

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.



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.

Celebration of Learning

Each day, there will be a reflection question for your family to discuss together. This week's plan will feature reflections about your child's learning in the past year. Visit our Facebook page to post videos and photos of your family's memories and see what other families are recalling.

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 and prepare for new routines during the summer through everyday activities like mealtimes, bathing, or cleaning up.

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!

Something to consider: What changes might summer bring to your family's daily routine and schedule? Giving your child time to prepare for changes helps her feel secure. You might say, *Next week you and your sister will be going to Miss Becky's house since I am going back to work. We will need to wake up and get dressed earlier. Do you think we should practice?*

Monday

Morning Meeting

- Review today's daily plan. *What did you do this weekend that you want to do again?*
- **Let's Move: Happy Moths—Counts**
 1. Invite your child to use his fingers to count down as you sing or chant the following:
[Ten] happy moths flutter through the night, searching for a shining light. One moth said, "I must go to bed!" and [nine] happy moths flew off instead.
 2. Continue the rhyme, counting down until you reach zero, and invite your child to act out the movements!

Celebrating Learning

What do you remember about preschool?

1. Ask your child to help you gather materials to make a book—thin cardboard or construction paper, blank sheets of paper, crayons, and binding materials like staples or a hole punch and yarn.
2. Explain that she will make a memory book where she can *illustrate* her memories from preschool. Remind her that *illustrate* means to draw what is happening in a story.
3. Work with your child to make a blank book. Invite her to decorate the cover with a title—such as *My Preschool Memories*—and her name.
4. Invite your child to think back on preschool and ask, *What are your favorite memories from preschool with Miss Jessie?*
5. Record your child's ideas and explain that each day she will reflect on her memories and illustrate her book.
6. Today's memory: Ask, *What was your favorite book you read in preschool?*

Guided Learning:

Describing Art—Writing skills

1. After your child has illustrated his first page in his memory book, encourage him to examine his artwork and describe it.
2. You can ask questions, such as *I see you used lots of red. Can you tell me about your drawing?* or *In your drawing, I see someone walking on the sidewalk. Where is that person going? What will she do when she gets there?*
3. Offer pencils or crayons for your child to write about his artwork or record his dictation on the bottom or back of the page.
4. Accepting any marks your child makes encourages him to feel proud of his emerging writing skills!

Making the Most of Routines: Going Outdoors

Take a walk in your area (practicing local social distancing guidance) and point out traffic signs, particularly those related to schools. Talk about the school zone speed limits, cross walks, etc. and explain why these signs are important. You might say, *Those white stripes on the road tell us where we may cross the street. What should we do before crossing the street? Yes, we should always look both ways to make sure there are no cars.*

Reflecting on the Day

How did today go? What went really well? What was your child excited to tell you about his memories of preschool? Share your favorite memories from school with your child, showing off pictures or art if you have them!

Tuesday

Something to consider: Staying hydrated in the warm summer weather can be challenging with active children! You can help your child stay hydrated by providing a reusable bottle of water for him to have handy. Remind your child to refill the bottle throughout the day. Encourage your child to make his water bottle special by decorating it with stickers, ribbons, or colored tape. Experiment with adding some fruit for a fun taste test!

Morning Meeting

- Review today's daily plan and say, *What is one thing that you wanted to do yesterday that you didn't get to do? Can you do it today?*
- **Let's Move: Creeping Ladybug—Comprehends language**
 1. Invite your child to sing the following 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. Adapt the activity to reverse the movements, going from her toes to her head.

Celebrating Learning

What was your favorite song or fingerplay?

1. Ask your child to think of her favorite song from preschool. You may need to remind her of favorites she shared with you earlier in the year.
2. Sing the song together and ask, *When did you sing this song? Should we sing it when we clean, too?*
3. Show your child the memory book you made yesterday. Write the name of the song on the next sheet of paper and ask her to illustrate what it reminds her of: *You said that your favorite song is about thumbs talking to each other. What can you draw to remember the song? Good idea! We can trace your hands and you can draw faces on the fingers!*
4. Share your favorite song or fingerplay with your child, and sing it together.
5. Consider making a recording of some of her favorite songs and fingerplays to share with friends and families.

Guided Learning:

Making Puzzles—Spatial relationships

1. Offer your child an empty food box from cereal, crackers, etc. and ask, *How can we use this box to make a puzzle? Yes, we can cut the front part into puzzle pieces!*
2. Explain that it is safer for an adult to cut through thick paper, but invite your child to draw cut lines to create the puzzle pieces. Help him keep the number of pieces to ten or fewer.
3. Once you've cut the puzzle pieces, encourage your child to describe each piece he choose: *You showed me the part of puzzle with the bunny's ear. Can you look on the puzzle for more of the bunny's body? That might give us a clue about where the piece goes.*

Making the Most of Routines: Meals

Mealtimes are great opportunities for your child to practice his growing independence. Talk about how school-aged children walk with a tray of food to a cafeteria table. Practice this skill by serving your child's plate in the kitchen and asking him to walk to the table on his own. Start with spill-resistant meals like sandwiches and vegetables. Save meals with sauces and round foods—loose grapes, baby tomatoes—until your child feels more confident with his balance!

Reflecting on the Day

What did everyone enjoy most about today? What did your child remember about her favorite songs and fingerplays? Are there fingerplays from your childhood that you'd like to share with your child? Prepare for tomorrow by bookmarking an interesting museum, zoo, or local attraction for a virtual site visit.

Wednesday

Something to consider: As you plan for an eventual return to an in-school schedule, it may be helpful to get your child back in a routine of eating lunch at a particular time if your schedule has relaxed in the past weeks. If your child asks for her lunch before the designated time, you might say, *I know you are hungry. It's almost time for lunch. You have time to read two books and then we will have lunch. This long hand on the clock will be on the 6 when it's lunchtime.*

Morning Meeting

- Review today's daily plan and ask, *What job would you like to help with today?*
- **Let's Move: *Persnickety Patterns—Patterns***
 1. Explain that you and your child will make a pattern using opposites. You might make movements such as *reach high/reach low, thumbs up/thumbs down, or face forward/face backward.*
 2. Show a movement—arms up—and ask him to do the opposite—arms down.
 3. After a few turns, ask your child to lead the experience by showing a movement.
 4. Invite other family members to add complexity to the pattern!

Celebrating Learning

What was your favorite place you visited or your favorite visitor?

1. Gather the drawing materials to add to your child's preschool memory book and say, *You went to new places and met new people during preschool. Let's think about all the places you visited and all the people you met. What is your favorite memory?*
2. Record your child's answers and ask him to choose his favorite memory about a place he visited or person he met.
3. Write his favorite memory on a blank sheet of paper in the memory book and ask him to illustrate what he remembers.

*If your child didn't have the chance to go on site visits or have visitors to the classroom this year, consider going online for a *virtual* site visit to a zoo, aquarium, museum, or local attraction in your area. After the virtual visit, invite your child to illustrate his favorite part in the memory book!

Guided Learning

The Name Game—Letter Names

1. Write the name of every person in your family on individual index cards or strips of paper.
2. Hold up your name cards and hide some letters with your fingers. Slowly reveal the letters so your child can guess the name: *I uncovered the first letter of the name. Do you know whose name it is?*
3. As you reveal more letters, ask questions about the letters your child sees: *What letter do we see next? It makes the /r/ sound. Yes! It's the letter r! The name is Grandma!*
4. Continue with the rest of the name cards. Consider making name cards for other friends and family members or even characters from your child's favorite books!

Making the Most of Routines: Rest Time

Encourage your child to recall her night time routine with you. You can pretend to have forgotten what happens: *Okay, you brushed your teeth, so now it's time to put on your shoes, right? No? What do we do now? I forgot!*

Reflecting on the Day

What did your child enjoy most about the site visits? How can you continue to learn more about the place from your virtual visit? Consider looking for images or videos from other similar locations. Museums and attractions around the world are encouraging virtual visits!

Thursday

Something to consider: You can help promote your child's independence by encouraging them to practice getting dressed on her own. Notice which skills need additional practice—zipping up jackets, buttoning shirts, fastening shoes—and offer verbal and physical support. You might help her hold the zipper tabs and say, *See this little hole on the zipper? This is where the flat piece on this side slides in. I'll help you put the flat piece in. Now, hold this side really tight and pull the tab up with your other hand.*

Morning Meeting

- Review today's daily plan and ask, *What was one thing that happened yesterday that made you happy?*

- **Let's Move: A Chat With a Cat—Rhyming**

1. Recite the following rhyme and ask your child to clap each time they hear a word that rhymes with *cat*.

This morning I had a chat with a cat.

She was sitting on a [mat].

She told me her name was Pam

And her favorite food is [jam].

She likes to sit on a log

And share her [jam] with her pet [hog].

That was such a silly chat.

Next time, I will chat with a [bat].

2. Read the rhyme again and invite your child to fill in the blank with silly rhyming words.

Celebrating Learning

What was your favorite game?

1. Gather materials to add to your child's preschool memory book and ask your child about her favorite game she played in preschool. You might say, *You played lots of fun games at preschool. Which one was your favorite game?*
2. Ask your child to lead the game with you and the rest of your family.
3. Return to the memory book and ask her illustrate her favorite game.
4. Consider recording your child explaining how to play the game and sharing it with friends and families!

Guided Learning:

Tallying—Number concepts and operations

1. With your child, gather paper and pencils or crayons. Explain that *tallying* is a way to count and keep track of information.
2. Talk about how to *tally* to keep track of scores in games: *When you and your brother play balloon toss-up, you can keep track of your scores with tally marks.*
3. Invite your child to practice making tally marks, counting them up, and then comparing the amounts.
4. Show him how to make tally marks that represent the number five: *Now when you look at this group, it means five.*

Making the Most of Routines: Cleaning Up

You can help your child know when an area is “clean” by taking pictures of his play spaces when it's tidy. When it's time to clean up, you can say, *I still see toys on the table. Let's take a look at the picture of this area when it's clean to see if it looks the same. What can we do to make it match the picture?*

Reflecting on the Day

What did your child enjoy about leading her favorite game? What other games can she lead with your family? Celebrate her leadership by encouraging her to teach more songs and games with your family. This helps build her confidence as a leader!

Friday

Something to consider: Summertime is a great time to practice skills your child will need later on. Practice lunchtime by packing your child's lunch in a lunch box. In the morning, ask him to put it in a safe place until lunch time. Remind him that he can only open his lunchbox when it's time for lunch! After he eats, remind him to return the lunchbox to its place until later in the day. Later in the day, show him how to bring you his lunchbox and help get it ready for the next day. Explain that this is how many big girls and boys take care of their lunch at school!

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: Freeze Dance – Gross–Motor Development**
 1. Explain you are going to play some dance music and that your child will “freeze” and pretend to be a statue when the music stops.
 2. Invite your child to be creative with his statues. She might make a statue that's tall or small or make a statue that looks scared, silly, sad, or angry.
 3. Invite your child to describe the types of statues she sees other family members making when they freeze.

Celebrating Learning:

What was your favorite study?

1. Gather drawing materials to add to your child's preschool memory book and say, *You learned a lot about interesting topics during preschool. Let's think about all the things you studied. What was your favorite study?*
2. Record your child's answers and ask her to choose her favorite memory about the study.
3. Write her favorite study on a blank sheet of paper in the memory book and ask her to illustrate what she remembers.
4. Consider reviewing work samples, photos, or videos from the study to help recall more details about the study.

Guided Learning:

Searching the Web—Alphabet knowledge

1. Invite your child to explore images from his favorite study topic on the Internet to continue learning more. Talk about your family's expectations about going online and reasons for having an adult present.
2. Prompt your child to think about his favorite study topic and what kinds of images he'd like to find: *You want to find more pictures of how materials get recycled. What do you want to see? Oh, you want to know if cars get recycled? Let's find out!*
3. Help your child to enter search terms by offering the letters to type or touch: *Can you find the C for cars on the keyboard?*

Making the Most of Routines:

Getting Dressed

When helping your child to get dressed, encourage her to do it on her own and describe what she is doing. You could say, *You're rolling your socks down to the toe to put your foot inside. That's a good strategy. Now you can pull it up over your foot and leg.* As she dresses, sing to the tune of “The Farmer in the Dell.”

You're putting on your [socks].

You're putting on your [socks].

One [foot], the other [foot],

You're putting on your [socks].

Reflecting on the Day

What questions does your child still have about his favorite study? Consider continuing the investigation by gathering study materials and finding answers to your child's questions!