

## Preschool Home Learning

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
<b>Day 1</b>  Read 15 Mins --	<p>☐</p> <p>Explain situations to the child that may spark a variety of emotions. With the child, talk about feelings they may have in the situation given.</p> <p>Encourage a <b>younger preschooler</b> to name the emotion they would feel.</p> <p>Ex. That would make me feel mad. That would make me feel lonely.</p> <p><b>ESD 6i</b></p> <p>Ask an <b>older preschooler</b> to explain what they would do in order to keep calm in the situation.</p> <p>Ex. Your older brother ran into you while playing basketball. You don't like it! How does this make you feel? What can you do to stay calm? Using your words to ask your brother to stop would be a good start. If that doesn't</p>	<p>☐</p> <p>With a <b>younger preschooler</b>, practice hopping in place. One way to play may include rolling a dice or spinning a spinner and trying to hop that many types. Once hopping in place is accomplished, try hopping from one place to another.</p> <p><b>HPD 4o</b></p> <p>With an <b>older preschooler</b>, play hopscotch or a similar game, encouraging the child to hop on each foot as well as both feet together.</p> <p><b>HPD 4q</b></p>	<p>☐</p> <p>Have a conversation about something that interests the child, such as a favorite character, toy or TV show.</p> <p>Extend the conversation by adding comments and asking questions for the child to answer.</p> <p>Ex. Wow! You're right. Blaze the Monster Truck can do flips. How do you think he does that? Do you think a pick up truck could do flips? Why?</p> <p>For both <b>younger and older preschoolers</b>, the goal is to make conversations longer. The length will vary for each child.</p> <p><b>LDC 2j, 2k, 2m, 2n</b></p>	<p>☐</p> <p>Using objects from around the house, sort objects into smaller groups, such as pencils/pens, spoons/forks, socks/shoes.</p> <p>With a <b>younger preschooler</b>, discuss how the objects are similar, pointing out color, shape, size, and/or what the object is used for.</p> <p>With an <b>older preschooler</b>, continue the younger preschooler discussion by asking which group has more or less.</p> <p><b>CD 11j, 11p</b></p>



	<p>work, what adult may be able to help you? Would taking turns be a possible solution?</p> <p><b>ESD 6p</b></p>			
<p><b>Day 2</b></p> <p>Read 15 Mins --</p>	<p>☐</p> <p>Review simple rules with the child, including why each rule is important to working as a group while not a school. Throughout the day, praise the child for following rules! “I love the way you picked up each of your toys when you finished playing.”</p> <p>A <b>younger preschooler</b> may follow rules with reminders and practice.</p> <p><b>ESD 5k</b></p> <p>An <b>older preschooler</b> may be able to follow rules that have been explained to them recently.</p> <p><b>ESD 5q</b></p> <p>Ex. We don’t sit on the table because falling off could get you hurt. Saying, “Excuse me” when an adult is in an online meeting is important so they can do their work.</p>	<p>☐</p> <p>Play a game of catch using a ball or other object you can throw. For both <b>younger and older preschoolers</b> 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><b>HPD 4n</b></p>	<p>☐</p> <p>Play a game of Simon Says. To introduce the game, give one step directions such as, “Simon says touch your nose”. Then use multi step directions such as, “Simon says jump in the air and then touch the ground” or “Simon says get a plate and then put it on the table”.</p> <p><b>Younger preschoolers</b> may need visual prompts such as <u>pointing</u> to the table after getting a plate in the example given above.</p> <p><b>Older preschoolers</b> may be able to follow more detailed multi step directions.</p> <p><b>LDC 1m, 1p</b></p>	<p>☐</p> <p>In the afternoon or evening, start a conversation about events that happened today.</p> <p>Ex. We ate ___ for lunch. Do you remember what we had for breakfast? What did you do that was fun today?</p> <p>Encourage correct grammar by repeating what the child says with correct grammar.</p> <p>Ex. The child says, “I eated a sandwich”. Adult says, “You’re right. You ATE a sandwich for lunch”.</p> <p>For the <b>younger preschooler</b>, work together to act out making a meal or an activity they recalled from earlier in the day.</p> <p>An <b>older preschooler</b> can add details to their memory, such as how many slices of bread they needed to make their sandwich or how they felt when they got dessert after lunch.</p> <p><b>CD 2q, 2v</b></p>
<p><b>Day 3</b></p>	<p>☐</p> <p>Let’s make a goal! Ask the child what they would like to</p>	<p>☐</p> <p>For both <b>younger and older preschoolers</b>, shoot hoops!</p>	<p>☐</p> <p>Read a book you have or can access online. When an unfamiliar</p>	<p>☐</p> <p>Pattern Practice!</p> <p>Go outside with the</p>

<p>Read 15 Mins —</p>	<p>learn how to do. Ex. Do a somersault or cartwheel, Write their name without help, etc.</p> <p>The child may have created a goal Week 1. Did the child accomplish this goal? If not, you can continue or create a new goal!</p> <p>Both <b>younger and older preschoolers</b> can express “can do” attitudes while learning a new task.</p> <p><b>ESD 2l, 2o</b></p>	<p>Now create a basket and toss balls or other toys into the basket. Celebrate the child’s attempts!</p> <p>Challenge: Use different ways to get the balls in the basket, such as bouncing or rolling.</p> <p><b>HPD4n</b></p>	<p>word is read, stop.</p> <p>With a <b>younger preschooler</b>, point out the new word and tell them what the word means. Ex. “Architect. Have you heard that word before? An architect draws a plan for a building before it’s built. Do you see his plan in the picture?”</p> <p>With an <b>older preschooler</b>, repeat the word and ask what they think it might mean. Ex. “Architect. What do you think that means?” After the child answers, “Let’s keep reading and see your guess matching the story.”</p> <p><b>LDC 7q</b></p>	<p>child and gather 2 groups of 5 objects. Ex. 5 rocks and 5 sticks or 5 flowers and 5 leaves.</p> <p>For a <b>younger preschooler</b>, make a simple pattern (rock, flower, rock, flower). The child can also create patterns of their own. <b>CD 11k</b></p> <p>An <b>older preschooler</b> can extend the pattern by predicting what comes next. The child can create patterns of their own as well. <b>CD 11q</b></p>
<p><b>Day 4</b></p> <p>Read 15 Mins —</p>	<p>☐</p> <p>Draw 2 rectangles using crayons, pencils, chalk, or any other writing utensil you have. Write “I am” in one rectangle and “I like” in the other rectangle. While talking with the <b>younger or older preschooler</b>, write how they would finish the two sentence starters. Write the answers they give in the rectangles. Ex. I am 4. I am a boy. I am a brother. I like trains. I like ice cream. I like to play outside.</p> <p><b>ESD 2k, 2n</b></p>	<p>☐</p> <p>Create an obstacle course. Give them multiple attempts. Time how fast the child can complete the course. Record the child’s time. Tomorrow, they will try to do it faster!</p> <p><b>Younger preschoolers</b> may enjoy crawling under chairs, hopping on chalk-drawn shapes, races to a finish line, etc.</p> <p><b>Older preschoolers</b> may find hopping from one place to another, balancing on a line or leaping from one place to another challenging.</p>	<p>☐</p> <p>Echo! For both <b>younger and older preschoolers</b>, encourage the child to repeat what you say, including the tone and inflection you use. Repeat several times, giving the child a chance to lead and you to repeat what they say.</p> <p>When asking something, use a higher voice at the end of the question.</p> <p>When making a statement, keep an even tone.</p> <p>Practice speaking</p>	<p>☐</p> <p>Pattern Practice! Create movement patterns such as jump, jump, clap, jump, jump, clap.</p> <p>For a <b>younger preschooler</b>, make a simple movement pattern and participate with the child. Ex. Jump, touch toes, jump, touch toes. The child can also create patterns of their own. <b>CD 11k</b></p> <p>An <b>older preschooler</b> can extend the pattern by predicting what comes next. The child</p>



	<p>Extend the Activity: Encourage the child to plan an activity independently. For instance, if they want to color, ask them to think about what they need to have and/or do before, during and after the activity.</p>	<p><b>HPD 4o, 4r</b></p>	<p>quietly and loudly.</p> <p><b>LDC 4h, 4k</b></p>	<p>can create patterns of their own as well.</p> <p><b>CD 11q</b></p> <p>Other movement ideas to include: hop, tap your knees, spin around, balance on one foot</p>
<p><b>Day 5</b></p> <p>Read 15 Mins</p> <p>—</p>	<p>□</p> <p>Discuss a recent situation that has bothered the child.</p> <p>With a <b>younger preschooler</b> talk about how others may have felt about the same situation. If another person was upset, talk about what could have made the other person feel better (a pat on the back, a favorite toy, sharing, etc)</p> <p>With an <b>older preschooler</b> ask, “How did you feel about that situation?”, “How did different people feel?” and “Why did they feel that way?”.</p> <p><b>ESD 7k</b></p>	<p>□</p> <p>Create an obstacle course. Give them multiple attempts. Time how fast the child can complete the course. Record the child’s time.</p> <p>Did the child do it faster?</p> <p>Celebrate the effort they gave, even if it was not faster.</p> <p><b>HPD 4o, 4r</b></p>	<p>□</p> <p>While reading a new story, stop after several pages and ask, “What do you think will happen next?”. Continue reading and connect action from the story to the child’s prediction. Explain to the child that predictions are not “right” and “wrong”. They are guesses that may be different from the author’s ideas.</p> <p>Both <b>younger and older preschoolers</b> are working on the same concept of predicting.</p> <p><b>LDC 9n, 9t</b></p>	<p>□</p> <p>Repeat the activity from Day 2.</p> <p>In the afternoon or evening, start a conversation about events that happened today.</p> <p>Encourage correct grammar by repeating what the child says with correct grammar.</p> <p>For the <b>younger preschooler</b>, work together to act out an activity from earlier in the day.</p> <p>An <b>older preschooler</b> can add details to their memory.</p> <p><b>CD 2q, 2v</b></p>

