

# MOUNT PLEASANT ISD CHILD DEVELOPMENT CENTER WEEKLY INSTRUCTION

## 3YR OLD PRE-K

**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

## 3YR OLD PRE-K

### FECHA

11 DE MAYO-15 DE MAYO

### RECURSOS PARA PADRES

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/>



### 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?

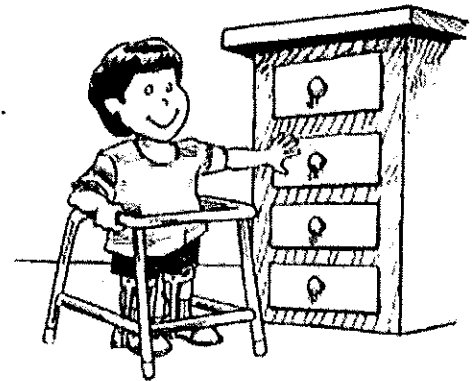
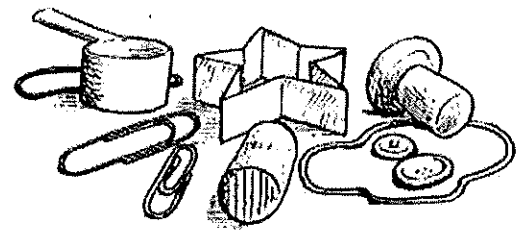
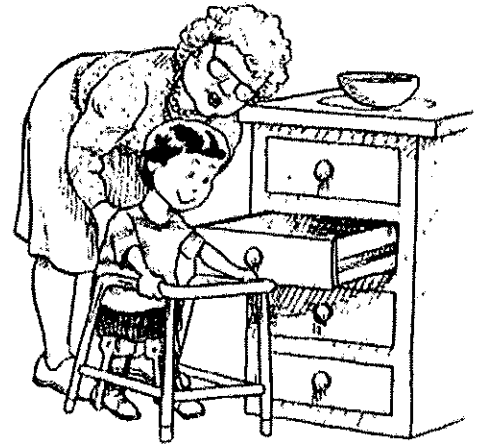
- What about making a collage picture or sculpture with some of the leftover items?
- Let your children surprise you with their own creations.

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

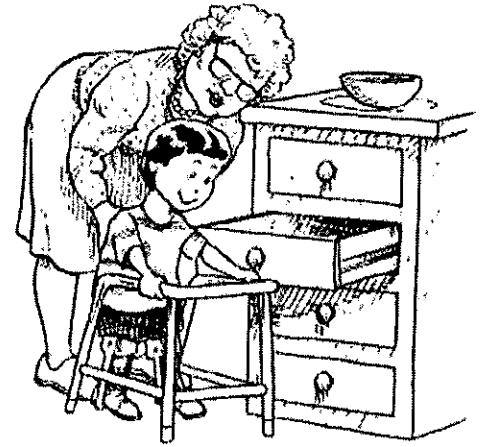


# Actividades para realizar juntos

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.



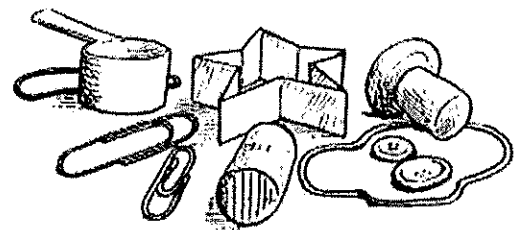
Explore el cajón de las sorpresas.

- 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.



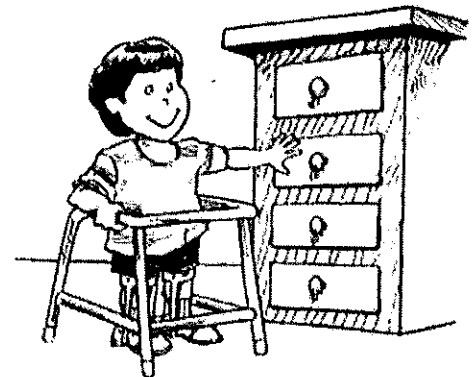
Cree una sorpresa. ¿Hay algo que sus hijos puedan hacer con alguna cosa del cajón?

- ¿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



# FREE LEARNING WEBSITES for kids



## SWITCHEROO ZOO

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

Watch, listen and play games to learn all about animals.

## FUN BRAIN

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

Play games while practicing maths and reading skills.

## NAT GEO FOR KIDS

[www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)

Learn all about geography and fascinating animals

## PBS KIDS

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

Learn with some fun and interesting television characters.

## BEHIND THE NEWS

[www.abc.net.au/btn/](http://www.abc.net.au/btn/)

Listen to short reports - activities and questions included.

## ABC SPLASH

[www.splash.abc.net.au](http://www.splash.abc.net.au)

Videos, games and information

## TURTLE DIARY

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

Games for literacy, maths, science and puzzles for Grades K-5.

## ABCYA

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

Many topic areas for all levels of learning, organised by grade.

## MR NUSSBAUM

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

A range of learning activities in many topic areas.

Some games available in Arabic.

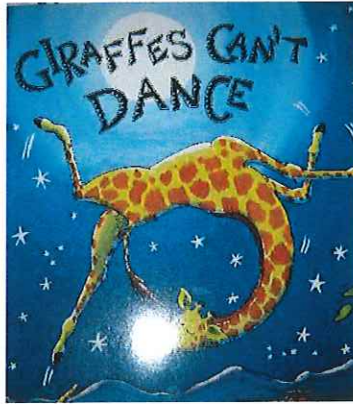
## TOPMARKS

[www.topmarks.co.uk](http://www.topmarks.co.uk)

Easy to play games available in a range of topic areas.

# Dance Party

Read Giraffes Can't Dance by Giles Andreae



Listen to a favorite song with a family member.



Take turns copying each other's dance moves.

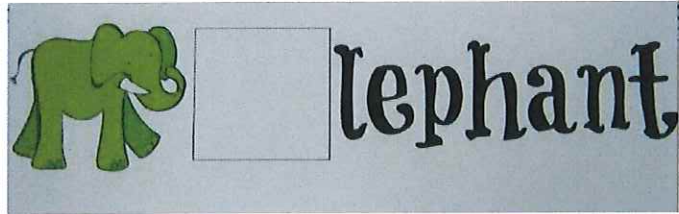


Dance like Gerald the Giraffe!



# Zoo Animals

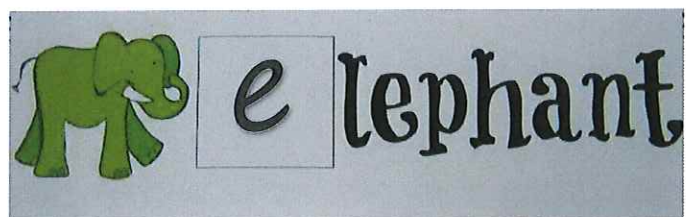
Look at the picture and name the animal



Say the beginning sound

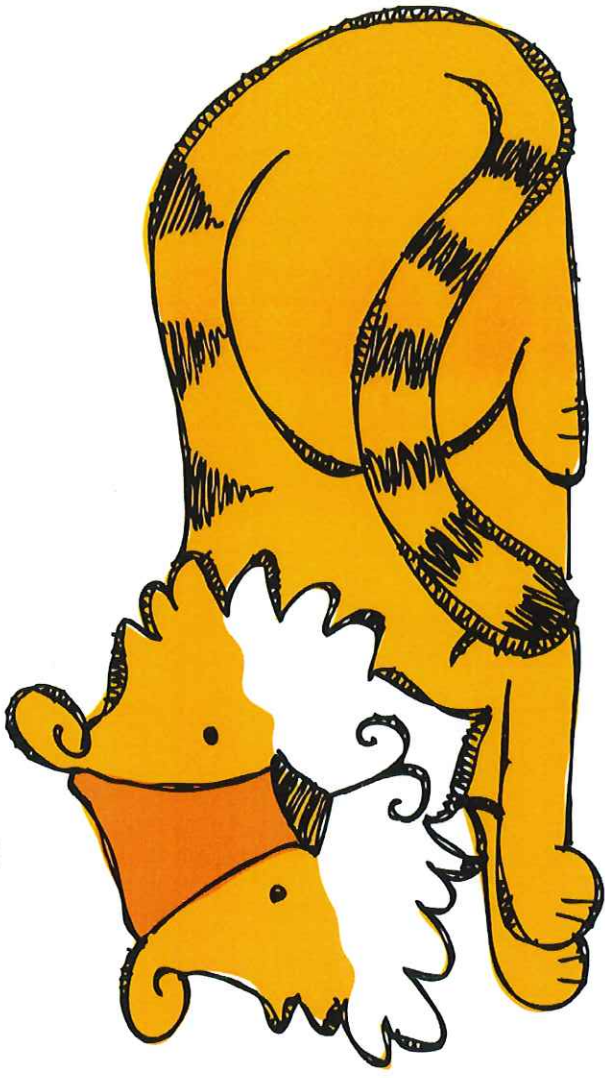


Write the missing letter



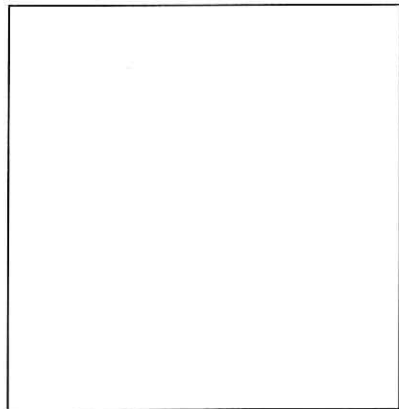
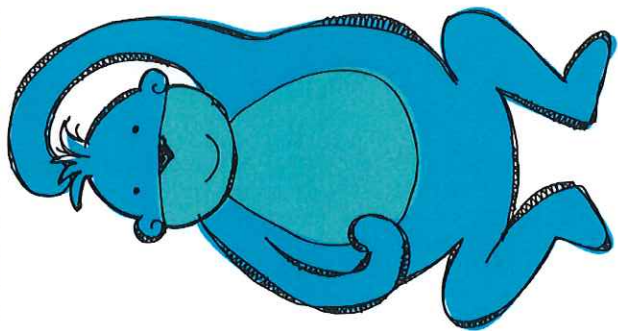
# ZOO Animals

## Beginning Sound Game Cards

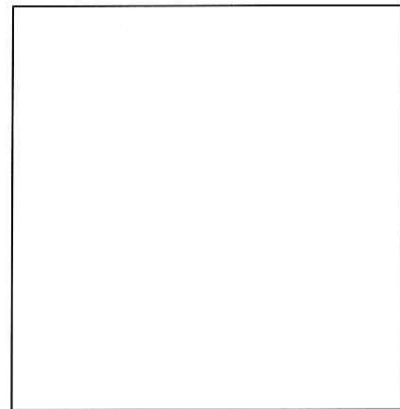
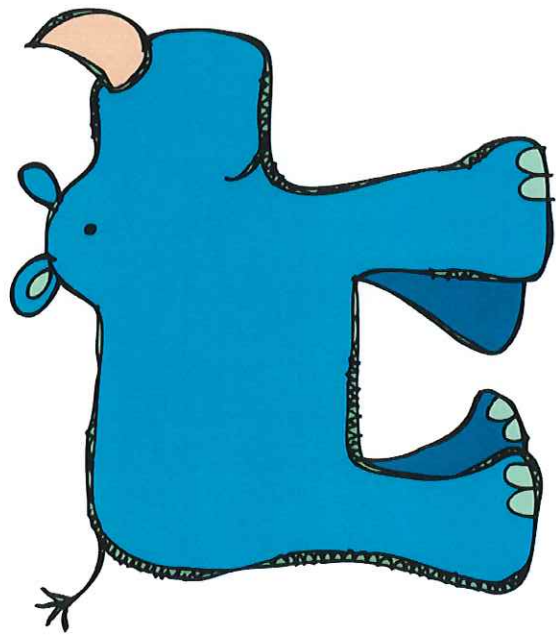


Includes 10 game cards



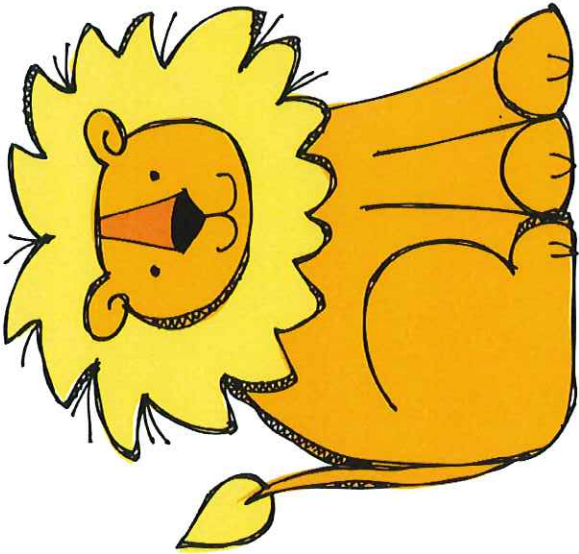
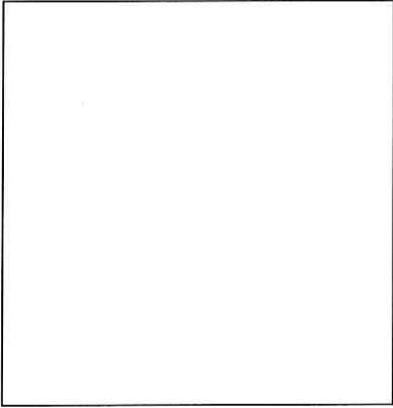


Orilla

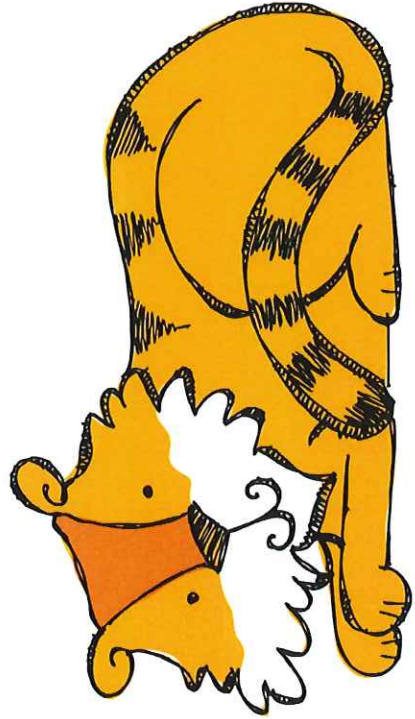
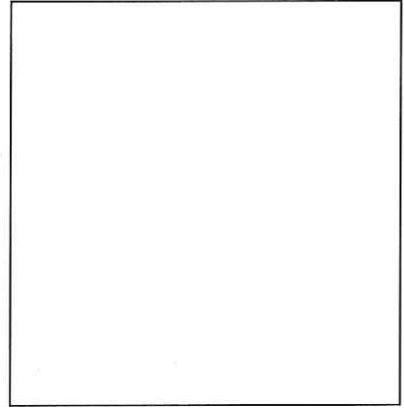


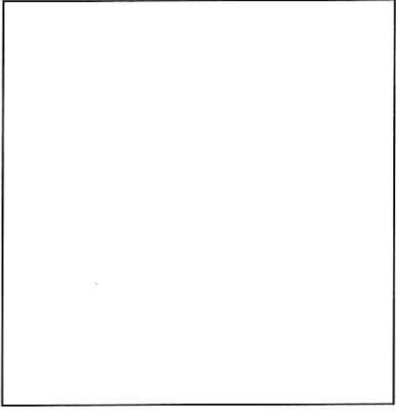
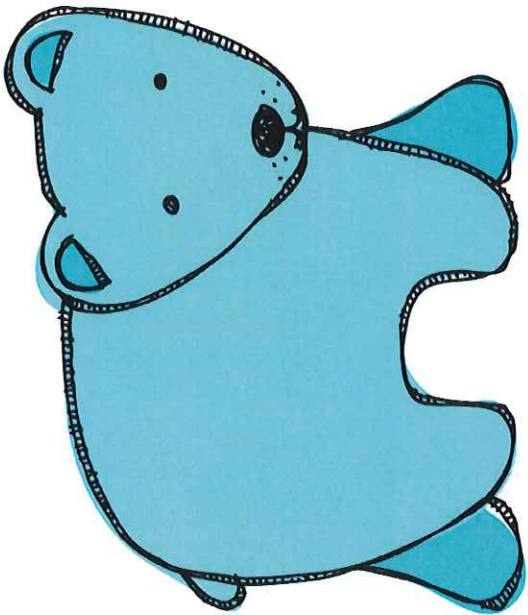
Orino

lion

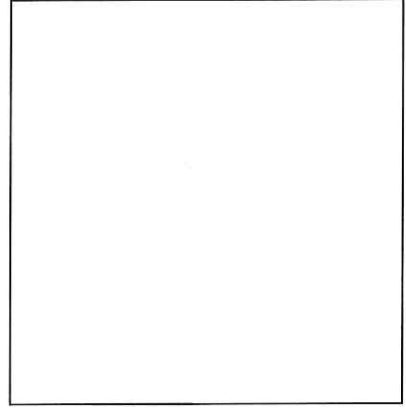
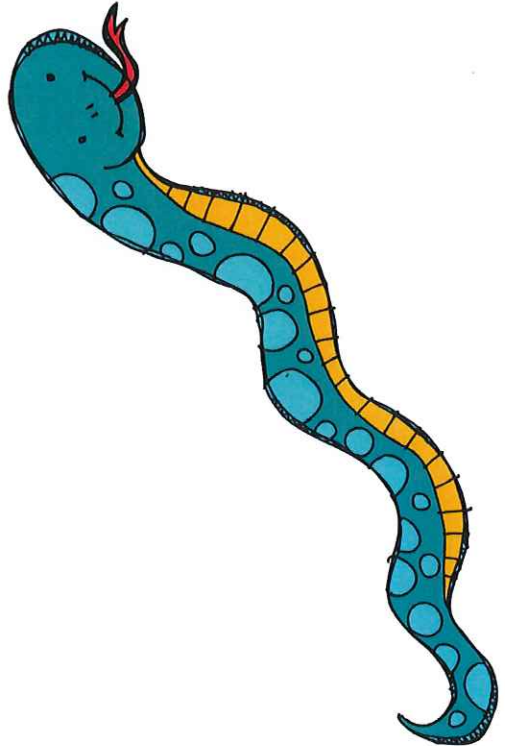


tiger

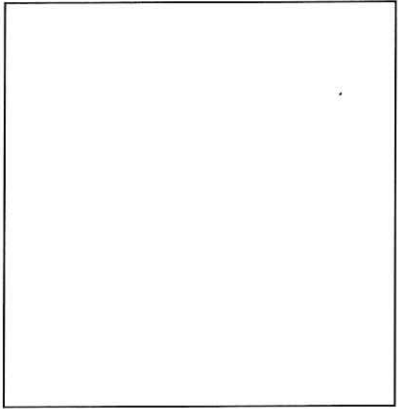




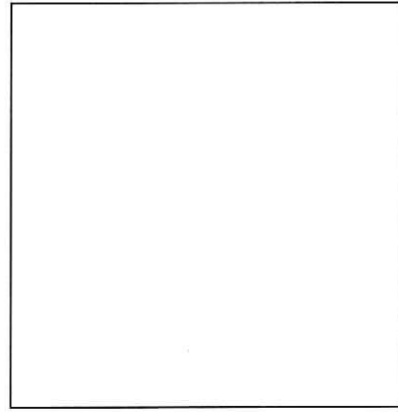
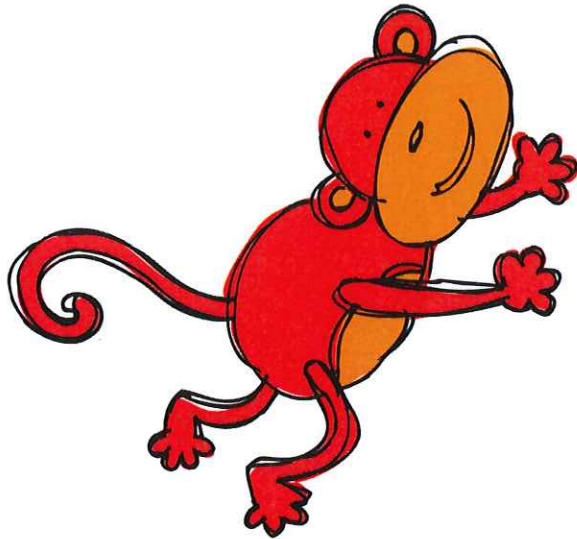
ear



nake

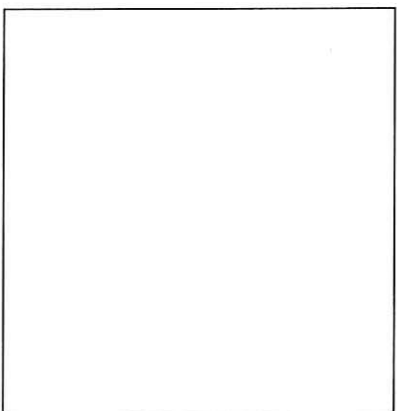


ebra

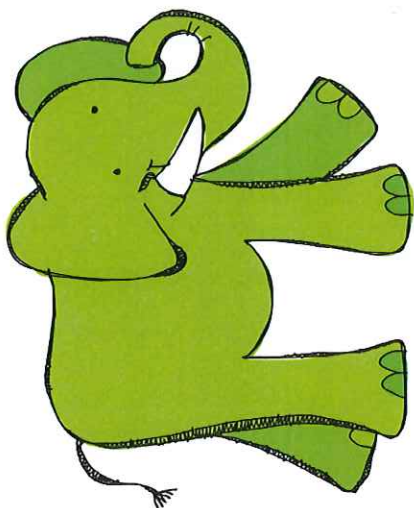
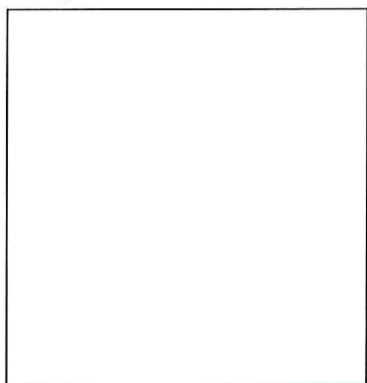


monkey

oort



lephant



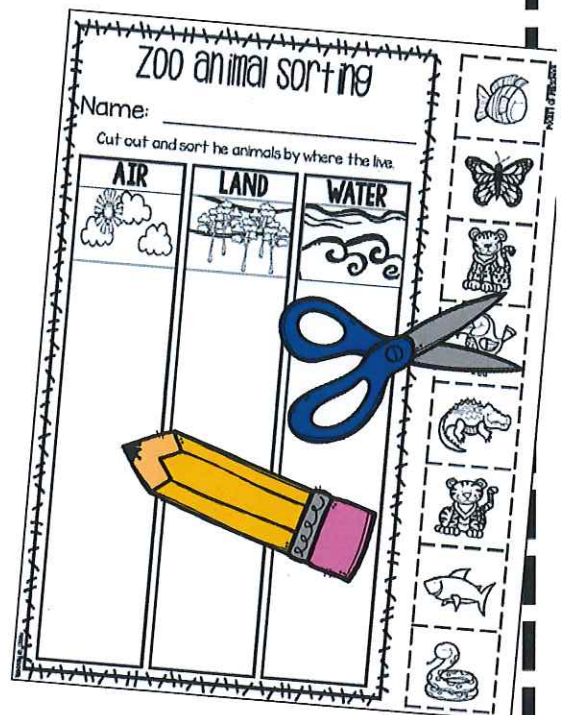
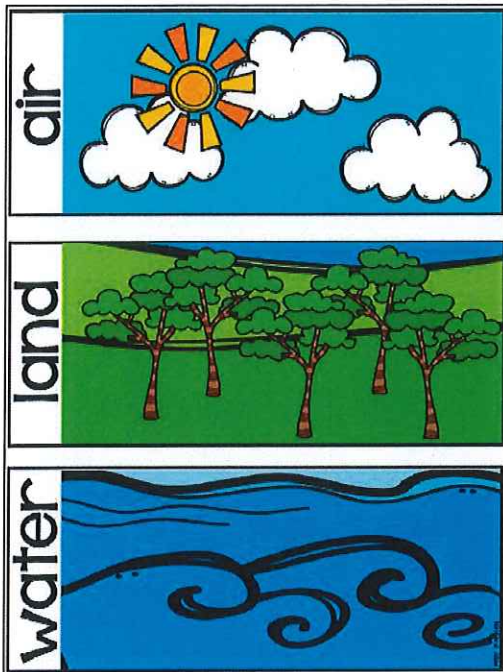
# ZOO animal sort

Print on cardstock and laminate for durability. Keep the sorting boards together as one piece or cut apart to use in pocket chart. Cut apart the animal cards.

How to play: Students can sort the items various ways on each sorting board. Optional student recording page.

## Sorting Boards:

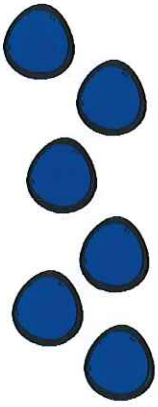
- stripes, spots, plain
- air, land, water
- small, medium, large
- rainforest, ocean, polar region, desert, savannah
- feathers, no feathers
- you pick! (students determine an attribute to sort the animals by)



stripes



spots



plain





You Pick!



Blank rectangular area for drawing or writing.

Blank rectangular area for drawing or writing.

Blank rectangular area for drawing or writing.



small



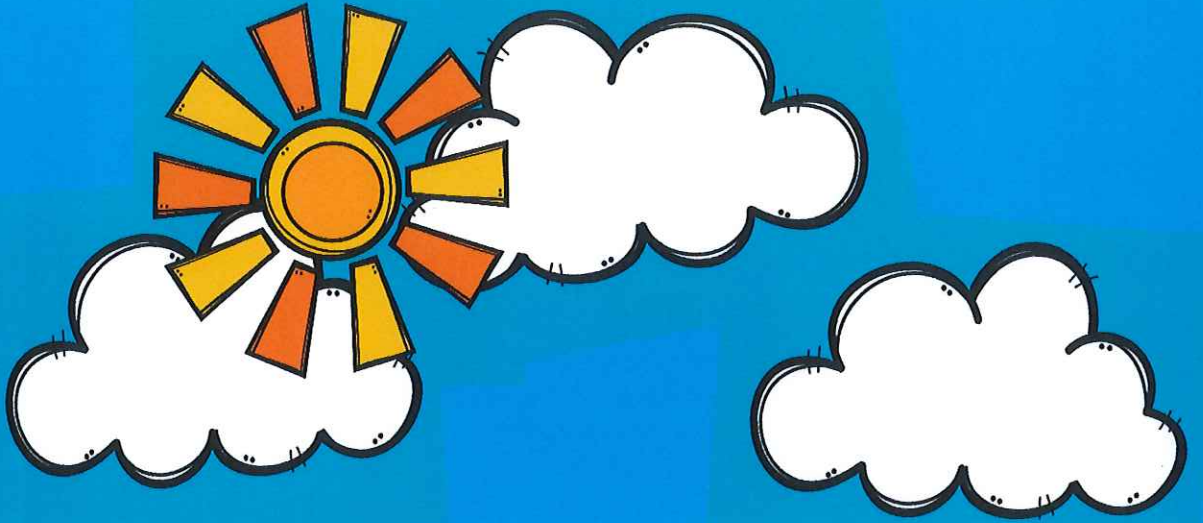
medium



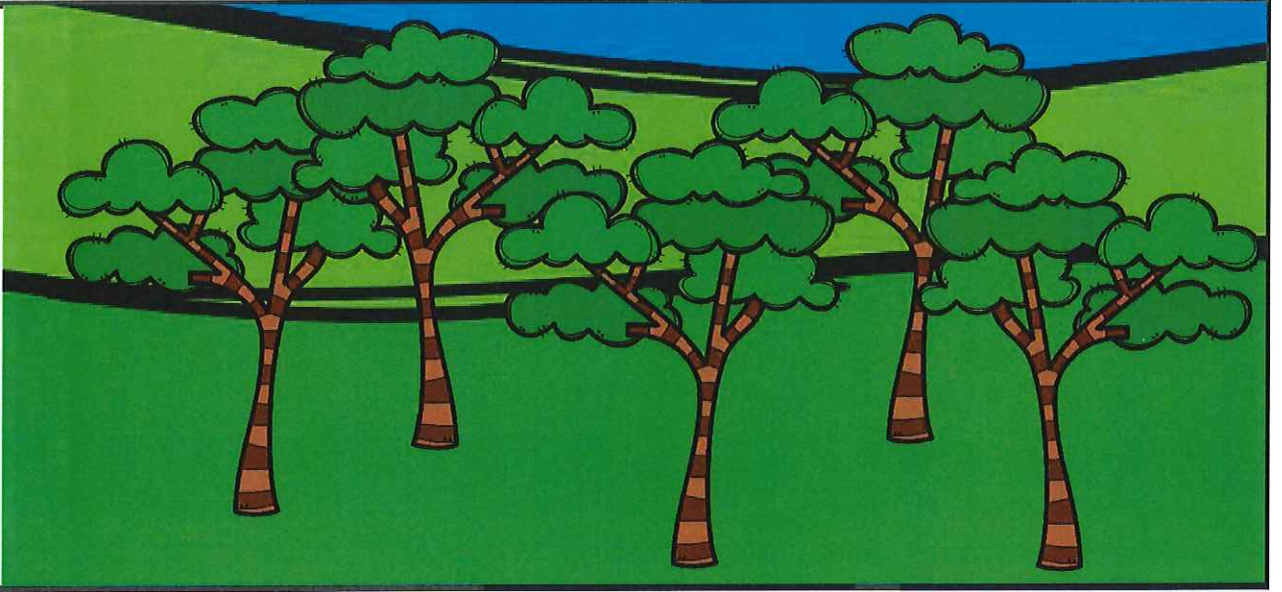
large



air

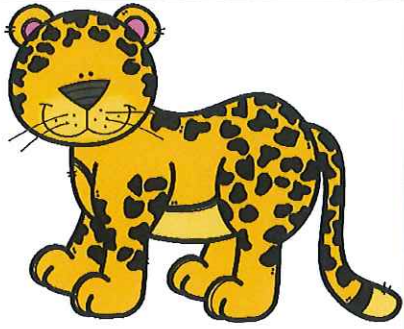


land



water





jaguar



gorilla



sloth



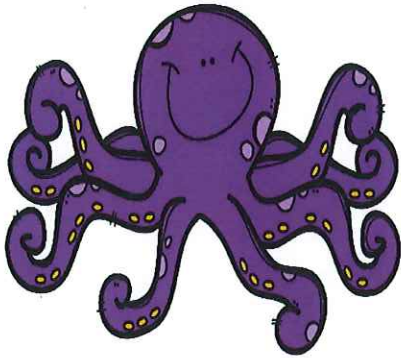
toucan



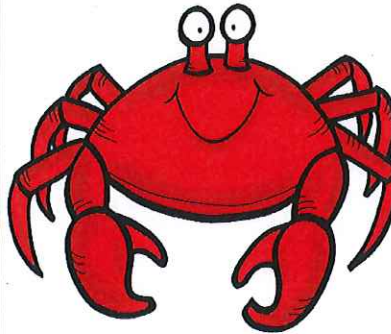
tiger



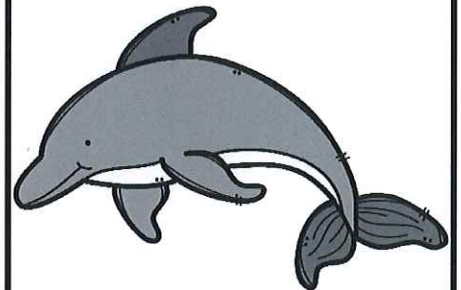
tree frog



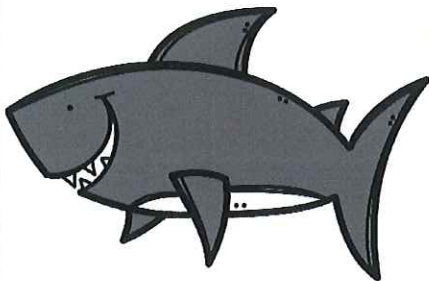
octopus



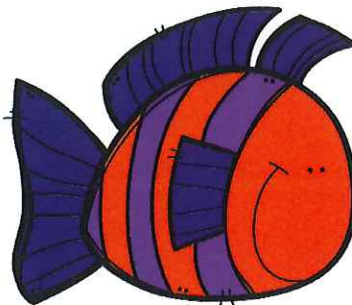
crab



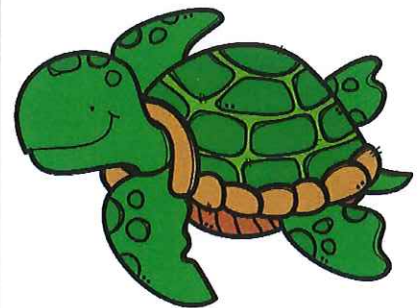
dolphin



shark



fish



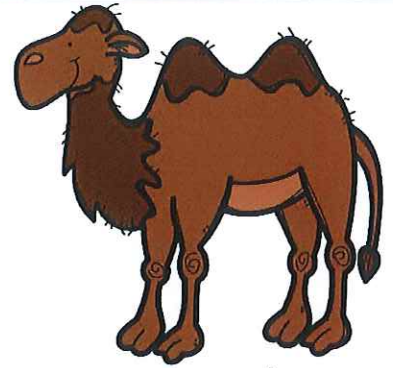
sea turtle



vulture



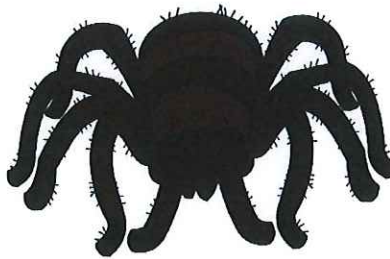
rattlesnake



camel



scorpion



tarantula



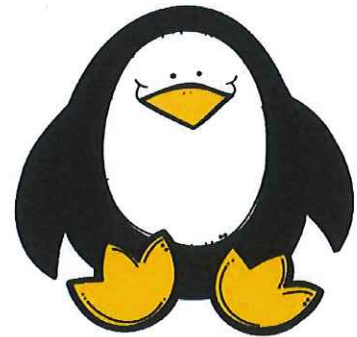
roadrunner



walrus



seal



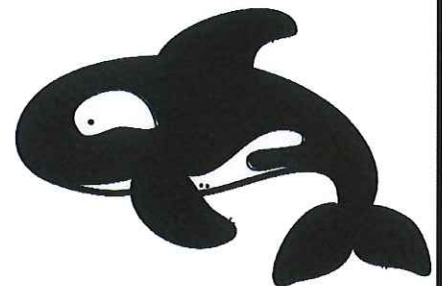
penguin



puffin



polar bear



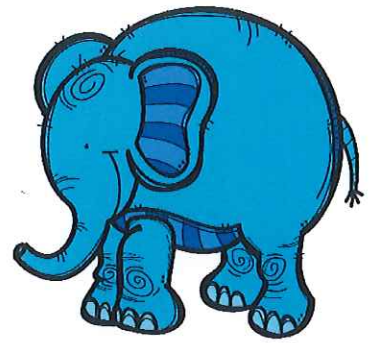
orca



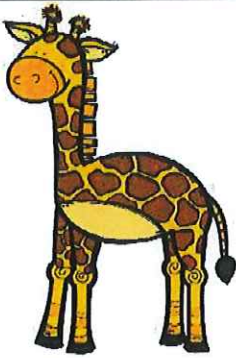
zebra



lion



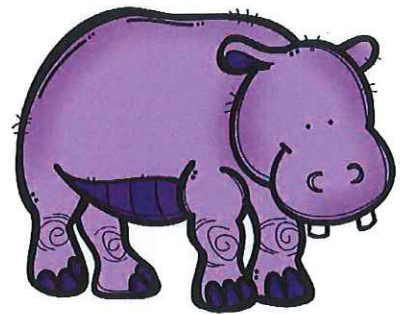
elephant



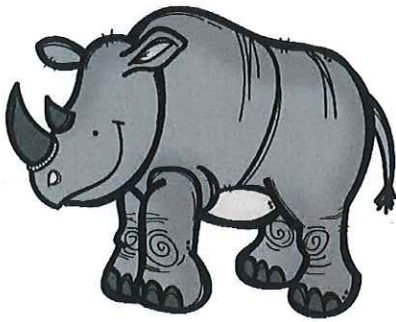
giraffe



elephant



hippo



rhinoceros



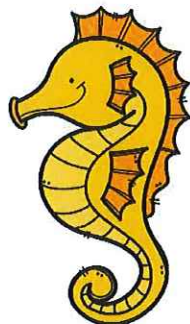
parrot



snowy owl



moose



seahorse



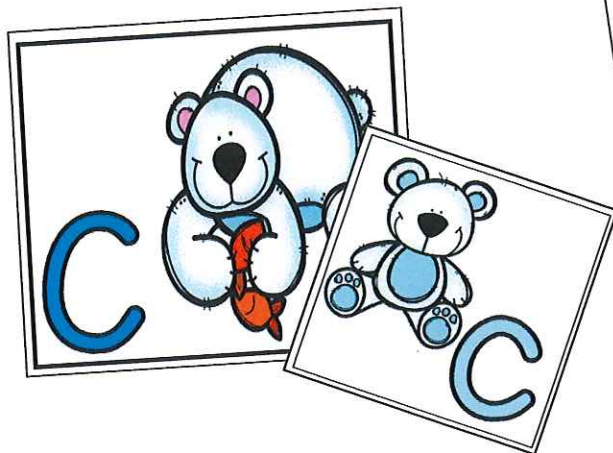
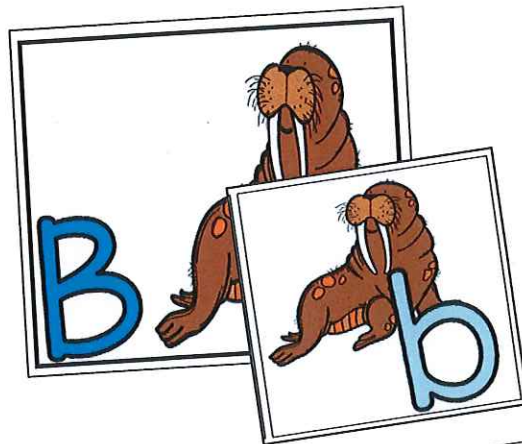
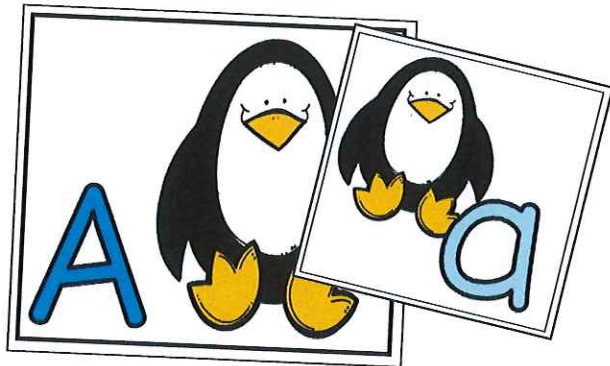
armadillo

# mom and baby letter match (Polar animals)

Print the letter cards on cardstock and laminate for durability. Cut out the letter cards individually.

How to Play:

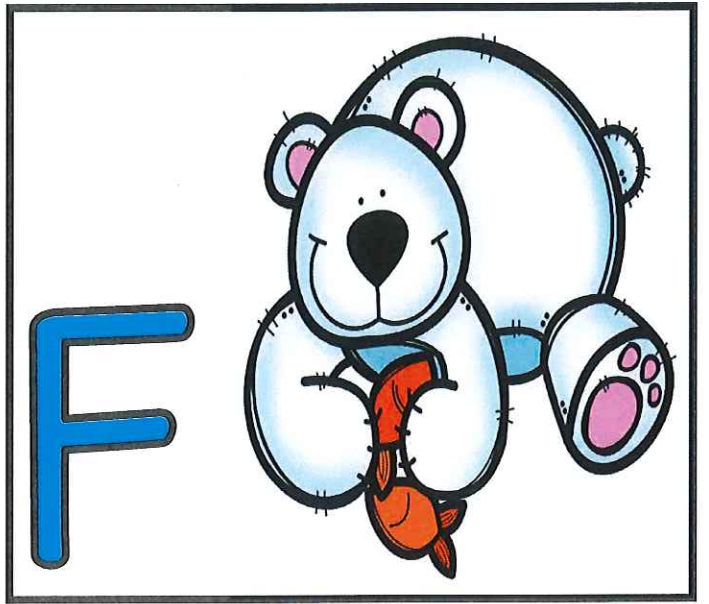
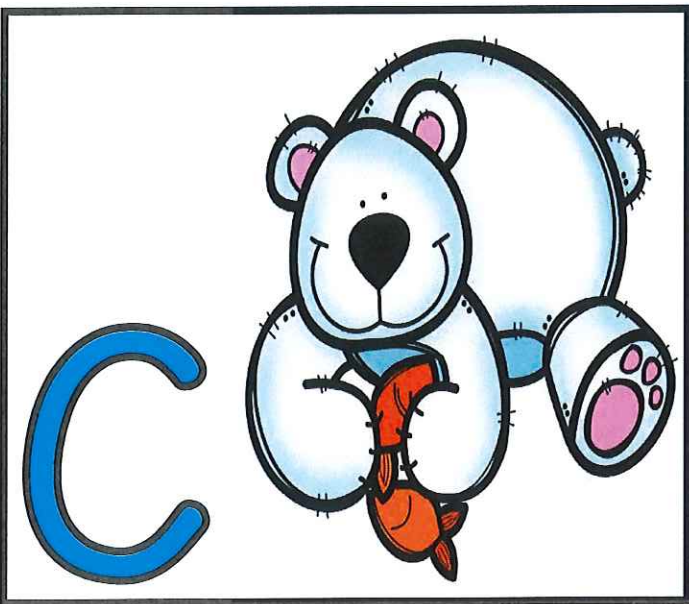
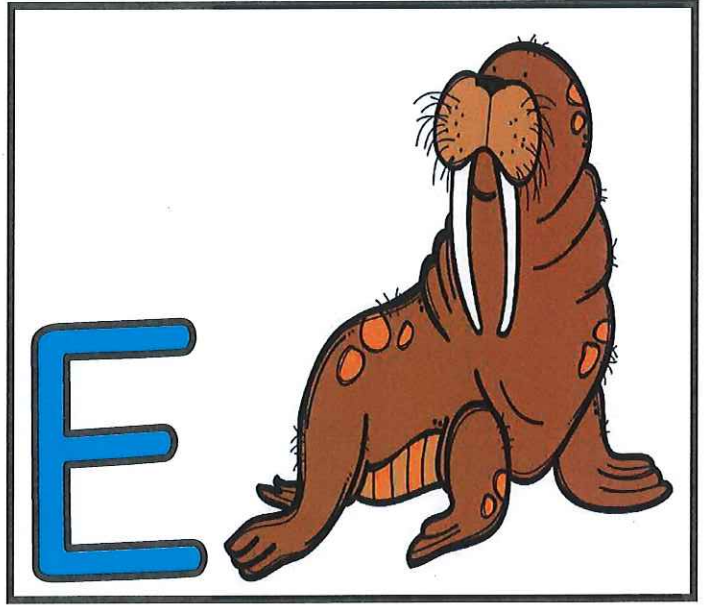
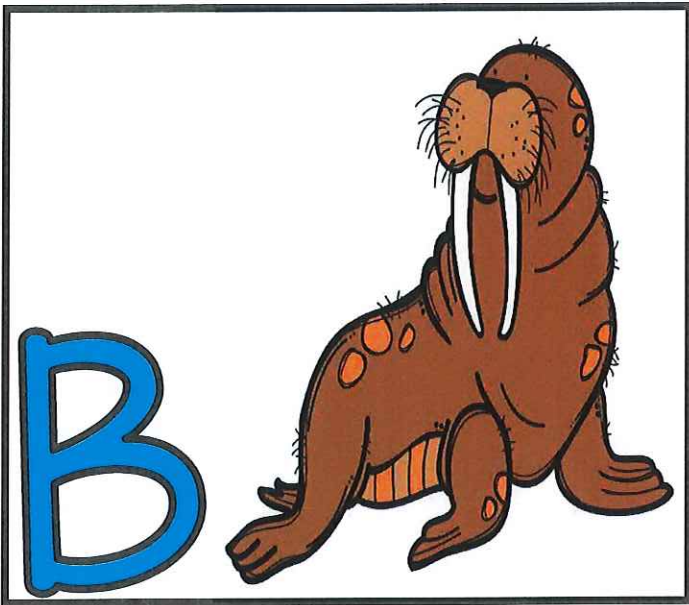
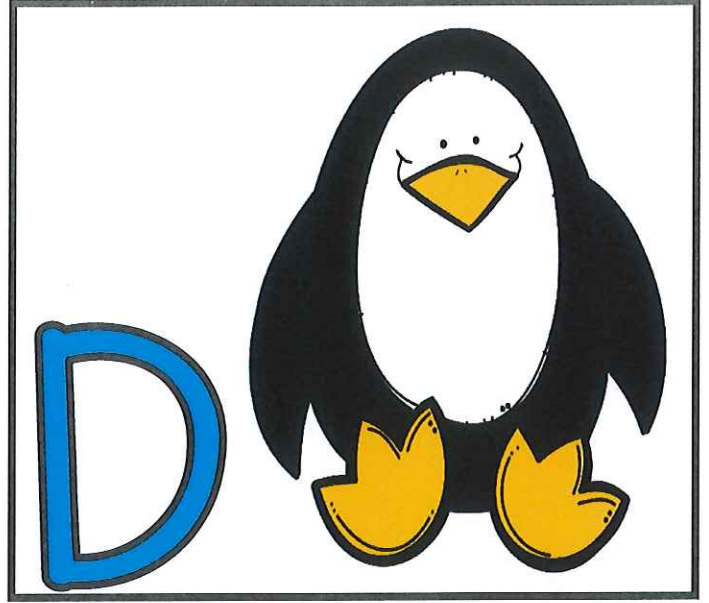
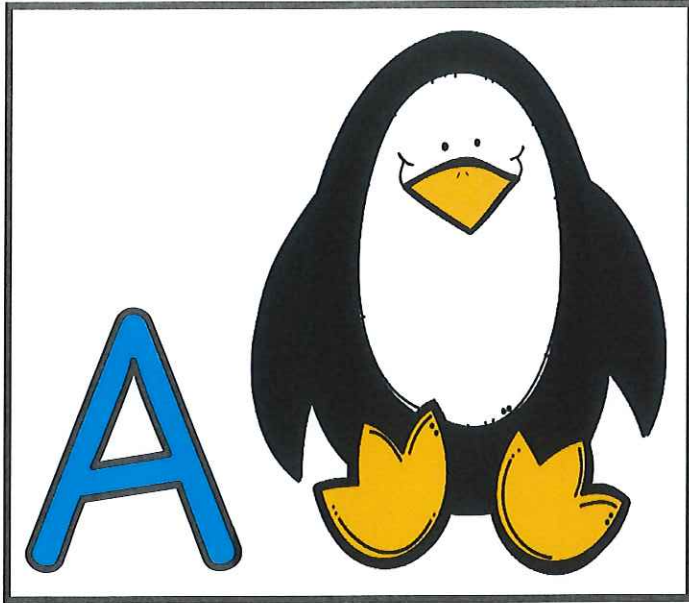
Match up the uppercase letter (mom) with the lowercase letter (baby).

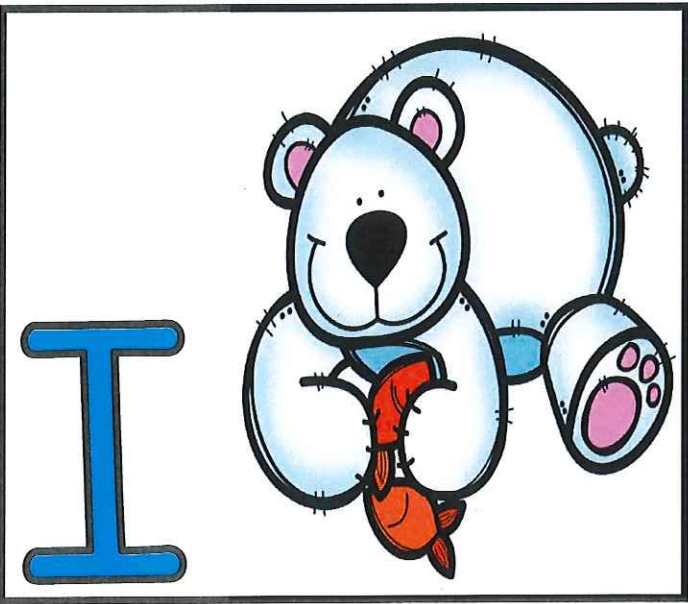
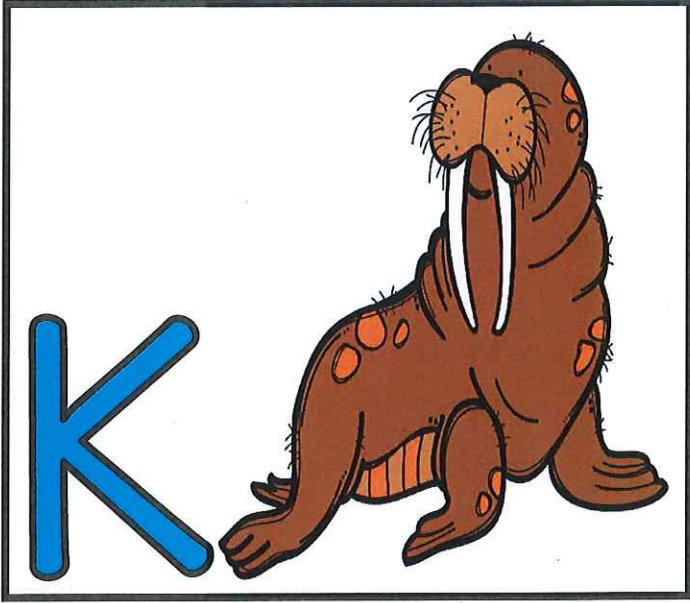
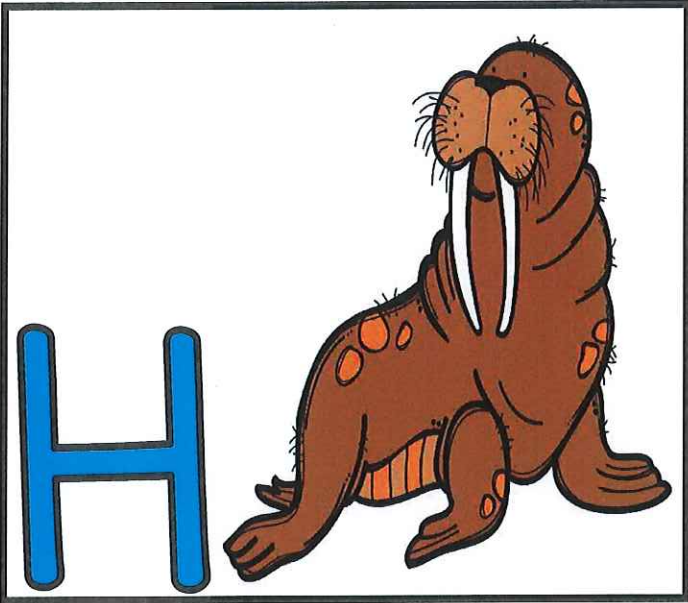
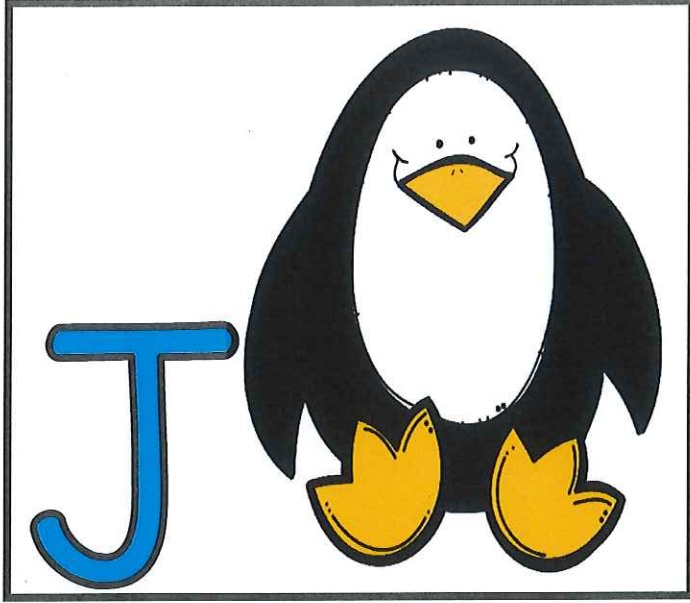
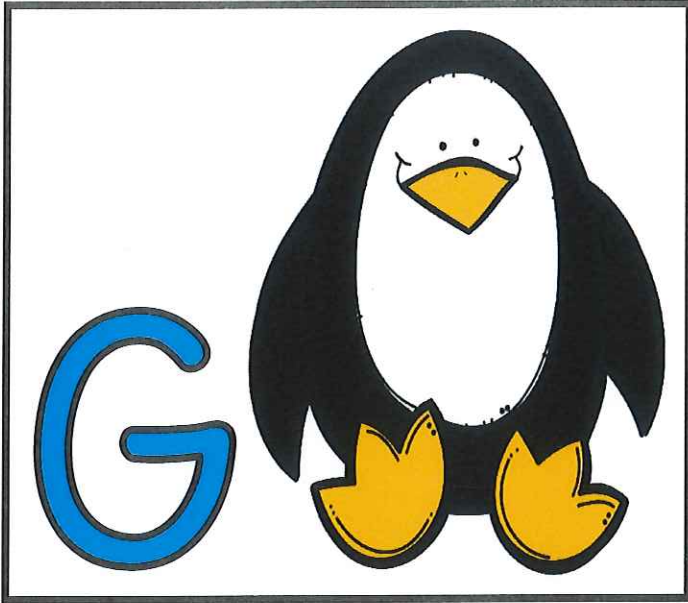


**POLAR ANIMAL Letter Match Ups**

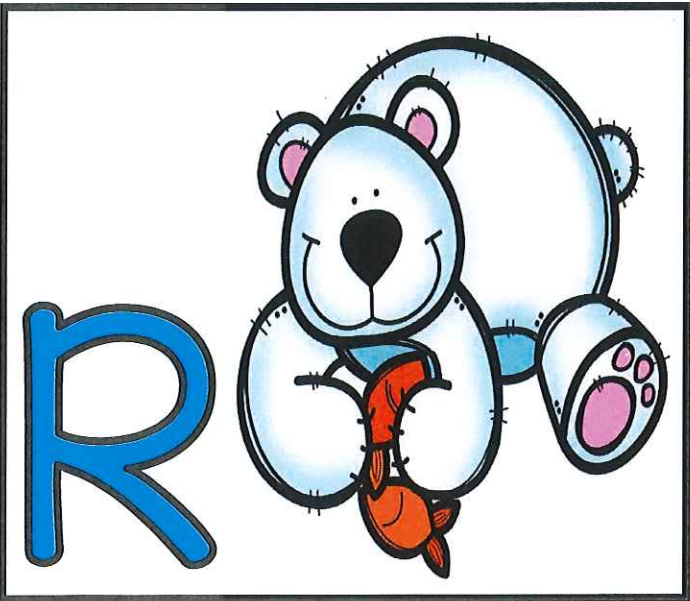
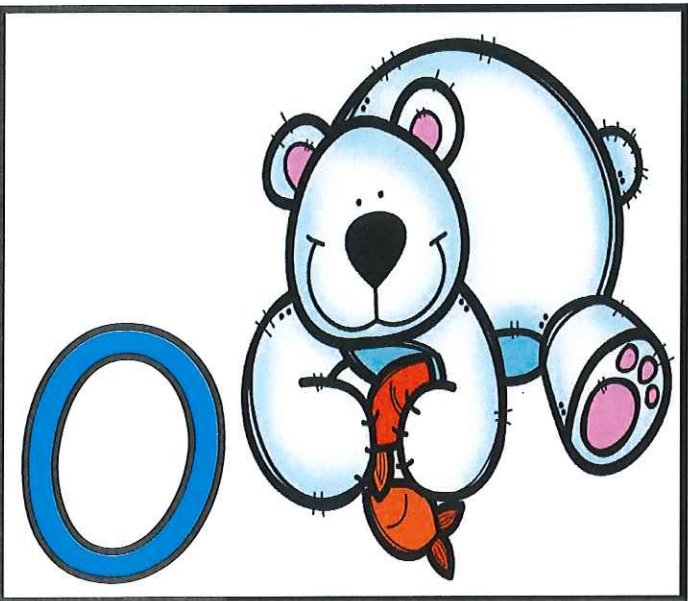
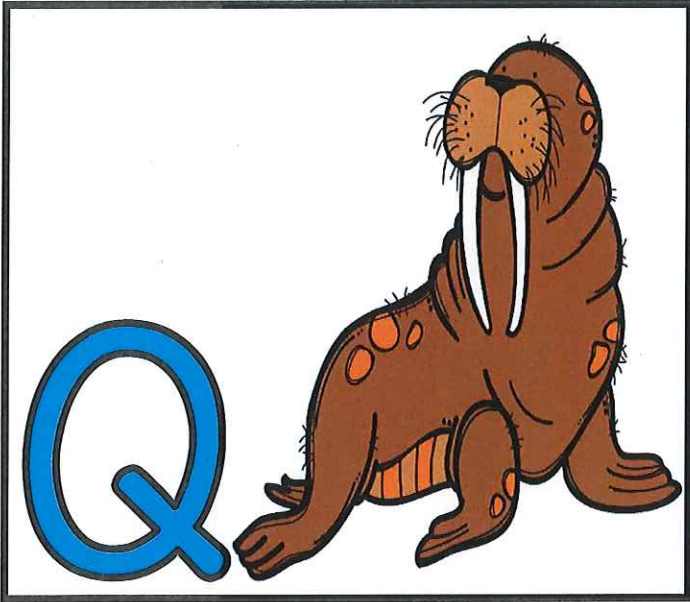
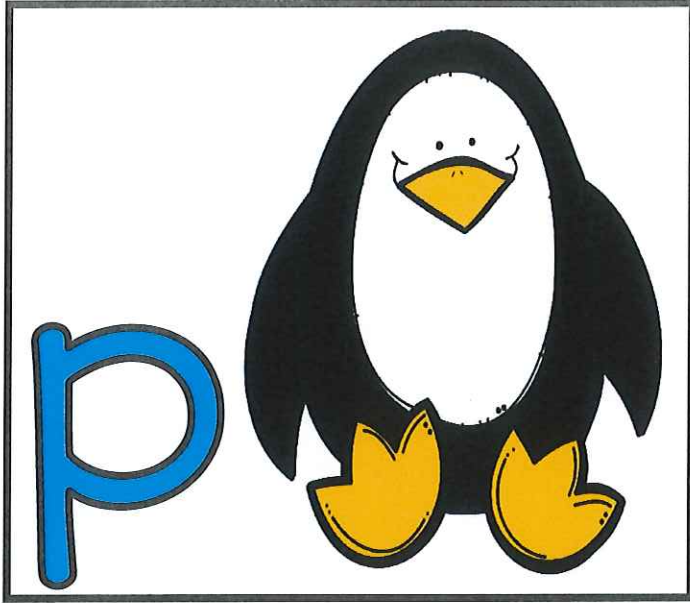
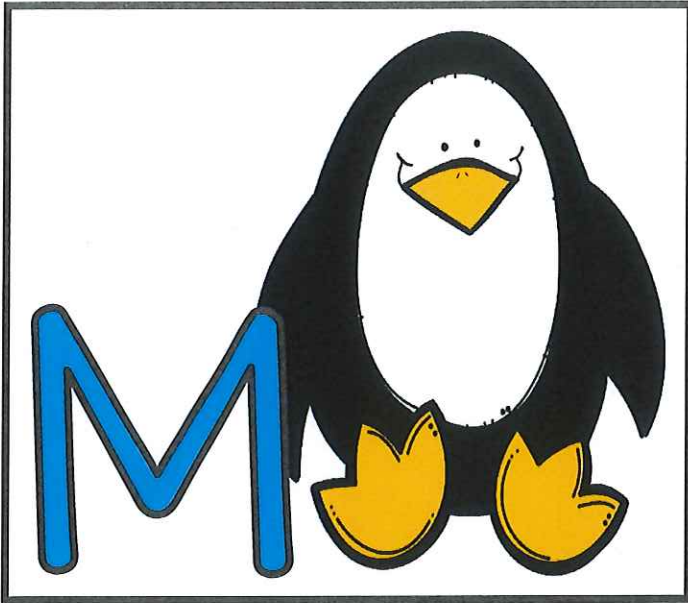
Name: \_\_\_\_\_ Write the matching lowercase letter.

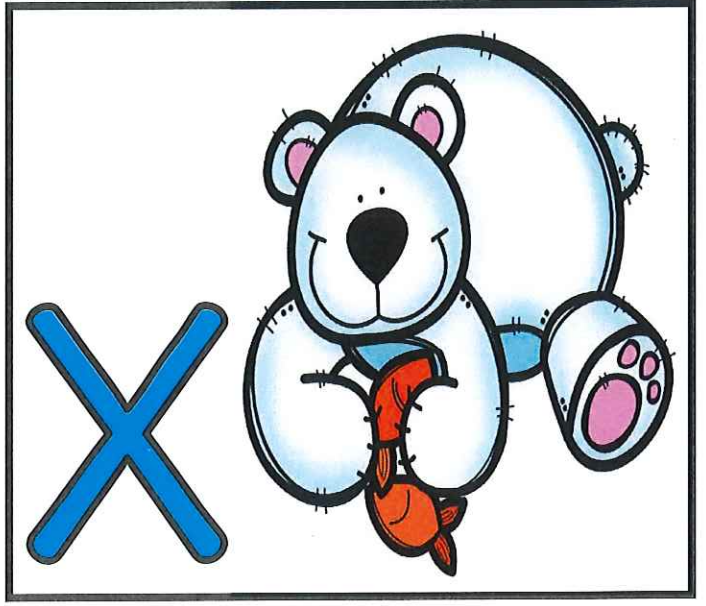
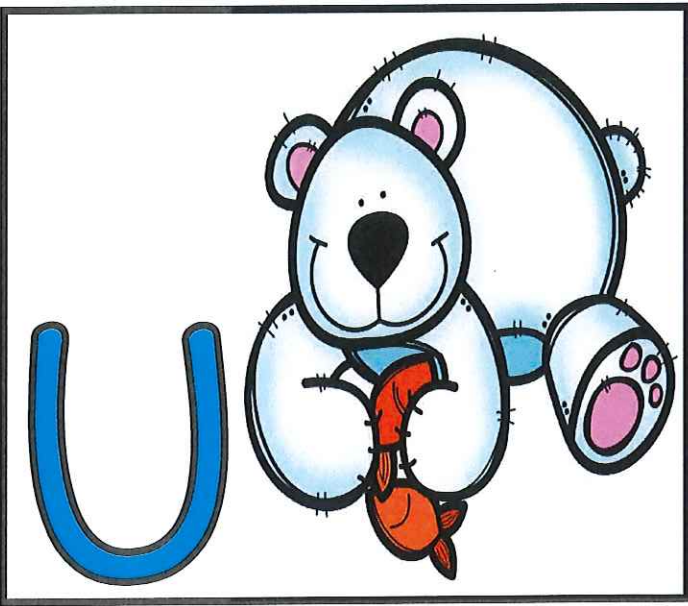
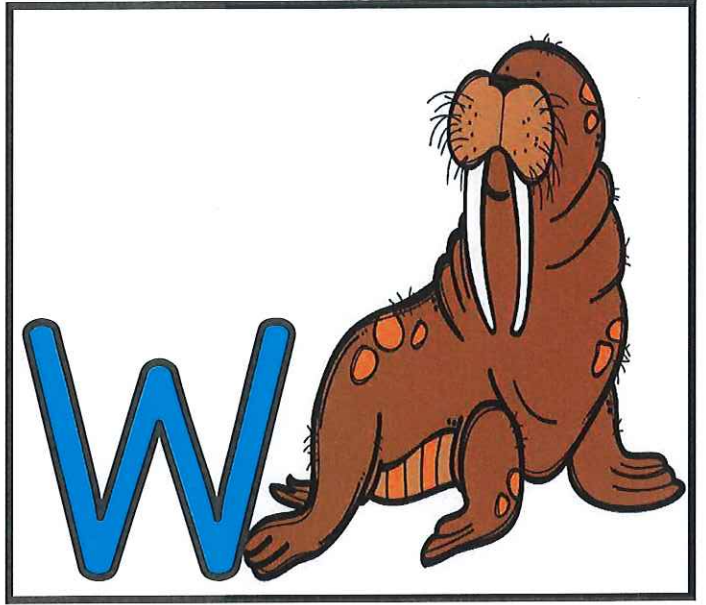
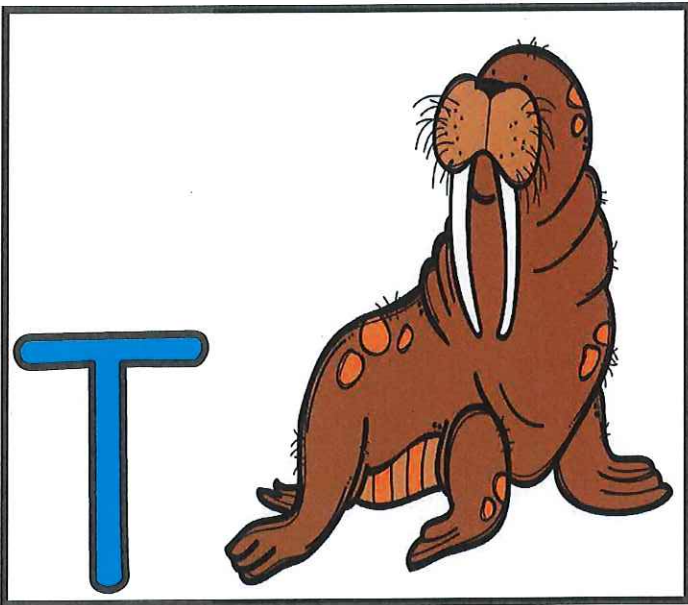
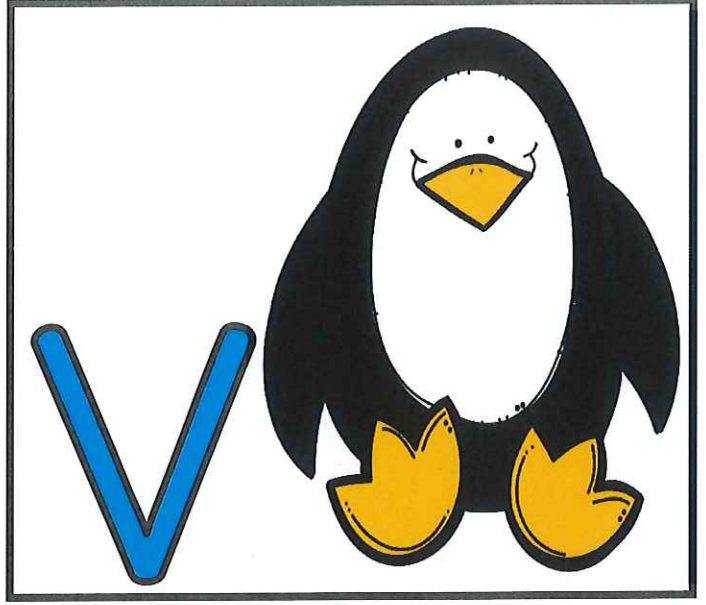
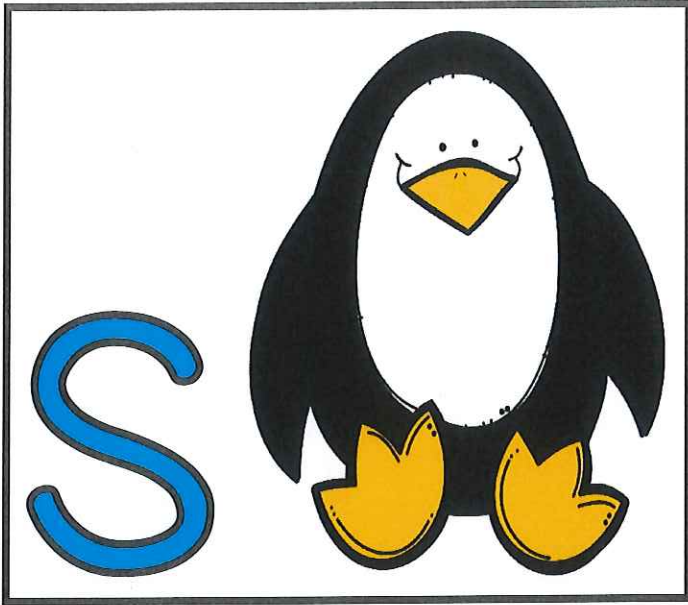
A	C	D	E	
F	G	I	J	
K	L	M	N	O
P	Q	R	S	T

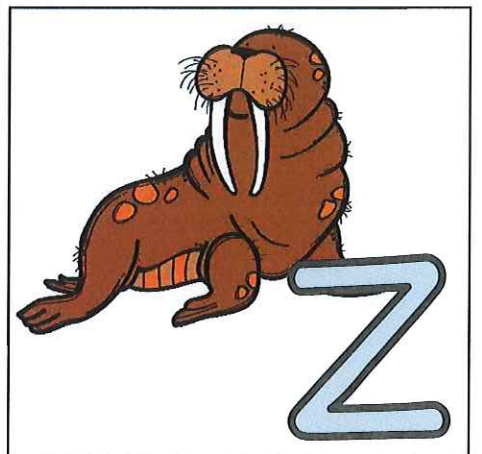
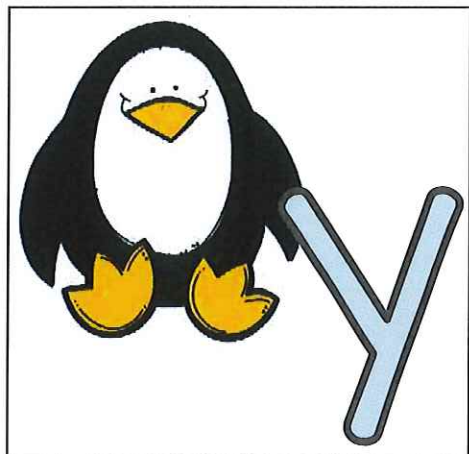
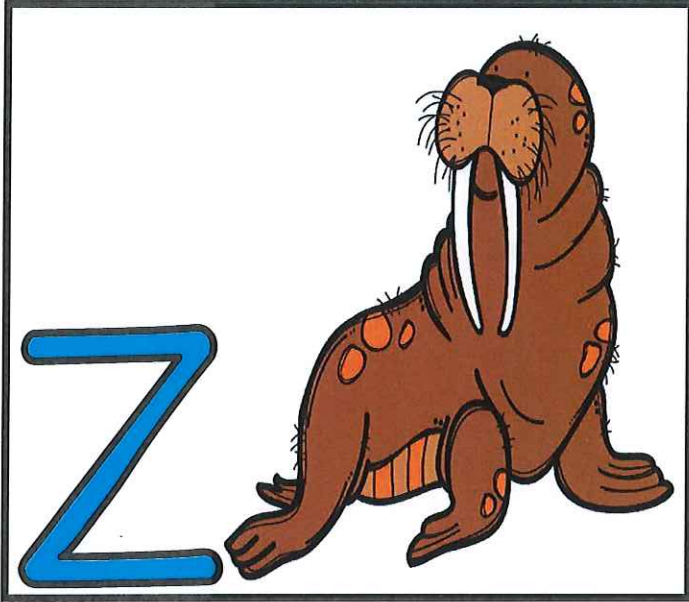
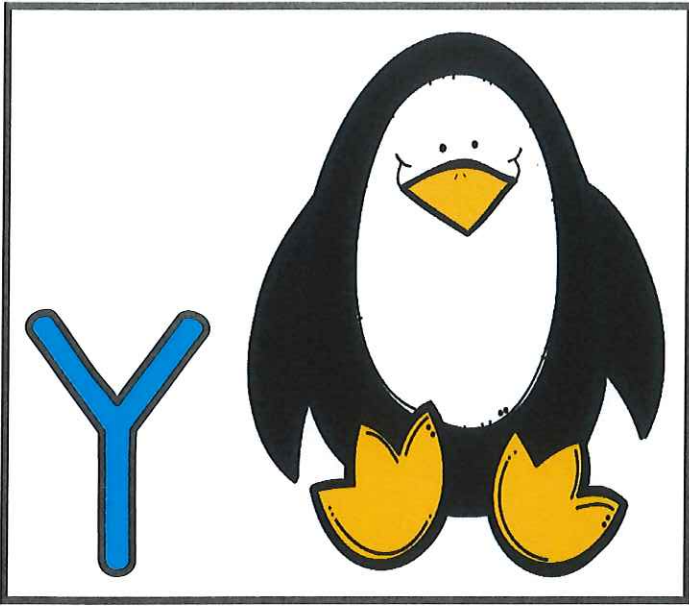


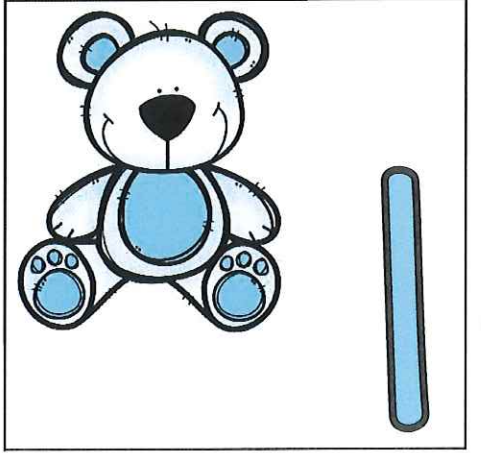
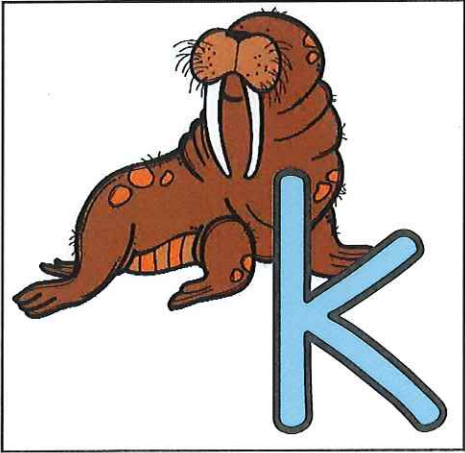
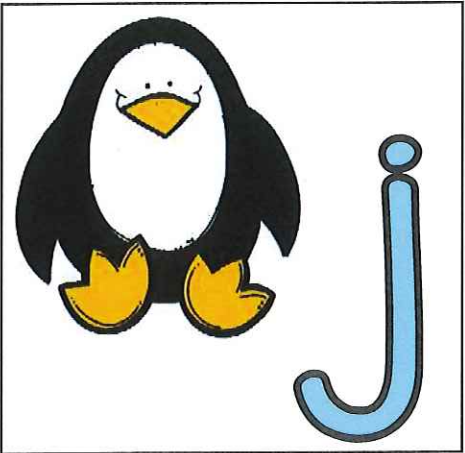
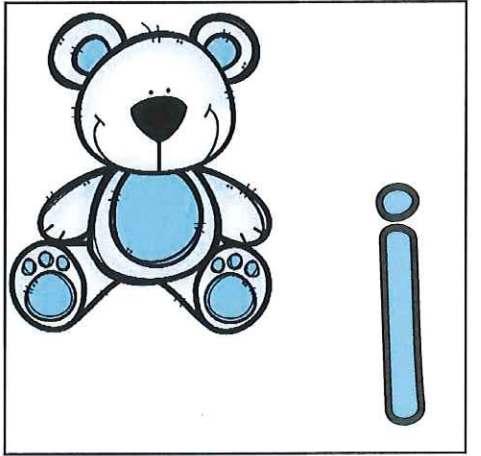
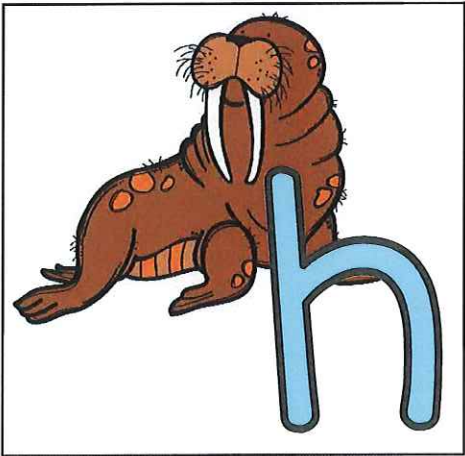
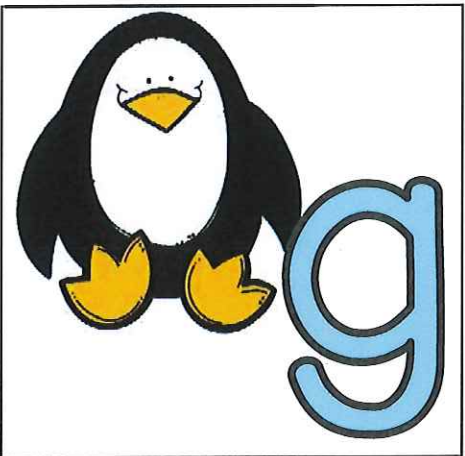
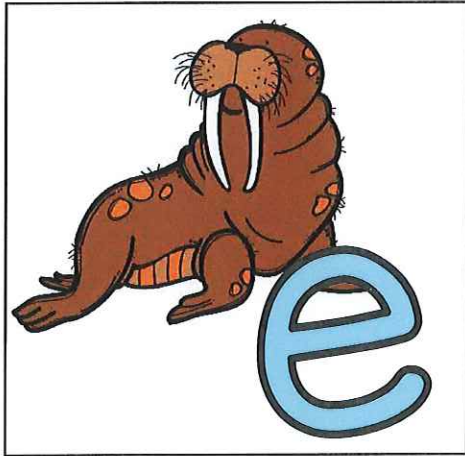
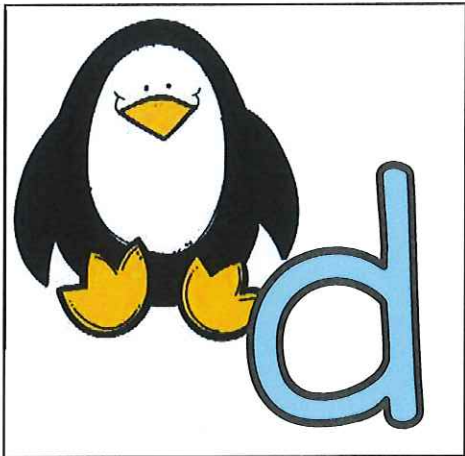
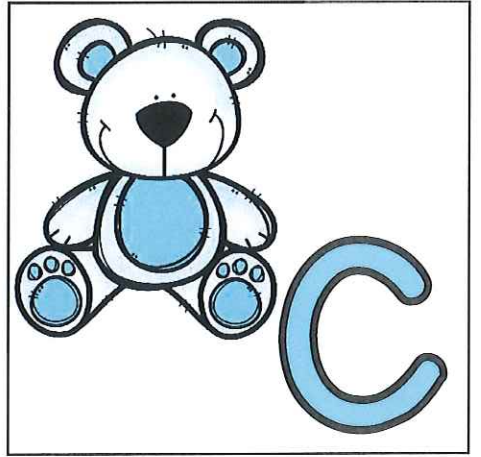
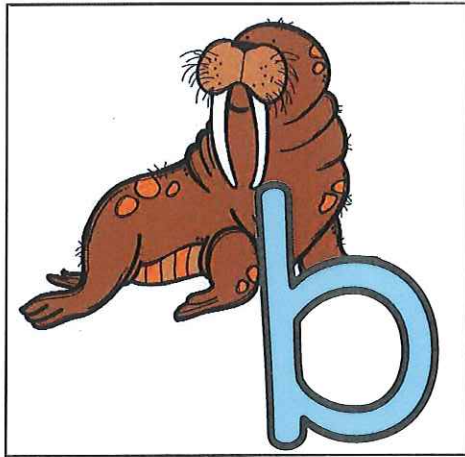
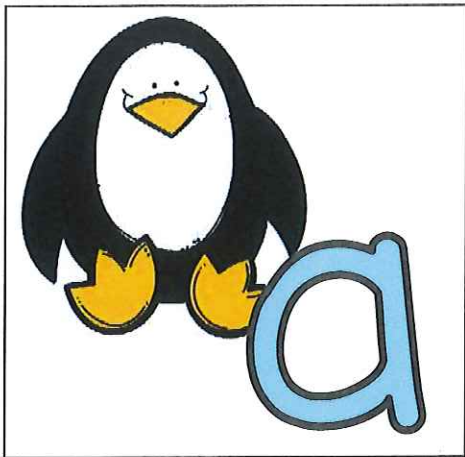


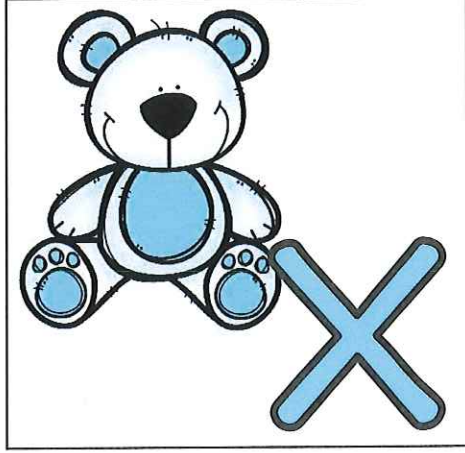
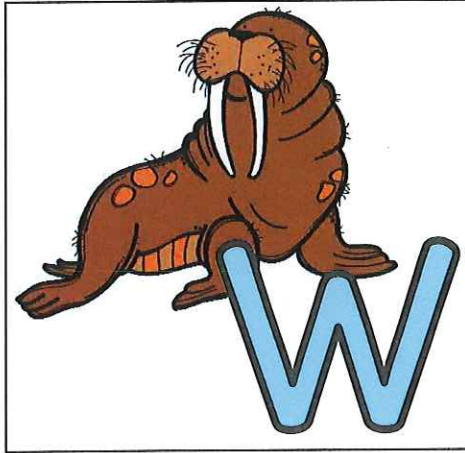
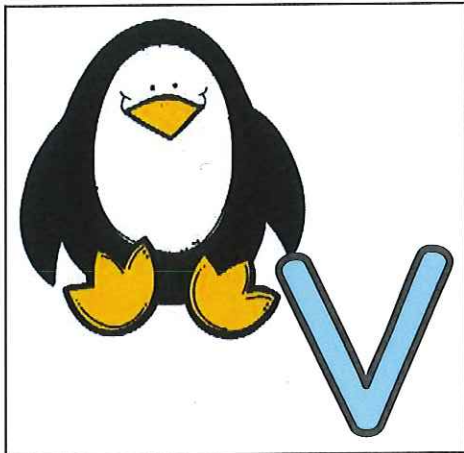
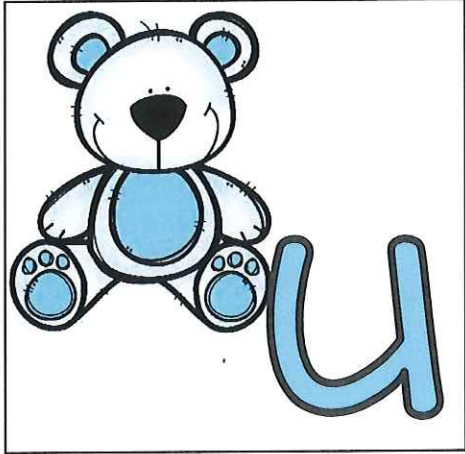
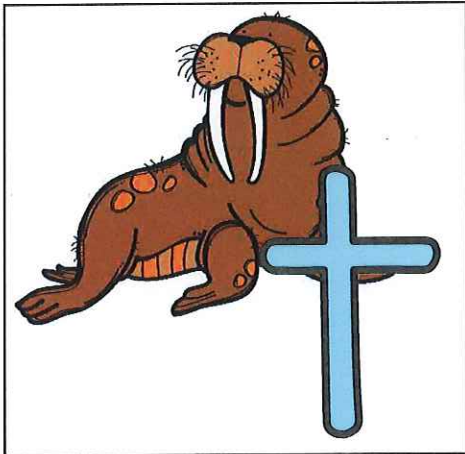
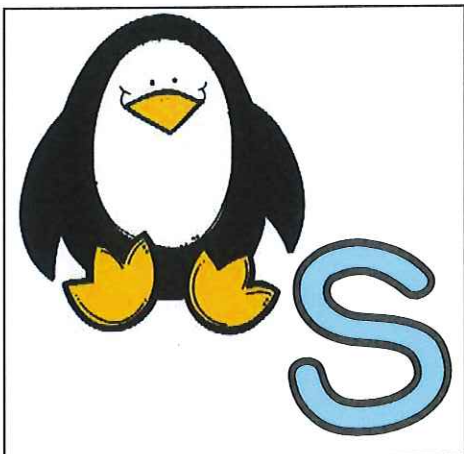
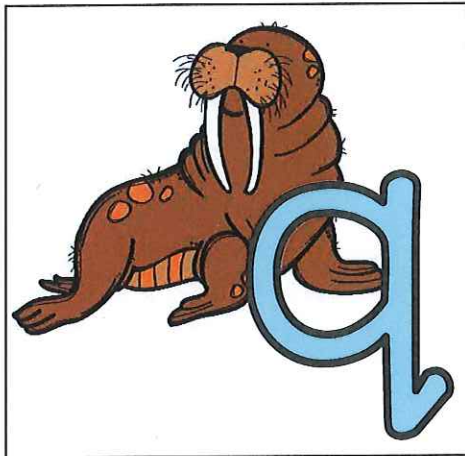
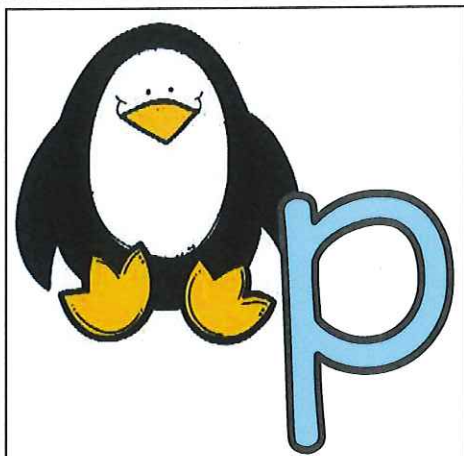
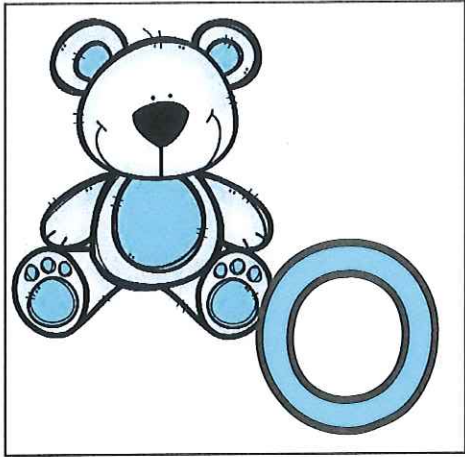
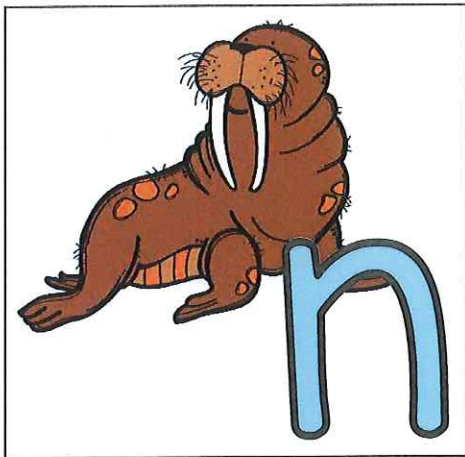












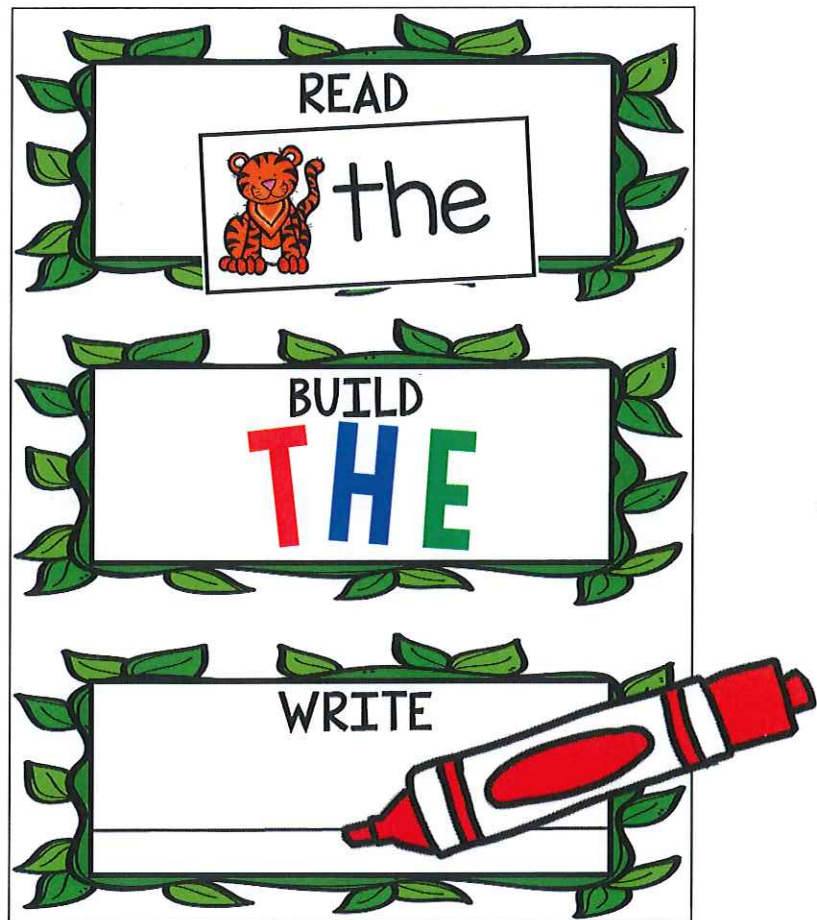
# read, build, and write

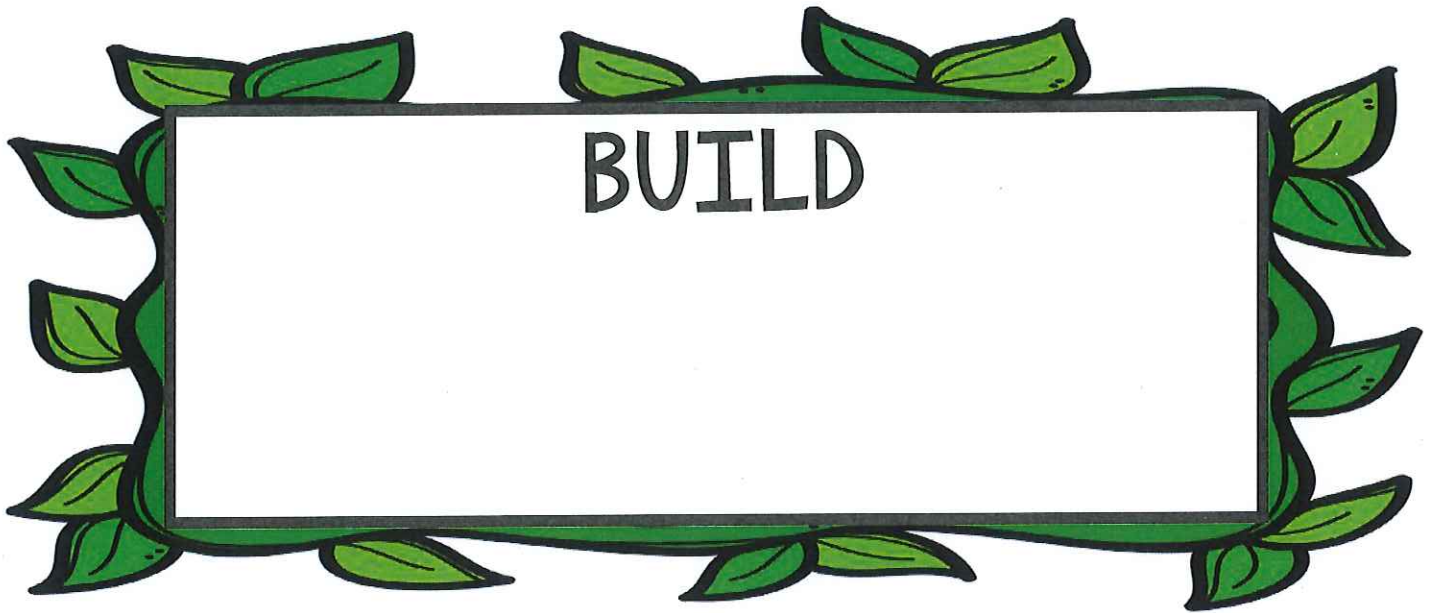
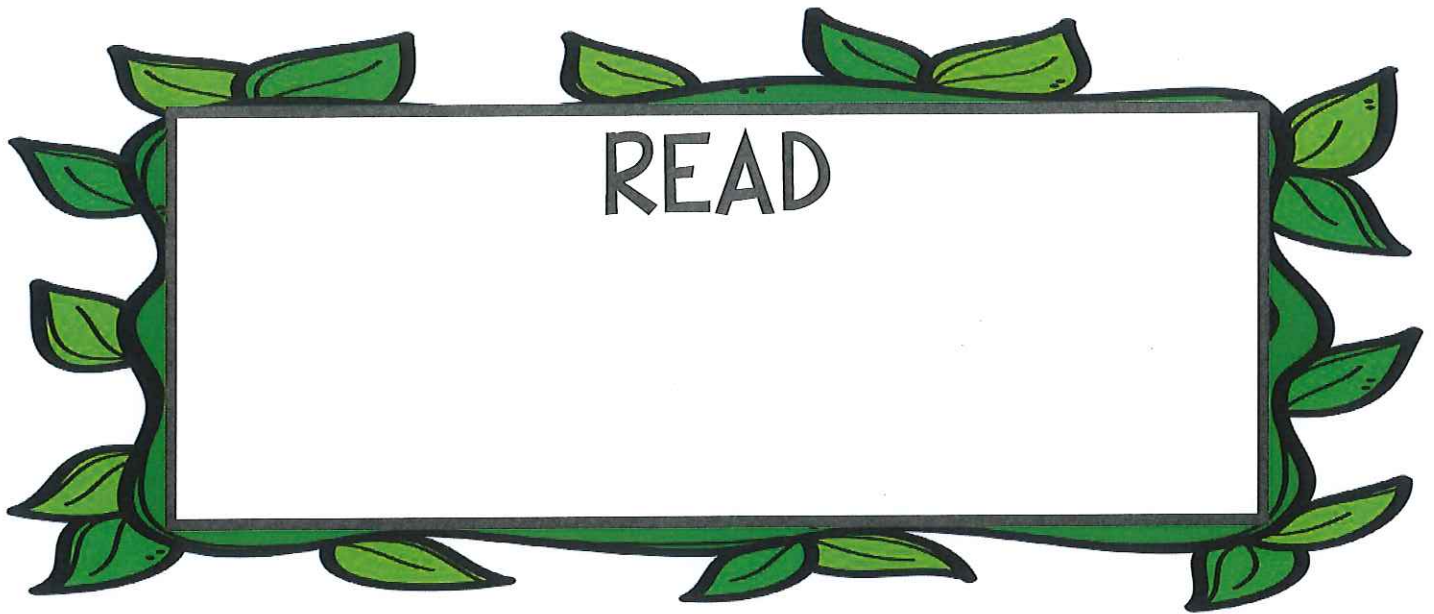
Print and laminate the board and sight word cards for durability. Use the blank cards to write in the words your students need to practice.

## How to Use:

A student picks a sight word card. They place it on their board and READ it. Then BUILD the word with magnet letters or other letter manipulative. Last, they WRITE the word with a dry erase marker. Clear the board, pick a new word card to read, build, and write. Optional recording page.

You can also do this with student name cards or zoo word cards (included).





# 1. Choose an activity.



## FROG JUMPS

Hop, hop, back and forth like a frog



## BEAR WALK

Hands & feet on the floor, hips high - walk left and right



## GORILLA SHUFFLE

Sink into a low sumo squat, with hands on the floor, shuffle around the room.



## STARFISH JUMPS

Jumping jacks as fast as you can, with arms and legs spread wide.



## CHEETAH RUN

Run in place, as FAST as you can! Just like the fastest animal in the Sahara.



## CRAB CRAWL

Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.



## ELEPHANT STOMPS

March in place lifting your knees as high as you can and stomping the ground as hard as you can!

# 2. Do the activity for 20 seconds.

# 3. Write a sentence.

*I chose starfish jumps.*



# Social Studies at Home

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Help your child learn about themselves, their family, community, and being a good citizen.

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## It's a Small World

- Talk about what is happening during the day/week and ask your child to recall what has happened.
- Look at family photos. Talk about family roles.
- Make rules to follow at home.
- Give your child small jobs around the house, such as helping to sort laundry.
- Make your child responsible for cleaning up their own toys.
- Encourage problem solving.
- Allow your child to make choices.

## Being A Part of Our World

- Talk about Community Helpers and their jobs.
- Get a map and look at it together pointing out different locations, such as where a relative lives.
- Describe where things are located, using right, left, and other directional words.
- Have your child learn their address and phone number.



# Health & Wellness at **Home**

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It's important to keep our minds and bodies healthy!

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- Give your child healthy choices at snack or meal time.
- Visit the doctor for both sick and wellness visits.
- Talk about good hygiene routines and practice them daily, such as brushing your teeth and taking a bath.
- Exercise together as a family.
- Go outside often to give your child opportunities for active play, running, kicking/throwing a ball, and climbing on playground equipment.
- Talk about basic rules (crossing the street, stranger danger, car seat safety, water safety, bike safety).
- Explain about emergencies and dialing 911. Practice "STOP, DROP, ROLL" and have a plan in case of a fire.

Practice these ways to keep germs away!

- Wash hands with soap and water.
- Cover your sneeze with a tissue.
- Cough into your elbow.
- Stay home and rest when you are sick.



# APPLE DIP

Try this easy recipe at home!

## Ingredients:

2 apples

1 cup vanilla yogurt

1/2 cup whole grain cereal or granola

dash of cinnamon

## Directions:

1. In a small bowl, mix the yogurt and cinnamon together.
2. Put the cereal into a zipper sandwich bag.
3. Use your hand or a big spoon to crush up the cereal.
4. Sprinkle the cereal on top of the yogurt dip.
5. Wash the apples and have a grown up cut them into pieces.
6. Dip the apple in the yogurt dip.

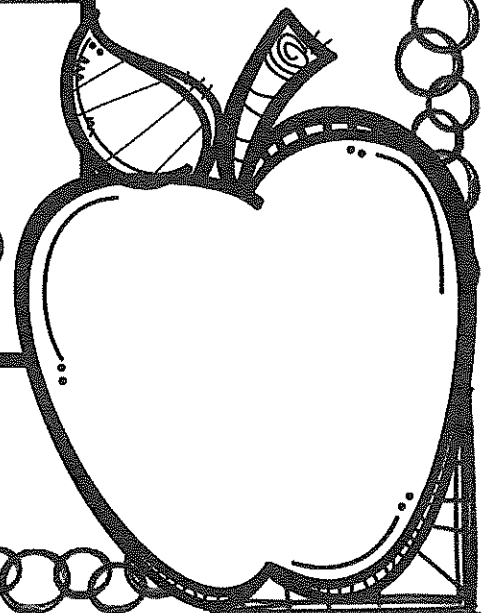
What does this teach my child?

Reading (read a recipe)

Math (measure and follow a recipe)

Science (what happens when food is mixed)

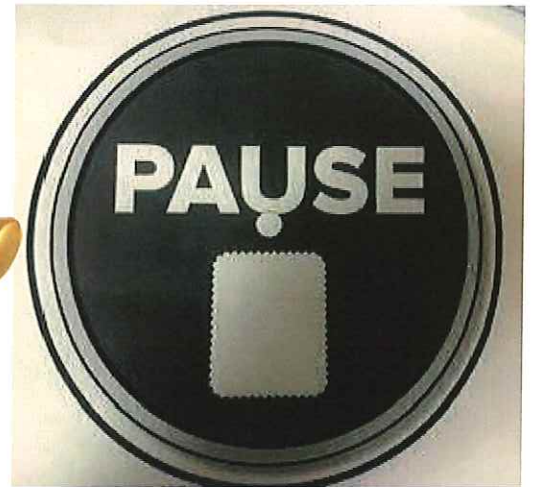
Fine motor skills (crushing the cereal)



Week 7

# Breathing Puzzle

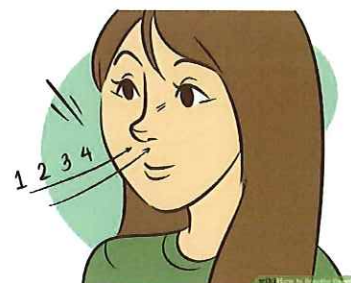
1. Build your breathing wheel.



2. Spin the wheel.



3. Practice breathing.



# Pause Breathing Choices Wheel

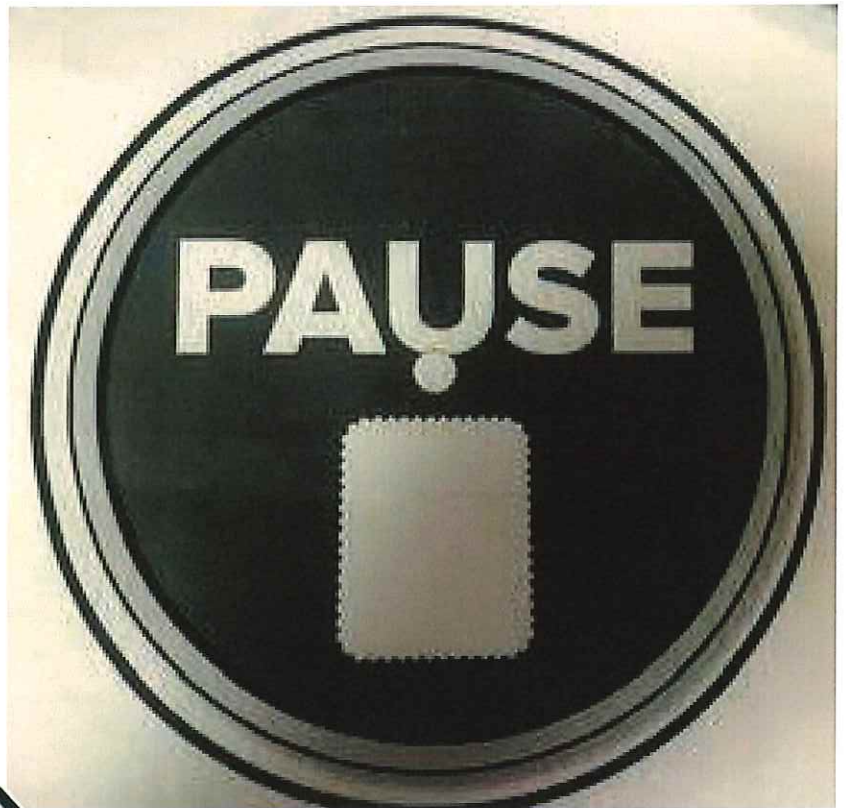
The Pause Breathing Choice Wheel helps children choose an active calming breathing technique, even if they are not communicating it verbally. As the breathing icon wheel rotates, a new breathing icon is revealed in the window. Children can point or nod to indicate their choice.

## HELPS WITH

Active Calming  
Self-Regulation Tool

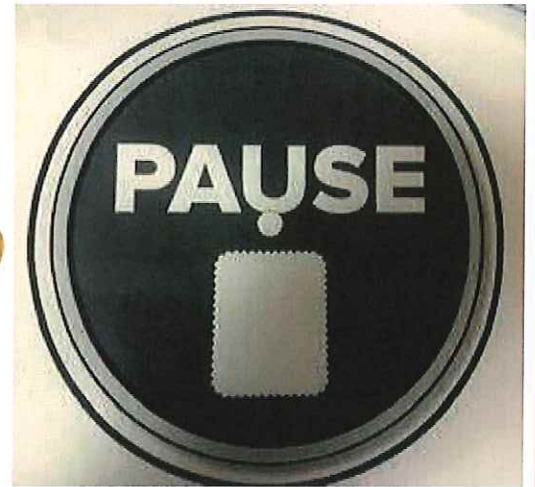
## USE

Self-Regulation  
Classrooms  
Home Use



Semana 7 Rueda de Respiracion

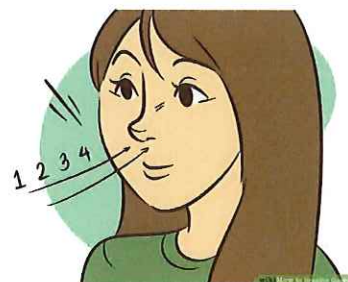
1. Construye tu rueda de respiración.



2. Gira la rueda.



3. Practica la respiración.



# Rueda de opciones de respiración

*La rueda de elección Pause Breathing ayuda a los niños a elegir una técnica de respiración activa y relajante, incluso si no la comunican verbalmente. A medida que gira la rueda del icono de respiración, se muestra un nuevo icono de respiración en la ventana. Los niños pueden señalar o asentir para indicar su elección.*

## AYUDA CON

Calmante activo

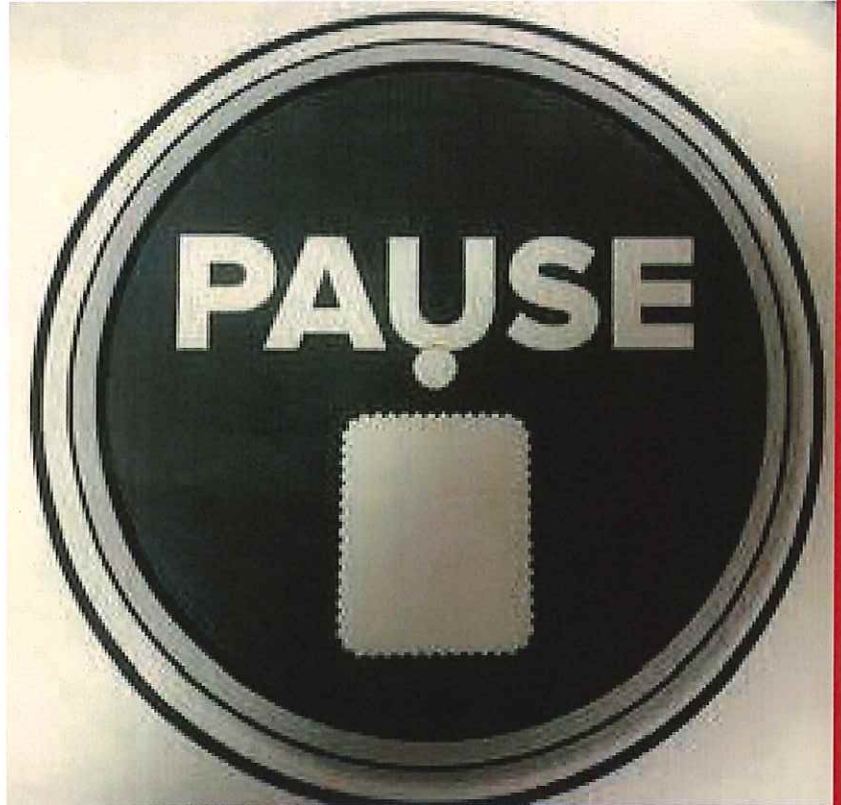
Herramienta de autorregulación

## UTILIZAR

Autorregulación

aulas

en casa



## Does it come from an animal or a plant?

1. Look at the cards.



2. Decide if it comes from an animal or a plant.



3. Ask a family member what they think.



4. Write a sentence.

Milk comes from an animal.



## ¿Proviene de un animal o una planta?

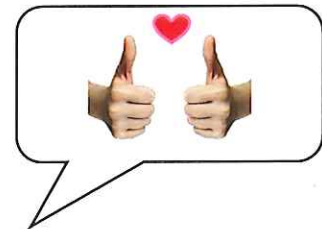
1. Mira las tarjetas.



2. Decide si proviene de un animal o una planta.



3. Pregúntale a un miembro de la familia que es lo que piensa.



4. Escribe una oración.

La leche proviene de un animal.



bacon *tocino*



corn *maíz*



Yogurt - *yogur*



milk *leche*



carrots - *zanahorias*



butter - *mantequilla*



eggs *huevos*



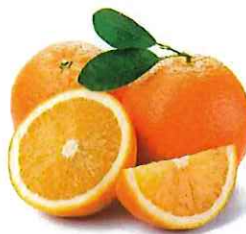
tomato *jitomate*



ice cream *helado*



ham *jamón*



oranges *naranjas*



sour cream - *crema*

What else can you name that comes from an animal? From a plant?

*¿Qué más puedes nombrar que proviene de animales?*

*¿Y de una planta?*

# Move like an animal

## CARD GAME

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### **How to Play:**

Pull a card and move, act, roar, etc like that animal.

### **Alternate game play:**

Use the cards to play charades. Act out the animal and have someone else guess what animal it is.

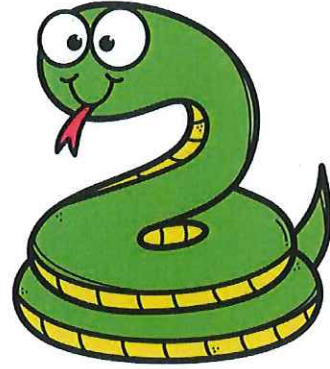


**Move like a**



**Monkey**

**Move like a**



**Snake**

**Act like a**



**Bear**

**Move like a**



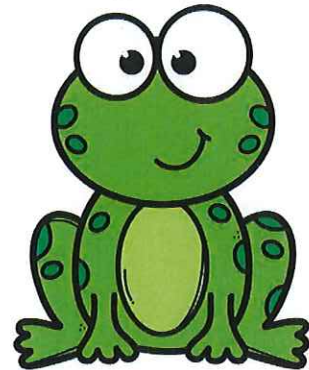
**Sloth**

**Act like a**



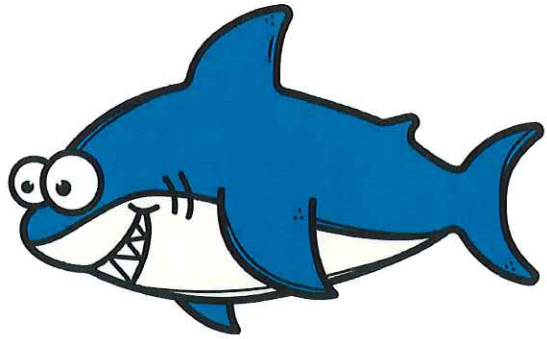
**Lion**

**Jump like a**



**Frog**

Chomp like a



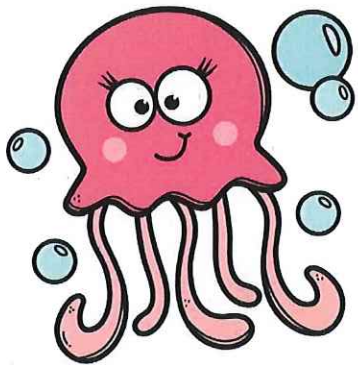
Shark

Hop like a



Kangaroo

Move like a



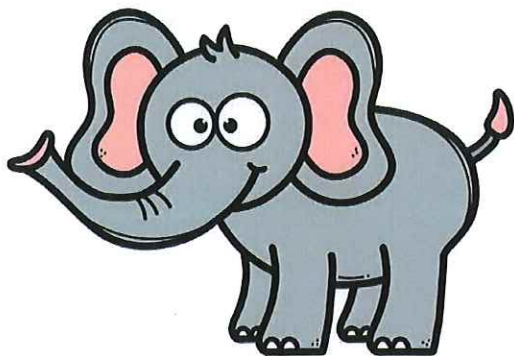
Jellyfish

Walk like a



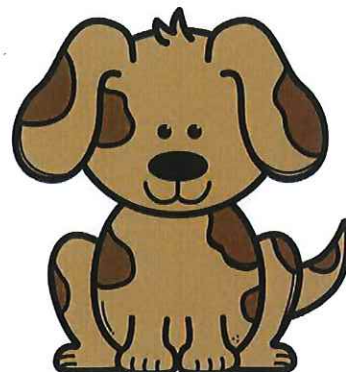
Penguin

Move like an



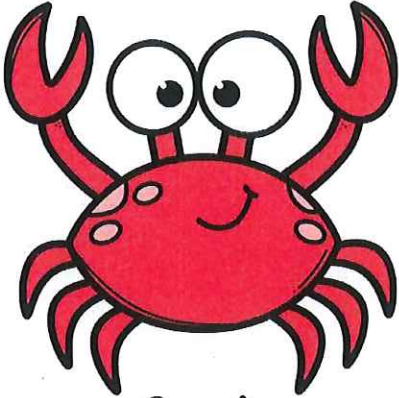
Elephant

Act like a



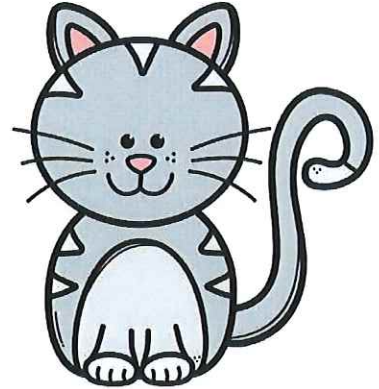
Dog

Walk like a



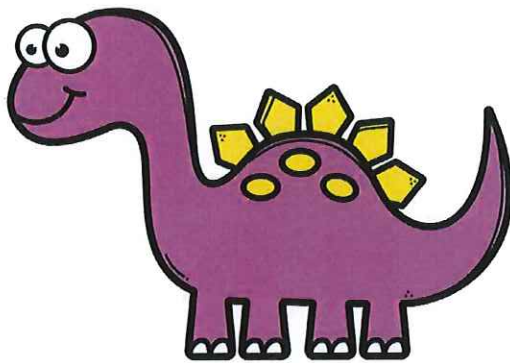
Crab

Act like a



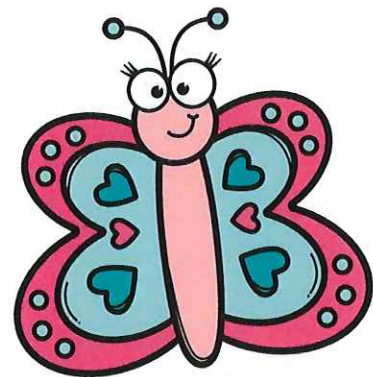
Cat

Act like a



Dinosaur

Float like a



Butterfly

Chomp like a



Crocodile

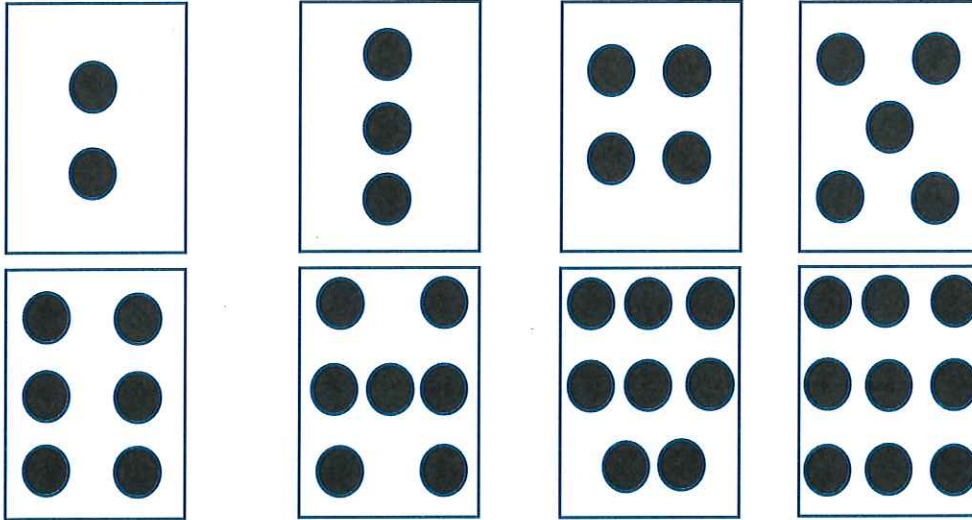
Roar like a



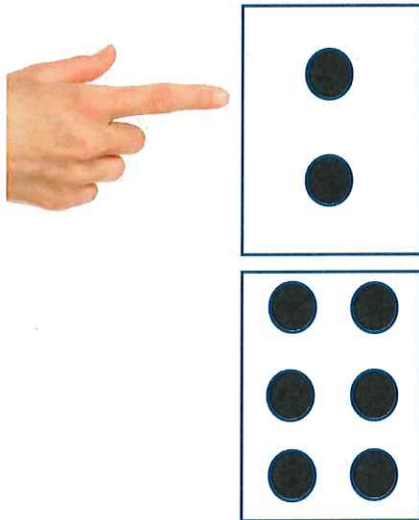
Tiger

# Points to sets with less

1. Place cards in front of student

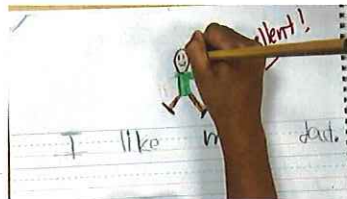


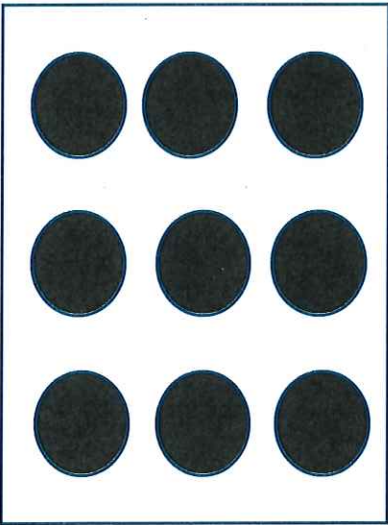
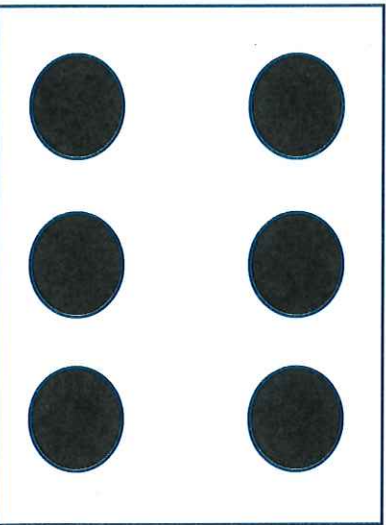
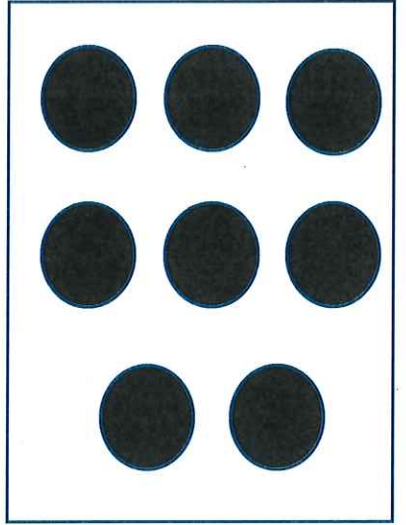
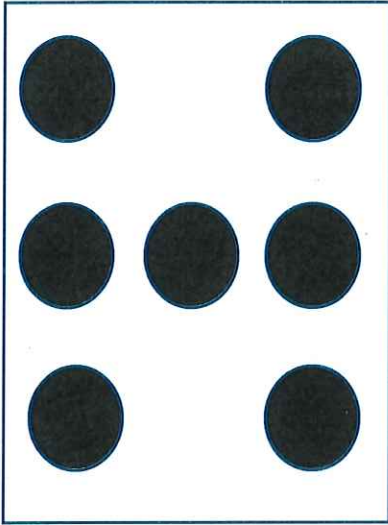
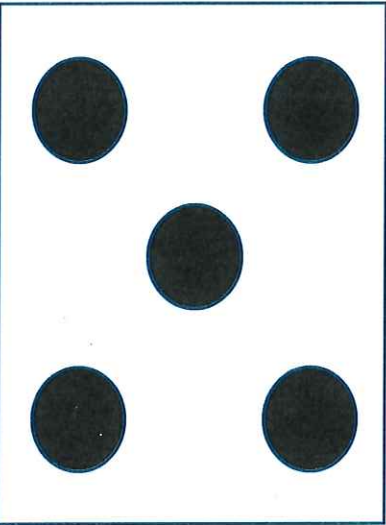
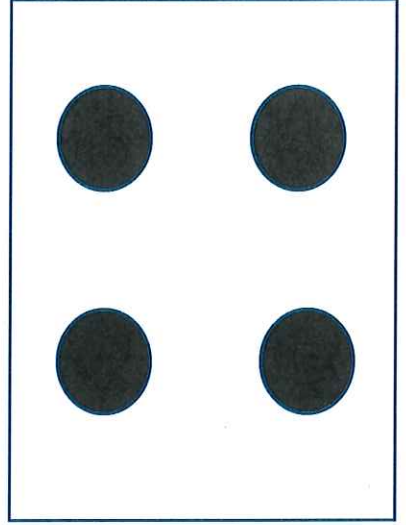
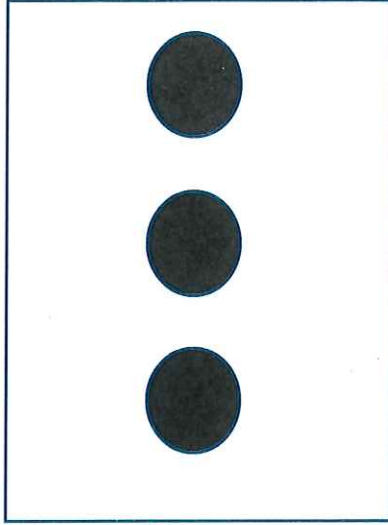
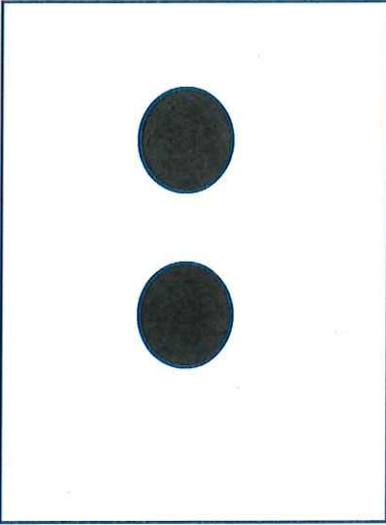
2. Say, Point to the one with less circles.



3. Write your sentence

I point to a set of \_\_\_\_\_.

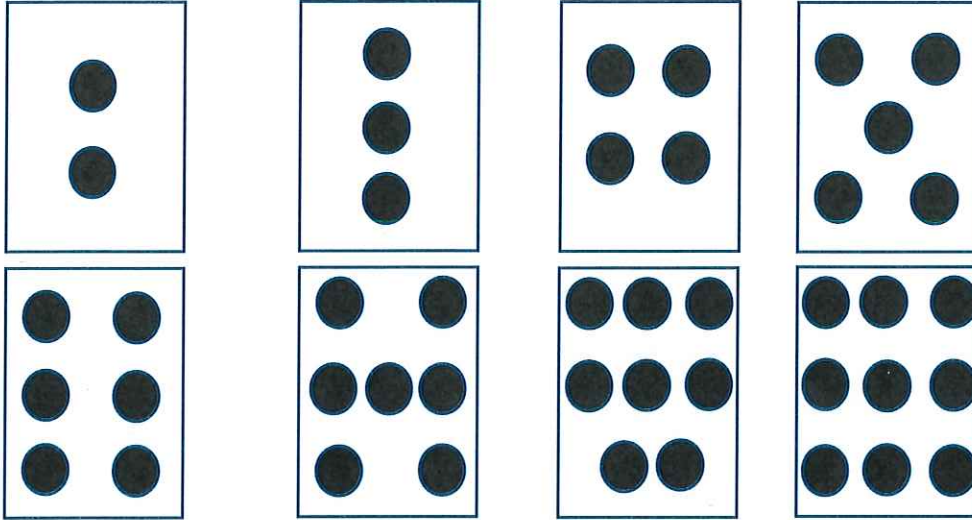




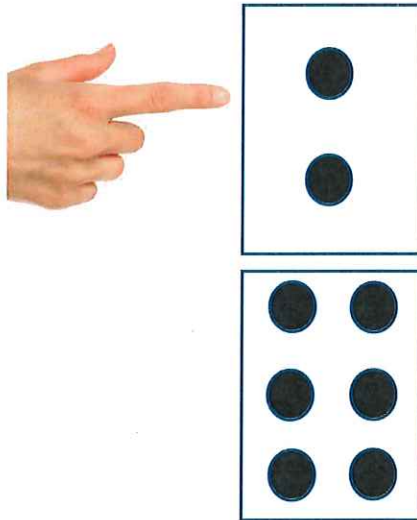


# Apunte al que tiene menos

1. coloque las tarjetas frente al alumno.

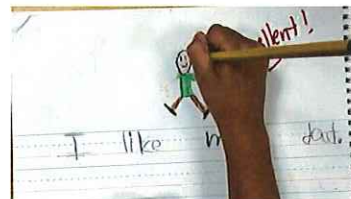


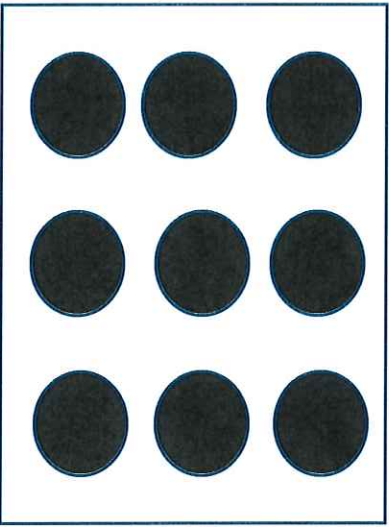
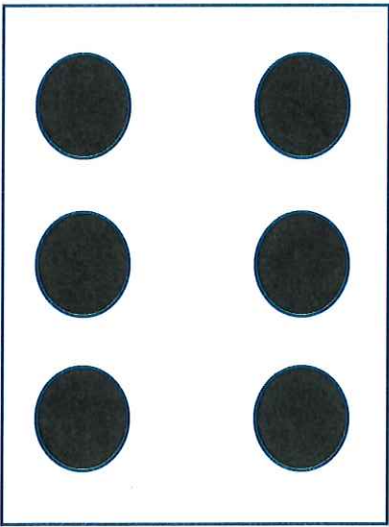
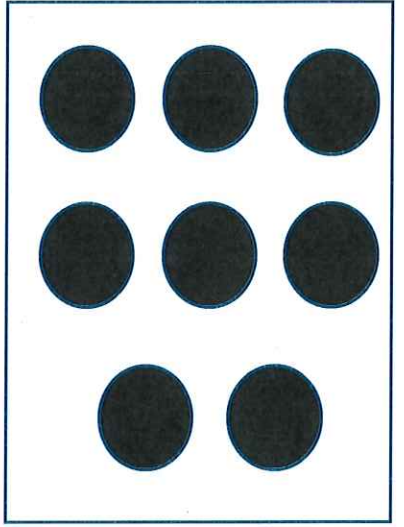
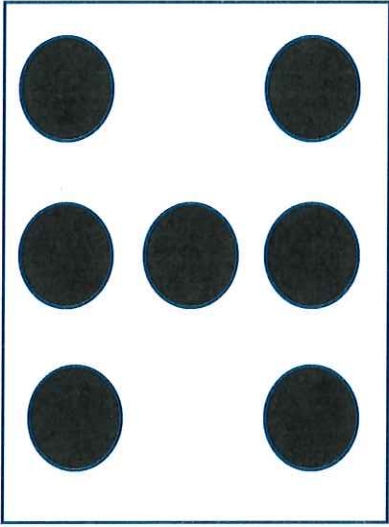
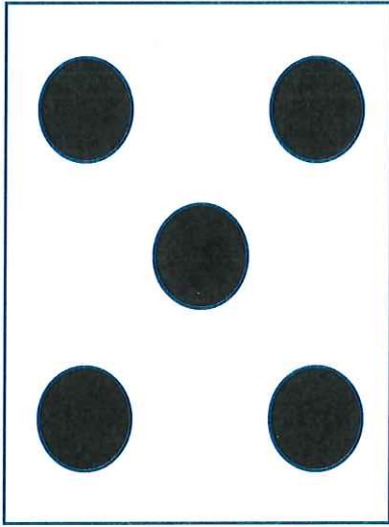
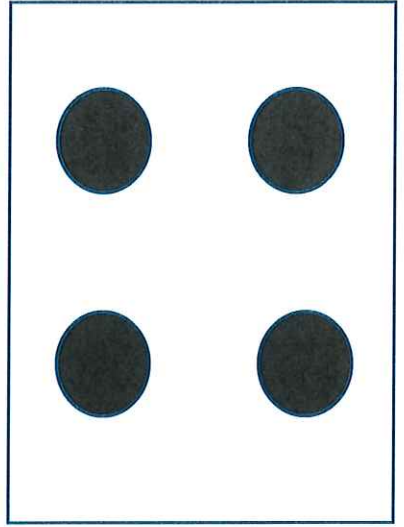
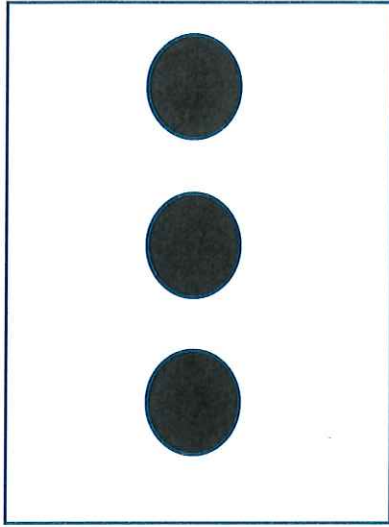
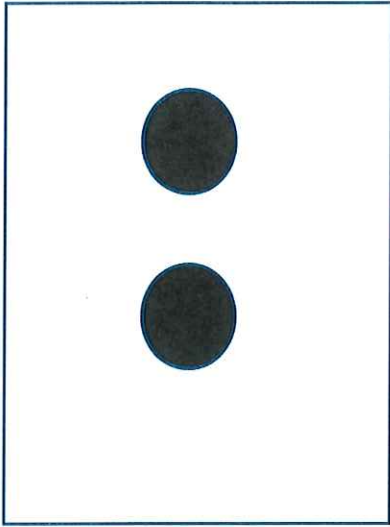
2. diga: Señala al que tenga menos círculos.



3. escribe tu oración.

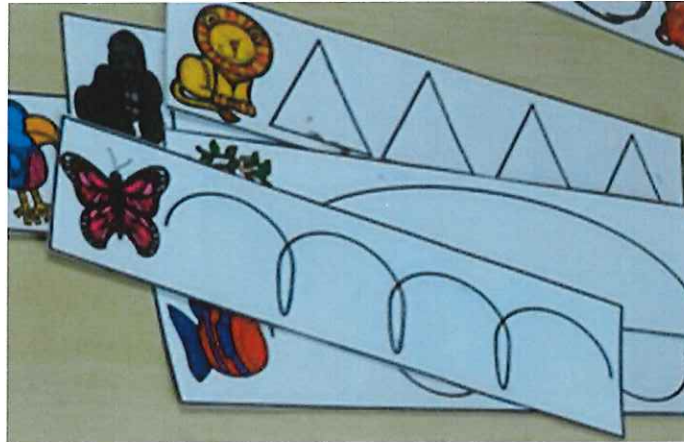
Yo señale un conjunto de \_\_\_\_\_.



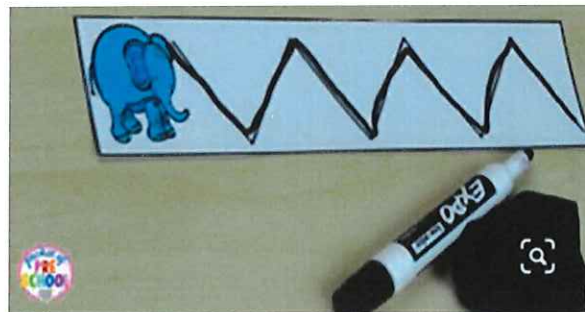


# Zoo Writing Cards

Choose your card.



Trace the lines on the cards.

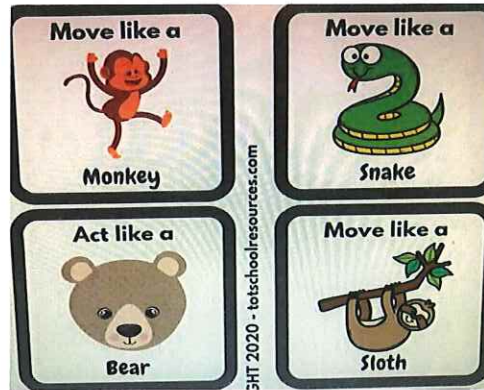


Write your sentence.

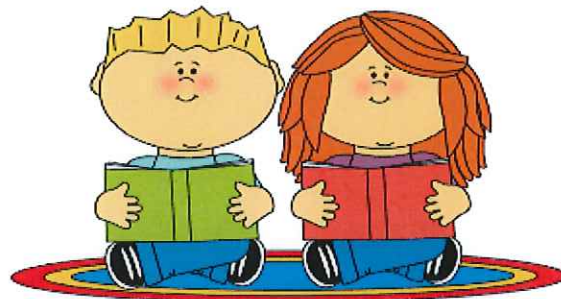
We traced the lines.

## Move Like an Animal

Have your friend choose an animal card.



Read the card.



Act like the animal.

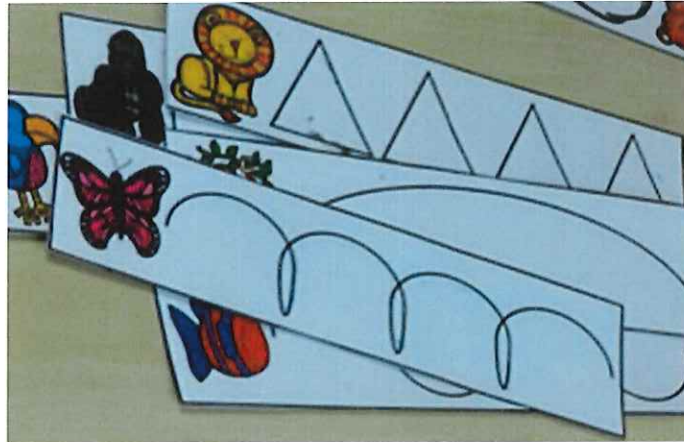


Write your sentence.

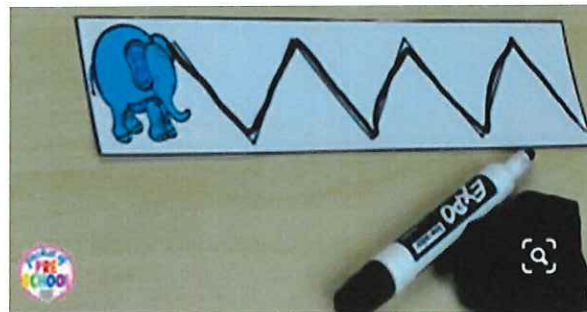
*I can move like an animal.*

# *Tarjetas de escritura zoológico*

*Elige tu tarjeta.*



*Traza las líneas en la tarjeta.*



*Escribe tu oración.*

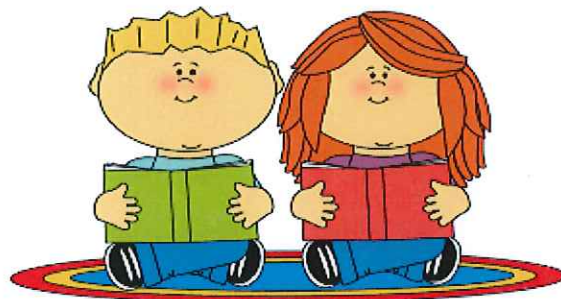
# *Tracé las líneas.*

*Muévete como un animal*

*Haz que tu amigo elija una tarjeta de animal.*



*Lee la tarjeta.*



*Actúa como el animal.*



*Escribe tu oración.*

*Puedo moverme como un animal.*

