

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

Week of June 8, 2020



Time flies when you're learning! Whether it's the time it takes for a seed to grow into a sprout, the time it will take until summer is officially here, or timing out the scenes of a play, this week will have your child thinking about **time** in different ways. They will even time travel to **ancient Greece** with an Olympics-themed physical activity!

This week your child will also practice important first-grade **readiness skills** with sight words *down*, *little*, *come*, and *get*, along with counting days, weeks, and months using a calendar.

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: From Seed to Plant

Learn about plant life cycles and watch as a seed grows to a plant! Plus, an optional activity gives your child the opportunity to grow their own sprouts.



TUESDAY

Phonics Activity: Popcorn Words *Down, Little, Come, and Get*

Down, little, come, and get are all words that "pop" up often! Today, your child will learn to recognize these words on sight.

WEDNESDAY

Physical Activity: Kindergarten Pentathlon

It's the kindergarten Olympics! These five physical events will challenge your child's running, jumping, throwing, flexibility, and strength.

THURSDAY

Literacy Activity: *All the World's a Stage*

This activity gives your child the opportunity to bring their favorite story to life in the form of a play.

FRIDAY

Math Activity: Calendar Explorer

Use fun family events to review calendar skills with your child.

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

- [Link](#) to time-lapse video of seed growing

For optional activity:

- Paper towel
- Seeds or dried bean (if using dried beans, soak overnight before doing the activity)
- Resealable bag

Tuesday

- Crayons or markers
- Child-size scissors
- Paper and pencil (only if you aren't able to print the Popcorn Words sheets)
- Popcorn (optional)
- [Popcorn Words](#)
- [Popcorn Word Identification](#) (2 pages)

Wednesday

- Ball
- Four small objects, like blocks or rocks
- Limbo pole (like a stick, pool noodle, yardstick, etc.)
- Line-drawing materials (like tape, sidewalk chalk, stick, or rock)
- Time-keeping device

Thursday

- A favorite book
- Props and costumes
- [Storyboard](#) and [script](#) guides (optional)

Friday

- Month-to-month calendar
- Pen or pencil

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





MONDAY

Science Activity: From Seed to Plant

Learn about plant life cycles and watch as a seed grows to a plant! Plus, an optional activity gives your child the opportunity to grow their own sprouts.



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:

- [Link](#) to time-lapse video of seed growing

For optional activity:

- Paper towel
- Seeds or dried bean (if using dried beans, soak overnight before doing the activity)
- Resealable bag

What your child is learning:

- How plants grow and change in different seasons
- How seeds become plants
- Plants have life cycles just like animals

What you do: Ask your child to remind you what you did yesterday, such as eat breakfast, play in the yard, sleep, etc. Now, look at a plant and ask them what they think the plant did yesterday. Talk with them about their ideas and then ask them if the plant was able to do any of the things they mentioned. For example, did the plant need to eat breakfast? Can it move around the yard? Do plants sleep? What do plants *do* all day?

Explain that most of the action in a plant happens on the inside. Its stem, branches, leaves, and roots function a lot like the systems on the inside of our bodies. If you did the celery experiment from the week of [May 25th](#), remind them that the celery drank water all day using its stem without ever needing to move. Because most plants grow very slowly, it is sometimes hard to tell that they are changing. However, plants are changing all the time.

Ask what changes can be seen in trees as the seasons change (leaves fall off in autumn, new buds arrive in spring, etc.). Explain that these changes are all part of the plant's life cycle. If you did the animal life cycle activity from the week of [May 11th](#), remind them of this activity now. Tell them that just like animals and humans have a life cycle, plants have a life cycle too! During the spring and summer months, plants "eat" by taking up water and nutrients through their roots and send these to the leaves and buds to help plants grow and produce seeds to grow new plants. In the fall, plants stop sending water and nutrients to their leaves and "go to sleep" until it's spring again.



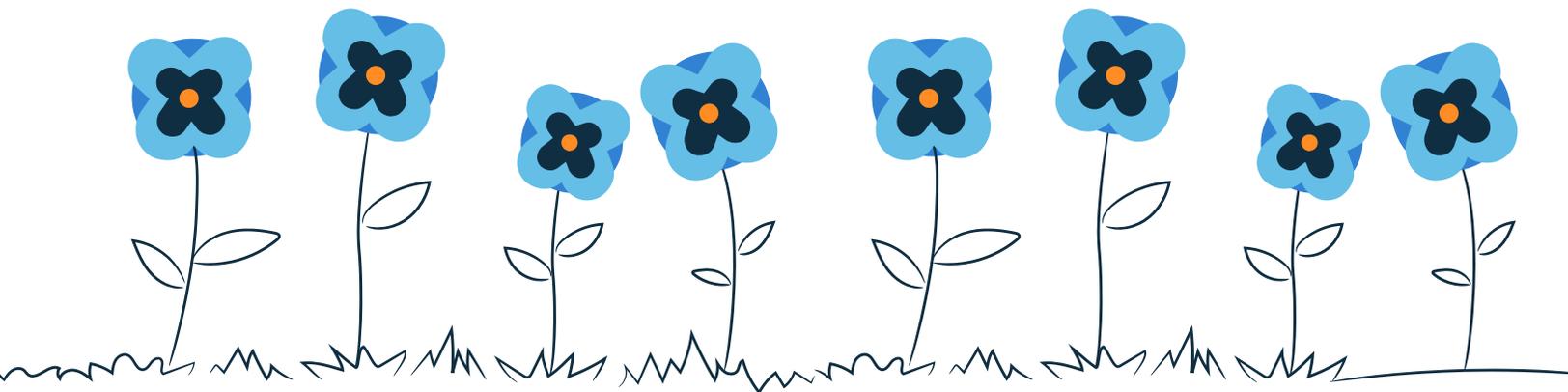
MONDAY

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Ask your child what they know about how plants start their lives—as seeds! The seed is the first step in a plant’s life cycle. Explain that each seed carries a tiny plant, stores food for the plant, and protects it as it grows. Using your device, watch the time-lapse [video](#) of a plant growing. Ask your child what they notice about how the plant develops over time. First, it starts as a seed, then it grows a root, and finally starts growing leaves and getting taller and taller.

You may stop here or continue with an activity to demonstrate how seeds grow, using seeds, a paper towel, and a resealable bag. Fold and dampen a paper towel and place it in a resealable bag. Now, place seeds on one side of the paper towel by pressing them into the towel. You should be able to see the seeds when you are looking at the bag. Seal the bag and place it in a sunny location. Check on it every day... you should be able to see your seeds start to root and sprout within a few days! Once leaves have started to emerge on the sprouts, you can move the seeds to a soil planter if you want to continue the fun.

If your child is ready: If your child is interested, take photos and notes on how the seeds grow each day. Measure the sprouts and keep a record of how they much bigger they get day by day. For a little extra math graphing practice, you can record how the sprout grows over time with a line graph using instructions from the [May 18th](#) week of activities.





TUESDAY

Phonics Activity: Popcorn Words *Down, Little, Come, and Get*
Down, little, come, and get are all words that “pop” up often! Today, your child will learn to recognize these words on sight.



Length of activity:
15–20 minutes*

*This activity can be split over multiple days.

Level of Engagement Required by Adult: High



Level of Prep Required: High



What you need:

- Crayons or markers
- Child-size scissors
- [Popcorn Words](#)
- [Popcorn Word Identification](#) (2 pages)
- Paper and pencil (if you're unable to print the Popcorn Words sheets)
- Popcorn (optional)

What your child is learning:

- To repeat or recite a short poem, rhyme, fingerplay, or song
- The difference between letters, words, and sentences
- To read the small words that are used often in children's literature, such as *down, little, come, and get*

What you do: Print the [Popcorn Words](#) and [Popcorn Words Identification](#) (2) sheets. Alternative instructions for the activity are provided if you can't print these sheets.

Tell your child that Popcorn Words are words that are “pop up” a lot in books for children. Teach them this chant and the actions that go with it, then say and do it together. If you did the at-home activities for the week of [May 18th](#), the chant will be familiar!

You pour the oil in the pot, **[Pretend to pour oil.]**

Then you let it get hot.

You put the popcorn in, **[Pretend to pour in popcorn kernels.]**

Then you start to grin.

Sizzle, sizzle, sizzle, **[Slowly bend knees.]**

Sizzle, sizzle, sizzle, **[Bend knees into a squat.]**

Pop! **[Jump up.]**



TUESDAY

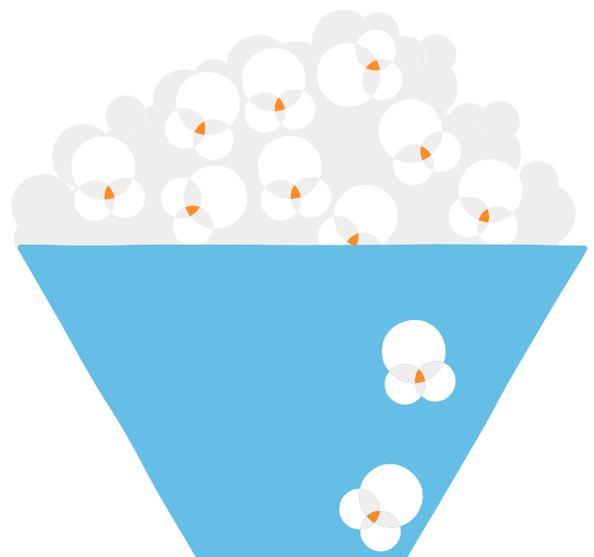
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Show your child the Popcorn Words sheet with the words *down*, *little*, *come*, and *get*. Read each word and ask your child to echo the word back to you. Ask them questions about each word. “How many letters does the word have?” Clap the letters in each word together as you say them. Invite them to cut out each of the four Popcorn Words. If you can’t print the sheet with the four words, cut out four simple popcorn shapes and have them copy one of the words on each shape.

Next, read the directions on the two Popcorn Words Identification sheets and encourage your child to complete them. If you can’t print the sheets, you can talk through the activities together while showing them the sheets on your device. Ask them to find and point to each of the four Popcorn Words introduced in this activity.

To keep these words top of mind in your other activities throughout the week, help your child find a space to display the Popcorn Words. If you’d like, pop some actual popcorn to help them remember how “tasty” Popcorn Words can be!

If your child is ready: Ask your child to choose a children’s book. Give them a sheet of paper and a pencil. Have them write each of the Popcorn Words on the paper, then look through the words in the story and make a tally mark next to the Popcorn Word on the paper for each time that word appears in the book. Ask them to add up the tally marks to see just how often each word “popped” up in the story!





Popcorn Words

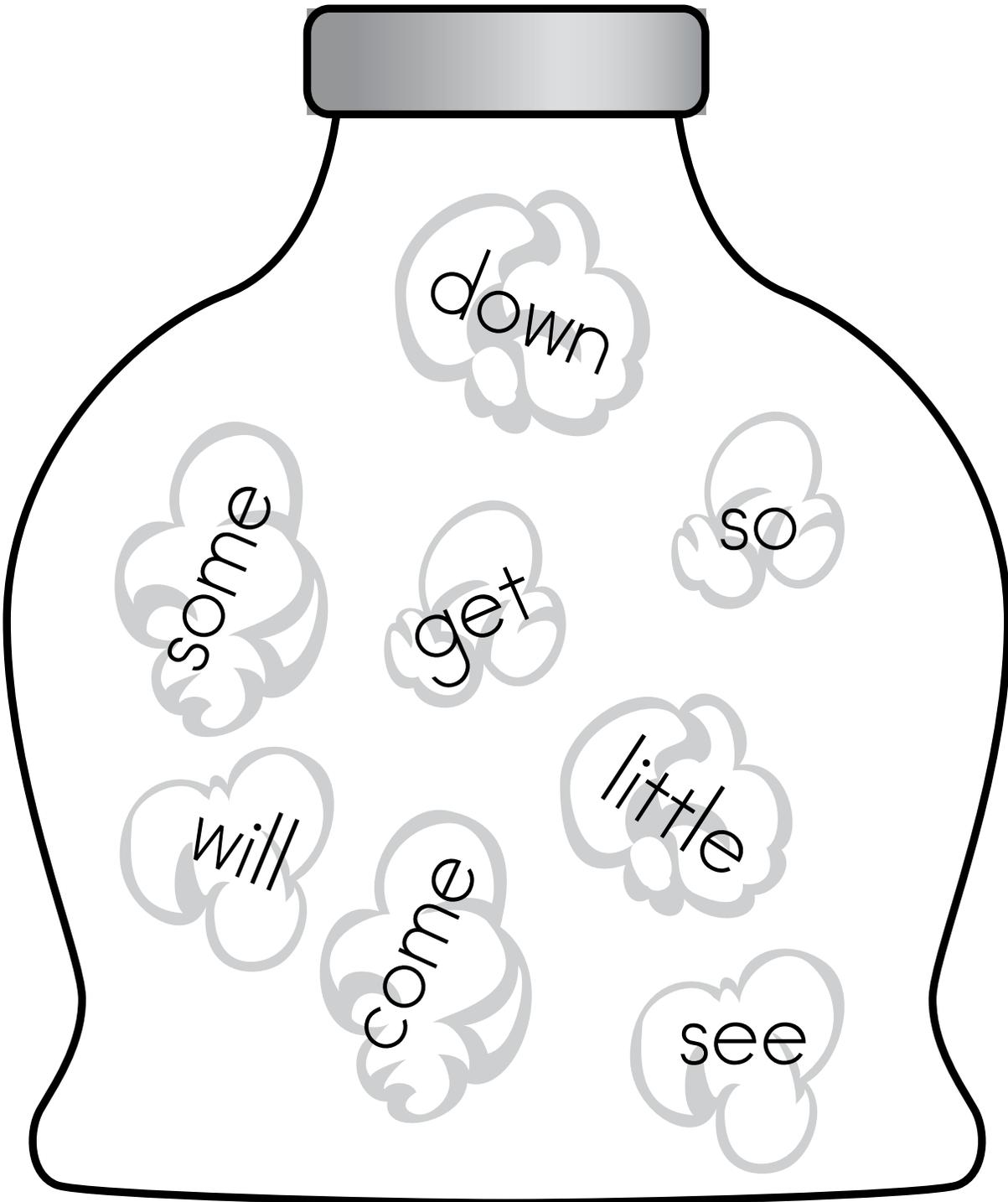




Popcorn Word Identification

Name _____

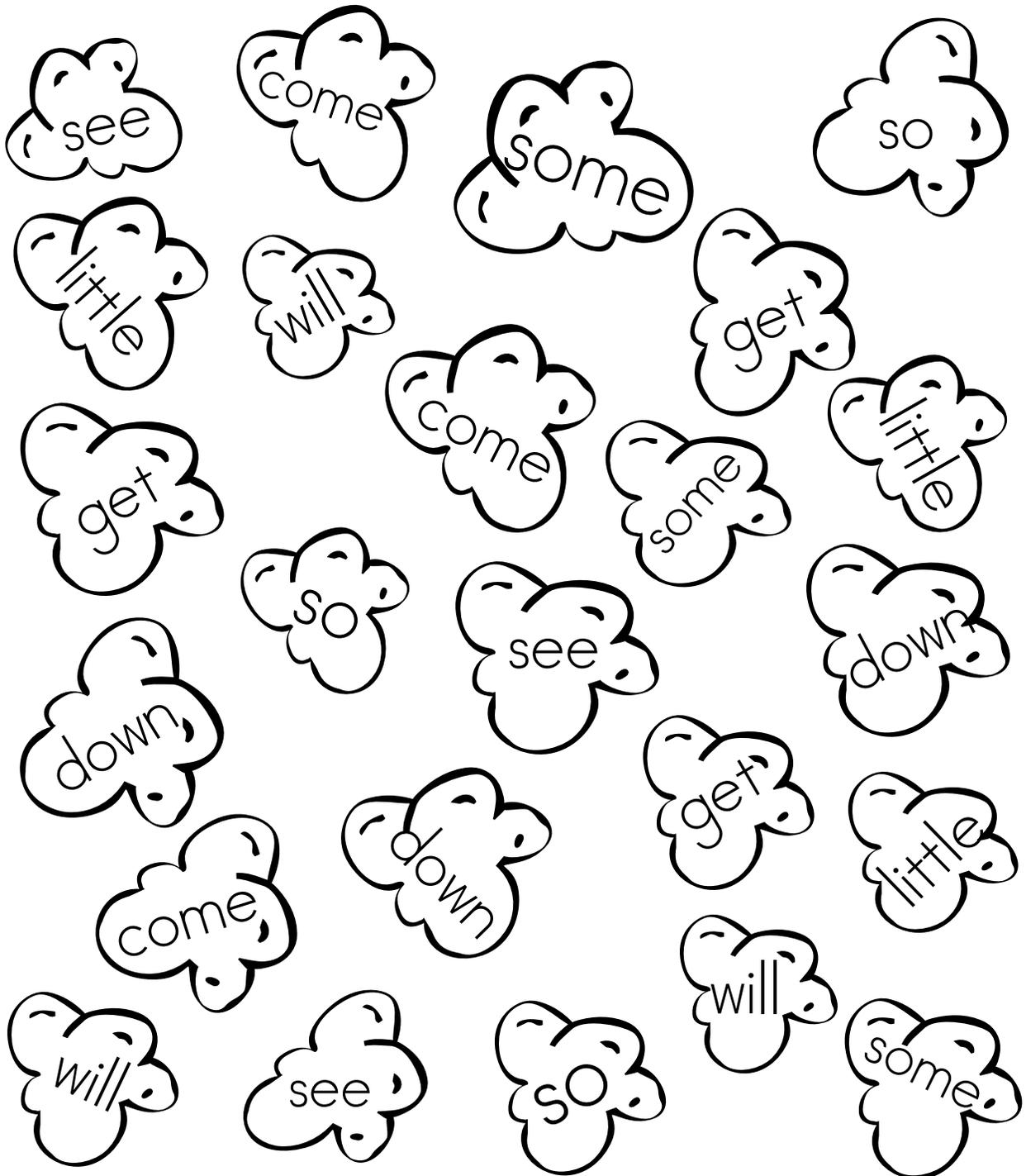
Color each Popcorn Word a different color. Some words are new and some are review words.





Popcorn Word Identification

Look at a word on the previous page. Find the three matching words on this page and color them the same color.





WEDNESDAY

Physical Activity: Kindergarten Pentathlon

It's the kindergarten Olympics! These five physical events will challenge your child's running, jumping, throwing, flexibility, and strength.



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: High



What you need:

- Ball
- Four small objects, like blocks or rocks
- Limbo pole (like a stick, pool noodle, yardstick, etc.)
- Line-drawing materials (like tape, sidewalk chalk, stick, or rock)
- Time-keeping device

What your child is learning:

- Big-muscle coordination like jumping and throwing
- How to practice strength, cardio, and flexibility training
- Working towards a goal

What you do: Explain that a *pentathlon* (pen-TATH-uh-lon) is a type of sporting event with a long history. The first pentathlons were part of the Olympic games in ancient Greece thousands of years ago! They were a set of five sporting events, like running and jumping, that the ancient Greeks thought were important parts of ideal physical fitness. The pentathlon is still part of today's Olympic games, but these days the five events include events that were important parts of being a good soldier in the late 1800s when the modern Olympics began.

Our Kindergarten pentathlon is made of five events that focus on important parts of health and fitness for kids. Running, jumping, throwing, flexibility, and core strength are all important parts of physical fitness at this age (and for adults as well!)



WEDNESDAY

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Set up the pentathlon events as described below, and have your child try them. Record their best attempts for each. See if they can beat their own records! If you can't get through the full pentathlon, pick and choose which events to try, depending on your time constraints, materials, and your child's interest.

Long jump: Draw a starting line on the ground. Starting at this line, have your child jump as far forward as they can go. Mark this spot using tape, sidewalk chalk, or a rock. Help your child use a measuring tape to see how far they were able to jump—the farther the better!

Distance throw: This event is best done outside, using a ball that does not bounce much. Draw a starting line on the ground. Set a target for your child to aim at far away from the starting line. Give them a ball and see how far they can throw the ball towards the target while keeping both feet planted on the ground behind the starting line. If you do not have a ball for this activity, you can create one by crumpling up newspaper and taping it together in a ball shape. Measure the distance from the starting point to the place the ball hits the ground using a measuring tape.

Shuttle run: Draw a starting line on the ground. Measure a distance 30 feet from the starting line and draw another line to create a goal line. On this line, place four small objects, like blocks or rocks. When you say "go", your child will run to the goal line, pick up one object, run back, and drop the object at the starting line. They will keep going back and forth until they have dropped all four objects at the starting line. Time how long it takes from the time you say "go" till the time the last object is dropped at the starting line.

Limbo: Practice flexibility with a game of limbo! Hold a limbo pole horizontally off the ground a little under your child's height and see if they can get under the pole without touching it or the ground. Gradually move the pole lower and lower and repeat, until they are not able to get under it without touching the ground. To turn this into summer fun, use a hose instead of a pole for a game of water limbo. Measure the height of the limbo pole from the ground.

Plank: Teach your child the plank pose. First, have them lie on the ground on their stomach. Then, they should prop their torso up and head up by resting their forearms on the ground, with elbows below shoulders. Finally, they should lift their pelvis, leaving their knees on the ground. Time how long they can hold this pose before it starts to get uncomfortable!

If your child is ready: : If your child is enthusiastic, make a record of their times now and plan to come back and try again later. Can they improve their records by practicing for a week?



THURSDAY

Literacy Activity: All the World's a Stage

This activity gives your child the opportunity to bring their favorite story to life in the form of a play.



Length of activity:
30–45 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:

- A favorite book
- Props and costumes
- [Storyboard](#) and [script](#) guides (optional)

What your child is learning:

- Appreciation for multiple forms of the same story
- How to create their own plays and retell stories in their own voice
- How to perform confidently
- Script writing

What you do: With your child, pick out a book that they would like to try making a play out of. Read the book together.

Next, help your child think through the scenes they could perform to show the story on the stage. They should pick at least one scene to show the beginning of the story, one or two scenes to show the middle of the story, and one scene to show the end of the story. For example, if your child wants to make a play out of a Cinderella storybook, they might choose a beginning scene showing Cinderella doing chores for the wicked stepmother, a middle scene where Cinderella meets her fairy godmother, a second middle scene where Cinderella goes to the ball and loses her shoe, and a final scene where Cinderella tries on the shoe and it fits.

Next, have your child make a plan for each scene. They should think through which characters will be in which scene, and who should play which character. You may choose to help out and play a role, or they can also use stuffed animals as extra “actors” if there are not enough people to fill out the scene. Have them think through what the characters should do and say in each scene. What costumes should the characters wear? What props will they need? Have them gather any costumes and props they need.

We've included a storyboard and script resource at the end of this guide for extra help planning out scenes. A storyboard is a series of panels that shows what scenes will look like. A script is the words that will accompany each scene. The storyboard and script can be as basic or as complicated as your child wants to make them—some children may have specific lines they want to say in each scene while others may just have an idea of what should happen by the end of the scene.



THURSDAY

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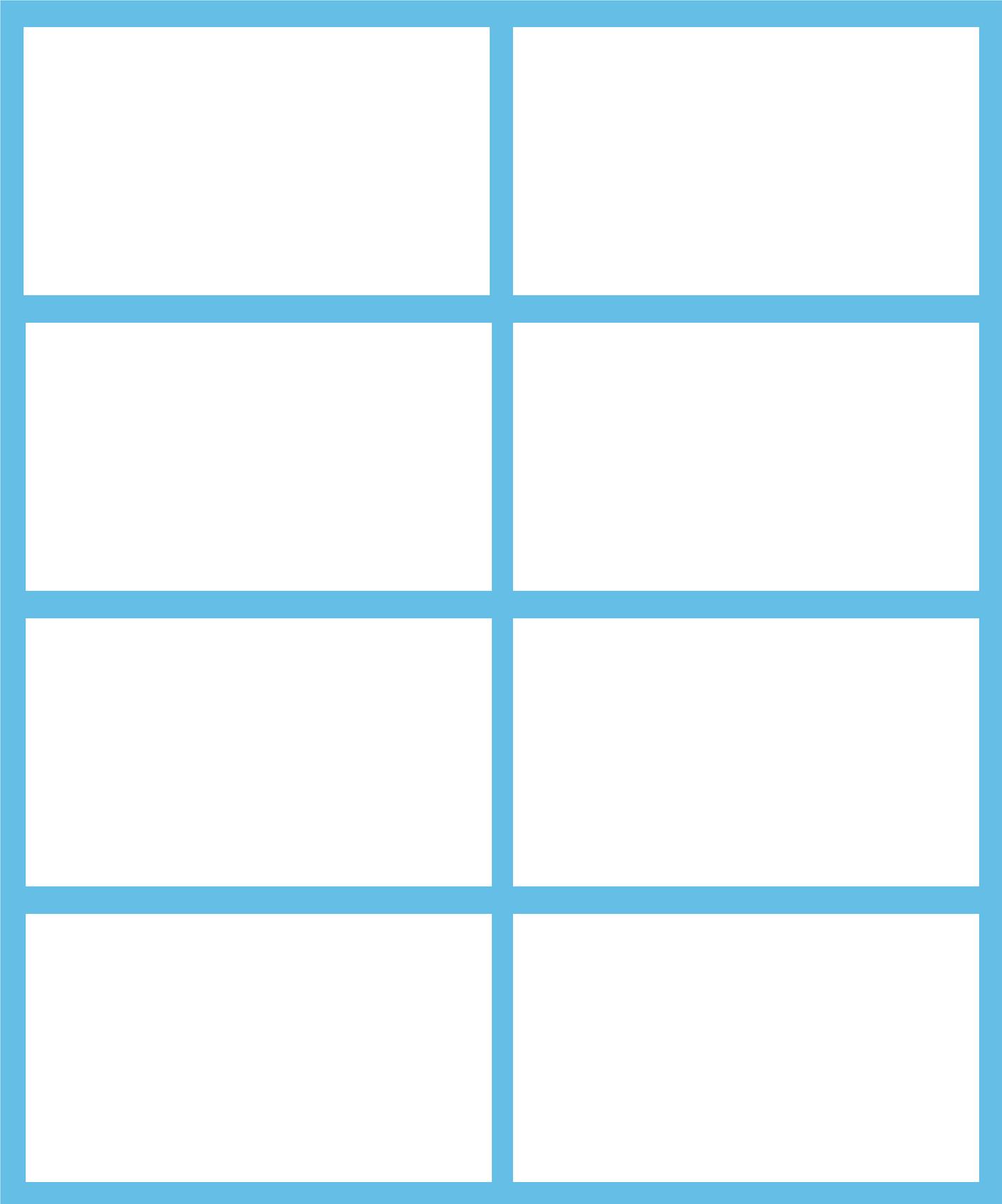
Next, have your child clear an area to use as a stage. They should practice the play once or twice, using the plans they have created. They may need your help to remember which scenes they have planned and what should happen in each scene.

Finally, it's time to perform the play! They can perform the play for you, for the rest of your family, or for an audience of dolls and stuffed animals. Or, if you have a device that captures video, you might choose to film the play and watch it together or share it with family.

If your child is ready: Some children love acting out stories. If yours is one of them, there is no reason to stop here—see if there are other stories they want to try! Or, they might have a great time making up their own.

Storyboard

Draw what happens in each frame.



Script

Introduction

Body

Ending



FRIDAY

Math Activity: Calendar Explorer

Use fun family events to review calendar skills with your child.



Length of activity:
15–20 minutes*

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

Level of Engagement Required by Adult: High



Level of Prep Required: High



What you need:

- Month-to-month calendar
- Pen or pencil

What your child is learning:

- How to read a calendar
- How to use a calendar to count days, weeks, and months
- How to compare different totals to find the largest total number

What you do: Before you start this activity, look through your calendar and label important dates like birthdays, Father's Day, or holidays like Memorial Day or the Fourth of July. Label June 20 as the First Day of Summer—we will be referring to this date in the activity. Look at the upcoming week and label at least one special thing that you and your child are looking forward to later in the week (for example, if you are planning to go see Grandma on Saturday, add this to the calendar). If you are using a calendar with lots of entries in it already, you may want to put a mark by dates you want them to pay attention to. For example, you could put a sticker on or highlight important dates.

Now, look through the calendar with your child. First, look through each month of the calendar and read the month name together with your child. See if they can tell you which month is which on their own before offering help reading. If there are pictures on your calendar, talk about the pictures together.

Now, help your child find today on the calendar. Have them draw a star on today's date, because they will be coming back to it during the activity. Ask them to tell you what day it is today. Now, ask them to use the calendar to see what is coming up later this week. Ask what day the special event will be taking place. How many days is it until that day?

Ask them to find the first day of summer on the calendar. What is the date of the first day of summer? (June 20.) What day of the week does it fall on? (Saturday.) How many weeks are there until the first day of summer? (One.) How many days until the first day of summer? (If you are doing this on Friday, there are 8 days).

If your family celebrates Father's Day, repeat these questions to find out how far away Father's Day is. It takes place on Sunday, June 21 this year.

Next, ask them to count the total number of special events that are on the calendar in June. Have them write this number somewhere on the calendar page for June. Now, ask them to go through and do the same for the other months of the year. Which month has the most events on the calendar?

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Finally, flip the calendar back to today's date and the month of June. Ask them to find the next birthday coming up in the calendar. If this birthday is in June, ask them to count the weeks and days until the next birthday. If this birthday is in another month, ask them to count the months until that birthday.

If your child is ready: You can extend this activity for as long as your child holds interest by asking questions about different dates. For example, how many months is it until Christmas? What day of the week will their birthday fall on this year? How many Thursdays are there in June?





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 seeds grow into plants. You can find seeds everywhere! From the apples we eat, to pine cones, to dandelions, see if you can **spot the seeds** in the world with your child. What kind of plants might they grow into?

Keep a lookout for this week's popcorn words—**down**, **little**, **come**, and **get**—in the books you read and on words you see in daily life. Make a game of it and say “pop!” with your child every time you see one of their popcorn words in daily life!

Keep your child's **creative practice** going by encouraging them to play make-believe. Every time they imagine themselves in the role of a favorite character or in the setting of a favorite book, they are building the skills that make successful creative writers.

Opportunities to **learn about calendars** happen every day! Whether it's checking the date to schedule an appointment or looking up what you have going on today, you can use calendar check-ins to help boost your children's math skills. Just working with a calendar helps children's familiarity, but you can also ask them math questions about the calendar. For instance, are there more things scheduled for today or for tomorrow? Or, use the calendar to count down the days until a highly anticipated activity.



Focus on Social and Emotional Learning

With so much going on in the world, big feelings are bound to arise. Your child can use their developing literacy skills to express themselves by beginning a journal, writing a creative story, or even drawing a picture! Helping your child learn enjoyable ways to express their emotions will help them become more mindful, regulate their emotions, and develop resiliency.





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**.



GOAL: Create a project for historical record to document and reflect on your family's experience during the COVID-19 pandemic.

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?

