



2020-2021

# Full Distance Model:

No in-person instruction is provided which minimizes COVID-19 exposure; especially for more vulnerable populations.

## Tips for Success

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**Communication:** Communication with families is essential, but it is important to not overwhelm parents with information. Survey families to find out personal preferences. Pick one or two ways to provide communication with your families based on feedback. You might send a weekly newsletter via email and also offer a classroom webpage. Conducting weekly phone calls is an effective way to communicate while building relationships with individual families.

**Flexibility and Time:** Four-year-old children do not have a long attention span and screen-time should be limited to no more than one hour per day in large group instruction and no more than thirty additional minutes for small and individual instruction. Try to keep your virtual learning sessions short and be flexible with planned activities. Pay attention for cues of students becoming disengaged.

**Options:** Offer activities that families may complete at home using materials around the house or with materials you have provided in take home learning packets.

**Schedule:** Develop a weekly schedule highlighting the activities and times for each day along with the materials needed. Implementing a weekly schedule will support establishing a regular routine for students.

**Teaching Environment:** When setting up a virtual learning environment at home, consider identifying a specific area that provides a good source of natural light and ensure the area is clean, neat, and orderly. Uploading a photo of your classroom to use as your virtual background will give children a peek at what their classroom will look like when meeting in a traditional setting.

**Preparation:** Have all the materials you will need for your virtual lesson ready when you begin your meeting so that the students are not waiting, and the lesson will flow more smoothly. Also, consider hosting a meeting with your friends or co-workers to practice before your first live session with students.

**Engagement:** Plan activities that will be interactive for the students and include various levels of engagement. Ask open-ended questions and engage in conversations with the students. Strive to provide positive reinforcement just as you would in a traditional classroom setting. Follow student interests when planning activities.

**Journaling:** Have parents document activities at home in a journal. They may share student strengths and challenges while also offering photos of the activity. These photos and accomplishments may be shared during virtual meetings by the student or teacher.

### Large Group:

- Morning meeting is a great way for students to see each other and have time to chat which helps build relationships and a sense of community.
- Provide music with movement opportunities.
- Include a morning message and do other activities such as checking the weather, reading a story, etc.
- Make it interactive. Use fingerplays, action songs, virtual show and share, etc.
- Consider having an afternoon closing session to allow kids to share their favorite thing they did during the day.

### Small Groups:

- Group children together based on need, interest, and ability level.
- Plan activities for each group based on needs.
- Remember to make it fun and give students a chance to share.
- Use this time to collect assessment data.

### Individualized Support

- Plan weekly one-on-one calls with students and families.
- Remember to collect assessment data.
- Have individual conversations and targeted support with individual students as needed.

### At-Home Activities

- Provide weekly activity schedules with things to do daily.
- Use materials that are typically available in homes or that you have provided in take home learning packets.
- Provide step-by-step easy to follow directions.
- Keep activities simple and with easy clean-up.



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### Resources for Support

**Pre-K Virtual Lesson Example:** <https://consciousdiscipline.com/e-learning/webinars/pre-k-virtual-lesson-example/>

**What I've Learned about Teaching Preschool Virtually:** <https://www.weareteachers.com/virtual-learning-for-preschool-students/>

**Tips for Distance Learning:** <https://gpb.pbslearningmedia.org/resource/tips-for-distance-learning-with-pbs-learningmedia/virtual-professional-learning-series-video-gallery/>

**7 Tips for Managing Distance Learning in Preschool:** <https://www.edutopia.org/article/7-tips-managing-distance-learning-preschool>

**How to Teach Distance Learning Preschool:**  
<https://www.notimeforflashcards.com/2020/05/distance-learning-preschool.html>

**The Importance of Play During Distance Learning:**  
<https://www.edutopia.org/article/emphasizing-importance-play-during-distance-learning>

**10 Things Every Parent Should Know about Play:** <https://www.naeyc.org/our-work/families/10-things-every-parent-play>

**Prop Boxes as Mini Learning Centers at Home:** <https://www.naeyc.org/our-work/families/10-prop-box-ideas-mini-learning-centers-home>

**At Home Morning Meetings:** <https://consciousdiscipline.s3.amazonaws.com/Free-Resources/Printable-Posters-Tools-Activities/FREE-Printable-At-Home-Morning-Meetings.pdf>

**Storybooks Brought to Life:** <https://www.vooks.com/>

**Georgia Public Broadcasting Georgia Field Trips:**  
<https://gpb.pbslearningmedia.org/collection/virtual-field-trips/#.XyMGmDios2w>

**We are Teachers: Best Virtual Field Trips:** <https://www.weareteachers.com/best-virtual-field-trips/>

**Google Arts and Culture:** <https://artsandculture.google.com/partner?hl=en>

**San Diego Zoo Webcams:** <https://zoo.sandiegozoo.org/live-cams>

**Monterey Bay Aquarium Webcams:** <https://www.montereybayaquarium.org/animals/live-cams>

**Georgia's Pre-K at Home:** <http://www.dec.ga.gov/PreK/WelcomeToGAPreKAtHome.aspx>

**Planning Educational Activities for Children (PEACH):** <http://peach.dec.ga.gov/app/>

Resources for Support

