

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

Trees Study—Investigation 6: What can we do with parts of trees?

Over the next several days, you and your child will investigate the question "What can we do with parts of trees?" As you find the answer to this question together, your child will discover that trees are made of wood and that wood is used by people to create and build many exciting things.

This plan includes hands-on activities in which your child will examine, research, and create to discover

- what things are made of wood,
- how woodworkers create different things using wood,
- what tools and equipment woodworkers use to build with, and
- how to play instruments that are made of wood.

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 6: Day 1

What can we do with parts of trees?

What Things are Made From Wood?

- Show your child some items in your home that are obviously made of wood (e.g., wooden spoon, wooden truck, wooden table).
- Talk with your child about how people use wood from trees to make many things (e.g., paper, furniture, cardboard).
- Walk around your home and support your child to point to different things that are made of wood (e.g., tables, chairs, blocks, baseboards). Create a list of things you find around your home that are made of wood.

What are some things your child found that are made from wood?

Guided Learning Experience

Book Reviews—*Writes to convey meaning*

- Show your child a book with a review on the back. Explain that people write reviews to share what they liked or didn't like about the book.
- Invite your child to select a book he likes and read it together. Ask him to think about what he would include in his review.
- Once you've finished the book, invite him to write a review. Ask open-ended questions about the story: *What did you like about the story? How did it make you feel when you read it? What do you think someone else would like about the book?*
- Tape your child's review to the back of the book.

What types of marks and writing did you child include in his review?

Mighty Minutes®

I Can Make a Circle—
Understands shapes

1. Ask your child to use a finger to draw a shape in the air, on the floor, or on a table.

2. Chant, rap, or sing the following to the tune of "The Mulberry Bush" while she draws.

   [Shawanda] can make a circle,
   a circle, a circle.
   [Shawanda] can make a circle
   just like this.

3. Take turns choosing a shape to draw in the air as you sing together.



Something to Consider

After reading a story with characters experiencing social–emotional struggles, discuss the social–emotional situations with your child by identifying problems (e.g., *Little Red Hen felt disappointed when her friends didn't help her make the bread.*) and asking her to think of solutions (e.g., *What do you think Little Red Hen's friends can do to show her they are sorry for not helping?*).

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Investigation 6: Day 2

What can we do with parts of trees?

Who Makes Things From Wood

- Introduce your child to the word *woodworker*. Explain that a woodworker is someone who makes things out of wood.
- Use the Internet with your child to find a short video of a woodworker making something out of wood.
- As you watch the video, talk about what the woodworker is making, what materials she is using, and what clothing or safety equipment she is wearing: *You noticed the woodworker used the circular saw to cut the wood to make the table. What else did you notice?*

What did the woodworker make in the video? What did your child notice about the tools and other materials used?

Guided Learning Experience

Sorting & Classifying—*Understands quantities*

- Show your child materials containers or a muffin tin along with items to sort, such as different colored blocks, toy cars, silverware, or crayons. Ask your child to describe the objects: *How are these things alike? How are they different?*
- Ask your child to sort the objects by color, size, shape, or another characteristic.
- Ask questions once the objects are sorted: *How are the objects in this box the same? In this group, which object is the smallest? Which group has more?*

How did your child make comparisons between the quantities in each group?

Mighty Minutes®

I'm Thinking Of...—*Makes connections*

1. Say, *Listen carefully to the clues I'm going to give you and try to figure out what I'm thinking about.*
2. Describe a familiar object and invite your child to guess after each clue, e.g., *I'm thinking of something that starts with the /t/ sound. It grows in the yard. It is brown and green. It stands up. It sways in the wind.*
3. Repeat the game using other letter sounds and familiar objects.
4. Invite your child to lead the game by giving clues about an object for you to guess.



Something to Consider

If your child shows interest in the different items made of wood, you might expand on this topic by showing your child additional photos or videos of trees being made into different objects, such as paper and pencils.

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Investigation 6: Day 3

What can we do with parts of trees?

Woodworking Tools

- Show your child a few tools that you have around your home that could be used for woodworking (e.g., nails, hammer, screwdriver, measuring tape).
- Talk with your child about how a woodworker uses these types of tools to make things out of wood.
- Invite your child to explore the tools under your supervision and talk about how they are used: *A hammer like this is used to put nails into wood. Nails help keep two pieces of wood together.*

What tools did your child learn about and explore today?

Guided Learning Experience

Investigating & Recording—*Writes to convey meaning*

- Invite your child to learn more about a topic that interests him. Ask your child what he is curious about or what he would like to learn about the topic.
- Invite him to use books or the Internet to research the topic and discover the answers to his questions.
- Encourage him to write or draw to record his research. Offer to record his dictations about his discoveries.

How did your child write to share his findings?

Mighty Minutes®

1, 2, 3, What Do I See?—*Uses alliteration*

1. Collect several household items and put them in a box covered with a blanket.
2. Peek under the blanket and say, *1, 2, 3, what do I see?*
3. Begin to say the name of the item, emphasizing the initial sound, e.g., *It's a l…* (leaf).
4. Invite your child to guess the name of the item. If he guesses correctly, reveal the item. If he does not guess correctly, slowly reveal a small part.
5. Say the word together after reve the item.



Something to Consider

Offering your child real tools provides him with a sense of accomplishment and nurtures a deeper desire for constructing, building, engineering, and creating. These experiences also heighten your child's self-awareness and awareness of others around him, since the consequences of misusing the tools are real. While your child explores tools, it is important to closely supervise him to ensure he is using the tools properly.

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Investigation 6: Day 4

What can we do with parts of trees?

Exploring Wooden Instruments

- Explain to your child that some instruments are made from wood.
- Gather wooden spoons or wooden instruments you have at home. Invite your child to explore and describe them: *You are right! That wooden spoon has a thin handle and gets wider at the top.*
- Invite your child to use the spoons or instruments to play music. Support him to play music in different ways. You might say, *Can you tap your spoon on the floor to make music? Can you tap it fast and then slow*?

Take a video of your child playing music to share with his teacher.

Guided Learning Experience

Tallying—*Counts*

- With your child, gather paper and pencils or crayons. Explain that tallying is a way to count and keep track of information.
- Talk about how to tally to keep track of scores in games: *When you and your brother play balloon toss, you can keep track of your scores with tally marks.*
- Invite your child to practice making and counting tally marks.
- Show him how to make tally marks that represent the number five. Say, *Now when you look at this group, you'll know that four straight lines with a line across them means five.*

How did your child count the tally marks on the paper? What number did he count to?

Mighty Minutes®

Echo Clapping— *Recognizes and understands patterns*

1. Ask your child to repeat, or echo, your claps.
2. Clap a simple pattern and invite your child to repeat it, e.g., three quick claps, pause, three quick claps.
3. Take turns being the leader and increase the difficulty of the patterns as you continue having fun.



Something to Consider

We all have strong feelings and emotions. It's important that children learn to put names to theirs. You can help your child do so by sharing when you are feeling strong emotions, e.g., *I feel frustrated because I can't get this jar open. I'm going to take a deep breath and try again*, or *I feel so excited right now that we get to video chat with Aunty Keisha! I miss her.* By labeling your own feelings, you help your child learn names for feelings and you support their growing ability to empathize with others.

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