

# Weekly Guided Learning Plans

These weekly guided learning plans are intended to help families continue the kinds of learning and development experiences that children have been enjoying at school right in their own homes.

In these weekly plans you'll find lots of great activities!

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From **The Creative Curriculum®**

- Familiar songs, rhymes, and games from *Mighty Minutes®*
- Guided learning through activities inspired by *Intentional Teaching Experiences*
- Positive guidance and developmental tips and strategies from the Foundation Volumes

From **ReadyRosie™**

“Modeled Moment” videos with fun, easy activities that families can do to continue classroom learning at home

## The Creative Curriculum®

A comprehensive, research-based curriculum that promotes exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills.



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

# Weekly Guided Learning Plans

Each day you will find guidance for the following:

## Morning Meeting

After morning routines are complete, come together as a family for a morning meeting to kick off the day! Review and talk about the daily plan: *What do each of us want to make sure we get done today? What will we play?* Ask your child what kind of play they are most excited about and make it a priority to help realize that play. Don't forget to include what's important to *you* today as well. Each Morning Meeting will also include a short chant, game, or rhyme to get things started.

## Study Exploration

Each day, there will be an investigation question for your family to explore together. 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.