

At Home Learning Guide for School-Age Children (5+ years old)

Week of April 20, 2020



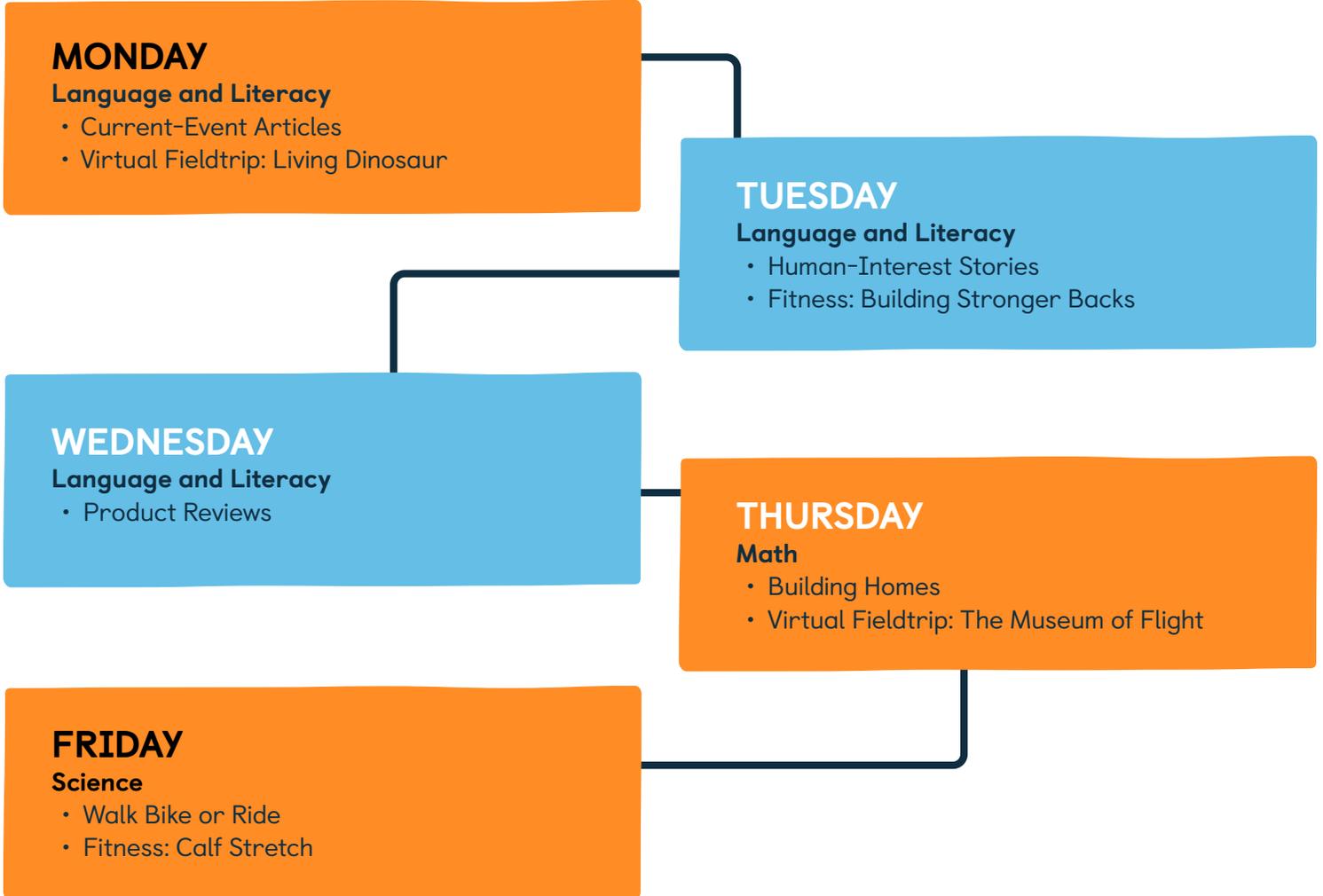
This week, your child will continue to learn about the message and purpose of various forms of writing, from product reviews to human interest stories, while practicing their language arts skills.

Other activities for this age group include:

- Experiences that require less preparation, to help you and your child manage time
- Multiple “correct” ways to solve a problem and encourage exploration
- Open-ended activities so your child can focus on what interests them
- Activities that can be adjusted to match your child’s abilities
- Digital learning experiences through virtual field trips

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.



Materials to Gather for the Week:

- ❑ Writing and drawing tools
- ❑ Newspapers for children (or digital publications such as [National Geographic Kids](#))
- ❑ Scissors (for adult use only)
- ❑ Small soft object such as a beanbag or stuffed animal
- ❑ Frequently used toy or object from home
- ❑ Paper
- ❑ Child-size scissors

Weekly Tip for Distance Learning: **Make Space**

Setting an environment for learning will help the mind focus on the task. Select an area in your home that your child will know is the learning area during this time of social distancing. By determining this area in advance you can ensure it is welcoming while also removing potential distractions.

Bonus! TechTrack Activities: **Coding Messages**

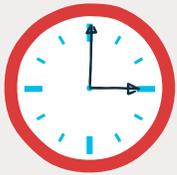
The TechTrack program is a technology-driven learning experience in some of our school-age programs. Children use a variety of mobile apps to learn technology-based skills. In this guide your child can plan and create their own video game. Another activity has them share a story or message using a visual creation. This program was initially written for students working in groups but can easily adapt for a single child. Rest assured that this type of screen time is healthy for your child's brain. They're learning tech skills and creating projects instead of just consuming technology. [Click here](#) to download the TechTrack Guide

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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: Medium



Level of Prep Required: Low



What you need:

- Newspapers for children OR digital publications such as [National Geographic Kids](#)
- Scissors (for adult use only)
- Paper

Preparation

- Find a current-event article in the newspaper to share with your child.
- OR
- Find a current-event article from an online source to share.

What Your Child Will Do:

- Begin by telling your child that a current-event article gives detailed information about a recent event, such as a natural disaster, an election, or any other event that has recently occurred.

Note: Whether or not to use the COVID-19 crisis as the topic for this activity needs thoughtful consideration. It may help your child process the deluge of information or you may find something completely different to give your child a respite from the current situation.

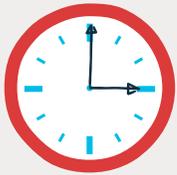
- Read the selected article. Then ask them what they learned from the article.
- Explain to them that a current-event article should include the following information:
 - **What:** What was the event? What happened?
 - **When:** When did the event take place?
 - **Where:** Where did the event take place?
 - **Who:** Who was involved in the event?
 - **Why:** Why did the event take place?
- Have your child suggest a list of current events they are all familiar with. Then help them decide on one event to write an article about. The event might be something happening at home or an event that happened in their community or state.
- Work with your child to write an article about the event. Remind them to include the what, when, where, who, and why in the article as they write it together.

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MONDAY
(continued)

Virtual Field Trip: Living Dinosaur



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: N/A



What you need:
Website access to
Living Dinosaur

The Museum für Naturkunde in Berlin created an interactive video that can be rotated in 360 degrees with the arrows in the top left or using your mouse to turn. In this video, experience the skeleton of the dinosaur Giraffatitan come back to life.

Questions:

- What animals alive are taller than the Giraffatitan was?
- Was the Giraffatitan an herbivore (only eats plants) or a carnivore (only eats meat)?
- How long ago was the Giraffatitan alive?
- What animal now lives where the Giraffatitan once roamed?

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TUESDAY

Human-Interest Stories (3rd – 6th)



Length of activity:
20-30 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:

- Newspapers for children (or digital publications such as [National Geographic Kids](#))
- Paper
- Writing and drawing tools

Preparation

- Locate a human-interest story in a newspaper or online.

What Your Child Will Do:

- Begin by asking your child what they think a human-interest story is. Then explain that a human-interest story is an article that features people and their problems, concerns, or achievements in a way that elicits interest, sympathy, or motivation in the reader.
- Read your chosen human-interest story aloud. Then ask them the following questions:
 - Who was the story about?
 - Was the story about the person's problems, concerns, or achievements?
 - How did you feel after hearing the story?
 - If the story was about a problem or concern, ask your child what could be done to help with the problem or concern.
- Then have your child write their own human-interest stories. They can write about their own problems, concerns, or achievements, or make up a person and situation to write about.
- Encourage your child to ask themselves the questions above to ensure they include the key components of human-interest stories and what makes them memorable for readers.

HOW TO MODIFY THIS ACTIVITY FOR YOUNGER CHILDREN

Cut out additional human-interest stories to read to younger children. Read the stories one at a time and talk about the stories. Help them answer the questions above for each story.

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TUESDAY
(continued)

Fitness: Building Stronger Backs



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:
Small soft objects

What Your Child Will Do:

- Give your child a beanbag or other soft object and ask them to bend at the waist with their hands on their hips. Help place their beanbags on their backs between their shoulder blades.
- Have them practice slowly moving their backs up and down, trying not to let the beanbags fall. Then have your child rest and repeat two or three times.
- Challenge them to lift and lower their backs as many times as possible without letting the beanbags fall to the ground. If a beanbag does fall to the ground, assist in returning it to their back.

CAUTION!

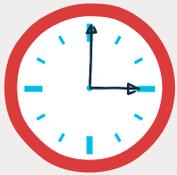
Children should move in and out of movement slowly to prevent injury.

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WEDNESDAY

Product Reviews



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: Low



What you need:

- Paper
- Object, such as a toy or a frequently used item
- Marker
- Writing and drawing tools

Preparation

- Select an item that your child is familiar with and that will meet the needs of the activity.

What Your Child Will Do:

- Begin by showing the object. Ask your child to share what they know about the object.
- If needed, ask your child questions about the object, such as how it's used and what its purpose is. Encourage specific language to describe the item or its pieces.
- Next, ask if they know what a product review is. Explain that a product review is an article about a specific product, including its purpose, how it is used, and positives or negatives about the product.
- Explain that not all products are reviewed. Product reviews mostly focus on popular items, such as cars or electronics, which are likely to be of interest to the reader.
- Then review the list with your child. Tell them they will write a product review.
- Assist as needed in organizing their thoughts and ideas. Write the review on the paper as they create it.

HOW TO MODIFY THIS ACTIVITY FOR OLDER CHILDREN

Have older children choose the object to write a product review about.

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THURSDAY

Math and Construction: Building Homes



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: Medium



What you need:

- Paper
- Writing and drawing tools
- Paper cut into shapes and patterns, examples below

Preparation

- Assign a dollar value to each set of shapes in the pattern blocks. The dollar amounts should range from \$50 to \$100. For example, a square block could be worth \$50 and a rectangular block could be worth \$80.
- Write the dollar amounts on a sheet of paper and trace the shapes next to their values.

What Your Child Will Do:

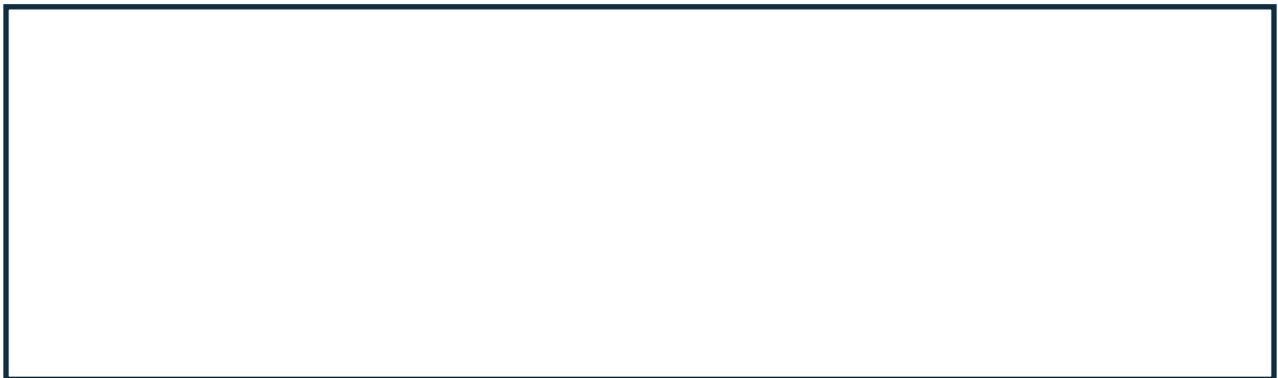
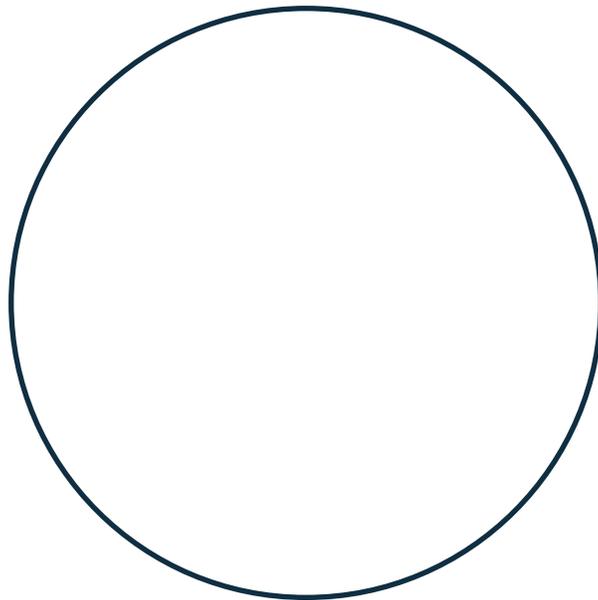
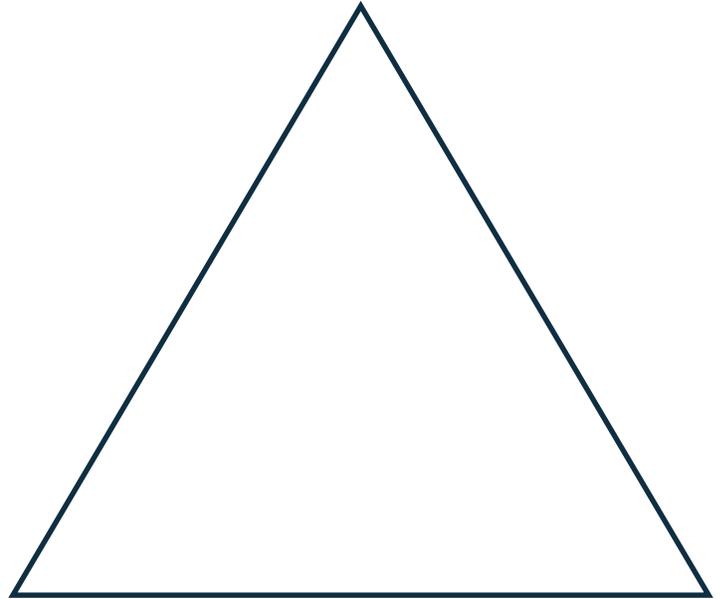
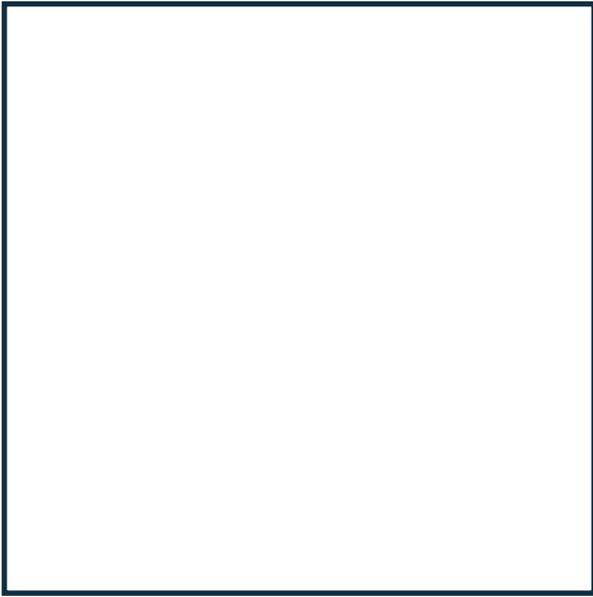
- Invite your child to build homes from the pattern blocks. Explain that their goal is to create a house that is worth exactly \$500.
- Encourage them to use scratch paper and writing tools to keep track of the value of their homes as they work.
- Invite your child to try the activity a couple of times, they can then compare how many pattern blocks they used and how they built their homes.
 - Which home do they like the best? Why?
 - Was this activity a challenge for them?
 - If so, how did they overcome any frustration?

HOW TO MODIFY THIS ACTIVITY FOR OLDER CHILDREN

Can they create a model that looks like your home using the provided shapes and budget?

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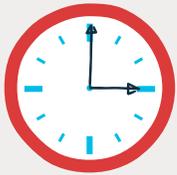


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THURSDAY
(continued)

Virtual Field Trip: The Museum of Flight



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
[The Museum of Flight](#)

Based in Seattle, Washington, the Museum of Flight provides an engaging experience to explore various vehicles of flight. The aircraft range from small scale planes to a NASA Space Shuttle Trainer.

Questions:

- Which aircraft did you think had the most comfortable pilot's cabin?
- Explore the cabin of the Antonov An-2 and the photo of the Boeing 787 Dreamliner. Which do you think is meant for people to ride in?
- How many people fit in a row on the Boeing 247D?
- If you could pick an aircraft to fly in, which one would it be? Where would you go?

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FRIDAY

Walk Bike or Ride (K-2nd)



Length of activity:
20 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:

- Paper
- Writing and drawing tools

What Your Child Will Do:

- Ask your child what they know about pollution. Explain that pollution is the introduction of harmful substances into the environment. Share that there are many types of pollution, such as water pollution, soil pollution, and air pollution.
- Ask what causes air pollution. Tell them that air becomes polluted when harmful substances are released into the air, such as smoke from fires, gases from manufacturing plants, and emissions from motorized vehicles.
- Show the paper and read the title of each column. Beginning with the “Walk” column, ask to list the benefits for this type of transportation. These might include that it does not produce air pollution and is good for your health.
- Continue this process for each of the remaining columns. Suggested benefits of bicycling may include that it does not produce air pollution, is good for your health, and is faster than walking. Suggested benefits of riding, such as in a car, may be that it is faster than walking or biking, you can travel longer distances, and that driving can transport multiple people at once.
- After the chart is finished, explain that each method of transportation has benefits and that a major benefit of walking or bicycling is that neither produce air pollution.
- Tell your child that sometimes, walking or bicycling are not practical due to distance, time, or weather. Ask them to name ways of riding that help reduce air pollution. Suggestions may include riding the bus or other form of public transportation or carpooling.
- Explain that even though cars and buses still put gases and fumes into the air, when people carpool or use public transportation, less air pollution is produced than if each of those people were to drive separate cars.

HOW TO MODIFY THIS ACTIVITY FOR OLDER CHILDREN:

Have older children draw a three-circle Venn diagram in their journals and work to fill in the benefits of each type of transportation. Where do they overlap?

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FRIDAY
(continued)

Fitness: Calf Stretch



Length of activity:
5–10 minutes*

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

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



Level of Prep Required: N/A



What you need:
N/A

What Your Child Will Do:

- Invite your child to stand near a wall. Explain that they will stretch their calf muscles, or the muscles down the back of the lower legs. Ask them to raise one of their legs and feel the calf muscle while pointing their toes or flexing their raised foot.
- Demonstrate proper technique for this stretch. Stand close to a wall and bend slightly at the waist to lean on the wall with your forearms.
- Next, place your left foot in front of you, knee bent, and your right leg extended straight behind you. Move your hips forward slowly until you can feel the stretch in the calf of your right leg. Your right foot should be flat on the ground.
- Be sure to continue to breathe while holding the stretch for 10–20 seconds. Repeat on the other side to stretch your left calf.
- Encourage your child to perform five repetitions of this stretch on both sides. As they become familiar with this stretch, encourage them to hold the stretch longer.

CAUTION!

Children should move in and out of stretches slowly, to prevent injury.