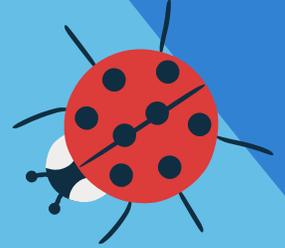


# At Home Learning Guide for Prekindergarteners (4 years old)



## Week of May 18, 2020

Around this time, prekindergarten children in our centers are digging into the incredible world of **insects and spiders**. Even though so many children are still learning from home, there are lots of ways you and your child can investigate all that crawls, jumps, and flies!

Throughout the week, children will be exploring the world of insects and spiders **using all their skills**. They'll stretch their understanding of these creepy crawlers by learning about the differences between insects and spiders, and later in the week you'll see their creativity at work as they use repurposed materials to make an artistic representation of these creatures. You'll also see them moving and building healthy bodies and growing their language skills.

Some children find insects and spiders fascinating—others, not so much. You know your child better than anyone. As you work through the activities in this guide, be **sensitive to their feelings** towards insects and spiders. Pay attention to how your child reacts and, if needed, adjust activities so that they're within your child's comfort zone. Keep in mind that children take their cues from us, so even if the creepy crawlies aren't your favorite, **demonstrating comfort and appreciation** for insects and spiders will help your child do the same!

### Developmental Domains

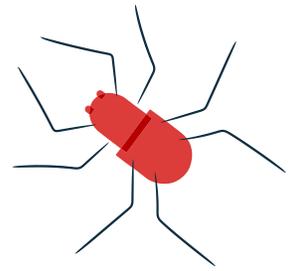
We built our curriculum around six domains that are important to the whole child. Interested in learning more? Click [here](#).



### 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: Insects and Spiders



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

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

**Comparing Insects and Spiders** You and your child look at the defining features of insects and spiders.

**Phonics Adventures (Learning Adventures)**

**Hop! Read-Aloud with Letter and Word Family Review** Use letter cards and a song to review the sounds of five letters and the /op/ word family, then read—and hop—along to a hoppy story.



## TUESDAY

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

**Where Do Insects and Spiders Live?** Your child explores where insects and spiders live and what they need to survive.

**Cooking Academy**  
(Learning Adventures)

**Breakfast Muffins** Your child will learn math and science concepts as you prepare these delicious muffins that can be eaten now or frozen and enjoyed later.



## WEDNESDAY

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

**Jumping Like Grasshoppers** Your child explores how grasshoppers jump and how bending their knees affects how far they can jump.

**Music Explorers (Learning Adventures)**

**"The Caterpillar's Song"** Your child will use a prop to dance along to a catchy reggae beat as this caterpillar dreams about its future!



## THURSDAY

**Express Yourself! (Creative Expression)**

**Cricket Songs** Your child explores rubbing materials together to make sounds like a cricket.

**STEM Innovators (Learning Adventures)**

**Measuring Rainfall** Make a rain gauge using common household items!



## EVERYDAY LEARNING EXPERIENCES

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

## FRIDAY

**Growing Flexible Brains**  
(Executive Function)

**Investigation Jar** This activity encourages your child's planning skills and flexible thinking as they use everyday materials to create an artistic representation related to insects and spiders.

**Virtual Field Trip**

**Insectarium at the Audubon Nature Institute** Learn more about insects and spiders at the Insectarium!



## FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Help your child develop important social-emotional skills by working on your family project! The new prompt for this week focuses on **Who Are the Helpers?**



## Getting Ready for the Week: Materials to Gather

### Monday

- [Images of insects and spiders](#)

#### For Phonics Adventures Activity:

- Marker
- Scissors (for adult use)
- Sheet of paper

Five objects from around the house you can refer to, one each that begins with these letters:

- **H** – (for example, a hat, clothes hanger, or heart drawn on paper)
- **M** – (for example, a mirror, map, or mug)
- The short vowel sound of **O** – (for example, an olive or container of olive oil, picture of an ostrich, or octagon drawn on paper)
- **P** – (for example, a plate, a picture, or a purse)
- **T** – (for example, a television, towel, or toy)
- [Video link](#) to the book *Hop!* by Lyssa Horvath, illustrated by Krista Martenson

### Tuesday

- Books or magazines with images of insects and spiders in nature
- National Geographic Kids Videos (optional)
  - [Army Ant](#)
  - [Tarantula](#)
  - [Monarch Butterfly](#)
  - [Beetle](#)

#### For Cooking Academy Activity:

- Breakfast Muffins [recipe card](#)
- Breakfast Muffins ingredients →

Kitchen tools:

- Muffin tin
- Cooking spray
- Mixing bowl, large
- Whisk
- Measuring cups and spoons

#### \*Breakfast Muffins ingredients:

- 1 cup cheddar cheese or cheese of choice, shredded
- 12 eggs (or egg substitute)
- $\frac{1}{2}$  cup milk (dairy-free soy milk can be used, if needed)
- 6 slices Canadian bacon, diced ham, or bacon pieces (optional)
- $\frac{1}{4}$  cup green onions, sliced (optional)

\* Note: These amounts will make 12 muffins. Adjust amounts as needed to serve your family.

Optional materials for reusing empty eggshells:

- Paper towels
- Cutting board
- Sewing needle or sharp toothpick
- Permanent marker
- Potting soil
- Seeds

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



## Wednesday

- Masking tape
- [Picture of a grasshopper](#)

### For Music Explorers Activity:

- Objects to use while moving creatively, like lightweight scarves, strips of crepe paper, sheets of tissue paper, lengths of ribbons, small blankets, or pillowcases
- [Butterfly Life Cycle photo](#)
- [Flying Insects photos](#)
- [Video link to "The Caterpillar's Song"](#)

## Thursday

- Paper
- [Picture of a cricket](#)
- Various objects that will make sound when rubbed together, such as boxes, sandpaper, wooden blocks, plastic containers, and fabric

### For STEM Innovators Activity:

- Clear plastic bottle with label and cap removed, 2-liter or smaller\*
- Scissors (for adult use)
- Masking or other heavy-duty tape
- Permanent marker or pen
- Ruler or tape measure
- Small pebbles or rocks
- [Making a Rain Gauge video](#)

\* Note: If you live in an area with below-average rainfall, you may want to use a smaller bottle so you can see measurable results faster.

## Friday

- Child-size scissors
- Glue or glue stick
- Insect- or spider-related item, such as a toy insect or spider, a picture of an insect or spider, a picture of a spider web or a beehive
- Paper
- Plastic jar or clear container with lid
- Tape
- Variety of craft items, such as craft sticks, pompoms, pipe cleaners, yarn, construction paper, and tissue paper
- Variety of repurposed materials, such as egg cartons, paper cups, large plastic bottle caps, small boxes, and clean containers and lids like sour cream or margarine containers



## MONDAY

### Get the Wheels Turning: Comparing Insects and Spiders

You and your child look at the defining features of insects and spiders.



**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:**

Images of insects and spiders on the [next page](#)



#### What your child is learning:

- Characteristics of insects and spiders
- How to make observations and comparisons
- How to use observations to answer questions

**What you do:** Remind your child that the two of you have been learning a lot about plants and gardens. This week, they'll learn about animals that might live in gardens: insects and spiders!

Show your child pictures of the insects and spiders and invite them to name any they're familiar with. Share the following characteristics about insects and spiders. Then ask them to make observations about the pictures and determine which are insects and which are spiders.

- Insects have six legs; spiders have eight legs
- Insects have three body sections: head, thorax, abdomen; spiders have two body sections: head and abdomen
- Some insects have wings; spiders never have wings
- Most insects have antennae; spiders never have antennae

As your child is making observations, encourage them to count the legs and body sections of each one. What other observations do they make?

**If your child is ready:** If possible, print the pictures and cut them out. Then ask your child to sort them based on different characteristics, such as insects and spiders, those that can fly and those that cannot, the ones that are brown and the ones that are black, and so on. If you aren't able to print them, ask your child to look at the images and point to the ones that fit a given characteristic.



# Home Learning Guide for Prekindergarteners

Week of May 18, 2020



**MONDAY**  
(continued)

**Phonics Adventures: Hop! Read-Aloud with Letter and Word Family Review**  
Use letter cards and a song to review the sounds of five letters and the /op/ word family, then read—and hop—along to a hoppy story.



**Length of activity:**  
15–20 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:

- Marker
- Scissors (for adult use)
- Sheet of paper
- Four objects from around the house you can refer to, one each that begins with these letters:
  - **H** – (for example, a hat, clothes hanger, or heart drawn on paper)
  - **M** – (for example, a mirror, map, or mug)
  - The short vowel sound of **O** – (for example, an olive or container of olive oil, picture of an ostrich, or octagon drawn on paper)
  - **P** – (for example, a plate, a picture, or a purse)
  - **T** – (for example, a television, towel, or toy)
- [Video link](#) to the book *Hop!* by Lyssa Horvath, illustrated by Krista Martenson



## What your child is learning:

- Word family *op* and /op/ as the ending sound in consonant/vowel/consonant words
- Building words using a word family
- Beginning to read words
- The names and shapes of uppercase and lowercase *H, M, O, P,* and *T*
- How to say the /h/, /m/, /p/, /t/, and /o/ (as in *mop*) sounds and hear them in words

**What you do:** Cut the paper into five pieces. With your child watching, write the uppercase and lowercase versions of a letter on each piece of paper: Hh, Mm, Oo, Pp, and Tt (your child can do this, if they already know how). Ask your child to name each letter as you write it. Talk together about the sound each letter makes, naming each of the objects you've gathered. "Here's a clothes hanger. What sound do you hear at the beginning of hanger? What letter makes that sound?"



## MONDAY

(continued)

Teach your child the song verses below. They should be sung to the tune of “Are You Sleeping” or “Frère Jacques.” As you sing each verse, show your child the corresponding letter as well as the object that starts with the letter.

**H is for house,**  
**H is for house.**

/h/, /h/, /h/,  
/h/, /h/, /h/.

**Houses big and little,**  
**Houses big and little!**

/h/, /h/, /h/,  
/h/, /h/, /h/.

**M is for milk,**  
**M is for milk.**

/m/, /m/, /m/,  
/m/, /m/, /m/.

**Milk is good for the body,**  
**Milk is good for the body!**

/m/, /m/, /m/,  
/m/, /m/, /m/.

**O is for octopus,**  
**O is for octopus.**

/o/, /o/, /o/,  
/o/, /o/, /o/.

**Octopus has eight arms,**  
**Octopus has eight arms!**

/o/, /o/, /o/,  
/o/, /o/, /o/.

**P is for pig,**  
**P is for pig.**

/p/, /p/, /p/,  
/p/, /p/, /p/.

**Pigs rolling in the mud,**  
**Pigs rolling in the mud!**

/p/, /p/, /p/,  
/p/, /p/, /p/.

**T is for tiger,**  
**T is for tiger.**

/t/, /t/, /t/,  
/t/, /t/, /t/.

**Tigers roaring loudly,**  
**Tigers roaring loudly.**

/t/, /t/, /t/,  
/t/, /t/, /t/.

Tell your child the book they’re going to hear has lots of words with these letter sounds in them.

Play the [video](#) and invite your child to watch along as the book is read aloud. Then, help your child recall the characters and what happened.

You can mute the audio while you play the video and read the book aloud yourself. If your child is ready, take turns reading every other page, pausing the video as needed.

### Questions to ask:

- What sound do you hear at the beginning of the word \_\_\_\_?
- What sound does letter \_\_ make? What letter makes the /\_\_\_/ sound?
- What word did you hear in the story that begins with the /\_\_\_/ sound?
- What other things do we have around our home that start with each of these letters?



**TUESDAY**

## Let's Chat: Where Do Insects and Spiders Live?

Your child explores where insects and spiders live and what they need to survive.



**Length of activity:**  
15–20 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:

- Books or magazines with images of insects and spiders in nature
- National Geographic Kids Videos (optional):
  - [Army Ant](#)
  - [Tarantula](#)
  - [Monarch Butterfly](#)
  - [Beetle](#)



### What your child is learning:

- How to communicate and share ideas and experiences
- How to use information to answer questions
- Living things have basic needs

**What you do:** Invite your child to share what they know about insects and spiders. Ask them what they think insects and spiders need to survive. Explain that, like humans, they need food, water, and a safe place to live. Then ask them where they think insects and spiders live, other than a garden? Where have they seen insects and spiders?

Go outside with your child, even if it's just in front of your house or apartment and ask your child to look for insects or spiders. Remind them that they are observers, and that means that they will watch them, but not touch them! If there isn't a safe place to go outside, use images in books and magazines or watch the National Geographic Kids videos. Ask your child to share their observations.

- Where do they see insects or spiders?
- What are the insects and spiders doing?
- How do the insects and spiders get food, water, stay safe where they saw them, or could it be dangerous for them? Why?
- What else do they notice?

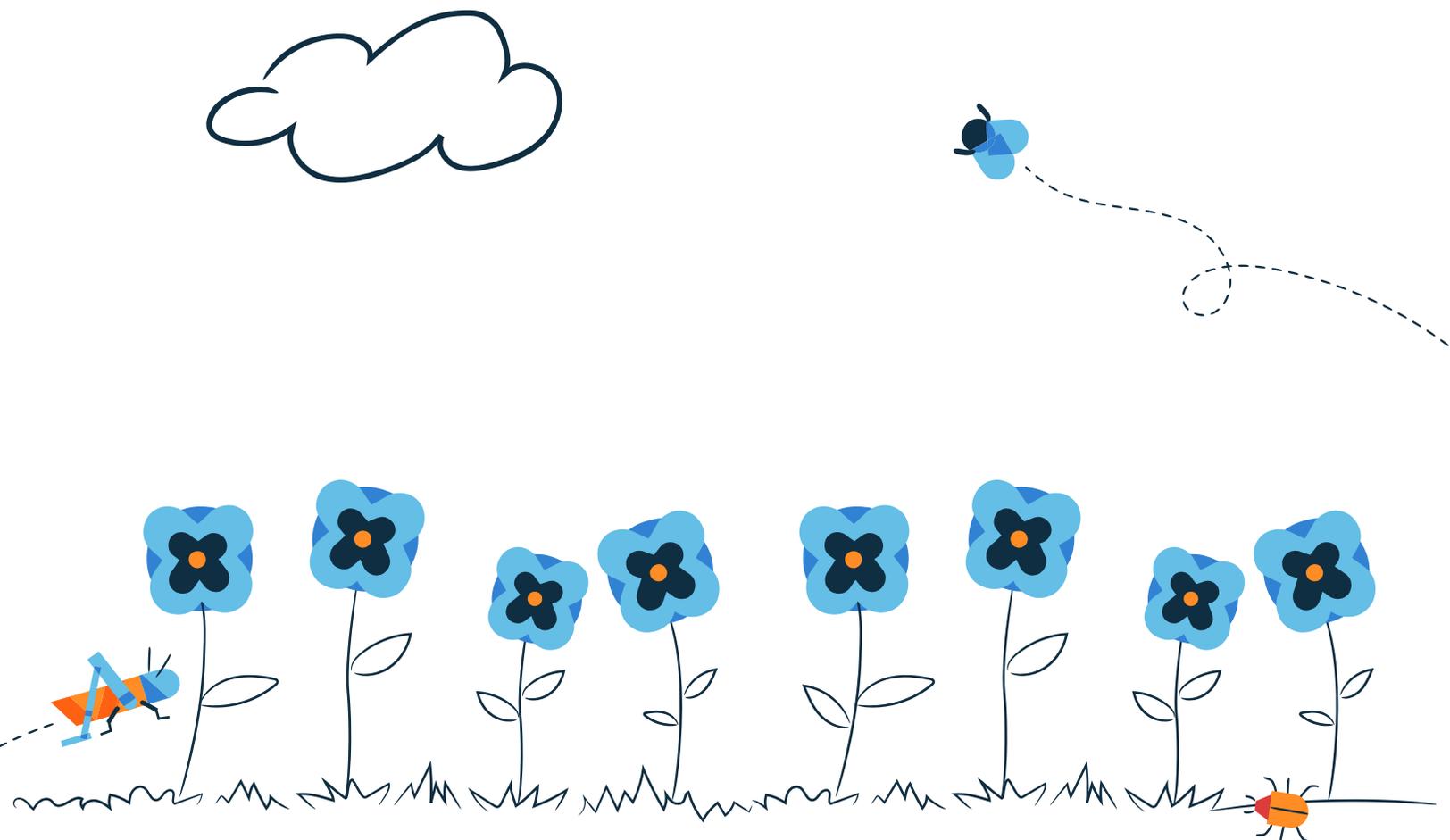


## TUESDAY

(continued)

Explain to your child that insects and spiders might not live where they see them. For example, bees live in a hive, and when they see bees they are looking for food to take back to the hive. Or ants live in nests, often underground. What do they think the ants they see above ground are doing?

**If your child is ready:** If your child is excited about insects and spiders, invite them to create a video about the critters they spotted while outside, sharing their observations and questions in a video they can share with others. If you weren't able to go outside, have your child select an insect or spider from one of the books, magazines, or National Geographic Kids videos to make a video about.





## TUESDAY

(continued)

### Cooking Academy: Breakfast Muffins

Your child will learn math and science concepts as you prepare these yummy muffins that can be eaten now or frozen and enjoyed later.

**Note:** This is a similar activity to one in the *Preschool At Home Activities Guide*; however, it's also fun for children at this age. An older child may experience the activity with more advanced questions, skills, and observations. This is a great multi-age activity! And children of all ages (adults too) love to eat muffins.



#### Length of activity:

20-30 minutes\*

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

Cooking and cooling time for the muffins is longer than this but requires low engagement from you.

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



#### Level of Prep Required: High



#### What you need:

- [Breakfast Muffins recipe card](#)

#### Ingredients\*:

- 1 cup cheddar cheese or cheese of your choice, shredded
- 12 eggs (or egg substitute)
- $\frac{1}{2}$  cup milk (dairy-free soy milk can be used, if needed)
- 6 slices Canadian bacon, diced ham, or bacon pieces (optional)
- $\frac{1}{4}$  cup green onions, sliced (optional)

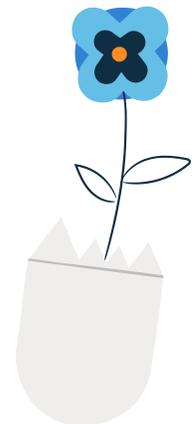
#### Kitchen tools:

- Muffin tin
- Cooking spray
- Mixing bowl, large
- Whisk
- Measuring cups and spoons

\* The amounts listed here will make 12 muffins. Adjust amounts as needed to serve your family.

#### Optional materials for reusing empty eggshells:

- Paper towels
- Cutting board
- Sewing needle or sharp toothpick
- Permanent marker
- Potting soil
- Seeds





## TUESDAY

(continued)



### What your child is learning:

- Literacy and math skills like following instructions, measurement, and fractions
- Food safety
- Cooking-related vocabulary
- How foods change during the cooking process
- Comparing and contrasting skills

**What you do:** Ask your child if they like muffins. What kinds of muffins have they eaten before? Do they have a favorite kind? Do they know how to make muffins? You can ask them what they think they would need to make a muffin. After your child shares, tell them that muffins are made by combining ingredients together and baking them.

Show your child the [rebus recipe](#) and invite them to help read it. Show your child the ingredients for the muffins and ask them to identify each one. Explain that the eggs and milk in these muffins are packed with a nutrient called protein that gives us energy.

Follow the recipe to make the muffins. Your child can help crack the eggs;\* measure and add the milk; use the whisk to combine the eggs, milk, and any other ingredients you are using; and sprinkle the cheese over the filled muffin cups before baking.

*\* Note: Make sure you and your child wash hands thoroughly after cracking eggs to reduce the risk of cross-contamination and salmonella poisoning.*

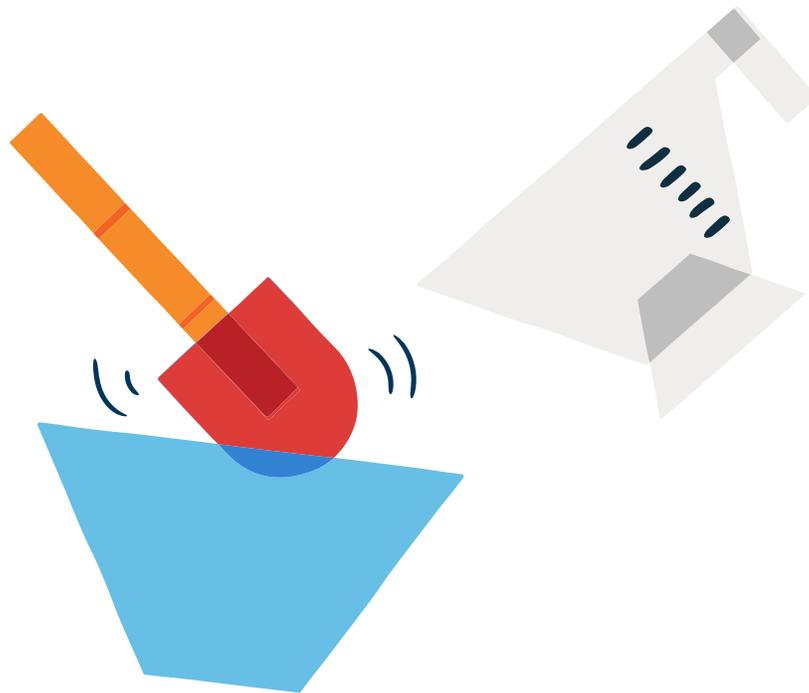
*These muffins can be frozen or refrigerated, reheated, and eaten on the go to replace individually packaged breakfast foods.*

**Did you know?** You can save the empty eggshells and grow seeds in them. Crack them toward the pointy end and discard the top third or so of each eggshell. Thoroughly rinse the insides and outsides of the eggshells. Set them in an empty egg carton to dry. Place a few layers of paper towels on a cutting board. Set an eggshell on the paper towels, open end up. Hold a sewing needle or sharp toothpick inside the eggshell and apply light pressure while you gently twist the needle or toothpick into the bottom of the shell to create a drainage hole. Label the eggshell with the type of seed you are planting, then fill the eggshell most of the way full with soil and plant a few seeds. Mist the soil to water it. After the seeds sprout, you can plant them, eggshell and all, right into the soil in a larger planter. The eggshell will eventually break down and provide the growing plant with nutrients.



## Questions to ask:

- What types of muffins are your favorite?
- What did you enjoy about preparing these muffins?
- What other types of foods could we put in these muffins?
- How do these muffins taste compared to your favorite food?





## WEDNESDAY

### Get the Wiggles Out: Jumping Like Grasshoppers

Your child explores how grasshoppers jump and how bending their knees affects how far they can jump.



**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**



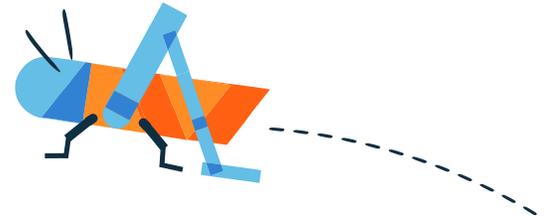
**What you need:**

- Masking tape
- Picture of a grasshopper ([see next page](#))



#### What your child is learning:

- Maintaining balance while making big movements
- How to coordinate body movements
- How to make observations and comparisons



**What you do:** Begin by asking your child to think about insects that jump. Share that grasshoppers, crickets, fleas, and even some beetles and spiders move by jumping. Show your child the picture of the grasshopper, and ask them to look at the grasshopper's legs and think about why the grasshopper's legs would make it good at jumping? Grasshoppers have large, strong back legs that help them help jump long distances. Invite them to explore how they can use their legs to jump.

Use masking tape to create a starting line. Have your child stand on the starting line and try to jump without bending their knees. How far did they get? Mark the distance with masking tape. Have them return to the starting line, bend their knees a little and jump again. How far did they get this time? Mark that distance. Continue having them return to the starting line and jumping, each time bending their knees a little more. What do they notice about how far they can jump the more they bend their knees?

**If your child is ready:** If your child enjoyed the experience and you'd like to extend it, invite them to create a grasshopper obstacle course using safe, everyday objects in the available space. For example, they might start at the dining room table, make big jumps into the living room, then have to crawl over a pile of pillows, then use little jumps to get to the couch and crawl around a chair before jumping back to the dining room table.





## WEDNESDAY (continued)

### Music Explorers: "The Caterpillar's Song"

Your child will use a prop to dance along to a catchy, reggae beat as this 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:** Medium



**Level of Prep Required:** Medium



#### What you need:

- [Butterfly Life Cycle photo](#)
- [Flying Insects photos](#)
- [Video link](#) to "The Caterpillar's Song"
- Objects to use while moving creatively, like lightweight scarves, strips of crepe paper, sheets of tissue paper, lengths of ribbons, small blankets, or pillowcases



#### What your child is learning:

- Self-expression while moving creatively to music
- How to use a prop while moving creatively
- Learning what a reggae rhythm sounds like

**What you do:** Ask your child to share what they know about how caterpillars grow and become butterflies. Show them the [Butterfly Life Cycle photo](#). Talk about how caterpillars crawl along the ground and on plants, eating leaves to help them grow. After a caterpillar is grown, it builds a chrysalis around itself and becomes a *pupa*. The pupa sleeps in its chrysalis until it becomes a butterfly.

Next, ask your child to name a few other insects they know of that can fly. Show them 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.

Give your child a scarf or whatever you found for creative movement. Play the [video](#) of the song and sing along together. Encourage your child to pretend they are the daydreaming caterpillar and to move creatively with their scarf or other object based on how the music feels to them.



## WEDNESDAY

(continued)

### “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**

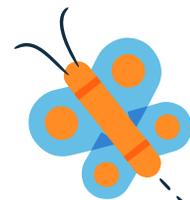
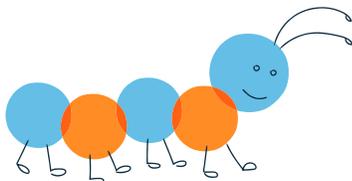
Someone told me right ‘round spring,  
After a nap I’ll grow wings.  
I’ll become a butterfly,  
Then I’ll fly so high.

#### **Repeat refrain six times:**

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

#### **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?
- What does this music make you think of?
- What kinds of things have you wished about before?





## THURSDAY

### Express Yourself: Cricket Songs

Your child explores rubbing materials together to make sounds like a cricket.



**Length of activity:**  
20 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:

- Paper
- Picture of a cricket ([see next page](#))
- Various objects that will make sound when rubbed together, such as boxes, sandpaper, wooden blocks, plastic containers, and fabric



#### What your child is learning:

- How to use familiar materials in new and creative ways
- How to apply what they have learned to new situations
- How to use their senses to make observations

**What you do:** Ask your child what they know about crickets. Then show them the [picture](#) and tell them crickets, like grasshoppers, have strong legs for jumping. Some crickets also use their legs to make a chirping sound by rubbing their legs against their wings. Crickets chirp to get the attention of other crickets, to warn other crickets of their territory, to distract predators, and to communicate danger. Invite your child to rub their legs together. What do they hear? What sound do they hear when you rub your legs together? Is it the same or different? Why do they think that is?

Invite your child to explore rubbing other objects together to see what sounds they make, such as their hands, two sheets of paper, or two wooden blocks. What do they notice about the sounds the different objects make? Are some louder than others? Are some objects easier to rub together than others? Are there other objects they would like to explore rubbing together?

Explain that crickets chirp faster when the temperature is warm, and they chirp slower when the temperature is cool. Invite your child to explore rubbing the materials together at different speeds to see how that affects the sound. Can they create a simple rhythm of fast and slow?

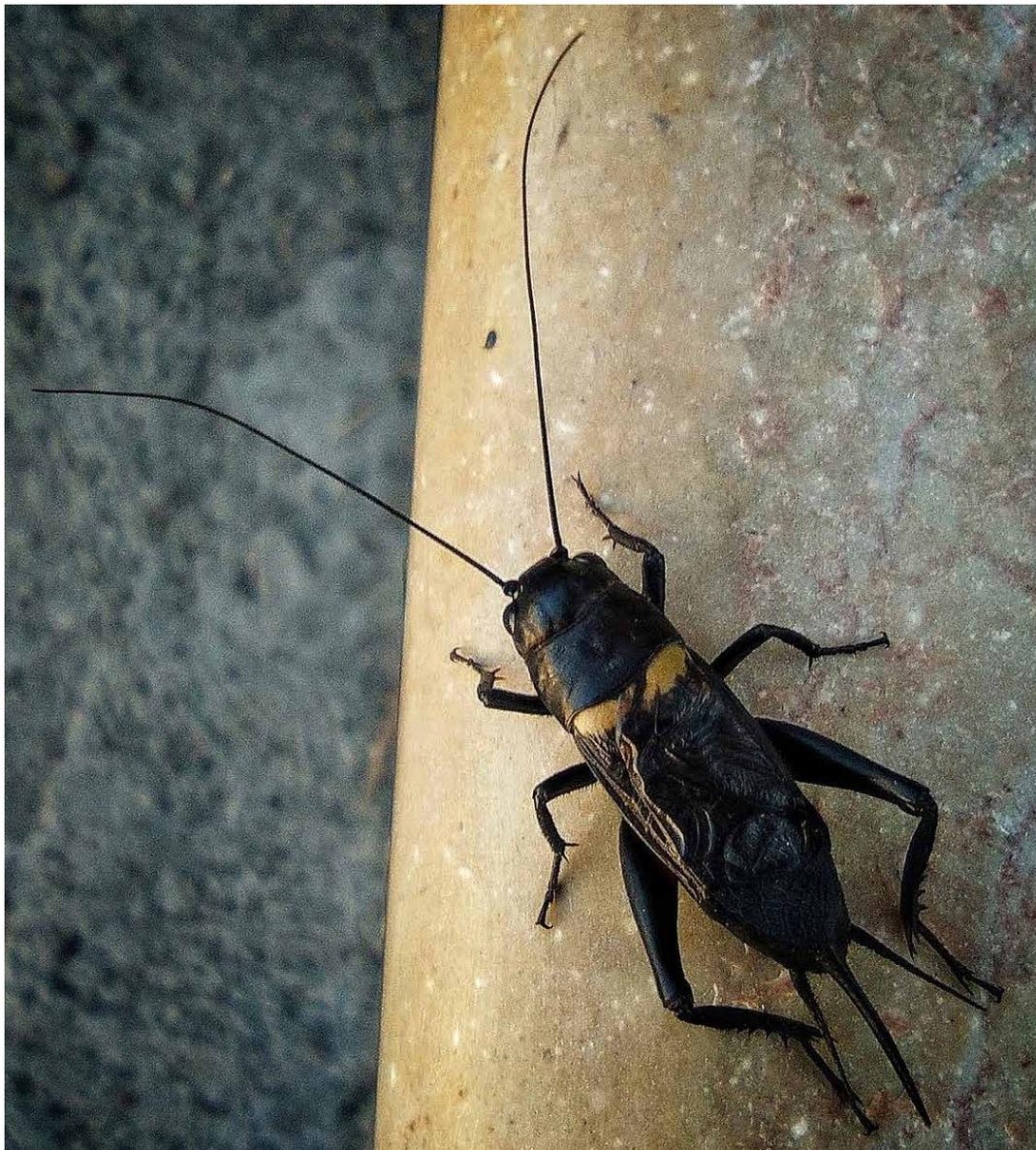


## THURSDAY

(continued)

After your child has had time to explore the different sounds, invite them to create their own rhythm using the different materials.

**If your child is ready:** Invite your child to create “cricket song” rhythms to accompany familiar songs or new songs that they have learned through the last few weeks of activities.





**THURSDAY**  
(continued)

## STEM Innovators: Measuring Rainfall

Make a rain gauge using common household items!

**Note:** This activity is the same as one in the Preschool At Home Activities Guide; however, it is also fun for children at this age. An older child may experience the activity with more advanced questions, skills, and observations. This is a great multi-age activity!



**Length of activity:**  
25–30 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:

- Clear plastic bottle with label and cap removed, 2-liter or smaller\*
- Scissors (for adult use)
- Masking or other heavy-duty tape
- Permanent marker or pen
- Ruler or tape measure
- Small pebbles or rocks
- Making a Rain Gauge video

\* *Note: If you live in an area with below-average rainfall, you may want to use a smaller bottle so you'll see measurable results faster. If you live in an area where rain rarely falls, try using the rain gauge in the shower, to measure how much water is used each time someone takes a shower.*



### What your child is learning:

- Using household materials to create a measurement tool
- Observing the weather and collecting data about it

**What you do:** Talk with your child about rain. "Where does rain come from? Why do we need it? Why is it important for people to know how much rain we get?" Wonder together, how can we measure the amount of rain that falls?



## THURSDAY

(continued)

Explain that meteorologists keep records of how much rain falls each day, from one year to the next. Their records help farmers and gardeners know how well they can expect their plants to grow and how much extra watering they might need to do to keep the plants healthy. A *meteorologist* is a person who predicts and measures the weather. Meteorologists share information with all of us about what we can expect the weather to be like. Explain that one of the tools meteorologists use to measure the weather is called a rain gauge.

Show your child the plastic bottle and explain that you're going to make your own rain gauge from it. Watch the [video](#) together.

Use scissors to carefully cut off the top of the bottle, at the wide part just below where the neck of the bottle begins to narrow. Have your child place several pebbles or rocks into the bottom portion of the bottle. The rocks will help prevent wind from tipping the rain gauge over.

Next, help your child turn the part you just cut off upside down and lower it into the other part of the bottle, until the cut edges of the bottle meet. This will create a funnel to help capture the rain and draw it inside the bottle. Have your child help hold the edges together while you cover them with masking tape to hold the funnel in place.

Then, help your child place a strip of masking tape onto the bottle, running vertically from the bottom to the top. Add water to the bottle until the rocks are just covered. Write "0" on the tape at the water line; this will become your baseline. Have your child hold a ruler up next to the strip of masking tape, starting at the "0", while you mark measurements on the tape. Use inches, centimeters, or fractions of an inch.

Finally, watch your local forecast. When rain is predicted, take your rain gauge outside, then bring it in at the end of the day to have your child record the day's rainfall. To give your rain gauge extra anchoring, you can pile up rocks around it or partially bury it in soil. If you don't have access to an outdoor space, check with a friend, relative, or neighbor who has outdoor space to see if they are willing to let you set out the rain gauge in their space.

### Questions to ask:

- Why do meteorologists measure rainfall and other types of weather?
- Why would we want to know what the weather is going to be like in the future?
- How much rain do you think our rain gauge will collect today?



## FRIDAY

### Growing Flexible Brains: Investigation Jar

This activity encourages your child's planning skills and flexible thinking as they use everyday materials to create an artistic representation related to insects and spiders.



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

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

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



**Level of Prep Required:** Medium



#### What you need:

- Child-size scissors
- Glue or glue stick
- Insect- or spider-related item, such as a toy insect or spider, a picture of an insect or spider, a picture of a spider web or a beehive
- Paper
- Clear plastic jar or container with lid
- Tape
- Variety of craft items, such as craft sticks, pompoms, pipe cleaners, yarn, construction paper, and tissue paper
- Variety of repurposed materials, such as egg cartons, paper cups, large plastic bottle caps, small boxes, and clean containers and lids like sour cream or margarine containers



#### 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
- Applying previous learning to current situations



## FRIDAY

(continued)

**What you do:** Place the insect- or spider-related item in the plastic jar and put the lid on the jar. Show the item in the jar to your child and invite them to make observations about the item, asking questions to prompt their thinking.

- What do you see in the jar?
- What do you notice about what is in the jar?
- What do you know about what is in the jar?
- What do you wonder about what is in the jar?

Show your child the materials you have collected and invite them to create something based on what is in the jar. Explain that if they would like to create a model of what is in the jar, they can, but they don't have to. They can create something else they think of when they see what's in the jar. For example, if there's a picture of a beehive, maybe they would like to create a bee. Or if there's a toy butterfly in the jar, maybe they want to create a flower for the butterfly to land on.

Encourage your child to plan their design before they start attaching materials together, and to think of new and creative ways to use the materials you collected. For example, if they're making a butterfly, instead of drawing eyes on paper and cutting them out, what other materials could they use to make the eyes?

**If your child is ready:** Instead of collecting the craft and repurposed materials ahead of time, talk with your child about what is in the jar, what they would like to create, what materials they'd like to use to make their creation, and then invite them to help you gather the materials.



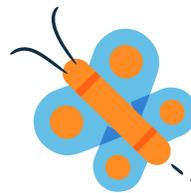
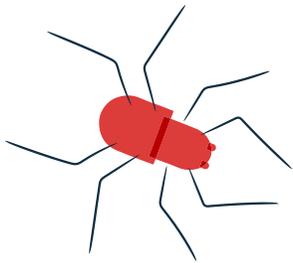


## FRIDAY

(continued)

### Virtual Field Trip: Audubon Nature Institute's Insectarium

Is your child interested in learning about more cool insects and spiders? Check out the [Insectarium](#). Encourage your child to make observations and ask questions about what they see. Read the information provided with each picture, calling attention to any information that relates to your child's observations or questions.

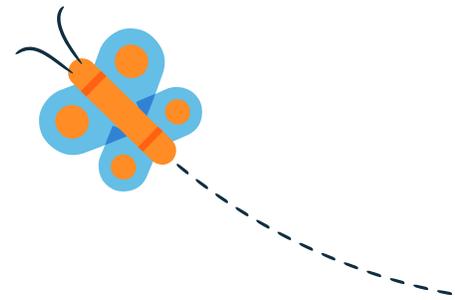




## Everyday Learning Experiences

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

You and your child can work together in your day-to-day activities to collect materials that can be **repurposed** for play. For example, if your family has finished a container of sour cream or bottle of coffee creamer, wash and dry the containers and lids and place them in a designated spot for you child to use in their play. Same goes for cereal and cracker boxes, cardboard tubes, and plastic lids to bottles that you're going to recycle or dispose of. Encourage your child to use these materials for dramatic play props, to create fun art projects, or to inspire their inner engineer.



You can help your child build their **conversation skills** all day, every day. Any time you are talking with your child, model conversation skills such as taking turns, listening to what the other person has to say, and asking open ended questions (questions where a simple yes or no answer isn't enough) to get more information when you don't understand something and to stimulate your child's never ending imagination.

Throughout your day, encourage your child to stop and **listen carefully**. What do they hear? What do they think is making that sound? How can they use their bodies or everyday materials to make a similar sound? For example, if you're waiting for laundry to finish in the dryer, what sounds do they hear coming from the dryer? What is in the dryer that could be making those sounds? What could they use to imitate that sound?



## Focus on Social and Emotional Learning

Prekindergarteners are at a great age to start practicing their **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 their hands, or it could be encouraging them to think about how happy their sister felt when they shared a favorite toy with them. Encourage your child to think through how they feel when those things happen to them, and then extend that feeling to another person.



## Family Project

Help your child develop important social-emotional skills by working on your family project!



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?



## Breakfast Muffins recipe card

**REUSE IT, REDUCE IT!**

## Breakfast Muffins

### Ingredients:

(makes 12 muffins)



12 eggs



½ cup milk



6 slices  
Canadian  
bacon, diced



¼ cup green  
onions, sliced



1 cup shredded  
cheddar cheese

### Instructions:

1. Preheat  to 350 degrees. Spray a  with cooking spray.

2. In a large , whisk  together  and .  in  and .

3. Divide egg mixture evenly among , then sprinkle with



4. Bake 25–30 minutes or until  set. Cool slightly before serving.

If saving to eat at a later time, cool completely and arrange on  so muffins are not touching. Freeze overnight, then transfer frozen muffins to a freezer-safe container. To reheat from frozen,  for 2 to 3 minutes on High.



## Butterfly Life Cycle





## Flying Insects

