

At Home Learning Guide for Kindergarteners

(5 years old)

Week of April 6, 2020



This Week's Theme:

In the Spring

[Getting Ready for the Week: Guidelines and Materials Prep](#)

[How to Think Like a Teacher: Teacher Talk](#)

[Nutrition and Wellness Tip of the Week](#)

MONDAY

- [Language and Literacy Activity: Fairy Tales: Part 1](#)
- [Social and Emotional Learning: Focus on Routines](#)

TUESDAY

- [Math Activity: Building Bill Bug](#)
- [Social and Emotional Learning: Focus on Environment](#)

WEDNESDAY

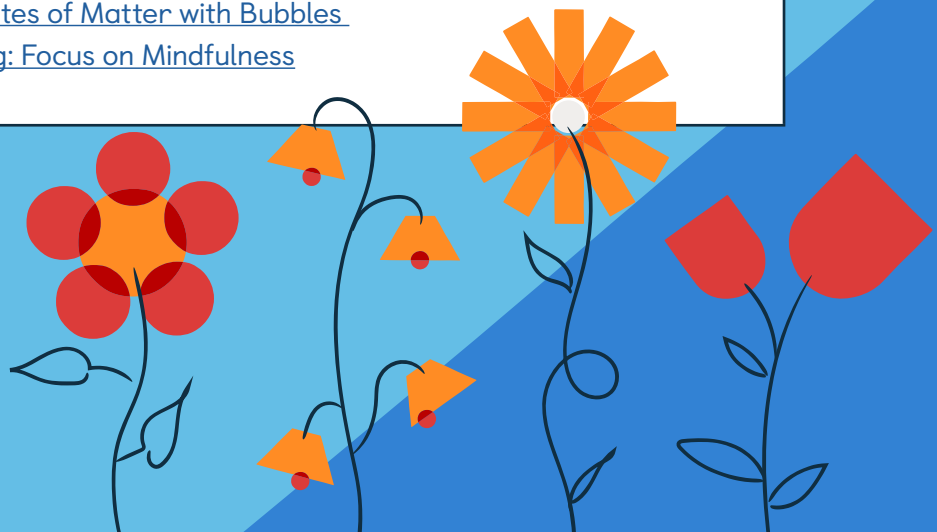
- [Physical Development Activity: Jumping Rhyme](#)
- [Social and Emotional Learning: Focus on Behavior](#)

THURSDAY

- [Phonics Activity: Suitcase of G's and H's](#)
- [Social and Emotional Learning: Focus on Play](#)

FRIDAY

- [Science Activity: Exploring States of Matter with Bubbles](#)
- [Social and Emotional Learning: Focus on Mindfulness](#)





Getting Ready for the Week

Our kindergarten guide is here to support you and your child 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. The guide includes everything you need to keep your child engaged and learning during this time together at home, all while having fun!

Our guide for kindergarten families includes:

- Tips on how to “Think Like a Teacher.”
- Nutrition and wellness tips.
- Activities to support learning in 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 emotional learning.
- Activities that can be adjusted so all children can participate.

If you are also interested in online resources to help support your kindergartner's learning, check out:

- [Scholastic Learn at Home](#) – Daily activities that connect science and literacy, including videos, read-alouds, digital books, and educational games
- [Dreambox Math](#) – Game-based math experiences with a variety of grade-appropriate skills for your child to explore and unlock

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Materials to Gather for the Week

If you'd like, you can gather these materials Sunday evening and put them in a basket or container so they are ready to go for the week!

- [*Three Billy Goats Gruff*](#) book
- [*Three Little Kittens*](#) book
- [*Three Little Pigs*](#) book
- Pair of dice
- Pencil
- [Bill Bug](#) reproducible
- [Building Bill Bug](#) reproducible
- [Bill Bug Little Book](#)
- Marker
- Two sheets of paper
- Suitcase, backpack or bag
- Variety of items from around the house that begin with the letters G and H, such as gift wrap, green crayon, glasses, glove, garbage bag, glue, gum, hammer, hat, paper heart, clothes hanger, helmet, or any toy animals that start with either letter sound
- Bath towel
- Bubble wand (a shaped pipe cleaner, small strainer, straw, turkey baster, or slotted spoon will work, too)
- Container
- Spoon
- Granulated sugar, 1 tablespoon
- Liquid dish soap, 2 tablespoons
- Warm water, 1 cup
- Cookie sheet or other flat pan with edges
- Newspaper, recycled cardboard, or recycled paper



How to Think Like a Teacher: Teacher Talk

From counting flower petals to answering your child's 1000th question of the day, your words can guide and inspire learning no matter where you are or what you're doing. Check out these resources to help you understand the impact that talking to your child has on their development and to help you find just the right words to keep the learning going.

Counting Claps and Sorting Shapes: Talking Like a Teacher All Throughout Your Day

Your child never stops learning, even when it comes to subjects like math, language, and even science. These concepts might sound a bit on the academic side, but they're easy to work into your everyday routines with your child. Here are some examples:

Math: How many steps does it take to get from the couch to the sink to wash our hands? Which cup in the dishwasher is the biggest? What is under the table and what is on top of it? Your child's day is full of opportunities to talk about numbers, size, and position, along with other critically important foundational math concepts.

Language: Rhyming words in a song; Letters on the juice carton; Words that start with the same sound as your child's name: There are as many chances to talk about letters and language during your child's day as there are words in their favorite book. From exposure to sounds and letters for younger children to building vocabularies and book awareness for older ones, you can nurture your child's language development any time of the day.

Science: Problem solving is a foundational skill in scientific thinking, and you can encourage it in your child no matter how old they are. What color crayon does your child need to draw the sun? How can your child move the laundry from the basket to the drawer? These everyday problem-solving tasks are the building blocks of scientific thinking and can happen anywhere, any time of day!

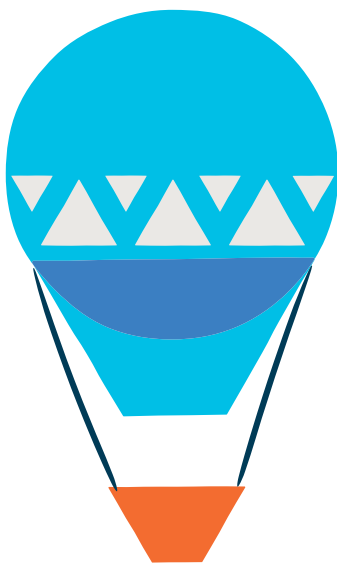
For more ideas on how to keep the learning going, look for the **Everyday Learning Experiences** described throughout this guide.



Tips for Talking to Young Children

- **Use positive statements.** Tell children what they CAN do, instead of what they can't.
- **Give simple instructions.** Too many instructions at once can be overwhelming and confusing.
- **Model "I" messages.** Use language that expresses your feelings and the reasons behind them.
- **Ask open-ended questions.** Talk to children, not at them. Ask open-ended questions that allow children to explain their thought processes, and stay curious.
- **Offer choices you can live with.** Give children a choice whenever possible, but be ready to honor their decision.

Want even more great tips on talking to your child? Check out [this article](#) from the National Association for the Education of Young Children (NAEYC)





IN OTHER WORDS

COMMUNICATING WITH CHILDREN

Read the speech bubble. Then, rewrite the text so that it sends a clear, positive message, and encourages learning.

"No running!"

"You can walk to the bedroom. How many steps will it take to get there?"

"I see that you want to run. Let's go outside and run to the blue chair!"

"That puzzle is too hard for you."

"Do you want to go to bed?"

"Put your toys away, go to the bathroom, wash your hands, and sit down for snack."

Try It! Pick a developmental area where you want to encourage your child's growth, such as math, art, science, or language. Think of ways that you can build their skills in those areas throughout your daily routine. Can you combine more than one learning area in the same experience?



Nutrition and Wellness Tip of the Week

Meal Planning and Preparation

Does it feel like a good part of your day is spent engaged in meal planning, preparation, and clean-up, just to turn around and do it all over again? We know you are juggling full-time parenting with keeping your child learning, all while you may even be working from home. Here are some meal planning tips for your busy family.

Spend **5-10 minutes** each evening planning and doing some advanced prep for dinners, lunches, and snacks for the next three days. A few minutes spent planning and prepping each night will save you hours of time and headaches spent making meals and snacks for your family. Look through your pantry/cupboards and refrigerator and **write down** all the possible meal/snack combinations you can make with what you have on hand (this is also the time to update your shopping list). Recipes can be great for guidance, but they can quickly take you down a rabbit hole, robbing precious time. Think of ways you can incorporate three basic components – protein, vegetable, and fruit and grain – into one-pot meals like soups or casseroles.

For soups: Choose a protein, such as beans, meat/seafood, chickpeas, lentils, tofu, tempeh. Add vegetables, herbs and spices, broth or stock, and water. You can either add the grain to this soup (e.g., noodles) or you can serve a grain such as whole-wheat bread on the side. Soup is a fast, healthy meal option and a great way to use up fresh produce.

Casseroles: The same concepts as with soups apply here, but substitute a sauce for the broth or stock and bake the dish in the oven.

One-pot meals: Prepared in a slow cooker or instapot, these meals can save valuable time as well. Simply add all your components, such as frozen chicken breasts, a jar of salsa, corn, and rice or black beans to the pot, set your cooking time, and go.

For snacks, select foods from two food groups, such as a fruit or vegetable paired with a protein that contains healthy fats.

Some nutrient-rich examples:

- Apples and nut butter/sun butter
- Hard-boiled eggs and carrot sticks
- Vegetable sticks and, hummus
- Whole-grain bread/crackers with hummus, nut butter, or avocado
- Unsweetened yogurt with fruit
- Turkey slices and cucumber
- Beans and tortilla (for a tasty treat, sprinkle with cheese and broil for four, minutes)



Monday, April 6, 2020

Language and Literacy Activity: Fairy Tales: Part 1

Length of activity: 10-15 minutes

What your child is learning:

- Fairy tales are one type of genre
- The difference between fiction and nonfiction
- Elements of a story
- Recognize similarities among different stories from the same genre

Level of Engagement Required by Adult: High

What you need:

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

What you do: If you have versions of the three stories listed, you can use them. If you do not, you can print the versions provided and have your child help cut them out and staple the edges to create books. Or, if you don't have a printer at home, you can simply read the stories from your screen.

Begin by talking with your child about fairy tales- what makes a story a fairy tale? Fairy tales are stories that are made up, or fiction, and often include magical or fantastical characters, such as talking animals, dragons, elves or trolls. Fairy tales often include a good character, a bad character, a problem, and a solution.

Show the three books to your child and invite them to select one for you to read. While reading the story, encourage your child to pay attention to who the characters are, what the problem and solution are, and what elements of the story make it a fairy tale. After you've read the story with your child, discuss these different elements.

Throughout the day or week, read the other two fairy tales with your child, encouraging your child to look not only for the elements listed above, but also for similarities among the three stories. This helps lay the foundation for your child to write their own fairy tale in next week's activities.

If your child is ready: Invite your child to choose other fairy tale books to read and look at throughout the week. Ask your child to share with you why the chosen books are fairy tale books,



encouraging them to use what they have learned about the elements of a fairy tale.

Social and Emotional Learning: Focus on Routines

No matter what your daily schedule looks like, children thrive when they know what's expected of them right now and what's going to happen next. Knowing what comes next can also be a great motivator to get through the task at hand.

Try this: When there's something your child needs to do, like wash their hands or clean up their toys, before they can do what they want to do, like eat a yummy snack or start a new activity, use "first, then" language:

"First we wash our hands, then we eat."

"First we put the blocks in the basket, then we pick a book to read."

Tuesday, April 7, 2020

Math Activity: Building Bill Bug

Length of activity: 20 minutes

What your child is learning:

- Recognize quantities up to six without counting
- Learn number facts to 12
- Understand the addition (+) symbol
- How to take turns to play a cooperative game

Level of Engagement Required by Adult: High

What you need:

- Pair of dice
- Pencil
- Printed copies of [Bill Bug](#), [Building Bill Bug](#), and [Bill Bug](#) little book

Note: If you don't have access to a printer, simply read *Bill Bug* without printing it, and draw a



simple shape to represent Bill's body on a sheet of paper.

What you do: Print a copy of the Bill Bug resources. Assemble the pages of the *Bill Bug* little book. Read the book to your child, then share that you will play an addition game together called Building Bill Bug.

Show your child how to roll the dice and add the numbers on the dice to find the sum. Then, have your child look on the Building Bill Bug sheet for the sum of the numbers they rolled and the picture that goes with the sum. Your child can then draw that picture on Bill's body. For example, if your child rolls a total of six, they will draw a picture of one of Bill's legs on the Bill Bug sheet.

Players take turns rolling the dice until Bill Bug is built. If a sum is rolled that has already been rolled, play moves to the next person. Play this game throughout the week.

If your child is ready: Print a copy of the Bill Bug sheet for each player and see who can build Bill the fastest! Or, have some fun creating a silly Bill Bug together. For example, if a player rolls a 10 (mouth) but Bill already has a mouth, the player can add another mouth to Bill anywhere they'd like.

Social and Emotional Learning: Focus on Environment

Pictures are a great way to help children remember your daily routine and prevent challenging behaviors. They can also cut back on the number of verbal reminders you have to give, freeing you up for other tasks and giving your child the chance to build independence and confidence.

Try this: As you go through your day, snap a quick picture of the things your child is doing, such as getting dressed, eating breakfast, taking a nap, and putting their toys away. No camera? You can also work together to draw pictures of your day. Arrange the pictures, in order, into a collage. Use this "visual schedule" to help your child remember what's happening now and what's going to happen next.



Wednesday, April 8, 2020

Physical Development Activity: Jumping Rhyme

Length of activity: 10-15 minutes

What your child is learning:

- Coordination and balance while jumping
- Math skills of counting backward from 10 and counting forward

Level of Engagement Required by Adult: Medium

What you need: N/A

What you do: Teach your child the jumping rhyme below one line at a time. Based on the directions in each line, invite your child to determine how many times they should jump and what those jumps should look like. Continue in this way through each line of the poem. Encourage your child to practice the poem and the jumps throughout the week.

Jumping Rhyme

Ten big jumps to touch the sky
Nine small jumps that are not too high
Eight medium jumps to make us all smile
Seven stiff jumps take me a while
Six bending jumps to touch the ground
Five fun jumps to turn around
Four jumps so we don't get dizzy
Three fast jumps to make us look busy
Two jumps now, we'll try on one foot
One last jump and we all stay put

If your child is ready: Invite your child to use a jump rope while saying the rhyme, jumping over the rope the corresponding number of times before moving to the next line.



Social and Emotional Learning: Focus on Behavior

For children, behavior is a form of communication. This means that everything they do is motivated by an underlying feeling or need. The more we can help children learn to name their feelings, the better they'll become at recognizing them and developing strategies for coping with them.

Try this: If your child resists participating in an activity like cleaning up or getting ready to rest, let them know you understand why. Then offer a solution that works for you:

"I see you're frustrated that it's time to clean up. You're having so much fun with those blocks. You're not ready to put them away. Let's build one more tower before we put them back in the box."

Thursday, April 9, 2020

Phonics Activity: Suitcase of G's and H's

Length of activity: 15–20 minutes

What your child is learning:

- Identifies the /g/ and /h/ sounds at the beginning of words
- Says /g/ and /h/ as the beginning sound in familiar words
- Matches the /g/ and /h/ sounds with the letters G and H

Level of Engagement Required by Adult: High

What you need:

- Marker
- Two sheets of paper
- Suitcase, backpack, or bag
- Variety of items from around the house that begin with the letters G and H, such as gift wrap, green crayon, glasses, glove, garbage bag, glue, gum, hammer, hat, paper heart, clothes hanger, helmet, or any toy animals that start with either letter sound

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What you do: Without your child seeing, place as many items that begin with the /g/ sound of letter G and the /h/ sound of letter H in the suitcase as you can find. Write a large letter G on one sheet of paper and a letter H on the other. Set the two written letters near the suitcase.

Show your child the suitcase and the two letters written on paper. Ask your child to say the name of each letter. Talk with your child about the sound each letter makes. Say the /g/ and /h/ sounds together a few times.

Open the suitcase and ask your child to name each item as you hold it up, talking briefly about each item. After talking about all the items, ask your child what beginning letter sounds they have in common. Then, place the two written letters on the floor and invite your child to sort the items in the suitcase into two piles, based on their beginning sounds.

After sorting the items, help your child **Go** on a **Hunt** to put the items back where they belong!

If your child is ready: Add items representing more letter sounds to the suitcase, to increase the letters and sounds for your child to identify and increase the sorting challenge.

Social and Emotional Learning: Focus on Play

Chances are, you can't always get on the floor and play alongside your child when they want you to or you wish that you could. You can still interact with them while juggling other tasks! Narrating your child's every move or giving a "play by play" of their actions, is a great way to give them the attention you want and to add extra learning to their play.

Try this: Set your child up with an activity while you work on a task of your own that still allows you to see them and talk to them. For five minutes, describe everything you see them doing in detail. Although you'll be multi-tasking, be sure to make eye contact and specific language so your child knows you really are paying attention. Use opening phrases like "I see you..." or "now you are..." to let them know you're watching and interested, even while you're working on something of your own.



Friday, April 10, 2020

Science Activity: Exploring States of Matter with Bubbles

Length of activity: 20 minutes

For best results, mix the bubble solution ahead of time and let it sit for several hours before using it.

What your child is learning:

- Observe and describe properties of common objects or substances
- Use comparison words to describe similarities and differences between objects or substances
- Different forms of matter – solids, liquids, and gases – are related

Level of Engagement Required by Adult: High

What you need:

- ❑ Bath towel
- ❑ Bubble wand (a shaped pipe cleaner, small strainer, straw, turkey baster, or slotted spoon will work, too)
- ❑ Container
- ❑ Spoon
- ❑ Granulated sugar, 1 tablespoon
- ❑ Liquid dish soap, 2 tablespoons
- ❑ Warm water, 1 cup
- ❑ Cookie sheet or other flat pan with edges
- ❑ Newspaper, recycled cardboard, or recycled paper

What you do:

This activity can be done outdoors or indoors, with a towel and newspaper laid down to protect the floor or table. Place the cookie sheet on top of the towel. Combine the water, sugar, and dish soap in the container. Stir slowly to prevent foam from forming in the water. Stir until the sugar dissolves.



Pour a small amount of the bubble solution in the cookie sheet and place the bubble wand nearby. Tell your child that everything they see around them is matter. Matter can be either a solid, liquid, or gas. Some kinds of matter can change their form – for example, a liquid becomes a gas when it evaporates; a liquid such as water becomes a solid when it freezes.

Invite your child to blow bubbles over the newspaper, allowing the bubbles to float through the air, land on the paper, and pop. Ask your child questions as they observe the bubbles. What form of matter is the bubble solution? What form of matter are the bubbles? What's inside the bubbles? What makes the bubbles float through the air? Why do the bubbles eventually fall and pop?

The science behind it:

Blowing bubbles is one way to demonstrate how different types of matter are interrelated. Bubbles start out as bubble solution, a liquid. When we blow a bubble, the bubble solution liquid is filled with the warm air (a gas) from our mouths. The warm air makes the bubble float above the cooler air around it. The bubble begins falling to the floor when the air inside it cools. Finally, when the bubble pops on the newspaper, the air escapes and only the liquid is left.

If your child is ready:

Watch [this video](#) together and learn how to blow a bubble inside of another bubble!

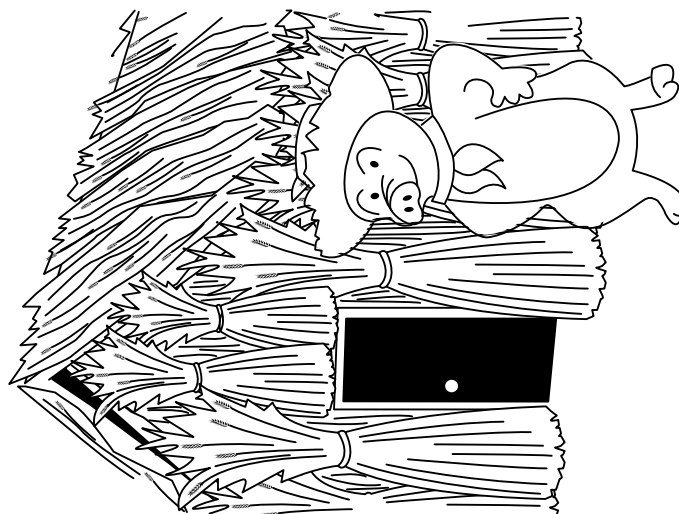
Social and Emotional Learning: Focus on Mindfulness

Deep breaths help all of us feel calm and centered throughout the day. Making deep breathing fun for children is a great way to get them in the habit, and practicing alongside them will help you stay grounded, too.

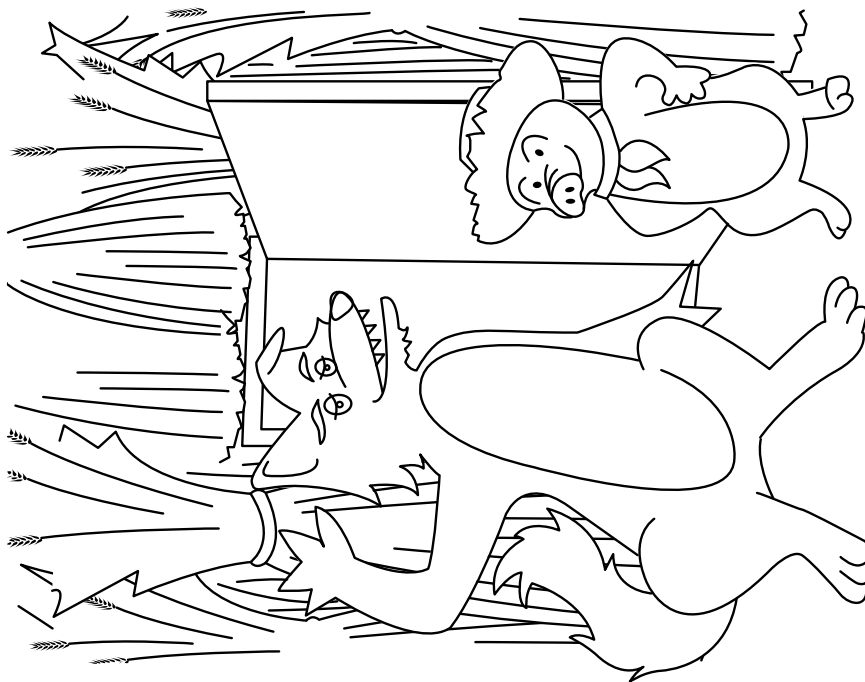
Try this: Using pictures or real items from outside, practicing taking a deep breath in and blowing it out hard by “smelling the flower” and “blowing the leaf.” How deeply do you need to breathe in to smell the flower? How hard do you have to blow out to move the leaf?



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!"

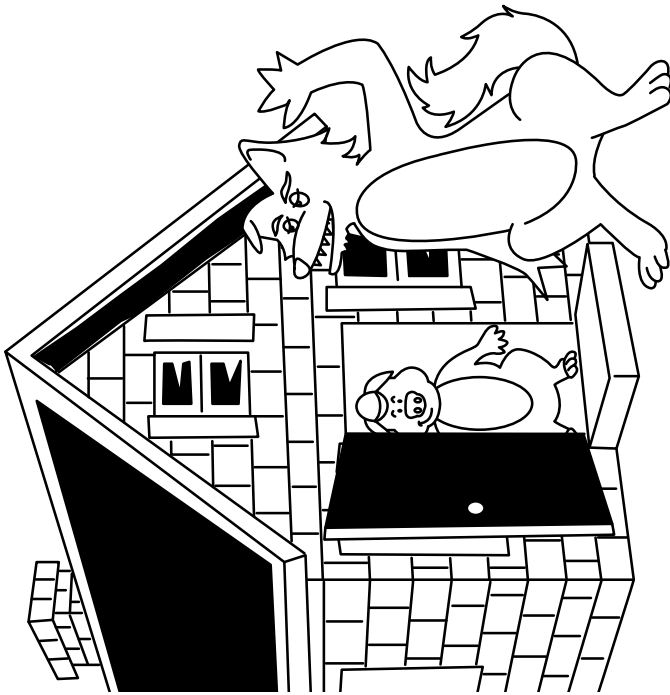


The second little pig built his house from sticks. Just after the pig built his house, along came the wolf. The wolf knocked on the door of the little pig's house and said, "Little pig, little pig, let me come in!"

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



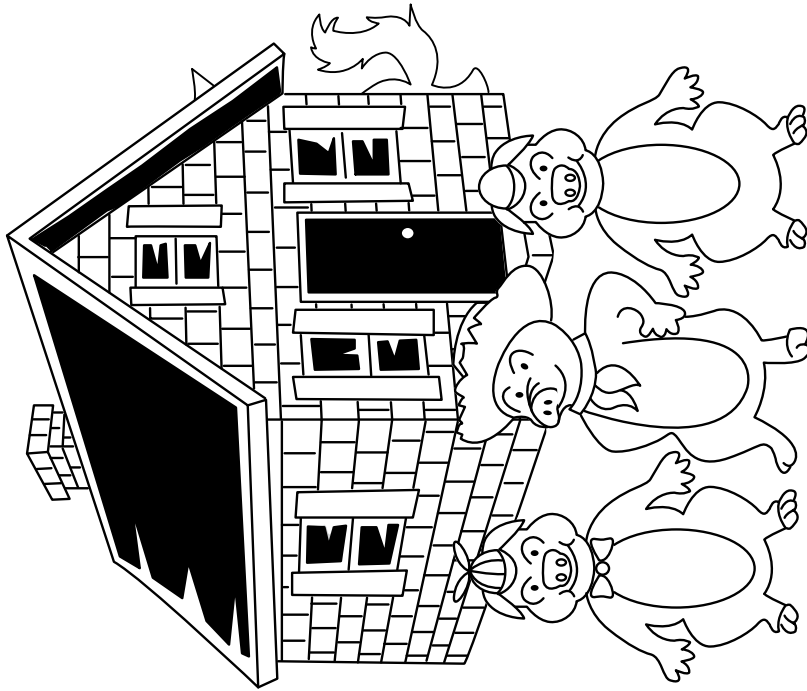
"Then I will blow your house in," said the wolf. And he huffed, and he puffed, and he blew the house in! The little pig ran away home as quick as he could!



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!

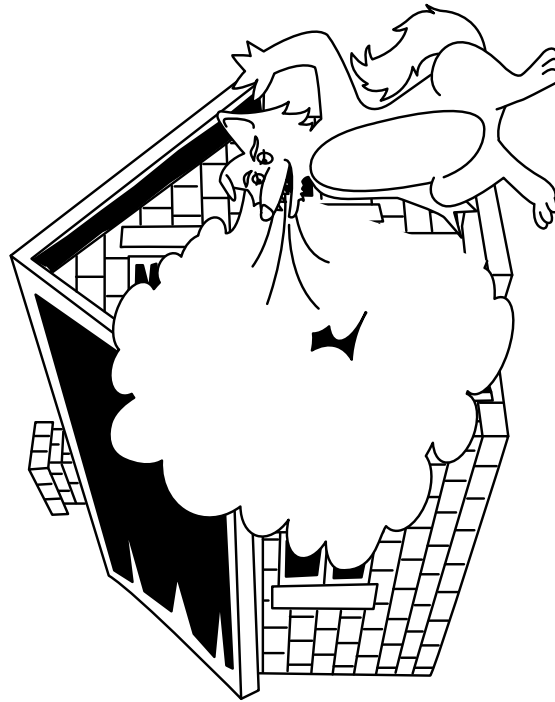


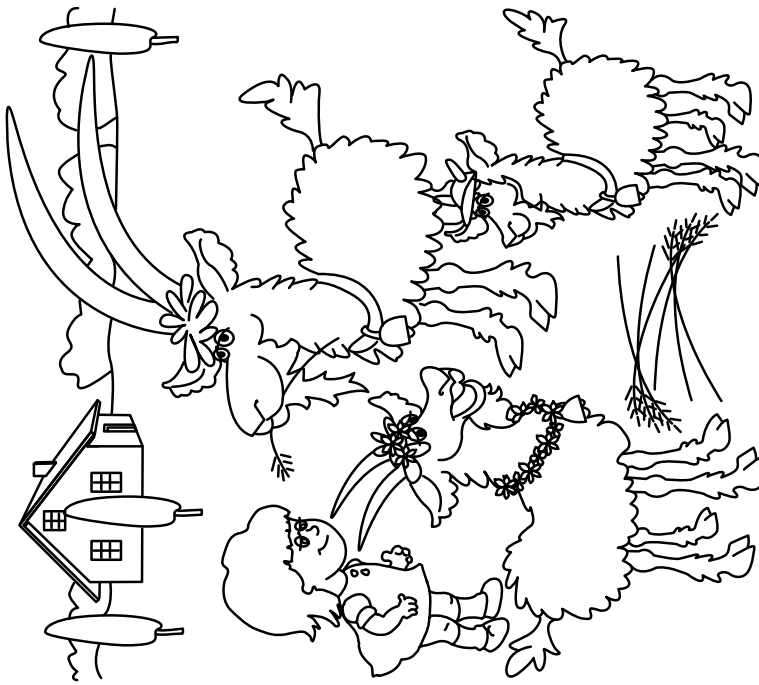
The wolf finally gave up and went home.

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!”

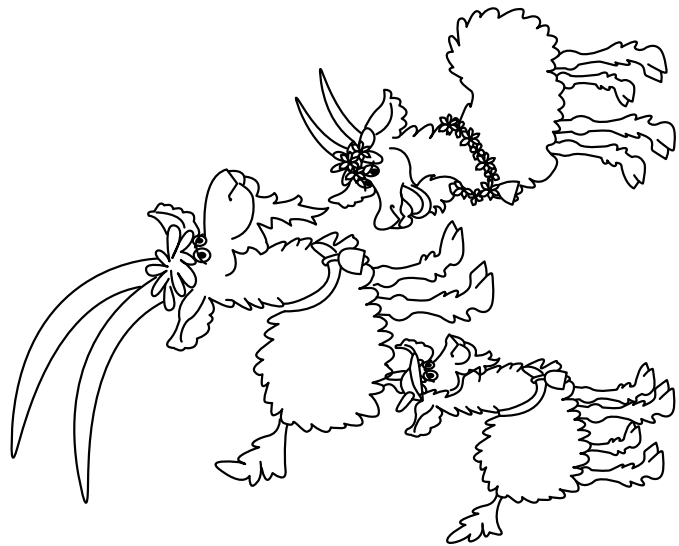
“Then I will blow your house in,” said the wolf. And he huffed, and he puffed, and he blew, but the house of bricks did not fall down! The wolf was very angry and he huffed and he puffed...and he huffed and he puffed...and he huffed and he puffed again...but he could not blow the house down!





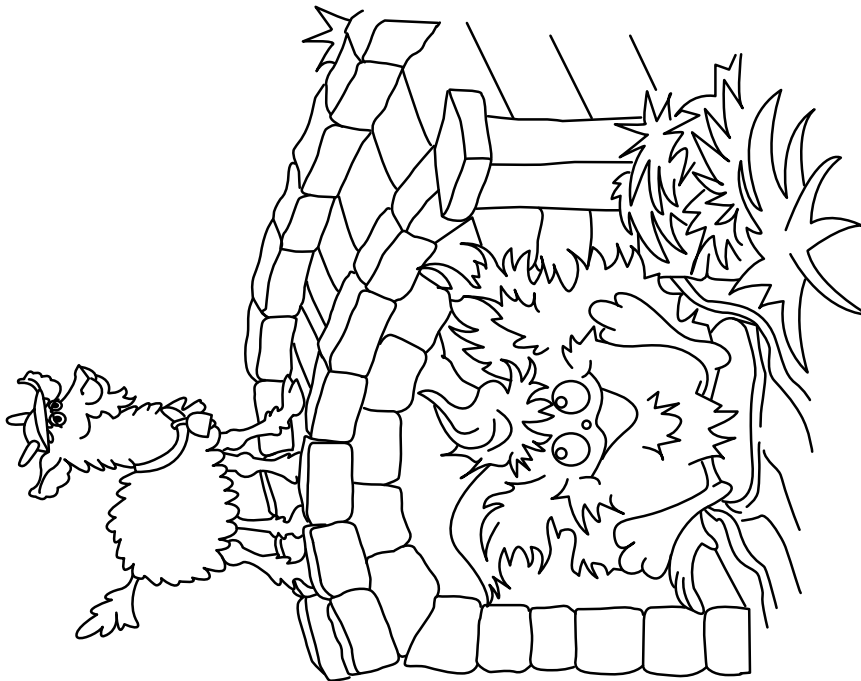
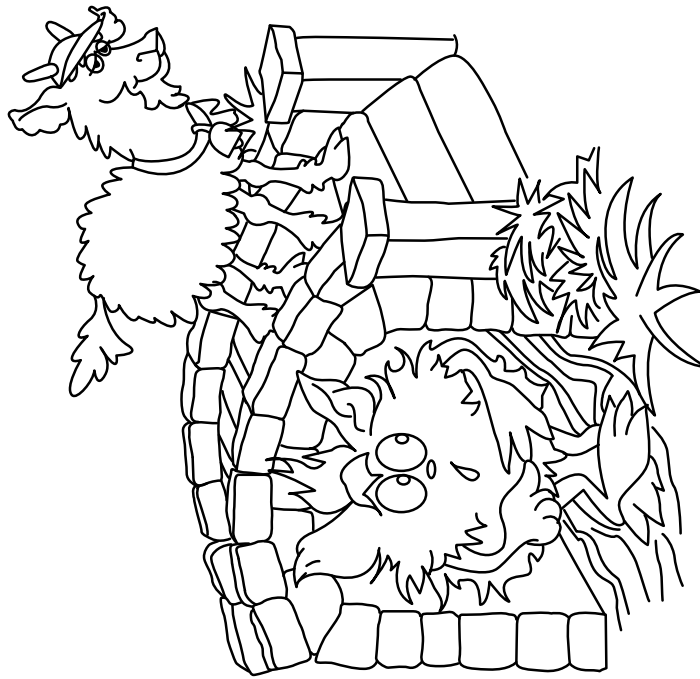
Once, there were three billy goats that lived in a little girl's backyard. They loved to eat the green grass...yum! One day the grass dried up and turned to straw. They didn't like straw, so they decided to cross the bridge where there was more green grass in a little boy's yard.

THREE Billy Goats Gruff

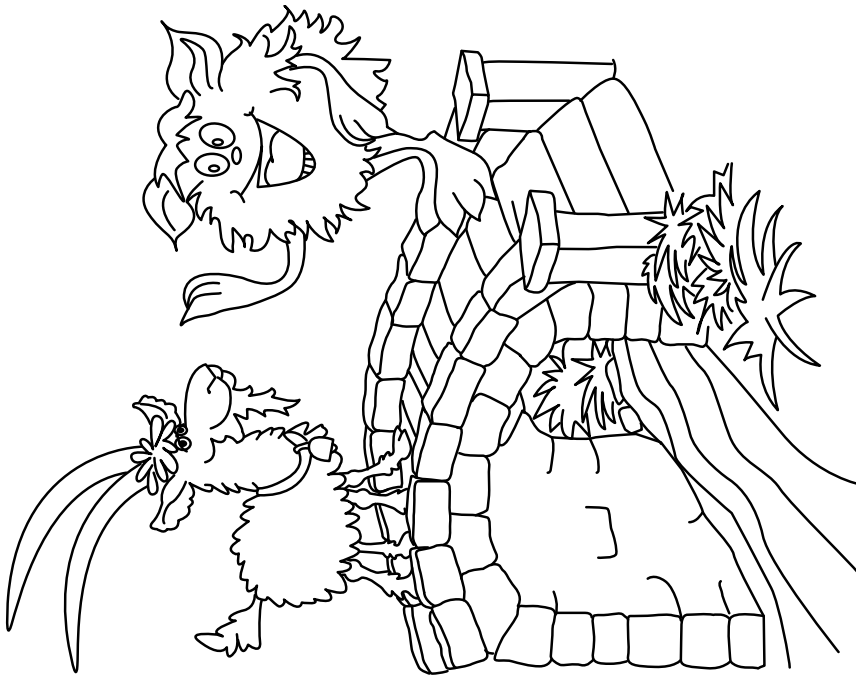




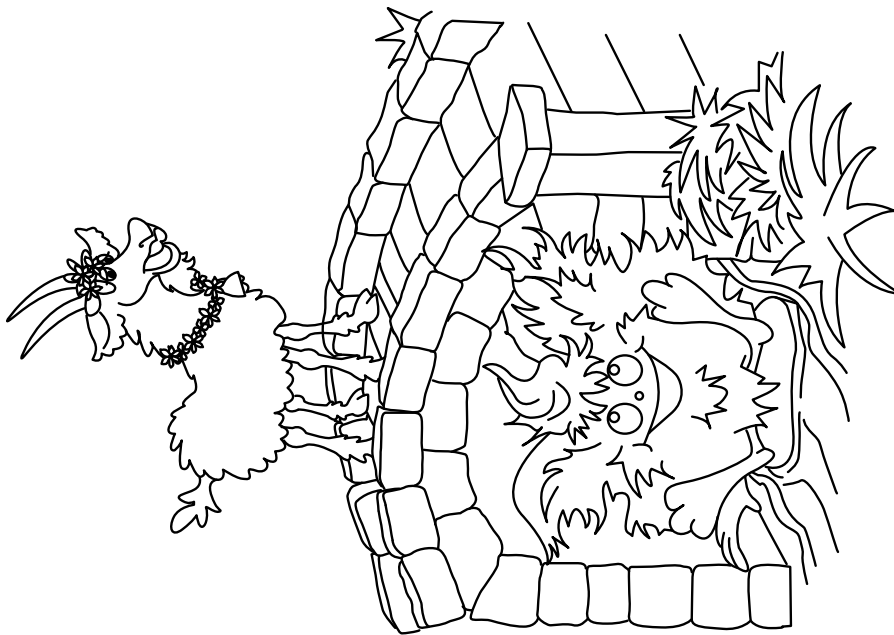
The little billy goat started to cross the bridge. Suddenly, he heard a voice say, "I'm going to eat you up!" He saw a silly-looking troll hiding by the bridge.



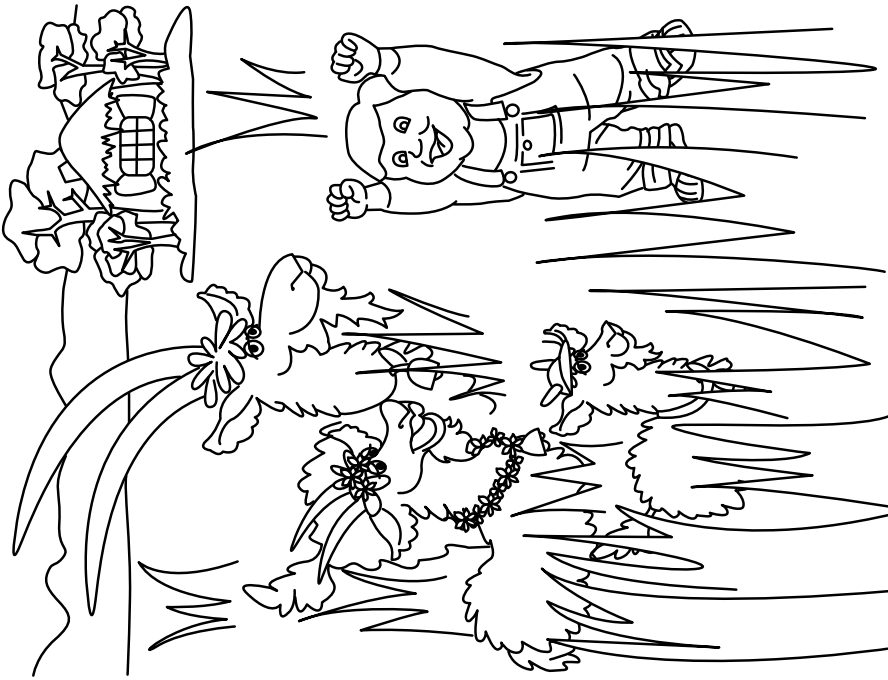
The little billy goat said, "If you let me pass by, there will be a bigger, more tasty billy goat coming soon." So the troll let him go. Trip-trap, trip-trap, the little goat crossed the bridge.



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!

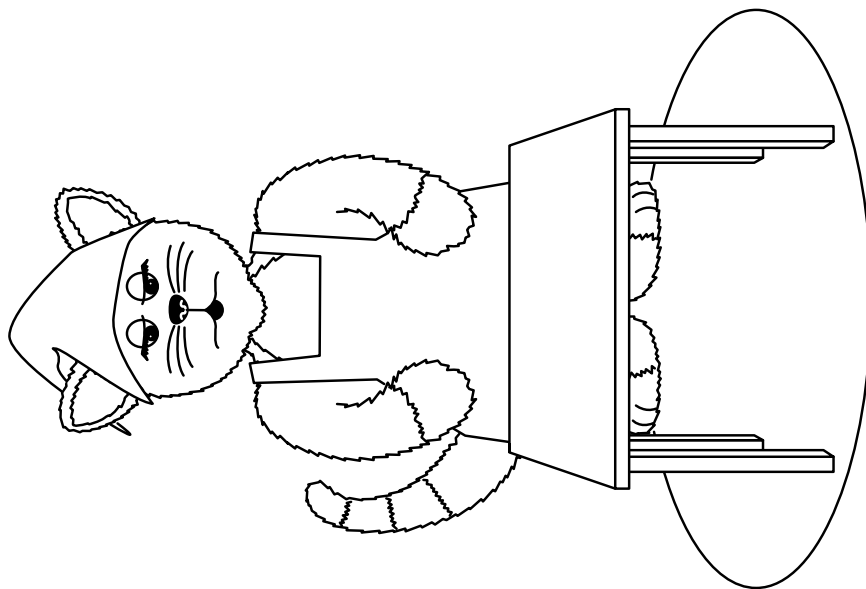
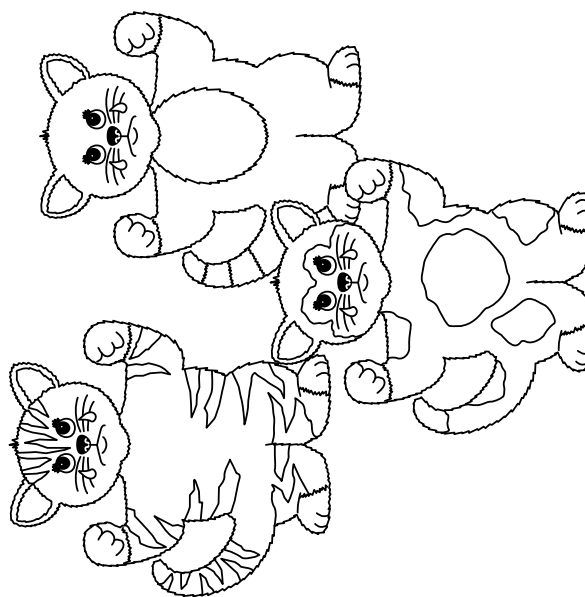
The troll looked sad and hungry. "I know what you can eat," said the biggest billy goat. "You can have all the straw in that yard," and he pointed to the little girl's backyard.





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.



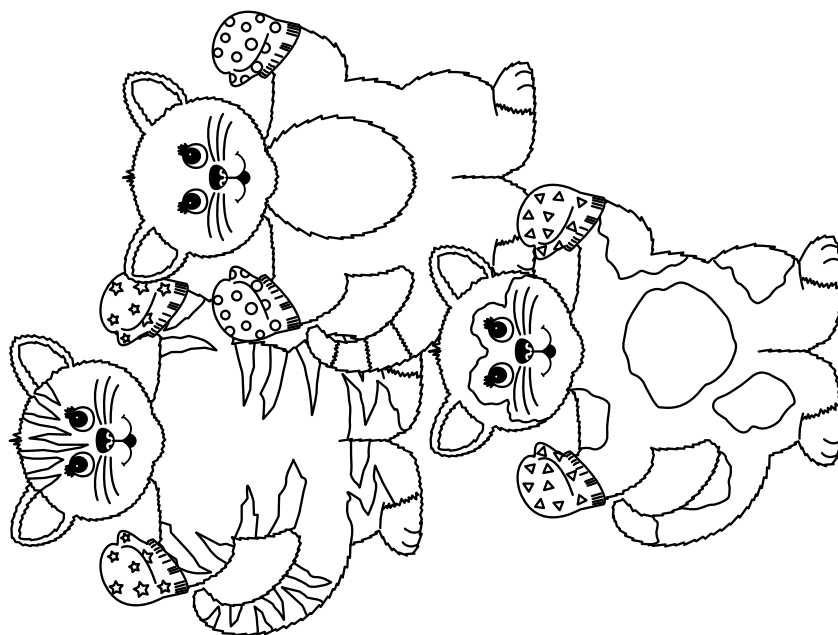
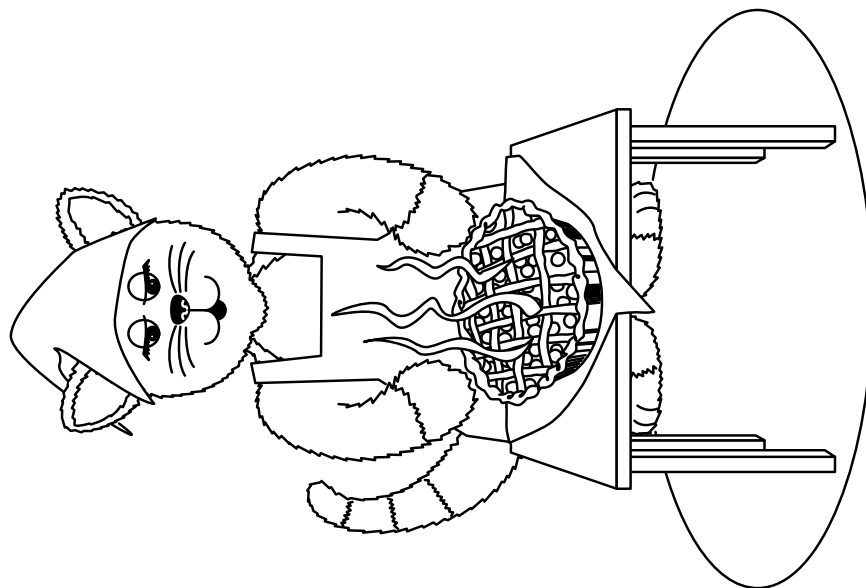
What! Lost your mittens,
You naughty kittens!

Then you shall have no pie.

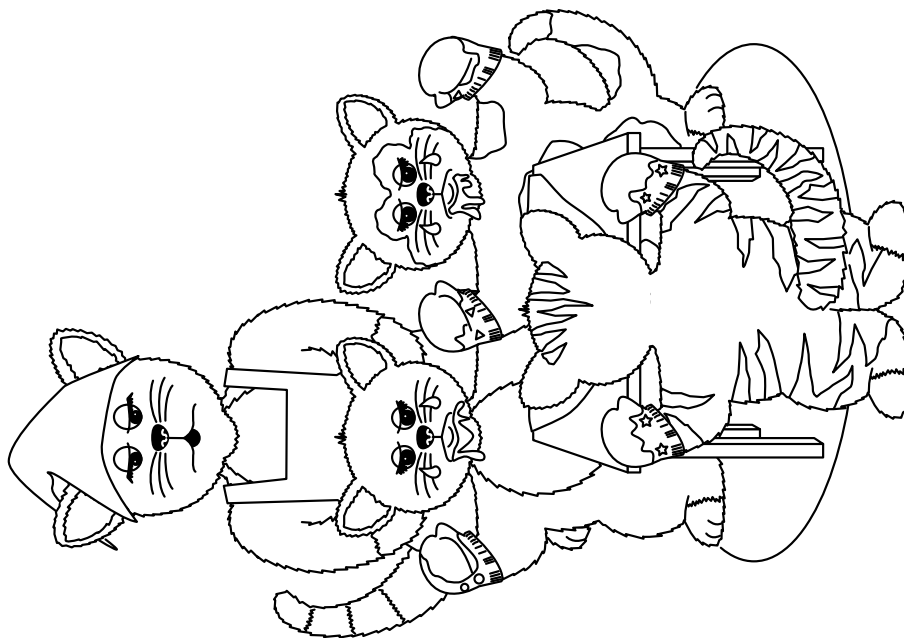
Mee-ow, mee-ow, mee-ow, mee-ow.
You shall have no pie.



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.



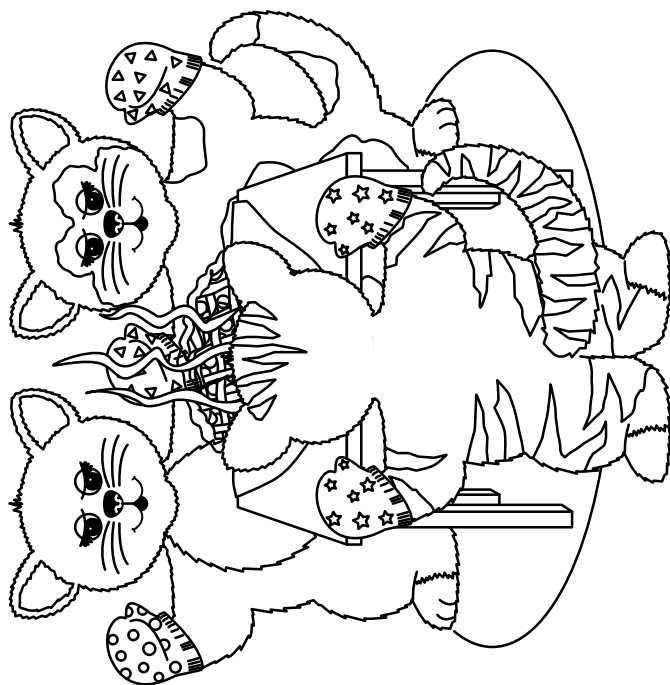
What! Soiled your mittens,

You naughty kittens!

Then they began to sigh,

Mee-ow, mee-ow, mee-ow, mee-ow.

They began to sigh.



The three little kittens,

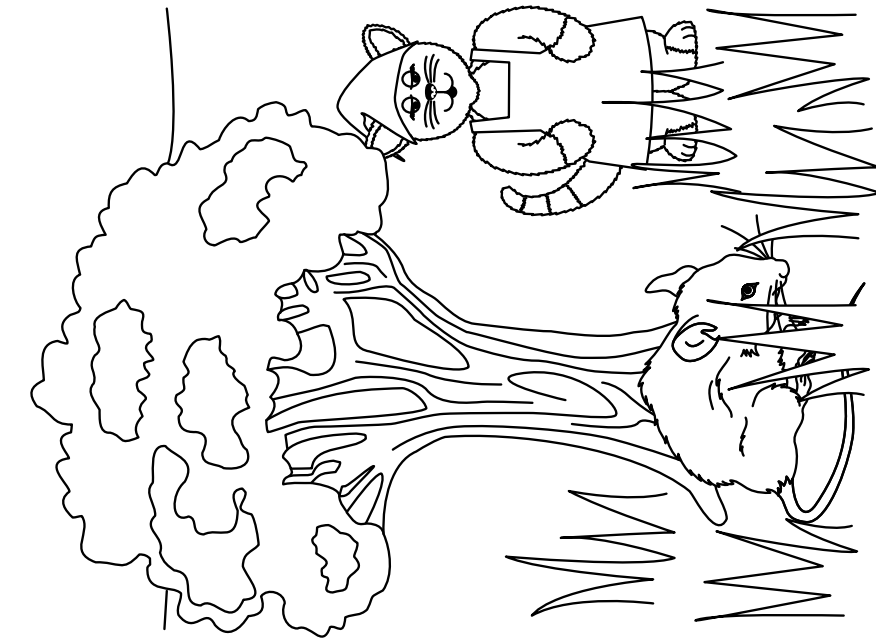
Put on their mittens,

And soon ate up the pie;

Oh, mother dear,

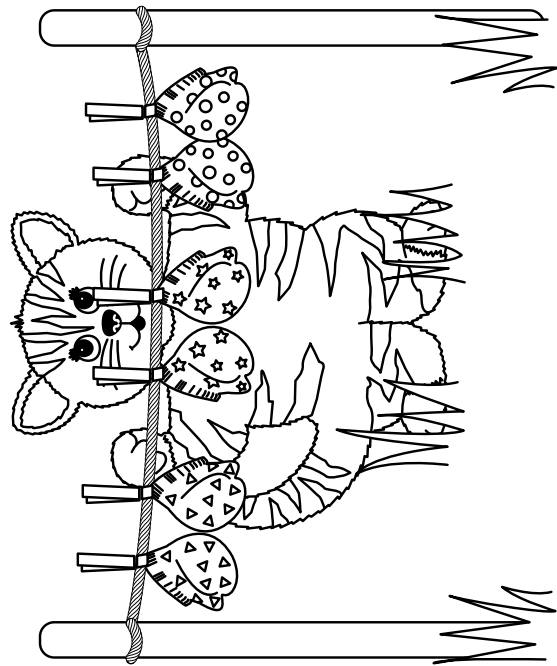
We greatly fear

Our mittens we have soiled.



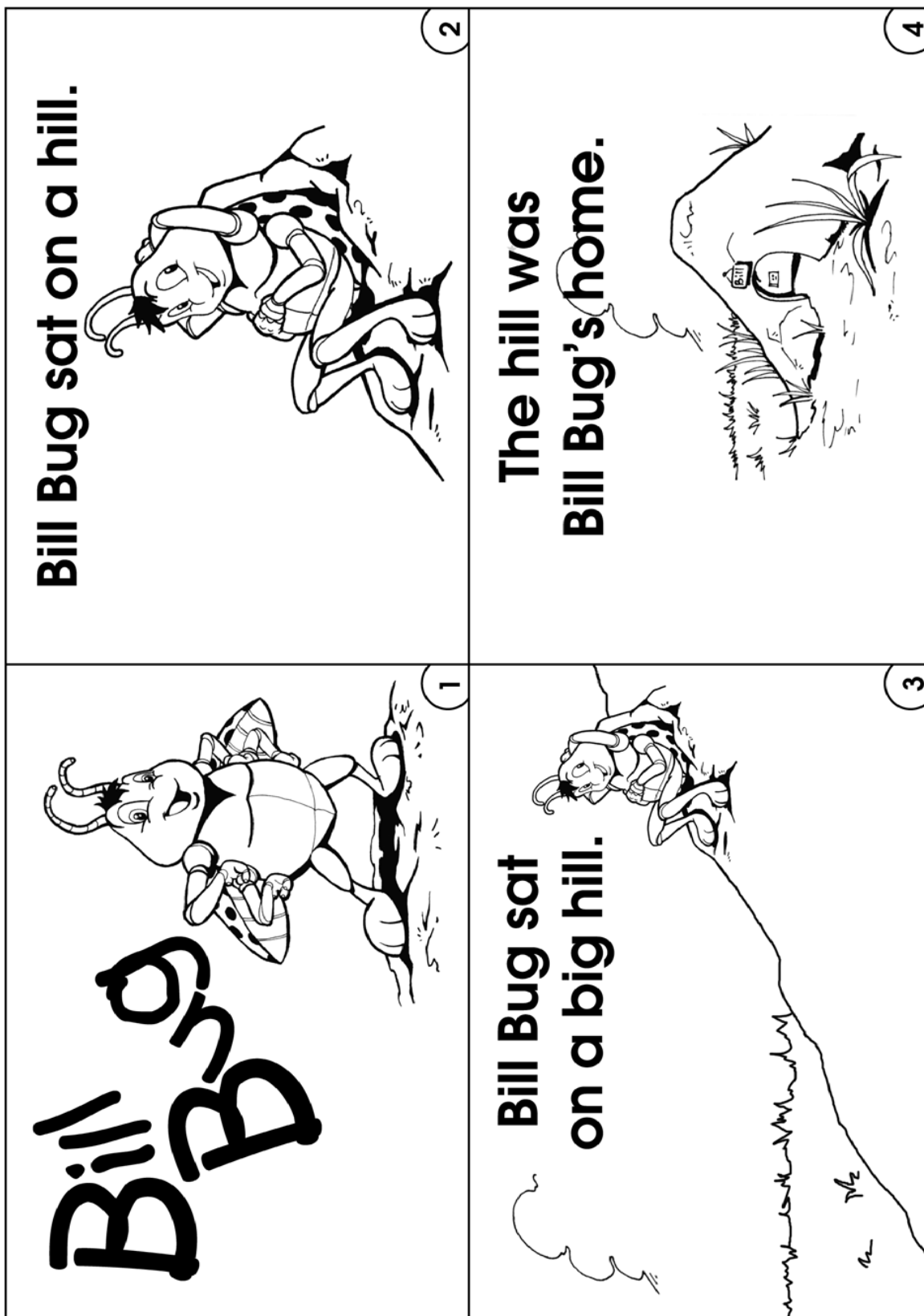
What! Washed your mittens,
You're such good kittens.
I smell a rat close by!
Hush! Hush! Hush! Hush!
Hush! Hush! Hush!
I smell a rat close by.

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.





Bill Bug Little Book





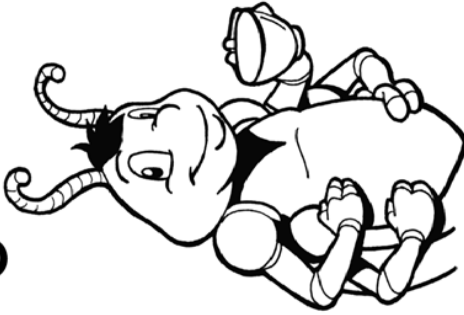
Bill Bug Little Book

Bill Bug had a bed.



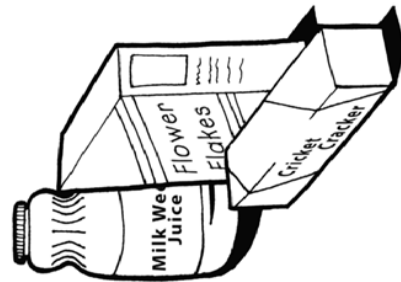
5

Bill Bug had a cup.



6

**Bill Bug had
bug grub. Yum!**

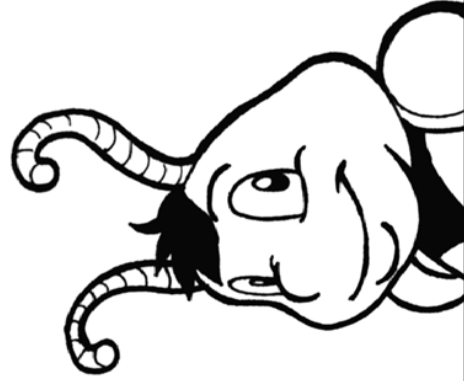


7

Name _____

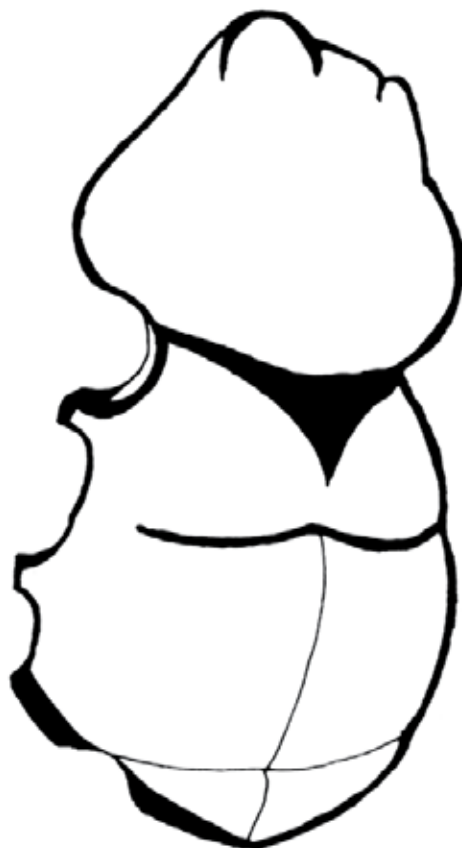
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8





Bill Bug



Bill Bug



Building Bill Bug

