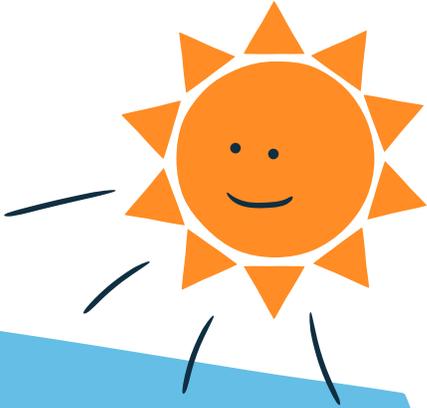


At-Home Summer Guide for School-Age (Kindergarten-6th Grade)

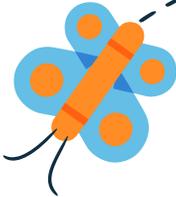
Week of June 15, 2020

Welcome to our first installment of the KinderCare summer guide! We've selected six popular two-week themes (from our regular on-site summer program) for you to enjoy at home. First up: **Fairy Tales!**



Work on writing and sharing fairy tale stories as a method to practice your **reading** and **writing** skills. As a bonus, you will be strengthening your **public speaking** skills! You'll select your favorite fictional stories and rewrite them by changing some of the primary features, then share your new stories with your family and friends.

We've also included a few fun **math** and **reading** activities to keep your mind engaged and ready for the next school year!



Families with Kindergarteners:

Our summer school-age guide incorporates **first grade readiness activities** to keep your kindergartener's mind sharp through the summer!

This Week's Theme:

Sharing Fairy Tales



FAIRLY TALES

[Fairy Tale Rules](#)

Stories typically follow standard structures and rules. In this activity, explore recreating classic tales by changing features of common story structures and components.

[Mixed-Up Fairy Tales](#)

Change stories using writing outlines to take a classic tale and reimagine it as a story you would write.

[Fairy Tale Passports](#)

A passport is an item that allows people to travel the world. In this activity you will create a passport to travel to fictional worlds and document your adventures.

[Art of Storytelling](#)

Sharing stories of fiction and non-fiction can be done a number of ways. In this activity you will share a story using verbal storytelling to practice public speaking and the ability to share a message.

[Silly Cinderella](#)

Practice changing key parts of speech and discover a new version of a story you create.

PREVENTING LEARNING LOSS

[Word-Ladder Races](#)

This game provides a fun method of testing reactions, problem-solving skills, and phonics skills that can be played with friends or family.

[Play It!](#)

Create a new game using one of your favorite stories as the theme.

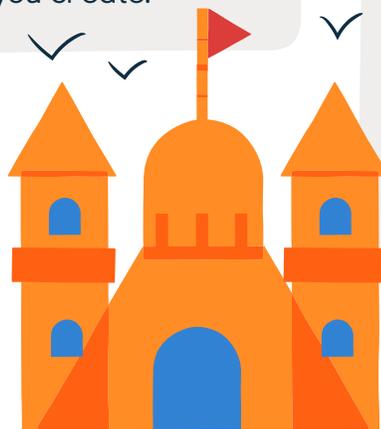
FIRST GRADE READINESS

[Phonics Activity: Reading Quest](#)

Your child will practice reading short sentences in a treasure hunt that has them tracking clues around your house in search of a prize.

[Math Activity: Skip Count Hopscotch](#)

Use hopscotch to practice counting by twos.



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 School-Age

Week of June 15, 2020

Getting Ready for the Week: Materials to Gather

For Fairy Tale Activities:

- ❑ Planning Sheet
- ❑ White Paper
- ❑ Writing and drawing tools
- ❑ [How to Make a Quick and Easy 8-Page Mini-Book From One Piece of Paper](#)
- ❑ Photo of your child (optional)
- ❑ [Fill-in-the-blank sheet](#)
- ❑ Scissors, child-size
- ❑ Crafting/art stamps, if you have them

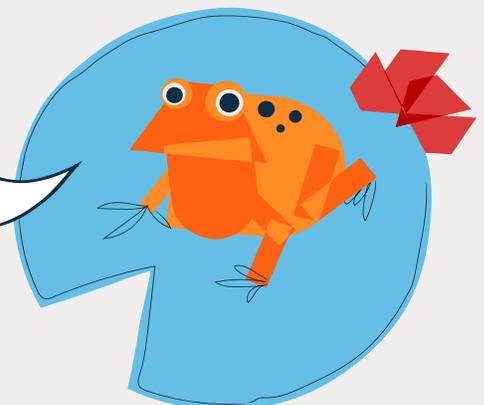
For Preventing Learning Loss Activities:

- ❑ Paper
- ❑ Writing and drawing tools
- ❑ Markers
- ❑ Stopwatch or clock (such as an app on a phone)
- ❑ Cardboard
- ❑ Chart paper, white board or something big to write on
- ❑ Construction paper
- ❑ Glue
- ❑ Index cards, various sizes
- ❑ Scissors, child-size

For First Grade Readiness:

- ❑ Sidewalk chalk or masking tape
- ❑ Index cards
- ❑ Pencil
- ❑ Small prize, like a treat, stickers, coloring book, small toy, etc.
- ❑ Tape (optional)

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 School-Age

Week of June 15, 2020

Fairy Tale Rules

Don't follow the rules! **What?** How many times have you been given permission to do that? Stories typically follow standard structures, format, and rules, but this time, change it up and make up your own! Explore recreating classic tales by changing features of common story structures and components.



Length of activity:
20 minutes*

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

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



Level of Prep Required: Low



What you need:

- Paper
- Writing and drawing tools

Getting Ready:

A fairy tale is a story about imaginary beings (such as fairies), magical events, or legendary deeds, and are usually intended for children—but they're enduring, and adults love them too.

A traditional fairy tale is one that's been told many times over the years and is usually told through speaking, in books, and even in movies. The tale might have been changed over the years, but the characters and main story remain mostly the same.

Think of some fairy tales you've read or heard. What are some elements that many of these tales have in common? For example, how many of them start with, "Once upon a time...?"

Below are some of the common elements fairy tales often share:

- "Once upon a time" beginnings
- "Happily ever after" endings
- Characters are "good" or "bad"
- "Good" characters usually triumph over "bad" characters
- Young characters sometimes overcome obstacles or villains
- Characters have unusual names
- Characters or objects have magical powers
- Stories involve royalty, such as kings, queens, princes, and princesses
- Settings are in fictional kingdoms or faraway places
- Characters sometimes learn lessons from the experiences



At-Home Summer Guide for School-Age

Week of June 15, 2020

What you will do:

Over the next two weeks you'll create mixed-up fairy tales by changing elements of stories you've read or heard. Mixed-up fairy tales are more humorous than traditional fairy tales, because they involve changing the storylines in unexpected ways. Some of the ways to create mixed-up fairy tales include:

- Telling a story from a different character's point of view
- Changing or even rearranging events in the story and altering the ending
- Adding new elements to the storyline
- Swapping characters from one fairy tale with another

Can you think of any stories you've read or heard that might be mixed-up fairy tales? Do you have a favorite story you want to mix up? Write some possible stories you want to explore on your sheet of paper.

Family Note:

Visit these sites to find fairy tales representing people of color:

[11 Fairy Tales With Characters of Color](#)

[17 Multicultural Fairy Tales to Delight Every Child](#)

Pretty Salma: A Little Red Riding
Story from Africa

Jack and the Beanstalk

Sleeping Cutie

Hansel and Gretel

At-Home Summer Guide for School-Age

Week of June 15, 2020

Fairy Tales: Mixed-Up Fairy Tales

Re-write a traditional fairy tale.



Length of activity:
20 minutes*

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

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



Level of Prep Required: Low



What you need:

- Planning Sheet
- Paper
- Writing and drawing tools

What you will do:

Plan and write your first mixed-up fairy tale. You will use the planning sheet to help you think about a fairy tale and decide what you want to change. It is important to remember the key elements of every story so you will know what and how to change it:

Character: a person or animal in a story

Setting: where a story takes place

Plot: a series of events that occur in a story

Point of view: who is telling the story

Select a traditional fairy tale you're familiar with and fill in the left side of the sheet with the way the original story was told. After filling in the left side, decide what you want to change for your mixed-up fairy tale. It's important that people still be able to recognize what the original story so don't change every element. For example, you might change the point of view but keep the same setting.

After completing your planning sheet, write your story on a separate sheet of paper. Add your own illustrations to make the story come alive. Read your story to a family member or friend and see if they can guess what story it was based on and what was changed.

Family Note—How to Modify This Activity for Younger Children:

Help identify the elements of the story and then ask younger children to draw their story. After their story is drawn, have your child describe their story and ask them what parts they would like you to write down.

At-Home Summer Guide for School-Age

Week of June 15, 2020

Mixed-Up Fairy Tales Planning Sheet

Traditional Fairy-Tale Title:

Traditional Point of View
(Who is telling the story?):

Traditional Characters:

Traditional Plot:

Traditional Ending:

Mixed-Up Fairy-Tale Title:

Mixed-Up Point of View
(Who is telling the story?):

Mixed-Up Characters:

Mixed-Up Plot:

Mixed-Up Ending:

At-Home Summer Guide for School-Age

Week of June 15, 2020

Fairy Tales: Fairy Tale Passports

A passport is an item that allows people to travel the world. In this activity you will create a passport to travel to fictional worlds and document your adventures.



Length of activity:
20 minutes*

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

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



Level of Prep Required: Low



What you need:

- Photo of your child (optional)
- White paper
- Writing and drawing tools
- [Instructional video](#)
- Scissors, child-size
- Crafting/art stamps, optional

What you will do:

A passport is a small booklet people use to travel between countries. It contains information such as what country they are from, their name, their physical characteristics, and where they have been. In this activity you will create a fairy tale passport to record your visits to various fairy tale worlds.

To create your passport, take a sheet of blank paper and use this [video](#) as a guide to creating your passport (all eight pages!). On the cover you can either attach a photo of yourself or draw one of yourself dressed in an outfit perfect for exploring the worlds seen in fairy tales. Then you'll fill in information on the front page under your picture that creates your character information for the passport:

- Name
- Home city and state
- Date of birth
- Drawing and name of an imaginary friend or companion on your journey

Include a "stamp" in your passport for each place you virtually visit. Draw your own stamp or use an art stamp, if you have some. Write summaries or draw pictures of every fictional adventure you take during this two-week unit.



At-Home Summer Guide for School-Age

Week of June 15, 2020

Fairy Tales: Art of Storytelling

Sharing stories of fiction and non-fiction can be done in so many fun ways and can help build confidence with public speaking. It is important to share a story in a way that others can understand your message. In this activity you will practice sharing a story using just your voice.



Length of activity:
15 minutes*

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

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



Level of Prep Required: Low



What you need:

- Your voice!

What you will do:

Stories can be shared in multiple ways and two of the most common are reading stories and storytelling. The most common is someone reads a book out loud and shows the illustrations to their audience. Storytelling is the act of telling a story from memory. The storyteller has the option to tell the story differently each time since there are no printed words. Storytelling requires additional skills that incorporate gestures, facial expressions, different tones of voice, and body movements.

Think of a fairy tale you've read multiple times and know the story in detail. Or, if you're up for a challenge, pick a story that's new to you—you just might discover a new favorite! Review the story and decide the features of the story:

- How does the story begin?
- How does the story end?
- Who are the main characters? Who is the hero and who is the villain?
- What makes the characters interesting?
- Where does the story happen and what are the main events?
- What lessons do the children learn?

After reviewing the story, practice your storytelling skills by sharing your story with a family member or members without reading the book. Use gestures, different voice tones and manners of speaking, make eye-contact with your audience and...sound confident! Even if you don't feel like it.

At-Home Summer Guide for School-Age

Week of June 15, 2020

Fairy Tales: Silly Cinderella

Practice changing key parts of speech in a traditional fairy tale and discover the silly version of the story you create.



Length of activity:
15 minutes*

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

Level of Engagement Required by Adult: Low



Level of Prep Required: Low



What you need:

- [Fill-in-the-blank sheet](#)
- Writing and drawing tools

What you will do:

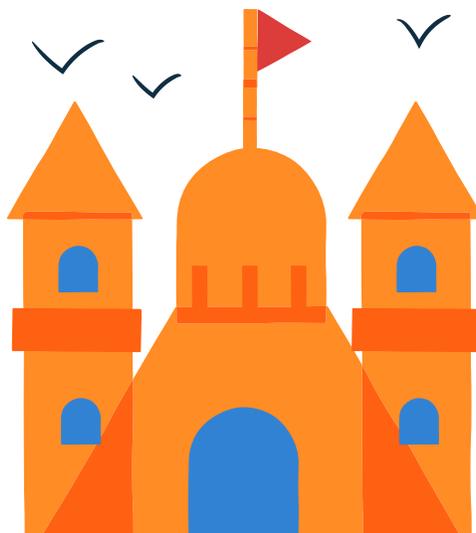
Reimagine the story of Cinderella by adding silly nouns and adjectives to the story.

Noun: a word used to name a person, place, or thing

Plural Noun: a form of a noun indicating more than one (usually ends in s)

Adjective: a word that describes a noun

Think of the examples above in the *Cinderella* story. Use the blanks on the [next page](#) to fill-in a new version of the story of Cinderella by replacing pieces of the story with silly ideas. Share the story with your family and see if you can make them laugh!



At-Home Summer Guide for School-Age

Week of June 15, 2020

Silly Cinderella

There was once a _____ man whose wife died, leaving him alone to care for a
(ADJECTIVE)

little girl. After some years, hoping to give his child a mother's love and care, he married

again, this time to a _____ with two grown-up _____. But his
(NOUN) (PLURAL NOUN)

second wife was _____ and _____, and her two daughters were even
(ADJECTIVE) (ADJECTIVE)

worse. The poor little girl had a very _____ time with her new _____.
(ADJECTIVE) (NOUN)

Her stepsisters were jealous of her, because she was very _____, and they were
(ADJECTIVE)

very _____ and _____. They did all they could to make her miserable,
(ADJECTIVE) (ADJECTIVE)

and through their wicked spite and envy, her life became a _____ to her. The
(NOUN)

poor girl was sent to live in the _____, where she had to do all the _____
(NOUN) (ADJECTIVE)

and _____ work. Because she was always dressed in _____ and sat
(ADJECTIVE) (CLOTHING ITEM)

beside the _____ in the _____, they called her Cinderella.
(PLURAL NOUN) (NOUN)

After trying this with Cinderella, think of other stories you want to turn silly and share them with family and friends!

At-Home Summer Guide for School-Age

Week of June 15, 2020

Preventing Learning Loss: Word-Ladder Races

This game provides a fun method of testing reactions, problem-solving skills, and phonics skills that can be played with friends or family.



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

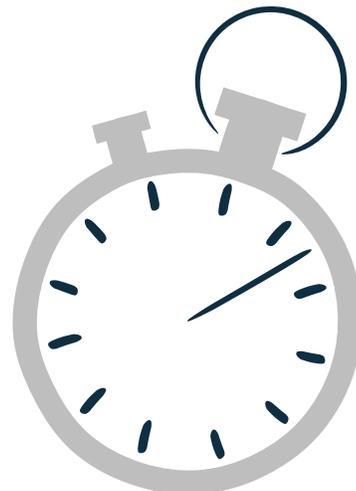


What you need:

- Paper
- Writing and drawing tools
- Stopwatch or clock (such as an app on a phone)

What you will do:

- Ask another person or people to join you and split up into two teams.
- To begin the game, write a four-letter word on a sheet of paper.
- In 60 seconds, the first team will change one letter at a time and try to make as many words as possible.
- After the first team finishes, put out a new word and let the second team try to make as many words as possible in 60 seconds.
- The team that makes the most words wins. You can compete in as many rounds as you want.
- Examples of words include *line, lane, cone, back, fall, this, make, game, cake, card, fare, lime, same, bake, dark, hail, and word.*
- Alternatively, the teams can go at the same time if they can't hear each other.



At-Home Summer Guide for School-Age

Week of June 15, 2020

Preventing Learning Loss: Play It!

Create a new game using one of your favorite stories as the theme. Play it with friends and family as another way to share the story!

Length of activity:

45 minutes*



Level of Engagement Required by Adult: Low



Level of Prep Required: Low



What you will need:

- Cardboard
- Chart paper
- Child-size scissors
- Construction paper
- Glue
- Index cards, various sizes
- Markers
- Writing and drawing tools

What you will do:

- Think of a favorite board game you've played and the rules it uses.
- How can you change the game to match the theme, characters, and story of one of your favorite stories?
- Design a game board that matches the theme and setting of the story you select and adjust the rules and design to match the story.
- Test your game and see if it shares the story and makes sense. Make changes as necessary to make it better.
- Play it with your family and friends!

Family Note:

This might take days to complete and the game can be saved to play again in the future. Younger children can help by drawing pictures and come up with ideas of different stories to use.

At-Home Summer Guide for School-Age

Week of June 15, 2020

First Grade Readiness

Our summer school age guide incorporates **first grade readiness activities** to keep your kindergarteners mind sharp through the summer and ready to enter first grade with **confidence!**

Phonics Activity: Reading Quest

Your child will practice reading short sentences in a treasure hunt that has them tracking clues around your house in search of a prize.

Length of activity:

15-20 minutes*



Level of Engagement Required by Adult: Low



Level of Prep Required: High



What you need:

- Index cards
- Pencil
- Small prize, like a treat, stickers, coloring book, small toy, etc.
- Tape (optional)

What your child is learning:

- To recognize and read familiar words
- To read and understand short sentences
- To follow written directions

What you will do:

Create a short treasure hunt for your child using a series of written clues that will direct them to a prize. Before the activity starts, choose places around your house or yard to hide clues and a final place to hide a prize. Then, write a series of four or five simple clues on index cards (see examples on the next page). You will hand the first clue to your child. The rest of the clues should be placed so each clue leads to the next clue, and the final clue leads to the prize. Be sure to place clues and the prize far enough apart, or hidden well enough, so they won't find later clues or prizes accidentally while searching for earlier clues.

Here are some suggestions for words your child learned in Kindergarten that may be helpful as you choose places to hide clues and write clues.

Look	In	Bag	Bell
Go	Back	Hall	Lock
On	Bed	Wall	Sock
At	Tub	Car	Cat
Up	Box	Doll	Dog

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Example clues:

- Look in the tub.
- Look on the dog bed.
- Look behind the door to mom's room.
- Go ask dad.
- Look where the cat eats.
- Go to the x by the tree and look up.

Explain how the treasure hunt works to your child. Hand them the first clue. They may need some help staying on track and following the clues, or with reading the sentences.

If your child is ready:

To make this activity more of a challenge, you can use harder words, longer sentences, or more clues. You could give your child some practice sounding out words they haven't learned yet. The more closely a word's spelling matches its pronunciation, the easier this will be (for example, *table* is easier to sound out than *light*).



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Week of June 15, 2020

Math Activity: Skip Count Hopscotch

Use hopscotch to practice counting by twos.

Length of activity:
15-20 minutes*



Level of Engagement
Required by Adult: Medium



Level of Prep Required: Low



What you need:

- Sidewalk chalk or masking tape

What your child is learning:

- How to count by twos
- Physical jumping skills

What you will do:

Ask your child to create a [hopscotch court](#), either outdoors using sidewalk chalk on pavement or indoors using masking tape. Make at least ten squares—the longer the court, the more opportunity for counting practice. Have them write sequential numbers inside each square of the hopscotch court. For example, if there are ten squares, they should write the numbers 1-10 starting at the bottom square and moving upwards through the court.

First, invite them to jump through the hopscotch course normally, jumping on each square. Then, ask them if they know what skip counting is. Explain that skip counting is like regular counting, but instead of counting every number, we skip over some numbers. In this case, your child will skip every other number. This is also called counting by twos.

Now, challenge your child to use skip counting while going through the hopscotch court. Explain that they should skip the first square but jump to the second square. Then skip the third square and jump to the fourth square, and so on. Practice this a few times. Now, challenge them to do the opposite—jump on the first square, then skip the second square, jump on the third square, then skip the fourth, and so on.

If your child is ready:

For more of a counting challenge, your child can practice skipping more squares in between. For example, they could skip the first two squares, jump on the third square, then skip the next two squares and jump on the sixth square. This will give them a preview for counting by threes, which is a more advanced skill. For a goofy physical challenge with a longer hopscotch course, ask if your child remembers counting by fives. Can they jump through the hopscotch course skip counting by fives?

At-Home Summer Guide for School-Age

Week of June 15, 2020



At-Home Summer Guide for School-Age

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 School-Age

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?

