



Introduction

This guide is meant to serve as a resource for staff and school leaders to use and reference as they plan for, and transition to, remote learning experiences for preschool students. As a reminder, further district guidance and best practices can be found at cps.edu/remoteteachingforeducators. The objective of this guide is to provide research and best practices for implementation of technology in the remote learning experience. Please note, this guide is not meant to be an exhaustive list of how remote learning may be implemented, but instead intended to provide a starting point for planning and implementation.

Technology in Early Childhood:

Leading organizations in early childhood education have recognized the potential for technology to be used effectively in early childhood classrooms when it is incorporated **intentionally** to support development and academic success. Using technology in intentional ways means that the staff members are selecting *when* to use technology and *how* they incorporate technology into their classrooms, or remote learning, purposefully. That may mean that staff are selecting to use technology when it enhances or expands the learning experience by providing images, video, or audio that are not available without the technology or it may mean that the staff is encouraging students to use technology to enhance their practice or engagement with a particular concept, for example. **Please remember that it's important for students and adults to use technology together for a maximum of 15 minutes.** To learn more about the position of The National Association for the Education of Young Children (NAEYC) as well as The Fred Rogers Center for Early Learning and Digital Media, please click [here](#).

Remote Learning in Early Childhood:

Teachers may use this guide as they plan for remote learning opportunities for Pre-K students. In addition to this guidance, please reference the Creative Curriculum Foundations and Teaching Strategies Platform for planning Developmentally Appropriate Instruction.

- Remote learning is not necessarily e-learning for Pre-K and not all plans should not be contingent on digital access.
- Teacher developed resources should be pulled from CPS approved curriculum and digital resources, including Creative Curriculum.
- Teacher lesson plans to contain a balance of adult-led and student practice.
- Student practice activities should not be assessed. Any assessment opportunities by the teacher should be authentic and utilized for future planning and any feedback to students should be strengths-based.
- MyTeachingStrategies Platform has an option for direct communication with families. As schools are developing their plans, teachers and school leaders should collaborate to decide



the best way to communicate with students and families.

Remote Learning Schedule for Early Childhood:

For further district guidance on remote learning, please visit cps.edu/remotelearningforeducators.

| Time (stamina to be built over time) | Purpose |
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| Reading (20 Minutes) | Create love of literature, storytelling, and develop literacy skills and concepts. Independent Reading time gives children the opportunity to select either new or familiar books. |
| Projects (15 Minutes) | Use hands-on and interactive projects to support children's learning. New concepts and skills may be introduced at this time, projects may follow a study and extend over days. |
| Skill Practice (15 Minutes) | Interactive games, or mini-lessons to guide children to support children's learning. New vocabulary, math or literacy concepts, and isolated skills may be introduced, supported or extended at this time. |
| Enrichment (10 Minutes) | A time to offer children a deeper and more hands-on approach to a specific skill or activity that appeals to their unique interests. |



Remote Learning Resources and Best Practices for Early Childhood:

| Reading (20 Minutes) | | |
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| Resources for Reading with Preschool Students* | Teacher or Adult Directed Hands-On Resources <ul style="list-style-type: none"> Have a target skill for a read aloud that is not contingent on a specific text (ex: setting, characters, retelling) and model for students how to have a skill across different books Teachers to encourage adults to label the house with common words (ex. door, chair, table) Have weekly vocabulary that can be written or a printed image put on the refrigerator, etc. (ex. student name displayed, a character from the planned read aloud, cover of a book) | Independent Practice Hand-On Resources <ul style="list-style-type: none"> Student create and read their books targeting a skill (ex. plot, sequence: beginning, middle, and end) Text that can be read around the house (ex. cereal boxes, mail, newspaper/magazine) Students have a printout of a page from a book to practice reading the pictures and the words Students can practice the skill from the teacher read aloud with any books/texts they have available |
| | Teacher or Adult Directed Digital Resources <p>Plan for remote learning so students are benefitting from a read aloud with digital text or technology-enhanced reading options:</p> <ul style="list-style-type: none"> Creative Curriculum Foundation Volume 3 / Literacy and e-books CPS District: Digital Curricular Resources Safari Montage standards-aligned content Pre-K to 2nd Grade Digital Planning Resources CPS Library: Databases and e-books | Independent Practice Digital Resources <ul style="list-style-type: none"> Opportunities for students to use technology for their reading practice (ex. record themselves reading a book with a device - mobile phone or tablet, etc.) Opportunities to listen to an e-book Opportunities for students to use technology for retelling a story (ex. record themselves talking about a book they read) |
| <p>(*teacher developed resources should be pulled from CPS approved curriculum and digital resources.)</p> | | |
| Best Practices* | <ul style="list-style-type: none"> Teacher-led read alouds/weekly plans should feature multiple reads of the same book Teacher to find a reading of an e-book the students can access at home Read for enjoyment Children may share books/text and discuss as they read | <ul style="list-style-type: none"> Highlight a skill and teach to a skill (try to not be dependent on a specific book, since each student will have different access to texts) Student independently reading with a book every day. <i>Independent</i> is when the student is leading the reading and includes student reading with a buddy (ex. stuffed animal, trusted pet, caregiver/family member) |



| Projects (15 Minutes) | | |
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| <p>Resources for Projects with Preschool Students*</p> <p>(*teacher developed resources should be pulled from CPS approved curriculum and digital resources.)</p> | <p>Teacher or Adult Directed Hands-On Resources</p> <ul style="list-style-type: none"> Consider ways to bring the Creative Curriculum study to your students' homes (ex. Learning Games® & Development & Learning activities). Help to build "centers" in the home for learning opportunities that support Creative Curriculum Foundation Volume 2 / Interest Areas (ex. dramatic play, writing center, library, technology center, arts center, math center w/counters, etc). Teacher engages parents with resources to work with their students to extend learning during household routines (ex. student helping to sort laundry). | <p>Independent Practice Hand-On Resources</p> <ul style="list-style-type: none"> How to extend the learning of the Creative Curriculum study with objects found in the home (ex: if doing the clothing study, have students make a washer/dryer out of cardboard boxes. How to have specific skills that are being taught with the theme of Creative Curriculum (ex: classification skill: if doing the clothing study, have students make matching pairs of shoes). |
| | <p>Teacher or Adult Directed Digital Resources</p> <ul style="list-style-type: none"> Studies are a gateway to build background knowledge for students and to extend their experiences beyond the classroom: Use sites like Safari Montage to connect students to virtual experiences. Studies are extended to nonfiction information and researched on a CPS Database such as Pebble Go. | <p>Independent Practice Digital Resources</p> <ul style="list-style-type: none"> How can students extend the content from digital resources with items commonly found in the home, ex: draw a picture of their favorite animal (pet), engage in pretend play around baking an apple pie. Students have access to e-books about a theme of a study Students can document their learning with a camera or video APP. |
| | <p>Best Practices</p> <ul style="list-style-type: none"> Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios. Focus on a topic children can investigate first-hand over the course of a few days or weeks. Incorporate different content areas, EG. math, literacy, science, and social studies that are culturally relevant. Students should practice project-based learning up to 15 minutes a day. Consider multiple ways students can access, engage with, and demonstrate learning. | <ul style="list-style-type: none"> Teachers should build learning around student strengths. Be flexible and allow the flow of the activities to be based on student interest. Expectations for Independent activities should be collaboratively developed among adults and children. |



Skill Practice (15 Minutes)

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| <p>Resources for Skill Practice with Preschool Students*</p> <p>(*teacher developed resources should be pulled from CPS approved curriculum and digital resources.)</p> | <p>Teacher or Adult Directed Hands-On Resources</p> <ul style="list-style-type: none"> Plan skills around all 8 <i>domains</i>: social-emotional, physical, language arts, math, science, social studies, art and language acquisition. The Intentional Teaching Cards are a great place to begin the planning as you can differentiate based on your student needs. Skills can be for the week across content areas, for example, a walk around the neighborhood. (Student hops every few houses, observes what they see as they walk, collects twigs or rocks, learns one or two new vocabulary words, and, once home they draw a picture). | <p>Independent Practice Hand-On Resources</p> <ul style="list-style-type: none"> Students can target skills on their own, by drawing, writing or acting out their response or in any creative way. Students can identify items in the home that begin with, for example, the letter B and draw pictures of the items found. Students can count a collection of items, sort the items, graph the items, and talk about which has fewer or more. Students can look out the window or take a short walk and talk about/draw what they see. |
| | <p>Teacher or Adult Directed Digital Resources</p> <p>Encourage and plan for students to practice skills via remote learning opportunities. Some suggested platforms are:</p> <ul style="list-style-type: none"> ABCya ABCmouse Scholastic Learn at Home <p>Students can practice skills with interactive online games, drawing on a device, recording themselves and in many other ways.</p> | <p>Independent Practice Digital Resources</p> <ul style="list-style-type: none"> Once students have opportunities to explore with an adult via remote learning platforms encourage student to try on their own. Students can practice skills on an available device such as a laptop, tablet, phone, or computer to further expand a skill by, for example, drawing a picture, recording themselves explaining or answering a question, playing an online game that targets the skills for the week or watch videos to enhance the skill. |
| | <p>Best Practices*</p> <ul style="list-style-type: none"> Students should spend 15 minutes a day on a skill activity. Students will build stamina over time. Remember as you plan, students get a deeper understanding of a concept/skill when they can make connections across several content areas. For example, if students make a birds nest, they use math and science to measure and combine materials, language to describe their ideas and decide how to solve the problem, and reading (with an adult's help) to find out what kind of nests birds like. | <ul style="list-style-type: none"> Makes sure materials are ready for student to work independently. When a student is ready to work independently, make sure it is a familiar activity that is now transitioning into independent practice. Provide students with 1-2 choices based on their interests and needs. If a student needs to work on a specific skill, extend the independent work beyond a day. Keep in mind independent practice should be based on students Teaching Strategies Gold level in order for independent practice to be |



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| Enrichment (10 Minutes) | | |
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| <p>Resources for Enrichment Practice with Preschool Students*</p> <p>(*teacher developed resources should be pulled from CPS approved curriculum and digital resources.)</p> | Teacher or Adult Directed Hands-On Resources | Independent Practice Hand-On Resources |
| | <ul style="list-style-type: none"> Consider ways to extend and Early Childhood environment and the Creative Curriculum studies into your students' homes. Teacher creates a choice board or menu of options with hands-on resources for extending the learning through everyday materials in the house. | <ul style="list-style-type: none"> Students can dictate and illustrate stories. Students have opportunities for free exploration of materials. Students can engage in an activity and then draw a picture showing what was learned. Students can go on an indoor or outdoor scavenger hunt looking for certain items (ex: items that begin with a C or groups of 5 objects). |
| | Teacher or Adult Directed Digital Resources | Independent Practice Digital Resources |
| | <p>Encourage and plan for students to engage more deeply in skills via remote learning opportunities. Some suggested platforms are:</p> <ul style="list-style-type: none"> Safari Montage CPS Virtual Library PBS Learning Media | <ul style="list-style-type: none"> Curated from teacher digital resources, students have opportunities to use technology to extend their learning or dive deeper into a concept or skill (ex: create a book, digital notebook or taking photos from a scavenger hunt). Teacher provides a curated menu of options for students to watch videos and respond to show what was learned (ex: resources/videos from various museums). |
| Best Practices* | <ul style="list-style-type: none"> Pre-K teacher should think about "enrichment" in the same way they think about planning for centers: aligned with the study and allow for students to practice new and existing skills. Look at Creative Curriculum and Studies guidance and modify the center ideas for a more home-based approach while providing at least 3 ideas per week). Students should spend at 10 minutes a day on an enrichment activity depending on their interest level (students will be stamina over time) | <ul style="list-style-type: none"> Provide students with activities that offer a deeper and more hand-on approach to a specific skills or activity that they can practice without the support of an adult (ex. playing dress-up or other dramatic play) Provide students with a choice of activities based on their interests and they may extend beyond a suggested time limit and move through a self-selected rotation (ex. free writing to a blocks/lego activity) |