

At-Home Guided Learning Plan *featuring the* Trees Study

Trees Study—Investigation 3: What food comes from trees?

Over the next several days, you and your child will investigate the question "What food comes from trees?" As you find the answer to this question together, your child will discover that the fruits and nuts he and your family enjoy come from trees!

This plan includes hands-on activities in which your child will conduct research, have discussions, and interview others to discover

- what foods animals eat that come from trees,
- what foods people eat that come from trees,
- what types of food from trees his family members or friends enjoy, and
- rhymes and poems about foods that come from trees.

Each day of the *Guided Learning Plan* includes the following:

Study Concepts
This study-related activity offers guidance for helping your family explore the topic, investigate questions about it, or celebrate your learning together through hands-on discovery. You'll also find a question here to help you effectively share your child's learning and discoveries with your teacher.

Guided Learning Experience
Here you'll find a suggested 10- to 15-minute activity that's more focused on supporting a specific skill—which is listed next to the title of the activity—in your child's development. You'll also find a question to help you effectively share your child's learning and discoveries with your teacher.

Mighty Minutes®
Use these short chants, games, and rhymes to playfully engage with your child at any time of day!

"Something to Consider" Tips
Reflect on positive guidance and developmental tips and strategies from experts in the field of early childhood.

The Creative Curriculum® *for* Preschool
by TeachingStrategies®

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Investigation 3: Day 1

What food comes from trees?

Why Do Animals Live in Trees?

- Show your child a few photos from the Internet or a book featuring animals eating foods that come from trees (e.g., monkey eating a banana, worm eating an apple, bird eating a fruit).
- Explain to your child that animals live in trees because trees grow foods like fruits and nuts.
- If your child is interested in learning more about the foods animals eat that come from trees, search the Internet or provide books for him to explore.

What foods did your child learn about today? Was he interested in learning about what foods animals eat?

Guided Learning Experience

I Went Shopping—*Understands how books and other texts are read*

- Gather some pieces of print found in a grocery store, such as product containers or labels, and a grocery bag.
- Invite your child to explore the grocery store items. Recite the following rhyme: *I went shopping; now I'm back. Can you help unpack the sack?*
- Invite your child to clap a pattern as you say the rhyme again.
- Take an item from the grocery bag and talk about the print by pointing out the words, letters, and letter features. You might say, *Andy, your name ends with a* y *just like this word:* everyday. *Do you see another* y *in this word?*

How was your child able to recognize, name, and read the print?

Mighty Minutes®

Two Plump Armadillos—
Rhymes

1. Make each hand into a fist. Pretend that each fist is an armadillo's shell and each thumb is the head.

2. Begin with both fists in front of you. Each time you say *crawl away*, move a fist behind your back. Return a fist to the front each time you say *come back*.

3. Recite the following rhyme.

   Two plump armadillos crawling down the street,
   One named Pedro, and the other named Pete.
   Crawl away Pedro, crawl away Pete.
   Come back Pedro, come back Pete.

4. Invite your child to join you as you sing and move your hands.



Something to consider

Prior to showing your child a video from the Internet, be sure to watch it first. Make sure that the video is short and appropriate for your child's age group and offers important information that is relevant and meaningful to your child.

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Investigation 3: Day 2

What food comes from trees?

Food Grown on Trees

- Show your child a few food items that grow on trees (e.g., banana, orange, lemon, avocado, nuts): *What is this called? Yes, it's a banana! Did you know that bananas grow on trees?*
- Explain to your child that people eat foods that grow on trees just like animals do.
- Talk about the different types of foods that come from trees. If possible, create a meal or snack using a food that comes from trees for your child to eat.

If you do not have food items that grow on trees at home, show your child photos of the items.

Guided Learning Experience

Rhyming Riddles—*Rhymes*

- Talk with your child about rhyming words. Explain that rhyming words sound alike at the end of the word. Offer some examples and invite your child to say some rhyming words they know.
- Explain that a *riddle* is a word puzzle, or word problem, that your child can figure out. Pose a riddle that prompts them to share a rhyming word. For example, say, *I'm thinking of something you wear on your head that rhymes with* cat*,* or *For lunch we will be having a fruit that rhymes with "danana."*
- After your child has solved the riddles, invite them to share a riddle for you to guess. Play the game until your child is no longer interested.

Was your child able to answer the riddle with the given clues? How many words did they rhyme?

Mighty Minutes®

Words in Motion—*Uses new words*

1. Write several action words on a sheet of paper, e.g., *lean*, *slide*, *sway*, *fall*, *stretch*, *spin*, *reach*, *turn*, *gallop*, *squat*, *scoot*.
2. Help your child create a movement to associate with each word.
3. Call out one word at a time as your child tries out each motion.
4. Invite your child to take a turn being the leader.



Something to Consider

As your child learns about foods that come from trees, be sure to talk about foods that grow on trees in your community. This helps your child learn and make connections between the trees in your area and the food that is locally available.

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Investigation 3: Day 3

What food comes from trees?

Family Interview

- Take a few minutes to call or video chat with a family member or friend.
- Encourage your child to ask the family member or friend what foods they like to eat that comes from trees. Write down the food they name on a sheet of paper: *Uncle Steve said his favorite food that grows from trees is an orange. You like oranges, too! I am going to write "oranges" on the list.*
- Invite your child to ask other family members or friends what foods they like to eat that comes from trees. Add the items named to the list.

What foods did your family member(s) or friend(s) share with your child?

Guided Learning Experience

Applesauce—*Measures objects*

- Prepare for making a recipe with your child by washing hands, cleaning countertops, and gathering ingredients.
- Read the recipe with your child and discuss what you will make. Help her measure, add, and mix ingredients for the recipe.
- Discuss each step as she completes it: *Now that we have chopped up the apples, we can put them in the blender to blend them into applesauce!*
- Below is a recipe for applesauce. You can use this recipe or choose another to make with your child.

Ingredients

12 apples
cinnamon to taste
½ cup brown sugar
1 cup water

Directions

Wash and core apples. Throw out the cores. Chop apples. Blend all ingredients. Add more water if needed to reach desired consistency. Eat immediately or refrigerate.

How did you child understand the purpose of the measurement tools?

Mighty Minutes®

Riddle Dee Dee—*Rhymes*

1. Choose several familiar toys or household items.
2. Create a riddle to describe each item, e.g., "I am green and brush your teeth."
3. Begin each riddle by saying, *Riddle, riddle, what is that?*
4. Ask your child to guess the item.
5. Take turns choosing and describing items.



Something to Consider

Feeling cooped up indoors? Challenge your child to move her body in new ways! Talk about how different animals move and communicate. Watch your pet or an animal outdoors together and ask your child to copy the animal's movements. You could say, *Look at that bird outside. It is hopping and then looking up and chirping. Can you move and chirp like that bird?*

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Investigation 3: Day 4

What food comes from trees?

Counting Fruit

- Explain to your child that you will read a rhyme about peaches that grow from trees.
- Read the rhyme using your child's name and create motions to go along with the words.
  [Five] [fuzzy peaches], hanging in a tree,
  Let's pick a few for you and pick a few for me.
  Along came [Justin], [he] was up to no good.
  [He] shook that tree as hard as [he] could,
  Then ate [three] peaches,
  Mmm-mmm good.
- Invite your child to join you as you say the rhyme and help think of new foods that come from trees and numbers to include.

What foods that come from trees did your child name to include in the rhyme?

Guided Learning Experience

Tongue Twisters—*Uses alliteration*

- Explain that tongue twisters are phrases that are hard to say because the words sound similar.
- Write an example of a tongue twister on a sheet of paper, such as "Six slippery snakes slowly slithered south"; "A big bug bit the beetle, but the beetle bit the bug back"; or "Ten tiny turtles took a trip."
- Underline the first letter of each word and point out how the sounds are similar. Attempt to read the tongue twisters together and talk about how it is hard to say them.

How did your child identify the similar sounds in the tongue twister?

Mighty Minutes®

Hully Gully, How Many—
Counts

1. Hide a few small items that make a jingling noise in your hand, e.g., coins, marbles, small bells.
2. Ask your child to guess how many items are in your hand.
3. Shake the items and ask slowly, *Hully gully, how many?* Invite your child to listen carefully to the sounds.
4. Find out if your child has a strategy for figuring out the answer. Ask, *What makes you think it's [three]?*
5. After a few guesses or when your child guesses correctly, count the objects together, touching each one.



Something to Consider

When children help set and clear the table and practice serving themselves from bowls on the table, they get to take responsibility for doing things for themselves and for their family members. Doing so also helps children develop positive attitudes toward food and nutrition.

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Investigation 3: Day 5

What food comes from trees?

I Had a Little Nut Tree

- Talk with your child about nuts that come from trees (e.g., walnuts, pecans, almonds).
- Read the following poem to your child.

I had a little [walnut] tree, out swaying in the sun.
I wanted [five] [walnuts], but it gave me only one.
My best friend came to visit me and make a [walnut] pie,
But when she saw my lone [walnut], she sighed a heavy sigh.

- Ask your child to repeat the poem with you using different numbers and foods that come from trees to put in the pie.

What foods that come from trees did your child name to include in the poem?

Guided Learning Experience

Alphabet Cards—*Identifies and names letters*

- Create a set of alphabet cards with uppercase letters on the front and lowercase letters on the back using index cards or small pieces of paper.
- Invite your child to explore the alphabet cards. Talk about the characteristics of each letter and the sound each letter makes: *I see the letter* H *on this card! It has two straight lines and a line that goes across. This letter makes the /h/ sound. Can you make that sound with me?*
- Ask your child to find any letters in his name and identify which side of the card has an uppercase or lowercase letter. Say, *You have an* A *on your card. Can you tell me if it's an uppercase or lowercase letter? That's right. It's an uppercase letter.*

What letters was your child able to identify?

Mighty Minutes®

Hippity Hoppity, How Many?— *Understands quantities*

1. Hold your fists in front of your body.
2. Shake your fists a few times and say, *Hippity, hoppity, how many?*
3. Quickly hold up some fingers on each hand.
4. Have your child count the combined number of fingers you're holding up and hop that number of times.
5. Together, write that numeral in the air with your finger. Stand so that she can see the correct orientation of the numeral.



Something to consider

When children act out with strong emotions, it is important to listen to them as they share their concerns, worries, fears, and other emotional thoughts. Feeling heard can reduce stress and help children learn to internally work through strong feelings.

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