DISTANCE LEARNING PLAN
PRE-KINDERGARTEN 4 APRIL 1-24, 2020

Learn today. Lead tomorrow.
701 Howard Road S.E, Washington, DC 20020
Dear Parents/Guardians:

Cedar Tree Academy hopes that you are safe and taking all the necessary precautions during this time. We have created a new academic packet for each PreK – 4 Scholar that provides enough work to cover the extended time that we are out. Please assist your child(ren) with the completion of these assignments. These packets should not be completed in one sitting. Students are expected to complete their distance learning assignments and turn them in to their teacher upon return. Teachers should check in with students/parents each week.

It will be helpful to set up a schedule and routine for the day, when you’re learning from home. We’ve included a sample schedule that we hope will help. You can adapt it to fit your household. There are some suggested times for each subject. Mix in some play, rest, reading, and other things you love to do. And of course, helping around the house is highly recommended too! 😊

DAILY ACTIVITIES

1. Question of the Day

Goal: Young children thrive in routine and consistency. 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. Please use the document on the back of this page to engage your child in a question-based conversation each day.
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.
2. Journal Writing

**Goal:** Young children thrive in routine and consistency. 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. Please use the document on the back of this page to engage your child in journal writing. Provide your child with some blank paper and writing tools and encourage them to write.

- Ask your child to draw a picture of something you have talked about. 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.”
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.
3. Read Alouds

**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 you spend at least 15 minutes every day reading aloud to your child. Remember, it is ok to read just for fun and to reread the same book.**

- **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, it may be helpful to 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: Another 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: (These can be used for Journal Writing)
• 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
4. CTA Literacy and Math Packets

**Goal:** There are several academic skills which require on-going practice and adult support. Some of them are: letter recognition, beginning sounds, rhyme, listening and answering questions about books that are being read to them, writing and recognizing their first and last name, counting, recognizing numbers up to 20, sorting objects, measuring objects, comparing more and less, and shape recognition basic skills in the areas of math, reading-readiness, social/emotional development, and practical skills.

- **Literacy:** Complete two (2) literacy sheets each day.
- **Math:** Complete two (2) numeracy sheets each day.

5. Electronic Learning

**Goal:** Below is a list of free resources, websites, tools, curricula and ideas for engaging PreK -3 thru Kindergarten. These sites can be used during the Electronic Learning Academic Time as well as during Music and Movement, Arts and Crafts, and Exercise.

**Art**
- **Art Hub** - Art lessons for kids, including how to draw for kids, even painting and origami for kids, can be searched by age (under 5, 5-8, 8 and over), includes weekly art challenge

**Physical Activities**
- **GoNoodle** - Movement and mindfulness videos
- **Cosmic Kids Yoga** - YouTube channel with yoga for kids

**Music**
- **The Learning Groove** - Printable coloring pages and videos for many songs as well. Movement songs, concepts, action songs, story tales, etc.

**Language Arts**
- **Starfall** - spelling, reading and math games, language arts and math worksheets
- **Story Pirates** - podcast featuring celebrities reading stories written by kids; also includes option to write and submit your own story
- **Teach Your Monster to Read** - for children in the first stages of learning to read, or for older children who need a bit more practice; uses games to teach reading,
- **Into the Book** - for kids who already read; teaches reading strategies for improved comprehension
**STEM**

- **The Science Guys** - YouTube channel, videos explain concepts and experiments using fun animations, includes experiments
- **Science Max** - YouTube series that explores common science experiments kids do at home and “turbocharges” them
- **National Geographic Kids** - videos and games related to animals, environment and exploration; click “family” link for articles and activity ideas, including “how to talk with your kids about coronavirus”
- **Switch Zoo** - learn about animals through online games/activities
- **Smithsonian Science & Nature** - look at artifacts in the collection

**Math**

- **MathGameTime** - online games

**General Learning Websites (math, science, reading, art…)**

- **Khan Academy** - practice and lessons cover math, grammar, science, history, and more. Students practice at their own pace, first filling in gaps in their understanding and then accelerating their learning.
- **Scholastic Learn at Home** - daily projects and activities to keep kids reading, thinking and growing
- **Fluency and Fitness** - paid videos and activities that incorporate movement, emphasis on reading and math
- **Seussville** - click “parents” link to find activities, crafts, and printables to engage your child in playful learning; also offers online games and videos
- **ABC YA** - 400 fun and educational games, activities are designed by parents and educators, Games are categorized by grade and subject
- **Fun Brain** - games that focus on math and reading
- **BrainPopJr.** (K-3)
- **BrainPop ELL** - English Language Learners
- **PBS Kids** - games, videos for kids; click parents link for activity tips and recommendations; also, can subscribe for daily newsletter with activities/tips while schools are closed
- **Highlights kids** - read, games, science experiments
- **Mystery Doug** - https://www.youtube.com/channel/UCPRCRM3JKm3sw55lB_427qg
  Short (~5min) videos that investigate and explore questions asked by real students.
- **PBS Learning Media** - Standards aligned videos, interactive lesson plans, and more for just about every subject.
General Activity Ideas
• Kanopy - Thoughtful content from public libraries
• Virtual Field Trips - Places like the Great Wall of China and Animal Cameras
• How Stuff Works - Answers for everything!
• Ted Talks for Kids - Various topics by and for kids
• Cincinnati Zoo Virtual Tour

You may contact your child’s teacher or the school if you have any questions.

Thank you for your continued support and patience as we navigate through these unchartered waters.

Missing Our Scholars,

The Teachers, Staff and Leadership of Cedar Tree Academy
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity 1</th>
<th>Activity 2</th>
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</thead>
<tbody>
<tr>
<td>Before 9am</td>
<td>Eat Breakfast, Get Dressed</td>
<td>Singing and/or dancing to age appropriate songs</td>
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<tr>
<td>9:00am-9:45am</td>
<td>MUSIC/MOVEMENT</td>
<td></td>
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<tr>
<td>9:45am-11:00am</td>
<td>ACADEMIC TIME <em>NO ELECTRONICS</em></td>
<td>15 minutes of Read Aloud (book of your choice) Question of the Day Journal Writing Complete 1 Math and 1 Literacy sheet of the Cedar Tree Packet</td>
</tr>
<tr>
<td>11:00am-12:00pm</td>
<td>ARTS &amp; CRAFTS</td>
<td>Legos, Drawing, Painting, Cooking, Baking, Puzzles</td>
</tr>
<tr>
<td>12:00pm—1:00pm</td>
<td>LUNCH</td>
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<tr>
<td>1:00pm-2:30pm</td>
<td>QUIET TIME</td>
<td>Independent Reading or Nap</td>
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<tr>
<td>2:30pm-4:00pm</td>
<td>ACADEMIC TIME</td>
<td><strong>Electronic Learning</strong></td>
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<tr>
<td>4:00pm-5:00pm</td>
<td>EXERCISE</td>
<td>*Educational IPAD/TABLET Games</td>
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<tr>
<td>5:00pm-6:00pm</td>
<td>DINNER</td>
<td>*Educational Computer Games</td>
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<tr>
<td>6:00pm-8:00pm</td>
<td>FREE TIME</td>
<td>*Educational Television/ YouTube Shows</td>
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<tr>
<td>8:00pm</td>
<td>BEDTIME</td>
<td>*Electronics</td>
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