

Weekly Guided Learning Plans

These weekly guided learning plans are intended to help families continue the kinds of learning and development experiences that children have been enjoying at school right in their own homes.

Each day you will find guidance for:

Morning Meeting

After morning routines are complete, come together as a family for a morning meeting to kick off the day! Review and talk about the daily plan: *What do each of us want to make sure we get done today? What will we play?* Ask your child what kind of play they are most excited about and make it a priority to help realize that play! Don't forget to include what's important to *you* today as the adult, as well. Each Morning Meeting will also include a short chant, game, or rhyme to get things started.

Study Exploration

Each day there will be an investigation question for your family to explore together. We're starting off with a 4-week study of clothes. Visit our Facebook page to post videos and photos of your family's explorations and see what other families are discovering.

Guided Learning

Here you'll find a suggested 10 to 15-minute activity that's a bit more focused on supporting a specific skill for your child's development.

Making the Most of Routines

Even the smallest of moments in the day can be learning moments! Each day we'll provide one idea to consider as you support your child's development while setting the table, taking a bath, or taking the recycling out.

Reflecting on the Day

Take time in the late afternoon or at dinner time to talk about the day's events. Consider nominating someone from the family each day to draw a picture of what the best part of the day was. You can keep these reflections together as a journal that you can look back on later.

Every family is juggling a different set of responsibilities and circumstances and certainly may not be able to enjoy everything on this list each day. Our hope is that these daily suggestions can help children and families find joy in learning together in a variety of ways that are most meaningful and appropriate for them.

Something to Consider: Providing children with opportunities to make a choice is an important part of their development! When you can, think of ways to allow children to make choices as you move through the day. For example, where in your home would they like to snuggle up and read aloud today? Which seat would they like to sit at for lunch?

Monday

Morning Meeting

- Review today's daily plan.
- **Let's Move: Freeze Dance – Gross-Motor Development**
 1. Explain you are going to play some dance music and that everyone is going to “freeze” and pretend to be a statue when the music stops.
 2. Invite your child to be creative with his statues, e.g., make a statue that's tall or small; make a statue that looks scared, silly, sad, or angry.
 3. Invite children to describe the types of statues they see other family members making when they freeze.

Study Exploration: What do we know about clothes?

1. Grab a basket of clean laundry and dump it on the floor or couch.
2. With your child, take a moment to simply explore the clothing. Look at the different pieces closely.
3. Talk about what you see. You might ask – *Do you see patterns, colors, shapes, letters, numbers? What words could you use to describe the clothes? Are they soft, slippery, thick, fuzzy?*



Visit our Healthy at Home Page for more ideas and videos for learning at home!

Guided Learning: Riddle Dee Dee – Rhyming

1. Chant the following rhyme:

*Riddle dee dee, riddle dee dee.
Can you make a rhyme with me?
I say [ball], you say [fall].
[Ball], [fall], [mall], [gall].*

2. Provide the first two rhyming words and invite your child to continue making rhymes with that word.
3. Try it again with another word and take turns choosing the rhyming words as long as children are interested

*Have fun with nonsensical words as you rhyme! It doesn't have to be a real word for children to build on their rhyming skills.

Making the Most of Routines: Mealtime

As you make meals, revisit the Riddle Dee Dee chant. You can ask– *How many rhymes can we come up using our ingredients? Banana, fanana, samana. Cheese, bees, lees, trees.*

Reflecting on the Day

How did today go? What went really well? What might you want to do differently tomorrow?

Something to Consider: Children may ask to hear you read the same book over and over again. That's okay! It's actually a really great sign that they enjoy reading with you! *What* you read is far less important than how often and how enjoyable the reading experiences are for your family.

Tuesday

Morning Meeting

- Review today's daily plan and ask – *Let's find out what each one of us wants to make sure we do today?*
- **Let's Move: *Busy Bees – Compares and Measures***
 1. Tell children the room they are in is now a beehive!
 2. Invite them to buzz like a bee and flap their wings as they move around the room.
 3. Say – *Busy bees, busy bee! Buzz around and touch something [taller than you].*
 4. Repeat using other phrases, e.g., something shorter than you; wider than you; smaller than a cat; smaller than your hand; or the same size as this spoon.

Study Exploration: What are you wearing today?

1. Ask everyone in your family to name *all* the articles of clothing they are wearing.
2. On a sheet of paper, write down each kind of clothing item: t-shirts, pants, socks, underwear.
3. Next, count them all! As you count each sock and hoodie, make a tally mark for each item.
4. Talk about the item of clothing with the most tallies: *Why is that so popular? Which has the fewest tallies?* Talk about your discoveries!

Guided Learning: What Was for Breakfast? – Writing

1. Invite your child to sit at a table with paper and crayons and to draw or write about what he ate for breakfast.
2. Ask your child to explain what he drew.
3. Offer to write what he wants to note about his picture at the bottom of the page.

* When children are learning to write, it's important to accept any marks they make on paper that represent letters or images.

Making the Most of Routines: Cleaning Up

Cleaning up is an important part of playing and learning about responsibility. A clean-up song can help make tidying up after an activity more fun! Sing to the tune "Here We Go Round the Mulberry Bush."

*This is the way we clean up our [markers]
Clean up our [markers], clean up our [markers].
This is the way we clean up our [markers],
So they're ready for next time!*

Reflecting on the Day

What did everyone enjoy most about today? What would they like to do more of tomorrow?
Did you hear your child use any new vocabulary when describing her favorite clothes or when talking about his breakfast picture?

Something to Consider: Try and make time for pretend play every day. Playing dress up and acting out familiar scenarios is an important way for children to explore their imagination, use their memories, language, and their planning skills! Encourage your child to use objects in new ways, like using an old remote control as a phone. This kind of creative thinking is a sign of sophisticated brain development!

Wednesday

Morning Meeting

- Review today's daily plan and ask – *What did you do yesterday that you want to do again today?*
- **Let's Move: Willy's Week – Literacy**
 1. Invite your child to act out the movements as you sing or chant the following verse.

*On Sundays, Willy [stretches],
On Mondays, Willy [marches]
On Tuesdays, Willy [tiptoes],
On Wednesdays, Willy [wiggles]
On Thursdays, Willy [thinks],
On Fridays, Willy [falls down],
On Saturday, Willy [sleeps]*

2. Repeat using different action words and encourage your child to join you in singing or chanting together!

Study Exploration: What are you wearing today?

1. Encourage everyone to go and grab their favorite piece of clothing and then gather together.
2. As a family, talk a little bit about each person's favorite special piece of clothing.
3. Describe what it looks like, what makes it special, and see if you can remember where you got it!

Guided Learning: The Long and Short of It – Compare and Measure

1. Put a collection of pieces of ribbon, yarn, or strips of paper of the same width, cut to different lengths in a jar or container. Ask each person to take one ribbon and put it on the floor in front of them.
2. Talk about the similarities and differences between the ribbons. Talk about which piece is longer or shorter.
3. Show how to line up the ribbons to compare the lengths. Explain that *length* means how long something is.
4. Invite your child to find ribbons that are *equal* or the same length as theirs, shorter than theirs, and longer than theirs.

*Throughout the day, use comparison words (*longer, shorter*) to talk about the length of objects around the house and outdoors. For example – *Look at how much longer my shadow is than yours!*

Making the Most of Routines: Rest Time

Children benefit from quiet rest time even if they don't need to sleep. To help transition into rest time, consider playing quiet music, rubbing their back, or reading a quiet story to help children settle in. Preschoolers also aren't too old to enjoy lullabies like "Twinkle, Twinkle, Little Star."

Reflecting on the Day

What was everyone's favorite part of the day? How did your child describe his favorite piece of clothing? What did your child remember about where her special clothes came from?

Thursday

Something to Consider: “Mine! Mine!” It can be really difficult for some children to take turns and share. This is normal! Young children are just beginning to learn how to take turns and share. They need a lot of practice to understand that there will always be another turn, even if they have to wait. Acknowledge that waiting can be hard and celebrate when your child demonstrates patience for her turn!

Morning Meeting

- Review today’s daily plan and ask – *What will the weather be like today? Will we be able to go outside?*
- **Let’s Move: Action Counting – Counting**
 1. Invite your child to imagine she is going on a journey as she moves with you– marching up a hill, jumping across a stream, hopping into a puddle, squatting under a branch, etc.
 2. Call out the number of times to do each movement – *Let’s march for [six] steps up the hill.*
 3. Count each action together as you do each movement together.

Study Exploration:

How are children’s clothes and grown-ups’ clothes the same and different?

1. Sort your clean laundry into children’s clothes and grown-ups’ clothes. What’s the same? What’s different? Maybe you’ve noticed that mommy’s jeans have a zipper, but that the baby’s jeans don’t!
2. Talk about why some children’s clothes are different and how things like snaps are easier for little fingers than buttons.

Guided Learning:

Dramatic Story Retelling – Literacy

1. Choose a story that is familiar to your child from a favorite book. Work together to gather or make props related to the story to represent each character – paper bag puppets, drawing of characters, items from the story (a towel as Little Red Riding Hood’s cape).

2. Read or tell the story and include a clear beginning, middle, and end. Show how to use the props as you include each character.
3. Ask your child to retell the story to you. Remind her that storytellers must remember to include all the information in the story. You can say – *Before you start, think about the important parts of the story that you don’t want to leave out.*
4. Invite other family members to listen and offer reminders when the child needs help.

Making the Most of Routines: Getting Dressed

When helping your child to get dressed, describe what you are doing. You could say – *I’m going to take off your pajama top. It’s going to be warm today, so we’ll need a short-sleeved shirt today to keep cool.*

As you dress, sing to the tune of “The Farmer in the Dell.”

Let’s put on your [pants].

Let’s put on your [pants].

One [leg], the other [leg],

Let’s put on your [pants].

Reflecting on the Day

Did your child have fun using the story props to retell stories? What other stories could you add props to? What did your child notice about children’s clothes and grown-ups’ clothes?

Friday

Something to Consider: Bath time is a great opportunity for children to explore with water. Offer measuring cups, small plastic pitchers, turkey basters, plastic containers, or colanders for children to use in the tub. Practicing pouring water in the tub will help children develop skills to be able to pour more accurately at the table!

Morning Meeting

- Review today's daily plan and ask – *What is something you would you like to practice doing today?*
- **Let's Move: One More Step – Following Directions**
 1. Say – *I wonder how many things we can remember to do?*
 2. Ask children to do two actions – *Can you rub your knees and then pat your head?* – and act them out with the children.
 3. Repeat the directions, adding one more step.
 4. Continue the game, inviting children to add more actions.

Study Exploration: What do you want to find out about clothes?

You and your family have been exploring what you already know about clothes, but today it's time to wonder!

Do your children ask *why* we need to wash their favorite clothes, or *why* they have to wear a jacket when it's cold or rainy? There's a lot to learn about clothes!

As a family, write down your thoughts and ideas in a journal or sheet of paper. You will use these questions to lead you through your investigation!

Guided Learning: My Shadow and Me – Spatial Relationships and Shapes

1. If possible, go outside on a sunny day and have some fun with shadows! Or use a flashlight to create shadows on a blank wall indoors. Ask questions like: *How do you think shadows are made? Can you touch someone's shadow without touching the person? Can you make your shadow disappear?*
2. Draw or show a shape and ask your child to use their body to make that shape: *Here's a triangle. Can you use your body to make a triangle shadow? Can we work together to make the shape?*
3. Ask questions to encourage your child to reflect on the activity: *Which shapes were easy to make? Which were difficult to make? Which shapes needed two people to make?*

Making the Most of Routines: Handwashing

Handwashing is a great opportunity for children to practice more independence. What steps can the child do independently (with your supervision of course). Can he pump the soap dispenser? Turn on and off the water? Tear off the paper-towel? Sing ABCs (twice!)?

Reflecting on the Day

Are there any parts of the daily routine that aren't going smoothly? How might you adjust? Which questions about clothes are children excited to learn about?