

MOUNT PLEASANT ISD CHILD DEVELOPMENT CENTER WEEKLY INSTRUCTION

4-YEAR-OLD PRE-K

DATE
MAY 18 -MAY 22

PARENT RESOURCES

Skill Building Activity Cards
English

http://www.getreadytoread.org/images/content/downloads/skill-building-activities/3_grtr_activities_english.pdf



Actividades para la Alfabetización Temprana
Spanish

http://www.getreadytoread.org/images/content/downloads/multilingual/Spanish/espanol_activities.pdf



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
18 DE MAYO-22 DE MAYO

RECURSOS PARA PADRES

Skill Building Activity Cards
English

http://www.getreadytoread.org/images/content/downloads/skill-building-activities/3_grtr_activities_english.pdf



Actividades para la 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 8

Outside the Home

The outdoors! Children should go outdoors every day for exercise, fresh air, and fun. You and your children will have greater freedom outdoors to jump, hop, swing, look, and listen. Let your children make noise! Remind them about any rules you have for playing outside.

Talk about all the things you and your children see in the sky, near the house or apartment

- Colors
- Bright sun
- Moon
- Neighbors
- Cars
- Shapes
- Dark clouds
- Stars
- Snow
- Houses

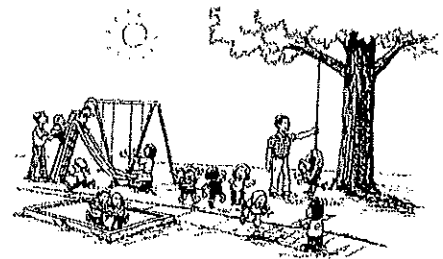


Help your children find animals and insects.

- Tell your children the names of the animals and insects they see and hear.
- Ask your children where they think the animals live, how the insects build their homes, where they get their food.

Help your children dig and plant a garden.

- Talk about each tool you are using and what it does.
- Look at seed packages and vegetables in the grocery store. Then, decide what to plant: radishes, carrots, and other things that grow fast and that you and your child like are best.
- Remind your children to water the growing plants.



Look up toward the sky at different times of the day with your children.

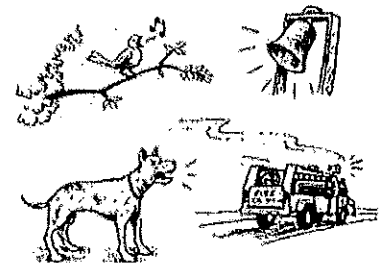
- Talk about the ways that trees bend and what the clouds look like.

Look for changes over time—how are the leaves different in the fall from the spring? Are there more or less birds in the sky now than there were last month? Listen for sounds outside.

- Ask your children to talk about the sounds they hear and where they might be coming from.
- Ask them to name sounds that are the same as inside sounds, different from inside sounds.

Encourage your children to describe all the things they feel or experience.

- Rough trees
- Blowing wind
- Slippery mud
- Smooth stones
- Warm air
- Cold rain



Actividades para realizar juntos

Week 8

Fuera del hogar

¡Al aire libre! Los niños deben pasar tiempo al aire libre todos los días para hacer ejercicio, tomar aire fresco y divertirse. Usted y sus hijos tendrán mayor libertad al aire libre para saltar, dar vueltas, mirar y escuchar. ¡Permita que sus niños hagan ruido! Recuérdeles las reglas para jugar al aire libre.

Hable sobre todas las cosas que usted y sus hijos ven en el cielo, cerca de la casa o apartamento

- Colores
- Sol brillante
- Luna
- Vecinos
- Coches
- Formas
- Nubes oscuras
- Estrellas
- Nieve
- Casas

Ayude a sus hijos a encontrar animales e insectos.

- Dígale a sus hijos los nombres de los animales y los insectos que ven y escuchan.
- Pregunte a sus hijos donde ellos piensan que los animales viven, cómo los insectos construyen sus casas, dónde consiguen su alimento.

Ayude a sus hijos a crear, plantar y cavar en un jardín.

- Hable de cada herramienta que está usando y lo que hace.
- Vea los paquetes de semillas y vegetales en el supermercado. Entonces, decida qué plantar: rábanos, zanahorias y otras cosas que crecen rápido y que usted y su niño les gusten más.
- Recuérdele a sus hijos que rieguen las plantas que están creciendo.

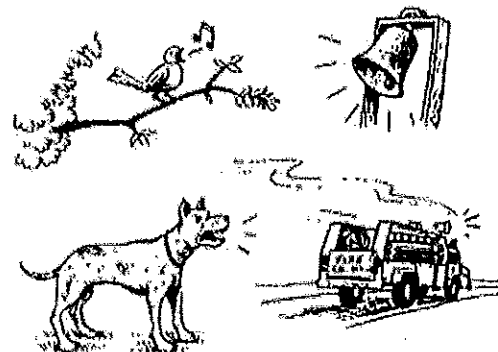
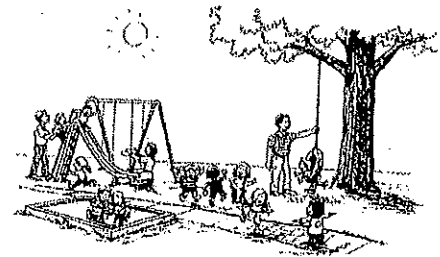
Mire hacia el cielo en diferentes momentos del día con sus hijos.

- Hable sobre las maneras en que los árboles se curvan y el aspecto de las nubes. Busque cambios a lo largo del tiempo, ¿cómo cambian las hojas en el otoño y en la primavera? ¿hay más o menos pájaros en el cielo ahora que el mes pasado? Escuche los sonidos del exterior.

- Pídale a sus hijos que hablen sobre los sonidos que escuchan y de dónde provienen.
- Pídeles que nombren los sonidos que son los mismos que escuchan dentro de la casa o que son diferentes.

Anímelos a describir todo lo que sienten o experimentan.

- Árboles ásperos
- Viento que sopla
- Barro resbaladizo
- Piedras lisas
- Aire caliente
- Lluvia fría



Free vs. Paid Sites

Free

Starfall
Fun Brain
Storyline Online
Abcya
Math Game Time
National Geographic Kids
Sheppard Software
Into the Book (you can skip log-in)
We Give Books
Cool Math 4 Kids
Fun 4 the Brain
Scholastic Study Jams
Math Blaster
Science Kids
Arcademics
Cool Math
Turtle Diary (you can skip log-in)
PBS Kids
Highlights Kids
A Plus Math
Sum Dog (you can play as a guest)
Dance Mat Typing

Paid

Raz Kids
Moby Max
Pebble Go
Tumble Books
Accelerated Reader
Renzulli Learning
Lexia Learning
iXL

Join

FREE

Brain Pop (classroom access)
Brain Pop Jr. (classroom access)
Camp Wonderopolis
Help Kids Learn (free version available)
Spelling City

Math at Home

**With a little creativity, math can be a lot of fun.
Show your child that math is in our everyday lives!**



It's Not Just About Numbers

- Notice and talk about the time.
- Look at a calendar. Make it exciting by looking forward to special days and holidays.
- Provide your child with manipulatives (small objects or toys), such as blocks or pegs.
- Put together simple puzzles.
- Talk about shapes and find them in the environment.
- Allow your child to look at and handle real money (with supervision).

In the Kitchen!

- Ask your child to set the table.
- Follow a recipe while cooking.
- Think out loud and encourage problem solving.
- Practice sorting & classifying by doing household chores together, such as sorting silverware or matching socks.
- Allow your child to help with simple measuring tasks using a ruler or measuring cups.

Social Studies at Home

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

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.



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.

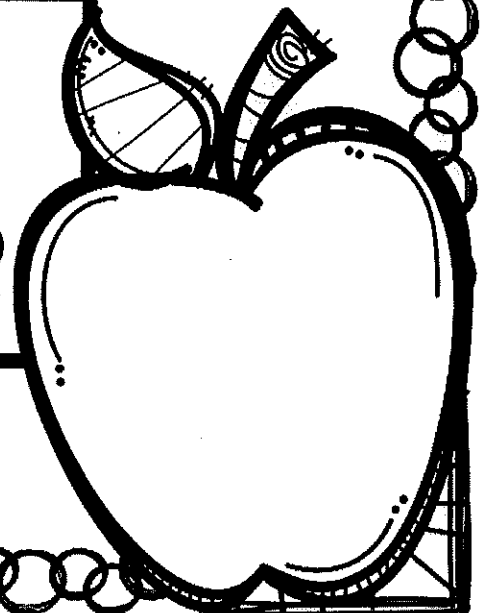
What does this teach my child?

Reading (read a recipe)

Math (measure and follow a recipe)

Science (what happens when food is mixed)

Fine motor skills (crushing the cereal)



**IF I COULD HAVE A SUPER
POWER IT WOULD BE...**

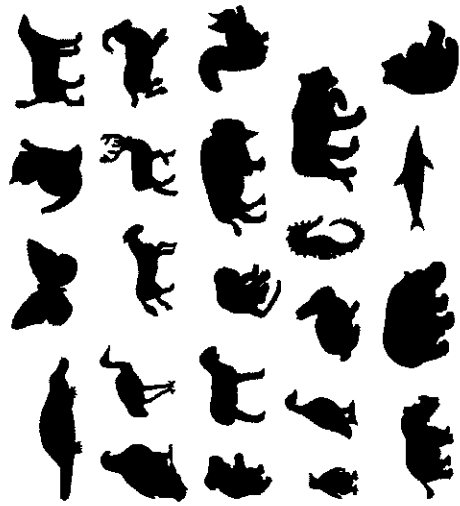


Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing the answer to the question above.

Nocturnal & Diurnal Animal Sort

1. Cut out pieces.
2. Create a column of **NOCTURNAL** animals.
3. Create a column of **DIURNAL** animals.
4. Choose one of the animals, draw them, and write a sentence.

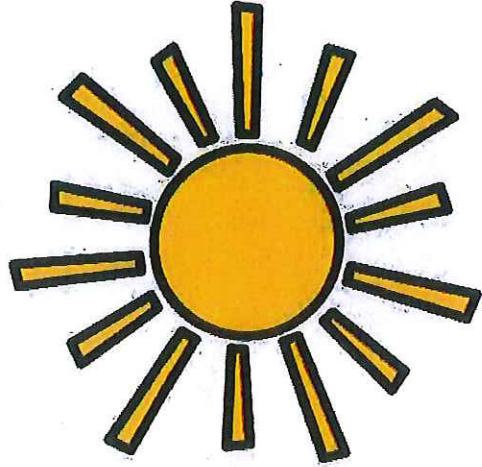
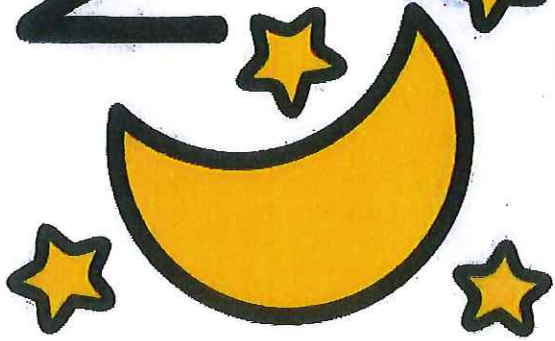
I drew a (animal name) they are (nocturnal diurnal)



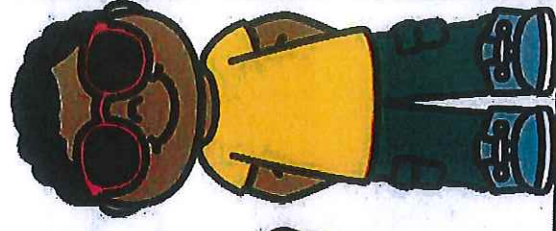
Nocturnal Animals—animals that are active during the night and sleep during the day!

Diurnal Animals- animals that are active during the day and sleep during the night!

Nocturnal Animals



Diurnal Animals



Nocturnal: koala, tiger, skunk, owl, raccoon, bat, fox, beaver and hedgehog.
Diurnal: zebra, elephant, gorilla, peacock, dog, squirrel, horse, giraffe, and duckling.



tiger



bat



koala



fox



raccoon



owl



hedgehog



gorilla



skunk



giraffe



beaver



dog



squirrel



peacock



duckling



horse

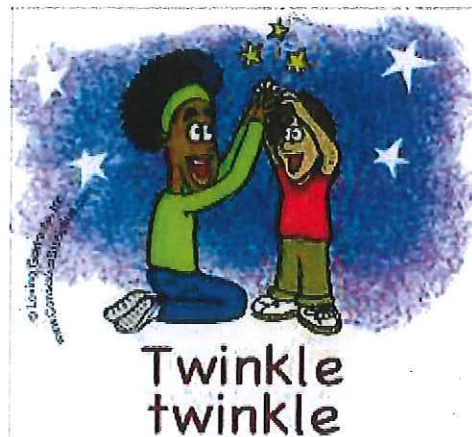


elephant



zebra

Teach someone in your house how to
sing *Twinkle, Twinkle*.



Twinkle, twinkle little star,
What a wonderful child you are.
With bright eyes and nice round cheeks,
A talented person from head to feet.

Twinkle, twinkle little star,
What a wonderful child you are.



Parent/Child Activity

Read a book with your child.

What book did you read? _____

Draw a picture about the book.

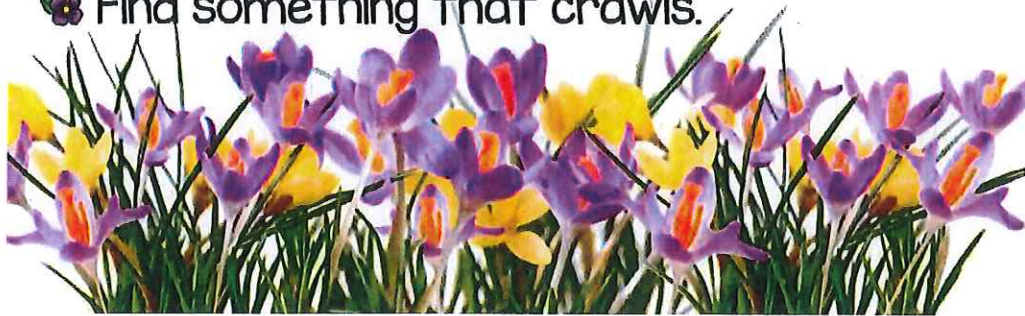


Name: _____

1. Take a walk outside and find the Spring Scavenger Hunt items.

SPRING SCAVENGER HUNT

- 🌸 Find a yellow flower. primary playground
- 🌸 Find 3 different shaped leaves.
- 🌸 Find something that is red.
- 🌸 Find a spider web.
- 🌸 Find something that flies.
- 🌸 Name 2 things you see in the sky.
- 🌸 Find something that is long.
- 🌸 Find something that grows that is green.
- 🌸 Find 2 birds.
- 🌸 Find some water.
- 🌸 Find something purple.
- 🌸 Find something that crawls.



2. Write a sentence.

I went on a scavenger hunt.

Vocabulary Words

1. Read words.
2. Make a graph with paper.
3. Write Farm/Zoo at top
4. Write word in correct column.
5. Write sentence.

_____ is a farm animal.

_____ is a zoo animal.

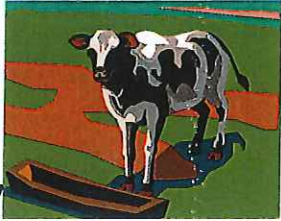
Farm



Zoo



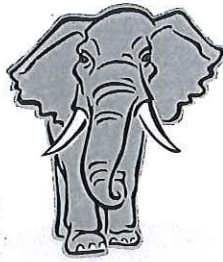
Cow



Farmer



Elephant



Giraffes



Lion



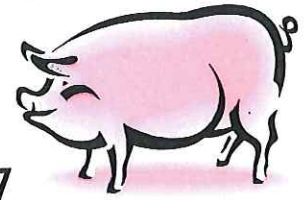
Zebra



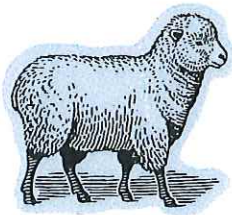
Zookeeper



Pig



Sheep



Hen



Horses



Cat



Goat



Parakeet



Snake

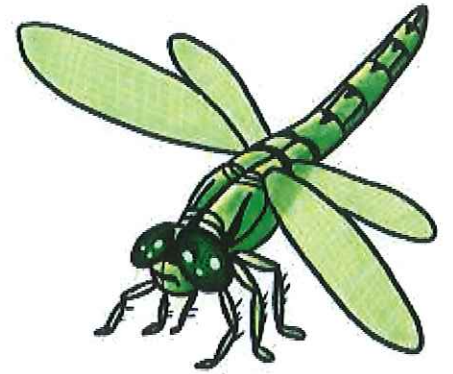
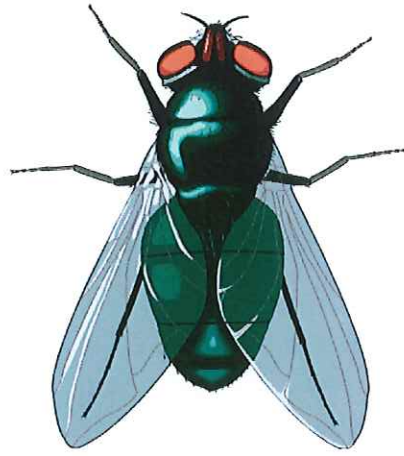


Lizard



Emu

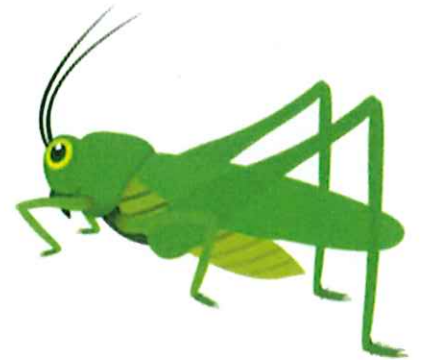
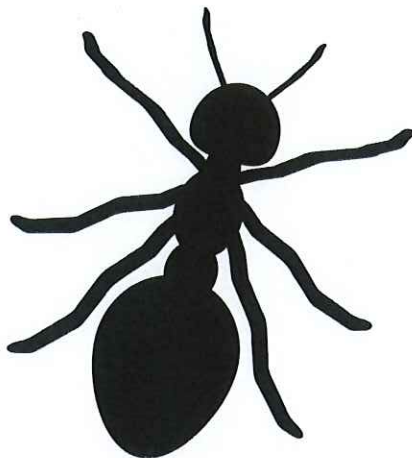




Think about your favorite insect.
Find three facts about that insect
and write them down. Then draw an
illustration for your words.



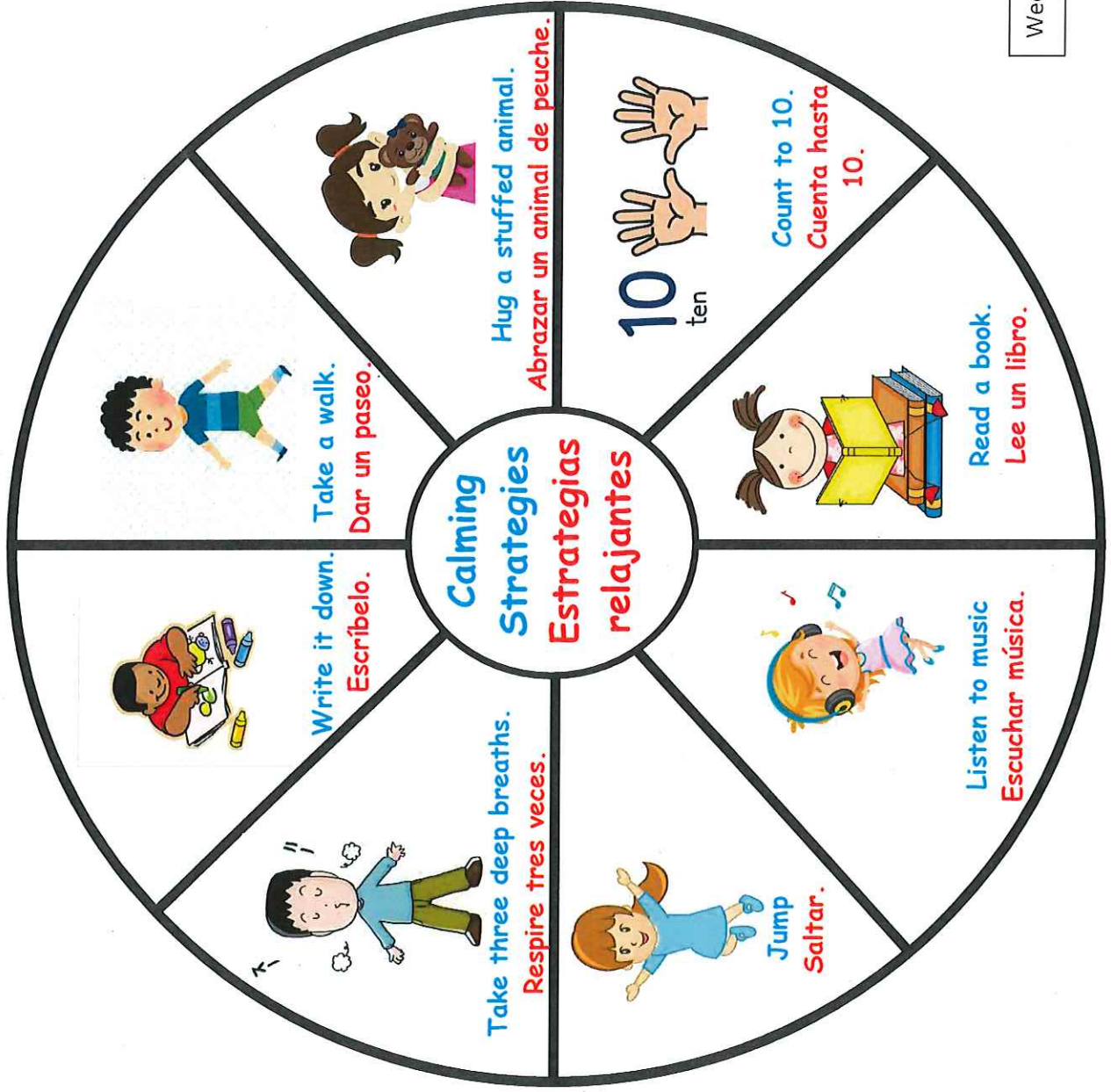
Piensa en tu insecto favorito.
Encuentre tres datos sobre el
insecto y anótelos. Luego dibuja una
ilustración para tus palabras.





Sometimes things don't go the way we want and we get upset. Here are some strategies your child can use to calm their self or self-regulate.

A veces las cosas no salen como queremos y nos enojamos. Aquí hay algunas estrategias que su hijo puede usar para calmarse o autorregularse.

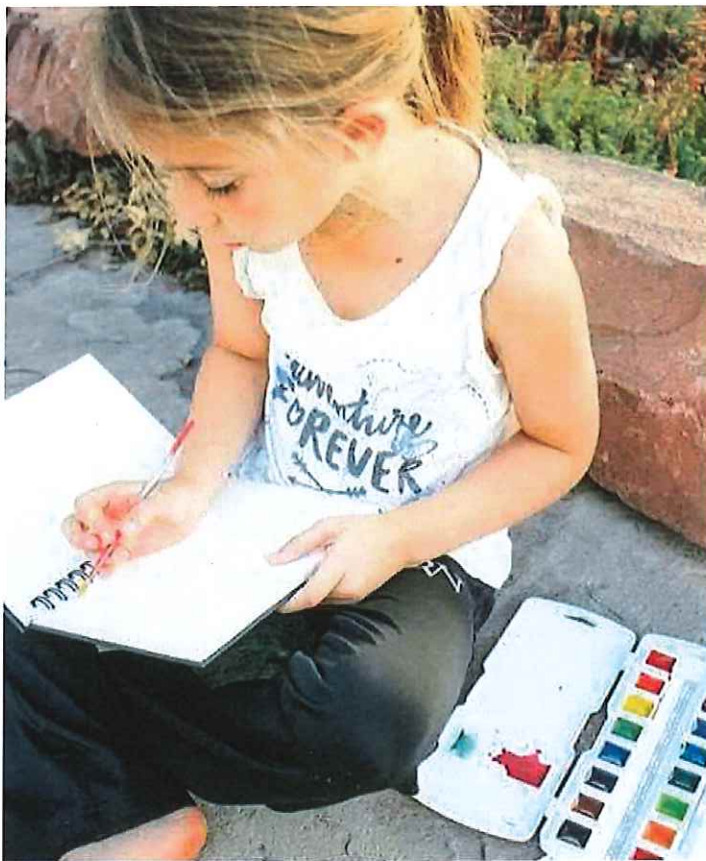


Make a nature journal

Hagan un diario de la naturaleza

Go on a nature walk with your parents. Take along with you any of the following; paper, journal, pencil, or crayons. With the help of your parents, draw things you see on your walk. Keep up with what you draw to make a book.

Haz un paseo por la naturaleza con tus padres. Lleva contigo cual quiera de los siguientes materiales: papel, cuaderno, lápices, o crayones. Con la ayuda de tus padres, dibuja los objetos que encuentres en tu camino. Haz un libro o cuaderno de lo que dibujaste.



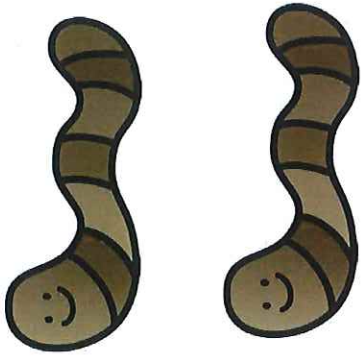
Parent activity/ actividad con los padres

Insect Addition

- 1.!. Your child will count the first group of insects and write that number in the first box.
2. Your child will count the second group of insects and write that number in the second box.
3. Your child will add the two numbers together.
4. Your child should double check their answer by counting all the insects on the card
5. Your child will write the answer in the third box.

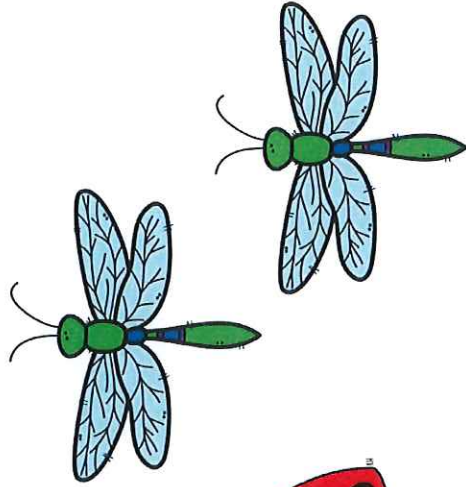
Adición de Insectos

1. Su hijo contará el primer grupo de insectos y escribir es número en el primer cuadro.
2. Su hijo contará el segundo grupo de insectos y escribirá ese número en el segundo cuadro.
3. Su hijo sumará los dos números juntos.
4. Su hijo debe verificar su respuesta contando todos los insectos en la tarjeta.
5. Su hijo escribirá la respuesta en el tercer cuadro.



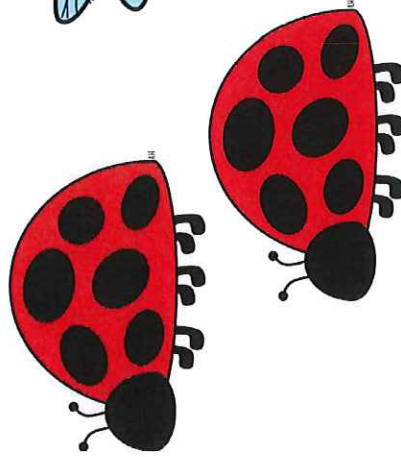
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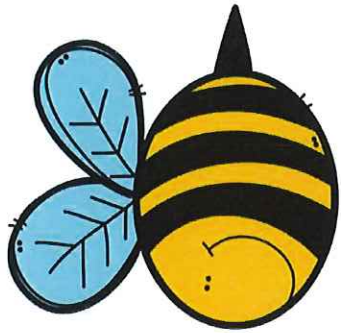


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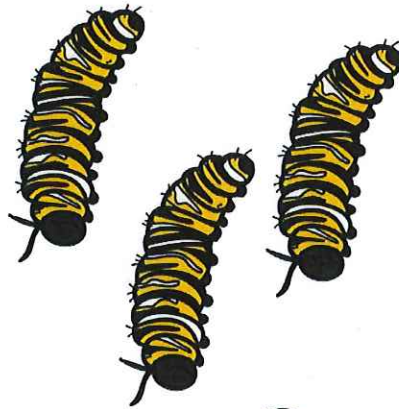
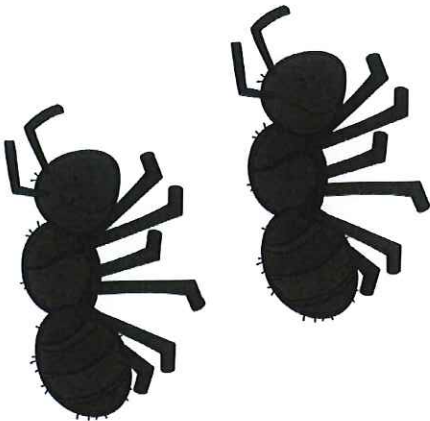


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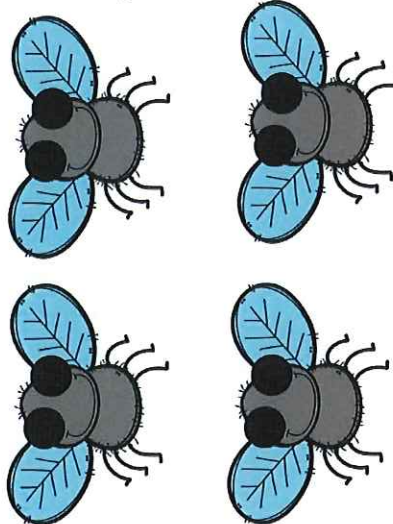
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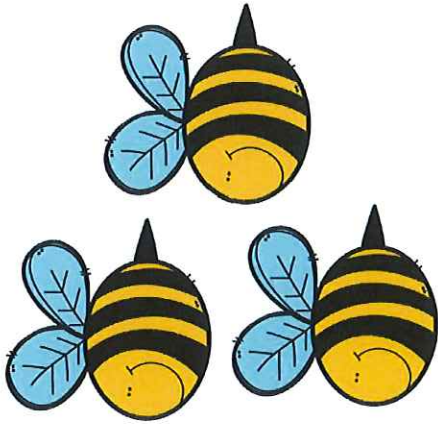
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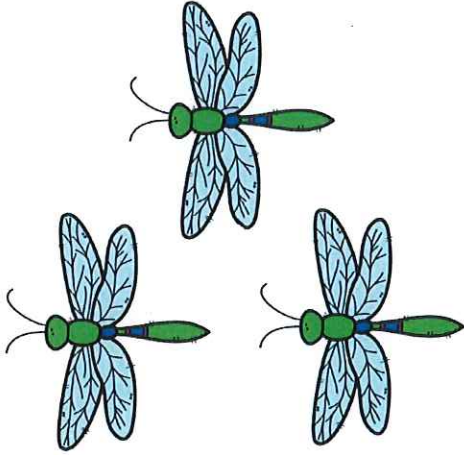
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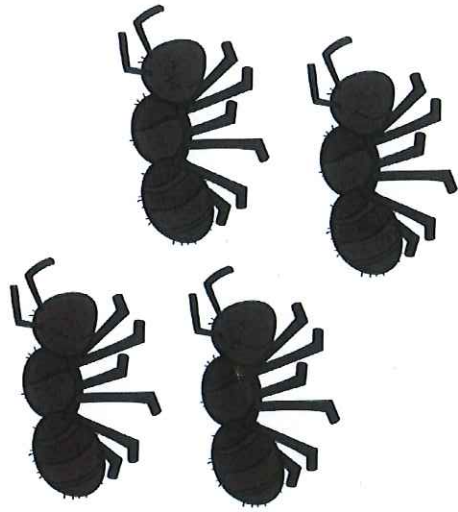




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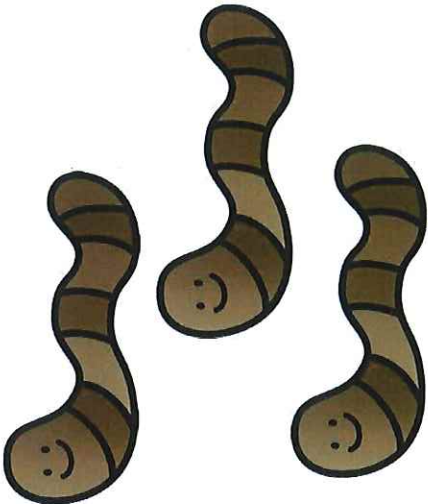


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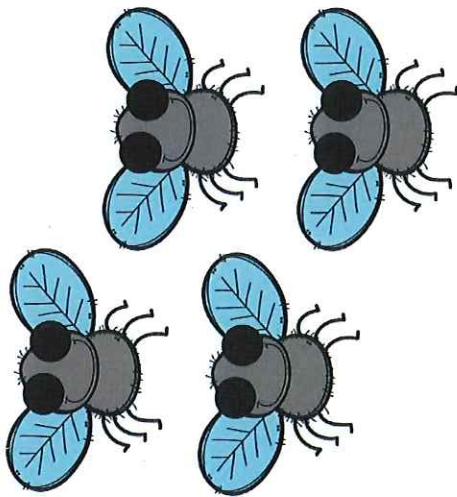
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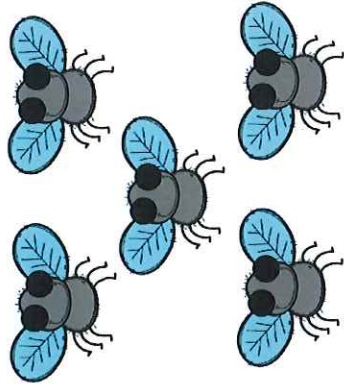
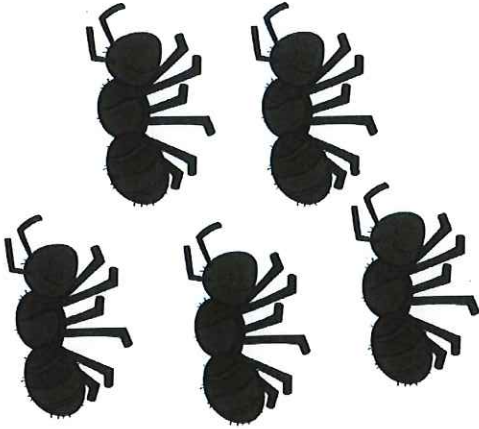


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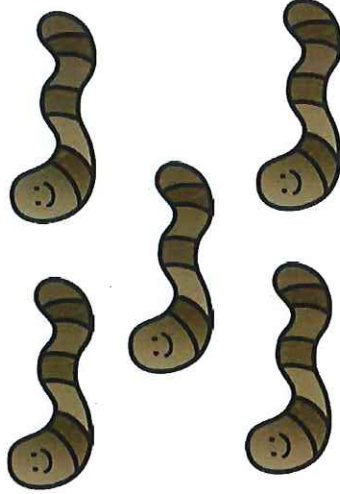
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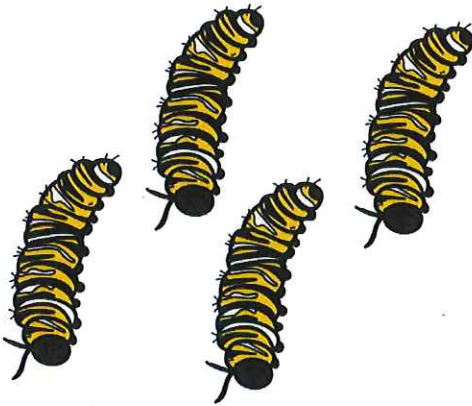


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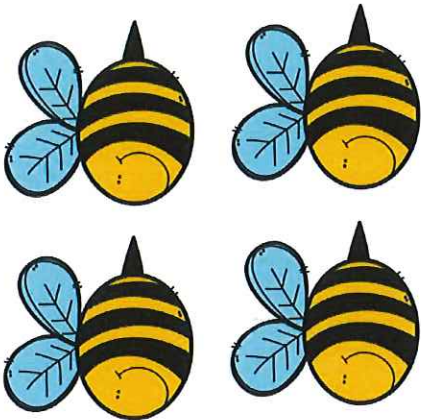


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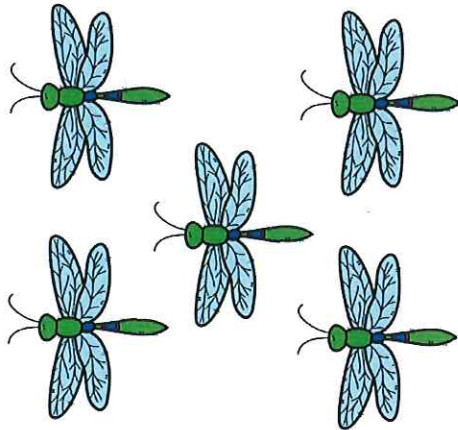
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Simon Says

Objective: You child will be able to listen and follow two-step instructions.

1. Cut the cards.



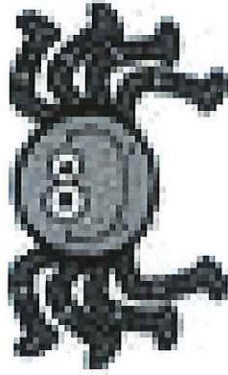
2. Read the card to your child.
3. Your child should listen and do what the card says.



*Simon says, buzz
like a bee and
spin!*



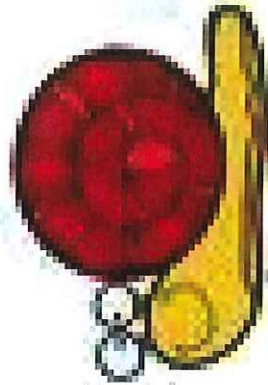
*Simon says,
crawl like a
spider and find a
place to hide!*



*Simon says,
flutter like a
butterfly and give
a kiss to someone
you love!*



*Simon says, slide
like a snail and
wiggle your head!*



*Simon says, jump
like a cricket
and sing a song!*



*Simon says, blink
like a lightning
bug and fly!*



Simon Dice

Objetivo: Su hijo podrá escuchar y seguir instrucciones de dos pasos.

1. Recorte las tarjetas.



2. Lea la tarjeta a su hijo/a.

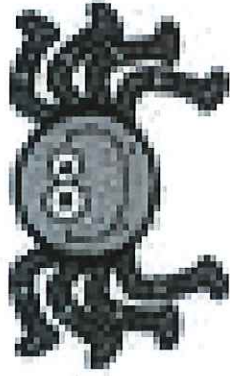
3. Su hijo/a debe escuchar y hacer lo que la tarjeta dice.



*Simón dice,
zumbar como
una abeja y da
vuelta!*



*Simón dice,
gatear como una
araña y
encuentra donde
esconderte!*



*Simón dice,
revolotear como una
mariposa y dale un
beso a alguien a
quien amas!*



*Simón dice,
deslizarse como
un caracol y
mueve tu cabeza!*



*Simón dice, salta
como un
saltamontes y
canta una canción!*



*Simón dice,
parpadea como una
luciérnaga y vuela!*



Balance, Concentration, and Speed

Materials

6 water bottles



Empty roll of paper towel



Something round to place on the end of the roll. (ex. A round cookie, a mandarin, small ball, or a plastic egg.



Instructions

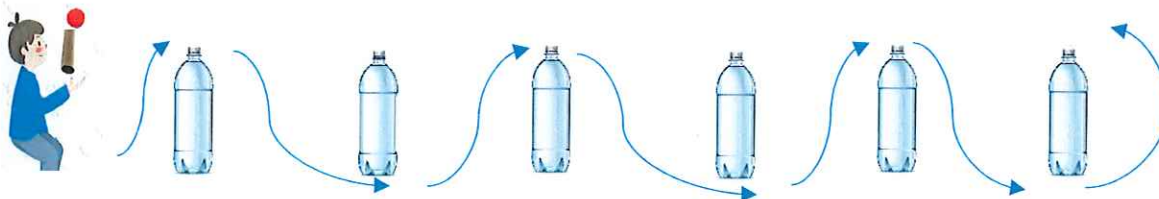
1. Place 6 water bottles on the floor in a straight line separated enough so that you can pass in between them



2. Hold the paper towel roll and place the object on the end of it.



3. Walk in and out along the line of water bottles and quickly return doing the same thing back to where you started.



4. How long did it take your child to finish? Time your child each day and see their progress throughout the week by writing the times below.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |




Equilibrio, Concentración y Velocidad

Materiales

6 botellas de agua 

Un rollo de toallas de papel vacío 

Algo redondo para poner en una orilla del rollo (ej., una galleta, una mandarina, una pelota pequeña o un huevo de plástico) 

Instrucciones

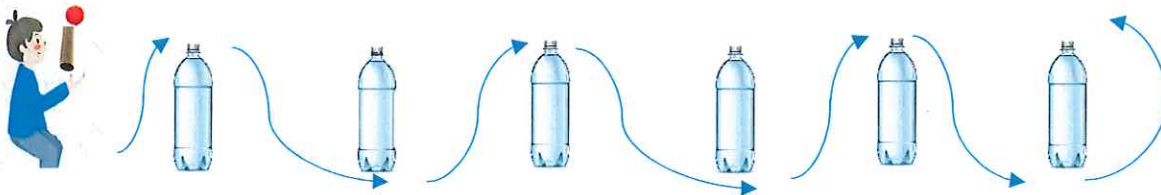
1. Pon 6 botellas de agua en el piso en una línea recta separadas lo suficiente para poder caminar en medio de ellas.



2. Sostén el rollo de papel y pon el objeto en una de las orillas del rollo.



3. Camina por dentro y por fuera de la línea con botellas y rápidamente regresa al comienzo de la línea.



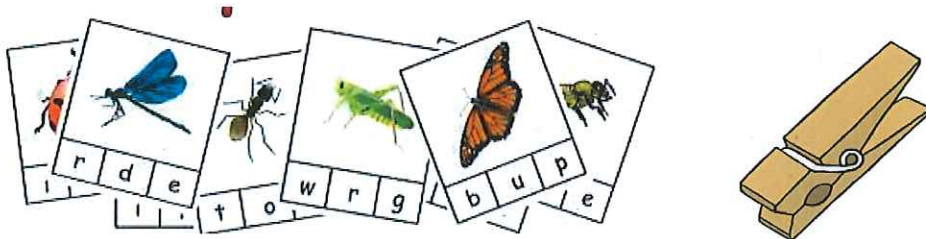
4. ¿Cuánto tiempo le tomo a su hijo/a terminar? Mida el tiempo de su hijo/a y mire el progreso durante la semana escribiendo los tiempos abajo.

| lunes | martes | miércoles | jueves | viernes |
|--------------|---------------|------------------|---------------|----------------|
| | | | | |

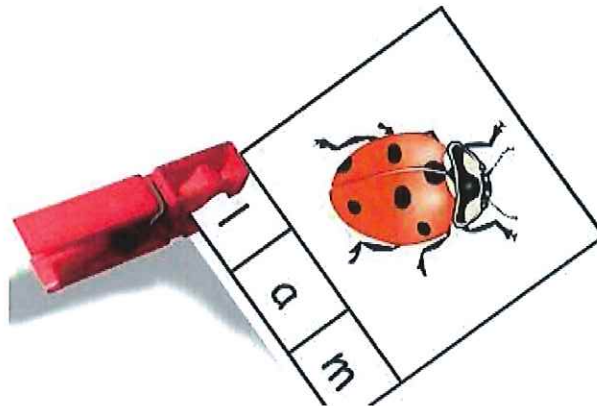


Insect First Letter Sound

1. Grab an insect card and a clothespin.



2. Say the picture and listen to what sound it begins with. Put your clothes pin on the letter that makes that sound.



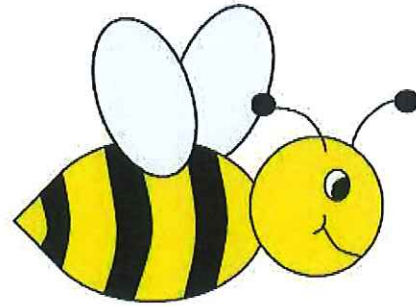
3. Write a sentence using the insect and the letter it begins with.



Ladybug begins with the letter L.



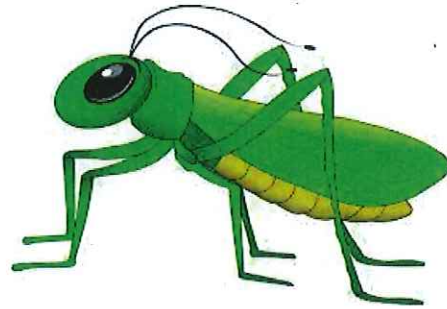
t b s



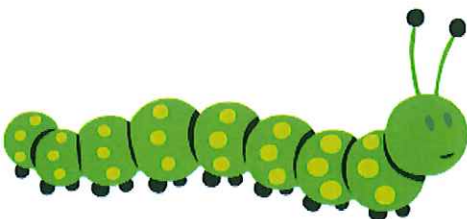
c m b



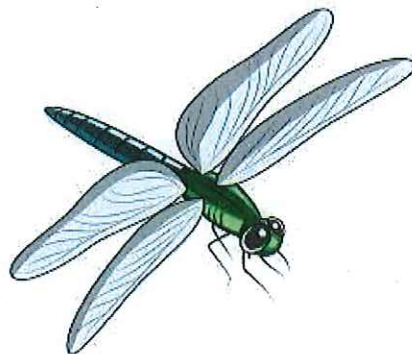
l o q



p g a



e d c

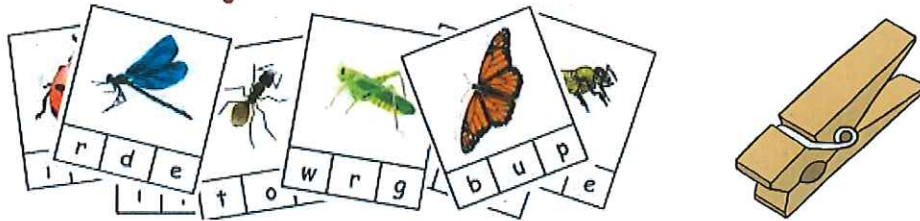


d z w

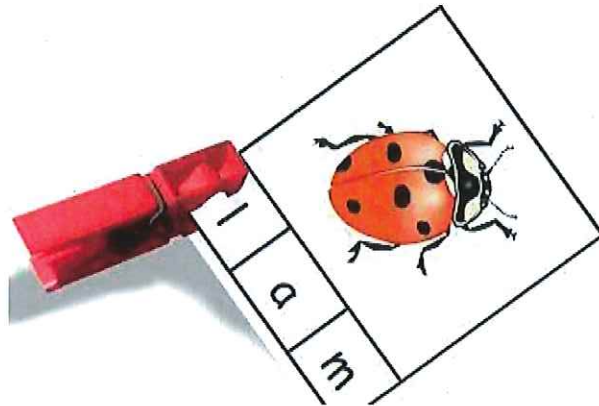
English cards/ tarjetas en ingles

Sonido inicial de insectos

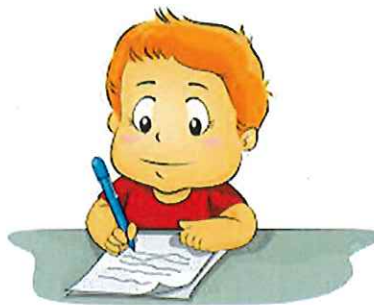
1. Escoge una tarjeta de insectos y una pinza de ropa



2. Di la palabra y escucha el sonido que empieza la foto. Ponga una pinza en la letra que hace ese sonido.



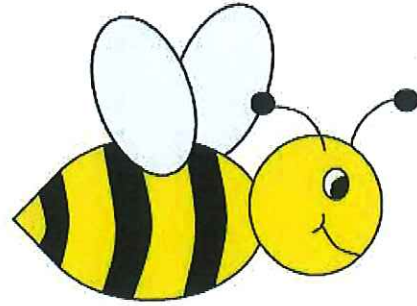
3. Escribe una oración usando el insecto con la letra que empieza.



Mariquita empieza con la letra m.



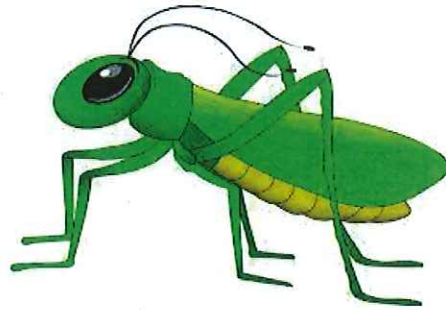
t m z



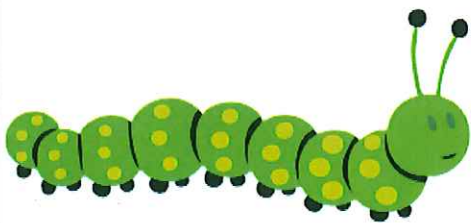
a m o



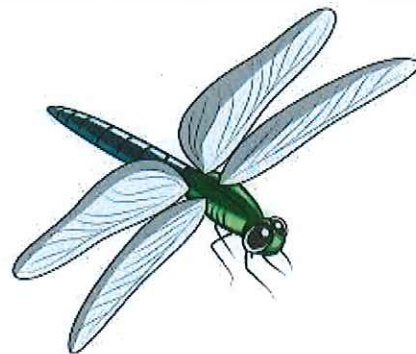
c b m



a s d



o p q



x k l

Spanish cards/ tarjetas en español