



Early Childhood Education: Learning Never Closes At-Home Activities for Young Children (Ages 3-5)



Play Together Learn Together At Home Learning Activities Ages 3-5



Broward County Public Schools Early Childhood Education teams and teachers are working together during this time of school closures to ensure that the learning opportunities for our youngest students never close. Starting on March 30, 2020, teachers and BCPS early childhood education program organizers will be providing daily opportunities for virtual connections, instruction, and family supports. In addition, the teams have created a variety of tools and resources to support families and caregivers as they implement “at-home” learning plans, including a model daily schedule, learning activities across the content areas, and learning resources. Families should visit the Supporting Young Learners open Canvas course at <http://bit.ly/SupportingYoungLearners> to access resources.







In this packet, families and caregivers can find suggested activities across the content areas of writing, reading, math, science, social studies, social emotional development, gross and fine motor, and technology that can be implemented with every day materials found in the home. If families are using the model daily schedule, these activities are flexible and can be implemented into the schedule and the various content areas wherever they work best in the home.

Activities should be adapted to best meet the needs of the families and child. Caregivers should ensure that all activities are supervised and safe according to the child’s developmental level. Accommodations and supports typically provided in the classroom setting should be considered and implemented when planning at-home activities. If families have questions or need additional information about choosing the most appropriate activities for their child, they should contact their child’s teacher. Teachers will be contacting families after Spring Break to provide additional information about teacher directed remote learning opportunities, at-home learning activities, “tips of the day” outreach, and continued communications.

Families and caregivers are encouraged to implement a daily at-home schedule to provide opportunities for consistency and patterns in the daily routine. The model daily schedule below replicates a typical classroom learning schedule and can be customized to meet the needs of your family and child. Regular household routines and chores (laundry, making beds, setting the table, cleaning up) can be added, along with routines specific for your family. To download the model daily schedule, visit <http://bit.ly/SupportingYoungLearners> or <https://www.browardschools.com/headstart-vpk>.











Early Childhood Education: Play Together, Learn Together

Daily Schedule


8:00 a.m. 	MORNING ROUTINE
9:00 a.m. 	MUSIC/MOVEMENT/ INDOOR or OUTDOOR PLAY
9:30 a.m. 	STORY TIME
10:00 a.m. 	AT-HOME LEARNING
11:00 a.m. 	TECHNOLOGY TIME/VIRTUAL FIELD TRIP
11:30 a.m. 	LUNCH
12:00 p.m. 	FREE CHOICE
12:30 p.m. 	STORY TIME/QUIET TIME
1:30 p.m. 	SNACK TIME
1:45 p.m. 	INDOOR/OUTDOOR PLAY

Early Childhood Education: Play Together, Learn Together



Daily Schedule

8:00 a.m. 	MORNING ROUTINE This is a great time for preschoolers to practice responsibility. Routines can establish important habits such as brushing teeth and hair, getting dressed, assisting with breakfast. Routines can also strengthen communication and relationships by focusing on time together.
9:00 a.m. 	MUSIC/MOVEMENT/INDOOR or OUTDOOR PLAY Time to get your bodies moving! Active play that uses the large muscles in a child's legs, arms, and trunk is important for good health and physical development. Activity ideas: dancing, singing, jumping, bouncing a ball, exercising, outdoor walk/run, bubble blowing.
9:30 a.m. 	STORY TIME This time is used to build on your child's literacy skills. Reading helps your preschooler to develop a love for reading, which is the best way to set them up for reading success. Things to read can include books, magazines, newspapers, cereal boxes, menus etc.
10:00 a.m. 	AT-HOME LEARNING At-Home Learning Time- It's time to play and learn together. During this time, families can focus on specific skills that will get your preschooler ready for kindergarten. Please visit https://www.browardschools.com/page/54708 for more information.
11:00 a.m. 	TECHNOLOGY TIME/VIRTUAL FIELD TRIP Provide your preschooler with developmentally appropriate online resources. Visit the BCPS Supporting Young Learners Family Canvas Course https://browardschools.instructure.com/courses/627242
11:30 a.m. 	LUNCH Provide a nutritious meal for your preschooler.
12:00 p.m. 	FREE CHOICE Allow your preschooler to participate in play activities of their choice. If possible, before and after your preschoolers engages in play have a conversation about what they plan to do and what they did during this time.
12:30 p.m. 	STORY TIME/QUIET TIME Time for your preschooler to relax and unwind from their busy day. Preschoolers can take a nap or engage in quiet solitary activities such as book reading.
1:30 p.m. 	SNACK TIME Provide a healthy choice of snack for your preschooler.
1:45 p.m. 	OUTDOOR PLAY Time to get your bodies moving! Active play that uses the large muscles in a child's legs, arms, and trunk is important for good health and physical development. Activity ideas: dancing, singing, jumping, bouncing a ball, exercising, outdoor walk/run, bubble blowing.

Let's Write Together! (scribbling, drawing, invented spelling, writing letter like forms, stringing letters, copying)

	<p>As part of your morning routine, have your child help you write a to-do list for the day. Show your child how you sound out words and put the letters that you hear. Have an alphabet chart ready to point out the sounds.</p>	<p>Get out paper, crayons, and pencils and let your child write a story and "read" it back to you. Have an ABC chart nearby that your child can use as a model as they label their pictures or sound out words.</p>	<p>Have your child draw a picture of his/her favorite animal. What body parts and characteristics are they drawing on the animal? Help your child sound out the name of the animal and write letters on the paper.</p>	<p>Create a daily journal with your child to share memories of at home learning time. Have your child decorate the front cover with pictures. At the end of day, write the days stories together with your child.</p>	<p>Alphabet Games: Letters and sounds are the building blocks of reading and writing. Play with letters all day:</p> <ul style="list-style-type: none"> • Make letters out of play dough • Play ABC matching games
<p>Squirt shaving cream onto a tray, tin pan, or directly on the table. You're your child practice making shapes, letters, numbers. (Key words: up, down, around, straight, curvy)</p>	<p>Draw a picture and write a note to a friend, family, member, teacher, or classmates. Show children how to send a letter through the mail or take a picture and send. Don't forget to sign your name!</p>	<p>Go for a walk in the neighborhood or around your home with a clipboard and piece of paper. Have your child write words they see on signs and around the neighborhood.</p>	<p>Take a cup of water and a paintbrush or Q-tip and have your child "write" on the sidewalk or on the windows. They can "paint" shapes, copy letter, practice name writing, and be creative!</p>	<p>Write your child's name on a piece of paper as a model (using upper and lower case). Pour rice, salt, or sugar on a baking tray. Have him/her trace his/her name several times using fingers.</p>	<ul style="list-style-type: none"> • Practice letter names and letter sounds • Use magnetic letters and practice creating words on a metal tray of the refrigerator.

Let's Read Together! (picture-reading, reading the words in the story, retelling the story, role-playing the story, making up stories)

<p>Reading Time! Plan story time for at least 15 minutes 2 times a day. Encourage children to ask questions, talk about what they notice on their favorite pages, share their feelings, and make connections.</p> 	<ul style="list-style-type: none"> • Encourage your child to retell the story when you are done. Who was in the story? What happened? How did it happen? Where did it happen? • Use dramatic play by acting-out the story you read. Have family members pretend to be a character in the story. Make props to support the retelling. 	<ul style="list-style-type: none"> • Encourage your child to hold the book and use the pictures as visual cues to retell the story. • ABC Hunt: As you read, talk about the letters and words that you see. What letters and words can your child recognize? How many A's can they find? How many times can they find the word "the" in the book? 	<p>Concepts of Print Point out the different parts of the text and the purposes as you read.</p> <ul style="list-style-type: none"> • Cover • Title • Author/Illustrator • Letter • Word • Sentence • Period • Question Mark • Exclamation Mark 	<p>Nursery Rhymes Read and play with nursery rhymes throughout the day. Clap and dance to the patterns in the rhymes. Identify the rhyming words, act out the rhymes, and encourage your child to recite them to family members. Video and share.</p> 	<p>While reading a story, ask some of the following questions:</p> <ul style="list-style-type: none"> • What happened? • What might happen next? • What would happen if...? • What was so silly about...? • How would you feel if you...?
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Math (number knowledge, patterns, size, shape awareness, and the relationship between objects and space)

<p>Play board games that involve counting. Simple games like Candy Land, Chutes and Ladders, and Trouble are great for helping kids recognize numbers on a dice and count moves. You can also play matching numbers with a deck of cards or the game War to see who has the highest card.</p>	<p>Counting Coins Gather some coins and have your child count them. Rearrange them in a circle, in a row, or spread them out, and ask your child how many coins are on the table. Did he/she remember? Take the coins and show your children how to make a “staircase” with 1 coin, 2 coins, three coins until you get to ten. Practice counting up and down the stairs.</p>	<p>Collections Offer containers filled with small treasures. Think of lids, buttons, shells, beads, pieces of ribbon, pinecones, acorns, and similar items as the tools of math learning. Preschoolers will naturally sort them by size, color, and shape; they will count and compare collections; and they will talk about what they are doing and why—especially if a grown-up joins in.</p>	<p>Talk about Math. Include math talk when cooking, playing at the park, and at bedtime. “Our family has five people eating dinner. How many ears of corn should we shuck? How many times do you want me to push you in the swing? We can read three books together before turning out the light. You can choose three books from the shelf”</p>	<p>Measurement Preschoolers enjoy using measuring tools, like rulers and tape measures, and creative items, like shoes and plastic chains. Ask questions that invite your child to measure something. “How wide is your bed? How tall is our dog? How many shoes long is the carpet?”</p>	<p>Build together. Make buildings from wooden blocks, Legos, recycled items, or shoe boxes with the tops taped shut. Try masking tape to hold the structures together. Talk about shapes, sizes, widths, and heights as you build. Then get out the tools and take some measurements. How tall is the building? How wide?</p>
<p>Measurement During bath time let your child use different size plastic containers to measure water. Talk about capacity and which cups hold more and which ones have less. Have your child practice pouring water from one cup to the other.</p>	<p>Shape Hunt Talk with your child about the shape of items in and around your home. Look for cylinders (toilet paper rolls, cans), rectangular prisms (cereal boxes), circles, squares, triangles, and rectangles. How many can your child find? Make a tally sheet to see which has the most and least.</p>	<p>Counting with Shoes Ask your child to count the number of shoes she has. Then ask her to match the shoes in pairs. How many total pairs of shoes? Try adding shoes from family members and lining them up from smallest to largest. Match them all in pairs. How many total shoes? How many total pairs? Show your child how to count by twos.</p>	<p>Counting Time! Give your child a bag with 20 items in it (rocks, beads, buttons). Show him a number and have him count out the correct number of items. Put them items back and grab another number. Keep playing until you have practiced all numbers</p>	<p>Number Writing Mix shaving cream with food coloring in a container and during bath time allow your child to paint the walls, the tub, and themselves with the ‘paint’. Have them spread the paint on the tub and encourage them to make shapes and numbers.</p>	<p>Counting by Fives Have your child trace all the hands in the family and use safety scissors (and family help) to cut them out. Line up the hands by smallest to largest. Count the fingers one hand and all hands. How many total fingers? Teach your child to count by fives using all of the hands. Make into a fun family art project.</p>

Science Children are natural investigators and their levels of understanding deepen over time with varied experiences.

Cooking Fun! No matter what you're cooking, your child can be a helper. Give your child a play-by-play of the ingredients you're using and if it's safe, let him/her touch, smell, or taste them. Have a conversation about how the ingredients come together to make the whole recipe. Talk about measurements and how you are following the steps to the recipe as you complete.



Ramps and Inclines Help your child create ramps by propping up one end of a flat board or heavy cardboard with a small box. Challenge child to find objects that will roll down the ramp (balls, toilet paper rolls, toy cars). What happens if you move the ramp to create a steeper incline? Practice placing the board on different things around the house (coffee table, couch, etc.) and see how the objects roll. Talk about how ramps make life easier for people riding in wheelchairs or on bicycles.

Will it Dissolve? This experiment let's children investigate what solids from the pantry will dissolve in water. Gather materials that may or may dissolve (e.g., flour, noodles, oatmeal, colored sprinkles, sugar, brown sugar, cornmeal), pitchers or bowls of water, spoons, measuring cups, etc. With your child, uses the five senses (except taste) to describe each item as you make predictions; Will it dissolve? Add each item one at a time and wait to see the magic happen!

Sink or Float? Provide a water-filled tub with for children to engage in supervised play with items that sink and float from around the house (toys, balls, coins, buttons, rocks, etc.). As they explore, ask open-ended questions (“Do you think that one will sink when you put it in? What do you think will happen with that toy?”). Provide simple tools for exploration of water (e.g., cups, spoons, funnels, basters, bowl, tubes).

What’s the Weather? Post a weather chart to record the weather each day (e.g., hot, cold, sunny, rainy, windy, foggy), and make it a part of your morning and afternoon routine to have your child check the weather and fill in the chart. If possibly, place an outdoor thermometer where it can be easily seen and have your child check and record the temperature and different times during the day, making a graph over time.

Me and My Shadow Take children outside at three or four different times on a sunny day Provide children with opportunities to explore their own shadow, and ask open-ended questions (e.g., “If you jump up and down, what will your shadow do? What will happen if you wriggle your body? What will your shadow do if you throw a ball to it?”). Explore shadows indoors by making animal shapes with hands, using a flashlight or lamp light.

PreK Engineers! Provide your child with a small space in your house to build an engineering marvel (house, city, theme park, etc.) using common household items (toilet paper rolls, paper towel rolls, tape, pipe cleaners, plastic silverware, paper plates, empty cereal and other boxes, etc.) Encourage children to plan their project and be creative as they explore and build. When complete, take a picture of your child with his/her creation and share with your teacher and classmates as part of the remote learning experience.

Social Emotional Connections



Objective: Identify feelings, talk about feelings, manage feelings, build positive relationships

How to engage and support children:

- Have children use a mirror to show different facial expressions. What’s your MAD face? Happy face? Silly face? Frustrated face? Draw circles on a piece of paper and have them add the facial expressions to match the feelings.
- As you read books together, talk about the characters in the stories and their feelings. How do the characters’ feelings change? What do they do when they feel sad? How do you know they are sad?
- Provide a safe quiet place where children can go to manage their feelings. Practice calming techniques throughout the day, including taking deep breaths, stretching and moving bodies, listening to quiet music, blowing bubbles, and sharing positive thoughts.

Gross Motor Connections



Objectives: Use large muscles to build coordination, strength and movement

How to engage and support children:

- Hop, skip, jump, gallop, run in straight lines and curvy ones
- Have a dance party at home. Jump, twist, turn, and let your child lead
- Play Simon Says
- Play catch
- Blow bubbles and pop the bubbles
- Go outside and kick a ball
- Toss a ball into a basket on the floor. See how far away you can toss it from and still get it in
- Create homemade musical instruments and have a family marching around the house
- Play online dancing videos and encourage children to “Shake Your Sillies Out,” “Shake Like A Duck,” and have fun shaking around the house.
- Have your child help out with laundry in the home. Folding is great is for both gross and fine motor skills.

Fine Motor Connections



Objectives: Use fingers and hands in all parts of the day

How to engage and support children:

- Tape a long strip of paper to the table. Allow children to snip and cut it until it is at the top.
- Put puzzles with large pieces together
- Practice self-help skills: buttoning, zipping, tying laces
- Allow children to scoop water from one bowl to another
- Provide opportunities to scribble, draw, and write
- Have fun with fingerplays, like Itsy Bitsy Spider and Where is Thumbkin?
- Provide magazines, newspapers, pictures, and construction paper for your child to cut with safety scissors. Glue pictures onto paper to make a collage.
- Have children practice cutting in straight lines, zig zag lines, circles, and squares.



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Social Studies and Creative Arts: Children learn to express what they know about themselves and their families, observe and explore their environment, and pursue interests and abilities as they appreciate the contributions of others.

<p>Home Museum Invite your child to collect special items and display them around the house. Ask him/her to lead you through the “museum” and share with you why the items are meaningful to him/her. Share the stories behind the items. Where did they come from? What memories do the item bring? Now it’s your turn! Share your own favorite things and tell the story behind them.</p>	<p>Let’s Make Music! Find common household items that children could use as musical instruments (e.g., wooden spoons and plastic bowls to “drum”) and make into musical instruments (paper towel rolls with beads/coins inside, paper plates taped together with beans inside). Make patterns with the instruments and have your child repeat. Have your child create patterns and songs with the instruments. Have a marching band around the house as you have fun with musical instruments! (If possible, video your child making music to share with friends, family, and your teacher).</p>	<p>Chore Time! Provide children with a list of chores for them to do while at home. This can include helping with laundry, making beds, setting the table, and more. Make a list of daily chores and have your child cross off the daily tasks when done. Give your child an opportunity to earn “points” or “money” when done with the tasks at the end of the day.</p> <p>Understand that children are comforted and find security in reliable and consistent routines and rules. Having a daily schedule of tasks will help support routines and expectations.</p>
<p>Let’s Talk Careers! Share with your child that people do many kinds of jobs to earn money. Share stories about your job, other family members’ and family friends’ occupations, and jobs they notice in the community. What does your child want to be when he or she grows up?</p>	<p>Our Family Share the story of your family with your child. Show pictures, videos, artifacts, maps, and more to talk about the people and places that make your family special.</p>	<p>Dance Time! Let your child pick a fun, fast song to dance to. Take turns making up dance moves. Your child can start, then you copy him/her. Keep going back and forth by repeating the moves and adding new moves. Before you know it, you will have a whole dance routine!</p>
<p>Hands-On Art (and Messy) Fun! Provide opportunities for children to explore with a variety of papers, paints, glue, tape, etc. to create their own brilliant art projects. If you don’t have finger paint at home, try vanilla pudding or shaving cream with food coloring. You can also create your own homemade playdough with flour, oil, food coloring, and cream of tartar (search for recipe online). Open ended art activities are a great way for children to unleash their creativity and create lasting family memories around the arts.</p>		
<p>Go on a Nature Walk Take your child on a nature walk around the house and talk about what he/she sees. Talk about the trees, plants, flowers, rocks, and everything else you see in the yard. Use your five senses to describe how things look, smell, and feel. What sounds do you hear outside? Provide your child with a basket or bag to collect items from the yard that can be turned into a floral display, nature collage, or even mobile (hang items from a stick) in the house.</p>		



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Technology and Virtual Field Trips: Developmentally appropriate websites to support online learning fun!

<p>Scholastic Learn at Home keeps the learning going with special cross-curricular journeys. Every day includes four separate learning experiences, each built around a PreK level topic with storybook reading, read together books, videos and games. https://classroommagazines.scholastic.com/support/learnathome.html</p>	<p>Storyline Online streams videos featuring celebrated actors reading children’s books alongside creatively produced illustrations. Hundreds of GREAT books available for online read alouds! https://www.storylineonline.net/</p>	<p>Kids Vision PreK FREE Online Portal showcases over 100 video field trips, instructional videos, and vocabulary videos. All videos include printable resources and literacy connections. https://www.kidvisionprek.org/</p>
<p>VROOM online APP and website Vroom provides science-based tips and tools to inspire families to turn shared, everyday moments into Brain Building Moments. Families can create a free account. https://www.vroom.org/</p>	<p>Unite for Literacy features a free comprehensive library of books that cover a wide variety of science, math, and social studies topics in multiple language. https://www.uniteforliteracy.com/</p>	<p>PBS Kids includes curated FREE, standards-aligned videos, interactives, lesson plans, and more for families and students. https://pbskids.org/</p>
<p>Talking is Teaching helps parents recognize their power to boost their children’s early brain and vocabulary development through simple, everyday actions -like describing things while walking outside, or singing songs together during bath time. https://talkingisteaching.org/</p>	<p>Florida Office of Early Learning Activity Plans are based on the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten and are designed to help develop the skills that 4-year-old children should know and be able to do by the end of their prekindergarten year. http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training/vpk-professional-development-teacher-resources/activity-plans</p>	<p>Khan Academy Kids starts at the basics of letters, numbers, and social emotional learning and goes through the first-grade standards in math, reading, writing and social emotional learning. Families can access over 100 books for independent reading or read aloud. https://learn.khanacademy.org/khan-academy-kids/</p>

Additional links to developmentally appropriate online tools will be provided by your teacher and can also be found out:

- BCPS Supporting Young Learners <http://bit.ly/SupportingYoungLearners>
- BCPS Early Childhood Education Website <https://www.browardschools.com/head-start>