

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

Week of April 6, 2020



This Week's Theme:

Interpreting News and Headlines

[Getting Ready for the Week: Guidelines and Materials Prep](#)
[How to Think Like a Teacher: Teacher Talk](#)

MONDAY

- [What I Like About Being Me](#)
- [Virtual Fieldtrip: Smithsonian 3-D Exploration](#)
- [Social and Emotional Learning: Focus on Routines](#)

TUESDAY

- [Newspaper Scavenger Hunt](#)
- [Fitness: Alphabet Bodies](#)
- [Social and Emotional Learning: Focus on Environment](#)

WEDNESDAY

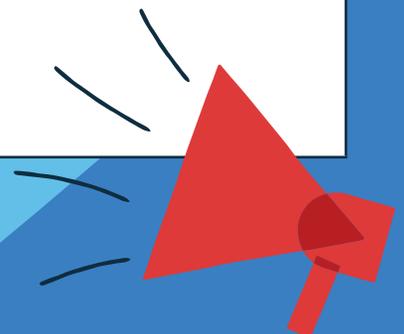
- [Newspaper Names \(K-2\)](#)
- [Types of Newspapers \(3rd-6th\)](#)
- [Social and Emotional Learning: Focus on Behavior](#)

THURSDAY

- [Writing Headlines](#)
- [Virtual Fieldtrip: Promised Gift by Sandy Scheier](#)
- [Social and Emotional Learning: Focus on Play](#)

FRIDAY

- [Build Your Robot](#)
- [Fitness: Ankle Walk](#)
- [Social and Emotional Learning: Focus on Mindfulness](#)



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Getting Ready for the Week

In this week’s activities, your child will learn about the world of publishing, from reading news publications to how newspapers and articles are named.

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.

Materials to Gather for the Week

If you’d like, you can gather these materials Sunday evening and put them in a basket or container so they are ready to go for the week!

- Writing and drawing tools
- Newspapers for children OR digital publications such as [NatGeo Kids](#)
- Scissors (for parent use only)
- Paper clips
- Marker
- Paper
- [Robots Part Sheet](#)
- Toy Money or real coins

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How to Think Like a Teacher: Teacher Talk

From counting flower petals to answering your child's 1000th question of the day, your words can guide and inspire learning no matter where you are or what you're doing. Check out these resources to help you understand the impact that talking to your child has on their development and to help you find just the right words to keep the learning going.

Counting Claps and Sorting Shapes: Talking Like a Teacher All Throughout Your Day

Your child never stops learning, even when it comes to subjects like math, language, and even science. These concepts might sound a bit on the academic side, but they're easy to work into your everyday routines with your child. Here are some examples:

Math: How many steps does it take to get from the couch to the sink to wash our hands? Which cup in the dishwasher is the biggest? What is under the table and what is on top of it? Your child's day is full of opportunities to talk about numbers, size, and position, along with other critically important foundational math concepts.

Language: Rhyming words in a song; Letters on the juice carton; Words that start with the same sound as your child's name: There are as many chances to talk about letters and language during your child's day as there are words in their favorite book. From exposure to sounds and letters for younger children to building vocabularies and book awareness for older ones, you can nurture your child's language development any time of the day.

Science: Problem solving is a foundational skill in scientific thinking, and you can encourage it in your child no matter how old they are. How can your child fit all of the dishes in the dish rack? How can they organize the laundry so it is easier or faster to fold? These everyday problem-solving tasks are the building blocks of scientific thinking and can happen anywhere, any time of day!

For more ideas on how to keep the learning going, look for the **Everyday Learning Experiences** described throughout this guide.

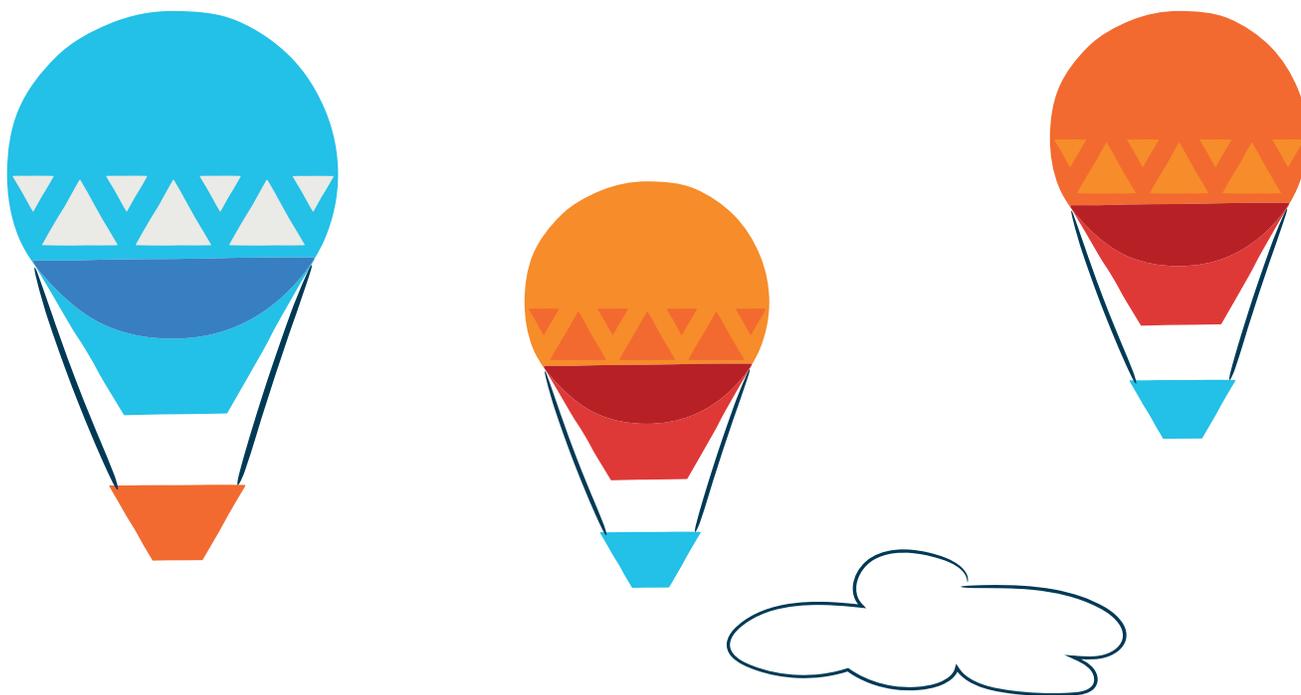
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Tips for Talking to Young Children

- **Use positive statements.** Tell children what they CAN do, instead of what they can't.
- **Give simple instructions.** Too many instructions at once can be overwhelming and confusing.
- **Model "I" messages.** Use language that expresses your feelings and the reasons behind them.
- **Ask open-ended questions.** Talk to children, not at them. Ask open-ended questions that allow children to explain their thought processes, and stay curious.
- **Offer choices you can live with.** Give children a choice whenever possible, but be ready to honor their decision.

Want even more great tips on talking to your child? Check out [this article](#) from the National Association for the Education of Young Children (NAEYC)



IN OTHER WORDS

COMMUNICATING WITH CHILDREN

Read the speech bubble. Then, rewrite the text so that it sends a clear, positive message, and encourages learning.

"No running!"

"You can walk to the bedroom. How many steps will it take to get there?"

"I see that you want to run. Let's go outside and run to the blue chair!"

"That puzzle is too hard for you."

"Do you want to go to bed?"

"Put your toys away, go to the bathroom, wash your hands, and sit down for snack."

Try It! Pick a developmental area where you want to encourage your child's growth, such as math, art, science, or language. Think of ways that you can build their skills in those areas throughout your daily routine. Can you combine more than one learning area in the same experience?

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Monday, April 6, 2020

What I Like About Me (K-2nd)

Length of activity: 10 minutes

Level of Adult Engagement: Low

Materials:

- Paper
- Writing and drawing tools

Preparation: None

What Your Child Will Do:

- Begin by asking your child if they know what wellness is. Then explain that wellness means being in good health.
- Help your child understand that wellness means taking care of yourself and feeling good about yourself. Ask your child to name one thing they like about themselves, such as being good at a certain activity, or something that others may appreciate about them, such as being a good listener, playing fairly, or having a good sense of humor. Tell them that part of wellness is liking yourself for who you are and appreciating your strengths.
- Give your child paper and ask them to draw or write about things they like about themselves that are not related to their appearance. They could write about skills or talents they have, activities they are good at, or personality traits they have.

HOW TO MODIFY THIS ACTIVITY FOR OLDER CHILDREN

In addition to listing strengths about themselves, have older children share strengths they see in family members and friends.

Tip: It is important children understand that wellness is about being in good health and feeling good, and is not about physical appearance. If your child makes comments or suggestions related to appearance, redirect the conversation to help them understand that physical appearance does not necessarily reflect wellness.

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Video Fieldtrip

[Smithsonian 3-Dimensional Exploration](#)

The Smithsonian is one of the largest, most famous museums in America. It has multiple locations and focuses on a variety of topics, from art to science to history. This digital resource will let your child explore Smithsonian exhibits in 3-D! Each display provides background and additional photographs to give your child a richer understanding of history.

Questions:

- A number of the examples come from the Apollo 11 mission. What was this mission famous for?
- Who made up the crew of the Apollo 11 mission?
- The telegraph key represented a new method of communicating over long distances before the internet and cell phones. When was it created?
- What environment do you expect mammoths to come from? What place was this fossil found in?

Social and Emotional Learning: Focus on Routines

No matter what your daily schedule looks like, children thrive when they know what's expected of them right now and what's going to happen next. Knowing what comes next can also be a great motivator to get through the task at hand.

Try this: When there's something your child needs to do, like wash their hands or clean up their toys, before they can do what they want to do, like eat a yummy snack or start a new activity, use "first, then" language:

"First we wash our hands, then we eat."

"First we put the blocks in the basket, then we pick a book to read."

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Tuesday, April 7, 2020

Newspaper Scavenger Hunt

Length of activity: 20-30 minutes

Level of Adult Engagement: Low

Materials

- ❑ Newspapers for children OR digital publications such as [NatGeo Kids](#)
- ❑ Paper
- ❑ Writing and drawing tools

Preparation

- Optional: copy the list of search items from the instructions onto a sheet of paper.

What Your Child Will Do

- Begin by asking your child what they like to read about in newspapers. Tell them that newspapers cover a variety of topics to appeal to the varying needs and interests of their readers.
- Give your child a newspaper, writing and drawing tools, and blank writing paper.
- Tell your child to look through the newspaper pages to find the following using text or pictures:
 - o An article about a woman
 - o An article about a man
 - o An article about a political figure
 - o A picture of a mode of transportation
 - o An article about a sport
 - o An article that mentions weather
 - o An article that mentions food
 - o An article about someone doing something good
- After your child has completed their search, invite them to share some of the articles they found. Encourage them to talk about which kinds of articles were easy to find and which were difficult to find, as well as which articles appealed most to them and why.

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Fitness: Alphabet Bodies

Length: 5-10 minutes

Level of Engagement Required by Adult: High

What Your Child Will Do

- Invite your child to make letters using their bodies. Explain that forming the shape of each letter will require balance and coordination.
- Name a letter and give your child time to think of what they will need to do to form the shape of that letter. Then encourage them to form that letter using his or her body.
- Continue naming different letters.

CAUTION!

Flip-flops and open-toe or open-heel sandals can be a safety risk.

Social and Emotional Learning: Focus on Environment

Pictures are a great way to help children remember your daily routine and prevent challenging behaviors. They can also cut back on the number of verbal reminders you have to give, freeing you up for other tasks and giving your child the chance to build independence and confidence.

Try this: As you go through your day, snap a quick picture of the things your child is doing, such as getting dressed, eating breakfast, taking a nap, and putting their toys away. No camera? You can also work together to draw pictures of your day. Arrange the pictures, in order, into a collage. Use this “visual schedule” to help your child remember what’s happening now and what’s going to happen next.

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Wednesday, April 8, 2020

Newspaper Names (K-2nd)

Length of activity: 10-15 minutes

Level of Adult Engagement: Low

Materials

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

Preparation

- Collect a variety of newspapers with different titles, such as tribunes, gazettes, times, posts, registers, journals, and chronicles. Cut out the titles of each newspaper.

OR

- Select a number of child friendly publications with online resources available and save these webpages for the experience.

What Your Child Will Do

- Explain that newspapers are periodicals, or publications that are printed in regular intervals of time, such as daily, weekly, or monthly. Tell your child that the names of some newspapers reflect how often they are printed, such as The Daily Courier or The Weekly Tribune.
- Then explain that other newspapers have titles that refer to the content of the newspaper, such as The Wall Street Journal or The Sports Gazette.
- Tell your child that many newspapers contain articles about events or stories that occur locally, nationally, and internationally.
- Show your child the different newspaper titles and read each one aloud. Ask them what they notice about the titles. Then explain that newspapers often have the words post, times, tribune, gazette, register, or chronicle in their titles.
- Have your child think about what they would name a newspaper. Consider what a newspaper they made would focus on and how often it would be published.

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HOW TO MODIFY THIS ACTIVITY FOR OLDER CHILDREN

Additional materials: Newspapers, appropriate for children; paper; rulers

After writing possible names for their newspaper, have older children look at the different types of fonts and letter positions used in newspaper titles. Encourage them to use a separate sheet of paper to write possible titles for their newspaper using creative lettering and layouts.

Types of Newspapers (3–6th)

Length of activity: 20–25 min

Level of Adult Engagement: Low

Materials

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

Preparation

- Collect at least five newspapers with a variety of titles, such as tribunes, gazettes, times, posts, registers, journals, and chronicles. Collect at least two newspapers that cover a specific topic.
- Cut out the titles of these newspapers and a few articles from each paper. If the newspaper covers a specific topic, such as Business Week, cut out articles that represent the topic. If the newspaper covers a variety of topics, cut out articles about as many topics as possible.
- Use paper clips to attach the articles to their corresponding newspaper titles.

OR

- Select a number of child friendly publications with online resources available and save these webpages for the experience.
- Save links to articles with similar topics to share with your child.

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What Your Child Will Do

- Begin by asking your child to share their experiences reading newspapers. Tell them that newspapers cover a variety of topics in order to appeal to the needs and interests of their readers, and that during this activity, your child will create a variety of articles to use to create their own newspapers.
- Explain that newspapers are periodicals, or publications that are printed in regular intervals of time, such as daily, weekly, or monthly. Tell your child that some newspapers report on a variety of topics, while others focus on a specific topic, such as sports, business, or hobbies.
- Give your child one of the paper-clipped sets of articles OR share the saved stories of similar topics. Have them review the articles and determine if the newspaper focuses on a variety of topics or a specific topic.
- After your child has had time to review and discuss the newspaper titles and articles, ask them to share their findings. Does the newspaper focus on a variety of topics or a single topic? What evidence did they find in the title or articles to support that?

HOW TO MODIFY THIS ACTIVITY FOR YOUNGER CHILDREN

Additional materials: paper; markers

Give your younger child a local newspaper. Have them look through the newspaper and list the different types of information they find through reading or images. Record their answers on a sheet of paper. Then read the list back to the child, and explain that while some newspapers focus on one thing, such as business, politics, current events, or specific hobbies, most newspapers cover a variety of topics.

CAUTION!

Close supervision is required when children have access to small items, such as paper clips, because they can pose choking hazards.

Social and Emotional Learning: Focus on Behavior

For children, behavior is a form of communication. This means that everything they do is motivated by an underlying feeling or need. The more we can help children learn to name their feelings, the better they'll become at recognizing them and developing strategies for coping with them.

Try this: If your child resists participating in an activity like cleaning up or getting ready to rest, let them know you understand why. Then offer a solution that works for you:

"I see you're frustrated that it's time to clean up. You're having so much fun with those blocks. You're not ready to put them away. Let's build one more tower before we put them back in the box."

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Thursday, April 9, 2020

Writing Headlines (K-6th)

Length of activity: 20 minutes

Level of Adult Engagement: Low

Materials

- Paper
- Marker
- Paper
- Writing and drawing tools

Preparation: Write “How to Write a Headline” at the top of a sheet of paper.

What Your Child Will Do

- Begin by asking your child to share a few headlines they remember seeing in newspapers this week or allow them to review headlines and pick a few that stand out. What about those headlines made them memorable?
- Explain that a headline is a group of words printed in larger letters above an article in a newspaper that tells what the article is about. Tell your child there are guidelines for writing headlines that cause people to want to read the articles that accompany the headlines. Review the following guidelines with your child and write them on the paper:
 - o Do not use more than seven words.
 - o Include the main point of the article.
 - o Use alliteration when possible. (Alliteration is the repetition of the same first-letter sound of words, such as “John joked with Jim and Jack.”)
 - o Use puns when appropriate. (Puns are plays on words that use different possible meanings of a word in a funny way, such as “Insect puns bug me.”)
 - o Next, give your child an article topic to write headlines for, such as school lunches, riding school buses, or a topic of your child’s choice. These can be article ideas instead of examples.
- Have your child write their headlines, keeping the guidelines for writing headlines in mind as they write. Challenge older children to write at least one headline that contains a pun or alliteration. Assist younger children with writing as needed.

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Video Fieldtrips

[Promised Gift by Sandy Schreier](#)

The New York Met is an iconic home for permanent and travelling art exhibits in America. This online resource shows photographs from Sandy Schreier’s Met exhibit on art and fashion. Many of the pieces take inspiration from the natural world, with designs based on plants and animals.

Questions:

- What plants and/or animals do you see in the clothes?
- Do you have a favorite piece of clothing from these photos? If so which one and why?
- What are some of the differences in the pieces that you have noticed?
- If you were to develop a piece of clothing based on a plant or animal which would you make? Can you draw a concept (sample) of your idea?

Social and Emotional Learning: Focus on Play

Chances are, you can’t always get on the floor and play alongside your child when they want you to or you wish that you could. You can still interact with them while juggling other tasks! Narrating your child’s every move or giving a “play by play” of their actions, is a great way to give them the attention you want and to add extra learning to their play.

Try this: Set your child up with an activity while you work on a task of your own that still allows you to see them and talk to them. For five minutes, describe everything you see them doing in detail. Although you’ll be multi-tasking, be sure to make eye contact and specific language so your child knows you really are paying attention. Use opening phrases like “I see YOU...” or “now you are...” to let them know you’re watching and interested, even while you’re working on something of your own.

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Friday, April 10, 2020

Build Your Robot (K-2nd)

Length of activity: 15-20 minutes

Level of Adult Engagement: Low

Materials

- Paper
- Marker
- Paper
- [Robots Part Sheet](#)
- Toy Money or real coins
- Writing and drawing tools

Preparation

- On a sheet of paper, make a list of robot parts and corresponding prices, all within the range of \$0.01–\$0.10. Your list may look like this:
 - o Head = \$0.10
 - o Body = \$0.08
 - o Arm = \$0.04
 - o Leg = \$0.04
 - o Antenna = \$0.02
 - o Buttons = \$0.03
 - o Touchscreen = \$0.02
 - o Gauge = \$0.01
- Add a simple illustration next to each part for children who are not able to read the list. Refer to the sheet Robot Parts as a guide for illustrations if needed.

What Your Child Will Do

- Tell your child to imagine they have \$0.50 to spend on parts to build a robot. They must decide which parts to buy using the list provided on the paper.
- Have your child write down the parts they would like to use and the prices on the right side of a sheet of paper. Encourage them to use the money to help them add their totals.
- After checking to make sure they have not exceeded the limit of \$0.50, tell your child to draw their robots on the same sheet of paper, adding only the parts they were able to purchase without going over \$0.50.

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HOW TO MODIFY THIS ACTIVITY FOR OLDER CHILDREN

Have older children come up with more parts to add to the list. Then tell older children to use exactly \$1.00 to build their robots.

CAUTION!

Close supervision is required when children have access to small items, such as real or fake coins, because they can pose choking hazards.

Fitness: Ankle Walk

Length of activity: 5-10 minutes

Level of Adult Engagement: Low

What Your Child Will Do

- Invite your child to ankle walk. Explain that to ankle walk, they should stand with their legs apart and then bend or squat down and hold their ankles with their hands. In that position, they can then walk forward while holding onto their ankles.
- Encourage your child to ankle walk around the room for as long as they wish.
- After they are comfortable with ankle walking, invite them to participate in an ankle-walk relay. You can also create an ankle-walking obstacle course using objects in the area.

CAUTION!

Flip-flops and open-toe or open-heel sandals can be a safety risk.

Social and Emotional Learning: Focus on Mindfulness

Deep breaths help all of us feel calm and centered throughout the day. Making deep breathing fun for children is a great way to get them in the habit, and practicing alongside them will help you stay grounded, too.

Try this: Using pictures or real items from outside, practicing taking a deep breath in and blowing it out hard by “smelling the flower” and “blowing the leaf.” How deeply do you need to breathe in to smell the flower? How hard do you have to blow out to move the leaf?

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Robots Part Sheet (for Build Your Robot)

