

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

Week of May 18, 2020



This month in our centers, discovery preschoolers would typically be learning about **Colors and Shapes**. This week focuses on the colors red, blue, and yellow, while revisiting the shapes from last week. Even though many of us are not in our centers right now, you and your child can bring the fun of learning about Colors and Shapes to life at home.

This week your child will continue to learn about shapes and dive into the world of colors beginning with red, blue, and yellow. They'll use their **observations skills** as they search for colors in your home, in the foods they eat and as they work to match paper shapes. They'll use their **knowledge** of colors to play an active game of "Red Light, Green Light," and to move and groove to the "Color Song" as they develop their **language and listening skills**.

This week focuses on the colors red, blue, and yellow. Future weeks will feature different colors to add to your child's learning, but that doesn't mean you can't include those colors this week. For example, if your child is coloring, be sure to notice and **acknowledge all of the colors** they use.

Developmental Domains

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



Learning Adventures

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

This Week's Theme:

Colors and Shapes



What you'll find in this guide. . .

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

MONDAY

Get the Wiggles Out
(Physical Development and Wellness)

Red Light, Green Light Red light—stop! Green light—go! Your child learns about colors in a fun movement game.

Phonics Adventures
(Learning Adventures)

Hop! Read-Aloud and Shapes Fingerplay
Read—and hop—along to this hoppy story, then help your child learn about shapes with a fun fingerplay.



TUESDAY

Get the Wheels Turning
(Cognitive Development)

Matching Shapes Your child makes observations about shapes to match them to the group they belong to.



WEDNESDAY

Growing Flexible Brains
(Executive Function)

Color Search What red objects can you find in your home? How about yellow? And blue? You and your child go on a search to explore the colors around you!



THURSDAY

Express Yourself! (Creative Expression)

"Color Song," Part 1 What can your child name that is red, blue, or yellow? This song about colors will help them connect colors with objects.

Music Explorers (Learning Adventures)

"The Caterpillar's Song" Your child will want to sing and dance along to this catchy, reggae beat as a caterpillar dreams about its future!



FRIDAY

Let's Chat (Language and Literacy)

Colorful Foods You and your child take a look at all the colorful foods you eat.



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 **Who Are the Helpers?**

At Home Learning Guide for Discovery Preschoolers

Week of May 18, 2020

Getting Ready for the Week: Materials to Gather

Monday

- ❑ Construction paper in red, green, and yellow
- ❑ Scissors (for adult use only)

For Phonics Adventures Activity:

- ❑ [Video link](#) to the book *Hop!* by Lyssa Horvath, illustrated by Krista Martenson

Tuesday

- ❑ Paper shapes (from At Home Learning Guide: Week of May 11—if you don't have paper shapes, you'll need construction paper or white paper and crayons, markers, or colored pencils, and scissors)

Wednesday

- ❑ Solid-colored objects in red, yellow, and blue (such as toys, construction paper, or clothing; one of each color)

Thursday

- ❑ Solid-colored objects in red, yellow, and blue (such as toys, construction paper, or clothing; one of each color)

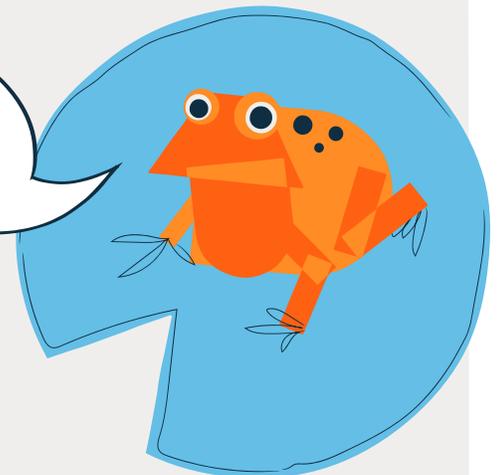
For Music Explorers Activity:

- ❑ [Butterfly Life Cycle photo](#)
- ❑ [Flying Insects photos](#)
- ❑ [Video link](#) to “The Caterpillar’s Song”

Friday

- ❑ Foods prepared during mealtimes

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



At Home Learning Guide for Discovery Preschoolers

Week of May 18, 2020

MONDAY

Get the Wiggles Out: Red Light, Green Light

Red light—stop! Green light—go! Your child learns about colors in a fun movement 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:

- Construction paper in red, green, and yellow
- Scissors (for adult use only)



What your child is learning:

- How to balance while changing body positions
- Following directions in a movement game
- To identify and name colors

What you do: Cut a large circle out of each color of construction paper. If construction paper is not available, use crayons, markers, or colored pencils to draw and color a red, green, and yellow circle on white paper, then cut them out.

Begin by asking your child to share what they know about traffic lights and what color the lights are. Then ask them what the red light means and what the green light means. If your child isn't familiar with a traffic light, explain that traffic lights have three colors of lights: red, yellow, and green. A red light means stop, a green light means go, and a yellow light means slow down. Tell your child that you're going to play a game called Red Light, Green Light. Show them the red and the green circles and explain that when you hold up the green circle and say "green light," that means they can move. When you hold up the red circle and say "red light," that means they must stop moving.

Have your child stand at one end of the play space and you stand at the other end. Play the game by calling out "red light" or "green light" until you child has made it to where you're standing. If you're in a large outdoor playing space, "green light" can mean run, but for smaller indoor spaces it can mean walk.

If your child is ready: Add in a yellow light, which means they can still move forward but at a slower pace. For example, if you're playing outside and green light is run, a yellow light would be walk. If you're playing indoors where green means walk yellow can mean a slower walk or a different type of movement such as a tip toe.

At Home Learning Guide for Discovery Preschoolers

Week of May 18, 2020

MONDAY
(continued)

Phonics Adventures: *Hop!* Read-Aloud and Shapes Fingerplay

Read—and hop—along to this hoppy story, then help your child learn about shapes with a fun fingerplay.



Length of activity:
10–20 minutes*

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

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



Level of Prep Required: Low



What you need:

- [Video link](#) to the book *Hop!* by Lyssa Horvath, illustrated by Krista Martenson



What your child is learning:

- The joy of listening to and talking about a book
- That books can use pictures and/or words to tell a story
- To identify common shapes
- To use small and large muscle movements to tell a story

What you do: Watch the [video](#) *Hop!* with your child. When the video is over, talk with your child about the story, helping them recall the characters and what happened.

If you like, you can mute the audio while you play the video and read the words yourself. Invite your child to hop along with the characters!

Next, have a little fun while boosting your child's shape knowledge! Here's a fingerplay incorporating a shape, a number, and bicycle vocabulary.

"My Bike"

One wheel, two wheels (*make circles with thumb and index fingers for wheels*)

On the ground.

My feet make the pedals (*lift feet and pretend to pedal bike*)

Go 'round and 'round.

The handlebars help me (*pretend to steer*)

Steer so straight,

Down the sidewalk (*shade eyes as if looking at something in the distance*)

And through the gate.

Questions to ask:

- Who was the story about?
- What were the characters doing at the beginning of the story? What happened next?
- What came off the boy's boots?
- What was the frog doing on each page?
- How do you think Pop and the boy were feeling?
- Why do you think they were feeling that way? Did their faces show you, did the story tell you?
- How can you hop?
- What shape are wheels?

At Home Learning Guide for Discovery Preschoolers

Week of May 18, 2020

TUESDAY

Get the Wheels Turning: Matching Shapes

Your child makes observations about shapes to match them to the group they belong to.



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:

Paper shapes (from At Home Learning Guide: Week of May 11—if you don't have paper shapes, you'll need construction paper or white paper and crayons, markers, or colored pencils, and scissors)



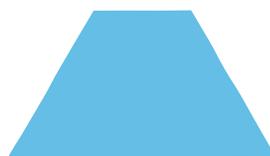
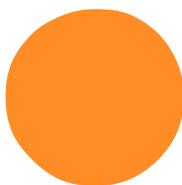
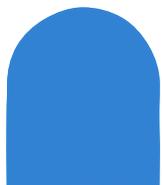
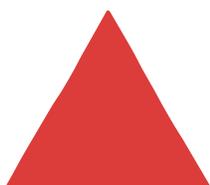
What your child is learning:

- How to match similar objects
- To identify and name simple shapes
- How to group things based on specific attributes

What you do: If you don't have paper shapes from the previous week's activities, you can make them by cutting various sizes of squares, circles, and triangles out of different colors of construction paper. Cut 5 or 6 of each shape. If construction paper isn't available, use crayons, markers, or colored pencils to draw and color the shapes on white paper, then cut them out.

Invite your child to play a matching game. Show your child the shapes and select one shape from the pile of paper shapes to hold up and show them. Ask them to name the shape, providing assistance as needed. Then ask your child to find a match to that shape. "This is a square. Let's look at these shapes, can you find another square?" If needed, ask questions to help prompt their thinking. "Let's count the number of sides on this shape. One, two, three, four. Which of these shapes has four sides? Let's count." When a match has been made, set the shapes aside and repeat the process with another shape. Continue until you and your child have matched as many shapes as possible.

If your child is ready: Use other attributes to create matches. For example, you could hold up a small square and ask them to find another small shape or hold up a yellow triangle and ask them to find another yellow shape.



At Home Learning Guide for Discovery Preschoolers

Week of May 18, 2020

WEDNESDAY

Growing Flexible Brains: Color Search

What red objects can you find in your home? How about yellow? And blue? You and your child go on a search to explore the colors around you!



Length of activity:
10–15 minutes*

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

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



Level of Prep Required: Low



What you need:

Solid-colored objects in red, yellow, and blue (such as toys, construction paper, or clothing; one of each color)

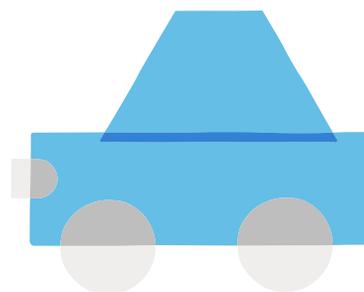


What your child is learning:

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

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

If your child is ready: Invite them to find three objects of one color before looking for objects of another color. For example, they need to find three red objects before they can look for yellow objects, then they need to find three yellow objects before looking for blue objects.



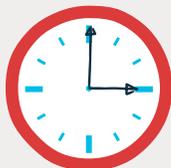
At Home Learning Guide for Discovery Preschoolers

Week of May 18, 2020

THURSDAY

Express Yourself: "Color Song", Part 1

What can your child name that is red, blue, or yellow? This song about colors will help them connect colors with objects.



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:

Solid-colored objects in red, yellow, and blue (such as toys, construction paper, or clothing; one of each color)



What your child is learning:

- To identify and name colors
- How to participate in music-related experiences
- How to relate prior learning to new experiences

What you do: Familiarize yourself with the three verses of the "Color Song." Then show your child each of the objects and ask them to name each of the colors, providing assistance as needed. Tell them you're going to sing a song about these three colors. Invite your child to join you in singing the song, with you singing it first and then them joining you when they are familiar with the words, and dancing or moving along if they would like.

"Color Song"

(sung to the tune of "I've Been Workin' on the Railroad")

Red is the color for an apple to eat.
Red is the color for cherries, too.
Red is the color for strawberries.
I like red, don't you?

Blue is the color for the big blue sky.
Blue is the color for baby things, too.
Blue is the color of my sister's eyes.
I like blue, don't you?

Yellow is the color for the great big sun.
Yellow is the color for lemonade, too.
Yellow is the color of a baby chick.
I like yellow, don't you?

If your child is ready: Invite them to think about some of the objects they found on their color search and add them to the song.



At Home Learning Guide for Discovery Preschoolers

Week of May 18, 2020

THURSDAY
(continued)

Music Explorers: "The Caterpillar's Song"

Your child will want to sing and dance along to this catchy, reggae beat as a caterpillar dreams about its future!



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:

- [Butterfly Life Cycle photo](#)
- [Flying Insects photos](#)
- [Video link](#) to "The Caterpillar's Song"



What your child is learning:

- How to move creatively to music
- How different types of flying insects are the same and different
- Recognizing rhyme and patterns in song lyrics

What you do: Talk with your child about how caterpillars crawl along the ground and on plants, eating leaves to help them grow. After caterpillars are grown, they form themselves into pupas and wait to become butterflies! Show your child the pupa on the [Butterfly Life Cycle photo](#). Point out that the butterfly has wings. Ask your child to name a few other insects they know of that can fly.

Next, show your child the [Flying Insects photos](#). Ask what is similar and different about the insects they see. Point out the dragonfly, honeybee, and ladybug. Tell your child they will hear a song about a caterpillar that wants to be like these insects.

Play the [video](#) of the song and sing along together. If you feel inspired, catch the beat and act it out!

"The Caterpillar's Song"

Sitting on my leafy leaf,
Watching the world go by.
Sitting on my leafy leaf,
Wishing I could fly.

Refrain:

Like ladybug, bee, and dragonfly,
Like ladybug, bee, and dragonfly.

I'm a caterpillar moving slow,
Watching the world go by.
Munching on green leaves while I grow,
Wishing I could fly.

Refrain

Someone told me right 'round spring,
After a nap I'll grow wings.
I'll become a butterfly,
Then I'll fly so high.

Repeat refrain six times:

With ladybug, bee, and dragonfly,
With ladybug, bee, and dragonfly.

At Home Learning Guide for Discovery Preschoolers

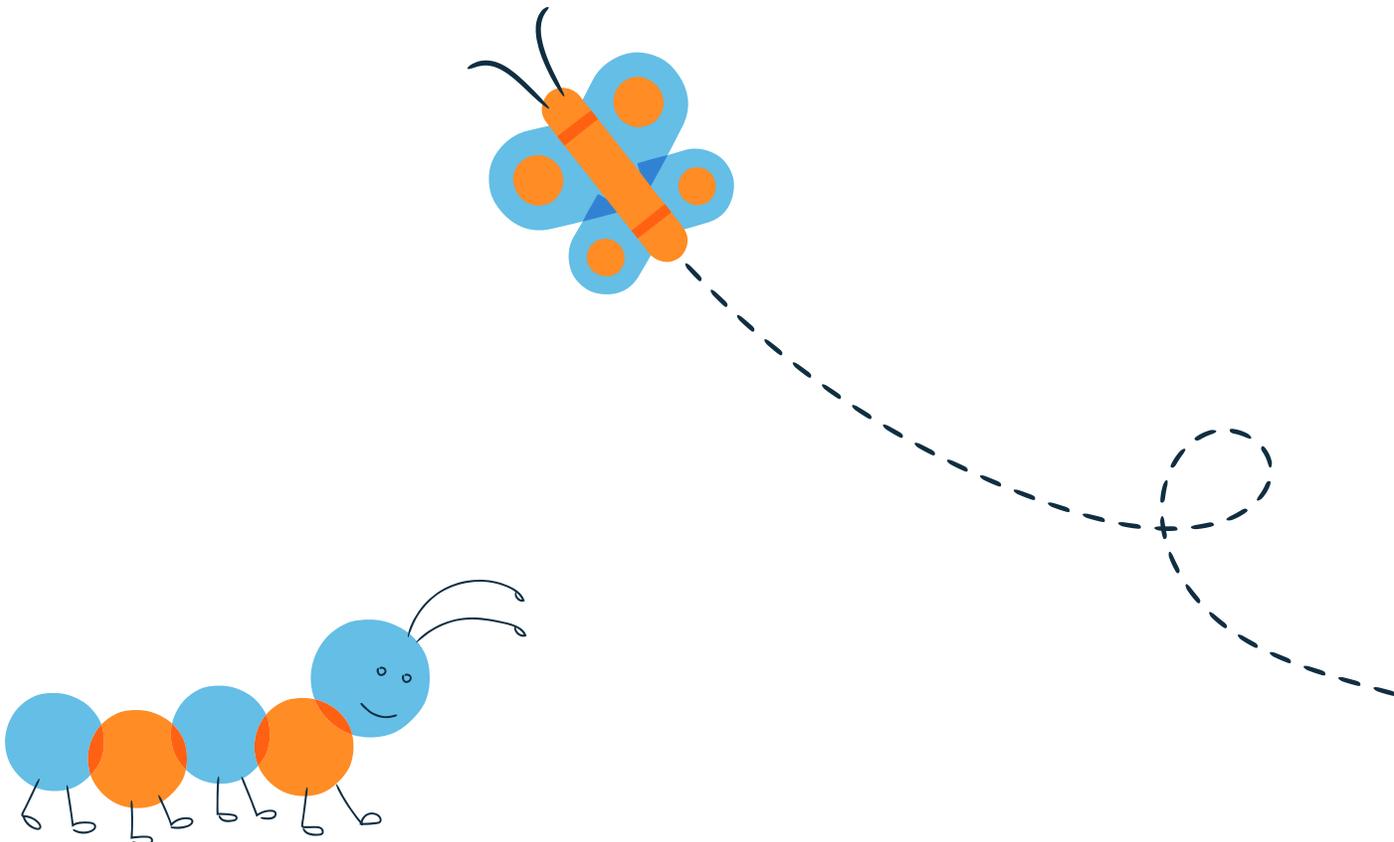
Week of May 18, 2020

THURSDAY

(continued)

Questions to ask:

- Where have you seen caterpillars before? How about butterflies?
- How does a caterpillar change as it grows?
- How do caterpillars move? How do butterflies move?
- What is the caterpillar in the song wishing?
- How do you think the caterpillar will feel when it becomes a butterfly?
- How does this music make you feel?
- How can you dance to this music?
- How could we act out what the caterpillar is doing in the song?



At Home Learning Guide for Discovery Preschoolers

Week of May 18, 2020

FRIDAY

Let's Chat: Colorful Foods

You and your child take a look at all the colorful foods you eat.

Length of activity:
N/A

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



Level of Prep Required: Low



What you need:
Foods prepared during
mealtimes



What your child is learning:

- How to communicate and share ideas and experiences with others
- To identify and name colors
- How to relate prior learning to new experiences

What you do:

While enjoying a meal with your child, talk with them about the colors of the foods they're eating. Encourage them to find foods that relate to the colors they've been learning this week—red, blue, and yellow. As you talk about the different foods, share information about the food, such as how it is grown, how you have prepared it, observations you can make. For example, "There are red strawberries and green kiwis in your fruit salad. Strawberry seeds are on the outside of the fruit, kiwi seeds are on the inside."

If your child is ready: Include them in the preparation of meals so that they can see how the color of a food may or may not change during preparation. For example, a banana is yellow until the peel is removed, but an orange is still orange after the peel is removed.



At Home Learning Guide for Discovery Preschoolers

Week of May 18, 2020

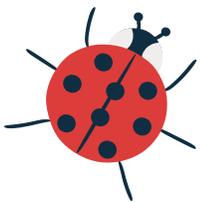
Everyday Learning Experiences

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

While this week focuses on specific activities to help your child identify and name simple red, blue, and yellow objects, any opportunity you can provide your child to expand their understanding of **descriptive words** and to relate those words to specific objects or actions is beneficial to their language development. Use your routines and activities throughout the day to **narrate** what you are doing and to help your child build an understanding of descriptive words by providing details about objects, such as “Would you like to wear your red striped shirt today?” Or “I’m going to remove the yellow peel from the banana before we eat it.”

Singing songs is a great way to pass time when you need a material-free activity. Sing the songs from this or previous weeks, or other songs your child is familiar with, during times when you need a little something to engage your child, such as while diapering or toileting, or while waiting for a meal to cool down before eating.

It’s never too soon to start practicing **empathy skills**. We’re all experiencing a range of emotions right now. As your child interacts with family members in emotional moments, encourage them to put themselves in “someone else’s shoes” and think about how they feel. This could mean encouraging them to think about how their little sister felt when they took a toy out of her hands, or it could be inviting them to think about how happy their sister felt when they shared a favorite toy with her. Encourage your child to think through how they feel when those things happen to them, and then extend that feeling to another person.



At Home Learning Guide for Discovery Preschoolers

Week of May 18, 2020



Focus on Social and Emotional Learning

Family Project

Help your child develop important social-emotional skills by working on your [family project](#)!



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

For the past couple weeks, your family has been working through the first four themes of your family project. This week, we invite your family to explore the theme **Who Are the Helpers?**

Try this!

Helpers

Through the last few months, your family has experienced a new way of living. As with all new and challenging situations, there are always people helping others in creative and thoughtful ways. How has your family been helped by others? How have you helped others through this crisis? Add another layer to your family project to represent the helpers in your life.

Note: In case you missed it, we released our [Stay-at-Home Story: A KinderCare Family Project](#). By working on your project together, you're helping your child develop important social-emotional skills in fun new ways, while building their communication skills, creativity, and confidence! There are many project suggestions that require little fuss and are easy to weave into your regular day.

If you opted out of the project, just talking about your common experiences is a great way to build your child's skills and come closer together as a family. Use the prompts below as conversation starters with your child. The most important part of social emotional learning is creating an opportunity for sharing feelings and building community with others.

THEMES:

- ➔ **All the Feels:** Explore and identify your hopes, worries, gratitude, or frustrations.
- ➔ **Building Connections:** Find a way to embrace your family and community from a distance.
- ➔ **What Is Essential:** Redefine what *essential* means through your everyday actions.
- ➔ **Flexible Mindsets:** How are you learning and growing together as a family?
- ➔ **Who Are the Helpers:** Who is helping us? How are we helping others?

At Home Learning Guide for Discovery Preschoolers

Week of May 18, 2020

Butterfly Life Cycle



At Home Learning Guide for Discovery Preschoolers

Week of May 18, 2020

Flying Insects

