### Remote Learning Plan
**Week of 4/27 - 5/1/2020 - “We Take Care”**

These lessons were developed for DPS ECE teachers to use in supporting remote learning for ECE students. Please note that these activities are optional and can be used solely or in conjunction with other plans. Further, the lessons were designed specifically to foster parent’s engagement with their children in developmentally appropriate activities that require very few materials and limited access to technology.

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<tr>
<th>Activity 1 - “Stuffed Animal Obstacle Course”</th>
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#### Details:

**Lesson Intro Video:** [ECE Learning - April 27-May 1, Week 4, Activity 1, Video, English.webm](ECE_Learning_-_April_27-May_1,_Week_4,_Activity_1,_Video,_English.webm)
[ECE Learning - April 27-May 1, Week 4, Activity 1, Video, Spanish.webm](ECE_Learning_-_April_27-May_1,_Week_4,_Activity_1,_Video,_Spanish.webm)

**Introduction: Developmental Area:** Regular physical activity helps children build and maintain healthy bodies. The development of muscle strength, coordination, and balance is also connected to children’s school performance. The more they are able to do physically, the more willing they will be to try new and challenging activities. It is especially important now, as we are all spending more time indoors, that we give children (and ourselves) opportunities to get moving.

**TSG Domain/Objectives:**

- **Physical:**
  - 4 - Demonstrates traveling skills
  - 5 - Demonstrates balancing skills
  - 6 - Demonstrates gross-motor manipulative skills

**Materials:**

- Stuffed animal
- Anything in your house can be used for this activity:
  - Chairs, tables, cups, boxes, hula hoops, jump ropes, any other objects.

**Instruction:**

1. Have your child help set up an obstacle course. As you work setting up your course talk about how each object should be handled, i.e., go over the chair, under the table and weave through the cups, hop over the pillows. If you set up outside: use the crack in the sidewalk like a balance beam and do 3 jumping jacks.
2. After you have set up your obstacle course and decided how each obstacle should be handled, pick a stuffed animal to take with you!
3. Have your child complete the obstacle course with their stuffed animal.

**Extensions:**

- Rearrange your obstacle course into new layouts.
- Walk, run, hop, skip through the obstacle course.
- Set a timer and see how quickly you can complete the obstacle course.

**Resources:**

- [Obstacle course example](Obstacle_course_example)
- [Pista de obstáculos](Pista_de_obstáculos) [Spanish]
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| Activity 2 - “How do We Take Care of Our Bodies” | Lesson Intro Video: ECE Learning - April 27-May 1, Week 4, Activity 2, Video, English.webm  
ECE Learning - April 27-May 1, Week 4, Activity 2, Video, Spanish.webm  
Introduction: Developmental Area: Taking care of our bodies is an important job! Selecting the correct food choices can be tricky. Today we are going to create a health food collage using pictures or representation of actual food.  
Developmental Area: Cognitive  
TSG Domain/Objectives:  
● Cognitive: 11 - Demonstrates positive approaches to learning (a,c,d,e)  
● Cognitive: 12 - Remembers and connects experiences (a,b)  
Materials:  
● A sheet of paper  
● Picture of the child (optional)  
● Glue, tape, or stapler  
● Magazines/newspaper or example of actual items  
● Scissors  
Instruction:  
1. Talk with your child about how we take care of our bodies. You can give examples of things you do in your home such as brushing your teeth, eating food, exercising, etc.  
2. Do a kitchen walk and talk about the foods that you have in the house. Allow your child to touch the item and you discuss if this is a healthy item or not a healthy item. Make sure to explain that we can eat unhealthy items just not every day such as candy, soda, juices, etc.  
3. Tell your child they will make a picture collage of all the foods they like. You can use your magazines, newspaper, pictures off an actual container, or draw the pictures.  
4. On your paper draw two circles.  
5. In the center circle you can place a picture of the child, or they can draw a picture, write their name, or the first letter of their name. Make sure to explain that the center circle represents them.  
6. Around the inner circle, you will have your child place or draw their favorite foods they found in a magazine or in the kitchen. While selecting pictures you will discuss if this is a healthy item we can have every day or is it an unhealthy item we can have on special occasions.  
7. Before attaching the pictures to the circle. You want to make sure that you have only placed health food in the circle. Unhealthy food we can place outside the circle because these are items we can have on occasions.  
8. Once the circle map is complete. Review the choices and place the circle map in the kitchen so your child can see it and reference the map during meals.  

### Extensions:
- You can practice classifying foods in your home into the correct food groups.
- Discuss with your child during meals. Have them name the food on their plate and what category the food belongs to. Using visuals will support your child’s recall capabilities and support real-life connections to the lesson.
- You could also use this as a sorting activity. Identify one food group and find items in your home that belong to that food group.

### Resources:
- **The 5 Fabulous Food Groups** (Video)
- **Eating the Alphabet: Fruits and Vegetables from A to Z** by Lois Ehlert (Read Aloud)
- **Oliver’s Fruit Salad** by Vivian French (Read Aloud)
- **The Very Hungry Caterpillar** by Eric Carle (Animated Film)
- [https://www.healthyeating.org/Healthy-Kids/Kids-Games-Activities](https://www.healthyeating.org/Healthy-Kids/Kids-Games-Activities) (Extra Activities, recipes, etc.)
- **Recetas para Cocina** (Actividad) [Spanish]
- **Sopa de verduras** de Lois Ehlert (Cuenta Cuentos) [Spanish]
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<td>Activity 3 - “Feelings Faces”</td>
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| Details: | Lesson Intro Video: [ECE Learning - April 27-May 1, Week 4, Activity 3, Video, English.webm](#)  
  [ECE Learning - April 27-May 1, Week 4, Activity 3, Video, Spanish.webm](#) |
| Introduction: Developmental Area: | In order to be able to regulate emotions and behavior children must first learn how to identify them: what they look like, feel like, sound like. This takes experience and practice during times of calm. Reading to your child and talking about how the characters feel is a great way to help your child begin to identify how they and others might feel. |
| Developmental Area: | Social-Emotional |
| TSG Domain/Objectives: | • Social-Emotional: 1 - Regulates own emotions and behaviors |
| Materials: | • Paper  
  • Pencils, markers or crayons |
| Instruction: | 1. Start by watching one of the read-aloud stories listed below.  
  2. After you’ve listened to the story together, share your feelings with your child. Let them know that it’s okay to have many different feelings, especially during a time like this. As you share and name your feelings, model with your face how that might look. Ask your child to describe your facial expression.  
  3. Now it’s your child’s turn to share his/her feelings. Allow him/her to say how they are feeling, why they are feeling that way and to show you what that face looks like.  
  4. As you talk about these feelings, discuss ways that you can help each other feel better if you feel sad or mad. Some of these ideas could include cuddling, hugging a stuffed animal, taking deep breaths, etc. Focus on how important it is to take care of our feelings.  
  5. Take out the paper and explain that you are going to draw “feelings faces.” Choose 4 simple feelings to draw together to start, like happy, sad, mad and silly. Draw 4 sections onto the paper and label each section with one of the feelings.  
  6. Encourage your child to draw as much of the faces as he/she can for each feeling. Start with one and discuss what that face looked like, modeling again for your child. Support their drawing by explaining to draw a circle for the head and then ask them, “what else do we need for our face?” and let them add eyes, nose, mouth and any other details.  
  7. Once you’ve finished your faces, explain how to use this. You can hang this on the fridge or somewhere else in the house where it’s easy to access. You and your child can “check-in” with each other throughout the day, showing the other person how you feel. This is especially helpful when your child is upset and unable to talk about how they feel. |
| Extensions: | • Try adding more feelings faces, like frustrated, scared, excited, surprised, sick, bored, proud, and tired. |
- Encourage all members of your family to use the feelings check-in. This is a great way to connect with each other and to be responsive to each other’s needs. This will help teach your child empathy and support their social growth, even in times of social-distancing.
- Make a cozy corner! This is a small, quiet space where your child can go to relax and calm down if they have big feelings. You can take pillows, blankets, stuffed animals, and other soft and comfy things to make this special place. You might choose to put the “feelings faces” in this area, as well as books and other items to help relax your child.

**Resources:**

- The Color Monster, A Story About Emotions by Anna Llenas (Read Aloud)
- El Monstruo de Colores de Anna Llenas (Cuenta Cuentos) [Spanish]
- In My Heart: A Book of Feelings by Joan Witek (Read Aloud)
- The Feelings Song by Miss Molly (Video)
- Cuentos de emociones [Spanish]
- Cómo trabajar las emociones a través los cuentos [Spanish]
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### Activity 4 - “Thank You Cards”

**Details:**

**Lesson Intro Video:**  
- ECE Learning - April 27-May 1, Week 4, Activity 4, Video, English.webm  
- ECE Learning - April 27-May 1, Week 4, Activity 4, Video, Spanish.webm

**Introduction: Developmental Area:**  
Being able to establish caring relationships and interact with others are important skills that we all need, to be successful in school and later in life. Your child’s ability to establish caring relationships with other important people in his or her life begins with his or her relationship with the most important people, your family, and close friends, and extends outward. Now, as we are all becoming more aware of how much we rely on others to help us (grocery workers, mail carriers, teachers) this activity can provide a way for a young child to feel like they are making a difference.

**Developmental Area:**  
The Arts, Physical, Social-Emotional

**TSG Domain/Objectives:**
- Social-Emotional: 2 - Establishes and sustains positive relationships  
- Physical: 7b - Uses writing and drawing tools  
- The Arts: 33 - Explores the Visual arts

**Materials:**
- Paper  
- Envelope (if you don’t have an envelope, you can make one with a piece of paper)  
- Drawing materials

**Instruction:**

1. Help your child think of someone they would like to thank- a mail carrier, a grocery store clerk, someone in the health field, their teacher, para, or principal, UPS delivery driver, etc. "Let your child lead the way in deciding who to thank- this will make the activity more meaningful for them'"  
2. Have your child create a thank you card for this person. This can include tracing the letters in "THANK YOU", writing them out for your child to copy, or asking your child to dictate the words you can write for them.  
3. Have your child draw a picture they think the person will enjoy!  
4. It is not necessary for your child to deliver this themself- but if you are a part of the delivery please tell your child about how the person reacted! Did they smile? Say thank you?

**Extensions:**
- This can be a weekly activity or something that is planned before a parent goes to the grocery store, expects a delivery, etc.  
- You can take pictures of these and send them digitally to teachers, paras, and principals.

**Resources:**
- The Thank You Book  
- EL Libro De Agradecimiento- de Mo Willems (Cuenta Cuentos) [Spanish]
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### Activity 5 - “We Take Care of Our Environment”

**Details:**

**Lesson Intro Video:** ECE Learning - April 27-May 1, Week 4, Activity 5, Video, English.webm
ECE Learning - April 27-May 1, Week 4, Activity 5, Video, Spanish.webm

**Introduction: Developmental Area:** Earth Day was just last week, April 22nd. By teaching your children about how to care for our planet, you are helping them to understand how to make this world a healthier cleaner place. The best way to do this is by helping them understand and practice Earth-friendly behaviors, like recycling. Sorting items into groups with the same attributes (color, size, material, etc.) helps children organize information. They use comparisons to help identify which items should go together.

**Developmental Area:** Science & Technology

**TSG Domain/Objectives:**
- ● Science & Technology: 27 - Demonstrates knowledge of Earth’s environment
- ● Cognitive: 13 - Uses classification skills
- ● Mathematics: 22 - Compares and measures

**Materials:**
- ● Four containers large enough to contain the sorted recyclables.
- ● Any items you have that are able to be recycled. If you have a recycling container already, great, if not you can start collecting them now and do the activity with your child(ren) at the end of the week.
  - ○ Any paper: cereal boxes, paper towel tubes, tissue boxes, magazines, junk mail, etc.
  - ○ Any plastic container: drink bottles, laundry detergent bottles, yogurt containers, etc.
  - ○ Any metal: soft drink cans, soup cans, etc.
  - ○ Any glass container: peanut butter jar, salsa jar, etc.

**Instruction:**

1. Talk with your child(ren) about why we recycle materials. You can also watch any of the videos in the Resources Section with your child for background information.
2. Make sure your recycling materials are cleaned and safe for children to handle.
3. Have your child help you label each of your four containers with pictures: Paper, Plastic, Metal, & Glass
4. Have them sort the recyclables into the four containers while reinforcing the reasons we recycle what we can. Ask them to tell you why or how they chose to place an item in that particular container. For example “Why did you put the peanut butter jar in that box?” or “How did you know where to put that cereal box?” These types of open-ended questions ask them to explain their thinking.
**Extensions:**
- Recyclable materials are a great resource for creating. If there are time and space in your home let them experiment with creating buildings or three-dimensional art.
- If you have access to a recycling container outside, have your child help you bring all the materials from the activity out to put them in it.

**Resources:**
- *The Earth Book* by Todd Parr
- *El gran tesoro de la naturaleza* (Cuenta Cuentos) [Spanish]
- *Recycling For Kids*
- *Reducir, Reutilizar y Reciclar* [Spanish]
- *¿Cómo reciclar?* [Spanish]