

UTRGV-EHS-CCP Program **Three-Year Old** Remote Teaching Instructional Guide **November 2-6, 2020**

Learning Outcomes: Children begin to explore relationships beyond their family; they expand their awareness into the community. A community is a group of people who live, work, or play close to one another. The people in the community that children relate to first are neighbors, and community workers. Children will explore that people in their community who keep them safe and healthy: community, neighbor, construction worker, doctor, firefighter, nurse, mail carrier, police officer, workers.

<p>Mental Health: Dr. Bailey's Conscience Discipline Strategies Use emotion faces on a stick and ask, "HOW DO YOU FEEL?"</p>	<p style="text-align: center;"><u>Unite</u></p> <p>Community Helpers [tune: "Oh My Darling Clementine] Community helpers, community helpers Community helpers all around They keep us healthy, safe and sound And they live here in our town,</p>	<p style="text-align: center;"><u>Calm</u></p> <p>Take several deep breathes. Remind children to pretend to smell a flower by inhaling through their nose and then blow out a candle by exhaling through their mouth.</p>	<p style="text-align: center;"><u>Connect</u></p> <p>Explain that we say "thank you" with words or gestures to people to express our gratitude (a show of appreciation for kindness received).</p>	<p style="text-align: center;"><u>Commit</u></p> <p>Ways we have learned that keeps us safe: walking feet, helping hands, listening ears, and sharing.</p>
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Morning Message: Have the child **LISTEN** the following sentences throughout the week. When meeting with your families and children, take the opportunity and ask them what are their experiences with a member of the community or if they have relatives in these professions. This will open the conversation to use the vocabulary of the week: **community, neighbor, construction worker, doctor, firefighter, nurse, mail carrier, police officer, workers.** *Let parents/guardians know that these will be statements and words you would like them to use throughout the week to encourage the language and conversation.*



Who keeps us safe_____?



Who keeps us healthy_____?

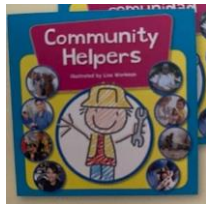


Who do you like best_____? Why?

Theme 2: My Family and my Friends Week 3: Pets	Family Connection	Family Activity	Nursery Rhyme/s and Vocabulary Development Support	Enrichment Activities	Special Need Adaptations
Literacy					

<p>Wonderful Words of the Week: community</p>	<p><u>Title of the story:</u> Community Helpers Reflect on community helpers and how they help each person in the community. Ask children if</p>	<p><u>Family Activity</u> Engage about the community by talking about community helpers such as doctors, what do doctors do?</p>	<p><u>Nursery Rhyme/s and Vocabulary Development</u> <u>Support</u> **Old McDonald https://youtu.be/BOv4EuaeM9w</p>	<p><u>Enrichment Activities</u> <i>"How to Introduce your Family"</i> Where do our family members see community helpers? Doctors, police, mailmen.</p>	<p><u>Special Need Adaptations</u> Talk about community helpers in</p>
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they know any community helpers.



Talk about community helpers and how they are important. Talk about the book and what they think the book is about. Read the story while engaging with children. Ask follow up questions about community helpers. Closing song Pat-a-Cake and end with puppet.

Before: Do you know what community helpers are? What do you think the book is about?

During: Can you identify any tools used in the book around your house? What do you think about this (each community helper) worker?

After: Which worker mentioned in the book has a job you would like to do. Why? Do you know what doctors do for you?

Learning Goals

Children will explore the people in their community who keep them safe and healthy.

Learning Outcomes: Child attends to communication and language from others (P-LC)

Use your mascot!

**Entrance Song:
Wheels on the bus-**

https://youtu.be/e_04ZrNroTo

Teacher will open video with wheels on the bus song. Introduce your puppet.

Closing Song: Pat-a-cake

<https://youtu.be/XuLy-llv3sU>

your area. Familiarize children with community helpers and how they can help you and your community.

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Child asks and answers questions about a book that was read aloud (P-LIT 5)
Child understands and uses a wide variety of words for a variety of purposes (P-LC 6)



English YouTube Video:




Spanish YouTube Video:





Math

<p>Wonderful Words of the Week:</p> <p>Blue circle Classification Rectangle Red Square Triangle Yellow</p>	<p>Title:</p>  <p>Classification</p> <p>Learning Goals:</p> <p>This week children will explore the people in their community who keep them safe and healthy.</p> <p>Learning Outcome:</p> <p>Child identifies, describes, compares, and composes shapes. Child compares and categorizes observable phenomena. Child holds information in mind and manipulates it to perform tasks.</p> <p>Procedure:</p> <p>Encourage children to match red, yellow, and blue frog counters to the</p>	<p>Family Connections Theme 2</p> <p>“Sing a song of attributes” (p.46)</p> <p>Threes’ Frog Street Parent Letter, PATT Mat & Family Connections Card</p>	<p>Nursery Rhyme/s and Vocabulary Development Support</p> <p>**Occupations Song https://youtu.be/BOv4EuaeM9w</p> <p>Entrance Song: Hello Friends Dr. Jean https://youtu.be/3ywlu30lqKA</p> <p>Closing Song: See You Later Alligator https://youtu.be/l3jDgBKD9l0</p>	<p>Enrichment Activities</p> <p>Encourage children to match red, yellow, and blue frog counters to the “Colorful Community Helper Hats”</p>	<p>Special Need Adaptations</p> <p>Recognize people with disabilities who are community helpers to help children develop an appreciation for diversity as well as an understanding that people can still be successful and useful to the community despite their physical or mental limitations.</p>
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	<p>"Colorful Community Helper Hats" (patterns CD). Before: What Color frog will you put on the firefighter's hat? During: What color is the firefighter's hat? After: What do you want to be when you grow up? English YouTube Video:</p>   <p>Spanish YouTube Video:</p>				
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Pretend and Learn

<p>Wonderful Words of the Week:</p> <p>Community Neighbor</p>	<p>Being Community Helpers"</p>  <p>Questions:</p> <p>Before: What do you know what a community helper is? Examples: doctor, nurse, police officer, teacher, firefighter.</p> <p>During: Do you know what each community helper does? Do you know where they work?</p> <p>After: Have you seen the community helpers in your community helpers? Keep an eye out for them and let your teacher know which ones you see.</p> <p>Learning Outcomes: Child demonstrates flexibility in</p>	<p>Family Connections</p> <p>On your way to or from school, invite your child to watch for community helpers. Together see what helpers you can find. Perhaps there will be a trash collector, a firefighter, a store clerk, a gardener, or a repairman. Talk about the work that community helper does. Tell your child what you wanted to be when you were a child and what occupation you have now.</p>	<p>Nursery Rhyme/s and Vocabulary Development Support</p> <p>**Heroes in Your Neighborhood Song</p> <p>https://youtu.be/Cfi4EfQSFMU</p> <p>Entrance Song</p> <p>Hello Friend</p> <p>https://www.youtube.com/watch?v=VsyYeWVYDdM</p> <p>Closing Song:</p> <p>Bye Bye Goodbye</p> <p>https://www.youtube.com/watch?v=PraN5ZoSjiY</p>	<p>Enrichment Activities</p> <p>Heroes in Your Neighborhood song:</p> <p>https://www.youtube.com/watch?v=Cfi4EfQSFMU</p>	<p>Special Need Adaptations</p> <p>Items for this activity can be Blocks or cardboard boxes for the community helpers' buildings.</p> <p>If the child is having difficulties identifying the community helpers allow child to name one helper.</p> <p>Let child explore about the different community helpers that there are in</p>
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	<p>thinking and behavior. (PATL 9)</p> <p>Child varies the amount of information provided to meet the demands of the situations. (P-LC 3)</p> <p>Child shows understanding of word categories and relationships among words. (P-LC 7)</p> <p>Child uses perceptual information to guide motions and interactions with objects and other people. (P-PMP 2)</p> <p> English YouTube Video:</p> <p></p> <p> Spanish YouTube Video:</p> <p></p>				<p>your community and review their jobs.</p> <p>Review the vocabulary words before the activity. Community, construction worker, doctor, firefighter, mail carrier, nurse, police officer, workers</p>
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<p>Wonderful Words of the Week:</p> <p>Community Neighbor</p>	<p><u>Let's make a Police Car</u></p>	<p><u>Family Connections</u> When taking a drive with your child, have him or her look to see what community helpers you may find, such as a Police Officer, Fire Fighter, Paramedic, and even Construction workers.</p>	<p><u>Nursery Rhyme/s and Vocabulary Development Support</u></p> <p>**Alphabet Occupations https://www.youtube.com/watch?v=r6Oxqyd5qUw</p> <p>Entrance Song: The More We Get Together</p>	<p><u>Enrichment Activities</u> Let us make our favorite Community Worker. Use a paper and crayon or marker to draw or make your favorite Community Worker.</p>	<p><u>Special Need Adaptations</u> Parents may have pictures or family members that are Community Workers and</p>
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Procedures

- 1) Gather your materials from the material box
- 2) Paint the paper plate or paper blue
- 3) Cut 2 white squares for our windows
- 4) Cut a white square and color it red for our police siren lights
- 5) Cut 2 circles and color them black for our wheels
- 6) Cut out circle
- 7) Time to put it all together
- 8) Using glue stick paste the wheels, window, siren, circle and lights to the Police Car.

Learning Outcomes:

C/S.A.2 - Explores objects and people and expands ability to gather and communicate information about them. PPMP3: Child demonstrates increasing control, strength, and coordination of small muscles P-ATL 12: Child expresses creativity in thinking and communication

<https://youtu.be/g-zWsFRL658>



**Closing Song:
The Learning Station**

<https://youtu.be/pP9AujV8N1A>






this will allow the child to understand the role of the Community Worker.

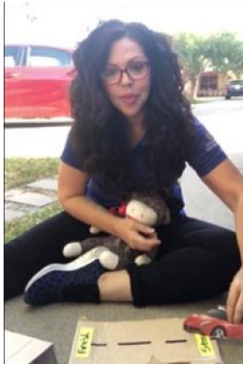
Before: Do you know who
Community Workers are?
Have you seen a
Community Worker? Which

	<p>Community Worker have you seen?</p> <p>During: What does a Community Worker do? Are your neighbors Community Workers?</p> <p>After: What do you want to be when you grow up? Do you want to be a Community Worker?</p> <p>English YouTube Video:</p>  <p>Spanish YouTube Video:</p> 				
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STEAM Building Structures

<p>Wonderful Words of the Week:</p> <p>Building Smooth, Road Tunnel Safety Bumpy Travel</p>	<p>Activity: Road Construction</p>  <p>Procedures</p> <ul style="list-style-type: none"> •Cut out 2 strips of cardboard about 18 in. long and 6 in wide to make 2 of the roads. For a third, road build a tunnel using a small tall cardboard box with both ends opened. •Label each one of the roads "start" 	<p>Family Connections</p> <p>As children begin to explore their family, they become aware of their community. can be introduced to wh community involves. Group people, who interact, live, play close to one another.</p> <p>re beyond more Children it a ss of work or</p>	<p>Nursery Rhyme/s and Vocabulary Development Support</p> <p>**Occupations Song https://youtu.be/BOv4EneM9w</p> <p>Entrance and closing song</p> <p>The Little Chick Cheep</p>  <p>https://youtu.be/Mx8s6ZACZFU</p> <p>Use your mascot!</p>	<p>Enrichment Activities</p> <p>Questions to ask before, during, and after the lesson. Use your mascot!!</p> <p>Before: Do you know why we need roads? Who builds them?</p> <p>During: Which road can be traveled smoothly so the car can travel quicker?</p> <p>After: Which road would be the easiest to travel? Why?</p> <p>Song/s related to the Theme "When I Walk Across the Road"</p> 	<p>Special Need Adaptation</p> <ul style="list-style-type: none"> •Children at this age play make-believe with dolls, animals, and people. •Explain and model how we cross the roads using the cardboard road and your fingers (or a small doll) looking both ways and holding hands with the caring adult.
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	<p>and "end" on each side.</p> <ul style="list-style-type: none">•Draw lines through the middle of one of the cardboard strips using markers to make it look like road lanes. This will be the "smooth road".•Put a layer of small rocks on the other cardboard strip. This will be the "bumpy road".•Explain to the children that you have three types of roads: the smooth road, the bumpy road (with the small rocks), and the overpass tunnel. Ask which road he/she thinks will be the easiest to travel.•Using cutouts of cars or small car toys ask the child to travel each one of the roads and discuss the outcome. Then, ask which road was the easiest to travel.			<p>https://youtu.be/Oj9E3YUeh8Y</p>	<ul style="list-style-type: none">•You can play the role of a crossing guard and have your child practicing crossing the road.•Highlight the importance of playing away from the roads or streets, and to never attempt to cross it by him/herself.
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Before: Do you know why we need roads? Who builds them? **During:** Which road can be traveled smoothly so the car can travel quicker?

After: Which road would be the easiest to travel? Why?

Learning Outcomes:

- Child plans and conducts investigations and experiments (P-SCI 5)
- Child analyzes results, draws conclusions, and communicates results (P-SCI6).


English
YouTube Video 

Spanish
YouTube

	Video:				
Social Emotional Development					



Social Emotional Development


	<p>toward others. (PSE 7)</p> <p>Child has a sense of belonging to family, community, and other groups. (P-SE 11)</p> <p>Before: “How are you feeling today?” “What colors am I holding up?” “What is community?” “Why is community important to us?”</p> <p>During: “Do you know who they are?” “Do you know what they do?” “Have you seen them before?” Why they are important to us?”</p> <p>After: “Why are we learning about community helpers</p> <p>English YouTube Video: and emotions?”</p> <p></p> <p>Spanish YouTube Video</p>		<p>Teacher will ask questions to the child “What is a community?” and “Why is community important to us?”</p> <p>Teacher will show different photos of community helper and ask the child, “Do you know who they are?”, “Do you know what they do?”, “Have you seen them before?”, “Why are they important to us?”</p> <p>Teacher will explain each community helper to the child and explain what they do and how they help us and why are they dressed in different alter colors.</p> <p>Teacher will begin to match colors of photos.</p> <p>Teacher will begin to draw of how they are feeling today and go back to using the different emotions.</p> <p>Teacher will begin to explain “Why are we learning about community helpers and emotions?”</p>		
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Physical Development

<p>Wonderful Words of the Week:</p> <p>Community Firefighter Police Officer Construction worker</p>	<p>Activity: Colorful Community Helper Hats</p> <p>Learning Goals:</p> <p>This week children will explore people in their community who keep them safe and healthy.</p>  <p>Place the “Colorful Community Helper Hats” on the floor. Create a throw line about four feet away. Challenge children to throw</p>	<p>Family Connections</p> <p>Frog street Family Connection 9 Community Helpers</p> <p>On your way to or from school, invite your child to watch for community helpers. Together see what helpers you can find. Perhaps there will be a trash collector, a firefighter, a store clerk, a gardener, or a repairmen. Talk about the work that community helper does. Tell your child what you wanted to be when you were a child and what occupation you have no</p> <p>What did we learn today? We learned the different community helpers and we learned about the different colored hats of the community helpers.</p>	<p>Nursery Rhyme/s and Vocabulary Development Support</p> <p>** Community Helpers https://youtu.be/qjawa17zmE</p> <p>Entrance Song: Hello Friends</p> <p>https://youtu.be/3ywlw30lqKA</p> <p>Closing Song: It is time to say goodbye https://youtu.be/IPqWUUIcJgU</p>	<p>Enrichment Activities</p> <p>1.Runaway Bus! Line up chairs in two rows to resemble your bus. Each child sits in a seat. You all sing the verse from Wheels on the Bus..."The people on the bus go up and down. When the teacher says, "Runaway Bus!" The children get up from their seats and walk around the chairs. When the teacher says, "Emergency Brake!", the children sit back down in a different seat</p> <p>2.Community Vehicles Turn boxes into vehicles. I have used boxes that photocopier paper comes in. Cut out the top and bottom flaps. Now, you can stand in the box and pull it up to your waist! To make it easier, cut out oval shaped openings into each of the long sides for the children to hold onto the boxes with while they are standing in them and run in the box.</p>	<p>Special Need Adaptations</p> <p>Have kids put on Community helpers' hat.</p>
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	<p>red construction paper ball onto firefighter paper hat, yellow construction paper ball on the construction worker paper hat and blue construction paper ball on the police paper hat. If children are successful, increase the distance from the throw line to the hats.</p> <p>Before: Who take cares of us in the community?</p> <p>During: What color is the (police office, firefighter, construction helper) hat?</p> <p>After: What community helper do you want to be when you grow up?</p> <p>Learning Outcome: P-PMP 1 Child demonstrates control, strength, and coordination of large muscles P-PMP 2 Child uses perceptual information to guide motions and</p>				
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interactions with
objects and other
people
Fine Motor
P-ATL 4
Child manages
actions, words, and
behavior with
increasing
independence the
hats.


English [YouTube](#)
Video




Spanish [YouTube](#)
Video



Music & Movement Development

<p>Wonderful Words of the Week: Community Firefighter Doctor</p>	<p>My Community</p> <p>Learning Goals: This week, children will explore the people in their community who keep them safe and healthy.</p> 	<p>Family Connections</p> <p>On your way home, invite your child to watch for community helpers. Together see what helpers you can find. Perhaps there will be a trash collector, a firefighter, a gardener, or a repairman. Talk about the work that community helper does. Just remember safety!</p>	<p>Nursery Rhyme/s and Vocabulary</p> <p>Development Support</p> <p>**People in Your Neighborhood https://youtu.be/V2bbnIZwIGQ</p> <p>Entrance Song: youtube.com/watch?v=YKZpQlq9aNQ&feature=youtu.be</p> <p>Closing Song: youtube.com/watch?v=YKZpQlq9aNQ&feature=youtu.be</p>	<p>Enrichment Activities</p> <p>Play your child's favorite song, the one they like to dance and listen to, and use the material you have around the house such as scarf, ribbons, and have fun.</p>	<p>Special Need Adaptations</p> <p>Simple accessories like a scarf, hula-hoops or balls and stuffed animals can help children with their creative movements. Remember to help the child learn different</p>
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	<p>1. Get all your materials ready. 2. Cut the end off your balloon. 3. Place the rice, chickpeas, little stones inside the tin can. 4. Stretch your balloon over the tin can and secure in place with an elastic band. 5. Decorate your tin can drum. 6. Your tin can drum is FINISHED!!</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Child demonstrates control, strength, and coordination of large muscles (P-PMP 1) • Child uses imagination in play and interaction with others (P-ATL13) • Child understands and uses a wide variety of purposes (P-LC 6) 				<p>ways to use the accessories. Remember that recycle material or material that we have at home can also be used as instruments or dancing equipment.</p>
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	English YouTube Video: 				
	Spanish YouTube Video: 