

At Home Learning Guide for Preschoolers (3 years old)



Week of May 11, 2020

This week continues your child's exploration into the world of **plants and gardening**. While many of us are learning from home, there are lots of ways you can bring the fun of plants and gardens to life at home.

What are some of the ways a gardener cares for plants? This week starts with a fun way to explore this very question through **Physical Development** in a game of "Gardener Says." The movement fun continues later in the week as your child explores their **Creative Expression** by singing and moving along to "Plant the Seed."

If you and your child did the time-lapse video activity in the [At Home Learning Guide: April 20, 2020](#), or the Eat It, Then Regrow It! Activity in the [At Home Learning Guide: April 27, 2020](#), don't forget to check in on those plants and see how they are growing. Discuss with your child how they've changed, what they notice, or what questions they have. If your child hasn't done these activities yet, it's not too late to get started! And if you're interested in seeing how our seeds and vegetables from those activities are growing, check out this [video update](#) and this photo of our celery and carrots!



Developmental Domains are the areas of focus that support development of the whole child. Interested in learning more? Click [here](#) to discover the six developmental domains.



Learning Adventures

are small-group enrichment programs in our centers designed to give your child 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 give children confidence for life.

This Week's Theme: Plants and Gardening



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 Wiggles Out
(Physical Development and Wellness)

Gardener Says Gardener says...rake the leaves! This activity will get your child moving while sparking their imagination.

Phonics Adventures (Learning Adventures)

Tell a J Story Your child looks for patterns in a playful letter *J* rhyme, then has fun creating a letter *J* story with you!



TUESDAY

Get the Wheels Turning
(Cognitive Development)

Plants and Gardens Counting Game You and your child count your way through the images in a book- can you make it to ten?

Cooking Academy
(Learning Adventures)

Apple Smoothies and Apple Peel Tea
Your child will develop a deeper appreciation for apples and fractions while you make a delicious smoothie and tea! tops and bottoms!



WEDNESDAY

Express Yourself! (Creative Expression)

"Plant a Seed" Your child sings and moves along to a song about a growing plant.

STEM Innovators (Learning Adventures)

Secret Messages How can you make something disappear, then reappear? Your child will find out in this activity all about secret messages.



THURSDAY

Let's Chat (Language and Literacy)

Types of Gardens From flower gardens to vegetable gardens, you and your child explore different types of gardens and the plants that grow in them.

Music Explorers (Learning Adventures)

One Little Chickie Singable Story What do five little chickies and naps have in common? You'll find out in this cute adding-on song!



EVERYDAY LEARNING EXPERIENCES

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

FRIDAY

Growing Flexible Brains
(Executive Function)

Mystery Box What's inside? Help your child put their investigative skills to the test!

Virtual Field Trip

Mt. Cuba Center Take a virtual tour of an incredible variety of plants.



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

For Phonics Adventures Activity:

- ❑ Child-size scissors
- ❑ Four craft sticks, straws, or sticks from a tree (to make the images from the Tell a J Story sheet into props)
- ❑ Four or five objects from around the house that start with *J*, like a jug, jar, jacket, jeans, juice, jigsaw puzzle, jewelry, toy jet, or journal (optional and only if you aren't able to print the Tell a J Story sheet)
- ❑ [Letter J Rhyme sheet](#)
- ❑ [Tell a J Story props](#)

Tuesday

- ❑ Children's books with images of plants or gardens

For Cooking Academy Activity:

- ❑ Apple Smoothies and Apple Peel Tea [recipe card](#)
- ❑ Apple Smoothies and Apple Peel Tea ingredients
- ❑ Kitchen tools: blender or food processor (for adult use), cutting board (for adult use); drinking glasses, knife (for adult use), peeler (for adult use), liquid measuring spoons and cups, mugs pitcher or container with a lid, pot holders, small pot, stove, strainer

*Smoothie and Tea ingredients:

- ❑ $\frac{1}{2}$ teaspoon honey
- ❑ 2 large apples
- ❑ $\frac{1}{2}$ cup milk
- ❑ $\frac{1}{3}$ cup vanilla yogurt
- ❑ water
- ❑ cloves (optional)
- ❑ ground cinnamon (optional)

** Note: The amounts listed here will make four servings of smoothie and 1 $\frac{1}{2}$ cups of apple peel tea. Adjust amounts as needed to serve your family. If you don't have vanilla yogurt handy, you can substitute plain yogurt or more milk and add a bit more honey or other similar sweetener. You can also use any type of milk, like skim, whole, almond, or soy.*

Wednesday

For STEM Innovators Activity:

- ❑ 3 tablespoons baking soda
- ❑ Cotton swabs
- ❑ Food coloring (optional)
- ❑ about $\frac{1}{4}$ cup lemon juice
- ❑ Measuring cups and spoons
- ❑ about $\frac{1}{2}$ cup milk
- ❑ Paintbrushes (or cotton swabs)
- ❑ Paper, in a color other than white*
- ❑ Paper towels (for small spills)
- ❑ Small bowls, 3
- ❑ Small container
- ❑ Spoon
- ❑ Water

** Note: While non-white paper works best for the Secret Messages activity, white paper will work, too, if that is what you have available.*



Thursday

- ❑ Pictures of different types of gardens—these can be from magazine or you can use the virtual field trip provided in this guide to view different types of gardens

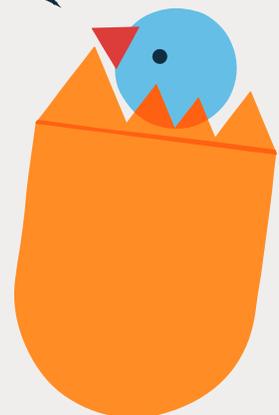
For Phonics Adventures Activity:

- ❑ [Five Chickies sheet](#)
- ❑ Objects from around the house to represent the five chickies and food items, like stuffed animals, figures, or blocks (only if you aren't able to print the Five Chickies sheet)
- ❑ Pictures of different types of gardens, these can be from magazine or you can use the virtual field trip provided in this guide to view different types of gardens
- ❑ Scissors (for adult use)
- ❑ [Video link](#) to the storybook and song "One Little Chickie," lyrics by Barbara Wilson Clay and Jane Gillman, Music by Jane Gillman, illustrated by Krista Martenson

Friday

- ❑ Real or toy fruit or vegetable
- ❑ Shoebox with lid, or similar size box that closes

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





MONDAY

Get the Wiggles Out: Gardener Says

Gardener says...rake the leaves! This activity will get your child moving while sparking their imagination.



Length of activity:
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 imagination!



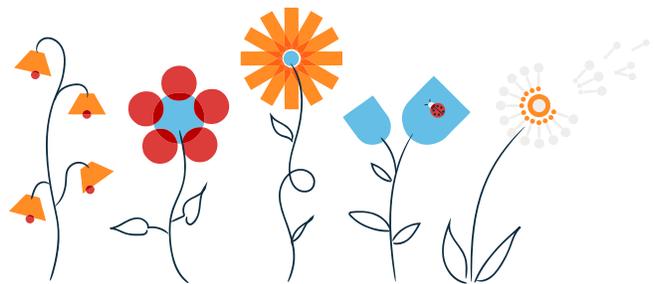
What your child is learning:

- Physical activity
- Movement-related vocabulary
- Following directions in a movement game

What you do: Invite your child to play a game of Gardener Says. Ask them to share some of the things they have learned about plants and gardens. What are some things that grow in gardens? What are some things a gardener does to help the plants in a garden grow? To play the game, tell your child you will give them a task to pretend to do using "Gardener says," and then they can create a movement to show them doing that task. Here are some examples of tasks you can use.

Gardener Says:

- Pull the weeds.
- Water the flowers.
- Rake the leaves.
- Plant the seeds.



If your child needs some ideas for movements, use questions to help guide them. Where do weeds grow? What does it look like to pull weeds?

If your child is ready: You can add a challenge by telling them to only do the actions when you start with "Gardener says." If an action does not begin with "Gardener says," they shouldn't do it. Play the game mixing in actions that don't begin with "Gardener says," such as "Pull the weeds."



MONDAY

(continued)

Phonics Adventures: Tell a *J* Story

Your child looks for patterns in a playful letter *J* rhyme, then has fun creating a letter *J* story with you!



Length of activity:

15–25 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:

- Child-size scissors
- Four craft sticks, straws, or sticks from a tree (to make the images from the Tell a *J* Story sheet into props)
- Four or five objects from around the house that start with *J*, like a jug, jar, jacket, jeans, juice, jigsaw puzzle, jewelry, toy jet, or journal (optional and only if you aren't able to print the Tell a *J* Story sheet)
- [Letter *J* Rhyme sheet](#)
- [Tell a *J* Story props](#)



What your child is learning:

- To create a story about pictures or objects
- To identify rhyming words
- The name and shapes of uppercase and lowercase *J*
- How to say the /j/ sound and hear it in words

What you do: Show your child the Letter *J* Rhyme and talk about each item that appears on the page. Then, have your child help you read the rhyme. Explain that you will read each line, and when you reach each orange word, your child will say the name of the item in the drawing above the word.

Read the rhyme aloud, pausing at each *J* word to allow time for your child to say the name of the item. Read the rhyme together two or three times. Talk about the patterns your child might be noticing. For example, all the pictured items start with letter *J* and the /j/ sound or that the words at the end of every two lines rhyme. Print the Tell a *J* Story sheet and help your child cut out each picture – adult jaguar, baby jaguar, juice box, and jam. Tape each picture to a craft stick, straw, or stick to make story props. If you aren't able to print, you can either use four or five objects from around the house that start with *J* or have your child simply tell a story about the objects shown on the sheet without making them into props.



Show your child the Tell a *J* Story props below and work with them to tell a story that includes each one. The story can be about something that could really happen, or it can be completely silly. If you'd like, write your story down so your child can share it later with other family members or friends. Have fun!

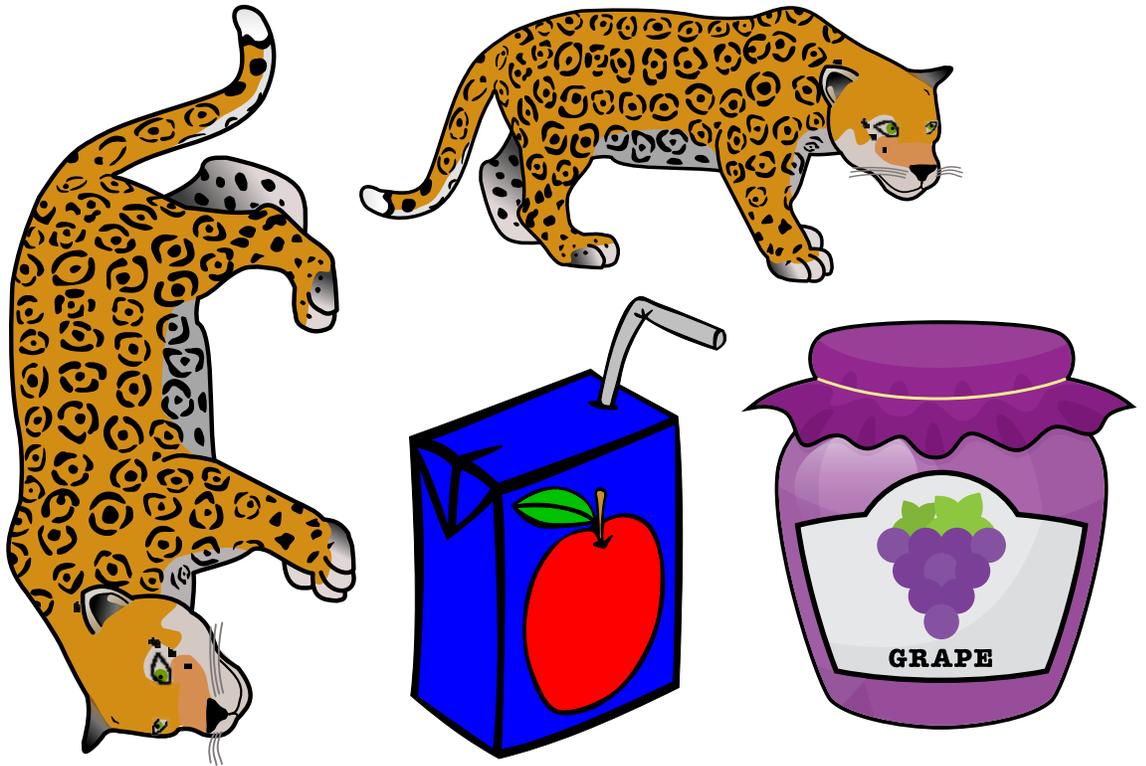
Questions to ask:

- What do you notice about the name of each item shown in the Letter j Rhyme?
- What sound do you hear at the beginning of the word jaguar?
- What story can we tell using these items?
- What sound does letter J make? / What letter makes the /j/ sound?
- What are some other words that start with /j/?

Tell a J Story Props

TELL A STORY

Help your child cut out these images and attach them to craft sticks, straws, or loops of paper that will slip over your fingers to create puppets and props. Then work with your child to tell a story using the different pieces.





TUESDAY

Get the Wheels Turning: Plants and Gardens Counting Game

You and your child count your way through the images in a book—can you make it to ten?



Length of activity:
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:
Children's books with images of plants or gardens

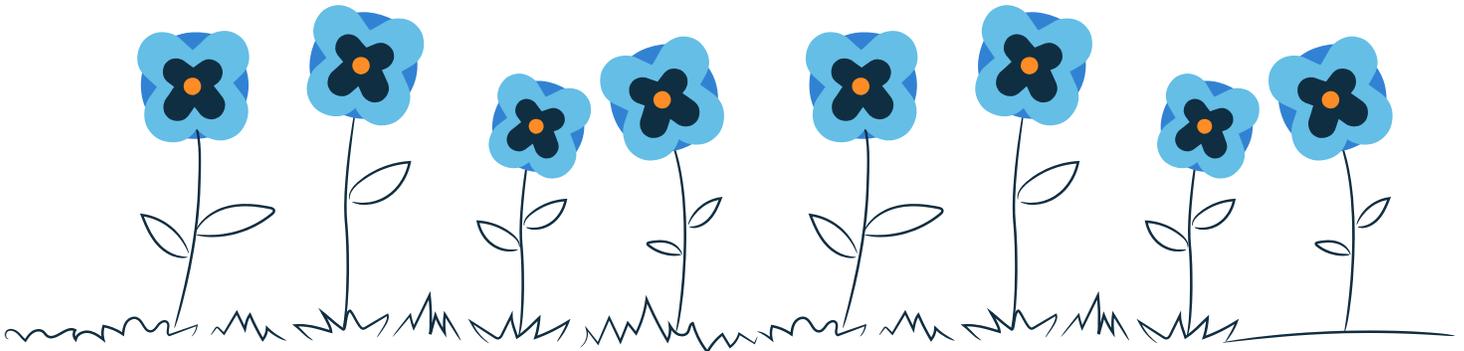


What your child is learning:

- Physical activity
- Movement-related vocabulary
- Following directions in a movement game

What you do: Invite your child to play a counting game. Explain that you're going to look through the pages of the book and see if you can get to ten by counting things in the images. Begin by looking for one of something, such as one tree on the page. If you cannot find something on the first set of pages, continue through the other pages. Continue in this manner for the other numbers, not moving on until you've found exactly that number of something. While ideal, the items you count don't need to be related to plants and gardens, if there is one house or two people or three ducks in the image, count those! If you cannot find something in the first book selected, look through another book.

If your child is ready: Give them paper and crayons, markers, or colored pencils. Invite them to create a list of the items you counted in the images using drawings, such as drawing one tree or two flowers.





TUESDAY

(continued)

Cooking Academy: Apple Smoothies and Apple Peel Tea

Your child will develop a deeper appreciation for apples and fractions while you make a delicious smoothie and tea!



Length of activity:

25-30 minutes*

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

Cooking and cooling time for the tea is longer than this but requires only low engagement from you.

Level of Engagement Required by Adult: High



Level of Prep Required: High



What you need:

Ingredients:

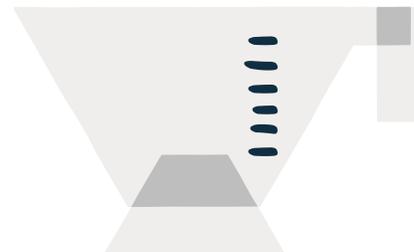
- $\frac{1}{2}$ teaspoon honey*
- 2 large apples*
- $\frac{1}{2}$ cup milk*
- $\frac{1}{3}$ cup vanilla yogurt*
- water
- cloves (optional)
- ground cinnamon (optional)

Kitchen tools:

- blender or food processor (for adult use)
- cutting board (for adult use)
- drinking glasses
- knife (for adult use)
- peeler (for adult use)
- liquid measuring spoons and cups
- mugs
- pitcher or container with a lid
- pot holders
- small pot
- stove
- strainer

* Note: the amounts listed here will make four servings of smoothie and 1 $\frac{1}{2}$ cups of apple peel tea. Adjust amounts as needed to serve your family. If you don't have vanilla yogurt handy, you can substitute plain yogurt or more milk and add a bit more honey** or other similar sweetener. You can also use any type of milk, such as skim, whole, almond, or soy.

** Caution: Do not serve honey to children under the age of 1 year.





TUESDAY

(continued)



What your child is learning:

- Literacy and math skills like following instructions, measurement, and fractions
- Food safety
- Cooking-related vocabulary
- How the parts of fruits that we don't eat can be used in other ways
- Comparing and contrasting skills

What you do: Invite your child to help you wash the apples. Show your child the [recipe card](#) and invite them to help read the recipe.

To make the apple smoothies:

Peel the apples and set the peels aside. Then, cut one of the apples in half and tell your child you just divided the apple into two halves. Each piece represents half of a whole apple. Next, cut each apple in half again, and tell your child you've made a new fraction, or part of a whole. Demonstrate how the four pieces fit together to make the apple whole. The apple is now in four pieces, so one of the pieces is one-fourth. If desired, you can show your child how fractions are written, with the top number representing one piece of the whole and the bottom number telling how many pieces make the whole.

After preparing the apples, add the apples to the blender. Have your child remove the seeds and put the apple cores and peels in the pot to use for the tea.

Help your child measure the amount of milk, yogurt, and honey needed and add them to the blender. Blend until smooth with no chunks of apple. Pour into cups and sprinkle with a small amount of cinnamon, if desired. Share observations with each other about the flavor and texture of the drink.

To make the apple peel tea:

Prepare the tea ingredients by helping your child measure the amounts of water and honey needed and add them to the pot with the apple peelings and cores. Have your child add cloves, if you are using them. Bring the contents to a boil, then reduce to a simmer for one hour. You can do this in the microwave, if desired, but the stovetop process will yield the best – and most fragrant – results. Remove from the heat and help your child sprinkle in cinnamon, if using. Let the tea sit for at least 45 minutes, then carefully strain it into the pitcher or container. Discard the strained apple mush. Serve the tea and enjoy!

Questions to ask:

- What types of apples do you like best?
- What's your favorite way to eat an apple – sliced up, whole, or cooked?
- What other types of foods could we put in this smoothie?
- What other fruits could we use to make tea like this, using parts of fruit that we don't eat?
- How does the taste of the smoothie compare to the taste of the tea?



WEDNESDAY

Express Yourself: "Plant a Seed"

Your child sings and moves along to a song about a growing plant.



Length of activity:
10 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:
Just your boogie shoes!



What your child is learning:

- How to add creative movement to songs
- Different ways of communicating information, such as through a song
- How to apply what they have learned to new situations

What you do: Familiarize yourself with the song "Plant a Seed." Invite your child to join you in singing the song, with you singing it first and then them joining you when they are familiar with the words. As you sing, invite your child to create movements to go along with the lines of the song.

"Plant a Seed"

(sung to the tune of "Row, Row, Row Your Boat")

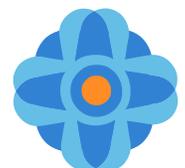
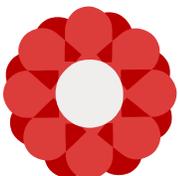
Plant, plant, plant a seed,

Watch it as it grows.

Sprouting, growing, reaching, climbing,

Toward the sun it goes.

If your child is ready: Invite them to create their own songs about plants, gardens, and gardening. Start with a familiar tune and add in lyrics about your favorite fruit, veggie, or flower!





WEDNESDAY (continued)

STEM Innovators: Secret Messages

How can you make something disappear, then reappear? Your child will find out in this activity all about secret messages. See it done [here!](#)



Length of activity:
25–30 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:

- Baking soda, 3 tablespoons
- Cotton swabs
- Food coloring (optional)
- Lemon juice, about $\frac{1}{4}$ cup
- Measuring cups and spoons
- Milk, about $\frac{1}{2}$ cup
- Paintbrushes (or cotton swabs)
- Paper, in a color other than white*
- Paper towels (for small spills)
- Small bowls, 3
- Small container
- Spoon
- Water

* Note: While non-white paper works best for the Secret Messages activity, white paper will work, too, if that is what you have available.



What your child is learning:

- Characteristics of liquids and solids
- How to mix solutions to cause a reaction
- Observation skills

What you do: Without your child watching, prepare a mystery-revealing liquid by combining the lemon juice, about 1 tablespoon of water, and food coloring (optional) in one bowl. Set this solution and a paintbrush aside. Add $\frac{1}{2}$ cup of water to another bowl and $\frac{1}{2}$ cup of milk to a third bowl. If you have food coloring, add the same amount as you used in the mystery liquid to the bowl of water and the bowl of milk, so the substances in the three bowls look similar.

Give your child the container, spoon, and a piece of paper. Help your child measure $\frac{1}{4}$ cup of water and pour it into their container. Show your child the baking soda and help them measure three tablespoons and add it to the water in the container. Invite your child to stir the baking soda into the water while you explain that they just made a solution by combining two or more kinds of matter. In this case, they combined a liquid (water) and a solid (baking soda). The baking soda needs to dissolve, or disappear, into the water.



WEDNESDAY

(continued)

Have your child dip one end of a cotton swab into the solution and paint a “secret” number on the paper. Help your child make sure they get enough baking soda on their cotton swab, because the solution settles and the top portion may be just water. While your child writes their secret message, prepare two secret messages of your own.

Step away from the activity for a few minutes to let the solution dry on the papers. While you wait for the solution to dry, encourage your child to make predictions about what liquid will reveal their secret number. Why do they think that liquid will do the trick?

After the solution has dried on the papers, show your child the bowls of water and milk. Invite your child to use the paintbrush or cotton swab to brush the water over one of the secret messages you made and brush the milk over the other secret message you made. Observe together closely to see what happens. You can ask questions like, “What do you see?, How will we know if this liquid reveals the secret message?, and What should we try next?”

Show your child the mystery-revealing liquid you prepared and share that it contains a secret ingredient: lemon juice! Invite your child to brush the lemon juice solution over their secret message to reveal their number. Explain that the lemon juice reveals the secret message because when it touches the baking soda solution on the paper, the lemon juice and baking soda react with each other.

If your child is interested, they can make more secret messages and challenge other family members to figure out how to make the messages appear. They can give family members clues about using lemon juice, or not!

The science behind it: Why does lemon juice reveal baking-soda messages? It’s all about how acids and bases interact. The citric acid in the lemon juice acts as a pH indicator. Indicators are chemicals that change color when they come in contact with an acid or base. The lemon juice in this activity is an acid and the sodium bicarbonate of baking soda is an alkaline, or base. Adding an acidic solution (lemon juice) to a baking soda solution changes the pH and causes a chemical reaction that makes the secret message visible. The water doesn’t reveal the message because it is a neutral compound that can only act as an acid or base under certain circumstances. The milk doesn’t reveal the message because it is only slightly acidic.



THURSDAY

Let's Chat: Types of Gardens

From flower gardens to vegetable gardens, you and your child explore different types of gardens and the plants that grow in them.



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:

Pictures of different types of gardens—these can be from magazine or you can use the virtual field trip provided in this guide to view different types of gardens



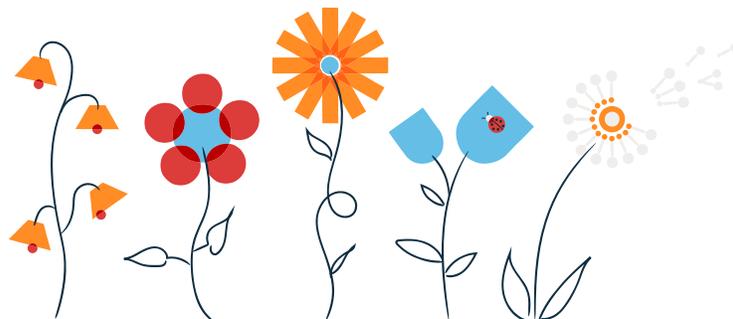
What your child is learning:

- How to communicate and share ideas and experiences with others
- How to make observations and comparisons
- How to ask questions to gain understanding

What you do: Begin by asking your child to share what they know about gardens. What grows in gardens? Tell them that people grow all kinds of different gardens. Some people grow vegetable gardens with lots of different types of vegetables they can eat. Other people plant flower gardens to grow pretty flowers. Some people plant pollinator gardens, which grow flowers that bees and butterflies like.

Look through the different types of gardens in the magazine or on the virtual field trip with your child. What types of plants do they see? How are the gardens similar or different? What do they wonder about the different gardens?

If your child is ready: Provide them with crayon, markers, or color pencils and paper and invite them to draw a garden they would like to have. Have them share the details of the garden with you and tell you why they chose that type of garden.





THURSDAY

(continued)

Music Explorers: *One Little Chickie Singable Story*

What do five little chickies and naps have in common? You'll find out in this cute adding-on song!



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:

- [Five Chickies sheet](#)
- Objects from around the house to represent the five chickies and food items, like stuffed animals, figures, or blocks (only if you aren't able to print the Five Chickies sheet)
- Scissors (for adult use)
- [Video link](#) to the storybook and song "One Little Chickie," lyrics by Barbara Wilson Clay and Jane Gillman, music by Jane Gillman, illustrated by Krista Martenson

Note: This is a similar activity to one in the Discovery Preschool At Home Activities Guide; however, it is also developmentally appropriate at this age. An older child may experience the singable storybook with more drama, more details, and more advanced skills. This is a great multi-age activity!



What your child is learning:

- How to act out a song using props
- To recall the events of a story in the order they happened
- The counting skill of adding on

What you do: Print the [Five Chickies sheet](#) and cut out each picture. If you aren't able to print, you can use objects from around the house to represent the chickies and other items shown on the sheet.

Tell your child that some songs tell stories, and you have a song that has a storybook to go with it. Show them the five chickies and food items (or objects you gathered to represent them). Explain that you are going to act out a song together about some little chickies. The story starts with one little chickie and grows to five little chickies by the end.



THURSDAY

(continued)

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. After viewing, help your child recall the characters and what happened in the story.

Next, give your child the cut-out chickies and food items (or objects you gathered to represent them). Play the video again and this time, invite your child to use the cut-outs to act out the story, adding on a chickie with each new verse, along with the appropriate food item. Pause the video at the end of each verse, if needed, to allow more time for acting it out.

Questions to ask:

- Who were the characters in the story?
- What happened to the number of chickies as the story went along?
- How many chickies were there at the beginning of the story? How many were there at the end?
- What were the chickies doing?
- What did the first chickie find to eat? What did the two chickies eat? Etc.
- What did the chickies do after they ate?
- How do you think the chickies felt when they found each type of food?
- Why did the chickies take naps? Do you ever feel like taking a nap after you eat something?
- How does the music make you feel?





FRIDAY

Growing Flexible Brains: Mystery Box

What's inside? Help your child put their investigative skills to the test!



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:

- Real or toy fruit or vegetable
- Shoebox with lid, or similar size box that closes



What your child is learning:

- How to focus their attention on a specific task
- Using their memory to recall information from prior experiences
- How to ask questions to gather information
- How to use information they have gathered to make an educated guess

What you do: Out of your child's sight, place a fruit, vegetable, or garden item in the box and close the lid. Invite them to play a guessing game. Tell them you have placed a fruit or vegetable in the box, and they can ask you questions to guess what it is. Invite your child to start asking questions. If needed, prompt them by asking, "What would you like to know about what is inside the box?"

Continue until they have figured out what is in the box. If they need assistance, remind them of all the clues you've already given them. Encourage them to make a guess and tell you why they made that guess. Talk about the choice and why it might not be right. If your child is interested, or at other times throughout the day or week, place a new item in the box and play the game again.

If your child is ready: Invite them to put a fruit or vegetable in the box and you ask the questions!



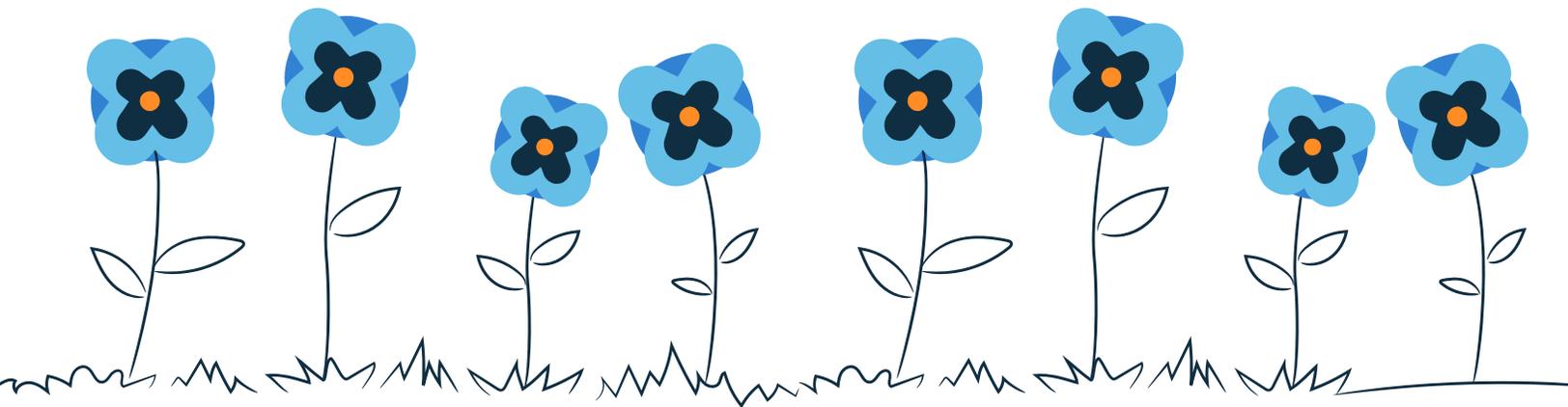
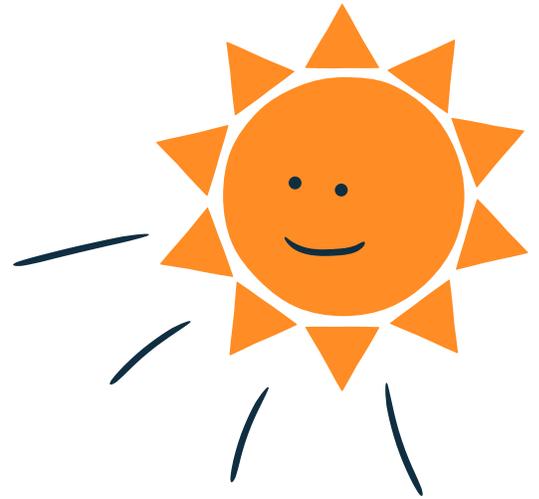


FRIDAY

(continued)

Virtual Field Trip: Mt. Cuba Center

Though current conditions may prevent you from visiting local parks and gardens to see what's growing or blooming, we invite you to take a virtual tour of the [Mt. Cuba Center](#) gardens, located in Hockessin, Delaware. Mt. Cuba Center has a variety of gardens that you and your child can visit through virtual tours. With a single click you can pause the tour to talk with your child about the plants in the garden. Do any look familiar? What colors do they see? What types of gardens would they like to learn more about?





Everyday Learning Experiences

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

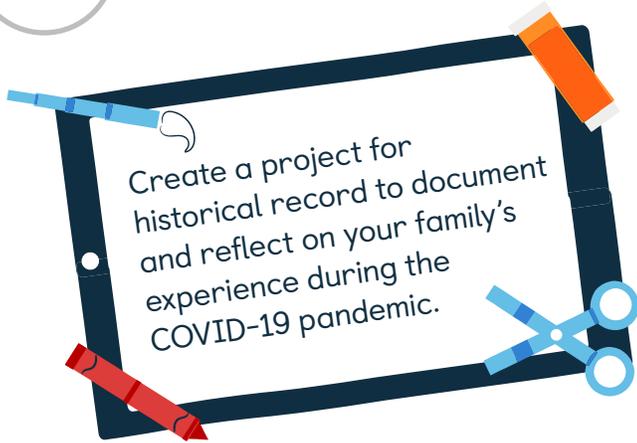
This week invite your child to **make observations** in a variety of situations in relation to plants and gardening. You can encourage your child to make observations throughout the day in relation to any activity by asking them questions and encouraging them to ask questions and make “I wonder...” statements.

“Gardener Says” is a fun way to get your child to pay attention to **directions** through playing a game. Think about what other activities in your child’s day by making into a game. Maybe it’s “Daddy says pick up three blocks.” Or a game of “I Spy” when you’re encouraging your child to try new foods. Anytime you can add **fun and games** to the mix, give it a try!

Counting objects in books is one way to practice counting, but your day-to-day presents ample opportunities to **practice counting**. You and your child can count how many steps it takes to make it from the table to the sink, how many crackers are in today’s snack, how many bears are on their shirt, or how many blocks they stacked to make a tower.



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*.

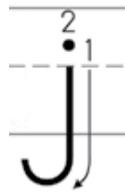
Try this!

Flexible Mindsets

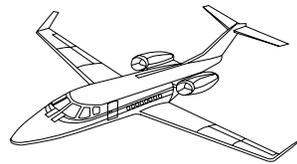
Over the past two months we've all had our flexible thinking skills put to the test. We've had to adjust to new and often challenging ways of working, playing, and learning. As you consider this theme, think of ways you can creatively express how your family has learned to be flexible during your time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



Letter J Rhyme



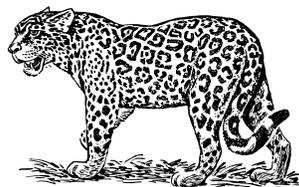
j is for **juggling**, let's give it a try



j is for **jet**, flying high in the sky



j is for **jelly**, kept fresh in a jar



j is for **jaguar**, seen from afar



j is for **juice**, tasty and cold



j is for **jewels**, in silver and gold



Apple Smoothies and Apple Peel Tea recipe card Apple Smoothies

DON'T TRASH THAT!

Apple Smoothies and Apple Peel Tea

Apple Smoothies

Ingredients:

(makes 4 servings)



2 large apples, cored and peeled (reserve cores and peels)



½ cup milk



½ cup vanilla yogurt



½ teaspoon honey



Sprinkle of ground cinnamon (optional)

Instructions:

1. Cut the into large pieces.
2. Add the , , and to a .
3. Blend until smooth with no chunks of .
4. Pour into and sprinkle with (optional).

Apple Peel Tea

Ingredients:

(makes 1 ½ cups)



Peels and cores of 2 apples, seeds removed



1 ½ cups water



½ teaspoon honey



1 whole clove (optional)



Ground cinnamon (optional)

Instructions:

1. Combine the peels and cores, , and in a small . Bring to a boil, then reduce to a simmer and add the , if using. Simmer for 1 hour.
2. Remove from heat and add a sprinkle of , if using. Let sit for at least 45 minutes.
3. Pour the tea through a and discard the strained mush. Store the tea in the and drink it cold or reheated.



Five Chickies

