

Preschool **WEEK 10** Remote Learning

Addressing [NC Foundations for Early Learning and Development](#) during remote learning.

No technology is needed.

The [NC Early Learning and Development Progressions: Birth to Five](#) provide child development information by domain and in smaller age increments.

Between birth and age five, children rapidly achieve many important milestones that create the foundation for later growth and development. Each child grows and develops at his or her own rate. Some activities may need to be varied to meet the child's developmental level. The following are examples of short activities to support your child's growth and learning.

APL: Approaches to Play and Learning - *embedded in all domains*

ESD: Emotional and Social Development, HPD: Health and Physical Development

LDC: Language Development and Communication, CD: Cognitive Development


Younger Preschooler: 3- to 4-year-olds, **Older Preschooler:** 4- to 5-year-olds

	ESD	HPD	LDC	CD
Day 1 Read 15 Mins --	<p>☐</p> <p>While in the kitchen, ask the child how an adult can help them in the kitchen.</p> <p>Give examples of what may happen in the kitchen and have the child tell what they would do in the situation.</p> <p>Ex.</p> <p>Adult: If you see a snack on the shelf that you would like to eat, what would you do? Child: I can ask you to help me reach it.</p> <p>Being proactive by talking about situations before they happen, supports positive interactions with familiar adults.</p> <p>ESD 3m, 3q</p>	<p>☐</p> <p>While in the kitchen, ask the child which items in the kitchen might cause them to get hurt.</p> <p>Ask a younger preschooler how the item could hurt them. Explain how if they are unable to give an answer on their own.</p> <p>Ex.</p> <p>Child: The stove. Adult: How could the stove hurt you? Child: It could burn me!</p> <p>HPD 8j</p> <p>With an older preschooler continue by asking them to point out other things in the kitchen that might cause them to get hurt if they are not safe and how they can avoid harm, such as</p>	<p>☐</p> <p>Encourage the child to write. An adult writing while encouraging the child to write is very helpful.</p> <p>Ex. Write names of family members or favorite characters, write a grocery list</p> <p>A younger preschooler's "writing" may not be recognizable letters, but will often look very different from drawing.</p> <p>The goal is for the child to understand writing is a way to represent communication (sharing ideas), not simply writing/copying letters.</p> <p>LDC 15g</p> <p>An older preschooler</p>	<p>☐</p> <p>When a younger preschooler asks questions, continue the conversation by giving them information and asking questions for the child to answer.</p> <p>CD 15k</p> <p>When an older preschooler asks a question, ask them how they can find the answer. Sources for more information may include books, websites with an adult's help, kid friendly podcasts, or educational tv shows.</p> <p>Ex.</p> <p>Child: What's the fastest car? Adult: I'm not sure. Where do you think we can learn about that? Child: I don't know. Adult: Do you have a</p>

		<p>not touching without asking an adult first. HPD 8n</p>	<p>can write more letter-like marks or recognizable letters.</p> <p>Ex. If the child suggests adding milk to the grocery list, have the child write the letter m. The adult may need to model writing the letter.</p> <p>Preschoolers may write many letters backwards which is acceptable at this age. LDC 15k</p>	<p>book about cars?</p> <p>Ex. Child: Why do beavers build dams? Adult: What show do you think would teach us about that? Child: Wild Kratts! CD 15o</p>
<p>Day 2</p> <p>Read 15 Mins --</p>	<p>☐</p> <p>With both a younger preschooler and an older preschooler, talk about what the child has learned to do this school year.</p> <p>Give them opportunities to share things they have done/ accomplished.</p> <p>Ex. I can write my name! I can draw a person! I can build a taller tower now! I can count!</p> <p>Showing and talking about what they have done supports children in expressing positive feelings about themselves and confidence in what they can do! ESD 2k, 2n</p>	<p>☐</p> <p>Talk with the child about trusted adults and community members that can help when someone is hurt/injured.</p> <p>A younger preschooler may focus on family members, such as an older sibling, parent or grandparent helping with scrapes and bumps. HPD 8l</p> <p>An older preschooler may focus on community members such as firefighters, doctors and nurses. HPD 8p</p> <p>Talking about both family members and community members is appropriate for both age groups.</p>	<p>☐</p> <p>As an adult, write the alphabet or find it in a book or online. As you sing the ABC song, point to each letter as the name of the letter is sung. Invite the child to point also.</p> <p>Ask a younger preschooler to point to the letters in their name one at a time.</p> <p>Ex. For a child named Roxie, say, "The letter o is in your name. Can you find it?". LDC 12d</p> <p>For an older preschooler, point to each letter in their name and ask what the letter is.</p> <p>Ex. For a child named Roxie, point to the letter x and say, "This letter is in your name. What letter is this?". LCD 12g</p>	<p>☐</p> <p>With a younger preschooler, have the child help care for living things while talking to them about needs. Participation helps the child make connections between information and the world around them. Ex. water plants, feed a pet, help prepare a meal, get a drink of water for a sibling CD 14e</p> <p>With an older preschooler, talk about what animals and plants need to live. Animals (including humans) need food, water, and shelter that protects them from harsh weather. Plants need water, soil, and sunlight. CD 14m</p>

<div>Day 3</div> <div>Read 15 Mins</div> <div>---</div>	<div><div></div><div>Let your next teacher know about you. This could be a school teacher, a summer camp teacher, etc.</div><div>Fold a piece of paper in fourths. Label each section as seen below.</div><div><table><tr><td>Name</td><td>I like...</td></tr><tr><td>I am...</td><td>I can...</td></tr></table></div><div>Depending on the child's ability, have them draw and/or write what they want their next teacher to know about them.</div><div>If the child is not yet writing, document information by writing what they say.</div><div>ESD 1k, 1o</div></div>	Name	I like...	I am...	I can...	<div><div></div><div>Watch the child as they play and complement them for following basic safety rules!</div><div>Ex. "Thank you for sitting on the couch instead of standing so you are safe.", "I like the way you waited for your sister to get off the slide before you went down so everyone is safe.", "I like how you are running outside instead of inside. That gives everyone a safe amount of space."</div><div>HPD 8k, 8o</div></div>	<div><div></div><div>Write the alphabet or find it in a book or online. As you sing the ABC song, point to each letter of the alphabet as the name of the letter is sung.</div><div>Ask a younger preschooler to point to the letters in their name one at a time. After finding each letter, ask the child to <u>write the letters in their name</u>.</div><div>LDC 12d, 14a</div><div>For an older preschooler, point to each letter in their name and ask what the letter is. After naming letters in their name, ask the child to <u>write the letters in their name</u>.</div><div>LCD 12g, 14c</div><div>When learning to write, letters first look like scribbles, looking more like letters after practice. Letters may be backwards or upside down. Celebrate the child's attempts.</div></div>	<div><div></div><div>While preparing for an activity, have a younger preschooler count to determine how many items are needed to complete the task.</div><div>Ex. Ask the child how many plates need to be on the table for dinner. The child counts people in the home to determine how many plates are needed.</div><div>CD 13c</div><div>With an older preschooler, the activity can be extended by asking how many more items are needed.</div><div>Ex. You have 5 people in your family. The adult holds three plates and says, "I have 3 plates for dinner. Can you tell me how many more I need for our family?". The child may need to place the plates on the table and count empty places to know how many more are needed.</div><div>CD 13f</div></div>
Name	I like...							
I am...	I can...							
<div>Day 4</div> <div>Read 15 Mins</div> <div>---</div>	<div><div></div><div>While playing a game, practice turn-taking with the child. Although the goal is to interact positively with other children, turn-taking can be practiced with adults when peers are not</div></div>	<div><div></div><div>Play a game of catch using a ball or other object you can throw.</div><div>For both younger and older preschoolers focus on supporting a smooth release of the ball (rather than jerky,</div></div>	<div><div></div><div>With a younger preschooler, name letters throughout the day.</div><div>Ex. Point to each letter on the stop sign and say, "S.T.O.P. Stop", name the letters on a cereal box while eating</div></div>	<div><div></div><div>While preparing for a different activity from Day 3, have a younger preschooler count to determine how many items are needed to complete the task.</div><div>Ex. Ask the child how</div></div>				

	<p>near. Invite siblings and other family members to join when possible. ESD 4k, 4p</p>	<p>less intentional movements). Start close together for supported success and then move farther and farther apart. HPD 4n</p> <p>Repetition is a very important part of learning. If you completed this activity in Week 8, think about how the child's ability compares to their last attempt. Keep practicing to improve skills.</p>	<p>breakfast, talk about the letter on the child's clothing, etc. LDC 12d</p> <p>With an older preschooler, sing letter names and sounds to the tune of "The Farmer in the Dell".</p> <p>Ex. The d says /d/. The d says /d/. Every letter makes a sound, The d says /d/.</p> <p>It is important to make a letter sound very quick and short. Ex. The correct sound for d does not have an "uh" at the end. LDC 12h</p>	<p>many game pieces are needed on "start" for a board game. The child counts players to know how many are needed. CD 13c</p> <p>With an older preschooler, the activity can be extended by asking <u>how many more</u> items are needed. Ex. You are playing Go Fish and the directions say each player starts with 7 cards. While dealing, ask the child how many cards they have and how many more they need before beginning the game. CD 13f</p>
<p>Day 5</p> <p>Read 15 Mins --</p>	<p>❑</p> <p>As the child draws about what they would like to do this summer (see activity to the right), have both the younger preschooler and older preschooler talk about their favorite summer activities by asking what has been drawn. ESD 1n</p> <p>Also ask an older preschooler with whom they would like to complete the activities, helping the child express their awareness of being part of a group, such as a family, team, or class.</p>	<p>❑</p> <p>Remote learning is coming to an end.</p> <p>Have the child draw a picture of what they would like to do this summer! HPD 5j, 5m</p>	<p>❑</p> <p>Throughout the summer, continue reading!</p> <p>Visiting the local library is a great way to engage a child in reading.</p> <p>Ask the child what they would like to learn about, and find non-fiction books to learn more about the topic.</p> <p>If the child has a favorite character, support their interest by finding a series of books with the same character.</p>	<p>❑</p> <p>With a younger preschooler, talk about groups of objects getting bigger when adding to it and getting smaller when taking away.</p> <p>Ex. Give the child a few pieces of cereal. Take a handful of cereal and add to the same pile, saying, "Look! Adding more made your pile bigger. Watch it get smaller as you eat". CD 10m</p> <p>With an older preschooler, write numbers 1-5, each number on a separate</p>

	ESD 1q		<p>Have fun!</p> <p>LDC 8: Children develop interest in books and motivation to read.</p>	<p>sheet of paper. Have the child make a set of objects to match the written number. Start with numbers in order 1-5 to show that each number represents one more than the previous number.</p> <p>Ex.</p> <p>5</p>  <p>Once the child is able to complete the activity in order 1-5, you can challenge the child by changing the number order.</p> <p>CD 10u</p>
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