

Dear Parents:

While none of us could have predicted the challenging times that have occurred, we do believe this to be only temporary, and please know that even though our schools will be closed for the next few weeks, we are here to support you.

Ideas to share with your child during their time at home have been gathered so that, not only will learning continue, but fears will be lessened as you spend time with your little one. All activities included are meaningful *and* fun, PLUS precious family memories will be made. Please use as needed, and enjoy!

### **Activity: Telling Tales (Family Stories)**



Young children love to hear stories about when you (parents) were growing up. Take time to tell one short story each day (mealtimes and bedtime are perfect), letting your child ask questions as needed. Then your child could tell you a story they remember from earlier years, and if grandparents or other relatives are available, let them share stories about their childhoods, too. If you wish, you can write these stories down in a family journal.

### **Activity: Story Time**

Stories are a great way to bring meaning to things going on in our world that a child cannot understand, and stories can also help to alleviate fears which the child may not yet know how to express . . . plus, at the end of a good tale, the storyteller *and* the child feel closer.

*Goldilocks and the Three Bears* is an all-time favorite for children, and there are many ways to share – you may tell the story, or a copy is included below if you prefer to read, and if needed, a link is provided at the end of the written story so that your family may listen as this beloved tale is told by a kindergarten teacher.

(Idea adapted from **Fairy Dust Teaching** ([asksally@fairydustteaching.com](mailto:asksally@fairydustteaching.com)))

**Video Link:** <https://vimeo.com/397483692>

## Goldilocks and the Three Bears



Once upon a time there were three bears who lived in a house deep, deep in the forest. There was a great big father bear, a middle-sized mother bear, and a tiny baby bear.

One morning after cooking breakfast, mother bear noticed that their breakfast porridge was much too hot to eat, so the three bears decided to go for a walk in the forest. While they were out, a little girl called Goldilocks came through the forest and found their house. She knocked on the door and, and even though there was no answer, she pushed the door open and went inside.

In front of her she saw a table with three chairs – one large chair, one middle-sized chair and one small chair. On the table were three bowls of porridge – one large bowl with spoon, one middle-sized bowl with spoon, and one small bowl with spoon.

Goldilocks remembered that she was hungry and the porridge looked good, so she sat in the great big chair, picked up the large spoon and tried some of the porridge from the big bowl. But the chair was huge and very hard, the spoon was heavy and the porridge too hot.

Goldilocks jumped off quickly and went over to the middle-sized chair. But this chair was far too soft, and when she tried the porridge from the middle-sized bowl it was much too cold. So Goldilocks went over to the little chair and picked up the smallest spoon and tried some of the porridge from the tiny bowl.

This time it was neither too hot nor too cold. It was *just right* and so delicious that she ate it all up. But she was too heavy for the little chair and it broke in pieces under her weight.

Next Goldilocks went upstairs, where she found three beds. There was a great big bed, a middle-sized bed and a tiny little bed. By now she was feeling rather tired, so she climbed into the big bed and lay down. The big bed was very hard and far too big. Next she tried the middle-sized bed, but that was far too soft, so she climbed into the tiny little bed. It was neither too hard nor too soft. In fact, it felt *just right*, all cozy and warm, and in no time at all Goldilocks fell fast asleep.

In a little while, the three bears came back from their walk in the forest. They saw at once that someone had pushed open the door of their house. Father Bear looked around, then roared with a growling voice.

Father Bear looked at his bowl of porridge and saw the spoon in it, and said in his great big growling voice, "SOMEBODY HAS BEEN EATING *MY* PORRIDGE"

Mother Bear said in a quiet, gentle voice, "Somebody has been eating *my* porridge."

Little Bear's small squeaky baby voice said, "Somebody has been eating *my* porridge, and has eaten it all up!"

Father Bear looked at chair, sniffed and said, "SOMEBODY HAS BEEN SITTING IN *MY* CHAIR."

Mother Bear said in her quiet, gentle voice, "Somebody has been sitting in *my* chair."

Then Little Bear said in small squeaky baby voice, "Somebody has been sitting in *my* chair and has broken it to pieces!"

By now the Three Bears were very curious, so they headed upstairs. Father Bear saw at once that his bed was untidy, and he said in his great big growling voice, "SOMEBODY HAS BEEN SLEEPING IN *MY* BED!"

Mother Bear looked at her bed, too, and noticed how all of the sheets and blankets were turned back . . . she said in her quiet gentle voice, "Somebody has been sleeping in *my* bed!"

Then Little Bear looked at his bed and said in his small squeaky baby voice, "Somebody has been sleeping in *my* bed, and she's STILL here!"

He squeaked so loudly that Goldilocks woke up with a start. She jumped out of bed, and away she ran, down the stairs and away through the forest . . . and the three bears never, ever saw Goldilocks again.

(Adapted from Robert Southey version)

[http://www.hellokids.com/c\\_27878/reading-learning/stories-for-children/classic-stories-for-children/goldilocks-and-the-three-bears](http://www.hellokids.com/c_27878/reading-learning/stories-for-children/classic-stories-for-children/goldilocks-and-the-three-bears)

## Goldilocks and the Three Bears video link:

(Idea adapted from **Fairy Dust Teaching** ([asksally@fairydustteaching.com](mailto:asksally@fairydustteaching.com)))

**Video Link:** <https://vimeo.com/397483692>

### GREAT FOLLOW-UP QUESTIONS:

1. Do you think it was okay for Goldilocks to go into the Three Bears' house while they were not at home?
2. What would have been a better thing for her to do if she wanted to go into the house?
3. Why do you think the Three Bears didn't like someone eating their porridge?
4. What should Goldilocks have done when she broke Baby Bear's chair?
5. Do you think Baby Bear wanted someone else to sleep in his bed (why or why not)?
6. What might Goldilocks have said to the Three Bears after they came back home to find her in their house?
7. Can you think of something nice she might do for them?

Questions adapted from: <https://www.storyberries.com/fairy-tales-goldilocks-and-the-three-bears/>

## AWESOME FOLLOW-UP SUGGESTION:



After *Goldilocks and the Three Bears* has ended, ask your child to help you make up your very own story about a family of bears. But this time the story is different . . . it's about a little bear that got sick, and what was done to help the bear get better, or what their mother or father did to help the bear get better, etc. By listening to your child's imaginary story, you will discover things that have been on their young mind, things that they might otherwise have a hard time putting into words. What ideas are bothering the child? What makes them feel safe? How you can use that information to keep your child healthy and to calm fears? If the story becomes sad or heavy, what can you do to help transform the ending to a happier one? (Ideas adapted from *The Storytelling Loop*)

<https://howtotellstoriestochildren.com/blog1/worried-about-illness-stories-calm-anxiety>

### Activity: Read a Book

The importance of reading aloud to your children cannot be overstated.

Choose a good book, get comfortable and look at the cover of the book with the child. Ask: What do you think the story is going to be about? Who is the author/illustrator?

In addition to reading to them yourself, there are some excellent online sites where books are read aloud for children. Another benefit is that this gives you access to many more books (and a greater variety of books) than you may own for yourself.

<https://www.storylineonline.net/library/>

<https://www.youtube.com/channel/UCzeXnqb2C3WEp1LEP7rImnQ>

<http://readtomelv.com>

After reading or listening to a book, ask your child questions such as these:

- *What happened first, next, last?*
- *Was this book fiction or nonfiction?*
- *What do you think could have happened if the story had continued?*

## Activity: Scavenger Hunt

Our weather is getting warmer, and with spring just around the corner, this is the perfect time to go on a scavenger hunt in your yard or neighborhood.

### What you'll need:

- space outside – a garden, park, or yard
- basket or sack to collect items

### Here's how to do it:

Your child may simply gather items that interest them, or you could have a list of items to watch for and collect . . . ask, could you find . . .

- something that smells good (small flowers, etc.)
- something that is their favorite color, or something of each color (red, yellow, green, brown, etc.)
- small rocks with neat shapes

And this would be the perfect time to talk about opposites, could you find something that is . . .

- rough/smooth
- heavy/light (weight)
- living/nonliving

## Activity: Counting and Sorting Dry Beans



Sometimes the best learning activities are the simplest and you can help your kindergartner build math skill with this bean-counting activity. With an ordinary bag of mixed beans, you can strengthen your child's ability to sort, categorize, see patterns, add, and count — essential for developing early math skills.

### What you'll need:

- bag of dried mixed beans
- flat surface to sort beans

### Here's how to do it:

Give your child a small container of beans to sort by color, shape, or size and place the beans into groups. Ask questions such as, which group has the most, which beans are largest/smallest, etc. Help your child add two groups together and count the total or have fun arranging the colored beans in a repeating pattern, or coming up with their own artistic creations.

## Activity: Amazing Bubbles



Kindergarteners are naturally curious. Learning to observe closely and communicate what they notice gives children a basis for asking meaningful questions. Once they notice something surprising, they naturally want to know *why* it happens. However, at this age, children may not express their questions verbally so much as through what they do. One way to help children develop the skill of asking questions is to model asking a question for them . . . *just how big could a bubble get . . . how could you make it bigger without popping*, etc.

### What you'll need:

- bubble solution purchased in stores (or make your own with 10 parts water to one part dishwashing soap)
- straws
- plate
- flashlight (optional)

### Here's how to do it:

Bubble domes are bubbles you blow on a flat surface. When looked at closely, they are full of movement and color. Pour a thin layer of bubble solution on a plate. Place the end of your straw into the liquid and blow gently until a bubble forms. Keep blowing as you pull the straw up a bit and the bubble will grow. When you are happy with the size, pull the straw out of the bubble and watch it carefully. Your child may prefer moving the bubble – they are delightfully wobbly, or by simply watching, interesting things appear (the shape of the bubble stays the same, but the surface of the bubble appears to swirl). Look at any bright reflections on the bubble (such as a window or your flashlight) and you'll see colors. How many can you find? Just after the colors disappear and the swirling stops, the bubble will pop and you can blow another. (If you wet your straw with bubble solution, it won't pop the bubbles).

## Activity: Light Experiment



**What you'll need:** A flashlight, and curious child

**Here's how to do it:** Predict, then test using a small flashlight: Will light shine through: paper, wood, tissue, fabric, your hand, clothing, backpack, glass of water, etc. Make sure they discover the magic of pressing a small light against their finger to see how a red light shines through!!!!

## Activity: Play-Doh Alphabet



What young child doesn't appreciate the gooey charms of Play-Doh? You may be surprised to learn that kneading and shaping this material is much more than simply play – it can actually improve your child's fine motor skills, which are key to handwriting and properly forming letters. This squishy art project allows kids to get creative with their ABCs, so to provide a hands-on feel for the alphabet, pull out your Play-Doh and prepare for a fun learning adventure!

**What you'll need:**

- one or two pieces of clay
- magic marker, crayon, pen or pencil
- several pieces of paper

**Here's how to do it:**

Your child's first initial (example – "D" for Donnie) is a good place to start as you write a letter of the alphabet on the paper (letters should be large – about five to six inches in height). Use Play-Doh to demonstrate how to roll out a long, skinny snake-like shape. Next, let your child roll the clay to build those small muscles that aid in fine motor skills. Have them mold the clay into the chosen letter and then ask them to write the same letter with a crayon or marker on the paper. Work your way through the alphabet so that your child has a chance to experience the many different shapes of letters in the alphabet.

**NOTE:** If you have not purchased Play-Doh, try the recipe below for homemade play dough – it is easy (takes less than five minutes to make) and inexpensive (less than one dollar), *it is soft and squishy (but doesn't stick), it will last for months in a zip lock bag, and you can add different colors (and even scents) to customize your dough.*



### ***Recipe***

*2 cups all-purpose flour*

*3/4 cup salt*

*4 teaspoons cream of tartar*

*2 cups lukewarm water*

*2 Tablespoons of vegetable oil (coconut oil works too)*

*Food coloring, optional*

*Quart sized bags*

**Directions:** Stir together the flour, salt and cream of tartar in a large pot. Next add the water and oil. If you're only making one color, add in the color at this time. Cook over medium heat, stirring constantly. Continue stirring until the dough has thickened and begins to form into a ball. Remove from heat and then place inside a gallon sized bag or onto wax paper. Allow to cool slightly and then knead until smooth. If you're adding colors after, divide the dough into balls (for number of colors you want) and then add the dough into the quart sized bags. Start with about five drops of color and add more (as needed) to brighten it. Knead the dough, while inside the bag so it doesn't stain your hands. Once it's all mixed together you're ready to PLAY.

*Once the dough is finished, place each dough ball into it's own quart-sized zip top bag. Then let your child squish the colors together. They will enjoy kneading dough while in bag and their hands will not be stained. You can use the same bag to store the dough, and if stored tightly, it will keep soft for up to three months.*

*\*If you only plan to make one color, just add choice of food coloring into pan when adding water (makes it easier to mix).*

### **Activity: Strike up the (Kitchen) Band!**



Banging pots and pans drives home the basics of musical beat for youngsters and it's definitely a great listening for purpose experience!

#### **What you'll need:**

- items found in the kitchen made of metal and wood (spoons, a cutting board, skewers, pots and pans, etc.) and things that can serve as a drum, such as an empty oatmeal container or a plastic bowl
- small metal spoon to use as a mallet
- any recorded music that has a strong beat

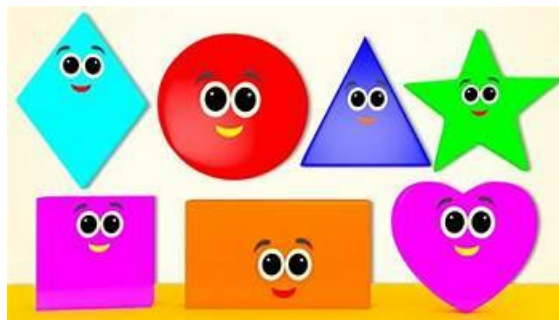


### Here's how to do it:

Help your child find kitchen supplies from each of the percussion groups: wood, metal, and plastic or cardboard (for the drum). You'll also need to find something to use as a mallet — a small metal spoon works well — for the instruments requiring one (like the pots and pans, plastic bowl, or cutting board).

Put on music with a strong, steady beat and play along, helping your child to find the rhythm. Switch instruments often to hear the various sounds, and experiment with how and where you strike the pots, pans, and bowls. Tap and scrape to find new sounds as you and your child march around the house in your own kitchen band parade.

### Activity: Take a Shape Walk



Go outside with your child and look for shapes, such as circles, triangles, squares, rectangles and diamonds. This will help your child make the connection between the shapes they learn about in the classroom and shapes in the world around him.

### What you'll need:

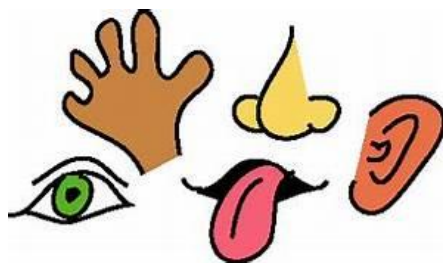
- paper
- pen or pencil
- clipboard or notebook (optional)

### Here's how to do it:

Review the name of different shapes with your child. Discuss the shapes that you might possibly find outside. Next, look at objects around you at home, such as a book or a door, and ask your child to identify the shape (square, rectangle, etc.).

To expand this activity, take a paper, pen or pencil and a clipboard (optional) outside. Have your child find shapes and write or draw the name of the shape on paper. They could dictate the writing to you or use their invented spelling to try to write it for themselves. When you are finished with your walk, ask your child what shape they found the most, what shape was the least common, what shape was most unusual, etc.

## Activity: Scavenger Hunt (Our Five Senses)



Talk with your child about how our amazing bodies help us appreciate our world – we have eyes to **see**, ears to **hear**, and we can also **taste**, **touch** and **smell** many wonderful things each and every day.

### What you'll need:

- your wonderful five senses
- paper and pencil (optional)

### Here's how to do it:

This activity could be done inside or outside, as you take a walk to find things that we see, hear, smell, taste and touch . . . during your walk, can you identify five things that we see and hear and touch (perhaps for the first time), can you identify five things that we smell . . . five things that we taste? You could make a list, or simply walk through the house or yard and enjoy your five senses!

## Activity: Fruit Fractions



Here's a clever and tasty way to review simple fractions with your child by using fruit.

### What you'll need:

- an apple or an orange
- a knife to cut the fruit

### **Here's how to do it:**

Take an apple or orange and cut it in half. Have your child put it together to show a whole, then one half and two halves. Reinforce how two halves make a whole. To extend the activity, cut the halves into fourths and do the same having your child put it back together to show a half, then a whole. You can then have your child eat a fourth or a half or a whole of the fruit. You can also extend this activity beyond food by having your child cut a paper plate into halves and quarters – such a yummy way to begin to understand the concepts of simple fractions!

### ***Activity: Simon Says***



Remember this wonderful oldie-goldie? What a great way to develop body awareness, directionality (sense of space and body parts) and motor development . . . also it's an excellent way to help young children learn to listen *and* to get them moving! PLUS, games such as this actually teach life skills that will help children succeed later in life.

### **What you'll need:**

- your wonderful child
- lots of movement ideas to keep them listening, thinking and moving (suggestions below)

### **Here's how to do it:**

Start by practicing, letting your child know that if you say “Simon says (action)” then they are to complete the action you have named. BUT – if you simply ask them to complete an action without saying “Simon says...” first, the students must remain still. And just look below if you need a few ideas to get started:

(touch your heard, touch your toes, wiggle your nose, touch your hips, wiggle your fingers, touch the floor, squat down, jump up and down, shake like jelly, jog in place, tickle your belly, touch your knees, touch your elbows, flap like a chicken, raise your right hand, raise your left hand, bend your knees, reach for the sky, snap your fingers, hug yourself, step forward, step backwards, shake your left leg, shake your right leg); And to add a twist, try giving more than one direction – “Simon says touch your ears and then turn around,” “Simon Says touch the top of your head before touching your tongue,” “Simon Says look up, run in place and then do a silly dance.”) PLUS – you and your child will think of LOTS more!

**NOTE:** Directions for more childhood games (*Musical Chairs; Duck, Duck, Goose; Hide and Seek; Red Light, Green Light* and more) are provided at the following website:  
<https://www.whitbyschool.org/passionforlearning/9-classic-preschool-games-that-secretly-teach-life-skills>

## Activity: Setting up for Art

You probably have lots of supplies and materials in your home that your child can use to be creative. Encourage and support their artistic efforts – it is the process they go through (imagining, designing, constructing, etc.) that is important . . . not the end result.

Look around your house and gather materials that your child can use for creative art. Put everything in a box, bin or basket and encourage your child to use the materials often to create whatever they want.

Examples of art materials you may have in your home:

- |                      |                           |
|----------------------|---------------------------|
| ✓ Crayons            | ✓ Feathers                |
| ✓ Markers            | ✓ Q-tips                  |
| ✓ Pencils            | ✓ Coffee filters          |
| ✓ Colored pencils    | ✓ Cupcake liners          |
| ✓ Pencil sharpeners  | ✓ Empty paper towel tubes |
| ✓ Paint              |                           |
| ✓ Scissors           |                           |
| ✓ Glue               |                           |
| ✓ Tape               |                           |
| ✓ All sorts of paper |                           |
| ✓ Aluminum foil      |                           |
| ✓ Pipe cleaners      |                           |
| ✓ Straws             |                           |
| ✓ Beads              |                           |
| ✓ Cardboard          |                           |
| ✓ Cotton balls       |                           |
| ✓ Popsicle sticks    |                           |
| ✓ Egg cartons        |                           |
| ✓ Boxes              |                           |
| ✓ Yarn               |                           |
| ✓ Toothpicks         |                           |
| ✓ Buttons            |                           |
| ✓ Paper plates       |                           |
| ✓ Paper clips        |                           |
| ✓ Junk mail          |                           |
| ✓ Magazines          |                           |
| ✓ Envelopes          |                           |
| ✓ Greeting cards     |                           |
| ✓ Stickers           |                           |
| ✓ Playdough          |                           |



## Activity: Basic Art

Give your child plain white paper, pencils, crayons, markers and scissors. Let the fun begin! With these simple supplies, countless hours can be filled. If they need inspiration, suggest one of these activities:

1. Draw a picture. Tell a story about what you drew.
2. Select a marker. Draw lots of lines from the top of the page to the bottom. Select a different marker and draw more lines from the top to the bottom. Repeat with one or two more colors. Now, select a marker and draw several lines from one side of the paper across to the other side. Repeat with a few more colors.
3. Fold paper.
4. Fold into a fan.
5. Tear paper.
6. Wad paper, then smooth it back out.
7. Wad paper and toss it into a basket or box across the room.
8. Trace around household items such as bottle caps, keys, spoons, etc.
9. Cut 2 long thin strips of paper . Loop one over and glue the ends to make a circle. Stick the other strip through the circle, loop it and glue the ends to make a chain. Add more links.
10. Cut pictures out of magazines and make a collage.
11. Fold white paper in half- to create booklets. You can go outside and let them draw some of the things they see in nature. Then write the words.
12. Fold white paper into fourths to make smaller booklets.
13. Use pencils to do “rubbings” of things in nature. Ex. Bark, leaves, rocks, etc. Put the objects under a sheet of paper then hold your pencil sideways and gently rub back and forth.

## Activity: Circle Art



This is a perfect activity to strengthen fine motor skills using one of the first shapes that a child usually learns – the circle. Before starting this activity, look around your house and see how many things are shaped like a circle (you will probably find quite a few).

### What you'll need:

- paints (several colors)
- small bowls
- paper
- empty toilet tissue rolls, or paper towel tubes (cut in half)

### Here's how to do it:

Pour small amounts of paint into several bowls, and take a moment to model dipping one end of the roll into paint, then dabbing the paint-covered end onto paper. Once your little one begins, they can repeat this over and over to create their own circle masterpiece.

## Activity: Leaf People



Spring is a great time to take a nature walk and gather an assortment of leaves! Be sure to find a mixture of shapes and sizes so you can create a leaf family.

**What you'll need:**

- basket or sack to collect leaves
- paper
- glue

**Here's how to do it:**

After gathering leaves, simply glue them to a piece of paper to make a leaf person. And if you would like, get creative by adding googly eyes and drawing a face with marker.

**Activity: House Shaped Book**



Nothing is more meaningful to young children than their homes and families. The following activities will definitely encourage conversations and family involvement!

**What you'll need:**

- paper
- crayons
- stapler

**Here's how to do it:**

Cut 2 papers for your child in the shape of a simple house. On one let them draw a picture of their house and write “My home.” On the other one, let them draw a picture of their family and write “My family.” Optional – add more pages and let them draw and write more about their home, family, pets, etc. Staple the pages together to make a “Home and Family book”.



## Activity: Envelope House

### What you'll need:

- regular mailing envelope
- crayons
- pens or pencils

### Here's how to do it:

Have each child select an envelope. When the flap is opened, the envelope resembles the general shape of a house. Have children draw a door, windows, roof tiles, etc. to make the envelope look like a house. Optional: Draw pictures of family members and write their names on individual index cards. Also write your address on a card. Put the cards inside the envelope house.

## Activity: ALL ABOUT ME Poster



### What you'll need:

- crayons
- poster board or large paper

### Here's how to do it:

Let your child make an “ALL ABOUT ME” poster about themselves. Include:

- Full name and birthday
- Names of parents and siblings
- Information about pets
- What the child likes to do
- Other special people in the child's life
- Favorites: color, food, book, toy, etc.
- Any other interesting information or pictures they want to include

## Activity: Family Tree

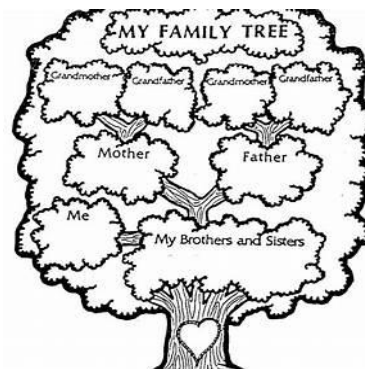
Families are so very important to little ones, this activity will help them understand just how special they are!

### What you'll need:

- crayons
- poster board or large paper

### Here's how to do it:

Help your child draw a large outline of a tree, then talk about your own family . . . fill your tree with names and/or pictures of family members (including grandparents, cousins, etc.).



## Activity: Alphabet Chart



There are all sorts of beautiful alphabet charts to be purchased. BUT – it has so much more meaning for children when they make one themselves!

### What you'll need:

- crayons
- paper

**Here's how to do it:** Let your child make their own alphabet chart by writing one letter per page and drawing a picture of something that starts with the letter.

## Activity: Environmental Print



One way to help your child get ready to read and write is to use Environmental Print. Environmental Print is any print in the child's surroundings that he or she can "read" such as *McDonald's*, *Wal-Mart*, *M&Ms*, etc.

### What you'll need:

Collect clean, empty boxes, labels, etc. for your child to play with and use in learning experiences. Examples of the kinds of things to save:

- Cereal boxes
- Colorful sale papers from the newspaper
- Clean fast food containers
- Labels from food items
- Paper sacks with store labels.

### Here's how to do it:

Fun ways to use Environmental Print:

- Collect cereal boxes and cut off the fronts of the boxes. 3 hole punch all of the cereal box covers and bind with metal rings to make "THE CEREAL BOOK".
- Collect duplicate samples of environmental print to play "match the labels."
- Use empty cake mix boxes, pizza boxes, a menu and dish detergent bottles when playing "house".
- Can we think of rhyming words for some environmental print?

Fruit Loops = Boot Loops

Jello = Hello Yellow Jello!

POP Tarts = HOP Tarts or STOP Tarts

(In kindergarten classrooms, teachers often make a "Word Wall" where they display names, familiar words, sight words and environmental print).

## Activity: Letter Art

Magazines and sales papers provide lots of colorful letters which can be useful in helping children learn letters as well as practice cutting.



### What you'll need:

- Cut outs of large alphabet letters from magazines and sales papers
- Glue
- Poster board or large paper

### Here's how to do it:

Glue to all sorts of creations to make Letter Art, for example:

- Glue the letters in order to make the alphabet
- Draw a large circle face. Glue alphabet letters to make eyes, nose, mouth, ears, hair, etc.
- Draw a simple sketch outline of a house. Fill the house with alphabet letters.
- Make an alphabet tree.
- Glue letters to an empty paper towel tube to make a Letter Wand.

## Activity: Let's Move!

Children need movement! They have a lot of energy and they need LOTS of outdoor free play as often as the weather permits. For indoor play use some songs/dances/movement videos from online resources. You could just do jumping jacks- count as you do them. Swing your arms in circles, do some squats, etc.

Movement Resources Online:

[https://www.youtube.com/channel/UC4Hdb26\\_xnPQsntwLazMqYw](https://www.youtube.com/channel/UC4Hdb26_xnPQsntwLazMqYw)

<https://family.gonoodle.com/channels/indoor-recess>

How many ways can we move? (Jumping jacks, squats, swing your arms in circles, hop, skip, jump, etc.)

## **Activity: Let's Play Dress Up!**

Children need time to pretend and use their imaginations. Dramatic play is an excellent way to allow them to do this. Give them a corner where they can play House, Beauty Shop, Doctor's office, Florist, Restaurant, etc.

Make a Dramatic play trunk or box. Fill it with any appropriate props that you have on hand. Here are a few examples:

- ✓ Costumes
- ✓ Vests
- ✓ Shoes
- ✓ Hats
- ✓ Scarves
- ✓ Capes
- ✓ Aprons
- ✓ Purses
- ✓ Wallets
- ✓ Cell phones
- ✓ Keys on a keyring
- ✓ Briefcase
- ✓ Clip on bow ties
- ✓ Baby dolls
- ✓ Play or plastic dishes
- ✓ Play food
- ✓ Cash register
- ✓ Artificial flowers
- ✓ Doctor's kit
- ✓ Old computer keyboard

## Activity: Building Blocks

Block play engages the child in creative physical, social, emotional, artistic and cognitive experiences.

If you do not have blocks at home for your child to build with, use whatever you have available. Here are a few examples of items you may have that children will enjoy building with:

- ✓ Canned Goods
- ✓ Boxed Food Items
- ✓ Gift Boxes
- ✓ Shoe Boxes
- ✓ Bottle Caps
- ✓ Plastic Cups
- ✓ Books
- ✓ Dominoes
- ✓ Rocks
- ✓ Sticks



## Activity: Making Music

Musical Instruments:

Collect empty boxes, canisters from oatmeal, or empty water bottles. Allow your child to find items they can put into the containers to make instruments. Discuss and observe the fact that when you use different items inside the containers, you get a different sound. If you use rocks you may get a deeper/harder sound. If you use dried beans or rice you will get a softer/lighter sound.

Empty paper towel rolls can be used to make horns. Let them decorate their “horn” with stickers/markers.

***Lessons and suggestions from the following websites were adapted when listing activities:***

*Great!SCHOOLS.org* [www.greatschools.org/gk/articles/kindergarten-learning-games-activities](http://www.greatschools.org/gk/articles/kindergarten-learning-games-activities)

*Silly Fish Learning* <http://sillyfishlearning.com/>

*Emerge Pediatric Therapy* <https://www.emergepediatrictherapy.com>

*Pocket of Preschool Academy* <https://pocketofpreschool.com/2d-shape-activities>

*My Mommy Style* <https://www.mymommystyle.com/fun-leaf-people-craft/>

*The Whitby School* <https://www.whitbyschool.org/passionforlearning/9-classic-preschool-games-that-secretly-teach-life-skills>

*I Heart Naptime Website* <https://www.iheartnaptime.net/play-dough-recipe/#>

*Hello Kids Website* [http://www.hellokids.com/c\\_27878/reading-learning/stories-for-children/classic-stories-for-children/goldilocks-and-the-three-bears](http://www.hellokids.com/c_27878/reading-learning/stories-for-children/classic-stories-for-children/goldilocks-and-the-three-bears)

<https://www.weareteachers.com/best-math-websites/>

*Virtual Field Trips* [https://www.youtube.com/results?search\\_query=virtual+field+trips+for+kids+](https://www.youtube.com/results?search_query=virtual+field+trips+for+kids+)

*NAEYC's Message in a Backpack* [www.naeyc.org](http://www.naeyc.org)

*Scholastic is offering free online learning for children during the school closures*

[https://www.news.meredithlmg.com/general/scholastic-is-offering-free-online-courses-so-your-kids-can/article\\_f9429470-d477-51e0-a223-10533ca3d4c9.html](https://www.news.meredithlmg.com/general/scholastic-is-offering-free-online-courses-so-your-kids-can/article_f9429470-d477-51e0-a223-10533ca3d4c9.html)

**Remember, there is no App that  
can replace your lap!  
Read to your Child!**

*We hope you enjoy these  
activities, and extra time  
spent with your little ones!*





**Going outdoors  
is not cancelled, listening  
to music is not cancelled,  
quality time with our  
families is not cancelled,  
reading a book is not  
cancelled, sharing with  
friends is not cancelled,  
singing out loud is not  
cancelled, laughing has  
not been cancelled,  
sharing **HOPE** with others  
has not been cancelled.**

**Let's EMBRACE what  
we have.**

