

At Home Learning Guide for Prekindergarteners (4 years old)



Week of May 25, 2020

Around this time, prekindergarten children in our centers are digging into the incredible world of **insects and spiders**. Even though many of us are not in our centers right now, there are lots of ways you and your child can investigate all that crawls, jumps, and flies at home!

This week's activities encourage your child to use a variety of skills. **Memory and observations** will be key when they use what they've learned about insects and spiders to determine why other common creepy crawlies aren't insects. Moving like insects and spiders and acting out the butterfly life cycle will spark their **imagination** and promote **physical development**. An activity about positional and ordinal words will not only help to build **vocabulary and language skills**, but it will also help develop **cognitive skills** and introduce early **math concepts**. The week wraps up with learning about how insects and spiders are helpers in our environment and some of the good things they do.

Some children are fascinated by insects and spiders; others, not so much. You know your child better than anyone. As you work through the activities in this guide, be **sensitive to their feelings** towards insects and spiders. Pay attention to how your child reacts and, if needed, adjust activities so they're within your child's comfort zone. Keep in mind that children take their cues from us, so even if the creepy crawlies aren't your favorite, **demonstrating comfort and appreciation** for insects will help your child do the same!

Developmental Domains

We built our curriculum around six domains that are important to the whole child. Interested in learning more? Click [here](#).



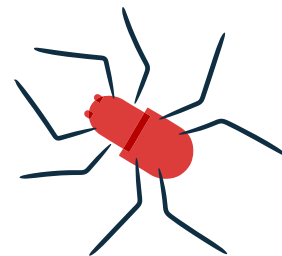
KinderCare
LEARNING CENTERS



Learning Adventures

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

This Week's Theme: Insects and Spiders



What you'll find in this guide. . .

We've organized this content the way your child would be learning it in their center, but you and your child can choose your own adventures and do the activities in any order.

MONDAY

Growing Flexible Brains (Executive Function)

Not an Insect Together, you and your child learn about creepy crawlies that are not insects.

Phonics Adventures (Learning Adventures)

"Pop Can Hop" Sing-Along and Rhyming Objects Hunt Sing a song featuring the word family -op, then go on a hunt around your home for objects that rhyme.



TUESDAY

Get the Wiggles Out (Physical Development and Wellness)

Move Like a Spider or Insect Your child uses their creativity and imagination to move like different spiders and insects.

Cooking Academy (Learning Adventures)

Barbecue Spice Rub Your child will learn about measurement and where spices come from as you prepare this delicious seasoning that can be used to flavor vegetables, meats, and more!



WEDNESDAY

Express Yourself! (Creative Expression)

From Egg to Butterfly In this activity, your child creates a dramatic representation of the butterfly lifecycle.

STEM Innovators (Learning Adventures)

Making a Windsock Measure the strength and direction of the wind using a windsock made from common household items!



THURSDAY

Get the Wheels Turning (Cognitive Development)

Insects in a Line Your child increases their understanding of positional and ordinal words using a line of insects and spiders.

Music Explorers (Learning Adventures)

The Caterpillar Is Growing Singable Story Your child will use their body to show size differences while singing along to lyrics set to a familiar tune!



FRIDAY

Let's Chat (Language and Literacy Development)

How are Spiders and Insects Helpful?

In this activity, your child learns about the different ways that spiders and insects help out in the world.

Virtual Field Trip

Insect Webcams Check out webcams to see a butterfly emerge from its chrysalis, honeybees busy in their hive, and leafcutter ants going about their day.



EVERYDAY LEARNING EXPERIENCES

Pick an activity to weave learning experiences into your everyday routines—no preparation needed!



FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Help your child develop important social-emotional skills by working on your family project! The new theme for this week focuses on a unique way to celebrate Memorial Day through the theme "All the feels..."



Getting Ready for the Week: Materials to Gather

Monday

- ☐ [Pictures of a scorpion, pill bug, snail, slug, and earthworm](#)

For Phonics Adventures Activity:

- ☐ [Video link](#) to the song “Pop Can Hop”
- ☐ Objects from around your home that rhyme, such as a pan/can, bat/hat, sock/rock, key/tree, or mug/rug (no need to gather these ahead of time—you and your child will go on a search for rhyming objects)
- ☐ Paper (optional)
- ☐ Pencil (optional)

Tuesday

For Cooking Academy Activity:

- ☐ Barbecue Spice Rub [recipe card](#)
- ☐ Barbecue Spice Rub ingredients →

Kitchen tools:

- ☐ Mixing bowl, medium
- ☐ Mixing spoon
- ☐ Measuring cups and spoons
- ☐ Sealable container

*Barbecue Spice Rub ingredients:

- ☐ 1 tablespoon black pepper
- ☐ $\frac{1}{2}$ cup brown sugar
- ☐ 1 tablespoon chili powder
- ☐ 1 tablespoon garlic powder
- ☐ 1 tablespoon onion powder
- ☐ $\frac{1}{2}$ cup paprika
- ☐ 1 tablespoon salt
- ☐ 1 teaspoon cayenne pepper (optional)

** Note: The amounts listed here make $1 \frac{1}{4}$ cups of seasoning. Adjust amounts as needed for your family.*

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





Wednesday

- [Butterfly Life Cycle photo](#)

For the STEM Innovators activity:

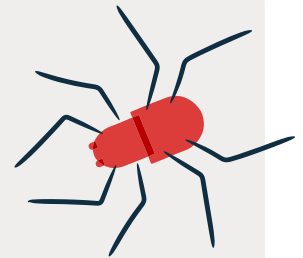
- [Measuring Weather with Windssocks video](#)
- **For the frame of the windsock:** something solid to attach the windsock streamers to, like a plastic 2-liter bottle with the label removed, cardboard, layered pieces of construction paper, or a bent wire hanger
- **For the windsock streamers:** a lightweight material that will respond to wind, like cloth, clothing that isn't worn anymore, plastic bags, ribbons, crepe paper streamers, tissue paper, or lightweight paper
- **For attaching the streamers to the frame:** masking or other heavy-duty tape, hot-glue gun (adult use only), or stapler
- Scissors (for adult use)

Thursday

- Crayons, markers, or colored pencils (if a printer is not available)
- [Insect and spider pictures](#)
- Paper, white
- Scissors (for adult use only)

For the Music Explorers activity:

- [Butterfly Life Cycle photo](#)
- [Video link](#) to the singable storybook *The Caterpillar Is Growing*, lyrics by KinderCare Education, music by Jane Gillman, illustrations by Krista Martenson



* Note: If you don't have three identical glass containers, that's okay! The experiment will still work but it might require a little more experimentation with the amount of water you add to each container.

Friday:

- Crayons, markers, or colored pencils
- Paper



MONDAY

Growing Flexible Brains: Not an Insect

Together, you and your child learn about creepy crawlies that are **not** insects.



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: Low



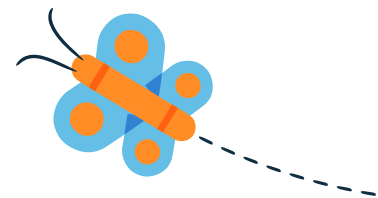
What you need:

[Pictures of a scorpion,](#)
[pill bug, snail, slug, and](#)
[earthworm](#)



What your child is learning:

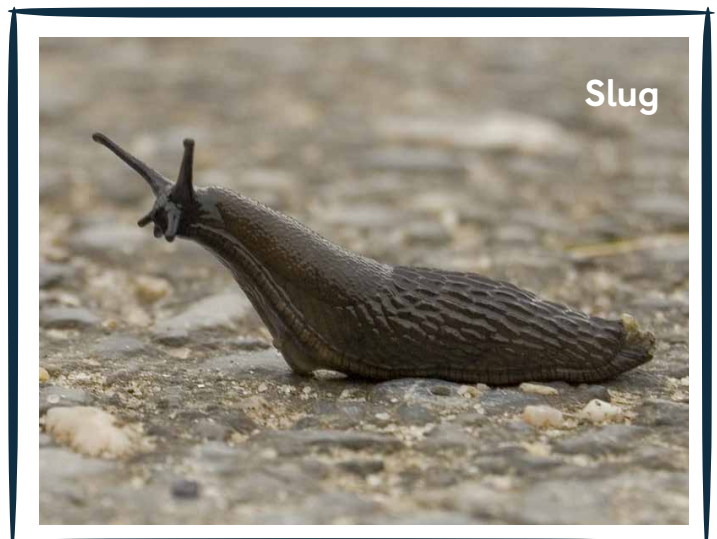
- How to use their curiosity to ask questions and learn new information
- How to make observations and comparisons
- How to recall information from prior experiences and relate those ideas to current experiences



What you do: Show your child the [pictures](#) of the scorpion, pill bug, snail, slug, and earthworm. Ask them to share what they know about these animals and what they wonder. What are they curious about? Ask them if they think any of these animals are insects or spiders. If they suggest that any of them are, ask why. Share that some of these animals have similarities to insects and spiders. Like spiders, scorpions have eight legs and two body sections. Or like insects, pill bugs have antennae. Share that none of these animals are insects or spiders, though sometimes they are grouped with insects and spiders as “creepy crawlies.”

Invite your child to make observations about each animal. What do they notice? What do they see that doesn't match with what they know about insects and spiders? If needed, remind them that insects have three body sections and six legs, and spiders have two body sections and eight legs. Encourage your child to look at the different animals and count the number of legs and body sections.

If your child is ready: Select books or child-appropriate magazines with images of insects, scorpions, pill bugs, snails, slugs, and earthworms, such as *Over in the Garden*. Look through the images and ask your child which images show insects and which do not.





MONDAY

(continued)

Phonics Adventures: “Pop Can Hop” Sing-Along and Rhyming Objects Hunt
Sing a song featuring the word family -op, then go on a hunt around your home for objects that rhyme.



Length of activity:
15-25 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 song “Pop Can Hop”
- Objects from around your home that rhyme, such as a pan/can, bat/hat, sock/rock, key/tree, or mug/rug (no need to gather these ahead of time—you and your child will go on a search for rhyming objects)
- Paper (optional)
- Pencil (optional)



What your child is learning:

- To identify words from the word family -op
- To identify rhyming sounds in familiar words

What you do: Teach your child the song below. Check out this [video](#) if you’d like an example of how to sing it. Sing the verse slowly to help your child learn the words, then sing the song together two or three times. If you and your child did the Phonics Adventures activity from the [May 18th Prekindergarten At-Home Learning Guide](#), recall the book [Hop!](#) and talk about how the story and this song are similar.

“Pop Can Hop”

(sung to the tune of “This Old Man”)

Pop can hop,
Pop can bop,
Pop can mop up his whole shop.
Pop dropped his lunch and it went plop!
Now Pop mops up his whole shop!





Next, ask your child about the words in this song that *rhyme*, or have the same ending sounds. Tell your child that the words that rhyme in the song all have the ending sound /op/ and end in the letters op. Words that end in the same letters are part of a *word family*. In this case, the words *pop*, *hop*, *bop*, *mop*, *shop*, *drop*, and *plop* all belong to the -op word family.

Go on a hunt around your home for objects that rhyme. If needed, you can say the name of an object you find, like pan, then see if your child can find something that rhymes with it. If your child is interested, they can also write down the names of the objects they find that rhyme.

Questions to ask:

- Why does Pop have to mop his whole shop?
- What words in the song rhyme?
- What ending sound do the words *hop* and *mop* have?
- What things do we have around our home that rhyme?





TUESDAY

Get the Wiggles Out: Move Like a Spider or Insect

Your child uses their creativity and imagination to move like different spiders and insects.



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: N/A

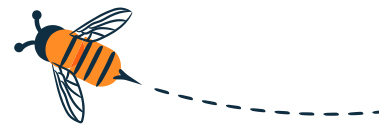


What you need:
N/A



What your child is learning:

- How the body move in different ways and at different levels
- How to move creatively
- How to recall information from prior experiences and relate those ideas to current experiences



What you do: Ask your child to name insects and spiders they're familiar with. Select one of the insects or spiders your child named and ask them to describe how it moves. Does it crawl? Jump? Fly? Then ask your child to show you how they can move like that insect or spider. Explore the movements of a variety of insects and spiders with your child, including insects that crawl, jump, and fly. As your child explores, encourage them to think about how the insect or spider would move in different conditions, such as how would a butterfly look if they were flying on a windy day? Or how would a spider look if they were walking on their web? Continue exploring different insect and spider movements for as long as your child is interested.

If your child is ready: Play a game where you call out an insect or spider and they have to move like that insect. As they become familiar with the game, increase the pace at which you call out a new insect or spider.





TUESDAY
(continued)

Cooking Academy: Barbecue Spice Rub

Your child will learn about measurement and where spices come from as you prepare this delicious seasoning that can be used to flavor vegetables, meats, and more!



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: High



What you need:

- [Barbecue Spice Rub recipe card](#)

Ingredients*:

- 1 tablespoon black pepper
- $\frac{1}{2}$ cup brown sugar
- 1 tablespoon chili powder
- 1 tablespoon garlic powder
- 1 tablespoon onion powder
- $\frac{1}{2}$ cup paprika
- 1 tablespoon salt
- 1 teaspoon cayenne pepper (optional)

Kitchen tools:

- Mixing bowl, medium
- Mixing spoon
- Measuring cups and spoons
- Sealable container

* The amounts listed here will make $1 \frac{1}{4}$ cups of seasoning. Adjust amounts as desired for your family.



What your child is learning:

- Literacy and math skills like following instructions, measurement, and fractions
- Food safety
- Cooking-related vocabulary
- How foods change during the cooking process
- Comparing and contrasting skills

What you do: Ask your child what they know about spices. After your child shares, tell them spices come from different parts of plants, including the roots, bark, bulbs, and seeds.

Show your child the [recipe](#) and invite them to help read it. Show the spices and share the name of each. Invite your child to examine how each spice looks and feels. Show your child how to safely smell each spice, by holding the container a few inches in front of their nose and gently waving a hand over the container, toward their nose. Which spice do they think smells the best?



TUESDAY

(continued)

Follow the recipe to make the spice rub. Have your child help measure each ingredient and put it in the bowl. While measuring the ingredients, talk with your child about the math involved in cooking. Without math, we wouldn't know how much of each ingredient to use, to make a recipe taste the way it's supposed to! Have your child gently stir the ingredients with the spoon until well-combined. Pour the spice rub into the sealable container.

Invite your child to help you use the spice rub to season meat, seafood, vegetables, or meat alternatives for an upcoming meal.

Questions to ask:

- What did you enjoy about preparing the barbecue spice rub?
- Which spice did you think smelled the best?
- What food do you think we should season with our barbecue spice rub?





Barbecue Spice Rub recipe card

FLAVORFUL FOODS

Barbecue Spice Rub

Ingredients:

(makes 1 ¼ cup seasoning)



½ cup brown sugar



½ cup paprika



1 tablespoon black pepper



1 tablespoon salt



1 tablespoon chili powder



1 tablespoon garlic powder



1 tablespoon onion powder







1 teaspoon cayenne pepper (optional)

Instructions:

1. Measure all ingredients in a  and  well.

2. Store  in a .

Barbeque Spice Rub can be used to season , , , and meat-alternatives such as .



WEDNESDAY

Express Yourself!: From Egg to Butterfly

In this activity, your child creates a dramatic representation of the butterfly lifecycle.



Length of activity:
20 minutes*

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

Level of Engagement Required by Adult: High

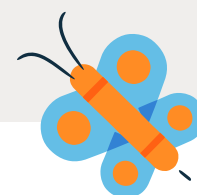


Level of Prep Required: Low



What you need:

[Butterfly Life Cycle photo](#)



What your child is learning:

- The life cycle of a butterfly
- How to express ideas through creative movement

What you do: Show your child the [picture](#) and explain that it shows the butterfly lifecycle. Tell them a life cycle is the different phases a living thing goes through during its life. Point to the egg on the left of the photo. Share that butterflies start out as an egg. Continue through the life cycle by explaining that when it's ready, a caterpillar emerges from the egg. The caterpillar eats and eats, and then forms a chrysalis around itself. During its time in the chrysalis, the caterpillar transforms into a butterfly, and when ready, the butterfly emerges from the chrysalis.

Tell your child you're going to tell a story about the butterfly life cycle, and they can act out the story. Tell them the story starts with an egg. "How could you shape your body to look like an egg?" When they are ready, begin the story, allowing time for them to act out what is happening, prompting them with questions as needed.

"One day, a little caterpillar came out of its egg. The little caterpillar ate and ate, and each day it grew bigger and bigger. After the caterpillar was big and strong, it formed a chrysalis. It rested in the chrysalis for several days. When it was ready, the caterpillar came out of its chrysalis. What did it look like when it came out of its chrysalis?... That's right; it looked like a butterfly! The butterfly rested on a branch and stretched its wings. Then it flew away to explore the world around it."

If your child is ready: Invite them to use art materials, clay, or play dough to create their own two- or three-dimensional representation of the butterfly lifecycle.



Butterfly Life Cycle





WEDNESDAY (continued)

STEM Innovators: Making a Windsock

Measure the strength and direction of the wind using a windsock made from common household items!



Length of activity:
25–35 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:

- [Measuring Weather with Windsocks video](#)
- **For the frame of the windsock*:** something solid to attach the windsock streamers to, like a plastic 2-liter bottle with the label removed, cardboard, layered pieces of construction paper, or a bent wire hanger
- **For the windsock streamers:** a lightweight material that will respond to wind, like cloth, clothing that isn't worn anymore, plastic bags, ribbons, crepe paper streamers, tissue paper, or lightweight paper
- **For attaching the streamers to the frame:** masking or other heavy-duty tape, hot-glue gun (adult use only), or stapler
- Scissors (for adult use)

* *Note: We've used a plastic 2-liter bottle as the frame for the windsock described in this activity. If you don't have an empty 2-liter bottle, you can create a windsock frame by cutting a strip of cardboard or layered pieces of construction paper and attaching the ends together to create a ring. You can also bend a wire hanger into the shape of a ring.*



What your child is learning:

- How to use household materials to create a measurement tool
- How to observe the weather and collect data about it

What you do: Talk with your child about wind. "Where does wind come from? What does wind do? Why is it important for people to know how strong the wind is or what direction it is coming from?" Wonder together, how can we study the strength of the wind and which direction it is coming from?

Explain that meteorologists keep records of how strong the wind blows each day and which direction it is coming from. Keeping track of this information over time allows them to see patterns and helps them make predictions about the weather. A *meteorologist* is a person who predicts and measures the weather. Meteorologists share information with all of us about what we can expect the weather to be like. Explain that one of the tools we can use to observe wind at home is a windsock.



WEDNESDAY

(continued)

Create a frame for the windsock by cutting a ring from the middle portion of the plastic bottle. The ring should be about 2 inches wide. If the edges of the ring feel sharp or rough, cover the edges with masking tape to make the ring safe for your child to handle.

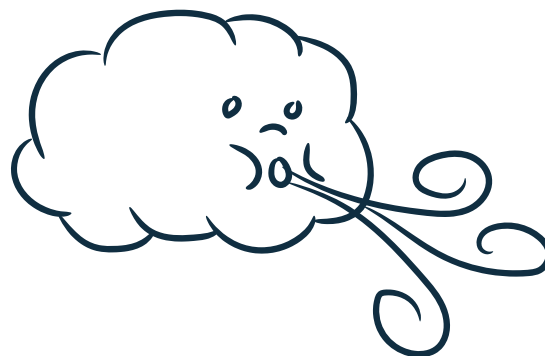
Help your child cut or tear streamers about 1- to 2-inches wide and 1- to 2-feet long, from the materials you've gathered. Attach one end of each streamer to the frame by draping it over the top of the frame and taping on the inside of the frame to secure it. Streamers should be attached all the way around the frame and don't need to be identical in width or length.

Finally, cut ribbon, twine, yarn, or a shoelace to make a hanger. Attach each end to opposite sides of the frame. Hang the windsock from a deck, overhang, or tree and observe. If there's a lot of wind, the entire windsock may flow in the direction the wind is blowing. If there's only a little wind, only the ends of the streamers might move in the direction the wind is blowing.

As a final note, you may want to bring your windsock indoors when precipitation is in the forecast to protect the streamers, if they are made from materials that will not fare well if they get wet. If you don't have access to an outdoor space, you can make wind indoors using a fan! Or, you can check with a friend, relative, or neighbor who has outdoor space to see if they are willing to let you hang your windsock in their space.

Questions to ask:

- What happens outside when it's windy?
- What do you see and hear when it's windy?
- Why do meteorologists measure the wind?
- Why would we want to know how windy it is or which direction the wind is coming from?
- How do you think the windsock will move if it's very windy? How do you think the windsock will move when there's only a light breeze?





THURSDAY

Get the Wheels Turning: Insects in a Line

Your child increases their understanding of positional and ordinal words using a line of insects and spiders.



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: High



What you need:

- Crayons, markers, or colored pencils (if a printer is not available)
- [Insect and spider pictures](#)
- Paper, white
- Scissors (for adult use only)



What your child is learning:

- How to use ordinal numbers (first, second, third, etc.)
- How to use positional words (first, last, before, after, etc.)
- How to apply what they learn to real-world situations

What you do: Print the [images](#) of the insects and spiders, and cut them out or provide your child with child-size scissors and invite them to cut out the images. If you printed them for last week's activity and still have them, you can reuse them. If you don't have a printer, draw five different insects on a sheet of paper and cut them out, or if you have at least five plastic or toy insects, those can be used instead.

Select five of the insects and place them in a line. Ask your child to name each insect, providing assistance as needed. Then ask your child questions related to the position of each insect, such as:

- Which insect is first?
- Which insect is last?
- What position is the grasshopper in? First, second, third, fourth, or fifth?
- Which insect is after the fly?
- Which insect is before the fly?
- Which insect is third in the line?

Continue for as long as your child shows interest, changing up the insects from time to time and if your child is ready, increasing the number of insects in the line.

If your child is ready: Invite them to play a game where you give clues about an insect's position, and they identify the insect. For example, "I'm looking at an insect that is before the fly, but after walking stick. What insect am I looking at?" Or "I'm looking at an insect that is fourth in line. Which insect am I looking at?" When your child becomes familiar with the game, invite them to give the clues and you name the insect.





THURSDAY
(continued)

Music Explorers: *The Caterpillar Is Growing Singable Story*

Your child will use their body to show size differences while singing along to lyrics set to a familiar tune!



Length of activity:

10–15 minutes*

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

Level of Engagement Required by Adult: Medium



Level of Prep Required: N/A



What you need:

- [Butterfly Life Cycle photo](#)
- [Video link](#) to the singable storybook *The Caterpillar Is Growing*, lyrics by KinderCare Education, music by Jane Gillman, illustrations by Krista Martenson



What your child is learning:

- To represent size using one's hands and body
- To identify how a character changes throughout a song or story
- The connection between songs and books

What you do: Ask your child to share what they know about how caterpillars grow and become butterflies. Show them the [Butterfly Life Cycle photo](#). Talk about how caterpillars crawl along the ground and on plants, eating leaves to help them grow. After a caterpillar is grown, it builds a chrysalis (or cocoon) around itself and becomes a *pupa*. The pupa sleeps in its chrysalis until it becomes a butterfly.

Play the [video](#) and invite your child to watch along as the book is sung aloud. Sing along as you catch on to the lyrics and tune. Highlight the words *tiny*, *medium*, and *big* as you sing.

Then, help your child reflect back on the main character and what happened in the story. Ask your child how the caterpillar changed from the beginning of the story to the end. Talk about the words *tiny*, *medium*, and *big*. How can your child use their hands and body to show *tiny*, *medium*, and *big*? Play the video as many times as you'd like, encouraging your child to use their hands and body to show *tiny*, *medium*, and *big* when those words are used in the song.

Questions to ask:

- Where have you seen caterpillars before?
- How does the caterpillar in the story change as it grows?
- How do caterpillars move?
- What is the caterpillar in the song doing?
- How do you think the caterpillar will feel when it becomes a pupa?
- How does this music make you feel?
- What does this music make you think of?
- How can you use your hands and body to show *tiny*, *medium*, and *big*?



FRIDAY

Let's Chat: How are Spiders and Insects Helpful?

In this activity, your child learns about the different ways that spiders and insects help out in the world.



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: Low



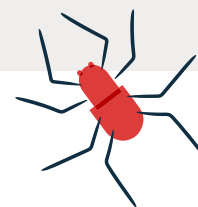
What you need:

- Crayons, markers, or colored pencils
- Paper



What your child is learning:

- How to communicate and share ideas or information
- How living things interact with their environment
- How to create art that represents animals, people, or things



What you do: Ask your child to think about the different things that insects and spiders do. Share that many insects and spiders are helpful in different ways. Talk with them about the ways in which insects and spiders are helpful.

- Spiders catch insects in their webs, and without spiders there would be a lot more flies and mosquitos.
- Honeybees pollinate flowers, which helps grow new flowers; they make honey, which we can eat; they make beeswax that's used for candles and skincare products
- Ladybugs eat aphids, which are smaller insects that are harmful to plants
- Dragonflies eat mosquitos, gnats, and flies
- Silkworms, the caterpillar stage of a silk moth, produces silk which is used for fabrics
- Ants live underground and help to aerate, or loosen, the soil

After talking about how insects and spiders can be helpful, invite your child to illustrate one of the ideas you talked about. As they are working, ask them to tell you about the insect or spider they chose and why they chose it.

If your child is ready: Help them to do further research on insects or spiders of interest to learn more about how they help and to create a way to share what they have learned with others, such as through drawings or a video.





FRIDAY

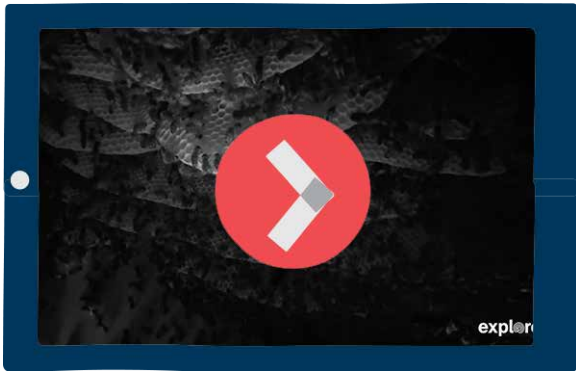
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Virtual Field Trips

This week wraps up the theme Insects and Spiders, but if your child wants to do some more exploring, check out these webcams:



Watch how a caterpillar transforms into a butterfly with the [Chrysalis Cam](#) at the Florida Museum.



See how honeybees interact inside [this hive](#) in Buchloe, Germany.



Or check out the [leafcutter ants](#) at the Houston Zoo! Can you guess how they got their name?



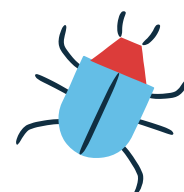
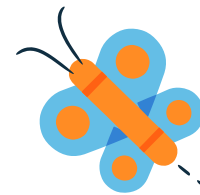
Everyday Learning Experiences

Pick an activity to weave learning experiences into your everyday routines—no preparation needed!

This week your child learned about how insects and spiders can be helpers in the environment. When you're doing daily tasks with your child, invite them to think about how they can be **helpers** in the environment as well, such as by turning off the water when they brush their teeth, putting their trash in the trash can, or using the same cup for water throughout the day so there are less dishes to wash.

You can help your child develop their understanding of **ordinal numbers** by using them throughout the day. You can use them to describe the steps of something you or your child is doing, such as "The first thing we are going to do is get a bowl. The second thing we are going to do is pour in the cereal. And the third thing we will do is pour in the milk."

You can help your child develop their understanding of **positional words** by using them during the day to describe the locations of everyday objects. For example, "Thank you for helping to set the table, please put a napkin next to each plate." Or, "Let's look for your shoes. Are they in the closet? Are they under the bed?"





Focus on Social and Emotional Learning

As much as we try to protect them, prekindergarteners are aware that things have been different lately, and they may be feeling some anxiety. Anxiety in young children can show up as distraction or hyperactivity, so if you notice your child behaving differently, remember they may need some extra reassurance. Take time to check in and talk about how you're both feeling, and then take some deep breaths together.



Family Project

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



For the past couple weeks, your family has been working through the first five themes of your family project. This week, we invite your family to explore the theme **All the Feels** ...

All the Feels

For many, **Memorial Day** marks the unofficial start of summer. And while it's certainly a great time to celebrate family with a barbeque or picnic, it's also important that children understand the significance this day holds for our nation and military families. Above all, today is about **honoring** and **remembering** those who've dedicated their lives to keeping our country safe.

The true meaning of Memorial Day might be a heavy concept for young children to process, especially today. The simplest way to convey its meaning is to focus on the word "memorial." Take time to pause as a family and give **thanks**. As you do, share with your children that you're honoring those who keep us safe. Today, we remember all they've done for us and our country. And especially today, that includes the brave men and women seeing us through this pandemic.

Discuss this!

For this week's *Our Stay-at-Home Story* theme, **All the Feels**, reflect on what the words "memorial," "remembrance," and "gratitude" mean. How can your family show gratitude for our veterans and service members, our nation's greatest heroes? How can you honor those who've devoted their lives to keeping others safe?

That includes people in our communities like doctors and nurses protecting us during this pandemic. Think about how you can represent an attitude of gratitude in your chosen family project and maybe even find a way to share that thanks with the everyday heroes in your lives!

A History Lesson for School-Age Kids

Did you know... traditionally, the first Memorial Day was celebrated on May 30, 1868, at Arlington National Cemetery. But there is evidence that the first celebration was in 1865 at the Charleston racetrack, organized by a group of freed slaves. Read more about it [here](#).



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?

