

RSU38 Remote Learning Opportunities for Pre-K 5/18/20 to End of Year

Objective: These are activities to further students' growth and development

Sample schedule		Important information
Suggested Time Frames	What are you going to learn today?	<ul style="list-style-type: none"> ● These educational opportunities for learning at home are meant to provide parents with resources for student learning to continue at home while our schools are not in session. ● Don't hesitate to contact your classroom teacher by email with questions. ● Students will benefit from engaging with academic activities daily. We encourage you to establish routines with kids to maximize this impact. ● Set goals: setting daily goals for what your child will accomplish can help to make tasks meaningful and build confidence for students. ● If your child has access to technology you may also use any of the digital resources as an expansion of learning. ● For students receiving special education services, please see their distance learning plan and contact their case manager with any questions regarding that plan.
15 min - 30 mins per day numbers and counting activities	<ul style="list-style-type: none"> ❖ We strongly suggest you establish a routine for example 2 to 3 learning activities in the morning? and 2 to 3 learning activities in the afternoon. (Whatever fits your situation.) 	
15 min - 30 mins per day reading, writing and play with language		
15 - 30 mins per day movement activity		
1 hour or more sustained play	<ul style="list-style-type: none"> ❖ Students should be doing a variety of learning activities. Use the menus, online posts by teacher, or websites, to find something interesting to do in each category. ❖ This is a suggested time-frame. Your child may do more or less depending on what's appropriate for them! 	
Choose 1 of the following areas to do each day: music, art, science, building, play together with an adult		
 <p>www.lets-go.org Use 5210 for balance!</p>	<p>5 or more fruits and veggies daily 2 hours or less of screen time daily 1 hour or more of physical activity 0 high sugar drinks</p>	



Spring is here! We realize it's increasingly hard to keep students engaged in indoor activities. So, teachers have designed some integrative, active inquiry projects for students to choose from for the last few weeks. (We'd suggest students choose one integrative project to do each week. These projects are designed to be done across ages and grade levels, so siblings could work together!)

PreK-1 Build Your Dream Store

PreK-1 Animal Homes

PreK-1 Plant or Animal Babies

Grade Span: PreK-1

Project Title: **Build your Dream Store**

Social Studies Concept: Explores materials that build a foundation for understanding how money is exchanged to buy goods and services

1. Asking Questions

Listen to one of the read alouds

<https://www.youtube.com/watch?v=yE5-0O0ur7c> “To Market to Market” by Anne Miranda (Read Aloud)

<https://www.youtube.com/watch?v=xNmcAnILJuY> “Corduroy” by Don Freeman (Optional Read Aloud)

Talk about...

How do people earn money?

What kind of store would you want to create?

2. Research

What kind of shop would you build? What would you sell? (Examples: ice cream, vegetables, flowers, movie theater, post office)

Who would work at your shop? Who would be the customers?

What would customers pay for?

3. Design/Creation

Decide what materials you will use to set up your shop. (Examples: Table, desk, boxes)

Gather or create what you are going to use for money. (Examples: coins, shells, acorns, rocks, paper, stickers)

Create signs to go up around your shop. Draw pictures of the products you sell, maybe add signs for cost.

4. Observations and Reflections

Play in your shop!

Take a picture or a video to share what you have built! Let us know if we can share your picture with the whole class.

What problems did you have building your store or creating your money? How did you overcome them?

If you could earn your own money, where would you go and what would you buy?

Grade Span: PreK-1

Science Concept: What do living things need to survive? Animals and their homes

Title: **Animal Homes Project**

1. Asking Questions

Think of your favorite animal...

What do you wonder about where your favorite animal lives and what helps it to survive?

2. Research

Research 5 interesting facts about your animal and it's home.

- For example:
- What does your animal eat?
 - What does your animal need to survive?
 - Where does your animal live?
 - Create your own questions to answer.

Record what you learn in a way that works for you using pictures and/or words.

Examples: In a book you make OR on the computer OR on white paper

Resources:

Search Epic for your animal (if it is available to you)

[World Book Kids](#)

[National Geographic](#)

[San Diego Zoo](#)

Other resources from home

3. Design/Creation

Build your animal and/or your animal's home using materials you have available.

- Examples:
- Create the animal's home using a shoe box OR
 - Create a poster to show us the animal in its' home OR
 - Use clay or playdough to create your animal OR
 - Use materials outside to build your animal's home OR
 - Use recyclable materials (egg cartons, boxes, cans, etc) to build your animal's home

4. Observations and Reflections

Share your animal home with classmates!

Examples: share a video of student explaining their project, email a picture to the teacher, share in a zoom meeting (Your teacher will set up a way to share.)

- What are two interesting things that you learned about your animal?
- Is there anything you are still wondering about your animal?
- How does your animal's home help the animal to survive?

Grade Span: PreK-1

Project Title: **Plant or Animal Babies**

Science Concept: how plant and animal offspring are similar to their parents

1. Asking Questions

Listen to or watch a book or video about parents and babies and how they are alike/different.

[*Born in the Wild* L. Judge \(read aloud\)](#)

[*Plant Parents and Babies*](#)

[*Baby Animals and Their Mothers*](#)

What one animal or plant would you like to learn more about?

What do you think your animal or plant looks like when it is 'born'?

What do you wonder about how it changes as it grows?

2. Research

What features does the animal or plant you chose have?

(Examples: **animals** feet, feathers/ fur/skin, legs)

Examples: **plants** color, leaves/needles, stem, berries/blossoms/cones, fruit/vegetable/tree)

Does it have the same features when it is young and when it grows up?

3. Design/Creation

Create models of the plant or animal you chose to show how an adult and baby are alike or different (Examples: draw it, use clay/playdough, recycled materials, stuff you find outside like cones or sticks)

Label or explain which features are the same or different.

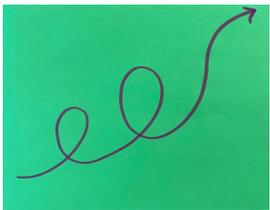
4. Observations and Reflections

Have your family take a picture or video of you with your project. (Your teacher will be setting up a time to share.)

What problems did you have in doing your project? How did you overcome them?

What did you learn about your animal or plants features? Do they change as it grows?

Art, PE, Music, Guidance: Choice Learning Activities - (PK-2)

<p>Art:</p> <p><i>We would love to see your creations! Feel free to send a picture to your art teacher!</i></p>	<p>Search for a shape throughout your home. Draw or create a photo collage. How many things did you find?</p> 	<p>Create a design using pasta, beans, cereal, other food items that you have a lot of. What sort of interesting picture can you make?</p> 	<p>Cut out facial features from a magazine and paste to create a funny face.</p> 	<p>Ever had a pet rock? Let's make one! Find a rock from outside and give it features with markers and paint, or with yarn, and googly eyes! (take a picture)</p> 
<p>Music:</p>	<p>SOUND EFFECTS Use objects from around your house to create sound effects while you read a storybook.</p>	<p>LINE SOUNDS Using chalk on the tar, or crayon on paper, draw a line (example below). Use your singing voice (slide whistle sound) and your finger to follow the path.</p> 	<p>ANIMAL SONGS Make up a song about an animal. Include details about the animal in your song. What does your animal like to eat? What does it look like? What is its habitat?</p>	<p>MOVING TO MUSIC Listen to a song and move your body to the music. Make your body match the way the music sounds. (Ex: Fast, slow, high, low, sad, happy, etc)</p>
<p>PE:</p>	<p>Play tag with someone in your family. Choose how long someone will be it. (Maybe 30 seconds). If the IT hasn't tagged someone in the time limit, he/she gets to choose a new IT. Remember that a tag is a touch, not a slap or a push. To maintain social distancing, use a pool noodle to tag.</p>	<p>Throw a ball. Each time you go to get your ball, use a different locomotor movement and pathway. Locomotor movements take you from one place to another: walk, run, skip, hop, leap, crawl, etc. Pathways are straight, curved, and zig-zag.</p>	<p>"Hide the toy" is a version of hide and seek if you are low on space or people. Choose a small toy and have your child or sibling cover their eyes. Hide the toy and have the person covering their eyes find it. Reverse the roles and repeat. This could be played as <u>Hide the toys!</u></p>	<p>Using any ball that you have at home, can you ~underhand toss ~overhand throw ~catch ~kick ~strike it with your hand, a paddle, racquet, or bat</p>

Guidance:	<p>Change Can Be Good We have had a lot of change over the past 2 months; the way we are doing our schooling, the way we communicate and the way we shop has all changed. Change is a natural part of life, but it can feel uncomfortable at times. We can look at change as bringing about lots of new growth and opportunities. What changes have you noticed in yourself; are you more flexible with your learning, have you grown taller? What change do you see in your families; new routines and more time together? What changes do you see in nature? Spring is a time for lots of new growth in plants, trees and animals, what do you notice?</p>	<p><u>“Grounding” to relax:</u> If you are feeling upset or worried, you may need to calm your body and mind. Find a quiet place to sit and think about 5 colors you see, 4 shapes you see, 3 soft things you see, 2 people you see and 1 book you see.</p>	<p><i>The World of Work and Community Helpers.</i> Even during difficult times, there are always helpers. Let’s do a <u>Job/Helper Scavenger Hunt!</u></p> <p>Next time you are out for a walk or drive, notice all the people at so many jobs. How are they helping? Can you make a list from A-Z? Here’s a start: A: Artist B: Baker C: Counselor How do they help our community?</p>	<p>Keep Playing! Everyone likes to play games and no one likes to play with a poor sport. Find a game to play with a family member like UNO, Candyland, basketball or a racing contest. Practice being a GOOD sport by doing these things: 1. I played the entire game without quitting 2. I used kind and respectful words 3. I kept my body calm 4. I didn’t argue 5. I said “good game” and meant it!</p>
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Dear Families,

We continue to MISS you and are working hard to provide you with some opportunities to participate in “specials” at home. Again, we’ve updated the menu of activities and resources for your convenience and encourage all family members to join in and participate. Alongside the warmer weather, we believe these activities can lift spirits, open hearts and bring positivity into homes during challenging times such as this.

All of us are available via email, should you have any questions, concerns, requests, or simply want to share your creations! We love hearing from you!

Sincerely,
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Supplemental Websites for Music Exploration:

Chrome Music Lab: <https://musiclab.chromeexperiments.com/>

New York Philharmonic Kids Zone: <https://www.nyphilkids.org/>

Classics for Kids: <https://www.classicsforkids.com/>

Supplemental Websites for Art Exploration:

<https://www.easypeasyandfun.com/cat-and-dog-agamograph-template/>

<https://www.tate.org.uk/kids>

<https://www.moma.org/interactives/destination/#>

<http://toytheater.com/category/art/>

<https://www.youtube.com/artforkidshub>

<https://www.thehomeschoolmom.com/simple-art-activities-for-your-homeschool/>

Supplemental websites for Movement:

Yoga for kids: <https://www.cosmickids.com>

Mrs. Godfrey's Website: <https://sites.google.com/maranacook.com/mrs-godfreys-phys-ed/home>

Mrs. Martin's Website: <https://sites.google.com/maranacook.com/ms-martin/home>

Supplemental websites/articles for Guidance:

<https://childmind.org/article/how-to-help-your-kids-handle-disappointment/>

<https://wideopenschool.org/programs/family/prek-5/daily-schedule/>

Other Online resources:

- <https://www.sesamestreet.org/caring> *(be sure to scroll down to Elmo's brief handwashing video)*
- Eric-carle.com
- Prekinders.com
- Pbskids.com
- Kids.nationalgeographic.com check out activities under Family or other headings of interest!