

# 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*®
- 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.

### 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 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!

**Something to consider:** You can help your child develop persistence by offering positive encouragement and by helping them work through difficult challenges! When you notice your child is beginning to get frustrated, you might say, *You've been working hard for a long time, making a sign for your fire station drawing. It can be hard to spell new words. You can find the word you're looking for in this book. Let's take a look together.*

# Monday

## Morning Meeting

- Review today's daily plan. *What did you do this weekend that you want to do again?*
- **Let's Move: Sandy Seashore—Alliteration**
  1. Explain, *We're going on a sound hunt on the sandy seashore. We need to collect words that start with the /s/ sound.*
  2. Ask the children to fill in the last word of the chant with an /s/- word.  
*Searching on the sandy seashore, I found [the sun].*
  3. Invite your child to "write" the letter S in the air.
  4. Adapt the experience for another letter—*Running on the rough road, I found a [red rock]!*

## Study Investigation:

### How do we recycle the items we use?

### How can we reuse cardboard boxes?

1. Show your child an empty, clean cardboard box and ask, *What do you think we can do with this box to create something fun?*
2. Record your child's ideas and offer suggestions like making a pretend airplane, car, rocket, or firetruck.
3. Ask, *What supplies do we need to build your idea?* Write the list on paper.
4. Encourage your child to draw her plan on paper.
5. Join your child to gather materials and help create her idea.
6. Continue to add to and modify her creation over time.

## Guided Learning:

### Ice Cubes—Compares and measures

1. Explain that scientists *observe* or watch carefully to make discoveries. Tell your child that she will practice *observing* ice cubes.
2. Place one ice cube on a paper towel and ask questions to prompt your child to describe what she sees: *What*

*can you tell me about the ice? What does it feel like? What will happen if we leave this ice on the table? What will happen if we put it back in the freezer?*

3. Write your child's observations on paper.
4. Ask your child how we can measure the ice as it melts. You might suggest, *Every few minutes, we can measure the size of the water spot on the paper towel, or Let's put the ice cube in a measuring cup and measure the amount of water as it melts, or What if we set a timer to see how long it takes the ice cube to melt?*
5. Put ice cubes in warmer parts of your home, like on a sunny windowsill, to see if they melt faster or slower than the ice on the table.
6. Help your child to record the measurements and explain that she is collecting *data* or facts!

## Making the Most of Routines:

### Bath Time

Take drawing letters, shapes, or numbers to the tub! Write a letter or number or draw a shape on your child's back for him to name. Show your child how to write or draw on the side of the tub using a bar of soap. You can say, *I'm going to write a letter on your back. Can you guess what it is? Yes, it is a P for... what's a word that starts with P? You're right, P for pizza! Can you write the P with soap?*

## Reflecting on the Day

How did today go? What went really well? What did your child enjoy about reusing cardboard boxes? Consider watching the short documentary film "Caine's Arcade" (<http://cainesarcade.com/>) online about a boy who builds an arcade out of cardboard boxes to inspire your child to think creatively!

# Tuesday

**Something to consider:** Is your child missing his friends from school? Consider having a virtual play date! Reach out to other families from your child's class and find a time to have a one-on-one video call. Prepare your child by talking about things he can do with his friend on the phone—sing and dance to their favorite song, show-and-tell, wear a wacky outfit, or demonstrate a new skill. Talk about how important it is to pause and listen to our friends when we talk on the phone. Practice listening and responding before the play date!

## 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: Heavy & Light—Compares and measures**
  1. Show your child an empty box and say, *I wonder what we can carry in this box.*
  2. Put the box on the ground and pretend to put something heavy in the box like *an elephant*.
  3. Invite your child to try and move the box and encourage her to pretend it is very heavy.
  4. Ask her to take the heavy item out and replace it with something light like a spoon.
  5. Encourage her to describe the differences between light and heavy items.

## Study Investigation:

### How do we recycle the items we use? What happens to food trash?

1. Show your child food waste—coffee grounds, egg shells, potato peel, etc. Ask, *Is this recyclable?*
2. Show a plastic bottle and the food waste item. Ask, *Why do we throw food items in the trash, but recycle bottles?*
3. Introduce children to the term *biodegradable* as something that breaks down over time.
4. Explain that food is *biodegradable* and will break down over time in the ground, but plastic takes hundreds of years to break down, so it's better to recycle them to keep them out of the trash.
5. Make a list of food scraps that are biodegradable and predict how long each one will take to biodegrade. Research how long materials take to break down online!

*\*If your family or community composts, talk about how food waste can be composted to create fertilizer for plants.*

## Guided Learning:

### Friendship & Love Cards—Print concepts

1. Offer writing materials—paper, pencils, crayons, envelopes—and invite your child to join you to make cards for friends and family.
2. Talk about why we give cards to others and how it feels to receive a special card. Ask, *How do you feel when you receive cards?*
3. Ask your child to think about people for whom he'd like to make a card. Ask him to explain why each person is special to him: *You want to make a card for our neighbor, Bemla, because she invites you to help pick tomatoes and flowers from her garden.*
4. Offer to write or spell words as you talk about his work. You might say, *What do you think should go on the inside of the card? Who is this card for?*

## Making the Most of Routines: Outdoors

Consider taking different-colored paper scraps outdoors to create a mosaic on a large sheet of paper! Show your child images of mosaics and help her draw a shape with black marker. Use the inside of a cereal box, old wrapping paper, or a poster board as the base. Ask your child to tear or cut little pieces of paper to glue inside the lines. Tearing, cutting, and gluing strengthens fingers and hands for more complex skills later on, like writing!

## Reflecting on the Day

What did everyone enjoy most about today? If you know someone who composts, can you have a virtual visit to see the process? Prepare for tomorrow by replenishing card-making materials for your child to make a thank you note for your community's sanitation worker.

# Wednesday

**Something to consider:** Dance can be a powerful way to develop muscles and coordination, relieve stress, and create family memories! Consider designating a certain time of day for a 5-minute family dance party. Put on some music and show your child your favorite moves or introduce her to classic family favorites like *The Chicken Dance*, *The Electric Slide*, *The Bunny Hop*, or *The Horah*.

## Morning Meeting

- Review today's daily plan and ask, *What job would you like to help with today?*
- **Let's Move: Crazy Compounds—Notices units of sound**
  1. Explain that compound words are two words put together to make one word.
  2. Choose one compound word, such as *sandbox*. Ask your child to repeat after you as you say each word in the compound word with a clap: *sand* (clap), *box* (clap).
  3. Say the word together with claps: *sand* (clap) *box* (clap).
  4. Repeat with other compound words—*applesauce*, *playground*, *cupcake*, *haircut*, *toenail*, etc.

## Study Investigation:

### How do we recycle the items we use? Who collects our trash?

1. Introduce the term *sanitation worker*. Explain that a *sanitation worker* is someone whose job is to remove trash and keep our community clean.
2. Talk about the importance of *sanitation workers*: *What would happen to our neighborhood if we didn't have sanitation workers to take our trash away?*
3. Talk about how trash is collected at your home and watch the process on trash pick-up or recycle pick-up day.
4. Invite your child to use the materials from making friendship cards yesterday to write a thank you note for your local sanitation worker.

## Guided Learning:

### Stepping Stones—Spatial relationships

1. Ask your child to help you make a stepping stone path on the floor with masking tape (or outdoors with chalk).
2. Demonstrate how to walk, hop, or skip from one stone to another. Use positional words to describe your surroundings as you move: *I'm starting on the stone next to the bookshelf. Now I'm hopping to the stone in front of the television. I can't reach the mailbox from this stone, but I could from the stone behind me.*
3. As your child moves around the path, help him notice his position and where other people are—*Who do you think is closer to you? Who is farthest from you?*
4. Challenge your child to move in new ways between stones—crawling, tiptoeing, etc.!

## Making the Most of Routines: Rest Time

Open your child's window for a few minutes and ask her to close her eyes and listen carefully to the sounds she hears. Describe what you hear and invite her to share what she hears: *I hear a shh-shh-shh-shh sound. What is making that sound? Yes, it sounds like the wind moving the leaves in the tree. You hear a horn? What do you think made the sound? I agree, it sounds more like a train than a car.*

## Reflecting on the Day

What questions did your child have about a sanitation worker's job? How can you continue to help your child learn more about sanitation workers? Consider looking for images or videos from your local waste management or recycling facilities online that show sanitation workers' job.

# Thursday

**Something to consider:** You can help promote your child's confidence in his skills by acknowledging his efforts! Try using specific statements like *You put your raincoat on all by yourself!* or *You worked hard to finish that puzzle!*, or asking questions to help him notice his accomplishments like *How did you figure that out?* *What helped you?* Acknowledging your child's work focuses your child's pride on his abilities instead of your validation.

## Morning Meeting

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

- **Let's Move: I Love Me—Counts**

1. Ask your child to think about what they love to eat, drink, play.
2. Recite the following chant and invite him to add in the things he loves.

*I love to eat [grapes],  
I love to drink [milk],  
I love to play with [crayons],  
But most of all, I love me!*

3. Encourage him to end by giving himself a big hug.
4. Ask your child to lead the chant with other family members to tally and count their responses: *one, two, three people in our family love [milk].*

## Celebrating Learning:

### Can we make a trash band?

1. Explain that tomorrow you will have a celebration of learning for all your family has learned during your study of reducing, reusing, and recycling.
2. Ask, *What was your favorite part of our study about reducing, reusing, and recycling?* Record her answers on paper.
3. Invite your child to draw a picture of her favorite part of the study.
4. Ask, *Do you think we can use recyclable items to make musical instruments tomorrow at our celebration? What instruments can we make?*
5. Consider looking online together for more [ideas](#).
6. Encourage your child to gather clean recyclable items to use tomorrow to create instruments!

## Guided Learning:

### D Is for Door—Alphabet knowledge

1. Create two sets of alphabet cards. Write each letter from the alphabet on two different sticky notes, index cards, or pieces of paper.
2. Attach one set of alphabet cards to objects around your home that begins with the letter on the card, e.g., tape the letter *D* on the door, the *R* on the rug, etc.
3. Show your child the letter cards on the objects and talk about the letter name and sound: *This is S for sofa. It makes the /s/ sound. Sofa begins with the /s/ sound. That's the letter S.*
4. Show your child the other set of letter cards and ask him to find the object and letter that it matches and tape the letter card next to the matching letter: *You found the curved letter C. Do you remember where we saw the C? It makes the /c/ sound. Yes, it was on the /c/ computer. You may tape it next to the C for computer.*

## Making the Most of Routines: Mealtime

As you prepare meals, ask your child to help you decide which items should be recycled and which should be put in the trash. You could say, *The macaroni and cheese box is empty. Do you think it should go in our recycling bin or in our trash can? What about this stem from our grapes?*

## Reflecting on the Day

What was your child excited about making instruments with recyclables? What instruments is your child excited to make? What materials will your child need to make instruments, e.g., tape, yarn, rubber bands, glue, etc.? Look online for examples that use the materials you have at home.

**Something to consider:** It's always a good time and place to practice listening for and identifying letter sounds. Consider having a family letter scavenger hunt! Challenge your family to find ten items that start with the first letter sound of your last name(s). Focus on the letter sounds first, e.g., *Schmidt*: shoes, shirt or *Jiménez*: hamster, hand.

# Friday

## 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: Alphabet Stew—Letter names**
  1. Invite your child to pretend they are in a big pot of alphabet stew.
  2. Invite your child to move around the “pot” as you pretend to stir them with a big spoon.
  3. Hold up an alphabet card (use the cards from yesterday's Guided Learning activity) and encourage your child to name the letter and freeze if it is the first letter of her name.
  4. You can modify the activity to freeze for different concepts, such as if she is wearing [green], she likes [carrots], her name has [two syllables], or her name starts with the [L] sound.

## Celebrating Learning: Let's celebrate!

1. Explain that today is our celebration of learning!
2. Ask, *What did you learn about reducing, reusing, and recycling?* Encourage your child to look back at her drawings, photos, charts, and lists from the study.
3. Talk about how reducing, reusing, and recycling helps keep your community clean.
4. Ask, *How can we continue to reduce, reuse, and recycle to make sure we are keeping our environment clean?* Record your child's ideas.
5. Together, gather materials and recyclables to make musical instruments for the family's trash band!
6. Take pictures or videos of your child's work.
7. Encourage your child to lead the family trash band! Take a video to share with family and friends.
8. Consider watching a short video about how children in Paraguay have created an orchestra out of recycled materials:  
<https://thekidshouldseethis.com/post/landfill-harmonic>

## Guided Learning:

### Pots and Pans Band—Patterns

1. Show your child a collection of pots, pans, wooden spoons, plastic spatulas, and plastic containers. Explain that you will use these materials to add to your family trash band!
2. Say, *I wonder how we can use these pots and pans to make music for our band.* Encourage your child to experiment by tapping rhythms on the pots, pans, and containers.
3. Model different patterns and sounds including different rhythms and tempos and say, *Listen to the pattern that I can make. It goes soft, soft, loud; soft, soft, loud.*

## Making the Most of Routines: Cleaning Up

After a messy experience, ask your child to look at her hands and describe what she sees—*dirt under fingernails* or *glue stuck on fingers*—and then take a picture. After she washes her hands, ask her to look at her hands again and describe what is the same and what is different. Look at the “before” picture to help recall details! This is a good way to talk about how soap helps us clean our hands.

## Reflecting on the Day

What questions does your child still have about reducing, reusing, and recycling? Consider continuing your family's efforts to reuse materials, reduce the amount of materials you use, and recycling as much as you can! Consider showing your child a short video showing how to recycle old crayons:

<https://thekidshouldseethis.com/post/how-to-make-diy-crayons-from-recycled-crayons>