

At-Home Learning Guide for Kindergarteners (5–6 years old)

Week of June 1, 2020



From charting the real world around them with a plant map to dreaming up a vacation destination that's something to write home about, this week's activities will have your child **exploring the wide world**—from the comfort of home!

They'll learn how to read the letter combination *oo* on Tuesday, just in time for Wednesday's **balloon race**! And a game about making change will give your child the chance to practice **counting, adding, and subtracting**.

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

Science Activity: Keep on the Sunny Side

In this activity your child will map their world and use observation and prediction to learn about plants' sun needs.



TUESDAY

Phonics Activity: A Good Look at Oo

This activity introduces the oo letter combination with a silly sentences game that will have you *hooting!*

WEDNESDAY

Physical Activity: Off to the Races!

How many ways can you have fun with a balloon? Find out in this activity that builds coordination, speed, and focus.

THURSDAY

Math Activity: The Change Game

This game serves up a review of how coins and money work, with a side helping of addition practice.

FRIDAY

Literacy Activity: Postcards from Vacation

Your child will explore the world from the comfort of home in this imaginative exercise that puts the *creative* in creative writing.

EVERYDAY LEARNING EXPERIENCES

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

FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Help your child develop important social-emotional skills by working on your family project! The new theme for this week focuses on a unique way to celebrate Memorial Day through the theme **Flexible Mindsets**.





Getting Ready for the Week: Materials to Gather

Monday

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

Tuesday

- Paper
- Pencil

Wednesday

- Balloon
- Time-keeping device

Thursday

- Coins, including at least five pennies, three nickels, and two dimes per player (wash and dry before handling)
- Paper
- Pencil

Friday

- A book of your choice set in a different place than the place where you live (for example, in class we usually do this activity with the book *Chicka Chicka Boom Boom*, which is set on a tropical island)

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





MONDAY

Science Activity: Keep on the Sunny Side

In this activity, your child will map their world and use observation and prediction to learn about plants' sun needs.



Length of activity:
20–30 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:

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

What your child is learning:

- To use maps to document their world
- To make and test predictions using observations
- Plants need sun to grow

What you do: Tell your child you'll be thinking about how to help plants grow. Teach your child "The Plant Song"—it will be familiar if you did [last week's activities](#).

This week's focus is on how plants get sun to grow each day. Tell your child they'll be making a plant map of your yard, house, or an outdoor area that is nearby. They'll include the locations of any plants and use the map to figure out how much sunlight the plants get, and at what times of the day.

First, help your child to draw a map of the space. For example, if you have a yard, they should draw the borders of the yard, draw a square in the location of any buildings in the yard, and draw any pathways through the yard. If they're drawing a map of house plants, remind them to include windows in their map! Ask them to label the things they drew on their map—they may need your help with any big words. See some examples on [page 5](#).

Now, help them pick a few plants to focus on and draw those plants on the map. If possible, you want to find plants that are in different parts of the yard or house that will receive different amounts of light throughout the day.

"The Plant Song"

(Sung to the tune of "London Bridge is Falling Down")

Plants need air to breathe each day,
Breathe each day, breathe each day.
Plants need air to breathe each day,
Plants need air.

Plants need water when they're dry,
When they're dry, when they're dry.
Plants need water when they're dry,
Plants need water.

Plants need sun to grow each day,
Grow each day, grow each day.
Plants need sun to grow each day,
Plants need sun.



MONDAY

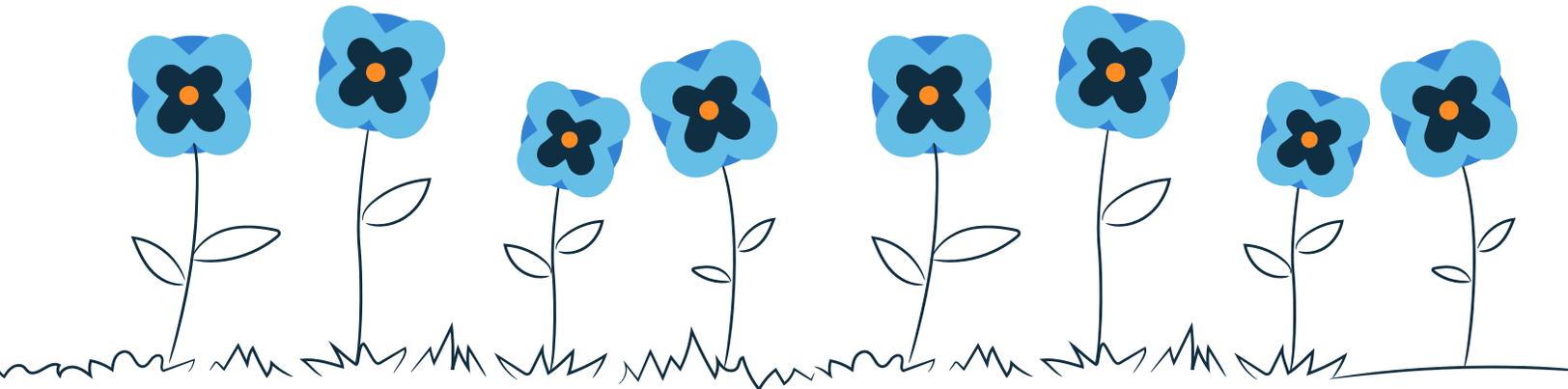
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Next help them find which directions are north, south, east, and west and label these to the sides of the map. They've practiced using cardinal directions before, but they may need to be reminded that we use these directions to find our way around our world and understand where places are. For this activity, explain that it's important to know directions because the sun rises in the east and sets in the west. Look at the yard or house with your child and see if you can imagine the path the sun will take across the sky throughout the day. Where do you think there will be shade in the morning? How about in the afternoon? Look at the position of each plant on your map and see if your child can predict whether it will get a lot of light during the day or just some. When will it be in the light and when will it be in the shade? Write any predictions down on a separate piece of paper and hang onto it... you will use this later to see whether you were right! For example, you might write "We think the tree will be in the shade in the morning but in the sun in the afternoon".

The next day, ask your child to check the plants every few hours and write down what they notice. They should write the time of day, which plant they are looking at, and whether the plant is in the sun or in the shade. Compare this to their predictions. What do they notice? Were there any places on the map where plants got more light? Were there any that were darker?

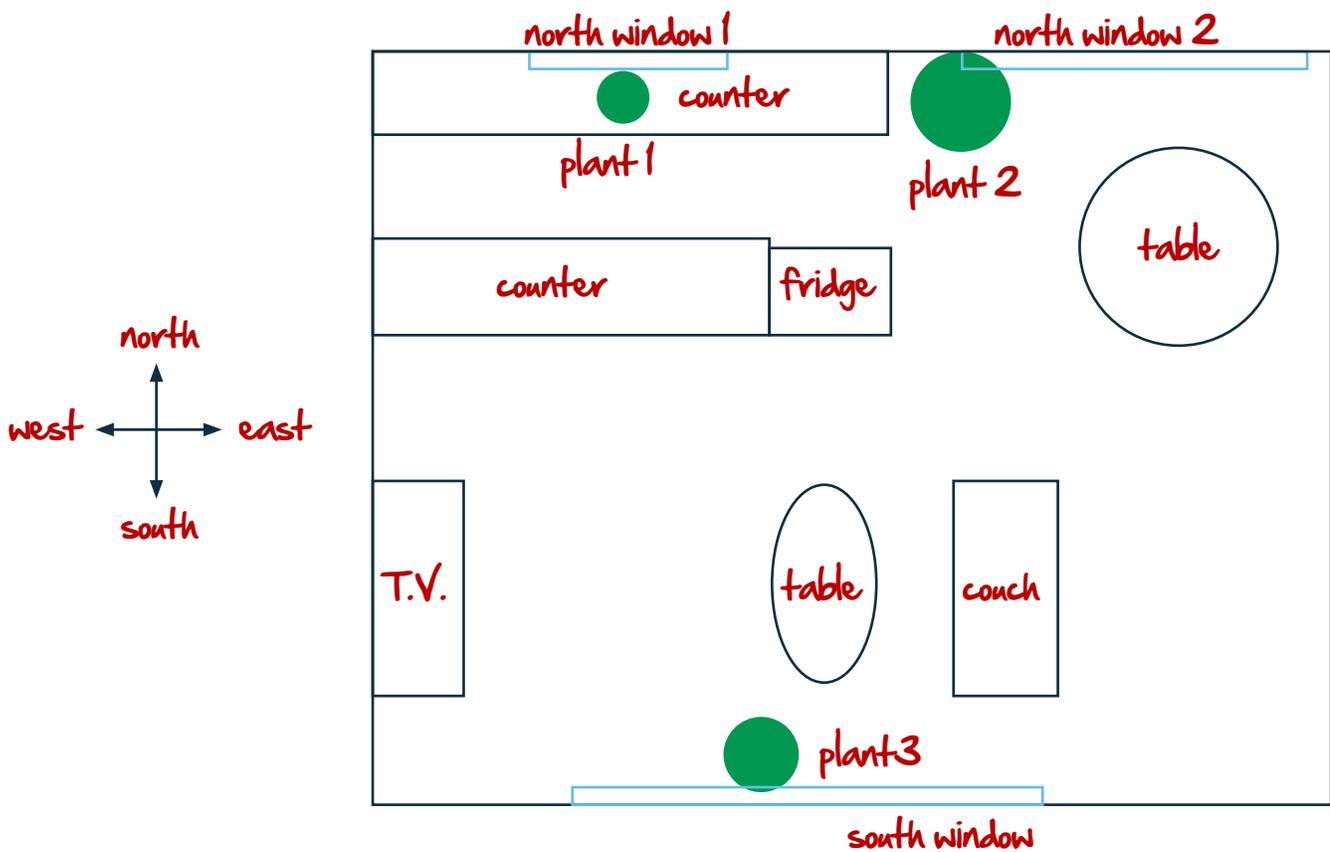
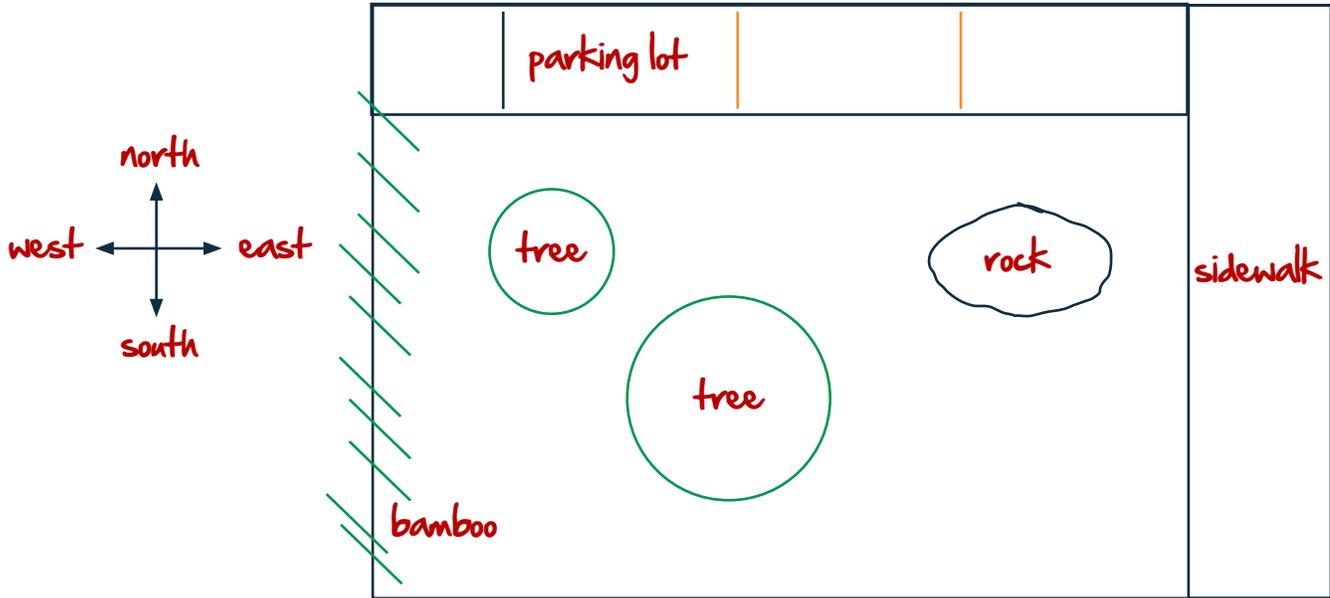
You may find some plants never have sunlight shining directly on their leaves, while others are in sunlight all day long. If you notice this, explain that different plants like different amounts of light. Some plants are happiest just being near the sunlight, and others need a lot of light to grow. That's why you often see different types of plants in different spots in a yard. If it's overcast, that's alright! Try again on a sunny day. Point out that even when the sun is behind the clouds, there is still a lot of light that plants can use to grow.

If your child is ready: If your child is interested, look at each plant on your map and identify what type of plant it is. Use your device to look that plant up with your child and see if you can find information about how much sunlight the plant likes. Is the plant in a good place for its light needs?



At-Home Learning Guide - Kindergarteners

Week of June 1, 2020





TUESDAY

Phonics Activity: A Good Look at Oo

This activity introduces the *oo* letter combination with a silly sentences game that will have you *hooting!*



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:

- Paper
- Pencil

What your child is learning:

- Reading the letter *oo* combination
- Distinguishing between /oo/ and /ew/ sounds
- *-ook*, *-oon*, *-ood*, and *-oot* word families

What you do: Tell your child that today you'll be learning how to read words that have two o's in them. This is an advanced combination, because the *oo* combination of letters can make two different types of sounds! Write the following words on a sheet of paper and sound them out with your child.

- Cook
- Moon
- Loop
- Good
- Boot
- Foot

See if your child can hear the differences between the *oo* sounds that sound like /oo/ as in *cook*, *foot*, and *good* and the *oo* sounds that sound like /ew/ as in *moon*, *loop*, and *boot*.





TUESDAY

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Now, on a new sheet of paper, write the following word lists. Each of these word lists is a *word family*, or a group of words that have the same combination of letters and sound alike.

-ook

Cook

Book

Look

-oon

Moon

Spoon

Baboon

-ood

Good

Wood

Stood

-oot

Boot

Loot

Hoot

Have your child pick three words from these lists and see if you can come up with a silly sentence using those words.

Examples:

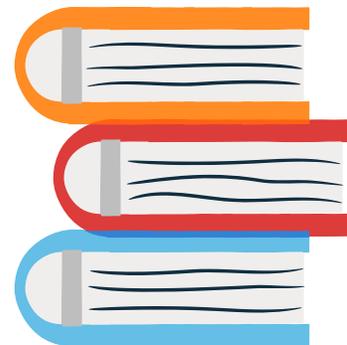
Oops! I cooked my wood spoon.

Look at that baboon hoot!

I stood in my moon boots.

Write the sentences and practice reading them together. Or, have your child write the sentences, helping them with tougher words.

If your child is ready: For a challenge, have your child look through books to see if they can find other *oo* words. When they find new words, add them to the existing word families, or start a new word family for any *oo* words with a different consonant at the end! Help them sound out any new words and identify if they have an /oo/ sound or an /ew/ sound.





WEDNESDAY

Physical Activity: Off to the Races!

How many ways can you have fun with a balloon? Find out in this activity that builds coordination, speed, and focus.



Length of activity:
10–15 minutes*

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

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



Level of Prep Required: Low



What you need:

- Balloon
- Time-keeping device

What your child is learning:

- Small and large muscle coordination
- Spatial awareness of their body and objects around them
- Changing flexibly between different rules

What you do: Fill a balloon with as much air as you can. Then, tell your child it's time for a balloon race!

Explain to them that you will set up a track with them around a room (easier) or an outdoor space (harder). They will take laps around this track, and for each lap, they will do a different balloon-related activity to keep the balloon from touching the ground. Some of the activities are challenging, so you will want to keep the track relatively small.

First lap: Keep the balloon in the air by bouncing it while walking around the track! This is easiest with hands, but head, knees, and feet are all fair game for keeping the balloon in the air.

Second lap: Your child should rub the balloon quickly back and forth over their hair to build up some static and then try to balance the balloon on their head as they walk through the course. This can be a tricky one! It's okay to use hands to lightly catch the balloon if it starts to fall.

Third lap: Your child should put the balloon between their knees and try to waddle or hop around the track without the balloon falling out.

Fourth lap: Put the balloon on the ground and blow it around the track.

If the balloon hits the ground during the first three laps, they should pick it back up, count to three, and then keep going.

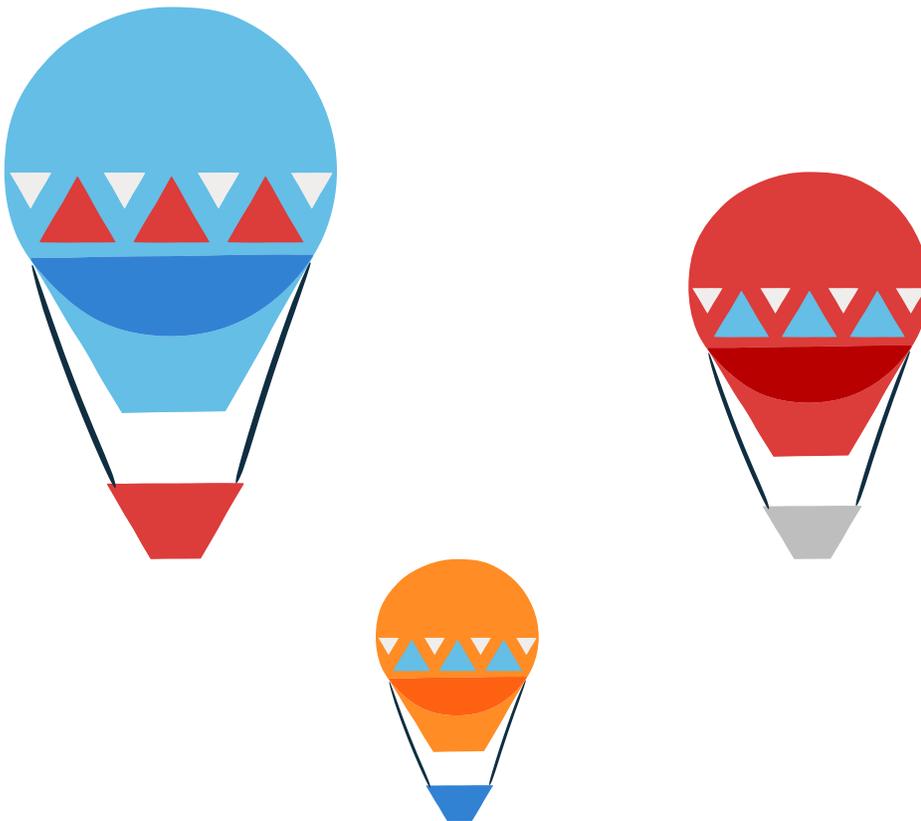
Time them while they complete the race. When they're done, see if they want to go again—can they beat their time?



WEDNESDAY

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If your child is ready: For more of a challenge, go back to the beginning of the lap if the balloon hits the ground. Same-age or older siblings can join in the fun! Here are suggestions for making the race fully cooperative: for the first lap, have siblings pass the balloon back and forth—no one can touch the balloon twice in a row! For the second lap, have one sibling balance the balloon on their head while the other helps to keep it from falling. For the third lap, have the siblings stand side by side with an arm around each other and sandwich the balloon between their sides while they try to walk together (extra challenging!). For the fourth lap, both siblings can try to blow the balloon at the same time.





THURSDAY

Math Activity: The Change Game

This game serves up a review of how coins and money work, with a side helping of addition practice.



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:

- Coins, including at least five pennies, three nickels, and two dimes per player (wash and dry before handling)
- Paper
- Pencil

What your child is learning:

- Values of different coins
- How to add, subtract, and exchange money
- Turn-taking skills

What you do: This game needs at least two players—this can be you and your child, or if they have same-age or older siblings, they can play too!

Before starting the game, look at the change with your child. Remind them that pennies are worth one cent, nickels are worth five cents, dimes are worth ten cents, and quarters are worth twenty-five cents. When making change, people can swap different coins for other coins, as long as they are equal numbers. For example, since nickels are worth five cents and dimes are worth ten cents, a nickel and another nickel equal a dime, because $5 + 5 = 10$.

Now it's time for the game! Everyone playing the game should create a game board for themselves (see the example on the [next page](#)). To do this, take a sheet of paper and fold it into four vertical columns. Trace a line down the fold of each column. Then, draw a horizontal line an inch or two below the top of the paper. Place a penny in the box farthest to the right, a nickel in the next box, a dime in the box next to the nickel, and a quarter in the last box. Write 1¢ above the penny, 5¢ above the nickel, etc.

Players take turns rolling the die and placing that many pennies in the penny column of their game board. As soon as a player gets five pennies in the penny column, the pennies can be traded in for a nickel. The pennies are then returned to the penny pile and the nickel is placed on the game board. When a player has two nickels in the nickel column, the nickels can be traded in for a dime. And when a player has two dimes and a nickel, they can trade in for a quarter.

The first player to get two quarters wins!



THURSDAY

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If your child is ready: For more of a challenge, turn this into a subtraction game by racing up to a quarter and then back down to 0 cents. While the player works on getting to the quarter, they should add up the pennies from their dice roll. After they reach a quarter, each roll takes away from their total cents.

25¢	10¢	5¢	1¢
			



FRIDAY

Literacy Activity: Postcards from Vacation

Your child will explore the world from the comfort of home in this imaginative exercise that puts the creative in creative writing.



Length of activity:
20–30 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:

A book of your choice set in a different place than the place where you live (for example, in class we usually do this activity with the book *Chicka Chicka Boom Boom*, which is set on a tropical island)

What your child is learning:

- To appreciate books
- To use their imagination to extend the world of a story
- To research places on the internet
- Writing and communication skills using letters



What you do: Read the book you've chosen out loud with your child. Pause to talk about any pictures and point out exciting features of the place where the story takes place. Ask if your child would like to visit that place. What would they like about it? Is there anything they might not like about it?

Now, ask if they know what a postcard is, and tell them that a postcard is a short letter that people send home from a place they are visiting. Postcards are cards with a picture on the front, usually of the vacation spot, and a place for writing a few sentences on the back. If you have examples of postcards in your home, show your child these examples.

Then say, "We're going to pretend to go on vacation and write postcards about the fun things we do and see!" Think with your child about what you would need to pack go on vacation to the place where the book takes place. For example, for a tropical book you might need a towel and bathing suit, for a book set in the arctic you would need a jacket, and for a book in the big city you would need some good walking shoes. If you have those items and your child is enthusiastic, have them go pack a small bag to take on their imaginary vacation, or change into their vacation outfit.

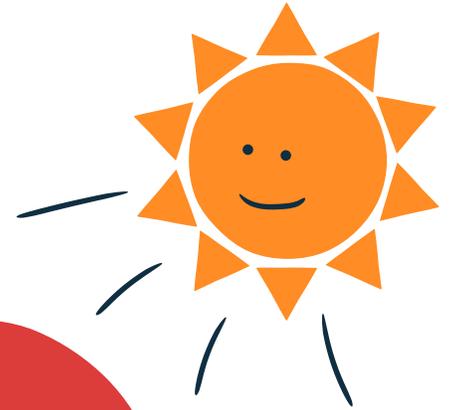
Then, look at pictures together of your destination on your device. Discuss what things you might do on vacation. Talk about the food and drink, the weather, and the things you might see, hear, and feel. What would they be excited to try out? Is there anything they would want to see? Is there music you might hear on your vacation, like ukulele for a tropical island or banjo for a farm? Listening to a song together can help set the tone. Once you have spent some time exploring the imaginary vacation, show them the index card and ask them to create a postcard telling a friend or family member about some of the fun things they did on their imaginary vacation. Ask them to illustrate one side of the card and write a note on the back.

If your child is ready: If your child enjoys writing the postcard, they can keep writing and illustrating more postcards for more family and friends! Or, they may be interested in writing a real letter to send to a loved one. They could even write about the imaginary vacation in their letter and include their postcard in the envelope when they mail it.



Everyday Learning Experiences

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



This week's science activity focuses on how plants get their **sunshine**. Throughout the week, pay attention to the plants you see in daily life. How much sunshine are they getting? Compare shade plants to plants in bright light. Do you notice any differences? Do you see some places where plants aren't growing—why do you think that is, based on what you know about what plants need to live?

Keep an eye out for **oo** words in your daily life and add them to the word families you've created!

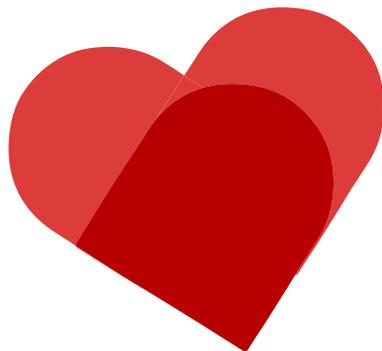
Have your child help keep up with your coins and change. If you have a **change collection**, they could help sort it and figure out how much change is in it. For safety, be sure to sanitize any change coming into the house by washing new coins in a small bowl with dish soap before letting your child handle them.

Wednesday's balloon race activity had lots of creative ways to use a balloon. What other objects in your life could you use in **creative ways**? See if your child can help you come up with surprising uses for everyday items.



Focus on Social and Emotional Learning

Many of us are still missing friends and family that we're unable to see due to social distancing. Remind your child of the vacation postcard activity, and ask them if they can think of any new ways to stay connected with the people they're missing. Encourage them to use their creative solutions to stay connected with friends and family.





Family Project

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



For the past few weeks, your family has been working through the first six themes of your family project. This week, we invite your family to explore the theme **Flexible Mindsets**.

Try this! →

Flexible Mindsets Have you ever heard the phrase, “When life gives you lemons, make lemonade”? That’s a great way to think about growing a flexible mindset. We can’t control certain things about life but we can control how we react to a difficult or surprising situation. Life during COVID-19 has required everyone to make sacrifices or adjustments so we can help not just our family and neighborhood, but the whole world. What does the word sacrifice mean to you? Can your family identify a surprising or positive outcome from the sacrifices they have made?

Add another layer to your family project that represents the sacrifices your family has made during the last few months.

Note: In case you missed it, we released our [Stay-at-Home Story: A KinderCare Family Project](#). By working on your project together, you’re helping your child develop important social-emotional skills in fun new ways, while building their communication skills, creativity, and confidence! There are many project suggestions that require little fuss and are easy to weave into your regular day.

If you opted out of the project, just talking about your common experiences is a great way to build your child’s skills and come closer together as a family. Use the prompts below as conversation starters with your child. The most important part of social emotional learning is creating an opportunity for sharing feelings and building community with others.

THEMES:

- **All the Feels:** Explore and identify your hopes, worries, gratitude, or frustrations.
- **Building Connections:** Find a way to embrace your family and community from a distance.
- **What Is Essential:** Redefine what *essential* means through your everyday actions.
- **Flexible Mindsets:** How are you learning and growing together as a family?
- **Who Are the Helpers:** Who is helping us? How are we helping others?