

At Home Learning Guide for Preschoolers (3 years old)

Week of April 13, 2020



This week in our centers, preschoolers would typically be learning about the fascinating and exciting world of wild animals! Even though we're not in our centers right now, there are lots of ways you can bring the fun of wild animals to life at home. Try a few of our tips as you plan activities for the week ahead:

Have a Plan! Young children thrive when they have a consistent routine to follow. Having some structure and predictability will help keep you grounded through long days at home, too! That's why we've provided a sample schedule that you can personalize to organize your day—and your kiddo's.

Keep 'Em Busy! Keeping your child's active mind and body busy throughout the day is a full-time job (that's usually done by their KinderCare teachers—our heroes!). It's hard to juggle your actual full-time job with entertaining your kids. To help you keep your little one learning and growing through this time at home, we've included activities that support each area of your child's development.

Developmental Domains are the areas of focus that support development of the whole child. Interested in learning more? Click [here](#) to discover the six developmental domains.

This Week's Theme: Wild Animals



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 Wiggles Out!
(Physical Development and Wellness)



Wild Animal Yoga Yoga is a great way to strengthen the body, focus the mind...and for preschoolers, unleash their inner animal!

Read with Me (Language and Literacy)



My Cat Read-Aloud with Letter and Sound Review Your child uses household objects and a playful song to review the sounds of six letters.

TUESDAY

Express Yourself (Creative Expression)



Safari Binoculars Ready...set...hippo! You're going on safari!

Measuring Up Herbs de Provence Your child learns about herbs as you prepare this delicious seasoning that can be used to flavor vegetables, meats, and more!

WEDNESDAY

Read with Me (Language and Literacy)



Going on Safari Break out the binoculars, you're going on safari!

Get the Wheels Turning
(Cognitive Development)



Modern Mail Your child explores different modes of communication, then uses a movie-making app to create and share a video with a friend or loved one

THURSDAY

Growing Flexible Brains (Executive Function)



Mystery Box What's inside? Help your child put their investigative skills to the test!

Express Yourself (Creative Expression)



Make a Shaker Your child makes a DIY musical instrument, then plays along to a beautiful song sung in English and Twe.

FRIDAY

Get the Wheels Turning
(Cognitive Development)



Roll and Roar This activity makes math so much fun your kiddo will roar!

Virtual Field Trip: San Diego Zoo Live Cams Your child can watch live webcams in different areas of the San Diego Zoo.

EVERYDAY LEARNING EXPERIENCES

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

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

- ❑ Beads or tiny pebbles in a container
- ❑ Binoculars (optional)
- ❑ Blender (optional, for your use only)
- ❑ Books about wild animals
- ❑ Camera, digital (on iPad, tablet, or smartphone)
- ❑ Cardboard tubes
- ❑ Child-size scissors
- ❑ Construction paper (optional)
- ❑ Crayons, markers, or colored pencils
- ❑ Die
- ❑ Herbs, dried (Basil, Oregano, Rosemary, Sage, Savory, Thyme)
- ❑ ["I Am a Jewel" song lyrics](#)
- ❑ ["I Am a Jewel" music with song lyrics](#)
- ❑ iMovie or other movie-making app
- ❑ Magnifying glass (optional)
- ❑ Marker
- ❑ Masking or other heavy tape
- ❑ [My Cat by Lyssa Horvath, illustrated by Krista Martenson](#)
- ❑ Measuring spoons
- ❑ [Herbs de Provence recipe](#)
- ❑ Number Cards for 1 through 15
- ❑ Objects from around the house, one each beginning with these letters: M, /k/ sound of C (as in cat), short vowel sound of A (as in apple), P, S, and T
- ❑ Paper
- ❑ Plastic egg or small cardboard tube
- ❑ Safari Binoculars (from Tuesday's Safari Binoculars activity, optional)
- ❑ Scissors (for your use)
- ❑ Sheet of paper
- ❑ Shoebox with lid, or a similar size box that closes
- ❑ Small sealable container
- ❑ Spoon
- ❑ Stapler (if using a cardboard tube)
- ❑ Tape
- ❑ [Video](#) demonstrating how to make a shaker
- ❑ Wild animal toy or stuffed animal
- ❑ World map or globe (optional)
- ❑ Yarn

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

Home Learning Guide for Preschoolers

Week of April 13, 2020



MONDAY

Get the Wiggles Out!: Wild Animal Yoga

Yoga is a great way to strengthen the body, focus the mind...and for preschoolers, unleash their inner animal!



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:
N/A



What your child is learning: Activities like yoga help children become more aware of their own body and how to move in creative ways. These yoga poses will help strengthen your kiddo's balance and increase their awareness of how the body can move in different directions, levels, and pathways.

What you do: Begin by having a conversation with your child about wild animals. What do they know about wild animals? How are wild animals different from pets? Which wild animal is their favorite? Explain that over the next several days, they'll be doing activities to help them learn about wild animals. For each of the poses below, ask your child what they know about the animal, share any information you have, and then lead your child in practicing the pose. After each pose, ask your child why they think the pose is named after that animal. Encourage your child to practice the poses throughout the week.

- **The Lion Pose:** Kneel on the floor with back straight, hands rested on both legs, and fingers spread out. Stick tongue out as far as it will go.
- **The Giraffe Pose:** Stand with both arms straight up. Lift one leg slightly off the ground, keeping the other leg straight.
- **The Tiger Pose:** Kneel on your hands and knees. Put one leg straight out behind the body and arch the back, with the head looking straight up and back as far as possible.
- **The Monkey Pose:** Stand with feet body-width apart and bend the knees. Squat down close to the floor.
- **The Elephant Pose:** Stand with legs straight and bend over at the waist. Clasp hands together with arms straight, and swing arms back and forth.

If your child is ready: Invite them to create their own poses inspired by other animals that they know! Encourage them to add in animal sounds for some extra fun



MONDAY

(continued)

Read with Me: *My Cat* Read Aloud with Letter and Sound Review

Use household objects and a playful song to review the sounds of six letters.



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:

- Video [link](#) to the book *My Cat* by Lyssa Horvath, illustrated by Krista Martenson
- Marker
- Scissors (for your use)
- Sheet of paper
- Six objects from around the house, one each that begins with these letters: M, /k/ sound of C (as in cat), short vowel sound of A (as in apple), P, S, and T



What your child is learning:

- Name and shapes of uppercase and lowercase M, C, A, P, S, and T
- Saying the /m/, /k/, /a/, /p/, /s/, and /t/ sounds and hearing them in words

What you do: Cut the paper into six pieces. With your child watching, write the uppercase and lowercase versions of a letter on each piece of paper: Mm, Cc, Aa, Pp, Ss, 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 gathered. “Here’s a spoon. What sound do you hear at the beginning of spoon? What letter makes that sound?”

Teach your child the song verses on the following page. They should be sung to the tune of “Frere Jacques.” As you sing each verse, show your child the corresponding letter as well as the object that starts with the letter.



MONDAY

(continued)

A is for apple,
A is for apple.

/a/, /a/, /a/,

/a/, /a/, /a/.

Apples are so yummy,
Apples are so yummy!

/a/, /a/, /a/,

/a/, /a/, /a/.

C is for cup,

C is for cup.

/k/, /k/, /k/,

/k/, /k/, /k/.

Cups are in the cupboard,
Cups are in the cupboard!

/k/, /k/, /k/,

/k/, /k/, /k/.

M is for marker,

M is for marker.

/m/, /m/, /m/,

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

Markers in bright colors,
Markers in bright colors!

/m/, /m/, /m/,

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

P is for paper,

P is for paper.

/p/, /p/, /p/,

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

Paper that we write on,
Paper that we write on!

/p/, /p/, /p/,

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

S is for sandwich,

S is for sandwich.

/s/, /s/, /s/,

/s/, /s/, /s/.

Peanut butter sandwich,
Peanut butter sandwich.

/s/, /s/, /s/,

/s/, /s/, /s/.

T is for tires,

T is for tires.

/t/, /t/, /t/,

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

Tires on my bike,
Tires on my bike.

/t/, /t/, /t/,

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

Tell your child that 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.

If you like, you can mute the audio while you play the video and read the book aloud yourself. Or if your child is ready, you can take turns reading every other page.

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?



TUESDAY

Express Yourself: Safari Binoculars

Ready...set...hippo! You're going on safari!



Length of activity:
15–20 minutes*

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

Level of Engagement Required by Adult: Low



Level of Prep Required: High



What you need:

- Binoculars (optional)
- Cardboard tubes
- Child-size scissors
- Construction paper (optional)
- Crayons, markers, or colored pencils
- Paper
- Tape
- Yarn



What your child is learning: In this activity your child is learning to engage in pretend play by taking on roles and using props. By creating their own props they're creating artwork with details and increasing control of their hands and fingers.

What you do: Begin by showing your child a pair of binoculars. If you don't have binoculars, you can show them the picture on this page. Explain that binoculars are used to see things that are far away, and many people use binoculars to look at wild animals so they can keep a safe distance away. Show your child the materials you've gathered. Invite your child to use these materials to create their own pair of binoculars.

If your child is ready: Instead of collecting materials for your child, invite them to decide what materials around the house they'd like to use to make their binoculars.



TUESDAY

(continued)

Express Yourself: Measuring Up Herbs de Provence

Learn about herbs as you prepare this delicious seasoning that can be used to flavor vegetables, meats, and more!



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: High



What you need:

- Dried herbs* (Basil, Oregano, Rosemary, Sage, Savory, Thyme)
- Blender (optional, for your use only)
- Small sealable container
- Magnifying glass (optional)
- World map or globe (optional)
- Measuring spoons
- Spoon
- [Herbs de Provence recipe](#)

* Note: If you are missing some of the herbs noted in the recipe, that's okay! You can substitute another herb or simply omit any that you don't have on hand.



What your child is learning:

- Literacy and math skills such as reading, following instructions, and measuring
- Food safety
- Cooking-related vocabulary
- How foods change during the cooking process
- Increased openness to trying foods they've prepared



What you do: Ask your child what they know about herbs and spices. After your child shares, tell them that herbs and spices come from plants and are used to flavor the foods we eat. Herbs are the leaves of plants. Examples of herbs are mint, basil, oregano, and thyme. Spices come from other parts of plants, including the roots (ginger), bark (cinnamon), bulbs (garlic), and seeds (mustard).

Show your child the herbs and share the name of each. Explain that these are all herbs, which means they are all leaves from plants. Invite your child to examine how each herb looks and feels. Show your child how to safely smell each herb, by holding the container a few inches in front of their nose and gently waving a hand over the container, toward their nose. Which herb do they think smells the best?

Tell your child that you will be making Herbs de Provence, a seasoning from the southern region of France. If you have a world map or globe, show your child where France is. There are many different recipes for Herbs de Provence, but most recipes include rosemary, thyme, savory, and oregano.

Make the seasoning Herbs de Provence, using the recipe provided. Have your child help measure each herb and place it in the blender. While measuring the herbs, talk with your child about the math involved in cooking. Without math, we wouldn't know how much of each ingredient to use, to make a recipe taste the way it's supposed to! Pulse the herbs until they form a coarse powder. Pour the powder into the sealable container. (If you don't have a blender, simply measure each herb into a bowl and stir to combine.)

Invite your child to help you use the Herbs de Provence to season meat, seafood, vegetables, or soup for an upcoming meal.

Offer your child praise throughout the process to boost their confidence, self-esteem, and self-worth. After preparing the recipe, have your child help with clean up, giving them specific jobs to complete. Thank your child for helping.

Questions to ask:

- What did you enjoy about preparing Herbs de Provence?
- Which herbs did you think smelled the best?
- What food do you think we should season with our Herbs de Provence?



WEDNESDAY

Read with Me: Going on Safari

Break out the binoculars, you're going on safari!



Length of activity:

10–15 minutes*

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

Level of Engagement Required by Adult: Low



Level of Prep Required: High



What you need:

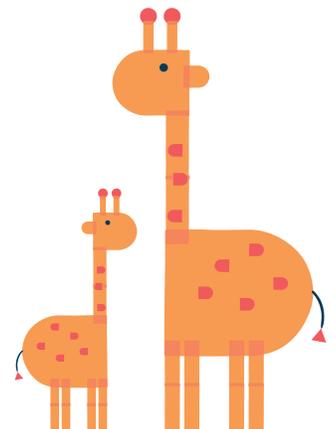
- Books about wild animals
- Safari Binoculars (from Tuesday's Safari Binoculars activity, optional)



What your child is learning: Through this activity, your child has the opportunity to read and interact with the content in the story. Through this interaction, your child is working on focusing their attention to a particular task for a longer period of time.

What you do: Invite your child to go on a safari and look for wild animals. Have your child select a book and use their safari binoculars to look at the pictures, looking for different animals. If your child did not make a pair of safari binoculars, encourage them to pretend they are holding binoculars and to look through the oval shape created by their hands. As your child finds different animals, ask them to tell you about the animal they found and to share any information they know about that animal.

If your child is ready: Invite your child to use their binoculars to look out a window for wild animals. Encourage your child to draw pictures of the wild animals they see.





WEDNESDAY

(continued)

Get the Wheels Turning: Modern Mail

Explore different modes of communication, then use a movie-making app to create and share a video with a friend or loved one.



Length of activity:
15–30 minutes*

*This activity can be done in short amounts over the course of the week.

Level of Engagement Required by Adult: High



Level of Prep Required: Medium



What you need:

- Digital camera, iPad, tablet, or smartphone
- iMovie or other movie-making app



What your child is learning:

- How a variety of digital tools allow us to communicate in different ways
- How to make videos to share with families and friends
- Digital citizenship

What you do: If you aren't already familiar with the iMovie app, spend a little time exploring it before doing this activity with your child. If you have a different movie-making app on your device, feel free to use that app instead.

Have a conversation with your child about how technology tools like computers, tablets, and smartphones have made staying in touch with family and friends easier, especially now. Ask your child whether they have ever sent or received something in the mail. Talk about how letters and packages are sent through the mail or through another delivery system. Tell your child that sending mail digitally (by email, the internet, or text) is like regular mail. The biggest difference is how quickly the mail arrives. Regular mail is sent by trucks, planes, and boats, and can take days or even weeks to reach its destination. With email, people can type their messages on a phone, tablet, or computer, send it, and deliver it almost immediately.

Talk with your child about what kind of video message they want to make, to share with a family member or friend. What do they want the video to be about? Some ideas might include making a video to share interesting objects seen on a walk, things your family has been doing while at home together, or art pieces your child has made. If your video will include still photos in addition to video footage, show your child how to take the photos using your device. For footage you are going to film, talk with your child first to plan what they want to say, where they want to stand, and what they want to be doing on the video.

The final step – edit and share your child's video and invite the person you are sharing with to create and send a video back!



Questions to ask your digital citizen:

- How does our family use technology tools to communicate?
- What would you like your video to be about?
- Who do you want to share your video with?
- What do you want to say in your video?
- What pictures do you want to include in the video?
- How does sending something to a loved one make you feel?
- How do you feel when you receive something from another person?

A note about technology today: Your child is a native user of screen-based technology. While there are risks associated with inappropriate or excessive exposure to screen time, there are also many benefits to helping your child learn how to be a responsible, creative, and effective user of technology. Digital communication tools allow us to text, email, video conference, share photos, and post to social media, among other things. These tools have become even more important to us for keeping in touch with one another during this time of social distancing. This Modern Mail activity is an example of the type of activity that fosters critical thinking, digital citizenship, community, and the skills needed for your child to become an active creator in their experience with technology, rather than a passive consumer of technology.



THURSDAY

Growing Flexible Brains: Mystery Box

What's inside? Help your child put their investigative skills to the test!



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: Medium



What you need:

- Shoebox with lid, or a similar size box that closes
- Wild animal toy or stuffed animal



What your child is learning: This activity encourages your child's curious and inquisitive nature and helps them learn to use information they gather to make additional observations and answer questions.

What you do: Without your child seeing, place the wild animal toy in the box and close the lid. Invite your child to play a guessing game. Tell your child you have placed a wild animal in the box, and they can ask you questions to guess what the wild animal is. Invite your child to start asking questions. If needed, prompt them by asking "What would you like to know about the animal in the box?" Continue having your child ask questions until they have guessed what animal is in the box. If they are struggling, remind them of all the clues that you have already learned, or you can give them a hint. If your child is interested, or at other times throughout this week and next, place a new animal in the box and play the game again.

If your child is ready: Invite your child to put a wild animal in the box and you ask the questions.



THURSDAY

(continued)

Express Yourself: Make a Shaker and Play Along with “I Am a Jewel.”

Make a DIY musical instrument, then play along to a beautiful song sung in English and Tve



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: High



What you need:

- ❑ Beads or tiny pebbles in a container (Note: Monitor closely until beads or pebbles are enclosed in container tightly. Choose objects that won’t create a choking hazard)
- ❑ Masking or other heavy tape
- ❑ Music [video](#) with “I Am a Jewel” song lyrics
- ❑ Plastic egg or small cardboard tube
- ❑ [Song lyrics for “I Am a Jewel”](#)
- ❑ Spoon
- ❑ Stapler (only if using a cardboard tube)
- ❑ [Video](#) demonstrating how to make a shaker.

What your child is learning:



- How to play an instrument while listening to a song
- How to move their body to a beat
- Fine motor skills while making, holding, and playing an instrument
- Hearing a song with lyrics in two different languages



What you do: Help your child make their own instrument – a shaker! This [video](#) demonstrates how. If you're using a plastic egg, take the egg apart and invite your child to use the spoon to scoop up some beads or tiny pebbles and place them inside half the egg. Put the egg back together and reinforce the seam with masking tape.

If you're using a cardboard tube, pinch the edges of one end of the tube together and staple it shut. Place tape over the staples to make sure the seal is secure. Invite your child to use the spoon to scoop up some beads or tiny pebbles and place them in the open end of the cardboard tube. Pinch the edges of the open end of the tube together and staple it shut. Place tape over the staples at this end, too, to fully secure the opening. Voila!

If you have enough materials, make your own shaker so you can play along too!

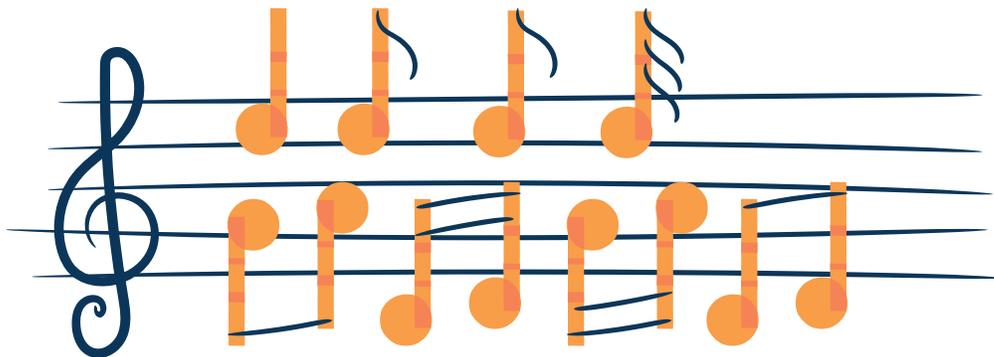
Play the music [video](#), starting from where the song begins to play. Ask your child to listen to the words and the sounds of the instruments. After playing the song once, give your child their shaker. Play the song portion of the video again, encouraging your child to play their shaker and sing along with the chorus. Use the song poster for help with the lyrics.

Questions to ask:

- What do you think the beads (or pebbles) will do inside the shaker?
- What are some different ways you can play your shaker?
- What does this music make you think of?
- How does this music make you feel?
- What words in the song sound different from the words you know?

About the Song

The lyrics in this song are in English and Twi (pronounced CHWEE). Twi is a language that is spoken most commonly in southern Ghana, Africa. The lyrics, melody, and instrumentation celebrate the brilliant colors of planet Earth, the sea, the Sun, the Moon, and each and every person! Each person is colorful like a precious jewel, shining in the light.





FRIDAY

Get the Wheels Turning: Roll and Roar

This activity makes math so much fun your kiddo will roar!



Length of activity:
10 minutes*

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

Level of Engagement Required by Adult: Low



Level of Prep Required: Low



What you need:
Die



What your child is learning: This activity helps your child learn about wild animals as well as practicing connecting numerals to the quantities they represent.

What you do: Begin by asking your child what they know about lions and tigers. Explain that lions and tigers are both large cats, and that both lions and tigers make roaring sounds. A lion's roar is loud and can be heard up to five miles away. A tiger's roar is more of a low growl. Invite your child to practice roaring loud like a lion and growling low like a tiger. Next, invite your child to roll the die. Have your child count the number of dots on the side of the die facing up, then roar or growl that many times. For example, if they roll a three, they will roar or growl three times. Let them decide if they want to roar or growl. If they are interested, they can create movements to accompany their roars and growls. Invite your child to continue for as long as they are interested.

If your child is ready: Assign the numbers that your child will roar and growl on. For example, if they roll a 1, 2, or 3 they roar, and if they roll a 4, 5, or 6 they growl.



FRIDAY

(continued)

Virtual Field Trip: San Diego Zoo Live Cam

Would you and your child like to see some amazing animals in action? Check out the [live cams](#) at the San Diego Zoo! Which animals are your child interested in seeing? As you watch the live cams, ask your child questions about what the animals are doing, what they notice about the animals, and what they wonder about the animals.





Everyday Learning Experiences

1 During routines like getting dressed, eating, or bathing, invite your child to move like any wild animal they can name. Help them notice when the animal movement helps them accomplish the task, and when it makes the task harder. For example, does floating like a fish work better during breakfast or during bath time?

2 Any time you notice a number in your immediate environment, such as on a calendar or clock, show it to your child. Ask them to name the number, then to clap that many times. Do they know the name of the number and do their number of claps match its quantity?

3 Pick any type of object, like dishes or electronic devices, or ask your child to pick a type of object that they see in one of their favorite books. Ask your child to look around your home to find as many of these objects as they can. As they find them, can they describe to you what they are and how to use them?

4 Ask your child to name an object or tool that you don't have at home. Talk to them about what it looks like and how it works. Using any art supplies and materials you have on hand, invite your child to create the tool or item. How can they use what you have at home to make something that you need or want?

5 When it's time for your child to participate in an activity like bathing or getting ready for bed, start by playing a guessing game about one of the objects you'll use during the task like a hairbrush or a blanket. Tell your child that you're thinking of an item and invite them to ask you questions about the item. Can they guess what it is?



Focus on Social and Emotional Learning: The Power of Play

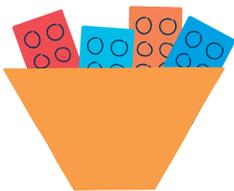
Play might look random or disorganized, but it's actually the most meaningful and natural way for young children to learn. During play, children are engaged in active learning and developing skills from head to toe. Check out the information and resources below to understand the power of play and what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

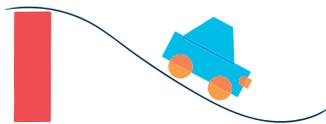
Active Learning: What's Really Happening During Play

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 spell out 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).



How To Encourage Active Learning During Play:

Offer choices like where to play and what to play with.

Make comparisons between different materials and experiences.

Ask open-ended questions (not “yes” or “no”) to encourage curiosity about what’s happening during play.



I Am a Jewel

Sun is gold.
Moon is silver.
Me ye, me ye aboode. (*I am, I am precious.*)

Chorus:

I am a jewel.
I catch the light.
Spinning, spinning,
Me kanae. (*My light.*)

Me shrine, me shrine, (*I shine, I shine,*)
Te s3 agude. (*Like a jewel.*)
Me shrine, me shrine,
Te s3 agude.
Me shrine, me shrine,
Te s3 agude.
Me shrine, me shrine,
Te s3 agude.

Earth is green.
Sea is blue.
Me ye, me ye aboode.



Chorus

LEARNING ADVENTURES® - MUSIC EXPLORERS™

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Herbs de Provence is a spice blend for seasoning foods. Mixing up your own spice blends is not only fun, but it allows you to control how much salt and sugar is added. We tried Herbs de Provence seasoning on popcorn today. Then we talked about what other foods might taste good with this seasoning.

_____ would like to try Herbs de Provence seasoning on _____.

EXTEND THE LEARNING

Cooking is a great way for children to learn about measurements and proportions. As you prepare recipes at home, use measurement concepts to discuss ingredients: “We’ll use less rosemary than thyme in this recipe.” “Look, as we put the spices in the bowl, you can see that 2 tablespoons of thyme is more than 1 teaspoon of sage.”

FLAVORFUL FOODS

Herbs de Provence

Ingredients:

(makes ½ cup seasoning)



2 ½
tablespoons
dried oregano



2 ½
tablespoons
dried thyme



2 tablespoons
dried savory



1 teaspoon
dried basil



1 teaspoon
dried sage



1 teaspoon
dried rosemary

Instructions:

1. Measure herbs into a  or .

2. Cover and pulse until  are ground into a coarse powder.

3. Store  in a .

Herbs de Provence can be used to season , ,



, or to make a seasoning .