

UTRGV-EHS-CCP Program

Three Year Old's: Remote Teaching Instructional Guide

Week of: April 5-9, 2021 / Theme 7 Week 2

Classroom Teachers and Room Number:



Director or Center Manager Approval:

Parent Acknowledgement:

Date:

Date:

Learning Outcomes: This week we will learn about the ways our bodies can move.

Mental Health:	Unite	Calm	Connect	Commit
<p>Dr. Bailey's Conscience Discipline Strategies</p>	<p><u>My Little Red Wagon</u> (Tune: "Mary Had a Little Lamb")</p> <p>Bumping up and down in my little red wagon, Bumping up and down in my little red wagon, Bumping up and down in my little red wagon, Up and down, we're having fun.</p> <p><u>Additional verses:</u> Swaying side to side in my little red wagon...Side to side, we're having fun. Rocking back and forth in my little red wagon... Back and forth, we're having fun. Hey, ho! In my little red wagon... Riding around and having fun</p>	<p>Teacher will encourage children <u>by saying:</u> Let's take deep breaths as we take giant steps around the room. Inhale. Take a step and exhale. Inhale. Take a step and exhale.</p> <p><u>Then teacher will say:</u> We traveled around our room. We moved from _____ to _____.</p> 	<p>Pretend "painting" the first letter of the child's first name on his/her back. While making gentle brush strokes recite rhyme.</p> <p><i>I make gentle circles with my brush. I take my time. I never rush. Then I paint the first letter of my name. And turn this into a guessing game. What letter did I make?</i></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. Go on my bike.





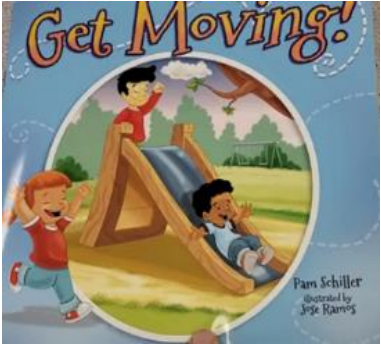






2. Places I go.



3. I get moving.

*Modify sentences as needed to scaffold according to child.

Literacy

Theme: 7 Week: 2	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>Travel Active</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>Travel</p>  <p>Active</p> 	 <p>Title of Story: Get Moving</p> <p>Read A Loud Tips: Read with enthusiasm and freedom, expressing each named emotion.</p> <p>Discussion: Go outside to run, jump, make movements as if you were an airplane with open arms.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Child varies the amount of information provided to meet the demands of the situation. (P-LC 3) • Child understands, follows, and uses appropriate social and conversational rules. (P-LC 4) • Child demonstrates awareness that spoken language is composed of smaller segments of sound. (P-LIT 1) <p>Materials:</p>  <ul style="list-style-type: none"> • Emotion Cards • Book: Get Moving! 	<p>Family Connection</p> <p>Parents Are Teachers Too (Planning and Assessment CD):</p>  <p>Family Game:</p>  <p>Activity Title: Field day in the Spring</p> <p>Materials:</p> <ul style="list-style-type: none"> • Basket • Fruits • Snacks • Water and Juices • Cloth tablecloth <p>Procedures:</p> <ol style="list-style-type: none"> 1. We will go out to the garden pretending that we are in the forest. 	<p>Nursery Rhyme/s:</p> <p>Song related to the theme: Shake your Sillies Out</p>  <p>https://youtu.be/NwT5oXmqS0</p> <p>Entrance Song : Shark ABC</p>  <p>https://youtu.be/KFKGPOMusZk</p> <p>Closing Song: Shark ABC</p>  <p>https://youtu.be/KFKGPOMusZk</p>	<p>Enrichment Activities</p>  <p>Activity Title: Following Rhythms</p> <p>Materials:</p> <ul style="list-style-type: none"> • Device for listening to music. • Different rhythms of music. <p>Procedure:</p> <ol style="list-style-type: none"> 1. We will stand in the circle. 2. When listening to music with the different rhythms of music, we will dance to the beat. 	<p>1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations</p> <p>1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations</p> <p>1 Parent Tip: Invite you child to share stories about their experiences in doing active activities.</p> <p>1 Milestone (Language): At this age child should be able to carry a conversation using 2 to 3 sentences.</p> <p>1 Special Adaptations (Children with Language Delays): Use simple sentences (mostly Verbs and Nouns) and Ask a Verbal child to repeat back what you say.</p>

- Vocabulary Cards: Travel, Active

Procedures:

1. Teacher will ask children how are they feeling and will go over the Emotion cards.
2. Demonstrate vocabulary words and show sign language while showing flashcards. Define the word "Travel" – Go from one place to another. "Active" – Engaging or ready to engage in physical movement.
3. Teacher will present the book, read the title, author and name of illustrator and will talk about the parts of the book.
4. Read "Get Moving!" As you read the story use different tones of voice and facial expressions, this will keep the children engaged and keep their interest.
5. Teacher will stop during read aloud to explain unfamiliar words.
6. Teacher will then explain that this story is about active things we can do, and the author wants us to be active so we can stay healthy.

Questions (Before, During, After):

Before: What you think the book is going to be about?

During: What are some of the active things you like to do at home? (Ex: Play soccer, dance, jump on trampoline, swing, go to the park, swim)

After: What was your favorite activity suggested in the book?

English YouTube Video:



<https://youtu.be/bVe0vicRDQ8>

Spanish YouTube Video

2. We will place the tablecloth on the grass.
3. We will take things out of the basket to eat as a family and enjoy our trip.



<https://youtu.be/CJ9vBwQtqDc>

Math

Wonderful Words of the Week:

Small,
Medium,
Large

Language Enhancement: (Use sign language for vocabulary words)

Small



Title of Activity:
Sizes

Learning Outcomes:

- Child demonstrate order and sequence (FS-6)

Materials:

- Vocabulary Word
- Emotion props
- 3 Measuring cups (small, medium, large)

Procedures:

1. The teacher will acknowledge the child's emotions by using the emotion props.
2. Introduce and explain vocabulary words, "small", "medium", "large" and demonstrate sign language. Explain that, "small" means little and smaller in quantity or size. Explain that "medium" is

Family Connection

Parents as Partners Letters (Planning and Assessment CD):



Family Game:



Activity Title:

Bouquet of Tulips

Materials:

- drawings or printouts of three big red tulips and three small red tulips
- green construction paper
- red construction paper
- glue

Nursery Rhyme/s:

Song related to the theme:

"Big and Small"



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

Entrance Song:

"Good Morning to You."

Good morning to you.
Good morning to you.
Good morning dear friends.
Good Morning to you.

(Sung by Teacher)

Closing Song:

"It's Time to Say Good-bye."

It is time to say good-bye to all our friends.
"Good-bye!"
It is time to say good-bye to all our friends.

Enrichment Activities



Activity Title:
Making Patterns
(Small, Medium, Large)

Materials:

- Recycled circular lids (one small, one medium, and one large.)
- White sheet of paper.
- Colors, markers, or pencil.

Procedure:

1. On a white sheet of paper, place lids.
2. With a marker, pencil, or



1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations

1 Parent Tip: If child is not able to understand what medium is. Demonstrate to child with things you have at home that are small and big.

1 Milestone (Cognitive):
Understands what "small, medium and large" means.

1 Special Adaptation (Children with Cognitive Challenges or Delays):

Concentrate on what the child can do rather than what he or she cannot do. Simplify the task by just 2

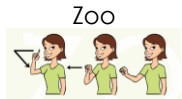
	<p>a size that is in between a small and large object. Explain that "large" is the biggest size in quantity.</p> <ol style="list-style-type: none"> Encourage child to get the 3 measuring cups and explain the sizes of the measuring cups. Model and encourage to child how we will be putting things in order by size. Encourage child to arrange the measuring cups in order (small, medium, large). <p>Questions (Before, During, After): Before: What things have you seen that are small, medium, and large? During: Can you tell me which measuring cup is the smallest? Can you tell me which measuring cup is the largest? Where do you think the medium sized cup goes? After: Can you tell me some things you have at home that you can put into small, medium, and large?</p> <p>English YouTube Video:</p>  <p>https://youtu.be/x8lp6WORh0I</p> <p>Spanish YouTube Video:</p>  <p>https://youtu.be/IYAyruIZA2I</p>	<p>Procedure:</p> <ol style="list-style-type: none"> Print or draw three big tulips and three small red tulips. Print or draw seven green stems. Print or draw a red vase. Model and explain to child that they will be sorting tulips by big and small tulips. Encourage child to sort tulips by big and small. Encourage child to glue stems on back of vase. Encourage child to glue tulips on stem to create a bouquet. 	<p>"Good-bye!" It is time to say good-bye. It is time to say good-bye. It is time to say good-bye to all our friends. "Good-bye!"</p> <p>(Sung by Teacher)</p>	<p>crayon, encourage child to trace the recycled lids.</p> <ol style="list-style-type: none"> Encourage child to identify the circles. Encourage child to count the circles and to make the pattern of smallest, to biggest. (small, medium, and large.) 	<p>comparisons: small and large.</p>
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Pretend and Learn

Wonderful Words of the Week:

Pretend
Zoo
Water
Cup

Language Enhancement:
(Use sign language for vocabulary words)



Water



Cup



Pretend



Title of Activity:
Working at the Zoo

Learning Outcomes:

- Child demonstrates order and sequence. (FS-6)
- Child uses perceptual information to guide motions and interactions with objects and other people. (P-PMP 2)
- Child analyzes results, draws conclusions, and communicates results. (P-SCI 6)
- Child uses imagination in play and interaction with others. (P-ATL 13)

Materials:

- Emotion faces
- Puppet
- Water
- Clear Cups
- Food coloring

Procedures:

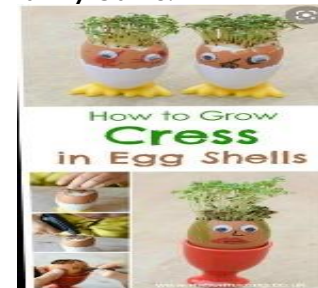
1. The teacher will acknowledge the child's emotions by using the emotion props.
2. The teacher will introduce new activity pretend to be working in a concession

Family Connection

Parents as Partners Letters
(Planning and Assessment CD):



Family Game:



Activity Title:
Cress in Egg Shells

Materials:

- Eggs
- Pens, glue, goggley eyes and small pom poms for decoration

Nursery Rhyme/s:

Song related to the theme:

Let's go to the Zoo



<https://youtu.be/OwRmivbNgQk>

Entrance Song:

Hello Friend



<https://youtu.be/VsyYeWVYDdM>

Closing Song:

Goodbye



<https://youtu.be/PraN5ZoSjIY>

Enrichment Activities



Activity Title:
Adventures

Procedure:

1. Take your child to the petting zoo, pumpkin patch, apple orchard, aquarium, or children's science museum, if possible.
2. If these adventures are not available, take your child on a small adventure around your neighborhood.
3. Decide ahead of time, what you will look for along your trail. (For example: look for butterflies,

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations

1 Parent Tip:
Encourage child to play dress up with items around the house to pretend to be bakers, firefighters, policemen etc.

1 Milestone Approaches to Learning:

Children will increasingly show creativity and imagination in play, learning, and interactions with others.

1 Special Adaptation Approaches to Learning:

It is more meaningful to re-enact familiar and real experiences with and



stand at the zoo. (Perhaps start with, "what are some places you like to go to? Then go into... "A place I like to go to is the Zoo." Then explain briefly what is the zoo. So that a general background glimpse of your activity can be presented.)

3. The teacher will explain what a concession stand is, a place where people sell food, snacks, or drinks. (the teacher will talk about the people that sell at the concession stand are named concession stand workers.)
4. The teacher will pour water into three cups and add food coloring to represent juice.
5. The teacher will pretend to have a customer and give them the juice.
6. The teacher will encourage the child to be a concession stand worker at home with family.

Questions (Before, During, After):

Before: What are some places you like to go to? Do you know what a concession stand is? Have you ever been to one?

During: What can you buy at a concession stand when you are at the zoo?

After: Do you know of other places we can go where there is concession stands? Where else do they sell juice?

English YouTube Video:



<https://youtu.be/D8wcZYoy1zk>

Spanish YouTube Video:

- Cotton wool balls
- Cress seeds

Procedure:

1. Crack your eggs! Using a blunt knife try to take off the top 3rd of the shell only.
2. When dry they are ready to be decorated.
3. Glue on googly eyes and small pom poms for noses and used the pens to draw smiles and add features.
4. Pop your decorated eggshells in egg cups or stand them in an egg box to dry.
5. Wet cotton wall balls and squeeze out the excess. Place inside your eggshells. If you have a large eggshell, you can always place two cotton wall balls inside.
6. Sprinkle the cress seeds on top of the cotton wool balls, lightly pushing down the seeds.
7. Sit them in a warm, light place like a sunny windowsill.
8. Sprinkle each day with drops of water and watch them grow!

flowers, pets, or the tallest tree.

4. While on any adventure encourage your child to ask questions and ask him/her questions as well.
5. Don't forget to take your child to the local public library to experience amazing adventures through books.

understanding of the roles and actions to be acted out by showing pictures of actual people in uniform.



<https://youtu.be/bkuRxlrvGlc>

Art/Creativity Station

Wonderful Words of the Week:

Hand
Paint

Language Enhancement:
(Use sign language for vocabulary words)

Hand



Paint



Title of Activity: Painting Outdoors

Learning Outcomes:

- Child demonstrates control, strength, and coordination of large muscles. (P-PMP 1)
- Child demonstrates increasing control, strength, and coordination of small muscles. (P-PMP 3)

Materials:

- Emotion props
- Paint (2 different colors)
- Paper
- Water
- Towel
- Tape
- 2 Paper Plates

Procedures:

Family Connection

Parents as Partners Letters (Planning and Assessment CD):



Family Game:



Activity Title:
Pom Pom Painting

Materials:

Nursery Rhyme/s:

Song related to the theme:
Painting and Drawing
<https://youtu.be/R5yorYED>



Entrance Song:
Good Morning song for Kids!



https://youtu.be/Cul_p7a9VGs

Closing Song:

Enrichment Activities



Activity Title: Bunny Art with Chalk

Materials:

- Bunny Cut Out
- White Cardstock
- Black Cardstock
- Chalk
- Scissors
- Tape

Procedure:

1. Trace a bunny on the white cardstock and cut it out.
2. Get the black cardstock and tape the bunny down.
3. Have the children pick out the chalk they want to use and start to color

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations

1 Parent Tip:
Encourage your child to be creative and move their body.

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

1 Special Adaptation (Delayed Motor Development):
Change the child's position often so he does not become uncomfortable.

1. The teacher will acknowledge the child's emotion using the emotion props.
2. The teacher will talk about how painting with our hands is a great way to move our upper body and be creative.
3. The teacher will let the children know that today's activity will be outside.
4. The teacher will talk about the activity called "Painting Outdoors" and the material box.
5. The teacher will take out the materials that will be used for the activity.
6. The teacher will get the paper and tape it to the wall.
7. The teacher will then get the paint and put some on each paper plate.
8. The teacher will begin by putting her hands on the paint and bringing it to the paper on the wall and start painting.
9. The teacher will move her arms and hands everywhere in the paper to get creative.
10. The teacher will encourage the children to move around everywhere and get creative as well.

Questions (Before, During, After):

Before: Have you ever painted outside? What have you painted outside?

During: How do you want to move your hands while painting?

After: What was your favorite part about painting outside?

English YouTube Video:



- Pom Poms
- Clothespins
- Paint
- Black marker
- Paper
- Paper plate

Procedures:


1. Start by drawing an egg shape with a black marker on a piece of paper.
2. Grab each pom pom with a clothespin
3. Put paint on the paper plate and dip the pom pom in the paint.
4. Have the children press the pom pom on the paper making patterns with the colors.
5. Let it dry and display it on the wall.







Bye Bye Goodbye



<https://youtu.be/PraN5ZoSjiY>

- around the bunny template.
4. Once the children have finished coloring around the whole bunny, its time to smudge!
 5. With your finger, start smudging from the bunny cut out to the outside and do this around the whole bunny.
 6. Once they are done smudging the colors, take the bunny cut out off and reveal their gorgeous work of art and display it on the wall.

	<p>https://youtu.be/9-C3NT-GULQ</p> <p>Spanish YouTube Video:</p>  <p>https://youtu.be/YpwOGIJ36MQ</p>				
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STEAM Building Structures					
<p>Wonderful Words of the Week:</p> <p>Jump Long</p> <p>Language Enhancement: (Use sign language for vocabulary words)</p> <p>Jump</p>  <p>Long</p> 	 <p>Title of Activity: Long Jumps</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (P-MATH 8) Child compares and categorizes observable phenomena. (P-SCI 3) 	<p>Family Connection</p> <p>Parents as Partners Letters (Planning and Assessment CD):</p>  <p>We have been talking about things that happen in a specific order or sequence. What things do you and your child do at home in sequence? Does your child have a bedtime routine? Do you follow the steps of a recipe when you cook? Please send a note or a photo to school sharing a sequence of steps or routine you follow.</p>	<p>Nursery Rhyme/s:</p> <p>Song related to the theme: Jump Rope, Jump Rope</p>  <p>https://youtu.be/tgUDYOlgl1M</p> <p>Entrance Song: Hello!</p>  <p>https://youtu.be/tVlcKp3bWH8</p>	<p>Enrichment Activities</p>  <p>EASTER EGG Rescue www.nappytoddlerplaytime.com</p> <p>Activity Title: Easter Egg Rescue</p> <p>Materials:</p> <ul style="list-style-type: none"> Easter Eggs Masking Tape Sensory bin Large Spoon Colorful Bowls <p>Procedure:</p> <ol style="list-style-type: none"> Put masking tape across the sensory bin from the bottom 	<p>1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations</p> <p>1 Parent Tip: Encourage your child to move their body in different ways like jumping, running, skipping, etc.</p> <p>1 Milestone (Key Abilities): Enjoys and seeks out various ways to move and play.</p> <p>1 Special Adaptation (Delayed Motor Development): Allow time for</p>

- Child demonstrates control, strength, and coordination of muscles. (P-PMP 1)
- Child uses perceptual information to guide motions and interactions with objects and other people. (P-PMP 2)

Materials:

- Emotion Faces
- Yarn
- Paper Balls or Beanbags
- Scissors

Procedures:

1. The teacher will recognize the child's emotions using the emotion faces.
2. The teacher will talk to the children about running and jumping and let them know that jumping is like a sport.
3. The teacher will let the children know that today's activity will be outside.
4. The teacher will present the activity called "Long Jumps" and the material box.
5. The teacher will take out the materials that will be used for the activity.
6. The teacher will let the children know that we are going to jump and measure how long we can go.
7. The teacher will use yarn to create a jump line.
8. The teacher will demonstrate the long jump and mark it with the paper ball or beanbag.
9. The teacher will measure the jump with the yarn and cut it.
10. The teacher will demonstrate the long jump again to see if she/he can jump longer and mark it with the paper ball or beanbag.

Family Game:



Activity Title:
Shaving Cream Easter Eggs

Materials:

- Eggs (Boiled or Egg Shell)
- 2 Food Coloring
- Shaving Cream
- Cupcake Pan
- Toothpick

Procedure:

1. Using the cupcake pan, put shaving cream in each hole.
 2. Add a few drops of food coloring to each hole.
 3. Using a toothpick, lightly swirl the color around.
 4. Place the eggs in each hole and lightly press down.
 5. Leave the eggs there for about 10 minutes and then flip them over.
 6. Leave the eggs for 10 more minutes on the opposite side.
 7. Remove the eggs from the cupcake pan, then lightly rinse them off.
 8. Put them on a paper towel to dry.
- *Only eat boiled eggs if you are using cool whip instead of shaving cream.

Closing Song:

Bye Bye Goodbye



<https://youtu.be/PraN5ZoSjiY>

- to secure that the tape doesn't fall.
2. Grab the easter eggs and place them in the sensory bin.
 3. Grab the colorful bowls and the large spoon and place them beside the sensory bin.
 4. Assist the child in grabbing the spoon and to try and rescue the eggs inside.
 5. Once they rescue the eggs, put it in the colorful bowl that matches the color of the egg.

the child to rest if he becomes tired or fatigued by a new activity.

11. The teacher will measure the jump again with the yarn and cut it.
12. The teacher will motivate the children to do the same.
13. The teacher will then compare the yarn to see which one is the longest.

Questions (Before, During, After):

Before: Do you like to do activities outdoors? Where do you like to do fun activities?

During: What can we do different to make a longer jump?

After: Which yarn is the longest? What else can we measure?

English YouTube Video:



<https://youtu.be/WyC2B0ApUBA>

Spanish YouTube Video:



<https://youtu.be/A59P9zleylc>

Social Emotional Development

Wonderful Words of the Week:

Travel
Excited
Places

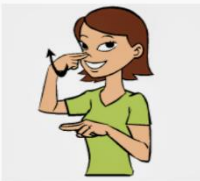
Language Enhancement: (Use sign language for vocabulary words)

Travel



Travel

Excited



Excited

Place



PLACE



Title of Activity:
Traveling Fun Places

Learning Outcomes:

- Child manages emotions with increasing independence. (P-ATL1)
- Child understands, follows, and uses appropriate social and conversational rules. (P-LC4)
- Child attends to communication and language from others. (P-LC 1)

Materials:

- Emotion faces
- Puppet
- Pictures of different places

Procedures:

1. TTW acknowledge the child's emotions by using the emotion props.
2. TTW introduce a new lesson of places we travel to, and what travel means (go from one place to another).
3. TTW will show and discuss picture cards of the different places we can go and how it makes us feel.
4. TTW encourage child to talk about their feelings when going to different places.

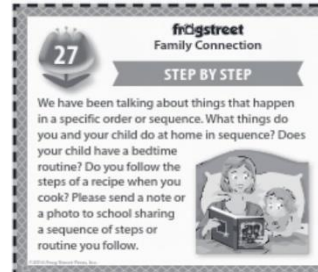
Questions (Before, During, After):

- Before:** Do you know what travel, means? What ways have you traveled?
During: Where have you traveled before? How did it make you feel?
After: Now tell me about your favorite place you have traveled?

English YouTube Video:

Family Connection

Parents as Partners Letters
(Planning and Assessment CD):



Family Game:



Activity Title:

Plastic Egg Emotion Faces

Materials:

- Plastic Easter Eggs
- Marker

Procedure:

1. Use a marker to draw different emotion faces on your eggs then separate your eggs.
2. Either tell a short story or talk about an emotion and have your little one try to make the correct face.

Nursery Rhyme/s:

Song related to the theme:

Where Are We Going?



<https://youtu.be/FxRGkjkYTGA>

Entrance Song:

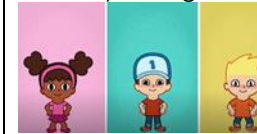
Hello Song



<https://youtu.be/tVlckp3bWH8>

Closing Song:

Goodbye Song



youtube.com/watch?v=PrqN5ZoSjiY

Enrichment Activities



Activity Title: Safe Place

Materials:

Your child
Parent

Procedure:

1. Create a Safe Place for your child.
2. Prepare this quiet place in a spot other than your child's bedroom.
3. Place pillows, stuffed animals, and stress-reducing squeeze balls in this area. Do not use this spot as a place of punishment. Your child should choose to go to the Safe Place on his own.
4. Introduce this space to your child and suggest he go there to calm down but do not view this place as a "time out."
5. When your child chooses to go to the Safe Place, join him after he calms down if he is willing.

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations

1 Parent Tip:



Parents encourage children to talk about favorite travel memories and how did it make them feel.

1 Milestone: Approaches to learning:






Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.

1 Special Needs Adaptations Approaches to learning:

Show picture book of different places where they would like to travel and encourage child to talk about how it makes them feel.

	 <p>https://youtu.be/z7nA9l_QCzY</p> <p>Spanish YouTube Video:</p>  <p>https://youtu.be/UCWY2J0Obcs</p>			<p>6. Take just a few moments to talk about what caused the lack of control. Make suggestions for handling that situation better next time.</p>	
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Physical Development

<p>Wonderful Words of the Week:</p> <p>Travel</p> <p>Language Enhancement: (Use sign language for vocabulary words)</p> <p>Travel</p>  <p>www.aslpro.cc/cgi-bin/aslpro/aslpro.cgi</p>	 <p>Title of Activity: Big Steps, Small Steps</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Child demonstrates control, strength, and coordination of large muscles (PPM1) 	<p>Family Connection</p> <p>Parents as Partners Letters (Planning and Assessment CD):</p>  <p>Family Game:</p>	<p>Nursery Rhyme/s:</p> <p>Song related to the theme: "Listen and Move"</p>  <p>https://youtu.be/LOY0-AQycAE</p> <p>Entrance Song:</p>	<p>Enrichment Activities</p>  <p>Activity Title: Chalk Shapes Jumping Game</p> <p>Materials:</p> <ul style="list-style-type: none"> Chalk <p>Procedure:</p> <ol style="list-style-type: none"> Select a play area outdoors and use chalk, make 	<p>1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations</p> <p>1 Parent Tip: When playing with child in the park or at home, encourage child to play freely taking short and long steps.</p> <p>1 Milestone (Physical): child is able to walk and maintain balance.</p> <p>1 Special Adaptation (Physical): Allow time for the child to</p>
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- Child uses perceptual information to guide motions and interactions with objects and other people (PPM2)
- Child demonstrates initiative and independence (P-ATL10)

Materials:

- Emotion Props
- Vocabulary Cards
- Tape

Procedures:

1. The teacher will acknowledge the child's emotions by using the emotion props.
2. Introduce and explain vocabulary word, "travel" and demonstrate sign language. Explain that "travel" is moving from one place to another.
3. Using the tape, place a long line on the floor, this is where the child will be traveling by taking small steps and big steps.
4. Demonstrate and explain to child how to make small and big steps while staying on the line.
5. Encourage child to make small steps on the tape line.
6. Encourage child to make big steps on the tape line.
7. Explain to child that they are taking small steps from one location to another. They have traveled short distance.
8. Explain to child that they are taking big steps from one location to another. They have traveled long distance.

Questions (Before, During, After):

Before: Can you tell me what the word travel means?

During: Where can I go using small steps? Where can I go using big steps?

After: Can you tell me of some places you have traveled with your family?

English YouTube Video:



Activity Title:
Q-Tips Daisies

Materials:

- Q-tips
- Pipe cleaners
- Playdough
- Scissors
- Paper
- Glue

Procedures:

1. Encourage the child to make a small ball out of playdough.
2. Encourage the child to put the ball of playdough on the paper and with his hand the child will press on the ball to make it a flat circle.
3. With parent's assistance, the child will cut the Q-tips in half.
4. Model and Encourage child to stick Q-tips into the playdough.
5. Model and Encourage child to put glue on the pipe cleaner.
6. Encourage child to glue the pipe cleaner on the paper to make a flower.

"Hello Friends"



<https://youtu.be/VsyYeWVYDdM>

Closing Song:

"Goodbye Friends"



https://youtu.be/gVbBSDj_r2g

shapes of your choice.

2. Model & encourage child to select a shape to start on.
3. Have your child jump from shape to shape as you call out the names of the shapes.
4. Child will make big steps and small steps as they jump to different shapes.

rest if he becomes tired or fatigued by a new activity.



<https://youtu.be/BwAEIWF1iCg>

Spanish YouTube Video



<https://youtu.be/XWOWmqveyCg>

Music and Movement

Wonderful Words of the Week:

Travel
Destination

Language Enhancement: (Use sign language for vocabulary words)

Travel



Destination



Title of Activity:
Big Step Little Step

Learning Outcomes:

- 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:



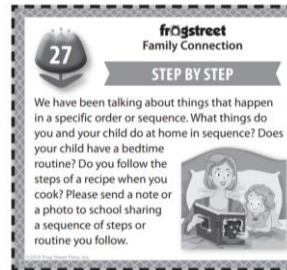
- Emotion cards
- Vocabulary Cards: Travel, Destination
- Song: The Grand Old Duke of York
<https://youtu.be/KGvEQTQaTbQ>

Procedures:

- The teacher will acknowledge the child's emotion using the emotion props.
- The teacher will introduce and explain the wonderful words of the week and teach the sign language. Describe the word travel: as moving from one place to another; travel may be a short or long distance. Destination is the place where we are going.

Family Connection

Parents as Partners Letters (Planning and Assessment CD):



Family Game:



Activity Title:
Spring Parade

Materials:

- Costumes
- Colorful clothes with flowers
- Hats
- Bouquets

Procedures:

1. We will glue the flowers to the hat.
2. You will wear your colorful dress or in case you have a costume.
3. We will form a line to mine through the patio of our house.

Nursery Rhyme/s:

Song related to the theme:
"The Ants Go Marching One by One"



https://youtu.be/2S_fbCGw0M

Entrance Song:
"Hello"



<https://youtu.be/x23rTDI4AMs>

Closing Song:
"So Long Song"



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

Enrichment Activities



Activity Title: Racing

Materials:

- Patio
- Members of the family
- Paperboard
- Markers

Procedure:

1. They will draw on the cardboard with the markers sign that says "GOAL"
2. We will form a horizontal line with two members of the family.
3. They will run together on the count of three, until they reach the goal.
4. They will form lines until the members of the family are completed.
5. The member who arrives first is the one who runs the strongest is the winner.

1 Parent Tip, 1 Milestone, 1 Special Needs Adaptations

Parent Tip: Listen and dance to music and nursery rhymes and interact with the children during the dance.

Milestone (Gross Motor):

Coordinate movements necessary to play and explore.

Special Adaptation Children with special needs in motor development):

Allow time for the child to rest if he/she becomes tired or fatigued by activity.

- Explain that we will sing a song called "The Grand Duke of York" and that it is a fantasy song. Teacher will show how marching will help her move from one place to another.
- As we sing and dance "The Grand Duke of York": also encourage the child to use their feet to march and do body movements.
- Explain that marching moves us from one location to another.

Questions (Before, During, After):

Before: Where have you seen a group of people march together?

During: What part of your body do you move when you do the march from the song?

After: What part of your body is the easiest to move? And the hardest?

English YouTube Video:



<https://youtu.be/o6PecE2XYtM>

Spanish YouTube Video:



https://youtu.be/_mbp477W8Vo

The remaining family will be able to enjoy the parade and the weather.