



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 lots of great activities!

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 from the foundation volumes

From **ReadyRosie™**

“Modeled Moment” videos with fun, easy activities that families can do 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.



ReadyRosie

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 the following:

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 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 to see what other families are discovering.

Guided Learning

Here you'll find a suggested 10–15-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 through everyday activities like setting the table, taking a bath, or taking the recycling out.

Reflecting on the Day

Take time in the late afternoon or at the dinner table to talk about the day's events. Consider nominating someone from the family 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!

Monday

Something to consider: As children learn the letters in the alphabet, you might notice that the first letter in their first name is the most important letter of all! Many children love finding “their” letter! Encourage them to find “their” letter on packages, signs in your neighborhood, or on keyboards. Expand on their interest by looking for other letters in their name, or letters in their family members’ names. Learning to notice “their” letters helps children make connections to letter sounds they hear and the letters they see!

Morning Meeting

- Review today’s daily plan and talk about your weekend.
What was your favorite part of the weekend? Why did you put on what you’re wearing today?

- **Let’s Move: Rainbow Colors – Follows directions**

1. Ask your child to name the colors in the rainbow.
2. Sing the following to the tune of “The Farmer in the Dell.”

*Look for something [red], look for something [red].
Look all around the room to find something [red].*

3. Ask your child to look for an item in your home that matches the color and share with the other family members. Repeat the song with different colors.

*Consider joining your child in putting the color items in rainbow order (red, orange, yellow, green, blue, purple) and then lining up according to the color each person is wearing.

Study Investigation:

What special clothes do people wear?

What clothes do people with special jobs wear?

1. Talk about the special clothes that people wear for their job, e.g., chef, firefighter, construction workers.
2. Look in books, magazines, and the Internet to find clothes that help people in their work. Talk about why these clothes are helpful for people to do their jobs.
3. Reach out to friends or family members who wear special clothes in their work.
4. Take pictures of what you find or join your child in drawing it!

Guided Learning:

Musical Water—Compare and Measure

1. Display five tall drinking glasses, jars, or bottles of the same size. Ask your child to explore them.
2. Explain you will put a different amount of water in each glass (1/4 cup, ½ cup, 1 cup).
3. Ask your child to help you fill a measuring cup with each amount and pour it into each glass. Use a funnel if necessary. You might want to add a bit of food coloring to each glass of water if you have it.
4. Offer your child a spoon to tap a tune on the glasses. Ask your child to talk about the different sounds each glass makes: *What did the glass with the most water sound like? Was it different from the glass with just a little bit of water?*
5. Encourage your child to play the sounds in different orders to make a song. Record and share the song with family members!

Making the Most of Routines:

Rest Time

As you snuggle with your child at nap time or bedtime, use your finger to draw letters on your child’s back. Spell out your child’s name or a favorite word! You might say things like *I am writing a letter in your name. It has a line and two humps. It makes the /m/ sound. Can you guess? Yes, it’s the m in Emma!*

Reflecting on the Day

Is your child able to recognize all the letters in his name? Consider playing a game like “I Spy” where you write and describe a letter in your child’s name that you see written in your home. You might say, *Diego, there’s a g in your name. See how I wrote it here? I spy, with my little eye, a g on this bag of dog food. Can you find it? A g has a circle with a little tail hanging down. Yes! You found it at the end of the word “dog!”*



Tuesday

Morning Meeting

- Review today's daily plan and say, *What is one thing you want to be sure we do today?*
- **Let's Move: Rhythm In Our Bodies—Patterns**
 1. Invite your child to clap a steady beat with you.
 2. Repeat the following chant as you clap.
*We've got the rhythm,
The rhythm's in our [hands].
[clap, clap, clap, clap].*
 3. Repeat the chant, introducing new body parts:
*Feet: stomp, stomp, stomp, stomp;
Knees: tap, tap, tap, tap
Shoulders: up, up, up, up*
 4. Invite your child to suggest body parts and movements and make a pattern.

Study Investigation:

What special clothes do people wear?

What clothes do you wear for special occasions?

1. Ask, *What do you like to wear for special occasions?* Talk about what your family wears for events like sports, weddings, parties, hobbies, ceremonies, etc.
2. With your child, gather some of your family's special clothing and talk about what makes the clothing special.
3. Have a family fashion show and describe what the person is wearing and what makes her clothes special! You might say, *Edina is wearing her karate gi. She wears it when she goes to karate class. It is white with long sleeves and has a thick belt. It keeps her cool when she is practicing and she can move and kick comfortably when she's wearing it.*
4. Encourage your child to describe others' outfits. Take photos or videos and share with friends and family members to show what you've learned!

Something to consider: Using and emphasizing new vocabulary throughout the day helps your child learn new words, which will be a benefit when he starts to read! Consider making a "word wall" for your child to record and remember the new words he has learned. Each time you and your child run into a new word, write it on a sticky note and post it on the word wall—this can be a large piece of paper, poster board, or maybe even your fridge. Seeing and hearing these new words regularly helps make them a part of your family's shared vocabulary!

Guided Learning:

Tongue Twisters—Letter sounds

1. Explain that you and your child will be playing with "tongue twisters." Explain that tongue twisters are phrases that are challenging to say because the words have similar sounds.
2. Write an example on a sheet of paper.
 - *Six slippery snakes slowly slithered south.*
 - *A big bug bit the beetle, but the beetle bit the big bug back.*
 - *Ten tiny turtles took a trip.*
3. Underline the beginning sound of each word and point out how they are similar. Add more examples that are difficult to say together.

*Consider sharing a tongue twister you enjoyed as a child.

Making the Most of Routines: Cleaning Up

You can help your child develop a sense of self and independence by letting your child do things on his own! For example, if your child spills his milk, though it might be easier for you to just clean it up yourself, allowing him to clean up the mess helps him learn that he can take responsibility for himself. This kind of independence is frequently encouraged at school.

Reflecting on the Day

How did your child describe the special clothes your child explored today? Prepare for tomorrow by finding examples of clothes that serve a special purpose—aprons, baby bibs, raincoats. Ask family members to send you pictures of examples from their home to explore.

Wednesday

Something to consider: Children need lots of practice to express feelings in constructive ways. Consider different ways you can support your child to recognize his feelings throughout the day. To help him name his feelings, you might try asking him to describe the animal that matches his feelings (growling tiger, scared bunny, nervous bird, frustrated monkey), or make a feelings chart with faces showing different emotions and then ask your child to point to the one that shows how he feels. Using a variety of strategies helps you learn what your child responds to best!

Morning Meeting

- Review today's daily plan and ask, *What is one thing you would like to practice today?*
- **Let's Move: Washing Machine—Phonological Awareness**
 1. Hold out your arms in a big circle and twist back and forth, saying: *This is a very special washing machine.*
 2. Name a letter sound and invite your child to pretend to add things to the machine that begins with that sound: *Let's wash things that start with /b/.*
 3. Ask your child to join you in washing the items by twisting back and forth, repeating the letter sound. Add washing machine sounds as you move: /b/, /b/, /b/, *swishy, swashy, swishy, swashy,* /b/, /b/, /b/.

Consider asking your child to add items that *end* with a certain sound: -*sh*, -*op*, or -*in*.

Study Investigation:

**What special clothes do people wear?
What clothes in your home serve a special purpose?**

1. Talk with your child about clothes that are designed for a special purpose, e.g., fishing vests, aprons, camouflaged jackets, ballet slippers.
2. With your child, gather clothes that serve a purpose and talk about how each garment is used. You might say, *I wear an apron when I'm baking so I don't get flour, sugar, or milk on my clothing.*
3. Help your child choose one item of clothing and make a short commercial explaining how helpful it can be. Share with family and friends!

Guided Learning:

Ramp Experiments—Measures objects

1. Use flat boards, large books, baking pans, or cardboard boxes to set up two ramps, one at a low angle and one at a higher angle. Ask your child to find items that can roll down the ramps.
2. Model how to roll a ball down each ramp and ask your child to describe what she sees: *Yes, this one is higher and this one is lower. What do you think will happen when I roll this car down the low ramp?*
3. Invite your child to roll objects down each ramp. Encourage him to make predictions and compare how far each item travels from each ramp: *Which ramp did the car roll farther from?*

Making the Most of Routines: Handwashing

After several weeks of emphasizing handwashing, your family might be tired of singing the same song! Liven up the experience by making up a silly song about your family pet or a song about the people in your family. Record and share your new handwashing song with other friends and family members to reinvigorate this important routine.

Reflecting on the Day

How is your family using the “word wall” to emphasize new words? Have you noticed other family members incorporating these vocabulary words into conversations? Many children can tell you all about dinosaurs with long, complex names—with frequent use, words like *gigantic, minuscule, and extraordinary* can become part of your child’s vocabulary!

Thursday

Something to consider: These days we usually use GPS to get around, not traditional paper maps. However, maps are a powerful way for your child to make connections, think symbolically, and explore spatial directions. If you have a map or a globe, mark where you are and where other friends and family are! Talk about what the colors and shapes show: *See this blue and squiggly line? That's the river we cross to get to Nana's house. This green square is the park that has the swings you like!* If a map isn't available, look at maps online or on your phone and ask your child to make a map of your neighborhood. Help her find where you live and where your family or friends live!

Morning Meeting

- Review today's daily plan and ask, *What does it mean to be a good friend [or sister/brother/cousin]?*
- **Let's Move: Tunnel Train—Spatial relationships**
 1. Ask your family to make a train together by holding the shoulders or waist of the person in front of you. Explain: *We are going to be a long train driving through a tunnel.*
 2. Lead the group through an imaginary tunnel around the room. Describe where the tunnel is going: *Here we go, the tunnel goes behind the sofa. It's going to be so dark in there!*
 3. Give each child a turn to lead the train through the tunnel, giving them directions of where to go: *The tunnel goes in front of the baby's high chair.*

Celebrate Learning:

What would you like to show your family tomorrow at our celebration?

1. Gather examples of graphs, drawings, pictures, videos, and collections of different items from your study of clothes.
2. Ask, *What have we learned about clothes?*
3. Next, talk about how your family can celebrate all you've learned. You might say, *How can we show what we have learned?*
4. With your child, list ideas to show what your family has learned—have a fashion show, make a display of all the charts you've made, or make a commercial on how to take care of clothes. However your family wants to celebrate is great!
5. After you have decided on your celebration plan, gather materials and create a display to show what you all have learned!

Guided Learning:

Our Names, Our Things—Alphabet

1. Ask your child to look around the room to find something that belongs to her—her seat at the table, her bed, her favorite blanket.
2. Explain that when we put our name on our things we *label* them. That helps everybody know whose things are whose. Remind her of her label on her cot and cubby at school.
3. Offer your child a stack of sticky notes and ask her to write her name and put the note on her things.
4. Encourage your child to label other people's things with their names, too. Talk about the letters in the names: *Yes, you found your hook where you hang your jacket. You wrote your name, Tamera, with the letter T.*

Making the Most of Routines: Mealtime

Shake up your mealtime by having a picnic! Remember, picnics don't have to be outdoors. If your outdoor space is limited, put a sheet or blanket down in the living room and invite your family to join you at an indoor picnic! Have your child help you think of picnic-friendly foods, and open windows for a bit of fresh air.

Reflecting on the Day

What materials do you have at home to prepare for the celebration? How will your child share the celebration with family and friends—recording videos, making video calls, etc.?



Friday

Something to consider: Children need to engage in many experiences to learn a new skill or concept. Consider using a wide variety of activities to encourage your child to explore letters. Make up a silly song and dance along as you sing the letters of the alphabet, ask your child to name as many words as he can that start with the same letter as his name, ask him to trace the letter you name on his hand, ask him to use small toys to create the letter you name, write a letter poem with him using many words that start with the same letter sound, or “skate” the letter on the kitchen floor! When we make learning our letters fun, children will explore and learn for much longer periods of time.

Morning Meeting

- Review today's daily plan and ask, *What did you do this week that you would like to do again over the weekend?*

- **Let's Move: Creeping Ladybug—Complex language**

1. Sing to the tune of “Are You Sleeping?”

The creeping ladybug, moving slowly

From your head, to your nose

Crawls down to your tummy

then onto your kneecap

Down your legs, to your toes.

2. Encourage your child to walk her fingers down her body, pausing at each body part.
3. Instead of “creeping ladybug,” use other insects that you’ve seen in your neighborhood—bouncy grasshopper, fluttery butterfly, or jumping June bug.

Celebrate Learning: Let's celebrate!

1. Ask, *What was your favorite part of our clothes study?* Encourage your child to reflect on the different experiences and discoveries she has made.
2. Write down your child’s reflections on a sheet of paper.
3. Explain that an important part of learning is celebrating what we’ve learned!
4. Encourage your child to lead the celebration following the plan that you made yesterday.
5. Take photos or videos of your child showing and describing all her hard work. Share with friends and family members.

Guided Learning:

Show Me Five—Quantities

1. Ask your child to gather a collection of objects to count—little toy cars, buttons, shells, etc. Explain that you will be making *groups* from the materials.
2. Demonstrate by separating (for example) five objects into a group and arranging them in a line. Count the objects in the group.
3. Next, make a second group equal to the number of objects in the first group but arrange them differently, e.g., two in one row, two on the bottom row, and one in the middle. Again, count the items in the group: *Hmm, this group also has five in it. What other ways can we arrange a group of five objects?*
4. Offer your child the collection of objects and challenge them to make as many different arrangements as possible.
5. Invite her to count the objects and explain the groupings to you: *You made a long line with your shells. How many shells are in your line?*

Making the Most of Routines: Cleanup

Ask your child to recall how you labeled her belongings yesterday. Explain that another way to keep things tidy is to organize our toys. Invite her to look at her toys and sort them by type. Offer sticky notes and help her write the name of each category to make labels. Talk about how sorting, labeling, and putting our things in the right spot helps us find them when we need it.

Reflecting on the Day

How is your family feeling about the daily routines and schedules? Are there any changes you would like to try?

