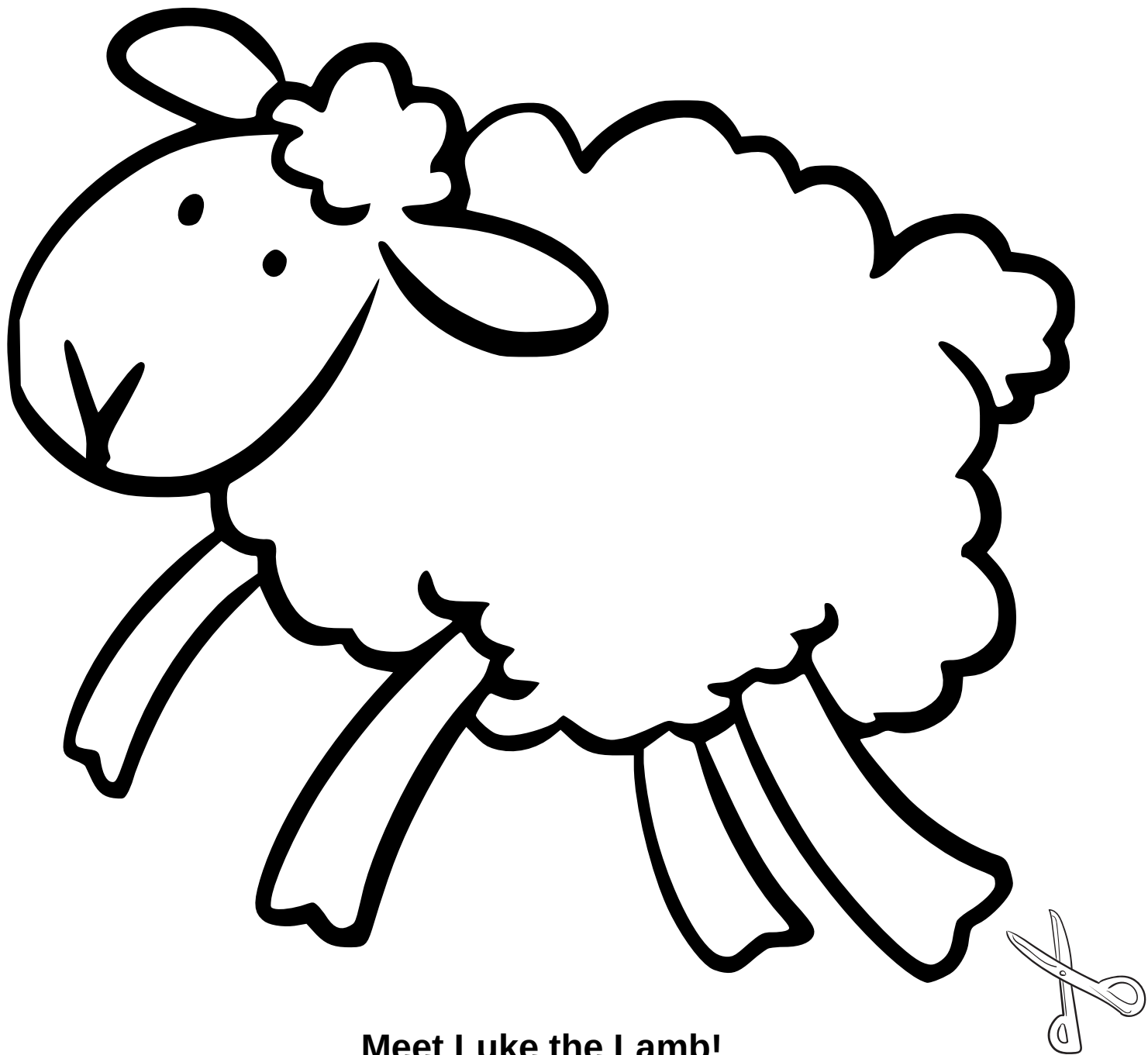




SLDS QUARANTINE LESSON PLANS PREK





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
Cathy Wells PreK/TK 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!

Nature ABC's

Materials: Container to hold collected nature items, such as flowers, sticks, leaves, grasses, etc., and a pictorial alphabet book for reference

Using the pictorial guide when needed, create nature ABC's. Extension - include spelling your child's name using nature ABC's.

My Self-Portrait

Materials: Paper, crayons, mirror

Using a mirror, sit with your child and talk about facial features, arms, legs, etc. She can draw herself, using the mirror if needed. A brown crayon for brown hair, blue crayon for her blue shirt, etc. Possible refrigerator art in the making!

Exploring Symmetry

Materials: Collect large leaves of different shapes & colors, paper, pencil, crayons, scissors, glue or tape

Sitting at the table, cut the leaves vertically. Glue or tape half of the leaves to the paper. Take the second half of a leaf and match/lay it next to the glued half. Talk about symmetry. Remove the second half of the leaf, and using it as a guide, let your child draw the other half of the leaf. Use the crayons to color the drawn half of the leaf.

Here is What I See – An Observational Drawing

Materials: One simple toy or object, paper, a choice of pencil, pen, crayons, colored pencils

Sit together at a table and talk about the toy or object selected. Talk about the lines, shapes, and colors that make up the toy. Place the toy on the table in front of your child. He can use the paper and writing utensils to draw the toy. As he observes and draws, his interpretation will take shape. And his observational drawing may be very creative!

“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.

Vertical Track

Materials: Blue tape, a small vehicle or ball

Using the blue tape, lay out a track on the wall. Have your child follow the vertical track using the car, ball or his fingers. This vertical movement activity builds arm strength while playing & racing his car around the track.

Backyard Time Trials

Materials: Starting point and ending point indicators

Place the indicators apart to set a running length. Each time your child runs he will attempt to beat his previous time trial. As he runs, you can count off seconds to the finish line. To change it up, include hopping, galloping, and sidestepping to the finish line. 1-2-3 Go!

Obstacle Course Challenge

Materials: Any outdoor piece of equipment or toy that is easily movable

You and your child can collect outdoor pieces to be used in setting the course. Have your child create an obstacle course using the items. He can design the course for running around, zig zagging, climbing or jumping over, and crawling under all the items. Let the fun begin!

Hopscotch Play

Materials: Sidewalk chalk

On the driveway draw a hopscotch grid with numbers in each square. As your child jumps through the grid, ask him to say the numbers as he jumps over. When he stops to say the number, ask him to count the number on his fingers. Change up the grid and include letters. As he jumps, he can say the sound of the letter.

"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.

Name That Tune

Materials: None

Hum, whistle, or tap out the rhythm of a song and see if your child can name the tune. Then switch to see if you can name the tune he is humming.

Singing Roundtable

Materials: Family Members

As the family is sitting together, enjoy a roundtable of singing! Have someone name a song and everyone sings along. Go around the room until everyone has had a turn to name a song to sing together.

Chapel Songs with Hand Motions

Materials: Chapel CD or song book, 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!

Singing and Rhyming!

Sing the rhyming song, Down by the Bay by Raffi. It does not matter the tune! Take turns thinking of rhyming words. Silly rhyming words add some fun!

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Did you ever you ever see a goose
kissing a moose?"
Down by the bay

“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.

This is My Name

Materials: Piece of paper with your child's name written on it

Talk about the letters in your child's name. Discuss the sounds of the letters. Talk about the number of syllables in her name and follow these prompts: Can you clap it out? Stomp it? Sing it? Whisper it? Shout it? Repeat with another family member's name.

Flashlight Fun!

Materials: Flashlight

Once it is dark, have some flashlight fun! Go in a darkened room and let your child play with light and shadow. Shine the light on objects in the room and discuss the shadows the light makes. Show your child how to make a shadow puppet with your hand. Discuss what his shadow puppet looks like. Let him use the flashlight and you make a shadow puppet. Discuss the difference in the size of your shadow puppet. Make it a fun experiment!

How Many in the Jar?

Materials: A jar, small piece of paper, pencil, a variety of small items to put in the jar, ex. rocks, gems, erasers, crayons

Count, place the items in a jar and write the total on the small piece of paper. Have your child guess how many items are inside the jar. Write his guess on a small piece of paper. Then, with your child, count how many items are in the jar. Talk about whether the total was less or more than what was guessed. Spend a few minutes examining the cool items that were in the jar by discussing similarities and differences.

Backyard Nature Count

Materials: Paper, pencil & clipboard

Sit with your child in the backyard and talk about God's creation – plants, birds, animals, flowers, etc. On the paper write these nature items down in a column and/or draw the item. If your child is unfamiliar with a tally mark, explain that every time he sees one of the items, he will make a short line next to that category. Sit together for a few minutes and tally what you see. After the time is complete, discuss and analyze what you saw. What nature item has the most tally marks? The least tally marks? Was there an animal that you saw that you did not list? Count the total number of nature items observed. Share your nature count with family members at dinner time for further discussion.

"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!

Exploring Symmetry

Materials: Collect large leaves of different shapes & colors, paper, pencil, crayons, scissors, glue or tape

Gather fallen leaves of all kinds. At a table, place the leaf under the paper. Using an unwrapped crayon on its side, rub the crayon over the paper. Use different colored crayons. As the leaf begins to appear on the paper, observe the leaf's characteristics. When your rubbing is complete, observe and compare the actual leaf to your rubbing.

Power Writing

Materials: Any object, toy, or stuffed animal, paper and pencil

Place the object that your child picked in front of him. The object of Power Writing is for your child to describe the object without using the object's name. Using adjectives and other descriptors your child will observe then describe the item. You will write his words on the paper. Put the object aside, and ask someone who was not with you to guess the object. You will read the descriptors and the other person will try and name the object. Once the person names the object your child can show the object. This Rice Literacy activity is popular in our classrooms promoting cognitive skills and language development.

Sink or Float

Materials: Small container, small random household objects or toys, paper, pencil

Before beginning the experiment write a column for SINK and a column for FLOAT on the paper. Put water in the container, deep enough to cover your biggest object/toy. Before your child places an object in the water, ask him to hypothesize what will happen. Have your child place one object at a time in the water. Let him observe what happens. Was his hypothesis correct? Using the Sink/Float chart have him record his observation in the appropriate column. When the experiment is concluded, review the chart. How many floated? How many sunk? In conclusion ask - What did your observations tell you?

Rock Collecting

Materials: Small container, a few collected rocks, a baggie

While on a neighborhood walk or in your yard, look for rocks of all sizes. Place rocks in the container. After collecting a handful of rocks, sit down together to examine the rocks. As your child observes the rocks, ask open-ended questions to delve deeper into the collection. What colors do you see in the rocks? How big is the rock – small, medium, large? Is the rock smooth? Does the rock have sides? What shape is the rock? Is there dirt on the rock? How many total rocks are in your collection? Categorize the rocks by size. Once your child has made his rock collection observations, he can put the rocks in a baggie for a later observation or he can put them back outside.

“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.

A New Version of a Favorite Tale

Materials: Books with no or very few words

Using the illustrations, have your child tell a story. When he completes the story, talk about his characters, the setting, the ending of the story and what might happen next if the story continued.

Reading Tent

Materials: Table or dining/kitchen chairs, large blanket, books, pillow & a flashlight

Place the blanket over the table or over the chairs. Let your child pick some favorite books, add a pillow and the flashlight. A cozy reading tent to enjoy his favorite books, and join him if there's room!

Story Time

Materials: A couple of favorite books

Sit together in your favorite reading spot or ask your child if he would like to read together in a new spot. Whichever spot is chosen, sit together and enjoy each other's company as you read together his favorite books!

It's a Bird, It's a Plane!

Materials: Airplane books, papers, crayons, pencil

Read a book on airplanes. After a discussion about airplanes, ask your child what else flies. Using paper, crayons, & pencils have your child draw things that fly. Let your child organize the finished drawings and put them together as a book, Things That Fly!

“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 Outside!

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!

Freeze Dance

Materials: Music

A great family activity, the more the merrier! Explain the Freeze Dance rules – when the music stops, everyone freezes. Switch it up by saying how to freeze – with a funny face or in a silly pose. Have fun!

Junk Drawer!

Materials: A box and 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!

Boxes, Boxes, Boxes!

Materials: Various cardboard boxes of all sizes

You may have a stash of cardboard boxes that have accumulated through online shopping! Place boxes in an open space and watch what happens. Let your child build, create, invent, experiment, and play with boxes. When your child calls you over to see his creation, use open-ended questions to further explore his play.

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