

# UTRGV-EHS-CCP Program

## Three Year Old's: Remote Teaching Instructional Guide

Week of: February 1-5, 2021

Classroom Teachers and Room Number:

Director or Center Manager Approval:

Parent Acknowledgement:

Date:

Date:

**Learning Outcomes:** Our focus this week will be on some fun, make believe mouse tales.

<u>Mental Health:</u>	<u>Unite</u>	<u>Calm</u>	<u>Connect</u>	<u>Commit</u>
<p>Dr. Bailey's Conscience Discipline Strategies</p>	<p><b>Three White Mice</b> Barbara Drolshagen and JoAnn Rajchel (Tune: "Three Blind Mice") Three white mice, three white mice, See how they dance; see how they dance. They danced and danced for the farmer's wife, Who played for them on a silver fife. Did you ever see such a sight in your life, As three white mice?</p>	<p>Invite child/ren to practice S.T.A.R. or take several deep breaths. Then have child/ren take tiny mouse breaths and then mighty lion breaths.</p> 	<p><b>Three Nice Mice</b> (Tune: "Three Blind Mice") Three nice mice. Three nice mice. (hold up three fingers on each hand) See how they care. See how they care. (make circles with thumb and index finger: bring to eyes) They hold both hands and give a shake. (hold hands and shake up and down) Smiling together, good friends they make. (continue holding hands, swing arms and smile) Then turning around for goodness sake. (drop hands, turn around, and face each other) Three nice mice. Three nice mice. (hold up three fingers on each hand)</p>	<p>Encourage child/ren to select one of the commitments from the Commitment Poster that they are willing to practice that day.</p> 

### Morning Message Sentences:



1. A small mouse.




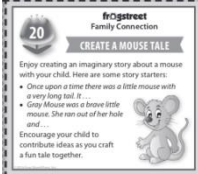





2. Three white mice.



3. A nice mouse.

\*Modify sentences as needed to scaffold according to child.

Literacy					
Theme: Week :	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><b>Wonderful Words of the Week:</b> Make-believe Lion Mouse</p> <p><b>Language Enhancement: (Use sign language for vocabulary words)</b> Use your classroom mascot to encourage participation and language opportunities as you interact with the child/children.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Mouse</p>  </div> <div style="text-align: center;"> <p>Lion</p>  </div> </div>	<div style="text-align: center;">  <p><small>The Lion and the Mouse</small></p> </div> <p><b>Title of Story:</b> "The Lion and the Mouse"</p> <p><b>Read A Loud Tips:</b> Use different tones of voice and facial expressions, this will keep children interested. Help children make personal connections and predictions.</p> <p><b>Discussion:</b> Discuss the size difference between a lion and a mouse.</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Child understands and responds o increasingly complex communication and language from others. (P-LC2)</li> <li>• Child varies the amount of information provided to meet the demands of the situation. (P-LC3)</li> <li>• Child understands, follows, and uses appropriate social and conversational rules. (P-LC4)</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Story Tale Cards: "The Lion and the Mouse"</li> <li>• Vocabulary cards</li> </ul> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Present the story and read the title.</li> <li>2. Demonstrate the vocabulary words and show sign language while showing the vocabulary words. Describe the word make-believe is imagining or pretending that</li> </ol>	<p><b>Family Connection</b></p> <p><b>Parents Are Teachers Too</b> (Planning and Assessment CD):</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">  </div> <p><b>Family Game:</b></p>  <p><b>Activity Title:</b> Family Picnic Reading Time</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Book/Tales of their choice</li> <li>• Food</li> </ul> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Set up a picnic place to eat and read as a family.</li> <li>2. While eating the family can share any tales they may know from the past.</li> <li>3. When family is done eating, mom or dad can read a tale or story and</li> </ol>	<p><b>Nursery Rhyme/s:</b></p> <p><b>Song related to the theme:</b></p>  <p>Hickory Dickory Dock   CoComelon Nursery Rhymes &amp; Kids Songs <a href="https://youtu.be/ygcN65SILFg">https://youtu.be/ygcN65SILFg</a></p> <p><b>Entrance Song:</b> A, B, C Song (Sung by teacher)</p> <p><b>Closing Song:</b> A, B, C Song (Sung by teacher)</p>	<p><b>Enrichment Activities</b></p>  <p><b>Activity Title:</b> Story Puppets</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Plates</li> <li>• Crayons</li> <li>• Markers</li> <li>• Popsicle sticks</li> <li>• Yarn</li> <li>• Glue</li> </ul> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Explain to child that they will be making story puppets to the story, "The Lion and the Mouse."</li> <li>2. Encourage child to make puppets of either lion, or mouse using materials.</li> <li>3. Once completed with puppet, encourage child to use puppet to retell story of "The Lion and the Mouse."</li> </ol>	<p><b>1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations</b></p> <p><b>1 Parent Tip:</b> Model and encourage child to show affection to family members by smiling and waving kindly.</p> <p><b>1 Milestone, (Social/Emotional):</b> Shows affection for friends without prompting.</p> <p><b>1 Special Needs Adaptations: (Children with behavioral, social, or emotional challenges)</b> Praise the child often when he or she accomplishes something new and stays on task for a given period</p>

something is true or real. Discuss that a lion is a big and the mouse is small.  
3. Explain that this is a make-believe story.  
4. Read "The Lion and the Mouse." While reading 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: What do you think will happen in the story?

During: How did the tiny mouse help the mighty lion?

After: Do you think the mouse and the lion became friends? Why or why not?

**English YouTube Video:**



<https://youtu.be/xh1Ow6fFC0>

**Spanish YouTube Video:**



<https://youtu.be/dNMBIkFCwic>

have children ask questions throughout the reading.

# Math

## Wonderful Words of the Week:

Mouse  
Breathing  
Calm

## Language Enhancement: (Use sign language for vocabulary words)

Calm



Breath



## Title of Activity: Calm breathing patterns



### Learning Outcomes:

- Children recognize, duplicates and extends simple patterns. (FS-4)
- Child identifies pattern core (FS-5)
- Child understands simple patterns (P-MATH 7)

### Materials:

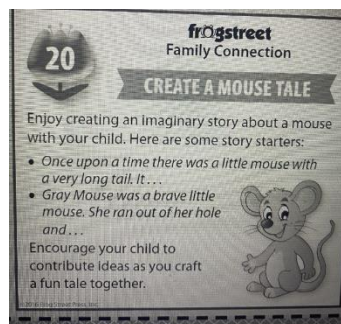
- Puppet
- Calm breathing pattern cards
- Flower
- Candle

### Procedures:

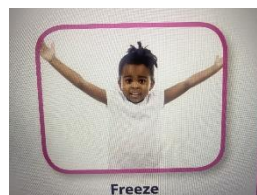
1. Teacher will review last week's lesson about ABC pattern using 2 different colored acorns and a hen. Teacher will review this week's lesson about calm breathing patterns.
2. Teacher will introduce the theme related song The lion and the Mouse
3. Teacher will point out that when the mouse was caught by the lion she stayed calm as she pleaded with the lion to let her go. She also stayed calm when the lion was caught in the net.
4. Teacher will demonstrate some deep calming breathing techniques such as smelling a flower, blowing out a birthday candle, and blowing a balloon. Then teacher will encourage children to stand
5. Teacher will show the calm breathing picture cards to create calm breathing patterns of calm breathing inhaling and exhaling and repeating five times, while the teacher demonstrates the breathing cards using the horizontal pattern AB

## Family Connection

Parents Are Teachers Too  
(Planning and Assessment CD):



## Family Game:



**Title of Activity:**  
Freeze Game

**Materials:**  
The Lion and the Mouse Song

**Procedures:**  
Play a game of freeze. Tell your child you will play the song "The Lion and the Mouse" and when the music stops your child must say "freeze" (stand very still in the position she was in when the music stopped.) this game gives your little one great practice at listening and responding. If you don't

## Nursery Rhyme/s:

Song related to the theme:



The Lion and the Mouse  
<https://youtu.be/1bjzKpWuJ2s>

### Entrance Song:



The Lion and the Mouse  
<https://youtu.be/1bjzKpWuJ2s>

### Closing Song:



Goodbye Song  
<https://youtu.be/PraN5ZoSjiY>

## Enrichment Activities



**Activity Title:** S.T.A.R

**Materials:**  
Self

**Procedure:**  
Show your child how to take a deep breath. Have child breathe in through their nose as if pretending to smell a flower, hold that breath, and then let the air out through their mouth as if pretending to blow out a candle. Do this several times. Next teach your child the S.T.A.R (Smile, take a deep breath, and relax) calming technique. Encourage your child to use this technique whenever they are upset.

## Special Needs Adaptations

**1 Parent Tip:**  
Parent can encourage an model breathing exercises when they are feeling bothered or frustrated.

**1 Milestone (Cognitive Development):**  
Children enjoy trying new things and start to follow simple instructions with two or three steps.

**1 Special Adaptation (language delay/development):**  
If child is not able to do the pattern exercises, try using a different technique such as blowing into a flower

turning the cards from left to right and the vertical patterns AB which is putting the cards one up and one down.  
6. Teacher will encourage child to do the calm breathing pattern.

**Questions (Before, During, After):**

Before: Have you ever practiced calm breathing exercises? How do breathing help us?

During: What breathing exercises have you practiced? (smelling flower, blow a balloon, blow a birthday candle)

After: How do you feel after doing the calm breathing exercises? Which was your favorite to do?

**English YouTube Video:**



<https://youtu.be/HXLYkcAQkjk>

**Spanish YouTube Video:**



<https://youtu.be/JZYMVB5Tfx0>

have music, give your child a verbal command. Say that command again and again, such as "walk, walk, walk, walk, walk". Eventually say "stop". Highlight that the command: Freeze! Walk! Also represent an AB pattern. Try this game with other actions, such as jump or clap.

# Pretend and Learn

## Wonderful Words of the Week:

Bridge  
Walk

**Language Enhancement:**  
(Use sign language for vocabulary words)



Bridge



### Title of Activity:

Mice walking on the bridge

### Learning Outcomes:

- Child expresses creativity in thinking and communication. (P-ATL 12)
- Child uses imagination in play and interaction with others. (P-ATL 13)
- Child understands simple patterns. (P-MATH 7)

### Materials:

- 2 different color tape (colors is optional)
- Picture of a Bridge
- Picture of a cheese

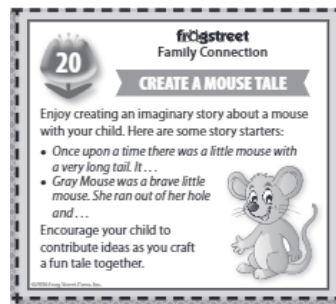
### Procedures:

1. The teacher will talk to the children about what an AB pattern is.
2. The teacher will show the materials that are going to be used in the activity.
3. The teacher will tell the children about the activity, "Mice walking on the bridge"
4. The teacher will talk about to what is a mouse and what they like to eat. Then teacher will model how pretend to walk like a mouse.
5. The teacher will talk to them about what a bridge is and what is and used for. (In this activity we will use the bridge to get to the cheese.)
6. The

## Family Connection

### Parents as Partners Letters

(Planning and Assessment CD):



### Family Game:



**Activity Title:** Mouse masks

### Materials:

- White paper
- Pencil
- Markers
- Colors
- Pallet stick
- Glue

### Procedures:

1. On the white sheet, draw the face of a mouse with a pencil.
2. Encourage the child to color the mouse's face with the colors of their choice.
3. With the help of dad with the scissors cut out the picture of the mouse.

## Nursery Rhyme/s:

### Song related to the theme:



I'm a Mouse  
<https://youtu.be/Q0SzaqJCwdk>

### Entrance Song:



Hello Friend  
<https://youtu.be/3ywlu30lqKA>

### Closing Song:



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

## Enrichment Activities



### Activity Title:

Handprint a mouse

### Materials:

- Paper sheet
- Water paints
- Brush

### Procedure:

1. Lay the sheet of paper on a flat surface.
2. Hide the color.
3. Paint the child's hand.
4. Place your hand on the white paper.
5. Let the cabbage dry and then pine the baby of a mouse or a lion.
6. When they have finished hang the art in a place at home.

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

**1 Parent Tip:** Parents can talk about patterns in the home daily routines.

**1 Milestone (Language/Communication development):** Follows instructions with 2 or 3 steps.

**1 Special Adaptation (Delayed Cognitive Development):** Help everyone who works with the child to understand that he/she may not learn something in the same way or as quickly as others, but he can and will learn.

teacher will place the two different colored tape in AB pattern on the floor by alternating colors. 7. Then the teacher will invite the children to pretend walk the bridge like a mouse. 8. At the end, the teacher will motivate the children to keep doing the activity with family member at home.

**Questions (Before, During, After):**

Before: What is a bridge used for? How can a bridge be used?

During: How can we place the tape in AB pattern? If I use this color (Mention color name) first, what color would come next?

After: What was at the end of my bridge? What colors would you be using to make your bridge?

**English YouTube Video:**



<https://youtu.be/HARtQd8-S88>

**Spanish YouTube Video:**



<https://youtu.be/ZzV8ZCg3naU>

4. At the end glue the popsicle stick from behind.

# Art/Creativity Station

## Wonderful Words of the Week:

Make-believe  
Mouse

**Language Enhancement:** (Use sign language for vocabulary words)

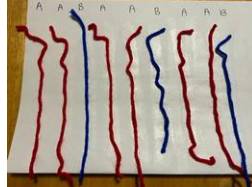
Make-believe



MOUSE



MOUSE



**Title of Activity:** Yarn Patterns

### Learning Outcomes:

- Child understands simple patterns (P-MATH 7)
- Child expresses creativity in thinking and communication (P-ATL 12)
- Child persist in tasks (P-ATL 7)

### Materials:

- Yarn pieces pre-cut in two different colors of choice (7-inch pieces)
- Glue
- Drawing paper
- Picture or drawing of a mouse with a tail

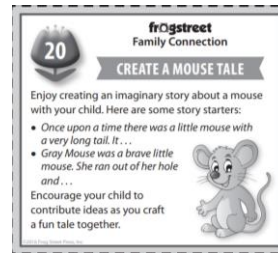


### Procedures:

1. Teacher will mention the focus of this week is about mouse tales.
2. The teacher will introduce the significance of patterns. A pattern is when we draw or create something, and we

## Family Connection

**Parents as Partners Letters** (Planning and Assessment CD):



### Family Game:



**Activity Title:** Apple Patterns (AAB)

**Materials:**  
Green Apples  
Red Apples

### Procedure:

1. Parent will work with child making patterns by using two different colored apples.
2. Parent will assist child making an AAB pattern by using two red apples and one green apple and

## Nursery Rhyme/s:

### Theme Related Song:



Patterns and Colors

<https://youtu.be/PxGECfyD49U>

### Entrance Song:



Hello Friends!

<https://youtu.be/VsyYeWVYDdM>

### Closing Song:



Good Bye Friends

[https://youtu.be/qVbBSDj\\_r2g](https://youtu.be/qVbBSDj_r2g)

## Enrichment Activities



**Activity Title:**  
Lego Patterns

**Materials:**  
Legos (or any two different colored items)

### Procedure:

1. Child will begin making patterns by using different colored legos or items.
2. Child will make an ABB pattern by using one colored lego and/or item and then two different color lego and/or items and then continue the ABB pattern on their own.

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

**1 Parent Tip:** Model and encourage child to continue the pattern by mentioning the color.

**1 Milestones (Cognitive/Fine Motor):** Can work toys with buttons, levers, and moving parts.

**1 Special Adaption (Language Delay):** Use pictures/images as hints/help to support his words.

	<p>continue with a sequence and repeat the same process. There are also patterns on actions we do every day (such as our daily schedule such as hygiene routine.)</p> <ol style="list-style-type: none"> <li>3. The teacher will demonstrate the picture of the mouse with the tail.</li> <li>4. The teacher will then explain that today's pattern will be done using yarn pieces of 7" or something that can signify similar to the mouse's tail.</li> <li>5. The teacher will then encourage children to use "mouse tails" (yarn or similar) to create an AAB pattern, this means that on the piece of paper we will glue two pieces of yarn one color, then glue the piece of yarn of the different color right after. This will create the AAB pattern.</li> <li>6. Have children glue their pattern to a sheet of paper in a vertical display. Gluing two pieces of yarn of one color then one piece of the other color. We will repeat the pattern.</li> </ol> <p><b>Questions (Before, During, After):</b>  <u>Before:</u> Do you know what mice, are? Where have you seen them?  <u>During:</u> What color is next in your pattern? Why?  <u>After:</u> Why do you think creating patterns is important?</p>	<p>then have the child continue the pattern on their own or with assistance.</p>			
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**English YouTube Video:**



<https://youtu.be/-XYCT9FUTAU>

**Spanish YouTube Video:**



<https://youtu.be/6ft3zy9EMGQ>

# STEAM Building Structures

## Wonderful Words of the Week:

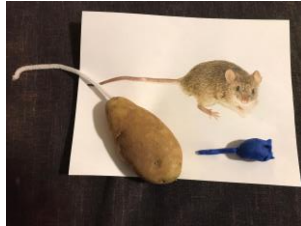
Make-Believe  
Mouse

### Language Enhancement: (Use sign language for vocabulary words)

Make Believe



Mouse



**Title of Activity:**  
Mouse Body

### Learning Outcomes:

- Child shows interest in and curiosity about the world around them. (P-ATL 11)
- Child measures objects by their various attributes using standard measurement and nonstandard measurement. Uses differences in attributes to make comparisons. (P-MATH 8)

### Materials:

- Potato
- Yarn
- Scissors
- Ruler
- Clay
- Picture/cut out/ drawing of a mouse.



### Procedures:

1. Teacher will mention the focus of this week is about mouse tales.

## Family Connection



**Parents Are Teachers Too** (Planning and Assessment CD):

### Family Game:



### Activity Title:

Big, Medium and Small

### Materials:

- Variety of objects (Big, medium and small)
- Sheet of paper
- Material to write with

### Procedure:

1. With Parents help, motivate the child to create two circles in which they unite in the middle.
2. Label each part of the circle with the words big, medium, and small
3. Motivate the child to identify the different sizes of the

## Nursery Rhyme/s:

### Song related to the theme:



"The Mouse and the Lion"

<https://youtu.be/1bizKpWuJ2s>

### Entrance Song:



Hello Friends!

<https://youtu.be/VsyYeWVYDdM>

### Closing Song:



So Long!

<https://youtu.be/AB6Ca7EfAqc>

## Enrichment Activities



### Activity Title:

Big and Small

### Materials:

- Sheet of paper
- Different size pompons
- Material to write with
- Container

### Procedure:

1. There will be a variety of pompons different sizes
2. Parent will draw big and small circles
3. Encourage child to place the pompons inside each circle depending on the size of the pompon.

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

**1 Parent Tip:**  
Encourage the child to use the scissors with your supervision or hand in hand support.

**1 Milestone (Fine Motor):**  
At this age children can operate with toys or objects such as levers, buttons, and moving parts.

**1 Special Needs Adaptations (Delay of Motor Development):**  
If the child has problems with his hand coordination, the parent can help the child to have the yarn strips pre-cut before the activities.

	<p>2. The teacher will show the material that will be used for the activity.</p> <p>3. The teacher will explain to the children how a body from a mouse can be seven inches long. How the tail is the same length as its body.</p> <p>4. Teacher will show a picture of a mouse to point out the body and the tail.</p> <p>5. The teacher will show the potato as a reference for the mouse's seven-inch body, she then will measure a piece of yarn the same length for its tail. (with help from an adult to use the scissors to cut the piece of yarn.</p> <p>6. Teacher will then use the clay to create a mouse's body to measure one inch and then cut yarn the same length of the body.</p> <p><b>Questions (Before, During, After):</b>  <u>Before:</u> Do you know what a mouse is? Do you know what they look like? Where have you seen them? Do you know any tales about a mouse?  <u>During:</u> What is the difference between the potato and the clay? While making the clay mouse you can ask: Can you describe the mouse so I can make it with the clay? What do we need to add? (ears, nose, tails etc.)  <u>After:</u> What mouse do you think is bigger? Which one</p>	<p>objects and to classify them.</p> <p>4. Encourage the child to place the objects on the right section of the circle depending on the size of the object.</p>			
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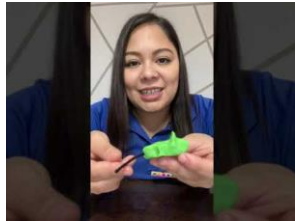
tail is smaller? How can we find out which mouse is bigger? (Measuring using the ruler/yarn. (show how long is the mouse using a piece of yarn)

**English YouTube Video:**



<https://youtu.be/k8Dj2ziy6sw>

**Spanish YouTube Video:**



[https://youtu.be/lkEOZ\\_1c\\_ek](https://youtu.be/lkEOZ_1c_ek)

# Social Emotional Development

**Wonderful Words of the Week:**  
Big  
Little  
Help

**Language Enhancement:**  
(Use sign language for vocabulary words)



Help



**Title of Activity:**  
The lion and the mouse

**Learning Outcomes:**

- Child demonstrates an understanding of narrative structure through narration / retelling. (P-LIT 4)
- The child expresses a wide range of emotions and recognizes these emotions in himself and in others. (P-SE 6)
- The child expresses care and concern for others. (P-SE 7)
- The child recognizes himself as a unique individual who has his own abilities, characteristics, emotions and interests. (P-SE 9)

**Materials:**

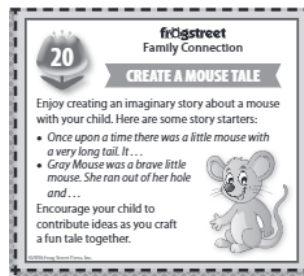
- The story of "The lion and the mouse"
- characters (lion and mouse)

**Procedures:**

1. Before reading the story, remind the children what the word help means and define the word as willing to help and support others, the teacher will also explain what big and small means, tell the children that in this story it is about two characters that is the lion and the mouse.
2. The teacher will then ask how they have helped the members of the house.

## Family Connection

**Parents as Partners Letters**  
(Planning and Assessment CD):



**Family Game:**



**Activity Title:**

Find the mouse

**Materials:**

- Basket
- Yarn
- Toys
- Masking tape

**Procedures:**

1. Put a basket with toys inside.
2. Place the yarn like a web.
3. Encourage the child to find the Mouse.

## Nursery Rhyme/s:

**Song related to the theme:**



Opposites

<https://youtu.be/HKev6QbYTVM>

**Entrance Song:**



Hello!

<https://youtu.be/32ysrBC6B6k>

**Closing Song:**



So Long

<https://youtu.be/IR9YzDRKN-Q>

## Enrichment Activities



**Activity Title:**

Creativity of lion and mouse

**Materials:**

- paper plate
- colors
- popsicle stick
- glue
- scissors

**Procedure:**

1. Color the paper as if it were the lion's hair.
2. Then with the help of a potato or a mother, the scissors will be used to cut a hole in the center of the paper plate.
3. At the end with the glue we are going to glue the popsicle stick from the back.

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

**1 Parent Tip:** Talk with your children about how good deeds make other people feel good when we help others.

**1 Milestone (social emotional):** shows concern if you see a friend cry.

**1 Special Need Adaptation (Social Emotional):** If you see that the child is frustrated or upset by an activity, redirect him to something that is less stressful.

3. The teacher will show the box of their materials and will present the story they are going to read, "The lion and the mouse".
4. The teacher will introduce the characters in the story.
5. The teacher will begin to read.
6. While the teacher tells the story, she will show the characters.
7. When the teacher finishes reading, she is going to talk about the moral of the story and remind the children that an act of kindness is never wasted.

**Questions (Before, During, After):**

Before: What is the difference between the lion and the mouse? What size is the Lion? What size is the Mouse?

During: How did the mouse help the mighty lion?

After: Do you think the mouse and the lion became friends? why? In what way have you helped mom and dad at home, like the mouse and the lion

**English YouTube Video:**



<https://youtu.be/aYIC8MJZP-0>

**Spanish YouTube Video:**



<https://youtu.be/87MpzFSMx1A>

# Physical Development

**Wonderful Words of the Week:**  
Ladder  
Walk  
Pattern

**Language Enhancement:**  
(Use sign language for vocabulary words)



**Title of Activity:**  
AAB Masking Tape Ladder

- Learning Outcomes:**
- Child understands simple patterns (P-MATH 7)
  - Child demonstrates control, strength, and coordination of large muscles (P-PMP 1)
  - Child uses perceptual information to guide motions and interactions with objects and other people (P-PMP 2)

- Materials:**
- 2 colored masking tape
  - Puppet
  - Emotion Faces

**Procedures:**

1. Teacher will review last week's lesson about acorn drop and introduce new lesson about making a AAB pattern using two colored masking tape to create a ladder.
2. Teacher will demonstrate how to create the ladder using the two-colored masking tape on a sheet of paper then explain that the same pattern will be made bigger on the floor placing 2 pieces of tape of the same color on the floor,

## Family Connection

**Parents Are Teachers Too**  
(Planning and Assessment CD):

**frøgstreet Family Connection**  
**CREATE A MOUSE TALE**

Enjoy creating an imaginary story about a mouse with your child. Here are some story starters:

- Once upon a time there was a little mouse with a very long tail. It ...
- Gray Mouse was a brave little mouse. She ran out of her hole and ...

Encourage your child to contribute ideas as you craft a fun tale together.

## Family Game:



**Activity Title:**  
I can Jump

- Materials:**
- Small step stool
  - Song: "Five Little Mice Jumping".  
[https://youtu.be/G0MEq\\_7TiQU](https://youtu.be/G0MEq_7TiQU)

**Procedure:**

1. Practice jumping off a small step stool while playing the song "Five Little Mice Jumping"

## Nursery Rhyme/s:

**Song related to the theme:**



The Bear Went Over the Mountain  
[youtube.com/watch?v=KCLidL8g-8s](https://youtube.com/watch?v=KCLidL8g-8s)

## Entrance Song:



Hello Song  
[youtube.com/watch?v=fVlCkP3bWH8](https://youtube.com/watch?v=fVlCkP3bWH8)

## Closing Song:



Goodbye Song  
[youtube.com/watch?v=PrAN5ZoSjiY](https://youtube.com/watch?v=PrAN5ZoSjiY)

## Enrichment Activities



**Activity Title:**  
It Takes Courage

**Materials:**  
Yourself

- Procedure:**
1. Be aware of your child's abilities and limitations but be ready to challenge her to move just a little beyond them.
  2. For example, if your child is climbing the jungle gym and you know she can go higher, encourage her exploration.
  3. Stay close by to support your child in a new task and to be sure she is safe.
  4. When children accomplish new task, they feel proud and want to continue to reach new goals.
  5. Look for opportunities to "push" your child to go a little further or do a little more. Encourage your child to identify

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

**1 Parent Tip:**  
Parents can talk about being safe around the ladder. If there is no masking tape, parent can use chalk to draw the ladder pattern.

**1 Milestone:**  
By this age, child has good hand-eye coordination and is able to walk, jump and climb with little to no assistance.

**1 Special Adaptation (Gross Motor Delay/Development):**  
Assist child by holding hands while climbing on games in the playground.

then a piece of the different color. The pieces of tape can be about 2 ft long and they can be taped to the floor parallel to each other about 1 ft apart.

3. Teacher will mention the two colors of the masking tape, blue, blue tape, white tape.

4. Teacher will walk over the ladder and say the colored AAB pattern as they step on each tape.

5. Teacher will encourage child to crawl over the ladder pattern as they say the color of the tape. The teacher can say "Now we can crawl like a little mouse over the ladder".

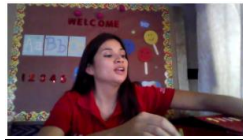
**Questions (Before, During, After):**

Before: Do you remember last week's activity when we played hopscotch? What is a ladder used for? Who uses a ladder?

During: Can you tell me a creative way we can go through the ladder? (walking, stumping, jumping on one foot etc.)

After: How many patterns did we walk through? Do you remember what colored masking tape we used to create the pattern on the ladder?

**English YouTube Video:**

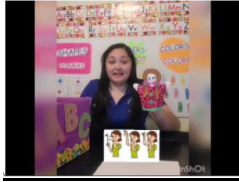


<https://youtu.be/-SmYwHSvBVM>

2. Hold your child's hand, stand next to her on the curb or step stool and say, "One, two, three, jump!" as you both jump down together.
3. Place a piece of masking tape on the floor and invite your child to jump over it.

patterns as he/she climbs the jungle gym.

**Spanish YouTube Video:**



[https://youtu.be/sxUFucBNg\\_E](https://youtu.be/sxUFucBNg_E)

# Music and Movement

## Wonderful Words of the Week:

Mouse, Make-believe

## Language Enhancement: (Use sign language for vocabulary words)

Mouse



## Title of Activity:

"Three White Mice"

## Learning Outcomes:

- Child varies the amount of information provided to meet the demands of the situation (P-LC3)
- Child understands, follows, and uses appropriate social and conversational rules (P-LC4)
- Child expresses a broad range of emotions and recognizes these emotions in self and others (P-SE6)

## Materials:

- Drawings or print out pictures of three mice, lady, flute
- Vocabulary cards
- "Three White Mice" (Threes curriculum pg. 14)

## Procedures:

1. Present and demonstrate the sign language for the vocabulary words. Describe that a mouse is small, has a long tale, small legs, and stiff ears.

## Family Connection

### Parents as Partners

Letters (Planning and Assessment CD):



## Family Game:



**Activity Title:** Karaoke Time!

## Material:

- Different sizes of paper rolls.
- Music of choice.

## Procedures:

1. Show paper rolls of different sizes.
2. Model how to hold the roll of paper up to your mouth and make sounds through it.
3. Demonstrate how to sing a song into the roll like a microphone
4. Together sing a song your child is familiar with and play music in the background to get the karaoke feel.

## Nursery Rhyme/s:

"Three White Mice" (Threes curriculum pg. 14) (Sung by Teacher)

## Entrance Song:



Hello Friends

<https://youtu.be/VsyYeWVYDdM>

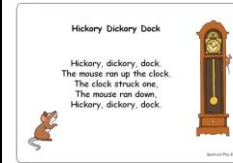
## Closing Song:



"Good Bye, Friends"

[https://youtu.be/gVbBSDj\\_r2g](https://youtu.be/gVbBSDj_r2g)

## Enrichment Activities



## Activity Title:

"Hickory, Dickory, Dock Rhyme"

## Materials:

- Picture of a clock
- Picture of a mouse
- Hickory, Dickory Dock Rhyme

## Procedure:

1. Introduce pictures to child.
2. Talk about the clock and the mouse.
3. Tell child you are going to tell them a rhyme called "Hickory, Dickory, Dock."
4. Encourage child to recite "Hickory, Dickory, Dock" and use pictures to demonstrate actions as you chant the rhyme.

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

**1 Parent Tip:** Encourage the child to express himself using complex sentences.

**1 Milestone: (Language/Communication):** Says words like me, I, we me, and you and some plural (cars, dogs, and cats),

**1 Special Needs Adaptations (Children with speech or language delays):** Use simple sentences, mostly verbs and nouns and ask a verbal child to repeat back what you say.

Describe the word, make-believe is imagining or pretending that something is true or real.

2.Explain that we will sing the song, "Three White Mice" and that it is a make-believe song.

3.Sing "Three White Mice" and demonstrate drawings or print out of three mice, lady, and flute while singing the song

**Questions (Before, During, After):**

Before: What can you tell me about mice? Do you know what a mouse looks like?

During: What did the three little mice do in the song?

After: Can you mention a cartoon you've seen or know about, that has a mouse?

**English YouTube Video:**



<https://youtu.be/owQDfIU8Fs>

**Spanish YouTube Video:**



<https://youtu.be/3byzcs-pPWeo>