PreK Remote Learning - Week 1

Addressing NC Foundations for Early Learning and Development during remote learning, no technology needed.

APL: Approaches to Play and Learning
ESD: Emotional and Social Development
HPD: Health and Physical Development
LDC: Language Development and Communication
CD: Cognitive Development

	APL	ESD	HPD	LDC	CD
Day 1	❑ Let's make a goal! Ask the child what they would like to learn to do. Ex. draw a __, build a __, ride my bike, write my name or numbers to 5	❑ Look in the mirror. Have the child describe what they look like: hair color, two eyes. Then, have them describe what you look like.	❑ After looking in the mirror and talking, you and the child draw a picture of yourselves with details such as facial features, hair color, and more. ❑ Get your heartrate up. Goal 30- 60 mins	❑ Read 15 mins Watch your child hold a book. Observe if they are holding it upright and turning pages from front to back. If not, model and describe while you read a book to them.	❑ Find a few items from around the house. Sort and group them different properties such as color, weight, size and texture. Ex. Different toy cars, dolls, building blocks, kitchen utensils, coins
Day 2 .	❑ Discuss how the goal you made yesterday can be reached. Ask: How can you meet your goal? What do you need (materials, people)?	❑ Notice the child's feelings. Ask them to name what they are feeling, such as excited, frustrated, and happy. Have them share what is making them feel that way. Ex. I notice that you are frowning. How are you feeling? Why?	❑ Get your heartrate up. Goal 30- 60 mins ❑ At snack or meal time, help the child choose a healthy snack. Discuss snacks that are healthy and snacks that are less healthy.	❑ Read 15 mins Read a book to the child, running your finger along words as you read. When you reach the end of the page, encourage the child to turn each page for you.	❑ Discuss a book you read today. Is it pretend/ fantasy or real/nonfiction? How do you know?
Day 3	❑ Engage in a pretend scenario with the child.	❑ Observe the child's feelings. When they are	❑ Pick a physical activity. Help your child count	❑ Read 15 mins While reading,	❑ Have your child count. If a mistake is made,

	Option: Create props Ex. superheros, school, vet, tea party, princesses)	angry or frustrated, talk about multiple ways to solve the problem. Encourage the child to make suggestions.	how many times they can do the activity? (somersaults, jumping up and down, skipping, jumping jacks) Record how many times your child does this activity. ❏ Get your heartrate up. Goal 30- 60 mins	stop and ask the child what is happening and what will happen next. Then discuss how their predictions were the same as or different than the story.	correct the mistake and try again. Goal: Count to 10. Once the child can count to 10, practice counting to 20. How high did the child count? __
Day 4	❏ Reaching your goal from Day 1. What has been hard? Discuss a "can do" attitude and how more practice will help. Practice and talk.	❏ Read a book. Discuss each character's feelings, pointing out facial expressions in the pictures, and character's actions and reaction(s).	❏ Repeat the activity from Day 3. Record how many times your child does this activity. Were you able to do more? ❏ Get your heartrate up Goal 30- 60 mins	❏ Read 15 mins Choose a picture story book. Look at the cover with the child. Discuss who or what (possibly animals acting as people) will be in the story. Point to the title and read it. Ask your child what they think might happen in the story.	❏ While playing, line up toys (no more than 10) and have the child count while pointing to one toy for each number said. Ask them how many they have. Repeat a few times with different amounts.
Day 5	❏ Engage in a pretend scenario with the child. Option: Create props Ex. superheros, school, vet, tea party, princesses)	❏ Participate in a conversation, increasing the number of exchanges (talking back and forth). Ex. When asking for help, encourage child to specifically ask what is needed, why they need help, and how help can be provided.	❏ Repeat the activity from Day 3. Record how many times your child does this activity. Were you able to do more? Can you set a goal for the future? ❏ Get your heartrate up Goal 30- 60 mins	❏ Read 15 mins Choose the same book as day 4 to read to your child. Ask the child to point to the title of the book. Read the story. Ask them to tell you a few events from the story.	❏ Have your child count. If a mistake is made, correct the mistake and try again. Goal: Count to 10. Once the child can count to 10, practice counting to 20. Did the child count higher today? __