Dear Families,

Included with this packet are activities for you to do with your child in the event Peoria School District calls a Learn at Home Day. We are asking each family to select one academic activity from this packet to do with your child each snow day. In addition to an activity, please read with your child for 20 minutes.

For students who receive related services (Speech/Language, Occupational, or Physical Therapy), we have included a couple pages of related service activities. On each snow day, choose two activities to complete with your child.

Upon completing these activities, let your child’s teacher know the activities you have completed. It is assumed if you contact your child’s teacher, therapy activities have also been completed. Please let your teacher know through, email, text messaging, apps (Remind, Class Dojo, etc.) or by sending a note to school. E-mail addresses can be found on the Valeska Hinton website. It is important that you communicate the completion of an activity to your child’s teacher or your child will be marked absent from school.

Sincerely,

Valeska Hinton E.C.E.C. Staff

https://www.peoriapublicschools.org/valeskahinton
How to Talk to Your Kids About Coronavirus

By Deborah Farmer Kris
Mar 6, 2020

Earlier this week, I overheard my kids engaged in a round of “I heard” and “Did you know?” while they were getting ready for bed.

“I heard that Margaret’s dad has it,” said my six-year-old.

“Did you know that it’s the worst sickness ever?” added my eight-year-old.

Neither statement is accurate, but they were revealing: I had thought my initial conversations with my kids about COVID-19 had been good enough. But with adults, kids at school and the news all hyper-focused on this coronavirus outbreak, my reassuring voice needed to be a little louder.

A favorite Mister Rogers’ quote ran through my mind: “Anything that’s human is mentionable, and anything that is mentionable can be more manageable. When we can talk about our feelings, they become less overwhelming, less upsetting and less scary.”

So before lights out, we talked. I asked what they had heard about the coronavirus. We got it all out — their questions, their “I heards” and their fears.
The rest of the conversation had three themes.

**First, I shared age-appropriate facts and corrected misinformation.** Because my kids are young, I kept it simple. “You know what it’s like to have a cold or the flu — how sometimes you get a cough or have a fever? This is kind of like that. Most people who catch this sickness stay home, rest and get all better. And we have wonderful doctors and nurses who can help people when they need it.”

**Second, I reassured them that they are safe, which is the most important message my kids can hear from me.** I know that they take their emotional cues from my tone. “You don’t need to worry. Right now, lots of amazing grown ups are working hard to keep people healthy. Luckily, we already know a lot about how to keep healthy!”

**Third, I emphasized simple things our family can do to be “germ busters” — for all types of germs that are out there!** As Harvard’s Dr. Richard Weissbourd once shared with me, kids and adults alike are “more distressed when we feel helpless and passive, and more comfortable when we are taking action.” The hygiene routines that slow the spread of the COVID-19 are the same habits that help keep us healthy all year round.

**Here are four ways we can help young kids build germ-busting habits.**

**Wash Your Hands**

Make it a family routine before every meal and snack to wash hands. If you do it together, you can model for them how to use soap, rub your hands together and rinse. For a timer, try slowly singing the ABCs together while you scrub. In Curious George, the Man with the Yellow Hat has a cold. He teaches George how germs can move from person to person and that’s important to wash your hands and avoid sharing utensils. Good hand washers, like Daniel Tiger, are germ busters!

**Catch that Cough**

When kids cough or sneeze, they tend to do it right into their hands — and then they use those hands to touch everything in sight! Instead, we can cough and sneeze into our elbow. Make it a game with kids. Can they catch the cough in their elbow? In the beginning, cheer when they do: “You caught it! That’s what germ busters do!” If they accidentally “catch it in their hands,” they can simply wash their hands with soap and water and start the game again.

"Rest is Best"
Daniel Tiger reminds us that “When you’re sick, rest is best!” This is a good episode to show kids and a great song to sing when they are feeling under the weather. Tell them: When we are sick, we can stay home and rest our bodies; we can be germ busters by not spreading germs or going to school sick. And as parents, we can keep ourselves and our kids home if we have a fever or other symptoms.

**Practice Healthy Habits**

Remind kids that sleep, exercise and eating healthy foods are good, everyday ways to strengthen our bodies. We will all get sick sometimes! They have probably already had at least one cold this season. But we can be responsible germ busters when we practice handwashing, cough-catching, resting and basic healthy living.

**Looking for more easy, helpful tools to practice healthy habits with your children?**

Check out these PBS KIDS videos, games and activities all about hand washing and staying healthy:

**Daniel Tiger’s Neighborhood**

"Daniel Gets a Cold / Mom Tiger is Sick" (FULL EPISODE)

"Rest is Best" Strategy Song (VIDEO)

Germs Germs Go Away With Handwashing (VIDEO)

A Germ-Fighting Superhero (VIDEO)

In My Bathroom Game

Play at Home with Daniel Tiger App

Daniel Tiger for Parents App

Doctor Daniel Game

**Sesame Street**

Step by Step Handwashing with Elmo

Elmo and Rosita: The Right Way to Sneeze! (VIDEO)

Abby and Elmo’s Potty Plan! Game
Curious George

The Man With the Yellow Hat Explains How Germs Work (VIDEO)

Super Why!

ABC Scrub With Me! Activity

Deborah Farmer Kris is a writer, teacher, parent educator, and school administrator. She works on parenting projects for PBS KIDS for Parents and writes about education for MindShift, an NPR learning blog. Deborah has two kids who love to test every theory she's ever had about child development! Mostly, she loves finding and sharing nuggets of practical wisdom that can help kids and families thrive—including her own. You can follow her on Twitter @dfkris.

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Learning Together Everywhere!

Mathematics: (2)

Possible Observations:

- Number match sets of same size, match numbers with sets.
- Understanding, recognize when groups have the same number.
- How many? in sets of objects, count with.
- Look for numbers on phone books, signs, speed limits, bank signs, address, license plates, look for numbers on price tags, signs (street signs, speed limits, bank signs, address, license plates).
- Find specific numbers, for example, 2.
- Play the game...can you find a 2?

Steps to Take:

- Find numbers in unique places.
- Look at objects around you and count how many.
- Look for numbers throughout the day and at home.

How Many? Number Recognition

Tools / Materials:

- In-Teach
- Home Activity
- Household items

You have 3 minutes.

If you have more time...

- Computers, desktops, microwaves and ovens, DVD players.
- Radios, magnetic numbers on a cookie sheet.
- Memory with number cards, number puzzles.
- If you have 3 minutes.

can be found on the internet or in books at the library.

Remember with 2, a remainder of 0 for such games. They
- Deck of playing cards for games such as War (if you are not
- Dominos, Memory with number cards, number puzzles.
- Play or make board and card games such as Go Fish.
- If you have 3 minutes.

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If you have 3 minutes.
This page contains an activity about patterns. It includes instructions for creating patterns using coins, buttons, and beads, as well as observing patterns in everyday life. The activity is designed to help children recognize, create, and describe patterns, which is an important part of early mathematics education. It encourages children to make sense of patterns they encounter in their daily activities.
Learning Letters Everywhere!

**on the go**

Possible Observation:

- Your dog's tag, on your car.
- In the most interesting pieces (cereal box, on the street, etc.)
- Pick a letter of the day and keep a lookout! You will find it.
- Ice cream, cheese, and chocolate signs. Retail signs and the like.
- Number plate letters, billboards. Street signs, retail signs, and the like.
- Your child's name, your job, your child's name when you see them around, etc.
- Encourage your child to do the same.
- Point out the letters in your child's name when you see them.

If you have more time:

- Make your child a letter mobile by putting them on a small, metal cookie sheet.
- spouse, index cards, alphabet shapes.

**at home**

- Print a letter of the day and put it in a folder. You will find it.
- Ice cream, cheese, and chocolate signs. Retail signs, etc.
- Your child's name, your job, your child's name when you see them around, etc.
- Encourage your child to do the same.
- Point out the letters in your child's name when you see them.

If you have more time:

- Make your child a letter mobile by putting them on a small, metal cookie sheet.
- Spouse, index cards, alphabet shapes.

**tools/materilas:**

- Food, newspapers, and magazines
- and other index cards, alphabet shapes

**Steps to take:**

- Start this journey.
- Show your child the most important letters in this life is a great way to begin. Write the letters in your child's name the way we call the

Have you ever met 52 new people and tried to remember all the alphabet names? That's what it's like for your child as he or she navigates this way through these strange symbols we call the letters.

Words to Know:

- Spell out a word, and have your child find matching letter.
- Your child's name, sing the alphabet song aloud, and put the letters in order to have your child make a circle.
- Ice cream, cheese, and chocolate signs. Retail signs, etc.
- Your child's name, your job, your child's name when you see them around, etc.
- Encourage your child to do the same.
- Point out the letters in your child's name when you see them.

**-Teach Home Activity**

- Learning Letters
Learning Together Everywhere!

Possible Observations:

- Name the feelings.
  - Have a child use a mirror to make different expressions and
    watch how it feels. Review the feelings chart your child should
    about how they feel. All media viewed by your child should
    talk about characters in a video or on TV, talk
    about feelings they show.
  - Look through newspapers, magazines, and books for faces
    and discuss which feelings they show.
  - If you have 3 minutes or more
    30 min or more
    done at a time or when getting dressed.
    Draw a question in my going dress.
    Ask a question: Make sense showing different
    emotions and have them "guess the feeling". This can be
    A guessing game: Make sense showing different

- Child's feeling:
  - Notice and name your feelings and your
  - Feelings. Notice and name your feelings and your
  - Support your child's expression of

Steps to Take:

Photographs, pictures, books, and drawings

Tools / Materials:

Listen to Me
Family Member Relative
Mother Father Sister Brother Uncle Aunt

Possible Observations:

ON THE GO

Steps detailed below:

1. Teach Home Activity

Ensure your child to recognize

Who's in My Family

Objects, traditions and favorite foods

Tools / Materials:

Every family is different. Encourage your child to recognize

Close the bonds. Practice the things that happened in the recent past. Talk about something.

If you have more time

Write, etc.

Talk about: each family member's hair color, special family traditions, etc.

Talk about: each family member's hair color and interesting objects, traditions and favorite foods.

AT HOME

Steps to Take

1. Teach Home Activity

Ensure your child to recognize

Who's in My Family
Seas: Texture Weather Seasons

Possible Observations:

ON THE GO

If you have 3 minutes:
- Invite your child to listen, look, smell and taste with you.
- Invite your child to describe the weather (is it hot, cold?)
- What does your child guess it could be? Take a guess.
- Compare your child’s observation with your own.

OUTDOORS

Let your child take away an object while you close your eyes.
- Ask your child to name five objects you should know.
- Place them in front of your child. Have your child look at each of these objects and describe them.
- Help your child identify these objects.
- Can your child pick out objects that are different in size or shape?
- Can your child compare objects that are different in size or shape?
- What are your child’s favorite objects in the room?

AT HOME

If you have more time:
- Provide your child with a magnifying glass to explore.
- Give your child a piece of paper and crayon outside to do a free bark rubbings. Small the plants outside.
- Collect materials from outside for the "mystery box" like leaves, petals, rocks, seeds, pine cones, etc. Put them in a "mystery box" and ask your child to identify these products.

HOME ACTIVITY

Future Scientists

- Invite your child to listen, look, touch, smell and taste with you.
- Invite your child to describe the weather (is it hot, cold?)
- What does your child guess it could be? Take a guess.
- Compare your child’s observation with your own.

words to know:

- Listen for different sounds: rain, wind, music, birds, etc.
- Use words like "hot", "cold", "wet", "dry", "bumpy", "smooth".
- Use words like "thick", "thin", "heavy", "light".

steps to take:

- Go on a "mystery hunt" and find different objects in your home.
- Use words like "small", "large", "round", "square".
- Use words like "soft", "hard", "cold", "warm".
# Learning At Home Activities

Choose two activities each E-Learning day. Mark each box when finished to keep track of which ones have been completed. You can send a picture to your child’s teacher, send this paper back to school on the next day of school, or let your child's teacher know what you have done! Have fun!

## Have fun learning together!

<table>
<thead>
<tr>
<th>Listening</th>
<th>Questions</th>
<th>Speech Sounds</th>
<th>Literacy</th>
<th>Social Skills</th>
<th>Concepts</th>
<th>Labeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>What sounds do you hear outside today?</td>
<td>As you get dressed to go outside on a wet day, ask: What do you need to keep your head, feet, hands, etc. dry?</td>
<td>Practice ‘st’ words: -stop -start -stick -stay -strong</td>
<td>Go hunting to find print in your house: calendar, wall art, pictures frames, remote, etc.</td>
<td>Play a game with your child. Practice waiting your turn and sharing.</td>
<td>Take a walk and look for items of different sizes (rocks, sticks, etc.). Talk about the sizes – big and small!</td>
<td>While taking a bath have your child label items found in the bathroom: sink, toilet, tub, etc.</td>
</tr>
<tr>
<td>-birds -vehicles -people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s meal time. What do you hear in the kitchen? Now it’s time to clean up. What do you hear?</td>
<td>Pick a favorite toy with your child. Hide it! Where was it? Use words like under, in, behind, etc.</td>
<td>How many foods can you name using your good speech sounds?</td>
<td>Clap out the number of syllables in each family members name.</td>
<td>Read your book from school, The Pout-Pout Fish and the Bully-Shark. How do the fish feel?</td>
<td>Look for things that are wet or dry around the house. Can you find any other opposites? Cold/hot, light/heavy.</td>
<td>It’s warming up! Talk about signs of spring. (trees/flowers budding, birds singing, grass turning green).</td>
</tr>
<tr>
<td>Play the Hokey Pokey and follow the directions. ‘Put your left arm in…’</td>
<td>Make an ice cream sundae. Use your senses to answer: What does it smell, look, feel and taste like?</td>
<td>K &amp; G practice: -bugs -bike -tag -park -ice cream -lett go -caterpillar</td>
<td>Read your book from school, Love You, Hug You, Read to You! Ask your child the questions at the bottom of the page.</td>
<td>Have your child draw a happy or sad face. Give them help if needed. Ask the child to tell about how the person feels.</td>
<td>Sort objects by size or color. Use your words to describe size, shape, color, etc.</td>
<td>Draw an outdoor picture and have your child label each item by name.</td>
</tr>
<tr>
<td>Talk about wet weather sounds. What is loud and what might be soft. (Wind, rain, thunder, etc.)</td>
<td>Answer these spring ‘why’ questions: Why does it rain? Why are there bubs on the trees? Why do we use umbrellas?</td>
<td>Read a book. Have your child retell the story using good speech sounds.</td>
<td>Point to each word as you read your child’s favorite book. Then talk about print by asking ‘Find a letter that is in your name.’</td>
<td>Think of something kind your child can do for a family member. Help him or her do this and praise them afterward.</td>
<td>Have a dance party! Give directions to your child to move their body fast or slow.</td>
<td>Have a family dinner. Have your child label the silverware, dishes and food you use.</td>
</tr>
<tr>
<td>Simon Says: Play Simon Says and teach your child to listen to critical details! Simon Says to clap your hands!</td>
<td>Plan your day! Ask your child what you should do first, next, and last.</td>
<td>Use a flashlight to find things that start with the /d/ sound: door, dishes, dog, deck, dad etc. Switch letters and play again!</td>
<td>Rhyming words sound the same at the end. Practice saying ‘hat, bat, rat, mat, cat.’ Can you think of any others?</td>
<td>Read your book from school, Germs Are Not For Sharing. Talk about why we don’t share germs. Praise your child when they cover cough, etc.</td>
<td>Use a tape measure or ruler to measure things in your house. Talk about long, short, tall, etc.</td>
<td>Look outside! Talk about what you see: - things that fly - tall things - green things - animals - vehicles</td>
</tr>
</tbody>
</table>

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**Valeska Hinton ECEC**  
**Speech & Language Therapy**
**Occupational & Physical Therapy Activities**

**for**

**SCHOOL CANCELATION (Learning from Anywhere Anytime)**

This page is filled with possible activities you and your child can work on during a learning at home day. Please have your child complete any activity or activities from the three skill categories below! Thank you!

<table>
<thead>
<tr>
<th>CORE and UPPER/LOWER BODY STRENGTH</th>
<th>VISUAL PERCEPTION and VISUAL MOTOR Skills</th>
<th>FINE MOTOR and VISUAL MOTOR Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Walk RACES!</td>
<td>MAZES! Draw a Maze for your child to complete</td>
<td>Play-dough or silly putty</td>
</tr>
<tr>
<td>Play games on belly (example---doing a puzzle, a game, play with a toy, color, read a book)</td>
<td>Flashlight tag (need two flashlights and a dark room)</td>
<td>COLORING BOOKS</td>
</tr>
<tr>
<td>Play games sitting on bottom leaning into one hand</td>
<td>PUZZLES</td>
<td>Play with stickers and tape</td>
</tr>
<tr>
<td>Play games on hands and knees</td>
<td>Use recommended apps on a TABLET (Ingin, Writing Wizard, Letter School)</td>
<td>LEGOS or stack SMALL BLOCKS</td>
</tr>
<tr>
<td>Make obstacle courses out of furniture and pillows THEN DO THEM!</td>
<td>Throw AT a TARGET</td>
<td>Make a bracelet or necklace with beads or uncooked noodles</td>
</tr>
<tr>
<td>Draw/Paint/Write on vertical surface (use chalkboard/easel or put paper up on wall)</td>
<td>Simple Dot-to-dot</td>
<td>Finger or sponge painting (use small sponge)</td>
</tr>
<tr>
<td>Belly bowling- (have your child push a ball to knock down make-shift pins)</td>
<td>Play MEMORY or make-up simple memory games</td>
<td>Put pennies in a piggy bank</td>
</tr>
<tr>
<td>Try SKIPPING, HOPPING (hop on one foot), JUMPING (jump to target) GAMES</td>
<td>SEARCH AND FIND GAMES (use any book and ask your child to find different items in it)</td>
<td>Play with refrigerator magnets</td>
</tr>
</tbody>
</table>
The book we read will help my child develop in:
- Intellectual Skills
- Motor Skills
- Language
- Social Emotional

Date Read: ____________________ Title of Book: ____________________ Child Name: ____________________

Parent Name: ____________________

Child: Ask your child to write or draw their favorite part of the book. Then ask:

Your child about their picture, please label the picture for your child.

Parents: Write or draw your favorite part of this book.

Parent / Child Book Report

Please help me finish my book report and return it to school.
Please help me finish my book report and return it to school.

Parent / Child Book Report

Parents: Write or draw your favorite part of this book.

Child: Ask your child to write or draw their favorite part of the book. Then ask your child about their picture, please label the picture for your child.

Parent Name: ___________________ Child Name: ___________________ Title of Book: ___________________ Date Read: ___________________

The Book we read will help my child’s development in: __ Social Emotional __ Language __ Large Motor __ Small Motor __ Intellectual Skills
Please help me finish my book report and return it to school.

Parent / Child Book Report

Parents: Write or draw your favorite part of this book.

Child: Ask your child to write or draw their favorite part of the book. Then ask your child about their picture, please label the picture for your child.

Parent Name: ___________________ Child Name: ___________________ Title of Book: ___________________ Date Read: __________

The Book we read will help my child’s development in: ___ Social Emotional   ___ Language   ___ Large Motor   ___ Small Motor   ___ Intellectual Skills.
Please help me finish my book report and return it to school.

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Parent Name: ___________________ Child Name: ___________________ Title of Book: ___________________ Date Read: ____________

The Book we read will help my child’s development in: ___ Social Emotional ___ Language ___ Large Motor ___ Small Motor ___ Intellectual Skills