

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.

In these weekly plans you'll find:

From **The Creative Curriculum®**

- Familiar songs, rhymes, and games from *Mighty Minutes®*
- Guided learning through activities inspired by *Intentional Teaching Experiences*
- Positive guidance and developmental tips and strategies informed from the Foundation Volumes

From **ReadyRosie™**

Modeled Moment videos with fun, easy activities for families to continue classroom learning at home

The Creative Curriculum®

A comprehensive, research-based curriculum that promotes exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills.



Providing families with meaningful content is just one of the ways ReadyRosie supports family/ school partnerships. Learn more about ReadyRosie [here](#).

Weekly Guided Learning Plans

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.



ReadyRosie™ Connection

Visit our [Healthy at Home](#) Page
for more ideas and videos for
learning at home!

Something to Consider: Having a journal or notebook for your child to record his daily explorations is a great way to document his learning! Over time, you will notice how his writing and drawing changes and you will be able to look back on all his discoveries! Make your own investigation journal to model how grown-ups use writing to remember important information and to record what *you're* noticing!

Monday

Morning Meeting

- Review today's daily plan. What made you laugh this weekend? What are you excited to try this week?
- **Let's Move: Popping Popcorn – Classification**
 1. Explain that you and your child are going to make yourselves so small like kernels of unpopped popcorn.
 2. Recite the chant and ask your child to “pop” up and say *Pop!* if he is wearing the color or pattern you name.

*Popcorn, popcorn, in a pot,
Cook up nice and hot, hot, hot.
Kernels are almost ready to pop!
Pop if you're wearing [green].*

3. Let your child lead the activity by naming colors or patterns.

Study Investigation:

What are the features of our clothes?

Do all clothes fit the same?

1. Ask everyone in your family to bring some of their clothes and put them on the floor or couch. Have a clothes swap and try on each other's clothing!
2. Talk about how the clothes fit! What words can your child use to describe how the clothes fit. You might offer words like – *snug, tight, loose, baggy*, etc.

Guided Learning:

Same Sound Sort – Letter Sounds

1. With your child, gather several objects in a box or bag, including some that start with the same sound (sock, spoon, button, ball) and some that do not start with the same sound (ribbon, car, marker).
2. Ask your child to name the items in the box, and take turns sorting the objects that have names that begin with the same sound.

*Join your child to look around your home for items that match the remaining objects. Say the name of the object slowly to emphasize the beginning letter sounds.

Making the Most of Routines: Brushing Teeth

Tonight, try brushing in new and different ways! You might say things like: *Can you brush your teeth super slowly? Can you brush your teeth very quickly? Brush your teeth in a circle? Can you brush your teeth in a square?*

Use ordinal numbers and spatial words: First, *brush your top teeth*. Second, *brush your bottom teeth*.

Reflecting on the Day

How was the day? How is your family moving through the routines you've set? Is there anything that needs to be adjusted? Consider showing up to breakfast tomorrow in a piece of clothing that is too big or too small to make your little one smile!



ReadyRosie™ Connection

Visit our [Healthy at Home](#) Page for more video examples of listening to sounds and other learning at home activities!

Something to Consider: Reading books with your child gives you a chance to talk about the emotions of the characters in the stories. As you read, point out characters' facial and physical expressions and ask your child to describe how the character feels. Recognizing others' emotions is a powerful way to help your child put names to feelings and learn to respond to others' feelings and make sense of their own strong emotions!

Tuesday

Morning Meeting

- Review today's daily plan and say— *Let's find out what each one of us is excited to do today!*
- **Let's Move: Mirror, Mirror – Attends and Engages**
 1. Ask your child to stand face-to-face with you a few feet apart. Say – *I'm going to be a mirror and do exactly what you do!*
 2. Invite the child to move in different ways and copy his movements.
 3. Ask your family members to work in pairs, taking turns being the mirror.

Study Investigation:

What are the features of our clothes?

How do we know what sizes clothes are?

1. Ask your child what he remembers about the clothes swap yesterday. Point out that trying clothes on is one way of finding out what size clothes we wear.
2. Ask – *How do we know what sizes clothes are?* Gather a few garments and shoes from family members and explore the size labels. Ask – *What do the letters, numbers, or words tell us?*
3. Make a tally graph showing the sizes in your family. As you count each size, make a tally mark for each item. Next, ask your child to help you write the number next to the tally marks.
4. Consider lining up your family's shoes from smallest to largest to compare the sizes. Share your discoveries with family members!

Guided Learning:

Pantry Labels – Recognizing Print

1. Pull a few items out of your pantry and take turns each picking an item.
2. Ask your child to describe what she sees. Point out colors, shapes, and letters. Emphasize the sounds that the letters make:

You're pointing to the large T on the carton. What sound does the T make? It's the first letter in the words tomatoes and Tomás.

This carton of cream has the word fresh. What does it mean if the cream is fresh?

3. Count the number of letters on the brand and talk about which brand has the most and the fewest letters.

Making the Most of Routines: Outdoor Play

Take a walk around your neighborhood (observing all social distancing guidance) and count what you see: *I see one blue van. I see two windows in the house. I see three lights on the traffic light, one, two three, etc.*

Prepare for tomorrow's letter activity by taking a bag on your walk and helping your child collect small sticks!

Reflecting on the Day

Did your child notice anything interesting on the neighborhood walk today? Is there anything you could further investigate outside? Like the holes on leaves from pests? Or budding flowers and how they've changed? Can you learn more about what you saw and what you noticed? Look online for family-friendly websites that you and your child can explore together.

Something to Consider: Like any great artist, your child may want to revisit and revise her artwork over time. This is a sign that your child is truly engaged and immersed in creativity! Find a place for your child to keep her work in progress safe and sound when she's not working on it—it might need to be up high where pets or younger siblings can't reach!

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: Bridge & Tunnel – Spatial Relationships**
 1. Invite your child to sit with you with his legs straight out. Explain that his legs make a bridge and when he lifts up his knees, they make a tunnel.
 2. Ask – *What could move over our bridge and go under the tunnel?*
 3. Use hand motions to act out the chant using his suggestions.

*We lower the bridge and the [truck] drives over.
We raise the bridge and the [shark] swims under.*

Study Investigation: What are the features of our clothes? How are clothes made?

1. Talk with your child about fashion designers. Explain that these are people who design clothes and shoes.
2. Ask your child to look at the clothes she is wearing and think about the different fabrics, machines, and tools that the designer used to make them.
3. With your child, look closely at the fabric of her clothes. Explain that *fabric* is a kind of cloth that is woven. Ask if your child can see the patterns of lines going over and under each other. (You might even remind them of the Bridge & Tunnel activity where together you talked about *over* and *under*.)
4. Ask whether all your child's clothes have the same fabric. Point out that the weave of some fabrics is tight, and some can be loose (like a sweater).
5. Invite your child to look with you to see if there are videos online showing how clothes are made. Talk

about the special fabrics, tools, and machines used to make clothes. If family members sew or knit, invite them to join you on a video call to show how they make clothes!

Guided Learning: Stick Letters – Alphabet

1. Gather a collection of craft sticks, toothpicks, chopsticks, or small branches (from the neighborhood walk yesterday). Explain that you will work together and use the sticks to make letters. Show how to make a letter with the sticks.
2. Talk about the letters that are made with only straight lines. Write or show letters for reference. *Let's say the alphabet together and think about the shape of each letter.*
3. Discuss the difference between forming upper- and lower-case letters: *Names start with upper-case letters. See how big they are compared to the lower-case letters?*

Making the Most of Routines: Bedtime

If books are part of your bedtime routine, tonight swap places with your child! Invite her to read a book to you, using the pictures to guide her story, or ask her to tell you a bedtime story she came up with using her imagination!

Reflecting on the Day

Was your child interested in how clothes are made? Bookmark family-friendly websites and videos to watch together for children who are interested in learning more. Gather clothes with interesting closures like snaps, zippers, buckles, or hook-and-loop fasteners for tomorrow!

Thursday

Something to Consider: One of the exciting parts of a study is making displays of your findings! Make graphs or charts showing what you're learning about clothes, take pictures, and send it to family members. When children tell others about their discoveries, they are recalling details and using complex language to express themselves!

Morning Meeting

- Review today's daily plan and ask – *What's something you'd like to make sure we make time to do together today?*
- **Let's Move: Howling at the Moon – Literacy**
 1. Tell your child that he is going to pretend to be a wolf in a wolf pack.
 2. Recite the following poem together.
*During the day, the wolves all play.
They [skip] and [slide] and [spin].
But late at night when the stars are bright,
the wolf pack howls at the moon [howl together].*
 3. Point out how the action words begin with the same sound. Use different actions with the same letter sound.

*If you have time, practice using some of these closures, explaining that some closures take practice to get comfortable with using them.

Guided Learning:

Missing Lids – Compare and Measure

1. Gather containers with lids of various sizes and shapes (pots, plastic canisters, jars, and boxes). Put containers in one pile and lids in another pile.
2. Ask your child to match the container to its lid. Explain that lining up the containers from shortest to tallest, or smallest to largest might help.
3. Ask your child to point out other features that might help her find the matches like color, shape, and material.

Study Investigation:

What are the features of our clothes?

How do clothes stay on our bodies?

1. Gather a piece of clothing that has a button on it.
2. Explain that buttons help keep our clothes on our bodies. Ask – *Can you think of anything else that helps our clothes stay on our bodies?*
3. With your child, look around to find as many things that help keep clothes on our bodies (zippers, snaps, buckles, etc.).
4. Work together to document what you find. Take pictures, draw a picture, or make a chart to remember what you've discovered!

Making the Most of Routines:

Mealtimes

Mealtimes are a great way for children to join in conversations and practice taking turns. Ask each person to share something they saw today that relates to the clothes study. Say something like: *I saw that our neighbors keep their shoes on a shelf near their front door. I think that keeps dirty shoes out of the house.*

Reflecting on the Day

Is there a part of the day that your child seems to look forward to? What routine or part of the day seems to be challenging for your child? How can you use your child's interests to make his (and your) day go more smoothly?

Friday

Something to Consider: Children can sometimes feel overwhelmed by their strong emotions. You might want to establish a cozy calm-down place where your child can be alone when she needs some space. This is a place where she can *choose* to visit when she feels overwhelmed. When you notice that your child needs a break, invite her to go with you to the quiet space, take deep breaths, and gather her thoughts. Remember, this is not a time-out chair – it’s a place where anyone can go when they need time to relax!

Morning Meeting

- Review today’s daily plan and ask – *What can we do to help someone in our family? What would you like help with?*
- **Let’s Move: Traffic Jam – Patterns**
 1. Show how to make different horn sounds with actions – “beep” while pressing an imaginary car horn; “honk” while pulling a truck horn string; and “toot” while squeezing a horn.
 2. Make a simple pattern with the horn sounds and actions: *Beep, beep, honk. Beep, beep, honk.*
 3. Invite your child to walk with you in a line as you repeat the pattern together.
 4. Continue the game, inviting your child to make his own patterns and lead the line.

Study Investigation: What are the features of our clothes? What kind of patterns and shapes are on clothes?

1. You and your family have been exploring how clothes fit, how we know what sizes clothes are, how clothes are made, and how they stay on our bodies! Take a moment to ask your child to recall what he discovered this week.
2. Next, invite your child to look at what family members are wearing and ask – *What kind of patterns and shapes are on clothes?* You can use words like *plaid, stripes, polka dots, solids, and floral patterns* and point out shapes and figures.
3. As a family, you can sort the laundry into piles by patterns, pictures, and solid colors. Which pattern is most popular in your home? Make a chart to find out!
4. Take a photo of your findings and share with another family and see what kinds of patterns they have!

Guided Learning: Character Feelings – Using Language to Express Ideas

1. Invite your child to join you in reading a book. Explain that you want her to pay attention to the characters’ feelings as you read. Talk about the book’s title and the cover. Encourage your child to make predictions about the story and the characters’ feelings.
2. As you read, use your voice and facial expressions to show the characters’ feelings. Ask questions about what the character is feeling: *What makes the turtle feel frustrated? What do you think would make her feel better?*
3. Invite your child to talk about a time when she was feeling the same way the character felt: *You were excited yesterday? What made you feel excited? Oh, when we saw Pop-pop’s horse in his video call. That was very exciting!*

Making the Most of Routines: Preparing Meals

It can be exciting for children to help with meal preparation! Plan how your child can help with meals – tearing lettuce for salads, squeezing the lime juicer, shaking the parmesan cheese. Always begin with washing hands and then give simple directions like: *Give three shakes of the pepper* or *Press down until you feel the biscuit cutter touch the pan.*

Reflecting on the Day

How is your child adjusting to being away from his friends? Can you have a video play date? Offer to record your child telling his friend a silly bedtime story or singing his friend a favorite song.