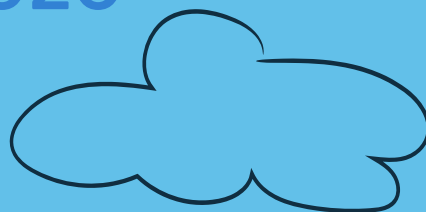


At Home Learning Guide for Kindergarteners

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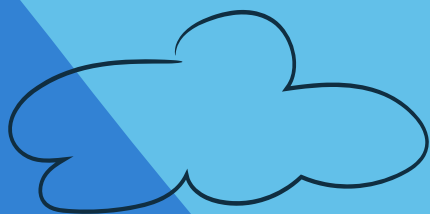
Week of April 13, 2020



Our kindergarten guide is here to support you and your kindergartener with distance learning at home. We suggest that families set up a **schedule** that allows you to balance distance learning activities with the independent play that is important to your child's development at this age. Our weekly guides include everything you need to keep them engaged and learning during this time together at home—all while having **fun**!

Our guide for kindergarten families includes:

- Activities to support phonics, literacy, math, science, and physical development.
- Guidance about how much time an activity may take, as well as the level of involvement needed from you.
- Opportunities to work on social and emotional learning



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

Fairy Tales: Part 2 (Literacy)

Understand how to use the elements of a fairy tale to create your own fairy tale

TUESDAY

Subtraction Story (Math)

Practice subtraction through a fun story about a farmer picking blueberries and the birds that eats them.

WEDNESDAY

Working Up a Sweat (Physical Development)

Experience how movement and exercise improves how you feel.

THURSDAY

Popcorn Words: she, went, see (Phonics)

Explore a fun way to learn what a popcorn word is and practice spotting them during reading time.

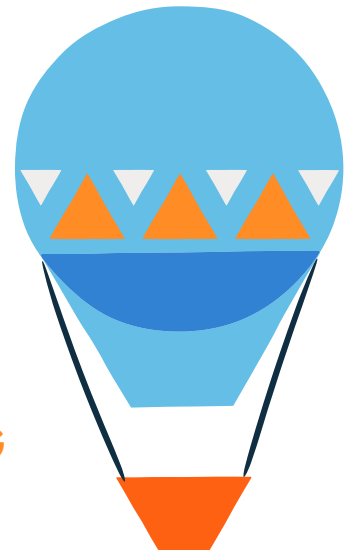
FRIDAY

Changing Matter (Science)

Mix everyday ingredients to learn how a solid can change into a liquid.

FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Teaching social and emotional skills can be intertwined in everything you do. You'll find tips and activities to help your child continue developing these essential skills at home.





Getting Ready for the Week: Materials to Gather

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

- ❑ Blocks, about 20 (all the same size and shape, if possible)
- ❑ Bowls, small, 3
- ❑ Child-size scissors
- ❑ Construction paper, one sheet (or other surface on which to contain a set of blocks)
- ❑ Containers, medium-size, 3 or 4 (preferably clear)
- ❑ Crayons or markers
- ❑ Cups
- ❑ Drinking water
- ❑ Flour, about $\frac{1}{3}$ cup
- ❑ Marker
- ❑ Measuring cups
- ❑ Newspaper or recycled cardboard (to protect the floor or table surface)
- ❑ Paper
- ❑ Pencil
- ❑ Popcorn (optional)
- ❑ Popcorn Words
- ❑ [Popcorn Word Identification sheets](#)
- ❑ Salt, about $\frac{1}{3}$ cup
- ❑ Scissors (for your use only)
- ❑ Small pincer
- ❑ Spoons
- ❑ Stuffed animal, small (a bird, if you have one)
- ❑ Subtraction Story
- ❑ Sugar, about $\frac{1}{3}$ cup
- ❑ [Three Billy Goats Gruff book](#)
- ❑ [Three Little Kittens book](#)
- ❑ [Three Little Pigs book](#)
- ❑ Timer or stopwatch
- ❑ Water

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 – Kindergarteners

Week of April 13, 2020



MONDAY

Fairy Tales: Part 2 (Literacy)



Length of activity:
15–20 minutes*

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

Level of Engagement Required by Adult: Low to Medium



Level of Prep Required: Low



What you need:

- Paper
- Pencil
- [Three Billy Goats Gruff book](#)
- [Three Little Kittens book](#)
- [Three Little Pigs book](#)

What your child is learning:

- Retelling stories in their own words
- Answering questions about the essential elements in a story
- Identifying characters, setting, and important events in a story
- Ordering events to create a story

Developing writing skills using real or invented spelling What you do: For this activity, you and your child will revisit the three stories you read last week. If you didn't do last week's activity, Fairy Tales: Part 1, please go back and complete that activity using the At Home Learning Guide for Kindergarteners, Week of April 6. [please hyperlink "At Home Learning Guide for Kindergarteners, Week of April 6" to location of the actual guide once it is posted in our website]

Begin by showing your child the cover of each book and asking them to tell you what happened in the story. As your child tells you about the story, ask questions to help them identify the good character, the bad character, the problem, the solution, and what makes the story a fairy tale. Talk with your child about some fairy tales begin with the words "once upon a time" or end with "happily ever after." Do any of these stories include one of those lines? Do any other familiar or favorite fairy tales use these lines?

Next, give your child the paper and pencil. Invite your child to think about the different elements of a fairy tale, and how they can use those elements to write their own fairy tale. Before they begin writing, encourage them to do some brainstorming and to decide on characters, setting, the problem, and the solution. After they have decided these details, encourage them to write their fairy tale. Your child may complete their fairy tale all at once, or they may want to work on it over several days. If your child is finding it difficult to write down all their ideas, invite them to tell their story verbally and record it using an audio or video recording. Then, if they'd like, they can go back and write their story based on the audio or video. When your child is finished, invite them to share their fairytale with you.

At Home Learning Guide – Kindergarteners

Week of April 13, 2020



MONDAY

(continued)

If your child is ready: Ask your child what the titles of these books have in common. If needed, share that all the titles have the word “three” in them. Explain that many fairy tales have elements that happen in threes, such as three goats, three kittens, three pigs, three bears, or three wishes. Invite your child to include an element of three in their fairy tale.

Everyday Learning Activities

Try this to help your child develop the skills described today no matter what you’re doing: During a shared experience with your child like eating breakfast or playing in the yard, have a conversation about the kinds of characters that typically appear in fairy tales such as heroes or magical creatures. Ask your child to imagine one of those characters participating in the activity with you. What would the character do if they were here? What would your child say to them? You can also use the characters to help talk about feelings with your child. “I can see you are upset. Do you need to huff and puff like the wolf to help you calm down? Let’s take 3 big breaths together.”



TUESDAY

Subtraction Story (Math)



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 your child is learning:

- To write numbers, 1 to 10
- To identify numbers and make sets of 1 to 10 objects
- To do simple subtraction with objects

What you need:

- Marker
- Two sheets of paper
- Scissors (for your use)
- Blocks, about 20 (all the same size and shape, if possible)
- One sheet of construction paper (or other surface on which to contain a set of blocks)
- Small stuffed animal (a bird, if you have one)
- [Subtraction Story](#)

What you do: Fold the two sheets of paper in half once, in half again, and in half one more time. Open them up and cut along the fold lines – voila! You will have 16 rectangles of paper. Set six rectangles aside and give your child the remaining 10. Ask your child to make a set of number cards by writing one number on each piece of paper, from 1 to 10. Lightly shuffle the number cards and have your child choose one. Identify the number on the card, and gather that many blocks. Encourage your child to build a tower with the blocks, counting each block as it is added to the tower.

Next, have your child lay their tower flat on the table and create a tower next to it that has one cube less than the tower they just made. After the second tower is built, ask your child questions like, “How many blocks are in each of your towers? Which tower has more blocks? How many more does it have? Which tower has fewer blocks? How many fewer?”

At Home Learning Guide – Kindergarteners

Week of April 13, 2020



TUESDAY

(continued)

Have your child put the blocks back into a random pile. Now have your child gather 10 blocks and place them on the sheet of construction paper. Tell your child that you are going to read a subtraction story about a farmer who is picking blueberries to use in a pie. Explain that the construction paper with the blocks on it represents the blueberry bush. Set the stuffed animal nearby, to represent the bird in the story.

Read the story aloud and have your child play the role of the farmer, picking blueberries off the bush and setting them aside. Your child can have the bird come in and “eat” the berries, as you read those parts of the story. Pause each time the story prompts you to, and have your child solve each subtraction problem.

Keep practicing the subtraction story throughout the week, and make up some of your own subtraction scenarios, too!

If your child is ready: Try having your child start the story with between 10 and 20 blocks.

Everyday Learning Activities

Try this to help your child develop the skills described today no matter what you’re doing: During a time when you and your child are doing something that involves several items, like putting away plates or folding socks, pretend that you’re picking out enough items for a specific number of people. Show them that number on a clock, watch, or phone. Can they pick out the correct quantity of items? Then tell them that one person can’t make it– can they subtract one item? Continue making up scenarios in which one or more people don’t show up or must leave and ask your child to subtract that many items from the pile.



WEDNESDAY

Working Up a Sweat (Physical Development)



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:

- Cups
- Drinking water
- Timer or stopwatch

What your child is learning:

- How different body functions, such as sweating, work
- The importance of taking care of their bodies and staying hydrated
- Different ways they can move and be physically active

What you do: After a time of rest or sedentary activity, like reading a book or playing a board game, ask your child to think about how their body feels. Are they cold, warm, or hot? How is their breathing and heart rate? Invite your child to participate in a movement activity. Explain that you are going to set a timer for 5 minutes, and during that five minutes you're going to call out different ways for them to move their body. After the 5 minutes, they will revisit how their body feels.

When your child is ready, start the time and begin calling out ways to move their body. Suggestions for movements include:

- Shake your arms
- Shake your legs
- Wiggle your hips
- Jump up and down
- March in place
- Turn around two times
- Sit down, stand up
- Hop from side to side

After the five minutes is up, have your child stop moving and ask them how their body feels now. Are they cold, warm, or hot? Are they sweating? How is their breathing and heart rate? Are they thirsty? How does their body feel different than it did before the five minutes of movement? Offer your child a cup of water. Explain that as their bodies heat up from moving and exercising, water comes up through their skin as sweat. As the sweat evaporates into the air, it cools down their skin, which cools down your blood, which makes you feel cooler. Ask your child why they think it is important to drink water when they are exercising. Explain that when we sweat, we lose water, and it is important to replace the water that we are losing when we sweat.

At Home Learning Guide – Kindergarteners

Week of April 13, 2020



WEDNESDAY

(continued)

If your child is ready: Invite your child to track how different physical activities and different lengths of physical activity make them feel and to make comparisons between the types or lengths of activities and how their body feels.

Everyday Learning Activities

Try this to help your child develop the skills described today no matter what you're doing: Throughout the day, talk to your child about how warm or cold their body feels. Encourage them to drink water when they feel warm and explain that it helps their body cool down and stay healthy. Ask them how their body feels different after they drink water. shared experience with your child like eating breakfast or playing in the yard, have a conversation about the kinds of characters that typically appear in fairy tales such as heroes or magical creatures. Ask your child to imagine one of those characters participating in the activity with you. What would the character do if they were here? What would your child say to them? You can also use the characters to help talk about feelings with your child. "I can see you are upset. Do you need to huff and puff like the wolf to help you calm down? Let's take 3 big breaths together."



THURSDAY

Popcorn Words: she, went, see (Phonics)



Length of activity:
15–20 minutes*

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

Level of Engagement Required by Adult: Low to Medium



Level of Prep Required: High



What you need:

- Crayons or markers
- Child-size scissors
- Paper and pencil (only if you aren't able to print the Popcorn Words sheets)
- Popcorn (optional)
- Popcorn Words
- Popcorn Word Identification

What your child is learning:

- To repeat or recite a short poem, rhyme, fingerplay, or song
- Recognizes the difference between letters, words, and sentences
- Identifies and reads the small words that are used often in children's literature, such as she, see, and went

What you do: Print the Popcorn Words and Popcorn Words Identification sheets. Alternative instructions for the activity are provided here if you aren't able to print these sheets.

Tell your child that Popcorn Words are words that are “pop up” a lot in books for children. Teach your child this chant and the actions that go with it, then say and do it together:

You pour the oil in the pot, **[Pretend to pour oil.]**

Then you let it get hot.

You put the popcorn in, **[Pretend to pour in popcorn kernels.]**

Then you start to grin.

Sizzle, sizzle, sizzle, **[Slowly bend knees.]**

Sizzle, sizzle, sizzle, **[Bend knees into a squat.]**

Pop! **[Jump up.]**

Show your child the Popcorn Words sheet with the words she, went, and see on it. Read each word and ask your child to echo the word back to you. Ask your child questions about each word. “How many letters does the word have?” Clap the letters in each word together as you say them. Invite your child to cut out each of the three Popcorn Words. If you aren't able to print the sheet with the three words, cut out three simple popcorn shapes for your child and have him or her copy one of the words on each shape.

At Home Learning Guide – Kindergarteners

Week of April 13, 2020



THURSDAY

(continued)

Next, read the directions on the two Popcorn Words Identification sheets and encourage your child to complete them. If you aren't able to print the sheets, simply talk through the activities together while showing your child the sheets on your device. Ask your child to find and point to each of the three Popcorn Words introduced in this activity. If your child is ready, you can see how many of the other Popcorn Words they know.

To keep these words top of mind in your other activities throughout the week, help your child find a space to display the Popcorn Words. More of them will be “popping up” in future weeks of content. If you'd like, pop some actual popcorn to help your child remember how “tasty” Popcorn Words can be!

If your child is ready: Ask your child to choose a children's book. Give your child a sheet of paper and a pencil. Have your child write each of the three Popcorn Words on the paper, then look through the words in the story and make a tally mark next to the Popcorn Word on the paper for each time that word appears in the book. Ask your child to add up the tally marks to see just how often each word “popped” up in the story!

Everyday Learning Activities

Try this to help your child develop the skills described today no matter what you're doing: Look out for common popcorn words like she, see and went in books, on TV, or on product packages as you go about your day. Ask your child to find the word and to tell you what letters are in it. Can they find the words before you see them?



FRIDAY

Changing Matter (Science)



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: High



What your child is learning:

- To observe and describe the physical properties of materials
- To observe and describe the properties of common objects and/or substances using the five senses
- To ask What If questions, predict answers, and test predictions

What you need:

- Flour, about 1/3 cup
- Sugar, about 1/3 cup
- Salt, about 1/3 cup
- Measuring cups
- Small bowls, 3
- Medium-size containers, 3 or 4 (preferably clear)
- Water
- Small pitcher
- Spoons
- Newspaper or recycled cardboard (to protect the floor or table surface)

What you do: Ask your child to measure the flour, sugar, and salt and put each substance in a separate bowl. Put a spoon in each bowl. Fill a small pitcher about half full with water.

Invite your child to conduct experiments to find out what happens when various solid materials are mixed with water. Your child can make predictions about what they think will happen when they mix flour, sugar, and salt, with water. Will the substances stay the same or will they change? How will they change? Introduce the word dissolve to your child. When something dissolves, it mixes thoroughly with a liquid. It changes from a solid to a liquid.



FRIDAY

(continued)

Begin by having your child spoon a small amount of flour into a container. What is your child's prediction about what will happen when water is added to the flour? Will it remain a solid or will the flour dissolve into a liquid? Have your child add a small amount of water to the flour and use a spoon to mix the two substances together. Ask, "What is happening to the flour? Is it changing its form? What is it becoming?"

Repeat the same process using sugar and a new container. Does the sugar stay the same when it's mixed with water? Can the sugar crystals in the water still be seen? Does the sugar dissolve? Allow the sugar and water to sit while the final substances are mixed together.

Finally, repeat the same process again, using salt and a new container. Does the salt dissolve? Have your child look at the container with the sugar and water. What has happened to the sugar? Can they see the sugar in the bottom of the container? What will happen if they stir the sugar again?

Ask your child to summarize what happened when each substance was mixed with water. The flour, sugar, and salt each started out as solids, but when they were mixed with water the solids dissolved and became liquids.

If your child is ready: Look around your home to see what other substances your child might want to mix with water. Make predictions together and test to see if your predictions are right!

Everyday Learning Activities

Try this to help your child develop the skills described today no matter what you're doing: When cooking a meal, invite your child to observe the process and even lend a hand. As you cut, mix, melt or cook the ingredients, talk to your child about how they are changing. How does the food look and smell? How does its shape or texture change? While you're eating, ask your child to describe the cooking process and how the food changed as you prepared it.



Focus on Social and Emotional Learning: The Power of Play

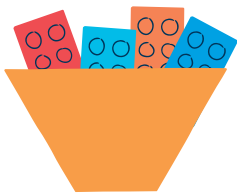
Play might look random or disorganized, but it's actually the most meaningful and natural way for young children to learn. During play, children are engaged in active learning and developing skills from head to toe. Check out the information and resources below to understand the power of play and what you can do to guide it.

Play-Based Learning for School Readiness

Play is more than just fun and games. Check out this [podcast](#), featuring KinderCare's Chief Academic Officer Dr. Elanna Yalow, about how play builds skills that help children succeed in school and in life.

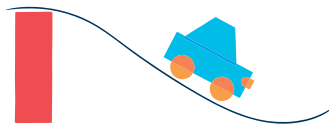
Active Learning: What's Really Happening During Play

Children love to play, and for good reason. Play is powerful! During play, children are active learners — they make choices, create meaning, and form connections.



Making Choices

Red paint or blue? A bike or the slide? A tall tower or a long tunnel? Children are naturally curious, and letting them follow their curiosity by making choices means they're guaranteed to be interested in what they're doing.



Making Meaning

Children are natural-born scientists! They experiment, form theories, and test those theories during play. Even if they can't explain the science behind things, children are constantly paying attention to what happens during play and fitting it into what they know about the world.



Making Connections

The more children play, the more they learn. Can I make this tower as tall today as I did yesterday? Does this ball bounce the same as that one? Children make meaning from their play experiences, and they also make connections between them. These connections aren't just passing thoughts—they are real neural pathways in the architecture of a child's brain that help them build skills and knowledge over time.

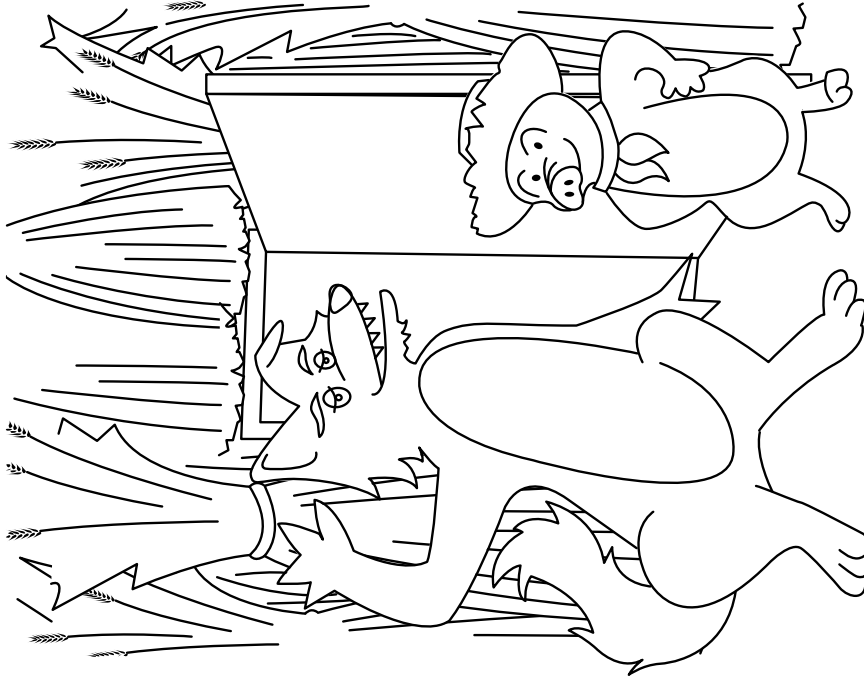
For more on the importance of play, check out [this article](#) from the National Association for the Education of Young Children (NAEYC).



Three Little Pigs



Three little pigs decided one day to leave their pen and go out into the world on their own. The first little pig decided to build a house of straw.



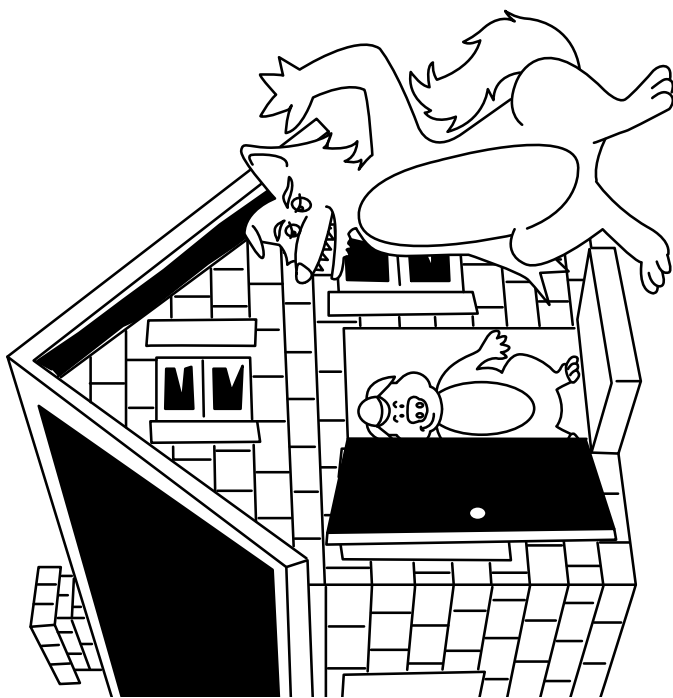
Just after the pig built his house, along came a wolf. The wolf knocked on the door of the little pig's house and said, "Little pig, little pig, let me come in!" But the little pig answered, "No, no! Not by the hair on my chinny chin chin!"



The second little pig built his house from sticks. Just after the pig built his house, along came the wolf. The wolf knocked on the door of the little pig's house and said, "Little pig, little pig, let me come in!" But the little pig answered, "No, no! Not by the hair on my chinny chin chin!"



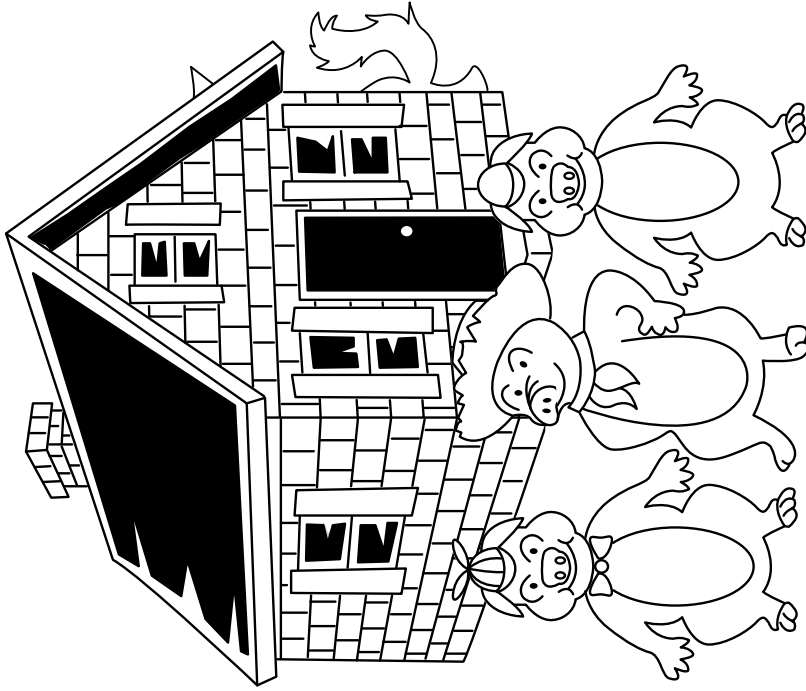
"Then I will blow your house in," said the wolf. And he huffed, and he puffed, and he blew the house in! The little pig ran away home as quick as he could!



The third little pig was a very clever little pig and liked to plan for his future. He knew the wolf might come to visit one day, so he built his house out of bricks. Just after the pig built his house of bricks, along came the wolf. The wolf knocked on the door of the little pig's house and said, "Little pig, little pig, let me come in!"



"Then I will blow your house in," said the wolf. And he huffed, and he puffed, and he blew the house in! The second little pig ran away home as quick as he could!

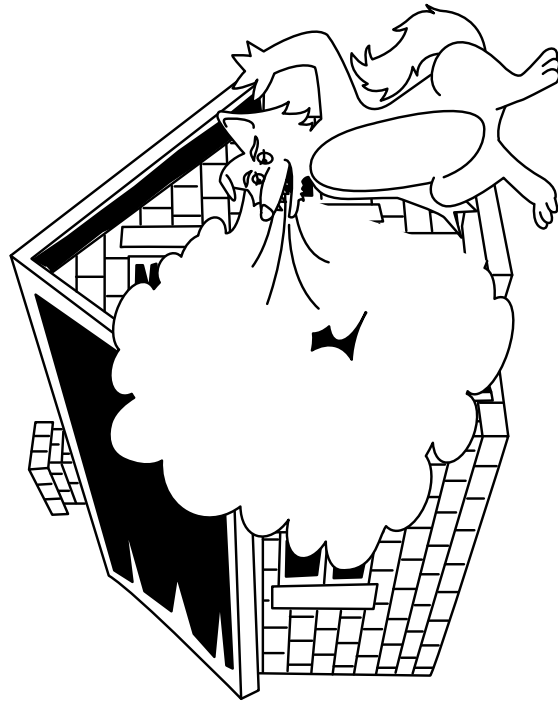


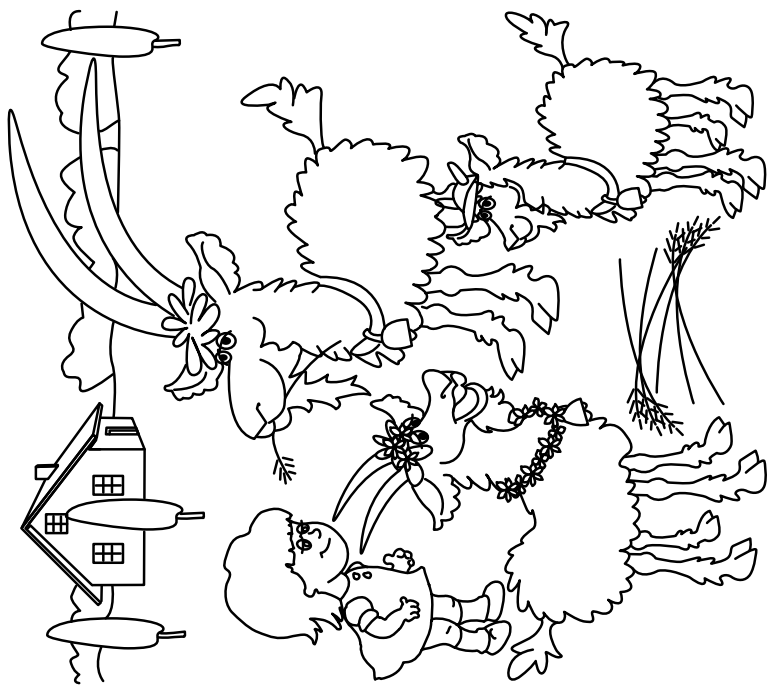
The wolf finally gave up and went home.

The third little pig sent a letter to his two brothers and invited them to come and live with him in his house of bricks. The three little pigs lived happily ever after.

But the little pig answered, “No, no! Not by the hair on my chinny chin chin!”

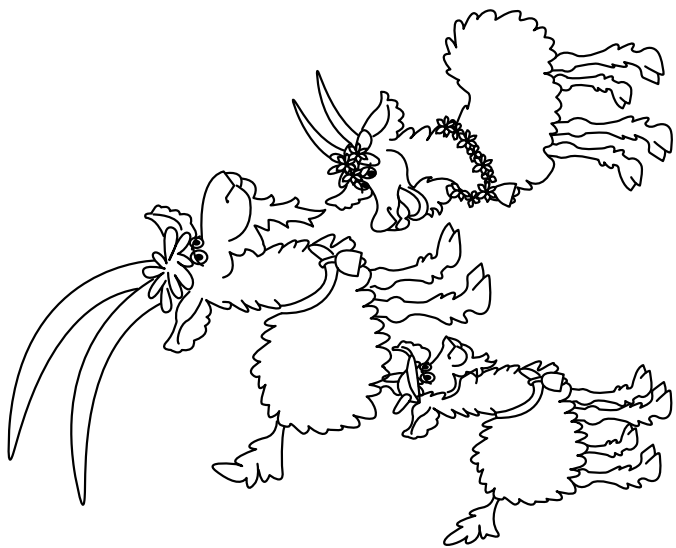
“Then I will blow your house in,” said the wolf. And he huffed, and he puffed, and he blew, but the house of bricks did not fall down! The wolf was very angry and he huffed and he puffed...and he huffed and he puffed...and he huffed and he puffed again...but he could not blow the house down!





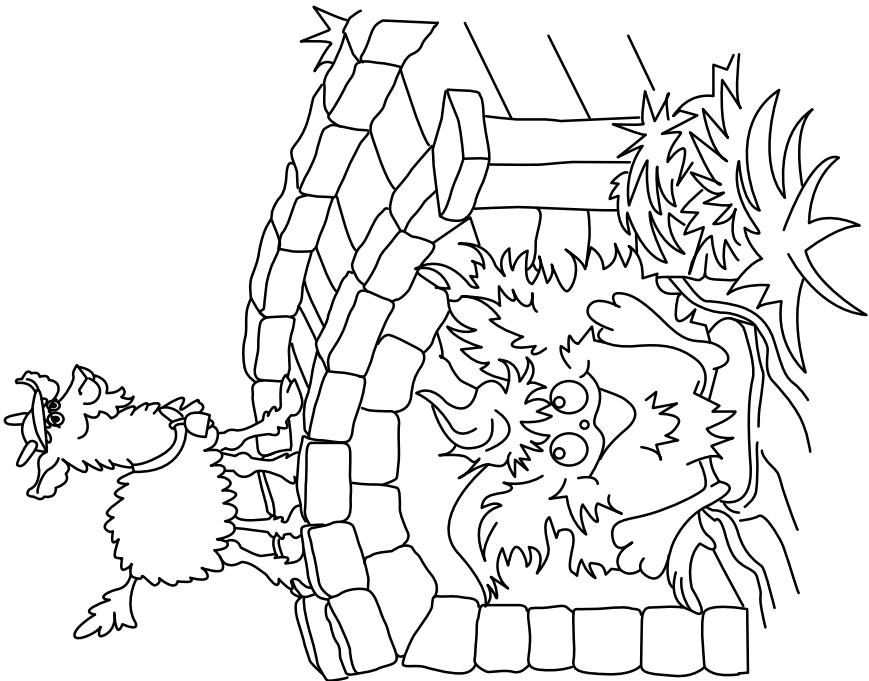
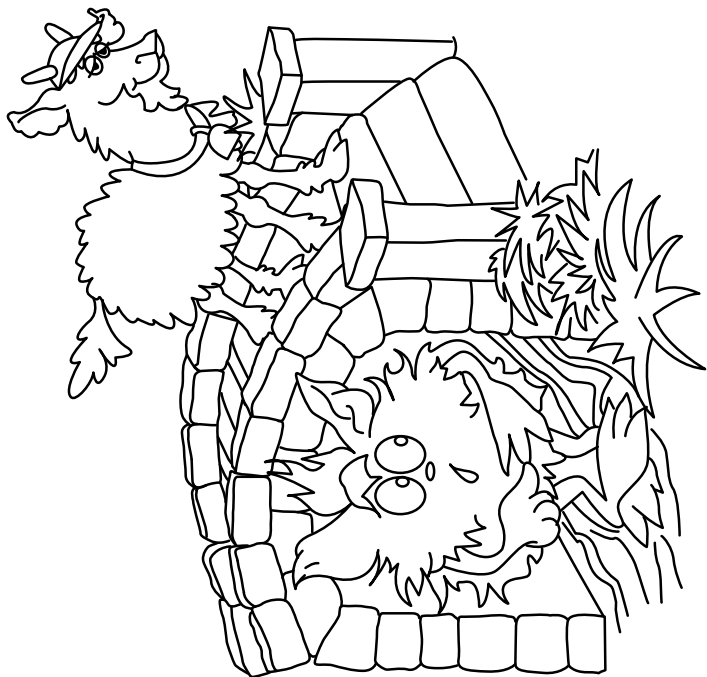
Once, there were three billy goats that lived in a little girl's backyard. They loved to eat the green grass...yum! One day the grass dried up and turned to straw. They didn't like straw, so they decided to cross the bridge where there was more green grass in a little boy's yard.

THREE Billy Goats Gruff

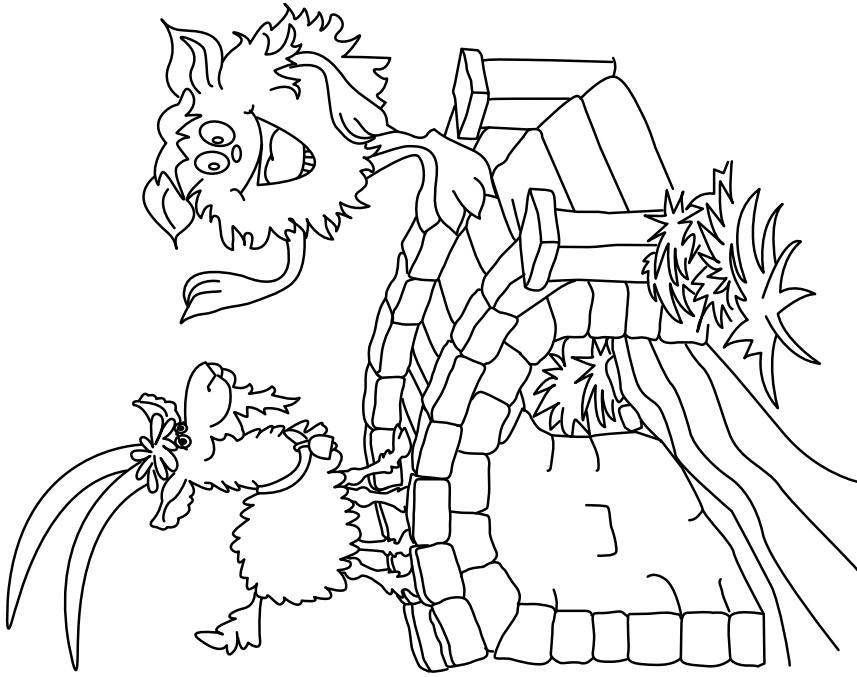




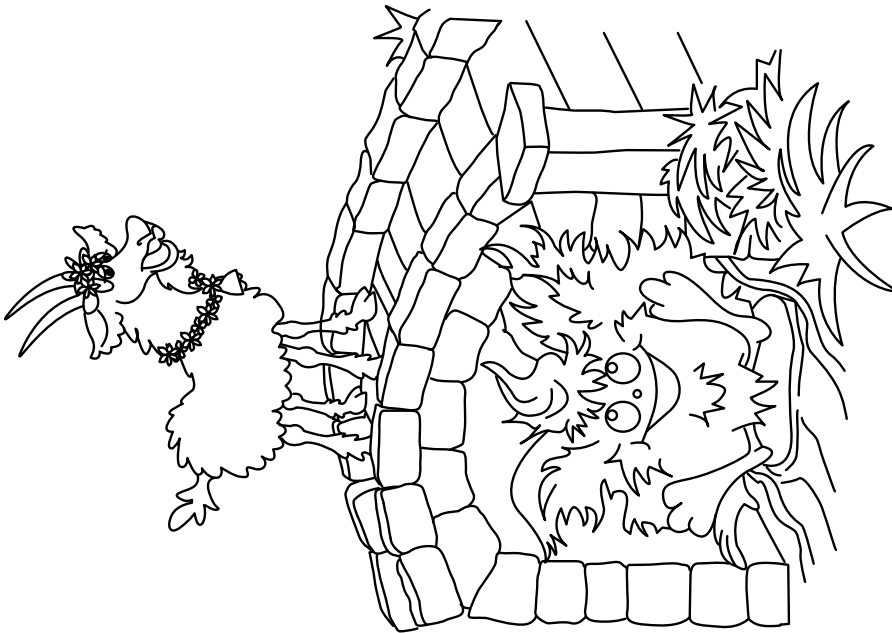
The little billy goat started to cross the bridge.
Suddenly, he heard a voice say, "I'm going to eat
you up!" He saw a silly-looking troll hiding by the
bridge.



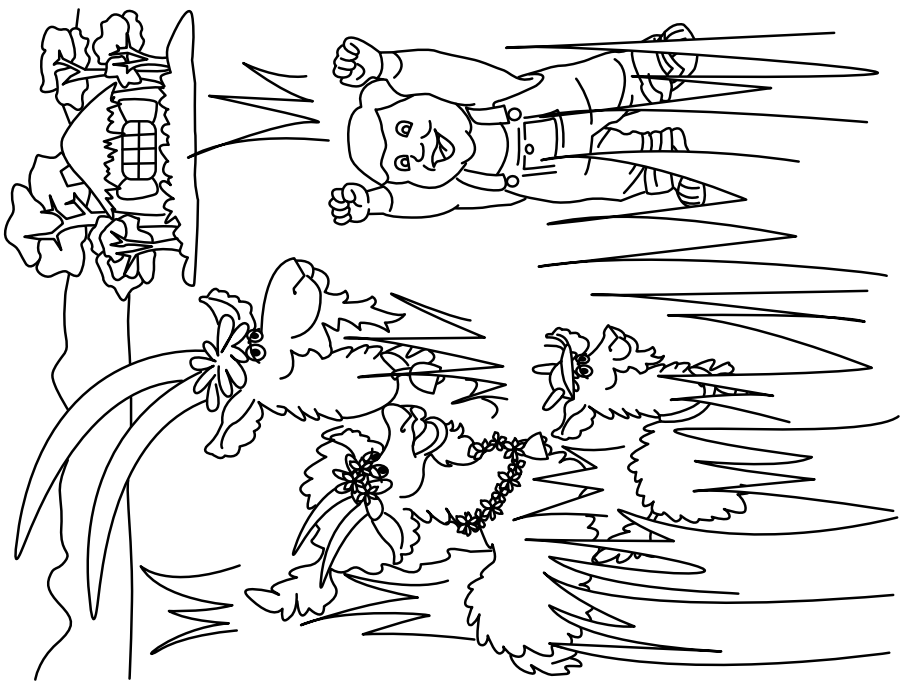
The little billy goat said, "If you let me pass by,
there will be a bigger, more tasty billy goat coming
soon." So the troll let him go. Trip-trap, trip-trap,
the little goat crossed the bridge.



Soon the biggest billy goat started across the bridge. “Stop, goat!” yelled the troll. “I’m going to eat you for my dinner!” “You can’t eat me,” said the biggest billy goat, “for I am much too big to fit in your mouth!”



Next, the big billy goat started across the bridge. “Stop!” he heard the troll yell. “I’m going to eat you up!” The big billy goat said, “If you let me pass by, soon the biggest billy goat will be passing by. He will make a much better dinner for you.” So the troll let the big billy goat cross the bridge. Trip-trap, trip-trap, the big goat got to the other side.



The silly-looking troll was very happy, for he thought straw was quite tasty! The three billy goats were very happy in the backyard of the little boy, where they could eat green grass all day long!

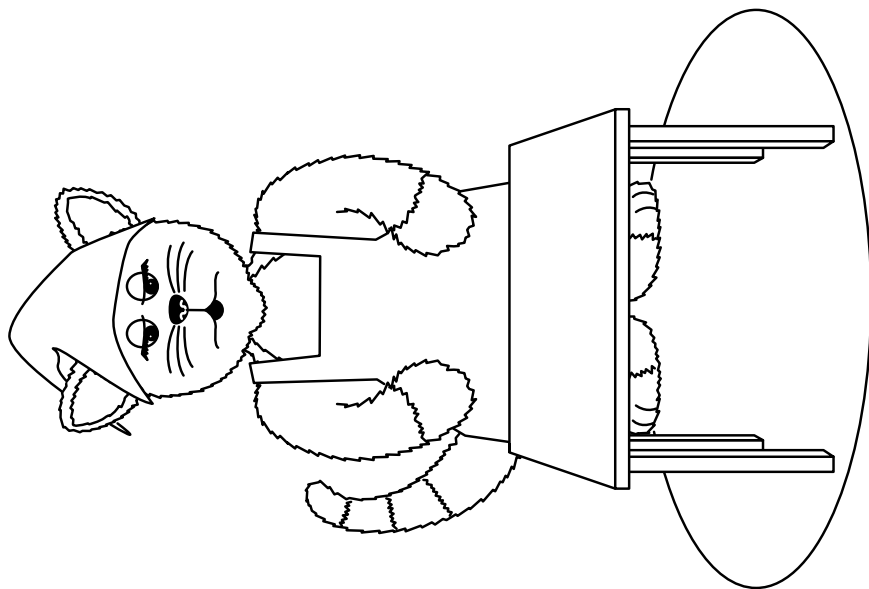
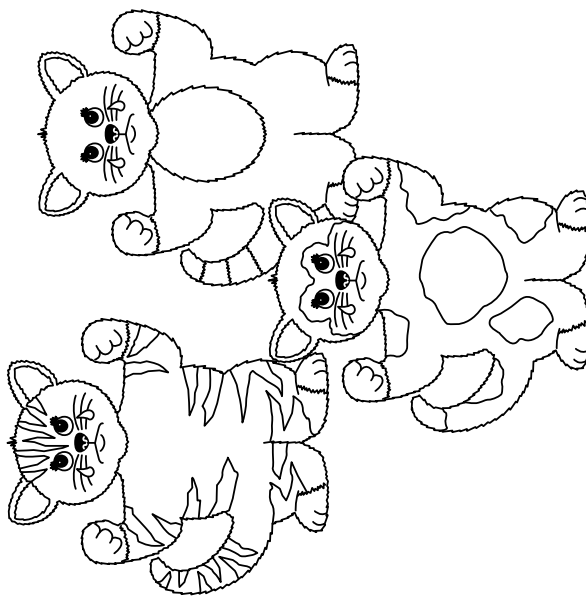
The troll looked sad and hungry. "I know what you can eat," said the biggest billy goat. "You can have all the straw in that yard," and he pointed to the little girl's backyard.





Three Little Kittens

Three little kittens,
They lost their mittens,
And they began to cry,
Oh, mother dear,
We sadly fear
Our mittens we have lost.



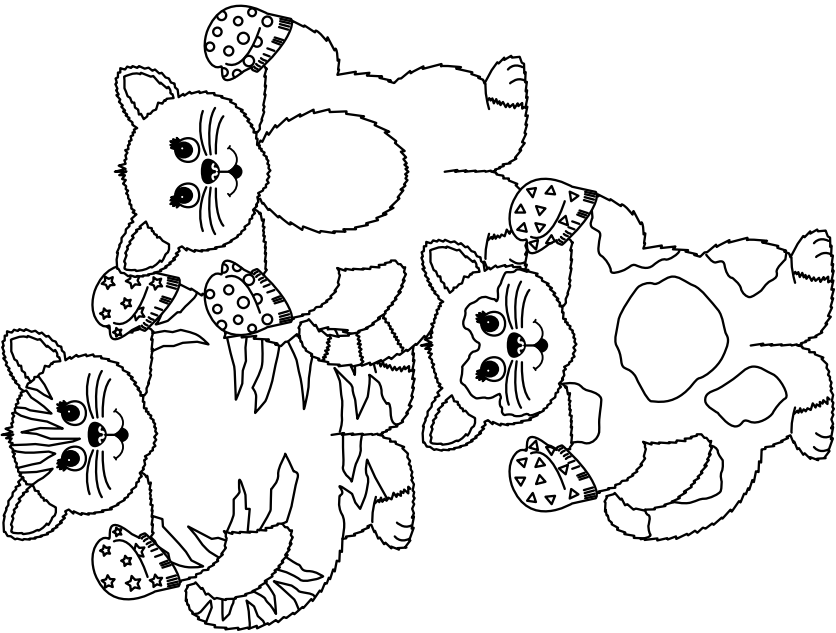
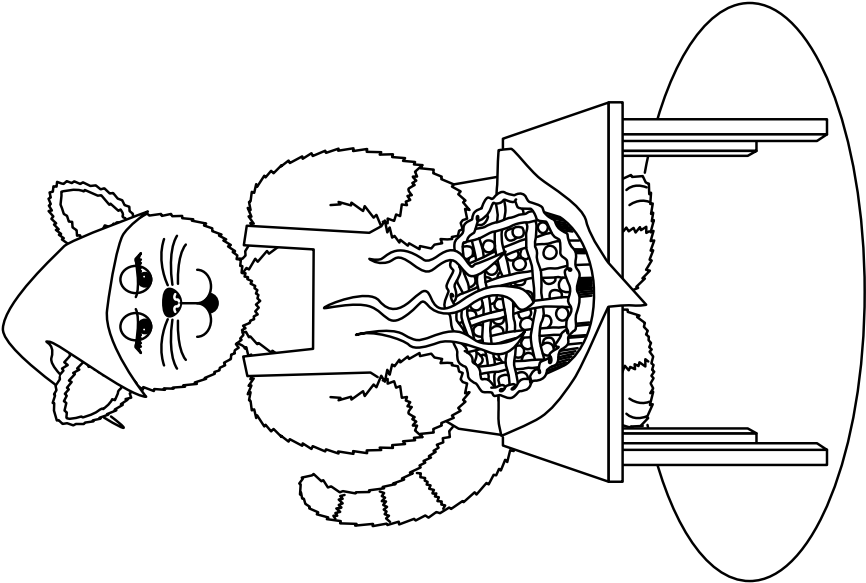
What! Lost your mittens,
You naughty kittens!

Then you shall have no pie.

Mee-ow, mee-ow, mee-ow, mee-ow.
You shall have no pie.

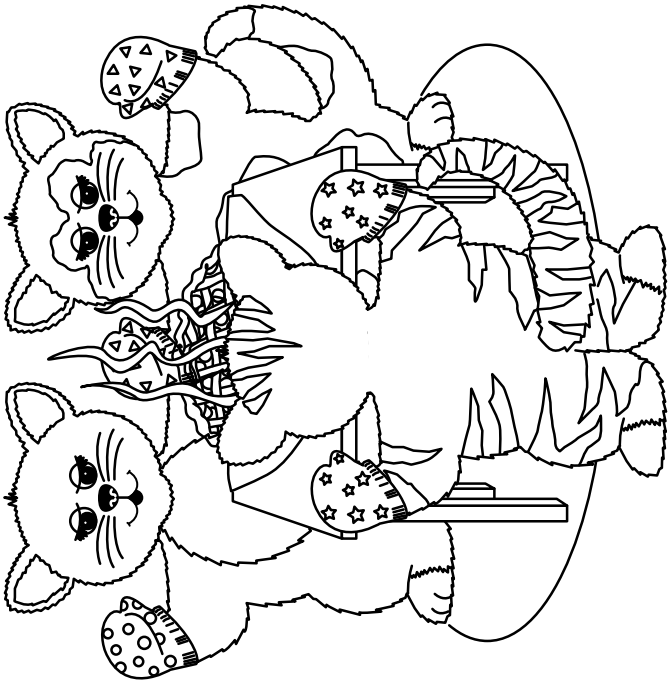


What! Found your mittens,
You darling kittens!
Then you shall have some pie.
Mee-ow, mee-ow, mee-ow, mee-ow.
You shall have some pie.

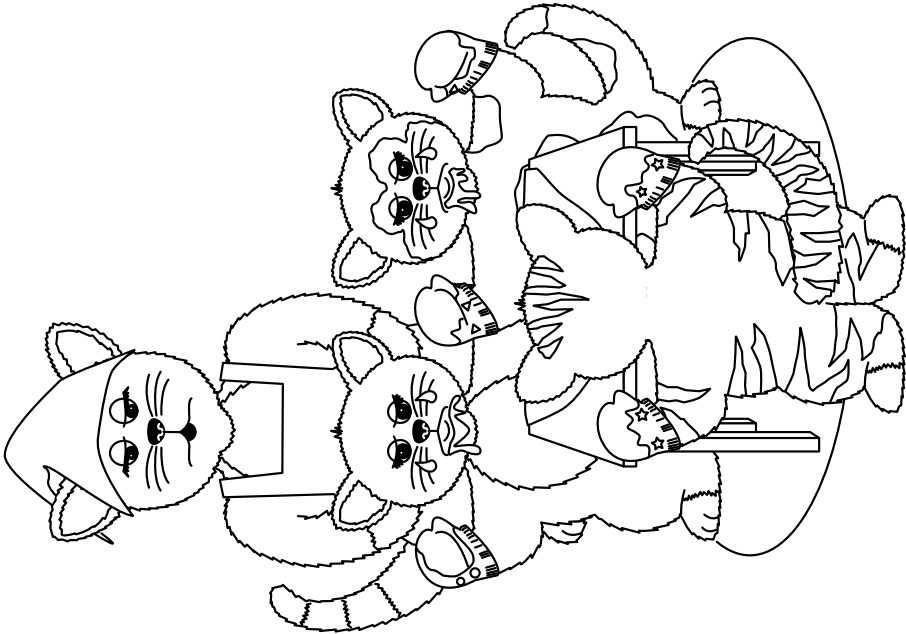


The three little kittens,
They found their mittens,
And they began to cry,
Oh, mother dear,
See here, see here,
Our mittens we have found.





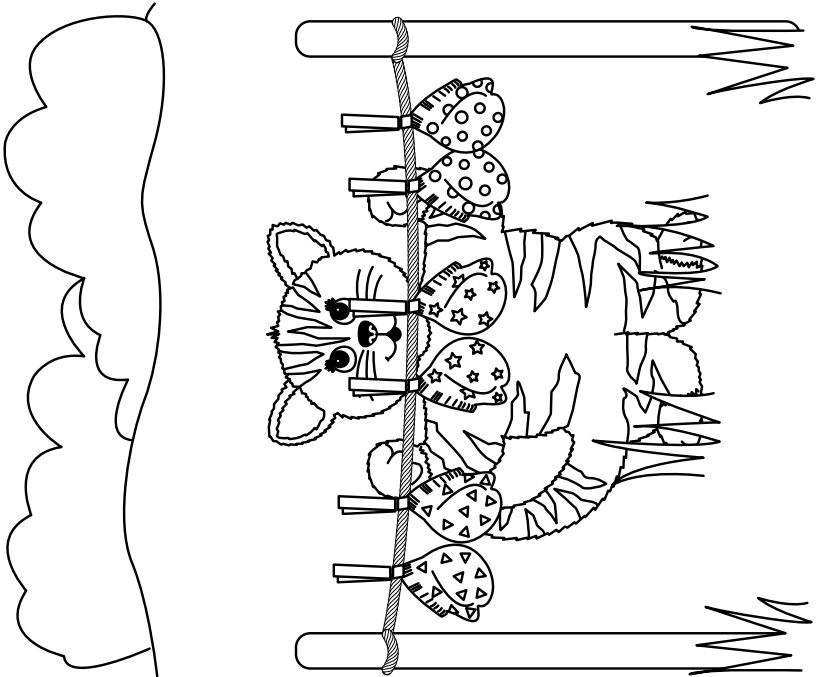
The three little kittens,
Put on their mittens,
And soon ate up the pie;
Oh, mother dear,
We greatly fear
Our mittens we have soiled.

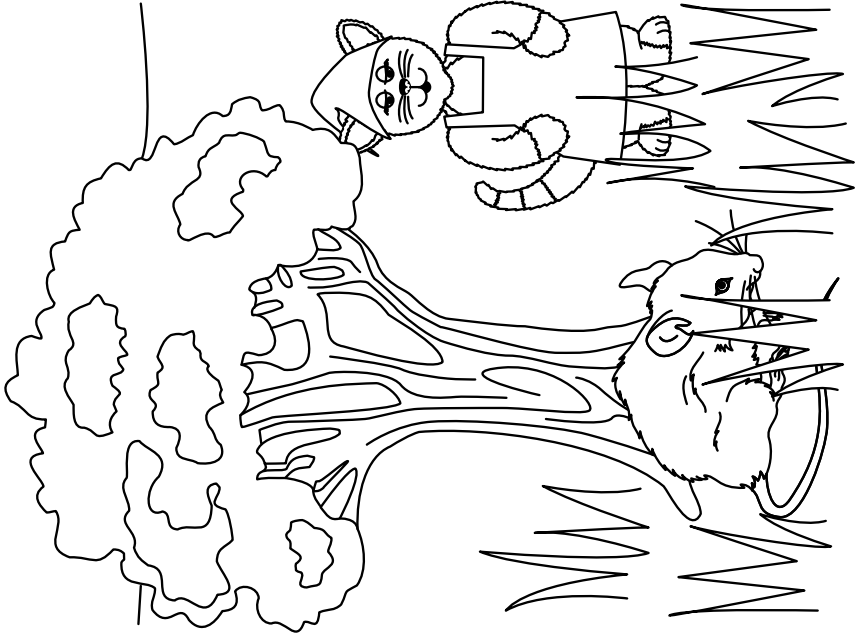


What! Soiled your mittens,
You naughty kittens!
Then they began to sigh,
Mee-ow, mee-ow, mee-ow, mee-ow.
They began to sigh.



The three little kittens,
They washed their mittens,
And hung them out to dry;
Oh mother dear,
Look here, look here,
Our mittens we have washed.





What! Washed your mittens,
You're such good kittens.
I smell a rat close by!
Hush! Hush! Hush! Hush!
Hush! Hush! Hush!
I smell a rat close by.



Subtraction Story

One day, a farmer was picking big, juicy blueberries from his blueberry bushes. He was looking forward to making the most scrumptious blueberry tart ever. His mouth was watering just thinking about it! There was one problem, though. It was early in the blueberry season and there weren't many ripe berries to pick. In fact, there were only 10 berries on each bush. Some were ready to pick, and some weren't quite ripe enough yet.

On the first blueberry bush, the farmer picked three of the 10 berries and put them in his pail. [Pause for your child to move three blocks off the construction paper "blueberry bush" and into the bowl.]

How many berries were left on the bush? [Pause for your child to determine the number of berries remaining. After arriving at seven, say "That's right. The bush had 10 berries to start with, then the farmer picked three. Ten take away three equals seven." Have your child put all 10 blocks back on the construction paper.]

On the next blueberry bush, the farmer couldn't pick any of the 10 berries because a bird came along and ate the only five berries that were ripe! [Pause for your child to move five blocks off the construction paper and set them next to the bird.]

How many berries were left on the bush? [Pause for your child to determine the number of berries remaining. After arriving at five, say "The bush had 10 berries to start with, then the bird ate five of them. Ten take away five equals five." Have your child put all 10 blocks back on the construction paper.]

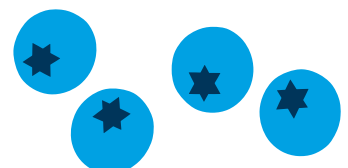
On the third blueberry bush, the farmer picked eight berries and put them in his pail. How many berries were left on the bush? [Continue in the same manner as with the previous two scenarios, pausing for your child to determine the amount remaining.]

On the fourth blueberry bush, the farmer had very good luck! He was able to pick all 10 of the blueberries. How many berries were left on the bush?

The last blueberry bush had six ripe berries on it. The farmer picked those six berries and put them in his pail. How many berries were left on the bush?

After checking every bush, the farmer had just enough blueberries to make his blueberry tart. It was just as delicious as he had imagined it would be!

The End





Popcorn Words

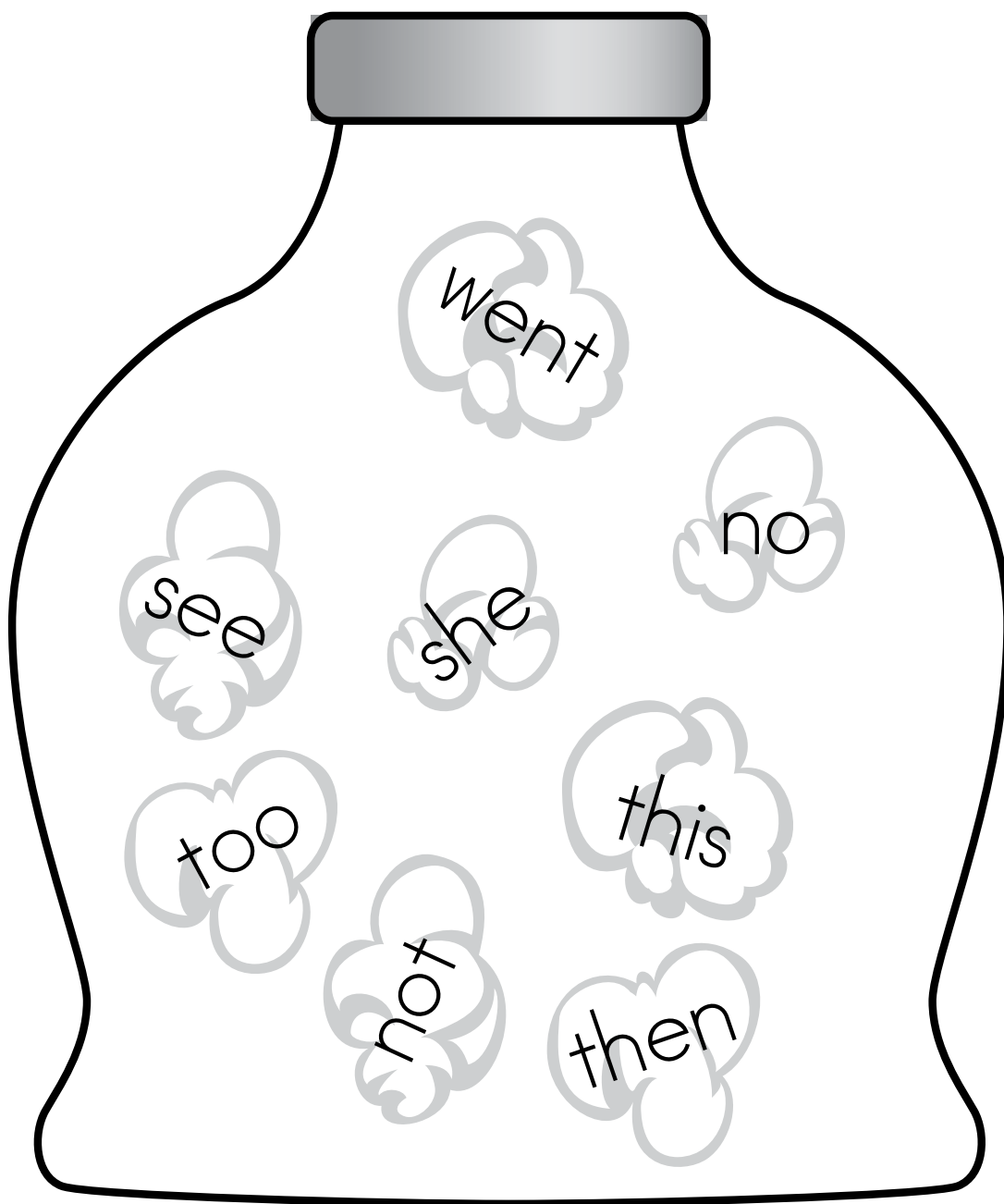




Popcorn Word Identification

Name _____

Color each Popcorn Word a different color. Some words are new and some are review words.





Popcorn Word Identification

Look at a word on the previous page. Find the three matching words on this page and color them the same color.

