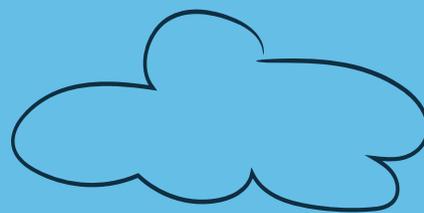


# At Home Learning Guide for Kindergarteners

(5 years old)

Week of April 27, 2020



This week kicks off a life science theme all about animals! Fueled by the power of their inquisitive minds, your child will ask questions about what animals have in common, setting the stage to understand the differences between mammals, fish, birds, and reptiles.

During the week, your little writer will build storytelling skills with a cooperative activity that explores the letter combination *qu*. And they'll keep their math muscles strong by making the connection between addition and subtraction number sentences with a lesson on fact families.

## 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

**Physical Activity:** *Little Duck Little Book and Qu Words*

Learn about the *qu* letter combination with a book about a duck who likes to play with her friends.



### TUESDAY

**Science Activity:** *What is an Animal?*

What makes an animal an animal? Discover what all animals have in common in this week's science activity.

### WEDNESDAY

**Literacy Activity:** *Build-a-Story*

Tap into your child's imagination and build writing skills as you create your own story about a Queen named Quinn.

### THURSDAY

**Physical Activity:** *Dance Like an Animal*

This fun dance activity will get your child moving and build creativity and mental flexibility to boot!

### FRIDAY

**Math Activity:** *Addition and Subtraction Fact Families*

Extend your child's addition and subtraction practice by introducing them to fact families.

### EVERYDAY LEARNING EXPERIENCES

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

## FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Social emotional learning is always important, but never more so than in challenging times like these when our ability to manage our emotions is put to the test!





## Getting Ready for the Week: Materials to Gather

### Monday:

- [Little Duck Little Book](#) (this can be printed if you have access to a printer)
- Paper
- Pencil

### Tuesday

- Drawing materials, such as crayons, markers or colored pencils
- Paper
- Pencil

### Wednesday:

- Paper
- Pencil

### Thursday

- Device that plays music, like a phone with speakers or a CD player
- Upbeat music your child can dance to

### Friday:

- [Fact Family House page](#) (this can be printed, or you can draw your own on a sheet of paper)
- Pencil
- Set of items to count, such as small blocks, buttons, or beads

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



## MONDAY

### Phonics Activity: *Little Duck Little Book* and *Qu Words*

Learn about the *qu* letter combination with a book about a duck who likes to play with her friends.



**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:

- [Little Duck Little Book](#) (this can be printed, if you have access to a printer)
- Paper
- Pencil

#### What your child is learning:

- Recognizing uppercase *Q* and lowercase *q*
- Saying /kw/ as the beginning sound in familiar words
- Matching the /kw/ sound with the letters *qu*

**What you do:** Write an uppercase *Q* and lowercase *q* on a sheet of paper and look at them with your child. Point out that the uppercase *Q* and the lowercase *q* shapes are the same in some ways and different in others. Ask your child what they see that is the same and different about the two shapes. For example, both letters have circles and tails on the right side, but the capital letter is taller.

Then, explain to them that the letter *q* is special. It is the only letter in the alphabet that doesn't make its own sound. The letter *q* is always followed by the letter *u*. Write *Qu* and *qu* on the sheet of paper and explain that *Qu* makes the sound /kw/, as in *quiet* or *question*. Place your finger under the *Qu* and *qu* letter combinations and practice saying /kw/ together with your child.

Then tell them that you will be reading a book about a little duck who likes to swim and play with her duck friends. Ask your child what a duck says (quack!) and tell them *quack* is a *qu* word.

Read *Little Duck* aloud once, using the book you have printed or reading directly from the screen. Emphasize the *qu* words as you read and pause to talk about the pictures. Then read the story again. Point to each *qu* word on the page and have your child say the word aloud with you.

**If your child is ready:** The *Little Duck Little Book* emphasizes some *ck* words in addition to the *qu* words. Your child learned this letter combination earlier in the year in their Kindergarten class—but children learn through practice and repetition! This is a perfect opportunity to review the *ck* combination. Point out the difference between the /k/ sound of *ck* and the /kw/ sound of *qu*. Practice finding both in the little book.



## TUESDAY

### Science Activity: What is an Animal?

What makes an animal an animal? Discover what all animals have in common in this week's science activity.



**Length of activity:**  
45–60 minutes\*

\*This activity can be done all at one time or in shorter amounts of time over the course of the week.

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



**Level of Prep Required:** Low



**What you need:**

- Drawing materials, such as crayons, markers or colored pencils
- Paper
- Pencil

### What your child is learning:

- Understanding that animals are living things that eat and move
- Understanding that all animals have unique body parts
- Using questions and observations to learn about the world

**What you do:** Tell your child that you will be talking about animals today and learning what makes an animal an animal. First have your child help you create a list of animals, which you will write on a piece of paper. If you have time and can go on a walk while keeping safe social distancing, you can make this list by going on a “nature walk” and keeping track of all the animals you see. If you can't go outside, have your child look through books to get ideas of which animals to include in their list.

Once you have finished the list, ask them if there are any types of animals that they didn't see on the walk or in their books. Your goal is to create a list with at least one of each of the following kinds of animals: mammals (like dogs and cats), reptiles (like snakes and turtles), birds, and fish. For example, if your list does not include any fish, ask, “What about animals that live in the water?” If your list does not include any birds, ask, “What about animals that fly?” If your list does not include reptiles, ask, “Can you think of any animals that slither?” And if your list does not include mammals, ask, “What about animals people keep as pets?”

Then, tell your child that you will need their help making drawings of some of these animals. Pick at least four animals from the list you have created and ask them to draw the animals on separate sheets of paper. Try to include at least one animal from each of the groups (mammals, reptiles, birds, and fish). When they are done, write the animal name at the top of each drawing. If they're able, they can do this part themselves.



## TUESDAY

(continued)

Tell them that you will use their drawings to figure out what these animals have in common and what is different about them. Take out a new sheet of paper and write *Body Parts* at the top of the paper. Then ask your child to think about their own body and list some of their body parts (like hair, eyes, mouth, or legs). Write down their ideas. Then ask them to look at the animals they have drawn and point out any more body parts they see that humans don't have (like wings, tails, or fins).

Now, you will use the drawings and the list to figure out which body parts all the animals have in common. Point to one of the body parts on the list and ask your child to identify all the animals that have that part. If an animal doesn't have the body part, draw a line through the word on the list. For example, fish do not have legs, so draw a line through the word legs. Continue through the list of body parts in the same way, crossing out ones which don't apply to all the animals.

When you're finished, go back through the list with your child to figure out which body parts all the animals have in common (for example, head, mouth, and eyes). Ask "If all these animals have just these body parts in common, what do you think makes an animal an animal?" Listen to your child's response and discuss their thoughts. Explain that animals are living things that are not plants. Tell your child that all animals have some things in common. All animals eat and move. But they also have many things that are unique and different about them, like the way they move.

**If your child is ready:** Make this activity more challenging by drawing and thinking about more animals. For example, you could include an insect in the list of animals to draw. As children are thinking about body parts, you can also ask them to think about the purpose of each body part. For example, wings help birds and bugs move and fly, eyes help animals understand what's happening in the world around them, and hair helps animals stay warm. If you're not sure about the purpose of a body part, you can look it up together!

Save your child's drawings for next week's activities, which will focus on the ways we sort animals into groups.





## WEDNESDAY

### Literacy Activity: Build-a-Story

Tap into your child’s imagination and build writing skills as you create your own story about a Queen named Quinn.



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

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

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



**Level of Prep Required:** Low



**What you need:**

- Paper
- Pencil

### What your child is learning:

- Listening and taking turns
- Writing sequential stories
- Practicing *qu* words

**What you do:** Tell your child that you’re going to make up a story together. Explain that stories have a beginning, a middle, and an end. Let your child know that this story is special, because you’re writing it together. You both will know where it begins, but neither of you know what happens in the middle or at the end yet. If you’d like, you can talk about stories you’ve read together, like the fairy tales you read earlier this month. How did those stories begin? What happened in the middle? How did they end?

Begin the story by writing the following sentence on your paper: *There once was a queen named Queen Quinn.* Tell your child that this is where the story begins, and it’s up to you to figure out what should happen in the middle and the end. Then, take turns with them adding one sentence to the story. Write each sentence on your paper as you go, to create a written story. If there are more than just you and your child in the household, this is a game the whole family can play!

To tie the story in to this week’s phonics activity, try to use some *qu* words in your story. Here are some *qu* word ideas:

- Quick
- Quiet
- Quit
- Question
- Quack
- Quarter
- Quarantine
- Quilt

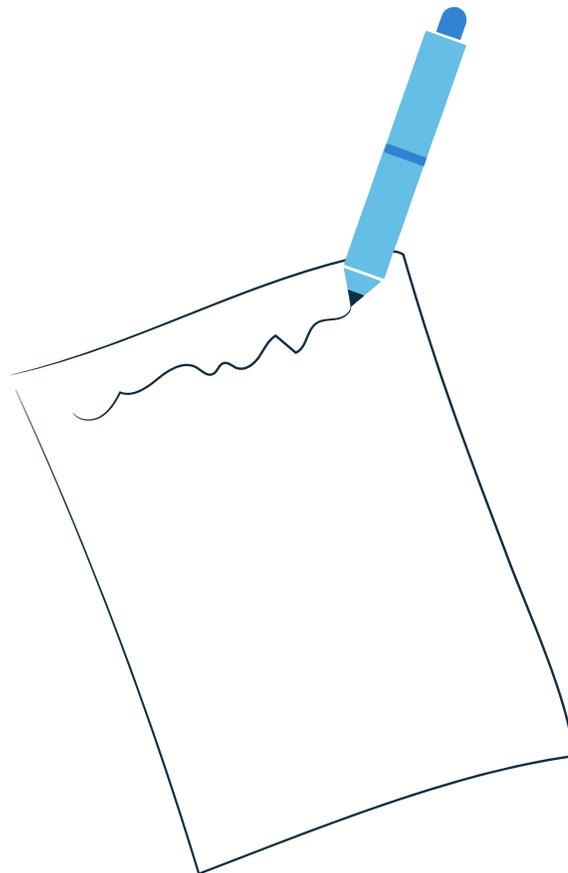


## WEDNESDAY

(continued)

Depending on how much time you have and their level of interest, you can choose to end the story at the end of the paper or keep going as long as you want. When it's time to finish the story, remind your child that your story needs an ending. What do they think should happen at the end? When you're done, read the story out loud.

**If your child is ready:** Prepare a prop box of items around the house that could be used in your story, like stuffed animals, photos, or other small objects. As you tell your story, ask your child to draw a prop out of the box and include it in their sentence. This can lead to some funny plot twists! As a bonus, having a prop box can help you out if you're having a hard time coming up with an idea for what happens next.





## THURSDAY

### Physical Activity: Dance Like an Animal

This fun dance activity will get your child moving and build creativity and mental flexibility to boot!



**Length of activity:**  
10 minutes\*

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

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



**Level of Prep Required:** Low



#### What you need:

- Device that plays music, like a phone with speakers or a CD player
- Upbeat music your child can dance to

#### What your child is learning:

- Moving their body in creative ways
- Changing mental gears in the middle of an activity
- How different animal body parts work

**What you do:** Tell your child that you will play a dancing game. When you call out an animal's name, they should dance like that animal. If you'd like, you can practice an example with them, like flapping your arms for a chicken dance or hopping for a bunny dance.

Start some dance music and call out different animal names every 20 seconds. Some animal ideas include:

- Chicken
- Bunny
- Kangaroo
- Worm
- Snake
- Elephant
- Dinosaur
- Sloth
- Fish
- Shark
- Monkey
- Octopus
- Frog
- Eagle
- Giraffe

Keep dancing for at least one song, or longer depending on their level of interest. When you're done, ask your child which animals their favorites were to dance like. Were some animals harder than others? What made them hard? When animals and humans have different body parts, it can be harder to make our bodies act like the animal's body.

**If your child is ready:** To make this activity more difficult, you can use faster music, change animals more often, try more difficult animals, or dance for longer periods of time. Join the game and do a role reversal! Have your child call out the animals while you make up the dances. Can they call out an animal from each animal group that we learned about earlier in the week? You can also include other people in the household!



## FRIDAY

### Math Activity: Addition and Subtraction Fact Families

Extend your child's addition and subtraction practice by introducing them to fact families.



**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:

- ❑ [Fact Family House page](#) (this can be printed, or you can draw your own on a sheet of paper)
- ❑ Pencil
- ❑ Set of items to count, such as small blocks, buttons, or beads

#### What your child is learning:

- Adding and subtracting single digit numbers
- Building mental math skills by seeing how groups of numbers relate to each other
- Practicing using plus (+), minus (-), and equals signs (=)

**What you do:** Look at your Fact Family House page with your child. Say, “Did you know that numbers can have families just like words can have families? Number families are called fact families.” Write the numbers 2, 4, and 6 in the roof of the Fact Family house, and tell your child you will be looking at the fact family of 2, 4, and 6. Explain to them that every fact family has three numbers that are related to each other and can be used to make number sentences.

Explain to them you will start with an addition sentence. Have them count out two counters. Then, have them count out four counters. Ask them to count the total number of counters. Emphasize that two counters plus four counters equal six counters. Say, “I’m going to write the number sentence inside the house.” Write  $2 + 4 = 6$  inside the house. Next, tell your child to switch their groups of counters so that the group of four is on the left and the group of two is on the right. Ask, “What number sentence can we make now?” Write the number sentence  $4 + 2 = 6$  inside the house.



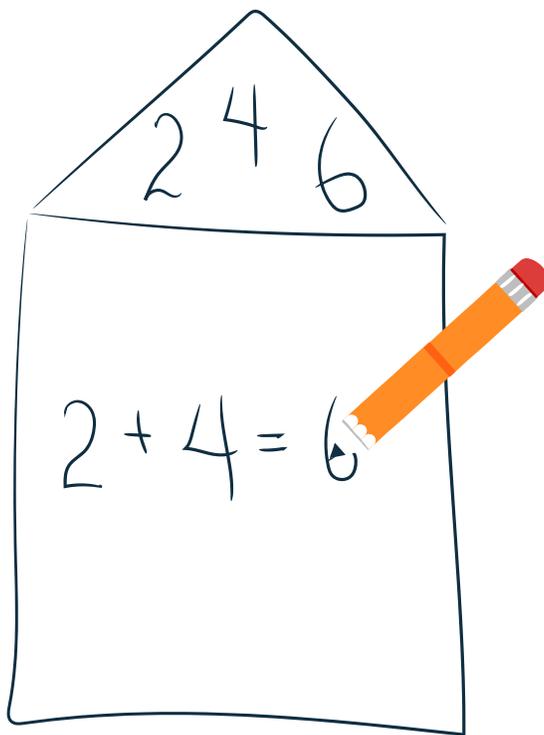
## FRIDAY

(continued)

Repeat this process to form two subtraction number sentences. Remind your child that subtraction sentences always start with the biggest number first. Have them start with a group of six counters and subtract two counters from the group of six to equal four counters. Then, ask them to subtract four counters from the group of six. Write these two subtraction number sentences inside the house beneath the two addition number sentences.

Ask your child to read the addition and subtraction number sentences aloud. Ask, “What is the same about all of the number sentences?” (They each use the three numbers in this Fact Family and no other numbers.).

**If your child is ready:** Practice making fact family houses with other sets of single-digit numbers (for example, 1, 4, and 5). See if they can come up with their own fact families by adding two numbers together to find a third number, and then writing the number sentences.





## Everyday Learning Experiences

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

**1** This week's science theme was all about how animals' bodies work. Keep this going by paying attention to the **animals you see** in your daily life. When you see an animal, ask your child to identify some of its parts—how does it move? Does it have hair? Wings? A mouth? What do you think it eats? If you're not sure, look it up together!

**3** Your child can **practice storytelling** skills and creativity even when you don't have a paper and pencil around! After you finish reading a book or watching a movie, ask what they think might happen next. Or, keep a story going throughout the week by taking storytelling turns while you're doing chores or in the car. They can also practice being an illustrator by drawing pictures of the things that happen in the stories you create. Or, they can invent and record their own stories through video by acting out the parts in front of a recording device.

**5** Make **addition and subtraction stories** a part of daily life. Every time you work through one of these stories, remind your child that you've found a fact family. For example, three big hops like a bunny plus six more hops equals nine hops total (fact family: 3, 6, and 9). If five dolls are having a tea party and two leave, three are left (fact family: 2, 3, and 5). If you have space, your child can write any new fact families, and their number sentences, in fact family houses and display them on a wall

**2** If your child enjoyed Thursday's Dance Like an Animal activity, they might enjoy **walking and running** like different animals too. While you are outside, practice walking to the next block like an elephant, or if you're not able to be outside safely with social distancing, take a lap around the house like a kangaroo. How long does it take to get from one side of the bedroom to another like a worm? How about like a sloth? A cat?

**4** Keep an eye out for **qu words** throughout the week and point them out to your child as you find them. Create a list of qu words and add to it as the week goes by—this could go on a wall or somewhere in their learning space.



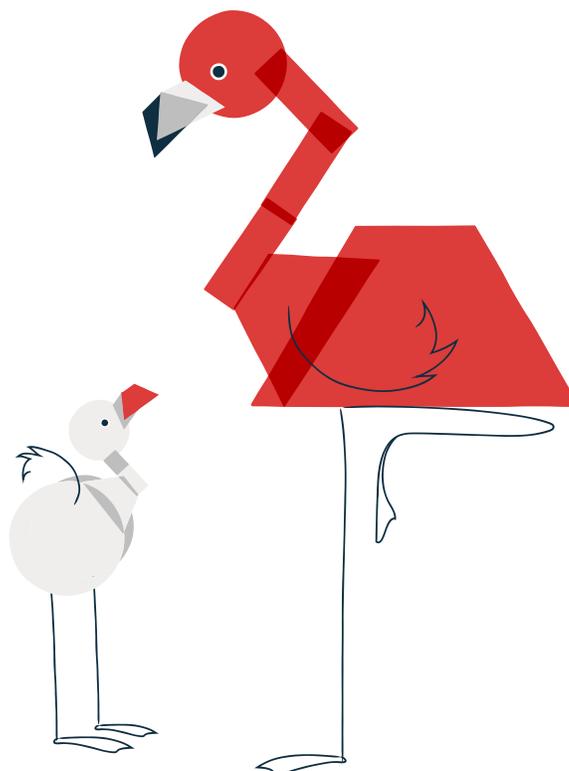
## Focus on Social and Emotional Learning

Parenting young children through a global pandemic is probably not something you ever anticipated doing. There are a ton of emotions that come with this experience, and the emotional rollercoaster isn't limited to adults—our kids are feeling it too. In young children, stress and anxiety shows itself in a variety of ways, from sleep disruptions to emotional meltdowns to extra clinginess and attention seeking.

Watch our first episode of [Puppet Pals!](#) We introduce our favorite puppet characters, Uncle Gerald and Tootlebootle, who discuss living in a pandemic. Do you have a topic you'd like our puppets to discuss? Send your idea to [education@kc-education.com](mailto:education@kc-education.com)!

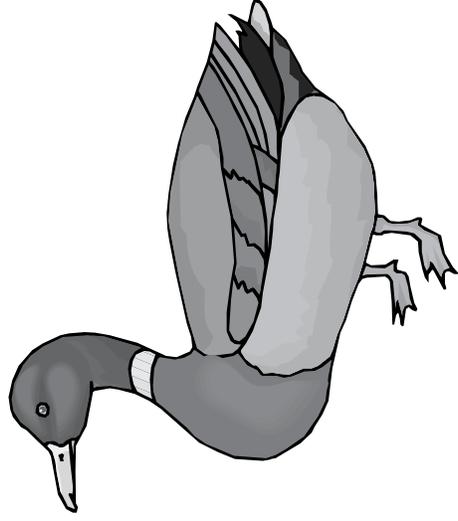
Also, our friends at Sesame Street have a variety of materials designed to support you and your little ones through this unprecedented moment in our history. From tips for families on how to schedule the day and keep learning happening at home, to dances and meditations to help kiddos manage big feelings, check out <https://www.sesamestreet.org/caring> for strategies, resources, and much more.

Our big kids may be more aware of what's happening in the world, and while they're more able to express their emotions verbally, they'll still need some support in learning how to process and manage their feelings. For children PreK–6th grade, check out these free offerings from the social emotional learning experts at [Sanford Harmony](#). These materials provide a variety of strategies for learning how to recognize and express emotions in a healthy, constructive way.



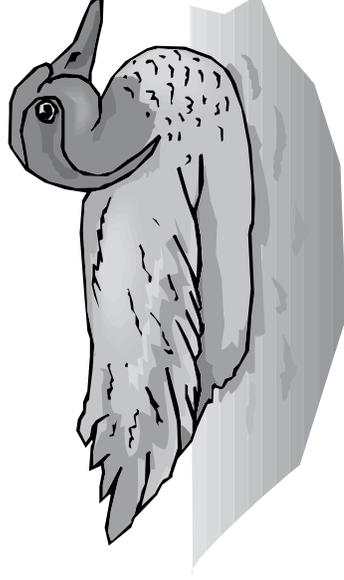
## Little Duck Little Book

# Little Duck



1 2

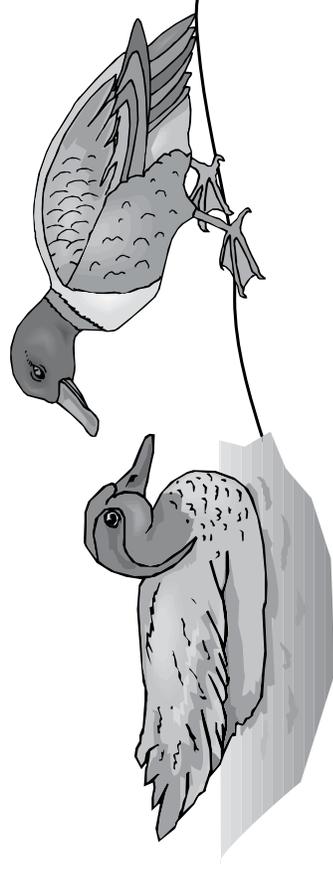
Little Duck's home was on the water. She swam and swam all day.



“Quack!” said Little Duck as she swam. “Quack, quack,” she had to say.

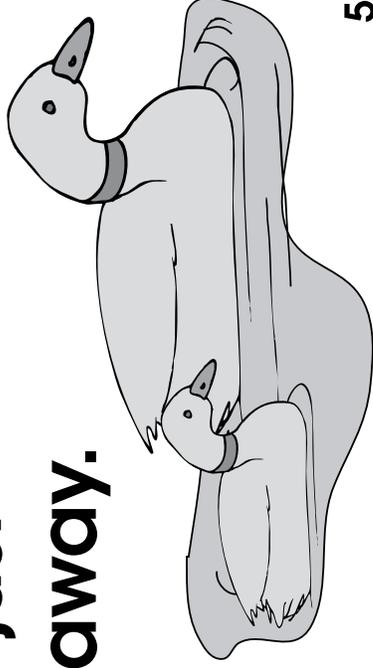
3 4

It was quite fun to swim with friends—to swim and dip and play.



# Little Duck Little Book

When Little Duck went home to sleep, her friends just swam away.



5 6

Momma Duck put Little Duck under her fuzzy wing. Then Momma Duck with coo and cluck, a lullaby did sing.

quack  
quite  
duck  
cluck

7 8

Name \_\_\_\_\_

qu \_\_\_\_ ck

qu \_\_\_\_

\_\_\_\_ ck

\_\_\_\_ ck

qu

ck



## Fact Family House

