

ESY Remote Learning
Week of June 29, 2020
"Under the Sea"
"Bajo el mar"

Morning Meeting/Reunión matutina:

Calendar/Calendario:

Days of the week song: <https://youtu.be/oKqAblcwFOA> (English)
<https://youtu.be/0ylj8EKlqb8> (Spanish)

- **Print out the days of the week below or write them on slips of paper. When you get to the correct day in the song, hold the corresponding paper up and shout out the day.**
- Imprima los días de la semana a continuación o escríbalos en hojas de papel. Cuando llegue al día correcto en la canción, sostenga el papel correspondiente y grite el día.

Months of the year song: <https://youtu.be/0GtPKvvQ3hQ> (English)
Canción de los meses del año: https://youtu.be/bi_ipuFp1Lg (Spanish)

- **Print out or write down the months on slips of paper. When you get to the correct month in the song, hold the corresponding paper up and shout out the month.**
- Imprima o escriba los meses en hojas de papel. Cuando llegue al mes correcto en la canción, sostenga el papel correspondiente y grite el mes.

Print out or make a calendar, point to, and count each day, point to, and say the entire date (day, month, day number, year).

Imprima o haga un calendario, señale y cuente cada día, señale y diga la fecha completa (día, mes, número de día, año).

Weather/Clima:

Weather song/Canción del tiempo:

<https://www.youtube.com/watch?v=ygryGkGpgUs> (English)
<https://www.youtube.com/watch?v=skd48nHxDQQ> (Spanish)

- **Draw or print the weather pictures below to hold up during the song.**
Dibuje o imprima las imágenes del clima a continuación para sostener durante la canción
- **Print the July calendar below or make a calendar, talk about today's weather each day, and draw it on the calendar.**
Imprima el calendario de julio a continuación o haga un calendario, hable sobre el clima de hoy cada día y dibuje en el calendario

Shapes/Formas:

Video: [Shapes Video](#) (English)

[Video de formas](#) (Spanish)

- **Cut shapes out of construction paper, draw them on paper, or use printable located below this lesson plan on my classroom page to use as visuals during the song, hold up as the shape comes on the screen.**
Cortar formas de papel de construcción, dibujarlas en papel o usar imprimibles ubicados debajo de este plan de lección en la página de mi clase para usar como imágenes durante la canción, sostenga mientras la forma aparece en la pantalla.
- **Use pictures for shape identification and matching activities.**
Use imágenes para identificar formas y actividades de emparejamiento.

- **Hide shapes or shape pictures around the house; have your child go around the house to look for each shape, count how many of each shape they find.**

Ocultar formas o imágenes de formas alrededor de la casa; haga que su hijo vaya por la casa para buscar cada figura, cuente cuántas de cada figura encuentra.

- **Cut shapes out of construction paper to see how many things you can make; for example, a fish is made of an oval or circle body and a triangle tail. What shapes make up a starfish, crab, or octopus?**
Recorte formas del papel de construcción para ver cuántas cosas puede hacer; Por ejemplo, un pez está hecho de un cuerpo ovalado o circular y una cola triangular. ¿Qué formas forman una estrella de mar, un cangrejo o un pulpo?
- **Trace shapes with finger in shaving cream, pudding, or whipping cream.**
Traza formas con los dedos en crema de afeitar, pudín o crema batida.

Books of the Week/Libros de la semana:

[The Pout Pout Fish Read Aloud with Ms Bridget](#)

[Rainbow Fish Read Aloud with Ms Therese](#)

Water Activity/Actividad de agua:

Give your child an opportunity to engage in simple sensory play with a Tupperware bowl, a pot, a bathtub, etc. and some water. You can discuss all the characters in the Pout Pout Fish and talk about how they live in the water. Add small plastic toys to the water and let your child use his/her imagination to play! You can add some soap to the water to make some bubbles and give another opportunity for hands to be cleaned throughout the day. Let us know how your child felt about the water exploration.

Déle a su hijo la oportunidad de participar en un juego sensorial simple con un recipiente Tupperware, una olla, una bañera, etc. y un poco de agua. Puedes hablar sobre todos los personajes de Pout Pout Fish y hablar sobre cómo viven en el agua. ¡Agregue pequeños juguetes de plástico al agua y deje que su hijo use su imaginación para jugar! Puede agregar un poco de jabón al agua para hacer algunas burbujas y dar otra oportunidad para que las manos se limpien durante todo el día. Háganos saber cómo se sintió su hijo sobre la exploración del agua.

Bubble Recipe/Receta de burbujas:

Another great way to interact with water is by creating bubbles! Use this simple recipe to create your own bubbles. You can explain the steps as you go along and give your child the chance to mix all the ingredients together.

¡Otra gran manera de interactuar con el agua es creando burbujas! Usa esta sencilla receta para crear tus propias burbujas. Puede explicar los pasos a medida que avanza y darle a su hijo la oportunidad de mezclar todos los ingredientes.

Ingredients/Ingredientes:

½ cup liquid dish detergent

1 cup cold water

1/8 cup light corn syrup

Mix dish detergent, cold water and corn syrup together in a bowl. The bubble solution will work better if allowed to sit for a few hours (or even better overnight) before using. These bubbles will last for several weeks if kept in an airtight plastic jar or container.

½ taza de detergente líquido

para platos 1 taza de agua fría

1/8 taza de jarabe de maíz ligero

Mezcle detergente para platos, agua fría y jarabe de maíz en un tazón. La solución de burbujas funcionará mejor si se deja reposar durante unas horas (o incluso mejor durante la noche) antes de usar. Estas burbujas durarán varias semanas si se mantienen en un recipiente o recipiente de plástico hermético.

Hand Washing/Lavado de manos:

Washing our hands is so important to keep us safe and healthy. Be sure to be getting in as much hand washing as possible! Here is a link to a few hand washing songs for kids.

Lavarse las manos es muy importante para mantenernos seguros y saludables. ¡Asegúrese de lavarse las manos tanto como sea posible! Aquí hay un enlace a algunas canciones para lavarse las manos para niños.

[**Wash Your Hands with Baby Shark**](#)

Craft Corner/Esquina de artesanía:

[**Rainbow Fish Craft with Ms Therese**](#)

Coloring Page Link/Enlace de página para colorear:

Rainbow Fish/Pez arcoiris:

[**https://coloringhome.com/coloring/5iR/Xbq/5iRXbqria.gif**](https://coloringhome.com/coloring/5iR/Xbq/5iRXbqria.gif)

Three Fish/Tres peces:

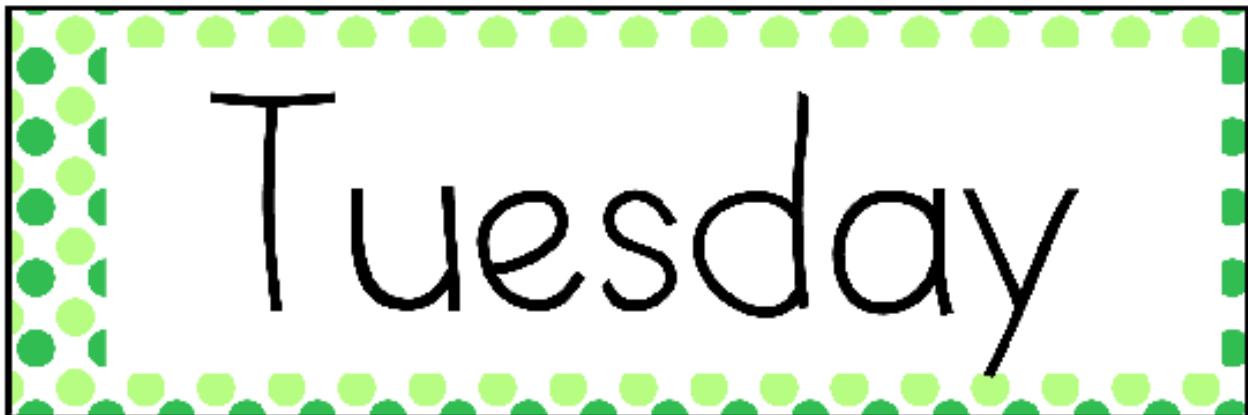
[**http://sweetclipart.com/cute-fishies-coloring-page-1637**](http://sweetclipart.com/cute-fishies-coloring-page-1637)



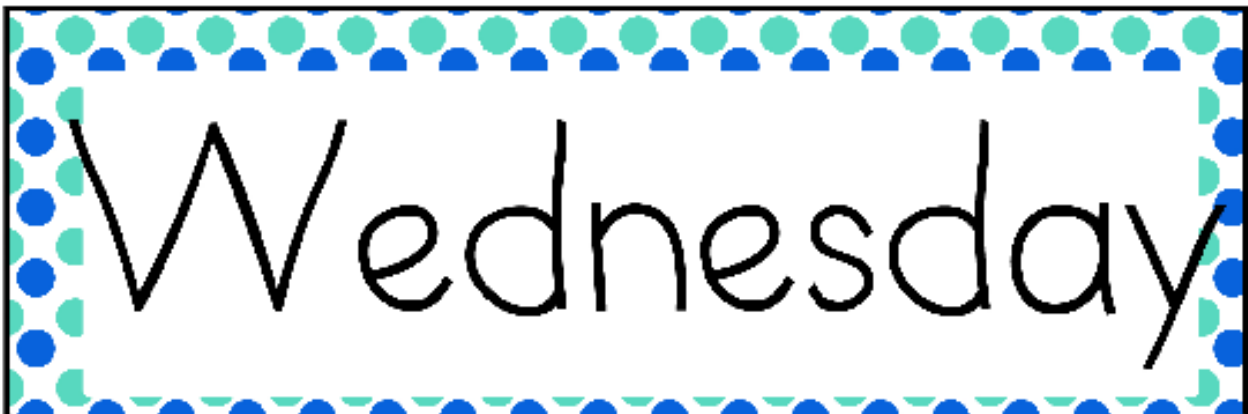
Sunday



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday

Month-to-Month

June 	April 
September 	February 
January 	November 
August 	May 
March 	July 
October 	December 

Cut out the names of the months. On a separate piece of paper, paste them in their proper order.



Sunny



Rainy



Snowy



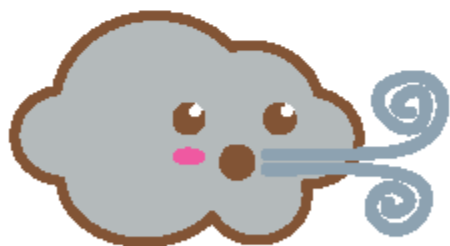
Stormy



Cloudy



Rainbow



Windy



Foggy

***Physical Therapy activity of the week:** • Hit a balloon back and forth while in sitting or supported standing. If the balloon hits the ground, safely assist your child to pick the balloon back up and resume game. Count the number of times balloon is hit or the number of times balloon hits the ground. • For the more active child, chasing bubbles is always fun. ***Please continue to use any equipment that your child was using in school; for example, continue to wear foot braces daily. When engaging in remote learning activities, please have your child sitting in a supportive chair that offers good alignment at the trunk. If needed, put something under the feet to help with positioning if feet do not touch the floor.**

****Strategies for Enhancing Non-Verbal Communication:** -**What is communication?** Communication is used to exchange information, make requests, socialize, and interact with others. Communication skills foster independence and control over the environment. Communication skills, both verbal & nonverbal, are the foundation for education in the terms of: social interactions, educational performance, and behavior. -**Can all children learn to communicate?** Yes, all children communicate in some way or another. Remember that communication is not just speech and can include facial expressions, head nodding, tugging on clothes, crying when hungry, etc. Evidence from research shows that all children can benefit from intervention to improve the effectiveness of their communication, whether verbal or non-verbal.

-Strategies to Enhance Non-Verbal Communication:

- Be patient & respond to all of your student's communication attempts. Treat random actions & sounds as intentional communication. Your responses to actions/sounds will help your child understand that sounds/actions have an effect on others. Respond in a predictable manner in all environments (school or home).
- Maximize modes of communication that your child is already using (i.e., pointing, eye gaze, nodding head, grunting) so that your child can make his/her message easier to understand. Give them hand over hand assistance as needed.
- Remember that children learn best when they actively participate and are motivated by an activity they have interest in. They are most likely to learn new concepts or words when they are presented in the context of their own interests and concerns. Have fun!
- Use routines that are expected and create anticipation. Instructions should always be well planned and systematic, continue throughout the child's entire day, and include continued support for acquisition of new skills. For example, requesting "food" using gestures, sign, or word approximations when it is snack time or mealtime.
- Always give children a choice. Choice making is important in developing personal autonomy which defines what we value as individuals and who we are as a person. Select a preferred object and a non-preferred object to choose between and have the student verbalize or point to the desired object (examples: food, music, etc.). Give them the item that they reach for/verbalize/point to in order to teach them their actions do have consequences.
- Teach vocabulary that is functional and in naturally occurring contexts. Functional skills are forms of behavior that express wants, needs, feelings, & personal preferences. It is best to start teaching vocabulary related to a child's immediate needs (bathroom, food, bedtime, etc.). Use specific words and avoid saying "this" and "that".

- Praise! Praise! Praise! Always give positive feedback when a child makes a communication attempt. “I love the way you told me what you needed!” “Great job!” “Keep it up!”