



At-Home Guided Learning Plan

The First Six Weeks

The First Six Weeks—Focus Question 1: What names do we need to know?

A new school year is about to begin! The first days of school are an exciting time for making new friends and having new experiences—and it's okay for everyone to feel a little nervous! Over the next few weeks, your child will meet new people at school and in the community, learn how to identify and manage his emotions, and become familiar with new rules and routines. The *At-Home Guided Learning Plans* walk you through each step of preparing your child for a successful school year.

This plan includes activities that help your child become familiar with the important names he needs to know and to discover

- how to introduce himself to new people, and
- the names of his teachers and classmates.

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

Focus Question Concept

This activity relates to the focus question and comes with guidance for helping your family explore the concept through hands-on discovery or discussion. 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.

At-Home Guided Learning Plan *The First Six Weeks*

Focus Question 1: Day 1

What names do we need to know?

Sharing Our Name With Others

- Talk with your child about his new class and the people he will meet. *At the beginning of a new school year, there are new teachers and classmates that you will meet. I'm sure they are excited to get to know you!*
 - Explain to your child the importance of learning someone's name. Show your child ways that he can introduce himself to others. *It's important to learn your teachers' and classmates' names so we know who they are. When you meet someone at school, you can say, "Hi, my name is Caleb! What's your name?"*
 - Invite your child to practice introducing himself to you and other family members. If possible, review a list of names of the children and teachers in your child's classroom for him to become familiar with.
- ✦ Record a video or audio clip of your child introducing himself to share with his teacher.

Guided Learning Experience

Knowing Our Friends—Identifies and names letters

- Talk with your child about special friends or family members. Write each person's name on a slip of paper.
- Choose a name card and identify each letter with your child.
- Sing the following song to the tune of "Bingo" and incorporate the chosen name:

I have a friend whose name is _____.
We have fun together!
We like to laugh and play,
We like to laugh and play,
We like to laugh and play,
We love spending time together!

- ✦ What letters did your child name throughout the activity?

Mighty Minutes®

Hello Around the World—Forms relationships with adults

1. Sing the following to the tune of "The Farmer in the Dell."

In [French] we say [bonjour].
In [French] we say [bonjour].
Let's say hello around the world!
In [French] we say [bonjour].

2. Repeat the song using additional languages, e.g., Spanish/hola, English/hello, German/guten tag, Chinese/nǐ hǎo, and Italian/ciao.



Something to consider

Think about setting up specific areas in your home where your child can read, play with toys, engage in pretend play, and create art. These simple-to-make areas can replicate areas in the classroom and offer endless opportunities for your child to participate in activities that support their development and learning. Consider placing simple art materials near your kitchen table, a book basket near a comfy couch, and clothes for pretend play in your child's room or play area.

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Focus Question 1: Day 2

What names do we need to know?

Finding Our Names at Home

- Create a few name cards or labels with your child’s name clearly printed on them. Ask your child to label special items around your home, e.g., a bedroom or closet door, toy bin, or favorite cup.
- Invite your child to make some of her own name cards as well using a notecard or small piece of paper. Talk about the letters in her name as you write it together. *You wrote the letter C on the card. Carla starts with the letter C! What letter should we write next?*

✦ What letters was your child able to write or identify on her name card?

Guided Learning Experience

How Many in the Cup?—*Understands quantities*

- Show your child a container with small items such as crayons, blocks, or cars and different-sized cups. Wonder aloud about how many items could fit in a cup. *Look at all of these cars. I wonder how many will fit in the cup.*
- Show your child one cup and ask her to predict how many items will fit in the cup. Then invite her to fill the cup with the items and count how many fit to see if her prediction was correct.
- Continue the activity using a different-sized cup.

✦ How did your child count the number of objects inside the cup?

Mighty Minutes®

Choose the Moves—*Travels*

1. Sing the following to the tune of “Bingo” to help your child prepare for a new routine e.g., going to the kitchen to get ready for lunch, going to the car to leave for school.

It’s time to go to [your room] now.
To get [ready for bed].
Will you [skip] or [hop]?
Will you [jump] or [stomp]?
Will you [walk] or [trot]?
Let’s see the moves you know!

2. Invite your child to choose a movement and, together, move that way to get ready for the routine.



Something to consider

Finding time to support your child’s learning can often be challenging due to hectic work schedules and other life circumstances. Consider incorporating the ideas shared here during times of day you regularly interact with your child, such as mealtimes, bath time, and bedtime. Flexibility is important and to be expected. Do not feel limited to completing activities during typical school-day hours. Activities can be completed in the evenings after work or on the weekends. Just do whatever works best for you and your child.

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Focus Question 1: Day 3

What names do we need to know?

Family Names

- Look through several family photos with your child.
 - Talk about the names and nicknames of the people in the photos. *Who is that in the photo? Yes, that's Pop Pop. Did you know Pop Pop's name is Roderick? Pop Pop is his nickname. Do you know anyone else with a nickname?*
 - Continue looking at family photos for as long as your child is interested.
- ✦ Share your child's favorite family photo with your teacher and let her know who is in the photo.

Guided Learning Experience

Morning Conversations—*Engages in conversations*

- As part of your morning routine, create a plan with your child about what you will do together today.
 - Ask your child questions about what she would like to play, learn, and explore during the day. *What would you like to read about today? What should we do outside? What would you like to play? Let's write it down!*
 - Review the plan throughout the day and add to or change the activities.
- ✦ How did your child engage with you in a conversation?

Mighty Minutes®

Welcome, Friends—*Forms relationships with adults*

1. With your child, chant or sing the following song to the tune of "Oh My Darling, Clementine" when welcoming someone to your home or greeting family members in the morning or evening.

Welcome [Nana], welcome [Nana].
Welcome to our home today.
We are glad to spend time together
to [talk, sing, and play.]

2. Change the last line of the song to incorporate activities you will do with the guest.



Something to consider

Engaging your child in meaningful learning experiences does not require a lot of materials. You can easily support your child's development and learning by using items you already have at home! Many of the activities included in these daily plans require simple materials such as balls, books, containers, and common toys. If you don't have a specific item included in an activity, you can swap out a material for something you do have. For example, you might use a beach ball instead of a foam ball, food storage containers instead of water play cups, and markers instead of crayons.

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Focus Question 1: Day 4

What names do we need to know?

Names of Interesting Things at Home

- Go on a “hunt” for interesting items that your child may not be familiar with in your home, e.g., a lemon press, watering can, coaster, or toothpick.
- Show your child the item and ask, *What do you think this is?* and *What do you think we can use this for?*
- Talk with your child about how the item is used. *This item is a lemon press. When we put a lemon inside the press and squeeze, the juice comes out of these holes. Do you want to try to squeeze it?*

✦ Share a few items you discussed with your child’s teacher.

Guided Learning Experience

Ways to Travel—Travels

- In a large open area, invite your child to explore different body movements.
- Encourage your child to imagine how objects and animals move and to copy the movements. *What animal do you want to move like? A snail? Let’s move slowly like a snail. We can slide our feet instead of walking.*
- Continue the activity, encouraging your child to move in different ways, such as in different directions and at different speeds.

✦ How did your child move his body throughout the activity?

Mighty Minutes®

Musical Patterns—Recognizes and understands patterns

1. Invite your child to pat his lap or clap along with you.
2. Clap or pat together in simple repeating patterns, e.g., loud and soft or fast and slow.
3. Encourage your child to extend the patterns to make them more complex, e.g., fast, fast, slow, slow.



Something to consider

As your child begins a new school year, it’s important to build a strong relationship with his teacher and determine the best ways to communicate. This partnership benefits you and also helps the teacher know how to best support your child’s learning. Writing a short note, sharing a photo or video, or hopping on a quick call are just a few effective methods to keep the lines of communication open. Throughout these plans you will find suggestions for easy ways you share your child’s learning and support your relationship with his teacher.

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Focus Question 1: Day 5

What names do we need to know?

Names of Places in Our Home

- Take your child around your home or building and name the different areas, e.g., kitchen, bedroom, bathroom, patio, garage, and mailroom.
- As you visit each area, talk about things your family does there. *This is our garage. Do you know what we do in here? Yes, we park our car and keep your bike in here.*
- Invite your child to choose an area you visited and together complete a task there, e.g., fold laundry, prepare a meal, ride bikes, or dance to music.

✦ How was your child able to share what happens in each area of the home?

Guided Learning Experience

Fishing Trip—Connects numerals with quantities

- Create a set of 10 fish cards by drawing a fish on 10 index cards or small sheets of paper.
- Chant, rap, or sing the “Let’s All Go Fishing” song in a gruff bear voice to the tune of “Did You Ever See a Lassie?”

Let’s all go fishing, go fishing, go fishing.

Let’s all go fishing

Down at the pond.

- Find a space on the floor to use as an imaginary pond. Show your child the fish cards and add them to the pond.
- On a sheet of paper, write a numeral from 1–5 and show it to your child. Support him to identify the numeral and count the same number of fish cards from the pond. Ask questions about the fish he catches. *How many fish have you caught? If you catch one more fish, how many will you have?*

✦ Which numbers did your child recognize?

Mighty Minutes®

Who’s Missing—Recognizes and recalls

1. Show your child a few dolls or stuffed animals.
2. Ask her to close her eyes, and then remove one item from the group.
3. Sing the following to the tune of “The Farmer in the Dell.”

I wonder who’s missing.

I wonder who’s missing

Who is missing from the group?

I wonder who’s missing.

4. Invite your child to recall which doll or stuffed animal is missing.



Something to consider

There may be times when your child is not interested in an activity you planned. It’s important to remember that this is okay! You can simply set up the materials and wait for your child to become interested, or you can put the materials away and ask your child to complete it at a different time. If this behavior occurs often, consider offering your child two or more options so he can choose his activity. For example, you might say, *Dante, I have these blocks for you to build with or this game where we can toss a ball to each other. Which one would you like to choose?*