



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Distance Learning Plan




Pre-Kindergarten Week 1



A Week of Distance Learning for your PreK Child:

This weekly overview will help you keep track of your child’s distance learning experience. As your child learns from home, the timing will be different than a typical school day. Once your child has completed an activity, have them mark the work as complete.

Daily: Journal Writing and Question of the Day				
	Subject	Time	Activity	Complete
Day 1	Read Aloud		First Reading Picture Walk	
	Math		Counting	
	Literacy		Making My Name	
	Investigation		Sink or Float	
	Specials		Choose an art, music, or gross motor activity	
Day 2	Read Aloud		Second Reading: PEER	
	Math		Pattern	
	Literacy		Writing Strokes	
	Investigation		Sink or Float	
	Specials		Choose an art, music, or gross motor activity	
Day 3	Read Aloud		Third Reading: PEER	
	Math		Building Sets	
	Literacy		Picture This	
	Investigation		Sink or Float	
	Specials		Choose an art, music, or gross motor activity	
Day 4	Read Aloud		Choose an extension activity	
	Math		Shapes	
	Literacy		Tap and Stack	
	Investigation		Sink or Float	
	Specials		Choose an art, music, or gross motor activity	
Day 5	Read Aloud		Final Reading	
	Math		Measuring	
	Literacy		Rhyming Puzzles	
	Investigation		Sink or Float	
	Specials		Choose an art, music, or gross motor activity	

Additional websites:

<https://www.abcya.com/>

<https://www.starfall.com/h/>





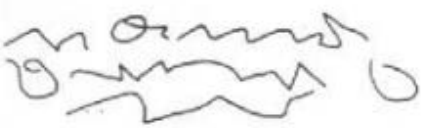
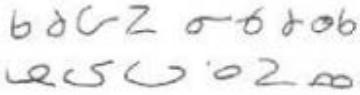
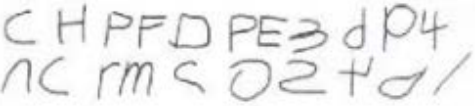
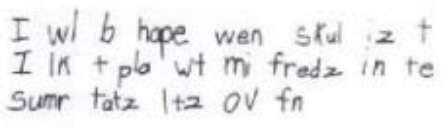
DAILY ACTIVITIES

Goal: Young children thrive in routine and predictability. While at school, children often engage with a Question of the Day and opportunities to write. We recommend that these activities continue while your child is at home to further support critical thinking, expressive language, vocabulary, problem solving, alphabet knowledge, and fine motor skills.

Question of the Day: Please use the attached document to engage your child in a question-based conversation each day.

Journal Writing: Provide your child with some blank paper and writing tools and encourage them to write. As you engage in Journal Writing with your child, some ways you can encourage their efforts and help them to get the most of this experience are:

- Ask your child to “read” their picture to you. Encourage them to add more details to their drawing. You may even label parts of their drawing to help them make connections between pictures and words. For example, “You drew a boat! I am going to write the word boat right next to it.”
 - As your child tells you about their work, record their ideas by modeling conventional writing. “Tell me the words to write on the bottom of the page.” Then read the sentence back to them running your finger under each word.
 - As children begin to write letter like forms and letter strings, encourage them to practice identifying and writing letters found in their own name.
 - Continue to have your child read you their work. When children are ready for inventive writing/spelling, support them in identifying the beginning and ending sounds of words. For example, “You want to write the word ball. What sound do you hear at the beginning? /b/ What letter represents the /b/ sound?” or “Oh, you wrote LK because you heard the /l/ sound at the beginning and the /k/ at the end of the word LIKE.”
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Stage	Example
<p>Preliterate: <i>Drawing</i></p> <ul style="list-style-type: none"> • uses drawing to stand for writing • believes that drawings / writing is communication of a purposeful message • read their drawings as if there were writing on them 	
<p>Preliterate: <i>Scribbling</i></p> <ul style="list-style-type: none"> • scribbles but intends it as writing • scribbling resembles writing • holds and uses pencil like an adult 	
<p>Early Emergent: <i>Letter-like forms</i></p> <ul style="list-style-type: none"> • shapes in writing actually resemble letters • shapes are not actually letters • look like poorly formed letters, but are unique creations 	
<p>Emergent: <i>Random-letters or letter strings</i></p> <ul style="list-style-type: none"> • uses letter sequences perhaps learned from his/her name • may write the same letters in many ways • long strings of letters in random order 	
<p>Transitional: <i>Writing via invented spelling</i></p> <ul style="list-style-type: none"> • creates own spelling when conventional spelling is not known • one letter may represent an entire syllable • words may overlay • may not use proper spacing • as writing matures, more words are spelled conventionally • as writing matures, perhaps only one or two letters invented or omitted 	

Question of the Day

Primary Objectives

9b. Speaks clearly

11d. Shows curiosity and motivation

Why It's Important

Children are naturally curious. They learn about the world around them through observation, inquiry, and interaction. Giving your child opportunities to ask questions about his interests promotes language and understanding of new concepts.

Materials

Paper; markers, pens, pencils, or other writing tools

What You Do

1. Explain to your child that each day, he may ask you one special question.
2. Encourage your child to think about the special question he wants to ask you today. Give him time to put it into words. Listen to his question without interrupting him.
3. Offer prompts if your child is having difficulty thinking of a question: *If you would like to know what we are going to do today, you could ask me, "What are we going to do today?"*
4. Make sure to give your child an answer to his question.
5. Write your child's question on paper as he says it to you. Then write your answer and read to him what you have written, pointing to the words as you read.

Keeping a Journal

Primary Objectives

19b. Writes to convey meaning

Why It's Important

This is a great time for your child to start keeping a journal. Having her own personal space to write about what is important to her will help your child develop her writing skills. It will also encourage her to think about and reflect on what she finds interesting.

Materials

Paper; markers, pens, pencils, or other writing tools; glue; cardboard; collage materials: a variety of papers (small pieces), glitter, leaves, feathers, pom-poms, fabric swatches, pipe cleaners, foam shapes, beads, small shells, colored sand, magazines, greeting cards

What You Do

1. Talk with your child about the purpose of a journal. Explain that it is a place where she can write anything she wants and that she may share it with others or keep it to herself.
2. Invite your child to make a journal. Help her fold the paper in half, punch holes in it, and then bind the blank book together with yarn. Allow her to choose the colors of paper and yarn she would like to use. If she is interested, encourage her to use the cardboard and collage materials to make a cover for the journal.
3. After the journal is bound together, invite your child to make her first journal entry. *What would you like to write about in your journal today?* Explain that she may make an entry each day about something that happened that day.
4. Encourage your child to write her own words, if appropriate, or copy words that you have written. Allow her to choose how she would like to make entries in her journal.
5. Together, read over what she has written in past days. Ask questions about what she wrote. *How did you make that tower you wrote about in your journal yesterday? What did you eat when you had dinner at Grammy's house?*
6. After your child is finished writing in her journal each day, encourage her to put it back where it belongs so that she can find it easily the next time she wants to write in it.

READ ALOUDS: WEEK ONE, TWO, THREE

Goal: Reading aloud with children has many significant benefits. In addition to building an understanding about how print works, sharing and talking about a book will build your child's comprehension and vocabulary. These skills are identified as necessary skills and predictors for later reading success.

We recommend that over the next couple of weeks you spend at least 15 minutes every day reading aloud to your child.

Remember, it is ok to read just for fun!

FIRST READING: Go on a picture walk. Only look at and talk about the pictures. Ask your child to predict what might be happening.

SECOND READING and THIRD READING: Sharing the book multiple times provides the opportunity for you and your child to engage in conversations that support critical thinking, comprehension, and vocabulary development. When asking questions, use the PEER strategy to support and extend your child's responses.

The steps for PEER are:

P: Prompt your child with a question about the story. Prompting your child focuses attention, engages the child in the story, and helps the child understand the book.

Point to something in the picture, for example, a balloon. "What is that?"

E: Evaluate your child's response.

"That's right! That's a balloon."

E: Expand on what your child said.

"That's a big, red balloon! We saw one of those in the grocery store yesterday."

R: Repeat or revisit the prompt you started with, encouraging your child to use the new information you've provided.

"Can you say big, red balloon?" Each time the book is reread, the expanded vocabulary words are verbalized again

CROWD Prompts: An important way to engage your child in book sharing is by asking questions. Certain types of questions are better than others for engaging your child in extended conversations. These conversations should build vocabulary, enhance knowledge of print, build skills in identifying letters and sounds, and help your child make gains in language development, which later lead to stronger reading and writing skills.

CROWD is a word to help you remember to ask different types of questions. Each letter represents a particular type of question.

Completion prompts require that you ask your child questions about language used in the story. Ask your child to fill in a repeated word or rhyme. This helps you child learn how to listen. For example, "Jack and Jill went up the _____."

Recall prompts help your child tell what happened in a story. Ask your child what the characters are doing. This helps your child develop the ability to follow a storyline and to retell details. For example, you can say, “What happened when Jack and Jill went up the hill?”

Open-ended prompts give your child the chance to tell what is happening in a picture or story. Prompt your child by asking, **“What is going on in this picture?”**

Wh-prompts are usually what, where, when and why questions. You might say, “What is the name of this,” while pointing to an object on a page. You might also ask, “Where are Jack and Jill going?” and “Why are Jack and Jill walking up the hill?” the wh-questions teach your child new vocabulary words.

Distancing prompts ask your child to relate something in the story to her own life. Example of distancing prompts include, “Have you ever played in sand?”, “What did it look like?”, “What did it feel like?”, “Did you ever roll down a hill?”, and “What did it feel like?”

READ ALOUD EXTENSION ACTIVITIES:

- Draw pictures to highlight a favorite part or character in the story.
- Ask your child to retell the story using the pictures as guidance.
- Have your child critique the book. Did they like it? Why or why not?

If you do not have access to picture books, there are some videos of read alouds available on YouTube. Search for read alouds for young children. Be sure to stop the video often to talk about what is happening and ask questions using the PEER sequence shared above.

Additional Websites to support book sharing:

<https://www.storylineonline.net/>

<https://www.dclibrary.org/godigital>



MATH ACTIVITIES: WEEK ONE

DAY ONE:

Counting Popular Pet Tally Sheet

DAY TWO:

Patterns Look for patterns around your home. You might find a bedspread, pillow or towel that has a pattern. Make a list of all the patterns you see or ask your child to draw the pattern.

DAY THREE:

Sorting Provide opportunities for your child to sort items around the house, such as cans, fruit, socks, books. As your child sorts them into different sets, ask how the items are alike and how they are different. To extend the activity, count the different sets and discuss more and less.

DAY FOUR:

Shape Pictures Help your child cut out the shapes included in the packet or cut them out for them. Name and discuss the shapes. You can also count and talk about the corner and sides of the shapes. Encourage your child to use the shapes to make a picture.

DAY FIVE:

Measuring Help your child trace his/her foot and hand. Using paperclips, cheerios or another similar household item, ask your child to guess how of that measuring unit (paperclips, cheerios, etc.) long his/her foot is. After your child has guessed, allow your child to measure the footprint. How close was their guess?

Continue with the handprint. Was the guess closer this time?

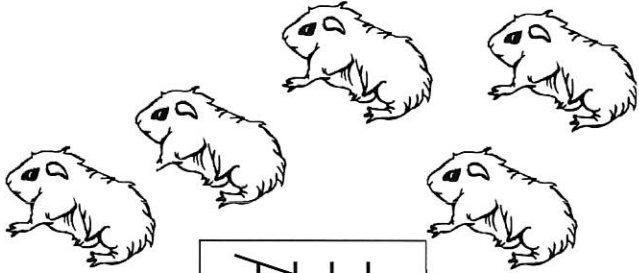
Additional websites:

<https://www.ixl.com/>



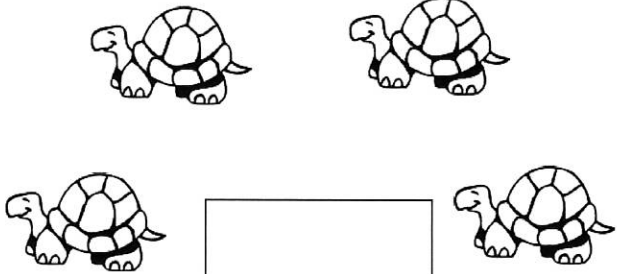
Popular Pet Tally

Use tally marks to show how many pets are in each group. Then circle the number that shows how many. The first one is done for you.



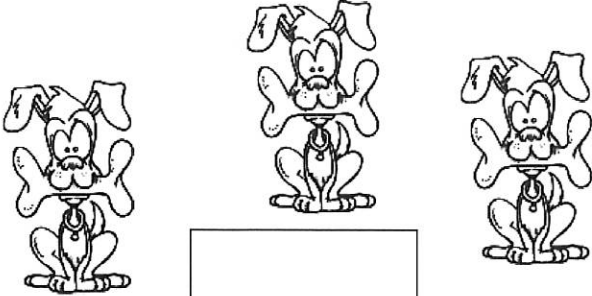
A rectangular box containing five vertical tally marks, with a diagonal line crossing through them from the top-left to the bottom-right.

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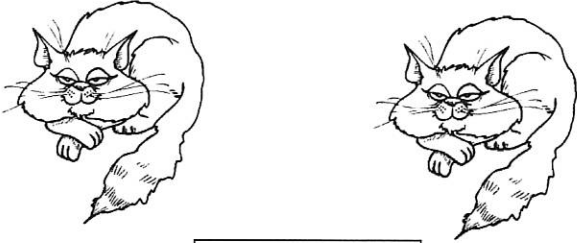
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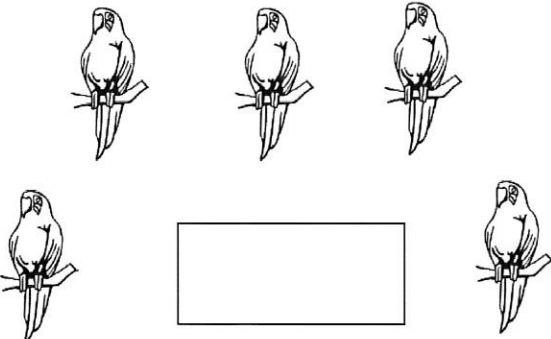
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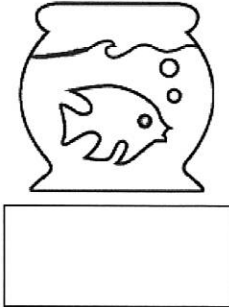
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A rectangular box.

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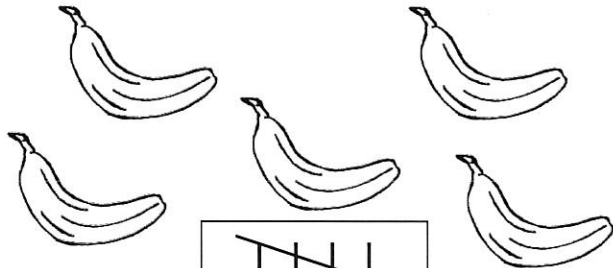


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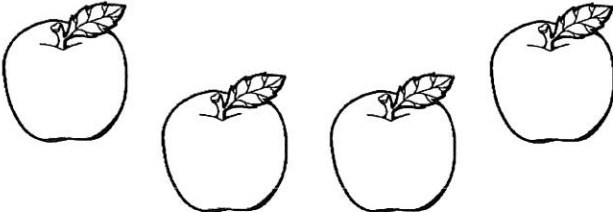
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Favorite Fruit Tally

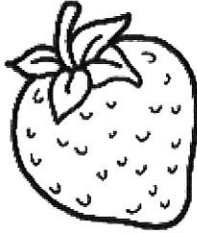
Use tally marks to show how many fruits are in each group. Then circle the number that shows how many. The first one is done for you.



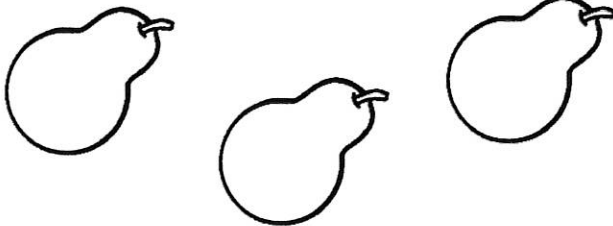
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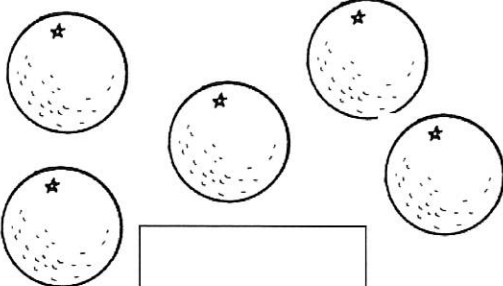
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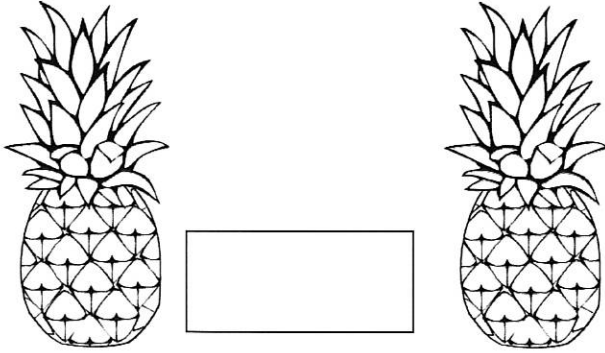
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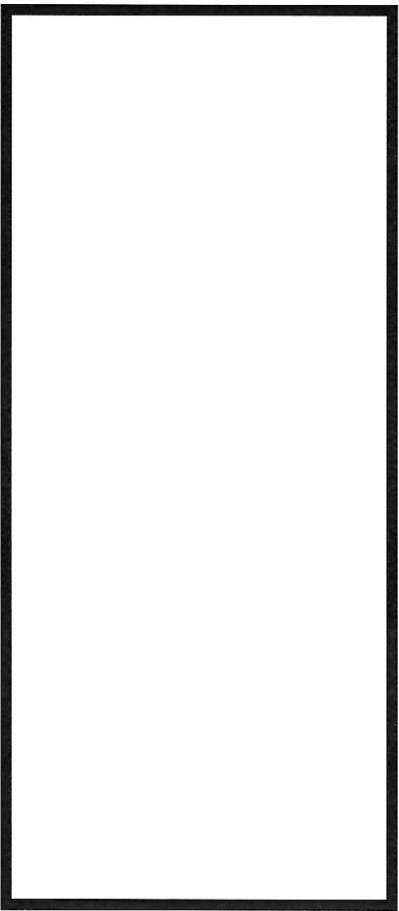
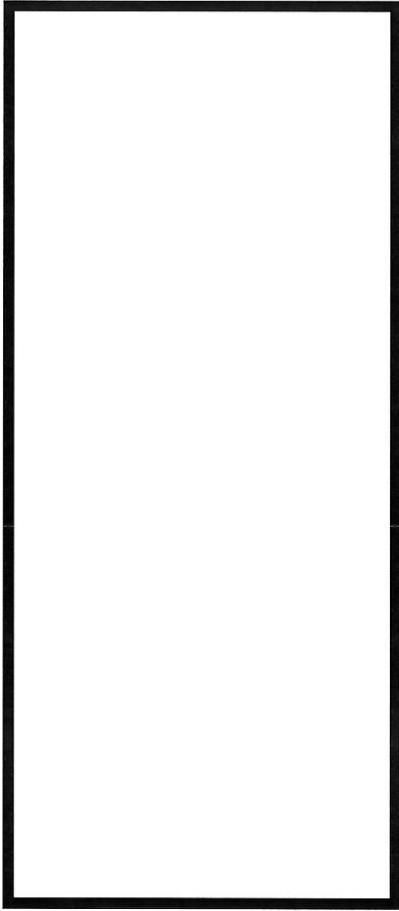
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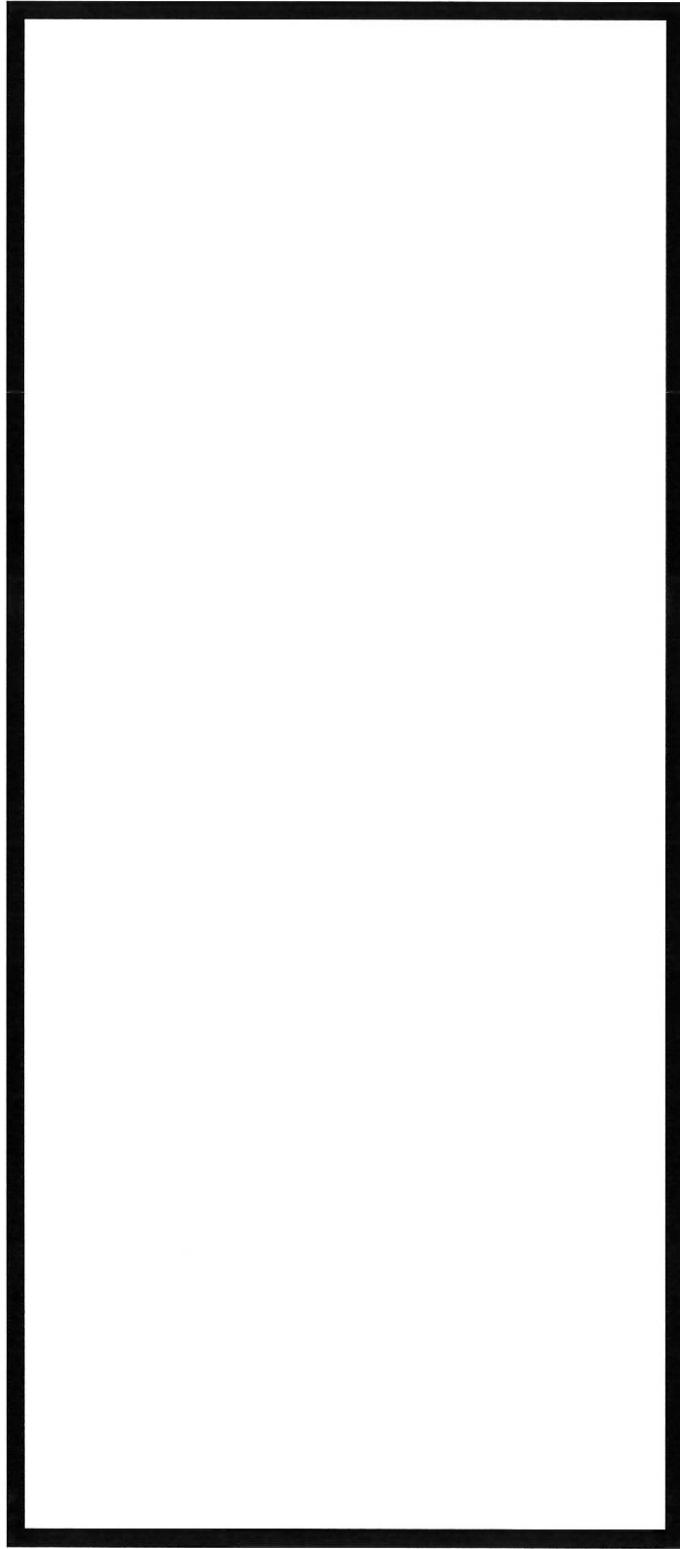


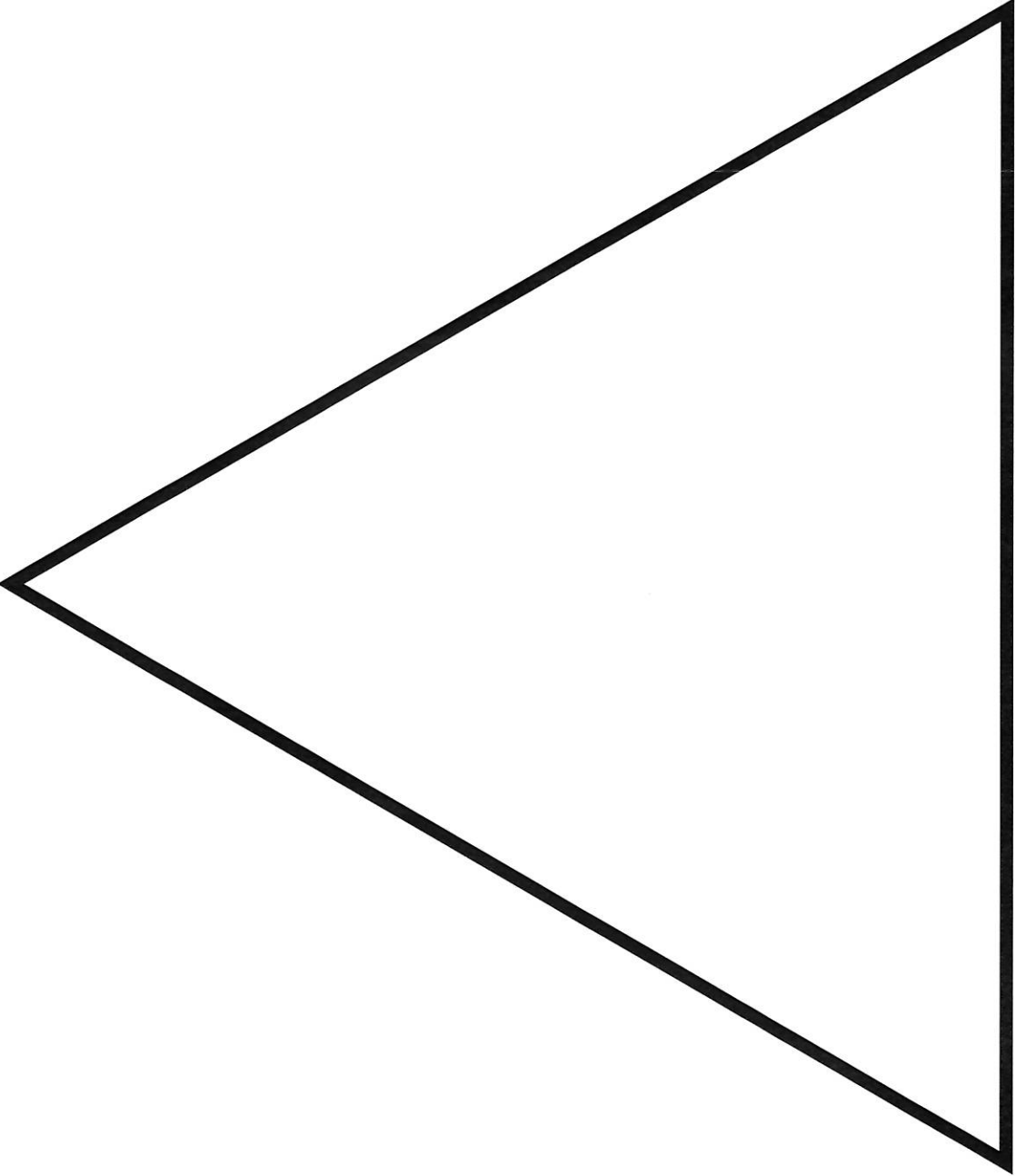
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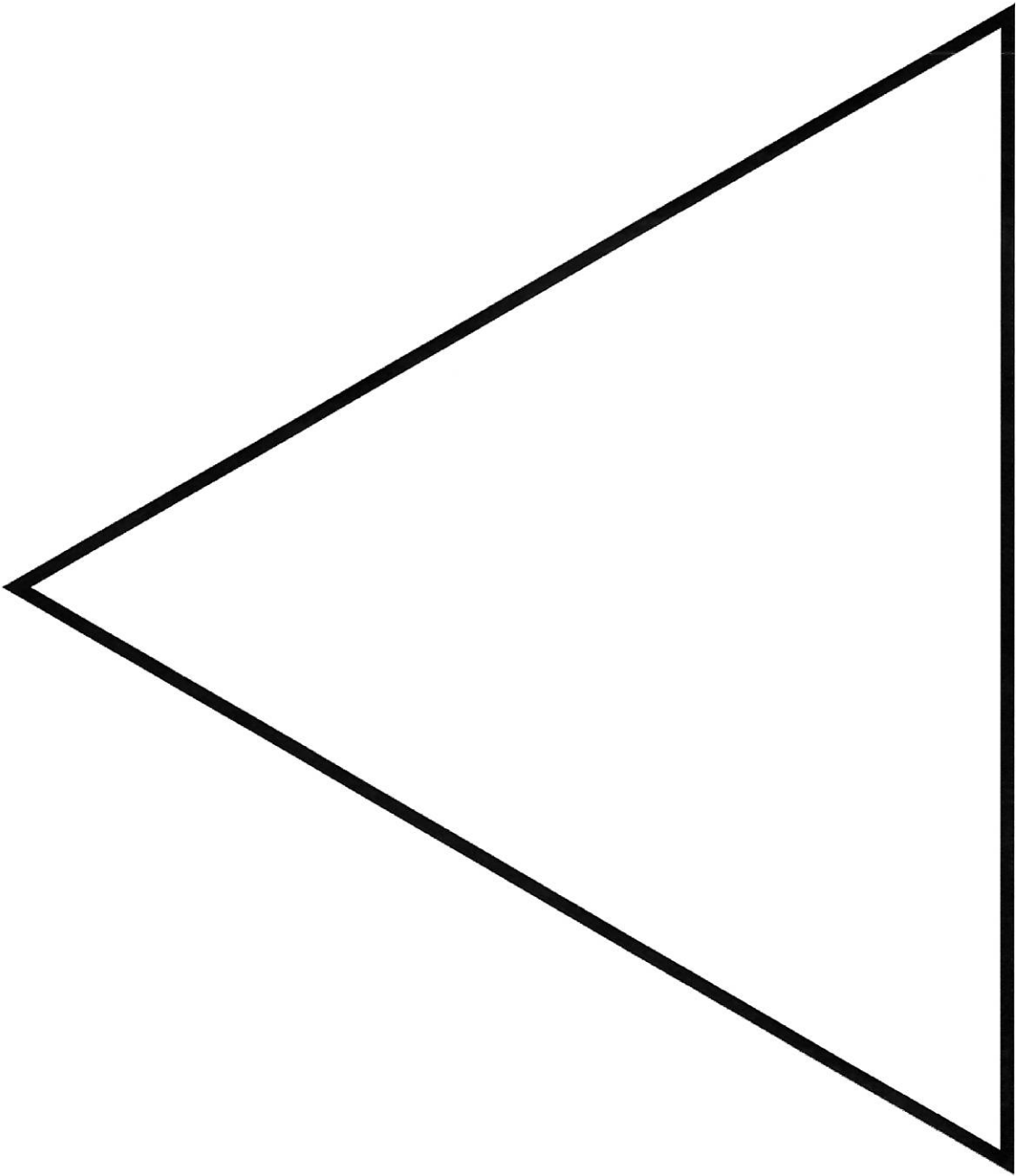


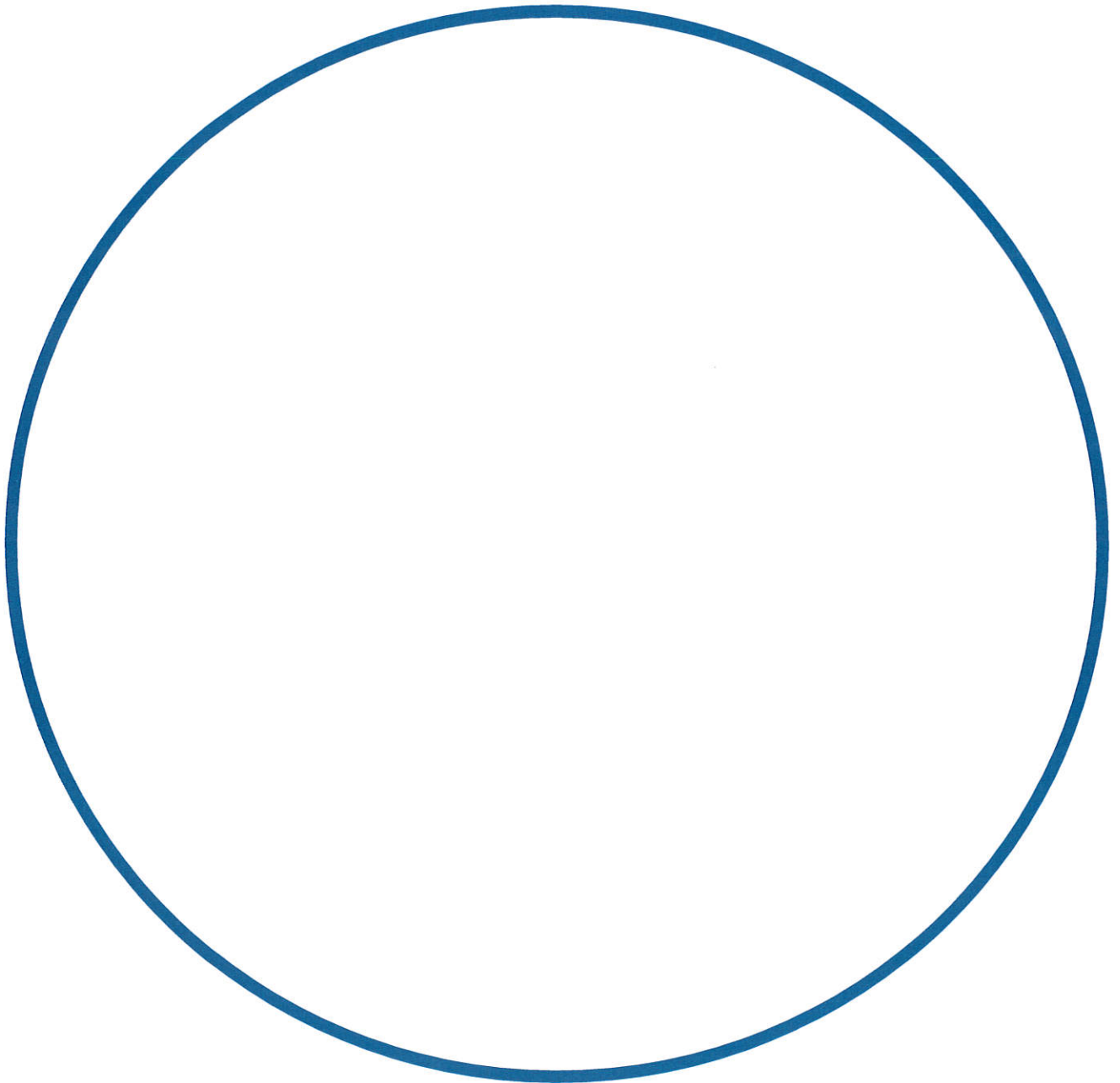
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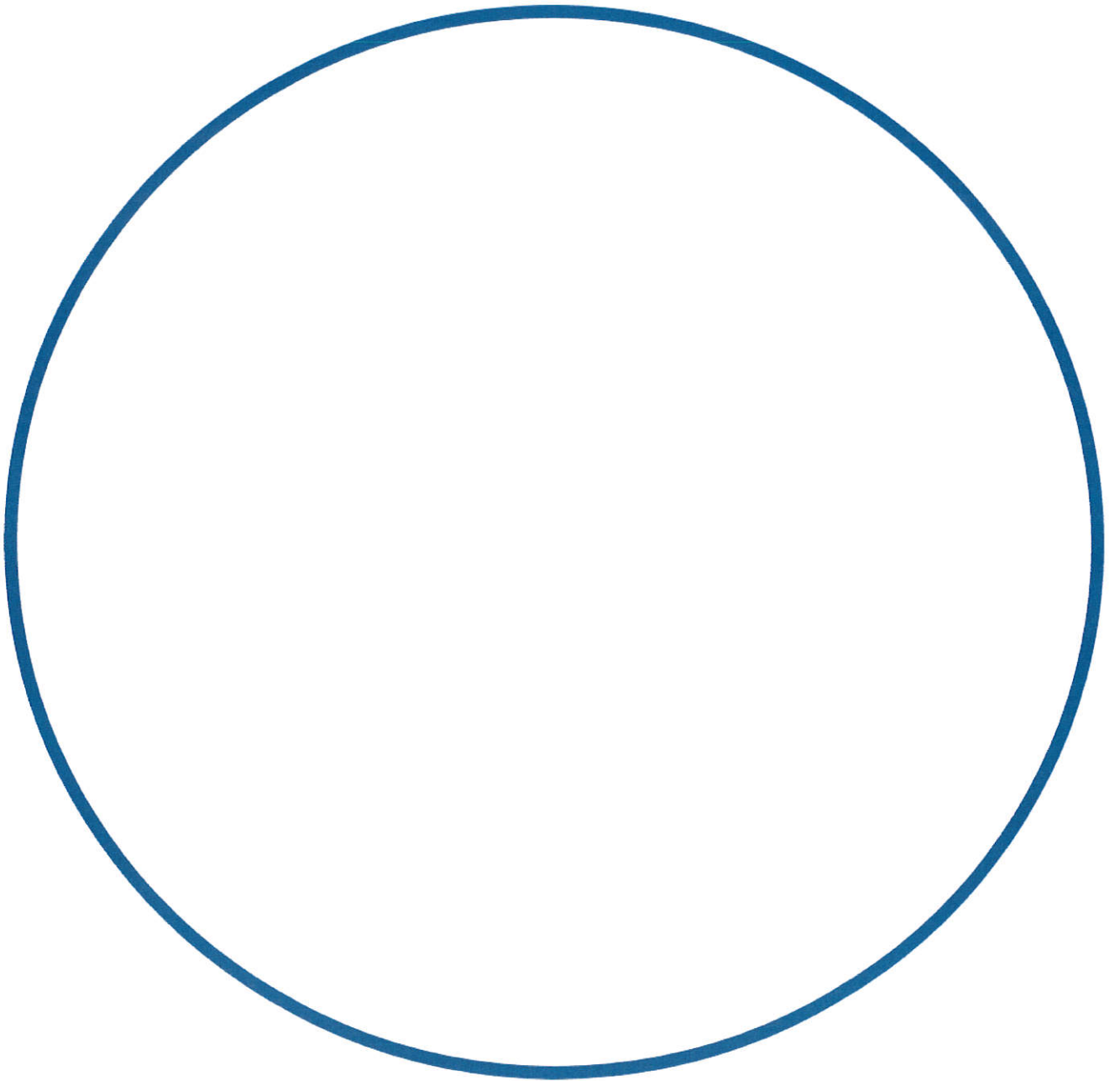


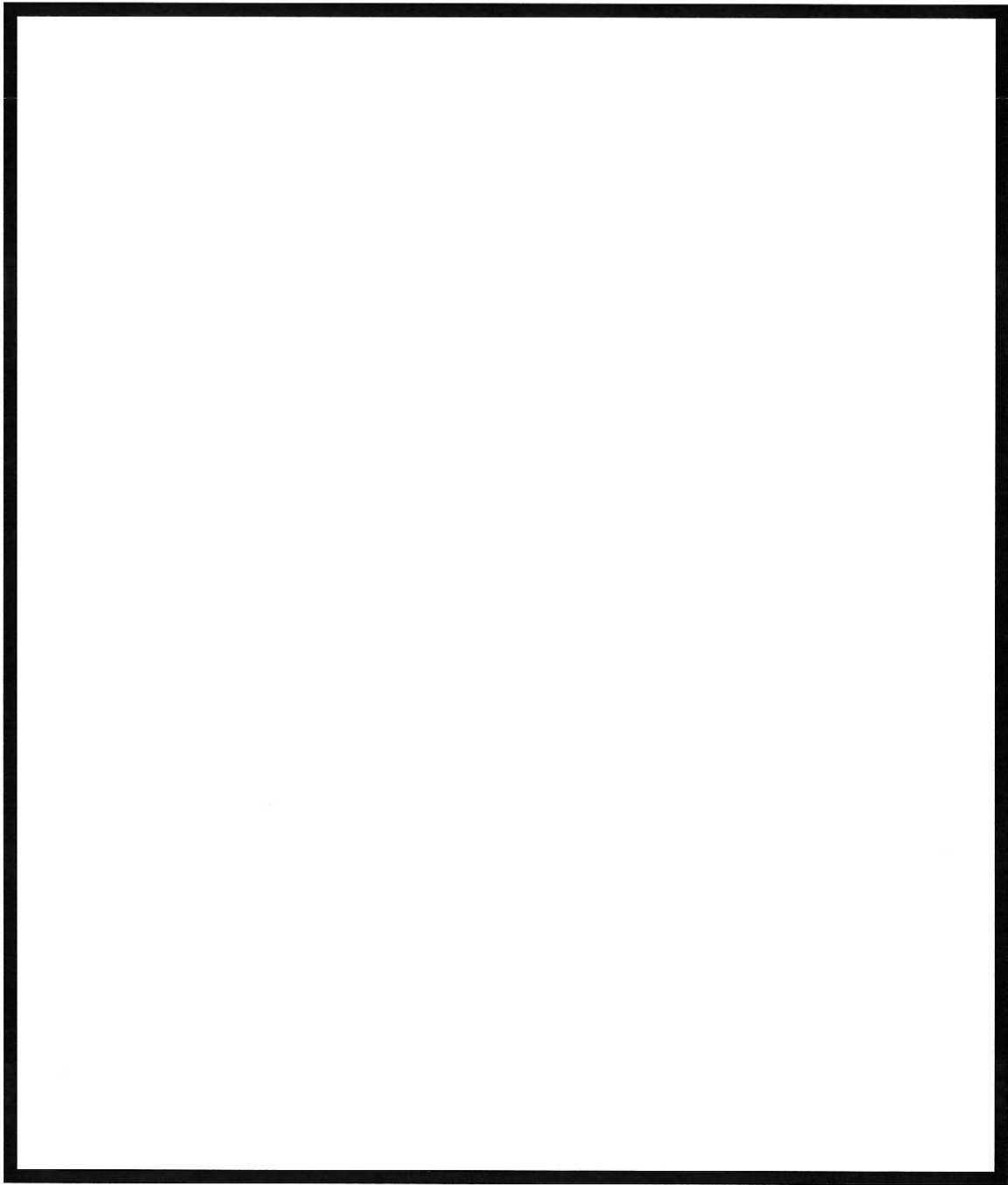


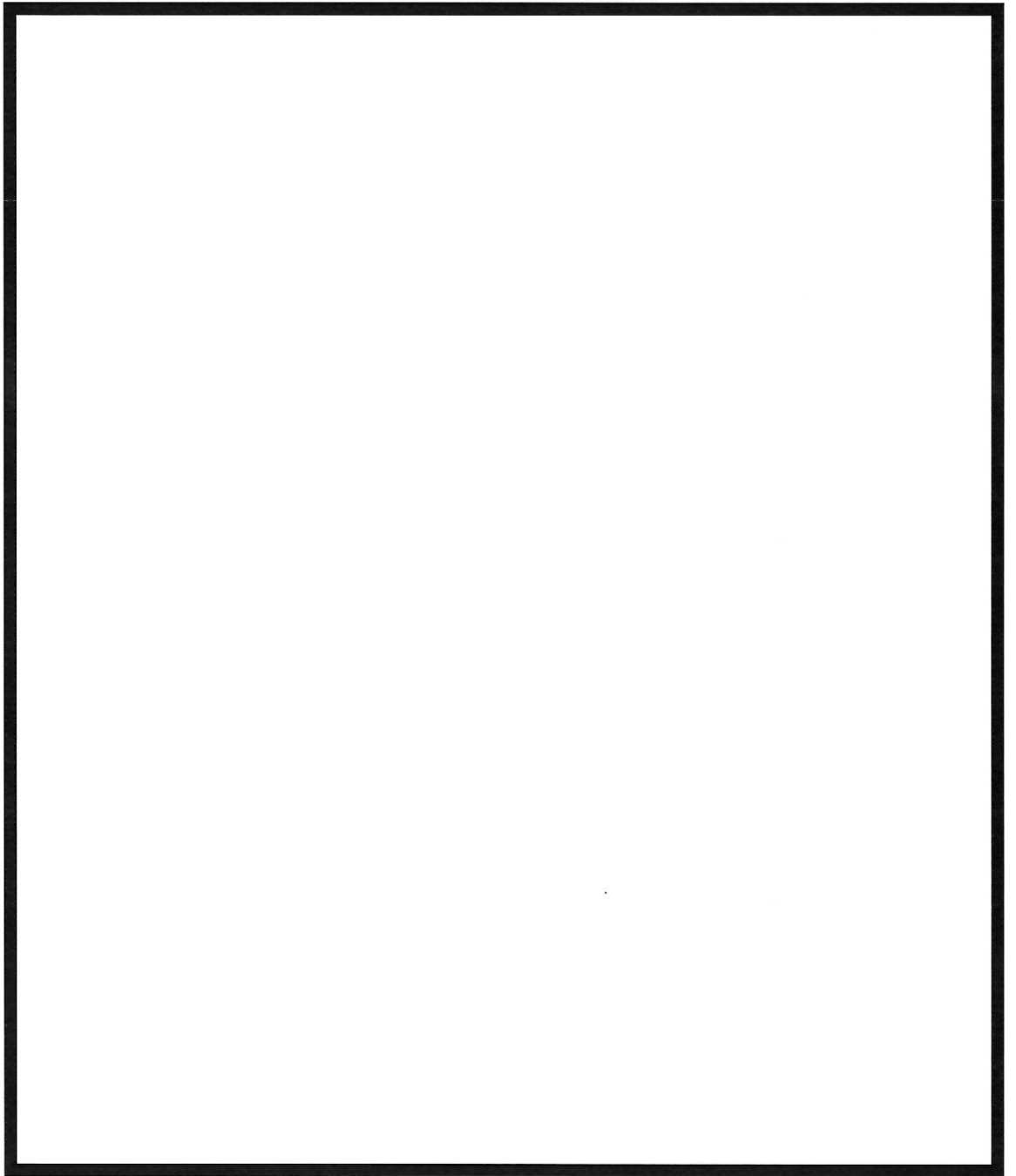












Making My Name

Primary Objectives

16a. Identifies and names letters

Why It's Important

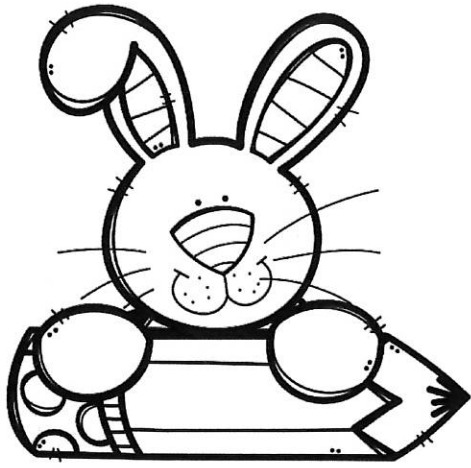
For many young children, the letters in their names are the first letters they recognize and the most important to them. Activities built around your child's name are meaningful and fun, and they promote his knowledge of the alphabet in a personal way.

Materials

Envelopes; markers; letter manipulatives or small cards with one letter on each that spells your child's name

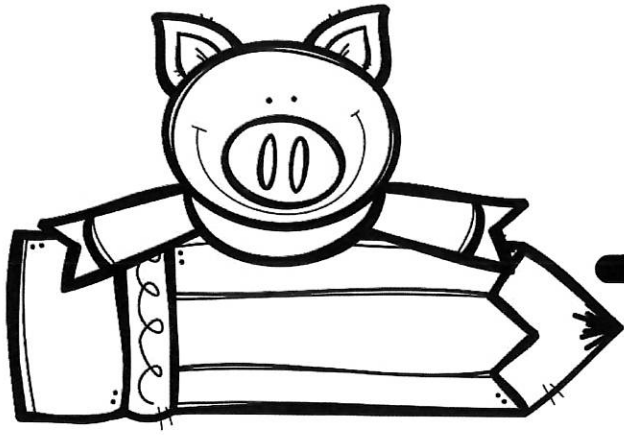
What You Do

1. Place the letters inside the envelope. Write your child's name on the outside of the envelope.
2. Invite your child to spell his name with you. Show him the envelope with his name printed on the front. Explain that the letters inside are the letters he will need to spell his name.
3. Have your child take the letters out of the envelope, one at a time. Encourage him to identify each letter he sees.
4. After he has taken out all of the letters, explain that he can use his printed name on the front of the envelope as a guide to help him spell his name.
5. Encourage him to arrange the letters in the correct order. When he is finished, review the name and match it to the front of the envelope.
6. Let him know that he may use the envelope and letters to share the activity with a friend or family member at a later time.

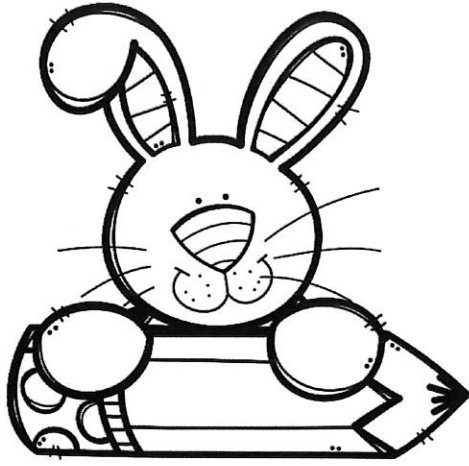


Trace

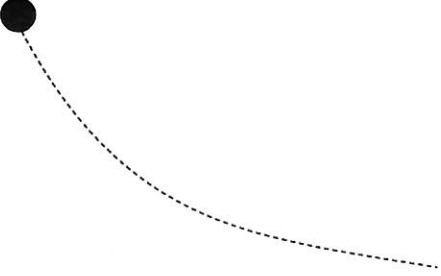
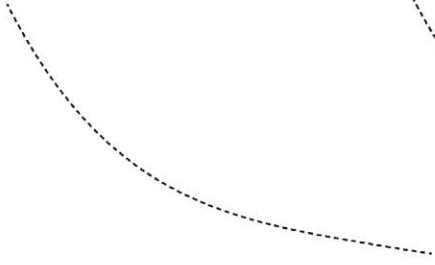

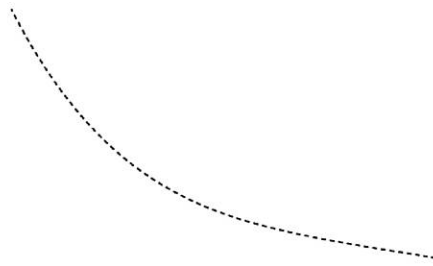
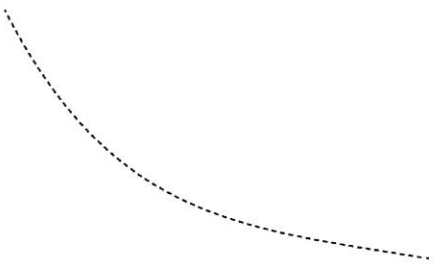

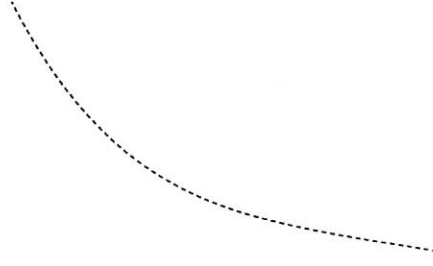
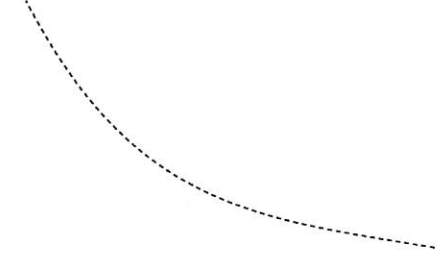
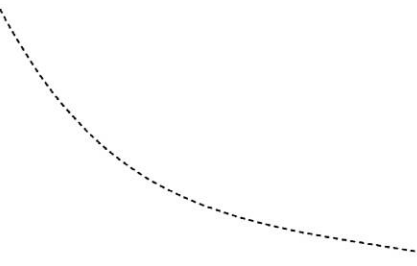
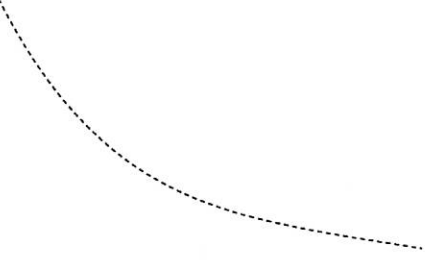
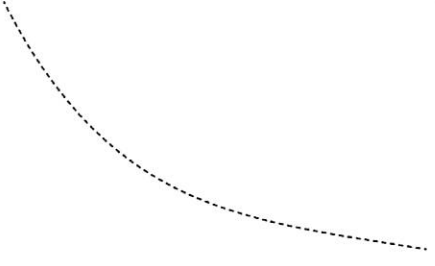
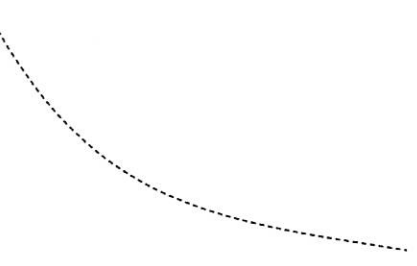
A large rectangular area divided into four horizontal rows. Each row contains four dashed diagonal lines slanting downwards from left to right. A solid black dot is located at the top left corner of the first row, serving as a starting point for tracing.

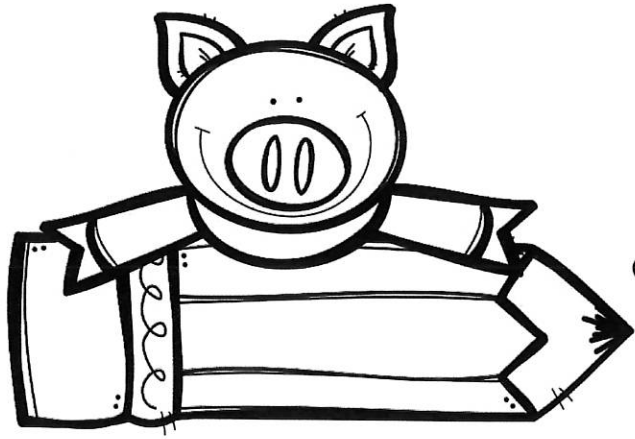


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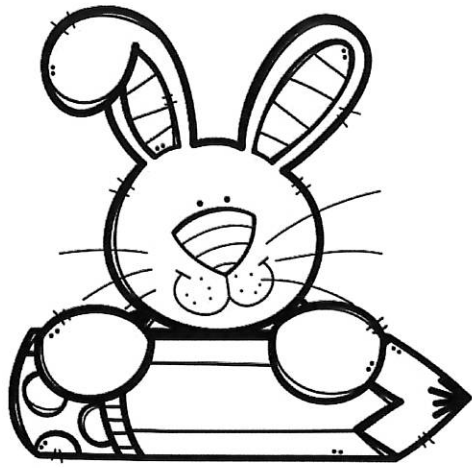


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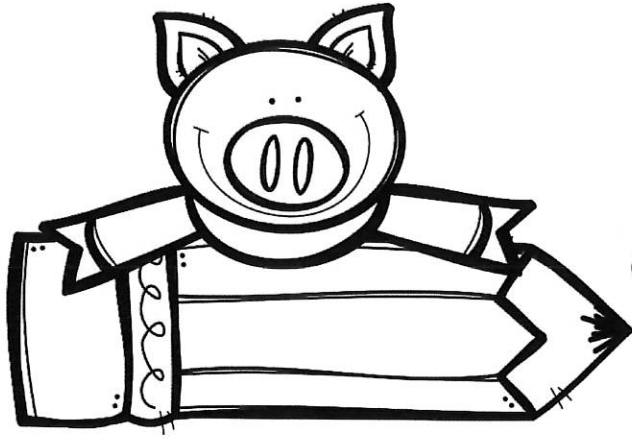


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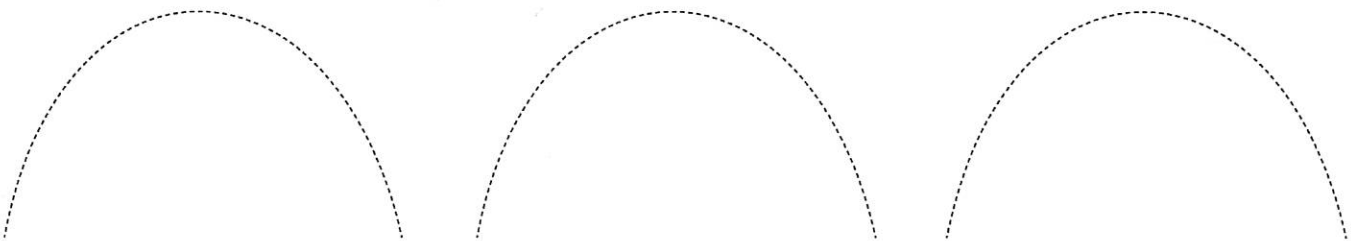
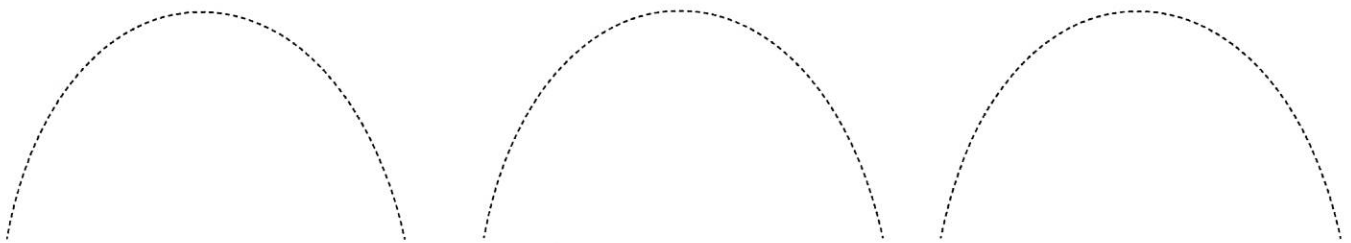
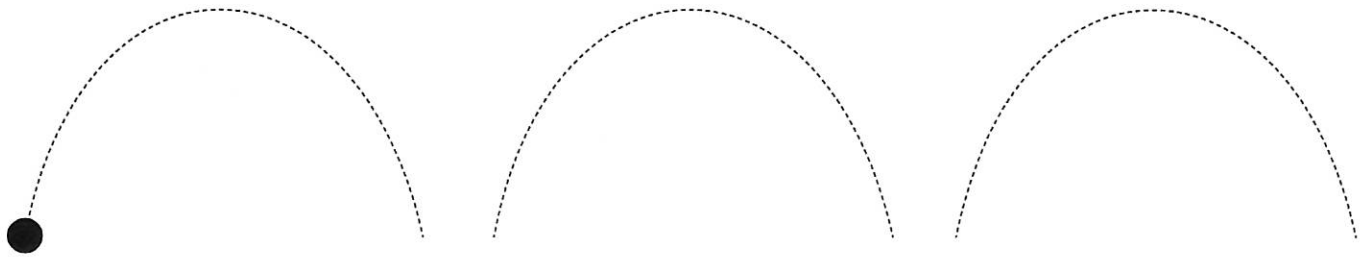


Trace

Tracing practice area consisting of four horizontal rows. Each row contains three dashed, inverted U-shaped lines for tracing. The first row includes a solid black dot at the top left of the first U-shape to indicate the starting point.



Trace



Picture This

Primary Objectives

- 10a. Engages in conversations
- 10b. Uses social rules of language

Why It's Important

Your child will learn language when he is allowed to lead conversations about topics that interest him and when he is supported by adults who listen and respond appropriately. Activities that encourage this type of interaction support and extend language development.

Materials

2–3 pictures that your child might find interesting

What You Do

1. Invite your child to choose a picture from the collection and talk about it with you.
2. Encourage him to lead the conversation, facilitating the discussion by providing prompts and asking open-ending questions. *Can you tell me about...? I wonder why....*
3. Go slowly, giving your child time to think and communicate his thoughts to you.
4. Help your child put his thoughts into words by listening and restating the content of his message.
5. If your child seems ready, repeat his responses back to him in a slightly more advanced form. Think about new words you might use and open-ended questions you might ask to extend his language. *You noticed the people in the picture are wearing coats and hats. And you think it must be cold outside. Where do you think they are going?*

Alphabet Knowledge

AK3

Letter Recognition

Letter Tap Stack

Benchmarks: F.3b



Objective

The child will gain speed and accuracy in letter recognition.



Materials

- Letter Cards (Activity Master) - Choose six target letters, copy on cardstock six times, and cut into cards.



Activity

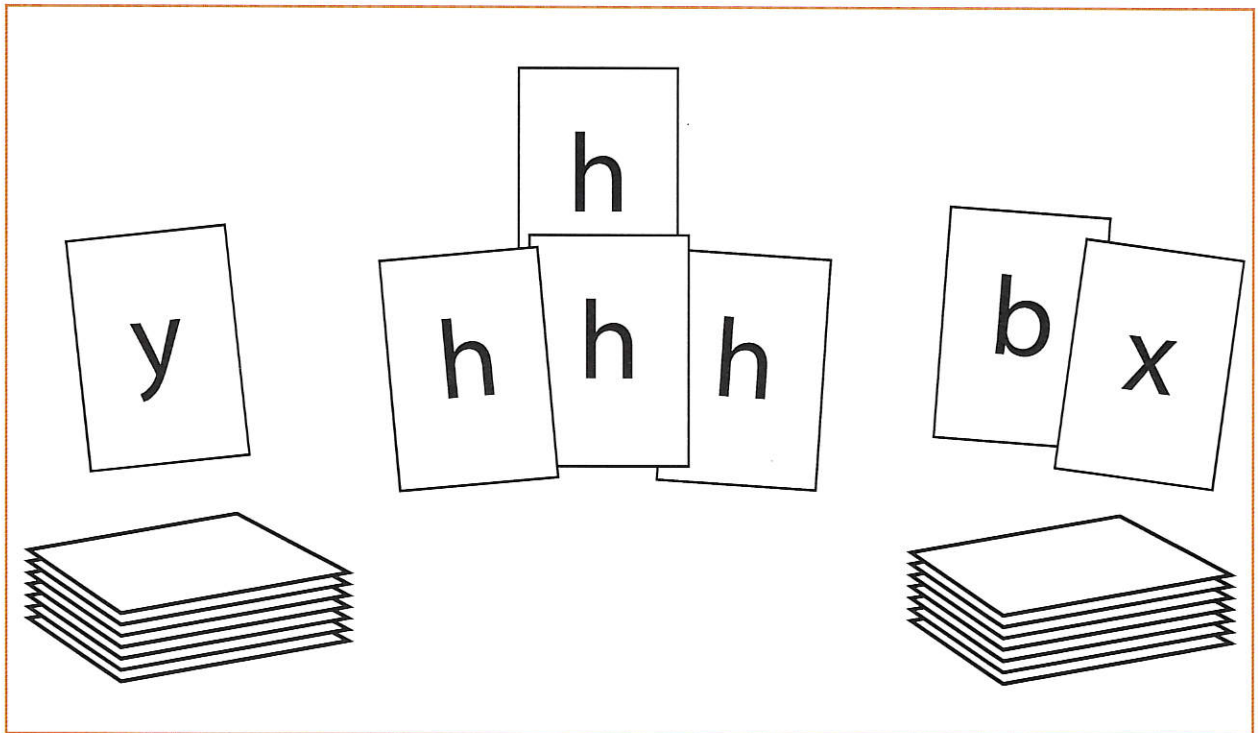
After teacher introduction, children identify letters while playing a card game.

1. Place the Letter Cards face down in a stack.
2. Working in pairs, child one selects the top card from the stack as the target letter and places it face up on the table. Child two divides the remaining Letter Cards into two stacks and each child gets one stack.
3. Each child turns over one card, says the letter as quickly as possible, and taps his card if it matches the target letter.
4. If a match is made, the child places the card below the target letter. If a match is not made, the child places the card to the side.
5. Play until each child uses all their cards.
6. Teacher evaluation.



Adaptations and Extensions

- Use other target letters



Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b

A

B

C

D

E

F

G

H

Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b

I

J

K

L

M

N

O

P

Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b

Q

R

S

T

U

V

W

X

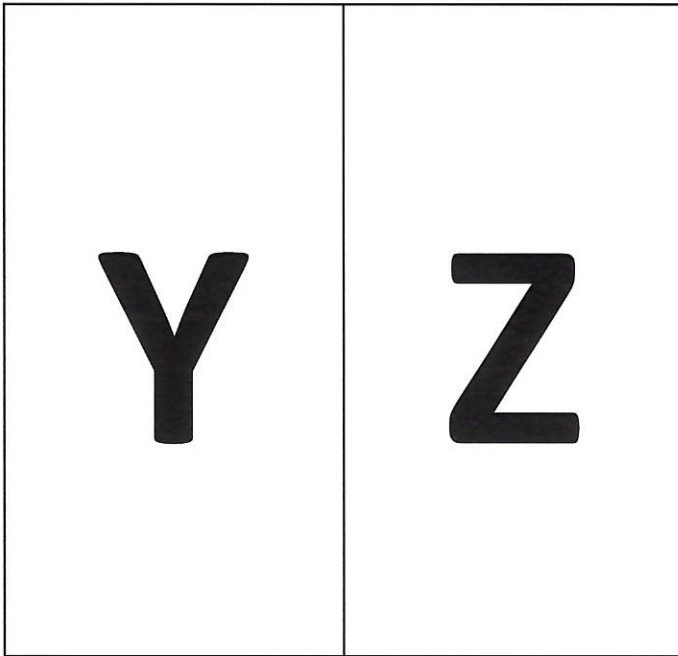
Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b



Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b

a

b

c

d

e

f

g

h

Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b

i	j	k	l
m	n	o	p

Alphabet Knowledge

AK3

Letter Tap Stack

Letter Recognition

Benchmarks: F.3b

q

r

s

t

u

v

w

x

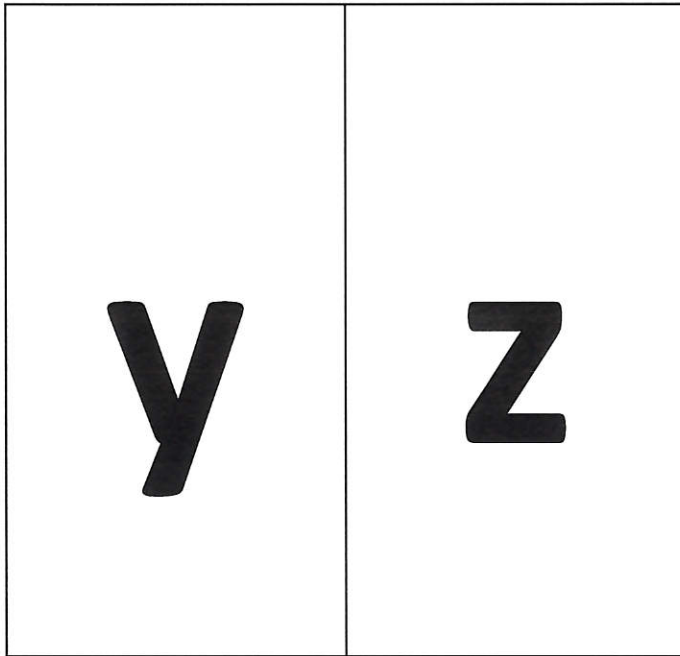
Alphabet Knowledge

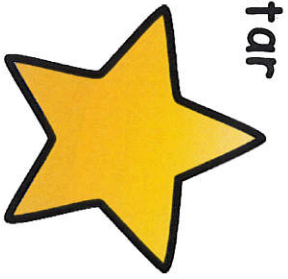
AK3

Letter Tap Stack

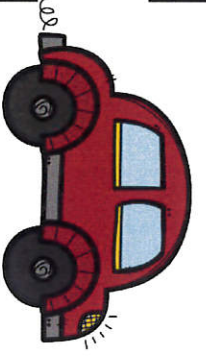
Letter Recognition

Benchmarks: F.3b

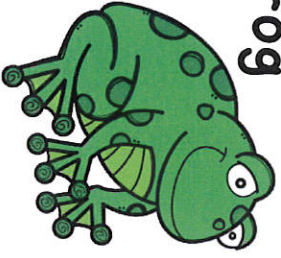




star



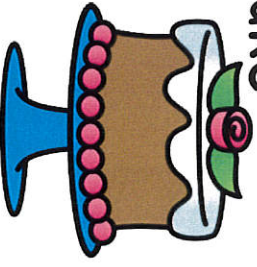
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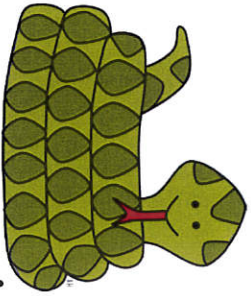
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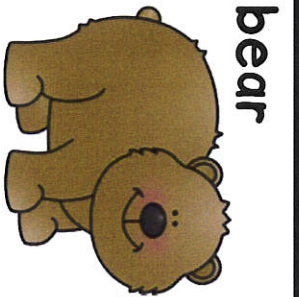
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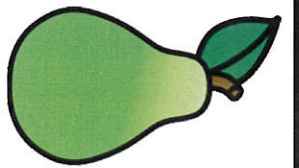
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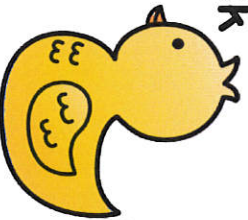
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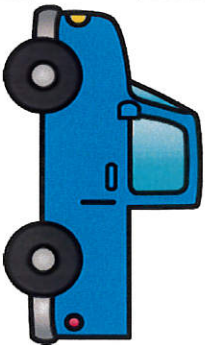
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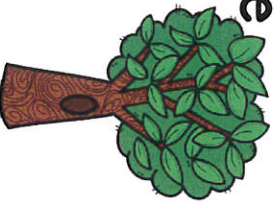
pear



duck



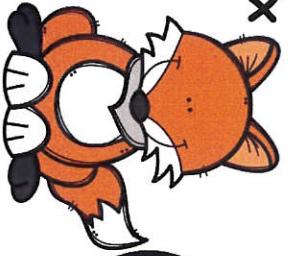
truck



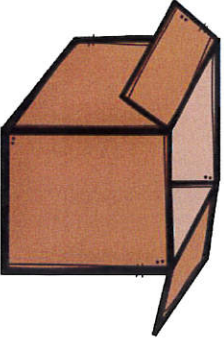
tree



bee



fox



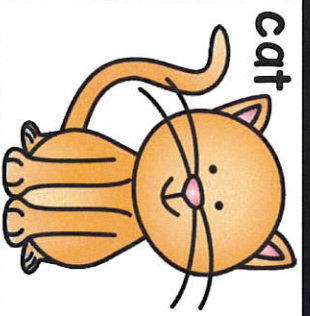
box



moon



spoon



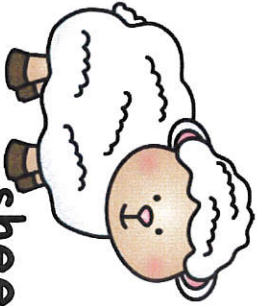
cat



hat

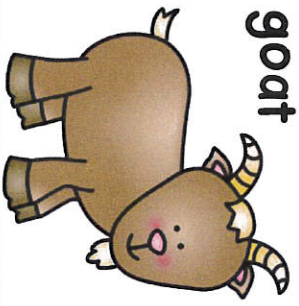


jeep

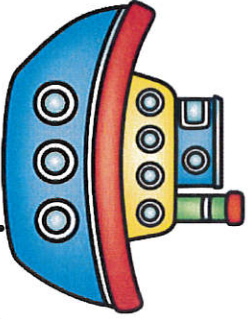


sheep

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goat



boat



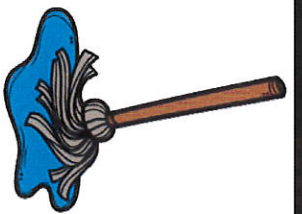
clock



sock



top



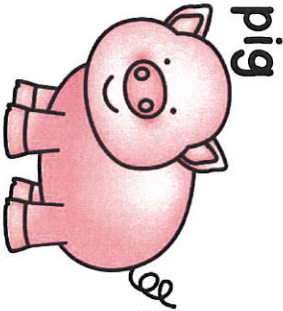
mop



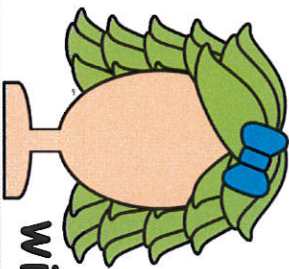
gate



skate



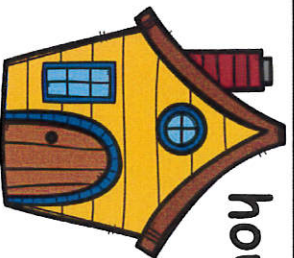
pig



wig



mouse



house

INVESTIGATION WEEK ONE: Sink or Float

Goal: Exploring objects that sink and float will help your child build scientific concepts that are the building blocks for future learning. A few of the many skills that this investigation will expose your child to are:


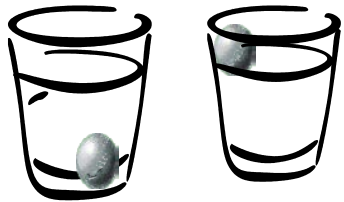
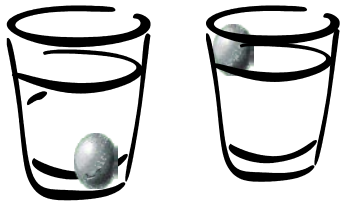
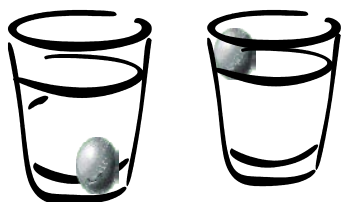
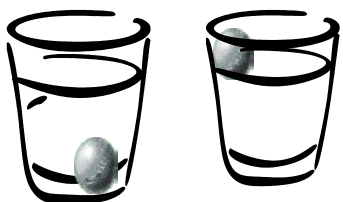
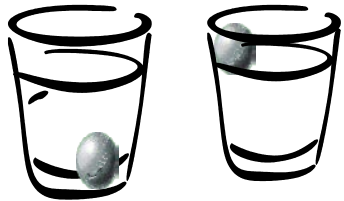
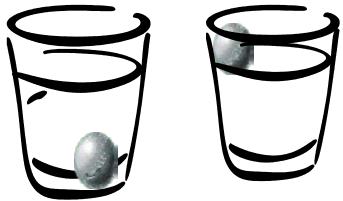
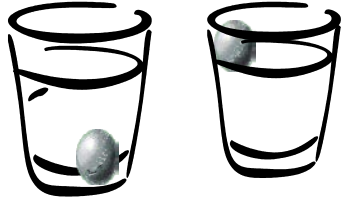
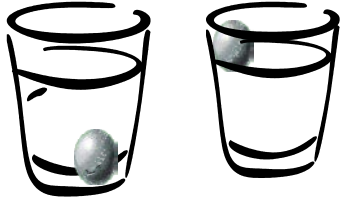
- Making comparisons
- Making predictions
- Steps in scientific inquiry
- Multiple math skills

During Week One

1. Fill a large container, sink, or tub with water.
2. Collect at least 10 items from your house and put in a paper bag. You should have 5 items that will float and 5 items that will sink.
3. Have your child draw each object on the space provided on the Sink or Float Prediction Sheet.
4. Using the Sink or Float Prediction Sheet, ask your child to predict whether an item will sink or float. Ask your child why they think it will sink or float.
5. After filling out the sheet, your child should put the item in the water to see if their prediction was correct.

Extension:

Make a small boat out of aluminum foil and float it on top of the water. Ask your child to predict how many pennies he or she can put in the boat before it sinks. Have your child try the activity several times to see if it always takes the same number of pennies. Now make a smaller boat and a larger one. Does the size change the number of pennies needed to sink the boat?

OBJECT	What I Guess	What I See
	?	
		
		
		
		
Name		