

# 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!

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From **The Creative Curriculum®**

- Familiar songs, rhymes, and games from *Mighty Minutes®*
- Guidance for learning activities inspired by *Intentional Teaching Experiences*
- Tips and strategies from the foundation volumes for using developmentally appropriate positive guidance

From **ReadyRosie™**

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

## Study Exploration

Each day, there will be an investigation question for your family to explore together. This week's plan will feature explorations from the *Reduce, Reuse, Recycle* study. 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 opportunities! Each day, we'll provide one idea to consider using to 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:** It is natural and expected for your child to have strong emotions. You can help your child use her problem-solving skills to calm down when those strong feelings feel overwhelming. When you notice that your child is starting to get upset, you can say something like, *I can see you're having a hard time waiting for your turn. It's difficult to wait. It makes you feel frustrated. Let's take a moment to calm down. Let's take a few deep breaths.* Modeling calm-down techniques helps children learn how to manage their feelings!

## Morning Meeting

- Review today's daily plan. *What are you looking forward to doing today?*
- **Let's Move: Song Sleuthing – Follow directions**
  1. Choose a familiar song with a recognizable tune.
  2. Say, *Listen closely to the tune that I hum. What song do you hear?*
  3. Hum the song and encourage your child to guess the tune.
  4. Once she guesses the tune, sing the song together and dance along!

## Study Investigation:

### How can we reduce the trash we throw away? How can we avoid waste?

1. Explain that *waste* means to use more than you need.
2. Offer your child a roll of paper towels. Ask, *How many sheets of paper towel do we need to dry our hands?* Encourage your child to describe how much he uses.
3. Say, *We don't want to waste paper towels, so let's think about how can we reduce the amount of paper towels we use to dry our hands.*
4. Encourage your child to experiment using fewer paper towels or using cloth towels instead of paper towels.
5. Ask, *What are other things in our home that we throw away a lot? How can we reduce how much we use to avoid waste?*
6. Write your child's answers on a sheet of paper and encourage him to draw pictures of his ideas.

\*Keep this list to refer to on Wednesday.

## Guided Learning:

### Lining It Up—Compare and measure

1. Ask your child to help you gather a collection of objects—socks, sticks, or clean recyclables – and demonstrate how to line them up according to size. You might say, *If we line them up so they all touch this line on the rug, we can see which is longest.*
2. Invite your child to arrange them in a different way, such as longest to shortest or narrowest to widest.
3. Encourage your child to explain her arrangements. You might say, *You put the tallest bottle in the middle. Can you tell me how you decided where to put the shorter bottles?*

## Making the Most of Routines: Mealtimes

What are the meals your family loves most? During mealtimes, talk about what each person loves to eat! Encourage your child to describe what she loves about her favorite meal. After eating, make a list of each person's favorite meal. Ask your child to illustrate a family cook book with each person's favorite foods!

## Reflecting on the Day

How did today go? What went really well? What did your child discover about avoiding waste or reducing trash? What might you want to do differently tomorrow?

# Tuesday

**Something to consider:** Playing with language is a powerful way for children to develop their phonological awareness, or their ability to notice the sounds of language. Consider using your child’s name to make silly rhymes! You might say, *Lucy, Lucy, apple juicy! What else rhymes with Lucy?* Remember, you can use nonsense words, too—*Lucy, roocy, goosey, yoosy!* Learning to identify sounds that rhyme will help your child be able to decode words when she starts to read.

## Morning Meeting

- Review today’s daily plan and say, *What is one thing you want to learn today?*
- **Let’s Move: Ten Wiggly Steps—Counting**
  1. Invite your child to move with you as you sing the following to the tune of “This Old Man.”

*Ten [wiggly] steps, ten [wiggly] steps  
Can you take ten [wiggly] steps?  
One, two, three, four, five, six, seven, eight, nine, ten  
Ten [wiggly] steps*
  2. Repeat the song using different types of steps, e.g., big, loud, bouncy, or slow.
  3. Challenge your child by singing at different tempos, such as fast or slow, or move in different directions, such as forward, backward, or to the side.

## Study Investigation: How can we reduce the trash we throw away? How can we reuse materials?

1. Ask, *What have you thrown away today?* Talk about why it was thrown away.
2. Discuss what your child learned about using less to avoid waste yesterday.
3. Ask, *If I use and throw away one plastic cup at breakfast, another cup for lunch, and another cup for dinner, how many cups will I use? Is that wasteful?* Write down your child’s answers.
4. Ask, *If I use and then wash the same cup each time, would that be wasteful?*
5. Ask your child to select a cup that she will use throughout the day. Practice how she can reuse and wash it.

## Guided Learning: That’s How You Do It!—Vocabulary

1. Ask your child to think of something they want to teach someone else, such as how to play hopscotch, fold a t-shirt, or wash his hands. Together write his ideas on paper.
2. Talk about your child’s ideas and decide on one idea to teach to the rest of your family with an instruction chart!
3. Explain, *When we’re done, we’ll have a list of steps that give directions about how to do something.*
4. Ask your child to describe each step in detail as you write his words on paper. Emphasize the order of the steps and invite your child to act out each step.
5. Once the chart is completed, ask your child to add drawings for each step, post it in your home, and introduce it to the other members of your family.

## Making the Most of Routines: Rest time

Counting sheep is a classic way to relax before going to sleep. Share this relaxation technique with your child, but switch it up with literacy! Ask your child to think of words that start with each letter of the alphabet—a, apple; b, banana; c, cake; d, dog, etc.

## Reflecting on the Day

What did everyone enjoy most about today?  
What would they like to do more of tomorrow?  
Did your child find new ways to reuse materials?

**Something to consider:** Who says a “foot” is twelve inches? Encourage your child to use their own foot, hand, or even their favorite toy to measure! Measuring with everyday objects is called “nonstandard measurement” and supports children’s understanding of how measurement helps us compare. You can say things such as *I wonder how many of your feet long our sofa is.* What else can your child use to measure in your home?

# Wednesday

## Morning Meeting

- Review today’s daily plan and ask, *What can you do to help someone when they’re feeling lonely?*
- **Let’s Move: Abby Had an Anteater—Alliteration**
  1. Ask, *What is the first letter of your name? Let’s see if we can think of an animal that starts with that letter too.*
  2. Sing the following to the tune of “Mary Had a Little Lamb” using your child’s suggestions. Invite your child to dance, sway, or clap as he sings.  
*[Abby] has an [anteater, anteater, anteater].*  
*[Abby] has an [anteater], it follows [her] around.*

## Study Investigation:

### How can we reduce the trash we throw away? How can we remember to reduce what we use?

1. Ask your child what he remembers about reducing what we use. Remind him about using less paper towels and reusing cups or containers.
2. Ask, *What can we do to remember to reduce waste?* Record your child’s answers on paper.
3. Talk about how signs can give directions or reminders to do something important.
4. Review the list you and your child made on Monday of the things you can reduce in your home. Say, *I wonder if we can make signs to help us remember to reduce what we use.*
5. Help your child to make signs to post around your home about reducing use. For example, you might make a sign that says *Stop! Just one pump of soap* near your sink or *Drinking glass parking lot* for cups to reuse during the day.

## Guided Learning:

### Treasure Hunt—Spatial relationships

1. Hide a “treasure”—a special toy, a decorated box, etc.—in your home or in your outdoor area.
2. Ask your child to join you for a treasure hunt. Explain that you will give directions to help her look for the treasure.
3. Give directions to find the treasure using direction words. You might say, *Walk behind the bookshelf. Look under the chair and between the baskets of magazines.*
4. Once the treasure has been found, hide another treasure to start another treasure hunt.
5. Ask your child hide a treasure and direct *you* to find it!

## Making the Most of Routines: Cleaning up

You can support your child to clean up and keep her play area tidy by helping her create picture and word labels for drawers, bins, or shelves where their belongings “live.” Knowing where things go helps children take responsibility for tidying up their area and develop their sense of independence!

## Reflecting on the Day

What did your child enjoy today? How did your child describe how to reduce what your family uses? Did your child enjoy giving your directions to find her hidden treasure?

# Thursday

**Something to consider:** Before children can write legibly or tie their shoelaces, they need to develop the small muscles in their hands and fingers! Activities like tearing paper, using tweezers, rolling dough, and pinching leaves helps your child develop and control these small muscles. Invite your child to join you in these muscle-building activities.

## Morning Meeting

- Review today's daily plan and ask, *What can you do to make someone smile today?*
- **Let's Move: Let's Do a Hand Dance—Patterns**
  1. Show how to do hand "dance" moves like patting your legs, crisscrossing your hands, bopping your fists, and pointing over your shoulder with your thumbs.
  2. Create a simple pattern with the moves, such as clap, clap, pat, pat, bop your fists; clap, clap, pat, pat, bop your fists.
  3. Play upbeat music and perform the hand dance pattern together.
  4. Encourage your child to extend the pattern or lead a new pattern on his own.

## Study Investigation: How can we reduce the trash we throw away? How can we reuse things in new ways?

1. Show your child an empty container like a plastic bottle and ask, *What happens to this bottle when it is empty?*
2. Talk about how these containers are usually thrown away or put into recycling bins. Remind him of the term *reuse*. Explain that *reuse* means to use it more than once or in a new way.
3. Ask, *How can we reuse this bottle?* Record his answers.
4. Ask, *Did you think we can reuse this bottle to make something new?* Encourage your child to think creatively about ways to reuse the container – making a musical shaker, cutting it in half to plant seeds, or cutting a hole to make a bird feeder.
5. Encourage your child to draw ideas to reuse materials in new ways. Together, look for more ideas online!

## Guided Learning: Observing Insect Life—Understands language

1. Tell your child that you will be going outdoors to look for insects. If you have magnifying glasses or bug-catching toys, model how to use them.
2. Ask, *What kinds of insects do you think we can find? Maybe we can see some ants and some beetles.*
3. As you explore outdoors, encourage your child to use the magnifying glasses or toys to look at insects more closely.
4. Model appropriate ways to interact with insects and to treat them gently. Write down your child's observations. You might say, *How did it feel when the cricket was in your hand? Could you feel the ladybug on your wrist?*

## Making the Most of Routines: Going Outdoors

Sunny days are perfect for playing with shadows! Trace your child's shadow on the sidewalk or have him trace you. Compare the size of the tracings to your real bodies. Put a toy car or animal on a sheet of paper and invite your child to trace the shadow.

## Reflecting on the Day

What excited your child about reusing materials? Did you find ideas or videos online to reuse paper towel rolls, bottles, etc.? Reach out to friends or family members and ask them to share how they use materials in new ways. Look for videos or websites showing how to make origami or paper planes to show your child tomorrow.

# Friday

**Something to consider:** Springtime means flowers, new leaves, and a lot of new creatures! Go on a nature hunt and look for interesting birds, insects, plants, or animals in your area. Demonstrate how to look up the names in field guides or online. Consider making a family field guide—ask your child to draw what he saw, write down the name of the plant or animal, and describe where it lives. Looking closely at nature helps your child notice details and use vocabulary to describe what he sees.

## 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: Syllable Stroll—Noticing Syllables**
  1. Ask your family members to stand in a line. Start with the person at one end of the line and ask, *How many syllables are in your name?* Clap and count the syllables together.
  2. Ask the person to take that number of steps forward.
  3. Continue until everyone in your family has had a turn.
  4. Compare the differences in how far each person moved. You might say, *DeMarcus is ahead of Nana and Keisha, but Jeremiah went even further. He took four big steps!*

## Study Investigation:

How can we reduce the trash we throw away?  
How can we reuse paper?

1. Talk about the ideas you came up with for reusing materials yesterday. Show something made of paper.
2. Ask, *What are some ways that we can reuse paper?* Write down your child's ideas.
3. Show a short video online or a website that shows how to reuse paper in fun ways.
4. Join your child in folding paper or reusing paper to make something new!

## Guided Learning:

### Guessing Jar—Numbers and operations

1. Offer your child a large, closed jar with small objects inside—small blocks, clothespins, cotton balls, etc.
2. Explain that she is going to examine the jar and then *estimate* how many objects are inside. Explain that *estimating* means guessing how many objects there are without counting each one.
3. Invite your child to explore the jar and invite other family members to estimate, too.
4. Ask questions to help your child guess more precisely: *You are trying to count each ball. Do you think there are more or fewer than 10 cotton balls?* Write down everyone's guess on a sheet of paper.
5. After everyone has made their guess, open the jar and count the objects together. Talk about which guesses were closest to the correct number.

## Making the Most of Routines: Getting Dressed

As your child is getting dressed, talk about “hand-me-downs” or clothes that are reused from other people! Talk about how reusing clothes saves money by not having to buy new clothes as children grow and reduces what we use by sharing our clothes when we're finished with them. Talk about where your child's clothes go when she outgrows them.

## Reflecting on the Day

Did your child have fun using paper in new ways? What other things can your child make with paper? What was your child excited about trying when you talked about reusing materials in creative new ways or how to reduce what we use?