

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

Week of March 30, 2020



This Week's Theme:

Relationships and Voice

[Getting Ready for the Week: Guidelines and Materials Prep](#)
[How to Think Like a Teacher: Learning Happens Everywhere](#)
[Daily Routines](#)
[Everyday Learning Experiences: Neighborhood Critters](#)
[Outside Resources and Virtual Field Trip](#)
[Social and Emotional Resources](#)
[Screen Experiences](#)

MONDAY

- [Creating a Time Capsule](#)
- [Memory Match \(K-2nd grade\)](#)

TUESDAY

- ["I Am" Poems \(3rd-6th grade\)](#)
- [Family Game: Slap the Sum](#)

WEDNESDAY

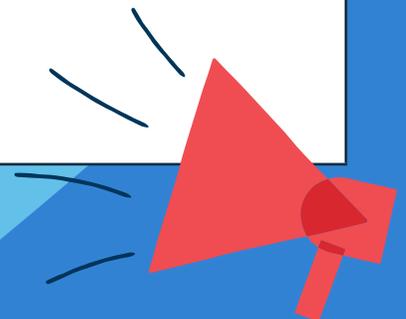
- [Family Activity: Consensograms \(K-6th grade\)](#)
- [Fitness: Time Trials](#)

THURSDAY

- [Family Game: Numeric Sequencing with family, 3-6th grade](#)
- [Building Bridges \(3rd-6th grade\)](#)

FRIDAY

- [Draw on Your Head \(K-6th grade\)](#)
- [STEM Enhancement - Binary Messages \(3-6th Grade\)](#)



At Home Learning Guide – School-Age Children

Week of March 30, 2020

Getting Ready for the Week

This week's content for school age children focuses on providing a time for them to share their voice and build some quick and repeatable family experiences.

Our guide for school age children has tips for balancing time for reviewing schoolwork, engaging in fun activities, and when it's time for you to work privately. They love their screens at this age, so we help you use screen time wisely by finding breaks for movement, and practicing mindfulness. We also include guidelines on balancing between simply consuming technology and 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 that children can focus more on what really interests them.
- Activities that can be adjusted so that 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!

- Storage Box (cardboard or plastic)
- Blank paper (variety of sizes, variety of colors optional)
- Writing and drawing tools
- Child sized scissors
- Markers
- Tape
- Adult scissors
- Playing cards
- Aluminum Foil
- Glue
- Paper plates (optional)
- Craft sticks (optional)
- Sticky notes or stickers (optional)
- Pipe cleaners (optional)

At Home Learning Guide – School-Age Children

Week of March 30, 2020

How to Think Like a Teacher: Learning Happens Everywhere

Children may be out of school but learning never stops. In fact, every moment of your child's day is full of opportunities to learn. Check out these resources to help you spot- and make the most of- these "teachable moments."

How Children Learn Check out this [video](#) from Harvard's Center on the Developing Child to learn why experiences are so important to your child's development, no matter where they happen.

3 Surprising Ways that Children Learn Children learn through experiences, even the ones you might not expect. Here are three types of experiences you can pay attention to as you look for teachable moments with your child.

- 1. Challenging behavior:** Some of the things that frustrate us the most are actually children exploring the world around them. Think about it: Flinging peas across the table with a spoon? That's science! Literally climbing up the walls? That's physical development! Does that mean you should initiate a food fight at lunch or turn your living room into a jungle gym? Probably not. But you can re-frame the way you look at these behaviors to see them not as random acts meant to drive you crazy, but instead as learning in action. Once you see the underlying skill that your child is working on with their behavior, you can look for creative- and appropriate- opportunities for them to learn it.
- 2. Trying things that are "too hard":** We all get frustrated when faced with a really difficult task, and children are no exception. But doing something that's incredibly easy poses a different problem: Boredom. What's the sweet spot? Things your child can do, with your help. Don't be afraid to challenge your child's abilities. Instead, pay attention to what they can already do with ease and what's still too hard for them to do on their own. Then, when you have time, work with them to practice the skills that will help them accomplish the task by themselves. These kinds of experiences build connections in your child's brain and strengthen their connection with you- a powerful combination when it comes to learning!
- 3. Quiet Moments:** All experiences are teachable moments, even those without big body movements or materials like toys and art supplies. Slowing down, taking a few deep breaths, and paying attention to how their body feels can help your child learn to focus, self-regulate, and be aware of their own feelings. Check out our daily Social and Emotional Resources to learn how you can incorporate mindfulness into your child's everyday life.

At Home Learning Guide - School-Age Children

Week of March 30, 2020

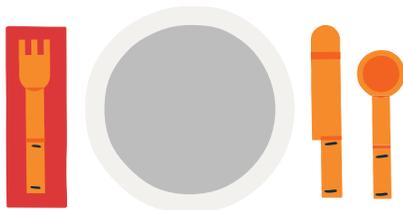
Interactive Learning Activity - What Are They Learning?

Children learn from every experience, even the most routine ones. Check out the examples below of everyday activities. Think about what children might be learning, and how you can find other ways for them to practice those skills. Then fill in the missing examples for your child.

What are they doing?

What skills are they learning?

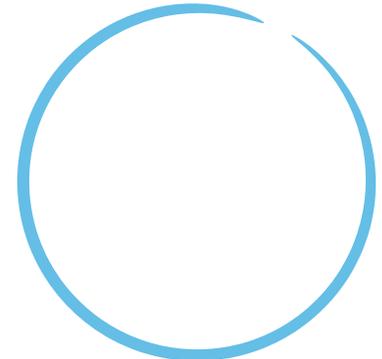
How can I find ways to help them practice?



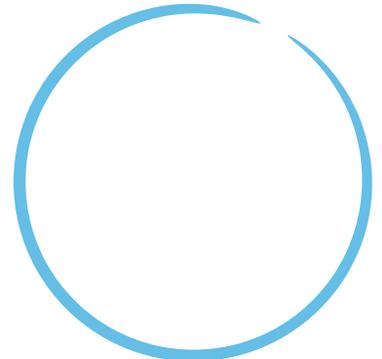
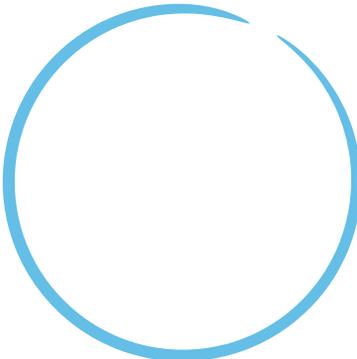
Meal Time



Getting Dressed



Going to Sleep



Try It! This week, spend 1 minute watching your child during a time where it seems like nothing much is going on. Take a closer look- what are they really doing? How can you find even more ways to practice the skill they're working on?

At Home Learning Guide – School-Age Children

Week of March 30, 2020

Daily Routines

From our tiny babies to our big kids, consistent, predictable routines will help everyone, including grownups, find some stability and sense of order in such unpredictable times. Set schedules for when to wake-up and start the day, when to do learning activities, and when to have available time. Ensure there are breaks in screen time to provide different forms of stimulus. Setting scheduled windows for family time will help everyone cope with the stress, instead of a dedicated time set a range such as “Family game between 1-2 pm” or ensure meal times occur together.

Children thrive on predictability and consistency which will help you manage long days at home and even get some work done!

Everyday Learning Experiences: Neighborhood Critters

In the Spring, we begin to see signs of animal life once again. Whether you have a backyard to spend time in, go for a walk around the block, or even peek out the window, there are animals to be seen and heard, if we pay close attention. While enjoying (or observing) the outdoors, help your child focus on their senses of sight and sound to observe what animals are out and about.

Outside Resources

All the people are at home, but where do animals take shelter? Extend this week’s learning by providing shelter for our feathered friends by creating a homemade bird house!

Resource: [Homemade Birdhouse](#)

Virtual Field Trip

[Phipps Conservatory Online Tour](#)

Social and Emotional Resources

Learning Routines

Opportunities to teach social and emotional skills are intertwined in everything that we do. Relationships and repetition are key ingredients for learning any skill. Routines give children a sense of security and helps them learn self-control, positive behaviors, and social skills.

TRY THIS: Create a consistent hand washing routine. Teach your child appropriate times to wash and how to wash the tops and bottoms of their hands. Practice washing hands while singing to the tune of their favorite songs or chants. Be sure it lasts 20 seconds or more. Ex. We will, we will, wash you. Repeat 3x.

At Home Learning Guide – School-Age Children

Week of March 30, 2020

Reading Behavior Cues

Spending more time at home than usual may lead to new behavior issues or intensify current concerns. Since behavior is a form of communication, it's important to observe your children closely to understand the meaning behind their big feelings. Reading behavior cues is the key to understanding your child's behavior.

TRY THIS: Identify what happens right before your child's behavior issue to find out what triggered the emotional response. Think about things such as time of day, temperature, boredom, yawning, and hunger.

Exploration Space

Setting up an engaging and safe space for independent exploration and movement is not only helpful in building confidence in your child but offers you an opportunity to engage in online meetings, prepare meals, complete other tasks on your to-do list or take a much-needed break.

TRY THIS: Fill a bin with a few toys and soft objects in an open space for free movement. This bin can be filled with a new set of toys to play with each day to create excitement around playtime.

Development of Play

Play nurtures your child's development and offers them the opportunity to test their ideas and learn new skills. Learn more about the power of play [here](#).

TRY THIS: Schedule a daily family play date. This can be for any length of time. Let your child take the lead and watch as they use their imagination while you play along. Knowing that there is time dedicated to play as a family can be helpful with limiting interruptions when you're busy.

What is Mindfulness?

Mindfulness is simply taking a moment to slow down and notice what your mind is doing and how your body feels. By noticing these things children can begin to create space between strong emotions and their actions.

TRY THIS: Have a mindful snack and encourage your child to chew slowly while they describe the color, smell, texture, and taste of the food. If you are feeding your child, take a moment to describe the food to them.

At Home Learning Guide – School-Age Children

Week of March 30, 2020

Screen Experiences

Children’s Museum of the Arts

The [Children’s Museum of the Arts](#) is located in Lower Manhattan in New York City and focuses on bring art experiences with focused topics. This exploration has a variety of pieces focused on the differences of human subjects and uses a variety of colors and styles. Use some of the questions below to discuss what your child is seeing and challenge them to draw their own portraits of family or themselves.

Questions:

- What do you see in these pictures?
- What do these pictures have in common?
- What interests you about the art you see?
- What are some differences you see in the art?
- Do you have a favorite portrait style?

German Oceanographic Museum

The [German Oceanographic Museum](#) in the Hanseatic town of Stralsund is a museum in which maritime and oceanographic exhibitions are displayed. The museum has created digital tours of their exhibits for families to explore the features remotely.

Questions & Trivia:

- A school of fish is a group of fish that swim together in the same direction. How many schools of fish can you find throughout your tour? Why do you think fish travel in schools?
- Wow! Look at the size of the sea turtles! Feel your back or ask your parent or sibling to feel your back. Do you feel your spine running all the way down your back? Sea turtles have a spine just like us, but theirs is attached to their shell!! This means that sea turtles cannot leave their shell and it grows with them.
- How many dolphins and whales can you spot during your tour?
- Which ocean animal was your favorite in the exhibit? Why is it your favorite?

At Home Learning Guide – School-Age Children

Week of March 30, 2020

Monday, March 30, 2020

Creating a Time Capsule

Length of activity: 10 minutes

Level of Engagement Required by Adult: Low

What you need:

- ❑ Box (any size, depending on storage capability)
- ❑ Paper, various sizes and colors
- ❑ Writing and drawing tools

Preparation:

- Choose an area to store the time capsule for one year.
- Provide materials for your child to build or decorate a time capsule from recycled material around the house

What you do:

- Talk with your child about time capsules and the purpose of time capsules. Generate excitement over this idea through the building and/or decorating of their own time capsule.
- Brainstorm with your child items they can include. For example, children could trace their hands and feet, write lists of things that interest them, draw self-portraits, or practice writing their signatures. Encourage them to think of items that might represent the COVID-19 crisis they are experiencing.
- Throughout the week, encourage your child to create artifacts that are representative of themselves during this period of time to place in their time capsule. Tip: if you have a conference call or other work to attend to, prompt your child to create something for their time capsule. A quick “go to” idea all week!
- Decide with your child a designated time to open the time capsule. Make a note on your calendar.

At Home Learning Guide – School-Age Children

Week of March 30, 2020

Memory Match (K–2nd grade)

Length of activity: 15–30 minutes

Level of Engagement Required by Adult: Low

What you need:

- Child-size scissors
- Paper, white, 8½ inches by 11 inches
- Scissors (for adult use only)
- Writing and drawing tools

Preparation:

- Cut the paper into squares approximately three inches by three inches. Your child will need 24 squares.
- Your child could also practice their fine motor coordination and cut their own squares.
- Your child could also practice using a ruler and measure the 3-inch squares

What your child will do:

- Your child will first create game pieces for a game called Memory Match, and then play the game with a family member, friend or by themselves.
- Have your child count out two sets of 12 paper squares and draw or decorate pairs of squares so they have identical images (e.g. apples, houses, etc.)
- Leave the other side of the paper square blank.
- Your child will spread out the paper squares with the blank sides facing up. They will turn over one square at a time and try to find a match by selecting another square. If it matches, they remove the squares. If they don't find the match, they will turn the squares back over and try again.

Adaptation: For a greater challenge, older children can combine their sets of game pieces and play with 48 pieces. Children can also blend words with a drawing of the word as a vocabulary extension..

At Home Learning Guide – School-Age Children

Week of March 30, 2020

Tuesday, March 31, 2020

“I Am” Poems (3rd–6th grade)

Length of activity: 10–30 minutes

Level of Engagement Required by Adult: Low

What you need:

- “I Am” Poem Template [sheet](#) (copy or print)
- Paper, white, 8 ½ inches by 11 inches (optional)
- Writing and drawing tools

Preparation: Copy or print the “I Am” Poem Template or have your child copy to practice their writing skills. Make one for yourself too!

What you do:

- Have your child complete the prompts and then share with family members. During this crisis, it might be helpful for your child to express what they are thinking or feeling with prompts which can be used to have a conversation.
- Encourage your child to decorate the borders around their poems or draw illustrations to match their answers.
 - **Adaptation #1:** This activity could also be used as an interviewing tool for your child to ask other members of the family how they would complete the prompt.
 - **Adaptation #2 for younger children not yet reading or writing:** Read the prompts to your child and have them draw their answers or just use it as a conversation tool.

At Home Learning Guide - School-Age Children

Week of March 30, 2020

I am _____.

I am _____.

I wonder _____.

I see _____.

I want _____.

I am _____.

I pretend _____.

I feel _____.

I touch _____.

I worry _____.

I cry _____.

I am _____.

I understand _____.

I say _____.

I dream _____.

I try _____.

I hope _____.

I am _____.

At Home Learning Guide – School-Age Children

Week of March 30, 2020

Family Game: Slap the Sum

Length of activity: 10 minutes

Level of Engagement Required by Adult: High

What you need: Playing cards (1 deck per 2 players)

Preparation: Select all cards numbered two through six and set aside the other cards.

What your family will do:

- Two players sit across from each other with the deck of cards placed upside down between them.
- One player deals the cards to both players one card at a time, until there are no more cards in the deck.
- Players determine a sum to look for in the first round of play—any sum between four and twelve, have the options written down as a guide to help (e.g. if the sum decided is 6, the options could be $3+3$ and $2+4$).
- On the count of three, each player selects one card and places it faceup. The cards should be placed next to each other so that both cards can be easily seen.
- Both players should quickly add the sum of the two cards. If the sum is the predetermined number for the round, players slap their card as quickly as possible. The first player to slap their card takes the cards and saves them until the end of the game.
- If the sum doesn't match, stack the cards and each player flips another card. Once a flip reveals the correct number the player that slaps their card first takes all the cards in the stack.
- If a player slaps the cards and the sum is not the predetermined number, the opposing player takes the cards.
- The game ends when there are no more cards to be played. Players then count their cards, and the player with the most cards wins.

HOW TO MODIFY THIS ACTIVITY FOR OLDER CHILDREN

Older children can use cards numbered seven through ten in order to increase the difficulty of the addition or they may use subtraction or multiplication as a rule for the game.

At Home Learning Guide – School-Age Children

Week of March 30, 2020

Wednesday, April 1, 2020

Family Activity: Consensograms (K–6th grade)

Length of activity: 10–15 minutes

Level of Engagement Required by Adult: Low

What you need:

- ❑ Consensogram Questions [sheet](#) (print or copy)
- ❑ Marker
- ❑ Sticky dots or sticky notes (optional)
- ❑ Tape

Preparation:

- Tape four sheets of paper on a wall within reach of all family members.
- At the top of each sheet of chart paper, write one question and its four possible responses from the sheet Consensogram Questions. Use the example shown below.
- Leave the sticky dots or a marker near the chart paper where they will be accessible.

What your family will do:

- Direct the family’s attention to the sheets of question pages and tell them they will answer four questions (or make up more questions) using sticky dots or marking the paper.
- Explain that throughout the afternoon, when they are not busy with other activities, family members should visit each of the question pages, read the questions (or ask an adult to read them), and use a sticky dot or marker to record their answers.
- Each family member should only answer each question one time.
- Later in the afternoon or on the following day, set aside time to read and discuss the questions to generate a family discussion. Ask open-ended questions about the responses that received the most votes. For example, ask your child why they believe one response got more votes than the others?

Extension: Your child could try creating their own 4 question surveys. It might be a good opportunity to think of questions that help process what your child is experiencing (e.g. Which new routine should we keep doing after the COVID-19 event? A) 6-foot distancing B) Handwashing for 20 seconds C) Home Schooling D) Stocking up on TP E) Staying home more often.)

At Home Learning Guide – School-Age Children

Week of March 30, 2020

Consensogram Sample Questions:

If you could meet one President of the United States, who would you choose?

- George Washington
- Abraham Lincoln
- John F. Kennedy
- Barack Obama

Which of these four large animals is your favorite?

- Blue whale
- African elephant
- Giraffe
- Saltwater crocodile

If you could live in any of these four places, which would you choose?

- On a small island
- In the desert
- At the top of a mountain
- In a rainforest

What is the most enjoyable season of the year?

- Winter
- Spring
- Summer
- Fall

At Home Learning Guide – School-Age Children

Week of March 30, 2020

Fitness: Time Trials

Length of activity: 5 minutes

Level of Engagement Required by Adult: Low

What your child will do:

- Run in place for 30 seconds; perform jumping jacks for 30 seconds; hop on one foot for 30 seconds; and skip in place for 30 seconds.
- Ask your child to create a fitness routine using the features of your home. If you have stairs, your child can incorporate a certain number of stair laps in their fitness plan. Do you have an open kitchen and living room? Your child can run 10 laps on the perimeter.

Extension: Have your child create an obstacle course using ottomans, cardboard boxes, sheets, etc. Each family member can run the course and have their time recorded.

Thursday, April 2, 2020

Family Game: Numeric Sequencing with family, 3-6th grade

Length of activity: 10–20 minutes

Level of Engagement Required by Adult: High

What you need: Playing cards

What you do:

- Players sit in a circle.
- One player deals the entire deck of cards evenly among the players.
- The player sitting on the dealer's left begins by placing his or her lowest card in the center of the circle. Players take turns playing counterclockwise.
- Each player's goal is to place the next card in sequence after the card that has just been played. The next card must also match the suit of the first card. For example, if the first player placed the three of hearts, the next card to be played must be the four of hearts. If a player does not have the four of hearts, he or she passes until the next round.

At Home Learning Guide – School-Age Children

Week of March 30, 2020

- If the sequence began with the number three, the cards must be placed in order all the way up to the king of hearts, which would be followed by the Ace and number two.
- After the entire suit has been played, the next player places his or her lowest card in the center and a new round begins with a different suit.
- The player who runs out of cards first is the winner.

HOW TO MODIFY THIS ACTIVITY FOR YOUNGER CHILDREN

Younger children can play this game with the cards numbered two through ten. Or they can play the game by placing the cards in order, regardless of suit.

Building Bridges (3rd–6th grade)

Length of activity: 15–20 minutes

Level of Engagement Required by Adult: Low

What you need:

- ☐ Aluminum Foil
- ☐ Glue
- ☐ Tape
- ☐ Small sticks such as Craft sticks (optional)

Preparation: Place two flat objects, such as tables or books, six inches apart.

What your child will do:

- Provide materials for your child to build a bridge between the two objects. Or allow them to choose their own materials.
- Give your child a challenge (e.g. Can you build a bridge that will hold two cans of soup? Four cans?). For younger children, provide a simpler challenge (e.g. How many building bricks can your bridge hold?)
- Explore different types of [bridges](#) found on the Internet.
- Building Time! Encourage your child to keep trying different ways to construct a bridge and exploring the strength of their bridge.

Tip: This is a good activity to set up before a conference call or when you need to do other work. Challenge your child to draw illustrations of their bridges and build their perseverance by trying different variations.

At Home Learning Guide – School-Age Children

Week of March 30, 2020

Friday, April 3, 2020

Draw on Your Head (K–6th grade)

Length of activity: 10–20 minutes

Level of Engagement Required by Adult: High

What you need:

- Blank paper
- Paper plates or blank paper on a thin hard surface
- Writing and drawing tools

Preparation:

Write the following instructions for drawing a house on a sheet of paper:

1. Draw a large square. This will be your house.
2. Draw a roof on your house.
3. Draw a chimney on your roof.
4. Draw a door and two windows on your house.
5. Draw flowers in a garden outside your house.

What your child will do:

- Tell the child they will draw a picture of a house without looking at what they are drawing.
- Have your child choose a drawing tool and place a paper plate (or blank paper on a hard writing surface) on his or her head.
- Direct the child’s attention to the instructions you wrote on the paper. Have your child draw each part of the house while keeping their paper plates on their heads.
- Have the child examine their drawings after they have finished and strategize how to improve them next time. Repeat the activity.
- Extensions: Ask your child to create their own directions for another picture drawing and have another family try to draw the object. Were their directions complete enough?

At Home Learning Guide – School-Age Children

Week of March 30, 2020

STEM Enhancement – Binary Messages (3–6th Grade)

Length of activity: 5–10 minutes

Level of Engagement Required by Adult: Low

Preparation:

- Print (or have visible) [binary message](#) on the next page
- Print (or have visible) [binary alphabet](#) on the next page

What your child will do:

- Your child will use the binary alphabet to decode the secret message shared in binary code.
- Demonstrate the coding process with the examples provided and have your child continue translating the message.
- Challenge your child to write their own short messages in binary code.

EXTENSION: If the third digit is a 1 the letter will be lower cased. If it is a 0 it is upper cased. Have your child explore different letters if they feel comfortable deciphering these all capitalized messages.

Binary Message Key:

HELLO LEARNER
YOU GOT THIS!

At Home Learning Guide - School-Age Children

Week of March 30, 2020

Binary Message:

01001000 01000101 01001100 01001100 01001111

01001100 01000101 01000001 01010010 01001110 01000101 01010010

01011001 01001111 01010101 01000111 01001111 01010100

01010100 01001000 01001001 01010011 !

Binary Alphabet Key:

A	01000001	N	01001110
B	01000010	O	01001111
C	01000011	P	01010000
D	01000100	Q	01010001
E	01000101	R	01010010
F	01000110	S	01010011
G	01000111	T	01010100
H	01001000	U	01010101
I	01001001	V	01010110
J	01001010	W	01010111
K	01001011	X	01011000
L	01001100	Y	01011001
M	01001101	Z	01011010