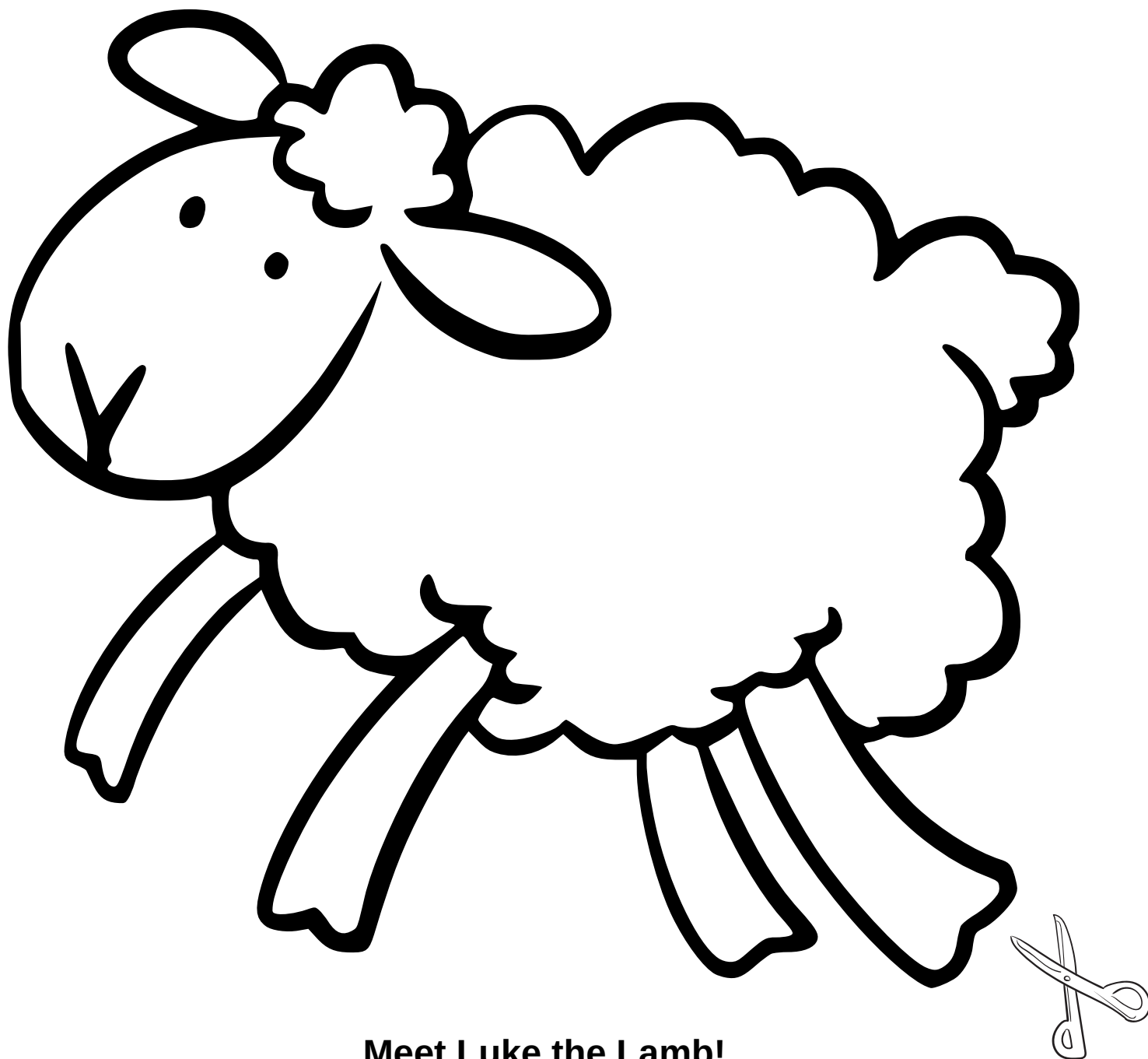




## **SLDS QUARANTINE LESSON PLANS 3 YEAR OLDS**





### **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  
Nicole Smith, Threes, PreK/TK Program Coordinator  
Bianca Davis, Threes 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!

## Play Dough Faces

Materials: Play dough; various loose parts

Have your child look at his face in a mirror. Identify/name the parts of his face, like eyes, lips, hair, eyebrows, and ears. Next, using playdough and loose parts show him items to use to create a face. Accept and enjoy his creation!

## Paper Collages

Materials: All Kinds of Scrap Paper, Scissors, Glue

Sit with your child as he cuts or tears scrap paper and uses the scrap paper to make a collage. This may be abstract or representational, whichever he chooses. Ask him to tell you about his creation.

## Outdoor Observational Art

Materials: Writing utensils, paper, a hard service like a clipboard to draw on.

Take a walk to discover God's creations in nature as you look for something to draw. What do you think we will see or find when we go outside? What is something you are excited to draw? Once your child has decided what to draw, encourage her to look closely and draw exactly what she sees. Keep taking "one more look" to add more and more details to the drawing.

## My House

Materials: Blocks (Wooden, Cardboard, Duplo/Legos, Magna Tiles – whatever you have at home)

To begin, take a walk around your house with your child noticing and talking about what you see. As you sit down together with the blocks, ask creative problem-solving questions while your child builds. How many rooms are you going to include? Where will you put your front door/back door? How is the family going to see outside? What is in our back yard? Where do the cars go? If possible, leave the house in place and keep adding details each day.

*“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.

## Sidewalk Hopscotch

Materials: Outdoor Chalk

Draw a grid on the ground with chalk. Add numbers 1-10. Use a rock to mark the numbers and hop to the numbers. Continue until your child has hopped through all numbers.

## Line Obstacle Course

Materials: Outdoor Chalk

Create four lines (straight and zigzag) in an open space outside. Demonstrate how to walk on the lines first. Allow your child to walk each line on their own. Continue by instructing your child to run on the lines. Followed by hopping on two feet.

## Body Movement

SCAN ME



Materials: Walking Song, Link, found on YouTube.

<https://www.youtube.com/watch?v=NU1W1HdfavI>

Provide an open space area for large movements inside or outside. Demonstrate how to walk slow, walk fast, walk on tiptoes, and walk like a robot, for your child. If possible, try the walking song listed above.

## Simon Says

Materials: None

Simon Says is a classic favorite for encouraging different movements while building listening skills. (Google it for a refresher) Make the game more fun by playing with 3 or more family members. After a few rounds, ask your child to “be” Simon and you follow along.

*“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.



## Let's Make Music

Materials: Pots and Pans

Put on some recorded music or make up your own songs as your child sings and uses pots and pans as musical instruments. Compare the sounds; try out other containers. Have a musical parade!

## Sing a Book

Materials: Short story book with only a few words on each page

Try singing the book instead of reading it. Use any tune. Try different tempos. Alternate between soft and loud. The sillier the better!

## The Name Game

Materials: Tune and lyrics for Willoughby Wallaby Woo; Singable Songs for the Very Young by Raffi

Once you know the tune, have fun singing Willoughby Wallaby Woo using the names of family and friends. The first letter to each person's name is changed to start with the letter W.

## Chapel Songs with Hand Motions

Materials: Chapel CD or Chapel Handbook if available

While we are not currently attending Chapel time, we love to sing Chapel songs. See if your child can teach you the hand motions to "Jesus Loves Me" or "This is the Day" If you have the SLDS Chapel CD, pop it in the player and sing along!

*“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.

## Guess Which One

Materials: Three or four interesting objects from around the house

Show your child the objects you collected and ask him to tell you about what he sees. After you have discussed the many attributes like color, size, shape, and texture, play a guessing game. Hide one object under a cloth. Describe the object and let your child guess which one it is. Ask your child to trade roles with you to be the one hiding and describing the object to you.

## Friends, Friends, Friends

Materials: Pen, paper, drawing materials

Is your child missing friends at school? See how many classmates she can name. Discuss what the friends like to do at school. Extend by asking, What do you think your friends are doing at home? What would you tell them that you have been doing? Would you like to write a letter to one of your friends? If so, have your child dictate what to say in the letter, and if wanted, draw a picture to include. Further discussion, ask your child to tell you about the picture.

## Let's Talk About the Season

Materials: A book on Seasons of the Year or the Current Season

After reading the book, take a walk outdoors. Discuss the current season as you walk along. What season do you think we are in? What do you see or feel that tells you that? What changes do you notice in the air, or the sky, or the trees? What colors do you see? Hold up two leaves and talk about how they are the same or different. Let the discussion build on your child's curiosity and responses.

## Fun With Ramps

Materials: Blocks, a cookie sheet, cars

Using blocks and a cookie sheet construct a ramp/inclined surface. Have a couple of trial runs with a car going down the ramp. As you experiment with the cars and the ramp, hypothesize with your child what he thinks will happen. Once a car goes down the ramp, discuss the results – did it go farther than thought, why did it go so slow down the ramp, what happens if we raise/lower the incline. Use these open-ended questions to discuss and make further hypotheses. When finished with the play, discuss the final conclusion of the experiment.

*"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!

## What is Missing?

Materials: 4 to 6 small objects

Collect the 4-6 items from around your home. Line up the objects and name each one. Ask your child to close her eyes and then you remove an object. Did she notice what was missing? Offer clues to encourage recall. Repeat, taking turns with who removes the object.

## Littlest to Biggest

Materials: 5 bowls of varying sizes

Set the bowls out (not in order of sizes). Count the bowls with your child. Have your child put the bowls in order from littlest to biggest. Once they have done this, reverse the order and have them put them in biggest to littlest order. Ask them if they can put their family in order of size from littlest to biggest.

## Look Up!

Materials: No special materials; pencil/paper if you wish

Take a walk outdoors to play Look Up! Ask your child what he can see way up high. How does the sky look today? What do you see in the tree? Have fun talking about the surprises your child observes by looking up. If you wish, make a list of all the interesting things you noticed together. Read your list at dinnertime with the family.

## Family Photos

Materials: Any family photos around your house

Go on a family photo hunt around your house. Every time your child finds one, stop to name who is in the photo and talk about what they were doing. Not many framed photos to find on walls or shelves? Scatter a few printed photos around the house for your hunt.

*“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.

## Read Aloud

Materials: A variety of children's books

When reading a book with your child, take time to look at the illustrations and ask questions. What do you see? What do you think will happen next? How will this story end? Be careful to do this naturally and not interrupt the flow of the story. You can always go back and discuss the book together.

## Dramatize

Materials: Book "Going on a Bear Hunt"

Read the book or another one with an active plot. Afterwards, have fun acting out the story together. Encourage your child to pick the characters you will be and make the story come to life in your home. If needed, ask questions like, "How does the story begin? What happens next? How does the story end?"

## Play with Sounds

Materials: Books with Rhyming Words

Read books with rhyming words to make sure your child understands the concept. Have fun trying out your own rhyming words. See how many you can come up with together. Extend this game on a car ride or outdoor walk.

## The First Letter in My Name

Materials: A Favorite Book, write your child's name on a piece of paper

Read your child's favorite book. After reading show him the paper with his name and talk about the letters in his name. Together look through the book pointing out the first letter in his name on the pages. Let him refer to the sheet of paper for a quick refresher.

*“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!



## Take it Outdoors!

Materials (optional): balls, trikes, scooters

Run, climb, build, collect, laugh, sing, discover, pretend, roll, catch, race, dig... the possibilities are endless for play time outdoors!

## Games Galore!

Materials: Simple Board or Card Games

Have a family “game time.” Pull out a board or card game to play while reconnecting and laughing together. This is especially nice if your 3 to 4-year-old is the older sibling and “game time” is when baby naps or goes to bed early. Nowadays there are many absolutely delightful board games that offer opportunities for practicing strategies and skills while having fun!

## Dress Up Time!

Materials: Small box of dress up clothes

Pretend play is avenue for children to use as they begin to understand the world. Playing mommy, daddy is a popular role for 3 and 4 year olds. Let your child dress up and pretend. Offer encouraging conversation as she takes on a role in her dramatic play.

## Junk Drawer!

Materials: A box, random objects found around the house or outside

Place all the random objects (we call these objects “loose parts”) in the box. Let your child explore and play with the loose parts! In this type of open-ended play, let him examine, manipulate, build, and create. Looking at and playing with everyday objects in different ways sparks creativity and great conversation!

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