

Preschool Remote Learning - Week 4

Addressing [NC Foundations for Early Learning and Development](#) during remote learning. No technology is needed.

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><input type="checkbox"/> Young Preschooler Support the child's efforts to be social in positive ways by modeling how to talk about what they see other people doing to develop relationships, get what they need in positive ways, negotiate problems, etc. [consider family role models as well as those they may see in age-appropriate movies and shows]</p> <p>ESD 6I</p> <p><input type="checkbox"/> Older Preschooler Support the child as they learn about how feelings get hurt. Help to sort out the actions and related feelings</p>	<p><input type="checkbox"/> Young Preschooler Play hopscotch or some similar game and encourage the child to experiment with hopping on each foot as well as both feet together.</p> <p>HPD4e</p> <p><input type="checkbox"/> Older Preschooler Create a "dance challenge" and encourage the child to move in more complex ways by learning new dance steps.</p> <p>HPD4e</p>	<p><input type="checkbox"/> Young Preschooler Have conversations about topics that are meaningful to the child. Focus on ensuring conversational turn taking with the goal of four turns each.</p> <p>LDC2J</p> <p><input type="checkbox"/> Older Preschooler The child is beginning to understand how the unexpected is funny and how language used in different ways can be funny. Encourage them to tell a joke using a framework (e.g., a knock-knock joke) and talk about why it is funny or not.</p>	<p><input type="checkbox"/> Young Preschooler Using objects from around the house, create a few groups of similar items (e.g., pencils, spoons, socks, etc.) make a game of grouping similar items and then determine which groups have the same number of items).</p> <p>CD10I</p> <p><input type="checkbox"/> Older Preschooler Using the activity above, add activities focused on which groups have more and which have less).</p> <p>CD10r</p>

	<p>and determine what was or was not intentional as children will often assume negative intentions. Help them consider possible problem solving ideas.</p> <p>ESD6s</p>		LDC2p	
Day 2	<p>☐ Young Preschooler Review a few simple rules with the child. Rules are important, but should be few so the child can remember them. The child needs boundaries, but they also need to understand WHY the rules exist.</p> <p>ESD5k</p> <p>☐ Older Preschooler Verbal debate and negotiation help the child see more than one side of an issue. They are also pushed to justify their ideas. Encourage discussion of facts versus opinions and wants versus needs. When children learn to differentiate these, they can have more rational (versus emotional) discussions.</p> <p>ESD5u</p>	<p>☐ Young Preschooler Play a game of catch and focus on supporting a smooth release of the ball (rather than jerky, less intentional movements). Slowly throw the ball for fun and if needed to help with control.</p> <p>HPD4f</p> <p>☐ Older Preschooler Play a game of catch and focus on the “catch.” Support the child in adjusting their position to be in line with the ball, with elbows at their side, for the catch.</p> <p>HPD4f</p>	<p>☐ Young Preschooler Children learn a variety of time concepts when adults talk about “when” specific events happen. Ask the child questions about activities during the day or week, during the month, or about holidays. Ask children questions about when specific activities occur.</p> <p>LDC5d</p> <p>☐ Older Preschooler Help the child think about alternative scenarios and outcomes. Adults can ask about personal and event outcomes. For example, the adult may say, “What might happen if you don’t go to bed?” or after reading a story, “What could happen if the people didn’t help each other?” During a cooking activity ask, “What would happen if we add too much liquid to the mixture?”</p> <p>LDC3g</p>	<p>☐ Young Preschooler During conversations, intentionally give the child opportunities to talk about past, present, and future activities.</p> <p>CD2p</p> <p>☐ Older Preschooler Throughout the day, give the child opportunities to compare, sort, group, organize and measure objects as well as to create patterns using items found around the home.</p> <p>CD11n, CD11p</p>

Day 3	<p>☐ Young Preschooler Discuss a wide range of topics with the child. Sharing opinions and the reasoning behind them builds a foundation for higher level thinking.</p> <p>ESD6m</p> <p>☐ Older Preschooler Intentionally give the child positive feedback as they try something new. It is okay if the child is overly confident. The child will learn their limits as they begin to test their own limits and compare their own skills to others. It is important not to discourage self-confidence.</p> <p>ESD2b</p>	<p>☐ Young Preschooler Support the child in skipping, trying to jump rope (with supervision), or some other coordinated jumping activity.</p> <p>HPD4g</p> <p>☐ Older Preschooler Gymnastic activities provide opportunities for the child to practice more coordinated, sequenced actions requiring use of arms and legs together in varying patterns. Practice doing somersaults or similarly complex moves in a safe space.</p> <p>HPD4g</p>	<p>☐ Young Preschooler Model and encourage asking “why” and “how” questions to help the child learn about cause-and effect relationships.</p> <p>CD2t</p> <p>☐ Older Preschooler Throughout the day, and particularly during conversations, model and encourage asking about others’ viewpoints in order to help children understand that others may have different perspectives that may be just as valid or interesting as their own.</p> <p>CD3j</p>	<p>☐ Young Preschooler Using items around the house, encourage the child to copy or create a simple pattern (think: A-B-A-B). As they get comfortable making a simple pattern, get creative with fun items. Consider using different sized utensils, different kinds of writing tools, fruits, socks, pillows, etc.</p> <p>CD11k</p> <p>☐ Older Preschooler Building on the activity above, encourage the child to fill in a missing pattern piece. As patterning becomes more comfortable start creating more complex patterns (think: A-B-C-A-B-C or AA-B-AA-B, etc)</p> <p>CD11q</p>
Day 4	<p>☐ Young Preschooler Encourage the child to plan an activity independently. For instance, if they want to color, ask them to think about what they need to have and/or do before, during and after the activity.</p> <p>ESD1n</p>	<p>☐ Young Preschooler Provide many supervised opportunities for the child to safely practice scissors skills with art and other materials such as play dough, straws, yarn, etc. Practicing cutting on a line helps develop eye-hand coordination.</p>	<p>☐ Young Preschooler Children at this age typically understand each other’s actions and intentions. Provide opportunities to jointly plan play narrative based on themes, stories, or their own fantasies. Provide props or materials to make props for their</p>	<p>☐ Young Preschooler Play a matching game together. You can use a game, items around the house or get creative and play a more complex verbal matching game. For instance, matching holidays with seasons or weather.</p>

	<p>❑ Older Preschooler Create a space for dramatic play where the child can represent their ideas and fantasies in creative ways. Provide assistance for set up when needed. Consider how family members can play along, following the child's lead.</p> <p>ESD4t</p>	<p>HPD5l</p> <p>❑ Older Preschooler Give the child opportunities to complete 10 piece puzzles. Many children enjoy creating their own puzzles of various sizes using magazine pages, cereal boxes, or photos.</p> <p>HPD5n</p>	<p>ideas. Encourage any family member to participate!</p> <p>LDC5e</p> <p>❑ Older Preschooler As children learn more plots from stories, movies, and other media, they want to combine them, to play them out with others, and to perform them for an audience. Give the child the time, space, and materials to develop the fantasies in their minds and the freedom to create the scenes of their stories.</p> <p>LDC5f, LDC8o</p>	<p>CD11i</p> <p>❑ Older Preschooler Begin supporting the child's ability to contrast and organize similar items such as coins. For instance, they may know that nickles, dimes and quarters are coins or money but do they know the name of each? Feel free to pick a group of items that is meaningful or of interest to the child!</p> <p>CD11p</p>
Day 5	<p>❑ Young Preschooler Discuss situations that have occurred at school or in situations with a sibling/friend/family member that bothered the child. Analyze the different people's perspectives on the situations. How did different people feel and why?</p> <p>ESD7k</p> <p>❑ Older Preschooler Negotiation is an important skill. Model sharing ideas and negotiating over simple things, such as</p>	<p>❑ Young Preschooler As the child develops small muscle control and hand-eye coordination give them opportunities to handle objects and work with tools, such as cooking utensils as they help in meaningful ways around the house.</p> <p>HPD5l</p> <p>❑ Older Preschooler As the child continues to develop small muscle control and hand-eye coordination give them opportunities to handle objects and work with</p>	<p>❑ Young Preschooler After reading a story, ask the child to review what happened in the story. When reading a new story, stop after several pages and ask, "What do you think will happen next?" Encourage the child to connect actions to predict consequences, modeling these skills as needed.</p> <p>LDC9n</p> <p>❑ Older Preschooler Children at this age can typically conceive of multiple options for a story ending. When</p>	<p>❑ Young Preschooler Have conversations about the similarities and differences the child notices about people in magazines, shows or movies. The child may make embarrassing statements as they try to understand characteristics that are new or different from themselves (e.g., skin color, disabilities weight, etc.). Model respectful acceptance of others with statements such as, "Isn't she strong?" or "Doesn't his skin look beautiful?"</p> <p>CD8d</p>

	<p>what to have for dinner, what activities to do that day, etc. The key thing is to compare ideas, then talk about advantages, then work together to choose or modify.</p> <p>ESD7p</p>	<p>tools, such as safe hardware tools as they help in meaningful ways around the house.</p> <p>HPD5o</p>	<p>reading or making up a story, ask the child, “What are the different ways this story could end?” “What else?” Encourage the child to think “out of the box.” They can make up his/her own fantasies and act them out.</p> <p>LDC9t</p>	<p>❑</p> <p>Older Preschooler</p> <p>Introduction to other cultures is a critical part of learning about the bigger world and diversity. Make this an ongoing discussion and consider a variety of ways to expose the child to other cultures through books, movies, shows, virtual field trips, and so on.</p> <p>CD8h</p>
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