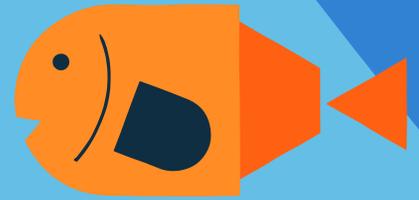


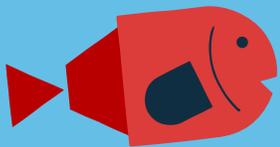
# At-Home Learning Guide for Preschoolers (3 years old)

Week of June 8, 2020



This week in our centers, preschoolers would typically be exploring **water**. Whether your child is returning to a center or continuing to learn from home, there are many ways you and your child can explore the amazing world of water together.

Grab the musical water instruments you made last week and start this week with a **song**! Then put those observation skills to the test as your child explores how to make different-size **waves** and which containers hold more water. Next, you'll think about how you use water and put those thoughts into a **song**. End the week with a game that puts your child's **memory** to the test.



Summer is here! And even though you may be staying home, that doesn't mean you have to miss out on the fun. Keep an eye out for the **summer guides** coming next week. They'll have a new look but will still be filled with fun ways to keep your child learning all summer long!

## Developmental Domains

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

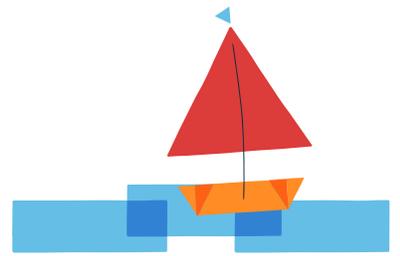


## Learning Adventures

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:

# Water



## 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

#### Express Yourself! (Creative Expression)

**"Row, Row, Row Your Boat"** Your child uses the musical water instrument they created last week to groove along to this classic song.

#### Phonics Adventures (Learning Adventures)

**Mixed-Up Rhymes** Hickory, dickory, smock—smock? Your child will be giggling with glee as you play this listening game!



### TUESDAY

#### Get the Wiggles Out (Physical Development and Wellness)

**Making Waves** Big waves, small waves, fast waves, slow waves—what kinds of waves will your child make?

#### Cooking Academy (Learning Adventures)

**Fruit Salad with Honey Citrus Syrup** Your child will learn math and science concepts as you prepare this delicious—and nutritious—salad!



### WEDNESDAY

#### Get the Wheels Turning (Cognitive Development)

**More or Less** Your child explores volume as they determine which container will hold more water.

#### STEM Innovators (Learning Adventures)

**Making a Bird Feeder** Crow needs help creating a bird feeder for Wren, one that keeps birdseed dry when it rains. Can you and your child help by making a bird feeder using common household items?



### THURSDAY

#### Let's Chat (Language and Literacy)

**How Do We Use Water?** What would we do without water? Put on your thinking caps and consider all the ways you use water, then put it to a tune and sing about it.

#### Music Explorers (Learning Adventures)

**Dance the Weather Singable Story** Your child will sing and dance along to lyrics inspired by the weather!



### FRIDAY

#### Growing Flexible Brains (Executive Function)

**Water Memory Game** Play a matching game that utilizes your child's memory to find two cards with the same picture.

**Virtual Field Trip: National Geographic Kids** Take a virtual trip to National Geographic Kids to check out some fun water-related experiments!



## 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 **Building Connections**.



## Getting Ready for the Week: Materials to Gather

### Monday

- ❑ Musical water instrument (from [At-Home Learning Guide: Week of June 1](#))
- ❑ Handheld shaking instrument, such as a maraca, tambourine, or egg shaker (if you don't have a musical water instrument)
- ❑ ["Row, Row, Row Your Boat" lyrics](#)

### Tuesday

- ❑ Large towel

#### For Cooking Academy Activity:

- ❑ Fruit Salad with Honey Citrus Syrup [recipe card](#)
- ❑ Fruit Salad with Honey Citrus Syrup ingredients\* 

#### Kitchen tools:

- ❑ Cutting board
- ❑ Sharp knife (for adult use)
- ❑ Butter knife
- ❑ Measuring cups and spoons
- ❑ Mixing bowl, small
- ❑ Mixing bowl, large
- ❑ Whisk
- ❑ Mixing spoon

*\* The amounts listed here will make 5–6 servings. Adjust amounts as needed to serve your family. Substitute other fruits, if desired, to suit your family's preferences.*

#### \*Fruit Salad with Honey Citrus Syrup ingredients:

- ❑ 1 pound strawberries, halved or quartered (or other berry of your choice)
- ❑ 1/2 cup blueberries (or other berry of choice)
- ❑ 8 ounces seedless grapes, halved
- ❑ 2 clementines or other variety of tangerine, peeled and segmented with seeds removed
- ❑ 1/2 an orange, peeled with seeds removed and cut into 3/4-inch pieces
- ❑ 1 apple, cored, cut into sixths, and sliced into 1/4-inch thick pieces
- ❑ 1 banana, sliced
- ❑ 2 tablespoons honey
- ❑ 1/8 cup lemon juice
- ❑ 1/8 cup orange juice

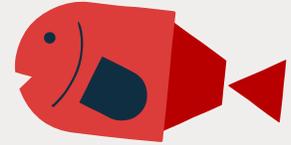
**Tip:** At the beginning of your week, gather materials and place them in a container so you're ready to go!





## Wednesday

- ❑ Measuring cups
- ❑ Plastic cups or containers
- ❑ Plastic pitcher
- ❑ Plastic tub or shallow baking pan
- ❑ Towels
- ❑ Water



### For the STEM Innovators activity:

- ❑ [Making a Bird Feeder video](#)

#### For the body of the bird feeder:

- ❑ Recycled materials, such as a plastic bottle or thin, plastic containers; pieces of cardboard; aluminum or tin can; cardboard or plastic milk carton (enough different items so your child can explore with several materials)
- ❑ Birdseed

#### For creating a perch:

- ❑ Craft stick, twig from a tree or bush
- ❑ Masking tape or other heavy-duty tape
- ❑ Glue
- ❑ Hot-glue gun (for adult use only)
- ❑ Scissors (both child- and adult-size)

#### For hanging the bird feeder:

- ❑ String or thin rope

*\* Note: We used a clean, empty milk carton for the bird feeder described in this activity, but simple bird feeders can be made from a variety of recyclable materials.*

## Thursday

- ❑ Pencil
- ❑ Paper
- ❑ Digital camera or video recording device (optional)

### For the Music Explorers activity:

- ❑ [All Kinds of Weather vocabulary poster](#)
- ❑ [Video link](#) to storybook and song *Dance the Weather*, lyrics by Barbara Wilson Clay, music by Jane Gillman, illustrations by Krista Martenson

## Friday:

- ❑ [Water Memory Game cards](#)
- ❑ Scissors (for adult use only)
- ❑ Crayons, markers, or colored pencils (if a printer isn't available)
- ❑ Index cards (8, if a printer isn't available)



## MONDAY

### Express Yourself! “Row, Row, Row Your Boat”

Your child uses the musical water instrument they created last week to groove along to this classic song.



#### 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:

- Handheld shaking instrument, such as a maraca, tambourine, or egg shaker (if you don’t have a musical water instrument)
- Musical water instrument (from [At-Home Learning Guide: Week of June 1](#))
- [“Row, Row, Row Your Boat” lyrics](#)



#### What your child is learning:

- To copy and create simple rhythm patterns
- To use simple instruments during music experiences
- To hear and discriminate different sounds and syllables in spoken words

**What you do:** If your child did not make a musical water instrument [last week](#), you might consider having them make one this week before doing this activity. Or you can use another handheld shaking instrument for the activity. Familiarize yourself with the song, “Row, Row, Row Your Boat.”

Talk with your child about different ways people can move on water. Explain that sailboats, motorboats, row boats, canoes, and rafts are all ways that people can move on water. These are all vehicles that float on water and are powered by wind, motors, or by people using paddles or oars.

Next, show your child the words to the song, [“Row, Row, Row Your Boat.”](#) Point to the words *gently* and *merrily* and explain that these words have diagonal lines in them to help show us the parts, or syllables, that make up the word. Count the number of syllables in each word, then say the word while clapping along with each syllable. After they’re familiar with clapping the syllables in each word, give them the musical water instrument or other handheld shaking instrument and invite them to sing the song with you. Tell them you’ll clap with the syllables and they can shake the instrument.



## MONDAY

(continued)

The lines dividing the words gives your child a visual cue to help them understand that words are made of parts. 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 helps them build a foundation to identify syllables at an older age.

**If your child is ready:** Have them shake their instrument for each syllable for all of the words in the song while you clap.

### “Row, Row, Row Your Boat”



Row, row, row your boat,



Gent/ly down the stream.

Mer/ri/ly, mer/ri/ly, mer/ri/ly, mer/ri/ly

Life is but a dream.





**MONDAY**  
(continued)

## Phonics Adventures: Mixed-Up Rhymes

Hickory, dickory, smock— *smock*? Your child will be giggling with glee as you play this listening game!



**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:**  
N/A



### What your child is learning:

- To practice listening for changed words and sounds
- To determine whether two sounds are the same or different

**What you do:** Tell your child you have a listening game. Use your finger to follow along as you read the following rhyme:

Hickory, dickory, dock!  
The mouse ran up the clock.  
The clock struck one,  
The mouse ran down,  
Hickory, dickory, dock!



Next, have your child listen carefully, because you'll change some of the words in the rhyme to make it sound silly. Repeat lines as needed to help your child identify the words that are different.



Hickory, dickory, dock!  
The cat climbed on the rock.  
The clock struck one,  
The cat jumped up,  
Hickory, dickory, dock!



## MONDAY

(continued)

This time, tell your child you'll change some words and some sounds to make the rhyme sound even sillier. Repeat lines as needed to help your child identify the words and sounds that are different.

Hickory, pickley, dock!  
The house ran up the sock.  
The clock wruck one,  
The pig ran town,  
Hickory, dickory, lock!

If your child is interested in continuing the game, you can do this with any familiar children's rhyme! You can also challenge your child to change up a rhyme to have you identify the mixed-up words and sounds.

### Questions to ask:

- What words or sounds sounded different?
- Which words rhyme?



**TUESDAY**

## Get the Wiggles Out: Making Waves

Big waves, small waves, fast waves, slow waves—what kind of waves will your child make?



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

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

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



**Level of Prep Required:** Low



**What you need:**

- Large towel



### What your child is learning:

- How the body moves in different directions and at different levels
- How the body can move at different speeds
- How they can influence the movement of objects

**What you do:** Show your child the towel and tell them you're going to work together to make waves. Have them take one end of the towel, holding one corner in each hand. Stand opposite them and hold the other end of the towel in the same way. Invite them to shake the towel and explore how it moves, encouraging them to share their observations, as well as sharing your own. Explore how the waves change in different situations and different ways to make the waves.

- What happens when you stand close together and the towel sags in the middle?
- What happens when you stand as far apart as possible and the towel is pulled tight?
- How can you make fast waves? Slow waves?
- How can you make big waves? Little waves?
- How can you make waves up high? Down low?

If possible, use a flat sheet or large, light-weight blanket and invite other family members to join you. How does having more people change the waves?

**If your child is ready:** If your child shows interest, try making waves with other materials, such as a dishtowel, pillowcase, or small blanket. How are the waves made with these materials the same or different than the waves made with the towel?



**TUESDAY**  
(continued)

**Cooking Academy: Fruit Salad with Honey Citrus Syrup**  
Your child will learn math and science concepts as you prepare this delicious—and nutritious—salad!



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

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

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



**Level of Prep Required: High**



### What you need:

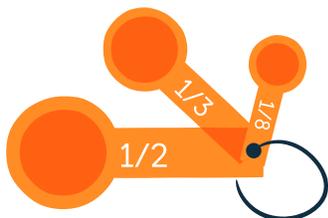
- Fruit Salad with Honey Citrus Syrup [recipe card](#)

### Fruit Salad with Honey Citrus Syrup ingredients\*

- 1 pound strawberries, halved or quartered (or other berry of choice)
- 1/2 cup blueberries (or other berry of choice)
- 8 ounces seedless grapes\*\*, halved
- 2 clementines or other variety of tangerine, peeled and segmented with seeds removed
- 1/2 an orange, peeled with seeds removed and cut into 3/4-inch pieces
- 1 apple, cored, cut into sixths, and sliced into 1/4-inch thick pieces
- 1 banana, sliced
- 2 tablespoons honey\*\*\*
- 1/8 cup lemon juice
- 1/8 cup orange juice

### Kitchen tools:

- Cutting board
- Sharp knife (for adult use)
- Butter knife
- Measuring cups and spoons
- Mixing bowl, small
- Mixing bowl, large
- Whisk
- Mixing spoon



\* The amounts listed here will make 5–6 servings. Adjust amounts as needed to serve your family. Substitute other fruits, if desired, to suit your family's preferences.

\*\* Grapes can be a choking hazard for young children. Cut all grapes in half before serving to young children.

\*\*\* If you have children younger than one year old who will be eating the fruit salad, omit the honey.



## What your child is learning:

- Literacy and math skills like following instructions, measurements, and fractions
- Food safety
- Cooking-related vocabulary
- How ingredients change when mixed
- Comparing and contrasting skills

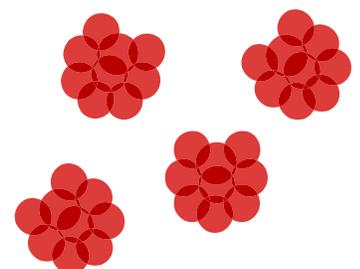
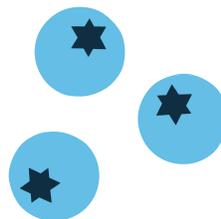
**What you do:** Ask your child what they know about salad. What kinds of salad have they eaten before? How are salads made? After your child shares, tell them salads are made by combining ingredients together. Many salads have a dressing, or sauce, on them.

Show your child the [rebus recipe](#) and invite them to help read it. Show your child the ingredients for the salad and syrup and ask them to identify each one.

Follow the recipe to make the salad. Your child can help measure ingredients; whisk together the ingredients for the syrup; slice the bananas and strawberries with a butter knife; combine the fruits; and drizzle the syrup over the fruits.

## Conversation starters:

- What fruits do you like best?
- What did you enjoy about preparing this fruit salad?
- What other types of foods could we add to the salad?
- How does this salad compare to other foods you've tasted?





## Fruit Salad with Honey Citrus Syrup recipe card

**DON'T TRASH THAT!**

## Fruit Salad with Honey Citrus Syrup

### Ingredients:

(makes 5-6 servings)



1 pound strawberries, halved or quartered



8 ounces seedless grapes\*, halved



2 clementines or other variety of tangerine; peeled and segmented with seeds removed



1/2 an orange, peeled, seeds removed, and cut into 1/4-inch pieces



1/2 cup blueberries



1 apple, cored, cut into sixths, and sliced into 1/4-inch thick pieces



1 banana, sliced



2 tablespoons honey



1/2 cup freshly squeezed lemon juice



1/2 cup freshly squeezed orange juice

### Instructions:

1. In a small  , combine the  ,  , and  . Mix until  is completely dissolved.
2. In a large  , combine the fruit.
3. Drizzle the syrup over the fruit and toss to evenly coat.

\*Grapes can be choking hazards for young children. Cut all grapes in half before children eat them.

COOKING ACADEMY™ - EARTH-FRIENDLY EATING

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## WEDNESDAY

### Get the Wheels Turning: More or Less

Your child explores volume as they determine which container will hold more water.



**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:

- Measuring cups
- Plastic cups or containers
- Plastic pitcher
- Plastic tub or shallow baking pan
- Towels
- Water



#### What your child is learning:

- How to use measurement tools
- A beginning understanding of volume
- How to make comparisons

**What you do:** Lay a towel flat on a table. Fill the pitcher with water. Place the plastic tub or pan, pitcher of water, measuring cups, and plastic cups or containers on the towel. Keep additional towels nearby to clean up spills. If possible, do this activity outdoors to minimize cleanup from spills.

Have your child select two of the measuring cups or containers. Ask them which one they think will hold more water. Why? Have them place the one they think will hold less in the tub and fill it with water from the pitcher—assist with pouring as needed. Then have them place the other container in the tub and pour the water from the first container into it. What happened? Did all the water fit in the second container? Did they have to stop pouring because the second container was full? Invite them to make observations and determine which container holds more water based on their observations.

Assist your child in pouring the water back into the pitcher and repeat the process with two new containers. Invite your child to continue making comparisons for as long as they're interested.

**If your child is ready:** After they have determined which of the two containers holds more water, ask them to find a container that will hold even more water than that one. Once they've selected a container, have them test it out!



**WEDNESDAY**  
(continued)

## STEM Innovators: Making a Bird Feeder

Crow needs help creating a bird feeder for Wren, one that keeps birdseed dry when it rains. Can you and your child help by making a bird feeder using 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:

- [Making a Bird Feeder video](#)

#### For the body of the bird feeder:

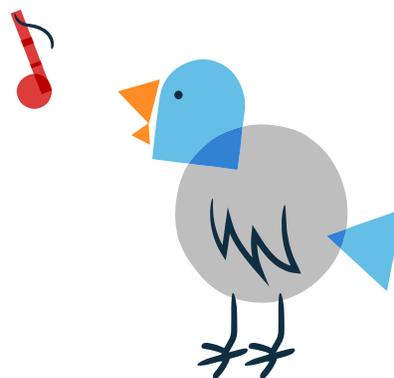
- Recycled materials, such as: plastic bottle or thin, plastic containers; pieces of cardboard; aluminum or tin can; cardboard or plastic milk carton (enough different items so your child can explore with several materials)
- Birdseed

#### For creating a perch or other design elements:

- Craft stick, twig from a tree or bush
- Masking tape or other heavy-duty tape
- Glue
- Hot-glue gun (for adult use only)
- Scissors (both child- and adult-size)

#### For hanging the bird feeder:

- String or thin rope



\* Note: We used a clean and empty milk carton for the bird feeder described in this activity, but simple bird feeders can be made from a variety of recyclable materials. Check out [this article](#) if you'd like some inspiration.

### What your child is learning:



- Design cycle processes of exploring materials and ideas, creating, sharing, redesigning, and sharing again
- Empathy while relating a story character's problem to their own lives
- How to use household materials to design and build an original creation to help solve a problem



## WEDNESDAY

(continued)

**What you do:** Before you begin, watch this [video](#) from Shawn, one of our resident STEM experts, to learn about the design cycle and how you can help your child use it to design and build their own bird feeder.

Show your child Crow and Wren (below), then read this story:

One day, Crow invited Wren for dinner. Crow spent all day preparing a special seed mix and was looking forward to serving it to Wren.

Dinnertime arrived, but Wren did not appear. Crow called out, “Wren! Where are you? Dinner is ready and I’m hungry!”

Wren replied, “I’m coming, I’m coming! I’m taking a bath, and then I’ll fly over for dinner.”

Crow waited and waited; but still Wren did not appear. Crow called out again for Wren. “Wren, where are you? I’m very hungry!”

“Yes, yes, I’m coming! I’m finishing my bath, and then I’ll be there,” said Wren.

Crow waited and waited. Finally, she was just too hungry to wait any longer. “I’ve waited long enough,” said Crow. “I’m hungry and I want my dinner!”



So, Crow began eating dinner alone. The special seed mix was so tasty! Crow tried to eat slowly so she wouldn’t eat too much. And still Wren did not appear. Crow kept eating and eating. Before Crow knew what had happened, she had eaten most of the dinner! What should she do? Crow decided she would put some of the leftover seeds out for Wren, in case he came by.

Crow looked around her nest and wondered what she could put the seeds in for Wren. And then Crow noticed it was starting to rain.



“Oh no!” Crow said. “How will the food stay dry if I put it out for Wren? Wet birdseed isn’t any good at all!”



## WEDNESDAY

(continued)

After reading the story, ask your child what they could make to hold Wren’s dinner and protect it from the rain. Show your child the materials and give them time to explore and think about their design. Have a discussion about the kinds of things they will have to consider for their bird feeder.

- What do birds eat?
- What size is their food?
- What size should the bird feeder be?
- How will you keep the food dry?
- How will the birdseed go into the feeder?
- How will birds get to the birdseed?
- Where will the birds rest, or stand, while eating the birdseed?



As you help your child consider different bird-feeder designs, keep in mind:

- Bird feeders must be sturdy enough to withstand different weather conditions.
- Bird feeders need a way to be filled with birdseed.
- Birdseed must stay dry.
- Birds need a way to access the feeder, such as a perch, and they need a way to get to the birdseed.
- Bird feeders need to be cleaned regularly.

Work together to decide on, and create, a design for the bird feeder. When it is finished, help your child share the bird feeder and how it was designed with a family member or friend. Ask that person for feedback on the design, then encourage your child to make adjustments based on the feedback and share it again. When it’s all done, hang the bird feeder outside and invite Wren and his friends to come eat!

### Questions to ask:

- How can you make sure the birdseed won’t spill out?
- How can you make sure the bird feeder is sturdy?
- How can you make sure the food won’t get wet when it rains?





## THURSDAY

### Let's Chat: How Do We Use Water?

What would we do without water? Put on your thinking caps and consider all the ways you use water, then put it to a tune and sing about it.



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

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

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



**Level of Prep Required:** Low



**What you need:**

- Digital camera or video recording device (optional)
- Pencil
- Paper



### What your child is learning:

- To use expanded vocabulary to describe actions
- How to participate in conversations
- How to recall information from prior experiences and relate those ideas to current experiences

**What you do:** Before doing this activity with your child, take notes on a sheet of paper of the different ways your child uses water throughout the day, such as brushing their teeth, washing their hands, drinking water, watering plants, and helping wash fruits or vegetables for a meal. If possible, take pictures or record videos of your child using water.

Later in the day, ask your child to recall how they used water during the day, using your notes to help remind them, if necessary. If you took pictures or video, show them to your child and ask them to describe what they were doing. Invite them to think of other ways they can use water, such as watering plants, playing in sprinklers, swimming in a pool, taking a bath, or filling a pet's water bowl.

Next, invite your child to sing a song about using water. Tell them they'll create new verses based on how they used water during the day. Begin by singing the verse above, then singing it a second time inviting your child to join you. Continue singing the song by adding the new verses for each new use of water.

### "Using Water"



(sung to the tune of  
"The Farmer in the Dell")

I washed my hands today.  
I washed my hands today.  
I use water many ways.  
I washed my hands today.

**If your child is ready:** If your child shows continued interest, write each verse you created on a sheet of paper and invite your child to add an illustration to create their own singable storybook!



## THURSDAY (continued)

### Music Explorers: *Dance the Weather Singable Story*

Your child will sing and dance along to lyrics inspired by the weather!

**Note:** The song used in this activity is also used in a similar activity in the Discovery Preschool At-Home Learning Guide. Although the activities differ, this is a great song for children of multiple ages to enjoy!



**Length of activity:**  
15–20 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:**

- [All Kinds of Weather vocabulary poster](#)
- [Video link](#) to storybook and song *Dance the Weather* lyrics by Barbara Wilson Clay, music by Jane Gillman, illustrations by Krista Martenson



**What your child is learning:**

- To move creatively to music
- The connection between songs and books
- To identify characters and objects in a book
- To make observations about weather

**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 the weather. Show your child the All Kinds of Weather [vocabulary poster](#) and talk about their experiences with weather. Which types of weather has your child experienced? How do they feel when the weather is stormy? What types of weather do they like the most? Look outside and talk about today's weather. Have your child match your weather to one of the images on the poster.

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. Emphasize the rhyming words as you sing.

Then, help your child reflect on the story. Ask them who the characters were. What were the characters doing in the story? What instruments were the characters playing toward the end of the story? Play the video again, this time pausing it on the last page and inviting your child to identify the instruments.

Play the video as many times as you'd like, encouraging your child to dance and sing along to the music with you!



## THURSDAY

(continued)

### Questions to ask:

- What kinds of weather are shown on the poster?
- What is our weather like today?
- How do you feel when it's stormy?
- What were the characters doing? How do you think they were feeling?
- What instruments were the characters playing at the end of the story?
- How would you dance in sunny weather? Windy weather? Snowy weather?
- How does this music make you feel?





**rain**



**lightning**



**snow**



**sunny**



**cloudy**



**windy**



**cold**



**hot**



FRIDAY

## Growing Flexible Brains: Water Memory Game

Play a matching game that utilizes your child’s memory to find two cards with the same picture.



**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:**

- Crayons, markers, or colored pencils (if a printer isn’t available)
- Index cards (8, if a printer isn’t available)
- Scissors (for adult use only)
- [Water Memory Game cards](#)



**What your child is learning:**

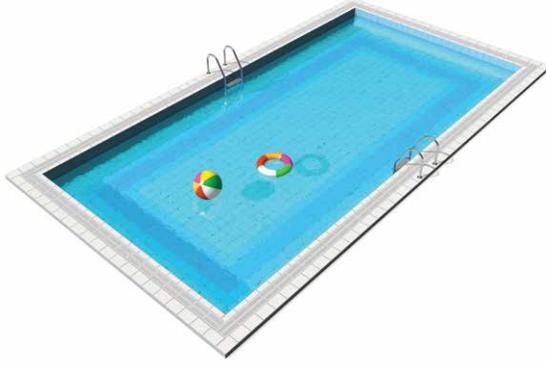
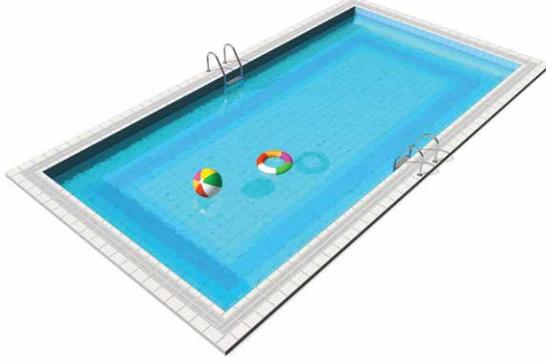
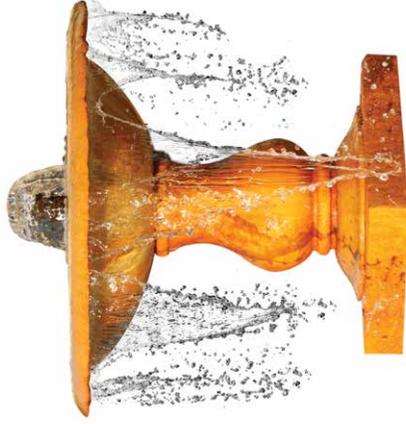
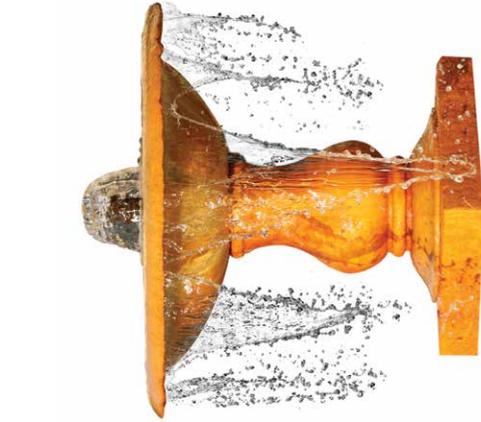
- To utilize their memory and recall information
- How to focus their attention on a specific task
- How to take turns while developing patience and impulse control

**What you do:** Print one copy of the [game cards](#) and cut them out. If a printer isn’t available, create your own game cards by drawing simple water-related images on the index cards, creating two cards for each image.

Show your child the pictures on the cards and talk with them about the pictures. Then have your child select three pairs of cards and turn them face down, setting the extra pair aside. Invite your child to select one card to turn over and ask them to name the picture on the card. Then have them turn over a second card to try and make a match. If they make a match, remove the cards from the game. If they don’t make a match, have them name the picture on the second card, then turn both cards face down again. Next it’s your turn to do the same. Repeat the process until all cards are matched. If your child shows interest, add in the fourth set, mix up the cards, place them face down, and play the game again.

**If your child is ready:** Cut two or four additional cards and invite your child to create water-related cards to add to the game, creating two of each card. If they need help coming up with ideas for images, remind them of the different uses for water that you discussed earlier in the week and encourage them to think of ways they could show those uses in a drawing.

Water Memory Game cards





## FRIDAY

(continued)

### Virtual Field Trips

Looking for more ways to have fun with water? Take a virtual trip to National Geographic Kids where you can...



...[make an ocean in a bottle!](#)



...[create your own lava lamp!](#)



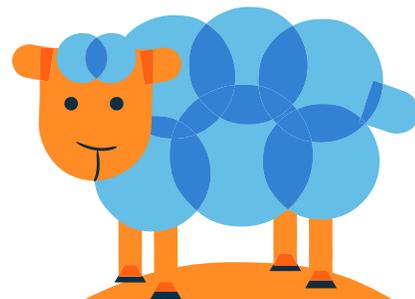
...[explore upside-down water!](#)



## Everyday Learning Experiences

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

The ability to **distinguish syllables** in a word 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 words. Like the activity "Row, Row, Row Your Boat," you can clap along to words when speaking, or when singing this and other simple songs, such as "Baa, Baa, Black Sheep" or "Mary Had a Little Lamb."



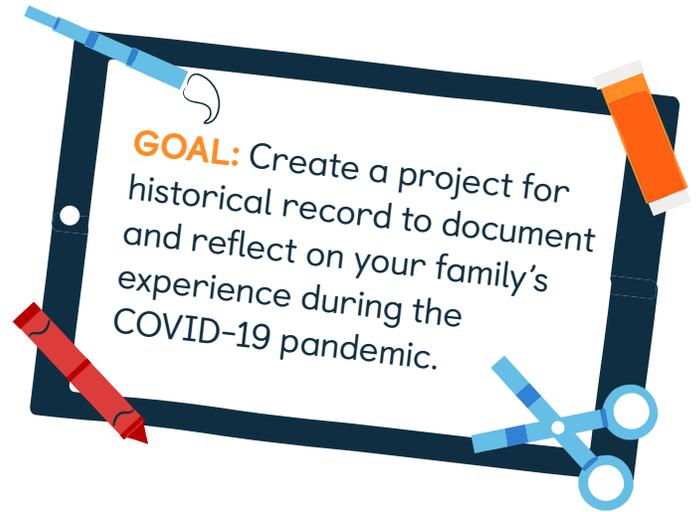
Bath time is a great time to explore the concept of **more or less** without the worry of spills. Give your child some plastic cups and containers of varying sizes and invite them to explore filling one and pouring it into another while they're in the tub.

Mealtimes are a great time to continue to explore **math concepts** and talk about **food-related vocabulary**. "I used three cups broccoli for this recipe." "You ate four carrots, how many do you have left?"



## 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 **Building Connections**.

**Empathy** is one of the most important skills we can help children develop, even in their earliest years. Whether processing the pandemic or the protests that have swept our country, the ability to put ourselves in someone else's shoes to **try and understand what they're feeling** is vital. When we feel empathy for others, we're able to see perspectives beyond our own and show kindness and compassion. And when we're shown empathy, we **feel understood and less alone**.

Try this!

Instilling **empathy** in our children helps create a better world. This week, continue your family project by reflecting on and practicing empathy. It begins with understanding that the differences among people are **valuable**. Talk with your children about the importance of listening to and learning from others' life stories. What does it feel like to be treated unfairly because of how you look?



Ask your children **how they're feeling** and share your feelings with them. Then ask how it feels when others show concern for their feelings. What can they learn from that? What are some ways we can show others that we care about them and their feelings? Helping to develop empathy in your children is an important step in promoting **understanding and building connections**. Empathy is something that makes us and the community around us **stronger**!



**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?

