

Preschool Home Learning - Week 8

Addressing [NC Foundations for Early Learning and Development](#) during home learning;
no technology needed.


APL: Approaches to Play and Learning

ESD: Emotional and Social Development

HPD: Health and Physical Development

LDC: Language Development and Communication

CD: Cognitive Development

	ESD	HPD	LDC	CD
Day 1 Read 15 Mins --	<p>☐</p> <p>After writing the child's name during the activities to the right, spend time with the child adding drawings and/or words as the child describes him/herself.</p> <p>Suggested Questions: What do you look like? What are you really good at doing? Who do you like to be with? What do you like to do with them? Where do you like to go?</p> <p>An example may include: the child's name in the middle of the paper, a picture of a horse for the child's favorite animal that they know a lot about, and a tent because the child likes to camp with family ESD 1k, 1o.</p>	<p>☐</p> <p>If the child is not yet writing letters, practice drawing shapes. Children who can draw the shapes/ lines below are better able to write letters.</p>  <p>It is ok for a younger preschooler's letters to start out looking like scribbles. They are learning print carries meaning. With more practice, the letters will be more recognizable while being upside down and/ or backwards. LDC 14a</p> <p>An older preschooler will often write letters that are recognizable to others. Writing letters backwards is still acceptable at this age.</p>	<p>☐</p> <p>Write the child's name.</p> <p>Ask a younger preschooler to point to the letters of their name or ask what each letter is. Ex. Where is the 'a'? or What letter is this?</p> <p>It is often helpful to make a chant or song to help a child remember the letters in their name. Ex. A five letter name sung to B-I-N-G-O in the song about a farmer who had a ___. LDC 12d</p> <p>Ask an older preschooler to name the letters in their name. The goal is for the child to name many, if not all the letters in their name. LDC 12e</p>	<p>☐</p> <p>Talk about the weather.</p> <p>Ask a younger preschooler what the weather is like. Have the child use vocabulary such as sunny, cloudy, foggy, hot, cold, warm, and cool. CD 14h</p> <p>With an older preschooler talk about today's weather <u>and</u> discuss the season's typical weather (fall, winter, spring or summer). CD 14o</p>



		LDC 14c		
Day 2 Read 15 Mins --	<div> <div>□</div> <p>Let's make a goal!</p> <p>Ask the child what they would like to learn to do.</p> <p>Ex. draw a __, build a __, ride my bike, write my name or numbers to 5</p> <p>ESD 2l, 2o</p> </div>	<div> <div>□</div> <p>Strengthening the small muscles in a child's hands and fingers is very important. From the list below or using materials you have, spend time playing with the child.</p> <p>Play-Doh®</p> <p>Cut with Scissors</p> <p>Complete a Puzzle</p> <p>Tweezers/ Clothespins to pick up small items</p> <p>Stickers (pulling off sheet)</p> <p>Hole Puncher</p> <p>Shape Sorter (putting small shapes in small holes)</p> <p>HPD 5k, 5o</p> </div>	<div> <div>□</div> <p>After the child completes an activity, ask the child to tell you or another adult what they did, supporting their ability to retell a story.</p> <p>Example activities include playing with toy cars, having a tea party, playing outside, building with cardboard and helping prepare a meal.</p> <p>For both younger preschoolers and older preschoolers, ask questions to help the child tell stories with more details.</p> <p>Ex.</p> <p>Adult: What did you do today?</p> <p>Child: I helped make dinner.</p> <p>Adult: What did you make?</p> <p>Child: We made pizza!</p> <p>Adult: How?</p> <p>Child: We put cheese on it.</p> <p>Adult: What did you do after that?</p> <p>Child: Cooked it in the oven. Then waited so it wasn't too hot.</p> <p>LDC 2j, 2m LDC 5e, 5f</p> </div>	<div> <div>□</div> <p>Talk about the weather again. Is it the same as yesterday's weather? Is it different?</p> <p>CD 14h, CD 14o</p> <p>Take a few toys outside.</p> <p>Have a younger preschooler compare the lengths of 2 toys' shadows by asking, "Which shadow is the longer?" and/or "Which shadow is shorter?". Switch the toys used and repeat.</p> <p>CD 11h</p> <p>Have an older preschooler compare the lengths of the toys' shadows <u>and</u> point out where the sun is and how it shines in the same direction of the shadow. Trace the shadow. At a different time of day, have the child look at the shadow of the same toy again. Talk about how the shadow is in a new spot, still in the same direction the sun is shining.</p> <p>CD 11n, CD 14o</p> <p>If it is not sunny, this activity can be done in a dark room with a flashlight or on another day.</p> </div>
Day 3 Read	<div> <div>□</div> <p>Discuss how the goal you made yesterday can be reached.</p> </div>	<div> <div>□</div> <p>Create an obstacle course. Give them multiple attempts.</p> </div>	<div> <div>□</div> <p>Repeat familiar songs, chants or rhymes with the younger</p> </div>	<div> <div>□</div> <p>With a younger preschooler and an older preschooler say</p> </div>



15 Mins --	<p>Ask: How can you meet your goal? What do you need (materials, people)?</p> <p>Take time to practice. Celebrate the child's hard work, even if they are not fully successful. Celebrating their hard work teaches them to stick with tasks even when they are hard.</p> <p>ESD 2m, 2p</p>	<p>Time how fast the child can complete the course. Record the child's time. Tomorrow, they will try to do it faster!</p> <p>Younger preschoolers may enjoy crawling under chairs, hopping on chalk-drawn shapes, races to a finish line, etc.</p> <p>Older preschoolers may find hopping from one place to another, balancing on a line or leaping from one place to another challenging.</p> <p>HPD 4o, 4r</p>	<p>preschooler and older preschooler.</p> <p>Familiar rhymes include nursery rhymes such as those used in last week's activities: "Humpty Dumpty", "Hickory Dickory Dock", and "It's Raining, It's Pouring".</p> <p>Familiar songs include songs from a favorite TV show/ movie or a song similar to "Five Little Monkeys Jumping on the Bed" and "The Wheels on the Bus".</p> <p>LDC 7k, 7o.</p>	<p>if you think or know the child likes or dislikes the same food. Have the child tell a food that he/she likes/dislikes. Talk about how different people like different things.</p> <p>Ex. Adult: I like cheese. I know you like the cheese too because yours is all gone! Child: I like yogurt but you don't.</p> <p>CD 3g, 3j</p>
Day 4 Read 15 Mins --	<p>☐</p> <p>While looking at the drawings you and the child create (activity to the right), ask the child what makes them feel happy in the home. Ask the child why the item/ place makes them happy. Repeat with several emotions such as excited, lonely, sad and angry. Explain the feeling word if needed.</p> <p>Ex. Adult: Where do you feel happy in the house? Child: The kitchen. Adult: Why? Child: Because I get to spend time with Mommy.</p> <p>ESD 6n, 6r</p>	<p>☐</p> <p>Using sidewalk chalk or paper and a drawing utensil (pencil, pen, crayon, paintbrush, etc.), have the child draw their home. The child may draw the inside, outside, or both.</p> <p>A younger preschooler may draw simple shapes such as squares, circles and rectangles to represent items in and around their home.</p> <p>HPD 5j</p> <p>An older preschooler may draw with more detail such knobs on doors, eyes on toys, and trees or bushes outside the home.</p> <p>HPD 5m</p>	<p>☐</p> <p>While talking about their home (activity to right), the child will respond to requests for information by answering your questions.</p> <p>LDC 1l, 1n</p>	<p>☐</p> <p>Ask the child to tell you about their home. Ask questions to extend the conversation for both younger preschoolers and older preschoolers.</p> <p>Ex. What size is your house/ apartment? What is inside your apartment? What is in your yard/ common area? How many bedrooms/ bathrooms do you have?</p> <p>CD 9b, 9f</p>

<p>Day 5</p> <p>Read 15 Mins —</p>	<p>☐</p> <p>Reaching your goal from Day 1.</p> <p>What has been hard? Discuss a “can do” attitude and how more practice will help.</p> <p>Take time to practice.</p> <p>Ask:</p> <p>Have you reached your goal?</p> <p>What did you do to reach your goal?</p> <p>If you haven’t reached it yet do you need different people? Do you need different materials?</p> <p>ESD 2m, 2p</p>	<p>☐</p> <p>Play a game of catch using a ball or other object you can throw. For both younger and older preschoolers focus on supporting a smooth release of the ball (rather than jerky, less intentional movements). Start close together for supported success and then move farther and farther apart.</p> <p>HPD 4n</p>	<p>☐</p> <p>Have the child give directions while playing Simon Says. (see activity to right)</p> <p>The younger preschooler will practice using longer sentences in their home language.</p> <p>LDC 6g</p> <p>An older preschooler will practice their ability to speak in full sentences, rather than one word or a short phrase.</p> <p>LDC 6i</p>	<p>☐</p> <p>Play Simon Says using <u>positional</u> words (in front of, beside, behind, under, over, on top, through, etc)</p> <p>Give both younger preschoolers and older preschoolers directions to follow such as, “Simon says put your hands <u>on top</u> of your head”, “Simon says put the napkin <u>under</u> the fork”, or “Simon says put your plate <u>next to</u> the yellow plate”.</p> <p>CD 12h, 12k</p>
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