



At-Home Guided Learning Plan

Investigating Connecting with Family and Friends

by  **TeachingStrategies**[®] 



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investigating Connecting with Family and Friends

Investigation Question: How can we connect with family and friends when we are not with them?

There are many people in our lives who are special to us that we want to stay connected to. With more people staying at home, it can be challenging to safely show your friends and family members how much you care.

These guided learning plans include activities that help you and your child communicate with family and friends who are not in your home. You and your child will connect with special people by

- creating cards,
- making video calls,
- writing emails, and
- preparing a special treat to share.

Each day of the Guided Learning Plan includes the following:

Investigation 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.

ReadyRosie™ Modeled Moments

Watch these videos for fun, easy activities that you can use to continue classroom learning at home.

The Creative Curriculum®

by  Teaching Strategies®

Guided Learning Plan *investigating* Connecting With Family and Friends

Day 1

How can we connect with family and friends when we are not with them?

Creating a List of Family and Friends

- Tell your child that over the next several days you will work together to send messages, make calls, and prepare treats for friends and family who do not live in your home.
- Work with your child to create a list of people he would like to connect with.
- Ask questions that encourage him to think of family members, friends, and neighbors: *Who are our friends that live in our neighborhood?*
- As you write each name on the list, talk with your child about the person and why they are special to you: *I miss Aunt Ayesha too! She always had so much fun baking with you.*
- Save the list to refer to over the next several days.

✦ What did your child recall about each person she added to the list? What makes each person special to her?

Guided Learning Experience

Photo Writing—Writes to convey meaning

- Show your child photos of people, places, things, or animals cut from magazines or other resources.
- Ask your child to choose one photo to write about. Glue the photo to a sheet of construction paper. Encourage your child to add labels or a description of the picture to the paper.
- Repeat with additional photos. Collect the sheets of paper and store them in a binder or folder to create a book. Invite your child to share the book with you and other family members.

✦ How did your child represent an object using drawing and words? What letters and words was your child able to write?

Mighty Minutes®

Can You Guess Who?— Uses new words

1. Say, *I wonder if you can guess which family member I'm thinking of. I will give a few clues to help you.*
2. Give your child three clues, e.g., *The family member I am thinking of has brown hair, is wearing a purple shirt, and walked the dog this morning.*
3. Ask, *Can you guess who I'm thinking of?*
4. Continue the game, giving clues for different family members.



ReadyRosie™ Modeled Moment

Visit our page for more video examples of ways to write with your child and other learning-at-home activities!



Guided Learning Plan *investigating* Connecting With Family and Friends

Day 2

How can we connect with family and friends when we are not with them?

Cardmaking

- Gather writing materials, such as paper, pencils, crayons, and envelopes.
- Talk about why we give cards to others and how it feels to receive a special card. Ask, *How do you feel when you get a card?*
- Review the list of family members and friends you created together on Day 1. Invite him to choose a person on the list to make a special card for.
- Ask him to explain why that person is special to him. *You want to make a card for our neighbor, Beryl, because she invites you to help pick tomatoes and flowers from her garden.*
- 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?*
- After your child finishes his card, talk about how he would like to send it e.g., placing the card in someone's mailbox, sending the card in the mail, etc.

✦ How did your child enjoy making a card for a friend or family member?

Are there other people on the list he would like to make cards for?

Guided Learning Experience

Dinnertime—Understands quantities

- Offer your child dishes, utensils, napkins, and cups. Explain that together you are going to pretend to have friends over for dinner.
- Encourage your child to share who he will invite to dinner and what food he will serve.
- Share different story problems that encourage your child to count, add, and subtract objects. You might say: *We have five friends coming for dinner. Let's count five plates to put on the table. We just found out Rashida can't come. Now how many plates do we need?*

✦ How did your child solve the story problems? How much assistance did he need?

Mighty Minutes®

Alphabet Stew—Identifies and names letters

1. Create alphabet cards by writing the letters of your child's name and a few additional letters on notecards or pieces of paper.
2. Place the letters in a pot or bowl and invite your child to stir them with a spoon.
3. Ask your child to choose a letter from the bowl and name it. If it is a letter in her name, ask her to keep it. If it is not a letter in her name, ask her to drop it back in the pot.
4. Continue until your child has found all of the letters in her name. Support her to line up the letters to spell her name.



Something to consider

What are some foods that are special to your family? Do they make you think of a particular memory or story? Do they express something about your family's culture? The next time you eat that food, talk with your child about its importance and how it represents your family's history and culture.

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Day 3

How can we connect with family and friends when we are not with them?

Video Calls

- Review the list of family members and friends you created with your child on Day 1. Together, choose a person from the list to video call.
- Before the call, ask your child to think of a few things she would like to share with the person and a few questions she would like to ask.
- Write down her ideas on a sheet of paper to refer to during the call.
- During the call, encourage your child to share information and ask questions to your family member or friend. Keep in mind that your child may take a few moments to warm up to speaking on the call. If that is the case, begin the conversation and invite your child to join when she feels comfortable.
- After the call, ask your child if she would like to schedule a video call with anyone else on the list.

✦ How did your child engage in a conversation with the friend or family member? Are video calls an enjoyable way for you and your child to stay

Guided Learning Experience

Getting to Know You—Uses social rules of language

- Share with your child that she will become an *interviewer*. Explain that an *interviewer* is someone that asks questions in order to get to know someone else. *We are going to practice taking turns asking and answering questions.*
- Support your child to generate a list of questions she would like to ask you. Encourage her to think of questions that interest her.
- Explain to your child that during the interview she should speak clearly, listen, and pay attention when you are speaking.
- If your child is interested, encourage her to call a friend or family member and interview them over the phone.

✦ How did your child listen to and respond to you during the conversation?

Mighty Minutes®

Open-Ended Questions—Engages in conversation

1. Ask open-ended questions to engage your child in conversations. Using open-ended questions encourages your child to elaborate on their responses and share their ideas.
2. Here are a few examples of some open-ended questions to consider:

If you had a superpower, what would it be?

What was your favorite part of today?

What do you like to play at school? How might we play that at home?



ReadyRosie™ Modeled Moment

Visit our page for more video examples of how to have conversations with your child and other learning-at-home activities!



Guided Learning Plan *investigating* Connecting With Family and Friends

Day 4

How can we connect with family and friends when we are not with them?

Our Family Update Email

- Invite your child to help you create a family update email. Explain, *We are going to write an email to let our friends and family know what we are up to and how we are doing.*
- Together choose a digital photo of each family member and pet in your household to include in the email.
- Ask your child what he would like to share about himself in the email. Ask questions to support his ideas: *What games do you enjoy playing now? What new things have you been doing?*
- Invite your child to help you write updates for the other family members and pets included in the email.
- Review the list of family members and friends you created with your child on Day 1. Talk with your child about who they would like to send the email update to.

- ✦ How did your child respond to sharing information about himself in the email? Are family update emails an enjoyable way for you and your child to stay connected to friends and family?

Guided Learning Experience

Gratitude Rock—*Follows limits and expectations*

- Find a special rock or stick to pass around as you and your family talk about what you are grateful for.
- Before a mealtime, bedtime, or at any time of day when you come together as a family, pass the rock around the group and ask each person to share what they are grateful for that day. *When you are holding the rock, you can tell us what you are grateful for or what made you feel happy today.*
- Make the gratitude rock part of your regular routine to talk about what makes you and your family members happy and grateful each day.
- Consider writing down family members' responses each time you play the game and display the list somewhere prominent in your home so your family can be reminded of all the things they are grateful for.

- ✦ What caring or grateful behavior did your child notice? How did your child display gratitude?

Mighty Minutes®

Sunshine & Rainclouds—*Responds to emotions*

1. Explain that a “sunshine moment” is something that happened during the day that made you feel happy or excited, and a “rain cloud moment” is something that made you feel sad or disappointed.
2. Take turns with your child and other family members sharing your sunshine and rain cloud moments for the day.
3. As you discuss the rain cloud moments, ask, *How can we make that better next time?* or *Why do you think that made you feel [sad]?*



Something to consider

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

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Day 5

How can we connect with family and friends when we are not with them?

Delivering Treats

- Review the list of family members and friends you created with your child on Day 1. Together, choose several people from the list to make treats for.
- Work together with your child to create a special treat for family members and friends. (See *Gingerbread Cookies* below for guidance on how to make gingerbread cookies with your child or choose another recipe to prepare.)
- After the treats are made, invite your child to share how they would like to package their treats for delivery, e.g., putting them in treat bags, small boxes, etc.
- If your child is interested, offer materials—markers, crayons, stickers, paper, ribbon—to decorate the bags or boxes or create a special note they would like to send with the treats.
- Take your child to deliver his special treats.

Guided Learning Experience

Gingerbread Cookies—*Measures objects*

- Prepare for making a recipe with your child by washing hands, cleaning countertops, and gathering ingredients.
- Read the recipe with your child and discuss what you will make. Help him to measure, add, and mix ingredients for the recipe.
- Discuss each step as your child completes it. *Before we mix everything together, we need to measure the butter and brown sugar in one bowl. What tools do we need for that?*
- Included is a recipe card for gingerbread cookies. You can use this recipe or choose another to make with your child.

- ✦ How did your child measure ingredients using the appropriate tools?

Gingerbread recipe card
English | Spanish

Mighty Minutes®

Bake a Cake—*Engages in pretend play*

1. Hold your arms out to make a big circle and say, *Look at this big mixing bowl! Can you help me bake a cake?*
2. Invite your child to add “ingredients” to the bowl, e.g., two eggs, a pinch of salt, etc.
3. Put the cake in the “oven” to bake and say, *Our cake needs to bake for [10] seconds. Can you help me count to [10]?*
4. When the cake is done, discuss how good it smells and tastes as you pretend to eat it.



ReadyRosie™ Modeled Moment

Visit our page for more video examples of how to bake with your child and other learning-at-home activities!

