



At-Home Guided Learning Plan

featuring the Water Study

Water Study—Exploring the Topic: What do we know about water? What do we want to find out?

Young children are often naturally drawn to water. They want to explore and play with water when they wash their hands, splash in puddles, and wonder what happened to the ice cube that melted inside their cup. Water is essential to life. It is used every day and can be found almost everywhere. Investigating water will provide your child with an opportunity to learn about how water is used and its role in helping people and the environment.

This plan includes activities that introduce the *Water* study and related concepts. You and your child will discover

- what he knows about water, and
- what he would like to find out about water.

Each day of the *Guided Learning Plan* includes the following:

Study Concepts

This study-related activity offers guidance for helping your family explore the topic, investigate questions about it, or celebrate your learning together through hands-on discovery. You'll also find a question here to help you effectively share your child's learning and discoveries with your teacher.

Guided Learning Experience

Here you'll find a suggested 10 to 15-minute activity that's a bit more focused on supporting a specific skill— which is listed next to the title of the activity—in your child's development. You'll also find a question here to help you effectively share your child's learning and discoveries with your teacher.

Mighty Minutes®

Use these short chants, games, and rhymes to playfully engage with your child at any time of day!

"Something to Consider" Tips

Reflect on positive guidance and developmental tips and strategies from experts in the field of early childhood.

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Exploring the Topic: Day 1

What do we know about water? What do we want to find out?

What is Water

- Fill a sink or large container halfway with water.
- Invite your child to touch the water with his hands. Ask, *What do you notice about the water? What does the water feel like?* Encourage him to use descriptive words, e.g., *wet, slippery, cold, clear, cool, and clean.*
- Gather a variety of cups, funnels, or other containers for your child to experiment with in the water. Observe him as he explores water and the other materials.
- Take note of how he describes the water, how he explores it, and what he is curious about.

✦ What words did your child use to describe the water?

Guided Learning Experience

Tongue Twisters— *Uses alliteration*

- Explain that tongue twisters are phrases that are hard to say because the words sound similar.
- Write an example of a tongue twister on a sheet of paper. For example, *Six slippery snakes slowly slithered south; A big bug bit the beetle, but the beetle bit the bug back; Ten tiny turtles took a trip.*
- Underline the first letter of each word and point out how the sounds are similar. Try to read the tongue twisters together and talk about how it is hard to say them.

✦ Was your child able to identify the similar sounds in the tongue twister?
What words could your child group together with a similar sound?

Mighty Minutes®

Blow Away Dandelions—*Manages feelings*

1. Say, *Dandelions have white fluffy tops that float away in the wind when you blow them.*
2. Invite your child to sway slowly like a dandelion in the wind. Encourage her to join you in the rhyme as she sways.

Dandelions, dandelions slowly sway.
Their fluffy tops aren't here to stay.
Uh-oh, it's a windy day!
A gust of wind blows them away.

3. Gently blow and slowly spin around the room with your child.



Something to consider

Providing children with time, space, and a variety of interesting materials for play helps them develop positive approaches to learning. When observing your child play, consider the following questions: *Do they sustain interest when you ask questions and prompt their explorations? Are they able to ignore most distractions and activity taking place around them?*

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Exploring the Topic: Day 2

What do we know about water?
What do we want to find out?

How Do We Use Water at Home?

- Ask your child to think of some ways you use water at home, such as washing dishes, taking baths, and watering plants. Write your child's responses on a sheet of paper.
- Refer to the events and activities you and your child do throughout the day to continue the conversation. *What do we do in the morning after breakfast? Oh, we brush our teeth. How do we use water when we brush our teeth?*
- Encourage your child to pantomime or act out each action with gestures.

- ✦ How was your child able to recall the various ways she uses water at home?

Guided Learning Experience

Putting Puzzles Together—*Understands shapes*

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

- ✦ What shapes did your child recognize and describe?

Mighty Minutes®

Willy's Week—*Uses alliteration*

1. Invite your child to perform the actions as you recite following verse together.

On Sundays, Willy [stretches].
On Mondays, Willy [marches].
On Tuesdays, Willy [tiptoes].
On Wednesdays, Willy [wiggles].
On Thursdays, Willy [thinks].
On Fridays, Willy [falls down].
On Saturdays, Willy [sleeps].

2. Repeat the verse using different action words.

Something to consider

Expanding on children's recollections by asking varied questions, adding information to children's statements, and commenting about events supports their ability to remember and connect experiences. For example, when you talk with your child about using water to brush her teeth, ask additional questions that prompt her to think about why she brushes her teeth after she eats.

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Exploring the Topic: Day 3

What do we know about water?
What do we want to find out?

Instructions for Using Water

- Sit with your child in the bathroom and ask, *How do you use water to brush your teeth?*
- Invite him to brush his teeth and discuss each step as he completes the process. Take photographs of him using water while completing each step.
- Consider printing and posting the photographs, in order, near the sink where he brushes his teeth.

✦ Share a photo of your child brushing his teeth with his teacher.

Guided Learning Experience

Rhyming Tubs—*Rhymes*

- Gather a collection of household items that are easy to rhyme with, e.g., pan, book, box, and ball. Place the items in a container.
- Invite your child to choose an item from the container and think of a word that rhymes with it, such as pan/man, book/cook, or box/fox.
- Continue with the remaining items in the container.

✦ Was your child able to recognize and name the appropriate rhyming object?

Mighty Minutes®

Shape Shenanigans—*Understands shapes*

1. Draw a square, rectangle, and triangle on note cards or pieces of paper. Using masking tape or string, place a long, straight line on the floor.
2. Show your child one shape card. Ask him to identify the shape and explain that he is going to use the line on the floor as one side of the shape on the card.
3. Ask him to create the other sides of the shape using masking tape or string. Offer help as needed.
4. When he is finished, describe the shape he made, e.g., *This shape has three sides. It's a triangle.*



Something to consider

Chant or sing the following “Water Song” to the tune of “Here We Go ‘Round the Mulberry Bush,” as your child brushes her teeth.

We use water to [brush our teeth],
To [brush our teeth],
to [brush our teeth].
We use water to [brush our teeth],
To [brush our teeth] each day.

You can repeat the song using different ways children use water, e.g., to wipe the table, wash our hair, water the plants.

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Exploring the Topic: Day 4

What do we know about water? What do we want to find out?

Finding Sources of Water Around Our Home

- Ask, *I wonder where the water comes from in our home?* Point out a sink and explain that a sink is a *source* of water, or a place where water comes from.
 - Go for a walk around your home and look for different sources of water, e.g., the kitchen sink, bathtub, shower, outdoor spigot, etc. Document the sources of water by inviting your child to take pictures of each one.
 - After your walk, invite your child to share what she discovered about the different water sources in your home and review the photographs she took.
- ✦ Share with your child's teacher a photo your child took of a water source.

Guided Learning Experience

Story Problems— *Understands quantities*

- Offer your child a collection of toys (cars, dolls, stuffed toys) to play with.
 - As your child plays, think of several story problems he can solve using the toys. Invite him to count as a way to solve the problems. *Beep! Beep! I noticed you are driving two cars, Gabriel. How many cars would you have if two more drove over? Let's count the cars together to find out.* or *Henry, you have four babies to feed and only two bottles. How many bottles do we need to feed all the babies?*
 - Continue the activity for as long as it interests your child. Explain that he can think about story problems as he plays with different toys throughout the day.
- ✦ Did your child understand and solve story problems using the objects?

Mighty Minutes®

Rhythm in Our Bodies— *Explores music*

1. Invite your child to clap a steady beat with their hands.
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, e.g., feet: stomp, stomp, stomp, stomp; knees: tap, tap, tap, tap; shoulders: up, up, up, up.

Something to consider

Be sure to give your child enough time to think and make connections before expecting an answer. Recall memory, which refers to when children remember or recall something that is not present (such as the water sources they discovered during the walk), is complex.

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Exploring the Topic: Day 5

What do we know about water? What do we want to find out?

What We Want to Find Out About Water

- Ask, *What are some things about water you are curious about or want to learn more about?*
 - Support your child to think of a few questions. For example, your child might say, *My grandma fills a bucket with water to mop our kitchen floor.* Then, you might respond, *You are thinking of the ways we use water to clean. I will write the question "What are the different ways we use water to clean things?" on the chart.*
 - Write your child's questions on a sheet of paper titled, "What We Want to Find Out About Water."
- ✦ Send your child's teacher the list questions your child has about water.

Guided Learning Experience

Letters, Letters, Letters — *Identifies and names letters*

- Write a familiar letter on a sheet of paper.
 - Ask your child to identify the letter. Talk about the letter's characteristics. *This letter has a straight line down and a straight line at the bottom. Can you tell me what it is? Yes, it's an L.*
 - Invite your child to use stickers, coins, or dot markers to cover the lines of the letter.
- ✦ How many uppercase and lowercase letters was your child able to recognize?

Mighty Minutes®

Ten Wiggly Steps— *Counts*

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
Can you take ten [wiggly] steps
2. Repeat the song using different types of steps, e.g., big, loud, bouncy, or slow.



Something to consider

For each study, you will create a *What We Want to Find Out* chart during Exploring the Topic. Display these charts prominently in your home where your child can easily see, review, and add notes or questions to them throughout the investigations. These charts help document the learning process and meaningfully create a print-rich environment.