Early Childhood Distance Learning Materials

Older Preschool
Week #13
July 13 - July 17, 2020
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# Home Learning Bingo Board

**DIRECTIONS FOR EACH DAY THIS WEEK:** The goal is to do 5 activities in each area. After you complete an activity, color in the box and show it is done. The goal is to have a blackout by the end of the week with every box colored in! Get ready...get set...LEARN!

<table>
<thead>
<tr>
<th>L</th>
<th>E</th>
<th>A</th>
<th>R</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td><strong>Exercise</strong></td>
<td><strong>Arts</strong></td>
<td><strong>Regulation</strong></td>
<td><strong>Numbers</strong></td>
</tr>
<tr>
<td>Read 15 minutes with your child</td>
<td>Practice walking like a crab</td>
<td>Draw a picture of what you are doing today</td>
<td>Practice STAR breathing: Smile, Take a deep breath, and Relax. Fill up your belly like a balloon and slowly let it out 3 times</td>
<td>Count 1 to 35</td>
</tr>
<tr>
<td></td>
<td>Use handwriting sheet to write first and last name</td>
<td>Create an obstacle course in your home and run it 5 times</td>
<td>Help your child identify any big feeling if they should arise during the week</td>
<td>Find items in your house you can make patterns with. Can you make an AB pattern?</td>
</tr>
<tr>
<td>M T W R F</td>
<td></td>
<td>Make up a new song</td>
<td>Make a strong effort to use the words PLEASE and THANK YOU throughout the week</td>
<td>Complete one lesson from the math packet</td>
</tr>
<tr>
<td>Retell main events in your favorite book</td>
<td>Shake, shake!</td>
<td>Use objects from around your house to create a new art project</td>
<td>Help your child make a daily schedule that you can put up in your house</td>
<td>Find shapes in your house and draw them on paper</td>
</tr>
<tr>
<td>Complete one lesson from the literacy packet</td>
<td>Go outside and practice skipping, hopping on two feet, galloping, and running.</td>
<td>Complete one lesson from the Arts packet</td>
<td>Help your child identify a space to go to help them feel calm.</td>
<td>Find a block and use it to measure your bed, a table, and a chair. How many blocks tall are they?</td>
</tr>
<tr>
<td>Choose a word that is second nature to your child, such as her name or her pet’s name. Together, think of words that begin with the same sound.</td>
<td>Do each stretch for a 10 second hold and repeat 3 times: baby pose, up dog, down do, tree pose</td>
<td>Use scissors to practice cutting paper in straight lines and zig zag lines</td>
<td>Help your child identify a space to go to help them feel calm.</td>
<td>Count how many forks and how many spoons are in your house. How many all together?</td>
</tr>
<tr>
<td>Use a magazine to cut out the letters of your name and glue them to a piece of paper</td>
<td>Draw a picture of what foods give you energy.</td>
<td>Mirror exercise: Make weird faces while looking in a mirror for 5 minutes.</td>
<td>What toy or animal helps you calm down when you’re feeling upset? Draw how they help you.</td>
<td></td>
</tr>
</tbody>
</table>
Daily Check-In
Tell me how you’re feeling today?

<table>
<thead>
<tr>
<th>Day</th>
<th>Shape to Make</th>
<th>Color of Crayon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Make a CIRCLE with a</td>
<td>BLUE crayon</td>
</tr>
<tr>
<td></td>
<td>CIRCLE</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Make a TRIANGLE with a</td>
<td>RED crayon</td>
</tr>
<tr>
<td></td>
<td>TRIANGLE</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Make a SQUARE with an</td>
<td>ORANGE crayon</td>
</tr>
<tr>
<td></td>
<td>SQUARE</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Make a CLOUD with a</td>
<td>PINK crayon</td>
</tr>
<tr>
<td></td>
<td>CLOUD</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Make a SHAPE OF YOUR</td>
<td>GREEN crayon</td>
</tr>
<tr>
<td></td>
<td>CHOICE with a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SHAPE OF YOUR CHOICE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Social Emotional Development & Social Systems Cognitive Activities

**Self-Care & Mental Health for Kids**

- Share your own feelings to encourage self-awareness.
- Find social groups that help them feel like they belong.
- Set aside time for low-stress or solo activities.
- Practice self-care for yourself to set the standard.
- Encourage journaling and diaries.
- Encourage your child to focus on the moment.
- Establish a self-care routine.
- Recognize toxic stress events.
- Cultivate interests and hobbies.
- "I am angry."
- "I am sad."
- Blessing Manifesting
<table>
<thead>
<tr>
<th><strong>Activity #1 Title</strong></th>
<th><strong>Learning Goal/Objective</strong></th>
<th><strong>Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pancake / Waffle feelings</td>
<td>Skills they need to identify, express, and manage feelings</td>
<td>Waffle/pancake batter /from box, cereal, fruit, whip cream, syrup</td>
</tr>
</tbody>
</table>

**Activity/Lesson Description**

Speak with the child about the project, have all items ready to go, have a model for the child, allow the child to help as much as possible as well as do their own project. Don’t interrupt, let the child complete his/her feelings and discuss together when they are done.

1. Why are you feeling that way?
2. What can you/we do about it?
3. If a child is confused about feelings, explain the difference of the two.

<table>
<thead>
<tr>
<th><strong>Activity #2 Title</strong></th>
<th><strong>Learning Goal/Objective</strong></th>
<th><strong>Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Dinner</td>
<td>Small motor skills, Mathematic skills, one to one correspondence, sorting counting, setting table, placing chairs, spatial relationship</td>
<td>Food and dinnerware</td>
</tr>
</tbody>
</table>

**Activity/Lesson Description**

Allow your child to set the table and chairs to prepare for dinner. During dinner make sure your child serves themselves, waits their turn, and uses pleasant table manners.

1. Use this time to help children use proper table manners.
2. Let the child lead conversation.
3. Make sure to ask the child why, what, how, who, and questions about themselves.
4. This time can also be used to plan another family day.

<table>
<thead>
<tr>
<th><strong>Activity #3 Title</strong></th>
<th><strong>Learning Goal/Objective</strong></th>
<th><strong>Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun Day</td>
<td>Empathy, turn taking, one to one correspondence, Math, colors and small motor skills</td>
<td>People, snacks</td>
</tr>
</tbody>
</table>

**Activity/Lesson Description**
Language, Literacy & Communication Activities

<table>
<thead>
<tr>
<th>Activity #1 Title</th>
<th>Learning Goal/Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Alliteration</td>
<td>Vocabulary Expansion, Alliteration</td>
<td>Time &amp; Patience</td>
</tr>
</tbody>
</table>

**Activity/Lesson Description**

Ask your child to think of a word that begins with the same sound as bean. For example, your child may say, "big." Together, chant the two words - "big bean, big bean, big bean!" Repeat with different foods until you and your child are bored with the activity.

<table>
<thead>
<tr>
<th>Activity #2 Title</th>
<th>Learning Goal/Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go Bananas, Peel Bananas (The Banana Song)</td>
<td>literacy skills, knowledge different beats &amp; rhythm, vocabulary expansion, &amp; non-verbal communication skills</td>
<td>Time &amp; a nursery rhyme If you help, click link below (lyrics vary slightly) <a href="https://www.youtube.com/watch?v=e8nLgaOdvHQ">https://www.youtube.com/watch?v=e8nLgaOdvHQ</a></td>
</tr>
</tbody>
</table>

**Activity/Lesson Description**

Form bananas,
Form-form bananas!
Form bananas,
Form-Form Bananas!

Peel bananas,
Peel-peel bananas!
Peel bananas,
Peel-peel bananas!

Chop bananas,
Chop-chop bananas!
Chop bananas,
Chop-chop bananas!

Smash bananas,
Smash-smash bananas!
Smash bananas,
Smash-smash bananas!

Mix bananas,
Mix-mix bananas!
Mix bananas,
Mix-mix bananas!

Eat bananas,
Eat-eat bananas!
Eat bananas,
Eat-eat bananas!

GO BANANAS!
GO-GO BANANAS!
GO BANANAS!
GO-GO BANANAS!

<table>
<thead>
<tr>
<th>Activity #3 Title</th>
<th>Learning Goal/Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration Picnic</td>
<td>Confidence building, social interaction, support of language &amp; communication skills.</td>
<td>Mealtime family interaction</td>
</tr>
</tbody>
</table>

Activity/Lesson Description

Make mealtime into a picnic using alliteration words. Try serving "tasty tomatoes", "leafy lettuce," "sassy strawberries", "crazy crackers", "awesome apples", "moo milk," or "jungle juice".
Beginning Sounds - Food
Look at each picture and circle the correct letter that begins with the word.

Pizza  Sandwich
B P T  S C H
Hotdog  Spaghetti
R G H  C S Z
Apple  Banana
A C E  P B N
**FOOD - writing exercise 1**

Write down each word three times. - Vsako besedo zapiši trikrat.

<table>
<thead>
<tr>
<th>Word</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>orange</td>
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<tr>
<td>olive</td>
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<tr>
<td>ice cream</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>pear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>banana</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cake</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pizza</td>
<td></td>
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</tbody>
</table>
# The Arts & Sensory Activities

## Activity #1 Title

### Learning Goal/Objective
Different apples, colors, small motor, turn taking, senses and seasons

### Materials
- Red, green, yellow paint
- Apples, fork, paper

### Activity/Lesson Description
Parents slice apples in two pieces and push the fork deep into the apple so it can be used like a handle for painting. Child will grab hold of the handle/fork, dip in paint, and gently make colored apple prints on paper.

1. Discuss the different colors, taste, and names of apples.
2. Remind the child of apple season.
3. Have your child taste and ask your child to describe what they're tasting. If your child needs help, give them words like sweet/sour.

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## Activity #2 Title

### Learning Goal/Objective
Taste, texture, colors, social studies, small motor skills

### Materials
- Spaghetti cooked with red or white sauce, uncooked spaghetti, bin, cars

### Activity/Lesson Description
Place spaghetti inside the bin with cars and allow the child to taste, feel and roll the car around in noodles.

1. Discuss the culture of spaghetti.
2. Ask the child the different texture of the cooked/uncooked noodles.
3. Ask the child the color of sauce.
4. Ask the child does the car roll slow or fast when rolling over hard vs. soft noodles.

<table>
<thead>
<tr>
<th>Activity #3 Title</th>
<th>Learning Goal/Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting with pasta and yogurt</td>
<td>Small motor skills senses, decision making, shapes, sizes, planning</td>
<td>Kool-aid, yogurt, pasta, paper</td>
</tr>
</tbody>
</table>

**Activity/Lesson Description**

Have your child paint a picture of their favorite vegetable/food.

1. Discuss different food groups.
2. Stress the importance of eating healthy.
3. Have your child discuss his/her favorite foods.

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**Music & Movement Activities**

<table>
<thead>
<tr>
<th>Activity #1 Title</th>
<th>Learning Goal/Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like Pancake (Dance-A-Long)</td>
<td>Body Awareness, Self-Regulation Skills, Large Motor Development</td>
<td><a href="https://www.youtube.com/watch?v=vPccTY3sph4">https://www.youtube.com/watch?v=vPccTY3sph4</a></td>
</tr>
</tbody>
</table>

**Activity/Lesson Description**

Sing and dance along with Koo Koo Kanga Roo when the sillies arise.
### Activity #2 Title
**Dancing With Props**

**Learning Goal/Objective**
flexibility, range of motion, physical strength, and stamina

**Materials**
Scarf (a any flowing prop like a handkerchief, napkin, fabric swatch)

### Activity/Lesson Description
Allowing children to dance freely can help them experiment with self-expression. Offering props for dancing can help them explore movement in different ways. Scarves can serve as a way to show the difference in music pitches. Hand out scarves and have your child raise them and lower them with the pitch of the music.

### Activity #3 Title
**I'm a Little Teapot**

**Learning Goal/Objective**
Self-regulation, Body Awareness - promotes silliness

**Materials**
Song lyrics and an open mind.

### Activity/Lesson Description
Memorize the movement and lyrics to this class nursery rhyme. Next, play with tempo and pitch. Sing it fast, then very fast Sing it slow, slower, then as slow as you possibly can. Sing with a very high and squeaky voice and then sing a low, heavy voice. Ask your child for suggestions on how else we can sing this song? Lyrics below!
I’M A LITTLE TEAPOT

I’M A LITTLE TEAPOT, SHORT AND STOUT

HERE IS MY HANDLE, HERE IS MY SPOUT

WHEN I GET ALL STEAMED UP,

HEAR ME SHOUT

TIP ME OVER AND POUR ME OUT
## Science and Mathematics Activities

<table>
<thead>
<tr>
<th>Activity #1 Title</th>
<th>Learning Goal/Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit Guessing Game</td>
<td>Visual Object Recognition / Promotion of Cognitive Development</td>
<td><a href="https://www.youtube.com/watch?v=mVE9pYdwX-I">https://www.youtube.com/watch?v=mVE9pYdwX-I</a></td>
</tr>
</tbody>
</table>

### Activity/Lesson Description

Do you know your fruit? Try and guess as many fruits as possible before the time runs out!

<table>
<thead>
<tr>
<th>Activity #2 Title</th>
<th>Learning Goal/Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make Sets During Snack Time</td>
<td>Counting, Sorting, Number Recognition, &amp; One-to-one correspondence</td>
<td>Paper plate, &amp; a snack like goldfish, raisins, or pretzels</td>
</tr>
</tbody>
</table>

### Activity/Lesson Description

Write different numbers on a paper plate. This makeshift counting mat will allow kids to practice number recognition during snack time as they name each number on the pate. Then, they'll practice counting and creating sets as they place their snacks on the corresponding numbers.
<table>
<thead>
<tr>
<th>Activity #3 Title</th>
<th>Learning Goal/Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Garden Maze</td>
<td>Problem Solving &amp; Pencil Control</td>
<td>Pencil &amp; Maze Worksheet</td>
</tr>
</tbody>
</table>

**Activity/Lesson Description**

Help the little bunny find the tomatoes.
<table>
<thead>
<tr>
<th>Activity #4 Title</th>
<th>Learning Goal/Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hopscotch Math</td>
<td>Mathematical Operations, Number Recognition</td>
<td>Sunny weather, chalk, &amp; pavement</td>
</tr>
</tbody>
</table>

**Activity/Lesson Description**

This game is a great way to get your child outside on a nice sunny day. Using a piece of chalk, draw a hopscotch grid on the pavement mimicking a calculator layout. Give them a simple operation (e.g. 2+3, 5–0). Your child should hop on each element of the equation in the correct order, landing finally on the answer. Repeat with a different equation.
Science

Spot the Fruits and Veggies

Can you identify the fruits and vegetables below? Draw a circle around each piece of fruit. Then, draw a square around each vegetable.
Name __________________________

Healthy or Not Healthy?

Cross out the unhealthy foods. Color the healthy foods.
What does a giraffe eat?
- chocolate
- Leaf

What does a bird eat?
- Fried chicken
- Catepillar

What does a seal eat?
- Fish
- Ice cream

What does a lion eat?
- Steak
- Onion

Challenge!
Draw a picture of the food that monkeys eat.
# Handwriting Activities

![Handwriting Chart](image)

<table>
<thead>
<tr>
<th>Activity #1 Title</th>
<th>Learning Goal/Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journaling</td>
<td>Pre-writing practice, literacy</td>
<td>Journal or paper Marker, pencil, or crayon</td>
</tr>
</tbody>
</table>

**Activity/Lesson Description**

Draw and write about something that reminds you of healthy food.

<table>
<thead>
<tr>
<th>Activity #2 Title</th>
<th>Learning Goal/Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand trace</td>
<td>Small motor skills, visual spatial skills which later help with reading and math skills</td>
<td>Paper writing tools</td>
</tr>
</tbody>
</table>

**Activity/Lesson Description**

Ask children to trace and color their hand on paper.

1. Ask child colors.
2. Ask a child how many fingers.
3. Discuss with your child the name of fingers like thumb, fore-finger, and baby finger.

<table>
<thead>
<tr>
<th>Activity #3 Title</th>
<th>Learning Goal/Objective</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free writing</td>
<td>Concept of print, literacy, make meaning/expressing ideas in text, creating and exploring, phonics awareness</td>
<td>Writing tools and paper</td>
</tr>
</tbody>
</table>

**Activity/Lesson Description**

Have the child write about his/her favorite food.
Handwriting Independent Practice Activity #2
Direction: Make your child an example of his/her name and have them copy to practice.