

At-Home Learning for Families

January 2021

Table of Contents

Language, Literacy, and Communication

[Guess Who](#)
[Alphabet Clue Game](#)
[Pointing with Body Parts](#)
[Word Rhyming](#)
[I Spy #2](#)
[Family Members & Syllables](#)
[Named Based Alliteration](#)
[Narrative Talk](#)
[One Magic Word](#)
[Simon Says](#)
[Our Story](#)
[Peanut Butter](#)

Mathematics

[Measure Me!](#)
[Shape Hunt](#)
[Counting Objects](#)
[In, On, Over or Next to?](#)
[Position Words](#)

Creative Arts

[Singing at Home](#)
[Bouncing Bed Sheet](#)
[Keep that Steady Beat](#)
[Bubble wrap Bounce](#)
[Balance Beam Fun](#)

Science and Technology

[Laundry](#)
[What Does This Do?](#)
[Snow melting Experiment](#)
[Sensory Play with Snow](#)
[Mini Snowman](#)

Guess Who

Learning Goal: (COR) Language, Literacy and Communication O. Alphabet Knowledge

Alliteration is when two words begin with the same initial sound. Alliteration is an important step as children progress towards learning to read.

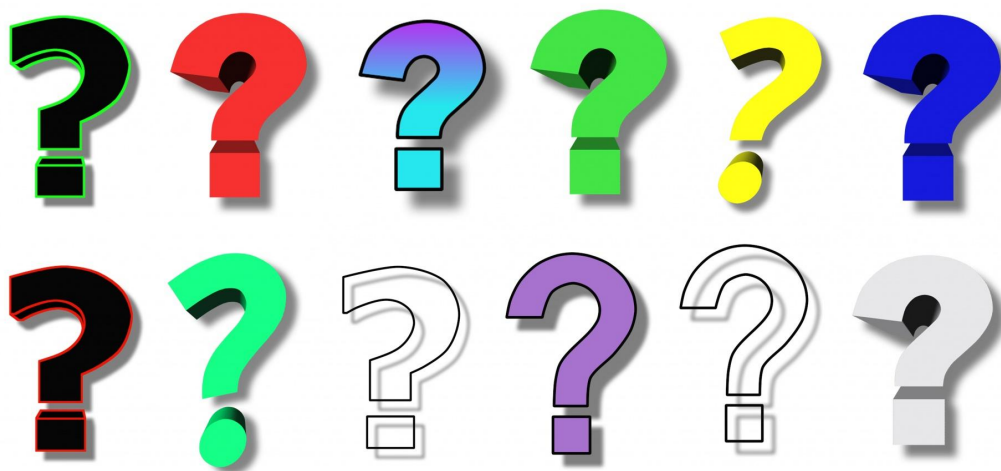
Materials Needed: Names of people in your family

Directions:

Say to your child, "Guess whose name I'm going to say." Then say the name of a family member and distinctly enunciate its initial phoneme (first sound) only. For ex: (Dan) /d/ /d/ /d/ /d/. Encourage your child to guess all of the possibilities

Please send us photos, videos showing how your child was able to guess the different names!

Source: Phonemic Awareness in Young Children



Alphabet Clue Game

Learning Goal: (COR) Language, Literacy, & Communication, O. Alphabetic Knowledge

Materials Needed: Something to write with and a piece of paper

Directions:

This is a fast and easy activity that can be done with children just about anywhere. Tell children that you are going to give them a clue and they are going to have to guess what it is you're drawing. Draw one line of a letter at a time, asking children to guess which letter it will be.

Answer children with comments, as in the following steps for guessing the letter R:

1. Draw a straight vertical line. Then, say something like "Well this could be an L because L has a tall straight line too....but I'm thinking of a different letter."
2. Next, draw the curved part at the top. Then, say something like "This sure looks like a P, doesn't it?...But I'm not done yet."
3. Then, say something like "I'll draw one more short line, right there (draw bottom diagonal line). Can you tell what it is now?"

Just play a few times so that the game stays fun and interesting for the next time you try it.

Tips:

Children are old enough to play this if they know what letter their first name starts with. Use the letters in their name to keep the letters familiar without causing too much frustration. If children are too young to recognize letters, change to drawing objects rather than letters. If this is too easy- do the guessing game for a whole word, so children are guessing one letter at a time.

Turn the tables and let the children draw a letter for you to guess!

How did your child do? We would love to hear back from you.

Source: Let's Play and Learn Together! Tricia S. Kruse HighScope Educational Resource Foundation

Pointing with Body Parts

Learning Goal: (COR) Language, Literacy and Communication M. Listening and Comprehension
It is very important to provide opportunities for children to listen and respond to what they hear

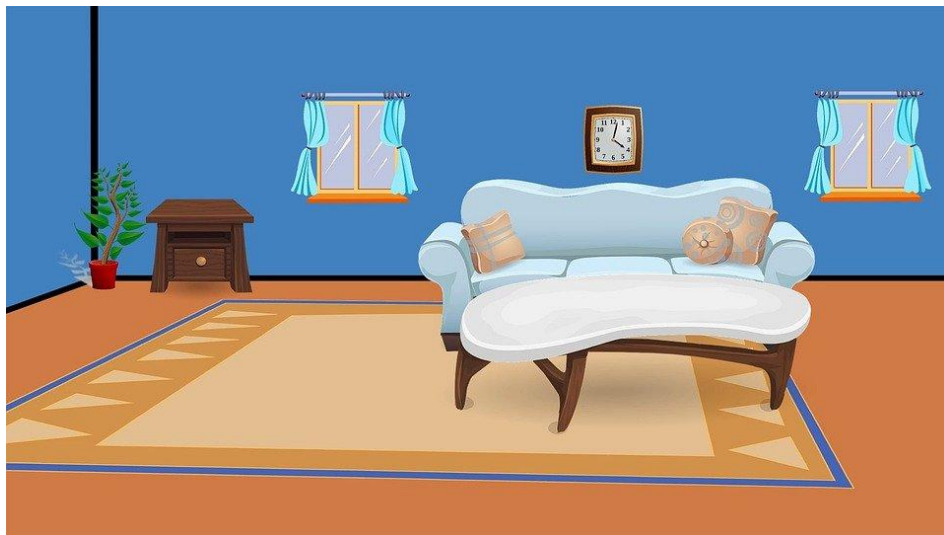
Materials Needed: None

Directions:

Ask your child to to point to various items around your home using different body parts. For Example: "Can you use your thumb to point to a chair?" "Can you use your knee to point to the table?" "Point with your elbow to the ceiling!" Give the directions verbally without demonstrating.

Please send us photos, videos of your child using body parts to point to various items in your home.

Source: Preschool Readers and Writers



Word Rhyming

Learning Goal: (COR) Language, Literacy and Communication N. Phonological awareness
In order to hear two words that rhyme a child must listen to the way the ends of a word sound and ignore the different beginning sounds.

Materials Needed: List of words to be rhymed

Ex: Cat-hat Car-far

Words: Dog -? Van - ? Rat - ? Sack - ? Bag - ? Book - ? Face - ? Bed - ? Night - ? Chair - ?
Shout - ? Seat - ?

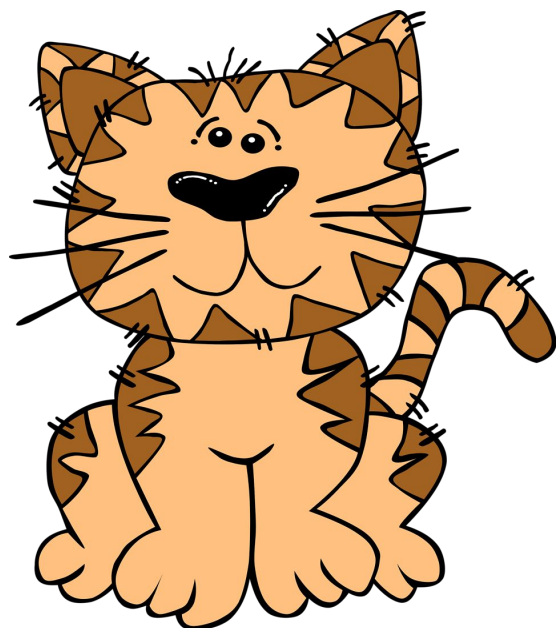
Directions:

In this game, you say a word to be rhymed (for example, Cat), then signal your child to give a rhyming word.

Children may use nonsensical rhyming words, which is fine because the purpose of this game is to have them listen to the sounds of language.

Please send us photos, videos showing how your child was able to rhyme using different words!!

Source: Phonemic Awareness in Young Children



I Spy #2

Learning Goal: (COR) Language, Literacy and Communication N. Phonological Awareness
Alliteration is when two words begin with the same initial sound. Alliteration is an important step as children progress towards learning to read.

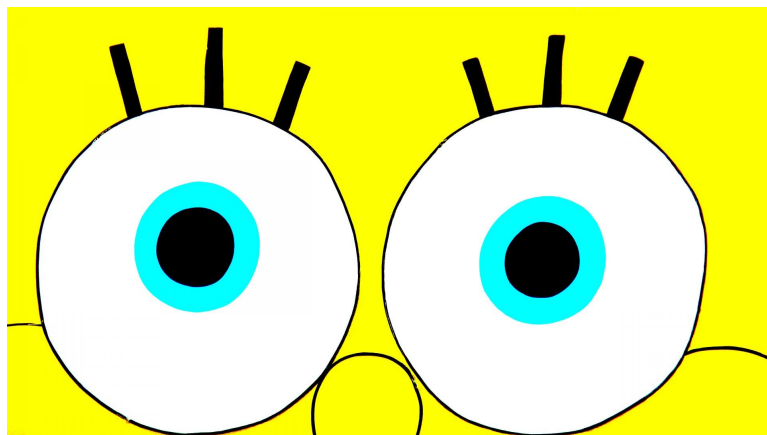
Materials Needed: Bag

Directions:

Have your child find something he or she enjoys playing with in your home and put it in the bag. Have your child make the initial sound of the object in his or her bag. Ex. if it is a doll say /d/ /d//d/. You try to guess what your child has in the bag. Once you guess it, have your child remove the toy from the bag and tell you about what they do when they are playing with it. (ex. "I like to feed my doll and put her to bed.")

Please send us photos, videos showing us the different toys your child picked out!!

Source: Fee, Fie, Phonemics



Family Members and Syllables

Learning Goal: (COR) Language, Literacy and Communication N. Phonological Awareness
This game introduces children to the nature of syllables as they clap and count the syllables in their family member's name.s

Materials Needed: Names of people in your family

Directions:

Introduce your child to the nature of syllables as they clap and count the syllable in their family member's names. For example say, *"I wonder how many syllables Tara has in her name. Let's clap it out. Tar (clap) -A (clap). 2 claps, 2 syllables. Let's try your name."* In the beginning clap with your child. Try other names, friends family...

Please send us a note or video letting us know how your child did with clapping family member's names!

Source: Fee, Fie, Phonemic Awareness



Name Based Alliterations

Learning Goal: (COR) Language, Literacy and Communication N. Phonological Awareness
Alliteration is when two words begin with the same initial sound. Alliteration is an important step as children progress towards learning to read.

Materials Needed: Names of family members

Directions:

Ask your child to help you think of words that start like a family member's name. For example, "I'd like help thinking of some words that start like Javon's name, with the /j/ sound." Your child might offer 'jump' or 'Jack.' "Javon, Jump, Jack. These words all begin with the /j/ sound. Those are all /j/ words. Then try other family members' names.

Please send us photos, videos showing how your child was able tell you words that start with the same sound as a family member's name.

Source: Phonemic Awareness in Young Children



Narrative Talk

Learning Goal: (COR) Language, Literacy and Communication L. Speaking
Language is one of the first steps to reading. It is important to talk with your child as you go about all the parts of your day.

Materials Needed: None

Directions:

Have your child explain to you something they have done recently step by step. For example, "Tell me about brushing your teeth. What did you do first? (Child, "I got on the stool by the sink") What did you do next?"

Please send us photos, videos showing how your child was able telling you about what they did recently.

Source: Preschool Readers and Writers



One Magic Word

Learning Goal: (COR) Language, Literacy and Communication N. Phonological Awareness
This activity helps your child to identify and discriminate between sounds in language.

Materials Needed: A book

Directions:

Tell your child you are going to read a book to them and you want them to listen to a special word. Tell them when they hear that word they can clap their hands. For example, you could say "The magic word is caboose! When you hear the word caboose, you can clap your hands. Once there was a train who was very sad because it did not have any cabbage to carry. (pause) But it did have a beautiful red caboose. (pause)"

Please send us photos, videos of you reading with your child.

Source: Fee, Fie, Phonemics



Simon Says

Learning Goal: (COR) Language, Literacy and Communication M. Listening and Comprehension
It is very important to provide opportunities for children to listen and respond to what they hear.

Materials Needed: None

Directions:

Play Simon says using verbal instructions. For example, "Simon says, sit down. Simon says, put your hands on your head." When your child can follow single directions easily, give two step directions: "Simon says, Put your hands on your head and wiggle your tongue."

Please send us photos, videos showing you and your child playing Simon says..

Source: Preschool Readers and Writers



Our Story

Learning Goal: (COR) Language, Literacy and Comprehension, M. Listening and comprehension, Creative Arts, X. Art

Materials Needed: 2 or 3 pieces of blank paper (folded together in half like a little book), crayons

Directions:

Together, the child and their parent decide what to make a short book about. Examples include: trip to the store, first snow, family pet or what to wear. Parent writes or records 3 or 4 simple sentences about the event. The parent reads or replays each sentence one at a time as the child draws a picture to go along with the story waiting to say the next line only when the child is ready. For example: "One day, we went to the store. Together we chose to buy apples and a lemon. We used the apples and lemon to make a pie. The pie was yummy! The end."

The parent and child can read the story together over and over. The child is now a book illustrator!

We would love to see your book, send it in or a picture of it!

Source: The Family Connection team



Peanut Butter

Learning Goal: (COR) Language, Literacy and Communication, N. Phonological Awareness

Materials Needed: none

Directions:

While in the car or anywhere for fun (like while setting the table, putting on pj's or in the bathtub) child's parent begins by saying, "Peanut butter, peanut butter, peanut butter!" Child repeats. Parent adds a new sound at the beginning and says it again (3x) and child repeats. For example after saying "peanut butter" 3x, the parent says, "Deanut dutter, deanut dutter, deanut dutter!" The child repeats. Parent tries, "Leanut lutter, leanut lutter, leanut lutter" The child repeats. This can go on as long as everyone is having fun! Try any letter sound or blend (like "sh" or "ch" sounds).

We would love to see a photo or video of you and your child as you enjoy this activity.

Source: The Family Connection team



Measure Me!

Learning Goal: (COR) Mathematics, U. Measurement

Materials Needed: Yarn. Masking tape. Ruler or yardstick. Scissors.

Directions:

Take a piece of yarn and stretch it out from children's head to toes. Cut the yarn. Tape the yarn to a wall, taping at the top and bottom of the yarn piece so it is in a straight line. Label the yarn with the children's names. Use the yarn to show children how tall they are! Then tell children that, together, they are going to go on a hunt around the house to find how long or tall things are.

Let children choose the things they want to measure. Make sure they have some sort of standard measuring tool, such as a ruler, yardstick, or tape measure. Help them count the number of inches or feet of the object they find. Then pull out a piece of yarn the same length as the object they measured and cut it. Tape it to the wall next to the piece you used to measure their height. Label the yarn. Move on to the next object and repeat the process.

When children have finished measuring, make observations about the results. For example,

"The _____ is the longest object you measured."

"The _____ is the shortest. "

"What do you notice about the pieces of yarn?"

"How could we reorganize them? (shortest to longest or longest to shortest)"

"What was your favorite object to measure?"

Was anything taller than your child? We would love to see a photo of your measurements.

Source: Let's Play and Learn Together! Tricia S. Kruse HighScope Educational Resource Foundation

Shape Hunt

Learning Goal: (COR) Mathematics, T. Geometry

Children learn about shapes by physically manipulating objects of different shapes and making new ones.

Materials Needed: Books, scissors, magazine, paper, marker, blocks or boxes

Directions:

Talk with your child about the shapes you encounter everyday Ex: "The front of the cereal box is a rectangle." "The window is a square." Choose one shape and try to find as many things as possible that are the chosen shape.

Ideas:

- Look for shapes in books and pictures
- Cut shape out from a magazine
- Draw shapes on paper
- Build with blocks, boxes and recycled materials

We would love to hear about your adventure, send a note or photo of how your child did.

Source: Bringing Active Learning Home, Workshops for Preschool Parents, Suzanne Gainsley



Counting Objects

Learning Goal: (COR) Mathematics S. Numbers and Counting

Young children need repeated experiences counting real objects to master counting each object only once in a sequence and understand the last number they say tells how many they have in the whole set

Materials Needed: any collection of objects to count (cars, lids, blocks, legos, silverware)

Directions:

Gather a set of objects with a total number of 5. Model for your child as you count and touch each object, "One, two, three, four, five." After you have counted tell your child, "I have 5 cars," then ask your child to count, touching each car; after he/she is done counting ask, "How many cars do you have?" Continue to model for your child touching and counting the objects. Switch up the set of objects to follow your child's interests.

Ideas:

Look for opportunities to count with your child throughout the day: placing silverware on the table, counting snack items, counting how many steps to climb to get upstairs/downstairs, count how many snaps on their coat or jacket

How did it go? Send a note or photo of how your child did.

Source: Bringing Active Learning Home, Workshops for Preschool Parents, Suzanne Gainsley



In, on, over or next to?

Learning Goal: (COR) Mathematics, T. Geometry: Shapes and spatial awareness

Materials Needed: 3-5 index cards with variety of positional/directional terms written on them (could include any of the following: in, on, over, next to, under, through, around, near, far, behind), 5-10 blocks, cubes or any items that can stack

Directions:

Child chooses one block or cube to start with. Parent says, "Place your (block or cube) on the floor" (or table, wherever you are playing this). Show your child the cards and say, "On each card there is a word. You will pick one and we'll read it together. Then, you'll add another block (or cube) to your first one- but you have to do it based on what the word says." Child chooses a card and the parent and child read the word together. Child places next block (or cube) in relation to the first. So- if your child chooses "on", your child places the second block on the first. If your child chooses "under", your child places the second block under the first one. Keep going until you are out of blocks. After using a card, place it back in the pile. Keep going until you are out of blocks or your child is done.

How did it go? Send a note or photo of how your child did.

Source: The Family Connection team



Position words

Learning Goal: (COR) Mathematics T Geometry-Spatial Awareness

Children need experiences that will help them understand what direction and position words mean by having their bodies act them out.

Materials Needed: Index cards or small pieces of paper, marker

Directions:

Write position words that describe the location of a person in relation to the object. Words to use: under, next to, behind, on underneath, over

Think of something you want your child to do, like: "Sit on the chair." Have your child pick a position card from the pile and carry out the direction: "Sit next to the chair, sit on the chair, sit behind the chair etc.." End the game when you run out of cards or pick a new object and keep going.

Source: Let's Play and Learn Together: 30 At-Home Activities to share with Families, Tricia S. Kruse



Singing at Home

Learning Goal: (COR) Creative Arts, Y. Music

Singing enhances children's language development, ability to listen, and memory

Materials Needed: None

Directions:

Offer simple tunes with your child that have catchy or repetitive words, for example: "Mary had a Little Lamb" or "The Wheels on the Bus." Ask your child to choose a song they are interested in singing. Sing the song with your child a couple of times through, then introduce ways to add creativity and self-expression while singing the same song.

Ideas:

Sing the song fast/slow

Sing loud/soft

Change your voice-high/low pitch, baby voice, monster voice

Change a word or line "The propeller on the helicopter goes whirr, whirr, whirr"

You know we would love to see your music videos! Send them to us!

Source: Bringing Active Learning Home, Workshops for Preschool Parents, Suzanne Gainsley



Bouncing Bed Sheet

Learning Goal: (COR) Creative Arts, Z. Movement

Materials Needed: Bed sheet, Music, soft balls or homemade balls (for example: wadded up paper, balled up pair of socks)

Directions:

Spread out the bed sheet and ask children to hold on to an edge. Put the balls in the middle of the sheet. Play music quietly and help children shake the bed sheet. Shake slowly at first then begin to match the tempo of the music. Say things like "I see you are shaking fast" or "I see you are shaking with your arms up high." When balls fly off the bed sheet, encourage children to put them back on. When you and the children start to get tired, have the children slow the shaking; turn the music down and slow until you finally stop.

Younger children: Use a fitted sheet since it gives a nice edge to hold while shaking.

We would love to see a photo or video of you and your child as you enjoy this activity.

Source: Adapted from Let's Play and Learn Together! Tricia S. Kruse HighScope Educational Resource Foundation



Keep that steady beat

Learning Goal: (COR): Creative Arts: Z. Movement; Social and Emotional Development: E. Building relationships with adults

We all carry a beat within us, our hearts, our breathing, our movements, all have a beat. Language and words have a rhythm and the ability to 'keep the beat' helps children learn to hear all the sounds of the language around them. Practice listening to and following a beat also helps children with concentration and focus.

Materials Needed: sticks (2 for each) or, if you want to get fancy, you can decorate some wooden spoons to match your style

Directions:

Let your child know that you are going to have some fun together 'keeping a beat.' Say that you will tap a beat or rhythm and then your child can copy you. Start simple--like 4 steady beats. You don't have to count at first, or even say anything. Simply tap the sticks together and then look at your child: 'Your turn to keep the beat.' Go back and forth, imitating and following each other.

Next make a sound or say a letter as you tap your sticks. So you might say 'I will say a vowel sound a, a, a, a' as you tap your sticks. Now invite your child to do the same. Have some fun with back and forths as you each take turns leading and following, encouraging your child to keep the beat with the sounds. You can use any sounds you'd like.

Another variation is to say a sentence as you tap the beat. Tap a simple beat as you march around. Say what you see: 'I can see a bird in a tree' as you tap the sticks, keeping up the beat. Have fun together and know that you are supporting your child's 'beat competency!'

Send in some photos of your child enjoying this fun play together or photos of the spoons or sticks you are using to keep the beat!

Source: Phillip Davis, <https://childreninspiredbyyoga.com/blog/2018/05/beat-competency-learning/>

Bubblewrap Bounce

Learning Goal: (COR): Creative Arts: Z. Movement; Physical Development and Health: I. Gross Motor, J. Fine Motor

Extensions: Mathematics: S. Numbers and counting; Language, Literacy and Communication: O. Alphabetic knowledge

There is just something so satisfying about popping bubbles and this fun activity brings that satisfaction together with chances for your child to increase core strength (for crawling or moving), arm/hand/finger strength (for grasping a spoon or for using writing tools) and eye-hand coordination (for linking the brain with movement--like in tying shoes or learning to read!). The sense of 'proprioception' is knowing where your body is at all times. For instance, knowing where your arms are without having to look at them. Your body uses this input to control balance, coordination and movement. The compression felt in joints and muscles can help children center themselves and focus.

Materials Needed: Roll or long pieces of bubblewrap

Directions:

Lay the bubble wrap on the floor. Invite your child to crawl, run, stomp, jump, and hop across it with enough force so their bodies or their feet pop the bubbles. Or let them use their hands or fists while they are seated. If your child is in a wheelchair, suggest rolling it across the bubbles.

Extensions: Lay the bubblewrap on a table and create a play scene of mountains to cross or places for animals to hide. Have fun pretending together!

Write letters on the bubbles and invite your child to 'pop' the letters in their name or to name any letters they decide to 'pop.'

Ask your child to count the number of bubbles popped.

Source: adapted from www.thegeniusofplay.org



Balance Beam Fun

Learning Goal: (COR): Creative Arts: Z. Movement; Physical Development and Health: I. Gross Motor

Extensions: Creative Arts: AA. Pretend Play; Mathematics: T. Geometry and U. Measurement

This simple and fun activity helps build your child's awareness of body position in space and supports developing balance and coordination. You can extend it by adding in some pretend play ('watch out for that hot lava!') or some opportunities for measurement ('how long is our balance beam?') or geometry ('can you walk *next to* the beam?'). If you choose to add music and play a 'freeze' type game you are also helping to build your child's ability to stop and start on cue, which is brain development!

Materials Needed: Roll of masking tape or blue painter's tape. Optional: balls, music

Directions:

Make a long balance beam with a line of masking or blue painter's tape. Have fun taking turns walking across it. Make it shorter or longer or add zig zags to suit your child's abilities and fun level. You can make two lines right next to each other and 'challenge' your child to walk in-between them or to walk with one foot on each one. You could make gaps along the way and invite your child to jump, hop, or leap from one to the next.

Other possible extensions: Add objects randomly on the sides of the path. When a child reaches that object have him or her bend down to get it without moving off the beam. Objects can be stuffed animals, small toys, or individual plastic letters. Ask your child to identify the object when they pick it up to encourage even further learning. Add numbers so when they reach a number, they have to walk forward that number of steps or backward that number of steps. Have soft balls that your child could kick or toss to you.

Pretend that there are alligators or hot lava on the sides of the 'beam' to encourage your child to stay on, or to 'rescue' you if you fall in! Or pretend that this is a high wire and your child has to try to balance on one foot. Or pretend to be various animals--how would an elephant or a snake or a monkey move across a balance beam?

Source: Adapted from www.thegeniusofplay.org

Laundry

Learning Goal: (COR) Science & Technology, BB. Observing and Classifying

Materials Needed: Laundry that has been washed but not folded.

Directions:

Tell children that there is so much laundry to finish that you really need their help!

Have children:

- Match all the socks and identify colors

- Categorize all the clothes into piles based on whose it is or types of clothing (all shirts together, then all pants...)

- Count the number of clothing pieces the family has in the pile

- Sort all the same colors together

- Count all the things that need to be hung up. Ask the children to go and get the same number of hangers and lay one hanger on top of each piece of clothing.

Have children help carry clothes to each person's room. Once they get to their own room, they can put their own clothes away.

Please share a picture or a note from laundry day!

Source: Let's Play and Learn Together! Tricia S. Kruse HighScope Educational Resource Foundation



What does this do?

Learning Goal: (COR) Science and Technology, EE. Tools and technology, Language, Literacy and Communication, L. Speaking

Materials Needed: 3-5 household tools, machines or items your child has little or no reason to use regularly. Examples could include: stapler, tweezers, potato masher, meat tenderizer, turkey baster, level, vacuum cleaner nozzle, suction cup...

Directions:

Parent tells child, "I have some items here I don't know what they do or what they are for. I need your help." Parent gives first item to their child and asks, "What does this do?" Give the child time to examine the item and offer any explanation. Write or record their responses. After each say something like, "Oh, thank you for that explanation!" Show the next item and do the same. Do as many as your child is interested in.

We would love to see a photo or video of you and your child as you enjoy this activity.

Source: The Family Connection team



Snow Melting Experiment

Learning Goal: (COR): Science And Technology, DD. Natural and Physical World

Materials: A jar or clear container, marker and fresh snow

Directions:

Fill the jar with snow and mark its height on the side of the jar using a dry erase marker. Leave the jar to melt. When the snow is all melted, measure the height of the melted snow on the side of the jar to compare the two heights.

To extend this activity further, have your child keep a journal throughout the experiment. Encourage them to look at the jar every 10-15 minutes and mark down the time and their observations until all the snow has melted.

We would love to see a photo or video of you and your child as you enjoy this activity.

Source: <https://www.cbc.ca/parents/play/view/7-fun-ways-to-play-with-snow-indoors>



Sensory Play with Snow

Learning Goal: (COR) Science and Technology BB. Observing and classifying, CC. Experimenting, predicting and drawing conclusions, DD. Natural and physical world

During sensory play children learn about their different senses, make observations, and learn about the properties of a variety of materials

Materials Needed: Tray, bowl or tub, snow and additional items for exploration (spoons, cups, egg carton, yogurt cups)

Directions:

Fill the tub with snow, ask your child what the snow feels like, looks like, smells like as they explore. You might hear them say wet, cold, slippery as they explore using their five senses. You might ask them to make a prediction about the snow such as, "What do you think will happen to the snow when we bring it inside?" As they continue to explore talk about why the snow is cold and what is happening as snow is slowly turning into water as time passes. Add other natural elements you find outside (leaves, sticks, rocks) to extend play. After your child is done playing ask about the prediction he/she made about the snow "Your prediction was the snow would melt, what happened after we brought it inside?"

We would love to see a photo or video of you and your child as you enjoy this activity.

Source: Bringing Active Learning Home, Workshops for Preschool Parents, Suzanne Gainsley



Mini Snowman

Learning Goal: (COR): Science And Technology, DD. Natural and Physical World

Materials: A tray, tub or pan and fresh snow

Directions:

Bring in a small tray of snow and let the kids build tiny snowmen. You can add twigs for arms too! That is, if you can find any twigs under the mountains of snow in your yard.

To extend this activity further, stand a ruler up next to the snowman (just stick the base of the ruler in some snow) and watch the height of the snowman go down as it melts.

We would love to see a photo or video of you and your child as you enjoy this activity.

Source: <https://www.cbc.ca/parents/play/view/7-fun-ways-to-play-with-snow-indoors>

