia también sugieren que pasar un tiempo prolongado frente a cualquier pantalla puede tener un impacto negativo a largo plazo en la visión de los niños.

Hagan lo siguiente:

Traten de cambiarse a un estilo de vida "libre de pantallas". Estas son algunas de las cosas que ustedes pueden hacer en vez de pasar el tiempo frente a una pantalla.

- Cenar juntos de la manera antigua: Alrededor de una mesa. Hablen sobre los eventos del día. Hasta podrían hacer un picnic.
- Salgan a pasear en bicicleta o a caminar por el vecindario.
- Lean un libro.
- Jueguen algo.
- Vayan afuera a jugar con la pelota.
- Preparen galletas para un pariente o para los residentes de una comunidad de personas mayores.



Mirando hacia adelante

La próxima semana estudiaremos los colores negro y blanco. Vistan a su hijo con su ropa negra o blanca favorita.

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Padres que participan

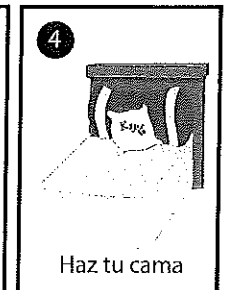
¿Lo sabían?

Todos los niños, no importa lo jóvenes que sean, pueden aceptar algunas responsabilidades familiares. Hasta los niños de dos años necesitan ser miembros importantes y colaboradores de la familia. Puede ser que ustedes algunas veces sientan que es más fácil hacer una tarea ustedes mismos que ayudar a su hijo a aprender a hacerla. Sin embargo, es importante empezar a ayudar a su hijo a desarrollar su sentido de la responsabilidad ahora.

Hagan lo siguiente:

Inviten a su hijo a que ayude a:

- poner la mesa y después recoger platos
- poner la ropa en la secadora, separar la ropa de colores claros de la de colores oscuros, o emparejar los calcetines
- guardar la compra del mercado
- limpiar el polvo usando calcetines en las manos
- recoger juguetes y libros



Preparen un cronograma visual de las rutinas de la mañana e inviten a su hijo a responsabilizarse de ayudarlos a seguir dicho cronograma.

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Día de un color



A los 12 meses, la paleta de colores de los bebés está completa. Ahora necesitan experimentar con muchos tonos de cada color. Los pequeños que tengan muchas experiencias tempranas con los colores serán capaces de distinguir las ligeras diferencias de matices de los colores durante toda la vida.



Objetivos:

- D.1.c.** Demuestra interés en colores, formas, patrones y dibujos
- E.4.a.** Aprende y usa palabras para describir lo que están pensando y haciendo

Tengan un "Día de un color" para cada uno de los colores primarios: Rojo, amarillo y azul. Por ejemplo, en el "Día del rojo" invite a los pequeños a usar ropa roja, a jugar con juguetes rojos, a pintar con pintura roja, a jugar con plastilina roja y a comer alimentos rojos. Los niños estarán expuestos a muchos matices de rojo. ¡Las investigaciones han demostrado que el rojo aumenta la creatividad y el apetito! Asegúrese de tener también un "Día azul" y un "Día amarillo". El azul produce un sentimiento de calma. El amarillo aumenta el sentido de alerta y la atención.

Curiosidad, atención

Color Day



At 12 months, babies' color palettes are complete. Now they need experiences with many shades of each color. Little ones who have many early experiences with color will be good at seeing slightly different hues of color all of their life.



Objectives:

- D.1.c.** Shows interest in colors, shapes, patterns, and pictures
- E.4.a.** Learns and uses words to describe what they are thinking and doing

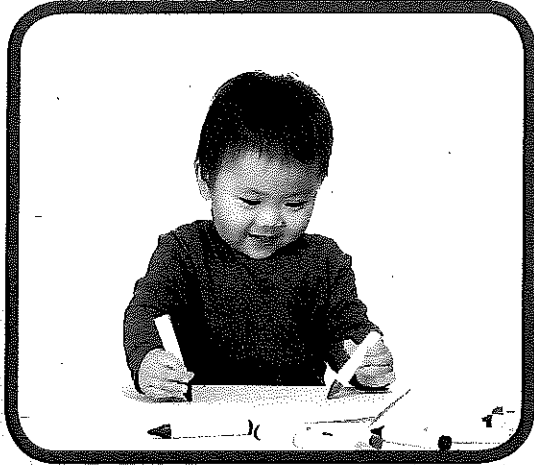
Have a "Color Day" for each of the primary colors: red, yellow, and blue. For example, on "Red Day," invite little ones to wear red clothing, play with red toys, paint with red paint, play with red play dough, and eat red foods. Children will be exposed to many shades of red. Research shows that red increases creativity and appetite! Be sure to have a "Blue Day" and a "Yellow Day" as well. Blue creates a calm feeling. Yellow increases alertness and attention.

Curiosity, Attention

Color Me Happy



Little ones have developed the hand skills for grasping writing tools by the time they are one year old. However, for the most part, they will not yet have the coordination to put a crayon on paper and make a mark until around 16 months. They will not have interest in writing until 17 or 18 months.



Objectives:

C.3.d. Reaches for and holds writing tools

C.3.d. Marks or scribbles on paper

Give little ones chunky crayons (easier for them to grasp) and drawing paper. Encourage them to move a crayon on the paper to create marks. Don't expect much from a baby's first marks. He is just demonstrating that he understands how to use the tool and he is imitating what he sees others do.



Communication

Colores felices



Para cuando cumplen un año de edad, los pequeños han desarrollado las destrezas de la mano para agarrar herramientas para escribir. Sin embargo, la mayoría no tendrá la coordinación para poner un crayón sobre un papel y hacer una marca hasta que cumplan los 16 meses. Ellos no tendrán interés en escribir hasta que tengan 17 o 18 meses.



Objetivos:

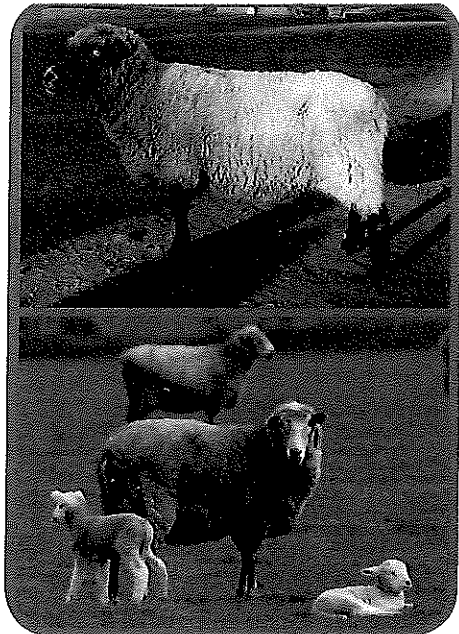
C.3.d. Agarra y sostiene instrumentos de escritura

C.3.d. Hace marcas o garabatos en un papel

Entregue a los pequeños crayones gruesos (más fáciles de agarrar) y papel para dibujar. Anímelos a mover los crayones sobre el papel para obtener marcas. No espere mucho de las primeras marcas de un bebé. Él solo está demostrando que entiende cómo usar la herramienta y está imitando lo que ve que otros hacen.

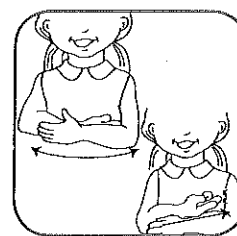


Comunicación

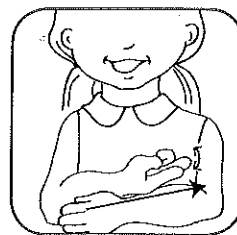


Vocabulary

sheep	oveja
lamb	cordero
wool	lana
grass	pasto
grazing	pastar
shears	tijeras



lamb



sheep

lamb, sheep

cordero, oveja

Things to Talk About

- ◆ Tell children that all of the animals in the photo are sheep. Ask: *Have you ever seen a sheep? Where? ¿Han visto alguna vez una oveja? ¿Dónde?*
- ◆ Point to the baby sheep and tell children that it is called a *lamb*.
- ◆ 🏠 Ask: *How is the lamb different from the adult sheep? ¿En qué se diferencia un cordero de una oveja adulta?*
- ◆ Once a year, sheep get a special haircut. The adult sheep in this photo are ready for their haircuts. Workers with special cutters (shears) will cut off the heavy wool. Invite children to share haircut experiences and to think about how the sheep might feel without its wool coat.
- ◆ Ask: *What sounds do sheep make? ¿Qué sonidos hacen las ovejas?*
- ◆ 🏠 Explain to children that sheep spend most of their day grazing—eating grass and plants in a pasture, field, or open area. Ask: *How is this different from the way you spend your day? ¿En qué se diferencia esto de la forma en que ustedes pasan el día?*

Things to Do

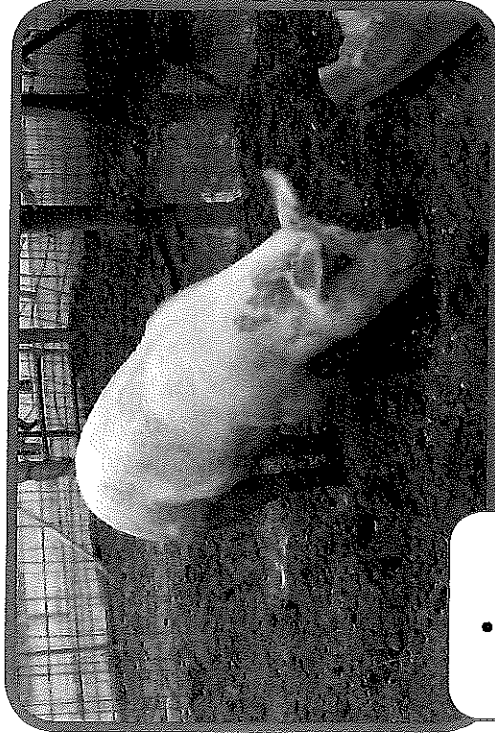
- ◆ Display a woolen blanket or a pair of woolen mittens and explain to children that the wool used to make these things comes from sheep. Challenge children to tell why we use blankets and wear mittens and sweaters.
- ◆ Cut an oval out of a file folder or white construction paper. Glue four black construction paper rectangles to the bottom of the oval (the sheep's legs). Invite children to dip cotton balls into a small tray filled with white glue and press the gluey end of the cotton ball onto the oval. Repeat to cover the oval with fluffy wool. Glue a black construction paper head (circle with ears) to the top left of the oval. Add wiggle eyes and a yarn smile and the sheep is complete.
Note: This project is a good group activity. Encourage different children to take turns adding the balls so that it does not become tedious.
- ◆ Recite sheep-themed nursery rhymes, such as "Little Bo-Beep," "Baa-Baa-Black Sheep," "Mary Had a Little Lamb," and "Little Boy Blue."
- ◆ 🏠 Invite children to become the characters and act out the rhymes as you say the words.
- ◆ Invite a special guest knitter to visit the classroom. Have her show the tools and supplies (balls of yarn, needles) needed to make a woolen scarf. Provide a special spot where the knitter can knit as children play. After a while, gather the children and have them see what this artist has made.

Little Bo Peep

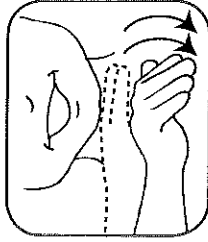
Little Bo Peep has lost her sheep,
And doesn't know where to find them.
Leave them alone, and they'll come home,
Wagging their tails behind them.

La pastorcita

La pastorcita sus ovejas perdió
y no sabe dónde estarán.
Déjalas solas, que regresarán
moviendo la cola vendrán.



pig
cerdo



pig

Vocabulary

- pig cerdo
- piglet cerdito
- ears orejas
- hooves cascos
- snout hocico
- tail cola
- hog puerco

Things to Talk About

- ◆ Tell children that this animal is a pig. It has a large, round body, short legs, and a short curly tail. Ask: *Have you ever seen a pig? Can you see the pig's tail in this photograph? ¿Han visto alguna vez un cerdo? ¿Pueden ver la cola del cerdo en esta fotografía?*
- ◆ Explain to children that pigs like mud. They roll in it to get cool when they are hot. Ask: *How do you get cool when you are hot? ¿Cómo se refrescan ustedes cuando tienen calor?*
- ◆ Ask: *What sound does a pig make? Have you ever heard a pig make that sound? ¿Qué sonidos hace un cerdo? ¿Han escuchado alguna vez a un cerdo haciendo ese sonido?*
- ◆ Tell children that a pig's nose is called a *snout*. They use their snouts to dig or root around in dirt or mud for food.
- ◆ Ask: *What other animals dig for food? ¿Qué otros animales escarban buscando comida?*
- ◆ Big pigs are sometimes called *hogs*. Baby pigs are called *piglets*.

Things to Do

- ◆ Recite pig-themed nursery rhymes with children, such as "To Market, To Market," "Tom, Tom, the Piper's Son," "Higglety, Pigglety, Pop," or "This Little Piggy".
- ◆ In a plastic tub, mix clean dirt and a small amount of water until you have a soft, thick mud. Invite children to place their hands in the mud to feel it. Ask: *Does it feel cool? ¿Se siente frío?*
- ◆ Some children may want to remove their shoes and step into the mud to feel it squish through their toes.
- ◆ Curl pink ribbon to make pigs' tails. Invite children to toss the tails into a pink pail.
- ◆ Cut pink construction paper into the following shapes: large circles (bodies), smaller circles (heads), smallest circles (snouts), triangles (ears), and rectangles (legs and tail). Assist as children layer and glue the parts in place to make a pig. Begin with the body. Glue the head to the lower center inside the body circle. Glue snout and ears to head. Add legs to lower outside of body. Finish the pig with eyes, nostrils, and a curly tail.

Curly Tail

Colita rizada

It doesn't matter if a pig is a boy or a girl,
The end of its tail is always a curl.

No importa si el cerdito es niño o niña
Siempre tendrá la cola rizada y muy bonita.

Old MacDonald

Traditional

Old MacDonald had a farm,
Ee-i-ee-i-o
And on his farm he had some chicks,
Ee-i-ee-i-o
With a cluck-cluck here
And a cluck-cluck there
Here a cluck, there a cluck
Everywhere a cluck-cluck
Old MacDonald had a farm,
Ee-i-ee-i-o.

Old MacDonald had a farm
Ee-i-ee-i-o
And on his farm he had some cows
Ee-i-ee-i-o
With a moo-moo here
And a moo-moo there
Here a moo, there a moo
Everywhere a moo-moo
Old MacDonald had a farm,
Ee-i-ee-i-o.

Old MacDonald had a farm;
Ee-i-ee-i-o
And on his farm he had some pigs,
Ee-i-ee-i-o
With an oink-oink here
And an oink-oink there
Here an oink, there an oink
Everywhere an oink-oink
Old MacDonald had a farm,
Ee-i-ee-i-o.

Add more verses using other farm animals:
dogs-woof-woof
cats-meow-meow
sheep- baa-baa
horses- neigh-neigh



El viejo Donaldo

(tradicional)
adaptado por Emilia Rivas

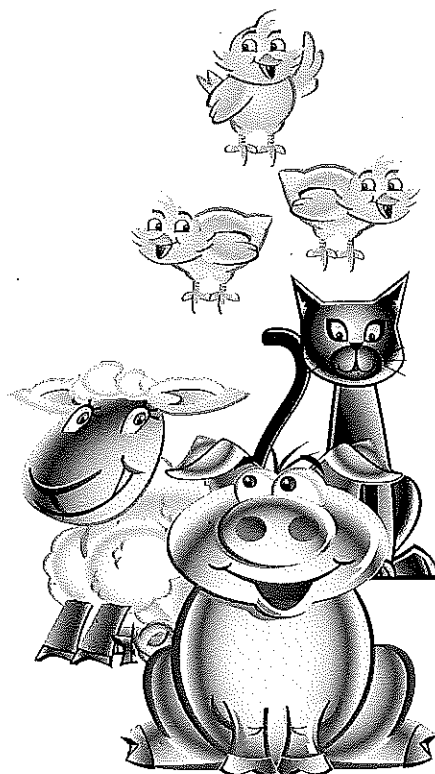
El viejo Donaldo tenía una granja,
mira, mírala.
Y en la granja tenía unos pollos,
mira, míralos.
Un pío por aquí,
un pío por allá,
aquí un pío y otro pío
y pían sin parar.
El viejo Donaldo tenía una granja,
mira, mírala

El viejo Donaldo tenía una granja,
mira, mírala
y en la granja tenía unas vacas,
mira, míralas.
Un mu por aquí,
un mu por allá,
aquí un mu y otro mu
y mugen sin parar.
El viejo Donaldo tenía una granja,
mira, mírala.

El viejo Donaldo tenía una granja
mira, mírala,
y en la granja tenía unos cerdos,
mira, míralos.
Un oink por aquí,
un oink por allá,
aquí un oink y otro oink
y gruñen sin parar.
El viejo Donaldo tenía una granja,
mira, mírala.

Estrofas adicionales

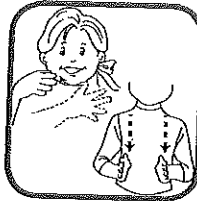
perros - guau - ladran
gatos - miau - maullan
ovejas - be - balan
caballos - ni - relinchan



Vocabulary



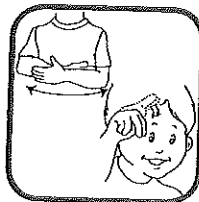
farm
granja



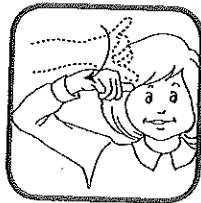
farmer
granjero



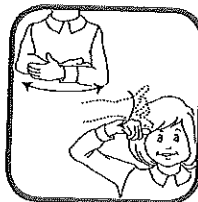
horse
caballo



foal
potro



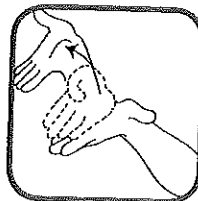
cow
vaca



calf
ternero

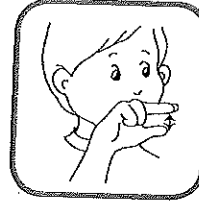


dairy
lácteos

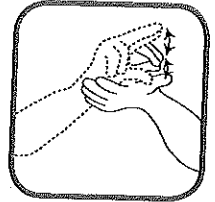


plow
arar

Vocabulary



duck
pato



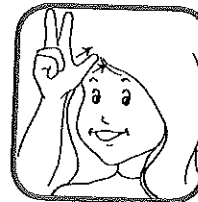
duckling
patito



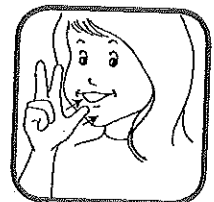
chicken
pollo



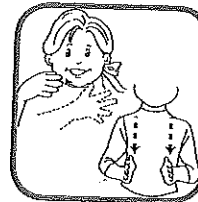
chick
pollo



rooster
gallo



hen
gallina



farmer
granjero



farm
granja

Play Dough**Pink Play Dough**

- 1 cup flour
- ½ cup salt
- 1T massage oil
- ½ cup hot beet juice

Mix all ingredients together.

Kool-Aid Play Dough

- 1 package Kool-Aid
- 1 cup water
- 1 T. baby oil
- 1 cup flour
- 1/2 cup salt
- 2 tsp. Cream of Tartar

Heat Kool-Aid and water in a pan over medium heat until steam rises. Stir in baby oil. Sift remaining dry ingredients together. Gradually add dry ingredients to heated liquid and stir until mixture is the consistency of mashed potatoes. Remove from heat. Place play dough on waxed paper and carefully knead (mixture will be hot) until smooth. Allow to cool.

Scented Play Dough

- 3 cups flour
- 2 T oil
- 3 cups water
- 1 ½ cups salt
- 2 T Cream of Tartar
- ground cinnamon, nutmeg, and cloves (several tablespoons of each)

1. Whisk all ingredients (except spices) together in a large sauce pan.
2. Stir constantly over medium heat. The mixture will be soupy for several minutes and then suddenly it will stick together and form a rough ball.
3. When it thickens and sticks together, remove the pan from the heat and continue stirring.
4. Turn the hot ball onto a floured surface and began kneading it as it cools.
5. Sprinkle the spices onto the dough and continue kneading.
6. Store in a large resealable bag or other air-tight container.

Duck, Duck Goose

Children sit in a circle. One child (IT) walks around the outside of the circle while tapping each player on the head and saying, "duck." Eventually, IT taps a player and says, "goose" instead. The tapped player chases IT around the circle. If she taps IT before they get around the circle, she gets to go back to her place. If she doesn't, she becomes the new IT and the game continues.

Safekeeper Box

Gather or purchase a small box with a lid. Decorate the box. Take a photo of each child's face. Print the photos wallet-size and laminate them. (You may choose to glue each child's photo to the end of a tongue depressor). Use this box daily throughout the year to symbolize the classroom as a safe place for children. Each day, pass the box around for children to deposit their photo inside the box.



Star

Estrella

Black Song

{She'll be Coming Around the Mtn}

B-L-A-C-K spells black.

B-L-A-C-K spells black.

Flying bats are black.



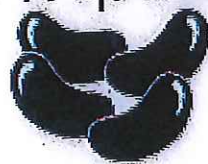
Scary cats are black.

Jelly beans are black.

I like black.

B-L-A-C-K spells black.

B-L-A-C-K spells black.



Sunday shoes are black.

Santa's boots are black.



B-L-A-C-K spells black.

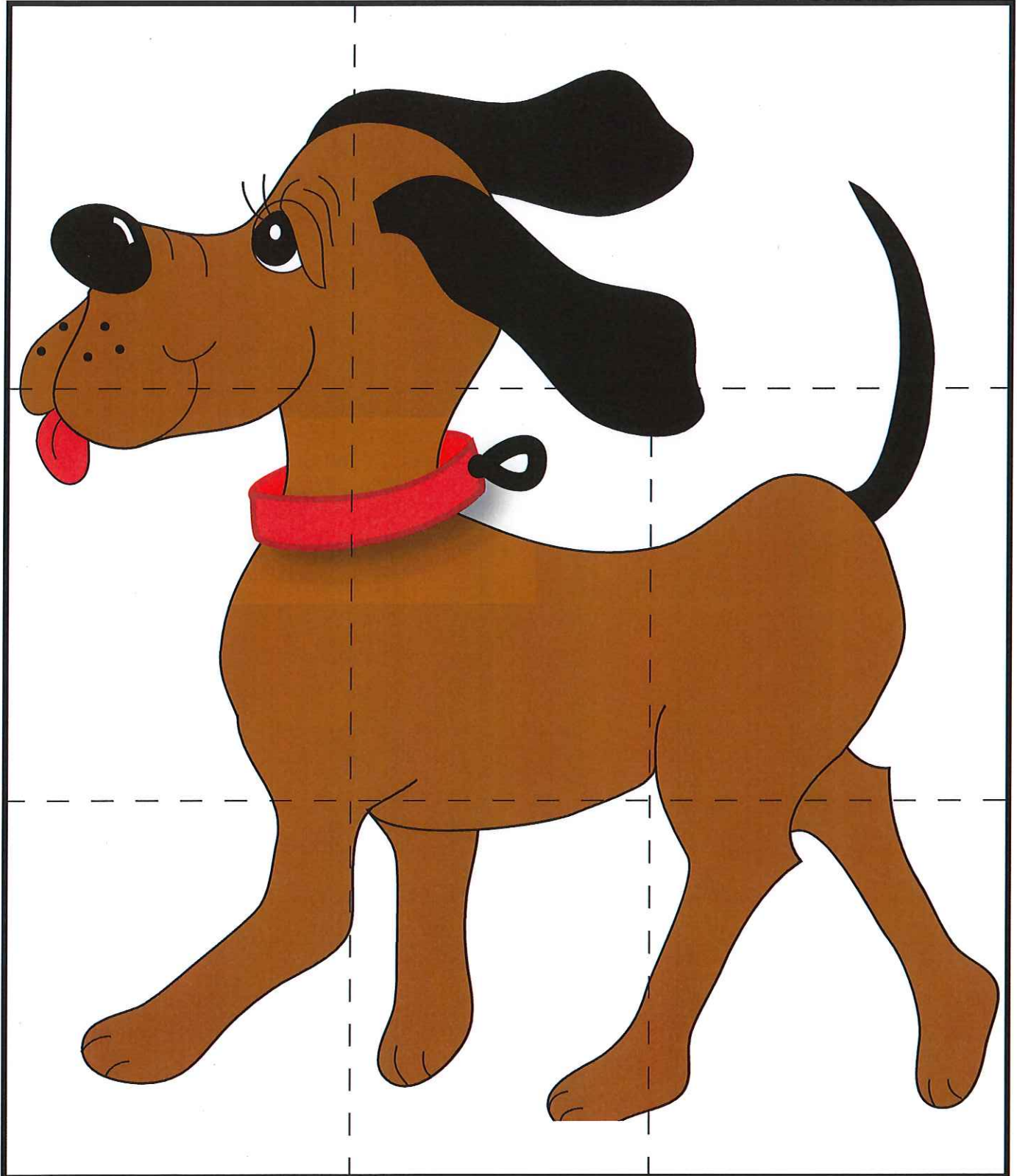


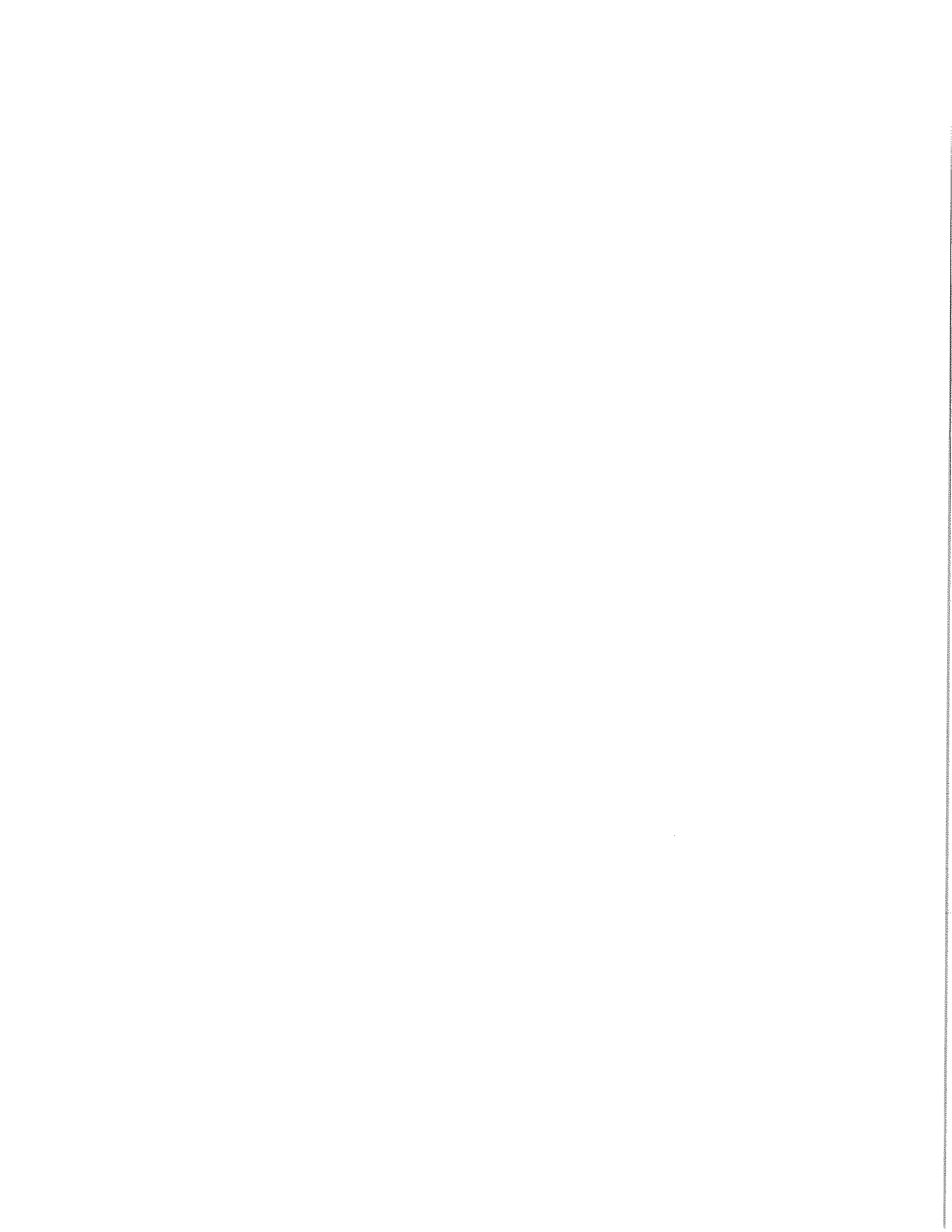
BLACK

Farm Animal Puzzle: Dog

8 pieces

Directions: Print, laminate, and cut the puzzle into 8 pieces using the cut lines. Make a checkmark on the back of each piece using the same color marker to identify that all eight pieces make one complete puzzle. Store the pieces in a resealable plastic bag along with a picture guide.

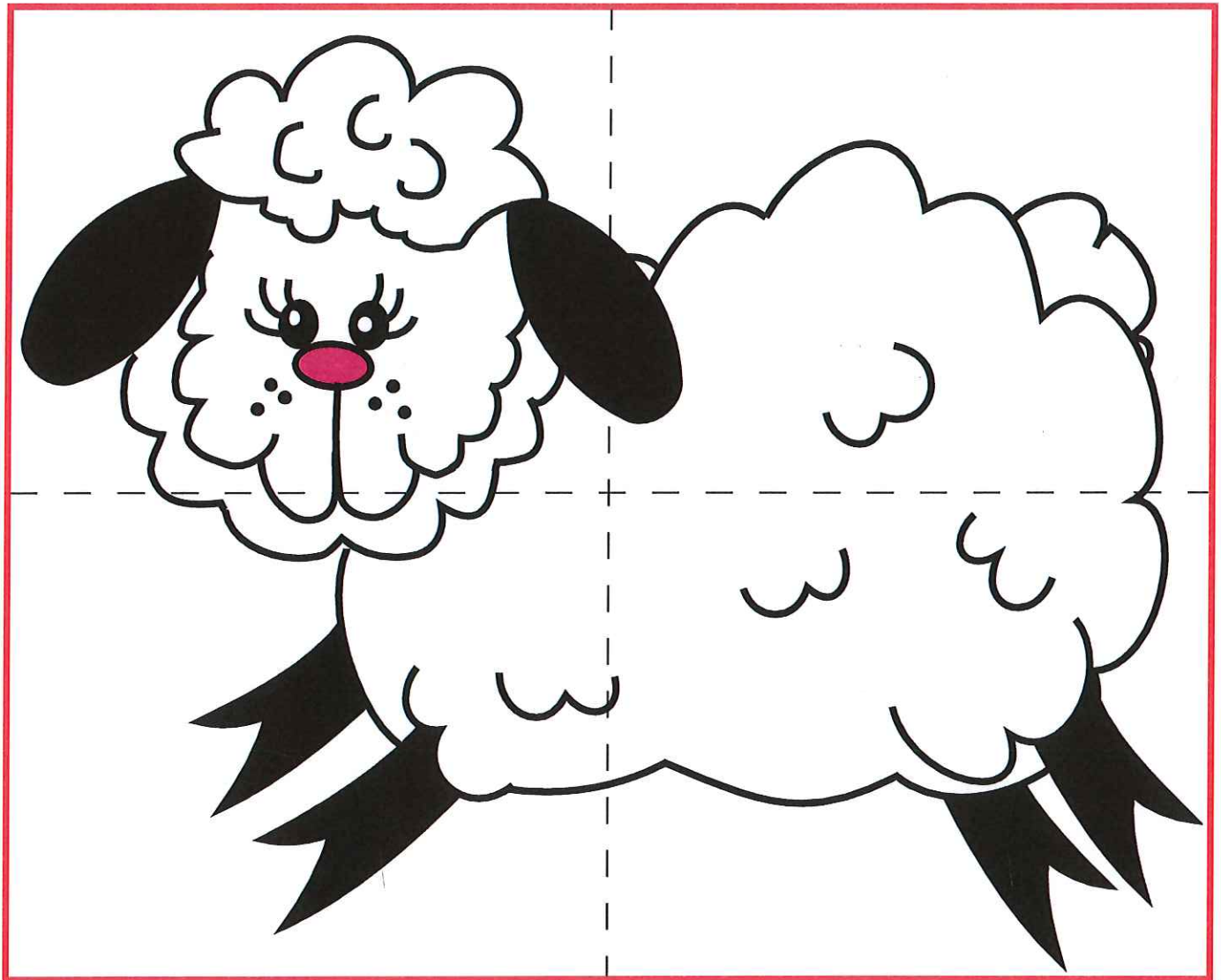




Farm Animal Puzzle: Sheep

4 pieces

Directions: Print, laminate, and cut the puzzle into 4 equal pieces using the cut lines. Make a checkmark on the back of each piece using the same color marker to identify that all four pieces make one complete puzzle. Store the pieces in a resealable plastic bag along with a picture guide.





Farm Animal Puzzle: Pig

4 pieces

Directions: Print, laminate, and cut the puzzle into 4 equal pieces using the cut lines. Make a checkmark on the back of each piece using the same color marker to identify that all four pieces make one complete puzzle. Store the pieces in a resealable plastic bag along with a picture guide.

