

## Preschool Remote Learning - Week 7

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.

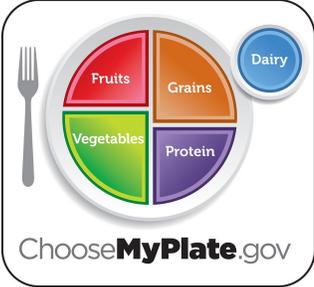
APL: Approaches to Play and Learning - *embedded in all domains*

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
<p><b>Day 1</b></p> <p>Read 15 Mins</p> <p>---</p>	<p style="text-align: center;">☐</p> <p>Ask the child how they feel about not being at school. If you have already had a similar conversation with the child, notice feelings they are having now and how the feelings may be different than before.</p> <p>Encourage both <b>younger preschoolers</b> and <b>older preschoolers</b> to tell <u>why</u> they feel a certain way by using “because” in their answer.</p> <p>Ex. Adult: What makes you happy about not going to school? Child: I get to stay in my pajamas. Adult: Why does staying in your pajamas make you</p>	<p style="text-align: center;">☐</p> <p>At snack or meal time, discuss healthy foods. If the child is not already doing so, encourage the child to feed themselves with utensils independently.</p> <p style="text-align: center;"><b>HPD 1q, 1t</b></p> <p>For a <b>younger preschooler</b>, point out foods that are good for the child, such as milk being good for bones, carrots being good for eyes, and oranges having Vitamin C which helps us stay healthy by fighting germs.</p> <p style="text-align: center;"><b>HPD 1r</b></p> <p>Give an <b>older preschooler</b> many foods and have the child sort the items into healthy/ less healthy groups. If needed, use pictures of foods.</p>	<p style="text-align: center;">☐</p> <p>During conversations today and throughout the week, encourage the child to answer questions using more detail.</p> <p>When the child is asked what they want for dinner, a <b>younger preschooler</b> may answer with one word such as, “pizza”. Encourage the child to answer with a longer sentence such as, “I want pizza, please.” to express their thoughts.</p> <p style="text-align: center;"><b>LDC 3d, 6g</b></p> <p>Conversation with an <b>older preschooler</b> can be extended by asking why and how questions such as, “Why do you want pizza?”. Possible answers may include because they</p>	<p style="text-align: center;">☐</p> <p>Gather household items that go together (sock and shoe, toothbrush and toothpaste, fork and spoon, crayon and paper, etc). Scatter the items in front of the child.</p> <p>Support a <b>younger preschooler</b> in matching the items that go together by asking questions. Ex. “I have a sock. What would I need with this sock?” and the child would pick a shoe.</p> <p style="text-align: center;"><b>CD 1j</b></p> <p>For the <b>older preschooler</b> continue the conversation by asking why the items go together or the order in which they are used. Ex. Pretend to put the</p>

	<p>happy? Child: They are comfy. ~or~ Child: I'm mad that I can't go to school. Adult: Why? Child: I'm mad because I can't see my friends. <b>ESD 6n, 6r</b></p>	<p>Ex. Give the child ice cream, apples, bananas, and a cookie. <b>HPD1u</b></p>	<p>want something hot, it's their favorite food, they haven't had it in a while, etc. <b>LDC 3f, 6i</b></p>	<p>shoe on before the sock. See if the child notices the mistake. Encourage the child to explain why it is not right. <b>CD 1n</b></p>
<p><b>Day 2</b> Read 15 Mins --</p>	<p>☐ Talking about ways to cool down when feeling mad or frustrated is important to do while a child is calm. Make a note of ways to calm down this week to look at when the child is truly upset.</p> <p>Practice calming techniques this week. After showing the child ways to calm down and practicing while calm, these ideas can be suggested while the child is upset.</p> <p><u>Balloon Breathing:</u> Place hands on top of head. Take a few short breaths in. With each breath, raise hands up, creating an imaginary balloon above the head. Then breathe out and let your hands drop down to your head again, acting like a balloon that lost all its air.</p> <p>Laughter is a great way to relax so if the child finds it funny, laugh with them and practice again. <b>ESD 6m, 6p</b></p>	<p>☐ While planning what to eat or looking at a meal that has been prepared, talk about parts of the meal.</p> <p>Using the "My Plate" image below, talk with a <b>younger preschooler</b> about how healthy foods fall into one of the groups: fruits, vegetables, grains, protein or dairy. Also talk about how unhealthy foods do not have a specific place on the plate. <b>HPD 1r</b></p>  <p>Choose<b>MyPlate</b>.gov</p> <p>Using the "My Plate" image above, talk with <b>older preschoolers</b> about eating a variety of foods. You can encourage the child to "eat a rainbow" by eating a food in each group for meals. <b>HPD 1v</b></p>	<p>☐ The ability to rhyme is an indicator of later reading success!</p> <p>Using the "Humpty Dumpty" nursery rhyme (which is printed to the right), talk with the child about rhyming words. Rhyming words sound the same at the end.</p> <p>Say two words to a <b>younger preschooler</b> and ask if the words rhyme. First, you can give an example of words that do rhyme such as "wall" and "fall". Then give an example of words that do not rhyme such as "wall" and "king". Repeat many times. <b>LDC 11h</b></p> <p><b>Older preschoolers</b> can add another rhyming word for the group. Ex. Adult: wall, fall Child: ball For rhyming activities, made-up words are appropriate, such as "gall" rhyming with "wall".</p>	<p>☐ With the child, read the nursery rhyme below and act it out.</p> <p>For both the <b>younger preschooler</b> and <b>older preschooler</b>, ask the child to assign who will play each character and what materials they will need to act out the story.</p> <p>Humpty Dumpty sat on the wall. Humpty Dumpty had a great fall. All the king's horses and all the king's men couldn't put Humpty Dumpty together again!</p> <p>Characters: Humpty Dumpty and the King/ Horses Materials: Pretend wall</p> <p><b>CD 5n, 5s</b></p>

			LDC 11i	
<p><b>Day 3</b></p> <p>Read 15 Mins --</p>	<p>☐</p> <p>Talking about ways to cool down when feeling mad or frustrated is important to do while a child is calm.</p> <p>Practice calming techniques this week. After showing the child ways to calm down and practicing while calm, these ideas can be suggested while the child is upset.</p> <p><u>Blowing Bubbles:</u> Pretend to hold a bubble wand. Take a deep breath and exhale slowly as if blowing bubbles. Repeat several times.</p> <p>Have the child pretend they are mad (yell, stomp their feet, etc). Ask the child, “Do you think Balloon Breathing or Blowing Bubbles will help you calm down? Let’s try it”.</p> <p><b>ESD 6m, 6p</b></p>	<p>☐</p> <p>Start a conversation with the child by talking about how you know you are tired. Ex. I am moving slower than I was this morning. That must mean I’m getting tired.</p> <p>Ask a <b>younger preschooler</b> how they know they are tired. They may mention that they start yawning or want a favorite stuffed animal or blanket.</p> <p><b>HPD 3i</b></p> <p>With an <b>older preschooler</b>, talk about how sleep keeps us healthy, helps us grow and makes us feel good.</p> <p><b>HPD 3k</b></p>	<p>☐</p> <p>Using the “Hickory, Dickory, Dock” nursery rhyme (which is printed to the right), continue talking about rhyming words. Remind the child rhyming words sound the same at the end.</p> <p>Say two words to a <b>younger preschooler</b> and ask if the words rhyme. First, you can give an example of words that do rhyme such as “dock” and “clock”. Then give an example of words that do not rhyme such as “dock” and “down”.</p> <p><b>LDC 11h</b></p> <p><b>Older preschoolers</b> can add another rhyming word for the group.</p> <p>Ex. Adult: dock, clock Child: shock</p> <p>For rhyming activities, made-up words are appropriate, such as “bock” rhyming with “dock”.</p> <p><b>LDC 11i</b></p>	<p>☐</p> <p>With the child, read the nursery rhyme below and act it out.</p> <p>For both the <b>younger preschooler</b> and <b>older preschooler</b>, ask the child to assign who will play each character and what materials they will need to act out the story.</p> <p>Hickory, dickory, dock. The mouse ran up the clock. The clock struck one, The mouse ran down. Hickory, dickory, dock.</p> <p>Characters: Mouse and sound of clock Materials: Pretend clock</p> <p><b>CD 5n, 5s</b></p>
<p><b>Day 4</b></p> <p>Read 15 Mins --</p>	<p>☐</p> <p>Talking about ways to cool down when feeling mad or frustrated is important to do while a child is calm.</p> <p>Practice calming techniques this week.</p>	<p>☐</p> <p>Revisit yesterday’s conversation about sleep and feeling sleepy.</p> <p>Ask a <b>younger preschooler</b> what steps they may take to get ready for bed, such</p>	<p>☐</p> <p>Using the “It’s Raining, It’s Pouring” nursery rhyme (which is printed to the right), continue talking about rhyming words. Remind the child rhyming words sound the same at the end.</p>	<p>☐</p> <p>With the child, read the nursery rhyme below and act it out.</p> <p>For both the <b>younger preschooler</b> and <b>older preschooler</b>, ask the child to assign who will play each character</p>

	<p>After showing the child ways to calm down and practicing while calm, these ideas can be suggested while the child is upset.</p> <p><u>Pushing a Wall:</u> Have the child stand near a wall and push the wall as hard as they can for 10 seconds. Repeat 3 times.</p> <p>After practicing, have the child pretend they are mad (yell, stomp their feet, etc). Ask the child, “Do you think Blowing Bubbles or Pushing a Wall will help you calm down? Let’s try it”.</p> <p><b>ESD 6m, 6p</b></p>	<p>as getting pajamas on, eating a snack, brushing teeth and reading a book. Help the child with these activities before and while getting ready for bed.</p> <p><b>HPD 3j</b></p> <p>An <b>older preschooler</b> who has a set bedtime routine can participate in bedtime routines by telling the order of activities.</p> <p>If the child does not yet have a bedtime routine they follow regularly, create a list of activities that should be done before going to sleep each night.</p> <p><b>HPD 3i</b></p>	<p>Say two words to a <b>younger preschooler</b> and ask if the words rhyme. First, you can give an example of words that do rhyme such as “dock” and “clock”. Then give an example of words that do not rhyme such as “dock” and “down”.</p> <p><b>LDC 11h</b></p> <p><b>Older preschoolers</b> can add another rhyming word for the group.</p> <p>Ex. Adult: dock, clock Child: shock</p> <p>For rhyming activities, made-up words are appropriate, such as “bock” rhyming with “dock”.</p> <p><b>LDC 11i</b></p>	<p>and what materials they will need to act out the story.</p> <p>It’s raining. It’s pouring. The old man is snoring He went to bed and bumped his head And didn’t get up in the morning.</p> <p>Characters: Old Man Materials: Pretend bed</p> <p><b>CD 5n, 5s</b></p>
<p><b>Day 5</b> Read 15 Mins ---</p>	<p>□ Review the 3 ways to calm down from this week’s activities. Ask the child which one they like best: Balloon Breathing, Blowing Bubbles or Pushing a Wall.</p> <p>Have the child think of other ways they may be able to calm down, such as going to a quiet area, getting a favorite stuffed animal, etc.</p> <p>If a child successfully used one of the techniques when upset this week, celebrate!</p>	<p>□ Have the child pick a favorite nursery rhyme from this week’s activities or another one they know. Work with the child to create the nursery rhyme using materials you have (Play-Doh, crayons, pencils, markers, paint, paper and scissors with supervision, etc). Help the child to hold drawing utensils correctly with three fingers if needed.</p> <p>A <b>younger preschooler</b> may draw simple shapes such as</p>	<p>□ Continue playing with rhyme.</p> <p>Say two simple words to the <b>younger preschooler</b> and ask if the words rhyme. You can incorporate rhyming into their answer by having the child say, “No way Jose” or Yes way Kay”.</p> <p><b>LDC 11h</b></p> <p>Play the same game with an <b>older preschooler</b> and extend the activity by having the child add another rhyming word if the two given words</p>	<p>□ By completing the Health and Physical Development activity today, the <b>younger preschooler</b> will explore art material and use them with purpose to draw, paint, sculpt and/or create in other ways.</p> <p><b>CD 5o</b></p> <p>By completing the Health and Physical Development activity today, the <b>older preschooler</b> will plan and complete artistic creations such as drawings, paintings, collages, and/or</p>

	<p><b>ESD 6m, 6p</b></p>	<p>a square for a block and a circle.  <b>HPD 5j, 5l</b></p> <p>An <b>older preschooler</b> may draw/ write with more detail such as faces that include eyes, nose, mouth, eyelashes, etc. If using scissors, can cut shapes.  <b>HPD 5m</b></p>	<p>rhyme or create a rhyme if the two given words don't rhyme.</p> <p>Ex.  Adult: Got and pot  Child: Got and pot rhyme with hot.  ~or~  Adult: Got and go  Child: Got and go don't rhyme. Got and pot rhyme.  <b>LDC 11i</b></p>	<p>sculptures.  <b>CD 5t</b></p>
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