



At-Home Learning Packet #4

Pre-Kindergarten

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CHANGE SM



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

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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.

ReadyRosie

Providing families with meaningful content is just one of the ways ReadyRosie™ supports family/school partnerships. Learn more about ReadyRosie™ [here](#).

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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. We're starting off with a 4-week study of clothes. 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!

Monday

Something to consider: In these uncertain times, children are likely to be feeling many strong emotions. You can help your child feel understood and secure by helping him name his feelings. Model by using emotion words to express your feelings, and ask your child if he feels the same. You could say something like, “I feel lonely today without being able to see my friends. Do you feel lonely sometimes? Naming feelings helps children understand their own emotions and feel more in control.”

Morning Meeting

- Review today’s daily plan. *What did you notice about the clothes you wore this weekend? What are you excited to do this week?*
- **Let’s Move: This Way or That Way? – Spatial relationships**
 1. Draw an arrow on a sheet of paper. Explain that the arrow points in the direction your child will move.
 2. Practice pointing the arrow in different directions and describing how your child should move.
 3. Invite your child to move in silly ways each time you move the arrow, e.g., jump, take big steps, hop, slide.
 4. After moving, ask your child to name what they are near, in front of, next to, behind, etc.
 5. Let your child lead the activity by pointing the arrow and naming the actions.

Study Investigation:

How do we take care of our clothes?
What happens to clothes when they get dirty?

1. Search YouTube for “*Wash and Dry* read-aloud.”
2. Explain that you and your child will listen to a story called *Wash and Dry*. Pause the video for your child to answer questions or make comments (read-aloud strategies are explained at the end of the video).
3. Talk about how the boy’s clothes got dirty and how they got clean.
4. Talk about how your family gets their clothes clean. Make connections like *Remember how we sorted our clothes by dark and light? Just like the family in the story!*

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 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: Getting Dressed

Ask your child to take a look at the day’s weather forecast. Ask him to choose clothes that will feel comfortable. You might say things like *I look at the forecast to see what to wear. What do you think this cloud and water tell us? What kinds of clothes should we wear when it is rainy?*

Encourage your child to choose what he wants to wear. Making choices supports your child’s growing desire for independence.

Reflecting on the Day

Which read-aloud strategy would you like to try with your child? Consider reading a story tonight to find new vocabulary words and to think of questions you might ask before, during, and after reading.

Something to consider: Most young children have a lot of energy! They need lots of practice to use, move, and control their muscles. Consider creating “movement moments” throughout the day. Put on fun music for a family dance party. Teach some of your favorite dance moves. Put down large pillows or couch cushions and ask your child to see how high she can jump. Look for exercise videos online and challenge your child to follow along. Try fun and silly ways to support your child’s need to move!

Tuesday

Morning Meeting

- Review today’s daily plan and say, *Let’s all think about out how each one of us wants to dance today!*
- **Let’s Move: Wind-Up Robots—Rhyming**
 1. Say, “Wind-up robots move when they are wound up, and slow down as they unwind.”
 2. Sing to the tune of “Three Blind Mice.”
[Sing slowly as you pretend to wind up a key on the child’s back.]
*Wind-up robots, wind-up robots.
Turning their keys, turning their keys.*
[Sing a lively tune as your child moves around like a robot, and then slow the tempo.]
*Off they go; they’re on their way.
Watch them as they move and play.
They’re slowing now and soon they will stay.
Wind-up robots.*

Study Investigation:

How do we take care of our clothes?
Which soap makes the most bubbles?

1. Ask your child what he remembers about the story *Wash and Dry* yesterday. Point out that the family put *detergent* (which is a special soap just for clothes) in the washing machine.
2. Ask, *What are the different kinds of soap we use to wash our bodies and our things?* Invite your child to look for different kinds of soaps, such as shampoo, liquid dish soap, powder dishwashing detergent, and bar soap. Ask, *Which soap makes the most bubbles? Let’s find out!*
3. Mix each kind of soap with water and see which makes the most bubbles. What clothes or toys might you want to clean with all those bubbles?

Guided Learning:

Wash Day—Compare and Measure

1. Ask your child to gather a collection of socks of different sizes. Gather clothespins or other clips. Set up a clothesline or a place to hang the socks to “dry.”
2. Explain that today is “wash day” and that the socks need to be hung up to “dry.” Show how to use the clothespins.
3. Ask your child to hang the socks in order from shortest to longest.
4. As she works, ask questions like *Is Pop-pop’s sock shorter or longer than Junior’s sock?* and *Whose sock is that one with the kitties on it?*

Making the Most of Routines: Mealtimes

Art can be anywhere! As you sit down to a meal, see if members of the family can make a picture or a sculpture with the colors and shapes in their food. Ask your child to describe how the picture changes as she eats up her masterpiece.

Reflecting on the Day

Did your child enjoy exploring with soap and bubbles today? Can you and your child experiment with making bubble wands or using household materials to make interesting shapes? Look online for family-friendly websites about bubble solution and videos of amazing bubbles!

Something to consider: For some children, being away from school friends can be very hard! If possible, find ways to connect with your child’s classmates, cousins, or neighbors. Help your child make a video or audio message, draw a picture, or write a note to his friends. Send your child’s message electronically or deliver it to doorsteps (observing proper social distance). Maintaining friendships and family relationships is important for children to feel secure and part of a group.

Wednesday

Morning Meeting

- Review today’s daily plan and ask, *What is one way you can show someone you care about them today?*
- **Let’s Move: *Telling It Again—Compare and Measure***
 1. Tell your child a short story—either a new story or a familiar one.
 2. Say, *I really liked that story. Can you help me tell it again?*
 3. Ask, *What happened first in the story?*
 4. Take turns telling parts of the story. Continue, using words like *second, third, fourth*, etc. Ask your child to act out each part of the story.
 5. Invite your child to make up his own story about something you’ve discovered during your clothes investigations.

Study Investigation:

How do we take care of our clothes?

What clothes can you wash with your hands?

1. Talk with your child about the book *Wash and Dry*. Ask, *Do you remember that the family washed some of their clothes using their hands?*
2. Remind your child about the word *delicate*, which means easily torn or broken. Ask him to think about clothes that are too *delicate* to be washed or dried using machines.
3. Gather a few delicate items and some detergent to handwash in a sink. If the weather and space allow, take a plastic bin outdoors to wash the clothes.
4. Show how to use clean water to rinse the detergent out of the clothes. Demonstrate and show your child how to hang up delicate items to air dry.

Guided Learning:

My Clothes Today—Writing

1. Ask your child to join you in front of a mirror. Talk about what you’re wearing today. Point out colors, patterns, and fabric textures.
2. Invite your child to name what he is wearing. Offer him a sheet of paper or his investigation journal and ask him to draw what he’s wearing: *You are wearing green shorts. Can you draw your green shorts? What pattern is on your shorts?*
3. Encourage your child to add words to describe his picture: *You’re wearing your brother’s T-shirt. You can write that if you’d like.*

Making the Most of Routines:

Transitions

It can be difficult for your child to stop what he’s doing, clean up the area, and move to another activity. Particularly at bedtime! Try giving him a “heads-up” warning to prepare. Use concrete messages like *You have time for one more puzzle or There’s enough time for you to finish that tower, but not to start another one*. This can be easier for children to understand than hearing *Five more minutes*.

Reflecting on the Day

How is your child showing his emotions about being home? Consider talking with your child about what you do when you are missing seeing your friends and family in person. Your calm reassurance models to your child how to manage strong feelings!

Thursday

Something to consider: When your child is engaged in art experiences, ask her to tell you about what she's doing. You can say things like *Tell me about your drawing. I see you chose green glitter. How did you sprinkle it?* Offer words like *texture, pastel, and collage* to describe her work. Avoid judgments like *That's pretty!* (it could actually be a ferocious dinosaur) or asking her to tell you what it is (she may just be experimenting with colors and shapes). Simply asking her to tell you about her picture gives you more insight into her thoughts and creativity.

Morning Meeting

- Review today's daily plan and ask, *What's something you'd like to make sure we do today?*
- **Let's Move: I'm Sticky—Understanding Language**
 1. Ask your child to pretend that she is sticky. Say, *We are so sticky! Our arms are sticky, our heads are sticky, even our legs are sticky!*
 2. Ask your child to stick to different things: stick to something brown, stick to someone with the same color shirt, stick to something taller than her, etc.
 3. Once your child is "stuck," ask her to name what she is stuck to.

Study Investigation:

How do we take care of our clothes?

How can we organize our clothes?

1. Gather a basket of clean laundry.
2. Ask, *How can we organize our clothes so we know where to find them when we need them?*
3. With your child, sort the basket of laundry by clothing type.
4. Next, talk about how you fold, roll, or hang up the clothes. Demonstrate and give your child specific instructions about how to fold her own clothes.
4. Work together to put away the clothes. Explain how folding or hanging clothes keeps clothes from getting *wrinkled*.

*Consider putting your child in charge of folding the family's washcloths, napkins, or kitchen towels!

Guided Learning:

Weaving—Patterns

1. Gather molding dough of two or more colors and a few tools like plastic knives, rolling cutters, and rolling pins or cans (if you don't have dough, you can cut strips of different-colored paper).
2. Ask your child to join you in weaving the dough. Demonstrate how to roll out the dough until it is flat. Ask your child to help you cut strips to weave together.
3. Show your child how to weave the dough strips over and under. Use the different colors to make patterns. Ask your child to describe her pattern: *You are using pink, green, pink. What comes next?*
4. Encourage your child to notice how these strips are like the fibers in fabric: *This reminds me of the video we saw of those ladies weaving fabric. Look at your shirt. Does it have lines like this?*

Making the Most of Routines:

Making Choices

When you can, allow children to make choices throughout the day. For example, what would your child like to wear? Which plate would she like to use for her snack? Making choices is an important part of a child's development!

Reflecting on the Day

Does your child need more movement experiences? Consider new ways to encourage vigorous movement. Look online for videos of different kinds of sports or movements to try, such as calisthenics, martial arts, dance, long jump, limbo, etc.

Something to consider: Children’s growing independence means that they are probably eager to try to do things on their own! Consider how your child can help with jobs around the house. You might ask him to put away pans and lids in the cupboard; clear his plate, utensils, and cup after meals; or wipe down the sink after brushing his teeth. Keep in mind that it might take your child longer than you to do these tasks. Encouraging your child’s attempts builds his confidence to take care of himself!

Friday

Morning Meeting

- Review today’s daily plan and ask, *What did someone do to make you smile yesterday? What can you do today to make someone smile?*
- **Let’s Move: *The Imaginary Ball—Counts***
 1. Ask your child to pretend he is bouncing imaginary balls with his hands. Say, *Boing, boing!* as you pretend to bounce a ball.
 2. Invite your child to bounce the ball using different parts of his body. Demonstrate by pretending to bounce a ball using your head, shoulders, knees, and toes.
 3. Play or sing lively music during this activity.

Study Investigation:

How do we take care of our clothes?

How can we mend our clothes?

1. Talk about what happens when our clothes get damaged and have a tear, a missing button, a hole, etc.
2. Explain that when we want to fix clothes so we can use them again, we need to mend them. Explain that *mend* means to fix something.
3. Look online for videos of people mending their clothes. Talk about the tools people use to mend their clothes.
4. Share with a family member who sews and ask them to send a picture or video of how they mend their clothes.

Guided Learning:

Rhyming Chart—Rhyming Words

1. Write the following poem on a sheet of paper. Draw pictures or symbols to illustrate it.
*Cobbler, cobbler, mend my shoe.
Get it done by half past two.
Stitch it up, and stitch it down.
Make the finest shoes in town.*
 2. Read the poem and explain that *mend* means to fix something and that a *cobbler* is a person who mends shoes.
 3. Invite your child to listen and chant it along with you.
 4. As you read, emphasize the words that rhyme. Pause and encourage your child to fill the rhyming word.
- * Over time, return to the rhyme and use markers or crayons to highlight the rhyming words.

Making the Most of Routines:

Mealtime

Following a recipe or meal instructions is a great way for children to help with meal preparation. As you read a recipe or follow the instructions on a meal, run your finger over the text and emphasize the steps. You might say, *First, we need to preheat the oven to 375 degrees. Can you call out the numbers so I don’t forget? Three, seven... what’s next? Second, we need to pull off the plastic cover from the tray.*

Reflecting on the Day

How is your child adjusting to having a schedule at home? How can you help him remember what comes next? Consider reviewing the daily schedule or posting the schedule where it is easy to see. Make a video of your child explaining what happens during the day to share with a friend or a family member.

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Something to consider: As children learn the letters in the alphabet, you might notice that the first letter in their first name is the most important letter of all! Many children love finding “their” letter! Encourage them to find “their” letter on packages, signs in your neighborhood, or on keyboards. Expand on their interest by looking for other letters in their name, or letters in their family members’ names. Learning to notice “their” letters helps children make connections to letter sounds they hear and the letters they see!

Monday

Morning Meeting

- Review today’s daily plan and talk about your weekend.
What was your favorite part of the weekend? Why did you put on what you’re wearing today?
 - **Let’s Move: Rainbow Colors – Follows directions**
 1. Ask your child to name the colors in the rainbow.
 2. Sing the following to the tune of “The Farmer in the Dell.”
*Look for something [red], look for something [red].
Look all around the room to find something [red].*
 3. Ask your child to look for an item in your home that matches the color and share with the other family members. Repeat the song with different colors.
- *Consider joining your child in putting the color items in rainbow order (red, orange, yellow, green, blue, purple) and then lining up according to the color each person is wearing.

Study Investigation:

What special clothes do people wear?

What clothes do people with special jobs wear?

1. Talk about the special clothes that people wear for their job, e.g., chef, firefighter, construction workers.
2. Look in books, magazines, and the Internet to find clothes that help people in their work. Talk about why these clothes are helpful for people to do their jobs.
3. Reach out to friends or family members who wear special clothes in their work.
4. Take pictures of what you find or join your child in drawing it!

Guided Learning:

Musical Water—Compare and Measure

1. Display five tall drinking glasses, jars, or bottles of the same size. Ask your child to explore them.
2. Explain you will put a different amount of water in each glass (1/4 cup, ½ cup, 1 cup).
3. Ask your child to help you fill a measuring cup with each amount and pour it into each glass. Use a funnel if necessary. You might want to add a bit of food coloring to each glass of water if you have it.
4. Offer your child a spoon to tap a tune on the glasses. Ask your child to talk about the different sounds each glass makes: *What did the glass with the most water sound like? Was it different from the glass with just a little bit of water?*
5. Encourage your child to play the sounds in different orders to make a song. Record and share the song with family members!

Making the Most of Routines:

Rest Time

As you snuggle with your child at nap time or bedtime, use your finger to draw letters on your child’s back. Spell out your child’s name or a favorite word! You might say things like *I am writing a letter in your name. It has a line and two humps. It makes the /m/ sound. Can you guess? Yes, it’s the m in Emma!*

Reflecting on the Day

Is your child able to recognize all the letters in his name? Consider playing a game like “I Spy” where you write and describe a letter in your child’s name that you see written in your home. You might say, *Diego, there’s a g in your name. See how I wrote it here? I spy, with my little eye, a g on this bag of dog food. Can you find it? A g has a circle with a little tail hanging down. Yes! You found it at the end of the word “dog!”*

Tuesday

Something to consider: Using and emphasizing new vocabulary throughout the day helps your child learn new words, which will be a benefit when he starts to read! Consider making a “word wall” for your child to record and remember the new words he has learned. Each time you and your child run into a new word, write it on a sticky note and post it on the word wall—this can be a large piece of paper, poster board, or maybe even your fridge. Seeing and hearing these new words regularly helps make them a part of your family’s shared vocabulary!

Morning Meeting

- Review today’s daily plan and say, *What is one thing you want to be sure we do today?*
- **Let’s Move: Rhythm In Our Bodies—Patterns**
 1. Invite your child to clap a steady beat with you.
 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:
*Feet: stomp, stomp, stomp, stomp;
Knees: tap, tap, tap, tap
Shoulders: up, up, up, up*
 4. Invite your child to suggest body parts and movements and make a pattern.

Study Investigation:

What special clothes do people wear?
What clothes do you wear for special occasions?

1. Ask, *What do you like to wear for special occasions?* Talk about what your family wears for events like sports, weddings, parties, hobbies, ceremonies, etc.
2. With your child, gather some of your family’s special clothing and talk about what makes the clothing special.
3. Have a family fashion show and describe what the person is wearing and what makes her clothes special! You might say, *Edina is wearing her karate gi. She wears it when she goes to karate class. It is white with long sleeves and has a thick belt. It keeps her cool when she is practicing and she can move and kick comfortably when she’s wearing it.*
4. Encourage your child to describe others’ outfits. Take photos or videos and share with friends and family members to show what you’ve learned!

Guided Learning:

Tongue Twisters—Letter sounds

1. Explain that you and your child will be playing with “tongue twisters.” Explain that tongue twisters are phrases that are challenging to say because the words have similar sounds.
2. Write an example on a sheet of paper.
 - *Six slippery snakes slowly slithered south.*
 - *A big bug bit the beetle, but the beetle bit the big bug back.*
 - *Ten tiny turtles took a trip.*
3. Underline the beginning sound of each word and point out how they are similar. Add more examples that are difficult to say together.
 - *Consider sharing a tongue twister you enjoyed as a child.

Making the Most of Routines: Cleaning Up

You can help your child develop a sense of self and independence by letting your child do things on his own! For example, if your child spills his milk, though it might be easier for you to just clean it up yourself, allowing him to clean up the mess helps him learn that he can take responsibility for himself. This kind of independence is frequently encouraged at school.

Reflecting on the Day

How did your child describe the special clothes your child explored today? Prepare for tomorrow by finding examples of clothes that serve a special purpose—aprons, baby bibs, raincoats. Ask family members to send you pictures of examples from their home to explore.

Something to consider: Children need lots of practice to express feelings in constructive ways. Consider different ways you can support your child to recognize his feelings throughout the day. To help him name his feelings, you might try asking him to describe the animal that matches his feelings (growling tiger, scared bunny, nervous bird, frustrated monkey), or make a feelings chart with faces showing different emotions and then ask your child to point to the one that shows how he feels. Using a variety of strategies helps you learn what your child responds to best!

Wednesday

Morning Meeting

- Review today's daily plan and ask, *What is one thing you would like to practice today?*
- **Let's Move: Washing Machine—Phonological Awareness**
 1. Hold out your arms in a big circle and twist back and forth, saying: *This is a very special washing machine.*
 2. Name a letter sound and invite your child to pretend to add things to the machine that begins with that sound: *Let's wash things that start with /b/.*
 3. Ask your child to join you in washing the items by twisting back and forth, repeating the letter sound. Add washing machine sounds as you move: */b/, /b/, /b/, swishy, swashy, swishy, swashy, /b/, /b/, /b/.*

Consider asking your child to add items that *end* with a certain sound: *-sh, -op, or -in.*

Study Investigation:

What special clothes do people wear?

What clothes in your home serve a special purpose?

1. Talk with your child about clothes that are designed for a special purpose, e.g., fishing vests, aprons, camouflaged jackets, ballet slippers.
2. With your child, gather clothes that serve a purpose and talk about how each garment is used. You might say, *I wear an apron when I'm baking so I don't get flour, sugar, or milk on my clothing.*
3. Help your child choose one item of clothing and make a short commercial explaining how helpful it can be. Share with family and friends!

Guided Learning:

Ramp Experiments—Measures objects

1. Use flat boards, large books, baking pans, or cardboard boxes to set up two ramps, one at a low angle and one at a higher angle. Ask your child to find items that can roll down the ramps.
2. Model how to roll a ball down each ramp and ask your child to describe what she sees: *Yes, this one is higher and this one is lower. What do you think will happen when I roll this car down the low ramp?*
3. Invite your child to roll objects down each ramp. Encourage him to make predictions and compare how far each item travels from each ramp: *Which ramp did the car roll farther from?*

Making the Most of Routines: Handwashing

After several weeks of emphasizing handwashing, your family might be tired of singing the same song! Liven up the experience by making up a silly song about your family pet or a song about the people in your family. Record and share your new handwashing song with other friends and family members to reinvigorate this important routine.

Reflecting on the Day

How is your family using the "word wall" to emphasize new words? Have you noticed other family members incorporating these vocabulary words into conversations? Many children can tell you all about dinosaurs with long, complex names—with frequent use, words like *gigantic*, *miniscule*, and *extraordinary* can become part of your child's vocabulary!

Thursday

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

Morning Meeting

- Review today's daily plan and ask, *What does it mean to be a good friend [or sister/brother/cousin]?*
- **Let's Move: Tunnel Train—Spatial relationships**
 1. Ask your family to make a train together by holding the shoulders or waist of the person in front of you. Explain: *We are going to be a long train driving through a tunnel.*
 2. Lead the group through an imaginary tunnel around the room. Describe where the tunnel is going: *Here we go, the tunnel goes behind the sofa. It's going to be so dark in there!*
 3. Give each child a turn to lead the train through the tunnel, giving them directions of where to go: *The tunnel goes in front of the baby's high chair.*

Celebrate Learning:

What would you like to show your family tomorrow at our celebration?

1. Gather examples of graphs, drawings, pictures, videos, and collections of different items from your study of clothes.
2. Ask, *What have we learned about clothes?*
3. Next, talk about how your family can celebrate all you've learned. You might say, *How can we show what we have learned?*
4. With your child, list ideas to show what your family has learned—have a fashion show, make a display of all the charts you've made, or make a commercial on how to take care of clothes. However your family wants to celebrate is great!
5. After you have decided on your celebration plan, gather materials and create a display to show what you all have learned!

Guided Learning:

Our Names, Our Things—Alphabet

1. Ask your child to look around the room to find something that belongs to her—her seat at the table, her bed, her favorite blanket.
2. Explain that when we put our name on our things we *label* them. That helps everybody know whose things are whose. Remind her of her label on her cot and cubby at school.
3. Offer your child a stack of sticky notes and ask her to write her name and put the note on her things.
4. Encourage your child to label other people's things with their names, too. Talk about the letters in the names: *Yes, you found your hook where you hang your jacket. You wrote your name, Tamera, with the letter T.*

Making the Most of Routines: Mealtime

Shake up your mealtime by having a picnic! Remember, picnics don't have to be outdoors. If your outdoor space is limited, put a sheet or blanket down in the living room and invite your family to join you at an indoor picnic! Have your child help you think of picnic-friendly foods, and open windows for a bit of fresh air.

Reflecting on the Day

What materials do you have at home to prepare for the celebration? How will your child share the celebration with family and friends—recording videos, making video calls, etc.?

Friday

Something to consider: Children need to engage in many experiences to learn a new skill or concept. Consider using a wide variety of activities to encourage your child to explore letters. Make up a silly song and dance along as you sing the letters of the alphabet, ask your child to name as many words as he can that start with the same letter as his name, ask him to trace the letter you name on his hand, ask him to use small toys to create the letter you name, write a letter poem with him using many words that start with the same letter sound, or “skate” the letter on the kitchen floor! When we make learning our letters fun, children will explore and learn for much longer periods of time.

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: *Creeping Ladybug—Complex language***
 1. Sing 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. Instead of “creeping ladybug,” use other insects that you’ve seen in your neighborhood—bouncy grasshopper, fluttery butterfly, or jumping June bug.

Celebrate Learning: Let’s celebrate!

1. Ask, *What was your favorite part of our clothes study?* Encourage your child to reflect on the different experiences and discoveries she has made.
2. Write down your child’s reflections on a sheet of paper.
3. Explain that an important part of learning is celebrating what we’ve learned!
4. Encourage your child to lead the celebration following the plan that you made yesterday.
5. Take photos or videos of your child showing and describing all her hard work. Share with friends and family members.

Guided Learning:

Show Me Five—Quantifies

1. Ask your child to gather a collection of objects to count—little toy cars, buttons, shells, etc. Explain that you will be making *groups* from the materials.
2. Demonstrate by separating (for example) five objects into a group and arranging them in a line. Count the objects in the group.
3. Next, make a second group equal to the number of objects in the first group but arrange them differently, e.g., two in one row, two on the bottom row, and one in the middle. Again, count the items in the group: *Hmm, this group also has five in it. What other ways can we arrange a group of five objects?*
4. Offer your child the collection of objects and challenge them to make as many different arrangements as possible.
5. Invite her to count the objects and explain the groupings to you: *You made a long line with your shells. How many shells are in your line?*

Making the Most of Routines: Cleanup

Ask your child to recall how you labeled her belongings yesterday. Explain that another way to keep things tidy is to organize our toys. Invite her to look at her toys and sort them by type. Offer sticky notes and help her write the name of each category to make labels. Talk about how sorting, labeling, and putting our things in the right spot helps us find them when we need it.

Reflecting on the Day

How is your family feeling about the daily routines and schedules? Are there any changes you would like to try?

MAY

DEAM Calendar

Drop Everything And Move

MAY the 4th
be with you

Name:	Teacher:
-------	----------

Purpose:

This calendar encourages families to become more physically active and take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:

After a student completes a day's activity, an adult should place their initials and a check mark in the space provided. You are allowed to miss one day (activity) each week. If you do, place an "X" in the space instead of a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Take a walk.
	2	A kiwi has ~60mg of vitamin C. Do 60 air punches.
	3	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	4	Family Fun: Play your favorite physical education activity with your family.
	5	Do as many trunk-lifts as you can.
	6	Juggle a ball with your feet for 5 minutes.
	7	Perform jumping jacks while naming words that start with "M."
	8	Take a walk.
	9	1 cup of broccoli has ~60mg of calcium. Do 60 air kicks.
	10	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	11	Family Fun: Go to the park together.
	12	Do as many squats as you can.
	13	Spend 5 minutes tossing and catching a ball.
	14	Perform squats while someone calls out math problems for you to answer.
	15	Take a walk.
	16	Beans have ~500mg of potassium. Jog in place as you count to 500.
	17	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	18	Family Fun: Take turns selecting an exercise to do together.
	19	Do as many push-ups as you can.
	20	Spend 5 minutes volleying a balloon in the air.
	21	Hold a plank while naming all the cities that you can think of.
	22	Take a walk.
	23	Half a cup of blueberries has ~40 IUs of Vitamin A. Do 40 plank-jacks.
	24	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	25	Family Fun: Build an obstacle course together.
	26	Do any workout you want!
	27	Pick any sports skill and practice it for (you guessed it) 5 minutes!
	28	Name as many muscles in the body as you can while jumping in place.
	29	Take a walk.
	30	A serving of spinach has ~20mg of magnesium. Do 20 squat-thrusts.
	31	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.

- Remember**
- Get adult permission before doing activities.
 - Return this calendar to your teacher when it's done.

PRESCHOOL



Art, Music and Movement: **Scarves and Streamers**

Get ready to dance the day away with this simple, yet creative, activity that will get your children moving and grooving in their own special way. For this activity you will need a few scarves (if you don't have any scarves, any piece of clothing or material will work).

To start, let your child choose the scarf they would like to move with as you take a different one. Tell children that you will be playing some music and they will be moving to the music. Play the music and let children move any way they would like. Copy their movements.

As the activity progresses, describe how you see children moving; for example, you might say, "You are twisting around and around," or "I'm going to raise my arms like yours all the way up!" or "Your movements are slow and gentle."

You can change the music and play faster songs if children begin to lose interest. If you were playing fast music, change the music selection to something more quiet and slow. This will help send a signal to children that it is time to calm down. Have children slowly dance their scarf over to you. End by having children sit down and describe how they like to move their body.

Children experience:

- Moving to music
- Building gross-motor skills



Communication, Language, and Literacy: **Word Detective**

Children experience:

- Reading
- Writing

For this activity you and your child will be detectives, trying to uncover the mystery of words. How many words are there in your neighborhood? How many words have the letter "T" in them? Set out with your child to collect clues and discover a whole new world of words.

Tell your child that there are many mysteries around the world that detectives are trying to figure out. Add that you both will be detectives today, trying to answer some important questions about letters and words. Share that all detectives have a notebook in which they write down their clues or information they collect. Give the child a notebook that has "Detective (your child's name)" written on it.

You can do this activity while you are walking around your neighborhood, a local park, or even driving in the car. Change the questions to meet the needs of your location.

Tell the child that there are many questions that need to be answered. Have the child pick one or maybe two from the list below to try and figure out:

- How many words can you find in our neighborhood?
- How many cars have a letter R in the license plate?
- Can you find any words in the neighborhood that have the same letter that starts your first name?

PRESCHOOL

- How many letters are in our street's name?
- How many different words can you find?
- How many places do you find letters? (dog tags, license plates, house plaques, street signs, yard signs)
- What is the longest word in our neighborhood

If you are driving while doing this activity, end it as you get to your location or home. If you are walking, make sure to end it and make it back home before your child becomes too tired to walk. Let your child decide where to keep his or her detective book until it is needed for the next mystery.

For younger children, give children an empty toilet paper tube and let them walk around the neighborhood "spying" on letters. You can also give children a piece of paper or notepad, but let them draw pictures if they can't record letters or words. Once they draw a picture, then you can help label the picture.

For older children, when you get home, have children write the answers to the detective questions in full sentences. Help them to capitalize and put punctuation at the end of the sentences. As an extension, let them think of questions they want answers to. Follow their lead, and help them gather clues to answer their questions.

This activity is a playful approach to learning letters, but it also helps children to see the important role that letters and words play in their environment.



Math, Science, and Technology: **Bubble Blow**

This activity can take place anywhere in the house or outside. You will need one small bottle of bubble solution. If you don't have a bubble solution on hand, you can make it easily, following these instructions: www.thesprucecrafts.com/make-your-own-bubble-blowing-mixture-1244214. If you don't have bubble wands, you can use wire to make them ad hoc.

When you begin, tell your child you are going to play a game together. Introduce the word "prediction" to the children and explain that it means to guess something will happen. Say "I am going to make a prediction. I am going to predict that I will blow only three bubbles." Try to blow only three bubbles in one breath and see what happens. Have children count the bubbles as they come out of the wand. Switch roles and have children make a prediction and then let them blow.

Keep going and see how many times your predictions happen correctly! As children are blowing bubbles, you can offer encouragement by saying "use self-control" or "make your body blow less or more air." Comment on the shape of bubbles to introduce the word "circle".

Bubbles tend to drip, so be sure to wipe the floor if you are blowing bubbles indoor.

Children experience:

- Counting
- Experimenting, predicting, and drawing conclusions
- New words
- Shapes

PRESCHOOL



Myself and Others: Where's My Lid?

Children experience:

- Matching
- Counting
- Shapes
- Problem solving

Some of the best educational items can be found for free right inside your own kitchen cupboards! For this activity, you'll need a few food containers and the matching lids. Once you have your containers and lids, watch those math skills pour right out of your child!

You'll also need two large baskets or any large container you have (something simple like a brown paper bag or plastic grocery bag will work); one container should hold the lids and the other will hold the bottles/other containers

Tell children you have a bunch of containers that got separated from their lids – they're all jumbled up! Show children the two baskets (one with the containers and one with lids) and ask them to help you figure out which top/lid goes on which container. Pick out a container and start searching through the lids, asking children if they think the one you chose will fit. Encourage children to pick out one or more containers and begin searching for a match.

As children are trying to match containers and lids, listen to their comments and extend their observations and vocabulary. For example, you might say, "I see your bottle has a small hole at the top. Which lid do you think will fit on that little round opening?" Or you might comment, "Your container is blue, so you're looking for a top with the same color."

Have your child help you put the containers away in a cabinet, and thank them for being so helpful!



Physical Development and Healthy Habits: Wax Paper Skating

Introduce the words "skating" and "sliding" and ask for examples of times when people might skate or slide. Then distribute sheets of wax paper to your child. Allow time for them to explore the wax paper and make observations about it.

Now model for your child how to put the wax paper under their feet and carefully start moving around the room. As the child uses wax paper to slide and skate on the carpet or wood floor, join them in the activity and encourage them to describe their actions. Introduce new vocabulary as necessary, like skate, slide, glide, and slip.

This is also a great opportunity to problem solve with children as they move into the same space as someone else or need to navigate around objects located in the classroom. You can also observe how the sliding works on different surfaces.

After you have attempted several ways of skating, introduce some music and tell your child to pick their favorite way to slide or skate to the music. Observe how the child moves and acts and comment on their actions.

Children experience:

- Gross motor skills
- Body awareness

Name: _____

Date: _____

Little Red Hen

From Mother Goose's Treasury

Little Red Hen found a grain of wheat.

"Who will plant this?" She asked.

"Not I," said the cat.

"Not I," said the goose.

"Not I," said the rat.

"Then I will," said Little Red Hen.

So she buried the wheat in the ground. After a while it grew up yellow and ripe.

"The wheat is ripe now," said Little Red Hen. "Who will cut and thresh it?"

"Not I," said the cat.

"Not I," said the goose.

"Not I," said the rat.

"Then I will," said Little Red Hen.

So she cut it with her bill and threshed it with her wings. Then she asked, "Who will take this wheat to the mill?"

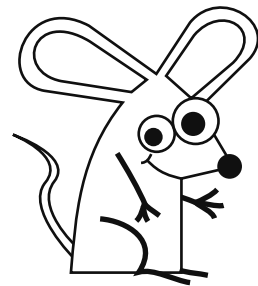
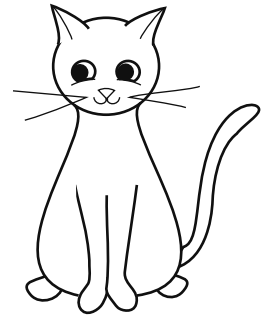
"Not I," said the cat.

"Not I," said the goose.

"Not I," said the rat.

"Then I will," said Little Red Hen.

So she took the wheat to the mill, where it was ground. Then she carried the flour home.



Little Red Hen

From Mother Goose's Treasury

"Who will make me some bread with this flour?"

She asked.

"Not I," said the cat.

"Not I," said the goose.

"Not I," said the rat.

"Then I will," said Little Red Hen.

So she made and baked the bread.

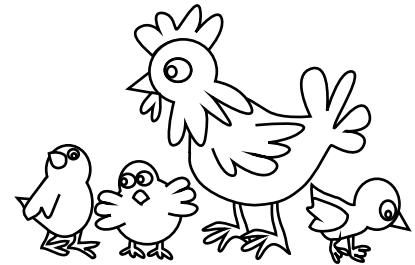
Then she said, "Now we shall see who will eat this bread."

"We will," said the cat, goose, and rat.

"I am quite sure you would," said Little Red Hen, "if you could get it."

Then she called her chicks, and they ate up all the bread.

There was none left at all for the cat, or the goose, or the rat.

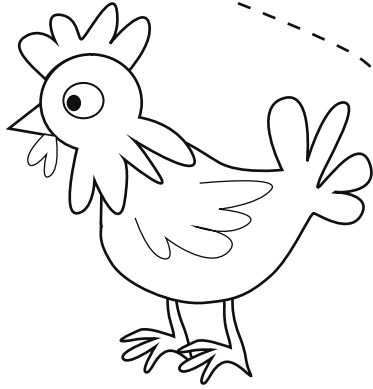


Activity For The Little Red Hen

1. Print out the patterns for the Little Red Hen, cat, goose, rat, wheat, flour bag, and windmill. If available, print on cardstock or thicker paper. Ask children to color in the patterns, then help cut them out and glue them onto popsicle sticks. Put on a puppet show with the puppets based on the story, "The Little Red Hen".

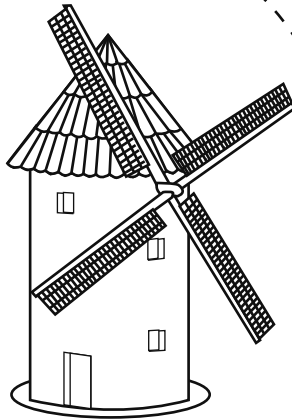
Little Red Hen

From Mother Goose's Treasury



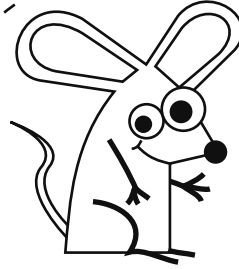
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finger slot



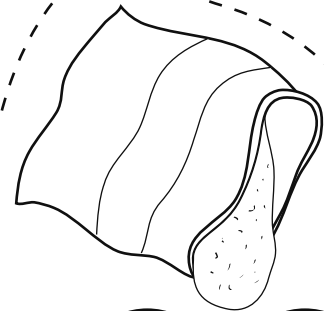
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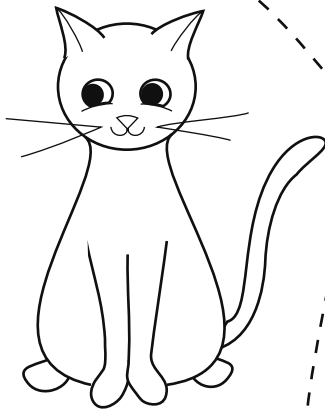
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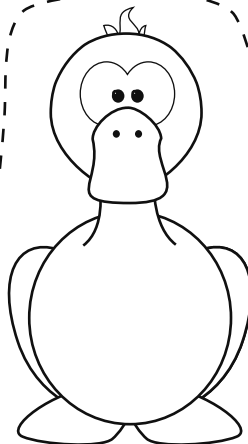
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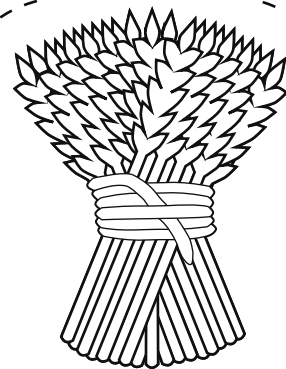
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finger slot

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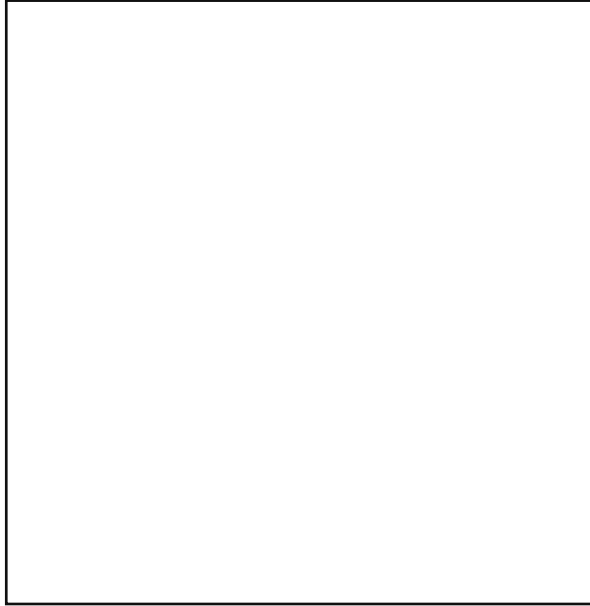
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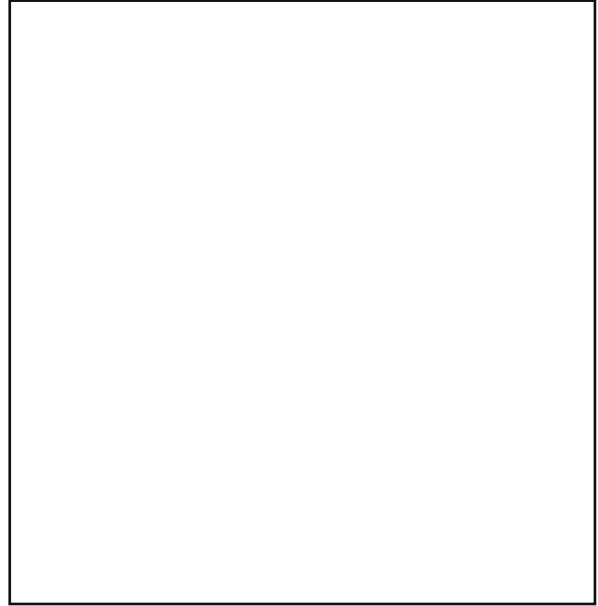
Little Red Hen

From Mother Goose's Treasury

Directions: Draw a picture of what happened First, Second, Third, Fourth in the story.



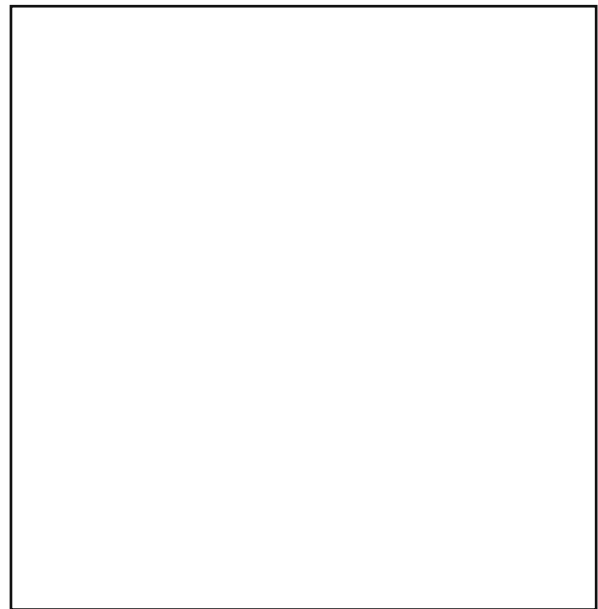
First



Second



Third



Fourth

Name: _____

Rhymes

Color the words that rhyme with **cat**.

bat

cut

car

hat

cat

that

bath

pat

sit



I Can Write My Name

Handwriting practice lines consisting of ten sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Own Name D

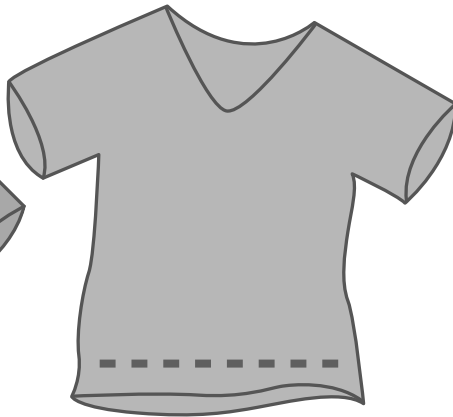
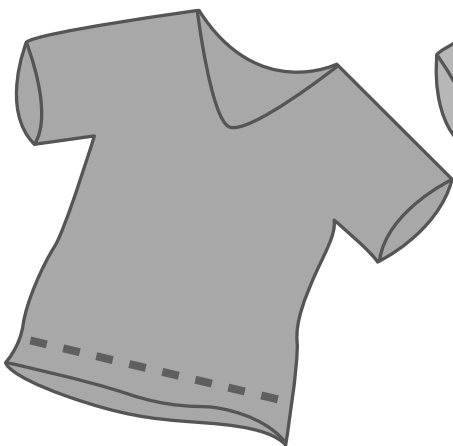
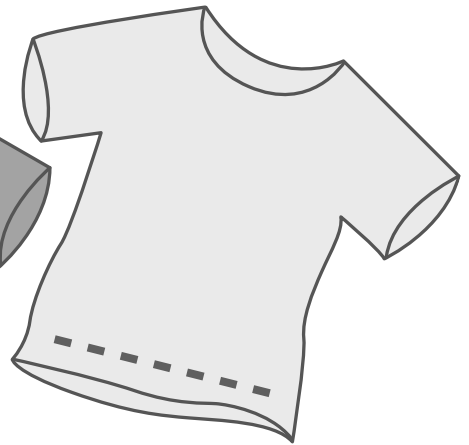
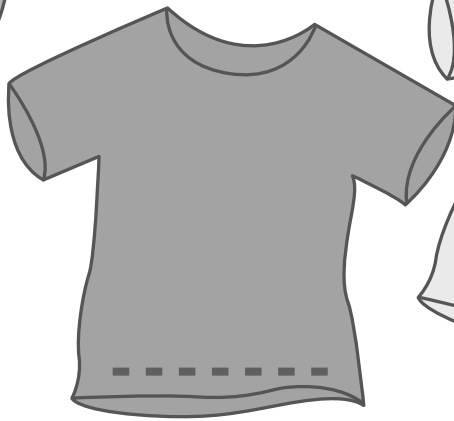
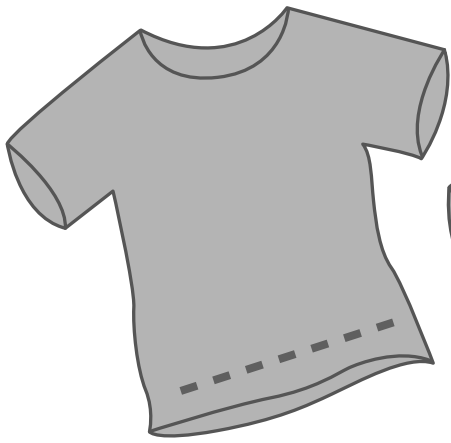
Directions: Write the student name in the box for recognition and/or tracing practice. Students circle the letter below (two of each) matching their first initial.

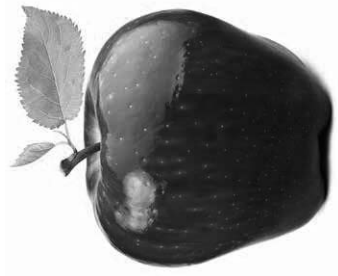
S Q I K X E S
Z L F J P R
E D C M A D C
Y T U T O
V M I H U W B
N L G O H
A G B Z F K J
W V P X Q Y R N

Name: _____

Own Name C

Directions: Write the student name in the box for recognition and/or tracing practice. Fill in the shirts with a mix of the student name and other classmate's names. Students identify their own name on the shirts.





Aa



Bb



Cc



Dd



Ee



Ff



Gg



Hh





I i



J j



K k



L l



M m



N n



O o



P p





chick



robot



scissors



turtle



umbrella



violin

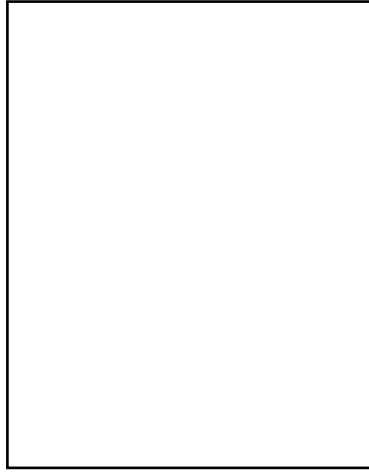
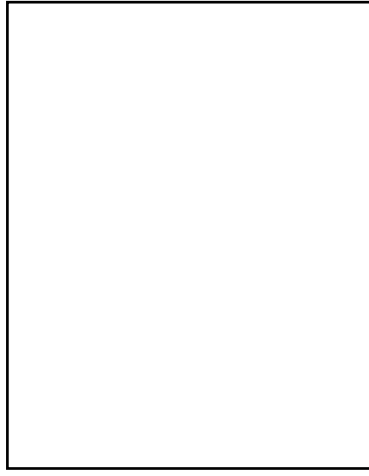
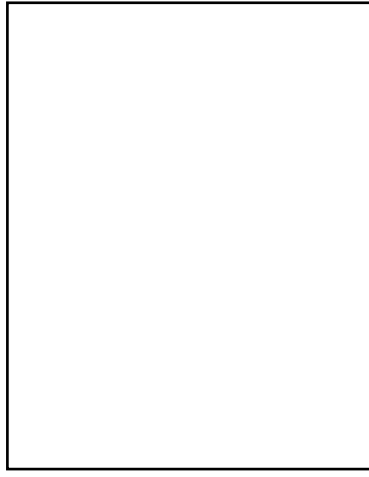
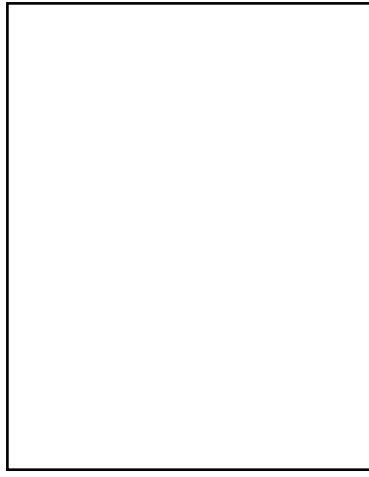
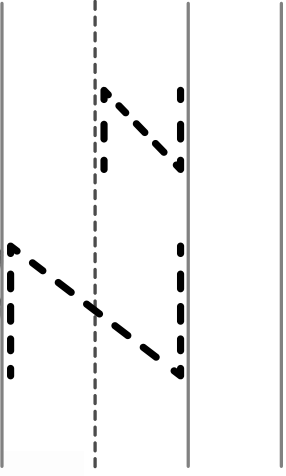
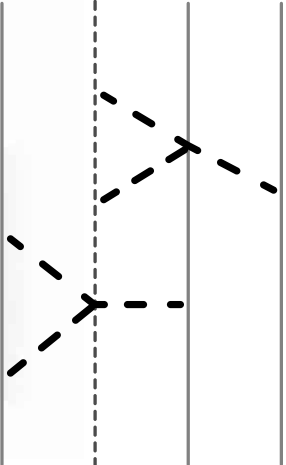


globe



xylophone





Name: _____

I Can Print The Alphabet

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

Name: _____

Numbers up to 20

Write the numbers 0 to 20.

	1		3			6
			10			13
	15				19	

Color the square with 16 dots.

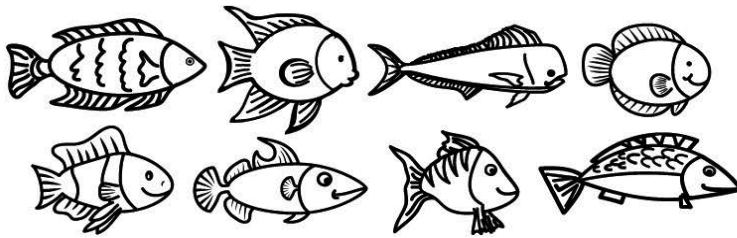
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Color the square with 9 dots.

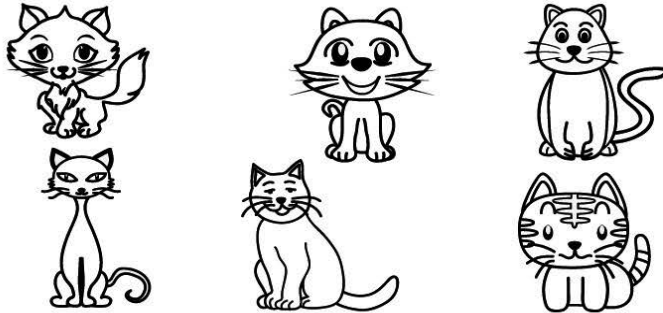
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Name: _____

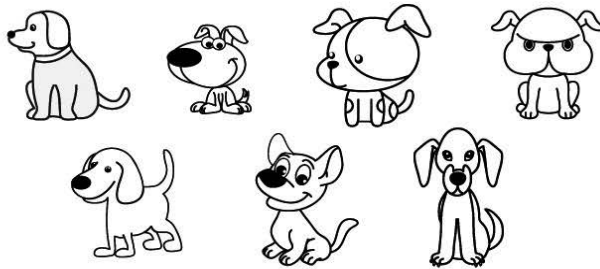
Counting up to 10



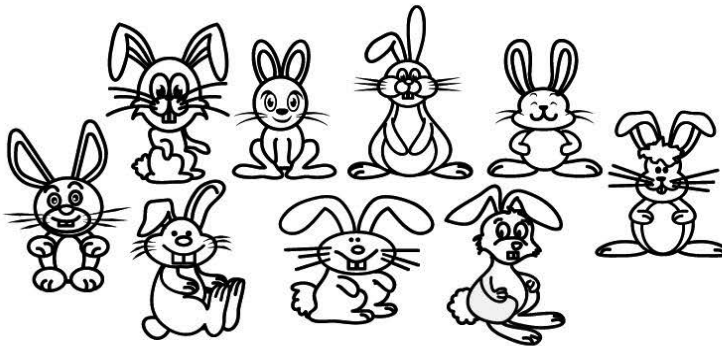
How many fish?



How many cats?



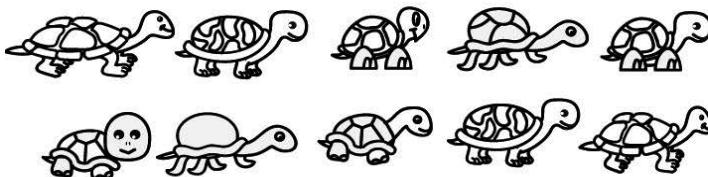
How many dogs?



How many rabbits?



How many hamsters?



How many turtles?

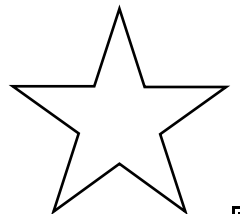
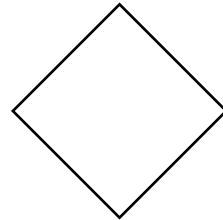
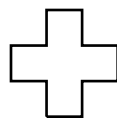
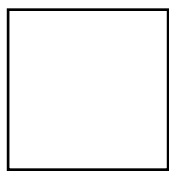
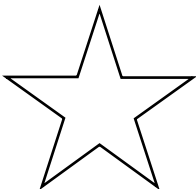
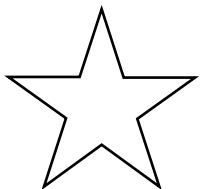
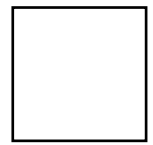
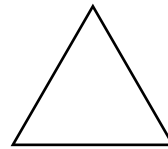
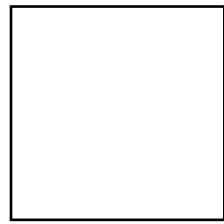
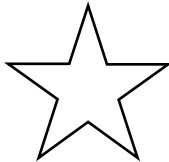
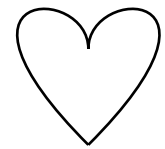
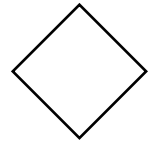
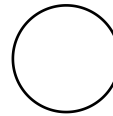
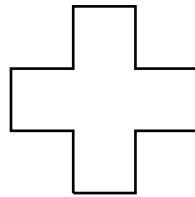
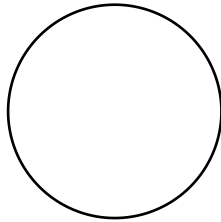
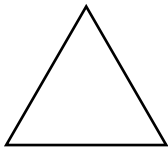
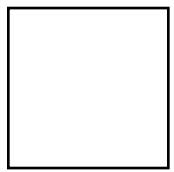
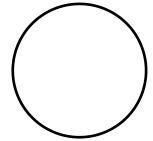
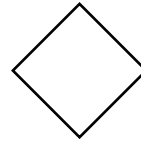
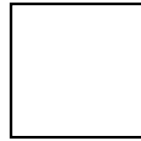
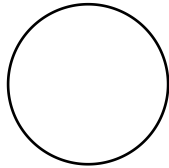
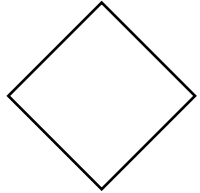
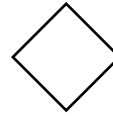
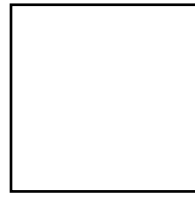
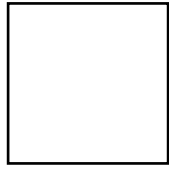
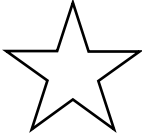
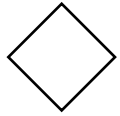
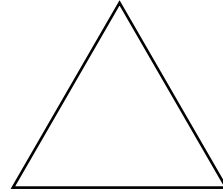
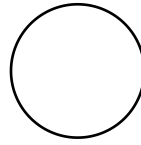
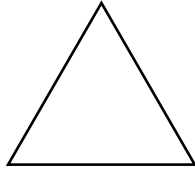
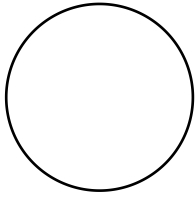
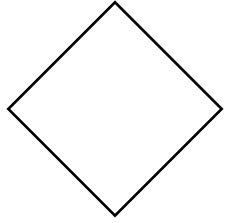
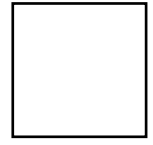
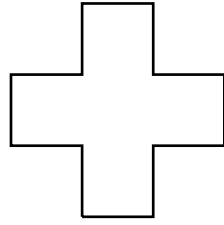
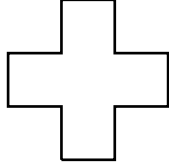
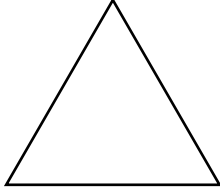
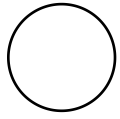
Name : _____

Score : _____

Teacher : _____

Date : _____

Color the



Name : _____

Score : _____

Teacher : _____

Date : _____

Draw a Line From the Number to the Correct Group of Objects

2
Two



3
Three



9
Nine



4
Four



0
Zero



5
Five



1
One



7
Seven



6
Six



8
Eight

