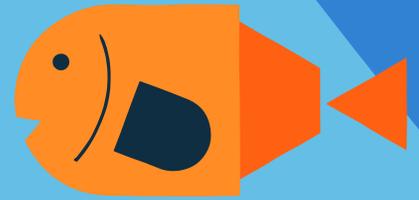


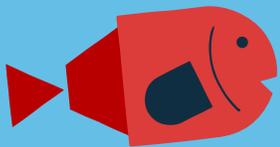
At-Home Learning Guide for Prekindergarteners (4 years old)

Week of June 8, 2020



This week in our centers, prekindergarten children would typically be exploring **water**. Whether your child is returning to a center or continuing to learn from home, there are many ways you and your child can explore the amazing world of water together.

This week begins with another lesson in surface tension as your child tests out different **bubble solutions**. Then get your creative juices flowing as you and your child write your own **rafting adventure** and explore moving fast and slow using different water-related actions. A trial-and-error activity in designing pipelines puts your child's **problem-solving skills** to the test. The week wraps up with an art activity that's also an introduction to **evaporation**.



Summer is here! And even though you may be staying home, that doesn't mean you have to miss out on the fun. Keep an eye out for the **summer guides** coming next week. They'll have a new look but will still be filled with fun ways to keep your child learning all summer long!

Developmental Domains

We built our curriculum around six domains that are important to the whole child. Interested in learning more? Click [here](#).

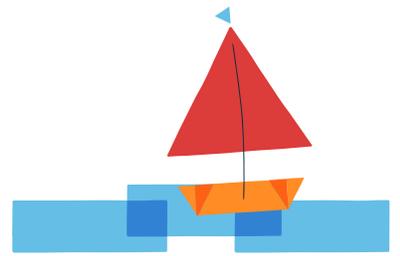


Learning Adventures

are small-group enrichment programs in our centers designed to give children experiences in cooking, STEM, phonics, and music. Some activities in this guide are adapted from these programs for your use at home. They're a great way to dig deeper into areas that may interest your child!

This Week's Theme:

Water



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 Wheels Turning (Cognitive Development)

Making Bubble Solutions The exploration of surface tension continues as your child tests different bubble solutions to see which makes the best bubbles.

Phonics Adventures (Learning Adventures)

Mixed-Up Rhymes Twinkle, twinkle, little car—car? Your child will be giggling with glee as you play this listening game!



TUESDAY

Write with Me! (Language and Literacy)

Rafting Trip Ready for an adventure? Create your own as you and your child write a story about a rafting trip.

Cooking Academy (Learning Adventures)

Fruit Salad with Honey Citrus Syrup Your child will learn math and science concepts as you prepare this delicious—and nutritious—salad!



WEDNESDAY

Get the Wiggles Out (Physical Development and Wellness)

Move Fast, Move Slow Can you paddle fast? Can you paddle slow? Grab your imagination and let's go!

STEM Innovators (Learning Adventures)

Making a Bird Feeder Crow needs help creating a bird feeder for Wren, one that keeps birdseed dry when it rains. Can you and your child help by making a bird feeder using common household items?



THURSDAY

Growing Flexible Brains (Executive Function)

Pipeline Problem-solving and planning abound as your child explores creating their own system of water pipelines.

Music Explorers (Learning Adventures)

Dance the Weather Singable Story Your child will sing and dance along to lyrics inspired by the weather!



FRIDAY

Express Yourself (Creative Expression)

Painting with Water Explore painting with water, where nature does the work of cleaning your canvas through evaporation.

Virtual Field Trip: National Geographic Kids Take a virtual trip to National Geographic Kids to check out some fun water-related experiments!



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! This week, we invite your family to explore the theme **Building Connections**.



Getting Ready for the Week: Materials to Gather

Monday

- ❑ [Bubble Solution Recipes](#)
- ❑ Bubble wands
- ❑ Liquid dish soap
- ❑ Liquid measuring cups
- ❑ Masking tape
- ❑ Measuring spoons
- ❑ Permanent marker (for adult use only)
- ❑ Pitcher
- ❑ Plastic containers with lids, 2–4
- ❑ Sugar
- ❑ Spoons
- ❑ Towel, to help with spills
- ❑ Water
- ❑ Corn syrup (optional)
- ❑ Glycerin (optional)



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

Tuesday

- ❑ Paper
- ❑ Pen or pencil
- ❑ [Rafting picture](#)

For Cooking Academy Activity:

- ❑ Fruit Salad with Honey Citrus Syrup [recipe card](#)
- ❑ Fruit Salad with Honey Citrus Syrup ingredients* 

Kitchen tools:

- ❑ Cutting board
- ❑ Sharp knife (for adult use)
- ❑ Butter knife
- ❑ Measuring cups and spoons
- ❑ Mixing bowl, small
- ❑ Mixing bowl, large
- ❑ Whisk
- ❑ Mixing spoon

*Fruit Salad with Honey Citrus Syrup ingredients:

- ❑ 1 pound strawberries, halved or quartered (or other berry of your choice)
- ❑ 1/2 cup blueberries (or other berry of choice)
- ❑ 8 ounces seedless grapes, halved
- ❑ 2 clementines or other variety of tangerine, peeled and segmented with seeds removed
- ❑ 1/2 an orange, peeled with seeds removed and cut into 3/4-inch pieces
- ❑ 1 apple, cored, cut into sixths, and sliced into 1/4-inch thick pieces
- ❑ 1 banana, sliced
- ❑ 2 tablespoons honey
- ❑ 1/8 cup lemon juice
- ❑ 1/8 cup orange juice

* The amounts listed here will make 5–6 servings. Adjust amounts as needed to serve your family. Substitute other fruits, if desired, to suit your family's preferences.



Wednesday

For the STEM Innovators activity:

- [Making a Bird Feeder video](#)

For the body of the bird feeder:

- Recycled materials, such as a plastic bottle or thin, plastic containers; pieces of cardboard; aluminum or tin can; cardboard or plastic milk carton (enough different items so your child can explore with several materials)
- Birdseed

For creating a perch:

- Craft stick, twig from a tree or bush
- Masking tape or other heavy-duty tape
- Glue
- Hot-glue gun (for adult use only)
- Scissors (both child- and adult-size)

For hanging the bird feeder:

- String or thin rope

** Note: We used a clean, empty milk carton for the bird feeder described in this activity, but simple bird feeders can be made from a variety of recyclable materials.*

Thursday

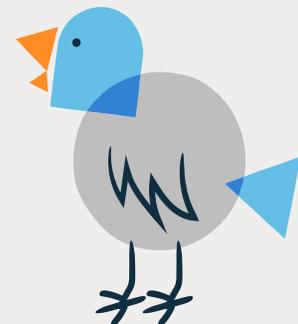
- Cardboard tubes
- Marble, or a small ball that will easily fit in a cardboard tube
- Masking tape
- Paper (optional)
- Small container

For the Music Explorers activity:

- [All Kinds of Weather vocabulary poster](#)
- [Video link](#) to storybook and song *Dance the Weather*, lyrics by Barbara Wilson Clay, music by Jane Gillman, illustrations by Krista Martenson

Friday:

- Container
- Paintbrush
- Water





MONDAY

Get the Wheels Turning: Making Bubble Solutions

The exploration of surface tension continues as your child tests different bubble solutions to see which makes the best bubbles.



Length of activity:
30 minutes*

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

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



Level of Prep Required: High



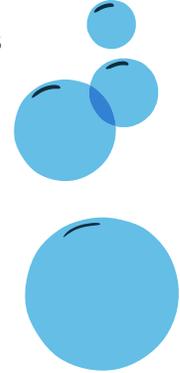
What you need:

- [Bubble Solution Recipes](#)
- Bubble wands
- Corn syrup (optional)
- Glycerin (optional)
- Liquid dish soap
- Liquid measuring cups
- Masking tape
- Measuring spoons
- Permanent marker (for adult use only)
- Pitcher
- Plastic containers with lids, 2-4
- Sugar
- Spoons
- Towel, to help with spills
- Water



What your child is learning:

- How to use measurement tools
- How to make observations and comparisons
- How to follow a recipe



What you do: Fill the pitcher with water. Place the pitcher and other materials on a table and keep a towel nearby to help clean up spills. Ask your child to think of the different places they've played with or made bubbles. This might include blowing bubbles outside, bubbles in a bathtub, bubbles in the dishwasher, and bubbles that form on their hands and in the sink when they wash their hands.

Show them the water, dish soap, and sugar. Tell them they'll make different bubble solutions using these ingredients, then test the solutions to see which one makes the best bubbles. Using the [Bubble Solution Recipes](#), help your child measure the ingredients to make the Soap and Water solution and the Sugar, Soap, and Water solution. If you have corn syrup or glycerin, you may want to make these solutions as well. Use masking tape to label the outside of each container with the type of solution that's in it. As they're mixing the solutions, explain to your child that adding soap and sugar to the water increases the surface tension, which is why we can use these solutions to blow bubbles that hold their shape longer than bubbles blown in just water.



MONDAY

(continued)

After the solutions are mixed, invite your child to blow bubbles with each of the different solutions. If you don't have bubble wands, [here](#) are some ways you can create your own. As they try the different solutions, encourage them to make observations and comparisons. Do some bubbles last longer than others? What happens when you touch the bubbles or try to catch them in your hands? What happens when the bubbles land on a surface, such as the ground or the lawn? Which solution(s) lets you blow bigger bubbles?

If your child is ready: Add a challenge to your bubble explorations by trying out this fun [Double Bubbles experiment](#). You can follow the directions at the start of the video to make a new bubble solution or try out the experiment using the bubble solutions you and your child created.

Bubble Solution Recipes

To make each bubble solution, measure the ingredients and place them in a container. Use a spoon to stir until all ingredients are combined. For the Sugar, Soap, and Water recipe, stir until the sugar is dissolved.

SOAP AND WATER

- 1 cup water
- 1 teaspoon liquid dish soap

CORN SYRUP, SOAP, AND WATER

- 2/3 cup water
- 2 tablespoons corn syrup
- 2 tablespoons liquid dish soap

SUGAR, SOAP, AND WATER

- 1/4 cup water
- 2 tablespoons sugar
- 1 tablespoon liquid dish soap

GLYCERIN, SOAP, AND WATER

- 1-1/4 cups water
- 1-1/4 teaspoons glycerin
- 1-1/4 tablespoons liquid soap



MONDAY

(continued)

Phonics Adventures: Mixed-Up Rhymes

Twinkle, twinkle, little car—*car*? Your child will be giggling with glee as you play this listening game!



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: Low



What you need:
N/A



What your child is learning:

- To practice listening for changed words and sounds
- To determine whether two sounds are the same or different

What you do: Tell your child you have a listening game for them. Use your finger to follow along as you read the rhyme to the right.

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

Next, have your child listen carefully, because you'll change some of the words in the rhyme to make it sound silly. Repeat lines as needed to help your child identify the words that are different.

Twinkle, twinkle, little car,
How I wonder who you are!
Up above the world so low,
Like a circle in the sky.
Twinkle, crinkle, little jar,
How I ponder what you are!



MONDAY

(continued)

This time, tell your child you'll change some words and some sounds to make the rhyme sound even sillier. Repeat lines as needed to help your child identify the words and sounds that are different.

If your child is interested in continuing the game, you can do this with any familiar children's rhyme! You can also challenge your child to change up a rhyme to have you identify the mixed-up words and sounds.

Questions to ask:

- What words or sounds sounded different?
- Which words rhyme?

Sprinkle, twinkle, little star,
How I wonder hut you are!
Down below the world so high,
Like a bluebird that can fly.
Sprinkle, twinkle, vittle star,
How I question what you are!



TUESDAY

Write with Me: Rafting Trip

Ready for an adventure? Create your own as you and your child write a story about a rafting trip.



Length of activity:
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
- Pen or pencil
- [Rafting picture](#)



What your child is learning:

- How to participate in group or shared writing experiences
- How to develop a story with a beginning, middle, and end
- How to draw information from pictures

What you do: Show your child the [picture](#) of people rafting. Tell them the people in the picture are in a raft. A raft is usually made of a thick, rubbery material that's filled with air. The raft floats on water, and people can sit in the raft and use paddles to steer the raft. Point out these different elements in the picture as you explain, then invite your child to make any additional observations or ask any questions they may have. Talk with them about the safety equipment the people in the picture are wearing. Explain that life jackets help to keep people floating in the water if they fall out of the raft, and helmets help protect their head if they fall out in rough water.

Next, invite your child to help you write a story about going on a rafting trip. Ask them what should happen at the beginning of your story and help them craft their ideas into sentences. Encourage them to use the picture to get ideas about what they might include in their story, and prompt them by asking questions to help them think about what comes next. Continue until the story has a beginning, middle, and an end, then read the finished story aloud.

If your child is ready: If your child shows interest, invite them to gather props related to your story and act out the story as you narrate it. If possible, use a video recording device to record their rafting adventure and share it with friends and family. Or you can write different parts of the story on separate sheets of paper and invite your child to illustrate the story to create their own book.

At-Home Learning Guide – Prekindergarteners

Week of June 8, 2020





TUESDAY

(continued)

Cooking Academy: Fruit Salad with Honey Citrus Syrup

Your child will learn math and science concepts as you prepare this delicious—and nutritious—salad!



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: High



What you need:

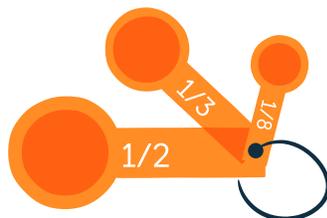
- Fruit Salad with Honey Citrus Syrup [recipe card](#)

Fruit Salad with Honey Citrus Syrup ingredients*

- 1 pound strawberries, halved or quartered (or other berry of choice)
- 1/2 cup blueberries (or other berry of choice)
- 8 ounces seedless grapes**, halved
- 2 clementines or other variety of tangerine, peeled and segmented with seeds removed
- 1/2 an orange, peeled with seeds removed and cut into 3/4-inch pieces
- 1 apple, cored, cut into sixths, and sliced into 1/4-inch thick pieces
- 1 banana, sliced
- 2 tablespoons honey***
- 1/8 cup lemon juice
- 1/8 cup orange juice

Kitchen tools:

- Cutting board
- Sharp knife (for adult use)
- Butter knife
- Measuring cups and spoons
- Mixing bowl, small
- Mixing bowl, large
- Whisk
- Mixing spoon



* The amounts listed here will make 5–6 servings. Adjust amounts as needed to serve your family. Substitute other fruits, if desired, to suit your family's preferences.

** Grapes can be a choking hazard for young children. Cut all grapes in half before serving to young children.

*** If you have children younger than one year old who will be eating the fruit salad, omit the honey.



What your child is learning:

- Literacy and math skills like following instructions, measurements, and fractions
- Food safety
- Cooking-related vocabulary
- How ingredients change when mixed
- Comparing and contrasting skills

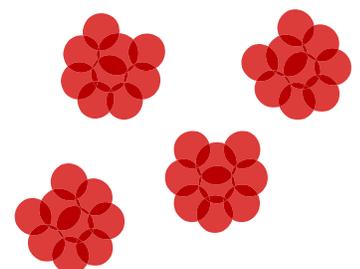
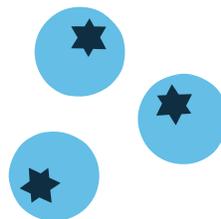
What you do: Ask your child what they know about salad. What kinds of salad have they eaten before? How are salads made? After your child shares, tell them salads are made by combining ingredients together. Many salads have a dressing, or sauce, on them.

Show your child the [rebus recipe](#) and invite them to help read it. Show your child the ingredients for the salad and syrup and ask them to identify each one.

Follow the recipe to make the salad. Your child can help measure ingredients; whisk together the ingredients for the syrup; slice the bananas and strawberries with a butter knife; combine the fruits; and drizzle the syrup over the fruits.

Conversation starters:

- What fruits do you like best?
- What did you enjoy about preparing this fruit salad?
- What other types of foods could we add to the salad?
- How does this salad compare to other foods you've tasted?





Fruit Salad with Honey Citrus Syrup recipe card

DON'T TRASH THAT!

Fruit Salad with Honey Citrus Syrup

Ingredients:

(makes 5-6 servings)



1 pound strawberries, halved or quartered



8 ounces seedless grapes*, halved



2 clementines or other variety of tangerine; peeled and segmented with seeds removed



1/2 an orange, peeled, seeds removed, and cut into 1/4-inch pieces



1/2 cup blueberries



1 apple, cored, cut into sixths, and sliced into 1/4-inch thick pieces



1 banana, sliced



2 tablespoons honey



1/2 cup freshly squeezed lemon juice



1/2 cup freshly squeezed orange juice

Instructions:

1. In a small  , combine the  ,  , and  . Mix until  is completely dissolved.
2. In a large  , combine the fruit.
3. Drizzle the syrup over the fruit and toss to evenly coat.

*Grapes can be choking hazards for young children. Cut all grapes in half before children eat them.

COOKING ACADEMY™ - EARTH-FRIENDLY EATING

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WEDNESDAY

Get the Wiggles Out: Move Fast, Move Slow

Can you paddle fast? Can you paddle slow? Grab your imagination and let's go!



Length of activity:
20 minutes*

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

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



Level of Prep Required: N/A



What you need:
N/A



What your child is learning:

- How their body can move in different ways and at different speeds
- How to follow directions in a movement game

What you do: Ask your child about different ways water can be used for play or for fun. Explore some different movements for water-related activities, such as swimming, paddling (using both hands on a single paddle), rowing (having the handle of an oar in each hand), and splashing. Then ask them what it means to do something fast or slow. Ask them to demonstrate by waving their hand slow, and then waving it fast.

Tell them you're going to play a game where you'll call out an action for them to do, then you're going to call out different speeds. Start by calling out an action, such as "swim," and after about 10 seconds add a speed, "swim fast!" About 10 seconds later, change the speed, "swim slow." Continue to call out actions and speeds, varying the speed of a single action before changing to a new action. As your child becomes familiar with the game, change both the action and the speed, or invite your child to call out the action and the speed for you.

If your child is ready: Use varying degrees of speed, such as "swim a little faster," "swim really fast," or "swim a little slower."



WEDNESDAY (continued)

STEM Innovators: Making a Bird Feeder

Crow needs help creating a bird feeder for Wren, one that keeps birdseed dry when it rains. Can you and your child help by making a bird feeder using common household items?

Note: This is a similar activity to one in the *Preschool At-Home Activities Guide*; however, it's also fun for children at this age. This is a great multi-age activity!



Length of activity:

25–35 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:

- [Making a Bird Feeder video](#)

For the body of the bird feeder:

- Recycled materials, such as: plastic bottle or thin, plastic containers; pieces of cardboard; aluminum or tin can; cardboard or plastic milk carton (enough different items so your child can explore with several materials)
- Birdseed

For creating a perch or other design elements:

- Craft stick, twig from a tree or bush
- Masking tape or other heavy-duty tape
- Glue
- Hot-glue gun (for adult use only)
- Scissors (both child- and adult-size)

For hanging the bird feeder:

- String or thin rope



* *Note:* We used a clean and empty milk carton for the bird feeder described in this activity, but simple bird feeders can be made from a variety of recyclable materials. Check out [this article](#) if you'd like some inspiration.

What your child is learning:

- Design cycle processes of exploring materials and ideas, creating, sharing, redesigning, and sharing again
- Empathy while relating a story character's problem to their own lives
- How to use household materials to design and build an original creation to solve a problem





WEDNESDAY

(continued)

What you do: Before you begin, watch this [video](#) from Shawn, one of our resident STEM experts, to learn about the design cycle and how you can help your child use it to design and build their own bird feeder.

Show your child Crow and Wren (below), then read this story:

One day, Crow invited Wren for dinner. Crow spent all day preparing a special seed mix and was looking forward to serving it to Wren.

Dinnertime arrived, but Wren did not appear. Crow called out, “Wren! Where are you? Dinner is ready and I’m hungry!”

Wren replied, “I’m coming, I’m coming! I’m taking a bath, and then I’ll fly over for dinner.”

Crow waited and waited; but still Wren did not appear. Crow called out again for Wren. “Wren, where are you? I’m very hungry!”

“Yes, yes, I’m coming! I’m finishing my bath, and then I’ll be there,” said Wren.

Crow waited and waited. Finally, she was just too hungry to wait any longer. “I’ve waited long enough,” said Crow. “I’m hungry and I want my dinner!”



So, Crow began eating dinner alone. The special seed mix was so tasty! Crow tried to eat slowly so she wouldn’t eat too much. And still Wren did not appear. Crow kept eating and eating. Before Crow knew what had happened, she had eaten most of the dinner! What should she do? Crow decided she would put some of the leftover seeds out for Wren, in case he came by.

Crow looked around her nest and wondered what she could put the seeds in for Wren. And then Crow noticed it was starting to rain.



“Oh no!” Crow said. “How will the food stay dry if I put it out for Wren? Wet birdseed isn’t any good at all!”



WEDNESDAY

(continued)

After reading the story, ask your child what they could make to hold Wren’s dinner and protect it from the rain. Show your child the materials and give them time to explore and think about their design. Have a discussion about the kinds of things they will have to consider for their bird feeder.

- What do birds eat?
- What size is their food?
- What size should the bird feeder be?
- How will you keep the food dry?
- How will the birdseed go into the feeder?
- How will birds get to the birdseed?
- Where will the birds rest, or stand, while eating the birdseed?



As you help your child consider different bird-feeder designs, keep in mind:

- Bird feeders must be sturdy enough to withstand different weather conditions.
- Bird feeders need a way to be filled with birdseed.
- Birdseed must stay dry.
- Birds need a way to access the feeder, such as a perch, and they need a way to get to the birdseed.
- Bird feeders need to be cleaned regularly.

Work together to decide on and create a design for the bird feeder. When it’s finished, help your child share the bird feeder and how it was designed with a family member or friend. Ask that person for feedback on the design, then encourage your child to make adjustments based on the feedback and share it again. When it’s all done, hang the bird feeder outside and invite Wren and his friends to come eat!

Questions to ask:

- How can you make sure the birdseed won’t spill out?
- How can you make sure the bird feeder is sturdy?
- How can you make sure the food won’t get wet when it rains?





THURSDAY

Growing Flexible Brains: Pipeline

Problem-solving and planning abound as your child explores creating their own system of water pipelines.



Length of activity:
30 minutes*

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

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



Level of Prep Required: Medium



What you need:

- Cardboard tubes
- Marble, or a small ball that will easily fit in a cardboard tube
- Masking tape
- Paper (optional)
- Small container



What your child is learning:

- How to plan material usage before building
- How to problem-solve when testing ideas
- How to focus their attention on a specific task

What you do: Tape a cardboard tube to a wall at your child's eye-level, taping the tube at an angle so a marble placed in one end of the tube will roll to the other. Place the container against the wall on the floor approximately one foot to the right or left of the cardboard tube, so the bottom of the tube points towards the container.

Ask your child how water moves through homes. Explain that water moves through pipes to get from one place to another. If possible, show them the water pipes under a sink as you explain. Then show them the cardboard tube and container you have set up and tell them they will pretend the tube is a pipe and that the marble is the water that needs to get to the container. Have them put the marble in the top of the tube, what happened? Did the marble land in the container? Explain that they'll add more tubes to help guide the marble to the container. Show them how to tape a cardboard tube to the wall in a location of their choice. Invite them to add cardboard tubes until they are ready to test if the marble will make it to the container. If you don't have enough cardboard tubes, roll the paper into tubes about the same diameter as a cardboard tube and secure with tape.

Encourage them to make observations during the test. Did the marble roll through all the tubes? Did it get stuck anywhere? If so, why do they think it got stuck and how could they fix it? Where did the marble land? How can they adjust the placement of their tubes to get the marble in the container? Have them continue exploring and testing until the marble lands in the container. Throughout the process, ask questions and encourage them to explain what they are doing and why they are doing it. For example, "I see you're putting that tube closer to this one, why did you decide to move it?"

If your child is ready: You can add a challenge to the activity by putting the container on the opposite side of where the bottom of the tube is pointing, or by taping a second tube to the wall, lower than the first, that they must use in their design.



THURSDAY (continued)

Music Explorers: *Dance the Weather Singable Story*

Your child will sing and dance along to lyrics inspired by the weather!

Note: This is a similar activity to one in the Preschool At-Home Activities Guide; however, it's also fun for children at this age. This is a great multi-age activity!



Length of activity:
15–20 minutes*

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

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



Level of Prep Required: Low



What you need:

- [All Kinds of Weather vocabulary poster](#)
- [Video link](#) to storybook and song *Dance the Weather* lyrics by Barbara Wilson Clay, music by Jane Gillman, illustrations by Krista Martenson



What your child is learning:

- To move creatively to music
- The connection between songs and books
- To identify characters and objects in a book
- To make observations about weather

What you do: Share with your child that some songs tell stories, and you have a song that has a storybook to go with it. Explain that the book is about the weather. Show your child the All Kinds of Weather [vocabulary poster](#) and talk about their experiences with weather. Which types of weather has your child experienced? How do they feel when the weather is stormy? What types of weather do they like the most? Look outside and talk about today's weather. Have your child match your weather to one of the images on the poster.

Play the [video](#) and invite your child to watch along as the book is sung aloud. Sing along as you catch on to the lyrics and tune. Emphasize the rhyming words as you sing.

Then, help your child reflect on the story. Ask them who the characters were. What were the characters doing in the story? What instruments were the characters playing toward the end of the story? Play the video again, this time pausing it on the last page and inviting your child to identify the instruments.

Play the video as many times as you'd like, encouraging your child to dance and sing along to the music with you!



THURSDAY

(continued)

Questions to ask:

- What is our weather like today?
- How do you feel when it's stormy?
- What were the characters doing? How do you think they were feeling?
- What instruments were the characters playing at the end of the story?
- How would you dance in sunny weather? Windy weather? Snowy weather?
- How does this music make you feel?





rain



lightning



snow



sunny



cloudy



windy



cold



hot



FRIDAY

Express Yourself: Painting with Water

Explore painting with water, where nature does the work of cleaning your canvas through evaporation.



Length of activity:
20 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:

- Container
- Paintbrush
- Water



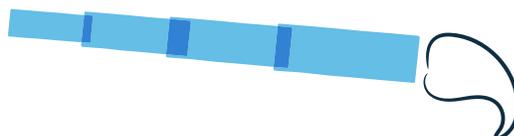
What your child is learning:

- How to use different tools and materials to create two-dimensional art
- A beginning understanding of evaporation
- Fine motor skills as they use the paintbrush

What you do: Fill the container with water and select a sunny outdoor surface for your child to paint on. If an outdoor surface isn't available, create an indoor space using a sheet of dark paper in a sunny window.

Invite your child to paint with water on the selected surface. As they paint, tell them as the surface they are painting on gets hotter, the water will start to *evaporate*—or turn into an invisible gas called *vapor* and go up into the air where we can no longer see it. Ask them what they think will happen to their painting when the water evaporates. Invite them to continue painting for as long as they're interested, encouraging them to make observations about what happens to their paintings and how long it takes. If possible, invite them to explore different surfaces in different sunny and shady spots. What happens to the water when they paint in the shade? What surfaces evaporate quickly? Slowly?

If your child is ready: Fill a small plastic or paper cup with one inch of water, cover the cup with foil or plastic wrap, and insert a craft stick or wooden skewer with the point cut off into the wrapping to create a handle for an ice cube. Freeze until solid. Remove the ice cube from the cup and invite your child to draw on a sunny outdoor surface with the ice cube. Encourage your child to make observations and comparisons between painting with water and drawing with an ice cube. How is drawing with an ice cube different than painting with water? What happens if you move the ice cube too fast? What happens when you leave the ice cube in one place for a little while?



HOME



FRIDAY

(continued)

Virtual Field Trips

Looking for more ways to have fun with water? Take a virtual trip to National Geographic Kids where you can...



...[make an ocean in a bottle!](#)



...[create your own lava lamp!](#)



...[explore upside-down water!](#)



Everyday Learning Experiences

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

The activity Rafting Trip invites you and your child to tell a story, but you don't need a picture and a prompt to work on your **story-telling skills**. Invite your child to create a story any time you've got some time to fill. For example, if your child is playing with a toy boat in the bathtub, work together to tell a story about that boat. Who's on the boat? What are they doing? The stories may be short and simple, but they are an excellent way to help build your child's language and literacy development.

Moving at different speeds helps your child build awareness of and confidence in **how their body moves**. You can encourage this development throughout the day by asking your child to do different tasks at different speeds. For example, if they're helping mix pancake batter, ask them to stir faster or slower; or if they're moving through the house too fast, ask them to slow down.

Explore **evaporation** in your surroundings. Is there water on the sidewalk from a sprinkler? Puddles from rain? Drops of water in the tub after a bath or shower? These are all opportunities to talk with your child about evaporation. If time allows, you and your child can see how long it takes for the water to evaporate—is it minutes? Hours? Days?

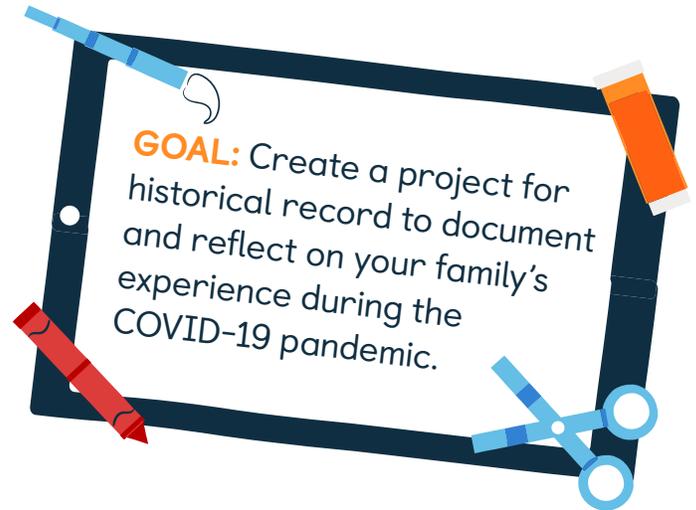




Focus on Social and Emotional Learning: Family Project

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 different themes for your family project. This week, we invite your family to explore the theme **Building Connections**.



Empathy is one of the most important skills we can help children develop, even in their earliest years. Whether processing the pandemic or the protests that have swept our country, the ability to put ourselves in someone else's shoes to **try and understand what they're feeling** is vital. When we feel empathy for others, we're able to see perspectives beyond our own and show kindness and compassion. And when we're shown empathy, we **feel understood and less alone**.

Try this!

Instilling **empathy** in our children helps create a better world. This week, continue your family project by reflecting on and practicing empathy. It begins with understanding that the differences among people are **valuable**. Talk with your children about the importance of listening to and learning from others' life stories. What does it feel like to be treated unfairly because of how you look?



Ask your children **how they're feeling** and share your feelings with them. Then ask how it feels when others show concern for their feelings. What can they learn from that? What are some ways we can show others that we care about them and their feelings? Helping to develop empathy in your children is an important step in promoting **understanding and building connections**. Empathy is something that makes us and the community around us **stronger**!



Note: In case you missed it, we released [Our Stay-at-Home Story: A KinderCare Family Project](#) in May. 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! Many of the project suggestions require little preparation and are perfect to weave into your regular day.

If you've 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 themes below as a conversation starter 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?

