

UTRGV-EHS-CCP Program

Infants: Remote Teaching Instructional Guide

Week of: April 26-30, 2021

Classroom Teachers and Room Number:

Director or Center Manager Approval:

Parent Acknowledgement:

Date:

Date:

Learning Outcomes: Children will conclude their study of nursery rhymes focusing on "There Was an Old Women Who Lived in a Shoe" and "Peter Peter, Pumpkin Eater."

Learning Goals:

- Develops an increasing ability to take another's point of view and to empathize with others (B.4.g)
- Responds to and interacts with others (B.4.b)
- Develops capacity to predict routines and regular event that make up the day or the session (B.3.b)

| <u>Mental Health:</u> | <u>Unite</u> | <u>Calm</u> | <u>Connect</u> | <u>Commit</u> |
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| <p>Dr. Bailey's Conscience Discipline Strategies</p> | <p>Morning Song: Good Morning to you.</p> | <div data-bbox="634 776 709 984" data-label="Image"> </div> <p>Demonstrate how the Old Woman might blow kisses to her children. Put your hand to your mouth and inhale as you put a kiss on your hand. Exhale as you blow the kiss. Teach the ASL signs for <i>woman</i> and <i>kiss</i>.</p> <div data-bbox="525 1190 667 1315" data-label="Image"> </div> <p>woman mujer</p> <div data-bbox="690 1190 833 1315" data-label="Image"> </div> <p>kiss beso</p> | <div data-bbox="1031 696 1430 930" data-label="Image"> </div> <p>Select a partner and demonstrate acting out the rhyme. Point out how gently you move with your partner. Adaptation: If you children are unable to work with partner, do this activity with children individually throughout the day.</p> <div data-bbox="869 1040 1606 1304" data-label="Complex-Block"> <p><i>Peter, Peter, Pumpkin Eater</i></p> <p>Peter, Peter, pumpkin eater, (swing hands with partner) Had a wife and couldn't keep her. (turn back to partner) He put her in a pumpkin shell, (put arms around partner) And there he kept her very well! (hug)</p> </div> | <div data-bbox="1665 696 1959 911" data-label="Image"> </div> <p>Discuss using helpful hands. Give examples of using helpful hands, such as helping a friend who has fallen down to get up or helping a friend reach something, such as a specific color crayon that is closer to you</p> |

Morning Message Sentences:

1. The big shoe.









2. The orange pumpkin.



Literacy

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| Theme: Week : | Readiness Skill Literacy Must Do's: Sing the ABC Song | Family Connection | Nursery Rhyme/Song | Enrichment Activities | <u>1 Parent Tip, 1 Milestone,</u> <u>1 Special Needs Adaptations</u> |
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| <p>Wonderful Words of the Week: Woman Shoe</p> <p>Language Enhancement: (Use sign language for vocabulary words)</p>  <p>woman mujer</p>  <p>shoe zapato</p> | <p>Readiness Skill</p> <p>Title of Story: "Sweet Mother"</p>  <p>Read A Loud Tips: Use different tone of voice.</p> <p>Discussion:</p> <ul style="list-style-type: none"> ·What can you see on the cover of the book? ·What do you think the book is going to be about? ·What Is your favorite part of the book? <p>Learning Goals: Develops an increasing awareness of the impact and consequences of their actions (B.3.c.)</p> <p>Learning Outcomes: The child will learn about an old woman who lived in a shoe this week.</p> <p>Materials:</p> <ol style="list-style-type: none"> 1. Book "Sweet Mother" 2. Emotional card: (Happy, Sad, Angry, Excited) <p>Procedures:</p> <ol style="list-style-type: none"> 1. Ask the child how they are feeling today (Happy, Sad, Angry, Excited) | <p>Family Connection</p> <p>Card Number or Newsletter: #12 Encourages Language Skills</p>  <p>Family Game: Rub- a-,Dub- Dub</p>  <p>Materials:</p> <ol style="list-style-type: none"> 1. laundry basket or cardboard box 2. Stuffed animal <p>Procedure:</p> <ol style="list-style-type: none"> 1. Place your child and stuffed animals in a laundry basket or cardboard box 2. As you play this rhyming game. <p><i>Rub-a- dub-dub Three friends in a tub And who do you think they be Dolly, Bear, and Madison Turn them around all three!</i></p> | <p>Nursery Rhyme/s</p> <p>There was an old woman who lived in a shoe. https://youtu.be/6XKH3QE+HQg</p> <p>Entrance Song: "ABC Song"</p> <p>https://youtu.be/-GGVfAUL99U</p> <p>Closing Song: Goodbye to you</p> <p>https://youtu.be/S7MI4yjPpoM</p> | <p>Enrichment Activities</p> <p>Activity Title: Caring for books</p>  <p>Materials:</p> <ol style="list-style-type: none"> 1. Books (relate it to the theme Nursery Rhymes) <p>Procedure:</p> <ol style="list-style-type: none"> 1. Hold your child in your lap and hold the book in front of the child. 2. Point out that the picture on the cover is right side up. 3. Slowly open the book. 4. Turn the pages of the book showing the child where you are placing your hand. 5. Invite the child to try to turn a page. 6. When you finish reading the book, return the book to a safe place. | <p>1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations</p> <p>Parent Tips: children move from knowing only a few words at age one to knowing up to 1,000 words by age three. The more words they are exposed to, the more words they acquire.</p> <p>Milestone: By the age of 18 months children point to show someone what they want.</p> <p>Adaptation: Encourage the child to point the images of the story.</p> |
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2. Introduce the book to the child

3. Show and name the parts of the book (Front cover, Back cover, Spine)

4. Read the book to the child

Questions (Before, During, After):

Before: Who is sweet mother?

During: Where sweet mother lived?

After: What would it be like to live with a kangaroo in the house?



English YouTube Video:



Spanish YouTube Video:



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Math

Wonderful Words of the Week:

-Woman
-Shoe

Language Enhancement: (Use sign language for vocabulary words)



woman
mujer

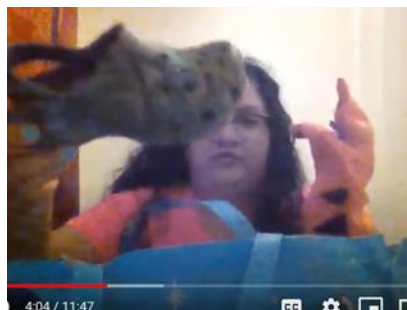


shoe
zapato

Readiness Skill

Title of Activity:

Shoes, Shoes and more Shoes!



Learning Goals:

(D.1.c.) Shows interest in colors, shapes, patterns, and pictures.

Learning Outcomes:

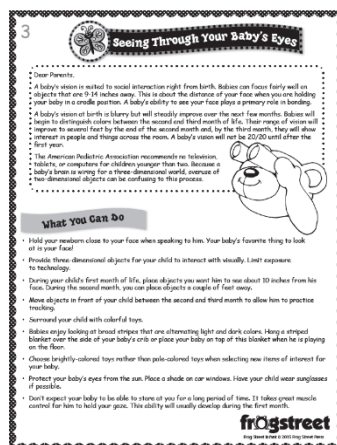
Children will conclude their study of nursery rhymes focusing on "There was an Old Woman Who Lived in a Shoe"

Materials:

□ Emotion Cards (Happy, Sad, Excited and Angry)

Family Connection

Card Number or Newsletter: #3



Family Game:

Nursery Rhyme/s

"There was an Old Lady Who Lived in a Shoe."

<https://youtu.be/wftC-2iUVio>

Entrance Song:

"Hello Friends"

<https://www.youtube.com/watch?v=3ywlU30lqKA>

Closing Song:

"See You Later Alligator"

<https://youtu.be/2QkhX7R7K7U>

Enrichment Activities

Activity Title:

Home Sweet Home



Materials:

1.Poem

A nest is a home for a bird. (cup hands to form a nest)

Sweet Mother lives in a shoe. (point to shoe)

A pond is a home for a duck. (paddle hands)

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations

Parent Tip:

A toddler's vocabulary grows rapidly. Toddlers move from knowing only a few words at age 1 to knowing up to 1,000 words by age 3. The more words they are exposed to, the more words they acquire.

Milestone:

Responds to own name.

Special Adaptation:

Have children sort the shoes by type: mommy's shoes, daddy's

- ☐ Bag/Basket (big enough to fit shoes)
- ☐ Dad Shoes
- ☐ Mom Shoes
- ☐ Childs Shoes

Procedures:

- Ask your child how they are feeling at that moment (Happy, Sad, Excited or Angry)
- Show the child which emotion card fits what they are feeling
- Give your child the bag/basket filled with shoes of their family members (mom, dad, brother, sister)
- Encourage your child to match the different pairs of shoes

Questions (Before, During, After):

Before: Can you tell me what shoes are?

During: Whose shoes are these? What made you think that.

After: Describe the different shoe sizes that are in front of you.



English YouTube Video: _



My Shoes



Have your child recite this song/poem while saying the colors of their shoes.

Sung to: "Skip to My Lou".

I have blue shoes, how about you?

I have blue shoes, how about you?

I have blue shoes, how about you?

Tap your shoes like I do."

A hippo lives in the zoo. *(hold hands out to show the width of wide hippo)*
 A pumpkin shell is Peter's home. *(make circle with arms)*
 A whale lives in the sea. *(make ocean waves with arms)*
 Bees live in a honeycomb. *(move arms to fly)*
 And a house is a home for me. *(make a roof shape over your head)*

Procedure:

Discuss different types of homes and while reciting the poem, do the arm movements along with the poem and encourage your child to copy you.

shoes, and children's shoes.

Spanish YouTube Video:



Pretend and Learn

Wonderful Words of the Week:
Woman
Shoe

Language Enhancement:
(Use sign language for vocabulary words)



Readiness Skill
Title of Activity: Silly Houses



Learning Goals:
(D.4.a.) Uses objects in new ways or in pretend play.

Learning Outcomes:
This week children will begin their study of nursery rhymes focusing on "There was an Old Woman Who Lived in a Shoe".

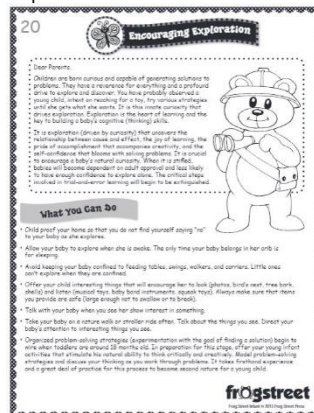
Materials:

- Box
- Any materials you have at home
- Emotion Cards
- Picture of the Old Woman who lived in a shoe

Procedures:

Family Connection

Card Number or Newsletter:
#20 Encouraging Exploration



Family Game:
Neighborhood Drive By

Nursery Rhyme/s

This is Where I Live
<https://youtu.be/3crdfjFfxjI>

Entrance Song:
The More We Get Together
<https://youtu.be/SpzLA-w1l8s>

Closing Song:
Goodbye friends
<https://youtu.be/2O975ewRT7Q>

Enrichment Activities

My House



Materials:

- House (Created in Pretend and Learn)
- Two dolls

Procedure:
Using the house, we created in the pretend and learn area encourage child to play using toy dolls.

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations

Parent Tip:

- Spend time cuddling and holding your baby. This will help him feel cared for and secure. Tell your child that they are safe when they are home.

Milestone:

- At 9 months your baby will leave a trail wherever he goes. As he scoots around the house, he



shoe
zapato

- Use emotion cards to ask children how they are feeling today.
- Use a box to create your own house using materials that you have at home.
- Talk to children about how everyone has a different house. Tell children about the little old woman who lived in a shoe. Show children a picture of the woman who lives in a shoe.



Questions (Before, During, After):

Before: How does your house look?

During: What are some differences from your house and the old ladies?

After: How do you feel after making your own house?

English YouTube Video:



Spanish YouTube Video:





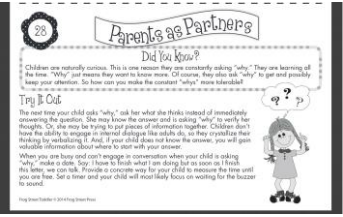


Go for a walk or a ride around your neighborhood as you look at all the different houses. Talk about how some houses look similar and some are different.

may pull books off shelves and clear cabinets of their contents. He'll also happily tip over wastebaskets. Though it's tiring for you to constantly clean up after him, this inquisitiveness is a natural part of his development.

Adaptation:

- If child does not have a box, they may use Legos or blocks to make their house.

Art/Creativity Station

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| <p>Wonderful Words of the Week:</p> <p>Pumpkin</p> <p>Language Enhancement:</p>  | <p><u>Readiness Skill</u></p> <p>Title of Story: Pumpkin Finger Paint Craft</p>  <p>Learning Goals: (D.5.b.) Develops an ability to be creative and expressive through a variety of activities, such as art.</p> <p>Learning Outcomes: This week children will learn about the nursery rhyme “Peter, Peter, Pumpkin Eater” and they will finger paint a pumpkin.</p> <p>Materials:</p> <ol style="list-style-type: none"> 1. White Paper 2. Finger Paint (Orange) 3. Scissors (parents use only) 4. Emotion cards: <ul style="list-style-type: none"> • Happy • Sad • Mad • Excited <p>Procedures:</p> <ol style="list-style-type: none"> 1. Gather your materials. 2. Before you begin the activity talk to your child about how you feel today using the emotion cards and choose the one you are feeling, then ask your child how she/he feels. | <p><u>Family Connection</u></p> <p>Card Number or Newsletter: #28</p>  <p>Family Game:</p>  <p>Read and/or sing using the nursery rhyme “Peter, Peter, pumpkin Eater” using puppets, stuffed animals, or finger plays with nursery rhyme.</p> | <p><u>Nursery Rhyme/s</u></p> <p>“Peter, Peter, Pumpkin Eater” https://youtu.be/i0znZ3RHp18</p> <p>Entrance Song: “Hello Friends” https://youtu.be/3ywlu30lqKA</p> <p>Closing Song: “See you later, alligator” https://youtu.be/l3jDgBKD9IO</p> | <p><u>Enrichment Activities</u></p> <p>Activity Title: Pumpkin Art Exploration</p>  <p>Materials:</p> <ol style="list-style-type: none"> 1. Pumpkin or sponge 2. Paint 3. Tray 4. Paper plates <p>Procedure:</p> <ol style="list-style-type: none"> 1.If using a pumpkin adult should cut the pumpkin prior to this activity. Cut around the pumpkin stem to allow this to become a handle for painting and stamping. 2.Put paint into tray. 3.Invite child to choose their pumpkin top and paint the paper plate. | <p><u>1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations</u></p> <p>Parent Tip: Join in pretend play with child and model playful and social behaviors.</p> <p>Milestone: At this age child can move things smoothly from one hand to the other.</p> <p>Adaptation: This activity can be modified by using a paint brush.</p> |
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3. Read or sing the nursery rhyme "Peter, Peter, Pumpkin Eater" identify the colors and pumpkin.
4. Draw a pumpkin on the white paper and cut out the pumpkin (adult will do this part).
5. Let the children paint the pumpkin with their fingers.

Questions (Before, During, After):

Before: Why did we choose to paint a pumpkin:

During: What other ideas do you have to add to the pumpkin?

After: What was your favorite part of this activity?



English YouTube Video:



Spanish YouTube Video:



STEAM Building Structures

Wonderful Words of the Week:

Pumpkin

Language Enhancement:
(Use sign language for vocabulary words)



pumpkin
calabaza

Readiness Skill

Title of Activity:
No- Bake Pumpkin Pie



Learning Goals:
(A.3.a) Develops control of small muscles for manipulation and exploration.

Learning Outcomes:
Children will conclude their study of nursery rhymes focusing on "There Was an Old Woman Who Lived in a Shoe" and "Peter, Peter, Pumpkin Eater".

Materials:
-pumpkin pie filing
-marshmallow crème
-whipped topping
-mixing bowl or cup
-spoon

Procedures:
-Ask child how he/she is feeling by introducing the emotion cards (happy, sad, excited, angry).
-Take out your mixing bowl/cup and add two tablespoons of pumpkin pie filing.
-mix in one tablespoon of marshmallow crème.
-add a spoonful of whipped topping on top of your pudding.

Family Connection

Card Number or Newsletter:
13



Family Game:
"Paint a Pumpkin Pie."



Materials:
1.Ziplock bag
2.Orange Paint

Procedures:
1.Draw a picture of a pie with permanent marker on a plastic Ziplock bag.
2.Inside the Ziplock bag add orange paint and then close it.
3.Tape the bag to a table and have your child move the paint around the bag using their hands and fingers to paint the pie.

Nursery Rhyme/s

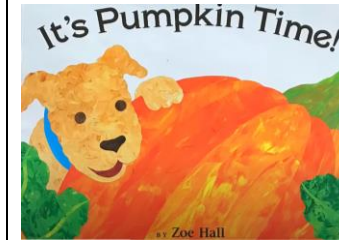
"Peter, Peter, Pumpkin Eater"
<https://www.youtube.com/watch?v=i0znZ3RHp18>

Entrance Song:
"Hello Friends"
<https://youtu.be/3ywlu30lqKA>

Closing Song:
"See you later, alligator"
<https://youtu.be/13jDgBKD9lQ>

Enrichment Activities

Activity Title:
"It's Pumpkin Time"



https://www.youtube.com/watch?v=vV_YMKGb0EU

Materials:
-Book "It's Pumpkin Time."
-A comfortable place to sit and read

Procedure:
Choose a comfortable place in your home to read, such as on the couch or in bed. Start reading to your child. It helps to be expressive when reading to keep the baby interested.

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations
Parent Tip: Encourage your child to use hands to grasp the spoon and mix the ingredients together. You can also sing the rhyme "Peter, Peter, Pumpkin Eater" while doing the activity.

Milestone: At the age, your child moves things smoothly from one hand to the other.

Adaptation: If your child allergy to any of the ingredients in this activity, you can make vanilla pudding and add orange food coloring to it.

-Encourage your child to mix the ingredients with you.

Questions (Before, During, After):

Before: "What does a pumpkin look like?"

During: "What happens if we mix the marshmallow crème with the pumpkin pie filling?"

After: "How does it taste?"



English YouTube Video:



Spanish YouTube Video:



Social Emotional Development

Wonderful Words of the Week:
Kiss
Lullaby

Language Enhancement:
(Use sign language for vocabulary words)



kiss
beso



lullaby
canción de cuna

Readiness Skill

Title of Activity:
Skidamarink



Learning Goals:

(B.1.c.)- Shows emotional connections and attachment to others while beginning to show independence.

Learning Outcomes:

This week children will begin their study of nursery rhymes focusing on

Materials:

-Emotion cards
-Skidamarink Lullaby

Procedures:

- Use emotion cards to ask children how they are feeling today.
- Remind children that the Sweet Mother told her children she loved them every day and sang lullabies to them too.
- Introduce the lullaby Skidamarink to the children as you demonstrate how to sing the song using sign language.

Family Connection

Card Number or Newsletter:
#11 Encouraging Healthy Emotional Growth



Family Game:

Twinkle Twinkle Little Star



Sing a lullaby with your loved one before going to bed. Talk about how Sweet Mother sang lullabies to her babies and kissed them goodnight.

Nursery Rhyme/s

-Skidamarink Lullaby
<https://youtu.be/6916kVhbEZw>
Entrance Song:
The More We Get Together
<https://youtu.be/SpzLA-w118s>

Closing Song:

Goodbye friends
<https://youtu.be/2O975ewRT7Q>

Enrichment Activities

Activity Title:
Home is Where my Loved One is



Materials:

- Paper
- Crayons

Procedure:

- Ask child who is someone they love.
- Provide child with paper and crayons.
- Encourage child to draw their loved one.
- Talk about why we love this person.

1 Parent Tip, 1 Milestone.
1 Special Needs Adaptations
Parent Tip:




• Sing to your baby and play music. This will help your baby develop a love for music and will help his brain development.


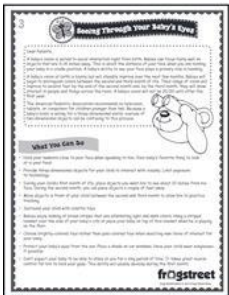

Milestone:




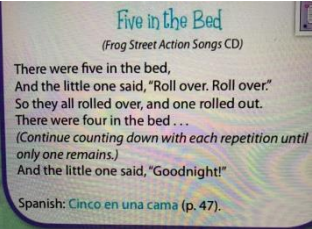
• By the age of 18 months child has favorite things and people.

Adaptations:

• For children who are not able to hear well we will use sign language and pictures for them to understand the lullaby.

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| |  <p>Questions (Before, During, After):</p> <p>Before: What is your favorite song that your loved one sings to you?</p> <p>During: Who is someone you love?</p> <p>After: How do you feel after singing this song with your loved one?</p> <p>English YouTube Video: </p> <p>Spanish YouTube Video: </p> | | | | |
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| Physical Development | | | | | |
|---|--|---|---|---|---|
| <p>Wonderful Words of the Week: Women Shoe</p> <p>Language Enhancement:</p> | <p><u>Readiness Skill</u></p> <p>Title of Story: "Kazoo for you"</p>  <p>Learning Goals:</p> | <p><u>Family Connection</u></p> <p>Card Number or Newsletter: #3</p>  <p>Family Game:</p> | <p><u>Nursery Rhyme/s</u> "There Was an Old Women Who Lives in A Shoe." https://youtu.be/oNuNHv4AIyQ</p> <p>Entrance Song: "Hello Friends" https://youtu.be/3ywlu30lqkA</p> <p>Closing Song: https://youtu.be/2QkhX7R7K7U</p> | <p><u>Enrichment Activities</u></p> <p>Activity Title: "Five in the bed"</p>  <p>Materials:</p> <ul style="list-style-type: none"> Large Towel (Or folded sheet) | <p><u>1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations</u></p> <p>Parent Tip: Encourage parents to recite nursery rhymes when bathing or dressing their child.</p> <p>Milestone: Responds to sounds by making sounds.</p> <p>Adaptations:</p> |

| | | | | | |
|---|--|---|--|--|---|
|  <p>woman mujer</p>  <p>shoe zapato</p> | <p>(A.2.b.) Develops increasing ability to change positions and move body from place to place.</p> <p>Learning Outcomes: Children will conclude their study of nursery rhymes focusing on "There was an "Old women who lived in a shoe." And Peter Peter Pumpkin Eater."</p> <p>Materials:</p> <ul style="list-style-type: none"> • Emotion props • Crayons • Toilet paper tube • Waxed paper • Rubber band <p>Procedures:</p> <ol style="list-style-type: none"> 1) The teacher will acknowledge the child's emotions and will be using the emotion props (happy, sad, angry and excited. Talk about the emotions. 2) Invite the children to make kazoo. Have each child use crayons to decorate a toilet paper tube. 3) Place a wax paper circle over one end of the tube and secure with a rubber band. 4) Sow children how to play their kazoo by blowing into it. Remind them that one of the children in Sweet Mother's shoe played a kazoo. 5) Play "Stars Stripes Forever and invite children to play their kazoo with the music. <p>Questions (Before, During, After): Before: Tell me why do you have a toilet paper roll tube?</p> | <p>"Kangaroo Jump"</p>  <p>Materials: Comfortable clothes and shoes.</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Ask a volunteer to demonstrate how a kangaroo moves. 2. Discuss the difference between hoping (one foot) and jumping (two feet) 3. Discuss how hopping and jumping might be a problem in a house, especially a shoe house. 4. Have children hop like a kangaroo a few times indoors and then take this activity outside. | | <p>Procedure:</p> <ol style="list-style-type: none"> 1) Discuss the sleeping arrangements for the children who live in the shoe. 2) Point out that they most likely would have to sleep several in a bed. 3) Use a large towel (or a folded sheet) to represent a bed. 4) Have five toddlers lie on the "bed". Have children act out the song as you sing or play it. 5) After finishing the song leave the "bed" on the floor and invite children to roll from one side of it to the other.  | <p>Encourage the child to sway the kazoo back and forth with the music.</p> |
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During:

Why would you be using a rubber band?

After:

What can you hear when you blow in a kazoo?









English YouTube Video:



Spanish YouTube Video:



| Music and Movement | | | | | |
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| <p>Wonderful Words of the Week:</p> <p>Woman, Shoe</p> <p>Language Enhancement: (Use sign language for vocabulary words)</p> <div>  <p>woman mujer</p> </div> <div>  <p>shoe zapato</p> </div> | <p>Readiness Skill</p> <p>Title of Activity: "The Old Woman Who Live In A Shoe."</p>  <p>Learning Goals: Develop awareness of the impact and consequences of their actions (B.3.c.)</p> <p>Learning Outcomes: Children will conclude their study on nursery rhymes focusing on the rhyme "There was on old woman who live on a shoe."</p> <p>Materials: 1.Song "An Old Lady Who Lived In A Shoe" 2.The link: https://youtu.be/oNuNHv4AlyQ</p> <p>3. Crayons or markers 4. Paper 5. Make a shoe. 6. Emotional cards (happy, sad, angry, excited)</p> <p>Procedures: 1.Ask the child how do they feel today? 2. Talk about shoes.</p> | <p>Family Connection</p> <p>Card Number or Newsletter: #12 "Encourage Language Skills."</p>  <p>Family Game: "Find the music"</p>  <p>Use a musical toy and hide it under a blanket and encourage the child to look for the toy.</p> | <p>Nursery Rhyme/s</p> <p>"Mary Had A Little Lamb." https://youtu.be/ucTa1Sc8gY8</p> <p>Entrance Song: Hello Friends https://youtu.be/3ywlw30lqKA</p> <p>Closing Song: "Mary Had A Little Lamb." https://youtu.be/ucTa1Sc8gY8</p> | <p>Enrichment Activities</p> <p>Activity Title: "Little chicks"</p>  <p>Materials: • Rhyme "Little chicks"</p> <p>Procedure: Say the rhyme and teach your little one hand motions to go with the words. <i>The little chicks say, "peep, peep, peep." (open and close fingers on both hands) They're cold and hungry. They can't sleep. (rub tummy) Mother hen finds corn and wheat (peck left hand with right fingers) So the baby chicks happily eat. (touch mouth) Mother hen opens her arms (open arms) Now the babies sleep full and warm. (lay head on hands)</i></p> | <p>1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations</p> <p>Parent Tips: Younger children will enjoy just listening and older children will gradually sing along.</p> <p>Milestones: 6 moths Responds to sounds by making sounds.</p> <p>Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds.</p> <p>Adaptation: Encourage him to sing the rhymes with you.</p> |

3. Show a picture of a shoe drawing or show that we wear shoes.

4. Start singing the song "An old lady who lived in a shoe."

5. Draw a shoe while you sing the song.

6. As you sing, show the child the shoe each time it comes out in the rhyme.

Questions (Before, During, After):

Before: Where did the lady live?

During: What did they feed the children?

After: Where did the children go to sleep?



English YouTube Video:



Spanish YouTube Video:

