



March 13, 2020

Dear Parents,

As you know, information is rapidly evolving as new details and new questions emerge about COVID-19. During this time, it is especially important that you assure your child(ren) that they are safe in order to help them cope with the stress that may accompany a potential school closure and/or quarantine event.

In any crisis, adults and children are likely to be worried, stressed, or agitated. We can lessen the impact for children if we are prepared to deal with an incident. The Department of Early Childhood is providing a calendar of activities you may do with your child each week, in the event of a school closure. We strongly encourage you to do these activities as often as possible so that learning continues. Try to avoid excessive screen time. It can be tempting to use television and tablets to keep your child occupied. Minimizing screen time will support your child's growth and development and keep them on track for learning when school reopens. By doing the suggested activities you are helping your child to realize that learning can take place at any time and under any circumstance.

Additionally, we invite you to visit <https://bornready.org>. Born Ready™ is an initiative from the Alabama Department of Early Childhood Education (ADECE) focused on raising awareness among Alabama parents of the importance of early brain development and high-quality early care and education. The mission of ADECE is to inspire, support, and deliver cohesive, comprehensive systems of high-quality education and care so that all Alabama children thrive and learn. Born Ready is not only developed to inform parents, it's developed to empower you and give you access to the tools you need to be your children's first and best teacher.

Thank you for remaining connected to your child's program regarding the latest information regarding any updates and closures. Please contact your child's program if you have questions or concerns.

Wishing you well,

A handwritten signature in blue ink that reads "Barbara J. Cooper".

Director, Office of School Readiness
First Class Pre-K Regional Directors



Parent/Student Activities

Week 1

Match pictures of a sad face with a picture of a child dropping his/her banana. Match other emotions with appropriate pictures. (Use books, magazines, images, etc.) Discuss the emotions that are felt in the pictures. Relate emotions to times that you have felt, sad, happy, angry, etc. What did you do when you felt those feelings?
Show child a familiar book. Ask child to find a specific picture in the book. (ex: car). Ask child a question about the picture. (ex: What kind of wheels do cars have? How do you think the car would move if it had square wheels?) Draw a picture of a car.
Hold up specific items (ex: hand mixer, hammer, etc.) and ask child to identify the item. Ask child how to use it. Then demonstrate how to use it and allow child to hold and use the item with safety parameters.
Ask child to pretend to be a certain animal. (Ex: Let's pretend to be a cow. What can we do to act like a cow? Continue different animals, professions, etc.)
Hide a "treasure". Give a map of how to find treasure. Child will use the map to locate the treasure.

Week 2

Mother Nature is calling, and she wants your family to come outside to play. Try some quiet nature activities that will turn your kids into nature lovers. From bird watching to treasure hunting, there are so many things you can do to break outside of your four walls and enjoy some time under the big blue sky.
Staple paper together, and help your kids write and illustrate a book. You can use real books for direct inspiration or come up with a plot entirely by yourself.
Find household objects that begin with the letters of the alphabet: example fork for F, towel for T, book for B.
Count groups of objects in the house: example count the socks in a drawer, count the cans in the pantry, count the toy blocks in a tub Sock sort: Separate multiple pairs of socks. Allow child to match and sort the socks into pairs. (Start with a few 3-5 pairs and add more. Count individual socks and pairs of socks. Compare/measure short and long socks. Discuss differences and likeness in socks (colors, patterns, etc.).
Use standard household objects to measure: example how many spoons long is the kitchen table, how many pencils long is the sofa, how many crayons long is the bed.

Week 3



Is it a solid or a liquid? (Freeze water, melt ice, make butter, or make Jell-O.) Ask questions about the physical properties of the objects. Ex: What was the water before we froze it? (liquid) What is the water's property now that it has been frozen? (solid) Expand by melting cubes of ice, place one under the sun and one in a cool place. Talk about why one is melting faster.

Sink or float? Set up a sink or swim activity in the sink, bathtub, pot or bucket. Provide different materials for students to explore if they sink or float. Students will record their observations in their science journal.

Use kitchen spoons, ladles, spatulas, to make music. Make beats that correspond with familiar nursery rhymes. Make patterns of music with the utensils. Make up dance moves to go along with the rhythms.

Say some sounds for letters, such as /p/, /h/ and /t/ and have your child write the letter that matches the sound.

Cut out letters and attach them on bags. Find household objects that begin with that sound and add it to the bag. Sit together and go through items that were added to each bag. Expand by making up a pretend story using the items that were gathered.

Observe the clouds on the sky. Look for different figures. Talk about size, and color, are they moving?

Week 4

Play Board Games: Candyland, Chutes and Ladders, Connect Four, Memory, UNO

Practice fine motor skills: use tweezers and kitchen tongs to pick up various objects around the house such as cotton balls, dry beans, small toys

Sort common household objects. Dump all the silverware on the table and let them sort. Sort towels and washcloths for laundry. Sort cans and boxes in the pantry.

Find upper- and lower-case letters in magazines or advertising flyers.

READ to your child. Read old favorite books. Discover new books. Read a chapter book for bedtime.



ADDITIONAL RESOURCES:

- <https://children.alabama.gov>
- <https://eclkc.ohs.acf.hhs.gov/parenting/article/fun-learning-parents-children-activities-handbook>
- <https://www.readingrockets.org/article/activities-encourage-your-preschooler>
- <https://www.fantasticfunandlearning.com/preschool-printables>
- <https://www.notimeforflashcards.com/2020/03/learning-at-home-during-coronavirus-school-closures.html>
- <https://www.urban.org/urban-wire/policies-practices-and-resources-child-care-and-early-education-providers-amid-coronavirus-crisis>
- <https://www.storylineonline.net/>

It is recommended that children in the early years are limited to 15 minutes of screen time per day. This includes tablets, phones, computers and all other electronic devices.

Pre-K Daily Schedule of Activities

Morning 8:00 am		Afternoon 12:00 pm		Evening 6:00 pm	
	Wake up		Wash hands		Help around house
	Restroom		Lunch		Wash hands
	Wash hands/face		Brush teeth		Supper/Dinner
	Get dressed		Stretch/Movement		Clean up
	Make bed		Game/build something		Bath
	Eat breakfast		Art		Brush teeth
	Brush teeth		Restroom		Pajamas
	Stretch/Movement		Story time		Story time
	Writing/Drawing		Quiet time		Restroom
	Toys		Restroom		Bedtime
	Clean-up		Snack		Supper/Dinner
	Free Choice/Toys		Free Choice/Toys		
	Story time		Clean up		