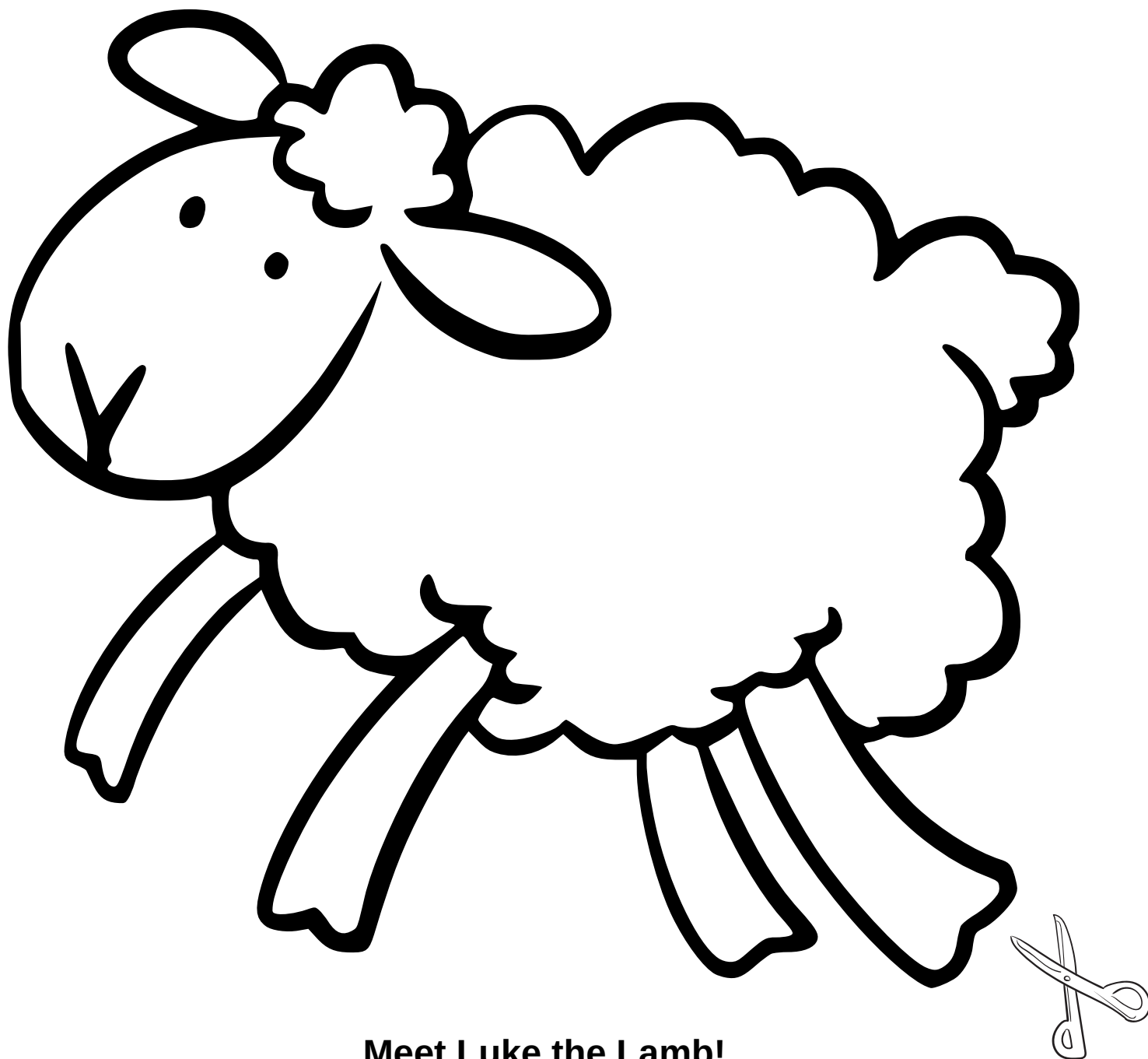




## **SLDS QUARANTINE LESSON PLANS 2 YEAR OLDS**





### **Meet Luke the Lamb!**

Decorate Luke the Lamb, make him into a stick puppet, or find a Luke the Lamb look alike in your home!

Take Luke on your adventures and share photos with your classmates on your class Shutterfly site or Instagram at [#sldsquarantinetime](https://www.instagram.com/sldsquarantinetime).

## **SLDS Class Quarantine Lesson Plan Overview**

During the novel coronavirus outbreak, we anticipate that a class might be exposed to an individual with a lab-confirmed positive case of COVID-19. In this case, the class will quarantine for 14 days from the time of exposure. At SLDS, we want to provide guidance to parents who may find their child's class in this situation. We learned so much by providing our Playing and Learning Separately (PALS) program from March to May 2020 during Houston's COVID-19 lock down and have used that experience to inform our steps should we have to close any classroom during the 2020-2021 School Year.

Our goal is to provide a simple and meaningful guide for playing and learning with your child while on quarantine. We were inspired by one of our most admired early childhood education professional development speakers, Lisa Murphy, M.ed. In her article The Importance of Early Experiences: How Playing IS School Readiness, Ms. Murphy shares seven things we must do with young children every day to insure their strong foundation for Kindergarten, future elementary school academics, and a love of life-long learning. Our guide for you during these two weeks is based on those seven activities: Create, Move, Sing, Discuss, Observe, Read, and Play.

First, to engage your child in a way that may be shared with classmates, we have included a template of our school mascot, Luke the Lamb. We suggest using this template to make a stick puppet of Luke that accompanies your child on your daily adventures during quarantine. You may want to snap photos of your child and Luke to post on your class Shutterfly site or use the hashtag #sldsquarantinetime on your Instagram feed or Insta story for classmates and teachers to see.

In this Quarantine Lesson Plan packet each of the seven categories are explained and followed by four sample activities to get you started at home. If all seven categories a day simply cannot fit in your schedule, try picking and choosing a suggested activity or two each day from any category (or create an activity of your own) as a continuation of your child's school curriculum during this brief hiatus from playing and learning at SLDS.

As ever during these pandemic days we are "in it together." Please let us know if you have questions or need further assistance during your child's class quarantine break.

Best Regards,

Debbie Weymouth, Director  
Pam Jones, Infant/Toddler/Twos Program Coordinator  
Jan Faruolo Toddler/Twos Team Leader

*“Learning to think creatively in one discipline opens the door to understanding creative thinking in all disciplines. Educating this universal imagination is the key to producing lifelong learners.”*

*-Robert and Michele Root-Bernstein*

# CREATE

**Offer opportunities to explore with materials with no anticipation of a specific outcome.** Early educators refer to this as respecting “process over product.” Creativity comes out in many different ways... dress ups, blocks, woodworking, story acting... and yes, in art! Encouraging experimentation with materials allows children to develop intrinsic motivation to create, expand, and explore materials in ways we may not anticipate. You might offer the possibilities of painting with items other than brushes (golf balls or marbles in a box lid, bath puffs, sponges, toy cars, Legos, flyswatters) Another favorite, making a fort of sheets and blankets. Delight in your child’s creations! They just may surprise you with their creative abilities!

## Recycle Building

Materials: Cardboard boxes of varying sizes, clean recyclable containers

There are so many things that would be great for this activity - boxes, cartons, rolls, etc. Gather the items and place together in an open area. Let your child explore and create with materials different from building blocks! His creativity will amaze you!

## Paper Collages

Materials: Magazines, junk mail, wrapping paper, glue and material to glue onto paper, poster board, or cardboard

Collect an array of paper materials for your child to look through and pick out what they want to include in their art. They can cut or tear the papers into smaller pieces and glue onto the paper. Their artwork may be representational or abstract. Appreciate their creativity, and be ready as they may want to start collecting items for their next masterpiece!.

## Sidewalk Chalk Painting

Materials: Chalk, small cup, water, paintbrush, rag or sponge to dampen chalk

Let your child draw designs on the sidewalk or driveway. After the creation is complete, give her the small container of water and the brush/rag/sponge to dampen the artwork. Talk about the change in the colors. Another version of this activity is to wet the pavement first, then draw on the wet pavement with the chalk. The results are very similar – a unique art creation!

## Let's Make Playdough!

Materials: Playdough ingredients (see recipe below)

Let your child do the mixing and you will complete with the cooking. Your child can mix the dry ingredients and then mix the wet ingredients. Let him decide what color the playdough should be. Or if it should be scented.

Recipe:

1 cup flour    ½ cup salt    1 cup water    1Tbsp oil    2 Tbsp cream of tartar    food coloring  
1 pkg of flavored gelatin or vanilla extract (for scented playdough)    wax paper

Add food coloring to water before mixing. Mix together ingredients. Cook over medium heat until it forms a ball. Cool on wax paper before kneading.

*“Gotta keep moving to keep moving my mind”*

*-Dr. Bill Michaelis*

# MOVE

**Humans are designed to be in motion.** Children grow from the neck down and from the trunk out. This means the large, gross-motor muscles of arms and legs need to be developed and strengthened before the fine-motor muscles of hands and fingers. Large motor activities such as climbing, jumping, running, and spinning come before small motor activities like holding pens and pencils, tying shoes and zipping zippers. Using children's natural desire to move, move, move while incorporating cognitive, language/literacy and social/emotional development is a win-win.

## Kickball in the Backyard

Materials: Kicking ball

Designate a spot to stand (home base) to kick the ball. Designate an area that once the ball is kicked your child will run to and then run back to home base. Let your child kick and run as he strengthens his gross motor skills!

## Galloping Around the House!

Materials: None

Show your child the gallop movements. Have your child put one leg in front, then bring up the back leg to close the gap. The same leg will always be in front. Practice galloping. Once he feels comfortable with the movements he can gallop faster

## Animal Guessing Game

Materials: None

This is a great activity for indoors or outside. Have your child stand 10-15 feet away from you. Describe an animal and have them guess the animal. Once they have guessed, have them walk, crawl, jump, or move like that animal. Hint: jumping is a great energy reducer!!

## Little Green Frog

Materials: None

The children never tire of jumping to this simple song. A variation is to sing the song faster so they jump fast or sing slow to jump slower.

The Little Green Frog

Jump, jump went the little green frog one day

Jump, jump went the little green frog

Jump, jump went the little green frog one day

And he jumped, and he jumped

And he jumped, jumped, jumped!

*“Songs are hooks to hang a memory on.”*

*-Bev Bos*

# SING

**Musical intelligence is the first intelligence we acquire and the last one we lose.** Musical literacy begins while still in utero as the baby is exposed to the boom-boom-boom of the mother's heartbeat. Singing songs and lullabies lay the groundwork for listening skills and language development. Can't sing? Doesn't matter, children don't mind what you sound like – they just love hearing your voice. Children love to play with sound: banging on drums, pots, pans, wooden spoons, shaking tambourines.



## Rocket Blast-Off!

The motions to this finger play is simply placing your hands as a rocket ship (like praying hands). Then after the countdown your rocket ship blasts off!

Rocket Blast-Off!  
Zoom, zoom, zoom  
We're going to the moon  
If you'd like to take a trip  
Come aboard my rocket ship  
Zoom, zoom, zoom  
We're going to the moon  
Get ready! 1, 2, 3 Blast Off!

## Two Little Blackbirds

This classic finger play is a favorite! Here are the words and finger motions:

Two little blackbirds (hold up both pointer fingers)  
Sitting on a hill  
One named Jack (move one pointer finger forward--Jack)  
One named Jill (move other pointer finger forward--Jill)  
Fly away, Jack (move Jack behind your back)  
Fly away, Jill (move Jill behind your back)  
Come back Jack (bring Jack back to the front)  
Come back, Jill (bring Jill back to the front)

## Speckled Frogs

This finger play reinforces the numbers 1,2 & 3 in a fun way. The motions use your fingers and an arm! Your arm is the log and fingers are the frogs.

Three green and speckled frogs (hold up 3 fingers)  
Sat on a speckled log (bring arm around to 3 fingers – the fingers rest on your arm)  
Eating some most delicious bugs  
One jumped into the pool (make a diving motion with one finger)  
Where it was nice and cool  
Now there are two green speckled frogs (two fingers on the log)  
Repeat for two and then one – final sentence:  
Now there are no green speckled frogs!

## The Turtle

Sing this song in any tune and enjoy the rhyming words:

### The Turtle

I have a little turtle  
He lives in a box  
He swims in the puddles  
And he climbs on the rocks  
He snapped at a mosquito  
He snapped at a flea  
He snapped at a minnow  
And he snapped at me  
He caught the mosquito  
He caught the flea  
He caught the minnow  
But he did not catch me!

*“If you want to have intelligent conversations with children, give your own assumptions a rest, put on YOUR listening ears and hear what the child is really saying.”*

*-Jane Healy*

# DISCUSS

**To learn language, children need to talk.** Through talking and listening, they learn how to organize their thoughts, communicate, problem solve and develop social skills. Children ask questions, tell elaborate stories and ramble on incessantly! Talking is essential to language development and thinking. When children have the opportunity to talk things through and verbally process new ideas, their thoughts become anchored in understanding. Encouraging and facilitating discussions helps children to understand the world around them. Use descriptive language. Instead of saying “look at the butterfly” say “there is a beautiful orange butterfly hovering over the purple flowers next to the house.” Ask open-ended questions that promote thought and discussion.

## My Feelings

Materials: Mirror, optional

Sit with your child and name feelings – happy, sad, mad/angry. Ask your child to show you his happy face. Discuss what things make him happy. Then you make a happy face and discuss what makes you happy. Use the mirror if he wants to see his happy face. Repeat with sad and mad/angry faces. End the activity with asking him how he feels today!

## Jack & Jill and Friends

Materials: Book of nursery rhymes

Nursery rhymes are an important part of literacy development. Sometimes words in rhymes are not used in our daily vocabulary. Sit with your child and a nursery rhyme book and read, explain, and discuss the obscure rhyme words. Examples include – Jack & Jill-fetch, broke his crown; Little Miss Muffet - tuffet, curds & whey; Humpty Dumpty- what is Humpty Dumpty, King's horses/King's men. Enjoy the flow and cadence of reading nursery rhymes together!

## Animal Knowledge

Materials: Toy animals, book with animal pictures

Lay the toy animals in front of your child or sit together to look at animal pictures. Discuss each animal and use open-ended questions to further the discussion.

Does this animal have fur? What color? Where does the animal live? What sound does the animal make? Does this animal play in the water, sand or dirt? Could this animal be a pet?

## I Can Wash My Hands!

Materials: Soap, water, towel and a sink

Hand-washing is considered a basic skill for adults. For children, there is a lot to learn and role modeling, practicing, and discussing the steps are important. First have a discussion about germs (not too technical!) and how important it is for everyone to wash their hands. After the discussion have a practice session. Discuss the steps & new vocabulary words (underlined):\*\*Add soap before wetting hands and rub soap over hands\*\*Turn on the water and rub hands back & forth using pressure\*\*Rinse off the soap until there are no bubbles\*\*For drying, show him how to leave the towel open, not wadded, to dry\*\*Demonstrate how to dry one hand and then switch to the other\*\*Remember if your hands/arms are shiny, they are still wet.Give a High-Five when finished!

*"Children marvel at things, adults find ordinary, messy, or even boring. From a child's point of view, there are so many things to look at, hold, rub, taste, and smell."*

*-Deb Curtis*

# OBSERVE

**Allow time for wonder!** Young children are eager to explore the world around them. Encourage your child to use ALL five senses - listening, smelling, tasting, touching, and noticing what is seen. The more senses that are involved simultaneously, the more the brain is engaged in creating deeper pathways of understanding. Remember to include simple questions to expand your child's knowledge of what is being observed: How does that feel? Were there any surprises when you picked that up? What do you smell? What does that smell remind you of? What do you hear? Where have we heard that sound before? How does that taste? Tell me about what you see. What color is it? What shape? Be sure to let your child be the one to make discoveries as you delight in the wonder and awe of those careful observations!

## Color and Shape Hunt

Materials: Paper, two crayons

Using the crayons draw a circle and a square on the paper. Walk around the house to look for these two shapes and two colors. Use the paper drawing for a refresher. Look in all the rooms and at toys for shapes and colors. Once your child has identified a shape or color ask him to name the item and what it is used for.

## Family Photo Observations

Materials: Framed or loose photographs

Walk around the house with your child to find photos. If you do not have framed photos, look at loose family photographs. As you observe the photos, ask open-ended questions. Who is in the photo? Where was the photo taken? What clothes are the people wearing? What are the people doing? Name objects in the photographs.

## Nature Walk

Materials: None

While you and your child are outside walking, observe and talk about God's special world he has made for us. Examine leaves - big, small, colorful; look at tall and short trees and observe the bark, stop and observe a squirrel scampering around - what is the squirrel up to? Do you hear a bird singing – can you see the bird? Enjoy the great outdoors together!

## I Made It!

Materials: Playdough that you and your child made earlier

Once you have made the playdough (an activity under Create), sit together and play with the dough. Ask your child what he observed and remembers when you were making the playdough. You may need to prompt him with the ingredients, and the stirring, cooking and cooling stages. Now what does he see? How does the playdough feel and smell? What are his observations from both activities?

*“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales”*

*-Albert Einstein*

# READ

**Make time to read everyday.** Lap time, cuddle time, story time, snack time, outdoor time, bedtime, lunchtime, anytime. Choose age appropriate books and be sure to read the book before you read it with your child. Choose books that are relevant and meaningful to your child.

Reading the same book over and over and over again, may be boring for you, but builds language development and memorization.

## Take it Outside!

Materials: Blanket and favorite books

Take the blanket outside along with your child's favorite books. Get cozy, read a book and enjoy the shade of a tree or feel the warm sunshine.

## Book Illustrations

Materials: Favorite book

Together read the book straight through, then go back to the beginning and look at the illustrations. Use the illustrations to name objects, talk about colors, and to count objects.

## Reading with Luke the Lamb

Materials: Luke the Lamb or stuffed animal and books

Sit with your child and Luke the Lamb to read books together. Know that your child may want to "circle up" his stuffed animals for circle time!

## Reading Shake Up

Materials: Favorite books

Usually story time is at bed time. Shake it up! Out of the blue announce that it is story time (at a different time of day). Ask your child to pick some books and to pick a spot to read together – on the couch, in his room, on the front porch. Shake it up a little and enjoy the element of surprise!

*“Play is often talked about as if it were relief from serious learning. But for children play is serious learning. Play is really the work of childhood.”*

*-Fred Rogers*

# PLAY

**At SLDS playing is learning and learning is playing!** Play to an adult is often to engage in a fun activity that has a tangible end-product or result; such as, baking a cake, joining in an organized sport, participating in a fun-run or walk, completing a thousand-piece puzzle, planning a vacation. To a child play is endless discovery and skill building! Child's play often has no observable focus or set goals, and no required end-result. Exploring, tinkering, building, pretending, creating, joining in with others... the social, emotional, physical, intellectual, and spiritual skills acquired through open-ended play are important and innumerable at each age and stage of development. We must never underestimate the value of giving young children time, space, and encouragement to learn through play!



## Bowling Challenge

Materials: Ball, items to knock off—water bottles, boxes or paper towel rolls

This activity can be done inside or out. Set up the bottles and determine where your child should stand to roll the ball. Once he rolls the ball, count the number of bottles knocked over. Take the challenge and try again to beat the previous count!

## Grocery Store

Materials: Grocery items - empty containers/boxes or lightweight pantry items, a box/basket to carry items, a bag for sacking, pretend money, paper scrap for receipt or real receipt

Set up the grocery using a small table, side of your child's bed, or another surface where above items are accessible to the shopper. You and your child can be a shopper and a checker/sacker. This open-ended dramatic play activity will offer vocabulary building and great conversation about going to the grocery store!

## Water Fun

Materials: Small tub, squeeze bottle, sponge/small washcloth, small toys or household items, drying towel

There are endless fun activities involving water and simple items you have around your home. Set up the tub and water inside or out, drying towels nearby.

Water fun ideas:

Toy car wash, Small plastic containers with a funnel, Doll baby washing, Aluminum foil balls, Ice cubes, and/or Cups for pouring

## Let's Go Camping – Inside or Out

Materials: Blanket, large box, table or kitchen chairs, flashlight (2), red/orange paper for "fire", favorite books and stuffed animals and/or dolls

If your child has a notion about camping, ask them how they would like to set up camp. You may have to offer ideas to begin a camping conversation. Here are a few suggestions:

- a type of enclosed area (blanket over table or chairs, large box)
- Gather items for the "fire"
- arrange papers & use a flashlight to light the "fire"
- Bring items into the tent to join in the campout
- stuffed animals, dolls
- Add books to read around the campfire
- Use a flashlight in the tent to read books, too

**KEEP PLAYING AND  
LEARNING TOGETHER  
UNTIL WE MEET AGAIN  
AT ST. LUKE'S DAY  
SCHOOL!**