

# UTRGV-EHS-CCP Program

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

Week of: May 17-21,2021 Theme: 8 Week: 3

Classroom Teachers and Room Number:

Director or Center Manager Approval:

Parent Acknowledgement:

Date:

Date:

**Learning Goal:** This week our focus will be critters that jump or hop, such as grasshoppers, crickets, and frogs.

### Mental Health:

Dr. Bailey's  
Conscience  
Discipline  
Strategies

### Unite

#### Hopping Bug (Tune: "Ram, Sam, Sam")

A hopping bug. A hopping bug.  
(clap hands)  
Goolie, goolie, goolie, goolie, goolie  
(circle arm over arm)  
Hopping bug.  
(clap hands)  
A hopper! A hopper!  
(open arms from elbows outward)  
Goolie, goolie, goolie, goolie, goolie  
(circle arm over arm)  
Hopping bug.  
(clap hands)

### Calm

Encourage children to practice S.T.A.R. (beathing in and out). Focus on belly breathing. While laying down children will place a small beanbag or stuffed animal on their belly. They can watch the object go up and down as they fill their belly with air and then relax and exhale.

### Connect

#### This Little Cricket

This little cricket sings songs so sweet.  
(hold two fingers up for antennae)  
Listen closely to his calming beat.  
(place hand close to ear)  
His songs are never ever blue.  
(shake head "no")  
Especially when he sings for you.  
(rest hand on shoulder).

### Commit

Encourage child/ren to select one of the commitments from the Commitment Poster that they are willing to practice during day.



### Morning Message Sentences:



1. The grasshoppers hop.



2. The crickets chirp.



3. The frogs croak.

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

# Literacy

**Theme:** 8  
**Week:** 3

**Readiness Skill**  
**Must Do's:** Sing the ABC Song

**Family Connection**

**Nursery Rhyme/Song**

**Enrichment Activity**

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

**Wonderful Words of the Week:**

Grasshopper  
Serenade

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

Grasshopper



Serenade



**Book Title:** Grasshopper Gus

**Read A Loud Tips:**

The teacher will read the book with expression and at a good pace to allow the child to respond along the way.

**Discussion:**

The teacher will talk about the music Grasshopper Gus makes when reading the story.

**Learning Goal:**

This week our focus will be critters that jump or hop, such as grasshoppers, crickets, and frogs.

**Learning Outcomes:**

- Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (P-LIT 2)
- Child demonstrates awareness that spoken language is composed of smaller segments of sound. (P-LIT 1)
- Child understands, follows, and uses appropriate social and conversational rules. (P-LC 4)

**Family Connection**

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



**Family Game**

paper bag  
frog puppet



**Activity Title:** Paper Bag Frog Puppet

**Materials:**

- Paper lunch bag
- Black, green, and red construction paper
- Glue
- Scissors
- Paintbrush

**Nursery Rhyme/s:**

**Song related to the theme:** The Ant and the Grasshopper



<https://youtu.be/TOId78ZTDGE>

**Entrance Song:** The ABC Song



<https://youtu.be/75p-N9YKqNo>

**Closing Song:** The ABC Song



<https://youtu.be/75p-N9YKqNo>

**Enrichment Activity**



**Cricket Footprint Craft**



**Activity Title:** Cricket Footprint Craft

**Materials:**

- Paintbrush
- White paper
- Googly Eyes
- Glue
- Green Paint
- Wipes

**Procedure:**

1. Begin by painting the child's foot with green paint with the paintbrush.
2. While the paint is still damp, press the painted foot to the white paper. Hold it in place and press firmly so you can be sure the print sticks and slowly remove it.
3. With the wipes, wipe away any paint before it

**1 Parent Tip:**

Take your child outside when the sun goes down to see if they can hear grasshoppers making a chirping sound.

**1 Milestone:**

(Play and Social Skills) Enjoys sitting to listen or look at book.

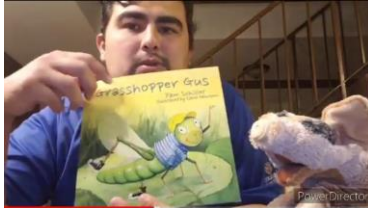
**1 Special Needs Adaptations:**

(Visual Challenges) A child with visual challenges builds vocabulary differently than his/her peers. Find real objects he/she can touch.

	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Emotion props</li> <li>• Grasshopper Gus Book</li> <li>• Vocabulary Words (printed or on video)</li> </ul> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. The teacher will acknowledge the child's emotion using the emotion props.</li> <li>2. The teacher will show the vocabulary word "Grasshopper" and tell them that a grasshopper is a plant eating critter with long hind legs that are used for jumping and for producing a chirping sound. The teacher will show the sign language for grasshopper after. What sound does a grasshopper make?</li> <li>3. The teacher will show the vocabulary word "Serenade" and tell them that serenades are light, fun music usually sung or played in the open air.</li> <li>4. The teacher will show the book and demonstrate the parts of the book. (Front cover, back cover, spine, title, name of author, and the name of the illustrator.)</li> <li>5. The teacher will begin to read "Grasshopper Gus." The teacher will tell the children that a grasshopper is a type of hopping critter. The teacher will read the book with expression and at a good pace to allow the child to respond along the way. The teacher will ask "How does Grasshopper Gus create a song?" as she is reading the book.</li> <li>6. The teacher will explain to the children that this book was about a grasshopper who loves to make music. The teacher will ask "Who taught Gus to make music?"</li> </ol> <p><b>Questions (Before, During, After):</b></p>	<ul style="list-style-type: none"> <li>• Green Paint</li> </ul> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Start by cutting a few inches off the bottom of the paper bag, this will make the bag look more like a short chubby frog!</li> <li>2. Paint the paper bag with the green paint using the paintbrush.</li> <li>3. Get more paint and paint the back and let it dry.</li> <li>4. While your child is painting, cut out two large green circles and two smaller black circles using the construction paper.</li> <li>5. Cut out a long rectangle from the red construction paper for the tongue.</li> <li>6. Assist your child by gluing the black circles onto the green ones to make the eyes.</li> <li>7. Roll the red paper tightly to make a curly tongue.</li> <li>8. When the paper bag frog is dry, glue the eyes and tongue on!</li> </ol>		<p>has the chance to get on clean surfaces.</p> <ol style="list-style-type: none"> <li>4. Allow the footprint to dry.</li> <li>5. Once the paint is dry, use your paint brush and the green paint to make some legs and wings on the cricket.</li> <li>6. Finish the cricket by adding some googly eyes by dabbing some glue to the back of the eyes and press them to the face of the cricket.</li> <li>7. Once everything is dry, your footprint cricket craft can be displayed on the wall!</li> </ol>	
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**Before:** What sound does a grasshopper, make?  
**During:** How does Grasshopper Gus create a song?  
**After:** Who taught Gus to make music?

**English YouTube Video:**



<https://youtu.be/OTvwxICD1A>

**Spanish YouTube Video:**



<https://youtu.be/8qsuO89netY>

# Math

## Wonderful Words of the Week:

Grasshopper  
Trace

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

Grasshopper



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

Trace



**Title of Activity:**  
Tracing Numbers

**Learning Goal:**  
This week out focus will be critters that jump, hop, such as grasshoppers, crickets, and frogs.

**Learning Outcomes:**

- Child knows number names and the count sequence. (p-math 1)
- Child understands the relationship between numbers and quantities. (P-MATH 3)
- Child associates a quantity with begins to write numbers (P-MATH 5)
- Child demonstrates increasing control, strength, and coordination of small muscles. (P-PMP3)

### Materials:

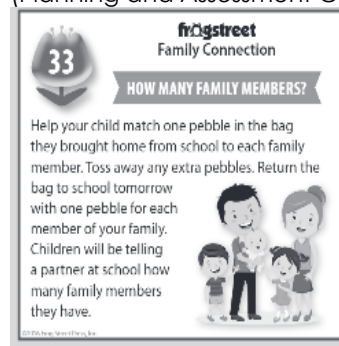


- Emotion Cards
- Vocabulary words "Trace" and "Grasshoppers"
- Number cards 1-5
- Tray of Salt
- Picture of 5 grasshoppers

### Procedures:

## Family Connection

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



## Family Game



**Activity title:**  
How High Bug Jumping?

### Materials:

- Mathlink cubes (or small blocks/counting objects)
- Pre-cut paper thick strips
- Grasshopper print images
- Small box

### Procedure:

1. Place mathlink cubes on a small box and set to side.
2. Set two thick paper strips on table or flat surface and using the images of the grasshoppers, place one on each strip at different lengths.

## Nursery Rhyme/s:

**Song related to the theme:**  
Count 10 Insects



<https://youtu.be/5XCUDiQIp4M>

**Entrance Song:**  
Hello Friend



<https://youtu.be/VsyYeWVYDdM>

**Closing Song:**  
Goodbye Friends



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

## Enrichment Activity



**Activity Title:**  
Q-tip Number Tracing

### Materials:

- Q-tips
- Small cups
- Paint
- Paper
- Writing tool

### Procedure:

1. Using different paint colors, place a little amount of each color on different small cups – set aside.
2. Next, using a writing tool, parent will write the numbers 1-5 on the paper.
3. Next, parent will model how to trace the number with a Q-tip.
4. After practicing, encourage child to

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

**1 Parent Tip:**  
Encourage child to create numbers by using playdoh.

**1 Milestone:**  
(Fine Motor)  
Coordinate's hand and fingers.

**1 Special Needs Adaptations:**  
(Fine Motor) Use simple adaptive devices, such as pencil grips or clothespins, for drawing, painting, and turning book pages.

<https://www.signingsavvy.com/sign/TRACE/5956/1>

1. The Teacher will recognize the child's emotions using the emotion faces.
2. The teacher will introduce and explain the vocabulary words "Trace" and "Grasshoppers" and demonstrate the sign language.
3. Explain what "Trace" means copy by following the lines and "Grasshoppers" an insect with long legs uses for jumping.
4. The teacher will show picture of grasshoppers and encourage child to count.
5. Teacher will model how to trace the number by using the tray of salt. (EX: Trace the number 1-5)

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

**Before:** Have you counted objects before? What have you counted?

**During:** What number will we trace?

**After:** Where can you find grasshoppers? Do you think we could have used something else to trace the number on?

**English YouTube Video:**



<https://youtu.be/NQeVfYM85dk>

**Spanish YouTube Video:**



<https://youtu.be/oVaG4PYrBoo>

3. Model how to place the mathlink cubes from the bottom of the paper to the tip of the grasshopper.
4. Encourage the child to count how many cubes fit between the end of the paper and the grasshopper.
5. The number they counted is how high the bug jumped!

use a q-tip and dip a little on the paint and trace/write over the numbers.

# Pretend and Learn

## Wonderful Words of the Week:

Grasshopper  
Hop

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

Grasshopper



Hop



**Title of Activity:**  
Hopping Grasshopper

### Learning Goal:

This week our focus will be critters that jump or hop, such as grasshoppers, crickets, and frogs.

### Learning Outcomes:

- Child uses imagination in play and interaction with others (P-ATL13).
- Child demonstrates increasing control, strength, and coordination of small muscles (PPMP3).

### Materials:

- Emotion props
- Vocabulary Card
- Pictures, drawn out pictures, or play grasshopper insect.
- 4 Pictures or drawn-out leaves from a tree.

### Procedures:

1. The teacher will acknowledge the child's emotions by using the emotion props.
2. Introduce and explain the vocabulary word "Grasshopper". Grasshopper is a plant-eating insect with long legs that are used for jumping

## Family Connection

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



## Family Game



**Activity title:**  
Cricket snack

### Materials:

- Marshmallows
- spoon
- Chocolate frosting
- Pretzel rod
- Edible eyes

### Procedure:

1. Parent model and encourage child to line up three marshmallows.
2. Parent model and encourage child to cover marshmallows with chocolate frosting using a spoon.

## Nursery Rhyme/s:

**Song related to the theme:**  
Bugs, Bugs, Bugs | Bug Songs | PINKFONG Songs.



<https://youtu.be/9CzXWwgLDJ8>

### 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.  
"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!"  
(Sung by Teacher)

## Enrichment Activity



**Activity Title:**  
Clothespin  
Grasshopper

### Materials:

- A clothespin
- Crayons
- Two googly eyes, or black marker
- Four 2-inch pieces of green pipe cleaner

### Procedure:

1. Take a clothes pin and set it on the table.
2. Take a piece of pipe cleaner and encourage the child to wrap it under the bottom of the clothespin so that the ends come up and bend.
3. Take another piece of pipe cleaner and encourage the child to wrap it under the middle of the clothespin so that the ends come up and bend.
4. Take the third piece of pipe cleaner and encourage child to

**1 Parent Tip.**  
**1 Milestone.**  
**1 Special Needs Adaptations**

**1 Parent Tip:**  
Parents explain to child to respect nature and be careful with insects that might bite.

**1 Milestone:**  
(Cognitive)Plays make-believe with dolls, animals, and people.

**1 Special Adaptations:**  
(Social Emotional)  
Praise the child often when he or she accomplishes something new or stays on tasks for a given perizaq`od.

- and they also make a chirping sound.
3. Introduce and explain the vocabulary word "Hop". Hop is to move by jumping on one or both feet.
  4. Introduce and explain sign language.
  5. Explain that they will pretend to be a grasshopper, holding the grasshopper.
  6. Encourage child to place the leaves on the floor or the table.
  7. Model and encourage child to pretend to be a grasshopper while holding it. They will hop on each leaf one at a time.

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

**Before:** Can you tell me what you know about a grasshopper?

**During:** How do you think the grasshopper moves?

**After:** Can you tell me of other insects or animals that hop?

**English YouTube Video:**



<https://youtu.be/fy0bPRDw6EI>

**Spanish YouTube Video:**



<https://youtu.be/xGnOwdfH7Vo>

3. Parent model and encourage child to break the pretzel rods into long and short pieces.
4. Parent help child add two long pretzel rods for each leg in a "V" position, and two short ones for the antennae.
5. Parents encourage child to place two edible eyes to complete the cricket.
6. Enjoy snack.

5. Take the last piece of pipe cleaner and bend it in half to form the antennae and encourage child to wrap it around the front tip of the clothespin.
6. Glue or draw the eyes on the grasshopper.

# Art/Creativity Station

## Wonderful Words of the Week:

Trace  
Grasshopper

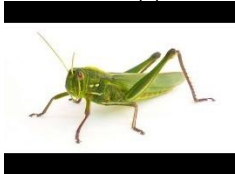
Language  
Enhancement:  
(Use sign  
language for  
vocabulary  
words)

Trace

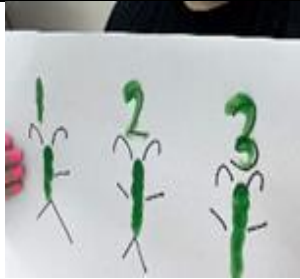


<https://youtu.be/7dSyC57MHrc>

Grasshopper



<https://youtu.be/Wsu-PDp4ZBM>



**Title of Activity:**  
Fingerprint Grasshoppers

### Learning Goal:

This week our focus will be critters that jump or hop, such as grasshoppers, crickets, and frogs.

### Learning Outcomes:

- Child understands the relationship between numbers and quantities. (P-Math3)
- Child expresses creativity in thinking and communicating. (P-ATL 12)
- Child demonstrates creative thinking in increasingly complex ways. (SF. B10)

### Materials:

- Emotion Faces
- Puppet
- 2 different colored Paints
- Paper
- Markers
- Picture of Grasshopper

### Procedures:

1. The Teacher will acknowledge child's emotions using the emotion props.
2. The teacher will demonstrate the wonderful words of the week and show the sign language for those words.
3. Teacher will show children the materials we need for the activity.

## Family Connection

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



## Family Game



### Activity title:

"The Frog"  
<https://www.daniellesplace.com/html/frogcrafts.html>

### Materials:

- Paper plate
- Glue
- Pink and green construction paper
- Green paint
- Googly eyes
- Scissors

### Procedure:

1. Fold a paper plate in half. Paint the outside green in the inside block.
2. Cut a pink tongue from construction paper. Draw feet and legs on

## Nursery Rhyme/s:

Song related to the theme:

Ant and Grasshopper Song



<https://youtu.be/TOTd78ZTJGE>

## Entrance Song:

Hello Song



<https://youtu.be/tVlcKp3bWH8>

## Closing Song:

Goodbye Song



<https://youtu.be/PraN5ZoSjY>

## Enrichment Activity



### Activity Title:

Grasshopper  
Clothespin Craft

### Materials:

- Mini jumbo craft stick
- 2 clothes pin
- Green marker
- Googly eyes
- Glue
- Green chenille stems
- Scissors

### Procedure:

1. Paint all the pieces green and let dry.
2. Using the picture above as a guide place a clothespin on a stick. The flat clothes plan is a top of the back leg. tech
3. Glue the mini craft sticks to the top of the flat clothespin one on each side.
4. Fold a green Chanel stem in half, glue it to the

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

**1 Parent Tip:**  
Parent can encourage children to go outside and hop like grasshoppers.

**1 Milestone:**  
(Social Emotional)  
Children will copy adults and friends.

**1 Special Needs Adaptations:**  
(Cognitive)  
Let the child know what will happen next. Using visual cards before the routine is changed.

4. The teacher will demonstrate Grasshoppers picture.  
5. The teacher will show new activity about making Grasshoppers and counting the grasshoppers by using our fingers, construction paper and paint.  
6. The Teacher will begin showing steps of activity to children. · Gather supplies · Grab construction paper and paint · Put finger in paint and make three thump prints next to each other. · Above the grasshoppers we are going to write the numbers 1,2, and 3 then we will trace using paint. · Once paint dries, we will use markers and add eyes, legs and antennas to the grasshoppers. · Lastly, we will add grass.  
7. The teacher will encourage children to make their own grasshoppers at home.

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

**Before:** Where have you seen grasshoppers before? Is this a crawling, flying or hopping bug?

**During:** How do grasshoppers get around? What other bugs hop or jump to get around?

**After:** How many grasshoppers did we make? What colors did we use to make them (the grasshoppers)?

**English YouTube Video:**



<https://youtu.be/VpDGV5OCT9U>

green construction paper and cut them out.  
3. Draw eyes on white printer paper and cut them out.  
4. Glue the legs and feet to the bottom of the folded paper plate as shown. Glue the tongue to the inside.  
5. Glue the eyes to the top

end of the craft stick at the fold, and wind it around the head area leaving about 2 inches at each end for the antenna.  
5. To finish glue tiny wiggly eyes to the head.

**Spanish YouTube Video:**



<https://youtu.be/m6wdRM5BeXs>

# STEAM Building Structures

## Wonderful Words of the Week:

Cricket  
Measure

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

Cricket



Measure



**Title of Activity:**  
The Cricket

### Learning Goal:

This week our focus will be critters that jump or hop, such as grasshoppers, crickets, and frogs.

### Learning Outcomes:

- Child measures objects by their various attributes using standard and non-standard measurements uses differences in attributes to make comparison. (P-Math 8)
- Child compares and categorizes observable phenomena (P-SC1 3)
- Child expresses creativity in thinking and communication (P-ATL 12)

### Materials:

- Emotion props
- Picture card #68 Cricket
- Straw
- Ruler
- 3 -1" objects
- 3 – various size objects
- Scissors

### Procedures:

1. TTW acknowledge child emotions using emotion props.

## Family Connection

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



## Family Game



**Cricket Footprint Craft**



**Activity title:**  
Flying Cricket

### Materials:

- green finger paint.
- Paint brush
- White paper
- a pair of wiggly eyes
- Glue

### Procedure:

1. Start by painting child's foot with green paint.
2. While paint is still wet stamp you child's print on the white paper.

## Nursery Rhyme/s:

**Song related to the theme:**  
Cricket Song



<https://youtu.be/p7NwK0irVUU>

### Entrance Song:

Dr. Jean Hello Friends



<https://youtu.be/VsyYeWVYDdM>

### Closing Song:

Super Simple; Goodbye



<https://youtu.be/PraN5ZoSjiY>

## Enrichment Activity



**Activity Title:**  
Cricket hats

### Materials:

- green poster board
- wiggly eyes
- pipe cleaners
- scissors
- glue

### Procedure:

1. Copy the cricket outline on a green paper.
2. Cut a strip of green paper about 2" wide so it fits around child's head.
3. Cut a circle for the head and paste them to the headband.
4. Make 2 holes in the upper part of the head and pull thru 2 pipe cleaners as these will represent the antennas.
5. Curl the end with your fingers.
6. Paste the googly eyes and draw mouth.
7. adjust to headband to fit child's head and glue it

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

**1 Parent Tip:**  
Encourage child to explore outdoors, and search for crickets and analyze sound and size.

**1 Milestone:**  
(Language)  
At this age children begin to ask what, where, and why questions.

**1 Special  
Needs  
Adaptations:**  
(Language)  
Repetitive is a great way to help child develop their language.

2. TTW introduce new lesson about crickets.
3. TTW show materials in the material box.
4. TTW discuss image on picture card. (cricket)
5. TTW compare 3- 1" objects, to 3- various sized objects.
6. TTW encourage child to look for objects and compare to the size of the cricket.

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

**Before:** What do you see in the picture card? What can you tell me about it?

**During:** Can you guess how big the cricket is? What can we use to measure it?

**After:** What other objects can you find that are the same size as the cricket?

**English YouTube Video:**



<https://youtu.be/aLygMO8X5Pc>

**Spanish YouTube Video:**



<https://youtu.be/9Dk1LoXsrvs>

3. Once the foot is dry you can add the googly eyes as well as use the paint brush to draw legs and antennas.

# Social Emotional Development

## Wonderful Words of the Week:

Jumping Bug

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

Jumping



Bug



**Title of Activity:**  
Hopping Bug

### Learning Goal:

This week our focus will be critters that jump or hop, such as grasshoppers, crickets, and frogs.

### Learning Outcomes:

- Child varies the amount of information provided to meet the demands of the situations. (P-LC3)
- Child understands, follows, and uses appropriate social and conversational rules. (P-LC4)
- Child expresses care and concern toward others. (P-SE7)

### Materials:

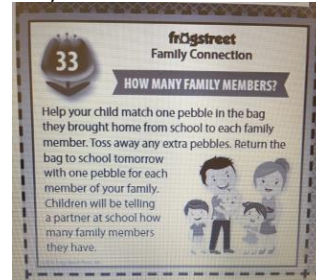
- Emotion Props
- Vocabulary cards
- "Hopping Bug" Song (Threes Curriculum, pg.24)

### Procedures:

1. The teacher will acknowledge the child's emotions by using the emotion props.
2. Introduce and explain the vocabulary word "Bug". A small animal whose body has 3 parts, head, chest, belly but usually have antennae and legs.

## Family Connection

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



## Family Game



**Activity title:**  
Feelings Song

### Materials:

- Song "Feelings"
- <https://youtu.be/a1NIWCrOR-k>
- Markers/Colors/Pencil
- Construction paper

### Procedure:

1. Parent will invite child to create their own emotion cards.
2. Parent will model & encourage child to use emotion cards to the song.
3. Parent will invite the child to dance & show their

## Nursery Rhyme/s:

**Song related to the theme:**

If You're Happy and You Know It | Kids Songs | Super Simple Songs



<https://youtu.be/M6LoRZsHMSs>

**Entrance Song:**  
"Hello Friend"



<https://youtu.be/VsyYeWYYDdM>

**Closing Song:**  
"Good-Bye Friend"



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

## Enrichment Activity



**Activity Title:**  
Hopping into emotions

### Materials:

- Emotions props
- Print outs or drawing of emotions (happy, sad, excited, angry)
- Tape

### Procedure:

1. With parent's assistance, the child will tape the print outs or drawings of emotions on the floor.
2. Parent will introduce the emotions (happy, sad, excited, and angry) to child.
3. Parent will show and call out emotion prop to child.
4. Encourage child to hop to the emotion that shows that feeling.
5. Once the child is standing on the emotion face, encourage the

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

**1 Parent Tip:**  
The parent can sing or show a song to child and encourage child to express how they feel after listening to the song.

**1 Milestone:**  
(Social Emotional)  
Shows a wide range of emotions.

**1 Special Needs Adaptations:**  
(Social Emotional)  
Children with emotional issues often respond well to music.

3. Introduce and explain the vocabulary word "Jumping". Take steps from one side to the other.
4. Demonstrate sign language.
5. Explain to the child that there are animals that jump or hop that make us feel emotions.
6. The teacher will sing the song "Hopping Bug" and at the end the teacher will show the faces of emotions and will ask the child which face of emotions he/she represents.

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

**Before:** Can you tell me how you feel today? Can you mention of some songs that makes you feel happy?

**During:** What is the bug doing during the song that makes him happy?

**After:** Can you mention any insects that jumps or hops that make you feel happy or excited?

**English YouTube Video:**



<https://youtu.be/a7EQMU7hu38>

**Spanish YouTube Video:**



<https://youtu.be/C3Ry-8unaYY>

- own emotion cards to the song.
4. Child will invite family members to join them to dance & show their own emotion card.

child to make the emotion.

# Physical

## Wonderful Words of the Week:

Grasshopper  
Hopping

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

Grasshopper



Hopping



**Title of Activity:**  
Hopping Grasshoppers

**Learning Goal:**  
This week our focus will be critters that jump or hop, such as grasshoppers, crickets, and frogs.

**Learning Outcomes:**

- Child maintains focus and sustains attention with minimal adult support (P-ATL-6)
- Child persists in tasks (P-ATL 7)
- Child knows number names and the count sequence (P-MATH 1)
- Child understands the relationship between numbers and quantities (P-MATH 3)

**Materials:**

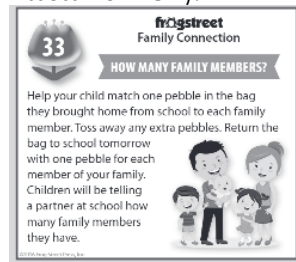
- Emotion Cards
- Vocabulary Words "grasshopper" "jumping."
- 5 Hopping Grasshoppers (balls with eyes)
- Glue
- Googly Eyes



**Procedures:**

## Family Connection

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



## Family Game



**Activity title:**  
Jump Jump!

**Materials:**  
Jump rope

**Procedure:**

1. First, we will model how to jump using both our feet.
2. After practicing, we will introduce the jump rope.
3. Model and encourage to hold both ends of the jump rope.
4. Lastly, encourage child to jump over the rope.

## Nursery Rhyme/s:

**Song related to the theme:**  
Grasshopper



<https://youtu.be/WNYGPpSHUYI>

**Entrance Song:**  
Hello to YOU!



[https://youtu.be/dy\\_BWXT6Fjc](https://youtu.be/dy_BWXT6Fjc)

**Closing Song:**  
Out of the Box Goodbye Song



<https://youtu.be/VvUfCwwuzu4>

## Enrichment Activity



**Activity Title:**  
Mark the Spot

**Materials:**  
Leaves

**Procedure:**

1. Encourage child to search for leaves in the yard.
2. After collecting the leaves, place about 1-2 feet away from each other on the floor.
3. Pretend to be grasshoppers and jump from one leaf to another.

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

**1 Parent Tip:**  
Encourage Child to go outside and play hopscotch.

**1 Milestone:**  
(Play and Social skills) Is able to throw and attempt to catch ball without losing balance.

**1 Special Needs Adaptations:**  
(Delay in Physical Motor) Allow time for the child to reset if he/she becomes tired or fatigued by a new activity.

	<p>1.The teacher will recognize the child's emotion using the faces of emotions.</p> <p>2. The teacher will introduce and explain the wonderful words of the week "Grasshopper" and teach the sign language. The word "Grasshopper" is an insect that has long legs that are used for jumping "Jumping" is when you push off the floor with your feet and land on your feet.</p> <p>3. For the activity, teacher will glue eyes on the balls to create our grasshoppers.</p> <p>4. Teacher will encourage child to count the set of 5 grasshoppers.</p> <p>5. Teacher will then model how to have the ball jump from the floor to represent the grasshopper.</p> <p>6. Encourage child to enjoy making the grasshoppers jump by pushing the balls off the floor and jump to pretend they were a grasshopper.</p> <p><b>Questions (Before, During, After):</b>  <b>Before:</b>  Can you tell me the different kinds of balls you have played with? What kind of movement do they do? Have you seen any grasshoppers around your house?  <b>During:</b>  How many Grasshoppers did we have jump off the floor? Can you help me count how many grasshoppers have jumped?  <b>After:</b>  Can you show me how grasshoppers jump from one place to another?</p> <p><b>English YouTube Video:</b></p>				
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<https://youtu.be/VVMBQOHLPYA>

**Spanish YouTube Video:**



<https://youtu.be/sJa6jDUvHsA>

# Music and Movement

**Wonderful Words of the Week:**

Bug  
Hopping

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

Bug



Hopping



**Title of Activity:** Hopping Bug

**Learning Goal:**

This week our focus will be critters that jump or hop, such as grasshoppers, crickets, and frogs.

**Learning Outcomes:**

- Child demonstrates large muscle control, strength, and coordination. (P-PMP 1)
- The child uses perceptual information to guide movements and interaction with objects and other people. (P-PMP 2)
- Child understand and uses a wide variety of words for a variety of purposes. (P-LC 6)

**Materials:**

- Emotion props
- Vocabulary Words (printed or on video)
- Song "Hopping Bug" (Frog Street)

**Procedures:**

1. The teacher will acknowledge the child's emotion using the emotion props.
2. The teacher will show the vocabulary word "Bug" and tell them that bugs are small insects like a bee, spider, and grasshoppers. The teacher will

## Family Connection

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

Help your child match one pebble in the bag they brought home from school to each family member. Toss away any extra pebbles. Return the bag to school tomorrow with one pebble for each member of your family. Children will be telling a partner at school how many family members they have.

## Family Game



**Activity title:**  
Grasshopper Headband

**Materials:**

- Green construction paper
- Googly eyes
- Pipe cleaner
- Scissors
- Glue
- Stapler
- Template- [grasshopper.pdf](http://grasshopper.pdf) ([afieldtriplife.com](http://afieldtriplife.com))

**Procedures:**

## Nursery Rhyme/s:

**Song related to the theme:**  
Five Little Speckled Frogs



<https://youtu.be/VQTVrxj4I6o>

**Entrance Song:**

Hello!



<https://youtu.be/tVlckp3bWH8>

**Closing Song:**

So Long Now



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

## Enrichment Activity



**Activity Title:** Pom Pom Grasshopper Craft

**Materials:**

- Two Green Pom Poms (One slightly smaller than the other)
- Green Pipe Cleaner
- Glue
- Googly Eyes

**Procedure:**

1. Glue the two pompoms together.
2. Cut the pipe cleaner in to 6, one-inch lengths and bend them to form the legs. Glue them to the large pompom.
3. Cut another piece of pipe cleaner, two inches long, fold it in half, and glue it to the head for the antennae.
4. To finish, glue the googly eyes to the head and DONE!

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

**1 Parent Tip:**  
Encourage the child to try hopping like a hopping bug.

**1 Milestone:**  
(Coordination)  
Coordinates movements needed to play and explore.

**1 Special Needs Adaptations:**  
(Delayed Motor Development)  
Invite the child to participate partially even if the complete activity is too challenging.

	<p>show the sign language for bug after.</p> <p>3. The teacher will show the vocabulary word "Hopping" and tell them that hopping is to make a short leap. Like grasshoppers are bugs that hop. The teacher will ask "Have you ever seen a bug that hops? Do you know what kind of bug it was? (frogs, grasshoppers, crickets, and spiders)</p> <p>4. The teacher will let the children know that we will be singing a song called "Hopping Bug" and will show the movements to the song.</p> <p style="text-align: center;"><i>"Hopping Bug"</i> (Tune: Ram Sam Sam) A hopping Bug, a hopping bug (clap hands) Goolie, goolie, goolie, goolie, goolie (circle arm over arm) Hopping Bug (clap hands) A hopper! A hopper! (open arms from elbows outward) Goolie, goolie, goolie, goolie, goolie (circle arm over arm) Hopping Bug. (clap hands)</p> <p>5. The teacher will ask "Do you know what other hopping bug songs we can sing about? (Like 5 Little Speckled Frogs)</p> <p>6. The teacher will encourage the children to sing and dance the song by doing the hand movements. Have you ever tried hopping like a bug? How far can you hop?</p> <p><b>Questions (Before, During, After):</b></p>	<ol style="list-style-type: none"> <li>1. Copy the grasshopper template on green construction from the link shown in materials.</li> <li>2. Cut a 2" wide strip of paper to fit around the child's head.</li> <li>3. Cut out the circle (head) and legs and glue them to the headband.</li> <li>4. Punch 2 holes at the top of the head and thread the pipe cleaners through the holes. Curl the ends with a finger.</li> <li>5. Glue on the googly eyes and draw a mouth.</li> <li>6. Staple the strip to fit the child's head and DONE!</li> </ol>			
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**Before:** Have you ever seen a bug that hops? Do you know what kind of bug it was?

**During:** Do you know what other hopping bug songs we can sing about?

**After:** Have you ever tried hopping like a bug? How far can you hop?

**English YouTube Video:**



<https://youtu.be/ToaKm1-Jaic>

**Spanish YouTube Video:**



<https://youtu.be/FGU-ME-U9TY>