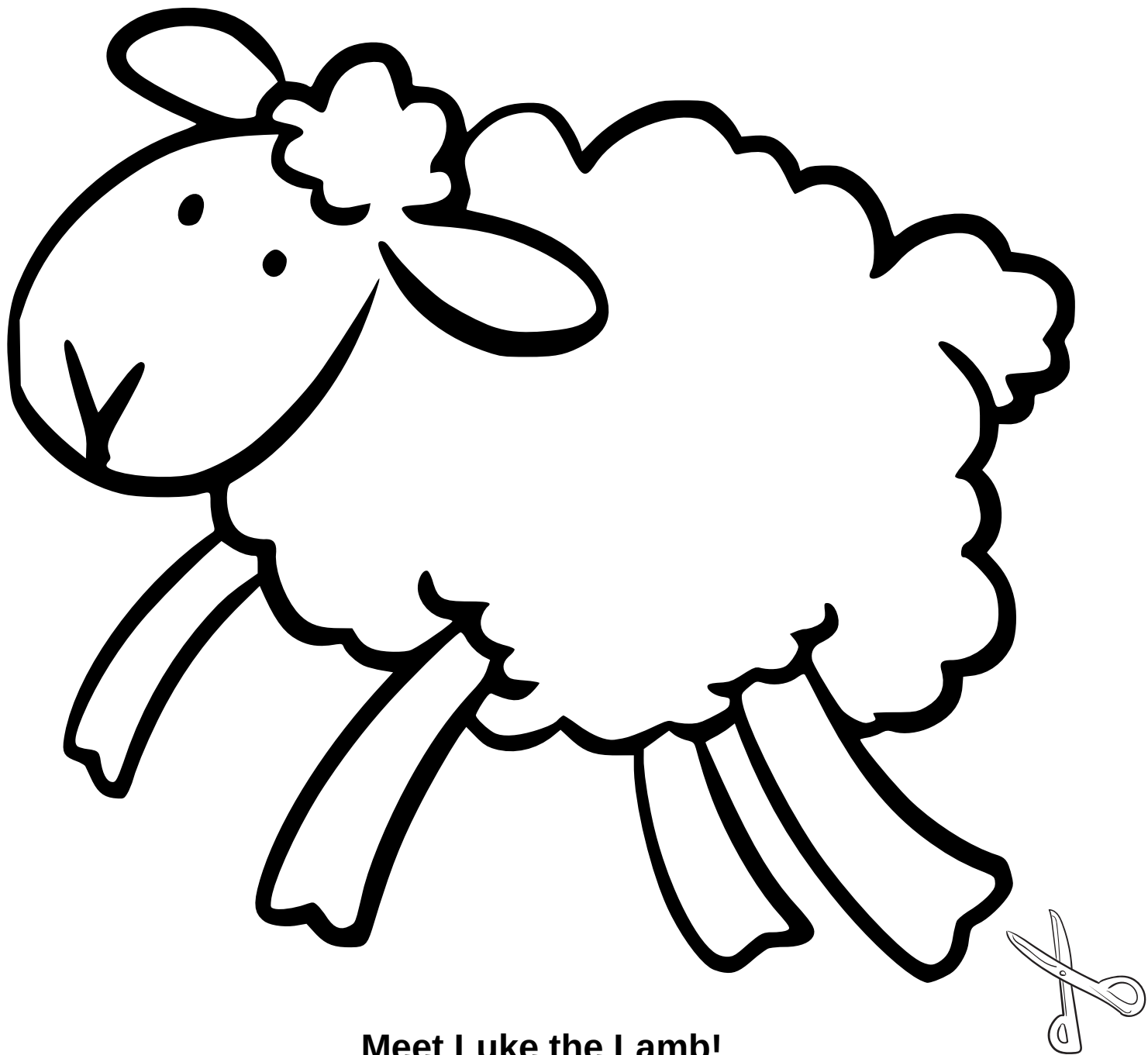




## **SLDS QUARANTINE LESSON PLANS TODDLERS**





### **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  
Pam Jones, Infant/Toddlers 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!

## Multi-Medium Art Creation

Materials: Paper, and a few different pieces of colored chalk, crayons & markers, tape and a tray or bowl

At a table, place the paper (you can tape it down if you think it will move around) and a tray/bowl of chalk, crayons, and markers. Your child can draw using the three drawing materials. His creation will spur conversation as you look at the lines, colors, and design!

## Easel Artwork

Materials: Small table, regular-sized chair or an easel, crayons, and paper

Safely place a small table on its side or turn a chair around so the back of the chair is facing you. Tape paper to the table top, which should be sideways, or tape the paper to the back of a chair. While standing, have your child color with crayons. Creating while working those arm and wrist muscles!

## Vroom! Cars, Trucks, and Crayons

Materials: Car and truck toys, crayons or markers, tape, and paper

Tape a piece of paper onto a hard surface or table. Tape a couple of crayons or markers onto the car by wrapping the tape around the car. The crayon/marker should touch the paper. Let your child draw by moving the car in all directions making straight, circular, and squiggle lines or tracks. This is a great opportunity for conversation about the car or truck being used, the colors, and the tracks that were made.

## Tape Art

Materials: Paper, tape pieces, and a table

Cut small pieces of tape and stick them to the edge of the table. Place the sheet of paper on the table. Hand your child a piece of tape and let him stick the tape pieces onto the paper. You may have to demonstrate how to stick the tape to the paper by pressing the tape. Once complete, the creation may have tape on top of each other, randomly placed on the paper, or even bunched together on the page. Let her creativity abound as she experiments with this sticky art material!

*“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.

## Mommy/Daddy Says (naming body parts)

Materials: You, your child, and siblings

Have your child stand facing you. Tell him to listen and do what you are asking him to do. Simple commands – touch your toes, wiggle your nose, make a funny face, touch your head, bend and touch your knees, etc..

## Find the Colors!

Materials: Half sheets of colored paper or paper colored with crayons or markers in different colors (red, blue, yellow, green, purple, brown, black, orange, white and pink), tape

Tape the different color papers around a room. Ask your child to find and touch the red paper and come back to you. You could make it more fun by telling her to crawl, hop, or tiptoe to a color.

## Walk the Lines

Materials: Sidewalk chalk or tape

Stick tape on the floor in zigzag, wavy and straight lines. You can use different colored tape for different types of lines. If you don't have a tape, use sidewalk chalk to draw lines outside. Ask your child to walk on the different lines. To make it more challenging ask him to walk sideways or backwards..

## Ring Around the Rosy

Materials: None

This is a fun activity for the whole family! Everyone holds hands and forms a circle. You can include 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.



## Old McDonald Animal Sounds

Materials: Toy farm animals or pictures of farm animals

Sing Old McDonald Had a Farm. When it is time to say the animal, point to a farm animal (toy or in a picture), insert the animal name into the song and make the animal sound. Continue singing the song until all the farm animals have had a part.

## I Love Somebody

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!

## I Can Pray

Materials: Snack or meal time

Before starting snack or lunch have your child put their hands together in prayer. Sing: Open shut them, Open shut them, Give a little clap, clap, clap. Open shut them, Open shut them, Place them just like that. (Put hands together in prayer) Then sing the prayer: God Our Father, God Our Father, Once Again, Once Again, Thank you for our blessings, Thank you for our blessings, Amen! Amen!

## The Wheels on the Bus

Materials: You and your child

As you sing the song, do the different hand motions. Hand motions:

The wheels on the bus go round and round (Roll hands around each other)

The wipers on the bus go swish, swish, swish ("Swish" hands in front of you like windshield wipers)

The horn on the bus goes beep, beep, beep (Slap palm in front of you like honking a horn)

The doors on the bus go open and shut (Push hands back and forth in front of you)

The driver on the bus says "Move on back" (Point thumb over your shoulder)

The babies on the bus say "Wah, wah, wah (Rub fists in front of eyes)

The mommies on the bus say "Shush, shush, shush (Hold index finger in front of mouth as if saying shhh)

*“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.

## Backyard Tour

Materials: Your backyard

Take a walk around your backyard. Examine and discuss different objects. For example, name a tree - feel the bark, talk about what it feels like; a leaf - talk about the colors, here is the stem; backyard chair - what color is it, we use it to sit in. Examining and discussing is short as you move to the next object.

## ME!

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 and see the reflection of pointing, then discuss what you are seeing.

## 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 your child 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.

## Big and Small Game

Materials: Numerous big and small toys and household objects

Sit on the floor with your child and begin a discussion on big and small. Point out big and small objects in the room. Lay out all the gathered toys/objects in front of your child. Show him a toy/object and discuss its size. Pick up another toy/object and place it next to the first. Which one is small? Which one is big? Place the objects in a big pile and a small pile then discuss which you have more of. This discussion can be rekindled at another time as you both notice big/small objects!

*"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!

## Look Up!

Materials: Blanket & possibly sunglasses

Place the blanket outside in the grass. Lie down on the blanket with your child and look up. Take a moment to observe from this vantage point! Talk about what you see and hear – tree branches, colors, birds singing, clouds.

## 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.

## What do you see?

Materials: A favorite toy

Sit with your child and take a close look at this toy. Ask open-ended questions to further observe the toy. As the discussion continues, it is okay for you to answer the questions. Here are some examples of possible observational questions. What toy is this? How many wheels does it have? Where do you play with this toy – outdoors/indoors? What type of clothing is this toy wearing? Name colors on the toy

## 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.

## My Favorite Story and Luke the Lamb

Materials: A favorite book, Luke the Lamb stick puppet, or a stuffed animal

Sit together and read a favorite book. Have your child include Luke the Lamb or a stuffed animal for the reading. He may want to “circle up” more stuffed animals for the reading of his favorite book!

## Story Time Outdoors

Materials: Story Time Outdoors

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!

## Read the Illustrations

Materials: Your child's favorite book

Find a cozy and comfortable area to sit together and read. First, read the story straight through. Second, start at the beginning of the story and examine the illustrations. Name objects and have your child point to the object. - Where is the dog? What color is the ball? Name an object on each page.

*“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!

## What Will This Be?

Materials: Adult-size blanket, 2 or 3 dining/kitchen chairs

Place 2 or 3 chairs with the backs of the chairs facing in. Cover the chairs with the blanket. Is it a fort? Is it a house? Is it a tent? Is it something to go in and out, in and out, in and out? Let your child add some toys, books, etc. and see where his creative play leads him!

## Flashlight Fun

Materials: A flashlight

Introduce the flashlight. 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 him use the flashlight to explore and play with light and shadows.

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