

Preschool Home Learning - Week 2

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

| | APL | ESD | HPD | LDC | CD |
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| Day 1 | <p>☐</p> <p>Help your child develop and sustain more complex play. Observe what they like to play with. Engage your child in a discussion of how they could play with the same toys but in a different way. Ex. They enjoy playing with legos. Guide them in a discussion of building something different and incorporating a different toy in their construction;. possibly building a garage with legos to park their hot wheel cars. What will they need to build? How will they build it?</p> | <p>☐</p> <p>Look in the mirror. Have the child describe what they look like: hair color, two eyes. Then, have them describe what you look like.</p> | <p>☐</p> <p>After looking in the mirror and talking, you and the child draw a picture of yourselves with details such as facial features, hair color, and more.</p> <p>☐</p> <p>Get your heartrate up. Goal 30- 60 mins</p> | <p>☐</p> <p>Read 15 mins</p> <p>Watch your child hold a book. Observe if they are holding it upright and turning pages from front to back. If not, model and describe while you read a book to them.</p> | <p>☐</p> <p>Draw a circle for the child. Name it's shape then describe the shape.. "This is a circle. It's round." Have the child repeat the name and the characteristic. Draw a triangle. Name the shape then describe the shape. "This is a triangle. " It has three points. (Count the points together.)" Continue the same for square and rectangle.</p> <p>☐</p> <p>Practice rote counting to 20.</p> |
| Day 2 | <p>☐</p> <p>Engage in a discussion with the child about what recyclables</p> | <p>☐</p> <p>Notice the child's feelings. Ask them to name what they are</p> | <p>☐</p> <p>Get your heartrate up. Goal 30- 60 mins</p> | <p>☐</p> <p>Read 15 mins</p> <p>Read a book to the child, running</p> | <p>☐</p> <p>Review names and the basic characteristic of each shape from</p> |



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| | <p>they could gather from the home to build/create something. (shoe boxes, paper towel tubes, empty containers, lids, cardboard scraps, etc.) Ask the child to look at the scraps and think about what they would like to build/create. Encourage them to express their ideas and what material they will use to build each part.</p> <p>As they build/create, encourage the child to explain and share their ideas. When you observe that the child needs help, help them have the child evaluate different strategies they think will solve the situation. Ex. “How do you think we should attach these two materials together? What could you use to build ____ part?”</p> <p>Encourage your child to keep on working, focusing on effort and not results. “Look how long and hard you worked on this.”</p> | <p>feeling at the moment, such as excited, frustrated, and happy. Have them share what is making them feel that way. Ex. I notice that you are frowning. How are you feeling? Why?</p> | <p>☐</p> <p>At snack or meal time, help the child choose a healthy snack. Discuss snacks that are healthy and snacks that are less healthy.</p> | <p>your finger along words as you read. When you reach the end of the page, encourage the child to turn each page for you.</p> | <p>Day 1. Cut out the shapes and ask the child to identify each shape. “What makes it that shape? (This is a circle because it is round. This is a square because it has 4 points.)</p> <p>☐</p> <p>Practice rote counting to 20. If your child has mastered 1-20, then continue with higher numbers</p> |
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| Day 3 | <p>☐</p> <p>Using the same recyclable materials, help your child develop and sustain more complex play by asking what ideas they have to use the materials with a toy(s). Ex.: Using the materials to build a throne for a doll. Paper towel tubes for a tunnel for match box cars.</p> | <p>☐</p> <p>Observe the child's feelings. When they are angry or frustrated, talk about multiple ways to solve the problem. Encourage the child to make suggestions.</p> | <p>☐</p> <p>Pick a physical activity. Help your child count how many times they can do the activity? (somersaults, jumping up and down, skipping, jumping jacks)</p> <p>Record how many times your child does this activity.</p> <p>☐</p> <p>Get your heartrate up. Goal 30- 60 mins</p> | <p>☐</p> <p>Read 15 mins</p> <p>While reading, stop and ask the child what is happening and what might happen next. Then discuss how their predictions were the same as or different than the story.</p> | <p>☐</p> <p>Review the shapes from Day 1 and 2. Pick one of the shapes and go on a "shape hunt" around the house. "Let's find circles! We will look for things that are round." (plates, clocks, mirror) Hunt for each shape.</p> <p>☐</p> <p>Practice rote counting to 20. If your child has mastered 1-20, then continue with higher numbers.</p> |
| Day 4 | <p>☐</p> <p>Observe the child when they are in transition from an activity. Are they showing initiative and purpose when making choices? ("I'm going to use my stuffed animals and make a vet's office.) Do you observe your child independently identifying and seeking the things they need? Support your child's independence and initiative by listening and encouraging them to think</p> | <p>☐</p> <p>Read a book. Discuss each character's feelings, pointing out facial expressions in the pictures, and character's actions and reaction(s).</p> | <p>☐</p> <p>Repeat the activity from Day 3. Record how many times your child does this activity.</p> <p>Were you able to do more?</p> <p>☐</p> <p>Get your heartrate up Goal 30- 60 mins</p> | <p>☐</p> <p>Read 15 mins</p> <p>Choose a picture story book. Look at the cover with the child. Discuss who they think the story will be about. Point to the title and read it. Ask your child what they think the story will be about.</p> | <p>☐</p> <p>Review basic shapes from Day 1-3. (circle, triangle, square, rectangle). Draw a pattern for the child using two of the shapes. (circle, square, circle) Tell the child you noticed that a square always comes after the circle. Could they look at the pattern and tell you what comes next? Repeat this process several times using different shapes with the ABAB pattern. If your child</p> |



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| | through what they would like to do, and how they will accomplish their goal. . | | | | <p>demonstrates an understanding of both shapes and patterns, offer a more challenging pattern. (ABBA)</p> <p>❑</p> <p>Practice rote counting to 20. If your child has mastered 1-20, then continue with higher numbers</p> |
| Day 5 | <p>❑</p> <p>To support your child's ability to set simple goals that extend over time, select a puzzle and work on it together. Keep working on the completion of the puzzle even though it might need to be completed at a later time.</p> | <p>❑</p> <p>Participate in a conversation, increasing the number of exchanges (talking back and forth). Ex. When asking for help, encourage child to specifically ask what is needed, why they need help, and how help can be provided.</p> | <p>❑</p> <p>Repeat the activity from Day 3. Record how many times your child does this activity.</p> <p>Were you able to do more? Can you set a goal for the future?</p> <p>❑</p> <p>Get your heart rate up Goal 30- 60 mins</p> | <p>❑</p> <p>Read 15 mins</p> <p>Choose the same book as day 4 to read to your child. Ask the child to point to the title of the book. Read the story. Ask them to tell you a few events from the story. (Accept all answers and not worry about proper sequence.)</p> | <p>❑</p> <p>Draw 3 circles on $\frac{1}{2}$ of a paper and 2 squares on the other $\frac{1}{2}$ of the paper. Have the child count the squares. How many are there? Have the child count the circles. How many are there?</p> <p>Ask your child which group is bigger? Which set of shapes has the most? Which set of shapes is smaller or has the least? Repeat this several times using groups of shapes that go up to 10. (Encourage your child to use their words to describe their answer instead of just pointing to the group: "The circles have 3 and that is</p> |



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| | | | | | <p>more than 2”.)</p> <p>Practice rote counting to 20. If your child has mastered 1-20, then continue with higher numbers</p> |
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