



AT HOME LEARNING GUIDE

Week of April 13, 2020

In this week's activities, your child will continue to learn about the world of **publishing**, from naming articles to the value of using images to tell a story.

Our guide for school age children has tips for balancing your time between reviewing schoolwork, having fun with your family, and needing to work privately. Children love their screens at this age, so we help you manage screen time wisely by finding breaks for movement and practicing mindfulness. We include guidelines on moving beyond simply consuming technology to being creative with it. We've also got tips to "Think Like a Teacher" as you navigate the home classroom.

Our activities for this age group include:

- Experiences that require less preparation, to help you manage your time.
- Offering multiple "correct" ways to solve the same problem, to encourage exploration.
- Open-ended activities so children can focus more on what really interests them.
- Activities that can be adjusted so children of all abilities can participate.
- Even more social and emotional support activities to help older children cope with the COVID-19 crisis.

What you'll find in this guide. . .

We've organized this content the way your child would be learning it in their center, but you and your child can choose your own adventures and do the activities in any order.

MONDAY

Language and Literacy

- Matching Headlines to Articles
- Virtual Field Trip: Vincent Van Gogh Post-Impressionism

TUESDAY

Language and Literacy

- Analyzing Headlines
- Fitness: Bodies in Motion

WEDNESDAY

Language and Literacy

- A Picture is Worth a Thousand Words

THURSDAY

Problem Solving

- Puzzle and Games: Homemade Puzzles
- Virtual Field Trip: Monterey Bay Aquarium

FRIDAY

Creative Expression

- Litter Letters
- Fitness: Bridge Pose

Materials to Gather for the Week:

- | | |
|--|--|
| <input type="checkbox"/> Writing and drawing tools | <input type="checkbox"/> Paper |
| <input type="checkbox"/> Newspapers for children OR digital publications such as NatGeo Kids | <input type="checkbox"/> Tape |
| <input type="checkbox"/> Scissors (for parent use only) | <input type="checkbox"/> Cereal Box (empty) |
| <input type="checkbox"/> Paper clips | <input type="checkbox"/> Child-size scissors |
| <input type="checkbox"/> Marker | <input type="checkbox"/> Glue sticks |
| | <input type="checkbox"/> Resealable plastic bags |
| | <input type="checkbox"/> Envelopes |

Weekly Tip for Distance Learning:

Take Breaks

With many schools across the country using remote learning models, it is important to maintain breaks in your daily schedule. Don't rush to finish work. Instead, set a regular lunch time as well as a 10–15 minute break every 30 minutes from any schoolwork or screen activities.

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MONDAY

Matching Headlines to Articles (K-2nd)



Length of activity:
15 minutes*

*Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult:** Low



Level of Prep Required: Medium



What you need:

- Newspapers for children OR digital publications such as [NatGeo Kids](#)
- Scissors (for parent use only)

Preparation

- Cut out five to ten short newspaper articles and their headlines from the newspapers. Then cut the articles and headlines apart.
- OR
- Copy five to ten digital articles to a word document on your computer. Remove and save the headlines in a different word document.

What Your Child Will Do:

- Begin by asking your child what a headline is. Explain that a headline is a group of words printed in large letters above an article in a newspaper that tells what the article is about.
- Show your child the articles and headlines. Tell them they will try to match each article with the correct headline.
- Select one of the articles and read it aloud. Then ask them what the article was about.
- Next, read each of the headlines and ask your child which headline belongs with the article. If needed, assist them in recalling details from the article to help them determine the correct headline.
- Repeat this process with the remaining articles.

HOW TO MODIFY THIS ACTIVITY FOR OLDER CHILDREN: Challenge your child to create their own headline prior to matching headlines. Let them see how close they get to naming the article.

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MONDAY

(continued)

Virtual Field Trip: Vincent Van Gogh Post-Impressionism



Length of activity:

15 minutes*

*Duration will vary depending on your child's interest.

Level of Engagement

Required by Adult: Low



Level of Prep Required: Low



What you need:

Website access to [Van Gogh Museum](#) | [Post-Impressionism](#)

The Van Gogh museum in Amsterdam, Netherlands houses more works by the post-impressionist artist than any other location in the world. Van Gogh is known for working on his craft constantly. In addition to his most famous painting, The Starry Night, he also produced over 2,000 more pieces of art during his lifetime! See the museum's collection of his paintings in this virtual gallery.

Questions:

- If you wanted to paint art like Van Gogh what supplies would you need?
- The artist created art with many focuses, but some of his most famous art consists of landscapes and portraits (paintings of people). Which kinds did you enjoy the most?
- Pick a favorite portrait, what do you imagine the subject of your portrait was like or was thinking during this piece?
- How does the portrait or painting make you feel? Can you describe your feeling?

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TUESDAY

Analyzing Headlines (3rd – 6th)



Length of activity:
15–20 minutes*

*Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult:** Medium

★ ★ ☆

Level of Prep Required: Medium

★ ★ ☆

What you need:

- Envelopes
- Newspapers for children or digital publications such as [NatGeo Kids](#)
- Scissors (for parent use only)
- Writing and drawing tools

Preparation

- Cut out 3–5 short newspaper articles.

OR

- Copy 3–5 digital articles to a word document on your computer.
- Cut the flaps off the envelopes, and place one article in each envelope so that only the headline is showing. Fold the article if needed.

What Your Child Will Do:

- Begin by asking your child what a headline is. Explain that a headline is a group of words printed in large letters above an article in a newspaper that tell what the article is about.
- Give your child an envelope and instruct them not to remove the article from the envelope.
- Invite them to look at the headline of the article. Then, ask them to write down what they think the article will be about, what information the article will contain, and what questions will be answered by the article.
- Next, have them remove their articles from the envelopes and read them.
- Discuss their predictions and repeat with additional articles.

HOW TO MODIFY THIS ACTIVITY FOR YOUNGER CHILDREN: Additional materials: Paper, marker

With younger children, write down their thoughts and questions about the headlines on a sheet of paper. Read the article aloud. Then compare the article to the information on the paper. If time allows, repeat this process with additional articles.

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TUESDAY

(continued)

Fitness: Bodies in Motion



Length of activity:

5–10 minutes*

*Duration will vary depending on your child's interest.

Level of Engagement

Required by Adult: High



Level of Prep Required: Low



What you need:

N/A

What Your Child Will Do:

- Ask your child if they can do two or more things at the same time, and give them time to share. Explain that doing two things at the same time takes coordination and concentration, meaning the brain and body must work together.
- Ask them to perform two body movements at the same time. Suggestions include patting the top of your head while rubbing your stomach; tapping your foot on the floor while rubbing your shoulder; wiggling your fingers while moving your knees in and out; and turning your head from side to side while clapping your hands.
- Ask your child for additional ways to move two body parts at the same time. Use their suggestions to continue the activity for a total of eight to ten minutes.

If your child would like a challenge, invite them to perform three different body movements at the same time.

Questions:

- What combinations were easy for you to do?
- Which ones were difficult?
- Where there any that frustrated you?
- How did you overcome that frustration?
- If you were to try it again, what would you do differently?

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WEDNESDAY

A Picture is Worth a Thousand Words



Length of activity:

10–15 minutes*

*Duration will vary depending on your child's interest.

Level of Engagement Required by Adult: Low



Level of Prep Required: High



What you need:

- Newspapers for children OR digital publications such as [NatGeo Kids](#)
- Scissors (for parent use only)
- Paper
- Tape
- Writing and drawing tools

Preparation

- Cut out various photographs of people from the newspapers or save images from digital publications. Look for photographs that convey emotion.

What Your Child Will Do:

- Begin by asking your child what they think the expression “A picture is worth a thousand words” means. Then explain that it means pictures can convey things that cannot easily be expressed in words, such as a person's emotions.
- Give your child the photographs, along with writing and drawing tools. Tell them to look at the photographs and consider how they think the person or people in the photographs are feeling. Encourage them to record those feelings on paper, as well as any thoughts they have about why the person or people may be feeling that way.
- Practice the emotions that you discovered together. Take turns showing what your silly face looks like. How about angry, excited, confused, remorseful?

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THURSDAY

Puzzle and Games: Homemade Puzzles



Length of activity:
20–25 minutes*

*Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult:** Low



Level of Prep Required: High



What you need:

- Cereal boxes (empty) or printed art
- Child-size scissors
- Glue sticks
- Paper
- Resealable plastic bags
- Scissors (for parent use only)
- Writing and drawing tools

Preparation

- Cut out the front and back panels of the cereal box.
- Cut the front panels into 15–30 puzzle shapes (or use art instead) and place each puzzle in a separate resealable plastic bag.

What Your Child Will Do:

- Invite your child to assemble the puzzles created from cereal boxes.
- Encourage your children to use the remaining panels of the cereal boxes to create their own puzzles. They can draw an illustration on a sheet of paper, glue it to the cardboard, and cut out puzzle pieces. Or they can cut the cereal-box panels into puzzle pieces without adding illustrations.

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THURSDAY

(continued)

Virtual Field Trip: Monterey Bay Aquarium



Length of activity:

15 minutes*

*Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult:** Low



Level of Prep Required: Low



What you need:

Website access to [Monterey Bay Aquarium web cams](#)

Based in Monterey, California, this aquarium is temporarily closed during the self-isolation period, but they have enabled multiple live webcams on some of their most popular inhabitants. These cameras operate at specific times but will play older streams when the live streams are off. Explore a few animals and reflect on them below.

Questions:

- Which animals were you most excited to see?
- Watch the Sea Otter cam, do you think these animals get their food from the land or the water? Why?
- What are some differences between the fish and sharks seen in these cameras?
- The Bay's cam is live 24 hours a day. Check it every 3-4 hours. What seems different about the water over these times?

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FRIDAY

Litter Letters (3rd – 6th)



Length of activity:

20 minutes*

*Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult: Low**



Level of Prep Required: Low



What you need:

- Paper
- Writing and drawing tools

What Your Child Will Do:

- Begin by asking your child what litter is. Explain that litter is waste material, or trash, that is not disposed of properly. Some types of litter can also be recycled. Talk with your child about different types of litter they have seen and the impact of litter on the environment. For example, plastic bags and six-pack rings can be harm animals that may eat them or get caught in them.
- Ask them to think of an area where they have seen a lot of litter, such as specific parking lots, parks, vacant lots, or on streets and sidewalks.
- Then ask your child to think about the impact litter has on the area. Is litter nice to look at? Does it make you want to visit that place? What impact does litter have on the plants and animals in the area? What are some ways that we can reduce or eliminate the litter?
- After discussing the impacts of litter, tell them they will write a letter explaining the impacts of litter to the person or people responsible for the area. For example, if the litter is in a parking lot, they can write a letter to the store owner, or if the litter is on the streets, they can write to the mayor or city council.
- Tell your child they should begin their letter with a greeting, such as, "Dear Store Owner" or "Dear City Council." Then they should explain why they are writing the letter, what concerns they have, and possible suggestions for cleaning up the litter. When your child is finished, they should sign their letters.

HOW TO MODIFY THIS ACTIVITY FOR YOUNGER CHILDREN: Additional materials: paper; marker

Work with younger children to help them write their letter or allow them to draw the location without litter.

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FRIDAY

(continued)

Fitness: Bridge Pose



Length of activity:
5–10 minutes*

*Duration will vary depending on your child's interest.

**Level of Engagement
Required by Adult:** Medium



Level of Prep Required: Low



What you need:
N/A

What Your Child Will Do:

- Start by demonstrating or explaining the pose. Lie on your back with your knees bent so your feet are close to your bottom and your arms are next to your sides.
- When you are ready, slowly lift your bottom up and clasp your hands under your back. Push down into the floor with your arms and feet, bending your spine and lifting your belly up as high as comfortably possible. Be sure to keep your head, neck, and shoulders flat on the ground and your feet parallel to each other.
- Take three or four slow deep breaths (in through your nose, out through your mouth) while holding the pose. Return your arms to your sides and then slowly lower your back starting with your upper back, then your middle back, and ending with your lower back and bottom.
- Guide your child through the steps in forming the Bridge Pose. Rest and then repeat two or three more times.

CAUTION! Flip-flops and open-toe or open-heel sandals can be a safety risk. Children (and parents!) should move in and out of the pose slowly, to prevent injury.

