

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

Week of May 18, 2020



This week, we'll take a look at the **spring** world around us! Your child will have the opportunity to get up close and personal with growing **plants** and will track the **weather** to see how it changes during the week.

In phonics and literacy, they'll continue their **poetry** learning journey with a lesson on **haiku** and develop those **sight reading** skills with the popcorn words *will, so, and some*.

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: Graphing the Weather

Watch the week's weather unfold and follow along, while learning about line graphs.



TUESDAY

Science Activity: Plant Part Scavenger Hunt

Your child will learn about the parts of a plant, and then use their new knowledge on a photosynthesis photoshoot!

WEDNESDAY

Phonics Activity: Popcorn Words: *Will, So, and Some*

Will, so, and some are three words that "pop" up often! Today, your child will learn to recognize these three words on sight.

THURSDAY

Physical Activity: Crazy Cards

What's in the cards for fitness today? Your child will pick and practice four different exercises in this card-deck activity.

FRIDAY

Literacy Activity: Memorial Day Haiku

Reflect on the upcoming holiday while learning about haiku poetry.

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 **Who Are the Helpers?**





Getting Ready for the Week: Materials to Gather

Monday

- ❑ [Blank weather line graph](#) (either printed or create your own on a blank sheet of paper)
- ❑ Marker

Tuesday

- ❑ Device for taking pictures, like a phone or tablet
- ❑ Paper
- ❑ Pencil
- ❑ Two different examples of living plants that your child can study up close (houseplants or plants in the yard are preferred, but if you don't have access to plants, you can look up photos together on your device)

Wednesday

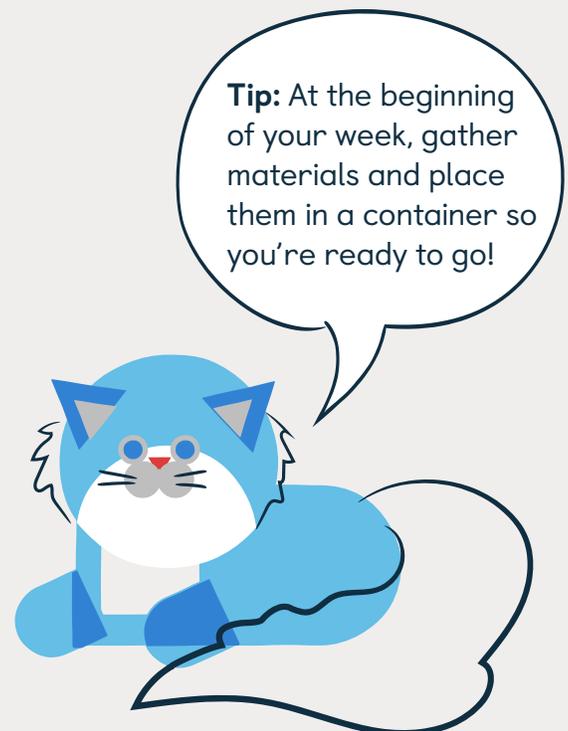
- ❑ Crayons or markers
- ❑ Child-size scissors
- ❑ Paper and pencil (only if you aren't able to print the Popcorn Words sheets)
- ❑ Popcorn (optional)
- ❑ [Popcorn Words](#)
- ❑ [Popcorn Word Identification](#) (2 pages)

Thursday

- ❑ Deck of playing cards
- ❑ Paper
- ❑ Pencil
- ❑ Timer

Friday

- ❑ [Memorial Day](#) and [Kitty](#) haikus



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



MONDAY

Math Activity: Graphing the Weather

Watch the week's weather unfold and follow along, while learning about line graphs.



Length of activity:

15–20 minutes
+ check-ins
throughout the
week

Level of Engagement Required by Adult: High



Level of Prep Required: Medium



What you need:

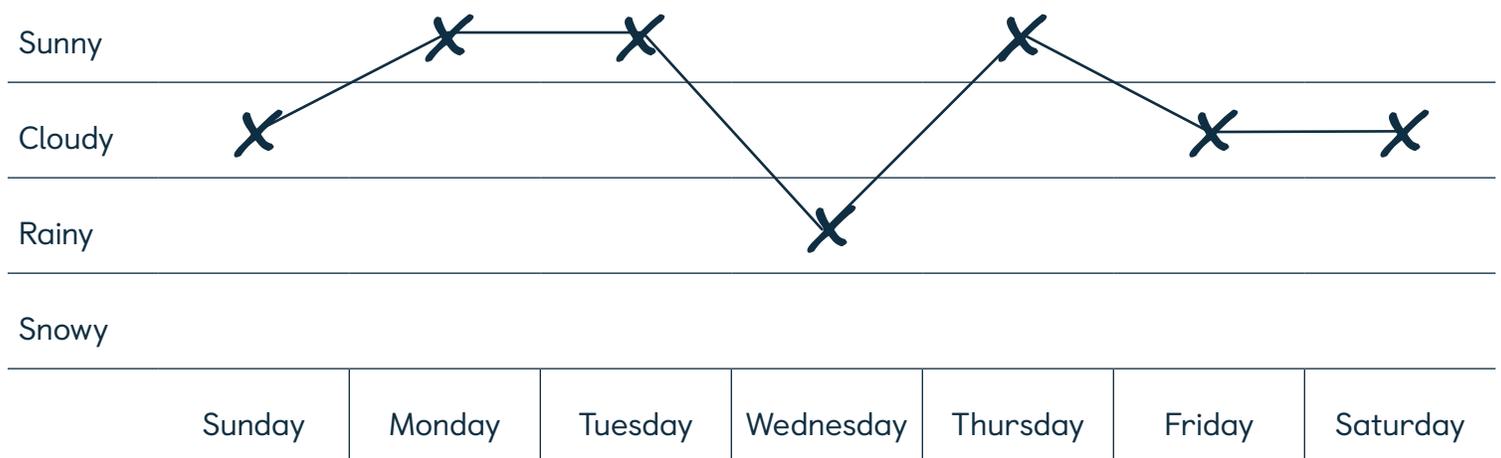
- [Blank weather line graph](#) (either printed or create your own on a blank sheet of paper)
- Marker

What your child is learning:

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

What you do: Before starting the activity, take a look at the example below of a weather line graph to get familiar with what a completed graph looks like.

THIS WEEK'S WEATHER





MONDAY

(continued)

Examine your Weather Graph chart with your child. Explain that this week you'll be working on a new type of graph called a *line graph*. Line graphs are often used to answer questions about how something changes over time. Explain that the graph you'll be making together this week will show how the weather changed over time.

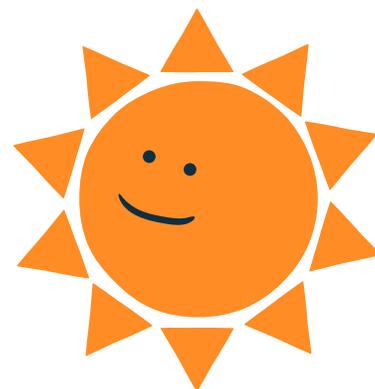
Point out the bottom line of the graph, which shows the days of the week. Read through each day of the week with them, from Sunday to Saturday. Now, look at the left side of the graph, which shows the different types of weather. Read through each of these with your child. Ask what they think the weather might be like this week. If you live in a place without snow, this could be an opportunity to talk about how kindergarten children all over the country are doing this activity, and some places can have snow even in the spring!

Now, start filling in your graph by pointing at the "Sunday" part of the graph and asking your child what the weather was like on Sunday (if you are doing this activity on Monday, that means yesterday's weather). Put an *x* in the spot on the graph that is above "Sunday" and to the right of the weather type for the day. Show your child that now if you wanted to see what the weather was like on Sunday, you could trace a line using your finger up from Sunday until you hit the *x*, and then over to the left to see what the weather was. Now, fill in Monday's weather the same way. If you are doing this on Monday, take a look out the window with your child. Have them help you figure out where to put the *x* for the day.

Now, draw a line from the *x* for Sunday's weather to the *x* for Monday's weather. This is what makes it a line graph! The line helps us see patterns more easily.

Every day this week, take a few minutes to put a new *x* on the line graph to record the weather for the day, and connect the dots using a line. At the end of the week, look at your completed line graph. Use the graph to ask your child how the weather changed this week. Did the weather change a lot, or did it mostly stay the same? Which days were sunny? Which days were rainy?

If your child is ready: For an extra challenge, keep track of the temperature every day around the same time. You may need to explain that the temperature is a number that tells us how warm or cool it is outside, and that higher numbers mean warmer days, and lower numbers mean cooler days. Graph the temperature on its own line graph. Did the temperature change during the week?





TUESDAY

Science Activity: Plant Part Scavenger Hunt

Your child will learn about the parts of a plant, and then use their new knowledge on a photosynthesis photoshoot!



Length of activity:
30 minutes*

*To make this activity shorter, you could do the Venn diagram and scavenger hunt activities on two different days.

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



Level of Prep Required: Low



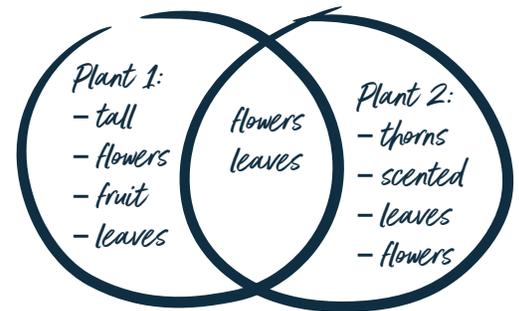
What you need:

- Device for taking pictures, like a phone or tablet
- Paper
- Pencil
- Two different examples of living plants that your child can study up close (houseplants or plants in the yard are preferred, but if you don't have access to plants, you can look up photos together on your device)

What your child is learning:

- The definition of a plant
- Major parts of a plant
- Observing the world around them to draw scientific conclusions

What you do: Draw two large, overlapping circles to create a Venn diagram on a sheet of paper. Show your child one of the two plants you have picked and let them study it. Invite them to look at its shape, color, and various parts. Then, ask what they've observed about the plant and write their responses in one of the Venn diagram circles on your paper. If your child is ready, they can also write down their responses themselves.



Then, repeat the exercise using the second plant. Write their responses in the second diagram circle. Now, go back through their observations about each plant. What do the plants have in common? Write this information in the overlapping section of the diagram. Talk about what they think all plants have in common. Then explain that a plant is a living thing that is not an animal. Plants don't move from place to place, and plants make their own food using a special substance in their leaves that makes them green.



TUESDAY

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Tell your child that, just like animals have different parts of our bodies, plants have different parts of their bodies too! Talk about these six common plant parts, showing them to your child on the plants you are studying:

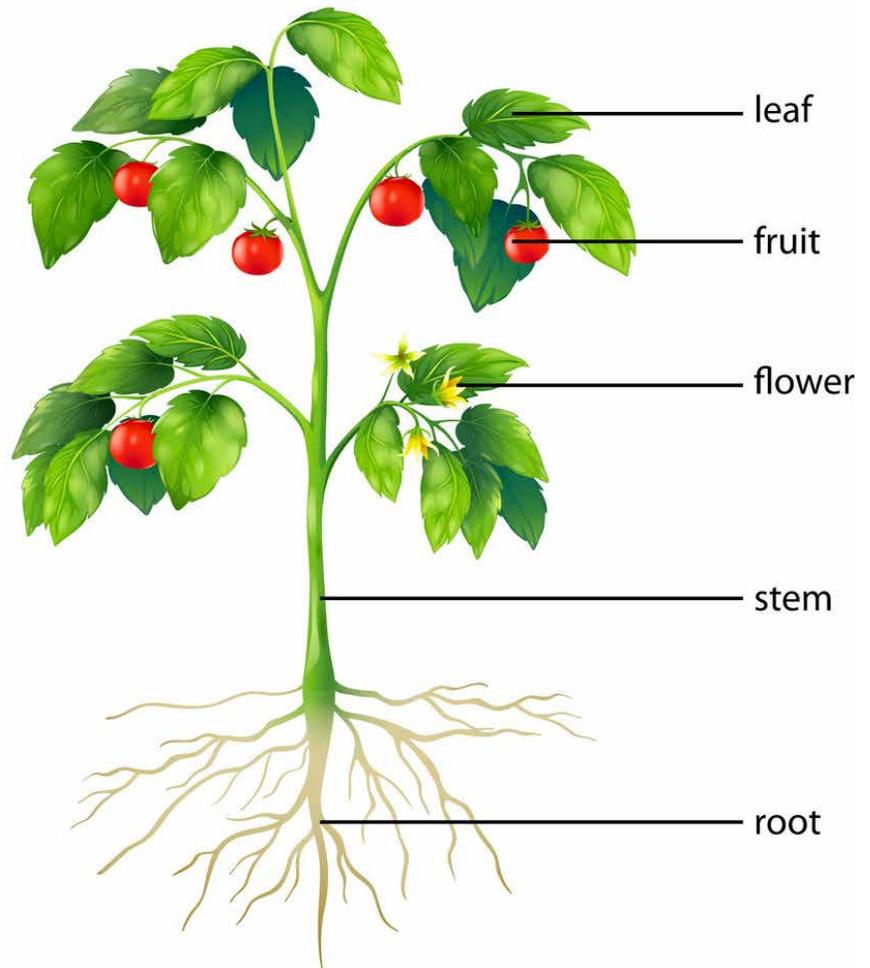
Roots: Roots grow beneath the ground and help the plant get water and nutrients from the soil.

Stem: The stem holds the plant upright, provides support, and carries water and nutrients from the roots to the rest of the plant.

Leaves: Leaves take in sunlight to help the plant grow strong.

Flowers: The flower produces the seeds to grow more plants. Some flowers produce fruit.

Fruit: When flowers produce fruit, most often the seeds of the plant are inside the fruit. Some plants produce fruits we can eat.



Now help your child go on a scavenger hunt using your device to take photos of as many of these plant parts as they can. Can they find and photograph each of these types of plant parts: roots, stems, leaves, flowers, and fruit? *Hint: trees are a good place to find roots without digging up a plant.*

If your child is ready: Give your little scientist a deeper understanding of plant vocabulary by explaining that the leaves have a substance called *chlorophyll* that turns sunlight into food for the plant in a process called *photosynthesis*. Chlorophyll is what makes leaves green! Flowers also produce *pollen*, which is carried to other flowers by the wind and animals like bees, to help the plants produce seeds.



WEDNESDAY

Phonics Activity: Popcorn Words: *Will, So, and Some*

Will, so, and some are three words that “pop” up often! Today, your child will learn to recognize these three 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:

- Repeating or reciting a short poem, rhyme, fingerplay, or song
- Recognizing the difference between letters, words, and sentences
- Identifying and reading the small words that are used often in children's literature, such as *will, so, and some*

What you do: Print the Popcorn Words and Popcorn Words Identification sheets. Alternative instructions for the activity are provided here 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 the chant below and the actions that go with it, then say and do it together. If you did the at-home activities for the week of [April 13th](#), 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.]**

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



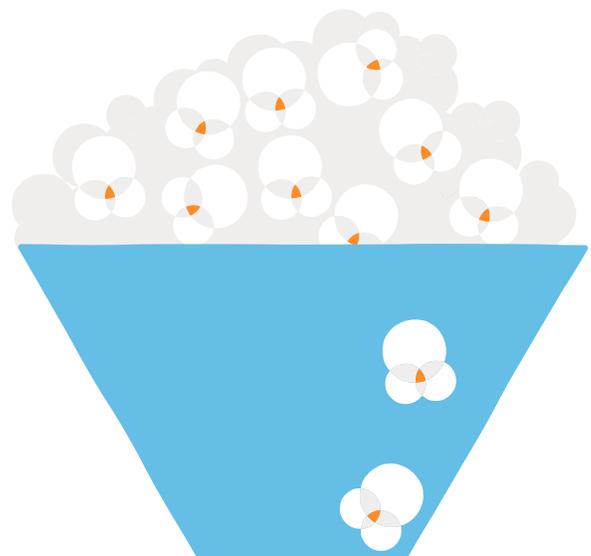
WEDNESDAY

(continued)

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 three 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. More of them will be "popping up" in future weeks of content. If you'd like, pop some actual popcorn to help your child remember how "tasty" Popcorn Words can be!

If your child is ready: Ask your child to choose a children's book. Give your child a sheet of paper and a pencil. Have your child write each of the three 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 your child to add up the tally marks to see just how often each word "popped" up in the story!





THURSDAY

Physical Activity: Crazy Cards

What's in the cards for fitness today? Your child will pick and practice four different exercises in this card-deck activity.



Length of activity:
10–15 minutes*

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

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



Level of Prep Required: Low



What you need:

- Deck of playing cards
- Paper
- Pencil
- Timer

What your child is learning:

- Cardiovascular body movement
- Keeping track of rules
- Keeping count of actions up to ten

What you do: Explain that your child will pick four different exercises, and each exercise will be assigned a card suit. They will draw cards from the deck. When they draw a card, they will do the exercise they've picked for the suit, for the number of times shown on the card. For example, if clubs are jumping jacks and they draw a four of clubs, they should do four jumping jacks. Face cards and aces mean "take a break" by taking ten deep breaths.

Help your child come up with exercises for each suit. Here are some suggestions:

- Jumping jacks
- Toe touches
- Run from one side of the yard to the other
- Jump rope
- Hula hoop
- Step ups (step onto a stair and back down)
- Hop on one leg
- Squat
- Do a silly dance move
- Bounce a ball
- Kick the air
- Sit down and stand back up





THURSDAY

(continued)

Once you've assigned exercises for each suit, help your child make a reminder sheet for themselves that shows them which suit is which exercise. For instance, help them write $\blacklozenge = \text{hop}$. Then, set a timer for five to ten minutes and give your child the deck of cards. See how many cards they can get through! They may need your help, especially at the beginning, to understand how to draw cards and to remind them of the rules of the game.

If your child is ready: You can make this activity easier by removing higher-number cards from the deck (for example, take out all cards 7 and up). You can make it more difficult by making face cards or aces "wild", meaning that when children draw a face card, they choose the exercise to do and the number of times to do it. You can also make this easier or more difficult by changing the amount of time on your timer. This is a game that can be played with same-age or older siblings. If needed, children of different ages can pick different rules for each suit, to make it challenging for children of all ages. If you have multiple decks of cards, siblings can each draw from their own deck. Or, you can choose joint exercises, like passing each other a ball, playing patty cake or other hand-clapping games, doing a relay, or doing a secret handshake.



FRIDAY

Literacy Activity: Memorial Day Haiku

Reflect on the upcoming holiday while learning about haiku poetry.



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:

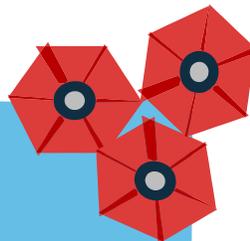
- Memorial Day haiku (below) and [Kitty haiku](#)

What your child is learning:

- Identifying different types of poetry
- Appreciating poetry
- Identifying syllables in words and poems

What you do: Read the following poem to your child:

In all the May days
One thing is not forgotten—
Memorial Day!



Tell your child Memorial Day is Monday. Talk with your child about the meaning of Memorial Day. This is a national holiday that happens once a year to honor the memory of soldiers who have died in wars. Next week's family project will focus on gratitude and sacrifice in honor of the holiday.

Read the poem again. Afterwards, tell your child that this is an example of a new type of poem, called haiku. Haiku is a form of Japanese poetry. These poems are simple descriptions of daily situations or events, such as a sunrise, the taste of food, a feeling, or a favorite pet or toy. Haiku poems don't have to rhyme. Instead, they are set apart by the number of syllables in each line.

Ask if your child can tell you what a syllable is. Remind them that a syllable is a part of a word that you hear while saying a word out loud, like a beat. Practice saying the word haiku and clapping together for each syllable: hai - ku (two claps).

Now read the Memorial Day poem one more time. This time clap together for each syllable for every line. Count the syllables together. There should be five syllables in the first line, seven syllables in the second, and five syllables in the third.



Read another haiku together:

Kitty on my lap
Warm and purring so softly
Ouch! My legs are cramped!

The first time through, read the haiku and talk about the meaning. The author was writing this poem about a pet they love, and a moment they experienced. Then read the poem one more time, clapping together for every syllable.

If your child is ready: Your child can practice writing their own haiku! When kindergarteners write haiku, it is not important to get the number of syllables perfect. The important thing is that they get practice at expressing themselves through poetry. Have them try to write a short first line, longer second line, and short third line, but don't focus on counting the syllables. Talk with them about the poems they've written. What made them think of their topic?





Everyday Learning Experiences

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

Keep a lookout for this week’s popcorn words—**will**, **so**, and **some**—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!

Tuesday’s science activity was all about plant parts. Keep an eye out for the different plant parts you discussed popping up in your **daily life**! For instance, if you’re eating carrots, explain that the carrots we eat are the root of a plant. Can your child remember what a root does for the plant?

This week’s math activity focuses on the weather as it changes day by day. Understanding the changes in the world around us is an important piece of learning for young children! Pay attention to the **weather changes** that happen throughout the day. Did the day start sunny but end rainy? What are the cues in the world around you that tell you when the weather is about to change?

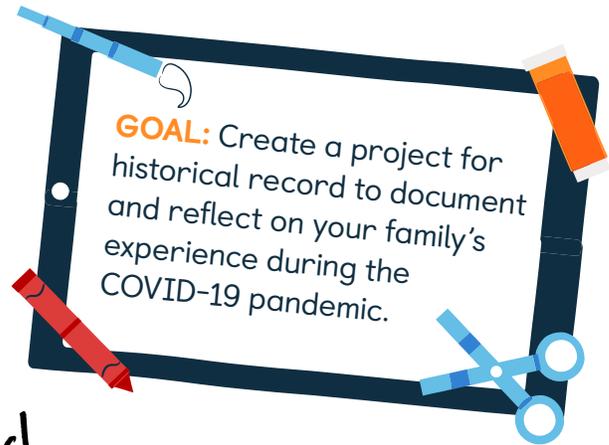
Friday’s literacy activity practices sounding out syllables—but you don’t have to wait for a haiku to practice syllables! Try **clapping out and counting** the syllables for words you encounter during the week as well. Can you clap out the syllables together for “photosynthesis”?



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 couple weeks, your family has been working through the first four themes of your family project. This week, we invite your family to explore the theme **Who Are the Helpers?**

Try this!

Helpers

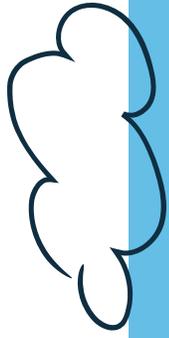
Through the last few months, your family has experienced a new way of living. As with all new and challenging situations, there are always people helping others in creative and thoughtful ways. How has your family been helped by others? How have you helped others through this crisis? Add another layer to your family project to represent the helpers in your life.

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

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

THEMES:

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

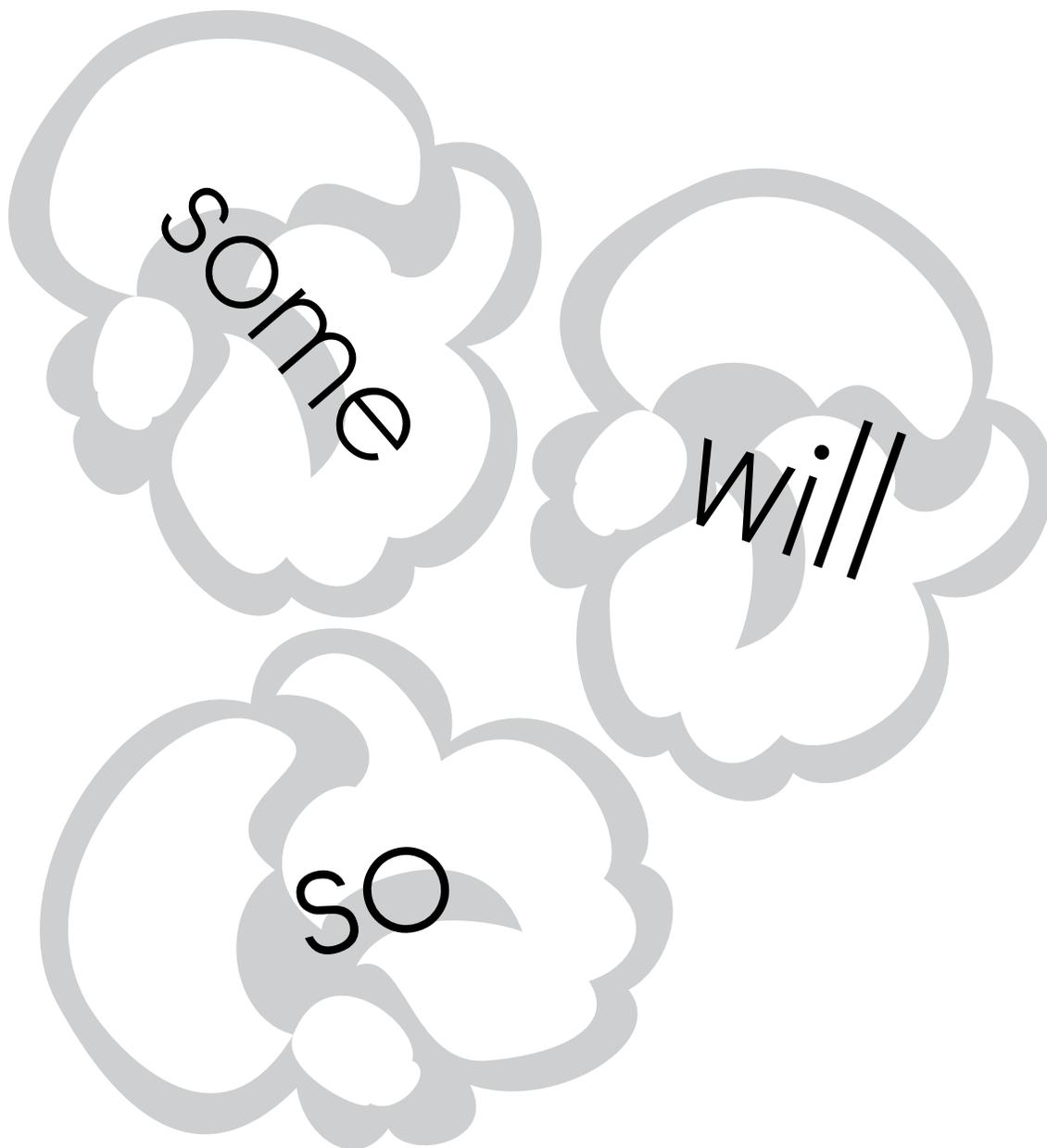


THIS WEEK'S WEATHER

Sunny								
Cloudy								
Rainy								
Snowy								
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	



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.

