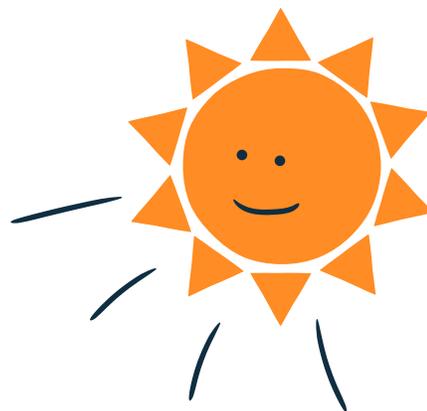


At-Home Summer Guide for Preschoolers and Prekindergarteners (3 and 4 years old)

Week of June 29, 2020

This week kicks off a two-week dive into **Exploring the Arts**, a theme that introduces your child to various types of creative art, including visual art, drama, music, and dance. Whether you've returned to your center or you're still learning at home, you can use these activities to help your child express their artistic side!



This week focuses on **visual and dramatic arts**. Your child will create two-dimensional art in a collaborative drawing activity and three-dimensional art by making sculptures from everyday materials and clay. They'll learn about expressing emotions through facial expressions and body movement and create their own hand puppets to put on a show!

In addition to taking a trip to the Van Gogh Museum on this week's virtual field trip, you can **introduce your child to art** using works throughout your home or the illustrations in the books you read. Invite your child to make observations and share what they like about the images you see. Share information you might know about the artist or the art itself. Such conversations can help your child develop an appreciation for art and build their confidence in observing and speaking about art.

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:

Exploring the Arts

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 DRAW
Family Drawing

Take turns drawing to complete a family-created work of art!



LET'S CREATE
3-D Artwork

Your child uses a mix of art and craft materials and everyday objects to create three-dimensional art.



LET'S CREATE
Clay Sculptures

Your child uses air-hardening clay to create their own sculpture.



LET'S CREATE
Puppet Theater

Your child creates their own puppet and then puts on a show!



LET'S MOVE
Silly Walking

Your child explores how they can show emotion through movement.



GAME TIME
Roll and Draw

This drawing game is all up to a roll of a dice! Who will be the first to finish their drawing?



**LEARNING ADVENTURES:
PHONICS ADVENTURES**
Topsy-Turvy Tongue Twisters

Your child will have some silly fun with letter sounds as you twist and trip through some serious tongue twisters. You'll even create and share your own!



**VIRTUAL
FIELD TRIP**
Van Gogh Museum

Take your child on a virtual tour of the Van Gogh Museum in Amsterdam, Netherlands, where you can view Van Gogh's paintings, as well as the works of other artists.



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 ????????

At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020

Getting Ready for the Week: Materials to Gather

Family Drawing:

- Crayons, colored pencils, or markers
- Paper (8-10 sheets)
- Scissors (for adult use only)

3-D Artwork:

- Child-size scissors
- Crayons, markers, or colored pencils
- Glue or glue stick
- Scissors (for adult use only)
- Tape
- Repurposed materials, such as cardboard tubes, packing paper, clean egg cartons, unused coffee filters, clean and dry plastic bottles and yogurt containers, cardboard, and thin boxes like cereal or cracker boxes
- Various craft materials, such as craft sticks, construction paper, fabric scraps, tissue paper, pipe cleaners, and yarn

Clay Sculptures:

- Air-hardening clay
- Paint
- Paintbrushes
- Pencils
- Plastic or paper plate
- [Salt Dough Recipe](#) (if you don't have air-hardening clay)
- Salt Dough ingredients (if you don't have air-hardening clay):
 - ↪ □ 1 cup all-purpose flour
 - $\frac{1}{2}$ cup salt
 - $\frac{1}{2}$ cup warm water

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

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Puppet Theater:

- Child-size scissors
- Glue or glue stick
- Various craft materials, such as craft sticks, construction paper, fabric scraps, pipe cleaners, googly eyes, and yarn
- Paper lunch bags
- Paper (if lunch bags are not available)

Silly Walking:

No materials needed

Topsy-Turvy Tongue Twisters:

- Paper, cut into strips about 2 inches by 5 inches
- Pencil

Roll and Draw:

- Crayons, markers, or colored pencils
- Dice
- Paper



At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020



Let's Draw: Family Drawing

Take turns drawing to complete a family-created work of art!



Length of activity:
25 minutes*

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

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



Level of Prep Required: High



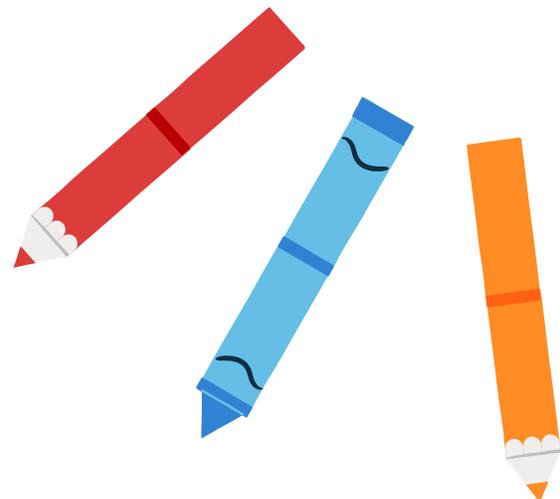
What you need:

- Crayons, colored pencils, or markers
- Paper (8-10 sheets)
- Scissors (for adult use only)

What your child is learning:

- The different types of lines used to create visual art
- How to use descriptions of lines, shapes, and colors when talking about art
- Fine motor skills as they draw lines and shapes

About the Activity: Today's activity is about using lines to create art. Begin by talking with your child about different types of lines. Draw a straight line, wavy line, curved line, and zigzag line on a sheet of paper. Ask your child to make observations about each type. Share the name and features of each line with them, such as a curved line has one larger curve, but a wavy line has several little curves; or that a zigzag line is made up of lots of short straight lines that connect to make points. Then invite them to practice drawing the different types of lines on the same or a new sheet of paper. Talk with them about how lines can be used to create shapes. Triangles, squares, and rectangles are all made using straight lines, while a circle is one big curved line. Invite them to practice drawing these shapes.



At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020

For Your Preschooler:

Fold a sheet of paper in half lengthwise, then in half again. Open the paper and fold it in half widthwise to create eight equal sections. Cut along the folded lines to create eight cards. Repeat this process with a second sheet of paper for a total of 16 cards. On each card draw a different type of line or shape using a different color for each, such as a red square, a blue wavy line, a black straight line, or a green triangle. Place the stack of cards face down.

Invite your child, and any other interested family members, to create a family drawing. Explain that the first person will take the top card in the stack, turn it over, identify what is on the card (i.e. red square or blue zigzag line), and then draw that same color line or shape on a sheet of paper. They can make it as large or small as they want, as long as it's the same as what is on the card. Then the next person will turn over the next card, identify what is on it, and add that color line or shape to the drawing. This continues until all the cards have been used. When the drawing is done, talk with your child about the final product. Do the lines and shapes form a picture? How did they decide where to add their line or shape? If your child is interested, grab a new sheet of paper and create another drawing using the same process.

For Your Prekindergartener:

Fold a sheet of paper in half lengthwise, then in half again. Open the paper and fold it in half widthwise to create eight equal sections. Cut along the folded lines to create eight cards. Repeat this process with three additional sheets of paper for a total of 32 cards. On 13 of the cards, use a black drawing tool to draw a different type of line or shape on each card. On another 13 cards, use the drawing tools to draw a solid circle on the card, creating two or three cards of each color. On the remaining six cards, draw a solid black star. Mix three of the black stars in with the line and shape cards and three in with the color cards. Place the two stacks of cards face down.

Invite your child, and any other interested family members, to create a family drawing. Explain that the first person will take the top card in each stack and turn them over. Then they will identify what is on each card (i.e. a zigzag line and a red circle), and then they will draw a line or shape in the identified color on a sheet of paper. They can make it as large or small as they want, as long as it's the same as what is on the cards. If they turn over a black star from either pile, then they get to choose what to draw. For example, if they turn over a wavy line from one stack and a black star from the color card stack, then they get to choose what color to make their wavy line. Then the next person will turn over the top card in each stack, identify what is on them, and add that color line or shape to the drawing. This continues until all the cards have been used. When the drawing is done, talk with your child about the final product. Do the lines and shapes form a picture? How did they decide where to add their line or shape? If your child is interested, grab a new sheet of paper and create another drawing using the same process.

At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020



Let's Create: 3-D Artwork

Your child uses a mix of art and craft materials and everyday objects to create three-dimensional art.



Length of activity:
25 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:

- Child-size scissors
- Crayons, markers, or colored pencils
- Glue or glue stick
- Scissors (for adult use only)
- Tape
- Repurposed materials, such as cardboard tubes, packing paper, clean egg cartons, unused coffee filters, clean and dry plastic bottles and yogurt containers, cardboard, and thin boxes like cereal or cracker boxes
- Various craft materials, such as craft sticks, construction paper, fabric scraps, tissue paper, pipe cleaners, and yarn

What your child is learning:

- How to use different tools and materials to create three-dimensional art
- How to create art that represents animals, people, or things

About the Activity:

Begin by asking your child if they know what a sculpture is. Explain that sculptures are a type of art, but they're not flat like a drawing or a painting, they're three-dimensional. *Three-dimensional* means you can look at it from the front, sides, back, and top. Sculptures can be made from a variety of materials, including wood, metal, clay, and even paper.

At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020

If you've already done the activity Clay Sculptures, you can remind your child of the sculpture they made during that activity.

For Your Preschooler:

Show your child the materials you've collected and explain that they can use these materials to create a sculpture. Invite your child to explore the different materials. Allow time for your child to create, assisting as needed in cutting materials or helping them to attach materials together using glue or tape. As your child creates, ask them questions about the materials they are using and how they are using them. "I see you're taping some tissue paper to the box. Why did you choose the tissue paper?" Or "What are you going to do with the pipe cleaners?" When your child is finished with their sculpture, invite them to share it with you and other family members (in person or digitally), explaining what materials they used and how they used them.

For Your Prekindergartener:

Show your child the materials you've collected and explain that they can use these materials to create a sculpture. Invite your child to explore the different materials. Ask your child what type of sculpture they would like to make and how they might use these materials to create it. For example, if your child says they would like to make an animal sculpture, ask them what materials they could use for the different features of the animal, such as eyes, ears, mouth, legs, fur, feathers, wings, and so on. Allow time for your child to create, assisting as needed in cutting materials or helping them to attach materials together using glue or tape. When your child is finished with their sculpture, invite them to share it with you and other family members (in person or digitally), explaining what materials they used and how they used them.



At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020



Let's Create: Clay Sculptures

Your child uses air-hardening clay to create their own sculpture.



Length of activity:
25 minutes*

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

Level of Engagement Required by Adult: Medium



Level of Prep Required: Medium



What you need:

- Air-hardening clay
- Paint
- Paintbrushes
- Pencils
- Plastic or paper plate
- [Salt Dough Recipe](#) (if you don't have air hardening clay)

Salt Dough ingredients (if you don't have air hardening clay)

- 1 cup all-purpose flour
- $\frac{1}{2}$ cup salt
- $\frac{1}{2}$ cup warm water

What your child is learning:

- How to use different tools and materials to create three-dimensional art
- How to create art that represents animals, people, or things

About the Activity:

Begin by asking your child if they know what a sculpture is. Explain that sculptures are a type of art, but they're not flat like a drawing or a painting, they're three-dimensional. *Three-dimensional* means you can look at it from the front, sides, back and top. Sculptures can be made from a variety of materials, including wood, metal, clay, and even paper.

If you've already done the activity 3-D Artwork, you can remind your child of the sculpture they made during that activity.

If air-hardening clay isn't available, you can follow this recipe and make salt dough to use instead.

At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020

Salt Dough Recipe

Ingredients

- 1 cup all-purpose flour
- $\frac{1}{2}$ cup salt
- $\frac{1}{2}$ cup warm water

Instructions

In a medium bowl, stir the flour and salt together. Slowly add the water while stirring until a play-dough-like dough forms. Remove the dough from the bowl and form it into a ball. Knead for approximately five minutes, adding small amounts of flour or water as needed if the dough is too sticky or too dry. Store dough in an airtight container until ready to use.



For Your Preschooler:

Give your child a ball of clay about the size of a baseball. If you're using the salt dough, this is about half of the dough. Invite your child to use the clay or dough to make a sculpture any way they choose. Have them create their sculpture on the plastic or paper plate to make it easier to move when finished. As they create their sculpture, talk with them about the experience. How does the material they are using feel? Is it difficult to use? If so, in what way? How are they using the material to shape or add details to their sculpture? Invite your child to use a pencil to add details to their sculpture by drawing in the clay or dough. When their sculpture is finished, set it aside to dry in a sunny location. The time it takes to dry completely will vary depending on the thickness of the sculpture. When the sculpture is dry, invite your child to paint it or, if available, to use other craft materials to decorate it.

For Your Prekindergartener:

Give your child a ball of clay about the size of a baseball. If using the salt dough, this is about half of the dough. Invite your child to use the clay or dough to make a sculpture any way they choose. Have them create their sculpture on the plastic or paper plate to make it easier to move when finished. As they create their sculpture, talk with them about what details they would like to add or if there are any textures they would like to create. Then invite them to gather other supplies to use to create details or texture in the material, such as a pencil, spoon, fork, bubble wrap, or plastic toys that they can press into the clay. When their sculpture is finished, set it aside to dry in a sunny location. The time it takes to dry completely will vary depending on the thickness of the sculpture. When the sculpture is dry, invite your child to paint it or, if available, to use other craft materials to decorate it.

At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020



Let's Create: Puppet Theater

Your child creates their own puppet and then puts on a show!



Length of activity:
30 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:

- Child-size scissors
- Glue or glue stick
- Various craft materials, such as craft sticks, construction paper, fabric scraps, pipe cleaners, googly eyes, and yarn
- Paper lunch bags
- Paper (if lunch bags are not available)

What your child is learning:

- How to express themselves and tell stories through dramatic art
- How to use different tools and materials to create three-dimensional art
- How to create art that represents animals, people, or things

About the Activity:

Ask your child to share their experience with puppets. Do they have any puppets? Have they used puppets at school? Have they gone to a puppet theater to see a puppet play? Invite them to share and remind them of any experiences they've had that you're familiar with. Then invite them to create their own hand puppet that they can use to put on a show.

Show them how to place their hand inside a paper bag and move the folded bottom of the bag like a mouth. Then invite them to use the materials you collected to decorate their puppet, adding a face and any other details they'd like. If your child is interested, invite them to create more puppets. Don't forget to create your own so that you can join in the fun!

At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020

If you don't have paper lunch bags, watch this [video](#) to see how you can create a hand puppet from a folded sheet of paper!

For Your Preschooler:

After the puppets are finished, invite your child to join you in putting on a puppet show. Each of you can create characters using your newly created puppets and have a back-and-forth conversation. Depending on your child's interest, you may introduce a storyline through your puppet play, such as the characters having a picnic or playing at the park. Encourage your child to participate in telling the story through dialogue between the puppets and any narration they wish to add.

For Your Prekindergartener:

After the puppets are finished, invite your child to join you in putting on a puppet show. Work with your child to create a story with a beginning, middle, and end whose star characters are your newly created puppets. Practice using your puppets to tell the story using back and forth conversations, and any props you create or gather. When ready, share your puppet play with others in your home or record a video to share with family and friends digitally.



At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020



Let's Move: Silly Walking

Your child explores how they can show emotion through movement.



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: N/A



What you need:

No materials needed

What your child is learning:

- How to express and explore emotions through conversation and play
- How to express themselves and tell stories through dramatic art

About the Activity:

Talk with your child about actors, using examples from television shows or plays they've seen. Explain that actors are people who pretend they are someone else in order to entertain others. Share that actors sometimes have to show emotions that they aren't really having, such as pretending to be sad, upset, or excited. Ask your child to name some other emotions people might have. Then ask them to think about what people having those emotions might look like. For example, what would someone who is sad look like? Ask your child to show you a sad face. Continue through the other emotions your child listed, asking them to show you what they might look like.

For Your Preschooler: Share that actors often show emotions using their whole body. Talk with your child about how someone's emotions might change the way they move. For example, someone who is sad might walk a little slower, or someone who is excited might be moving in a hurry. Ask them what it might look like if someone is feeling silly. How might they walk? Invite them to demonstrate a silly walk. Then ask them to show you how they might walk if they were upset, sad, tired, or excited. Invite them to explore walking in different ways to reflect different emotions.

For Your Prekindergartener: Share that actors often show emotions using their whole body. Talk with your child about how someone's emotions might change the way they move. For example, someone who is sad might hang their head and walk a little slower, or someone who is excited might be smiling and moving in a hurry. Ask them what it might look like if someone is feeling silly, how might they walk? Invite them to demonstrate a silly walk. Then ask them to show you how they might walk if they were upset, sad, tired, or excited. Then invite them to explore walking in different ways to reflect different emotions. As they get used to showing emotions through the speed or style of their walk, invite them to add in other body movements to reflect that emotion, such as facial expressions or different arm movements.

At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020



Phonics Adventures: Topsy-Turvy Tongue Twisters

Your child will have some silly fun with letter sounds as you twist and trip through some serious tongue twisters. You'll even create and share your own!



Length of activity:
20–25 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:

- Paper, cut into strips about 2 inches by 5 inches
- Pencil

What your child is learning:

- To begin to identify and separate individual words within a sentence or phrase
- To identify words that begin with the same sound
- To actively participate in word-play games

About the Activity:

Tell your child that today they will say some tongue twisters to practice alliteration, which is when we say two or more words, close together, that have the same beginning sound, like *pickled peppers*. Speaking of pickled peppers, say this tongue twister slowly so your child can listen for the beginning sound that's repeated:

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
How many pickled peppers did Peter Piper pick?

Ask your child what beginning-letter sound they heard in most of the words in the tongue twister. Say the tongue twister again, going line-by-line and inviting your child to repeat each line after you. Repeat the process with a few other tongue twisters, like the ones on the next page.

Tongue Twisters

Betty Botter bought some butter,
But she said, "This butter's bitter.
If I put it in my batter, it will make my batter bitter.
But a bit of better butter will make my batter better."
So 'twas better Betty Botter bought a bit of better butter.

A flea and a fly in a flue,
Said the fly, "Oh, what should we do?"
Said the flea, "Let us fly!"
Said the fly, "Let us flee!"
So they flew through a flaw in the flue.

How much wood would a woodchuck chuck
If a woodchuck would chuck wood?
A woodchuck would chuck all the wood he could chuck,
If a woodchuck would chuck wood.

A skunk sat on a stump.
The stump thought the skunk stunk.
The skunk thought the stump stunk.
What stunk, the skunk or the stump?

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Week of June 29, 2020

For Your Preschooler:

Have your child choose a letter. Talk about the sound the letter makes. Together, look around your home for five or six objects that start with that letter sound. Write each word on a separate slip of paper. Write some actions, descriptive words, and little “connecting” words that start with the letter sound, too. Invite your child to arrange the words in any order, then practice saying the resulting tongue twister together. Text or email your tongue twister to family or friends and the next time you connect with them on the phone, computer, or in person, challenge them to say the tongue twister as quickly as they can. Keep the fun going by asking them to rearrange the words to create a new tongue twister for you and your child to try.

For Your Prekindergartener:

Have your child choose a letter. Talk about the sound the letter makes. Together, brainstorm a list of five to ten words that start with that letter sound. Consider any and all words, including people, places, things, actions, descriptive words, and even little “connecting” words. Invite your child to copy each word onto a separate slip of paper. Then, work together to arrange the words to create your own tongue twister. Text or email your tongue twister to family or friends and the next time you connect with them on the phone or computer, or in person, challenge them to say the tongue twister as quickly as they can. Keep the fun going by asking them to rearrange the words to create a new tongue twister for you and your child to try.

At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020



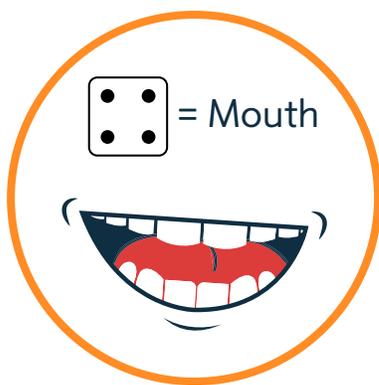
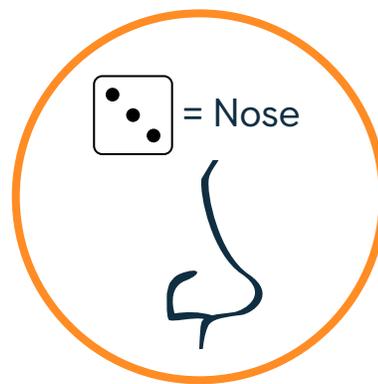
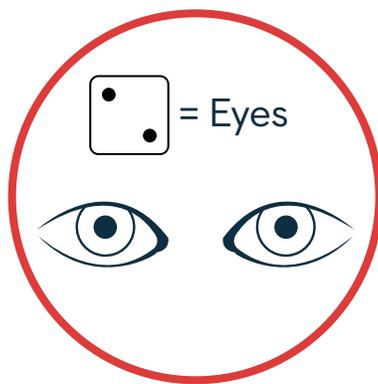
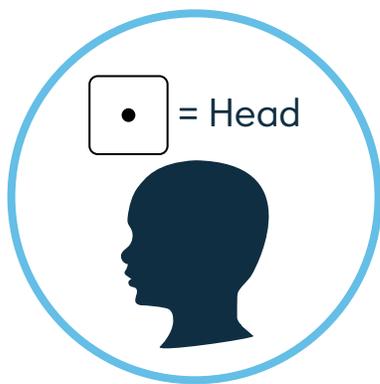
Game Time: Roll and Draw

This drawing game is all up to a roll of a dice! Who will be the first to finish their drawing?

What you need:

- Crayons, markers, or colored pencils
- Dice
- Paper

Each player will need a sheet of paper and something to draw with. The first player rolls a dice and draws the corresponding feature below, then it's the next player's turn to do the same. Play continues in this manner until one player completes their drawing by drawing all six features. If a player rolls a number that corresponds to a feature they have already drawn, then they lose their turn and it's the next player's turn.



Want to increase the challenge of the game? Add the rule that a player has to roll a 1 to draw the head before they can draw any other features.

You can also create your own version of the game by selecting any simple drawing that can be done in six steps, such as a flower with a center and five petals or the head, thorax, abdomen, legs, antennae, and wings of a butterfly or bee.

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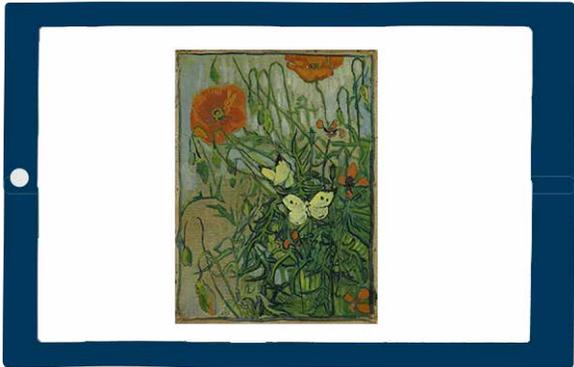
Week of June 29, 2020



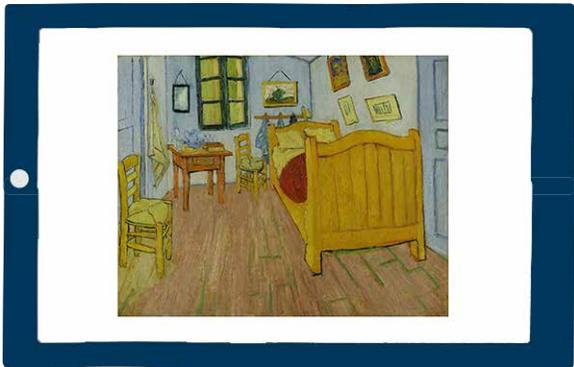
Virtual Field Trip: Van Gogh Museum

Take your child on a virtual tour of the [Van Gogh Museum](#) in Amsterdam, Netherlands, where you can view Van Gogh's paintings, as well as the works of other artists.

There are around a hundred of Van Gogh's paintings on this site. Below are three paintings for you to share with your child and some questions to ask to help enhance their experience. If your child shows interest, you may want to explore other paintings in the collection.



[Butterflies and Poppies](#) - As the two of you look at this painting, ask your child what they see. Share that the name of this painting is *Butterflies and Poppies*. Why do they think it is named that? What types of lines did Van Gogh use to create the leaves and stems of the poppies? How does the color of the butterflies and the poppies help them to stand out from the leaves and stems? Invite your child to share any other observations they have. If they are interested, invite your child to create their own version of butterflies and poppies using paint or drawing materials.



[The Bedroom](#) - As the two of you look at this painting, ask your child what objects they see in the painting. What does the painting remind them of? Share that the name of this painting is *The Bedroom*. Are there objects in the painting that they see in their own bedroom? Share that this painting was painted over 130 years ago, but that it looks like it could reflect a bedroom now. Talk with your child about the shapes and colors Van Gogh used, and if they're interested, invite your child to create their own bedroom painting.



[Wheatfield with Crows](#) - As the two of you look at this painting, ask your child what they see in the painting. What do they think the artist was trying to share with them in this painting? Share that the name of this painting is *Wheatfield with Crows*. Ask them to share what they know about wheat and what they think a wheat field is. If needed, explain that a wheat field is a large field where tall stalks of golden-colored wheat are grown. What part of the painting do they think represents the wheat field? Share that crows are large black birds that eat the grain that grows on the wheat stalks. Where do they see the crows in the painting? What else do they see in the

painting? Point out how Van Gogh used short brush strokes and various colors to give shape to things like the wheat field, the sky, and the paths around and through the wheat field.

At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 29, 2020

Focus on Social and Emotional Learning: Family Project

Eight weeks ago we launched [Our Stay-at-Home Story family project](#) to provide a constructive and emotionally healthy way for families to process the ongoing pandemic. Now, with summer underway and communities reopening, it's time to wrap up Our Stay-at-Home Story as families focus on finding their new normal.



We hope that through each of our weekly prompts you've learned things about each other, your neighbors and family, that give you a deeper sense of community and security. In times of uncertainty, they can become your greatest resources to see you safely through.

If you'd like to revisit the prompts we explored, we've compiled them [here](#). You can start, stop, and start again anytime you need fun and creative ways to process what's happening around you. Just take a step back and use these **five themes** to guide you:

- **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?



As always, we'd love to see what you came up with! Please visit our [KinderCare Facebook page](#) to share any part of your family project so others can learn from and appreciate your experience.