




## 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
<b>Day 1</b>	Read Aloud		First Reading Picture Walk	
	Math		Counting	
	Literacy		Walk a Letter	
	Investigation		Weather Tracking	
	Specials		Choose an art, music, or gross motor activity	
<b>Day 2</b>	Read Aloud		Second Reading: PEER	
	Math		Pattern	
	Literacy		Tracing: Make a variety of sizes and types of line for your child to trace	
	Investigation		Weather Tracking	
	Specials		Choose an art, music, or gross motor activity	
<b>Day 3</b>	Read Aloud		Third Reading: PEER	
	Math		Sorting and building sets	
	Literacy		Action!	
	Investigation		Weather Tracking	
	Specials		Choose an art, music, or gross motor activity	
<b>Day 4</b>	Read Aloud		Choose an extension activity	
	Math		Shapes	
	Literacy		Syllable Say	
	Investigation		Weather Tracking	
	Specials		Choose an art, music, or gross motor activity	
<b>Day 5</b>	Read Aloud		Final Reading	
	Math		Measuring	
	Literacy		Rhyme Memory Match	
	Investigation		Weather Tracking	
	Specials		Choose an art, music, or gross motor activity	

Additional websites:

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



## DAILY ACTIVITIES

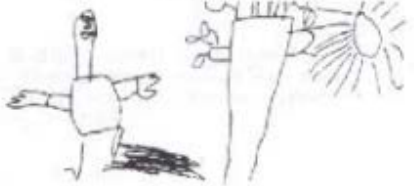
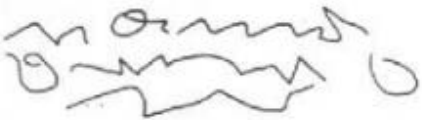
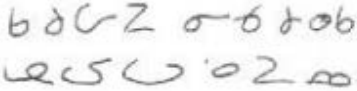
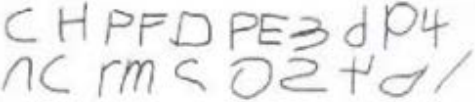
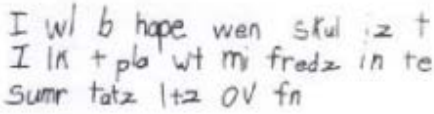
---

**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.”

Stage	Example
<p><b>Preliterate: <i>Drawing</i></b></p> <ul style="list-style-type: none"> <li>• uses drawing to stand for writing</li> <li>• believes that drawings / writing is communication of a purposeful message</li> <li>• read their drawings as if there were writing on them</li> </ul>	
<p><b>Preliterate: <i>Scribbling</i></b></p> <ul style="list-style-type: none"> <li>• scribbles but intends it as writing</li> <li>• scribbling resembles writing</li> <li>• holds and uses pencil like an adult</li> </ul>	
<p><b>Early Emergent: <i>Letter-like forms</i></b></p> <ul style="list-style-type: none"> <li>• shapes in writing actually resemble letters</li> <li>• shapes are not actually letters</li> <li>• look like poorly formed letters, but are unique creations</li> </ul>	
<p><b>Emergent: <i>Random-letters or letter strings</i></b></p> <ul style="list-style-type: none"> <li>• uses letter sequences perhaps learned from his/her name</li> <li>• may write the same letters in many ways</li> <li>• long strings of letters in random order</li> </ul>	
<p><b>Transitional: <i>Writing via invented spelling</i></b></p> <ul style="list-style-type: none"> <li>• creates own spelling when conventional spelling is not known</li> <li>• one letter may represent an entire syllable</li> <li>• words may overlay</li> <li>• may not use proper spacing</li> <li>• as writing matures, more words are spelled conventionally</li> <li>• as writing matures, perhaps only one or two letters invented or omitted</li> </ul>	

# 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 THREE

---

### DAY ONE:

**Counting** Ask your child to predict how many steps it takes to get from one place in your house to another, such as from the kitchen to the bathroom. Have your child then take and count the steps. Discuss how the number predicted compares to the actual number. Repeat using different locations.

### DAY TWO:

**Patterns** Return to the patterns that were previously found around the house. Ask your child to capture the patterns through drawing. For example, if your child found a pattern in a bedspread, ask your child to draw the pattern. As an extension, ask your child to create a patterned design for a pillow or a t-shirt.

### DAY THREE:

**Sorting** Continue to provide opportunities for your child to sort items around the house, such as cans, fruit, socks and 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, or combine the sets to practice addition.

### DAY FOUR:

**Making Shapes** Use items around the house to make shapes on the floor. For example, can your child make a triangle using books or q-tips? Challenge your child to find items that can be used to make a circle. If ready, add more difficult shapes such as diamonds, stars or octagons.

### DAY FIVE:

**Measuring** Play "Bigger Than My Hand" with your child. Challenge your child to find items around the house that are bigger than their hands. Encourage them to "write" their list, remembering that young children's writing can be drawing, scribbles, letter like shapes, or inventive spelling.

### Additional math websites:

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



# Walk a Letter

## Primary Objectives

- 4. Demonstrates traveling skills
- 16a. Identifies and names letters

## Why It's Important

Children often are eager to learn about letters so they can use those letters in their everyday activities. You can increase your child's understanding of a letter's features and the way in which it is formed through this motor activity. Reinforcing letter concepts will help him identify and write letters.

## Materials

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

## What You Do

1. Invite your child to choose one or two letters from the collection of cards. Ask your child to identify the letter(s) he has chosen. Talk about each letter's features. *Yes, this is an N. It has three straight lines.*
2. Explain to your child that you will use the masking tape to make a large version of the letter on the floor. Ask your child to assist you in creating the masking-tape letter.
3. Next, invite him to move along the tape. Think of various ways for your child to move along the lines. *Can you walk along the line with one foot in front of the other?*
4. Continue the activity by creating additional letters. Each time you add a letter, prompt your child to identify it and talk about its features.
5. Invite your child to move creatively along the various letters. Continue the activity for as long as he is interested.

# Action!

## Primary Objectives/Dimensions

- 8b. Follows directions
- 5. Demonstrates balancing skills

## Why It's Important

Children love to move their bodies in joyful, playful ways. Encouraging your child to imitate actions from a fun picture book will give him the opportunity to associate words with these actions as he has fun moving his body.

## Materials

Book: *Clap Your Hands* by Lorinda Bryan Cauley

## What You Do

1. Invite your child to listen as you read the book. Explain that he is welcome to do what the characters in the book are doing.
2. As you read, allow time for your child to look at the pictures and try out the actions he sees on the pages.
3. Do the actions with him if he needs help.
4. Read the book a second time, continuing to encourage your child to do the actions as you say them. *Now the hippo is closing her eyes and counting to four. Can you close your eyes and count to four?*
5. To make the activity more challenging, pause during reading and encourage him to fill in a missing word. *Clap your \_\_\_\_.* Wait for your child to say the missing word and perform the action.
6. Continue this activity for as long as your child is interested.

# Phonological Awareness

PA10

Syllables

## Syllable Say

Benchmarks: F.2d



### Objective

The child will segment and blend syllables in words.



### Materials

- Syllable Picture Cards (Activity Master) - *Copy on cardstock, cut apart, and laminate.*
- Self-check Sheet (Activity Master)
- Puppets



### Activity

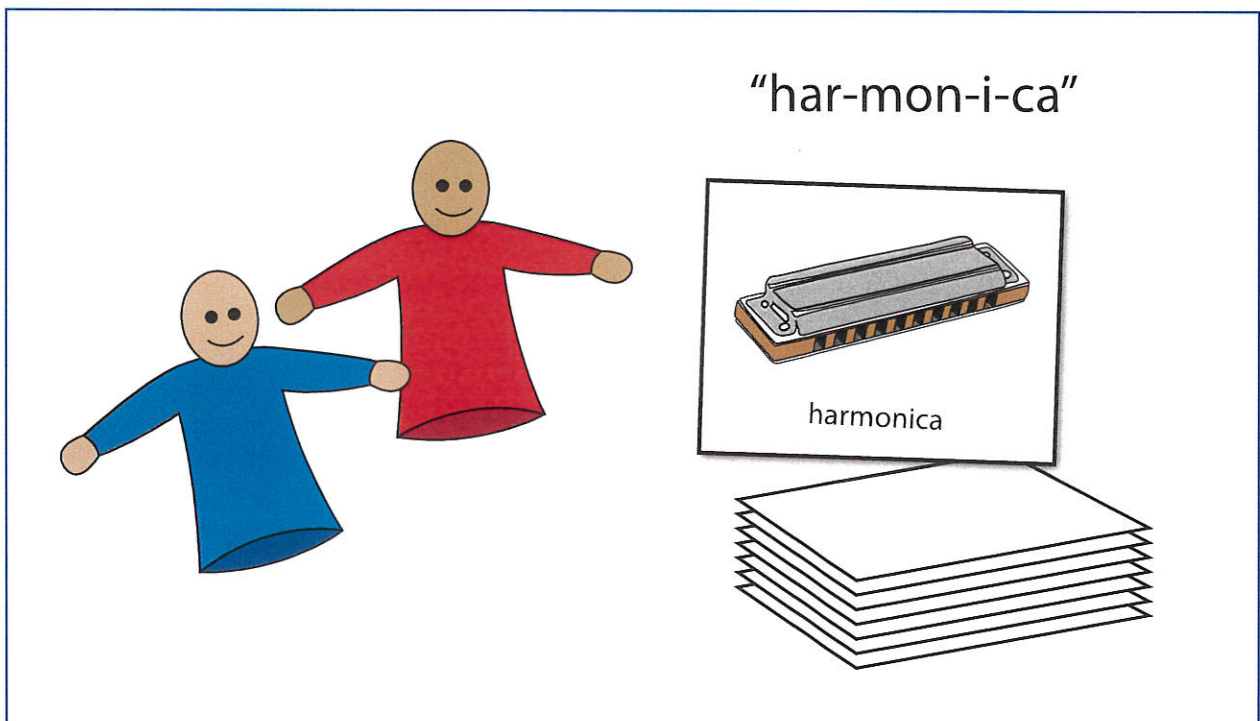
After teacher introduction, children segment and blend syllables in words using picture cards.

1. Place the Syllable Picture Cards face down in a stack on a flat surface. Child one will choose a puppet.
2. Working in pairs, child one selects the top card and has a puppet name the picture. The child says the word again, pausing between syllables, while child two repeats the word and holds a finger up for each syllable (e.g., child one says "har-mon-i-ca" and child two says "harmonica" and raises four fingers).
3. Child two says how many syllables the word has and blends the word (e.g., "four syllables - harmonica").
4. Reverse roles and continue until all cards are used.
5. Peer evaluation.



### Adaptations and Extensions

- Add 4 Syllable Picture Cards when children are ready.



# Phonological Awareness

PA10

Syllables

Syllable Say

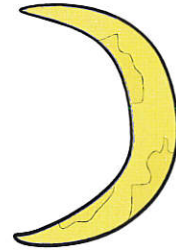
Benchmarks: F.2d



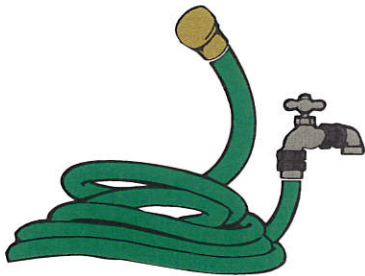
bus



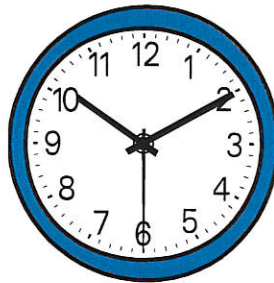
shoe



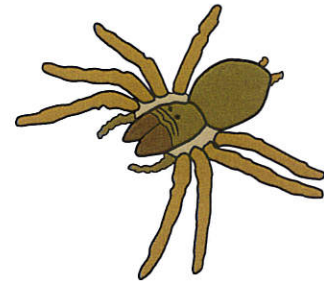
moon



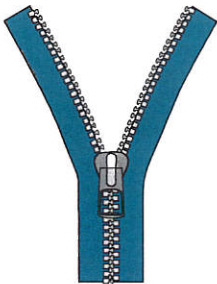
hose



clock



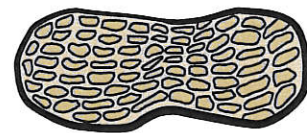
spider



zipper



balloon



peanut

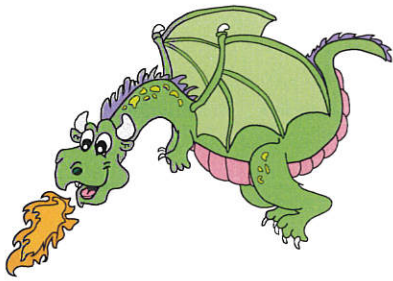
# Phonological Awareness

PA10

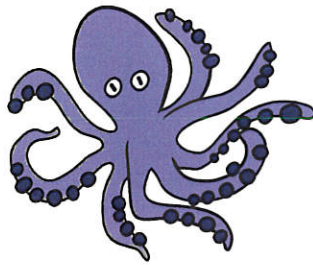
Syllables

Syllable Say

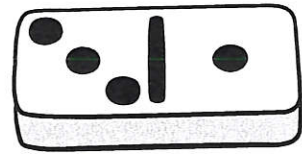
Benchmarks: F.2d



dragon



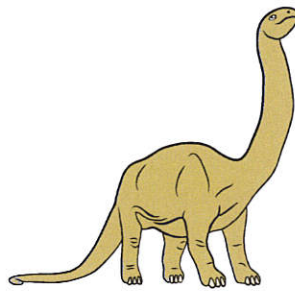
octopus



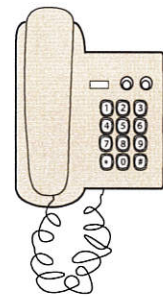
domino



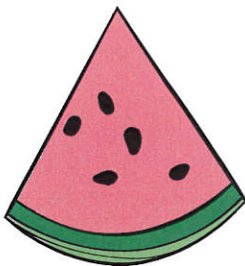
family



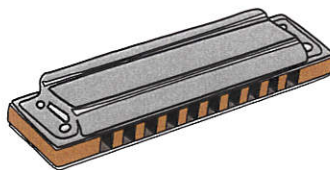
dinosaur



telephone



watermelon



harmonica



helicopter

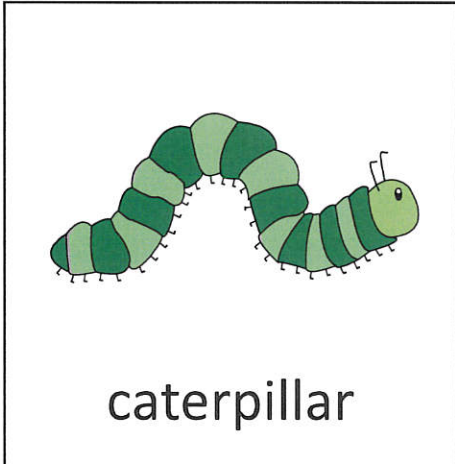
# Phonological Awareness

PA10

Syllable Say

Syllables

Benchmarks: F.2d





# Phonological Awareness

PA6

Rhyme

## Rhyme Memory Match

Benchmarks: A.2a, F.2f



### Objective

The child will recognize rhyming words.



### Materials

- Rhyme Picture Cards (Activity Master)



### Activity



After teacher introduces the activity, children match rhyme pairs of picture cards.

1. Place the Rhyme Picture Cards face down in rows. To begin with, use only a set of 6 to 8 cards with 3 or 4 rhymes to match.
2. Taking turns, children select two cards, name the picture on each (e.g., "crown, clown"), and determine if there is a match.
3. If there is a match, pick up the cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all rhyming pairs are made.
5. Peer evaluation.



### Adaptations and Extensions

- Sort cards on a pocket chart and review rhyming pairs.
- Play using initial sound picture cards.

 crown		
		 clown

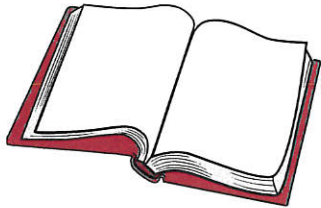
# Phonological Awareness

PA6

Rhyme Memory Match

Rhyme

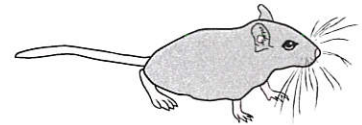
Benchmarks: A.2a, F.2f



book



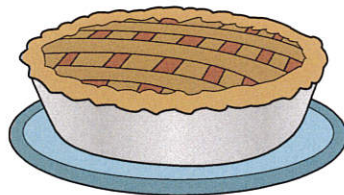
cook



mouse



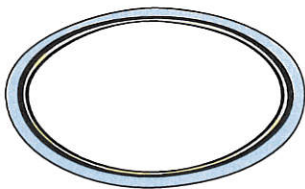
house



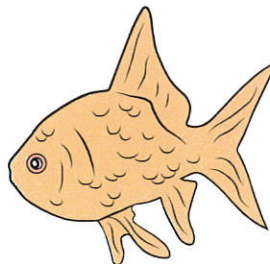
pie



tie



dish



fish



bee

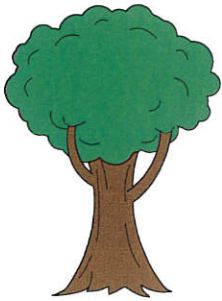
# Phonological Awareness

PA6

Rhyme

Rhyme Memory Match

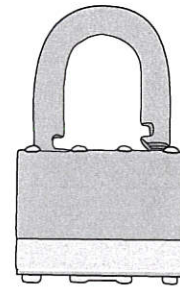
Benchmarks: A.2a, F.2f



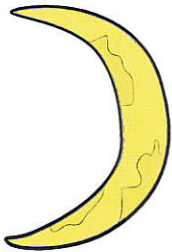
tree



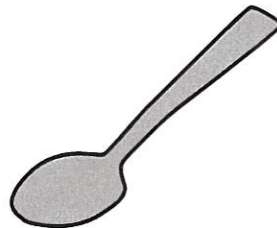
sock



lock



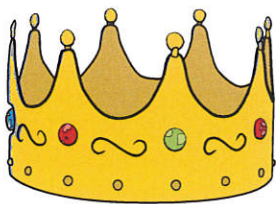
moon



spoon



clown



crown



/

## *INVESTIGATION WEEK TWO AND THREE: TRACKING WEATHER*

---

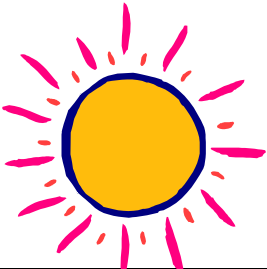

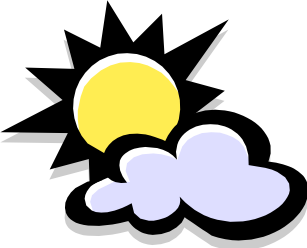
**Goal:** Young children can learn many skills by observing the weather. The skills reinforced in this daily activity are:

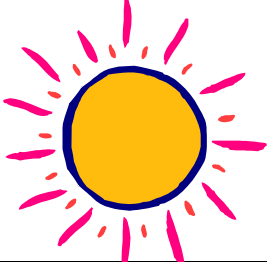

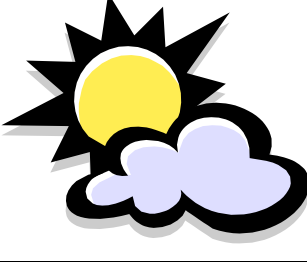
- Understanding categories
- Fine motor skills
- Comparing
- Following Directions
- Counting
- Developing vocabulary and descriptive words

Directions:

1. Help your child pick the correct calendar contained in this packet.
2. Each day your child should look outside and see if it is sunny, cloudy, or rainy and draw a picture of a sun, cloud, or raindrops on the calendar.
3. At the end of the week have your child count the number of sunny days, rainy days and cloudy days and record the numbers on the Weather Chart.
4. Talk about the chart. Were there more sunny days or cloudy days?
5. Encourage your child to draw a picture of something that is fun to do on a sunny day, a cloudy day and a rainy day.
6. Repeat these activities for each week of the month. At the end of the month count how many sunny, cloudy and rainy days there were. Which type of day had the highest number? Which had the lowest?

# DAILY WEATHER CHART

DAY			
1			
2			
3			
4			
5			

DAY			
6			
7			
8			
9			
10			

# Weekly Weather Graph

