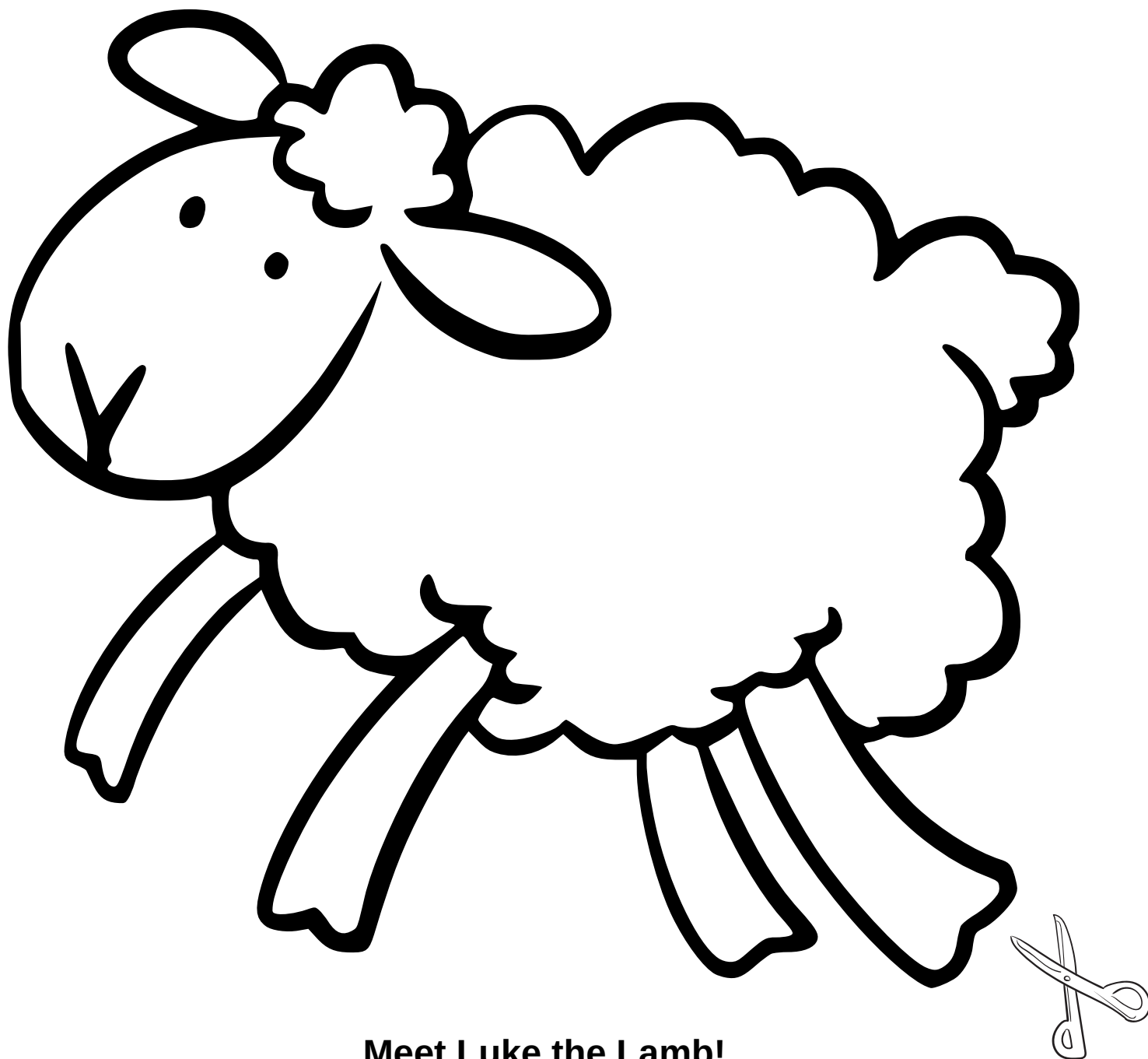




SLDS QUARANTINE LESSON PLANS INFANTS





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 Program Coordinator

Saeeda Ahmedjee, Infant/Toddler 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!

Dirt Designs

Materials: Small tray or sheet pan with sides, clean dirt or sand

Place a small amount of clean dirt or sand in the tray. As you sit with your child, place the tray in front of her and let her move her fingers/hand through the dirt. A design will appear as she moves and creates! Shake the tray to level out the dirt and begin a new design.

Coloring Time

Materials: Open floor area, tape, paper, and crayons

Tape the paper to the floor. Place different colored crayons around the paper. Your child can either sit and/or lay on his tummy to color with the crayons.

Finger Painting

Materials: Blank white paper, tape, newspaper or table covering, paint or shaving cream, wipes/paper towels

Lay newspapers or the table covering over a flat surface, table top. Tape the white paper onto the newspapers/table covering. Add paint or a small amount of shaving cream to the paper. Now it is time to finger paint! Creating can be messy, so have some wipes/paper towels handy!

No-Mess Color Mixing

Materials: Two ziplock bags, red, blue, yellow paint or food colors, shaving cream, and tape for the top of the bags

While your child is watching, place shaving cream and two different colors of paint or food colors in each bag. (red+blue, yellow+blue, red+yellow & blue+yellow).

Secure the top of each bag using tape. Using his fingers, have him mix the colors.

Talk about the colors—you started with blue & yellow, and now you have green!

Later tape the bags to the window and observe the colors in the sunlight

“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.

Pillow Obstacle Course – mobile infants

Materials: Pillows or cushions

Put a pillow or a cushion on the floor. Encourage your child to crawl and climb over and around the pillow or cushion.

Blanket Time – non-mobile infants

Materials: Small blanket to place on floor, a few rattles or small toys

Place your child on his back on the blanket. Using a rattle or small toy, hold the rattle slightly above him to practice reaching, grasping and tracking. Place your child on his tummy to practice reaching for the toy, head lifting/neck strength and arm and leg movements.

Mommy/Daddy Says (naming body parts)

Materials: You, your child, and siblings.

Non-mobile infants: Name a body part and point/touch the body part. Example - you will say hair and you will touch your child's hair. Repeat by naming the same part (hair) and take your child's hand to touch his hair. Mobile infants: Have your child stand facing you. Tell them to listen and do what you are asking them to do. Simple commands –touch your toes, wiggle your nose, touch your head, bend and touch your knees, etc.

Ring Around the Rosy

Materials: None

For non-mobile infants, hold your child in your lap and sing “Ring Around the Rosy.” When you get to the “all fall down” give your child a big hug. Repeat! For mobile infants, hold hands together. You can include family members or a favorite stuffed animal to hold hands. Walk in a circle singing Ring Around the Rosy. When you sing “all fall down,” everyone sits down on the floor. Repeat!

Ring around the rosy

A pocketful of posies

Ashes, Ashes

All fall down

“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.

Soooo Big!

Materials: You and your child

Ask your baby – “How big is (your child’s name)?” Gently lift your child’s arms up and say “Sooo big!”

This Little Piggy

Materials: You and your child

As you sing this song, take each finger one at a time to represent each little piggy

This little piggy went to market, this little piggy stayed home

This little piggy had roast beef, and this little piggy had none

And this little piggy cried wee, wee, wee all the way home.

Peek-A-Boo

Materials: A scarf, a small pillow

Play peek-a-boo with your child. First, hide behind your hands. Next try a scarf over your head that you pull off when you say peek-a-boo. Try a pillow to hide behind and reveal. Use a sing-song voice when you say “Peek-A-Boo.” Have Fun!

I Love Somebody....Yes I Do!

Materials: You and your child

Place your child in your lap, and clap & sing:

I love somebody, yes, I do!

I love somebody, yes I do!

I love somebody, yes I do!

I love somebody and I LOVE YOU!

“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 Family

Materials: Family pictures

Gather some family photographs. As you sit with your child, point out the people and pets in the photos and describe them to your child.

Name that Object!

Materials: Favorite Book

Pick a favorite book from your child's collection. Use the book illustrations to name and discuss various objects. Point out the colors, shapes, animals or other objects. With each, name, describe and discuss. Repeat on each page of the book.

Night Time!

Materials: You, your child, and the night

As it is getting dark earlier, take advantage! With your child, walk outside after dark and look around. Carry him around the yard and point out different objects that may look different at night and discuss. Look at the sky, the moon, and stars and discuss what you see and describe.

My Reflection

Materials: A mirror

Introduce the mirror to your child. Show your reflection in the mirror and discuss what you see in the mirror. Next show your child's reflection in the mirror and discuss what you see in the mirror. Use descriptive words as you discuss her reflection. Point to facial features, name and discuss what you are seeing.

"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!

Where's the Light?

Materials: Mirror

Find an area in your home where you will see sun rays. Sit on the floor with your child and reflect the sun on the mirror casting a ray onto the wall. Watch him observe and follow the ray as you move the mirror side to side.

Cold Scoop

Materials: Two containers, scoop, ice, water, and towel

Fill one container halfway with ice and fill the second container halfway with water. Have your child scoop the ice into the water container. As your child observes the ice in water, ask what's happening to the ice as the ice slowly melts in the water. Let your child feel the ice and as you use different words to describe how it feels. Observe and compare the different sizes of ice cubes.

Ball Drop

Materials: 3 small balls, shoe box, scissors

Cut two holes in the shoe box – one in the lid and one on the bottom of the box. The holes need to be big enough for the balls to fit through. When you introduce this box to your child, demonstrate dropping a ball in the top hole and point out that the ball comes out the bottom hole. Do this exercise a few times so he can observe where the balls are going. Let him drop a ball into the box and observe where the ball ends up.

Sensory Bag – Oil & Water

Materials: 1 gallon size freezer bag, oil or baby oil, water, food coloring, heavy tape/duct tape, towel

Add $\frac{1}{4}$ cup of oil to the freezer bag. Add a few drops of food coloring. Add $\frac{1}{4}$ cup of water. Close the bag completely and secure with heavy tape/duct tape. Place a towel on the table and lay the ziplock bag on the towel. Have your child sit with you at the table to work with the ziplock bag. Using a finger, the palm of the hand, & both hands, manipulate the bag. As the contents of the bag moves around, use adjectives to describe the colors, the movement, etc. Ask open-ended questions (who, what, when, where, why) and then answer as your child works the bag. Describe what happens when just a finger is moving over the bag, then the palm.

“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.

Sing a Book!

Materials: An easy-to-read book

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.

Story Time Outdoors

Materials: More than 1 book!

Choose a pleasant time of day to take story time outside. Find an interesting place to sit outside while holding your child. Read the books, talk about the story, and have fun!

Sock Puppet Fun

Materials: Color Sharpies, a light-colored sock

Draw a face on the sock. Demonstrate how to put the sock puppet on your hand. Help your child to place their hand in the puppet. Read a book and your child can enhance the story with the sock puppet. Have Fun!

Whose Voice is That?

Materials: Your child's favorite book

Find a cozy and comfortable area to sit together to read. First, read the story straight through. On the second reading, pick a character and change your voice. When that character appears, you take on the new voice. A fun change to that favorite book you have read many times!

“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!

Bubble Play

Materials: Bubbles

Blow bubbles around the room. Move around the room to allow your child to follow you. Encourage your child to pop the bubbles.

Making Metal Music

Materials: A couple of spoons, a pot or pan, and music

Demonstrate how to tap the spoons together. Encourage your child to do the same. Turn on music and together tap to the beat. Add a couple of pots/pans for a different sound. Have fun!

Wrapping Paper Fun

Materials: Wrapping Paper, 3 toys

Lay a large piece of wrapping paper on the floor. Place your child on top of wrapping paper along with the 3 toys. Allow him to explore the sound the wrapping paper makes when he moves while reaching for a toy to play with.

Flashlight Fun

Materials: A flashlight

Introduce the flashlight to your child. Use in a dimly lit room or outside at night. Turn on the flashlight and encourage your child to follow the shining light. Make shadows and observe the movement. Have your child use the flashlight and explore and play with light and shadows.

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