

Preschool Remote Learning - Week 5

Note: To promote and build upon skill development in young children, Week 5 activities build upon Week 3 activities.

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	<p style="text-align: center;">☐ Young Preschooler</p> <p>Reinforce independent conflict resolution by reminding, encouraging, and asking the child about ways to solve problems. Share ideas and thoughts about solving problems. Ask, “What do you think about the problems and solutions we talked about together?”</p> <p style="text-align: center;">ESD 4k</p> <p style="text-align: center;">☐ Older Preschooler</p> <p>Continue to have two way conversations with the child, prompting conversations about getting along with others. Remember it is important to allow time to listen and build upon</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>Assuming handwashing (for 20 seconds) is an established routine move on to washing and/or drying dishes after meals.</p> <p style="text-align: center;">HPD 7I</p> <p style="text-align: center;">☐ Older Preschooler</p> <p>Continue routine practices of allowing the child to accept responsibilities of bathing and showering, with appropriate supervision and assistance. Encourage two way conversations about the importance of self care and independence. And additional self-care tasks as appropriate</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>Continue modeling complex sentence structures when speaking with the child. Involve the child in activities that require step by step directions. Routinely repeat and practice.</p> <p style="text-align: center;">HPD 1m</p> <p style="text-align: center;">☐ Older Preschooler</p> <p>Routinely allow time to read books together with the child. Encourage and provide the child time to discuss books and topics of interest. Also give the child opportunities to dictate stories, letters, and their ideas. During these activities, the</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>Ask the child to demonstrate, model or show the family how to complete a specific task or chore. Ask the child to tell the family why it is important to know and be able to complete chores as a contributing family member.</p> <p style="text-align: center;">CD 2t</p> <p style="text-align: center;">☐ Older Preschooler</p> <p>The child continues to learn about their strengths and weaknesses, seeking friends with similar interests, and working to please others. Prompt and encourage the child to tell you several things they find</p>

	<p>responses, questions or thoughts from the child.</p> <p>ESD 4p</p>	<p>(e.g., hanging own towels, brushing hair, etc.)</p> <p>HPD 7r</p>	<p>adult can prompt or model using more advanced structures.</p> <p>LDC4m, 8n</p>	<p>interesting, important, and/or kind about their friends and family. Ask the child to think about similarities they have with those they discussed.</p> <p>CD 8f</p>
<p>Day 2</p>	<p>☐</p> <p>Young Preschooler</p> <p>Consistently discuss and remind the child about important and relevant rules that have been explained, modeled, and regularly demonstrated for the child. Continue talking about the rules and what has happened or may happen. Emphasize the purpose of the rules which ensure what we need to do to make sure we are all safe, happy, and caring.</p> <p>ESD 5k</p> <p>☐</p> <p>Older Preschooler</p> <p>Continue discussing why it is important to care for themselves and others. Routinely remind and discuss the importance of caring, rules, and safety. Prompt the child and allow time for them to think and talk about rules and how they relate to safety and the care of others and self.</p> <p>ESD 5q</p>	<p>☐</p> <p>Young Preschooler</p> <p>Provide opportunities for the child to use one hand rather than using two hands to change the position of an object. For example, practice paying for items with coins from one hand; present tools upside down; or give a handful of a small snack and say, “See if you can use just one hand.”</p> <p>HPD 5k</p> <p>☐</p> <p>Older Preschooler</p> <p>Provide the child art opportunities using scissors, paper, and magazines to cut various shapes, size, angles and curves. This helps develop their two-handed coordination.</p> <p>HPD 5o</p>	<p>☐</p> <p>Young Preschooler</p> <p>Providing and discussing books throughout the day, allow the child to retell familiar stories. This provides opportunities for the child to independently tell about the order and sequence of the stories, as well as, the order and sequence of activities in their own day.</p> <p>LDC 9l</p> <p>☐</p> <p>Older Preschooler</p> <p>Talk to the child about the different types of books (e.g., story, humorous, nonfiction, science, poetry, etc.) and/or forms of print (newspapers, magazines, books, etc). Explore the child’s preferences.</p> <p>LDC 8m</p>	<p>☐</p> <p>Young Preschooler</p> <p>Provide the child time to play with music, to create their own tunes, songs, rhythms and dances.</p> <p>CD 4h</p> <p>☐</p> <p>Older Preschooler</p> <p>Provide many different kinds of music in the background throughout the day. Choose a song to focus on for a discussion with the child about musical elements.</p> <p>CD 4j</p>

<p>Day 3</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>Continue to discuss a variety of emotions and feelings with the child. As well, regularly model managing one's emotions and feelings to demonstrate expected behavior to the child. Observe the child's behavior and discuss appropriate ways in which to manage. ESD 2k</p> <p style="text-align: center;">☐ Older Preschooler</p> <p>Routinely acknowledge and reinforce the child when they follow the routines of the day and are compliant with daily rules. Discuss the qualities they have of being fair and just to others and themselves when cooperating and following the expectations of the rules and routines. ESD 5k</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>Routinely provide opportunities for the child to carry and manipulate heavier objects. Carrying and manipulating objects of different weights helps children develop skills necessary for eating, serving, passing food, and clearing the table. HPD 7m</p> <p style="text-align: center;">☐ Older Preschooler</p> <p>Regularly allow the child to spread a very smooth, soft material, such as mayonnaise or ketchup, then move to a margarine spread, then to firmer substances such as butter or frosting. Spreading materials promotes careful orientation of the knife, adaptation of pressure, and ability to reorient the knife to cover the area. HPD 5n</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>While in your home, routinely discuss the different areas of the home. For example, in the kitchen address the different types of foods, and colors of the foods. Discuss where the foods are stored and why the child may think they belong in a certain place. Ask about and introduce enhanced vocabulary such as tongues, recycling, produce, dairy, refrigeration etc.</p> <p style="text-align: center;">☐ Older Preschooler</p> <p>Start with three items and ask the child to organize them from lowest to highest, lightest to darkest, least to most, etc. Comparisons of larger numbers of items can follow. Have them add directional or relational words to explain their arrangement. For example, "This one is first because it is the lightest shade. This one is next because it is a little bit darker...," etc. Comparative terms are important for math and classification. HPD 7p</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>During imaginative play, be the "cashier" and tell the child that what he bought costs 5 pennies. After the child hands you five pennies say, "Oh, I'm sorry. I made a mistake, you owe me 10 pennies. You already gave me five." Lay the five pennies out so the child can see them and ask the child to count out the remaining pennies needed to get to ten. CD 10k</p> <p style="text-align: center;">☐ Older Preschooler</p> <p>Dice games are a good way for children to learn about numbers. Play dice, board, card, or homemade games with the child. In addition, writing and using numbers should be encouraged throughout play. CD 10p</p>
<p>Day 4</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>Encourage the child to</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>With the increased</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>Offer paper and pencil</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>Talk about and</p>

	<p>think about how to solve their own problems. Encourage them to think of alternatives that will be acceptable to all in the household.</p> <p>☐ Older Preschooler Allow the child to discuss what it means to be a friend. If needed, prompt the child with questions. For example, “Are you a friend when you share a toy?” “Are you a friend when you apologize if you told someone you did not like them?” ESD 6s</p>	<p>time staying inside the home movement songs are great to use when you want the child to move from one activity to another. Allow the child to gallop, tip toe or jump, when moving from one place to another. Shifting from one mode to another is a good way for children to practice motor planning. HPD 4o</p> <p>☐ Older Preschooler Moving furniture against the walls of a room to create open space for motor activity is an option for the child to practice gross motor skill development. In the open space use tape or other object in the home to create a straight line. Have the child hop over the line, hop sideways, walk the line and toe to toe the line. HPD 4q</p>	<p>in the various rooms of the house. Encourage the child to make lists for groceries in the kitchen, write a note to their teacher where they do their homework, and write a thank you note to the mail person in any room they are permitted to use in the home. LDC 13c</p> <p>☐ Older Preschooler As you read to the child, point out specific words or ask, “What do you think the first letter of this word sounds like?” Encourage the child to write all the time, not just when practicing writing. Provide materials to support their efforts. The child now begins to ask: “Is that right?” “How do you spell...?” “How do you make a letter...?” LDC 11i</p>	<p>describe things the child knows and understands about nature. Discuss how things are alike or different (alive, not alive, live in a nest, live underground, etc.) Discuss why various animals live in different environments and need different habitats. CD 14g</p> <p>☐ Older Preschooler Talk about and describe things the child knows and understands about nature. Discuss how things are alike or different (alive, not alive, live in a nest, live underground, etc.) Discuss why various animals live in different environments and need different habitats CD 14g</p>
<p>Day 5</p>	<p>☐ Young Preschooler Ask the child to teach you and/or siblings skills they are learning. Being able to teach someone to do something allows practice and builds self-confidence. Teaching someone something is more</p>	<p>☐ Young Preschooler Allow the child to fold the laundry. Have some clothing inside-out, such as, a few pants, socks, and shirts. Observe the child and allow them to change the clothing to the right side up and fold and place where</p>	<p>☐ Young Preschooler Encourage the child to ask questions. Asking questions demonstrates the child’s curiosity and areas of interest and also leads to gaining knowledge. Whenever possible help the child discover where and</p>	<p>☐ Young Preschooler Provide instruments if you have them. If not, making drums out of anything or clapping out rhythms works as well. Demonstrate to the child how to keep time with feet, hands, and musical instruments. This helps</p>

	<p>reinforcing than saying, "Good job." ESD 2k</p> <p>❑ Older Preschooler</p> <p>During imaginative play support creative thinking and development of ideas, even if they don't make sense or seem silly. The child will experiment with different ideas in order to create an interesting effect or to show how they are the same or different. See what new ideas they can create.</p> <p>APL 4m, 4n</p>	<p>the clothing belongs. Assist the child as needed. HPD 7n</p> <p>❑ Older Preschooler</p> <p>Ask questions about what the child wears in different weather and why. Discuss the child's answers and expand upon the importance of dressing for the weather. For example, practice how to put on winter items. The child will learn the various requirements of putting on more difficult clothing.</p> <p>HPD 5n</p>	<p>how to find the answers for themselves. LDC 3e</p> <p>❑ Older Preschooler</p> <p>Encourage the child to ask questions. Asking questions demonstrates the child's curiosity and areas of interest and also leads to gaining knowledge. Whenever possible help the child discover where and how to find the answers for themselves.</p> <p>LDC 3g</p>	<p>the child not only with rhythm, but also with reading, because they need to break words into rhythmic syllables. CD 4h</p> <p>❑ Older Preschooler</p> <p>Ask the child to pick a favorite song. Together, act, dramatize, and/or dance during each verse while you both sing the song together.</p> <p>CD 4j</p>
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