

UTRGV-EHS-CCP Program

Three Year Old's: Remote Teaching Instructional Guide

Week of: March 29- April 1, 2021

Classroom Teachers and Room Number:

Director or Center Manager Approval:

Parent Acknowledgement:

Date:

Date:

Learning Outcomes: This week children will explore their creative side by designing (thinking about what they want to create) and Building (putting things together).

<p>Mental Health: Dr. Bailey's Conscience Discipline Strategies</p>	<p style="text-align: center;">Unite</p> <p style="text-align: center;">“Johnny Works with One Hammer”</p> <p style="text-align: center;">Johnny works with one hammer, One hammer one hammer. (<i>hammering motion with right hand</i>) Johnny works with one hammer Then he works with two.</p> <p style="text-align: center;">Johnny works with two hammers... (<i>motion with left & right hands</i>) Johnny works with three hammers... (<i>motion with both hands & right foot</i>) Johnny works with four hammers... (<i>motion with both hands and feet</i>) Johnny works with five hammers... (<i>motion with both hands and feet and with head</i>) Then he goes to bed.</p>	<p style="text-align: center;">Calm</p> <p style="text-align: center;">Encourage children to practice S.T.A.R. calming strategy with a friend.</p> <div data-bbox="968 639 1226 902" data-label="Image"> </div>	<p style="text-align: center;">Unite</p> <p style="text-align: center;">“Statue Shaping”</p> <p style="text-align: center;">Select a partner to demonstrate “statue shaping” Arrange your partner in a pose. Ask your partner to stay fixed until you say “ok”. Point out how gently you are touching your partner.</p> <div data-bbox="1251 870 1539 1092" data-label="Image"> </div>	<p style="text-align: center;">Commit</p> <p style="text-align: center;">Encourage child/ren to select one of the commitments from the Commitment Poster that they are willing to practice that day.</p> <div data-bbox="1570 662 1990 906" data-label="Image"> </div>
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Morning Message Sentences:



1. I can build.




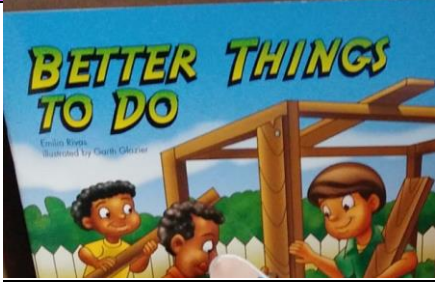







2. I am an architect.



3. I like to design.

*Modify sentences as needed to scaffold according to child.

Literacy

Theme: 6 Week : 4	Readiness Skill Must Do's: Sing the ABC Song	Family Connection	Nursery Rhyme/Song	Enrichment Activities	1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations
<p>Wonderful Words of the Week:</p> <p>Architect Plan</p> <p>Language Enhancement: (Use sign language for vocabulary words) Use your classroom mascot to encourage participation and language opportunities as you interact with the child/children.</p> <p>Architect</p>  <p>Plan</p>	 <p>Title of Story: Better Things to Do</p> <p>Read A Loud Tips: As you read the book, help the children make predictions and personal connections.</p> <p>Discussion: Playing outside can help us stay active and engaged with better things to do.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Child demonstrates awareness that spoken language is made up of smaller segments of sound. (P-LIT 1) • Child asks and answers questions about a book that was read aloud. (P-LIT 5) • Child shows understanding of word categories and word relationships. (P-LC 7) • The child identifies, describes, compares, and composes shapes. (P-MATH 9) <p>Materials:</p>  <ul style="list-style-type: none"> • Emotion Faces 	<p>Family Connection</p> <p>Parents Are Teachers Too (Planning and Assessment CD):</p>  <p>Family Game:</p>  <p>Activity Title: Dr. Seuss Bowling Game</p> <p>Materials:</p> <ul style="list-style-type: none"> • 6 Red Solo Cups • White Tape • Rolling Ball <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teacher will encourage parent to place white tape around the red solo cups. 2. Next, we will place three cups on the bottom row, two in the 	<p>Nursery Rhyme/s:</p> <p>Song related to the theme: "I have a little house."</p>  <p>https://youtu.be/p3G96Or34UQ</p> <p>Entrance Song: "ABC Song"</p>  <p>https://youtu.be/PnECcTU00Aw</p> <p>Closing Song: "ABC Song"</p>  <p>https://youtu.be/PnECcTU00Aw</p>	<p>Enrichment Activities</p>  <p>Activity Title: Marble Run</p> <p>Materials:</p> <ul style="list-style-type: none"> • Pre-cut Toilet paper rolls in half (open long ways) • Tape • Marble(s) • Bowl • Poster Board • Parent Supervision <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teacher will demonstrate how to cut toilet paper rolls on both sides of the poster board as shown above. 2. Next, we will place a bowl at the end of the bottom of the last toilet paper roll. 3. Finally, encourage parent to have child let go of the marbles at the top 	<p>1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations</p> <p>1 Parent tip: Encourage the child to think of a project that he would like to do and to plan what it would take up.</p> <p>1 Milestone (Language/Communication): At this age, the child can carry on a conversation using 2 to 3 sentences.</p> <p>1 Special Needs Adaption (Delayed Language/Communication development): If the child is having difficulties in iexpressing themselves, the parent can help him pronounce common objects for his plan that he wants to build.</p>



- Book – Better Things to Do
- Vocabulary Flashcards
 - Architect
 - Plan

Procedures:

- 1.The teacher will acknowledge the child's emotion using the emotion props.
- 2.Teacher will show the book, introduce the title, author, and the name of the illustrator.
- 3.Teacher will demonstrate vocabulary words and show sign language while showing flashcards.
- 4.Teacher will describe the word "Architect", it is a person who draws his plan to build a project, like a house. The word "Plan" is the design that he or she created, the way something is going to be done.
- 5.Teacher will read "Better Things to do." As you read the story use different tones of voice and facial expressions this will keep the children engaged and keep their interest.



Questions (Before, During, After):

Before:

Looking at the picture on the cover of the book, can you tell me what the book is going to be about?

During:


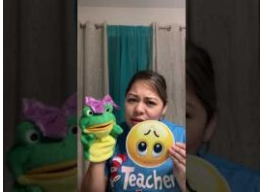
Have you ever built a project at home with your family? What was the project?

After:





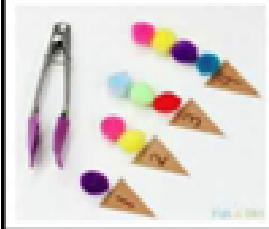
Thinking of something you would like to build, how long would it take you to finish it and why?

middle and then one on top.
3.Once they are set together, child will step back about 5-8 steps back and parent will encourage child to roll ball to drop the "hats."

of the poster board and enjoy the marble run.

	<p>English YouTube Video:</p>  <p>https://youtu.be/VN1LlaViuM0</p> <p>Spanish YouTube Video:</p>  <p>https://youtu.be/OsZ_ddrgTbs</p>				
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Math

<p>Wonderful Words of the Week:</p> <p>Equal and Unequal</p> <p>Language Enhancement: (Use sign language for vocabulary words)</p> <p style="text-align: center;">Equal</p>  <p style="text-align: center;">Unequal</p>	 <p>Title of Activity: "One to One Correspondence"</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Child will create equal and unequal sets. (FS-2) • Child demonstrates one to one correspondence. (FS-3) • Child demonstrates increasing control, strength, and coordination of small muscles. (P-PMP-3) <p>Materials:</p> <ul style="list-style-type: none"> • Vocabulary Cards 	<p>Family Connection</p> <p>Parents as Partners Letters (Planning and Assessment CD):</p> <div style="border: 1px solid gray; padding: 5px; text-align: center;">  <p>26</p> <p>DESIGN AND BUILD</p> </div> <p>Enjoy building with your child as you pretend to be designers and architects. Use any available building materials, such as Legos, blocks, boxes, and pillows. Plan a structure and work together to build it. Don't worry if it collapses or topples. The fun is in the cooperative work, not the final product.</p>  <p>Family Game:</p>	<p>Nursery Rhyme/s:</p> <p>Song related to the theme:</p> <p><i>Johnny Works with One Hammer</i></p> <p><i>Johnny works with one hammer, One hammer, one hammer (pats hammering motion with right hand)</i></p> <p><i>Johnny works with one hammer Then for weeks will rise</i></p> <p><i>Johnny works with one hammer... (pat on left and right hand)</i></p> <p><i>Johnny works with three hammers... (pat on both hands and right hand)</i></p> <p><i>Johnny works with four hammers... (pat on both hands and left hand)</i></p> <p><i>Johnny works with five hammers... (pat on both hands and left and right hand)</i></p> <p><i>Then he goes to bed.</i></p> <p>"Johnny Works With One Hammer." (Three's Curriculum Theme 6 pg. 34)</p> <p>Entrance Song: "Hello Friend"</p>	<p>Enrichment Activities</p> <div style="border: 1px solid gray; padding: 5px; text-align: center;"> <p>ICE CREAM MATH</p>  </div> <p>Activity Title: "Pom-Pom Ice Cream"</p> <p>Materials:</p> <ul style="list-style-type: none"> • Pompoms • Paper • Marker/pencil • Scissors <p>Procedure:</p> <p>1. Explain to child that they will be making ice cream using pom</p>	<p>1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations</p> <p>1 Parent Tip: If you do not have pom poms, you can use cotton balls or crumble up paper into a ball.</p> <p>1 Milestone: (Cognitive): Understands what two means.</p> <p>1 Special Needs Adaptations: (Cognitive): Help everyone who works with the child</p>
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<https://www.handspeak.com/word/search/index.php?id=7073>

- Emotion props
- Pom poms
- 4 empty toilet paper rolls

Procedures:

1. The teacher will acknowledge the child's emotions by using the emotion props.
2. Introduce and explain vocabulary words, "Equal and Unequal" and demonstrate sign language. Explain that equal is the same in quantity and size. Explain that unequal is not equal in quantity and size.
3. Explain that for this activity, they are going to make equal and unequal sets.
4. Lay the rolls of paper in front of you horizontally.
5. Encourage the child to put a pom-pom inside the paper roll. Explain that having a pom-pom on each roll becomes an equal set.
6. Encourage child to pick up a roll to remove a pom-pom. Reposition the roll on the horizontal line.
7. Explain the removing a pom-pom makes it an uneven set because there is no longer a pom-pom for each roll.

Questions (Before, During, After):

- Before:** Can you tell me what an equal set is? How can we make an equal set using the pom-poms?
- During:** Can you tell me what happened when we took out one pom-pom from the roll? Is this an equal or unequal set?
- After:** How can we make equal and unequal sets with items we have at home?



Title of the Activity: Cat in the Hat Snack

Materials:

- 3 strawberries
- 3 straws
- 1 banana
- Paper plate & Napkins

Procedures:

1. Model & encourage child to wash strawberries before cutting them.
2. Have parents Slice strawberries and bananas into circles.
3. Encourage child to make a pattern using strawberries and bananas to make the hat of the "Cat in the Hat."
4. Using a straw encourage child to place a strawberry first, and then a banana, strawberry, banana, and strawberry.
5. Enjoy as a family



<https://youtu.be/VsyYeWVYDdM>

Closing Song:

"Goodbye Friend"



https://youtu.be/gVbBSDj_r2g

2. Encourage child to draw 4 triangles on the paper.
3. With the parent's assistance, the child will cut the triangles.
4. Encourage child to place the triangles in front of them in a horizontal line.
5. With parent's assistance, the child will write a number in each triangle.
6. Model and encourage child to match the number of pom poms to the number on the triangle.
7. Encourage child to count the pom poms on each triangle.

understand that he/she may not learn something in the same way or as quickly as others.

English YouTube Video:



<https://youtu.be/O5L4Ejfe8I>

Spanish YouTube Video:



https://youtu.be/xu2trUqK_gc

Pretend and Learn

Wonderful Words of the Week:

Pretend cookie and baker

Language Enhancement:
(Use sign language for vocabulary words)

pretend



baker



cookie



Title of Activity:
Playdoh Cookies

Learning Outcomes:

- Child engages in and maintains positive relationship and interaction with adults. (P-SE3)
- Child engages in cooperative play with other children. (P-SE4)
- Child use imagination in play interaction with others. (P-ATL13)

Materials:

- Emotion Props
- Puppet
- Playdough any color available to you.
- Cookie cutters
- Piece of cardboard (baking sheet)
- Large cardboard box (Our make-believe oven)

Procedures:

1. TTW began by asking child how they feel today using emotion props.
2. TTW introduce new activity "Playdough cookies".
3. TTW pretend to be a baker and explain what they do. A baker is a person who makes bread and cookies.
4. TTW make cookies by mixing ingredients and naming

Family Connection

Parents as Partners Letters
(Planning and Assessment CD):



Family game:



Activity Title:

Dr. Seuss Strawberries cookie hats

Material:

- Oreos
- strawberries
- whipped cream can

Procedures:

1. Twist apart the Oreo
2. cut the strawberries into 4 round slices. The biggest strawberry slice will be set on top of the cream filled Oreo.

Nursery Rhyme/s:

Song related to the theme:
Cookies



<https://youtu.be/kaxzF5brBw8>

Entrance Song:

Hello!



<https://www.youtube.com/watch?v=tVlcKp3bWH8>

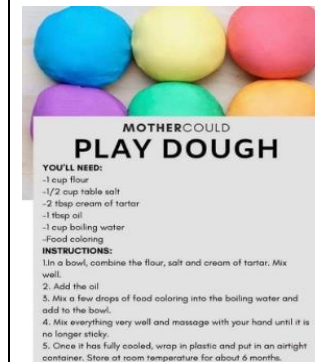
Closing Song:

Bye Bye, Good Bye.



<https://www.youtube.com/watch?v=PraN5ZoSjY>

Enrichment Activities



Activity Title:

Making Playdoh

Materials:

- Flour
- Table salt
- Cream of tartar
- Oil
- Boiling water
- Food coloring

Procedures:

1. In a bowl, combine the flour, salt and crème of tart. Mix well.
2. Add oil.
3. Mix a few drops of food coloring into the boiling water and add to the bowl.
4. Mix everything very well and massage with your hand until no longer sticky. Once it has fully cooled, wrap in plastic and put in a closed container. Store at room temperature for about 6 months.

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations Parent Tips

1 Parent Tip: Parents, encourage your child to bake with you while explaining oven safety.

1 Milestone (Cognitive):

Children use all their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.

1 Adaptation (Cognitive/ Sensory):

If child does not like to feel the texture of the playdough you can show the cookie baking process using picture cards.

what she is adding. The teacher will use play doh to represent the different ingredients needed (ex: flour is blue playdough; butter is yellow playdough. colors may vary)

5. TTW roll out dough and use cookie cutter for desired cookie shape.
6. TTW pretend to bake the cookies by placing them a pretend oven.
7. TTW encourage children to do the activity with the help and supervision of his/her parents.

Questions (Before, During, After):

Before: What do you think a baker, does? Where can we find them?

During: What is your favorite kind of cookies? What do you think will happen when we place the cookies in the oven?

After: What are you going to bake with your family next?



English YouTube Video:



<https://youtu.be/HUw-wFRkE6Y>

Spanish YouTube Video:



<https://youtu.be/za37Y7WROLo>

3. spray a little bit of Whipped Cream on top of the strawberry.

4. Continue spraying a bit of cream, and then placing a slice of strawberry on top until all 4 pieces were done. The pointed end of the strawberry was last, creating the top of the hat.

****Parents, please be extremely careful with the hot water!!.**

Art/Creativity Station

Wonderful Words of the Week:

Robot
cup

Language Enhancement:
(Use sign language for vocabulary words)

Robot



Cup



Title of Activity: Robocup

Learning Outcomes:

- Child creates equal and unequal sets. (FS-2)
- Child demonstrates one-to-one correspondence. (FS-3)
- Child demonstrates increasing control, strength, and coordination of small muscles. (P-PMP3)

Materials:

- Emotion props
- Robocup
- Stickers
- Foam shapes
- Black Marker
- Glue
- Pompoms
- Scissors

Procedures:

1. The teacher will acknowledge the child's emotion using the emotion props.
2. The teacher will talk with the children about what Designing is. (Designing is to draw a picture of something to serve as a model for creating something new)

Family Connection

Parents as Partners Letters
(Planning and Assessment CD):



Family Game:



Activity Title:

Stack the cat's hat

Materials:

- Red plastic cups
- White paper
- pair of scissors

Procedures:

1. Cut the smaller white paper into squares.
2. show the child what the activity will be like.
3. First you will put a white sheet, then a red glass,

Nursery Rhyme/s:

Song related to the theme:
Build it Up!



<https://youtu.be/I15V0InDOtq>

Entrance Song:

Hello!



<https://youtu.be/tVlcKp3bWH8>

Closing Song:

So Long Now



<https://youtu.be/IR9YzDRkN-Q>

Enrichment Activities



Activity Title:

Toddler Name Art

Materials:

- Canvas or white paper
- Paintings
- Scotch tape
- Brush
- Water
- Wipes

Procedure:

1. Prepare the canvas or white paper by making the letters of his name with the adhesive tape.
2. Prepare the materials by removing the brush, paints, and water. Place them in a bowl. (the damp towel is for wiping if it gets stained).
3. Let the child paint over the letters all over the canvas or sheet of paper.
4. Let the paint dry, and when everything is dry, carefully remove the adhesive tape.

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations

1 Parent Tip:
Plan imaginative activities to design things at home.

Learning: (Coordination):
coordinate hands and fingers.

Special Adaptation (Cognitive Delay):
planning activities that foster opportunities to practice a new concept repeatedly.

3. The teacher will present the activity called "Robocup" and the material box.
4. The teacher will show the children what materials will be used.
5. The teacher will take out all the materials on the table and show the cup and tell the children that the cup will be used to design a robot.
6. The teacher will show shapes from the foam paper, stickers, and pompoms to design the robot.
7. The teacher will begin to design the Robocup by gluing the foam shapes, stickers, and pompoms.
8. With the black marker, we are going to draw the mouth of the "Robocup."
9. Once we have finished our "Robocup", it is ready to enjoy and play with him.

Questions (Before, During, After):

Before: What have you designed at home?

During: Where would you like to place the shapes?

After: What are you going to do with "Robocup" that you designed?


English YouTube Video:



https://youtu.be/iexXdaWpN_k

- then a white sheet and so on.
4. Encourage the child to do it himself, and to do it as high as possible until it falls and to start over.

5. When they finish their artwork, put the art on the wall.

	<p>Spanish YouTube Video:</p>  <p>https://youtu.be/_hzqWOewapq</p>				
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STEAM Building Structures

Wonderful Words of the Week:


Robot
Box

Language Enhancement:
(Use sign language for vocabulary words)

Robot



Box

Title of Activity:
Building a Robot

Learning Outcomes:

- Child demonstrates greater control, strength, and coordination of small muscles. (P-PMP 3)
- The child plans and conducts investigations and experiments. (P-SCI 5)
- The child uses imagination in play and interaction with others. (P-ATL 13)

Materials:

- Faces emotions.
- The photographic activity of robots (# 51)
- Empty cardboard boxes (variety of sizes)

Family Connection

Parents as Partners Letters
(Planning and Assessment CD):



Family Game:

STEM ACTIVITY
FOR TEN APPLES UP ON TOP




Activity Title:
Ten apples up on top

Materials:

- 10 apples
- <https://youtu.be/vdeqBUeSk>


Nursery Rhyme/s:

Song related to the theme:
Let's do the Robot!



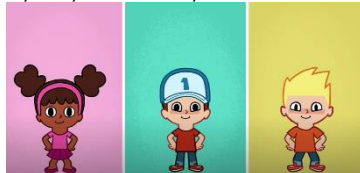
<https://youtu.be/2OcemPeccYE>

Entrance Song:
Hello!



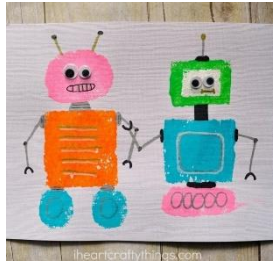
<https://youtu.be/tVlcKp3bWH8>

Closing Song:
Bye Bye Goodbye



<https://youtu.be/PraN5ZoSjiY>

Enrichment Activities



Activity Title:
Sponge Painted Shapes Robots

Materials:

- Sponges
- Markers
- scissors
- White cardboard
- Paper plate
- Paintings (the colors you want)
- Craft eyes
- glue

Procedure:

1. We will start by drawing the sponge shapes and then cut them.
2. Put different paints on the paper plates.

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations

1 Parent Tip:
Motivate and help children learn to design and build new things.

1 Milestone (Coordination):
Coordinate the movements necessary to play and explore.

1 Special Adaptation (delayed motor development):
Invite the child to participate partially even if the entire activity is too challenging

	<ul style="list-style-type: none"> • Cardboard tubes (variety of sizes) • Lids • Plastic cups (variety of sizes) • Clean pipes. • Craft eyes • Glue / tape <p style="color: red;">(what you have at home)</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. The teacher will recognize the child's emotions using the emotion faces. 2. The teacher will talk with the children about what building is, building is something that is assembled or constructed, like a building or some structure. 3. The teacher will present the activity called "Building Robots" and the material box. 4. The teacher will take out the recycled items that can be used to build the robots. 5. The teacher will ask the children what do you think we are going to do with these recycled materials? 6. Afterwards, the teacher will show the photographic activity and tell them that this is a robot and that they are made with recycled materials. 7. The teacher will show the children what materials she is going to use. 8. The teacher will tell the children that she will make a robot with these recycled materials, and she will begin to explain how to build the robot. 9. The teacher will remind the children that a robot looks 	<p>(book)</p> <ul style="list-style-type: none"> • Play doh <p>Procedure:</p> <ol style="list-style-type: none"> 1. Read the book to your child. 2. Catch the apples and give the child time to play with the apples, to see what he can do with them. 3. Since there he explored the apples, he discussed with the child how fun it would be to put the apples one on top of the other. 4. We will start by placing a piece of plasticine on the base and then begin to put the apples. 5. Once we have placed an apple, we will put another piece of plasticine and then put another apple. 6. Try to see how many apples they can put one on top of the other and see if they can get to 10. 		<ol style="list-style-type: none"> 3. Dip the sponge in the paint and make sure the sponge is well painted. 4. Press the sponge onto the white cardboard to make the robot. 5. Once the paint has dried, glue the craft eyes to your robot. 6. Then with the marker add the details of the robot, such as the antennas, arms and feet. 7. Let your creativity run wild and decorate your robot however you want. 	
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like a person (for example, a robot has a head, a body, hands, and legs, etc.), but not forgetting that a robot is a machine. Also, do not forget to remind the children that there is no wrong way to build the robot.

10. The teacher will tell the children to use their imagination to create a robot.
11. The teacher will ask the children how they would like to build their robot?
12. The teacher will start with her robot and take the box that will be used as the robot's body.
13. Next, the teacher will grab the rolls of paper to glue the arms from side to side.
14. Then the teacher will use the small cups for the legs, and we will glue them under the body of the robot.
15. With a roll the paper will make the face, we will glue it above the body of the robot, and we will put the eyes of crafts. Then we will take the pipe cleaners and we will make some antennas that will be placed on top of the face.
16. We have finished our robot.

Questions (Before, During, After):

Before: What do you think we, are going to do with these recycled materials?

During: How would you like to build your robot?

After: What recycled materials did you use to build your robot?

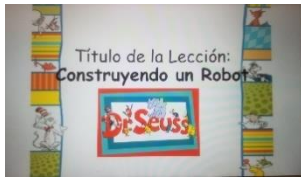
English YouTube Video:



STEAM

<https://youtu.be/iUuJYmc1SP0>

Spanish YouTube Video:



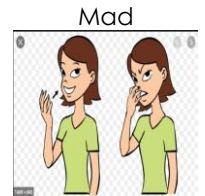
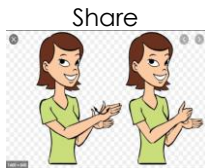
<https://youtu.be/rLHN TPeqko>

Social Emotional Development

Wonderful Words of the Week:

Sad
Happy
Excited
Mad
Share

Language Enhancement: (Use sign language for vocabulary words)



Title of Activity: Sharing is caring

Learning Outcomes:

- Child expresses creativity in thinking and communication. (P-ATL 12)
- Child manages emotions with increasing independence. (P-ATL 1)
- Child expresses a broad range of emotions and recognizes these emotions in self and others. (P-Se 6)

Materials:

- Emotion props
- Puppet
- Picture of family baking
- Picture of family

Procedures:

1. TTW acknowledge child's emotions by using emotion props.
2. TTW discuss the importance of sharing and what sharing means and how sharing makes us feel showing pictures and will explain that sharing is like taking turns or giving something to another person to keep or borrow.

Family Connection

Parents as Partners Letters (Planning and Assessment CD):



Family Game:



Title of Activity: One fish, Two fish Dr. Seuss

Materials:

- Cookie
- Frosting
- Goldfish crackers

Procedures:

1. Frost cookie with frosting.
2. Place goldfish crackers on top.
3. Share cookie with family members

Nursery Rhyme/s:

Theme Related Song:

Pat a cake Song



<https://youtu.be/yQhg82lrXO>

Entrance Song:

Hello Friend



<https://www.youtube.com/watch?v=VsYyEWYDdM>

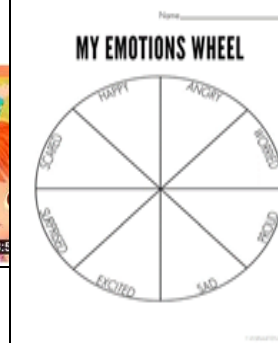
Closing Song:

Goodbye song



<https://www.youtube.com/watch?v=PrAN5ZoSjiY>

Enrichment Activities



Activity Title:

My emotion Wheel

Materials:

- Pencil
- scissors
- Glue
- Paper
- Magazines

Procedures:

1. Draw a circle and label with emotions. As shown below.
2. Cut out different images from magazines that represent your emotions.
3. Paste the images in its correct emotion space.
4. Talk about each emotion.

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations

1 Parent Tip:

If child is not willing to share explain to child the importance of sharing and have parent acknowledge child's feelings.

1 Milestone

(Social Emotional):

Children will begin to develop personal relationships with peers. This includes actively demonstrating interest in peers and learning to share.

1 Adaptation

(Social Emotional):

If child is having a hard time sharing their favorite snack or toy, you can practice sharing one item throughout the day.

Happy



3. TTW introduce the activity about baking with family and how sharing makes us feel.
4. TTW encourage child to practice sharing at home and to do activities with their family like baking.

Questions (Before, During, After):

Before: What does sharing mean to you? What do you like sharing?

During: Who else would you want to share with? How do you think that would make them feel?

After: Now tell me about a time when you shared and how did it make you feel?

English YouTube Video:



Sharing is caring-social emotional

<https://youtu.be/ZyxhkdPNwc>

Spanish YouTube Video:



<https://youtu.be/OojW96rJLDY>

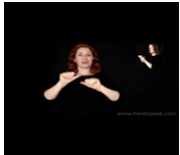
Physical Development

Wonderful Words of the Week:

Architect

Language Enhancement:
(Use sign language for vocabulary words)

Architect



<https://www.handspeak.com/word/search/index.php?id=9068>



Title of Activity:
Designing and Building

Learning Outcomes:

- Child will create equal and unequal sets. (FS-2)
- Child demonstrates one to one correspondence. (FS-3)
- Child demonstrates increasing control, strength, and coordination of small muscles. (P-PMP-3)

Materials:

- Vocabulary Card
- Emotions props
- Tape
- 2 Empty long boxes
- 2 Empty short boxes

Procedures:

1. The teacher will acknowledge the child's emotions by using the emotion props.
2. Introduce and explain vocabulary word, "architect" and demonstrate sign language. Explain that, "architect" is someone who designs buildings and draws plans so that builders (construction workers) know what to build.
3. Explain that "equal" is being the same in quantity and size. Explain that "unequal" is not equal in quantity and size.
4. Explain that they are going to make a rectangular-shaped building design.

Family Connection

Parents as Partners Letters
(Planning and Assessment CD):



Family Game:



Activity Title:

My Green Egg Sandwich with Ham

Materials:

- 3 white sheets
- Colors (brown, pink, green)
- pair of scissors

Procedures:

1. As a family, color a sheet of brown, pink and green.
2. Cut out the brown paper into a bread shape, the pink paper into a square shape and the green one into an oval shape.

Nursery Rhyme/s:

Song related to the theme:

Johnny Works with One Hammer

Johnny works with one hammer,
One hammer, one hammer. (make hammering motion with right hand)
Johnny works with one hammer
Then he works with two.

Johnny works with two hammers... (motion with left and right hands)
Johnny works with three hammers... (motion with both hands and right foot)
Johnny works with four hammers... (motion with both hands and both feet)
Johnny works with five hammers... (motion with both hands and feet and with head)
Then he goes to bed.

"Johnny Works With One Hammer." (Three's Curriculum Theme 6 pg. 34)

Entrance Song:
"Greeting Song"



<https://www.youtube.com/watch?v=9UaBuxd8lUM>

Closing Song:
"Bye-Bye Song"



<https://www.youtube.com/watch?v=ZOVFRbs9Vv>

Enrichment Activities



Activity Title:
Architect

Materials:

- Colors/Markers
- Paper

Procedure:

1. When taking a family walk around the neighborhood encourage the child to look at all the different types of houses there are. Some houses might be bigger or smaller than others.
2. Explain how architects design different types of houses and construction workers build them.
3. Explain to child that they will be architects and encourage child to design a house of their choice using their experiences of what houses they have observed, and they have liked the most.

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations

1 Parent Tip:
Encourage your child to look for boxes, (such as cereal box, fideo box, rice box, or shoe box.)

1 Milestone: (Physical): Uses hands to help move from one position to another.

1 Special Needs Adaptations: (Physical):
Encourage child to use both hands to grab or pick the box to place it on the tape.

5. Get tape and put it in the floor to make it a shape of a rectangle.
6. Encourage child to get the empty boxes and put them in the line of tape one by one.
7. Have child put the longer boxes in the longer line and the shorter boxes in the shorter line.
8. As the child finishes, have the child determine if the boxes are equal or unequal sets.

Questions (Before, During, After):

Before: Can you tell me what you think an architect does?

During: What other materials can we use to build a rectangular design? Which sides do you think the boxes will be placed on?

After: Can you tell me what you see in this building design? Which are equal sets? Which are unequal sets?

English YouTube Video:



<https://youtu.be/SGRcj3UPqWE>

Spanish YouTube Video:



<https://youtu.be/G-erWIUWPQM>

3. Afterwards, the family will play to see who makes the tallest sandwich.

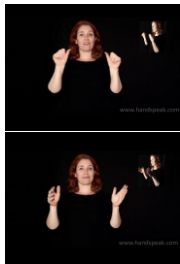
Music and Movement

Wonderful Words of the Week:

Architect
Plan

Language Enhancement:
(Use sign language for vocabulary words)

Architect



Plan



Title of Activity:
"I Have a Little House"

Learning Outcomes:

- Child expresses creativity in thinking and communication. (P-ATL 12)
- Child Plans and conducts investigations and experiments (P-SCI 5)
- Child explores to positions of objects in space. (P-MATH 10)
- Child holds information in mind and manipulates it to perform tasks. (P-ATL-8)

Materials:



- Emotion Cards
- Song "I Have a little House":
<https://youtu.be/p3G96Or34UQ>
- Vocabulary cards

Procedures:

1. The teacher will acknowledge the child's emotion using the emotion props.
2. Teacher will present and explain the wonderful words of the week

Family Connection

Parents Are Teachers Too

(Planning and Assessment CD):



Family Game:



"Cat in the Hat Toss"

Materials:

- Balloons different colors
- Plate pre cut from the center
- White poster board
- Tape
- Red construction paper, precut into strips
- Glue
- Water

Procedures:

1. Form a cylinder using the white poster board and

Nursery Rhyme/s:

Song related to the theme:

"Architect"



<https://youtu.be/3UYw-p-gMCQU>

Entrance Song:

"Hello"



<https://youtu.be/x23rT-DI4AMs>

Closing Song:

"So Long Song"



<https://youtu.be/IR9YzDRkN-Q>

Enrichment Activities



Activity Title:
"Create a Rattle"

Materials:

- Plastic Bottle
- Rocks
- Stickers

Procedures:

1. Empty out the remaining liquid and clean a plastic bottle.
2. Encourage parents to go outside and look for small rocks that fit through the top of the bottle and put them inside.
3. Close the bottle cap tightly.
4. Decorate the bottle with favorite stickers.
5. Let's make some noise! Shake the bottle to make some noise.

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations

1 Parent tip: Listen to music and songs - nursery rhymes, play musical instruments and sing together as a family.

1 Milestone (Language): Follow 2 to 3 step instructions.

1 Special Adaptation (Language): Describe what is happening one to one and ask child to repeat what you are saying.

- and demonstrate the sign language for the words.
 Architect: as the person that draws plans for a building project, such as a house. Plan: his or her design; the way something is going to be done.
3. Explain that we will be singing a song titled "I have a little house" and it is a make-believe song.
 4. While Singing and dancing "I have a little house" teacher will encourage child to use their hands to form a house.

Questions (Before, During, After):

Before: Where have you seen a house in construction? Do you know what the houses are made of? (name different materials, wood, cement etc.)

During: What color is the door to your house?

After: What size is the roof to your house? What color is your house in the outside? How about the inside?

English YouTube Video:

"I Have a Little House"



<https://youtu.be/a0lgvsDv0Rs>

Spanish YouTube Video:

"Yo Tengo una Casita"

- use tape to tape together the two ends.
2. Glue the red strips around the cylinder.
 3. Place and glue the precut plate on top the cylinder creating a hat.
 4. Add water to the balloons and make a nod.
 5. Place the hat and encourage child to move 3 to 5 feet away from the cylinder and invite child to toss the balloon filled with water trying to aim the center.



<https://youtu.be/hwr5g3kkUw>