

At-Home Learning Guide for Discovery Preschoolers (2 years old)

Week of June 1, 2020



This month in our centers, discovery preschoolers would typically be learning about **Colors and Shapes**. This week focuses on the colors brown, black, and white while also revisiting the shapes and colors from previous weeks. Whether you've returned to your center or you're still learning from home, you and your child can bring the fun of learning about colors and shapes to life together.

The week begins with a familiar activity: a color search! Then you'll explore **math, music, and colors** in the song "Baa, Baa, Black Sheep," and creative expression through black and white art. The week wraps up with a review of all the colors your child has learned in a colorful beanbag tossing game and a **literacy activity** that helps them hear the different parts in color words.

This week wraps up Colors and Shapes, but the learning doesn't stop here! You can reinforce what your child has learned over the last several weeks over the coming weeks and months by singing the songs, playing the games, and using these attributes in your descriptions. All of this will help them build their **confidence** in shape and color recognition.

Developmental Domains

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



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:

Colors and Shapes



What you'll find in this guide. . .

We've organized this content the way your child would be learning 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)



Color Search What can you find in your home that is brown? Black? White? Go on a search to find out!

Phonics Adventures
(Learning Adventures)



Wigs Read-Aloud and Billions of Bs Read along as Pig and his friends try on some wigs, then explore size and the /b/ sound with the song "Big Bass Drum!"

TUESDAY

Get the Wheels Turning
(Cognitive Development)



"Baa, Baa, Black Sheep" One bag, two bags, three bags full! This activity mixes math, music, and colors in one fun and familiar song!

WEDNESDAY

Express Yourself! (Creative Expression)



Black-and-White Art The white crayon never seems to get much use...experiment with white drawing materials on black paper. What can you create?

THURSDAY

Get the Wiggles Out
(Physical Development and Wellness)



Beanbag Toss Your child practices their tossing skills and color-naming skills all in one fun activity.

Music Explorers (Learning Adventures)



Ten Little Puddles Singable Story Invite your child to sing and count along with this song about puddles. Then, make some puddles of your own!

FRIDAY

Let's Chat (Language and Literacy)



Clapping for Colors One clap for red, two for yellow! Clap along to the number of parts in each color word.

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! This week, we invite your family to explore the theme **Flexible Mindsets**.

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Getting Ready for the Week: Materials to Gather

Monday

- ❑ Solid-colored objects in brown, black, and white (e.g., toys, construction paper, clothing), one of each color

For Phonics Adventures Activity:

- ❑ [Video link](#) to the book *Wigs* by Lyssa Horvath, illustrated by Krista Martenson
- ❑ ["Big Bass Drum" rebus lyrics](#)
- ❑ Two objects from home, one big and one little (e.g., stuffed animals)

Tuesday

- ❑ 3 pillows (or any three items that can be used to represent bags of wool)
- ❑ Solid colored black object (e.g., a toy, construction paper, clothing)

Wednesday

- ❑ Black paper
- ❑ White chalk, crayons, colored pencils, or paint

Thursday

- ❑ Beanbag, or balled-up socks
- ❑ Construction or colored paper in red, yellow, blue, green, orange, purple, brown, and black; 1 sheet of each color
- ❑ Crayons, markers, or colored pencils (if construction or colored paper isn't available)
- ❑ Masking tape
- ❑ White paper, 1 sheet (9 sheets if construction paper or color paper isn't available)

For the Music Explorers activity:

- ❑ [Video link](#) to storybook and song *Ten Little Puddles*, lyrics by KinderCare Education, music by Jane Gillman, illustrations by Krista Martenson
- ❑ Large bowl (or container)
- ❑ Baking sheet with sides
- ❑ Turkey baster (a small measuring cup or spoon will work, too)
- ❑ Paper towels or towels

Friday

- ❑ Solid-colored objects in red, yellow, blue, green, orange, purple, brown, black, and white (e.g., toys, construction paper, or clothing); one of each color

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

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MONDAY

Growing Flexible Brains: Color Search

What can you find in your home that's brown? Black? White? Go on a search to find out!



Length of activity:
10–15 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:

- Solid-colored objects in brown, black, and white (e.g., toys, construction paper, clothing), one of each color



What your child is learning:

- To identify and name colors
- To focus on an activity
- To relate prior learning to new experiences

What you do: Show your child each of the objects and ask them to name each of the colors, providing assistance as needed. Tell them you're going to go on a color search to look for other things that are brown, black, and white. Walk through your home with your child, taking the three colored objects with you, and encourage your child to look for the same colors in the space around them. If needed, you can draw your child's attention to objects by providing clues about the object, such as, "Ooh, I see something white. It is soft and we can use it to dry our hands." Continue searching for colors for as long as your child is interested.

If your child is ready: Add the colors learned over the last two weeks: red, yellow, blue, green, orange, and purple. Invite your child to find one object of each of the nine colors.

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MONDAY
(continued)

Phonics Adventures: *Wigs Read-Aloud* and *Billions of Bs*

Read along as Pig and his friends try on some wigs, then explore size and the /b/ sound with the song “Big Bass Drum!”



Length of activity:
10–20 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:

- [Video link](#) to the book *Wigs* by Lyssa Horvath, illustrated by Krista Martenson
- [“Big Bass Drum” rebus lyrics](#)
- Two objects from home, one big and one little (e.g., stuffed animals)

What your child is learning:



- The joy of listening to and talking about a book
- That books can use pictures and/or words to tell a story
- To listen for the initial sound /b/ in a list of words
- Size words and to identify objects as big or little

What you do: Watch the video *Wigs* with your child. When the video is over, talk with your child about the story, helping them recall the characters and what happened.

If you like, you can mute the audio while you play the video and read the words yourself.

Next, show your child the [“Big Bass Drum” rebus lyrics](#) and help them name all of the small photos. Run a finger under the title as you say, “The title of this song is ‘Big Bass Drum.’” Then sing the song aloud, running your finger under the words and images. Encourage your child to join you in singing the song again.

Then say, “*Big, bass, and boom* begin with the sound /b/. We also heard the word *big* in today’s story about wigs.” Slowly and steadily, teach your child the chant, “Big, bass, boom, big bass, boom.” When your child begins to chant with you, start clapping on each syllable and encourage your child to clap with you.

Think of other fun “b” chants you can say together, like “Big, bubbles, boom.”

Point out that there are two words in this song that describe the size of things, *big* and *little*. Show your child the two objects. Ask them to tell you which one is big and which one is little. If your child is interested, continue to explore size by playing the big and little game with other objects around your home!

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Questions to ask:

- Who was the story about?
- What were the characters doing at the beginning of the story? What happened next?
- What did Pig find inside the trunk?
- What size were some of the wigs?
- How do you think the characters were feeling?
- Why do you think they were feeling that way? What did their faces show you? What did the story tell you?
- What do you see in the pictures on the song poster?
- What sound do you hear at the beginning of *big*?



BLOCK 8

“Big Bass Drum”

(to the tune of “Old MacDonald Had a Farm”)



Mary

plays a big



E – I – E – I – O.

bass drum.

She plays her



very loudly. E – I – E – I – O.

bass drum

With a boom-boom here, and a boom-boom there,

Here a boom, there a boom, everywhere a boom-boom.



Mary

plays a big



She plays it very loudly.

bass drum.



Benjy

plays a little



E – I – E – I – O.

flute.

He plays his



so quietly. E – I – E – I – O.

flute

With a toot-toot here, and a toot-toot there,

Here a toot, there a toot, everywhere a toot-toot.



Benjy

plays a little



He plays it quietly.

flute.

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TUESDAY

Get the Wheels Turning: “Baa, Baa, Black Sheep”

One bag, two bags, three bags full! This activity mixes math, music, and colors in one fun and familiar song!



Length of activity:
10 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:

- 3 Pillows (or any three items that can be used to represent bags of wool)
- Solid colored black object (e.g. a toy, construction paper, clothing)



What your child is learning:

- How to recognize a set of objects
- To count using one-to-one correspondence
- To identify and name colors



What you do: Familiarize yourself with the words to the song. Show your child the black object and ask them to name the color, providing assistance if needed. Tell them you're going to sing a song about a black sheep. As you sing the song, hold up the black object for the black sheep and point to a different pillow for each bag of wool. Repeat the song. As your child becomes familiar with the song and movements, invite them to sing along, hold up the “black sheep” and point to the “bags of wool.”

“Baa, Baa, Black Sheep”

Baa, baa, black sheep,
Have you any wool?
Yes, sir! Yes, sir!
Three bags full.

One for the master,
One for the dame,
And one for the little boy
Who lives down the lane.

Baa, baa, black sheep,
Have you any wool?
Yes, sir! Yes, sir!
Three bags full.



If your child is ready: If your child shows interest in continuing to sing the song, collect objects in other colors and invite them to sing the song with different colors of sheep, such as “Baa, baa, brown sheep” or “Baa, baa, purple sheep.”

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WEDNESDAY

Express Yourself!: Black-and-White Art

The white crayon never seems to get much use...experiment with white drawing materials on black paper. What can you create?



Length of activity:
15 minutes*

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

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



Level of Prep Required: Low



What you need:

- Black paper
- White chalk, crayons, colored pencils, or paint

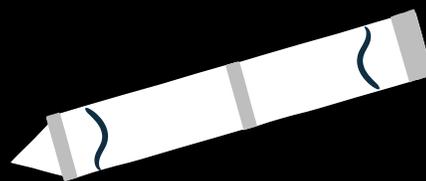


What your child is learning:

- How to use different tools and materials to create two-dimensional art
- Developing eye-hand coordination and fine-motor skills as they manipulate the drawing tools
- To identify and name colors

What you do: Show your child the paper and white drawing tools and ask them to name the colors, providing assistance as needed. Then invite your child to draw or paint on the paper. As they're drawing, talk with them about how the white lines stand out on the black paper. If different types of drawing tools are available, draw your child's attention to how they look on the paper, "The chalk is a lighter white on the paper than the crayon."

If your child is ready: If your child shows interest in continuing to draw, encourage them to explore other two-color combinations, such as only using yellow drawing tools on purple paper or only using orange drawing tools on brown paper.



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THURSDAY

Get the Wiggles Out: Beanbag Toss

Your child practices their tossing skills and color-naming skills all in one fun activity.



Length of activity:
15 minutes*

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

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



Level of Prep Required: Medium-High



What you need:

- Beanbag, or balled-up socks
- Construction or colored paper in red, yellow, blue, green, orange, purple, brown, and black; 1 sheet of each color
- Crayons, markers, or colored pencils (if construction or colored paper isn't available)
- Masking tape
- White paper, 1 sheet (9 sheets if construction paper or colored paper isn't available)



What your child is learning:

- How to coordinate large-muscle movements to toss an object at a target
- To identify and name colors
- To adjust their actions for a desired outcome

What you do: Create a three-sheet-by-three-sheet grid by taping one sheet of each color to the floor. If construction or colored paper isn't available, use white paper and color it with crayons, markers, or colored pencils, coloring enough for your child to be able to identify the color. If you don't have a beanbag, you can use a pair of socks rolled into a ball.

Have your child stand about three feet from the grid and invite them to toss the beanbag onto it. Then ask them to name the color the beanbag lands on, providing assistance as needed. If their beanbag doesn't land on the grid, have them get the bean bag and try again, encouraging them to adjust the distance from which they toss or the strength of their toss. Have your child continue tossing the beanbag and naming colors for as long as they are interested.

If your child is ready: If your child enjoys the game, you can add another level by cutting the construction paper into large squares, circles, and triangle, and having your child name the color and shape that their beanbag lands on.

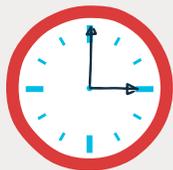
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THURSDAY
(continued)

Music Explorers: *Ten Little Puddles Singable Story*

Invite your child to sing and count along with this song about puddles. Then, make some puddles of your own!



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: Low



What you need:

- [Video link](#) to storybook and song *Ten Little Puddles*, lyrics by KinderCare Education, music by Jane Gillman, illustrations by Krista Martenson
- Large bowl (or container)
- Baking sheet with sides
- Turkey baster (a small measuring cup or spoon will work, too)
- Paper towels or towels



What your child is learning:

- To identify characters in a song
- The connection between songs and books
- To count forward to 10 and back to one
- To control fine motor movements
- How puddles form and how they disappear



What you do: Share with your child that some songs tell stories, and you have a song that has a storybook to go with it. Explain that the book is about puddles. Ask your child questions about their experiences with puddles. Where have they seen puddles? What made the puddles happen? Tell your child that puddles are created from rain or they can form in sand and rocks as ocean waves roll in and out. They can also form when someone runs water from a hose.

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 number words as you sing.

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Then, help your child reflect on the story. Ask them who the characters were. What happened to the puddles in the beginning of the story? What happened to them toward the end of the story? Play the video as many times as you'd like, encouraging your child to dance and sing along with you!

Fill the bowl partially full of water. Show your child the bowl of water, turkey baster, and baking sheet. Explain that your child can use the baster to suck up water and release it onto the baking sheet to make puddles. As your child makes puddles, count them together!

Questions to ask:

- Where have you seen puddles before? Where did the puddles come from?
- How did the puddles in the story form? What made some of them disappear?
- What were the characters doing?
- How do you think the frog and duck were feeling?
- How does this music make you feel?
- How many puddles were on each page?
- How many puddles can you make on the baking sheet?



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FRIDAY

Let's Chat: Clapping for Colors

One clap for red, two for yellow! Clap along to the number of parts in each color word.



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:

Solid-colored objects in red, yellow, blue, green, orange, purple, brown, black, and white (e.g., toys, construction paper, clothing), one of each color



What your child is learning:

- To hear and discriminate sounds and syllables in spoken words
- To identify and name colors
- To focus their attention

What you do:

Show your child each of the objects and ask them to name each of the colors, providing assistance as needed. Tell them you'll clap the name of each color. Say each color name, clapping the syllables as you do so. Then invite your child to say the color name and clap with you as you say it again. Repeat this process for each color.

It's not expected that your child will be able to identify how many parts are in a word or how many claps each word needs. Instead, this activity presents words in a way that introduces your child to the idea that some words are made up of multiple parts and helps them build a foundation to identify syllables at an older age.

Red (*one clap*)

Yellow (*two claps*)

Blue (*one clap*)

Green (*one clap*)

Orange (*two claps*)

Purple (*two claps*)

Brown (*one clap*)

Black (*one clap*)

White (*one clap*)

If your child is ready: If your child shows interest, continue the activity by adding the name of the object and clapping along. For example, "purple (*two claps*) [pause] sweater (*two claps*)." Or "Yellow (*two claps*) [pause] block (*one clap*)."

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Everyday Learning Experiences

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

While this week focuses on specific activities to help your child identify and name simple brown, black, and white objects, any opportunity you can provide your child to expand their understanding of **descriptive words** and to relate those words to specific objects or actions is beneficial to their language development. Use your routines and activities throughout the day to narrate what you are doing and to help your child build an understanding of descriptive words by providing details about objects, such as, “Would you like to wear your brown shorts today?” Or “The milk we are having with lunch is white.”

The ability to distinguish syllables in words is a skill learned in later years, but you can help build the foundation for this skill by drawing your child’s attention to the different parts of word. Like the activity Clapping for Colors, you can **clap along to words** with your child when speaking or even when singing simple songs such as, “Baa, Baa, Black Sheep” or “Row, Row, Row Your Boat.”

Look for opportunities to **count** with your child in your daily activities. You can count how many crackers are on their plate, how many steps they climbed, or how many books you read at bedtime. Though your child is just beginning to recite the number sequence and may often make mistakes, continued practice and exposure will help them to make connections between number words and what they represent as they develop foundational math skills in later years.

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Focus on Social and Emotional Learning

These days at home are long, and your attention is being pulled in a hundred different directions. You probably hear a little voice call for you asking for time or attention more times in a day than you can count! This week's social-emotional learning tip comes to us courtesy of two brilliant women and mothers: authors Brené Brown and Toni Morrison. Brown recounts seeing Morrison describe her take on parenting:

"Toni Morrison explained that it's interesting to watch what happens when a child walks into a room. She asked, 'Does your face light up?'"

She explained, "When my children used to walk in the room when they were little, I looked at them to see if they had buckled their trousers or if their hair was combed or if their socks were up. You think your affection and your deep love is on display because you're caring for them. It's not. When they see you, they see the critical face. What's wrong now?"

Her advice was simple, but paradigm-shifting. She said:

"Let your face speak what's in your heart. When they walk in the room my face says I'm glad to see them. It's just as small as that, you see?"

Connecting with your child before offering any correction reinforces the unconditional love that you have for your child. So often that love is shown through all you do to care for them, and in the stress and busyness it's easy to forget that simply seeing you smile at them and express your joy in seeing them will make both of you feel good.

To read Brené Brown's full article, click [here](#).

"Let your face speak what's in your heart. When they walk in the room my face says I'm glad to see them. It's just as small as that, you see?"

- Toni Morrison

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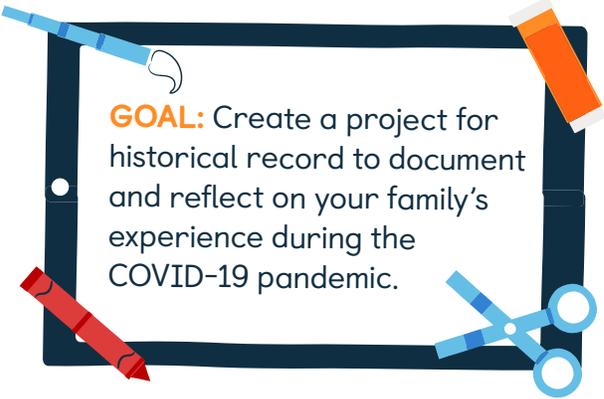
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Family Project

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 the first six themes of your family project. This week, we invite your family to explore the theme **Flexible Mindsets**.

Try this! →



GOAL: Create a project for historical record to document and reflect on your family's experience during the COVID-19 pandemic.

Flexible Mindsets Have you ever heard the phrase, “When life gives you lemons, make lemonade”? That’s a great way to think about growing a flexible mindset. We can’t control certain things about life but we can control how we react to a difficult or surprising situation. Life during COVID-19 has required everyone to make sacrifices or adjustments so we can help not just our family and neighborhood, but the whole world. What does the word sacrifice mean to you? Can your family identify a surprising or positive outcome from the sacrifices they have made?

Add another layer to your family project that represents the sacrifices your family has made during the last few months.

Note: In case you missed it, we released our [Stay-at-Home Story: A KinderCare Family Project](#). 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! There are many project suggestions that require little fuss and are easy to weave into your regular day.

If you 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 prompts below as conversation starters 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?