

School Closure Toolkit: School-administered Early Childhood Programs

UPDATED 5/4/2020

I. Summary

When schools close, program directors must make important decisions and take swift action to ensure the wellbeing of students, families, and staff. The purpose of this document is to help program directors think through those decisions of reopening and action steps they can take to keep children safe. The document includes the following:

- Checklist for decisions pertaining to school-administered early childhood programs
- Best practices for programs that remain open
- Program Evaluation/Monitoring Guidance
- Guidance for thinking through schedules and procedures
- List of instructional, health, and safety resources for parents and others who care for and educate children

For questions, related to early childhood instructional materials, resources, and supports please contact Dr. Darlene Estes-Del Re, Assistant Commissioner of Early Childhood Education at Darlene.DelRe@tn.gov, For questions related to school-based administered child care closures, monitoring requirements, and/or healthy and safety guidelines, please contact Misty Moody, Senior Director of School-based Services at Misty.Moody@tn.gov.

II. Checklist

Below is a brief checklist program directors should consider during periods of closure.

Decide whether to remain closed or reopen your program

Note that Voluntary Pre-K (VPK) programs will close if their district schools close. Continue to check COVID-19 school closure updates posted on your local district's website. For programs run by private entities, the directors of those programs will need to make individual decisions about whether to close.

The recommended first step in making this determination is to consider what actions schools serving similar populations and communities that are licensed by the Department of Human Services are taking. In addition, review your insurance and business interruption policies, as well as [guidance](#) from the U.S. Small Business Administration. Most importantly, the department is recommending that programs follow [CDC guidance for child care programs that remain open](#). The following checklist will assist programs in determining whether to remain closed or to reopen:

Consider implications for working families, and provide mitigation strategies and resources

Will keeping the program open provide a needed service (e.g., by prioritizing care for families most in need, including people required to work on COVID-19 response)?

Evaluate the risks associated with staying open, and communicate clearly to families

Will keeping the program elevate risks for children, families, and/or educators?

Create procedures to ensure compliance with regulations and guidance

These proactive measures are intended to help limit the spread of COVID-19 and safeguard children, families, and child care provider staff.

- **Limiting Persons in the Facility:** Providers should prohibit persons from the facility with the exceptions of:
 - Facility staff
 - Persons with a legal authority to enter, including law enforcement officers, child care licensing staff, and DHS Child Protective Services staff
 - Professionals providing services to children
 - Children enrolled at the facility
 - Parents or legal guardians who have children enrolled and present at the facility
- **Pick-up and Drop-Off Protocols:** Pick-up and drop-off should occur outside the facility, unless it is determined that there is a legitimate need for the parent to enter a facility. Hand hygiene stations should be set up at the entrance of the facility, with supervised use. Consider staggering arrival and drop off times and/or have staff come outside the facility to pick up the children as they arrive.
- **Screening:** Persons who have a fever of 100.4⁰ (38.0⁰C) or above or other signs of illness should not be admitted to the facility. Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick. Screen staff and children upon arrival, if possible. Require staff to

report any illness to their supervisor and require notification of COVID-19 positive case in employee's household. Examples of screening methods are available in the [CDC Guidance](#).

- **Limiting Class Sizes and Mixing:** All efforts should be made to limit congregation of children and class sizes to 10 or less.
 - **Groupings should include, to the extent possible, the same children each day to minimize exposure**
- **Face Masks:** When feasible, staff members and older children should [wear face coverings](#) within the facility as recommended by the CDC. Cloth face coverings should NOT be put on babies and children under age two because of the danger of suffocation. Consider explanations to assist children with understanding why staff are wearing face coverings, as appropriate.
- **Do not allow sick children to be cared for in the facility:** If a child becomes sick while at the facility, contact the parent or guardian immediately and separate the child from other children at the facility.
- **Have a plan if someone is or becomes sick.**
 - Plan to have an isolation room or area (such as a cot in a corner of the classroom) that can be used to isolate a sick child. Additional information about isolation in related settings can be found here: [isolation at home](#) and [isolation in healthcare settings](#).
 - Be ready to follow CDC guidance on how to [disinfect your building or facility](#) if someone is sick.
 - If a sick child has been isolated in your facility, clean and disinfect surfaces in your isolation room or area after the sick child has gone home.
 - Send staff home if they become sick with COVID-19-like symptoms.
 - If COVID-19 is confirmed in a child or staff member:
 - Close off areas used by the person who is sick.
 - Open outside doors and windows to increase air circulation in the areas.
 - Wait up to 24 hours or as long as possible before you clean or disinfect to allow respiratory droplets to settle before cleaning and disinfecting.
 - Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, and common areas.
 - If more than 7 days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.
 - Continue routine cleaning and disinfection.
 - Do not permit the child or staff member to return to the facility except as recommended by the child or staff member's medical provider.

For more details and recommendations, please refer to the [Centers for Disease Control and Prevention's Guidance for Child Care Programs that Remain Open](#), which covers topics such as:

- Social Distancing
- Child pick up and drop off procedures
- Cleaning and disinfecting toys and bedding
- Safely caring for infants and toddlers
- Food preparation and meal service
- Talking with children about COVID-19

Notify the TDOE

Please notify your program evaluator and/or Misty Moody with your plans for re-opening, misty.moody@tn.gov .

III. Best Practices

Sanitization

- Ensure all staff and children wash their hands with soap and water for at least 20 seconds frequently throughout the day, before and after meals, and after using the restroom
- Encourage staff and children to cover their cough or sneeze with a tissue, throw the tissue away, and wash their hands
- Clean frequently touched surfaces, ideally every 30 minutes, but at least 1–2 times during the day; see the CDC’s disinfection [guidelines](#). Surfaces that should be cleaned regularly include the following:
 - Toys: For toys that a child might place in their mouth, use 1 part vinegar to 3 parts water. Wipe down toys and allow to air dry.
 - Nap mat covers and blankets: Change daily and launder according to CDC disinfection guidelines
 - Tabletops and hard surfaces: Use a solution of 1 part bleach to 3 parts water. Clean before and after every meal and activities.

Food Preparation

The Food and Drug Administration [recommends](#) the following safety measures during food preparation:

- Wash hands and wash and sanitize all food contact surfaces and utensils frequently
- Wear disposable gloves
- Clean and sanitize counters and condiment containers often

Social Distancing

- Avoid large gatherings ten (10) or more people and practice social distancing of 6 feet apart
- Cancel field trips and consider virtual field trip opportunities:
 - Virtual Farm Tour: <https://www.youtube.com/watch?v=y-FQsNH0fXI>
 - San Diego Zoo: <https://kids.sandiegozoo.org/videos>
 - Georgia Aquarium: <https://www.georgiaaquarium.org/webcam/ocean-voyager/>
 - The Smithsonian: <https://www.si.edu/>
 - The Grand Old Opry: <https://www.opry.com/>
- Consider changing from in-person to virtual methods if continuing to hold classes
- Limit child grouping by, for example, staggering lunch times or having children eat in individual classrooms
- Limit visitors as much as possible

Monitoring

- Check the temperature of children, staff, and visitors upon arrival using a thermometer that does not touch the skin
- If a child exhibits symptoms of illness, immediately quarantine the child and request immediate pick-up

- If a staff member exhibits signs of illness, send them home immediately

Communication

When communicating with families and staff, include the information from the communication checklist above.

- Urge staff to stay home when sick and [high-risk](#) staff members to stay home
- Urge families to stay home whenever possible
- Post [symptoms](#) of COVID-19 around the building
- Follow Chapter 0520-12-01, Standards for School-administered Child Care rules concerning notifying the CDC as well as family and staff if someone comes into contact or tests positive for COVID-19.

IV. Recommended Schedules and Procedures

Limiting Class Size:

All efforts should be made to limit congregation of children.

- Limit class size to 10 or less children
 - For infants, class size remains 8 children or less
- Groupings should include, to the extent possible, the same children each day to minimize exposure
- Limit the mixing of children by staggering playground times and keeping groups separate for special activities such as art, music, and exercising
- Clean or disinfect equipment between groups, when possible

Background Checks

If you are a [CCDBG programs](#) and have not completed the necessary back ground checks listed in your contract with DHS, you will need to fulfill this requirement ASAP to ensure there isn't a disruption of funding.

Program Evaluation/Monitoring: As providers begin to reopen pursuant to federal, state and local regulations, the department requests the provider **contact their Program Evaluator** to keep them informed of the program's status. Program Evaluators will be able to explain how monitoring and compliance will be determined for the immediate future, and can discuss any continuing challenges and impacts the provider may face to better inform the department on the needs of schools and the child care community going forward.

During these extraordinary times, Program Evaluators are supporting open schools/programs through weekly calls to provide guidance and clarification on continued best practices to ensure safe, healthy and educationally rich environments for the children in Tennessee. For closed programs, Program Evaluators will continue to reach out via email and send updates through the School-administered Child Care and VPK newsletters. These frequent touchpoints are also a continued source of information for providers in better understanding department programs which offer assistance to providers suffering financially as a result of tornados or COVID-

19 pandemic.

Recommendations

Below are some recommendations for programs that remain open:

- Identify ways to serve high-need families and encourage others to keep their children at home
- Consider relaxing tuition costs and timelines for families that do keep their children at home
- Address the questions in the template below when developing an operations plan for the program:

Example:

Procedure	Adjustments	Next Steps
Drop off by parent/guardian	Have parents/guardians drop off their children at the entrance instead of going to the classroom	<ul style="list-style-type: none"> • Establish drop-off location at the entrance; include sign-in sheet and posted signage for parents • Assign staff member(s) to drop-off duty • Communicate the new procedure with families via listserv by [date]

Template:

Procedure	Adjustments	Next Steps
Drop off by parent/guardian		
Check in process*		<i>*Include steps for checking children and staff for signs of illness when they arrive</i>
Breakfast		
Morning routine		
Cleaning procedures and rotations		
Centers (cleaning, social distancing)		
Class activities		
Snack time		
Nap time		
Food preparation		
Lunch		
Playground (cleaning, social isolation)		
Pick up by parent/guardian		

Procedure	Adjustments	Next Steps
Field trips*	<i>*Note: It is recommended that field trips be cancelled</i>	

V. Resource List

Below are several resources for parents and others who care for young children to facilitate ongoing learning during the closure period.

ReadyRosie Launch: Brings free early education resources to families

The Tennessee Department of Education (TDOE) and the Governor’s Early Literacy Foundation (GELF) partnered with ReadyRosie to bring free early education resources to families. ReadyRosie is an early education online platform that provides short videos and free resources with simple, engaging activities for Tennessee families and children, ages birth through 3rd grade, to do at home. Through this partnership, all families with school-aged children in Tennessee will have access to ReadyRosie Modeled Moment videos, which equips them with simple and fun activities to help their children learn while at home.

Around two minutes long in both English and Spanish, the video “moments” feature real families demonstrating instructional activities that parents can then replicate with their own children and are rooted in learning goals for children on topics such as literacy, early math, health and well-being.

The ReadyRosie platform will be available for Tennessee families from April 1 through September 1. Families can easily register for free today here, <https://readyrosie.com/tn/>, and can sign up to receive weekly text messages or emails with curated playlists of activities.

For more information about ReadyRosie, visit the website and watch this video. Tennessee parents can register for free here: <https://readyrosie.com/tn/>.

COVID-19 Resources for Children and Families

- National Child Traumatic Stress Network:
https://www.nctsn.org/sites/default/files/resources/fact-sheet/outbreak_factsheet_1.pdf
- NPR—Just for kids: A comic exploring the new coronavirus:
<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus>

- National Association of School Psychologists: Talking to children about COVID-19 (available in multiple languages): [https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource)

Standards and Development

- National Association for the Education of Young Children: <https://www.naeyc.org/>
- Birth to 48 months: https://www.tn.gov/content/dam/tn/education/standards/tnelds/std_tnelds_birth-4yo.pdf
- 4 year olds: https://www.tn.gov/content/dam/tn/education/standards/tnelds/std_tnelds_4yo_2018.pdf

School-administered Child Care Rules

<https://publications.tnsosfiles.com/rules/0520/0520-12/0520-12-01.20180801.pdf>

More Learning Resources

- Ducksters (social studies): <https://www.ducksters.com/>
- Science Buddies: <https://www.sciencebuddies.org/stem-activities>
- Scholastic: <https://www.scholastic.com/teachers/articles/teaching-content/25-ways-get-kids-writing/>
- Readworks (Note: requires signing up for an account): <https://www.readworks.org/>
- GoNoodle (physical, academic, and social-emotional health) - <https://www.gonoodle.com/>
- ABCmouse (reading, math, science, art; free 30-day trial): https://www.abcmouse.com/abt/homepage?8a08850bc2=S2861478214.1584482199_0861&gclid=EAlaIQobChMIw4-iIMCi6AIVC3iGCh21CQ9DEAAYASAAEgltovD_BwE
- Starfall (Note: requires signing up for an account): <https://www.starfall.com/h/>
- ABCya.com (math, reading, science, and more): <https://www.abcya.com/>
- Growing Book by Book: <https://growingbookbybook.com/>
- Kids Activities: www.kidsactivities.com
- We are Teachers—Free online learning resources for teaching your students virtually: <https://www.weareteachers.com/free-online-learning-resources/>
- Kid Central TN (resources for parents and caregivers): <https://www.kidcentraltn.com/content/kidcentral.html>
- Ready Rosie <https://www.readyrosie.com/>
- Epic! online books for children - <https://www.getepic.com/>
- www.getepic.com is an online library free for 30 days with tons of great books
- www.Play.prodigygame.com (math) Prodigy
- www.khanacademy.org (math) Khan Academy
- mysterydoug.com (Science) Mystery Doug
- www.typingclub.com (writing) typing club
- www.squigglepark.com (Reading) squiggle Park
- www.storylineonline.net (reading) Storyline
- www.historyforkids.net (social studies) History for kids

- kids.nationalgeographic.com (Science) National Geographic
- Storyline Online: www.storylineonline.net
- Mysteryscience.com
- Zearn.org (math)
- PBSkids.org
- cpb.org
- www.mymissnina.com
- www.petethecatbooks.com

Sample Learning Activities

Children learn best through guided instruction and open-ended opportunities to investigate, play, and discover. Concrete, hands-on experiences provide deeper learning. The following chart provides an overview of instructional opportunities for supporting the continued learning and growth of pre-K children.

Foundational Oral Language and Literacy Skills	Description	Resources for Additional Ideas
<p>Read books to and with children: 15 minutes twice a day</p>	<p>Read aloud printed and/or digital books.</p> <ul style="list-style-type: none"> • Facetime with your family members or child’s friends for a read-aloud story time together. Read from a book or tell a really descriptive story you make up or that you were told as a child. Child really enjoy and benefit from listening to oral stories told. Instead of seeing pictures in the book, they get practice imagining what the characters and story settings look like. • Record members of your family reading a book on a cell phone, iPad, or computer and let your child listen to it as often as they want to. 	<p>Online story resources:</p> <p>https://www.123homeschool4me.com/stories-for-kids/</p> <p>https://justbooksreadaloud.com/</p> <p>https://www.storylineonline.net/</p> <p><i>Parts of a Story</i>, by Jack Hartmann</p> <p>https://www.youtube.com/watch?v=-nePjWXecQ</p>

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| | <ul style="list-style-type: none">• Use different voices for characters and add sound effects to bring the story to life.• Read the book the first time through for enjoyment• During the second reading of the book, pause and ask your child questions about the story. Consider “what if” questions that allow them to think how characters might react differently if something changed in the storyline. Also ask them about how characters might feel. Sequencing events (what happened first, second, third) and predicting what happens next is also a favorite way to interact with a book.• Choose 2 books you have read a few times with your child, and ask how characters’ feelings/actions and story events are similar or different.• Create books with your child of family memories of trips, birthdays, holidays, and other special events. First, tell the story. Allow your child to help you illustrate the story in book form or as a poster. As child recalls key events from the story told, write | |
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	<p>the words beside the picture described. Place home-made books and/or posters in a box or basket so your child can “read” them whenever he/she wants to.</p> <ul style="list-style-type: none"> • Read from a variety of books. Mix up the types of books you read with your child. In addition to the story books you read, consider reading concept books that teach about the alphabet, counting, colors, shapes, adding, and subtracting. Children also enjoy informational books about famous places and people as well as those that teach about science and nature. 	
<p>Rhyming activities: 10 minutes twice a day</p>	<ul style="list-style-type: none"> • Build a poem or nursery rhyme one line at a time throughout the day with magnets on the refrigerator or with attached by string or tape from a door knob. As you and your child pass by the poem or nursery rhyme under construction, say the rhyme line (s) together. • Choose a nursery rhyme or other poem from the resource links to read to and with your child. Call attention to words that rhyme, those that have the same ending sounds. 	<p>Additional resources:</p> <p>https://www.education.com/game/match-rhyming-words/</p> <p>https://www.education.com/game/match-rhyming-words/</p> <p>https://earlylearningideas.com/rhyming-picture-cards/</p>

	<p>Give your child a “shopping bag” to shop the room(s) for two items that rhyme. When child returns with items, say the names of the objects and decide together if they are rhyming words. Repeat for as long as child remains interested.</p> <ul style="list-style-type: none"> • Play “Rhyme and Roll” game in which you sit on the floor 6 feet apart from child with legs open to catch a rolled ball. Tell child you are going to say a word (cat) and roll the ball to him/her. After he/she catches the rolled ball, he/she says a word that rhymes with your word (hat) and rolls the ball back to you. Continue for as long as the child remains interested. • Build a pretend campfire with stacked pillows. Sit around “the campfire” and take turns saying a nursery rhyme or poem and identifying which words are rhyming words. 	
<p>Sound-only exploration game: 15 minutes a day</p>	<ul style="list-style-type: none"> • Choose 5–6 toys or household objects with names that begin with different initial or beginning sounds (cup, ball, pen, sock, and fork). Name each object emphasizing the beginning sound: 	<p>Additional resources:</p> <p>Fundation Letter Cards ABC: https://youtu.be/2MMiie4vNwk</p>

- Cup (cup, ccuupp, the first sound in cup is /c/
- Ball (ball, bbaallll, the first sound in ball is /b/
- Pen (pen, ppeenn, the first sound in pen is /p/
- Sock (sock, ssoocckk, the first sound in sock is /s/
- Fork (fork, ffororkk, the first sound in fork is /f/

Then say, "I spy an object that begins with the /s/ sound". Child picks up sock, and repeats, "/s/ sock." Continue playing the sound game with remaining objects. If child wishes to continue to play, start with new toys or objects.

- Take a "Sound Walk" outdoors and walk until you hear a sound, stop, and tell what sound you hear.
- Play "I Spy" sound game with child, by saying "I spy something in the room that starts with the sound /l/ and ends with the sound /p/ and have child guess (lamp). Repeat by spying different objects found in the room. This can also be played using 5-6 of the child's toys.

<p>Sound Play with Words</p>	<ul style="list-style-type: none"> • Children delight in hearing silly things said. Enjoy some silly learning fun by helping children make new words by taking away the first or end sound of each word. For example, taking away /b/ from bean becomes “ean” while taking away /n/ from bean becomes “bea.” • For added fun, help children discover that some words can be divided into smaller sound bits called syllables. Begin with their names, say name, clap for each sound bit heard, say name again. Give it a try with other family members’ names as well as with words from books read. Keep children’s interest by substituting clapping for jumping, hopping, bending, or twisting. • After reading a bedtime story, play the “Lights Out-Sound Out” game in which you turn the lights out and take turns saying a word, whispering the sound bits of the word, and saying the word again. Add some fun by picking a theme for your words or choosing words from the bedtime story read. • Have fun with sound segmenting using a 	
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	<p>homemade tambourine made by placing beans or rice between two stapled paper plates. Say a multiple syllable words, such as broccoli or crocodile, then shake the tambourine for each sound bit heard when you say the words.</p>	
<p>Sound/letter recognition: 15 minutes a day</p>	<ul style="list-style-type: none"> • Swat that Sound: Use post-it notes or scraps of paper with magnets to post letters on the refrigerator or around the house. Give your child a clean fly swatter, toy wand, or rolled piece of paper. See how many sounds your child can swat and say. You can change this up by having your child “high-five” the letter sound instead. • Play a shopping game with your child. You create the shopping list with 3-4 letters written on it. Read the list of letters with their corresponding sound to your child. For example, “Today you will shop for things in the house that start with the sound /m/ pointing to the letter “m” and /s/ pointing to the letter “s” and /t/ pointing to the letter “t”. Repeat the list one more time and hand a bag, basket, or box for your child to go shop 	

	<p>with. When your child returns, compare items brought to letters/sounds written on the shopping list. Repeat using different letter/sounds.</p> <ul style="list-style-type: none">• In a sealed, plastic sandwich or storage bag, place a non-toxic gooey substance (school glue, pudding, icing, etc.). Allow children to write the letters of their name, initial sounds of objects, etc. on the surface of the bag. Children also enjoy matching pictures of objects to initial letter sounds.• Play this Back-to-Back Sound Game: On old envelopes or scrap pieces of paper, write a letter on each paper or envelope. Place these in front of child who is sitting on floor. Review what sounds each letter represents. For example, say, "This is the sound /s/ and this is what "s" looks like when we write it as a letter." Repeat for each letter sound. Then sit back to back with child on the floor. Say a sound aloud and ask child to choose which letter in front of them represents that sound when we write it. Repeat for each letter.	
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	Continue playing as long as child remains interested.	
Dramatic and pretend play: 60 minutes a day	<ul style="list-style-type: none"> Choose toys or other items around the house to represent ideas, characters, and objects to tell an original story or reenact a familiar story. Allow children to dress up as characters. Old cereal boxes, socks, and paper plates can be transformed into puppet faces. Place some hats, scarves, shoes, and other clothing items in a box or basket for children to use as costumes to act out stories. Play charades with your child by taking turns pretending to be a favorite animal, book character, or family member and having your child guess who you are and what you are doing! Switch turns so your child can be the actor. 	<p>Example of dramatic play: <i>The Garden Center</i> https://youtu.be/zuUjeNI9TNc</p> <p>Example of dramatic play: <i>The Train Station</i> https://youtu.be/1QwYIZK6ldl</p> <p>Example of dramatic play: <i>The Bakery</i> https://www.youtube.com/watch?v=xXqyum4YeEc</p>
Writing: 15 minutes a day	<ul style="list-style-type: none"> Magic Writing: On a white piece of paper, write various letters across the page using a white crayon. Give your child a tray of watercolor paints (or washable markers) to color over the page to reveal the hidden letters. As your child adds color to the page, the written 	<p>Additional writing resources: https://www.123homeschool4me.com/alphabet-printables</p> <p>Free preschool shape worksheets www.tlsbooks.com/preschoolshapes.htm</p>

letters will magically appear. See which letters your magician can name.

- Fill a baking tray with salt, flour, sugar, or sand. On scrap pieces of paper draw a shape or letter. Show it to your child. Ask him/her to draw the shape or letter in the tray. Lightly shake the tray to “erase” before showing the next shape or letter to draw.
- Set up a space with crayons, markers, and/or pencils with scrap paper for children to draw/illustrate favorite events from a story read to them. Ask children to describe the message or story they wrote.
- Cut cardboard or thicker paper into various 5 inch shapes (circle, triangle, rectangle, and square). Allow your child to use these cut-outs as stencils to trace shapes onto paper. See what designs they can make by overlapping shapes. (Shapes are made up of the horizontal, vertical, diagonal, and curved lines that are used when writing actual letters).
- Give a variety of markers, pencils, crayons, chalk, paints to your child and scrap paper to practice writing his/her name. Add

	some fun to see how many times he/she can write his/her name on the paper.	
Math Concept Exploration	Description	Resources for Additional Ideas
Oral counting to 30	<ul style="list-style-type: none"> • Play hide-and-seek, altering the number the seeker counts to before he/she goes to find the hidiers. • Practice counting orally between your child’s favorite TV show and commercials. Make it a game to see how many times you can count to 30! Can you count higher together? • Practice counting throughout the day during wait times, transitions between activities, or washing hands • Take turns with your child counting to 30 playing “I Count You Count” in which you and your child alternate counting aloud with you starting the count by saying 1. 	<p>https://www.education.com/game/counting-pizza-party/</p> <p>All I Want to do is Count (Pre-K Counting Numbers): https://www.youtube.com/watch?v=k7ZkiSHbbzA</p> <p>The Number Rock: https://www.youtube.com/watch?v=9PA3RsVVdh8</p>
Counting and cardinality memory game: 15 minutes a day	<ul style="list-style-type: none"> • Roll and Hop: Place one dice of one color and a second dice of another color into a cup. Tell your child that one color dice tells how many hops on the left foot he/she must hop. The other color dice tells how many hops on the right foot he/she must 	<p>How to Represent Numbers - Jack Hartmann: https://www.youtube.com/watch?v=IAQ2HTqTI2w</p>

hop. Shake the cup, let the dice roll, hop, and have fun counting on the move!

- On folded pieces of scrap paper, write numerals 0–12. Place folded numerals inside a sock, basket, hat, bag, box, or other container. Ask child to take a folded paper out and look at the numeral without telling what numeral he/she has. Then, the child goes and brings that “many” toys or other objects for you to see. Child counts the toys/objects and shows you the numeral. Verify the quantity and numeral match-up. Repeat as long as child remains interested.
- Count the number of cups of water it takes to fill a pitcher, bucket, or other container. This is a great way to work on hand-eye coordination, concentration, and counting. Children love water play!
- Use a cleaned, empty egg carton and write numerals 1-12 at the bottom of each “egg” space. Ask your child to fill each spot with the correct quantity of beads, beans, sprinkles, rice, pennies, or other small objects.

<p>Exploring, recognizing, describing shapes: 10 minutes a day</p>	<ul style="list-style-type: none"> • Guess what I'm thinking: Draw several shapes of different sizes on a piece of paper. Talk about how some triangles are big, small, or medium size. Tell child you are thinking of one of the shapes drawn on the paper and you will give some clues to help him/her to guess. Say you are thinking of a medium black triangle, you might give this clue: I'm not the biggest shape, I am kind of pointy, and I might be used as a nose on a pumpkin's face. • Shape hunt: Walk your child around the house and see how many circles, squares, rectangles, and triangles he/she can find. Example: the door is a rectangle. • Take advantage of driving around or walking around the neighborhood to look for shapes in and around the community. It's fun to point out triangular shaped yield signs and octagon stop signs. • Children love chalk art. Sidewalks and driveways create the perfect canvases to practice drawing and coloring in shapes. For added fun, on warmer days, provide a 	<p>Additional Resources:</p> <p>Sesame Street - Elmo Sings about Circles: https://www.youtube.com/watch?v=tPROADxPfiU</p> <p>Sesame Street - Grover & Rosita Triangles: https://www.youtube.com/watch?v=ZDqChRDPnZc</p> <p>Sesame Street – It's Hip to be Square: https://www.youtube.com/watch?v=TdchZquaMh8</p>
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	<p>water squirt bottle and see if your child can squirt inside a drawn circle, square, rectangle, or triangle!</p>	
<p>Addition and subtraction to 10: 15 minutes a day</p>	<ul style="list-style-type: none"> • Create addition and subtraction story problems using buttons, toys, coins, socks, etc. For example, “4 socks are dirty and need to be washed and are in the basket. 2 more socks were added to the basket. How many socks need to be washed now?” Repeat as long as children are interested. • Cook with your child. Use simple recipe. If a recipe calls for 4 cups of flour, ask your child to scoop up 1 cup of flour and pour it into the bowl. Remind your child that 4 cups are needed. If we have 1 cup, how many more cups do we need to make 4? (That’s right, 1 added to 3 makes 4). Repeat with each scoop added. 	<p>Additional Resources: Ten Frame Song: https://www.youtube.com/watch?v=RLiWP_hxdQc</p> <p>I Can Say My Number Pairs 10 - Math Song for Kids - Number Bonds - Jack Hartmann: https://www.youtube.com/watch?v=ch7KzI3n2Zk</p> <p>What Numbers Make 10 - Learn to Add - Kindergarten Addition Song - Math for Kid -Jack Hartmann: https://www.youtube.com/watch?v=YBkpC29_Gal</p>
Music/Art/Movement	Description	Resources for Additional ideas
<p>Sing/dance/move</p>	<ul style="list-style-type: none"> • Between activities or during TV commercials, get up and sing and dance. • Keep the balloon from falling—challenge your child to keep a balloon from falling to the floor 	<ul style="list-style-type: none"> • Movement Video: Go Noodle: I’m Still Standing https://family.gonoodle.com/activities/im-still-standing • https://letsfindout.scholastic.com/pages/sandbox/learn-at-home-play-starters.html • Freeze Dance Video:

	without catching or holding it.	https://www.youtube.com/watch?v=2UcZWXvgMZE
Work-outs	10 jumping jacks • 5 push ups • 5 squats • 5 sit ups • 5 jumps Repeat 2-3 times	<ul style="list-style-type: none"> • Exercise for kids-Fun Workout for Kids-YouTube m.youtube.com/watch?v=BDYd2qFR45o • Fitness Blender Kids Workout-25 minute fun workouts for kids www.fitnessblender.com/videos/fitness-blender
Yoga poses and stretches	Show picture of a yoga pose and see if child can create and hold the pose	https://zensationalkids.com/resources/free-tools-for-students/
Science	Description	Resources for Additional ideas
<ul style="list-style-type: none"> • Learn science concepts • Learn all about animals 	<ul style="list-style-type: none"> • Peep Family Science is an educational resource designed for parents and their children, makes learning about science fun—at home. These free, easy-to-use apps (English and Spanish) provide fun, hands-on activities to help children learn more about shadows, ramps and movement, sounds, and colors. 	<ul style="list-style-type: none"> • Peep Family Science • Switcheroo Zoo--Watch, listen, and play games to learn all about animals www.switcheroozoo.com
Social Studies	Description	Resources for Additional ideas
Learn about geography and animal facts		Nat Geo for Kids—Learn all about geography and fascinating animals www.kidsnationalgeographic.com
Social/Personal	Description	Resources for Additional ideas
Germs are not for sharing	<ul style="list-style-type: none"> • Take time to talk with your child about germs and taking extra care to wash hands, cover sneezes and coughs, and to practice social 	

	<p>distancing. Make a fun game of keeping germs away by creating a chart that allows your child to mark each time he/she washed hands, covered a sneeze/cough, and remember to stand 5 big steps away from someone.</p>	
<p>Sharing and talking about feelings</p>	<ul style="list-style-type: none"> • Children sense when things are happening around them. They know that their routines and daily lives have been changed by something. Be sure to talk with them about practicing a time of being safer at home to stop the share of germs to help less people get sick. Let me share their feelings through drawings or role play with their toys. • Check the feelings of the family throughout the day by letting your child “check-in” with family members by asking how they are feeling. The child will enjoy and benefit from these conversations. He/she can track how everyone’s is feeling by drawing faces to show how each particular family member felt. • Help kids manage their emotions by: <ul style="list-style-type: none"> ○ Practicing calming, thinking, and 	

	<p>breathing activities</p> <ul style="list-style-type: none">○ Identifying emotions to build emotional vocabulary○ Creating emotional stories to describe how things make us feel and how we can respond when we feel like that○ Encouraging a variety of ways to express emotions (e.g., dramatic play, music, art, building, dancing)	
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