

Preschool Remote Learning - Week 3

Addressing [NC Foundations for Early Learning and Development](#) using the [NC Early Learning and Development Progressions: Birth to Five](#) 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
 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

	APL	ESD	HPD	LDC	CD
Day 1	<p style="text-align: center;">☐ Young Preschooler</p> <p>Blocks and puzzles are great for encouraging children to combine visual and sensory (e.g. touch) approaches to problem solving.</p> <p>Ideas: Help children make puzzles from cereal box covers. Save small and large gift boxes for building. Lids can be taped on to make a block. They can be nested and stored.</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>Encourage independent conflict resolution giving the child the ideas and words to use, such as, “What are some ways you can solve your problem? Together, let’s come up with several solutions.”</p> <p style="text-align: center;">☐ Older Preschooler</p> <p>Have open conversations on various topics of interest to the child. Simple answers are all</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>Help the child learn the steps to wash their hands (for 20 seconds) and dry their hands. Consider taking or drawing pictures and posting for the child to follow.</p> <p style="text-align: center;">☐ Older Preschooler</p> <p>Let the child be responsible for bathing and showering activities, with appropriate supervision and help. Provide suggestions for</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>Encourage use of more complex sentence structures by modeling their use, providing prompts (e.g., The cat climbed up the tree and...” or “Tell me what you want to do and where you want to do it.”)</p> <p style="text-align: center;">☐ Older Preschooler</p> <p>Give the child time to discuss books and topics of interest. Also give the child opportunities to</p>	<p style="text-align: center;">☐ Young Preschooler</p> <p>Model social connections by assigning each family member a specific task or chore and intentionally discuss the importance of each person’s contribution to the family/team.</p> <p style="text-align: center;">☐ Older Preschooler</p> <p>Children are learning about their strengths and weaknesses, seeking friends with similar interests, and</p>

	<p>❑ Older Preschooler Find and cut letters from magazines, junk mail, or other print you have.</p> <p>Have the child add these to their pictures and other art work to help others understand their ideas.</p>	<p>that are desired or needed. The child's curiosity needs to be supported. Find answers together if needed.</p> <p>ESD4A</p>	<p>different types of soaps, sponges, mittens, etc. that will help children be independent.</p> <p>HPD7C</p>	<p>dictate stories, letters, and their ideas. During these activities, the adult can prompt or model using more advanced structures.</p> <p>LDC4C</p>	<p>working to please others. Have a conversation about various community helpers and ask the child to think about and share what they want to do when they "grow up."</p> <p>CD6A</p>
<p>Day 2</p>	<p>❑ Young Preschooler Read a favorite book with the child. Talk about the location, characters, actions, motivations, and feelings in the book. Talk to children about items that are not present in order to work on memory skills.</p> <p>❑ Older Preschooler Talk about what the child is reading and seeing on TV and in movies. Ask the child what stood out to them and what the story meant. Discuss deeper meanings and messages</p>	<p>❑ Young Preschooler Make a few important and relevant rules that the child can learn. Teaching right and wrong comes through modeling, discussing what has happened or may happen, and talking about what we need to do to make sure we are all safe, happy, and caring.</p> <p>❑ Older Preschooler Talk to the child about why things are right or wrong. Otherwise children may lose the deeper meaning and just avoid bad</p>	<p>❑ Young Preschooler Provide time for the child to draw. Ask them to think about what they want to draw before beginning. When possible, consider a variety of different tools including crayons, markers, paint, chalk, and pencils for children to use.</p> <p>❑ Older Preschooler Give the child time to illustrate events of the day or weekend. Pictures may actually stimulate the child to talk in more detail about things that occurred. When possible, consider</p>	<p>❑ Young Preschooler Talk to the child about their own action sequences. Talk about what the child did first in the morning, then what after that, etc. Sequencing events is important for logical thinking.</p> <p>❑ Older Preschooler 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</p>	<p>❑ Young Preschooler Provide many opportunities for children to experience a variety of different types of music and talk about the differences and similarities they notice.</p> <p>❑ Older Preschooler Sing familiar and favorite songs together with a focus on musical elements such as turn taking, rhythm, rhyme, etc.</p> <p>CD4A</p>

	that the child may have missed or misinterpreted.	behaviors to avoid punishment. ESD6B	a variety of different tools including crayons, markers, paint, chalk, and pencils for children to explore creative ways to express their ideas. HPD5D	preferences. LDC8A	
Day 3	<p>☐ Young Preschooler Find object(s) the child is curious about. Ask the child how they think it works and why.. Help the child with new vocabulary as needed.</p> <p>☐ Older Preschooler Allow children the time, space, and materials to safely create whatever they can envision without rules, directions, or structure (ex., a fort or artwork).</p>	<p>☐ Young Preschooler Help the child recognize their feelings (“I see you are getting angry.”) and then step back to analyze what they can do (“Think about what YOU can do to make the situation better.”)</p> <p>☐ Older Preschooler Fairness becomes a big issue for children at this age. Notice opportunities to examine aspects of fairness and justice with the child. ESD5B</p>	<p>☐ Young Preschooler Provide opportunities for the child to carry and manipulate heavier objects. For example, the child can carry snacks to the table on trays or carry a stack of books to put them away.</p> <p>☐ Older Preschooler Let the child experiment with spreading 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. HPD7A</p>	<p>☐ Young Preschooler Encourage the child to use relational prepositions when cleaning up or doing daily activities. For example, “The broom is in the closet <i>beside</i> the bucket.” Reinforce the child when he asks about words he doesn’t know. “It is great when you ask about words you want to learn!”</p> <p>☐ Older Preschooler 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</p>	<p>☐ Young Preschooler Dice games are a good way for children to learn about how numbers. Play dice, board, card, or homemade games with the child. In addition, writing and using numbers should be encouraged throughout play.</p> <p>☐ Older Preschooler Use a deck of cards, or make cards by cutting pieces of paper and writing the numbers from 1-10 on them. Ask the child to arrange their cards without the adults seeing. This way the adults will be really surprised when they know the right number. CD10A</p>

				<p>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.</p> <p>LDC7A</p>	
Day 4	<p><input type="checkbox"/> Young Preschooler Use books and movies as a basis for discussion of similarities and differences among people’s preferences and beliefs.</p> <p><input type="checkbox"/> Older Preschooler During a shared project, work with the child to set goals together and make a plan. Remind them about negotiation and compromise and offer choices when necessary.</p>	<p><input type="checkbox"/> Young Preschooler Play a “starter” role with the child. Provide the space, materials, and time then, together, decide what you want to do. Reinforce joint problem solving and cooperation by commenting on how they make decisions.</p> <p><input type="checkbox"/> Older Preschooler Allow the child to make “friend” gifts, art or cards. Friends are important and the creations can be mailed or delivered curbside.</p> <p>ESD5A</p>	<p><input type="checkbox"/> Young Preschooler Provide a variety of outdoor activities, such as, batting, kicking a ball, shooting a basketball at a target or hoop. Participate in a race as a fun competition.</p> <p><input type="checkbox"/> Older Preschooler Set up an obstacle course. Have the child rotate through the course. Consider tricycles, tee balls, bats, a child’s golf club, a target, a pile of foam blocks, sticks etc.</p> <p>HPD4D</p>	<p><input type="checkbox"/> Young Preschooler Provide the child with paper and visible models of letters for the child to copy. Place writing materials around the home and encourage the child to use them to express their ideas.</p> <p><input type="checkbox"/> 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</p>	<p><input type="checkbox"/> Young Preschooler Talk about the clouds and weather, look at the moon and stars at night, search for birds and insects in the yard, and so on.</p> <p>Older Preschooler Take a nature walk in the yard and talk about similarities and differences, categories of things, why certain seasonal or weather events occur, etc.</p> <p>CD14A</p>

				ask: “Is that right?” “How do you spell...?” “How do you make a letter...?” LDC13A	
Day 5	<p>☐ Young Preschooler Having the child do something to repair a situation is more effective than punishment. If something is broken, the child needs to try to fix it. If something is taken (or eaten) the child needs to return it or find a substitute, etc.</p> <p>☐ Older Preschooler Work with the child to establish a few family rules related to respect, order, and caring.</p>	<p>☐ Young Preschooler Provide leftover materials and “junk” for the child to use in creations. Also make available extra clothing, shoes, etc., for dress-up.</p> <p>☐ Older Preschooler 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>ESD1A</p>	<p>☐ Young Preschooler Have the child sort clothing or utensils by size, by shape, and by type. Folding clothes gives the child an opportunity to manipulate objects with two sides.</p> <p>☐ Older Preschooler Allow the child to dress independently by encouraging them to put their shoes on the correct feet, thread belt through loops, fasten and zip front fastening zippers, etc. Provide assistance or strategies as needed.</p> <p>HPD7B</p>	<p>☐ Young Preschooler Nature or science stories, materials and books inspire the child’s curiosity. Asking “why” and “how” questions is an important way the child learns about cause-and-effect relationships.</p> <p>☐ Older Preschooler Encourage the child to ask 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 (Ex., after a meal everyone shares their favorite food).</p> <p>LDC3B</p>	<p>☐ Young Preschooler Have a talent show at home. This is a fun way for the child to build self-confidence. Nurture and celebrate emerging talents.</p> <p>☐ Older Preschooler Pick one of the child’s favorite songs with several verses (such as “Hush, Little Baby”). Let the child act, dramatize, and/or dance during each verse while you sing the song.</p> <p>CD5A</p>