

Routine cards were created for you to print and keep in areas you are routinely in with kids. Learning activities should be fun and low-stress. You will know best which activities are most appropriate for your child. After printing, fold/tear in half and use adjacent side to document your process. Please share a photo with something you noticed, wondered, or are planning to do with **#wylearnathome**. By uploading it to social media with this hashtag, you'll be entered for a weekly drawing.

Learning Opportunities	Conversation Starters
<ul style="list-style-type: none"> • Make it together! Choose a snack or a portion of the meal and encourage your child to help by measuring out the ingredients and helping to stir and put the ingredients all together. • Create new recipes together and then taste-test it. Write down the new recipe as you go and show your child the recipe so he/she can see what a written recipe looks like. • Count ingredients together. You can count the number of apples for a pie or the number of carrots to add to a stew. • Experiment with different ways of mixing ingredients together (i.e. with a spoon, whisk, mixer and kneading dough by hand). • Try new and healthy tastes with one another. Cut up different types of veggies and fruits and arrange them on a plate to share. Which ones are crunchy? Soft? Sweet? Tart? • Unload those groceries! What a perfect time to count, group, sort and talk about many different attributes of the contents of the kitchen! 	<p><i>*If your child can't answer your questions yet, we encourage you to still ask the question, pause, and answer the question yourself. This modeling is essential for language development.</i></p> <ul style="list-style-type: none"> • Explain the reasons behind washing our hands before working in the kitchen. Practice washing hands together and make up a silly song to sing while you scrub those hands! • What can you find in the pantry/cupboard that... <ul style="list-style-type: none"> • ...is red (blue, yellow)? • ...has more than 5 pieces? • ...is bigger than your hand? • ...is smaller than a penny? • What foods do you see that are new or different? Tell me about them. • What is the best utensil to eat this dish with? (spoon, fork, knife?) Why? • What happens when you sit with your chair far away from the counter and your feet up compared to when you sit with your tummy pressed close to the table and your feet on the floor? • Have your child draw a picture of their favorite foods. What do we need in order to make those foods?
I notice...	
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<ul style="list-style-type: none"> • Hunt for shapes in your community. Option: Take pictures and make a shape book at home. • Hunt for letters as you drive - Choose one letter and count how many you see on your drive. • Have your child choose a color and watch for how many cars you see pass in that color. • If you're running errands or going multiple places, before you leave the house make a list together that they can also interpret (pictures, recognizable letters, on a map) and have them keep track of where you've been and where you need to go. • Take turns shouting animals out and the other person responding with what habitat the animal lives in. Example: Caregiver shouts "Shark!" Child responds, "ocean!" Another variation is to play "What am I?" by making the sound of an animal and having your child guess what you are. • Practice rhyming while driving. You can take turns who gives the starting word and who rhymes. Also try doing rhyming chains and see how many rhyming words you can think of. 	<p><i>*If your child can't answer your questions yet, we encourage you to still ask the question, pause, and answer the question yourself. This modeling is essential for language development.</i></p> <ul style="list-style-type: none"> • Early language skills - Try to engage in a call and response game. Mimic noises they are making or see if you can get them to mimic your squeals/shouts/babbles. • Early language skills - Use words to talk to your child about what you're hearing or seeing as you drive. • Talk about the different types of buildings you're seeing (store, restaurant, salon, hotel, etc.). Talk about what happens at each of them. • Make up a story about someone you see. (Where do you think they're going? Why do you think that?) • What kind of car would you like to have someday? What would it do? What would it look like? • Do you see anything interesting/beautiful out your window? Why do you think it's interesting/beautiful?
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Learning Opportunities

- Play time! Bring non-traditional toys into the tub (Examples: Legos, Bristle Blocks, toy animals)
- Experiment with sound by having your child pour water from different heights and talk about what they're noticing. You can experiment further by pouring into different sized containers.
- Find different objects to see if they sink or float in the tub. Have your child make predictions before each trial.
- Let children pour, mix, empty, and combine water between different cups/bowls/containers. Use/Introduce new vocabulary such as: halfway, less, more, equal. Children could also tell you about which cups/bowls are heavier or lighter based on how much water there is.
- Use a water bottle or inexpensive water gun and let your child have target practice in the tub. (Aim for shampoo, toys, areas of the all, etc.)
- Pretend to host a cooking show, or pretend you are at a restaurant. Use real cooking utensils, bowls and cups and have your child describe and prepare food.

Conversation Starters

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- Talk about the temperature of the bath:
 - How hot/cold does the water feel?
- Have your child imagine if they were an animal that lived in water.
 - What would their animal name be? What would they need to survive?
 - Connect it to what they know, do they know any animals that live in the water?
- Take a picture of your child's hands at the beginning of their bath and at the end.
 - What's different/same?
 - Can you guess what makes your skin change?
- Try to recall what would have made your child need a bath. (Example: Why is there dust in your hair? Where did this red color come from?)
- How does the water feel? (Is it hard/smooth/etc.)
- Try to have your child imagine: Where does the water come from? Where does all the water go after it leaves the tub?

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- Read in a silly or different voice. Changing your tone or volume engages children in new ways.
- Follow your child's lead. If they want to skip pages or go back, that's ok! Point out interesting objects in the illustrations and add other details you might know about what you see.
- Look for details in the pictures that you haven't noticed before. Point them out to each other.
- Have your child read to you. Encourage them to look at the pictures and tell you what is happening in the story.
- Act it out! Create costumes, masks, or puppets using things you have around your home. Designate an area as the stage and let your children reenact the story as you retell it or on their own.
- Make predictions. Before you turn the page, have your child guess what will happen next.

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- Relate illustrations to the real world.
 - What time of day is it in this story?
 - Where is this story happening? (inside, outside, in a city, in nature)
 - Could this happen in real life?
- What do you notice in this picture?
- What do you think that character feels like right now? Why?
- What was your favorite part of the story?
- Has that ever happened to you? Tell me about it.
- As you read, you might come across a new or silly word. Ask your child what they think that word means.
- If you lived in this story, who or what would you like to be? What would you do?

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- Paint with water! Let your child use a paintbrush and a cup of water to paint your fence, concrete sidewalk, or on brick.
- Think of a critter that might live in your backyard and work together to build a habitat they would enjoy.
- Take a pencil and paper outside. Find something interesting to set on the paper and trace the shadow the object makes.
- Go on a bug hunt. Ask children to predict where they think bugs are hiding, and then have them check where they predicted. Option: Put the bug/insect in a jar for the afternoon and make observations.
- Take turns tracing each other on the sidewalk and label different parts of the body.
- Go on an imaginary bear hunt! Pretend there's a bear living in your backyard and create different obstacles you'll need to get through to escape.
- With parent supervision, give your child a pair of scissors and have them give the grass a haircut.

Conversation Starters

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- Before you go outside, talk to your child about if they think it's cold/hot. Ask them for evidence. Why do you think it will be cold/hot? Go outside and discuss if their prediction was right.
- What do you think lives out here?
- When investigating objects:
 - What did you notice?
 - What surprises you about that?
- Lay on your back and describe what you think clouds look like. Use interesting and descriptive language.
- Both close your eyes and ask them: What do you hear? How do you know what that is?
- How do you think the grass/dirt/rocks will feel under your feet?

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- Set the table together! Talk about how many plates/bowls you will need. How many cups and utensils?
- Talk about something that interests your child as you eat together. Back and forth conversations are instrumental to growth and development.
- Make use of your child's senses. Take turns sniffing spices and herbs. How many can they identify by smell? How about taste? Incorporate a secret ingredient into your meal and see if your child can figure out what it is.
- Bring an object or artifact that will be new to your child and make it a centerpiece at your dinner table. Ask your child what the object might be. Take all guesses and offer creative possibilities.
- Experiment with different ways to eat food -- try different utensils (including chopsticks, spoons, and sporks) and talk about the differences of each one.
- Time to clean up! Scrape the leftovers off (using hand-over-hand, if your child needs help), rinse the dishes, load the dishwasher together. Cleaning up is an important part of mealtimes.

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- What are some words you would use to describe the chicken (rice, veggies, etc.) we're eating? Let's think of words that describe how it smells, tastes, and sounds when we chew.
- What shapes are the foods on your plate?
- Your sandwich has a lot of ingredients! Describe some of them for me.
- What could we do to make our meals healthier (e.g. drink water instead of soda)?
- I wonder how you could create this lunch by using playdough or art materials? Maybe after lunch you could try out some of your ideas.
- Pretend you are eating your favorite meal, and suddenly, an alien comes down from a spaceship and says, "I've never seen any of this food before. Tell me about it!" What would you say? Let's make a story out of it.

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- Grab an object from nature (stick, pinecone, rock) and let your child explore it's attributes.
- Talk about the different animals/objects you see. Use different descriptive words to introduce new language.
- Bring a bucket/bag on your walk. Collect interesting or unique objects and take them home to investigate, sort, and describe.
- Create a nature bracelet by using masking tape with the adhesive side facing out. Children can stick objects they find to the bracelet as you explore.
- Play "I Spy" while you walk and try to use different describing words (I spy something... crunchy, reflective, sticky)
- Take a pen and paper with you on your walk and draw something you see. Encourage your child to label their drawing.

Conversation Starters

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- What does that feel like?
- Find two objects. What's the same about these objects? What's different?
- Call attention to what your child is looking at or interested in and use descriptive language to encourage them to notice details.
- Where have you seen that before?
- Describing sounds and smells:
 - What does that remind you of?
 - Where do you think that came from?
 - What do you think of that smell?
- How is your body feeling as we're walking? What do you like about being outside?

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