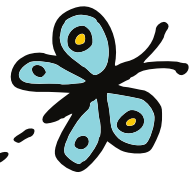


WonderHere<sup>?</sup>

AT-HOME

Starter Kit





Dear Brave & Wonderful Instructor,

(That's YOU... Mom, Dad, Grandparent, Private Tutor, or whoever is doing the teaching in your home),

Let us start by saying a hearty “welcome” to you! You are now part of our homeschooling world, even if temporarily. We hope that in this brief time your family gets to engage, explore, be encouraged, and experience what true fun learning can be.

We are here to provide with as much support as you need during this time. As you engage with different lessons, activities, materials, and online classes, remember that this works best when you are courageous enough to make decisions regarding your days, adjusting and customizing to meet the needs of your individual child, and trust yourself to say “no” when the lessons get to be too much. Your time is your own, your schedule is your own, and the education you offer your child is what you make of it.

So, we say to you, make your child's education centered around who your child is... their interests and their abilities. Make it fun, free, and peaceful. Make it beautiful and lasting.

Learning, education, school, and the gaining of ideas does not come solely from worksheets and drills and classrooms. True learning, the kind that sticks with you and inspires you to know more and seek learning out, comes from beautiful experiences and learning lived.

So, let's do this! Our WonderHere Team is so excited to support with you in this journey, and maybe be a small part of your story and your child's growth. Here's to you for your bravery and resolve. Know that without even having met you, we believe in you and what you can accomplish. Follow along with other tuning into the WonderHere way by using the hashtag #WeWonderhere and joining our #WeWonderHere Facebook page!

Let the fun begin!

Tiffany & Jessica



# Setting Up Your Learning Environment

What's the goal?

To create a designated space where your child can wonder, learn, and create!

Learning environments should be...

<i>Simple</i> ✂️ 🖍️ 📏 <p>Remember that less is more! If this is a first for you, start with the basics: paper, pencils, crayons, markers, scissors, glue, technology (if you have).</p> <p>Leave the space open and uncluttered. A working area like a desk is good, but a lot of times kids prefer flexible seating, like a beanbag or even just the floor!</p> <p>Put some materials/activities on "reserve" so you can place out on a rotation. This helps with organization and keeping things fresh!</p>	<i>Cozy</i> <p>Personalize the space for your child... make them feel like it's their space!</p> <p>You don't need a whole room as a dedicated learning area... a nook or corner of the house is just fine. As long as it's comfortable in terms of temperature and good lighting.</p> <p>Remember that this learning area doesn't have to be the only place your child learns throughout the day! The dining room table, the couch, and the backyard all make great classrooms!</p>
<i>accessible</i> <p>The goal is to develop independent learners. We can start this by making sure items and materials are easily accessible!</p> <p>Set important things that your child will use on a daily basis at their height, so they don't need to rely on you to access things for them.</p> <p>Since materials will be accessible and at your child's level, teach them how to keep things organized and in their own place. Use labels to set designated spaces for everything.</p>	<i>inspiring</i> ★ ★ ★ <p>Display quotes and affirmations to encourage your child (and yourself!).</p> <p>Book cover make great art. Select a handful of books as "featured books" (the way libraries do) and set out with the cover facing out. Your child will be more inclined to read them this way! Allow your child to help decide which books should be featured!</p> <p>Don't shy away from pops of color! An area can be simple, yet colorful at the same time. Try to view the space through your child's eyes when designing it.</p>



Check out those front-facing bookshelves and that natural light!

Photocredit: @jenlarom



Those colorful stacked bins on the right-hand corner are an organizational life-saver!

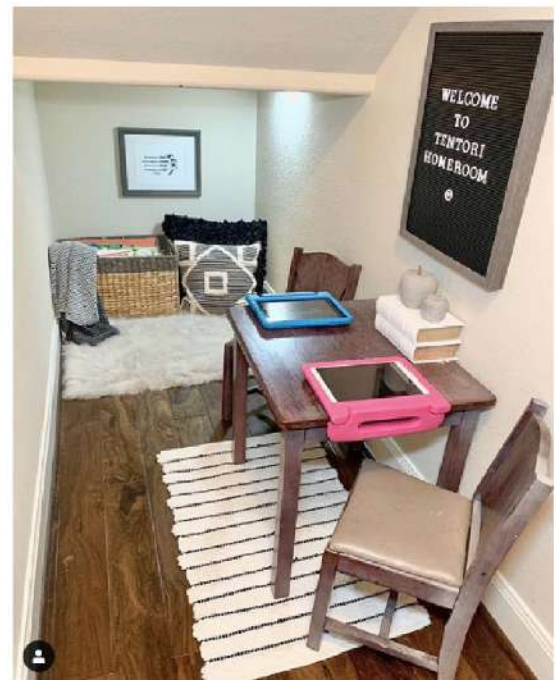
Also, I spy a chalkboard!

Photocredit: @coppertophomeschool



These rolling carts are a great way to have a "mobile" learning space... they can be kept in your living room! Also, they're right at kid level!

Photocredit: @chalkacademy



A cozy nook! This is a great minimalistic space. check out that big basket of books the pillows for flexible seating, and that letter board perfect for quotes

Photocredit: @karintentori





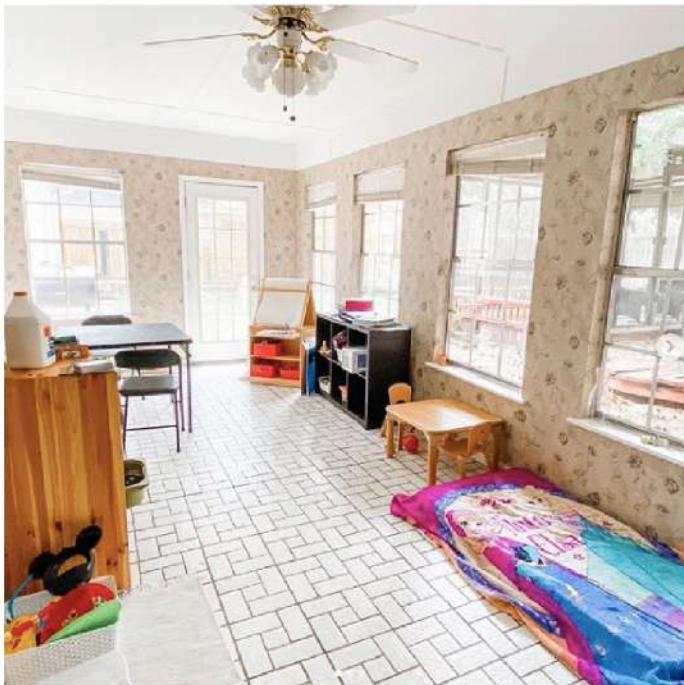
You may find yourself working at home during this time and therefore sharing working/ learning spaces with your child.

Photocredit: @calli\_sparrowandlillies



One word: CHALKBOARD

Photocredit: @everettschoolhouse



Here is a GREAT example of adjusting during this time. This is a temporary homeschool set up by a mom who is trying to figure out. She's doing a great job!

Photocredit: @thedisneyteachermom



A folding table is a great option!

Photocredit: @thewalkingmermaidblog

# Parent Sample Lesson Plan

	Monday	Tuesday	Wednesday	Thursday
8:30-9:00 AM	<b>Morning Basket</b> -Notebook for Daily Copy Work -Book Club Novel -Math Facts Cards (homemade with index cards) -LEGOs -Playdough/Slime			
9:00-9:30AM	<b>Project Time &amp; PBL</b> -Art Materials -Non-fiction Books -Technology for Research -Recording Device -Loose Parts (small household items, recyclables, paper, fabric scraps)			
9:30-10:30AM	<b>Math &amp; Work Cycle</b> -Check student work as they self-select activities on their individual work plans -Teach child math lessons or check work done in math books -Answer any questions child might have regarding work and take notes to communicate to teacher regarding any breakdowns in understanding			
10:30-11:30PM	<b>Tech Time</b> -Reflex Math -Brain Pop -Scholastic -GoNoodle Movement -Global Guardian Project -Code.org			
11:30-1:00PM	<b>Lunch &amp; Play</b>			
1:00-1:30PM	<b>Online Class</b> Take an online course of interest			
1:30-3:00PM	<b>Quiet Time</b> Encourage your child(ren) to read a book, play quietly in their room(s), or do an activity of choice that is quiet.			



## How-To: Morning Basket

During this time, the goal is to start the morning off peacefully. Have a basket with items that the child can do independently and quietly at the table. Play soft music during this time.

### Copy Work (assign during Morning Basket)

In your child's Morning Basket, include a journal or notebook for the child to write their Copy Work in. Select from the list below a quote to write on a board or another sheet of paper for your child to copy from. The child should read the quote to themselves, rewrite it into their own notebook using their very best handwriting, and then discuss with you what the quote means to them.

- "Sometimes, I've believed as many as six impossible things before breakfast." - Alice's Adventures in Wonderland, Lewis Carroll
- "Unless someone like you cares a whole awful lot. Nothing is going to get better. It's not." - The Lorax by Dr. Seuss
- "Happiness can be found even in the darkest times if one only remembers to turn on the light." - Albus Dumbledore, Harry Potter and the Philosopher's Stone
- "Promise me you'll always remember:  
You're braver than you believe,  
and stronger than you seem,  
and smarter than you think." - Christopher Robin to Winnie the Pooh
- "Inside all of us is Hope. Inside all of us is Fear. Inside all of us is Adventure. Inside all of us is... A Wild Thing." - Where the Wild Things Are
- "You have plenty of courage, I am sure," answered Oz. "All you need is confidence in yourself. There is no living thing that is not afraid when it faces danger. The true courage is in facing danger when you are afraid, and that kind of courage you have in plenty." - The Wizard of Oz
- "Never hurry and never worry!" - Charlotte the spider to a worried Wilbur, Charlottes Web
- "The Rainbow Fish shared his scales left end right. And the more he gave away, the more delighted he became. When the water around him filled with glimmering scales, he at last felt at home among the other fish." - The Rainbow Fish
- "In every job that must be done, there is an element of fun. You find the fun and 'snap', the job's a game." - Mary Poppins
- "My dear young fellow," the Old-Green-Grasshopper said gently, "there are a whole lot of things in this world of ours you haven't started wondering about yet." - James and the Giant Peach
- "The matter with human beans," the BFG went on, "is that they are absolutely refusing to believe in anything unless they are actually seeing it right in front of their own schnozzles" - The BFG
- "If more of us valued food and cheer and song above hoarded gold, it would be a merrier world." - Thorin to Bilbo, The Hobbit
- "It has been a terrible, horrible, no good, very bad day. My mom says some days are like that. Even in Australia." - Alexander and the Terrible, Horrible, No Good, Very Bad Day





## Reading Response (assign in Child's Work Plan)

When your child(ren) selects this activity from their Work Plan, they should read any book that they like, and select one Reading Response Question from the choices provided to write a response. These answers should be thorough and use neat handwriting and proper sentence structure.

- What connections can you make between your life and the book? Explain.
- Explain a character's problem and then offer that character your advice on how to solve his/her problem.
- Choose one character and explain why you would or would not want to have him/her as a friend in real life.
- If you could step into this story, what is the first thing you would do?
- Do any of the characters remind you of friends, family or other people you know? Explain.
- How would the story be different if it were told in another character's point of view? Explain.
- What are some words you did not know in your text? Use a dictionary or context clues to explain the meanings.
- What new questions do you have after reading this text? How can you find the answers to those questions?
- What is the best part of the book? What is the worst part? Explain.
- Do you have any unanswered questions or new wonderings about the story or text? Explain.
- Do you think the title fits the book? Why or why not? What could another title be?
- Who should or should not read this book? (Think: audience) Explain your recommendation.

## How-To: Work Cycle

During this time, play soft background music and take on the role of observer and facilitator. Your child will work independently through this time. Invite them to self-select the order of their work as they accomplish each activity on their work plan. The child is responsible for managing their time without parent leading. Ensure that all materials that the child needs are readily accessible and at their level of reach. Be present during Work Cycle Time and available to assist as needed. When Work Cycle time has completed, meet with the child and discuss quality of work and time management. Ask the child "What was hard?" and "What are you most proud of that you accomplished today?" These types of questions will help the child to self-reflect.



## How-To: Project Time

Create a space where project materials are accessible. It can be a low shelf or a basket of materials. During Project-Time, your child may explore different mediums, but they should have a central focus or aim. Refer to previous emails regarding your child's PBL project. They may use Project Time to develop their PBL more, but this is not required. Sometimes, children are exploring different ideas through art materials, research, or play items. We have had students creating buttons and posters for equality. They have used figurines and dolls to make short stop-motion films about immigration. They have painted pictures of America as a melting pot. So many wonderful ideas. Give them the space to think and create- asking them "What are you working on now?" and "Why are you selecting that material?"... These questions can help you have a good understanding of their focus. Take on the role of observer and mentor during this time. Take notes, pay attention to their thought process, and assist as needed.

### Encouragement from US to YOU

We know this is a less than ideal situation, but YOU'VE got this! I know this is a ton of information, so please let us know what questions you have along the way. We are in this together and our WonderHere team is standing by, eager and enthusiastic to support both you and your child during this season.

 Tiffany & Jessica

# Family Schedule



TIME...  
TIME...  
TIME...



8:00-8:30 AM.....	Breakfast
8:30-9:00 AM.....	Morning Basket & Devotion
9:00-9:30 AM.....	Class Online
9:30-10:30 AM.....	Play Outside
10:30- 11:00 AM.....	Snack & Read Aloud
11:00-12:00 PM.....	Work Cycle
12:00-12:30 PM.....	Arts & Crafts
12:30-1:00 PM.....	Lunch
1:00-3:00 PM.....	Nap Time
3:00-4:00 PM.....	Screen Time
4:00-5:00 PM.....	Lesson Time
5:00-6:30 PM.....	Free Play
6:30-7:00 PM.....	Dinner
7:00-7:30 PM.....	Bath Time
7:30-8:00 PM.....	Nighttime Routine
8:00 PM.....	Bedtime



*follow me!*



# Project Time Checklist

## Writing Materials

- pens
- pencils
- paper
- ruler

## Art Materials

- colored pencils
- Markers
- paint
- white paper
- construction paper
- tape
- stapler
- scissors
- play dough
- loose parts

## Pretend/Dramatic Play

- toys
- instruments
- costumes
- fabric
- towels
- bed sheets
- safe kitchen items

## Building

- Lego
- blocks
- loose parts
- other

## Animal or insect observation

- pets
- wild animals outdoors (birds, squirrels, etc)
- magnifying glass
- paper or notebook
- pencil

## Other

- Dedicated work space
- Dedicated time - Is everyone on the same page about how it fits into the home routine/schedule?

it's project time !!

yay!

so excited!

We're ready!

Wahoo!








yay!

check off!






## A Simplified Guide to Loose Parts

Loose parts are clean recyclables and other items that can be found right in the home or outside!

 Nature based - pinecones, leaves, flowers, acorns, sticks, rocks, etc.      





 Metal - foil, nuts and bolts, metal lids, old keys, soda can tabs, forks and spoons, food cans, etc.      

 Wood - clothespins, wood scraps, wood frames, dowels, corks, skewers, toothpicks, etc.   

Ceramic and glass - tiles, glass beads, marbles, tiny bottles and containers, gems, mirrors, etc.     

Plastic - funnels, food containers, bottle caps, marker caps, cups, straws, bottles, etc.       






Packaging/Cardboard - boxes, paper towel & toilet paper rolls, egg cartons, cereal boxes, wrapping paper, etc.  

Fabric/yarn/ribbon - rope, ribbon, twine, string, fabric scraps, scarves, yarn, etc.    



# Morning Basket Check-List





ages 8-16

- Slime
- Handwriting Work
- Copy Work
- Books 
- Journal for Free Write
- Small LEGOs 
- Hand Sewing
- Colored Penciles & Coloring Books
- Poetry Books *roes are red  
violets are blue...* 
- Puzzles 
- Crossword Puzzles
- Deck of Cards 

put a check mark  
once completed!

# Morning Basket Check-List

ages 4-7

- Playdough
- Small Toys or Figurines
- Scissor Practice
- Embroidery Hoop 
- Stickers
- Stamps 
- Salt Tray
- Cloth Napkin for Folding
- Pipe Cleaner & Beads for Lacing
- Dotters
- Crayons & Coloring Books 
- Puzzles 

put a check mark  
once completed!



# Morning Basket Check-List

ages 1-3

Nesting Blocks



Board Books

Small Cars



A Ramp or Track

Stickers

DUPLO Blocks



Wooden Puzzles



Sensory Bins/ Trays

put a check mark  
once completed!



## Work Plans & Cycles FAQs

### How can I do this with multiple children of different ages? ✿

Trust me, it may seem overwhelming at first, but it will make your life so much easier! You will plan out your children's weeks using the given curriculum and goals you have set for them and then your job will be to be an observer. Just be sure to teach any new activities to your child before you get started in your work plan- so they can work independently and feel that sense of accomplishment. You will just jump around from child to child- observing them. Carry a notebook with you so you can write down what you are noticing in each of your children. It is hard to remember even when you have just one, so definitely have a little notebook so you can keep track. YOU CAN DO IT!

### Can I do this while working? YES!

Yes, absolutely! It will take some preparation as well as flexibility but it can be done. Prepare the atmosphere ahead of time and teach any new concepts before getting started. You can go in between working and checking in on your children throughout this time. They most likely will not need you right by their side, but even if they do bring your work next to them. Together you will get through this time!

### You Can Do This!

You can recycle the activities or adjust them depending on what your child is learning about. Because your child has all these activities, they will be engaged because they will not be spending 1 1/2 on one subject area. Try to find what interests your specific child, you can do this! Perhaps your child loves legos, but you are wondering what you can do that has to do with a subject in school with legos. Maybe they are learning about the water cycle, you can have them create different parts of the water cycle, all while using legos. They can do research on each part as they work. This is the type of lessons that will stick with your child throughout their lives. You can do so much! Pinterest is your friend, if you do not have an account on Pinterest, get on there now. We are also your friend, if you need specific help in creating a work cycle for your child please email me at [studio@wonderhere.com](mailto:studio@wonderhere.com), I would love to help you in creating a work cycle/work plan for your individual child.

### Some Ideas to Help Get You Started

#### Language Arts

- Print out alphabet- have children use ladle in bin of water, and match magnetic letters to sheet of paper
- Find toys for a certain letter in the alphabet, and have child match the toy to the magnetic letter
- Have your child write letters or draw in shaving cream
- Make homemade play-doh with your child and have them create letters!





## Practical Life

Using golf tees, hammer, and styrofoam- have your child practice hammering  
Using tongs and two bowls- have your child practice transferring poms poms (or any thing you have around the house around that same size)  
Give your child a sponge and two bowls (one with water and one without)- they will soak up water from the bowl and then transfer it to the other bowl

## Science/Social Studies

Sink/Float  
Weather  
Bugs, bugs, bugs!  
Animals  
I feel...  
Sharing/being a friend  
Community Helpers

## Math

Using popsicle sticks and magnetic numbers- have your child count out the correct amount of sticks  
Have your child collect sticks outside, and organize them from shortest to tallest  
Draw shapes on large pieces of paper, and have your child match shapes to them  
Your child can use play-doh and roll up the correct amount of balls- based on the numbers you are working on

## Invitations to Create

This goes along with what your child is learning about- it should be fully hands on and should cause your child to think creatively. They will actually create something! It may take a few days, it just depends on what you would like them to create based on what they are learning about. You can show them a sample and they can then work to create!

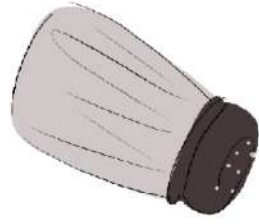
## Invitations to Play

This should also go along with what your child is learning about, it should be fully hands on and they shouldn't have a guideline of what to do with the materials. Ideas of some materials would be...

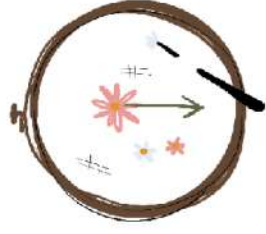
Legos  
Play People  
Train Tracks  
Beads  
Pebbles  
Sticks  
The list is endless!

Check out examples of Work Plans on the following pages!...

# My Work Plan (Grades Pre-K-K)



Salt Tray



Hand Stitching



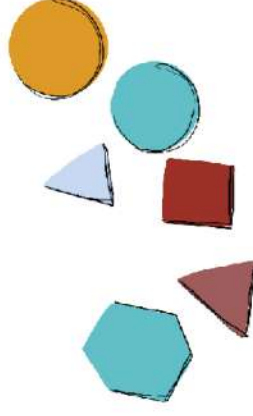
Handwriting  
Practice



Soriting Bears



Phone a Friend



Pattern Blocks



Write a Story



Kinetic Sand



Stamps & Stickers



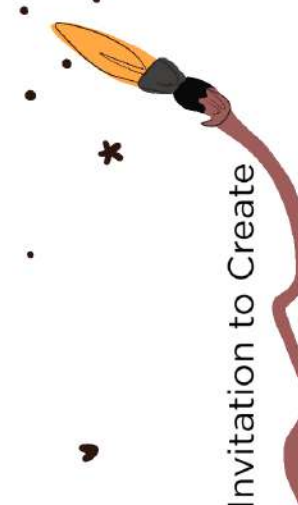
# My Work Plan (K-2)

*forward*


*dance!*

*run!*

Invitation to Play



Invitation to Create



Science/ social Studies



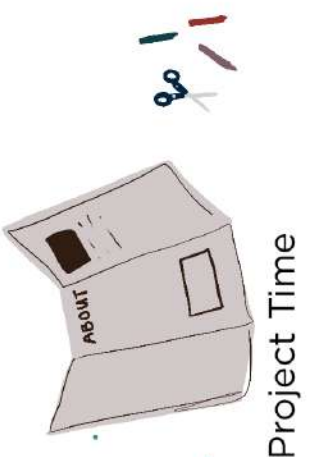
Language Arts Lesson

$[ ] \times \div + =$

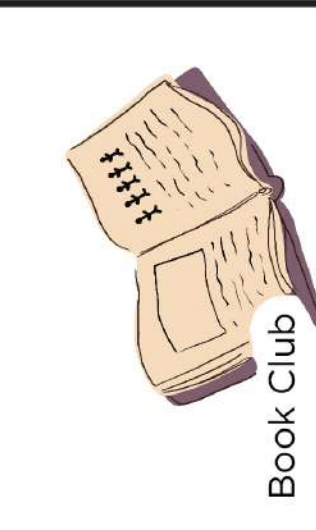
Math Lesson

*get creative!*

My Choice



Project Time




Book Club

# My Work Plan (Grades 3-5)


hand  
dance!  
run!

Invitation to Play

Invitation to Create



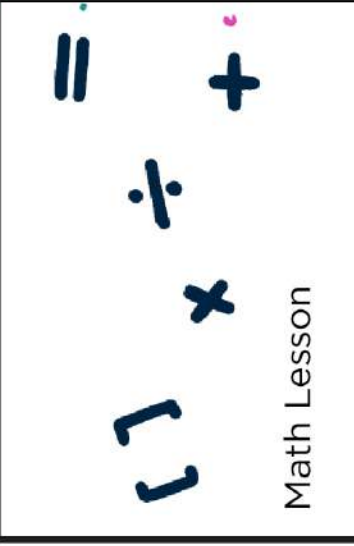
Science/ social Studies



Language Arts Lesson



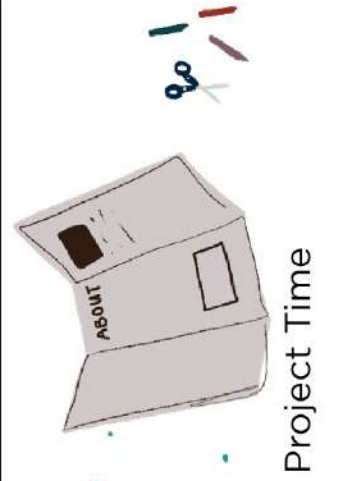
Math Lesson



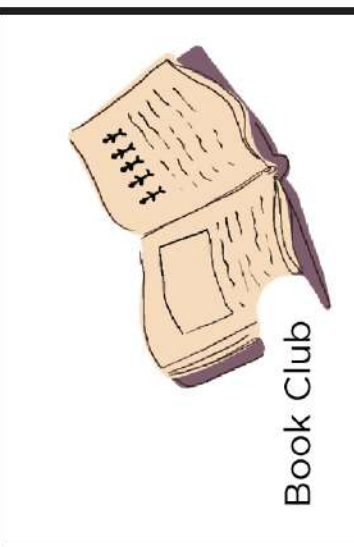
My Choice



Project Time



Book Club





## My Work Plan (Middle School)

Invitation to Play	Invitation to Create	Science/ Social Studies
Math Lesson	My Choice	Language Arts Lesson
Book Club	Math Project	Project Time

# My Work Plan (High School)

Invitation to Play	Forgein Language	Science/ social Studies	Book Club
Math	My Choice	Visual Arts	Computer Science





## Read Alouds

Importance of reading allowed to children daily

- Research emphasizes to keep reading to children after they can read independently.
- It provides enriched language exposure, development of listening skills, spelling, read, comprehension and vocabulary.
- Provides shared opportunities with parents
- Provides a positive attitude toward reading

*read*

When is a good time for a read aloud?

- Any time
- Can be when it fits best into your schedule
- Can be outdoors, in a tent, during mealtime, in a cozy chair, in bed before bedtime

What are good questions to ask a child after reading any good book?

- Questions can be asked while reading a book.
- Doesn't have to be a question can be a prediction
- What does the child feel emotionally about a certain part of the book or after reading the book?
- Parent can model making connections to the world: For example: This book has a lot of really tall buildings in it. It reminds me of the skyscrapers in Chicago and when I went on a trip there with your grandparents.
- Making connections to yourself: When I read First Day Jitters I can relate 100% with the teacher who has to be coaxed out of the room by her husband to go to school. I feel that way every year at the beginning of the school year. Has there every been a time you felt like (insert character name)?
- If the book has pictures discuss a character's body language or what you notice that might be significant in the illustration

How to set the environment for a meaningful and enjoyable read aloud time

- Introduce the book by looking at the cover, point out the author's name and illustrator's name if applicable-this will be the attention grabber for the children
- Going from a playful activity to read aloud may be difficult. Realize that it takes time for kids to adjust to being still. It is ok for them to be rolling around Play-Doh or drawing.
- Preview the book, or section of the book that you will be reading, so that you can be engaged in the story telling
- Make different voices for the characters-KIDS LOVE THIS and it makes them more engaged in the story
- Make the books come to life

# List of read aloud books and read alouds done online

www.storyonline.net is a website that has celebrities reading aloud different picture books

\*Read Aloud Revival book list

## Suggestions for some read alouds

### PreK-K

- Goodnight Moon by Margaret Wise Brown
- The Very Hungry Caterpillar by Eric Carle
- The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear by Don & Audrey Wood

### 1-5

- Charlotte's Web by E.B. White
- Tales of a 4th Grade Nothing by Judy Blume
- The Mouse and the Motorcycle by Beverly Cleary
- Fantastic Mr. Fox by Roald Dahl
- The Tales of Despereaux by Kate DiCamillo

### Middle School

- Among the Hidden by Margaret Haddix
- Roll of Thunder Hear My Cry by Mildred D. Taylor
- The Giver Quartet by Lois Lowry

### High School

- I Know Why the Caged Bird Sings by Maya Angelou
- Looking for Alaska by John Green
- The Catcher in the Rye by J.D. Salinger





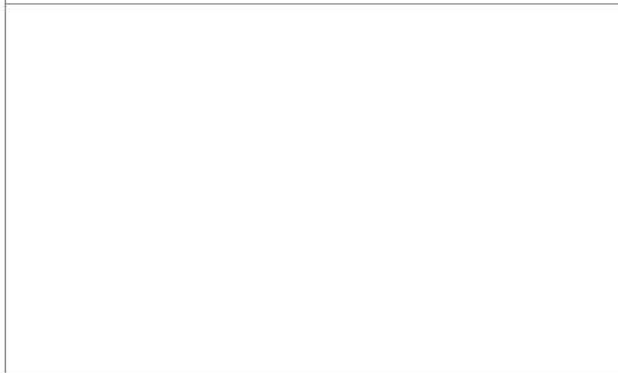
# Backyard Nature Scavenger Hunt

Go on a backyard adventure and hunt for the following.  
Draw what you find in the boxes

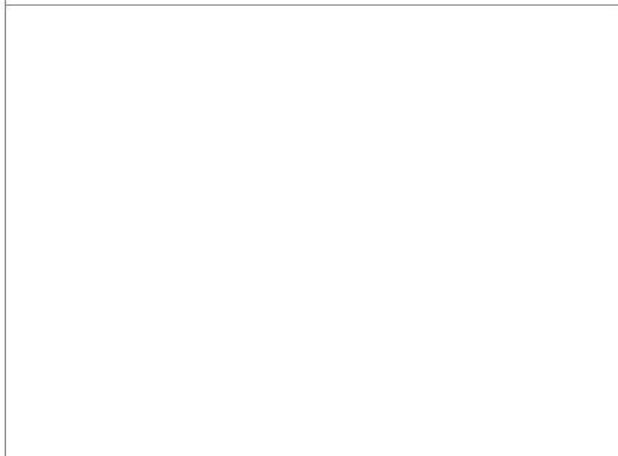
**Something I heard...**



**Something that flies...**



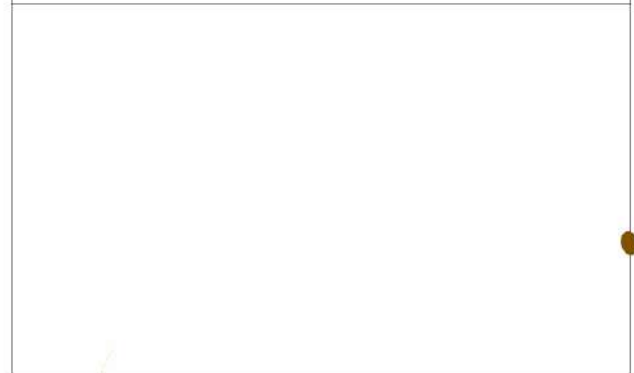
**Something that crawls...**



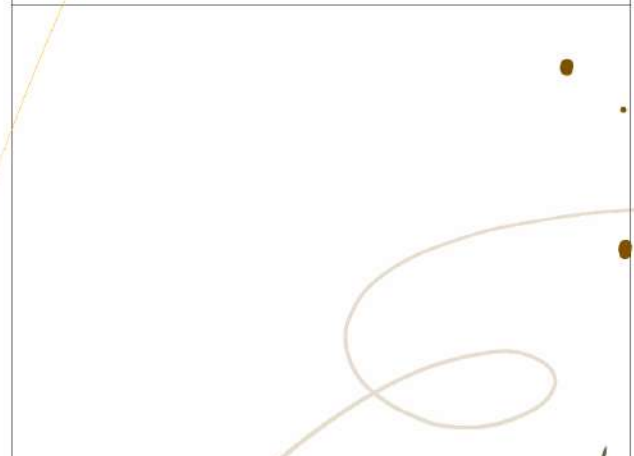
**Something that is big...**



**Something that is small...**



**Something pretty...**





## **Importance of Play**

Structured Playful ideas both Indoor and Outdoor

### **Invitations to play:**

#### **Wild Animals Play & Wash**

Description: Set up safari (or other) toy animals in “mud” for child to imaginative play then take them to “river” for a wash in water (can be used with any toys)

Materials: two small bins, toy animals, dirt, water, grass or other nature materials

#### **Lego Bath**

Description: child plays with legos in bath

Materials: legos

#### **Habitat or Structure Build**

Description: build a habitat or structure for toy people/animals to live and play

Materials: blocks, building materials, sticks or other materials found in nature, toy animals, dinos, action figures, etc.

#### **STEM Structure Create**

Description: using building toys & pictures of real life structures (bridges, buildings, monuments, temples, etc.) child must recreate these real life structures using provided materials

Materials: magnatiles, legos, wooden blocks, popsicle sticks, notecards

#### **Ramp Experiment**

Description: test out speed and velocity and how it can change with different ramps (heights, different materials on ramps to create friction, different cars)

Materials: racecars, marbles, or other small items that roll, flat surfaces (wooden boards, books, blocks, etc.) books or other items to change height of ramps,

#### **Dominoes**

Description: create different patterns, designs, or even spell words then experiment what happens as you knock them over

Materials: dominoes

#### **Word Build**

Description: use legos to build words

Materials: word list, legos



## **Build a Story**

Description: draw out ideas ("plan") to create a story, write these into a story (create a fill in the blank story for younger children), then child builds a scene and acts out the story using legos or other building materials

Materials: paper, colored pencils, crayons, pencil, legos, blocks, other building materials, toy animals or people

## **Obstacle Course**

Description: build an outside obstacle course

Materials: any outdoor toys or materials you already have i.e. use your own backyard playground, hoola hoops, cones, balls, sticks, basketball hoop, bike, anything!

## **Build a Fort**

Description: use materials to build a fort inside or outside

Materials: sheets, blankets, chairs, clips, tree branches, towels,

## **4 Square**

Description: build a 4square court in drive way (large square split into fourths) & practice spelling words while bouncing ball with a partner. Call you the word and with each bounce say a letter to spell the word.

Materials: sidewalk chalk, bouncing ball

## **HORSE**

Description: Play "horse" (if you don't have a basketball hoop use a laundry basket modify by moving the basket around with each shot move) and instead of spelling HORSE use word lists to practice child's words

Materials: basketball, possibly laundry basket or other basket, any type ball to fit basket, word list

## **Card Games**

Description: play card games with your child, go fish, rummy, solitaire, multiplayer solitaire, old maid, crazy 8s, or have child teach you math games they have learned in school

Materials: deck of cards

## **Box Creations**

Description: if you have boxes at home give to child and they reconstruct into something (fort, robot, helmet and shield, whatever they see it can become!) there are a lot of ideas if you look online but try to let your child imagine what it could be before looking for ideas

Materials: cardboard box, tape, scissors, possibly markers or paint to draw on outside

## **Sensory bins or Sensory Play:**

**Bin with dry beans, sand, rice**

Description: younger child can practice scooping & pouring; modify for older child by hiding matching cards (rhyming words, numbers & a picture to show amount, math equations & answer, words cut in half to match, letters on cards to build & spell)

### **Water bin**

Description: practice scooping and pouring, older child can practice measuring and compare volume of various cup sizes; car wash (play with cars outside then bring to the “car wash”)

### **Ice bin**

Description: fill bin with ice and some food coloring and child plays with concept of color mixing (also could be done with shaving cream)

Description: child could imaginative play with arctic animals and their icy habitat

### **Handprint Creation**

Description: paint hand and place handprint to paper then using a paintbrush create handprint into something else i.e. animal, person, anything child imagines it can be

### **Ocean bin**

Description: water, blue food coloring, ocean animals

### **Cooking up Science!**

Description: Make slime, playdoh, or handsantizer (only alcohol and aloe needed for this one!)

### **Art**

Description: Art projects using different materials, and mediums. Use natural materials found outside, paint and coloring, or water colors and acrylics, use paper towel rolls as stampers, get creative with materials!



*Follow follow Follow*

## Instagram accounts for inspiration:

Some of these provide different activities to set up & some encourage the importance of play or the idea that children learn through all of life. Play and Learning go hand in hand and is ALL around us! These are also just a few I follow that immediately came to mind but there are SO many other great ones too

@dayswithgrey

@busytoddler

@theworkspaceforchildren

@chickieandroo

@lesliemmartino

@the.wooded.classroom

@letslearnmama

@teachoutsidethebox

@thiago\_st.cortez

@littleoneslearn

@reggioemiliainspired AND @reggio.emilia.inspired

@abcseeheardo

@countingwithkids

@kindergartentoolkit

## Research Articles

*such amazing accounts!*

<https://www.naeyc.org/our-work/families/10-things-every-parent-play>

<https://www.parents.com/fun/sports/exercise/the-importance-of-play/>

<https://pediatrics.aappublications.org/content/142/3/e20182058>

<https://www.brighthorizons.com/family-resources/benefits-play-child-development>

<https://www.seattlechildrens.org/globalassets/documents/for-patients-and-families/ce/CE197-toys-and-play-9-to-12-year-olds.pdf>

## Hands on Activities for Little Ones



### Montessori Trays/ Baskets:

General materials needed for the following Montessori Ideas: trays or baskets, small tins or cups and area to display trays at child height

Montessori Tray/ Basket Idea	Materials Needed	Objective
Muffin Tin Sorting	6 cup muffin tin, multicolor pom poms or other manipulatives, small tongs	Sort pom poms by color using tongs.
Ice Cube Tray Sorting	Ice cube tray, pom poms or other manipulatives, small tongs,	Using tongs, place one pom pom in each empty cube while counting as you go.
Ice Cube Tray Patterns	Ice cube tray, pom poms or other manipulatives, small tongs.	Using tongs, create a pattern using 1-3 colors of pom poms.
Sand Tray	Shallow pan or tray, sand or salt, task cards (lines or alphabet/numbers when ready)	Using your finger, copy the task card.
Pouring	Two handled measuring cups, funnel, and dry beans (or other dry materials).	Rest funnel in one measuring cup and pour the other cup's contents into the funnel.
Letter Matching	Round cake pan, sharpie marker, and 26 clothespins Prep: Label cake pan with uppercase letters in order and label clothespins with 1 lowercase letter per pin.	Match and clip the lowercase letters to the correct uppercase letters.
Sweeping	Tape, small broom and dust pan, glass beads or other manipulatives. Prep: tape a square on the floor	Dump out manipulatives on floor and then using the broom, sweep inside square. After that, practice sweeping into dustpan.



## Sensory Bins

General materials needed: large plastic bin, pot or tub; scooping tools (ie: measuring cups); and small toys or natural materials.

Rice	Dry Beans	Dry Pasta	Shaving Cream	Water	Cotton Balls
Buttons	Bird Seed	Sand	Rocks	Glass Beads	Dirt

## Loose Parts/ Tinker Trays

General materials needed: multi compartment tray, muffin tin, assorted basket or bins.

Outdoor material ideas:

Rocks	Leaves	Sticks	Acorns	Pinecones	Flowers
PVC Pipes	Pine Needles	Logs	Wood Planks	Tires	Tree Cookies

Indoor material ideas:

Glass Beads	Buttons	Marbles	Craft Sticks	Dry Pasta	Washers
Pom Poms	Cotton Balls	Q-Tips	Toothpicks	Pipecleaners	Toilet Paper Rolls