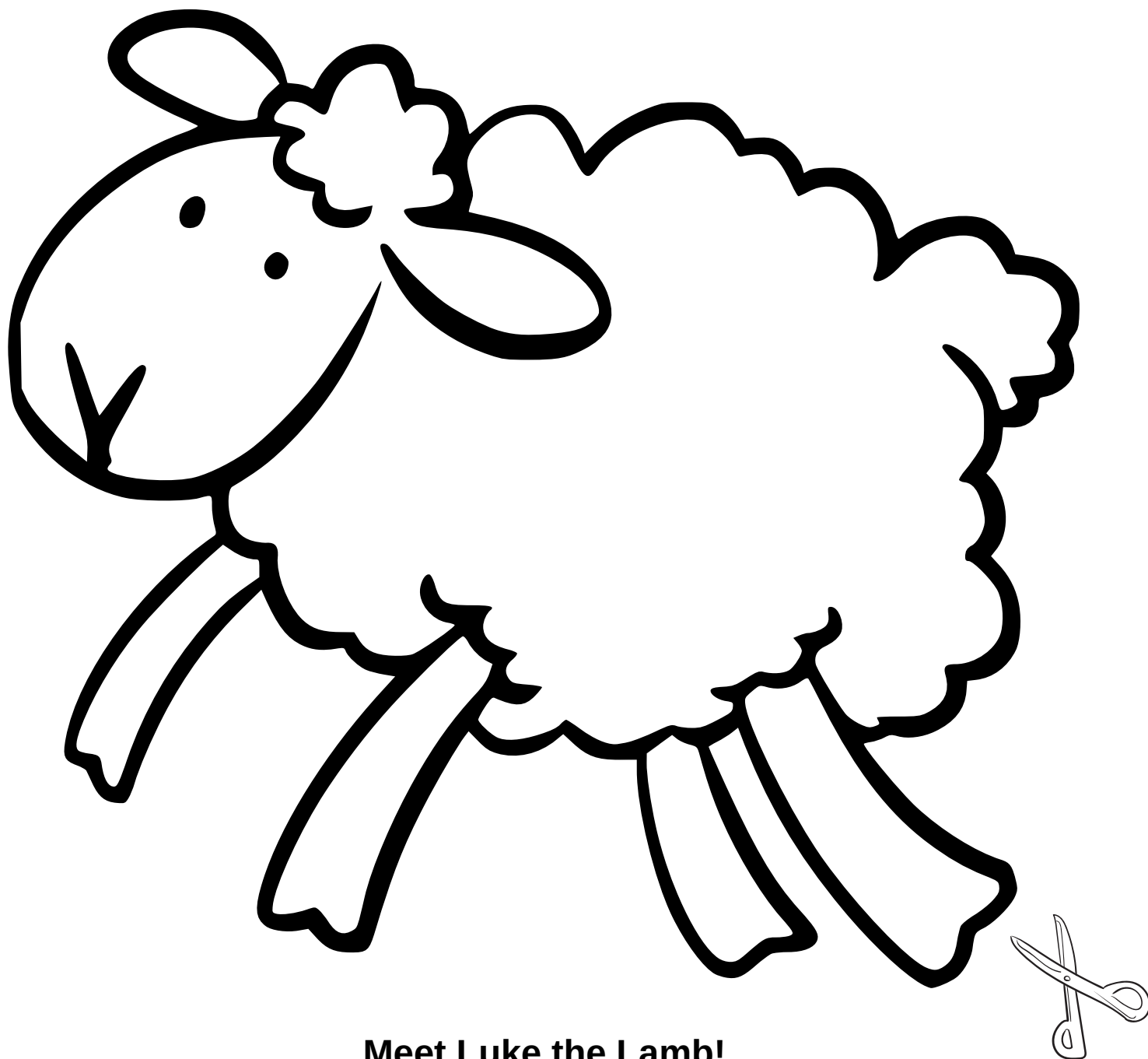




## **SLDS QUARANTINE LESSON PLANS TK KALEIDOSCOPE**





### **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 #sldsquarentinetime 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!

## Let's Cook

Materials: Recipe and ingredients for family favorite dish

Choose your favorite family recipe and read it with your child. Have her help you gather the ingredients. Read the recipe together and have her measure, pour, and stir. Extend the activity by having your child set the table or prepare to serve the food to the family.

## Observation Art

Materials: Markers, pencil, crayons, an object to draw (ex: bowl of fruit, favorite toy, etc)  
Once your child has chosen what he will draw, choose a comfortable place for him to sit with his chosen art materials. Talk about the item with him. What shapes are in the object? What colors? Encourage him to look closely at the item and draw exactly what he sees. When his drawing is complete, ask him open-ended questions and point out details of the drawing.

## Recycled Material Collage or Sculpture

Materials: Recycled Material (example: magazines, newspapers, plastic bottles, paper, card board, bottle tops, plastic bags, cleaned applesauce or yogurt containers), scissors, paper, tape, markers, paint

Have your child gather the materials from around the house. This is an opportunity to allow her to use her imagination to “upcycle” the materials and create whatever her imagination sees in the materials. Collages can be any form, shape, size and dimension.

## Make your own Play-doh

Read the recipe with your child. Have him help you gather the ingredients. He can help measure the ingredients, choose the color and watch the play-doh take shape. He can help knead the warm mixture into the molding magic he will love. Be careful – play-doh will be hot – allow it to cool before beginning to knead.

Recipe: 1 cup flour,  $\frac{1}{2}$  cup salt, 1 cup water, 1Tbsp oil, 2 Tbsp cream of tartar, food coloring, 1 pkg of flavored gelatin or vanilla extract (for scented play-doh) and 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.

## Obstacle Course

Materials: Any outdoor equipment, ex: hula hoops, balls, chalk, bean bags, riding toys, etc  
Using the materials you have on hand, talk about what the course will look like. Together set-up the obstacle course. Include climbing (if possible), going under, going over, going around to the left, and going around to the right, skip, hop, and more! When the course is set, let the fun begin! This fun activity will challenge her gross motor skills and allow for critical thinking. Extend the activity by having the whole family join in.

## Hopscotch

Materials: Chalk for outdoor hopscotch, masking tape for indoor hopscotch, bean bag or small stuffed animals

Draw a hopscotch pattern and label the squares with the numbers 1-10. Have your child throw the bean bag to number 1. Then he “hops” over “square 1” and hops to the other squares in sequence. On the return trip, he stops and picks up the bean bag from “square 1.” Repeat until he has completed 1-10. He can hop on one foot or two.

## Simon Says

Play Simon Says with your child. If you have not played Simon Says in a while, the rules are easy. You are “Simon” and your child is to follow your instructions WHEN you say “Simon Says”. When you give him an instruction without saying “Simon Says” he should NOT do what you instruct. Give him a series of commands such as touch your toes, turn around, and run in place. This is a wonderful, fun way to move and work on listening skills. Mix it up by having your child be Simon and you follow instructions. Include the family!

## Hot Lava

Materials: Paper plates or paper, tape, a marker

Position paper plates or pieces of paper on the floor or outside. Tape down the paper plates so that they won't slip! Explain to your child that there is “hot lava” between the paper plates and she must hop from plate to plate to get to the other side! For added fun, write the letters of her name on the plates and have her jump in the correct order to spell her name. Add plates with the letters of classmates' names. If she needs help with the spelling of her classmates' names, you can spell out the names as she jumps from letter to letter. When she lands between the plates “she's out” and has to start over.

*“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 a favorite song to your child and have them guess the title of the song. Take turns allowing him to hum and you guess.

## The Name Game Song

Materials: None

Google the Name Game Song. Using your child's name, sing the song a few times so they learn the pattern and rhyme. Be prepared, it's contagious and she will be singing this song over and over again.

## Pots and Pans Band

Materials: Pots, pans, metal bowls, wooden spoons

Allow your child to explore the sounds they can make by banging on different metal pots and pans. Once she has explored the sounds, decide on a favorite song and have her use the pots and pans as musical instruments. Join in and have a family band!

## Listen and Draw

Materials: Drawing paper, markers, crayons or colored pencils

Pick a recording of instrumental music. Before your child begins to draw, listen to the music and talk about the different tempos. Now, have her draw while listening to the music. Talk with her about how the music makes her feel. Do certain sounds make her think of different colors? Does she want to draw fast when the music is fast? Slowly when it's slow?

*“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.

## Compare and Contrast

Materials: Two items found around the house, pen and paper

Choose two items from your yard or home. Discuss the objects and have your child describe each object. Then discuss the similarities and differences.

## Nature Walk

Materials: None

Take a walk around your neighborhood or yard. Talk with your child about which things are “living things” and which are “man-made.” Discuss what living things need to grow and thrive.

## Kindness

Materials: None

One of our class rules is “Be kind!” We try to practice this every day. Ask your child what it means to them to be kind and ask him to tell you about some of the ways we are kind to each other at school. Discuss with him ways to be kind to his friends and family.

## Shadow and the Moon

Materials: None

Why does the moon look big and round sometimes and it can't be found at others? It's all about shadows! Talk with your child about how the shadows cast makes the moon look different to us. Keep it simple and you will see how engaging the conversation will become!

*"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!

## Scavenger Hunt

Materials: Clip board with list of items to find, container for collecting

Using simple drawings of items, create a scavenger hunt list. Next to each drawing write the number of items you want him to find. Define parameters of where he should search (inside the house, in the yard). Have him collect items or make a tally when he finds them.

## What is Missing Game

Materials: Up to 10 small objects, cloth or scarf

Line up the objects on the floor in front of your child. Name each one. Take a moment for your child to observe the objects. Cover the grouping with the cloth. Remove one object by hiding the object under the cloth as you remove it. Have your child observe the grouping and see if he can see which item is missing. Repeat until all items are removed.

## Power Writing

Materials: Pencil and paper and a household object

Power Writing is an exercise where your child will describe an object using as many descriptions as possible without naming the item. Using her observation skills, she will describe the object. You will write down her words or help her write her words. When the description is complete, find another family member and read the descriptive words to them and see if they can guess the object based only on the words given.

## Rainbow Observations

Materials: Picture of a rainbow

Ask your child to look at the rainbow picture and describe what he sees. Where does he think a rainbow comes from? When do we see rainbows? Can we usually see the beginning and the end of a rainbow?

Extension: Talk about how God created the earth, the people, the animals, the plants, the sky and the water. Use Genesis 9:13: "I have set my rainbow in the clouds, and it will be the sign of the covenant between me and earth." How does seeing a rainbow help us remember God's creation?

*“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.

## Building from a Book

Materials: Blocks, Duplo's/Legos, or any building materials you have at home

Extend a favorite book by building a structure from the story.

## Can we change the Ending?

Materials: Favorite book, paper and writing materials

Read a favorite story to the end. Ask questions about the ending. Ask your child if she thinks the story could have a different ending? Encourage her to draw the new imagined ending and write down her words.

## I Spy

Materials: Favorite well-read book

Use a favorite storybook to play "I Spy." Name a letter in your child's name and have him point to that letter(s) on the page. On the next page, look for another letter. Continue until you have found all the letters in his name. I Spy can be done over and over with different letters, words (of, to, the, etc.) or numbers.

## Dramatize A Story

Materials: Simple book with an active plot

Read the book all the way through. Afterwards, have fun dramatizing the story together. Ask your child to name the characters in the book and assign the roles to family members or stuffed animals.

Some book suggestions are: Mama Cat Has 3 Kittens, We are Going on a Bear Hunt, Caps for Sale, Owl Babies

*“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!

## Loose Parts

Materials: Random objects found around the house, in your junk drawer, outside

Place all the items in a defined space. Allow your child to explore and play with the items in any way she chooses. She may need to bring more items to the mix for her creations. Discuss the items and how she is using them. This is an open-ended activity that has no defined end result. Creativity and open-ended discussion is the goal.

## Water Fun

Materials: Indoors: sink or tub on table Outdoors: plastic tubs, plastic child's swimming pool Plastic toys to wash, cups, funnels, pitchers, doll babies, and towels

Fill the tub/sink with a small amount water and a drop of dish soap. Allow your child to find plastic toys that she can wash, dry, wash and dry again. Add some plastic measuring cups, pitchers, and spoons. Encourage pouring and filling.

## Family Game Night

Materials: Simple board games or card games

Board games such as Candy Land, Chutes and Ladders, Hi Ho Cheery-O, and Uno are class favorites. Board games are a wonderful way to build cooperation & executive functioning skills (following directions, thinking ahead) and to have fun. Extend the activity by having your child write invitations for her family to join the fun. Make popcorn or serve a favorite family snack.

## I am Pretending!

Materials: Varied

Five and six year olds love dramatic play. At this age, they like to create dramatic play centers that reflect places they like to go. Decide on a space where she can create her own dramatic play center and decide together what it might be. A coffee shop? Flower shop? School? The Library? Santa's workshop? What would she need? Can she find the items around the house? Encourage her to brainstorm with you how to make the objects or find them in her toys.

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