



DISTANCE LEARNING DAYS 30-39

Greetings Integrated Pre-School Families,

We want to THANK YOU for your continued dedication to helping your child learn and grow at home. Establishing predictability for your preschooler by setting and following daily routines will help your child know what to expect and provide him/her with a sense of security. We have added the use of the MSTEAMS platform to provide you with daily learning opportunities beyond these packets. Your child's teacher will help guide you in accessing these activities! The work provided is not intended to add more pressure to these already trying times so please reach out with any questions or concerns. We are here to help.

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Integrated Pre-K Distance Learning Plan
Days 30-39

Attached is a schedule, list of suggested activities as well as additional activities for a challenge. This can be done in the morning with breaks in between or spread out across the entire day. Each should take about 10-15 minutes.

Integrated Preschool Schedule:
Morning Activities; includes greetings and self-help skills
Fine motor, visual perceptual learning
Listening & Responding, Social/Emotional Learning
Brain break, gross motor activity, music/movement;
Individualized activities IEP objectives (will be sent home individually) Additional resources science/math
Snack
Read Aloud, Literacy
Art Activity

Day 30 5/5	Day 31 5/6	Day 32 5/7	Day 33 5/8	Day 34 5/11
<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>
<p>Fine Motor or Visual Perceptual Matching Work: -Work with your child to match mittens by color. You can extend the activity to match by size, texture, pattern, etc. -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: -Set out puzzles, if available, and help your child complete them. You can combine working on requests or finding items you name. -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: -Cut out from magazines or newspaper different people, vehicles, and plants. Help your child sort by type. All people in one pile, all vehicles in another. Even though they are not the same they are still type of vehicle, person, plant. -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: -Make a circle on a piece of paper. Have your child rip paper and glue inside the circle. -or choose from an additional fine motor activity</p>	<p>Fine Motor or Visual Perceptual Matching Work: Make towers out of cans, Legos, etc. see whose tower is the tallest. -or choose from an additional fine motor activity</p>
<p>Listening and Responding Activity/ Social/Emotional Learning: -Have your child follow different 2 step directions. For example, Put the cookie on the plate and the fork on the napkin. -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: -Have your child copy you doing different motor actions: clap, stomp, jump, freeze, wave, sit, stand, stand on one foot, etc. -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: -Lay out 5 different items on the table and ask you child to give you each one. -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: -Lay out 5 items that are the different colors. Ask your child to give you the one that is blue, etc. -or choose from an additional social/emotional activity</p>	<p>Listening and Responding Activity/ Social/Emotional Learning: -Show your child a picture from a favorite book. Gain your child’s attention and say, “Show me…” and name the familiar items. Help your child to identify/point to the named item. -or choose from an additional social/emotional activity</p>
<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance!</p>	<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance!</p>	<p>Brain Break /Gross Motor Activity/ Music & Movement: Put on some music and dance!</p>	<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance!</p>	<p>Brain Break/ Gross Motor Activity/ Music & Movement: Put on some music and dance!</p>

-or choose an additional gross motor activity Playfully support motor imitation during this activity.	-or choose an additional gross motor activity Playfully support motor imitation during this activity.	-or choose an additional gross motor activity Playfully support motor imitation during this activity.	-or choose an additional gross motor activity Playfully support motor imitation during this activity.	-or choose an additional gross motor activity Playfully support motor imitation during this activity.
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Snack -Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.	Snack -Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.	Snack -Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.	Snack -Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.	Snack -Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.
Read Aloud: -Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources -or choose an additional literacy activity	Read Aloud: -Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources -or choose an additional literacy activity	Read Aloud: -Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources -or choose an additional literacy activity	Read Aloud: -Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources -or choose an additional literacy activity	Read Aloud: -Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources -or choose an additional literacy activity
Art Activity: -Trace your hands and turn into a bird with your child. -Encourage imitation and requesting skills.	Art Activity: -Draw a stem with a green crayon and have you child crinkle little pieces of paper and glue on to make flower tops. -Encourage imitation, requesting skills.	Art Activity: -Draw 3 balloons and color them 3 different colors, have your child do the same as yours. -Encourage imitation and requesting skills.	Art Activity: -Cut out anything you like or gather different materials around the house to make a collage. -Encourage imitation and requesting skills.	Art Activity: -Paint with water outside on the driveway and watch it disappear. -Encourage imitation and requesting skills.

Additional Activities (challenge)

Subject	Day 30 5/5	Day 31 5/6	Day 32 5/7	Day 33 5/8	Day 34 5/11
Fine motor	Lace shoes	Draw prewriting lines or practice writing your name	Lace pasta on string	Practice scooping and dumping with water, rice, dirt, etc.	Practice cutting out shapes
Social/ Emotional Learning	<p>Review From Second Step: Week 6: Ask for what you need or want. Your child has learned to ask for what he or she wants. When asking for help your child needs to:</p> <ul style="list-style-type: none"> • Face the person he or she is speaking to and use a strong respectful voice • Play a game with your child at mealtime to practice asking for what you need or want. <p>Say: “We’re going to play a game of please pass while you eat. When you want something passed to you, face the person who has it, use a strong respectful voice, and ask for what you want, I will start. Face your child and say please pass the bread.</p>	<p>Review From Second Step: Week 7: Identifying feelings: Your child has learned how to tell if others are happy or sad by looking for clues on their face and bodies.</p> <ul style="list-style-type: none"> • Happy clues: Eyes not wide open, mouth smiling, and cheeks pushed up • Sad clues: Eyes looking down, mouth turned down, head down. • Play a game with your child to practice finding happy and sad clues on other people. Play while taking a walk, watching tv, or anything where they can see other people. (not too often these days) <p>Say: We’re going to play who’s happy, who’s sad? When you see a happy clue on someone’s face or body, tap your head. When you see a sad clue, tap your tummy. After</p>	<p>Review From Second Step: Week 8: more feelings: Your child has learned how to tell if someone is surprised or scared Your child has also learned two different ways to tell how other people feel: Look at their faces and bodies for clues, focus attention on what is happening.</p> <ul style="list-style-type: none"> • Play a game with your child to practice using the two different ways to tell how someone feels. Play while looking at a picture book or magazine. <p>Say: We’re going to play how do they feel? We will look at the pictures in the book without reading the words. Then we will try and tell how the people feel. Before starting review the ways to tell how people feel.</p>	<p>Review From Second Step: Week 9: Identifying anger: Your child learned how to tell when she or he or someone else is angry.</p> <ul style="list-style-type: none"> • Angry clues; Body uncomfortable, hot and tight, gritting teeth, eyes smaller, squinty. • Play a game with your child. Practice using clues to tell how someone feels. Review the feelings, happy, sad, surprised and angry. <p>Say: We’re going to play the feeling on my face. We will take turns making feeling faces. The other person will use clues to guess the feeling. After taking turns playing say, now I will tell you about a time when something made me feel happy, sad, scared, surprised or angry. You will try and guess how I felt by what happened.</p>	<p>Review From Second Step: Week 10: Same or different feelings: Your child learned to tell what is the same and what is different about 2 things and that it’s ok if people have different feelings about the same thing.</p> <ul style="list-style-type: none"> • Play a game with your child. Practice comparing your feelings and your child’s feelings about the same event. Use events such as bedtime, teeth brushing, time, snack time, clean up time, and story time. Say we are going to play do we feel different or the same? We are going to pretend that it is time for_____. Tell me how you feel about it. Then I will tell you how I feel. Then ask do we feel the same or different.

		playing the game say, show me a happy clue we saw, the show me a sad.			
Gross motor	Practice throwing a ball back and forth. Then rolling, then kicking	Draw hopscotch outside (or use tape inside) and practice jumping the numbers	Do 10 jumping jacks, 5 sit ups and 2 pushups.	Run around your house 10 times	Bounce a ball 5 times in a row
Math	Count as high as you can	Parents write numbers 1-10 and have you child put in order	Collect rocks outside and put in order by size or weight	Count how many forks are in your drawer	Help your parent sort the laundry
Science	Watch the first experiment and try it at home if you can. https://www.youtube.com/watch?v=BeLT-O8Mz2M	Watch the second experiment and try it at home if you can. https://www.youtube.com/watch?v=BeLT-O8Mz2M	Watch the third experiment and try it at home if you can. https://www.youtube.com/watch?v=BeLT-O8Mz2M	Watch the fourth experiment and try it at home if you can. https://www.youtube.com/watch?v=BeLT-O8Mz2M	Watch the fifth experiment and try it at home if you can. https://www.youtube.com/watch?v=BeLT-O8Mz2M
Literacy	Read a story to your child and ask them “wh” questions.	Review the lively letters you have learned.	Make up words that rhyme with dog, pig, mat, etc.	Make a play plan before you play today.	Draw a picture and tell someone what it is.

Day 35 5/12	Day 36 5/13	Day 37 5/14	Day 38 5/15	Day 39 5/18
<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>	<p>Morning Activities: -Return greeting via vocal response, wave, use of AT device -self-help skills (manage clothing, put away breakfast items, hygiene tasks)</p>
<p>Fine Motor or Visual Perceptual Matching work -Match flatware (non-identical spoons with spoons, non-identical forks, spatulas, etc.) -or additional fine motor activities</p>	<p>Fine Motor or Visual Perceptual Matching work -Inset puzzles -or additional fine motor activities</p>	<p>Fine Motor or Visual Perceptual Matching work -Match socks -or additional fine motor activities</p>	<p>Fine Motor or Visual Perceptual Matching work -Find 2 of the same items around the house to match and label them. Do this again with 2 more items. -or additional fine motor activities</p>	<p>Fine Motor or Visual Perceptual Matching work With a crayon make a straight line down on paper, have your child do the same. Then a horizontal line, then a circle. Hand over hand assistance if needed. -or additional fine motor activities</p>
<p>Listening and Responding Activity: Have your child copy you doing the following. Once you gain their attention Say, “do this” Stomp feet, raising arms up, knock on the table, clap, jump -or additional social emotional learning activities</p>	<p>Listening and Responding Activity: Draw 5 of the same shape in different colors and ask your child to touch each shape by color. -or additional social emotional learning activities</p>	<p>Listening and Responding Activity: Have your child copy you doing the following. Once you gain their attention say “do this” touch your ears, pat your knees, wave goodbye, roll a toy car or other toy you have at home with wheels, tap spoons, etc. -or additional social emotional learning activities</p>	<p>Listening and Responding Activity: When you read to your child stop and say “Show me __. Or touch __.” Or “Where is __?” Have your child point to or touch the picture that you requested. -or additional social emotional learning activities</p>	<p>Listening and Responding Activity: Have your child copy you doing the following. Once you gain their attention, say “do this” touch your toes, wiggle your fingers, tap your shoulders, pat your belly, arms out like a T, etc. -or additional social emotional learning activities</p>
<p>Brain Break/Gross motor movement: Put on some music and dance! Or choose additional resource gross motor</p>	<p>Brain Break/Gross motor movement: Put on some music and dance! Or choose additional resource gross motor</p>	<p>Brain Break/Gross motor movement: Put on some music and dance! Or choose additional resource gross motor</p>	<p>Brain Break/Gross motor movement: Put on some music and dance! Or choose additional resource gross motor</p>	<p>Brain Break/Gross motor movement: Put on some music and dance! Or choose additional resource gross motor</p>

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<p>Snack</p> <p>-Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p>Snack</p> <p>-Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p>Snack</p> <p>-Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p>Snack</p> <p>-Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>	<p>Snack</p> <p>-Student can work on self-help skills by washing hands, retrieving and cleaning up snack items. Student can work on requesting and labeling skills as well as listener responding skills related to familiar snack items.</p>
<p>Read Aloud:</p> <p>-Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p>Read Aloud:</p> <p>-Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p>Read Aloud:</p> <p>-Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p>Read Aloud:</p> <p>-Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>	<p>Read Aloud:</p> <p>-Choose from favorite books you have at home, or use a resource from the list of on-line read aloud resources</p> <p>-or choose an additional literacy activity</p>
<p>Art Activity</p> <p>-Paint rocks: Go for a walk and find a few rocks that you can bring home and paint. Once they are dry you can hide them on your next walk.</p> <p>-Encourage imitation, and requesting skills</p>	<p>Art Activity</p> <p>Make a rain stick: Decorate a toilet paper/paper towel tube. Pour something inside that will make noise (beads, rice, beans, etc.) Seal the ends with tape. Copy one another's shaking rhythms using the rain stick.</p> <p>Encourage imitation, and requesting skills</p>	<p>Art Activity</p> <p>-Sidewalk Art: Take some chalk outside and draw in the driveway or sidewalk.</p> <p>Encourage imitation, and requesting skills</p>	<p>Art Activity</p> <p>Paper plate masks: Use a paper plate or paper cut into a circle. Use any materials you have at home to make a face and hair on your mask.</p> <p>Encourage imitation, and requesting skills</p>	<p>Art Activity</p> <p>Tear strips of scrap paper. If desired, use glue to make a collage from the strips. Give your child size scissors to cut pieces.</p> <p>Encourage imitation, and requesting skills</p>

Additional Activities (challenge):

Subject	Day 35 5/12	Day 36 5/13	Day 37 5/14	Day 38 5/15	Day 39 5/18
Fine motor	Draw Matman	Practice buttoning your clothing items independently.	Use playdough. Try to create shapes or letters.	Wrap rubber bands around a cardboard tube.	Create different types of lines using a writing utensil and paper.
Social/ Emotional Learning	<p>Review From Second Step: Week 6: Ask for what you need or want: Your child has learned to ask for what he or she wants. When asking for help your child needs to:</p> <ul style="list-style-type: none"> • Face the person he or she is speaking to and use a strong respectful voice • Play a game with your child at mealtime to practice asking for what you need or want. <p>Say: “We’re going to play a game of please pass while you eat. When you want something passed to you, face the person who has it, use a strong respectful voice, and ask for what you want, I will start. Face your child and say please pass the bread.</p>	<p>Review From Second Step: Week 7: Identifying feelings: Your child has learned how to tell if others are happy or sad by looking for clues on their face and bodies.</p> <ul style="list-style-type: none"> • Happy clues: Eyes not wide open, mouth smiling, and cheeks pushed up • Sad clues: Eyes looking down, mouth turned down, head down. <p>Play a game with your child to practice finding happy and sad clues on other people. Play while taking a walk, watching tv, or anything where they can see other people. (not too often these days) Say: We’re going to play who’s happy, who’s sad? When you see a happy clue on someone’s face or body, tap your head. When you see a sad clue, tap your tummy. After playing the game say, show me a happy clue we saw, the show me a sad.</p>	<p>Review From Second Step: Week 8: more feelings: Your child has learned how to tell if someone is surprised or scared Your child has also learned two different ways to tell how other people feel: Look at their faces and bodies for clues, focus attention on what is happening.</p> <ul style="list-style-type: none"> • Play a game with your child to practice using the two different ways to tell how someone feels. Play while looking at a picture book or magazine. Say: We’re going to play how do they feel? We will look at the pictures in the book without reading the words. Then we will try and tell how the people feel. Before starting review the ways to tell how people feel. 	<p>Review From Second Step: Week 9: Identifying anger: Your child learned how to tell when she or he or someone else is angry.</p> <ul style="list-style-type: none"> • Angry clues; Body uncomfortable, hot and tight, gritting teeth, eyes smaller, squinty. • Play a game with your child. Practice using clues to tell how someone feels. Review the feelings, happy, sad, surprised and angry. <p>Say: We’re going to play the feeling on my face. We will take turns making feeling faces. The other person will use clues to guess the feeling. After taking turns playing say, now I will tell you about a time when something made me feel happy, sad, scared, surprised or angry. You will try and guess how I felt by what happened.</p>	<p>Review From Second Step: Week 10: Same or different feelings: Your child learned to tell what is the same and what is different about 2 things and that it’s ok if people have different feelings about the same thing.</p> <ul style="list-style-type: none"> • Play a game with your child. Practice comparing your feelings and your child’s feelings about the same event. Use events such as bedtime, teeth brushing, time, snack time, clean up time, and story time. Say we are going to play do we feel different or the same? We are going to pretend that it is time for_____. Tell me how you feel about it. Then I will tell you how I feel. Then ask do we feel the same or different.
































Gross motor	Use tape on the ground to create a balance beam. Walk with both feet across the balance beam.	Sing “Head, Shoulders, Knees and Toes”	Use the laundry basket or other basket to throw a ball into. See how far back you can go.	Imitate your favorite form of transportation.	Play catch with a ball in a safe area in your home or outside.
Math	Make a pattern with your movements. (I.E. Stomp, Clap, Wiggle, Stomp, Clap Wiggle)	Make a number line of numbers 0-10; place the numbers in the proper order.	Count as high as you can.	Line up the shoes in your house by size. Which one is the largest? Which one is the smallest?	Make a pattern with an item in your house. It can be with cereal, coins, crayons, or stickers.
Science	Use cups to build a tower taller than you.	Go on a nature scavenger hunt. Make a list of things to find on a walk.	Fill a bucket with water; conduct a float or sink experiment with items around your house.	Explore sounds in your kitchen. What materials sound the loudest?	Observe the weather for seven days. Make a graph to record.
Literacy	Think of a word that starts with the same letter as your name. Draw a picture of something that begins with the same letter as your name.	Think of words that rhyme with the word: “Cat”; make a list of additional rhyming words	Go on an environmental print walk. Notice signs/symbols around your neighborhood.	Help make a grocery-shopping list of items your family needs.	Sing “Down by the Bay” think of rhyming words to complete the song.

Supplemental activities:

Websites	Apps	TV Shows
<ul style="list-style-type: none"> • www.abcmouse.com • www.starfall.com • www.turtlediary.com • www.brainpopjr.com • www.storylineonline.net • https://www.youtube.com/user/CosmicKidsYoga • Allaboutbirds.org • Classroommagazines.scholastic.com 	<ul style="list-style-type: none"> • Kahn Academy Kids • Teach me kindergarten • Jumpstart preschool • Kids Academy • Reading Eggs-Learn to Read • Fuzzy Numbers • PBS Kids Video or Games • Daniel Tiger for Parents 	<p>Daniel Tiger: A modern day Mr. Rogers, touching on all social/emotional topics.</p> <p>Wild Kratts: Amazing information about wildlife in a fun real life/cartoon format.</p> <p>Odd Squad: A great show for math skills and problem solving</p> <p>Ready, Jet, GO: Full of space and other science information.</p> <p>Nature Cat: Fun and Funny information about science and nature</p> <p>Dinosaur Train: all things Dinosaur</p> <p>Peg + Cat: Another great show for math skills and problem solving</p> <p>Super Why: Awesome reading skills show</p> <p>Cyberchase: A show full of math, reading, science and problem solving</p> <p>Word Girl: A great, funny show that teaches reading and vocabulary</p> <p>Word World: A fun, animated show that teaches phonics and pre reading skills</p> <p>Sid the Science Kid: All things science</p> <p>Splash and Bubbles: an underwater adventure that teaches about ocean science and other environmental topics</p> <p>Let’s Go Luna and Molly of Denali: teach tons of multicultural content and vocabulary</p>

Linear Calendar: A linear calendar provides a more concrete, visual representation of time than the matrix calendar. Each PK classroom uses a linear calendar. We represent weekend or “home” days as a house and school days as a backpack. When school is not in session due to a holiday, snow day, or in this case emergency closure, a red “no” symbol is placed over the backpack. You can cut and tape/glue the template calendar below to make a linear calendar for home or duplicate it using this structure as a guide using whatever materials you have available. This calendar will be familiar to your child. In the event the school closure extends past May 20, simply add a red “no” symbol to the remaining days.

May

										
1	2	3	4	5	6	7	8	9	10	
										
11	12	13	14	15	16	17	18	19	20	
										
21	22	23	24	25	26	27	28	29	30	31
				Memorial Day						