

Preschool 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

	ESD	HPD	LDC	CD
5-18 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,</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>Your child may often write letters that are recognizable to others. Writing letters backwards is still acceptable at this age.</p> <p>LDC 14c</p>	<p>☐</p> <p>Write the child's name.</p> <p>Ask your child to name the letters in their name. The goal is for the child to name many, if not all the letters in their name.</p> <p>LDC 12e</p>	<p>☐</p> <p>Talk about the weather.</p> <p>Talk about today's weather <u>and</u> discuss the season's typical weather (fall, winter, spring or summer).</p> <p>CD 14o</p>

	<p>and a tent because the child likes to camp with family ESD 1k, 1o.</p>			
<p>5-19 Read 15 Mins ---</p>	<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 ESD 2l, 2o</p>	<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>	<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>Ask questions to help the child tell stories with more details.</p> <p>Ex. Adult: What did you do today? Child: I helped make dinner. Adult: What did you make? Child: We made pizza! Adult: How? Child: We put cheese on it. Adult: What did you do after that? Child: Cooked it in the oven. Then waited so it wasn't too hot. LDC 2j, 2m LDC 5e, 5f</p>	<p>☐ Talk about the weather again. Is it the same as yesterday's weather? Is it different? CD 14h, CD 14o</p> <p>Take a few toys outside. 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. 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>

<p>5-20</p> <p>Read 15 Mins</p>	<p>□</p> <p>Discuss how the goal you made yesterday can be reached.</p> <p>Ask:</p> <p>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>□</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>Your child 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>□</p> <p>Repeat familiar songs, chants or rhymes.</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>□</p> <p>Say 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.</p> <p>Adult: I like cheese. I know you like the cheese too because yours is all gone!</p> <p>Child: I like yogurt but you don't.</p> <p>CD 3g, 3j</p>
<p>5-21</p> <p>Read 15 Mins</p>	<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.</p> <p>Repeat with several emotions such as excited, lonely, sad and angry.</p> <p>Explain the feeling word if needed.</p> <p>Ex.</p> <p>Adult: Where do you feel happy in the house?</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>Your child may draw with more detail such as 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.</p> <p>Ex.</p> <p>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>Child: The kitchen. Adult: Why? Child: Because I get to spend time with Mommy. ESD 6n, 6r</p>			
<p>5-22 Read 15 Mins</p>	<p>☐ Reaching your goal from Day 1. What has been hard? Discuss a “can do” attitude and how more practice will help. Take time to practice. Ask: Have you reached your goal? What did you do to reach your goal? If you haven’t reached it yet do you need different people? Do you need different materials? ESD 2m, 2p</p>	<p>☐ Play a game of catch using a ball or other object you can throw. 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. HPD 4n</p>	<p>☐ Have the child give directions while playing Simon Says. (see activity to right) Your child will practice their ability to speak in full sentences, rather than one word or a short phrase. LDC 6i</p>	<p>☐ Play Simon Says using <u>positional</u> words (in front of, beside, behind, under, over, on top, through, etc) Give 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”. CD 12h, 12k</p>