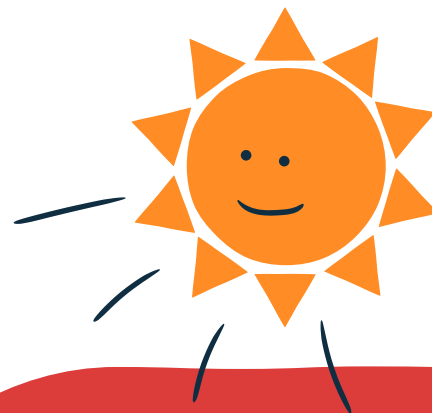


# At-Home Summer Guide for Preschoolers and Prekindergarteners (3 and 4 years old)

Week of June 15, 2020

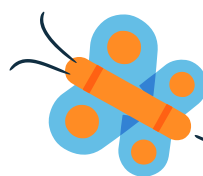


Summer is here and our At-Home Guides have a new look! During the summer, you'll find activities you can do with your child to keep them learning through **movement** and **discovery** as well as a **virtual field trip** and a **fun game** you can play as a family. This first week of our summer guide for preschoolers and prekindergarteners kicks off the theme **Staying Safe**. Whether you've returned to your center or you're still learning from home, you and your child can use these activities to learn about different ways to stay safe!



This week is all about **staying safe** at home. You and your child will take a look at the things in your home that could cause illness or injury and talk together about safety. From looking at warning signs on containers, to talking about objects to exercise caution around, to how to keep germs from spreading, safety is the name of the game!

Use this opportunity to talk about other at-home safety practices with your child that aren't covered in this guide. Though this week's focus is on staying safe inside your home, you and your child can also talk about what it means to stay safe in the **areas outside your home**, such as in the yard, when getting into the car, or when taking a ride in the car. Next week will be all about staying safe in the community!



## Learning Adventures

are small-group enrichment programs in our centers designed to give children experiences in cooking, STEM, phonics, and music. One activity in this guide is adapted from these programs for your use at home. It's a great way to dig deeper into areas that may interest your child.

# This Week's Theme:

# Staying Safe

What you'll find in this guide. . .

We've provided activities similar to what your child would be learning in their center. You and your child can choose your own adventures and do the activities in any order, repeating and revisiting them as often as you want! Click on the icons below to discover more...



## LET'S PLAY

### Staying Safe at Home

You and your child play a game to work on staying safe at home.



## LET'S LOOK

### Warning Signs

After looking at warning signs, your child creates their own labels for unsafe items.



## LET'S MOVE

### Fire Safety

Learn about "stop, drop, and roll" and "stay low and go" as you talk with your child about fire safety.



## LET'S SING

### Handwashing Songs

You and your child talk about hand washing and pick a song to use when washing your hands.



## LET'S CREATE

### Home Safety Kit

Create or update your home safety kit as you talk about safety supplies and their uses.



## VIRTUAL FIELD TRIP

### Adhesive Bandage Factory

Take a trip to visit a factory where adhesive bandages are made!



## LEARNING ADVENTURES: PHONICS ADVENTURES

### Ten Hens Read Aloud

When ten hens get together, all sorts of fun ensues! Read along to see what these entertaining hens are up to.



## GAME TIME

### I Spy

Put your child's observations skills to the test with a fun game of I Spy!



## FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Help your child develop important social-emotional skills by working on your family project! This week, we invite your family to explore the theme **Who Are the Helpers?**

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020

## Getting Ready for the Week: Materials to Gather

### Staying Safe at Home

No materials needed.

### Warning Signs

- Household items with cautionary labels, such as cleaning solutions or detergents
- Masking Tape
- Permanent marker
- [Warning symbols](#)

### Fire Safety

No materials needed.

### Handwashing Songs

- Stopwatch

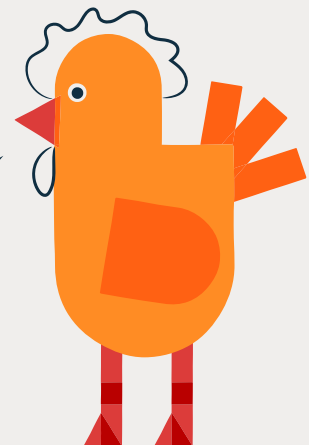
### Home Safety Kits

- Container with lid
- Paper
- Pen or pencil
- Supplies to create a home safety kit, such as adhesive bandages, gauze, wraps, medical tape, tweezers, wipes, and ointments

### Ten Hens Read Aloud:

- [Video link](#) to the book *Ten Hens* by Lyssa Horvath, illustrated by Krista Martenson
- Scrap paper
- Pencil

**Tip:** At the beginning of your week, gather materials and place them in a container so you're ready to go!



# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020



## Let's Play: Staying Safe at Home

You and your child play a game to work on staying safe at home.



**Length of activity:**  
20 minutes\*

\*Duration will vary depending on your child's interest.

**Level of Engagement Required by Adult:** High



**Level of Prep Required:** Medium



**What you need:**  
No materials needed.

### What your child is learning:

- How to stay safe and make safe choices
- To follow directions in a game
- How to participate in conversations

### About the Activity:

Talk with your child about what it means to be safe at home. What rules are there to help keep them from getting hurt? Discuss rules you have in your home, such as keeping away from a hot stove, cleaning up spills so someone doesn't slip, or not opening the door or going outside without an adult.

### For Your Preschooler:

After talking to your child about ways to stay safe at home, invite them to play a game. Tell them you're going to ask a question, and if it is a way to stay safe, they will give a thumbs up. If it is not safe, they will give a thumbs down. Ask a question, such as "Is it safe to touch the oven?" Continue with different questions related to the conversation you had for as long as your child is interested. Use questions that relate to the rules you have set in your home, and if it depends on the situation, such as it is safe to use a butter knife with an adult's help, but it is not safe to use one without an adult's help, be sure to include the situation so as not to confuse your child.

### For Your Prekindergartener:

After talking to your child about ways to stay safe at home, invite them to play a game. Tell them you're going to give them an "if-then" statement. If the statement is safe, they will follow the directions. If the statement is not safe, they will not do anything. Give them an if-then statement, such as "If it safe to touch the oven, then hop three times." Continue with different statements related to the conversation you had for as long as your child is interested. Use statements that relate to the rules you have set in your home, and if it depends on the situation, such as it is safe to use a butter knife with an adult's help, but it is not safe to use one without an adult's help, be sure to include the situation so as not to confuse your child.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020



## Let's Look: Warning Signs

After looking at warning signs, your child creates their own labels for unsafe items.



**Length of activity:**  
20 minutes\*

\*Duration will vary depending on your child's interest.

**Level of Engagement  
Required by Adult:** High



**Level of Prep Required:** Medium



### What you need:

- Household items with cautionary labels, such as cleaning solutions or detergents
- Masking Tape
- Permanent marker
- [Warning symbols](#)

### What your child is learning:

- How symbols can represent words or meaning
- Fine-motor skills and small-muscle development used when writing
- An awareness of symbols used to keep them safe

### About the Activity:

An important part of helping your child to stay safe is helping them recognize things that may be unsafe or cause illness. Show your child the different words and symbols that they might see that tell them something is unsafe. Review each of the symbols and words and what they mean. Ask your child if and where they have seen any of them before. Next, talk with your child about some of the items in your house that are unsafe. Share that while these items are often kept out of reach and put away, if they do see them, they should not touch them.

### For Your Preschooler:

After discussing the words and symbols, show your child the items you have collected. Point out where the cautionary label is and talk about why the item is not safe for them to use or play with. For example, glass cleaner might look like a fun color of juice, but if they drink it, they will get very sick. Talk with your child about how the warning symbol is small and hard to see and ask them how you could use the masking tape and marker to make a bigger label so they will know that this is not an item they should touch. For example, they could draw a big X or a circle with a line through it on the masking tape and have you place the tape-label on the container where it is easy to see. Invite your child to make additional labels that you can add to other unsafe items around the house.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020

## For Your Prekindergartener:

Take a walk with your child through your home, stopping in different rooms with household items that have warning signs. Show your child the items and point out the cautionary labels. Talk about why the items aren't safe for them to use or play with. For example, in the kitchen you might show them a bottle of glass cleaner and share that it might look like a fun color of juice, but if they drink it, they will get very sick. Talk with your child about how the warning symbol is small and hard to see and ask them how you could use the masking tape and marker to make a bigger label so they will know that this is not an item they should touch. For example, they could draw a big X or a circle with a line through it on the masking tape or they could copy the word danger, caution, or warning on the tape and have you place the tape-label on the container where it is easy to see. Attach the label to the item, and if applicable, to other items in the room before moving to the next. Repeat this throughout the house, or after a few rooms invite your child to make additional labels that you can add to other unsafe items around the house.



# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020



## Let's Move: Fire Safety

Learn about “stop, drop, and roll” and “stay low and go” as you talk with your child about fire safety.



**Length of activity:**  
20-30 minutes\*

\*Duration will vary depending on your child's interest.

**Level of Engagement Required by Adult: High**



**Level of Prep Required: Low**



**What you need:**  
No materials needed.

### What your child is learning:

- How to participate in conversations
- How to follow directions
- How to stay safe and make safe choices
- How the body move in different directions and at different levels

### About the Activity:

Learning to stay safe in an emergency is an important skill, especially when it comes to fire safety. Begin this activity by talking with your child about times that they might be around a fire, for example, if you're camping, if you have a fire pit, or if you have a fireplace or wood stove in your home. Talk with them about what rules they should follow when they're around fires, and that if they see a fire someplace where there shouldn't be one, such as outside of a fireplace, in the kitchen, or outside in an open area, they should tell an adult. If you have a smoke alarm in your home with a test button, test it with your child so they're familiar with the sound the smoke alarm makes. Talk with your child about what they should do if they hear the smoke alarm, and what your family's plan is to stay safe if there is a fire.

### For Your Preschooler:

Talk with your child about what they should do if their clothing caught on fire. Invite them to make suggestions and share what they know about fire safety. Ask what they think the phrase “stop, drop, and roll” means. Explain that if their clothes catch on fire they should stop what they're doing, drop to the ground, and roll over and over to put out the fire. Practice stop, drop, and roll, with your child, reminding them of each step.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020

## For Your Prekindergartener:

In addition to teaching them to stop, drop, and roll as practiced on the previous page, talk with your child about “stay low and go.” Explain that if they’re in a room that is filling with smoke and they need to leave, they should stay low to ground and go, or leave the room. Ask them how they could move and still stay low to the ground. Share that crawling is one of the safest ways to move quickly while staying low. Practice “stay low and go” with your child by selecting a room to start in, and then having them crawl from that room to a safe place you have designated.





# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020



## Let's Sing: Handwashing Songs

You and your child talk about hand washing and pick a song to use when washing your hands.



**Length of activity:**  
15 minutes\*

\*Duration will vary depending on your child's interest.

**Level of Engagement  
Required by Adult: High**



**Level of Prep Required: Low**



**What you need:**

- Stopwatch

### What your child is learning:

- How to stay safe and make safe choices
- How to participate in music-related experiences

### About the Activity:

Start by asking your child what they know about germs. Explain that germs are on everything we touch. They're so small we cannot see them, but that they can make us sick if we do not wash our hands. Ask them to share when they wash their hands, such as after they use the bathroom, before eating, and after playing outside. Talk about how during this time, with COVID-19 germs, we have to take extra care and make sure we are washing our hands often and that we are washing them well. Share that washing our hands often helps to wash away the germs and help keep us safe and healthy. Talk with your child about the steps to washing your hands.

1. Turn on water and get hands wet
2. Put soap on hands
3. Wash hands all over, including top, bottom, and between fingers, for 20 seconds
4. Rinse hands
5. Turn off water and dry hands

Ideally, it's best to use clean paper towels to dry hands and then use the paper towel to turn off the water. While this may not be possible at home, it is a good practice to use in public restrooms.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020

## For Your Preschooler:

Talk about what songs you might already sing when you wash your hands, such as singing “The Alphabet Song” once, or “Row, Row, Row Your Boat” or “Twinkle, Twinkle Little Star” twice. Then ask them what other songs they enjoy singing that they might be able to sing for 20 seconds. Maybe one of the songs they learned through the previous at-home guides! Have them choose one song to use while washing their hands. Sing the song while timing how long it takes. Did it take 20 seconds? Should you sing the song twice? Work with your child to determine how much of the song or how many times you need to sing the song when washing your hands. Encourage your child to use the song the next time they wash their hands.

## For Your Prekindergartener:

Talk about what songs you might already sing when you wash your hands, such as singing “The Alphabet Song” once, or “Row, Row, Row Your Boat” or “Twinkle, Twinkle Little Star” twice. Then invite them to help you create a new song that they can sing using familiar tunes, such as “I’m a little germ stopper” to the tune of “I’m a Little Teapot,” “wash, wash, wash your hands” to the tune of “Row, Row, Row Your Boat,” or “I use soap to wash my hands” to the tune of “Mary Had a Little Lamb.” After creating your song, use a stopwatch to determine how times you need to sing the song to get to 20 seconds. Encourage your child to use the song the next time they wash their hands.



# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020



## Let's Create: Home Safety Kit

Create or update your home safety kit as you talk about safety supplies and their uses.



### Length of activity:

15 minutes\*

\*Duration will vary depending on your child's interest.

### Level of Engagement Required by Adult: High



### Level of Prep Required: High



### What you need:

- Container with lid
- Paper
- Pen or pencil
- Supplies to create a home safety kit, such as adhesive bandages, gauze, wraps, medical tape, tweezers, wipes, and ointments

### What your child is learning:

- How different supplies are used to help us when we are injured
- How to stay safe and make safe choices
- How to participate in conversations

### About the Activity:

For this activity, you and your child will review the items in a home safety kit and create your own.

Gather supplies for a home safety or first aid kit as well as a container to keep them in. If you already have a first aid kit, you can use that for this activity instead.

### For Your Preschooler:

Show the supplies you gathered to your child and ask them to name any they're familiar with and provide names for any they're not. Then ask them what the different items are used for, reviewing how and when each item is used. Ask your child why it would be important to keep all these supplies in one place. Share the that you are going to work together to put all these supplies into a home safety kit so that if someone gets hurt, the supplies are easy to find. Work with your child to place the supplies in the container and to select a location in your home to keep your safety kit.

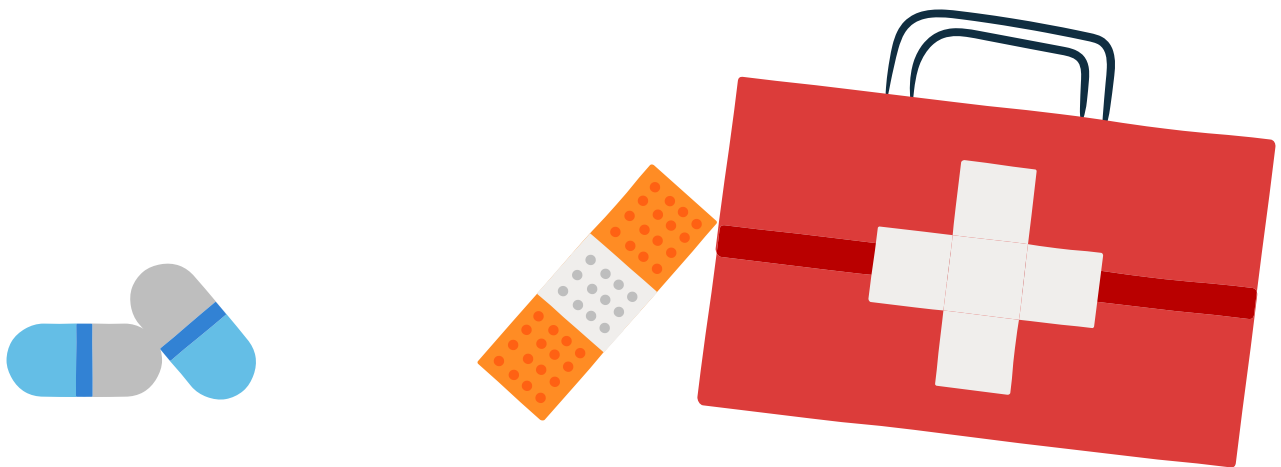


# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020

## For Your Prekindergartener:

Ask your child to think about a time they got hurt, such as a cut or a scrape. What happened? How was the cut or the scrape cared for? What was used to clean it and cover it up? Tell them they're going to help you make a home safety kit that you can have at home in case someone gets hurt. Ask them to help you make a list of supplies that they think should be included in the safety kit. After creating the list, show them the supplies you collected and ask them to name any they're familiar with and provide names for any they're not. One at a time, go through the items on the list with your child and see if they're in the collected supplies. If they are, place them in the box and cross them off the list. After going through the list, review the remaining supplies, asking your child what they're used for, and review how and when each item is used. Add these items to your safety kit. Then review any items left on the list and consider if they're items that you will add to the safety kit later.



# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020



## Phonics Adventures: *Ten Hens Read Aloud*

When ten hens get together, all sorts of fun ensues! Read along to see what these entertaining hens are up to.



**Length of activity:**  
15–20 minutes\*

\*Duration will vary depending on your child's interest.

**Level of Engagement  
Required by Adult:** High



**Level of Prep Required:** Low



**What you need:**

- [Video link](#) to the book *Ten Hens* by Lyssa Horvath, illustrated by Krista Martenson
- Scrap paper
- Pencil

### What your child is learning:

- Name and shape of uppercase and lowercase *E* in print
- Saying the /e/ sound and hearing it in words
- Word family en and /en/ as the ending sound in consonant/vowel/consonant words
- Building words using a word family
- Beginning to read words

### About the Activity:

Watch the [read-aloud video](#) with your child, then follow the directions below depending on your child's age.

#### For Your Preschooler:

With your child watching, write an uppercase and lowercase letter E on paper (your child can do this, if they already know how). Explain that the letter E makes the /e/ sound, like the sound at the beginning of the word egg. "Let's touch our throats while we say /e/. The vibration you feel is your vocal cords working to make the sound!"

Watch the video again, pausing the video on each page of the book and helping your child find the words with letter e and the /e/ sound in them. See how many different words your child can think of that have the /e/ sound in them.

If your child is ready, you can mute the audio while you play the video and take turns reading every other page.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020

## For Your Prekindergartener:

With your child watching, write *en* on paper. Explain that when the letters *e* and *n* are put together in this way, they make the /en/ sound. The /en/ sound is made up of two smaller sounds, /e/ and /n/. Show your children how to blend the two sounds together by sweeping your finger under the letters from left to right and saying /eeennn/.

Explain that *en* is a word family. "Word families are groups of words that have the same ending sound, like the ending *en*." See how many different words your child can think of that end with the /en/ sound.

Watch the video again and if your child is ready, mute the audio and have your child do the reading!



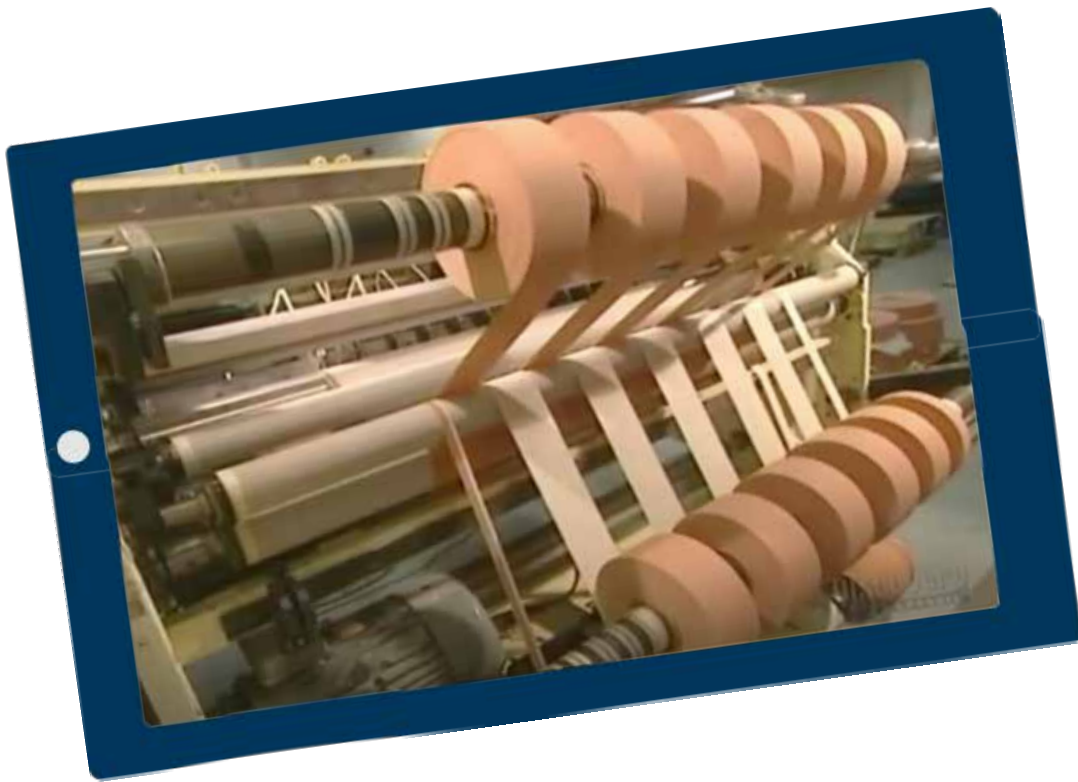
# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020



## Virtual Field Trip: Adhesive Bandage Factory

Adhesive bandages are a key component to any first aid or safety kit. They make it quick and easy to cover small cuts and can facilitate healing. Take a [virtual field trip](#) to a factory where adhesive bandages are made!



# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020



## Game Time: I Spy

Put your child's observations skills to the test with a fun game of I Spy!

Using the picture below, play a game of I Spy with your child. Look at the picture and select one object to provide clues about. Have your child look at the picture and provide them with an "I spy" clue. Keep providing clues until they have named the object you selected. Here's one set of clues to get you started!

Clues for the blue, square building block:

- I spy with my little eye something blue.
- I spy with my little eye something that has four circles on it.
- I spy with my little eye something you can build with.
- I spy with my little eye a shape with four sides.





# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020

## Focus on Social and Emotional Learning: Family Project

Help your child develop important social-emotional skills by working on your family project!



For the past few weeks, your family has been working through different themes for your family project. This week, we invite your family to explore the theme **Who Are the Helpers?**

Mr. Rogers was famous for saying "When I was a boy and I would see scary things in the news, my mother would say to me, '**Look for the helpers. You will always find people who are helping.**'"

**Helpers are all around us.** You only need to know what helpful actions to look for. The helpers are taking care of sick folks and providing meals for children out of school. They're standing up for others and using their voices to contact lawmakers and community leaders. They're donating their money, supplies, and time to lifting others up and cleaning up messes. And they do it all to make the world a better place for everyone.



This week, continue your family project by **reflecting on the helpers you've seen** on the news, in your community, and even in your home. What acts of service has your family been **inspired by** over the last few weeks? Ask your child to think of examples of how one person's desire to help **made a difference** in someone else's life. How you can represent the actions and inspiration helpers give in your family project?

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 15, 2020

**Note:** In case you missed it, we released [Our Stay-at-Home Story: A KinderCare Family Project](#) in May. By working on your project together, you're helping your child develop important social-emotional skills in fun new ways, while building their communication skills, creativity, and confidence! Many of the project suggestions require little preparation and are perfect to weave into your regular day.

If you've opted out of the project, just talking about your common experiences is a great way to build your child's skills and come closer together as a family. Use the themes below as a conversation starter with your child. The most important part of social-emotional learning is creating an opportunity for sharing feelings and building community with others.

## THEMES:

- **All the Feels:** Explore and identify your hopes, worries, gratitude, or frustrations.
- **Building Connections:** Find a way to embrace your family and community from a distance.
- **What Is Essential:** Redefine what *essential* means through your everyday actions.
- **Flexible Mindsets:** How are you learning and growing together as a family?
- **Who Are the Helpers:** Who is helping us? How are we helping others?

