

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

Week of May 11, 2020



*There once was a student at home
Who was learning the forms of a poem.
The rhymes are the tricks
To teach limericks.
With this guide, you won't do it alone!*

This week, you'll dive deeper into the world of **poetry** with an activity on limericks, and revisit happy memories with a personalized activity about life cycles.

In math and phonics, your child will learn to make a **pie graph** and finish out the alphabet with the letter **z**.

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

Math Activity: Pie Graph

Which is more popular, pizza pie or dessert pie? Help your child get to the bottom of it with this graphing activity.



TUESDAY

Literacy Activity: Limericks

Read some silly limericks with your child in this week's literacy activity—and if they're ready, they can try writing their own!

WEDNESDAY

Science Activity: My Life Cycle

Take a trip down memory lane as you explore the idea of a life cycle for humans and animals.

THURSDAY

Physical Activity: Heads, Shoulders, Knees, and... Who Knows?

This take on the classic game will have your child developing their mental flexibility.

FRIDAY

Phonics Activity: Letter Z with Buzz the Bee

Learn about the letter z with a poem about a buzzing bee.

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 prompt for this week focuses on **Flexible Mindsets!**





Getting Ready for the Week: Materials to Gather

Monday

- Coloring materials, such as crayons, markers or colored pencils
- [Pie graph fillable sheet](#) (either printed, or create your own on a blank sheet of paper)

Tuesday

- Paper
- Pencil

Wednesday

- Baby pictures of your child (optional: baby and childhood pictures of you or other family members)
- [Life cycle cards](#) (five pages—can be printed, or look at them together on your device)

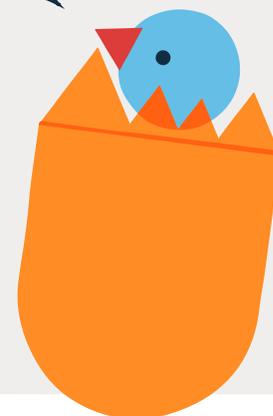
Thursday

- All you need is your singing voice!

Friday

- [Buzz Bee Little Book](#)
- Paper
- Pencil

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





MONDAY

Math Activity: Pie Graph

Which is more popular, pizza pie or dessert pie? Help your child get to the bottom of it with this graphing activity.



Length of activity:

15–20 minutes
+ check-ins
throughout the
week

Level of Engagement Required by Adult: Medium



Level of Prep Required: Medium



What you need:

- Coloring materials, such as crayons, markers or colored pencils
- [Pie graph fillable sheet](#) (printed, or create your own on a blank sheet of paper)

What your child is learning:

- Representing data using simple graphs
- Reading and interpreting pie graphs

What you do: Begin by asking your child what they know about graphs and graphing. Explain that graphs are a way we use pictures to help people answer questions about the world. Today, you are going to use a graph to answer the question: “Which do our family and friends like more, pizza or pie?”

Examine the [Pie Graph paper](#) with your child. What does the shape look like? Explain that you’re going to use this paper to create a type of graph called a pie graph—named pie graphs because each unit on the graph looks like a slice of pie. A finished pie graph has each slice colored in to show a different person’s answer to the question.

Ask your child to pick out two different colored crayons, colored pencils, or markers. One color will be the “pie” color. The other color will be the “pizza” color. Explain that you’ll ask your family and friends which their favorite is. For each person who says “pizza” they will fill in a slice with the pizza color, starting from the top of the graph and working their way to the right (clockwise). For each person who says “pie” they will fill in a slice with the pie color, starting from the top of the graph and working their way to the left (counterclockwise).

Ask your child which they like more, pie or pizza. Help show them which slice of the graph to color in to show their answer. Now, have them ask you the same question and fill in the slice for your answer. Repeat this with new people until you’ve filled in the whole pie. This activity can take place over the course of the week as time allows. Children can ask family members in your household, as well as family and friends you speak to on the phone or through social media, or you could help them contact friends from their class.

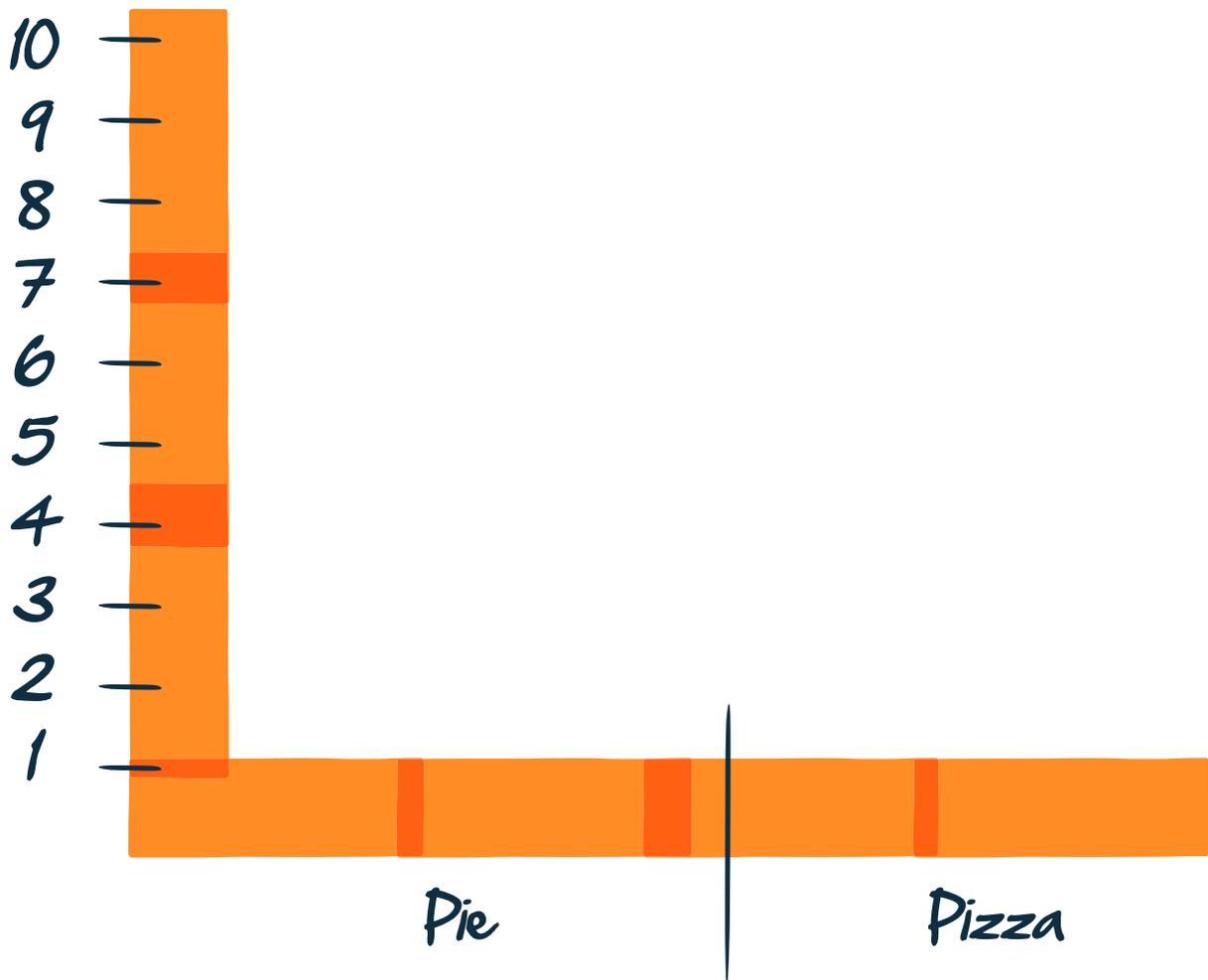
Once the pie graph is filled in, look at the results together. Remind them of the question from the beginning of the activity: Which food did your family and friends like more? What does the graph tell you about which food was more popular?



MONDAY

(continued)

If your child is ready: You can show this same data using a bar graph! Make a big L shape on a piece of paper. Underneath the bottom line of the L, write “Pie” to the left and “Pizza” to the right. Write the numbers 1 through 10 going up the line on the left. Help your child figure out how tall each bar should be by counting the slices for each choice in the pie chart. Compare the bar graph to the pie graph. Is one easier to read than the other? Is one easier to make? Or are they both about the same? Which one do you prefer? Why?





TUESDAY

Literacy Activity: Limericks

Read some silly limericks with your child in this week's literacy activity—and if they're ready, they can try writing their own!



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: N/A



What you need:

- Paper
- Pencil

What your child is learning:

- Identifying different types of poetry
- Listening for rhymes and rhythm
- Appreciating poetry

What you do: Begin by writing the word *Limerick* on a piece of paper. Explain to your child that just like there are different kinds of stories, there are different kinds of poems. A limerick is a type of poem that follows special rules. Limericks are funny poems that have five lines. The first, second, and last line are longer and rhyme with each other. The third and fourth line are shorter and have their own rhyme.

Read the following limerick:

**There once was a man with big hair,
Who went to a small country fair.
Two parrots, a hen,
Three owls, and a wren,
Built comfortable nests in his hair.**

Talk about the content of the limerick—what would it be like to have that many birds in your hair? How big would his hair have to be to fit that many nests? Now read it again, and this time, ask your child to listen for the rhymes and rhythm. Point out that hair, fair, and hair all rhyme, and hen and wren rhyme too.

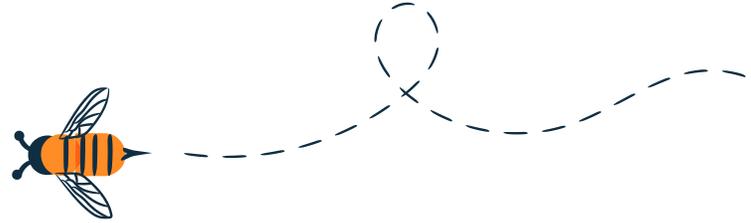


TUESDAY

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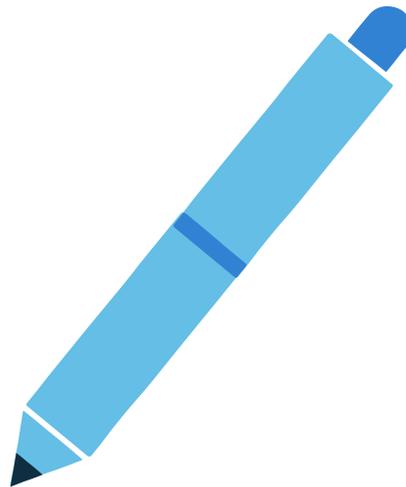
Now read the next limerick:

There once was a boy in a tree,
Who was horribly bored by a bee.
Friends asked, "Does it buzz?"
He replied, "Yes it does.
And it's driving me crazy, you see!"



Listen for the rhymes and rhythm again. Can they spot the ways this poem is similar to the last one?

If your child is ready: We've included more [limericks](#) at the end of this guide if you want more practice. Once your child gets the hang of it, see if they can write their own!





WEDNESDAY

Science Activity: My Life Cycle

Take a trip down memory lane as you explore the idea of a life cycle for humans and animals.



Length of activity:
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:

- Baby pictures of your child (optional: baby and childhood pictures of you or other family members)
- [Life cycle cards](#) (can be printed, or look at them together on your device)

What your child is learning:

- Understanding the concept of a life cycle
- Connecting with their personal history

What you do: Explain that all animals have a life cycle. A life cycle is the changes that animals go through in life from birth to adulthood. For humans, we go from being babies to children to adults. Look at your child's baby pictures together. This is what they looked like at the beginning of their life cycle! Ask them how they've changed since they were a baby. Share any memories of big milestones, like when they learned to walk and talk. All these examples are important ways that humans develop across their life cycle.

Now, ask what they think will happen as they grow. What do they think they'll look like as adults? Why do they think these changes happen in people as they get older?

Explain that for humans and most mammals, we mostly get bigger as we grow, but we keep the same body parts. There are other animals whose bodies change dramatically during their life cycle. Look at the five [life cycle pages](#) together and see if they can help put together the sequence of stages the animals go through during their life cycles.

A butterfly begins as an **egg**, then hatches into a **caterpillar**, which transform into a **chrysalis**, and then emerges as a **butterfly**. Talk with your child about the differences between a caterpillar and a butterfly.

A frog also begins as an **egg**, but hatches into a **tadpole**, which grows into a **froglet**, and finally turns into a **frog**. Talk with them about the differences between a tadpole and a frog.

If your child is ready: If you and your child are interested, you can also look at baby and childhood photos from the adults in their lives. Do they recognize the childhood photos of familiar adults? You could also share stories about the ways you have changed as you grew up.



THURSDAY

Physical Activity: Heads, Shoulders, Knees, and...Who Knows?

This take on the classic game will have your child developing their mental flexibility.



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: N/A



What you need:
Just your singing voice!

What your child is learning:

- Moving to songs
- Following rules
- Flexibility when rules change

What you do: Familiarize yourself with the song “Head, Shoulders, Knees, and Toes”. Lightly touch each body part as it is named in the song.

Head, Shoulders, Knees and Toes

Head, shoulders, knees, and toes,
Knees and toes.
Head, shoulders, knees, and toes,
Knees and toes.
Eyes and ears and mouth and nose,
Head, shoulders, knees, and toes,
Knees and toes.



Teach your child the song and movements line by line (they may already know this game—if so, practice it with them). Repeat the song a few times, practicing the body movements, until they are comfortable with the song.

Now, tell them that you are going to try a new rule! This time, when you sing the word *knees*, they will touch their shoulders, and when you sing the word *shoulders*, they will touch their knees. Sing the song again together and try out this new rule. It may take a couple of tries.



THURSDAY

(continued)

Now, try it again with a different rule. Have your child help you make up rules. Here are some starter ideas:

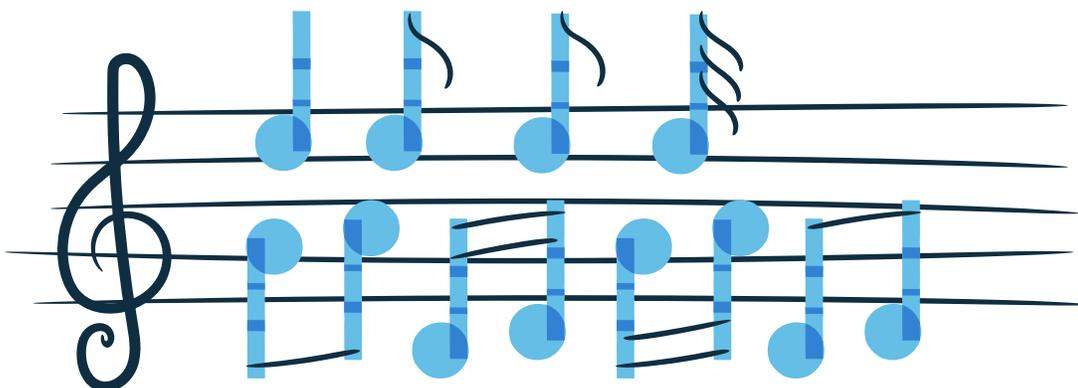
- Sing the song at double speed
- Clap for the word toes instead of touching your toes
- Do the movements lying down
- Use your left hand to touch the right side of your body and vice versa
- Instead of touching the body parts, wiggle the body parts as you sing them
- Sing the song backwards (see below)

Toes, knees, shoulders, head,
Shoulders, head.

Toes, knees, shoulders, head,
Shoulders, head.

Nose and mouth and ears and eyes,
Toes, knees, shoulders, head,
Shoulders, head.

If your child is ready: For an extra challenge, try two rules at once!





FRIDAY

Phonics Activity: Letter Z with Buzz Bee

Learn about the letter z with a poem about a buzzing bee.



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

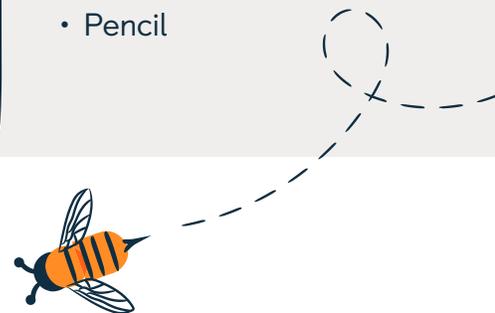


What you need:

- [Buzz Bee Little Book](#)
- Paper
- Pencil

What your child is learning:

- Recognizing uppercase Z and lowercase z
- Matching the /z/ sound with the letter z
- Reading z words



What you do: Write an uppercase Z and lowercase z on a sheet of paper and look at them with your child. Ask your child what they see that is the same and different about the two shapes. They look a lot alike! Talk about the sound the letter z makes, /z/. Practice saying the sound together.

Then, write the words *zip*, *zoo* and *zebra* on your paper. Show them how to blend the sounds by sweeping your finger under the letters from left to right and lengthening the sounds, like /zziipp/. Practice reading each of the three words together.

Ask your child if they know what sound a bee makes (buzz). Ask them to try buzzing with you—it's the sound of z! Now tell them you're going to read a poem about a bee with lots of z's in it. Explain that this poem is a little different than the poems they've heard before. This poem doesn't rhyme! Instead, the poet repeats the /z/ sound over and over.

Now, read the *Buzz Bee Little Book*, either printed on paper or reading directly from your device. Stop to talk about the pictures as you go. When you're done reading the book, ask if your child has seen bees buzzing around before. Did they know that bees collect nectar from flowers, which they take back to their hive to make honey?

Read *Buzz Bee* one more time. This time, have them help you find the z's on each page and sound the words out with you.

If your child is ready: The last page of the *Buzz Bee* book has a word that sounds like it should have a z in it but has an s instead— busy! If your child is zipping through their z lesson, you can give them a preview of some advanced phonics and tell them that the letter s sometimes makes the /z/ sound too, when it's in the middle or end of a word. Another example of when s makes this sound is one of their popcorn words, *is*.



Everyday Learning Experiences

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

This week's pie graph activity asks you and your child to reach out to some friends they may not have seen in a while. What kinds of **feelings** does this bring up for your child? How about for you? Thinking and talking about friends and feelings is an important piece of **social and emotional development**.

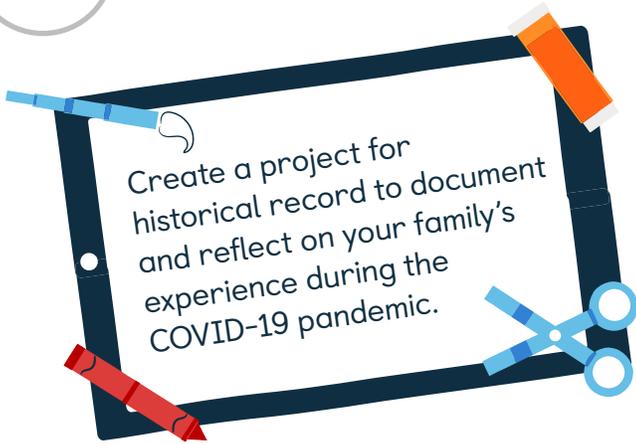
In this week's physical activity, your child tried a familiar game with new rules. Keep it up throughout the week and try **new ways** of doing familiar things! For example, can your child brush their teeth with the opposite hand from usual? How about read their favorite book from back to front? Each of these is an opportunity to develop mental flexibility.



Continue practicing phonics in daily life by looking out for **z** words and sounding out the short words you see in daily life. Every bit of **reading practice** helps!



Focus on Social and Emotional Learning



Did your family decide on a family project idea? In case you missed it, last week 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! Each week, we'll reveal a new project prompt that explores one of the following themes:

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?

As your family project takes shape, talk together about how you can add new entries to it through the lens of the project themes. Our first three themes were *All the Feels*, *Building Connections*, and *What Is Essential*. If you've worked your way through those, try exploring this week's theme: *Flexible Mindsets*.

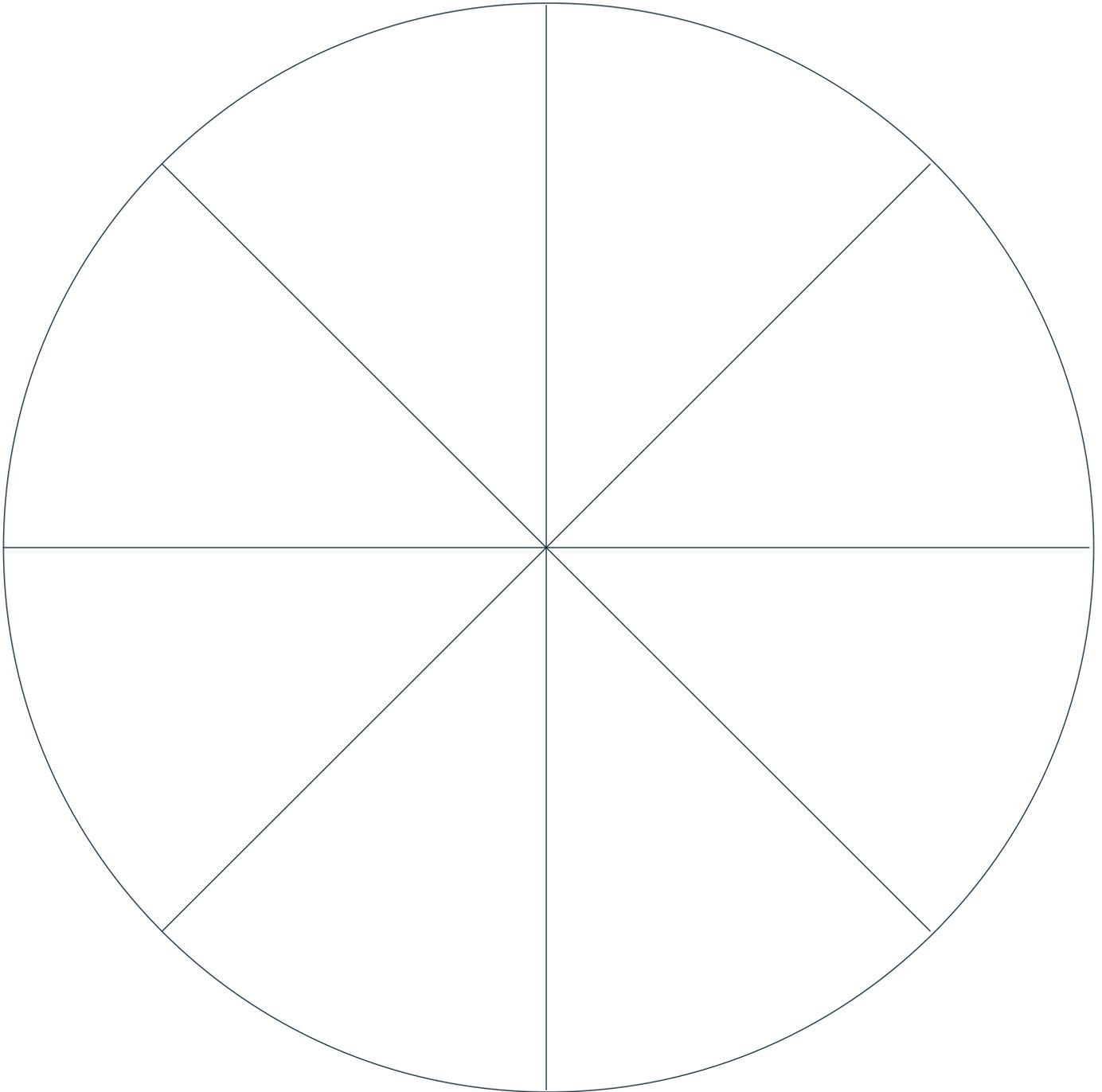
Try this!

Flexible Mindsets

Over the past two months we've all had our flexible thinking skills put to the test. We've had to adjust to new and often challenging ways of working, playing, and learning. As you consider this theme, think of ways you can creatively express how your family has learned to be flexible during your time at home.



Pie graph fillable sheet





Limericks

There once was a man with big hair,
Who went to a small country fair.
Two parrots, a hen,
Three owls and a wren,
Built comfortable nests in his hair.

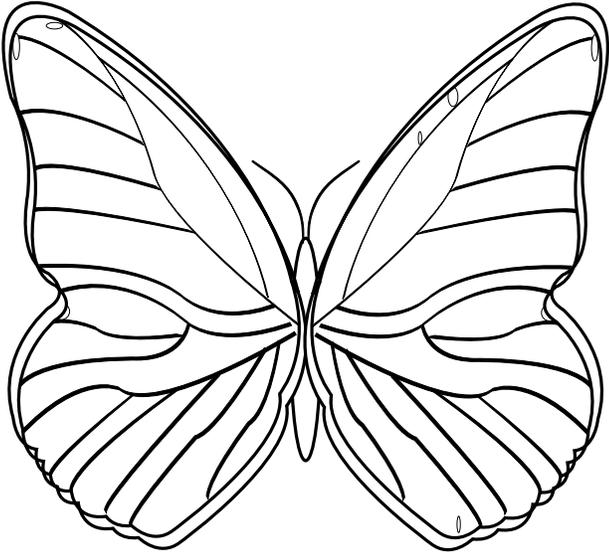
There once was a boy in a tree,
Who was horribly bored by a bee.
Friends asked, "Does it buzz?"
He replied, "Yes it does.
And it's driving me crazy, you see!"

There was a young baby whose bonnet,
Was crushed when a crow sat upon it;
Her mom said, "No! No!
You silly old crow!
You can't sit on my baby's bonnet."

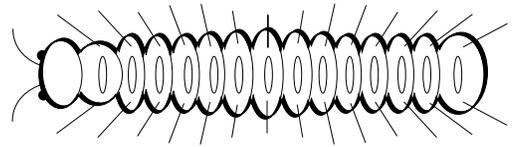
There was a young girl with skinned knees.
Who never said "Thank you" or "Please."
She spent all her money
On sweets made of honey.
At home she was fed on green peas.

There once was a hairy gorilla
Who favored the flavor vanilla;
He ate fifty cones
Of vanilla alone!
That gorilla was fulla vanilla.

Life Cycles 1



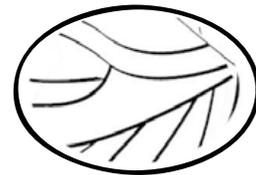
Adult Butterfly



Caterpillar (Larva)



Pupa (Chrysalis)

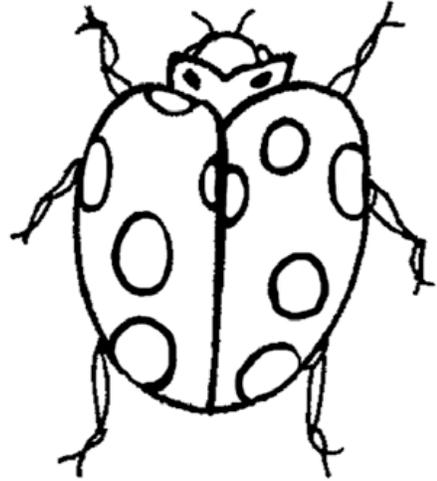


Egg

Life Cycles 2



Larva



Adult Ladybug

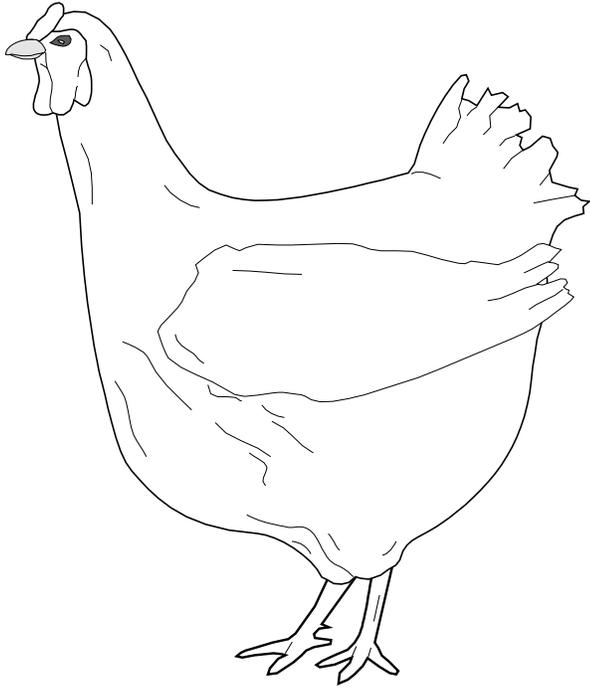


Eggs

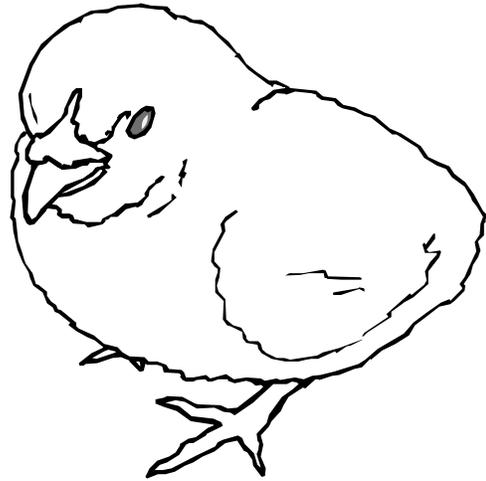


Pupa

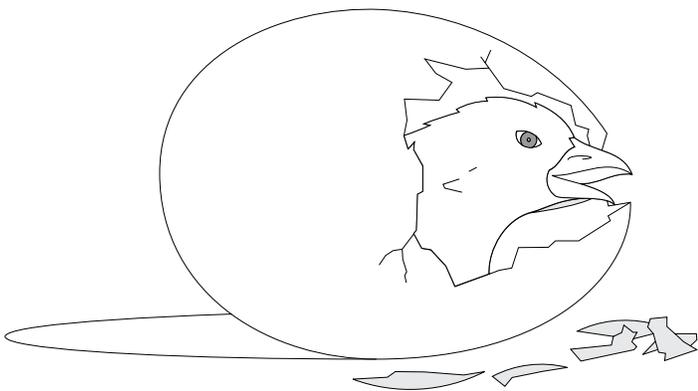
Life Cycles 3



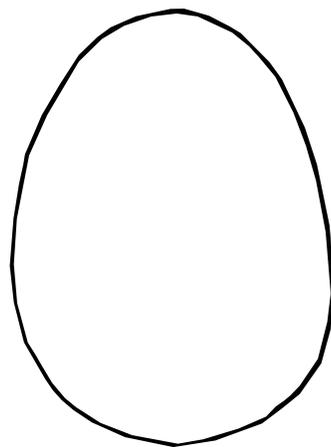
Chicken



Pout

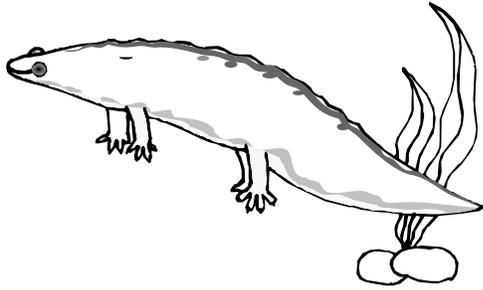


Chick

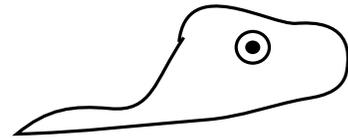


Egg

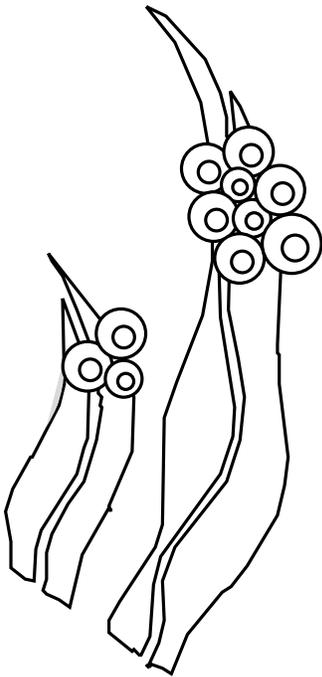
Life Cycles 4



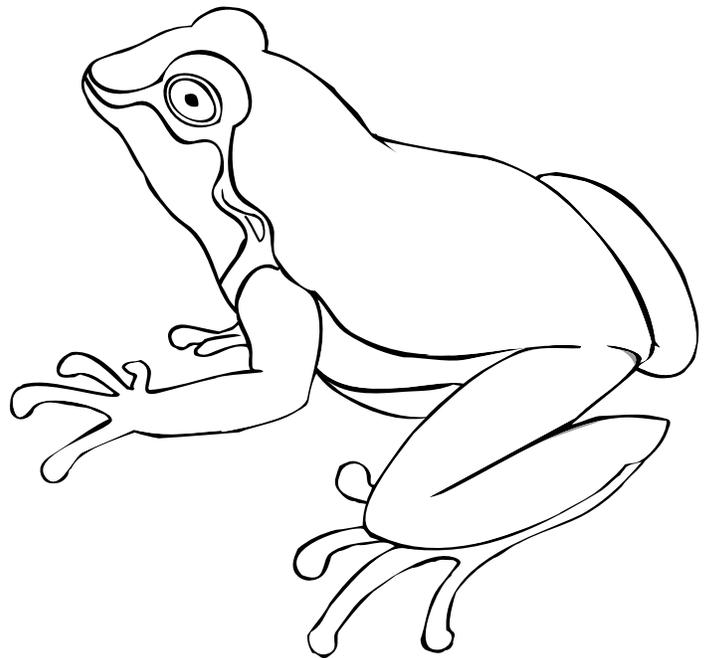
Froglet



Tadpole



Egg



Frog

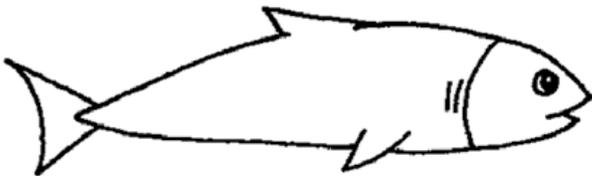
Life Cycles 5



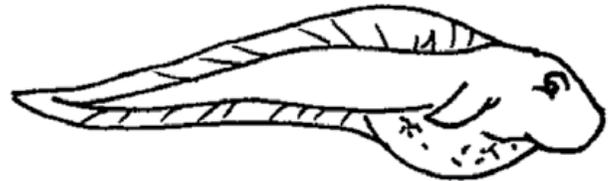
Fish



Egg



Fingerlings



Fry (Hatchlings)

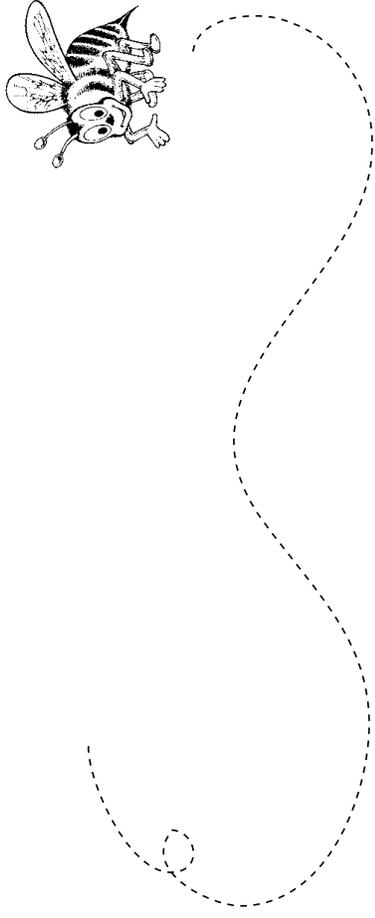
Buzz Bee Little Book

Buzz Bee



1 2

Buzz.

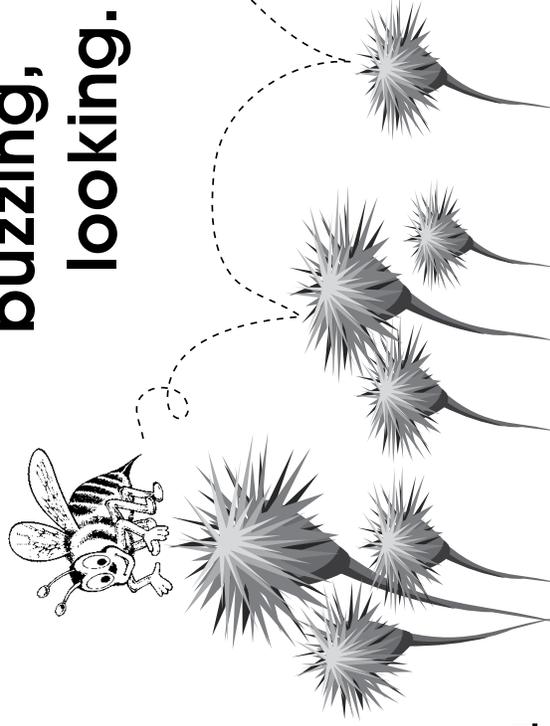


Fuzzy, frizzy.



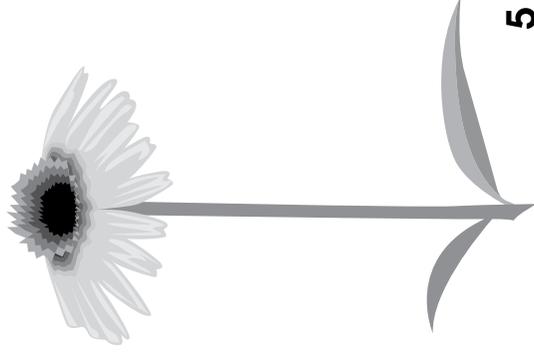
3 4

Zipping, buzzing, looking.



Buzz Bee Little Book

Buzz needs
sweet flower
nectar.



5 6

Busy.



Name _____

Bu _____

Fu _____

Fri _____

_____ipping

Zz

zz

Buzz

Fuzzy

Frizzy

Zipping

7 8